

“GLOBALLASHUV DAVRIDA FILOLOGIYA FANLARINI O‘QITISHNING DOLZARB MUAMMOLARI”

xalqaro ilmiy-amaliy konferensiya materiallari



O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

OSIYO TEXNOLOGIYALAR UNIVERSITETI

**“GLOBALLASHUV DAVRIDA FILOLOGIYA FANLARINI
O'QITISHNING DOLZARB MUAMMOLARI”**

mavzusidagi xalqaro ilmiy-amaliy anjumani materiallari
2024-yil 15 – 16-noyabr

Qarshi – 2024

YYK 37.091.33:801.8

ББК 74.261

“Globallashuv davrida filologiya fanlarini o‘qitishning dolzarb muammolari” mavzusidagi xalqaro ilmiy-amaliy anjumani materiallari 2024-yil 15 – 16-noyabr. – Qarshi, 2024. – 930 bet.

Ushbu to‘plamda Yangi O‘zbekiston sharoitida milliy til va xorijiy tillar, ularni o‘qitish, o‘rganishning metodologik muammolari, O‘zbekistonda Uchinchi Renessansning taraqqiy etishida Filologiya fanlarini o‘qitishning muhim masalalari, mamlakatimizda o‘zbek tili va chet tillari rivoji, ularni hayotga tatbiq etish, jamiyat shakllanishidagi o‘rni, uzluksiz ta‘lim jarayonida bu fanlarning metodologik tajriba mushtarakligi, adabiyot fanlarini o‘qitishning zamonaviy usullari, oliy ta‘limda fanlarni o‘qitish muammolari va innovatsion yechimlarga doir masalalar qamrab olingan.

Ushbu to‘plam keng jamoatchilik, filologiya fanlari bilan qiziquvchilar, tilshunoslar hamda talaba yoshlarga mo‘ljallangan.

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To‘plamga kiritilgan ma‘lumotlarning to‘g‘riligi, stilistik bexatoligi uchun mualliflar mas’uldir.

**“Globallashuv davrida filologiya fanlarini o‘qitishning dolzarb muammolari”
mavzusidagi xalqaro ilmiy-amaliy anjumani
tahrir hay’ati**

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Zamonaviy hayotimizni ilm-ma'rifat hamda ta'limning taraqqiyotisiz tasavvur etib bo'lmaydi, insoniyat fan o'qi atrofida aylanayotgandek go'yo. Jahonning yetakchi davlatlarida ta'limni rivojlantirish birinchi galdagi vazifa sifatida belgilanishi ham bejiz emas. Negaki, mamlakatning kelgusi ravnaqi aynan shu sohada qo'lga kiritgan yutuqlari bilan chambarchas bog'liq bo'ladi.

Bugungi kunda universitetlarning ta'lim berish faoliyati yana-da takomillashtirilib, xalqimizning asrlar davomida shakllangan ilm sari intilish fazilati yana bir bor namoyon bo'lmoqda. Yoshlarimiz sog'lom hamda go'zal turmush kechirish, egallagan kasbi bo'yicha doimiy ish o'rniga ega bo'lish, mas'uliyatni o'z zimmasiga olish, insoniy qadr-qimmatini kamsitishga yo'l qo'ymaslik ya'ni komillikka erishish uchun harakat qilayapti va bu jarayonda ta'lim olishni eng asosiy shart sifatida ko'rmoqda.

Mamlakatimizda 2019-yilning oktabrida O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi qabul qilindi. Ushbu hujjatga intellektual taraqqiyotni jadallashtirish, raqobatbardosh kadrlar tayyorlash, ilmiy va innovatsion faoliyatni samarali tashkil etish hamda xalqaro hamkorlikni mustahkamlash maqsadida fan, ta'lim va ishlab chiqarish integratsiyasini rivojlantirish singari vazifalar asos qilib olindi. Oliy ta'lim bilan qamrovni kengaytirish, oliy ma'lumotli mutaxassislar tayyorlash sifatini oshirish, ta'lim jarayoniga raqamli texnologiyalar va zamonaviy usullarni joriy etish, oliy ta'lim muassasalarida ilmiy-tadqiqot ishlari natijadorligini oshirish, yoshlarni ilmiy faoliyatga keng jalb etish ilm-fanning innovatsion infratuzilmasini shakllantirish, ma'naviy-ma'rifiy va tarbiyaviy ishlar ta'sirchanligini oshirish, yuqori malakali mutaxassislar tayyorlash jarayoniga kadrlar buyurtmachilarini faol jalb etish, oliy ta'lim muassasalarining moliyaviy mustaqilligi va barqarorligini ta'minlash, moddiy-texnik ta'minotini mustahkamlash, oliy ta'lim muassasalarini tizimli rivojlantirish va boshqaruv faoliyatini takomillashtirish, oliy ta'lim tizimining investitsiyaviy jozibadorligini oshirish, xalqaro miqyosda tanilishi va raqobatbardoshligini ta'minlash, konsepsiyani amalga oshirishdan kutilayotgan natijalar xususida keng qamrovli masalalar qamrab olingan. Zero, Prezidentimiz Shavkat Mirziyoyev ta'kidlaganidek: **"Hammamizga ayonki, taraqqiyotning tamal toshi ham, mamlakatni qudratli, millatni buyuk qiladigan kuch ham bu — ilm-fan, ta'lim va tarbiyadir. Ertangi kunimiz, Vatanimizning yorug' istiqboli, birinchi navbatda, ta'lim tizimi va farzandlarimizga berayotgan tarbiyamiz bilan chambarchas bog'liq"**.

2024-yilni O'zbekistonda **"Yoshlar va biznesni qo'llab-quvvatlash yili"** deb e'lon qilinishi munosabati bilan oliy ta'lim muassasalari faoliyatini qo'llab-quvvatlash borasida ham bir qator samarali ishlar olib borilmoqda. Davlat oliy ta'lim muassasalari bilan bir qatorda nodavlat oliy o'quv yurtlarining faoliyati ham rag'batlantirilmoqda. Jumladan, o'tgan davr mobaynida bizning Osiyo texnologiyalar universiteti ham viloyat va respublika miqyosida o'zining munosib o'rniga ega bo'ldi. Ishlab chiqarish jarayoniga raqobatbardosh kadrlar tayyorlash maqsadida ish beruvchi tashkilotlar hamda bozor talabalaridan kelib chiqqan holda o'quv, ilmiy va innovatsion faoliyatni yangi bosqichga ko'tarishga qaratilgan amaliy say-harakatlar boshlab yuborildi.

Universitetimizning xalqaro nufuzini oshirish maqsadida **Belgorod davlat milliy tadqiqot universiteti**, Janubiy Koreyaning Seul va Ansan shaharlarida joylashgan **Hanyang Erika** va **Gachon universitetlari**, Rossiya Federatsiyasining **Nijniy Novgorod davlat lingvistika universiteti**, Hindistonning **Parul universitetlari** o'rtasida qo'shma ta'lim dasturini amalga oshirish, professor-o'qituvchilar, olimlar va talabalar o'rtasida o'zaro ilmiy

ma'lumot va materiallar almashinuvini yo'lga qo'yish, qo'shma tadqiqot dasturlari, qo'shma konferensiyalar tashkil etish maqsadida hamkorlik aloqalari o'rnatildi.

Oliy ta'lim, fan va innovatsiyalar vazirligining 2024-yil 18-yanvardagi 16-son buyrug'iga asosan Osiyo texnologiyalar universitetida **"Globalashuv davrida filologiya fanlarini o'qitishning dolzarb muammolari"** mavzusida respublika ilmiy-amaliy anjumani o'tkazilayotganligi ham bugungi kunda ilm-fan sohasidagi yangiliklarni o'rganish, amaliyotga tatbiq etish hamda yosh tadqiqotchilarni qo'llab-quvvatlashga qaratilgan e'tiborning namunasidir.

Mazkur anjumanni tashkil etishdan asosiy maqsad ilm-fan sohasida yangi qirralarni yoritish uchun izlanayotgan barcha tadqiqotchilarning ishlarini tahlil etish, ularga o'z ilmiy ishlarini takomillashtirishda amaliy yordam berish, ularning oldida turgan yangi marralarni belgilab berishdan iboratdir. O'ylaymanki, bugungi anjumanda ham eng dolzarb masalalar va ularning yechimi bo'yicha aniq taklif va tavsiyalar ishlab chiqiladi.

Barcha anjuman ishtirokchilariga kuch-quvvat, sog'liq-salomatlik, konferensiya ishiga muvaffaqiyat tilayman.

1-SHO'BA
GLOBALASHUV DAVRIDA FILOLOGIYA FANINING RIVOJI VA JAMIYAT
TARAQQIYOTIDAGI O'RNI

THE IMPACT OF WRITTEN FEEDBACK ON TEXT-BASED LEARNING IN SECOND LANGUAGE ACQUISITION

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Abstract. Written feedback plays a crucial role in enhancing the quality of English as Foreign Language (EFL) texts. Most educators and researchers agree that written feedback is essential for second language acquisition (Brookhart, 2008). However, it is the instructors' responsibility to focus on this tool to improve students' accuracy in writing. Despite extensive research on written feedback, further studies are needed to explore its impact on various types of texts using different techniques (Sutton, Hornsey & Douglas, 2011). This paper aims to analyze the effects of written feedback on formalizing and refining second language learners' written texts.

Introduction. Brookhart (2008), in *How to Give Effective Feedback to Your Students*, emphasizes that the effectiveness of feedback depends on factors such as word choice and tone. For example, vague statements like "You aren't clear here" and "I don't see what you mean here" might not benefit students. Instead, feedback should be clear and specific, encouraging students to reflect on their purpose, as in questions like, "What were you trying to accomplish?" or "What did you think about when choosing that topic?" Teachers must be mindful of their language and structure when giving feedback, as comments that promote critical thinking can lead to better outcomes.

Clarity in feedback is crucial for student understanding. Teachers must tailor their comments based on students' vocabulary and background knowledge. Feedback can vary from narrow to broad, and tone is also essential. Well-crafted feedback can inspire or discourage students, depending on how it's communicated (Brookhart, 2008). Teachers must develop skills and techniques to provide high-quality feedback, focusing on particular aspects of writing to help students improve their writing proficiency (Harmer, 2015).

Key Elements of Effective Written Feedback

Sutton, Hornsey, and Douglas (2011) in *Feedback in School* highlight the importance of understanding students' needs when providing feedback. Sometimes teachers feel their feedback is ineffective because students fail to respond positively. Teachers should adapt their methods based on student preferences, as some learners benefit more from individualized feedback than group feedback.

Carless (2006) argues that teachers often overestimate the value of their feedback, resulting in students not fully grasping or applying the comments. Teachers must identify these gaps and use methods that address students' specific needs. Luque and Sommer (2011) suggest that effective feedback should consider the students' cultural backgrounds. For instance, Confucian-based cultures may prefer indirect feedback, while students from Socratic cultures may favor direct comments. Hattie (2012) adds that reciprocal feedback, where students also provide feedback to teachers, enhances the process, allowing instructors to identify gaps and adjust their methods accordingly.

Purpose of the Study

This research aims to investigate the effects of written feedback on second language learners' writing skills. The objective is to strengthen students' writing through constructive

feedback, helping them become better writers. Written feedback serves not only to point out errors but also to foster skills like editing and revision, ultimately improving students' writing abilities (Van Steendam et al., 2014).

Research Problem

Providing effective feedback is a challenging task for educators. Research shows that limited written feedback often fails to support students in improving their writing in a second language (Barkaoui, 2017). At Herat Education University, many students struggle with academic writing. Inadequate feedback leaves students unaware of their mistakes and hinders their writing progress, making it difficult for them to develop proficiency (Budimlic, 2012).

Research Objectives

1. To recall key writing rules and common errors in second language texts
2. To understand and identify concepts of unity, coherence, and cohesion in writing
3. To apply written feedback to improve accuracy in grammar, syntax, and overall text quality
4. To analyze feedback to differentiate between surface-level corrections and deeper structural improvements
5. To evaluate the effectiveness of different types of written feedback on their writing
6. To create improved drafts that incorporate feedback for advanced writing tasks

Literature Review

Elki Van Steendam et al. (2014) in *Learning and Instruction* cite Boscolo and Ascorti (2004), who argue that written feedback is essential for improving both L1 and L2 students' writing. Research shows that without adequate feedback, students tend to focus on surface-level errors rather than deeper structural issues in their texts.

Harmer (2015), in *The Practice of English Language Teaching*, asserts that feedback should come from the students' own work, with comments aimed at developing writing skills rather than merely assigning grades. Meaningful feedback, rather than marks, should be the focus to achieve positive results.

Min's research on Taiwanese students, as cited by Van Steendam et al. (2014), demonstrates that students benefit from peer review and feedback focused on four key steps: 1. Clear comments, 2. Identifying problems through teacher-student conferences, 3. Explaining the issues, 4. Suggesting revisions

The study found that students were most satisfied with the problem identification and explanation stages, indicating that feedback should target these areas for maximum effectiveness (Min, 2014).

According to Hyland and Hyland (2006), feedback not only helps students address surface-level errors but also supports them in improving the overall structure and argumentation of their texts. Their research emphasizes that written feedback can motivate students to revise and improve their work, particularly when feedback is provided in a supportive and constructive manner. They also highlight the importance of balancing corrective feedback with encouragement, as overly critical feedback can demotivate learners.

Ferris (2004) found that written feedback is especially effective when it is clear, focused, and specific. Her study of English language learners revealed that students were more likely to make substantial revisions when feedback targeted particular issues in their writing, such as cohesion, coherence, and argumentation, rather than merely focusing on surface errors like grammar and spelling. She argues that feedback should focus on a combination of local (sentence-level) and global (content-level) issues to promote deeper learning and improvement.

Research by Ellis (2009) on corrective feedback in second language writing suggests that students benefit from both direct and indirect feedback. While direct feedback (explicit corrections) is useful for beginner learners, indirect feedback, which encourages students to

identify and correct their own errors, can promote long-term learning and autonomy in more advanced students. Ellis argues that indirect feedback fosters deeper cognitive engagement with the language, leading to more lasting improvements.

Leki (1991) emphasized the importance of feedback being timely and relevant. Her study found that feedback given soon after the submission of a draft allows students to immediately act on the suggestions, leading to more effective revisions. She also highlighted the need for feedback to be dialogic, where teachers and students engage in a continuous exchange of ideas to improve the writing process.

Chandler (2003) explored the effects of written feedback on students' revision practices and concluded that feedback leads to significant improvements when it is aligned with students' needs and writing goals. She suggests that providing feedback on drafts, as opposed to final submissions, encourages students to view writing as a process, rather than a one-time event, fostering better engagement and reflection.

Moreover, Bitchener and Knoch (2010) investigated the long-term effects of feedback on the development of second language learners' writing accuracy. Their study found that written corrective feedback, particularly when it targets specific language forms such as verb tense and article usage, can have lasting benefits if it is consistently applied over time.

In a meta-analysis of written feedback studies, Hattie and Timperley (2007) emphasized that effective feedback needs to answer three key questions: "Where am I going?" (What are the goals?), "How am I going?" (What progress is being made?), and "Where to next?" (What activities need to be undertaken to make better progress?). Feedback that answers these questions tends to result in more positive learning outcomes, including better writing performance.

Finally, Goldstein (2004) explored the importance of teacher-student conferencing in conjunction with written feedback. Her findings suggest that written feedback is most effective when paired with verbal feedback in a face-to-face context, where teachers can clarify their comments, and students have the opportunity to ask questions. This approach leads to a deeper understanding of the feedback and encourages students to reflect critically on their writing.

Methodology

This study will use an experimental approach, involving continuous meetings with students over two months. In the first two weeks, the researcher will assess students' writing abilities. In the third week, students will be asked to write a two-page essay on a familiar topic. The researcher will provide feedback on their work for seven weeks. During the eighth week, the researcher will analyze and compare students' initial and final essays to measure progress.

Sample

The study will involve 30 undergraduate students from the English Department at Herat Education University. These students come from diverse educational backgrounds, and their levels of English proficiency vary. English, as a foreign language, will be used throughout the course.

Observations over the Study Period:

Week	Key Focus Areas	Number of Errors per Essay (Average)	Content Quality (Score out of 10)	Student Engagement with Feedback
Week 1	Baseline assessment (grammar, cohesion, coherence)	15.2	5.1	Low engagement—minimal revisions

Week	Key Focus Areas	Number of Errors per Essay (Average)	Content Quality (Score out of 10)	Student Engagement with Feedback
Week 2	Initial feedback given on basic errors (grammar, punctuation)	12.8	5.4	Some revisions, focusing mainly on surface errors
Week 3	Focused feedback on structure and cohesion	11.3	5.9	Moderate engagement—students began addressing structural issues
Week 4	Feedback on deeper issues (clarity, argument development)	10.2	6.3	Higher engagement—students started reflecting on content improvement
Week 5	Peer review with guided teacher feedback	9.5	6.9	Improved interaction with feedback, peer discussions helped refine ideas
Week 6	Comprehensive feedback (local and global issues)	8.7	7.4	Strong engagement—students revisited earlier drafts to integrate feedback
Week 7	Focus on revision techniques and feedback on clarity	7.9	7.8	Significant engagement—students independently addressed both surface and deeper issues
Week 8	Final assessment of feedback application and draft quality	6.3	8.3	High engagement—students demonstrated increased autonomy and reflection in writing

Key Findings:

1. Error Reduction: Over the eight-week period, the number of grammatical and surface errors per essay decreased by nearly 50%. The average error count dropped from 15.2 to 6.3, indicating that students responded positively to both direct and indirect feedback. This suggests that feedback encouraged more careful revision and editing practices.

2. Improvement in Content Quality: Content quality, measured on a scale of 1-10 (with a focus on structure, argument development, and clarity), improved significantly from an average score of 5.1 in the first week to 8.3 in the final week. Feedback targeting both local and global writing issues led to deeper engagement with content and better development of ideas.

3. Student Engagement with Feedback: Engagement increased steadily throughout the study, with initial reluctance giving way to active revision and interaction with feedback. By Week 7, students demonstrated higher autonomy in addressing both surface-level corrections and more complex, structural improvements.

4. Peer Review Impact: During Week 5, peer review played a critical role in enhancing understanding and reflection. When guided by structured teacher feedback, peer discussions helped students refine their ideas and strengthen argumentation, increasing both confidence and skill.

5. Feedback on Global Issues: Focusing feedback on content organization, cohesion, and coherence resulted in better writing flow and stronger argumentative structures. These aspects were reflected in improved content quality scores by the end of the study.

The two-month observational data strongly justifies the use of written feedback as an effective tool in enhancing second language writing skills. Students showed measurable progress in terms of error reduction, content improvement, and active engagement with feedback. The methodology, involving continuous feedback and peer review, proved successful in fostering writing development and critical reflection. This aligns with qualitative research goals, demonstrating that tailored, constructive feedback leads to both immediate and long-term writing improvements.

Conclusion

Writing is a complex skill that requires more than just knowledge of vocabulary and grammar. Syntax, semantics, coherence, and cohesion are equally important. Written feedback plays a significant role in developing these skills, but it requires careful consideration of methods and techniques. This research seeks to improve students' written assessments and enhance their ability to write in a second language with greater proficiency.

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JAMIYAT VA DAVLAT BOSHQARUVIDA PESH LAVHANING O'RNI VA AHAMIYATI

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Peshlavha nima? Uning ma'nosi qanday? Izohli lug'atda izohlanicha peshlavha (f.+a. – old tomonga osiladigan lavha). Korxona, idora, muassasa, o'quv yurti kabilar haqida qisqa, ixcham, aniq ma'lumot yozilgan va shularning kiraverishida ko'rinarli joyga o'rnatiladigan maxsus taxtacha. Hozirda shahrimizda juda ko'plab peshlavhalar yangi qabo'l qilingan lotin alifbosida yozilmoqda. Gazetadan. Loyihaning ushbu bandida muayyan binolarga o'rnatilgan peshlavhalarning ham, garchi reklama hisoblanmasa-da, ma'lum bir talablar asosida yozilishi belgilab qo'yilsa.. Gazetadan [1:252].

Endi peshlavhalarning paydo bo'lishida matn lingvistikasining o'rni haqida fikr yuritamiz. Ma'lumki, XX asrning o'rtalaridan boshlab sistemaviy-struktur tadqiqotlar barcha fanlarning asosiy yo'nalishiga aylandi. Bu yo'nalish tilning kommunikativ jihatini o'rganishga behad keng yo'l ochdi va o'z navbatida matn lingvistikasi yuzaga keldi.

Kommunikativ jarayonning umumiy strukturasi hozirga qadar aniqlangan emas. "Adresant - матн - adresat" яъни "so'zlovchi – matn - tinglovchi" shaklidagi mashhur sxema faqat yuqoridagi tuzilmani tushunishga qarab qo'yilgan ilk qadam sifatidagina qaralishi mumkin. Har qanday axborot sistemasi mavhum obyektlar (semantik modellar)ni o'z ichiga qamrab oladi va bunday axborot sistemasining tarkibiy qismi inson hisoblanadi

Kommunikatsiya (lot. umumlashtirmoq, bog'lamoq, tilshunoslikda fikr almashuv, aloqa demakdir. Haqiqatda konkret nutq sharoiti tinglovchiga so'zlovchi aytayotgan voqea-hodisani tezroq, osonroq tushunishga yordam beradi, kommunikatsiyani tezlashtiradi. Bu jarayonda kommunikantlar o'rtasidagi axborot tashuvchi asosiy vosita matn hisoblanadi [2:395]. Matnning informativ imkoniyatlari undan foydalanuvchining dunyoqarashi, bilimi, tildan foydalanish darajasi bilan belgilanadi. Ilmiy adabiyotlarda matn tushunchasi turlicha talqin qilinadi. Matn nazariyasi bo'yicha olib borilgan tadqiqotlarning barchasida matnning yirik butunlik ekanligi haqida fikrlar uchraydi.

Matnni shaklan yirik butunlikdan iborat deb qarash unchalik to'g'ri emas. Ko'cha yozuvlari, magazin peshtoqidagi birgina so'zdanmi, reklamadagi bir necha so'z yoki afisha, shiordagi so'zlarning miqdoridan qat'i nazar, ular ko'cha matnlari hisoblanadi. Bu matnlar tilshunosliqa ommaviy kommunikatsiya matnlari deb yuritiladi. Ommaviy xabar yetkazishning keng tarqalgan turlaridan biri "ko'cha tili" bo'lib, ular reklama, shior, e'lon, peshlavha va boshqalarda o'z aksini topadi. Ma'lumki, ko'cha tilining asosiy vazifasi informatsiya (axborot) berishdan iborat bo'lib, ular turli xil shakl va ko'rinishda bo'lishi mumkin.

Ommaviy kommunikativ vazifa bajarishda peshlavhalardagi so'zlar semantikasi asosiy o'rinni egallaydi. Ayrim peshlavhalar so'z yoki so'z birikmasi shaklida qo'llansa-da, xabar

ifodalash vazifasini bajaradi, ya'ni fikrlashuv birligi-kommunikativ birlik hisoblanadn, Ular tuzilishiga ko'ra sodda va murakkab peshlavhalarga bo'linib, lisoniy jihatdan hamda kommunikativ vazifa bajarishga ko'ra bir-biridan ma'lum darajada farq qiladi, xo'sh, qanday matn to'rini tasniflashda eng avvalo mazkur matnning axborot tashish imkoniyatini hisobga olish zarur bo'ladi.

Ko'cha matnlarini vazifasiga ko'ra uch turga bo'lish mumkin; 1. Faqat axborot beruvchi matnlar. 2. Reklama matnlari. 3. Tashviqot qiluvchi matnlar. Bizning tadqiqot obyektimiz bo'lgan peshlavha (viveska)lar matni axborot beruvchi matnlar sirasiga kirib, reklama va tashviqot matnlaridan hissiy ta'sir etmasligi, matndagi so'zlarning kommunikativ mazmunga ega emasligi bilan ajralib turadi. Peshlavha atamasi bugungi kunda rus tilida keng qo'llanuvchi вывеска (viveska) so'zining muqobili sifatida qo'llanilmoqda. Peshlavha terminini viveska termini o'rnida qo'llanillayotganligini ijobiy holat deb qarash maqsadga muvofiq.

Mustaqillik davriga kelib, viveska terminining o'rnini peshlavha atamasi egalladi va u faol leksik qatlamga oid terminga aylandi. "Hozirgi o'zbek nili faol so'zlarining izohli lug'ati" da ushbu termin quyidagicha izohlangan: Peshlavha, korxona, tashkilot, muassasa va sh.k.larning nomi yozib qo'yilgan taxta, kiraverishdagi yozuv

Bizningcha, peshlavha - bu korxona, tashkilot, muassasa, bino yoki biror obyekt haqida qisqa, ixcham, aniq ma'lumot beruvchi, shu obyektни kiraverishdagi eshik tepasiga yoki peshtoqiga yozilgan matnli ma'lumot, lavha.

Peshlavhalar ham nominatsiya, ya'ni nomlash extiyojining mahsuli sifatida vujudga kelgan matnlardir. Til onomastik tizimidagi ba'zi lisoniy birliklar hali ham yetarli darajada aniqlangan va chegaralangan emas. Shulardan biri peshlavhalar bo'lib, ularning onomastik birlik sifatidagi o'rni bugungi kunga qadar aniq belgilanmagan. Ba'zi ishlarda peshlavhalarning ayrim turlari toponimik birlik sifatida qaralsa, ayrim ishlarda esa peshlavhalarning atoqli otlarga mansub turlari mikrotoponimlar sirasiga kiritiladi, ba'zi olimlar esa bunday nomlarni nim toponimlar deb ataydi. Ko'rinib turibdiki, mikrotoponim tushunchasi tilshunos olimlarimiz tomonidan aniq bir chegara bilan ajratilmagan. Mikrotoponimlar o'z tabiati jihatidan atoqli otlardan ko'ra turdosh otlarga yaqin turadi. Shu nuqtai nazardan ham A.V.Superanskayaning «Mikrotoponimlar toponimlarning haqiqiy kurtaklaridir» deyishiga ma'lum bir asos bor. Peshlavhalarning barchasi mikrotoponim talablariga javob bermasa-da, ularning eng asosiy xususiyati, ya'ni kichik (mayda) obyektlarning nomi ekanligi ularni mikrotoponimlar sifatida baholashga imkon beradi.

Peshlavhalarning ham atoqli, ham turdosh ot ko'rinishida bo'lishini, shuningdek, ularinng o'ziga xos xususiyatlarini inobatga olib, ularni shartli ravishda barchasiga mikrotoponim sifatida qarab, lingvistik jihatdan tadqiq qilish maqsadga muvofiqdir.

Ma'lumki, vaqt o'tishi bilan axborot berish va axborot olish ehtiyoji rasmiy va pigtorafik yozuvlarni vujudga kelishiga sabab bo'lgan. O'z navbatida yirik shaharlarning paydo bo'lishi, ularda qad ko'targan imoratlar va obyektlarda yozilgan lavhalar keyinchalik peshlavhalarning shakllanishiga asos bo'ldi. Aytish mumkinki, peshlavhalarning ilk taraqqiyoti turli toshtaxtalar, poyalar, metallar, sopol va boshqa buyumlarda bitilgan epigrafik yozuvlar bilan chambarchas bog'liqdir.

N. Chinniqulov kuzatishlaridan shu narsa ma'lumki, bunday axborot beruvchi lavhalar bitilishi dastlab qabr toshlarida o'z ifodasini topgan . Masalan, Samarqand shahridagi Ahmad ibn Muhammad qabrida "Bu qabr tosh serg'ayrat, axloqiy dehqon ibn Muhammad tikuvchiga qo'yildi. 551-yil rajab oyining birinchi o'n kunligida vafot etdi. (1141 yil deqabr o'rtalarida). Alloh uni va barcha musulmonlarning qilgan gunohlarini mahfirat qilsin" degan lavha yozilgan. Bunday qabr toshlarini o'z zamonasining ulug' insonlari, avliyolar, hukmdorlar va boshqa ko'zga ko'ringan shaxslar qabrlariga qo'yish odat tusiga kirgan. Keyinchalik bu qabrlar ustiga maqbaralar barpo etilgan va ularga dafn etilgan shaxslar haqida yozuvlar bitilgan. Qabr ustiga

qurilgan yodgorliklar, maqbaralar, naqshinkor, sirtiga sharqona bezaklar chizilgan hamda arab yozuvining kufiy, nasx xatlarida yozuvlar bitilgan.

Samarqand, Buxoro, Xiva, Naxshab, Shahrisabz shaharlari, umuman Markaziy Osiyo, Kavkazortida qad ko'targan bunday maqbara, madrasalarning peshtoqiga, eshiklariga Qur'on oyatlari, hadislardan namunalar yozilishi o'sha davr uchun odat tusiga kirgan hamda inshoot yoki maqbaraning kimga atab qurilgani, u shaxsning vafoti, uni qurdirgan shaxs haqida, shuningdek, qo'rgan usta haqida ma'lumot berilgan. Biroq qadimiy inshootlarning kiraverishida yoki tepasida bino haqida axborot beruvchi peshlavhalar yozib qo'yilmagan. Chunki o'sha davrlarda shaharlarda yirik inshootlar uncha ko'p bo'lmagan. Bundan tashqari, peshlavhalarni yozish odat tusiga kirmagan va bu obidalar bir-birini takrorlamaydigan o'ziga xos me'moriy usulda qurilgan bo'lib, asrlar osha uning nomi tildan-tilga o'tib kelgan. Samarqand shahrining Registon ansamblidagi uch madrasadan biri «Sherdor» madrasasi deb atalib, bu Madrasa Yalangto'sh Bahodir madrasasi deyiladi, Lekin Madrasa tepasidagi aks ettirilgan chiqib kelayotgan quyosh va sherning aksi tushirilishi natijasida xalq atamasi tashqi ko'rinishga qarab birinchi o'ringa chiqqan, vaqt o'tib keyinchalik xalq qo'ygan nom hozirgi kunda "Sherdor" nomi bilan quyidagicha rasmiy tus olgan. Samarqand shahar Registon ansambli XVII asr "SHERDOR" madrasasi. Yuqoridagi misoldan ko'rinadiki, qadimiy obidalar, madrasalar, yodgorliklar, masjid, karvonsaroy, minoralar va boshqalarda bitilgan lavhalarda peshlavhalarga xos bo'lgan elementlar kuzatiladi

XIX asrning ikkinchi yarmiga kelib, Chor Rossiyasi istilosi natijasida ijtimoiy va iqtisodiy hayotdagi tub o'zgarishlar, keng jamoatchilikning axborotga bo'lgan extiyoji sababli, O'zbekistonda ham peshlavhalar shakllana boshladi. O'zbekiston jumhuriyatining inqilobiy qo'mitasi va Toshkent muzofoti inqilob qo'mitasi 1924 yilda «Viveskalarni asosan o'zbek tilida yozishni amalga qo'yish to'g'risida» maxsus qaror chiqargan. Qarorning birinchi bandida «...viveskalarni asosan o'zbek tilida yozishga va undan keyin rus tilida yozishga majbur qilinadurlar» -deb yozib qo'yilgan, Totalitar tuzumning, ayniqsa, qatag'onlik yillarida olib borilgan siyosat ona tilimizning rivojlanishiga, xususan peshlavhalarning o'zbek tilida shakllanishiga salbiy ta'sirini o'tkazdi.

Peshlavhalarning reklama, e'lon, shiorlardan eng asosiy farqli tomoni shundan iboratki, ular onomastik birlik sifatida qaraladi. Peshlavhalar biror obyektни nomlaydi, axborot beradi va shu xususiyati bilan turg'undir. Peshlavhalarda kommunikativ vazifa bajaruvchi asosiy vosita til birliklari bo'lsa-da, ularda nolingvistik vositalar ham muhim ahamiyat kasb etadi. Yordamchi, ya'ni nolingvistik vositalarga harfiy shakllar, rang, bezak, dizayn va boshqalar kiradi, Bu vositalar axborot oluvchi uchun muhim psixologik ta'sir ko'rsatuvchi omil hisoblanadi [3: 123].

Peshlavhalarda harfiy shakllar, rang, bezak, dizayn va boshqalarning o'rinli qo'llanishi juda katta ahamiyatga egadir. Peshlavhalarni shakllantiruvchi mutaxassisdan yozish jarayonida quyidagi asosiy qonun-qoidalarga amal qilish talab qilinadi: satr aniq, yorqin va ko'zga tashlanadigan bo'lishi; harflar sodda va ularda ortiqcha shtrixlar bo'lmasligi, harf elementlaridagi mutanosiblik saqlanishi; yozuvdagi kompozitsiyon butunlik mavjud bo'lishi; harfning sofligi, ya'ni turli stillarning arashmasligi; harfning obrazlilik va boshqalar.

Ko'cha matnlarini yozishda rassom-dizaynerlar asosan alifbo belgisining grafik shakli bo'lgan olti xil turidan: qirqmaharflar, gulsimon harflar, akademik harflar, ijodkor harflar, badiiy harflar, bosma harf yoki oddiy standart bosma harflardan foydalanadilar. Davlat ahamiyatiga molik barcha qarorlar, vazirlik, tashkilotlar va ularga tegishli tashkilotlardagi lavhalar bosma harflarda yoziladi.

Peshlavhalarda nolisoniy vositalar turli simvolik raqamlar (03-tez tibbiy yordam), emblemalar, davlat gerbi va ramzlar bilan ifodalanishi mumkin. Masalan, mudofaa vazirligiga qarashli bo'lgan harbiy qismlarda emblemalar turlicha shaklda beriladi: artilleriya, tank, umumqo'shin, aviatsiya, desant va boshqa qismlarning har birining alohida emblemasi bo'lib,

bular albatta peshlavhalarda aks etgan. Xuddi shunday holatni, qizil yarim oy jamiyati, soliq inspeksiyasi, bojxona, sud, prokuratura organlariga tegishli peshlavhalarda kuzatamiz.

Peshlavhalarda qo'llanadigan turli xil harfiy shakllar bayon qilinayotgan hodisa mohiyatini to'la anglashda, tushunishda o'zining yozuvdagi ko'rinishi bilan uslubiy qimmatga ega. Shunday vositalarga bosh va kichik harflar, turli shriftlarda yozish, matnning alohida ahamiyatli qismlarinimaxsus shrift, kursiv bilan ajratib yozishkabilarni kiritish mumkin. Masalan, O'ZBEKISTON RESPUBLIKASI TADBIRKOR AKSIYADORLIK TIJORAT BANKI. Bosh harflar bilan alohida ajratib yozishda ta'kid bosh o'ringa chiqadi va axborotning aniqligini ta'minlaydi. Masalan, O'zbekiston Reslublikasi Vazirlar Mahkamasi huzuridagi BOSH ARXIV BOSHQARMASI.

Peshlavhalarining grammatik xususiyatlarini hisobga olgan holda ularni atoqli ot tipidagi peshlavhalar va turdosh ot tipidagi peshlavhalarga ajratish mumkin.

Peshlavhalar matnida qo'llanishi zarur bo'lgan birliklar, ya'ni rekvizitlar mavjud bo'lsa, bunday peshlavhalar rasmiy peshlavhalar hisoblanadi. Mazkur peshlavha doim ko'p komponentli bo'lib, murakkab peshlavhalarga mansub bo'ladi. Rasmiy peshlavhalar matni har qanday emotsional-ekspressivlikdan, konnotativ mazmundan, ko'p ma'nolilikdan, umumlashtiruvchi ma'nolardan holi bo'ladi. Rasmiy peshlavhalar asosan muassasa, tashkilot, korxona va idoralar joylashgan obyektlarni ko'rsatuvchi matnlardir. Bugungi kunda shakllangan umumiy qoidalarga ko'ra, boshqaruv hujjatlari zaruriy qismlar (rekvizitlar)ning belgilangan majmuiga, ya'ni 29 ta zaruriy qismga ega. Ulardan oltitasi rasmiy peshlavhalarda keng qo'llanadi. Rasmiy peshlavhalardagi asosiy rekvizitlar quyidagilardir: 1.O'zbekiston Respublikasi gerbi. 2.Tashkilot yoki korxonalarning rasmiy belgisi (emblemasi). 3.Mukofot tasviri 4.Vazirlik yoki yuqori idoraning nomi. 5.Muassasa, tashkilot yoki korxona nomi. 6.Tarkibiy tarmoqning nomi.

Mazkur rekvizitlar hujjatlarda, muhrlarda, bosma ish qog'ozi (blanka)da berilganidek, rasmiy peshlavhalarda ham o'zaksini topadi. Bunday peshlavhalar ma'lum bir qat'iy qolipga ega bo'ladi.

Peshlavhalarining keng tarqalgan turlaridan biri norasmiy peshlavhalar bo'lib, ularning rasmiy peshlavhalarga o'xshab makon va zamonda ma'lum obyektning nimaga yoki qay maqsadga asoslanganligini ko'rsatadi. Norasmiy peshlavhalar matnda qo'llanuvchi so'zlar nisbatan erkin bo'lib, mazkur matnlar bir so'zdan yoki bir necha komponentdan iborat bo'lishi mumkin. OSHXONA, KAFE, MAGAZIN, GO'SHT, NON, SOMSA, GAZLAMALAR kabi peshlavhalar ma'lum makon va zamonda ko'zlangan axborotni beradi, shu nuqtai nazardan ular shartli ravishda matnga teng deb qaraladi. Ular umumlashtiruvchi mazmunga ega bo'lib, obyektning qanday vazifa bajarayotganini ko'rsatishga xizmat qiladi. Norasmiy peshlavhalarining ko'pchiligi bir necha komponentli, ya'ni yoyiq nominatsiya ko'rinishida bo'ladi. Sodda peshlavhalar yoyiq nominativ birlikka aylantirilganda, ularning ma'nosi aniqlikka qarab boradi. Masalan, buni NON peshlavhasining OBINON tarzida, SOMSA peshlavhasining BUYURTMA SOMSA yoki PARMUDA SOMSA tarzida berilishi, OSHXONA peshlavhasining MILLIY TAOMLAR OSHXONASI tarzida berilishi misolida ko'rishimiz mumkin.

Yoyiq nominatsiyaning ba'zi bir turlari so'z ma'nosinnig ko'chishi natijasida vujudga keladi. Peshlavhaning bu turida axborot berish bilan birga konnotativ mazmun ham mavjud bo'ladi. Masalan, BAXT UYI, MEHRIBONLIK UYI kabi.

Peshlavhalar matnida yasama so'zlarnint qo'llanish doirasi birmuncha chegaralangan bo'lib, ulardan -xona, -lik, -chilik affikslari nisbatan faoldir. Masalan, DORIXONA, SOMSAXONA, SARTAROSHXONA, CHILANGARLIK USTAXONASI, CHORVACHILIK KOMPLEKSI kabi. Ushbu affikslar qo'llanishining o'ziga xos xususiyatlari mavjud. SARTAROSHLIK kabi norasmiy peshlavhalarda -lik qo'shimchasi bilan yasalgan otlar yakka holda qo'llansa, axborot xiralashadi. -lik qo'shimchasi o'rnida -xona affiksoidi qo'llansa, matn semantikasi kommunikant

tomonidan to'g'ri anglashiladi (SARTAROSHXONA kabi). Bu affiksoidning tilimizda mustaqil holda, ya'ni so'z sifatida ham qo'llanishi joy, makon semasini ifodalashda qo'l kelgan.

Ko'rinib turibdiki, -xona affiksoidi bilan yasalgan peshlavhalar sodda peshlavhalar tarzida alohida o'zi qo'llanishi mumkin. Bunday qo'llanish meyoriy holat hisoblanadi.

Obyekt nomini ko'rsatuvchi so'zlardan oldin kelayotgan -lik, qo'shimchasi bilan yasalgan so'zlarning o'zi peshlavhalar matnini vujudga keltira olmaydi, ya'ni YOSHLIK, DO'STLIK, SOATSOZLIK, BAQQOLLIK, SHIRINLIK kabi YASAMA so'zlarning yakka holda peshlavha tarzida berilishi meyoriy holat emas.

Mustaqilligimizdan keyin peshlavhalarda o'z aksini topgan ba'zi neologizmlar bugungi kunda faol so'zlar qatoridan o'rin olgan bo'lsa, QARSHI SHAHAR PEDAGOGIKA KOLLEJI, TOSHKENT AVIASOZLIK LITSEYI, O'ZBEKISTON RESPUBLIKASI QIZILQUM NODIR METALLAR VA OLTIN DAVLAT KONSERNI kabi peshlavhalardagi kollej, litsey, konsern so'zlarni bugungi kunda o'zining yangilik bo'yog'ini yo'qotib bormoqda. O'ZNEFTGAZ MILLIY XOLDING KOMPANIYASI, TOSHKENT SHAHAR BAHOLASH VA KONSALTING MARKAZI, POYTAXT – LIZING XUSUSIY FIRMASI, KOINKO KORPOREYSHN O'ZBEKISTON QO'SHMA KORXONASI kabi peshlavhalarda esa holding, konsalting, lizing, korporeyshn so'zlari bugungi kunda ham neologizmlik xususiyatini saqlagan holda qo'llanmoqda.

Tilning leksik qatlamidagi ba'zi bir so'zlarda ma'no kengayishi, yangi so'zlarning paydo bo'lishi ham peshlavhalar matnida sinonimiyaning vujudga kelishiga sabab bo'ladi. Masalan, do'kon leksemasining keyingi paytdagi ma'no kengayishi ushbu so'zni magazin so'zi bilan birga peshlavhalarda sinonim tarzida qo'llanishiga olib keldi, Masalan, QARSHI SANOAT MOLLARI DO'KONI, BESHYOG'OCH MAGAZINI, OLMAZOR DO'KONI kabilar. Ma'lumki, do'kon xajmi va faoliyati jihatdan magazinga nisbatan bir necha marta kichik bo'lib, unda asosan bir xil turdagi mahsulot sotiladi (bunda do'kon so'zining semantikasi ruscha- larek, lavka so'zlari ma'nosiga teng keladi), Aloqa-aralashuvning faollashuvi xorijiy davlatlar bilan munosabatlarning kengayishi natijasida magazin so'zining inglizcha muqobili SNOR so'zi ham peshlavhalarda ko'rina boshladi. Qisqa vaqt ichida inglizcha bozor ma'nosini anglatuvchi market so'zi ham bu sinonimik qatorni yanada kengaytirish, ya'ni MINIMARKET, SUPERMARKET kabi peshlavhalar ko'cha matnlari sifatida axborot beruvchi vositaga aylandi.

Xullas, peshlavhalarni axborot berishda ahamiyati beqiyos. Ammo ularni o'zbek tilida ko'proq qo'llash va milliyashtirish lozim. MINIMARKET, SUPERMARKET o'rniga KICHIK DO'KON, KATTA DO'KON, APTEKANI DORIXONA, VERSAL to'yxonasi nomi o'rnida NAXSHAB yoki SAXOVAT tarzida yozish maqsadga muvofiqdir.

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ÇAĞDA ŞİİRİN METAMORFOZU: DİJİTAL İBRAHİM TENKEKİ'NİN INSTAGRAM PAYLAŞIMLARI ÜZERİNE BİR İNCELEME

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1. Giriş

Bilişim teknolojisine dair gelişmelerin toplumsal ve kültürel yapıyı hızla dönüştürdüğü 21. yüzyılda, edebiyat da bu değişim ve dönüşümden etkilenmiştir. "Gelişen iletişim teknolojileri ve bunun akabinde ortaya çıkan sosyal medya, toplumsal yaşamdaki bütün alanları etkilemiştir." Bu değişimden en çok etkilenen türlerden biri de şiir olmuştur (Avcı ve Topçu, 2021, s. 22).

Dijitalleşmenin yaygınlaşması şiirin geleneksel formlarını köklü bir biçimde dönüştürerek yeni estetik anlayışların ortaya çıkmasına neden olduğu gibi İbrahim Çelebi'ye göre (2015, s.48) "... şiirde mahiyet, teknik ve önem bakımından değişime yol açmaktadır." 2000'li yılların başından itibaren yaygınlaşan internet kullanımı ile (Bengtsson ve Johansson, 2022, s. 1-2) yeni medya araçlarının artık bir olgu haline gelmesi şiirin kısa ve yoğun bir anlatıma sahip yeni bir estetik anlayışa kavuşmasına neden olmuştur, denilebilir (Sokolova, 2024, s. 81). Bu dönüşüm, şiirin okuyucuya ve hatta geniş kitlelere daha hızlı ulaşması adına biçimsel ve içeriksel yeniliklere zemin oluşturmıştır (Kovalik ve Curwood, 2019, s. 185-195).

Türkiye'de sosyal medya platformları üzerinden şiir üretimi ve paylaşımı üzerine yapılan akademik çalışmalar henüz sınırlı düzeydedir (Çelebi, 2015, s.VIII). Bu bağlamda, tek bir şairin sosyal medyadaki üretimini sistematik biçimde inceleyen çalışmalara ihtiyaç duyulduğu açıktır. Dijital platformların şiir üzerindeki dönüştürücü etkisi, biçimsel değişim, içerik farklılaşması ve okur-eser ilişkisinin yeniden tanımlanması olmak üzere üç temel boyutta gözlemlenmektedir. Görselliği ön planda tutan Instagram gibi sosyal medya platformları, şiirin yalnızca metinle sınırlı kalmayıp görsel unsurlarla da zenginleştirilmesine olanak sağlamaktadır. Böylece "şiirsel üretimin geleneksel yazma, okuma ve yayma biçimlerini de değiştirmiştir." yargısına varılabilir. Hatta bu araçlar okuyucuyu da "şiirin anlam katmanlarına katkıda bulunan bir katılımcı" haline getirmektedir (Alonso Valero, 2019, s.241).

Bu çalışmada, özellikle yeni medya araçlarının şiir üzerindeki etkileri İbrahim Tenekeci'nin Instagram paylaşımları üzerinden incelemektir. Şairin 2018-2024 yılları arasındaki Instagram paylaşımları, bu platformun Türkiye'de en yaygın kullanıldığı ve şiir paylaşımlarının nitelik kazandığı döneme denk gelmektedir. Çalışmada, Tenekeci'nin Instagram'daki paylaşımları üç temel eksenle değerlendirilebilir: Şiirin biçime dair dönüşümü, metin-görsel birlikteliği ve şiir severlerle etkileşim.

Fernandes ve Gomes Marques (2019, s. 189), dijital platformların şiiri çok katmanlı, görsel-işitsel unsurlarla zenginleşen bir sanat formuna dönüştürdüğünü ve okurun, şiiri yalnızca tüketen değil, anlam üretme sürecine katkıda bulunan aktif bir katılımcı haline geldiğini ifade eder: "Okuyucu, etkileşim yoluyla inşa edilen mesajların ortak yaratıcısına dönüşmektedir." Bu bağlamda, yeni medyanın şiiri metamorfoza uğratma etkisi açıkça ortaya çıkmaktadır.

2. Yeni Medya Estetiğinin Anlatım Biçimleri: İbrahim Tenekeci'nin Instagram Şiirleri: Dijital çağ, sanatın üretim ve sunum biçimlerini etkilemiş, özellikle sosyal medya gibi platformlarla şiirin ifade biçimlerini ve estetik anlayışını genişletmiştir. McLuhan'ın "ortam,

mesajdır" kavramı bu dönüşümün anlaşılması için önemli bir çerçeve sunar. McLuhan'a göre, "ortam mesajdır; her yeni teknoloji, yalnızca içeriği değil, içeriğin algılanış biçimini de şekillendirir" (McLuhan, 1964, s. 7). Görselliğe dayalı sosyal medya alanlarının şiire kattığı yenilikler çok daha belirgindir. McLuhan'ın, "teknolojinin etkileri görüş ve kavramlar düzeyinde değil, algı oranlarını ve algı kalıplarını sürekli ve dirençsiz bir şekilde değiştirerek ortaya çıkar." (McLuhan, 1964, s. 19) ifadesi, sosyal medyanın şiir üzerindeki dönüştürücü gücünü algılamak için önemli bir perspektif sunar. Bu değişimin, özellikle şiirin sosyal ağlarda hızlı tüketilen ve görsel odaklı bir formda sunulmasına imkân tanıdığı söylenebilir.

Manovich, sosyal medyanın sanat eserlerini nasıl erişilebilir kıldığını ve algılanış biçimlerini değiştirdiğini belirtir. Manovich'in ifadesiyle, "bilgisayar katmanı ve kültür katmanı birbirini etkiler... Bu birleşimin sonucu ... olan yeni bir bilgisayar kültürüdür" (Manovich, 2001, s. 46). Bu yeni dijital kültür, sanatı daha geniş kitlelere ulaştırmakla kalmaz, aynı zamanda bir "görsel deneyim" sunar. Ayrıca, Manovich'in, "klasik ve modern sanat birçok açıdan 'etkileşimlidir'... [izleyicilerden] eksik olan bilgileri tamamlamaları beklenir" (Manovich, 2001, s. 32) şeklindeki sözleri sosyal medyanın izleyiciyi sanat eserinin bir parçası haline getirme potansiyeline işaret eder. Böylece bu uygulamalar, sanata yalnızca erişimi kolaylaştırmakla kalmaz, izleyiciyi şiirin anlamına dahil eder.

İbrahim Tenekeci'nin Instagram'daki paylaşımları, dijitalleşmenin modern Türk şiiri üzerindeki biçim ve içerik etkilerinin anlaşılmasına dair özgün bir örnektir. Tenekeci, anlamca yoğun, kısa dizeleri el yazısıyla sunarak okuyucunun belleğinde hem nostalji oluşturmakta hem de hızla akan modern yaşama uygun bir sunum yapmaktadır.

Bu metin ve görsel birlikteliğine dayalı minimalist anlatım biçimi, okuyuculara hızlı ulaşırken aynı zamanda derin bir anlam arayışı sunar.

2.1. El Yazısı ve Dijitalde Geleneksel Üslup

İbrahim Tenekeci'nin Instagram'da el yazısıyla paylaştığı kısa şiirler, dijital çağın hızlı akışına karşı, okuyuculara bir an durup düşünme ve anlam arama çabasına davet eder. Sosyal medya platformlarının yüzeysel ve anonim yapısına karşın, el yazısının sıcak, samimi yaklaşımı okuyucuyla yakın bir bağ kurar. Tenekeci, el yazısıyla dijital ortamda kaybolan insani yaklaşımı geri getirir ve okuyucuyu doğrudan şairin ve şiirin dünyasına taşır. Örneğin, "Beraber gülersin, ağlarsın yalnız" (Görsel 1) gibi dizeler, el yazısının samimi tonuyla okuyucuda kuvvetli bir empati yaratır.

El yazısıyla yapılan bu paylaşımlar, okuyucuyu hızlıca okuma yerine bir an duraksamaya ve böylelikle düşünmeye çağırır. Tenekeci'nin minimalist dizeleri, Instagram'ın hızlı tüketim kültüründe kısa ve etkili yapısıyla dikkat çeker. El yazısıyla sunulan "İnsan bazen kalbinin hızına yetişemez" (Görsel 2) gibi ifadeler, az kelimeyle güçlü bir duygu yansıtır ve okuyucuda yoğun bir etki bırakır.

Tenekeci'nin dizelerinde sıkça işlenen bize ait değerler ve özlem temaları da dikkat çekicidir. "Başkalarını karalamak bizi daha beyaz yapmaz" (Görsel 3) gibi bir dize, dijital dünyadaki imaj yaratma çabasını eleştirirken, el yazısının samimi dokunuşu bu eleştiriye özeleştiriyeye dönüştürür.

2.2. Tablo Altı Şiir Geleneğinin Dijitalleşmesi

Bilişim dünyasının bu denli hayatımıza girişiyle, Servetifünun döneminde yoğun bir şekilde karşılaştığımız "tablo altı şiir" geleneği (Özgül, 1997) sosyal medya platformlarında modern bir yoruma kavuşturur, denilebilir. İbrahim Tenekeci'nin Instagram'da doğa görselleriyle birleştirdiği kısa dizeler, bu geleneği görsel bir estetikle yeniden canlandırır. Şair; yalnızlık ve fanilik gibi temaları doğa fotoğraflarıyla birleştirerek çok katmanlı bir yapı sunar.

Fotopoem (fotoşiir) kavramı, fotoğraf ve şiirin bir araya gelerek yeni bir anlam katmanı oluşturduğu özgün bir ifade biçimini karşılık gelmektedir. Fotopoem, fotoğraflarla ilgili şiir yazılması ya da şiirlerin anlamlı fotoğraflarla beslenmesi olarak açıklanır (Er ve Karakuş 2023,

s. 676). Tenekeci'nin doğa görselleri eşliğinde sunduğu dizeler, geçicilik ve belirsizlik gibi temaları etkili biçimde yansıtırken, fotoşiirin ifade gücünden de yararlanır.

Örneğin, “Nur içinde yatsın o kırık heves” (Görsel 4) dizesi, sisli bir manzarada eğilmiş bir ağacın önünde yer aldığıda tamamlanmamış umutları simgeler. Bu kombinasyon, geçicilik ve belirsizlik temalarını etkileyici bir biçimde yansıtır. Benzer şekilde, gün batımı fonunda sunulan “Bir gün daha uzaklaştım dünyadan” (Görsel 5) dizesi, insanın yalnızlığını öne çıkarır. Tablo-şiir birlikteliği, dijital ortamın hızla tüketilen içerik akışı içinde bile okuyucuyu bir an olsun duraklamaya ve düşünmeye teşvik eder.

Fotopoem anlayışının temel prensiplerinden biri, her iki sanat dalının da kendi varlıklarını koruyarak birlikte daha derin bir ifade sunmasıdır. Crawford ve McBeath'in Photopoetry: A Manifesto adlı eserlerinde de belirtildiği gibi, şiir ve fotoğraf, birbirini açıklamak yerine tamamlayarak izleyicide duygusal yoğunluğu artırmalı ve bağımsızlığını koruyarak birlikte daha derin bir anlam yaratmalıdır (Crawford ve McBeath 2016, s. 68-69). Bu bağlamda, Tenekeci'nin dijital ortamdaki çalışmaları, bir zamanlar bizim edebiyatımızda da ilgi görmüş tablo altı şiir geleneği ile fotopoem estetiğinin modern bir yansıması olarak değerlendirilebilir.

“Her akşam gökte yeni bir semah” (Görsel 6) dizesi, gökyüzünde süzülen bir kuş görseliyle birleşerek yaşamın döngüsellliği ile yaşamın değerini simgeler. Yine, “Yanmak icap eder kendi içinde / Yeniden doğmak dilerse eğer” (Görsel 7) ifadesi, ateş kırmızısı bir gökyüzüyle bireyin dönüşüm ihtiyacını görselleştirir. Tenekeci'nin modern tablo altı (bu görsellere belki de tablo yanı demek daha doğru olabilir) şiirleri, dijital çağda hızlı tüketilen içeriklerin aksine, okuyucuya yeni medya platformlarında anlamlı ve etkileyici bir şiir deneyimi sunar. Sosyal medyada şiirin yalnızca metin değil, anlam yüklü bir estetik sembol olarak var olabileceğini kanıtlayan bu paylaşımlar, okuyucunun belleğinde kalıcı bir iz bırakır.

2.3 Somut Şiirin Fotoğrafi

Geleneksel şiirin vezin, kafiye ve ritim gibi akustik unsurlarını yıkararak, dilin görsel ve yapısal yönlerini ön plana çıkaran bir şiir türü olan somut şiir (Doğan ve Demirkan, 1998) İbrahim Tenekeci'nin Instagram paylaşımları ile dijital çağda daha güçlü bir görsel yapıya dönüşür. Tenekeci, somut varlıklar ve günlük ifadeleri yeni medya platformunda etkileyici bir görsellikle buluşturur. Örneğin, buğulu cam yüzeyine elle yazılmış “Hayat” kelimesi (Görsel 8) akıp giden aşağıya doğru süzülen damlalarla birlikte, hayatın geçici, sonlu yapısını yansıtır. Böylelikle somut şiirin dijital bir örneği olarak okuyucuyla buluşur. Bir zaman sonra buğunun hızla kaybolacak olması, hayatın kısa süren bir yolculuk olduğunu ve varlığın faniliğini aksettirir.

Tenekeci'nin bu tür görsel kullanımı, modern Türk şiirinde somut nesnelerle derin anlamlar yaratmanın yenilikçi bir örneğidir. Dijitalleşmenin sağladığı imkânlarla bu görseller, şiirin ifade gücünü artırarak okuyucuyu çok katmanlı bir okuma fırsatı sunar. Bu bağlamda, şiirin yalnızca okunması değil, aynı zamanda görsel olarak da alımlanması, okuyucunun şiirle kurduğu bağı güçlendirir.

Tenekeci, görsel ve metinsel anlamları birleştirerek dijital ortamda şiire yeni bir ufuk kazandırır. Bu görsel-şiir birlikteliği, sosyal medya platformlarında şiire yeni bir form kazandırarak okuyucuyu hem görselliği hem de derin anlamı keşfetmeye yönlendirir.

2.4 Yeni Medya Şiirinde Nesne ve Motif Kullanımı

Dijital çağda şiir, yalnızca metin boyutuyla sınırlı kalmayarak, somut varlıklar ve güçlü motifler aracılığıyla estetik boyuta ulaşmaktadır. Bu bağlamda, İbrahim Tenekeci'nin şiirleri, ilişkiler, kırılma ve sevgi gibi temaları somut imgeler üzerinden etkileyici bir biçimde işler. Örneğin, “makas” ve “gül” gibi imgeler, sevginin narin yapısını ve aynı zamanda tehlikeye açık yanını imler. Tenekeci'nin “Makasla giderler gülü sevmeye” (Görsel 9) dizesinde, makasın ters işlevi, kırılma, gül ise güzellik ve sevgiyi temsil eder. Bu simgeler, kısa fakat derin

anlamlarla okuyucuyu etkileyerek, yeni medya platformlarında şiirin duygu ve hayal yoğunluğunu artırır.

Sosyal medyada şiirin görselleşmesi, şiirin sanat değerini zenginleştirerek okuyucunun görsel metaforları daha derinlemesine duyumsamasına imkân verir. Böylece, Tenekeci'nin görsel metaforları dijital çağda şiirin geleneksel sınırlarını aşmakta; yalnızca metinle değil, görsel unsurlarla da anlamı genişleten çok katmanlı bir yapıya ulaşmaktadır.

Tenekeci'nin nesne ve motif kullanımı, dijital çağda şiirin derinliğini çok boyutlu bir anlam katmanına dönüştürmektedir. İmge zenginliği, okuyucuya yalnızca bir dizeyi okuma değil, aynı zamanda görsellik ve çağrışımlar yoluyla yoğun bir anlam arayışı sunar.

2.5 Dijital Platformlarda Şiir ve Sosyal Etkileşim

Yeni medya alanları (dijital platformlar), şiirin görsellerle yeni bir yapıya metamorfozunu sağlamakla kalmaz; aynı zamanda şair ile okur arasındaki etkileşimi yenileştirerek modern şiire çok daha dinamik bir yapı kazandırır. İbrahim Tenekeci'nin Instagram'daki paylaşımları, modern okuyucuların şiirle doğrudan etkileşim kurmalarının önünü açar. Bu platformlarda okurlar, yalnızca şiiri okumakla kalmaz; aynı zamanda yorum ve paylaşımları aracılığıyla esere katılım sağlar ve ona yeni anlam katmanları ekler. Örneğin, "Her akşam gökte yeni bir semah" ve "Aşka rengini veren sonbahar" (Görsel 10) gibi dizeler, okuyucuların kendi duygularını paylaşarak şiiri zenginleştirdikleri etkileşim örnekleridir. Şair ile okur arasındaki geleneksel etkileşim mesafesini ortadan kaldıran sosyal medya, okuyucuların duygu ve düşüncelerini hemen o an, eş zamanlı veya istediği bir zamanda ifade etmesine fırsat verir.

Bu eş zamanlı etkileşim, şiirin anlamını değişmeyen bir yapı olarak muhafaza etmek yerine, okurların yorumlarıyla devamlı olarak şekillenmesini sağlar. Tenekeci'nin Instagram paylaşımları yalnızca şairin ifadesi değil, aynı zamanda okurların katkılarıyla zenginleşen, adeta kat kat açılan bir sosyal etkileşim olduğunu da gösterir. Dijitalleşmenin sunduğu bu etkileşim yolları, modern şiire daha kolektif bir süreç kazandırarak, ona yenilikçi bir kimlik kazandırır.

Sonuç

Bilişim teknolojilerinin 2000'li yıllardan sonra hızla toplumda yaygınlaşmasının postmodern Türk şiirine kazandırdığı yeni ifade yapılarını ve okurla etkileşimlerini incelemeyi amaçlayan bu çalışma, yeni medya araçlarının şiiri yalnızca bir metin olmaktan çıkararak, görsellik gibi biçimleriyle ve okur etkileşimiyle zenginleşen çok boyutlu bir sanat yapısına dönüştürdüğünü göstermektedir. İbrahim Tenekeci'nin Instagram paylaşımlarını, geleneksel Türk şiirinin yeni medya dünyasında yeni bir kimlik kazandığını gösteren özgün bir örnek olarak tanıtmaktır.

El yazısı, doğa fotoğrafları ve çeşitli varlıklarla desteklenen şiirleri, sosyal medya platformların hızlı tüketim yapısına rağmen anlam katmanlarını zenginleştirmektedir. Bu yeni medya araçları, muhatabını sadece birer okuyucu değil, şiirin var oluş sürecine katkı sağlayan aktif katılımcılara dönüştürür. Böylelikle Tenekeci'nin dizeleri, okurların yorumlarıyla zenginleşmekte ve her okurun şiire kendi anlamını katmasına fırsat sunmaktadır. Bu açıdan bakıldığında dijital şiir, şairin ifadesinin ötesine geçip okurların katkısıyla yaşayan, kolektif bir sanata dönüşmektedir. Sosyal medya, okuyucunun şiire katılımıyla anlamın sürekli çoğaldığı bir alan yaratır. Dijital çağda şiir, bireysel bir okumadan çıkarak toplumsal bir paylaşım aracı haline gelmektedir.

Tenekeci'nin kısa ve yoğun anlatımı, dijital platformların kısa içerik gereksinimlerine uyum sağlarken çoklu anlam katmanlarını korumasına yardımcı olur. Minimalist anlatım, okuru kısa metinler üzerinden çeşitli anlamlar ortaya çıkarmaya adeta davet eder.

Yeni medyanın sunduğu şairin sanatını icra etme alanları, modern şiirin biçim ve içerik dönüşümünü hızlandırmakta; okurla kurulan iletişimi büyük ölçüde genişleterek postmodern çağda yeni bir şiir estetiği oluşturmaktadır.

Bu bağlamda, sosyal medya platformlarının edebiyat üzerindeki etkilerini daha geniş kapsamda ele alacak gelecekteki çalışmalar, dijitalleşmenin edebi geleneklere ve türlere etkisini farklı şairler ve platformlar üzerinden inceleyerek dijital şiirin çok yönlü gelişimini anlamada önemli katkılar sağlayacaktır.

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RAQAMLI DAVRDA SHE'RIYATNING METAMORFOZASI: IBROHIM TENKECINING INSTAGRAM POSTLARI YUZASIDAN BIR TADQIQOT

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1. Kirish

Axborot texnologiyalarining rivojlanishi bilan jamiyat va madaniyat tuzilmasini tez sur'atda o'zgartirayotgan 21-asrda, adabiyot ham ushbu o'zgarish va rivojlanishlardan ta'sirlanmoqda. "Rivojlanayotgan aloqa texnologiyalari va bu jarayon natijasida yuzaga kelgan ijtimoiy tarmoqlar jamiyat hayotidagi barcha sohalarga ta'sir ko'rsatdi". Bu o'zgarishlardan eng ko'p ta'sirlangan janrlardan biri ham she'riyat bo'ldi (Avcı va Topçu, 2021, s. 22).

Raqamlashtirishning kengayishi she'riyatning an'anaviy shakllarini tubdan o'zgartirib, yangi estetik tushunchalarning paydo bo'lishiga sabab bo'ldi. Ibrohim Chelabi (2015, s. 48) fikriga ko'ra, "...she'rda mohiyat, texnika va ahamiyat jihatidan o'zgarishlar yuz bermoqda". 2000-yillar boshidan boshlab internetning ommalashishi bilan (Bengtsson va Johansson, 2022, s. 1-2) yangi media vositalari endilikda hodisaga aylanganligi she'riyatning qisqa va chuqur ifodaga ega yangi bir estetik tushunchaga ega bo'lishiga olib keldi deb aytish mumkin (Sokolova, 2024, s. 81). Bu o'zgarish, she'riyatni o'quvchiga va hatto keng ommaga tezroq yetkazish uchun shakliy va mazmuniy yangiliklarga asos yaratdi (Kovalik va Curwood, 2019, s. 185-195).

Turkiyada ijtimoiy media platformalari orqali she'r yaratish va ulashishga oid akademik tadqiqotlar hali ham cheklangan darajada (Çelebi, 2015, s. VIII). Shu nuqtai nazardan, yagona bir shoirning ijtimoiy tarmoqlardagi ijodini tizimli ravishda o'rganishga ehtiyoj bor. Raqamli platformalarning she'riyatga ta'siri uch asosiy yo'nalishda namoyon bo'lmoqda: shakliy o'zgarishlar, mazmuniy xilma-xillik va o'quvchi-asar munosabatining qayta shakllanishi. Instagram kabi vizuallikka e'tibor beradigan ijtimoiy tarmoqlar she'riyatning faqat matn bilan cheklanmay, vizual elementlar bilan ham boyitilishiga imkon beradi. Shu tariqa, "she'riy ijodning an'anaviy yozish, o'qish va tarqatish shakllari ham o'zgardi", degan xulosaga kelish mumkin. O'quvchini esa "she'rning ma'no qatlamlariga hissa qo'shuvchi faol ishtirokchi"ga aylantirmoqda (Alonso Valero, 2019, s. 241).

Ushbu tadqiqotda, ayniqsa yangi media vositalarining she'riyatga ta'siri Ibrohim Tenekejining Instagramdagi postlari orqali o'rganiladi. Shoirning 2018-2024-yillar orasidagi Instagramdagi postlari ushbu platformaning Turkiyada eng ko'p foydalanilgan va she'r almashinuvi sifat kasb etgan davrga to'g'ri keladi. Tadqiqotda, Tenekejining Instagramdagi postlari uch asosiy yo'nalishda baholandi: she'riyatning shakliy o'zgarishi, matn-vizual uyg'unligi va she'r sevuvchilar bilan o'zaro ta'sir.

Fernandes va Gomes Marques (2019, s. 189) raqamli platformalarning she'riyatni ko'p qatlamli, vizual-audio elementlar bilan boyitilgan san'at shakliga aylantirgani va o'quvchini faqat iste'molchi emas, balki ma'no yaratish jarayoniga hissa qo'shuvchi faol ishtirokchi bo'lib qolishini ta'kidlaydi: "O'quvchi, o'zaro ta'sir orqali yaratilgan xabarlarining hammuallifiga aylanmoqda". Ushbu nuqtai nazardan, yangi medianing she'riyatni metamorfozga uchratish ta'siri ochiq-oydin namoyon bo'lmoqda.

Yangi media estetikasining ifoda usullari: Ibrohim Tenekejining instagram she'rlari

Raqamli davr san'atning ishlab chiqarish va taqdimot shakllarini tubdan o'zgartirib, ayniqsa ijtimoiy tarmoqlar kabi platformalar orqali she'riyatning ifoda usullari va estetik tushunchasini kengaytirdi. McLuhanning "vosita xabardir" degan tushunchasi ushbu o'zgarishni tushunishda muhim bir ahamiyat kasb etadi. McLuhanga ko'ra, "vosita xabardir; har bir yangi texnologiya nafaqat mazmunni, balki mazmunning idrok etilish shaklini ham o'zgartiradi" (McLuhan, 1964, s. 7). Vizuallikka asoslangan ijtimoiy tarmoqlarning she'riyatga qo'shgan yangiliklari ayniqsa yaqqol ko'zga tashlanadi. McLuhanning "texnologiyaning ta'siri fikr va tushunchalar darajasida emas, balki idrok nisbatlari va qoliplarini uzluksiz va qarshiliksiz ravishda o'zgartirib boradi" (McLuhan, 1964, s. 19) degan ta'kidlari ijtimoiy tarmoqlarning she'riyatdagi o'zgartiruvchi kuchini tushunish uchun muhim bir nuqtai nazar taqdim qiladi. Bu o'zgarish, ayniqsa she'rning ijtimoiy tarmoqlarda tez qabul qilinadigan va vizual markazli shaklda taqdim etilishiga imkon yaratganini aytish mumkin.

Manovich, ijtimoiy tarmoqlarning san'at asarlarini qanday qilib yanada qulay tarzda namoyon etishini va idrok etilish usullarini o'zgartirishini ta'kidlaydi. Manovichning so'zlariga ko'ra, "kompyuter qatlami va madaniy qatlam bir-biriga ta'sir qiladi... Ushbu uyg'unlashuv natijasi yangi bir kompyuter madaniyati hisoblanadi" (Manovich, 2001, s. 46). Ushbu yangi raqamli madaniyat san'atni keng ommaga yetkazish bilan cheklanmasdan, bir "vizual tajriba" ham taqdim etadi. Bundan tashqari, Manovichning "klassik va zamonaviy san'at ko'p jihatdan

‘o‘zaro ta‘sirga egadir... [tomoshabinlardan] yetishmayotgan ma‘lumotlarni to‘ldirishlari kutiladi” (Manovich, 2001, s. 32) degan fikrlari, ijtimoiy tarmoqlarning tomoshabinni san‘at asarining bir qismiga aylantirish imkoniyatiga ishora qiladi. Shunday qilib, raqamlashtirish san‘atga faqat kirishni osonlashtirmasdan, tomoshabinning san‘at asari ma‘nosiga hissa qo‘shishiga ham imkon yaratadi.

Ibrohim Tenekejining Instagramdagi postlari, raqamlashtirishning zamonaviy turk she‘riyatidagi shakl va mazmun ta‘sirini anglashga oid o‘ziga xos bir misoldir. Tenekeji, mazmun jihatidan boy, qisqa misralarni qo‘lyozma shaklida taqdim etib, o‘quvchining xotirasida nostalgik bir tuyg‘u uyg‘otadi va shu bilan birga tez qabul qilishga mos bir taqdimot shaklini yaratadi.

Matn va vizual uyg‘unlikka asoslangan minimalist ifoda usuli o‘quvchiga tez yetib borarkan, ayni vaqtda chuqur ma‘no izlash imkonini ham taqdim etadi.

2.1. Qo‘lyozma va raqamli muhitda an‘anaviy usul

Ibrohim Tenekejining instagramdagi qo‘lyozma bilan taqdim etilgan qisqa she‘rlari, raqamli davrning tezkor oqimiga qarshi o‘quvchini bir lahza to‘xtab fikr yuritishga va ma‘no izlashga undaydi. Ijtimoiy tarmoqlarning yuzaki va anonim tuzilishiga qaramay, qo‘lyozmaning issiq va nostalgik estetikasida o‘quvchi bilan samimiy bir aloqa yaratiladi. Tenekeji qo‘lyozma orqali raqamli muhitda yo‘qolib borayotgan insoniy yondashuvni qayta tiklaydi va o‘quvchini to‘g‘ridan to‘g‘ri shoirning va she‘rning dunyosiga olib kiradi. Masalan, “Birga kulasan, yolg‘iz yig‘laysan” (Görsel 1) kabi misralar, qo‘lyozmaning samimiy ohangi orqali o‘quvchida kuchli bir hamdardlik uyg‘otadi.

Qo‘lyozma bilan qilingan bu postlar o‘quvchini tez qabul qilish o‘rniga bir lahza to‘xtab fikr yuritishga chorlaydi. Tenekejining minimalist misralari instagramning tez qabul qilish madaniyatida qisqa va samarali tuzilishi bilan e‘tibor tortadi. Qo‘lyozma bilan taqdim etilgan “Inson ba‘zida yuragining tez urishiga yetisha olmaydi” (Görsel 2) kabi ifodalar, kam so‘z bilan kuchli bir hissiyotni ifodalaydi va o‘quvchida chuqur ta‘sir qoldiradi.

Tenekejining misralarida tez-tez ko‘zga tashlanadigan o‘zimizga xos qadriyatlar va sog‘inch mavzulari ham diqqatga sazovordir. “Boshqalarni qora qilish bizni oppoq qilmaydi” (Görsel 3) kabi bir misra, raqamli dunyodagi ko‘rinish yaratish harakatini tanqid qilarkan, qo‘lyozmaning samimiy ifodasi bu tanqidni o‘z-o‘zini tahlil qilishga aylantiradi.

2.2. “Jadval ostiga she‘r” an‘anasining raqamlashtirilishi

Axborot texnologiyalarining hayotimizga chuqur kirib kelishi bilan, ilm-fan xazinasi davrida keng tarqalgan “jadval ostiga she‘r” an‘anasi (Özgül, 1997) ijtimoiy tarmoqlarda zamonaviy bir talqinga ega bo‘ldi. Ibrohim Tenekejining instagramda tabiat manzaralari bilan uyg‘unlashtirgan qisqa misralari, ushbu an‘anani vizual estetika bilan qayta jonlantiradi. Shoir yolg‘izlik, o‘tkinchilik va vaqtinchalik kabi mavzularni tabiat suratlari bilan birlashtirib, ko‘p qatlamli bir tuzilma yaratadi.

“Foto-she‘r” tushunchasi, foto va she‘riyatning birlashib, yangi bir ma‘no qatlamini yaratgan o‘ziga xos bir ifoda shaklini bildiradi. Foto-she‘r — suratlar bilan bog‘liq she‘rlar yozilishi yoki she‘rlarning mazmunli suratlar bilan boyitilishi sifatida tushuntiriladi (Er va Karakuş, 2023, s. 676). Tenekejining tabiat manzaralari bilan taqdim etgan misralari, o‘tkinchilik va mavhumlik kabi mavzularni kuchli tarzda aks ettiradi va foto-she‘rning ifoda kuchidan foydalanadi.

Masalan, “Nur ichida yotsin o‘sha siniq umidlar” (Görsel 4) misrasi, tumanli bir manzarada egilgan bir daraxtning oldida joylashganda, amalga oshmagan umidlarni ifodalaydi. Bu kombinatsiya, o‘tkinchilik va mavhumlik mavzularini kuchli tarzda aks ettiradi. Xuddi shuningdek, quyosh botishi fonida joylashtirilgan “Yana bir kun dunyodan uzoqlashdim” (Görsel 5) misrasi, insonning o‘tkinchiligi va yolg‘izligini o‘ziga xos tarzda namoyon etadi. Jadvalning she‘r bilan uyg‘unligi, raqamli muhitning tez qabul qilinadigan kontent oqimida ham o‘quvchini bir lahza to‘xtab o‘ylashga undaydi.

Foto-she'r uslubining asosiy tamoyillaridan biri, ikkala san'at turining ham o'z mustaqilligini saqlab qolgan holda birgalikda yanada chuqur ifoda berishidir. Crawford va McBeath "Photopoetry: A Manifesto" asarida ta'kidlaganidek, she'r va foto bir-birini tushuntirish o'rniga to'ldirib, tomoshabinda hissiy kuchayish yaratishi va mustaqilligini saqlagan holda yanada chuqur ma'no yaratishi kerak (Crawford va McBeath, 2016, s. 68-69). Shu nuqtai nazardan, Tenekejining raqamli muhitdagi ijodi, o'zimizning adabiyotimizda ham mavjud bo'lgan "jadval ostiga she'r" an'anasi va foto-she'r estetikasining zamonaviy bir aks etishi sifatida ko'rilishi mumkin.

"Har oqshom osmonda yangi bir ko'rinish" (Görsel 6) misrasi, osmonda uchayotgan qush tasviri bilan birlashib, hayot aylanishi va hayotning qadri tushunchalarini ramziy qiladi. Yana, "O'z ichingda yonishing kerak / Qayta tug'ilishni istasang agar" (Görsel 7) ifodasi, qizg'ish osmon manzarasi bilan birgalikda insonning o'zgarish zaruratini tasvirlaydi. Tenekejining zamonaviy "jadval ostiga" (yoki ehtimol "jadval yoniga" deyish to'g'ri bo'lishi mumkin) she'rlari, raqamli davrda tez iste'mol qilinadigan kontentdan farqli o'laroq, o'quvchiga yangi media platformalarida mazmunli va ta'sirchan bir she'riyat tajribasini taklif etadi. Ijtimoiy tarmoqlarda she'rning faqat matn sifatida emas, balki ma'no bilan to'lgan estetik bir timsol sifatida mavjud bo'lishini ko'rsatgan ushbu postlar, o'quvchi xotirasida chuqur iz qoldiradi.

2.3. Aniq she'rning raqamli ko'rinishi

An'anaviy she'rning vazn, qofiya va ritm kabi akustik elementlarini chetlab o'tib, tilning vizual va tuzilish jihatlarini oldinga chiqaradigan aniq she'r turi (Doğan va Demirkan, 1998) Ibrohim Tenekejining instagram postlari orqali raqamli davrda yanada kuchli bir vizual tuzilishga aylanadi. Tenekeji, aniq predmetlar va kundalik iboralarni yangi media platformasida ta'sirli bir ko'rgazmalik bilan uyg'unlashtiradi. Masalan, tumanli bir oynaga qo'lda yozilgan "hayot" so'zi (Görsel 8) pastga tomchilab tushayotgan suv tomchilari bilan birgalikda hayotning o'tkinchi va chegaralangan tuzilishini aks ettiradi. Shu tarzda, mavhum bo'lmagan she'rning raqamli bir namunasiga aylanib o'quvchi bilan uchrashadi. Bir muddatdan keyin bu tumanlikning tezda yo'qolib ketishi esa hayotning qisqa bir safar ekanligini va inson mavjudligining o'tkinchiligi tushunchasini aks ettiradi.

Tenekejining ushbu turdagi vizual uslubni qo'llashi, zamonaviy turk she'riyatida aniq obyektlar orqali chuqur ma'nolar yaratishning innovatsion bir misolidir. Raqamlashtirishning taqdim etgan imkoniyatlari orqali bu tasvirlar, she'rning ifoda kuchini oshirib, o'quvchiga ko'p qatlamli bir o'qish imkoniyatini beradi. Bu nuqtai nazardan, she'rni nafaqat o'qish, balki vizual ravishda ham idrok qilish o'quvchining she'r bilan aloqasini mustahkamlaydi.

Tenekeji, vizual va matnli ma'nolarni birlashtirib, raqamli muhitda she'riyatga yangi bir istiqbol olib kiradi. Ushbu vizual-she'r uyg'unligi ijtimoiy tarmoqlar platformalarida she'rga yangi bir shakl berib, o'quvchini ham vizuallikni, ham chuqur ma'noni kashf qilishga undaydi.

2.4. Yangi media she'riyatida obyekt va motiflardan foydalanish

Raqamli davrda she'riyat nafaqat matn bilan cheklanib qolmay, balki aniq obyektlar va kuchli motiflar orqali estetik bir o'lchamga erishmoqda. Shu nuqtai nazardan, Ibrohim Tenekejining she'rlari munosabatlar, noziklik va sevgi kabi mavzularni aniq tasvirlar yordamida ta'sirli tarzda o'rganadi. Masalan, "qaychi" va "atirgul" kabi obrazlar, sevgi tuyg'usining nozikligini va shu bilan birga uning qanchalik xavfga ochiq ekanini ifodalaydi. Tenekejining "Qaychi bilan ketadilar atirgulni sevishga" (Görsel 9) misrasida qaychi, noziklik va xavfni; atirgul esa go'zallik va sevgini ifodalaydi. Ushbu ramzlar qisqa, ammo chuqur ma'nolar bilan o'quvchiga ta'sir ko'rsatib, yangi media platformalarida she'riyatning tuyg'u va tasavvur kuchini oshiradi.

Ijtimoiy tarmoqlarda she'riyatning vizual shaklga kirishi, she'rning san'at qiymatini boyitib, o'quvchiga vizual metaforalarni yanada chuqurroq his qilish imkonini beradi. Shu tarzda, Tenekejining vizual metaforalari raqamli davrda she'riyatning an'anaviy chegaralarini

kengaytirib, faqat matn orqali emas, balki vizual elementlar orqali ham ko'p qatlamli bir ma'noga ega bo'lmoqda.

Tenekejining obyekt va motiflardan foydalanishi, raqamli davrda she'riyatning chuqurligini ko'p o'lchovli bir ma'no qatlamiga aylantiradi. Tasvir boyligi o'quvchiga faqat bitta misrani o'qish bilan cheklanmay, balki tasvir va chaqiriqlar orqali ham chuqur bir ma'no izlash imkonini beradi.

2.5. Raqamli platformlarda she'r va ijtimoiy o'zaro ta'sir

Yangi media makonlari (raqamli platformlar), she'rning tasvirlar bilan yangi bir shaklga kirishini ta'minlash bilan cheklanmay, shoir bilan o'quvchi o'rtasidagi o'zaro ta'sirni yangilab, zamonaviy she'riyatga yanada dinamik bir tuzilma beradi. Ibrohim Tenekejining instagramdagi postlari, zamonaviy o'quvchilarning she'r bilan bevosita o'zaro ta'sirda bo'lishiga imkon yaratadi. Bu platformalarda o'quvchilar faqat she'rni o'qish bilan cheklanmay, balki izoh va ulashish orqali asarda ishtirok etib, unga yangi ma'no qatlamlari qo'shadilar. Masalan, "Har oqshom osmonda yangi bir ko'rinish" va "Muhabbatga rang beruvchi kuz" (Görsel 10) kabi misralar, o'quvchilarning o'z tuyg'ularini ulashib she'rni boyitgan o'zaro ta'sir namunalari hisoblanadi.

Ijtimoiy tarmoqlar, shoir bilan o'quvchi o'rtasidagi an'anaviy masofani yo'q qilib, o'quvchilarga o'z his va fikrlarini istalgan paytda bevosita ifoda etish imkonini beradi. Bu real vaqtdagi o'zaro ta'sir, she'rning ma'nosini o'zgarimas bir tuzilma sifatida saqlash o'rniga, o'quvchilarning izohlari bilan doimiy ravishda shakllanishiga imkon yaratadi. Tenekejining instagramdagi postlari faqatgina shoirning ifodasi bo'lib qolmay, o'quvchilar tomonidan boyitilib, qatlam-qatlam ochilib boradigan ijtimoiy bir o'zaro ta'sir hodisasini ham namoyish etadi. Raqamlashtirish orqali taqdim etilgan ushbu o'zaro ta'sir usullari, zamonaviy she'riyatga yanada ko'proq kollektiv bir jarayon qo'shib, unga innovatsion bir qiyofa beradi.

Xulosa

2000-yillardan keyin axborot texnologiyalarining tez sur'atlarda jamiyatda keng tarqalishi bilan, postmodern turk she'riyatiga kiritilgan yangi ifoda shakllari va o'quvchi bilan o'zaro ta'sir yo'llarini o'rganishni maqsad qilgan ushbu tadqiqot, yangi media vositalarining she'rni faqat matn sifatida emas, balki tasvir va o'quvchi ishtiroki orqali boyitilgan ko'p o'lchovli bir san'at shakliga aylantirayotganini ko'rsatadi. Ibrohim Tenekejining instagramdagi postlari, an'anaviy turk she'riyatining yangi media olamida yangi bir qiyofa kasb etganiga o'ziga xos bir misol bo'lib xizmat qiladi. Qo'lyozma, tabiat suratlari va turli obrazlar bilan boyitilgan bu she'rlar, ijtimoiy tarmoqlarning tez qabul qilinishiga asoslangan tuzilishiga qaramay, mazmun qatlamlarini boyitmoqda.

Yangi media vositalari, o'quvchilarni oddiy iste'molchi sifatida emas, balki asarga hissa qo'shadigan faol ishtirokchilarga aylantiradi. Shunday qilib, Tenekejining misralari o'quvchilarning izohlari bilan boyib, har bir o'quvchiga she'rga o'z ma'nosini qo'shish imkonini beradi. Shu nuqtai nazardan qaralganda, raqamli she'riyat, shoirning ifodasi chegarasidan chiqib, o'quvchilar ishtiroki bilan yashab turgan jamoaviy bir san'atga aylanmoqda. Ijtimoiy tarmoqlar, o'quvchining she'rga qo'shgan hissasi orqali ma'no doimiy ravishda kengayib boradigan bir makon yaratadi. Raqamli davrda she'riyat, individual o'qishdan chiqib, jamiyatda birgalikda baham ko'riladigan bir vositaga aylanmoqda.

Tenekejining qisqa va mazmunan boy ifoda usuli, raqamli platformalarning qisqa kontent talablariga moslashar ekan, ko'p ma'no qatlamlarini saqlab qolishga yordam beradi. Minimalistik ifoda usuli, o'quvchini qisqa matnlar orqali turli ma'nolarni ochishga chorlaydi.

Yangi media orqali shoirga taqdim etilgan ijod maydonlari, zamonaviy she'riyatning shakl va mazmun jihatidan o'zgarishini tezlashtirib, o'quvchi bilan o'rnatilgan aloqani kengaytirib, postmodern davrda yangi bir she'riyat estetikasini shakllantirmoqda.

Shu nuqtai nazardan, ijtimoiy tarmoqlarning adabiyotga ko'rsatgan ta'sirini kengroq doirada o'rganadigan kelgusidagi tadqiqotlar, raqamlashtirishning adabiy an'analar va

janrlarga ta'sirini turli shoirlar va platformalar orqali tahlil qilib, raqamli she'riyatning ko'p qirrali rivojlanishini anglashda muhim hissa qo'shadi.

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SOTSREALISTIK O'ZBEK ROMANLARIDA XUNUK REALIZM IZLARI

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SamDCTI

So'zboshi

O'zbek adabiyoti, boy madaniy merosi va jamiyatparvarlikka asoslangan asarlari bilan Markaziy Osiyoda muhim o'rin tutadi. Ayniqsa, Sovet davrida sostrealizm ta'sirida rivojlangan o'zbek romani, sotsialistik mafkura yo'lida ishchilar sinfi hayoti, dehqonlar kurashi va ijtimoiy adolatni aks ettiruvchi asarlar yaratdi (1:43). Shu bilan birga, bu asarlarda faqat sotsialistik tuzum ideallarini ulug'lash bilan cheklanmay, jamiyatning qorong'u tomonlarini va shaxslarning duch keladigan qiyinchiliklarini ham yorituvchi mavzular ham ko'zga tashlanadi. Sotsialistik mafkura ta'sirida ijtimoiy haqiqatparvarlik yo'nalishida yaratilgan bu romanlar, bir tomondan idealist ijtimoiy tuzumni tasvirlasa, boshqa tomondan esa shu tuzum ichidagi shaxsiy qiyinchiliklar va jamiyatdagi ziddiyatlarni ochib beradi (2:102).

Bu ziddiyatlar adabiyotning universal haqiqatparvarlik tomonini boyitib, sostrealizm va xunuk realizm izlarini birlashtirgan bir ifoda usulini yaratdi (3:78). Xunuk realizm, asosan, Amerikan adabiyotida paydo bo'lgan va shaxslarning kundalik hayotdagi

tushkunliklarini, jamiyatning yashirin, qorong'u tomonlarini sodda va samimiy tilda tasvirllovchi oqim sifatida tanilgan (4:55). O'zbek sostrealistik romanlarida esa shunga o'xshash nuqtai nazar bilan, shaxslarning qashshoqlik, umidsizlik va buzilish kabi muammolar bilan kurashlari, sotsialistik jamiyatda hal qilinishi kutilgan muammolar borligi kabi mavzular paydo bo'ladi (5:46). Bu kontekstda sostrealizm va xunuk realizm o'rtasida organik bir bog' yaratish, o'zbek adabiyotidagi bu ikki tomonli tuzilmani tushunishga yordam berishi mumkin (6:63).

Bu ishda, o'zbek sostrealistik romanlarida xunuk realizm izlarini qidirib, ijtimoiy haqiqatni sodda tarzda tasvirlangan bu asarlarning o'zbek adabiyotidagi o'rniga chuqurroq qarashni maqsad qilmoqdamiz.

Sostrealizm

Sostrealizm, shaxslarning yashayotgan ijtimoiy sharoitlari, sinfiy kurashlari va ijtimoiy adolatni izlashlarini aks ettiruvchi bir ifoda usuli deb ta'riflanishi mumkin. Bu tushuncha, ijtimoiy o'zgarishlarga sezgir bir nuqtai nazar yaratib, ijtimoiy tuzumni tanqidiy ko'z bilan baholashga harakat qilgan (7:33). Sostrealizm nuqtai nazarida, shaxslarning ijtimoiy tuzum bilan uyg'unlikda yoki unga qarshi turish harakatlari realizm usulida yoritiladi (8:45). Shu tarzda, asarlarda shaxsning ichki ziddiyatlari hamda jamiyatning iqtisodiy va ijtimoiy muammolari chuqur yoritiladi (9:51).

Xunuk Realizm

Xunuk realizm, xususan 20-asr o'rtalarida Amerikan adabiyotida paydo bo'lgan, shaxslarning kundalik hayotdagi qiyinchiliklari, ijtimoiy tuzumning ko'zdan chetda qolgan tomonlari va marginallashtirilgan xarakterlarni sodda bir uslubda tasvirllovchi bir adabiy oqimdir (10:63). Bu oqimda, yozuvchilar jamiyatning "xunuk" deb qabul qilingan muammolariga sodda va o'z holicha ifoda bilan e'tibor qaratadilar (11:48). Kapitalistik jamiyat yaratgan tazyiqlar, ayrim shaxslar boshidan kechirgan dilemmalar, asosan, sovuqqon realizm bilan bayon etilgan bu harakatda jamiyatning quyi qatlamlaridagi marginal xarakterlar yetakchi rol o'ynaydi (12:42). Xunuk realizmda haqiqatlar bezaklanmaydi; aksincha, muammolar to'g'ridan to'g'ri va ochiq bir uslubda ifodalanadi (13:38).

Sostrealizm va Xunuk Realizmning Umumiy Tomonlari

Sostrealizm va xunuk realizm, har ikki oqim ham jamiyatni tanqidiy ko'z bilan baholash jihatidan umumiy tomonlarga ega. Har ikki oqimda ham ijtimoiy muammolar markaziy o'rinda turadi; biroq sostrealizm odatda sotsialistik bir nuqtai nazarda shaxsni kollektiv bir ong bilan tahlil qilsa, xunuk realizm shaxsning tushkun va ko'pincha yolg'iz qolgan tomonlarini ta'kidlaydi (14:58). Shunga qaramay, har ikki oqim ham sodda, to'g'ridan to'g'ri bir ifoda uslubini tanlab, ijtimoiy muammolarni senzurasiz bir tilda ifoda etadi (15:44). Sostrealizm, sotsialistik tuzumning ijobiy va salbiy tomonlarini bir vaqtda qo'lga oladi; xunuk realizm esa kapitalistik jamiyatning shaxsga qilgan bosimlarini oldingi o'ringa olib chiqadi (16:52). Har ikki oqim ham jamiyatning ideallardan uzoq, real va shafqatsiz tomonlariga e'tibor qaratadi (17:65).

O'zbek Adabiyotida Sostrealizm

O'zbek adabiyotida sostrealizm, Sovet Ittifoqining ta'siri bilan 1930-yillardan boshlab rasmiy bir oqimga aylangan. Bu oqim, sotsialistik ideallar yo'lida ishchi sinfi, dehqonlar kurashi va ijtimoiy adolat mavzularini oldingi o'ringa chiqaruvchi asarlar bilan namoyon bo'lgan (18:72). Ayniqsa, Oybek va Said Ahmad kabi yozuvchilar, sotsialistik tuzumning jamiyatga ta'sirini asarlarida aks ettirib, ishchi va dehqonlarning kurashini sostrealizm nuqtai nazaridan yoritganlar (19:59). O'zbek sostrealizm asarlarida sotsialistik ideallardan tashqari shaxsning ichki tushkunliklari va jamiyatdagi buzilishlar ham diqqatga sazovordir; bu holat, ijtimoiy o'zgarish jarayonida shaxslarning boshdan kechirayotgan ichki ziddiyatlari va jamiyatdagi muammolarni yoritishga imkon beradi (20:66).

O'zbek Sostrealizm Romanlarida Xunuk Realizm Izlari

O'zbek sostrealizm romanlarida xunuk realizm izlari, sotsialistik ideallarni amalga oshirishdagi ijtimoiy ziddiyatlarda namoyon bo'ladi. Bu romanlar, sotsialistik jamiyatning idealizatsiya qilingan tuzilmasidan oshib o'tib, shaxslarning qashshoqlik, umidsizlik va ijtimoiy notinchliklar bilan kurashlarini ochib beradi. Abdulla Qahhor, Oybek, Hamid G'ulom va Said Ahmad kabi yozuvchilar asarlarida, shaxslarning sotsialistik tizimdagi ziddiyatli holatlari xunuk realizm ta'sirida tasvirlanadi. Sotsialistik ideallarga zid ravishda, ishchi va dehqonlarning duch keladigan qiyinchiliklari, tizimdagi kamchiliklar va jamiyatdagi buzilishlar sodda bir uslubda tasvirlanib, xunuk realizm va sostrealizmni bir-biriga bog'laydi. Masalan:

“Yo'lchi ko'zlari bilan atrofni sayr etarkan, ro'baro'dagi qo'rg'on – ichkari hovli eshigidan yosh-yosh o'g'il va qiz bolalar chuvillashib chiqishdi. Bularning kiyimlari toza va yangi edi. Mosh rang duxoba do'ppili, to'qqiz-o'n yashar, chiroylikka bola – bolalarning eng kattasi edi. U ichiga katta oq kalamush qamalgan qopqonni yerga qo'ydi, eshikchasini ochdi. Semiz kalamush yerga tushib, lapanglab darvoza tomonga qochdi. Bolalar qiyqirib, uni quvlasha ketdi: «Ustiga lampa moy sepib yondiramiz!» Nabiralarining haddan oshgan suyunchli hangamasi cholning ko'zlarini ochdi... U qo'li bilan go'daklarga do'q qildi: «Gugurt o'ynamanglar, hoy!» deb qichqirib ham qo'ydi (21:4).”

Parchada bolalarning sho'xligi va kattalarning bu xatti-harakatga bergan munosabati, aslida chuqur bir ijtimoiy manzaraning kichik hajmdagi aksidir. Bolalar jo'shqin va energiyaga to'la bir guruh sifatida, kundalik hayotning uncha “beg'ubor” bo'lmagan bir qismi – sichqonni qo'lga kiritgan. Sichqonni ushlash va uni go'yoki “qiziqarli” bir tarzda jazolash istaklari, beg'uborlik va shafqatsizlikning birgalikda mavjud bo'lgan bolalar dunyosiga ishora qiladi. Sichqonni tutib, unga azob berish ishtiyoqi – bolalar o'zlarini kuch va hukmronlikka ega his qiladigan kamdan-kam holatlardan biridir. Chuqurroq qarasak, bu yerda xunuk realizm bolalarning zo'ravonlikka moyil o'yinlarini va hayotning bu “xunuk” tomonining ularga qanchalik tabiiy singib ketganini ko'rsatadi. Bolalarning “ustiga lampa moy sepib yoqamiz!” deb qichqirishi, beg'uborlikning nozik bir chegarasida, shafqatsiz bir zavqning hayotlariga qanchalik oson singib ketganini ta'kidlaydi. Bolalarning bu sadistik o'yini, hayotning qattiq haqiqatlari bilan yoshligidanoq tanish bo'lishga majbur bo'lgan bir jamiyat tuzilishini ham aks ettiradi.

Bundan tashqari, cholning ogohlantirishi (“Gugurt o'ynamanglar, hoy!”) bu yerda ma'noli bir aralashuvdir. Xunuk realizm nuqtai nazaridan, bu ogohlantirish bolaning o'ziga zarar yetkazishidan ko'ra, uning kundalik hayotda duch keladigan xavflarni ifodalovchi bir instinkt hisoblanadi. Bu, bobolar va buvilar bolalarga nisbatan o'zlarida saqlaydigan asosiy himoya instinkti bo'lsa-da, bolalarni hayotning qattiq tomonlari bilan bunday erta to'qnashuvining oldini olishning imkoni bo'lmagan. Cholning ovozi ham, bolalarning o'yin va hayajon izlanishiga to'siq bo'lish uchun yetarlicha kuchli emas.

Xulosa qilib aytganda, Oybekning bu parchasi, hayotning oddiy ko'ringan, ammo ta'sirchan bir sahnasini, bolalarning shafqatsiz bir o'yin o'ynayotgan lahzasini, aslida jamiyatdagi qattiq haqiqatlarning bir ko'rinishi sifatida qabul qiladi. Xunuk realizm nuqtai nazaridan, bu parcha, jamiyatning qarama-qarshi qadriyatlarining bolalar ustidagi ta'sirini butun tabiiyligi bilan ko'z o'ngimizga olib keladi: chirkin, qattiq, ammo shunga qaramay haqiqiy. Yana:

Mirvali qahri qattiq, uncha-munchaga ko'zidan yosh chiqmaydigan bola edi. Qo'shnisi Razzoq buqachining oshxonasi shiftiga doimo yigirma-o'ttizta qazi osig'liq bo'lardi. Mirvali ba'zi-ba'zida devor oshib bitta qazi o'g'irlab chiqardi-da, soyga tushib, eski paqirda qaynatib, bolalar bilan yerdi. Bir gal devor oshib tushganda buqachining iti talab, kiyimboshlarini burda-burda qilib yuborgan edi. Mirvali shu itdan qasd olish payiga tushdi. Har kuni devorga minib olib, itga suyak tashlar, non tashlar, qassobxonaga atayin borib, olib

kelgan ichak-chavoqlarini berardi. Oxiri it unga o'rgandi. Razzoq buqachi bozorchaga chiqib ketgan paytlarda Mirvali itni ergashtirib soyga olib borar, «o'ynatar»di.

Mirvali bir kuni bolalarni to'plab, yuringlar, sizlarga «kartinka» ko'rsataman, deb qoldi. Bolalar unga ergashib soyga tushishdi. Razzoq buqachining iti yovvoyi jiydaga oyog'idan bog'liq turardi. It negadir arqon bilan emas, usti oq qobiqli elektr simi bilan bog'langan edi. Mirvali, «hozir kartinka ko'rsanlar» deb, simni yechib, uchini jiydaning ayrisiga tashlab tortdi. It oyog'idan osilgancha ko'tarila boshladi. Oxiri u odam bo'yi ko'tarilgandan keyin Mirvali sim uchini jiyda tanasiga mahkam qilib bog'ladi. It tipirchilar, vangillardi. Mirvali qo'ynidan gugurt chiqazib, bir parcha qog'ozni yondirdi-da, itning bo'yniga tutdi. Xuddi fonar yog'i sepilgandek itning junlari lop etib yonib ketdi. Olov ichida qolgan it dahshatli ulidi. Endi u kattakon mash'aladek lovullab yonardi. Saldan keyin itning ovozi o'chdi, qimirlamay qoldi (22:23).

Bu parcha, «xunuk realizm» nigohi bilan olinganida, o'quvchini hayratlantiruvchi bir haqiqat bilan yuzlashtiradi. Said Ahmadning qalamida jonlangan bu sahna, bolalarning beg'uborligi qanday qilib shafqatsizlik va qasosga aylanishini ochib beradi. Xunuk realizm oqimi aynan shu kabi lahzalarda inson tabiatining qorong'i burchaklariga yorug' tushiradi: shafqatsizlik, sadizm, qashshoqlik va ba'zan jamiyat oddiylik bilan qabul qiladigan qattiqqo'llik.

Mirvalining his-tuyg'ularga befarqligi va «qahrli» sifatida ta'riflanishi, uning faqat yashagan muhitining emas, balki ichidagi g'azabning ham mahsuli ekanini his qiladi. Razzoq buqachining «o'g'ri» sifatida belgilanishi mumkin bo'lgan qo'shni bolaga nisbatan nafrat bilan qarashi, Mirvalining yanada qattiqroq bo'lishiga sabab bo'ladi. Bu nuqtada, xunuk realizm bolalar ustida aks etgan ta'sirlarini ko'rsatadigan bir dunyo ochiladi: ularni hayotning kuch o'yinlariga va zo'ravonlikka moyil qilib qo'yadigan ijtimoiy va iqtisodiy sharoitlar.

Parchada Mirvalining itdan «qasd olishi» maqsadi, bolalikdagi oddiy sho'xlikdan ko'ra ko'proq, aniq bir qasos tuyg'usiga aylanadi. Kunlar davomida it bilan do'stona munosabatlar o'rnatishi, uning shafqatsizligini va shu shafqatsizlikni amalga oshirish uchun sabr va sovuqqonlik bilan reja tuza oladigan bola ekanini ko'rsatadi. Mirvalining it bilan yaratgan bu «do'stlik», aslida to'liq ikkiyuzlamachilik va o'ylangan bir aldovdir. Xunuk realizm, mana shu kabi ziddiyatlar bilan inson tabiatining beg'ubor va qorong'i tomonlarini bir sahnada birlashtiradi. Itning elektr kabeliga osilishi va yoqilishi, matnning eng dahshatli lahzasini tashkil etadi. Mirvalining bu «kartinka» tomoshasi, atrofiga bir ko'ngilochar sahna sifatida namoyish qilgan vahshiy bir qasos sahnasidir. Bolalikning beg'uborligi haqidagi barcha idealistik tasvirlarni parcha-parcha qiluvchi bu sahna, o'quvchini inson tabiatining eng sodda, eng ishlovsiz va ehtimol eng bezovta qiluvchi jihatlari bilan yuzlashtiradi. Xunuk realizm bu yerda insondagi rahm-shafqat yo'qligini va bu kabi shafqatsizliklarning kundalik hayotda qanday qilib oddiy bir holga aylanishini ta'kidlaydi.

Parcha oxirida itning «qimirlamay qolishi», o'limning ham oddiy bir natija sifatida berilishi, o'lib ketgan jonning dardini oddiy bir voqea kabi ko'rsatishi, yashashning o'zi ham oson bo'lmagan bir dunyoda, rahm-shafqatning naqadar orqada qolganligini ko'rsatadi. Shunday qilib, Said Ahmad, oddiy bir mahallada, kichik bir bolaning ongli shafqatsizligi orqali, jamiyatdagi his-tuyg'ulardagi ko'rlikni va shafqatsizlikning oddiy bir holga aylanishini namoyon etadi. Ushbu tahlilda «xunuk realizm», insonning ba'zan qanday qilib sovuqqon bir maxluqqa aylanishi mumkinligini ko'rsatish bilan birga, ijtimoiy va iqtisodiy qiyinchiliklarning bolalarga qanchalik chuqur ta'sirini ham ochib beradi.

Xulosa

O'zbekistonning sostrealizm usulidagi romanlari, ijtimoiy muammolarni yoritishda ba'zida xunuk realizmga murojaat qilib, insonlarning ziddiyatlari, ichki to'qnashuvlari va yashagan muhitlaridagi qiyinchiliklarni butun haqiqat bilan ifoda etadi. Ushbu romanlarda

qahramonlarning g'azab, qashshoqlik va umidsizlik ichida namoyon etgan shafqatsiz xatti-harakatlari, jamiyatning shaxslar ustida yaratgan vayronkor ta'sirlarini ko'z o'ngiga keltiradi. Xunuk realizm unsurlari, sostrealizm asarlarning axloqiy "to'g'rilash" funksiyasidan o'tib, xalqning kundalik hayotda duch kelgan qattiq haqiqatlarini idealizatsiyasiz tasvirlaydi. Bu xususiyati bilan, o'zbek sostrealizm romanlari, shaxslarning jamiyat ichidagi fojiali tuzoqlari va ruhiy vayronlarini ta'sirli tarzda aks ettirib, jamiyatga oynani tutadi va o'quvchini hayotning qattiq tomonlari bilan yuzlashishga taklif etadi.

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ОСОБЕННОСТИ ТЕМПОРАЛЬНОЙ АРХИТЕКТониКИ РОМАНА ДЖЕЙМСА КЛАВЕЛЛА «KING RAT»

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Аннотация Понятия кинематографичности и монтажности повествования заимствованы из искусства кино и являются новыми для когнитивной лингвистики, однако, характеризуют архитектуру художественного текста достаточно чётко. Статья рассматривает эти понятия на примере романа Д. Клавелла «King Rat». Джеймс Клавелл американский писатель и сценарист. Он известен как своими литературными произведениями, так и работой в качестве сценариста. Своей популярности в обоих видах искусства он обязан своему особому авторскому стилю построения повествования. Темпоральная архитектура романов Д. Клавела отличается кинематографичностью темпоральных векторов и «монтажностью» повествования.

Ключевые слова: художественный текст, темпоральная архитектура, темпоральный вектор, кинематографичность.

Понятие «кинематографичности» художественного текста возникло сравнительно недавно. Такое понимание организации художественного текста возникло в 20 веке под влиянием технического прогресса и «эстетики кинематографа» [Михайловская 2015, 98].

Однако, неправильно полагать, что кинематографичность художественного текста, это изначальное стремление сделать художественный текст похожим на повествование на экране. Кинематографичность – это совокупность приёмов повествования, которые, условно, схожи с приёмами повествования в киноискусстве. Художественные тексты, созданные и до появления кинематографа, часто использовали такие приёмы.

Приёмы монтажа и фокальные приёмы в наибольшей степени способствуют приданию кинематографичности художественному повествованию. И. А. Мартынова предлагает следующее определение литературной

кинематографичности: «это характеристика текста с монтажной техникой композиции, в котором различными, но прежде всего композиционно-синтаксическими средствами изображается динамическая ситуация наблюдения» [Мартынова 2002, 6].

Кинематографичность художественного текста подразумевает «монтажность» его темпоральной архитектуры. Рассмотрим понятие монтажности построения повествования. При такой организации построения всем элементам придаётся разная степень важности: некоторые из них выходят на первый план, другие становятся второстепенными. Менее важные элементы вырезаются, а значимые комбинируются, выстраиваясь в чёткое повествование.

Выделяя в художественном тексте ключевые элементы, писатель удаляет всё остальное, при этом оставшиеся части могут сочетаться в разных комбинациях. Вектор повествования может быть направлен вперёд или назад, может несколько раз менять своё направление.

Сергей Михайлович Эйзенштейн в своих работах указывал, что монтажность вообще, характерна для человеческого мышления и восприятия [Эйзенштейн 1964].

Применяя термин «монтаж» в когнитивной лингвистике, мы, в первую очередь, подразумеваем особый стиль темпоральной архитектоники художественного текста, «при котором преобладает прерывность (дискретность) изображения, его «разбитость» на фрагменты» [Миргарифанов 2013]. Функция такой дискретной организации заключается в акцентуализации отдельных элементов художественного текста, посредством разрушения естественных связей между событиями и фактами [Салганик 1988].

С точки зрения кинематографичности организации повествования, стоит рассмотреть темпоральную архитектуру романа американского писателя Джеймса Клавелла «King rat». Джеймс Клавелл не только романист, но и автор многих сценариев для фильмов Голливуда. Сейчас трудно предположить, что было первично: его авторский подход к организации повествования, который идеально подошёл для мира кино, или

работа в качестве сценариста, наложила отпечаток на стиль темпорального построения его романов. Особый подход к организации повествования проявляется во всех его литературных произведениях, «почвой для этого послужила концептосфера писателя, которая и определила специфику построения авторского мира» [Малиновский 2013, 49].

Во время Второй Мировой войны Джеймс Клавелл служил в английской армии артиллеристом. После попадания в японский плен в 1942 году, он был направлен в лагерь военнопленных на Яве, а потом на Сингапур в Чанги, где и встретил окончание войны. Роман «King rat» во много автобиографичный: один из главных героев – воплощение самого Клавелла.

Несмотря на то, что военнопленные находятся в японском лагере, сами японцы почти не появляются в повествовании. Опасность для заключённых таится в их собственных рядах. Самый главный конфликт возникает в противостоянии американских военнопленных и британских, которые, по большому счёту, являются союзниками. Британские идеалы чести противопоставляются главной американской черте – капитализму. В отличие от времён начала

Второй Мировой войны, к её концу капиталистические отношения вполне уверенно развиваются даже в условиях лагеря для военнопленных. Главный герой романа – Король, олицетворяет общий дух американского наёмничества. Его не заботят ни коммунизм, ни капитализм, ни какие-либо другие идеи, противопоставленные капиталистическому мироустройству. Ему чуждо понятие чести. Его заботит лишь личное процветание, желание жить лучше всех в лагере, и его не смущает даже то, что он, таким образом, дистанцируется от остальных заключённых. Он умён, но не обременён моралью, в отличие от его товарищей по несчастью. Образ жизни короля делает его богатым, а остальных – зависимыми от него. Для многих заключённых лагеря, особенно для англичан, король представляется даже большим врагом, чем японцы.

Интенция автора относительно построения повествования, реализуется в художественном времени. Темпоральная структура художественного текста это соотношение «временной подсистемы речи автора и временной подсистемы речи персонажей» [Левченко 2003, 21]. Автор художественного текста «сам определяет, какие именно временные отрезки оставить в произведении, как итог художественное время короче реального» [Даниленко 2015, 689]. Оставшиеся элементы сюжета «склеиваются», образуя художественное время.

Проведённые ранее исследования позволили классифицировать возможные способы организации темпоральной архитектоники художественного текста:

1. линейная (а) одновекторная, (б) многовекторная;

2. нелинейная (а) одновекторная, (б) многовекторная;
3. циклическая;
4. линейная [Огнева 2013, 143].

В романе «King rat» несколько главных героев: сам Король, его друг, капитан авиации, англичанин Питер Марлоу и пехотный капитан, начальник лагерной полиции, англичанин Робин Грей. Автор разделяет повествование между ними в равной степени, описывая не только их внешние поступки, но и мысли, мотивацию и чувства, попеременно делая каждого из них главным героем. Наличие нескольких главных героев, от лица которых ведётся повествование, делает нарратив нелинейным.

В процессе повествования автор неоднократно возвращается в прошлое. В середине романа, он приводит воспоминания Питера Марлоу о его пленении, о том, как он скрывался в деревне на Яве и как попал на Сингапур, объясняя тем самым, как Питеру удалось выучить язык местных жителей. Вводя новых персонажей, Д. Клавелл описывает события из их жизни до войны или в её начале. В кинематографии такой приём называется «flashback». В когнитивной лингвистике эффект прерывая художественного времени и поворот его вспять формирует многовекторную темпоральную модель.

Таким образом, в романе Джеймса Клавелла «King rat» преобладает нелинейная многовекторная модель темпоральной архитектоники. Помимо непосредственной темпоральной архитектоники романа, кинематографичность текста романа «King rat» достигается за счёт «изолированности» темпоральных векторов повествования. Художественное время обусловлено взаимодействием трёх категорий: календарного времени, событийного времени и перцептивного времени [Золотова 2019, 23]. Календарное время в романе чётко прослеживается от начала апреля до середины сентября 1945 года. Ориентироваться в таком времени читателю помогают исторические события, описанные в романе: капитуляция Германии, бомбардировка Херосимы и Нагасаки, капитуляция Японии.

Хронология событийного времени, проявляющаяся преимущественно в глагольных формах, соблюдается только в рамках отдельного вектора. Если рассматривать разные временные векторы повествования, например день рождения Короля или сделку по продаже драгоценного кольца на чёрном рынке, то трудно определить, что именно произошло раньше. Конечно, читатель воспринимает их в том порядке, в котором они представлены автором, но они темпорально никак не связаны друг с другом и их вполне можно переставить местами.

То же самое касается и перцептивного времени романа. Автор вырезает большую часть малозначимых событий, описывая только ключевые. При этом, не упоминая, как именно время ощущается главными героями: тянется ли оно или пролетает для них быстро.

В рамках одного временного вектора Король только собирается разводить крыс под бараками на продажу, а в следующем уже наступает так называемый день «Д», когда содержатели «фермы» получают приплод.

Художественное время как «нить, связывает все элементы повествования от слова к слову, от предложения к предложению» [Бузина 2019, 57]. В романе «King rat» события нанизываются на эту нить в кажущейся хаотичной последовательности. Создаётся ощущение, что каждый временной вектор — это уже законченная история, которая может существовать отдельно. Только календарное время и общая логика повествования соединяют разрозненные темпоральные векторы в цельное повествование.

Кинематографичность темпоральной архитектоники романа «King rat» заключается в «монтажности» повествования, когда автором отсекаются наименее

важные части истории, а оставшиеся приобретают гораздо большую значимость. При этом создаётся эффект фрактальности и изолированности отдельных частей повествования, что во многом напоминает способ организации повествования в кино.

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ФОРМИРОВАНИЕ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация. В статье рассматривается вопрос формирования лингвокультурологической компетенции студентов на основе освоения концептов. В центре внимания факторы, оказывающие влияние на смыслообразование с точки зрения национально-культурной специфики. Выделены критерии сформированности лингвокультурологической компетенции.

Ключевые слова: концепт, смысл, внутренняя форма слова, ассоциации, контекст, метафора, интертекстуальность, лингвокультурологическая компетенция.

Профессионально ориентированное языковое образование в современных условиях базируется на антропоцентрической парадигме, в рамках которой язык рассматривается как «окно в духовный мир человека, в его интеллект, средство доступа к тайнам мыслительных процессов» [1], как «дом бытия духа» и «пространство мысли» (Ю.С. Степанов).

При смене научных парадигм, как писал Томас Кун, меняется модель постановки проблем и их решений. Антропологическая модель изучения языка поставила в центр не систему языка, а человека (языковую личность) как носителя, создателя и интерпретатора языка и текстов.

Не случайно в методике разработана концепция культурологического личностного образования, эпицентром которого является человек, познающий и творящий культуру путем диалогического общения, обмена смыслами [2: 211].

Уточнение области применения современной парадигмы знаний, ее особенностей привело к формированию различных подходов в методике, среди которых доминантным признан культурологический.

Культурологический подход – это совокупность методологических приемов, обеспечивающих анализ любой сферы человеческой жизни и деятельности через призму системообразующих культурологических понятий, таких как культура, культурные образы, нормы и ценности, уклад и образ жизни, личность и социум [3].

Культурологический подход по-разному представлен в лингвострановедческом (Е.М. Верещагин, В.Г. Костомаров, С.М. Кулаева, Р.К. Миньяр-Белоручев, М.А. Нефедова, Т.И. Пальцева и др.), в диалоге культур (О.Ф. Васильева, О.Л. Кузнецова, Ю.Ю. Дешериева, Е.И. Пассов, В.В. Сафонова, В.П. Фурманова, Л.И. Харченкова, Л.А. Шейман), коммуникативно-этнографическом (М. Вугат, С. Morgan), культурно-аксиологическом (И.Я. Анашкина), социокультурном (Е.М. Верещагин, В.Г. Костомаров, В.В. Сафонова, М.С. Каган, М.А. Богатырева, Е.Н. Гром, Л.Г. Кузьмина, И.И. Лейфа, Л.Д. Литвинова, Е.Н. Соловова, П.В. Сысоев, И.Г. Твердохлебова), лингвокультурологическом (М.А. Суворова, И.А. Цатурова, В.В. Воробьев, В.М. Шаклеин), лингвокоцептоцентрическом (Н.Л. Мишатина, А.Г. Саяхова), концептуальном (Н.В. Макшанцева) подходах. Особенным для него является то, что культура рассматривается как основное содержание обучения, наряду с языком.

Анализ подходов культурологического направления показывает, что культурный компонент в содержании обучения помогает ввести студентов в пространство иноязычной культуры, стимулируя их познавательную деятельность. Культурная ориентация проявляется в целях: обучение иноязычной культуре, соизучение языка и культуры, обучение языку на основе сопоставления иноязычной и родной культур, владение языковой картиной мира.

Известно, что каждый язык – портрет национальной культуры, язык помогает познать национальную культуру. Взаимодействие языка и культуры часто характеризуется метафорами (рис. 1). Язык – это:

- орудие культуры, действительность духа, ипостась, хранилище культуры (В. фон Гумбольдт);
- фактор развития, условие существования культуры (К. Леви-Стросс);
- руководство к культуре (Э. Сеппер);
- путь культуры (А. Куприн);
- феномен, лик культуры (В. Маслова).

Поскольку язык и культура находятся в диалоге, в образовательных целях представляется продуктивной идея, согласно которой не существует отдельно языка и культуры, язык – есть органическая часть культуры, поэтому изучение языка и культуры должно осуществляться в единстве, в целостности. Конечно, на прагматическом уровне чужой язык можно выучить и вне культуры, но войти в мир иного/другого языка только на основе собственно языка, без культурного фона невозможно.

Одной из основных целей обучения русскому языку как иностранному является формирование лингвокультурологической компетенции, обусловленной коммуникативной функцией языка и диалектической взаимосвязью языка и культуры.

Реализация названной цели идет разными путями. Наиболее оптимальным, на наш взгляд, является позиционирование в русле методики, направленной на освоение концептов русской культуры. Мы понимаем концепт как функционирующую в тексте смылосодержащую единицу сознания, получившую выражение в языке и обладающую сетью устойчивых ассоциаций, значимых для носителей данной культуры. Анализ концептов формирует знания о мире, а не только о словах, с опорой на их значения. Как отмечал Л.С. Выготский, «...слово, взятое в отдельности в лексиконе, имеет только одно значение. Но это значение есть не более как потенция, реализующаяся в живой речи, в которой это значение является только камнем в здании смысла ...слово приобретает свой смысл только во фразе» [4: 370]. Н.И. Жинкин определяет значение как «...свойство имени, которое реализуется в назывании вещей». Если значение имени относительно устойчиво и статично, то смысл имени, напротив, «...есть то, что передается и принимается в сообщении как информация, и что при приеме сообщения должно быть понято» [5].

Смысл, бесспорно, возникает в ходе коммуникации. При осуществлении любого высказывания наблюдается сложная динамика между значением и смыслом, хотя одно не бывает без другого [6: 69-70]. Говорящий, употребляя слова, наделяет их жизненностью, которой они лишены до речевого акта, когда объективное содержание превращается в субъективное, то есть в смысл. Если значение принадлежит языку, то смысл наличествует в речи.

Нужно учитывать, что концепт представляет собой «вербализованный культурный смысл» (С.Г. Воркачев). Интерпретация культурных смыслов предполагает не только знание фактуальной информации о конкретной лингвокультуре, но и умение извлечь глубинные смыслы, которые стоят за единицами языка. Мы считаем, что к факторам, оказывающим влияние на смыслообразование с точки зрения национально-культурной

специфики, относится прежде всего внутренняя форма слова (ВФС). ВФС – это зерно первосмысла, это осознаваемый говорящим способ выражения значения в слове, который в разных языках представлен по-разному. В истории слова отражается познавательная деятельность народа. По словам И. Бродского, ВФС – след, оставленный взглядом на вещи. Этимология часто раскрывает в концепте больше, чем дефиниция [7].

Например, слово «воля», репрезентирующий концепт, тесно связано с глаголом «велеть» (Н.М. Шанский) и включает семы «желание», «хотение», «власть», «сила», «выбор». Ядерным смыслом является «направленное желание». Воля – это желание, то есть стремление к осуществлению чего-нибудь, обладанию, это то, что напрямую связано со сферой чувств, устремлений, потребностей человека. На осознании внутренней формы возникают другие слои значений, эксплицитно выражающие смысл: «без стеснений», «без ограничений», «ничем не сдерживаемая свобода». Именно эти смыслы – «полное отсутствие стеснений», «действовать исключительно в соответствии со своими желаниями», обусловленные этимологически, определяют культурную специфику слова воля.

Важным приемом является изучение ассоциативных связей слов, а не только усвоение их значений. Ассоциации разнообразны по смыслу и являются отображением национальной культуры в слове. Так, универсальный концепт «Родина» в языковом сознании русских ассоциативно связан со словами: мать, моя, Россия, завет, любимая, отчизна, отечество. В немецком языке слово Heimat (Родина) имеет ассоциативные связи со словами: дома, дом, Германия, защищенность, прекрасная, деревня, страна, благополучие, семья.

На выявление смысла влияет анализ сочетаемостных свойств слова. Разные сочетания слов – а только они рождают в тексте ассоциации – выявляют необходимые оттенки смысла, подобно тому, как в живописи преодолевается однозначность цвета благодаря сочетаниям цветов в тексте преодолеваются обычные, из словаря, значения слова (Д.С. Лихачев). Именно в сочетаниях слово приобретает различные оттенки смысла. Так, в стихотворении А.С. Пушкина «Памятник» выражение «не требуя венца» имеет смысл «не требуя награды»:

*Веленью божию, о, муза, будь послушна
Обиды не страшась, не требуя венца.*

Условие рождения смысла – контекст, каждое слово должно пониматься на основе своего контекста (Шлейермахер). Слово, обладая мощным смысловым зарядом, преобразуется в новом контексте. Благодаря контексту возникают «смысловые сдвиги». Приводим в качестве иллюстрации фрагмент стихотворения Б. Пастернака «Иней»:

*Глухая пора листопада,
Последних гусей косяки.
Расстраиваться не надо
У страха глаза велики.*

Прилагательное «глухой» часто используется для обозначения позднего времени суток (глухая ночь) или года (глухая осень). То есть речь идет о поздней осени. Кроме того, здесь реализуются и другие значения этого прилагательного (поэтический контекст не снимает многозначности): глухая пора, то есть тихая, без проявления жизни, затаенная, скрытная. Все эти определения в той или иной мере характеризуют состояние природы накануне прихода зимы.

Культурно обусловленные смыслы проявляются в образном компоненте структуры концепта, который представляет предмет концептуального описания как уподобление кому-либо или чему-либо на основе метафористического переноса. С помощью метафор формирует новый смысл за счет использования первичного значения

слова и сопровождающих его ассоциаций. Метафора создает новое знание на основе соизмерения с системой национально-культурных ценностей.

Так, рябина воспринимается как красавица, одинокая женщина («видно сиротине век одной качаться», русская народная песня).

К факторам, влияющим на смыслообразование, относится и осознание ценностно-оценочного компонента. При этом под оценкой понимается мнение о ценности предмета, о соответствии / несоответствии его качеств каким-либо ценностным критериям. Оценочный компонент может входить в коннотативное значение. Культурная коннотация – экспонент культуры в языковом знаке [8: 53]. Иногда оценочное значение может быть результатом эксплицирующей функции текста без оценочного слова.

Поэтесса М. Цветаева, испытывая сильную тоску по родине, сколько не уверяла себя и других, будто ее уже ничто не может очаровать, восхитить, что ей все безразлично, писала:

*Всяк дом мне пуст,
Всяк храм мне чужд,
И все – равно, и все – едино,
Но если по дороге – куст
Встает, особенно – рябина...*

Важное значение в понимании смысла отводится интертекстуальности и прецедентным феноменам. Понимание интертекстуальных включений основывается на сочетании их контекстов в данном тексте и в прототексте, что требует от читателя узнавания, без чего невозможно правильное понимание.

Без осознания интертекстуальных связей невозможно понять, например, стихи А. Межирова:

*А в России метели и сон
И задача на век, а не на день.
Был ли мальчик – вопрос не решен,
Нос потерянный так и не найден.*

Заголовок одной из статей «Изба сгорела – конь ускакал» оказался недоступен для понимания иностранных студентов. Они не осознавали интертекстуальной связи заголовка с русскоязычным художественным текстом. В результате фраза была воспринята буквально.

Лингвокультурная компетенция считается сформированной, если студент владеет этимологическим чутьем, ассоциативной аурой (поле культурно-речевого сознания), конструированием метафорических моделей, опознаванием прецедентных феноменов и осознанием интертекстуальных связей.

Процесс освоения концептов создает смыслопоисковую среду, погружая личность в многомерное поле культуры, духовных ценностей и нравственных ориентиров. В ходе анализа концептов студенты постоянно сталкиваются с явлением разгадки смысла, с опорой на герменевтику решают задачу чужда понимания. Обучаемые осознают русскую языковую картину с целью дальнейшего межкультурного взаимодействия.

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TILLAR GLOBAL RAQOBATBARDOSHLIGI VA O'ZBEK TILI

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Bugun jahonda yuz berayotgan ijtimoiy-siyosiy va iqtisodiy o'zgarishlar, shubhasiz, tillarning yashash tarziga ta'sir ko'rsatmoqda. Olamning lisoniy manzarasi o'zgarib, globallashuvning hozirgi bosqichi xalqlar tili va madaniyati o'rtasidagi chegaraning asta-sekinlik bilan yo'qolib borishiga olib kelmoqda. Bu jarayonda xalqaro tillarning ahamiyati yanada ortmoqda. Ingliz tili iste'mol darajasiga ko'ra oldingi o'rinda turibdi. Rus, xitoy, arab, ispan, nemis va fransuz tillarining esa xalqaro va mintaqaviy tillar sifatida ahamiyati oshib bormoqda.

Bu haqda O.Y.Bogdanova o'zining «Globallashuvning lingvistik o'lchovi» nomli maqolasida globallashuvning insoniyat taraqqiyotida yangi bosqich ekanligi va insoniyat hamkorligining yangi istiqbollari ochishini e'tirof etgan holda, uning dunyoni katta bozorga aylantirayotganini, davlatlararo raqobatni kuchaytirayotganini, xalqaro madaniy ziddiyatlarni ham keltirib chiqarayotganini, bu jarayonlar olamning lingvistik manzarasiga ham ta'sir ko'rsatayotganini yozgan [4,71-74].

Dunyo tillarining katta va kichik tillar tarzida guruhlanib borayotgani ana shu ta'sirning natijasidir. Bu jarayonda har ikki guruhga daxldor tillar o'ziga xos tarzda hayot kechirishmoqda. Ayrim davlatlardagi til siyosati buning yaqqol dalilidir.

Masalan, AQShdagi til siyosatini olib qaraylik. A.O.Laletinaning "Globalizatsiya va ta'lim tizimida til siyosati: Rossiya va AQSH tajribasi" nomli maqolasida ta'kidlanishicha, AQShda ingliz tilini bilish muhim til siyosati hisoblanadi va ta'limning barcha bo'g'inlarida u yetakchilik qiladi. Universitetlar xorijdan qabul qilingan talabalarga ingliz tilini bilishning minimal talablarini qo'yadi. Til o'rgatuvchi qo'shimcha kurslar tashkil qiladi. 50 ta shtatda o'rta maktablarda chet tili o'qitiladi, ammo uni o'rganish shart qilib qo'yilmagan. Chet tilini oliy ta'limda o'rganish mumkin. Chet tilini o'rgatish tashqi siyosatga, shtatlardagi demografik vaziyatga qarab belgilanadi. Hatto sovuq urush davrlarida AQSH rus tilini o'rganishni qo'llab quvvatlagan. Hozirda Osiyo va O'rta Sharq tillarni o'rganish faol qo'llab-quvvatlanmoqda. Barcha holatlarda ingliz tili yetakchilik qiladi. AQShning tashqi til siyosatida esa izchillik yo'q [11, - S.158-164].

Yevropa mamlakatlari tillarida ham ahvol tashvishlanarli. Tashqi migratsiyaning kuchayib, musulmonlar sonining oshib borayotgani bu tashvishlarga sabab bo'lmoqda. Emigrantlarning davlat tilini o'zlashtirishdan ko'ra, o'z tillarini saqlab qolishga moyilligi adabiy til meyorlarining buzilishiga olib kelmoqda. Bundan tashqari, Yevropa xalqlari ongiga ingliz tili jiddiy ta'sir ko'rsatmoqda.

Y.S.Gritsenko, A.V.Kirilinalarning "Globallashuv sharoitida til siyosati" maqolasida qayd etilishicha, dunyoda 80 foizga yaqin savdo-sotiqqa oid muloqotlar ingliz tilida olib boriladi. Bu faktlar maqola mualliflarini kichik tillarga vayronagarchilik keltiruvchi til imperializmi paydo bo'lganligi haqida xulosaga kelishiga sabab bo'lgan [6,95-101].

Rossiya federatsiyasi olib borayotgan til siyosati esa boshqacha. A.O.Laletinaning yuqorida tilga olingan maqolasida qayd etilishicha, Rossiya federatsiyasida ko'pmillatlikka bog'liq holda tilga bo'lgan munosabat o'ziga xos. 65 % maktabda ta'lim rus tilida olib boriladi, qolgan maktablarda esa milliy tillarda o'qitiladi. Ammo bitiruvchilar, albatta, rus tilidan yagona davlat imtihon topshiradilar.

Ta'limning barcha federal standartlari chet tilini, asosan ingliz tilini o'qitishni nazarda tutadi. Boshqa mahalliy tillarga lingvomadaniy qiziqish yo'q. Rossiyada chet tiliga qiziqishning shartlaridan biri institutsional (iqtisodiy) muammolarni hal etish bo'lib hisoblanadi [11, - S.158-164].

Xuddi YUNESKOning yo'qolib borayotgan tillar Qizil kitobiga o'xshash Rossiyada ham «Rossiya xalqlari tillari qizil kitobi» ensiklopedik lug'at-ma'lumotnoma nashr qilinmoqda [17].

T.Gusman bergan ma'lumotlarga ko'ra, Rossiyaning shimoliy hududlarida 30 ta tildan 14 tasi o'qitiladi, ya'ni 60 – 70 foizi yo'qolish chegarasida. AQSH va Kanada mamlakatlarida 187 tildan 149 tasi yo'qolish arafasida. Umuman Amerikadagi 900 tildan 300 tasi xavf ostida. Avstraliyada esa ahvol bundan ham yomon – 90 foiz til yo'qolib ketishga mahkum. Sotsiologlar fikricha, Rossiyada 50 foiz til yo'qoladi [7].

S.Y.Kamishevaning "Tillar global raqobatbardoshligini baholashning obyektiv vositalari" maqolasida A.S.Pushkin nomidagi Rus tili davlat instituti Til siyosati va xalqaro ta'lim markazi amalga oshirgan "Jahonda rus tilining o'rni indeksi: global raqobatbardoshlik indeksi va sovetlardan keyingi makondagi barqarorligi indeksi" innovatsion loyihasi doirasidagi tadqiqotlar natijalari e'lon qilingan.

Unda aytilishicha, SSSR qulagandan keyin bu makonda rus tilini biladiganlar soni 60-80 mln.ga qisqargan. Global raqobatbardoshlik indeksida rus tili 12 ta yirik jahon tillari orasida (ingliz, ispan, fransuz va xitoy) 5-o'rinda turishligi, bu tilda gaplashadiganlar soni – 258 mln kishi, ya'ni 8-o'rinda ekanligi ma'lum qilingan.

Xulosa shunday bo'lgan: rasmiy statusga ega bo'lishiga qaramasdan, rus tilida so'zlashadigan muhit kamayib bormoqda va qiziqishning pasayayotganligidan rus tili shafqatsiz ravishda o'z pozitsiyasini yo'qotmoqda. [10].

Taniqli olim M.Kraussning aytishicha, XXI asrda insoniyat tarixida misli ko'rilmagan gumanitar halokat yuz beradi – faoliyatda bo'lib kelayotgan 6 ming tilning teng yarmi – 3 mingtasi barham topadi. Birinchi navbatda, deydi Krauss, ota-onalar farzandlari bilan o'z ona tillarida gaplashmay qo'rganlarida bu halokat yuz beradi. Bu global halokatning oldini olish yo'llari haqida kim bosh qotiradi, kam sonli tillarning haq-huquqlarini kim himoya qiladi, bunda davlatning va jamoat tashkilotlarining, tilshunoslarning roli qanday bo'ladi, kim moliyalashtiradi, degan qator savollarga javob topish kerak bo'ladi. [7].

Markaziy Osiyo davlatlarida til siyosati. Markaziy Osiyo mamlakatlarida mustaqillikka erishishi munosabati bilan rus tiliga e'tibor kamaydi. Buning o'rniga ingliz tiliga e'tibor kuchaydi.

Sovet davrida bu respublikalarda rus tilini o'rganish majburiy qilib qo'yilganligidan, o'tgan asrning 80-yillarida aholining 80 foizi rus tilida bimalol gaplasha olgan.

O'zbekiston va Turkmaniston respublikalari mustaqillikning ilk yillarida lotin yozuviga o'tdi. Tojikiston va Qirg'iziston davlatlari esa lotin yozuviga hali o'tgan emas. Qozog'iston lotin yozuviga o'tish fikriga faqat 2019 yilda kelgan.

N.Bekmurzayev "Markaziy Osiyo mamlakatlarida til siyosati" maqolasida bu mamlakatlar aholisi tillari hayotning ilmiy, madaniy, siyosiy va ijtimoiy jabhalaridan olib tashlangan va mutlaq maishiy va folklor tiliga aylangan, degan noto'g'ri fikrni bildirgan [3].

O'zbekistonda til siyosati. Mustaqillik tufayli o'zbek tiliga davlat tili maqomining berilishi bilan uning nufuzi oshganligiga, e'tiborning kuchayganiga hech bir shubha yo'q. U chinakam ma'noda davlat ramzlaridan biriga aylandi. O'zbek tilining Birlashgan Millatlar Tashkiloti minbaridan jaranglagani, xalqaro miqyosdagi anjumanlar tiliga aylangani buning dalili bo'la oladi.

Keyingi o'tgan 6 yil davomida ona tilimizga bo'lgan g'amxo'rlik shaxsan O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev nomi bilan bog'liq. Mamlakat rahbarining tashabbusi bilan qabul qilingan qonun va farmonlar milliy til rivojining huquqiy kafolati bo'lib xizmat qilmoqda. O'zbekiston Respublikasi Prezidentining 2019 yil 21 oktabrda qabul qilgan "O'zbek tilining davlat tili sifatidagi nufuzi va mavqei tubdan oshirish chora-tadbirlari to'g'risida" farmoni (PF-5850-son), 2020 yil 10 apreldagi "O'zbek tili bayrami kunini belgilash to'g'risida" O'zbekiston Respublikasining qonuni (№ O'RQ-615), 2020 yilning 20 oktabr sanasida qabul qilgan "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida"gi farmoni, shu farmon asosida Davlat tilini rivojlantirish departamenti tashkil etilishi, "2020-2030 yillarda o'zbek tilini rivojlantirish va til siyosatini takomillashtirish konsepsiyasi"ning kuchga kirishi ana shu muhim tarixiy hujjatlar sanaladi.

Ana shu muhim tarixiy hujjatlar ijrosi jarayonida o'zbek tiliga bo'lgan munosabat jiddiy o'zgardi. Qonunosti hujjatlari ona tilimizning jahon tillari orasidagi nufuzini yanada oshirish, til ta'limini yanada takomillashtirish, mamlakatimizda yashaydigan barcha millatlar va elatlarning manfaatini himoya qilishga qaratildi.

Ayni paytda, til siyosati O'zbekistonda yashaydigan millatlararo siyosiy muvozanatni muvofiqlashtirib turadigan samarali vositaga aylandi. Chunki davlatimiz til o'rganish va o'rgatishning majburiylik yo'lidan borayotgan emas, aksincha, yurtimizda millatlararo tenglik va totuvlikni barqaror qilish siyosati ustuvorlik qiladi.

I.Azimovning "O'zbekistonning til siyosati haqidagi bahslarga doir" maqolasida aytilishicha, respublika maktablarining 900 tasida rus, 133 tasida qoraqalpoq, 218 tasida qozoq, 38 tasida qirg'iz, 165 tasida tojik va 23 tasida turkman tillarida o'qitilmoqda [1]. Bu dalillar esa mamlakatimizda olib borilayotgan til siyosatida boshqa tillarning qay darajada qo'llab quvvatlanayotganini, unda yashayotgan bironta etnik guruhning til va madaniyati rivojiga qarshi emasligi, aksincha qo'llab quvvatlanishini tasdiqlaydi.

B.Olimjonov esa "Nima uchun o'zbek tili siyosat va fan tiliga aylanmadi", degan maqolasida O'zbekistondagi rus maktablaridagi o'quvchilarning 80-90 foizi etnik o'zbeklar ekanligini yozadi va mamlakatda rus tili mavqeining hamon baland deb hisoblaydi. Uning ta'kidlashicha, respublikadagi yirik gumanitar universitetlarda rus tili fakultetlari mavjudligi, 2,3 mln. mehnatga layoqatli aholining Rossiyada ekanligining ham rus tilini o'rganishga ta'siri bor [2].

Dunyodan ajralgan holda taraqqiy etib bo'lmagani singari, xalqaro iqtisodiyot va mehnat bozoridan joy olish, ilmiy-texnologik inqilob yangiliklarini o'zlashtirish, ta'limga bo'lgan yangicha yondashuvlarni jahonda yetakchi bo'lgan tillarni o'rganmasdan amalga oshirib bo'lmasligi barchaga ayondir. Shu boisdan, keyingi yillarda O'zbekistonda chet tillarni o'rganishga ham talab kuchayib bormoqda.

Birlamchi til sifatida xalqaro tillarning qaysi birini qabul qilish har bir davlatning ixtiyoridagi ishdir. O'zga tilni o'rganish esa, o'z navbatida o'sha til hukmron bo'lgan mamlakat turmush tarzini, hatto ta'lim standartlarini o'rganishni ham taqozo etadi. Shu boisdan, O'zbekistonda faqat ingliz va rus tillarigina emas, balki turk, xitoy, koreys tillarini o'rganishga ham e'tibor kuchaymoqda. Nafaqat iqtisodiy, balki ijtimoiy-gumanitar masalalarda ikki tomonlama manfaatli muloqotlarga ehtiyojning tobora ortib borayotgani bunga sabab bo'lmoqda.

Ayni paytda, Yer yuzida 50 mln kishi, demak har 150 kishidan biri o'zbek tilida gaplashadi. Hozirda o'zbek tili dunyo davlatlarining 60 ga yaqin universiteti va 100 dan ziyod maktabida o'rganilmoqda. Jumladan, Yaponiyaning 8 universitetida, Turkiyaning 18, Amerikaning 8, Germaniyaning 4 universitetida o'zbek tili o'qitiladi.

Bu keltirilgan faktlar mamlakatimizda til siyosatining xalq manfaatidan kelib chiqib amalga oshirilayotganini ko'rsatadi.

Shunday bir sharoitda ona tilimizga chet so'zlarning kirib kelishini taqiqlash yo'li bilan to'xtatib bo'lmaydi. Ular o'zlari ifodalayotgan tushunchalar va narsa-hodisalar bilan birgalikda kirib keladi. Ammo ular meyorlashtirilishi, tilimiz qonuniyatlariga mos keladigan tarzda qabul qilinishi lozim.

Shubhasiz, retsiptiyent tilga nafaqat leksikaning, balki chet tili grammatikasining ta'siri bo'lishi ham mumkin. Men o'zimda bo'laman, men o'zimda emasman, sizni ko'rganimdan xursandman singari qalbsiz kalkalardan ehtiyot bo'lish ma'qul ko'rinadi.

Tilimizga chet so'zlarning kirib kelishiga qanday munosabatda bo'lish bizning qarashlarimiz va munosabatlarimizga ham bog'liq. Bir tomondan, bu jarayonni o'zbek tilining boyib borishi, ikkinchi tomondan esa, tilimizning kommunikativ imkoniyatlarini cheklab qo'yishi tarzida tushunish ham mumkin. Har qanday holatda ham bir narsa aniq: bu jarayonlarni endi to'xtatib bo'lmaydi. Ular tilshunoslarimiz tomonidan ona tilimiz qonuniyatlariga moslashtirilishi mumkin, xolos.

Bu keltirilgan ma'lumotlar shundan dalolat beradiki, bugun til ham xuddi insoniyat jamiyatining o'zi kabi tabaqalanishga yuz tutgan – yirik va kichik tillarga ajralgan. Bu bo'linishlar ozchilik aholi gaplashadigan tillarning rivojlanishiga to'sqinlik qilib, hatto ayrimlarining yo'qolib ketishiga sabab bo'lmoqda. Mamlakatlararo iqtisodiy aloqalarning o'sib borishi ingliz tili mavqeining tobora ortib borishiga ko'maklashmoqda. Ammo Yer yuzi aholisining asosiy qismi o'z etnik-madaniy-diniy yaxlitligini, tilini saqlab qolishni istaydi.

Turli tamaddunlarning to'qnash kelishi, migratsiya va urbanizatsiya jarayonlari, demografik vaziyat, ayrim mintaqalarda etnik ziddiyatlarning mavjudligi, hatto xalqaro turizmning rivojlanishi fonida ham yangicha til vaziyati shakllanmoqda. Olamning madaniy manzarasi shu tarzda o'zgarib bormoqda.

Ana shunday murakkab bir sharoitda kam sonli tillarning ahvoli havotir uyg'otmoqda. Milliy madaniyat va milliy tilni saqlab qolish muammosi kichik davlatlarning kun tartibiga qo'yilmoqda, zamonaviy tilshunoslikning muhim masalalaridan biriga aylanmoqda.

Garchi ayrim mintaqalarda kichik va kamsonli millatlar, elatlarning huquqiy tengligi ta'minlangan bo'lsa-da, obyektiv sabablarga ko'ra amalda bu tenglik ta'minlanayotgan emas va ular globalashuv talablariga moslashishga majbur bo'lmoqda. O'z-o'zidan uch tillilik – o'z milliy tilini, o'zi yashab turgan hududdagi millatlararo tilni va ingliz tilini bilish tamoyili shakllanmoqda.

Kichik til iste'molchilarining asta-sekinlik bilan katta tillardan foydalanishga o'tishi va natijada ona tilining tanazzulga yo'l tutishi, tabiiy, jonli tillarning, milliy tafakkur imkoniyatining kamayib va yo'qolib borish xavfi paydo bo'lmoqda.

Olamning vitruallishab borayotgani ham tilimizga jiddiy ta'sir ko'rsatmoqda. Juda katta axborot salohiyatiga ega bo'lgan ijtimoiy tarmoqlardan foydalanishda o'zbek tili iste'molchilarining ma'lum qismi noto'g'ri yo'l tutayotgani buning dalilidir. Ular qoldirayotgan postlarida gaplarni noto'g'ri tuzishmoqda, so'zlarni ma'nosiga bormay qo'llashmoqda, savodsizlarcha yozishmoqda. Behayo va uyatsiz, ma'naviyatimizga mutlaqo to'g'ri kelmaydigan so'z va iboralarni qo'llashmoqda.

Ammo biz, qanday bo'lmasin, biz tilimizning boqiyliqi, nufuzi va madaniyligi uchun kurashishimiz shart va zarur. Buning uchun tilning istiqboliga jiddiy ta'sir ko'rsata oladigan uchta omilni – davlat, meyor kodifikatorlari bo'lgan tilshunoslar va uning iste'molchisi bo'lgan xalqning kuchini birlashtirish choralarini ko'rishimiz kerak. Bir davlat ichidagi til siyosatida til

ta'limi ham g'oyatda muhim o'rin tutishini inobatga olib, til o'rgatishni ta'lim-tarbiyaning boshlang'ich bo'g'inidan boshlashimiz va bu ishimizni taraqqiyotimizning asosiy sharti deb bilishimiz lozim. Vertual olamda milliy til korpusi yaratish ham bu boradagi kechiktirib bo'lmas ishlarimizdan sanaladi.

Zero, oldimizda buyuk bir vazifa – ona tilimizni asrab-avaylash, uni barcha balo-qazolardan himoya qilish va kelajak avlodga bezavol yetkazish vazifasi turar ekan, buning uchun barchamiz mas'ul ekanligimizni hamisha yodimizda saqlashimiz lozim bo'ladi.

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ВОСТОЧНАЯ РЕАЛИЯ МУЛЛА В СТАРЫХ РУССКИХ ПЕРЕВОДАХ ЧЕЛОБИТНЫХ ХИВИНСКИХ ПОСЛОВ XVII в.

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Аннотация. В статье исследуются структура и семантика восточной реалии муллы, употреблявшейся в текстах старых русских переводов хивинских послов XVII века.

Ключевые слова: челобитная, посол, мулла, значение, старый русский перевод.

В старых русских переводах челобитных хивинских послов XVII в., хранящихся в фонде 134 «Сношения России с Хивой» Российского государственного архива древних актов (РГАДА) в Москве часто встречается название муллы 'должностное лицо, занимавшееся письменными делами'. Почему-то данное значение этой лексемы не отмечается в лексикографических источниках. Она Л.З.Будаговым толкуется следующим образом: «ملا мулла (вм. ملا мэвла), кир. Произнос. ملدا мылда, у некот. тат. مولنا (в Минской губернии), въ тат. учитель закона и других предметов, ученый, священнослужитель (в Турции молла-судья, если следует за собствен. именем, ученик, студент, если предшествует собств. имени) ... (По приобретении известной степени учености, муллы имеют право на должность священника, т.е. право служить в мечети и толковать Алкуран)» [1, с. 251]. При этом следует отметить, что значение восточной реалии муллы определялось в зависимости от ее месторасположения в сочетании с собственными именами. Употребляясь перед собственными именами, она указывала просто на грамотного человека, умеющего писать и читать восточные тексты, написанные арабской графикой.

В XVII в. муллы часто приезжали в Москву в составе хивинских и бухарских посольств для выполнения различных письменных работ. Например, в деле, касающемся приезда в 1699 г. хивинского посла Достак-Багадыра, читаем: «Роспись именам иноземцов которые приехали с хи-винским послом к великому г(о)с(у)д(а)рю к Москве с Достак Бахатырем молла Мукум Шихъ Хожа Алакъ Досбакъ молла Ога молла Ленгери молла Юсуп молла Менеша молла Худайберди Халпа Кадайберди Жабакъ молла Абдула Ниясъ Садик молла Решит ...» [РГАДА, фонд 134, опись I, 1699 г., дело I, лист 145].

Примечательно, что на листах, где написаны русской скорописью тексты челобитных хивинского посла Достак-Багадыра, запись в правильности его слов производилась муллами арабской графикой по-тюркски следующим образом: **ايلچی تربدن عبدالله قول باستی** [ilčī tarabdin 'ābdāllə qūl bāstī] – дословно: со стороны посла Абдулла руку приложил.

Восточная реалия муллы арабского происхождения, содержащаяся в словарном составе русского языка, употреблялась в тюркских языках первоначально в двух значениях: 1) 'учитель закона и других предметов; ученый, священнослужитель', 2) 'должность священника' [1, с. 251]. В памятниках русско-среднеазиатской деловой письменности термин «мулла» встречается довольно часто с новой семантикой, возникшей на тюркской почве. Этот термин в русском деловом языке, наряду с восточной реалией язычей 'должностное лицо, зани мающееся в восточных канцеляриях письменными делами' [2, с. 109], обозначал 'человека, занимающегося письменными посольскими делами'.

Словарь русского языка XI–XVII вв. (СлРЯ XI–XVII вв.) восточную реалию муллы фиксирует впервые под 1624 годом: «Из мечети вышли ... их мулълы» [3, с. 307]. Этот же словарь отмечает её и в памятниках русской деловой письменности и под 1557 годом, но

в другой форме – молла: «Астороханские люды, Чалым-уланъ въ головахъ, и молъты и ходжыи и шихи и шихзады» [Там же, с. 247]. Однако в нем отмеченный нами случай – употребление восточной реалии мулла с собственными именами – не отражен.

Наряду с указанным явлением следует отметить и то, что на обороте листов, где написаны подъячими при помощи переводчиков или толмачей Посольского приказа тексты старорусских переводов челобитных хивинских послов, имеются записи, произведенные муллами арабской графикой по-тюркски, в правильности их слов: ايلچى ترېدن عبدالله قول باستى [ilčī tarabdan ‘ābdālē qūl bāstī] (РГАДА, ф. 134, оп. I, 1699 г., д. I, л. 145 об.) – дословно: ‘со стороны посла Абдулла руку приложил; بولچلهفتنكه من ملا مقيم ايلچى نيك بويروغنجه قول قويديم [bū čeləfitnakə man mulā muqīm ilčīnik būyrūginjə qūl qūydīm] [РГАДА, ф. 134, оп. I, 1699 г., д. I, л. 146 об.] – дословно: «к этой челобитной я мулла Муким по велению посла руку приложил».

Приведенные примеры показывают, что муллы принимали активное участие в оформлении документов хивинских и бухарских посольств XVII в.

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YANGI O'ZLASHMALARNING SEMANTIK TARAQQIYOTI XUSUSIDA

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Annotatsiya. Maqolada o'zbek tilining mustaqillik davri o'zlashmalari o'rganilgan. Shuningdek, o'zlashmalarning mustaqillikkacha va mustaqillikdan keyingi davrda yaratilgan izohli lug'atlardagi holati qiyoslangan. Kuzatishlar xulosasi izohli lug'atda semantik evolyutsiyaning turli bosqichida bo'lgan o'zlashmalar mavjudligini ko'rsatadi.

Kalit so'zlar: o'zlashma so'zlar, leksika, lug'at, ma'no, izohli lug'at

Dunyo tillarining madaniyatlararo globalashuvi sharoitida ularning o'z ontologik tabiatini saqlab qolishi, aktual leksikada o'z qatlam so'zlari faolligini ta'minlab borish, takomillashayotgan sun'iy intellektga tilning algoritmik dasturini tayyorlash ishlari doirasida ilmiy izlanishlar olib borilmoqda. Shuningdek, so'z o'zlashtirish masalasi yangi soha bo'lgan neologiya va neografiyaning istiqbolli yo'nalishlari doirasida til sistemasidagi leksika, lug'atchilik, lingvomadaniyatshunoslik hamda chog'ishtirma tilshunoslik sohalari bilan bog'liq holda tadqiq etilyapti.

Zamonaviy o'zlashmalarning semantik taraqqiyoti, shuningdek, transformatsiyasi masalasi leksemalardagi keng ko'lamli semantik o'zgarishlarni kuzatish, o'rganish va tahlil etishni ko'zda tutadi. Bular, asosan, o'zlashmalar ma'no hajmining kengayishi yoki torayishi, so'z leksik ma'nosining hosila ma'noni yuzaga keltirish usullari, turli shakldagi semantik o'zgarishlar, manba til so'zi lug'aviy ma'nolarining so'z oluvchi tilda aks etishi darajasi kabi muammolar echimini talab etadi.

Manbalarda tilshunoslar semantik evolyusiya tushunchasini diaxronik (lisoniy evolyusiya) o'zgarishlar tahlili uchungina xarakterli deb hisoblashadi. Biroq til birliklarining nutq/matndagi sinxron (nutq evolyusiyasi) funksiyasiga nisbatan uni qo'llash o'rindidir[5:4].

T.Rahmonovning “Hozirgi o'zbek tilidagi arabcha o'zlashma so'zlarning semantik tuzilishidagi o'zgarishlar” nomli dissertatsiyasi tilshunoslarning diqqat-e'tiboridan chetda qolayotgan yo'nalishdagi tadqiqotlardan biri, unda arabizmlarni alohida maydon sifatida ajratish, ularning semantik taraqqiyotini aniqlash maqsad qilingan. Mazkur dissertatsiya, asosan, o'zlashmalarning ma'no tuzilishi kengayishi va torayishi masalalariga qaratiladi, leksik ma'noning sifat va miqdor jihatlarini farqlaydi. Ma'noning sifat jihatidan kengayishi va torayishi deganda so'z ifodalagan bitta tushuncha hajmining kengayishi va torayishi tushuniladi, miqdor jihatidan kengayishi va torayishi esa ma'no tuzilishining kengayishi va torayishi bilan bog'liq[6:8].

Tilshunoslikda ko'p ma'nolilikni yuzaga keltirishda ma'no kengayish hodisasining o'rni muhim emasligi ayrim tilshunoslar tomonidan aytilgan. Ularning fikricha, ma'no kengayish hodisasi muayyan so'z lug'aviy ma'nolarining birgina ma'no hajmi doirasi bilan belgilanadi, yuz beradi. Tilshunos olim M.Mirtojiyevning polisemiyaga oid monografiyasida aynan shunday yondashuv mavjud[4:49].

T.Rahmonov o'zlashma so'zlarning semantik tuzilishidagi o'zgarishlarni uch turga ajratib ko'rsatadi:

- “1) o'zlashma so'zlar semantik tuzilishidagi kengayish hodisasi;
- 2) o'zlashma so'zlar semantik tuzilishidagi torayishi;
- 3) o'zlashma so'zlar semantik tuzilishining uzoqlashuvi va zidlashuvi”[6:16].

Albatta, bugungi kunda o'zlashmalarning ma'no taraqqiyotini yuqoridagi kabi omillar asosida belgilab o'rganish juda ham muhim. O'zlashmalar o'z nomi bilan begona til unsurlari ekan, unda yangi tamaddun belgilari, xossalari mavjud bo'ladi, tilning tabiatiga ta'sir qiladi.

Leksika tuzilishiga ko'ra rang-barang va mohiyatan murakkab butunlikdir. Turmushda paydo bo'ladigan har bir yangi hodisa, predmetlar uchun yangi nom tanlanishi talab etilmaydi. Tahlillar jarayonida donor so'zining ma'no hajmi kengaygani aniqlandi. Uni quyidagi jadval asosida kuzatish mumkin.

1981-yildagi O'TILda	2006-yildagi O'TILda	yangi etilgan ma'nosi
yarador va bemorlarga quyish uchun o'z qonini beruvchi kishi	yarador va bemorlarga quyish uchun o'z qonini yoki boshqa, bemor shaxsga ko'chirib o'tkazish uchun biror a'zosini beruvchi kishi	homiylilik qiluvchi; metsenatlik ko'rinishida o'z mablag'laridan moddiy yordam ko'rsatuvchi

2006-yilda nashr etilgan izohli lug'atda bu o'zlashma (lot. donare – sovg'a qilmoq, qurbon qilmoq) ma'nosi maxsuslashtirilgan so'z sifatida “yarador va bemorlarga quyish uchun o'z qonini yoki boshqa, bemor shaxsga ko'chirib o'tkazish uchun biror a'zosini beruvchi kishi”[8:645] ko'rinishida izohlangan. Izohli lug'atning 1981-yilgi nashrida esa “yarador va bemorlarga quyish uchun o'z qonini beruvchi kishi”[7:234] ko'rinishida izohlangan, lug'aviy ma'no tarkibidagi “ko'chirib o'tkazish uchun biror a'zosini beruvchi” semasi ifodalanmagan. Negaki, bu kabi hodisalar lug'at yaratilgan davr kishilarining ongida yangi tushunchaning to'la shakllanib etmagani bilan izohlanadi. Hozirgi paytda esa uning yangi ma'nosi ham etilgan, uni bosh ma'no motivida shakllangan hosila ma'no sifatida ajratish mumkin. Masalan, donor mamlakatlar xayriyasi misolidagi donor so'zi o'zlashmaning genetik ma'nosidan belgi ifodalashi bilan farqlanadi. Rus tilining izohli lug'atlarida bu so'zning ko'chma ma'nosi sifat turkumi bilan ko'rsatilgan. O'zbek tilida esa aniqlovchi bilan kengayuvchi oltin kuz yoki izohlovchi bilan kengayuvchi tojik xalqi kabi birikmalarda ot turkumli so'zlar belgi ifodalaydi. Ularning bunday kon'yunkturalarda turkumlik xususiyatini o'zgartirmasligi allaqachon o'rganilgan. Donor o'zlashmasining yaratiladigan izohli lug'atlarda “homiylilik qiluvchi”, “metsenatlik ko'rinishida o'z mablag'laridan moddiy yordam ko'rsatuvchi” yangi hosila ma'nosi ajratib ko'rsatilishi joiz

bo'ladi. Bundan tashqari, so'nggi paytlarda nutqda donor til (inglizcha donor-language) birikmali termini kalkalash asosida o'zlashtirildi. "Madaniyatlararo muloqot atamalari lug'ati"da bu termin "qabul qiluvchi (til) tomonidan o'zlashmalar olinadigan til"[2:483] ko'rinishida izohlangan. O'zbek tilidagi ilmiy manbalarda u ko'proq manba til muqobili bilan talqin etiladi.

Mustaqillik davri o'zlashmalari tadqiqida ulardagi ma'no kengayishi va torayishi hodisalariga baho berish murakkab hodisa sanaladi. Chunki leksikadagi yangi so'zlarning aynan shunday ma'no taraqqiyoti talqini muayyan davr, og'zaki va yozma manbalardagi kuzatishlar, shuningdek, lug'atlardagi farqli izohlarni solishtirish natijalariga asoslanadi. Shunday bo'lsa-da, yangi davr o'zlashmalarining manba tildagi semantik imkoniyatlarini so'z o'zlashtiruvchi tildagi holati bilan qiyoslash, bundan tashqari, yangi denotat shakllanishida motivatsion birlikning qanchalik darajada namoyon bo'lishi va qaysi belgilari asosida shakllanishi tahlil qilish muhim.

So'nggi yillarda leksikaga o'zlashgan "sammit" so'zi inglizcha (summit), bu leksema 1981-yilda nashr etilgan izohli lug'atda uchramaydi. Yangi nashrdagi izohli lug'atda siyosatshunoslik sohasi bilan aloqador so'z sifatida belgilangan va "ikki yoki bir necha davlat boshliqlarining muhim xalqaro masalalar bo'yicha uchrashuvi; oliy darajadagi kengash"[8:435] sifatida izohlangan. Bu ta'rif o'zlashmaning manba tildagi ma'nosini o'zida aks ettira olgan. Bundan tashqari, so'z beruvchi tilda uning "biror narsaning eng yuqori, eng muvaffaqiyatli yoki eng muhim nuqtasi"[12] ma'nosi ham mavjud. Predmet umumiy tushunchasini ifodalayotgan mazkur ma'no aslida o'zlashma so'z uchun bosh ma'no vazifasini bajargan. Biroq ayrim lug'atlarda hosila ma'no sifatida so'nggi o'rinlarda qo'yilishi ham kuzatiladi. Bu tabiiy hol. Negaki, bosh ma'no yaratiladigan lug'atlarning zamonidan kelib chiqib belgilanadi. Uning zimmasida leksemani o'z davridagi til egalarining ongida oson va aniq ifodalash vazifasi bo'ladi. Semasiologik kuzatishlar esa leksikografik tahlillar uchun poydevor vazifasini bajarsa-da, ular lug'atlarda shundayligicha aks etmaydi. Lug'atlarda so'z ma'nolarining berilishi so'zlashuvchilarning pragmatik munosabatlariga asoslanadi va hozirgi nutqiy ahamiyati darajasi bilan belgilanadi. SH.Rahmatullaev polisemiya so'z ma'nolarining aloqadorligi bosh ma'no, asos ma'no va tobe ma'nolar orasidagi munosabatlarga asoslanishini hisobga olar ekan, "bunda so'zning bosh ma'nosi birinchi o'ringa qo'yiladi, qolgan ma'nolari xronologik tartibda yoki ko'p, yo kam qo'llanishiga qarab joylashtiriladi, dastlabki ma'nosi (etimologikka aylangan genetik ma'nosi deyilmoqchi) hatto oxirgi o'ringa qo'yilishi ham mumkin"[3:5].

Umuman olganda, "sammit" so'zining o'zbek tili leksikasiga o'zlashtirilishi ob'ektiv borliqdagi yangi tushunchani nomlash ehtiyojidan kelib chiqqan. Odatda bunday hodisalar referentning tilda aks etishi – narsa, belgi, harakat kabilarni ifodalovchi ma'no tarzida shakllanishi bilan bog'liq, intralingvistik omil sifatida qoraladi. "Sammit" so'zining manba tildagi ma'nosi qabul qiluvchi tilga to'la holatda o'zlashmagan, aniqrog'i, toraygan.

Bu so'z ommaviy axborot vositalari orqali tez ommalashar ekan, ko'proq jurnalist va bloggerlar nutqida publitsistik uslub doirasida faol ishlatilyapti. O'zlashmani qabul qilishda rus tilining fonetik xususiyati ham ta'sir o'tkazdi va so'zning urg'usi ham adekvat holatda birinchi bo'g'inda saqlab qolindi. Albatta, sammit so'zi faollashgunga qadar leksik lakuna o'rnida "yuqori darajadagi uchrashuv", "oliy darajadagi uchrashuv" birikmasi ham ishlatildi. Hatto hozirda ham bu tushunchani ifodalashda ulardan foydalanilyapti. Yangi leksemaning baynalmilalligi, qulayligi, jarangdorligi, ehtiyoj kabi omillar ham uni o'zlashtirishda muhim rol o'ynagan.

Leksikaga rus tili orqali o'zlashgan xaki (f. yoki hind. khaki – loy, er rangi) so'zi o'zbek tilining izohli lug'atida forscha yoki hindcha ekani taxmin qilingan. Bu so'zning analogi o'zbek tili lug'at boyligida azaldan mavjud, etimologik jihatdan forscha tuproq, er; yurt, hudud; chang, to'zon so'zlari bilan ko'rsatiladi. Xaki so'zining to'g'ri ma'nosi lug'atda "jigarrang-yashilga moyil (himoyaviy) rang", ko'chma ma'nosi esa "shu rangdagi mato, gazlama"[10:378] ko'rinishida izohlangan. Shuningdek, neologizm xarakteridagi o'zlashma tilning zaxira boyligiga

yaqindagina qo'shilgan bo'lsa-da, uning bosh ma'nosi belgini to'g'ridan-to'g'ri ifodalashga o'tmagan. So'z, asosan, tikuvchilik sanoatida ishlatilib, uning referenti predmetlarning rang belgisini ifodalashi uchun lisoniylashmagan. Matn tarkibida birikmali shaklda ishlatiladi: xaki rangli kamzul.

Ko'rinadiki, xaki so'zi ko'chma ma'no kasb etar ekan, uning semantik chegarasi umumiylikdan xususiylikka tomon siljigan. O'zlashmaning shakliga etimologik ma'nosi bo'lgan "xok/er tusli rang" ifodasidan tashqari o'z taraqqiyoti davomida "er tusli rangdagi mato" tushunchasi ham yuklangan.

Manbalarda ma'no tuzilishi kengayishining turli yo'l bilan yuzaga kelishi ko'rsatiladi: "a) o'zlashma so'zlar semantik tuzilishining oddiy yo'l bilan kengayishi; b) o'zlashma so'zlar semantik tuzilishining yordamchi fe'llar vositasida kengayishi; v) o'zlashma so'zlar asosida yangi leksik birliklar yasalishi yo'li bilan kengayishi; g) o'zlashma so'zlar semantik tuzilishining "nom ko'chish" hisobiga kengayishi"[Rahmonov, 1994:6]. Biroq keyingi davr manbalarida keltirilgan 2-, va 3-usullar ma'no kengayishidan farqli hodisa sifatida qaraladi.

Lug'atlarda aks etmagan bo'lsa-da, tyutor so'zi allaqachon ko'pchilikning tasavvurida "asosan, guruh talabalarining ta'lim-tarbiya jarayonini samarali tashkil etuvchi, shuningdek, o'quv-uslubiy, va ilmiy-tadqiqot yo'nalishlarida ham ko'maklashuvchi sub'ekt" tushunchasida shakllangan. "Guruh rahbari" maqomiga muqobil termin sifatida qo'llanayotgan bu so'z mazmun jihatidan o'zining definitsiyasiga ko'ra farqlanadi. Negaki, manba tilda bu so'zning ma'nosi ta'lim-tarbiya bilan emas, balki o'quv jarayoni bilan aloqadorligi ahamiyatli. Inglizcha "tyutor" so'zining lug'atlarda ko'proq ikki ma'nosi ko'rsatiladi. Ular "maktabdan tashqarida dars beradigan o'qituvchi" hamda "universitetda talaba yoki kichik guruhga dars/yordam beradigan o'qituvchi" [13:tutor] tushunchalari ega. Yaqindagina oliy ta'lim tizimiga lavozim nomi sifatida qabul qilingan mazkur so'z ko'rsatilgan ikkinchi "talaba yoki guruhning ta'lim olishida ko'mak beradigan o'qituvchi" referenti bilan o'zlashdi. Biroq o'zlashma so'zning bosh ma'nosi sifatida qaraladigan "xususiy dars beruvchi sub'ekt" tushunchasi "tyutor" so'ziga yuklangani yo'q. Bu denotat allaqachon "repetitor" leksemasi orqali so'zlashuvchilar nutqidan joy olgan. Ko'rinadiki, manba tildagi so'zning ma'nolari qabul qiluvchi tilga ma'nosi toraygan holatda o'zlashgan.

Ijtimoiy tarmoq va ommaviy axborot vositalarining boshqa shakllarida tez-tez uchrayotgan kolumnist so'zi manba – ingliz tilidagi ma'nosidan torayish xususiyatini kasb etgan. Hali hanuz imlo va izohli lug'atlardan o'rin olmagan bu so'z qisqa vaqt oralig'ida so'zlovchilarning leksikoni uchun tushunarlilik kasb etdi. Genetik jihatdan inglizcha bo'lgan kolumnist (column – ustun) o'zlashmasi lug'atlarda "gazeta yoki jurnal uchun muntazam maqola yozadigan shaxs"[11:columnist] sifatida izohlangan. Rus tilida ham bu so'z aynan shu ma'noda qo'llanadi, aniqroq qilib aytganda, "bosma nashrning muayyan ruknida maqolalar bilan qatnashuvchi jurnalist"[1:186] ko'rinishida izohlangan. Bundan tashqari, olinma rus tilida fonetik assimilyasiga ham uchragan, urg'u so'zning birinchi bo'g'inidan oxirgi bo'g'iniga ko'chgan. O'zbek tilida mazkur so'z jurnalist, sharhlovchi, muxbir, kommentator, korrespondent kabilar bilan paradigmatic qator hosil qilib, semantik va fonetik jihatiga ko'ra rus tilidagi muqobiliga adekvat.

Umuman olganda, mustaqillik davri o'zlashmalarining semantik evolyusiyasi o'ziga xos, ular ma'no kengayishi va ma'no torayishi kabi hodisalar negizida taraqqiy etadi. Albatta, bular tilning stixiyali o'zgarishlariga asoslanadi va lug'aviy ma'noning sifat va miqdor jihatlari bilan bog'liq holda shakllanadi.

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РОЛЬ МУЗЫКИ И ПЕСЕН В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. В данной научной статье речь идёт о роли музыки и песен в изучении иностранного языка. Песни содействуют эстетическому воспитанию учащихся, сплочению коллектива, более полному раскрытию творческих способностей каждого. Благодаря музыке на уроке создается благоприятный психологический климат, снижается психологическая нагрузка, активизируется языковая деятельность, повышается эмоциональный тонус, поддерживается интерес к изучению иностранного языка. Расширяются фоновые знания страны изучаемого языка.

Ключевые слова: изучение, фоновые знания, иностранный язык, языковая деятельность, учащиеся, творческие способности, интерес, урок, песня.

Комплексное решение практических, образовательных, воспитательных и развивающих задач обучения возможно лишь при условии воздействия не только на сознание учащихся, но и проникновения в их эмоциональную сферу. Одним из наиболее эффективных способов воздействия на чувства и эмоции обучающихся является музыка, представляющая собой «сильнейший психический побудитель, проникающий в подспудные глубины сознания» [1;13]. Известный педагог Ян Амос Коменский писал, что тот, кто не знает музыки, уподобляется не знающему грамоты. В школах Древней Греции многие тексты разучивали пением, а в начальной школе Индии азбуку и арифметику выучивают пением и сейчас. Вместе с учащимися поет и учитель, как правило, увлеченно и радостно.

Музыка и пение могут оказать неоценимую помощь в изучении иностранного языка в учебном заведении будь то в школе, в колледже или высшем учебном

заведении. Сформулируем методические преимущества песен в обучении иностранному языку:

— песни как один из видов речевого общения являются средством более прочного усвоения и расширения лексического запаса, так как включают новые слова и выражения. В песнях уже знакомая лексика встречается в новом контекстуальном окружении, что помогает ее активизации. В песнях часто встречаются имена собственные, географические названия, реалии страны изучаемого языка, поэтические слова. Это способствует развитию у школьников чувств языка, знания его стилистических особенностей;

— в песнях лучше усваиваются и активизируются грамматические конструкции. В некоторых странах издаются песни для обучения наиболее распространенным конструкциям. Они написаны в современном ритме, сопровождаются текстом с пояснительными комментариями, а также заданиями (цель которых — проверка понимания и обсуждение содержания);

— песни способствуют совершенствованию навыков иноязычного произношения, развитию музыкального слуха. Установлено, что музыкальный слух, слуховое внимание и слуховой контроль находятся в тесной взаимосвязи с развитием артикуляционного аппарата. Разучивание и исполнение коротких, несложных по мелодическому рисунку песен с частыми повторами помогают закрепить правильную артикуляцию и произнесение звуков, правила фразового ударения, особенности ритма;

— песни содействуют эстетическому воспитанию учащихся, сплочению коллектива, более полному раскрытию творческих способностей каждого. Благодаря музыке на уроке создается благоприятный психологический климат, снижается психологическая нагрузка, активизируется языковая деятельность, повышается эмоциональный тонус, поддерживается интерес к изучению иностранного языка;

— песни и другие музыкальные произведения стимулируют монологические и диалогические высказывания, служат основой развития речемыслительной деятельности обучающихся, способствуют развитию как подготовленной, так и неподготовленной речи.

На уроке иностранного языка песни чаще всего используются:

- 1) для фонетической зарядки на начальном этапе урока;
- 2) для более прочного закрепления лексического и грамматического материала;
- 3) как стимул для развития речевых навыков и умений;
- 4) как своего рода релаксация в середине или в конце урока, когда дети устали и им нужна разрядка, снимающая напряжение и восстанавливающая их работоспособность.

Использование песен с целью закрепления лексико-грамматического материала предполагает поэтапную работу на протяжении нескольких уроков. Стимулом для бесед и дискуссий могут стать современные, популярные среди молодежи песни. Можно предложить самим учащимся принести их на урок в записи. Желательно, чтобы они были интересны по содержанию и стимулировали ребят к последующему обсуждению, высказыванию своего отношения к песне, ее содержанию и исполнению. Политические песни могут вызвать разговор о международной ситуации, о социальных проблемах общества; лирические песни явятся поводом к беседе о взаимоотношениях людей. К песням или к музыке задать рисунок, а именно, учащиеся по-своему воображению могут произвольно рисовать, слушая ту или иную песню, музыку. Рисование под музыку улучшит связь между зрением слухом. Учащиеся учатся воспринимать музыку или песню не только на слух, но и видеть её на холсте. Это задание развивает у них воображение и умение фантазировать, расширяет кругозор. Следовательно, применение музыки и песни на уроке иностранного языка развивает у учащихся все виды

восприятия (зрительное, слуховое, чувственное), и все виды памяти (зрительную, слуховую, моторную, образную, ассоциативную)

Темами для устного или письменного высказывания в классах с углубленным изучением иностранного языка, дополнительного средства презентации и активизации языкового материала могут стать отрывки из музыкальных произведений разных жанров. Удачно подобранное музыкальное произведение может лучше слов настроить школьников на восприятие и воспроизведение текстов монологического и диалогического характера, на формулировку темы неподготовленного высказывания и жанра разыгрываемой сценки. Вот пример задания для стимулирования неподготовленного высказывания: «Прослушайте данный музыкальный отрывок и попробуйте передать на иностранном языке его основную тему, настроение, чувства, возникшие у вас». Или: «Попробуйте составить рассказ или описание по ассоциации с услышанной музыкой». Наиболее удачными в плане развития навыков устной речи являются те музыкальные произведения, которые созвучны изучаемым темам или текстам, помещенным в учебнике, книге для чтения посвященном стране изучаемого языка, скажем, немецкого языка «Музыка Германии», «Живопись в Германии». В последнем случае учащиеся могут получить задание выступить в роли художника и дать описание задуманной картины или в качестве экскурсовода в картинной галерее после прослушивания музыкального произведения, например, Баха, Моцарта или Бетховена. Следующее задание «Рисование под музыку» - увлекательный и развивающий процесс для учащихся. Они используют различные техники и материалы для передачи своих музыкальных впечатлений. Это экспрессивные линии и формы, цветовые акценты, ассоциации, связанные с их опытом и переживаниями. Равнодушным к такому заданию никто не остаётся.

Выпускаемые в настоящее время диафильмы со звуковым сопровождением и кинофрагменты содержат музыкальный фон, включают песни страны изучаемого языка. Этот материал также может стать средством для развития как подготовленной, так и неподготовленной речи учащихся, способствовать расширению фонового знания, т. е. обогатить учеников сведениями страноведческого характера, приобщить их к культуре страны изучаемого языка. При этом в отличие от учебных текстов общестрановедческого характера, которые прежде всего информируют читателя (или слушателя), т. е. воздействуют на его интеллект и память, песня в качестве страноведческого материала оказывает воздействие на эмоции человека и его образно-художественную память.

Таким образом, с точки зрения методики песня на иностранном языке может рассматриваться, с одной стороны, как образец звучащей иноязычной речи, адекватно отражающий особенности жизни, культуры и быта народа страны изучаемого языка, с другой стороны, будучи носителем культурологической информации, песня может формировать и духовную культуру учащегося, соединять в единое целое его разум и душу. Песни на уроке иностранного языка оживляют преподавание, вызывают положительные эмоции, служат лучшему усвоению лексико- грамматического материала.

Аутентичные (оригинальные) песни – один из элементов национально – культурного компонента содержания обучения иностранному языку на начальном этапе. Поэтому песни должны быть аутентичны, доступны в информационном и языковом плане, эмоциональны, проблемны и актуальны, а также песни должны отвечать возрастным особенностям учащихся.

Использование песен:

– способствует развитию у обучающихся интереса к изучению иностранного языка.

- активизируют учебную деятельность и являются способом расширения и обогащения словаря учащихся.
- способствует развитию музыкального слуха, а также эстетическому воспитанию учащихся.

- обогащает учащихся знаниями страноведческого характера, даёт возможность узнать про культуру страны, язык которой изучается.

Делая итог ко всему сказанному, можно сказать следующее, что применение музыки и песни на уроке иностранного языка развивает у учащихся все виды восприятия (зрительное, слуховое, чувственное), и все виды памяти (зрительную, слуховую, моторную, образную, ассоциативную). Они способствуют всестороннему развитию учащихся и помогают формированию навыков для дальнейшего обучения, в особенности для освоения языка и чтения. Применение музыки и песни страны изучаемого языка в образовательном процессе принесёт много пользы:

- учащиеся учатся применять творческое мышление и находить новые способы выразить себя;
- связь иностранного языка между музыкой и песней расширяет кругозор учащихся в сфере искусства;
- учащиеся выражают свои эмоции к прослушанной музыке или песни через творчество, это способствует их социальному и эмоциональному развитию.

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TERMIN, ATAMA YOKI SO'Z, SHAKL MUNOSABATI XUSUSIDA

**O'rinova O.T.
QarDU dotsenti**

Annotatsiya: Termin va terminologiya qaysi milliy tilga tegishli bo'lsa, o'sha milliy va mahalliy xalq tilining ichki taraqqiyot qonunlariga bo'ysunadi, ya'ni o'sha milliy tilning kelishik qo'shimchalari, tuslovchi affikslarini qabul qila oladi, ular yordami bilan shakl va mazmunini o'zgartira oladi; nutq jarayonida ular gap ichida (tegishli sohalarda) faol ishtirok etadilar, gapning biror bo'lagi, vazifasida kela oladilar, fonetik jihatdan ham terminlar qaysi milliy tilga tegishli bo'lsalar, o'sha milliy tilning fonetik qonunlariga bo'ysunadilar, milliy til fonemalari ishtirokida hosil bo'ladilar; orfografik jihatdan ham terminlar o'zi tegishli bo'lgan milliy til orfografiyasining asosiy qoidalarga bo'ysungan holda yoziladilar.

Kalit so'zlar: termin; so'z-termin; leksik ma'no, atributiv sintagma.

Tilshunoslik paydo bo'lgandan buyon so'z ustida bosh qotiriladi. Unga yuzlab ta'rif berilgani, biroq uning mohiyati baribir ravshan ochilmayotgani tilshunoslikda hammabop keng ommalashgan qarashga aylanib ketdi. Ayrim tilshunoslar buning sababini so'zning serqirraligi va atamaning ko'p ma'noligida deb bilishsa, (A.Nurmonov, I.Qo'chqortoyev), ba'zilar (H.Ne'matov, R.Rasulov, E.Begmatov) so'zning lison va nutqqa munosabati oydinlashtirilmaganligi, unga-lison hamda nutqni farqlashning ustivor metodologiyasi-dialektik tahlil usullari asosida yondashilmaganligida deb biladilar. Binobarin, yana bir tur olimlar so'z nutqiy hodisa bo'lib, u barcha nutq hodisalari kabi takrorlanmaslik, beqarorlik-o'tkinchilik, individuallik xossalariga ega bo'lganligi bois ham yagona ta'rifga sig'masligini ta'riflashadi. Ya'ni lisoniy sathdagi denotativ tabiatli lisoniy birlik leksema bo'lib, uning nutqiy ko'rinishi so'zdir. Bu masalaga biroz oydinlik kiritgandek bo'ldi. Biroq hali so'z istilohi avval bo'lganidek, hatto bunday ajratish, farqlash da'vogarlar tomonidan ham leksema uchun ham, uning nutqiy ko'rinishi uchun birday qo'llanilmoqda. Demak, muammo o'zining to'liq va mukammal yechimiga ega bo'lgan emas va bor-yo'g'i uni oydinlashtirishga tomon ilk qadamlar qo'yilgan, xolos. Zero, hanuzgacha, «yasama so'z nutqiy birlikmi, lisoniy birlikmi», «yasama so'zlarning lison va nutqqa munosabati» mavzulari ostidagi maqolalar matbuotda paydar-pay chiqib turibdi.

Ma'lum sohaga oid bo'lgan terminlar qo'llanilish doirasi, konkret ma'noni bildirishi darajasiga ko'ra quyidagi ko'rinishlarga ega:

1. Sof terminlar.
2. So'z – terminlar.
3. Simvollik xarakteridagi terminlar.

Sof terminlar ma'lum sohaga oid konkret tushunchalarni ifodaluvchi maxsus so'zlardir. Bunday so'zlarda terminologik ma'no kuchli bo'ladi va ularning tamoman terminlikka ko'chganligi sezilib turadi. Ular strukturasiga ko'ra bir yoki ikki o'zak-negizidan iborat bo'ladilar. Masalan: chinqoq, likkidum, otar, cho'pon, cho'liq; ovirtmoq, tapa kabilar.

So'z – terminlarda esa terminologik ma'no endigina yuzaga kelayotgan bo'lib, u asosan, so'z birikmalarida ro'yobga chiqadi. Yuzaki qaraganda, ular aniqlovchi – aniqlanmishlik xarakteridagi oddiy so'z birikmalariga o'xshab ketadi. Lekin ular ma'lum sohada maxsus tushunchalarni ifodalash maqsadida qo'llanilaverib bir butunlikni tashkil eta boshlaganliklari va konkret bildirib boshlaganliklari bilan oddiy atributiv sintagmalardan farq qiladilar. Masalan: uch shox, to'rt shox, nuqsonli jun, iflos jun kabilar. Qiyos qiling: uch kishi, to'rt kishi, nuqsonli bola, iflos kiyim. "Uch shox" yoki "iflos jun" deyilganda, shoxning soni yoki junning iflosligi haqida gap bormaydi, balki uch shoxga ega bo'lgan qo'y hamda maxsus jun sorti anglashiladi.

So'z – terminlar ana shu xususiyatlari bilan oddiy so'z birikmalaridan farq qiladilar.

Yuqorida ta'kidlanganidek, so'zga berilgan yuzlab ta'riflarning hammasi ham o'z yo'liga to'g'ri bo'lib, bir-biriga zidligi esa, ularning hodisaning turli qirralariga yo'naltirilganligi bilan belgilanadi. Chunki bugungi kunda ham uning leksema, so'zshakl, termin kabi atamalar uchun umumiy muqobil birlik sifatida ishlatilayotganligi buni to'la tasdiqlaydi. Holbuki, so'z atamasi mazkur birliklar o'rnida ham qo'llanayotgan ekan, ta'riflarning turli-tuman va o'zaro ziddiyatli tabiatga egaligini tushunsa bo'ladi. Binobarin, Hegel ta'riflaganidek, "bir hodisaga xilma-xil ta'riflar berish ziddiyat emas, balki o'rganilayotgan narsa mohiyatiga chuqurlasha borishdir. «So'z leksema va so'z shakl ko'rinishlarida mavjud bo'ladi. So'zshakl leksemaning nutqiy voqelangan xolatidir. So'zshakl esa umumiste'mol qiymatli, ya'ni umumiste'mol so'zi va tor qo'llanishli - termin ko'rinishlarida bo'ladi. U qanday holda yuzaga chiqmasin - umumiste'mol so'zi bo'lsa ham, termin bo'lsa ham, baribir, umumiy mohiyat – so'zshakl doirasidan tashqariga chiqmaydi.

So'z leksemani ham, so'zshaklni ham o'zida qamrab olganligi kabi leksema so'zshakllarning lisoniy asosi sifatida so'zshakl sifatida yuzaga chiqqan umumiste'mol so'zini ham, terminni ham o'zida birlashtiradi. Boshqacha aytganda, garchi so'zning umumiste'mol

ma'nosi bilan terminologik ma'nosida semantik (aniqrog'i, semik) farqlar mavjud bo'lsa-da (mavjud bo'lishi shart), ular lisoniy sathda polisemantik leksemaning turli sememalari sifatida yashaydi. Masalan, burgut so'zi lisoniy sathda quyidagi sememalarga ega:

1. Tog' va cho'llarda yashovchi, qo'rqmas, yirik, balandparvoz "qushlarning podshosi" nomi bilan ataluvchi yirtqich ovchi qush.

2. Qarchig'aysimonlar oilasiga mansub eng katta yirtqich ovchi qush.

Ma'nolardan birinchisi leksemaning umumiste'mol qo'llanishda yuzaga chiquvchi sememasi bo'lib, ikkinchisi tor qo'llanuvchi terminologik ma'nodir. Har ikkala ma'noda o'xshash semik komponentlar bilan birgalikda, farqli jihatlar ham mavjud. Ya'ni ikkinchi terminologik sememadagi "qarchig'aysimonlar oilasiga mansub" semasi farqlovchi, differensial semadir. Ikkinchi sememasi bilan leksema mutaxassislar, soha egalari nutqida termin sifatida qo'llansa, birinchisi bilan umumiste'mol nutqda, umumiste'mol so'zi sifatida voqelanadi.

O'zbek tilining izohli lug'atida tavsiflangan ot (I tom, 547-bet), eshak (II tom 457) kabi leksemalarning birinchi (bosh) ma'nolari ham aslida, asosan, terminalogik semalar tizimidan iborat ("Ya'ni tuyoqlilarga mansub", "Sut emizuvchi" va h.) Bizningcha, keng o'quvchilar ommasiga mo'ljallangan izohli lug'atlarda so'zlarning umumiste'mol qo'llaganlaridagi ma'nolariga urg'u berilishi, birinchi planga chiqarilishi maqsadga muvofiq.

Ilmiy manbalarda terminlarga quyidagicha ta'rif beriladi: "Fan, texnika va boshqa sohaga oid narsa haqidagi tushunchani aniq ifodalaydigan, ishlatilgan doirasi shu sohalar bilan chegaralangan so'z yoki so'z birikmasi: atama, terminlar bir ma'noli bo'lishi ekspressivlik va emotsionallikka ega emasligi kabi belgilari bilan ham umumiste'mol so'zlaridan farq qiladi. Masalan, lingvistik terminlar: gap, ega, ot, son, tovush. Yoki "Fan, texnika, kasb-hunarning bir sohasiga xos muayyan bir tushunchasini aniq va barqaror ifodasi bo'lgan so'z yoki so'z birikmasi: atama. Botanika terminlari, Zargarlik terminlari. Yuqorida bayon qilinganlardan termin deganda, asosan, lug'aviy birliklarning alohida turi tushunilayotganini eslab qolish lozim. Bundan biz yuqorida talqin qilgan, deylik, burgut so'zi terminologik ma'nosida alohida, umumiste'mol ma'nosida alohida so'zdir. Yoxud O'TILda berilgan ot, eshak leksemalari faqat terminlardir. Shu ma'noda V.G.Gak "Termin funktsiya – leksik birlik voqelanishining bir ko'rinishigina, xolos. Nimanidir ta'riflay olish va tushunchalar qatorida, paradigmasida muayyan o'rinni egallagan xususiyatiga ko'ra leksema umumiste'mol qo'llanishdan tashqari terminologik mohiyat ham kasb etishi mumkin".

Faqat terminologik ma'noga ega tangens, oftol'mologiya, katarakta kabi birliklarni terminologik lug'aviy birliklar deb atash to'g'ri bo'ladi. Shuning uchun V.Gak terminologik va noterminologik leksemalar asosida munosabatlarni quyidagicha belgilaydi:

1) termin funksiyasida qo'llanmaydigan bir planli lug'aviy birliklar;

termin funksiyasida qo'llaniladigan bir planli lug'aviy birliklar;

3) termin ham, noterminologik ma'noda ham qo'llanadigan ikki planli leksik birliklar.

Demak, har qanday termin leksemaning ko'rinishi bo'lsa, har qanday leksema so'zning bir tomonidir.

Agar leksema monosemantik va uning sememasi biri terminologik bo'lsa, leksemani termin-leksema deyish mumkin, hamda uning nutqiy voqelanishi termin so'zshakl (termin – so'zdir). Leksema polisemantik bo'lib, uning hamma sememalari terminologik bo'lmasa, uni termin-leksema deyish ma'qul emas, ammo, terminologik ma'nosini voqelantirsa, voqelik termin-so'z deyilishi maqsadga muvofiq.

Demak, aytish mumkinki, so'z va лексема, сўзшакл, термин atamalari o'zaro gipo-giperonimik munosabatdadir. So'z leksema, so'zshakl termin tushunchalari uchun giperonim bo'lsa, leksema so'zshakl, termin tushunchalari giponimlardir.

So'z va leksemaning gipo-giperonimik munosabatiga diqqat qilaylik: so'z va leksema atamalari o'zaro privativ ziddiyat hosil qilib, bunda ziddiyat belgisi "lisoniy sathga xoslik" bo'lib, so'z atamasi bunda ziddiyatning majhul a'zosi, leksema esa belgili a'zo sifatida namoyon

bo'ladi. Zero, so'z lisoniy ham, nutqiy ham bo'lishi mumkin. So'zning so'zshaklga munosabati ham ziddiyat nuqtai nazaridan privativdir. Faqat bunda ziddiyat belgisi «nutqqa xoslik»dir.

So'zshakl, demak, lisoniy sathdagi serqirra mohiyatli leksema nutqda umumiste'mol so'zi yoki terminologik ma'noli so'zshakl sifatida voqelanadi. So'z atamasi esa leksema, so'z, shakl atamaları uchun uya birlik sifatida yashaydi.

Foydalanilgan manba va adabiyotlar ro'yxati:

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GLOBALLASHUV DAVRIDA XALQ OG'ZAKI IJODINING O'RNI

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Annotatsiya: Ushbu maqolada globallashuv davrida xalq og'zaki ijodining o'rni va ahamiyati tahlil qilinadi. Globallashuvning madaniyatlar o'rtasidagi o'zaro ta'sirni kuchaytirishi bir tomondan xalq og'zaki ijodiga yangi imkoniyatlar yaratgan bo'lsa, boshqa tomondan, an'anaviy qadriyatlarning yo'qolish xavfini ham keltirib chiqaradi. Maqolada xalq og'zaki ijodining zamonaviy turmushga moslashuvi, uning teatr, kino, adabiyot va raqamli platformalarda qayta talqin qilinishi, shuningdek, ta'lim tizimidagi roli tahlil qilinadi. Milliy madaniyatni saqlash va yosh avlodga singdirishda xalq og'zaki ijodining zamonaviy texnologiyalar yordamida ommalashtirilishi va yangi shakllarda namoyon bo'lishi dolzarbligi ta'kidlanadi. Shu orqali maqola xalq og'zaki ijodining globallashuv sharoitida ham milliy o'ziga xoslikni saqlash va rivojlantirishdagi o'rnini yoritadi.

Kalit so'zlar: Globallashuv, xalq og'zaki ijodi, milliy madaniyat, an'ana, folklor, madaniy meros, zamonaviy texnologiya, ta'lim tizimi, interaktiv usul, doston, ertak, madaniy o'ziga xoslik, o'zbek xalqining tarixi, madaniy ta'sir, san'at va adabiyot, folklor festivallari.

Kirish

Globallashuv davrida xalq og'zaki ijodi milliy madaniyat va an'analarimizning muhim qismi sifatida o'z ahamiyatini saqlab qolmoqda. Texnologiyalar va axborot oqimlari orqali dunyo madaniyatlari tobora yaqinlashayotgan va o'zaro ta'sir kuchaygan bir davrda, xalq og'zaki ijodi avlodlar o'rtasidagi ko'pri bo'lib xizmat qiladi, o'zbek xalqining tarixiy xotirasi, urf-odatlarini va qadriyatlarini saqlab qolish va targ'ib qilishga yordam beradi. Ushbu maqolada globallashuv jarayonida xalq og'zaki ijodining o'rni, uning madaniy meros sifatidagi ahamiyati

hamda zamonaviy jamiyatda qanday yangi shakl va mazmun kasb etayotganligi haqida fikr yuritiladi. Bu jarayonda xalq og'zaki ijodining yangi zamon talablariga moslashishi va global madaniyat ta'siriga qanday javob berayotgani tahlil qilinadi.

Asosiy qism

Globallashuv va xalq og'zaki ijodi: tahdid va imkoniyatlar

Globallashuv jarayoni madaniyatlar o'rtasidagi chegaralarni kamaytirib, axborot va texnologiyalar tezkor almashinuvini ta'minlaydi. Bu jarayon, bir tomondan, turli madaniy an'ana va qadriyatlarning bir-biriga aralashishiga olib keladi. Biroq, xalq og'zaki ijodining yo'qolishi yoki o'z asl mohiyatini yo'qotish xavfi ham mavjud. Shu sababli, milliy madaniyat va urf-odatlarimizni saqlab qolish, ularni yangi avlodlarga yetkazish va zamonaviy shakllar orqali ifodalash dolzarb masalaga aylanmoqda.

Globallashuvning ta'siriga qaramay, xalq og'zaki ijodi o'zbek xalqining o'ziga xosligi va milliy xotirasini saqlashga yordam beradi. Masalan, dostonlar, xalq qo'shiqlari va maqollar xalqning tarixiy tajribasi, dunyoqarashi va hayotiy bilimlarini aks ettiradi. Shu sababli, globallashuv davrida xalq og'zaki ijodining yangi shakl va mazmunini yaratish va uni zamonaviy texnologiyalar yordamida keng targ'ib qilish imkoniyatlari paydo bo'lmoqda.

Xalq og'zaki ijodining yangi shakllari

Bugungi kunda zamonaviy texnologiyalar va internet tarmoqlari orqali xalq og'zaki ijodini saqlash va ommalashtirish jarayonlari kuchaydi. Audiovizual platformalar, ijtimoiy tarmoqlar va bloglar orqali dostonlar, afsona va ertaklar, xalq qo'shiqlari va maqollar global auditoriyaga yetkazilmoqda. Shu bilan birga, bu ijodiyot yangi shakllarga ega bo'lib, zamonaviy talqinlar, qo'shiqlar va filmlar orqali qayta jonlanmoqda.

Masalan, xalq dostonlari va rivoyatlarini teatr sahnalari va kinofilmlarga moslashtirish orqali ularni zamonaviy yoshlar orasida yanada mashhur qilish mumkin. Yangi texnologiyalardan foydalangan holda, virtual va kengaytirilgan reallik orqali xalq ertaklari va afsonalarini jonlantirish, o'quvchi yoki tomoshabinlarni ushbu asarlar bilan interaktiv tarzda tanishtirish imkoniyati mavjud.

Globallashuv va milliy madaniyatni saqlash o'rtasidagi muvozanat

Globallashuv madaniyatlar o'rtasidagi o'zaro ta'sirni kuchaytirar ekan, milliy an'analarimizni global madaniyat bosimidan himoya qilish zarurati tug'iladi. Xalq og'zaki ijodi bu borada muhim rol o'ynaydi, chunki u milliy o'ziga xoslikni saqlashning asosiy omillaridan biri hisoblanadi. Shunday ekan, xalq og'zaki ijodining zamonaviy turmush tarziga moslashuvi va shu bilan birga, uning asl mohiyatini yo'qotmaslik masalasiga e'tibor qaratish kerak.

Madaniy merosni saqlash va targ'ib qilish maqsadida, milliy folklor festivallari, xalq san'ati ko'rgazmalari va an'anaviy musiqiy ijrolar o'tkazish orqali xalq og'zaki ijodining dolzarbligini oshirish mumkin. Bunda, yoshlarni jalb qilish va xalq ijodiyotini ularga tushunarli hamda qiziqarli shaklda taqdim etish muhimdir.

Globallashuv davrida o'zbek xalq og'zaki ijodining rivojlanish yo'nalishlari

O'zbek xalq og'zaki ijodining zamonaviy rivojlanish yo'nalishlari globallashuv ta'siri ostida ham an'anaviy qadriyatlar va zamonaviylik o'rtasida muvozanatni topish yo'li bilan amalga oshirilmoqda. Xalq og'zaki ijodining teatr, kino va adabiyotda qayta talqin etilishi, shuningdek, xalq ijodiyotining raqamli platformalarda ommalashishi bu jarayonning asosiy yo'nalishlaridan hisoblanadi.

Yana bir yo'nalish – xalq og'zaki ijodini ta'lim tizimida faol qo'llashdir. Ertaklar, dostonlar va xalq qo'shiqlaridan ta'limiy vosita sifatida foydalanish orqali yosh avlodga milliy madaniyatni singdirish va ularning ijodiy tafakkurini rivojlantirish mumkin. Shu bilan birga, xalq og'zaki ijodining zamonaviy versiyalarini yaratish orqali uni yoshlarning qiziqishlariga moslashtirish va yangi auditoriyaga yetkazish yo'llari izlanmoqda.

Globallashuv davrida xalq og'zaki ijodining o'rni milliy madaniyat va an'analarimizni saqlash va rivojlantirishda beqiyos ahamiyatga ega. U nafaqat o'zbek xalqining o'ziga xosligini

va tarixiy xotirasini aks ettiradi, balki zamonaviy dunyo sharoitida yangi shakl va mazmun kasb etib, global madaniyatning ajralmas qismi sifatida o'z o'rnini topmoqda. Shu sababli, xalq og'zaki ijodini yangi talqinlar va texnologiyalar yordamida ommalashtirish orqali uning doimiyliigi va dolzarbligini ta'minlash zarur.

Globalashuv davrida xalq og'zaki ijodi milliy madaniyatni saqlash va rivojlantirishda muhim rol o'ynaydi. Madaniy chegaralarning kengayishi va turli xalqlar o'rtasidagi ta'sir kuchaygan bir sharoitda, xalq og'zaki ijodi o'zbek xalqining tarixiy xotirasi va madaniy qadriyatlarini asrab qolishning asosiy vositalaridan biri bo'lib qoladi. Globalashuv jarayonida xalq og'zaki ijodini yangi shakllar va zamonaviy texnologiyalar yordamida ommalashtirish, uni keng auditoriyaga yetkazish va yosh avlodning e'tiborini jalb qilish imkoniyatlari yuzaga kelmoqda.

Bugungi kunda zamonaviy san'at, adabiyot, kino, va raqamli platformalar orqali xalq og'zaki ijodini qayta talqin qilish, teatr va folklor festivallari orqali esa uni jonlantirish va targ'ib qilish yo'llari izlanyapdi. Shu bilan birga, xalq ijodiyotini ta'lim tizimida qo'llash orqali milliy madaniyatni yosh avlodga singdirish muhim ahamiyat kasb etadi. Biroq, globalashuvning salbiy ta'sirlaridan himoyalaniish uchun xalq og'zaki ijodining asl mohiyatini saqlab qolish va uni buzmasdan zamonaviy talqinlar bilan uyg'unlashtirish zarur.

Shunday qilib, xalq og'zaki ijodi globalashuv davrida nafaqat o'zbek xalqining madaniy o'ziga xosligini saqlash vositasi, balki uning rivojlanishi, yangilanishi va zamonaviy dunyo madaniyatida o'z o'rnini topish imkoniyati sifatida namoyon bo'lmoqda.

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NEOLOGISMS IN SOCIAL NETWORKS

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Annotation. The article focuses on the neologisms in social networks. The object of the research is the lexical system of modern English in social networks, types of neologisms, methods of their formation and distribution. Studying the mechanisms of neologisms formation in connection with conceptual changes in human consciousness in line with the constant development of technologies and scientific progress, it is possible to extract more informative use of neologisms in everyday life in the internet world. The relevance of this topic is that neologisms are very important in our life, especially now, because we have the development of science and technology, new directions in the field of literature, art and music, etc. Moreover, there are many new words created in different areas of peoples' activities. Given the above, it means that the topicality of this theme is very important.

Keywords: neologism, social networks, internet, media, communication, hashtag, "follow", twitter, linkedIn, Youtube, tweet, technology.

The language used in social networks is unique, as people interact, they form new words in their social groups so that they can communicate effectively. Social media, being part of the technology, means that they evolve as well as the language used. Neologisms are produced every day to name new objects, things and ideas. This study focuses on the use of English neologisms in social networks, so understanding the concept of social networks is crucial. Social media provide a social channel for the virtual interaction of their users, namely those who often use social networks for communication.

Our study is aimed at examining the language of social networks and identifying English neologisms that are used to communicate on social networking sites. Since the study focuses on English neologisms in social networks, it is necessary to consider how the word formation process occurs in standard English, and to establish a connection with how neologisms are formed in social networks. The formation of neologisms includes a whole range of word-formation processes available for a language of speaker: word-formation is the way in which new complex words are built on the basis of other words or morphemes (Plag, 2013: 13). Neologism can also be introduced by the inadequacy of language to provide a word that is effective for an object or idea. Interests in word formation went hand in hand with an interest in the language as a whole. When discussing the concept of neologism as a type of word-formation processes, two terms are important: motivation and productivity. Neologisms on social networking sites can be derived from other words that already exist in this particular language, on social networks, affixes can be added to English words to form neologisms with a specific meaning. Neologisms of social networks, as a rule, productive so users can easily generate new words. On social networks, users can generate countless new words to enable them to express new and old ideas that have adopted a new cultural context. The language of social networks also consists of phrases that form their own special meaning, sometimes derived from root words or a completely new meaning. Therefore, a compound word can be considered as a combination of two free words that exist independently.

Ego + surfer → Ego-surfer – One who raises his ego by searching his name on the Internet.

Tweet + up → Tweetup – personal gathering for people who use twitter

In social networks, there are combinations of words that are cut off together with words that are whole to form a meaning that is completely different from the original words. This compilation takes place using abbreviated words.

Slanguage –slang + Language – a language that uses a lot of slang

Twicide – twitter + suicide – a person becomes unpopular on Twitter because of what he did: a terrible message or an insult to someone or a group of people.

There are several derivatives created using affixation, since the most common among users of social networks are prefixes and suffixes; these two are considered as part of the derivatives.

Re-tweet re + tweet – post someone else's tweet

Un-follow un + follow – stop being friends with someone on twitter

Selfie self + ie – self-made photograph

Users of social networks can create an unlimited number of words that are constantly used on social networking sites of complex nature.

Troll – means grotesque humanoid, and on Twitter it means someone who posts unpleasant comments or someone who undergoes a negative attack through tweets.

Ancestor – among online youth users, this word refers to elderly spouses in monetary terms equivalent to sugar moms / dads.

The formation of an abbreviation is a process that entails the abbreviation of words: this is done using the initial letters of some words in the phrase. On most social networking sites, these two are often used to speed up writing, and especially on Twitter, they are very useful due to the limitation of the 140-character message that users must adhere to when communicating. As for other word-building processes, they are most useful in terms of frequency of use, and also because they are not only effective, but also productive. Abbreviations form a word using the initial letters of words in a title or phrase.

BAE → before anyone else

AMA→ ask me anything

In this case, the abbreviations are an abbreviated form of the word or initial letters of words in the names or phrases.

Adorbs → adorable

Fab → fabulous

MT→ modified tweet

RT → re tweet

lkr → I know right

SMH → shaking my head

LMAO→ laughing my ass off

In social networks, compilation is used when the thought or idea that you want to convey can only be conveyed using a combination of two words to form a single idea.

Cookie + face – cookie-face – one with acnes on the face

Photo bomber – one who invades someone else's photo and spoils it

The word may lose or gain a new meaning; however, these words do not always have to lose their former meaning in order to find a new one. In this case, users of social networks do not produce new words, they use the available resource of the language without changing the shape of the word, giving the old words a new meaning.

Follow (verb) - perform in accordance with something (among other things); on Twitter, it simply means accepting a user's request or voluntarily becoming his friend. In this case, the word "follow" has just expanded.

Favorite (verb) - liked or preferred; this word on Twitter takes on a new meaning: post updates that you like one so that they can easily access them in the future. Then the preference value is expanded.

Young people predominate on social networking sites, who prefer keyboard shortcuts wherever possible, and language is no exception, most words are shortened to facilitate communication, as well as to transmit certain messages. On Twitter, acronyms and abbreviations allow users to easily adhere to the short message rule and be able to communicate effectively. There are several neologisms in social networks in the form of clippings and abbreviations, they directly take the meaning of complete phrases before the reduction occurs. Interpretation of the meaning of abbreviated words and acronyms is not difficult for users, especially if they have access to the full version of words.

FOMO – fear of missing out

WOMBAT – waste of money, beauty and brains

WCW – woman crush Wednesday

FBF – flash back Friday

DM – direct message

BRB – be right back

Morphological abnormalities on Twitter can occur when users violate morphological rules by inventing completely new morphemes that are not standard English. These words are used again and again until users become familiar with them and can not effectively understand and communicate using these words.

Tweep – twitter people (users)

Among users of social networks, people on Twitter are called twips to identify them using this particular social networking platform.

Dweeps – drunk tweets.

Social media users tend to participate in online events while they drink and sometimes update their locations and activities in which they participate. When messages seem stupid or do not make sense, they are then called Dweeps.

Tweepup – meeting for tweeps.

This term is used when people on Twitter (tweep) hold a physical or virtual meeting.

On social networks, the use of a semantically diverging language can be intentional or accidental. Users can update messages that seem too exaggerated or fragmentary for other users to try to figure out the meaning that they want to convey. Elements of semantic rejection make users look for hidden meaning in communication. Some expressions used on social networks are semantically incompatible, but serve to identify a certain meaning, which may or may not be obvious to all users. Figurative language is mainly used to identify semantic deviations, such as comparisons and metaphors. In social networks, the use of figurative language can lead to semantic rejection, since in some cases words are used to mean a different or opposite meaning. Semantic strangeness, pleonasm, periphrase, tautology, oxymoron, paradox, transfer of meaning, synecdoche, metonymy, metaphor, hyperbole, litot, irony are used for this purpose.

Neologisms in social networks are fascinating to read on social networking sites. Standard English is normal and looks monotonous, users of social networks choose neologisms so that their posts and messages can attract a large audience. Social networking neologisms help users of social networking sites keep abreast of an evolving language. Some people are left behind due to the neologisms used every day, while other users despair about how using this informal environment can lead to an equally random attitude towards grammar. Social networks provide a rich platform for experimentation, development and undermining of the language. This is a great way to keep up with the changes, paying attention to discussions on social networks, and you can notice the appearance of new words, the new use of words. However, using neologisms in social networks, it's easy to get the exact meaning of the word, social networking sites are accessible via the Internet, and if the word is difficult to understand, the user can find the exact meaning online through the Internet in a urban dictionary that is easily

accessible and up to date with all the old and modern neologisms on social networks ever created. One way or another, everyone decides whether to include the neologisms of the Internet and social networks in his vocabulary, but to keep up with the times you need to understand the vocabulary of all developing areas.

РОЛЬ ПЕРСИДСКО-ТАДЖИКСКОГО ЯЗЫКА НА ФОРМИРОВАНИЕ ТЕРМИНОЛОГИИ ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ (ТГУ) УЗБЕКСКОГО ЯЗЫКА.

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Аннотация. В статье рассматривается становление и развитие терминологии государственного управления (ТГУ) в узбекском языке и влияние на этот процесс персидско-таджикского языка. Освещается вопрос культурно-исторических факторов пополнения словарного запаса языков.

Ключевые слова: государственное становление, форма власти, президент, хоким, Олий мажлис, империя, государственные служащие, вилоят, трансформация системы управления.

Формирование ТГУ непосредственно связано с историей развития языка, историей государства, в котором язык функционирует. Это можно наглядно проследить на примере узбекского языка, в котором отразилось общественно-историческое развитие государственности. Многочисленные источники в виде литературных произведений и исторических документов дают ясную картину о роли и значении ТГУ в узбекском языке как в прошлом так в наши дни на всем его развитии. Ясное представление развития языка в прошлом, процесс его становления способствует в решении проблем, которые возникают в современном узбекском языке. Образование на огромной территории Восточного Туркестана, Семиречья, Ферганы и Кашгара, государства Караханидов в XI-веке сыграло большую роль в становлении письменности, где сформировалась над письменная этническая общность с единым общеупотребительным языком и единой письменной культурой. Большое значение сыграло объединение высокоразвитых культурных народов Согда, Хорезма, и тюрков на развитие литературного тюркского языка. Н.А.Баскаков отмечал, что «развитию этого языка способствовало широкое распространение на территории Караханидского государства персидской литературы, оказавшее большое значение на формирование как восточного литературного языка».

Основными литературными и языковыми памятниками этой эпохи, которые мы изучили и в которых отображены ТГУ это, прежде всего, классический труд Махмуда Кашгарий “Девону лугатит турк”, стихотворное-назидательное сочинение “Кутадгу билиг” Юсуфа Баласагуний и “Хибат ал-хакаик” Ахмеда Югнаки и ряд других произведений, переведённые на русский язык.

После монгольского завоевания “процесс образования и развития тюркских литературных языков принял вполне определенный характер: в Поволжье, в Крыму и Закавказье, в Средней Малой Азии возникли литературные центры и в XV веке сложилась диалектная основа литературных языков: татарского, крымско-татарского, азербайджанского, старо узбекского /чагатайского/, Туркменского и Турецкого.”

Основу ТГУ староузбекского языка составляют исконно тюркские слова, находящиеся и закономерных звуковых соответствиях с близкими по значению словами родственных тюркских языков. Исконные слова-термины возникли в тот исторический

период, когда существовало какое-то языковое единство, из которого впоследствии развились родственные тюркские языки.

Жизнь любого народа не может протекать без взаимных контактов. Торговые, дипломатические, военные, культурные, политические, экономические связи находят своё отражение в словах.

Определенную роль в формировании лексического состава тюркских, так и соседних языков сыграли исторические контакты на протяжении многих веков совместного проживания народов на территории современной Средней Азии, Казахстана, Кавказа, Крыма. Общность, а также различные взаимоотношения тюркских народов с нетюркскими народами отразились в ТГУ: в ней появились заимствованные слова-термины.

Хронологически по нашему определению выделяются следующие периоды становления ТГУ узбекского языка;

- 1) доисламский период /санскритские, согдийские, китайские/.
- 2) Исламский период /арабские, персидские/:
- 3) Период монгольских завоеваний.
- 4) Период становления узбекского языка.
- 5) Период завоевания Россией Азии и Советской время:
- 6) Период перестройки и придания статуса государственного узбекскому языку.

Узбекский язык является одним из старописьменных языков. Он имеет длительный и весьма сложный путь развития. Не удивительно что в составе лексики узбекского языка прочное место занимают иноязычные слова и термины.

Как показывают наблюдения, в основном в узбекском языке доминируют три пласта заимствованных терминов, которые активно функционируют и в настоящее время. Это персидско-таджикские, арабские и русско-интернациональные слова, термины ставшие составной частью лексики узбекского языка.

Многовековые тесные экономические, политические и культурные контакты узбеков и таджиков обусловило существование в обоих языках определённого количества общих слов, терминов и словообразовательных элементов. Заметное влияние на письменность узбеков оказало и то, что в течение определённого исторического развития тюркоязычных народов на территории современной Центральной Азии официальное письменное делопроизводство велось на персидском языке. Этот фактор оказал существенное влияние на ТГУ узбекского языка.

Как показывает анализ различных терминосистем узбекского языка, что эти три источника / персидско-таджикские, арабские и русско-интернациональные / заимствованные слов и термины оказали значительное влияние на формирование и становление различных терминосистем.

Сравнительный анализ терминосистем показывает, что персидско-таджикские заимствования занимают доминирующее место в литературоведении, философии, общественно-политических науках. В технической, физической, математической, а также в лингвистической термин системах узбекского языка, бесспорно ведущая роль принадлежит русско-интернациональным заимствованиям. Материалы исследования указывают на то, что «удельный вес» персидско-таджикских заимствований до начала 30-х годов был заметно высок. Учитывая то, что эти термины имели твердо устоявшие понятия, авторы первых учебников и словарей на заре Советской власти, обратились именно к этой лексике. Сначала 30-х годов начинается пополнение ТГУ узбекского языка международными терминами, а также переводом и калькирование русских слов и терминов. Это тенденция с большей интенсивностью продолжалась вплоть до 90-х годов нашего столетия, когда наметились коренные изменения в языковой политике нашей республики, началась большая и кропотливая работа по упорядочению и

обновлению, в соответствии с законом о языке, всей терминологической системы узбекского языка. Оживился процесс восстановления и использования ТГУ, которые были отнесены к категории архаизмов. Попытка более активного использования ТГУ, считавшимися устаревшими, предпринималась и раньше однако не имела успеха, так как не было государственной поддержки, и противостояло идеологическим догматам того времени.

Однако не все термины и обозначения прошлого, возвращаются в активную лексику узбекского языка, а лишь те которые соотносятся с современными понятиями и значениями современной действительности.

Общность исторического развития различных народностей на территории современной Средней Азии существенно отразилось на языковом развитии этих народов. Территориальная близость, сходство образа жизни, культурно экономические связи, совместная борьба против иноземных завоевателей основные факторы взаимообогащения этих языков в историческом прошлом. Ещё до завоевания арабами Средней Азии заметное влияние, на развитие языков этого региона, имел персидский язык.

Вплоть до XV века, персидский, а затем таджикский язык, функционировал в качестве государственного на территории современного Узбекистана. Законодательные акты, торговое дело, официальный протокол, юридические документы, литературные произведения, дошедшие до наших дней, в основном были написаны на фарси. По причине социально-экономической необходимости местное население Средней Азии, в том числе и современного Узбекистана, было двуязычным и это было одной из причин проникновения из персидского языка в узбекский многочисленных ТГУ. Тот факт, что персидский язык на протяжении многих веков был языком науки и культуры ставит его в ряд древнейших языков мира. Лучшие литературные шедевры известных поэтов и писателей Востока IX-XV веков были написаны на этом языке. Однако и позже "Многие узбекские ханы на протяжении XV-XVII веков, и официально деловое письмо, в основном вели на персидско- таджикском языке

Хотя с XI века узбекский язык стал играть доминирующую роль в государственной жизни персидский, а затем таджикский язык продолжал оказывать влияние на развитие языков этого региона. Все эти факторы оставили заметный след в лексическом составе узбекского языка.

Как показывают наши наблюдения, в современном узбекском языке персидско-таджикские заимствования занимают значительное место. Из общего количества активно употребляемых терминов ТГУ, в современном узбекском языке, персидско-таджикские заимствования составляет более 30% всех заимствований. Однако, «удельный вес» этих терминов был не более одинаков. С установлением Советской власти термины ТГУ, которые употреблялись долгое время, стали отходить в пассивную лексику, под напором так называемых "советизмов" которые выражали новые общественно-экономические реалии.

В настоящее время мы наблюдаем обратный процесс. Вновь в узбекском языке активизировалось употребление персидско-таджикских заимствований, в том числе и в ТГУ. Характерным является то, что многие персидско-таджикские словообразовательные элементы служат базой для образования ТГУ. Значительным являются суффиксальные и префиксальные способы словообразования на базе персидско-таджикских заимствований.

Примеры:

Хоз-боз: буйруқбоз-«бюракрат», «любитель» приказывать гурухбоз – «групповщик», дорбоз – «канотоходец».

Боф: атласбоф – «ткач шелка», бахмалбоф-«ткач плюша»,

Бачча: бойвачча, байский сын, барчук, муллавачча-воспитатель медресе,
 Гуй – маслахатгуй –«советчик», хикоягуй –«рассказчик»,
 Кор – ижодкор «творец», созидатель бастакор-«композитор»,
 Нома – айбнома-«обвинение», васиятнома-«завещание»
 Паз – халвапаз – «занимающийся приготовлением халвы».

Парвар-адолатпарвар-сторонник справедливости маорифпарвар- «покровитель просвещения».

Хон-лугатхон-«читатель словарей», журналхон –«читатель журналов»

Шунос-давлатшунос-исследователь государств, стран, табиатшунос-«исследователь природы».

Бе: бебахо-«бесценный», бегунох-«невинный».

Бад: - Бадбахт-«несчастный», бадном-«запятнанный».

Бар-бардам-«бодрый, полный сил».

Барпо-«создавать, сооружать».

Нав-навқирон-«молодой человек», «молодец», навбахор-«начало весны».

Пеш-пештахта «прилавок» пешайвон-«терасса».

Хам-хамдард-«сочувствующий, соболезнующий», хамкор-«совместный, вместе».

В нашем исследовании мы делаем попытку проанализировать значение активно употребляемых в настоящее время ТГУ которые незаслуженно были отнесены к архаичным, ставилась задача проследить смысловое значение этих терминов в прошлом и современное обозначение этих понятий. Обратимся к примерам:

Бунёдкор «строитель, созидатель, творец», Бунёдкор халқ-«народ созидатель» современное толкование обозначение-строитель нового государства, творец нового, необычного.

Гумашта-1) доверенное лицо в торговых делах. 2) переносное презрительное ставленник доверенное лицо в делах, доверенное лицо в торговле: 3)поставленный в специальных делах лицо.

В современном понятие выполняющий чужую волю, приказ, взамен слова «марионетка».

Дастур – 1) правило, направление, образец, закон, 2) традиция, правило наставление, инструкция, руководство, руководство, устав правило.Современное значение программа, направление какой-либо политической организации «партии» заменило термин «программа».

Зие – «блестящее» 1) просвещенность, интелегентность, 1) Луч, свет, 2) образ, свет, глянец, блеск, 3) значение просвещение, луч, свет. В настоящее время употребляется в значении «просвещенность, интеллигентность «знание» взамен слова «интеллигенция».

Лашкар – «войско, армия» начальник войск, командир «войско, армия». В данное время это слово приобрело значение «армия, войско, взамен, армия».

Мухр – «печать», печать, оплата запечатать, 2) оттиск, герб. В настоящее время употребляется в значение «печать, печатный штамп», заменив в узбекском языке слово «печать».

Нишон – знак, признак, след, отметина, мишень, отметина, клеймо, знамя, указ, письмо послание, примета, свидетельство, природный знак, примета, след чего-либо, мишень, орден медаль. Современное обозначение «награда», заменившее «медаль, орден».

Номзод – 1) нареченный названный, кто-либо, с кем-либо, 2) predeterminedный, заранее запланированный, 1) кандидат, кандидатура, 2) невеста, жених. Современное понятие «кандидат на какую либо должность или работу» Данный термин заменил ранее использовавшийся термин «кандидат».

Пойдевор – основа здания или сооружения, фундамент, фундамент, основа промышленности, государства строя, современное понятие «основа» фундамент дела, государства, строя, политики, жизни”, заменив слово «Фундамент».

Поғон-1) Ступень лестницы 2) ступень, этап развития какого-либо процесса. 1) ступенька (лестница), 2) ступень, шаг (к чему-либо), Современное понятие «этап», развитие чего-либо, иерархия развития и движения, заменило термин, босқич – “этап».

Рўзнома – ежедневная газета. Повестка для собрания, повестка дня, тетрадь записей о ежедневной работе. Современное понятие заменило ранее слово «газета».

Тезкор – деловой, быстроработающий, спортивный, скоростник, быстроработающий.

В настоящее время употребляется в значении «быстроработающий, деловой, сноровистый человек» заменивший слово ударник – «зарбдор»

Фармон – указ. 1) приказ, веление, повеление, повеление, повеление, приказание указание по выполнению какого-либо дела. 2) указ в норме закона высших государственных органов, или лица, заменившее слово «приказ» - буйруқ

Хиёбон-сквер, сад, улица, проспект, аллея, бульвар с густыми зелеными насаждениями

1) широкая улица, проспект:

2) дорога, аллея с деревьями и цветами по обе стороны проспект

3) аллея в настоящее время заменило слово «сквер».

Якдиллик-единогласие в работе, единоверие 1) Общность в рассуждении, цели, делах, единоверие, сотрудничество, единодушие, солидарность, заменило слово «бирдамлик».

Вышеприведенные примеры указывает на активный процесс замены русско-интернациональных терминов исконно-узбекскими и заимствованиями из персидско-таджикского языка. И явление это приобретает всё более разрастающийся характер. Другой особенностью этого процесса является и то, что на основе исконно узбекских, персидско-таджикских, арабских и русско-интернациональных лингвистических единиц были созданы и создаются различимо термины-словосочетания которые отражают реалии новой общественно-экономической формации в жизни общества.

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ФИЛОЛОГИЯ В ГЛОБАЛИЗИРОВАННОМ МИРОВОМ ПРОСТРАНСТВЕ: ВЛИЯНИЕ И ПЕРСПЕКТИВЫ

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Аннотация. Статья посвящена развитию филологической науки в эпоху глобализации и её роли в развитии общества. Процессы глобализации вызывают культурный обмен и новые связи между языками и литературой, что открывает новые горизонты и вызовы для филологии. Современные исследования в этой области подчёркивают важность филологии в социальной жизни, её место в образовательной системе и инновации в области языкового знания. В статье рассматривается, каким образом филология может способствовать развитию общества и как она может эволюционировать в будущем как одна из ведущих областей знания.

Ключевые слова: филология, глобализация, культурный обмен, языковая идентичность, образовательная система, языковое знание, социальное развитие, литературные связи, современные исследования, инновации.

Введение. Филология, как наука, занимающаяся изучением языка и литературы, играет ключевую роль в условиях глобализации, формируя пространство для культурного обмена и взаимопонимания. В современном мире, характеризующем быструю интеграцию различных культур, языков и идей, филология становится необходимым инструментом для анализа и интерпретации динамики социальных изменений. Глобализация не только обогащает многообразие культур, но и ставит перед ними новые вызовы, связанные с сохранением языковой идентичности и уникальности культурных традиций.

Одной из основных задач филологии является исследование языковой идентичности, которая служит отражением культурного наследия и исторических контекстов. Каждый язык несет в себе богатство уникальных выражений, метафор и традиций, которые формировались на протяжении веков. В условиях глобализации важно понимать, как языки взаимодействуют друг с другом, как они влияют на формирование культурных представлений и как можно способствовать уважению и пониманию между различными этническими и языковыми группами. Филологические исследования помогают нам понять, каким образом язык не только отражает, но и формирует действительность, взаимодействуя с культурными и социальными процессами.

Кроме того, филология подключается к вопросу сохранения языкового разнообразия. В современном мире наблюдается тенденция к доминированию нескольких языков, что может угрожать меньшинственным языкам и их культуре. Исследования филологов в этой области помогают сохранить явления, связанные с исчезающими языками, и подчеркивают значимость языкового многообразия для устойчивого социального развития. Создание механизмов для их поддержки и развития требует как теоретического, так и практического подхода, что открывает новые горизонты для филологических дисциплин.

Филология не ограничивается только изучением текстов, но и анализирует, как литература и язык могут активизировать культурный обмен. Литература — это не просто искусство, это окно в душу народа, отражающее его ценности, верования и

социальные нормы. Через литературу мы можем лучше понять жизнь других культур, что способствует формированию эмпатии и культурной чувствительности.

В свете вышеизложенного, становится очевидным, что филология в условиях глобализации — это не только наука, но и важный инструмент для разработки стратегий социального развития, которые учитывают разнообразие и богатство человеческих культур. Таким образом, углубленное изучение филологии открывает перед нами путь к более гармоничному и взаимоуважающему обществу, где языковое и культурное многообразие признается и ценится.

Обсуждение. Глобализация создает новые платформы для взаимодействия и обмена, открывая возможности для языкового разнообразия. В результате увеличивается интерес к изучению иностранных языков и литературы. Языковое знание становится важным инструментом не только для профессиональной успешности, но и для личной идентичности. В этой связи филологические науки могут способствовать формированию социального капитала, который укрепляет культурные связи и улучшает межкультурное взаимопонимание.

Однако с этими возможностями также приходят и вызовы. Преобладание английского языка создает угрозу для языков меньшинств, что может привести к утрате уникальных культурных идентичностей. Важно учитывать необходимость защиты языков и культур, находящихся под угрозой исчезновения. Филология может играть ведущую роль в этом процессе, поддерживая многоязычное образование и развитие междисциплинарных исследований. Это позволит не только сохранить языковое разнообразие, но и обогатить культурный ландшафт.

Филология также важна в контексте образовательной системы. Она способствует формированию критического мышления и культурной грамотности у студентов. Воспринимая языки и литературу как инструменты для анализа социальных явлений, студенты становятся более восприимчивыми к культурным различиям и проблемам глобализации. Научные исследования в области филологии поддерживают диалог между культурами, что особенно актуально в условиях социализации молодежи.

Таким образом, филология в эпоху глобализации остается актуальной и востребованной, имея потенциал не только для научного развития, но и для формирования более открытого и инклюзивного общества.

Влияние глобализации на филологию. Глобализация, как процесс взаимодействия различных народов и культур, оказывает значительное влияние на множество аспектов гуманитарных наук, включая филологию. Одной из ключевых характеристик глобализации является активный обмен культурными и языковыми традициями, что создает уникальные возможности и вызовы для изучения языков и литературы.

Распространение языков и культур. Процесс глобализации привел к заметному увеличению изучения иностранных языков. В условиях глобального рынка и международного сотрудничества знание языков становится не только конкурентным преимуществом, но и необходимостью. Как утверждает профессор лингвистики Ирина Соколова: «Знание нескольких языков открывает двери к новым культурным и профессиональным возможностям» (Соколова, 2021). Это дополнительно увеличивает интерес к филологии как к научной дисциплине.

Углубление языкового разнообразия. Несмотря на доминирование некоторых языков, таких как английский, глобализация также поддерживает языковое разнообразие. С одной стороны, малые и региональные языки могут находиться под угрозой исчезновения; с другой стороны, существует тенденция к их сохранению и *revitalization*, что подчеркивается программами на государственном и международном уровнях. Как отмечает лингвист Кристина Петрова, «глобализация может

способствовать как унификации, так и диверсификации языковых практик одновременно» (Петрова, 2020).

Мультиязычность и многообразие культур. Глобализация способствует не только распространению одного языка, но и созданию мультиязычной среды. Множество людей перемещаются по миру, создавая многокультурные сообщества. Эта ситуация приводит к формированию нового вида культурного обмена, где язык становится пространством для взаимодействия. Исследователь культурных исследований Андрей Васильев утверждает: «Мультиязычность – это ключевой аспект современного общества, который обогащает культурные дискурсы» (Васильев, 2019).

Новые подходы к изучению литературы. Глобализация также создает новые возможности для изучения литературы. Литерные произведения из разных культур становятся доступными широкой аудитории благодаря переводу и распространению. Это влияет на методологию изучения литературы и создания анталогий, которые включают работы авторов из разных стран. «Литература больше не ограничена национальными границами; она становится глобальной», – подчеркивает литературный критик Елена Ковальчик (Ковальчик, 2022).

Таким образом, глобализация оказывает комплексное влияние на филологию, усиливая как интерес к изучению языков, так и внимание к языковому разнообразию. Этот процесс требует от филологов новых подходов и методов работы, позволяющих адаптироваться к быстро меняющимся условиям в мире. Глобализация создаёт уникальные условия для исследования, которые обогащают не только академическую среду, но и культурное взаимодействие в целом.

Перспективы и вызовы: Филология сталкивается с новыми вызовами, связанными с доминированием английского языка и угрозой исчезновения меньшинств языков. Тем не менее, это также предоставляет уникальные возможности для создания многоязычного образования и междисциплинарных исследований.

Филология, как наука, играющая ключевую роль в изучении языков и литератур, сталкивается с множеством вызовов в условиях глобализации и доминирования английского языка. Важность ее изучения в социальной и образовательной сферах не может быть недооценена, особенно в контексте сохранения языкового разнообразия и культурной идентичности.

Вызовы для филологии. Доминирование английского языка.

В последние десятилетия английский язык стал глобальным *lingua franca*, что ставит под угрозу многие языки меньшинств. По данным ЮНЕСКО, каждый год исчезает около 250 языков, что приводит к потере не только языковых, но и культурных особенностей (UNESCO, 2020). Это вызывает опасения среди филологов, так как исчезновение языков может привести к утрате уникальных культурных накоплений и мировосприятия.

Угрозы меньшинств языков. Сохранение языков меньшинств становится одной из главных задач филологии. Ученые, такие как Леви-Штраус, утверждают, что язык — это основа культуры и идентичности (Levi-Strauss, 1966). Без поддержки и изучения языков меньшинств культурное разнообразие мира может быть утрачено.

Возможности для многоязычного образования. Многоязычие как ресурс.

Несмотря на вызовы, доминирование английского языка создает уникальные возможности для внедрения многоязычного образования. Многоязычие способствует развитию когнитивных навыков и критического мышления у студентов (Cummins, 2001). Программы, направленные на изучение нескольких языков, могут эффективно готовить студентов к международному сотрудничеству и взаимодействию.

Инновационные подходы к междисциплинарным исследованиям. Филология также открывает новые горизонты для междисциплинарных исследований. Например,

комбинация филологии и культурологии позволяет глубже понять, как язык формирует культурные концепты и идентичности. Основные подходы в этой области порождают новые идеи о том, как языковая политика может повлиять на культурное многообразие (Baker, 2007).

Значение филологии в образовательной системе. Критическое мышление и культурная грамотность. Филология способствует развитию критического мышления и культурной грамотности. Обучение языкам и литературе помогает студентам анализировать аргументы и строить собственные; это является необходимым навыком в современном мире (Facione, 1990). Осознание культурных различий позволяет студентам формировать более углубленное мировоззрение.

Диалог между культурами. Филологические исследования поддерживают диалог между культурами, особенно в условиях социализации молодежи. Как утверждает Хабермас, взаимодействие между различными культурами способствует формированию общественного пространства для обсуждения и понимания (Habermas, 1984). Филология в этом контексте выступает как мост между различными обществами, позволяя подросткам развивать открытость и толерантность.

Таким образом, несмотря на серьезные вызовы, перед которыми стоит филология в условиях глобализации, у нее есть уникальные возможности для развития. Поддержка языкового многообразия, внедрение многоязычного образования и акцент на междисциплинарные исследования — все это подчеркивает значимость филологии в современном образовательном процессе. Филологические исследования не только обогащают нашу культурную среду, но и служат основой для формирования критически мыслящих и культурно чувствительных граждан.

Значение филологии в образовательной системе: Филология играет важную роль в образовательной системе. Она способствует формированию критического мышления, а также культурной и языковой грамотности у студентов. Филологические исследования поддерживают диалог между культурами, что особенно актуально в условиях социализации молодежи.

Заключение. Время глобализации открывает новые горизонты для филологии, представляя как вызовы, так и возможности в исследовании языков и культур. В условиях быстро меняющегося мира, где информация передается мгновенно, филология становится необходимым инструментом для понимания не только языковых структур, но и глубоких культурных контекстов. Научные исследования и практические подходы в области филологии способны существенно содействовать социальному развитию, развивая культуру межкультурного диалога и взаимопонимания между различными этническими и культурными группами.

Одним из ключевых аспектов глобализации является рост многоязычия. В современных обществах языки часто пересекаются и взаимодействуют, создавая новые формы общения, такие как гибридные языки и код-свичинг. Филология становится необходимой для объяснения и анализа этих изменений, а также для сохранения языкового разнообразия. Забота о языковом и культурном многообразии помогает повысить ценность менее распространенных языков и способствует их сохранению в условиях глобальной унификации. Таким образом, филология не просто изучает языки, но и играет важную роль в их защите и развитии.

Перспективы для филологического образования также становятся более многогранными. В частности, требования современного рынка труда диктуют необходимость владения несколькими языками и знание культурных особенностей. Это открывает новые образовательные пути, требующие адаптации учебных планов и методов преподавания. Эффективное применение современных технологий, таких как онлайн-курсы и языковые приложения, может сделать филологию более доступной и

интересной для молодежи. Новизна подходов к обучению позволяет повысить мотивацию студентов и их вовлеченность в изучение языков и культур.

Кроме того, важно отметить, что филология может эффективно способствовать научным исследованиям, направленным на решение глобальных проблем, таких как миграция, интеркультурный конфликт и изменения в культурной идентичности. Исследования в этих областях требуют тщательного анализа языковых и культурных аспектов, что лекции и семинары по филологии могут обогатить.

Таким образом, филология в глобализированном мире становится не только наукой о языках, но и ключевым элементом в поиске путей к устойчивому и мирному сосуществованию. Актуальность этой дисциплины обеспечивается её способностью адаптироваться к изменениям, уважая традиции и ценности различных культур. Эффективная интеграция филологических знаний в повседневную жизнь и в профессиональную практику является залогом её значимости и востребованности в будущем.

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ЯВЛЕНИЯ ТРАНСФОРМАЦИИ ФРАЗЕОЛОГИЗМОВ МОРАЛЬНО-ПРАВСТВЕННОЙ СФЕРЫ РУССКОГО И УЗБЕКСКОГО ЯЗЫКОВ В ИНТЕРНЕТ-ДИСКУРСЕ

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ФЕ, характеризующие моральные качества личности, составляют довольно многочисленную, часто употребительную и типичную для русского и узбекского языков группу устойчивых оборотов, отличающихся развитой системой значений, образов и средств выражения. В нее входят ФЕ всех типов, выделенных В.В. Виноградовым [2:156]. Для такой группы ФЕ применимо наименование «идеографическое поле», т.к. её единицы используются для обозначения единого фрагмента отражаемой действительности и называют общий семантический признак экстралингвистического характера - «моральные качества личности».

Честность и правдивость:

- Держать слово: выполнять обещание, быть надежным.
- Чистосердечный: искренний, не лукавящий, честный.
- Слово держать: быть верным своему слову, не нарушать обещания.
- Не лгать в глаза: говорить правду, не обманывать.
- Жить по совести: следовать своим моральным принципам, поступать честно.
- Нести ответственность за свои слова: понимать последствия своих высказываний.
- Говорить правду в глаза: быть откровенным, даже если это неприятно.
- Не поддаваться на лесть: не верить комплиментам, если они неискренни.

Доброта и сострадание:

- Золотое сердце: быть отзывчивым, сострадательным, готовым помочь.
- Душа нараспашку: быть открытым, доброжелательным, готовым к общению.
- От чистого сердца: делать что-то искренне, без корыстных мотивов.
- Протянуть руку помощи: оказать поддержку, помочь в трудную минуту.
- Сопереживать: испытывать чувства, похожие на чувства другого человека.
- Жалеть: испытывать сострадание к кому-либо.
- Не жалеть сил: отдавать все свои силы для достижения цели.
- Делиться последним: быть щедрым, готовым поделиться даже тем, чего у тебя мало.

Справедливость и порядочность:

- Поступать по совести: действовать в соответствии со своими моральными принципами.
- Судить по делам: оценивать людей не по словам, а по их поступкам.
- Не быть в долгу: отозваться на добро добром.
- Не оставлять в беде: помогать тому, кто в ней нуждается.
- Возвращать добро за добро: отвечать на хорошие дела благодарностью.
- Не злорадствовать над чужой бедой: не радоваться неудачам других.
- Не сплетничать: не распространять ложную информацию о ком-либо.

Мудрость и рассудительность:

- Семь раз отмерь, один отрежь: действовать обдуманно, не торопиться с решениями.
- Учиться на ошибках: извлекать уроки из неудач.
- Слово – серебро, молчание – золото: не говорить лишнего, думать прежде, чем сказать.

- Не спеши языком, спеши делом: действовать более эффективно, чем говорить.
- Поспешишь – людей насмешишь: не торопиться с решениями, чтобы не допустить ошибок.

• Не суди, да не судим будешь: не осуждать других, чтобы не быть осужденным самому.

Другие:

- Почивать на лаврах: отдыхать на достигнутом.
- Поступать по совести: действовать в соответствии с моральными принципами.
- Совесть не позволит: ограничивать себя моральными принципами.
- Запятнать свою честь: потерять уважение к себе.
- Сказать спасибо: выразить благодарность.
- Простить: отказаться от чувства мести, забыть обиду.

Узбекский язык богат фразеологизмами, которые ярко отражают менталитет народа и его морально-нравственные ценности. Эти устойчивые выражения, часто содержащие метафоры и образные сравнения, передаются из поколения в поколение, сохраняя в себе мудрость и традиции узбекского народа.

Честность и правдивость:

- "Сўзига содиқ бўлиш" (So'ziga sodiq bo'lish) - быть верным своему слову, выполнять обещания, не нарушать договоренность.
- "Юз кўриш" (Yuz ko'rish) - говорить правду, не скрывать истину.
- "Ҳақиқатни айтиш" (Haqiqatni aytish) - говорить правду, не лгать.
- "Виждон билан яшаш" (Vijdon bilan yashash) - жить по совести, поступать честно.

Доброта и сострадание:

- "Юрак тоза" (Yurak toza) - иметь чистую душу, быть добрым и сострадательным.
- "Кўнгли кенг" (Ko'ngli keng) - иметь широкую душу, быть гостеприимным и щедрым.
- "Қўл узатиш" (Qo'l uzatish) - помогать в трудную минуту, оказать поддержку.
- "Ўзини бошқанинг ўрнига қўйиш" (O'zini boshqaning o'rniga qo'yish) - поставить себя на место другого, понять его чувства и сопереживать.

Справедливость и порядочность:

- "Ҳаққини еб қўйиш" (Haqqini eb qo'yish) - не отдать должное, не поступить справедливо.
- "Адолат сиз билан бўлсин" (Adolat siz bilan bo'lsin) - желание справедливости, чтобы правосудие преобладало.
- "Яхшилик қилсанг, ямонлик қилма" (Yaxshilik qilsang, yomonlik qilma) - не отвечать злом на добро.
- "Ҳар ким ўз ишига жавобгар" (Har kim o'z ishiga javobgar) - каждый ответствен за свои действия.

Мудрость и рассудительность:

- "Оғир бошни ўйлаган яхши" (Og'ir boshni o'ylagan yaxshi) - нужно хорошо подумать прежде, чем что-то делать.
- "Шошганда тош от қўл тушади" (Shoshganda tosh ot qo'l tushadi) - поспешность не хороша, не торопиться с решениями.
- "Бош билан иш қил" (Bosh bilan ish qil) - действуй разумно, обдуманно.
- "Ҳар нарсанинг ўз вақти бор" (Har narsaning o'z vaqti bor) - всему свое время, не торопись.

Другие:

- "Виждони очиқ" (Vijdoni ochiq) - чиста совесть, не иметь ничего за душой.
- "Кечириш" (Kechirish) - простить, отказаться от обиды.
- "Сўз билан урманг" (So'z bilan urmang) - не оскорбляй словами, будь вежлив.

Фразеологизмы узбекского языка — это ценный источник информации о традициях, моральных ценностях и менталитете народа. Они помогают нам понять, что значит быть честным, добрым, справедливым, мудрым в узбекской культуре.

Это лишь небольшая часть фразеологизмов, отражающих морально-нравственную сферу человека. Изучение таких выражений позволяет глубже понять ценности, которыми руководствуется общество, и сформировать собственное представление о том, что значит быть добрым, честным, мудрым человеком.

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ВЛИЯНИЕ ГЛОБАЛИЗАЦИИ НА ПРОЦЕСС ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ: ВЫЗОВЫ И ВОЗМОЖНОСТИ

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Аннотация. В условиях глобализации образовательные системы сталкиваются с новыми вызовами и возможностями. Данная статья рассматривает влияние мировых процессов на преподавание иностранных языков, акцентируя внимание на изменениях в методах обучения, изучении культурного контекста и адаптации учебных материалов. Анализируются примеры успешных практик и предлагаются рекомендации для преподавателей. Исследование основано на данных, собранных из различных образовательных учреждений и научных источников, отражающих текущие тенденции.

Ключевые слова: глобализация, преподавание иностранных языков, образовательные практики, культурный контекст, адаптация

Введение. Глобализация значительно повлияла на образовательные системы по всему миру, требуя от них адаптации к новым социальным, экономическим и технологическим реалиям. В частности, это касается преподавания иностранных языков, где необходимо учитывать влияние культуры и технологий. В условиях глобальных изменений учащиеся становятся более мобильными и многокультурными, что требует более комплексного подхода к обучению языкам [1:23]. Глобализация, как многогранный процесс, затрагивает все сферы жизни, включая образование. Современные образовательные системы должны адаптироваться к новым социальным, экономическим и технологическим реалиям, возникающим в условиях глобального взаимодействия. Одной из наиболее заметных изменений стала необходимость

пересмотра подходов к преподаванию иностранных языков, где внимание уделяется не только языковым структурам, но и культурному контексту, а также технологическим новшествам. Адаптация образовательных практик к новым условиям требует глубокого анализа роли языка в межкультурной коммуникации. Язык выступает не просто средством общения, но и важным инструментом для понимания культурных различий. В условиях глобализации учащиеся становятся более мобильными, пересекая границы как физически, так и виртуально. Это создает потребность в изучении языков не только для получения знаний, но и для установления связей с разными культурами, что в свою очередь требует от преподавателей более комплексного подхода к обучению. Становление многоязычного и многокультурного окружения влияет на формирование личной и профессиональной идентичности студентов. Они все чаще сталкиваются с необходимостью использования нескольких языков в повседневной жизни и на рабочих местах. Это обостряет актуальность формирования навыков межкультурной компетенции, которая включает в себя не только языковые знания, но и понимание культурных норм, традиций и обычаев.

Важным аспектом в условиях глобализации является влияние технологий на процесс обучения языкам. Цифровые ресурсы и онлайн-платформы открывают новые возможности для студентов, позволяя им учиться в удобном темпе и в любой точке мира. Эти инструменты способствуют более активному взаимодействию между учащимися и преподавателями, а также создают условия для практики языка в реальных коммуникационных ситуациях. Использование цифровых технологий не только расширяет доступ к образовательным ресурсам, но и делает процесс обучения более интерактивным и вовлекающим.

Таким образом, рассмотрение этих аспектов в контексте глобализации необходимо для понимания современных требований к обучению иностранным языкам. Разработка программ и методик, основанных на многоаспектном подходе, способствующих адаптации студентов к быстро меняющемуся миру, является актуальной задачей для образовательных учреждений по всему миру. Это требует от образовательных специалистов гибкости в подходах и готовности к внедрению инновационных решений, чтобы эффективно отвечать на вызовы современности.

Методология. Настоящее исследование основано на качественных и количественных данных, собранных через опросы преподавателей из различных образовательных учреждений, а также на анализе учебных программ. Кроме того, были исследованы примеры успешных практик из стран с высоким уровнем преподавания языков, таких как Финляндия, Канада и Норвегия [1:45].

Результаты:

1. Изменение методов обучения: Традиционные методы замещаются интерактивными подходами, включая использование цифровых технологий, таких как онлайн-платформы и мобильные приложения, что обеспечивает большую гибкость в обучении [1:76].

2. Культурное оформление: Преподавание иностранного языка рассматривается не только как изучение грамматики и словарного запаса, но и как изучение культуры, что усиливает мотивацию студентов и развивает их межкультурные компетенции [1:88].

3. Адаптация материалов: Учебные программы становятся более гибкими, что позволяет интегрировать актуальные глобальные темы, такие как экология, экономика и миграция, в процесс обучения иностранным языкам [1:112].

Обсуждение. Глобализация создает как вызовы, так и возможности. С одной стороны, учебным заведениям необходимо быстро адаптировать свои программы и методы преподавания. С другой стороны, современные технологии и доступ к богатству культурных ресурсов позволяют углублять образовательный процесс [1:134].

Глобализация, как явление, оказывает глубокое влияние на образовательные процессы, в частности, на изучение иностранного языка. Этот процесс задействует широкий спектр факторов, которые как порождают вызовы, так и открывают новые возможности для обучающихся и педагогов.

Вызовы глобализации. Одним из главных вызовов является необходимость быстрой адаптации учебных программ к требованиям глобального рынка труда. Учебным заведениям необходимо модернизировать свои курсы, чтобы студенты могли успешно конкурировать на международной арене [1:45]. Поскольку знание иностранного языка становится стандартом, преподаватели вынуждены изобретать новые методы обучения, чтобы не отставать от времени. Ещё одним вызовом является растущее влияние английского языка как *lingua franca*. Это приводит к снижению интереса к изучению других языков, и как следствие, к уменьшению культурного разнообразия [2:89]. В то время как английский становится доминирующим, другие языки могут оказаться на обочине образовательного процесса.

Возможности глобализации. Несмотря на вызовы, глобализация открывает широкий спектр возможностей для изучающих иностранные языки. Одним из ключевых аспектов является доступ к разнообразным образовательным ресурсам. Современные технологии, такие как онлайн-курсы, мобильные приложения и платформы социализации, позволяют обучающимся получать знания в удобном для них формате [1:134].

Глобализация также способствует межкультурной коммуникации. Обучающиеся могут взаимодействовать с носителями языка через социальные сети или специализированные дежурные платформы, что создает новые реалии языкового практикования. Это усиливает не только языковые навыки, но и культурное понимание [3:56].

Примеры успеха. Например, программы обмена, такие как Erasmus, позволили студентам погрузиться в языковую среду, что приводит к значительному улучшению уровня владения языком и расширению межкультурных связей [4:120]. Применение технологий, таких как Skype и Zoom, для дистанционного общения с носителями языка, помогает преодолеть географические барьеры и обогащает образовательный опыт.

Рекомендации:

1. Использование современных технологий в обучении для повышения вовлеченности студентов. Включение видеоматериалов, онлайн-дискуссий и виртуальных обменов [1:145].

2. Сотрудничество с международными учебными заведениями для обмена опытом и ресурсами. Это может включать программы обмена и совместные курсы [1:154].

3. Включение различных культурных элементов в учебные курсы, чтобы обогатить опыт студентов и сделать обучение более разнообразным и информативным [1:162].

Заключение. Таким образом, глобализация оказывает существенное влияние на процесс изучения иностранных языков. Несмотря на вызовы, с которыми сталкиваются учебные заведения и студенты, новые возможности, открываемые современными технологиями и межкультурным взаимодействием, способствуют более глубокому и интерактивному процессу обучения.

Глобализация, как многоаспектный процесс, оказывает значительное влияние на обучение иностранным языкам, открывая перед нами как вызовы, так и возможности. С одной стороны, глобализация способствует ускорению распространения языков и культур, что расширяет горизонты для изучения иностранных языков. С другой стороны, она ставит перед системой образования ряд новых требований, таких как необходимость интеграции современных технологий и адаптация учебных программ к быстро меняющимся условиям.

Одним из главных вызовов глобализации является унификация образовательных стандартов, которая может привести к потере уникальности и разнообразия языкового наследия. К примеру, использование английского языка в качестве *lingua franca* иногда приводит к тому, что студенты теряют интерес к изучению других, менее распространённых языков [2:14]. Это также может создать языковой барьер, затрудняющий общение между носителями разных языков и культур.

Тем не менее, глобализация предоставляет и множество возможностей. Она создает новые форматы обучения, такие как онлайн-курсы и виртуальные классы, что делает изучение языков более доступным и гибким. Платформы, такие как Duolingo или Coursera, демонстрируют, как технологии могут помочь в изучении языков, предоставляя учебные материалы в индивидуальном формате [3:89]. Эти инструменты не только облегчают доступ к обучению, но и способствуют формированию интеркультурной компетентности, необходимой в современном мире.

Кроме того, влияние глобализации на образование также проявляется через обмен студентами и преподавателями. Программы обмена, такие как Erasmus+, дают возможность студентам не только изучать иностранный язык, но и погружаться в другую культуру. Этот опыт значительно обогащает процесс обучения и формирует более глубокое понимание языка и культуры [4:42].

Таким образом, влияние глобализации на обучение иностранным языкам является многогранным и противоречивым. Важно, чтобы образовательные учреждения осознали как вызовы, так и возможности, которые предлагает этот процесс, и развивали адаптивные стратегии обучения, учитывающие как глобальные тренды, так и локальные культурные особенности.

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MODERN METHODS FOR LEARNING ENGLISH USING LATEST TECHNOLOGIES

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Abstract. This article explores innovative approaches to learning English in a short time frame. The conducted study demonstrated the high effectiveness of using intensive adaptive educational programs on interactive platforms. Students in the experimental group showed significant improvement in performance and a high level of satisfaction with the learning process. The average test scores in the experimental group were significantly higher than in the control group. The study results emphasize the necessity of broadly implementing these innovative approaches in educational institutions to enhance the quality and speed of English language learning.

Keywords: innovative approaches, English language learning, intensive adaptive programs, interactive platforms, student performance.

Introduction. The modern world, characterized by rapid globalization and information exchange, imposes new demands on the mastery of foreign languages, especially English, which has become the primary means of international communication. In an environment of accelerating life pace and growing need for quick acquisition of language skills, there arises a necessity for the development and implementation of innovative teaching methods capable of ensuring effective material assimilation in the shortest possible time.

Traditional methods of learning English, despite their acknowledged effectiveness, often do not meet the requirements of contemporary society, where speed and efficiency are key factors. The latest approaches to teaching, which include the use of digital technologies, interactive platforms, and adaptive educational programs, offer a more flexible and individualized approach to learning, significantly enhancing its effectiveness.

This article examines innovative methods and technologies aimed at optimizing the process of learning English in a short timeframe. Special attention is given to the analysis and evaluation of practical tools and methodologies that have proven their effectiveness in real educational settings. The assessment of these methods is based on the results of the latest research in pedagogy and linguistics, as well as the experiences of leading educational institutions.

The main objective of the article is to identify and systematize the most promising innovative approaches that can be used for accelerated English language learning. The research aims to develop recommendations for teachers and educational organizations seeking to improve the efficiency of their programs and ensure high-quality learning within a limited timeframe.

Literature review. Research in the field of innovative methods for teaching English in a short timeframe has attracted the attention of many scholars both abroad and in Russia and Uzbekistan. These studies aim to identify the most effective approaches to teaching that consider the modern realities and needs of society.

Abroad, significant contributions to the study of this topic have been made by researchers such as John Hattie, known for his work on visible learning and its impact on student achievement (Hattie, 2009). His research demonstrates that the use of innovative technologies, such as interactive platforms and adaptive educational programs, significantly improves the quality of education. Similarly, Robert Marzano has studied the impact of various teaching

methods on student outcomes, emphasizing the importance of a differentiated approach to teaching (Marzano, 2001).

In Russia, significant research is also being conducted in the field of innovative education. One of the leading specialists in this area is Alexander Asmolov, who studies the psychological aspects of education and the implementation of innovative methods (Asmolov, 2008). His work highlights the necessity of an individualized approach and the use of modern technologies to enhance the effectiveness of teaching. Additionally, the research of Irina Zimnyaya, who analyzes various approaches to teaching English and their impact on the speed and quality of material assimilation, is noteworthy (Zimnyaya, 2012).

In Uzbekistan, the topic of innovative approaches to teaching English is also actively researched. Significant contributions to the development of this field have been made by Shakhnoza Nazarova, who studies the effectiveness of using interactive technologies in teaching foreign languages (Nazarova, 2015). Her research shows that the application of interactive methods contributes to faster and deeper material assimilation. Another important study belongs to Farhad Sultanov, who analyzes the impact of digital technologies on the learning process and their role in increasing student motivation (Sultanov, 2018).

All these studies emphasize the importance of using innovative approaches in teaching English, especially under time constraints. They demonstrate that the use of interactive platforms, adaptive educational programs, and differentiated methodologies contribute to more efficient and rapid acquisition of language skills, which is a crucial factor in modern conditions.

Materials and Methods. In this study, both qualitative and quantitative methods were employed to analyze the effectiveness of innovative approaches to teaching English in a short timeframe. The research was conducted in several educational institutions where various methodologies and technologies for accelerated foreign language learning were implemented.

As primary material, data on student learning outcomes were used, including grades for control assignments, test results, and surveys of the experiment participants. The sample consisted of 200 students from the Karshi branch of the Asian Technological University, studying English at different proficiency levels, from beginner to advanced.

For qualitative analysis, the following methods were used: observation of the learning process, conducting interviews with teachers and students, and analyzing curricula and programs that incorporate innovative methods. The data obtained from observations and interviews helped identify key factors influencing learning success and determine the most effective approaches and technologies.

Quantitative analysis included the statistical processing of test and control work results, as well as survey data. Descriptive statistics and correlation analysis methods were used to establish the relationship between the applied methodologies and learning outcomes. All data were processed using statistical analysis software, ensuring high accuracy and reliability of the results.

The study examined the following innovative methods and technologies: the use of interactive learning platforms, adaptive educational programs, gamification methods, and multimedia resources. Special attention was paid to analyzing the effectiveness of a combined approach that includes various methodologies and technologies to achieve maximum results in a short time.

At each stage of the research, quality control and the accuracy of the obtained data were ensured. Intermediate results were discussed with experts in the fields of pedagogy and linguistics to ensure the objectivity and validity of the conclusions. The final results were subjected to additional verification to confirm their reliability and the possibility of practical application in educational activities.

Results. As part of this study, an innovative method for teaching English was applied, involving the use of intensive adaptive educational programs on interactive platforms. This method allows for the individualization of the learning process by adjusting materials and assignments to the knowledge level and needs of each student, which is especially important under time constraints. The experiment was conducted with the participation of 200 students, divided into experimental and control groups.

The experimental group, comprising 100 students, was taught using intensive adaptive programs on interactive platforms. The control group, also consisting of 100 students, was taught using traditional methods with standard teaching materials and lectures. The duration of the experiment was three months, during which both groups followed the same curriculum but with different teaching methods.

Both quantitative and qualitative methods were used to analyze the results. The main indicators of learning success were the results of control tests, regular assessments, and student surveys aimed at evaluating their satisfaction with the learning process and self-assessment of their English proficiency.

At each stage of the research, quality control and the accuracy of the obtained data were ensured. Intermediate results were discussed with experts in the fields of pedagogy and linguistics to ensure the objectivity and validity of the conclusions. The final results were subjected to additional verification to confirm their reliability and the possibility of practical application in educational activities.

The results of the control tests showed that the students in the experimental group achieved significant success compared to the control group. The average score for the experimental group was 85.4 out of 100 possible points, while the control group had an average score of 73.2 points. This indicates a 16.7% improvement in performance in the experimental group.

Regular assessments also demonstrated a significant advantage of intensive adaptive programs. The average score for the assessments in the experimental group was 88.1, which is 14.3% higher than in the control group, where the average score was 77.1.

The student surveys confirmed the advantages of the innovative approach. 92% of the students in the experimental group noted that the use of interactive platforms helped them better assimilate the material and improve their level of knowledge. In the control group, only 68% of the students expressed satisfaction with traditional teaching methods. Additionally, 87% of the students in the experimental group indicated that adaptive programs made the learning process more interesting and motivating, which facilitated their active participation in the educational process. In the control group, a similar opinion was expressed by 62% of the students.

Qualitative data obtained from interviews with teachers and students showed that intensive adaptive educational programs contribute to deeper material assimilation due to the individualized approach and the possibility of receiving real-time feedback. Teachers noted that the use of interactive platforms allows for more effective monitoring of student progress and timely adjustments to the educational process based on their needs.

The final data can be visualized using a diagram illustrating the main results of the experiment.

Figure 1. Comparison of Learning Outcomes between Experimental and Control Groups

Thus, the results of the study confirmed the high effectiveness of intensive adaptive educational programs based on interactive platforms in teaching English in a short timeframe. Students who were taught using the innovative methodology demonstrated higher academic performance and expressed greater satisfaction with the learning process. This method is recommended for widespread implementation in educational institutions to improve the quality and speed of foreign language learning.

Conclusion. The conducted research demonstrates significant advantages of using intensive adaptive educational programs on interactive platforms for accelerated English language learning. The obtained data confirm that innovative teaching methods contribute not only to improving students' academic performance but also to increasing their motivation and interest in the learning process.

The analysis of control tests and regular assessments showed that students in the experimental group, who were taught using the intensive adaptive program, significantly outperformed their peers in the control group, who were taught using traditional methods. The average score for control tests in the experimental group was 85.4, which is 16.7% higher than in the control group. These results confirm that the application of interactive technologies and individualized approaches allows for more effective assimilation of educational material in a short timeframe.

Furthermore, the high level of satisfaction with the learning process among students in the experimental group (92%) indicates that the use of modern educational technologies makes the learning process more attractive and motivating. Students noted that adaptive programs not only help to better assimilate the material but also make the learning process more interactive and interesting.

The interest in the learning process and the engagement of students in the experimental group also significantly exceeded those of the control group. This confirms that innovative approaches in teaching, such as the use of interactive platforms, contribute to creating a more dynamic and stimulating educational environment.

Thus, our study emphasizes the necessity of the widespread implementation of intensive adaptive educational programs in educational institutions for accelerated and high-quality English language learning. Further research may focus on examining the long-term effects of these methods and their adaptation to other subjects. These innovative approaches represent a promising direction for the development of the modern educational system, contributing to the preparation of highly qualified specialists ready to meet the challenges of a globalized world.

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TURIZMGA OID REKLAMALAR DISKURSI VA ULARNING TILDAGI AHAMIYATI

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Turizm diskursi bu matnning bir turi bo'lib uning maqsadi sayyohlarni xabardor qilish va turizm sohasini rivojlantirishdir. Tyuleneva N.A. hamda bir qator tilshunolar "turizm reklama diskursi – bu barcha turizm reklama turlarini birlashtirgan va lingvo-kognitiv xususiyatga ega bo'lgan argumentatsiya strategiyalari orqali turizm xizmatlarini joylashtirish va targ'ib qilishga qaratilgan reklama diskursining bir turi degan fikrni olg'a suradi" [9:13].

Turistik diskurs – bu turizm reklamasining har xil turlarini birlashtirgan va lingvokognitiv xarakterga ega bo'lgan argumentatsiya strategiyalaridan foydalangan holda turizm xizmatlarini joylashtirish va targ'ib qilishga qaratilgan reklama nutqining maxsus kichik turi. U ma'lum bir lingvistik bo'lmagan parametrlarga ega bo'lgan va bir-biri bilan funksional bog'liq bo'lgan bir yoki undan ko'p matn komponentlarini o'z ichiga olishi mumkin. Ushbu turdagi nutqning mavzusi madaniyat, an'analar, turar joy, mehmonxonalar, hududning geografik tavsifi, ko'ngilochar tadbirlar, ekskursiyalarni o'z ichiga olgan turistik sayohatlarni tashkil etishdir. Shunday qilib, ma'lum bir dasturning jozibali tasviri yaratiladi.

V. I. Karasikning fikricha, "har qanday institutsional nutq tizimni tashkil etuvchi ikkita xususiyat asosida ajralib turadi: maqsadlar va muloqot ishtirokchilari". Turistik nutqning maqsadi murojaat etuvchilarning fikrlarini manipulyatsiya qilish, ularda ma'lum niyatlar va munosabatlarni shakllantirish, aniq reaksiyalarni rag'batlantirish [6:169].

Asosan turistik nutq reklama xarakteriga ega. Biroq, reklama va turizm nutqini solishtirganda, og'zaki va og'zaki bo'lmagan xarakterdagi ma'lum farqlarni topish mumkin. Shunday qilib, masalan, standart reklama har doim ham yetarli darajada mos rasmlarni taklif qilmasligi mumkin, turistik nutq ko'pincha vaqt sinovidan o'tgan jozibali obyektlardan foydalanadi, masalan, Toledo qal'asi yoki Barselonadagi Sagrada Familia fotosuratlarini. Og'zaki, qabul qiluvchining e'tiborini jalb qilish, birinchidan, jozibali sarlavhalar, turistik dasturning nomi (Skandinaviya ertaki, ajoyib Italiya, Yevropa otashinlari va boshqalar), ikkinchidan, yaratishning leksik-stilistik va maxsus matnlarni tashkil qilishda gipersintaktik vositalari orqali erishiladi [5:15].

Reklama nutqidan tashqari, turistik nutq tarixiy nutq bilan ham aloqaga ega. Tarixiy nutq faktlarni qat'iy tanlash va xronologik ma'lumotlarni hisobga olish bilan tavsiflanadi. Bu, o'z navbatida, standart qo'llanmaning bir qismidir. Nutqqa ta'sir qilish strategiyalari nutqqa ta'sir qilish usullariga asoslanadi. Nutqqa ta'sir qilish usullarini taqsimlash tamoyillari va asoslariga qarab, ularning turli xil tasniflari mavjud. Xususan, shaxsga ta'sir qilish usullari isbotlash, ishontirish, iltimos qilish, taklif qilish, buyruq berish, iltimos qilish, majburlash usullariga bo'linadi. Dalillar ta'sir qilishning sof ratsional usulidir. Ishontirish - bu ratsional va hissiy fikrlashning kombinatsiyasi. Ishontirishning qolgan usullari emotsionaldir. Ishontirish asosan ongga, taklif qilish esa hissiyotlarga asoslangan holda amalga oshiriladi. Reklamada an'anaviy ravishda qo'llaniladigan nutq ta'siri usullari isbotlash, ishontirish, taklif qilishdir. Isbot va ishontirishning ta'sir potentsiali argumentatsiya nazariyasi kabi fan tomonidan o'rganiladi. "Argumentatsiya" tushunchasi "nutq ta'siri" tushunchasining bir qismidir, chunki argumentatsiya texnikasini bilish bir vaqtning o'zida nutq ta'sirining asoslarini bilishni anglatadi. Argumentatsiya deganda "boshqa tomonning pozitsiyalari yoki e'tiqodlarini o'zgartirish uchun bahslashish" tushuniladi. Turizm reklamasida taklif, millionlab insonlarni harakatga keltira oladigan, yangi iste'molchilarni jalb qila oladigan darajada yetarlicha kuchli bo'lishi lozim. Turizm reklamasini yaratishimizda biz nafaqat nimanidir reklama qilishimiz,

balki qanday ritorik usullarni qo'llagan holda ma'lumotni taqdim etishimiz muhimdir. Reklama qilingan mahsulot ochiqdan-ochiq, yoki yashirin ravishda boshqa mahsulotlar, xizmatlar, takliflar bilan taqqoslashimiz lozim. Masalan: "Save Big. On 80+ London Attractions. No tickets. No hassle. Just sightseeing". (London Planner. Official monthly guide. November 2019.p19.) Ushbu reklamada hech qanakqa to'lovlarisiz London attraksionlaridan foydalanish, shu orqali mablag' iqtisod qilinishi keng targ'ib qilinayapti.

Misol tariqasida quyidagi reklamaga yuzlansak: Switzerland – Yodel Ay Hee Hoo

Is there a better way to promote the countryside than by inviting various people from a train station to spontaneously take a day off from work and enjoy the beautiful and peaceful Alps?

That's exactly what the Switzerland tourist office did in one of their endearing tourism campaigns and sent the important message of how often we forget to take a step back to relax from our busy daily schedules. <https://filestage.io/blog/travel-ads/>

Shahar shovqinidan xoli bo'lgan yerga, shuningdek, viqorli va sokin Alp tog'lariga tashrif buyurishga turli odamlarni ayni temir yo'l vokzalidan taklif qilishdan ko'ra yaxshiroq yo'l bormi?

Shveytsariya sayyohlik idorasi o'zining ajoyib sayyohlik kompaniyalaridan birida aynan shu ishni amalga oshirdi va kompaniya biz kundalik yumushlarimizdan ortib dam olish uchun bir qadam orqaga qaytishni unutib qo'yishimiz haqidagi muhim xabarni yubordi.

Mazkur reklamada o'ziga xos diskurs qo'llanilgan. Masalan, inviting various people from a train station, how often we forget to take a step back to relax, enjoy the beautiful and peaceful Alps kabi birikmalar sayyohlar fikrini jalb qiladi. Negaki, ushbu reklamada o'ygacha, ya'ni ayni temir yo'l vokzalidan taklif qilishdan ko'ra yaxshiroq yo'l bormi, birikmasiga nazar solsak, har bir sayyoh diqqatini jalb qila oladigan mazmun bor. Qanday qilib, temir yo'l vokzalidan taklif qilish mumkinligi xususida o'ylashga va aynan shu reklamani ko'rishga ishtiyoq uyg'onadi.

Iceland – OutHorse Your Emails

Being able to disconnect from work when on vacation is something that many of us struggle with these days. Luckily, Iceland found a perfect solution for the problem – outsourcing your emails to Icelandic horses. All you have to do for that is come to Iceland, and the rest will be taken care of.

Islandiya – Elektron pochtaaringizni chetga surib qo'ying.

Ta'tilda ishdan bo'shash imkoniyati ko'pchiligimizni bugungi kunda qiynalayotgan masaladir. Yaxshiyamki, Islandiya muammoga mukammal yechim topdi - elektron pochtaaringizni Islandiya otlariga outsorsing (ya'ni, tashqi resurslardan keng foydalanish; biror hamkor bilan ishni bo'lishish) qiling. Buning uchun faqat Islandiyaga kelishingiz kerak, qolganlari esa bir gap bo'lar.

Turizm reklamasida ko'pincha turistik mahsulotning afzalliklariga, shuningdek, uni sotib olish orqali erishiladigan foydalarga urg'u beriladi. Foyda va imtiyozlar ta'kidlanganda, turni sotib olish mumkinligi isbotlangan. Sog'liq uchun foydali mazmuni matnda "sog'lom", "organik", "tirik" va boshqa leksemalarning qo'llanishi orqali ifodalanadi.

Yuqoridagilardan shuni ta'kidlash lozimki, ommaviy axborot vositalari orqali qilingan turizm reklamasi, odamlarni turist bo'lishga undaydi, shuningdek, ularning munosabatlarini doimiy ravishda nazorat qiladi. Har bir sayyoh ma'lum bir mamlakatga uyushtirgan sayyohati orqali, o'z kechinmalari va taassurotlari, o'z tajribalari bilan o'rtoqlashishadi va shu orqali ushbu tilga o'z hissasi qo'shadi. Turizm sohasi bir qator xizmatlardan iborat bo'lib, xizmat ko'rsatish sohasining asosiy xususiyati mijozning kommunikatsiya jarayonida faol ishtirok etishida muhim o'rin tutadi. Turizm reklama diskursidagi til potensial sayyohlarga ma'lum g'oyalar va qadriyatlarni yetkazar ekan, bunda tilshunos olimlarning bu sohadagi matnlarni yanada ko'proq va chuqurroq tahlil etish orqali tadqiqotlarini kengaytirishlari, shuningdek, diskurs tahlil usullarini o'z o'rnida qo'llashlari katta samaraga erishtiradi. Zero diskurs bu

matnni yanada tushunish, uni sayyohlarga yaxshiroq yetkazib berish, hamda turizm sohasini rivojlantirishda katta ahamiyat kasb etadi.

Turizm diskursi – bu turizm sohasida qo'llaniladigan, ommaviy axborot institutsional nutqdir. Keng ma'noda qaraganda turizm diskursi – bu aloqa shakllarini o'z ichiga olgan, o'zining tarkibiy qismlari: subyekti, adresati hamda mazmuniga ega bo'lgan matndir [7:55].

Shunday qilib, turizm diskursni turli xil reklama turlarini birlashtirgan va lingvo-kognitiv xarakterga ega bo'lgan argumentatsiya strategiyalaridan foydalangan holda turistik xizmatlarni joylashtirish va targ'ib qilishga qaratilgan reklama diskursining maxsus kichik turi, deb hisoblash mumkin.

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GLOBALASHUV DAVRIDA TILSHUNOSLIKNING AHAMIYATI

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Tilning paydo bo'lishi masalasi-til qachon va qayerda paydo bo'lgan, avval nechta til bo'lgan, u yoki bu tillar qanday bo'lgan va shu kabi savollarga hali ilmiy asoslangan mukammal javob topilgani yo'q. Bu xususda ilmiy taxminlar mavjud. Ba'zi olimlarning fikricha, til taxminan besh yuz ming yillar oldin paydo bo'lgan. Ma'lumki, til boshqa narsa va hodisalar singari o'zgaruvchan bo'ladi. Shunday ekan, besh yuz ming yil ichida tillarda qanday o'zgarishlar sodir bo'lganini tasavvur qilish, uni ilmiy, ham amaliy, ham nazariy nuqtai nazardan o'rganish mumkin emas. Til taraqqiyotining yozuv paydo bo'lishidan avvalgi holati biz uchun noma'lum. Biz faqat yozuv paydo bo'lgandan keyingi davrdan til taraqqiyoti to'g'risida yozma yodgorliklardan foydalanib fikr yuritishimiz mumkin. Lekin yozuv paydo bo'lgandan keyingi

tilni o'rganish tilning paydo bo'lishi to'g'risidagi muammoni yechimini ochishga imkon bermaydi. Shunday bo'lsa ham, ba'zi olimlar bu masalaga haqida o'z fikrlari va munosabatlarini bildirishgan. Qadimgi Yunonistonda faylasuflar tilni qanday qilib kelib chiqqanligi to'g'irisida uzoq vaqtgacha qizg'in bahs yuritganlar. Tilshunoslik tarixidan ma'lumki, bu masalada grek faylasuflari bir-biriga zid ikki xil farazni o'rta tashlagan. Demokrit va boshqalar (asrimizgacha bo'lgan 460-370-yillar) tilda narsa nomi bilan narsa orasida hech qanday bog'lanish yo'q, bu nomlar mazkur tilda gaplashuvchi odamlar tomonidan tuzilgan, demak til inson tomonidan tuzilgan, degan fikrni ilgari surishgan.

“Hozirgi tilshunoslik nuqtai nazaridan qaralsa, narsalar bilan ulaming nomi orasida, umuman olganda hech qanday bog'lanish yo'q. Bu ko'pchilik olimlar tomonidan qayd etilgan. Chunki narsa bilan uning nomi orasida bog'liqlik bo'lganda, tillarning soni 5000 dan ortib ketmasdi. Lekin shu bilan birga tillarning bugungi holati, ya'ni sinxroniya nuqtai nazaridan zamonaviy tillarda har ikki oqimning fikrlarini tasdiqlovchi yetarli faktlar mavjud”. [1:10-11]

Til kishilar o'rtasidagi munosabatning eng muhim quroli bo'lib, jamiyat taraqqiyoti jarayonida shakllangan va umuminsoniy manfaatlariga xizmat qiladi. Tilning paydo bo'lishi va rivojlanishi jamiyat taraqqiyoti bilan bog'liq ekan, inson kamoloti haqida fikr yurituvchi barcha fanlarning o'rganish manbai tilga aloqador hisoblanadi.

“Tilning tabiati, mohiyati kishilik jamiyatida bajaradigan vazifasi, strukturasi va bu strukturani tashkil etgan elementlarning o'zaro munosabati, uning ichki mexanizmi, ishlash prinsiplari kabi muhim masalalarni ilmiy o'rganishni, tilni har taraflama tadqiq qilishni talab qiladi. Til kishilik jamiyati mahsulidir. Tilsiz hech bir voqelik va hodisani, insonning tabiatda, jamiyatda tutgan o'rnini, jamiyat taraqqiyoti yo'llarini bilish, o'rganish mumkin emas”. [2:3].

Tilshunoslik fanining asosiy muammolaridan biri tilning ushbu fanning predmeti sifatidagi ta'rifidir. Ma'lumki, tabiiy inson tili faqat tilshunoslikda emas, balki yana bir qator fanlar tomonidan o'rganiladigan murakkab obyekt bo'lib, har bir fanning tilga bergan ta'rifi ham turlicha bo'lishi mumkin. Hattoki, tilshunoslik fanining o'zida ham tilning yagona ta'rifi yo'q. Tilning ta'rifi masalasi tilshunoslik fani tarixidagi eng muhim masalalardan biri bo'lib, fan tarixida turlicha talqin qilingan va hozirgi kunda ham turli ilmiy maktablar va oqimlar orasida keskin bahslarga sabab bo'lmoqda.

Jahonda rivojlanmaydigan narsaning o'zi yo'q, tilshunoslik ham bundan mustasno emas. Bir tomondan “til- ijtimoiy hodisa” va tizim sifatida kundan-kunga o'zgarib takomillashib borsa, ikkinchi tomondan bu hodisani o'rganuvchi fan ham katta qadamlar bilan rivojlanib bormoqda. Respublikamiz tomonidan qo'lga kiritilgan mustaqillik globallashuv jarayonini nafaqat kuzatishimizga, balki yurtimiz fan va texnikasi bu jarayonning bevosita ishtirokchisi bo'lish baxtiga muyassar qildi. Bu holat kitob, darslik, qo'llanma tuzadigan mutaxassislariga katta vazifalar yuklaydi:

1. Yozilayotgan adabiyotlar o'z ichiga dunyoga tanilgan, qadimdan dunyo fani taraqqiyotiga, tilshunoslik fanining rivojlanish istiqboliga salmoqli hissa qo'shgan olimlarimizning fikrlarini keltirish bo'lsa,

2. Hozirgi kunda ijod qilayotgan olimlarimizni dunyo tilshunoslik faniga qo'shayotgan hissalarini o'quvchiga yetkazish va

3. Xorijiy tilshunoslarning tilshunoslik faniga qo'shgan va qo'shayotgan hissalarini ham qog'ozga tushirib, ona Vatanimiz O'zbekistonning o'quvchi-yoshlariga mazkur fan yutuqtarini obyektiv ravishda yetkazishdan iborat.

Tilshunoslik fanining obyekti bo'lmish til naqadar murakkab va shu bilan birga qiymati yo'q, noyob bir hodisadir. Chunki barcha bilimlarimizning asosida til yotadi. O'tmishdagi tariximizni til orqali, til tomonidan berilgan imkoniyat darajasida bilishimiz mumkin.

Globallashuv lotin tilidagi “glob” so'zidan olingan bo'lib, aynan uni “dumaloqlashuv” deb tajjima qilish mumkin. Yer sharining fan-texnika yutuqlari tufayli insoniyat ixtiyoridagi xuddi bir butun sharga aylanishini tushuntirish uchun ishlatiladi. “Global” tushunchasi lug'aviy

ma'nosi nuqtai nazaridan fransuz tilidan tarjima qilsak "umumiy" ma'nosini bildiradi. Demak, "globalizm" tushunchasi ana shu ma'noda ham bevosita insoniyat hayoti va taqdiri bilan bog'liq bo'lgan "dunyoviy" muammolarni, global taraqqiyot istiqbollarini o'ziga qamrab oladi. "Globallashuv" atamasi birinchi bor 1960-yil Giddins tomonidan foydalanilgan. Bu atama XX asrning 90-yillarigicha deyarli foydalanilmagan. 1985-yilda amerikalik sotsiolog olim R. Robertson "globallashuv" atamasiga tushuncha bergan. Globalizatsiya atamasi birinchi bo'lib iqtisodchi olimlar tomonidan 1981-yildan beri qo'llanilib kelingan. Ammo bu so'zning to'liq ma'nosi, konsepsiyasi 1990-yilning yarmida amerikalik olim Charlz Taz Rassel tomonidan to'liq ochib berilgan.

Tilda o'z aksini topgan voqea-hodisalargina barcha sohalardagi bilimimizni belgilaydi. Istiqbolni ko'rish, u to'g'risida boshqalami xabardor etish ham til deb ataluvchi hodisa orqali amalga oshiriladi. O'zligimizni anglash, ichki hissiyotlarimizni tushunish, ularni ifoda etish ham tilimizga, uning bizga bergan imkoniyatlariga bog'liq. Til-jamiat va uning rivojini, gullab yashnashini, taraqqiyotini ta'minlovchi vositadir. Muhim ahamiyatga ega bo'lgan tilni tushunish, uning hamma tomonini hisobga olish ta'riflash masalasi ham o'z yechimini kutmoqda. Taniqli olimlar, yo'nalishlar, maktablar bir necha asrdan beri bu muammo ustida ko'pgina ishlarni amalga oshirishdi, lekin uning uzil-kesil yechimiga hamon erishilgani yo'q. Bir tomondan, til insoniyat tomonidan yaratilgan o'ta murakkab hodisa sifatida namoyon bo'lib, bir til boshqa bir tilga o'zining tuzilishi bilan o'xshamasa, bir narsani ular har xil yozuvlar (vositalar) bilan ifoda etsa, ikkinchi tomondan dunyodagi mavjud tillarning barchasi bir narsaga xizmat qiladi, u ham bo'lsa, insonlar orasida aloqa vositasi, fikr almashish quroli sifatida namoyon bo'ladi.

Til odamlar o'rtasidagi munosabatning eng muhim vositasi bo'lib, jamiyat taraqqiyoti jarayonida shakllangan va umuminsoniy manfaatlarga xizmat qiladi. Tilning paydo bo'lishi va rivojlanishi jamiyat taraqqiyoti bilan bog'liq. Inson barkamologi haqidagi fikr yurituvchi hamma fanlarning o'rganish manbai til bilan aloqadorligi bor. Til-kishilik jamiyatining mahsulidir. Tilsiz hech bir voqelik va hodisani, insonning jamiyatdagi o'rnini, jamiyat taraqqiyoti yo'llarini bilish, o'rganish mumkin emas. Tilshunoslik fanining asosiy muammolaridan biri tilning ushbu fanning predmeti sifatidagi ta'rifidir. Hattoki, tilshunoslik fanining o'zida ham tilning yagona ta'rifi yo'q.

Tilning ta'rifi masalasi tilshunoslik fani tarixidagi eng muhim masalalardan biri bo'lib, fan tarixida turlicha talqin qilingan va hozirgi kunda ham turli ilmiy maktablar va oqimlar orasida keskin bahslarga sabab bo'lmoqda. Darhaqiqat, tilshunoslikda mavjud bo'lgan har bir nazariya, avvalo tilni qanday tushunishga asoslanadi. Tilni qanday tushunishning til haqidagi nazariyani yaratishda ahamiyati katta. "Dunyoda tilshunoslik to'g'risidagi ilk qadamlar insonlar o'rtasidagi muloqotga bo'lgan zaruriyat sezilgan davrlardan e'tiboran qo'yilgan, desak yanglish bo'lmaydi. Tilshunoslik fani eng uzoq tarixga ega bo'lgan fanlar sirasiga kiradi. U eramizdan bir necha yuz yillar avval qadimgi Hindiston va qadimgi Yunonistonda taraqqiy etib boshlagan. Qadimgi Yunoniston olim va faylasuflari o'rtasida so'z va uning tushuncha mohiyati o'rtasidagi bog'lanishning mavjudligi masalasi ancha munozaralarga sabab bo'ldi. Bularning natijasi o'laroq olib borilgan tahlillar, kuzatishlar pirovardida tilning so'z boyligi, so'zlarning paydo bo'lishi haqidagi dastlabki nazariy fikrlarga asos solindi." [3:4]

XIX asrning birinchi yarmida tilshunoslik sohasida juda katta marralarga erishildi. Xususan, bu davrda tilshunoslikda qiyosiy-tarixiy metod shakllandi va unga hamohang tarzda til haqidagi fan ham qiyosiy-tarixiy tilshunoslik fani deb yuritila boshlandi. Bu davrda Evropa tillarining sanskrit yani qadimgi hind tili bilan uzviy bog'lanishi borligini sezgan holda bu tillarning o'zaro aloqadorlik, bog'liqlik taraflari jiddiy o'rganila boshlandi. Ayniqsa, tillarni qiyosiy-tarixiy o'rganish borasida nemis olimlari Frans Bopp (1791-1867), Yakob Grimm (1785-1863), daniyalik olim Rasmus Rask (1787-1832), rus olimi Aleksandr Vostokov (1781-1864), chex olimi Dobrovskiy (1753-1829) tilshunoslarning xizmatlari katta bo'ldi. Umuman,

tilshunoslik fanining taraqqiyotiga katta hissa qo'shgan olimlar-Ferdinand de Sossyur, Grosse, Boduen de Kurtene, N.V.Krushevskiy, eramizdan oldingi IV asrda yashagan hind olimi Panini, grek tilshunoslari Demokrit, Epikur, Geraklit, mashhur o'zbek tilshunoslari Mahmud Koshg'ariy, Mahmud az-Zamaxshariy, Alisher Navoiylardir. Ular til haqidagi fanning yaratilishida o'zlarining salmoqli ilmiy g'oyalar, izlanishlar va tadqiqot ishlarini olib bo'rishgan.

Tilshunoslik yoki lingvistika tillarni o'rganuvchi fandır. Tilshunoslikning amaliy va nazariy turlari mavjud bo'lib, nazariy tilshunoslik tilning tarkibi (grammatikasi) va uning ma'nosi (semantikasini) o'rganadi. Grammatika-morfologiya (yani so'zlarning tuzilishi va o'zgarishi o'rganish), sintaksis (so'zlarning iboralarga va gaplarga biriktrilish qoidalari o'rganish) va fonologiya (tilni abstrakt tovushlar yordamida o'rganish) fanlarini o'z ichiga oladi. Amaliy tilshunoslik, asosan, tilshunoslikda o'rganilgan nazariy bilimlarni amaliyotda qo'llash bilan shug'ullanadi. Amaliy tilshunoslik tarkibiga xorijiy tillarni o'rganish va o'rgatish kiradi. Tilshunoslik til haqidagi, uning ijtimoiy tabiati, vazifasi, ichki tuzilishi, tasnifi, muayyan tillarning amal qilish (faoliyat) qonunlari, tarixiy taraqqiyoti haqidagi fandır. Maqsadi va vazifasiga ko'ra, tilshunoslikning bir nechta yo'nalishlari (sohalari) bor: umumiy tilshunoslik-tilni umuman insonga xos hodisa sifatida o'rganuvchi, asosiy vazifasi dunyo tillariga xos eng umumiy belgi-xususiyatlarni aniqlash va yoritish bo'lgan soha; xususiy tilshunoslik-ayrim bir til belgi-xususiyatlarini o'rganuvchi soha; amaliy tilshunoslik – tildan foydalanish bilan aloqador amaliy masalalarni (eksperimental fonetika, leksikografiya, lingvostatistika, transkripsiya, transliteratsiya va boshqalar) hal qilish metodlarini ishlab chiquvchi yo'nalish; matematik lingvistika, strukturaviy tilshunoslik, qiyosiy-tarixiy tilshunoslik va boshqa paralingvistika, etnolingvistika, psixolingvistika, sotsiolingvistika kabi sohalar so'zlovchining jamiyatdagi faoliyati bilan aloqador til xususiyatlarini o'rganadi.

Mazkur yo'nalishlardan tashqari tilshunoslikning har bir tildagi muayyan sathlar va birliklarni o'rganuvchi ko'plab tarmoq va bo'limlari bor: semasiologiya til birliklari ma'nolarini o'rganadi; fonetika va fonologiya tilning tovush qurilishini tekshiradi; leksikologiya va frazeologiya tilning lug'aviy materialini tadqiq etadi. So'z yasashining tadqiqot obyekti so'zlarning yasash usullari va ushbu usullarning mahsuldorligi bo'lsa, grammatika (morfologiya va sintaksis) so'z o'zgarishlarini va so'zlarning gaplar va so'z birikmalari sifatida birikishi qonuniyatlarini o'rganadi. Tilshunoslikning har bir bo'limida yanada kichikroq maxsus bo'limchalar bo'lishi mumkin. Masalan, leksikologiya doirasida onomastika bo'limchasi bo'lib, u o'z navbatida antroponimika, toponimika va boshqalarga bo'linadi. Muayyan tilning hududiy farqlanishi (differensiatsiyasi)ni dialektologiya o'rganadi. Jahon tillari, ularning oilalari va guruhlarini o'rganuvchi tilshunoslik tarmoqlari: arabistika (arabshunoslik), germanshunoslik, turkiyshunoslik, slavyanshunoslik va boshqa tillarning o'zaro ta'sirlashuvi, yordamchi xalqaro tillarni yaratish nazariyasi va amaliyoti, shuningdek, bir tildan ikkinchi tilga tarjima qilish muammolarini interlingvistika va tarjima nazariyasi o'rganadi.

Tilshunoslik fani tekshiradigan muammolardan eng asosiylari "Tilshunoslik asoslari" fanida o'rganiladi. Tilni tilshunoslikdan tashqari falsafa, mantiq kabi boshqa fanlar ham o'rganadi. Til va jamiyat taraqqiyoti bog'liqligi tufayli tilni sotsiologlar ham o'rganadilar. Tilshunoslar ham tarix, etnografiya, psixologiya, antropologiya, matematika, geografiya, fizika kabi fanlarga oid materiallar va xulosalardan foydalanadilar. Tilshunoslik fan sifatida ona tili va xorijiy tillarni o'rganishda, terminologiyani ishlab chiqish va takomillashtirishda, lisoniy matnlarni ilmiy sharhlashda, tarjimada muhim ahamiyatga ega; mavjud va xayoliy narsalar (moddiylik va g'oyaviylik)ning o'zaro aloqadorligi muammolarini hal qilish, ijtimoiy ongini va ijtimoiy mavjudot bo'lmish insonning o'zini to'g'ri tushunish uchun nazariy xulosalar chiqarishga imkon berdi.

Til va tafakkurning, lisoniy va mantiqiy birliklarning o'zaro aloqasi muammosi tilshunoslik va falsafa tomonidan baravar, bir vaqtning o'zida o'rganiladi. Asosiy lingvistik metodlar sifatida tavsifiy (qiyosiy, konfrontativ, kontrastiv, tipologik), tarixiy (qiyosiy-tarixiy,

komparativ) va normativstilistik (me'yoriy-uslubiy) metodlarni ko'rsatish mumkin. Tilshunoslikda yana maxsus tadqiqot usullari-lisoniy hodisalarni kuzatish, lisoniy eksperiment(tekshirish), lingvistik modellashirish, lingvistik talqin usullari ham mavjud. Til tafakkurning hamma turlarini aks ettirishda yagona qurol va vositadir. Tilshunoslik fanining markaziy muammosi bo'lmish til va tafakkur masalasida so'z yuritilganda ular bir-biriga tengmi yoki ular boshqa-boshqa narsalarni, degan savolga javob berish kerak bo'ladi. Bu masalaning o'rganilish tarixida mazkur savolga bir-biriga zid bo'lgan fikrlar edi. Ba'zi olimlar ularni bir-biriga teng deyishsa, boshqalar ularni bir-biridan umuman ajratib qo'yishadi. Til bilan tafakkurni bir-biridan ajratib qo'yish ham mumkin emas.

“Tilning mavjudligi tafakkur mavjudligi bilan, tafakkurning rivojlanishi, taraqqiy qilishi tilning taraqqiyotiga olib keladi. Shunday bo'lsa ham, til va tafakkur bir-biriga har jihatdan mos keladigan hodisalar emas. Ular yagona bir butunlik bo'lib, ba'zi tomondan ular bir-biriga zid, ikkinchi tomondan ular bir-birini doimo taqozo qiluvchi hodisalardir, boshqacha qilib aytganda yagona bir narsaning ikki ajralmas tomonidir. Insoniyat mahsuli bo'lmish mavhum tafakkur o'ziga tilni yaratdi, til va tafakkur odamlarni jamiyatga birlashtirdi.” [4:243] Tilshunoslikda yangi so'zning kelib chiqish tarixini o'rganish, aniqlash nisbatan oson, lekin eski so'zlarning etimologiyasmi, ya'ni qachon paydo bo'lgani va qaysi tildan olinganini, uning dastlabki ma'no anglatish xususiyatlarini tahlil qilish ancha murakkabdir. Biror so'zning kelib chiqishini aniqlashda mazkur so'zning boshqa tillardagi tovush strukturasi va ma'nolari bilan qiyoslanadi. Lekin bu jarayon ham har doira aniq natija beravermaydi. Chunki ba'zan so'zlarning tashqi shakli, tovush tarkibi bir-biriga yaqin bo'lsa ham, ularning ma'nanolari turlicha bo'lishi mumkin.

Xulosa qilib aytadigan bolsak, tilshunoslik fani dunyodagi barcha tillarni ilmiy asosda organadi. Tillarni tilshunoslikda mavjud bo'lgan har bir nazariya, avvalo tilni qanday tushunishga asoslanadi. Tilshunoslikning amaliy va nazariy turlari mavjud. Amaliy tilshunoslik, asosan, tilshunoslikda o'rganilgan nazariy bilimlarni amaliyotda qo'llash bilan shug'ullanadi. Amaliy tilshunoslik tarkibiga xorijiy tillarni o'rganish va o'rgatish kiradi. Jahon tillari, ularning oilalari va guruhlarini o'rganuvchi tilshunoslik tarmoqlari: arabshunoslik, germanshunoslik, turkiyshunoslik, slavyanshunoslik va boshqa tillarning o'zaro ta'sirlashuvi, yordamchi xalqaro tillarni yaratish nazariyasi va amaliyoti, shuningdek, bir tildan ikkinchi tilga tarjima qilish muammolarini o'rganadi. Tilni tilshunoslikdan tashqari falsafa, mantiq kabi boshqa fanlar ham o'rganadi. Til va jamiyat taraqqiyoti bog'liqligi tufayli tilni sotsiologlar ham o'rganadilar. Tilshunoslik fan sifatida ona tili va xorijiy tillarni o'rganishda, terminologiyani ishlab chiqish va takomillashtirishda, lisoniy matnlarni ilmiy sharhlashda, tarjimada muhim ahamiyatga ega; mavjud va xayoliy narsalarning o'zaro aloqadorligi muammolarini hal qilish, ijtimoiy ongini va ijtimoiy mavjudot bo'lmish insonning o'zini to'g'ri tushunish uchun nazariy xulosalar chiqarishga imkon berdi. Til va tafakkurning, lisoniy va mantiqiy birliklarning o'zaro aloqasi muammosi tilshunoslik va falsafa tomonidan baravar, bir vaqtning o'zida o'rganiladi.

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INTEGRATING MULTICULTURAL COMPETENCE IN PHILOLOGICAL EDUCATION: CHALLENGES AND OPPORTUNITIES IN A GLOBALIZED WORLD

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Annotation. The article explores the integration of multicultural competence in philological education, addressing both challenges and opportunities in the context of globalization. As linguistic and cultural diversity become increasingly relevant in educational settings, philology educators face the task of fostering intercultural communication skills while maintaining a focus on linguistic heritage. The article examines various pedagogical approaches, such as post-method teaching and task-based learning, to effectively promote multicultural competence. Challenges, such as a lack of appropriate didactic materials and educators' preparedness, are discussed, alongside opportunities created by technological advancements and global networking. Case studies from diverse educational environments provide insights into successful strategies for teaching multicultural competence within philology programs.

Keywords: multicultural competence, philological education, globalization, intercultural communication, post-method pedagogy, task-based learning, linguistic diversity, teaching strategies.

Introduction. In today's increasingly interconnected world, the integration of multicultural competence into philological education is a critical necessity. As globalization breaks down traditional cultural and linguistic boundaries, philology educators are confronted with the challenge of preparing students for a world where cross-cultural communication is no longer an option but a requirement. Philological education, which traditionally focused on the study of language, literature, and culture within national or regional frameworks, now faces the demand to evolve and accommodate the broader, more dynamic global context. This shift has led to the need for innovative teaching methods and curricula that prioritize intercultural understanding and communication skills. Multicultural competence in this setting refers to the ability to navigate and engage effectively with diverse cultural perspectives, an essential skill for future philologists [1: 45-67]. This requires not only a deep understanding of one's own linguistic and cultural background but also an openness to other languages, traditions, and communication styles.

However, integrating these components into philological education is not without challenges. Teachers may struggle to find appropriate materials that reflect the globalized context, and many curricula still emphasize traditional methods that do not sufficiently address the complexities of intercultural interaction. Additionally, there may be a lack of professional development opportunities that equip educators with the necessary skills to teach multicultural competence effectively. On the other hand, the opportunities created by globalization are vast. Advances in technology, such as digital communication platforms and global academic networks, provide unprecedented access to diverse linguistic and cultural materials [3: 84-110]. These tools can be harnessed to foster multicultural competence, encouraging students to engage with authentic resources from around the world and to collaborate with peers from different linguistic backgrounds.

Moreover, pedagogical innovations such as task-based learning and post-method approaches offer new ways to structure philological education, making it more responsive to the demands of a globalized world. By integrating multicultural competence into philology programs, educators can better prepare students to thrive in an era of cultural and linguistic

diversity. Multicultural competence in philological education plays a crucial role in preparing students for the demands of a globalized world. Traditionally, philology has been concerned with the study of language, literature, and culture, primarily within the context of national or regional linguistic traditions. However, the modern world is no longer limited by these boundaries, and today's students must be able to navigate diverse cultural landscapes and engage in intercultural communication. Multicultural competence, therefore, is not just an additional skill but an essential component of philological education. It encompasses the ability to understand, respect, and communicate across different cultural contexts, requiring a flexible and adaptive approach to language and literature studies [5: 125-150]. Incorporating multicultural competence into philological education equips students with tools to analyze texts, languages, and cultural phenomena from a broader, more inclusive perspective.

It enhances their ability to interpret language and literature in a way that is not limited to a single cultural framework. For instance, students trained in multicultural competence can appreciate literary works from different parts of the world, understanding how cultural context influences the meanings of texts. They can also analyze how language functions differently in diverse cultural settings, making them more adept at interpreting both linguistic and cultural nuances. While the benefits of integrating multicultural competence into philological education are clear, the process comes with several challenges. One of the primary difficulties is the lack of sufficient didactic materials that adequately address the diverse linguistic and cultural aspects required for multicultural education. Many existing textbooks and resources are still rooted in traditional approaches, focusing on language and literature from a single cultural perspective. These resources often fail to provide students with the broad, comparative approach needed to develop multicultural competence.

As a result, educators must seek out or create new materials that incorporate diverse cultural contexts, which can be a time-consuming and resource-intensive process [2: 30-55]. Another significant challenge is the preparedness of educators themselves. Many philology teachers were trained within frameworks that emphasized traditional language teaching methods, often focusing on grammar, syntax, and the historical study of texts. Shifting to a more global and multicultural approach requires additional training and a willingness to adopt new pedagogical strategies. Educators may need to engage in professional development programs to learn how to effectively integrate multicultural elements into their lessons. Unfortunately, opportunities for such training may be limited, particularly in regions where educational resources are scarce or where traditional methods dominate the educational landscape. Furthermore, there are challenges related to assessment. Evaluating multicultural competence requires more than testing a student's knowledge of language and literature; it also involves assessing their ability to understand and interact with diverse cultural perspectives. This can be difficult to quantify using conventional testing methods.

Instead, educators must develop new forms of assessment, such as reflective essays, collaborative projects with international peers, or tasks that require students to demonstrate intercultural communication skills [7: 170-195]. These forms of assessment, while more complex and nuanced, provide a more accurate measure of a student's multicultural competence. Despite the challenges, globalization has created numerous opportunities for integrating multicultural competence into philological education. Technological advancements have been a key factor in facilitating this integration. The rise of digital communication tools and online educational platforms allows students to access a wide range of linguistic and cultural resources from around the world. Students can now read literature from different cultures in their original languages, interact with native speakers, and participate in global discussions about language and culture. This access to authentic, diverse materials is essential for developing multicultural competence. In addition to digital tools, global academic networks offer new opportunities for collaboration and exchange.

Students and educators can engage in international partnerships, allowing for cross-cultural dialogue and cooperation. These collaborations can take the form of exchange programs, joint research projects, or online forums where students from different countries work together on linguistic or literary analyses. Such opportunities help students develop the skills needed to communicate and collaborate across cultural and linguistic boundaries, which are central to multicultural competence. Pedagogical innovations also offer valuable opportunities for integrating multicultural competence into philology curricula [6: 101-130]. One approach that has gained popularity is task-based language learning, which emphasizes the use of real-world tasks to teach language and communication skills. This method aligns well with the goals of multicultural competence, as it encourages students to engage with authentic cultural materials and to use language in meaningful, context-specific ways. Task-based learning can be applied to philological education by designing tasks that require students to analyze texts from multiple cultural perspectives or to compare how different languages handle similar linguistic phenomena.

Another promising pedagogical innovation is the post-method approach, which moves beyond traditional, rigid language teaching methods and instead emphasizes flexibility, context, and learner autonomy. The post-method approach allows educators to adapt their teaching to the needs of individual students and the specific cultural contexts in which they are working [8: 140-165]. This adaptability is particularly important in teaching multicultural competence, as it enables educators to tailor their lessons to reflect the diverse linguistic and cultural backgrounds of their students. The post-method approach also encourages students to take an active role in their learning, fostering critical thinking and a deeper understanding of how language and culture interact. Several educational programs around the world have successfully integrated multicultural competence into their philology curricula. For example, some European universities have developed intercultural communication courses within their language and literature programs, offering students the opportunity to study not only the languages themselves but also the cultural contexts in which those languages are spoken.

These courses often include components such as language immersion programs, where students live and study in a country where the target language is spoken, and intercultural workshops, where students engage in discussions about cultural differences and similarities. In Asia, many universities have adopted bilingual or multilingual programs that emphasize the importance of linguistic diversity and cross-cultural communication [4: 92-115]. For instance, universities in countries like Singapore and Malaysia, where multiculturalism is a fundamental part of the national identity, have incorporated multicultural competence into their philology curricula by offering courses that compare and contrast the languages and cultures of the region. These programs often use task-based learning and collaborative projects to help students develop the skills needed to navigate multiple linguistic and cultural environments.

Conclusion. In conclusion, integrating multicultural competence into philological education is both a challenge and an opportunity in the era of globalization. While the process requires overcoming obstacles such as the lack of appropriate teaching materials and the need for educator training, the potential benefits are substantial. By equipping students with the ability to engage with diverse cultural perspectives, philology programs can better prepare graduates for the complexities of a globalized world. The rise of digital tools, global academic networks, and innovative pedagogical methods, such as task-based learning and the post-method approach, offer valuable resources for advancing multicultural competence in philological education. Ultimately, the successful integration of multicultural competence will enable students to thrive in a world where linguistic and cultural diversity are increasingly important.

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MILLIY TARAQQIYOT QADRIYATLARNI HURMAT QILISHDAN BOSHLANADI

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Annotatsiya. O'zbek tili tarixi qadim, o'z taraqqiyot boshqichlariga ega bo'lgan muloqot vositasidir. Bu tilning o'ziga xos xususiyatlari, muayyan tizimga egaligi, qonun qoidalari dunyoning rivojlangan tillari qatoridan o'rin olishiga asos bo'la oladi. Tilimizda yaratilgan katta xajmdagi tarixiy, madaniy, adabiy yodgorliklar uning keng imkoniyatlarini aks ettiradi. O'zbek tiliga davlat tili maqomi berilishi – millatimiz hayotidagi buyuk voqea. Ajdodlarimizning azaliy orzusi ushaldi. Dunyo miqyosida ayrim tillar iste'molidan chiqib bormoqda, ona tilini asrashdek global muammo yuzaga kelyapdi. Xalqimizda milliy tilga munosabat o'zgarishi lozim. Til millatning mavjudligini belgilaydigan asosiy omil hisoblanadi. Ona tilini e'zozlash, qadrlash serqirra imkoniyatlarini so'z boyligini borligicha asrash takomillashtirish davlat tili sifatidagi mavqei va nufuzini oshirish har birimizning muqaddas burchimizdir.

Kalit so'zlar: til tarixi, millat, muloqot, so'z boyligi, ona tili, milliy til.

Tilimizning huquqiy asosi ta'minlanishi barobarida millatimiz mustaqilligini qo'lga kiritdi. Bu jarayon oson va shunchaki, o'z-o'zidan ro'y bermaganini ta'kidlash shart emas. "Davlat tili haqida"gi Qonun o'zbek tilining huquqiy asoslarini belgiladi. Qonunning 1- moddasida "O'zbekiston Respublikasining davlat tili o'zbek tilidir" deb qayd etildi. 3-moddasida O'zbek tilining O'zbekiston Respublikasi hududida davlat tili sifatida amal qilishining huquqiy asoslari ushbu qonun va boshqa qonunlar bilan belgilab berilishi ta'kidlandi. 7-moddadagi davlat o'zbek tilining boyitilishi va takomillashtirilishini ta'minlaydi", 8- moddadagi "O'zbekiston Respublikasining qonunlari davlat hokimiyati, boshqaruv organlarining boshqa hujjatlari davlat tilida qabul qilinadi va e'lon etiladi" degan fikrlar milliy tilning huquqiy asoslarini ta'minlash maqsadida keltirilgan edi. Konstitusiyaning 4- moddasida o'zbek tilining O'zbekiston Respublikasi davlat tili sifatida rasman belgilab qo'yilishi ma'naviyatimiz tarixidagi eng katta yutuqdir. "Davlat tili haqida" gi qonun moddalarini hayotga tadbqiq qilish, Davlat hokimiyati va

boshqaruv organlarida, korxona, muassasa, tashkilot va jamoat birlashmalarida hisob-kitob, statistika, moliya hujjatlari, sudlov ishlarida, notarial xarakatlar, fuqarolik holatlarini qayd etuvchi tashkilotlarda davlat tilida ish yuritish, O'zbekistonda o'tkaziladigan halqaro anjumanlarni davlat tilida olib borish, shaxsni va uning huquqlarini tasdiqlovchi hujjat, ariza, taklif va shikoyatlarning davlat tilida rasmiylashtirilishini ta'minlash maqsad qilingan edi.

Teleko'rsatuv va radio-eshittirishlar, noshirlik faoliyati, pochta-telegraf jo'natmalari, muhr, tamg'a, ish qog'ozi matnlari, lavha, e'lon, narxnoma, maxsulot yorliqlari, Respublikaning ma'muriy hududiy birliklari, maydon, ko'cha va geografik obyekt nomlari, O'zbekiston Respublikasi xalqaro shartnomasi matnlarini, asosan davlat tilida rasmiylashtirish rejalashtirilgan edi.

O'zbek tiliga "davlat tili" maqomi berilgan sanaga 34 yil to'ldi. Tan olish kerak "Davlat tili haqida"gi qonunning amaliyotga tadbiri borasida bir qator muvaffaqiyatlarga ham erishdik. Lekin amalga oshirilishi lozim bo'lgan ishlar, yo'l qo'yilayotgan nuqsonlar oldida bu yutuqlar hech gap emas. Atrofni ingliz tilidagi qolaversa rus tilidagi nomlar bosib ketdi. Reklama matnlari va nomlardagi xatolar to'liq bartaraf etilmadi.

Ona tilimizni asrab qolish, takomillashtirish borasida sustkashlik hukm surayotgan bir paytda O'zbekiston Respublikasi prezidenti tomonidan "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeini oshirish chora tadbirlari to'g'risida"gi farmon e'lon qilindi. "Davlat tilini rivojlantirish departamenti", "Atamalar komissiyasi" tashkil etildi. Davlat tilini rivojlantirish komissiyasi va yo'l xaritasi ishlab chiqildi.

Til va adabiyot masalalarini hal qilish, milliy tilni takomillashtirish maqsadida markazlashtirilgan Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti professor -o'qituvchilari o'zbek tilining davlat tili sifatidagi mavqe va nufuzini oshirish yo'lida mehnat qilmoqda. Filologiya fanlari doktori, professor H.Dadaboyev yetakchiligidagi olimlar tilshunoslikning qator sohalari, chunonchi tarixiy leksikologiya, tarixiy terminologiya, tarixiy leksikografiya, manbashunoslik va matnshunoslik, tilshunoslik nazariyasi bo'yicha faoliyat olib borishmoqda.

"Devonu lug'atit turk"ning til xususiyatlari" (2017) singari monografik izlanishlar o'zbek va turkiy tillar tarixiy leksikologiya va terminologiyasi sohasidagi yangi fundamental tadqiqot sanaladi. "Ajdodlarimizning harbiy mahoratlari" (2016) "Amir Temur zamondoshlari" (2018), "O'zbek terminologiyasi" (2020), "Sohibqiron sarkardalari" (2020), "O'zbek harbiy terminologiyasi" (2021) singari o'quv qo'llanmalar tarixnavislikka doir risola va monografik tadqiqotlar ilm ahli va kitobxonlar hukmiga havola qilgan.

Professor S. Ashirboyev rahbarligida O'zbekiston Respublikasi Vazirlar Mahkamasining 2020 yil 3 martdagi "Alisher Navoiy nomidagi Toshkent davlat O'zbek tili va adabiyoti universiteti faoliyatini yanada takomillashtirish chora-tadbirlar to'g'risida"gi 117-sonli qarori bilan tashkil etilgan "O'zbek shevashunoslik markazi" nizomi ishlab chiqildi va markaz rahbari sifatida faoliyat olib bormoqda.

Universitet ingliz filologiyasi yo'nalishi mutaxassislari o'zbek xalqining ma'naviy me'rosini dunyo xalqlariga keng miqyosda tanitish maqsadida tarjima bilan shug'ullanmoqda.

Universitet rektori professor Shuhrat Sirojiddinov say xarakatlari bilan kompyuter lingvistikasi mutaxassisligi, yo'nalishi tashkil etildi. Bu mutaxassislik va yo'nalishdagi mutaxassis-kadrlarni shakllantirish maqsadida kompyuter lingvistikasi kafedrasi faoliyati yo'ga qo'yildi. B. Elov boshchiligidagi prof. B.Mengliyev, prof. L.Raupova, yetakchiligidagi mutaxassislari o'zbek tili milliy korpusini yaratishga qaratilgan ilmiy-amaliy faoliyat olib bormoqda.

Davlat tilini rivojlantirish bo'yicha Respublika viloyatlari bo'ylab qator ishlar amalga oshirildi. Har bir huqud kesimida davlat tili va davlat tilida ish yuritishni o'rganish yuzasidan malaka oshirish kurslari yo'lga qo'yilgan. Samarqand davlat universitetida prof. S.Karimov rahbarligi asosida kompyuter lingvistikasiga doir ilmiy loyiha amalga oshirilmoqda.

Respublikada xorijiy tillarni, jumladan rus tilini o'rganishga alohida e'tibor qaratilmoqda. Albatta, til o'rganish madaniyatlar bilan tanishish imkoniyatini beradi, dunyoqarashni boyitadi. Lekin bu jarayon ona tilini e'tiborsiz qoldirish hisobiga amalga oshirish kerak emas. Mahmud Qoshg'ariy, Yusuf Xos Hojiblar ona tilini asrab avaylash, yuksaltirish chorasini birinchilardan bo'lib o'rta tashlagan. Alisher Navoiy tilga e'tibor masalasini millatga e'tibor darajasiga ko'tardi. Fitrat imkoniyatlari, boyligini nazarda tutib, "eng boy til", e'tiborsiz qoldirilganidan kelib chiqib "eng baxtsiz" til deya yozdirdi ona tili taqdiri haqida. Behbudiy ikki emas, to'rt tilni bilishga chaqiradi, lekin xorijiy tilni o'rganish, deganda zinxor ona tilini unutishni nazarda tutmaydi – ona tilini tafakkur asosi, deb biladi. U vatan shu avlodniki bo'lishini istadi. Bilimli bo'lmasa, tilini unutsa, avlodlar vatanida yashab turib bevatan qolishi mumkinligini ta'kidladi.

Asrlar bo'yi sayqallangan milliy-madaniy qadriyat va an'analarimiz qatorida ona tilimizni ham bor ko'rku tarovati bilan avlodlarga yetkazishga ma'sulmiz. Bu borada ajdodlarda ibrat olishimiz, dunyoning rivojlangan mamlakatlari yutuqlaridan unumli foydalanishimiz kerak. Avvalo, ko'chadagi reklama va e'lonlar matnini talab darajasida to'g'ri shakllantirishimiz darkor. Nomlashda davlat tili imkoniyatlarini namoyon qiluvchi turkiy so'zlar yoki ba'zi hollarda xalqimiz ma'naviyatiga singib ketgan arabcha va fors-tojikcha o'zlashmalarni ham tanlash maqsadga muvofiq. Xuddi shu ma'noda qadimiy mumtoz manbalar orqali hozirga qadar yetib kelgan ayrim turkiy so'zlarni tiklash ommalashtirish lozim. Nomlar, reklama va e'lonlar matnining "Atamalar komissiyasi" nazoratidan o'zkazilishini yo'lga qo'yish kerak. Shu o'rinda, ayrim yurtdoshlarimizning "o'zbek tilining ko'p so'zlari arabcha va fors tojikcha", kompyuter yoki mashinasozlik terminlarini qanday qilib o'zbekchalashtirish mumkin?" degan e'tirozli munosabatlarga keladigan bo'lsak, avvalo gap terminlar ustida borayotgani yo'q. O'zbek tilidagi chet so'zlarni o'zbekchalashtirish mumkin emas. Bu yerda "meyor", "imkon qadar" degan tushunchalarga urg'u beriladi. Qolaversa o'zbek tilida arabcha forscha so'zlar ko'p bo'lsa ham qo'llanish miqdori jihatidan turkiy otlar, fellar faoldir. Turkiy so'zlarning nom sifatidagi doirasini kengaytirish, o'zbekcha termionlar miqdorini oshirish Prezident farmonida belgilangan vazifalardan biri, Milliy tilning asosiy lug'at boyligini o'z qatlam so'zlari tashkil qilishi kerak. Bu masalani ongli ravishda yondashib, hal qilish jahon tajribasida ko'p kuzatiladi, xususan, Koreya til siyosatida uchraydi. Umumta'lim jarayonida savodhonlikka, ona tili va adabiyot ta'limiga tildan foydalanish ko'nikma, malakalarini hosil qilishga alohida e'tibor qaratish lozim.

O'quvchilarda lingvistik, nutqiy, kasbiy, kummunikativ, axborotni qabul qilish, o'z-o'zini rivojlantirish o'quvini shakllantirish juda muhim. O'zbek tilida bilimlarni baholash, avtomatik tahrir, tarjima til o'rganish dasturlarini yaratish, "O'zbek tilining Milliy korpusi", ko'p jildli "O'zbek shevalari lug'ati", "Turkiy arkomlar lug'ati"ni tuzish ustuvor vazifalaridan biridir. Davlat tilida turli boshqich darajadagi sinovlarni joriy etish, ishga qabul qilishda davlat tilini bilish, savodhonlik darajasini tekshiruvchi tizimlarni ishlab chiqish ehtiyojga aylandi.

O'zbek tilini axborot tiliga aylantirish uning nufuzini oshirishdagi muhim omil ekanligi Prezident farmonlarida ham alohida ta'kidlandi. Raqamli iqtisodiyot, texnik taraqqiyot asosiy ma'lumot yetkazish vositasi bo'lgan ona tilini takomillashtirish, til talablariga moslashtirishni talab etmoqda. Barcha sohalar kesimida o'zbek tilining elektron bazasini shakllantirish, tilning tarixiy shakli, shevalari ham qamrab olingan milliy til korpuslarini yaratish muhim vazifalaridan biri bo'lib qolmoqda.

BOSHLANG'ICH SINIF O'QUVCHILARIGA CHET TILINI O'RGATISH JARAYONIDA ZAMONAVIY METODLARNING AHAMIYATI

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Annotatsiya. Hozirgi dunyo globallashuvi jarayoni insonlardan o'z ona tilidan tashqari yana bir necha xorijiy tillarni o'rganishni taqozo qilmoqda. Ushbu maqolada boshlang'ich sinflarda o'quvchilarning til o'rganishga bo'lgan qiziqishini oshirish uchun chet tili o'qitishning samarali, zamonaviy va innovatsion metodlari haqida to'xtalib o'tiladi.

Kalit so'zlar: chet tillari, qiziqarli o'yinlar, lingvistik kapital, boshlang'ich sinflar, zamonaviy innovatsion metodlar.

Аннотация. Процесс глобализации современного мира требует от людей изучения нескольких иностранных языков помимо родного. В этой статье обсуждаются эффективные, современные и действенные методы преподавания иностранного языка для повышения интереса учащихся к изучению языка в начальных классах.

Ключевые слова: иностранные языки, смешанная техника, интересные игры, начальные классы, современные инновационные методики, пантомима.

Abstract. The globalization process of the current world requires people to learn several foreign languages in addition to their mother tongue. In this article, effective, modern and effective methods of foreign language teaching to increase students' interest in language learning in primary grades are discussed.

Keywords: foreign languages, mixed media, interesting games, primary school, modern innovative methods, pantomime.

Bugungi kunda dunyo aholisining qariyb 60 foizi ikki yoki undan ortiq tillarda so'zlasha olishi barchaga ma'lum. Jahonda globallashuv jarayonlarini tezlashtirish, erkin bozor munosabatlariga o'tish va ishlab chiqarishga yuqori texnologiyalarni joriy etishning rag'batlantirilishi «lingvistik kapital»ga, ya'ni chet tillarni (ayniqsa, ingliz tilini) mukammal egallagan mutaxassislarga ehtiyojni kuchaytirmoqda.

Tadqiqotlar hozirgi kunda ushbu jarayonni erta yoshda, asosan boshlang'ich sinf o'quvchilarida boshlash yaxshi samara berishini ko'rsatmoqda va amalda qo'llashmoqda. Boshlang'ich sinf o'quvchilariga ta'lim-tarbiya berishda eng asosiy vazifalardan biri o'quvchilarga ona tilini o'rgatish bilan bir qatorda xorijiy tillarni o'rgatish, shu nuqtayi nazardan ingliz tilini o'rgatishdir. O'quvchini ingliz tiliga qiziqitira olish, ingliz tilida nutqni rivojlantirish, nutqiy munosabatga muomalaga o'rgatishdir.

Hozirgi kunda yurtimizda ham ushbu masalaga jiddiy e'tibor qaratilib, xorijiy tillarni o'qitishda dunyoning yetakchi tashkilot va oliygohlari bilan hamkorlikda yangicha yondashuv asosida dasturlar ishlab chiqarilmoqda.

Zamonaviy boshlang'ich ta'limdagi eng asosiy va ijobiy o'zgarishlarga sabab bo'lgan qarorlardan biri bu O'zbekiston Respublikasi Birinchi Prezidentining 2012-yil 10-dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" PQ-1875-sonli Qaroridir. Ushbu qarorga muvofiq chet tillarini, asosan, ingliz tilini boshlang'ich sinfdan boshlab o'rgatish, ularni chet tillarini o'rgatishga bo'lgan qiziqishini yanada oshirish uchun barcha umumta'lim maktablarda 1-sinfdan boshlab ingliz tili darslarini turli xil qiziqarli o'yinlar tarzida o'qitish va shu bilan birga o'quvchilarning og'zaki nutqini ham rivojlantirish, 2-sinfdan boshlab esa, alifbo, o'qish va grammatikani o'qitishni zamonaviy, innovatsion usullar orqali o'tish bosqichma-bosqich boshlandi. So'nggi paytlarda ingliz tilini o'rganadigan har qanday yoshdagi odamlar soni juda ko'paymoqda. Buning sababi, hayot jarayonida ingliz tilini

bilmasdan yashash qiyinlashib bormoqda. Ammo til o'rganish ham yosh davrlariga bog'liq. Hatto, olimlar bolalar kattalarga nisbatan tilni tez va oson o'zlashtirishni isbotlashgan. Bolalarda til o'rganishga bo'lgan tabiiy moyillik, ularda taqlid qilish xususiyati kuchli ekanligi, kattalarga qaraganda bolalar vaqtining ko'pligi va o'rgangan ma'lumotlarni tez xotirada saqlashi buning asosiy sabablaridandir. Yana shunga e'tibor qaratish kerakki, 6 – 7 yoshdagi bolalar ma'lumotlar ma'nosini tushunib emas, uni mexanik tarzda yodlaydi. Shuning uchun ham ingliz tilini o'rganayotgan boshlang'ich sinf o'quvchilariga tilni o'rgatishni grammatik tushuncha berishdan boshlamaslik zarur. Aks holda chet tilini o'rgatishning dastlabki qadamidanoq bolani charchatishi va til o'rganishga bo'lgan qiziqishini susaytirib qo'yishi mumkin.

Shuning uchun ham boshlang'ich sinflarga ingliz tilini mazmunli va qiziqarli o'rgatish uchun quyidagi innovatsion metodlardan foydalanish mumkin :

- Ko'rish orqali eslab qolish;
- Qo'shiq va she'rlar orqali tushunish;
- Multfilmlar orqali o'rgatish;
- Qiziqarli o'yinlar orqali o'rganish;
- Sezgi a'zolar orqali o'rganish.

Bolalar maktab ostonasiga ijobiy (jismonan chiniquqan, tirishqoq va shijoatli, kirishimli) va salbiy (tortinchoq, injiq, o'jar, qaysar, kamgap) individual xususiyatlari bilan qadam qo'yishadi. Shuningdek tashqi qo'zg'atuvchilarga nisbatan ta'sirlanishlari bilan ham bir-birlaridan ajralib turishadi. Masalan, ba'zi o'quvchilar musiqadan zavqlanishadi, ba'zilari ranglardan, ayrimlari esa hamon tasavvurlaridagi ertaklar olamida yashaydi. Shuning uchun boshlang'ich sinf o'qituvchilari mashg'ulot davomida metodlarni qo'llashda bolalarning xarakteriga ham alohida e'tibor qaratishi lozim.

Bilamizki, bolalar qiziquvchan ular bir xillikdan tez zerikadi. Shuning uchun o'qituvchi doimo bir xil usullardan foydalangan holda dars o'tishi emas, balki bunday usullarni o'zgartirib, yangilab dars o'tishi lozim. Aks holda bolalar o'qituvchining qanday dars o'tishini fahmlab olishadi va bunga tayyorgarlik ko'rishadi. Usullarni yangilab dars o'tish bolalarning intilishlarini oshiradi.

Kichik maktab yoshidagi o'quvchilar o'quv foliyati davomidagi muvaffaqiyatlari bilan atrofdagilarda ijobiy taassurot qoldirishga moyil bo'lishadi. Bunday moyillik muvaffaqiyatga erishish ishtiyoqini kuchaytiradi. Muvaffaqiyat boshlang'ich sinf o'quvchilarining predmetga nisbatan qiziqish va uni o'rganishga motivatsiyasini oshirishda muhim omil sanaladi. Ma'lumki chet tildan bilim, malaka va ko'nikmalarni egallanganligini aniqlashning me'yorlarga va mezonlarga asoslanadigan yondashuvlari mavjud. Me'yoriy yondashuvda o'quvchi bilimi dasturiy talablar asosida yoki sinfning o'rtacha ko'rsatkichiga nisbatan baholanadi. Lekin boshlang'ich sinf o'quvchilari baholashda ularningning individual ko'rsatkichlarini inobatga oladigan, raqobatchilik kayfiyatidan xoli va motivatsiyasini oshiradigan bolaparvar baholash maqsadga muvofiq. Kichik maktab yoshidagi o'quvchi baholarga nisbatan o'ta ta'sirchan bo'ladi va "sen buni yomon bajarding" mazmunidagi tanbehni "sen yomonsan" deya qabul qilishadi. Shuning uchun o'quvchilar bilimini baholashda dastlabki o'zlashtirish ko'rsatkichi bilan qayd etilgan natija orasidagi farq inobatga olinishi lozim. O'quvchining eng kichik yutug'i ham "Balli, sen bugun avvalgidan tezroq o'qiyapsan", "Sen chiroyli gapiryapsan, muvaffaqiyatingdan xursandman" tarzida e'tirof etilishi kerak. Bunday rag'bat o'quvchini ilhomlantiradi va o'quv predmetiga nisbatan qiziqishini oshiradi.

Xulosa qilib aytganda, kichik yoshdagi bolalarga til o'rgatish majburiyat sifatida emas, qiziqarli mashg'ulot tarzida olib borilishi, bir necha samarali usullardan foydalanib dars o'tish ularning kelajakda oladigan bilimlari uchun poydevor bo'lib xizmat qilishi mumkin.

Foydalanilgan manba va adabiyotlar ro'yxati

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2. Bekmuratova U. B. "Ingliz tilini o'qitishda innovatsion texnologiyalardan foydalanish" mavzusida referat. Toshkent — 2012 yil
3. Turdaliyeva G.N "Boshlang'ich sinflarda ingliz tilini o'qitishda zamonaviy yondashuvlar va innovatsiyalar"// 2020
4. Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida (PQ-1875-son) || Xalq so'zi gazetasi. 2012yil. 12-dekabr.

GLOBALLASHUV DAVRIDA FILOLOGIYA FANINIG RIVOJI VA JAMIYAT TARAQQIYOTIDAGI O'RNI

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Annotatsiya. Ushbu maqolada "Globallashuv davrida filologiya faninigi rivoji va jamiyat taraqqiyotidagi o'rni" muammosining nazariy holati ko'rib chiqiladi – tilshunoslik va adabiyotshunoslik uchun ahamiyatli bo'lgan metodologik jihati ko'rsatib berilgan. Globallashuv davrida til va adabiyotning tutgan o'rni, globallashuv bo'yicha ilmiy tadqiqotlarning o'ziga xos xususiyatlari ochib berilgan.

Kalit so'zlar: filologiya, pragmatika, nazariya, taraqqiyot.

Adabiyot – bu jamiyat madaniyati, an'analari va qadriyatlarini aks ettiruvchi soz san'ati. U she'r, nasr, drama va insho kabi turli janrlarni o'z ichiga oladi. Adabiyot insonning dunyoqarashi va hissiy idrokini shakllantirishda muhim rol o'ynaydi.

Filologiya fanlari til, adabiyot va ta'limga oid ko'plab mavzularni qamrab oladi. Bu erda qiziqarli bo'lishi mumkin bo'lgan bir nechta asosiy jihatlar mavjud:

1. Adabiyot nazariyasi: Matn tahliliga turlicha yondashuvlar (strukturalizm, poststrukturalizm va boshqalar).
2. Adabiyot tarixi: Adabiy oqimlar va ularning madaniyatga ta'sirini o'rganadi.
3. Matn tanqidi: matnlarni o'rganish, ularning muallifligi va talqini.
4. Adabiyotning o'qitish metodikasi: O'qitishning samarali usullari, ta'limda texnologiyadan foydalanish.
5. Adabiyot inson kechinmalari, his-tuyg'ulari va g'oyalarni turli shakl va janrlarda aks ettiruvchi so'z san'atidir.

Adabiyotning ba'zi muhim jihatlari:

- Proza: Roman, novella va qissalarni o'z ichiga oladi. Nasr erkin shakl va turli uslublar bilan ajralib turadi.

- She'riyat: hissiy ta'sir yaratish uchun ritm, metafora va tovushdan foydalanadi.

Drama: teatr tomoshasi uchun mo'ljallangan adabiy asarlar. Piyesa va ssenariylarni o'z ichiga oladi. Adabiyot sohasida barcha janrlar orqali insoniy munosabatlar, Sevgi, do'stlik, xiyonat, oila, ijtimoiy muammolar: tengsizlik, urush, ekologiya, siyosat, o'ziga xoslik: o'zini qidirish, madaniy mansublik, shaxsiy inqirozlar kabi mavzular yoritib boriladi.

Adabiyot tarixiy-madaniy sharoitga qarab rivojlanadi. Masalan:

- Klassik adabiyot (Qadimgi Yunoniston va Rim): Dostonlar, tragediyalar va falsafiy matnlar.

- O'rta asrlarda: ritsar romanlari va diniy matnlar.

- Uyg'onish davri: Qadimgi g'oyalarga qiziqishning tiklanishi, insonparvarlikning rivojlanishi.

- Modernizm va postmodernizm: shakl va mazmun bilan tajribalar, sub'ektivlikni o'rganish.

Adabiyot jamoatchilik fikrini shakllantirish, muhim masalalarni ko'tarish orqali, ijtimoiy o'zgarishlarga kuchli ta'sir ko'rsatishi mumkin. Adabiyot ko'pincha hayotning ijtimoiy, siyosiy va madaniy qirralarini o'rganish orqali o'z davri haqiqatlarini aks ettiradi.

Ko'pgina adabiy asarlar mavjud tartibni tanqid qilish vazifasini o'taydi, muhim ijtimoiy muammolarni ko'tarib, bahs-munozaralarni keltirib chiqaradi.

Adabiyot o'quvchilarni o'z hayoti va jamiyatida o'zgarishlar qilishga undash orqali axloqiy va axloqiy me'yorlarni shakllantirishi mumkin.

Masalan: Fyodor Dostoevskiyning "Inson psixologiyasi va axloqini o'rganish", Lev Tolstoyning "Hayot, sevgi va ma'no izlash haqidagi dostonlar", Virjiniya Vulning "Ongning shakli va oqimi bilan tajribalar", Gabriel Garsia Markesning "Sehrli realizm va ijtimoiy sharh" nomli asarlarida adabiyotning inson hayotidagi rolini mukammal yoritib berganlar.

Bu asarlarning vujudga kelishida esa har bir millat va elat tillari muhim rol o'ynaydi.

Til muloqotning asosidir. Bu odamlarga o'z fikrlarini, his-tuyg'ularini va g'oyalarini ifoda etish, bilim va madaniyatni etkazish imkonini beradi. Til va adabiyot bir-biri bilan chambarchas bog'liq bo'lib, jamiyat va uning qadriyatlarini shakllantirishda muhim rol o'ynaydi. Til turli darajadagi tuzilishlardan tashkil topgan murakkab tizimdir. Til tuzilishining asosiy jihatlariga quyidagilar kiradi:

1. Fonetika va fonologiya

Fonetika: nutqning artikulyatsiya, akustik xususiyatlari va tovushlarni idrok etish kabi tovush xususiyatlarini o'rganadi. Fonologiya: ma'lum bir tilda tovushlarning qanday tashkil etilishi va ishlashini, jumladan, fonemalar va ularning birikmalarini o'rganadi.

2. Morfologiya

Morfema: Tildagi minimal ma'no birligi. Morfologiya - morfemalarning birikish orqali so'z hosil qilishini o'rganuvchi fan. So'z yasalihi: mavjud so'zlardan yangi so'z yasash jarayonlari (masalan, qo'shimcha va prefikslar yordamida)

3. Sintaksis

Sintaksis: so'zlarning ibora va gaplarga birikish qoida va tamoyillarini o'rganadi. Bunga so'z tartibi, kelishuv va jumla tuzilishi kiradi.

Paradigmalar: o'zaro bog'langan tizimlar

1. Tilning tuzilishi va vazifasi: Grammatika, fonetika, leksikologiya va semantika fanlarini o'rganish.

2. Ijtimoiy lingvistika: ijtimoiy kontekstning tildan foydalanishga, dialektlarga va til xilma-xilligiga ta'siri.

3. Psixolingvistika: Til miyada qanday qabul qilinadi va qayta ishlanadi.

4. Semantika: so'z, ibora va gaplarning ma'nosini o'rganadi.

Polisemiya (ko'p ma'noli) va sinonimiyani o'rganishni o'z ichiga oladi.

5. Pragmatika: kontekst ma'no talqiniga qanday ta'sir qilishini tekshiradi. Bunda nutqiy harakatlar, nazarda tutilgan ma'no va so'zlovchining niyatlari o'rganiladi. Pragmatika so'z va muloqot uslublarini tanlashga ijtimoiy omillar (masalan, maqom, suhbatdoshlar o'rtasidagi munosabatlar) qanday ta'sir qilishini ko'rib chiqadi. Pragmatikani o'rganish, tilning real hayotdagi muloqotda qanday ishlashi va turli kontekstlarda ma'noni etkazish uchun qanday ishlatilishini chuqurroq tushunishga qaratilgan.

6. Styl texnikasi: Metafora va o'xshatish: tasvir va chuqur ma'nolarni yaratish uchun ishlatiladi.

7. Allegoriya: mavhum g'oyalarni aniq tasvirlar yoki syujetlar orqali taqdim etish.

Til – madaniy o'ziga xoslikning muhim elementidir. U ma'lum bir guruhga mansublik tuyg'usini yaratish orqali odamlarni bog'laydi. Shunday qilib, til va adabiyot nafaqat jamiyatni aks ettiradi, balki uning shakllanishi va o'zgarishida ham faol ishtirok etadi. Til va adabiyot bir-

biri bilan chambarchas bog'liq bo'lib, jamiyat va uning qadriyatlarini shakllantirishda muhim rol o'ynaydi.

Mahalliy va G'arbiy Evropa olimlari asarlarida faktlarni ta'kidlash va talqin qilishda ham ba'zi farqlar mavjud. Tilshunoslikda an'anaviy ravishda til va madaniyat o'rtasidagi munosabatlarga katta qiziqish mavjud bo'lib, bu globallashuvni o'rganishda ham namoyon bo'ladi – u ko'pincha lingvokonseptologiya nuqtai nazaridan ham ko'rib chiqiladi.

Bir qator masalalar bo'yicha nuqtai nazarlar yaqin va birinchi navbatda, bu globallashuv davridagi tillarning taqdiri haqida tashvishlanishdir.

Yuqorida aytilganlar til va globallashuv o'rtasidagi munosabatlar bir vaqtning o'zida doimiy nazariy tushunishni va turli empirik tadqiqotlarni davom ettirishni talab qiladigan murakkab va dinamik ilmiy muammo maqomiga ega bo'lgan degan xulosaga kelishimizga imkon beradi. Yuqorida aytilganlar til va globallashuv o'rtasidagi munosabatlar bir vaqtning o'zida doimiy nazariy tushunishni va turli empirik tadqiqotlarni davom ettirishni talab qiladigan murakkab va dinamik ilmiy muammo maqomiga ega bo'lgan degan xulosaga kelishimizga imkon beradi.

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O'ZBEK TILIDA KOMPYUTER TEXNOLOGIYASI SOHASIGA DOIR ZAMONAVIY LEKSIKA

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Tilning lug'at tarkibi uzluksiz ravishda to'lib boradi va bu lingvistik hodisa fan va texnikaning rivojlanishi, ularning jamiyatdagi mavqeining oshishi hisobiga, so'nggi yillarda fan va texnika taraqqiyotining jadal sur'atlarda o'sishi natijasida yuzaga kelgan yangi tushuncha va hodisalarni atash, nomlash uchun yaratilgan yangi maxsus terminlar hisobiga yuz bermoqda. Odatda, mohiyat-maqсадiga ko'ra ilmiy-texnik adabiyot o'zida ilm-fan va texnikaning so'nggi yutuqlarini aks ettirishi kerak; neologizmlar esa jami leksikaning nisbatan katta foizini tashkil etadi.

Texnikaviy terminologiya o'zbek tili so'z boyligining salmoqli qismini tashkil qiladi. U texnikaning doimiy taraqqiyoti bilan bog'liq ravishda tinimsiz boyib, takomillashib boradi. Bugungi kunda turmushimizning turli-tuman sohalarida ishlatiladigan texnikalar sonining o'zi nechta. Uning adog'iga yetish mushkul bo'lsa kerak. Kundalik maishiy turmushimizda ishlatiladigan oddiy dazmol, muzlatgich, gaz plitkasidan tortib, murakkab agregatlar: katta zavodlardagi texnikalar, harbiy arsenalidagi texnikalar, samolyot yoki kosmik raketalar va ular bilan bog'liq terminlarning sanab adog'iga yetish mumkin emas.

Mazkur sohaning terminlari professor Renat Doniyorov tomonidan tadqiq qilingan. Ma'lumki, tillar leksikasini boyitish, asosan, ichki resurslardan foydalangan holda so'z yasash

usulidan va boshqa tillardan leksemalar o'zlashtirish hisobiga amalga oshiriladi [1 : 12]. So'z yasash mohiyati va uning xilma-xil usullari (sintetik, analitik, leksik), o'zlashtirmalarning ahamiyatiga yetarli baho bera olish va ulardan chiqadigan umumlashmalar bo'yicha nazariy va amaliy xulosalar chiqarishga imkon tug'diradi. Shu jihatdan olib qaraganda, ayrim tillar leksikasini o'rganish muhim ahamiyat kasb etadi.

Mubolag'asiz ta'kidlash joizki, ayni kezlarda o'zbek tili terminologik tizimiga G'arbiy Yevropa tillaridan bevosita va bilvosita yopirilib kirib kelayotgan terminlarni tartibga solish, unifikatsiya qilish, ularni o'zbek tili yoki qoraqalpoq tili qoidalariga bo'ysundirish qiyin kechmoqda [2 : 124].

Chetdan kelayotgan axborotning haddan tashqari ko'pligi va serqirraligi terminologiyaga xos jihatlarni har doim ham diqqat markazida ushlab turish imkoniyatini bermayapti. Bu holat terminlarni o'zlashtirish, kalkalash, izohlash paytida muayyan qiyinchiliklarni yuzaga keltirmoqda. O'zbek tilining ichki imkoniyatlaridan samarali foydalanishga zarur e'tibor qaratilmoqda, so'z yasash usullaridan har doim ham unumli iste'foda etilmoqda, deb bo'lmaydi. Chet tilidan o'zlashayotgan terminlarni aynan qabul qilish an'anasi hamon yetakchilik qilmoqda.

Kompyuter lingvistikasining muhim tushuncha kategoriyalaridan "freymlar" (vaziyatning tematik tipiklashgan bilimlar deklarativ namoyishi uchun mo'ljallangan kotseptual strukturalar), "ssenariy" (stereotip vaziyat yoki stereotip xulq haqidagi bilimlar namoyishi uchun taqdim qilingan konseptual strukturalar), "plan" (aniq maqsadlardagi yutuqlarga olib boruvchi bilim strukturalari, imkoniyatlar) bir qator masalalarning yoritilishiga xizmat qiladi.

Hozirgi paytda ifoda etilgan so'zlarni derivatsion tadqiqini o'rganadigan bo'lsak "yangi" so'zlar juda ham ko'p. Masalan: gipermurojaat, gipermatn, server, teg, animatsiya, mikroprotsessor, matritsa, piksel, protokol, yacheyka va boshqalar.

Masalan, bugungi kunda adabiyotlarda ifoda etilayotgan "web-sahifasi" so'zini internet sahifasi yoxud veb-sahifa tarzida, keyingi ifoda etilgan "web-brauzer" so'zini veb ko'rsatgich, yoki internet ko'rsatuvchi deb, yoki animatsion so'zini "jonli rasm" tarzida tarjima qilish mumkin.

Bunday so'zlarni shunchaki tilimizga qabul qilishda davom etadigan bo'lsak tilimizning leksik qatlamiga yetarli darajada ta'sir qiladi.

Hozirgi kunda o'zbek va qoraqalpoq tili leksikasining tez va o'zgaruvchan va faol qatlamini AKT terminologiyasi sohasiga doir leksik birliklar tashkil etadi. AKT sohasidagi terminlarni kompyutersiz tasavvur qilib bo'lmaydi [3 : 52]. Chunki bu terminlar kompyuter bilan bevosita aloqador hisoblanadi. Ular quyidagilar:

Server kompyuteri (Server computer) kompyuter tarmog'ida asosiy axborotlar bazasini saqlovchi maxsus ajratilgan kompyuter.

Super kompyuterlar (Super computers) – juda katta tezlikni talab qiladigan va katta hajmdagi masalalarni yechish uchun mo'ljallangan kompyuterlardir. Ular oddiy shaxsiy kompyuterlarga nisbatan bir necha yuz barobar tez ishlaydi va maxsus amallarni bajaradi.

Shaxsiy kompyuterlar (Personal computer) (ShK) hammabop va qo'llashda turli xil talablarni qondiruchi, bir kishi foydalanadigan kompyuterlardir. Shaxsiy kompyuterlarga kundalik ishlarimizda qo'llaydigan, uyda, ish joylarida joylashgan kompyuterlar, masalan, Pentium tipidagi kompyuterlar kiradi.

Portativ kompyuterlar (Portable computer) yo'lda olib yurishga mo'ljallangan ko'chma shaxsiy kompyuterlardir. Portativ kompyuterlarga Lap Top, Note Book, Palm Top, Elektron kotiblar (PDA), organizator kabi kompyuterlarni kiritishimiz mumkin.

Kompyuter-bloknotlar (Computer notebook) stolda foydalaniladigan ShKlarning barcha vazifalarini bajaradi. Ular uncha katta bo'lmagan kitob hajmidagi chemodancha ko'rinishida tayyorlanadi.

Cho'ntak kompyuterlari (Pocket computer) (Palm Top, bu «kaftdagi» degan ma'noni bildiradi) 300 gramm og'irlikka ega. Ular to'laqonli shaxsiy kompyuterlar bo'lib, mikroprotessor, operativ va doimiy xotira, odatda monoxrom suyuq kristalli displey, ixcham klaviatura, ko'chmas ShKga axborot almashuv maqsadlarida ulanish uchun port bo'limlariga ega. Elektron yozuv daftarchalari (organizer – organayzerlar) ixcham kompyuterlarning «eng yengil sinfi»ga kiradi (bu sinfga ulardan tashqari kalkulyatorlar, elektron tarjimonlar va boshqalar kiradi); ularning og'irligi 200 grammdan oshmaydi.

Mobil ilova — ma'lum bir platforma (ios, Android, Windows Phone va boshqalar) uchun ishlab chiqilgan smartfonlar, planshetlar va boshqa mobil qurilmalarda ishlashga mo'ljallangan dastur. Ko'pgina mobil ilovalar qurilmaning o'zida oldindan o'rnatiladi yoki ularni App Store, Google Play va boshqalar kabi onlayn dastur do'konlaridan bepul yoki pullik yuklab olish mumkin.

Ushbu atama 2007-yildan beri juda mashhur bo'lib, 2010-yilda Amerika Dialektik Jamiyati tomonidan "Yil so'zlari" ro'yxatiga kiritilgan.

Dastlab, mobil ilovalar elektron pochta tezda tekshirish uchun ishlatilgan, ammo ularning yuqori talablari boshqa sohalarda ham kengayishiga olib keldi, masalan, mobil telefon va GPS o'yinlari, suhbatlashish, video tomosha qilish va internetdan foydalanish mumkin [4 : 56].

Ta'lim uchun mobil ilovalarning ahamiyati nafaqat yangi texnologiyalar nuqtayi nazaridan ularning umumiy mavjudligi va jozibadorligi, balki ular taqdim etayotgan imkoniyatlar tufayli ham ortib bormoqda: talabalarning topshiriqlar bo'yicha hamkorlikda ishlashi, maktabdan tashqarida o'rganish, hamma gapirish, qatnashish imkoniyatiga ega (aksincha qo'l ko'tarish bilan).

Leksik sath tez o'zgaruvchanlik xususiyatiga ega. Disketa [ingl. diskette – kichik disk] texnika sohasiga oid bu leksema kompyuterning tashqi ma'lumotlar saqlanadigan, almashinuvchi yassi qurilmasi; egiluvchan magnit diskli kasseta sifatida izohlangan bo'lib, hozirgi vaqtda arxaik xarakterga ega [5 : 8].

Google ilovalari (disk, pochta, play market, Google Maps, Google Earth) - fayllarga tezkor kirish, kerakli dasturlarni yuklab olish uchun qulay interfeys. Onlayn ravishda sun'iy yo'ldosh interaktiv xaritalari, virtual globus.

Onlayn–kutubxona (Aldebaran, Artefakt, Arxiv "TarraNova", samoLIT, LitRes, LitMir va.b.) – Ba'zi manbalarda onlayn tarzda kitobni yuklab olish yoki o'qish mumkin, turli janrdagi asarlarning katta to'plami.

Mobil texnologiya – bu foydalanuvchi qayerga borsa, u yerga boradigan texnologiya. U portativ ikki tomonlama aloqa qurilmalari, hisoblash qurilmalari va ularni bog'laydigan tarmoq texnologiyasidan iborat. Hozirgi vaqtda mobil texnologiyalar smartfonlar, planshetlar va aqli soatlar kabi internetga ulangan qurilmalar bilan tavsiflanadi. Mobil texnologiya – foydalanuvchilarning mobil qurilmalar orqali ma'lumotlarni almashishda qo'llaniladigan usul va vositalar majmuyi hisoblanadi.

Ilmiy-texnikaviy terminlarning yanada taraqqiy etishi va takomillashuvida ona tilining ichki manbalari va so'z yasash usullaridan qoniqarli tarzda foydalanmaslik. Ilmiy-texnikaviy taraqqiyot bugungi kunda dunyodagi barcha rivojlangan va rivojlanayotgan davlatlar hayotida lokomotiv rolini ado etmoqda. Eng zamonaviy qurol-aslahalar, asbob-anjomlar, dastgohlar, robotlar, axborot kommunikatsiya texnologiyalarisiz kelajak jamiyat taraqqiyotini tasavvur qilish qiyin. O'zbek modeli asosida o'z rivojlanish yo'lini belgilab olgan mamlakatimizda xalq xo'jaligining barcha tarmoqlari, xususan, og'ir va yengil sanoat, qishloq xo'jaligi, ilm-fan, madaniyat, san'at, sport sohalari ildam qadamlar bilan rivojlanmoqda. Buning natijasida O'zbekiston jahon hamjamiyatining faol a'zosiga aylandi.

Dunyoning yetakchi davlatlari bilan o'rnatilgan siyosiy, iqtisodiy, ilmiy, ijtimoiy, madaniy, diniy va boshqa aloqalar negizida taraqqiyotning yangi pallasini boshidan kechirayotgan

xalqimiz chet ellardan olib kelinayotgan eng so'nggi texnika va texnologiyalar bilan oshno bo'lmoqda, ularni kundalik hayotda qo'llash imkoniyatiga ega bo'lmoqda. Vatandoshlarimiz, ayniqsa, iste'dodli yoshlarning xorijning nufuzli oliy ta'lim muassasalarida tahsil olishi, yosh mutaxassislarining chet ellardagi universitetlarda malaka oshirishi, zamonaviy axborot texnologiyalarining insonlar turmushidan o'rin olishi kabi omillar oqibatida yangidan yangi tushunchalar va ular bilan bog'liq terminlar tilimizning so'z xazinasidan o'rin olmoqda.

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THE ROLE OF AI IN TRANSFORMING EDUCATION AND LANGUAGE LEARNING

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Abstract. Artificial Intelligence (AI) is significant because its integration can increase the efficacy, accuracy, and productivity of many aspects of life and work. In this arena, AI personalizes learning by delivering relevant information and allowing for immediate interaction and assessment to improve outcomes. It can relieve teachers of repeated, tiresome activities, allowing them to interact in more meaningful ways. In terms of language acquisition, AI's accessibility and tools enable students to practice on a continuous basis and at their own pace. Furthermore, AI-enabled healthcare, finance, and transportation sectors accelerate new technological solutions by performing complicated operations more efficiently.

Keywords: Artificial intelligence, language studies, human expertise, linguistic research

The impact of artificial intelligence (AI) on language teaching and education in general has emerged as a prominent area of scientific inquiry. AI technologies, including machine learning, natural language processing, and adaptive learning systems, are revolutionizing education in a variety of ways. The use of AI in education has completely changed the way that languages are taught and has many benefits for both teachers and students. The capacity of AI-powered platforms to offer individualized learning experiences is one significant advantage. Real-time performance analysis by adaptive learning systems allows them to modify classes to meet the needs of each individual student. AI is used, for instance, by language-learning programs like Duolingo to track user progress and provide personalized lessons. Since students can concentrate on their areas of weakness, this method has been demonstrated to improve learning efficiency. AI can also help overcome the drawbacks of conventional classroom environments, where professors frequently find it difficult to provide each student with individualized attention.

Daphne Koller [1:18] describes individualized learning as a unique and underutilized notion. AI enables creativity to not only steer and instruct, but also to change and construct the path itself based on the needs. AI technology integrated into the individual student's learning process provides accurate and timely activities to help them improve their skills. For example,

AI programs are used to customize language learning applications like Duolingo and Babbel. Such AI-based programs can boost learner engagement and retention rates by 25-60% when compared to treatment groups and traditional methods of instruction.

AI-enhanced technologies provide learners with timely access to resources like tutors, courses, exercises, and practices. Students are self-sufficient and rarely have to wait an hour or two to schedule an appointment with their particular topic tutors. AI language bots are capable of providing immediate feedback on any work in terms of punctuation, tone, phrase arrangement, and so on. There are significant indicators that in order for students to learn well, especially when using AI-powered tools, the environment must be flexible, allowing them to learn whenever they want without limitations.

AI can quickly and accurately grade essays, exams, and assignments for effective assessment and feedback. According to Cambridge University research [1:34], AI has a greater positive impact in exam situations when students receive feedback through a computer-generated system after the examination has been completed than when teachers grade the exam because it generates easy-to-read results and avoids time delays. AI systems can handle administrative tasks like grading classes and homework, tracking attendance, and assigning curricula, reducing teachers' workload. This would increase the teacher's teaching capacity and degree of involvement with students. According to a Stanford University study [2:10], AI can assist teachers boost the amount of 'free' time they have to spend with pupils one-on-one by up to 30%.

However, there are a number of drawbacks to using AI in the classroom. The over-reliance on technology is one of the main issues. Critical thinking and problem-solving abilities may decline as educators and learners grow more reliant on AI tools. Data privacy is another problem. Concerns around the collection, storage, and use of student data are raised by the fact that AI systems need enormous volumes of data to operate efficiently. Additionally, not all institutions have access to cutting-edge AI tools, which can make already-existing educational disparities worse. Richer institutions may be able to buy state-of-the-art technology, while others would find it difficult to keep up, which might lead to a wider digital divide.

The primary concern of implementing the AI-powered learning system is that it fails to mimic human interaction, for example, in language acquisition. Communication is intrinsically social; social context, culture and feedback of other people play a great role in language learning. Another concern is that AI systems can not mimic the human approach to learning as possessed by tutors making the learning less deep. Another article published in Journal of Educational Psychology made a lot of emphasis on the fact that even though people use technology in their learning activities, they still need personal contacts.

AI education tools are not the same all student mainly those in the developing nations because physical education tools like computers and laptops are not easily found. This leads to digital divide, whereby the kids from poor background do not enjoy the new developments in AI based learning. For example, a recent UNESCO report shows that only 40% of the households across the world have access to the Internet, which creates an enormous problem in implementing the use of AI to improve education processes on a large scale.

Education AI systems depend on personal data that include patterns of learning. It raises key issues with regards to data protection and safeguard. Today, learner management systems gather information about learners' behavior or performance and, in some cases, even biometric data, fingerprint scanning, face recognition, and the like. EFF issued a report that a misuse of this data is likely to be exploited by private entities, and this becomes an ethical and a privacy issue.

The major concern that arises with AI in learning is that it may bring about reinforcement of technology -based learning hence trimming off the innovative skills of learners. AI systems help to design human experience with answers and shortcuts, which could minimize the want

and demand of deeper cognitive learning amongst students. Michigan study [3: 15] reveals that despite its potential AI should enhance, not replace conventional paradigms of learning that foster critical thinking.

However, various studies and tests show that in the future, AI technologies will be helpful to enhance education processes. In their 2020 study, Stanford University identified that students have 20% higher retention rate when AI language learning tools are applied compared to traditional methods. In the same year 2022, an experiment done in Harvard on the effects of the usage of artificially smart tutors in learning, it was found that when used in addition to a teacher's instructions, the students had improved their language tests by 15 %. These studies explicate on how AI when embedded in learning can complement conventional practices in learning and development without phasing them out.

AI continues to play an important role in education, particularly in language acquisition, and is expected to grow in the future as technology advances. To summarize the benefits and drawbacks of using AI in education, advantages include relevance in learning, cost and time efficiency, and access to resources. The disadvantages include AI reliance, information privacy, and unequal access to education. With such patterns, it is feasible to conclude that future AI development will keep the capabilities of the automated environment while increasing the undeniable benefits of human education as revealed in the current study. In the future, an educator will collaborate with an AI to ensure that pupils learn better in areas where they are now struggling.

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METHODOLOGY FOR IMPROVING TRANSLATION SKILLS OF FUTURE FOREIGN LANGUAGE TEACHERS

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Abstract: This article examines effective methodologies for enhancing the translation skills of future foreign language teachers. Given the increasing demand for high-quality translation in a globalized world, it is crucial to equip prospective educators with the necessary skills. This study identifies key pedagogical approaches and practical exercises that can significantly improve translation proficiency, emphasizing the integration of theoretical knowledge and practical application.

Keywords: Translation Skills, Foreign Language Teachers, Methodology, Pedagogical Approaches, Language Education

Introduction. The role of foreign language teachers extends beyond mere language instruction; they must also be proficient in translation to facilitate effective communication in diverse contexts. Translation is not only a linguistic task but also a cognitive and cultural one, requiring deep understanding and skill. Therefore, developing robust methodologies for improving translation skills is essential in teacher education programs. This article explores various strategies that can enhance translation proficiency among future foreign language educators, focusing on pedagogical methods and practical applications.

Methods to Improve Translation Skills. To enhance translation skills, a multifaceted approach is recommended, combining theoretical knowledge with practical exercises. First, integrating translation theory into the curriculum allows students to understand the underlying principles of translation, such as equivalence, fidelity, and dynamic vs. formal translation. Workshops and practice sessions that focus on specific text types – literary, technical, and audiovisual – can provide students with hands-on experience. Additionally, peer review sessions enable students to critique each other's translations, fostering collaborative learning and critical thinking. Exposure to professional translation software and tools can further prepare students for real-world applications. Lastly, incorporating cultural elements into translation exercises helps learners appreciate the nuances of language, ultimately improving their translation accuracy and effectiveness.

Literature Review. Research has highlighted the significance of practical translation exercises in developing translation competencies. According to Pym (2010), exposure to authentic texts and real-world translation tasks enhances students' linguistic and cultural awareness. Furthermore, the incorporation of technology in translation training has been shown to improve efficiency and accuracy (O'Brien, 2012). Other studies emphasize the role of feedback and peer assessment in refining translation skills, suggesting that collaborative learning environments foster deeper understanding (Gile, 2009). These insights underscore the need for a comprehensive methodology that integrates theory, practice, and feedback.

Methods of the Research. This study employed a mixed-methods approach, combining qualitative and quantitative research techniques. Surveys were distributed to foreign language educators to assess the current state of translation training in teacher education programs. Additionally, case studies were conducted in several institutions that have implemented innovative methodologies for teaching translation. Data were analyzed to identify effective practices and areas for improvement.

Research Objectives

1. To identify effective methodologies for enhancing translation skills in future foreign language teachers.
2. To assess the current practices in translation training within teacher education programs.
3. To propose a comprehensive framework for integrating translation skills into the foreign language curriculum.
4. To evaluate the impact of proposed methodologies on students' translation proficiency.

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THE PORTRAYAL OF PSYCHOLOGICAL CONFLICT IN "MIDDLEMARCH" BY GEORGE ELIOT

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Abstract. This article explores the portrayal of psychological conflict in George Eliot's "Middlemarch", focusing on the inner struggles of key characters, particularly Dorothea Brooke and Tertius Lydgate. Eliot's detailed psychological realism presents the complexity of human emotion, moral dilemmas, and internal battles with social expectations. The narrative examines how personal ambitions clash with societal roles, creating a web of inner turmoil that affects each character's decision-making and development. Through close textual analysis, the article demonstrates how Eliot's use of free indirect discourse and deep psychological insight shapes the narrative and enhances the reader's understanding of the characters' moral struggles. By exploring these internal conflicts, the article aims to shed light on how Eliot's work reflects broader questions about human agency, responsibility, and self-understanding in a rapidly changing society.

Keywords: "Middlemarch", psychological conflict, George Eliot, Dorothea Brooke, Tertius Lydgate, moral dilemmas, social expectations, free indirect discourse, psychological realism, Victorian literature.

Introduction. George Eliot's "Middlemarch" (1871-1872) is one of the most celebrated works of Victorian literature, notable for its intricate exploration of social, moral, and psychological themes. At the heart of the novel lies the psychological conflict experienced by its characters, whose internal struggles are deeply tied to their social environment, personal desires, and moral obligations. Eliot's masterful use of free indirect discourse and omniscient narration allows readers to gain profound insight into the characters' inner lives.[3] This article seeks to analyze the portrayal of psychological conflict in key characters, focusing on how their internal dilemmas drive the narrative and reflect broader societal tensions.

Literature Review. Previous studies of "Middlemarch" have highlighted the novel's psychological realism, particularly Eliot's masterful portrayal of characters torn between their personal aspirations and the rigid societal constraints of 19th-century England. Scholars such as Barbara Hardy (2000) have focused on the moral complexity and depth of Eliot's characters, emphasizing how their internal struggles are reflective of broader social and ethical questions. J. Hillis Miller (1965) further explores Eliot's symbolic use of webs to depict the entrapment of characters within their circumstances, emotions, and moral quandaries. These webs, both literal and metaphorical, serve to illustrate the inescapable networks of social obligations, personal desires, and ethical dilemmas that define the characters' lives. However, there remains significant scope for a deeper analysis of the intricate psychological conflicts experienced by individual characters, particularly in relation to the broader social, gender, and economic structures of 19th-century England. This article seeks to expand on previous scholarship by delving into the psychological conflicts of three central figures: Dorothea Brooke, Tertius Lydgate, and Rosamond Vincy. Each character's internal struggles are shaped by the clash between their personal ambitions and the limiting forces of societal expectations. Dorothea's moral idealism is tested by the restrictive roles available to women of her time, while Lydgate's professional ambitions and progressive ideas conflict with the conservative, tradition-bound world he inhabits. Meanwhile, Rosamond Vincy's desires for upward mobility and social success lead her into personal and emotional conflicts, illustrating the materialistic aspirations that were common in the era. By focusing on these key figures, this article offers a

fresh perspective on Eliot's exploration of psychological conflict.[1] It demonstrates how Eliot uses free indirect discourse and other narrative techniques to vividly portray the internal struggles of her characters, while also embedding these conflicts within the larger socio-political and cultural context of the time. In doing so, the analysis will contribute to ongoing discussions about Eliot's unique ability to intertwine individual psychology with broader social issues, revealing the deeply intertwined nature of personal identity and societal norms in Victorian England.

Methods. Dorothea is introduced as an idealistic young woman with a deep desire for intellectual and moral fulfillment. Her psychological conflict arises from the tension between her lofty ideals and the constraints of her reality. Dorothea longs to contribute meaningfully to society, but her marriage to Edward Casaubon—a much older scholar—leads to disillusionment. She believes that assisting him with his work will fulfill her intellectual yearnings, but Casaubon's selfishness and emotional coldness stifle her aspirations. Dorothea's inner turmoil is intensified as she struggles to reconcile her duty as a wife with her growing sense of dissatisfaction. Her eventual emotional connection with Will Ladislaw further complicates her internal conflict, as she must navigate the societal expectations of widowhood while confronting her feelings for another man. Dorothea's journey is a testament to Eliot's nuanced portrayal of internal conflict, as she wrestles with moral choices, social roles, and personal desires.

Tertius Lydgate, a young and ambitious doctor, embodies the conflict between professional idealism and societal pressures. Lydgate's vision for medical reform and his dedication to scientific discovery are central to his character, yet his aspirations are thwarted by his marriage to the shallow and materialistic Rosamond Vincy. Lydgate's internal struggle stems from his desire to maintain his professional integrity while succumbing to the financial and social demands imposed by his marriage. Eliot presents Lydgate's psychological conflict as a slow unraveling of his ideals, as he becomes increasingly compromised by the need to provide for his wife and maintain a respectable social standing. His failure to achieve his medical ambitions and his eventual professional downfall highlight the tragic consequences of internal conflict in a society that rewards conformity over innovation.[2]

Rosamond Vincy's psychological conflict is less about moral dilemmas and more about the tension between her outward charm and her inner self-interest. As a character, Rosamond is emblematic of Eliot's critique of Victorian social norms, particularly in the realm of marriage. Rosamond's manipulative tendencies and her refusal to adapt to the realities of her husband's financial situation lead to ongoing tension in her marriage. While outwardly composed and graceful, Rosamond's internal world is marked by a relentless desire for social elevation and material comfort. Her refusal to engage with her husband's ideals or to support his medical career reveals her inner conflict between self-preservation and emotional detachment. Eliot uses Rosamond to illustrate how psychological conflict can manifest as emotional manipulation and selfishness, ultimately leading to the disintegration of her marriage.

A central theme in "Middlemarch" is the conflict between social expectations and individual desires. Characters like Dorothea and Lydgate find themselves caught between their aspirations and the rigid structures of Victorian society. Dorothea's desire to contribute to society is stifled by the limitations placed on her as a woman, while Lydgate's professional goals are undermined by his need to conform to societal expectations of marriage and financial stability. Eliot uses these conflicts to explore the broader theme of individual struggle within a society that often prioritizes convention over personal fulfillment.

Eliot's characters are frequently faced with difficult moral choices that lead to intense self-reflection. Dorothea's struggle to reconcile her sense of duty with her personal desires exemplifies this tension, as does Lydgate's moral conflict between his medical ethics and the

demands of his social position. These internal conflicts are not only central to the characters' development but also serve as a critique of Victorian society's moral rigidity.[2]

Eliot's use of free indirect discourse allows for a deep exploration of her characters' psychological states. By seamlessly shifting between the narrator's voice and the internal thoughts of the characters, Eliot provides readers with insight into their inner conflicts. This narrative technique is particularly effective in moments of intense self-reflection, as seen in Dorothea's moments of doubt and Lydgate's growing despair. Eliot's omniscient narration also adds depth to the psychological portrayal of her characters, allowing the reader to understand the complexity of their motivations and internal struggles.

Eliot frequently uses symbolism to underscore the psychological conflicts in "Middlemarch". The recurring motif of "webs" symbolizes the entrapment of characters like Dorothea and Lydgate, who find themselves caught in the intricate social, financial, and emotional networks of their community. This symbolism emphasizes the inescapable nature of their internal struggles, as they navigate a world that often limits their choices.[3]

Conclusion. In "Middlemarch", George Eliot masterfully portrays psychological conflict as a driving force behind the characters' actions and decisions. Through the internal dilemmas of Dorothea Brooke, Tertius Lydgate, and Rosamond Vincy, Eliot explores the tension between personal desires and societal expectations. Her use of free indirect discourse and symbolism allows for a nuanced portrayal of these conflicts, making "Middlemarch" a profound exploration of the human psyche. This article has highlighted how psychological conflict is central to the novel's narrative and character development, contributing to its enduring relevance in the study of psychological realism in literature.

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THE LANGUAGE OF EMOTION IN "AN AMERICAN TRAGEDY" BY THEODORE DREISER

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Abstract. Theodore Dreiser's "An American Tragedy" is renowned for its exploration of human emotion and societal forces through the story of Clyde Griffiths. This paper examines how Dreiser uses language to depict emotional states, particularly the role of guilt, ambition, love, and despair in shaping Clyde's actions and decisions. Through a close analysis of specific scenes, this study explores the emotive vocabulary and narrative techniques that Dreiser employs to give depth to his characters and critique the American social structure. The findings underscore Dreiser's success in portraying emotion as a central element in both character development and thematic exposition.

Keywords: language of emotion, Theodore Dreiser, "An American Tragedy", literary analysis, linguistic style, emotion

Introduction. Theodore Dreiser's work is celebrated for its unflinching look at the forces shaping individual destiny. In "An American Tragedy", Dreiser presents a powerful narrative on ambition, class struggle, and personal downfall. At the heart of the story is Dreiser's language of

emotion, which serves as a lens into the protagonist's psychology and the societal pressures around him. This paper investigates Dreiser's stylistic choices, focusing on how his language of emotion reveals Clyde's internal struggles and critiques the rigid structures of early 20th-century American society[2].

Methods. This study employed a qualitative textual analysis of "An American Tragedy", focusing specifically on passages that capture significant emotional developments in the life of the protagonist, Clyde Griffiths. To systematically assess Dreiser's linguistic techniques in conveying emotion, key passages were selected from scenes that portray intense internal or external conflicts, pivotal life events, and moments of psychological insight into Clyde's character.

The analysis involved several stages:

- Text Selection: Passages from "An American Tragedy" were chosen based on their emotional significance within the novel. These passages include moments of Clyde's moral dilemmas, his aspirations, feelings of entrapment, and the psychological pressure he experiences due to his socio-economic environment.

- Coding Emotional Descriptors: Each passage was closely examined for specific words and phrases that denote or suggest emotional states. Descriptors such as "despair," "elation," and "guilt" were noted, as were the verbs and adverbs that enhance the emotional tone, including their frequency and placement within sentences.

- Analysis of Figurative Language: Metaphors, similes, and nature-based symbolism were identified and analyzed to determine how Dreiser uses these devices to externalize Clyde's inner experiences. For example, recurring water imagery was examined to illustrate how Dreiser metaphorically conveys Clyde's feelings of helplessness and moral ambiguity.

- Examination of Intensified Language: Instances of intensified language, including hyperbole, repetition, and rhetorical questions, were analyzed for their role in heightening the emotional resonance of key scenes. Repetitive phrasing, particularly within character dialogue, was noted for its contribution to building cumulative tension and reflecting Clyde's psychological state.

- Contextual Comparison: Where relevant, the selected passages were compared with Dreiser's contemporaneous works and other American naturalist texts to identify stylistic similarities and unique emotional techniques. This contextual comparison allowed for a broader understanding of Dreiser's distinctive approach to emotional expression and its impact on readers.

This multi-stage approach enabled a thorough exploration of Dreiser's emotional language in "An American Tragedy", illustrating how his use of descriptors, figurative language, and intensified phrasing brings readers closer to Clyde's internal struggles. A qualitative textual analysis was conducted on selected passages from "An American Tragedy", focusing on sections where Dreiser highlights key emotional events in Clyde Griffiths' life. Text was coded for emotional descriptors, metaphor usage, and instances of intensified language, which includes the use of hyperbole and repetition to emphasize emotional extremes [1:171].

Results. The analysis shows that Dreiser consistently employs a combination of metaphors and nature imagery to externalize Clyde's inner turmoil, creating vivid representations of his psychological state. In particular, turbulent water imagery recurs in moments of crisis and moral conflict, symbolizing Clyde's overwhelming fear and guilt as he grapples with the consequences of his actions. Dreiser's use of such imagery aligns Clyde's psychological landscape with the external environment, adding layers of meaning to his internal struggle.

Bright, fleeting moments of light imagery, in contrast, symbolize Clyde's transient hopes or brief optimism when he envisions a different future. These moments, however, are always overshadowed by darker descriptions that quickly reestablish a sense of foreboding,

illustrating the instability of his dreams. Furthermore, Dreiser's deliberate use of adjectives and adverbs intensifies key emotional scenes. In dialogues, for instance, Clyde's expressions of regret, fear, and longing are amplified through carefully chosen descriptors, which convey the depth of his despair and make his vulnerability more palpable to readers.

Patterns of repetition also play a significant role in underscoring Clyde's mental state, with recurring phrases and intensified wording creating a cumulative emotional effect. This linguistic repetition mirrors the cyclical nature of Clyde's thoughts, illustrating his inability to escape from his guilt and fear. As a result, Dreiser's language not only describes Clyde's emotions but also immerses readers in the oppressive atmosphere of his inner world.

Discussion. The findings highlight how Dreiser's linguistic choices contribute to a deeper psychological engagement with the protagonist's struggles, ultimately enhancing readers' empathy for Clyde. Through metaphor and nature-based imagery, Dreiser not only illustrates Clyde's emotions but also invites readers to experience them viscerally, allowing them to feel the intensity of his inner conflict and moral ambiguity. This stylistic alignment between language and theme serves to underscore the naturalist philosophy that underpins Dreiser's narrative, where characters are often at the mercy of forces beyond their control, both internal and external.

By emphasizing Clyde's emotions through language that mirrors his conflicted psyche, Dreiser compels readers to confront the moral complexities of his situation, questioning whether his actions are a product of personal failing or societal pressures. This approach creates a sense of empathy, as readers gain insight into the motivations and insecurities driving Clyde's tragic decisions. Dreiser's skillful intertwining of style and theme thus not only enriches the narrative's emotional depth but also encourages readers to reflect on broader issues of morality, fate, and human agency. The emotional resonance achieved through these techniques solidifies «An American Tragedy» as a powerful exploration of the human condition, where linguistic style and thematic content converge to foster a nuanced portrayal of psychological struggle.

Dreiser's narrative style is grounded in naturalism, a literary movement that seeks to represent reality with objectivity and detail. Emphasizing determinism and social conditions, naturalism in «An American Tragedy» allows Dreiser to convey emotion as a driving force shaped by environment and circumstance [3:115]. By examining the work through both a literary and psychological lens, this study considers how Dreiser's emotive language aligns with theories on emotional expression, such as Paul Ekman's theory of basic emotions and the cognitive theories proposed by Oatley and Johnson-Laird (1987)[3:104].

Ambition and Despair. In early scenes depicting Clyde's life, Dreiser utilizes language that reflects Clyde's intense yearning for status and recognition. Words like "yearn," "crave," and "aching" suggest a deep-seated ambition, yet also foreshadow his downfall. Clyde's emotions are often tied to sensory language, creating a palpable sense of his desires being out of reach [4:68].

Love and Conflict. Clyde's relationships, particularly with Roberta and Sondra, are layered with emotional complexity. Dreiser's language oscillates between tenderness and selfishness, highlighting Clyde's conflicting feelings of affection and ambition. His love for Sondra is described through idealized language—"radiant," "angelic"—that borders on reverent, while his relationship with Roberta is imbued with guilt and tension, underscored by words like "pressure" and "burden."

Fear and Guilt. In the latter half of the novel, following Roberta's death, Dreiser's portrayal of Clyde's psychological turmoil reaches its peak. Dreiser employs a lexicon of fear and guilt, with terms like "haunted," "frantic," and "shame" conveying Clyde's overwhelming sense of responsibility and terror. These scenes are not only pivotal for character development but also

serve as Dreiser's commentary on the inescapable consequences of societal pressures on the individual.

Conclusion. Theodore Dreiser's «An American Tragedy» stands as a profound exploration of emotional and societal dynamics, enriched by his masterful use of language. Dreiser's emotive vocabulary provides a nuanced portrayal of Clyde Griffiths, allowing readers to engage deeply with his aspirations, fears, and moral dilemmas. This engagement is critical in understanding Clyde not just as an individual but as a representation of the broader struggles faced by many in early 20th-century America, where ambition often collides with the rigid structures of class and society. Dreiser's language serves as both a vehicle for character development and a tool for social critique. His careful selection of words paints a vivid picture of the harsh realities that ambition can create, particularly within a stratified social landscape. As Clyde grapples with his desires and the consequences of his choices, Dreiser exposes the often-unseen societal pressures that shape individual destinies. This critique resonates with contemporary discussions about the American Dream and the societal barriers that persist in achieving it, suggesting that the pursuit of success is fraught with complexities that go beyond personal agency.

The analysis highlights the transformative power of emotional language in literature. By delving into the intricate relationship between language and emotion, readers gain insight into the human experience — understanding not only Clyde's personal tragedy but also the collective struggles of individuals navigating the challenges posed by societal expectations. Dreiser's work encourages reflection on the larger structures that influence our lives, prompting readers to consider how ambition, class, and societal norms intertwine to shape personal narratives.

In conclusion, «An American Tragedy» serves as a vital reminder of literature's capacity to illuminate the emotional landscapes of its characters while simultaneously offering a critique of the societal frameworks within which they operate. By harnessing the power of emotional language, Dreiser not only crafts a compelling narrative but also fosters a deeper understanding of the human condition, making the novel a timeless reflection on the interplay between individual aspirations and societal constraints.

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O'ZBEK TILSHUNOSLIGIDA LINGVOPOETIKANING YUZAGA KELISHI VA RIVOJLANISHI

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Annotatsiya. Yangilanayotgan davr har bir soha kishilari, xususan, o'zbek tilshunosligi uchun ham o'ziga xos ma'lum talablarni qo'ymoqda. Jahon tarixiy taraqqiyotidan ma'lumki, ma'naviy yuksak, ijodiy tafakkuri to'g'ri shakllangan shaxs har doim o'z fikriga, jamiyat

taraqqiyotida o'z o'rniga ega. Shuning uchun ham Prezidentimiz Sh.M.Mirziyoyev shunday ta'kidlab o'tadilar: "Yoshlarimizning mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga ega bo'lib, dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatini safarbar etamiz".[1:14]

Kalit so'zlar. lingvopoetika, matn lingvistikasi, poetika, tadqiqodlar.

Barcha zamonlarda ham ilm-fan va yutuqlari asosida intellektual salohiyatning yuksalib borishi jamiyat taraqqiyotining muhim shartlaridan hisoblangan. Biz yashayotgan globalashuv davrida bu jihatning muhimlik darajasi yanada ortganligi ijtimoiy hayotimizning har bir jabhasida sezilib turadi. Tilshunoslikda XX asr boshlaridan e'tiboran lingvopoetika masalalarini o'rganishga e'tibor kuchaydi. Muammolarni tadqiq etish jarayonida lingvopoetika matn lingvistikasi, pragmalingvistika, lingvostilistika va kognitiv tilshunoslik singari sohalar bilan birga rivojlanmoqda. Amalga oshirilayotgan tadqiqotlar til omiliga antropotsentrik yondashuv va uning lingvokulturologik aspektlarini yoritishning tarkibiy qismi sanaladi. Shu jihatdan, til birliklarining turli nutq ko'rinishlari va sathlaridagi funksional-stilistik, lingvopoetik xususiyatlarini tadqiq etish muhim ahamiyat kasb etadi. Zero, adabiy tilning badiiy mukammallikka, milliy xarakterlar yaratishdagi o'ziga xoslikka erishishida so'z san'atkorlarining mashaqqatli xizmatlarini alohida ta'kidlash lozim.

Badiiy asarni lingvopoetik jihatdan o'rganish masalasini rus tilshunoslari boshlab bergan. Lingvopoetikaning yangi soha sifatida shakllanishida ularning xizmatlarini aytib o'tish lozim. V.V.Vinogradov, A.A.Lipgart, B.V.Jirmunskiy, V.Y. Zadarnova, O.S. Axmanova, L.V.Sherba va boshqalar lingvopoetikani alohida fan sifatida filologiya ilmida o'rganilishi yuzasidan qarashlarini ifodalab berganlar. XX asrning boshlarida poeziyani o'rganishda lingvopoetik yo'nalishning shakllanishi Yu.Tinyanov, V.Jirmunskiy, R.Yakobson, B.Eyksenbaum va boshqa atoqli olimlarning nomi bilan bo'liq, - deb yozadi M.Stepanov. - Ana shu paytdan boshlab poeziya ilmiy tushunchada, birinchi navbatda, estetik fenomen bo'lishdan to'xtadi. Poeziyaning estetik vazifasi ikkinchi planga chekindi. Poeziya va til munosabatlari strukturasi, poeziya va tilning o'zaro ta'siri masalalari birinchi planga chiqdi [2:22].

Lingvopoetika fanining asoschilaridan biri R.Yakobson "Poetika masalalari" asarida: "Poetika - bu verbal axborotlarning, umuman, poetik funksiyasini va, xususan, poeziyani lingvistik tadqiq etishdir", - deb yozgan edi. [3:9]. Shu o'rinda aytish joizki, o'zbek ilmida til boyliklaridan foydalanish mahorati bilan shug'ullanish o'zining tarixiy ildizlariga ega. Masalan, o'zbek adabiy tilining tasviriy imkoniyatlari va uning poetika uchun ahamiyati naqadar muhim ekanligini Alisher Navoiy o'zining "Muhokamat ul-lug'atayn" va boshqa asarlarida bundan olti asr muqaddam ham nazariy, ham amaliy jihatdan isbotlab bergan edi. Darhaqiqat, inson tirikligi va mavjudligining muhim belgisi bo'lgan til insoniyat jamoa bo'lib yashay boshlagan paytlaridan to hozirgacha o'zining ijtimoiy vazifasini mukammal darajada ado etib kelmoqdaki, bu holatni dunyodagi har bir rivojlangan til, jumladan, o'zbek tili misolida ham kuzatishimiz mumkin.

O'zbek tilining shakllanishi, turkiy xalqlar va millatimiz tarixiy taraqqiyotida tutgan o'rni keyingi asrlarda ilm ahli tomonidan chuqur o'rganib kelinmoqda va bu tadqiqotlar til iste'molda bo'lishining oliy namunasi bo'lgan badiiy til muammolarini ham qamrab olgan.

Badiiy asar tadqiqiga bag'ishlangan ishlarda tilning "estetik vazifasi" atamasi qo'llanadi. Ammo shuni aytish kerakki, " tilning estetik vazifasi " filologik adabiyotlarda nisbatan ko'proq ishlatiladi. Bunday bo'lishi ham tabiiy, chunki estetik vazifa tushunchasi ekspressivlik, badiiylilik, poetiklik kabi bir qator tushunchalarni ham o'z ichiga olgan holda ularni umulashtira oladi. M.Yo'ldoshev ta'kidlaganidek, badiiy asar tilini tilning aynan estetik vazifasining namoyon bo'lishi tarzida o'rganuvchi sohani «lingvistik poetika» - «lingvopoetika» deb nomlash filologiya ilmida ancha turg'unlashgan hamda «lingvistik poetika»ning filologik ilmlar tizimida alohida mustaqil fan sifatidagi o'rnini aniqlashtirishga bag'ishlangan ko'plab tadqiqotlar yaratilgan.

Demak, badiiy asar tili lingvopoetik jihatdan o'rganiladi, ya'ni til birliklarining estetik vazifani namoyon qilish imkoniyatlari o'rganiladi. Rus tilshunosligida lingvopoetika bo'yicha jiddiy izlanishlar olib borgan V.P.Grigorev quyidagi chizmani havola qiladi: bunda Ya – tilshunoslik (языкознание), L – adabiyotshunoslik (literaturovedenie), YaK – lisoniy tanqid (языковaya kritika), LK – adabiy tanqid (literaturnaya kritika), LP – lingvistik poetika, SV – she'rshunoslik (stixovedenie). [4:21].

B.Sarimsoqov: «...Tilshunosmi yoki adabiyotshunosmi, lingvopoetikada, badiiylik (obrazlilik) masalalarida birlashib ketishlari lozim, shundagina ular haqiqiy filologga aylanadilar. Badiiylik muammolari sof filologik muammolardir». Ijodkorlar asarlari tilini tahlil qilish ona tilimizni chuqur o'rganish yo'llaridan biridir. O'tgan asrning 30-40-yillarida boshlangan bu xayrli ish bosib o'tgan yo'lga bir nazar tashlasak, sohaga oid tadqiqot ko'lamining asta-sekin kengaya borishi barobarida tobora takomillashib, ilmiy asosining mustahkamlanib borganligini kuzatamiz.

Xalqimizning ulug' ziyolilari Oybek, I.Sulton, A.G'ulomovlar boshlab bergan bu izlanishlar tilshunosligimizning bugungi taraqqiyot bosqichiga kelib o'zining lingvopoetik tadqiqotlar darajasiga ko'tarildi, ya'ni tilning oliy maqomdagi qadr-qimmati – tinglovchi va o'quvchiga badiiy-estetik ta'sir ko'rsatish, inson qalbiday cheksiz bir hilqat tubiga yashiringan noyob his-tuyg'ular ro'yobining oliy ifodasi sifatidagi imkoniyatlarini teran anglash minglab yillar davomida to'plangan bilim va malaka asosida, ayni paytda, zamonaviy tahlil metodlari asosida tadqiq etila boshladi. Mustaqillikka erishganimizdan keyin inson omili va manfaatlar har qachongidan ham yuksak pog'onaga ko'tarilgani bois bu tadqiqotlar antropotsentrik, kognitiv va lingvokulturologik tamoyillar asosida olib boriladigan bo'ldi.

Badiiy adabiyot tilini o'rganishga bag'ishlangan ushbu kuzatishlarning ma'lum qismi alohida olingan shoir va yozuvchilarning tili tadqiqiga bag'ishlanganligi bilan e'tiborga molikdir. Bu tadqiqotlarda ikki yo'nalish kuzatiladi. Birinchi yo'nalishda ijodkorlar asarlaridan ular yashagan davr tilini o'rganishda material sifatida foydalanish ko'zga tashlanadi. Xalq og'zaki ijodining ayrim namunalari yoki O'zbekistonda paydo bo'lgan ilk vaqtli matbuot materiallari tadqiqi ham bunga dalil bo'la oladi. Badiiy adabiyot namunalarini lingvostilistik o'rganish, ijodkorlarning individual tili va uslubini tadqiq etish ikkinchi yo'nalishni tashkil etadi. Shubhasiz, bizga mavzu nuqtai nazaridan ikkinchi yo'nalishda olib borilgan ishlar muhim hisoblanadi.

To'g'ri, g'oyasiz badiiy asarning o'zi yo'q. Unda xoh kichik, xoh katta bo'lsin, muayyan ma'naviy-ma'rifiy fikr, his-tuyg'u bayon etiladi. Biz uchun ularni ifodalayotgan til vositalarining tanlanishi, ifoda jarayonidagi tovlanishlari, matn strukturasida joylashuvdan yuzaga keladigan ma'no ottenkalari, estetik ta'sir ko'rsatishga yo'naltirilgan shakli o'zgarishlar muhimdir. Chunki aynan mana shu holatlardagina ijodkorning poetik individualligi, badiiy tafakkurdagi, ona tilining sir-u sinoatlarini anglashdagi salohiyati namoyon bo'ladi. O'tgan asrning 40-yillaridan boshlab o'zbek filologiyasida ham yozuvchi tili uslubi, badiiy asar tili bo'yicha tilshunoslar ham, adabiyotshunoslar ham baravar tadqiqot olib bora boshladilar. Badiiy asar tilini ilmiy asosda o'rganishning boshlanishi ikki ulkan alloma – adabiyotshunos va adib Izzat Sulton hamda tilshunos Ayyub G'ulom nomlari bilan bog'liq. A.G'ulomovning «Badiiy adabiyotning tili haqida» va «Badiiy asar tilidagi ba'zi kamchiliklar haqida» nomli maqolalari bilan boshlangan, deyish mumkin.

Shuningdek, ularning badiiy tilni o'rganishning adabiyotshunoslik va tilshunoslik nuqtai nazaridan ilmiy asoslari, tamoyillarini ko'rsatib berishga harakat qilganliklarini ham aytib o'tadi. Bu kabi tadqiqotlar, dastlab maqolalar tarzida, keyinroq nomzodlik va doktorlik dissertatsiyalarida u yoki bu darajada tadqiq etildi. Bu tadqiqot ishlarida badiiy adabiyot tili muammolari borasida turlicha qarashlar mavjud. Masalan, O.Sharafiddinov, N.Shukurov, S.Mamajonov, N. Karimov, N. Karimov, Y.Solijonov, A. Boboniyozov, G. Imomova, J.Tursunov, N.To'lanovlar badiiy asar tili masalasiga adabiyotshunoslik nuqtai nazaridan yondashsalar,

Sh.Shoadurahmonov, S.To'rabekova, A.Shomaqsudov, B.Turdialiyev, Y.Aliyev, Q.Samadov, S.A.Karimov, R.U.Normurodov, M.Yo'ldoshev kabi olimlar badiiy asarni tilshunoslik aspektida tahlil qiladilar.

Akademik Sh.Shoadurahmonovning "Ravshan" dostonining til xususiyatlarini tadqiq etishga bag'ishlangan nomzodlik dissertatsiyasi ham badiiy til muammolarini o'rganish borasidagi jiddiy ishlardan biri xisoblanadi. Tilshunos olim G'.Abdurahmonovning "adabiy asar tilini o'rganish haqida"[5:11] nomli maqolasida badiiy asar tilini o'rganishning o'ziga xos yo'llarini ko'rsatib bergan. Badiiy asar tilini o'rganish yuzasidan, xususan, o'zbek tilshunosligida ham katta yutuqlarga erishilgan. Bunda H. Doniyorov va B. Yo'ldoshevlarning "Adabiy til va badiiy stil" nomli kitobi izlanishlar samarasi o'laroq bu sohani o'rganishda ma'lum asos bo'la oladi. Keyingi yillarda ham o'zbek tilshunosligida badiiy matn tahlili masalalariga katta e'tibor berilib, sohaning yangi-yangi qirralarini o'rganilmoqda. Xususan, N.Normurodovning Shukur Xolmirzayevning "Badiiy til mahorati" nomli kitobi, M.Yo'ldoshevning "Badiiy lisoniy tahlili" o'quv qo'llanmalari bu boradagi keng qamrovli salmoqli ishlar sifatida maydonga keldi, deyish mumkin. Badiiy asar tili imkoniyatlarini namoyan etar ekan, u "O'tmish hayoti bilan bog'liq bo'lib, har bir milliy adabiy tilning taraqqiyot qonuniyalarini belgilab beradi va uning til tizimini, til qurilishi darajasini o'rganishga imkoniyat yaratadi".[6:96]

Shuni aytish lozimki, ma'lum bir ijodkorning tildan foydalanish mahorati va yozuvchining u yoki bu sath birliklarini qo'llashdagi o'ziga xosliklari borasida ko'plab tadqiqotlar amalga oshirilgan va bu hol badiiy asar lingvistik xususiyatlariga bo'lgan qiziqish tobora ortib borayotganligidan dalolat beradi. Ular badiiy asar tilining stilistik, badiiy – estetik jihatlarini yozuvchining so'z tanlashi, uning o'ziga xos tili, umumxalq tiliga bo'lgan munosabati, yangi so'z va iboralar yaratishi kabi omillar nuqtai nazaridan tekshirdilar.

Ayniqsa, M. Yo'ldoshev tomonidan badiiy matn lingvopoetik xususiyatlarini o'zbek tilshunosligida birinchi marta dissertatsion planda tadqiq etilishi bu boradagi ishlarni yana bir bor marta yuqoriga ko'tardi. Olim badiiy matn lingvopoetik tahlil etishining yetti tamoyilini shakl va mazmun birligi, makon va zamon birligi, matn tilining umumxalq tili munosabatini aniqlash, badiiy matnga badiiy-estetik butunlik sifatida yondashish va asar konseptini aniqlash, badiiy matnga poetik aktuallashtirgan til vositalarini aniqlash, badiiy matndagi eksplitsitlik va implitsitlik nisbatini aniqlash, badiiy matnda intertekstuallik mexanizmlarining lisoniy va semantik xususiyatlarini aniqlash tamoyillarini ishlab chiqdi. Tilshunos olim E. Qilichev esa "Badiiy tasvirning leksik vositalari" kitobida badiiy tasvirda ishtirok etadigan leksik vositalar va ularning ifoda imkoniyatlari bilan bog'liq masalalar ustida to'xtalgan.

B. Umurqulov "Poetik nutq leksikasi" nomli monografiyasida hozirgi o'zbek she'riyatining tilining leksik manbalari, poetik leksika, an'anaviy poetizmlar, so'z variantlari va ularning estetik qimmatlari kabi kabi masalalar tadqiq etilgan. Badiiy asar poetikasiga nisbatan lisoniy yondashuvga harakat H. H. Niyoziy, A. Qodiriy, Cho'lpon, Oybek, G'. G'ulom, A. Qahhor, Said Ahmad kabi adiblar ijodi bilan bog'liq. O'zbek tilshunosligida lingvopoetika sohasidagi dastlabki ishlar sifatida XX asrning 80-yillarida tadqiq etilgan N.Mahmudovning "Oybek nasridagi o'xshatishlar lingvopoetikasi" va "A.Qahhor hikoyalarining lingvopoetikasiga doir" [7:34] nomli ilmiy maqolalari shu soha bilan jiddiy qiziqqan olimlar uchun asos vazifasini bajargan. Olimning «Oybekning o'xshashsiz o'xshatishlari» maqolasida she'r poetikasi uchun ham alohida ahamiyatli bo'lgan, shoirga turli narsa-hodisa, murakkab holat va shu kabilarning behad ixcham tasvirlarini, yorqin obrazlarini yaratishda ishtirok etadigan muayyan til vositalari tahlil qilingan. Abdulla Qahhor hikoyalarining lingvopoetikasi tahlil qilingan ikkinchi maqolada olim adib uslubiga xos bo'lgan original til birliklariga e'tiborimizni tortadi. Ijodkor qalamida ona tilimizdagi har qanday lingvistik birlik kutilmagan poetik vositaga aylanishi mumkinligini mana shu maqoladagi tahlillar misolida aniq his etamiz.[8:115]

So'ngra esa lingvopoetika bo'yicha ko'plab ilmiy tadqiqot ishlari yuzaga kela boshladi. I.K.Mirzayevning "She'riy matnning lingvopoetik talqini muammolari" shuningdek, U.Rahimovning "Nodira she'riyati lingvopoetikasiga doir", G.Rixsiyevaning "Lingvopoetik tadqiq asoslari bo'yicha mulohazalar", D. Xudoyberganov "O'zbek tilidagi o'xshatish konstruksiyalarining semantik va stilistik tahlili"ga doir tadqiqotida, M. Yo'ldoshevning "Cho'lponning badiiy til mahorati" ga bag'ishlangan nomzodlik dissertatsiyasida, N. Husanovning "XV asr yozma yodgorliklari tilidagi antroponimlarning leksik – semantik va uslubiy xususiyatlariga doir" kitobida badiiy tili lingvopoetik jihatdan u yoki bu darajada tahlilga tortilgan.

Lingvopoetikani yaxlit bir butunlikda tahlil etish va badiiy asarning lingvistik xususiyatlarini chuqur va puxta o'rganish ushbu soha mohiyatini to'liq anglash va tasavvur qilishga yordam beradi. Adabiy matnning badiiy-poetik asar sifatida shakllanishini til materialisiz tasavvur qilish mutlaqo mumkin emas. Uning muallifi bo'lgan ijodkor esa bu noyob materialdan foydalanishda o'ziga xos yo'ldan borishi ham ijod jarayonidagi tabiiy bir holdir. Har bir shoir va yozuvchining faoliyati va tilga bo'lgan munosabati esa individualdir. Binobarin, lisoniy vositalarning bir ijodkor asarlari matnidagi qo'llanilishi boshqa bir ijodkor manerasiga hech qachon to'g'ri kelmaydi. Uning bu faoliyatini poetik individuallik tizimida o'rganish nafaqat shoir va yozuvchining ijod uslubi, balki ona tili rivojiga qo'shgan hissasi haqida ham muayyan xulosalarga kelish imkonini beradi. Badiiy asar tili turli usullarda o'rganilib, bu borada ko'plab ilmiy tadqiqotlar yaratilgan bo'lsa-da, mavzu bugungi kunda ham o'zining dolzarblik va yangilik bo'yog'ini yo'qotgan emas. Toki badiiy asarlar yaratilaverar ekan, ularning tilini va ijodkor poetik mahoratini tadqiq etish davom etaveradi. Nega deganda, yozuvchining individual uslubi, avvalo, uning tilida aks etadi.

O'zbek xalqining tarixiy yutug'i bo'lgan o'z mustaqilligini qo'lga kiritishi bu xalqning tilini o'rganishda ham inqilob yasadi. Jumladan, o'zbek tili stilistikasi yuzasidan olib borilgan keng ko'lamli kuzatishlar badiiy matnlarni tadqiq etishni yangi pog'onaga olib chiqdi. Endi badiiy matn tahlili jahon tilshunoslik va adabiyotshunoslik ilmi andozalariga mos keladigan talablar asosida olib boriladigan bo'ldi. Ilmiy kuzatishlarning bu bosqichida lingvopoetik tadqiqotlar badiiy matn bilan shug'ullanuvchi olimlarning diqqat markaziga ko'chdi.

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CHALLENGES IN TEACHING LITERATURE ACROSS CULTURES: A GLOBALIZED APPROACH TO PHILOLOGICAL STUDIES

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Annotation. Teaching literature across cultures in a globalized context presents numerous challenges for educators and students alike. Philological studies, which involve the analysis of language and texts, are deeply intertwined with cultural contexts that can vary significantly. These differences often pose difficulties in understanding literary themes, symbols, and cultural nuances. This paper explores the complexities of teaching literature in multilingual, multicultural classrooms, focusing on issues such as linguistic diversity, varying interpretations of texts, and the influence of cultural identity on literary analysis. It also examines how globalized philological studies can adapt teaching methods to address these challenges, emphasizing cross-cultural competence, inclusivity, and digital tools as key strategies. Ultimately, overcoming these barriers can enhance students' engagement and promote a deeper understanding of global literature.

Keywords: literature, philology, cross-cultural, globalized classrooms, cultural identity, linguistic diversity, inclusivity, teaching challenges, digital tools.

Introduction. In a rapidly globalizing world, the teaching of literature has become more complex and multifaceted than ever before. As students and educators from diverse linguistic and cultural backgrounds come together in globalized classrooms, the challenge of teaching literature across cultures becomes increasingly apparent. Philological studies, which involve the analysis of texts and language, are deeply embedded in cultural contexts. These contexts often shape the way literature is interpreted, understood, and taught. As a result, teaching literature in a globalized classroom is no longer just about conveying the content of literary works; it involves addressing the complexities of cultural identity, historical context, and linguistic diversity. One of the primary challenges in teaching literature across cultures is the varying interpretations that arise due to cultural differences. Literature is not merely a collection of words but a reflection of the societal values, beliefs, and practices of the culture from which it originates. When students from different cultural backgrounds encounter texts, their interpretations are often shaped by their own experiences, language, and cultural frameworks. This can lead to misunderstandings or oversimplifications of literary themes, symbols, and motifs that are deeply rooted in specific cultural traditions.

As a result, educators must navigate these varied interpretations and facilitate discussions that acknowledge and respect diverse perspectives while ensuring a comprehensive understanding of the text [1: 72-91]. Moreover, linguistic diversity presents another layer of complexity in teaching literature in globalized classrooms. Students may be learning literature in a language that is not their native tongue, which can affect their ability to grasp the subtleties and nuances of the text. Literary works often employ complex language structures, idiomatic expressions, and culturally specific references that may be difficult for non-native speakers to fully comprehend. Teachers must find ways to bridge these linguistic gaps, ensuring that all students, regardless of their language proficiency, can engage meaningfully with the literature. In addition to linguistic and cultural challenges, the concept of literary canonization in a globalized context has raised important questions.

Traditional literary curricula have often been dominated by Western texts, which may not resonate with or reflect the cultural experiences of students from diverse backgrounds. This

has prompted a reevaluation of what constitutes "world literature" and the need for more inclusive, multicultural literary selections that reflect the experiences and voices of a broader range of cultures [4: 112-137]. This paper aims to explore the challenges of teaching literature across cultures in a globalized classroom. It will examine how linguistic diversity, cultural differences, and the need for inclusive curricula shape the teaching of literature. The paper will also discuss potential strategies, such as incorporating cross-cultural competence and digital tools, to overcome these challenges and enhance the learning experience for students. Linguistic diversity is one of the most prominent challenges faced when teaching literature across cultures. In globalized classrooms, students often come from various linguistic backgrounds and may be learning in a language that is not their first language. This creates a complex learning environment where language barriers can impact the comprehension and interpretation of literary texts. Literary works, especially those rich in figurative language, idiomatic expressions, and cultural references, require a deep understanding of the nuances of the language in which they are written.

For students who are not native speakers, these subtleties can easily be lost, leading to misinterpretation or a superficial understanding of the text. For example, works such as Shakespeare's *Hamlet* or Kafka's *The Metamorphosis* rely heavily on linguistic subtleties, wordplay, and cultural context [2: 98-126]. In these cases, non-native speakers may struggle to grasp the deeper meanings embedded in the language, and as a result, their engagement with the text may be limited to a more literal reading. Educators in these settings face the challenge of providing students with the linguistic tools necessary to fully appreciate and engage with the literature. This may involve using glossaries, translations, or extensive background information to explain cultural and historical contexts, but even these efforts may not fully bridge the gap. One effective method for overcoming this challenge is the incorporation of bilingual or multilingual approaches to teaching literature. Allowing students to discuss texts in their native languages, or providing parallel texts in both the original and a more accessible language, can enhance understanding.

Furthermore, using digital tools such as language translation software or linguistic analysis platforms can aid in breaking down language barriers. However, educators must also remain cautious, as relying too heavily on translations may strip away some of the original language's depth and artistic qualities. Cultural identity plays a crucial role in how literature is interpreted and understood [7: 80-112]. Literature often reflects the values, norms, and social constructs of the culture from which it originates. When students from different cultural backgrounds engage with a text, they bring their own cultural experiences and perspectives to their interpretations. This can lead to rich discussions and diverse readings of the text, but it can also create challenges when cultural references or contexts are misunderstood or overlooked. For instance, a text like Chinua Achebe's *Things Fall Apart* is deeply rooted in the colonial and postcolonial experiences of Nigeria. For students unfamiliar with African colonial history, the themes of cultural clash and identity struggle may not resonate in the same way they would for someone who shares or is familiar with that historical background.

Similarly, students reading a novel like Gabriel García Márquez's *One Hundred Years of Solitude* without a deep understanding of Latin American history and magical realism may misinterpret key themes related to Latin American culture and politics. Educators must therefore work to make cultural contexts explicit when teaching literature from different parts of the world. This includes providing background on the historical, social, and political conditions under which a text was written. Cultural context can be integrated into the curriculum through lectures, supplementary readings, or multimedia content such as films, documentaries, or interviews with authors or scholars. Digital tools can play a key role here as well, providing access to resources that help explain the cultural background of a text. Another useful strategy is encouraging comparative literary analysis, where students from different

cultural backgrounds compare how similar themes are treated in literature from their own cultures [3: 45-67]. This method not only deepens students' understanding of literature from other cultures but also fosters empathy and cross-cultural competence, as students learn to appreciate the diversity of perspectives that literature offers.

The literary canon the body of works considered most important or representative of a particular culture has traditionally been dominated by Western texts. In a globalized classroom, this Eurocentric focus can alienate students from non-Western backgrounds, who may not see their cultures or experiences reflected in the literature they are asked to study. This lack of representation can result in disengagement from the material, as students may struggle to connect with texts that feel distant from their own lived experiences. In recent years, there has been a growing movement toward decolonizing the literary canon, challenging the dominance of Western literature in academic settings and advocating for more inclusive curricula. This movement recognizes the importance of representing a diversity of voices and experiences in the study of literature. For globalized classrooms, incorporating works from a wide range of cultural and linguistic traditions is crucial for creating an inclusive learning environment that reflects the realities of a globalized world.

An inclusive curriculum not only diversifies the texts being studied but also broadens the types of narratives and voices that are highlighted. For example, including works by Indigenous authors, postcolonial literature, or texts from historically marginalized communities allows students to engage with literature that reflects a broader spectrum of human experiences [5: 201-235]. This approach not only enriches students' understanding of global literature but also promotes critical thinking and challenges students to question dominant narratives. One way educators can incorporate inclusivity into the curriculum is by using digital platforms that provide access to a wider range of global literature. Online libraries, open-access journals, and literary databases offer a wealth of resources from different cultures and periods, allowing educators to curate a more diverse selection of texts. In addition, digital tools that facilitate cross-cultural discussions, such as international online forums or collaborative projects, can further enhance students' engagement with global literature.

Digital tools play a significant role in addressing the challenges of teaching literature across cultures in globalized classrooms. The integration of technology in literary studies not only helps bridge linguistic and cultural gaps but also offers innovative ways to engage with texts. From online discussion platforms to digital archives, these tools provide educators with the resources necessary to create more dynamic and interactive learning environments. One of the key advantages of digital tools is their ability to facilitate cross-cultural collaboration. Platforms such as Google Classroom, Zoom, and Slack enable students from different parts of the world to work together on literary projects, share their perspectives, and engage in discussions about the texts they are studying. These platforms encourage students to exchange ideas across cultures, fostering a deeper understanding of how literature is interpreted in different cultural contexts. Digital tools also offer students access to a wide range of multimedia resources that can enhance their understanding of a text. For example, films, documentaries, podcasts, and interviews with authors or scholars can provide additional insights into the cultural and historical context of a work.

These multimedia resources can be particularly useful when teaching literature from non-Western cultures, where students may need additional context to fully understand the themes and symbols in the text [6: 156-181]. Furthermore, digital annotation tools such as Hypothesis or Perusall allow students to engage with texts collaboratively, offering their interpretations and reading the insights of others. This process of collective annotation encourages students to reflect on the diverse interpretations of their peers and to think critically about their readings of a text. By fostering this type of interactive engagement with literature, digital tools help

students develop the cross-cultural competence needed to navigate a globalized literary landscape.

Conclusion. Teaching literature across cultures in globalized classrooms presents numerous challenges, particularly in terms of linguistic diversity, cultural identity, and the dominance of Western literary traditions. However, these challenges also offer opportunities for innovation in teaching methodologies. By incorporating multilingual approaches, emphasizing the importance of cultural context, and diversifying the literary canon, educators can create more inclusive and engaging learning environments. Digital tools play a crucial role in overcoming many of these challenges, offering new ways to access, analyze, and discuss literature across cultures. As the world continues to globalize, adapting philological studies to meet the needs of diverse, multicultural classrooms is essential for fostering a deeper understanding and appreciation of global literature.

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THE ROLE OF DIGITAL TOOLS IN PHILOLOGICAL STUDIES: ADAPTING TO TECHNOLOGICAL ADVANCEMENTS IN GLOBALIZED CLASSROOMS

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Annotation. The integration of digital tools into philological studies has reshaped the educational landscape, especially in globalized classrooms. This shift enables students and educators to access a wealth of resources, from online databases to interactive language learning platforms, fostering deeper engagement with texts and enhancing linguistic analysis. Digital tools also facilitate collaboration and communication across borders, promoting cross-cultural learning and interaction. As technological advancements continue to evolve, philology must adapt to remain relevant in modern academia. This paper explores the impact of these tools on philological methodologies, examining both the opportunities and challenges presented by their integration. It argues that adapting to these technological shifts is essential for maintaining the quality of education and advancing research in a globally interconnected world.

Keywords: digital tools, philology, technological advancements, globalized classrooms, linguistic analysis, online resources, cross-cultural learning, collaboration, language learning platforms.

Introduction. The rapid advancement of technology in recent decades has significantly transformed educational landscapes, including the field of philological studies. Philology, the study of language in written historical sources, traditionally involves critical analysis of texts, linguistics, and literary criticism. However, as classrooms become increasingly globalized, with students and educators interacting across geographical boundaries, digital tools have emerged as essential assets in philological research and language learning. The integration of these technologies provides unique opportunities for enhancing both the teaching and study of languages, literature, and historical texts. Digital tools such as interactive language learning platforms, digital libraries, linguistic databases, and online collaboration platforms are reshaping how philological content is delivered and consumed. These tools not only make vast repositories of knowledge more accessible but also allow for more dynamic and engaging ways to analyze and understand language. For instance, language learners can use software applications to practice their skills interactively, receiving instant feedback and using artificial intelligence (AI) to adapt exercises to their specific needs [1: 450-471].

Digital libraries enable philologists to access rare manuscripts, texts, and scholarly articles that would otherwise be geographically and economically out of reach. Additionally, online platforms foster collaboration across international boundaries, encouraging cross-cultural exchange and comparative analysis, which are critical in globalized education. The shift towards digital tools has also brought significant changes in teaching methodologies. Instructors are increasingly using digital resources to develop innovative, student-centred approaches that align with the diverse needs of learners in today's interconnected world. For example, task-based language learning (TBL) combined with digital tools allows students to engage in real-world communication tasks, reflecting authentic language use. Moreover, students can work on collaborative projects with peers from different cultural and linguistic backgrounds, enriching their learning experience and fostering global competencies.

Despite the numerous benefits, the integration of digital tools in philological studies is not without challenges. Issues such as digital literacy, equitable access to technology, and the adaptation of traditional pedagogical methods to digital environments must be addressed [5: 558-572]. Educators and institutions need to develop strategies to overcome these challenges and ensure that the use of digital tools enhances learning without excluding those who may not have access to the necessary resources. This paper explores the role of digital tools in philological studies and examines how these technologies are shaping learning in globalized classrooms. It discusses the opportunities presented by technological advancements and how philology can adapt to remain relevant and effective in an increasingly digital world. The incorporation of digital tools into philological studies has fundamentally altered the methodologies used to analyze language and literature. Traditional philology, which relied heavily on close reading, manual comparisons of texts, and the physical accessibility of historical manuscripts, has now evolved into a field enriched by technological advancements.

These tools enable more precise and extensive research, facilitating tasks that once took years to accomplish [2:10 – 24]. For instance, digital archives, databases, and linguistic corpora allow researchers to access vast amounts of information quickly, promoting a more comprehensive and efficient approach to textual analysis. In the context of language learning, these tools have introduced new methods for practising, analyzing, and understanding languages in ways that were previously unimaginable. One of the most significant impacts of digital tools is the ability to digitize and preserve rare and ancient manuscripts. Before digitization, philologists often faced logistical barriers when conducting research, as accessing original manuscripts required to travel to specific libraries or archives. Today, digitized collections provide global access to these materials, opening new opportunities for research and collaboration across borders. The digitization of these texts not only preserves them for

future generations but also democratizes access, allowing scholars from around the world to study rare documents that might otherwise remain inaccessible.

Moreover, digital tools enable a more advanced level of textual analysis through computational techniques such as data mining and machine learning. Philologists can now analyze linguistic patterns, word frequencies, and syntactic structures across vast corpora of texts using software programs specifically designed for this purpose [4:45 – 67]. This quantitative analysis complements traditional qualitative methods, allowing for a deeper and more nuanced understanding of language. For instance, tools like AntConc, a corpus analysis toolkit, help researchers investigate how particular words or grammatical structures are used across different genres or historical periods. These insights are valuable not only for philologists but also for linguists and historians who study the evolution of language and culture. In language learning, digital tools have revolutionized the way students acquire and practice new languages. Language-learning applications such as Duolingo, Babbel, and Rosetta Stone have made language acquisition more interactive, personalized, and accessible. These platforms use algorithms to adapt lessons to individual learners' progress, ensuring that students engage with material at an appropriate level of difficulty.

Additionally, digital tools that incorporate speech recognition technology allow students to practice pronunciation in real-time, receiving immediate feedback. This approach enables more immersive learning, which is especially beneficial in globalized classrooms where students from diverse linguistic backgrounds may be learning a new language simultaneously [6:112 – 134]. Collaborative tools such as Google Docs, Microsoft Teams, and Zoom have also facilitated real-time cooperation between students and educators from different parts of the world. These platforms allow philology students to engage in collaborative projects, such as group analysis of texts or peer feedback on writing assignments, without being restricted by geographical limitations. This globalized form of collaboration is particularly important for philological studies, as it promotes cross-cultural exchange and a deeper understanding of how language and literature are shaped by different cultural contexts. For example, students from different countries can collaboratively analyze translations of a literary work, comparing how specific linguistic and cultural elements are conveyed in their respective languages.

However, the integration of digital tools into philology also presents challenges. Not all students or institutions have equal access to these technologies, creating a digital divide that can hinder educational progress. Additionally, while digital tools offer unprecedented opportunities for language learning and text analysis, they require a certain level of digital literacy from both students and educators. The challenge for educators, therefore, is not only to teach philological content but also to ensure that students can effectively use the technological tools at their disposal. In globalized classrooms, one of the most profound advantages of integrating digital tools into philological studies is the enhancement of cross-cultural understanding. As digital platforms facilitate interaction among students and educators from diverse linguistic and cultural backgrounds, they encourage the sharing of varied perspectives on language and literature. This is particularly relevant in the study of philology, where understanding the cultural context of texts is essential.

Through digital platforms, students can engage with peers in different countries to explore how specific linguistic and cultural nuances are interpreted and understood across regions, providing a richer, more comprehensive learning experience [3: 92-118]. Digital communication tools such as online discussion forums, video conferencing, and social media have made it easier for students to collaborate on language projects and literary analyses, despite geographical distances. For example, students studying Shakespeare's works can use a virtual platform to compare interpretations of his texts in various cultural contexts. This type of collaborative learning promotes a more global understanding of literature, fostering critical thinking and a deeper appreciation of how language evolves and is used across different

societies. By exposing students to diverse perspectives, digital tools break down cultural barriers and enable a more inclusive learning environment.

Another area where digital tools have transformed philological studies is in translation and comparative literature. Digital translation tools like Google Translate, while not perfect, provide a starting point for students to explore the translation of literary texts. More sophisticated platforms such as DeepL offer enhanced translation capabilities, helping students to engage in more accurate and nuanced linguistic comparisons. Furthermore, platforms like Linguee or Glosbe allow students to compare real-life examples of how phrases and words are used across languages, enhancing their understanding of multilingual texts. This becomes particularly important in philology, where precise interpretation of language is critical for understanding meaning, context, and cultural significance. Digital annotation tools have also improved how students and scholars interact with texts. Software such as Hypothesis or Genius allows users to annotate texts collaboratively, making it easier to share insights, interpretations, and questions. This collaborative annotation process helps students engage more deeply with the material and fosters a sense of community among learners, even in an online environment. As students from different linguistic backgrounds comment on the same text, they can provide unique perspectives shaped by their cultural contexts, enriching the learning experience for all participants.

The digital annotation process also makes it easier for educators to track student progress and provide personalized feedback, further enhancing the learning process. Despite the numerous benefits, there are significant challenges associated with integrating digital tools into philological studies. One of the main obstacles is the issue of digital literacy. While younger generations may be more familiar with digital technologies, not all students or educators are proficient in using advanced digital tools for academic purposes. This can create a barrier to effectively utilizing these resources, particularly in institutions where comprehensive digital training is not provided. As a result, the full potential of these tools may not be realized if users are unable to navigate them efficiently [5: 558-572]. Another challenge is the digital divide, which refers to the gap between those who have access to modern technology and those who do not. This divide is particularly noticeable in globalized classrooms, where students from different countries and socioeconomic backgrounds may have unequal access to digital resources. In some cases, students may lack access to reliable internet connections or the necessary devices to fully participate in digital learning. This inequality can hinder their ability to benefit from the advancements in philological studies that digital tools offer.

Moreover, while digital tools provide new opportunities for textual analysis, they can also raise concerns about data privacy and the reliability of online resources. With the increasing use of cloud-based platforms and online collaboration tools, the question of how securely personal data and intellectual property are protected becomes critical. Educators and institutions must address these concerns by implementing robust data protection measures and ensuring that students understand the importance of maintaining academic integrity in digital spaces.

Conclusion. Digital tools have undoubtedly revolutionized philological studies, enhancing both the learning experience and the depth of research conducted in this field. These tools provide unprecedented access to resources, enable more sophisticated forms of textual analysis, and foster cross-cultural collaboration. However, the challenges of digital literacy, unequal access, and data security must be addressed to ensure that the benefits of these technologies are fully realized. In an increasingly globalized world, the role of digital tools in philological studies will continue to expand, offering new opportunities for both educators and students to engage with language and literature in more meaningful and innovative ways. By adapting to these technological advancements, philology can remain a vibrant and relevant field of study in the 21st century.

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CURRICULUM REFORM IN PHILOLOGY FOR THE GLOBAL ERA: ALIGNING TRADITIONAL PHILOLOGICAL STUDIES WITH MODERN GLOBAL TRENDS

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Annotation. The article discusses the need for curriculum reform in philology to align traditional linguistic and literary studies with modern global trends. It emphasizes the importance of incorporating elements such as multicultural competence, digital literacy, and cross-disciplinary approaches into philology programs to better prepare students for the demands of a globalized world. The article explores how globalization has reshaped the way languages and literature are studied, necessitating the inclusion of intercultural communication, contemporary linguistic challenges, and the study of global languages alongside local and historical ones. It also highlights the role of innovative teaching methods, including task-based learning and the post-method approach, in enhancing philological education. The discussion is supported by case studies from universities that have successfully reformed their philology curricula to reflect global linguistic and cultural dynamics.

Keywords: curriculum reform, philology, globalization, multicultural competence, digital literacy, task-based learning, post-method, intercultural communication, linguistic trends.

Introduction. In the era of globalization, traditional philological studies are undergoing significant transformations. Once primarily focused on the historical and structural analysis of language and literature within national or regional boundaries, philology must now adapt to the globalized world where linguistic and cultural exchanges occur rapidly and across vast distances. The traditional approach to philology, often rooted in the study of classical texts and languages, no longer fully addresses the realities of a world in which intercultural communication, digital literacy, and linguistic diversity are paramount. As a result, there is a growing need for curriculum reform in philology to reflect modern global trends and to equip students with the skills required to thrive in today's multicultural and interconnected world. This reform must go beyond merely adding global content to traditional courses; it requires a fundamental rethinking of how languages and literatures are studied. Incorporating elements such as multicultural competence, intercultural communication, and the use of digital tools can

modernize philological studies and make them more relevant to contemporary global issues [1: 269-293].

Additionally, pedagogical approaches such as task-based learning and the post-method framework offer flexible and context-driven solutions that better prepare students for real-world linguistic and cultural challenges. By aligning philology curricula with global trends, universities can not only preserve the rich tradition of linguistic and literary studies but also enhance their relevance in today's diverse and interconnected societies. The challenge is to create a balanced curriculum that respects the discipline's roots while embracing the new realities of globalization, thereby offering students the comprehensive education they need to become linguistically and culturally competent in the global arena. The field of philology, traditionally concerned with the study of language, literature, and cultural texts, is at a crossroads in the 21st century. Globalization, technological advancements, and the growing need for intercultural communication are reshaping the way languages and cultures are understood and taught.

As a result, philological education must evolve to address these changes and prepare students for a world where boundaries between languages, cultures, and disciplines are increasingly blurred [5: 98-130]. Curriculum reform in philology is essential to ensure that students are equipped with both the deep linguistic knowledge that the discipline is known for, as well as the skills necessary to navigate the complexities of a globalized world. One of the most pressing issues in modern philological education is the integration of multicultural competence. In a globalized world, students of philology must not only master individual languages but also understand the cultural contexts in which those languages exist. Multicultural competence involves the ability to navigate and engage with diverse cultural perspectives, an essential skill in today's interconnected world. Traditionally, philological studies focused on in-depth analysis of specific linguistic traditions, often within national or regional contexts. While this approach has provided students with a solid foundation in language and literature, it often lacks the broader perspective needed to understand the global flow of languages and cultures [2: 45-70]. In today's world, languages are not static entities confined to geographic borders but are shaped by global migration, technological advancements, and international communication.

As a result, the study of philology must encompass a broader, multicultural perspective. Integrating multicultural competence into the philology curriculum involves more than adding a few courses on world literature or intercultural communication. It requires a fundamental shift in the way philology is taught, with an emphasis on understanding how languages interact with each other and with the cultures in which they are spoken. For example, students should be encouraged to study the impact of global English on other languages, the role of translation in bridging cultural gaps, and the influence of cultural context on language use. By understanding the dynamic relationship between language and culture, students can develop the skills needed to engage with linguistic diversity in both academic and professional settings. Another significant aspect of modernizing philology curricula is the integration of digital literacy and technological tools.

As digital communication becomes increasingly central to both everyday life and academic research, students of philology must be able to navigate digital platforms and use technological tools effectively. Digital literacy refers to the ability to use digital tools to find, evaluate, and communicate information [7: 60-85]. In the context of philology, it also involves using technology to analyze texts, access global resources, and collaborate with peers from different linguistic and cultural backgrounds. The advent of digital humanities has already begun to transform philological studies by providing new ways to analyze and interpret texts. Tools such as text mining, corpus linguistics, and digital archives allow philologists to conduct large-scale analyses of language and literature that would have been impossible using

traditional methods. For example, digital tools can be used to analyze trends in language use over time, compare linguistic features across different languages, or explore the cultural significance of literary texts in new ways. Incorporating digital literacy into the philology curriculum not only provides students with valuable technical skills but also enhances their ability to engage with a wider range of linguistic and cultural resources.

Digital platforms such as online databases, e-books, and global academic networks give students access to a wealth of resources from around the world, enabling them to study languages and literatures in their global contexts. Moreover, digital tools facilitate collaboration and communication across borders, allowing students to work with peers and scholars from different cultural and linguistic backgrounds. Globalization has also prompted a shift toward more interdisciplinary approaches in philology [3: 88-115]. Traditionally, philological studies focused on the internal structure of languages and the literary texts produced within specific linguistic traditions. However, the complexities of globalization demand that students be able to think beyond the boundaries of language and literature, incorporating insights from fields such as sociology, anthropology, cultural studies, and media studies.

Interdisciplinary approaches allow students to explore the broader social, political, and cultural contexts in which languages and literatures exist. For example, understanding how global migration patterns affect language use requires knowledge of sociolinguistics and political geography, while analyzing the influence of digital media on contemporary literature involves insights from media studies and digital humanities. By incorporating interdisciplinary approaches, philology curricula can provide students with a more comprehensive understanding of how languages and cultures interact in a globalized world. Moreover, interdisciplinary approaches reflect the reality that many of today's most pressing global issues, such as migration, climate change, and digital communication, cannot be fully understood or addressed through a single disciplinary lens. Philology students who are trained to think critically across disciplines are better equipped to engage with these complex issues and to contribute meaningfully to global discussions about language, culture, and communication. In addition to integrating multicultural competence, digital literacy, and interdisciplinary approaches, curriculum reform in philology must also embrace innovative pedagogical methods. One such method is task-based language learning, which focuses on using language in authentic, real-world contexts.

Rather than teaching language through rote memorization of grammar and vocabulary, task-based learning encourages students to use language to complete meaningful tasks, such as analyzing a literary text, conducting a linguistic survey, or translating a cultural document. This approach not only improves language proficiency but also develops students' ability to think critically and apply their language skills in practical settings [6: 1-47]. Task-based learning aligns well with the goals of modern philological education, particularly in its emphasis on real-world applications of language. For example, students studying a foreign language might be tasked with analyzing how that language is used in digital media, conducting interviews with native speakers, or comparing linguistic features across different dialects. By engaging with language in context, students develop a deeper understanding of both the linguistic structures and the cultural nuances that shape language use. Another innovative approach that is gaining traction in philology is the post-method framework.

Post-method pedagogy moves beyond the rigid, prescriptive methods of traditional language teaching and instead emphasizes flexibility, learner autonomy, and context-specific strategies. In a globalized world, where languages and cultures are constantly evolving, there is no one-size-fits-all method for teaching philology. The post-method approach encourages educators to adapt their teaching methods to the specific needs of their students and the cultural contexts in which they are working. This approach is particularly relevant for philology, as it allows educators to address the diverse linguistic and cultural backgrounds of

their students while also preparing them to engage with global linguistic trends. For example, in a classroom with students from different linguistic backgrounds, the post-method approach allows the teacher to tailor lessons to each student's language proficiency and cultural experience, creating a more inclusive and effective learning environment. Several universities around the world have successfully implemented curriculum reforms in philology to reflect modern global trends. For example, the University of Helsinki's Department of Languages has introduced a curriculum that emphasizes multilingualism, digital literacy, and interdisciplinary research. Students are encouraged to study multiple languages, engage with digital tools for language analysis, and explore the cultural and social contexts of language use [4: 25-49].

This approach reflects the realities of a globalized world, where linguistic diversity and digital communication are key factors shaping language and culture. Similarly, the University of Hong Kong's School of English has restructured its philology curriculum to include courses on global English, intercultural communication, and digital humanities. By focusing on the global context of English and other languages, the program prepares students to navigate the complexities of linguistic diversity in both local and international settings. The curriculum also incorporates task-based learning and encourages students to engage with real-world language use through internships and collaborative projects with international partners.

Conclusion. The global era presents both challenges and opportunities for philological education. As globalization reshapes the way languages and cultures are studied and taught, curriculum reform in philology is essential to ensure that students are prepared for the complexities of a globalized world. By integrating multicultural competence, digital literacy, interdisciplinary approaches, and innovative pedagogical methods such as task-based learning and post-method frameworks, philology curricula can provide students with the skills they need to succeed in today's diverse and interconnected societies. Successful curriculum reforms from universities around the world demonstrate the potential of these approaches to transform philological education and ensure its relevance in the 21st century.

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MUNOSABAT IFODALOVCHI VOSITALAR

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Bugungi O'zbekiston yangi taraqqiyot, yangi bosqich, yangi davr siyosatini boshdan kechirmoqda. Bu davrda xalqimizning ziyoli qatlami zimmasiga juda katta nas'uliyatli vazifa qo'yilmoqda. "Biz o'z oldimizga O'zbekistonni rivojlangan mamlakatga aylantirishni maqsad qilib qo'ygan ekanmiz, bunga faqat jadal islohotlar, ilm-ma'rifat va innovatsiya orqali erisha olamiz... Ayni paytda islohotchi bo'lib maydonga chiqadigan, uzoqni o'ylab fikr yuritadigan, bilimli va malakali yangi avlod kadrlarini tarbiyalashimiz zarur. Ana shu g'oya asosida yurtimizda "Yangi O'zbekiston – Uchinchi Renessans sari" degan shior ilgari surilayotganligi bejiz emas," deb ta'kidlaydi Yurtboshimiz va olti (o'zbek, arab, fors, hind, turk, rus) tilda lug'at tuzgan alloma Ishoqxon Ibratning quyidagi so'zlarini eslab o'tadi: "Bizning yoshlar albatta boshqa tilni bilish uchun sa'y-harakat qilsinlar, lekin avval o'z ona tilini ko'zlarga to'tiyo qilib, ehtirom ko'rsatsinlar. Zero, o'z ona tiliga sadoqat – bu vataniy ishdir" [1]. Darhaqiqat, til inson hayotida muhim o'rin tutishi, aloqa vositasi sifatida kommunikatsiyani ta'minlashi, jamiyat a'zolarining bir-birlari bilan muloqot o'rnatishlari, ruhiyatni ifodalashga yordamlashishi ma'lum. Tilshunoslikda nisbatan yangi soha bo'lgan lingvokulturologiya ma'lumotiga ko'ra har qanday tilga oid bilimlarning asosida inson turadi. Konseptual olam va lisoniy olam, til va tafakkur prizmalari orqali borliqdagi narsa, voqea va hodisalarni idrok qilish va lisoniy ifodalash imkoniyatlari bilan aloqador masalalarni o'rganuvchi yangi yo'nalishlarning fundamental asosi kognitiv tilshunoslikni tashkil qiladi [2 : 4- 5].

"Antroposentrik (tilshunoslik tarmog'i) paradigma tadqiqotchi diqqatining bilish obyektidan subyektiga ko'chishidir, ya'ni bunda inson tilning ichida va til inson tarkibida o'rganiladi. Chunki til dunyoni bilish, bilimlarni to'plash,saqlash, keyingi avlodga yetkazish, ruhiy munosabatlarni aks ettirish, go'zallik kategoriyalarini voqelantirish kabi bir qancha vazifalarni bajaradi... Tilni faqat kishilar o'rtasidagi aloqa vositasi sifatidagina talqin etish insonning tabiiy tilini, bu benihoya murakkab va muhtasham hodisani, eng kami jo'nlashtirishdan, aniq bir milliy qiyofa, yoki milliy-ruhiy zamindan mutlaqo mosuvo bo'lgan sun'iy tilga tenglashtirishdan, yo'l harakatini tartibga solish maqsadida yaratilgan shartli tilga baravarlashtirishdan boshqa narsa emas" [3 : 44].

Til va madaniyatning o'zaro munosabatini tadqiq etuvchi tilshunoslik tarmog'i – lingvokulturologiyani lingvistikaning asosiy qismi sifatida o'rganish zarurati allaqachon paydo bo'lgan. Eng kichik kommunikativ birlik (gap vazifasidagi so'z)lar o'zaro muloqot jarayonida kishilarning bir-birlariga bo'lgan ichki munosabatlarini oshkor qiladilar. Muloqot jarayonida munosabat ifodalashning verbal (lisoniy), noverbal (nolisoniy) va aralash (verbal – noverbal) vositalari bo'lib, ularning o'ziga xos xususiyatlari haqida to'xtalamiz. Ijobiy munosabatlarni hamda salbiy munosabatlarni ifodalashda kommunikantlar bir qator jumladan foydalanadilar. Masalan, "yaxshi ko'raman", "yoqtiraman" (ijobiy), "yomon ko'raman", "qorasi o'chsin" (salbiy) kabi jumladan foydalanish verbal vositalar orqali munosabat bildirish hisoblanadi. Masalan: "Qo'shnining ko'zi ko'r laychasi uni sezib huradi:

- Itga o'xshamay o'l, muncha yurasan? - deydi ona unga" [4 : 4].

Yana:

Ovoza qilay deb baxshilar bilsin,

Tish-tirnog'i bilan qarshilar bilsin.

Menga nima, hamma yaxshilar bulsin,

Men shu yomon qizni yaxshi ko'raman [5 : 30].

Ko'rinadiki, adresantning sovuq yoki iliq munosabati salbiy ma'no bildiruvchi "o'l" so'zi va yomon bo'lsayam "yaxshi ko'raman" ijobiy ma'no bildiruvchi so'zi orqali ifodalanyapti. Alisher Navoiy haqidagi rivoyatlarda hikoya qilinishicha, podshoh Husayn Boyqaro sevimli kanizagining ahvoli og'irligini ko'rgach, uni "o'ldi" deb kim xabar keltirsa, boshini tanasidan judo qilishini aytadi. Ammo Yaratgan irodasi bilan vafot etgan kanizakning o'limi haqida shohga biror kishi xabar berishga jur'at qilolmaydi. Shunda Alisher Navoiy yordamga shoshadi va shohga qarab xitob qiladi:

- Sarv gulning soyasida soldi gul, netmoq kerak?

Nima gapligini chuqur qayg'u ichida sezgan shoh shunday javob qiladi:

- Sarvdin tobut yasab, guldin kafan bichmoq kerak.

So'zni o'z o'rnida pardalab, ma'nosini nozik o'xshatishlarda ifodalash buyuk shoirga xos sifat edi, albatta. "O'ldi"so'zi o'rniga "so'ldi" so'zini qo'llash bilan shoir juda ko'plarning hayotini saqlab qoladi. Shu o'rinda Zahriddin Muhammad Boburning no'rin ishlatilgan so'z tufayli boshidan kechirganlarini eslab o'tish joizdir.

"Ilgarilari yaxshimi, yo yomonmi, jiddiymi yo hazilmi, nima xayolimga kelsa, mutoyiba yo'li bilan ba'zan she'r qilib aytardim, - deb yozadi "Boburnoma"da Bobur [6:225]. Juda yomon va qo'pol she'r bo'lsa ham yozib qo'yilardi. "Mubayyin"ni she'rga solayotgan chog'im o'jiz xayolimga va mahzun ko'ngluma so'zlarni bunday qayd etgan tilga va fikrni yomon so'zlardan sarflagan ko'ngilga hayf; bunday ma'noni paydo qilgan va yana qo'pol xayollarni xotirga keltirgan unday ko'ngilga afsuslar bo'lsin, degan fikrlar keldi. Bir-ikki kun o'tib Bag'rimga kelib to'xtalganimizda tumov bo'lib isitmaladim. Bu shamollashim isitma olib keldi. Har yo'talganda, qon tupurardim, ko'p isitmaladim, bu isitma qondan edi. Dard qayerdan ekanini tushundim... Tavba qilib... yana boshdan gunohlarimni kechirishini yolvorib, uzr so'rab ko'ngilni bunday bo'lmag'ur xayollardan, nomunosib ishlardan tindirdim".

Bobur jismidagi og'ir dardlardan xalos bo'lish uchun Xoja Ubaydullohning "Volidiya" risolasini nazmga o'giradi va shu asno darddan forig' bo'la boradi. So'z qo'llash jarayonida so'zga munosabatning o'zida g'oyat ehtiyotkorlik, nutqiy madaniyatni saqlashga doir mazkur misoldan ko'rinadiki, so'zda ilohiy qudrat mavjud. "So'z so'ylash va so'zdan jumla tuzishda uzoq andisha kerak", deb ta'kidkaydi Abdulla Qodiriy.

Xalqning donishmandligi yana shunda ko'rinadiki, tilimizdagi ba'zi so'zlar yumshatilib (eyfemizm) yoki tabu (ta'qiq) qilingan holda qo'llaniladi.

"Falonchi o'ldi" deyilmaydi, yumshatilgan holda "o'tib qoldi", "bandalik qildi" deyiladi yoki yosh go'dak vafot etsa, "uchib qo'ldi" iborasi qo'llaniladi, chayonni "gazanda" deyish bilan sovuqlikdan, noxushlikdan qochiladi. Yuqoridagi misolda ham "o'ldi" so'zining o'rniga "so'ldi" so'zidan foydalanish Husayn Boyqaroning taqdirga tan berishi bilan yakun topadi.

Adresantning adresatga bo'lgan munosabatini unga nisbatan ishlatilgan til birliklaridan ham bilib olish mumkin. "Falonchi ko'rinmayaptilar" iborasi normal nutq iborasi sanaladi va o'zida hurmat ma'nosini saqlaydi. "Daragi yo'q" degan iborada esa asabiylashish ohangi sezilib turadi. Garchand bu yerda adresat qatnashmayotgan bo'lsa ham adresantning unga bo'lgan munosabati sezilib turadi. Tadqiqotlardan ayon bo'lishicha, odamlar muloqot jarayonida o'zlari aytmoqchi bo'lgan fikrning 7 foizini so'z orqali, qolgan 38 foizini ohang, tovush va 55 foizini imo-ishora orqali ifodalaydilar. Boshqa bir olimning e'tirof etishi bo'yicha esa inson nutq a'zolari yordamida gapiradi, ammo butun vujudi bilan gaplashadi [6 : 55]. Bundan ko'rinadiki, muloqot jarayonida fikr va munosabat ifodalashning 90 foizdan oshig'ini noverbal vositalar tashkil etar ekan. Noverbal vositalardan dramatik asarlarda, o'zbek xalq askiya san'atida ham o'rinli foydalaniladi hamda bu obraz xususiyatlarini ochishda qo'l keladi. Munosabat ifodalovchi vositalarning yana biri aralash (verbal – noverballik) ko'rinishi yozma va og'zaki nutqimizda uchraydi. Misol uchun:

Zulfiyaga gap otma,

Naq enangni ko'rasan.

Meni yaxshi ko'radi
So'ra, kimdan so'rasang.

(Iqbol Mirzo).

Bu o'rinda ham so'zlab, ham mushtini ko'rsatayotgan lirik qahramon (adresantning adresatga so'z va xatti-harakatda bildirayotgan munosabati) ko'z o'ngimizga keladi. Demak, adresantlar muloqot chog'ida deyarli har soniyada adresatning har bir harakatidan munosabatini bilib turishga intiladilar.

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GLOBALLASHUV DAVRIDA FILOLOGIYA FANLARI, ULARNING RIVOJI VA JAMIYAT TARAQQIYOTIDAGI O'RNI

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Annotatsiya. Ushbu maqolada bugungi kundagi globallashuv jarayoni, uning turli sohalarga, shuningdek, filologiya fanlariga ta'siri, globallashuv davrida filologiya, tilshunoslik fanlarining rivoji va ularning jamiyat taraqqiyotiga tutgan o'rni haqida fikr yuritiladi. Shu bilan birga, bugungi davrda filologiya fanlarini o'qitish va yuzaga kelayotgan dolzarb muammolar yuzasidan tushunchalar berib boriladi.

Kalit so'zlar: Globallashuv jarayoni, innovatsiya, texnologiya, metodlar, zamonaviy ko'nikma, kommunikatsiya, madaniyat, jamiyat taraqqiyoti, rivojlanish.

Kirish. XXI asr – ilg'or texnologiyalar va innovatsiyalar, innovatsion g'oyalar asri ya'ni globallashuv asridir. Globallashuv – bu xalqaro mehnat taqsimoti, iqtisodiy va siyosiy munosabatlar tizimi orqali bir-biri bilan bog'langan milliy iqtisodiyotlar majmui sifatida tushuniladigan tushuncha va millat, ellatlar va mamlakatlarning madaniy, ma'naviy jihatdan uyg'unlashuviga olib keladigan jarayon hisoblanadi. Zamonaviy bilim va ko'nikmalarni egallash bugungi davr talablaridan biriga aylandi va globallashuv jarayoni natijasida ko'plab sohalarda o'zgarishlar sodir bo'di. Shu bilan birga, ushbu jarayonning ta'siri filologiya, tilshunoslik sohalarida ham yangilanishlar va turli-tuman o'zgarishlarga ham sababchi bo'ldi.

Globallashuv – bu hayot sur'atlarining beqiyos darajada o'zgarishi va tezlashuvi demakdir. Globallashuv madaniy, siyosiy, iqtisodiy, adabiy sohalarining bir-biriga dunyo, butun bir jamiyat miqyosida ta'sir ko'rsatishini ta'minlaydi. O'zaro integratsiyalashuv natijasida o'zbek filologlari, tilshunoslari va adabiyotshunoslari jahon filologiyasi yutuqlaridan samarali foydalanib, ilmiy, milliy-madaniy mavzularni ummumbashariy tafakkurga yaqinlashtirmoqda.

Filologiya, tilshunoslik, adabiyotshunoslik, matnshunoslik, manbashunoslik va boshqa fanlarning hamkorligida tashkil topgan fan hisoblanadi va ushbu fan yozma yodgorliklarni lisoniy va stilistik jihatdan tahlil etish orqali inson ma'naviy madaniyatining tarixi va mohiyatini o'rganadi. Filologiya bu umumiy fan hisoblanadi va u jamiyatning ma'naviy-madaniy meroslarini lisoniy tomonlama o'rganadi. Asosiy diqqat e'tiborini matnga qaratish, unga yordamchi sharxlar yaratish orqali filologiya aynan shu nuqtai nazar asosida inson turmushini, asosan, ma'naviy turmushini, hayotini butun kengligi va teranligi bilan qamrab oladi.

Asosiy qism. Butun dunyo bo'ylab globallashuv jarayoni kechayotgan bir pallada bugungi o'zbek xalqining o'z milliy ma'naviy va madaniy qadriyatlarini, o'zligini saqlagan holda jahon hamjamiyatiga qo'shilishi ulkan muvaffaqiyat va yutuq hisoblanadi. Bunda filologiya, tilshunoslik va adabiyotshunoslik asosiy konseptual omil hisoblanadi.

Globallashuv davrining har bir sohada ijobiy va salbiy tomonlari va oqibatlari bor. Ijobiy tomonlarini aytadigan bo'lsak, bugungi kunda internet va ommaviy axborot vositalari rivojlanib bormoqda va globallashuvning asosiy quroli sifatida Internet tarmoqlari, ommaviy axborot vositalarini kirgizish mumkin, bu esa barchaga jahon yangiliklaridan boxabar bo'lishga, mustqail fikrlashga, qaror qabul qilishga va qabul qilib olayotgan axborotini tahlil qilib ko'rishga imkon yaratmoqda. Globallashuv jarayoni yoshlarni, insonlarni, aholini dunyoqarashini kengaytirmoqda va ma'lumotlarni idrok etish va muammolarni mustaqil yechish qobiliyatini o'stirmoqda. Uning salbiy jihatlarini sabaydigan bo'lsak, ommaviy madaniyatning buzilishi, dunyoqarashning salbiy tomonga o'zgarishi, yoshlarda o'zga fikrlarning paydo bo'lishi va egri yo'llarga kirib ketilishi, misol uchun:terrorizm yoki ekstremizm va boshqalar.

Globallashuv davrida filologiya, tilshunoslik, adabiyotshunoslik fanlari va ularning jamiyatdagi o'rnini juda ham muhimdir. Filologiya, til va adabiyotlarni o'rganish orqali madaniyatlarni, tarixiy jarayonlarni va ijtimoiy munosabatlarni tushunishga yordam beradi. Globallashuv til va muloqotni yangi darajaga olib chiqdi. O'zaro aloqa uchun global, jahon tillari, masalan, ingliz tilining roli ortmoqda, bu esa til o'rganishga bo'lgan talabni oshiradi.

Filologiya fanlari madaniyatlararo muloqotni rivojlantirishda muhim ahamiyatga ega. Tillar va adabiyotlar orqali turli xalqlar, millatlar o'rtasida tushuncha va hamjihatlik yuzaga keladi. Filologiya, til va adabiyot orqali ijtimoiy o'zgarishlarga ham ta'sir ko'rsatadi. Jamiyatda til siyosati, madaniy aloqalar va kelajakdagi rivojlanish masalalarini o'rganish filologlarning, ya'ni tilshunoslarning asosiy vazifalaridan biri hisoblanadi.

Filologiya fanlari ta'lim tizimida ham muhim o'rin tutadi. Tillarni o'rganish, adabiyotni tahlil qilish va tushunish, madaniyatlarni tushunish orqali talabalarning tanqidiy, tahliliy fikrlash qobiliyatlari o'sib boradi va rivojlanadi. Bundan tashqari, zamonaviy texnologiyalar, masalan, onlayn ta'lim platformalari, saytlari va til o'rganish uchun mo'ljallangan til ilovalari, filologiya fanlarining rivojlanishiga yangi imkoniyatlar yaratmoqda. Natijada, filologiya fanlari globallashuv jarayonida nafaqat ilmiy, balki ijtimoiy va madaniy jihatdan ham muhim ahamiyatga ega va u globallashuv davrida barchaga birdek kerakdir.

Globallashuv jarayonida filologiya fanlari, masalan, psixologiya, sotsiologiya, tarix va falsafa fanlari bilan integratsiya qilinishi natijasida yanada boyitilmoqda. Bu yondashuv yangi nazariyalar va tadqiqot metodlarini rivojlantirishga yordam beradi. Globallashuv davrida filologiya fanlari, shuningdek, xalqaro madaniyat va bilim almashinuvi uchun platform, ilova bo'lib xizmat qiladi, bu esa ularning jamiyatdagi o'rnini yanada oshiradi va mustahkamlaydi. Filologiya fanlari globallashuv davrida jamiyatni rivojlantirish, madaniyatlarni birlashtirish va hamjihatlikni ta'minlash va ilmiy tafakkurni boyitishda muhim ahamiyatga ega bo'ladi.

Xulosa. Bugungi kunda globallashuv jarayoni jadallik bilan amalga oshmoqda, va dunyoning har bir burchagiga, jamiyatlarning har bir bo'g'iniga, har bir sihaga o'z ta'sirini o'tkazmoqda. Ushbu davrda filologiya, tilshunoslik va adabiyotshunoslik kabi muhim sohalar

rivojlanib bormoqda va jamiyatda o'zining muhim o'rniga ega bo'lib bormoqda. Filologiya fanlari globalashuv jarayonida jamiyatning har bir bo'limiga o'z ta'sirini o'tkazmoqda va jamiyatning, davlatning yuksalishida, gullab-yashnashida o'zining ahamiyatini kasb etmoqda.

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MILLIY VA XALQARO BOSMA OAV MATNLARINING LINGVOPRAGMATIK XUSUSIYATLARI: GLOBAL MULOQOTDAGI O'ZGARISHLAR VA MINTAQAVIY FARQLAR

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Annotatsiya. Mazkur maqola milliy va xalqaro bosma ommaviy axborot vositalari (OAV) matnlarining lingvopragmatik xususiyatlarini tadqiq etishga bag'ishlangan. Tadqiqot doirasida O'zbekiston va AQSh bosma OAVlarida lingvopragmatika qanday ifodalanishi va bu jarayonning globallashuvdagi o'zgarishlar bilan mintaqaviy farqlari o'rganilgan. Maqolada tilning ijtimoiy va madaniy kontekstdagi roli, OAV matnlarining axborot uzatish uslublari hamda milliy va xalqaro ommaviy muloqotda namoyon bo'ladigan farqlar qiyosiy tahlil qilinadi. O'zbekistonning rasmiy gazeta matnlari bilan AQShning yetakchi matbuot organlari materiallari o'rtasidagi farqlar lingvopragmatik jihatdan ochib berilgan. Tadqiqot natijalari tilning milliy va xalqaro OAVlardagi ta'sirini chuqurroq anglashga yordam beradi.

Kalit so'zlar: Globallashuv, lingvopragmatika, OAV matnlari, milliy va xalqaro matbuot, tilning ijtimoiy roli, muloqotning pragmatik xususiyatlari.

Globallashuv jarayoni XXI asrda har bir sohani qamrab olgani kabi, filologiya fanining amaliy yutuqlariga ham jiddiy ta'sir ko'rsatmoqda. Ayniqsa, bosma ommaviy axborot vositalari (OAV) orqali amalga oshirilayotgan muloqotning lingvistik va pragmatik jihatlari dolzarb ilmiy tadqiqotlarga aylanmoqda. Bugungi kunda global va milliy bosma OAV matnlari nafaqat axborot yetkazish vositasi sifatida, balki madaniyatlararo kommunikatsiyaning shakllanishi va rivojlanishida muhim o'rin tutadi. OAV matnlarining lingvopragmatik tahlili tilning ijtimoiy vazifalarini ochib beradi va milliy hamda xalqaro ommaviy muloqotdagi o'zgarishlar va o'ziga xosliklarni aniqlashga imkon yaratadi.

Mazkur maqolada AQSh va O'zbekistondagi bosma OAV materiallari tahlil qilinadi hamda global muloqotdagi o'zgarishlar bilan mintaqaviy farqlar o'rtasidagi lingvopragmatik jihatlar tadqiq etiladi.

Globallashuv jarayoni zamonaviy jamiyatda axborotning tezkor almashinuvi va keng miqyosda tarqalishini ta'minlaydi. Ushbu jarayon natijasida bosma OAVlar muloqot vositasi sifatida alohida ahamiyat kasb etadi. Hozirgi kunda OAV orqali turli madaniyatlar o'rtasidagi axborot oqimi tobora tezlashib, yangi kommunikatsion strategiyalar shakllanmoqda [1, 35].

Bunda OAVning lingvopragmatik jihatlari, ya'ni tilning ijtimoiy, madaniy va kommunikatsion kontekstdagi roli ayniqsa muhimdir.

O'zbekistonda ham OAV matnlarining til strukturasi va pragmatik jihatlari jamiyatdagi sotsiolingvistik vaziyatni aks ettiradi. Milliy gazeta matnlari orqali jamiyatning axborotga bo'lgan ehtiyojlari qondiriladi va muayyan madaniy qadriyatlar targ'ib qilinadi [2, 58]. Shu bilan birga, AQSh matbuotida axborot uzatishning yanada ochiq va demokratik usullari qo'llanilib, maqsadli auditoriyaning ehtiyojlarini hisobga olgan holda axborot yetkaziladi [3, 102].

OAV matnlarining lingvopragmatik tahlili, ularning maqsadli auditoriya bilan qanday aloqaga kirishishini o'rganadi. Lingvopragmatika til birliklarining kommunikativ maqsadlarga erishishdagi rolini o'rganadigan soha bo'lib, OAV matnlarida bu jarayon muhim ahamiyat kasb etadi. OAV tili orqali ommaviy axborot yetkazishning nafaqat axborot beruvchi, balki ma'lumotni ta'sirchan qilib yetkazish funksiyalari ham ko'zga tashlanadi [4, 78].

AQShning yetakchi gazetalarida, jumladan The New York Times matnlarida tilning pragmatik jihatlari odatda ochiqlik, erkinlik va bahs-munozaralarga chaqiruvchi uslublar bilan ifodalanadi. Masalan, Amerika gazetalarida matnlarida turli taraflarning qarashlari ko'rsatilib, muallifning o'z nuqtai nazarini ochiq bildirishga harakat qilinadi [5, 132]. O'zbekistondagi O'zbekiston Ovozi gazetasida esa rasmiy diskurslar hukmron bo'lib, davlatning siyosiy yo'nalishi va jamoatchilikning umumiy manfaatlari ko'proq yoritiladi [6, 45].

Milliy va xalqaro OAV matnlari o'rtasida lingvopragmatik farqlarni tahlil qilish, turli mamlakatlardagi jamiyat va madaniyatlar o'rtasidagi farqlarni ochib beradi. Bu farqlar tilning qaysi usulda va qanday maqsadda qo'llanilishida yaqqol namoyon bo'ladi. AQSh matbuoti, asosan, ommaviy muloqotning demokratik tusini ko'zda tutib, axborot yetkazishda erkinlik va bahs-munozara kabi tamoyillarga asoslanadi. O'zbek matbuoti esa, asosan, davlat manfaatlarini targ'ib etuvchi, ko'proq nazorat ostida bo'lgan diskurslar orqali xalqaro matbuotdan farq qiladi [7, 89].

Milliy OAV matnlarida ko'proq axloqiy va milliy qadriyatlar aks ettiriladi, bu esa O'zbekistonda jamiyatni axborot bilan ta'minlashning o'ziga xos jihatidir. Shu bilan birga, xalqaro OAVda, xususan, AQSh matbuotida tilning pragmatik xususiyatlari ko'proq ommaviy muloqotni shakllantiruvchi vosita sifatida talqin etiladi. Bunda turli ijtimoiy guruhlarining manfaatlari va ularning tilga bo'lgan ehtiyojlari hisobga olinadi [8, 112].

Madaniy va ijtimoiy kontekst OAV matnlarining lingvopragmatik xususiyatlarini belgilovchi omillardandir. O'zbekistonda OAV matnlarining til va uslubi jamiyatning an'anaviy qadriyatlarini aks ettirgan holda shakllanadi va davlat axborot siyosati bilan mos ravishda uzatiladi. AQShda esa matbuot ko'proq tanqidiy va mustaqil fikrni yoritishga qaratilgan. Bu esa ikki mamlakat OAV matnlarining pragmatik uslublarida jiddiy farqlarni keltirib chiqaradi [9, 65].

Xulosa o'rnida aytish joizki, milliy va xalqaro bosma OAV matnlarining lingvopragmatik jihatlari tahlili shuni ko'rsatadiki, globalashuv jarayoni til va muloqotning yangi shakllarini yuzaga keltirgan bo'lsa-da, har bir mintaqa o'ziga xos lingvopragmatik xususiyatlarni saqlab qolmoqda. AQSh va O'zbekistondagi OAVlar o'rtasidagi farqlar, asosan, milliy madaniyat va ijtimoiy qadriyatlarga asoslanib, bu jamiyatlarning axborot tarqatish jarayonidagi farqlarni ochib beradi. Shu bilan birga, lingvopragmatik jihatlar jamiyatda axborot almashinuvining qanchalik samarali bo'lishiga bevosita ta'sir ko'rsatadi.

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AN ANALYSIS OF PREPOSITIONAL VERBS: STRUCTURE, USAGE, AND TRANSLATION CHALLENGES

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Language serves as a means of communication and information exchange. In today's globalized world, with the increasing coordination of economies across different countries and the growing global market, it is impossible to imagine effective international communication without the use of electronic dictionaries. This is due to the fact that with the advancement of science and computer technology, new words are constantly being introduced into various fields of society. Consequently, people need to comprehend context-specific meanings in addition to possessing scientific knowledge.

In fact, English phrasal verbs are now widely used in many areas of literary language, with some even evolving into specialized terms. Whether printed or digital, dictionaries must meet the needs of language users. Translating English phrasal verbs into other languages requires special skills and knowledge, as these phrases are often complex in nature due to their potential for ambiguity.

This paper will explore the phenomenon of prepositional verbs, which are highly significant in English.

Type one prepositional verbs. A prepositional verb consists of two parts: the main verb and the preposition. The preposition is essential because it adds meaning and indicates how the verb relates to the rest of the sentence. The preposition precedes its complement. The verb and preposition support each other both semantically and syntactically. For example: "CARE cared, cared, caring care for sb to look after someone because they are too young, old, or ill to look after themselves: She cared for her father all through his long illness" [4: 6]. In 'She cared for her father throughout his long illness' the prepositional verb 'care for' conveys the meaning of taking care of someone. Also constructions like 'She doesn't approve of smoking' can be an example of this. As noted by Quirk et al., "In these examples, the lexical verb is followed by a particle which is unequivocally a preposition" [5: 155].

A noun or a noun phrase that follows a preposition and completes its meaning is called a prepositional complement. For instance, in 'I really care for the students', 'the students' is not the direct object of 'care' but the complement of the preposition 'for'.

The passive voice is also commonly used with prepositional verbs: "care for 1. mehribanliq ko'rsetiw to look after (not much used except in the passive): Pets must be properly cared for" [2: 7]. In active voice 'Owners must properly care for pets'. Here, the phrase 'care for' retains its place, but 'pets', which is the complement of the preposition 'for', becomes the subject of the passive construction.

In its intransitive form, the verb has no direct object, and a prepositional phrase is added afterward. An adverb may be placed between the verb and the prepositional phrase, as in 'The unknown professor looked disdainfully at the invention'. Here, 'looked disdainfully' indicates the action and the manner in which it was performed.

In non-idiomatic combinations, the verb and preposition maintain their literal meanings, such as in 'put down', where 'put' means to place, and 'down' indicates direction. However, in idiomatic expressions like 'turn up', the meaning changes; 'turn up' can mean 'to appear' or 'to increase' depending on context.

Distinguishing prepositional verbs from phrasal verbs

Type one prepositional verbs often use prepositions such as 'on', 'in', 'through', and 'by'. For example, 'She came across her husband's love letters in her bookcase' illustrates a prepositional verb that does not allow the preposition to be moved. In contrast, phrasal verbs like 'switch off' allow the preposition to be moved: "switch off 1. switch off sth, switch sth off, switch off to make something stop working by using a switch - use this about things that use electricity, for example lights, televisions, or computers: Sylvie switched the lights off and went to bed. / "What are you watching that rubbish for?" he said, and switched off the television" [4: 25]. From this entry we can see that both 'Sylvie switched the lights off' and '... switched off the television' are correct.

Additionally, in phrasal verbs, the preposition comes after the pronoun, as in 'We have switched it off'. In contrast, in prepositional verbs, the preposition comes before the pronoun.

The placement of stress also distinguishes these categories. In phrasal verbs, the stress often falls on the particle, as in 'We switched 'off the radio'. In prepositional verbs, the stress falls on the main verb, as in 'I 'care deeply for you'. Furthermore, polysyllabic prepositions such as 'across' and 'over' tend to be stressed naturally due to their length.

In some cases, similar forms can be used both as phrasal verbs and prepositional verbs with slight differences in meaning and stress. For instance: "4 turn sb on turn on sb informal to interest or excite someone a lot: Crime fiction just doesn't turn me on. (1)

turn on/upon <...> to suddenly attack someone, either physically or with unpleasant words, especially when it is very unexpected: We watched in horror as the dog turned on the little girl... (2)" [4: 69]. So, 'turned on' can mean either 'attack' (prepositional verb) or 'excite' (phrasal verb), depending on the context.

Type two prepositional verbs. Prepositional verbs are categorized into two types. Type one prepositional verbs do not have a direct object, while prepositional verbs of type two are usually accompanied by two noun phrases, typically divided by a preposition, where the first noun phrase serves as the direct object, while the second acts as the object of the preposition. Type two prepositional verbs can further be divided into subgroups based on their syntactic structure.

In group A, the verb is followed by a direct object and a prepositional object: "thank smb. for smth. minnatdorchilik (tashakkur) bildirmoq" [1: 61]. The sentence 'Rihanna has just thanked him for his support' can be an example for this. When transformed into passive voice, this becomes 'He has just been thanked by Rihanna for his support'. That is, the direct object in active voice becomes subject of the sentence in passive voice.

In group B, the complement may include an optional determiner, as in "They have made a (terrible) mess of the house" [5: 158.].

In this group, two kinds of passive forms are possible. The first is the typical passive, where the direct object turns into the subject (shown as (1) below). The second is a less acceptable passive form, where the object of the preposition becomes the subject (shown as (2) below): "1) A (terrible) mess has been made of the house. 2) The house has been made a (terrible) mess of" [5: 158.].

In group C, “the only acceptable passive is the irregular passive in which the prepositional object becomes subject: <...> (?)Most of the family has been lost touch with” [5: 158]. This is the passive form of the active sentence ‘I have lost touch with most of the family’. However, converting the object into a subject in the passive voice often results in unnatural sentence structures in this group.

Certain transitive prepositional verbs use a reflexive pronoun as the direct object, where the verb-preposition combination is idiomatic: “avail yourself of sth formal to use an opportunity to do something or accept an offer to do something: Thousands of people availed themselves of the opportunity to buy shares in the company...” [4: 30]. Sentences using reflexive pronouns as direct objects cannot be converted into passive forms, as in the incorrect sentence: ‘Themselves were availed of the opportunity to buy shares in the company by thousands of people’. This is because passive constructions require an object that can become the subject, and reflexive pronouns cannot function as subjects in the passive voice.

Quirk et al. acknowledged that, “In the interests of end-focus or end-weight, it is sometimes acceptable to place an elaborate direct object after the prepositional object” [5: 159]. For example: ‘The priest closed the meeting with a prayer’. In this sentence, ‘the meeting’ is a simple direct object, placed before the prepositional phrase ‘with a prayer’. The simplicity of the sentence structure makes it more natural and easier to comprehend.

In contrast, placing more complex elements at the end can enhance readability and impact, as seen in: ‘He filled with water a large, brightly coloured bucket that had been sitting in the corner for weeks’. Here, the indirect object, ‘a large, brightly coloured bucket that had been sitting in the corner for weeks’, is more complex and is thus placed at the end for clarity.

The idiomatic nature of a phrase refers to its stability and common usage in a language. Idiomatic phrases often lose their meaning when translated literally.

In group A of type two prepositional verbs, the verb and preposition are typically divided by the object, however can form an idiomatic combination. According to Quirk et al., “the idiomatic ‘cohesion’ of the two may be of variable strength. Verbs such as ‘accuse N of’ and ‘thank N for’ (where ‘N’ symbolizes the direct object noun phrase) are not idiomatic in the sense that applies to phrasal verbs like ‘put N off’, for the lexical verb is used in its primary literal meaning. We may nevertheless speak of the verb governing the preposition, in the sense that the preposition is selected by reason of the verb, rather than by independent semantic choice. Thus despite similarity of meaning, different prepositions are selected with ‘accuse’ and ‘blame’, viz: ‘of’ and ‘for’ respectively. [5: 159]. To illustrate this point, ‘Hugh accused her of lying’ and ‘Hugh blames his son for the traffic accident’. Using an inappropriate preposition, such as in ‘Hugh accused her for lying’, leads to a grammatical error.

Verbs form restricted sets with specific prepositions in relatively less idiomatic cases. For instance, ‘rob him of his money’ means that his money was taken from him, while ‘cheat her of her prize’ indicates that she was deprived of her prize. Similarly, ‘deprive them of their rights’ means they were stripped of their rights. In these cases, ‘of’ conveys the idea of taking something away.

In some cases in group A, prepositional phrases may be optional, as in the example: ‘They cheated the boy of his savings’ versus ‘They cheated the boy’ [5: 159]. In this case, ‘of his savings’ may be included or omitted without significantly altering the meaning.

Group B phrases typically consist of three parts: a verb, a noun (direct object), and a preposition, as seen in “take notice of smb. or smth. e’tibor bermoq” [1: 50]. Examples include ‘lose hold of’, ‘lose count of’, ‘lose sight of’, ‘lose the thread of’, ‘lose trace of’, ‘lose track of’, and ‘lose the use of’.

While the object may vary, modifiers such as adjectives or determiners can be added: “take of v prep <...> 6 take control of изятъ контроль (над чем-л. или кем-л.): At last the day

came when he took (complete) control of the company, by buying all the shares..." [3: 80]. In the given example 'complete' is a flexible modifier.

According to Quirk et al., "the idiomatic bond is weakened, and it is easier, especially when the object contains a modifier or determiner, to separate the object from the rest of the construction by the regular passive transformation" [5: 159]. For example, in the sentence 'They have lost all trace of the missing child', the passive form becomes 'All trace of the missing child has been lost'. This in turn makes the idiom more flexible.

Lastly, group C, "the direct object is more firmly welded in its idiomatic position, so that its separation by means of the regular passive construction is awkward if not impossible" [5: 159]. For instance, the sentence "Sight was caught of the lifeboat" is ungrammatical. The rule explains that in situations like this, it is usually awkward or nearly impossible to separate the direct object from its original position using the regular passive form. The complement tends to be fixed and cannot easily be altered by adjectives (descriptive words) or determiners (like 'the' or 'a'). For example, the phrase 'cross swords with' is a set expression, as in 'A Minister in the new government crossed swords with a member of the Opposition on the first day after Parliament opened'. [3: 38]. Similarly, 'keep pace with' is also a fixed expression. Attempting to modify these expressions, such as by saying 'cross violent swords with' or 'keep fast pace with', sounds unusual and are often unacceptable in many contexts, although not entirely incorrect. On the other hand, combinations like 'keep close tabs on' are more acceptable because they naturally fit into the original phrase's structure.

In conclusion, prepositional verbs are a significant aspect of the English language, and their complexity poses challenges for both language learners and translators. As this analysis demonstrates, the structure and usage of prepositional verbs require a deep understanding of both syntax and semantics. Type one and type two prepositional verbs exhibit distinct patterns, and their translation into other languages, particularly into languages like Uzbek, demands careful attention to idiomatic expressions and grammatical rules. By highlighting the differences between prepositional and phrasal verbs, this study provides valuable insights into how these verb forms function within English, reinforcing the importance of precise translation techniques to ensure accurate communication across languages. Future studies could further explore cross-linguistic comparisons to better address the unique translation challenges posed by these complex verb forms.

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GENRE OF SATIRE IN LITERATURE IN THE ERA OF GLOBALIZATION

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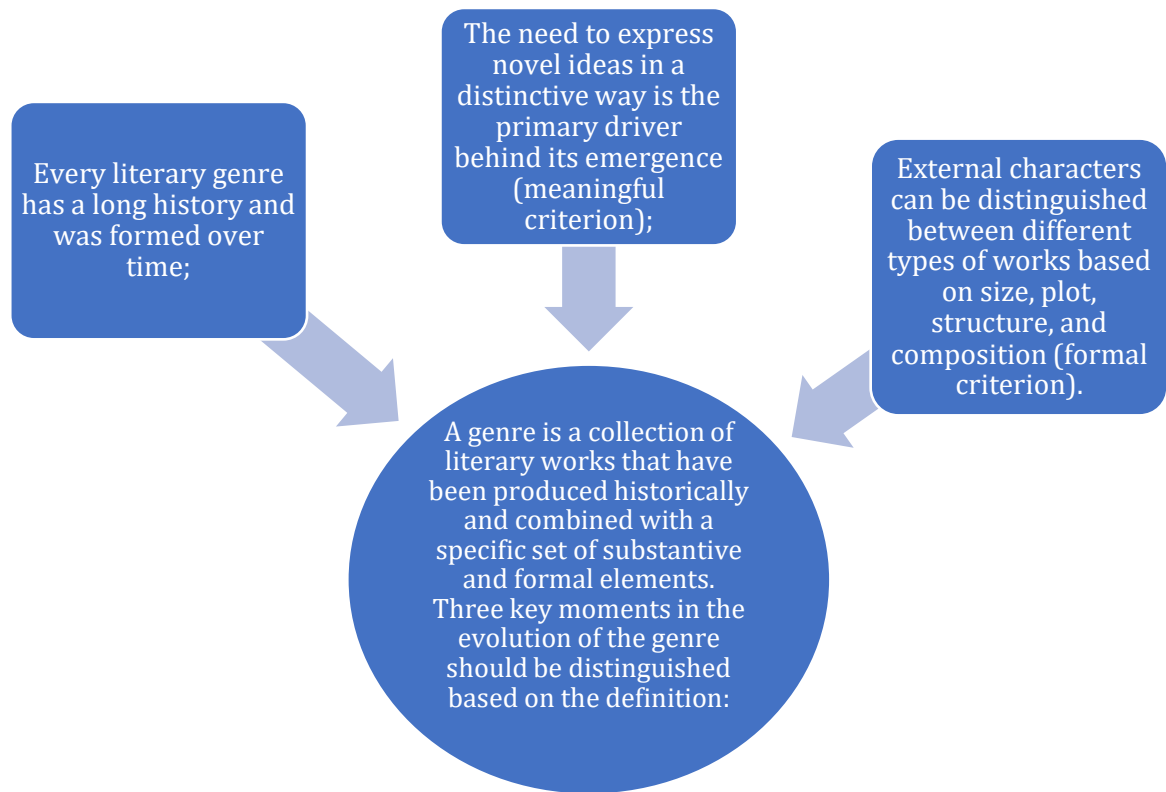
Abstract. This article provides information about satire, one of the literary genres, its origin, its active use in various literatures and more.

Keywords: Genre, types of art, Genre classification, method of construction,

Satirical traditions.

A genre is a particular kind of work of art that has its own unique qualities in the unity of form and content. Genre (French: genre, gender, species) is a term that historically forms an internal division in art forms and expresses this division. A variety of factors (such as a selected theme, artistic and ideological substance, formal elements, etc.) are used to categorize works of art into genre groupings; each art form has its own system for classifying genres.

The type of literary work to which it belongs, as well as the scale and construction of its imagery (symbolic, figurative, documentary), define the genre in literature (artistic and literary production). There are three primary genres: lyrical (poem, elegy, poem, song, etc.), dramatic genre (tragedy, drama, comedy), and epic (heroic epics, novels, and stories). These genres are further separated based on the work's theme (comedies, lyrical comedies, vaudeville, etc.; psychological, domestic, and liquid novels). The primary genres in the visual arts—liquid, portrait, landscape, etc.—are established first by the subject matter and then, occasionally, by the type of picture. Cognitive analysis, ideological assessment, and the blending of elements of the artistic image determine subsequent (smaller) divisions in art. Thus, the viewpoint of the portrait artist can be both comical and humorous in addition to being general (portrait). The segmentation of the visual field into more private categories (liquid, sea view marina - a sort of landscape) creates the genres of the primary genres. [1: 30] The location of musical compositions in life, contingent on the setting and circumstances of performance, including chamber, concert, military, feast and holiday, ceremonial, and household music; There are solo, ensemble, choir, orchestral, and other groups, as well as vocal and instrumental music, depending on the performance's features. Music can be classified as epic (liquid, reading, epic, ballad, etc.), lyrical (singing, aria, hymn, poem, etc.), and dramatic (musical performance, musical drama, opera, and symphony) based on its substance and creative essence. [2: 13]



We offer information about one of the literary genres, satire, below.

SATIRE (Latin: satire, which means “a compound, anything”) is a kind of humorous in which the subject of the image is seen as a source of bitter humor. It is a novel approach to presenting reality, highlighting the ludicrous, unfounded, incorrect incidents and social vices. An image produced by altering, enlarging, exaggerating, sharpening, and many other forms of conditionality “processes” the object of satire. Though the author of S is free to employ other comic genres (story, comedy, etc.), satire typically has a negative connotation due to its strongly articulated aesthetic object.

Genre identity and evolved into a literary genre that helped establish the traits of several other genres, including comedy, burlesque, pamphlets, feuilletons, epigrams, and satirical novels. Satire is a crucial instrument in social struggles and is shaped by historical events, as well as national and social advancements. The universality and universality of the ideal generated by denial laughter determine the sharpness of the spiritual potency of satire. [3: 43] The aesthetic function of satire is to awaken and restore high human feelings in people, in contrast to humility, ignorance and other social evils. In satire, the author’s individuality is expressed through uncompromising judgment about the object of ridicule, a clear ideological attitude to it.

Since ancient times, Eastern peoples have included satirical traditions into their works. The works were initially based on folklore based on “A Thousand and One Nights”, Sanskrit “Panchatantra”, Persian folk stories, series, Turkish and Uzbek narratives about Nasriddin, and contributing to world culture and elevating the reputation of Oriental literature. In the East, books and written literature are also very common. Chinese short stories, Indian short stories, and Persian literary rubai are the sources of his inspiration. M.Ye. Saltikov, Shchedrin, and other authors elevated satire in Russian literature. In Uzbek literature, the first examples of satire were first created in folklore (in the form of folk and sayings, Nasriddin Efendi, Aldar Kosa), and later developed in written literature. Navoi, Turdi, Makhmur, Gulkhani, Haziq, Muqimi, Zavkiy created in the genre of satire. The further development of satire is connected with the names of Hamza, Qodiri, Ghazi Yunus, Sofizoda, Gafur Gulam, Abdulla Qahhor, Said

Ahmad, N. Aminov, S. Siyoyev. Satire has long been known in the fine arts. In Rome, China satirical terracotta sculptures, vases satirical images. Developed in the arts (including graphics). The work of F. Goya, O. Domye, H. Bidstrup and other artists played an important role in the development of satire. Mushtum magazine, Jangovar Kalam and UzTAG Oynasi have made a significant contribution to the development of satire in Uzbekistan.

Comics' form is determined by their social functions, which include humor and satire. Satire and laughter serve a social purpose by successfully addressing the topic of the comic. This is the distinction between mockery, humor, and satire. His work is distinct from all other types of perfect satire because he is resolute and strong-willed. Denial is always a part of laughter. In satire, there is less anger and hatred in addition to laughter. They can be so powerful at times that they nearly drown out the laughter. Some scholars have come to the conclusion that satire is completely absurd, unimportant, and capable of revealing only animosity through its fury due to the slowness of its humorous component.

The only emotion that lacks satire is anger, which has the most force and tension. Therefore, in Lermontov's "Duma" and "On Pushkin's Death", all of his outbursts and protests are not satira; satire can incorporate both laughter and rage in various ways, but satire cannot be shot outside of comedy. We define satire with criticism and complete rejection, rejecting comedy as a necessary component of satire. Russian autocracy and bureaucracy have influenced both direct criticism and rejection (L. N. Tolstoy) and satirical planes (Saltikov-Shchedrin).

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THE DEVELOPMENT OF CHINGACHGOOK'S IMAGE IN FENIMORE COOPER'S "LEATHERSTOCKING TALES"

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Abstract. This article examines the character development of Chingachgook in James Fenimore Cooper's Leatherstocking Tales, focusing on his transformation across the five novels in the series: The Deerslayer, The Last of the Mohicans, The Pathfinder, The Pioneers, and The Prairie. Through a close analysis of Chingachgook's journey—from a vibrant warrior to a dignified elder—this study highlights Cooper's portrayal of Native American identity, cultural resilience, and the effects of colonial expansion on Indigenous communities.

The article begins with an Introduction that outlines the historical and literary importance of Chingachgook within Cooper's work. The Literature Review provides context by referencing prominent scholarship on Cooper's treatment of Native American characters, noting both the limitations and the idealizations present in Cooper's portrayal. The Discussion explores Chingachgook's evolving roles in each novel, illustrating how Cooper's character reflects both a respect for Indigenous values and a recognition of their decline under colonial pressures.

In Conclusion, the article asserts that Chingachgook represents a symbolic bridge between Indigenous and settler cultures, embodying Cooper's complex vision of frontier life. Chingachgook's friendship with Natty Bumppo serves as a poignant commentary on mutual respect amidst cultural loss, cementing Chingachgook's status as a literary figure representing both nobility and the tragedy of cultural erosion.

This analysis suggests that Chingachgook's portrayal invites further study into early American literature's impact on Indigenous representation and the cultural memory of America's frontier period.

Introduction. James Fenimore Cooper's *Leatherstocking Tales*, a series of novels set against the backdrop of 18th-century American frontier life, explores complex dynamics between European settlers and Native Americans. Through the character of Chingachgook, a Mohican chief, Cooper engages with themes of Indigenous resilience, cultural loss, and friendship across racial boundaries. Scholars have noted that Chingachgook is both a respected and tragic figure, symbolizing the noble yet vanishing culture of the Native Americans. This article provides an analysis of Chingachgook's development across the pentalogy, highlighting his shifting image from warrior to cultural symbol as seen through Cooper's idealized and often romanticized lens.

Literature Review. Native American representation in early American literature often mirrors both respect and stereotypes. David Minter (1991) argues that Cooper's portrayal of Chingachgook as a "noble savage" reflects a broader 19th-century tendency to idealize Indigenous characters while viewing them as remnants of a "doomed race." Similarly, Leslie Fiedler (1960) emphasizes that Cooper's novels romanticize the bond between Native and settler characters but fail to capture the true complexity of Indigenous lives. Scholars such as Richard Slotkin (1985) further analyze Cooper's characterizations within the "myth of the frontier," where characters like Chingachgook embody a vanishing wilderness and an Indigenous culture being subsumed by European expansion.

Conversely, Louise K. Barnett (1986) critiques the idealization of Chingachgook, suggesting that Cooper's characterization often conveys European American values rather than an authentic representation of Native culture. Daniel Fogel (2003) takes a more sympathetic view, seeing Chingachgook as Cooper's attempt to engage sincerely with the Indigenous experience, even as Cooper remained limited by his own cultural perspective. These differing views illustrate an ongoing debate over Cooper's portrayal of Indigenous characters, particularly concerning whether Chingachgook serves as a realistic figure or merely a symbol of romanticized loss.

Methodology. This study employs a chronological and thematic analysis of Chingachgook's evolving character across the five novels: *The Deerslayer*, *The Last of the Mohicans*, *The Pathfinder*, *The Pioneers*, and *The Prairie*. By examining each novel in sequence, this analysis will highlight how Cooper's characterizations and historical context shape the shifting portrayal of Chingachgook from vibrant warrior to a symbolic, cultural remnant.

Discussion

1. Chingachgook in *The Deerslayer*

In *The Deerslayer*, the youthful Chingachgook represents an idealized vision of Native American valor and loyalty. His mission to rescue his love, Wah-ta-Wah, exemplifies his commitment to family and cultural values, presenting him as both relatable and heroic. As Lawrence Buell (1995) notes, Chingachgook's friendship with Natty Bumppo embodies Cooper's "frontier humanism," where mutual respect transcends cultural divides. This novel introduces readers to Chingachgook's youthful vigor and foreshadows his eventual fate, establishing him as a character who embodies the honor and tragedy of his people.

2. Chingachgook in *The Last of the Mohicans*

o In *The Last of the Mohicans*, set against the French and Indian War, Chingachgook's character reaches new depths as both a proud father and a tragic figure. His relationship with his son, Uncas, highlights his role as the last bearer of Mohican traditions, a theme Richard Slotkin (1985) argues underscores Cooper's depiction of Indigenous culture as noble yet vulnerable to extinction. The novel's dramatic climax, with Uncas's death, solidifies Chingachgook as "the last of the Mohicans," a symbolic representation of the Native American way of life in decline. Philip Deloria (2004) observes that Chingachgook's image here reflects 19th-century American anxiety over losing cultural authenticity amid rapid expansion, serving as a lament for the passing of Indigenous cultures.

3. Chingachgook in *The Pathfinder*

o In *The Pathfinder*, Chingachgook appears as an older, more reflective warrior. Cooper shifts his focus to Chingachgook's wisdom and support for Natty, demonstrating a friendship characterized by loyalty and mutual respect. However, Chingachgook's actions and demeanor reflect a deepening resignation regarding his people's future, aligning with Louise K. Barnett's (1986) assertion that Cooper often portrayed Indigenous characters as relics of a fading past. Here, Chingachgook's image is less about heroism and more about dignified survival in the face of cultural disappearance.

4. Chingachgook in *The Pioneers*

o In *The Pioneers*, Chingachgook is a marginalized elder known to settlers as Indian John. His limited presence underscores Cooper's portrayal of Indigenous individuals as remnants of an earlier, disappearing era. Daniel Fogel (2003) argues that this depiction speaks to Cooper's conflicted view of progress, in which Indigenous figures are sidelined in a society that now sees them as obsolete. Chingachgook's death in *The Pioneers* symbolizes the erasure of Indigenous culture and the transformation of the American landscape under settler influence, emphasizing the cost of colonial expansion.

5. Chingachgook in *The Prairie*

o While Chingachgook is absent from *The Prairie*, Natty Bumppo's memories of his friend reflect Chingachgook's lasting influence, embodying a friendship that transcends physical absence. David Minter (1991) notes that Cooper's nostalgic references to Chingachgook underscore the lasting impact of Indigenous values, even in a land now dominated by settlers. Through Natty's reflections, Chingachgook's legacy persists, symbolizing the endurance of Native American cultural values despite societal change.

Conclusion. Chingachgook's development across the *Leatherstocking Tales* illustrates Cooper's complex portrayal of Indigenous identity as both noble and tragic. His transition from vigorous warrior to marginalized elder represents a meditation on the loss of Native American culture within a rapidly expanding American society. Scholars like Lawrence Buell (1995) see Chingachgook as embodying an idealized view of Indigenous honor, while Leslie Fiedler (1960) critiques the romanticized, sometimes simplified portrayal. Ultimately, Chingachgook serves as both a character and a symbol, reflecting Cooper's ambivalent admiration for Indigenous values and his resignation to their decline.

Implications and Future Research. The article suggests that Chingachgook's portrayal invites further examination within the context of American frontier myths and their effects on perceptions of Indigenous identity. Future research could explore comparative studies with Indigenous authors, examining how Cooper's legacy has influenced Native American literary representations. As Philip Deloria (2004) suggests, examining these portrayals provides insight into the complex relationship between American expansion and cultural memory.

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ADVANTAGES OF ICT AND PECULIARITIES IN IMPROVING THE COMPETENCE OF PROFESSORS IN FOREIGN LANGUAGES

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Annotation. The article discusses the content of normative model of teacher's competency, displaying scientifically based composition of professional knowledge and skills and here we can see pedagogical condition and developing level of professional competence of foreign languages teachers.

As you know, one of the priorities for the modernization of the educational system is the teaching of a foreign language, which creates conditions and opportunities for the development of international relations and cooperation.

Development of information and methodological support for the development of professional qualifications of future teachers in the Russian language. by actively introducing modern technical educational tools (computers , multimedia educational programs, internet resources) into the language, educational process, it provides ample opportunities to raise the educational system to a new level of quality and increase its effectiveness.

Currently, through the acquisition of large-scale information on the educational system of our country and abroad, as well as the exchange of professional contacts and experience, future teachers are able to improve their qualifications in the Russian language. However, it takes a lot of time to obtain, collect and work on this information over the Internet and, therefore, for teachers who do not have enough skills to use these resources in their professional activities, this presents certain difficulties. Therefore, classes organized using the Internet, in some cases, are segregated and unsystematic.

Over the years of independence, the necessary material and technical conditions have been created for the development of professional competence of teaching staff in the field of foreign languages of educational workers, in particular foreign higher educational institutions. As a result, an electronic information resource was formed, which serves to develop the professional competence of foreign language teachers, and its use was achieved to increase the effectiveness of the educational process. The implementation of specific targeted tasks assigned to military educational institutions of our country, in particular to teachers of non-linguistic specialties, on the "broad worldview of cadets, intellectual potential, the development of

creative and analytical thinking, the formation of solid knowledge in the field of natural and exact sciences, foreign languages and modern information technologies, as well as the assimilation of basic knowledge in military work Decree of the President of the Republic of Uzbekistan dated June 12, 2015 Decrees PF-4732 "On measures to further improve the system of retraining and advanced training of senior and pedagogical personnel of higher educational institutions" and PF-4947 "On the strategy of actions for the further development of the Republic of Uzbekistan" dated February 7, 2017, PK-1730 "On measures for the further introduction and development of modern information and communication technologies" dated March 21. В постановлениях ПК-1875 "О мерах по дальнейшему совершенствованию системы изучения иностранных языков" и Кабинета Министров Республики Узбекистан № 124 "Об утверждении государственного образовательного стандарта по иностранным языкам системы непрерывного образования" от 8 мая 2013 года диссертационное исследование также будет служить в определенной степени для выполнения поставленных задач

Based on these tasks, the improvement of information and methodological support, which serves to develop the professional competence of teachers of foreign languages, and its use to increase the effectiveness of the educational process, closely helps to independently master retraining and advanced training courses for teaching staff. At the same time, the development of expanded methodological support using modern online technologies that serve to improve the pedagogical development of a software platform and information and methodological support for the regular development of foreign language knowledge, skills and qualifications of teachers, improving the effectiveness of the system of independent teaching and evaluation, studying pan-European competencies in the field of foreign language proficiency among teachers, one of the The development of supply resources is an important task, which are the basis for mastering the learning and Assessment requirements (CEFR). The strategy of action on the five priority areas of development of Uzbekistan mentions as one of the priorities "Further improvement of the system of continuing education, increasing the possibilities of providing high-quality educational services, training highly qualified personnel in accordance with the modern needs of the labor market." Also, the implementation of measures aimed at achieving a specific goal "strengthening the material and technical base of educational institutions within our competence through construction, reconstruction, major repairs, providing them with modern educational and laboratory equipment, computer equipment and teaching aids" is highlighted in Sifti as one of the priorities.

The development of professional competence in the field of foreign languages among teachers has its own characteristics, which will directly depend on the conditions of studying the culture of the people whose language is being studied and maintaining constant communication in this language, starting with the material and technical base of educational institutions, and differ from the issues of improving the professional competence of teachers in other areas. This implies a special approach to the issue of priority development of this area. The role of modern information and communication technologies, which is especially important in solving this problem, is great. Therefore, the teaching staff must have certain knowledge, skills and competence in the work, analysis, and use of information based on the application of this technology in their activities.

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MEDIA-SIYOSIY TA'LIM NUTQI DISKURSIV AMALIYOTNING BIRLASHTIRILGAN SHAKLI SIFATIDA

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Abstract. This article explores the intersection of media, politics, and education, presenting media-political educational discourse as a unique and integrated form of discursive practice. It examines how media representations and political narratives influence educational content and pedagogy, and conversely, how educational discourses shape public perceptions and political debates. The study highlights the dynamic interactions between these domains and their impact on public consciousness and policy-making.

Keywords: media discourse, political discourse, educational discourse, discursive practice, media influence, political narratives, educational content

The term "discourse," which holds considerable importance in various contemporary social sciences and humanities, comes with multiple pronunciations and a range of scientific interpretations, necessitating clarification within this study. We have examined various approaches to defining and classifying discourse and analyzed the specific characteristics of the most relevant types for this study: media, political, and educational. We identified the role and key components of the discrediting strategy in media-political discourse and explored the linguistic category of assessment as the fundamental speech construct of this strategy. Drawing from theoretical material, we propose an algorithm for analyzing the evaluative means used to implement a strategy to discredit education reform and its key figures within media discourse. We deem it unnecessary to adhere to tradition by starting with an exhaustive account of Z. Harris's "Discourse Analysis." Instead, we will focus on research conducted over the past two decades.

In contemporary science, several approaches to understanding and studying discourses exist:

Communicative and Functional Approach: Scholars such as I.A. Sternin, O.A. Leontovich, A.V. Olyanich, M.Y. Oleshkov, V.B. Kashkin, M.J. Gamperts, Saville-Troike, and S.V. Skalon are notable contributors in this area. Within this approach, discourse is viewed as a communicative and discursive practice—a complex, dynamic process closely tied to the concept of "communication." (Антонова, 2007, 120) This approach intersects with communication theory, speech influence and behavior theory, ethnolinguistics, and the ethnography of communication.

Socio-linguistic approach. Within the framework of this paradigm, it is necessary to note the works of the following foreign researchers: M. Foucault, P. Bourdieu, T. van Dyck, K. Kandlin, N. Faierklaf, D. Cameron, D. Tannen. The socio-linguistic approach implies considering discourse as a form of creation and type of social activity. Sociolinguistics studies the problems of interaction between discourse and ideology, discourse and power, social institutions, and gender factors of culture.

Functional Genre Approach: This approach interprets discourse as a genre and analyzes it from the perspectives of genre studies and genre theory. V.V. Dementyev aptly notes that "the concept of genre has firmly established itself in discourse theory as one of its fundamental organizational units" (Антонова, 2007, 56)

Stylistic Approach: This approach explores the relationship between discourse and style. Numerous studies from the French school, including those by M. Foucault, P. Serio, A. Greimas, J. Derrida, and Y. Kristeva, address this issue.

A cognitive approach that considers discourse from the standpoint of internal, mental activity of consciousness, as well as considering ways of storing and manifesting knowledge, mechanisms of the emergence and reproduction of discursive forms, structures and schemes.

The information explosion driven by the transformation of mass media into a central component of modern communication has sparked significant interest among contemporary linguists. Media linguistics, a discipline that emerged at the turn of the twentieth and twenty-first centuries, focuses on the study of language use in the media. Pioneers of this field in Russia include S.I. Bernstein, D.N. Shmelev, V.G. Kostomarov, Yu.V. Rozhdestvensky, G.Ya. Solganik, B.V. Krivenko, A.N. Vasilyeva, and T.G. Dobrosklonskaya. Notable international contributors to media language studies include T. van Dijk, M. Montgomery, A. Bell, N. Fairclough, and R. Fowler. (Алексеева, 2002, 200-202)

In contemporary studies, there are various definitions of the term "mass media discourse" (K.S. Gadzhiev, M.R. Zheltukhina, T.G. Dobrosklonskaya, etc.). From a broad perspective, media discourse is described as "a functionally conditioned type of discourse, encompassing a set of speech practices and products of speech activity within the realm of mass communication, in all their richness and complexity of interaction." While the primary goal of media discourse is to inform the audience, it often involves evaluating information and influencing listeners and readers. Individuals coordinate their actions with their worldview, which is shaped by the media. K.S. Gadzhiev argues that media discourse comprises contradictory and sometimes mutually exclusive messages, indicating that the media employs various strategic programs that shape public opinion rather than merely imprinting it (Алексеева, 2002, p71). Additionally, the media creates its own reality, which can be vastly different from actual events, yet the public often accepts this information "on faith" because they cannot directly observe the events.

The wide reach of the readership (audience) necessitates that media publications be accessible to the general public, which entails the use of specific linguistic tools. Consequently, the characteristics of media discourse involve the use of clichéd linguistic expressions combined with figurative stylistic devices. The primary method employed is stable collocation, which has an intermediate status between free word combinations and phraseological units.

One of the key concepts in media discourse, media linguistics in general, and this study in particular, is the media text. Ya.N. Zasursky distinguishes between "media text" and "text" with the following definition: "Today, a media text is in some sense more than a text... The existence of verbal, auditory, visual, and multi-layered media texts creates a new, distinct communication conglomerate — a structure that possesses special expressiveness." (Fairclough, 2003, p 106-107)

The modern media text is not only a verbal phenomenon but also a visual one: its verbal component interacts with visual, kinetic, and auditory elements in a polycode, semiotically complex space. Among the primary features of the media text is the combination of seemingly contradictory qualities: expressiveness and standardization, imagination and logic, conservatism and constant innovation. (Wodak, 2015, 200-202). Considering the specifics of our chosen topic, which involves the interaction of political, media, and educational discourses, we now turn to the third component of the discursive practice under examination.

This study has explored the intricate interplay between media, political, and educational discourses, highlighting the emergence of media-political educational discourse as a combined form of discursive practice. By examining various approaches to discourse analysis, including communicative-functional, functional genre, and stylistic approaches, we have delineated the multifaceted nature of discourse and its implications in contemporary society. Our analysis has underscored the role of media discourse in shaping public perception and opinion, often through strategic programs that convey contradictory messages. This discourse not only informs but also influences and evaluates, impacting the way individuals perceive and interact with the world.

In conclusion, understanding media-political educational discourse is crucial for navigating the complexities of modern communication and its influence on society. Future research should continue to investigate the evolving dynamics of this integrated discourse, particularly in light of emerging media technologies and their potential to further transform the landscape of public communication and education. By doing so, scholars and practitioners can better address the challenges and opportunities presented by this powerful discursive practice.

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O'ZBEK TILIDA O'ZLASHMALARNING STRUKTUR-SEMANTIK MOSLASHUVI

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Annotatsiya. Mazkur maqolada tilimizga o'zlashgan leksik birliklarning fonetik, morfologik va semantik moslashuvi va ularning struktur-semantik tadqiqi jarayonlari yoritilgan. Moslashuv jarayonlari tahlilida o'zlashmalarning bir tildan ikkinchi tilga ko'chish bosqichida kuzatiladigan turli sathlardagi o'zgarishlar va til qoidalariga assimilyatsiya qilinishi ko'rib chiqilgan.

Kalit so'zlar: o'zlashma so'zlar, fonetik moslashuv, leksik-semantik moslashuv, morfologik moslashuv, donor til, retseptient til.

Kirish. Prezidentimiz Sh. Mirziyoyevning 2023-yil 21-oktabrdagi o'zbek tili bayrami munosabati bilan xalqimizga bayram tabrigida ham "...ona tilimizni asrab-avaylash va boyitish, uni ilm-fan, iqtisodiyot, ta'lim, tibbiyot, axborot-kommunikatsiya, diplomatiya va boshqa muhim yo'nalishlarda ta'sirchan muloqot vositasiga aylantirib, taraqqiyot sur'atlariga uyg'un holda rivojlantirishga, xalqaro nufuzini munosib darajaga ko'tarishga erisha olamiz" deya tilimiz bilan sodir bo'layotgan o'zgarishlarga bejizga urg'u bermagan. O'zbek tilining jahon miqyosidagi o'rni, globallashuv jarayonida tilimizning qay darajada rivojlanib borishi va

o'zgarishlarga yuz tutishi bilan bog'liq xususiyatlarini birma-bir, bosqichma-bosqich tahlil qilish va tilimizga kirib kelayotgan yangi tushuncha va strukturalarning ahamiyatini ochiqlash kabi yuzlab masalar tilshunosligimizda hali beri ochiq qolmoqda. Shu boisdan, mazkur maqolada o'zbek tiliga o'zlashgan so'z va terminlarning struktur va semantik moslashuvi va tadqiqot jarayonlari bilan bog'liq muammolar o'rta tashlangan.

Dunyo tillari bir necha yuz yillardan beri qiyosiy tarixiy tahlili jarayonlaridan kelib chiqib, xulosa qilish mumkinki, har qanday rivojlanib kelayotgan tilda boshqa tillarning ta'siri mavjud. Jumladan, fransuz tilshunosi Boduen de Kurtene "... agar o'z ko'zingiz bilan qarab ko'rsangiz ham, biror sof til mavjud emaski, boshqa tillar bilan aralashmagan" [1 : 363]. Jahon tilshunosligida o'zlashmalar va ularning tillar o'rtasidagi munosabatlari bir qator mahalliy va xorijiy tilshunoslar tomonidan turlicha talqin va tadqiq qilib kelinmoqda. Jumladan, jahon tilshunoslaridan H. Hokk, B. Josef, L. Blumfeld, E. Haugen, F. Durkin kabilar, rus tilshunoslaridan M. Stepanova, R. Budagov, D. Lotte va L. Krisinlarni misol keltirishimiz mumkin. Mahalliy tilshunoslarimizdan o'zbek tilidagi o'zlashma termin va so'zlar tadqiqiga zamonaviy tilshunoslarimizdan Sh. Rahmatullayev, H. Dadaboyev va A. Madvaliyev kabi olimlarimiz ilmiy-izlanishlar olib borgan. Sh. Raxmatullaev o'zlashmalar tilning ravnaqi uchun muhim ekanligini ta'kidlaydi [2: 106]. Agar tilshunoslikning mazkur holatini dunyoning global tillari miqyosida olib qaraydigan bo'lsak ham, aksariyat keng qo'llanuvchi ingliz, arab, fransuz, ispan va rus tillarining lug'at tarkibi ham xorijiy o'zlashmalarning son jihatdan yuqori o'rin egallashini kuzatamiz. Ingliz tilshunoslari H. Hokk va B. Joseflarning talqiniga ko'ra asos tildan bir elementning o'zlashtiruvchi tilga o'tishi bu zaruriyat. U xoh iqtisodiy-siyosiy yangilik bo'lsin, xoh ijtimoiy-madaniy, farqli tillarda so'zlashuvchilar orasidagi aloqa natijasida bir so'z, yoki tushunchaning o'zlashtirilishi o'zlashtirgan tilda mavjud bo'lmaydi, yoki aynan o'sha tushunchani ifodalab bermaydi, va shu sababdan begona leksema qabul qilinish hodisasi sodir bo'ladi [3: 258].

Asosiy qism. O'zbek tilshunosligida o'zlashma leksik birliklar funksiyonal, struktur va semantik xususiyatlariga ko'ra turli sohalar va janrlar qamrovida o'rganilib kelinmoqda. O'zlashmalar tadqiqida, har bir leksik birlikning donor tildan retseptient tilga kirib kelishi xususiyatlariga ko'ra, uning etimologik jihatlari tahlil qilinadi. Jumladan, leksik birlikning donor tildan, ya'ni asos tildan retseptient tilga kirib kelishi yoki qabul qilinishida vositachi tillarning ta'sir doirasi, tarixiy-ijtimoiy jarayonlar munosabatlari o'rganiladi [4: 663]. Shu asnda, hozirgi jahon tilshunosligida har qanday tilda o'zlashma qatlamning mavjudligi, tillar o'rtasidagi kontaktlar sababli ham leksikologiyada turli sohalarida etimologik va izohli lug'atlar juda ko'p. Aynan, mazkur bir tildagi o'zlashmalarning alohida tartiblanishi va izohlanishi sababli ham, bunday lug'atlarni tuzib chiqish talablari kiritilgan. Masalan, tilshunos Sh. Rahmatullayev o'zbek tilidagi arabcha, turkcha, forsha o'zlashma leksikaning 3 jildli etimologik lug'atini tuzib chiqqaniligi yuqoridagi fikrimizga yaqqol misol bo'la oladi [5: 4].

Tilimizdagi o'zlashma qatlamning struktur-semantik xususiyatlarining o'rganilishi, o'zlashgan leksik birliklarning o'zbek tili fonetikasi, leksikologiyasi va morfologiyasida o'zbek tili normalariga moslashuvi qoidalaridan kelib chiqib tahlil qilinadi. Quyida o'zlashmalar bilan bog'liq moslashuv jarayonlarining turli xil xususiyatlarini ko'rib chiqamiz.

Fonetik moslashuv: O'zbek tilida o'zlashma so'zlarning fonetik moslashuvi jarayoni boshqa tillardan kirib kelgan so'zlarning o'zbek tilining fonetik qonuniyatlariga moslashtirilishi bilan bog'liqdir. Bu jarayon tilning o'ziga xos tovush tizimi va talaffuz qoidalariga moslashtirish orqali amalga oshadi. O'zlashma so'zlarning fonetik moslashuvi quyidagi jihatlarni o'z ichiga oladi: tovushlarni o'zgartirish yoki almashtirish, bunda ayrim o'zlashma so'zlarda mavjud tovushlar o'zbek tilidagi tovushlarga moslashtiriladi yoki o'zgartiriladi. Undosh va unli tovushlarning moslashuvi, bunda o'zlashma so'zlarda ayrim undosh va unli tovushlar o'zbek tilining fonetik qoidalariga moslashtiriladi. Tovushlarni tushirib qoldirish, bunda o'zlashma so'zlarda tilimizga moslashish jarayonida ba'zi tovushlar tushirib qoldirilishi mumkin.

Qo'shimcha tovushlarni kiritish, bunda ba'zida o'zlashma so'zlar o'zbek tilida talaffuz osonlashishi uchun qo'shimcha tovushlar bilan boyitiladi. Urg'u o'zgarishi, bunda ayrim tillarda urg'u so'z boshida yoki oxirida tushsa, o'zbek tilida odatda urg'u so'zning oxirgi bo'g'iniga o'tkaziladi. Ikki tovushli undoshlarning bir tovushga moslashuvi, bunda ba'zan boshqa tillardan kirib kelgan ikki tovushli birikmalar o'zbek tiliga moslashtirishda bir tovush bilan almashtiriladi. O'zlashma so'zlarning fonetik moslashuvi orqali tilda talab qonuniyatlari o'z ichiga o'zbek tilining tovush tizimini saqlashga va so'zlarni talaffuz qilishni qulaylashtirishga xizmat qiladi. Shu bilan birga, fonetik moslashuvlar natijasida o'zlashma so'zlar milliy til o'ziga xos xususiyatlari bilan boyitiladi va osonroq o'zlashtiriladi.

Leksik-semantik moslashuv: o'zlashma so'zlarning ma'nolarining o'zbek tilidagi iste'molga moslashtirilishi ham diqqatga sazovor. Ayrim o'zlashma so'zlar kiritilgan tildagi ma'nosini saqlasa, ba'zilari yangi ma'nolarni oladi. O'zbek tilida o'zlashma so'zlarning leksik-semantik moslashuvi boshqa tillardan kirib kelgan so'zlarning o'zbek tilidagi ma'no tizimiga moslashishi jarayonidir. Bu jarayon orqali o'zlashma so'zlar tilimizda ma'nosini saqlab qolishi, torayishi yoki kengayishi, yoki yangi, mahalliyashgan ma'nolarni qabul qilishi mumkin. Leksik-semantik moslashuv tilning lug'at boyligini kengaytirishga xizmat qilsa-da, bunda milliy so'zlardan foydalanishni saqlash va milliy xususiyatlarni kiritish muhim ahamiyat kasb etadi.

1. Asliy ma'noni saqlab qolish: ko'pgina o'zlashma so'zlar boshqa tilidagi asliy ma'nosini saqlagan holda o'zbek tiliga kiradi va shu ma'noda qo'llanadi.

2. Ma'noning torayishi yoki kengayishi: ba'zi o'zlashma so'zlar tilimizga kirgach, o'z ma'nosini toraytirishi yoki kengaytirishi mumkin. Bunda so'zning ishlatilish doirasi ma'lum bir ma'noga yoki kontekstga xos bo'lib qoladi.

3. Yangi ma'nolar hosil qilish: ayrim o'zlashma so'zlar o'zbek tilida yangi ma'no va konnotatsiyalar bilan boyitiladi. Bu holatda so'z mahalliy ijtimoiy va madaniy kontekstga mos keladigan yangi ma'nolarni qabul qiladi.

4. Sinonimlik va o'xshashlik asosida qo'llanilishi: o'zlashma so'zlar ko'pincha milliy so'zlar bilan sinonim sifatida ishlatiladi yoki ularga o'xshash ma'noda qo'llaniladi. Bu orqali so'z ma'nosi boyitilib, yangi ko'rinishda tilga kiradi.

5. Madaniy va ijtimoiy moslashuv: ayrim so'zlar o'zlashish jarayonida mahalliy madaniyat va ijtimoiy sharoitlarga moslashtiriladi, natijada ular yangi semantik ma'noga ega bo'ladi.

6. Ma'nosining o'zgarishi yoki yondosh ma'nolarni qabul qilishi

Morfologik moslashuv: o'zlashma so'zlar ko'pincha o'zbek tilidagi kontekstlarga moslashish uchun ba'zan butunlay yangi ma'noni qabul qiladi. O'zbek tilida o'zlashma so'zlarning morfologik moslashuvi bu so'zlarning o'zbek tilining grammatik qoidalariga moslashishi jarayonidir. O'zlashma so'zlar boshqa tillardan kirib kelganda, o'zbek tilidagi qo'shimchalar va grammatik shakllarni qabul qilib, tilning morfologik tizimiga moslashadi. Bu jarayon natijasida o'zlashma so'zlar o'zbek tilida erkin ishlatiladigan va grammatik jihatdan mos keladigan ko'rinishga ega bo'ladi. O'zlashma so'zlarning morfologik moslashuv jarayonlari quyidagilardan iborat: egalik qo'shimchalari: o'zlashma so'zlar o'zbek tilidagi egalik shakllarini qabul qiladi va egalik qo'shimchalari bilan ishlatiladi; kelishik qo'shimchalari: o'zlashma so'zlar o'zbek tilidagi olti xil kelishik shaklini qabul qiladi va shu asosda o'zbekcha so'zlar kabi turli vazifalarda ishlatiladi; ko'plik shakllari: o'zlashma so'zlar o'zbek tilidagi ko'plik shaklini ifodalovchi "-lar" qo'shimchasini qabul qiladi; fe'llar yasash uchun qo'shimchalar: o'zlashma otlardan o'zbek tilida yangi fe'l shakllari yasash uchun "-la", "-lash" qo'shimchalari qo'shiladi; sifat yasash uchun qo'shimchalar: ayrim o'zlashma so'zlardan sifat yasash uchun "-li", "-siz" qo'shimchalari qo'shiladi; qiyoslash shakllari: o'zlashma sifatlar o'zbek tilidagi qiyoslash shakllarini qabul qiladi, bunda "-roq" qo'shimchasi qo'llanadi; fe'l qo'shimchalari bilan moslashuv: o'zlashma so'zlar o'zbek tiliga kirganda, o'zbek tilida fe'l yasash imkoniyatiga ega bo'ladi. Bu jarayonda so'zga "-moq", "-yapti", "-di" kabi qo'shimchalar qo'shiladi.

Xulosa.

Yuqoridagi bir necha jarayonlar, o'zbek tiliga qabul qilingan yoki qabul qilinadigan har qanday leksik birliklar (so'z, so'z birikmasi, termin va neologizmlar) ona tilimiz fonetikasi, leksikologiyasi va grammatikasiga mos ravishda struktur jihatdan moslashtirilishi va semantic jihatdan tilimizda mavjud sof o'zbekcha so'zlar bilan sinonimik maydon hosil qilish xususiyatlarini belgilab beradi. Shu asnoda, har qanday o'zlashmaning lingvistik tadqiqida uning etimologik jarayoni, semantik va struktur jihatlari o'rganilish lozim. Shundagina, tadqiqot kutilgan natijani va to'g'ri olib borilgan tahlil natijalarini bera oladi.

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ONOMASTIKA MUAMMOSI: TARIXIY VA MADANIY NOMLASH AN'ANASI

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Annotatsiya. Maqola tilning tarixiy nomlash an'alariga bag'ishlangan. Unda globallashuv sharoitidagi intensiv madaniy ta'sirlar oqibatida tilga ehtimoliy tahdidlarning kuchayishi, shuningdek, tilning leksik zaxirasida o'z qatlam so'zlari va katta miqdordagi o'zlashma so'zlarning qarama-qarshiligi masalalari ochib berilgan.

Kalit so'zlar. nom, so'z, til, nomlash, o'zbek, lug'at, milliy, xalq

Onomastika ismlar va nomlarni o'rganuvchi, ularning o'ziga xosligi va tarixiy kontekstdagi munosabatlarini yoritib beruvchi tilshunoslikning markaziy sohasidir. Ismlar ham individual, ham jamoaviy o'ziga xoslikning belgisi bo'lib xizmat qiladi va ularning vazifalari boy madaniy, tarixiy va ramziy ma'nolarni qamrab olish uchun oddiy nomenklaturadan farq qiladi. Nomlashning lingvistik an'analari, xususan, tarixiy va madaniy doiralarga aloqador nomlar jamiyat qadriyatlarini va xalq va millat bilan bog'liq xotiralar haqida muhim tushunchalarni ochib beradi. Jamiyatlar nomlar orqali avlodlar o'rtasida ko'prik vazifasini o'tagan holda o'z madaniy merosining asosiy jihatlari boricha saqlaydi va keyingi avlodga bus-butun holda uzatadi.

Onomastika sohasi ko'plab tilshunoslik fanlari, jumladan, ijtimoiy tilshunoslik, madaniy tilshunoslik va tarixiy tilshunoslik bilan kesishadi. Ushbu fanlarning har biri nomlash an'alarining madaniy hodisa sifatida nomlashni chuqurroq tushunishga yordam beradi. Shaxslar, joylar yoki madaniy artefaktlar (inson ijodiy faoliyati mahsuli sifatida tushuniladigan obyektlar) uchun nom berish qoidalari ham lingvistik, ham ekstralingvistik omillar, jumladan, ijtimoiy iyerarxiya, diniy e'tiqodlar va tarixiy voqealar bilan hamohang tarzda shakllanadi. O'zbek onomastikasi ham an'anaviy nomlar turli til manbalaridan, jumladan, arab, fors, turkiy tillardan tashkil topgan bo'lib, tarixiy istilolar, madaniy almashinuvlar, diniy va ijtimoiy

mafkuralardagi siljishlarni aks ettiradi. Shu tarzda nomlar til va u bilan bog'liq madaniyatning asrlar osha davomiyligini va o'zgarishini qamrab oladi.

Tilshunos olim N.Mahmudov tilda o'zlashma so'zlar me'yori va milliylik masalasini ko'tarar ekan, "Bundan 130 yil ilgari mashhur olmon tilshunosi Herman Paul o'zining "Til tarixi tamoyillari" kitobida geografik nomlar va atoqli otlar, shuningdek, xorijdan olib kelinayotgan tovarlar nomlari eng ko'p o'zlashtiriladigan so'zlar bo'lishini"[1;4] ta'kidlaydi. Albatta, buning isboti bugungi kundagi har qanday til leksik zaxirasini taftish qilishda osonlik bilan namoyon bo'lishi tabiiy hol.

Nomlash amaliyotini o'rganish tilshunoslikning bir qancha asosiy nazariyalariga asoslanadi. Ferdinand de Sossyurning semiotika nazariyasi, xususan, belgi tushunchasi nomlarning ramziy mohiyatini tushunish uchun asos bo'lib xizmat qiladi. Sossyurning fikriga ko'ra, nom yoki lingvistik belgi o'z obyektiga xos bo'lgan bog'liqlik tufayli emas, balki ijtimoiy jihatdan belgilanadigan shartli nom sifatida muhim rol o'ynaydi. Bu nazariya nomlash amaliyotining maqsadli, lekin shartli ekani, shuningdek, madaniy asoslarga tayanishi bilan ahamiyatlidir. Chunki nomlar til hamjamiyatidagi jamoaviy kelishuvi asosida ahamiyatli bo'ladi. Ijtimoiy qadriyatlar o'zgargan sari nomlash an'analari ham yangi madaniy ma'no va talqinlarni aks ettiradi.

Noam Xomskiyning generativ grammatika nazariyasi uning universal grammatika haqidagi g'oyalari bilan bir qatorda tushunishning yana bir qatlamiga hissa qo'shdi. Xomskiyning ta'kidlashicha, barcha odamlar til tuzilishi va madaniyatlar bo'ylab tushunishni boshqaradigan tug'ma til qobiliyatiga ega. Bu nazariya til sathidagi, asosan, sintaksisga ko'proq qaratilgan holda bo'lsa-da, hatto nomlash amaliyotida ham madaniyatlararo tushunishni osonlashtiradigan universal lingvistik tuzilma mavjudligini asoslaydi[3:5]. Nomlash, madaniy jihatdan o'ziga xos an'ana bo'lsa-da, tillararo tushunish imkonini beruvchi lingvistik qonuniyatlarga ham amal qiladi. Shu jihatdan o'zbekona nom qo'yish amaliyotini yuqorida zikr etilgan fikrlar kontekstida o'rganish soha muammolarini hal etishda muhim ahamiyat kasb etishi mumkin.

Umuman olganda, tarixiy va madaniy nomlash an'alarining tilda qanday rivojlanishi va jamiyatdagi o'zgarishlarga munosabati tilshunoslarni o'ziga qiziqtirib kelayotgan masalalardandir. Tildagi ushbu nomlash an'alarining uzoq tarixiy ildizlari mavjud bo'lsa-da, uning barqarorligiga o'zining sezilarli ta'sirini ko'rsatayotgan omillar mavjud. Ular, asosan, globallashuv, fan-texnika taraqqiyoti, raqamli media va til aloqalari bilan bevosita bog'liqdir.

An'anaviy o'zbek nomlari tarixiy ta'sirlar va madaniy o'zgarishlarga javoban qanday rivojlangani, globallashuv davrida madaniy nomlash an'alarining saqlanib qolishiga qanday muammolar tahdid solayotgani, shuningdek, an'anaviy nomlash usullarini saqlab qolish va ularni kelajak avlodlarga yetkazishni ta'minlash uchun qanday strategiyalardan foydalanish muhimligi o'rganilayotgan muammoning eng muhim jihatini tashkil etadi.

Shu jihatdan o'zbek nomlash amaliyotini keng qamrovli o'rganish, tabiiyki, tarixiy manbalar, adabiy asarlar va davrlar silsilasi bilan bog'liq tilshunoslik tadqiqotlariga asoslanadi. Bu jihatdan ilk manbalar sifatida Mahmud Koshg'ariyning "Devonu lug'otit-turk", Yusuf Xos Hojibning "Qutadg'u bilig", Alisher Navoiyning "Muhokamat ul-lug'atayn" asarlari o'rin olishi shubhasizdir. Bu kabi asarlar o'zbek millati va madaniyatining o'ziga xosligini shakllantirgan nomlash an'analari haqida axborot beruvchi dastlabki manbalar sifatida qadrlidir. Ular an'anaviy nomlarning etimologiyasi, ramziy ma'nolari va madaniy kodlarini ochib beradi, bundan tashqari, hozirgi davrda globallashuv va o'zlashma birliklar ta'sirida bo'lgan zamonaviy nomlash tendensiyalari ham ular qatorida ishtirokchiga aylanyapti.

Tarixiy matnlardan tashqari, zamonaviy o'zbek tilida, ayniqsa, raqamli ommaviy axborot vositalari va tillararo aloqaning kuchayishi sharoitida nomlash amaliyotining hozirgi holati tilshunoslarni xavotirga solayotgan va tashvishlantirayotgan masalaga aylanayotganini alohida ta'kidlash joiz. So'nggi yillarda o'zbekona nomlar qatoriga kirib kelayotgan yoki

moslashtirilayotgan sohada nomlar yevropacha an'analarga intilish va xalqaro madaniy almashinuvlarning ta'siri sifatida tushuniladi. Bularni, albatta, o'zbek tilidagi faoliyat olib boruvchi ijtimoiy tarmoq va internet sahifalari kuzatuvlari asoslaydi.

Lug'at boyligimizda paydo bo'layotgan yangi birliklar orasida toponimlarning o'rni ham salmoqli. N.Isakova ta'kidlaganidek, "...yangi aholi paydo bo'lganda, yangi mikrotoponimlar paydo bo'ladi, bular onim-neologizmlardir"[2:75].

Har qanday jamiyat vakillari uchun borliq va unda shu kecha-kunduzda kechayotgan jarayonlar haqida aniq axborot olish va uning xolisligini tekshirish muhim hisoblanadi. Buning uchun har qanday til egalarining bugungi kun davriga mos qulayliklaridan o'rinli foydalanishlari, yuqori texnologiyalarga asoslangan qurilmalar orqali dunyoni kuzatishga intilishlari tabiiy holdir. Bundan tashqari, globallashgan Internet tarmog'idan informatsiya olish, uzatish va munosabat bildirish engil va ziddiyatli tusga kirayotgani holda axborotning tildan tilga uzatilishida retsipientlarning o'z maqsad-manfaatlaridan kelib chiqib, so'zlarni rang-barang talqin qilish imkoniyati mavjudligi ham muhokamali masalaga aylanmoqda.

Uzatilayotgan axborotlar ijtimoiy tarmoqlardan o'zga tarmoqlarga tez va qisqa fursatlarda ko'char ekan, shu asnoda so'zlarning tildan tilga to'g'ridan to'g'ri o'tishi jarayoni ham tezlashib bormoqda. Natijada begona til so'zlarining yangi tilga o'tishida milliy til tabiatining manfaati hisobga olinmayapti. Aniqroq aytganda, o'zlashayotgan so'zga tildagi munosib muqobillarini izlash, kalkalash usuli, tilda mavjud so'zlarga yangi ma'no yuklash – polisemiya hodisasi, tilning ichki imkoniyati asosida yangi so'z yasash imkoniyati kabi omillar chetda qolyapti.

Xullas, nom tanlashda leksikadagi uzoq tarixiy jarayon bosqichlaridan o'tib, sayqallanib kelayotgan zaxira so'zlarimizni chetga surib qo'yib, tilimizga o'zlashib ulgurmagan xorijiy so'zlarga ko'proq murojaat qilar ekanmiz, tilning o'zida nomlash an'anasi va uning tarixiy ildizlariga darz keta boshlaydi. Natijada o'zbek tilini maishiy til darajasiga tushirib qo'yish ehtimoli yuqori bo'ladi. Shunga ko'ra, tilning uzoq tarixiy nomlash an'anasini davom ettirish va unga barqaror vorislik mas'uliyati asosida avlodlarni tarbiyalash hamda shakllantirib borish o'zbek millatiga mansub barcha til egalarining muhim vazifasi hisoblanadi.

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ПОНЯТИЕ И ОБЩАЯ ХАРАКТЕРИСТИКА ОЛИЦЕТВОРЕНИЯ КАК СТИЛИСТИЧЕСКОГО ПРИЕМА

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Древние мыслители не раз прибегали к изучению такого стилистического приема, как олицетворение. Данный феномен имеет глубокие корни в мышлении древнего человека, когда человек одушевлял все, что происходило с живым существом. По мнению ученого А. Ф. Лосева олицетворение – это следующая ступень после мифологического мышления и напрямую относится к метафорическому мышлению [7: 24].

На сегодняшний день большинство лингвистов также рассматривают олицетворение как троп. Однако имеется ряд разногласий, связанных с определением данного термина. Одни считают, что такие стилистические приемы, как олицетворение и персонификация, прозопопея, антропопатизм являются терминологическими феноменами и берут за основу один из них. Другие же ученые, наоборот, разграничивают данные понятия. Третьи в свою очередь приравнивают олицетворение к метафоре и называют данный троп метафора-олицетворение. Четвертые отрицают тот факт, что олицетворение является фигурой речи. Они считают, что метафора близка к понятию олицетворения, но все же работает по другому принципу.

Хотя олицетворение известно ученым с давних времен, существуют разногласия при формулировке данного термина. Каждый ученый по-своему определяет и понимает это явление. В научной литературе в дефинициях олицетворения наблюдается синонимия, накопившаяся за длительный срок изучения этого средства выразительности. В качестве синонимов используются термины: фигура речи, стилистическая фигура, риторическая фигура, троп.

Под стилистическим приемом понимается способ намеренного и сознательного усиления какой-либо типической структурной или семантической черты языковой единицы, усиливающий ее выразительность, достигший обобщения и типизации и ставший таким образом порождающей моделью [4: 30]. И.Р. Гальперин относит олицетворение к лексическим стилистическим приемам, основанным на интенсификации какого-либо признака предмета или явления [5: 2].

Многие лингвисты трактуют олицетворение не как фигуру речи, а как троп. Так, Н.Д. Десяева характеризует тропы как «слова или словосочетания, с помощью которых тот или иной объект назван так, что обозначаются его ассоциативно-образные связи с другим объектом», и относит к ним метафору, метонимию, синекдоху, гиперболу. В дефиниции фигуры речи Н.Д. Десяева подчеркивает роль синтаксической организации высказывания как отличительный признак [4:26].

Принадлежность к разряду тропов должна определяться по трем критериям: 1) знаковость (троп – это номинативная единица); 2) двуплановость (семантический критерий); 3) декоративность (функциональный критерий, предполагающий ограничение сферы использования тропов художественной речью; отсюда - выражения типа «художественные тропы», «поэтические тропы», а также определение тропа «как слова-образа под конститутивным руководством внутренней художественной, поэтической формы.

Ученые-лингвисты тесно связывают олицетворение с мифологией. Первоначально мышление первобытного человека не имело представлений об отвлеченных понятиях,

все явления переносились на весь окружающий его мир, что и послужило для А. Лосева причиной назвать данное время «всеобщим одушевлением». Но со временем человек, с одной стороны, овладел умением обобщать и детализировать все предметы и явления, а с другой стороны – сопоставлять их. Отсюда и возник такой троп, как аллегория, ставший отправной точкой для метафоры и ее разновидностей – олицетворения [7:27].

Со временем сознание человека начинало развиваться, уже улучшалась способность людей обобщать и конкретизировать определенные явления исходя из выделяемых свойств предметов. Приведем цитату Е.С. Автономовой, которая пишет: "Начинается этап преодоления антропоморфизма, который не закончился и поныне и, быть может, никогда не закончится" [1:100]. Тем самым, можно сделать вывод, что олицетворение неразрывно связано с мифологическим антропоморфизмом.

По мнению И.А. Елисеева и Л.Г. Поляковой, олицетворение – это одна из разновидностей метафоры, то есть процесс, когда человек переносит черты, свойственные людям, на неодушевленные предметы и явления. Они считают, что лишь перенося черты, свойственные человеку на неодушевленный предмет можно выявить его человеческие качества [6: 96].

Сам термин «олицетворение» произошел от греческого слова *προσωποποιε* (прозопопея), что означает наделение любого неживого существа, явления природы или какого-либо предмета человеческими чертами. В свою очередь в некоторых словарях данное понятие иногда раскрывается как одушевление, что свидетельствует об ошибке с точки зрения лингвистики [3:5].

Специалист в области стилистики, лексикологии и риторики, доктор филологических наук И.В. Арнольд определяет олицетворение как стилистический прием, который заключается в том, что на предметы и отвлеченные понятия переносятся определенные черты, свойственные человеку. Она полагает, что данное явление характерно для существительных – названий лица [2:5].

Олицетворение ставит перед собой ряд задач, которые должны быть выполнены. Во-первых, сравнить изображаемый предмет с человеком, а также его качествами и действиями. Вторая задача олицетворения заключается в способности сделать этот предмет понятнее читателю и более наглядным. И, в-третьих, нужно образно представить содержание самого предмета.

Помимо всех вышеперечисленных задач, данный феномен служит для того, чтобы создавать более выразительные и яркие картины чего-либо, создавать также определенный образ. Тем самым это усиливает мысли и чувства, которые передаются посредством выразительности речи [1:41].

На первый взгляд можно сказать, что термин «олицетворение» является простым и ясным. Как показал анализ теоретического материала, олицетворение вызывает ряд разногласий у многих ученых-лингвистов.

Первоначально еще древние люди пытались придавать явлениям природы и предметам черты, свойственные только человеку. Но в ходе эволюции человек овладел умением обобщать определенные явления, исходя из выделенных свойств предметов. Все это постепенно развивалось, что и послужило зарождению такого понятия, как олицетворение.

Без олицетворений сегодня невозможно представить художественные произведения. Они служат для того, чтобы создать более яркие и запоминающиеся образы. Также слова, употребленные таким образом, используются в тексте для того, чтобы читатель смог сравнить предметы или явления с живыми существами и лучше понять их.

Кроме того, подробно изучая данный феномен, лингвисты выделяют определенные типы олицетворений. Это в свою очередь подтверждает тот факт, что олицетворение имеет сложную и многогранную природу.

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АНАЛИЗ РУССКОЙ И УЗБЕКСКОЙ ПОСЛОВИЧНОЙ ЯЗЫКОВОЙ КАРТИНЫ МИРА В СРАВНИТЕЛЬНО-СОПОСТАВИТЕЛЬНОМ ПЛАНЕ

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Аннотация. Тенденция к исследованию паремиологических единиц в сопоставительном аспекте с целью выявления специфики картины мира разных народов, отраженной в паремиях, способствует выявлению отражения жизненного уклада, мировоззрения, национального менталитета.

Ключевые слова: пословица, паремия, паремическая единица, пословичная картина мира, языковая картина мира, ценность.

Пословицы – это культурное наследие народа, в которых отражаются территориальные ценности, характерные для коллективного сознания соответствующих народов, проживающих, как правило, на этих территориях, когда знание об этих ценностях предполагает наличие соответствующей характеристики у предмета мысли и иллюстрирует специфику языкового сознания и форм освоения мира в языке.

Пословицы выполняют функцию «нравоучения» и могут претендовать на статус выразителей «народной мудрости». Поскольку в семантике пословиц может быть заложена любая мысль, то особую ценность паремий определяет их культуроносный смысл, закрепленной именно в паремиях [2: 849].

Познавая окружающий мир, человек форматирует доминантные ценности, которые обусловлены избирательностью восприятия окружающей действительности и её осмысления [2: 850]. Паремические единицы любого языка несут в себе национально-культурную коннотацию и являются ценнейшим источником сведений о менталитете народа и его культуре. В структуре пословиц содержатся словесные единицы, которые несут в себе неповторимую этническую информацию о ментальности того или иного

народа. При общении людей пословицы (в узком понимании это паремии) являются особыми необходимыми единицами языка, поскольку передают информацию житейского и дидактического характера, обозначают типичные жизненные ситуации и мысленные процессы или отношения между теми или иными субъектами и объектами [4:8].

Сравнительно-сопоставительный анализ паремий разных народов в настоящее время неслучайно привлекает внимание многих исследователей: паремии, которые составляют картину мира в понимании целого народа, имеют большое значение для лингвокультурной коммуникации [3:9366].

В исследованиях в рамках антропоцентрической парадигмы лингвистики большое внимание уделяется пословицам и поговоркам, поскольку паремические единицы любого народа отражают национальный характер человека, его отношение к собственному бытию и окружающей действительности. Именно в этих произведениях малого жанра коллективного народного творчества в наиболее яркой, образной и в то же время лаконичной форме запечатлены традиционные, прошедшие испытание временем суждения, оценки, взгляды носителей языка, отражены способы их мировидения и мировосприятия [5:45].

Наглядность проявления народного менталитета в пословицах и возможность реконструировать законченные картины мира делают интересным их сопоставительное изучение.

Языковая картина мира – это форма выражения менталитета народа. «Менталитет – это специфический способ восприятия и понимания действительности, порождаемый совокупностью когнитивных стереотипов сознания, характерных для конкретной личности, социальной страны или этнической группы людей» [1:91].

Следовательно, языковая картина мира имеет представление вербализованного образа окружающей действительности, которая существует в сознании человека, и оказывает свое влияние на его ментальную деятельность, на систему его убеждений и на ценностную ориентацию в окружающей действительности.

Пословицы являются одним из важнейших элементов языковой картины мира. Они представляют собой богатый пласт языковой системы, в котором отразились накопленные за несколько веков обычаи, традиции, представления о мире, о семье, этические нормы, взаимоотношения людей. Поэтому систематизация накопленного в пословицах многовекового опыта народа имеет большое значение для воссоздания элементов языковой картины мира того или иного народа.

В нашем случае следует говорить о паремиологической картине мира, которая является фрагментом общезыковой национальной картины мира и фрагментом целостной языковой картины мира.

Эта особенность восприятия при взаимодействии и коммуникации людей универсальна для представителей любой национальности. Но представления об окружающем мире различны у представителей разных культур, что обуславливает использование различных языковых средств при его оценке.

Безусловно, несовпадения в понимании национальных реалий обусловлены особенностями климата, географического положения, историческим и культурным своеобразием, особенностями уклада, быта того или иного народа. Однако практика межкультурной коммуникации показывает, что действительность может одинаково восприниматься представителями разных культур.

Одна из самых важных задач изучения пословиц - их естественное внедрение в письменную и устную речь, чтобы пословицы становились органической и существенной частью языковой коммуникации, передавая необходимую информацию.

У узбеков пословица имеет как бы двойную ценность. Это и мудрое слово, сказанное в нужный момент, и эталон здравого смысла, сопоставляемый с конкретной жизненной ситуацией, поступком, высказыванием.

Пословица – это любимый в Узбекистане народный жанр. Узбекские пословицы – это своего рода образные формулы, метафоры тех или иных крупниц жизненного опыта [2: 860]. Тематика узбекских пословиц различна. Многие из них имеют поучительный характер, в них собраны неписанные законы и правила взаимоотношений людей, вековой опыт народа.

Научно-теоретическое предложение и рекомендации:

Сравнительно-сопоставительный анализ паремий разных народов в настоящее время неслучайно привлекает внимание многих исследователей: паремии, которые составляют картину мира в понимании целого народа, имеют большое значение для лингвокультурной коммуникации.

Изучение пословиц неродного языка должна учитывать в первую очередь то общее, что характерно для пословиц сопоставляемых языков, и те различия, которые для них характерны.

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O'ZBEK TILIDA MEVA NOMLARINING AYRIM XUSUSIYATLARIGA DOIR

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Annotatsiya. Ushbu maqolada o'zbek tilidagi meva nomlarining semantik xususiyatlari va o'zlashma so'z sifatidagi ma'noviy taraqqiyoti masalalari o'rganilgan. Unda leksikadagi meva nomlarining leksikografik talqiniga doir ayrim tavsiiylar ham berilgan.

Kalit so'zlar: leksika, o'zlashma so'z, anor, behi, tilshunoslik, sabzavot nomi, izohli lug'at

Til – jamiyatdagi kishilari o'rtasidagi bevosita aloqa-munosabat shaklidir. Undagi leksik birliklarning nutqda voqealanishi o'ziga xos bo'lib, bilvosita til sathlari: fonetik, leksik, morfologik yoki sintaktik omillar ta'sirida rang-barang ma'nolarga ega bo'ladi.

Leksika tilning tez o'zgaruvchan sohasi ekan, boshqa sathlarning nisbiy barqarorligi qiyoslanganda ular orasidagi farq sezilarli darajada namoyon bo'ladi.

O'zbek tilining lug'at boyligidagi meva va sabzavot nomlari ham o'ziga xos tizim bo'lib, bu ochiq tizim o'z yoki o'zlashma qatlam birliklari hisobiga ortib borishi shubhasizdir.

O'zbek tilining lug'at boyligidagi meva va sabzavot nomlari ham o'ziga xos tizim bo'lib, bu ochiq tizim o'z yoki o'zlashma qatlam birliklari hisobiga kengayib bormoqda. O.Shukurov ta'kidlaganidek, "Til evolyutsiyasi, asosan, leksik sathda boshqalariga nisbatan sezilarli ta'sirga ega, shu bois ham unga o'zini yangilab turuvchi, yangilanishlarga nisbatan tez va tayyor turuvchi soha sifatida qaraladi" [1:448].

Globalashuv jarayonida tillarning o'zaro aloqasi va ulardagi so'zlarning almashinuvi zamonaviy axborot texnologiyalari, ayniqsa, internet va ijtimoiy tarmoqlar ta'sirida faollashdiki, bu jarayonda ingliz tilining dunyo tillariga donorlik qilishi o'ziga xos ahamiyatga ega bo'lyapti. Shu jihatdan olib qaraganda, bugungi kunda o'zbek tilidagi meva va sabzavot nomlari ham ko'plab olinma so'zlar hisobiga salmoqdorlik kasb etgan.

O'zbek tilidagi o'zlashma qatlamning katta qismini arab, fors-tojik, va rus tillaridan o'tgan so'zlar tashkil qiladi. O'zbek tili lug'at tarkibida qadimdan forscha so'zlar mavjud bo'lib kelgan. Ko'rinadiki, o'zlashma atov birliklarining forsiy qatlami boshqa tillardan kirib kelgan so'zlardan anchagina kengroqligini tasdiqlaydi.

Quyida ba'zi fors tilidan o'zlashgan meva nomlaring "O'zbek tilining izohli lug'ati"da qanday tartibda berilganini kuzatamiz.

ANJIR [f. – anjir] 1 Tutdoshlar oilasiga mansub, sutsimon shirador, shapaloq bargli o'simlik. Bir yomon anjir kesar, ikki yomon zanjir kesar. Maqol. 2 Shu daraxtning serurug', yeyishli mevasi. Qora anjir. Xoki anjir. Anjir qoqi.

ANOR [f.] 1. Anordoshlarga mansub, kichikroq daraxt yoki buta shaklidagi subtropik o'simlik. ...har joy-har joyda ko'milgan anor tuplari do'mbayib yotibdi. S. Zunnunova, Olov. 2. Shu daraxtning ichi qizil donalar bilan liq to'la yumaloq mevasi. Achchiq anor. Chuchuk anor. Anor suvi.

BEHI [f.– olmasimon xushbo'y meva] bot. Issiq mamlakatlarda o'sadigan, atirgullilar (ra'nodoshlar) oilasiga mansub, xushbo'y mevali daraxt. Bog'ning turli joylarida har xil mevali daraxtlar: nok, o'rik, behi, jiyda va hokazo anchagina. Oybek, Tanlangan asarlar. Mohidil qaytib hovliga tushayotganida, behi shoxi shitirlab ketdi. S. Zunnunova, Gulxan. Behi mevasi "Devonu lug'atit turk" asarida "avya" shaklida tilga olingan. Tilimizga fors tilidan o'zlashgan. Uning asosiy navlariga Non behi, Quva behi, Shirin behi, Samarqand yirik behi, Xorazm olmasimon behi kabilar kiradi.

Til – bu xalq madaniyati, tarixi va tafakkuri haqida ma'lumot beruvchi muhim vositadir. Shuning uchun o'zbek tilida meva va sabzavot nomlarini genetik, semantik va leksikografik jihatdan o'rganish xalqimizning madaniyati va til boyligini tadqiq etishga katta hissa qo'shadi. Ayniqsa, meva va sabzavotlar nomlari, o'zining etimologik ildizlari va ma'noviy o'zgarishlari orqali inson tafakkuri, xalqning madaniy merosi va tabiat bilan uyg'unligini aks ettiradi. Ushbu maqola tilshunoslikda dunyo tan olgan olimlarning nazariyalari asosida o'zbek tilidagi meva va sabzavotlar nomlarini genetik, semantik va leksikografik talqin qilishni maqsad qiladi.

Tilshunos olim A.Hojiyev o'zlashmalarning kalkalanib olinishi haqida "...to'g'ri-noto'g'riligini, maqbul yoki nomaqbulligi kelgusining o'zi ko'rsatadi" [2:174], deya baho beradi.

O'zbek tilidagi meva va sabzavot nomlari tarixan turkiy, forsiy va arab tillari ta'sirida rivojlangan. Mahmud Koshg'ariyning "Devonu lug'otit turk" asarida turkiy tillarda ishlatiladigan meva va sabzavot nomlari keltirilgan bo'lib, ular orasida olma, anjir, behi kabi nomlar bugungi o'zbek tilida ham saqlanib qolgan. Bu asarda mevalar nomining qadimgi ko'rinishi va o'sha davrdagi semantik ko'lam haqida ma'lumotlar berilgan.

Turkologiya va umuman qiyosiy tilshunoslikda so'zlarning genetik tadqiqi bo'yicha S.D.Katsnelson, S.Sahobiddinov kabi olimlar tadqiqot olib borgan. Katsnelson tilning leksik

qatlami o'rganishda genetik o'xshashlikni aniqlashning ahamiyatini ta'kidlagan va xalq tilida avloddan-avlodga o'tuvchi so'zlar orqali madaniyat shakllanishi haqida so'z yuritgan.

Masalan, olma nomi qadimgi turkiy tillardan saqlanib kelgan bo'lib, hozirgi o'zbek tilida faol ishlatiladi. Shuningdek, boshqa turkiy tillarda ham (qozoq, qoraqalpoq, turkman) olma shaklida saqlangan. Bu masalani olim N.Hojiyeva atroflicha o'rgangan[3:348]. Bu so'zning uzoq tarixiy ildizi va keng geografik tarqalishi o'zbek tilida ham ishlatilishini ko'rsatadi. Shu bilan birga, boshqa turkiy tillar, forsiy va arab tillaridan o'zlashgan anjir, sabzi, uzum kabi so'zlar o'zbek tilining genetik qatlamida muhim o'rin tutadi va bu tilimizning boshqa tillar bilan tarixiy aloqadorligini ko'rsatadi.

O'zbek tilida meva va sabzavot nomlarining semantik rivojlanishi tilimizning lug'aviy boyligini o'rgatish uchun muhimdir. Meva va sabzavotlar nomlari ko'pincha o'zining asosiy ma'nosi bilan birga turli xil ma'no ko'lamlarini ham anglatadi. Bunga tilshunos Ferdinand de Sossyurning ma'no qatlamlari nazariyasi asos bo'ladi. U so'zning semantik tizimi doimiy rivojlanib, turli xil konnotativ ma'nolarni anglatishini ta'kidlagan. Masalan, o'zbek tilidagi olma so'zi faqatgina mevani anglatib qolmay, sog'lik, farovonlik va yoshlik ramzi sifatida ham qo'llaniladi.

Ushbu so'zlarning o'zgarishi va kengayishi odamlarning u yoki bu so'zga bergan estetik va emotsional baholariga ham bog'liqdir. Masalan, rus tilida "яблоко" so'zi "второе дыхание" ma'nosida ishlatilsa, o'zbek tilida olma haqida "olma mevasining go'zalligi" singari obrazli ifodalar mavjud. Bu esa har bir xalq tilida o'ziga xos ramziy ma'nolar shakllanishiga olib keladi.

Ch.Fillmor tomonidan taklif qilingan freymlar semantikasi tilshunoslikdagi ob'ektlar (shu jumladan, meva va sabzavotlar) kontekstga ko'ra turlicha tushunilishi mumkinligini ko'rsatadi. Misol uchun, bodom so'zi ba'zi hududlarda "sog'liq va kuch-quvvat ramzi" sifatida anglashiladi. Til freymlarining o'zi turli hududlarda semantik jihatdan turlicha rivojlanganini tasdiqlash uchun E.A.Zemskaya kabi olimlar milliy tafakkurga oid o'zgarishlarni o'rganishni taklif qilganlar.

O'zbek tilida meva va sabzavot nomlari leksikografik jihatdan alohida tahlil talab qiladigan sohadir. Chunki ko'pgina lug'atlarimizda ushbu nomlar ko'pincha faqat biologik nuqtayi nazardan izohlangan. Masalan, "O'zbek tilining izohli lug'ati"da olma so'ziga oddiygina "meva" deb ta'rif berilgan. Vaholanki, rus tilida яблоко so'zi botanik xususiyatlari, ozuqaviy qiymati va boshqa jihatlari bilan kengroq tavsiflanadi. Bu O'zbek tilining izohli lug'ati tilimizdagi so'zlarning to'liq va keng qamrovli leksikografik tavsifiga ehtiyoj borligini ko'rsatadi.

Bu borada nemis tilshunosi Ludwig Wittgenstein tomonidan ilgari surilgan "til o'yinlari" nazariyasini qo'llash mumkin. Til o'yinlari nazariyasiga ko'ra, til orqali beriladigan ma'nolar turli ijtimoiy holatlarga moslashib boradi va shu sababli bir so'z turli kontekstlarda turlicha ma'noga ega bo'lishi mumkin. Shunga ko'ra, uzum so'zi lug'atda faqatgina "meva" ma'nosida qolmay, balki u turli madaniy va etnik mazmunga ega bo'lgan tushunchalarni ham o'zida aks ettirishi mumkin.

Bugungi kunda o'zbek tilida meva va sabzavot nomlarini standartlashtirish va izohli lug'atlarda aniq va batafsil tavsiflash katta ahamiyatga ega. Xususan, O'zbekiston Respublikasi Prezidentining "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to'g'risida" farmoni tilning rivojlanishiga va uning leksik boyligini saqlashga alohida e'tibor qaratishni talab qiladi.

Bugungi globalashuv sharoitida ba'zi so'zlar xalqaro tilshunoslikka mos ravishda qabul qilinmoqda. Shuningdek, G.Negmatova va K.Buherning tadqiqotlari shuni ko'rsatadiki, har bir tilning o'ziga xos milliy xususiyatlari, ramziy ifodalari va madaniy boyliklari saqlanishi kerak. Shu sababli, o'zbek tilida meva va sabzavot nomlarining xalqona va regional ishlatilishini, ularning o'ziga xos milliy mazmunini e'tiborga olish zarur.

O'zbek tilida meva va sabzavot nomlarini tadqiq qilishning ahamiyatini ko'rib, tilshunoslar tomonidan quyidagi yechimlarni tavsiya etish mumkin:

izohli lug'atlarni boyitish. Lug'atlarda har bir meva va sabzavot nomiga kengroq tavsif berish, ularning etimologik ildizlari va milliy-ma'naviy mazmuni haqida ma'lumot kiritish. Masalan, olma so'zi nafaqat meva sifatida, balki sog'liq va farovonlik ramzi sifatida ham ifodalanishi mumkinligini kiritish zarur.

dialektal va hududiy xususiyatlarni saqlash. Til boyligini saqlash maqsadida, turli viloyatlar va hududlarda ishlatiladigan o'ziga xos so'zlarni lug'atlarga kiritish. Bu orqali tilning milliyligini saqlash va boyitishga yordam beradi.

elektron platformalarni rivojlantirish. Bugungi kunda elektron lug'atlar va internet resurslari o'zbek tilining leksikasining boyishiga katta hissa qo'shmoqda. Shu sababli, o'zbek tilidagi meva va sabzavot nomlarini ifodalovchi atov birliklarini raqamli shaklda dasturlash va onlayn platformalarda ishlatishni kengaytirish muhimdir.

O'zbek tili ham tarixan bir necha tillarning leksikasidagi birliklarni sezilarli darajada o'ziga singdirgan. Bular qadimiy eroniy tillar, jumladan, so'g'd tili, qadimiy xorazm tili, qadimiy oltoy va xitoy tillari; qadimiy grek va hind tili; arab tili, mo'g'ul tili; qadimiy uyg'ur tili; klassik fors-tojik tili, tojik xalq tili va nihoyat rus tilidir[4:82].

Umuman olganda, o'zbek tilidagi meva va sabzavot nomlarining genetik, semantik va leksikografik jihatlari tilshunoslik nuqtayi nazaridan muhim hisoblanadi. O'zbek tilidagi meva va sabzavot nomlari xalqning milliy madaniyati, turmush tarzi va tabiatga munosabatini aks ettiruvchi boy madaniy merosdir. Bu merosni saqlash va kelajak avlodlarga yetkazish o'zbek tilining boyligini asrab qolishning muhim sharti hisoblanadi.

Ayniqsa, zamonaviy globalashuv sharoitida o'zbek tilining leksik boyligi saqlanishi va kelajakda yanada rivojlanishi uchun ilmiy-tadqiqot va milliy lingvistik loyihalarni kengaytirish zarurdir. Bu borada tilshunos olimlar tomonidan olib borilayotgan tadqiqotlar va hukumat miqyosidagi chora-tadbirlar o'z samarasini berishi shubhasizdir.

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O'ZBEK TILIDA FAMILIYALARNING IFODALANISH TARIXI

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Annotatsiya. Ushbu maqolada tilshunoslikdagi muhim tarmoqlardan biri onomastikaga oid familiyalar haqida, ularning davrlar osha o'zgarib borishi va bugungi hayotimizda qay shaklda ifodalanayotgani xususida so'z yuritiladi.

Kalit so'zlar. familiya, antroponim, otasining ismi, nasab, sharif, - ov, xoqon, tigin

Kirish. Bizga ma'lumki, tilshunoslikda onomastika sohasi salmoqli o'rin egallaydi. Nomshunoslik o'z ichiga kishi ismlari, laqab, taxallus, familiya kabi guruhlarini oladi. Bular orasidan familiyalar har bir shaxs uchun alohida ahamiyatga ega hisoblanadi, ya'ni ular bizga o'z oilamiz tarixi borasida ko'plab ma'lumotlarni ochib berishi mumkin. Aslida, familiyalar qayerdan kelib chiqqani yoki insonlar ulardan qachondan boshlab foydalanayotgani haqida hech o'ylaganmisiz? Bu borada turli qarashlarga to'xtalamiz.

Avvalo, familiya so'zining tub lug'aviy ma'nosini bilib olish lozim. Bu so'z Anglo-Normancha "surnoun" va fransuzcha "sornom" so'zlaridan kelib chiqqan, ular esa o'rta asrlardagi lotincha "supernomen" va "supranomen" so'zlaridan kelib chiqqan. (1,6)

Familiya lotincha "familia" so'zidan, aslyatda qullar, tobelar; xonadon; merosiy nom; avlod, oila kabi ma'nolarni anglatadi. Qadimgi Rimda bu so'z bir xo'jayinga tegishli qullarni, keyinchalik xo'jayinning oilasi va qullarini, vaqtlar otib esa bir oila boshlig'i, uning qondoshlari va yaqinlaridan iborat jamoani

Yevropada familiyalar o'rta asrlarda keng tarqalgan, chunki populyatsiyalar ko'paydi va odamlar qo'shimcha identifikatorlarga muhtoj edi. Xitoyda familiyalar ming yillar davomida ishlatilgan, eng qadimgi qayd etilgan holatlar qadimgi sulolalarga tegishli.

Bugungi tushunchadagi familiya X-XI asrlarda Shimoliy Italiyaning iqtisodiy rivojlangan viloyatlarida paydo bo'lgan. Keyinchalik Yevropaning boshqa mamlakatlarida ham familiyalar urfga kirgan.

"O'zbek tilining izohli lug'ati"da esa quyidagicha ta'riflanadi: "Familiya (lot. Familia – qullar, tobelar; xonadon; merosiy nom; avlod, oila) – ota-ona yoki bobo ismidan yasalib, shaxs ismiga qo'shib aytiladigan, nasldan naslga o'tadigan oilaviy nom. (3)

Demak, familiya kishining ajdodlari va oilasi bilan bog'liq tushuncha ekan.

O'zbek tilida, asosan, kishi otasining ismini o'z farzandiga familiya sifatida tanlaydi. Ammo bugungi kunda kishilar o'zlarining ismlarini familiya sifatida ishlatishayotgani ham uchraydi. Masalan, Eldor ismli shaxs qiz farzand ko'rgach, uning familiyasini otasining nomi bilan emas, o'zining nomi bilan Eldorova deb ataydi.

Adabiyotlar tahlili va metodologiya. Bizning tilimizda familiyalar har doim ham bu ko'rinishda mavjud bo'lmagan. Hozirgi davrga qadar ular turli zamonlarda turli shakllarda qo'llangan. Ularni eng qadimgi turkiy til davridan boshlab ko'rib o'tamiz.

Qadimgi turkiy til davrida, ya'ni V-VI asrlarda shaxs nomlari qay holda bo'lganini o'sha davr hayotini aks ettiruvchi manbalar-bitiktoshlar orqali bilish mumkin. Ular ichida eng mashhurlari bo'lgan Bilga xoqon, Kultigin va To'nyuquq bitiktoshlarida bir qancha antroponimlarning mavjudligi hech kimga sir emas. Bitiktoshlardagi shaxs nomlari tarkibida xoqon, tigin, tarxon kabi so'zlar familiyani ifodalash uchun qo'yilganini ko'rish mumkin. Ya'ni ular ism bilan emas, balki o'sha shaxsning unvoni bilan ifodalangan. Bunday deyishimizga sabab, Eltarish xoqon, Bilga xoqon, Bumin xoqon, Istami xoqon kabi nomlardagi "xoqon" so'zi ularning hukmdorlik unvoni hisoblangan. Bundan tashqari Kultigin, Yo'llug' tigin kabi ismlardagi "tigin" so'zi ham qadimgi turkiy tilda "shahzoda" ma'nosini anglatib, shoh farzandlarini nomlash vazifasini bajargan. (4)

Ajablanarli tomoni shundaki, ushbu "xoqon", "tigin" so'zlari ba'zi o'rinlarda bosh harf bilan yozilgan, bu esa ularni nom sifatida qo'llanganini ko'rsatadi. Mahmud Qoshg'ariy «Devonu lug'atit turk» asarida esa Alp Er To'nga ismiga duch kelamiz. Demak, bu paytlarda nomlar qisqa va lo'nda, otlarga qo'shiladigan qo'shimcha so'zlar esa sifat, unvon va nisbalardan iborat bo'lgan. Alp Er To'nga «yo'lbars kabi kuchli bahodir» degan ma'noni bildiradi.

VII-VIII asrlarda arab bosqinchilari Movarounnahrda istilochilik yurishlarini amalga oshirgandan so'ng antroponimlar ham turli o'zgarishlarga uchradi. Endilikda tub aholi orasidagi erkaklar ismiga "abu" va "ibn" so'zlari qo'shildi (abu – ota, ibn – o'g'il). Ayollar ismlaridan oldin "qizi" degan ma'noda "binni" yoki "binti" ishlatiladigan bo'ldi. Abu Ali ibn Sino, Abu Rayhon Muhammad ibn Ahmad al-Beruniy kabi ismlarni bunga misol qilishimiz mumkin.

Bu holat hozirgi otasining ismini qo'shib aytishga o'xshaydi. Ya'ni hozirda Anvar qizi yoki Anvar o'g'li kabi. Arablar bosqini davrida otasining ismi turli laqablar, tug'ilgan joy, jismoniy xususiyatlariga ko'ra qo'yilgan. Fazlulloh Samarqandiy samarqandlik, al-Farg'oniy farg'onalik, al-Xorazmiy xorazmlik bo'lgani uchun shunday atalgan.

Keyingi davrlarda, ya'ni XVIII-XIX asrlargacha ko'plab shoir, olim, ijodkorlar familiya sifatida taxallus qo'llashgan. Bunga misol qilib, Alisher Navoiy, Nizomiy Ganjaviy, Muhammad Aminxo'ja Muqimiy, Jahon Otin Uvaysiy kabi nomlarni olish mumkin.

XVIII-XIX asrlarda, ya'ni jadid adabiyoti davrida familiya o'rnida ota ismi qo'llash holatlari uchraydi. Masalan, Abdulhamid Sulaymon o'g'li, Zokirjon Xolmuhammad o'g'li kabi. Ammo yurtimizga rus bosqinchilari yurish qilgach, rus tili ta'sirida familiyalar tarkibida ham o'zgarishlar bo'ldi. Sho'ro hukumati davrida yuritilgan siyosat tufayli o'zbek familiyalarini hosil qilishda rus tilidagi -ov, -ova, -yev, -yeva qo'shimchalaridan foydalana boshlandi. (Fayzulla Xo'jayev Abdulla Oripov, Svetlana Osipova va hokazo).

Bu shakl istiqlolgacha to'liq saqlanib qoldi. Yurtimiz mustaqillikka erishgandan so'ng ham rus tiliga mansub affikslar familiyalar tarkibidan chiqib ketmadi. Chunki bir asrdan oshiq vaqt davomida qo'llangan shaklni birdaniga yangisiga almashtirishga xalq ko'nika olmas edi. Bundan tashqari, o'sha vaqtda barcha uchun mos keladigan muqobil variant ham mavjud emas edi. Mustaqillik e'lon qilingandan so'ng familiya tanlashda fuqarolarga erkinlik berildi, shuningdek ota ismini yozishda ham. Ota ismini ifodalovchi -ovna, -ovich, -yevna kabi birliklar ham qisman "o'g'li" va "qizi" so'zlariga o'zgartirildi. Ammo, o'z holicha qolganlari ham yo'q emas.

Muhokama va natijalar. Endi mustaqillikning dastlabki yillarida kishilar qanday familiyalarni tanlaganiga to'xtalsak. Bu davrda ko'plab yurtdoshlarimiz bolalarining nomini o'gli, qizi so'zlari bilan shakllanishiga moyillik bildirdi. Biroq, bu usul ham barcha uchun birdek qabul qilingani yo'q.

Ayrim fuqarolar esa hech qanday qo'shimchalarsiz ism va ota ismi yoxud bobosi ismidan iborat shaklni afzal ko'ryapti (Rauf Parfi, Zebo Mirzo, Bo'tabek O'tkir kabi).

Bundan tashqari, ziyolilar orasida ism va tug'ilgan joy nomi, ism yoki urug', qabila nomidan tashkil topgan familiyalarni qo'llash ham uchraydi (Xurshida Sattorzoda....).

Afsuski, bularning hech biri kishilar orasida odat tusiga kirgani yo'q. (1)

Xulosa. Xulosa o'rnida shuni aytish mumkinki, bu yo'nalish hozirgacha to'liq o'rganilmaganligi tufayli tilshunoslar uchun dolzarb vazifalardan sanaladi. O'zbek familiyalarining barcha uchun ma'qul, umummilliy muqobilini izlab topish va uni rasman joriy etish eng muhim amaliy muammolardan biridir. Ushbu sohada tadqiqot uchun hali bir qancha masalalar borligi uchun ushbu mavzuni o'rganishda davom etishimiz zarur.

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LINGVOMADANIY BIRLIKLARDAN BIRI METOFORA USULINING TOG'AY MUROD ASARLARIDA TAHLILI

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Annotatsiya. Ushbu maqolada Lingvomadaniy birliklardan biri hisoblangan metofara usuli haqida ma'lumot berilgan va shu bilan bir qatorda Tog'ay Murodning asarlari doirasida metofora usulidan foydalanilgani va ularning ahamiyati tahlil qilingan.

Kalit so'zlar. nominativ birlik, obrazit, fundamental bilish, frazeologik birlik, xalq madaniyati, mentalitet, ichki ma'no, tasviriylilik, kognitologik yondashuv, konnotativ ma'no.

Kirish. Butun dunyo jahon adabiyoti na'munalarida lingvomadaniy birliklardan foydalanish odat tusiga aylangan. Lingvomadaniy birliklar doirasiga ramziy ma'noga ega bo'lgan va madaniy ma'lumotlarni aks ettiruvchi har qanday til birliklari frazeologik birliklar, metaforalar, maqollar va boshqalar kiradi. Til madaniyatlarining milliy o'ziga xosligini o'rganish samaradorligi uchun ularga butun lingvomadaniy makonni shartli ravishda "ma'nolar nurlari" - tushunchalarga ajratuvchi kontseptsiya sohasi prizmasi orqali qarash mumkin. Kontseptsiya nazariyasi asosan lingvomadaniy birliklar doirasida faoliyat ko'rsatib, voqelikni etnik-madaniy idrok etish xususiyatlarini aniqlash uchun ko'p darajali til birliklarini birlashtirishga imkon beradi. Ayniqsa bular orasida metofora usuli juda muhim va keng miqyosida foydalaniladigan lingvomadaniy birlik hisoblanadi. Metafora ong universalizatsiyasi bo'lib, doimiy tarzda bu usul tadqiqotchilar uchun qiziq sanaladi. Shu sababli ko'p holatlarda yaratilgan metaforologik tadqiqotlar "metaforologiya" ta'limoti ostida birlashtirilib, davrlashtirilgandir. Uning lingvomadaniy ildizlari esa kognitologik yondashuvga borib taqaladi. Buning boisi metafora sof lingvistik hodisa sifatida namoyon bo'lmaydi. Aksincha, u olamni konseptualashtiruvchi omil, shuningdek, tafakkurni akslantiruvchi unsur sanaladi. Ma'lumki, metafora tilshunoslikka ritorika san'ati orqali kirib kelgan bo'lib, xususan, yunon notig'i Gorgiy "Gorgiy figuralari" deb nomlanadigan usullar qatoriga metaforalar, tovush takrorlari, antiteza shaklida tuzilgan gap (jumla) lar va sh.k. kiritadi. Aristotel davridan boshlab, "metaforaning "san'at", uni qo'llay olish qobiliyat ya'ni "iste'dod", - deya baholanishi metafora milliy ong va tafakkur mevalarini o'ziga xos tarzda jamlaydigan bebaho boylik ekanligidan nishona bo'ldi.

Asosiy qism. Yuqorida aytib o'tganimizdek metofara lingvomadaniy birliklardan biri hisoblanib ma'no ko'chish jarayonidir. Metaforaning barcha turi individual-uslubiy metaforalar sifatida baholanib, unda ijodkorning estetik maqsadi borliqni subyektiv munosabatini qo'shib ifodalagan holda nomlashi, tasvirlashi asosida yuzaga keladi. Individual-uslubiy metaforalarda hamisha konnotativ ma'no mavjud bo'ladi. Matn tilshunosligiga doir manbalarda metaforalar uslubiy jihatdan badiiy bo'yoqdorligi va tilda qo'llanishiga ko'ra uch guruhga bo'linadi:

1) badiiy bo'yoqdorligi, obrazlilik yo'qolgan metaforalar (stulning oyog'i, ko'chaning boshi); Bu tur lingvistik metafora hisoblanib, bunday metaforalar asosan atash, nomlash vazifasini bajargani uchun ularda uslubiy bo'yoq, ekspressivlik, o'zi ifodalagan nutq predmetiga nisbatan subyektiv munosabat aks etmaydi:

2) tilda mavjud (uzual), muallifi noma'lum metaforalar (alp qomat, tulki, quyon yurak); Bu tur til tashuvchilariga tanish ma'noli, og'zaki uslubda ham keng qo'llanishga ega, diaxron tabiatli, biroq badiiy bo'yoqdorligi yo'qolmagan ko'chimlarni o'zida iste'foda etadi. Badiiy matnda muallifning bunday metaforalardan foydalanishi asarning xalqchilligini oshiradi, matn tilining sodda, tushunarli bo'lishini ta'minlaydi.

3) mualliflik, ya'ni individual-uslubiy metaforalar: Tabiatni to'lg'oq tutdi... (Oydinda yurgan odamlar) Bu tur individual-uslubiy metaforalar sifatida baholanib, unda ijodkorning

estetik maqsadi borliqni subyektiv munosabatini qo'shib ifodalagan holda nomlashi, tasvirlashi asosida yuzaga keladi. Individual-uslubiy metaforalarda hamisha konnotativ ma'no mavjud bo'ladi.

Metafora tilda yangi so'zlarning paydo bo'lish omillaridan biri bo'lib, matn yoki nutq vositasida bayon qilingan har qanday axborot yozuvchining ma'lum maqsadi, yangidan yangi qirralarini ifoda etish uchun xizmat qiladi. Diskurs ishtirokchilari tomonidan matnda metaforik ma'noda qo'llangan so'z ta'sirida boshqa birliklarning ham ko'chma ma'noda qabul qilinishi matndan anglashilgan makropropozitsiyaning ham retsipient ongida metaforik xarakter kasb etishiga olib keladi:

...Yuzlarida, ko'ngillarida yorug' tabassum o'ynadilar.

— Hay-hay-hay...

— Ko'ngillari buzilib o'tirgandir.

— Kechroq enam, bobongning mol-hollariga qarayin deb, darichadan qaytib keldi. O'zlari qarayotgan ekanlar, vayron ko'ngillarini battar vayron qilmayin deb bormadim, dedi (Oydinda yurgan odamlar).

Oshiq va ma'shuq suhbatida aks etgan ushbu makropropozitsiya (matnda ifodalangan obyektiv mazmun) da yorug' tabassum – sifat+ot ko'rinishidagi metaforik birikma bo'lib, Qoplonning kelajakka, yashashga bo'lgan ishonchi, taskin topgan ko'ngli demakdir. Tabassum o'ynamoq – ot+fe'l qolipidagi birikmali metafora orqali qahramonning o'z hayotidan roziligi, ko'ngil xotirjamligi obrazli tarzda ifodalangan. Ko'ngli buzilmoq – (“mungraymoq”, “mungraytirmoq” ma'nosida) frazeologik metafora; vayron ko'ngil — sifat+ot ko'rinishidagi birikma-metafora orqali yozuvchi Qoplon va Oymomoning ayanchli qismatini nazarda tutgan. Fanda “obraz” so'zi paydo qilmoq, tasvirlamoq ma'nolarini ifodalovchi “razit”, “obrazit” so'zidan olinganligi arab tilidagi “bade” so'zi (paydo qilmoq, yaratmoq, ijod qilmoq) orqali dalillanadi. Obraz – muallif ijodiy kashfiyoti hosilasi, olamga munosabatining badiiy talqini. Masalan: Oymomo dasturxondan ko'z olmadi. Toshidan-da og'ir sukunat bo'ldi, azadan-da qayg'uli sukunat bo'ldi! Bolali uy xandon bo'ldi, bolasiz uy zindon bo'ldi! (Oydinda yurgan odamlar). Matndagi “ko'z olmoq”, “og'ir sukunat”, “qayg'uli sukunat” ifodalari qahramon ruhiy holatini anglatadi, “Bolali uy xandon bo'ldi, bolasiz uy zindon bo'ldi” paremiologik mazmunli obrazli-motivlashgan ifoda Qoplonbek va Oymomo turmushi misolida oilaviy baxtning farzandga bog'liqligini ko'rsatishda ishlatilgan.

... Askar tappilarga qaradi. Ko'ngli o'ynadi... O'lmayinning kunidan bilaklarini turdi... Bir oqshom otasi masalani ko'ndalang qo'ydi: — Mana, mehmonligingizda qaridi, serjant Orziqulov. ...Askar harbiy xizmatdan qaytib, ijroqo'm raisi bo'laman, deya niyat qilib edi. Ana shu niyatini aytish uchun tili aylanmadi, yelka qisib qo'ya qoldi. (Tog'ay Murod, Tanlangan asarlar).

Keltirilgan matndagi “Ko'ngli o'ynadi”, “o'lmayinning kunidan”, “masalani ko'ndalang qo'ydi”, “tili aylanmadi”, “yelka qisib qo'ya qoldi”, “mehmonligingiz-da qaridi” metaforik ifodalari ham voqelikni obrazli tasvirlashning milliy xoslangan namunalaridir. Mazkur misollar orqali shuningdek, Tog'ay Murod nasridagi metaforik ifodalarning so'z, birikma, gap, matn va turg'un birikmalar tarzida kelib, matnning kognitivdiskursiv jihatlarida aks etgan reallikning muhim obrazli ifodasi ekanligi misollar orqali tahlil qilindi:

... Barchin yuzli bo'ldi, saraton yulduzli bo'ldi, parishon zulfli bo'ldi (Oydinda yurgan odamlar).

Barchin yuzli birikmasidagi Barchin pretsedent nom, bu esa badiiy matnda metafora hosil qiluvchi yana bir unsur poetonimlarning faolligini dalillaydi. Leksik-semantik tabiati bilan aynan ikkinchi tur metaforalar lingvokulturologik tadqiq uchun juda qulay. Biroq pragmatik jihatdan bu o'quvchilar auditoriyasining matn muallifi bilan bir etnosga mansub bo'lishini talab qiladi va o'quvchilar auditoriyasini biroz chegaralaydi, badiiy matn tarjimasini murakkablashtiradi. Bunday holda tarjimonning ko'pincha, agar metaforada pretsedent

birliklar ishtirok etmagan bo'lsa, tarjima qilinayotgan tildan ekvivalent metaforologik birlik topishi kuzatiladi. Tog'ay Murod nasrida shu tur metaforalardan keng va mohirona foydalanilgan. Asarlar uslubi o'zining xosligi, xususan, metaforalarning takror qo'llanishi birliklarning uslubga xususiylashuvi va ikkilamchi ma'no kasb etib individual-uslubiy metaforalar xarakterini namoyon etishiga olib kelgan. T.Murod metaforalari turli ma'no tovlanishlari va nozikliklari bilan makon va zamon kesimidagi voqeaning xarakteri, shart-sharoitini gavdalantirishda benazir vositadir:

...To'yxona yonidagi hovlida erkaklar davra qurdi. Bu davrada olish bo'ladi. Davra uzra simchiroqlar osildi... Oy qishloq uzra osilib qoldi. Yulduzlar g'uj-g'uj yondi. Davra aylanasi g'ilam to'shaldi, ko'rpacha to'shaldi (Tog'ay Murod, Yulduzlar mangu yonadi).

Bunda simchiroqlarning osilishi – davrada kurash bo'lishi va bu kurashning kechki paytda boshlanishiga ishora. Tipik qishloq urflariga ishora bo'lgan bu belgi oy qishloq uzra osilib qoldi va yulduzlar g'uj-g'uj yondi jumlasida kuchaytirilib, qorong'i tushib qolgan eskirgan metaforasi ta'sirida badiiy tus olgan. Bunda simchiroqlar+oy+yulduzlar nominativlarining tungi tabiat portretiga biriktirilishi evaziga tasvir jozibasining bor bo'y-basti bilan his etilishiga erishilgan.

Ijodkor va qahramon o'y-xayoli, ruhiyati undagi ruhiy qiynoqlar iskanjasi bilan uyg'un tarzda tasvirlangani quyidagi misollarda ham kuzatiladi: Karim po'stakning ko'ngli kir (kek saqlaydigan, g'araz niyatli) ekan!... Bo'ri polvon rais bilan osh-qatiq bo'lmadi (osh-qatiq bo'lmoq – biror shaxs bilan bordi-keldi qilmoq, yaqin munosabatda bo'lmoq)

.... Oftob qirni qizdirdi. Havoda bir nima ko'zni qamashtirdi. Jimir-jimir mavjlandi. Bu – xil bo'ldi. Oltin boshhoqlarto'lg'ondi... Bo'ri qiyofni qizlarga gartdak-gartdakdan berdi, Momoqizga mo'ldiq berdi. Qizlar Bo'rini kunilab-kunilab ketdi. — Xasis, Bo'ri xasis! — dedi. — Egachim elakli bo'ldi, elagi tilakli bo'ldi! — dedi. (Tog'ay Murod, Tanlangan asarlar)

Ushbu matnning yaxlit yig'iq kompozitsiyani kasb etishida undagi har bir jumlagi "sochib yuborilgan" metaforik mazmunning o'rni bor. Jumladan, Havoda bir nima ko'zni qamashtirdi. Jimir-jimir mavjlandi jumlaridagi bir deysisi orqali oltin boshhoqlar parafrasasiga ishora qilingan; kunilab-kunilab ketdi(qizlarning Bo'ri xatti-harakatlaridan noroziligi, uni xushlamaganligini anglatish uchun "kunilab" frazemasini takror tarzda qo'llangan) frazemasini hamda Egachim elakli bo'ldi, elagi tilakli bo'ldi (har bir narsani birovdan qizg'andigan, boshqalarning hojatini chiqarmaydigan qizg'anchiq odamlar) maqoli singari milliy-mental qiymatli birliklar semantik zahirida metaforik asos mavjud.

Tog'ay Murodning yana bir metofora usulida ma'no ko'chirilarga boy bo'lgan "Oydinda yurgan odamlar" asaridan quyda bir nechta misollar keltiramiz, aynan yozuvchi bu uslub orqali asarning mazmunini yanada boyitgan.

Shunda, bu bola yo qattiq qayg'uda, yo bir nimani oylab oyiga yetolmayapti, deymiz. 5 bet Metafora

Kongliga otirmaydiganlar bilan salomlashgisi-da kelmaydi! (5-bet)

Hayotda bo'lmish ilkis qiliqlar, iring gaplarni darhol ilg'ab oldi. (9-bet)

Zarra boshidan hayotga kattalar ko'zi bilan qaradi. (9-bet)

Keyin, qaynsinglisi ko'ngliga qo'l soldi. (11-bet)

Kuyov-qayliq o'z xayollarini bir-biridan yashirdi. (25-bet)

Ko'lmakka tomchilamish yomg'ir chulduradi. (40-bet)

Yo'l yoqalarida adirlar bo'ldi. (45-bet)

Tugunni xurjun o'ng ko'ziga soldi. Chap ko'ziga tokqaychilarni soldi. (49-bet)

Xursandboy o'gay ota qo'lida katta bo'ldi. 73-bet. Metafora Navro'zchilar ko'ngli ko'klam bo'ldi. (76-bet)

Xulosa qilib aytganda, lingvomadaniy birliklar barcha adabiy janrlarda keng qo'llaniladigan muhim omil sanaladi. Aynan metofara usuli orqali T.Murodning deyarli barcha asarlarida xalqning ma'naviy dunyosi, mentaliteti, o'ziga xos xarakteri, davrning ko'rinishi,

insonlarning madaniy munosabatlari aniq ifodalab berilgan. Zero, ijodkor asarlaridagi qahramonlar siymosida o'zi orzu qilganidek o'zbek xalqiga haykal qo'ygan. Metaforik ifodalar tilning asosiy lingvomadaniy birliklari hisoblangan maqollar, iboralar, o'xshatishlar (epitetlar) bilan bir qatorda turadi. Zotan, metafora o'zida fundamental madaniy qadriyatlarni aks ettiradi, chunki u milliy madaniy dunyoqarashga asoslangandir. Shuningdek metafora usulidan unumli foydalanish o'quvchini asarga bo'lgan qiziqishini orttirish bilan bir qatorda, uni chuqur mushohada qilishga ham undaydi.

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TILSHUNOSLIKDA LEKSIK-SEMANTIK MAYDON TUSHUNCHASINING NAZARIY ASOSLARI

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Til dunyodagi barcha tuzilmalar singari bir murakkab tizim bo'lib, o'zaro grammatik, leksik-semantik aloqalar bilan mustahkamlangan. Albatta, grammatikasiz hamda ma'nosiz o'zaro bog'langan nutq, insonlar o'rtasidagi muloqot, olamni anglashni tasavvur etib bo'lmaydi. [1:218]

Obyektiv olam oddiydan murakkabga qarab sinflarga birlashuvchi va ayni chog'da, bo'laklarga bo'linish xususiyatiga ega bo'lgan murakkab sistema sanaladi. [2:5] Shu qatorda til ham butun bir tizim bo'lib, uning qismlari bir-biri bilan chambarchas bog'liq. Bu tizimlar shuning o'zaro bog'langan munosabatlarda bo'ladi. Til olimlar tomonidan belgilar tizimi sifatida qaraladi. Chunki uning har bir elementi xuddi o'zi kabi boshqa elementlar bilan o'zaro yaqin yoki qarama-qarshi hisoblanadi. Bunday muayyan bir tizimda o'zining aniq o'rniga ega bo'ladi va ajralib turadi. Tizim bog'langan va o'zaro bog'liq bo'lgan, tarkibi bir xil bo'lgan qismlarning birligi. Tilda tizim obyektlar va tushunchalar hamda ular o'rtasidagi munosabatlar orqali mavjud bo'ladi. I.Trirning ta'kidlashicha, har bir til obyekтив reallik ustida turuvchi va unga qarama-qarshi qo'yiluvchi tanlovlar sistemasidir. [2:53].

O'tgan asrlarda tilni sistemaviylik prinsipi asosida o'rganish usullarining fanga olib kirilishi so'zlarni mazmuniy maydon asosida tahlil qilish imkonini ham berdi. Tilni turli mazmuniy guruh yoki mazmuniy turlarga ajratish leksik birliklarni aniqlash va ajratish imkonini ham beradi. Tilni ana shunday tizimli o'rganish asosi o'tgan asrda shakllangan struktur tilshunoslik ildiziga borib taqaladi. Sistem-struktur tilshunoslikda belgi ma'lumot tashuvchi vosita hisoblanadi. Aloqa vositasi hisoblangan til ham belgili va semiotik sistemalardan tashkil topgan butunlik hisoblanadi.

Semiotika belgilar sistemasi haqidagi fan bo'lib, u belgilar sistemasiga xos bo'lgan umumiy xususiyatlarni, jihatlarni o'rganadi. F.de Sossyur mutlaqo to'g'ri ta'kidlaganidek, til sistemadir. [3:19]

Tadqiqot ishlarida tilni sistema sifatida tadqiq etish natijasida til birliklarini ham semantik nuqtayi nazardan tahlil etish yo'llarini ochdi. Olamni anglashda barcha fanlar, ya'ni aniq fanlar, ijtimoiy fanlar hamda tabiiy fanlar o'zaro bir-biriga ta'sir etish natijasida rivojlanib boradi. O'tgan asrda fizikada maydon nazariyasining paydo bo'lishi boshqa fanlar doirasida ham maydon tushunchasi kirib kelishiga asos bo'ldi. Lisoniy birliklarning muayyan birlashtiruvchi ma'no asosida ma'lum paradigmalariga birlashuvi tilshunoslikda maydon nazariyasini shakllantirdi. [4:13]

Til birliklarining ma'no tomonini tizim sifatida o'rganish tilshunoslikda leksik-semantik maydonning yuzaga chiqishiga asos bo'ldi, desak mubolag'a bo'lmaydi. Maydon lingvistik atama sifatida birinchi marta 1924-yilda nemis tilshunosi Gunter Ipsenning Qadimgi Sharq va Hind Yevropa asarida tilga olingan. [5:131] Maydon tushunchasining nazariy talqini I. Trir, G.Ipsen, V.Porsig, N.I.Filicheva, Yu. N. Karaulov, G.S. Schur kabilar ishlari bilan bu nazariya rivojlantirildi. [4:13] Semantik maydon tushunchasi G.Ipsenning asari nashr etilgandan keyin keng tarqaldi va unda umumiy ma'noga ega bo'lgan so'zlar yig'indisi sifatida qaraldi. Leksik-semantik maydon atamasi olimlar tomonidan turlicha ta'riflangan. Krongauz unga semantik maydon umumiy mazmun bilan birlashgan, izohlashda umumiylikka ega bo'lgan so'zlar yig'indisidir, deydi. Lehrerning fikricha, semantik maydon ma'no jihatidan bog'liq bo'lgan va umumiy bir atama ta'rifiga kiruvchi so'zlar guruhidir.. [6:74]. I.V.Arnold maydon atamasiga quyidagicha ta'rif beradi: ... maydon inson tajribasining ma'lum bir sohasini qamrab oluvchi va uning ma'nosi bilan bog'liq bo'lgan so'zlar to'plami sifatida tushunilishi mumkin. Ushbu to'planning tarkibiy qismlarining umumiy xususiyatini ko'rsatish orqali yaratilgan. [7:3]

Bundan ko'rinadiki, leksik-semantik maydon so'zlarning o'zaro mazmuniy umumiyligi bo'lib, hodisalarning o'xshash taraflarini aks ettiruvchi tilshunoslik birligi hisoblanadi. Bunda umumiylikni tashkil qilgan guruh elementlari yordamida tahlil qilinadi. Demak maydon tizimli munosabatlar bilan bog'langan elementlar to'plamini qamrab oladi. Ta'kidlanishicha, maydondagi elementlar yadro va periferiyalardan tashkil topadi va yadro asosiy element atrofida hosil bo'ladi hamda markaziy element hisoblanadi. Masalan, o'zbek tilida inson tana a'zosini ifodalovchi yuz so'zining turli shakllari mavjud hisoblanadi: bet, aft, turq bashara, chehra kabi. Bu mazmuniy guruhda yuz so'zi yadroviy ahamiyatga ega so'z deb qaralsa, qolgan umumiylikni bildiruvchi so'zlar periferiya hisoblanadi. Bu turdagi har bir so'zning ma'nosi boshqa so'zlarning ma'nolaridan farqlanib, to'liq aniqlanadi va qo'shimcha ma'no ifodasini o'z ichiga oladi. Bunday leksik-semantik paradigmalarining tuzilishi va tarkibiy birliklarining ma'nolari qarama-qarshilik xususiyati mavjudligi bilan ham farqlanadi. Leksik-semantik maydonda sinonimik aloqalar mavjud, biroq u sinonimik qatorlardan kengroq, ya'ni bunday maydon qarama-qarshi bo'lgan ma'nolarni ham o'z ichiga oladi. [4:45]

Shu bilan birgalikda, leksik-semantik maydonlarning ayrim turlari ham mavjud bo'lib, A.A. Ufimseva uni quyidagicha turlarga bo'ladi:

- 1) konseptual maydon;
- 2) semantik madon
- 3) assotsiativ maydon.

A.R.Luriya fikricha, mazmuniy maydonlarning eng ko'p tarqalgan usullaridan biri assotsiatsiyalar usulidir. Assotsiatsiyativ tajribaning mohiyati shundan iboratki, tekshirilayotgan kishiga ma'lum bir so'z aytilib, unga xayoliga kelgan so'z orqali javob berish tavsiya etiladi. [4:39]

Shuningdek, bir qator olimlar tomonidan leksik-semantik maydon turlari mavjud ekanligi ta'kidlanadi. G.S.Schurning ko'rsatishicha, leksik-semantik maydon turlarini quyidagicha guruhlariga ajratish mumkin: funksional-semantik maydon, morfem maydon, fonem maydon, so'z yasovchilar maydoni, leksik maydon, mazmuniy maydon, mikro va makromaydon, nisbiylik maydoni, vaqt maydoni, son maydoni, inkor maydoni, mavjudlik maydoni kabi turli maydonlarga ajratish mumkin.

O'zbek tilshunosligida maydon nazariyasi yaqin yillardan buyon bir qator tilshunoslar tomonidan tadqiq obyektiga olinib tahlil qilinib kelinmoqda. So'z va uning semantik taraqqiyotiga bag'ishlangan bir qancha ishlarni misol qilib keltirishimiz mumkin. Ular orasida I. Qo'chqortoyev, E.Begmatov, B.Bafoyev, N.Mahmudov, A.Berdialiyev va Sh. Iskandarovaning ishlarini ko'rsatish mumkin.

Xulosa. Xulosa sifatida shuni aytish mumkinki, bugungi kunda til birliklariga maydon asosida yondashuv va shu maqsadda so'zlarni tahlilga tortish tilshunoslik nazariyasi jihatidan so'zlarni o'rganishda muhim ahamiyat kasb etmoqda. Shuningdek, tilni bir butun sistema sifatida namoyon qilmoqda.

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2-SHO'BA
UZLUKSIZ TA'LIM BOSQICHLARIDA FILOLOGIYA FANLARINI O'QITISH METODOLOGIYASI
VA METODIK TAJRIBA ALMASHINUVI MASALASI

TINISH BELGILARI TADQIQIGA ZAMONAVIY YONDASHUVLAR

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Keyingi yillarda mamlakatimiz ijtimoiy-siyosiy, iqtisodiy-madaniy hayotida ro'y bergan o'zgarishlar davlatning ramziy belgilaridan biri, aloqa-aralashuvning muhim vositasi, ijtimoiy-ruhiy hodisa bo'lgan til va uning tadqiqi bilan shug'ullanuvchi tilshunoslik taraqqiyotida ham yangi davrni boshlab berdi. Mustaqil davlatning rasmiy tili sifatida ona tilimiz sofligi, to'g'riligi, meyoriyligiga bo'lgan talab yanada ortdi. Tilning to'g'riligini imloviy, punktuatsion, uslubiy savodxonlik darajasi belgilab beradi. Insonning og'zaki va yozma nutqida ma'naviy madaniyati aks etib turadi.

“Davlat tili haqida”gi Qonunning 7-bandida “Davlat tili rasmiy amal qiladigan doiralarda o'zbek adabiy tilining amaldagi ilmiy qoidalari va normalariga rioya etiladi”, – deb qat'iy belgilab qo'yilgan bo'lsa-da, so'nggi yillarda imloviy va uslubiy me'yorlarga qaraganda tinish belgilarini qo'llash bilan bog'liq ilmiy qoidalarining buzilishi tez-tez ko'zga tashlanib qolmoqda. Ayniqsa, nuqta, vergul, tire kabi ko'p funksiyali tinish belgilarining loqaydlik bilan pala-partish ishlatilishi yozuv madaniyatiga, u orqali milliy madaniyatga putur yetkazmoqda.

Yozuvning bir qismini tashkil etuvchi tinish belgilari sistemasi va ularni qo'llash qoidalari o'tgan asr o'rtalaridayoq ishlab chiqilgan. Biroq:

- qoidalashtirishda ko'p o'rinlarda punktuatsiyaning umumiy me'yorlaridan (punktuatsion kalka) kelib chiqib yondashilganligi;
- yozuvning o'zgarishi;
- istiqloldan so'ng o'zbek tili grammatikasining milliy nuqtai nazardan tadqiq qilinishi natijasida tilning grammatik qurilishi talqinida yuz bergan o'zgarishlar;
- adabiy til uslublarining taraqqiy etishi, yozma nutq madaniyatining o'sishi;
- matbaachilik, matbuot, nashriyot ishlarining taraqqiy etishi;
- kompyuter lingvistikasi taraqqiyoti – tinish belgilarining elektron matnlarda avtomatik qo'llanishi bilan bog'liq muammolar;
- punktuatsiyada sinonimiya, vazifadoshlik, ko'pma'nolilik kabi tushunchalarning paydo bo'lishi;
- nutqni ixchamlashtirish, ta'sirchanlikni oshirish uchun xizmat qiluvchi ayrim tinish belgilari funksiyasining ortishi;
- “muallif punktuatsiyasi”, badiiy adabiyot va publitsistikada turli qoliplarga daxlsiz erkin ijodga keng yo'l ochilishi natijasida tinish belgilarining mavjud qoidalariga bo'ysunmagan holda poetik maqsadlarda ishlatilayotganligi va bosh obyektiv va subyektiv sabablar sohada yangi-yangi muammolarni keltirib chiqardi.

Sanab o'tilganlar tilshunosligimizda mavjud punktuatsion me'yorlarni o'zbek tilining mental xususiyatlaridan kelib chiqib isloh qilish masalasini kun tartibiga qo'ymoqda.

O'zbek punktuatsiyasining shakllanishi va taraqqiy etishida muhim rol o'ynagan “O'zbek tili punktuatsiyasi” (1976) o'quv qo'llanmasi muallifi K.Nazarov mazkur kitobda yozgan so'zboshisida “1953-yil nashr etilgan “Punktuatsiya qoidalari” kitobini hisobga olmasak, shu kungacha o'zbek tili punktuatsiyasidan biror darslik yoki qo'llanma yaratilmadi”, – deb ta'kidlaydi. Punktuatsiyaning ilmiy-nazariy asoslarini o'qitishda hozirga qadar foydalanish

uchun asosiy manba bo'lib qolayotgan K.Nazarovning mazkur kitobidan so'ng ham biror maxsus darslik yoki qo'llanmaning yaratilmaganligi, oliy filologik ta'limning hatto maxsus yo'nalishlari o'quv reja va dasturlarida punktuatsiya bo'yicha birorta maxsus fanning mavjud emasligi to'g'ri yozuvning muhim asoslaridan biri bo'lishiga qaramay o'zbek tilshunosligida ushbu sohaning davr nuqtai nazaridan o'rganilishi va uni o'qitishga e'tiborning sust bo'lganidan darak berib turibdi. Vaholanki, bu davr orasida yozuv o'zgardi – milliy yozuv shakllandi, imlo qoidalari yangilandi, til qurilishi talqinida islohotlar yuz berdi, tinish belgilari zimmasiga yuklangan vazifalar kengaydi.

Jahon tilshunosligida punktuatsiya taraqqiyotining zamonaviy antropotsentrik bosqichida tinish belgilari tadqiqiga tilning umumiy rivojlanish qonunlari bilan birga milliy-etnik jihatdan muntazam o'zgarib, rivojlanib boradigan hodisa sifatidagi tadqiqiga e'tibor oshdi. Jumladan, punktuatsiyaning umumiy nazariy masalalari hamda milliy-etnik rivoji bilan bog'liq me'yorga bo'ysunmaydigan, tartibga solinmagan punktuatsiya, ilg'or punktuatsion an'analarning me'yorga aylanish bosqichlari bilan bog'liq tabiiy punktuatsiya; muayyan shaxs yoki uslubga xos bo'lgan muallif punktuatsiyasi: badiiy, ilmiy, rasmiy, ommabor, jumladan, reklama matnlari punktuatsiyasi; internet matnlari, ijtimoiy tarmoqlarda joylashtirilgan kontentlar punktuatsiyasi bir yoki bir necha til materiallari asosida o'rganildi.

Tinish belgilarining kommunikativ-pragmatik, lingvoroetik, semiotik, kognitiv, emotsional-ekspressiv, estetik, stilistik kabi asreklariga bag'ishlangan tadqiqotlar yuzaga keldi; tinish belgilari matematika, pedagogika, kompyuter va korpus lingvistikasi, psixologiya fanlarining muammosiga aylandi. Punktuatsion sinonimiya, punktuatsion polisemiya, punktuatsion omografizm, punktuatsion minimum, punktuatsion arxaizm, punktuatsion kalka, o'rindosh (alternativ) belgilar, fakultativ belgilar, variativ belgilar, punktuatsion transformatsiya, punktuatsion uzus kabi yangi-yangi tushunchalar paydo bo'ldi.

Garchi o'zbek tilshunosligida punktuatsiya bo'yicha antropotsentrik yo'nalishda deyarli maxsus tadqiqotlar olib borilmagan bo'lsa-da, tinish belgilari tadqiqiga nisbatan yangicha yondashuvlarni K.Nazarov, S.Karimov, B.Bahriddinova, "O'zbek tili me'yorlari (punktuatsiya)" kitobi, shuningdek, F.T.Karimov, O'.J.Esonov, N.M.Qambarovlarning ishlarida uchratish mumkin.

Qonun ustuvor bo'lgan jamiyatda barcha masalaning yechimi me'yor, ilmiy-nazariy asosni talab etadi. Alisher Navoiyning mashhur falsafiy-ma'rifiy asari "Lison-ut tayr"da turli masalalarda to'g'ri qarorga kelishda tortishib, bahslashib qolgan qushlar haqlikni belgilab beradigan adolatli, yagona Simurg' qushini izlab mashaqqatli yo'lni bosib o'tishga majbur bo'ladilar. Va alaloqibat Simurg' ularning o'zlarida, haqiqat qalblarida ekanini anglab yetadilar. Aslida "Lison-ut tayr"dagi qushlar kabi o'zligini anglab yetgan inson uchun milliy tilining sofligini ta'minlash hech qanday qonuniy asosni talab etmaydi. Biroq ba'zan nashr, matbaa ishlarida tinish belgilarini to'g'ri qo'llash bilan bog'liq muammolar paydo bo'layotgani har bir tinish belgisining ilmiy qo'llanishi asoslangan yagona dasturulamalgacha ehtiyojni yuzaga keltiryapti. To'g'ri, o'zbek tilining punktuatsiya qoidalari maxsus tadqiqot ishlarida yoritilgan, darslik, qo'llanmalarda aks etgan, biroq hozirga qadar uning me'yorlari imlo qoidalari kabi rasmiylashtirilmagan.

Tinish belgilarini qat'iy me'yorga solib bo'lmaydi degan fikrlar ham yo'q emas. Me'yor – o'zgaruvchi kategoriya. Davr o'tishi bilan turli sabablarga ko'ra har qanday qoida-qonuniyatlar o'z kuchini yo'qotishi, ayrim bndlari takomillashtirilishi mumkin. Modomiki, gap til me'yorlari haqida borar ekan, unda uslubiy qo'llanishlar bilan bog'liq chekinishlar, istisnalar bo'lishi tabiiy. Hatto imlodam ayrim so'z va qo'shimchalarni yozishda har xillik, mavjud umumiy me'yorlardan chetlashish hollari uchraydi.

O'ZBEK TILINING O'SIMLIKSHUNOSLIK TERMINOLOGIYASINI O'RGANISHGA DOIR

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Mutaxassislariga ayonki, o'zbek tilshunosligida "termin" va "terminologiya" masalalari doirasida qator tadqiqot ishlari olib borilgan, himoya qilingan dissertasiyalar, kitob va monografiyalar, lug'at va maqolalarda termin va terminologiyaga turlicha ta'riflar berilgan, mazkur ta'riflar har bir tadqiqotchining ilmiy-nazariy qarashlar orqali asoslangan.

Terminologiya lug'atlarda izohlanishicha, (lot. termin+logos – so'z, ta'limot), biror ilm, kasb va boshqa sohaga oid terminlar majmui hisoblanadi, termin esa (lot. terminus –chek, chegara, chegara belgisi) fan, texnika va boshqa sohaga oid narsa haqidagi tushunchani aniq ifodalaydigan, ishlatilish doirasi shu sohalar bilan chegaralangan so'z yoki so'z birikmasi, atama bo'lib, terminlar bir ma'noli bo'lishi, ekspressivlik va emosionallikka ega bo'lmasligi kabi belgilari bilan umumiste'moldagi so'zlardan farqlanadi [1,104]. "Termin" leksemasi lotincha "terminus" so'zidan kelib chiqqan bo'lib, "oxiri", "chek", "chegara", "tugash" degan ma'nolarni bildiradi» [2, 203].

P.Nishonovning ta'kidlashicha, "Termin – tuzilishiga ko'ra so'z yoki so'z birikmasi bo'lib, semantikasi jihatidan maxsus soha doirasi bilan chegaralangan va shu sohaga oid tushunchani ifodalovchi leksik birlikdir" [3,17].

O.Bobokalonov "Fransuzcha-o'zbekcha shifobaxsh o'simliklar terminologiyasining pragmalingsvistik, lingvomadaniy va lingvokognitiv tadqiqi" nomli ishida terminga quyidlagicha ta'rif beradi: "Bizning nazarimizda, "termin" o'z lingvistik tabiatiga ko'ra, adabiy til lug'aviy tizimining ajralmas tarkibiy qismi bo'lib, boshqa toifadagi so'zlardan ilmiy, texnikaviy yoxud boshqa kasbiy tushunchalarni aniq, ixcham ifodalashi va axborotga boyligi bilan ajralib turadi [4,18].

Umuman olganda, bizning kuzatishlarimizcha, terminning aniq ta'rfi uning ma'lum soha, ya'ni kasb-hunarga oidligi va chegaralanganligi, bir ma'noli bo'lishi, ilmiy, texnikaviy yoxud boshqa kasbiy tushunchalarni aniq, ixcham ifodalashi, ekspressivlik va emosionallikka ega bo'lmasligi bilan so'zdan keskin farq qiladi.

Biz yuqorida qisqagina termin va terminologiya haqida bejizga to'xtalmadik. Chunki o'zbek tilshunosligida shunday sohalar terminologiyasi borki, hali ular lingvistik jihatdan o'rganilmagan. Ana shunday terminologik tizimlaridan biri o'simlikshunoslik terminologik tizimining yaxlit shaklidagi tadqiqidir. O'zbek tilshunosligida hanuzgacha bu soha terminologiyasi tadqiqot obyekti bo'lgan emas.

Ammo jahon tilshunosligi va turkiyshunoslikda, O'zbekistonda o'simlikshunoslik, xususan, shifobaxsh o'simliklar terminologik tizimining yaxlit shaklidagi qiyosiy ikki uch tildagi tadqiqatlari amalga oshirilgan.. Mazkur mavzu ilk bor maxsus ilmiy tahlil qilinib, unda o'zbek va fransuz tillari materiallari asosida shifobaxsh o'simliklar terminologiyasining pragmalingsvistik, lingvomadaniy va lingvokognitiv tadqiqi [5] amalga oshirildi.

Barchamizga ayonki, insoniyat o'simliklar olami bilan uzviy bog'langan. O'simliklar olami insonni yedirib-ichiradi, kiyintiradi, havoni poklab beradi, go'zal manzaralar yaratadi. O'simliklarning foydali va ahamiyatli tomonlarini sanab intihosiga yetish qiyin. Chunki o'simliklarning eng ajoyib xossalaridan biri bu ularning insonlar uchun shifobaxshligi va chorvachilik uchun oziq-ovqat manbai ekanligidadir.

Insoniyat qadim-qadim zamonlardan buyon o'simliklarning shifobaxsh xususiyatlaridan bahramand bo'lib kelgan. Ibtidoiy jamoa davrlarida odamlar o'z dardlariga davo izlab, avvalo o'simliklar olamiga hamda hayvonot mahsulotlariga intilganlar. Dastlab inson uchun o'simlik

mevalari, ildiz, ildiz mevalari, shuningdek hayvon mahsulotlari oziq-ovqat vazifasini o'tagan. Ilgari o'simliklarning shifobaxshligi tasodifan topilgan bo'lsa, keyinchalik ular hayotiy sinov va kuzatishlardan o'tgach, xalq tabobatida qo'llanila boshlagan.

O'simlikshunoslik – qishloq xo'jaligining asosiy tarmoqlaridan biri bo'lib, aholi uchun oziq-ovqat mahsulotlari, chorvachilik uchun yem-xashak va yengil sanoatning ko'pgina tarmoqlari uchun xom ashyo yetishtirish maqsadida ekib o'stirish va tabiatda yovvoyi holda o'sadigan o'simliklardan foydalanish masalalari bilan shug'ullanuvchi fandır. Bu tarmoqning o'ziga xos xususiyatlari mavjud. Eng avvalo, qishloq xo'jaligi ishlab chiqarishining mavsumiyliigi, muayyan agrotexnika tadbirlarni ma'lum muddatlarda o'tkazish, sharoitni har doim o'zgarib turishidir. Qishloq xo'jaligiga doimo yangi navlar, yangi texnologiyalarning kirib kelishi bu sohadagi mutaxassislardan chuqur va har tomonlama puxta bilimga ega bo'lish talab qilinadi.

O'simlikshunoslik chorvachilik bilan chambarchas bog'liq. Chorvaga talab qilinadigan o'tlar, pichan, dag'al va shirali ozuqalar o'simliklardan tayyorlanadi. O'simliklarga talab qilinadigan organik o'gitlar chorvachilikning chiqindilaridan olinadi.

O'simlikshunoslik qadimdan, ya'ni madaniy o'simliklar paydo bo'lishi bilan kelib chiqqan va u dehqonchilik bilan chambarchas bog'liqdir. Dastlab, dehqonchilik Iroq, Hindistonda, Xitoy, Suriya, Misr, Meksika va Boliviya, Markaziy Osiyoda rivojlana boshlagan [6,3].

O'simliklar olami tabiat boyliklaridan biri sanaladi. Ma'lumki, xalqimiz eng qadimgi davrlardan boshlab, o'simliklarning xosiyatini bilishga harakat qilishgan va ulardan turli kasalliklarni davolash uchun foydalanishgan. Abu Ali ibn Sino, Abu Bakr ar-Roziy, Abu Rayhon Beruniy kabi ulug' allomalarimiz bemorlarning dardini shifobaxsh o'simliklar bilan davolashga harakat qilganlar.

O'rta Osiyo, Kavkazorti, Eron, Afg'oniston, Misr, Kichik Osiyo hududlarida yashovchi xalqlar bundan taxminan 5-6 ming yil muqaddam ham o'z hududlaridagi o'simliklarning tarqalishi, o'sishi va xususiyatlari bilan qiziqishgan. Bundan bir necha asr muqaddam yashab ijod etgan vatandoshimiz, buyuk alloma Abu Rayhon Beruniy (973–1048) ning "Hindiston", "Geodeziya", "Minerologiya", "Saydana" kabi asarlarida o'sha davr tarixi, madaniyati, hayvonot va nabotot olami yoritilgan. Ayniqsa, uning umrining so'nggi yillarida Mahmud G'aznaviyning vorisi Ma'dud sultonligi davrida 1048- yilda yozilgan, dorivor o'simliklar, hayvonlar va ma'danlar tavsifiga bag'ishlangan "Kitob as-Saydana fi-t tibb" asari diqqatga sazovordir. Bu asarning kirish qismida muallifning yoshlik yillarida o'zini qurshab turgan olamni va olam uzvlarining turli tillarda qanday nomlanishini bilishga naqadar ishtiyoqmand ekanligi bayon qilinadi. Xususan, olimning bolaligida uning yurtiga bir yunon ko'chib keladi. Abu Rayhon Beruniy unga don, urug', meva, o'simlik va boshqa narsalar ko'tarib kelib, bular yunon tilida qanday nomlanishini so'raganligi va yunoncha nomlarini daftariga yozib olganligi ba'en qilingan.

Xalqimiz eng qadimgi davrlardan boshlab, o'simliklarning xosiyatini bilishga harakat qilishgan va ulardan turli kasalliklarni davolash uchun foydalanishgan. Abu Ali ibn Sino, Abu Bakr ar-Roziy, Abu Rayhon Beruniy kabi buyuk allomalarimiz bemorlarning dardini shifobaxsh o'simliklar bilan davolashga harakat qilishgan. O'rta Osiyo, Kavkazorti, Eron, Afg'oniston, Misr, Kichik Osiyo hududlarida yashovchi xalqlar bundan taxminan 5-6 ming yil muqaddam ham o'z hududlaridagi o'simliklarning tarqalishi, o'sishi va xususiyatlari bilan qiziqishgan.

O'simlikshunoslik qishloq xo'jaligidagi mavjud muammolarni hal qilishda muhim rol o'ynaydi. O'simlikshunoslikning rivojlanishi, umuman, jamiyatning taraqqiyotiga bog'liq bo'lib, fanning rivojlanishiga ko'p olimlar o'z hissasini qo'shishgan. Ularning orasida fotosintez jarayonini yoritib bergan K.A.Timiryazev (1843-1920), o'simliklarning kelib chiqish markazlarini aniqlagan N.I. Vavilov (1887-1943), dala ekinlarini yangi navlarini yaratgan P.P.Lukyanenko, V.S.Pustovoyt, YE.N.Remeslo, N.V.Sisin, M.N.Xodjinov va boshqalarni sanab o'tish mumkin [7].

O'simlikshunoslik fanini rivojlanishida o'zbek olimlaridan akademik A.I.Imomaliyev, M.V.M Muhammadjonov, seleksioner S.M.Mirahmedov, M. A. Karimov, Q.Z.Zokirov, N. N. Nazirovlar ham o'z hissalarini qo'shishgan. O'simlikshunoslikda ilmiy ish olib borish fizika, kimyo, botanika, tuproqshunoslik, meteorologiya fanlari bilan boglangan va bundan tashqari maxsus qishloq xo'jalik fanlariga asoslanish lozimligini taqozo etadi.

Bugungi kunda ham yurtimizda o'simliklarga bo'lgan qiziqish kattadir. O'simliklar bilan nafaqat biolog va zoologlar, tabobat ilmi sohiblari, balki tilshunos olimlar ham qiziqib, turli risola-yu darsliklar yozishgan, lug'atlar tuzishgan. Jumladan, D.Yormatovanning "O'simlikshunoslik", H. Yo'ldoshevning "O'simlik kasalliklari", N. O'ljaboyevaning "Xalq tabobati xazinasidan javohirlar",

S. Muhamadjonov, F. Jonguzarovlarning "O'simlikshunoslikka oid ruscha-o'zbekcha izohli lug'at", S.Sahobiddinovning "Qisqacha ruscha-o'zbekcha botanika terminlari lug'ati"ni misol keltirish mumkin.

Ko'pgina mamlakatlarda, jumladan, O'zbekistonda o'simlikshunoslik juda qadimiy tarixga ega. Amir Temur, Bobur yaratgan bog'larda turli xil o'simliklar o'stirishga alohida e'tibor berilgan.

Afsuski, bunday kasb-hunar terminologiyasi hanuzgacha tilshunoslik nuqtayi nazaridan o'rganilmagan. O'zbek tilshunosligida o'zbek xalqining nabotot olami, ya'ni o'simlikshunoslikka doir terminologiyasi diaxronik va sinxronik aspektda tadqiq etilmagan.

Yozma yodgorliklar va turkiy xalqlar, jumladan, o'zbek xalq so'zlashuv nutqida o'simlikshunoslikka bilan bog'liq so'zlarini o'rganish shuni ko'rsatadiki, o'zbek tili o'simlikshunoslikka oid terminlarga ancha boy:

O'simlikshunoslikka oid terminologiyani o'simliklarning tuzilishi, yashashi, ayrim narsalarga o'xshashi va hayotiy shakllarini ifodalashiga ko'ra bir necha turlarga bo'lish mumkin. O'simliklar poyasining tuzilishiga ko'ra esa daraxtsimon, butasimon, yarimbutasimon va o'tsimon turlarini ifodalovchi terminlarga bo'linadi. Ular quyidagicha tasniflash mumkin:

1. Daraxtsimon o'simliklarni ifodalovchi terminlar: anjir, archa, behi, bodom, yong'och, jiyda, chilonjiyda, limon, marjon daraxt, olcha, oqtut, pista, tikandaraxt, tirnoqgul, tok, tog'jumrut, tuxumak, do'lana, zaytun, olxo'ri, eman, qayin, o'rik singari o'simlik nomlarini keltirishimiz mumkin.

2. Butasimon o'simliklarni ifodalovchi terminlar: zirk, maymunjon, shumurt, irg'ay, singirtak, uchqat, qizilcha, qoraqat anor, atirgul, malina, maymunjon, na'matak, patloq, sano, pista, chakanda, qora smorodina, qora zirk, katta pushti bo'rigul, zig'irak kabilar kiradi.

3. Yarimbutasimon o'simliklarni ifodalovchi terminlar: izen, keyreuk, teresken, sarsazan, shuvoq va boshqalar.

4. O'tsimon o'simliklarni ifodalovchi terminlar: otquloq, oqquray, piyoz, rivoj//ravoch//chukri, sarimsoq, shirach, qizilmiya, qontepar, qoraqobiq, qoqi, qulupnay, arpabodiyon, arslonquloq, achchiqmiya, bangidevona, gazako't, gulxayri, dalachoy, yeryong'och, yerchoy, zanjabil, zig'ir, zupturum, isiriq, isfarak, ituzum, kungaboqar, kunjut, ko'ko't, limon, makkajo'xori, mingbosh, mingdevona, otquloq, oqquray, petrushka, piyoz, sabzi kabi o'zbek tilida ko'plab o'tsimon o'simliklarni ifodalovchi terminlar mavjud.

Yuqorida keltirilgan o'simlikshunoslikka oid tub, yasama, qo'shma, birikmali terminlar genetik jihatdan fors-tojik, arab, rus va turkiy tillarga mansub. Bunday birikma terminlarning ko'pchiligi adabiy tilimizda qo'llanadi. Yozma manbalar hisoblangan lug'at va kitoblarda, tarixiy- geografik, badiiy asarlarda, ya'ni nazmiy va nasriy asarlarda qayd etilgan.

Umuman olganda, bugungi kunda o'zbek tilshunosligida xalq xo'jaligi, xususan, qishloq xo'jaligi terminologiya sirasida o'zining alohida o'рни va ahamiyatiga ega bo'lgan o'simlikshunoslikka oid terminlarni ham yangicha yondashuv, zamonaviy leksikografiya talablari darajasida tadqiq qilinishi lozim bo'lgan terminologik tizimlardan biri sanaladi.

O'simlikshunoslikka oid terminlar ham muhim tarixiy, milliy-madaniy, ijtimoiy axborotlar tashuvchi lingvistik hodisa sifatida muntazam tadqiq etilishi lozim. Chunki bu soha terminlarini o'rganish ilmiy, ta'limiy ahamiyat kasb etadi. O'simlikshunoslikka doir bilimlarning o'zlashtirilishi, kishilik jamiyatining ona-tabiati, o'simliklar olamiga, atrof-muhitga bo'lgan munosabati barcha zamon va makonlarning dolzarb masalalari doirasida muhim mavqe va o'rin tutadi.

O'simlikshunoslik terminlarni zamonaviy tilshunoslik tamoyil va usullari asosida o'rganish, terminologik birliklarning leksik-semasiologik, genetik-etimologik, nominativ-funksionimik xususiyatlarini tahlil qilish, umumleksik va terminologik birliklar munosabatini baholash kabilar bilan bog'liq masala va vazifalar dolzarblik kasb etmoqda.

O'simlikshunoslikka oid terminlar va uning badiiy san'atlarda qo'llanishi, o'g'il va qizlar ismlarida zikrlanishi, bu sohaga oid terminlarning ko'p ma'noliligi, shakldoshlari, ma'nodoshlari, antonimlari, paronimlarini o'rganish til ilmi uchun muhim ahamiyatga ega.

Bu soha terminologiyasining tuzilishi, yasalishi, morfem tarkibi, qolaversa, leksik-semantik xususiyatlari, ya'ni davriy, makon belgisi, shakli, rangi, hidi va boshqa xususiyalariga ko'ra nomlanishini tadqiq etish til, botanika, geografiya, biologiya, dehqonchilik, etnografiya, tarix, o'simlikshunoslik kabi fanlarni o'qitish va o'rganishda ham dolzarblik kasb etadi. O'simlikshunoslikka oid xalq so'zlari va terminlari o'zbek tili terminologik tizimi va lug'aviy tarkibini yanada boyitadi, o'simlikshunoslikka doir ilmiy terminologiyani xalqchillashtirishda amaliy ko'mak beradi.

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NEMIS TILINI O'QITISHDA TALABALARNING SO'Z BOYLIGINI OSHIRISHGA QARATILGAN DERIVATSION YONDASHUV

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Ma'lumki, har qanday tilni o'rganishda tilning ichki qonuniyatlarini bilish va bu qonuniyatlar orqali o'rganilayotgan til doirasidagi nutqiy ko'nikma va malakalarni to'g'ri shakllantirish masalasi muhim o'rin tutadi. Ta'limning turli bosqichlarida xorijiy tillarni o'rganishda so'zlararo va birikmalararo yuzaga keladigan sintagmatik va paradigmatic munosabatlarga alohida e'tibor qaratish, so'z birikmalaridagi so'zlararo uzviy bog'lanishlarni to'g'ri mushohada qila olish va o'rganilayotgan til orqali nutqiy muloqotga kirishish jarayonida ulardan samarali foydalana bilish talab etiladi.

Chet tillarni o'qitish va o'rganishda xoh u o'rta maktabda bo'lsin, xoh oliy o'quv yurtida, turli xil o'qitish metodlaridan samarali foydalanish talab etiladi. Shu boisdan, xorijiy tillarni o'qitishda o'qitish maqsadidan kelib chiqqan holda jarayonga yondashish, chet tili o'qitishda vaziyatga qarab to'g'ri metodni tanlay bilish talab etiladi. Metodist olim N.V. Barishnikovaning ta'kidlashicha, azal-azaldan kishilarda chet tillarni o'rganishga bo'lgan ehtiyoj juda kuchli bo'lgan. Chet tillarni o'qitish metodikasi tarixida asrlar davomida "tarbiyachi ayol - guvernantka" nomi bilan mashhur bo'lgan tabiiy metod keng qo'llanilgan. Keyinchalik esa chet tili o'qitishda boshqa metodlardan ham foydalanila boshlangan va bu metodlar o'quv predmeti, o'qitish sharoitlariga qarab bir-birini to'ldirib borgan [1; 53].

Davr o'tishi bilan xorijiy tillarni o'rgatishda bir necha usul va metodlardan keng foydalanilgan. Jumladan, nemis olimlari Fleischer Wolfgang va Irmhild Barz – lar bunday metodikalarga grammatika-tarjima metodi (GTM), bevosita metodlar (chet tillarni ona tili vositasiz o'qitish), audiolingual va audiovisual metodlar, kommunikativ didaktika, madaniyatlararo chet tili ta'limi kabi uslubiyatlarni kiritishgan [2; 15-17].

Chet tili o'qitish metodlarining o'zgarishiga ta'sir etuvchi omillar sifatida esa quyidagilarni ta'kidlab o'tishgan:

- 1) ta'lim va yosh psixologiyasi borasidagi o'zgarishlar;
- 2) ona tilini o'qitish borasidagi ta'limiy usullar;
- 3) shaxsning individual xususiyatlarini o'rganish qobiliyatlari, guruhga xos bo'lgan qobiliyatlar;
- 4) o'quv guruhining aniq maqsadlari;
- 5) pedagogika va dars nazariyasi bo'yicha takliflar;
- 6) tilshunoslik sohasidagi o'zgarishlar;
- 7) badiiy adabiyotlardan olingan matnlar bilan ishlashdagi taassurotlar;
- 8) tili o'rganilayotgan mamlakat haqidagi tasavvurlar;
- 9) nemis tilini qo'shimcha chet tili sifatida o'rganish jarayonida orttirilgan tajribalar;
- 10) tili o'rganilayotgan mamlakatdagi o'qitish va o'rganish borasidagi ta'limiy an'analar [2;18].

Nemis olimlarining fikriga qo'shimcha tarzda, bizning fikrimizcha, xorijiy tillarni o'rganishning turli metodikalaridan samarali foydalanish eng avvalo, tarixiy shart-sharoitlar asosida yuzaga keladi deb hisoblaymiz. Jumladan, yurtimizda o'tgan asrning birinchi yarmida chet tili o'qitishda grammatika-tarjima metodikasi keng qo'llanilgan. Zero, bu davrda sobiq sovet ittifoqi tarkibida bo'lgan mamlakatimiz dunyodagi ko'plab davlatlar, xususan, kapitalistik mamlakatlardan to'liq izolyatsiya qilingan edi. Shu sabab bu davrdagi asosiy maqsad chet tilida o'qish va yozishni o'rgatish edi. Yigirmanchi asrning ikkinchi yarmida fan-texnika gurkirab rivojlandi. Bu davrga kelib, yangi texnik vositalar yordamida chet tillarga oid o'quv materiallarini ko'rish va eshitishning imkoniyati kuchayishi tufayli xorijiy tillarni o'qitishda audiolingual va audiovisual metodlar an'anaviy grammatika-tarjima metodining o'rnini egalladi. Mamlakatimizning mustaqillikka erishishi natijasida uning xorijiy mamlakatlar bilan siyosiy-iqtisodiy, madaniy-ma'rifiy hamda diplomatik aloqalar o'rnatishi chet tilida muloqotni tarkib toptirishga yo'naltirilgan kommunikativ metodikani chet tili o'qitishda yetakchi o'ringa chiqardi va buning uchun xorijiy tillarni o'rganishda nutqiy vaziyatlar yaratishga ahamiyat qaratildi.

XXI asrga kelib, mustaqil respublikamiz dunyo miqyosida o'z o'rniga ega bo'ldi. Endilikda yurtimizda innovatsion texnologiyalarga, turizmni rivojlantirishga alohida ahamiyat berila boshlandi. Yurtboshimizning sa'yi-harakatlari bilan bu borada chiqarilgan farmonlar va qarorlar ijrosiga, sayyohlarni yurtimizga yanada ko'proq jalb qilish maqsadida ularga xalqimizning azaliy qadriyatlarini, mamlakatimizning bebaho ne'matlarini namoyon qilishga alohida e'tibor qaratilishi natijasida mamlakatimizda chet tili o'qitishda

lingvomamlakatshunoslik va lingvokulturologik yondashuvdagi innovativ metodlardan oqilona foydalanish zarurligini talab qila boshladi.

Ko'rinib turibdiki, chet tilini o'qitishning asosiy maqsadi davr va vaziyat talabidan kelib chiqar ekan. Shu nuqtai nazardan, biz talabalarga nemis tilini ikkinchi xorijiy til sifatida o'rgatishda o'qitish metodikasini kognitiv tilshunoslik bilan bevosita bog'lagan holda ongli qiyoslash va mantiqiy tafakkur metodlaridan foydalanish katta samara beradi deb hisoblaymiz. Zero, talabalar mustaqil fikrga ega bo'lgan yoshlardir va har bir darsdagi mashg'ulotlar ularning mantiqiy fikrlashlarini o'stirishga yo'naltirilgan bo'lishi lozim. Bundan tashqari, ongli-qiyoslash metodi orqali o'rganilayotgan materialni talabalar nafaqat o'z ona tillari bilan, balki yana o'zlari tomonidan o'zlashtirilayotgan birinchi chet til bilan qiyoslab o'rganishlariga imkoniyat yaratiladi.

Karina Schneider Wiejowski o'zining "Produktivität in der deutschen Derivationsmorphologie." nomli dissertatsiyasida nemis tilida qo'shma so'zlar, xususan, ot+ot, fe'l o'zagi + ot, sifat+sifat, predlog+fe'l kabi qo'shma so'zlar ko'p uchrashiga alohida urg'u beradi: Sprachkompetenz, Rufnummer, Nullmenge, Wir-Gefühl, weltbekannt, methodenorientiert, wissenschaftsnah, linksliberal, deutsch-französisch, aufstellen, weiterarbeiten, schlussfolgern, anhand, infolge...Olimaning fikriga ko'ra, bunday qo'shma so'zlar determinativ va kopulativ tarzda so'zlarning birikishi orqali nisbatan ko'proq hosil qilinadi [3;96].

O'z navbatida, nemis tilidagi qo'shma so'zlarga ham so'z yasovchi qo'shimchalar qoshilishi orqali mavjud qo'shma so'zlardan yangi ma'noli so'zlar yaratish imkoniyati ham mavjud bo'lib, bu imkoniyat tabiiyki, so'z boyligini yanada oshishiga xizmat qiladi. Masalan, „Hochschullehre“ (oliy o'quv yurti ta'limoti) qo'shma so'zining o'zi uch o'zakdan tarkib topgan: hoch + Schule + lehr (-en). Shu so'zga shaxs oti yasovchi qo'shimcha „-er“ ni qo'shish orqali, yangi hosilani hosil qilishimiz mumkin, ya'ni „Hochschullehrer“ (oliy o'quv yurtida dars beruvchi o'qituvchi). Demak, bu qo'shma so'zning semantik ma'nosini o'zgartirishda shaxs nomi yasovchi „-er“ derivatining o'z ulushi bor ekan. Yoki die blaue Auge (ko'k ko'z) so'z birikmasiga „-ig“ sifat yasovchi qo'shimchani qo'shish bilan „blauäugig“ (ko'k ko'zli) so'zini hosil qilish mumkin. Bu yangi ma'noli qo'shma sifatini hosil qilinishi orqali so'z boyligimiz yana bittaga oshadi. Talabalarining nemis tilidagi so'z boyligini oshirishga tarixiylik tamoyili asosida ham yondashish mumkin. Bu o'rinda, tarixiy sharoit tufayli ma'lum bir vaqt mobaynida ayrim nemis tilidagi so'z yasovchi qo'shimchalar o'zakka qo'shilib ketganligi natijasida, bu tilda o'zak-negiz munosabatida so'z yasaliish hodisasi ham uchrab turishini talabalar ongiga singdirish lozim deb hisoblaymiz. Masalan, nemis tilidagi „Zuhause“ (uy, makon) so'zi hozirda bir o'zakdan tashkil topgan. Bu so'z etimologik jihatdan o'rganilganda, „zu“ predlogi va „-e“ negiz yasovchi qo'shimchani o'zakka qo'shilishi natijasida hosil bo'lgan.

Bu o'rinda shuni ham qayd etib o'tishimiz lozimki, nemis tilidagi ayrim suffikslar ham aslida alohida lug'aviy ma'nolarga ega bo'lgan leksemalardan yuzaga kelgan yarim old qo'shimchalar hisoblanadi. Jumladan, bunday yarim old qo'shimchalarga -art (die Art - tur), -sorte (die Sorte - tur, sort), -werk (das Werk- asar, ish), -wesen (das Wesen - mohiyat) kabilarni kiritishimiz mumkin.

Shuningdek, nemis tilini o'rgatishda ko'pchilik bir o'zakli nemischa so'zlar aslida tarixan ikki o'zakning o'zaro birikishidan yuzaga kelganligini, yoki konvertsiya usulida turli so'z turkumlariga xos yangi ma'noli so'zlar hosil qilish imkoniyatlarini ham qayd etib o'tish joizdir. Masalan:

Qo'shma so'zlardan bir o'zakli so'zlar hosil bo'lishi: Sonntag (Sonne + Tag), allein (alle + ein), wieder (wie + der)...

Bir so'z turkumidan boshqa so'z turkumiga o'tish: grün – yashil (sifat), das Grün – yashil rang, ko'kat (ot); lachen – kulmoq (fe'l), das Lachen – kulgu (ot); der Dank – minnatdorchilik (ot), dank – sharofati bilan, tufayli (predlog) va boshqalar.

Bu o'rinda old qo'shimchalarning so'zga qo'shilishi natijasida nemis tilidagi so'zning ma'nosi qisman yoki tubdan o'zgarishini ham talabalarga tushuntirib o'tish lozim deb hisoblaymiz. Ya'ni, nemis tilidagi ajraluvchi old qo'shimchalar aksariyat hollarda so'z ma'nosiga qisman o'zgartirish kiritishi va aksincha, ajralmaydigan old qo'shimchalar so'z ma'nosini to'lig'icha o'zgarishiga olib kelishi talabalarga tushuntirib o'tilishi lozim. Masalan: kommen – kelmoq, ankommen – yetib kelmoq, einkommen – foyda olmoq, abkommen – kelishib olmoq; fahren – bormoq, abfahren – jo'nab ketmoq; suchen – izlamoq, qidirmoq; besuchen – mehmonga bormoq, qatnashmoq; versuchen – urinib ko'rmoq.

Shuningdek, o'qituvchi tomonidan talabalarga nemis tilidagi ajralmaydigan old qo'shimchalardan „miß-, ver-“ kabilar yordamida so'zning zid ma'nosi ham hosil qilinishi quyidagidek misollar yordamida ko'rsatib o'tilishi shart: mieten – ijaraga olmoq, vermieten – ijaraga bermoq; gelingen – muvaffaqiyatli chiqmoq, mißlingen – muvaffaq bo'maslik.

Nemis tili affikslarini o'rgatishda yana shunga e'tibor qaratish kerakki, agar prefikslar o'zi bo'lgan fe'l bilan o'z ma'nosida qo'llansa, ular fe'ldan ajralib, gap oxirida keladi, agar prefikslar ko'chma ma'no ifodalasa, ular fe'l o'zagidan ajralmaydi.

O'z navbatida, nemis tilida suffikslar orqali so'z yasashida hamisha so'zning ma'nosi o'zgarib borishini tegishli misollar yordamida qayd etib o'tish lozim. Misol uchun:

Freund – do'st, Freundschaft – do'stlik, freundschaftlich – do'stona;
rein – toza, reinlich – Reinheit - Reinlichkeit – tozalik...

Ingliz tilida bo'lgani kabi nemis tilida ham “predlog + ot” shaklida derivatsiyaga uchragan turg'un so'z birikmalar qo'llaniladi. Bunday ko'rinishdagi iboralarni ham ingliz va nemis tillarida qiyosiy jihatdan talabalarga o'rgatish maqsadga muvofiqdir: Masalan, ingliz tilida:

By day (kunduz kunida), at night (tunda), by car (by bus, by train, by ship, by boat, by plain...) (mashinada, avtobusda, poyezdda, kemada, qayiqda samolyotda...), on foot (piyoda), at home (uyda) va boshqalar.

Nemis tilidagi bunday derivatsiyalarga quyidagilar kiradi: nach Jahr und Tag – belgilangan muddatda, in Bausch und Bogen – to'lig'icha, to'liq holda, von Mal zu Mal – vaqti-vaqti bilan, nach Hause – uyga, zu Hause – uyda, Schritt für Schritt – qadamma- qadam.

Nemis va ingliz tillaridagi “predlog va ot” ko'rinishida hosil bo'lgan iboralarning o'xshashligidan va german tillarida bunday iboralarning aksariyati predlogning otga artiklsiz to'g'ridan-to'g'ri bog'lanishidan hosil bo'lganligidan kelib chiqqan holda, quyidagi fikr-mulohazalarni talabalar ongiga singdirish mumkin:

Agar predlog va otning tegishli kelishik shakli hech qanday grammatik aloqasiz, to'g'ridan-to'g'ri bog'lansa bunda frazeologik birikma, agar biror-bir grammatik vosita yordamida bog'lansa so'z birikmasi yuzaga keladi. (masalan, ingliz tilida: to bed (yotishga) – frazeologik birikma, to the bed (karavotga) – so'z birikmasi; nemis tilida: nach Hause (uyga) – frazeologik birikma, nach dem Haus (uydan keyin) – so'z birikmasi.

Bizning fikrimizcha, o'zbek talabalariga nemis tilidagi so'z yasovchi qo'shimchalarning qaysilari unumli, qaysi birlari unumsiz ekanligi haqida ma'lumot berilishi ham maqsadga muvofiqdir.

Olimlar nemis tilidagi mahsuldor affikslar qatoriga quyidagilarni kiritishadi: ent-, be-, an-, ab-, aus-, -ig, -lich, -mäßig, -heit, -sam, -schaft, -er va boshqalar.

Torsten Sieverning fikriga ko'ra, nemis tilida 100 ga yaqin mustaqil bo'lmagan morfemalar mavjud bo'lib, shulardan faqat 30 ga yaqini mahsuldor hisoblanar ekan. Olim bu mahsuldor morfemalarga quyidagilarni kiritadi:

ot so'z turkumidagi o'zakka qo'shiluvchi prefikslar va suffikslar: un-, ur-, ex-, -e, -ung, -nis, -heit, -keit, -ei, -er, -ling, -sal, -haft, -isch, -lich, -ig;

sifatga qo'shiluvchi suffikslar: -en, -ern, -isch, -lich, -sam, -bar, -haft, -sal;

fe'lga qo'shiluvchi prefikslar va suffikslar: be-, er-, ent-, ver-, zer-, -eln, -ern, -igen, -sen, -ieren; ravishga qo'shiluvchi suffikslar: -s, -lings.

Shunga ham e'tibor qaratish kerakki, o'zak-negiz munosabati hamda qo'shimchalarsiz, bir so'z turkumdan boshqa bir turkumga o'tish orqali so'z yasalishi, nemis tili flektiv tillar qatoriga kirsam ham, nisbatan unumsiz usullardan hisoblaniladi.

Biroq talabalarning nutqiy faoliyatlarida faol so'z boyligini oshirishda shunga ahamiyat berish kerakki, nemis tilidagi ayrim suffikslar bir vaqtning o'zida ham so'z yasovchi, ham lug'aviy shakl yasovchi, ham munosabat shaklini hosil qiluvchi qo'shimcha vazifasini ham o'tab kelishi mumkin. Masalan, nemis tilidagi "-er" suffiksi so'z yasovchi (lesen + -er = der Leser (kitobxon)), shakl yasovchi (das Buch + -er = die Bücher (kitoblar) qo'shimcha yoki bo'lmasa bog'lama unsur (das Kleid + -er + der Schrank = der Kleiderschrank (kiyim javoni)) vazifasida kela oladi.

Talabalarning so'z boyligini oshirishda boshqa german tillarida bo'lgani kabi nemis tilidagi qo'shma so'zlarga, bunday qo'shma so'zlarning nutqiy vaziyatlarda ishlatilishiga e'tibor qaratish kerak bo'ladi. Zero, olimlarimizdan P.J.Nazarov, S.M.Abduraxmanovlar ta'kidlab o'tganlaridek [4;171-173], qo'shma so'zdan nutqda tayyor holda foydalanamiz, so'z birikmasidan esa tayyor holda foydalanishning iloji yo'q, chunki so'z birikmasidagi tobe so'z hokim so'zning talabiga ko'ra har xil so'z shakllarida kela oladi.

Nemis tilini ikkinchi chet tili sifatida o'rgatishda quyidagi tamoyillarga tayanishni taklif qildik.

- ona tili va birinchi chet tiliga tayanish tamoyili;
- qiyoslash tamoyili;

Ushbu tamoyillar ichida talabalarning ona tili va birinchi chet tilini hisobga olish tamoyiliga alohida e'tibor qaratdik. Nemis tilidagi leksik derivatlarni ikkinchi chet tilida o'rgatishda qiyoslash usullari ham juda muhim bo'lib, bunda birinchi til ingliz tili nemis tili bilan birgalikda german tillariga kirishi muhim ahamiyat kasb etadi. O'z navbatida, nemis tilidagi qo'shma so'zlarni talabalarga tushuntirishda o'zbek va rus tillaridan farqli ravishda ko'pchilik so'z birikmalari german tillarida qo'shma so'z sifatida ifoda etishini ham talabalarga tushuntirib o'tish kerak bo'ladi. Masalan,

- o'zbek tilida: kitob javoni – so'z birikmasi;
- rus tilida: книжная полка – so'z birikmasi;
- nemis tilida: Bücherschrank – qo'shma so'z;
- ingliz tilida: bookshelf – qo'shma so'z.
- yoki:
- o'zbek tilida: kunduzgi nur – so'z birikmasi;
- rus tilida: дневной свет – so'z birikmasi;
- nemis tilida: Tagelicht – qo'shma so'z
- ingliz tilida: daylight – qo'shma so'z...

Ta'lim oluvchilarning kreativ va tanqidiy fikrlash qobiliyatlarini rivojlantirish hamda ularning so'z boyligini muntazam oshirib borish orqali o'z fikrlarini chet tillarida bayon eta olishlariga erishish maqsadida biz tomonimizdan uch yil mobaynida tajriba ishlari tashkil etildi. Tajriba ishlarimizni olib borishdan asosiy maqsad talabalarning nemis tiliga qiziqishlarini oshirish, nemis tildagi faol so'z boyliklarini oshirish evaziga ularda bu tildagi nutqiy ko'nikma va malakalarni takomillashtirishga qaratildi.

Keyin esa so'z boyligini oshirish bo'yicha oxirgi ikki tamoyilga tayangan holda ishga kirishdik. Bu o'rinda, bir o'zak morfemaga turli boshqa morfemalar qo'shish orqali o'zakdosh so'zlar, so'z oilalari yaratish va ulardan nutqiy faoliyatda samarali foydalanishga alohida e'tibor berdik. Zero, talabalarning chet tilidan, xususan, nemis tilidan so'z boyliklarini oshirishda va so'z boyligini oshirish orqali ularning og'zaki va yozma nutqlarini takomillashtirishda so'zning morfem shaklidan unumli foydalanish muhim rol o'ynaydi. Zero, nemis tilida so'z o'zagidagi unli va undosh tovushlarning o'zgarishi, so'z yasovchi qo'shimchalar orqali ot, sifat, fe'l va ravish, son kabi so'z turkumlariga kiruvchi yangi so'zlar hosil qilinishi, aniqlovchi va

aniqlanmish o'rtasidagi sintaktik aloqaning ko'pincha qo'shma so'z shaklida ifoda etilishi bilan turli xil so'z oilalari hosil qilish, bir o'zak so'zdan to'liq jumalarni yuzaga keltirish imkoniyati mavjuddir.

Xulosa qilib aytganda, talabalar so'z boyligini oshirish jarayonida derivatsion yondashuvning nechog'lik muhimligini ko'rishimiz mumkin. Bu o'rinda tadqiqot ishimizning ob'yektidan kelib chiqqan holda, asosiy tili ingliz tili bo'lgan filolog talabalarga nemis tilini o'rgatishda so'zning derivatsion tarmoqlanishi hodisasini ongli qiyoslash metodi orqali talabalarga tushuntirish yaxshi samara beradi degan xulosaga keldik.

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BOSHLANG'ICH SINIF O'QUVCHILARDA MATEMATIK TASAVVURLARNI SHAKLLANTIRISH TEKNOLOGIYALARI

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Ko'pgina ota-onalar bolalarning uyda o'tkazadigan vaqtlari tufayli boshlang'ich maktabda kamroq texnologiyani talab qila boshlaydilar. Bu texnologiya darsda yordam beradimi yoki o'qishga xalaqit beradimi yoki matematikani o'qitish uchun ishlatilishi kerakmi degan savolni tug'diradi. Ko'pincha bolalar boshlang'ich maktablarda kalkulyatorlardan foydalanish tufayli oddiy hisob-kitoblarni amalga oshirish qobiliyatini yo'qotganliklari haqida shikoyatlarni eshitamiz. Bu imkoniyat emas. Aslida 80-90-yillardan boshlab sinflarda kalkulyatorlardan foydalanish bo'yicha juda kam tadqiqotlar olib borilgan, chunki ular boshlang'ich maktabda matematik darslarning ajralib turadigan xususiyati emas. Hisoblagichlar boshlang'ich sinflarda qo'llanilganda, ular odatda bolalarga hissiyotni rivojlantirishga yordam beradi, sonli naqsh va munosabatlarni o'rganadi yoki aqliy yoki yozma hisob-kitoblarning to'g'riligini tekshiradi. Shuningdek, bolalar kalkulyatordan foydalanishda yanada moslashuvchan bo'lib qolishayotgani haqida dalillar mavjud. Bu ularga an'anaviy algoritmdan emas, balki kosmik narxlar va boshqa sonlar bilan bog'liq tushunchalar to'g'risidagi bilimlarini qo'llashga imkon beradi. O'quv dasturi shunchaki mexanikani emas, balki matematikani ("ko'nikmalar" deb ataladi) fikrlash va bajarishga yordam beradi.

Matematikada hisoblashdan ko'ra ko'proq narsa. Bu erda ko'proq zamonaviy texnologiyalar boshlang'ich matematikani yaxshilashi mumkin. Matematikani o'qitishda texnologiyaning ahamiyati. Shuni ta'kidlash kerakki, bu ko'plab bolalar uyda allaqachon mavjud bo'lgan bir xil qurilmalar, bu maktabdagi matematika va sinfdan tashqaridagi hayot o'rtasidagi tafovutni bartaraf etishga imkon beradi. Raqamli texnologiya va matematikaga oid adabiyotlar yangi texnologiyalar o'qitish va o'qishni potentsial ravishda o'zgartirib, an'anaviy nuqtai

nazardan ko'proq muammolarni hal qilishga o'tish imkoniyatini beradi, degan fikrni ilgari suradi. Ushbu kontsepsiya matematikaning yodlash va yodlashga qaratilgan an'anaviy qarashlari endi maqsad va qo'llanishga ega bo'lgan qarash bilan almashtirilganligini ta'kidlaydigan tadqiqotlar bilan tasdiqlangan. To'g'ri qo'llanilsa, texnologiyalar o'quvchilarning matematika bilan o'zaro munosabatlarini yaxshilaydi va ularning matematik tushunchalarni tushunishlarini yaxshilashga yordam beradi. Qo'shimcha bonus bolalar matematik mashg'ulotlarni o'tkazish uchun uyda o'zlarining ekrandagi vaqtdan foydalanishga ko'ngilli ravishda jalb qilinganliklari bo'ldi. Sinovdan oldin va keyin olingan ma'lumotlar, shuningdek, texnologiyadan foydalanish matematikaning natijalarini yaxshilashga yordam berganligini ko'rsatdi.

Bizning yangi 21-asrimiz – bu axborot texnologiyalarining rivojlanishi muhim davrga aylangan davr. Bir oydan kamroq vaqt ichida bu sohada ba'zi yangi ixtiro dunyoning biron bir joyida e'lon qilinmadi. Endi inson hayotining katta qismi aqlli gadjetlar tomonidan boshqariladi. Ma'lumki, bu barcha yangi ixtiro qilingan ixtirolarning asosi hisoblash va aniq hisoblash, aniqrog'i matematik bo'lib, uni barcha fanlar malikasi deb atashadi. Tan olish kerakki, ushbu fan o'rta maktab predmetlaridan fanlarni o'rganish uchun eng qiyinlardan biridir. Ushbu fan o'qituvchilari o'quv jarayonidagi boshqa o'qituvchilarga nisbatan talabalarning qiziqishlarini uyg'otish uchun kattaroq tartibga ega. Ayniqsa, boshlang'ich sinflarda siz ixtirochi o'qituvchi bo'lishingiz kerak.

Ko'plab tadqiqotlar va kuzatuvlar davomida maktabda o'rganilayotgan mavzularga moyillik bolalarda ijobiy tomonga rivojlanishi mumkinligi aniqlandi. Masalan, maktabda harflar yoki imo-ishoralarni yozishda muayyan qiyinchiliklarni boshdan kechirgan bola ushbu yo'nalishdagi ish faoliyatini sezilarli darajada yaxshilaydi. O'qish darslari haqida ham shunday deyish mumkin – maktabgacha yoshdagi harflarning nomlarini eslab qolish yoki turli xil matnlarni qayta o'qish qiyin bo'lgan o'quvchi, maktabda u har qanday matnni tezda o'qishni va xotiradan qayta o'qishni o'rganishi mumkin. Ammo matematikaga nisbatan bir xil narsani aytish mumkin emas. Ta'kidlanganidek, bolalar bog'chasida ushbu mavzu bilan bog'liq qiyinchiliklarga duch kelgan bolalar o'zlarining muammolarini boshlang'ich sinflar haqiqatida yanada kuchaytirdilar. Oddiy qilib aytganda, oddiy matematik operatsiyalarni to'g'ri bajarishni bilmagan bola maktabda ham shu kabi muammolarni boshdan kechirgan. Matematikada keyingi o'qitish dasturi asoratlar yo'nalishini o'zgartirishni o'z ichiga olganligi sababli, matematikaning eng oddiy harakatlarini bajarish ko'nikmalariga ega bo'lmagan o'quvchi, bu holda qo'shimcha va ajratish kabi muammolarga duch kelmaydigan sinfdoshlarini qoldirishni davom ettirishi aniq va bu ishlamay qolgan o'quvchilarning o'zini o'zi qadrlashiga jiddiy ta'sir ko'rsatishi va natijada ularning maktab ishlariga bo'lgan qiziqishini pasaytirishi mumkin, bu esa o'z navbatida umumiy etishmovchilikka olib keladi. Tan olishim kerakki, agar o'rta maktabning boshlang'ich sinflarida o'qitish usullarini o'rganishga qaratilgan juda ko'p tadqiqotlar mavjud bo'lsa, ular orasida ma'lum davrda matematikani o'qitish muammolariga bag'ishlangan juda kam sonli odamlar bor. Bundan tashqari, ta'lim texnologiyalarining samaradorligini jiddiy baholash yo'q.

O'qitish usullari dastur orqasida turgan talabalarga qanday ta'sir qilishi mumkinligi haqida kamroq odam o'ylaydi. Nega matematikani o'qitish bilan bog'liq masalalarni o'rganish shunchalik muhim? Chunki ushbu fanni, avval boshlang'ich maktabda, keyin o'rta maktabda kam o'qigan o'quvchi keyingi bosqichlarda umidsizlik natijalarini ko'rsatishda davom etganligi aniqlandi. Natijada, kelajakda bunday talaba o'z kasbiga matematikadan chuqur bilim talab qilmaydigan faoliyat turlarini tanlashga majbur bo'ladi. Bu shuni anglatadiki, dastlab bunday talaba tashqi ishlar bo'yicha ish olib borgan va bunday ish uchun kam maosh to'lashga rozi bo'lishi kerak. Natijada, ular kelajakda o'zlarining past malakalari tufayli tezda ishlaridan ayrilishlari mumkin bo'lgan guruhga tushib qolishlariga ishonch hosil qilishlari mumkin. Bularning barchasi bizning davrimizda har bir kishi uchun matematik bilim qanchalik

muhimligini ko'rsatadi. Ushbu fan bo'yicha muvaffaqiyat qozonmagan ko'plab o'quvchilariga ega bo'lgan boshlang'ich maktab o'qituvchilari ortda qolgan o'quvchilar faoliyatini yaxshilashga qaratilgan turli xil uslubiy uslublardan foydalanishga intiladilar.

Ammo, tan olishim kerak, bu usullar yoki talabalarning muvaffaqiyatiga ijobiy ta'sir ko'rsatmaydi yoki ular faqat matematikani yaxshi bilgan va zaif sinfdoshlarini orqada qoldirgan bolalarga yordam beradi. Ma'lumki, matematikani o'qitishda shartli ravishda to'rt guruhga bo'lingan usullar qo'llaniladi: 1) Boshqaruv usuli: bu bizning an'anaviy o'qitish usulimiz bo'lib, unda o'qituvchilar birinchi navbatda muammolarni qanday hal qilish kerakligini ko'rsatib berishdi va keyin talabalardan shu kabi muammoni mustaqil hal qilishga harakat qilishlarini so'rashdi. Ushbu texnologiya hamma joyda qo'llaniladi. Uning afzalliklari va kamchiliklari bor. Ushbu usulning ijobiy tomoni shundaki, talaba matematik masalaga yechimning vizual namoyishini va ushbu mavzuda o'rganilgan dars mavzusi qoidalarini amalda qo'llashni ko'radi.

O'qituvchi tomonidan hal qilingan muammoni namuna sifatida ishlatib, u bunday muammolarni osonlikcha hal qilishni o'rganadi. Ushbu texnologiya salbiy tomonlarini shuni ta'kidlash mumkinki, ko'p hollarda kambag'al talabalar bunday holatlar etakchilar soyasida qolgandek. Ularning barcha harakatlari boshqalar tomonidan hal qilingan vazifalarni bekor qilish bilan bog'liq. Shu bilan birga, bunday o'quvchi hech qachon darsda o'qitiladigan materialni o'rganmasligi aniq. Nima uchun bu usul menejer deb ataladi? Chunki unda o'qituvchi asosiy fikrlarni hisobga olib, darsning butun jarayonini boshqaradi. 2) Shaxsga yo'naltirilgan model: Ushbu usul talabalarga guruhlariga bo'lingan holda o'z ichiga oladi. Bu guruhda ishlaydigan bolalarga matematik farazlarini tuzish va ularni haqiqiy hayotda qo'llash imkonini beradi. 3) Manipulyativ hisoblash usuli. Bu jismoniy ob'ektlar bilan ishlaydigan bolalarning matematik muammolarni yoki ishlatilgan kalkulyatorlarni echish uchun ishlashini anglatadi. 4) "Musiqaning harakati" usuli. Bu o'quvchilarni o'zlarini harakatga keltiradigan va musiqiy hamrohligidan foydalanadigan usullarni o'z ichiga oladi. Ushbu usullarning barchasi matematik dasturda mavzularni tushunishni yaxshilashga qaratilgan.

Boshlang'ich maktabda ushbu fanni o'qitishda boshqaruv usuli va "musiqiy harakat" texnologiyasi samaraliroq bo'ladi. Yuqorida aytib o'tilgan birinchi usul afzalroqdir, chunki boshlang'ich sinflarda bola haligacha muammoni hal qilish uchun to'g'ri yo'lga boshlab borishga qodir bo'lgan va murabbiyga ishtiyoqini rag'batlantiradigan murabbiyga ehtiyoj sezadi. Bu yoshda, bolalar tashqi tanqidga qarshi turishadi, o'qituvchining barcha ko'rsatmalariga rioya qilishadi va ko'pincha uning ko'rsatmalariga ko'r-ko'rona itoat qilishadi. Ammo ushbu usuldan muntazam foydalanish bilan talaba zerikib ketishi mumkin: monoton tushuntirish va muammoni mustaqil hal qilish kundan-kunga takrorlanadi. Bolada o'rganilayotgan materialga e'tibor kamayadi, u masalaning mohiyatini o'rganishni to'xtatadi. Shuning uchun tajribali o'qituvchi bunday lahzani his qila olishi kerak. Bunday holatlarda "harakat musiqasi" usuli yordamga keladi, bu texnologiyada musiqa bilan birga harakatlanish elementi mavjudligi e'tiborga olinadi.

Boshlang'ich sinflarda hali maktabgacha ta'lim muassasalarida qabul qilingan qoidalar ta'siri ostida bo'lgan o'quvchilar o'qishadi. Va ular juda ko'p harakatlarni o'z ichiga oladi. Bolalar bog'chalari o'qituvchilari, o'quv jarayonini bolani shubhasiz qiziqtiradigan qiziqarli o'yinga aylantirish bo'yicha yaxshi buyruqlarga ega. Bu shuni anglatadiki, boshlang'ich sinflar o'qituvchilari ham shunga o'xshash usullar bilan tanishishlari kerak. Shu bilan birga, o'qituvchilar improvizatsiya qobiliyatlariga ega bo'lishlari kerak, chunki bolalar ushbu o'yin haqiqatan ham ular uchun mo'ljallanganligiga ishonishlari kerak. Matematika darslarida qanday o'yinlardan foydalanish mumkin? Boshlang'ich sinflarda, ayniqsa o'qishning birinchi yilida, o'quvchilarga qo'shish va olib tashlash haqida tushunchalar beriladi. "Harakat musiqasi" usulidan foydalansangiz, stullar o'yinidan muvaffaqiyatli foydalanish mumkin: bolalar bolalardan kam bo'lgan stullar joylashtirilgan doirada bo'lishadi. Musiqa o'chadi va bolalar yurishadi yoki stullar atrofida yugurishadi. Musiqani o'chirib qo'yganingizda, ular tezda

stullarni ko'tarishlari kerak. Kamroq bitta stul borligi sababli, o'tira olmaydigan talaba o'yindan tashqarida. O'qituvchi doskada o'yinda qatnashgan bolalarning umumiy sonini yozadi va ulardan birini olib tashlaydi,

masalan: $15-1 = 14$. Keyin o'yin boshlanadi. Har safar bitta stul olib tashlanadi va har safar, qolgan talabalar soni namuna sifatida doskaga yozib qo'yiladi. Oxirida - davraning o'rtasida bitta stul va ikkita ishtirokchi bor. Ulardan biri bu o'yinda albatta g'alaba qozonadi. Shu bilan birga, doskada ta'sirchan miqdordagi matematik misollar hosil bo'ladi. O'yin g'olibini mukofotlagan va yutqazganni rag'batlantirgan holda, o'qituvchi o'quvchilarning e'tiborini taxtaga qaratadi va har bir misolda har bir raqam qaerdan kelganini eslashni taklif qiladi. Buni kollektiv va yakka tartibda, har bir talabadan so'rash orqali qilish mumkin.

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THE USE OF PHRASEOLOGICAL UNITS AS A MEANS OF DESCRIBING THE SUBJECT AND THEIR APPLICATION IN DEPICTING THE 'SCOPE OF RELATIONS

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Annotation. The interaction between phraseological units and the surrounding text reveals the application of auxiliary emotional meanings that are added to the primary (usual) meaning. The existing emotive-evaluative relationships - such as disapproval, belittlement, etc.- in the semantics of these phraseological units can lead to various additional meanings, including condemnation, hatred, dissatisfaction, regret, and others, depending on where, when, by whom, and to whom the phraseological unit is applied. Thus, the choice of phraseological units is significantly influenced by positional and contextual factors, as well as the scope of relationships.

Keywords: emotional relationship to the subject/object, addressee, phraseological unit, pragmatics, communicants.

"Phraseological units enriched with emotive-evaluative connotations are typically employed as descriptive tools, often used to indirectly characterize a subject (a third party), as their potential is virtually limitless. In such instances, the commentary reflects the speaker's emotional attitude toward the described subject or object, aiming to evoke similar feelings in the recipient (addressee) and to persuade, inform, or sometimes subtly convey their knowledge, impressions, opinions about a particular individual or event, and their intentions or objectives. The goal of such commentary is to elicit a reaction from the addressee that aligns closely with the speaker's intention."

"In this case, the pragmatic task is to exert a direct verbal influence. For example, in the following passage, Miss Griffith describes Megan as 'going crazy,' intending to alert her interlocutor and evoke an appropriate attitude toward the girl ('You know, that's how she is, and you can draw your own conclusions')."

"I hear Megan Hunter found the body? Must have given her a bit of a shock!"

I said shortly: "It did".

"Not too good for her, Is should imagine. In my opinion she's not too strong in the head - and a thing like this might send her completely off her onion."

I took a sudden resolution. I had to know something. "Tell me, Miss Griffith, was it you who persuaded Megan to return home yesterday?"

"Well. I wouldn't say exactly persuaded." I stuck to my guns./ MF,108/.

Notttoo strong in the head = soft / touched yoki weak/ in she head -

"Terms such as 'tentaksimom,' 'jinnisimom,' and 'telbaroq'; 'jinnisang'i,' 'valdir-vasar,' and 'vosvos'; 'aqli kam' and 'aqli past' (weak); 'bir qaynovi ichida,' 'aqli pastroq,' and 'bir oz yetishmaydi,' 'kirali-chiqali'; 'miyasi joyida emas,' 'dumbul/synonymic substitution is observed'; 'be off one's onion' - slang for 'to go crazy,' 'to lose one's mind,' or 'to become mad' - characterizes a person with mental disturbances or deficiencies in cognitive abilities. A healthy person typically has a sympathetic or sometimes even indifferent attitude toward someone with such changes."

"In the provided example, Miss Griffith's speech reveals a sense of pity (empathy), with tones of compassion evident: the mentally disturbed girl could be deeply affected by everything happening around her, especially since she has just seen a dead body, which might worsen her condition ('send her completely off her onion'). The objective is to persuade the young man that Megan is the author of all the circular letters he has been receiving, asserting that only an unhealthy, deranged, or delusional person could write them. The function of direct verbal influence is present.

However, the pragmatic goal is not achieved, as the recipient's behavior and response are completely contrary to expectations. Miss Griffith herself begins to harbor doubts, while her interaction with Megan cultivates knowledge, skills in handling complex situations, and the ability for analytical thinking. She is only lacking certain evidence, which she strives to obtain by persistently seeking answers to her questions ('to stick to one's guns' - to remain steadfast in one's opinion, to hold firm in one's beliefs)."

"The phrase 'go gaga' - to go crazy or to become mad - completely affirms Djapp's statement, 'Not half as balmy as he looks,' and reflects the speakers' dismissive attitude toward the described object, which they would never express directly to his face. We note that this phraseological unit is prohibited from being applied to someone in a higher or older position.

For example, 'to be nuts' can be used when addressing individuals of the same hierarchical level, peers, or those younger in age within friendly relationships. In such cases, the use of the phrase reveals the speaker's disapproval of 'Y's actions or serves to condemn 'X,' yet it never expresses outright hatred. Furthermore, when the speaker uses this expression regarding themselves, it conveys a 'not overly severe judgment' of their internal state. "We can see the full understanding between the communicants and the alignment of their thoughts in the following example:"

"So that's Mr. Hercule Poirot! I've heard of him."

"Old friend of mine," explained Japp. "Not half so balmy as he looks, mind you. All the same, he's getting on now. "Gone a bit gaga, as they say, sir," suggested Inspector Jameson. "Ah, well, age will tell." /D M M, 122/.

He looked out the pub window at the sky-high mountain peaks that seemed to be nudging Vancouver into the sea. "Sometimes I think It'll go nuts staring at those thing." /D. Carter. "Fatherless Sons", p.II, ch. 18/.

The phraseologism to be nuts, to go nuts in question is used in third - person indirect (indirect) characterization (U-grammar). For example: "I ask you, should I be likely to think of such a thing? The Old Man seemed to enjoy himself throwing his weight about. I never imagined he would do such a thing. I can't think why he did it. I suppose just because he was nuts." /D M M, 74/.

The speaker "X" expresses a disapproving attitude towards "Y," criticizing them for their tyrannical treatment of others and their arrogant behavior (throwing their weight around), which they find distasteful. The speaker condemns and even harbors disdain for their mannerisms. In their opinion, a person of sound mind would not end their life in such a way; if they did, it suggests that they must be insane (he was nuts).

The idiom "tongue in (one's) cheek" describes a person's hypocritical, duplicitous, and ironic attitude towards a hero, which elicits a feeling of condemnation from both the speaker and the listener. This is particularly significant as such attitudes towards women are not acceptable (non-existent) among well-mannered individuals.

The man was an oily hypocrite. First, he tried to murder me, and now he paid me compliments! Did he imagine for one minute that I had not recognized him that night on the boat? No, it was a pose, a pose which he forced me to acquiesce in, his tongue in his cheek all the while /MVS, 107/.

Conversely, politeness and decorum consistently evoke approval and a sense of respect. For instance: "Thinking it over now, I believe I did the little man an injustice. He was honestly in love with me, but a mistaken delicacy prevented him from pressing his suit on these lines" (M B S, 14).

In the context of a woman establishing a home and family, if she conducts herself well, her desire to have a husband is viewed positively. Conversely, lacking all these attributes generates negative emotions. "I wouldn't blame her if she wanted a settled home and a husband and was playing her cards accordingly" (The M F, 109).

The descriptions of Charles and Sir Eustace are illustrated in the subsequent example, which depicts their relationship dynamics. They did not take to each other because Charles possessed a keen sensitivity ("a good nose for something/someone") and could immediately distinguish between a conscientious person and one lacking integrity.

Sir Eustace's direct characterization is not present here; rather, a degree of disapproval towards him is conveyed through the indirect expression of restraint and the reluctance to speak candidly. This evokes an emotional evaluative response from the recipient. The recipient remains astute, as the preceding text introduces the characters to the reader and portrays Charles positively, making his perspective credible.

"Did he and Mr. Laverton-West meet at all?" "Only once, I think. They didn't take to each other much. That is to say, Major Eustace made himself as agreeable as he could to Charles, but Charles wasn't having any. Charles has got a very good nose for anybody who isn't quite right" (D M M, 122).

An individual who meddles in all matters elicits feelings of discontent, anger, and aversion, as reflected in the first part of the example where the idiom "to poke one's nose everywhere" illustrates its framed semantics. The inclination to "interfere in others' affairs" and the pursuit of knowing everything generates a negative emotional response toward the subject who possesses such tendencies; however, this characteristic remains intrinsic to human nature.

A person who shows no interest in anything provokes vigilance, especially if that individual demonstrates an absence of curiosity or engagement—one who "doesn't stick their nose anywhere" yet possesses an extraordinary capacity for knowing everything about everyone. Such a person is utterly incomprehensible and instills an unsettling fear in those around them, prompting apprehension, as this behavior is not characteristic of human nature.

Other wise I was depending on the fictional presentment of vicar's wives, caricatures of females poking their noses everywhere, and uttering platitudes. Probably no such type exists.

Mrs. Dane Calthrop never poked her nose in anywhere, yet she had an uncanny power of knowing things and I soon discovered that almost everyone in the village was slightly afraid of her /The M F, 43-44/.

"You see, he could get very nasty, Jacky could, if you stood up against him. I knew he was in a hole of some kind. He wouldn't say much to me, just swore at me when I asked him about it" (O by I, 51).

The emotional evaluative response, which is disapproving of Jacky's actions related to his difficult financial situation, is articulated through the idiomatic expressions "get nasty," "stand up against someone," and "to be in a hole."

However, a social status that is not exceedingly low, combined with insufficient upbringing, is illustrated in the subsequent example:

"Yes, I know him. Chevenix-Gore's a secretary. Between you and me, I don't take to him much. He's good-looking and knows it. Not quite out of the top drawer" (D M M, 32).

The idiom "to be out of the top drawer" refers to belonging to the higher echelons of society or the privileged class; it denotes good upbringing.

At first glance, a girl who impresses with her beauty and captivates attention turns out to be rather simple and not particularly intelligent upon closer acquaintance. The idiom "struck someone all of a heap" conveys the sense of being unexpectedly stunned or rendered speechless, while "wet fish" denotes a dull-witted or unattractive person:

"Peering after the girl, Joanna remarked that it was the Symnington's nursery governess. 'Is that what struck you all of a heap?' she asked. 'She's good-looking, but a bit of a wet fish.' 'I know,' I said. 'Just a nice kind girl. And I'd been thinking her Aphrodite'" (The M F, 24).

The description of a certain third party is illustrated in the following examples: the ordinariness and insipidness of one of the characters (Kirtsy) are reflected through the idiom "plain as a currant bun" (compare with the Russian expression "простой как две копейки").

"No," said Poirot thoughtfully, "I'd say Kirtsy is a very normal woman who would have liked a normal woman's life. In a way, she's something of the same type as Gwenda, only Gwenda is good-looking and attractive, while poor old Kirtsy is plain as a currant bun. I don't suppose any man's ever looked at her twice" (O by I, 133).

Lady Chevenix-Gore, a liberated woman, stands out for her uniqueness, sharp intellect, and astuteness. This is confirmed by the initial description created in the previous text using the idiom "strike (hit the nail on the head," which signifies both identifying the exact point and executing something effectively.

She possesses her own opinions on everything and hardly considers how others perceive her (she doesn't care).

The characteristics of arrogance and self-importance in her personality are indicated by the speaker's disapproval of Lady Chevenix-Gore's behavior, as well as the intention to convey such emotional responses to the described woman.

"I know something of them, naturally. Lady Chevenix-Gore is quite as mad in her own way as old Sir Gervase. They were devoted to each other—and both quite mad. She's the vaguest creature that ever lived, with an occasional uncanny shrewdness that strikes the nail on the head in the most surprising fashion. People laugh at her a great deal. I think she knows it, but she doesn't care. She's absolutely devoid of a sense of humor" (D M M, 31).

The attitude of disdain, mockery, and aversion toward the described object is evident in the following examples:

"... How did Chevenix-Gore think of himself? As a Colossus, as an immensely important person, as the center of the Universe! Does such a man destroy himself? Surely not..." (D M M, 44).

The phrase "the center of the Universe" metaphorically refers to something that draws attention; it is ironic, describing someone who considers themselves the most significant or noteworthy.

"I've got a few old friends left, you know. Friends who are in the know. Of course, most of them are either practically stone deaf... or half blind or a little bit gone in the top storey or

unable to walk straight. But something still functions. Something, shall we say, up here." She tapped the top of her neatly arranged white hair. "There's a good deal of alarm and despondency about. More than usual. That's one of the things I've picked up." (P to F, 58).

The expression "stone deaf" denotes someone who is utterly oblivious, while "to be gone in the top storey" refers to someone who has lost their sanity or is mentally unstable.

"Yes, well—It's difficult to explain. Naturally, I didn't expect him to commit suicide, but all the same, I'm not frightfully surprised. The truth of it is that my uncle was as mad as a hatter, M. Poirot. Everyone knew that" (D M M, 27).

The idiom "as mad as a hatter" signifies someone who is insane or has lost their mental faculties.

"...This woman is exactly the same type. I recognized it as soon as I saw her. That type takes to crime like a duck to water" (D M M, 190).

This metaphor suggests that the individual in question is naturally inclined toward criminal behavior, implying a sense of inevitability and ease in their actions.

The expression "like a duck to water" indicates that just as water attracts a duck, similarly, such an individual is drawn to crime.

The pragmatic purpose of the provided text excerpts is reflected in the selection of these specific idiomatic expressions to describe the object. An analysis of the depth and semantic level of the cited idioms demonstrates that they contain relevant pragmatic information.

It is important to note that the analysis of these examples reveals a wide usage of idiomatic expressions in describing the "scope of relationships." In previous sections, the employment of idioms was examined in the context of communicants describing themselves and the communication object, represented in the form of the communicative-pragmatic situational diagram (who? – when? – about what?).

The use of idiomatic expressions is essential for depicting the "scope of relationships" (who? – when? – about what?) as well as for analyzing propositions. In the examples provided below, the use of idiomatic expressions can be incorporated into the description of a certain third party.

Sharpness, the complexity of the situation, and misinterpretation are illustrated in the following examples through idiomatic expressions such as "a pretty kettle of fish," which denotes confusion, complexity, disorder, or something that is very difficult to understand.

"A pretty kettle of fish," muttered Major Finney. He tapped his fingers on the table. "Is Huish here?" he asked (O by I, 41).

A mare's nest refers to an illusion, a fanciful notion, or a delusion.

"A rumor came along yesterday of a mysterious island somewhere up the river, with a man and a girl on it. Rase got very excited. It turned out to be all a mare's nest, however. The man had been there for years and is well known to the manager of the hotel" (M B S, 152).

The fat is in the fire indicates that a situation has become serious or problematic.

"And, of course," said Battle, "if he's blurted it out in his precious memoirs, the fat will be in the fire. Especially after the way the whole thing was hushed up" (S of Ch, 144).

Death lay at the door (or "death knocks at the door") signifies that death is imminent.

"...for one terrible moment she must have feared that Mrs. Inglethorp's death lay at her door. She is seized with panic..." (M A S, 174).

To be (skate) on/over thin ice means to be in a risky situation or to discuss a sensitive topic.

He paused. The moment had come for skating over thin ice. "I must tell you that in my struggle with the waiter Giuseppe, I had wrested from him a small bit of paper with some words on it..." (S of Ch, 88).

A skeleton in the closet (or "in the cupboard," as well as "family skeleton") refers to a family secret that is kept hidden from outsiders.

"Quite right, Battle. It'll be hushed up, I hope. You can understand what I feel about family skeletons." "Trust Mr. Lemax for that, sir. No one will ever know. That is, a lot of people will know, but it won't get about" (S of Ch, 213).

"It will mean a good deal of unhappiness and they'll wish they'd never meddled with the thing. Skeletons should be kept in their cupboards. Still, you know, I can quite see young Jiles's point of view. Dash it all, I couldn't leave the thing alone myself. Even now, I'm curious..." He broke off and directed a stern glance at Miss Marple/SM,39/.

The description of actions in the provided examples, along with the situations occurring simultaneously, evokes relevant emotional responses and feelings in the perceiver concerning the events unfolding. This, in turn, influences their subsequent behavior, as the perception of later events relies on associative links with prior occurrences. These connections are established between the initial information and models that arise in human consciousness from earlier experiences. By familiarizing themselves with the described situation, the perceiver obtains necessary information, ensuring that understanding of specific data is facilitated against this backdrop (Kolshanskiy G. V., 1984, 25).

The interest is piqued when the sender employs idiomatic expressions to convey their personal feelings, experiences, moods, and perceptions of events and their attitudes toward them. In this context, "X" corresponds with "Y" (I – regarding myself / I – grammar).

The perceiver (the addressee) "Z" – whether an imagined reader or a real third party, such as a character in the work – utilizes idiomatic expressions in internal discourse. As noted above, no monologic speech is rendered without purpose. Simultaneously, the personal traits and psychological state of the subject "X" (the sender) are more freely manifested in such contexts.

In this example, the sender's objective — to influence the recipient of the discourse — differs from the previously discussed goals, which were aimed at "interfering" with the recipient's system of perspectives, impacting their thoughts, reflections, evaluations, and attitudes toward the described object. In these instances, the pragmatic task is different; it involves familiarizing the audience with the internal world of the speaker. According to P. M. Jakobson, this form of relationship seeks to bring another person — whether real or imagined — closer to the speaker, as well as to foster intimacy between themselves and others (see: Jakobson P. M., 1973). In this context, the indication leans towards shared concern.

When idiomatic expressions are used by the sender to convey their emotions, moods, and experiences (I – regarding myself; I – grammar), the intent of the message sender diverges from the previously mentioned speaker's intentions. Here, the pragmatic task involves familiarizing the audience with the speaker's inner world, fostering shared concern, mutual understanding, and establishing emotional and intellectual contact with the recipient.

Thus, it can be noted that idiomatic expressions, when utilized alongside other linguistic elements, become an effective means of embodying the speaker's objectives and fulfilling the pragmatic functions of the text.

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THE BENEFITS OF USING GAME ACTIVITIES IN TEACHING ENGLISH

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Annotation. The aim of the article is to introduce the advantages of using games in teaching English. This article deals with the role of new pedagogical technologies and methods which are effective in the process of teaching English. Games also help teachers to create contexts in which the language is useful and meaningful.

Keywords: Games, learners' attention, textbook, foreign language, speech fluency, interactive method, modes of games, vocabulary.

Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. A great vocabulary is just one essential tool in a writer's toolbox, along with punctuation, grammar, and many others. Vocabulary can make your writing more powerful and more effective and help you say exactly what you mean. This indispensable tool will help you choose the best word for every job and avoid vague words that do not give your readers a good sense of your meaning.

Building your vocabulary is one of the easiest ways to improve the power of your writing and make any writing task that much easier, as you will have several synonyms in your repertoire to pull from every time. Developing your vocabulary need not be difficult or painful.

Use a word immediately after you learn it. Try to make a game out of using a new word as soon as you learn it. Every day, try to slip in a new word into the conversation, a journal entry, an assignment or an email to a friend. Do this as often as possible, and repeat the word to yourself.

While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people. In a game-oriented context, anxiety is reduced and speech fluency is generated – thus communicative competence is achieved.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities, break the ice, but also, they are

used to introduce new ideas". In the easy, relaxed atmosphere which is created by using games, students remember things faster and better.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems.

There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the student's experience.

Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have a time limit, but the teacher can either allocate more or less time depending on the students' level, the number of people in a group, or the knowledge of the rules of a game etc.

There are several approaches and methods that could be used to teach English vocabulary to young learners. Using real objects that children could visualize later is a good way to learn vocabularies of the language [3]. They need to listen to their teaching using the word and repeat it as well. Another method is the direct method where there is no translation and using the mother tongue is prohibited. The complete sentences in the target language are the only thing used in the classroom. Another method is the Total Physical Response (TPR) which is used a lot by teachers because children are hyper, physically active and could not concentrate for a long time. However, using this method that includes games and a variety of activities will allow young learners to learn vocabularies of the language very fast.

There are two steps that must be kept in mind when implementing games to teach vocabulary to young learner by their teacher, grouping the students and giving explanation and instruction about the game. This section will briefly mention those steps.

Importance of making young learners sit together in a group because they like to have other peers around them. Sitting the students together encourage cooperation, but this does not mean that they have to be in groups all the time while they are working. Next, young learners could be asked to choose a name for their group to be written on the white board to record their scores. If there is an uneven number of students e.g. five students, one group could have three students and the other two. Grouping techniques of this kind will help in create a cooperative and competitive atmosphere among the members of the groups.

Children love to have fun and play, so teachers should choose suitable teaching methods that cater to children's nature. Games are one of the methods that could be used in order to avoid boredom in the classroom [2]. They have a special role in any foreign language teaching. Both students and teachers will benefit from including games during class time. Furthermore, teachers may achieve all the educational outcomes through applying the use of games especially when teaching vocabulary. Although language structure is considered "the skeleton of the language," it agreed that vocabulary is "the vital organs and flesh". Vocabulary is the basic part and a key element to learn any language. Teaching vocabulary through the use of games has become crucially important for English language learners because they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity

filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teacher's aims connected with a game may vary:

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

There are tons of non-board games that will help you improve your writing vocabulary while you have fun. Try downloading fun word games onto your phone or computer so you can get some practice while you unwind after a busy day. Some games are designed to build vocabulary skills, but there are plenty of others that will help you practice spelling, phonics, and even typing skills. There are even some designed for college students to prepare for testing and vocabulary-rich exams.

There are plenty of word games on the market designed to improve vocabulary and language skills without being a bore. Some of these games you may have played as a child, so it's time to break them out again and get to "work." If you have a friend who could also use some help – or someone with a great vocabulary you think will challenge you – invite them over for a game night.

It takes between 10 and 20 repetitions to make a new word a part of your vocabulary. To help the word settle into your mind and memory, write it down (both the definition and a sentence you make up using the word), use it in conversation, include it in an email or any other way you can think of.

Start by saying the new word aloud, then relate it to a word you already know. A good example of this is gargantuan, which means "very large" or "gigantic." Say a sequence aloud: small, medium, large, very large, gargantuan. Then list things you think are gargantuan.

When teaching young learners vocabulary using games, teachers must be patient in finding new and interesting ways so that students enjoy learning. Games can help young learners to learn their vocabulary effectively. As explained above, there are five games amongst many to be used to teach vocabulary e.g. Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo. Teacher should consider time and materials when designing or choosing the game. Although games have advantages and disadvantages when used to teach vocabularies, using them will enable young learners to acquire the lesson with fun where they can remember all the vocabulary easily.

To sum up, games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. So, using games is an interactive method in education system.

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INTERACTIVE METHODS USED IN ENGLISH LESSONS TO ENHANCE EFL STUDENTS' SPEAKING SKILLS BY MEANS OF STUDENT-CENTERED APPROACH

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A student-centered approach is an educational method that focuses on the needs, abilities, interests, and learning styles of students rather than placing the teacher at the center of instruction. In this approach, students are active participants in their learning process, engaging in activities that encourage critical thinking, problem-solving, and collaboration. The teacher acts more as a facilitator or guide, providing support and resources, while students take responsibility for their learning. Key characteristics of a student-centered approach include:

1. Active Learning: Students are involved in hands-on activities and discussions, promoting deeper understanding.
2. Collaboration: Group work and peer interactions are emphasized, allowing students to learn from one another.
3. Personalized Learning: Instruction is tailored to meet the individual needs and pace of each student.
4. Student Autonomy: Learners have more control over their learning process, including choosing topics or projects that interest them.
5. Critical Thinking and Problem-Solving: Students are encouraged to think independently and creatively to find solutions to problems [1].

This approach helps students develop skills such as self-management, communication, and collaboration, making them more engaged and motivated in their learning. The student-centered approach plays a crucial role in developing students' speaking skills because it is based on their needs and interests. This approach offers the following benefits:

1. Active participation: Students have the opportunity to express their opinions and engage in discussions, which helps improve their speaking skills.
2. Increased motivation: When students talk about topics they are interested in, they are more enthusiastic and confident in communicating.
3. Social interaction: Students actively communicate with each other and exchange ideas, helping them learn new vocabulary and expressions.
4. Personalized learning: Each student learns at their own pace, allowing them to focus on their individual strengths in communication [2].

An interactive method is a teaching approach that involves active participation and two-way communication between the teacher and students, or among students themselves. This method encourages engagement, collaboration, and hands-on learning, making the learning process more dynamic and engaging. Key features of interactive methods include: Active Engagement: Students are not passive recipients of information but are actively involved in discussions, activities, and problem-solving tasks; Collaboration: Learning often happens in groups, where students work together, share ideas, and help each other understand concepts; Real-Time Feedback: Teachers can give immediate feedback, and students can ask questions or clarify doubts, promoting better understanding; Practical Application: Interactive methods often include activities like role-playing, debates, simulations, and group projects, helping

students apply what they have learned in real-world situations; Student-Centered: This method often aligns with a student-centered approach, where the focus is on the learners' needs, interests, and participation [3].

Examples of interactive methods include class discussions, group work, case studies, problem-solving sessions, and interactive games or digital tools. These methods are effective in fostering critical thinking, improving communication skills, and enhancing retention of knowledge. There are several effective methods for developing students' speaking skills. Here are some examples:

1. Role-playing: Students act out real-life situations by taking on different roles. This method allows them to practice communication skills in a practical context.
2. Debate: Students are divided into two groups to argue on various topics. This method helps improve their ability to express thoughts clearly and fluently.
3. Pair and group discussions: Students discuss given topics in small groups or pairs. This fosters peer learning and encourages free-flowing conversation.
4. Storytelling: Students share personal stories or experiences with the class. This method helps them structure their thoughts and speak fluently.
5. Presentations: Students give presentations on pre-prepared topics. This not only enhances their speaking skills but also helps them practice public speaking [4].

Role-playing is an interactive teaching method in which students act out or simulate real-life situations, assuming specific roles or characters to explore particular scenarios. It helps students practice communication, problem-solving, and decision-making in a controlled, yet realistic environment. The focus is on experiential learning, where students actively engage and apply what they have learned to real-world contexts.

A debate is a structured, formal discussion where participants present opposing arguments on a specific topic or issue. It involves two or more individuals or teams who take different positions (for or against) and try to persuade the audience or judges through logical reasoning, evidence, and effective communication.

Group and pair discussions are interactive teaching methods where students engage in conversations either in small groups or in pairs to discuss specific topics or solve problems. These methods emphasize collaboration, communication, and critical thinking, providing opportunities for students to express their ideas, listen to others, and build upon shared knowledge.

Storytelling is the act of conveying a narrative or sharing an account of events, either real or fictional, through spoken or written words. In an educational context, storytelling is a teaching method that involves students creating and sharing stories to enhance learning. It can be used to explain concepts, illustrate ideas, or develop language and communication skills [5].

A presentation is a method of communication in which an individual or group conveys information, ideas, or arguments to an audience using verbal and visual aids. Presentations are commonly used in educational, professional, and public contexts to inform, persuade, or engage an audience on a specific topic.

Key Features of Presentations:

1. Structure: Presentations typically have a clear structure that includes an introduction, body, and conclusion. The introduction outlines the topic and objectives, the body presents the main content, and the conclusion summarizes key points.
2. Visual Aids: Presentations often incorporate visual elements such as slides (using software like PowerPoint), charts, graphs, videos, or handouts to enhance understanding and retention. Visuals can make complex information more accessible and engaging.
3. Delivery: The effectiveness of a presentation depends on the speaker's delivery, including their voice modulation, body language, eye contact, and engagement with the audience. Good delivery helps maintain audience interest and conveys confidence.
4. Audience Interaction: Many presentations include opportunities for

audience participation, such as asking questions, discussions, or interactive elements, fostering a two-way communication flow.

Benefits of Presentations: **Skill Development:** Presentations help individuals develop important skills, such as public speaking, organization, critical thinking, and the ability to communicate ideas clearly and persuasively. **Knowledge Sharing:** Presentations provide a platform to share knowledge and insights with others, facilitating learning and collaboration. **Confidence Building:** Regularly giving presentations can help build confidence in speaking and presenting in front of an audience. **Networking Opportunities:** Presentations can create opportunities for networking and professional connections, especially in business or academic settings. **Applications in Education and Business:** **Academic Presentations:** Students often present research findings, projects, or papers to demonstrate their understanding of a subject. **Business Presentations:** Professionals use presentations for meetings, pitches, training sessions, and conferences to communicate ideas, strategies, and results. **Workshops and Seminars:** Presenters share knowledge and skills with participants in interactive formats, often incorporating group activities.

In summary, interactive methods are versatile and essential tools for effective communication, helping to convey information in a structured and engaging manner. These methods encourage students to participate actively and help improve their communication abilities.

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O'ZBEK VA INGLIZ TILLARIDAGI IJTIMOY TARMOQ MARKETINGI TERMINLARINING STRUKTUR XUSUSIYATLARI

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Annotatsiya. Terminlar o'z struktur jihatlariga ko'ra umumtil birlklaridan farqlanadi. Bu terminlar ifodalaydigan tushunchalarning murakkabligi, ba'zan uni birgina so'z bilan ifodalab bo'lmisligi bilan izohlanadi. Nisbatan yangi soha bo'lgan ijtimoiy tarmoq marketingi terminlari ham o'z xususiyatlariga ko'ra leksikada mikrotizimni tashkil etadi. Ularning struktur jihatlarini tahlili sohaga doir milliy terminlar tizimini shakllantirishda muhim hisoblanadi.

Kalit so'zlar: SMM, terminologiya, sodda so'z, abbreviatura, qo'shma so'z

Har qanday sohaga doir terminlar umumtil birliklaridan tarkibiy tuzilishiga ko'ra farqlanadi. Birikma shaklida mustaqil ma'noli birlik sifatida qo'llanadigan til birliklari terminlardagi shunday birliklardan karrasiga kamligi ham fikrimizni dalillaydi. Bu kabi o'ziga xosliklar terminlarning tor doira uchun mo'ljallanganligi bilan izohlanadi. Terminlarning jonli nutqda kam qo'llanishi, faqat soha vakillari nutqida uchrashi ulaning tarkibli bo'lishiga yo'l ochib beradi, deyishimiz mumkin. Tadqiqotchi T.Valiyevning quyidagi fikrlari aynan shu haqida: "Terminlarning faqat sohaviy nutqda uchrashi, o'z-o'zidan, ularning kam qo'llanishi lisoniy birliklar sifatida sifatida umumiste'mol til birliklari kabi "silliqlanmasligiga" sabab bo'ladi. Bu holat terminlarning aksariyatida formal-semantik nomuvofiqlikni yuzaga keltiradi" [1:50]. Bu ijtimoiy tarmoq marketingi terminlarida ham kuzatiladi.

Fan va texnika, ijtimoiy munosabatlarning katta tezlikda o'zgarayotganligi, texnik ixtirolar, kashfiyotlarning tezlashuvi tufayli minglab yangi tushunchalar kirib kelmoqda. Bunday keng ko'lamli o'zgarishlar tillar taraqqiyoti, lug'at boyligiga ham ta'sir etmay qolmaydi. Dunyodagi tillar, jumladan, ingliz va o'zbek tillarining lug'at tarkibi ham yangidan yangi leksik birliklar bilan boyib bormoqda. Bunday holat terminosistemadagi yangilanishlarda ham yaqqol ko'zga tashlanadi. Hozirgi davr tilshunosligida ilmiy terminologiyaning umumiy nazariy asoslari ishlab chiqilgan, ammo milliy tillarda ilmiy terminlarni shakllantirish masalasi murakkabligicha qolmoqda. Aksariyat hollarda bunday terminlarni o'zlashtirib qo'ya qolish oson kechishi terminlarni milliylashtirish borasidagi ishlarning sekinlashuviga sabab bo'layotganligini qayd etish lozim. Bir necha yillar ilgari neologizmlarni, shu jumladan, terminologik neologizmlarni ommalashtirishda televideniye asosiy rolni o'ynagan bo'lsa, ayni vaqtda bu vazifani bajarish vositasi o'rnini ijtimoiy tarmoqlar, internet egallaganligini inkor etib bo'lmaydi. "O'zbek tili leksikasiga aksariyat zamonaviy o'zlashmalar raqamli media orqali kirib kelmoqda. Muhimi, yangi davr o'zlashmalarining yevropa tillaridan to'g'ridan to'g'ri so'z olish asosida barqarorlashuvi kuzatilyapti" [2:3]. Ta'kidlamochimizki, ijtimoiy tarmoq marketingi terminlari orasida yevropa tillari, xususan, ingliz tilidan o'zlashgan terminlar yetakchilik qiladi.

Umumtil birliklarini shakliy-struktur jihatdan turlarga ajratishda asoslarning miqdori asosiy belgi sifatida qaraladi. Bir asosdan tuzilgan so'zlar sodda, birdan ortiq asosdan tuzilgan so'zlar murakkab so'zlar sifatida ajratiladi. Sodda so'zlarning o'zi derivatsiya hodisasi mavjud yoki mavjud emasligiga ko'ra sodda tub va sodda yasama kabi turlarga bo'linadi. Birdan ortiq asosdan tuzilgan murakkab so'zlar esa ichki xususiyatlariga ko'ra juft, takror va qo'shma kabi turlarga ajratiladi. Nisbatan yangi soha bo'lgan ijtimoiy tarmoq marketingi terminlarini ham shu asosda guruhlariga joylashtirishni maqsadga muvofiq deb hisobladik.

Fan va texnika, inson hayotida tub o'zgarishlarga sabab bo'layotgan sohalarga doir terminlarni leksik-semantik, struktur jihatdan tahlil qilish zamonaviy tilshunoslik oldida turgan dolzarb masalalardandir. Bu terminlar tegishli bo'lgan sohalarda taraqqiyotiga ham ijobiy ta'sir ko'rsatadi. "Fan va texnikada termin – sun'iy o'ylab topilgan yoki tabiiy tildan olingan maxsus so'z sanaladi" [3:4]. Ijtimoiy tarmoq marketingi terminlarida ham shunday holatni kuzatishimiz mumkin. Ya'ni SMM terminlarining aksariyati umumtil leksikasida qandaydir ma'no ifodalovchi so'zlarni maxsuslashtirish orqali hosil qilinsa, bir qismi yangidan hosil qilingan. Bularning hammasi ijtimoiy tarmoq marketingi terminlarining struktur jihatlariga ta'sir ko'rsatadi.

Sodda so'zlar nutqiy jarayonning ixchamligini, tushunarligini ta'minlashda muhim. Ilmiy terminologiyada murakkab so'zlar ko'proq uchrasa-da, ijtimoiy tarmoq marketingi ilmiy nutqni ifodalaymaydi. Bu soha uslubi aksariyat hollarda shaxslararo muloqotni ifodalash uchun xizmat qiladi. Qolaversa, ijtimoiy tarmoqdagi muloqot oddiy, virtual bo'lmagan muloqotdan farqlanadi. Shu sababli ijtimoiy tarmoq marketingi terminlari orasida sodda so'zlar salmoqli qismni tashkil etadi. Logo, psixografika, benchmark, brend, auditoriya, brif, drayver, demografiya, monitoring,

arxetip, ekount, vlog, blogger, kontent, chat, parser kabi so'zlar ijtimoiy tarmoq marketingida qo'llanadigan sodda terminlardir. Ta'kidlash lozimki, sanalgan terminlar o'zbek tilida sodda tub so'zlar sifatida baholansa-da, ingliz tilida bu so'zlarning ba'zilarida derivatsiya jarayoni kuzatiladi. Monitoring, blogger, drayver, parser kabi terminlarda shunday holatni kuzatishimiz mumkin. Keltirilgan ba'zi terminlar retsiptiyent tilida qo'shma so'z sifatida ham baholanadi (psixografika). Umuman olganda, keltirilgan ijtimoiy tarmoq marketingi terminlarining ba'zilari o'zbek tili leksikasiga to'liq kirib kelgan, deb bo'lmaydi.

Chunki bu so'zlarning ba'zilari o'zbek tilidagi lug'atlarda qayd etilmagan. Masalan, vlog so'zini biz umumiy va maxsus lug'atlarda uchratmadik. Ammo bu so'z ingliz SMM terminologiyasida "videokontentli blog" ma'nosini ifodalaydi. Ingliz va o'zbek tillaridagi ijtimoiy tarmoq terminlarining struktur xususiyatlari tahlil qilinar ekan, bunda genetik umumiylikka ega bo'lmagan tillarda farqlar yaqqol namoyon bo'ladi. Qolaversa, o'zbek tilidagi ijtimoiy tarmoq terminlarining katta qismi o'zlashma qatlamga mansubligi ham bunda muhim rol o'ynaydi.

SMM mahsulot va xizmatlarni ijtimoiy tarmoqlarda ommalashtirish, tanitish orqali ularning savdosini tashkillashtirish ekan, sohaning terminologik tizimini yaratishda o'zbek tilining o'z imkoniyatlari asosida hosil qilingan so'zlarga ham murojaat qilinadi. Masalan, "rekrut qilish" termini o'zbek tili imkoniyatlari asosida hosil qilingan qo'shma shakldagi termindir. Rekrut qilish termini inglizcha recruiting so'zini kalkalash orqali hosil qilingan. Manbalarda bu termin "talantlarni brend orqali shakllantirish" [6:74-78] ma'nosini anglatishi keltirilgan. Rekrut qilish umumtil birligi sifatida "xodimlarni muayyan agentlik tomonidan yollash" tarzidagi ma'noga ham ega. Ammo ijtimoiy tarmoq marketingida bu termin "brend yordamida xizmatchilar jamoasini shakllantirish" ma'nosini anglatadi.

Umuman olganda, qo'shma, juft va takroriy so'zlar, shuningdek, birikmali terminlarga tushunchani bir so'z bilan ifodalash imkonsiz bo'lgan o'rinlarda ehtiyoj tug'iladi. Murakkab so'zlar orasida qo'shma so'zlar alohida ahamiyatga ega. Qo'shma so'zlar tilning tarixiy taraqqiyoti natijasi hisoblanadi. Chunki qo'shma so'zlarning har birida yangi ma'noli so'z hosil bo'ladi. Juft va takroriy so'zlarda bunday holat har doim ham kuzatilmaydi. Qo'shma, juft va takroriy so'zlar haqida fikr bildirar ekan, A.Hojiyev qo'shma so'zni leksik hodisa, juft va takror so'zlarni esa to'la ma'noda leksik hodisa bo'la olmasligini ta'kidlaydi [7:55]. Qo'shma so'z shaklidagi ijtimoiy tarmoq terminlarining katta qismini fe'llar tashkil etadi. Bunday fe'llar "qilmoq", "etmoq" ko'makchi fe'llari yordamida hosil qilinadi.

Aksariyat qo'shma SMM terminlari ijtimoiy tarmoqlar nutqining o'ziga xosligi nuqtayi nazaridan qisqartma so'z, ya'ni abbreviaturalar tarzida shakllantiriladi. Masalan, PR termini shunday shakllantirilgan. Bu qisqartma ingliz tilidagi "public relations" so'zlarining birinchi harflarini olish orqali hosil qilingan. Bu termin boshqa sohalarda ham faol qo'llanadi. Media, televideniyeda ham korxona yoki tashkilotning ijobiy faoliyatini namoyish etish uchun tashkil qilingan xatti-harakatlar jamlanmasi PR termini bilan yuritiladi. Tashkilotning jamoatchilik bilan munosabatini ifodalaydi. Ingliz tilida PR termini so'z birikmasi (combination of words)ning abbreviaturasi hisoblanadi.

O'zbek tilida ijtimoiy tarmoq marketingi terminlari sifatida qabul qilinadigan aksariyat qisqartma so'zlar birikmalarning o'ziga xos ko'rinishi sifatida yuzaga chiqadi. Masalan, KPI, TOV, UTP kabi terminlar shunday yo'l bilan hosil qilingan. Bu kabi terminlar ingliz, rus yoki boshqa tillardagi birikmalarning qisqartirilishi orqali yaratilgan. Masalan, KPI inglizcha "Key Performance Indicator" so'zlarining bosh harflari orqali shakllantirilgan. Bu termin tashkilot faoliyatida qo'lga kiritilgan yutuqlarning raqamlardagi ko'rsatkichini ifodalaydi. Shu kabi terminlarning boshqa sohalarda ham ommalashayotganligi ijtimoiy tarmoq marketingining yondosh sohalari, umuman, tilning leksik qatlamiga ta'sirini anglatadi.

Hozirda ijtimoiy sohadagi turli tashkilotlarda xodimlar faoliyatining natijalari KPI da aks etishi, shunday terminning faol qo'llanayotganligi, jamoatchilikning u anglatadigan tushunchani

“taniyotganligi” fikrimizni dalillaydi. Xuddi shuningdek, UTP termini rus tilidagi “уникальное торговое предложение” soʻzlarining bosh harflari yordamida shakllantirilgan va bozordagi yagona qiymatni, yaʼni muayyan tashkilotning boshqa raqobatchilardan alohida ustunlik beradigan xususiyatini anglatadi. Qisqartma terminlar ijtimoiy tarmoqlar uslubi talabining oʻziga xosligi evaziga SMM terminlari orasida faol qoʻllanadi. Hatto SMM terminining oʻzi ham struktur jihatdan aynan shunday terminlar sirasiga kiradi.

Paydo boʻlganiga u qadar koʻp boʻlmagan ijtimoiy tarmoq marketingi sohasi oʻz terminlar tizimiga ega. Ularni leksik-semantik, struktur jihatlardan tartiblash terminologiya sohasidagi muhim vazifalardandir. Oʻzbek tilidagi bunday terminlar asosan soʻz oʻzlashtirish orqali hosil qilinmoqda. Bunda ingliz tilining oʻrni oʻziga xosdir. Chunki ijtimoiy tarmoqlarda shaxslararo muloqot, savdo-sotiq jarayonida ham aynan ingliz tili yetakchilik qiladi.

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THE SEMANTIC FEATURES OF PROVERBS WITH PLANT COMPONENTS.

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Abstract. Proverbs are concise expressions of traditional wisdom that often encapsulate cultural values and insights. This study explores the semantic features of proverbs containing plant components, examining how these elements enhance the proverbs' meanings and functions across various cultures. By analyzing a selection of plant-related proverbs, we aim to uncover the underlying themes and cultural significances attributed to botanical imagery.

Key words: proverb, value, explore, semantic, component, enhance, plant-related, various, linguistic, language.

Proverbs are a vital aspect of language and culture, serving as a means of conveying knowledge, morals, and societal norms. Plant-related proverbs are particularly prevalent due to the universal significance of plants in human life, representing growth, sustenance, and nature's cycles. This article investigates the semantic characteristics of such proverbs, focusing on their thematic implications, metaphorical significance, and cultural relevance. Proverbs are

timeless pieces of wisdom that often draw on the natural world for their metaphors and lessons. Plants, in particular, feature prominently in many cultures, reflecting the importance of nature in our lives

The analysis involves a qualitative review of proverbs from diverse linguistic and cultural backgrounds. A selection of proverbs featuring plant components was gathered from literature, folklore, and linguistic databases. Each proverb was examined for its semantic structure, identifying key themes and functions.

Plant components often serve as metaphors for human experiences and emotions. For instance, the metaphor of "roots" can symbolize stability and heritage, while "blooms" may represent success and potential. These metaphors create a vivid connection between human experiences and the natural world. Different cultures attribute various meanings to specific plants. For example, in many Western cultures, the rose symbolizes love, while in Eastern cultures, the lotus represents purity and enlightenment. This cultural symbolism adds layers of meaning to proverbs, allowing them to resonate with specific audiences.

Many plant-based proverbs convey moral lessons about life, growth, and resilience. For instance, "You reap what you sow" emphasizes accountability and the consequences of one's actions. Such proverbs often encapsulate societal values and encourage desirable behaviors.

Lifecycle and Growth Themes. Plant-related proverbs frequently reflect themes of growth, transformation, and the cyclical nature of life. For example, "Bloom where you are planted" suggests adaptability and flourishing in one's circumstances. This focus on growth mirrors human experiences and aspirations.

Interconnectedness with Nature Proverbs featuring plants often highlight the relationship between humans and the natural environment. They remind us of our dependence on nature and the lessons it can teach. For instance, "The stronger the roots, the taller the tree" emphasizes the importance of strong foundations, both in nature and human endeavors.

Here are some insightful proverbs that incorporate plant imagery, along with their meanings.

1. "You reap what you sow"

This proverb highlights the concept of consequences. Just as a farmer must plant seeds to harvest a crop, our actions determine the outcomes we experience. If we invest time and kindness in others, we can expect similar treatment in return.

2. "A tree is known by its fruit"

This saying emphasizes that the true character of a person is revealed by their actions. Just as the type of fruit a tree bears identifies it, our deeds reflect our values and intentions.

3. "Bloom where you are planted"

Encouraging resilience and adaptability, this proverb suggests that one should make the best of their current circumstances. Regardless of the environment, we can find ways to thrive and contribute positively.

4. "The grass is always greener on the other side."

This expression reflects human nature's tendency to envy what others have. It serves as a reminder to appreciate our own circumstances instead of constantly comparing ourselves to others.

5. "An apple a day keeps the doctor away"

While this proverb promotes healthy eating, it also underscores the broader principle that taking care of ourselves can prevent larger problems in the future. Regular small efforts lead to significant benefits.

6. "Don't count your chickens before they hatch"

Using the imagery of farming, this proverb warns against assuming success before it is certain. It reminds us to be cautious and realistic about our expectations and plans.

7. "Nip it in the bud"

This phrase encourages addressing problems early on, much like a gardener removes small weeds before they can take over. Proactive measures can prevent larger issues down the line.

8. "He who plants a tree plants a hope"

This proverb reflects the optimism inherent in planting a tree, symbolizing a commitment to the future. It serves as a reminder that our actions today can lead to long-term benefits for future generations.

9. "When the roots are deep, there is no reason to fear the wind"

This saying speaks to the importance of strong foundations, whether in relationships, knowledge, or personal values. When we are well-grounded, we can withstand challenges and adversity.

10. "A little seed of kindness can grow into a great tree of love"

Emphasizing the impact of small acts of kindness, this proverb suggests that our good deeds can lead to significant positive changes in our lives and the lives of other people.

11. "Don't put all your eggs in one basket"

While not explicitly plant-related, this proverb draws on agricultural imagery to convey caution in risk-taking. It illustrates the importance of diversification in investments and life decisions.

Proverbs with plant components serve as rich linguistic artifacts that embody cultural wisdom, moral lessons, and metaphysical reflections on life. Their semantic features—metaphorical significance, cultural symbolism, moral lessons, themes of growth, and interconnectedness with nature—highlight the profound relationship between humans and the natural world. Further research could explore the variations of these proverbs across cultures and their implications for contemporary societal values.

This scientific exploration of the semantic features of proverbs with plant components reveals their depth and relevance, encouraging further inquiry into their role in cultural communication and collective wisdom.

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ONA TILI DARSLARIDA PEDAGOGIK MULOQOTNI SAMARALI TASHKIL ETISH TA'LIM SIFATINI OSHIRISH

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Annotatsiya. Ushbu maqolada ona tili ta'limi jarayoni samaradorligini oshirishda muhim bo'lgan, dars mobaynida qo'llaniladigan pedagogik muloqot metodlari bayon etilgan. Ta'lim sifatini oshirish bugungi kunning dolzarb masalalaridan ekanligi hamda respublikamizda ta'lim sifatini oshirish uchun olib borilayotgan islohotlar, davlatimiz rahbari tomonidan ishlab chiqilgan qaror va farmonlar haqida bayon etilgan. Ta'lim sifatini oshirishda pedagogik muloqotning o'рни va ahamiyati haqida tadqiqotchi olimlar fikrlari o'rganilgan, shuningdek muallif tomonidan o'qituvchi va o'quvchi o'rtasidagi samarali muloqotni tashkil etish bo'yicha tavsiyalar ishlab chiqilgan.

Kalit so'zlar: muloqot, metod, pedagog, pedagogik muloqot, ta'lim, pedagogik jarayon, o'qituvchi, o'quvchi, Taraqqiyot startegiyasi, tizim.

Bugungi kunda ta'lim tizimi jamiyatning rivojlanishida va kelajak avlodni tarbiyalashda muhim rol o'ynaydi. Prezidentimiz Sh.M.Mirziyoyev "Mamlakatimizda sog'lom va barkamol avlodni voyaga yetkazishda hal qiluvchi o'rin tutadigan ta'lim – tarbiya sohasidagi ishlar ko'lami tobora ortib bormoqda. Albatta, biz mustaqil fikrlaydigan, zamonaviy bilim va kasb-hunarlarini egallagan, mustahkam hayotiy pozitsiyaga ega bo'lgan yoshlarni tarbiyalash bo'yicha katta ishlarni amalga oshirmoqdamiz. Ammo xolisona tan olib aytadigan bo'lsak, bugungi kunda butun dunyoda aholining, birinchi navbatda yoshlarning ongi va qalbini egallash kuchayayotganini hisobga oladigan bo'lsak, farzandlarimiz tarbiyasi, ma'naviy-ma'rifiy sohadagi ishlarimizni bir zum ham susaytirmasdan, aksincha, ularni yangi bosqichga ko'tarishimiz zarur" deya ta'kidlagan edi.

Respublikamizda ta'lim sohasini rivojlantirish, kelgusida raqobatbardosh, yetuk bilim va salohiyatga ega bo'lgan kadrlarni yetishtirish bugungi o'zbek siyosatining ustuvor masalalaridan bir hisoblanadi. O'zbekiston Taraqqiyot strategiyasida ham ta'lim sifatini oshirish bo'yicha maqsadlar belgilangan. Jumladan 44- maqsad "Maktablarda ta'lim sifatini oshirish, pedagog-kadrlarning bilimi va malakasini xalqaro darajaga olib chiqish", 46-maqsad "Oliy ta'lim bilan qamrov darajasini 50 %ga yetkazish va ta'lim sifatini oshirish", 47-maqsad "2026-yilga qadar 10 ta salohiyatli oliy ta'lim muassasasini QS va TNE xalqaro reytinglariga kirishga maqsadli tayyorlash" deb nomlanib, ta'lim muassasalari va ta'lim sifatini oshirishga, respublikamizni rivojlangan mamlakatlar darajasiga yetkazish maqsadida qator vazilar belgilab qo'yilgan. Ta'lim jarayoni samaradorligini oshirishda pedagogik muloqot va metodlarning o'rni beqiyosdir.

Bu tushunchalar o'quv jarayonining markazida turib, ta'lim sifatini aniqlovchi asosiy omillar hisoblanadi. Pedagogik muloqot o'quvchilarning intellektual, ma'naviy va jismoniy rivojlanishini ta'minlashga yo'naltirilgan ta'lim jarayonini tashkil etish usuli sifatida muhim ahamiyatga ega. Muloqotlar o'quvchilarning ehtiyojlari, qiziqishlari va imkoniyatlarini hisobga olgan holda tanlanadi, bu esa ta'lim jarayonini individualizatsiyalash imkonini beradi. Pedagogik metodlar esa o'qitish jarayonini amalga oshirishda qo'llaniladigan usullar va texnikalarni o'z ichiga oladi. Ular o'quvchilarning bilimlarini chuqurlashtirish, ko'nikma va malakalarini shakllantirish hamda mustaqil fikrlash qobiliyatlarini rivojlantirishga xizmat qiladi. Metodlarining to'g'ri tanlanishi va qo'llanilishi ta'lim jarayonining samaradorligini belgilaydi.

Muloqot – yunoncha so'z bo'lib, suhbatlashuv, shaxslararo suhbat va o'zaro fikr almashuv ma'nosini bildiradi hamda ikki yoki undan ortiq kishilarning so'zlashuvida paydo bo'ladi. Inson muloqot jarayonida ijtimoiy tajriba, ta'lim-tarbiya, turli munosabatlar, axloqiy me'yorlar g'oya va mafkura omillari ta'sirida yashab ijtimoiylashadi va shaxs sifatida kamolotga yetadi. Kishilar o'rtasidagi o'zaro muloqot pedagogik-psixologik fanlarning asosiy kategoriyalaridan biri hisoblanib, u o'z ichiga shaxslararo munosabatning eng muhim mexanizmlarini qamrab oladi. Pedagogik muloqot - bu o'qituvchining o'quvchilar bilan darsda va darsdan tashqari faoliyatda eng qulay psixologik muhitni vujudga keltirib, ijobiy ruhiy iqlimni yaratishi uchun imkoniyat beruvchi kasbiy munosabatidir. O'qituvchining o'quvchilar bilan o'zaro yaqin muloqotidan asosiy maqsad:

- salbiy holatlarni vujudga keltiruvchi barcha jarayonlarga barham berish;
- o'quvchilarda mustaqil fikr yuritish ko'nikmalarini hosil qilish;
- o'quvchilarni faollikka, erkin fikrlashga, o'z fikr-mulohazalarini cho'chimasdan bayon qilib unga tayanishga o'rgatish;
- o'quvchilarning yashirin qobiliyatlarini rivojlantirish;

Pedagog olimlar o'qituvchining o'quvchilar bilan muloqotiga ko'plab tavsiflarni ilmiy asarlarida bayon etsalarda, muloqot, avvalo, o'qituvchining shaxsiy psixologik xususiyati sifatida namoyon bo'ladi. Olimlar esa, muloqot uchun o'qituvchiga yo'nalish beradi xolos. Jumladan, rus pedagogi V.A.Kan-Kalikning fikricha, o'qituvchining pedagogik muloqoti tuzilishi quyidagi yo'nalishlarda amalga oshiriladi

1. Prognostik bosqich (modellash): O'qituvchi tomonidan sinf jamoasi bilan bo'lajak muloqotni modellash.

2. Kommunikativ aloqa: O'quvchi bilan dastlabki o'zaro tanishuv jarayonida bevosita muloqotni tashkil etishga erishish.

3. Pedagogik jarayon: O'qituvchining xatti-harakati, pedagogik mahorati bevosita muloqotni boshqarishga qaratilgan bo'lishi kerak.

4. Natijalar tahlili: Amalga oshirilgan muloqotni tahlil etish, yutuq va kamchiliklarni xolisona baholab kelgusi faoliyat uchun modellash.

Dars sifatini oshirishda samarali pedagogik muloqotni o'rnatish muhim bo'lib, bugungi kundagi dolzarb masalalardan biri hisoblanadi. Bu borada qator olimlar o'z ilmiy tadqiqot ishlarini amalga oshirib kelmoqda. Jumladan O'zbekiston Respublikasida samarali pedagogik muloqotni tashkil etish va zamonaviy texnologiyalardan foydalanib dars samaradorligini oshirish muammolari, o'qituvchilarning kasbiy tayyorgarligi hamda kompetentligi muammosi N.A.Muslimov, Sh.E.Qurbonov, A.R.Xodjaboyevlar tomonidan tadqiq qilingan. Pedagogik muloqotning tuzilishi va metodlari X. A.Fayzullayevich, N. Ergasheva, R.Yo'lchiyevlar tomonidan o'rganilib, ilmiy nashrlar chop ettirilgan.

Yuqoridagi fikrlardan kelib chiqqan holda, hamda o'z tadqiqotlarimiz natijasida pedagogik muloqotga quyidagicha ta'rif berishimiz mumkin: Pedagogik muloqot — bu ta'lim jarayonida o'qituvchi va o'quvchilar o'rtasida amalga oshiriladigan kommunikativ jarayon bo'lib, o'qitish va o'rganish maqsadlariga erishish uchun xizmat qiladi. Bu muloqot o'quvchilarni bilish faoliyatiga jalb qilish, ularning qiziqishini uyg'otish, savollarni aniqlashtirish va tushuntirish, shuningdek, ta'limiy va tarbiyaviy maqsadlarni amalga oshirish uchun muhimdir. Pedagogik muloqotning asosiy xususiyatlari quyidagilardan iborat:

- ✓ Interfaol xususiyat: O'qituvchi va o'quvchilar o'rtasida faol, ikki tomonlama muloqot.
- ✓ Didaktik yo'naltirilganlik: Muloqot maqsadi o'qitish va o'quvchilarni tarbiyalashdir.
- ✓ Emotsional va motivatsion ta'sir: Muloqot o'quvchilarning emotsional holatiga va motivatsiyasiga ijobiy ta'sir ko'rsatadi.
- ✓ Individuallik: Har bir o'quvchining shaxsiy xususiyatlari va ehtiyojlarini hisobga olish.

Bu muloqot o'quv jarayonining samaradorligini oshirishda, o'quvchilar va o'qituvchilar o'rtasidagi ishonchni mustahkamlashda va o'quvchilarning ta'limga bo'lgan qiziqishini kuchaytirishda muhim rol o'ynaydi.

Biz qator ilmiy tadqiqot ishlarini o'rganib, pedagogik muloqotning asosiy strukturaviy elementlarini quyidagicha klassifikatsiya qildik:

O'qituvchi - pedagogik muloqotning asosiy ishtirokchisi hisoblanadi. U darsning maqsad va vazifalarini belgilaydi, axborotni yetkazadi va o'quvchilarning bilim olish jarayonini boshqaradi. O'qituvchining pedagogik mahorati, bilim darajasi va kommunikativ qobiliyatlari muloqotning samaradorligini belgilovchi asosiy omillardir. O'quvchilar- pedagogik muloqotning ikkinchi asosiy subyekti bo'lib, ular axborotni qabul qilish, qayta ishlash va o'zlashtirishda faolishtirok etadilar. O'quvchilarning faolligi, motivatsiyasi va bilim olishga bo'lgan qiziqishi muloqotning samaradorligini oshiradi. Pedagogik muloqot mazmuni ta'lim berilayotgan axborot va bilimlardan iborat bo'lib, u o'quv dasturi va dars rejasiga muvofiq shakllanadi. Axborot – bu o'qituvchi tomonidan beriladigan faktlar, ma'lumotlar, ko'nikmalar va bilimlardir. Mazmuni ta'lim dasturiga mos kelishi va o'quvchilarning bilim darajasiga mos ravishda tanlanishi kerak.

Ta'limiy material – bu darsliklar, o'quv qo'llanmalari, ko'rgazmali vositalar va boshqa ta'lim materiallarini o'z ichiga oladi. Ushbu materiallar o'quvchilarning mavzuni tushunishiga va bilim olish jarayonini samarali tashkil etishga yordam beradi. Pedagogik muloqotning muvaffaqiyati uning vositalariga ham bog'liq. Bu vositalar verbal va nonverbal muloqot vositalariga bo'linadi. Til va nutq – verbal aloqa vositalari, ya'ni so'zlar, nutqiy ifodalar va til qoidalari. O'qituvchi va o'quvchilar til va nutq orqali axborotni yetkazadilar va qabul qiladilar. Nutqning aniqligi, ravonligi va tushunarligi muloqotning samaradorligini oshiradi. Nonverbal vositalar - tana tili, mimikalar, gestikulatsiyalar va ovoz ohangi. Bu vositalar verbal muloqotni to'ldiradi va qo'shimcha ma'lumotlarni yetkazadi. Muloqotning muvaffaqiyati uning muhitiga ham bog'liq. Muhit ta'lim jarayonining qanchalik samarali o'tishini belgilaydi. Jismoniy muhit - bu sinf xonasi, o'quv laboratoriyalari va boshqa ta'lim maskanlarini o'z ichiga oladi. Ta'lim muhiti qulay va samarali bo'lishi kerak, ya'ni sinf xonasi yaxshi yoritilgan, ventilyatsiya qilingan va zamonaviy ta'lim vositalari bilan jihozlangan bo'lishi lozim; Ijtimoiy muhit - o'qituvchi va o'quvchilar o'rtasidagi ijtimoiy munosabatlar va atmosfera. Pozitiv ijtimoiy muhit muloqotni samarali qiladi. Ijtimoiy muhitda hurmat, hamkorlik va o'zaro tushunish muhim ahamiyatga ega.

Monologik muloqot - o'qituvchining biryoqlama axborot berishi. Bu leksiya va ma'ruzalar shaklida bo'lishi mumkin. Monologik muloqotda o'qituvchi axborotni to'liq nazorat qiladi va o'quvchilarga yetkazadi. Dialogik muloqot - savol-javob shaklida olib boriladigan muloqot. Bu usul o'quvchilarning faol ishtirokini talab qiladi va ularni o'z fikrlarini ifodalashga undaydi. Poliologik muloqot - guruh muhokamalari, munozaralar va seminarlar. Bu usul o'quvchilar orasida hamkorlik va fikr almashishni rag'batlantiradi, shuningdek, kritiklikni rivojlantiradi. Interaktiv usullar - interaktiv doskalar, multimedia vositalar va o'quv o'yinlari orqali amalga oshiriladi. Bu usullar o'quvchilarning qiziqishini oshiradi va ta'lim jarayonini jonli qiladi. Muloqotning psixologik tomonlari ham muhimdir. Psixologik jihatlar o'qituvchi va o'quvchilar o'rtasidagi munosabatlarni tartibga soladi. Empatiya - o'qituvchi va o'quvchilar o'rtasida o'zaro tushunish va his qilish qobiliyati. Empatiya muvaffaqiyatli muloqotning kalitidir, chunki u o'qituvchi va o'quvchilar o'rtasidagi ishonchni mustahkamlaydi. Motivatsiya - o'quvchilarni ta'lim jarayoniga jalb etish va rag'batlantirish. Motivatsiya o'quvchilarning qiziqishini oshiradi va ularni faolroq qiladi. Motivatsiya vositalari sifatida o'qituvchi rag'batlantirish, tanqidiy baholash va maqsad qo'yishni qo'llashi mumkin. Ishtirok - o'quvchilarning faol muloqot va o'quv jarayoniga qo'shilishi. Ishtirok etish imkoniyatlari o'quvchilarning bilim olish jarayonini yaxshilaydi va ularning fikrlarini erkin ifodalashlariga yordam beradi. Tushunish - o'quvchilar tomonidan axborotni to'g'ri qabul qilish va tushunish darajasi. Pedagogik muloqot metodlari ta'lim jarayonining ajralmas qismi bo'lib, ularni to'g'ri tanlash va samarali qo'llash o'quvchilarning bilim va ko'nikmalarini rivojlantirishda katta ahamiyatga ega. O'qituvchilar o'z darslarida turli metodlarni qo'llab, o'quvchilarning qiziqishlarini oshirishlari va ta'lim jarayonini interaktiv va samarali qilishlari mumkin.

Pedagogik muloqot metodlari ta'lim jarayonining ajralmas qismi bo'lib, ularni to'g'ri tanlash va samarali qo'llash o'quvchilarning bilim va ko'nikmalarini rivojlantirishda katta ahamiyatga ega. O'qituvchilar o'z darslarida turli metodlarni qo'llab, o'quvchilarning qiziqishlarini oshirishlari va ta'lim jarayonini interaktiv va samarali qilishlari mumkin. Har bir metodning o'ziga xos afzalliklari va cheklovlari borligi sababli, har bir dars mavzusi va o'quvchilar ehtiyojlariga mos keladigan metodlarni tanlash zarur. Ushbu tadqiqot natijalaridan qator xulosa qilish mumkinki pedagogik muloqot va pedagogik metodlarning ta'lim jarayonidagi roli va ahamiyati katta bo'lib, ta'lim jarayonida samarali pedagogik muloqot va metodlardan foydalanish o'quvchilarning bilim olish jarayonini sezilarli darajada yaxshilaydi, ularning qiziqishi va faoliyatini oshiradi. Pedagogik muloqot ta'lim jarayonining markazida turib, o'quvchilarning ehtiyojlari va qobiliyatlariga mos keladigan ta'lim usullarini tanlashda asosiy rol o'ynaydi. Pedagogik metodlar ta'lim jarayonini samarali amalga oshirish uchun zarur

bo'lgan usullar va texnikalar majmuini tashkil etib, zamonaviy ta'lim jarayonida innovatsion pedagogik yondashuvlarning qo'llanishi va ularning ta'lim sifatiga ta'siri ijobiy. Ta'lim jarayonida turli metodlarni qo'llash orqali ta'lim samaradorligini oshirishda sezilarli ta'sir ko'rsatadi. Shunday qilib, ushbu tadqiqot ishi pedagogik muloqot va metodlar bo'yicha ilmiy-amaliy asos yaratib, ta'lim jarayonini takomillashtirishga o'z hissasini qo'shadi.

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BRIDGING THE GAP: REWARDS AND CHALLENGES IN INTEGRATING CPD IN PHILOLOGICAL EDUCATION

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Introduction. The evolving landscape of teaching philological subjects has brought the necessity of Continuous Professional Development (CPD) a key element to enhance teaching and learning outcomes. In Uzbekistan educational system, training opportunities have been created to support the qualification and professional development of teachers. The knowledge acquired during the years of university education must be supplemented by further education. CPD is one of the essential characteristics of their own profession. Nowadays teachers are required to be more and more professionally qualified, therefore their professional perfection has become necessary, so the education of teachers must be lifelong. The paper focuses on navigating the hurdles of CPD for philological educators.

Section 1. Role of CPD in teaching philological subjects

According to Hayes [5: 161], a good teacher's CPD is all-encompassing, ongoing, and impacted by a number of variables, such as their personal situations, surroundings, and beliefs. The implementation of CPD at the school level is impacted by working environments and

teachers' attitudes toward their professions, and it can be started by teachers or required by outside parties. Long-term CPD interventions, such coaching and pedagogical support is successful in enhancing teaching strategies in a variety of settings. The success of worldwide CPD models for teachers outside of their profession was highlighted by Faulkner et al. [3:294], highlighting the significance of context-specific approaches. CPD bridges the gap between ongoing professional development and educational changes by assisting in the establishment of values, skills, and knowledge. The interactive paradigm, which emphasizes both formal and informal learning within professional networks. According to Ber (2019), cultivating pedagogical abilities, reflective teaching, and interpersonal qualities are all components of effective CPD. CPD activities were divided into three categories by Allen et al. [1:1092] expertise, self-reflection, and collaboration with colleagues. Collaborative CPD techniques are crucial in improving instructional strategies. Cooperative CPD exercises produce the best learning results. Therefore, connected participation in CPD to enhancements in instructional adaptations, decision-making, and teaching techniques. Regular seminars and collaborative curriculum creation are beneficial for English language teachers, as demonstrated by Hayes (2019).

Section 2. Benefits of CPD in teaching philological subjects

Suliman et al. [8: 43] assert that CPD is essential for the general public's benefit, personal development, and professional advancement since it preserves knowledge and skills, boosts credibility, and makes sure professionals stay up to date with developments in the sector. It needs to be emphasized there is a strong relationship between motivation, barriers, and attitudes toward continuing professional development.

Seeing CPD as an ongoing, integrated process that improves teachers' performance and engagement. According to Lo and To [7: 317], CPD raised teachers' interest in and desire for COVID-19-related school-integrated CPD. Teachers' interest in CPD and its importance in fostering critical thinking, professional progression, and 21st-century skills. All things considered, these studies highlight the significance of specialized, continuing professional development programs that cater to particular professional demands, encourage reflective practice, and facilitate teaching adaptability and continued learning.

Uzbekistan's curriculum revisions have replaced traditional grammar-focused teaching methods with more interactive and communicative ones. The new curriculum places a strong emphasis on improving students' speaking, listening, reading, and writing abilities while emphasizing the useful application of language in everyday contexts. This change is consistent with worldwide ELT trends that emphasize the importance of communicative ability in language acquisition.

Section 3. Challenges of CPD in teaching philological subjects

Notwithstanding the government's efforts and dedication, ELT in Uzbekistan is still hampered by a number of issues. The lack of certified English language instructors is a significant issue, especially in rural areas. The gaps in educational quality between urban and rural areas are made worse by the lack. Furthermore, the absence of current effective instruction is hampered by teaching resources and materials. Instructors frequently use antiquated textbooks and resources, which restricts their capacity to use contemporary teaching strategies and successfully engage students [6:23].

Thus, there are a number of issues need to be resolved to optimize their efficacy. Resource limitations and severe workloads make it difficult for teachers to use CPD insights, so CPD programs that take teachers' workloads into account and are in line with available resources are essential. Time management, availability of the necessity for flexible CPD choices is highlighted by the major obstacles of providing high-quality training and aligning it with particular teaching goals. In CPD programs, unfamiliar tasks need sufficient assistance and training, and involvement is hampered by personal development barriers such time restraints,

money limits, and resource accessibility. Professional development is hampered by institutional impediments such a culture that values tenure over knowledge, competitive attitudes, and a lack of coaching and mentorship programs. Workloads, a lack of specialized CPD programs, competition, communication obstacles, and geographic dispersion make it difficult to foster a feeling of community, which calls for a cooperative and encouraging atmosphere. Teachers use tactics like promoting more CPD programs, carrying out more research, establishing specific objectives, communicating clearly, looking for mentorship, and remaining adaptable to deal with action research challenges in order to help students navigate complexity and enhance their teaching methods.

Section 4. Navigating the Hurdles of CPD for Philological Educators

Guskey and Yoon [4:497] also stress the significance of effective CPD. According to their study, consistent assistance, an emphasis on student learning outcomes, and alignment with school objectives are all crucial elements of effective professional development. They support continuing professional development as a continuous process rather than a one-time occurrence that fosters educators' long-term development. Teachers should encourage institutional support for Professional Work-Based Activities and personal endeavors like self-directed reading and watching educational videos to foster a culture of continuous learning. Enhancing CPD practices can be achieved through tailored training programs, offering incentives for certifications, establishing structured coaching and mentoring, creating collaborative communities of practice, promoting action research, and encouraging student-centered development models. Positive attitudes towards CPD can be shaped by conducting awareness campaigns, providing training for effective CPD implementation, and promoting a supportive collaborative learning environment. By participating in focused CPD programs, exchanging best practices and experiences, and implementing feedback systems for ongoing development, educators can increase their pedagogical and content expertise. I believe continuous training in line with best practices, peer collaboration and mentoring, research-based curriculum development, and active engagement in professional communities are all necessary to improve ELT teaching. Strategies to overcome workload and engagement barriers, flexible scheduling, fostering a collaborative community, and supporting reflective practice and teaching style improvement through CPD engagements are all necessary to address the challenges associated with CPD participation.

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TEACHING FOREIGN LANGUAGES BASED ON COMPETENCE IN MODERN EDUCATION

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Abstract: The purpose of this article is to determine the specific features of teaching foreign languages based on competence and giving appropriate examples for organizing competency-based teaching atmosphere. As well as, here is discussed a teacher and students role classroom atmosphere.

Key words: Teaching language, competence, method, teacher-centered learning, student-centered learning, grammatical competence, lexical competence, communication

In today's globalized world, foreign language learning is increasingly important for both personal and professional growth. However, the success of language education largely depends on the teacher's ability to guide learners toward effective language use. Competence in foreign language teaching plays a crucial role in shaping the learning experience and ensuring that students achieve the ability to communicate fluently and accurately in a new language. But what does competence mean in this context, and how does it impact foreign language education? Competence in language teaching refers to the ability of a teacher to effectively facilitate language learning by possessing a deep understanding of both the language itself and the pedagogical methods that support language acquisition. It includes several key areas:

1. Linguistic Competence: The teacher's knowledge of the target language, including grammar, vocabulary, pronunciation, and the rules that govern language use.

2. Communicative Competence: The ability to teach students how to use language appropriately in different contexts, emphasizing not just accuracy but fluency, appropriateness, and sociocultural understanding.

3. Pedagogical Competence: The teacher's skill in employing effective teaching methods, materials, and activities that promote active learning and engagement. This includes lesson planning, classroom management, and assessment strategies.

4. Cultural Competence: Understanding the cultural context in which the language is spoken, and being able to convey cultural nuances to learners. It also involves sensitivity to the cultural backgrounds of the students.

5. Technological Competence: The ability to use technology and digital tools to enhance language teaching and learning, such as using online platforms, multimedia resources, and language learning apps.

A competent language teacher integrates these areas to create an environment where students can develop both the knowledge of the language and the ability to use it in real-life situations.

Linguistic competence refers to the knowledge and understanding of a language's system, including its grammar, vocabulary, syntax, morphology, and phonology. It is the internalized set of rules that enables a person to produce and comprehend meaningful sentences in a language.

Key components of linguistic competence include:

Phonological Competence: Knowledge of the sounds of a language and how they combine to form words and phrases, Grammatical Competence: Understanding the rules of syntax (sentence structure) and morphology (word formation), which allows speakers to form grammatically correct sentences, Lexical Competence: Knowledge of vocabulary, including word meanings, word relations, and how words are used in different contexts, Semantic Competence: Understanding how meaning is constructed in the language, including the relationships between words and the meanings of sentences.

Linguistic competence is one part of communicative competence, which also includes the ability to use language appropriately in social contexts. It focuses more on the structural aspects of the language rather than its practical use in communication.

Communicative competence refers to the ability to use a language effectively and appropriately in various social and cultural contexts. It goes beyond simply knowing the rules of grammar and vocabulary, encompassing the skills needed to communicate meaningfully and interact successfully with others.

Communicative competence has four main components: Linguistic Competence: Knowledge of the language system itself (grammar, vocabulary, syntax, etc.), which is foundational but not sufficient on its own for effective communication, Sociolinguistic Competence: The ability to use language appropriately depending on the social context, including understanding politeness levels, formality, cultural norms, and the expectations of different interactions (e.g., speaking differently to a friend versus a supervisor), Discourse Competence: The ability to produce and comprehend connected speech or writing. This involves understanding how to organize ideas logically and coherently in conversations, narratives, or written texts, Strategic Competence: The ability to overcome communication breakdowns or gaps in knowledge by using strategies such as paraphrasing, asking for clarification, or using gestures to get the message across. In language teaching, communicative competence is often the ultimate goal, as it emphasizes real-world communication and fluency, not just accuracy. It enables learners to use the language in a way that is socially and contextually appropriate.

There are several core areas of competence that are essential for language teaching: linguistic competence, pedagogical competence, communicative competence, cultural competence, and technological competence. Together, these competencies allow a teacher to create an engaging, productive, and supportive learning environment. At the heart of any foreign language teaching is the teacher's linguistic competence—their mastery of the language they are teaching. This includes a deep understanding of the grammar, vocabulary, pronunciation, and sentence structures of the target language. Linguistic competence is necessary for providing accurate information to students and answering their questions about the language.

However, teaching is not just about transmitting knowledge. The ability to explain linguistic concepts clearly and adapt them to the learner's level is equally important. A teacher with high linguistic competence can break down complex language structures and help students internalize the rules that govern the language.

Knowing the language is essential, but it is not enough for effective teaching. Teachers must also possess strong pedagogical competence—the ability to apply instructional methods

that meet the needs of diverse learners. This involves lesson planning, classroom management, and employing teaching techniques that encourage student participation and language use.

Pedagogical competence is what allows teachers to move beyond rote memorization or repetitive drills. Instead, they can use communicative activities, task-based learning, and interactive exercises that make language learning more dynamic and engaging. A competent teacher understands how to create lessons that are challenging but achievable, and that cater to different learning styles. In modern language teaching, the focus has shifted from merely knowing the rules of a language to being able to use the language in real-life situations. Communicative competence refers to the teacher's ability to help students develop the skills necessary for effective communication. This includes teaching them how to use the language appropriately in different social contexts, whether formal or informal.

A competent teacher understands that language learning should emphasize both fluency and accuracy. They use activities that encourage students to practice speaking, listening, reading, and writing in realistic contexts. This could include role-plays, group discussions, or problem-solving tasks that require students to apply their language skills practically, not just in the classroom, but in real-world situations. Language and culture are deeply intertwined, and teaching a foreign language also means teaching about the culture in which that language is spoken. Cultural competence refers to the teacher's ability to integrate cultural knowledge into their language instruction. This includes helping students understand cultural norms, values, traditions, and the nuances of communication that differ from their own culture.

A teacher with cultural competence can guide students in understanding how language is used in specific social and cultural contexts. For example, they can explain how politeness levels in a language may vary based on the relationship between speakers or how certain idiomatic expressions reflect cultural attitudes. By doing so, the teacher not only helps students become more linguistically proficient but also more culturally aware and sensitive, which is crucial for meaningful communication. In today's digital age, technological competence is increasingly important for foreign language teachers. The use of technology in the classroom—whether through online platforms, language learning apps, or multimedia resources—can greatly enhance the learning experience. A competent teacher understands how to integrate these tools effectively to support language acquisition. Technology allows for more interactive and personalized learning experiences. For example, students can use language apps to practice vocabulary, listen to native speakers through video resources, or participate in virtual language exchanges with peers from other countries. A teacher who is technologically competent can harness these resources to provide students with a more immersive and varied language learning experience. The competence of a foreign language teacher directly influences the outcomes of language learners. A competent teacher not only provides accurate and relevant information but also creates an engaging learning environment where students feel motivated to practice and improve their language skills.

Students benefit from the clarity, structure, and variety in teaching methods that competent teachers bring. By focusing on communicative activities, teachers help students build confidence in using the language, which is crucial for real-life communication. Additionally, the integration of cultural and technological elements enriches the learning experience and prepares students for global communication in the modern world.

Conclusion. Competence in foreign language teaching is multi-faceted, encompassing linguistic, pedagogical, communicative, cultural, and technological aspects. A teacher who excels in all these areas is better equipped to guide students toward becoming proficient and confident language users. As foreign language education continues to evolve, the role of competence in teaching will remain essential for creating meaningful, effective, and engaging language learning experiences that prepare students for real-world communication.

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TERMIN, TERMINOLOGIYA VA TERMINOGRAFIYA TILSHUNOSLAR TALQINIDA

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Har bir sohada, har bir kasb - hunarda ilmiy bilishning qudratli vositasi bo'lgan til turadi. Uning turli tuman vositalardan fikr hosil qilish, qayd etish, uzatish masalasi turar ekan, olimlarning tilning turli maqsadlarda qo'llanishini o'rganishga e'tibori, asosan, ana shu holatlar bilan beriladi.

Ilmiy tadqiqot va munozaralarda "maxsus maqsadlarda qo'llaniladigan til" termini ko'p qo'llaniladi. Ilmiy va didaktik manbalarda termin bilan birgalikda "kasb - hunar leksikasi" atamasi ham ishlatiladi.

Leksikografik maqsadlarda foydalanilgan til o'zining muayyan tafsilotlari bilan ajralib turadi. Chunki uning asosini aynan shu til va uning serqirra vositalari tashkil etadi.

Milliy tilning terminologik leksika tarzida ta'riflanadigan qatlamli nihoyatda o'ziga xos, muayyan tartibga keltirish qiyin bo'lgan qatlamdir. Ana shu qatlam o'tgan asrning 50-yillaridan e'tiboran talqin va tahlil qilinishda davom etmoqda. Terminologiya va terminografiyada qo'lga kiritilgan yutuq va natijalarga qaramasdan ular bilan bog'liq ko'plab muammolar hamon o'z yechimini kutmoqda ana shunday muammolardan biri va o'z yechimini kutayotgan terminning ta'rifidir.

Aksariyat rus va o'zbek tillarida chop etilgan ishlarda termin muayyan sohaga, oid so'z va tushuncha tarzida ta'riflanadi. Bu esa, ma'lumki, so'z bilan terminni, termin bilan so'z birikmasini bir narsa shaklida talqin qilish uchun imkoniyat yasaydi va prof. V. G. Gakning asosli e'tirof etishicha, bu ta'rif to'g'ri emas. U o'zining 1971-yilda chop etilgan "Assimetriya lingvistikeshkogo znaka i nekotoriye obshiy problem terminologii" nomli maqolasida terminning yangicha ta'rfi beriladi va uning til lug'aviy tizimidagi o'rne aniqlanadi. U ilmiy adabiyotlarda terminning, ko'pincha, lug'aviy birliklarning maxsus turlari sifatida talqin qilinayotganligiga e'tiroz bildirib, "termin yest funktsiya, vid upotrebleniya leksicheskoy yediniti"- deb yozadi. (Semioticheskoye problemi yazikov nauki) Materiali nauchnogo simpoziuma. Izd-va MGU, 1971, s 68-71. ("Termin— bu funktsiya, lug'aviy birlik qo'llanilishining

o'ziga xos turi") deb yozadi va bu fikr, bizningcha ham juda to'g'ri. Aks holda, termini so'zdan, so'zni termindan uzil kesil farqlashning hech qanday iloji yo'q.

V. G. Gakning yozishicha quyidagi ikki xususiyatga ega bo'lgan har qanday lug'aviy birlik termin bo'la oladi: 1) obyektiv borliqdagi biror narsani ifodalay olishi 2) tushunchalar qatoridan muayyan joy egallashi. So'z bilan termini farqlashning yana bir muhim belgisi —so'zning narsa, hodisa, predmetni, terminning esa tushunchani ifodalashidir.

Tushuncha esa, narsa va hodisaning umumlashma mavhum nomi bu holatni hisobga olish juda muhim.

Terminlar majmui terminologiya deyiladi. U har bir sohaga doir kasbiy bilimlarni ifodalovchi tushunchalar asosida shakllanadi. Binobarin, aytish mumkinki, terminologiya u yoki bu sohaga doir terminlar tizimini shakllantiradi. Chunki terminologiya va terminlar ilmiy, ilmiy nazariya, qonun, qoida, tamoyil kabilarni ilmiy nuqtai nazardan asoslash qurolidir. Terminologiya va terminotizim tushunchalarni o'zaro farqlash kerak. Terminologiya — bu fan va texnikaning muayyan sohasi terminlar majmui u tabiiy ravishda shakllanadi. Terminotizim esa terminlar orasidagi munosabatni qayd etadigan, qayd etuvchi tartibga solingan terminologiyadir.

Terminotizim, ya'ni muayyan tartibga solingan terminlar tizimi mutaxassislarining o'zaro bir birini tushunish va muloqot qilishlarida, mutaxassislar tayyorlashda, ilmiy asarlarni chop etishda, xalqaro va iqtisodiy aloqalarni yo'lga qo'yishda, axborot olish, qayd etish va uzatishda alohida ahamiyatga ega. Tadqiqot, ishlab chiqarish va boshqaruv jarayonlari kompyuterlashgan bizning davrimizda terminotizimning ahamiyati bir necha bor ortayotganining guvohi bo'lmoqdamiz.

Ma'lumki, xolis va to'g'ri topilgan yoki ishlab chiqilgan terminlar ilm fanning taraqqiyotiga keng yo'l ochib bersa, noto'g'ri, noo'rin noxolis qo'llangan terminlar ilm fan taraqqiyotiga to'siq bo'ladi. Shuning uchun har bir davlatda, xususan bizning O'zbekistonda ham terminologik qo'mita faoliyat ko'rsatadi. Terminologiya qator fanlar bilan uzviy bog'langan eng avvalo, leksikologiya bilan chambarchas bog'langan, shuningdek, u so'z yasalishi, morfologiya va so'z birikmalari sintaksisi bilan ham mustaxkam aloqada. Tilshunoslik terminlari uning stilistika, matn tilshunosligi, ilmiy texnikaviy tarjima nazariyasi va amaliyoti bilan ham bog'laydi. Terminologiya terminografiya bilan juda yaqin aloqada turadi. Chunki maxsus lug'atlar tuzish terminografiya sohasi hisoblanadi. Bizningcha, terminologiya bilan terminografiya orasiga qat'iy chegara qo'yish maqsadga muvofiq emas. Chunki terminshunoslar o'rganayotgan ko'plab muammolar bevosita sohaviy lug'atlar yaratish amaliyoti natijasi o'laroq yuzaga kelgan. Bu muammolar yechimi o'z navbatida lug'at tuzish metod va yo'nalishlarga ijobiy ta'sir qiladi.

Sohaviy leksika ilm - fanning turli sohalariga doir tushunchalarni nomlashga xizmat qilishi bois, terminlar ma'nosini aniqlashda tegishli tushunchalar ma'nosini chuqurroq anglash lozim bo'ladi.

Terminlarning tushunchalarni hosil qilish, saqlash va uzatishi, uning tarixining ilmiy tushunchalar tarixi taraqqiyoti bilan uzviy bog'langanligini terminologiyaning gnosseologiya (bilish nazariyasi), fan va texnika tarixi bilan yaqinlashtiradi.

Ushbu o'rinda e'tibor qaratish lozim bo'lgan yana bir narsa, belgi nazariyasidir. Gap shundaki, belgi deganda har qanday imo – ishora ham tabiat hodisalari bilan bog'liq holatlar (masalan, osmonda qora bulutning paydo bo'lishi, yomg'ir kelishi belgisi ekanligi kabi) tushuniladi. Ehtimol, bu to'g'ridir. Biroq tabiatda va hayotda uchraydigan belgilar bilan lisoniy belgini adashtirmaslik kerak.

Lisoniy belgi deganda tilshunoslar orasida ham bir to'xtamga kelingan emas. Ularning ayrimlari belgi deganda tinish belgisi, tutuq belgisi yoki, diakritik belgilarni tushunsa boshqalari harf, morfema so'zni tushunishadiki, bu ham zukko o'quvchini qondira olmasligi tabiiy. Shu nuqtai nazardan atoqli va bemsil tilshunos marhum prof. V. G. Gakning bu boradagi fikrlari g'oyat o'rinli, ibratli va istiqbolli ko'rinadi. U o'zining 1967-yilda Moskvada chop etilgan

«O dvux tipax znakov yazike» maqolasida belgining nima ekanligini shubhaga o'rin qoldirmaydigan darajada ta'rif va tavsiflab bergan.

Ko'rinadiki, hozirgacha asosiy belgi deb kelingan so'z, faqat gap tarkibidagina belgi maqomini oladi va u V. G. Gak tomonidan yarim belgi sifatida ta'riflanadi. Shunga ko'ra, belgi deganda bir so'zni emas, balki gapni tushunish kerak. Chunki faqat gapgina boshqa har qanday belgi (masalan, yo'l harakati belgilari) kabi nisbatan tugal fikrni ifodalaydi. Shunga ko'ra gapni to'liq belgi, so'zni esa, yarim belgi deya ta'riflanayotgani maqsadga muvofiq.

Foydalanilgan manba va adabiyotlar ro'yxati

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TIL VA NUTQ RIVOJLANISH MARKAZINI BOLA KAMOLOTIDAGI O'RNI

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Annotatsiya. Bolaning maktabga tayyorgarlik indikatorlaridan eng muhimi bu og'zaki nutqining rivojlanganidir. Maktabgacha ta'lim tashkilotlarida tarbiyalanuvchilar nutqini o'stirish alohida yondashuv va metodik tayyorgarlikni talab qiladi. Bu jarayonda bolajonlarni qo'llab quvvatlash shart. Mazkur maqolada til va nutq rivojlantiruvchi markazi faoliyati uning bola kamolotidagi o'rni hamda maktabgacha ta'lim yoshidagi bolalarni nutqiy savodxonligini oshirish haqida yoritilgan

Kalit so'zlar. metodika, nutq o'stirish, pedagogik qo'llab quvvatlash, rivojlantirish, muloqot. rivojlantiruvchi markaz, muhit, til va nutq, muloqot, markazlarda bolalar faoliyati, monologik nutq, dialogik nutq, ichki nutq, yozma nutq, mustaqil tasviriy faoliyat.

Bizga ma'lumki ilk qadam davlat o'quv dasturida maktabgacha yoshdagi bolaning tayanch kompetensiyalari belgilab qo'yildi.

-Kommunikativ

-Ijtimoiy

-Shaxsiy („Men“kontsepsiyasini qurish)

-Bilish.

Kommunikativ kompetensiya – atrofdagi odamlar bilan o'zaro munosabatlarning konstruktiv usullari va vositalariga ega bo'lishni taqozo qiladi; muloqot qilish va yuzaga kelgan o'yin, bilish, maishiy va ijodiy vazifalarni muvaffaqiyatli hal qilish qobiliyati. Bu kompetensiyaga nutqni rivojlanish ham kiradi.

Nutq bolaning kognitiv va ijtimoiy rivojlanishi hamda dunyoni bilishi uchun zarur vositadir. Mazmunga boy va rag'batlantiruvchi ta'lim muhitida bolalar og'zaki va yozma

muloqot ko'nikmalarini rivojlantiradilar, bu ularga o'zlariga ishonishga, boshqalar bilan munosabatlarni o'rnatishga, dunyo haqidagi tushunchalarini shakllantirishga, mashg'ulotlarda ishtirok etishga va loyiha ishlarini jamoa bo'lib bajarishga yordam beradi.

Bolalar kattalar va boshqa bolalar tomonidan tushunilishlari uchun o'zlarini namoyon etishlari mumkin. Ular aytilganlarni tushunish uchun tinglaydilar va kuzatadilar; savol va topshiriqlarni eshitadilar va shunga mos javob berishadi. Ular nutqni, ayniqsa o'qish va yozishni o'z ichiga olgan mashg'ulotlarga ijobiy qarashadi. Ular nutqning turli shakl va funktsiyalarini biladilar, ulardan foydalanadilar va kerak bo'lganda ularni turli xil muloqot holatlarida moslashtiradilar.

Bu kompetensiya, shuningdek, axborot olish uchun turli xil aloqa vositalari va kanallardan mustaqil foydalanish qobiliyatini o'z ichiga oladi; ta'lim olishi va rivojlanishida foydalanish uchun kerakli ma'lumotlarni qidirish, tahlil qilish va tanlash, ularni tartibga solish, o'zgartirish, saqlash qobiliyatini mustahkamlaydi.

Rivojlantiruvchi "Til va nutq" markazi maktabgacha yoshdagi bolalarni har tomonlama nutqiy savodxonligini oshiradi, mustaqil fikrlashi va atrof olam haqidagi dunyoqarashini shakllanishi uchun kata ahamiyatga ega. Til va nutq markazida didaktik o'yinlar, tematik mavzular, katta va kichik formatdagi rasm-lar, tasviriy materiallar, voqealar ketma-ketligini belgilash uchun rasm seriyalari, turli mezonlarga ko'ra guruhlash va boshqalar, bolalar kitoblari kutubxonasi, tematik albomlar, topishmoqlar albomlari, magnit harflar to'plami, "Rasmiy Alifbo" kubiklari kabi jihoz va materiallar bilan to'ldiriladi.

Markazdagi bolalar faoliyati: o'yin, mustaqil nutq, kognitiv, kommunikativ, kognitiv-tadqiqot, eksperimental, ijodiy, kommunikativ, mehnat, musiqiy va badiiy izlanishlar olib boradilar.

Til va nutq markazida pedagog bolalarga quyidagi bilim ko'nikma va malakalarni o'rgatadi;

- bolalarni tabiat, musiqa va ijod dunyosiga jalb qilish va bolani o'rgatish;
- mustaqil ravishda bilimlarni egallash, bilimga bo'lgan qiziqishni rivojlantirishga, yangi bilimlarni olishga bo'lgan ehtiyoj, o'rganish va rag'batlantirish, shu bilan birga subyekt bo'lish;
- bolalar bilan birga uyushgan tadbirlar tashkil etish;
- qiyinchiliklar yuzaga kelganda, bolaga beg'araz va o'z vaqtida og'zaki va amaliy yordam ko'rsatish;
- bolaning shaxsiy qiziqishlarini rag'batlantiradi.

Nutqni rivojlantirish muammosi quyidagi faoliyat turlarida hal qilinadi: o'yin, o'quv va bilim. O'yin faoliyati maktabgacha yoshda yetakchi faoliyatdir. O'yin paytida bola bilimlarini to'playdi, ona tilini o'rganadi, muloqat qiladi fikirlaydi va tasavvurni rivojlantiradi, ammo ta'limiy topshiriqlar o'yin muhitida olib borilsa, bolaning bilish kompetensiyalari yanada rivojlanadi.

Maktabga tayyorlov guruhidagi bolalarning faol nutqiy ko'nikmalarini muvaffaqiyatli shakllantirilsa, bolalarning nutqiy kompetensiyalarini optimal vositalari orqali rivojlantirish bo'yicha samarali usullarini yaratish ehtiyoj vujudga keladi.

Til va nutq markazida bolani maktabga tayyorgarligini shakllantirish mezonlari va ko'rsatkichlari quyidagilar

1. Tinglash qobiliyati (qo'shimcha ko'rsatmalariz tinglaydi, taklif qilingan ma'lumotlarni qabul qiladi) o'z harakatlarini og'zaki bayon qilish qobiliyati (lingvistikaga oid o'z harakatlarini nomlaydi);

2. O'z nutqida bog'lanishli hikoya tuza oladi.

3. So'z o'ylaganlarini, bilganlarini anglatuvchi vosita ekanligini tushunadi, voqealarni hikoya qilib bera oladi.

4. Bola ertaklar maqollar tez aytishlar va o'z yoshiga xos bo'lgan she'rlarni biladi, aytib bera oladi.

“Til va nutq ”

Markazi oy mavzulariga qarab bezatiladi.

- 1.O'zbekiston suratlari, shahrimiz maketlari.
- 2.Minora, bozor, kinoteatr, bog'cha, masjid, uy, do'kon, institut, shifoxona, muzey, supermarket, tog'lar.
- 3.Oila a'zolari fotosuratlari.
- 4.Rangli sanoq tayoqchalar.
- 5.Alifbo, topishmoqlar uchun rasmlar.
- 6.Bog', tomorqa rasmlari.
- 7.Meva va sabzavotlar haqida adabiyotlar va ularning rasmlari.
- 8.Paxta va paxtadan tikiladigan kiyimlar rasmi.
- 9.Yo'l harakati belgilari va svetafor.
- 10.Yo'l va kecha maketi.
- 11.Transportlar.
- 12.Elektr asboblari,gaz plitasi, gugurt.
- 13.Kasblar haqida rasmlar.
- 14.Qishki ertaklar haqida kitoblar.
- 15.Qish fasli, yangi yil tasvirlangan gazlar.
- 16.Sport turlari mavzusida rasmlar.
- 17.Qo'g'irchoqlar uchun milliy kiyimlar.
- 18.O'g'il bola va qiz bolalar kiyimlar rasmi,bosh kiyimlar.
- 19.Chang'i, chana, kanki rasmlari.
- 20.Magnitli doska.
- 21.Turli davlatlar armiyasi aks etgan suratlari.
- 22.Harbiylar va ularning kiyimlarining rasmlari.
- 23.Oziq ovqat maxsulotlari rasmlari.
- 24.Sovun,tish cho'tkasi, taroq.
- 25.Ertaklar asosida rasmlar.
- 26.Qo'shni mamlakatlar rasmlari.
- 27.Bahor fasli va bahorgi gullar rasmi.
- 28.Xashoratlari rasmi.
- 29.Ulug' Vatan urushi qatnashchilari rasmi.
- 30.Milliy hunarmandchilik rasmlari.
- 31.Elektir jihozlari rasmlari (muzlatgich, fin).

Xulosa qilib aytganda, inson tajribasining tarixan shakllangan mazmuni so'zli shaklda umumlashtirilgan, uni bayon etish va o'zlashtirish esa bolalarda Til va nutq markazida tashkil etilgan qiziqarli mashg'ulotlar jarayonida rivojlanadi. Nutq bolaga inson madaniyatining barcha yutuqlariga yo'l ochadi.

- Nutqni egallab olishning eng muhim bosqichlari maktabgacha yoshga to'g'ri keladi.
- Maktabgacha ta'lim bola sog'lom, har tomonlama kamol topib shakllanishni ta'minlaydi, unda o'qishga intilish hissini uyg'otadi, uni muntazam ta'lim olishga tayyorlaydi.
- Maktabgacha yoshdagi bola eshitadigan, ma'nosini tushunadigan, eslab qoladigan hamda qo'llaydigan so'zlarni asta-sekin tevarak-atrof bilan tanishish jarayonida ota-onalari, tengdoshlari axborotlari orqali, shuningdek, o'zining uncha ko'p bo'lmagan so'z zaxirasiga tayanib bilib oladi.

Bola nutqini rivojlantirish hodisasining o'zini va uni boshqarish jarayonini tahlil qilish maktabgacha yoshdagi bolalar nutqini rivojlantirish sohasida ishlash uchun pedagoglar maxsus tayyorgarlikdan o'tishlari zarur.

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O'QUVCHILARGA INGLIZ TILIDA YOZISH KOMPOTENSIYASINI O'QITISHDA INNOVATSION METODLARDAN FOYDALANISHNING AHAMIYATI

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Annotatsiya. Mazkur maqolada o'quvchilarga ingliz tili fanida yozish ko'nikmalarini innovatsion texnologiyalar va interaktiv metodlar orqali o'rgatish va ularda bu tilni o'rganishga qiziqish uyg'otish omillarining ilmiy-nazariy tomonlari yuzasidan olim va pedagoglarning fikrmulohazalari, ilmiy qarashlari tahlil qilingan va ularga subyektiv munosabat bildirilgan.

Kalit so'zlar. Mustaqil o'qitish texnologiyalari, chet tillarni o'rgatish metodologiyasi, yozish kompetensiyasi interaktiv metod.

Mamlakatimiz mustaqillikka erishgandan so'ng, chet tillarini o'rgatishga qiziqish oshdi va yoshlar uchun ko'plab imkoniyatlar yaratib berildi. Birinchi prezidentimiz Islom Karimov aytganlaridek, „Hozirgi paytda xorijiy tillarni o'rgatishga yurtimizda katta ahamiyat berilmoqda. Bu ham albatta, bejiz emas. Bugun jahon hamjamiyati o'ziga munosib o'rin egallashga intilayotgan mamlakatlarimiz uchun, chet ellik sheriklarimiz bilan hamjihatlikda, hamkorlikda o'z buyuk kelajagini qurayotgan xalqimiz uchun xorijiy tillarni mukammal bilishning ahamiyatini baholashning hojati yo'qdir“. Ushbu fikrlarning mantiqiy davomi sifatida 2012-yil 10-dekabrda qabul qilingan „Chet tillarini“ o'rgatish tizimini yanada takomillashtirish chora tadbirlari to'g'risida“gi Prezident Qarori chet tillarini o'rganish imkoniyatlarini kengaytirdi. Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi.

Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to'rt aspectga (o'qish, yoish, tinglab tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda. Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir.

Har bir o'qituvchi ingliz tili o'qitish jarayonida ta'lim oluvchilarning shaxs sifatida shakllanishi, rivojlanishi, bilim olishi va uni egallashga sharoit yaratadi. Til o'rganish asosida o'quvchi, talabalarda fanni o'rganib ingliz tilining grammatikasini bilgan holda erkin muloqot qilishi, mustaqil holatda fikr bildirish olishi, tafakkur qilishi muhim ahamiyat kasb etadi. Shuning uchun ingliz tili darslarini ilg'or zamonaviy usullar, interaktiv metodlar, innovatsion texnologiyalarni qo'llab darsni tashkil qilish ularning kommunikativ kompetensiyalarini

rivojlantirishda, og'zaki va yozma nutqini o'stirishda o'rni salmoqli sanaladi. O'quvchi yoshlarga ingliz tilini o'rganishga bo'lgan qiziqishlarini orttirish, ulardagi mavjud imkoniyatlarni kengaytirish, qo'llab quvvatlash ishlarini olib borish bu tilni tezroq o'rganishga yordam beradi. Shuning uchun o'quvchilarni ingliz tilini o'rganishga oid quyidagi ishlarni amalga oshirish zarur

- turli elektron manbalar bilan ta'minlash ishlarini olib borish;
- ta'lim muassasalarida til o'rganish bo'yicha metodik ta'minotni yaratish;
- mavjud o'qitilayotgan darsliklardan foydalanish samaradorligini oshirish;
- dars jarayoniga kuchli va malakali mutaxassislarni jalb qilish;
- o'quv jarayoniga yangi ta'lim texnologiyalarining yetarli darajada joriy etish;
- o'qitishda o'quvchilarni rag'batlantirish ishlariga e'tibor qaratish va baholash tizimi

sifatini nazorat qilish.

Ingliz tili darslarining sifat va samaradorligini nazoratga olish, olingan ma'lumotlarni asosiy qismini kundalik hayotdan olish ulardagi nutq ko'rinishlarida o'sganlida namoyon bo'ladi. Darsda innovatsion texnologiyalardan foydalanish til o'qitish va o'rgatish vositasi sifatida baholash ko'plab ijobiy natijalarni, afzalliklarni yuzaga kelishiga yordam beradi. Innovatsiya (inglizcha "innovatsion") – yangilik kiritish, yangilikdir. Innovatsion texnologiyalar pedagogik jarayon hamda o'qituvchi va o'quvchi faoliyatiga yangilik, o'zgarishlar kiritish bo'lib, uni amalga oshirishda ahamiyatli jihatga ega.

Interaktiv metodlar – bu jamoa bo'lib fikrlash deb yuritiladi, ya'ni pedagogik ta'sir etish usullari bo'lib, ta'lim mazmunining tarkibiy qismi hisoblanadi. Interaktiv metodlarning o'ziga xos xususiyatlaridan biri shundan iboratki, ular o'qituvchi va o'quvchilar bilan hamkorlikda, birgalikda faoliyat olib borishi vositasida amalga oshiriladi. Bu kabi hamkorlikdagi faoliyat o'quvchilarning bilimini kengaytirishga, kommunikativ va nutqiy kompetensiyalar rivoji uchun asos bo'ladi. Innovatsion texnologiyalardan foydalanish o'quvchilarning tafakkuri, tasavvurlari, dunyoqarashi, qiziqishlarini orttirish bo'yicha olib borilgan ishlarda o'z ifodasini topadi. Makkartining ta'kidlashicha, "chet tillarini o'qitish metodologiyasi o'tgan yarim asr davomida juda rivojlandi. Turli vaqtlarda grammatik tarjima, audio-lingvistik tuzilish, global audiovizual, induktiv-deduktiv, funksional, g'oyaviy, situatsion, kommunikativ, immersiya, o'rganish-olish, tavsiya va boshqalarda olib borilgan".

Binobarin, dars jarayonida audiovizual vositalardan foydalanish natijasida xotirada so'zlarning semantik ma'nosini yodda saqlash va leksik birliklarni qo'llash ko'nikmasi takomillashadi. Ilg'or zamonaviy texnologiyalar, innovatsion yondashuvlar va interaktiv metodlar o'quvchi-yoshlarning yuqori darajada bilimli, keng darajada yuqori malakaga ega bo'lishini ta'minlaydi. Shuni aytish lozimki, o'quvchilar ingliz tilini o'rganishlari uchun bu tilning grammatikasi bo'yicha bilim, ko'nikma, malakalarga ega bo'lishi uchun ular, avvalo, o'z ona tilining grammatikasini yetarli darajada bilishi va jonli nutqda to'liq rioya qilishi bilan xarakterlanadi. Xususan, o'quvchilar nutqida faol bo'lgan leksik birliklardan biri bu olmosh sanaladi. Dastavval, olmosh haqida ona tili grammatikasidagi bilim, ko'nikmalar hosil qilingan bo'lsa, ingliz tilida shu mavzuni oson tushunib yetadi. "Ingliz tilida ham o'zlik olmoshi mavjud. Ingliz tilida o'zlik olmoshi egalik olmoshlariga (my, your, your, her) va kishilik olmoshlariga (him, it, them) –self so'zi qo'shish orqali yasaladi. O'zbek tilida ushbu so'z o'z so'ziga to'g'ri keladi".

O'zaro suhbat va matn yaratishda, o'zlik olmoshi bilan hosil qilinadigan tobe bog'lanishni mustaqil tuza oladi. "Avgorning individual uslubini va uning asaridagi milliy xususiyatlarni saqlab qolishdek muhim vazifani hal qilish yo'lidagi qiyinchiliklar ma'lum darajada leksika va frazeologiyani tarjima qilish masalalari bilan vobastadir". Lekin o'quvchilar nutqida ayniqsa frazeologiyaning ingliz tilidagi tarjimasi biroz qiyinchilik tug'diradi. Shuningdek, ta'lim jarayoniga zamonaviy innovatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborot-

kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o'rganish va o'qitishda zamonaviy texnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o'rganishning har bir aspect (o'qish, yoish, tinglab tushunish va gapirish)da qo'l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD diskarsiz bu jarayonni amalga oshirish mumkin emas.

Tinglab tushunish til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilinadi. Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishda o'quvchilar ham axborot — kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samador usullardan biridir. Bu jarayonda, jumladan: kompyuterlardan foydalanganda o'quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin; – chet tilidagi radio eshittirishlar va televideniedagi dasturlarni eshitish va tomosha qilish mumkin; – ancha an'anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish; – CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o'quvchilarning chet tilini o'rganishlari jarayonini qiziarliroq va samaraliroq bo'lishini ta'minlaydi. Bugungi kunda maktablarda interfaol o'yinlar orqali dars o'tish an'anaga aylanib bormoqda.

Ma'lumki, darsning turli xil o'yinlar asosida o'tilishi o'quvchilarning imkoniyatlarini namoyish etish, diqqatni jamlash, bilim va ko'nikmalarini oshirish va kuchli bo'lishlarini ta'minlaydi. O'yin texnologiyasidan foydalanishning asosini o'quvchini faollashtiruvchi va jadallashtiruvchi faoliyat tashkil etadi. Psixologlarning ta'kidlashlaricha, o'yinli faoliyatning psixologik mexanizmlari shaxsning o'zini namoyon qilish, hayotda barqaror o'rnini topish, o'zini o'zi boshqarish, o'z imkoniyatlarini amalga oshirishning fundamental ehtiyojlariga tayanadi. Har qanday o'yin zamirida umumiy qabul qilingan ta'lim prinsiplari, taktikasi yotishi kerak. O'quv o'yinlariga o'quv predmetlari asos qilib olinishi kerak.

O'yinlar jarayonida o'quvchi oddiy darsga qaraganda bu mashg'ulotga qiziqibroq yondashadi va bimalol faoliyat ko'rsatadi. Ta'kidlash lozimki, o'yin eng avallo, o'qitishning bir usulidir. O'quvchilar o'yinli darslarga qiziqib zavq bilan qatnashadilar, g'alaba qozonishga intiladilar, ular o'rtasida to'g'ri raqobat shakllanadi o'qituvchi ular orqali o'quvchiga ta'lim-tarbiya ham beradi. O'quvchi inglizcha o'yin o'ynab, gapira olarkanman, tinglab tushuna olarkanman, yoza olarkanman, deb ishonadi, qiziqadi. Biz bilamizki, hozirgi ta'lim jarayonida o'quvchi sub'ekt bo'lishi lozim. Bunda ko'proq interfaol metodlarga e'tiborni qaratish ta'lim samaradorligini oshiradi.

Ingliz tili darslariga qo'yilgan eng muhim talablardan biri talabalarni mustaqil fikrlashga o'rgatishdir. Bugungi kunda ingliz tili o'qituvchilari Amerika Qo'shma Statlari, Angliya pedagoglari tajribasiga tayangan holda quyidagi innovatsion metodlardan foydalanib kelishmoqda: – “Muammoli vaziyat yechimi” (Creative Problem Solving) bu usulni qo'llash uchun hikoyaning boshlanishi o'qib beriladi qanday yakun topishi o'quvchilar, talabalar hukmiga havola qilinadi; – “Quvnoq topishmoqlar” (Merry Riddles) o'quvchilarga topishmoqlar o'rgatish Ingliz tilini o'rgatishda muhim ahamiyatga ega, ular o'zlariga notanish bo'lgan so'zlarni o'rganadilar va o'ylab topishmoq javobini topadilar; – “Tezkor javob” (Quick answers) o'tilgan dars samaradorligini oshirishda yordam beradi;

– “Chigil yozdi” (“Warm-up exercises”) o'quvchilarni darsga qiziqitirish uchun sinfda har xil o'yinlardan foydalanish; – “Pantomima” (pantomime) bu usul juda qiyin mavzular tushuntirilishi kerak bo'lgan darsda yoki yozma mashqlar bajarilib, talabalar charchagan paytda foydalanilsa bo'ladi; – “Hikoya zanjiri” (a chain story) usuli o'quvchilarning og'zaki nutqini o'stirishda yordam beradi; –

“Rolli o'yinlar” (Acting characters) bu usul darsning barcha tiplarida qo'llanilishi mumkin. Hunarga o'rgatish uchun “Interpreter”, “Translator”, “Writer”, “Poet” kabi kasbdagi kishilar

darsda ishtirok etishib o'quvchilar bilan suhbatlashishlari mumkin; – “Allomalar yig'ini” (Thinkers meeting) U.Shekspir, A.Navoiy, R.Burns kabi shoirlar va yozuvchilarni “taklif qilish” mumkin. Bunday paytda ular aytib ketgan hikmatli so'zlardan darsda foydalanish yoshlarni komil inson bo'lib tarbiyalanishiga yordam beradi; – “Rasmlar so'zlaganda” (When pictures speak) usuli ancha qulay bo'lib, ingliz tilini o'rgatishda, talaba, o'quvchilarning og'zaki nutqini rivojlantirishda yordam beradi, buning uchun mavzuga oid rasmlardan foydalanish lozim; – Kviz kartochkalari (quiz cards) o'quvchilarning soniga qarab kartochkalar tarqatiladi va hamma talabalar bir vaqtda darsda ishtirok etish imkonini beradi bu esa vaqtni tejaydi.

XULOSA. Ko'rib chiqqanimizdek, har bir innovatsion texnologiya o'ziga xos afzallik jihatlariga egadir. Bunday usullarning barchasida o'qituvchi va o'quvchi o'rtasidagi hamkorlik, o'quvchining ta'lim jarayonidagi faol harakati ko'zda tutiladi. Xulosa qilib aytganda, Ingliz tili darslarida innovatsion usullarni qo'llash natijasida o'quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanadi, nutqi ravonlashadi, tez va to'g'ri javob berish malakasi shakllanadi. Bunday usullar o'quvchida bilimga ishtiyoq uyg'otadi. O'quvchi darslarga puxta hozirlik ko'rishga intiladi. Bu esa o'quvchilarni ta'lim jarayonining faol sub'yektlariga aylantiradi. Ta'lim tizimi o'z oldiga erkin fikrlovchi, barkamol, yetuk shaxsni tarbiyalashni vazifa qilib qo'yar ekan, kelgusida biz bo'lajak o'qituvchilar innovatsion texnologiyalardan samarali foydalanish yo'llarini yanada mukammalroq ishlab chiqshimiz bilan o'z xissamizni qo'shishimiz mumkin. Demak, o'quvchilarga ingliz tilini innovatsion texnologiyalar va interaktiv metodlar orqali o'rgatish ularda bu tilni o'rganish uchun, mavzu yuzasidan bilim, ko'nikma, malakalar hosil bo'lishiga xizmat qiladi.

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NAVOIY ASARLARIDAGI LIBOS NOMLARINING TIL VA MADANIYAT BILAN O'ZARO BOG'LIQLIGI

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Annotatsiya. Maqolada Alisher Navoiy she'riy asarlaridagi kiyim nomlari lingvomadaniy aspektida tadqiq etilgan, ularning o'zbek lingvokulturologik realiyalar tizimidagi o'rni va ahamiyati baholangan, hozirgi o'zbek adabiy tilining mazkur nomlarga munosabati belgilangan, leksik ma'no va fonetik shaklida yuz bergan muayyan o'zgarishlar ochib berilgan va nazarda tutilgan badiiy matnlardagi ashyoviy materiallar bilan dalillangan. Ushbu kiyim nomlarining hozirgi o'zbek adabiy tiliga munosabati o'rganilgan.

Kalit so'zlar: lingvokulturologiya, lingvomadaniy, til, madaniyat, realiya, so'z, leksema, lug'at, arxaizm, tarixizm.

Buyuk adib Alisher Navoiy she'riy asarlarida qo'llangan turli sohalarga oid leksik birliklar qatorida maishiy sohaga oid so'zlarni, xususan, kiyim-kechak leksemalarini tadqiq qilish xalqimizning o'sha davrdagi turmush tarzi, madaniyati, urf-odati, an'analari, jamiyat va til tarixi hamda o'zbek tilining lug'at boyligidan boxabar bo'lishda muhim rol o'ynaydi. Bu orqali o'zbek adabiy tilining ma'lum rivojlanish bosqichida leksemalar va ularning ma'no taraqqiyotini aniqlash, tarixiy-maishiy terminologiya va uning rivojlanishi bo'yicha tegishli xulosalarga kelish, leksik-semantik jarayonlarni kuzatish imkonini beradi.

Hozirgi o'zbek adabiy tilida qo'llanuvchi kiyim-kechak nomlari uzoq tarixga egadir. Ular jamiyat taraqqiyoti va turmushdagi o'zgarishlarga mos ravishda tilning o'z ichki imkoniyatlari va chetdan so'z o'zlashtirish orqali boyib borgan. Ularning ko'pchiligi hozirgi o'zbek adabiy tilida mavjud bo'lsa, muayyan qismi o'zbek shevalarida uchraydi. Tabiiyki, davr o'tishi bilan kiyim-kechakni ifodalagan bir qator leksemalar arxaiklashgan. Umumturkiy bo'lgan ko'pgina kiyim nomlari bugungi kunda ham turkiy tillarda qo'llanib kelmoqda [1,41].

Shu jihatdan bu kabi leksemalarni ikki guruhga bo'lish mumkin: hozirgi o'zbek adabiy tilida iste'molda bo'lgan va bugungi adabiy tilida ishlatilmaydigan eskirgan kiyim nomlari. Ahamiyatli tomoni shundaki, eski o'zbek adabiy tili, chunonchi, Alisher Navoiy asarlari tilida kiyim nomlari miqdori ko'pchilikni tashkil etadi. Shuningdek, unda kiyim nomlarining sinonimik qatorlari ancha boy ekanligi ko'zga tashlanadi. Masalan: Alisher Navoiy asarlarida salla leksemasi amoma, dastor; paranji leksemasi esa chachvon, chashmband, miqna kabi ma'nodoshlari bilan ham ifodalangan.

*Libosi nozi chaspondur, gahi tuz qaddi chavgondur,
Zamoni go'yi g'altondur zihi chobuk, zihi dilbar. [2,198]*

Baytdagi chaspon so'zi yopishib, yarashib turadigan kiyim ma'nosini ifodalaydi, hozirgi o'zbek adabiy tilida qo'llanilmaydi. Hazrat Navoiy asarlarida muayyan kiyim bir necha nom bilan yuritilganini kuzatish mumkin. Kiyim ma'nosini ifodalash uchun kisvat so'zi qo'llanilgan bo'lsa, shu kiyimning insonga yarashib, chiroyli turgan shakli chaspon, podshohlar in'om etgan kiyim esa xil'at nomi bilan atalgan.

*Ul quyosh hajrida bilmonkim, Navoiy ko'ziga
Barcha olam tiyradur yo bog'lamishdur chashmband. [2,139]*

Ushbu baytda shoir ma'shuqa ahvolini tasvirlashga harakat qiladi. Birinchi misrada shoir yorni quyoshga o'xshatadi. Bilamizki, quyoshga ko'z ochib tik qarab bo'lmaydi. Unga qaragan kishining ko'z oldi qorong'ulashib, boshi aylanadi. Navoiy mazkur baytda ma'shuqaga qaragan oshiq lirik qahramonning holatini quyoshga tik boqqan kishining holatiga o'xshatadi. Baytda matniy antonimiyani ko'rish mumkin. Unda quyosh va tiyra, ya'ni qorong'u leksemalari orqali antonimlik yuzaga chiqqan. Chunki quyosh kunni; qorong'ulik esa tunni ongimizda gavdalantiradi.

Baytda qo'llangan chashmband so'zi forsiy bo'lib, ko'zni to'suvchi lug'aviy ma'noni ifodalaydi. U odatda yuz yopinchig'i mazmunida qo'llaniladi. Masalan: Yasanib olgan bolalar, yangi doka chodirga o'ralib, yuziga chashmband tashlab olgan ayollar, keksalar ham bor. H. G'ulom, Jazoirida tong. Ushbu leksema milliy madaniyatimizni anglatuvchi kiyim turi sanaladi. Qadimda o'zbek ayollari bu kiyim turidan keng foydalangan. Avvallari xotin-qizlar ko'chakuyda begona kimsalarning nazari tushmasin degan maqsadda chashmbanddan foydalanishgan. Bugungi kunda undan kelinlarning to'y marosimlarida chimildiqqa solish jarayonida, kelinning oq ko'ylagi ustidan yuzni yopib turuvchi yupqa, harir to'r parda bilan birga qo'llashadi. Chashmband so'zi ko'zboylag'ich, chachvon, chimmat ma'nolarini ham ifodalaydi. Bugungi kunda ushbu leksema o'rnida ayrim hududlarda paranji, parda miqna kabi so'zlar ishlatiladi. Chashmband milliylikni aks ettiruvchi qadimiy libos turlaridan biri sifatida bugungi kunda ham o'z ahamiyatini yo'qotmaganini ko'ramiz.

Navoiy voqif o'l gardun arusidinki, qasding'a

Ochar goh shomdin gesu, kiyar gah subhdin miqnai. [3,237]

Baytda shoir o'z-o'ziga murojaat tarzida shunday deydi: ey, Navoiy ogoh va xabardor turginki, dunyo kelini qasd tariqasida oqshomda yuzini ochadi, subhda, ya'ni tong sahada yuziga miqna tortadi. Miqna leksemasi qo'llanishi davriga ko'ra eskirgan leksema sanaladi, bugungi kunda ushbu leksema ma'nosi saqlangan, shakli esa yo'qolgan arxaizm sanaladi. Ushbu baytda dunyo kelini birikmasi orqali ko'chma ma'no yuzaga chiqarilgan. Shom va subh leksemalari orqali esa antonimlik yuzaga chiqqan. Bu ikki leksema esa qo'llanish doirasiga ko'ra iste'moldan chiqqan leksik birlik sanaladi. Baytda dunyo kelini birikmasi vositasida majoziy ma'no qo'llangan bo'lib, u yoshlik, go'zallik ko'chma ma'nolarini ifodalaydi. Hazrat Navoiy asarlarida darvesh, yo'qsul va kambag'allar kiyadigan kiyimlar turli tarzda nomlanganini uchratamiz. Masalan, xirqa, kapanak, moshob.

Saltanat xil'atidin ortiq erur daytda mast,

Sudrasam boda gadolig'iga yirtuq kapanak. [2,349]

Ushbu baytda yirtiq kapanakli bodaga berilganlarni sudrasam, saltanatning in'omidan atrofda mastlar ko'paydi. Kapanak – jundan qilingan ust kiyim, darveshlarning jun kiyimi. Ayonki, kiyimlar turli xil matolardan tayyorlanadi. Masalan, paxtadan, jundan va boshqa matolardan. Paxtadan tayyorlangan kiyimlar avvalgi davrlarda qimmat, jundan tayyorlanganlari esa nisbatan arzon bo'lgan. Shunga ko'ra yo'qsul, darvesh kimsalar jundan tayyorlangan kiyimlarni kiyishgan va bunday kiyimlar kapanak deya nomlangan. Kapanak odatda issiq kiyim turi sanalib, undan, asosan, sovuq havo sharoitida foydalanishgan. Kapanak leksemasi bugungi kunda tilimizda foydalanilmaydigan arxaizm leksemalardan biri sanaladi. Baytda mast va boda, gado va kapanak leksemalari matnda assotsiativ munosabatni yuzaga chiqargan. Jundan to'qilgan yana bir kiyim turi moshob deya nomlanadi:

Kishi o'rmak, qaydidin o't ayshni favt etmakim,

Qish qaroroq tulku, o'rmak yupqaroq moshob erur. [3,166]

Baytda umrning o'tkinchi ekanligiga, tezda o'tib bahor ortidan qish fasli kelishiga yashirin ishora mavjud. Unda hamma bilan ahil yasha, qish kelib, yolg'iz qolsang junlik kiyiming – moshob ham yupqalik qiladi, degan majoziy ma'no ilgari surilgan. Xalq tilida "Inson taftini inson ko'taradi" yoki "Uzoqdagi jigardan yaqindagi o'pka yaxshi" kabi naqlarning qo'llanishi bejizga aytilmagan. Baytning umumiy mazmunida komil insonparvarlik g'oyasi ilgari surilgan.

Soching kufrida o'lsam qabrim uzra qo'yma xirqamni

Chekib har torini bir barhaman beliga zunnor et. [3,82]

Zunnor – xristian dinidagilarning beliga bog'laydigan belbog', chilvir. Barahman – otashparastlar ibodatxonasining ruhoniysi. Bayt mazmunida oshiq holati yorqin ifodalangan bo'lib, uning ma'shuqa diydori umididagi urinishlari o'z aksini aniq topgan. Lirik oshiq ma'shuqaga murojaat etib, gar soching dardida o'lsam, jandamni qabrim ustiga yopma, uning har bir ipini sug'urib olib, barahman beliga, ya'ni ruhoniy beliga zunnor (belbog') qilib bog'lagin, deydi. Xirqa leksemasi ham kiyim nomi sanalib, insonlarning ijtimoiy ahvoliga ko'ra tavsiflanganda oddiy xalq aholisi kiyadigan kiyim turi sanaladi.

Janda birla kishi darvish emas, bo'lsa fano,

Tengdurur xoh palos o'lsa to'nung, xoh ipak. [3,267]

Ayonki, janda leksemasi bir qancha ma'nolar ifodalaydigan leksema sanaladi. Bu so'z forsiy bo'lib, eski, yirtiq; eski va yirtilgan kiyim; darvesh va qalandarlarning uloq-quroq to'ni; eski, yirtiq, uloq-quroq, juldur kiyim; bolalar o'yinida: o'yinni yaxshi bilmaydigan bolaga ikki marta o'ynash uchun berilgan huquq kabi lug'aviy ma'nolarni ifodalaydi.

Yuqoridagi baytda janda so'zi darveshlar to'ni ma'nosida qo'llanilgan. She'rda insonning ust kiyimi muhim emasligiga ishora qilinmoqda. Janda kiygan bilan olim kishi darvesh bo'lmas, kishining kiygan to'ni palosmi, ipakmi farqi yo'q, barcha barobar, ular alloh taolloning birdek bandalari degan fikr she'r mazmuniga singdirilgan. Ushbu baytda palos va ipak leksemalari mato nomi sifatida qo'llanilgan. Ipak qadimiy va milliy matolardan biri bo'lib, xalq hayotida

katta ahamiyatga ega. Palos bugungi kunda mato nomini anglatmaydi, balki polga to'shaladigan gilam ma'nosini bildiradi. Baytda janda leksemasi to'n ma'nosida qo'llanilgan. Qo'llanish davriga ko'ra janda va xirqa leksemalarining har ikkalasi ham bugungi kunda ishlatilmaydi, istorizm sanaladi. Shuningdek, shoir ikki misrada to'n so'zi ma'nosini ikki so'z bilan ifodalaydi: janda va to'n. Bu baytning badiiylik qimmatini oshirishga xizmat qilgan.

*Ko'nglaking bargi gulu ustida gulrang yilak,
Gul kibi jisming uza uylaki, gulgun ko'nglak. [2,349]*

Yor timsoli baytda milliy kiyimlar asosida tasvirlangan. Ko'nglak – ko'ylak so'zining eski o'zbek adabiy tilida nomlanishi. Ma'lumki, eski o'zbek adabiy tilida qamis, pirahan leksemalari ham ko'ylak ma'nosini anglatgan. Yilak – nimcha. Nimcha – xotin-qizlarning yengsiz va yoqasiz kalta ustki kiyimi; ko'ylak ustidan kiyiladi. Uning bichimi turlicha – oldi ochiq (uchburchak shaklda chuqur o'yilgan), tugmachali, avra-astarli, ba'zan ikki yonida cho'ntaklar qilingan. Avrasi baxmal, parcha, kimxob, shoyi va boshqa matolardan, astari ip matolardan tayyorlanadi; duxobadan yoqali va yoqasiz qilib, ba'zan orasiga yupqa paxta solib qavib paxtali nimchalar ham tayyorlanadi. Kashta tikib bezatilgan, zardo'zi va iroqi nimcha turlari hozirda ham keng tarqalgan. Nimcha qizlarning sepi tarkibiga kirgan. Asosan, ko'ylak ustidan kiyiladi. O'zbek milliy madaniyatiga ko'ra ayollar qaddi-qomatini hammaga namoyish qilmaslik uchun ham yakka ko'ylak bilan emas, balki nimcha bilan yurishgan. Baytda oshiqning ma'shuqasiga qarata, gul kabi chiroyli ko'ylaging ustida gulrangidagi nimchang ham, yorning gulga o'xshash jisming go'zal, deya ta'rif etilgan. Yilak leksemasi bugungi kunda "jaket", "nimcha" so'zlari bilan ifodalanadi. Yilak so'zi hozirgi o'zbek adabiy tilida arxaizm leksema sanaladi. Baytda qo'llangan gulgun so'zi forsiy bo'lib, gulrang; qizg'ish, pushti lug'aviy ma'nosini ifodalaydi.

Xulosa qiladigan bo'lsak, Hazrat Navoiy she'riy asarlarida kiyim tushunchasini ifodalovchi realiyalar salmoqli miqdorni tashkil etadi. Aniqlandiki, shoir asarlari tilida realiyalar, asosan, so'z va so'z birikmalari tarzida ifodalangan. Ular lisoniy hodisa, lisoniy boylik sifatida o'zbek xalqining madaniyatida voqelangan, jamiyat kishilari tafakkurining tarixiy taraqqiyotida o'ziga xos ahamiyatga ega. Adib asarlaridagi kiyim tushunchasin ifodalovchi realialarni davriy qo'llanishiga ko'ra ikki guruhga – realiya-arxaizm va realiya-istorizmlarga ajratish mumkin. Qo'llangan realiyalarning asosiy qismini otlar tashkil etadi, ular orasida fe'llar uchramaydi, chunki ularda harakat alomati ko'zga tashlanmaydi. Alohida e'tirof etish kerakki, shoir she'riy asarlaridagi kiyim-kechak tushunchasini bildiruvchi realiyalar o'zbek xalqining tarixi, madaniyati, dunyoqarashi va maishiy hayotini bevosita aks ettiradi. Shunga ko'ra adib badiiy asarlaridagi realialarni lingvokulturologik aspektda o'rganish o'zbek milliy tilshunosligi uchun ahamiyatlidir.

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THE USE OF SOCIAL MEDIA AND POPULAR CULTURE TO ADVANCE CROSS-CULTURAL UNDERSTANDING

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Abstract. Although we live in a global society, educators face many challenges in finding meaningful ways to connect students to people of other cultures. This study found that students valued the opportunity to develop relationships with each other and generally engaged in sharing their common interests in Hollywood movies, actors, celebrities, video games and television shows. However, not all teachers valued the use of popular culture as a means to find common ground. Indeed, teachers had widely differing perspectives of the value of this activity.

Keywords: digital media, social media, global, literacy, middle school, popular culture, cross-cultural. digital media, social media, global, literacy, secondary education, popular culture, intercultural.

Web 2.0 technologies certainly allow students to travel in time and space. Over the past two decades, educational experiences around the world have emphasized the fact that schooling should take into account the multiple channels and media that are in popular use today [Carbo, & gendina, 2012; new London group, 1996]. In the context of English art education in particular, traditional print concepts of literacy, text and meaning are being strategically displaced as teachers and school leaders begin to see that people today use language, images, sound and multimedia for everyday communication and expression and that the relevant associated competencies must be part of primary and secondary education [Hobbs, 2010; Tuzel, 2013a; Tuzel, 2013b]. Literacy today is undoubtedly “situationally specific” and “dynamically changing” [Coiro, Knobel, Lankshear, & Leu, 2008: 5] around the world. In Turkey, for example, there has been significant investment in providing primary and secondary schools with access to digital technology to support the teaching and learning [Unal & ozturk, 2012].

In this article we present a practical case of international collaboration involving teachers from secondary education from two countries working in collaboration with the authors to design and implement a intercultural learning experience that brings together Turkish and American seventh graders using social networks and digital media. The objective of the initiative was designed to help students to: a) develop confidence when expressing themselves using social media; b) promote cultural knowledge and critical thinking about the media and popular culture; c) to advance towards a global understanding among students of Türkiye and the United States. By combining specific education in social studies and language education English, this initiative explored how to use the power of social media to achieve social and cultural interaction sustained over a six-week period. The evidence from this study demonstrates that the use of digital media and social media to activate the voice of minors requires sensitivity to the different perceptions of the value of the popular culture among

teachers, as well as a solid appreciation of the asymmetries and inequalities still inherent in global information and entertainment flows.

1.1. Digitalization of intercultural learning

Globalization and digital technology have combined to open cultures to a constantly changing world. and educators have been inspired to bring the world into their classrooms, allowing students to have a civic voice [Hobbs, 2010; Stornaiuolo, DiZio, & Helming, 2013]. While traditional global friendship programs

by correspondence have taken place in the US since the 1920s [Hill, 2012], in the years following the attack In the wake of the 9/11 terrorist attack, some educators began to explore how to foster student voice and global understanding to bridge the experiences of American students with those of people in the Middle East.

Through intercultural learning experiences to increase students' experiences with different people. Of these, these types of projects should include work with international students from local universities, immigrant organizations within the community, service and learning projects, exchanges through e-mail or videos and students' trips abroad [Merryfield, 2002]. In these projects teachers can ask students to use email or online communication to develop their keyboard skills, share poetry, write reports and journals, all of which are essential dimensions of literacy.

The growth of social media has made it easier for teachers and students from different cultures to meet and work together. Teachers can encourage intercultural learning experiences as a transformative experience that teaches children to care and make a difference in the world, while also attempt to make a difference in the world [Aldridge & Goldman, 2007: 78]. These efforts can be useful not only for students, but also for teachers. Intercultural projects can not only promote

confidence in one's own expression, but also the development of a reflexive-synthetic knowledge, a concept articulated by Kincheloe, who described it as a process that fosters students' own voice while revealing to teachers and students the other hidden assumptions about the nature of knowledge same.

1.2. Media and digital literacy for global education

The term "digital literacy" emerged to reflect the broad constellation of practices necessary for online growth [Rheingold, 2012; Gilster, 1999]. Most conceptualizations focus on skills pragmatics associated with the use of digital tools and texts. As pointed out by Greenhow, Robelia and Hughes [2011: 250], "digital literacy includes knowledge of how and when to use which technologies and what forms and functions are more appropriate to one's purposes." But other definitions explicitly conceptualize digital literacy as a broader competence, adding to the tradition of literacy media and including the ability of students to access, analyze, create, reflect and act using the power of communication and information to make a difference in the world [Hobbs, 2010].

From an even broader perspective, in Europe, Asia, Latin America and media Africa, the term "literacy" and information literacy (MIL) has been recognized as a means to foster more equitable access to information and knowledge; promote freedom of expression; advance in independent and pluralistic media systems; and improve the quality of education. by empowering "citizens to understand the functions of the media and other information providers, critically evaluate their content and making decisions informed as users and information producers and media content», media literacy and information, although sometimes. It seems to encompass distinct and separate fields, it is conceptualized as a set of combined competencies necessary for life and work today [UNESCO, 2013: 16].

Only a few school projects have aimed at an evolution of the student voice by connecting young people from different communities to promote cultural understanding through media literacy. For example, Elementary school teachers in the U.S. used a variety of media literacy

practices, including viewing and discussion, critical analysis of images, audiovisual production and interaction with Kuwait Youth as a means for young people to gain knowledge of the people and cultures of a region [hobbs & al, 2011a;]. when talking about how news and media and popular culture include stereotypes about culture and its values, eight- and nine-year-old children were able to recognize that media messages (including photographs, films, websites and books) can be critically questioned. The activities Media analysis and production can help build critical thinking and activate student voice while developing linguistic knowledge and skills [Hobbs, 2007; Tuzel, 2012a; Tuzel, 2012b]. For example, during the process of an action research project, a Turkish teacher using activities of media literacy in the language arts, using texts from popular culture (movies, TV series, magazines, etc.) for learning, found an increase in levels of media literacy, critical thinking and linguistic capacity of the students; in addition to expanding textual awareness, this learning activity changed the concept of student literacy from alphabetical to multimodal [Tuzel, 2012a].

Social media and other virtual environments have the potential to play an important role in cultivating intellectual curiosity and developing a civic voice along with learning about people and cultures from around the world world. Intergroup dialogue (usually involving young adults) has proven effective in combating negative stereotypes and prejudices about countries and cultures, promoting tolerance and intercultural acceptance [Hurtado, 2005] and a growing number of organizations are bringing global dialogues closer to students using digital media [Soliya, 2014]. However, historical asymmetries of status and power between groups can affect the quality of learning for members of majority/empowered and minority/disempowered groups [Cikara, Bruneau, & Saxe, 2011].

Therefore, based on this literature analysis, we report the results of a single activity school that aimed to activate the voice of students and promote global awareness. in research In an exploratory study we examined the following questions: How did students and teachers in the US and Turkey experience the intercultural communication project? What were the achievements and limitations of using a social media sharing activity when it comes to activating student voice and building understanding intercultural?

Methods. This section briefly summarizes the study method used to explore the use of a private social network to facilitate mutual learning for secondary school teachers and students in the United States and Türkiye. The project was designed to enable American and Turkish students to: a) develop confidence in the time to express oneself using social networks; b) promote cultural knowledge and critical thinking about media and popular culture; c) develop a global cultural understanding among students of education secondary school in Türkiye and the United States. By combining education in social studies and education in the language English, this initiative helped teachers and students explore how to use the power of a social network to achieve a sustained social and cultural interaction.

The researchers developed and implemented an international learning experience program using a private social network in collaboration with the staff of the blossom school (the pseudonym of a school (private in western Türkiye). A thorough analysis of a lesson gave us the opportunity to gather information exploratory study on the way teachers and students perceive the value of using one's own voice to get to know others. people from another culture and learn about their lives, experiences and interests.

2.1 Research process

In this study, interviews, documents, observations, video recordings and work samples were used. Students were used to analyze the quality of the learning experience. Researchers conducted interviews with both teachers and students before, during, and after implementation to record the thoughts and opinions of teachers and students. Researchers paid particular attention to changes in the students' comments about the other culture. The authors also focused on the reasons for the students' posts and interactions. Therefore, the

authors tried to conduct an extensive analysis of the causes of the events and situations Ellet, 2007: 19]. The triangulation of data gives greater reliability in both how different data collection tools were used on the social network, including interviews, observation and written and visual analysis of documents.

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TEACHING VOCABULARY ACROSS THE CURRICULUM

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Annotatsiya. Lug'at chet tilini o'rganishda asosiy til ko'nikmasi hisoblanadi. Bir nechta tadqiqotlar shuni ko'rsatadiki, lug'atini o'qitish muammoli deb hisoblash mumkin, chunki ba'zi o'qituvchilar o'qitishdagi eng yaxshi amaliyot haqida haqiqatan ham ishonch hosil qilmaydilar va ba'zan lug'atni o'rganishga ko'rsatma berishni qanday boshlashni bilishmaydi. Ushbu maqola orqali yozuvchi lug'atning ahamiyati va ingliz tilini o'qitishda ba'zi ingliz tili o'qituvchilari va o'qituvchilari tomonidan qo'llaniladigan ko'plab texnikalarni tushuntirish, shuningdek, yozuvchining masalalarga shaxsiy nuqtai nazariga bag'ishlangan tegishli tadqiqotlarni umumlashtiradi. Lug'atni o'rganish chet tillarini o'rganishda muhim ahamiyatga ega. Kitoblarda yoki og'zaki muloqotda bo'lsin, yangi so'zlarning ma'nolari juda tez-tez ta'kidlanadi. Lug'at tilni o'qitishda Markaziy hisoblanadi va til o'rganuvchi uchun juda muhimdir.

Kalit so'zlar: Leksika, texnikasi, tez-tez, aloqa, amaliyot, muammoli, urg'u, xorijiy.

Vocabulary is a collection of words and phrases in language. Teaching vocabulary to students so that they have a large, expansive word knowledge and then understand the meaning behind the words, enables them to effectively express themselves clearly and in detail. It's equally as important as grammar, and grammar work together to enhance not only knowledge, but the core language skills of reading, writing, speaking and listening. Knowing and understanding a vast collection of words, where they fit and how they function in sentence structure is vitally important. It is the first and foremost important step in language acquisition. In a classroom the foreign language learning can be made interesting and efficient, interactive and interesting with the introduction of appropriate vocabulary exercises.

The building blocks of language acquisition. Without grammar, comprehension is difficult but without vocabulary, comprehension is impossible! Vocabulary instruction is a vital component of any language and literacy programme. Research has shown there is a strong correlation between vocabulary knowledge and reading comprehension. Learners who possess limited vocabulary are at a higher risk of reading difficulties. This has shown to exacerbate over time if not remediated through a well-rounded vocabulary infused curriculum. The teacher must take careful consideration in the approach, design, and implementation of the vocabulary programme.

The learner profile is the centrepiece of the type of vocabulary instruction a teacher plans in any classroom. Teaching to meet learner's vocabulary needs is a significant step to a successful vocabulary programme. The three Ms, meaningful input, many opportunities for output and mastery through practice encompass a comprehensive approach to vocabulary instruction for any learner.

Vocabulary learning can be challenging for most second language learners. Firstly, learning a new word would mean learning its form, function, and its communicative purpose. Hence, learning it only once may not be effective in retaining the word knowledge. Providing students with extensive examples and readings that include the target word together with multiple opportunities to explore the use of the word independently will enable a more fruitful vocabulary learning outcome.

Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. Recent research, however, indicates that vocabulary instruction may be problematic because many teachers are not "confident about best practice in vocabulary instruction and at times don't know where to begin to form an instructional emphasis on word learning". In this article, I summarize important research on vocabulary growth and development and share effective instructional strategies that middle school teachers can use to teach vocabulary across the content areas. My hope is that teachers will use these strategies to help students become verbophiles—"people who enjoy word study and become language enthusiasts, lovers of words, appreciative readers, and word-conscious writers".

Vocabulary can be defined as "the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". An extensive body of research exists on teaching and learning vocabulary. This research clearly indicates that enlargement of vocabulary has always been and continues to be an important goal in literacy and learning. Educators have long recognized the importance of vocabulary development. In the early 20th century, John Dewey stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. Since then, there has been an "ebb and flow of concern for vocabulary". At times, interest in vocabulary has been high and intense, and at other times low and neglected, alternating back and forth over time.

Vocabulary has long been an important topic in middle grades education, but today it could be considered a hot topic. The National Assessment Governing Board, for example, has added a separate vocabulary component to gauge student achievement in reading nationwide.

This focus is in response to recent research highlighting a decline in the vocabulary levels of college-bound 18-year-olds in recent years. This section is a summary of findings from research on vocabulary growth and development organized around four questions: When does learning vocabulary start? What does learning vocabulary mean? How is vocabulary learned?

What is the relationship between vocabulary growth and reading comprehension? These were selected because they represent fundamental and frequently asked questions about vocabulary, and these questions have been the focus for an extensive body of research that has produced key findings about teaching and learning vocabulary. Learning vocabulary is fundamentally about learning reading a text is an effective instructional technique to support vocabulary growth and enhance reading comprehension; however, research indicates otherwise. For example, the popular practice of requiring definition of words. Many teachers believe that defining words before students to find definitions of words and write those words in sentences before reading appears to have little apparent impact on their word knowledge and language use, and has not improved student comprehension of texts that contain those words. Similarly, Stahl and Fairbanks (1986) found that instructional methods that provide only definitional information about each word to be learned or that involve multiple repetitions of definitional information about a target word do not appear to have reliable effects on reading comprehension.

Allen identifies three reasons why strategies that focus on word definitions are not effective: (1) a word can have multiple definitions and meanings depending on the geographic location in which a person lives, (2) a word can have a definition that may not be correct in a particular context, and (3) definitions of words often lack adequate information for students to use them correctly. These findings suggest that learning vocabulary is more complex than simply memorizing definitions of words; rather, it involves seeing, hearing, and using words in meaningful contexts. Strategies that focus on word recognition and word use in meaningful contexts are most likely to positively affect vocabulary growth.

Teachers at all levels and across all disciplines should use these and other strategies in their classrooms as part of teacher-as-researcher or action research projects that investigate the teaching and learning of vocabulary across the curriculum. Such findings would help narrow the gap between theory and practice, support the notion of teachers as learners and inquirers, and provide real-life examples from real teachers in real classrooms. Vocabulary teaching represents an immense part of our jobs as teachers. We have a responsibility to help develop our students' vocabulary breadth and depth. We believe that this, as shown in the poem below, will open the world for them.

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НЕМИС МИЛЛАТИГА МАНСУБ БЎЛГАН ФАМИЛИЯЛАРНИНГ КЕЛИБ ЧИҚИШ ТАРИХИ ХУСУСИДА

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Аннотация: Ушбу илмий мақолада немис миллатига мансуб бўлган фамилияларни келиб чиқиш тарихи хусусида фикр юритилган ва мисоллар билан ёритилган. Жумладан,

фамилиялар ҳам тарихнинг бир бўлаги, миллат ва мамлакат тараққиётининг кўзгуси ҳисобланади.

Калит сўзлар: атоқли отлар, тадқиқот, тарих, тил соҳиби, миллат, мамлакат, тараққиёт, немис тили, келиб чиқмоқ, кўзгу, қисм, фамилия.

Дунё – катта кўзгу. Унда мамлакатлар, миллатларнинг кўҳна тарихи аксини кўриш мумкин. Лекин тил соҳибларнинг айтишича, фамилиялар ҳам тарихнинг бир бўлаги ҳисобланиб, миллат ва мамлакат тараққиётининг кўзгуси, қолаверса одамларнинг хотирасида ўтмишда бўлиб ўтган воқеаларни тиклашга ёрдам беради. Немис тилшунос олими Якоб Гримм (1785-1863) миллатнинг қадимий фамилиялар дунёси билан шуғулланган. Жумладан, у қуйидаги фикрларни билдирган: “Фамилияларнинг тадқиқоти тилимиз, урф-одатларимиз, авлод-аждодларимизнинг тарихини янада чуқурроқ билишимизга туртки бўлади. Уларни мисқоллаб йиғиб, мазмун моҳиятини очиб беришимиз керак”.

Фамилияларнинг илмий-методик тадқиқоти XIX асрда бошланган, лекин уларнинг келиб чиқиши ўрта асрга тўғри келади. Немис миллатига мансуб бўлган фамилиялар тарихи хусусида фикр юритишдан олдин, “фамилия” тушунчаси маъносини билишимиз мақсадга мувофиқдир. Н.В.Подольскаянинг рус тилидаги ономастик терминологиясига оид луғатида “фамилия” сўзига қуйидаги таъриф берилган: “Фамилия” – антропоним (исмлар тадқиқоти билан шуғулланувчи таълимот) шакли. Инсонга мерос бўлиб ўтадиган, маълум бир оилага мансублигини билдирадиган расмий ном ҳисобланади. Фамилия исмга қўшиб айтилади, шахснинг келиб чиқишини аниқлаб беради. Исм билан фамилия бир-биридан функционал, ижтимоий ва таркибий хусусиятларига кўра фарқланади. Фамилиянинг жамиятда ижтимоий-тарихий ва тил категорияси сифатида ривожланиши инсониятнинг ижтимоий-иқтисодий тараққиётининг асосий боғиқлари билан узвий боғлиқдир.

Фамилияларни қуйидаги турлари мавжуд:

- касб, лавозимни акс эттирувчи фамилиялар;
- қишлоқ хўжаликнинг турли соҳалари номи билан аталган, шаҳарда мавжуд бўлган касблар номи билан боғлиқ бўлган фамилиялар;
- савдогарлик билан боғлиқ бўлган фамилиялар.

Ушбу гуруҳга жамиятнинг зодагонлари ўзларидан юқори турган амалдорларга хизмат қилувчи кишилар фамилиялар киради. Масалан, “Maier” кам учрайдиган фамилия ҳисобланади, Германияда 5- ўринда туради. Мазкур фамилиянинг турли шакллари мавжуд. Германиянинг шимолий ва марказий ҳудудларида фамилиянинг ўзагида - е, жанубда эса –а ҳарфи билан фарқланади (Meyer – Mayer), бундан ташқари, фамилиянинг қаратқич келишиги шакллари ҳам мавжуд. Масалан, Meyers, Mayers, Meyern, Mayern.

“Meier” фамилияси лотинча сўзи “maior – magnos” сўзининг қиёсий даражаси бўлиб, зодагон, амалдор маъносини билдириб, ер мулкдорлари хўжалигини, солиқ ишларини бошқарувчиси ҳисобланар, фермер хўжалигини фуқаролар суди раиси вазифаси ҳам унинг зиммасида эди. Лекин XIII-XIV асрларда касаначилик билан шуғулланиб, шаҳарма-шаҳар кезиб юрган одамларни ҳам “Meier” деб аташган.

Кўплаб фамилиялар қишлоқда яшовчи одамларнинг уйининг жойлашувига қараб берилган. Масалан, Brinkmeier, Niedermeier (1.Бринкмаер, Шимолий Рейн Вестфалия, Германия, 2.Нидермаер, Саксония, оилавий тадбиркорлик маъносини англатади, Германия); сабзавотларнинг номи билан аталган фамилиялар: Gerstenmaier, Kohlmeyer; солиқчилар касби билан боғлиқ бўлган фамилия: Tegetmeier.

Фрайбургли (Германия) антрополог олим Конрад Кунце фамилияларнинг ўзагида “meier” қўшимчасини 7161 марта учраши мумкинлигини айтиб этган. Ўрта асрда

Германияда энг кўп тарқалган, қишлоқ хўжалик соҳасида ишловчи, касбни ифодаловчи фамилия – “Bauer” (деҳқон, ишчи). Унинг турли вариантлари мавжуд. Масалан, Baur, Buhr, Buehrlen, Baeuerte, Pauer, Paur, Meier. Вестфалияда (Германия) одамларнинг ижтимоий аҳволига қараб фамилиялар берилган: (қамғал) Koeter, Koether, Kaetner, Haeusler, (амалдор) Hoefler, Hofer, Huber, (боғи бўлган одамни) Seldner, Sellner, Soeldner, Gaertner, Baumgaertner, (ўримчи) Pflueger, (тегирмончи) Drescher, (комбайнчи) Maehder. “Schneider” (тикувчи) фамилияси касбга доир бўлиб, ҳозирда кўп учрайдиган фамилиялар ичида 3-ўринда туради. Бу касб ўрта асрда қадимий шаҳарларда кенг тарқалган. Масалан, Франкфуртда, шимолий Германияда – “Schroeder”, Шлезвиг-Голштайнда, Нидерзаксенда, Вестфалияда, жанубий Германияда – Schroeter” вариантлари мавжуд эди.

Қадимдан туз инсон ҳаётида муҳим аҳамиятга эга бўлган. Тасодиқ эмаски, латин тилида тузни “sal”, саломатлик “salus” деб аталган, бу ўхшашлик бежиз эмас. Баъзи бир миллатларда тузни илоҳий саналган. Туз конлари бор бўлган шаҳарларни унинг номи билан аташган. Масалан, Salzburg, Salzgitte, Selters, Halle, Bad-Reichenhall (Зальцбург, Зальцгиттер, Зелтерс, Галле, Бад-Райхенхалл, Германия). Тузни ишлаб чиқиш билан боғлиқ бўлган кўплаб касблар ривожланиб, фамилияларда ўз аксини топди. Масалан, тузни кемада порт шахрига етказган одамларнинг фамилияси “Soltkahn, Salzmann, Salzer, Saltner”, туз савдогарларни “Kraemer”, туз конидаги ишчиларни “Salzbauer”, туз конига эга бўлган роҳибга “Salzwimmer, Gluecklicher”, қор ерларни туз билан тозалайдиганларни “Huetttenknechte, Huettenschreiber, Huetttenmeister, Huettler” каби фамилиялар берилган.

Хулоса қилиб айтганда, таълим олувчилар тили ўрганилаётган мамлакатнинг тил соҳибларнинг фамилиялар, исмлари дунёсига доир бўлган билимларга эга бўлиши, уларнинг келиб чиқиш тарихини ўрганиш мобайнида мамлакат, миллатнинг тарихи, ҳаёт тарзи, касби ҳақида кўплаб мамлакатшунослик билимларга эга бўлиши мақсадга мувофиқдир. Таълим олувчилар тарихдан сабоқ олиб, ўзларини интеллектуал бойитади, ўзга миллатга бўлган ҳурмати ошади ва албатта уларнинг чет тилни ўрганишда маъсулияти ва қизиқиши ортади.

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FEEDBACK IS ONE OF THE WAYS OF ASSESSMENT

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Annotatsiya. Ushbu maqolada o'qitishda fidbek berishning maqsad va turlari haqida so'z boradi, shuningdek, aniq va o'rinli maslahat berish borasida ko'rsatmalar keltirilgan.

Kalit so'zlar: Feedback- maslahat, tanqid, behavior- xulq-atvor, encouragement- qo'llab-quvvatlash, praisemaqtov.

Teaching is mainly an intellectual task. Giving feedback is an art. All students will benefit from clear, productive and timely feedback.

In the past, the term 'feedback' was associated with negativity and it frightened everyone as the term was equated with finding faults or warning someone against something. Examples of such feedback are:

"You are not doing what you should be doing! Your behavior is not acceptable! If you continue to behave like this, you will have to quit the organization". This type of negative feedback has negative impact on those who receive it. Feedback should be positive. Being "positive" doesn't mean being unnaturally happy or saying work is good when it isn't. Being positive means describing how the strengths in a student's work match the criteria for good work and how those strengths show what the student is learning. Being positive means pointing out where improvement is needed and suggesting things the student could do about it. Just noticing what is wrong without offering suggestions to make it right is not helpful.

Positive feedback is associated with reinforcement, appreciation encouragement, personal development, etc. The purpose of giving feedback is to appreciate someone for some good work done, encourage them to continue to do so and give constructive suggestions to help them blossom. If a person is said to have excellent communication skills, they are expected to be good at giving and receiving feedback. Giving positive feedback means using positive language and creating conducive environment for personal growth. The following are instructions for giving positive feedback.

- Be fair in your comments.
- Use positive words and phrases.
- Use gentle and polite body language.
- Establish and maintain good eye contact while giving your feedback.
- Make the person believe that you are interested in their growth.

Here are some examples of positive feedback:

- Congratulations! It was a wonderful presentation.
- Great performance! You have clarity of thought and clarity of expression. Keep it up!

How to state something negative in a positive manner? Feedback is given not with the intention of hurting or discouraging the person who receives it. It is given with the objective of helping the person become aware of the negative aspects or limitations of something, eg. oral presentation, and make efforts to

improve on it. Look at these examples:

- The structure of your presentation was not good.
- Your voice modulation was not good.

The above are typical negative feedback. When feedback is predominately negative, studies have shown that it can discourage student effort and achievement [1-123]. Like my experience, as a teacher, most of the time it is easy to give encouraging, positive feedback. However, it is in the other times that we have to dig deep to find an appropriate feedback response that will not discourage a student's learning. This is where the good teachers, the ones students remember forever in a positive light, separate themselves from the others. Tunstall and Gipps [2-185] developed a typology of teacher feedback based on observations in primary schools. They divided feedback into two main kinds: descriptive and evaluative. Positive evaluative feedback includes rewards, general praise, and the like. Negative evaluative feedback includes punishments, general criticisms, and so on. On the descriptive side, however, all of the feedback has a positive intention.

Even criticism, if it is descriptive and not judgmental, is intended to be constructive. Tunstall and Gipps [2-187] talk about descriptive feedback as being composed of 'achievement feedback' and 'improvement feedback'. Achievement feedback describes or affirms for a student what was done well and why.

Improvement feedback describes for a student what more might be done and what strategies might lead to improvement of the work. Providing feedback means giving students an explanation of what they are doing correctly and incorrect-ly. However, the focus of the feedback should be based essentially on what the students is doing right. It is most productive to a student's learning when they are provided with an explanation and example as to what is accurate and inaccurate about their work.

When feedback is given immediately after showing proof of learning, the student responds positively and remembers the experience about what is being learned in a confident manner. If we wait too long to give feedback, the moment is lost and the student might not connect the feedback with the action.

Students are quick to figure out which teachers use meaningless praise to win approval. If you are constantly telling your students "Good Job" or "Nice Work" then, over time, these words become meaningless. If you are delighted with a student's recent on-task behaviors, go above and beyond with the encouragement and praise.

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АНГЛИЦИЗМЫ – КАК ВЕТКА ЗАИМСТВОВАНИЯ СЛОВ В РУССКОМ ЯЗЫКЕ

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Аннотация. Данная статья рассматривает влияние языков, в частности, английского языка, на развитие лексикологии русского языка в процессе его исторического развития

Ключевые слова. Грамматика, лексикология, заимствования, сфера, исследование, структура, технология, термин, разновидность

Англицизмы – это заимствования из английского языка, которые прочно вошли в различные сферы жизни русского языка. В последние десятилетия влияние английского языка значительно усилилось, что связано с глобализацией, распространением технологий, культуры и науки.

Причины появления англицизмов:

1. Глобализация и международные связи. С ростом международного сотрудничества, развитием интернета и технологий, увеличивается количество контактов между носителями разных языков, и английский язык играет роль глобального посредника.

2. Развитие информационных технологий. Английский является языком IT-индустрии и технологий. Большинство терминов в компьютерной и цифровой сфере приходят именно из английского: «компьютер», «интернет», «софт», «апдейт» и т.д.

3. Мода на западную культуру. Музыка, кино, мода и другие аспекты культуры часто ориентированы на англоязычные страны. Поэтому англицизмы активно используются в рекламной и развлекательной сферах: «селфи», «шопинг», «фудкорт».

4. Недостаток собственных терминов. В ряде случаев англицизмы заполняют пробелы в русском языке, где отсутствуют соответствующие понятия. Например, в бизнесе и маркетинге активно используются термины: «менеджмент», «бренд», «стартап», «дауншифт». «Downshift» - включить пониженную передачу. В современном языке слово применяется не только к машинам, но и к людям. Дауншифтинг сейчас - это целая философия, которая чем-то похожа на философию хиппи и подпитывается идеями простой, медленной жизни.

Дауншифтинг – это когда человек отказывается от материальных ценностей и ориентируется только на себя, вкладывая любые свои ресурсы в то, что ему действительно интересно: спорт, духовное развитие, путешествия и т.п.

Если посмотреть на современный ритм жизни и статистику депрессий, даже удивляться не приходится росту числа дауншифтеров. Люди тяготеют к спокойной и мирной жизни.

Фамилект – это отголоски диалекта внутри одной семьи. Слово из англ. family - семья.

Среди первых исследователей фамилектов была профессор лингвистики в Джорджтаунском университете - Синтия Гордон, выпустившая в 2009 году свою книгу, освящающую особые языковые диалекты в разных семьях.

Откуда появляются слова, пополняющие фамилект? Зачастую это слова, которые коверкают маленькие дети, а потом они уже подхватываются взрослыми и становятся частью устной речи. Но очень часто оговариваются и взрослые. А ещё люди просто любят изобретать новые слова. И они тоже становятся частью фамилекта.

Моргенмуффель - это человек, который с самого утра в плохом настроении, и это самое утро у него никогда добрым не бывает. Он будет докапываться до любой мелочи. Даже если вы просто дышите с ним одним воздухом.

Слово джентльмен образуется из двух слов: латинского gentilis («принадлежащий к расе или родне») и английского man («мужчина»).

Изначально слово джентльмен означало мужчину благородного происхождения (это было базовым определением аристократа, следующим званием было - эсквайр), но потом так стали называть образованного и воспитанного мужчину, почтенного и уравновешенного (чопорного и невозмутимого).

С точки зрения образа, сформированного в общественном сознании, джентльмен отличается безупречными манерами и галантным поведением по отношению к женщинам. В частности, он ни в коем случае не посмеет обращаться с ними грубо, в обществе дам будет неукоснительно соблюдать правила этикета.

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Слово “вокзал” дает нам еще один пример того, как фамилии людей переходят на вещи. В XVII в. некая англичанка Джейн Вокс (Vaux) владела под Лондоном парком и помещением (по английски - hall) для увеселений.

Первоначальное значение сложного слова Vauxhall (то есть «дом, принадлежащий Вокс») забылось, со временем этим словом стали называть здание для пассажиров. В русском языке произошло и звуковое переоформление: последняя часть изменилась под воздействием слова «зал».

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MEXATRONIKA YO'NALISHLARIDA INGLIZ TILI O'QITISHDA PRODUKTIV KO'NIKMALARNI RIVOJLANTIRISH VOSITALARI VA ULARNING XUSUSIYATLARI

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Annotatsiya: Mexatronika yo'nalishida o'qiydigan talabalarga ingliz tili o'qitishda produktiv ko'nikmalarni (ya'ni, yozma va og'zaki ifoda) rivojlantirish vositalari muhim ahamiyatga ega deb hisoblaymiz. Ushbu maqolada mexatronika yo'nalishida o'qiydigan talabalarga ingliz tili o'qitishda produktiv ko'nikmalarni interfaol vositalar yordamida rivojlantirish bo'yicha izlanishlar olib borganmiz. Bu ko'nikmalar talabalarning texnik mavzularni aniq tushunishi va ularga tegishli jarayonlarni ingliz tilida ifoda eta olishlarini ta'minlaydigan vositalar ekanligi bizga ma'lum.

Kalit so'zlar: Mexatronika, produktiv, robototexnika, interfaol metodlar, interaktivlik, kompetentsiya, kommunikativ maqsad.

Kirish: Jahon miqyosidagi globallashuv sharoitida mamlakatlar o'rtasida o'zaro siyosiy-ijtimoiy, iqtisodiy va diplomatik aloqalar, muhandislik va texnologiya sohalarida keng qamrovli hamkorliklar amalga oshirilmoqda. So'nggi vaqtlarda yangi avlod mashinalarini yaratayotganda mexanik qismlarning funksiyalarini mashina boshqarish sistemasi tarkib topgan intellektual (elektron, kompyuterli va axborot) qismlarga o'tkazish tendentsiyasi kuzatilmoqda. Intellektual qismlar yangi topshiriqqa mos ravishda oson qayta dasturlanadi. Bu esa mashinaning imkoniyatlarini oshiradi. Shu bilan birga, texnika rivojlanishi bilan mashinaning har xil fizik shaklga ega bo'lgan (mexanik, elektromexanik, elektron va axborot) qismlari konstruktiv yaxlit bir butunlikka birlashtirilmoqda. Ana shunday “aqlli” mashinalar mexatronik deb ataladi.

“Mexatronika” atamasi 1969-yilda Yaponiyada muhandis Tetsuro Mori tomonidan o'ylab topildi. Bu atama mashina va agregatlar ishchi organlarini elektron yarim o'tkazgichli o'zgartgichlar bilan boshqariladigan elektromexanik uskunalar elektrodvigatellarini belgilash uchun ishlatilgan edi. Keyinchalik 1972-yilga kelib bu tushuncha Yaskawa Electric kompaniyasining savdo belgisi sifatida ro'yxatdan o'tkazilgan. Mexatronika atamasi “Mexanika” va “Elektronika” so'zlari birlashuvidan paydo bo'lgan «MEXAnika» va «elekTRONIKA». Bunday birlashuv texnikaning yangi avlodlarini yaratilishi va uskunalarining yangi ko'rinishlarini ishlab chiqish, ilm-fan va texnika jabhalardagi bilimlarni integratsiyasini anglatadi deb o'laymiz.

Tadqiqot metodologiyasi: Mexatronika yo'nalishida o'qiydigan talabalarni ingliz tilida o'qitish uchun bir qator vositalar va usullardan foydalanishimiz mumkin. Masalan, mexatronika

yo'nalishi uchun maxsus o'quv dasturlari va materiallar ishlab chiqilgan. Aniqroq qilib aytadigan bo'lsak, "English for Mechatronics" nomli o'quv qo'llanmani mexatronika va robototexnika yo'nalishi talabalari uchun ishlab chiqqanmiz. Bu o'quv qo'llanma mexatronika va robototexnika bilan bog'liq atamalar, iboralar va matnlarni o'z ichiga oladi. Bu materiallar talabalarga texnik hujjatlarni o'qish, texnik masalalarni muhokama qilish va hisobot yozishda yordam beradi degan umiddamiz. Shuningdek bu o'quv qo'llanma mexatronika yo'nalishida ishlatiladigan texnik atamalar va grammatika bo'yicha mashg'ulotlarni ham o'z ichiga oladi. Talabalar ingliz tilini real texnik holatlar asosida o'rganadilar.

Masalan, avtomatlashtirish va robototexnika kabi mavzularni o'rganishda talabalarga kichik guruhlar shaklida muammolarni hal qilish va texnik yechimlarni taqdim etish vazifalari yuklatiladi. Bu jarayon talabalarining muloqot qilish va muammolarni hal etish ko'nikmalarini rivojlantirishga yordam beradi deb o'ylaymiz. Shuningdek dars o'tish jarayonida foydalaniladigan interfaol metodlar, case study, guruhda ishlash, role play, brainstorming, va shu kabi bir qator metodlar talabalarda jamoa bo'lib ishlashda texnik tushunchalarni aniq va ravon tushuntirishni, shuningdek, prezentatsiyalar o'tkazish ko'nikmalarini, texnik hujjatlarni yozishda va og'zaki muloqotda kerakli bo'lgan texnik lug'atni rivojlantirishni, texnik jarayonlarni ingliz tilida tushuntirish, muloqot qilish va muammolarni hal qilish bo'yicha amaliy ko'nikmalarni shakllantirishga juda katta yordam beradi deb o'ylaymiz. Ushbu vositalar mexatronika yo'nalishidagi talabalarni xalqaro texnik muhitda muvaffaqiyatli ishlashlari uchun tayyorlashda juda muhim hisoblanadi.

Muhokama: Nofilologik ta'lim muassasalarida chet tilini o'rganishning asosiy maqsadi kommunikativ kompetentsiyani shakllantirishdir, boshqa barcha maqsadlar (tarbiyalash, o'qitish, rivojlantirish) ushbu asosiy maqsadni amalga oshirish jarayonida amalga oshiriladi. Kommunikativ yondashuv muloqotni o'rgatish va Internet faoliyatining asosi bo'lgan madaniyatlararo ta'sir o'tkazish qobiliyatini shakllantirishni o'z ichiga oladi. Hozirgi vaqtda aloqa, interaktivlik, muloqotning haqiqiyliigi, madaniy sharoitda tilni o'rganish, ta'limning avtonomligi va insonparvarligi masalalariga ustuvor ahamiyat berilmoqda. Ushbu tamoyillar madaniyatlararo kompetentsiyani kommunikativ qobiliyatning tarkibiy qismi sifatida rivojlantirishga imkon beradi. Chet tillarni o'qitishning yakuniy maqsadi chet tilidagi muhitda erkin yo'nalishni va turli vaziyatlarda yetarli darajada javob berish qobiliyatini o'rgatishdan iborat deb o'ylaymiz. Internet-resurslardan foydalangan holda chet tillarini o'rgatishning asosiy talablaridan biri bu darsda o'zaro ta'sirni yaratishdir, bu odatda metodikada interaktivlik deb nomlanadi. Interaktivlik - bu "nutq vositalari yordamida kommunikativ maqsad va natijadagi sa'y-harakatlarni birlashtirish, muvofiqlashtirish va to'ldirish" deb hisoblaymiz.

Xulosa. Shunday qilib, dars jarayonida AKTdan foydalanmasdan zamonaviy ingliz tili darslarini tasavvur qilish qiyin. Ulardan foydalanish o'quv jarayonining ko'lamini kengaytiradi, uning amaliy yo'nalishini oshiradi. Ingliz tili darsida AKT va internet resurslaridan foydalanish butun uslubiy, pedagogik va psixologik tamoyillarni to'liqroq amalga oshirish imkonini beradi va bu orqali produktiv ko'nikmalar yetarli darajada shakllanishi yuzaga keladi. Ingliz tili o'quv dasturlarida kompyuterlardan foydalanish kommunikativ muammolarni hal qilish samaradorligini oshiradi, talabalarining nutq faoliyatining xar hil turlarini rivojlantiradi va talabalarining darsda chet tili faoliyatini o'rganishga barqaror motivatsiyasini shakllantiradi. 21-asrda jamiyat kundalik muloqotda ham, kasbiy sohada ham ingliz tilini amaliy bilish talablarini yanada oshirmoqda. Axborot hajmi o'sib bormoqda va ko'pincha uni uzatish, saqlash va qayta ishlashning odatiy usullari samarasiz. Axborot texnologiyalaridan foydalanish kompyuterning bilim olish vositasi sifatidagi ulkan imkoniyatlarini ochib beradi. Ammo shuni unutmasligimiz kerakki, multimedia texnologiyalaridan foydalanish o'qituvchisiz sezilarli pedagogik samara bera olmaydi deb hisoblaymiz, chunki bu texnologiyalar faqat o'qitish usullari va vositalaridir. O'quv jarayonidagi kompyuter mexanik o'qituvchi emas, u talabalarga dars berish va o'qitish imkoniyatiga ega emas, shuning uchun ham kompyuter faqatgina

o'qituvchilik faoliyati imkoniyatlarini oshiruvchi va kengaytiruvchi vosita deb o'ylaymiz. Prezident Sh.Mirziyoyev tomonidan ta'lim tizimini takomillashtirish bo'yicha o'tkazilgan videoselektor yig'ilishida Finlandiya ta'limini misol qilib, maktabda o'qitish metodikasi o'zgarmasa, ta'lim sifati ham, mazmuni ham muhiti ham o'zgarmasligini ta'kidlaydilar. Interaktiv sharoitda til o'rganishni qo'llab-quvvatlash uchun chet tilida produktiv ko'nikmalarni shakllantiradigan materiallarni yanada takomillashtirish usullari tanqidiy ko'rib chiqish zarur deb o'ylayman. Oxirgi yarim asr davomida bizni til o'rganish va o'rgatishga oid tasavvurimizda kata o'zgarishlar sodir bo'ldi. Olib borilgan tadqiqotlardan ma'lumki, qisqa muddat uchun mo'ljallangan produktiv ko'nikmalarni o'rgatishda aniq ko'rsatmalardan iborat mashqlar bilan ishlash yuqori samara beradi. Quvonarlisi, darslar davomida olib borilgan "tahlil jarayonida ma'lum bo'lgan lisoniy-madaniy farqlar chet tilini o'rganuvchilar zarariga emas, balki ularning foydasiga ishlaydigan kommunikativ qobiliyatning mo'ljallanayotgan shaklini hosil qilish, ularning tezroq yangi madaniyatga moslashuviga ko'mak beradigan manbaga aylanishini ta'minlashi lozim".

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INGLIZ TILIDAGI ERGATIV FE'LLARNI O'RGANISHNING MURAKKABLIGI

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Kirish

Ergativ fe'llar ingliz tilidagi sintaktik va semantik xususiyatlari bilan ajralib turuvchi o'ziga xos fe'llar sirasiga kiradi. Bu turdagi fe'llarni tushunish va to'g'ri qo'llash chet tilini o'rganayotganlar uchun qiyinchilik tug'dirishi mumkin, chunki ergativ fe'llar nafaqat grammatik jihatdan, balki semantik jihatdan ham murakkab tuzilishga ega. Ushbu tezisda ingliz tilidagi ergativ fe'llarni o'rganishning murakkablighi, yetakchi tilshunoslarning nazariyalari va o'rganishda uchraydigan asosiy qiyinchiliklar ko'rib chiqiladi.

Ergativ fe'llarning ta'rifi va xususiyatlari

Ergativ fe'llar ma'lum bir fe'lning ham o'timli, ham o'timsiz shaklda ishlatilishi bilan ajralib turadi, bunda o'timsiz fe'l qatnashgan gap tarkibidagi ega o'timli fe'l qatnashgan gapdagi to'ldiruvchi bilan mos keladi [Comrie, 1978]. Masalan,

"The glass broke", ya'ni "Stakan sinib ketdi" (O'timsiz)

"She broke the glass", ya'ni "U stakanni sindirdi" (O'timli)

Yuqoridagi misolda "glass" (stakan) so'zi o'timsiz fe'l qatnashgan gapda ega bo'lib kelsa ("The glass broke"), o'timli fe'l qatnashgan gapda to'ldiruvchi vazifasida qo'llaniladi ("She broke the glass"). Ergativ fe'llarni shu turdagi sintaktik rolning o'zgarishi va ma'noning saqlanishi bilan ajratish mumkin.

Ergativ fe'llarni o'rganishdagi murakkablik

Ergativ fe'llarni o'rganishning murakkabligi, ko'p hollarda, boshqa fe'l turlaridan farqini ajratib olishda namoyon bo'ladi. Levin [1993] ta'kidlaganidek, o'quvchilar ergativ noergativ fe'llarni farqlashda qiyinchilikka duch kelishadi, chunki har bir o'timsiz fe'l ergative xususiyatga ega emas. Masalan,

"The vase shattered", ya'ni "Guldon sinib ketdi" (Ergativ)

"The child laughed", ya'ni "Bola kuldi" (Noergativ)

"Shattered" ("sinib ketdi") ergativ fe'l bo'lsa, "laughed" ("kuldi") fe'li ergative hisoblanmaydi, chunki bu fe'lni o'timli shaklda ishlatib bo'lmaydi ("She laughed the child" shakli noto'g'ri hisoblanadi). Bunday sintaktik farqlar ko'p hollarda o'quvchilarni adashtiradi.

Kognitiv va semantik qiyinchiliklar

Kognitiv nuqtai nazardan, ergativ fe'llar gapning tuzilishini va fe'lning argumentlarini o'rganishda murakkablik tug'diradi [Pinker, 1989]. Ergativ konstruksiyalar egaga xos xususiyatlar va kauzativlik o'rtasidagi farqni noaniq qilib qo'yadi, bu esa o'z o'rnida to'g'ri tematik rollarni aniqlashni qiyinlashtiradi. Rappaport Hovav va Levin [1998] ta'kidlaganidek, ergativ fe'llar kauzativ almashinishni ko'rsatadi, ya'ni ma'no bir xil bo'lib qolsa ham, fe'l hodisaning o'z-o'zidan sodir bo'lishini yoki agent tomonidan amalga oshirilishini ifodalashi mumkin. Masalan,

"The door opened", ya'ni "Eshik ochildi" (O'z-o'zidan sodir bo'lish)

"He opened the door", ya'ni "U eshikni ochdi" (Agent tomonidan amalga oshirilgan)

Bu kabi kauzativ va o'z-o'zidan sodir bo'luvchi ma'nolar o'rtasidagi almashinuv o'quvchilar uchun ma'noviy noaniqlikni keltirib chiqaradi va noaniq holatlarni keltirib chiqaradi.

Ergativ fe'llar bo'yicha tilshunoslik nazariyalari

Tilshunoslik nazariyalari ergativ fe'llarning o'ziga xos xatti-harakatlarini tushuntirish uchun turli xil yondashuvlarni taklif qilgan. Bunda eng ko'zga ko'ringan yondashuvlardan biri Comrie [1978] tomonidan taklif qilingan akkuzativ va ergativ fe'llar o'rtasidagi farqlashdir. Akkuzativ fe'llar, masalan, "to fall" (tushmoq) yoki "to break" (sinmoq) kabi fe'llar, eganing roli to'ldiruvchi sifatida sintaktik tuzilmaning ichida boshlanadi. Ergativ fe'llarda esa, ega tashqi argument sifatida boshlanadi. Bu farqlash o'quvchilarga qaysi fe'llar o'timli(tranzitiv) va o'timsiz(intranzitiv) konstruksiyalar o'rtasida almashinuv ko'rsatishini (Masalan, "The vase shattered" (Guldon sindi)/ "She broke the vase" (U guldonni sindirdi)) va qaysi fe'llar buni qila olmasligini (masalan, "The child laughed" ("Bola kuldi")) tushunishga yordam beradi. O'quvchilar ushbu sintaktik farqlarni yaxshi o'zlashtirgandan so'nggina, ergativ fe'llarni to'g'ri qo'llay oladilar.

Tillararo ta'siri va transferi

Ergativ fe'llarni o'rganishning murakkabligi tillararo ta'sir bilan yanada murakkablashadi. Masalan, rus yoki yapon tillarida ergativ fe'llar ingliz tilidagi ergativ qoidalarga to'g'ri kelmaydi [Levin & Rappaport Hovav, 2005]. Natijada, o'quvchilar ona tillaridan noto'g'ri tuzilmalarni ingliz tiliga transfer qilishadi. Masalan, rus tilida ergativ konstruksiyalar ko'pincha refleksiv fe'llar yordamida ifodalanadi (masalan, "Стакан разбился" – "Stakan sindi"). Shuning uchun, o'quvchilar ushbu tillararo farqlarni tushunishi va ulardan to'g'ri foydalanishi kerak.

Ergativ fe'llarni o'rgatish: qiyinchiliklar va strategiyalar

Yuqorida ko'rsatib o'tilgan murakkab holatlar tufayli, ergativ fe'llarni o'rgatish til o'rgatuvchilar uchun qiyin vazifa hisoblanadi. Ellis [2006] ta'kidlaganidek, ergativ fe'llarni

aniqlash uchun kontrastiv tahlil va aniq grammatika qoidalariga asoslangan yondashuvlar yordam berishi mumkin. Biroq, faqat yodlash yoki kontekst asosida taxmin qilish kabi an'anaviy usullar bu fe'llarning semantik va sintaktik xususiyatlarini o'rgatishda samarasiz bo'lishi mumkin. Ergativ fe'llarni o'rgatishda visual yordamlar va sintaktik daraxt diagrammalaridan foydalanish samarali bo'lishi mumkin. Bundan tashqari, korpus ma'lumotlariga asoslangan misollar yordamida keng qo'llaniladigan ergativ fe'llarni (masalan, "to melt", "to break", "to open", "to close") turli konstruksiyalarda taqdim etish o'quvchilarni to'g'ri qo'llashga o'rgatadi [Biber, Conrad & Leech, 2002].

Xulosa

Ingliz tilidagi ergativ fe'llarni o'rganish murakkab va ko'p qirrali jarayon bo'lib, til o'rganuvchilardan sintaktik va semantik bilimlarni chuqur o'zlashtirishni talab qiladi. Yuqorida ta'kidlaganimizdek, ushbu turdagi fe'llarning murakkabligi asosan uchta omil bilan bog'liq: sintaktik rol o'zgarishi, kauzativlik va agentivlikka oid noaniqliklar hamda tillararo interferensiya. Sintaktik o'zgarishlar, ya'ni o'timli va o'timsiz shakllar o'rtasida egani to'ldiruvchi rolida qo'llash, bu fe'llarni boshqalaridan farqlashda chalkashlik keltirib chiqaradi. Masalan, har qanday o'timsiz fe'l hisoblanmaydi, bu esa o'rganuvchilarning bu fe'llarni Grammatik jihatdan noto'g'ri tasniflanishiga olib keladi [Levin, 1993, p.74].

Ergativ fe'llarni samarali o'rganish va o'rgatish uchun an'anaviy yondashuvlardan tashqari (masalan, yodlash yoki qoida asosida tushuntirish) zamonaviy yondashuvlardan ham foydalanish zarur. Ellis [2006, p. 331-335] ta'kidlaganidek, kontrastiv tahlil, tushuntirish asosida o'rgatish va turli kontekstual misollar orqali ergativ fe'llarning rol o'zgarishlarini tushuntirish o'quvchilarning bu murakkab tuzilmalarga nisbatan aniqligini oshirishi mumkin. Ergativ fe'llarni chuqurroq o'zlashtirish uchun o'quvchilarga bir qator strategiyalarni qo'llashni tavsiya etish mumkin:

1. Kontrastiv tahlil: Ergativ va noergativ fe'llarni taqqoslab o'rgatish orqali farqlarni aniqlash.
2. Korpus tahlil: Tabiiy matnlarda ergativ fe'llarning qanday ishlatilishini kuzatish va real misollarni tahlil qilish.
3. O'rgatish materiallarini farqlash: Fe'llarning semantik va pragmatik xususiyatlarini yoritib berish va turli kontekstlarda qo'llash.

Shunday qilib, ergativ fe'llarni o'rganish grammatik va semantik bilimlar asosida yondashishni talab qiladigan jarayon bo'lib, o'quvchilar va tilshunoslar bu masalaga chuqurroq yondashishlari lozim. Ushbu murakkabliklarni tushunish va ularni yengish o'quvchilarni nafaqat Grammatik jihatdan mustahkam qiladi, balki ingliz tilidagi turli xil sintaktik konstruksiyalarni chuqurroq o'zlashtirishiga yordam beradi. Shu bois, ergativ fe'llarni to'g'ri o'zlashtirish ingliz tili o'rganishda yuqori darajaga erishish uchun muhim hisoblanadi va bu bilim boshqa murakkab sintaktik tuzilmalarga nisbatan ham qo'llanilishi mumkin.

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DIDAKTIK O'YINLAR VOSITASIDA BOSHLANG'ICH SINIF O'QUVCHILARNING LEKSIK KOMETENSIYANI SHAKLLANTIRISH

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Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarida leksik kompetentsiyani o'rgatish jarayonida didaktik o'yinlardan foydalanishning o'rni ko'rib chiqiladi.

Kalit so'zlar: didaktik o'yinlar, kommunikativ yondashuv, leksik kompetensiya, metod

Bugungi kundagi dunyodagi globalashuv jarayonida chet tillarni o'zlashtirish va o'rganishdan maqsad, o'quvchilarni kichik yoshdan boshlab aynan tili o'rganilayotgan mamlakatlar bilan aloqalar o'rnatishga erta yoshdan tayyorlash, kelajakda O'zbekiston respublikasi ravnaqi uchun xizmat qiladigan yetuk kadrlarni yetishtirish maqsadida chet tillarni mukammal o'rgatish, turli xil didaktik va kommunikativ o'yinlardan samarali foydalanishni taqozo etadi. Boshlang'ich sinf o'quvchilarining leksik kompetentsiyasini shakllantirishda didaktik o'yinlar va metodikalardan foydalanishning samarali va ilg'or usullarini o'rganish uchun bir necha tadqiqotlar mavjud. Bu tadqiqotlar o'quvchilarning tilni amaliy tarzda o'rganishini, so'zlashish va yozish qobiliyatlarini rivojlantirish uchun muhimdir.

Lev Vygotsky kommunikativ va ijtimoiy o'rganish nazariyalarini ishlab chiqqan. U o'yin va ijtimoiy muloqot orqali bilish va kommunikativ ko'nikmalarni rivojlantirishning ahamiyatini ta'kidlaydi. "Mind in Society: The Development of Higher Psychological Processes" (1978) kabi asarlarida Vygotsky o'yinlarning bolalarning ijtimoiy va kommunikativ rivojlanishdagi rolini ko'rib chiqadi. [3]

Jerome Bruner ta'lim va o'rganish nazariyalariga asoslanib, o'yin va boshqa faoliyatlarning ta'lim jarayonida qanday rol o'ynashini tadqiq qilgan. "The Process of Education" (1960) - kabi asarlari Brunerning o'yin va boshqa faoliyatlarning ta'limdagi o'rni va ahamiyatini o'rganishga qaratilgan.[1]

David Wood o'qitishda o'yin va boshqa interaktiv metodlarni qo'llash bo'yicha tadqiqotlar olib borgan. Uning ishlarida bolalar bilan interaktiv o'yinlarning ta'limdagi samaradorligi ko'rib chiqilgan. "Teaching and Learning in the Primary School" (1992) - asarida Wood didaktik

o'yinlarning boshlang'ich ta'limdagi o'rne va ularning kommunikativ ko'nikmalarni rivojlantirishdagi roli haqida ma'lumot beradi. [4]

Erik Eriksonning tadqiqotlari bolalar psixologiyasi va rivojlanish nazariyalariga asoslangan. Uning ishlarida o'yin va boshqa faoliyatlarining bolalarning shaxsiy va ijtimoiy rivojlanishiga ta'siri o'rganilgan. "Childhood and Society" (1950) - bu asarda Erikson bolalarning o'yin orqali o'rganish va shaxsiy rivojlanishini ko'rib chiqadi. [2]

Ushbu misollar dunyoning har bir qismida didaktik o'yinlar va o'quvchilarning leksik kompetensiyasini shakllantirish bo'yicha olib borilgan ilmiy ishlar va tadqiqotlardan faqat bir qismini tashkil etadi. Bu tadqiqotlar o'quvchilarning tilni o'rganishda va amaliy bilim olish jarayonida o'zgaruvchilarni ko'rsatishda qanday usullardan foydalanish kerakligini tushuntirish uchun muhimdir.

"Leksik kompetensiya" yondashuv tushunchasi, 20-asr boshlarida til o'rgatish sohalarida qayta baho berish jarayonida rivojlanib, bu sohada keng qo'llanilmoqda. Bu tushuncha asosan tilning amaliy tarzda o'rgatilishi va o'quvchilarning o'z fikrlarini ifodalash, fikr-mulohazalarni almashish, savol-javob qilish, muhit bilan muntazam munosabat tuzish va boshqa insonlar bilan kommunikatsiya qilish qobiliyatlarini ta'lim qilishni maqsad qiladi.

Shuningdek, zamonaviy o'quvchilarning iqtisodiy, ijtimoiy va siyosiy talablariga javob berish, kompetensiyalarini oshirish uchun muhimdir.

Ta'lim kompetensiyasi - deganda o'quvchini kelgusidagi hayotiy faoliyatini modellashtirish nazarda tutiladi. Ma'lumki, inson ma'lum bir yoshga yetgunga qadar ba'zi bir kompetensiyalarni hayotga tatbiq eta olmasligi mumkin. Bu degani, insonlarda bu kompetensiyalar butunlay shakllanmagan, degani emas.

Bizningcha, kommunikativ yondashuvni ingliz tili ta'limiga tadbiq etish, uning amaliy jihatdan rivojlanishiga ijobiy ta'sir ko'rsatadi. Bu jarayonda o'qituvchining pozitsiyasi ham o'zgaradi. Bugungi kungacha u darslik bilan ishlay oladigan shu bilan birgalikda o'quvchiga berilishi kerak bo'lgan «ob'ektiv bilimlar» manbai sifatida qarab kelingan. Uning bosh vazifasi o'quvchilarda mustaqil ravishda bilimlarni olishga o'rganishni, tashabbus ko'rsatishni, qarorlar qabul qilishni, o'z hatti harakatlari uchun javobgarlikni his etishi, jamoada o'qish va yashash ko'nikmalari va shu kabi malakalarni shakllantirishdan iborat bo'lmog'i lozim.

Bundan ko'rinib turibdiki, kommunikativ yondashuv jarayoni tizimli faoliyatdir. O'qituvchi o'quvchilarni ilhomlantirgan holda, o'qish jarayonini pinhoni ravishda boshqarishi kuzatiladi. Demak, aytish mumkinki, "Oddiy o'qituvchi dars berish bilan shug'ullanadi xolos. Yaxshi o'qituvchi bilim berishga intiladi. Zo'r o'qituvchi esa o'zi o'rnak bo'ladi. Buyuk o'qituvchi o'quvchilarni ilhomlantiradi, ularni o'z kasbiga qiziqтира oladi.

Boshlang'ich sinf o'quvchilarini didaktik o'yinlar vositasida leksik kompetensiyasini shakllantirish, ularning og'zaki nutqini o'stirish ustida ishlash masalasi zamonaviy metodik adabiyotlarda lisoniy, lug'at (leksik) boyligi hamda nutq madaniyatini shakllantirishga, leksik kompetensiyasini shakllantirishga yondashuvlarni belgilab olishni taqozo etadi.

Boshlang'ich sinf o'quvchilarining leksik kompetensiyasini quyidagi yo'nalishlarda amalga oshiriladi: perseptiv, refleksiv, ahloqiy, vaziyatga moslik komponent, milliy-madaniy komponent. Bu barcha uslublar bir-biriga uyg'un holda yoki alohida qo'llanishi mumkin. (1.1.1-rasmga qarang)

Muloqot kompetentligining komponentlari	Umumiyligini ko'rsatib turuvchi xossalari
<i>perseptiv komponent</i>	kommunikantlarning muloqot jarayonida bir-birini tushunishi
<i>refleksiv komponent</i>	kommunikant muloqot jarayonida o'z-o'ziga baho berish

axloqiy komponent	muloqot odobi me'yorlariga rioya qilish
vaziyatga moslik komponent	o'zaro shaxsiy munosabat uchun mos til vositalarini tanlash
milliy-madaniy komponent	lingvistik qonuniyatlarni, shu bilan birga til o'zida qamrab olgan milliy-madaniy ma'lumotlarni anglash

Inson dunyoga kelishi bilanoq atrofidagi hodisalarni anglashga, tafakkur qilishga, axborotlardan samarali foydalanishga, joriy etilayotgan texnologiyalarni amaliyotga joriy etishga, dunyoqarashini kengaytirishga, kerakli ilm-fanni egallashga intiladi. O'zlashtirilgan bilimlardan unumli foydalanishi esa, tafakkurning rivojlanganligi, umuminsoniy xususiyatlarning shakllanganligi, teran fikrlashi va harakatchanlik kabi fazilatlarga chambarchas bog'liqdir.

Didaktik o'yin vositasida boshlang'ich sinf o'quvchilariga ingliz tili fanini o'qitishda leksik kompetensiyasini rivojlantirish juda muhim ahamiyatga ega. Bu jarayon quyidagi xususiyatlarga ega:

O'yinlar orqali o'rgatish:

- Interaktivlik: Didaktik o'yinlar o'quvchilarga ingliz tilida interaktiv muhit yaratadi. Bu o'yinlar orqali o'quvchilar real vaqtda tilni qo'llash, suhbatlar o'tkazish va yangi so'zlarni o'rganish imkoniyatiga ega bo'ladi.

- Motivatsiya: O'yinlar o'quvchilarning darsga bo'lgan qiziqishini oshiradi va o'rganish jarayonini yanada qiziqarli qiladi. Ular o'ynash orqali tilni o'rganishning yangi va samarali usulini kashf etadilar.

Kommunikativ kompetentlik:

- Leksik va grammatik bilimlar: O'yinlar yordamida o'quvchilar ingliz tilining leksik va grammatik qoidalarini amaliyotda qo'llashni o'rganadilar. Misol uchun, so'z boyligini oshirish va grammatikani to'g'ri qo'llashni o'z ichiga olgan o'yinlar tilni o'rganish jarayonini yanada samarali qiladi.

- Suhbat va muloqot: O'yinlar o'quvchilarga tilni muloqot jarayonida qo'llashni o'rgatadi. Masalan, rolli o'yinlar va dialoglar orqali o'quvchilar suhbat qilish, fikr almashish va til orqali o'z fikrlarini ifodalash ko'nikmalarini rivojlantiradilar.

Kognitiv rivojlanish:

- Qaror qabul qilish: Didaktik o'yinlar o'quvchilarni qaror qabul qilish va muammolarni hal qilishga o'rgatadi. Bu ko'nikmalar tilni o'rganishda, ayniqsa, tilni kontekstda qo'llashda juda foydali bo'ladi.

-Yodlash va qayta ishlash: O'yinlar orqali yangi materiallarni o'rganish jarayoni yodlash va qayta ishlashni osonlashtiradi. O'yin davomida o'rganilgan so'zlar va frazalar o'quvchilarda uzoq muddatli yodda qoladi.

Emotsional va ijtimoiy rivojlanish:

-Jamoaviy ishlash: Ko'plab didaktik o'yinlar jamoaviy faoliyatni talab qiladi. Bu o'quvchilarni bir-biri bilan hamkorlik qilishga, jamoa sifatida ishlashga va boshqalar bilan muvofiqlikni o'rnatishga o'rgatadi.

- Ijtimoiy ko'nikmalar: O'yinlar orqali o'quvchilar o'zaro muloqotda bo'lish, empatiya ko'rsatish va boshqalar bilan munosabatlarni boshqarish kabi ijtimoiy ko'nikmalarni rivojlantiradilar.

Differentsial yondashuv:

- Individual yondashuv: Didaktik o'yinlar har bir o'quvchining o'ziga xos ehtiyojlarini qondirish imkonini beradi. O'yinlar turli darajadagi o'quvchilarga moslashtirilishi mumkin, bu esa ularning individual xususiyatlarini hisobga olishga yordam beradi.

Didaktik o'yinlar orqali ingliz tili fanini o'qitishda leksik kompetensiyasini ushbu xususiyatlarini e'tiborga olish, o'quvchilarning til o'rganish jarayonini yanada samarali va qiziqarli qilishga yordam beradi.

Kommunikativ yondashuvga asoslangan ingliz tili darslari, faoliyat va harakatga qaratiladi. Unda o'quvchi ingliz tilda o'zini tanishtirishni, fikr almashishni, his-tuyg'ularini izhor qilishni, turli-xil farazlarni yaratishni o'rganadi.

Ingliz tili fanida shakllantirilgany kommunikativ kompetensiya modelidan foydalanish dars jarayonini tashkil etishda, uni boshqarishda, o'qituvchilar faoliyatida tub o'zgarishlarga olib keladi. Ta'limda kompetentlikka asoslangan yondashuvni qo'llash zaruriyati zamonaviy jamiyatning rivojlanishi bilan bog'liq bo'ladi. Kommunikativ yondashuv o'quvchilarga turli vaziyatlarda muloqot qilish imkonini yaratadi.

Shunga ko'ra globallashuv negizida nutqiy kompetensiyaga asoslangan yondashuv deb yuritiladigan muqobil nazariyalar ishlab chiqildi. Bu nazariyalar mustaqil bo'lgan har bir elementni muayyan uslubiy nazariya ostida bo'lishini ta'minlaydigan kompetensiyalar majmuidir. Ushbu ta'rifning mohiyati esa kompetensiya atamasini keng jarayonda qo'llanishidir. Bunday yondashuv, aniq maqsadlar asosida tabaqalashtirilgan ta'lim berishdan kelib chiqqan holda, oddiy globallashuv metodikasining ko'p qirraliligiga qarshi turadi. Ushbu ta'lim metodikalarining samaradorligi faqat muayyan o'quvchi va ta'lim muhitiga moslashtirish orqali foydalaniladi.

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PICTIONARY IN ENGLISH TEACHING AT SCHOOL

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Abstract

This study is aimed to find out the effectiveness of using Pictionary game to increase students' English vocabulary at secondary school students. The main aim of this article was to know whether teaching vocabulary by using Pictionary game was effective to the students. The sample was students of class consisted of about 25 students. Some students' interview that has conducted to 5 students. The result shows that Pictionary game technique is useful to draw the students' motivation in learning English vocabulary and made the students more active to get involved in teaching and learning process actively. Therefore, Pictionary game effect significantly on students' English vocabulary achievement.

Keywords: Pictionary game, vocabulary, Implement Pictionary in the classroom,

In today's dynamic classroom, teachers are always on the lookout for innovative methods to engage students in language learning. One such method that has gained popularity is Pictionary. This classic drawing game not only makes learning fun but also effectively reinforces vocabulary, enhances communication skills, and fosters teamwork among students. Pictionary is a game where players take turns drawing a word or phrase while their teammates try to guess what it is. Teaching vocabulary is important because it is one of language elements that should be taught to support the language skill development. Vocabulary is related to words

that are used in spoken and written communication. Pictionary is an excellent tool for reinforcing new vocabulary. By drawing and guessing words, students engage with the material actively, which aids retention. Students are encouraged to express ideas visually, which can lead to unique interpretations and creative thinking. Moreover, no matter how well students learn the other English four skills but without words to express a wide range of meaning, communication in the second language just cannot happen and nothing can be conveyed. Mastering vocabulary enables students to achieve the success of learning English. By using a games as a technique in teaching vocabulary, it enables teacher in observe student's personalities, teach them how to work as a team build their relationship with the others, and also practice students' various skills in more fun ways. Therefore, in this study, the writer will implement Pictionary game as a technique in teaching vocabulary to school students.

Vocabulary had been a particular subject of students to learn, it included at the margin within lesson of speaking, listening, reading and writing that learning vocabularies to the learners is to make them communicate easily during their second language acquisition. Nowadays, government policy always makes changes in education tool especially in implementing curriculum. Furthermore, implementing new curriculum not only may lead the teacher to gain a new concept in teaching but also has an impact on students' learning, for example English subject has been deleted from primary school and the result is the teacher needs to adapt with these changes. It also gives an impact on teacher performance in learning process and forces the student to learn harder in the process of their second language acquisition especially in vocabulary learning. The implementation of Pictionary game also highly assisted students to understand about the material. Moreover, it also increased students' enthusiasm which made them did not feel burden to answer teacher question.

Pictionary game in the classroom as following;

- a. Learners are divided into a group. The number of the group can be depending on the number of learners in the classroom and also can be divided based on the seat.
- b. The teacher explains the rules of Pictionary game.
- c. Each group is given a word to draw.
- d. Each group determines the others to draw and also to illustrate every word given by the teacher. The other can be the learners who sit down in front of the classroom and or on the backside.
- e. The teacher who puts a collection of that word will draw in the front desk, along with a blank sheet of paper for drawing several words to each of the learners.
- f. After all learners ready, the teacher gives the warning to start and each of the learners starts to play it.
- g. After a warning, one member of each group begins to take one of the cards and begin to draw, and then tell the members of the group to guess (students who are drawing only answer ,yes' if true and ,no' if false).
- h. Each learner as members of the group takes turns to go forward to take one of the card words and draws to guess by members of the group. The winner is the most and the fastest group when guessing the words.

Working in team's fosters collaboration students helping them develop social skills. The game format creates a relaxed atmosphere, making it easier for students to participate without fear of making mistake. In the classroom teacher should select vocabulary words relevant to current lesson and create cards with these words for the game. Setting up teams is also important. Teacher will divide the class into small group of 3-5 students. When it comes to game rule: one student from a team draws a card and has a set time to illustrate the word without using letter or numbers. Other members of team try to guess the word based on the

drawing. After each round, take a moment to discuss the words used. This reinforces understanding and encourages students to use the words in sentences.

METHOD

This study used Classroom Action Research method. This research focus on the issue of students in a classroom. Also classroom action research is a study of people conducted by practitioners to improve and understand professional practice. This research begins with an action plan. The plan is then implemented as an action in the classroom and then observed. The reflection is done when analyzing the data obtained during the operation. The researcher used observation sheet and field note to know the students' behavior and activity during the lesson process.

The researcher conducted a study to check the attitude of the students to this method and its effect on them, i.e. whether their level of knowledge of the English language is developing or not. The table below shows how many percent of the students are active and effective in the lesson through the pictictionary game, and what percent of the students do not help or are not interested.

FINDINGS AND RESULT

In the table below are the results of students according to the Pictionary game method as of 16.10.24.

Table vocabulary score of students

GRADE	CRITERIA OF ASSESSMENT	THE NUMBER OF PARTICIPANTS	PERCENTAGE
7a	Very good	16	80%
7b	excellent	15	100%
7d	good	17	70%

The table shows that, 7b students are active in this game method, beside this attractive method 7a and 7d less active than 7b. After this observation the researcher conducted a survey among students. That is, does this method increase their interest in English or does it benefit them their improving vocabulary or knowledge?

The survey was conducted in 3 classes; the survey consists of 5 questions. And in the table below, the students' answers are related to the survey.

QUESTIONS

STUDENTS' RESPONSE

1	What do you think about learning using Pictionary game?	Most respondents said that they like to learn English using Pictionary game because it was a different way of teaching than usual. They stated that learning English vocabulary by using Pictionary game was fun and made them enjoy the learning process.
2	Are there any difficulties during learning English using Pictionary game?	Most of them thought that they did not have any big problems or difficulties while playing Pictionary game. They could play the game quite well. Also, one student stated sometimes the difficulty was only when they got the difficult words to illustrate, they had to imagine of a drawing.
3	Does playing Pictionary game make you motivated or	All of the students said that Pictionary game motivated them to learn English. The learning process became more fun but challenging which made the students interesting to get involved actively. Some student even stated that they

	interested in learning English?	used to did not like English.
4	Do you think learning vocabulary using Pictionary game is useful to motivate students in learning English?	The students all agree that Pictionary game was useful to motivate them to learn English. They get attached to that technique and enjoying the learning process in a more fun way.
5	Do you think learning using Pictionary game helps your vocabulary mastery?	The students stated that Pictionary game did help their vocabulary mastery in learning English.

Discussion

Referring to the data gained from the interview, most respondents showed good responses toward learning vocabulary by using Pictionary game. The students stated that the learning process became more exciting and made them enjoy during the lesson. By playing Pictionary game attracts the students' motivation to get engaged actively because this game requires the students to work in groups and they need to cooperate with each other during playing Pictionary game. The statement from the students' interview also supported by the data from the observation sheet which the students' participation was being observed during the Pictionary game was implemented in the classroom. The English teacher being involved to help the researcher in observing the students by assessing the aspects presented in an observation sheet from the above survey, it is considered useful that Pictionary Game in English teaching among the classes and based on the students' survey, the researcher found this type of method useful among students and teachers. Taking into account the effect of using this method in each lesson on students' vocabulary development and skills is very useful.

Suggestions

Regarding the study's findings, the authors would like to make some recommendations since English teachers are encouraged to be creative in selecting the best teaching approach for their students. For example, as a tool for teaching vocabulary, the Pictionary game can be used. It helps students learn to work in groups and can significantly improve the learning process over text boxes and teacher's explanations.

Conclusion

Based on the result and discussion above, it can be concluded that Pictionary game is useful to draw the students' motivation in learning English. That can be seen from the students' interview and their participation during the teaching process occurred in the class. The students gave positive responses. Integrating Pictionary into English teaching not only makes learning enjoyable but also effectively supports language acquisition. As educators embracing such interactive methods can lead to more vibrant and effective learning environment where students feel motivated and excited to learn. So grab some marks and get ready to draw your way to language mastery!

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O'QUV MATNLARINI MODELASHTIRISH ASOSIDA O'QUVCHILAR NUTQIY BOG'LANISHLARINI RIVOJLANTIRISH METODIKASINI TAKOMILLASHTIRISH (Tajriba-sinov ishlarini tashkil etish va uni o'tkazish)

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Kirish

O'quvchilarning bo'lajak kasbiy sifatlarini shakllantirishda nazariy bilimlar bilan bir qatorda amaliyot ham muhim o'rin egallaydi. O'zbekistonda olib borilayotgan tub islohatlar mazmuni yosh avlodni ma'naviy yetuk, intellektual salohiyatli barkamol avlod qilib tarbiyalashga qaratilgan. Har bir mamlakatning taraqqiyoti, istiqboli, farovonligi, ma'naviy yuksalishi, jahonning eng rivojlangan davlatlar qatoridan o'rin olishi – bilimli, yuqori intellektual salohiyatli, qalbiga va ongiga ezgu fazilatlarini mujassamlagan yoshlarga bog'liq hisoblanib, har jihatdan yetuk va barkamol, Vatan taqdiri uchun sidqi dildan xizmat qiladigan, fidoyi, iymonli avlodni voyaga yetkazish, o'qitishni sifatli va mazmun jihatdan yuqori pog'onalarga olib chiqish avvalo o'qituvchi va tarbiyachi murabbiylar zimmasiga sharaflil va ayni paytda mas'uliyatli vazifani yuklaydi. Tabiiyki hozirgi ta'lim islohotlari sharoitida ham barkamol avlod tarbiyasi haqida gapirar ekanlar: Vatanimizning kelajagi, xalqimizning ertangi kuni, mamlakatimizning jahon hamjamiyatidagi obro'-e'tibori avlambor farzandlarimizning unib, o'sib, ulg'ayib, qanday inson bo'lib hayotga kirib borishga bog'liq.

Muhokama. Matnni idrok etish darajasida ham, ishlab chiqarish darajasida ham modelashtirishning eng muhim sharti matn mavzusini va kommunikativ vazifasini ifodalashning lingvistik vositalarini aniqlay olish o'quvchilarning nutq qobiliyatidir.

Aniqlash eksperimentining maqsadi kichik maktab o'quvchilarining matn haqidagi bilim va ko'nikmalarini aniqlash va o'quvchilarning matn mazmunini tushunishdagi asosiy qiyinchiliklarini aniqlash, shuningdek, matnning semantik tuzilishini o'rganish uchun potentsial imkoniyatlarni aniqlashdan iborat.

2024-yil fevral-mart oylarida uchinchi sinflarda o'tkazilgan tekshirish eksperimentida o'quvchilarning matn bo'yicha bilim va ko'nikma darajasi aniqlandi. Kichik maktab

o'quvchilarining matn bilan ishlash bo'yicha bilim va ko'nikmalarining holati to'g'risida yetarli tasavvurga ega bo'lish uchun quyidagilar tekshirildi:

1) matnni qurishda amaliy vazifalarni tushuntiruvchi atamalar bilimi (o'quvchilarning kommunikativ vazifalarni shakllantirish qobiliyatini aniqlash, matnlar);

2) ajratilgan kalit so'zlar o'rtasida semantik aloqalarni o'rnatish bilan matn mazmunini tahlil qilish qobiliyati.

Matnning semantik tuzilishini strukturaviy va semantik komponentlar ko'rinishida ularning aloqalari va munosabatlaridagi mavhumlashtirish biz tomonidan modellash jarayoni sifatida tushuniladi, shuning uchun eksperimentni o'tkazish jarayonida o'quvchilar tomonidan aniqlangan matn komponentlarining soni va turlari, nutq tajribasining asoslari aniqlandi. Tadqiqotda bayon etilgan matnni modellash tamoyillariga muvofiq:

1.kommunikativ 2. visual 3. funktsional

Matn bilan ishlashda boshlang'ich maktab o'quvchilari joriy dastur bo'yicha o'qish paytida qaysi ko'nikmalarni egallashlari aniqlandi.

Matn mavzusini aniqlash qobiliyati va asosiy lug'atni ajratib ko'rsatishdan foydalangan holda uning asosiy g'oyasi, matnni semantik qismlarga ajratish va ular o'rtasida aloqalarni o'rnatish qobiliyati, matnning asosiy g'oyasining rivojlanishini va uning rivojini kuzatish qobiliyati, matn rejasini tuzish, matn turi va uslubini aniqlash qobiliyati. Nutq qobiliyatlarini rivojlantirishning besh darajasi aniqlandi:

1.yuqori 2.o'rta-yuqori 3.o'rta 4.o'rta-past 5.past

Yuqori daraja. O'quvchilar yuqoridagi barcha ko'nikmalarni egallaydilar:

boy nutq tajribasiga tayangan holda matn mavzusi va asosiy g'oyasini erkin shakllantirish;

matnning konturini tuzing, undagi semantik qismlarni ajratib ko'rsating;

nutqning turi va uslubini aniqlang, asosiy lug'atni belgilang.

Nutq qobiliyatlari yuqori darajada rivojlangan bolalar matn yaratishda uning mavzusini, chegaralarini aniqlaydilar, matnni asosiy g'oyaga bo'ysundiradilar, matnning ma'lum bir uslubi va turiga mos ravishda lingvistik vositalarni tanlaydilar. O'quvchilar o'zlarining matnlarini takomillashtirishlari va asosiy g'oyaga muvofiq bir mavzu bo'yicha nutq bayonotining bir nechta variantini taxmin qilishlari mumkin.

O'rta - yuqori daraja. Bu o'quvchilarning mavjud nutq tajribasi asosida matn mavzusi va asosiy g'oyasini aniqlash qobiliyati bilan tavsiflanadi;

➤ matnning konturini tuzing, undagi mikromavzularni ajratib ko'rsating;

➤ matn turi va uslubini aniqlash.

Shu bilan birga, matnlarni struktura nuqtai nazaridan tahlil qilib, o'quvchilar lingvistik vositalarga va birinchi navbatda, asosiy lug'atga e'tibor qaratadilar. Nutq qobiliyatlari o'rta va yuqori darajada rivojlangan bolalar matn mavzusiga mos ravishda material tanlaydilar va tizimlashtiradilar, lekin matnni har doim ham asosiy g'oyaga bo'ysundirmaydilar, uni lingvistik vositalar yordamida to'liq ifoda etmaydilar). O'quvchilar o'zlarining nutq tajribasiga asoslanib, matnning rejasini tuzish, uni o'zboshimchalik bilan qismlarga ajratish va nutqning turini va uslubini aniq belgilash qobiliyatiga ega darajada, bolalar matndagi asosiy g'oyani qanday rivojlantirishni biladilar, ya'ni ular bog'langan so'zlarni aniqlamasdan, deformatsiyalangan matnni qayta qurishadi, nutq qobiliyatlari o'rtacha darajada rivojlangan bolalar matnning asosiy g'oyasini almashtira olmaydi uni asardan iqtibos bilan o'z nutqi bayoni yaratishda, o'quvchilar matn mavzusiga mos ravishda materialni tizimlashtirmaydilar, kelajakdagi matnda semantik qismlarni va ularni rivojlantirish usullarini ajratib ko'rsatishmaydi.

O'rta-past daraja. O'quvchilar matn mavzusini aniqlay oladilar, lekin asosiy fikrni shakllantira olmaydilar, ko'pincha uni mavzu bilan aniqlaydilar. Ular matndagi asosiy lug'atni qanday ajratib ko'rsatishni va matnni semantik qismlarga ajratishni bilishmaydi. Matnning konturini tuzishda ular uni xotiradan yozib ololmaydilar. Deformatsiyalangan matnni tiklashda

qiyinchiliklarga duch kelish. Matn yaratishda o'quvchilar mavzuni ifodalashning lingvistik vositalarini o'zlashtirmasdan, uning mavzusini qisman ochib beradilar. Nutq qobiliyatlari o'rta va past darajada rivojlangan bolalar o'z matnini tahrirlashdan qochadilar.

Past daraja. Bolalar matndagi mavzuni va asosiy g'oyani qanday aniqlashni bilmaydilar, matnni semantik qismlarga ajrata olmaydilar, asosiy lug'atni ajratib ko'rsata olmaydilar yoki o'zlarini ma'lum bir mavzu bo'yicha bir-biriga bog'liq bo'lmagan jumlar to'plami bilan cheklab, o'zlarining nutqiy nutqini yarata olmaydilar. Nutq qobiliyatlari kam rivojlangan bolalarning so'z boyligi zaif bo'lib, ular nutq faoliyati uchun salbiy motivatsiya bilan ajralib turadi.

Aniqlash eksperimenti davomida 312 o'quvchilar sinovdan o'tkazildi. Mavzu bo'yicha testlar bolalarga o'zlarining nutq tajribasiga va til haqidagi ilmiy ma'lumotlarga tayanishga imkon beradigan vazifalardan iborat edi. Ushbu ko'nikmalar biz tomonidan quyidagi vazifalar tizimi orqali aniqlandi.

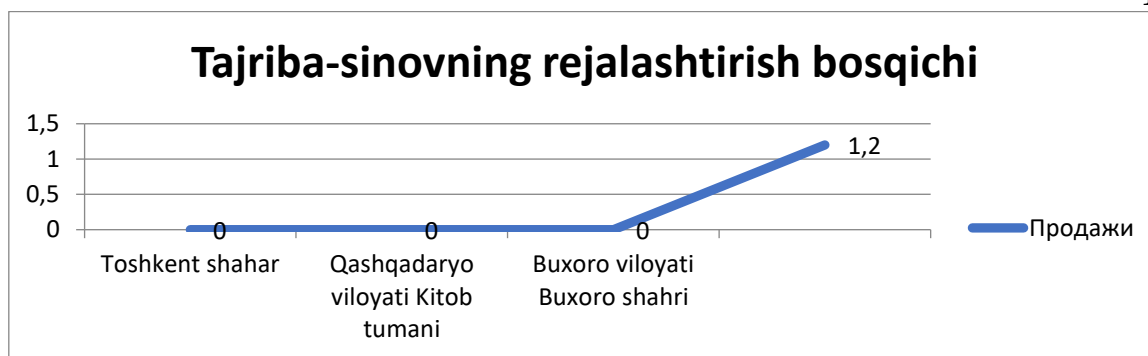
Vazifa 1. Ushbu matnlarning mavzusi va asosiy g'oyasini aniqlang, matnlarni o'xshash va farqli tomonlarini taqqoslang.

Taklif etilayotgan matnlar umumiy mavzuga ega bo'lib, yagona farq shundaki, birinchi matnda hikoyachi qorong'ulik qo'rquv va yolg'izlik tuyg'usini uyg'otadigan bola, ikkinchi matnda esa tunning to'satdan boshlanishini tomosha qilayotgan kattalar edi.

Jadvaldagi ma'lumotlarga ko'ra, pedagogik tajribada Toshkent hahridagi Uchtepa tumanidagi 109,296, 228-sonli maktablarning 100 nafar ikkinchi sinf o'quvchilari qatnashdilar. Qashqadaryo viloyati Kitob tumanidagi 10,91,5-sonli maktablardan 81 nafar ikkinchi sinf o'quvchilari qatnashdilar. Buxoro viloyati Buxoro shahridagi 12IDUM,159,181- sonli maktablardan 131 nafar ikkinchi sinf o'quvchilari qatnashdilar.

Tajriba-sinov ishida qatnashgan maktablarning 1-bosqich rejalashtirish bosqichida olingan natijalari.

1-rasm



Anketa so'rovnomasini o'tkazish orqali o'quvchilarning tajriba-sinovdagi "O'quv matnlarini modellashtirish asosida o'quvchilar nutqiy bog'lanishlarini rivojlantirish" mavzusida o'quvchilardan ma'lumot olish uchun tuzilgan anketaga oid savollar berilgan. Ushbu savollar o'quvchilarning nutqiy ko'nikmalari, o'quv matnlariga bo'lgan munosabati va modellashtirish metodikasining samaradorligini baholashga yordam beradi.

O'quvchi uchun so'rovnoma savollari:

1. Demografik ma'lumotlar

Ismingiz: _____ Yosh: ____ Sinf: ____

2. Matn bilan ishlash ko'nikmalari:

1. O'quv matnlarini o'qish va tushunishda qiyinchiliklarga duch kelasizmi?

Ha Yo'q Ba'zida

2. O'qigan matningizning mazmunini boshqalarga tushuntirib bera olasizmi?

Ha, osonlik bilan Qisman Yo'q,

3. Matnlarni modellashtirish va tushunish

3. O'qilgan matnning mazmunini ifodalash uchun quyidagi usullardan qaysi birini qo'llaysiz? (Bir yoki bir nechtasini belgilang.)

- Reja tuzish
- Grafik chizma (klaster, diagramma)
- Matnning asosiy g'oyasini ajratib yozish
- Hikoya yoki voqea mazmunini qayta aytib berish
- Umuman qo'llamayman

4. Matnni modellashtirish (klaster tuzish, diagramma chizish) matnni tushunishingizga qanday ta'sir qiladi?

- Juda ko'p yordam beradi
- Bir oz yordam beradi
- Hech qanday yordam bermaydi

5. Modellashtirish usulida ishlash qiziqarli va foydali deb hisoblaysizmi?

- Ha Yo'q Ba'zida

6. Nutqiy ko'nikmalar va ifoda qilish qobiliyati

6. O'quv matnlaridan foydalangan holda og'zaki nutqingizni rivojlantirishga qanday imkoniyatlar yaratilmoqda?

- Muloqot mashqlari (bahs, munozara)
- Matn asosida hikoya qilish mashqlari
- Guruhli topshiriqlar va rolly o'yinlar
- Yetarlicha imkoniyat yo'q

7. O'qituvchining darsda matnni modellashtirish usulidan foydalanishi sizga qanday ta'sir ko'rsatadi?

- Nutqimni ravon va tushunarli qilishga yordam beradi
- O'zimni erkinroq ifoda etishni o'rgatadi
- Darsda faolligimni oshiradi
- Hech qanday ta'sir ko'rsatmaydi

8. Sizningcha, matnlarni modellashtirish usuli nutqiy bog'lanishlarni rivojlantirish uchun samaralimi?

- Ha Yo'q Aniq bilmayman

9. Siz nutqiy ko'nikmalingizni yanada rivojlantirish uchun qaysi usullarni taklif qilgan bo'lardingiz? _____

10. Darslarda modellashtirishdan foydalanishni yaxshilash uchun qanday takliflaringiz bor? _____

Mazkur savollar orqali o'quvchilarning modellashtirish usuliga munosabati va uning nutqiy rivojlanishga ta'sirini aniqlash mumkin. Javoblar asosida metodikani takomillashtirish uchun foydali xulosalar chiqariladi.

Tajriba-sinov ishtirokchilari

Tadqiqot uch hududda o'tkazildi va unda turli maktablardan o'quvchilar jalb qilindi. Bu tanlash usuli tadqiqot natijalarining ishonchliligini oshirish va turli hududlardagi o'quvchilarning nutqiy rivojlanish xususiyatlarini o'rganish imkonini berdi.

1. Toshkent shahar	2. Qashqadaryo viloyati	3. Buxoro viloyati
Uchtepa tumanidagi 228-sonli, 296-sonli va 109-sonli maktablardan 100 nafar o'quvchi ishtirok etdi. Bu poytaxtdagi o'quvchilarning nutqiy rivojlanish darajasini	Kitob tumanidagi 10-sonli, 91-sonli va 5-sonli maktablardan 81 nafar o'quvchi jalb qilindi. Bu viloyatdagi o'quvchilarning nutqiy ko'nikmalarini o'rganish uchun muhim edi.	Buxoro shahridagi 12-sonli ixtisoslashtirilgan davlat umumta'lim maktabi va 181-sonli maktabdan 131 nafar o'quvchi qatnashdi. Bu yana bir viloyatdagi vaziyatni o'rganish imkonini

aniqlash imkonini berdi.		berdi.

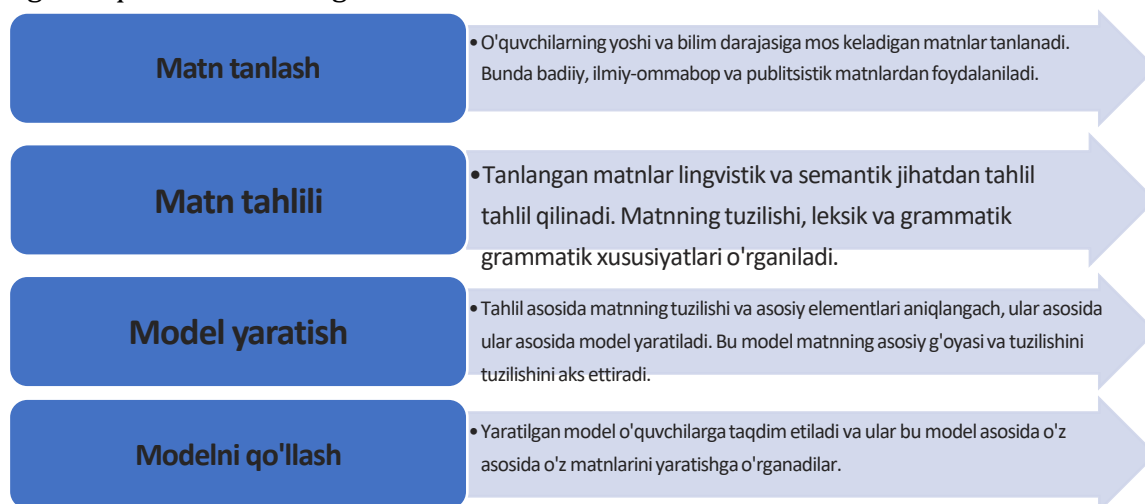
Tajriba-sinov metodologiyasi-Tajriba-sinov jarayonida o'quv matnlarini modellashtirish usuli qo'llanildi. Bu usul o'quvchilarning nutqiy bog'lanishlarini rivojlantirishga qaratilgan bo'lib, quyidagi bosqichlarni o'z ichiga oladi:

1. O'quv matnlarini tanlash va tahlil qilish
2. Matnlarni modellashtirish va o'quvchilarga taqdim etish
3. O'quvchilar tomonidan matnlarni qayta ishlash va tahlil qilish
4. Nutqiy mashqlar va topshiriqlarni bajarish
5. O'quvchilarning nutqiy faoliyatini baholash

Bu metodologiya o'quvchilarning nutqiy ko'nikmalarini kompleks rivojlantirishga imkon beradi va ularning matnlarni tushunish, tahlil qilish va qayta ishlash qobiliyatlarini oshiradi.

O'quv matnlarini modellashtirish jarayoni

O'quv matnlarini modellashtirish jarayoni murakkab va ko'p bosqichli bo'lib, u o'quvchilarning nutqiy bog'lanishlarini rivojlantirishda muhim rol o'ynaydi. Bu jarayon quyidagi bosqichlarni o'z ichiga oladi:



O'quvchilar nutqiy faoliyatini baholash mezonlari: O'quvchilarning nutqiy faoliyatini baholash uchun maxsus mezonlar ishlab chiqildi. Bu mezonlar o'quvchilarning nutqiy ko'nikmalarini har tomonlama baholash imkonini beradi va quyidagilarni o'z ichiga oladi:

Mezon	Tavsif
Leksik boylik	O'quvchining so'z boyligini va ulardan to'g'ri foydalanish qobiliyatini baholaydi
Grammatik to'g'rilik	Gaplarning grammatik jihatdan to'g'ri tuzilganligini baholaydi
Mantiqiy bog'lanish	Fikrlarning mantiqiy izchilligini va ular orasidagi bog'lanishlarni baholaydi
Matn tuzilishi	Yaratilgan matnning tuzilishi va kompozitsiyasini baholaydi
Ijodiy yondashuv	O'quvchining original g'oyalar va yechimlar taklif qilish qobiliyatini baholaydi

Tajriba-sinov natijalari tahlili: Tajriba-sinov natijalari o'quvchilarning nutqiy bog'lanishlarini rivojlantirishda sezilarli natijalar ko'rsatdi. Quyida tajriba-sinov natijalarining asosiy ko'rsatkichlar i keltirilgan:

Leksik boylik	Grammatik to'g'rilik	Mantiqiy bog'lanish
O'quvchilarning so'z	Grammatik xatolar	O'quvchilarning 70% i

boyli o'rtacha 15% ga oshdi. Ular yangi so'zlarni o'zlashtirish va ulardan to'g'ri foydalanish ko'nikmalarini rivojlantirdilar.	soni o'rtacha 20% ga kamaydi. O'quvchilar murakkab grammatik konstruksiyalardan foydalanishni o'rgandilar.	fikrlarni mantiqiy bog'lash va izchil bayon qilish ko'nikmalarini sezilarli darajada yaxshiladilar.

Hududlar bo'yicha taqqoslama tahlil

Tajriba-sinov natijalari hududlar bo'yicha taqqoslanganda, qiziqarli tendensiyalar aniqlandi. Har bir hududning o'ziga xos xususiyatlari o'quvchilarning nutqiy rivojlanishiga ta'sir ko'rsatdi:

✓ Toshkent shahar o'quvchilari leksik boylik va grammatik to'g'rilik bo'yicha yuqori natijalar ko'rsatdi. Bu poytaxtda ta'lim resurslarining ko'pligi va tilni amaliy qo'llash imkoniyatlari kengligi bilan bog'liq bo'lishi mumkin.

✓ Qashqadaryo viloyati o'quvchilari ijodiy yondashuv va original fikrlash bo'yicha ajralib turdi. Bu mintaqaning boy madaniy merosi va an'analar ta'sirida bo'lishi mumkin.

✓ Buxoro viloyati o'quvchilari matn tuzilishi va mantiqiy bog'lanishlar bo'yicha yuqori ko'rsatkichlarga erishdi. Bu yerda tarixiy-madaniy merosning kuchliligi va ilmiy an'analarning ta'siri sezilarli bo'lishi mumkin.

Bu taqqoslama tahlil har bir hududning kuchli tomonlarini aniqlash va tajriba almashish uchun muhim asos bo'lib xizmat qiladi.

Xulosa va tavsiyalar

O'quv matnlarini modellashtirish asosida o'quvchilar nutqiy bog'lanishlarini rivojlantirish metodikasi o'zining samaradorligini ko'rsatdi. Tajriba-sinov natijalari shuni ko'rsatdiki, ushbu metodika o'quvchilarning nutqiy ko'nikmalarini sezilarli darajada yaxshilaydi.

Kelajakda bu metodikani yanada takomillashtirish va keng joriy etish uchun quyidagi tavsiyalar beriladi:

- Metodikani turli yosh guruhlar uchun moslashtirish va takomillashtirish
- O'qituvchilar uchun muntazam malaka oshirish kurslarini tashkil etish
- Zamonaviy texnologiyalardan foydalanishni kengaytirish
- Ota-onalar va jamiyatning keng qatlamlarini jalb qilish
- Metodikani boshqa fan yo'nalishlari bilan integratsiyalash

Ushbu metodikani keng joriy etish O'zbekiston ta'lim tizimida o'quvchilarning nutqiy rivojlanishini yangi bosqichga ko'tarish imkonini beradi.

INTEGRATIV-KREATIV YONDASHUV ASOSIDA LINGVODIDAKTIK TAFAKKURNI RIVOJLANTIRISH METODIKASINI TAKOMILLASHTIRISH

Yakubova Guzal Luxmonovna

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Boshlang'ich ta'lim nazaryasi kafedrasasi assistent o'qituvchisi

Kirish. Bugungi kunda ta'lim jarayonida innovatsion va kreativ yondashuvlarni joriy etish dolzarb masalalardan biri hisoblanadi. Lingvodidaktik tafakkur — tilni o'rgatish va o'rganish jarayonini yanada samarali tashkil etish uchun zarur bo'lgan nazariy va amaliy bilimlar majmuasi. Ushbu maqolada integrativ-kreativ yondashuv asosida lingvodidaktik tafakkurni rivojlantirish metodikasini takomillashtirish yo'llari ko'rib chiqiladi. Integratsiya va kreativlik birgalikda ta'lim jarayonini interaktiv, qiziqarli va samarali qilishga yordam beradi.

Tilni o'qitish jarayonida nafaqat grammatik va fonetik bilimlar berish, balki o'quvchilarda lingvodidaktik tafakkurni shakllantirish ham muhim ahamiyatga ega. Lingvodidaktik tafakkur — tilni o'rgatish va o'rganishda ijodiy, reflektiv va tanqidiy yondashuvni rivojlantirishdan iborat. Integrativ-kreativ yondashuv ushbu jarayonni yanada jonlantiradi, chunki u bir nechta fanlarni uyg'unlashtirib, noan'anaviy ta'lim usullarini qo'llash orqali o'quvchilarda ko'nikmalar va ijodiy qobiliyatlarni kuchaytiradi. Ushbu maqola integratsiyalashgan va kreativ yondashuvlar asosida lingvodidaktik tafakkurni rivojlantirishning usullari va metodik asoslarini ko'rib chiqadi.

Integrativ-kreativ yondashuvning nazariy asoslari

1. Integrativ yondashuvning mohiyati.

Integrativ yondashuvda har xil fanlararo bilim va ko'nikmalar uyg'unlashadi, bunda til o'rgatish boshqa fanlar bilan bog'lanadi. Masalan, lingvodidaktika jarayonida madaniyat, psixologiya, ijtimoiy fanlar va san'at elementlaridan foydalanish orqali ta'lim mazmuni boyitiladi. Kreativ yondashuv esa o'quvchilarni ijodiy fikrlashga undab, noan'anaviy metodlarni qo'llashni nazarda tutadi.

Ushbu yondashuvlar integratsiya qilinib, til o'rgatish jarayonini yangicha ko'rinishda tashkil etish imkonini beradi:

Ko'p tarmoqli mavzular bilan ishlash: tilni faqat grammatik qoidalar orqali emas, balki madaniy, ilmiy yoki badiiy kontekstda o'rganish.

O'yin va ijodiy mashg'ulotlar: rolli o'yinlar, kreativ yozuv mashqlari va interfaol topshiriqlar orqali o'rganish.

Didaktik materiallar xilma-xilligi: matn, audio, video va interfaol texnologiyalarni qo'shish. Integrativ yondashuvning asosiy maqsadi fanlararo bog'liqliklarni yaratish va o'quvchilar bilimni turli kontekstlarda qo'llay olishga yordam berishdir. Bu yondashuv ta'limda:

Til va madaniyatni uyg'unlashtirish: Tilni o'rganish faqat grammatik qoidalar va so'z yodlashdan iborat bo'lmasligi, balki o'quvchilarda til o'rganilayotgan madaniyatni tushunish qobiliyati ham shakllanishi kerak. Masalan, ingliz tilini o'rganishda Buyuk Britaniya yoki AQSh madaniyatiga oid matnlarni tahlil qilish orqali bu maqsadga erishiladi.

Fanlararo integratsiya: Tilni o'rganishda ijtimoiy fanlar, tarix, san'at va texnologiyalar bilan bog'liq topshiriqlar berish orqali o'quvchilar tafakkurini rivojlantirish mumkin.

2. Kreativ yondashuv va uning ahamiyati.

Kreativ yondashuv o'quvchilarni yangi g'oyalarni izlash va mavjud bilimlarni noan'anaviy usulda qo'llashga undaydi. Tilni o'qitishda kreativlik quyidagilar orqali namoyon bo'ladi:

Ijodiy yozuv mashqlari: O'quvchilarga erkin mavzularda insho yoki hikoya yozish topshiriqlari berilishi.

Drama va rolli o'yinlar: O'quvchilarni muayyan mavzular asosida sahna ko'rinishlari yaratishga jalb qilish.

Muammoli vaziyatlar bilan ishlash: Masalan, o'quvchilarga til o'rganilayotgan mamlakatda yuzaga keladigan vaziyatlardan birini hal qilish vazifasi topshiriladi.

Lingvodidaktik tafakkurni rivojlantirishning asosiy metodlari

1. Interaktiv texnologiyalar yordamida til o'qitish.

Interaktiv metodlar o'quvchilarning ta'lim jarayonida faol ishtirokini ta'minlaydi. Masofaviy o'qitish sharoitida quyidagi vositalardan foydalanish tavsiya etiladi:

- Zoom, Google Classroom va Microsoft Teams orqali onlayn darslar tashkil qilish.
- Quizizz yoki Kahoot platformalarida viktorinalar va testlarni interaktiv shaklda o'tkazish.

2. O'yin texnologiyalari orqali til o'rgatish

Til o'rgatishda o'yin metodlari qo'llanganda o'quvchilar qiziqish bilan darsda ishtirok etadi va bu ularning bilim olishga bo'lgan motivatsiyasini oshiradi. Rolli o'yinlar orqali:

O'quvchilar tilni real hayotiy vaziyatlarda qo'llashni o'rganadi.

Ijodiy va kommunikativ ko'nikmalar rivojlanadi.

Misol: Sayohat agenti va mijoz o'yini orqali o'quvchilar mehmonxona band qilish, samolyot chiptasi sotib olish va shunga o'xshash vaziyatlarda muloqot qilishni mashq qilishadi.

3. Fanlararo integratsiya yordamida til o'rgatish

Lingvodidaktik tafakkurni rivojlantirishda boshqa fanlar bilan bog'liq matn va mavzulardan foydalanish muhim. Masalan:

Geografiya: Ingliz tilida turli davlatlar haqida o'qish.

Tarix: Buyuk Britaniya yoki AQShning tarixiy voqealarini tahlil qilish.

San'at: Mashhur rassomlarning ijodini o'rganish orqali estetik tafakkur ham rivojlantiriladi.

Tayanch bilimlarni uyg'unlashtirish: Lingvodidaktik tafakkurni rivojlantirishda boshqa fanlar bilan bog'liq mavzularni qo'shish. Masalan, tilni o'rganayotganda geografiya yoki tarix bilan bog'liq matnlarni o'qish va tahlil qilish.

4. Reflektiv metodlar yordamida til o'rganish.

O'quvchilarning o'z o'quv jarayonini tahlil qilishi metakognitiv ko'nikmalarni rivojlantiradi. Reflektiv metodlar quyidagilarni o'z ichiga oladi:

Darsdan keyingi tahlil: O'quvchilar o'zlarini darsda qanday his qilganliklari va nimani o'rganganliklari haqida fikr bildiradilar.

Portfoliolar yaratish: Har bir o'quvchi o'z yutuqlari va kamchiliklarini kuzatib borish uchun til o'rganish jarayonini hujjatlashtiradi.

O'quvchilardan o'z o'quv jarayoni haqida fikr yuritishlarini talab qilish. Bu ularda metakognitiv tafakkurni rivojlantiradi.

Kreativ metodlarni tatbiq etish strategiyalari:

1. Brainstorming (fikrlar bo'roni):

Mavzu bo'yicha erkin fikr almashinish orqali o'quvchilarda ijodiy tafakkur rivojlanadi. Masalan, "Kelajakdagi ideal maktab" mavzusida brainstorming tashkil etish orqali o'quvchilar ijodiy g'oyalar ishlab chiqishadi.

2. Loyiha asosida o'qitish:

Guruh bo'lib ishlash o'quvchilarda hamkorlikda muloqot qilish va ijodiy masalalarni hal etish ko'nikmalarini rivojlantiradi. Masalan, "Ingliz tilida ekologik muammolar" mavzusida loyiha yaratish orqali o'quvchilar o'z til ko'nikmalarini boyitishadi.

3. Storytelling (hikoya qilish san'ati):

O'quvchilarga mavzuga oid hikoya yaratish topshirig'i beriladi. Bu usul nafaqat til ko'nikmalarini, balki ijodiy tafakkurni ham rivojlantiradi.

4. Drama va teatr texnikalari:

O'quvchilarni turli mavzularda sahna ko'rinishlari yaratishga jalb qilish orqali ularda til va ijodiy qobiliyatlar shakllanadi. Misol uchun, "Savdo rastasida muloqot" kabi mavzularda kichik sahna ko'rinishlari ijro etiladi.

Xulosa

Integrativ-kreativ yondashuv asosida lingvodidaktik tafakkurni rivojlantirish til o'rgatish jarayonini qiziqarli va samarali qiladi. Ushbu yondashuv orqali o'quvchilar nafaqat til ko'nikmalarini o'zlashtiradilar, balki muloqot, ijodiy fikrlash va reflektiv tahlil qilish qobiliyatlarini ham rivojlantiradilar. Kelajakda ushbu metodikani takomillashtirish uchun

innovatsion texnologiyalarni kengroq qo'llash va o'quv jarayonini yanada interaktiv qilish lozim.

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CONCEPTOSFERA: ITS TYPES AND IMPLICATIONS

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Annotation: The concept of conceptosfera refers to the collective ideas and notions that shape human understanding and cultural dynamics. This article explores various types of conceptosfera—individual, social, scientific, and global—highlighting their implications for education, policy-making, and communication. By recognizing these conceptual frameworks, we can foster inclusivity and collaboration in an increasingly interconnected world.

Keywords: conceptosfera, culture, cognition, communication, globalization, education, policy-making, diversity, social interaction, theories.

The term "conceptosfera," or conceptual sphere, refers to the collective ideas, notions, and concepts that shape our understanding of the world. This concept has gained traction in various fields, including philosophy, sociology, and cognitive science, as it emphasizes the role of concepts in influencing perception, communication, and culture. This article explores the various types of conceptosfera, their characteristics, and their implications for shaping human thought and societal structures.

The concept of conceptosfera originates from the need to understand how human beings categorize and interpret their experiences. It serves as a cognitive framework within which individuals and societies develop shared meanings. The conceptosfera includes both individual and collective dimensions, impacting personal identity and global culture (Bruner, 1990).

Understanding conceptosfera is crucial for several reasons:

1. **Cognitive Processes:** It helps to understand how people think and reason based on shared concepts (Lakoff & Johnson, 1980).
2. **Cultural Dynamics:** It highlights the role of concepts in shaping cultural norms and values (Geertz, 1973).
3. **Communication:** It sheds light on how concepts affect language and discourse (Schiffrin, 1994).

Types of Conceptosfera

Conceptosfera can be categorized into various types, each representing different aspects of human thought and societal organization. Below are some notable types:

1. **Individual Conceptosfera**

The individual conceptosfera encompasses a person's unique set of concepts based on personal experiences, education, and cognitive frameworks. This type is influenced by:

- Personal Experiences: Life events, cultural background, and education shape an individual's understanding of concepts (Schultz, 2005).
- Psychological Factors: Cognitive biases and emotional states influence how concepts are formed and interpreted (Tversky & Kahneman, 1974).

Characteristics

- Subjectivity: Highly personal and can vary significantly from one individual to another.
- Dynamic Nature: It evolves over time as individuals encounter new experiences and information.

2. Social Conceptosfera

The social conceptosfera represents the shared concepts and meanings within a specific community or society. It is shaped by:

- Cultural Norms: Traditions, beliefs, and practices commonly accepted within a society (Durkheim, 1912).
- Social Interaction: Communication and socialization processes facilitate the exchange of ideas (Vygotsky, 1978).

Characteristics

- Collective Understanding: Represents the commonly accepted concepts that guide social behavior.
- Cultural Influence: Heavily influenced by historical context and cultural narratives.

3. Scientific Conceptosfera

The scientific conceptosfera encompasses the concepts and theories prevalent within scientific communities. It is characterized by:

- Empirical Evidence: Concepts are developed and validated through research and experimentation (Popper, 1959).
- Theoretical Frameworks: Scientific theories provide a structure for understanding complex phenomena (Kuhn, 1962).

Characteristics

- Objectivity: Strives for a neutral perspective based on evidence.
- Evolutionary Nature: Scientific concepts are subject to change as new discoveries are made.

4. Global Conceptosfera

The global conceptosfera refers to the interconnected web of concepts that transcend national and cultural boundaries. It is influenced by:

- Globalization: The exchange of ideas across cultures facilitated by technology and communication (Appadurai, 1996).
- Transnational Movements: Ideas that gain traction globally, such as human rights and environmentalism (Steger, 2009).

Characteristics

- Interconnectedness: Highlights the relationship between diverse cultures and their concepts.
- Dynamism: Continuously evolving as new global issues and trends emerge.

Implications of Conceptosfera

Understanding the different types of conceptosfera has significant implications for various fields, including education, policy-making, and interpersonal communication.

1. In Education

Recognizing individual and social conceptosfera can help educators tailor their teaching methods to accommodate diverse learning styles and cultural backgrounds. This understanding fosters an inclusive environment where students can engage with concepts that resonate with their experiences (Banks, 2001).

2. In Policy-Making

Policymakers must consider the social conceptosfera to create policies that reflect the values and beliefs of the communities they serve. Engaging with the collective understanding of concepts can enhance the effectiveness and acceptance of policies (Fischer, 2003).

3. In Communication

Effective communication requires an awareness of the conceptosferas at play. Understanding the shared concepts within a group can enhance dialogue and reduce misunderstandings, particularly in multicultural settings (Ting-Toomey, 1999).

The conceptosfera, with its various types, offers a rich framework for understanding how concepts shape human thought and societal interactions. By exploring individual, social, scientific, and global conceptosferas, we gain insight into the complexities of communication, culture, and cognition. This understanding is essential for fostering collaboration, promoting inclusivity, and addressing the challenges of an increasingly interconnected world. Embracing the diversity of thought within the conceptosfera can lead to more profound insights and innovative solutions.

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ONA TILI DARSLARIDA BOSHLANG'ICH SINIF O'QUVCHILARINING OG'ZAKI NUTQINI RIVOJLANTIRISH USULLARI VA NUTQNI RIVOJLANTIRISHDA INNOVATSION METODLARNING O'RNI

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Annotatsiya: Albata shaxsiyatning rivojlanishida nutqning ahamiyati katta hisoblanadi. Bolalarni erkin fikrini bayon etishi va ijtimoiy faoliyatida o'z o'rniga ega bo'lishida nutqning o'rne beqiyos hisoblanadi. Ya'ni nutqning yaxshi rivojlanishi fikrni to'g'ri bildirishga va o'z ehtiyojlarini to'liq bayon eta olishga zamin yaratadi. Ma'lumki, boshlang'ich sinf o'quvchilarining nutqlaridagi nuqsonlarni bartaraf etish o'quvchilar va logopedlar zimmasiga yuklanadi. Ushbu maqolada boshlang'ich sinf o'quvchilarining og'zaki nutqini rivojlantirish usullari va nutqni rivojlantirishda innovatsion metodlarning o'rne haqida so'z boradi.

Kalit so'zlar: Boshlang'ich sinf, nut, nutqni rivojlantirish, o'qituvchi, o'quvchi, rivojlantirish usullari, og'zaki nutq, yozma nutq va h.k.

Аннотация статьи: Конечно, речь имеет огромное значение в развитии личности. Роль речи несравненна, помогая детям свободно выражать свои мысли и занимать свое место в общественной деятельности. То есть хорошее развитие речи создает основу для правильного выражения мыслей и возможности полноценно выражать свои потребности. Известно, что устранение дефектов речи учащихся младших классов является обязанностью учащихся и логопедов. В данной статье говорится о методах развития устной речи учащихся младших классов и роли инновационных методов в речевом развитии.

Ключевые слова: Начальный класс, орех, развитие речи, учитель, ученик, методы развития, устная речь, письменная речь и др.

Abstract: Of course, speech is of great importance in the development of personality. The role of speech is incomparable in helping children to freely express their thoughts and take their place in social activities. That is, the good development of speech creates a basis for expressing thoughts correctly and being able to fully express one's needs. It is known that the elimination of defects in the speech of elementary school students is the responsibility of students and speech therapists. This article talks about methods of developing oral speech of elementary school students and the role of innovative methods in speech development.

Key words: Elementary class, nut, speech development, teacher, student, methods of development, oral speech, written speech, etc.

Inson yetuk shaxs bo'lib yetishishda nutq jarayoni shakllanishi muhim ahamiyat kasb etadi. Ma'lumki ba'zi boshlang'ich sinf o'quvchilarining nutqida nuqson mavjud bo'ladi. Bu nuqsonni bartaraf etish nafaqat logopedlar, balki, boshlang'ich sinf o'qituvchilari uchun ham ma'lum bir vazifani yuklaydi. Vaholanki, o'quvchilarda nutq jarayonini rivojlantirishning bir qancha sinovdan o'tgan usullari mavjud. Bular asosan rivojlangan davlatlar metodikalarni o'z ichiga olgan. Chunki, o'z samaradorligi bilan ijobiy natijalarni ko'rsatgan. Hozirgi vaqtda ko'proq bolalar nutqida buzilishlarga duch kelmoqdalar. Ko'pgina ota-onalar mutaxassisning yordamiga murojaat qilmasdan nutq xatolarini tuzatish mumkinmi, degan savolga qiziqish bildirmoqda. Bolaning jismoniy, aqliy va intellektual tarbiyasi erta bolalikdan boshlanadi. Barcha ko'nikmalar, jumladan, to'g'ri gapirish qobiliyati oilada o'zlashtiriladi. Bolaning nutqi qarindoshlari, yaqin odamlari misolida shakllanadi. Bola nutqining tovush chiqaruvchi tomoni

kattalarning alohida ta'siri va yordamisiz mustaqil ravishda rivojlanadi degan chuqur noto'g'ri fikr mavjud. Aslida, bolalar nutqini shakllantirish jarayoniga aralashmaslik deyarli har doim rivojlanishning kechikishini anglatadi. Bolalikda ildiz otgan nutq nuqsonlari keyingi yillarda katta qiyinchilik bilan bartaraf etiladi. Bolaning erta yoshdan boshlab to'g'ri aniq nutqni eshitishi juda muhim, uning namunasi o'zinikidir. Bolada aniq nutq buzilishlarining mavjudligi odatda uning butun aqliy rivojlanishiga ta'sir qiladi. Bunday holda, bolaning aqliy rivojlanishining umumiy yo'nalishi, albatta, sekinlashadi, bu muqarrar ravishda uning butun maktab ta'limiga va keyingi hayotiga ta'sir qiladi. Ko'p muammolar, shuningdek, ko'pincha nutq xatosiga reaksiya sifatida paydo bo'ladigan ikkilamchi ruhiy tushkunliklardan kelib chiqadi. Bunday aqliy tabaqalanishning paydo bo'lishi bolaning og'zaki muloqot paytida boshdan kechiradigan takroriy muvaffaqiyatsizliklari shuningdek, boshqalarning nutq xatosiga (masxara, mimika) noto'g'ri munosabati natijasidir. Aynan ikkilamchi ruhiy qatlamlar tufayli, ba'zida bu kamchiliklardan aziyat chekadigan nisbatan kichik nutq xatolari ham haqiqiy baxtsizlik sifatida qabul qilinadi, ayniqsa bu yosh bilan ortib boradi.

Bolalarning nutqida nuqson bo'lishining sabablari:

1. Genetik faktorlar: Oila a'zolarida nutq muammolari bo'lsa, bolalarga ham ta'sir qilishi mumkin.

2. Eshitish qobiliyati: Eshitish muammolari bolalarning nutq rivojlanishiga salbiy ta'sir ko'rsatadi.

3. Meningal dasturlar: Bolaning birinchi yilida to'g'ri nutqiy rag'batlanishning yetishmasligi.

4. Atrof-muhit: Nutqni rivojlantirishda farovon muhit zarur; kam suhbat, yomon nutq namunalarini eshitish bolalarga salbiy ta'sir qiladi.

5. Psixologik omillar: Stress va bezovtalik bolalarning nutqiga ta'sir qilishi mumkin.

6. Jismoniy omillar: Nutq organlaridagi anomaliyalari, masalan, tillar yoki og'iz bo'shlig'ida deformatsiyalar. [2;100]

Ushbu omillar bolalar nutqining rivojlanishiga ta'sir ko'rsatishi mumkin.

Ushbu nuqsonni bartaraf etishda, albatta, o'quvchilar bolaga harflarni to'g'ri talaffuz qilishni o'rgatib borishi talab etiladi.

-O'quvchilarni tovushlarni to'g'ri talaffuz qilish ko'nikmalarini tarbiyalash uchun pedagogik ish usullari:

Maktablarda boshlang'ich sinf o'quvchilarida so'z boyligini boyitish texnikasi;

Maktablarda boshlang'ich sinf o'quvchilarida grammatik jihatdan to'g'ri nutqni shakllantirish usullari;

Maktablarda boshlang'ich sinf o'quvchilarida izchil nutqini rivojlantirish va takomillashtirishda o'qituvchining ish turlari;

Guruh (kichik guruh) darslari jarayonida individual tuzatuvchi nutq ishini tashkil etish;

Ta'mirlash va rivojlanish salohiyatidan foydalanish;

Nutqni rivojlantirish uchun nogiron bolalarning musiqiy ta'limi; [3;90]

Maktablarda boshlang'ich sinf o'quvchilarida nutqiy bo'lmagan jarayonlarini pedagogik tuzatish usullari. Nutq rivojlanishining bolalar barmoqlari va qo'llarining nozik tabaqalashtirilgan harakatlarining rivojlanishi bilan bog'liqligi.

Maktabgacha va boshlang'ich maktab yoshidagi nutqi buzilgan bolalarning ko'pchiligida maxsus tadqiqotlar nafaqat katta hajmli ko'nikmalarni, balki qo'llar va barmoqlarning nozik harakatlarini ham shakllantirish darajasi yetarli emasligini ko'rsatdi. Maktabgacha yoshdagi bolalar qo'llarining nozik ko'nikmalarini rivojlantirishning kechikishi ularning o'z-o'ziga xizmat ko'rsatish ko'nikmalarini egallashiga to'sqinlik qiladi, turli xil kichik narsalarni boshqarishni qiyinlashtiradi va o'yin faoliyatining ayrim turlarini rivojlanishiga to'sqinlik qiladi. Bularning barchasi ushbu sinf o'quvchilarida qo'lning nozik muvofiqlashtirish harakatlarini va umuman qo'l mahoratini tuzatish va rivojlantirish uchun maxsus maqsadli ishlarni talab qiladi. Harakat

funktsiyalarining shakllanishi o'quvchining tashqi muhit bilan o'zaro munosabatida o'rganish orqali uning atrofida obyektiv dunyo bilan o'zaro ta'sirida sodir bo'ladi. Bundan tashqari, o'quvchining qo'l va barmoqlarning nozik harakatlarini (chaqqonlik) rivojlanishiga yordam beradigan harakat faolligi o'quvchining nutq funktsiyasiga, nutqining sensorli vosita tomonlarini rivojlantirishga rag'batlantiruvchi ta'sir ko'rsatadi. Voyaga yetgan shaxsning subyektiv harakatlariga predmetlarni, ularning xossalarini, maqsadi va nomlarini belgilash, bajariladigan harakatlarning tabiat tartibini belgilash orqali og'zaki hamroh bo'lishi ona tilining rivojlanishiga, qobiliyatining rivojlanishiga yordam beradi. Bundan tashqari, o'quvchilar standart gimnastika mashqlaridan farqli o'laroq, obyektlar bilan bajariladigan faoliyatni ularning ko'rinishi va amaliy yo'nalishi tufayli tan oladilar va qabul qiladilar. Bolalarning bunday faoliyatga bo'lgan motivatsiyasi ortdi, vazifalarni bajarishda mazmunlilikni ko'rish mumkin.

Shuningdek, o'qituvchilari o'quvchilarining nutqiy faoliyatini yanada yaxshilash uchun uslubiy metodikalardan foydalanishi maqsadga muvofiq hisoblanadi desak mubolag'a bo'lmaydi.

Uslubiy metodikalar quyidagilarni tashkil etadi:

1. O'quvchilarning so'z boyligini takomillashtirish, boyitish va faollashtirish. Lug'at ustida ishlash nutqni rivojlantirish bo'yicha barcha ishlarning asosi, poydevoridir. Yetarli lug'at bo'lmasa, o'quvchi gaplar tuza olmaydi, o'z fikrlarini ifoda eta olmaydi. Lug'at ustida ishlash uni aniqlashtirish, boyitish va faollashtirishdan iborat. O'quvchilar ko'pincha oddiy so'zlarni tushunmaydilar. Buning sababi so'z ma'nosiga chuqurroq kirib borish mahoratini singdirish bo'yicha ishlarning sustligidir. Bolalar so'zning ma'nosi haqida umuman o'ylamaydilar, ularda so'z orqasida tasvir yo'q. So'z ma'nosini oydinlashtirish uchun bu so'zlarning qaysi so'zdan yasalganligini nomlash, test va turkum so'zlarni tanlash, tekshirilgan va tekshirilmagan so'zlarni izlash kabi ma'lum vazifalar samarali bo'ladi. Bunday mashqlar sizni so'zning ma'nosini chuqur o'rganishga majbur qiladi, shuningdek, imlo mahoratini rivojlantiradi. Shuningdek, Ona tili darslarida boshlang'ich sinf o'quvchilarining og'zaki nutqini rivojlantirish uchun bir qancha samarali usullarni ham qo'llash mumkin:

1. Suhbatlar: Mavzularga doir qisqa suhbatlar olib borish, bolalarning fikrlarini ifodalashga yordam beradi.

2. Hikoya aytish: O'quvchilarga o'z hikoyalarini aytish yoki tanlangan hikoyalarni muhokama qilishni taklif qilish.

3. O'yinlar: Nutqni rivojlantiruvchi o'yinlar, masalan, "Nima bo'ldi?" yoki "Men davom ettiraman" kabi o'yinlarni o'ynash.

4. O'quvchilarga qisqa nutq yoki taqdimot tayyorlash va sinf oldida aytishini so'rash.

5. Ko'rsatmalar: O'quvchilarga nutqni yaxshi rivojlantirish uchun maxsus mashqlar berish, masalan, tovushlarni to'g'ri talaffuz qilish.[3;89]

Bu usullar bolalarning muloqot ko'nikmalarini oshirishga yordam beradi.

Ona tili darslarida boshlang'ich sinf o'quvchilarining og'zaki nutqini rivojlantirishda innovatsion metodlarning o'rni ham juda katta hisoblanadi. Innovatsion metodlarga quyidagilarni misol sifatida keltirishimiz mumkin:

1. Interaktiv ta'lim: O'yinlar, muloqot va guruh ishlari orqali bolalarning faol ishtirokini ta'minlash, nutq ko'nikmalarini rivojlantiradi.

2. Tashqi faoliyatlar: O'quvchilarni tabiatga chiqish, ekskursiyalar va pranklardan foydalanish, real vaziyatlarda nutqni qo'llash imkoniyatini beradi.

3. Ko'rish va eshitish vositalari: Audio va video manbalarni qo'llash, bolalarning e'tiborini jalb qiladi va nutqiy ko'nikmalarini oshiradi.

4. Aqliy xaritalar: O'quvchilarga mavzularni tuzish va tasvirlash orqali o'z fikrlarini ifodalash imkonini beradi.

5. Raqamli texnologiyalar: Ta'lim ilovalari va platformalar yordamida o'quvchilarning nutq ko'nikmalarini mustahkamlash.

Innovatsion metodlar bolalarning og'zaki nutqini samarali rivojlantirishda muhim rol o'ynaydi.

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CLASSIFICATION OF MORPHEMES IN WORLD LINGUISTICS AND UZBEK LINGUISTICS.

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Language constantly changes and develops. The primary source of language development stems from the internal possibilities of each language, specifically word formation. However, several factors influence the progress of language. Such factors are referred to in linguistics as extralinguistic or non-linguistic factors, which include the influence of historical processes, the impact of new words emerging from the development of science and technology, and the introduction of universal words used in the technological age. Each word is composed of morphemes, and morphemes are classified differently in world and Uzbek linguistics.

In linguistics, morphemics is the section that studies the meaningful parts of a word, which are called morphemes. According to Sh. Shaobdurakhmonov, A. Khojiyev, and X. Rasulov in their textbook "Modern Uzbek Literary Language", morphemes are divided into root morphemes and affixal morphemes based on their main characteristics. [1: 159]

The term morpheme is derived from the Greek word *morphe*, meaning "shape" and it is the basic unit in language structure that follows the lexeme. Morphemes serve to express grammatical meaning.

A complete definition of morphemes is provided by Sh. Rakhmatullaev in his textbook "Modern Uzbek Literary Language": "It is more accurate to define a morpheme as "the smallest meaningful unit of language" rather than defining it as "the smallest meaningful part of a word"; however, it is incorrect to encompass a lexical unit under 'the smallest meaningful unit. The primary characteristic of a morpheme is that it is a unit that expresses grammatical meaning. Thus, the concepts and terms "lexical morpheme" and "root morpheme" should be abandoned in favor of the term lexeme itself. At the same time, explanations such as "additional (generalization, affixal, grammatical) morpheme can be summarized by simply using the term grammatical". [2: 115]

In M. Rajabov's educational-methodological guide "Modern Uzbek Literary Language" (covering Morphemics, Word Formation, Morphology, and Morphology), morphemics is defined as the smallest, indivisible meaningful part of a word. In this guide, morphemes are classified based on their meaning into root morphemes and affixal morphemes. Affixal morphemes are further divided into word-forming and shape-forming affixal morphemes based on their function. It is also noted that some words cannot be divided into morphemes, such as "maishiy" (domestic), "siyosiy" (political), "shaxsiyat" (personality), and adverbs like "chindan" (indeed), "zo'rg'a" (barely), "kunda" (daily). The affix "-xona" is presented in this guide not in its lexical meaning but as a place-forming affixal morpheme with examples:

“ishxona” (office), “choyxona” (teahouse), “yotoqxona” (dormitory), “bosmaxona” (printing house). Additionally, elements like “-noma”, “-xo‘r”, “-goh”, and “-bon” are also highlighted as place-forming affixal morphemes. Affixal morphemes are divided into two groups based on their function: word-forming and form-forming (categorical and non-categorical form-forming affixal morphemes). They are further classified into simple and compound types. [3: 15]

In foreign linguistics, English scholars M. Haspelmath and A.D. Sims define morphemes in their book “Understanding Morphology” as follows: “The smallest meaningful constituents of words that can be identified are called morphemes”. [4: 3] This indicates that, in foreign linguistics, morphemes are also viewed as the smallest meaningful parts of word structure.

When discussing prefixes and suffixes, Melissa Jean Cook states: “English is a morphophonemic language. Words contain both phonemic and morphological information. Morphemes are defined as the ‘smallest linguistic unit of meaning’.” According to Melissa Jean Cook, morphemes are the smallest units of meaning within a language. Morphemes are divided into two categories: free morphemes and bound morphemes. Additionally, bound morphemes are further divided into inflectional bound morphemes and derivational bound morphemes. Derivational bound morphemes are often affixes, which include prefixes and suffixes. Melissa Jean Cook emphasizes that derivational bound morphemes comprise 386 prefixes and 322 suffixes in word formation. She explains that derivational bound morphemes can change words in three important ways:

1. When morphemes are added to a root, they create a new word.
2. Morphemes can change the meanings of words: “friendly”, “unfriendly”.
3. Derivational morphemes also alter the grammatical meaning of words: “help” (to help) – verb, “helpful” – adjective. [5: 15]

Q. Sapayev emphasizes that morphemics is the section that studies morphemes, defining them as the smallest meaningful part of a word. Morphemes serve both word formation and word modification functions. Q. Sapayev states that a morpheme does not have lexical and grammatical value unless it is part of a word. He highlights that the specific lexical or grammatical character of a morpheme emerges only in speech or sentences, indicating that the division of words into morphemes is a matter of language rather than speech. The scholar notes that the classification of morphemes into root and affixal forms does not apply to compound words, pairs, and reduplicative words. For example, “Yangi-yer”, “qozon-tovoq”, “qop-qop”. However, it is noted that some compound words, pairs, and reduplicative words do contain affixal morphemes: “Kun-ga-boqar”, “muz-yor-ar”, “ol-ib-sot-ar”. In summarizing his thoughts on morphemes, the scholar provides the following definition: “A morpheme is any root that currently cannot be divided into new meaningful parts. Each has its own addition.” [6: 8]

The concept of morpheme was first introduced to science by I. A. Boduen de Kurtene, the founder of the Kazan Linguistic School. Morphemes are classified into four types: root morphemes, affixal morphemes, null morphemes, and auxiliary morphemes. The study of how morphemes combine within words is addressed in the field of Morphotactics. Additionally, Morfosemantics is mentioned as the study of the meaning of morphemes and the semantic relationships between them. These new terms are not found in other textbooks and study guides. [7: 7]

The term morpheme was introduced much earlier in world linguistics. Ferdinand de Saussure analyzed morphemes as the units defining language in his 1916 book “Course in General Linguistics”. He also referred to morphemes as the basic elements of language.

Noam Chomsky viewed morphemes as the basic building blocks of language in his 1957 book “Syntactic Structures”. He often studies the grammatical functions of morphemes and their roles in syntax.

F. E. Sanhadi Rahayu provides the following definition in Introduction to English Morphology: “In light of how the concept of morphemes has been introduced, let us examine

two of its properties in further depth. For the meanings of some complicated words to be predictable, morphemes must meet the following requirements:

1. They must be distinguishable from one word to another.
2. In some sense, the meaning of the parts contributes to the meaning of the whole term."

[8: 14]

This indicates that Rahayu also emphasizes that a morpheme must be identifiable from one word to another and contribute to the meaning of the whole word. He refers to morphemes not only as the smallest grammatical units but also as the smallest meaningful units. He further stresses that morphemes can vary in length, taking the words "catamaran" and "knickerbocker" as single morphemes. However, he states that the word "Tenths" consists of three morphemes: ten-th-s, where "ten" represents the number ten, "th" is an affix denoting ordinal number, and "s" is an affix denoting plurality. He defines allomorphs as the phonological variation present in complete phonological environments, stating that morphemes are a collection of allomorphs.

Professor H. Camp from Amsterdam University defines a morpheme in "Morphology in English" as follows: "A morpheme is the smallest grammatical unit that has meaning, and a morpheme is not a unit in syntax." [9: 78] From this, it is clear that a morpheme is the smallest grammatical unit that has meaning and is not considered a unit in syntax. According to H. Camp, traditional grammar does not recognize the concept of a morpheme, which was introduced by structuralists in the early 20th century. He refers to the manifestation of morphemes in speech as allomorphs. He classifies morphemes into two categories: "free morpheme" and "bound morpheme". Bound morphemes, or bound morphemes, are those that do not convey meaning in speech without free morphemes.

In general, a morpheme is the smallest unit that conveys meaning. In speech, it is referred to as a "morph", while in language, it is called a "morpheme". Words are grammatically composed of roots and various morphemes. Affixoids are referred to as word-forming morphemes. A. Nurmonov, A. Sobirov, and N. Qosimova in their textbook "Modern Uzbek Literary Language" refer to morphemes as leading morphemes (roots) and auxiliary morphemes (affixes). Sh. Rakhmatullayev categorizes morphemes into three types based on their nature: affixes, affixoids, and lexical nature morphemes in his textbook "Modern Uzbek Literary Language". A. Khojiyev divides morphemes into affixal morphemes and word morphemes in "Theoretical Issues of Uzbek Morphology, Morphemics, and Word Formation".

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BOSHLANG'ICH TA'LIMDA ONA TILINING TARBIYAVIY AHAMIYATI

Toshmuhammedova Sohiba Eshtemirovna

Chiroqchi tumani 51-umumiy o'rta ta'lim maktabi, boshlang'ich sinf o'qituvchisi.

Yosh avlodda milliy ruhni, vatanga, onaga bo'lgan muhabbatni shakllantiradigan, uni asrab-avaylaydigan ichki xis tuyg'ular, avvalo, ona tili yordamida singdirilishi hech kimga sir emas, albatta. Buning sababini tilshunos olimlarimiz quyidagicha ifodalaydi: ... Til xalqning, millat ruhining betakror va hech zamonda xira tortmas ko'zgusi hisoblanadi. Har bir tilda shu til egasi bo'lgan millatning saviyasi, ruhiyati aks etadi. Shuning uchun ham bolaning tili ona tili sifatida chiqib, ona tili sifatida kamol topgandagina uning shuurida tom ma'nodagi milliy ruh barqaror bo'ladi. [1]

Darhaqiqat, ona tili bola ongiga ona allasi-yu, ona mehri bilan singadi. Bejizga biz ona vatan, ona tuproq, ona tili deb atamaymiz, chunki ular kishi hayotida boshqa narsalar bilan tenglab bo'lmaydigan, qiyoslanmaydigan bebaho qiymatga ega bo'lgan tushunchalardir. Kishi uchun kindik qoni to'kilgan joy ona vatan bo'lganidek ilk bor ma'lum ma'noga ega bo'lgan so'z aytgan tili uning uchun ona tili deb ataladi. Dunyoga keltirgan zot ona, biz tug'ilgan makon Vatan bitta bo'lgani kabi til ham yagonadir. Shuning uchun ham barcha xalqlar o'z tilini ardoqlab ona tili deb ataydi. Kishining vatani, kindik qoni to'kilgan makon, uni o'z vatanida bog'lab turganidek xuddi ona tili ham uning o'zligini eslatib turadi. Shuni alohida ta'kidlash joizki, har bir narsa kishi uchun ma'lum ma'noda tarbiyaviy ahamiyatga ega. Shunday ekan biz o'zbek millatining o'z ona tilimiz, o'zbek tili, ham o'zining talaygina tarbiyaviy ahamiyatiga ega. Buni biz tilimizning boy imkoniyatlarida ham ko'rishimiz mumkin. O'zbek tiliga davlat tili maqomi berilgani mustaqilligimizga qo'yilgan ilk qadam bo'lganidek, ona tilini mukammal o'rganish kishining barkamol shaxs sifatida shakllanishi uchun ilk bosqichdir. Bugungi kunda chet tillarini bilish zamon talabi bo'lib borayotgan bir davrda ona tilini bilmasdan hech qanday tilni o'rganish mumkinmasligini alohida ta'kidlab o'tish mumkin. Chunki har qanday chet tilini biz, avvalo, ona tilimiz orqaligina o'rganishimiz mumkin, qolaversa, o'z tilida tushuncha va predmet birligini bilmagan kishi o'zga tilni o'rganishi mumkinemas.

Til – millatning ma'naviy boyligi bo'lishi bilan bir qatorda xalqning madaniyati, urf-odati, uning turmush tarzi hamda tarixi hamdir. Bu haqida ustozlarimiz fikriga e'tibor qaratadigan bo'lsak, so'z mulkingning sultoni, Alisher Navoiy “Ko'ngil maxzanining qulfi til va ul maxzanning kalitin so'z bil” deb uqtirsa, Abdulla Avloniy “Har bir millatning dunyoda borligini ko'rsatadigan oyinayi hayoti til va adabiyotdir. Milliy tilni yo'qotmak milat ruhini yo'qotmakdir” – deb ta'kidlaydi. Shu o'rinda rus tarixchisi Shobelevning ona tilining xalqlar hayotidagi o'rnini anglab bejizga “Millatni yo'q qilish uchun u yerga qurol ko'tarib borish shart emas, uning tilini, ma'naviyatini, adabiyotini yo'q qilish kerak, shunda millatning o'zi yo'q bo'lib ketadi” degan fikrini ham keltirishimiz mumkin.

Tilning tarbiyaviy ahamiyati deganda ushbu tilda yozilgan bir-biridan ajoyib yozma manbalarni ham ko'rsatishimiz mumkin. Ularda hayotni tarix bilan bog'laydigan hamda ulg'ayayotgan yosh avlodni ajdodlarga munosib avlod sifatida tarbiyalaydigan xususiyat ham borki, ularning barchasi til yordamida yuzaga chiqqan. Negaki aynan shu asarlar orqali til yashab avloddan avlodga o'tib yashab kelmoqda. Zamon rivojlanishi bilan birgalikda til ham o'zga tillardan rang olgan holda boyib, taraqqiy etib boraveradi. Negaki, til turg'un xarakterga ega bo'lmay, bolani zamon talablaridan kelib chiqqan holda tarbiyalash uchun zarur bo'ladigan xarakter kasb etib boraveradi. Hozirda tilimiz o'zining boy imkoniyatlariga tayanib bugungi kun farzandini turli davralarda bo'ladigan muloqotga mos nutq egasi sifatida ham tarbiyalaydi, ya'ni kim bilan qanday muomala qilish, kabi sifatlar ham borki, ularsiz kishi qanotini yo'qotgan qushga o'xshab qoladi. Zero dono xalqimiz bejizga “Til – dil kaliti” deb uqtirmaydi. Ona tilimiz,

o'zbek tilimizning keng imkoniyatlarini ilg'ab rossiyalik tilshunos olim A.M. Kozlyanina "O'zbek tili nafis va musiqa ohangiday jarangdor" deb tan olgani ham bejiz emas, albatta.

Ta'limning dastlabki bosqichi boshlang'ich ta'limda bola voqea-hodisalarni chuqur anglab uni ongida tafakkur qila boshlaydi. Tafakkur esa o'z navbatida til bilan bevosita bog'liq. Biz til vositasida bir-birimizning fikrimizni anglaymiz, narsa va hodisalarning mohiyatini bilib olamiz. Bu jarayonlarning barchasi esa tafakkur vositasida amalga oshadi.

Yuqoridagilardan kelib chiqib biz ona tilimiz o'zbek tilining millatimiz hayotida tutgan ahamiyatini ta'limning ilk bosqichi ya'ni boshlang'ich ta'limdanoq o'quvchilar ongiga singdirib boshlasak, kelajak egalari sifatida tarbiyalanayotgan o'quvchilar o'z tili va o'z vataniga sodiq, ona tilimizning serqirra jilolarini teran anglaydigan hamda uning kelajagiga befarq bo'lmagan shaxslar sifatida yetishishi muqarrar. Men o'z fikrimni Abdulla Oripovning quyidagi 4 misra she'ri bilan yakunlamoqchiman.

Ona tilim sen borsan shaksiz,
Bulbul kuyin tilga solaman.
Sen yo'qolgan kuning, shubhasiz,
Men ham to'ti bo'lib qolaman.

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BOSHLANG'ICH SINIF TEXNOLOGIYA DARSLARIDA O'QUVCHILARNI KASB-HUNARGA YO'NALTIRISHDA INTERFAOL USULLARDAN FOYDALANISH

Shodiyarova M.

Qarshi shahar 15-umumiy o'rta ta'lim maktabi o'qituvchisi.

Qadimdan ma'lumki har bir jamiyat o'z kelajagi uchun qayg'uradi va o'zida bor bo'lgan tajribalarni yosh avlodga o'rgatishga harakat qiladi. Bu borada yosh avlodni kasb-kor mehnat tarbiyasiga o'rgatish ham muhim qadam hisoblanadi. Shu boisdan bo'lsa kerak, ulug' bobomiz A.Navoiy yoshlarni ilm- hunar egasi bo'lish, halol mehnat qilishga da'vat etadi:

Ilm kasbni qildi to joni bor,
Hunar o'rgatishi ongaki imkoni bor.

Navoiyning bu misralaridan ko'rinib turibdiki, ilm va halol mehnat uyg'unlashib, insonga baxt va sharaf keltiradi. Tabiiyki, o'quvchilarda mehnat va kasb-hunarga muhabbat hissi o'z-o'zidan vujudga kelmaydi. Ularda bunday xislat va qiziqishni asta-sekin oilada ota-onasining shaxsiy namuna ko'rsatishi, keyinchalik maktabda o'qituvchilar tomonidan o'tkaziladigan texnologiya (mehnat) darslarida, darsdan tashqari turli tadbirlarda va tugarak mashg'ulotlarida jahon xalqlarining, shu jumladan sharq xalqlarining asrlar davomida ardoqlab kelayotgan mehnatsevarlik an'analari va kasb-hunar to'g'risidagi fikrlarini kengroq tushuntirib berish orqali tarkib toptirish mumkin.

Shu o'rinda "Qishloq xo'jaligi mehnati" mavzusiga bog'liq ravishda dehqonchilik va unga bog'liq kasblarni tushuntirishda interfaol metodlarni qo'llash maqsadga muvofiqdir. Bular: "Klaster", "Venn" diagrammasi, "Aqliy hujum", "Beshinchisi (oltinchisi...) ortiqcha", "Bulishi mumkin emas usuli", "T sxemasi", "Tushunchalar tahlili" metodlarini namuna sifatida keltirish mumkin.

Darsning boshlanish qismida o'qituvchi tomonidan amalga oshiriladigan ish nazariy jihatdan tushuntiriladi. O'quv- tajriba maydonchasiga nazariy jihatdan tayyorgarlik bosqichida bu metodlarni qo'llash mumkin.

Beshinchisi (oltinchisi...) ortiqcha metodi.

Sinf o'quvchilari ikki guruhga bo'linib, o'zlarining guruhiga nom tanlaydi. O'qituvchi tomonidan maxsus tayyorlangan kartochkalar joylashtirilgan konvertlar guruh sardoriga topshiriladi. Konvertlarning ichida dehqonchilik bilan bog'liq bo'lgan kasblar va bog'liq bo'lmagan kasblar nomlari yozilgan. O'quvchilardan ushbu kartochkalarni besh daqiqa ichida to'g'ri joylashtirib tahlil qilinishi so'raladi. Ular ortiqcha bo'lgan javobni topishlari lozim.

1 konvert 2 konvert

1. Suvchi 1. Vrach

2. Traktorchi 2.O'qituvchi

3. Dehqon 3. Shoir

4 .Injener 4. Fermer

5 .Cho'pon 5.Advokat

Keyingi bosqichda maktab o'quv-tajriba maydonchasida o'tkaziladigan darslarni to'g'ri tashkil qilish o'qituvchidan alohida e'tibor va diqqatni talab etadi.

Alifbo metodi

Alifbo metodi boshlangich sinf mehnat darslarida foydalanishga qulay metodlardan biri hisoblanadi. Metodni o'tkazilish talabiga ko'ra har bir o'quvchiga alohida savol beriladi. Savollarning javobi alifbo tartibida joylashadi. Masalan:

Savol: Qishloq xo'jaligi muhandisi kim?

Javob: agronom

Savol: Daraxtlarni o'stiruvchi kasb egasi?

Javob: bog'bon

Savol: Yerni yashnatuvchi kishi kim?

Javob: dehqon

Savol: Ariq zovurlarni tozalovchi mexanik?

Javob: ekskavatorchi

Savol: Bozorlarimizni mahsulotlar bilan to'ldiruvchi tadbirkor kim?

Javob: fermer va hakoza

Bu metod o'quvchilarni mantiqiy fikrlashga o'rgatadi, o'quvchilarni alifboni yaxshi o'zlashtirishga yordam beradi.

Interfaol metodlarni darsda qo'llashdan tashqari butun bir dars jarayonini ham yangicha loyihalash mumkin. Quyida xuddi shundaay dars namunalari keltirilgan. Bunday interfaol darslarni tashkil qilishdan maqsad o'quvchilarning texnologiyaga axloqiy jihatdan tayyorlash va kasb-hunarga qiziqtirish.

Rolli sahnalashtirish darsi. Bu mashg'ulot sahna ko'rinishi shaklida tashkil qilinadi. Bunda har bir o'quvchi bitta kasb yoki hunar egasi timsolini yaratib, ularni ta'riflab beradi. O'tkaziladigan joy- sahna jihozlanadi. Bu yerda albatta mavzu xususiyatiga ko'ra zarur mehnat qurollari, ramziy kiyimlar va boshqa shu kabilar tayyorlab qo'yiladi.

Bu usuldan foydalanilganda sinfdagi har bir o'quvchining qatnashishiga erishiladi. Qatnashuvchilar ma'lum bir kasb yoki hunar egasi qiyofasida sahnaga chiqib so'zlaydilar, so'zlari ko'rinishlari va harakatlari bilan darsni jonli, qiziqarli chiqishi ta'minlanadi.

Yuqoridagi kabi dars usullarini qo'llash orqali o'quvchilarni mustaqil ishlashga, nazariy bilimlarni amalda qo'llashga o'rgatish, ularning nutqini o'stirish, darsdagi faolligini oshirish, darsda fanlararo bog'lanishni ta'minlashga katta imkoniyatlar yaratiladi.

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BOSHLANG'ICH SINFLARDA O'QIB TUSHUNISH KO'NIKMASINI SHAKLLANTIRISHDA FOYDALANILADIGAN METODLAR.

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Annotatsiya. Boshlang'ich sinflarda o'qib tushunish ko'nikmasini shakllantirishda muhim metodlar o'quvchilarning o'qishga bo'lgan qiziqishini oshirish va ularning matn mazmunini chuqur tushunishlariga yordam beradi. Ushbu maqolada o'qitishda foydalaniladigan interaktiv, differensial yondashuv va ko'rishli tasvirlar kabi metodlar tahlil qilinadi. Shuningdek, o'qib tushunish jarayonida o'quvchilarning faol ishtirokini ta'minlashning ahamiyati ko'rsatib o'tiladi.

Kalit so'zlar: o'qib tushunish, boshlang'ich sinflar, metodlar, differensial yondashuv, interaktiv o'qitish.

Kirish. Boshlang'ich sinflarda o'qib tushunish ko'nikmasini shakllantirish ta'limning eng muhim vazifalaridan biridir. Chunki bu bosqichda o'quvchilar faqatgina o'qishni o'rganmay, balki o'qilgan matnning mazmunini to'g'ri tushunish, axborotni tahlil qilish va o'z fikrlarini ifodalashni o'rganadilar. O'qib tushunish qobiliyati kelajakdagi o'quv faoliyati uchun asos bo'lib xizmat qiladi va turli fanlar bo'yicha bilimlarni muvaffaqiyatli o'zlashtirishda muhim ahamiyat kasb etadi. Bu jarayonni samarali amalga oshirish uchun o'qituvchilar tomonidan turli xil pedagogik metodlar qo'llaniladi. Har bir metod o'quvchilarni o'ziga xos tarzda o'qishga jalb etib, ularning o'qilgan matnni to'liq tushunishiga yordam beradi. Jumladan, interaktiv o'qitish usullari, differensial yondashuv va ko'rgazmali vositalardan foydalanish o'quvchilarning o'qib tushunish ko'nikmasini shakllantirishda keng qo'llaniladi. Bu metodlar yordamida o'qituvchilar o'quvchilarning individual ehtiyojlari va o'qish tezliklarini hisobga olib, har bir o'quvchiga mos yondashuvlarni tanlashlari mumkin. Maqolada boshlang'ich sinflarda o'qib tushunish ko'nikmasini shakllantirish uchun qo'llaniladigan asosiy metodlar tahlil qilinadi va ularning o'quv jarayonidagi samaradorligi haqida so'z yuritiladi. Ushbu metodlar o'quvchilarning faolligini oshirib, ularning mustaqil fikrlashini va matnni to'g'ri tushunish qobiliyatini rivojlantirishga xizmat qiladi.

Asosiy qism. Boshlang'ich sinflarda o'qib tushunish ko'nikmasini shakllantirishda qator metodlar qo'llaniladi. Har bir metod o'quvchilarning individual ehtiyojlariga moslashgan bo'lib, ularning matnni tahlil qilish, chuqur tushunish va xotirada saqlash qobiliyatlarini rivojlantiradi. Quyida bu metodlarning eng samarali turlari va ularni qo'llashdagi afzalliklari ko'rib chiqiladi.

Interaktiv metodlar. Interaktiv metodlar o'quvchilarning o'qish jarayonida faol ishtirok etishiga qaratilgan. Ushbu metodlar o'quvchilarga o'qilgan matnni o'zaro muhokama qilish, savollar berish va o'z fikrlarini ifodalash imkonini beradi. O'qituvchilar o'quvchilarni matn ustida jamoaviy ishlashga jalb qilib, o'quv jarayonini jonlantiradi. Olim Lev Vygotskiy interaktiv o'qitishni bolalarning bilim olish jarayonidagi asosiy komponentlardan biri deb hisoblagan. Uning fikriga ko'ra, "bilimlar ijtimoiy muloqot orqali shakllanadi va rivojlanadi" [3, 57]. Bu shuni anglatadiki, o'quvchilar o'rtasidagi muloqot o'qib tushunish qobiliyatini shakllantirish

uchun samarali bo'ladi. Interaktiv usulda o'quvchilar faqatgina o'qilgan matnni qayta aytib bermay, balki uni tahlil qiladi va yangi g'oyalar bilan boyitadi.

Differensial yondashuv. Boshlang'ich sinf o'quvchilari turli darajadagi o'quv qobiliyatlariga ega bo'ladi. Shuning uchun o'qituvchilar differensial yondashuvdan foydalanishi zarur. Differensial yondashuv o'quvchilarning individual ehtiyojlarini hisobga olib, har bir o'quvchiga mos o'quv materiallarini taqdim etishga asoslangan. Bu yondashuv orqali o'quvchilar o'z darajasida o'qish va tushunish imkoniyatiga ega bo'ladilar. Davydova o'z tadqiqotlarida ta'kidlaganidek, "Differensial yondashuv o'quvchilarni qobiliyatlari va rivojlanish sur'ati bo'yicha ajratib, ularga o'z darajalarida ta'lim olish imkoniyatini yaratadi"[2,]. Bu usul orqali har bir o'quvchi o'z tezligida o'qib tushunishni rivojlantirishi mumkin, bu esa sinfdagi umumiy muvaffaqiyatni oshiradi.

Ko'rgazmali vositalar va tasvirlar. Ko'rgazmali vositalar va tasvirlar o'qitishda kuchli qo'llanma bo'lib, ayniqsa boshlang'ich sinf o'quvchilari uchun samaralidir. Yosh bolalar o'rganish jarayonida vizual materiallarga katta e'tibor qaratadi, chunki ular tasvirlar va vizual vositalar orqali axborotni osonroq qabul qiladi va tushunadi. Smith (2004) ta'kidlaganidek, "o'quvchilarning vizual tasavvur va matnni tushunish qobiliyati o'zaro bog'liqdir. Tasvirlardan foydalanish bolalar xotirasini va tushunish qobiliyatini faollashtiradi"[4, 108]. Boshlang'ich sinf o'quvchilariga matnning asosiy mazmunini tasvirlar orqali tushuntirish, ularning matnni osonroq anglashlariga va tushunish ko'nikmalarini rivojlantirishga yordam beradi.

Savol-javob usuli va o'qib tushunishni mustahkamlash. O'quvchilarning matn mazmunini chuqur tushunishlari uchun o'qituvchilar savol-javob usulidan keng foydalanadilar. Bu metod bolalarni matnni tahlil qilishga undaydi va ularning fikrlash qobiliyatini rivojlantiradi. Ochiq savollar o'quvchilarni matnni chuqurroq tahlil qilishga undaydi va ular orasida bahs-munozaralar yaratadi. Bloom (1956) tomonidan ishlab chiqilgan taksonomiyaga ko'ra, savollarni turli darajalarga bo'lish mumkin. Masalan, oddiy xotiraga asoslangan savollar ("Bu voqea qayerda sodir bo'ldi?") bilan bir qatorda, tahliliy savollar ("Nega qahramon bunday qaror qabul qildi?") ham berilishi o'quvchilarning o'qib tushunish qobiliyatini rivojlantiradi. Savol-javob usuli bolalarning o'z fikrlarini ifodalashlariga va o'qilgan matnni yaxshiroq tushunishlariga yordam beradi [5, 54-67].

Jamoaviy ish. Jamoaviy ish o'quvchilarning birgalikda matn ustida ishlashlariga imkon beradi. Bu metod o'quvchilar o'rtasida o'zaro yordam, muhokama va bahslar orqali o'z fikrlarini yanada kengaytirish imkoniyatini yaratadi. O'quvchilar bir-birlariga savollar berish, birgalikda tahlil qilish orqali o'qib tushunish ko'nikmalarini rivojlantiradilar. Olim Dewey (1938) jamoaviy ta'lim jarayonining o'quvchilar uchun katta ahamiyatga ega ekanligini ta'kidlagan. Uning fikriga ko'ra, "bolalar guruhda ishlaganda bilim almashish jarayoni kuchayadi va ular yangi bilimlarni tezroq o'zlashtiradilar". Jamoaviy ish orqali o'quvchilar o'z fikrlarini tahlil qilishni, boshqa o'quvchilar nuqtai nazarini qabul qilishni o'rganadilar [6. 23].

Xulosa. Boshlang'ich sinflarda o'qib tushunish ko'nikmasini shakllantirish o'quv jarayonining asosiy vazifalaridan biri bo'lib, o'quvchilarning kelgusi ta'limdagi muvaffaqiyatiga bevosita ta'sir ko'rsatadi. Ushbu maqolada ko'rib chiqilgan interaktiv metodlar, differensial yondashuv, ko'rgazmali vositalardan foydalanish, savol-javob usuli va jamoaviy ishlar o'qitishda samarali vositalar sifatida taqdim etildi. Olimlar tomonidan ko'rsatib o'tilganidek, bu metodlar o'quvchilarning o'qib tushunish ko'nikmalarini samarali shakllantiradi va ularning faol ishtirokini ta'minlaydi. Lev Vygotskiy interaktiv metodlar orqali ijtimoiy muloqotning o'quvchilarning rivojlanishidagi rolini ta'kidlagan bo'lsa, differensial yondashuv har bir o'quvchining individual ehtiyojlarini hisobga olgan holda ta'lim berishning afzalliklarini ko'rsatdi. Bundan tashqari, ko'rgazmali vositalar va tasvirlar yordamida o'quvchilarning matn mazmunini yaxshiroq tushunishlari ta'minlanadi. Savol-javob usuli va jamoaviy ish esa o'quvchilarning mustaqil fikrlash, tahlil qilish va o'z nuqtai nazarini shakllantirish qobiliyatlarini oshiradi. Shunday qilib, o'qib tushunish ko'nikmasini shakllantirish uchun

o'qituvchilar turli xil metodlardan foydalanishlari va o'quvchilarni har tomonlama qo'llab-quvvatlashlari zarur. Bu nafaqat ularning hozirgi o'qishdagi yutuqlarini ta'minlaydi, balki kelajakdagi ta'lim olishlarida ham mustahkam poydevor yaratadi.

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CHET TILIDA YOZUV MALAKASINI SHAKLLANTIRISHGA QARATILGAN MASHQLAR TIZIMI

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Annotatsiya. Mazkur maqolada chet tilini o'qitishda "mashq" va "mashqlar tizimi" til o'rganishda muhim o'rin tutuvchi metodik element sifatida tahlil qilinadi. Shuningdek, maqolada tilshunos va metodistlar tomonidan taklif etilgan yozuv malakasini shakllantirishga qaratilgan turli xil mashqlar tipologiyasi borasidagi fikrlar ham bayon etilgan.

Kalit so'zlari: yozuv, yozma nutq, mashq, mashqlar tizimi, tamoyil.

Pedagogik, lingvodidaktik va metodik adabiyotlarda keltirilganidek, har qanday faoliyat mashq qilish natijasida egallanadi. Shu o'rinda G.T.Mahkamova mashqlar tizimini tilni o'rganish qiyinchiliklari oshib borishini hisobga olib tashkil etiladigan o'quv harakatlari algoritmi sifatida ta'riflaydi.[1;228]

Yozma nutqni o'rgatishda mashqlar eng muhim omil hisoblanadi, sababi ular o'rganilayotgan materialni mustahkamlash, eslab qolish, ko'nikma va malakalarni shakllantirishga yordam beradi. Mashqlarsiz o'quv jarayonida avtomatlashgan harakatlardan iborat bo'lgan ko'nikmalarni shakllantirishning imkoni yo'q. Mashqlar ta'lim maqsadiga, muayyan bosqichga qanchalik mos kelsa, o'rganiladigan materialning barcha jihatlarini to'liq aks ettirsa va tegishli nutqiy faoliyat turining psixologik xususiyatlarini hisobga olsagina, ular ko'nikma va malakalarni shakllantirishga shunchalik samarali yordam beradi.

Arab olimi Zekri Munir mashq yordamida yozma nutqdan foydalanish ko'nikmalari va malakalari quyidagicha rivojlantirilishini ta'kidlaydi:

- 1) Chet tili muhitida o'z fikrlarini ifodalash uchun yetarlicha til materiallariga ega bo'lish;
 - 2) Yozma shaklda mazkur materialdan nisbatan erkin foydalanish, bu ma'lum darajada orfografik ko'nikmalarga ega bo'lishni nazarda tutadi;
 - 3) Asosiy janrlarni ma'lum darajada o'zlashtirish;
 - 4) Xatni xorijiy tilda qabul qilingan an'analarga muvofiq tarzda rasmiylashtirishni bilish
- [3;50]

O.V. Kudryashova: yozma nutqda kommunikativ kompetensiyani bosqichma-bosqich shakllantirish uchun mo'ljallangan mashqlar quyidagi tamoyillar asosida ishlab chiqilishi kerakligini ta'kidlaydi:

-Nutq faoliyatining turlari o'rtasidagi o'zaro bog'liqlik tamoyili-bu tamoyilga muvofiq, turli nutq faoliyatlari (masalan, tinglab tushunish, o'qish, yozish) bir-birini to'ldirishi va mustahkamlashi kerak. Yozma nutq ko'nikmalarini rivojlantirishda, boshqa faoliyatlar bilan integratsiya qilinishi muhimdir;

-Yozma nutq faoliyatini egallashning bosqichma-bosqichlik tamoyili-yozma nutq ko'nikmalarini o'zlashtirishda, bosqichma-bosqich yondashuv muhimdir. Har bir bosqichda o'quvchilarga qiyinchilik darajasi oshadigan vazifalar berilishi lozim;

-Talabalarning fikrlash faoliyatini faollashtirish tamoyili-o'quvchilarning fikrlash faoliyatini rag'batlantirish va ularni mantiqiy fikrlashga undash, yozma nutq ko'nikmalarini rivojlantirishda muhim ahamiyatga ega;

- Muammoli yo'nalish tamoyili- o'quvchilarni muammolarni hal qilishga undash va ularga muammoli vaziyatlarni tahlil qilish imkoniyatini berish, yozma nutq faoliyatini rivojlantirish uchun foydali.[4; 108]

Demak, yozma nutq ko'nikmalarini rivojlantirish orqali talabalar nafaqat til materiallaridan samarali foydalanishni o'rganadilar, balki yozma janrlarga xos qoidalarni ham o'zlashtiradilar. Ular grammatik to'g'rilik va orfografiyaga amal qilish bilan birga, do'stona yoki rasmiy yozishmalar uchun tegishli formulalarni qo'llashni o'rganadilar. Yozma nutqning umumiy mantiqiy tuzilishiga e'tibor berish va fikrlarni aniq ifodalash talabalarning yozuv malakasini kuchaytirishga yordam beradi. Bundan tashqari, til elementlarining integratsiyasi orqali yozma nutqni rivojlantirish boshqa til faoliyatlari bilan uzviy bog'liqlikni ta'minlaydi.

Yozuv produktiv kommunikativ faoliyat bo'lib, chet tillarni o'rganish jarayonida tegishli maqsadlarga qaratilgan kommunikativ mashqlar mantiqan to'g'ri keladi. N.N. Vtorashina ta'kidlaganidek, yozma shaklda bajariladigan barcha til va shartli nutq mashqlari o'quv yozma nutqqa ta'lluqlidir. Yozma bayonlar, insho yozish, ijodiy diktantlar, shaxsiy yoki rasmiy xatlar yozish, berilgan vaziyatlarga ko'ra yozma hikoyalar yozishning barchasi kommunikativ yozma nutqqa kiradi.[5; 315]

Bu borada yozuv malakasini rivojlantirish bo'yicha tadqiqot olib borgan P.Golestan shunday fikr bildiradi: Yozma nutqni rivojlantirishga qaratilgan mashqlar tayyorlovchi va nutqiy turlarga bo'linadi. Tayyorlovchi mashqlarga turli xil diktantlar kiradi, nutqiy mashqlarga esa insho va bayonlar kiradi. Tayyorlovchi mashqlar yordamida yozma fikr bildirish ko'nikmalari va malakalari rivojlantiriladi. Tayyorlovchi mashqlarda asosiy e'tibor bayonot shakliga qaratiladi, nutqiy mashqlarda esa asosiy e'tibor bayonot mazmuniga qaratiladi.[2;36]

Yozma nutqni rivojlantirish bo'yicha nutqiy mashqlar sifatida bayonlar va insholar hisoblanadi. Nutqiy mashqlarni bajarishda talabalar asosan bayonot shakliga emas, uning mazmuniga ko'proq e'tibor qaratadilar. Bu yerda vazifa - manba matni yoki o'z fikrini to'g'ri yetkazishdir. Bayon matnni manba asosida tuzish hisoblanadi. Bayonlar ixcham, kengaytirilgan va erkin shaklda bo'lishi mumkin. Bayonlar va insholar orqali talabalar yozma nutqni rivojlantirish va o'z fikrlarini aniq ifodalash ko'nikmalarini oshirish imkoniyatiga ega bo'ladilar.

Yozuv jarayonini o'rganish jarayonida mashqlarni tizimlashtirish, talabalarning yozma nutqni rivojlantirishida juda muhim ahamiyatga ega. Bu nafaqat yozish uslublarini o'rganishga yordam beradi, balki talabalarning yozuv jarayonidagi muhim qoidalarga e'tibor berishlarini ham ta'minlaydi.

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EKVIVALENTSIZ LEKSIKANI O'QITISH: MUAMMOLAR VA YECHIMLAR

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Xalqlar o'rtasidagi aloqalarning kengayishi bilan chet tillarni o'qitishda leksikani o'rgatish muhim ahamiyat kasb etmoqda. So'nggi yillarda ba'zi tadqiqotchilar leksikani o'rgatish madaniyatni o'rgatishdan ajralmas ekanligini va ekvivalentsiz so'zlarni alohida ajratib bo'lmasligini ta'kidlamodalar. Leksikani o'rgatish til o'rganishning eng muhim qismlaridan biri sifatida chet tilini o'qitishda muhim va murakkab omil bo'lib kelmoqda. Leksikani o'rgatish o'quvchilarga so'zlarning ma'nolarini tushunish va mos so'zlardan foydalanish ko'nikmasini rivojlantirishga yordam beradi. Ekvivalentsiz so'zlar - bu o'rganilayotgan tilda to'g'ridan-to'g'ri tarjimasi yoki muqobili bo'lmagan so'zlardir. "Ikki til o'rtasidagi lingvistik tuzilmadagi farq qanchalik katta bo'lsa, tarjima qilib bo'lmaydigan so'zlar soni shunchalik ko'p bo'ladi" [3:56]. Bu tushuncha o'z navbatida ekvivalentsiz leksikani yuzaga keltiradi. Bayram nomlari, madaniyatga xos atamalar va ma'lum bir mamlakatga xos ijtimoiy hodisalarning nomlari kabi bir qator leksik birliklar ekvivalentsiz so'zlarga misol bo'ladi.

O'rganilayotgan tilning elementlari yangi so'zni o'rgatishda muhim ahamiyatga ega. O'qituvchi o'quvchilarning madaniy bilimlarini oshirgandan so'ng, ular so'zlarni yanada samarali o'zlashtiradi va natijada til ko'nikmalarini rivojlantiradi.

So'zlar muloqot qilish va tilni tushunishning muhim unsurlari sifatida namoyon bo'ladi. Har qanday tildagi yangi so'zlar manbasi boshqa tillarda muqobili bo'lmagan so'zlar to'plamini vujudga keltiradi. Bu to'plam katta bo'lib, tillarning o'zgaruvchan tabiatiga ko'ra tobora kengayib boradi. Ekvivalentsiz leksik birliklar tillar tizimiga kiritilganda, so'zlarning tushunilishi va ular o'rtasidagi aloqalar kuchayadi.

So'zlar nafaqat tilning tashuvchisi, balki tilni ifodalash va tushuntirish uchun asos hamdir. Til va dunyo o'rtasidagi aloqa so'zlar, ya'ni til vositasida amalga oshiriladi. So'zlar inson his-tuyg'ulari va fikrlarini ifodalash vositasi hisoblanadi. Narsa-buyumlar, tushunchalar va insonlarga nom berish ham so'zlar orqali amalga oshadi. Garchi so'zlar eng muhim ahamiyatga ega bo'lsa-da, ekvivalenti yo'q leksik birliklarning ma'nosidagi nozik farqlar tufayli ularni o'rgatish o'ziga xos qiyinchiliklarga ega. Ko'p yillar davomida leksikani o'rgatishning an'anaviy usullaridan biri shunchaki yodlash bo'lib kelgan. Bu usul o'quvchilardan ro'yxatdagi so'zlarni qayta-qayta takrorlashni talab qilardi. Bunday o'qitish usuli nafaqat zerikarli jarayon, balki o'quvchilarning leksikani mustaqil o'rganishida qiyinchiliklar tug'diradi va ularning o'rganishga bo'lgan qiziqishini pasaytiradi. Natijada o'quvchilar bu usul yordamida yodlagan so'zlarni yaxshi eslab qolisholmaydi.

Ekvivalentsiz leksikani o'rgatish nihoyatda muhim, chunki leksikani o'zlashtirish til o'rganishning asosini tashkil etadi. Har qanday ikki tilda juda ko'p ekvivalentsiz leksika mavjud bo'lishi mumkin. Bu so'zlar oddiydan murakkabga qarab farqlanadi. Masalan, o'zbek va ingliz tillari misolida, ikki tilda ham ekvivalenti bo'lmagan oddiy narsa va obyekt nomlari juda ko'p uchraydi. Murakkab nomga ega obyektlar esa ikki tilda ham yangi murakkab so'z sifatida

mavjud bo'lishi mumkinligini kuzatish mumkin. Barcha ekvivalentsiz leksik birliklar insonlarning kundalik hayotida kommunikativ vazifani bajaradi. Bunday so'zlar keng tarqalganligiga qaramasdan, aksariyat til o'qituvchilari ularga e'tibor bermaydilar, chunki bu turdagi leksika til o'qitish jarayonida bir qator qiyinchiliklar keltirib chiqaradi.

Til o'qitishda, asosan, yangi tilni o'rganishda o'quvchilarning ona tillaridan foydalaniladi. Shuningdek, o'quvchilar o'z tilining leksikasidan farq qiladigan so'zlarga duch kelishadi. Ekvivalentsiz so'zlarni o'qitishning samarali usullarini aniqlash muhim ahamiyat kasb etadi. Bunday so'zlarni o'qitish bo'yicha tavsiya etiladigan o'qitish usullari hali to'liq ishlab chiqilmagan. Ba'zi mashhur o'qitish usullariga ko'ra, til o'qituvchisi turli xil metodlarni uyg'unlashtirishi lozim bo'ladi. Bu esa ko'p vaqt hamda o'qituvchi va o'quvchilardan qo'shimcha kuch va sa'y-harakat talab qiladi. Bu ekvivalentsiz so'zlar o'qitish-o'rganish jarayonida qiyinchiliklar tug'diradi, shu sababli bunday so'zlarni o'rgatish strategiyalari juda muhim hisoblanadi. Bunday turdagi leksikani o'qitish uchun quyida bir necha strategiyalar taklif qilinadi:

- Kontekstli ta'lim. O'quvchilarga turli kontekstlarda so'zlarni qo'llay olish o'rgatiladi. Ularga turli mazmundagi gaplar taqdim etiladi va bu gaplar tarkibidagi so'zlarni o'zlari o'rganayotgan, ammo ekvivalenti bo'lmagan so'zlar bilan almashtirish taklif qilinadi. Bunda gaplarning asl mazmun-mohiyati saqlanib qolishi zarurligiga alohida e'tibor qaratiladi. Shundan so'ng, o'quvchilar ushbu gaplardan foydalanib hikoya yaratishadi. Bu jarayonda ular o'qituvchidan so'zlarning ma'nosini so'rashlari mumkin, bu esa so'zlarning ularning xotirasida yaxshiroq saqlanib qolishiga ko'maklashadi.

- Semantik xaritalash. Til o'rganishda mavjud so'zlar bilan yangi so'zlarni birga taqdim etish uchun semantik xaritalash strategiyasidan foydalanish mumkin. Bu strategiya, ayniqsa, yangi ekvivalentsiz so'zlarni o'quvchilarga tanishtirishda samarali bo'lishi mumkin. Ushbu usul o'qituvchiga o'quvchilarning ona tilida tanish bo'lgan so'zlar va o'rganilishi kerak bo'lgan chet tilidagi so'zning semantik munosabatini ko'rib chiqish imkonini beradi. Bunda o'qituvchi o'quvchilarga yangi so'zning ular ona tilida biladigan so'zlarga qanday bog'liqligini tushunishlarida yordam beradi. Bu strategiya o'quvchilarga yangi so'zni samarali o'zlashtirishda qo'l keladi, chunki ular ona tilidagi so'z va yangi so'z o'rtasidagi aloqalarni turli kategoriyalar, xususiyatlar, misollar, vazifalar orqali hamda turli kontekstlarda yangi so'zni qo'llab o'rnatadi.

- Nutq o'rganish muammosini hal etish uchun o'qituvchi fonetik belgilarni ko'rsatib, ovoqli namunalar yozib berishi, so'ngra talabalarga so'zlarni to'g'ri talaffuz qilishni mashq qilish imkoniyatini yaratishi mumkin. O'qituvchi yakka tartibdagi mashqlar berishi, xatolarni aniqlab, ularni tuzatishga alohida e'tibor qaratishi lozim. O'quvchilar yangi so'zlarni yaxshiroq eslab qolishlari uchun o'qituvchi ularni mazmunli kontekstda taqdim etishi va vaqti-vaqti bilan takrorlab turishi kerak. Yangi so'zlarni ingliz tilida tushuntirish uchun o'qituvchi ularni gaplar tarkibida qo'llashi, keyin esa ma'nolarini sinonimlar, antonimlar yoki ta'riflar yordamida izohlab berishi mumkin. Bu jarayonni osonlashtirish maqsadida o'quvchilar kichik guruhlarda ishlashlari, so'ngra o'z natijalarini butun sinfga taqdim etishlari mumkin.

- O'quvchilarning zerikishi va salbiy munosabatlarini bartaraf etish uchun o'qituvchi turli xil o'yinlar, qo'shiqlar, yangiliklar kiritilgan komikslardan foydalanishi yoki ona tilida so'zlashuvchi (o'z) madaniyatiga oid mashqlarni qo'llashi mumkin. Talaffuz bilan bog'liq muammolarni hal qilish uchun o'qituvchi fonetik yozuvni taqdim etib, audio eshittirishi hamda o'quvchilarga so'zlarni takrorlash mashqini bajartiradi. Bundan tashqari, o'qituvchi o'quvchilarga yakka tartibdagi mashqlarni ham bajartirishni yo'lga qo'yishi mumkin.

Ushbu maqolada chet tili o'qituvchilarining til o'rgatish jarayonida duch keladigan ayrim muammolar haqida muhokama yuritdik va ularga o'z yechimlarimizni taklif etdik. Yuqorida keltirilgan o'qitish usullari va yangi mavzular bilan bog'liq boshqa strategiyalarni qo'llash chog'ida o'qituvchilar bir qator qiyinchiliklarga duch kelishini ko'rib chiqdik.

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CHET TILIDA RETSEPTIV NUTQ MALAKALARINI O'QITISHDAGI QIYINCHILIKLAR VA MUAMMOLAR

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Annotatsiya. Ushbu maqolada chet tilida retseptiv nutq malakalarini o'qitishdagi qiyinchiliklar va muammolarning turli jihatlarini ko'rib chiqiladi. Shuningdek, o'qish va tinglab tushunish nutq malakalarida uchraydigan qiyinchilik turlari va muammolarni bartaraf etish yo'llari tahlil qilinadi. Retseptiv nutq malakalarini qabul qilishni engillashtirish uchun bosqichma bosqich mashqlar tizimi tatbiqi o'rganiladi.

Kalit so'zlari: Chet tili, retseptiv nutq malakalari, o'qish malakasi, tinglab tushunish malakasi, qiyinchilik, muammo, mashq.

Talaba chet tilini o'rganishni to'rtta nutq malakasi yordamida amalga oshiradi. Bu malakalar ikki guruhga bo'linadi. Ular retseptiv va produktiv malakalardir. Retseptiv ko'nikmalar (shuningdek, passiv ko'nikmalar yoki o'qish va tinglash deb ham ataladi) ko'pincha samarali ko'nikmalarga (gapirish va yozish) qarama-qarshi qo'yiladi. Yangi tilni o'rganayotganda, o'rganuvchilar birinchi navbatda o'zlarining qabul qilish qobiliyatlarini rivojlantiradilar, keyin esa ishlab chiqarish qobiliyatiga ega bo'ladilar. Bu ikkalasi o'rtasidagi murakkab munosabatdir, chunki ularning barchasi boshqa ko'nikmalarni rivojlantirishda yordamchi rol o'ynaydi. Masalan, o'qish ko'nikmalari yozishni rivojlantirish uchun yordamchi omil bo'lishi mumkin, tinglash esa nutqning ravonligini oshirishi mumkin.

Tinglashni nutq faoliyatining alohida turi sifatida ajratib ko'rsatish orqali, o'zimizning ko'p yillar davomida chet tilini o'rgatish tajribasi, shuni ta'kidlaymiz Bu eng katta qiyinchiliklarni tinglashdir talabalar tilni bilish darajasidan qat'i nazar. Yoniq bizning fikrimizcha, bu qiyinchiliklar murakkablikda yotadi aqliy mexanizmlarni o'z ichiga olgan og'zaki nutqni dekodlash: diqqat, diqqatni jamlash qobiliyati, eslab qolish, anglash va boshqalar.

Tinglash va o'qish nutq faoliyatining retseptiv turiga mansubligi bilan chambarchas bog'liq, ya'ni ikkalasi ham idrok bilan bog'liqdir. Matnni o'qish yoki tinglash paytida odam ongi ishlay boshlaydi, tushunish va faol qayta ishlash jarayonlari yuzaga keladi. Farq faqat ushbu ma'lumotni olish kanallarida yotadi, chunki biz eshitish kanallari yordamida biz eshitgan narsamizni idrok qilamiz va ingl - yozilgan. Ovoz chiqarib o'qiyotganda ikkala kanal (eshitish va ingl.) ishga kiritilgan ma'lumotlarni yaxshiroq va tezroq qabul qilishga yordam beradi.

Chet tilida retseptiv nutq malakalarini o'qitishda bir qator qiyinchiliklar va muammolar mavjud. Ular quyidagilardan iborat:

1. Leksik qiyinchiliklar: O'quvchilarning lug'at boyligi cheklangan bo'lishi, yangi so'zlarni tushunishda qiyinchiliklarga olib keladi.
2. Grammatika tushunmovchiliklari: Chet tilining grammatikasi o'z ona tilidan farq qilishi, matn yoki nutqni noto'g'ri talqin qilishga olib kelishi mumkin.
3. Fonetika va talaffuz: Chet tilidagi tovushlar va talaffuz o'ziga xos bo'lishi, talabalarga eshitish jarayonida qiyinchilik tug'dirishi mumkin.
4. Madaniy farqlar: Tilga xos madaniy kontekstlar va idiomatik ifodalarni tushunmaslik, ma'lumotni to'g'ri talqin qilishda muammolar keltirib chiqaradi.
5. Motivatsiya yetishmasligi: O'qituvchilar yoki talabalar tomonidan motivatsiyaning pastligi, retseptiv nutq malakalarini rivojlantirishga to'sqinlik qilishi mumkin.
6. Psixologik omillar: Xato qilishdan qo'rqish yoki noto'g'ri tushunilishdan xavotirda bo'lish, faol tinglash va o'qishga to'sqinlik qiladi.
7. Amaliyot yetishmasligi: Chet tilida muloqot qilish imkoniyatlarining cheklanganligi, retseptiv malakalarni rivojlantirishni sekinlashtiradi.
8. O'qitish uslublarining xilma-xilligi: Har bir o'quvchining o'ziga xos o'rganish uslubi bor, shuning uchun barcha metodlar hamma uchun mos kelmasligi mumkin.
9. Kognitiv yuklanish: Yangi ma'lumotni qayta ishlash ko'p aqlni talab qiladi, bu esa charchash va diqqatning pasayishiga olib kelishi mumkin.
10. Materiallarning xilma-xilligi yetishmasligi: Bir xil turdagi matnlar yoki audio materiallardan foydalanish, qiziqishni kamaytirishi va turli kontekstlarda ko'nikmalarni rivojlantirishga to'sqinlik qilishi mumkin.

Tadqiqotchi S. S. Lipovoyning fikricha, o'qish malakasidagi eng katta qiyinchilik lingvistik vositalar tomonidan taqdim etiladi: notanish so'zlar, g'ayrioddiy ma'nolar, grammatik hodisalar, sintaksisning murakkabligi kabilar. Shuning uchun bashorat qilish, taxmin qilish, aniqlash, tahlil qilishni o'rganish, matndan lingvistik tayanchlarni topish, kerak bo'lganda lugatdan foydalanish mexanizmlarini shakllantirish kerak.

Eshitishdagi qiyinchiliklarni esa bosqichma-bosqich mashqlar tizimi yordamida amalga oshiriladi. Bu mashqlarni an'anaviy uch guruhga bo'lish mumkin: 1) tayyorgarlik; 2) nutq; 3) matndan keyingi. Tayyorgarlik mashqlarining maqsadi izolyatsiya qilish va nutq segmentlarini tinglashda tushunishga xalaqit beradigan qiyinchiliklarni bartaraf etishdir. Matnlar ustida ishlashda siz quyidagi mashqlardan foydalanishingiz mumkin:

Iborani tinglash, bosh so'zlarni takrorlash; iborani tinglash, uni qisqartirish, asosiy ma'lumotlarni ajratib ko'rsatish; bir qator iboralarni tinglash va ularni takrorlash; quloq orqali qabul qilingan qisqa xabardan, eslab qolish va geografik nomlarni, tegishli nomlarni takrorlash; tinglangan iboralar yoki xabarlarini qo'llash vaqtida o'zgartirish.

Ushbu muammolarni yengib o'tish uchun turli usullarni qo'llash, faol tinglash va o'qish mashg'ulotlarini tashkil etish, madaniy kontekstlarni kiritish va motivatsiya yaratish muhimdir.

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USAGE OF ARTICLES IN ENGLISH GRAMMAR

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Abstract: An article is a name given to a word that is used to identify the noun or noun phrase that comes after it. There are two kinds of article: definite and indefinite articles. Definite articles refer to a specific noun using 'the', while indefinite articles are used when a noun is not specific.

Key words: definite article, indefinite article, countable noun, uncountable noun, sentence.

Articles ("a," "an," and "the") are determiners or noun markers that function to specify if the noun is general or specific in its reference. Often the article chosen depends on if the writer and the reader understand the reference of the noun.

The articles "a" and "an" are indefinite articles. They are used with a singular countable noun when the noun referred to is nonspecific or generic. The article "the" is a definite article. It is used to show specific reference and can be used with both singular and plural nouns and with both countable and uncountable nouns. Many languages do not use articles ("a," "an," and "the"), or if they do exist, the way they are used may be different than in English. Multilingual writers often find article usage to be one of the most difficult concepts to learn. Although there are some rules about article usage to help, there are also quite a few exceptions. Therefore, learning to use articles accurately takes a long time. To master article usage, it is necessary to do a great deal of reading, notice how articles are used in published texts, and take notes that can apply back to your own writing.

Generally, we use 'an' before a word beginning with a vowel and 'a' when a word begins with a consonant. But unfortunately, this is just the general rule of thumb, and not all words follow this pattern. There are some exceptions to the rule that children will have to memorise when deciding whether to use 'a' or 'an'. However, there's a useful trick for deciding which to use; we simply need to make the distinction between consonant sounds and vowel sounds rather than just consonants and vowels.

For example, the first letter in 'honour' is a consonant, but it's also unpronounced. Instead, the word begins with an 'o' sound, which is a vowel sound. So, we use 'an' rather than 'a' as we would with other words beginning with 'h'. 'It is an honour to meet you.'

Some words beginning with 'x' begin with the vowel sound 'e', so we use 'an' for those as well:

'He had an X-ray.'

However, the word 'xylophone' has a consonant sound, 'z', so we use 'a':

The band has a xylophone.'

"A" and "an" are used with singular countable nouns when the noun is nonspecific or generic.

I do not own a car

In this sentence, "car" is a singular countable noun that is not specific. It could be any car.

She would like to go to a university that specializes in teaching.

"University" is a singular countable noun. Although it begins with a vowel, the first sound of the word is /j/ or "y." Thus, "a" instead of "an" is used. In this sentence, it is also generic (it could be any university with this specialization, not a specific one).

I would like to eat an apple. In this sentence, "apple" is a singular countable noun that is not specific. It could be any apple.

"A" is used when the noun that follows begins with a consonant sound. a book a pen a uniform (Note that "uniform" starts with a vowel, but the first sound is /j/ or a "y" sound. Therefore "a" instead of "an" is used here.)

"An" is used when the noun that follows begins with a vowel sound.

an elephant

an American

an MBA (Note that "MBA" starts with a consonant, but the first sound is /ɛ/ or a short "e" sound. Therefore, "an" instead of "a" is used here.)

Sometimes "a" or "an" can be used for first mention (the first time the noun is mentioned). Then, in subsequent sentences, the article "the" is used instead.

He would like to live in a large house. The house should have at least three bedrooms and two bathrooms.

In the first sentence (first mention), "a" is used because it is referring to a non-specified house. In the second sentence, "the" is used because now the house has been specified.

The book that I read last night was great.

In this sentence, "book" is a singular, countable noun. It is also specific because of the phrase "that I read last night." The writer and reader (or speaker and listener) know which book is being referred to.

The books assigned for this class are very useful. In this sentence, "books" is a plural, countable noun. It is also specific because of the phrase "for this class." The writer and reader (or speaker and listener) know which books are being referred to.

The advice you gave me was very helpful.

In this sentence, "advice" is an uncountable noun. However, it is specific because of the phrase "you gave me." It is clear which piece of advice was helpful.

Here are some more specific rules:

"The" is used in the following categories of proper nouns:

Museums and art galleries: the Walker Art Center, the Minneapolis Institute of Art

Countable noun: The noun has both a singular and plural form. The plural is usually formed by adding an "-s" or an "-es" to the end of it.

one horse, two horses

one chair, two chairs

Countable nouns may also have irregular plural forms. Many of these forms come from earlier forms of English.

one child, two children

one mouse, two mice

Uncountable noun: The noun refers to something that cannot be counted. It does not have a plural form.

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ISPAN TILINI O'RGATISHDA TINGLAB TUSHUNISHNING AHAMIYATI

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Annotatsiya: Ushbu maqolada ispan tilini o'rgatishda tinglab tushunishning ahamiyati, tilni tinglab tushunish ko'nikmasi orqali, nutq mashqlarini bajarish orqali va tinglab tushunishni rivojlantiruvchi metodlardan foydalangan holda o'rgatish, tinglab tushunish samarali muloqotga erishishning kaliti bo'lib qolmasdan, tinglab tushunish jarayonida diqqat ham muhim o'rin tutishi, aktiv va passiv tinglab tushunish haqida so'z boradi.

Kalit so'zlar: chet tillar, ta'lim, o'qitish, faoliyat, og'zaki nutq, bilim, ko'nikma, malaka, o'rganish, tinglash, bilish, yozish, intensive, o'zlashtirish,

Til o'rganish kishilik jamiyatida eng muhim sohalardan biri hisoblanadi. O'zga tilni o'rganish qiyin, ammo foydali tajriba bo'lishi mumkin. Chet elga sayohat qilishni, chet ellik do'slar bilan muloqot qilishni yoki til bo'yicha biror joyga ishg'a joylashish, istiqbolingizni oshirish uchun yangi tilni o'rganish hayotingizni yaxshilashning ajoyib usuli bo'lib xizmat qiladi. Muloqot vositasi bo'lmish tilni tabiiy muhitda (oilada, jamoatchilik orasida) yoki uyushgan holda (darsda) amaliy egallash mumkin. Til hodisalariga oid bilimlar esa nazariy jihatdan o'rganiladi. Ma'lumki, chet tilni o'rgatish-o'rganish muayyan jihatlari bilan ona tili va ikkinchi tildan keskin farqlanadi. Bu esa, o'z navbatida, tegishli chet til o'qitish texnologiyasini qo'llashni taqozo etadi.

Har qanday tilni o'rganishda muhim bo'lgan qobiliyatlar orasida tinglab tushunish ham asosiy o'rin tutadi. Odatda til o'rganish va o'rgatish sohasida tilda gapirish va yozishga asosiy tildan foydalanish omili sifatida qaraladi. Tinglash va o'qish qobiliyatlari esa ikkinchi o'rinda turadi. Buning sababi tinglash qobiliyatini o'zlashtirishning biroz qiyinligi bo'lishi mumkin. Ammo bugungi kunda tinglab tushunishni IT texnologiyasi kirib kelgandan so'ng lingafon xonalarda turli tinglab tushunishga mo'ljallangan materiallar orqali o'rganish vaziyatni ancha yengillashtirdi. Har qanday tilni o'rganishning tabiiy tartibida tinglash yetakchi o'rinlarni egallay boshladi. Tinglab tushunish haqiqiy muloqotning kalitidir.

Tinglash bu - suhbat jarayonidagi xabarlarni to'g'ri tushunib qabul qilish va izohlash qobiliyati va kunlik faoliyatimizda mavjud bo'lgan muhim mahoratdir. Tinglab tushunish samarali muloqotga erishishning kaliti bo'lib qolmasdan, tinglab tushunish jarayonida diqqat ham muhim o'rin tutadi. Tinglab tushunish uchun quyidagi psixologik mexanizmlar xizmat

qiladi: nutqni tinglash qobiliyati, diqqatni uzoq muddatli va qisqa muddatli xotira, oldindan faraz qilish va fahmlash. Shunday ekan tinglab tushunish jarayonida diqqat muhim ahamiyat kasb etadi. O'quvchilar nutqni ona tilida tinglagan paytda ularning diqqati asosan nutqning mazmuniga qaratilgan bo'ladi. Chet tilidagi nutqni tinglab tushunish esa o'quvchilardan diqqatni nutq mazmuni va shakliga qaratishlarini talab etadi.

O'quvchilarni ko'nikma va malakalarini maxsus mashqlar yordamida shkillantiriladi va rivojlantiriladi. Shakl va mazmunni bab-barobar idrok qilish asta sekin bosqichma-bosqich amalgam oshiriladi. O'quvchilar avval shaklga e'tibor beriladigan mashqlarni bajaradilar. Asta-sekin mazmunga e'tibor orttirib boriladi yani o'quvchilar nutq mashiqlarini bajaradilar. Nutqni tinglab tushunish chegaralangan vaqtda amalga oshiriladi. Vaqtni qisqaligi va nutqni qabul qilishning qaytarilmasligi nutqni idrok qilishni va tushunishni qiyinlashtiradi bu esa diqqatni mushohada qilishni va tushunishga asoslangan xotiraning faol ishlashini talab qiladi.

1960-yillarning oxirigacha chet tillarini o'rgatishda tinglab tushunish e'tibordan chetda qolgan ko'nikmalardan biri bo'lgan. O'quv jarayonida o'qishga, grammatikaga ko'proq e'tibor berilgan va tinglash til o'rgatishning muhim xususiyati sifatida qabul qilinmagan. 1970-yillarga kelib tinglash ko'nikma sifatida ortib borayotgan ahamiyati bilan til o'rgatish dasturlarida gapirish, o'qish va yozishdan tashqari o'rin ola boshladi. Bugungi kunda chet tilni tez va samarali o'rgatish uchun tinglab tushunishga katta e'tibor qaratilmoqda. Chet tilini o'rganishda tinglab tushunish juda muhim o'rin tutishini bilamiz chunki eshitib tilni qabul qilish til o'rganish jarayoniga bo'lgan e'tiborni yanada kuchaytiradi. Eshitish orqali ispan tilini (yoki istalgan xorijiy tilni) qabul qilish jarayonida tovushlar, ritm, intonatsiya, va so'zlardagi urg'ular mukammal tarzda tilga moslashishi mumkin. Tillardagi kichik farqlarni tushunish uchun, har bir individual eshitish usullarini bilishi zarur. Og'zaki nutqni tinglab, tushunish darajasiga erishilsa, tildagi boshqa mahoratlarni o'rganish hamda so'zlashish jarayonida o'ziga bo'lgan ishonchga erishish qiyin bo'lmaydi.

Talabalarga ispan tilini o'rgatishda audiolingvistik usullardan foydalanish qo'l keladi. Shuni ta'kidlab o'tish zarurki, bu metod turli talabalarda turli xil natijalar ko'rsatadi, ya'ni eshitish orqali qabul qilish barcha talabalarda yaxshi rivojlanmaganligi sababli hamma uchun birdek ta'sir ko'rsatmaydi. O'qituvchilar dars jarayonida an'anaviy, kommunikativ yoki immersiya kabi ko'plab metodlardan foydalansa o'quvchilarning til o'rganish salohiyatini oshirish mumkin. O'rganilayotgan tilda eshitib ma'lumot qabul qilish 2 xil bo'ladi: aktiv va passiv tinglab tushunish.

Aktiv tinglab tushunish bu-podkastlar, videolar, qo'shiqlar, filmlar yoki seriallar tomosha qilinayotgan paytda yangi so'zlar, iboralar va birikmalarni lug'at sifatida yozib olishdir. Masalan, sizning darajangiz A1 va siz shu darajada podkast tinglamoqdasiz. Bir necha daqiqalardan so'ng sizga notanish bo'lgan so'zlarni eshitib qoldingiz. O'sha paytda siz podkastni to'xtatib, yangi so'zni qayd qilib podkastni eshitishda davom etasiz. Podkast yakunlangandan so'ng, sizda 10-20 ta yangi so'z bo'lishi mumkin. Ikkinchi marta tinglaganingizda, siz eshittirishda nima haqida so'z borayotganligi haqida to'liq ma'lumotga ega bo'lasiz. Aktiv tinglashda bir vaqtning o'zida so'z boyligi va tinglab tushunishni rivojlantirish imkoni bo'ladi.

Passiv tinglash bu-yangi o'rganilayotgan tildagi tovushlar, ritm va intonatsiyani tushunishga yordam berish uchun orqa fonda xuddi o'sha tilda qandaydir audioni eshitishdir. Bu metodni istalgan paytda qo'llash mumkin bo'ladi. Masalan, siz kiyimlaringizni dazmol qilayotgan paytda, ispancha musiqa tinglab ishingizni davom ettirishingiz mumkin. Bunda hech qanday yangi so'zlar yozib olinmaydi. Eshitish va tushunish qobiliyatini yaxshilash uchun xuddi shu tilda juda ham ko'p vaqt o'tkazish lozim. Passiv tinglab tushunish til bilan birga madaniyatni, tilda mavjud bo'lgan turli xil shevalarni farqlashda juda katta ahamiyatga ega.

Yangi tilni mukammal o'zlashtirish va undan foydalanish uchun mavjud bilimlarni shkillantirish va zarur bo'lgan barcha ma'lumotlarni til retseptiv qobiliyatlardan kelib chiqib o'rganish talab etiladi, ayniqsa tinglash va o'qish qobiliyatlarini. Tadqiqotlar shuni ko'rsatadiki,

30% so'zlash, 16% o'qish va 9% yozish bilan taqqoslaganda o'rtacha 45% tinglashga sarflanadi [1, 60]. Ya'ni har qanday standart bo'yicha, tinglash uchun juda ko'p vaqt sarflanadi. Shu sababli samarali tinglashingizni ta'minlash uchun biroz ko'proq vaqt sarflash maqsadga muvofiq bo'ladi. Manbalarda keltirilishicha, eshitish bilan tinglash bir xil emas. Eshitish sizning qulog'ingizga kiradigan tovushlarni anglatadi. Bu sizning jismoniy eshitishingiz, agar eshitish muammolari bo'lmasa, avtomatik ravishda amalga oshiriladi. Ammo tinglash uchun bundan ko'proq narsa talab etiladi: ruhiy va ba'zan jismoniy ham diqqat va jamlangan harakat talab etiladi.

Tinglab tushunish muvaffaqiyatli amalga oshishi uchun quyidagi uch omil nazarda tutiladi. Tinglovchining o'ziga bog'liqlik (xususan, eshitish malakasining rivojlanganligi, xotirasi, diqqati kabi xususiyatlari), tinglash shart-sharoiti (nutq tezligi, til materialining hajmi hamda shakli) va shu bilan birgalikda qo'llangan materialning lingvistik jihatlarini hisobga olinadi. Tinglab tushunishni rivojlantirishda esa quyidagi metodlar muhim o'rin egallaydi:

1. Badiiy asar, doklad, suhbat, monolog, dialogni eshitish, axborot, radioxabar va kabilarni tinglash.

2. O'rganilayotgan tilda tarjima qilingan kinofilmlarni ko'rish.

3. Chet ellik mutaxassis tomonidan o'qilgan matinni tinglash.

4. Ko'rgan kinofilmga sharx berish, so'zlab berish.

Tinglash – bu amaliyot orqali rivojlantirish kerak bo'lgan murakkab mahoratdir. O'qituvchilar talabalarga tinglash jarayonlari va amaliyotlari haqida fikr yuritish imkonini berishlari kerak. Tinglab tushunish qiyin jarayon. Tinglab tushunish strategiyalari bir vaqtning o'zida qo'llanilishi kerak. Buz matinni tinglayotganimizda tushunishimiz, ma'lumotni xotirada saqlashimiz, uni keyingisi bilan birlashtirishimiz va oldingi bilimlar va keyingi ma'lumotlar orqali eshitganimizni tushunishimiz kerak.

Xulosa o'rnida shuni aytish mumkinki, talabalarga chet tillarni jumladan ispan tilini o'rgatishda yuqori darajadagi tinglash ko'nikmalariga ega bo'lish uchun o'qituvchi darsda turli xil mavzudagi audiolar eshittirishi, audiolingvistik usullardan foydalanishi maqsadga muvofiq bo'ladi. Shuningdek aktiv va passiv tinglab tushunish metodlaridan foydalanib talabalarga o'rganilayotgan tilda podkastlar, videolar, filmlar yoki seriallar ko'rsatilsa, qo'shiqlar tinglab ma'lumot qabul qilishsa talabalar so'z boyligi oshishi, tinglab tushunishi rivojlanishi, tilda mavjud bo'lgan turli xil shevalarni farqlashida juda katta ahamiyat kasb etadi.

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HANDFULL METHODS TO ENHANCE ONE'S VOCABULARY

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Abstract: Increasing your vocabulary is a key part of learning a language and this article will give you notice how to do it. I hope it will come in handy.

Key words: Apps, websites, multisensory, feedback, peer review, Duo lingo, Enki, TED talks, podcasts, spectrum, crossword puzzles, prefix, root and suffix.

Strong vocabulary is widely recognized as a crucial tool for proficient communication, permitting people to eloquent their ideas with clarity and conviction.

It is the cornerstone of success in the classroom, career progression, and personal development. An extensive vocabulary makes it easier to comprehend difficult ideas, take part in insightful discussions, and write with more flair and precision. This article will explore beneficial methods for expanding your vocabulary and provide supportive advice to help you improve your language proficiency and communication skills in general. I will go over how to increase vocabulary in detail in the paragraphs that will follow. Increasing one's vocabulary is worthwhile endeavor that can improve comprehension and communication abilities. Here are a number of successful tactics:

First of all, you ought to read regularly. "Engaging with a variety of texts, such as books, articles, and journals, is a key part of reading frequently because different genres and subjects introduce new words and contexts". (1:267) You will also be exposed to a variety of vocabularies and contexts by a means of a variety of reading materials, such as novels, newspapers, scientific journals, and poetry, which will expose you to a broad range of subjects and styles. Furthermore, consider contextual learning. Put differently; notice the context in which a new word is used when you come across it. You can determine the meaning and appropriate usage by taking into account the context.

Secondly, look up unfamiliar words and their definitions using a dictionary and thesaurus. To be more specific, you can increase the range of words you use and locate synonyms with the help of a thesaurus. Read each definition of a word you are looking up and pay attention to the differences between them. Examine sample sentences to learn the context of the word. In addition to this, to improve

Your comprehension of word connotations, you are recommended to use a thesaurus not only to find synonyms but also to investigate the minute distinctions between them.

Learning a word every day is the third effective strategy for increasing vocabulary. Put another way, "try to learn one new word a day and become familiar with its pronunciation, meaning, and usage. Websites and apps can help you with this practice". (2:185) additionally, try incorporating the learning of a new word into your daily routine—perhaps while relaxing in the evening or having your morning coffee. Some people find it helpful to learn a word by writing it down, speaking it out loud, and using it in a sentence—a process known as multisensory learning.

Having conversations is another effective way to increase vocabulary. What I mean by this is that you have to engage in dialogue and discussions with a variety of people. You are exposed to various usage contexts and vocabularies as a result. Engage in discussions about a range of subjects, particularly those that prolong beyond your current area of expertise. To make certain you are pronouncing new words correctly and in context, get feedback on how you are using them.

Writing consistently is the next step. Because writing essays, stories, or journal entries on a regular basis benefits you more than you have expected. Therefore, make an effort to use new words in your writing to help readers catch their definitions and usage, and keep a journal or blog where you write about your everyday experiences with an emphasis on learning new words. "Peer review is a vital method of learning new words by heart. You can get feedback and suggestions for vocabulary enhancement by sharing your writing with friends or online communities". (3:344)

Moreover, it is advised that you participate in word games such as word

Searches, crossword puzzles, and scrabble. These methods of learning new words can be fun and informative for you. "Taking part in word game competitions or online forums, where you can learn new words in an enjoyable environment while competing with others, is another way to enhance it. Puzzle books come in a variety of forms. Purchasing books with word searches and crossword puzzles is useful if you want a portable method of learning new words". (4:23)

"The method for using vocabulary apps is as follows: Make use of vocabulary-building apps like Memorize, Enki, and Duo Lingo. To improve maintenance, these frequently employ spaced repetition techniques. Numerous apps make learning entertaining by rewarding achievement and promoting regular practice. Hence, adaptive learning is a highly effective strategy for increasing vocabulary. Choose learning-pace-adaptive apps to make certain you are always challenged but never overworked". (5:201)

"Studying word roots, prefixes, and suffixes is the next step. Gaining an understanding of a word's constituent parts can facilitate meaning interpretation and facilitate learning words that are related. Next, research word origins because learning about the original meanings and historical context of words can help you better comprehend and recall new vocabulary. Moreover, morphological awareness is essential. To grasp the structure and meaning of complex words, break them down into their constituent parts (prefix, root, and suffix)". (6:114)

It is also better to write down new words, their definitions, and sample sentences in a vocabulary journal. Frequent review of this journal can help you remember what you have learned. For this reason, set aside a set period of time every day to add new words, definitions, and sample sentences to your journal. Furthermore, visual aids that include pictures or symbols to aid you to recall the words and their meanings are also accessible.

Reading aloud is the upcoming method. Considering that reading aloud can enhance comprehension and help you remember new words. It facilitates pronunciation as well. Summarize a passage in your own words after reading it aloud to be sure of that you understood it and to help you remember new vocabulary. In addition to reading aloud, work on your pronunciation. To do this, make sure you are pronouncing new words correctly by using apps or online pronunciation guides.

Watch more educational films and shows about how documentaries, educational YouTube channels, and language-learning apps can effectively teach new vocabulary. While watching documentaries, TED talks, or learning-focused YouTube channels, take notes. To make certain you understand the new terms, pause and fast-forward. To further your understanding of newly learned vocabulary, watch additional videos and read related literature afterward.

Extra useful tactic is to join a club, where you can discuss books with others and learn about their perspectives and vocabularies. Additionally, structured dialogue is favorable. Participate in discussions that are organized around the author's vocabulary choices, themes, and language use. Make a variety of choices: Book clubs frequently switch up the authors and genres they read, which guarantees exposure to a wide range of words.

Finally, but just as importantly, you should learn to listen to podcasts, lectures, and speeches with greater attentiveness. Make a note of unfamiliar terms and expressions to research later. Your existing vocabulary is put to the test through focused listening. Make notes

and research any terms you are unsure of. Additionally, reiterate and go over: To further solidify your learning, go back and listen to the portions of lectures or podcasts that contain especially difficult or complex vocabulary.

To put it into a nutshell, you can create a dynamic and all-encompassing approach to vocabulary enhancement by joining these strategies. The secret is engagement and consistency: practicing frequently and actively using new words in a variety of settings will help you build a much larger vocabulary over time.

Increasing your vocabulary is an ongoing process that can have a big impact on many different areas of your life. You can progressively develop a more complex and adaptable vocabulary by reading a variety of items on a regular basis, having meaningful conversations, and using educational resources. This constant battle not only advances your communication skills but also expands your mind and opens up new possibilities for you. Accept these techniques, and allow the process of increasing your vocabulary to revitalize your language abilities and create new opportunities for both career and personal development.

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MILLIY O'QUV DASTURI TALABLARI TAHLILI (1-SINF ONA TILI VA O'QISH DARSLIGI MISOLIDA)

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"Ajoyib o'qituvchi bo'lgan ona tili bolaga ko'p narsani o'rgatadi. Bola 2-3 yil ichida shuncha ko'p narsani o'rganadiki, ko'p narsa bilib oladiki, 20 yil qunt bilan metodik juda to'g'ri o'qiganda ham, uning yarmicha o'rgana olmaydi. Ona tilining ulug' pedagogligi ham shundadir".

(K.D. Ushinskiy)

Ta'lim tizimini jahon standartlariga mos tarzda tashkil etish, o'quvchilarda mantiqiy fikrlash, tushunchaning ichki mohiyatini anglash, ularda sezgirlikni oshirish, bilim olishga bo'lgan intilishlarini kuchaytirish, o'zlarini erkin, mustaqil shaxs sifatida anglashini, his qilishini shakllantirishga bo'lgan ehtiyojning mavjudligi 2022- yilda umumta'lim tizimida milliy o'quv dasturining ishlab chiqilishi va joriy etilishiga sabab bo'ldi. 2021- yilda O'zbekiston jumladan, boshlang'ich 4- sinf o'quvchilari PIRLS - matnni o'qish va tushunish savodxonligini aniqlash bo'yicha xalqaro baholash dasturida ishtirok etib, past natijalarni qayd etgan. Sababi, bizda o'rgatiladigan DTS talablari, savol va topshiriqlar jaxon standartlariga, rivojlangan davlatlarning (yalpi ichki mahsuloti har bir fuqarosi ulushiga to'g'ri keladigan) topshiriqlariga o'xshamaydi. Bizda bola fikrlamaydi, bosh qotirmaydi. O'zbekchilikda ozgina bolaga qiyinroq vazifa berilsa, "og'irlik qiladi", "charchab qoladi", "nimaga kerak" kabi noroziliklar ko'payadi. Bizda savolning tuzilishi ham oddiygina, qisqagina bo'lishi kerak. Ko'chirib ko'chirib yozib, qo'shib - ayirib hisoblab topsa, yetadi, kabi ish olib borilgan. Aslida, boshlang'ich sinf bolaning

har tomonlama aqlan , ham jismonan rivojlanadigan payti - bu vaqtda bola va barcha mas'ullar birdek harakat qilishi lozim. Bizning bu talimimiz o'zini oqlamadi. Birgina PISA dasturida 82 ta davlat ichidan o'qish va tabiiy fan bo'yicha 81- o'rinni qayd etgan, matematika savodxonligidan 72 - o'rinni egallagan. Xalqaro baholash testlari olingan bilimlarni kompetensiya qilish , kundalik faoliyatda qo'llash bilan bog'liq topshiriqlarga oiddir. Ular ko'pincha jadvallar, diagrammalar, sxemalar orqali berilgan. Asosan mantiqiy fikrlash va kreativlikka urg'u berilgan. Milliy o'quv dasturiga muvofiq darsliklar tubdan yangilandi. Inson hayotida matematika qanchalik muhim bo'lsa, ona tili va o'qish darslari ham shu qadar zarurdir. D.Sh . Yo'ldosheva tomonidan 1- sinf ona tili darsligi ikki qismga bo'lingan holda nashr qilingan. Ona tili va o'qish darslaridan bola avvalo hayotni o'rganadi. Keng dunyoqarash shakllanadi. Ilm olishga bo'lgan ishtiyoq paydo bo'ladi. Shu sababli darslikda nazariy ma'lumotlar deyarli yo'q. Kitobning asosiy qismi rasmlardan iborat. Rasmlar mavzuga bog'liq. Masalan, shaxs va narsalarni bildiruvchi so'zlar. Kimlar? Nimalar? Biz bolaga rasm asosida matn tuzishni beramiz. Rasmdagi bolalarga ism qo'ydiramiz. Ko'proq fikrlash, ijodiy qobiliyatlariga etibor berishimiz kerak. Kim? So'rog'ini qanday so'zlarga beramiz? Kabi tushuntirish kerak.

Darslikdagi "sirli qalam", "kamtarin", "sirli yetti raqami", "qish sabog'i" singari intellektual fikrlashga doir matnlar va she'rlar keltirilgan. Ulardagi har bir so'z nafaqat bolalarning, balki kattalarning ham e'tiborini tortadi. Nima deyilayotganiga, so'zlarning joylashuvi va ulardagi jimjimadorlik bolani fikrlatadi , o'ylatadi. Har bir she'r ko'proq tasavvur manbayiga egaligiga ko'ra , o'quvchini obrazli o'ylatish imkoniga egaligiga ko'ra tanlab olingandir. Ko'k, moviy..... Unda bunda. Bulutlar asta yozar, Kumush qanotlarini. Darslikdagi yana bir she'rni keltirish mumkinki, tarbiyaviy , qadriyatlarimiz aks etgan she'rdir. Bu Sodiqjon Inoyatovning " o'zbek oilasi" she' ridir. Bu she'r tejamkorlik, mehr - oqibat, hamjihatlik, go'zallik xislatlarining tarannumidir. O'zbek oilalarida aka opalarning kiyimlarini uka- singillar kiyishi aytilgan. O'quvchi bundan bilib oladiki , kiyimni avaylab kiyishi kerak , ukalari kiyishi mumkin. Yoxud o'z opalarining kiyimlarini kiyishi bu noto'g'ri emas, o'z ota - onasi oldidagi kichik bir vazifani ado etishdir.

Kitobdagi matnlar, she'rlarni o'quvchining hayotiga bog'lab tushuntirishimiz lozim. Ona tili o'qitish metodikasi fanidan bilib oldikki, bola o'qish darslaridagi asarni - ertak, hikoya, she'r, masalni tushunishi, anglashi uchun kamida bir marotaba boshidan o'sha voqeani o'tkazgan bo'lishi kerak. Bu talab bizdan keng tasavvur imkonini, ijodkorlik qobiliyatini, kuzatuvchanlikni, tafakkurni taqozo etadi. Biz esa hayotiy voqealar asosida, atroflicha, kengroq tushuntirishimiz kerak. O'qish darslariga qo'shimcha 17 soat sinfdan tashqari o'qish (STO') darslari kiritiladi. Tanqidiy, tahliliy mushohada yuritishga o'rgatishimiz kerak. Asardagi muammoga guruh bo'lib yechim topish, o'z fikrini qo'rqmasdan, erkin bildirish (kommunikativlik) nima uchun mana shunday yakun topdi. Salbiy va ijobiy obrazlarga o'z munosabatlarini ifoda etish, asarga tanqidiy fikr bildirish kabi bosqichlar amalga oshiriladi. Avvallari tez o'qish ya'nikim bir daqiqada 80 ta so'zni o'qishi kerak kabi talablar qo'yilgan. Yangi o'quv dasturida minimal talablar yangicha mazmunda.

O'qitish jarayoniga yangicha innovatsiyalar, texnologiyalar olib kirish, ta'lim mazmunini ishlab chiqish, dars jarayoniga tayyorgarlik ko'rish pedagogning burchidir.

CONCEPTUAL METAPHOR THEORY

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Abstract. The article discusses the theory of conceptual metaphor proposed by G. Lakoff, describes the main types of conceptual metaphor, and explains the cognitive mechanisms of their formation.

Keywords: conceptual metaphor, structural metaphor, orientational metaphor, ontological metaphor.

According to the theory of conceptual metaphor, language metaphors are expressions of conceptual metaphors that form a systematic way of thinking about certain aspects of an entity. Anthropocentric and cognitive approaches to the interpretation of linguistic phenomena help to better penetrate the essence of the process of metaphorical transfer. In particular, in the theory of G. Lakoff and M. Johnson, metaphors are considered as a mental mechanism for structuring cognitive experience.

G. Lakoff and M. Johnson explain the mechanism of metaphor formation as follows. In every metaphor there are donor and recipient zones; verbs of motion can be used in the meaning of verbs of speech, which means that the movement becomes a donor zone for speech, which, in turn, turns out to be a recipient. The donor zone is concrete and anthropocentric: it is observed that a person is widely used to create it, in particular, his body (for example, the neck, the handle, the heart of the problem, etc.), spatial location and movement (e.g., he is furious/enraged, she was deeply moved). This strategy for the formation of the donor zone was proposed by G. Lakoff, who describes it with the term embodiment. Thus, an attempt is made to comprehend some general metaphorization procedures in natural languages. Most often, this is explained by the fact that the recipient zone is more abstract and does not have pronounced physical characteristics, as if it "requires" metaphorization, for which it is necessary to refer to the donor zone, the meaning of which is specific.

The metaphor highlights two significant areas of reference to the surrounding reality. The donor zone is precisely that important element on the basis of which the transfer of value is carried out, i.e. conceptualization source area (source). The second area is the recipient zone, i.e. the area of the target (target) of the conceptual metaphor. Within the framework of the cognitive theory of metaphor, the source area is a generalization of the practical experience of a person's life in the world. Knowledge in the source area is built in the form of image-schemes (image schemas), which are relatively simple cognitive structures, are invariably reproduced in the process of a person's physical interaction with the world. According to G. Lakoff, stable correspondences between the source area and the target area, established in the linguistic and cultural tradition of a particular group, are called "conceptual metaphors".

Within the framework of the descriptor theory of metaphor, metaphorical projection is a function of mapping the components of the source area into the components of the target area. Thus, the source becomes the "departure area" of the display function, and the target becomes the "arrival area". As a result of this, a correspondence is formed between the source and the target, the stability of this correspondence in each individual case varies greatly - from the least stable metaphors to the stable "erased" metaphors established in society. When the elements of the destination area have a clear structure, the correspondence between the elements of the origin area and the destination area of the metaphorical display function can be equally, mutually unambiguous.

In accordance with the nature and the way in which the : conceptualization of objects and phenomena of objective reality takes place, G.Lakoff and M.Johnson divide conceptual metaphors into three types: structural, ontological and orientational. Consider the definitions and features of these metaphors:

1. Structural metaphors are the conceptualization of abstract entities in terms of known, concrete elements of human experience. Based on the structured and therefore transparent elements of experience, a person organizes and concretizes abstract areas of knowledge. This form of metaphorization is clearly seen in grammatical categories, which are the product of (re)thinking abstract modification (i.e., grammatical) relations between the structural elements of the language.

2. Orientational metaphors structure various conceptual areas in accordance with the main linear orientations of a person in space, which are well known and known through motor experience. These metaphors endow concepts with spatial orientation with oppositions of the types "top - bottom", "inside - outside", "front side - back side", "deep - shallow", "central - peripheral".

Orientational metaphors of the "top-bottom" type are based on the idea that the feeling of happiness is comparable to aspiration upwards, with flight, and the feeling of unhappiness is compared with being crushed to the ground, with falling (in low spirits). So, a person perceives any progress or positive change as an upward movement by analogy with growth, which also has a vertical orientation. Orientational metaphors are not arbitrary, they are based on physical and cultural experience and are not arbitrary. Despite the fact that oppositions such as "top - bottom", "inside - outside" are of a physical nature, G.Lakoff notes that the orientational metaphors based on them are different in individual cultures. For example, there are cultures in which the future is perceived ahead, in other cultures - behind.

The frequency of orientational metaphors in the linguistic community : shows the features of the worldview in cognitive typologies. For example, metaphors based on the opposition "up - down" (for example, good - above, bad - below; joy - above, sadness - below) are much more common than metaphors "forward - backward" (for example, the future is ahead, the past is behind), the latter, in turn, are more common than left-right metaphors (for example, good is on the right, bad is on the left).

From an objectivist perspective, it might seem that any spatial dimension should have the same degree of descriptive power. But from the standpoint of subjectivism, it can be noted that the much lower prevalence of "left-right" metaphors is rather due to the fact that the human body is relatively symmetrical in these directions. In the egocentric model of the world, this dimension is applicable to a much lesser extent, since the left and right directions are topologically similar. Such symmetry is not observed in the forward-backward and up-down directions.

3. Ontological metaphors are based on the projection of the properties of objects of the surrounding reality (fragility, hardness, etc.) onto abstract entities, for example, mind, emotions, morality, etc. (Jane is very fragile?). This example demonstrates a metaphorical transfer to the emotional qualities of properties characteristic of easily breaking objects.

As a result of understanding experience, a person is able to isolate some of its elements and interpret them as discrete entities or substances of one or another single type. Thanks to this, it is possible to refer to them, group them into categories, classes and determine their number, and thus reason about them.

By analogy with orientational metaphors, which are formed on the basis of data of human experience in terms of spatial orientation, ontological metaphors are based on data of individual human experience associated with physical objects, in particular, with the human body, i.e. ontological metaphors are ways of interpreting events, actions, emotions, etc. as objects or substances.

In most cases, native speakers do not notice the presence of ontological metaphors. This can be explained by the fact that such metaphors, like orientational ones, have an extremely narrow scope of use - they are used as a way of designating phenomena, their quantitative characteristics, etc.

Depending on the type of goal, there are different types of ontological metaphors. So, for example, metaphors associated with the category of "containers" are used to denote a limited space.

A person is a physical being, limited in a specific space and separated from the world around him by the surface of his skin, so the rest of the world is perceived by a person as being outside of him. Each person is a receptacle, which is limited by the surface of the body and has the ability to be oriented according to the "inside - outside" type. This orientation is projected by a person onto other physical objects, which are also limited by surfaces. So, he also perceives them as receptacles that have an inner space and are separated from the outside world.

Thus, the orientational, structural and ontological types of conceptual metaphor explain the mechanism of understanding by a person of his own experience of interaction with the environment and reflect the ways of mental ordering of the formed knowledge.

According to the theory of conceptual metaphor, the function of metaphor is to conceptualize entities and is by no means "limited to literary or aesthetic purposes".⁴⁰ In order to better understand translation, we need to study translation metaphors that reflect the translator's understanding of his work. Different metaphors reflect "different facets" of translation.⁴¹ In order to understand translation in all its complexity, it is important to take into account all the variety of metaphors about translation.

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TILLAR TARAQQIYOTI VA TANAZZULI

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Annotatsiya

Ushbu maqolada til moddiy, ma'naviy merosni saqlash va boyitishning eng kuchli vosita ekanligi; o'lik tilga aylanayotgan tillarni saqlab qolish insoniyatning dolzarb muammolaridan ekanligi haqida ma'lumot beriladi.

Kalit sózlar: ólik tillar, tillar xavfsizligi, internet tili, ingliz tili, globallashuv, ma'naviy meros, internet tizimi, xitoy tili

Kirish

Dunyoda barcha sohalarda rivojlanish, taraqqiyot bo'lgani sari ijtimoiy aloqa vositasi hisoblangan tilga ham munosabat o'zgarib boraveradi. Ma'lumki, tarixan jahon tillari rivojlanib, boyib borgan yoki ma'lum sabablarga ko'ra iste'moldan chiqib o'lik tilga aylangan. Tilga davlat tili maqomi berilishi uni yo'qolish muammosidan ma'lum darajadagina xolos qiladi.

Asosiy qism

Har qanday tilning taraqqiyoti davr bilan, zamon bilan hamnafas tarzda boradi va jamiyatdagi o'zgarishlar tillarda ham o'z aksini topadi. Til moddiy, ma'naviy merosni saqlash va boyitishning eng kuchli vositasi hisoblanadi.

YUNESKOning 2017-yil 15-iyundagi xabariga ko'ra, o'im yoqasida turgan 2,5 ming tildan 15 tasi Markaziy Osiyo xalqlariga to'ri keladi.

Har oyda dunyo miqyosida ikkitadan til o'layotganligi--dahshatli hodisa. Ba'zi taxminlarga ko'ra, tillarning 95 foizi o'lik tilga aylanmoqda. O'lik tilga aylanayotgan tillarni saqlab qolish insoniyat oldidagi muhim muammo hisoblanadi. SHuning uchun 1999-yil 17-noyabrda YUNESKO Bosh Anjumani 21-fevralni Xalqaro ona tili kuni sifatida nishonlanib kelinmoqda.

Shu vaziyatda "Til nega o'ladi, ya'ni tanazzulga yuz tutadi?" degan savol paydo bo'ladi. Buning sababi odamlar bu tildan foydalanmay qo'yishadi.

Tillar ham odamlarga o'xshaydi: yonma-yon, yaqinlikda bir-biriga ta'sir qiladi, rivojlanadi yoki tanazzulga yuz tutadi. Ammo taraqqiyotning tezlashishi natijasida dunyoning yagona axborot makoniga aylanib borishi tillarning hayotida ham katta rol o'ynaydi. Masalan, o'tgan ming yillikda dunyo tillarining 500 tasi o'lik tilga aylangan, oxirgi yuz yillikda esa 1000 ta til ham shular qatoriga qo'shib ketgan.

Qaysidir til muhimroq, obro'liroq, qulayroq bo'lib, unga muayyan bir jamiyat yoki dunyo miqyosida ko'proq e'tibor beriladi. Odamlar o'z farzandlari uchun kelajakda o'zlariga asqatadigan fanlar masalan, ingliz tili, rus tili kabi tillarni tanlashadi.

Tillarning taraqqiyoti va tanazzulida quyidagi holatlar ajralib turadi:

- 1) tillarning o'lik tilga aylanishi (sanskrit tili, so'g'd tili);
- 2) tillarning boshqa tilga aylanishi (grek tili, yahudiy tili);
- 3) tillarning bo'linib ketishi (german tillari);
- 4) tillarning qo'shilishi natijasida yangilari paydo bo'lishi (o'zbek, Turkman tillari);
- 5) tillarning "tirilishi" (ivrit tili). O'lgan ivrit tili yahudiylar tufayli qayta tiriltirilgan, muloqotga kirgizilgan.

Har bir davrda tillar taraqqiyoti yoki o'limiga turli omillar sabab bo'lgan. Yevropadagi Islandiya davlatining tili bo'lgan island tili o'lik tilga aylanayotgani hammani o'ylantiradi.

Olimlarning fikriga ko'ra, Islandiyada asosiy til ingliz tili bo'lganligi uchun island tilining qo'llanishi kamayib bormoqda.

Barcha tillar yashab qolish darajasi nuqtai nazaridan kelib chiqib quyidagicha tasnif qilinadi:

1. Xavfsiz tillar;
2. Ehtiyotalab tillar;
3. Xavfi yaqinlashayotgan tillar;
4. Xavfga chalinayotgan tillar;
5. O'layotgan tillar;

Eng xavfsiz tillar qatorini ingliz, xitoy, ispan, nemis, yapon, fransuz, arab tillari egallagan. Ularning xavfsizligi gaplashuvchilar soni, mamalakatkarining qudrati, millatning tilsevarligi va ommaviylashganlik darajasi kabilar sabab bo'ladi. Ingliz tilida so'zlashuvchilar soni xitoy tiliga nisbatan kam bo'lsa ham uning talabgorlari kun sayin oshib bormoqda. AQSH va ANGLIYA iqtisodda yetakchilik qiladi va shuning uchun tilning mavqeyi saqlanib qoladi.

Keng tarqalgan tillarning o'limi o'z mamalakatidan tashqarida uning ta'limi susayishidan boshlanishi aytib o'tilgan.

Xitoy tili so'zlashuvchilar soni bo'yicha birinchi o'rinda turadi, ammo ularning hammasi xitoyliklarning o'zlari.

Globalashuv asrida tillarning yashab qolishi ko'proq axborot-kommunikatsiyalari sohasida, internet tizimida qo'llanishi, yozilishi bilan chambarchas bog'liq. Qaysi til internet tili bo'lmasa, bu tillarning o'lim xavfi ortib boraveradi.

Xulosa

XX asrda kompyuter texnologiyalari katta vazifalarni yuzaga keltirdi va tillarning taraqqiyoti hamda yashab qolishi uchun hal qiluvchi bo'lib qoldi.

Tilning xavfsizligini ta'minlash uchun ularning yozuvlarini, ko'p sonli qiziquvchilarni, davlat tili maqomi va axborot kommunikatsiyalarni so'zlashuvchilarning muhabbatini, ziyolilarning tillarni saqlab qolishni, rivojlantirishi, yuksaltirishi juda ham zarur.

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3-SHO'BA TILLAR TADQIQI VA TA'LIMINING MUSHTURAKLIGI MASALASI

FRAZEOLOGIK BIRLIKLAR VA ULARNING FORS TILIDA QO'LLANILISHI XUSUSIDA

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Annotatsiya: Ushbu maqolada frazeologik birliklar haqida, ularning semantik tuzilishi tilning lug'at boyligini ko'rsatuvchi muhim xususiyatlardan biri ekanligi haqida so'z yuritiladi. Frazeologik birliklarni o'rganishning metod va usullari juda ko'p. Xususan, struktural-tipologik metod, variatsion metod, kontekstologik metod, komplikativ metod va boshqa shu kabi metodlar frazeologik birliklarni o'rganishda juda muhimdir. Maqolada barcha tillarda barqaror so'z birikmalari mavjud bo'lib, ulardan foydalanish orqali nutqdagi fikr ma'nosi anglashilishi borasida ham fikr-mulohazalar yuritiladi. Shuningdek, fors tilida "ob" – "suv" semasi bilan bog'liq ayrim frazeologizmlar va ularning o'zbek tilidagi muqobillari haqida to'xtalib o'tiladi.

Kalit so'zlar: frazeologik birliklar, tilning leksik boyligi, o'zlashgan so'zlar, semantic o'zgarishlar, til leksikologiyasi, forscha frazeologiya.

Frazeologik birliklarni o'rganish tilshunoslarni XIX asrdan qiziqtirib kelgan bo'lsa-da, frazeologiyaning nazariy va amaliy masalalarini o'rganishga qo'yilgan qadam XX asrning 40-yillarida rus akademigi V.V.Vinogradov tomonidan amalga oshirildi [5,7].

Fors tili frazeologiyasini o'rganish va tadqiq etishga bir qancha tilshunos olimlar o'z hissalarini qo'shganlar. Jumladan, Yu.A.Rubinchik, L.S. Peysikov, X.Majidov, F.I.Zulfigarova, V.S.Rastorguyeva, R.Farhodi, V.A.Frolova, Yu.Yu.Avaliani, G.S.Gvensadze va boshqalar o'z ilmiy izlanishlarini fors tilidagi frazeologiya tadqiqiga bag'ishlaganlar. Yu.A.Rubinchik o'zining "Основы фразеологии персидского языка" asarida ta'kidlaganidek, eronshunos olimlar o'rtasida jiddiy tortishuv va kelishmovchiliklarni keltirib chiqaradigan muammolar qatoriga umumfrazeologik masalalarni ham kiritish mumkin: ular nafaqat frazeologizmning o'ziga xos xususiyatlariga, balki umumiy nazariyasiga ham tegishli bo'lgan muammolar sanaladi [6,7].

Eronshunoslarining ta'kidlashlaricha, rus tilida ham barqaror so'z birikmalari mavjud bo'lib, ulardan foydalanish orqali nutqdagi fikr ma'nosi anglashiladi. Frazeologik birliklar semantik jihatdan bo'linmaydi. Ularning tarkibiy qismlari boshqa so'zlar bilan almashtirilmaydi yoki to'ldirilmaydi [9,114].

O'zbek tilshunoslari tomonidan ham bu sohaga doir bir qator ilmiy-tadqiqot ishlari bajarilgan, hozirda ham bu jarayon davom etmoqda. Sh.Rahmatullayevning "O'zbek frazeologiyasining ba'zi masalalari" mavzusidagi doktorlik ishi va shu asosda yaratilgan monografiyasida esa frazeologizmlardagi ko'p ma'nolilik, ma'nodoshlik, variatsiya, antonimiya, shakldoshlik hodisalari o'ttiz mingdan ortiq kartochkalar tahlili asosida ochib berilgan edi [2,8]. Professor Sh.Rahmatullayevning tadqiqotlari o'zbek frazeologiyasining shakllanishi va rivojida alohida qimmatga ega bo'ldi. Shunga ko'ra Sh.Rahmatullayev haqli ravishda o'zbek frazeologiyasining asoschisi sifatida tan olingan.

S.N.Muratov talqiniga ko'ra, frazeologik birliklar erkin so'z birikmalaridan quyidagi belgilariga ko'ra farqlanadi: a) semantik yaxlitlik; b) obrazlilik; v) ko'chma ma'nolilik [4,115].

Frazeologik birliklar ko'p qirrali bo'lib, turli-tuman semantik va sintaktik hodisalarni qamrab oladi. A.Mamatovning ta'kidlashicha, nutqimiz nafaqat so'zlarga, balki so'z birikmalari, gaplarga ajraladi. Bo'yniga qo'ymoq, yerga urmoq, og'iz ochmaslik, to'nini teskari kiymoq, qo'lini yuvib, qo'ltig'iga urmoq kabi frazeologik birliklar tarkibidagi har bir so'z o'zlarining

leksik ma'nolaridan birini ifoda etadi. So'z birikmalarining ma'nosi tarkibidagi so'zlarning leksik ma'nolari asosida izohlanib, har biri erkin birikma tarzida idrok etiladi. Kosani yerga urib chilparchin qildi gapida erkin birikma tarzda ishlatilib, tarkibidagi yer va urmoq so'zlarining o'zaro uyg'un ma'noviy hamda sintaktik birikuvidan "kosani yerga urish bilan bog'liq harakat"ni ifodalovchi tarkibidagi so'zlarning leksik ma'nosidan kelib chiqadigan ma'noni bildiradi. Tilshunoslikda bunday birikmalar erkin so'z birikmalari deyiladi. Erkin so'z birikmalarining ma'nolari tarkibidagi komponentlari ma'nolarining umumlashuvidan kelib chiqadi [3,8].

H.Jamolxonov qayd etganidek, frazema ham, leksema kabi lug'aviy birlik sanaladi, ammo o'zining ifoda va mazmun planlaridagi qator belgilari bilan leksemadan farqlanadi [1,138].

O'zbek tilshunosligida hozirgi kunga qadar qo'shma so'zlar va frazeologizmlar bir-biridan aniq farqlanmay kelinayotir. Masalan, U.Tursunov, J.Muxtorovlar ham "Hozirgi zamon o'zbek tili" nomli qo'llanmasida quloq sol, nazar tashla, ko'ngil qo'y singari fe'l frazeologizmlarni qo'shma fe'llar sifatida talqin etgan edilar [7,138].

Fors tilida ham frazeologizmlar qo'llanish doirasi juda keng. Ushbu maqolada "suv" آب "ob" leksemasi bilan bog'liq bo'lgan frazeologizmlar va ularning o'zbekcha muqobillari haqida to'xtalib o'tiladi. Odatda boshqa tilda uchraydigan frazeologizmlar ma'lum bir tilda o'z muqobiliga ega bo'ladi. Lekin ayrimlarining muqobilini topish qiyin. Sababi, ularning muqobili aynan frazeologizm ko'rinishida emas, oddiy gap ko'rinishida bo'ladi. Demak, "suv" آب "ob" leksemasi bilan bog'liq frazeologizmlarni ikki guruhga bo'lib o'rganish mumkin:

1. O'zbek tilidagi muqobili frazeologizm ko'rinishida uchraydigan frazeologik birliklar.
2. O'zbek tilidagi muqobili gap ko'rinishida uchraydigan frazeologik birliklar.

O'zbek tilidagi muqobili frazeologizm ko'rinishida uchraydigan birikmalarga quyidagilarni misol keltirish mumkin:

a) xo'dro be obu otash zadan – خودرا به آب و آتش زدن o'zini suv va olovga urmoq. O'zbek tilida ushbu frazeologizm "o'zini o'tdan cho'qqa urmoq" ko'rinishidagi iboraning muqobildir.

b) ob az dastash namichekad – آب از دستش نمی چکد qo'lidan suv tommaydi. Bu frazeologizm o'zbek tilida "tomsa yalaydigan" (xasis) shaklidagi iboraga muqobildir.

v) ob dar juye u ravon ast – آب در جوی او روان است uning arig'idan suv oqib o'tadi. Mazkur frazeologizmning o'zbek tilida "omadi kelgan", "oshig'i olchi" kabi muqobillari mavjud.

g) obash dar kart-e oxer ast – آبش در کرت آخر است uning suvi yer (gektar)ning oxirida. O'zbek tilidagi "bir oyog'i yerda, bir oyog'i go'rda" iborasi mazkur FBga muqobil bo'la oladi.

Yuqoridagi misollardan ko'rinadiki, fors tilidagi "suv" leksemali frazeologizmlarni o'zbek tilida ifodalash uchun "suv" leksemasi ishtirok etmagan. Aksincha, o'zbek tilida gapning sintaktik va semantik tuzilishiga mos keluvchi boshqa komponentlardan foydalanilgan.

O'zbek tilida gap ko'rinishida uchraydigan birikmalarga quyidagi forscha frazeologizmlarni keltirish mumkin:

a) ob dar dahonash xo'shk sho'd – آب در دهانش خشک شد suv og'zida qurib qoldi. O'zbek tilida ushbu frazeologizمنى "qattiq qo'rqib ketdi" deya ifodalash mumkin.

b) ob be ru-ye otash-e kasi (chizi) zadan (rixtan) – آب بروی آتش کسی (چیزی) (زدن) (ریختن) – biror kishining oloviga suv sepmaq (quymoq). O'zbek tiliga "biror kishini tinchlantirmoq" deb tarjima qilish mumkin.

v) ob zir-e jo-ye kasi kardan – آب زیر جای کسی کردن – biror kishining joyiga suv sepmaq. O'zbek tilida ushbu birikmaning muqobili uchramagani sababli uni "biror kishiga zarar yetkazmoq" tarzida ifodalash mumkin.

Shu o'rinda ta'kidlash joizki, har qanday turdagi frazeologik iboralarni bir tildan ikkinchi tilga to'g'ri tarjima qilish oson ish emas, chunki bu iboralarning ma'nosi ularni tashkil etgan komponentlarning ayni paytdagi mavjud ma'nosidan kelib chiqmaydi. Frazeologizm obyekti uni to'g'ri tarjima qilish kerakligini belgilovchi omildir.

Fors tilidagi frazeologizmlarda “suv” leksemasi izofiy birikma tarkibida kelishi va gapda aniqlanmish vazifasini o'tashi mumkin. Masalan:

ob-e xush az go'luyash poyin naraft – آب خوش از گلویش پایین نرفت uning tomog'idan shirin suv o'tmadi. Jumlada keltirilgan “ob-e xush” (yoqimli suv, shirin suv) izofiy birikmasi aniqlanmish (xush) va aniqlovchi (ob) o'rtasidagi bog'lanishdan hosil bo'lgan bo'lib, -e esa ularni bog'lovchi izofa ko'rsatkichidir. O'zbek tilida ushbu frazeologizmni “tomog'idan qil o'tmadi” iborasi orqali ifodalash mumkin.

Farzona Shofei o'zning “Проблемы обучения русской глагольной фразеологии носителей персидского языка” mavzusida filologiya fanlari nomzodligi yuzasidan yozgan avtoreferatida quyidagi fikrlarni bildiradi: “Gapdagi so'zlarning qat'iy tartibidan kelib chiqadigan Eron tillari frazeologiyasining o'ziga xos xususiyatlaridan biri qo'shma fe'llarning “ramka konstruksiyasi” deb ataluvchi distant holatida kelishidir” [8,7].

Xulosa sufatida shuni ta'kidlash mumkinki, o'zbek tili lig'at tarkibida fors tilidan o'zlashgan leksik birliklardan tashqari frazeologik birliklar ham salmoqli o'rin tutadi. Odatda boshqa tilda uchraydigan frazeologizmlar ma'lum bir tilda o'z muqobiliga ega bo'ladi. Lekin ayrimlarining muqobilini topish qiyin. Sababi, ularning muqobili aynan frazeologizm ko'rinishida emas, oddiy gap ko'rinishida bo'ladi.

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THE PLACE OF GENDER TERMINOLOGY IN ENGLISH AND UZBEK LANGUAGES

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Abstract. This article examines the role of gender terminology in both English and Uzbek, highlighting how each language reflects cultural and societal attitudes toward gender. In English, significant changes have occurred in recent years, with the adoption of gender-neutral pronouns, titles, and job descriptions in response to growing awareness of non-binary and gender-fluid identities. In contrast, Uzbek lacks grammatical gender distinctions but reflects traditional gender roles through kinship terms and social titles. By comparing these two

languages, the article explores how language both shapes and is shaped by evolving concepts of gender, offering insight into the linguistic and cultural differences in gender expression. The analysis also considers potential future changes in both languages as societies continue to evolve in their understanding of gender identity and inclusivity.

Keywords. Gender terminology, English language, Uzbek language, gender-neutral language, non-binary pronouns, cultural gender roles, linguistic gender distinctions, inclusive language, societal change.

Introduction. Language is a powerful tool for expressing identity, culture, and social structures, and one of the most significant areas where this becomes evident is in gender terminology. In both English and Uzbek, the ways in which gender is represented and expressed reveal deeper cultural attitudes toward gender roles and identity. While English has undergone significant changes in recent years to accommodate non-binary and gender-neutral terms, Uzbek remains largely rooted in more traditional gender distinctions. This article explores the place of gender terminology in these two languages, highlighting the differences and similarities in how gender is encoded and expressed. It will examine how linguistic features — such as pronouns, nouns, and social titles—reflect societal views on gender, and how each language is responding to contemporary shifts in gender awareness. By comparing English and Uzbek, this analysis provides insight into how language both shapes and is shaped by cultural conceptions of gender, offering a cross-linguistic perspective on the evolving role of gender terminology.

Gender Terminology in English

In the English language, gender has traditionally been marked primarily through personal pronouns (he/she) and a handful of gender-specific nouns (e.g., "actor" vs. "actress"). However, in recent decades, there has been a significant shift toward more inclusive, gender-neutral language. The growing recognition of non-binary, genderqueer, and gender-fluid identities has spurred changes in both spoken and written English. The singular "they," for example, has gained widespread acceptance as a gender-neutral pronoun, offering an alternative to the binary "he" and "she." [1:21]

In addition to pronouns, gender-neutral terms have increasingly replaced gender-specific job titles and social roles. Words like "fireman" and "policeman" have been largely replaced by "firefighter" and "police officer," reflecting a move toward greater inclusivity. Similarly, titles such as "chairman" have been replaced with "chair" or "chairperson." This evolution in gender terminology signals a broader societal shift toward recognizing and accommodating a diversity of gender identities beyond the male/female binary. [2:97]

Another aspect of this shift is the rise of gender-neutral honorifics such as "Mx." instead of "Mr." or "Ms.," which cater to individuals who do not wish to be identified by a gendered title. This ongoing evolution in English reflects not only the linguistic flexibility of the language but also the growing influence of gender politics and the importance of personal identity in modern society. [8:148]

Gender Terminology in Uzbek

In contrast to English, the Uzbek language, like many Central Asian languages, does not have grammatical gender. Pronouns and nouns in Uzbek are generally neutral, without masculine or feminine distinctions. For example, the third-person singular pronoun "u" can refer to "he," "she," or "it," depending on context, making gender distinctions less explicit in everyday conversation. This lack of grammatical gender could be seen as offering a form of neutrality, yet, in practice, traditional gender roles are still deeply ingrained in the language and culture. [3:42]

Uzbek gender terminology is primarily reflected in kinship terms, social titles, and roles. For instance, terms like "ota" (father) and "ona" (mother) are gendered, as are job-related

terms like "muallima" (female teacher) and "muallim" (male teacher), which are derived from Arabic. Furthermore, Uzbek honorifics often reinforce traditional gender roles; titles such as "xan" (lord) for men or "xanim" (lady) for women are used to denote respect, reflecting the gendered nature of status and power in Uzbek society.[3:28]

While Uzbek lacks the grammatical gender distinctions found in many other languages, it still reflects cultural gender expectations through vocabulary and the roles assigned to men and women. Modern influences, however, have introduced some changes. Urbanization, globalization, and increased access to education have slowly begun to challenge traditional gender norms in Uzbekistan, though these changes are not yet widely reflected in the language itself.[3:38]

Comparing Gender Terminology in English and Uzbek

One of the most striking differences between English and Uzbek regarding gender terminology is how explicit gender distinctions are in each language. English is more gender-specific in many respects, particularly in its historical use of gendered pronouns and nouns, yet has moved toward greater inclusivity through conscious efforts to adopt gender-neutral terms. Uzbek, on the other hand, does not grammatically encode gender in most aspects of the language, yet societal gender roles remain highly influential, and gender distinctions are often implied rather than directly stated.

The gender-neutrality of Uzbek pronouns contrasts sharply with the ongoing debates in English about pronoun usage, but this neutrality in Uzbek does not necessarily translate into gender equality. In practice, traditional gender roles remain strong in Uzbek culture, with men and women often occupying distinct social spaces. Conversely, in English-speaking societies, the conversation around gender has become much more fluid, with language serving as both a reflection of and a tool for challenging conventional gender roles.[4:39]

Societal and Cultural Influences on Gender Terminology

The differences in gender terminology between English and Uzbek can largely be attributed to broader societal and cultural factors. In English-speaking countries, the feminist movement has been significant drivers of changes in language, particularly since the latter half of the 20th century. These social movements have prompted widespread reconsideration of how language can perpetuate or challenge gender norms, leading to the adoption of more inclusive language practices.

In Uzbekistan, however, gender terminology has evolved more slowly due to the influence of traditional values, family structures, and Islamic cultural practices. Although Uzbekistan is a secular state, Islamic customs have a strong impact on societal views of gender roles, especially in rural areas. As a result, language tends to reflect and reinforce conventional gender expectations, with few signs of the large-scale linguistic shifts seen in English.

However, globalization, exposure to Western media, and the rising influence of digital communication have started to introduce new perspectives on gender. Younger generations in Uzbekistan, particularly in urban areas, are increasingly exposed to gender-neutral language and concepts through social media and the internet, potentially planting the seeds for future changes in how gender is expressed in Uzbek.

Gender Terminology and Future Trends

As both English and Uzbek continue to evolve, it is likely that gender terminology in each language will reflect broader societal changes. In English, the continued growth of gender-inclusive language is expected to play a key role in how gender identities are recognized and respected. In contrast, while Uzbek may not experience the same dramatic shifts, changes in gender roles—driven by education, globalization, and societal modernization—could eventually lead to a reevaluation of how gender is expressed linguistically, even in a language that lacks grammatical gender distinctions.

In both languages, the relationship between gender and language is dynamic, reflecting the cultures and societies in which they are spoken. Whether through direct linguistic changes or the gradual shift of societal norms, the place of gender in language will continue to be a crucial area of study, offering insights into how language shapes and is shaped by the evolving concepts of gender and identity.[2:156]

In conclusion, the comparison of gender terminology in English and Uzbek highlights the unique ways each language reflects and interacts with societal gender norms. English, with its historical gendered pronouns and nouns, has experienced significant shifts toward gender inclusivity in response to evolving views on gender identity and equality. The adoption of gender-neutral pronouns, job titles, and honorifics showcases how language adapts to reflect changing social values. In contrast, Uzbek, with its lack of grammatical gender, presents a more implicit approach to gender distinctions. Although gender-neutral pronouns exist in Uzbek, traditional gender roles are deeply ingrained in the language and culture, particularly through kinship terms and social titles. However, modernization, globalization, and increased exposure to Western concepts of gender are gradually influencing younger generations, potentially foreshadowing future changes in the language's gender terminology. Ultimately, both English and Uzbek reveal that language not only mirrors societal attitudes toward gender but also has the power to influence how gender is understood and expressed. As societies continue to evolve, language will remain a vital tool for negotiating and challenging traditional gender norms, contributing to a more inclusive understanding of gender across cultures.

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FAUNA NOMLARI FRAZEOLOGIK BIRLIKLAR TALQINIDA

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Frazeologik birliklarning so'zlardan asosiy farqi ular obyektiv reallikni, ma'lum voqea hodisani nomlash uchun emas, balki unga nisbatan modal munosabatni ifodalash maqsadida yuzaga keladi. Tildagi frazeologik birlik larning asosiy qismi ma'no jihatdan insonga qaratilgan: ular kishining biror fizik, ruhiy, aqliy-intelektual xususiyatini, hatti harakatini baholaydi. Shu sababli frazeologik birliklarning ma'no tarkibida ko'pincha konnotativ element ishtirok etadi. Bu element frazeologik birlik ning denotative ma'nosiga emotsional-ekspressiv bo'yoqdorlik

yuklaydi. Shu sababli frazeologik birliklarni tahlil qilganda ularning uslubiy tavsifi muhim ahamiyat kasb etadi. Avvalambor, shuni alohida qayd etib o'tish lozimki, frazeologik birliklarning uslubiy jihatdan farqlash deganda, quyidagi dolzarb masalalar nazarda tutiladi: uslubiy ma'no va uning komponentlari, frazeologik birliklarni uslubiy jihatdan farqlash mezonlari, nemis frazeologik sistemasining uslubiy qatlamlarini belgilash, ko'p ma'noli va sinonim frazeologik birliklar hamda ularning uslubiy xususiyatlari, antonimik, omonimik frazeologik birliklar va ularning o'ziga xosliklari kabi masalalar [39: 71].

Frazeologik birliklar tarkibida qaysi turkumga oid so'zning yetakchiligiga qarab, ot, fe'l, sifat yoki boshqa komponentli iboralar deb qaraladi. Biz ishimizda frazeologizmlarni semantik ma'no ifodalashiga ko'ra guruhlab o'rganish metodini maqsadga muvofiq deb tanladik. Shunga ko'ra badiiy asarlarda qo'llangan iboralarni quyidagi guruhlariga bo'lib o'rganish mumkin:

1. Kishi tana a'zolari nomlari va ularning faoliyatini ifodalovchi so'zlar ishtirokidagi iboralar.

2. Mavhum tushunchalarni ifodalovchi so'zlar ishtirokidagi iboralar.

3. Hayvonlar, o'simliklar nomlarini hamda ular bilan bog'liq tushunchalarni ifodalovchi so'zlar ishtirokidagi iboralar.

4. Xalq maqollari, urf-odatlar nomlarini ifodalovchi so'zlar ishtirokidagi iboralar.

5. Sonlarni ifodalovchi so'zlar ishtirokidagi iboralar.

6. Jins, qarindosh-urug' ma'nolarini ifodalovchi so'zlar ishtirokidagi iboralar.

Nemis tilida farzeologik birliklarning o'zbek tilida berilishini misollar orqali tahlil etsak.

● j -d ist glatt wie ein Aal – j-d ist schwer zu fassen, verteidigt sich geschickt .Agar ushbu frazemani o'zbek tiliga so'zma-so'z tarjima qilsak, butunlay tushunarsiz ma'no aks etadi: „kimdir ilonbaliqday tekkis, silliq bo'lmoq".

Ushbu frazaga o'zbek tilida to'liq muqobili mavjud va quydagicha jaranglaydi: „ilonning yog'ini yalagan, suvdan quruq chiqadigan ayyor, hiylakor shaxs"

z. B: Es ist schwer, ihm etwas nachzuweisen. Er ist glatt wie ein Aal und schlupft aus jedem Falle wieder heraus.

● wie ein Aal winden (od. krümmen) - alle möglichen (u. unmöglichen) Ausflüchte versuchen.

Agar biz bu maqolni so'zma - so'z tarjima qiladigan bo'lsak quyidagicha jaranglaydi: „xuddi ilonbaliqday tulg'anmoq".

Ushbu frazaga o'zbek tilida to'liq muqobili mavjud: o'zini o'tga – chuqqa urib imkon izlamog; cho'kayotgan odam cho'pga ham osiladi.

z. B: Der Angeklagte wand sich wie ein Aal, aber zuletzt musste er doch zugeben, dass er das Portemonnaie an sich genommen hatte.

● den Aal beim Schwanz fassen – etw. verkehrt herum anpacken.

So'zma-so'z tarjimasi: „ilonbaliqni dumidan tutmoq".

Muqobili: ishni teskaridan boshlamoq, oyog'ini osmondan qilmoq.

z.B: Wenn Sie erst Ihren Urlaub nehmen und dann die Kur machen, dann fassen Sie den Aal beim Schwanz.

● kein Aas – niemand.

Agar ushbu frazemani ham o'zbek tiliga so'zma-so'z tarjima qilsak, tushunarsiz ma'no aks etadi: o'laksa ham yo'q

Ushbu frazaga o'zbek tilida to'liq muqobili mavjud: it ham yo'q, hech zot yo'q, tirik jon yo'q, hech kim yo'q

z. B: Kein Aas war da. Ich war ganz allein.

● ein freches (od. dämliches, schlaues) Aas - ein frecher (od. dämlicher, schlauer) Mensch (ein grober Ausdruck).

Agar biz bu maqolni so'zma - so'z tarjima qiladigan bo'lsak quyidagicha jaranglaydi: betgachopar, axmoq, ayyor o'laksa

Ushbu frazaga o'zbek tilida to'liq muqobili mavjud va quydagicha jaranglaydi:
surbet, ayyor, nodon inson.

z.B: So ein freches Aas, nimmt mir doch einfach meine Apfelsine weg. Vor dem Fritz nimm dich in Acht, der ist ein schlaues Aas.

Affe - maymun

● ich denke) mich laust der Affe – ich bin völlig überrascht

Agar ushbu frazemani o'zbek tiliga so'zma-so'z tarjima qilsak, butunlay tushunarsiz ma'no aks etadi: o'yaymanki, maymun bitimni teryapti

Muqobili: yoddan chiqargan narsasini eslab hayron qolmoq, tajjublanmoq

z.B: Sagt doch der Paul gestern zu mir, wieso eigentlich sein Wörterbuch bei mir steht. Ich dachte, mich laust der Affe. Das hat er mir doch vor wenigen Wochen erst gegeben.

● dich beisst wohl der Affe – wie vom wilden Affen gebissen (wie) verrückt, wild So'zma - so'z tarjimasi: seni maymun tishlagan

Ushbu frazaga o'zbek tilida to'liq muqobili mavjud va quydagicha jaranglaydi: aqldan ozganday, miyasi aynib qolganday, es-hushini yuqotganday.

z. B: Als ich den Kindern sagte, dass sie nachmittags in den Zirkus gehen dürften, waren sie ganz verrückt vor Freude - wie vom wilden Affen gebissen.

● ein dämlicher Affe – ein dummer (od. eingebildeter) Mensch

Agar biz bu maqolni so'zma - so'z tarjima qiladigan bo'lsak quyidagicha jaranglaydi: ahmoq maymun

Muqobili: tentak, esini yegan odam.

z. B: So ein dämlicher Affe! Kann er nicht ein bißchen aufpassen, was er macht! Mich so vollzuspritzen!

● ein eingebildeter Affe – ein (sehr) eingebildeter Mensch.

So'zma - so'z tarjimasi: takabbur maymun.

Ushbu frazaga o'zbek tilida to'liq muqobili mavjud va quydagicha jaranglaydi: manman, takabbur, gerdaygan odam, dimog'i baland, bosar-tusarini bilmay qolgan.

z. B: Dem Paul gönne ich diese Blamage, diesem eingebildeten Affen.

● ein eitler Affe – ein (sehr) eitler Mensch.

Agar biz bu maqolni so'zma - so'z tarjima qiladigan bo'lsak quyidagicha jaranglaydi: olifta maymun.

Muqobili: olifta, dimog'dor, usti yaltiroq.

z.B: Schau dir doch diesen eitlen Affen an! Wie er sich vor dem Spiegel seine Haare zurechtlegt und sich parfümiert.

● einen (schweren) Affen (sitzen) haben – (sehr) betrunken sein.

Agar biz bu maqolni so'zma - so'z tarjima qiladigan bo'lsak quyidagicha jaranglaydi: yelkasiga o'tirib olgan maymunga ega bo'lmoq.

Ushbu frazaga o'zbek tilida to'liq muqobili mavjud va quydagicha jaranglaydi: kayfi taroq bo'lmoq, mast bo'lmoq.

z.B: Gestern hatte unser Nachbar mal wieder einen schweren Affen (sitzen). Ich habe ihn nach Mitternacht die Treppe heraufpoltern hören.

● sich einen Affen kaufen – sich betrinken (gehen).

So'zma - so'z tarjimasi: o'ziga maymun sotib olmoq.

Muqobili: ichib kelmoq, alamidani ichib kelmoq

z. B: Was wird schon sein? Er hat sich darüber geärgert, dass er im Toto wieder nichts gewonnen hat, dass er sich jetzt einen Affen kauft.

● einen Affen an j-m gefressen haben – j-n (od. etw.) sehr gern haben

So'zma - so'z tarjimasi: kimningdir maymunini yegan bo'lmoq

Ushbu frazaga o'zbek tilida to'liq muqobili mavjud va quydagicha jaranglaydi: kimnidir aqldan oziguday yaxshi ko'rmoq, ulguday yaxshi ko'rmoq

z.B: Die Grossmutter hat an ihrem jüngsten Enkel einen Affen gefressen. Er darf alles tun, was seine Geschwister nicht dürften.

● j-s (od. s-m) Affen Zucker geben – 1. j-s Schwächen schmeicheln.

Ushbu frazemaning ikki ma'nosi mavjud bo'lib, so'zma-so'z tarjimasi quydagicha jaranglaydi: kimningdir maymuniga shakar bermiq

Ushbu frazaga o'zbek tilida to'liq muqobili mavjud va quydagicha jaranglaydi:

1. laganbardorlik, tilyog'lamachilik qilmoq, xushomad qilmoq

z. B: Wenn du bei ihm was erreichen willst, dann brauchst du nur seinem Affen Zucker geben.

2. ausgelassen, lustig sein

Ikkinchi muqobili: o'ziga erk bermiq, quyishqondan chiqmoq.

z. B: Wir haben, weiss Gott, Grund zum Feiern und du sollst aus dem Keller eine gute Flasche bringen und dann wollen wir unserem Affen Zucker geben.

a) ba'zi frazeologik billiklarning muqobili yo'qligi va ushbu holat ma'lum bir millatning xarakteri, mintaliteti va qadriyatlar bilan bog'liqligi aniqlandi.

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TILLAR TADQIQI VA TA'LIMNING MUSHTARAKLIGI: MUHIM YONDASHUVLAR

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Kirish. Globalizatsiya jarayonining jadallashuvi hamda fan-texnika taraqqiyotining tezlashuvi natijasida dunyo hamjamiyatlari o'zaro chambarchas bog'lanib, bir-biri bilan yaqindan muloqotga kirishmoqda. Bu esa, o'z navbatida, tillar tadqiqi va ta'limning ahamiyatini yanada oshirmoqda. Tillar tadqiqi faqat lingvistik nuqtai nazardan tahlil etilmasdan, balki ta'lim tizimi bilan uzviy bog'liq holda rivojlantirilishi zamonaviy ta'limning dolzarb masalalaridan biridir. Ushbu maqolada tillar tadqiqi va ta'limning mushtarakligi muhokama qilinadi hamda bu yondashuvning afzalliklari yoritiladi.

Tillar Tadqiqi va Ta'limning Mushtarakligi Nima?

Tillar tadqiqi va ta'limning mushtarakligi deganda, til o'rganish va uni tadqiq qilish jarayonida ta'lim jarayonlari bilan uzviy bog'liq yondashuvlar nazarda tutiladi. Bu yondashuv nafaqat til o'rganishning o'zini, balki tilning madaniy, ijtimoiy va muloqot vositasi sifatidagi

rolini ham chuqur o'rganishni talab qiladi. Ta'lim jarayonida til faqat muloqot vositasi emas, balki bilim o'zlashtirish, madaniyat va milliy identifikatsiyani saqlash vositasi sifatida ham muhim o'rin tutadi.

Mushtaraklikning asosiy afzalliklari

1. Lingvistik ko'nikmalarni rivojlantirish

Tillar tadqiqi va ta'lim mushtarakligi o'quvchilarga tilning grammatik va lingvistik qoidalarini chuqur tushunishga yordam beradi. Ta'lim jarayonida til tadqiqi asosida taqdim etilgan materiallar orqali o'quvchilar yanada puxta til bilimlarini egallaydilar. Bu nafaqat lingvistik ko'nikmalarni, balki muloqot va ifodalanish qobiliyatlarini ham rivojlantirishga yordam beradi.

2. Madaniyatlararo muloqot

Biror tilni o'rganish uning madaniyati bilan bog'liq bo'lgan bilimlarni ham o'zlashtirishni talab qiladi. Tillar tadqiqi va ta'lim mushtarakligi o'quvchilarga turli madaniyatlarni o'rganish va tushunish imkonini beradi, bu esa global fuqarolik va madaniyatlararo muloqotni rivojlantiradi.

3. Shaxsiy rivojlanish

Til o'rganish jarayoni, ayniqsa, tadqiqiy yondashuv bilan uyg'unlashganda, insonning intellektual qobiliyatlarini rivojlantirishda katta rol o'ynaydi. O'quvchilar tilni faqat muloqot vositasi sifatida emas, balki fikrlash, tahlil qilish va muammo hal etish vositasi sifatida o'rganadilar.

Tillar Tadqiqi va Ta'limning Mushtarakligi Yondashuvlari

1. Integrativ ta'lim

Integrativ ta'limda til boshqa fanlar bilan bog'liq holda o'rganiladi. Masalan, matematika, biologiya yoki tarix darslarida o'quvchilar nafaqat o'z mutaxassisligi bo'yicha bilimlarni, balki shu jarayonda tilning o'ziga xos xususiyatlarini ham o'zlashtiradilar.

2. Madaniy asoslangan ta'lim

Ushbu yondashuvda tilni o'rgatishda asosiy urg'u tilning madaniyati va an'analari bilan tanishtirishga qaratiladi. O'quvchilar til orqali boshqa millatlarning madaniyatini o'rganib, madaniyatlararo farqlarni tushunishadi va buni o'z o'quv jarayonlariga tatbiq etishadi.

3. Kommunikativ metodika

Kommunikativ metodikada til o'rgatishning asosiy maqsadi - o'quvchining erkin muloqot qila olish qobiliyatini rivojlantirishdir. Bu yondashuvda tilning grammatik tuzilmasidan ko'ra, u orqali o'z fikrlarini to'g'ri ifodalashga ko'proq ahamiyat beriladi.

Tillar tadqiqi va ta'limning mushtarakligi haqida chuqurroq tushuncha berish uchun ayrim qo'shimcha jihatlar va zamonaviy yondashuvlarni ko'rib chiqamiz:

1. Lingvistik Ko'nikmalarni Amaliyotga Tatbiq Etish

Tillar tadqiqida asosiy maqsad – tilning tuzilishi, leksikasi, morfologiyasi va sintaksisini o'rganish bo'lsa, ta'lim jarayonida bu bilimlarni real hayotda qanday qo'llash mumkinligi alohida ahamiyat kasb etadi. Amaliy yondashuvda tillarni o'rgatish jarayoni tadqiq etilgan nazariy bilimlarni hayotiy vaziyatlarda foydalanishga yordam beradi. Misol uchun:

- Real vaziyatlar orqali o'qitish: Dars jarayonlarida o'quvchilarga kundalik hayotdagi muloqot vaziyatlariga asoslangan mashqlar taqdim etiladi, masalan, do'konda savdo qilish, mehmonxona xonasini bron qilish, rasmiy yozishmalar olib borish va boshqalar.

- Rol o'ynash va simulyatsiya: Rol o'ynash mashg'ulotlari o'quvchilarga haqiqiy vaziyatlarda qanday muloqot qilishni o'rgatishga yordam beradi. Bu metod yordamida til qoidalari amaliyotga tatbiq etilib, o'quvchilar jonli suhbatlarda ishtirok etishadi.

2. Lingvistik Antropologiya va Ta'lim

Lingvistik antropologiya til va madaniyatning o'zaro bog'liqligini o'rganadigan fan sohasidir. Ushbu soha tillar tadqiqini ta'lim jarayoniga tatbiq etish imkoniyatini kengaytiradi,

chunki tilning madaniy komponentlarini anglash va o'rgatish millatlararo muloqot va madaniyatni o'zlashtirishda asosiy o'rin tutadi. Bu yondashuv quyidagilarni o'z ichiga oladi:

- Madaniyatlararo taqqoslash: Har bir til o'z madaniyati bilan bog'liqdir. O'quvchilarga bir tilning lug'aviy birliklari orqali turli madaniyatlarni tushuntirish, ularning farqli va o'xshash tomonlarini ochib berish imkonini yaratadi.

- Tillar va milliy identifikatsiya: O'z tilini o'rganish milliy madaniyatni saqlab qolish va uni rivojlantirishning muhim vositasi hisoblanadi. Milliy o'zlikni saqlash uchun tilning ta'lim jarayonidagi roli katta. Shu sababli, lingvistik antropologiya ta'limni madaniy merosni saqlash va rivojlantirish vositasi sifatida ko'rib chiqadi.

3. Ikki tillilik va Ko'ptillilik Ta'limi

Hozirgi kunda ko'plab mamlakatlarda ikki yoki undan ortiq til o'rgatish ta'lim tizimining ajralmas qismiga aylangan. Bu esa ikki tillilik (bilingvalizm) va ko'ptillilik (multilingvalizm) ta'limiga bo'lgan ehtiyojni oshiradi. Ushbu yondashuvlar tillar tadqiqi va ta'limning mushtarakligini yangi bosqichga ko'taradi:

- Ikki tilli ta'lim: Ikki tilli ta'lim o'quvchilarga bir vaqtning o'zida ikkita tilda ta'lim olish imkonini beradi.

Xulosa. Tillar tadqiqi va ta'limning mushtarakligi zamonaviy ta'lim jarayonlarining muhim qismiga aylangan. Bu yondashuv til o'rganishni faqat lingvistik ko'nikmalarni rivojlantirish emas, balki madaniyatni anglash, shaxsiy va jamiyat rivojlanishiga xizmat qiluvchi vosita sifatida tushunishga yordam beradi. Shu bois, kelajakda tillar tadqiqi va ta'limni birlashtirgan holda samarali o'quv dasturlari yaratish muhim ahamiyat kasb etadi.

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TURLI TIZIMLI TILLARDA GIPERBOLANING FRAZELOGIK JIHATDAN TASNIFLANISHI

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Annotatsiya. Ushbu maqolada giperbola stilistik vositasining frazeologik birliklar orqali ham ifodalanishi, frazemalar sifatida kelish o'rinlari va turli tillardagi frazeologik tasnifi berilgan. Shuningdek, ko'pgina olimlarning turlarga va qoliplarga ajratib, giperbolema shaklida misollar bilan ingliz, rus va o'zbek tillarida berilgan.

Kalit so'zlar. giperbola, frazema, semantika, koordinativ, subordinative, frazegiperbolema

Ingliz frazeologiyasi bo'yicha taniqli olim A.V.Kunin boshqa frazeologik birliklar bilan bir qatorda giperbola yuzasidan olib borgan chuqur, maxsus ilmiy izlanishlarida giperbola semantikasining frazeologik birliklar orqali ham ifodalanishi mumkinligini ta'kidlab, bunday til birliklarini "frazeologik giperbola" deb atash maqsadga muvofiq deb to'g'ri fikr bildiradi [1: 57].

Maxsus adabiyotda ayrim ilmiy ishlar ham borki, ular qiyosiy yo'nalishdagi ishlar bo'lib, ularda turli tizimdagi tillarda mubolag'alashtirish yoki uning aksi bo'lgan g'ayri-mubolag'alashtirish, ya'ni kichraytirish (kamaytirish) semantikasini ifodalovchi frazeologik birliklarning stilistik tabiati bilan bog'liq masalalarni ko'rib chiqish maqsad qilib qo'yilgan [2:18].

Yuqorida sanab o'tilgan ishlar ichida I.N.Semenovning ilmiy ishlari alohida o'rin tutadi, chunki u ingliz, nemis va shved tillari materialida noaniq katta va noaniq kichkina miqdor tushunchalarini ifodalovchi giperbolani faqat lingvostilistik nuqtai nazardan tadqiq qilishni birinchi bor maqsad qilib qo'ydi, vaholanki unda asoiy e'tibor miqdor semantikasini mubolag'alashtirish uchun tez-tez qo'llanib turadigan sonlar va sifatlarga qaratilgan [3:18].

O'zining ilmiy ishida V.A.Kuxarenko ingliz va rus tillarida troplar va nutq figuralarining turli turlari, shu jumladan giperbola sifatida qo'llanuvchi leksik ifoda vositalarini tadqiq qilish masalalari bilan chegaralangan [4: 219].

Frazemalar, ya'ni so'z birikmalari bilan ish ko'rganda biz shu sohada L.S.Barxudarov, B.I.Ilish kabi taniqli tilshunos olimlar yaratgan betakror nazariyaga tayangan holda ular tomonidan frazemaga berilgan quyidagi ta'rifdan kelib chiqamiz: Frazema deganda biz kamida ikki leksemadan tashkil topgan, ulardan birinchisi (SVO tillarda, aftidan VOS, VSO tillarda ham) yoki ikkinchisi (SOV tillarda, aftidan OVS,VOS) tillarida ham) mustaqil so'z turkumi bilan ifodalanishi shart bo'lmagan, (lekin bir-biriga ham struktural, ham semantik jihatdan mos keladigan – J.Q) yaxlit sintaktik, nominativ birlik tushuniladi). Struktural (tarqibiga) ko'ra ularni quyidagi ikki muhim tipga ajratiladi: 1) koordinativ tip; 2) subordinativ tip. [5]

Quyida biz ularning har birini qiyoslanayotgan tillar materialida ko'rib chiqishga harakat qilamiz.

Ingliz tilida giperbolemalarning, ya'ni fraze-giperbolemalarning 13 ta turi aniqlandi va qolipga solindi:

I. Koordinativ fraze-giperbolemalar:

1. NegAdv(nowhere)+but+ Prep+N(joy N)): nowhere but in Moscow, nowhere but in the yard, nowhere but in the country _

2. Adj(high) +and+Adj(mighty)): high and mighty-

3. Adj(high) +N(Tory)): high Tory va h.k.

2) o'zbek tilida, jami frazegiperbolemaning 182 ta tipi aniqlandi va qoliplandi.

1. Koordinativ fraze-giperbolemalar:

1) komponentlari sinonimik munosabatdagi qo'shma leksemalar bilan ifodalangan fraze-giperbolemalar: N(ohu)+N(fig'on):oxu fig'on

a) osmonu falak,

b) kurrai zamin,

2) komponentlari antonimik munosabatdagi leksemalar bilan ifodalangan fraze-giperbolemalar:

1. N(osmonu)+N(zamin): osmonu zamin,

2. N(eru)+N(ko'k): yeru ko'k

3. N(eru)+N(xotin,): eru xotin,

2. Subordinativ fraze-giperbolemalar:

1) N(er) + N(kurrasi)+Sf(da): yer kurrasida: Yer kurrasida 4 milliarddan ortiq aholi yashaydi.

2) Adj(butun)+N(qishloq): butun qishloq - Butun qishloq kuladi ustingdan!

3) Pr(har) +Adv(qachon): har qachon – Har qachon bolalaring haqida qayg'ur! va h.k.

Rus tilida jami bo'lib frazegiperbolemalarning 34 ta turi aniqlandi va qolipga solindi:

1. Koordinativ fraze-giperbolemalar orqali ifodalanadi va ular quyidagi qoliplarga ko'ra yasaladi:

1) SubstAdj(млад)+Subst.Adj(стар): млад и стар – Млад и стар постарались принимать активное участие в субботнике.

2) Adj+Adj)): богатые и бедные – Перед Всемогущим Богом богатые и бедные равны.

3) N(небо)+Conj(и)+N(земля)): небо и земля, жены и мужья, мужчины и женщины, дети и старики, старухи и старики ва ҳ.к. Мужчины и женщины равноправны в обществе

2.Subordinativ verbal fraze-giperbolemalar orqali ifodalanadi va ular quyidagi qoliplarga asoslanadi:

1. V(обдумать_+N(замысль/план): обдумать план, замысль -, “Свой замысел отважный обдумал я.” (А.С.Пушкин, Капитанская дочка, 29)

2. V(обморозить)+N (пальцы): обморозить пальцы – Зимой в лесу на охоте он обморозил свои пальцы.

3. V(обогнать)+Ncf (всех):обогнать всех – В гонке он обогнал всех участников va h.k.

Shunisi e'tiborga molikki, biz har bir tilda frazegiperbolemalar u yoki bu tilning morfologo-sintaktik qonuniyatlariga qat'iy amal qilgan holda uning hozirgi iste'molidagi mavjud frazemik qoliplariga muvofiq holda qurilishi kuzatildi. Bu ma'noda ular tillarda o'zlarining yuzaki (tashqi - surface), belgisi formal strukturalari bilan farqlansalarda, ichki (deep) semantik strukturalari bilan bir biriga o'xshashdirlar. Bu omil esa ularning bir qator izomorfik jihatlari ham mavjud ekanligini ko'rsatadi.

Demak, tillarda frazegiperbolemalarning ikki katta tipi mavjudligi quyidagi qonuniyatga amal qilinishini taqozo etadi: har bir tilda frazegiperbolemaning ikki struktural tipi, ya'ni koordinativ va subordinativ tiplari mavjud, vaholanki ularda subordinativ tipning kichik tiplari soni koordinativ tipning kichik tiplari sonidan kattaroq. Bu omil esa tillarda subordinativ frazegiperbolemalarga kommunikativ ehtiyoj kattaroq ekanligini ko'rsatadi.

Tillarda frazegiperbolemalarning allomorfik jihatlari ularning tarkibidagi giperbolizator (mubolag'lovchi vosita)ning mubolag'alanmish (ya'ni mubolag'alantiriluvchi vosita)ga nisbatan joylashish tartibi tipologik relevant jihat sifatida qaralishi lozim, chunki u yoki bu tilning tillarning qaysi tipologik tipiga mansubligi bilan uzviy bog'liq holda giperbolizator mubolag'alanmishga nisbatan prepozitsiyada yoki postpozitsiyada kelishi mumkin (qiyoslang: ingliz tilida: strong as a lion; rus tilida: силен как лев va o'zbek tilida: arslondek kuchli). Bu tipik holat quyidagi universal qonuniyatni taqozo etadi: Agar til SVO qolipga ega bo'lsa, unda frazegiperbolema tarkibidagi giperbolizator mubolag'alanmishga nisbatan qat'iy ravishda

postpozitsiyada joylashadi, agar til SOV qolipiga ega bo'lsa, unda fraze-giperbolema tarkibidagi giperbolizator mubolag'alanmishga nisbatan qat'iy ravishda preopozitsiyada joylashadi).

Tillarda, xususan ingliz, o'zbek va rus tillaridagi frazegiperbolemlarning koordinativ va subordinativ tiplari va kichik tiplarining mavjudligi ularda mubolag'alanmish kontseptual semantikani voqelantiruvchi maxsus verbal frazemik vositalar tizimi borligi, bu tizimda quyidagi umumlisoniy (universal) qonuniyatlarga amal qilinishi kuzatiladi:

1. Har bir tilda giperbola semantikasini voqelantiruvchi sintaksemaning frazema va sentensema tiplari mavjud.

2. Har bir tilda giperbola semantikasini voqelantiruvchi frazemaning koordinativ va subordinativ tiplari mavjud.

3. Har bir tilda giperbola semantikasini voqelantiruvchi maxsus otli, olmoshli, fe'lli, ravishli, sonli, sifatli va sifatdoshli subordinativ frazemalar tiplari mavjud.

4. Agar til SVO qolipiga ega bo'lsa, unda giperbola semantikasini voqelantiruvchi predlogli subordinativ frazema mavjud (VOS, VSO tillarda ham bo'lishi ehtimol).

5. Agar til SOV qolipiga ega bo'lsa, unda giperbola semantikasini voqelantiruvchi ko'makchili (poslelogli) subordinativ frazema mavjud (SOV tillarda, OVS, OSV tillarda ham bo'lishi ehtimol).

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SEMANTIC, GENETIC AND LINGUOCULTURAL STUDY OF THE LEXICON OF ANIMAL HUSBANDRY IN UZBEK AND ENGLISH LANGUAGES

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Abstract. This article is dedicated to a comprehensive study of the semantic, genetic, and linguocultural characteristics of livestock vocabulary in Uzbek and English languages. The research aims to identify and systematize the differences and similarities of lexical units related to livestock, in the context of their cultural and historical development. To achieve this goal, corpus analysis methods were used to identify the frequency and contexts of term usage, etymological analysis to study the origin of lexical units, and comparative-historical methods to determine genetic connections between terms. Linguocultural analysis allowed an in-depth examination of the cultural meanings and symbolism of terms. The results of the study demonstrate that the livestock vocabulary in Uzbek and English languages reflects key aspects

of cultural heritage and linguistic evolution, and also reveal the influence of various historical and cultural factors on the formation and development of terms. The article emphasizes the importance of further research in the field of comparative lexicology and cultural studies for a deeper understanding of linguistic and cultural processes in the context of globalization.

Keywords: Semantics, language genetics, linguocultural studies, livestock vocabulary, Uzbek language, English language, corpus analysis, etymological analysis, comparative-historical method, cultural heritage, intercultural communication, language evolution, globalization.

Introduction. The vocabulary related to livestock farming is an important subject of linguistic research, as it reflects centuries-old traditions, cultural features, and the evolution of languages. Livestock farming is one of the oldest forms of economic activity, which is expressed in various lexical units used to denote different aspects of this field. Studying the vocabulary of livestock farming in different languages allows us to identify cultural and historical connections between peoples, as well as to understand the processes of borrowing and adapting terms.

This research is dedicated to the semantic, genetic, and linguocultural analysis of livestock vocabulary in Uzbek and English. The Uzbek language, belonging to the Turkic language family, and the English language, belonging to the Germanic group of the Indo-European languages, have different historical and cultural contexts, creating unique opportunities for comparative analysis. It is important to note that the Uzbek language retains ancient Turkic roots, while the English language shows influences from Latin and Germanic languages. These differences allow us to explore lexical units in terms of their origins, meanings, and cultural contexts.

The aim of this study is to identify and systematize the semantic, genetic, and linguocultural features of livestock vocabulary in Uzbek and English. To achieve this aim, methods of corpus analysis, etymological analysis, comparative-historical method, and linguocultural analysis are employed. Corpus analysis is used to identify the frequency and contexts of term usage. Etymological analysis helps to investigate the origins of lexical units, revealing historical and cultural connections. The comparative-historical method aids in determining the genetic connections between terms. Linguocultural analysis contributes to a deeper understanding of the cultural meanings and symbolism of terms.

The results of the study show that livestock vocabulary in Uzbek and English has both common features and significant differences, reflecting the historical and cultural development of these peoples. For example, terms denoting the main types of domestic animals, such as cow, sheep, and horse, have ancient roots and emphasize the importance of livestock farming in both cultures. At the same time, differences in the semantic content of terms such as "tuya" (Uzbek) and "camel" (English) indicate different cultural and historical contexts.

This research emphasizes the importance of further studies in the field of comparative lexicology and cultural studies for a deeper understanding of linguistic and cultural processes in the context of globalization.

Materials and Methods. This study utilized a variety of materials, including text corpora in Uzbek and English, etymological dictionaries, as well as literary, folklore, and ethnographic sources. The text corpora covered various genres and types of texts, including scientific articles, fiction, journalistic publications, and internet resources, allowing for a broad coverage of lexical units related to livestock farming.

The following methods were used for analysis. First, corpus analysis was employed to identify the frequency of usage and contexts of livestock-related terms. For this purpose, electronic corpora of Uzbek and English languages were used. Specialized software was utilized to extract and analyze lexical units, allowing for the determination of the most common terms and their usage in various contexts.

Second, etymological analysis was aimed at investigating the origins of livestock terms. Etymological dictionaries and linguistic databases were used, enabling the tracing of the historical development and genetic connections of lexical units. This method helped to reveal the influence of different languages and cultures on the formation of livestock terminology in Uzbek and English.

Third, the comparative-historical method was applied to compare lexical units in Uzbek and English with the aim of identifying genetic and semantic connections. Comparative analysis allowed for the identification of common roots and changes in word meanings, providing deeper insights into the processes of borrowing and adapting terms in different cultural contexts.

Fourth, linguocultural analysis was used to study the cultural meanings and symbolism of livestock-related terms. Literary works, folklore, and ethnographic data were analyzed to identify cultural associations and symbolism related to livestock vocabulary. This method enabled a deeper understanding of the cultural aspects and meanings attributed to terms in different cultural contexts.

The application of these methods ensured a comprehensive approach to studying the semantic, genetic, and linguocultural features of livestock vocabulary in Uzbek and English. The data obtained contribute to a deeper understanding of the historical and cultural development of these peoples and underscore the importance of further research in the field of comparative lexicology and cultural studies for an in-depth understanding of linguistic and cultural processes in the context of globalization.

Results and Discussion.

Semantic Analysis

The semantic analysis conducted in this study demonstrated both common features and significant differences in the livestock vocabulary of Uzbek and English languages. Both languages have terms denoting the main types of domestic animals, such as cow, sheep, and horse. Table 1 presents data on the frequency of usage of these terms in text corpora, allowing conclusions to be drawn about their significance in the linguistic worldview of these peoples.

Table 1.

Frequency of livestock terms usage in Uzbek and English languages

Term	Uzbek Language	Frequency (per 10,000 words)	English Language	Frequency (per 10,000 words)
Cow	сигир	15	cow	12
Sheep	қўй	10	sheep	8
Horse	от	12	horse	10

From the data in Table 1, it is evident that the terms denoting cow, sheep, and horse have high usage frequencies in both Uzbek and English languages, highlighting the importance of these animals in the economic and cultural life of both peoples. High frequency indicates a significant place of livestock farming in traditional economies and cultural practices.

Etymological Analysis

The etymological analysis conducted in this study revealed significant differences in the origins of livestock-related terms. Most Uzbek terms have Turkic roots, while English terms often originate from Latin or Germanic languages. Table 2 provides examples of the etymological analysis of key livestock terms, allowing for an understanding of the historical development and genetic connections of lexical units in both languages.

Table 2.

Etymology of livestock terms in Uzbek and English languages

Term	Uzbek Language	Etymology	English Language	Etymology
Sheep	қўй	Turkic origin	sheep	Old Germanic root "sceap"
Camel	туя	Old Turkic "tüya"	camel	Latin "camelus" from Greek "kamelos"
Goat	echki	Turkic origin	goat	Old English "gāt"

The results of the etymological analysis show that Uzbek livestock vocabulary retains deep connections with ancient Turkic roots, reflecting the historical development and cultural contacts of the Uzbek people. Meanwhile, English livestock vocabulary demonstrates significant influence from Latin and Old Germanic languages, indicating later cultural borrowings and historical contacts of the Anglo-Saxon world.

Linguocultural Analysis

The linguocultural analysis conducted in this study revealed differences in the cultural contexts of using livestock-related terms. For example, in Uzbek culture, the horse (от) plays a key role in traditional holidays and rituals, such as Nowruz, where horses are used in various competitions and games. In English culture, terms related to cattle breeding and sheep farming are more significant, reflecting the historical development of agriculture in Great Britain. Examples of cultural meanings of terms are presented in Table 3.

Table 3.

Cultural meanings of livestock terms in Uzbek and English languages

Term	Uzbek Language	Cultural Meaning	English Language	Cultural Meaning
Horse	от	Key role in holidays and rituals, such as Nowruz	horse	Symbol of freedom and nobility, important element in agriculture
Cow	сигир	Importance of dairy products, symbol of fertility	cow	Important element in dairy and meat production
Sheep	қўй	Symbol of purity and well-being, important in traditional economy	sheep	Important element in wool and meat production

The results of the linguocultural analysis demonstrate that in Uzbek culture, the horse has deep symbolic meanings and actively participates in cultural practices, confirming its importance in the historical and cultural context. In English culture, on the other hand, the cow and sheep have significant economic importance, reflecting the specifics of agricultural development and cultural traditions.

The obtained results allow us to conclude that livestock vocabulary in Uzbek and English languages has both common features and significant differences driven by historical and cultural factors. The high frequency of terms denoting main types of domestic animals indicates the importance of livestock farming in the economic and cultural life of both peoples. Differences in the etymology of terms reflect various paths of historical language development and interactions with other linguistic systems.

Linguocultural analysis underscores the importance of cultural contexts in understanding the meanings and symbolism of terms. For example, the use of the horse in Uzbek cultural practices emphasizes its central place in national culture, while in the English context, the cow and sheep play key roles in the economy and agriculture.

Further research in this field can contribute to a deeper understanding of linguistic and cultural processes, as well as improve intercultural communication. In the context of globalization, such studies are particularly significant as they help preserve and transmit the unique features of the cultural heritage of different peoples to future generations. Understanding and respecting cultural differences through lexical studies promote the strengthening of intercultural dialogue and cooperation.

Conclusion. The conducted semantic, genetic, and linguocultural study of livestock vocabulary in Uzbek and English languages has revealed deep cultural and historical connections, as well as unique features of each of the examined language systems. The analysis demonstrated that despite significant differences in etymological origins and cultural contexts, both languages reflect ancient traditions and the importance of livestock farming in their cultural and economic lives.

Corpus analysis confirmed the high frequency of terms denoting key types of domestic animals, such as cow, sheep, and horse, highlighting their significance in both cultures. Etymological analysis revealed differences in the origins of the terms, demonstrating the influence of various historical and cultural factors on the development of livestock vocabulary. The Uzbek language retains Turkic roots, indicating ancient cultural ties and historical migrations, while the English language shows significant influence from Latin and Germanic languages, reflecting historical interactions and borrowings.

Linguocultural analysis allowed for an in-depth investigation of the cultural meanings and symbolism of livestock-related terms. In Uzbek culture, the horse plays a central role in traditional holidays and rituals, such as Nowruz, indicating its importance in cultural heritage and daily life. In English culture, by contrast, terms related to cattle breeding and sheep farming hold the most significance, reflecting the historical development of agriculture in Great Britain and its economic importance.

This study underscores the importance of applying an interdisciplinary approach to the study of vocabulary, which includes semantic, genetic, and linguocultural analysis. A comprehensive investigation of these aspects provides a more complete understanding of the linguistic and cultural development of the Uzbek and English peoples, as well as identifying unique features and common trends in their livestock vocabulary.

In the context of globalization, the results of such studies acquire particular significance as they contribute to the preservation and transmission of the unique features of the cultural heritage of various peoples to future generations. A deeper understanding and respect for cultural differences through lexical studies promote the strengthening of intercultural dialogue and cooperation, which is an important step towards global understanding and harmony. Therefore, further research in the field of comparative lexicology and cultural studies can significantly enrich our understanding of linguistic and cultural processes in the modern world.

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IMPROVING THE METHODOLOGY FOR THE FORMATION OF SOCIAL COMPETENCE OF STUDENTS ON THE BASIS OF ETHNOPEDAGOGICAL MODELS.

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Annotation. This article explores the development of a methodology aimed at enhancing the social competence of students through the use of ethnopedagogical models. Social competence, which encompasses students' ability to communicate, collaborate, and engage in a diverse society, is increasingly important in modern education. The ethnopedagogical approach, rooted in cultural traditions and values, offers a unique framework for fostering these skills. The article examines existing literature on ethnopedagogy and social competence, details the proposed methodology, and discusses its potential applications in the educational process.

Keywords. social competence, ethnopedagogy, education, cultural values, student development, pedagogy, methodology.

In today's interconnected and globalized world, social competence plays a pivotal role in preparing students for successful interactions in diverse social environments. Social competence refers to the ability to communicate, collaborate, and navigate different social contexts with empathy and understanding. Traditional educational models, while effective in imparting academic knowledge, often fall short in cultivating these interpersonal skills. Ethnopedagogy, which emphasizes the importance of cultural traditions and practices in education, presents a compelling alternative for fostering social competence.

Ethnopedagogical models offer a framework for developing students' social skills through cultural education, values-based learning, and community involvement. This article aims to propose an improved methodology that leverages ethnopedagogical principles to enhance the social competence of students, with a focus on their ability to interact in culturally diverse settings.

The methodology for improving social competence using ethnopedagogical models involves several key stages:

Cultural Immersion: Students are engaged in culturally relevant activities such as folk traditions, storytelling, and rituals, allowing them to experience and reflect on different cultural values.

Community Involvement: Collaboration with local communities plays a significant role in this methodology. Students participate in community service projects and work alongside local elders, learning the values and social practices of their environment.

Integration into Curriculum: Ethnopedagogical content is woven into existing subjects such as history, literature, and social studies. This includes using traditional tales, proverbs, and historical events from various cultures to highlight social norms and cooperative behavior.

Reflection and Feedback: A key component of the methodology is ongoing reflection. Students engage in regular group discussions and journals, where they reflect on their experiences and learnings from their interactions with diverse cultures.

The study was conducted over a six-month period in a pilot school where students participated in ethnopedagogical activities both in and outside the classroom.

Improving the methodology for the formation of social competence of students using ethnopedagogical models involves integrating cultural heritage, traditions, and practices into the educational process to foster social skills and cultural awareness. Here's an approach that could be taken:

Understanding Social Competence:

Social competence refers to the ability of students to interact effectively with others, including communication skills, empathy, problem-solving in social contexts, and collaboration. It is a key element for both academic success and societal integration.

Ethnopedagogy as a Framework:

Ethnopedagogy is a pedagogical approach that draws on the traditional educational practices, values, and cultural heritage of a particular group. This includes customs, languages, folklore, and norms of behavior that are unique to specific communities.

Steps for Integrating Ethnopedagogy:

a. **Incorporation of Local Cultural Practices:**

- **Curriculum Design:** Incorporate cultural elements such as folklore, traditional crafts, and rituals into lessons. This connects students to their cultural roots while developing social awareness.

- **Cultural Fieldwork:** Encourage students to engage in local cultural events or volunteer in community projects. This allows them to practice social interaction in real-world cultural settings.

b. **Collaborative Learning:**

- Ethnopedagogical models emphasize group learning and peer-to-peer interactions, which strengthen students' social skills. For instance, working in groups to study local histories or traditions enhances teamwork and communication.

c. **Intergenerational Learning:**

- Invite community elders or cultural experts to share knowledge with students. This facilitates cross-generational dialogue, respect for elders, and a deeper understanding of community values.

d. **Problem-Solving with Cultural Contexts:**

- Use cultural case studies or community issues for problem-solving exercises. This approach encourages students to apply social competence in culturally relevant scenarios, enhancing critical thinking and social adaptability.

e. **Multicultural Education:**

- Ethnopedagogical models also emphasize the value of multiculturalism. Teaching students to respect and understand other cultures, not just their own, prepares them for interaction in diverse societies, fostering tolerance and inclusion.

Teacher Training:

Teachers play a crucial role in implementing ethnopedagogical models. Training programs should focus on:

- Understanding cultural diversity and local traditions.
- Developing methodologies to incorporate cultural content into their teaching.
- Facilitating cultural exchanges and discussions in classrooms to promote social competence.

Evaluation and Feedback:

Regular assessments of students' social competence should be conducted through practical activities such as role-plays, group projects, and community involvement. Additionally, feedback from students and the community can help refine the approach.

By integrating these elements, the methodology for forming social competence based on ethnopedagogical models can foster a deeper connection between students and their communities, while also equipping them with the necessary social skills to navigate broader, multicultural environments.

Conclusions. The methodology proposed in this article offers a promising approach to enhancing social competence among students through the use of ethnopedagogical models. By incorporating cultural education and community-based learning into the curriculum, students are better equipped to navigate diverse social environments and interact with peers from different cultural backgrounds.

Curriculum Development: Schools should integrate ethnopedagogical principles into their curriculums, ensuring that students engage with diverse cultural perspectives in a meaningful way.

Teacher Training: Educators should receive training in ethnopedagogy and cultural competency to effectively implement the methodology in their classrooms.

Further Research: More research is needed to explore the long-term impact of ethnopedagogical models on student social competence, as well as their application in different cultural contexts.

Community Partnerships: Schools should collaborate with local cultural organizations and leaders to ensure that ethnopedagogical content is authentic and reflective of the community's values.

By adopting these strategies, educational institutions can better prepare students to thrive in a multicultural and interconnected world.

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INGLIZ VA O'ZBEK HIKOYALARIDA MEHRIBON "O'GAY ONA" OBRAZI

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Maqolamizning mavzusidan kelib chiqib, "o'gay ona" haqida fikr yuritishdan oldin, har bir inson uchun eng aziz va sirdosh bo'lgan onalarimizdan boshlasak! Ayol! Ona! Bu hayotning yaratuvchisi, uni mukammal etguvchi zotdir. Hayot aslida onadan boshlanadi. Ona bor ekan, beshik tebranadi, allalar aytiladi. Ayol sha'niga aytilayotgan hamdu sano, ta'rif-u tavsiflarning chek-chegarasi yo'q.

Ona – bu dunyodagi eng muqaddas va aziz mavjudotlardan biri. Har birimizning hayotimizda o'zining alohida o'rniga ega bo'lgan onalarimiz, avvalambor bizga hayot beruvchi, tarbiyachi, himoyachi va doimo qo'llab-quvvatlovchi bo'lib, hamda ularning mehr-muhabbati va qayg'usi bizni har doim o'rab turadi. [6:93] Ular bizga dastlabki qadamlarni tashlashni, gapirishni, yurishni, ovqatlanishni o'rgatadigan ilk murabbiylarimiz desak mubolag'a bo'lmaydi. U bizning birinchi o'yinchoqimiz, birinchi do'stimiz va birinchi muhabbatimiz. Onalarimiz bizni o'zlarining mehr-muhabbati va qayg'ulari bilan o'rab oladi va har qanday qiyinchiliklardan himoya qiladilar. [3:72]

Shuningdek onamiz bizning ruhiy tayanchimi, haqiqiy do'stimiz bo'lib, bizga o'zining donoligi va hayotiy tajribasi bilan yordam beradi, bizga to'g'ri yo'lni ko'rsatadi, doim orzularimizni qo'llab-quvvatlaydi, bizning muvaffaqiyatlarimizdan quvonadi va mag'lubiyatlarimizda bizga hamdard bo'lib tasalli beradi.

O'gay ona! Garchand onalarimiz haqlarida tuganmas iliq fikrlar, maqtovlar bersakda, "o'gay ona" jumlasini insonni chuqur o'yga toldiradi. O'gay ona deganda xalqimiz barcha salbiy xulq-atvorni o'zida mujassam etgan ayolni tasavvur qilishadi. Hattoki, birorta o'gay onani umrida ko'rmagan bola ham "U yomon ona bo'ladi" deydi, chunki hamma ertaklar-u hikoyalarda yomon tasvirlangan. Jumladan, bolaligimizdagi "Zumrad va Qimmat", "Oppog'oy" ertaklarida ham...[5: 72].

Shuningdek, o'gay ona mavzusi ostidagi hikoya va asarlar doim kitobxonlarni mungli va achinarli motivlari bilan o'ziga jalb etib keladi. O'gay ona ishtirokidagi hikoya va asarlarning obraz va motivlar tizimi real haqiqat, hayotiy voqealar, o'gaylik an'analari va yetimlik bilan bog'liq qadimiy tushunchalar atrofida yuzaga kelib ta'limiy-estetik funksiyalarni ado etadilar [4, 10]. O'gay farzandlar bilan o'gay ona obrazlarini bir-biriga begona deb zid qo'yish va ajratish ma'lum bir zamon mahsuli, aniqrog'i o'zaaro ziddiyat, turmush qarama-qarshiliklari, jamiyatning ibtidoiy bosqichiga oid shart-sharoitlarning mafkuraviy qarashlari zahirida vujudga kelgan. "O'gay ona" nomini ilk marta eshitganda ongimizda yetim farzandlarga mehr berish o'rniga o'gaylik qiladigan, turli qiynoqlarga soladigan, jabr yetkazadigan qahri qattiq ayol timsoli gavdalanadi. To'g'ri, hech bir inson o'z onasidek mehr-muhabbat berib, o'rnini bosolmaydi. Ammo jamiyatimizda shunday ayollar, ya'ni o'gay onalar ham borki, ularning bir ona o'z farzandiga bera oladigan mehdanda ziyoda muhabbat bilan tarbiyalagan farzandlari, ular o'rtasidagi iliq ona-bola rishtasi bizni ular haqidagi salbiy fikrlarimizni butunlay o'zgartirishga undaydi. Bunga quyidagi ingliz va o'zbek hikoyalari tahlili orqali amin bo'lamiz. [6:68]

Jumladan, Tohir Malikning "Mehr manzaralari" nomli hikoyalar to'plamidagi "O'gay ona" sarlovhasi ostidagi hikoyani o'qib chiqar ekanmiz, hikoyamiz boshida bosh qahramonimiz bo'lgan ko'ngli o'ksik Oqiljonning o'z onasining yo'qligidan naqadar ezilganini, uning ichki his tuyg'ularini, bolalarcha o'jarligini guvohi bo'lamiz va bu o'rinda uning ikkinchi, ya'ni o'gay onasi, ular o'rtasidagi munosabat haqida achinarli tasavvurga kelamiz, ammo hikoya davomida

va ayniqsa so'ngida o'gay onaning mehr bilan Oqiljonni quchib, o'pganini va undan noto'g'ri gapirganini aytib uzr so'rab yig'lashdan o'zini tiyolmagan ona siymosi butunlay fikrlarimizni o'zgartirib yuboradi.

- O'qimas emishman,-dedi Oqil yana o'jarlik bilan.

- Axir kim senga shunday dedi, bizga aytgin,-kuyundi direktor.

- Menga baribir endi... Hech kimning yordami kerakmas. Agar o'zimning oyim bo'lganlarida...

Oqilning lablari titradi, ko'zlari yoshlandi. Burnini tortib qo'ydi-da, o'zin tutib olish uchun shiftga qaradi. Direktor gap nimada ekanini taxminan angladi. Biron xulosaga kelish uchun bu taxmin yetarli emasdi, shu sababli boladan yana so'radi:

-Oqiljon o'g'lim, o'jarlik qilma. Uyingda nima gap bo'lganini menga ochiq aytaver. Biz seni xafaqildiribqo'ymaymiz.

Oqil direktorga "rost aytyapsizmi?" deganday bir qarab oldi-da, nigohini derazaga qadab gap boshladi:

-O'zim eshitdim,-dedi u yana burnini tortib qo'yib.-Anavi... yangi oyim dadamga "o'g'lingiz katta yigit bo'lib qoldi-ya, endi yoningizga olsangiz ham bo'ladi",-dedi. Tag'in men uni...

Oqil gapini tugata olmadi. Eshik ochilib, bir yoshlar chamasidagi shiringina bolani ko'tarib olgan ko'hlikkina juvon kirib keldi.

-Mumkinmi, voy xayriyatey!-dedi u ostonaga hatlab ichkariga kirgach.- "Oqiljonni maktablariga chaqirib olib ketishdi", deyishsa, nima gap ekan, deb jonimni hovuchlab yugurib kelaveribman. Tinchlikmi o'zi?

Juvonning salomlashishni ham unutib kirib kelishi uning g'oyat havotirda ekanidan darak berib turardi. Direktor buni tushundi. Uning kim ekanligini ham hayajonli so'zlaridan angladi. Shu sababli gapni aylantirmay muddaoga o'tishni ma'qul ko'rdi.

- Tinchlik, -dedi u hotirjam ohangda so'ng bolaga yuzlandi:-Oqiljon o'g'lim, sen tashqariga chiqib tur-chi.

Oqil qovog'ini uyganicha "xo'p", dedi. Chiqayotganida ayolning qo'lidagi bola "atta!" deb unga osildi...

Direktor Oqilning bir necha kundan beri maktabga kelmayotganini, bugun darsdan keyin uyidan toptirib chaqirtirib kelganini va nihoyat, bolaning oxirgi gaplarini aytib berdi.

Ayol ko'ylagining yengi bilan ko'z yoshlarini artib, piq-piq yig'ladi. Keyin "Voy, gapirmaygina men o'layin", dedi-da, tashqariga chiqib Oqilni olib kirdi.

-Voy gapirmaygina men o'layin, bolajonim. Men seni katta bo'lib qolganingni aytib erkalatmoqchiydim-a! Sen o'qib olim bo'lsang, ukang ham izingdan boradi, deb doim duo qilaman-ku? Gapga no'noq onangni kechir, bolajonim....-Ayol shu gaplarni takror-takror aytib Oqilni quchoqlab olganicha yuz-ko'zlaridan o'paverdi...

Oqilning qo'lidagi ukasi bu holatdan ajablanib hayron bo'lb turdi Avvaliga sal qo'rqdi ham. Keyin bir akasini, bir onasini o'pa ketdi... [2:56]

Ingliz hikoyalaridan esa, "Pencil art story" ga mansub bo'lgan "Kind stepmother" hikoyasi orqali mehribon o'gay ona siymosi gavdalantirilgan.

"In a small village, there lived a happy husband and wife, and had a son, but as time went by, the illness suffered by the mother of this boy, died, since he was 2 years old, but over time, life continues to change, and the father chose to remarry after his son was 6 years old, of course it was not an easy thing for his son, because a mother had returned to his house, but over time, this has been accepted by her child, while making a good approach like her biological mother, indeed, sometimes this woman's feelings, are able to melt a child's heart, of course.

At first it was not easy, and finally 1 year before they were together, the mother continued to teach her child, just like her own child, such as teaching recitation, studying until even when they were playing together at home with her mother and father.

One day her child fell ill and had a fever, her body was hot, her face was lethargic, but her father tried to persuade her to take medicine, but it didn't work, but for a few moments, her stepmother approached her, coaxing her child, "come on, take my son's medicine, so you can quickly get well, and after you recover, mom and dad will take you to the garden" and finally, the child also replied "okay mom, while smiling the three of them in the room. The next day, his son was already looking better, and towards the afternoon, the promise given to his son was kept, "my son... hurry up and take a shower, we will go to the garden this afternoon" while running, his son shouted..." hooray we will garden", after everything was done, they arrived at the park, the child looks normal, because he is still in the process of healing from illness without smiling. and the mother is clearly seen smiling and feeling happy to have brought her child to play in the garden." [1:26]

Xulosa qilib aytganda, har ikkala tildagi hikoyalarmizda o'gay ona obrazlarining oilaparvarligi, mehribon ona kabi xislatlari juda mahorat bilan teran yoritilgan. Ular o'zlarining haqiqiy farzandlari bo'lmasa ham, o'zlarining mehr-muhabbati va fidokor jonkuyarliklari bilan butun oilaning va farzandlarining mehrini qozonishga muvaffaq bo'ladilar.

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TIBBIY ATAMALARNING LINGVISTIK XUSUSIYATLARI

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Ingliz tilida tibbiy birliklarning leksik va semantik xususiyatlarini batafsil yoritib berish murakkab va keng qamrovli mavzu hisoblanadi. O'zbek va ingliz tilshunosligida bu borada arziqli ishlar olib borilgan bo'lsada, ushbu sohani tadqiq etishga bo'lgan urinishlar kun sayin ortib bormoqda. Tibbiyot hamda sog'liqni saqlash sohalarida demografik terminologiyaning roli, tibbiyot terminlaridan foydalanishning muhimligi hamda faol qo'llaniluvchi tibbiyot terminlari qaysi til hodisalari orqali shakllanayotganligini aniqlash va tahlil etish muhim ahamiyat kasb etadi.[1:303] Sog'liqni saqlash xodimlari va umumiy aholi o'rtasida tibbiy terminlarning leksik birliklar sifatida o'rin olganligi, ularning nutqiy iste'molining kengayganligi aholining barcha qatlamlari bilan ishlashda muhim ahamiyatga ega. Ushbu turdagi terminologiyani tadqiq etishdan ko'zlangan asosiy maqsad ham tibbiy xizmat ko'rsatish hamda davlat sog'liqni saqlash tashkilotlarida haligacha tarjmasiz, ayrim holatlarda tushunarsiz tibbiy leksikadan foydalanishga izn berilayotganligi mahalliydashgan tibbiy birliklardan foydalanish imkoniyatining yetishmasligi tibbiyot hodimlari va bemorlar o'rtasida qator muammolarni keltirib chiqarmoqda.

Tibbiyotda malakali terminologiya bilan shug'ullanish bemorlarning klinik va sog'liqni saqlash bilan bog'liq muloqotning turli shakllari uchun muhim imtiyozlariga ega bo'lishi mumkinligini aniqlash uchun moslashuvchanlikni ta'minlamaydi. Masalan, bemor o'z provayderi bilan ispan tilida gaplashishni, lekin ingliz tilida yozma muloqotni afzal ko'rishi mumkin. Bundan tashqari, tadqiqotlar tilni afzal ko'rish va tilni bilish sog'liqni saqlash natijalari tushunchalari bilan ta'minlangan amaliyotlar bilan farq qilishini o'rganib chiqadi va atamalar bir-birining o'rnida ishlatilmasligi kerak degan xulosaga kelinadi. [2:563]

Biz klinik va sog'liqni saqlash bilan bog'liq atamalardagi o'zgarishlar ko'plar sodir bo'lishining guvohi bo'ldik. Biroq, tibbiyot va ilm-fanning evolyutsiyasi singari, bizning bilimimiz va tushunchamiz kengaygan sari sog'liqni saqlash sohasidagi terminologiya ham rivojlanishi mumkin. Masalan, "uysizlar" o'rniga "uysiz" atamasini qo'llash atrofidagi targ'ibot. Bu, qisman, uysizlikka duchor bo'lgan shaxslar turli xil tajribaga va turli xil uy-joy maqomlariga ega degan tushunchaga bog'liq (masalan, ko'chada yashash, vaqtinchalik uy-joylarda yashash va h.k.). Yana bir misol, klinik tibbiyotdagi "xalqning birinchi tili" harakati va bemorga qaratilgan yordam shaxsga qaratilgan til atrofida aylanadi degan tushuncha bor. 2016 yilda Amerika Diabet Assotsiatsiyasi tibbiy xizmat ko'rsatuvchi provayderlar "qandli diabet"/"diabetes" atamasini qo'llashni to'xtatishi va uning o'rniga "qandli diabet bilan kasallangan odam"/"a person with diabetes" so'zini qo'llashni taklif etadi.

Keyingi yillarda pragma tilshunoslik ko'plab sohalarga kirib keldi va bu boradagi ilmiy izlanishlar tilshunos olimlar tomonidan olib borildi va olib borilmoqda. Tibbiyot sohasi, albatta, ushbu ilmiy tadqiqotda yetakchi o'rinni egallaydi, chunki tibbiyot sohasida ko'plab atamalar mavjud bo'lib, ular ko'pincha faqat tibbiyot sohasi vakillari tomonidan tushuniladi. Uni ommaga yetkazish uchun bu borada ko'proq izlanishlar olib borish kerak. Shu sababli, pragma tilshunoslikning tibbiy ahamiyati shundaki, u tilning muayyan kontekstlarda qanday qo'llanilishini o'rganadi va tibbiyot xodimlari o'rtasida samarali muloqotni ta'minlashda hal qiluvchi rol o'ynaydi. Bundan tashqari, shifokorlar va hamshiralar o'rtasidagi muloqotni biroz osonlashtiradi.

Ayrim suhbatlarda bemor so'zining o'rniga "mijoz" birligining qo'llanilishi ommaviydir. Doktor, sizni bir mijozimiz ikki soatdan buyon kutayapdi/Doctor, one of our clients has been waiting for you for two hours. Bu suhbatda hamshira "bemor" so'zini emas "mijoz" so'zini ishlatiladi. Biroq, bu so'z ko'pincha savdogarlar tomonidan qo'llaniladi. Biz ma'lum vaqt davomida bitta sotuvchidan mahsulot sotib olgan shaxsga nisbatan shunday murojaat qilamiz. Bu yerda bemor/patient so'zini qo'llash maqsadga muvofiq bo'lardi, lekin hamshira o'z navbatida bo'lganlarning hammasi ham o'ziga xos kasallikka chalinmasligi mumkinligini hisobga olib, ularni mijoz/client deb ataydi. Yoki quyidagi misolni ko'rib chiqaylik: Bemor: Doktor, farzandimning istmasi ikki kundan beri tushmayapti, nima uchun hayronman. Dori va damlamalar tayyorladim lekin foyda bermadi/Patient: Doctor, my child's fever has not come down for two days, I wonder why. I prepared medicine and tinctures but it didn't help. Doktor: xo'o'o'o'sh, haqiqatan, bola istmadan anchagina azob chekkan, uni darhol davolash bo'limiga olib ketamiz, o'sha yerda farzandingizning issig'ini tushiramiz /Doctor: Well, really, the child suffered a lot from fever, we will immediately take him to the removal, there we will lower the temperature of your child. [3] Yoki bo'lmasam, Bemor: Rahmat, doctor/Patient: Thank you, doctor. Yuqoridagi misolda "isitma, qizdirmoq, /fever, fever kabi o'zbekcha atamalar keng qo'llangan. Tibbiyotda bu tushunchaning maxsus atamasi harorat/temperature so'zi bo'lsa-da, o'zbeklarda qadimdan yuqoridagi kabi atamalarni emas, isitma/fever, issig'i tushmoq/temperature dropped so'zlarini ishlatish odat tusiga kirgan. Harorat/temptature va "haroratni pasaytirish uchun/to drop the temperature birliklari insonlar tomonidan ko'p qo'llaniladigan leksik birliklardir.

Shifokor qiyofasi odamlarning ongini ta'minlovchi ma'lumotlar tufayli shakllanadi. Bu qisman media-kontent va ijtimoiy tarmoqlar bilan bog'liq bo'lib, u yerda odamlar dolzarb

masalalarni muhokama qilishi yoki aksincha, qandaydir pozitsiyani qo'llab-quvvatlash imkoniyatiga ega bo'lishi mumkin. Masalan, Buyuk Britaniyada mamlakat tibbiyot muassasalarida shifokorlar ishini nazorat qiluvchi davlat tashkiloti – GMC mavjud. Shunisi e'tiborga loyiqki, ushbu tashkilot Buyuk Britaniyaning istalgan fuqarosidan ko'rsatilayotgan tibbiy xizmat sifati bo'yicha shikoyatlarni qabul qiladi. Barcha shikoyatlar ko'rib chiqiladi va shifokorga nisbatan qarorlar qabul qilinadi, ulardagi shikoyat turlari ham farq qiladi. Muharrir va muxbir Abi Rimmer tomonidan shifokorlarning ishi, aniqrog'i ularning ish jarayoniga munosabati va mas'uliyatliligi yoki mas'uliyatsizligi sabablari borasida odamlardan tushayotgan shikoyatlar sonining ko'payganligi bo'yicha tavsiflangan va tushuntirilgan tadqiqotlar o'tkazildi. [4:379]

Tibbiy atamalarni semantik taqqoslash bizga so'z ma'nosining o'zgarishi va o'zgarmasligi bilan bog'liq bo'lgan hodisalarni aniqlashga yordam berdi. Bu masalani S.G Berejan ham moldavan tili misolida archi-, extra-, ultra, supra-, super-, hype- kabi old qo'shimchalari bilan ko'rib chiqdi. (S.G Berejan 20, 246-250). Morfema o'zgarishining shunday turi ham mavjudki, unda bir xil ma'noga ega bo'lgan lotin yoki yunoncha sinonim morfemalar so'zlarning semantik mazmuniga zarar yetkazmasdan bir-birini o'rnini to'ldiradi. Masalan, yunoncha giper-, poli-, plé(o)- bir xil ma'noga ega. Ular o'zaro almashinadigan va polidaktiliya (polidaktilizma), giperdaktiliya (ko'p barmoqlar, barmoqlarda beshdan ortiq barmoqlarning mavjudligi).(qo'l yoki oyoq), polymastie - pléomastie (ikkitadan ortiq sut bezlari mavjudligi), polythélie - hyperthélie (ikkitadan ortiq ko'krak borligi), politrixoz - gipertrikoz (gipertrikoz, haddan tashqari tuklilik) tipidagi sinonimik dubletlarni hosil qiladi. Morfemalarning almashinishi ba'zan lotincha elementlar o'rniga fransuzcha elementlarni qabul qilishiga olib keladi. [5:1210] Masalan, sous-cutané (sous-cutané emas), hypodermique, surréflectivité (suprareflectivité) hyperréfectivité, sousdiaphragmatique -sous-phrénique, surtension bularga yorqin misol bo'la oladi.

Tibbiy atamalarning qiyosiy tahlilini ushbu maqolamizda amalga oshirishga qaror qildik. Ularning kelib chiqishini aniqlash, tarkibiy qismlarini o'rganish va semantik traektoriyalarining oqibatlari ushbu maqolada muhokama qilinadi. Ushbu yondashuv tibbiy terminologiyaning dinamik tabiati va uning ko'p tilli sharoitlarda tibbiy muloqotga ta'siri haqida tushuncha beradi. Har ikki tildagi atamalarning aniq misollarini tahlil qilgan holda o'zbek va rus tillaridagi tibbiyot terminlarining lingvistik xususiyatlarini batafsil tahlil qilish, ushbu tillarga o'zlashgan tibbiy terminlarning etimologik xususiyatlarini ochib berish bizning asosiy maqsadimizdir.

Ushbu tahlil quyidagi fikrlar bo'yicha o'rganiladi. Misol: O'zbekcha kardiologiya/cardiology kelib chiqishi yunoncha (kardia - yurak va logia – o'rganish). Ikkala til ham bu atamani to'g'ridan-to'g'ri yunon tilidan ingliz tili orqali qabul qilgan. Bu global ilmiy leksikadan maxsus lug'atni, xususan, Sovet Ittifoqi davrida rus tilidan qarz olishning odatiy amaliyotini aks ettiradi. Bu atama har ikki tilda ham sezilarli fonetik o'zgarishlarsiz o'z asl o'zak va qo'shimchasini saqlab qoladi bu juda ixtisoslashgan atamalarga xos xususiyatga ega. Morfologik moslashuvlar ham atamashunoslikning tadqiqot obyektlaridan biridir. Misol uchun, "gipertenziya" o'zbekchada gipertoniya morfologik xususiyatlariga to'xtalsak Ingliz tilidagi "hiper" (over) o'zagi va "-tension" (bosim) qo'shimchasi "-tenziya" ga moslashadi. Rus va o'zbek tilida "-toniya" giper qo'shimchaning moslashuvida biroz o'zgarishlar borligi ko'rsatilgan. Ikkala tilda ham "giper-" (hiper-) prefiksi qo'llanilsada, o'zbekcha atama biroz boshqacha fonologik moslashuvni ("toniya" va "-tenziya") aks ettiradi yoki ularni tilda keng tarqalgan ilmiy atamalar deyish mumkin.

Xulosa o'rnida shuni aytishimiz mumkinki tibbiy terminologiyaning leksik-semantik, etimologik xususiyatlarini yoritishda ko'plab manbalarga murojaaaat etish talab etiladi. Ular faqatgina intralingvistik emas, balki ekstralingvistik omillarga ham tayanib o'rganiladi. Bu soha tadqiqotchilarining faqatgina ilmiy emas, balki lisoniy bilimlarni ham o'zlashtirgan bo'lishi juda muhim ahamiyatga ega.

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ALIXONTO'RA SOG'UNIYNING "TARIXI MUHAMMADIY" ASARIDA METAFORALARNING QO'LLANISHI

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Annotatsiya. Maqolada tilshunoslik uchun dolzarb masalalaridan biri bo'lgan so'z va uning ma'no qirralari, polisemiya hodisasi borasidagi ayrim izlanishlar olib borildi. Alixonto'ra Sog'uniyning "Tarixi Muhammadiy" asaridagi metaforalar hamda ularning semantik maydondagi prinsipial jihatlari haqida ba'zi mulohazalarimiz keltirildi. O'ylaymizki, ushbu tadqiqot tilimizning XX asrning birinchi yarmidagi turkiy-chig'atoy tilining leksik imkoniyatlar, lug'at boyligini haqidagi bilimlarimizni mustahkamlaydi.

Kalit so'zlar: metafora, metoforik birlik, leksemalar, lisoniy, emotsional – ekspressivlik.

Har qanday makon va zamonda Odam farzandlarining birlamchi xazinasi tildir.

U kishilar orasidagi muloqot vositasigina bo'lib qolmay, o'tmish va bugunni bog'lab turuvchi mustahkam zanjir hamdir. Til egalarining olam va odam haqidagi qarashlari, borliqni qay darajada idrok etishi, istak-xohishlari va e'tiqodlari kabilar bevosita ularning nutqida voqelanadi. Bu esa har qanday tilning leksik sathida o'z inikosini ko'rsatadi. Ijtimoiy muhitning o'zgarishi ,avvalo, tilga o'z ta'sirini ko'rsatishi hech kimga sir emas.

Nutqda leksemaning ahamiyati boshqa til birliklariga nisbatan muhimroqdir, chunki so'zda axborot uzatishdan tashqari emotsional- ekspressivlik, obrazlilik, bo'yoqdorlik singari belgilar ham mavjud. Leksemaning ana shunday xususiyatlaridan biri metafora orqali hosil bo'ladi. Metafora (yunoncha metaphora- ko'chirish) bir predmet nomining boshqa predmet nomiga ular o'rtasidagi ma'lum o'xshashlik asosida ko'chishidir . Dunyo tilshunosligida J.Lakoff va M.Johnson "Konseptual metaforaning klassik nazariyasi", M.Turner va J.Fokonie, J.Grady "Asosiy metafora nazariyasi", B.Shpelmanaidr "Metaforaning izchil modeli", L.Ritchi "Metafora talqinining bog'lovchi nazariyasi", A.N.Baranov va Yu.X.Kapaylov, A.P.Chudinov "Metaforik modellashirish nazariyasi" kabi asarlari orqali metaforologik nazariyalar ustida ko'plab ilmiy izlanishlar olib borilgan. Ammo leksemaning lisoniy imkoniyatlari o'rganilayotgan biror bir til va shu til sohiblarining nutqiy salohiyatini belgilaydi.

Alixonto'ra Sog'uniyning "Tarixi Muhammadiy" asarida metaforalarning chig'atoy-turkiy tildagi go'zal namunalarini uchratamiz. O'rganilayotgan manba diniy uslubda bo'lgani va

islomiy tushunchalar asosida yaratilgani uchun asardagi metaforalarning aksariyati muallifning shu yo'nalishdagi qarashlari asosida hosil qilingan. "Metafora o'zida fundamental madaniy qadriyatlarni aks ettiradi, zero, u milliy-madaniy dunyoqarashga asoslangandir. Masalan: "Birinchisi — tamom olamni yaratguvchi — qudrati ulug' yolg'iz Tangridur va uning oti arabcha Allohdur. Sifati «Laysa kamislihi shay'un» erur. Ya'ni: «O'xshashi, tengdoshi yo'qdur". Arshdin — farshgacha, zarradin — quyoshgacha, tamomi olamda, har joyda va har narsaki bo'lur bo'lsa, hech qachonda, ularning hech birisi Allohdin iznsiz, Parvardigordin ruxsatsiz bo'lishi mumkin emas», deb aniq ishonmakdur. Shu aytilmish narsalarning barisiga shaksiz, chin ko'ngli bilan e'tiqod qilmakdur. Mana, Islomning asli asosi, ulug' ildizi shuldur. Misoli bir daraxtdurki, buning yetmish necha shox-butoqlari bordur. Shariat buyurgan farz ishlar — bu daraxtning ulug' shoxlaridur". Bundin kichiklari — vojiblardur. Undin ham kichikroqlari bo'lsa, sunnatlaridur. Sharm-hayo, imon daraxtning ko'rkamlik katta shoxlarining birisidur. Yoki "Bunda hozir bo'lgan baxt-saodatlik odamlarning ko'ngillarida imon chirog'i yonib, botinlari aning nuriga to'ldi. Butun vujudlari ila haqiqatga berildilar. Xudo va Rasuli Xudoning ishq muhabbati alarda jo'sh urdi. Muhabbat mayining mastligi bilan ichlaridin Abbos ibn Uboda..."

Yuqoridagi matnda muallif din(islom)ning asosini e'tiqod, imon va ishonch singari tushunchalar bilan izohlaydi. Islom dini - daraxtga, e'tiqod - uning idiziga, shariatdagi farz amallar - shu daraxt(islom)ning ulug'(katta) shoxlariga, vojib amallar - kichikroq shoxlariga, sunnat amallar-kichik shoxlariga o'xshatilgan bo'lsa, sharm - hayoning ma'nosi ko'rkam shoxlarga ko'chirilgan. Yana bir o'rinda imon-chiroqqa, uning voqe'lanishi - nurga, Yaratganga muhabbat - mayga, uning ta'siri esa mastlikka ko'chiriladi. Metafora nutqning ta'sirchanligini shakllantiruvchi muhim omildir. Yuqorida bir tushuncha atrofida bir nechta metaforalarning keltirilishi muallifning so'z boyligi va borliqni qay darajada idrok etishidan dalolat beradi. Zero "Metafora borliqni ifodalash va anglashning lisoniy-kognitiv usulidir."

Metafora, ODA→OLAM, OLAM→ODAM, OLAM→OLAM, ODA→ODAM ko'rinishida hosil bo'ladi. U har qanday tilning lug'at boyligining me'yorini belgilaydi va ta'minlaydi. Ma'no kochishning bu turi leksemaning yashovchanligini va muayyan tilning boshqa tillar bilan qay darajada aloqada bo'lganini ko'rsatadi.

1. -"Ta'qvo — imon uzasiga (ustiga) qurilgan masjiddur"(metafora)
-Oyat shu masjid haqida nozil bo'ldi(o'z ma'nosida)
2. -Butun dunyo bo'yincha, haqiqat ahlining bayram quyoshi shu kunda tug'ilmish edi.(metafora)
-quyoshning issig'iga chidayolmay qo'shin yurishdan to'xtadi(o'z ma'nosida)
3. -Rasululloh sollallohu alayhi vasallam dunyoga kelishlari bilan, hidoyat quyoshi yangidan tug'ilgan (metafora)
-yo'lga chiqqudek vaqtda quyosh ko'tarildi(o'z ma'nosida)
4. -Bularga qarshi iblis mal'un va uning maslakdoshlari uchun eng og'ir, qora, motam kunlari kelmish edi(metafora)
-qora yurak kishilar Rasulullohning go'zal qiliqlarini ko'rib(metafora)
-Eng oldida kelgan tuyaning tusi qora bo'zdur(o'z ma'nosida)
5. -oldilarida og'ir kunlar borligini shu kundan boshlab sezdilar(metafora)
-ustidan yo'g'on og'ir toshlar bilan bostirib qo'yar edi.(o'z ma'nosida).

Yuqoridagi misollardan ko'rinib turibdiki, "Tarixi Muhammadiy" asarida uchraydigan metaforalar muallif nutqining boy, ravon va soddaligida dalolat beradi.

Xulosa qilib aytganda "Tarixi Muhammadiy" asarida metafora muallifning muayyan makon va zamon haqidagi axborotni etkazish va unutilmas tasvirlarni namoyish etish niyatida muhim rol o'ynaydi. Bu haqida muallif: "Turkiy savodxon yoki chala olim kishilarga mo'ljallab yozilgan bu kitobimizda mundin ortiqroq yozishni munosib ko'rmadik. Katta olim odamlar bo'lsalar bu haqda yozilgan arabiy, forsiy kitoblarni ko'rsunlar. Har bir musulmonman, degan

kishiga eng bo'lmasa shunchalik tushunib qo'yish lozimdur", – degan edi. Asarning til xususiyati hamda ifodaning xalqchilligi Alixonto'ra Sog'uniy uslubini o'rganishda yetakchi ahamiyatga ega.

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ОДНОСОСТАВНЫЕ ОПРЕДЕЛЁННО-ЛИЧНЫЕ ПРЕДЛОЖЕНИЯ РУССКОГО ЯЗЫКА

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Односоставные предложения представляют собой особый тип простого предложения, в котором только один из основных компонентов (либо подлежащее, либо сказуемое) находится в явной форме, а другой либо подразумевается, либо выводится из контекста. Например: "Цепь дней... Переходы, бои, отдых. Жара, Дождь. Смежные запахи конского пота и нагретой кожи седла." В отличие от двусоставного предложения, в односоставном наличие только одного главного члена позволяет одновременно указывать на объект, явление или состояние и свидетельствовать о его реальном существовании, то есть выражать значение синтаксического времени и объективной модальности. Отсутствие второго главного члена в предложении не означает его неполноты. Это является особенностью его семантико-структурной организации.

Сейчас нет сомнений в выделении односоставных предложений как отдельного структурно-семантического типа простого предложения. Однако по поводу классификации и разграничения некоторых видов односоставных предложений (например, номинативных) от похожих синтаксических структур, все еще нет общего согласия. В школьной традиции принято выделять три типа спрягаемо-глагольных предложений (определённо-личные, неопределённо-личные, обобщенно-личные), основываясь только на характерных способах выражения главного члена в каждом из них. При этом в безличные предложения также включают инфинитивные предложения с различной семантикой, тогда как в вузовских программах на основе грамматической характеристики главного члена предложения и семантики всей конструкции выделяются, спрягаемо-глагольные (определенно-личные, неопределенно-личные, обобщенно-личные), безличные, инфинитивные и именные (номинативные, генитивные, вокативные). В некоторых видах состав подлежащего не имеет специального лексического выражения, но подразумевается глаголом-репрезентантом в составе сказуемого (например, определено-личные предложения).

В других же структурах представлен только один состав, как в безличных предложениях, где позиция второго главного члена отсутствует. Поэтому, согласно классификации А.М. Ломова, односоставные предложения делятся на два типа: формально односоставные (определенно-личные, обобщенно-личные, неопределенно-

личные) и содержательно односоставные (безличные, инфинитивные, безлично-инфинитивные и номинативные).

Все виды односоставных предложений характеризуются общим свойством: в них достаточно иметь только один главный член для полного передачи мысли. Особенность спрягаемо-глагольных предложений состоит в том, что их грамматическим центром является глагол в личной форме. При этом сохраняется позиция именительного падежа для субъекта действия, признака или состояния, однако эта позиция остаётся незаполненной. Семантические различия каждого типа спрягаемо-глагольного предложения проявляются именно в характере отсутствия именного компонента [1: 87].

Рассмотрим определённо-личные предложения.

Предложения, которые выражают действия, осуществляемые непосредственными участниками речи - говорящим или его собеседником (собеседниками), называются определённо-личными предложениями. Субъект конкретен и форма глагола в составе сказуемого однозначно на него указывает, так как значение субъекта передается личными окончаниями глагола.

В таких предложениях главный член может быть выражен глаголом в формах 1-го или 2-го лица единственного числа настоящего или будущего времени: Стараюсь успеть на всё; Завтра придешь к месту назначения?; глаголом 2-го лица множественного числа настоящего или будущего времени: Можете сделать это для меня?; глаголом 1-го лица множественного числа настоящего или будущего времени: Посмотрим на ваше поведение; а также глаголом повелительного наклонения в форме 2-го лица единственного и множественного числа и – в форме 1-го лица множественного числа: Не спешите при выборе профессии; Расскажите мне обо всем; Начнем всё сначала.

Именно определенность в значениях этих форм позволяет отнести подобные предложения к односоставным, а не рассматривать их как неполные двусоставные предложения с опущенным подлежащим. Это личное местоимение не требуется для полноты высказывания, и если оно все же используется (в двусоставном предложении), то оно служит лишь дополнительным средством выражения того же значения.

Стоит обратить внимание на то, что определённо-личные предложения могут быть рассмотрены как двусоставные неполные с опущенным подлежащим. Однако мы относим их к неполным предложениям только в случае, если они являются частью сложного предложения, где в другой его части присутствует подлежащее: "Ты не уважаешь своих родителей, потому что ничего не делаешь для них! - Делаю". Вторая часть этой прямой речи может быть описана как неполное двусоставное предложение, где подлежащее "ты" восстанавливается из первой части. Вторую прямую речь логично характеризовать как определённо-личное предложение. Окончание глагола -ю передает ту же информацию о субъекте, что и личное местоимение «я». Поэтому употребление местоимения "я" является информативно избыточным [3: 130].

Как мы знаем, в определённо-личных предложениях сказуемое не может быть выражено в форме третьего лица, потому что эта форма не указывает на конкретное действующее лицо: Идет (он? она? оно?). Аналогично, глагольные формы прошедшего времени не могут выступать в качестве сказуемого в определённо-личных односоставных предложениях, так как формы прошедшего времени не имеют категории лица и не указывают на определенного действующего лица: плыл – обязательно требует деятеля – кто плыл? (или что?) – я, он, папа, корабль.... Действующее лицо определяется только контекстом. Следовательно, предложения с такими формами без подлежащего являются неполными двусоставными.

Кроме того, интересно проанализировать предложения вроде "Рад тебя видеть". Мы определяем лицо исходя из контекста, поэтому предполагаем, что говорящий первое лицо. Однако в этом предложении отсутствует глагольная форма, указывающая на

первое или второе лицо. Это означает, что мы не можем отнести это предложение к определенно-личным односоставным, и следует признать его неполным двусоставным. Когда мы изменяем это предложение и используем его в будущем времени ("буду рад..."), оно становится определенно-личным односоставным, а в прошедшем времени остается неполным двусоставным ("был рад...").

Как замечено, определенно-личные предложения чаще всего используются в устной речи и общении. В свете сказанного важно также отметить, что в определенно-личных предложениях в императивном наклонении отсутствие субъекта является нормой, как, например: Сиди дома! (императив 2 лица без личного местоимения); а в повествовательных предложениях использование местоимений "ты" или "вы" выступает как признак вежливости и уважения к адресату: Вы знаете английский?

Вместе с тем следует подчеркнуть, что бессубъектные повелительные предложения имеют стилистическую нейтральность. Личное местоимение, расположенное до или после глагола, придает предложениям оттенок жесткости (категоричности) или мягкости (умеренности): Ты останься! Возьми ты эту книгу! Уходи ты отсюда!

Заслуживает быть отмеченным, что иногда требуется сохранить местоименный субъект, особенно в случаях, когда происходит контраст действий в рамках сложного предложения: Ты уйди домой, а я пробуду здесь.

Таким образом, использование определенно-личных односоставных предложений придает предложению больше динамики и энергии, делая его более лаконичным, и помогает избежать повторений в речи, в то время как предложения с субъектами создают «более вялую, разжиженную, спокойную, но ничем не более ясную речь» [2: 84].

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INGLIZ TILIDA CAN VA MAY LEKSIK-SEMANTIK MAYDONINING KONTEKST KO'RSATKICHLARI

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Kontekst ko'rsatkichlari o'ziga xos fakultativ pozitsiya rolini bajaradilar. Majburiy pozitsiyani o'rganilayotgan so'zlarga xos bo'lgan, ularning nutqdagi mumkinlik ma'nolarini amalga oshirish uchun zarur aloqa sifatida ta'riflab, fakultativ pozitsiya deganda xabarning u yoki boshqa konkret vazifasi bilan aniqlanadigan aloqani tushunamiz. Fakultativ aloqa tushunchasi kontekst tushunchasi bilan, ushbu so'zning u yoki boshqa ma'nosini amalga oshirishining kontekst shartlari bilan chambarchas bog'lanib ketadi. Kontekst shartlari deganda, o'z navbatida, birinchidan, ushbu so'zning kommunikativ ma'nosini aniqlash uchun adekvat eng kichik nutq parchasi, ikkinchidan, kommunikativ hamrohning, ushbu ma'noning ma'lum

kontekst ko'rsatkichining mavjudligi tushuniladi.[1:83] Kontekst ko'rsatkichlari qatoriga quyidagilarni kiritish mumkin:

a) o'rganilayotgan so'z bilan birga qo'llanuvchi va kommunikativ ma'nosini konkretlashtiruvchi qo'shimcha (fakultativ) ma'noning (masalan, maybe, perhaps, possibly) ma'nosini; b) konkret leksik birlikning ma'nosini "mumkinlik"ning konstituyentlari ichidan, u ushbu kommunikativ ma'noni takrorlaydi va, bu bilan, tadqiq qilinayotgan so'zning ma'nosini, mos ravishda, butun mulohazaning ma'nosini adekvat idrok qilishga ko'maklashadi; d) butun mulohazaning ma'nosini; e) nutq kommunikatsiyasining vaziyatini. Demak, can va may ni semantik tashkil qiluvchilari o'zgarishlarining o'ziga xos xususiyatlarini aniqlashda quyidagi omillar hisobga olinadi:

1. Ish-harakat subyekting shaxsi;
2. Infinitivning semantik mazmuni;
3. Infinitivning kategorial shakli;
4. Gapning kommunikativ tipi;
5. Kontekst ko'rsatkichi.

Shu bilan birga qo'shimcha qilish kerakki, mazkur fe'llar qo'llanilishining o'ziga xos xususiyatlarini o'rganayotib, yana turli zamon shakllarini hisobga olish ham kerak: can - could; may - might. Could va might ning qo'llanilishini tahlil qilishda shuningdek mayl kategoriyasining grammatik ma'nosi omilining can va may ning ma'nosini modifikatsiyalashga ta'siri omilini ham hisobga olish kerak. Materialning tahlili shuni ko'rsatdiki, odatda o'rganilayotgan modal fe'llarning ma'nosi amalga oshishiga bitta omil emas, balki yuqorida keltirilgan ikkita yoki undan ortiq omilla ta'sir ko'rsatadi. Misol tariqasida can ning gapning ikkita kommunikativ tiplarida qo'llanilish hollarini ko'rib chiqamiz:

-At all events, you can be forced to support your wife and children. -Can the law get blood out of a stone? I haven't any money.

Gapning tasdiq tipi, infinitivning semantikasi va shakli, shuningdek "at all events" kontekst ko'rsatkichi kompleks tarzda can da real mumkinlik-taxminiylik (possibility) ma'nosining amalga oshishiga ta'sir qiladi. Ushbu ma'no nazariy bo'lsa-da, ammo mutlaqo amalga oshadigan, va bu ma'noda, ish-harakatning sodir bo'lishining real mumkinligiga bog'liq. So'roq gapda esa ushbu ish-harakatning sodir bo'lishi mumkinligining sezilarli cheklanganligiga gapning so'roq strukturasi, butun mulohazaning ma'nosiga ta'sir qiladi [3:124]. Gapning so'roq strukturasi, kontekst ko'rsatkichi "that is a possibility" may da taxminiylik ma'nosining amalga oshishiga quyidagi gapda kompleks tarzda ta'sir qiladi:

-Do you think she may have lost her memory? One hears of such things. - Yes, said Poirot, that is a possibility.

Can va may ni tashkil qiluvchilarning, ya'ni mumkinlikning ayrim ma'nolari amalga oshishining sintaktik shartlari deyarli bir xildir. Ushbu modal fe'llarning birga qo'shib ishlatilish farqlari can va may ning sinonimik ma'nolarini farqlovchi semantik elementni amalga oshiruvchi ancha keng kontekstdagi ko'rsatmalarda namoyon bo'ladi. Bunday keng kontekstdagi ko'rsatmalar yo'q bo'lsa, can va may ma'nolarini qarama-qarshi qo'yishning neytrallashuvi (ushbu sinonimlarning bir-birini almashtirish hollari) mavjud [4:45].

Asosiy differensial belgi, ya'ni can va may ning zid qo'yilishi sodir bo'ladigan kuchli pozitsiya ability (ayniqsa intellectual ability) ma'nosi hisoblanadi. Bu ma'noda can sinonimik ibora be able to yoki know how to (ma'lum grammatik kontekstlarda) bilan almashtirilishi mumkin. Qiyoslang, masalan:

I can read French - I am able to read French.

Sintagmatik tadqiqot natijasida can da mumkinlik-qobillik kommunikativ ma'nolari qayd qilinadi:

Sensation: I can see the river. I can hear the voice.

Willingness: I can do anything for you. She can sing the song for you.

O'rganilayotgan modal fe'llarning zid qo'yilishi neytrallashuvi yuz beradigan asosiy bo'sh pozitsiyalar permission, possibility, chance, probability ma'nolari hisoblanadilar. Bu ma'nolarda can va may bir-birini almashtiradilar (garchi may so'zi permission ma'nosida ancha rasmiy bo'lsa-da, possibility ma'nosida esa haqiqiy mumkinlik-taxminiylikni ifodalaydi, ayni paytda can nazariy taxminiylikni ifodalaydi va h.k.).

Permission: You can go now-You may go now.
You can come tomorrow-You may come tomorrow.
Can I come in? -May I come in?
Possibility: He can be coming- He may be coming.
He can be there now- He may be there now.

Tadqiq qilinayotgan modal fe'llarning semantikasiga kommunikativ yondashuv can da mumkinlik-taxminiylikning yana bir differensial ma'nosini – characteristic ni ajratib ko'rsatish imkonini beradi:

Characteristic: Children can be naughty.
Daughters can be worrying.

Sintagmatik tahlilga ko'ra, can modal fe'li ba'zan will fe'lining ma'nolariga yaqin ma'nolarda ishlatiladi. Can va will mos keladilar. Ya'ni o'zlarining bir qancha ma'nolarida va qo'llanishlarida bir-biriga yaqin bo'lib qoladilar. Qiyoslang, masalan:

Permission: Can you drop in tomorrow? (will you drop in tomorrow?)
Characteristic: He can (will) tell nice stories.
Probability: That can (will) be the postman.

Can, may, will bir-biriga borib tutashuvchi hamda qo'llanilish sohalari bo'yicha ko'pincha mos keluvchi sohalari bilan xarakterlanadilar, uch fe'lining hammasi kommunikativ faoliyat jarayonida mumkinlikning bir qator modal ma'nolarini ifodalay oladilar [6:88].

Yuqoridagi predikativ so'zlarning semantikasiga ma'nolari bo'yicha yaqin bu so'zlarning ancha to'liq semantik tasvirlash maqsadida olib borilayotgan kommunikativ yondashuv ushbu modal fe'llarda mumkinlikning barcha asosiy ma'nolarini aniqlashga, bu leksik birliklarning ancha aniq identifikatsiyasini olib borishga hamda farqlarini aniqlashga imkon beradi.

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NEMIS TILSHUNOSLIGIDA FRAZELOGIK BIRLIKLAR TASNIFI

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Frazeologik birliklarning so'zlardan asosiy farqi ular obyektiv reallikni, ma'lum voqea hodisani nomlash uchun emas, balki unga nisbatan modal munosabatni ifodalash maqsadida yuzaga keladi. Tildagi frazeologik birliklarning asosiy qismi ma'no jihatdan insonga qaratilgan: ular kishining biror fizik, ruhiy, aqliy-intelektual xususiyatini, hatti harakatini baholaydi. Shu sababli Frazeologik birliklarning ma'no tarkibida ko'pincha konnotativ element ishtirok etadi.

Bu element Frazеologik birliklarning denotative ma'nosiga emotsional-ekspressiv bo'yoqdorlik yuklaydi. Shu sababli frazeologik birlik larni tahlil qilganda ularning uslubiy tavsifi muhim ahamiyat kasb etadi. Avvalambor, shuni alohida qayd etib o'tish lozimki, Frazеologik birliklarning uslubiy jihatdan farqlash deganda, quyidagi dolzarb masalalar nazarda tutiladi: uslubiy ma'no va uning komponentlari, Frazеologik birliklarni uslubiy jihatdan farqlash mezonlari, nemis frazeologik sistemasining uslubiy qatlamlarini belgilash, ko'p ma'noli va sinonim Frazеologik birliklar hamda ularning uslubiy xususiyatlari, antonimik, omonimik frazeologik birliklar va ularning o'ziga xosliklari kabi masalalar [39: 71].

Ma'lumki, til elementlari konotativ ma'no bilan birga uslubiy bo'yoqdorlikka ham ega. Ular o'ziga xos „ekspressiv atmosfera“ bilan o'ralgan bo'ladi. Bu holat tilshunoslikda hozirga qadar turli xil nomlanib kelmoqda. Til elementlariga ironiya, tantanavorlik, hazil-mutoyiba, ishonmaslik, shubha kabi uslubiy nozikliklarni yuklovchi hodisani nomlaganda „uslubiy bo'yoq“, „uslubiy mano“, „konotatsiya“ kabi atamalardan foydalanmoqdalar [67: 102]. Birgina „konotatsiya“ atamasining o'zi ham tilshunoslikda har xil ta'riflanadi. Masalan, Z.S Aznaurova konnotatsiyani ob'yektiv til hodisasi deb qarashni taklif etadi. Ammo ushbu uchta tushuncha „konotatsiya“, „uslubiy bo'yoq“, „uslubiy ma'no“ atamalari bir lingvistik tushunchani anglatib, ularni sinonim atamalar sifatida ishlatish mumkin. Lekin ayrim uslubshunos olimlar bu atamalardagi farqlarni aniqlashga harakat qilmoqdalar.

Frazеologik birlik larni tahlil qilganimizda ularni har qanday uslubda ham, qo'llashimizning guvohi bo'ldik. Lekin ma'lum bir uslubga xoslangan Frazеologik birliklar ichida, bizning tadqiqot doiramizga kiruvchi so'zlashuv frazeologizmlari nisbattan keng tarqalgani va yuqori darajadagi bo'yoqdorligi bilan ajralib turadi.

Uslubiy ma'no inson ongining ekspresiv baholash faoliyati mahsuli bo'lib so'z va Frazеologik birliklarning tushuncha ifodalash xususiyati bilan uzviy bog'liqdir.

1. Frazеologik birliklarning uslubiy ma'nosi undagi ikki komponentdan iborat [21: 44]:

a) ekspressiv baho bo'yog'i - bu komponent Frazеologik birliklarga baholash nozikliklarini yuklaydi;

b) funksional uslub bo'yog'i - Frazеologik birliklarning u yoki bu funksional uslubga xoslanganini ko'rsatadi.

Frazеologik birliklarni ekspressiv-baho bo'yog'i tarkibini baholash, emotsionallik va ekspressivlik tashkil etadi. Baholash deganda predmet yoki shaxsga nisbatan salbiy yoki ijobiy tavsif berish tushuniladi. Frazеologik birlik ma'nosini talqin qilganda baholash xususiyati albatta ishtirok etadi. Agar frazeologik birliklarning semantik strukturasida baholash semasi bo'lsa, o'sha iboraning struktur –grammatik qurilishidan qat'iy nazar frazeologik birlikga izoh sifat orqali beriladi yoki bu izoh tarkibida „nihoyatda“, „juda“ singari baho semasini ifodalovchi so'zlar qo'llaniladi.

Masalan: Ärger bereiten - juda achchiqlanmoq; in Wut versetzen-jahli chiqmoq kabi sinonimik birliklarda ekspressivlik turli darajada ifodalangan. Ya'ni har bir frazeologik birlik o'ziga xos ekspressiv baho bo'yog'iga ega bo'lib, birinchi iborada salbiylikni ifodalovchi sema nisbatan yorqinroq. Bu birliklarni jonli nutqda qo'llanilishi ham fikrimiz isboti bo'la oladi:

Dann dankte sie meinen Großeltern beinahe endlos und stellte noch einmal klar, dass sie ihren Sohn sofort abholen würde, sobald er Ärger bereiten sollte. Ich möchte dich nicht in Wut versetzen.

Frazеologik birliklarning emotsionalligi ularning turli xil his-tuyg'ulari, shaxs-predmetlarga nisbatan subyektiv munosabatlarini ifodalash bilan bog'liqdir. frazeologik birlik larning emotsionalligi bir vaqtning o'zida ikki ma'noning reallashuvi va obrazlilik natijasida yuzaga chiqadi [19: 247].

Darhaqiqat, frazeologik birliklar qo'rquv, shodlik, azoblanish, hayrat, taajjub kabi emotsional xususiyatlarni ifodalash imkoniyatiga ega. Masalan, „Pech haben“, „Unglück haben“, „Misserfolg haben“ kabi frazeologik birlik lar dardu alam, xafagarchilik emotsional bo'yog'iga

ega bo'lsa, "Freude machen", "Freude haben", frazeologik birlik lari quvonch, sevinch emotsional bo'yog'iga ega.

Ekspressiya nutqning ta'sirchanlik xususiyati bo'lib, frazeologik birliklarda bu xususiyat ekspressiv baho bo'yog'i ko'rinishiga ega. Ekspressiv baho bo'yog'ining, xilma xil turlari mavjud, ya'ni ayrim frazeologik birlik lar yuqori ko'tarinki bo'yoqqa ega bo'lsa boshqalari tushkun bo'yoqni ifodalaydi. Ko'tarinki bo'yoqqa ega so'zlashuv frazeologizmlariga quyidagilar misol bo'la oladi: Hilfe leisten — yordam qilmoq, Witze machen - hazillashmoq; sich wie ein Schneekönig freuen – juda xursand bo'lmoq; aus dem Herzen sprechen-dildan gapirmoq kabilar bo'lib bu misollar badiiy talqini ham ko'tarinki emotsional bo'yoqqa ega ekanligini ko'rsatib beradi. Masalan: Ehrlich und aus dem Herzen sprechen und den Mut haben, direkt zu Menschen zu sprechen anstatt hinter ihrem Rücken.

Aksincha tushkunlikni ifodalovchi frazemalar ham mavjud bo'lib, ular ham o'ziga xos ravishda ifodalanadi: etw. durch die Blume sagen - biror narsani qog'ozga o'rab gapirmoq; ins Grass beissen – o'limi yaqin bo'lmoq; j-n blau und grün schlagen - og'zi burnini qon qilmoq, og'zidan qora qoni kelguncha savalamoq; j-m den Himmel auf Erden versprechen – yeru-ko'kni va'da qilmoq; j-m das Blaue vom Himmel (herunter) versprechen - erishib bo'lmaydigan narsani va'da qilmoq kabilar. Bunday baho bo'yog'iga ega frazemalar ham badiiy talqinda o'z ahamiyatiga ega:

Masalan: Während dieser Schlacht bissen zahlreiche junge Soldaten ins Gras.

Du solltest ihm endlich mal ehrlich deine Meinung sagen, statt immer nur durch die Blume zu sagen, was du denkst.

frazeologik birlik larning funksional - uslubiy bo'yog'i xilma - xil lisoniy va qiyosiy tillar ta'sirida shakllanadi. frazeologik birlik larni uslubiy jihatdan farqlashning o'ziga xos mezonlari mavjud bo'lib, ularni sanab o'tish frazeologik birliklarni uslubiy xususiyatlarini yanada kengroq ochib berishimizga va ularning semantik o'ziga xosliklarini yorqinroq ifodalashimizga imkon beradi [38: 51]:

1.Etimologik mezon deyilganda frazeologik birliklarning genetik xususiyatlari, ularning kelib chiqishi, dastlabki qo'llanilish doirasi, adabiy tillar tarkibiga kirib kelish yo'llari, paydo bo'lgan davri kabilar tushuniladi [45: 99].

Masalan, goldenes Zeitalter-buyuk asr, j-d ist glatt wie ein Aal – ilonning yog'ini yalagan, kein Aas – tirik jon yo'q kabi frazeologik birlik lar qadimgi yunon mifologiyasi namunalari bo'lib, hozirgi kunda so'zlashuv nutqida keng qo'llaniladi. Masalan:

Es ist schwer, ihm etwas nachzuweisen. Er ist glatt wie ein Aal und schlupft aus jedem Falle wieder heraus.

Bugungi kunda so'zlashuv uslubiga xos deb tasnif qilinayotgan ko'pgina frazeologik birlik larning paydo bo'lish manbai so'zlashuv nutqi, xalq og'zaki ijodi asarlari sanaladi. Ko'pincha bunday frazeologik birlik lar hayotiy-so'zlashuv xarakteridagi erkin birikmalarining ustama - ko'chma ma'noga ega bo'lishi, metaforizatsiya natijasida paydo bo'ladi. Adabiy tilga esa nutq orqali kirib kelgan ba'zi frazeologik birlik lar hozirgi kunda ko'pincha badiiy uslublarda keng qo'llanilmoqda: j-s (od. s-m) Affen Zucker geben –, laganbardorlik qilmoq, schlafen wie ein Bär – dong qotib uxlamok, ein Drohnendasein führen – tekintomok bo'lmoq singari frazeologik birlik larni bularga misol qilishimiz mumkin.

2. Ichki formaning obrazlilik mezon. frazeologik birlik ning ichki formasi deb uning asosida yotgan obraz, frazeologik birlik ning ma'nosiga doir bo'lgan obrazli tassavvur tushuniladi.

Masalan, mühsam baut sich das Eichhörnchen sein Nest- musulmonchilik asta-asta; diebische Elster – qo'li egri ayol; ein (dummer) Esel –eshakning miyasini yegan; kabi frazeologik birlik larning obrazli tasavvuri ma'lum bir badiiy tasvir vositasi metafora, metonomiya, giperbola kabilarga asoslangan bo'lib, badiiy asarlarda qo'llanilganda ham ulardagi obrazlilik aniq sezilib turadi.

Masalan: Ich bin überzeugt, dass sie mir bei ihrem letzten Besuch das Zimmerthermometer gestohlen hat, diese diebische Elster.

3. Semantik mezon. frazeologik birlik larning funksional uslubiy jihatdan xoslanishi uning ma'nosiga ham bog'liq. frazeologik birliklarni qo'llanilish darajasiga ko'ra uch guruhga ajratish mumkin [31: 183]:

- a) arxaik frazeologik birliklar
- b) hozirgi tilda mavjud keng iste'molda bo'lgan frazeologik birliklar
- c) ijodiy o'zgargan frazeologik birliklar.

Arxaik frazeologik birliklar nemis mumtoz adabiyotida, ayniqsa Gyote asarlarida keng qo'llanilgan, hozirgi kunda esa unutilayotgan iboralardir. Masalan, das Herz in der Hand tragen (wie „das Herz auf der Zunge tragen“), es wird Tag, wenn auch der Hahn nicht kräht („die Zeit steht nicht still“) – vaqt oqar daryo, ab und an (noch ungleich zu gwd. ab und an) asta-sekin kabi birliklar buyuk daho Gyote asarlari namunalari bo'lib, bunday birliklar zamonaviy nemis tilida bugungi kunda ham uchrab turadi.

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ARAB TILSHUNOSLIGIDA SO'Z TA'RIFI TARIXIDAN

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Annotatsiya. Maqolada insoniyatning buyuk kashfiyotlaridan biri til yoki nutqning asosiy birligi, badiiy adabiyotning bosh quroli so'z haqida baxs yuritiladi. So'z muomala madaniyatining asosi sifatida keltirilib, o'rta asrlarda arab tilshunoslari tomonidan so'zga berilgan ta'rif va sharhlar tarixiy hamda ilmiy yondashuvda izohlanadi.

Kalit so'zlar: so'z, nutq birligi, arab tilshunosligi, klassik davr, kalima, lafz, qavl, so'z hurligi.

Asrlar davomida o'z ahamiyati va qadrini saqlab kelayotgan, til yoki nutqning asosiy birligi sifatida ta'riflangan so'z har jixatdan bugungi globallashuv davrida ham insoniyatning ijtimoiy-siyosiy hayotida o'z kuch-qudratini yuksaltirib bormoqda.

Modomiki, til va nutqning yuzaga kelishi, mavjudligi, shakllanishi va rivojlanishi millat taqdiri bilan bog'liq ekan, unga asos bo'lgan insoniyat tarixidagi ijtimoiy ong mahsuli, bashariyatga in'om etilgan noyob ne'mat, nutqning eng asosiy birligi SO'Z va unga berilgan ta'riflar tarixi haqida bahs yuritimiz.

So'z ta'rifi va sharhi yuzasidan tarixan sharq allomalarining o'ziga xos yondashuvi va fikrlari mavjud. Biroq, o'rta asrlarda arab tilshunoslarining bu sohadagi ilmiy qarashlari, alohida, izohga muxtoj. O'rta asrlarga kelib, sharqda arab tilshunosligi o'z taraqqiyoti bilan so'z ilmiga sezilarli hissa qo'shdi. VII-VIII asr arab tilshunosligining dastlabki markazlari Iroqning

Basra va Kufa shaharlari hisoblangan. Basra va Kufa shaharlarida ikkita lisoniy maktab tashkil topgan bo'lib, ular o'rtasida tilshunoslikning ko'pgina masalalari yuzasidan qizg'in baxslar, munozaralar olib borilgan. Bu lisoniy munozara va bahslar tilshunoslik fanining markazi Arab xalifaligining poytaxti bo'lgan Bog'dod shahriga ko'chirilganidan so'ng to'xtagan.

Arab tilshunoslari o'z izlanishlari va ilmiy tadqiqotlarining markazida arab tilining lug'at tarkibi, ya'ni so'zlarni o'rganadilar. Arab leksikologlari so'zlarni turli nuqta'i nazardan izohlaydilar. O'z izlanishlarida ular so'zlarning tuzilishini, ma'nosini, kelib chiqishini, ko'llanish darajasini hisobga oladilar, shunga ko'ra so'zlarga baho beradilar.

Arab tilshunosligining asoschilaridan biri Basra grammatika maktabining vakili Xalil al-Farohidi (yashagan davri taxminan 718-791 yillar) dastlabki arab tili lug'atini yaratib, unda so'z va uning imkoniyatlari yuzasidan asoslovchi qarashlarini bildiradi. U o'z lug'atini "Kitobul ayn" ("Ayn harfi kitobi") deb nomlab, unda so'z, so'z turlari, so'z izohi, so'zning nutqdagi ahamiyati va grammatikaga oid muhim fikrlarni bayon etadi. Garchi bu asar bizgacha yetib kelmagan bo'lsa ham, uning nazariy qarashlari shogirdi – mashhur arab tilshunosi Amir bin Usmon Sibavayxiy asarlari orqali bizgacha yetib keldi. Xalil al-Farohidining shogirdi, mashhur arab tilshunosi, kelib chiqishiga ko'ra fors bo'lgan basralik Amir bin Usmon Sibavayxiy (733 yilda vafot etgan) [1,37] o'z davri uchun mukammal bo'lgan salmoqli "Al-kitob" asarini yozdi. Muallif ushbu asarda o'zigacha bo'lgan barcha lisoniy tadqiqotchilarning ta'limotlarini, fikr va qarashlarini umumlashtirdi.

U arab tili grammatikasining tugal va mukammal ko'rinishini takdim etdi. Ushbu asar har ikkala – Basra va Kufa maktabi vakillari tomonidan bir xilda yuqori baholangan va qadrlangan. Mazkur asardan ilhomlangan holda kelib chiqishi asli yunon bo'lgan arab tilshunosi Abu-Abayda (yashagan davri 770-837 yillar) noyob so'z, ibora va ifodalarning keng kamrovli lug'atini tuzib, so'z ifoda qudratining asosiy vositasi ekanligini, so'z orqali ma'no va mohiyatni ongga yetkazish hamda qabul qilish imkoniyati mavjudligini ta'kidlaydi.

Arablar o'z tadqiqot va ilmiy izlanishlari natijasida so'zlarning bir ma'noli va ko'p ma'noli bo'lishini aytadilar. Ular so'zlarning ko'p ma'noliligi ayni bir so'zning turli joylarda turli predmet va hodisalarni anglatishidan hosil bo'lishini ta'kidlaydilar. So'zlarning tub va ko'chma ma'nolarga ega bo'lishini aytib, ko'chma ma'no hosil bo'lishining 12 usulini ishlab chiqadilar.

XIII asrning o'rtalarigacha Arab xalifaligi ostida taraqqiy etgan arab madaniyatining klassik davri o'z qamrovida arab bo'lmagan ko'plab qavmlarni ham birlashtirgan edi. Natijada keng hududlarni o'z ichiga birlashtirgan Arab xalifaligida boshqaruv tizimini mustahkamlash, ijtimoiy-siyosiy munosabatlarni tartibga solish maqsadida arab bo'lmagan qavmlar tilini ham o'rganish, o'zga til birliklari asosida lug'atlar tuzish, arablarga boshqa qavm tillarini o'rgatish yuzasidan asarlar yozish arab tilshunoslari o'rasida keng tarqaldi. Bu davrda arab tilshunoslari o'z tillariga qiyoslagan holda fors, mo'g'ul, turkiy til masalalari bilan ham jiddiy shug'ullanganlar. Jumladan, turkiy til masalalari bo'yicha arab tilshunosi Asiruddin Abu Xayyon al-Andalusiy (yashagan davri 1256-1344 yillar) arab tilida qator asarlar yozdi. Tarixiy ma'lumotlarga ko'ra bu asarlarning o'ndan ortig'i bizgacha yetib kelgan.

Ulardan "Kitobul af'ol fillisoniy turkiya" ("Turk tilidan ish kitobi"), "Kitob zaxvul mulk finnaxvit turkiya" ("Turk sintaksisi sohasidan yorqin kitob"), "Adduratul mudita fil lug'atit turkiya" ("Turk tili tarixi"), "Kitob al idroki lisonul atrok" ("Turklar tilini tushunish kitobi") kabilar bizgacha yetib kelgan va ilmiy-lisoniy qarashlari bilan umumiy sharq tilshunosligiga salmoqli hissa qo'shgan. Uning "Kitob al idroki lisonul atrok" ("Turklar tilini tushunish kitobi") asari 1312 yilda arab tilida yozilgan bo'lib, kirish, lug'at va grammatika bo'limlaridan tashkil topgan. Muallif asarning kirish qismida til sistemasining tuzilish elementlari, ya'ni tashkil qiluvchilari sifatida lug'at tarkibini, morfologiya va sintaksisni ko'rsatadi. U asarning kirish qismida tilni tashkil qiluvchi sifatida dastavval lug'at tarkibidagi so'zlarni izohlaydi, so'zga ta'rif va tavsif berish bilan birga alohida olingan so'zlarning ma'nolarini, so'zlarning turlanishi va

tuslanishining qoidalarini hamda so'z birikmalarini qayd etadi. Asarning lug'at qismida turkiy so'zlar arab alfaviti tartibida joylashtirilgan bo'lib, unda 3000 ga yaqin so'z jamlangandir.

Arab tilida yozilgan va turkiy tilga bag'ishlangan muallifi noma'lum asarlardan yana biri "At-tuxfatuz zakiyatu fillug'atit turkiya" ("Turkiy til haqida noyob tuxfa") kitobidir. Asar bizgacha yetib kelgan va XIII-XIV asrga oid deb taxmin qilinadi. Arab tilida yozilgan bu manba professor S.Mutallibov tarjimasi bilan o'zbek tilida 1968 yilda Toshkentda nashr qilingan. Akademik E.Fozilov va M.T.Ziyayevlar tomonidan 1978 yilda esa asar rus tiliga o'girilib, "Iziskanniy dar tyurkskomu yaziku" nomi bilan akademik A.N.Kononov muxarrirligida Toshkentda chop etildi. Asarda qipchoq shevasining lug'at tarkibi va grammatik qurilshi tasvirlanadi. Asarning kirish qismida til va jamiyat masalasiga e'tibor qaratilib, tilning jamiyatdagi vazifasi, o'rni va uning tafakkur bilan bog'liqligi hakida fikrlar beriladi. Muallif "Inson hayvondan faqat tushunish va so'zlashish (so'z kabi ulug' ne'matdan foydalana olish) bilangina farq kiladi" [2,61] deydi. Demak, asar muallifiga ko'ra so'z ulug' ne'mat, undan foydalanish, fikrlash va til yoki nutqda qo'llash qobilyati faqat insongagina xos ekanligi ta'kidlanadi. Binobarin, inson ana shu qobilyati va so'z qo'llash imkoniyatiga ko'ra o'zgalar bilan, jamiyat a'zolari bilan aloqaga kirishadi, o'zaro aqliy, lisoniy munosabatda bo'ladi.

Arab xalifaligining klassik davri tilshunoslik maktabi, xususan leksikografiyasi keyinchalik Sharq – Eron, Turkiya, qisman hind va Yevropa xalqlari tilshunoslik maktablariga ham katta ijobiy ta'sir ko'rsatdi. XIII asrning o'rtalari, aniqrog'i 1258 yilda Arab xalifaligining poytaxti bo'lgan Bag'dod shahrini mo'g'ullar bosib oladi. Natijada, xalifalik o'z ichida ko'plab alohida davlatlarga bo'linib ketadi. Shu bilan arab madaniyatining klassik davri o'zining nihoyasiga yetadi.

Arab tilida "so'z" كلمة – kalima, لفظ – lafz, قول – qavl kabi so'zlar bilan ifodalanib, garchi bu so'zlar bir xil ma'noda qo'llanilsa-da, arab tilining o'ziga xos xususiyatlari va murakkabligi yuzasidan grammatik izoh va lisoniy matnda ular bir-biridan farq qiladi. Aytaylik, "كلمة – kalima" so'zi birlikda bo'lib, "aniq bir so'z" ma'nosini anglatadi. Keyingi "لفظ – lafz" so'zining asl ma'nosi esa talaffuz qilingan tovush yoki tovushlar yig'indisini ifodalaydi. Arab klassik tilshunoslari "لفظ – lafz" ni ikkiga bo'lganlar:

1. Ma'no anglatuvchi lafz – موضوع.
2. Ma'no anglatmaydigan lafz – مُهْمَل.

Yuqorida berilgan "قول – qavl" so'zining "لفظ – lafz" so'zidan farqli jihati esa, u faqatgina ma'no anglatuvchi tovushlar yig'indisini – so'zni ifodalaydi [3,2].

So'z va uning gapdagi vazifasi haqida klassik arab tilshunosligida ko'plab ilmiy fikr va izohlar bildirilgan. Bu borada, ayniqsa, tilshunos olim Sirojiddin abu YA'qub Sakkokiyning qarashlari ahamiyatlidir. XII asrning atoqli arab tilshunosi sifatida tanilgan Sirojiddin abu YA'qub Sakkokiy asli Xorazmning Sakkok qishlog'ida tug'ilgan. Tasrif, ya'ni so'z yasalishi bo'yicha o'ziga xos qarashlarga ega bo'lgan olim arab tili grammatikasiga oid muhim manbaa darajasida bo'lgan "Miftaxul ulum" (Ilmlar kaliti) nomli asarini yozgan. Mazkur asarida Sirojiddin abu YA'qub Sakkokiy so'z va uning ahamiyati haqida o'z qarashlarini bayon etib, so'zga quyidagicha ta'rif beradi: "الكلمة هي اللفظة الموضوع للمعنى مفردة" – "So'z – ma'lum bir ma'no ustiga qo'yilgan yaxlit lafzdir" [4,12]. Demak, olim ta'rifiga ko'ra so'z lafzdir. Yuqorida aytilganidek, arab klassik tilshunoslari lafzni ikkiga, ya'ni ma'noli va ma'nosiz lafzga bo'lganlar. Bu o'rinda asos tovushlar yig'indisi bo'lib, unda mazkur tovushlar yig'indisining ma'no anglatishi yoki anglatmasligi muhim bo'lgan. Sirojiddin abu YA'qub Sakkokiyning so'z ta'rifiga ko'ra esa, so'z – shunday lafzki, uni tashkil qilgan harflar birgalikda ma'no anglatib, so'z hosil qiladi.

Arablar ichida "Jorulloh", ya'ni "Allohning qo'shnisi", sharqda "Ustod ul-arab va-l ajam", ya'ni "Arablar va g'ayri arablar ustoz", Xorazmda "Faxru Xvarazm", ya'ni "Xorazm faxri" kabi sharaflil nomlar bilan mashhur bo'lgan tilshunos olim Mahmud Zamaxshariy (yashagan davri 1075-1144 yillar) so'zga ta'rif berish va izohlash bobida o'z asarlarida bir qator fikrlarni ilgari

surgan. Allomaning yozgan va bizgacha yetib kelgan asarlari yuzasidan ilmiy tadqiqotchilarning qator izlanishlariga qaramay, Toshkent davlat sharqshunoslik institutining olimasi M.Nosirova Mahmud Zamaxshariyning tilshunoslikka oid 34 ta asari mavjudligini aytib o'tadi [5,5]. Alloma o'zining "Al-Unmuzaj fi nahv" (Nahv ilmidan namunalar) asarida so'zga "الكلمة مفرد" - "So'z ma'no anglatuvchi birlikdir", deya ta'rif bergan [6,4]. Allomaning bu ta'rifini tilshunos Muhammad ibn Abdug'aniy "So'z birikma bo'lmagan ma'no anglatuvchi tovushlar yig'indisidan iborat birlikdir", deya sharhlaydi. Mahmud Zamaxshariyga oid yuqoridagi asarining keng bayoni hisoblanuvchi "Mufasssal fi san'ati l'rob" (l'rob san'ati haqida mufasssal kitob) asarida so'zga avvalgisiga nisbatan kengroq ta'rif berib, so'zni izohlashda yuqorida keltirilgan "لفظة - lafz" shaklini qo'llaydi: "الكلمة هي اللفظة الدالة على معنى مفرد بالوضع" - "So'z ma'no anglatuvchi (ishora, xat, belgilardan boshqa) murakkab bo'lmagan lafzdir" deyiladi unda [6,4].

Arab tilshunos olimlaridan yana biri Muhammad ibn Umar Shalavbin o'zidan avvalgi va o'z zamonasining tilshunos allomalariga ko'ra so'zga nisbatan boshqacharoq yondashgan. U so'zni "كلمة - kalima" bilan emas, "لفظة - lafz" so'zi bilan ifodalab, so'zga quyidagicha ta'rif beradi: "Mufrad lafz (so'z yoki ma'no anglatuvchi tovushlar yig'indisi) ma'noga dalolat qilib, bu so'zning bo'laklaridan biri bo'lmasligi sharti bilan o'zi ifodalayotgan ma'noning bo'laklaridan birini ifodalaydi" [7,197]. Ta'rifdagi "mufrad lafz" murakkab bo'lmagan bir so'zni ifodalab, uning qismlari shu so'zni to'lig'icha ifodalamaydi. Bu jihatdan Muhammad ibn Umar Shalavbin so'zning birikmaga aylanish holatini ham mukammalroq izohlaydi. U "Agar lafz ma'noni ifodalab va bu holat ma'noning bir bo'lagini ifodalab kelsa, bu birikma hisoblanadi" [7,197], deya ta'riflaydi.

XIV asrda yashab ijod etgan arab tilshunosi Abu Muhammad ibn Hishom Ansoriy o'zidan avvalgi arab tilshunoslaridan farqli ravishda so'zga ta'rif birishda aniq, qisqa va muxtasarlikni afzal bilib, arabchada "so'z"ga nisbatan "قول - qavl" so'zini qo'llaydi. Ma'lumki, "كلمة - kalima" so'zi arab tilida gapga nisbatan ham ishlatiladi. Boshqa arab tilshunoslari qo'llagan "لفظة - lafz" so'zini qo'llashda esa, uning ma'noli yoki ma'nosiz ekanligini ifodalash uchun qo'shimcha izohlarni qo'llash shartliliigi o'rta qo'llanilgan "قول - qavl" so'zining "لفظة - lafz" so'zidan farqli jihati, "قول - qavl" so'zi faqatgina ma'no anglatuvchi so'zni ifodalaydi. Abu Muhammad ibn Hishom Ansoriy muxtasarlikni afzal bilib, so'z ta'rifida "قول - qavl" so'zini keltiradi va so'zga quyidagicha ta'rif beradi: "الكلمة قول مفرد" - So'z ma'no anglatuvchi qavldir" [8,15].

Arab klassik davri tilshunoslik maktabida so'z ta'ri fi va izohi yuzasidan bildirilgan fikrlar asrlar osha sayqallashib, mukammallashtirildi. Sirojiddin abu YA'qub Sakkokiyning "Miftaxul ulum" asarida bildirilgan so'z ta'ri fi keyingi arab tilshunoslari tomonidan bildirilgan mulohazalari asosida to'ldirildi, mukammallashtirildi. Shunday bo'lsada, so'z haqidagi keyingi ta'riflar avvalgi ta'riflar xulosasidan kelib chiqdi va takomillashdi. Yuqoridagi o'rta asrlarda ijod qilgan arab tilshunoslarining so'z haqidagi ta'riflari bir-birini istisno qilmagan holda to'ldirib, boyitib borildi. Ularning qarashlari va ilmiy tadqiqotlari asosida so'z yaxlit bir ma'noni ifodalab, qismlardan tashkil topmaydigan va qismlarga bo'linmaydigan nutq birligi safatida xulosalandi [9,94].

Xulosa shuki, so'z - ilohiy ne'mat. Shu bois so'z qo'llash, uni saqlash, kelajak avlodlarga yetkazish hamisha ulkan mas'uliyat bo'lib kelgan. Jamiyat, millat yoki insonga qilinadigan zulm hamisha uning so'ziga zug'umdan boshlangan. Tarixan millatimiz bu kabi zug'um va zulmlarni ko'p ko'rdi. Lekin har qanday erk ham so'z hurligidan ibtido oladi. Shu boisdan so'z erkinligi hur insonning dastlabki talabi hisoblanadi. Millatimizning og'ir kunlarida ham xalqimizning so'zga bo'lgan munosabati va sadoqati til va nutqimizning o'zligini saqlab qolishiga zamin yaratdi. Zulmatli davrlarda so'zimizga qilingan zug'umlarga dosh berib, so'z hurligini uni qo'llash, nutqimizning sofli gini saqlash orqali ifoda qila olgan xalqimiz, tom ma'noda buyuk jasorat ko'rsatdi. So'z hurligini, demakki, xalq va millat hurligini hurlik zamoniga qadar

yetkazib kela oldilar. Taniqli shoir va jurnalist Azim Suyun yozganidek: "Iste'dod eng avvalo o'zligini izlaydi. O'zlik esa So'zda namoyon bo'ladi" [10,4].

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NEW APPROACHES AND INNOVATIONS IN TEACHING ENGLISH TO STUDENTS

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Abstract. In recent years, the field of English Language Teaching (ELT) has undergone significant transformation, marked by the integration of advanced technologies and new pedagogical methods. This paper examines some of the latest approaches in ELT, including technology-enhanced language learning (TELL), task-based learning, the flipped classroom model, immersive experiences with virtual and augmented reality (VR and AR), culturally responsive pedagogy, and social-emotional learning (SEL). These innovations prioritize personalization, engagement, and inclusivity, leading to more effective language learning experiences. By exploring these methods and their impact, this paper highlights the evolving nature of ELT and the ways these practices empower learners in a globalized context.

Key words: English Language Teaching (ELT), Technology-Enhanced Language Learning (TELL), Task-Based Language Teaching (TBLT), Flipped Classroom Model, Augmented Reality (AR), Virtual Reality (VR), Culturally Responsive Pedagogy, Social and Emotional Learning (SEL), Personalized Learning, Student Engagement, Interactive Learning, Adaptive Feedback, Globalized Education, Communicative Language Teaching (CLT).

Introduction. The field of English Language Teaching (ELT) has expanded far beyond traditional methods of grammar instruction and rote memorization, embracing a range of dynamic and interactive approaches to meet the diverse needs of students worldwide. As globalization increases the demand for English proficiency, educators and researchers have focused on innovative methods to make English learning more engaging, effective, and accessible. The shift toward student-centered, interactive, and technology-driven teaching approaches reflects broader trends in education that prioritize personalized learning, cultural inclusivity, and critical thinking.

These advancements come in response to several key challenges in English language education, including maintaining student motivation, addressing cultural diversity in the classroom, and effectively leveraging technology to support learning. New tools and strategies, such as AI-driven platforms, immersive VR experiences, and the flipped classroom model, are reshaping how educators approach language teaching, enabling more flexible, immersive, and culturally responsive learning experiences.

This article explores these innovative approaches in ELT, with a focus on their effectiveness and impact on student engagement. By understanding these new methodologies, educators can adopt strategies that align with the evolving needs of English learners, preparing students to communicate and thrive in an interconnected, multilingual world.

The field of English language teaching (ELT) has witnessed considerable evolution over the past decade, driven by advances in technology, new pedagogical theories, and the diverse needs of 21st-century students. Today, innovative teaching approaches prioritize student engagement, cultural sensitivity, and technology integration, making English learning more dynamic and accessible. This article explores some of the most promising new methods, from the use of artificial intelligence to immersive experiential learning.

1. **Technology-Enhanced Language Learning (TELL).** Technology-enhanced language learning (TELL) utilizes digital tools to support and personalize the English learning experience. TELL tools can range from basic digital resources, like interactive vocabulary apps, to sophisticated AI-based language platforms that adapt content based on student progress.

A major innovation within TELL is the use of AI-driven tutoring systems like ChatGPT or Duolingo, which provide adaptive feedback and practice tailored to each student's level and pace. These tools can facilitate personalized learning paths, making it possible for students to receive instant, targeted feedback outside the classroom.

- **Impact on Student Engagement:** Research has shown that interactive digital tools can significantly improve engagement, as they offer students a sense of agency and allow for immediate practice and feedback (Kukulska-Hulme, 2020). Additionally, these tools offer teachers valuable data to adjust lessons based on learner progress and difficulties, thus enhancing teaching effectiveness (Macedo et al., 2021).

Tool	Function	Example Platform
AI Tutoring Systems	Personalized tutoring and adaptive feedback	ChatGPT, Duolingo
Virtual Classrooms	Synchronous online learning	Zoom, Microsoft Teams
Gamified Learning Apps	Vocabulary and grammar games	Quizlet, Kahoot

Table 1

2. **Task-Based Language Teaching (TBLT).** Task-Based Language Teaching (TBLT) emphasizes real-world tasks and communication to build students' language skills naturally. Unlike traditional grammar-translation or rote methods, TBLT encourages students to use English in authentic, goal-driven scenarios, such as planning events, conducting interviews, or

discussing social issues. This approach fosters not only linguistic skills but also critical thinking and problem-solving abilities.

For example, in one study, students participating in TBLT-based English classes reported a higher sense of purpose and engagement, as they could see the practical application of their language skills (Ellis, 2018). This aligns with the Communicative Language Teaching (CLT) approach, which focuses on communicative competence over grammatical perfection.

3. Flipped Classroom Model. The flipped classroom model is transforming English language teaching by shifting content delivery outside the classroom and reserving in-class time for active practice and interaction. In a flipped classroom, students watch instructional videos or read materials on their own time, and classroom sessions are dedicated to group discussions, role plays, and language exercises.

Studies have shown that the flipped model allows students more control over their learning pace, and the in-person sessions become more interactive (Abeysekera & Dawson, 2015). This model also supports blended learning, combining online and offline methods to create a holistic educational experience.

Classroom Format	Description	Benefits
aditional	Teacher-led lectures and exercises	Consistent instruction
Flipped	Pre-class content delivery, interactive in-class activities	Active learning, increased autonomy

Table 2

4. Immersive Experiential Learning with AR and VR. Augmented reality (AR) and virtual reality (VR) have begun to open new pathways for immersive experiential learning in English classes. These technologies allow students to engage in virtual English-speaking environments, where they can practice conversational skills without leaving the classroom. For instance, VR applications like ENGAGE or AltspaceVR simulate environments such as cafes or workplaces where students can interact with virtual characters.

Such experiences can enhance language retention by providing a real-life context. Research shows that immersive VR learning can improve language acquisition by up to 15% compared to traditional methods, as students engage all senses in the learning process (Li, 2020).

5. Culturally Responsive Pedagogy. Culturally responsive pedagogy (CRP) aims to create an inclusive and relatable learning environment by recognizing and incorporating students' diverse cultural backgrounds. In English language classes, CRP ensures that lesson content is relevant and engaging for students from various linguistic and cultural backgrounds. This approach helps increase students' interest and investment in learning the language, as it acknowledges their own cultural identity (Gay, 2018).

Educators using CRP might, for example, incorporate culturally diverse texts or use multilingual resources to acknowledge and bridge linguistic differences. In this way, CRP not only fosters a more inclusive classroom but also addresses the unique challenges faced by students in multicultural and multilingual settings.

6. Social and Emotional Learning (SEL) in ELT. Social and Emotional Learning (SEL) focuses on teaching students skills for self-awareness, empathy, and interpersonal

communication, which are particularly valuable in language classes. Integrating SEL into ELT encourages students to practice English in meaningful, real-world contexts and helps them develop the confidence and emotional resilience necessary for language acquisition.

For instance, group activities and peer-feedback sessions in SEL-based classes foster both language practice and collaborative skills. Research has indicated that students in SEL-focused ELT programs show higher levels of motivation and participation (Brackett & Rivers, 2014).

Conclusion. The innovations in English language teaching highlighted in this article are reshaping how educators approach language acquisition, aiming to make it a more interactive, personalized, and culturally inclusive experience. Whether through adaptive technology, immersive VR experiences, or the integration of social-emotional skills, these new methodologies provide students with the tools they need to succeed in a globalized world. The field of ELT continues to evolve as it embraces these innovations, promising a future where learning English is both effective and enjoyable.

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RELIGIONIMIK BIRLIKLARDA AYRIM ATAMALAR QO'LLANILISHINING SEMANTIK-STRUKTUR TADQIQI

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Annotatsiya: Mazkur maqolada dinning nutqiy roli tadqiq etilgan bo'lib, din/religion va kuch/power kabi tilning ikki muhim jihatiga e'tibor qaratilgan. Shuningdek, o'quvchilarining e'tiborini sharqshunoslik fani, uning qurilishi hamda sharq va g'arb nazmida diniy e'tiqod borasidagi fikrlar misollar bilan asoslab berilgan. Maqolada kommunikativ yoki madaniy tizimning tarkibiy qismlariga nisbatan "boshqa" iborasi, uning narsa sifatida emas balki falsafiy qarashlardagi ma'lum nutq akti sifatidagi mazmuni xususida so'z boradi.

Kalit so'zlar: glovallahuv, jins, din falsafasi, diniy idrok, din tizimi, kuch, dinda interfeyslar.

Mavzuimiz diniy bilimlarni isloh qilish ustida borar ekan avvalo, dinga oid dialoglar uzoq vaqt davomida falsafiy va ilohiyot bilan shug'ullanuvchi muassasalar tomonidan an'anaviy hamda diniy apologetiklarga yetkaza oladigan muammolarni yechimini topish masalalariga

aloqador ekanligini ta'kidlab o'tmoqchimiz. Shu tufayli, Uilyam Paleyning Xristianlik dalillariga asoslanib tabiiy ilohiyot asarlari yozilishidan oldin xumga o'yib yozilgan dialoglarda va boshqa tadqiqot obyektlarida rad etilmaydigan diniy tushunchalar haqida so'z yuritmoqchimiz. Paley XIX asr davomida talabalar uchun din bo'yicha standart o'qish hamda o'qitish hisoblangan.[1] Tadqiqotchilar dinni o'rganishda tabiiy fanlarning ta'siri haqida ko'plab fikrlarni o'rganib chiqqanlar va tadqiqotlarida ushbu qarashlardan foydalanganlar. Bu borada din nazariyalarini modellashirishda yevropalik nasroniylarning roli katta bo'lib, diniy tajriba va kognitiv fan bilan interfeyslarning muvofiqlashishi tadqiqi asosiy muammolardan biri hisobida yuzaga kelishini ta'kidlaganlar. Diniy tilning tuzilishi va vazifasi, dinni ijtimoiy-ilmiiylashuvi tadqiqi, dindagi marosimlar tili, din fenomenologiyasi tadqiqi, tanqidiy nazariya va din, timsoli, diniy ramz, dinga mustamlakachilik va zamonaviylikning ta'siri, dinni irqiy va etnik jihatdan nazariylashtirish, dinda millatchilik va globallashuv o'rtasidagi aloqalar dinning o'zaro ta'siri konsepsiyasi hamda din va atrof-muhit kabi muammolarni yechimini topish bugungi dunyo olimlarining tadqiqot obyektlariga aylanib bormoqda[2:210]. Ushbu maqolamizda mavzuni ochib beruvchi asosiy nazariyalar va muammolarni aniqlash va bu sohadagi teologik tadqiqotlarning xususiyatini tadqiq qilishni asosiy maqsad qilib qo'yganmiz. Umuman maqolamizda nazariyotchi sifatida tahlil obyekti sifatida din haqidagi aniq va yashirin taxminlarni sinchkovlik bilan o'rganishni maqsad qildik.

Dinning nutq sifatidagi rolini o'rganish bilan bir qatorda, "din" va "kuch" tilning yana ikkita muhim jihatiga e'tiborni qarataylik. Ya'ni odamlarning bir guruhlarini nomlash va tasniflash, (ko'pincha bu jarayon alohida ijtimoiy guruhlarini istisno qilish va qoralash) o'z tilidan ifodalanish demakdir. Edvard Sed o'z o'quvchilarining e'tiborini sharqshunoslik fanining "Sharqshunoslikni qurish" jarayoniga qaratedi. U ko'proq oqilona, intizomli va o'z taqdiriga hukmron bo'lgan, argument sifatida tasavvur qilingan yevropaliklarning soyali antitezasini yoqlab chiqadi. "Sharq" va "G'arb" yorliqlari yozilayotgan paytda odamlarga yorug'lik berishdan ko'ra, Yevropa o'ziga xoslik tuyg'usini yaratishga ko'proq harakat qilgan. Til va nutqning kesishishida kommunikatsiyaning roli muhim ahamiyatga ega. Kommunikativ yoki madaniy tizimning boshqa tarkibiy qismlariga nisbatan "boshqa" (kishiga yod bo'lmagan) bo'lmagan narsa sifatida aniqlanadi. Shuni alohida ta'kidlash kerakki, Sed singari, postkolonializm sohasidagi keyingi yozuvchilar yevropadagi "boshqa", "g'arb" va "qolganlar" kabi dixotomiyalariga e'tibor qaratganlar. Ushbu iboralarning zamirida kuchli irqchilik va diniy kelishmovchilik yotadi. Boshqa mustamlakachi yozuvchilar singari, biz ham boshqalarning nomlanishi va qarashlariga ergashamiz, dixotomiya yoki "boshqacha" degan firknii ilgari suramiz. Biroq, postkolonial tanqid saboqlarini o'rganishda biz, shuningdek, Yevropa mustamlakachiligining imkoni bo'lmagan diskursiv amaliyotlarni ko'rib chiqamiz, dinning umumbashariy va asosiy tomonlarini tahlil qilamiz [2:223].

Din tilini hamda diniy birliklarni, dinning madaniyat bilan bog'liqligini isbotlab berish maqsadida, quyida bir qator terminlarni keltirib o'tamiz. Masalan, "marosim"/"ritual" atamasining lotincha kelib chiqishidan tortib, turli xalq tillarida qo'llanishigacha bo'lgan tarixi hali yozilmagan. Oksford inglizcha lug'atiga ko'ra [3], "ritual" so'zi ingliz tilida XVII-asrdan beri ot so'z turkumi sifatida ma'lum. Biroq, 19-asr oxiri va XX-asr boshlarida marosim/ritual atamasi jiddiy semantik o'zgarishlarga uchragani haqida ko'plab dalillar mavjud. Bundan tashqari, u gumanitar fanlarda, ilmiy lug'atlarda, asosiy atamaga aylanganidan keyin ko'plab tarjimalarni o'zida mujassamladi. Masalan, marosim/ritual tobora ko'proq ya'ni, marosim/seremony, namoyish/observance, bayram/celebration, odat/custom, xizmat/service va an'ana/tradition kabi muqobil (va qisman sinonim) atamalarni o'z o'qi atrofida birlashtirdi[4]. Shuni alohida ta'kidlash kerakki, marosimlar/rituals haqidagi zamonaviy nazariy nutq so'zsiz marosimlar/rituals har bir jamiyatda, madaniyatda va dinda bo'lishi mumkin degan fikrni ilgari suradi[5]. Shu sababli, har qanday madaniyat yoki dinga oid deyarli

har bir kitob o'zgaras jamiyat/ madaniyat/ qabila / guruh / harakat / dinning tegishli "urf-odatlar" ga kamida bitta pog'ona yaqinlashadi.

Ingliz lingvomadaniyatida qabul qiluvchi quyidagicha tasvirlanadi. Pragmatik shaxs sifatida qaraladigan qabul qiluvchini chaqirish yoki murojaat qilish mumkin, yoki ikkalasi rekursiv tarzda birlashtirilishi mumkin. Masalan, Ey Xudo! Sen mening qoyamsan, seni izlayman/Oh God, you are my rock. I seek thee... (Zabur 63:1). Agar chaqirilsa, bunga odatda nominal manzil orqali va hech qachon chaqiruvchi intonatsiya bilan emas, balki, buyruq nutqi orqali bunga erishiladi. Masalan, Hazrat, ovozimni eshit! Mening iltijolarim ovozig quloqlaring quloq solsin/Lord, hear my voice! Let they ears be attentive to the voice of my supplication. (Zabur 129:2); Kel, ey Muqaddas Ruh/Come O Holly Spirit (Muqaddas Ruhga ibodat; 1997 yil, oddiy ibodatlar kitobi, 10-bet). Ijro etuvchi ma'nosida: "Senga iltijo qilaman, ey Rabbiy" (Zabur 130:1); "Xudoga baland ovozda iltijo qilaman, Xudoga iltijo qilaman, U meni eshitsin/I cry aloud to God, aloud to God, that may hear me. (Zabur 76:1).

Zamonaviy nasroniy ibodatida ijro etuvchisi kam uchraydi, lekin zaburda ham, antik davrning sirli dinlarida ham bunday diniy nutqlarni ko'plab uchratish mumkin. Bu transendent pragmatik shaxsiga to'g'ridan-to'g'ri murojaat qilish orqali shaxslararo munosabatlarni tashkil etadi, va u allaqachon suhbatda mavjud bo'lib ko'riladi va uni aniq chaqirishga hojat yo'q. Salom Maryamdagi chaqiruvni ko'rib chiqaylik, bu ibodatning o'zi ibodatlar ro'yhatining ixtisoslashgan a'zosi bo'lgan tasbehda qayta-qayta o'qiladi. O'zgartirilgan kognitiv holatlarni keltirib chiqarishda takrorlashning ta'siri ma'lum. Bu ibodatda duo takrorlanadi. Takrorlangan tuzilmalar kursiv va ohang guruhi chegaralarida ko'rsatilgan: Salom/Hail// Maryam/Mary // inoyatga to'la/full of grace // Rabbiy sen bilan/the Lord is with thee // sen ayollar orasida muboraksan/blessed art thou amongst women//va sizning bachadoningizning mevasi muborakdir/and blessed is the fruit of thy womth // Iso/Jesus // Muqaddas Maryam/Holy Mary // Xudoning onasi/mother of God // biz gunohkorlar uchun ibodat qiling/pray for us sinners // hozir/now//va o'lim soatimizda/and at the hour of our death// Omin/Amen.[6:93]

Eng so'nggi ma'lumotlariga ko'ra, Buyuk Britaniyadagi aksariyat odamlar uchun din muhim ahamiyatga ega hisoblanadi. 2001 va 2011 yillardagi statistik ma'lumotlarga ko'ra, ixtiyoriy ravishda javob berish uchun diniy savollar kiritilgan bo'lib, unda dinga mansub bo'lganlarning katta qismi aholining to'rtidan uch qismidan ko'prog'ini tashkil etgan. 2011-yilgi statistikaga ko'ra, o'zlarining dinlari borligini aytishgan va bu muhim jihatga aylangan insonlar soni ikki barabarga oshgan.

Din va uning Ingvistik mohiyatini anglash dunyo olimlarini qiziqtirib kelgan masalalardan hisoblanadi. Masalan, amerikalik sotsiolog Nelkinning fikriga ko'ra din "dunyoni yaratgan, uni boshqaradigan, uning taqdirini o'ylaydigan yoki, aralashadigan abadiy tamoyilning mavjudligi va g'oyasini o'z ichiga olgan e'tiqod tizimidir.[7] Dinning funktsional ta'rifi uni "bir guruh odamlar inson hayotining yakuniy muammolari bilan kurashadigan e'tiqodlar va amaliyotlar tizimi" deb ataydi[8:7]. Garchi Smit dinga "faqat olimning tadqiqotining yaratilishi" deb qarasada, Green va Searle-Chatterjee din haqidagi nutq so'nggi ikki asrda dunyodagi asosiy ijtimoiy o'zgarishlarni shakllantirganini kuzatadi. Biroq, so'nggi paytlarda din tobora ko'proq xurofot mavzusiga aylanib bormoqda. Allport bu noto'g'ri qarashning asosiy sababi dinning "madaniy funktsiyasi" ekanligini ta'kidlaydi. [9:446]

Xulosa o'rnida shuni aytish kerakki, dinning nutqiy funksiyasini o'rganish bir qator qiyinchiliklarni keltirib chiqaradi. Bunday muammolar tarjimashunoslikda asosan, pragmatik tadqiqotlarda ko'zga tashalanadi. Din va tillning ikki muhim jihatlariga tarjima va ilmiy tadqiqot mobaynida e'tibor qaratish talab etiladi va bu izlanuvchilarga diniy ta'limni o'rganishda muhim ahamiyat kasb etadi.

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4. See Assad 1988; Boudewijnse 1995; Bremmer 1998; Strasberg 2002
5. Occasionally, this assumption is made explicit, for instance by Rappaport 1999, 31: “the ubiquity of ritual...: no society is devoid of what a reasonable observer would recognize as ritual.
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INGLIZ VA O'ZBEK TILLARIDA GIDROTEXNIKA INSHOOTLARIGA OID TERMINOLOGIYANI O'RGANISHGA DOIR

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Ingliz va o'zbek tillari lug'at boyligining katta qismini tashkil etadigan va nihoyatda tez sur'atlar bilan rivojlanib borayotgan ilmiy-gidrotexnikaviy inshootlarga oid terminlarni o'rganish ham ilmiy, ham amaliy jihatdan katta ahamiyat kasb etadi. Chunonchi, terminlarni tadqiq etish tilshunoslik nuqtayi nazaridan ilmiy ahamiyatga molik bo'lsa, o'z navbatida, aniq ma'noli va ixcham terminlar sistemasi fan-texnikani mukammal egallashga ko'maklashadi.

Jahon tilshunosligida, xususan, o'zbek tilshunosligida turli terminologik sistemalarni ikki: o'zbek-ingliz; uch: o'zbek-ingliz-rus tillariga qiyoslab o'rganish muammolari birinchi darajali ahamiyat kasb etmokda. Bu jarayon esa mustaqillik davri milliy til talablaridan kelib chiqqan holda sharqona ilmiy tilning rolini oshirish, jamiyatda ingliz, rus, o'zbek tillarini o'rganishga bo'lgan qiziqishning ortib borayotganligi, o'sib borayotgan talab va ehtiyojning, fan va texnika, qishloq va suv xo'jaligining tez sur'atlar bilan rivojlanishi-yu, ingliz va o'zbek tillarida ilmiy-ommabop va shu kabi adabiyotlarning keng ko'lamda yaratilayotganligi va tarqalib borayotgani bilan bog'liqdir.

Shuni aytish joizki, o'tgan davr mobaynida ingliz, rus, o'zbek tilshunosligida sohaviy terminologik tizimdagi terminlarni tadqiq etish muammolari bo'yicha rus tilshunosligida B. Golovin, V. Danilenko, T. Kandelaki kabi olimlar, o'zbek va xorijiy tilshunoslikda U. Tursunov, S. Usmonov, S. Ibrohimov, J.Bo'ronov, N. Mamatov, M. Mirtojiev, R. Doniyorov, A. Abduazizov, T. Bushuy, Sh.Safarov, R.Turniyozov, A.Mamatov, I. Mirzaev, B. Yo'ldoshev, S. Akobirov, H. Jamolxonov, H. Baqoeva, L.Reshetova, N.Qosimov, M. Qosimova, A. Hojiev, H. Dadaboev, N.Mahkamov, A.Madvaliev, H.Shamsiddinov, Z. Miraxmedov, Sh.Ko'chimov, Z.Xolmonova, Sh.Usmonova, X. Jabborov va boshqa olimlarning tadqiqotlari amalga oshirilgan bo'lsa ham, hali leksikologiya, semasiologiya, terminologiya sohalari bo'yicha tadqiqatlab dolzarb mavzular ko'plab topiladi [1,225].

Mustaqillik davrida ayrim-ayrim sohalarning boshqa sohalar bilan integratsiyalashuvi jarayoni yuz berib, bir soha terminologiyasi tarkibida bir necha soha uchun mushtarak bo'lgan terminlarning paydo bo'lishi tabiiy hol bo'lsa, fan-texnika, qishloq xo'jaligi sohasining ayrimlarida mehnat taqsimoti ta'sirida mazkur sohaning tarmoqlashuvi yangi fanlarni yuzaga

keltirib, shu fanlarga tegishli tushunchalarning nomi sifatida yangi terminologik sistemalarni ham yuzaga keltirmoqda. Boshqa bir soha terminologiyasining vaqt e'tibori bilan taraqqiy etishi ta'sirida shu soha terminologiyasi ham boyib bormoqda va ularni o'rganish ehtiyoji sezilmoqda. Ayniqsa, ingliz va o'zbek tillaridagi gidrotexnika inshootlariga oid terminologiyani qiyosiy tahlilini amalga oshirish, mazkur ikki tildagi bularning barchasi o'zbek va terminologiyani tadqiq etishni kun tartibiga qo'yimoqda.

Biz bu maqolada ingliz va o'zbek tillaridagi gidrotexnika inshootlariga oid terminlarining o'rganish zarurati va o'ziga xos ba'zi xususiyatlari haqida qisqacha fikr yuritamiz.

Avvalo, o'zbek tilidagi "gidrotexnika" va "inshoot" terminlari va ularning anglatgan ma'nolari to'g'risida to'xtalamiz. O'zbek tilida gidrotexnika va inshoot terminlarining ma'nolari quyidagicha:

1. Gidrotexnika [gidro.. texnika] terminidagi gidro (yun. Rydor – suv, suyuqlik, namlik). Baynalmilal o'zlashgan so'zlar tarkibida kelib, suvga, suv havzalariga, namlik va vodorodga aloqadorlikni bildiradi. Masalan gidrologiya, gidrogeologiya, gidrolog kabi [2,498]. 2. Texnika termini esa (yun. technike — mohir, usta < techne — san'at, mahorat]. 1.Jamiyatning inson faoliyatidagi ishlab chiqarish jarayonlarini amalga oshiruvchi va noishlab chiqarish ehtiyojlari uchun xizmat qiluvchi vositalar yig'indisi. Ilg'or texnika. Aviatsiya texnikasi. Paxta terish texnikasi. Texnika fanlari. 2. Ishlab chiqarishning biror sohasida qo'llanadigan mashina. mexanizm. asbob, qurol, moslama va sh.k. lar majmuyi. Texnikaviy ayn. texnik. Texnikaviy yordam. Texnikaviy tadbirlar [3, 80-81]. 3. "Inshoot"[arabcha termin bo'lib,~ qurilishlar, binolar]. Turli maqsadlar uchun qurilgan binolar va ularning uskuna-jihozlari. Gidrotexnik inshootlar. Magistral kanallarning bosh qismlarida bir oz murakkab inshootlar qurilardi. I. Jabborov, Ko'hna xarobalar siri [4, 221]. Demak, gidrotexnika va inshoot terminlari bevosita suv texnikasi bilan bog'liq terminlardir.

Endi o'zlashma so'zlar tarkibida keluvchi "gidro" va "texnika", "inshoot" terminlari asosida yasalgan "gidrotexnika inshootlari" termini va uning ma'nolari haqida so'z yuritamiz. O'zbek tilida gidrotexnika inshootlari deyilganda — suv resurslaridan foydalanish yoki suvning emirish ta'siriga qarshi kurash uchun quriladigan inshootlar [5] majmuyi tushuniladi. Ingliz tilida tabiiy suv resurslarini (daryolar, ko'llar, dengizlar, er osti suvlar) foydalanish yoki suvning atrof-muhitga zararli ta'sirlarini (tofonlar, qirg'oq eroziyasini nazorat qilish, to'fonlardan himoya qilish va h.k.) kamaytirish maqsadida mo'ljallangan inshootlar hisoblanadi. Suvni boshqarishning ayrim faoliyatlari gidrotexnika inshootlari yordamida amalga oshiriladi. Shunga qo'shib, suv xavzalarini yaratish, suv oqimi va darajasini, shuningdek, muz va cho'kindi moddalarni tartibga solish ham amalga oshiriladi [6].

Demak, ingliz va o'zbek tillaridagi gidrotexnika inshootlariga oid terminologiyani suv resurslaridan foydalanish yoki suvning emirish ta'siriga qarshi kurash uchun quriladigan inshootlarni ifoda etuvchi terminlar majmui tashkil etadi.

Gidrotexnika inshootlarining xalq xo'jaligida ahamiyati beqiyos. Endi gidrotexnika inshootlari, ularning vazifalari, tarkibi, bunday inshootlarning suv xo'jaligidagi ahamiyati haqida so'z yuritib, bu soha terminologiyasi qanday terminlar majmuyidan iborat ekanligi xususida mavjud ma'lumotlar va lug'atlarga tayangan holda so'z yuritamiz.

Xalq xo'jaligi, xususan, qishloq va suv xo'jaligida gidrotexnika inshootlari vazifasi bo'yicha 2 guruhga bo'linadi: 1.Umumiy ahamiyatga ega bo'lgan gidrotexnika inshootlari// hydrotechnical structures of general significance Inglizchasi 2. Maxsus inshootlarga bo'linadi // It is divided into special structures.

Umumiy ahamiyatga ega bo'lgan gidrotexnika inshootlari tarkibiga suv damlagich//water tank, suv olgich // water grab , suv tashlama // water discharge va suv rostlagich // water level control inshootlari kiradi. Suv damlagichlar // water reservoirs (to'g'on // dam, damba // dam) inshootning oldi va orqasida suv bosimi yoki suv sathida farqlar hosil qiladi. Suv olgich // water grab (suv qabul qilgich // water Intake) inshootlar suvni manba (daryo // river, ko'l //

lake, suv ombori // water reservoir va sh. k.)dan kanallarga oqizish uchun xizmat qiladi. Suv o'tkazgich // water pipeline (vodovod) suvni tegishli joylar (kanal // canal, nov // pipe, akveduk // aqueduct, dyuker // culvert, quvurlar // pipes, gidrotexnika tunellari // hydraulic tunnels) ga yo'naltirish maqsadida quriladi; tutashtiruvchi inshootlar (suv tushirgich // water release, tezoqar //, shovva // sludge, kanal rostlagichlari // shannel adjustment).

Gidrotexnika inshootlari turli qismlarining ravon birlashishini ta'minlaydi. Suv tashlama inshootlar suv omborlari, kanallar, bosimli havzalardan ortiqcha suvni chiqarib yuborishga xizmat qiladi. Chiqarib (tashlab) yuboriladigan suv miqdorini rostlash uchun suv tashlama inshootlarga zulfinlar o'rnatiladi. Rostlagich (yo'naltirgich) inshootlar suv oqimi tabiiy sharoitlarini o'zgartirish va yaxshilashga, o'zan va qirg'oqlarni yuvilib ketishdan, oqiziqslarning to'planib qolishidan, muz ta'siri va b. dan himoya qilishga mo'ljallangan.

Gidrotexnika inshootlari vazifasiga ko'ra asosiy (to'g'onlar // dams, bosimli devorlar // pressure walls, suv tashlama, // spillway rostlash inshootlari, // regulating structures tunnellar // tunnels va b.) va yordamchi inshootlar (muzdan himoya inshootlari // ice protection structures, ajratish devorlari // partition walls va b.)ga bo'linadi. Gidrotexnika inshootlari kapitalligi bo'yicha 4 darajaga (4darajaga yordamchi inshootlar kiradi) bo'linadi. Qabul qilingan kapitallik darajasiga muvofiq Gidrotexnika inshootlarining mustahkamlik darajasi, ya'ni chidamlilik va barqarorilik darajasi aniqlanadi, hisobiy maksimal suv sarfi (l/s yoki m/s), qurilish materiallariga talablar belgilanadi. Gidrotexnika inshootlari boshqa muhandislik inshootlardan doimiy ravishda oqib yoki tinch turgan suv ta'siri ostida bo'lishi bilan farqlanadi. Gidrotexnika inshootlariga mexanik (statistik va dinamik yuk // static and dynamic load, suvning zilzila paytidagi bosimi // water pressure during an earthquake, filtratsiya bosimi // filtration pressure, muz bosimi // ice pressure, oqiziqslarning emirish ta'siri // erosion effects seepage va b.), fizik va kimyoviy (materiallarning zanglashi, gruntdagi tuzlar erishi, katta tezlik va vakuum paydo bo'ladigan kvitatsiya va b.), biologik (o't o'sishi va b.) ta'sir o'tkazadi. Shu sababli gidrotexnika inshootlari qurishda maxsus gidrotexnik beton, temir-beton va b. pishiq materiallar qo'llaniladi. Gidrotexnika inshootlaridan foydalanishda zamonaviy avtomatika va telemexanika vositalari qo'llaniladi.

Umuman olganda, gidrotexnika inshootlari suv resurslaridan xalq xo'jaligida foydalanish va turli xil suv ofatlariga qarshi kurashish maqsadida quriladigan gidrotexnik inshootlarni loyihalash va qurish ishlari bilan shug'ullanadigan soha hisoblanadi. Chorvoq suv ombori bizda katta taassurot qoldirdi. Bu joyda to'plangan suv munosib boylikdir. Biz bunday inshootlar haqida, O'zbekistonda yaratilgan gidrotexnika inshootlari haqida, sug'oriladigan hosildor erlar haqida orzu qilayapmiz [7,] Gidrotexnik inshootlar tabiiy va sun'iy suv oqimlaridan foydalanish yoki suvning emirish ta'siriga qarshi kurashish uchun quriladigan inshootlar (kanallar//canals, to'g'onlar // dams, gidroelektrostantsiyalar // hydroelectric power stations, sug'orish inshootlari // irrigation structures va sh. k.) dir.

Gidrotexnika inshotlariga oid terminologiyani uchta leksik-semantik guruhga ajaratib o'rganish mumkin:

1. Suv yo'llarida o'rnatiladigan inshootlarni anglatuvchi terminlar:band //, bo'g'ot, darak, dahana, jo'n // jo'na, surjo'na, to'g'on, suv darvoza, suv to'siq, suv yopgich, quloq, sepoya, chilpoya, taltay, shlyuz. Bu guruhdagi terminlarning bir qismi manba yoki suv yo'llarida suv olib,uni boshqa ariq va kanallarga taqsimlab beruvchi band, to'g'on, darak, suv bo'lgich, jo'n,surjo'na kabi terminlar bilan ifodalansa, quloq, dahana, beldarga, damba, bo'g'ot va shu kabi terminlar katta-kichik suv yo'llaridagi ochilib-yopiluvchi suv to'siqlarni anglatadi.

2. Suv chiqargich inshoot va qurilmalar hamda qurollarning nomlari: chig'ir, charx, parrak, charpalak, tig'ir, vodoqashqa // vodokachka, nasos, dor, qovg'a, paqir va shu kabilar.

3. Suv yo'llarini to'sish uchun ishlatiladigan ashyolar, materiallarning nomlari: chim, xos, xashak, loy, tosh, dastak, no'g'ala, qamish, beton, xula // g'ula va boshqa jinslarni kiritish mumkin.

Tadqiqotchi X.Jabborov o'zining "O'zbek tilining sug'orish leksikasi" nomli dissertatsiyasida gidrotexnik inshootlarni ifodalovchi terminlar bo'yicha Janubiy O'zbekiston materiallari asosida salmoqli ishlarni amalga oshirgan. Tadqiqotda ta'kidlanishicha: suv chiqish manbaidan to'g'on maydonigacha o'z yo'lida qanchadan qancha suv qaytargich va suv bo'lgichlarga duch kelib, olib kelinadi. Qadimda va hozirda ham respublikamizning Qashqadaryo, To'polondaryo, Surxondaryo, Zarafshon daryolaridan suv olish uchun to'g'on va bandlar, suvayirg'ichlar o'rnatilgan. Sepoya va chorpoya katta suvni qaytarish uchun, insonga xizmat qildirish maqsadida daryolarga tashlangan. Bu guruhdagi band to'g'on, chig'ir, darak, sepoya kabi terminlar eng qadimiy terminlardir" [8, 81-88].

Quyida ularning ayrimlariga qisqacha to'xtalamiz.

Band // – to'siq, g'ov, to'g'on. Bu termin genetik jihatdan eroniy tillarga mansub bo'lgan va o'zbek tiliga qadimda o'zlashgan. Band so'zi "Qutadg'u bilig"da band tutmoq (saqlamoq, asramoq) birikmasida qo'llangan. Uning ma'nosi suv to'siq, g'ov, to'sma demakdir. Band – sug'orish inshootining bu - eroniy bastan (bog'lamoq, tutashmoq) fe'lining hozirgi zamon asosi. Bu so'zdan hosila ma'no anglatuvchi terminlar ham paydo bo'lgan. O'zbek tilida ham, tojik tilida ham ko'p ma'noli so'z sanaladi. Uning suv to'sig'i bo'g'ov sememasi eng qadimiy ma'nolaridan biri. Bu termin qipchoq shevalaridan bo'g'oq, bo'g'ma, bandarga, tojiklar yashaydigan aholi maskanlarida bent // bend, ba'zan ban shakllari qo'llanadi. Bog'lama, to'sin, bandarg'ich. Umuman, bandning o'pirilishi uni suv yuvib ketishini mahalliy aholi suvqochdi, bandqochdi deyishadi. Nishband, ko'rband, chilband, varqband, xokband, g'shtband, sarband boshband va boshqa terminlar band termini asosida yaratilgan sug'orish inshootlarining atamalaridir.

"Damba (r-gol) – daryo, soy, suv, xavzasi, yoqalariga, suvni vaqtincha yoki doimiy dambalovchi, tuproq, shag'al, beton va boshqa shu kabilardan ko'tarilgan sun'iy to'siq, ko'tarma. Suv oqimini o'z oqimidan qaytarib, boshqa suv yo'llariga yo'naltiruvchi shox-shabba, qoraburra, sepoya, chorpoya va boshqa narsalardan quriladi. Qirg'oqni suv bosishi yo yuvishidan saqlaydi. Bu so'z Xorazmda qachi (8,122), qipchoq shevalarida tamma, damma, tanba, dam, damlov, shakllarida og'zaki nutqda qo'llanadi. Quyidagi ko'rinish va nusxalari ham mavjud: danba //dama, tanba, to'sqin, damdam, damdama, damcha. Katta ariqlar to'silgan joy-damdama, kichik ariqlar to'silgan joy-damcha. Qarshi tumani Ertepa qishlog'ida damba-damtish, tog' oldi,qir yonbag'irlariga suv to'sish uchun ko'tarilgan to'siq-gumsara (Sher) deyiladi. A.Muhammadjonovning ko'rsatishicha, kanallarning bosh qismiga o'rnatiladigan to'g'onlar Zarafshon vodiysida varaq, varq, band nomi bilan atalgan.

Darak – suv yo'llarining (daryo, kanal, ariq) bosh qismidagi suv taqsimlab beruvchi suvayirg'ich. Suvni manbadan to'sib taqsimlovchi suvbo'lgich.Darak daray yasash materialiga ko'ra temirdarak, kundadarak surjo'n, surjo'nadeb farqlangan. Darak band emas, balki suvni o'lchab beruvchi, taqsimlashga mo'ljallangan qurilma. Ilgarilari daraklar qulflangan. O'tmishda Qashqadaryodan Qurama, Buluch, Ayzabod, Jenov, Chandir qishloqlari bitta darakdan suv olishgan. Umuman Quyi Qashqadaryoda daraklar ko'p bo'lgan. Bu so'zdan darakzan leksimfsi ham yasalgan bo'lib, ma'nosi-darak yaratuvchi, er kishi, band qorovuli. Shu so'zning ikkinchi ma'nosi esa kechalari odamlardan yashirinib, darakni ochuvchi bola, suv o'g'risi.

Jo'n – suvayirg'ich, ilmiy asarlar va maqolalarda, og'zaki nutqda uchratmadik. Ba'zi lug'atlarda jo'n, jo'na shaklida-uzunasiga cho'zilib ketgan balandlik, tepa, qir (9, 61). Ammo keksalarning aytishicha suv bo'lgichni jo'n deb atshgan. Bu so'zdan surjo'n so'zi ham yasalgan.

Surjo'n-surjo'na – Janubiy O'zbekiston viloyatlarida ko'p qo'llanuvchi bu so'z suv qaytargich va suv ayirg'ich ma'nosida yog'och yoki temirdan yasaladi.Mahalliy gidrotexnika r.soorjuneya so'zidan kelib chiqqan deb izohlashadi.Keksa kishilar esa surilib ochiluvchi va yopiluvchi suv ayirg'ichning eski nomi jo'nga sur fe'lining qo'shilishidan hosil bo'lgan deb aytishadi. Biz ham keksalarning fikri tarafdorimiz. Ya'ni surjo'n-so'zning o'zagi sur fe'li va jo'n (suvayirg'ich)dan iborat. Bu so'z xalq nutqida surjo'n, sarxo'jina, (Kasb),surjuna (Ksn),surjin,surjun (Dehq), sarijuna // sorijuna, sarjuna, sorujina (Qrsh)shakllarida bitta

ma'noda qo'llanadi. Surjo'ndan suv ochib kel, surjo'ndan 3-4 rezba ko'tarib qo'ying, suv ko'paysin. Demak, surjo'n – kanal yoki ariq boshlariga o'rnatiladigan, suvni tartiblab va taqsimlab beruvchi panjarali, temirdan yasalgan suv inshooti, temir darvoza. Bu so'zni izohli lug'atlarga kiritish-davr talabi. Bu so'z o'rnida r.shchit (to'g'onlarda suvni o'tkazadigan surilib, ochiladigan va yopildigan temir darvozasi) berilgan. Xalq nutqidagi terminlarni lug'atlarga kiritish faqat foydali bo'lur edi.

Quloq – ariqning bo'g'ilgan joyi, suv yo'llaridagi oqimi (suvni) ochib va yopib qo'yish uchun moslangan yo'llariga tarmoqlanadigan er. Aslida eshitish organi va uning tashqi qismi ma'nosida bo'lgan. M.Qoshg'ariyning aytishicha, bu so'zni ba'zilar qulhaq, ba'zilar qulqaq deyilar, to'g'risi quloq (10,11-365). Bu so'z o'zbek tili shevalarida har xil ma'no kasb etib, turli shaklda eshlatiladi, Xorazm shevalarida quloq – katta ariqning boshi (11,155), Farg'ona va Toshkentda qulog', qulo, otlashi-bir kartadan, poldan ikkinchisiga o'tadigan joy), Janubiy O'zbekiston shevalarida quloq ma'nosida kashelma, bo'g'ot (12,108).

Dahana (f.toj)-qishloq arig'idan har bir hovlining tomorqasiga suv ochiladigan joy va shu joyga o'rnatilgan quloq. Dayna, dana:y, dahna, darg'ot: har kimning o'z dahnasi bor, dahnani ko'tar, daynani suv o'ribdi. Dahana (Xor)-suvning ekinga kiradigan joyi (13,121).

Sepoya // uchamak // uchoyoq -daryo, soy va boshqa suv yo'llarini to'sish va bo'g'lash, qirg'oqni suv yuvishidan, toshqindan saqlash maqsadida uchtaxodaning uchlarini biriktirib, mahkam bog'lab yasalgan qurilma. Uchoyoq, uchamak, sepoya toj. Se-uch,poy-oyoq demadir.

Beldachik –sepoyaga ko'ndalang qo'yiladigan xoda yo yog'och.

Chorpoya – katta suvni to'sish uchun 4 xodadan, tikka to'rtburchak shaklida yasalgan, ko'ndalangiga ham xuddi shunday xodalar birkiriladigan, 30-40 tonna yuk oladigan qismiga tashlanadigan to'siq.

Taltay – daryo suvi kamaygan davrda chimdan to'siq ko'tarib, uning orqa tomoniga tayanch sifatida uch oyoqli,turli balandlikda 1,2,3 metr hajmdagi uzunlikdagi (sepoyaga o'xshash)xodani yog'och qoziqlar bilan mahkamlab qo'yilgan suv to'siq (14,192).

Ikkinchi guruhdagi terminlar turkumi suv chiqarish inshootlarining atamalaridir. Ular sug'orish uchun turli vositalar yordamida har xil manbalar va chuqurliklardan suv chiqadi:

Qovg'a // weir – suv chiqarish uchun chig'ir qasnog'iga bog'lanadigan idish. Kavush, xumcha, paqir terminlari ham shu tur idish atamasi hisoblangan.

Poyga // animal path – quduqdan ot, eshak, tuyayordamida suv chiqarilgan paytda bu hayvonlar borib qaytadigan yo'l. Bellig' // harness – otoyil – suv tortib chiqarishda hayvonlarning beliga bog'lanadigan ip.

Suv qo'narg'a // water pumping station – nasos stantsiyasining mahalliy nomi, suvmakoni.

Vodoqashqa // vodokachka // overflow structure (r) – suv chiqaruvchi nasoslar o'rnatiladigan maxsus bino va shu binoda joylashgan suv chiqargichlar majmuyi.

Uchinchi guruhning yana bir qismini suv yo'llarini to'sishda qo'llanadigan materiallarning nomlari tashkil etadi:

Chim //grass– ajirqli va boshqa o'tlar qalin o'sgan erdan ketmon yoki bel bilan chopib, o'yib olingan erning kichik bo'lagi. Quloq va bandlarni yopishda ishlatiladigan louli o't, chimto'siq. Hamma vaqt ko'm-ko'k maysa bilan qoplangan er – chimgan, chimtol , sevarguzar.

No'gala // fence - tol, tut, terak va boshqa daraxtlarning xipchinidan aylana shaklida savat kabi to'qilgan yoki arqon yo sim bilan bog' kabi bog'langan suv yo'llarini to'sish uchun sepoyalarning oldingi qismiga tashlanadigan bog'lama, g'aram, g'o'lana.

Hovoza // floodgate – no'g'alani uzun xoda uchiga bog'lam erdan balandlikka ko'tarish. Bunda xoda uchiga no'g'alani ildirib, ikkinchi uchidagi ipni qo'l bilan tortib daryo o'rtasidagi sepoyalarning old qismiga tashlangan. Daryo ichiga kirmasdan ham shu zaylda suv to'silgan.

Yozma manbalar, arxeologik, gidrologik, irrigatsiyaga oid adabiyotlar, ingliz va o'zbek xalq so'zlashuv nutqining gidrotexnika inshootlari bilan bog'liq terminologiyasi o'rganish shuni

ko'rsatadiki, bu soha terminologiyasi ingliz va o'zbek tillarida so'z va birikmali terminlarga ancha boy: aqueduct – akveduk, dike/dyke - band, dike – damba, subterranean piping - koriz, pipe - quvur, hose – shlang, drein - drenaj, aggregate - agregat, hydron - gidron, gutter - lotok, canal – kanal, bo'g'ot // flood-gate, darak, dahana // floodplain, jo'n // jo'na // culvert, surjo'na // weir, to'g'on // dam, suv darvoza // sluice gate, suv to'siq // water barrier, suv yopgich // water cover, quloq // earthen dam, sepoya // cofferdam, chilpoya // spillway chim // grass, xos // specific, xashak // silt, loy // clay, tosh // stone, dastak // sluice, no'g'ala // barrage, qamish // reed, beton // concrete, xula // floodplain g'ula // wetland, taltay // shoreline, shlyuz // lock. Band // dike, to'g'on // dam, darak, suv bo'lgich // water divider, jo'n // culvert, surjo'na // weir, quloq // earthen dam, dahana // drainage ditch, beldarga // embankment, damba // dam, bo'g'otchig'ir // water siphon, charx // spillway, parrak // floodgate, charpalak // water wheel, tig'ir // spillway edge, vodoqashqa // vodokachka // overflow structure, nasos // pump, dor // direct water flow, qovg'a // buttress, paqir // void va shu kabi terminlar katta-kichik suv yo'llaridagi ochilib-yopiluvchi suv to'siqlarni anglatadi.

Yuqorida keltirilgan so'z va birikmalar genetik jihatdan arab, fors-tojik, lotin, rus va o'zbek tillarga mansub. Ba'zilar iste'moldan chiqqan, tarixiy asarlarda qayd qilingan, qadimiy toponim va gidronimlar tarkibida saqlanib qolgan.

Ingliz va o'zbek tilshunosligida bu tillar materiallari asosidagi hali butunlay qo'l urilmagan terminologiya sohalari ham mavjud. Shunday sohalar terminologiyalaridan biri – o'zbek tilining gidrotexnika inshootlariga oid terminologiyasining ingliz tilidagi qiyosiy tadqiqidir. O'zbek tilshunosligida esa o'zbek tilining melioratsiya, gidrologiya, gidrotexnika terminologiyalarini yaxlit tizim sifatidagi tadqiqi o'z tadqiqotchilarilarini kutmoqda.

Ingliz va o'zbek tillarida gidrotexnika inshootlari terminologiyasining shakllanish manbalarini aniqlash, taraqqiyot bosqichlarni belgilash, o'zlashish omillari va yasaliş xususiyatlarini o'rganish asosida tasniflash, tub, yasama, birikma terminlarning paydo bo'lishi, shakllanishi, shuningdek, gidrotexnika inshootlari terminologiyasining terminlari tarkibida mavjud sinonimiya, polisemiya hodisalarini tahlil etish, umuman, bu soha terminologiyasini tartibga solish yuzasidan tavsiyalar berish ishning maqsad va vazifalari doirasiga qiradi.

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INGLIZ VA O'ZBEK TILLARIDAGI METAFORALARNING LISONIY MOHIYATI

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Ushbu maqolada ingliz va o'zbek tillaridagi metaforalarning lisoniy mohiyati, lisoniy (statik) metafora ijtimoiylashgan metaforalar va ularning uzual mohiyat kasb etganligi, izohli lug'atlarda maxsus pometalar bilan berilganligi misollar bilan ko'rsatib berilgan.

Kirish. Bugungi kunda metaforani tasnifiy o'rganish borasida katta ishlar amalga oshirilmoqda. "Dunyo tilshunosligida uni mavzuviy o'rganish, uslubiy tiplarini aniqlash, grammatik razryadlarini ajratish borasidagi ishlar alohida e'tiborga molik. Bu masalada o'zbek tilshunosligida ham arzigulik ishlar amalga oshirilmoqda", ularni shakllanayotgan lingvokulturologiya, lingvokognitologiya, struktur semantika kabi yo'nalishlarning yutuqlari sifatida e'tirof etmoq lozim. Biroq metaforaning grammatik razryadlari masalasida o'zbek tilshunosligida olib borilayotgan tadqiqotlar yetarli emas. Shu boisdan darslik va qo'llanmalarda metafora hodisasining ta'limiga doir mavzular doirasida asosan ot va sifat metaforalar berilayotganligiga, boshqa turkum doirasidagi metaforalar, uning grammatik tadqiqi amalga oshirilmaganligi va bu borada lingvistik baza shakllanmaganligi sababli chetlab o'tilayotganligining guvohimiz.

Sifat metaforalar konseptual metaforalar tizimida konsept (predmet//hodisa) ning nafaol belgisini ifodalaydi va uning shakllanish ssenariysi zahirida qiyoslash va o'xshatish yotadi.

Belgini anglatuvchi metaforalarni tavsifiy metaforalar ham deyish mumkin. Shu bilan birga, nomlash va ajratish vazifalari bunday metaforalarda yaxlitlanadi. Predmet//hodisani anglatuvchi metaforalar substansial metaforalar bo'lsa, belgi anglatuvchi metaforalarni atributiv metaforalar desa bo'ladi. Atributiv metafora mazmun mundariyasi muvofiq keladigan substansial metafora bilan odatda, parallel ravishda namoyon bo'ladi. Bu dialektikaning atributdan xoli substansiyaning, substansiyadan xoli atributning mavjud bo'lmasligi haqidagi aksiomatik xarakterli metodologik asos bilan dalillanishi mumkin.

Lison va nutqqa munosabati jihatidan sifat metaforalarni ikki guruhga ajratamiz:

lisoniy (statik) metaforalar.

nutqiy (dinamik) metaforalar.

Lisoniy (statik) metafora ijtimoiylashgan metafora, ularning uzual mohiyat kasb etganligi, izohli lug'atlarda maxsus pometalar bilan berilganligi, ko'p o'rinlarda ko'chma belgisidan xoli holda tavsiflanishi kabilarni fikrimizga dalil qilib keltirishimiz mumkin. Masalan:

«YENGIL 1 Og'irligi, vazni kam, vazmin emas. Yengil yuk. Yengil tosh. Yuki yengil eshak yotag'on bo'ladi. Maqol. Mansurov qo'zini yengil deb o'ylab, bo'shroq olgan edi, juda og'ir ekan, qo'lini egib, tushib ketishiga sal qoldi. P. Qodirov, Qora ko'zlar.

2 Qalin va issiq bo'lmagan, yalang qavat; yupqa, yupun. Nuri yupqa, yengil ro'mol uchidagi tugunchakni yechib, buklangan qog'oz chiqardi-da... Oybek, Tanlangan asarlar. Mezbolar yengil kiyimda, baland ayvonning bahavo yeriga qo'yilgan stolning ikki yog'ida xomush o'tirishar edi. A. Qahhor, Mirzo.

3 Kuchi, ta'siri ortiq bo'lmagan; kuchsiz. Havo anchayin salqin edi.. Yengil shamol esardi. O'. Umarbekov, Yoz yomg'iri. Avazning dimog'iga yengil sharob hidi urildi. S. Siyoyev, Yorug'lik.

4 ko'chma Asta va muloyim, yoqimli. Yengil tabassum. Kiyim yechadigan joyda turib bir yigit bilan yengilgina salomlashdi. Mirmuhsin, Umid. Yigirma minut qadar vaqt o'tgandan keyin, yengil ta'zim bilan Gulandom kirib keldi. Oybek, Tanlangan asarlar.

5 Katta kuch-mehnat talab qilmaydigan; og'ir, qiyin emas. Yengil vazifa. Bizga sizday bir odam kerak. Biznikida ish ming marta yengil. Oybek, Tanlangan asarlar. Chindan, adam borida oyimga yengil edi. Ish-xonasiga borib kelishni bilardi, xolos. H. Nazir, Yonar daryo.

6 U qadar jiddiy, xavfli bo'lmagan, og'ir emas. Hozir ahvoli ancha yengil. Men janglarda uch marta yengil va ikki marta og'ir yarador bo'ldim. Nazarmat, Jo'rlar baland sayraydi. Tepki kasalligida.. nerv sistema-sida ham har xil o'zgarish bo'lib, yengil o'ta-digan meningit ham bo'lishi mumkin. "Saodat".

7 Ruhan erkin, tetik holatli, yoqimli his-tuyg'uli. Ba'zan kishi bir-biri bilan gaplashib, ko'nglidagini bo'shatib tursa, o'zini yengil sezadi. P. Tursun, O'qituvchi. O'rtadagi noqulaylik, xijolatpazlik yo'qoldi, tabiiy va yengil muhit paydo bo'ldi. F. Musajonov, Himmat.

8 Jiddiy, rasmana bo'lmagan, yengil-yelpi (fikir, mulohaza va sh. k. haqida). Ba'zi yengil mulohazalarning onangnikidan qolishmaydi, Otabek! A. Qodiriy, O'tgan kunlar. Men bir xizmatkorlarning bo'lsam... Siz juda yengil o'ylaysiz. Oybek, Tanlangan asarlar.

9 Yuzaki fikr yuritadigan, o'z ishi, gap-so'ziga jiddiy e'tibor bilan qaramaydigan; oyog'i qing'ir. O'zingga munosib gapni gapir! Yengil bo'lma! A. Qahhor, Mayiz yemagan xotin. ..hovliqma, laqma, yengil Lutfiniso bunga chindan ishonar.. kim ko'rinsa, shunga ko'z yoshi qilar edi. "Oybek, Tanlangan asarlar".

O'zbek tilining izohli lug'ati" dan keltirilgan yuqoridagi misolda yengil leksemasi "og'irligi, vazni kam" atash ma'nolari bilan shu millat vakillari ongida yashaydi. Shu bois so'z turkumlari va ularning lug'aviy mazmuniy guruhlarini izchil tahlil qilingan manbalarda yengil leksemasi "vazn-og'irlik bildiruvchi sifatlar", "hajm-o'lchov bildiruvchi sifatlar" "o'lchov bildiruvchi sifatlar" kabi guruhlar ostida o'rganiladi va aksariyat o'rinlarda "predmetning hajmi, vazn-og'irlik jihatdan o'lchov belgisini bildiradi" tarzida izohlanadi.

Lug'atda esa leksemaning izohlangan 9 ta ma'nosidan faqat bittasi – 4-ma'nosi ko'chma ma'no ("asta va muloyim, yoqimli") sifatida beriladi. Vaholanki, vazn-og'irlik bildiruvchi sifat guruhiga mansub bo'lgan yengil leksemasining lug'atda berilgan faqat birinchi, bosh ma'nosi ("og'irligi, vazni kam, vazmin emas")gina leksik-semantik jihatdan uning asl mohiyatini aks ettiradi. Faqat bir ma'noga nisbatan ko'chma pometasining qo'llanishi, qolgan barcha ma'nolarni ham bosh ma'no deb qarashga olib keladi.

Xususan, yengil leksemasining izohda ijtimoiylashmagan statik metafora sifatida pometasiz berilgan 9-ma'nosi: "yuzaki fikr yuritadigan, o'z ishi, gap-so'ziga jiddiy e'tibor bilan qaramaydigan; oyog'i qing'ir. O'zingga munosib gapni gapir! Yengil bo'lma! A.Qahhor, Mayiz yemagan xotin, .hovliqma, laqma, yengil Lutfiniso bunga chindan ishonar. kim ko'rinsa, shunga ko'z yoshi qilar edi. Oybek, Tanlangan asarlar", – bilan bog'liq nutqiy realiyalarning ko'chma ma'noda ekanligi maxsus ilmiy manbalarda ta'kidlangani ham kuzatiladi: "Ba'zi sifatlar esa, yo kishi, yoki predmet belgisi uchun ko'chgan ma'noda qo'llanishi mumkin: yengil, og'ir, dag'al, dardisar, bachkana, rasvo, qaysar, xira, va hakoza."

Nutqiy (dinamik) metafora turg'unlashmagan va ijtimoiylashmagan, vujudga kelishidan jarayon bilan bog'langan, bunda uning hosil qilinishi va qo'llanishi faqat yakka individ bilan bog'liq, statiklashmaganligi esa asosiy belgilovchi xususiyati.

Nutqiy metafora – muallif nutqini individuallashtiruvchi muhim vositalardandir. Belgi anglatuvchi metaforani semantik tahlil qilish borliqning lisoniy kartinasiga quyidagilar asosida baho berishga imkon yaratadi:

1. Hosila sememadan semantik siljishni aniqlash;
 2. Valentlik o'zgarishi va voqelanishlarini muayyanlashtirish;
 3. So'zlovchining kayfiyatini anglash;
 4. Muallifning intensiyasini uqish;
 5. Tildagi ruhiyatni his etish va boshqalari.
- Metafora nutqqa kirar ekan, ikkita vazifani bajarishga yo'naltiriladi:
1. Matn hosil qilish va yaxlitlashtirishda qatnashadi.
 2. Matnning ta'sir kuchini oshiradi.

Asos ma'nosi "predmet" bo'lgan leksemalar ham ko'chma ma'noda qo'llanib belgi anglatishga o'tishi mumkin. Bunda, belgi anglatish lisoniylashgan bo'lishi ham, nutqiy darajada qolgan bo'lishi ham mumkin. "Predmet" ma'nosini anglatuvchi so'zning "belgi" ma'nosini ham ifodalashi turkiy tillarning o'ziga xos xususiyatlaridan biridir. Tadqiqotchi Nilufar Shirinova ta'kidlashicha: "Tilning borliq – tafakkur aloqasini o'ziga xos sistema sifatida aks ettirishiga qaramay, borliqdagi "predmetlik" va "belgi-xususiyat" qorishmasi tilda ham namoyon bo'ladi; tilda "predmetlik" va "belgi-xususiyat" ma'nolarini alohida-alohida ifodalovchi vositalar ham, ularni qorishiq holda ifodalovchi vositalar ham, bir vaqtning o'zida goh unisini, goh bunisini kuchaytiruvchi vositalar ham mavjud".

Metaforik ma'noning asosiy ma'no maqomiga ega bo'lishi uning metaforik emotsionallikdan mahrum bo'lishi evaziga yuz beradi. Biz endi ingliz tilidagi misollar bilan izohlashimiz mumkin:

Beauty is the handmaiden of love"

Go'zallik muhabbat cho'risi.

"Punctual to the minute, as usual! You are an animated chronometer Martini".

"Ayni vaqtida, o'z minutida keldingiz! Hamma vaqt shundaysiz! Tirik xronometrsiz, Martini".

- "That man is a hungry shark".

- "Bu odam - ochko'z naxang".

- "She is a green apple"

- "U naq qirmizi olmadikgina"

I had no vision or miracles in my repertoire of memory".

"Mening xotira repertuarmda esa na bir kashfiyot va na bir mo'jiza bor".

- "In a quarter of minute I was a hub of a well"

- Chorak daqiqada men quduqning markaziga aylandim.

"I am a surgeon of old shoes".

"Men eski choriqlarning tabibiman".

"The cold and silence of outer space chilled the heart and smote the trembling lips of nature".

- "Sovuq va skunat tabiatning qalbini muzlatib, qaltiroq lablarini mo'yilab qo'ygan".

- "A human being again not a unit of the tribal machine".

- "U endi qabila deb atalmish mexanizmning ventchasi bo'lmay yana odam qiyofasiga kirgan edi".

- "If you aren't the devil, Tom, yours his twin-brothers".

- "Tom, agar siz iblisning o'zi bo'lmasangiz ham uning ukasi bo'lasiz".

The needle of understanding will yet point steadfast and unwavering to the distant pole of truth".

- "O'shanda aql strelkasi haqiqatning olis qutbini qilt etmay qatyi ko'rsatib turaveradi".

- "Let we draw the curtain of charity over the rest of the scene".

-“Sahnaning bu yeriga olam pardasini tushuramiz”.

Xulosa Metafora-bu faqatgina san’at yoki adabiyotda emas, balki har kuni biz qo’llaydigan kuchli vositadir. U tushunchalarni yanada chuqurroq va ta’sirchanroq tushunishimizga yordam beradi. Metafora yordamida dunyoni o’zgacha, boyroq qirrali ko’rinishda tasavvur qilish va his qilish mumkin. Bu esa fikrlash va o’z fikrini ifoda etish jarayonini yanada mazmunli va zavqli qiladi. Ingliz va o’zbek tillaridagi metaforalar bir-biridan farqli bo’lsa-da, har ikki tilda ham bu vosita orqali murakkab tushunchalar osonroq ifodalanadi va tushuniladi. Shu sababli, metafora ikki til madaniyatining ajralmas qismi bo’lib, til o’rganuvchilar uchun qiziqarli va boy o’rganish manbaidir.

Foydalanilgan manba va adabiyotlar ro’yxati

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THE BENEFITS OF USING AUTHENTIC MATERIALS IN THE LANGUAGE CLASSROOM

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Abstract: This article explores the advantages of incorporating authentic materials into language learning environments. By analyzing various studies and teaching practices, it highlights the positive impact of real-world texts on student engagement, language acquisition, and cultural awareness.

Key words: authentic, material, various, benefits, framework, opportunity, language.

The use of authentic materials in EFL classes is not new, because teachers started using them in the 1970s as a result of the spread of the Communicative Language Teaching Approach. Martinez (2002), defines authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. Kilickaya (2004) has another

definition for authentic materials, which is "exposure to real language and use in its own community." Nowadays, preparing students for real life situations is of utmost concern for English language teachers, especially in EFL classes. Therefore, like other teachers around the world, especially in places where English is a foreign language, Omani teachers need to adopt effective teaching materials, in order to help their students learn English better, as well as prepare them to communicate with the outside world. Bacon and Finnemann (1990: 459), state that teachers need to "find ways and means of exploiting authentic materials in classroom instructions." Many researchers state that if students are willing to use English language sufficiently, they must be exposed to the language, exactly as it is used in real life situations by native speakers. Nuttall (1996) argues that "authentic texts can be motivating because they are proof that the language is used for real-life purpose by real people." Widdowson (1990) and Harmer (2001) use the terms —authentic || and —non-authentic|| to distinguish between the two, but the point is not in the language materials themselves but rather on their outcomes and their effectiveness.

Types of Authentic Materials: Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. Genhard (1996) classified authentic materials into three categories as follows: 1. Authentic listening materials, such as radio news, cartoons, songs, etc. 2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc. 3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

Selecting Authentic Materials: Nunan (1989) divides communicative classroom tasks into two categories. These are: - 'real world': this type of task provides the learners with a chance to be involved in 'approximate' practice of the language and behaviors they might need beyond the classroom. - 'pedagogic': this type 'stimulates interned process of acquisition' only without getting the learners to practice the skill that might be needed in the real world. This type is represented in the course books used by teachers in the class.

Therefore, using authentic materials is necessary for learners to be prepared for dealing with real world situations. Here, it is the teachers' role to choose suitable authentic tasks to support learners' learning. Teachers need some criteria to lighten their path, to be able to choose the tasks the learners will benefit from. According to McGrath (2002) there are eight criteria to be considered when choosing appropriate authentic texts. These are: (1) Relevance to course book and learners' needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality and (8) Exploitability. There are three main criteria used to choose and access texts to be used in the classroom: "suitability of the content, exploitability and readability." (Nuttal, in Sacha n.d.) Suitability is regarded as the most important one, because it means that reading materials must arouse the learners' interest, meet their needs and motivate them. Exploitability stands for the way in which the text is used to develop the reading competence of learners, while readability refers to the difficulty and complexity of a text.

Authentic materials—texts and resources created for native speakers—offer invaluable opportunities for language learners. This paper discusses their benefits, grounded in both theoretical frameworks and practical applications. **Real-World Context:** Authentic materials expose students to language in context, enhancing their understanding of how language functions in daily life (Gilmore, 2007). **Motivation and Engagement:** Research indicates that students are more motivated when interacting with materials that reflect their interests and real-world usage (Peacock, 1997). This engagement can lead to increased participation and investment in learning. **Development of Language Skills:** Exposure to varied vocabulary and idiomatic expressions found in authentic materials supports vocabulary acquisition and improves reading and listening skills (Morrow, 1997). **Cultural Insights:** Authentic materials

serve as a window into the culture of the target language, fostering greater cultural understanding and sensitivity among students (Byram, 1997). Critical Thinking: Engaging with real-world texts encourages students to analyze, interpret, and critique information, promoting higher-order thinking skills (Nunan, 2004).

Most researchers realize the role of authentic materials in language teaching. They believe that authentic materials scaffold learners' learning of a target language more sufficiently. They state that using authentic materials has linguistic and non-linguistic advantages, which are: Linguistic Advantages: Going through some empirical studies conducted concerning the effectiveness of authentic materials, it is obvious that authentic materials had a positive effect on learners' achievement. For instance, Otte (2006) studied the effect of aural authentic texts on listening comprehension skills of a number of students involved in a study at a university in USA. He noticed that authentic materials developed the students'. In addition, it's a fact that a number of researchers have confirmed the role of authentic materials in developing reading skills through introducing learners to new vocabulary and expressions.

Harmer (1994) states that authentic material has positive effects on learners, in that it: (1) helps learners to produce better language. (2) helps learners to acquire the language faster (3) makes learners more confident to deal with real life situations. Furthermore, regard authentic materials useful in language teaching, for the following reasons: (1) they expose learners to real language; (2) they are more related to learners' needs; (3) they have a positive effect on learners' motivation; (4) they bring cultural information to the students' attention. They encourage teachers to adopt creative teaching approach. "Authentic texts can be motivating, because they are a proof that the language is used for real-life purposes by real people." Although the authentic materials play an important role in supporting students' learning of a foreign language by giving them an opportunity to deal with situations similar to the real world situations outside the classroom, there are many difficulties that hinder the use of such materials by teachers.

Teachers might say that they cannot depend only on authentic materials in teaching Reading. Nunan (1999), states that teachers cannot depend only on authentic materials for teaching in the classroom. Therefore, they can use both: authentic and artificial (non-authentic) materials, because learners need to get accustomed to both types. 2.7.2 Non-linguistic Advantages: Besides the linguistic advantages, authentic materials have some non-linguistic advantages, too. Researchers such as Gilmore (2007) and Sherman (2003) believe that authentic materials have a strong positive effect on motivation. Motivation is regarded as the key element in the success of learning in general, and in learning languages in particular. For his part, Kilickaya (2004) states that using authentic materials helps increase learners' motivation for learning a language, because they feel that they are practicing a real language used beyond the classroom. In addition, some empirical studies conducted by Thanajaro (2000) and Otte (2006), concluded that authentic materials have a positive effect on learners' motivation and encourage them to learn better.

Berardo (2006) experienced using authentic materials and notices that they contributed in increasing his learners' motivation and he himself, likes using them. Sherman (2003), mentions that the importance of authentic materials reside in the fact that "it is a window into culture." Finally, Garcia (1991) claims that using authentic reading materials helps to improve the learners' cultural awareness. To conclude, it is obvious from the previously mentioned arguments that authentic materials have a positive contribution in the field of language teaching and learning. Hence, it merits to be adopted by language teachers to enhance their learners' learning progress. When teachers decide to use authentic materials in the classroom they "need to have a clear pedagogic goal in mind: what precisely they want students to learn from these materials." (Senior 2005, p. 71) One more point to be stated here is that learners

will learn better and benefit from the use of authentic materials, if they get sufficient support from teachers.

Conclusion: Incorporating authentic materials into language instruction enriches the learning experience, making it more relevant and effective. Educators are encouraged to integrate these resources to prepare students for real-life language use. After going through the related literature, it is obvious that the use of authentic materials in language teaching is supported by many researchers. They regard the use of this type of materials as a useful means to motivate learners, arouse their interest and expose them to real language they will face in the real world. In addition, authentic materials encourage learners to learn a particular language successfully, because they notice they are dealing with the language in real life. According to Guariento & Morely (2001), authentic materials help to motivate learners learn the language by making them feel they are learning the 'real' language.

In addition, Hyland (2003, p. 94) states that one of the most important advantages of using authentic materials, is that it increases learners' motivation and reflects positively on their learning process. Still, some researchers are against the use of authentic materials in the classroom, because they believe that they might be too culturally biased and contain complex words and structure. This might frustrate learners. In spite of this negative view, the advantages of using authentic materials in teaching learners in ESL classrooms, outweigh the disadvantages, and they are still a vital approach which should be adopted by EFL teachers, in order to support their learners' language learning process, as proven by a number of researchers such as.

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METHODS AND TECHNOLOGIES OF TEACHING A FOREIGN LANGUAGE

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Abstract. Teaching foreign languages in blended classes requires enormous effort on teachers' shoulders. As educators play the great role in this process. For this reason teachers always need to be in a move forward looking for new and interesting methods for teaching in order to motivate and increase students' knowledge and skills. Therefore, this article discusses in detail the new methods and methodologies of teaching foreign languages.

Keywords: education, technology, methods, communicative and constructivist methods, IT and etc.

Today is the whole world teaching foreign languages, especially English has become an essential part of education in all its' branches. We can even find two main types of English language teaching methodology like teaching English using traditional and modern methodology. But at the latest period in the whole world teachers tend to use modern methodology all the time. This becomes clear when we look at the results achieved using these two methods. As results show today modern methodology allows learns to communicate the real language rather than the traditional method. Taking into consideration this factor the

government of our country is doing a lot in order to develop foreign language teaching in Uzbekistan using modern methodology. In the past, learning and education simply meant face-to-face lectures, reading books or printed handouts, taking notes and completing assignments generally in the form of answering questions or writing essays. In short; education, learning and teaching were considered impossible without a teacher, books and chalkboards.

Today, education and training have taken on a whole new meaning. Computers are an essential part of every classroom and teachers are using DVDs, CD-ROMs and videos to show pupils how things work and operate. Pupils can interact with the subject matters through the use of such web based tools and CD-ROMs. Moreover, each pupil can progress at his/her own pace. Nowadays a lot of Universities are using modular technology of teaching. Importance of this teaching in all parts of lesson is great. Students can have an opportunity to work independently. Also the main aim is not only teaching but also to give students a chance to develop listening, speaking, reading, writing, analytic thinking skills. Training module consists of three structural parts which are often repeated as a learning cycle: introduction, speaking (dialogue) and the final part.

More precisely, in the introductory part the teacher introduces students the general structure of modular training, its purpose and responsibilities. After that, the teacher briefly, explains the study material of the module using drawings, tables, and data samples. Technology allows distance learning: Perhaps the greatest impact of technology in the field of learning is its ability to help several people learn simultaneously from different locations. Learners are not required to gather at a predetermined time or place in order to learn and receive instructions and information. All one needs is a computer connected to a modem (or with a CD drive); these tools can literally deliver a 'classroom' in the homes and offices of people. Technology allows individual pacing: Multimedia tools, on-line and CD-ROM based training have helped eliminate the need for an instructor-based lesson plans. Pupils who grasp concepts faster proceed and move along, without being held back by ones who need more time and help for learning. Such individual pacing is beneficial to all.

With the development of technology and the boom of digital revolution, foreign language teachers find it necessary to think about effective new ways to create a better foreign language teaching and learning environment that is supported by multimedia technologies. As a result, Computer Assisted Language Learning, or CALL, has become increasingly popular in the foreign language teaching field. Based on the analysis of the features of CALL, this paper is focused on how multimedia can play an important role in EFL classrooms. The literature review was conducted on definitions and the development of multimedia. Furthermore, the review of the literature was conducted on multimedia as a teaching method from both theoretical and pedagogical aspects.

By analyzing the weakness and the strength of CALL, some practical and effective teaching ways, as proposed by professional educators and qualified teachers, are discussed on how to effectively use multimedia in the classroom. In recent years the problem of application of new information technologies at high school is even more often brought up. It is not only new technical means, but also new forms and methods of teaching, new approach to training process. The main objective of training foreign languages is formation and development of communicative culture of school students, training in practical acquisition of a foreign language. The task of a teacher consists in creating conditions of practical language acquisition for each pupil, choosing such methods of training which would allow each pupil to show the activity, the creativity. Modern pedagogical technologies such as training in cooperation, design technique, usage of new information technologies, the Internet - resources help to realize personal focused approach in training, provide an individualization and differentiation of training taking into account abilities of children, their level of proficiency, tendencies, etc. Use of computer at foreign language lessons helps in solution of different didactic problems such as:

- improving pronunciation;
- formulating and developing skills and abilities of reading;
- improving abilities of writing;
- enriching the lexicon of learners;
- training grammar;
- forming steady motivation of studying foreign language

Possibilities of usage the Internet resources are huge. The Internet creates conditions for receiving any necessary information for pupils and teachers which is in every spot on the globe: regional geographic material, news from life of youth, article from newspapers and magazines, necessary literature, etc.

Project activity allows students to act as authors, creators, enhances creativity, expands not only the general outlook, but also contributes to the expansion of linguistic knowledge. The next actual method in teaching foreign language is the activity method. The method of teaching, in which students do not receive knowledge in their final form but extract them themselves in the process of their own active educational and cognitive activity is called the activity method. According to A. Diesterweg, the activity method of teaching is universal. "Accordingly, he should have acted not only in primary schools, but in all schools, even in higher educational institutions." This method is appropriate everywhere where knowledge must be acquired, that is, for every student. Active learning is a way of organizing the learning process, in which the learner acquires knowledge over their transfer by the teacher, and the methods, forms and means used stimulate this process, take into account the individual characteristics of the student and provide the required level of motivation. With this form of organization of the educational process, the teacher needs to correctly orient the students' cognitive activity, orient them in the information space and provide the necessary methodological assistance in time.

Students should be prepared on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in later life and work. After all, a good knowledge of foreign languages now will continue to remain one of the leading requirements of employers. In this regard, it is the universities that are responsible for providing high-quality students with a complex of language knowledge and skills, this requires, first of all, the educational institution to systematically create conditions for the professional development of their teaching staff, to provide the institution with an adequate material and technical base. High-quality language training of students is impossible without the use of modern educational technologies. Modern technologies in education are professionally-oriented teaching of a foreign language, employment in training, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), remote technologies in teaching foreign languages, creating presentations in PowerPoint, using Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), the latest test technology. At this stage of development of methodical science, the main methods of teaching foreign languages are communicative and constructivist methods.

Communicative method. Learning objective: mastering communicative competence. Learning content: texts should show conflicts that encourage the student to express their own opinions. Training is managed not through grammar, but is directed by communicative intentions (intentions). The student is in the center of learning. Language plane: the dominance of language production over language correctness, correctness, mistakes are made. Language becomes a means of communication. Exercises: exercises of the communicative direction. Students learn "communication in the process of communication itself. Therefore, all the exercises and tasks must be communicatively justified by a lack of information, choice and reaction". Advantages of the method: students improve their speaking skills, overcome the fear

of mistakes. Disadvantages of the method: not enough attention is paid to the quality of the language, communicative competence quickly reaches its limits.

Constructivist method. Learning objective: the method is based on the actual active student learning. The task of the teacher is not to teach, but to contribute to the learning process. The lesson is action oriented. Educational content: proximity to reality of students, students are encouraged to independently construct their knowledge (for example, in the framework of project activities). Language plane: as wide as possible. Disadvantages of the method: at the present stage has not yet appeared quite clearly. An example of a constructivist method is project training. The method distinguishes traditional and alternative teaching methods. Under the concept of alternative methods is grouped a number of different approaches, techniques, methods of language transmission. There are alternative methods such as the Total Physical Response method, the suggestive method, the dramatic-pedagogical method, the silent method, the group method.

Innovative teaching methods include: computer-assisted training, storyline method, simulation method, carousel method, station-based learning method, group puzzle method, role-playing method, Case study method (work on problem situations, students review the problem, analyze the situation, present their ideas and solutions to the problem during the discussion). Script Method (story line method). This method is based on a combination of planned learning meanings — for example, shopping-goods-sales — with the interests and ideas of students. By receiving "impulses" from the teacher (the so-called key questions), students make their contribution to the creation of history. This method does without textbooks. It is about creative planning, hypothesis selection, experiences, systematization and presentation of work. The designed story also contains elements from drama and role-playing. The teacher sets the framework for action and presents individual episodes. Pupils put their questions and find answers to them themselves. The following basic phases of the project are traditionally distinguished:

1. Initiating - invention of the idea for the project
2. Start of the project
3. Project management
4. Presentation of project results
5. Evaluation (reflection) of the project

The method of learning stations. Training equipment in which students perform work on educational material, which is ordered in the form of stations (students receive work plans with mandatory and selective tasks). When learning by station, students have a choice of timing, task sequence, and social form used (individual work, pair work, group work). Thus, students using this method learn to plan their time, learn self-assessment, analyze their own educational success, plan and conduct work stages. Work on the stations allows differentiation according to the abilities, interests of students, and the degree of difficulty of the task. Thus many professionals refer to this methodology as the Communicative Language approach. Another group of authors headed by Broughton propose a different idea. They point out that foreign languages are taught "not simply for the learner to be able to write to a foreign pen friend" but to broaden his or her horizons by introducing "certain ways of thinking about time, space and quantity and attitudes towards" issues we have to face in every day life. Briefly put, some people learn a foreign language most importantly to be able to communicate with foreign people and other people learn a foreign language above all to see the world from a different point of view, to discover new approaches to life or to find out about other cultures. In modern methodology as has been highlighted about the role of pronunciation is important.

Simulation method. Especially in the teaching of a foreign language to students of economic specialties of universities, one can successfully apply the method of simulations. In cybernetics, this term is used to model and simulate reality. The training deals with various

simulation business games that provide students with the opportunity to develop their skills, apply knowledge to solve a particular problem in the so-called "safe environment" that imitates real situations, for example, in business, in work in a company. The simulation provides an opportunity for students to try themselves in a certain role - the head, the president of the company, gives the opportunity to explore the system of work of this enterprise. The participants in the game are given certain tasks - to achieve a profit growth of the company, to conclude an agreement, to sell the company's shares, and so on. Simulations are characterized by a high degree of interest of the participants, the game is completely immersed, embodied in its role, and is sick of the result of the work, because the overall result of the game depends on the team spirit and speed of decision making. Thanks to the simulation, the skills of strategic planning of students are formed, the ability to work in a team, to negotiate, to convince a business partner is developed.

Simulations streamline students' knowledge, prepare them for the need to make quick and motivated business decisions in their future activities. There are computer simulations, where participants work with a computer program, manage an imaginary company, and desktop simulations, where participants, companies, enterprises "exist" in the form of chips, maps. Role play method. Role-playing is an active method of learning, a means of developing a student's communication skills. Role-playing game is associated with the interests of students, it is a means of emotional interest, motivation of learning activities. Role-playing is an active way of learning practical knowledge of a foreign language. Role-playing game helps to overcome the language barriers of students, significantly increases the amount of their speech practice. This is learning in action. There are a large number of forms, types of role-playing in foreign language lessons. For example, you can use the role-playing game "At the interview", where students take on the role of employer and employee. From all the above, it should be concluded that for the teacher today it is important to constantly improve their knowledge of foreign language teaching methods, introduce the latest educational concepts into their teaching practice, and keep up with the times.

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JAHON TILSHUNOSLIGIDA OMONIMLAR TADQIQI VA NAZARIY ASOSLARI

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Annotatsiya. Bu maqolada jahon tilshunosligida omonimlar tadqiqi va nazariy asoslari ilmiy manbalarga tayangan holda tahlil qilishga harakat qilingan.

Kalit so'zlar: omonimiya, kolleksion muammo, Hind-Yevropa, polisemiya, omonimizatsiyasi.

Bir xil nomdagi so'zlarning fenomeni qadimgi faylasuflar tomonidan o'rganilgan bo'lib, ular mutlaqo bir xil bo'lmagan narsalarning bir xil nomlanishi faktini qayd etishgan. Uzoq vaqt davomida omonimiyaga tasodifiy hodisa sifatida qaralgan, ushbu hodisaga alohida e'tibor berilmagan. Masalan, S.I.Ojegov etimologik omonimiyani "tarixiy hodisa masalasi", bu "lingvistik emas, balki kolleksion muammo" [1:70] deb ta'kidlagan. V.I.Abayev, shuningdek, polisemiya bilan farqli o'laroq, omonimiya sof tasodif deb hisoblagan, bunga sabab yangi obyekt yoki hodisani nomlashda odatiy inson fikri, ifodasi, yangi narsani tasvirlashga urinishning yo'qligidir. "Polisemiyaning kognitiv qiziqishi juda katta. Omonimiyaning kognitiv qiziqishi katta ahamiyatga ega" [2:40], - deydi olim. Omonimiyaning paydo bo'lishining qonuniyati va tasodifiyligi haqidagi masalasi juda murakkabdir. Ma'lumki, ko'plab omonimlar tasodifiy holatlar tufayli paydo bo'lgan, ammo omonimiya dunyoning aksariyat tillarida mavjud bo'lib, bu esa lingvistik hodisaning qonuniyatlarining mavjudligini ko'rsatadi. S.Ullmann birinchilardan bo'lib omonimiya haqida universal til sifatida fikr yuritdi. Uning fikricha, omonimiya mutlaq universal emas, chunki dunyoda omonimlar bo'lmagan tillarni topish mumkin va ularsiz "bunday til yanada samarali aloqa vositasi bo'lardi" [3:270], omonimiya statistik universaldir, ya'ni nisbiy, chunki dunyoning aksariyat tillarida omonimlar mavjuddir. L.V.Malaxovskiy "tilda omonimlarning mavjudligi tilning tabiati bilan bog'liq va uning qo'llanishi aloqa vositasi sifatida ishlash sharoitlari bilan belgilanadi" [4:10] deb hisoblaydi va omonimiya tilning tabiiy rivojlanishining qonuniy natijasini o'zida namoyon etadi va shu bilan birga mutlaqo lingvistik universaldir.

J.Zipf va A.Martinelarning ta'kidlashicha, tilda omonimiya (va polisemiyaning) paydo bo'lishi ishora qiluvchi belgilarning yetishmasligi yoki "eng kam o'rinishlar" qonunining natijasi bilan, ya'ni iqtisodiyot va aqliy va jismoniy faoliyat to'g'risidagi qonun bilan asoslangan bo'lishi mumkin [5,6]. Shuni e'tiborga olishimiz kerakki, tadqiqotchilarni taxminiga ko'ra bir xil til omillari ham omonimiya, ham polisemiyaning paydo bo'lishiga sababchidirlar. E.Sepir shunday yozadi: "Hech bir til har bir aniq g'oyani mustaqil so'z yoki aniq element bilan ifoda etish holatida bo'lmagan. Tajribaning konkretligi cheksizdir, eng boy tilning manbalari esa qat'iy cheklangan" [7:65]. K.Baldinger va E.Buissans ushbu hodisani ko'rib chiqib, inson xotirasining cheklangan hajmiga ishora qilmoqdalar [8:25]. "Xotirada ko'rsatilganlar soniga teng bo'lgan belgilar sonini saqlab qolish qiyin bo'lar edi va omonimizatsiya semik printsipni qo'llashni yumshatuvchi vositasidir", ya'ni tilda teng miqdordagi belgi va belgilardan foydalanish tendentsiyalari [9:85]. F.I.Mauler E.Buissans bilan "belgi sonining ko'payishi ob'ektiv ravishda istalmagan, chunki bu inson xotirasining haddan tashqari yuklanishiga tahdid soladi" degan fikrga qo'shiladi, shuningdek, u: "omonimiya - bu eng kam o'rinishlar qonunining namoyon bo'lishining o'ziga xos shaklidir... va tilning zarur va muqarrar atributidir" [10:12], deb qo'shimcha qiladi. Biroq zamonaviy dunyoda o'z ona tilidan tashqari yana ikki yoki uchta chet tilini biladigan ko'plab odamlarning mavjudligi haqiqati shuni ko'rsatadiki, inson xotirasi resurslari tugamaydi va uning imkoniyatlaridan maksimal darajada hali foydalanilmagan.

Hozirgi vaqtda omonimiya boshqa shunga o'xshash hodisalarga qaraganda ancha kam o'rganilgan, masalan, polisemiya; omonimlar va omonimik seriyalarning yagona tasnifi kabi omonimiyaning universal ta'rifi ham mavjud emasdir. Omonimiya bilan bog'liq bo'lgan muammolar yechimining ishlab chiqilmaganligiga qaramay, bunday hodisa ba'zan tinglovchiga (nutqni qabul qiluvchiga) ma'ruzachini to'g'ri tushunishga xalaqit beradigan to'siq bo'lib, ma'ruzachining o'zi uchun qiyinchiliklar tug'diradi [4:45]. Omonimiya chet tilini o'rganishni ham murakkablashtiradi. Masalan, jumllarning ma'nosini tushunish yoki ularni tarjima qilishda muammolar mavjud, chunki o'rganishning dastlabki bosqichida talabalar so'zni bitta aniq ma'no bilan bog'lashga odatlanib qolishadi, omonimning ma'nosi esa asosan kontekstga asoslangan holda talqin etiladi. Shuni qo'shimcha qilamizki, omonimiya hodisasi talabalar uchun yangi bo'lib qoladi, chunki ona tili darslarida u deyarli o'zining tizimida ko'rib chiqilmaydi. Omonimiya avtomatlashtirilgan (kompyuterli) tarjima jarayonida ham kam bo'lmagan qiyinchiliklarni keltirib chiqaradi. "Google" avtomatlashtirilgan tarjimonidan tasodifan olingan hazil inglizcha «The cat had two kittens – one white and one black» iborasi "mushukning ikkita mushukchasi bor edi: biri oq va biri afroamerikalik" deb tarjima qilinganida ma'lum bo'lgan. Shubhasiz, avtomatlashtirilgan tarjima har doim ham kontekst mavjud bo'lganda ham omonimlardan qaysi birini tanlashni aniq aniqlay olmaydi. Omonimlar leksikograflar uchun ham qiyinchiliklarni keltirib chiqaradi, chunki omonimlarni aniqlashning yagona usuli hali mavjud emas. Leksikograflar ko'pincha bir xil so'zlar bo'yicha fikrlarning to'g'ri kelmasligiga duch kelishadi, natijada lug'atlarda ularning ma'nolarini ifodalashning noaniqligi mavjud bo'ladi. Ushbu muammo chastota lug'atlarini tuzuvchilarda qiyinchiliklarni keltirib chiqaradi: leksikani statistik o'rganishda hisoblash birligi uchun nimani olish kerakligi – so'zning tashqi shakli yoki uning leksik ma'nosi haqida savol tug'iladi. Qayd etilgan muammo omonimlarni til birligi sifatida aniqlash muammosi bilan chambarchas bog'liqir. L.V.Malaxovskiy shunday yozadi: "Omonimiya – bu ifoda rejasi va til mazmuni rejasining noizomorfik emasligi faktidan bevosita kelib chiqadigan hodisa", bu hodisani chetlab o'tish mumkin emasligini ta'kidlaydi, chunki "ifoda rejasi shakli va mazmuni o'rtasidagi bog'liqlik muammosi barcha tilshunoslar uchun umumiydir" [4:3]. Ba'zi olimlarning ta'kidlashicha, omonimiya tilning foydali tarkibiy qismidir, chunki bu hodisa tufayli til shakllari soni kamayadi. Masalan, E.Buissans omonimiya "ma'ruzachilarga foyda keltiradi" [9:86] deb hisoblaydi va F.Maulerning fikricha, omonimiya tilning ixchamligiga hissa qo'shadi va bu ijobiy hodisadir. Ammo shuni yodda tutish kerakki, bunday "ixchamlikka ifoda rejasi birliklarining noaniqligini oshirish, ya'ni tilning kod xususiyatlarining yomonlashishi tufayli erishiladi" [4:24]. Shunday qilib, ba'zi tadqiqotchilarning fikriga ko'ra, omonimlar faqatgina to'siq bo'layotgan, matnlarni tushunish va idrok etish jarayoni sekinlashadi.

Omonimlar tushunish jarayoniga deyarli ta'sir qilmaydilar, degan fikr bor, chunki ular har doim vaziyat va kontekst bilan chegaralanadi va qabul qiluvchiga muallif (ma'ruzachi) qaysi omonimlarni nazarda tutganligini aniqlashga yordam beradilar. Psixolingvistik eksperimental tadqiqotlar mavjud bo'lib, mavzularga (keyingi o'rinlarda) ikki tomonlama talqin qilishga imkon beradigan so'zlardan iborat bo'lgan jumllar taqdim etilganda, reaksiya vaqti sezilarli darajada oshadi. U yoki bu tilning omonimlari bilan to'yinganlik darajasi har xildir. Taxminan yuz yil oldin, L.A.Bulaxovskiy til fonetikasining rivojlanish tabiati uning omonimlarga nisbatan bag'rikenglik darajasiga katta ta'sir ko'rsatishini yozgan [11:47-60]. Bir qator olimlarning fikriga ko'ra Janubiy-Sharqiy Osiyo tillarida, Hind-Evropa guruhining tillari bilan taqqoslaganda, omonimlar bilan tilning haddan tashqari yuklanish darajasi shunchalik katta bo'lganidan, o'zaro tushunishda tahdid paydo bo'ldi.

Sharq tillaridagi omonimlarning mavjudligi olimlarning ovora bo'lish darajasi, ayniqsa, radio va televidion eshittirishlarning tarqalishi bilan bog'liqligida namoyon bo'ldi. Yozuvda osongina ajralib turadigan omonimlar eshitish bilan tushunishda katta to'siqqa duch keldi. Shu munosabat bilan 1934-yilda Yaponiyada eng yirik tilshunoslardan iborat maxsus komissiya

tuzildi, ushbu komissiya taqdim etiladigan matnlarni "takomillashtirish" ustida ishlardi, suhandonga matn tushunarli bo'lishi bo'yicha tavsiyalar berardi va bunday matn gazeta matnidani qanday farq qilishi kerakligini aniqlab berardi. Gaplarni gazetalardagi matnga nisbatan qisqaroq qilish, omonimlari bo'lgan qiyin tushunadigan so'zlarni chetlab o'tish tavsiya qilingan. 1940-yil noyabrdan 1944-yil yanvargacha diktorglar uchun 2000 ta eshitib tushunish qiyin bo'lgan so'zlarni almashtirish bo'yicha tavsiyalar berilgan qo'llanma yaratildi, u ko'p marotaba qayta nashr etildi va "qiyin so'zlar va iboralar" (omonimlar) ni tushunarli so'zlar bilan almashtirishning 5200 ta holatini o'z ichiga olgan "Nango ikaeshu" lug'atiga aylandi. Bugungi kunda Yaponiya televideniyesidagi yangiliklarda asosiy va tushunishga qiyin bo'lgan ma'lumotlarga hamroh bo'lgan subtitrlardan foydalaniladi.

Shunday qilib, agar jumlada omonim so'zi bo'lsa va uni qabul qiluvchiga tanib olish oson bo'lsa, unda omonim nutqni idrok etishga xalaqit bermaydi, ammo agar jumladagi boshqa kalit so'zlar ham omonim bo'lsa va tanib olish uchun kontekstga muhtoj bo'lsa, unda jumlani tushunish qiyinlashadi yoki imkonsiz bo'ladi. Shuning uchun, ko'rinishidan, tilning omonimlar bilan to'yinganligining ma'lum bir chegarasi mavjud bo'lib, tilda so'z birikmalarining omonimizatsiyasi sezilmaydi, ammo agar bu chegara engib o'tilsa, u sezilarli bo'ladi. Tillarning omonimlar bilan to'yinganlik hajmi har bir til uchun individualdir. Uni, xususan, ingliz tili uchun hisoblab chiqish uchun ko'p urinishlar qilingan,[12,13] shu bilan birga, bunday hisob-kitoblar ma'lum bir tilda omonimlar soni to'g'risida xulosa chiqarish uchun asos bo'lishi, shuningdek, bir tilning so'z boyligini boshqasi bilan omonimlashtirishni taqqoslash uchun omonimlarni hisoblashning yagona tizimini, shuningdek, omonimlarni aniqlash va tasniflashning yagona usuli. ishlab chiqish kerak bo'ldi.

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POETONIMLARNI ANIQLASH MEZONLARI VA SEMANTIKASI

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Annotatsiya. Mazkur maqolada poetonimlarni aniqlash mezonlari va semantikasi ilmiy manbalarda talqin etilishi hamda nazariy qarashlar asosida tahlil qilishga harakat qilingan.

Kalit so'zlar: poetonim, poetonimologiya, antropopoetonim, real - noekspressiv ism-shariflar.

Poetonim termini badiiy matnda estetik ta'sirchanlikni ta'minlash, poetikani kuchaytirish maqsadi bilan qo'llangan va badiiy asarda ma'lum uslubiy vazifa bajargan nomlarga nisbatan ishlatiladi. Tilshunoslikda poetonimlarni to'plovchi va o'rganuvchi maxsus bo'lim "Poetonimologiya" deb yuritiladi. Bu terminni ilk bor V.M.Kalinkin qo'llagan va tilshunoslikka olib kirgan. XX asrning oxiriga kelib badiiy matnlarning onomastik birliklariga, shu jumladan, poetonimlarga qiziqishi ortdi. Ulardan foydalanish milliy va zamonaviy adabiyotimizning o'ziga xos xususiyatlarini aks ettiruvchi asosiy mezonlardan biri, nom berishda qadriyatlar, urf-odatlar, dunyoni idrok etish va muayyan jamiyatning o'zini o'zi anglash xususiyatlarini aks ettiradi. Shuning uchun bu termin va tushuncha bilan bog'liq ko'plab tadqiqotlar olib borilmoqda.

Manbalarda poetonimlar tilda yoki nutqda mavjud bo'lishiga ko'ra ikkiga ajratiladi:

1. Tilning onomastika sohasida mavjud bo'lgan badiiy nomlar.
2. Muallifning poetik tafakkuri va mahorati orqali yaratilgan muallif poetonimlari.

Tilning onomastika sohasida mavjud bo'lgan badiiy nomlarni izohlash shart emas, albatta. Ammo muallif poetonimlari haqida qisqacha izoh keltirish lozim. Bular aslida onomastikada qayd qilinmagan nomlardir. Aytaylik, muallif topopoetonimi real bir geografik hududda mavjud bo'lmagan, muallif tomonidan badiiy to'qima sifatida qo'llangan yoki ma'lum bir ko'chma ma'noda ishlatilgan nomlardir. Masalan, "Ko'ngil ko'chasi", "Sehrli qovunlar mamlakati" (bolalar adibi X.To'xtaboyev asarlaridan birining nomi sifatida qo'llangan) kabilar shular jumlasidandir.

Olima D.V.Vaqqosova ham o'z tadqiqotida gidropoetonimlar ham real va muallif gidropoetonimlari bo'lishi mumkinligini ta'kidlab, quyidagilarni misol keltiradi: "umid bulog'i", "qalb dengizi", "mehr daryosi" kabilar muallif gidropoetonimlari bo'lib, real obyekt sifatida hayotda kuzatilmaydi. Shuningdek, muallif urbapoetonimi ham ijodkor tomonidan qo'llangan badiiy asardagi real hayotda aslida mavjud bo'lmagan biror-bir shahar yoki shahar ichidagi obyektning nomidir. Masalan, "Sevishganlar bog'i" kabi. Ba'zan hatto muallif yaratgan mifopoetonimlar uchraydi. Bunday muallif mifopoetonimlari haqiqiy mifologiyada yo'q nom bo'lsa-da, ammo mifologik dunyoqarashga keng ma'noda aloqadorligi jihatidan o'quvchi ishonchidan o'rin olaveradi. Masalan: muzqaymoq tog'i kabi [1].

O'zbek poetik nutqida poetonimlarni o'rganish dolzarb, chunki ular tarixiy o'tmish, zamon haqidagi bilimlarni tushunish va saqlashga imkon beradigan "madaniy kod"lardir. Poetonimlarning onomastik maydonlari asosan epik asarlarda keltiriladi. Asarlardagi poetonimlarni quyidagi turlarga ajratish mumkin: 1. Sahna asarlaridagi nomlar. 2. Muqaddas kitoblardagi nomlar. 3. Badiiy adabiyotdagi qahramonlar nomlari. 4. Tarixiy shaxslarning nomlari. 5. Mashhur kishilarning nomi va boshqalar.

Bundan anglashiladiki, poetonimlar ma'nosi, asosan, matn maydoni orqali anglashiladi. Shuning uchun badiiy matn poetonimlarning haqiqiy yashash olami bo'lib, ularga xos ma'no matn tarkibidagi boshqa so'zlar bilan aloqasi orqali yuzaga chiqadi. Shuningdek, poetonimlarning vazifalari ma'lum bir ijodkorning onomastik ko'lamida namoyon bo'lmaydi.

Ammo adabiy tur va janrga ko'ra poetonimlarning o'ziga xos funksiyalari namoyon bo'ladi [2:6].

Badiiy matnda uchraydigan barcha poetonimlarni vazifasiga ko'ra ikkita katta guruhga bo'lish mumkin. Birinchisi, poetonimlar taniqli shaxslarni ham, asar muallifi tomonidan yaratilgan mutlaqo yangi personajlarni ham taqdim etib, badiiy asar qahramonlarini nomzod qilib ko'rsatishi mumkin. Ikkinchisi, badiiy matnda poetonimlar semantik bosqichlar rolini o'ynaydi, bu esa o'quvchi tafakkurida ma'lum bo'lgan matnlar vositasida bilan turli xil assotsiatsiyalarni keltirib chiqaradi.

She'riyatda poetonimlar ko'pincha she'riy asarning bevosita qahramonlarini ko'rsatadi. Bunday poetonimlarni ikki guruhga bo'lish mumkin: a) adabiy, bibliya yoki tarixiy xarakter she'riy asarning markaziy obraziga aylanishi mumkin. Bu belgi yangi she'riy asarda o'ziga xos xususiyatlarini saqlab qoladi va yangi matn satrlariga to'liq singib ketadi; b) she'riy asar qahramonining ismi adabiy-tarixiy kontekst bilan bog'liq bo'lmasligi mumkin. Aksariyat hollarda bunday nomlar tarjima qilinadi va poetonimlar saqlanib qoladi, shuningdek, boshqa tilga o'tishda qiyinchilik tug'dirmaydi. She'rdagi nomlarning o'ziga xos xususiyatlaridan biri ma'no yuklamasini aniq ifodalash, muallif intilishlarini aks ettirish, personaj nomining o'zidayoq unga xos bo'lgan ichki va tashqi sifatlarni ko'rsatishdir. Poetonimlar asardagi ko'plab vazifalari tufayli yozuvchining g'oyaviy-badiiy niyatini o'zida aks ettiradi.

Hozirgi kunga kelib shoirlarimizning ijod namunalarining asl mazmunini anglash uchun intertekstual birliklarning, aniqrog'i, uning bir turi bo'lgan pretsedent nomlarning o'rni kattadir. Demak, o'zbek she'riyatidagi intertekstual birliklarni aniqlash va ularni idrok qilgan holda tahlilga tortish muammosi o'zbek tilshunosligi uchun muhim ahamiyatga ega.

D.Xudoyberganova va D.Andaniyazovalarning "O'zbek tili poetonimlarining izohli lug'ati"da poetonimlarning 15 ga yaqin vazifalari uchraydi.

Badiiy asarda har bir ism, so'z kabi atrofdagi kontekst bilan bir nechta bog'lanishlarga kiritiladi. Badiiy matn estetik jihatdan uyushgan nutq vositalarining funksional jihatdan yopiq tizimi bo'lganligi sababli, uning o'ziga xos badiiy semantikasini tashkil etadigan semantik aloqalar, murakkab uyushmalar va konsepsiyalar bilan paydo bo'ladi. Quyida poetonimlarning semantik guruhlarini ko'rib chiqish mumkin: 1) an'anaviy, mashhur erkak va ayol ismlari bo'lgan antroponimlar; 2) adabiy va folklor manbalaridan olingan nomlar; 3) tarixiy voqeliklar nomlari; 4) bastakorlar va ularning musiqiy asarlari nomlari; 5) reklama matnlari va ulardagi nomlar; 6) kinomatografiya oid nomlar; 7) o'z zamonasining taniqli odamlari, yaxshi yoki yomon ishlari bilan mashhur bo'lgan insonlarning nomlari; 8) badiiy asarlarning nomlari; 9) ba'zi voqealar sodir bo'lgan joyni ko'rsatib, ularni belgilaydigan nomlar.

Tilshunos tadqiqotchilar o'rtasida dolzarb masala – bu hozirgi kungacha qizg'in muhokama qilinayotgan poetonimlarni aniqlash mezonlari masalasidir. Bu masalada ilmiy manbalarda turli yonashuvlar mavjud. Ularni umumlashtirib, quyidagi mezonlarni belgilandi:

1. Grafik mezon – ommaviy axborot vositalari matnlarida, poetonimlar (atoqli nomlar) turli imlolar bilan uchraydi: ba'zi hollarda kichik harflar bilan, ba'zilarida katta harflar bilan. Katta harf muallif tasvirlagan otni atoqli ot sifatida belgilashini bildiradi.

2. Morfologik mezon – bu mezon atoqli otni birlik va ko'plik shaklda qo'llashni nazarda tutadi. Ko'pincha atoqli ot birlikda ishlatiladi. O'z navbatida umumiy otlar sonlarda o'zgarishga moyil bo'ladi.

3. Atributiv mezon – ushbu mezon ishlatilgan poetonimlarning maxsus, g'ayrioddiy ma'nosini ta'kidlaydigan ta'riflar bilan tavsiflanadi.

4. Vaqt mezoni – ko'pincha muallif poetonimlardan foydalanganda ataylab g'ayrioddiy vaqtdan foydalanadi. Masalan, o'tmishdagi nomlar hozirgi zamonda qo'llanilganda namoyon bo'ladi.

Poetonimlarning semantik tuzilishi "virtual" denotatsiya bilan bog'langan. Shu bilan birga poetonim hamisha uning semantik tuzilishining ajralmas qismi bo'lgan "konnotativ soha"ga ega

bo'ladi. Poetonimning semantik tuzilishi ham unga bog'liq motivatsiya. Poetonimlarning semantik tarkibida birlamchi apellativ bilan bog'lanish – poetonim yasagan umumiy ot saqlanib qolgan. Poetonimning semantik tuzilishining muhim qismi uning konnotatsiyasidir. Bu poetonimning to'g'ri yoki umumiy otlar bilan assotsiativ aloqalariga asoslangan va nominatsiya subyektining ma'lum bir hissiy-baho va stilistik jihatdan belgilangan munosabatini o'z ichiga olgan qo'shimcha tarkibdir.

Qisqa qilib aytganda, poetonimlarni aniqlash mezonlari va ularning semantikasini o'rganish onomastik poetikaning dolzarb masalalaridan biridir.

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СОКРОВИЩА УЗБЕКСКОГО СЛОВЕСНОГО ИСКУССТВА

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Annotatsiya. Ko'p asrlik tarix davomida xalq jahon madaniyatining eng qimmatli xazinalaridan bo'lgan so'z san'atining behisob javohirlarini yaratdi. Maqolada xalqimiz hayoti va ijodi haqida qimmatli ma'lumotlar keltirgan, ajdodlarimizning donishmandligi va madaniyatini o'rgangan tazkiralari haqida so'z boradi.

Kalit so'zlar: тазкиралар, тахаллуслар, нафислар мажлиси, хаёти ва ижоди, темурийлар.

Аннотация. На протяжении столетий истории народ создал неисчислимые сокровища словесного искусства, которые относятся к ценнейшим сокровищам мировой культуры. В статье говорится о тазкирах, которые донесли до нас ценные сведения о жизни и творчестве нашего народа, изучая, которых мы восхищаемся мудростью и культурой наших предков.

Ключевые слова: тазкиры, тахаллусы, собрание изящных, жизнеописание, псевдонимы, темуриды.

Abstract. Over the course of centuries of history, the people have created innumerable treasures of verbal art, which are among the most valuable treasures of world culture. The article talks about the tazkirs, who brought us valuable information about the life and work of our people, studying whom we admire the wisdom and culture of our ancestors.

Key words: tazkirs, tahallus, collection of graceful, biography, pseudonyms, Temurids

Антология Алишера Навои «Мажолис ун-Нафоис» является ценным материалом для изучения литературы, географии, истории того времени и впервые написанным тазкири на тюркском языке. Конечно, до Навои были такие тазкиры или антологии других писателей на арабском и на персидско-таджикском у Ас- Саолибий "Yatimat ad-dahr", у Мухаммада Ауфий "Lubob ul-albob", у Давлатшоҳ Самаркандий "Tazkirat ul-shuaro", у Жомий, где он одну главу в "Бахористан"е посвятил поэтам, но как Навои они не касаются всех тонкостей анализа произведений всех современных молодых авторов и состоявшихся поэтов, подробностей их жизни и творчества, где он даёт советы как и где

надо исправить. Это ценное сокровище материалов была переведена на персидско-таджикский язык в 16-18 веках Фахри Хиротий, Шох Али, Абулбоқи Шариф Разавием.

Тазкира Навоий состоит из 8 мажлисов и одного хилвата («уединение»)- эпилога. В каждом из них содержится информация о творчестве писателей.

Например, о Шарофиддин али Яздий, о Пахлавон Мухаммаде, о хокиме Самарканда Ахмаде Хожибеке, который писал стихи под псевдонимом Вафой и который был учеником приемником Бади у Замона, однажды Навоий позвал его и дал совет, что его творчеству подходит псевдоним Замоний. Этот талантливый поэт и государственный деятель последовал советам Навоий. Еще Навои рассказывает о Мавлоно Яхё Сайбаке, у которого были 4 псевдонима. В начале творчества писал под псевдонимом Туффоний, а затем Фаттохий, Хуморий и Асрорий [1].

Одну главу антологии он посвятил темуридам, которые хоть и не писали стихи, но тонко разбирались в них и сами где нужно отвечали стихами. Он приводит примеры из их речей. Откуда нам становится известно о том, как сам Амир Темура, Шохрух мирзо, Улугбек, его сын Абдулатиф и другие потомки Тимура разбирались в литературе и в науке. Он отмечает, как такой деятель как Абдулатиф мог стать виновником смерти отца.

Восьмую главу он посвятил Хусейну Бойкаро. В первых главах он рассказывает о произведениях писателей, которых он знал наизусть с 5 и 6 лет. О красоте и изяществе стихов Косим Анвора (1356-1434). Пишет о Мавлоно Хусейне Хоразмий, который был учеником жившего в 14 и 15 веках ученого и музыковеда Хужа Абдулвафо Хоразмий. Навоий, высоко оценивая труды Мавлоно Хусейна Хоразмий, пишет и о том, как во времена правления Шохрух Мирзо за один газель был обвинен безбожником -кофиром и сослан из Хорезма в Хирий.

Он призывает поэтов сочинять стихи и на родном тюркском языке. Поддерживает творчество 40 поэтов, которые пишут на двух языках, на персидско-таджикском и тюркском. Анализирует творчество Хусейна Муаммой, Хилолий; поэта-ремесленника из Самарканда- Ховарий, Сайфий- настоящее имя Мир Ёдгорбек; Мажнуний Балхий, писателей, которые писали и на фарси, таджикском, и на узбекском языках Амирий, Ҳожи Абдулҳасан, Тархоний, Яқиний, Шайхим Суҳайлий, Мавлоно Қутбий, Мавлоно Ҳожи Абдулҳасан, Мавлоно Налмий (в первом мажлисе («собрании»), Мавлоно Лутфий, Мавлоно Отойи, Мавлоно Муқимий, Мавлоно Саккокий, Мирҳожи Суғдий Самарқандий, Мирзобек(во втором мажлисе); Мавлоно Шавқий, Мавлоно Гадоий (в третьем мажлисе) и пишет об их тахаллусах, о духовно- просветительских взглядах, моральных качествах каждого поэта. Где нужно резко критикует некоторых из них, например, о Мавлоно Хуррабий и Мавлоно Осафий, пишет, что Хуррабий был высокомерным, грубым и не прижился в Хорасане, уехал в Ирак, был в Мекке и Медине и вернулся еще более грубым и высокомерным, что трудно языком и пером описать [2].

Он даже резко отзывается об одном поэте, который выбрал себе тахаллус Али. Он говорит, что он был немного сумасшедшим и взял себе псевдонимом имя такого известного своими трудами и на Востоке, и на Западе человека как Абу Али ибн Сина, если бы он не был сумасшедшим, то не выбрал бы имя Али. Этим он показывает свое отношение к тахаллусам, что они должны соответствовать тому, как они пишут и о чем они пишут.

Навои ещё пишет, как он был против плагиатства. Как он сам выбирал поэтов беседуя с ними и только после этого они допускались к собраниям поэтов у правителей.

Он также приводит отрывки из бесед, из мажлисов поэтов, которую он называет нафислар мажлиси, то есть собрание изящных, ценителей поэзии. Книга написана простым языком, которую и читать можно было легко. Она была издана 1491 году и еще раз переработана и дополнена в 1498 году. Во введении он пишет, что в книге

рассматриваются творчество 459 писателей и людей причастных к поэзии с 1438 по 1498 годы, жившие в 15 веке в Мавороуннахре и Хорасане. Книга переведена на многие языки мира и хранится в музеях Вены, Санкт-Петербурга, Турции и т.д.

Если в библиографиях русских французских писателей даётся только псевдонимы и настоящие имена, то в тазкирах антологиях узбекских писателей даётся сведения о самом писателе, характеристика и анализ его произведений.

Работу А.Навоий на тюркском языке продолжил Давлатшоҳ Самаркандий своей тазкирой «Тазкират уш-шуаро» («Жизнеописания поэтов»), (сведения о 320 поэтах), (1488г.); Ходжа Бахауддин Хасан Нисорий(псевдоним) своим произведением «Музакири Ахбоб» («Дустлар зикрида») (написано в 1566–1567 гг.). Работа посвящена Ходже Мухаммаду Исламу (1493-1563), одному из джуйборских ходжей, и дает краткую информацию о 261 тюркоязычном поэте, проживавшем в Бухаре в первой половине XVI века; [3]Султанмухаммада Мутриби в своей «Тазкират уш-шуаро», составленном в 1604 - 1605 гг., дает информацию о 320 писателях. Он также создал в 1627 году тазкиру «Нусхайи зебонии Жаҳонгир», где сообщил о 300 с большим эмигрантах поэтах из Мовароуннахра; в 1692 году Малехо Самарканди создал антологию «Музакири асҳоб». Он содержит информацию о 160 поэтах; Фазлий Намангани в тазкири «Маджмуаи шоирон» (1821 год) даёт информацию о 101 поэте; кори Рахматуллоҳ Возеҳ в своей тазкири «Тухфат ул-аҳбоб» (1871г.)даёт определенное имя около 145 поэтов.

Изучая историю тазкиризма в первой половине XVI-XIX вв. приходим к следующему выводу:

1. Созданные в этот период тазкиры продолжили традицию навоийского «Мажолис ун-нафойс».

2. Писатели улучшили тазкиризм. Они внесли в него различные новшества и еще больше повысили их научную ценность. В этом отношении деятельность Мутриби является образцовой.

3. Данные сведения о культурной жизни, о литературной среде в тазкирах ценны тем, что не встречаются в других источниках, также пробуждают целостное воображение того периода [3].

Тазкиры дают информацию и о том, как в прошлом при правителях стран Востока организовывались поэтические вечера, упоминаются как высшие собрания, что в арабских халифатах (661–945), во дворцах правящих династий Востока: Саманидов (875–999), Газневидов (977–1186), Гуридов (1148–1215), Бувайхидов (932–1062), Сельджукидов (1038–1048), Караханидов (942–1212), а также Темуридов (1370–1506) проводились выше упоминавшиеся поэтические вечера, и на этих собраниях во множестве участвовали поэты. Имеются различные сведения о проведённых литературных вечерах с глубокой древности вплоть до периода Средневекового Востока. Литературные собрания периода Темуридов являются продолжением именно такой древней традиции в этом направлении.

Собрания широко распространённые в период Темуридов условно можно разделить на следующие виды: собрания улемов, беседы духовных наставников (шейхов); собрания, посвящённые хадисам; собрания по чтению проповедей; вечер радения; пирушки гуляк; поэтические вечера султанов; собрания поэтов; вечера решения загадок; собрания по игре в шатранж; вечера рассказов; обрядовые собрания; вечера чтения книг.

При всех темуридских правителях устраивались поэтические вечера с участием поэтов. Поэтические вечера играли важную роль в получении известности, формировании людей поэзии и создании неповторимых произведений. В период Темуридов, особенно в Герате при Навоий, с участием зрелых писцов загадок

устраивались собрания по решению загадок. Кроме этого, проводились и собрания по шатранжу [4]. Устраивались также вечера рассказов [5]. О вечерах рассказов при Амуре Темуре оставил свои записи Ибн Арабшах в своём произведении "Ажойиб ал-макдур фи тарих"[6].

Антологии являются бесценным материалом для изучения прошлого, также они свидетельствуют о том какими тонкими наблюдателями, учителями, наставниками были наши предки, у которых мы должны учиться и изучать то богатство, которые они нам оставили и передать следующему поколению.

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MILITARY GALLICISMS AND THEIR SEMANTIC FEATURES

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Annotation. The article is about analysis of gallicisms, since most of them are part of military idioms. Examples of gallicisms that have become part of military phraseological units are also given, examples of gallicisms that have become part of the English military vocabulary are considered. An analysis of the borrowed military vocabulary of the English language, formed by affixation, is carried out.

Key words: analysis, gallicisms military phraseological units, terms, military vocabulary

Phraseological units of military discourse are more related to professional vocabulary than to terms. They can name military actions and objects, going beyond science and technology. One and the same military object can be nominated both by a military term and a military phraseology. The very first military FEs arose in English to nominate the organization of the armed forces. These were the names of military units and units: Alexander Hamilton's Cannoneers - "Alexander Hamilton's gunners" - the name of the first artillery battalion of the fifth training regiment; aviation brigade – army aviation brigade; divisional engineer brigade – engineering brigade of the division; combat electronic warfare and intelligence battalion – a battalion of (military) reconnaissance and electronic warfare, etc.

Military terminology occupies a special place in modern linguistics. A separate group is formed by the so-called military Gallicisms, i.e. terms formed on the basis of French or Latin words. Gallicism is a word or expression borrowed from the French language, as well as figures of speech, built on the model or under the influence of the French language [Krysin L.P., 2008;175].

Among the English military vocabulary, there are words borrowed from French, Latin, Greek, and Italian [Mukhamedova L.J., 2021; 27].

In this study, Gallicisms are involved in the analysis, since most of them are part of military phraseological units. Gallicisms played a particularly important role in the formation of a number of English military terms and expressions. Gallicisms became part of military terms, undergoing changes in phonetic, semantic and morphological phenomena. Gallicisms are mainly related to military documents, actions, and relationships. They are considered affix-free terms (not formed by affixation) in English military vocabulary. Here are examples of Gallicisms included in military phraseological units:

to defend – to protect;
to fight – to fight, to fight, to fight;
hero – hero, etc.

Let's consider examples of Gallicisms included in the English military vocabulary:

aerodynamics;
cyclotron – cyclotron;
micrometer – micrometer, etc.

The above words related to the military theme contain lexemes of French and Greek etymology: aero is a French word; cyclo is a Greek word and micro is a Greek word.

In the military vocabulary of the English language, a large number of words borrowed from other languages have been revealed. Some stable English phrases go back to the French origin: troop commander, staff sergeant, etc. Such expressions have retained their grammatical form, but have undergone phonetic changes and are pronounced according to the rules of English phonetics. As can be seen, the above examples have full equivalents in the Uzbek language, which arose by tracing or semi-calqueing. Let us recall that full equivalents coincide both in grammatical form (compositional structure and model of education) and in semantic content.

Even such words as war, military, army, battle, victory, strength, winner, conquer, etc., were also borrowed from French in the period of the XII-XIV centuries. And the war between England and France in 1337-1453 replenished the English language with new words on military themes. For example, over the years, the English vocabulary has been replenished with new words and expressions of French origin. Among them, we will list the following: admiral, prisoner, prisoner, captain, lieutenant, safeguard, surrender, etc.

Especially many borrowings of a military nature entered the English language during the formation of the new English language. These are the following words: maneuver, combat, navy, division, bomb, military, uniform, heroism, colonel, etc.

It should be noted that the French words that entered the military vocabulary of the English language underwent phonological changes. In the following examples, the words on the left are French, and the words on the right are English, formed on the basis of French words:

aeroplane – aeroplane
attaque – attack
bombe – bomb
balle – bullet
capitaine – captain
heroisme – heroism
triomphe – triumph
pistolet – pistol etc.

The above words differ not only in spelling, but also in pronunciation, i.e. French loanwords have adopted the phonetic rules of the English language. They also underwent the phenomena of adaptation and assimilation.

If we subdivide the phraseological units of the military sphere of use according to the classification proposed by A.V. Kunin, then subgroups of idiomatic, idiophraseomatic and phraseomatic essence are formed. The group of idiomatic phraseological units includes stable combinations of words, the meaning of which is fully or partially rethought.

Among them there may be the following types of phraseological units: nominative phraseological units, which, in turn, include substantive, adjective, adverbial and prepositional phraseological units; nominative and nominative-communicative phraseological units formed from verbal expressions; interjectional and modal phraseological units; proverbial phraseological units widely used in speech communication [Kunin A.V., 2005; 296-432].

A large group of phraseological units of the military sphere consists of substantive phraseological units. They name various objects according to their function and correlate with the main component expressed by a noun, which is an independent component and determines the function of the phraseological unit in the form of a sentence member [Teliya V.N., 1998; 9]. Usually, substantive phraseological units are formed on the basis of metaphorical or metonymic transformations. Such expressions are used for designation or evaluation.

Military phraseological units may contain a component directly related to the military sphere and not contain it at all. Let's prove the expressed idea with examples:

FE companion (comrade) in arms (comrade-in-arms, comrade-in-arms) includes such a component as arms (weapons) and therefore easily acquires a military meaning.

The idiom a red coat (English soldier) does not contain military vocabulary, but acquires a military meaning on the basis of metonymic reinterpretation. The literal translation of the expression is: "red coat", "red uniform". Thus, the metonymy is clothing, namely the red uniform worn by English soldiers. The meaning of the FE a blue coat – soldier, sailor (according to the blue color of the soldiers-sailors' clothes) is realized in a similar way. The phraseological unit a brass hat, as you can see, does not contain military professional vocabulary, but implements a military meaning: senior officer, staff "rank". These idioms are purely national, since they are associated with the clothing of English servicemen, so it is inappropriate to select Uzbek equivalents for them, the meaning of which will be very incomprehensible to native speakers of the Uzbek language.

Among military phraseological units there are expressions with an onomastic component. Often such idioms realize their meaning on the basis of metaphorical rethinking. For example, the name of the underground nuclear explosion is Danny Boy, the name of the military maneuver is Desert Strike, etc. One of the features of the naming of military units of the English army is that in the corps of proper names there is a whole group of two-component compound names, each of which in its own way correlates with the denotation and has a different nominative meaning: East Kent Regiment - East Kent Regiment; East Surrey Regiment – East Surrey Regiment, etc. Such expressions are found only in English.

A negative assessment is conveyed in the semantics of the FE the dogs of war – the horror of war; an awkward squad – Recruit Platoon, Clumsy Platoon, Unsuccessful Platoon.

A positive attitude is felt in the phraseological units that characterize courageous warriors: (old warrior) – experienced warrior, shot sparrow; Big Brass - generals, generals, high-ranking military, high command.

Phraseological turns of phrase containing military vocabulary do not always name objects or phenomena related to the military sphere. For example, the following English expressions expand the boundaries of use due to the fact that they nominate people who are not related to this sphere: colonel Chinstrap – a cheerful person, a lover of drinking; Big Gun is an important person, a boss, a "bigwig".

It should be noted that anthroponyms are widely used in the composition of military phraseological units of the English language: G.I. Jane – military servicewoman (rank-and-file); G.I. Joe is a private (soldier).

In English, military expressions with a toponymic component have been found, for example: Buffs Royal East Kent Regiment – Royal East Kent Regiment "Buffs". The following idiom contains the name of the monarchical hierarchy in the possessive case and toponymic attributive names: Duke of Edinburgh's Royal Regiment; Princess Mary's Own. The symbolism of color is present in military fixed phrases, in most cases, to indicate the color of clothing (military uniform): Blues and Royals (blue - blue color). Of interest are the military units of the British army, called Large Regiments.

Adjective phraseological units act in a sentence as a definition or a nominal qualitative characteristics: quick on the trigger – impulsive, quickly reacting; armed to the teeth – armed to the teeth; low on amps and voltage – a lack of initiative, a stupid person.

Thus, from the point of view of structure and semantic content, military phraseological units can be divided into idiomatizations, idiophraseomatizations and phraseomatizations. Idiomatizations and idiophraseomatizations of the military sphere are mainly substantive and verbal phraseological units, which are the most numerous phrases in any language.

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MERONIM (PARTONIM) NING SEMANTIK TUZILISHI VA O'ZIGA XOS XUSUSIYATLARI

Rahmonova Surayyo Ne'matovna

Boysun tumani Maktabgacha va maktab ta'limi bo'limi xodimi

Til tizimidagi semantik ierarxik aloqadorlikni ta'minlovchi, butun va qismga asoslangan, barcha tillarda universallik hosil qiluvchi leksik birliklar meronimlardir.[1] Meronimik aloqa Y ning bir qismi sifatidagi X ni nazarda tutadi. Masalan: quloq so'zi nemis tilida Ohr, ingliz tilida ear kabi. Meronim (inglizcha meronymy) hodisalarning meronimiya va holonimiya munosabatlariga asoslangan tasnifidir. Meronimlar ba'zida partonimlar deb ham ataladi. Meronimlarni o'xshashlikka asoslangan "taksonimlik"dan ajratish kerakdir.

Meronimiya (partonimiya) atamasi o'zbek tilshunosligida hamda Yevropa tilshunosligida ham yangi yo'nalish termini sanalib, ilmiy adabiyotlarda ilk marta Sistem leksikologiyasi tezislarida uchraydi. [2:40] Partonim-butunning qismini izohlovchi leksik birliklardir.

Ana'anaviy tilshunoslikdagi leksemalarning ichki va tashqi tomondagi yirik munosabat turlari hisoblanmish omonimlik, sinonimlik, antonimlikdan farqli holda, sistem-struktur tilshunoslikda ma'noviy munosabatlarning giponimiya (tur-jins), partonimiya (butun-bo'lak), graduonimiya (darajalanish), ierarxonimiya (pog'onalanish) kabi jihatlariga e'tibor qaratiladi.

Sistem-struktur yo'nalishdagi izlanishlar tadqiqini to'laqonli ochib berish maqsadida graduonimiya hodisasini O.Bozorov, Sh.Orifjonova; partonimiya hodisasi B.Qilichev, giponimiya hodisasi R.Safarovlar tomonidan keng ko'lamda tadqiq qilinmoqda. [3]

G'arb tilshunosligida Jon Rey, Karl Linney, Charlz Darvin kabi botanik olimlar tomonidan o'simliklar va hayvonlar sistemasiga kiritilgan jins-tur munosabati keyinchalik til birliklariga nisbatan ham qo'llanila boshladi. [4:136] 1968 yilda ingliz olimi Dj.Layonz giponimiya, giperonim, giponim so'zlarini jins-tur munosabatini ifodalovchi atamalar sifatida tilshunoslikka olib kirdi hamda 1977 yilda Londonda giponimiya hodisasini to'liq gavdalantiruvchi "semantika" kitobini chop etdi.

Giponimiya-lug'at boyligidagi leksemalarning pog'onalai aloqasidan kelib chiqadigan semantik munosabat. Unda torroq tushuncha yoki ma'no ifodalayotgan leksemalar kengroq tushuncha yoki ma'no ifodalayotgan leksemalar bilan tur (giponim) va jins (giperonim) aloqasida bo'ladi. Masalan: Hayvon giponimi yana boshqa giponimlarga bo'linishi mumkin: uy hayvonlari, yovvoyi hayvonlar kabi. Yovvoyi hayvonlarning gipernomlari yo'lbars, maymun, sirtlon, echkiemar va hokozo. O'simlik giponimi daraxt, gul, boshqoqli o'simliklar kabi boshqa giponimlarga ajraladi. Daraxt giponimi esa-olma, behi, terak, tol, sada, bereza kabi giperonimlarga ajraladi.

Graduonimiya-leksemalarning ma'no guruhlarida a'zolarida u yoki bu belgilarning darajalanishidir. Masalan: go'dak, bola, o'spirin, yigit, kishi, erkak, chol kabi yoki yalinmoq, yolvormoq; baqirmoq-chinqirmoq kabi. Dunyo tilshunosligida graduonimiya hodisasi J.Lokk, E.Sepir, D.Bolinjer, Y.D.Apresyan, Y.S.Stepanov, L.N.Tolstoy, I.V.Chervenkova, T.N.Grigorenko kabi olimlar tomonidan, o'zbek tilshunosligida esa S.G'iyosov, E.Begmatov, H.Ne'matov, R.Rasulov, R.Safarova, M.Narziyeva, M.Fayzullayevlar tomonidan ko'rib chiqilgan. [5]

Semantik maydonlarga ajratish chog'ida leksemalarning shakliy o'xshashligi muhim emas, ularning qanday ma'no anglatayotganligi ketma-ketlik munosabati orqali oydinlashadi. Xolomeronimiya va partonimiyaning giper-giponim uyadan farqi shundaki, giponimiyada maydonning bir uzvi (a'zosi) boshqalariga nisbatan qarama-qarshi qo'yilib, ular o'rtasidagi ma'no munosabatlari aniqlansa, partonimiyada alohida olingan uzv (a'zo)ning uni tashkil qilayotgan ichki a'zolari bilan munosabati masalasi o'rtaga tashlanadi. Masalan: kostyum yeng, yoqa, tugma, yon cho'ntak, ko'krak cho'ntak, o'g'ri cho'ntak, etak, jiyak, astar kabi bo'lak kabi qismlarni tashkil etadi. A.Sobirov partonimiya hodisasida partonim atamasi faqat bo'lakka nisbatan olingan deb hisoblaydi hamda M.V.Nikitin tomonidan butun va bo'lakni ifodalash uchun taklif qilingan xolonim va meronim atamalaridan foydalanish kerakligini ta'kidlaydi.

B.Qilichev holo-meronimiya asosan moddiy predmetlarni tashkil etuvchi butun-bo'laklarga nisbatan ishlatiladi. Ular nafaqat ot so'z turkumi, balki fe'l, son, ravish, sifat so'z turkumlarida ham uchraydi. Har bir holo-meronimik paradigma o'ziga xos maydon sanaladi. Bu maydon tor yoki keng qamrovli bo'lishi mumkin.

Ye.Vinston, R.Chaffin, D.Germann butun bilan bo'lak o'rtasidagi munosabat tabiatini tavsiflovchi funksional belgilar, o'lchov va alohidalanish xususiyatlarining uch turini ajratadi. [6:444]

1. Funksional qismlar fazoviy holat va vaqt vaziyatida vazifasi bilan chegaralangan bo'ladi. Dastali piyola (chashka) tutqichi ushlash vazifasini bajarsa, joyning chegaralangan qismida joylashishi mumkin.

2. Gomeo o'lchovli qismlar butun mansub bo'lgan turni ifodalaydi, ya'ni qismlar butunga aynan o'xshaydi yoki o'zi mansub butunga to'g'ridan-to'g'ri tegishli bo'ladi. Masalan: ushoq-non, bo'lak-tort kabi.

3. Alohida olingan qismlar butundan nisbatan ayri holda turadi. Tortma-stol (tortmani stoldan ajratish mumkin), tutqich-chashka (tutqichni chashkadan ajratib bo'lmaydi).

Ushbu uch belgi kombinatsiyasi asosida qism va butun munosabati yuzaga kelishining olti turini ajratishimiz mumkin.

1. Komponent/yaxlit obyekt: yaxlit obyektlar tuzilishi bilan ajralib turadi, ularning tarkibiy qismlari alohidalanadi va maxsus funktsionallikka ega. Gildiraklar-avtomobil qismi, fonologiya-tilshunoslikning bir qismi.

2. A'zo/to'plam. A'zolar butuniga nisbatan hech qanday funksionala rol o'ynamaydi, ularni ajratish mumkin. Daraxt-o'rmonning bir qismi, kema-flot.

3. Muayyan miqdor/massa: Butun holat gomogen (bir xil) agregat hisoblanadi va uning qismlari o'z butuniga o'xshaydi. Bir bo'lak-bu pirog bo'lagi.

4. Material/obyekt: obyekt ishlab chiqarilgan material obyektidan ajralib turmaydi, funksional rolga ega emas va gomeomerik emas: Po'lat-velosipedning bir qismi.

5. Faza/faoliyat (jarayon): faza tarkibiy qism sifatida funksional rolga ega, lekin uni ajratib bo'lmaydi: qoshiq-ovqatlanish jarayonining bir qismi, yutish-ovqatlanish jarayonining bir qismi.

6. Joy/o'rin: bir qismi gomeomerik, chunki fazoviy mintaqaning har bir qismi butun bir mintaqaga o'xshaydi, lekin ajratilmaydi: voha-cho'lining bir qismi, Toshkent-O'zbekiston.

Yana bir tilshunos olim D.Kolodko R.Chaffinning tasnifini quyidagi tarkibiy semantik guruhlar bilan to'ldiradi.

1. Obyekt-komponent (object-component) artefakt (inson) tomonidan yaratilgan, tabiiy emas)ning o'z komponentlari bilan o'zaro bog'langan xolonim-artefakt va partonimlarni o'z ichiga oladi. Ushbu tur quyidagi ichki semantik turlarga ega: 1. Oddiy artefakt-komponent (xolonim oz qismli elementar obyektни bildiradi): qadah-tutqich yoki dasta; choynak-burun; vilka-tirnoq; pichoq-qin; stol-oyoq; stul-suyanchiq kabi.

2. Murakkab artefakt-komponent (xolonim multi funksiyali ko'p komponentlardan tashkil topgan murakkab obyektни bildiradi): telefon-siferblat (raqam terish doirasi); kompyuter-klavatura; magnitafon-lenta; kamera-oina; velosiped-pedal va h.k.

3. Tirik tabiat voqealari-komponent (bu kichik tip "o'simliklar" va "hayvonlar" semantik maydonlari, shuningdek, somatizmlarga tegishli leksemalar asosida hosil qilingan): daraxt-shox; archa-g'udda; qarag'ay-igna; qayin-sharbat; mushuk-dum; it-quloq; bosh-ko'z.

4. Xona-unga xos obyekt (partonimlar xolonimlar sifatida belgilangan xonalarda o'ziga xos funksiyalarini bajaradigan obyektlarni bildiradi): ofis-kompyuter; oshxona-gaz plitasi; yotoqxona-yotoq mebeli; hammom-dush; auditoriya-minbar.

5. Asar-tarkibiy qism (bu kichik tur har xil turdagi bosma materiallar va ularning tarkibiy qismlarining nomlarini birlashtiradi): kitob-bob; jurnal-bo'lim, avtoreferat-paragraf; ijodiy ish-parcha; she'r-misra.

6. Asar-ma'naviy qism (bu kichik tur avvalgisidan farq qiladi, chunki partonimlar asar mohiyatining elementlarini bildiradi): insho-xotima, matn-lirik chekinish, ish-bu tanaffus, kurs ishi-kirish, maqola, xulosa kabi. [7:214]

Xulosa

Xulosa o'rnida aytishimiz mumkinki, o'zbek tili lug'at qatlami turli tarkibiy semantik mazmun kasb etuvchi so'zlardan tashkil topgan bo'lib, ushbu so'zlar tarkibida meronim (partonim) so'zlar ham katta qismni tashkil etadi. O'zbek tilining izohli lug'atidagi meronim (partonim)larni tahlil qilish jarayonida ular turli sohaga aloqador so'zlar ekanligi aniqlandi va dunyo tilshunos-olimlari nuqtai-nazariga e'tibor qilgan holda ularning leksik-semantik tasnifini yanada kengroq yoritishimiz mumkin.

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ONOMASTIK BIRLIKLAR LINGVOFOLKLORISTIK XUSUSIYATLARI

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Annotatsiya. Ushbu maqolada lingvofolkloristika sohasining alohida bir bo'limi folklor onomastikasi xususida bahs boradi. Ma'lumki, folklor asarlarda o'zbek xalqi va tiliga xos atoqli otlarning barcha tiplari: antroponimlar, mifonimlar, toponimlar, gidronimlar, oronimlar, zoonimlar, etnonimlar faol qo'llangan. Mazkur onomastik birliklarni to'plash, o'rganish va tasnif qilish o'zbek xalqining yashash tarzi, urf-odatlar, an'analar mahsuli sifatida xalqimizning tarixi, tili, madaniyati hamda etnografiyasi haqida boy ma'lumotlarni beradi, tilshunoslikka oid manbalarni boyitadi.

Kalit so'zlar: lingvofolkloristika, xalq og'zaki ijodi, folklor onomastikasi, folkloronim, Alomish, Yortiboy.

Folklor asarlarda lingvistik hodisalarni tahlil etish va bu tilshunoslikda yangi yo'nalishning yuzaga kelishiga zamin hozirlashi A.A.Potebni, A.N.Veselovskiy, P.G.Bogatyryova, A.P.Evgeniyeva, I.O.Ossovetskiy tomonidan folklor tiliga yangicha yondashuvlar kerakligini aniq belgilab berdi, bu hol tadqiqotchilarni xalq og'zaki ijodi tili hodisalarini integratsiyalashgan tahlil qilish zarurligini anglashga olib keldi. Xalq og'zaki ijodining poetik xususiyatlari masalasi har qaysi davrda ilm-fanning eng asosiy qiziqishlari doirasida bo'lib kelgan. Folklor asarlarning janriy xususiyatlarini o'rganish, ularni tahlil etishga bo'lgan qiziqishlar natijasi o'laroq xalq og'zaki ijodining leksik-semantik, stilistik xususiyatlarini tahlil qilish zaruratini paydo qildi. Ana shu ehtiyoj natijasi o'laroq, tilshunoslikning yangi yo'nalishi sifatida lingvofolkloristika yuzaga keldi [1:35-44].

1974-yilda A.T.Xrolenkoning "Lingvofolkloristika muammolari. Folklor tilini o'rganish", "Lingvofolkloristika nima?" nomli maqolalari nashr etildi, ularda lingvofolkloristika termini yangi ilmiy fan nomi sifatida qo'llandi, ilmiy muomalaga kiritildi va hozirgacha faol qo'llanmoqda [3]. Olim tomonidan muvaffaqiyatli tarzda fanga kiritilgan lingvofolkloristika termini bevosita o'rganish obyekti folklor matni bo'lgan tadqiqot sohasini ifodalaydi va uning eng muhim lingvistik vazifasi – folklor asarlari tilini o'rganishdir. Taklif qilingan termin og'zaki-she'riy nutqni o'rganishga folklor asari tarkibida lingvistik strukturaning o'rni va funksiyasini aniqlash, lingvofolkloristik tadqiqot usullaridan foydalangan holda yondashuvning mohiyatini anglatdi [4].

Jahon va o'zbek tilshunosligida badiiy va folklor asarlari tadqiqiga bag'ishlangan bir necha tadqiqotlar amalga oshirilgan. Xususan, jahon tilshunosligida, ya'ni rus tilshunosligida badiiy matn hamda folklor asarlar tarkibidagi onomastik birliklarni o'rganish borasida G.Y.Sizranovning "Poetik onomastika", "Badiiy matnning onomastik makonda o'rganilishi", V.A.Nikonovning "Ism va jamiyat", G.A.Xaburgayev "O'tgan yillar ertagi" etnonimiyasi singari tadqiqotlar amalga oshirilgan bo'lsa, S.I.Zinin, N.I.Zubov, Y.A.Karpenko, V.I.Suprun, L.V.Shulunova, T.D.Suslova, O.I.Fonyakova, G.A.Xaburgayev, A.A.Novichkov, V.V.Anisimovlarning tadqiqotlarida esa onomastik birliklarning har xil turlari tahlilga tortilgan.

B.Yunusova tadqiqotida lingvofolkloristika termini A.T.Xrolenko tomonidan ilmiy muomalaga kiritgani va hozirgacha faol qo'llanmoqdaligini, rus lingvofolkloristikasining paydo bo'lishi va shakllanishiga V.Y.Proppa, A.Yevgenyeva, A.Desnitskaya, P.Bogatiryov, I.Ossovetskiy, D.Lixachev, S.G.Lazutin, S.Y.Nikitina, A.T.Xrolenko, Y.B.Artyomenko va boshqalarning folklor tili tadqiqiga doir yondashuvlari asos bo'lganini ta'kidlangan [5].

O'zbek tilshunosligida lingvofolkloristika terminini birinchilardan bo'lib amaliyotga qo'llagan B.Yunusova: "o'zbek tilshunosligida lingvofolkloristika termini amaliyotda qo'llanmagan bo'lsa-da, mazkur soha o'zbek tilshunosligida 50-60-yillarda shakllangan", deb xulosalaydi hamda bu sohada Sh.Shoabdurahmonovning "Ravshan" dostoni badiiy tiliga oid nomzodlik dissertatsiyasi ilk tadqiqot ekanligini ta'kidlaydi [5] va lingvofolkloristika maqsadi va vazifasi hamda yo'nalishiga ko'ra quyidagi bo'limlarni o'z ichiga olishini ko'rsatib o'tadi: 1) folklor fonetikasi; 2) folklor leksikologiyasi; 3) folklor frazeologiyasi va paremiologiyasi; 4) folklor dialektologiyasi; 5) folklor grammatikasi; 6) folklor uslubiyati; 7) folklor leksikografiyasi [5]; 8) folklor onomastikasi [6] kabi.

B.Yunusova o'zbek lingvofolkloristikasidagi tadqiqotlarni yo'nalishiga ko'ra quyidagicha tasniflash va tavsiflash mumkinligini ko'rsatgan: 1) folklor asarlari leksikasiga doir tadqiqotlar; 2) folklor asarlari onomastikasiga doir tadqiqotlar; 3) folklor asarlari sintaksisiga doir tadqiqotlar; 4) folklor asarlari uslubiyati va lingvopoetikasiga doir tadqiqotlar kabi.

O'zbek tilshunosligida B.Yunusova xalq dostonlarining lingvofolkloristik jihatini tadqiq qilgan, unga qadar ayni shu yo'nalish asosida folklor asarlardagi nomlar tadqiq etilmagan. Tadqiqot ishida "Alpomish"dagi onomastik birliklarni o'rganish borasida ayrim ishlarga munosabat bildirilgan hamda onomastik birliklar haqida qimmatli mulohazalar keltirilgan. Olimaning ilmiy izlanishlaridan shunday xulosaga kelish mumkinki, folklor asarlari onomastikasiga doir tadqiqotlarni folklor onomastikasi (onomafolkloristika) o'rganadi.

F.Rajabov: "folklor onomastikasi (onomafolkloristika) sohasining tadqiqot birligi folkloronimlar hisoblanadi. Folkloronimlar – xalq og'zaki ijodi janrlarida keltirilgan onomastik birliklar (antroponim, toponim, zoonim, fitonim va boshqalar) deyish mumkin", deyilgan. Va maqolada folklor onomastikasi (onomafolkloristika) tadqiqi bilan aloqador ayrim terminlar: folklor onomastikasi (onomafolkloristika), folkloronim, antrofolkloronim, topofolkloronim, zoofolkloronim, deofolkloronim, antromifofolkloronim, mifozoofolkloronim, mifodeofolkloronim, mifoantrofolkloro-nimlar, mifotopofolkloronim, urbandeofolkloronimlar kabilarga izoh berilgan [6].

Islomgacha bo'lgan davrda ham ota-bobolarimiz ism qo'yishning o'ziga xos "tizimini" ishlab chiqishgani va unga amal qilishganini xalq og'zaki ijodi namunalaridan bilamiz. "Chunonchi, ibtidoiy jamoa va urug'chilik davrida ijod qilingan turkiy ismlarda ko'proq botirlik, jasurlik ramzi bo'lgan tushunchalar; chaqaloqning hayoti, uning sog'lig'i, ulg'ayishini orzu qilish bilan aloqador tasavvurlar; go'zallik, o'ktamlilik, chevarlik bilan bog'liq estetik qarashlar; xo'jalikning ko'p qirrali tomonlarini ifoda etuvchi tushunchalar yetakchi o'rin tutgan. Mana shunday ismlarning bir qismi o'zbek tilida hozirda ham saqlanib qolgan: Alpon, Arig' (go'zal ma'nosida), Arslon, Burgutboy, Yo'lbars, Kumushoy, Lochin, Oyarig', Oygul, Oyxon, Ulg'ay, Unsun, Tirkash, Tursun, To'xta, Ergash, Erkin, O'lmas, Quvondiq, Qoplon, Qanotboy, Yursin, Yursinoy, Qilichboy va boshqalar" [7]. Bilamizki, bunday atoqli otlar, albatta, folklor asarlar orqali yetib kelgan.

Xalq og'zaki ijodi namunalaridagi onomastik birliklarning lingvofolkloristik xususiyatlarini o'rganish, ma'lum bir millatning etnik, tarixiy, geografik, ma'naviy, madaniy, ruhiy, milliy an'ana va mentalitetlari bilan tanishishga sababchi bo'ladi. Va folklor asardagi nomlar orqali xalqning dardi va orzu-armonlari namoyon bo'ladi. A.Nurmonov ta'kidlaganidek: "Folklor asarlarda qahramonlarning xarakteriga mos ism tanlashga harakat qilingan. Masalan, "Tohir va Zuhro" dostonida Tohir – pokiza, nuqsonsiz; Zuhro – nurli, ko'rkam; niyati qora bo'lgan qahramonga esa Qorabotir kabi. Ko'rinadiki, ism insonning o'z zurriyotiga bo'lgan orzu-

niyatining debochasi, folklor asarlarda esa qahramon xarakteriga ishoradir. Demak, ismda gap ko'p. Ismning tilsimini ochish, ma'nolarini belgilab berish katta amaliy ahamiyatga ega" [8].

Xalq og'zaki ijodining bebaho durdonasi, ajdodlarimizning o'ziga xos ism qo'yish tamoyili aks etgan "Alpomish" dostonida ham onomastik birlar o'ziga xos tarzda tanlangani ma'lum. Boybo'ta Do'stqorayev "Alpomish" matnining jilolari" nomli maqolasida dostonidagi ismlarga alohida to'xtaladi: "O'g'il bolalarga katta niyat bilan ulug', ulkan narsa yoki kuchli mavjudotlarning otlari qo'yilgan. Yoxud yosh jonivorlarni anglatuvchi ismlarni tanlashgan. Negaki har qanday jonzotning kichigi "shirin", yoqimli ko'rinadi. Dostonda Olpinbiy, Dobonbiy, Boybo'ri, Boysari degan turkiy nomlar uchraydi. Olpinbiy asli bahodir, polvon degan ma'noni anglatuvchi "alp" va katta ma'nosini beruvchi qo'shimcha "mon"dan tashkil topgan, "Alpmon" so'ziga qo'shilgan "biy" esa turkiy qavmlarda "qozi" yoxud "oqsoqol" ma'nolarini bildirgan". Olim doston qahramonlaridan Dobonbiy, Ko'kaman, Alpomish ismlarining ma'nosini shu tarzda izohlaydi: "Dobonbiy "dev" va "mon" o'zaklaridan tarkib topgan. "Ulkan dev" degani. ("Dev" o'zagi tovush o'zgarishiga uchrab "dob" tarziga kelgan, "mon"ning "m" tovushi talaffuzda tushib qoldirilgan). "Ko'kaman" so'zida ham shunday holatni ko'rish mumkin. "Ko'ka" so'zi ko'ksdan olingan bo'lib, "ko'krak, yurak" ma'nolarini bildiradi. Ko'kaman (ko'kamon) "yuragi katta" degani. Alpomish so'zini ham "alp", "mon" va "mish" kabi o'zak hamda qo'shimchalarga bo'lish mumkin" [9].

B.Do'stqorayev yuqorida qayd etilgan maqolasida Yortiboy ismi haqida "unda qandaydir nuqson mavjud. Shuning uchun uning ismi "yarim", degan ma'noni bildiradi, - deyilgan. Demak, xalq og'zaki ijodi namunalarida qahramon ismlariga muayyan badiiy maqsad yuklatilishi an'anaviy jarayondir.

Antroponimlarning til lug'at tizimidagi o'rni mavzusida tadqiqot olib borgan tilshunos I.Xudoynazarov o'zbek xalq dostonlaridagi ayrim qahramon ismlarining tanlanishi bilan bog'liq fikrlarini quyidagicha bayon qiladi: "Atoqli otlar (kishi ismlari)ga matn maqsadidan kelib chiqib okkazonal ma'no yuklanadi. Natijada, maqsadli tag ma'noli matn yuzaga keladi. Masalan, Dingboy, Qing'irboy, Chalaboy, Quvnoqboy, Yortiboy, Kuymasboy, Toymasboy, Daqqi, Dumaloq, Baxiloy, Kallaboy, Bo'lakboy, Qanorboy kabilarda xuddi shunday tag ma'no yotadi" [10]. Bu xalq og'zaki ijodi namunalarida keng tarqalgan usul bo'lib, odatda, ijobiy qahramonlar ismiga ijobiy, salbiy qahramonlar ismiga esa salbiy ma'no yuklanadi.

Demak, xalq og'zaki ijodi (folklor) asarlar tilini o'rganish va tahlil olib borish, ayniqsa, folklor matnlarda keltirilgan onomastik birliklarni tilshunoslik va folkloristika bilan uyg'un holda o'rganish tilimiz rivojini yanada yuqori pog'onaga ko'tarishi bilan birga xalq tili va adabiy tilning jamiyat, tarix, ma'naviyat, madaniyat, urf-odat, marosim, ruhiyat, milliy an'ana va mentalitet bilan uzviyligini ko'rsatishga xizmat qiladi.

Xulosa qilib aytganda, folklor asarlardagi onomastik birliklarni to'plash, o'rganish, tasniflash va lingvofolkloristik nuqtayi nazariga ko'ra tadqiq qilish nafaqat folklor sohasida, balki, tilshunoslikda ham qimmatli ma'lumotlarga ega bo'lishga sabab bo'ladi.

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BADIIY MATNLAR TARJIMASINING O'ZIGA XOS XUSUSIYATLARI

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Abstract: This article describes the problems that arise when translating literary texts. The general theory of translation, the study of translation activity and issues related to some syntactic, lexical and semantic problems that arise when working with texts of different functional styles are also discussed. The article clearly shows the peculiarity of a work of art, the figurative and emotional impact on the reader, which is achieved using various means: from epithet and metaphor to the rhythmic and syntactic structure of the phrase.

Key words: translation, general theory of translation, intercultural communication, social nature of translation, equivalent translation, metaphor.

Annotatsiya. Ushbu maqolada badiiy matnlarni tarjimasida paydo bo'ladigan muammolar yoritilgan. Shuningdek, tarjimaning umumiy nazariyasi tarjima faoliyatini o'rganish va turli xil funktsional uslublardagi matnlar bilan ishlashda paydo bo'ladigan ayrim sintaktik, leksik va semantik muammolar bilan bog'liq masalalar ko'rib chiqilgan. Maqolada badiiy asarning o'ziga xos xususiyati, epithet va metaforadan iboraning ritmik va sintaktik tuzilishiga qadar turli xil vositalar yordamida erishilgan o'quvchiga obrazli va hissiy ta'sir ko'rsatilishi yaqqol namoyon etgan.

Kalit so'zlar tarjima, tarjimaning umumiy nazariyasi, madaniyatlararo aloqa, tarjimaning ijtimoiy tabiati, ekvivalentlik tarjima, metafora.

Аннотация: В данной статье описаны проблемы, возникающие при переводе художественных текстов. Также рассматриваются общая теория перевода, изучение переводческой деятельности и вопросы, связанные с некоторыми синтаксическими, лексическими и семантическими проблемами, возникающими при работе с текстами разных функциональных стилей. В статье ярко показана особенность художественного произведения, образно-эмоциональное воздействие на читателя, которое достигается с помощью различных средств: от эпитета и метафоры до ритмического и синтаксического строя фразы.

Ключевые слова: перевод, общая теория перевода, межкультурная коммуникация, социальная природа перевода, эквивалентный перевод, метафора.

Bugungi kunda tarjima zamonaviy jamiyat hayotida muhim o'rin tutadi. Bungabir qator global ijtimoiy-iqtisodiy va siyosiy jarayonlar turtki bo'lmoqda. Tarjima tillararo aloqa vositasi, ya'ni til vositachiligi deb hisoblanishi mumkin, agar bitta asl matn boshqa tillarga o'tkazilsa, tarjima tillarida to'liq ekvivalent matn kommunikativ pragmatik va axborot boyligi nuqtai nazaridan yaratiladi. Taniqli tarjimon va adabiyot nazariyot asoschisi A. V. Fiyodorov ta'kidlashicha: "Tarjima qilish, boshqa til talablariga ko'ra ilgari ifoda etilgan matinni o'z tili

orqali to'g'ri va to'liq ifodalash demakdir" [1.B.10]. Shuni esda tutish kerakki, tarjimaning umumiy nazariyasi tarjima faoliyatini o'rganish bilan shug'ullanadi va uni tadqiq qilish obyekti turli xil funktsional uslublardagi matnlardir. Uning ba'zi qoidalar adabiy asarlarni tarjima qilish asosida ishlab chiqilishi mumkin, garchi ikkinchisi allaqachon zamonaviy adabiy tillar matnlarining funktsional-uslubiy tipologiyasi doirasidan tashqarida ko'rib chiqilgan, chunki ular san'at turlaridan biri - so'z san'ati yoki badiiy adabiyot sohasiga tegishlidir. Badiiy matn, insonning ijodiy faoliyati natijasida, mavjud til vositalaridan foydalanib yaratilgan fantastika matni. Yu.P.Solodub quyidagi ta'rifni beradi: "badiiy matn (badiiy asar matni) - bu o'quvchi yoki tinglovchilarga estetik ta'sir ko'rsatadigan asosiy vazifani bajaradi" [2.B. 21]. Uning yana bir ta'rifi haqiqatdir: "badiiy matn - bu umumiy g'oyaviy va tematik tarkib va o'quvchiga estetik ta'sir ko'rsatadigan o'ta muhim birlik - uning asosiy vazifasi hisoblanadi" [2.B.160].

Badiiy asarning o'ziga xos xususiyati, epithet va metaforadan iboraning ritmik va sintaktik tuzilishiga qadar turli xil vositalar yordamida erishilgan o'quvchiga obrazli va hissiy ta'sir ko'rsatadi. Badiiy matn muallifga vaqt o'tishini erkin tasvirlash va turli semantik va stilistik effektlarni yaratishda keng imkoniyat yaratadi. Binobarin, tarjimonni ko'plab badiiy tafsilotlarni yetkazish usullarini sinchkovlik bilan tanlashga majbur qiladi, ularni tarjimaning badiiy ta'siri asl nusxani o'qiganidan keyin yuzaga keladigan va muallifning individual uslubini aks ettiradigan badiiy taassurotga teng keladigan tarzda izohlashi kerak. Shunday qilib, tarjimon o'girayotgan tilda yangi matn yaratadi va asl matnni takrorlamaydi. Shuni esda tutish kerakki, matnni idrok etishda ko'plab omillar, shu jumladan madaniyat, subtekst, milliy xususiyatlar, hayot va boshqalar ta'sir qiladi. Shu sababli, tarjima matni bir xil o'qish qobiliyatiga ega bo'lish uchun, tarjimon uni ushbu shartlarga moslashtiradi, ya'ni asliyatning matn birliklarini turli darajalarda izohlaydi. Shuning uchun badiiy asar tarjimasi asl matn bilan mos kelmasligi kamdan-kam uchraydi, ammo semantic yuklama badiiy asarning ikkala matnida ham bir xil bo'lishi kerak.

Badiiy matnlarning asosiy vazifasi o'quvchiga estetik ta'sir ko'rsatishi sababli, badiiy asarlarni tarjima qilishda ma'lumotlarning qay tarzda yetkazilishi muhimroqdir. Bundan kelib chiqadiki, asl san'at asarining matni va uning tarjimasi o'quvchilarga yetarli darajada estetik ta'sir ko'rsatishi kerak. Shuning uchun asliyat va tarjimaning estetik ta'siri adekvatlik omilini badiiy tarjimini baholashning eng muhim mezonlaridan biri sifatida ko'rib chiqish muhim deb - ta'kidlaydi A. V.Fedorov [1.B.19]. Ya. I. Retskerning fikricha: "Tarjimonning vazifasi asl nusxaning mazmunini boshqa til yordamida to'liq va aniq yetkazish, uning stilistik va ekspressiv xususiyatlarini saqlab qolishdir [3.B. 244].. Tarjimaning "yaxlitligi" bilan yangi til asosidagi shakl va tarkib birligini tushunish kerak. Agar tarjima aniqligining mezonini turli tillarda yetkazilgan ma'lumotlarning o'ziga xos bo'lsa, unda ushbu ma'lumotni ekvivalent vositalar bilan uzatadigan bunday tarjima to'liq (to'liq yoki yetarli) deb tan olinishi mumkin. Shu bilan birga, V. N. Komissarov shunday yozadi: "To'g'ri tarjima - bu tarjima aktining pragmatik vazifalarini ushbu maqsadga erishish uchun ekvivalentlikning eng yuqori darajasida, me'yorlarni yoki maqsad tilining birligini buzmasdan, bu matnlarga janr-stilistik talablarni hisobga olgan holda ta'minlaydigan tarjima qilishning ommaviy e'tirof etilgan an'anaviy me'yoriga mos tarjimadir". Har qanday tarjima tarjimonning intellektual va ijodiy faoliyatining natijasidir, shuning uchun badiiy asar tarjimasi o'quvchiga estetik ta'sir yetarlicha yuqori darajaga erishish uchun, muallifning maqsadini anglash va asl matnning tematik yo'nalishini aniqlash, maqsadni belgilash, muallifning tasavvur tizimi va individual uslubini yetkazish uchun tegishli til vositalarini tanlash kerak. Badiiy matnni tarjima qilish jarayonida so'zlar va so'z birikmalarining asosiy ma'nolari qayta ko'rib chiqiladi, tarjimon ikkilamchi tasvir elementlarini (majoziy ma'nolar, metafora, metonimiya, sinekdoha, obrazlilik va hk) yetarli darajada izohlanishi kerak. Yu.P.Solodub fikriga ko'ra estetik talablar darajasidagi tarjima quyidagi faktorlarga javob berishi kerak bo'ladi:

- 1) asl nusxaning mafkuraviy va tematik mazmunini chuqur anglash, muallif

niyatlarini tushuna bilish va uning dunyosiga kirish;

2) original asarning majoziy tizimiga va muallifning g'oyaviy-estetik uslubiga ehtiyohtkorlik bilan munosabatda bo'lish .

Xulosa qilib aytganda, badiiy uslubga tegishli bo'lgan matnlar bundan mustasno, barcha funktsional uslublarga tegishli tarjima qilingan matnlarni baholashda ushbu talablarni hisobga olish kerak. Shunga qaramay, yuqorida keltirilgan barcha holatlar inobatga olinishi tarjima nazariyasi doirasidan tashqarida tarjima sifati masalasini ko'tarishga imkon beradi va ushbu yo'nalishda kelgusida izlanishlar olib borishni davomiyligini asoslaydi.

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INTENSIVE METHODS OF TEACHING PHONETIC ASPECTS OF THE ENGLISH LANGUAGE IN SECONDARY SCHOOL

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Abstract: In order to acquire precise pronunciation and effective communication abilities, language learners must receive effective phonetics education. This study investigates intense phonetic teaching strategies designed to improve learners' language learning. By employing an amalgamation of immersive methods, including as aural, visual, and kinesthetic approaches, students actively participate in order to enhance their comprehension and proficiency of phonetic ideas. The effectiveness of these rigorous strategies in enhancing learners' phonetic accuracy, fluency, and confidence in spoken language is assessed in this study. The findings demonstrate the ability of intense phonetics education to accelerate language learning processes, as evidenced by the significant improvements in phonetic competency and total language acquisition. There is discussion on the implications for educators and curriculum developers, with a focus on the significance of incorporating.

Key words: Articulation, Pronunciation, Drill, Repetition, Phonemic awareness, IPA (International Phonetic Alphabet), Minimal pair, Auditory discrimination Phonetic transcription, Phonetic symbols.

Introduction: When it comes to learning a language, knowing phonetics is essential for good communication. Fluency and comprehension are promoted together with improved pronunciation through phonetic mastery. Since phonetic mastery is so important, educators have created rigorous instructional approaches to help students learn it faster. Now let's explore the methods that solve the word searches of phonetics. Phonetic proficiency is a crucial component of language acquisition, providing the foundation for clear and successful communication. Gaining proficiency in pronunciation is frequently a difficult process that calls for commitment, planning, and strategic direction. Given its critical importance, educators have developed intense instructional strategies designed to accelerate phonemic knowledge. In examining these approaches, this article reveals the transformative techniques that help students become fluent in language and communicate across cultural boundaries.

The Intensive Method: What Is It? Students who struggle with reading can receive targeted instruction through the systematic and structured approach known as the intensive method of teaching reading. Its main objective is to identify and meet each person's unique needs through focused, individualized interventions. This approach recognizes that each learner is different and may need a different approach to meet their literacy objectives.

Key Components: Diagnostic Evaluation: The intensive approach starts with a thorough evaluation to pinpoint each student's unique reading strengths and shortcomings. Tests of phonemic awareness, decoding abilities, fluency, vocabulary, and comprehension may be part of this evaluation. Targeted Instruction: Teachers create individualized lesson plans for every student based on the findings of the diagnostic exam. These plans usually include evidence-based teaching strategies customized to the needs of the individual and focus on areas of weakness. Explicit Instruction: Teachers that implement the intensive method model and explain reading skills, strategies, and concepts in a clear and systematic manner. This method guarantees that students comprehend the fundamentals of reading and gives them a strong foundation.

Structured Practice: The foundation of phonetic acquisition is repetition. Learners refine their articulatory precision by frequently practicing phonemes, phrases, and sentences through tailored drills. These exercises frequently use minimum pairs, which help students differentiate between sounds like /p/ and /b/. Pronunciation is refined and auditory discrimination is sharpened with such concentrated practice.

Benefits of the Intensive Method: Accelerated Progress: The intensive method can result in significant improvements in reading proficiency quickly because it focuses on specific areas of need and offers individualized instruction. Enhanced Confidence: Students become more confident as they achieve and witness improvements in their reading abilities, which inspires them to keep going on their educational path. Tailored Assistance: The comprehensive approach acknowledges that there is no one-size-fits-all approach to literacy training. Teachers can meet the diverse needs of their students and assist them in realizing their full potential by providing individualized support. Impact in the Long Run: Studies have indicated that reading interventions with a high degree of intensity can have a long-term effect on students' success in the classroom and beyond.

Challenges and Considerations: When it comes to phonetic instruction, training the ears is just as important as training the tongue. Engaging in tasks like detecting and decoding phonemes from words, phrases, or even short stories enhances students' awareness of minute variations in sound. Improved auditory discriminating abilities let learners mimic and generate phonetic patterns more accurately.

Teachers use technology to incorporate interactive multimedia tools into their lessons to get students interested in learning phonetics. These resources, which range from virtual language labs to pronunciation apps, offer individualised feedback, demonstrate proper articulation, and offer lots of practice opportunities. Additionally, interactive platforms support a variety of learning preferences, meeting the needs of kinesthetic, auditory, and visual learners.

Conclusion: In conclusion, intensive phonetic teaching methods are indispensable in nurturing phonetic proficiency and fostering effective communication. By incorporating targeted drills, auditory discrimination activities, interactive multimedia tools, explicit instruction, contextualized learning, feedback mechanisms, immersive experiences, and an integrated approach, educators empower learners to unlock the nuances of pronunciation. Through persistent practice and strategic guidance, learners embark on a transformative journey towards phonetic mastery, paving the way for linguistic fluency and cross-cultural communication

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BOSHLANG'ICH SINIF O'QUVCHILARIGA INGLIZ TILI O'QITISHDA VIDEO MATERALLARIDAN FOYDALANISH USULLARI

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Anotatsiya. Ushbu maqola boshlang'ich sinf o'quvchilariga ingliz tilini o'qitishda video materiallardan foydalanishning ahamiyatini va samaradorligini ko'rib chiqadi. Video materiallar o'quvchilarning diqqatini jalb qilish, o'rganishni qiziqarli va samarali qilishda muhim rol o'ynaydi. Maqolada video materiallarning foydalari, ularni ta'lim jarayonida qanday qo'llash mumkinligi va o'qituvchilar uchun tavsiyalar keltiriladi. Video materiallar orqali o'quvchilarning lingvistik ko'nikmalarini rivojlantirish, madaniy bilimlarni oshirish va o'rganish jarayonini interaktiv qilish imkoniyatlari muhokama qilinadi.

Kalit so'zlar: Boshlang'ich sinf, ingliz tili, video materiallar, ta'lim jarayoni, lingvistik ko'nikmalar, madaniy bilimlar, interaktiv o'qitish, o'quvchilar, o'qituvchilar, ta'lim texnologiyalari.

Kirish. Zamonaviy ta'limda texnologiyalarning joriy etilishi o'quv jarayonini yanada samarali va qiziqarli qilishda muhim ahamiyatga ega. Ayniqsa, ingliz tilini o'qitishda video materiallar o'quvchilarning e'tiborini jalb qilish va o'rganishni osonlashtirish uchun keng qo'llaniladi. Ushbu maqolada boshlang'ich sinf o'quvchilariga ingliz tilini o'qitishda video materiallarning ahamiyati va foydalari ko'rib chiqiladi.

Video materiallarning foydalari

1. Vizual o'rganish. Video materiallar o'quvchilarga vizual yordam berish orqali ta'lim jarayonini yanada samarali qiladi. O'quvchilar tasvirlar va harakatlar orqali ma'lumotlarni yaxshiroq qabul qiladilar.

2. Qiziqarli va motivatsion. Video materiallar o'quvchilarning diqqatini jalb qiladi va ularni o'qishga qiziqtiradi. Rang-barang tasvirlar va qiziqarli hikoyalar orqali darslar ko'proq qiziqarli bo'ladi.

3. Lingvistik ko'nikmalarni rivojlantirish. Ovozli materiallar orqali tinglash ko'nikmalarini rivojlantirish imkoniyati mavjud. O'quvchilar tilning to'g'ri talaffuzini, intonatsiyasini va aksentini o'rganadilar.

4. Madaniy bilimlarni oshirish. Video materiallar orqali ingliz tilini o'qitish, shuningdek, ingliz tilida gaplashadigan mamlakatlar madaniyati haqida ma'lumot berish imkonini beradi. Bu o'quvchilarning madaniyatga nisbatan qiziqishini oshiradi.

Video materiallardan foydalanish usullari

1. Darsda video ko'rsatish. O'qituvchi dars davomida qisqa videolarni ko'rsatishi mumkin. Bu, o'qitilayotgan mavzuni yanada aniqroq tushunishga yordam beradi.

2. Video materiallar bilan mustaqil ish. O'quvchilarga uy vazifasi sifatida video materiallarni ko'rish va ularga asoslanib qisqa incho yoki prezentatsiya tayyorlashni topshirish mumkin.

3. O'yinlar va interaktiv faoliyatlar. Video materiallar asosida o'yinlar va interaktiv faoliyatlar tashkil etish o'quvchilarning qiziqishini oshiradi. Masalan, video ko'rganidan so'ng, uning asosida savol-javob o'tkazish.

Boshlang'ich sinf o'quvchilari uchun video materiallarni ta'lim jarayonida samarali ishlatish maqsadida quyidagi video platformalaridan foydalanish tavsiya etiladi:

1. YouTube. Afzalliklari: Keng turdagi ta'limiy videolar, animatsiyalar va qo'llanmalar mavjud. O'quvchilar uchun qiziqarli va vizual materiallar ko'p. Foydalanish: Mavzuga mos video qidirish va darsda ko'rsatish.

2. Khan Academy. Afzalliklari: Ta'limga oid yuqori sifatli video darslar, interaktiv mashqlar va testlar. Foydalanish: O'quvchilar uchun muayyan mavzularni o'rganishda yordam berish.

3. PBS LearningMedia. Afzalliklari: O'quvchilarga mos keladigan, sifatli va ta'limiy kontentga boy materiallar. Foydalanish: Maktab dasturlariga mos video materiallardan foydalanish.

4. Edpuzzle. Afzalliklari: O'quvchilarga video materiallarni interaktiv qilib ko'rsatish imkoniyatini beradi. O'qituvchilar videolarni tahrirlash va maxsus savollar qo'shishlari mumkin. Foydalanish: Dars davomida video ko'rsatish va o'quvchilarning tushunishini baholash.

5. National Geographic Kids. Afzalliklari: Bolalar uchun qiziqarli va ta'limiy videolar, tabiat, hayvonlar va boshqa mavzularni qamrab oladi. Foydalanish: O'quvchilarda qiziqish uyg'otish va yangi ma'lumotlarni taqdim etish.

6. GoNoodle. Afzalliklari: Faoliyat va jismoniy mashqlarni birlashtiruvchi qiziqarli videolar. O'quvchilarga energiya berish va diqqatni oshirishda yordam beradi. Foydalanish: Darslar orasida qisqa tanaffuslar uchun.

7. Flipgrid. Afzalliklari: O'quvchilar o'z videolarini yaratish va ulashish imkoniyatiga ega bo'ladi, bu ularning ijodkorligini rivojlantiradi. Foydalanish: O'quvchilarning fikrlarini ifodalash va guruh muhokamalarini tashkil etish.

Xulosa

Video materiallar boshlang'ich sinf o'quvchilariga ingliz tilini o'qitishda muhim ahamiyatga ega. Ular o'quv jarayonini qiziqarli va samarali qilishga yordam beradi, shuningdek, o'quvchilarning lingvistik va madaniy ko'nikmalarini rivojlantiradi. O'qituvchilar video materiallardan foydalanish orqali ta'lim jarayonini yanada boyitishi va o'quvchilarning qiziqishini oshirishi mumkin. Boshlang'ich sinf o'quvchilari uchun video platformalaridan foydalanish ta'lim jarayonini yanada qiziqarli va samarali qilish imkonini beradi. O'qituvchilar ushbu platformalardan foydalangan holda o'quvchilarning diqqatini jalb qilish va ularni ta'lim jarayonida faol ishtirok etishga undashi mumkin.

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THE INTERPRETATION OF ETHNOCULTURAL UNITS IN EDUCATIONAL DICTIONARIES: A COMPARATIVE STUDY OF ENGLISH AND UZBEK MATERIALS

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Annotation. This essay explores the interpretation of ethnocultural units in educational dictionaries based on English and Uzbek materials. It examines how these dictionaries define culturally significant terms and the challenges learners face in understanding them. The paper discusses examples of ethnocultural units, such as "Thanksgiving" in English and "Navro'z" in Uzbek, and suggests strategies for improving the cultural depth and clarity of dictionary entries. By analyzing both linguistic and cultural factors, the essay provides insights into the complexities of conveying ethnocultural meanings in language education.

Key words: ethnocultural units, educational dictionaries, cultural interpretation, English, Uzbek, linguistic challenges, cultural context, dictionary entries, language learning

Introduction Language is an essential vehicle for transmitting culture, with words often carrying deep-rooted ethnocultural meanings. Educational dictionaries, as tools for learners, play a pivotal role in both language acquisition and cultural understanding. However, interpreting ethnocultural units—terms that embody specific cultural concepts or practices—poses significant challenges, especially in cross-linguistic and cross-cultural contexts. This paper explores how ethnocultural units are presented and interpreted in educational dictionaries based on English and Uzbek materials, highlighting both the linguistic and cultural nuances involved. By examining these dictionaries, the study aims to uncover how effectively they convey ethnocultural meanings to learners and the potential challenges in their interpretation.

1. Defining Ethnocultural Units

Ethnocultural units refer to words, expressions, or phrases that carry cultural significance, reflecting the traditions, beliefs, and practices of a particular group. These units often have no direct equivalents in other languages due to their deep connection with a specific cultural context. Examples include words like "Thanksgiving" in American English or "Navro'z" in Uzbek. These terms are not merely linguistic symbols; they embody rich cultural histories, social values, and rituals that require a contextual understanding beyond their literal meanings.

In educational dictionaries, the interpretation of these units is particularly challenging as dictionaries are expected to cater to learners who may lack the cultural background necessary to fully grasp the meaning of these terms. This raises the question of how to balance the linguistic and cultural information provided in dictionary entries to ensure accurate comprehension.

2. The Role of Educational Dictionaries

Educational dictionaries are designed to aid language learners by providing definitions, translations, and explanations of words, often with simplified language and illustrative examples. These dictionaries are also expected to bridge the gap between linguistic knowledge and cultural understanding. When it comes to ethnocultural units, this task becomes even more complex, as the dictionary must explain not only the meaning of the word but also the cultural context in which it is used.

For instance, in English educational dictionaries, terms like "Thanksgiving" are often explained with a brief description of the holiday and its significance in American culture. Similarly, Uzbek dictionaries may provide explanations for words like "Navro'z," detailing its importance as a spring festival and its ties to ancient Persian traditions. However, the depth and clarity of these explanations can vary greatly, depending on the target audience and the type of dictionary.

3. Ethnocultural Units in English Educational Dictionaries

English-language educational dictionaries typically include entries for culturally specific terms, especially those that are well-known globally or central to the culture. For example, in Oxford Advanced Learner's Dictionary, the entry for "Thanksgiving" describes it as "an annual national holiday in the US, observed on the fourth Thursday of November, where people give thanks for what they have." While this definition provides basic information about the holiday, it does not delve into the deeper cultural and historical significance of Thanksgiving, such as its roots in early colonial history and its evolution as a symbol of American identity.

In cases where ethnocultural units are less globally recognized, English dictionaries may offer minimal explanations, leaving learners with limited understanding of the cultural context. This is particularly true for terms that are deeply embedded in cultural practices or regional traditions, such as "burns supper" in Scotland or "Guy Fawkes Night" in England. These entries may provide a brief definition but often lack the cultural depth necessary for full comprehension.

4. Ethnocultural Units in Uzbek Educational Dictionaries

Similarly, Uzbek educational dictionaries face challenges in presenting ethnocultural units. For example, the word "Navro'z," which marks the Persian New Year and is celebrated across many countries in Central Asia, requires more than a literal translation. It needs to convey the cultural practices, historical significance, and emotional resonance that the holiday holds for those who celebrate it.

In the O'zbek tilining izohli lug'ati, "Navro'z" is described as "bahor bayrami," or a spring festival, but this simple definition does not capture the full significance of the event, which includes rituals of renewal, family gatherings, and connections to pre-Islamic Zoroastrian traditions. Educational dictionaries must strike a balance between providing enough cultural information to make the term meaningful to non-native speakers and keeping the entry concise and accessible for learners.

5. Challenges in the Interpretation of Ethnocultural Units

Several challenges arise when interpreting ethnocultural units in educational dictionaries:

- **Cultural Distance:** Learners from different cultural backgrounds may struggle to relate to or understand ethnocultural units that have no equivalents in their native languages. For example, a learner from Uzbekistan may find it difficult to grasp the cultural significance of "Thanksgiving" in the United States, just as an English learner may struggle to understand the importance of "Navro'z."
- **Limited Space:** Educational dictionaries are often constrained by space and cannot provide in-depth cultural explanations for every entry. As a result, they may oversimplify complex cultural concepts or omit important contextual details, leaving learners with an incomplete understanding.
- **Translation Equivalence:** Ethnocultural units often lack direct equivalents in other languages, making accurate translation difficult. For example, there is no single English word that fully captures the meaning of the Uzbek term "Navro'z." In such cases, dictionaries must resort to descriptive explanations or cultural notes, which may still fall short of conveying the full significance of the term.

6. Strategies for Improving Interpretation

To improve the interpretation of ethnocultural units in educational dictionaries, several strategies can be employed:

- **Cultural Notes:** Including brief cultural notes or annotations can help learners understand the cultural significance of ethnocultural units. These notes should provide context, such as the historical background or the social customs associated with the term.
- **Illustrative Examples:** Providing examples of how ethnocultural units are used in real-life contexts can enhance learners' understanding. For instance, an entry for "Thanksgiving" might include a sentence like, "Many families gather for a large meal, often featuring turkey, on Thanksgiving."
- **Cross-Referencing:** Cross-referencing related terms or concepts can help learners make connections between different ethnocultural units. For example, a dictionary entry for "Navro'z" could cross-reference related terms like "haft sin" (the seven symbolic items used in Navro'z celebrations).
- **Need for Cultural Sensitivity:** The analysis highlights the necessity for educational dictionaries to go beyond simple linguistic translations by incorporating cultural sensitivity into their entries. Providing adequate cultural context allows learners to gain a deeper understanding of ethnocultural units, which is vital for language mastery and cross-cultural communication.
- **Importance of Comprehensive Definitions:** For both English and Uzbek learners, comprehensive definitions that include historical and cultural backgrounds of ethnocultural units are essential. This not only improves learners' linguistic knowledge but also helps them appreciate the cultural nuances behind certain terms.
- **Challenges in Direct Equivalence:** The study shows that achieving direct equivalence when interpreting ethnocultural units is often impossible due to the cultural uniqueness of terms. Educational dictionaries should employ descriptive translations and supplementary explanations to address this issue.
- **Role of Technology in Enhancing Entries:** Modern technological tools, such as online dictionaries with multimedia features (e.g., images, audio, videos), can significantly enhance learners' understanding of ethnocultural units. These resources can provide a richer, more immersive explanation of cultural concepts that words alone may not fully capture.
- **Future Directions:** Further research is needed to develop best practices for lexicographers in constructing dictionary entries for ethnocultural units. Collaborative efforts

between linguists, cultural anthropologists, and educators can create more robust resources that better serve language learners in navigating cultural complexities.

Conclusion. The interpretation of ethnocultural units in educational dictionaries is a complex but essential task for promoting cultural understanding and language learning. While both English and Uzbek educational dictionaries attempt to convey the meanings of ethnocultural units, there is room for improvement in terms of providing richer cultural context and more illustrative examples. By incorporating strategies such as cultural notes, illustrative examples, and cross-referencing, educational dictionaries can become more effective tools for bridging linguistic and cultural gaps.

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ПРЕПОДАВАНИЕ ФИЛОЛОГИИ В НАЧАЛЬНЫХ КЛАССАХ: МЕТОДИКИ, ПОДХОДЫ И ЭФФЕКТИВНОСТЬ

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Аннотация: В статье рассматриваются различные методики преподавания филологии в начальных классах и их влияние на развитие речевых и когнитивных навыков учащихся. В ходе исследования проводился сравнительный анализ традиционных и инновационных подходов, таких как игровые методики, творческое письмо, театрализация и проектная деятельность. Выявлено, что игровые формы обучения, а также проекты и театрализованные занятия способствуют повышению интереса к предмету, развитию словарного запаса и навыков анализа текста.

Ключевые слова: филология, формы обучения, грамотная речь, игровые методы, анализ урока, работа в группах

Филологическое образование играет важную роль в развитии детей на начальном этапе, поскольку помогает формировать грамотную речь, критическое мышление и эмоциональную отзывчивость. Однако подходы к преподаванию филологии в начальных классах варьируются от стандартных грамматических правил до более творческих и интерактивных методов. Вопрос о том, какие из методик наиболее эффективны, остаётся актуальным, так как использование инновационных подходов может повысить интерес детей к изучению языка и литературы.

Цель и задачи исследования: целью настоящего исследования является анализ эффективности различных методик преподавания филологии в начальных классах. В задачи входят:

Основная цель исследования — определить, какие методики преподавания филологии в начальных классах являются наиболее эффективными для развития языковых и когнитивных навыков учащихся, а также для повышения их интереса к языку и литературе. Поскольку филологическое образование охватывает как изучение

языка, так и знакомство с литературой, важно понять, какие подходы лучше способствуют формированию комплексных навыков, таких как чтение, письмо, устное общение и анализ текста.

Для достижения этой цели были поставлены следующие задачи:

1. Изучение влияния интерактивных методов на развитие речи и коммуникативных навыков.

Важно понять, насколько игровые методики, театрализация и проектные занятия помогают детям активнее развивать речевые навыки, такие как чёткая формулировка мыслей, построение предложений, расширение словарного запаса и интонационное разнообразие. Эти навыки составляют основу успешного общения, и их развитие в младшем возрасте облегчает дальнейшее обучение и социализацию.

2. Исследование связи между творческими заданиями и развитием когнитивных способностей.

Методики, включающие творческое письмо, создание собственных историй или участие в проектной работе, предполагают активное вовлечение когнитивных процессов, таких как память, логика, воображение и критическое мышление. Исследование стремится выяснить, способствуют ли эти подходы улучшению аналитических и логических навыков, а также умению мыслить творчески.

3. Оценка эффективности театрализованных занятий в формировании эмоционального интеллекта.

Театрализация литературных произведений предполагает, что дети не просто читают текст, а вживаются в роли персонажей, что способствует пониманию эмоций, мотивов и ценностей. Это, в свою очередь, развивает эмоциональный интеллект, умение сопереживать и находить контакт с окружающими. Исследование нацелено на анализ того, как театрализация влияет на способность детей воспринимать текст на более глубоком уровне.

4. Сравнительный анализ традиционных и инновационных методик.

Проведение сравнительного анализа между традиционными методами (как правила и упражнения по грамматике) и интерактивными подходами (игры, театрализация, проектная деятельность) позволяет понять, какие из них имеют наибольшее влияние на мотивацию и успеваемость учащихся. Это поможет выявить преимущества каждого из подходов и предложить рекомендации по их комбинированию для наибольшей эффективности.

5. Изучение влияния методик на мотивацию и интерес к изучению филологии.

Мотивация и интерес к предмету играют ключевую роль в успехе обучения. Исследование включает анализ анкетирования учеников и их родителей, чтобы оценить, как различные методики влияют на отношение к урокам филологии и интерес к языку и литературе в целом.

6. Создание рекомендаций для практического применения методов в школах.

Итогом исследования является создание рекомендаций для педагогов, которые помогут внедрить наиболее успешные методики в повседневную учебную практику. На основе результатов будут разработаны рекомендации по использованию определённых методов в зависимости от возраста, уровня подготовки и интересов учащихся, что поможет педагогам гибко подходить к обучению и учитывать индивидуальные особенности детей.

Эти задачи помогают комплексно изучить различные аспекты влияния методов преподавания на младших школьников и предоставить обоснованные рекомендации для их эффективного применения в образовательной практике. Для проведения исследования использовались следующие методы:

- Эксперимент: в течение учебного года в нескольких начальных классах применялись игровые, театральные и проектные методики. Контрольная группа обучалась с использованием стандартных учебных материалов и методов.

- Анкетирование: в начале и конце эксперимента учащиеся и родители заполнили анкеты, чтобы оценить интерес детей к урокам филологии и изменения в их речевых навыках.

- Анализ успеваемости: результаты контрольных и итоговых работ были проанализированы для оценки динамики успеваемости в обеих группах.

Результаты исследования показывают, что учащиеся, участвовавшие в театральных и игровых занятиях, проявили больший интерес к предмету и показали улучшение в усвоении грамматики и увеличении словарного запаса. Театрализация помогла детям лучше понимать содержание литературных текстов, что проявилось в более глубоком анализе персонажей и событий. Проекты, в которых дети создавали свои тексты, стимулировали творческое мышление и развили навыки связного повествования.

В контрольной группе, где использовались традиционные методы, таких значительных изменений не наблюдалось. Анкетирование также показало, что учащиеся, участвовавшие в экспериментальной группе, выразили больший интерес к занятиям филологией.

Полученные данные свидетельствуют о том, что интерактивные методы обучения, такие как игровые задания и театрализация, способствуют развитию интереса детей к языку и литературе, а также положительно влияют на формирование речевых навыков. Игровые и проектные методики, ориентированные на участие и творчество, не только улучшают мотивацию детей, но и помогают развивать их критическое и логическое мышление. Театрализация особенно полезна для понимания эмоционального содержания текста, что способствует развитию эмпатии и эмоционального интеллекта.

Внедрение игровых, проектных и театрализованных методов в преподавание филологии в начальных классах способствует более глубокому пониманию материала и увеличивает интерес учащихся к предмету. Данные методики не только обогащают словарный запас, но и стимулируют когнитивное и эмоциональное развитие. В дальнейшем рекомендуется более широкое применение таких методов для развития речевых и литературных навыков у младших школьников.

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DAVLAT TILINING OAV DAGI O'RNI

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Bugungi kunda OAV jamiyat hayotida asosiy rolni o'ynamoqda. Shu jumladan, OAV ning O'zbekiston ijtimoiy-siyosiy hayotidagi o'rni ham tezlik bilan mustahkamlanib bormoqda. Ommaviy axborot vositalarining mamlakatimizdagi faoliyatining tarixiga nazar tashlaydigan bo'lsak, 1991-yili mamlakatimizda bor yo'gi 395 ta OAV faoliyat yuritgan. 2016- yilga kelib

ularning soni 1437 taga yetgan bo'lsa, bugun ularning soni 2 mingga yaqinlashdi va ularning aksariyati xususiydir. O'zbekistondagi ommaviy axborot vositalari uchun zamonaviy mutaxassislarini Tayyorlash tizimini takomillashtirish maqsadida Jurnalistika va ommaviy kommunikatsiyalar universiteti tashkil etildi. O'zbekiston Jurnalistlari ijodiy uyushmasi, Milliy matbuot markazi, Elektron ommaviy axborot vositalari milliy assotsiatsiyasi, Mustaqil bosma ommaviy axborot vositalari va axborot agentliklarini qo'llab-quvvatlash va rivojlantirish jamoat fondi va Xalqaro press klub kabi tashkilotlar muvaffaqiyatli faoliyat yuritmoqda. O'zbekistonda yetakchi xorijiy OAV vakillari, jumladan Reuters, France Press, BBC, The Economist, Xinhua, «Amerika Ovozi», «Fergana.Ru», Eurasianet muxbirlari erkin ishlaymoqdalar. O'zbekistonda jamoatchilik bilan aloqalar, xalq bilan muloqot muhim ijtimoiy institutga aylanmoqda. Jamoatchilik fikri – fuqarolik jamiyatini o'zida aks ettiradigan bamisoli bir ko'zgu ekanligi hayotda o'z isbotini topmoqda. Prezidentimiz Shavkat Mirziyoyev 2017 yil 27 iyun – Matbuot va ommaviy axborot vositalari xodimlari kuni munosabati bilan soha xodimlariga yo'llagan tabrigida ta'kidlanganidek, “Xalq bilan muloqot, odamlarning orzu-intilishlari, dardu tashvishlari bilan yashash davlat siyosati darajasiga ko'tarilayotgan bugungi kunda har bir ommaviy axborot vositasi chinakam muloqot maydonchasiga, erkin fikr minbariga aylangan taqdirdagina biz o'z oldimizga qo'ygan maqsadlarga erisha olamiz” [1]. O'zbekiston Respublikasining 2014 yil 5 mayda qabul qilingan “Davlat hokimiyati va boshqaruvi organlari faoliyatining ochiqqligi to'g'risida”gi qonunida (1 -ilova) Axborot xizmatlarining huquqiy asosi mustahkamlandi. O'zbekiston Respublikasi Vazirlar Mahkamasining 2018 yil 17 fevralda qabul qilingan “O'zbekiston Respublikasi davlat va xo'jalik boshqaruvi organlarining axborot xizmatlari faoliyatini yanada takomillashtirish chora-tadbirlari to'g'risida”gi 125-qarorida (2-ilova) davlat va xo'jalik boshqaruvi sohasida ochiqlik va shaffoflikka asoslangan samarali qarorlar qabul qilish tizimini joriy etish, axborot olishda mansabdor shaxslarning jamiyat oldidagi hisobdorligi, ochiqqligi va mas'uliyatini ta'minlash vazifalari belgilab berildi. O'zbekiston Respublikasi Prezidentining 2019 yil 27 iyundagi “Ommaviy axborot vositalari mustaqilligini ta'minlash hamda davlat organlari va tashkilotlari axborot xizmatlari faoliyatini rivojlantirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida”gi qarori (3-ilova) mazkur sohani yanada rivojlantirishda g'oyat muhim qadam bo'ldi.

Ushbu tavsiyalarda ommaviy axborot vositalarini soliq va bojxona imtiyozlari, davlat tomonidan imtiyozli kreditlar berish, tariflarni tushirish bo'yicha elektron ommaviy axborot vositalariga texnik xizmat ko'rsatish, gazetalar nashriyotining qarzlari kamaytirish, shuningdek, tahririyatlarga davlat byudjeti va boshqa manbalar hisobidan to'g'ridan-to'g'ri subsidiyalar taqdim etish ko'zda tutilgan.

Shuningdek, Avstriya, Buyuk Britaniya, Italiya, Frantsiya, Germaniya, Rossiya, Ukraina, Koreya Respublikasi qonunchiligida ommaviy axborot vositalariga soliq va bojxona imtiyozlari qo'llash orqali ham ushbu sohani qo'llab-quvvatlash belgilangan.

«Ommaviy axborot vositalari to'g'risida»gi qonunning 19-moddasiga o'zgartish kiritildi va ommaviy axborot vositasini davlat ro'yxatidan o'tkazish muddati o'n besh kun etib belgilandi. Ilgari bu muddat bir oy edi. Natijada mamlakatimizda ommaviy axborot vositalarining ro'yxatga olinishi va imkon qadar tezroq o'z faoliyatini boshlashi yo'lida yana bir yengillik yuzaga keldi. Ma'lumki, fuqarolarimizning axborot sohasidagi huquq va manfaatlarini ta'minlash, davlat va jamoatchilik o'rtasida ochiq va samarali muloqot olib borish bo'yicha ommaviy axborot vositalarining roli va ta'sirini oshirish maqsadida 2014 yil 5 mayda «Davlat hokimiyati va boshqaruvi organlari faoliyatining ochiqqligi to'g'risida»gi qonun qabul qilingan.

Mazkur Qonun ijro etuvchi hokimiyat organlari faoliyatining yanada shaffof, ochiq bo'lishini, mamlakatimizda olib borilayotgan islohotlardan, respublikamizda va undan tashqarida yuz berayotgan voqea-hodisalar haqidagi fikrlar xilma-xilligi va siyosiy plyuralizmni hisobga olgan holda amalga oshirilayotgan davlatning ichki va tashqi siyosatidan aholining to'liq xabardorligini ta'minlash yo'lida muhim huquqiy asos vazifasini bajarmoqda.

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OLAMNING LINGVORANG TASVIRI – RANG NOMLARINI O'RGANISH VOSITASI SIFATIDA

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Ma'lumki, inson til orqali olamni bilish, anglash jarayonida uni tartibga solish, obyektiv borliq hodisalarini nomlashga intiladi. U o'zini qurshab turgan olam uzvlarini sezgi organlari yordamida his qiladi, boshqalarga solishtiradi, farqli va o'xshash belgilarini aniqlaydi, so'ngra muayyan xulosaga keladi. [1:13]. Shu tariqa olam haqida til egalarining bilimlari to'planadi, insonni o'rab turgan olamning tasviri, qiyofasi yaratiladi. Bunda turli fan sohalari bo'yicha yetuk mutaxassislar, olimlar tinimsiz izlanishlar olib boradilar, tajriba-sinovlar o'tkazadilar va shu asosda voqelikning umumiy xususiyatlari hamda qonuniyatlari haqida o'zlarining yaxlit g'oyalar tizimini yaratadilar. So'nggi yillarda ushbu tizimga nisbatan "olam manzarasi" degan termin qo'llana boshladi. Mazkur tushuncha qisqa muddatda turli sohalar – falsafa, gnoseologiya, kognitologiya, psixologiya, tilshunoslik, madaniyatshunoslik va boshqa sohalarining terminiga aylanib, turli aspektlarda son-sanoqsiz tadqiqotlar bajarildi. Xususan, tilshunoslikda bu haqida gap ketganda, odatda, L.Vaysgerber, V.N.Teliya, Y.D.Apresyan, Y.N.Karaulov, V.I.Postovalova, A.A.Zaliznyak, B.A.Serebrennikov, Y.V.Poducheva, I.B.Levontina, M.Haydegger, V.V.Krasnix, V.B.Kasevich, Y.V.Urison, Y.S.Kubryakova, O.A.Kornilov, Y.I.Zinovyeva va boshqalarning nomlari tilga olinadi.

Olamning tasvirini yaratish g'oyasi miloddan avvalgi ancha uzoq tarixga borib taqalib, Anaksimandr nomi bilan bog'lanadi. Qadimgi yunon faylasuflarning deyarli har biri atrof-muhit, borliqni o'zlari qanday anglagan bo'lsalar, shunday tasvirlashga harakat qildilar. Biroq bunda ularning aksari hissiy bilishga tayanib, narsa-hodisa, olamning mohiyati haqida yetarli nazariy ilmiy bilimlarni shakllantira olmadilar. N.N.Kozlova tilning o'zi ham bilishga ta'sir qilishi – olamning ilk sodda, real, tabiiy tasviri til ta'sirida shakllanishi, u ma'lum bir guruh odamlar uchun muhim bo'lgan voqelikni aks ettirishini uqtiradi. Uningcha, turli tillarda so'zlashuvchilar olamning lisoniy tasviriga muvofiq bir xil ob'ektiv vaziyatni turli yo'llar bilan ifodalaydilar va kontseptuallashtiradilar. Til insonga xos bo'lgan dunyoning turli xil tasvirlari – ilmiy, tabiiy, e'tiqodiy (diniy), estetik va boshqa manzaralarini ifodalaydi. [2:82].

Shu bois tilshunoslikda olam manzarasi tushunchasi keng tushunib, uning bir necha shakllari farqlanadi. Masalan, S.G.Ter-Minasova insonni o'rab turgan olamni anglashning uchta shaklini ajratadi:

1) olamning real tasviri – atrofdagi olamning insonga bog'liq bo'lmagan obyekktiv tasviri;
 2) olamning madaniy (konseptual) tasviri – inson tafakkuri asosida shakllanadigan, jamoaviy yoki individual sezgi a'zolari yordamida qabul qilinadigan va ongda o'rnashadigan tasviri. Olamning madaniy tasviri o'ziga xos xususiyatlarga ega bo'lib, turli xalqlarda geografik joylashuv, iqlim, tabiiy sharoitlar, tarix, ijtimoiy shart-sharoitlar, e'tiqod, an'analar, turmush tarzi bilan bog'liq omillardan kelib chiqib o'zaro farqlanadi;

3) olamning lisoniy tasviri – muayyan tilda aks ettirilgan tushunchalar tizimi. [3:41].

Olamning har qanday tasvirida ranglar o'ziga xos o'rin tutadi. Biz yashab turgan olamda barcha ranglarning umumiyliigi tilda olamning rangin tasviri sifatida ifodalangan rang maydonini aks ettiradi.

Garchi fizik rang tabiatan o'zgaras bo'lsa-da, semantik jihatdan inson ongiga turlicha ta'sir etadi, har xil millat vakillari tomonidan turlicha qabul qilinadi, turlicha reaksiya bildiradi. Ya'ni muayyan rang insonlar uchun oddiy, umumiy fizik sezgini ham, kuchli emotsional, estetik tuyg'ularni ham ifodalaydi. Shu sababli nafaqat turli millatlarda, bali bir millatga mansub insonlarda ham rang turlicha psixologik, fiziologik, estetik, emotsional xususiyatlarga ega bo'ladi. Ma'lumki, tun – oqshom leksemasi, odatda, qorong'u semasiga ega bo'lib, qora (qora tun) rangi bilan assotsiatsiya hosil qiladi. Ammo yer sharining ayrim hududlarida oqshom oq yoki ko'k bo'lishi ham mumkin. Qon esa barcha xalqlarda qizil (qizil qon) bilan semantik aloqada bo'ladi. Ya'ni qon leksemasining semantik valentliklari orasida qizil rang yuqori o'rinda turadi. Bu davr nuqtai nazaridan ham o'zgarmaydi. Masalan, V-VI asrlarga oid "To'nyuquq" bitiktoshida ham qonga nisbatan qizil, terga nisbatan qora (qora ter, qora mehnat) rangi ishlatiladi: "O'shanda maslahatchisi ham mening o'zum edim, urishuvchi ham men o'zim edim. Eltarish xoqonga, Turk Bo'gu xoqonga, Turk Bilga xoqonga xizmat qildim, tun uxlamay, kunduz o'turmay, qizil qonimni tugatib, qora terimni yugurtirib, mehnatni, kuchni berdim, axir, men o'zim uzoqlarga bosqin uyushtirib turdim. Qo'ng'ir qo'y, oq otni katta qildim". [4:128]. Umuman, aytish lozimki, ushbu kichkina parchada muallif o'z fikrini bayon etish uchun to'rt o'rinda – qizil qon, qora ter, qo'ng'ir qo'y, oq ot – rang nomlaridan o'rinli foydalanmoqda. Yoki, masalan, o'zbek tilida oq oltin – paxtaga nisbatan ishlatiladi. Paxta – o'zbek xalqi uchun milliy boylik ramzi. G'arb mamlakatlarida esa oq oltin deganda farfor – chinni nazarda tutiladi. Qora oltin – черное золото parafrasi rus tilida neft, polyak tilida (czarne zloto) ko'mir ni anglatadi. O'zbek tilida esa bu tasviriy ifoda har ikki ma'noda ham ishlatiladi, tilshunoslik unga shakldoshlik sifatida qaraydi. Turli tillarda rang asosli turg'un birikmalarni qiyosiy o'rganish jarayonidagina ularning mohiyati oydinlashadi.

Turli tillarda rang turlari va ularning nomlari o'rtasida ham tafovut uchraydi. Bu, ayniqsa, lug'at ishida, tarjima jarayonlarida sezilib qoladi. Qaysidir tilda uch-to'rtta rang (oq, qora, qizil, sariq yoki ko'k) farqlansa, qaysilaridadir ularning soni yetti-sakkiztaga yetadi. Masalan, o'zbek tilida oltita asosiy rang nomi ajratiladi:

siyohrang

ko'k

yashil

sariq

zarg'aldoq (to'q sariq)

qizil.

Ushbu ranglarning ajratilishi kamalakdagi ranglar spektriga asoslangan. Manbalarda ingliz tilida ham ularning soni oltita ekani aytiladi [5:86]:

purple (siyohrang / фиолетовый, пурпурный, багровый)

blue (ko'k / синий, голубой)

green (yashil)

yellow (sariq)

orange (to'q sariq, zarg'aldoq, оранжевый)

red (qizil).

O'zbek tilida ko'k sifati ko'p ma'noli bo'lib, ham ko'k, ham havorang, ham yashil rang ma'nosini anglatadi. Masalan, ko'm-ko'k (havorang, zangori, moviy) osmon – ko'm-ko'k (yam-yashil) maysalar – ko'k ko'ylak. Ingliz tilida ham blue har ikki ikkala rang – ko'k va havorang ma'nosini o'zida mujassamlashtirgan. Rus tilida esa ularning soni yettita bo'lib, синий, голубой alohida asosiy ranglar hisoblanadi. O'zbek tilida голубой – havorang, zangori, moviy, ingliz tilida cerulean so'zi bilan ifodalanadi. Ammo ushbu tillarda bu rang asosiy rang tarkibiga kiritilmaydi. Bu nuqtayi nazardan, ya'ni asosiy rang nomlarini bildiruvchi sifatlar soni bo'yicha chog'ishtirinayotgan tillar – ingliz va o'zbek tillarida tipologik jihatdan ham, semantik jihatdan ham bir-biriga mos keladi, to'la ekvivalent hisoblanadi. Albatta, bu o'rinda tub asosli rang sifatlari nazarda tutilmoqda. Metafora asosida yoki ranglarning turli darajadagi jilolari (ottenkalari) asosida hosil bo'lgan rang nomlari asosiy rang nomlariga kiritilmaydi.

Yozuvchi, ijodkorlar adabiyotda rang sifatlaridan badiiy vosita sifatida o'rinli foydalanadilar. Z.Pardayevning ta'kidlashicha, o'zbek tilida oq, qora, qizil, qirmizi, pushti, sariq, ko'k, moviy, zangori, yashil, malla kabi rang bildiruvchi sifatlar o'ziga xos leksik-semantik, grammatik, hamda uslubiy xususiyatga ega. [6:15]. Sh.Turdimov xalq ijodiyoti namunalarida qora, oq, qizil kabi ranglar ko'proq qo'llanishi, qora, asosan, motam, ayriliq, qayg'u-hasratli voqealar ifodasi, oq erkak, qizil esa ayol bilan bog'liq ijobiy hodisalarga ishora qilishi, shuningdek, oq rang poklik, qizil rang jo'shqinlik ramzi sifatida uchrashini ham ta'kidlaydi. Erkin Vohidov dostonlarining milliy-madaniy xususiyatlarini o'rgangan N.Adizova ham ranglar badiiy matnlarda ekspressivlik va emotsionallikni oshirish, ta'sirchanlikni kuchaytirish vazifasini bajarishi, ayniqsa, oq, qora ranglari xalq iboralari, maqol, matallarida juda keng qo'llanishini qayd etadi. U o'zbek millati uchun qora rang, asosan, baxtsizlik, g'am-kulfat ifodasi bo'lsa, oq rang beg'uborlik, soflik, xotirjamlik ramzi sifatida xalqimiz madaniy hayotida muhim ahamiyat kasb etishi, Erkin Vohidov dostonlarida qora rang, asosan, qahramonlarning fojiali, baxtsiz ahvolini tasvirlash, qayg'u-alam ko'lamini bo'rttirib ifodalash uchun qo'llanilishini, ijodkorning ranglarning voqea mohiyatiga mos tanlab qo'llanishi muallifning boy falsafiy tafakkur tarzi va milliy-madaniy jihatlarning uyg'unligini aks ettirishini ta'kidlaydi: "Urush davrida keladigan "qora xat"larning ham o'qdan kam joyi yo'q. U ham xonadonlarga, oilalarga kulfat, qayg'u olib keladi, bolalarning yetim qolishiga sababchi bo'ladi. O'zi oq bo'lsa-da, kelishi qorong'ulikning rangidek dahshatni, azob-u uqubatni boshlab keladi: ...Dadasidan kelgan ekan qora xat. Hammamiz yig'ladik Hatto muallim...; Bo'lmasin qaro tun zulmati. Bu yerda yuraklar hur bo'lsin; Toshkentda 1966-yilda sodir bo'lgan zilzila fojialari va u keltirgan talafotlarni shoir "qora sahifalar"da aks ettiradi: O'tdi dahshatli kun, Qora sahifa. [7:55].

Tadqiqotchi ijodkorning qora rangga o'zaro zid qo'yish orqali oq rangdan foydalanishi, ko'chaning boshqa ko'chalardan obodligi, ravon hamda tozaligiga ishora tarzida: "Katta ravon shahroh nomin "Pokizalik" deb qo'ying. Oq marmardan lavha qo'yib Navoiydan bayt o'ying", beg'uborlik, betashvishlik, jo'shqinlik ramzi sifatida qahramonning oq otda keliishi: "Dada, U kun sizni tushimda ko'rdim. Oq otda keldingiz, so'radigiz suv", oppoq sho'xi r'umol: "Hilpirardi yel bilan o'ynab Oppoq shohi ro'mol boshida", yoshi ulug'lik ramzi sifatida: Qolganlar umrning sarhisobin qilar, Soch oqiga boqib surarlar xayol" misolida e'ritadi. [8:56].

Haqiqatan ham hozirgi o'zbek lingvomadaniyatida qora rang semantikasida salbiy ottenkalar ustunlik qiladi. Biroq manbalarda keltirilishicha, qora rang turkiy xalqlar hayotida oqqa qaraganda muborak rang hisoblangan. Jumladan, A.N.Kononov turkiy tillarda ranglar semantikasiga bag'ishlangan maqolasida qora so'zinnig semantikasi bilan bog'liq katta, yirik, muhtasham, ulug', qudratli, kuchli, pokiza, musaffo, quruqlik, yer, zulmat ko'ki, shimol so'zlarini keltiradi. [9:161]. I.Haqqulov adabiyotda qora rang talqiniga bag'ishlangan maqolasida qora rangning muborak va muqaddaslik xususiyatlarini Alisher Navoiyning «Sab'ai Sayyor» dostonidagi ilk hikoyat oxirrog'idan o'rin olgan:

Qora rang elga toji torakdur,

Kim bu rang ichradur, muborakdur baytidagi fikrga tayanib, muxtasar yoritgan edi. [10:36].

Ingliz, o'zbek va rus tillarida rang ifodalanishining kognitiv-semantik tuzilishi yuzasidan izlanishlar olib borgan A.M.Bazarbayeva ushbu holatlarni milliy mentalitet bilan bog'liqligi, o'zbek va rus tillarida ular aksariyat ma'nolarda bir-biriga mos kelishi, ingliz tilida esa farqlanishiga diqqat qaratadi: "Ingliz tilida «black» – yomon black market (qora ish, noqonuniy ish, чёрное дело), blackmailing someone (tovlamachilik bilan pul olish, шантажировать), black as ink (o'ta qora, чёрный как смоль), black as devil (shayton kabi qora, qalbi qora, тёмная душа), a black day (qora kun, чёрный день), a black spot (qora dog', тёмное пятно). Rus tilida «черный» – «ёмон» (ko'ngli qora, qora mushuk kesib o'tdi), noqonuniy (qora ish), qora kun (qora soat, qora non yeyish), quyi qatlam (qorasuyak, qora xalq). O'zbek tilida «yomon» – qora ko'ngil (черная душа), qora mushuk o'tdi (черная кошка проскочила), qora ish (черное дело); тяжелый – qora kun (черный день), qora ponda o'tirib (сидеть на черном хлебе); низкий слой – qora suyak (черная кость), qora xalq (черный народ). Ko'rib turganimizdek, o'zbek va rus tillarida qora rang aksariyat ma'nolarida mos keladi, biroq ingliz tilida ayrim ma'nolar mos kelmaydi.

Bu shuni ko'rsatadiki, nafaqat turli millatlar, turli madaniyatlarda, balki muayyan bir millat tarixining turli davrlarida ranglarga xos ramziy mazmun o'zgarib boradi. Ranglar semantikasidagi evolyutsion taraqqiyot rang nomlarining leksik-semantik jihatdan tasnifini qilishda murakkablik tug'diradi.

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THE SIGNIFICANCE OF WRITING COMPETENCE IN THE ACQUISITION OF ENGLISH FOR SPECIFIC PURPOSES (ESP)

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Abstract. This paper explores the critical role of writing competence in the acquisition of English for Specific Purposes (ESP) among learners. Writing is a key component in developing language proficiency, especially in academic and professional contexts where ESP plays a pivotal role. By examining current research on language acquisition theories, the importance of writing skills for ESP students is discussed. The findings suggest that writing competence enhances vocabulary retention, strengthens grammar, and promotes critical thinking, all of which are essential for the mastery of ESP. This paper also highlights practical approaches and pedagogical strategies to enhance writing competence among ESP learners.

Key words: writing competence, English for Specific Purposes (ESP), language acquisition, grammar precision, critical thinking, pedagogical strategies, Genre-Based instruction, peer review, Second Language Acquisition (SLA), input hypothesis, output hypothesis, specialized vocabulary.

Introduction

In an increasingly globalized world, the demand for English language proficiency, particularly in specialized domains, has risen dramatically. English for Specific Purposes (ESP) is designed to meet this need by focusing on the specific vocabulary, grammar, and communicative practices required in professional and academic contexts. While the focus on speaking and listening skills has often dominated language instruction, writing competence plays an equally vital role in achieving mastery in ESP contexts. This paper examines the efficiency of writing competence in enhancing the acquisition of English language skills among ESP students.

Writing competence, defined as the ability to produce clear, accurate, and contextually appropriate written communication, is not only crucial for academic success but also for professional effectiveness. It plays a significant role in language acquisition by enabling learners to process language rules actively, expand their vocabulary, and practice the formal structures of the target language. In ESP, where learners are often preparing for specific fields such as business, medicine, engineering, or law, writing skills are particularly important because they facilitate mastery of specialized vocabulary and complex sentence structures.

Theoretical Framework: Writing and Language Acquisition

Theories of second language acquisition (SLA) provide a framework for understanding how writing competence can enhance language learning. One of the central concepts is S.D. Krashen's Input Hypothesis, which suggests that learners acquire language best when they are exposed to language input that is slightly beyond their current competence. Writing provides learners with opportunities to engage in this kind of advanced language practice, as they must actively recall and apply linguistic rules while producing meaningful output. [1:235]

In addition, cognitive theories of SLA, such as those proposed by M. Swain, emphasize the importance of output in language learning. According to Swain's Output Hypothesis, producing language (through writing, for example) forces learners to process language at a deeper cognitive level, which in turn helps them internalize linguistic structures. Writing tasks encourage reflection, self-correction, and greater attention to detail, all of which enhance language acquisition. [2:140]

Furthermore, writing competence contributes to ESP learning by helping learners practice genre-specific conventions. Each professional or academic field has its own writing conventions—ranging from technical reports to research articles—and these genres require

mastery of particular discourse structures and vocabulary. Developing writing competence enables ESP learners to engage with these specialized forms of communication more effectively.

The Role of Writing Competence in ESP Learning

1. Vocabulary and Terminology Acquisition

Writing is particularly effective in helping ESP students acquire and retain domain-specific vocabulary. Writing tasks force learners to use terminology in context, thus facilitating deeper retention. Studies have shown that when students write using newly acquired vocabulary, they are more likely to remember and correctly use these terms later.

2. Grammatical Precision and Accuracy

ESP contexts often demand a high level of grammatical precision, as incorrect usage can lead to misunderstandings or misinterpretation of specialized content. Writing helps learners focus on accuracy, particularly in areas such as tense usage, passive voice, and conditional structures that are commonly found in technical writing.

3. Development of Critical Thinking Skills

Writing promotes critical thinking by encouraging students to organize their thoughts, argue positions, and synthesize information from various sources. In ESP contexts, where students must often explain complex processes or make professional recommendations, the development of these skills is crucial.

Pedagogical Strategies for Enhancing Writing Competence in ESP

To maximize the effectiveness of writing in ESP learning, educators must employ targeted strategies. Research suggests that an integrated approach, combining writing practice with reading and listening exercises, can significantly enhance writing competence. Below are some effective pedagogical approaches for fostering writing skills in ESP learners:

Since ESP writing often revolves around specific genres (e.g., reports, research articles, business letters), genre-based instruction can help students become familiar with the conventions of their field. By analyzing model texts and practicing the writing of specific genres, students can internalize the linguistic structures and vocabulary required in their profession.

Task-based approaches to language learning provide students with real-world tasks that require them to produce written output relevant to their field. For example, medical students may be asked to write case reports, while engineering students might produce technical specifications. TBLT allows students to practice writing in authentic contexts, reinforcing the connection between writing competence and ESP proficiency.

Collaborative writing tasks and peer review sessions can significantly enhance writing competence. By reviewing each other's work, ESP learners become more aware of common errors and receive diverse perspectives on how to improve their writing. Constructive feedback from peers and instructors helps students refine their writing and achieve greater accuracy.

Conclusion

Writing competence is a crucial component of language acquisition for ESP learners, facilitating the mastery of specialized vocabulary, grammatical precision, and critical thinking. While listening and speaking skills are often emphasized in language learning, writing offers unique advantages, particularly for students preparing for academic or professional careers. By engaging in targeted writing exercises and receiving feedback, ESP students can significantly improve their language proficiency and perform more effectively in their fields.

The integration of writing-focused pedagogies, such as genre-based instruction and task-based learning, can further enhance writing competence among ESP students. Given the importance of writing in both academic and professional contexts, continued research on how best to teach writing in ESP courses is essential for ensuring that learners are well-equipped for success.

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DUNYO TILLARIDA DINIY BARQAROR BIRLIKLAR TADQIQI

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Diniy leksika barcha tillarning lug'at boyligini oshiruvchi unsurlar hisoblanadi. Teologiya, mifologiya va din ta'siri ostida shakllangan diniy leksik birliklar har qanday jamiyat mavjudligining ajralmas qismi, inson ma'naviy rivojlanishini ko'zda tutuvchi, millatlar taraqqiyotining eng muhim jihatlarini namoyon etuvchi, diniy-tarixiy madaniyatning so'nmas xotiralarini gavdalantiruvchi qimmatli ma'lumotlar desak adashmagan bo'lamiz.

Jahon tilshunosligida maqol, matal, hikmatli so'zlar, rivoyat, hadis, o'git, vasiyat, naql, iboralar proverbial frazeologizmlar ham deyiladi. Bu turdagi frazeologizmlar tafakkurning badiiy-mantiqiy shakli ekanligi, har bir millatning o'ziga xos belgilarini saqlashi, milliy folklorning eng kichik janri, maxsus grammatik shaklga ega ekanligi va umumlashtiruvchi, didaktik fikrning mavjudligi kabi kategorial belgilarga ega. Frazeologizmlar va proverbial frazeologizmlarda barqaror struktura mavjud bo'lib, diniy mazmunni kasb etgan har qanday frazeologizmlarni diniy barqaror birliklar sifatida qabul qilishimiz mumkin.

Litva tilshunosligi namoyondalaridan A.Nacisione maqollarni lingvistik nuqtai nazardan quyidagi sabablarga ko'ra frazeologiyaga mansub hisoblaydi. Demak, maqollar ham barqaror birliklarga misol bo'la oladi. 1. Semantik jihatdan: ular ikki asosiy kategorial talablarga itoat etadi: turg'unlik va obrazlilik. Sintaktik nuqtai nazardan, ular gap strukturasiga (sodda va murakkab) ega va ular hech qachon o'zlarining negiz shakllarida (base form) gap chegarasidan tashqariga chiqmaydi. Uslubiy jihatdan, maqollar ifodalanishida, FB-larning boshqa tiplaridagidek, uslubiy qo'llanishning turli tuman namunalarini namoyon qiladi. [1: 289]

Turk tilshunoslari O.A.Aksoy, Z.Baxadanli, N.Koch, Y.A.Puskulluo'g'lu frazeologik birliklarni so'z turkumi sifatidagi birikmalar yoki butun boshli gap, yoki tor ma'noda milliy an'analarni aks ettiruvchi maqollar deya e'tirof etishadi. Chunki maqollar ham monomial tuzilishga ega bo'lgan qisqa ko'chma ma'noli birliklardir. Masalan: Hacı sandığımızın haçı koynundan çıktı-(Musulmonning cho'ntagidan xoch chiqdi) maqoli yaxshi deb hisoblanadigan insonning aslida yomon inson ekanligini ifodalovchi maqol; Kırk gün günahkar, bir gün tövbekar-Qirq kun gunohkor, bir kun tovbakor. Ushbu maqol hamisha gunoh ishlar qilib keyin o'zining gunohini yuvishga harakat qiluvchi inson haqidagi maqol; Ata binersen Allah'ı, attan inersen atı unutma -Otga minganda Allohni eslang, otdan tushganda unga g'amxo'rlik qiling maqoli xohishsiz bajarilgan ishda natija bo'lmasligini bildirsa; gönülsüz namaz göğə ağmaz-Qalban o'qilmagan namoz jannatga yetaklamaydi deya tarjima qilinadi; Namazda gözü olmayanın kulağı ezanda olmaz-Ko'zi namozda bo'lmaganing qulog'i azonda bo'lmaydi. Ushbu maqol namozni chin qalbdan o'qish naqadar muhim ekanligini ta'kidlaydi. [2]

Rus va nemis tillarida bibleizmlar asosida, ya'ni Bibliya obrazlari va syujetlari asosida bir qator diniy barqaror birliklar shakllangan. Jumladan: Фома неверующий (ungldubiges Thomas) birligi hech qachon hech narsaga ishonmaydigan insonga nisbatan qo'llaniladi. Ushbu birlik Bibliyadagi Iso Masihning tirilishi haqidagi xabarga ishonmagan Isoning shogirdi obrazi asosida vujudga kelgan. Bibliya matnlaridagi holat asosida shakllangan iboralar: Еда и Саул во пропоцех? (Wie kommt Saul unter Propheten?) Shoul payg'ambarlar orasidami? jumlasida bugungi kunda har qanday vaziyatda hayratni ifodalash uchun qo'llaniladi. Ba'zi holatlarda Injil iboralari manba matnida barqaror ma'noga ega bo'lishi mumkin. Rus tilida стряхнуть Адама, nemis tilida den Alten Adam ausziehen birligi ahmoqona odatlardan voz kechib, o'zga insonga aylanmoq ma'nosini bildiradi. [3:59]

Ayrim fazeologik birliklar faqat bir tilda aktuallashgan bo'ladi, jumladan Havoriy Pavlusning bashoratiga ko'ra shayton tomoniga o'tadigan butparast xalqlar haqidagi Гог и Марор birligi nemis tilida uchramaydi. Misr vabolari haqida hikoya qiluvchi Misr vabolari, Misr chigirtkalari, Misr zulmatlari birliklari o'rnida faqat bitta die dgyptische Finsternis-Misr zulmatlari birligidan foydalanishadi.

Injil iboralari tahlili shuni ko'rsatadiki, iboralar Injildagi ma'lum mavzuiy guruhlariga mansub bo'ladi. Iso Masih bilan bog'liq birliklar rahm-shafqat mavzusi bilan bog'liq: Ради Христа-Masih haqqiga (Masih uchun), молить Христом-Богом-Худо-Masih nomi bilan ibodat qiling; Ikkilamchi bibleizmlar ikonografik, tasviriy an'analarning natijasi: aussehen wie das Leiden Christi-Isodek boqmoq; Uchinchi turdagi frazeologik birliklar milliy xususiyatga ega bo'lib, bir tilda mavjud bo'lsa, ikkinchi tilda uchramaydi. [3: 59] Rus tilida адамова голова-Odam Atoning boshi birligi mavjud bo'lib, u polisemantik xususiyatga ega. Ya'ni, uning quyidagi ma'nolari mavjud: 1. O'lim haqida ogohlantiruvchi, sog'liq uchun zararli mahsulotlarni ko'rsatuvchi dorixona yorlig'i; 2. O'simlik nomi; 3. Kalxat kuya oilasiga mansub yirik kapalak. Ammo, ayrim veb saytlarda ushbu birlikka nisbatan o'lgan bosh ma'nosini beradi. Biroz eskirgan, ironiyani namoyon etuvchi diniy birliklar sifatida rus tilida от Адама-Odam Ato davridan buyon, адамовы веки-Odam Ato asridan buyon, с Адама и Евы-Odam Ato va Момо havo davridan buyon, с Адамах времён-Odam Atoning davridan birliklari mavjud. Начинать с Адама-boshidan boshlamoq ma'nosini beradi. Адамовы слёзы-eskirgan ibora bo'lib, asosan soldatlar jargoni hisoblanmish aroq ma'nosini bildiradi. Ushbu iboraning sinonimi sifatida Иерусалимские слёзы-Quddus ko'z yoshlari birligini olsh mumkin. Ko'z yoshlar va aroqning achchiq, sho'r ekanligi ushbu birlikning kelib chiqishiga sabab bo'lgandir. [4: 52]

Fransuz va ispan tillarida diniy birliklar idioetnik frazeologizmlar nomi ostida tadqiq etiladi va ularning qiyosiy tahlili quyidagicha amalga oshiriladi:

1. Tillararo ekvivalent frazeologizmlar: ispan tilida: entrar la religion, fransuz tilida: entrer en religion-dinga kirmoq, rohib bo'lmoq, monastir qasamini ichmoq kabi. Ushbu frazeologizm ingliz tilida convert to religion ko'rinishida namoyon bo'ladi.

2. Tillararo frazeologik variantlar: ispan tilida: encender/poner una vela a Dios y otra al diablo-Xudo uchun bitta, shayton uchun bitta sham yoqmoq, fransuz tilida: donner une chandelle a Dieu et une au diable-bir shamni Xudoga, boshqasini shaytonga bermoq birliklari siznikiga ham, biznikiga ham amal qilish ma'nosini beradi; tillararo frazeologik omonimlar: ispan tilida: fuego sacro-muqaddas olov, qizilcha, fransuz tilida: feu sacre-muqaddas olov, xarizma, talant ma'nolarini beradi.

3. Tipologik jihatdan bir xil frazeologik birliklar, turli leksik tarkib, bir xil sintaktik qurilmaga ega frazeologizmlar: ispan tilida: ni moro, ni Cristiano-na musulmon, na xristian (ushbu frazeologizm da Mauri aholisi haqida gap ketayapdi. Maurilar qora tnli insonlar bo'lib, ular islom dinini qabul qilishgan. Musulmon so'zi mauri nomi ostida yashirin izohlangan; fransuz tilida: ni agne ni bete-na farishta, na hayvon.

4. Enantioseмик frazeologik birliklar (O'zida omonimlik, antonimlik, polisemantik xususiyatlarni namoyon etgan frazeologik birliklar). Ispan tilida: hacer uno el graciosa-

ahmoqona harakatlar qilmoq, fransuz tilida: faire le gracieux-o'zini oliyjanoblarcha tutmoq, eng yaxshi fazilatlariga ega bo'lmoq;

5. Tillararo frazeologik sinonimlar: ispan tilida: lugar religioso-qabriston, dafn etish hududi, fransuz tilida: terre sainte-muqaddas zamin, Xristian qabristoni;

6. Tillararo frazeologik antonimlar. Ispan tilida: ser diablo para uno cosa-biror ishning shaytoni bo'lmoq, ustasi bo'lmoq, fransuz tilida: adroit comme un pretre normand-Norman ruhoniysi kabi mohir bo'lmoq yoki qobiliyatsiz bo'lmoq;

7. Boshqa tillarda ekvivalenti bo'lmagan idioetnik frazeologik birliklar. Ispan tilida: hacer un moro Cristiano-Mur xalqini nasroniylikka da'vat etish (ezgu ishlarni amalga oshirish ma'nosida), fransuz tilida: pain des anges-farishta noni, Rabbiy tanasi ma'nolarini anglatadi.

O'zbek tilida bo'lgani kabi, ispan va fransuz tillarida demon-jin komponentli frazeologik birliklar salbiy ma'no anglatasa, ijobiy holatlarni yoritishda eng keng qo'llanuvchi denotat Dios-Xudo so'zidir. Masalan: oler a demonios-jin kabi hid taratmoq birligi juda badbo'y ma'nosini anglatasa, ispancha: Varon de Dios-nurli inson, alma de Dios-sof qalb demakdir. [5: 25]

Tatar tilida diniy barqaror birliklar sifatida Qur'oni Karim birliklari hamda Injil iboralari tushuniladi. IX asrda tatar xalqining islom madaniyatiga bo'lgan qiziqishi, Qur'on ta'limotining ta'siri, diniy-so'fiylik xarakteridagi adabiyotlarning keng tarqalishi ushbu til lug'at fondining diniy barqaror birliklar bilan boyishiga sabab bo'ldi. Bugungi kunga qadar tatar tilidagi arab o'zlashmalari turli jihatlarida tadqiq etilgan.

Bu o'zlashmalar M.I.Maxmutov asarlarida hamda E.N.Denmuxametovanning tatar tilining paremiologik fondida arab-fors o'zlashmalari bo'yicha tadqiqotida batafsil yoritilgan.

Tatar tili diniy mazmundagi iboralarning katta qismini Qur'oni Karim birliklari egallaydi, ular kundalik va adabiy nutqqa shunchalik singib ketganki, ayrimlari tatar tilining o'z leksik fondiga aylanib ulgurgan. мэхшәр кубу / мэхшәр купкан кебек, мэхшәр көне (mahshar kuni) –tartibsizlik, bezovtalik mazmunini bildiruvchi ushbu iboralar ohiratda sodir bo'ladigan tartibsizliklar borasidagi ma'lumotlar asosida shakllangan. зэкъякүм кебек ачы-аччиқ. (Jahannamdagi Zaqqum daraxti mevasi kabi achchiq); Мөхәммәткә өммәт булмыйм!-Muhammadga ummat bo'lmayin! (agar mening so'zlarim yolg'on bo'lsa, meni musulmon hisoblamang mazmunida); орлыгы Бохарада түгел / орлыгы Мәккәдә түгел-urug'i Buxorodan emas/urug'i Makkadan emas-unchalik uzoq emas mazmunida; Ходаем, үзең сакла, дошманнарның күзен капла- Xudoyim, o'zing saqla, dushmanning ko'zini qopla birligi baxtsizliklardan saqlanishda qo'llaniladi. O'zbek tilida ushbu iboraga ma'nodosh sifatida "Dushmanning betini teskari qil" iborasi qo'llaniladi.

Tatar diniy birliklarida Jahannam bilan bog'liq iboralar "uzoq masofa" ma'nosini bildiradi. Masalan: жәһәннәм астында-jahannam ostida (uzoqda mazmunida), жәһәннәм кырыенда-jahannamning bir chekkasida (uzoqda), жәһәннәм тишегендә-jahannam eshigida; жиде жәһәннәмгә керсә дә йөзе кызармас-yetti jahannamga kirsä ham yuzi qizarmaydi, жәһәннәм терәве-do'zah ustuni, bekorchi, bo'sh turgan insonga nisbatan qo'llaniladi. [6: 168]

S.V.Bulavina rus va ispan tillarining frazeologik birliklarini o'rganishda katolik va pravoslav ta'limotlari o'rtasidagi farqlarni aniqlashga harakat qiladi. Ammo, qiziqarli jihati shuki, fransuz jamiyati hayotida Rim-katolik cherkovi muhim o'rin egallaganligi sababli bu turdagi frazeologik birliklar fransuz tilida boshqa tildagilardan ko'ra ko'proq uchraydi. Masalan: fransuz tilidagi – être plus catholique que le Pape birligi-Papadan ham katta katolik bo'lmoq, ya'ni kanonik, ahloqiy meyorlarga tayanib biror ishni ishonch bilan qilmoq ma'nosini beradi. So'zlashuv nutqida foydalaniladigan Pas catholique-katolik emas deya tarjima qilinuvchi ushbu birlik "ishonchli emas, shubhali" ma'nosini beradi. Votre vin est trop catholique-Sizning sharobingiz juda katolik iborasi sizning sharobingiz o'tkir emas ma'nosini beradi.

Xulosa.

Xulosa sifatida aytishimiz mumkinki, diniy barqaror birliklar deyarli barcha tillarda mavjud bo'lib, ular o'sha xalqning milliy-ma'naviy jihatlarini o'zida namoyon etadi, ushbu xalqlarning diniy ongi va diniy e'tiqodlari asosida shakllanadi va ularni chog'ishtirish, qiyoslash jarayonida ular o'zlarining umumiy va xususiy jihatlarni namoyon etadi.

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ADVERBS OF TIME IN UZBEK AND ENGLISH: COMPARATIVE STUDY

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Annotation. This study explores the use of adverbs of time in Uzbek and English, focusing on their grammatical structure, usage, and semantic nuances. By analyzing both languages, we can identify similarities and differences that may impact language learning and translation. The findings reveal that while both languages employ adverbs of time to indicate temporal relations, they exhibit distinct patterns influenced by cultural and syntactic factors.

Keywords: comparative study, time, adverbs of time, linguistics, morphology, lexicology, grammar and syntax.

Annotatsiya. Ushbu maqola o'zbek va ingliz tillarida payt ravishlarining qo'llanishini o'rganib, ularning grammatik tuzilishi, qo'llanishi va semantik jixatlariga e'tibor qaratadi. Ikkala tilni tahlil qilish orqali biz til o'rganish va tarjimaga ta'sir qilishi mumkin bo'lgan o'xshashlik va farqlarni aniqlashimiz mumkin. Natijalar shuni ko'rsatadiki, har ikkala tilda ham vaqt munosabatlarini bildirish uchun payt ravishlari qo'llanilsa-da, ular madaniy va sintaktik omillar ta'sirida ikkala tilga xos bo'lgan o'ziga xos xususiyatlarni namoyon qiladi.

Kalit so'zlar: qiyosiy tadqiq, vaqt, payt ravishlari, lingvistika, morfologiya, leksikologiya, grammatika va sintaksis.

An adverb is a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc. (e.g., gently, quite, then, there).

When the adverb indicates the sign of an action, it indicates the process, state, time, and place of execution [1:407].

Adverbs of time play a crucial role in both Uzbek and English, helping to clarify the timing of actions and events. Understanding these adverbs is essential for effective communication and language acquisition.

Adverbs are viewed as a challenging aspect of language learning, because of the problems that the learners face. These problems are dealt with differently. Osborne (2008), Rankin (2010) indicated that these problems are related to syntactic reasons such as the placement of the adverb, or the type of the adverb.

Jackendoff (1972:47) stated that, "The adverb is perhaps the least studied and most maligned part of speech", because at that time just few studies on adverbs were conducted.

Karin. C. Ryding (2005:290) said that, "Adverbial expressions of time fall into four categories: basic adverbs, single nouns and adjectives in the accusative, compound time demonstratives and phrases". According to her, basic adverbs signify specific points in time and tend to persist in one form without changing for case or definiteness. (ibid)

Pascual Pérez-Paredes and María Sánchez-Torne, (2014:180) indicated that, "The mastery of adverbs in spoken and written communication contributes greatly to achieving a native-like command of the language".

Eckersley C.E. (1958:21) mentioned the following principal kinds of adverbs in the English language:

- (a) Time, e.g. now, soon, always, often, etc.
- (b) Place, e.g. here, where, outside, etc.
- (c) Manner, e.g. badly, well, easily, etc.
- (d) Degree, e.g. very, too, almost, quite, etc.
- (e) Negation and affirmation, e.g. yes, no, not, etc.
- (f) Interrogation, e.g. when, where, why.

Abdurahmonov A. (1975:407) indicates five basic kinds of adverbs in the Uzbek language:

- 1) Holat ravishi (adverb of manner);
- 2) O'rin ravishi (adverb of place);
- 3) Payt ravishi (adverb of time);
- 4) Maqsad ravishi (adverb of purpose);
- 5) Miqdor-daraja ravishi (adverb indicating quantity and degree)

Adverbs of time modify verbs, adjectives, or other adverbs, providing context about when an action occurs. They are essential for establishing temporal relations in discourse, aiding comprehension, and enhancing the richness of expression.

Adverbs of Time in English

In English, adverbs of time are categorized based on their function and placement within a sentence. Key types include:

- 1. Specific Time Adverbs. These indicate a particular time, such as now, yesterday, and tomorrow.
- 2. Frequency Adverbs. These convey how often an action occurs, e.g., always, often, and rarely.
- 3. Duration Adverbs. These express the length of time an action lasts, like briefly and permanently.

Grammatical Structure

English adverbs of time typically appear at the beginning or end of sentences, though they can also be placed within the sentence for emphasis. For example:

- "Yesterday, I went to the market."
- "I went to the market yesterday."

Adverbs of Time in Uzbek

Uzbek, as a Turkic language, presents adverbs of time in a distinct manner. They can be categorized similarly to English, with notable differences in structure and usage.

- 1. Specific Time Adverbs: bugun (today), ertaga (tomorrow), and kecha (yesterday).
- 2. Frequency Adverbs. These include har doim (always), odatda (usually), and kamdan-kam (rarely).

3. Duration Adverbs. Terms such as *tezda* (quickly) and *uzoq muddat*, *anchagina vaqt* (for a long time) are used.

Grammatical Structure

In Uzbek, adverbs of time often appear at the beginning of a sentence for emphasis but can also follow the verb. For example:

- "Bugun men bozorda bo'ldim." (Today, I was at the market.)
- "Men bozorda bugun bo'ldim." (I was at the market today.)

Both languages utilize adverbs of time to convey temporal relationships. They share categories such as specific time, frequency, and duration. Furthermore, both languages can place adverbs at different points within a sentence, allowing for flexibility in expression.

Along with the similarities they share some distinct features. As for the morphological characteristics of adverbs in Uzbek, they often derive from nouns or adjectives, reflecting the agglutinative nature of the language, whereas in English adverbs may be formed by adding suffixes or remain unchanged.

The cultural context influences the use of time adverbs. For instance, Uzbek culture places significant emphasis on time-related customs and rituals, which may affect the frequency and choice of specific adverbs.

In conclusion, this comparative study highlights both the similarities and differences in the use of adverbs of time in Uzbek and English. Understanding these aspects is crucial for language learners and translators, as it can improve clarity and enhance communication.

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"O'ZBEK TILINING IZOHLI LUG'ATI" DA FORS TILIDAN O'ZLASHGAN BA'ZI MEVA NOMLARI XUSUSIDA

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Annotatsiya: Ushbu maqolada "O'zbek tilining izohli lug'ati"dagi fors tilidan o'zlashgan ba'zi meva nomlari haqida ma'lumot keltirilgan.

Kalit so'zlar: meva nomlari: anjir, anor, behi, gilos, zardoli, xurmo

Аннотация: В данной статье приводится информация о некоторых названиях фруктов, заимствованных из персидского языка, содержащихся в "Толковом словаре узбекского языка".

Ключевые слова: названия фруктов: инжир, гранат, айва, вишня, абрикос, хурма

Annotation: This article provides information on some fruit names borrowed from the Persian language, as found in the "Explanatory Dictionary of the Uzbek Language".

Keywords: fruit names: fig, pomegranate, quince, cherry, apricot, persimmon

Til – jamiyatdagi kishilari o'rtasidagi bevosita aloqa-munosabat shakli. Undagi leksik birliklarning nutqda voqealanishi o'ziga xos bo'lib, bilvosita til sathlari: fonetik, leksik, morfologik yoki sintaktik omillar ta'sirida rang-barang ma'nolarga ega bo'ladi. Leksika tilning tez o'zgaruvchan sohasi ekan, boshqa sathlarning nisbiy barqarorligi qiyoslanganda ular orasidagi farq sezilarli darajada namoyon bo'ladi.

O'zbek tilining lug'at boyligidagi meva va sabzavot nomlari ham o'ziga xos tizim bo'lib, bu ochiq tizim o'z yoki o'zlashma qatlam birliklari hisobiga kengayib borishi shubhasizdir. Shu jihatdan olib qaraganda, bugungi kunda o'zbek tilining izohli lug'atidagi meva va sabzavot nomlari ham ko'plab olinma so'zlar hisobiga kengayib bormoqda.

O'zbek tilidagi o'zlashma qatlamning katta qismini arab, fors-tojik, va rus tillaridan o'tgan so'zlar tashkil qiladi. O'zbek tili lug'at tarkibida qadimdan forscha so'zlar mavjud bo'lib kelgan. Ko'rinadiki, o'zlashma atov birliklarining forsiy qatlami boshqa tillardan kirib kelgan so'zlardan anchagina kengroqligini tasdiqlaydi.

Quyida "O'zbek tilining izohli lug'ati" (O'TIL)da o'rin olgan ba'zi fors tilidan o'zlashgan meva nomlari xususida fikr yuritamiz. Jumladan,

ANJIR [f. — anjir] 1 Tutdoshlar oilasiga mansub, sutsimon shirador, shapaloq bargli o'simlik. Bir yomon anjir kesar, ikki yomon zanjir kesar. Maqol. Anjir O'zbekistonning hamma viloyatlarida o'sadi. K. Mahmudov, O'zbek tansiq taomlari. 2 Shu daraxtning serurug', eyishli mevasi. Qora anjir. Xoki anjir. Anjir qoqi. Anjir qiyom. Agar kirsang bir kishining bog'iga, Qo'l uzatma anjir, uzum, nokiga. "Qo'shiqlar".

Rabg'uziy qissalarida anjir haqida qiziqarli ma'lumot mavjud: "...anjir daraxti Odam va Havvoga besh yaproq berdi, ular andomlarini yopib chiqdilar.

Tong otgandan keyin o'sha besh yaproqning birini kiyik yedi, ifor (mushk)bo'ldi. Birini sigir yedi, anbar bo'ldi. Birini ari yedi, asal bo'ldi. Birini qurt yedi, ipak bo'ldi. Birini Odam yerga ekdi, yung bo'ldi. Qiyomatga qadar farzandlariga kafan bo'ldi.

Oллоh taolo Odamga yaproq berganligi uchun anjir daraxtini jazoladi.

Ma'lumki, barcha yeguliklar uch turli bo'ladi: birining tashi yeyilur – olma, nok kabi, birining ichi yeyilur – yong'oq, bodom singari, birining tashi yeyilmas ichi yeyilur – qovun, tarvuz kabi. Ammo anjirning tashi ham yeyilur, ichi ham yeyilur".

Anjir daraxti xalq orasida juda qadimdan sarxil va shifobash meva sifatida madaniylashtirilgan. Tilimizga fors tilidan o'zlashgan. Mamlakatimizning deyarli barcha hududlarida naviga qarab yetishtiriladi. Uning Samarqand anjiri, Urgut anjiri, G'urbun anjiri, anjiri Romitaniy; sariq anjir, qora anjir kabi turlari mashhurdir.

ANOR [f. 1. Anordoshlarga mansub, kichikroq daraxt yoki buta shaklidagi subtropik o'simlik. ...har joy-har joyda ko'milgan anor tuplari do'mbayib yotibdi. S. Zunnunova, Olov. 2. Shu daraxtning ichi qizil donalar bilan liq to'la yumaloq mevasi. Achchiq anor. Chuchuk anor. Anor suvi. Uchinchi kuni Hafiza olma, asal, anorlar bilan to'la setkani... bir qizdan Umidga kiritib yubordi. Mirmuhsin, Umid.

Anor qurg'oqchilikka chidamli, issiqsevar daraxtdir. Turli adabiyotlarda uning toifiy, baladiy, shomiy, mallisiy, sukkariy, manfalutiy, sulaymiy, musobiq, oq dona, qozoqi anor, achchiq dona, shahri tuz, qizil anor, qayin anor, ulfi kabi asosiy navlari keltirilgan.

BEHI [f.— olmasimon xushbo'y meva] bot. Issiq mamlakatlarda o'sadigan, atirgullilar (ra'nodoshlar) oilasiga mansub, xushbo'y mevali daraxt. Bog'ning turli joylarida har xil mevali daraxtlar: nok, o'rik, behi, jiyda va hokazo anchagina. Oybek, Tanlangan asarlar. Mohidil qaytib hovliga tushayotganida, behi shoxi shitirlab ketdi. S. Zunnunova, Gulxan.

Behi mevasi “ Devonu lug’atit turk” asarida “ avya” shaklida tilga olingan. Tilimizga fors tilidan o’zlashgan. Uning asosiy navlariga Non behi, Quva behi, Shirin behi, Samarqand yirik behi, Xorazm olmasimon behi kabilar kiradi.

GILOS [f. - gilos] 1 Atirgullilar oilasiga mansub ko’p yillik mevali daraxt va uning mevasi. Sariq gilos. Qizil gilos. Nurining hovlisidagi giloslar gullagan. Oybek, Tanlangan asarlar .

Gilos nam yerlarda yaxshi o’sadi, yorug’liksevar, ko’p yillik daraxtdir. Uning gullari mart-aprel oylarida gullaydi, may-iyunda esa pishadi. Gilosning 100 ga yaqin navi ma’lum. O’zbekistonning ko’pgina hududlarida gilosning Savri surxoni, Qora gilos, Sariq gilos, Bahor, Revershon, Sariq drogana, Chkalov navlaridan hosil ko’p yetishtiriladi.

ZARDOLI [f. – sariq olxo’ri] shv. O’rik daraxti va uning mevasi. Bu vaqtda ota-ona zardoli ostidagi chorpoyada choyxo’rlik qilishayotgandi. “Yoshlik”. Zardolilar pishipty, Top ko’chaga tushipti. O. Sobirov, Kelinoy. Birini sotdik, birini kesdik. Qishloq joyda turib, zardolini shahardan sotib olamiz. “Yoshlik” .

Zardoli so’zi fors – tojik tilidan olingan bo’lib, zard va oli qismlaridan iborat bo’lib, zard – sariq rang ma’nosini anglatgan. XV asrgacha bo’lgan manbalarda zardolu shaklida uchramaydi. Alisher Navoiy Hayrat ul – abror asarida “ zardolu ” shaklida qo’llagan.

Shirada zardolu etib qand hal,

Yo’q qadu amrud qaduyi asal.

(Hayrat ul-abror 214)

Shevada o’rik nomi bilan mashhur bo’lgan zardoli mevasi shifobaxshligi bilan ajralib turadi. O’rik qoqisi qaynatib ichilsa, yurak qon-tomir kasalliklariga shifodir. Shu sababli ham , “ O’rik sharbati – yurak quvvati ” , – degan ibratli so’zlar xalqimiz orasida mashhurdir.

XURMO [f.] – tropik va subtropik mamlakatlarda o’sadigan, xurmodoshlarga mansub daraxt va uning mevasi. Uning (Nil daryosining) ikki tomonida falakka bo’y cho’zgan minoralar, ko’p qavatli binolar, xurmolar. Mirmuhsin , Al Mahdiy . Arablarda xurmo eng muhim ozuqalardan biri hisoblanadi. K. Mahmudov , Qiziqarli pazandalik

Xurmo mevasi asosan mamlakatimizning janubiy va markaziy hududlarida uning besh xil navi yetishtiriladi. Masalan, tadjikskiy va tamopan bolshoy navlari Surxondaryo viloyatida ekish ma’qul topilsa, zendji- maru va xiakume navlarini esa Namangan, Samarqand, Navoiy viloyatlarida yetishtirish tavsiya etilgan . Oktabr oyi o’rtalarida esa mevasi pishib yetiladi.

Xurmo nomi qadimiy manbalarda, chunonchi, Zamaxshariy lug’atida “ xuvma ” tarzida , Alisher Navoiy asarlarida esa xurmo shakli uchraydi qayd etilgan.

SHAFTOLI [f.] – issiq joylarda , janubda o’sadigan, pushti gulli, uzunchoq bargli daraxt va uning mevasi . Oq o’rik, shotut, shaftoli va g’aynolining sap-sariq yaproqlari hovli betini ko’mib yotibdi. I. Rahim, Chin muhabbat. Muyassar shaftolining tepasida... Gulchehra esa...shaftolilarga etagini tutib turibdi. O.Yoqubov, Er boshiga ish tushsa .

Shaftoli ko’p yillik , issiq joyda yaxshi o’sadigan daraxtning mevasi bo’lib, mamlakatimizda uning 28 navi yetishtiriladi. Mevasi naviga qarab, iyul va avgust oylarida pishib yetiladi. Bu mevaning nomi fors tili vositasida tilimizga o’zlashgan. Ba’zi manbalarda shaftolu – shaftali – shaftalu – shaftoli kabi variantlarda uchraydi. Alisher Navoiy asarlarida “ shaftolu ” shaklida qo’llanilgan.

Shaftolu so’zining turkiychasi shaftoliga tengdir. Chunki bir tildan ikkinchi bir tilga o’zlashgan so’z, shu o’zlashayotgan tilning fonetik qonuniyatlariga bo’ysunadi.

Ko’rinadiki , “O’zbek tilining izohli lug’ati” dan o’rin olgan meva nomlarining ko’pchiligi fors tili qatlamiga doir bo’lgan olinma so’zlardir. Ularni tahlil qilar ekanmiz, izohli lug’atda keltirilgandek, ularning biologik xususiyatlariga alohida e’tiborga qaratgan holda, qo’shimcha ma’lumotlar bilan boyitildi.

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SADRIDDIN AYNIY ASARLARIDAGI METAFORIK TAGMA'NONING SOTSIOPRAGMATIK TAVSIFI ("SUDXO'RNING O'LIMI" QISSASI ASOSIDA)

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Annotatsiya: Ushbu maqolada Sadridin Ayniy asarlarida uchraydigan tagma'noning sotsiopragmatik xususiyatlari haqida so'z boradi va misollar orqali tahlil qilinadi. Tagma'noning turlicha ko'rinishlarda xarakterlanishi asoslab o'tiladi, chunki metaforik tagma'noni o'rganish, tahlil etish lingvistik pragmatika masalalarini oydinlashtirishda muhim omil sanaladi.

Kalit so'zlar: sotsiopragmatik tahlil, metaforik tagma'no, propozitsiya, kommunikant, nutqiy akt

So'zlovchi nutq predmeti haqidagi axborotni til belgilari yig'indisi yordamida hosil qiladi. Bu ifoda pragmatik tuzilishdagi xabar mazmunini tashkil etadi. Tagma'no yashirin ifoda birliklaridan biri bo'lib, u o'zining yashirin belgi-xususiyatlari bilan lingvistik pragmatikaning asosiy masalalaridan biri hisoblanadi. Tagma'no lingvistik pragmatikaning xususiy masalalaridan biridir.

Tagma'no tushunchasining yuzaga kelishi umumiy va xususiy ko'rinishlari, uning jahon tilshunoslik tarixida izlanish darajasi, shuningdek, tagma'noning presuppozitsiyadan farqlanish xususiyatlari kabi qator masalalar lingvistik pragmatikaning dolzarb muammolaridan biri biri sirasiga kiradi.[1:23] Tagma'noning stilopragmatik tagma'no, individual xususiy tagma'no, espressiv tagma'no, metaforik tagma'no, uslubiy pragmatik tagma'no, fonopragmatik tagma'no va monologik akt ma'no kabi ko'rinishlari badiiy asarlarda ko'p uchraydi. Jumladan, Said Ahmadning "Qoplon" hikoyasida asar qahramoni Tillayev nutqida: -"Taniyman bu itni", - jumlasini ishlatiladi. Aynan shu joyda pragmatik tagma'no hayvonga emas, kishiga nisbatan qo'llangan. "Bu it" deganda Qurbonboyini nazarda tutadi. Bundan ko'rinish turibdiki, jumlada pragmatik ma'no orqali asar qahramoniga xos bo'lgan xarakter o'z-o'zidan sezilib turadi. Metaforik tagma'noning bunday ko'rinishida so'zlovchi tinglovchini ma'lum bir predmetlarga o'xshatish asosidagi propozitsiyani berish bilan o'zi nazarda tutgan axborot ko'rinishiga ishora qiladi. Masalan:

-Men Musoning alamini Isodan olmoqchi bo'lib, boyvachchadan so'radim:

- Bu itning sen bilan qanday aloqasi bor ediki, sening isingni iskab kelib, bizning davrani bulg'ab ketdi.[2:18] Asarda it qiyofasidagi jirkanch va nomi qiyofasiga mos Qori-Ishkamba nazarda tutilgan. Kommunikantlarning o'zaro verbal harakatidan buni anglash mumkin.

Formal pragmatikada nutqiy tuzilmalar mazmunidan hosil bo'ladigan turli xildagi ma'no ko'chmalarini tushuntirishda lisoniy o'yin usulidan foydalanish harakati ham seziladi.[3:76] Metaforik tagma'noning matndagi ifodasi so'zlovchining ichki maqsadi bilan uzviy bog'liq bo'lib, fikrning ta'sir etish va yangi nutq vaziyatini yuzaga chiqarish nutqiy aktning kirish nuqtasi sifatida namoyon bo'ladi. Sadridin Ayniyning "Sudxo'rning o'limi" asarida "murch olmasdan murch yegan edim" jumlasini keltiradi. Undagi tagma'no firib yemoq, aldanmoq degan ma'noda ishlatiladi. Demak, borliqdagi narsa-hodisa, belgi-xususiyat, harakat-holatni ifodalab keladi. Bunday ma'no badiiy matnning ta'sirchanligini oshirishda ifodali, jozibali bo'lishida katta ahamiyatga ega.

Jumladan:

-...pulni orttirib olish sharti bilan qarzga beradi, pulning tagidan orttirib olgan foydasini pulning “bolasi” deydi, pulning foydasining foydasini “nabirasi”, foydaning foydasining foydasini “avirasi” deydi. Kun va kun ora oqshomda qarz olgannikiga ovqatga boradi, shu ovqatni “nabirasi” deb ataydi.[2:18] Kommunikantlardan biri bu kabi tagma’noga tushunmaydi va boshqa biri uning bunday ma’nosini anglatgandan so’ng fahmlaydi. Tagma’no o’zining turlicha ko’rinishlari bilan xarakterli hisoblanadi. Masalan , u piching, kinoya, kesatiq tushunchalarini ham qamrab oladi. Bunday pragmatik va metaforik tagma’no orqali ifodalangan gapning zamirida yotgan ko’chma ma’no bo’ladi. Tagma’no matn semantik tuzilishini tashkil qilib, so’zlovchi munosabatini ifoda etadi. Tagma’no shuning uchun ham olimlar tomonidan matn ichidagi matn deb yuritiladi.

Tagma’no nutq ishtirokchilari tomonidan ochiq shaklda ifoda etib bo’lmaydigan matn ostidagi yashirin fikrdir...Tagma’noda yashirin aytilishi lozim bo’lgan fikrdan nutq ishtirokchilaridan kamida bir kishi bexabar bo’ladi.[1:118]

Demak, tagma’no doimo nutq ishtirokchilaridan biriga noma’lum bo’lishi bilan ajralib turadi.

-Sallangiz shunday katta va og’irki, agar u yerga ilsangiz, qoziq sinib lungilar yerga tushib, tuproqqa belangan bo’lur edi,-dedi va sallani supacha ustiga qo’ydi.[2:2] Asarda sartaroshning nutqidan sezilib turibdiki, uning sallani qoziqqa ilishga qarshiligi bor. Aynan tag’mano nimada ekanligi muallif tomonidan izohlab o’tiladi: Bir salla qancha katta va qancha og’ir bo’lsa ham qoziqni sindirolmasligi aniq. Buni sartarosh ham yaxshi bilar edi, ammo sallani qoziqqa ildirmasligidan maqsadi uning kirini lungilarga yuqtirmaslik edi. Bunday muloqot jarayonida adresantning va adresatning maqsadi namoyon bo’ladi.

Aynan shu asarning yana bir o’rnida shunday metaforik tagma’no uchraydi:

-Qori amakim mashoqchi bo’lganlaridan keyin to’g’ri kelganda xirmonni sovura beradilar, shuning uchun o’zlari bilan panja o’rniga panshaxa olib boradilar.[2:17]

Sezilib turibdiki, asar qahramonlaridan biri nutqida Qori-Ishkanbaning panjalari panshaxaga o’shatilgan. Uning ovqatni xuddi panshaxada yeganday tez-tez va ko’p yeganiga ishora sifatida metaforik tagma’no qo’llangan. Bunday pragmatik va metaforik tagma’no asarning til jihatdan va mazmuman saviyasini oshiradi va asar qahramonlari xarakterini aniq ifodalab beradi.

Demak, Sadriddin Ayniy asarlari uchraydigan tagma’noni alohida hodisa sifatida o’rganish va tahlil etish lingvistik pragmatika masalalari mohiyatining oydinlashuvida muhim o’rin tutadi. Sotsiopragmatikaning umumiy qirralarini ko’rsatish uchun asos bo’lib xizmat qiladi.

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LINGVISTIK TAHLIL ASOSIDA MATN TUZISH

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Annotatsiya: Ona tili mashg’ulotlarida tahlil usuli juda samarali usul sanaladi. O’qituvchi darslikdagi mashqlarni tahlil qilish bilan o’quvchilarga juda yaxshi tushuntirib berishi mumkin.

Bir necha tahlil turlarini kuzatishimiz mumkin. Mas., fonetik tahlil, grammatik tahlil, morfologik tahlil, sintaktik tahlil kabilardir.

Lingvistik tahlil til haqidagi fanning har bir tarmog'i uchun tuzilgan programma talabiga to'la mos bo'lishi kerak. Uning oldiga ham til haqidagi fanlarni o'qitish oldiga qo'yiladigan metodologik va metodik talablar qo'yiladi.

Kalit so'zlar: lingvistik tahlil, morfologik tahlil, sintaktik tahlil, og'zaki tahlil, yozma tahlil.

Lingvistik tahlil-olingan nazariy bilimlar asosida til haqidagi har bir fanning talabiga ko'ra konkret bir til yoki nutq birligini (so'z yoki gapni) parchalab o'rganishdir. Bo'lajak o'qituvchilarning til hodisalarini tez va to'g'ri ajrata olish malakalarini egallashlarida nazariy bilimlar bilan bir qatorda lingvistik tahlil ham muhim rol o'ynaydi. Lingvistik tahlil – student bilimining ko'zgusi. Bilim-turli qoidalar va terminlarni o'zlashtirishdan iborat. Biroq undan amalda foydalana olmasa, u faqat mexanik tarzda yodlangan qoida va terminlardan iborat bo'lib qoladi, xolos. Kishining ma'lumoti, madaniyati uning faoliyatida qo'llanishi bilan belgilanadi. Agar talaba tilshunoslikdan nazariy dars o'tilgandan so'ng, shu darsda berilgan bilimni ma'lum bir matnni parchalab o'rganishda mustaqil qo'llay olsa, bunday bilim haqiqiy lingvistik bilim sanaladi. Talaba bilimining haqiqiyliги mustahkamligi tahlil jarayonida ko'rinadi. Lingvistik tahlil talabada bilimni amalda ishlata bilish malakasini hosil qiladi. Lingvistik tahlil orqali talabalar berilgan nazariy bilimning – lingvistik qoidalar, formulirovkalarning-mohiyatiga ongli, amaliy tushunib yetadilar. Talaba lingvistik tahlil jarayonida, tilning konkret bir hodisasiga bog'liq holda, nazariy darslarda olingan bilim, qoidalar ustida mustaqil mushohada qiladi, o'z ongida ularni qayta ishlab chiqadi. Bu esa mazkur hodisalar mazmunini ochuvchi fikrlarning talaba xotirasida nisbatan uzoq saqlanib qolishini ta'minlaydi. Faqat tahlil orqaligina ayrim murakkab til hodisalarining mohiyatini yaxshiroq anlash mumkin.

Lingvistik tahlil talabalarga mustahkam bilim berish yo'lidagi metodik priyomlardan biridir. Tilshunoslikning har bir tarmog'i o'qitilayotganda o'qituvchi lingvistik tahlildan, albatta, foydalanishi lozim. Lingvistik tahlil uy vazifasi sifatida ham berilishi mumkin. Ammo buning uchun talabalarda til faktlarini tahlil qila olish malakasi bo'lmog'i lozim. Morfologiya va sintaksis bilan bir qatorda fonetika, leksikologiya, orfoepiya, orfografiya so'zning morfologik strukturasi, so'z yasash kabi sohalar o'tilayotganda shularga aloqador lingvistik hodisalar yuzasidan tahlil uyushtiriladi.

Talaba bilan olib boriladigan lingvistik tahlilni amaliy jihatdan ikki turga ajratish mumkin:

1.Og'zaki lingvistik tahlil.

2.Yozma lingvistik tahlil.

Og'zaki lingvistik tahlil

Tahlildagi bu ikki usulning ham o'z afzalliklari bor. Og'zaki tahlil kam vaqt talab qiladi, talabaning lingvistikadan olgan bilimni qisqa muddat ichida aniqlashga imkon beradi. Bundan tashqari, tahlil qilayotgan talabaga agar u xatolarga yo'l qo'ysa, o'z vaqtida yordamlashish imkoniyati ham bo'ladi. Tahlilning bu usulidan dars jarayonida ko'proq foydalaniladi.

Yozma lingvistik tahlilning ham o'ziga xos ijobiy tomonlari bor. Yozma tahlil qilayotgan talaba bemalol fikrlash imkoniyatiga ega bo'ladi. Hatto, u nazariy materiallardan ham foydalanishi mumkin. Yozma lingvistik tahlil ko'proq uy vazifasi qilib beriladi.

Lingvistik tahlil til hodisalarini qamrash chegarasiga qarab to'liq va to'liqsiz tahlil deb ham ajratiladi. Matnni to'liq lingvistik tahlil qilish ko'p vaqt talab qiluvchi murakkab ishdir. Matnni til haqidagi fanning hamma tarmoqlari bo'yicha tekshirish, tom ma'noda, to'liq lingvistik tahlil hisoblanadi. Dars jarayonida bunday tahlildan foydalanib bo'lmaydi. Umuman, bunday tahlilga ehtiyoj ham sezilmaydi. To'liq lingvistik tahlildan fakultativ kurslarda, tilni chuqur o'rganuvchi to'garaklarda foydalanilsa maqsadga muvofiq bo'ladi. Bu ishimizda biz

«to'liq lingvistik tahlil» tushunchasini ma'lum bir tarmoq, bo'lim yoki turkumga nisbatan ishlatdik: to'liq morfologik tahlil, to'liq sintaktik tahlil kabi[4,c.235].

Lingvistikaning biror tarmog'i yuzasidan o'tkaziladigan to'liq tahlil shu predmet uchun berilgan soatlarning oxirgi qismida yoki tilshunoslikning boshqa keyingi tarmoqlari o'rganilayotganda o'tkaziladi. Masalan, to'liq fonetik tahlil fonetikadan berilgan hamma temalar o'rganilib bo'lgach yoki orfografiyadan bo'ladigan darslar orasida o'tkazilgani ma'qul. To'liq tahlildan yozma ish sifatida foydalanilsa ham bo'ladi.

To'liqsiz yoki tematik tahlil ma'lum bir tarmoqning ayrim temalari yuzasidan o'tkaziladi. Masalan, «Ot haqida ma'lumot», «Atoqli va turdosh otlar»[3,c.76] temalari o'tilgandan so'ng to'liqsiz tahlil o'tkaziladi. Bunda diqqat uch masalaga qaratiladi: ot, atoqli ot, turdosh ot. Bundan keyingi tahlil darslarida e'tibor qaratiladigan masalalar soni oshib boraveradi, ya'ni ot, otning ma'no turlari (atoqli, turdosh, konkret, abstrakt, yakka, jamlovchi otlar), otlarda son, egalik, kelishik kategoriyalari kabi. To'liqsiz tahlilni ma'lum bir kichiktemaning o'zigagina bog'lab o'tkazishning didaktik nuqtai nazardan ahamiyati kam. Oldin o'tgan, shu temaga aloqasi bor materiallarni ham tahlil talabiga kiritish kerak. Masalan, kelishik yuzasidan bo'ladigan tahlil darsida faqat kelishik qo'shimchalari va ularning ma'nosiga e'tibor berish shu temani unga(kelishiklarga) aloqador oldingi soatlarda o'tilgan temalardan uzib qo'yadi. Ot turkumi bo'yicha kelishik kategoriyasiga qadar o'tilgan materiallarni o'rganishni ham tahlil talabiga kiritish o'rindir. Bunda oldin (birinchi planda) kelishik affikslari va ularning ma'nosi, so'ng (ikkinchi planda) otning ma'no turlari hamda boshqa kategoriyalari tahlil etiladi. To'liqsiz tahlildan har bir amaliy mashg'ulot darslarida foydalanib, vazifalar soni oshirib borilaversa, studentning bilimi qat'iylashib, kengayib, mustahkamlanib boradi.

Ma'lumki, til materiallari tahlili ilmiy va metodik adabiyotlarda «Grammatik tahlil» nomi bilan yuritilib kelmoqda. Biroq bu terminni tushunishda bir xillik ko'rinmaydi. Maktabda tahlil muammosini keng o'rgangan olimlarimiz grammatik tahlil deganda faqat morfologik va sintaktik tahlilni tushunadilar. Biz ham grammatik tahlil deyilganda, morfologik va sintaktik tahlilni tushunishni to'g'ri deb bilamiz. Grammatika morfologiya va sintaksisdan iborat ekan, grammatik tahlil ham shu tarmoqlarni o'z ichiga olishi kerak. Garchi fonetikasiz grammatika bo'lmasa-da, u grammatikaning tarkibiy qismi emas. Etimologik, stilistik tahlillar haqida ham shu xilda gapirish mumkin. Demak, tahlilning morfologik va sintaktik turlaridan boshqa turlarini ham o'z ichiga olgan ishni, ravshanki, «grammatik tahlil» deb atab bo'lmaydi. Shunday ekan, uni qanday nom bilan atash kerak? By lingvistik hodisani fanning umumiy nomiga moslab, «lingvistik tahlil» deb yuritish eng ma'qul yo'ldir. Bunday nomlashda, nazarimizda hech qanday qarama-qarshilik sezilmaydi. Aksincha, «grammatik tahlil» terminiga qaraganda u umumlashtiruvchi xususiyatga ega va tilshunoslik fani tarmoqlarining hammasini o'zida mujassamlashtiradi[4,c.235].

Dars turi sifatida lingvistik tahlil ma'lum didaktik va metodik talablarga javob berishi lozim. Lingvistik tahlil til haqidagi fanning har bir tarmog'i uchun tuzilgan programma talabiga to'la mos bo'lishi kerak. Uning oldiga ham til haqidagi fanlarni o'qitish oldiga qo'yiladigan metodologik va metodik talablar qo'yiladi.

Lingvistik tahlil oldiga qo'yiladigan prinsipial talablar quyidagilar: 1. Ilmiylik printsiipi. 2. Ma'lum sxema asosida ish ko'rish printsiipi. 3. Bir tur tahlilni boshqa tur tahlil bilan aralashtirib yubormaslik printsiipi. 4. Tahlilni sistematik o'tkazib yuborish printsiipi.

Tahlilda ilmiylikka amal qilish printsiipi juda muhim bo'lib, til hodisalariga marksistik munosabatda bo'lishdan kelib chiqadi. Ilmiylik-til hodisalarining tabiatini to'g'ri ko'rsatish, qanday mavjud bo'lsa, shunday ta'riflash demakdir. Har bir til hodisalariga konkret yondashish, uning boshqa hodisalarga munosabatini, uzoq yoki yaqinligini:ayrim yoki umumiyligini ko'rsatish til faktlariga ongli munosabatda bo'lishi talab etadi. Til faktlarini tarixiy nuqtai nazaridan yoritish ham ilmiylik talabidir.

Ikkinchi printsip belgilangan tahlil sxemasibo'yicha studentning mustaqil harakat qilishini talab qiladi. Xuddi shu prinsip orqali studentning nazariy bilimlarni qay darajada egallaganligi kuzatiladi. Ma'lum sxema asosida erkin tahlil eta bilish malakasini hosil qilish prinsipial ahamiyatga ega. Tahlil sxemasi yaxshi o'ylangan, tarmoq, fan yoki ayrim kategoriyalarning asosiy xususiyatlarini o'zida aks ettiruvchi, sodda, tushunarli bo'lmog'i kerak. Sxema qismlarini o'ta murakkablashtirib yuborish tahlilning ma'nosi va prinsiplarini tushunishni qiyinlashtiradi.

Har bir tahlil turining maqsadi va chegarasi qat'iy bo'lmog'i zarur. Bu studentga bir xil tahlil bilan boshqa tahlilni aralashtirmaslik ko'nikmalarini mustahkamlaydi.

Lingvistik tahlilni sistematik o'tkazib borish prinsipi ham pedagogikaning didaktik talablaridan kelib chiqadi. Sistemamiz tahlil orqali til fanidan studentlarni chuqur bilimli qilib bo'lmaganidek, oldingi bilimlarni ham yaxshi aniqlash mumkin emas.

Biz ushbu ishda lingvistik tahlilning ba'zi birlari ustida to'xtalib namunalar ko'rsatdik. Unda tilshunoslikningma'lum bir sohasi bo'yicha dastlab tahlil qilishning siqiq holda tartibi ko'rsatiladi, so'ng tahlil namunalari beriladi. Tahlil tartibida ma'lum soha yoki turkumning asosiy kategoriyalarini, xususiyatlarini ko'rsatish ko'zda tutiladi[7,c.35].

Lingvistik tahlil uchun misol tanlashda quyidagi tartibga amal qilish talab etiladi:

A) alohida til birligi tanlanadi: tovush, so'z, so'z birikmasi, gap va hokazo:

V) ma'lum kontekst tanlab, shu tekst ichidan til birligi yoki til birliklari olinadi: so'z, uning fonetik yoki morfologik strukturasi o'rganiladi, so'z birikmasi yoki gap bo'lagi tanlanib sintaktik xususiyatlarni o'rganiladi:

S) ma'lum kontekst tanlanib, u yaxlitligicha o'rganiladi[7,c.35].

Qo'llanmada ana shu tartibga amal qilinadi, alohida olingan til birliklari tahlil qilinib, namunalari ko'rsatiladi, ma'lum kontekst lolinib, undagi zaruriy til birliklari tahlil etiladi, bundan tashqari, tanlangan kontekstning barcha qismlari yaxlitligicha tahlil qilinib namunalari beriladi.

Xulosa qilib aytadigan bo'lsak, ona tili mashg'ulotlarida matn ustida ishlashning o'ziga xos foydali tamonlari mavjud. Matn usida ishlash birinchi navbatda o'quvchilarning fikrlash qobiliyatini o'stiradi.

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QASHQADARYO LEKSIKASIDA BOLALAR NUTQIGA XOS DIALEKTIZMLAR

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Annotatsiya: Ijtimoiy hayotga endi kirib kelayotgan go'dak kelajakda o'zining mustaqil o'rnini topishi, ruhiy kechinmalarini to'g'ri yo'lga solishi, qolaversa, jamiyat uchun foyda keltiradigan inson bo'lib yetishishida uning lisoniy axloqi katta ahamiyatga ega. Lisoniy axloqning tarkibiy qismi sifatida namoyon bo'luvchi muomala madaniyati, nutq odobi, kommunikativ salohiyat har bir insonning maktabgacha yosh davrida shakllanadi va rivojlanadi. Bolalarning ona tili lug'at tizimi imkoniyatlaridan unumli foydalangan holda o'z fikrlarini so'zlar vositasida erkin, ravon va silliq tarzda ifodalashlariga erishishni ta'minlash ushbu tajribaviy kuzatuvning bosh maqsadini belgilaydi.

Kalit so'zlar: nutqiy ifoda, semantik farqlanish, ijtimoiy belgi, kuzatuv jarayoni.

Metodik adabiyotlarda berilgan ma'lumotlarga asoslanib shuni aytish mumkinki, 1 yoshga yetgan bolaning talaffuz qiladigan so'zlari soni 10 tani tashkil etadi. Mazkur yosh davridan boshlab, uning lug'at zaxirasi miqdor jihatdan jadallik bilan ortib boradi. Bolaning so'z o'zlashtirishida kattalar nutqiga taqlid qilish holati muhim ahamiyat kasb etadi[5].

Bola dastlab narsa-buyum nomlarini bildiruvchi so'zlarni ko'p ishlatib, keyinchalik ish-harakatni ifodalovchi leksemalarni ham qo'llay boshlaydi. 2 yoshdagi bolalarda kattalar nutqini yanada chuqur tushunish imkoniyati vujudga keladi, ular tomonidan aytilgan ertak, hikoya, qo'shiq, va kichik she'rlarni diqqat bilan tinglash orqali yangi so'zlarni o'zlashtirib boradi. Kattalarga: buning nomi nima? nima uchun? nega shunday? qayerda? qayerga ketdi? qayerdan keldi? nimadan yasalgan? kabi savollar bilan murojaat qiladi. Shu asosda 3 yoshga to'lgan bolaning lug'at boyligi 1000 tadan 1200 tagacha, 6 yoshli bolaning so'z boyligi 3-3,500 tagacha ko'payib boradi[5].

Inson butun hayoti davomida til boyliklarini o'zlashtirish orqali nutqini takomillashtirib boradi. Ayniqsa, bolaning 9 oydan 3 yoshgacha bo'lgan davrida ba'zi tushunchalarni ifodalovchi nominativ birliklar muloqot muhiti (ijtimoiy sharoitga ko'ra tilning mavjudlik shakllari va uslublaridan foydalanish) ga bog'liq ravishda uning nutqida o'ziga xos tarzda aks etadi. Bolalar verbal muloqotining shakllanishini bevosita kuzatish jarayonida ularning nutqida aks etgan bir qator leksik vositalar yuqoridagi fikrni tasdiqlaydi. Masalan, umma yoki buvva so'zi aksariyat bolalarning nutqida "suv" ma'nosini anglatadi. Bolalar nutqida bunday leksik birliklar ijtimoiy omillar ta'sirida paydo bo'ladi. Chunki yuqoridagi kabi lug'aviy birliklar dastlab bola bilan muloqotga kirishayotgan kattalar tomonidan fikrni tushunarli tarzda aks ettirish maqsadida qo'llanadi. Bola esa bunday nutqiy ifodalarni kattalardan eshitib, qanday ma'no anglatishini xotirada saqlab qolishga harakat qiladi va muloqot vaziyatida ulardan keng foydalanadi. Masalan, Qarshi shahar shevasida so'zlashuvchi bolalar tomonidan mayda hashoratlarning nomini bo'ji deb atasa, kaka, ax leksemi shokolad, konfet, shakar, qand singari ta'mi shirin bo'lgan qandolat mahsulotlariga nisbatan qo'llanadi. Mazkur yosh davridagi bolalarning lug'at boyligi kam bo'lganligi tufayli, yuqoridagi singari so'zlar ularning nutqida integral semaga ega bo'ladi. Chunki bolalar nutqida uchraydigan bu kabi misollarning aksariyati hududiy va ijtimoiy belgilar asosida yuzaga keladi.

Shunga ko'ra, bu boradagi kuzatuv jarayonida to'plangan dalillarni maktabgacha yoshdagi o'zbek bolalar nutqiga xos leksik dialektizmlar sifatida talqin qilishni ma'qul ko'rdik. Jumladan, karnay-surnay ovozi Qarshi shahar shevasida so'zlashuvchi bolalar nutqida vata-vata, quqi so'zi shahar shevasida muloqotga kirishuvchi bolalar nutqida qush va uning turlarini, "issiq" tushunchasi esa jiz so'zi orqali ifodalanadi.

I. Ba'zan bolalar nutqida bunday semantik farqlanishlar bir lahja yoki muayyan sheva doirasida ham kuzatiladi: Qarshi shahrida yashovchi bolalar nutqida uchraydigan san'at sohasiga doir naynum so'zi "qo'shiq", "musiq", "raqs" kabi ma'nolarni aks ettiradi. Koson tumani shevasida noy-noy, Shahrisabz tumani shevasida nanay-num. Bu holat bolaning ongida bir semantik maydonga xos bo'lgan sememalarni tutashtiruvchi ma'noning ohang tushunchasi asosida shakllanganligini aniqlashga yordam beradi.

II. Qarshi shahar shevasida so'zlashuvchi bolalar nutqiga xos bunday nutqiy birliklarni leksik-semantik xususiyatlariga ko'ra to'rt guruhga ajratish mumkin:

III. Narsa-buyum va shaxs nomini bildiruvchi so'zlar: ninni- chaqaloq, gol - тўп, babay - kiyim, pappi - oyoq kiyim, ayyaya - uyat, vava - yara (tananing shikastlangan qismi), ashsha - ovqat, nanna - non.

IV. Ish-harakatning nomini bildiruvchi so'zlar: obba - ko'tarmoq, bum yoki paq -yiqilmoq, atata - urmoq, xam - yemoq.

V. Narsa-buyumning belgisini bildiruvchi so'zlar: opoq - яхши, toza, biji - yomon, kir.

VI. Imitatsiya usuli asosida hosil bo'lgan so'zlar: chiq-chiq - soat, bi-bip - mashina.

Mazkur leksik vositalar bolalar muloqotiga xos sheva unsurlari sifatida ishlatilsa ham, ular muayyan vaqt davomida go'dakning faol lug'atidan o'rin egallaydi. Maqolamiz bolalar nutqi leksikasiga bag'ishlanganligi tufayli, biz yuqorida ularning kommunikativ faoliyatida shevaga xos so'zlar semantikasining ifodalanishi bilan bog'liq masalalarga qisman to'xtaldik.

Bundan anglashiladiki, o'zbek bolalar nutqiga oid leksik dialektizmlarning semantik xususiyatlari tadqiq etilishi lozim bo'lgan muammolardan hisoblanadi. Bola nutqiy muloqotining rivojlanishi va tafakkurining kengayib borishi natijasida uning leksikonida mavjud bo'lgan yuqoridagi kabi o'ziga xos ifoda vositalari meyoriy nutq birliklari bilan almashadi. Biroq bolaning hayotiy tajribasi yetarli bo'lmaganligi uchun u ayrim so'zlarning ma'nosini tez o'zlashtira olmaydi. Bu jarayon uzoq davom etib, maktabgacha yosh davrini qamrab oladi.

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GLOBALASHUV DAVRIDA FILOLOGIYA FANINING RIVOJI VA JAMIYAT TARAQQIYOTIDAGI O'RNI

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Shokirova Zahro Jaxongir qizi

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talaba

Annotatsiya: Ushbu maqolada fanlarni o'qitish jarayonida innovatsiyalar kiritish, qolaversa, darslarni ko'rgazmali va interfaol metodlar asosida tashkillashtirish kabi masalalar yoritilgan.

Kalit so'zlar: innovatsiya, metod, interfaol, ko'rgazmali, talim, ko'nikma, malaka, ilmiy, dunyoqarash, ilm-fan, ota-bobolarimiz, oliy ta'lim, ustoz.

Darhaqiqat, bugungi rivojlanib borayotgan davrda, har sohada bilim, ko'nikma, malaka asosiy rol o'ynamoqda. Nafaqat, Oliy ta'lim ta'lim sohasida, umuman, olganda barcha jabhalarda ko'rishimiz mumkin. Bugungi kunda Oliy ta'lim sohasida hattoki, ma'ruzalarni ham talaba va ustoz ishtirokida tashkillashtirish bu nafaqat, talaba uchun, balki ustoz uchun ham katta natijadir. Negaki, talaba auditoriyada o'zini tutishni, berilgan mavzu bo'yicha ma'lumotlar yig'ishni o'rganadi. Darhaqiqat, biz bilamizki, oliy ta'limda bir nechta fan talabalarga o'tib boriladi. Bu esa, talabada boshqa fanlar bo'yicha ham bilimlarni shakllantirishga ko'maklashadi.

Mustaqillik tufayli hozirda O'zbekiston deb atalmish vatanimizning nafaqat Sharqda, balki butun jahonda sivilizatsiya beshiklaridan biri bo'lganligini dunyo tan olmoqda. Bunga misol qilib xalqaro YUNESKO tashkiloti tomonidan Amir Temur, Mirzo Ulug'bek, Abu Ali ibn Sino, al-Farg'oni, Forobiy, at-Termiziy, Imom Buxoriy kabi yetuk mutafakkir ota-bobolarimizning tavallud sanalarini yoki Buxoro va Xiva shaharlarining 2500 yilligini yoki "Alpomish" dostonining 1000 yilligini, yoki "Avesto" nomli muqaddas kitobning 2700 yilliklarini o'tkazishdagi hamkorliklarini keltirishimiz mumkin.

Ajdodlarimizning ilmiy salohiyati va bunyodkorligi haqida birinchi prezidentimiz I.A.Karimovning quyidagi fikrlarini keltirishni lozim: «Eramizgacha va undan keyin qurilgan murakkab suv inshootlari, shu kungacha ko'rku-fayzini, mahobatini yo'qotmagan osori atiqalarimiz qadim-qadimdan yurtimizda dehqonchilik, hunarmandchilik madaniyati, me'morchilik va shaharsozlik san'ati yuksak bo'lganidan dalolat beradi. Beshafqat davr sinovlaridan omon qolgan, eng qadimiy tosh yozuvlar, bitiklardan tortib, bugun kutubxonalarimiz xazinalarida saqlanayotgan 20000 dan ortiq qo'lyozma, ularda mujassamlashgan tarix, adabiyot, sanat, siyosat, axloq, falsafa, tibbiyot, matematika, fizika, kimyo, astronomiya, memorchilik, dehqonchilikka oid o'n minglab asarlar bizning beqiyos ma'naviy boyligimiz, iftixorimizdir. Bunchalik katta merosga ega bo'lgan xalq dunyoda kam topiladi. Shuning uchun ham bu borada jahonning sanoqli mamlakatlarigina biz bilan bellasha olishi mumkin, deb dadil ayta olamiz».

Umuman olganda, "Agar fanni ulkan bir daraxt deb tasavvur qilsak, tadqiqotlar uning ildizini tashkil etadi. Zero, ildiz qanchalik baquvvat, chuqur ketgan bo'lsa, daraxt shunchalik barq urib yashnaydi, ko'p hosil beradi". Yurtimizda ilmning baquvvat ildizlari azaldan mavjud bo'lib, bugungi kunda bularga tayanib buyuk bunyodkorlik ishlarini amalga oshirishga cheksiz imkoniyatlar mavjud. Hozirda yoshlarimiz uchun ilm olishga to'liq imkoniyatlar mavjud bo'lib, ular rivojlangan mamlakatlarda o'z ilmiy salohiyatini oshirib kelmoqdalar yoki Vatanimizda yashayotgan xohlagan yoshlar uchun "INTERNET" orqali dunyoga chiqishning imkoniyati nihoyatda beqiyosdir.

Talabalar ilmiy dunyoqarashini kengaytirish ishlarini ta'lim-tarbiya jarayonining turli jabhalarida amalga oshirish mumkin. Shu o'rinda buyuk mutafakkir Mahmudxo'ja Behbudiyning fikrlarini keltirmoqchiman: "Dunyoda turmoq uchun dunyoviy fan va ilm lozimdir, zamona ilmi va fanidan bebahra millat boshqalarga poy mol bo'ladi".[1] Darhaqiqat, har bir fan rivojlanishidagi ilmiy asarlarni qayd qilib o'tish va ilmiy izlanish jarayoniga talabalarning e'tiborini qaratish yetarli. Bularni talabalarga mustaqil topshiriq berish orqali birinchi kursdan boshlash kerak va ushbu jarayonning uzluksiz ketma-ketligini quyidagicha amalga oshirgan maqul: talabalarga o'rganiladigan bilim, tushuncha, ko'nikma va malaka yuzasidan malumotlar to'plashni (malumotlar bankini hosil qilishni) va ularni axborotlar ko'rinishiga keltirishni o'rgatish. Bunda kutubxonadagi kartoteka va ular asosida adabiyotlar

ro'yxati tuziladi hamda o'rganilgan fanlar bo'yicha bilimlar, tushunchalar, qonunlar, qoidalar, ko'nikma va malaka tizimlari yaratiladi. Talabada undan intellektual salohiyatni kengaytirish, muntazam foydalanish uchun qulay holga keltirish imkoniyati bo'ladi. O'rganilishi kerak bo'lgan adabiyotlarning annotatsiyasi yoki referati haqida ma'lumot berish, buni fan o'qituvchilari o'z fanini o'rgatishning dastlabki bosqichida, ya'ni fanning maqsad va vazifalari hamda predmetlarini bayon qilish paytida amalga oshirsa bo'ladi yoki bu jarayon ilmiy ijodiyot to'garaklarining bevosita vazifasidir. Talabalarga aniq mavzu bo'yicha referat yozishni topshirish orqali ham amalga oshiriladi; ilmiy to'garaklarga ilmiy mavzular orqali qatnashish; talabalarining kurs ish (loyiha)larini tayyorlashga qatnashishi, muayyan fanga oid ilm-fan va texnika-texnologiyalarga bog'liq ilmiy qadriyatlarni yig'ish va ularni bir tizimga keltirish, ilmiy tushunchalar va fikr (g'oya)lar bilan ilmiy-nazariy va ilmiy-amaliy anjumanlarga qatnashish uchun maruzalar tayyorlash; ilmiy seminarlarga faol qatnashish, ilmiy qadriyatlarining ijtimoiy-moddiy qadriyatlarga aylanishi monitoringini olib borish; bitiruv malakaviy ishini tayyorlashda qatnashish va hokazo.

Talabalar ilmiy dunyoqarashini kengaytirishning qayd etilgan uzluksizligida tegishli topshiriqlar berishda o'tiladigan fanlar mazmuniga ko'proq e'tibor berishga to'g'ri keladi, chunki oliy ta'lim muassasalarida talabalarining ilmiy dunyoqarashi asosan o'qitiladigan fanlar mazmunlari va ularga tegishli ilmiy-texnika taraqqiyoti yutuqlari asosida shakllanadi.

Talabalar ilmiy dunyoqarashini kengaytirish ilm-fan, ta'lim-tarbiya va texnika-texnologiyalarning muntazam rivojlanish natijalari tasiri ostida ro'y beradi. Bunday jarayonda texnika-texnologiyalar muntazam ravishda takomillashib, rivojlanib bormoqda va natijada shunga mos yetuk mutaxassislar tayyorlash zarurati ham tug'ilmoqda. Bunda talabalar ilmiy dunyoqarashi va uning axborot taminotining tadqiqiy va texnikaviy yechimlaridan boshlab olingan natijalarni amaliyotda qo'llashgacha bo'lgan barcha bosqichlarni samarali amalga oshirish muhim ahamiyat kasb etadi.

Xulosa, o'rnida shuni aytamanki, talabalarga fanlarni o'qitishda zamonaviy AKT vositalaridan foydalanish ko'nikmasini, balki talaba dunyoqarashini kengaytirish uchun avvalo, ular ongiga ilmiy izlanish haqidagi tushunchalarni paydo qilish darkor. Darhaqiqat, bunda pedagoglar talabalarga zamonaviy metodlar asosida o'z sohasi bo'yicha bilimlarini yanada mustahkamlashga qolaversa, malaka va ko'nikmalarni shakllantirishga yo'nalish berishlari maqsadga muvofiqdir.

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HISTORICAL AND DERIVATIONAL PERSPECTIVES ON NUMERALS IN ENGLISH AND UZBEK: COMPARATIVE LINGUISTIC STUDY

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Abstract: Numerals are crucial components of language, reflecting historical, cultural, and linguistic evolution. This study examines the history and derivation of numerals in English and Uzbek, highlighting their development and the processes involved. By comparing the numeral systems of these two languages, the paper aims to provide insights into their historical origins, linguistic changes, and derivational mechanisms. Findings reveal significant historical influences and derivational strategies that shape numeral systems in both languages.

Key words: Germanic language, Turkic language, Morphological Derivation, Syntactic Derivation, agglutination and suffixation.

Introduction: Numerals are fundamental elements of language that represent quantities, order, and measurements. Understanding their historical development and derivation processes provides valuable insights into linguistic evolution and language structure. English, a Germanic language, and Uzbek, a Turkic language, offer distinct numeral systems shaped by different historical and linguistic influences. This paper explores the historical development and derivational processes of numerals in these languages, contributing to our understanding of their linguistic and historical contexts.

Methods: The research employs a historical-comparative linguistic approach to analyze the evolution and derivation of numerals in English and Uzbek. The methodology includes:

1. **Historical Analysis:** Examination of historical texts, linguistic records, and etymological sources to trace the development of numerals in both languages.
2. **Derivation Study:** Analysis of derivational processes, including morphological and syntactic changes in numeral forms.
3. **Comparative Analysis:** Comparison of numeral systems in English and Uzbek to identify similarities and differences in their historical development and derivational strategies.

Results:

1. Historical Development of English Numerals:

Old English Period: In Old English (circa 450-1150 AD), numerals were derived from Germanic roots. Cardinal numbers were formed from Proto-Germanic and Proto-Indo-European origins. For example, the Old English word for "one" was "ān," derived from Proto-Germanic *ainaz.

Middle English Period: During the Middle English period (circa 1150-1500 AD), numerals underwent significant changes due to Norman French influence. Terms like "hundred" and "thousand" were reinforced by French loans.

Modern English Period: In Modern English (post-1500 AD), numeral forms stabilized, with compound numerals and decimal system structures becoming more formalized. The use of hyphenation for compound numbers and the adoption of terms for large numbers became standardized.

2. Historical Development of Uzbek Numerals:

Old Turkic Period: Early Turkic languages, including Old Turkic (circa 8th-13th centuries), used numerals derived from Proto-Turkic roots. Cardinal numbers like "bir" (one) and "iki" (two) have origins in these early forms.[1;89]

Classical Uzbek Period: In the Classical Uzbek period (circa 14th-17th centuries), numerals evolved with influences from Persian and Arabic due to historical trade and cultural exchanges. Terms for higher numbers like "yuz" (hundred) and "ming" (thousand) were influenced by these languages.

Modern Uzbek Period: Modern Uzbek numerals reflect a blend of traditional Turkic roots and loanwords. The numeral system incorporates agglutinative structures and suffixes, with standard forms for cardinal and ordinal numbers.

3. Derivational Processes in English Numerals:

Morphological Derivation: English numerals derive from base forms through morphological processes. For example, the cardinal number "three" derives from Proto-Germanic *þrīz, and compound numerals combine base forms with suffixes (e.g., twenty-one).[1;89]

Syntactic Derivation: Numerals in English are used in various syntactic structures, such as preceding nouns for quantity expression (e.g., "five books") and following nouns for ordinal expression (e.g., "the third chapter").

4. Derivational Processes in Uzbek Numerals:

Morphological Derivation: Uzbek numerals are formed through agglutination and suffixation. For instance, "bir" (one) and "ikkinchi" (second) show morphological changes with suffixes. The term for hundreds and thousands also involves suffixes (e.g., "yüz" for hundred and "ming" for thousand).

Syntactic Derivation: Uzbek numerals follow an agglutinative structure, with suffixes added to base numerals for forming ordinals and higher quantities. For example, "uchinchi" (third) combines the base numeral with a suffix.[4;67]

Discussion:

1. Historical Influences:

English: The evolution of English numerals reflects significant historical influences, including Germanic roots, Norman French impact, and Latin borrowings. These influences contributed to the complexity and standardization of numeral forms in Modern English.

Uzbek: Uzbek numerals show a blend of Turkic origins and external influences, including Persian and Arabic. Historical trade and cultural interactions shaped the development of numeral forms, particularly for higher quantities.

2. Derivational Strategies:

English: The derivational strategies in English involve morphological changes and compound formations. The use of hyphenation for compound numbers and standard terms for large numbers reflects a systematic approach to numeral formation.

Uzbek: Uzbek employs agglutination and suffixation as primary derivational strategies. The flexibility of adding suffixes to base numerals allows for the formation of complex numeral expressions and reflects the language's agglutinative nature.

3. Comparative Insights:

Similarities: Both English and Uzbek numerals have evolved from historical roots and show standardization in modern usage. Both languages use base forms and additional elements to create complex numeral expressions.

Differences: English numerals exhibit significant influence from other languages and show more compound forms, while Uzbek numerals are characterized by agglutinative processes and a blend of Turkic and loanword influences.

Conclusion

The historical and derivational analysis of numerals in English and Uzbek reveals significant insights into their linguistic evolution and structural mechanisms. Understanding the historical influences and derivational processes provides a deeper appreciation of numeral systems in these languages. Further research could explore additional languages and their numeral systems to enrich the understanding of linguistic evolution and numeral derivation.

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«TEACHING SPEAKING OF ENGLISH AS A FOREIGN LANGUAGE AT PRIMARY SCHOOLS»

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Annotation: In this article the authors aim to describe the difficulties in teaching speaking of English as a foreign language: the problems faced by teachers and learners, causes and solutions.

Key words: Teaching speaking, problems, solutions, integrated skills, provide vocabulary input, approaches, collaboration

Speaking is an important skill in language learning, but it is not an easy skill to learn or teach. There are a number of reasons why oral skills are not taught in language classrooms. If oral production is not included in tests, teachers might not want to use precious class time for oral production but instead teach to the test and prioritize grammar, written or reading skills. Another related reason may be that the teaching methods and materials emphasize written language and grammatical correctness as learning goals. Speaking is one of the important skills that need to be acquired by young learners of EFL because mostly knowing the foreign language well is measured with the ability to carry out a conversation in the target language. Teaching children to speak English as a foreign language has always been a problem for the teachers. This is not an easy task for teachers to make their young learners to speak because they do not use the language in their natural community and they have less opportunity to communicate with native speakers of the language.

Mainly, in our English classes teachers' pay attention to practice reading, listening and writing, but do not often practice speaking. Because they find it nearly impossible to increase their students fluent speaking English skills. However, some other experienced teachers try to solve this problem by using different approaches like innovative language teaching and learning methods and enhancing participation and collaboration. What makes speaking difficult? As we know, fluent speech is phrasal, which combined with different speech patterns. So, in speaking process learners have to organize their output cognitively and physically through clustering reserves of vocabulary on the target subject. Another problem is a learner has an opportunity to make meaning clearer through the redundancy of the language. In the classroom, If the speaker finds something difficult to express in English he can tell his mates it in Mother tongue, consequently, this laziness provides lack of fluent English speech in the English classroom. On the other hand, the following defects of teaching can cause poor speaking practice: Firstly, not providing enough input or sufficient vocabulary beforehand; Next, not providing authentic materials, not monitoring children' performance; Then, setting inaccurate time line; giving limited opportunity for young learners to speak target language and do not involve all learners, focusing on the dominant younger ones and ignore shy ones. A skillful teacher always tries to find solutions to any problems whatever they can be. It will be a catastrophe for education unless teachers carry out research enthusiastically in their career. It

is believed that those who start learning English at an early age can utilize their "critical period" to learn speaking in English more efficiently. They use activities that lead to fluency and confidence; learners learn to speak by repeating sentences they say; at the start of the lesson, young learners chat with them about their weekend plans, learners read an interesting story and give their opinions about it; learners listen to a recording and practice repeating words with the same difficult vowel sound. Moreover, to practice listening makes this task easy since the second language is not natural as Mother tongue. Practicing listening frequently enriches words power, sentence pattern, specific use of words and sentences in specific situations. Electronic Media helps to neutralize the voice, intonation, stress and speed of speech. And here some effective activities and methods which are recommended for teachers to encourage children using English in the classroom.

Teaching fluency There is ample research on the nature of fluency, but research on how to teach fluent speaking is scanty. It is, however, possible to find tasks that have been shown to promote fluency development in research, some of which are discussed below. Task repetition has been shown to increase oral fluency. The assumption is that by repeating the (same) task, proceduralization takes place and frees up attentional resources which are then available to the speaker for selection of words, morphemes and syntactic structures. Teachers De Jong and Perfetti used timed task repetition in which students recorded the same speech three times, using first 4 minutes, then 3 and finally 2 minutes. It was found that the number of words and the extent of vocabulary increased for each repetition. They argued that proceduralization of linguistic knowledge effected a change in the underlying cognitive mechanisms. This change was observable as increased fluency.

1. **Brainstorming** On a given topic: students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

2. **Storytelling:** Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students' express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students speaking ability, but also get the attention of the class. Therefore, in order to encourage their students to speak, teachers must involve students working in groups, use interactive activities more than they usually do in teaching other skills. They can create more enjoyable speaking class by doing some activities such as role – play, discussion or some kinds of games to promote students speaking ability. By mastering oral communication skills students become confident and competent speakers. It would be advisable for teachers to integrate receptive and productive skills during the lessons to achieve expected results in teaching English. Hopefully, these activities make students more energetic to speak in the target language in the learning procedure and at the same time make their learning more communicative and engaging and entertaining for them.

3. **Information Gap:** in this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

4. **Simulations:** simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring

items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages

General objectives:

- To provide sample activities in English that help teachers to develop oral skills for 4-5th graders in public primary schools.

Specific objectives

- To encourage 4-5th graders to orally use basic English language in the classroom.
- To provide primary school teachers of English with sample speaking activities that they can use as models to make new ones according to their students needs.

Before designing the proposal that aims at helping teachers with teaching speaking activities, it was vitally necessary to analyze the different dimensions that shape the teaching of English in public primary schools. First of all, it was necessary to review the literature on the topic in order to check the main theories about the teaching of English as a foreign language and teaching speaking specifically.

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8. TEACHING SPEAKING OF ENGLISH AS A FOREIGN LANGUAGE: PROBLEMS AND SOLUTIONS Emma Rosana Febriyanti Dosen Pendidikan Bahasa Inggris, FKIP Universitas Lambung Mangkurat Jl.

ТЮРКИЗМЫ В РУССКОМ ЯЗЫКЕ.

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Annotatsiya: Ushbu maqola turkiy tillarning rus tiliga ta'sirini o'rganadi. Sharqiy slavyan xalqlari va turklarning asrlar davomida o'zaro ta'sirini ta'kidlaydi. Tarixiy aloqalar slavyanlarning etnogenezi, madaniyati va kundalik hayotiga muhim ta'sir ko'rsatdi. O'zaro ta'sirning beshta asosiy davri muhokama qilinadi, har biri madaniy va til almashinuvi tushunishiga hissa qo'shadi. Maqola rus tilining leksik ifodalari uchun o'zaro almashinish va ta'sirning ahamiyatini ta'kidlaydi.

Kalit so'zlar: almashinish, o'zaro ta'sir, tarixiy aloqalar, foydalanish sohalari, leksik kengayish.

Аннотация: Статья исследует влияние тюркизмов на русский язык, акцентируя внимание на многовековом взаимодействии восточнославянских народов с тюрками. Описываются исторические контакты, которые оказали значительное влияние на развитие этногенеза, культуры и быта славян. Рассматриваются пять ключевых периодов взаимодействия, каждый из которых вносит свою лепту в понимание культурного и языкового обмена. Статья подчеркивает важность заимствований и взаимовлияния для расширения лексического запаса русского языка.

Ключевые слова: заимствование, взаимовлияние, исторические контакты, сфера употребления, словарное расширение.

Abstract: This article explores the influence of Turkisms on the Russian language, emphasizing the centuries-long interaction between East Slavic peoples and Turks. It examines historical contacts that significantly impacted the ethnic genesis, culture, and everyday life of the Slavs. Five key periods of interaction are discussed, each contributing to an understanding of cultural and linguistic exchange. The article highlights the importance of borrowing and mutual influence for the enrichment of the Russian lexical inventory.

Keywords: borrowing, mutual influence, historical contacts, sphere of usage, lexical expansion.

Многовековое взаимодействие восточных славян – позднее русских, украинцев, белорусов – и тюрков оставило заметный след во многих проявлениях жизни и деятельности названных славянских народов: в их этногенезе и культуре, архитектуре и орнаменте, в употреблении ими некоторых предметов деталей быта и обычаев и т.п. Для изучения истории народов Восточной Европы и Западной Азии, их культуры и древних памятников литературы большое значение имеет анализ прошлых связей между народами и более полное раскрытие закономерностей, определяющих взаимодействие их культур и языков. Большой интерес представляют процессы взаимодействия языков тюркских и славянских племен и народов, которые происходили в следующие основные пять периодов.

Первый период (I-VIII вв., до образования древнерусского государства – Киевской Руси) характеризуется взаимодействием славянских диалектов, с одной стороны, с диалектами иранских и финских племен, входивших в племенные союзы хунну и скифо-сарматов, а с другой - с диалектами тюркских племен, входящих в состав племенных союзов хунну, сабиров, хазар и булгар, рудименты языков которых остались главным образом в антропонимах и этнонимах.

Второй период (IX-XII вв., образование древнерусского государства - Киевской Руси) характеризуется уже более тесными связями и взаимодействием древнерусского языка сначала с языками тюркских племенных союзов печенегов, огузских племен узов, торков, берендеев, ковуев, каепичей, бо-утов и др., а несколько позже с языком половцев, влияние которых на лексику древнерусского языка было значительным и в следующий после монгольского нашествия период.

Третий период (XIII-XV вв., время после монгольского нашествия) - период, когда древнерусские княжества находились в вассальной зависимости от Золотой Орды, а древнерусский язык подвергался значительному воздействию тюркских диалектов, распространенных по всей обширной территории, подвластной Золотой Орде.

Для четвертого и пятого периодов характерны главным образом обратные процессы воздействия русского языка на лексику тюркских языков, сформировавшихся в их современном виде в большинстве своем в эти периоды.

По мнению А.Н. Баскакова, к общим методическим замечаниям по технике этимологического анализа тюркизмов в русском языке следует отнести лишь отсутствие в некоторых словарных статьях ссылок на язык-источник данного тюркизма (имеется в виду монгольская, арабская и иранская лексика, проникшая в русский через тюркские языки), а также указаний на конкретный тюркский язык или группу тюркских языков, из которых данное слово проникло в русский язык[]. В отдельных статьях, посвященных тюркизмам, отсутствуют также ссылки на языки-посредники, через которые данный тюркизм попал в тюркские языки, и на те, через которые в дальнейшем он был заимствован русским языком. Многие тюркизмы русского языка до сих пор относятся к числу малоисследованных и по-прежнему нуждаются во внимании специалистов на уровне современных требований, а также для детального развития тех идей тюркологии, которые в ней лишь намечены. Они требуют к себе внимания специалистов по исторической лексикологии соответствующих языков. Изучение истории тюркизмов на русской почве способно внести весьма существенные коррективы в этимологические разыскания.

Хронологически можно выделить несколько слоёв тюркских заимствований:

1. Унаследованные тюркизмы из праславянского языка.
2. Древнерусские заимствования домонгольского периода.
3. Древнерусские заимствования из тюркских языков периода Золотой Орды.
4. Заимствования XVI—XVII веков.
5. Заимствования XVIII—XX веков.

К тематической классификации тюркизмов можно отнести следующие группы слов:

1. Предметы быта, одежда: бурав, кибитка, кинжал, кисет, кумыс, очаг, папах, таз, тесьма, торба, халва, шатер, кайма, капкан, лачуга, серьга, сундук, утюг, шалаш, ярлык, аул, деньги, товар, сургуч, каракуль, тюбетейка, халат, чалма, шаль, шаро-вары, кушак, тулуп, башмак, башлык, бешмет.
2. Названия растений: бергамот, вишня, инжир, изюм, камыш, карагач, кизил, кишмиш, курага, саксаул, хурма.
3. Названия людей: бей, бай, батыр, бек, бирюк, гайдамак, гяур, казак, казначей, кунак, паша, султан, чабан.
4. Названия животных: беркут, ишак, кабан, кабарга, сайгак, судак, таракан, лошадь.
5. Скотоводческая лексика: аргамак, буланный, бурдюк, бурый, игрневый, караковый, каурый, ота-ра, табун, чубарый.
6. Предметы вооружения и снаряжения: кистень, кинжал, аркан.
7. Понятия из сферы общественного устройства и торговли: орда, хан, визирь, караул, мечеть, батрак, казак, чума, базар;
8. Некоторые другие наименования: ярлык, наждак, карандаш, чума, товарищ.
9. Просторечно-разговорная лексика: башмак, болван, ералаш, кавардак, карга, кутерьма, тумак, шайтан.
10. Названия блюд татарской кухни: салма, шурпа, губадия, баурсак, чак-чак, вак-белиш, перемяч.

Яркой особенностью тюркских слов является сингармонизм, гармония гласных. Профессор В. А. Богородицкий пишет о тюркском сингармонизме: «Читатель может составить себе не-которое понятие о сущности явления: аркан, клобук, бузук, ку-мыс, бешмет, тютун, бирюк. Из этих примеров мы видим, что за корневым а в слове могут следовать гласные а или ы; после о встречаем у, а после корневого у — как у, так и ы; за корне-вым е следует такой же гласный, а за гласным у(ю)—у и т. п.».

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Сингармонизм — явление, состоящее в том, что в слове за корневым гласным могут быть гласные только одного ряда: переднего или заднего, например: инжир, кисет, кистень, киш-миш, но кабан, кавардак, башлык, лачуга, сургуч, кумыс, ту-ман и др. Опорным будет последний гласный, так как ударение в тюркских словах падает на последний слог: кабан, сургуч, очаг, инжир.

Для некоторых слов тюркского происхождения характерны конечные - лык и ча: башлык, ярлык, балык, шашлык; каланча, алыча, парча, саранча, епанча. Отметим также начальное баш- (тюрк. баш- -"голова"): башмак, башлык, баш на баш, башка, башибузук.

В морфологическом отношении тюркизмы в большинстве своем являются существительными. С новыми вещами, явление-ниями приходили их названия. Именно потребностями номина-ции объяснялись заимствования. Из прилагательных заимство-ваны только слова, обозначающие масти лошадей: гнедая, бу-ланая, каурая, игрене-вая, караковая, чалая, чубарая, саврасая. Еще меньше удельный вес тюркизмов-глаголов.

Исследуя различные источники можно убедиться в том, что на всем историческом прошлом ,то есть контактов между народами Востока и русскими племенами, а потом и русским государством шел интенсивный процесс заимствования с двух сторон. Это отразилось во всех сферах жизни: политика, быт, культура, военное дело, экономика, торговля .Многие заимствованные слова воспринимаются как родные, так как имеют многовековую историю.Этот процесс продолжается и в наши дни так как процесс взаимных контактов носит интенсивный характер.

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METHODS OF TEACHING ENGLISH LANGUAGE THROUGH DIGITAL TECHNOLOGY

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Abstract: This article outlines an effective strategy for teaching English using digital technology. It begins by establishing the importance of English in a globalized world and highlights the potential of digital tools to make language learning more accessible, flexible, and personalized. Key sections detail various strategies, including language learning apps, virtual

classrooms, gamification, online resources, and social media use, offering practical tips for teachers to integrate these tools into their curriculum.

Key words: digital technology, learning apps, strategy, gamification, virtual classroom, social media.

Introduction: In today's globalized world, English has emerged as a vital language for communication across cultures, professions, and countries. It serves as a key to accessing a wealth of knowledge, career opportunities, and social connections. As the demand for English proficiency continues to rise, traditional language education methods are evolving. Progress of information and communication technologies had made tremendous impact on educational technologies – with the entry of digital multimedia labs.

Digital tools, such as language learning apps, online resources, and virtual classrooms, are revolutionizing the way English is taught and learned. These technologies make English education more accessible. Furthermore, the flexibility offered by these digital platforms allows students to learn at their own pace. By integrating digital technology into English language teaching, educators can create personalized learning environments that encourage greater engagement and effectiveness in language acquisition.

Use of language learning apps.

Language learning apps such as Duolingo, Memrise, and Babbel have transformed the landscape of vocabulary building and grammar practice. These applications provide interactive and engaging ways for learners to practice their language skills, allowing users to work through structured lessons at their own pace. Teachers can integrate these apps into their assignments by setting specific learning goals and encouraging students to complete designated lessons each week. Tracking student progress is straightforward, as many apps provide analytics on performance and engagement. To foster consistent practice, educators can create friendly competitions or challenges based on app usage, motivating students to practice regularly.

Virtual classrooms and video conferencing.

Platforms like Zoom, Microsoft Teams, and Google Meet facilitate real-time interaction, making them invaluable tools for developing communication skills in English. These virtual classrooms allow for dynamic and collaborative learning experiences, even when students cannot meet in person. Teachers can enhance language fluency by incorporating interactive activities such as debates, presentations, and group discussions into their lessons. For example, organizing a virtual debate on a relevant topic can encourage students to articulate their thoughts in English while practicing their speaking and listening skills. Breakout rooms can also be used for smaller group discussions, promoting peer interaction and feedback.

Interactive learning through gamification.

Gamified learning tools, such as “Kahoot!” and “Quizlet”, can make the process of learning English both fun and competitive. These platforms engage students by turning language practice into games, which can enhance motivation and retention. Educators can create customized quizzes, flashcards, and language games tailored to their lesson plans. For instance, using “Kahoot!” to host a vocabulary quiz can spark excitement and encourage participation. Additionally, teachers can assign specific games as homework, allowing students to reinforce their learning in an enjoyable way.

Online reading and listening resources.

Utilizing websites, podcasts, and audiobooks exposes learners to diverse English content, enriching their vocabulary and comprehension skills. These resources provide authentic language experiences that are crucial for mastering English in real-world contexts. Teachers can curate a list of online reading and listening materials suitable for different proficiency levels. For example, recommending podcasts that discuss topics of interest to students can foster listening skills while also sparking discussions. Encouraging students to summarize or

discuss what they have read or listened to can further enhance comprehension and critical thinking.

Social media and communication platforms.

Social media platforms such as Twitter, Instagram, and even forums provide informal settings for practicing conversational English. These platforms can facilitate communication with native speakers and expose students to contemporary language usage and slang. Educators can guide students on safe and effective usage of social media for language learning. For instance, they might encourage students to participate in language challenges, follow English-speaking influencers, or join online communities dedicated to language practice. Setting up group chats or discussion threads can also promote peer support and provide opportunities for real-time practice.

Conclusion

To conclude that, the role of digital technologies in enriching students' knowledge is incomparable. However, research shows that while technology in schools any people still have traditional teaching methods in the classroom. It's like wearing new shoes but walking in old clothes .

Therefore, teachers should know about how to correctly use and teach with these technologies to the students.

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INNOVATIONS IN LANGUAGE LEARNING AND TEACHING STRATEGIES

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Abstract: Nowadays, technology, changing pedagogy, and changing learner demands are all contributing to the major evolution of the English language teaching (ELT). The integration of technological advances into this field has grown in significance. Modern technology-enhanced teaching innovations are essential for improving learning outcomes, motivation, and student engagement. In addition, it has led to significant improvements in teaching techniques. Project-based learning, flipped classrooms, and the use of interactive technologies have all demonstrated encouraging outcomes in terms of improving student understanding and retention. This article offers a quick overview of the innovative strategies in ELT and details how technology has changed the way languages are taught. Data was gathered from articles of internationally and nationally recognized publications and subjected to qualitative analysis.

Keywords:

Innovative technologies, online courses, ELT, language learning, innovative strategies.

1. Introduction

A definition of innovation is an attempt to improve education by doing something that implementers consider original or unique . Both the formal and informal forms of language and the physical world, where new things of all types are continuously created, exhibit innovation.

Researchers claim that despite the intense discussion around innovation a few decades ago, it has now become a necessary and important aspect of modern day society. Only in the 1980s did the study of innovation in language classes start to get significant attention, with significant early contributions coming from Henrichsen (1989) from a US viewpoint and Kennedy (1988) from a UK one. In the context of education, innovation is the creation and use of fresh concepts, tactics, tools, or techniques meant to enhance the teaching and learning process, boost student performance, and deliver high-quality education.

2. Innovative Strategies in English Language Teaching

The concept of innovation in teaching represents the invention of teaching concepts and ways of thinking, including a positive and open-minded view of education, a readiness to learn new teaching perspectives, and so forth. Furthermore, innovative teaching practices include the use of new teaching tools and methods by educators, such as developing varied course materials, creative teaching objectives, flexible teaching strategies, and various ways to evaluation. In recent years, the area of English language teaching (ELT) has seen a radical change, with an increasing focus on creative teaching methods that address the changing demands of students in the age of globalization. Some of the cutting-edge tactics that have surfaced and are changing the ELT landscape are examined in this section.

2.1 Task based language teaching (TBLT)

Task-based learning, as defined by Richards and Rogers, emphasizes communication through task completion. When given a work that genuinely interests them, students become involved in it and aim to do it solely using the target language and the taught components. This means that, for example, while teaching the topic of recycling for a few weeks, students use the authentic language they have acquired and the resources they need, such the internet, to complete a variety of tasks that may end in a presentation project. This approach to teaching and learning languages places more focus on the task's objective and the procedures used to get it than it does on using the language taught in a proper and disciplined manner.

2.2 Flipped classrooms

An example of a mixed learning approach is the flipped classroom. Traditional learning involves students studying in a classroom setting and then being sent out to synthesize, analyze, and evaluate what they have learned. Through interactions with teachers and peers, students in the flipped classroom utilize and implement concepts and ideas throughout class time. In order to improve their learning, students consider the feedback they have received after class. Having students finish readings at home and practice real-world problem-solving in class is meant to boost student engagement and learning. Activities that could have been previously classified as homework are brought into the classroom using this pedagogical approach. Students actively engage topics in the classroom under the direction of a mentor while participating in online lectures, online group discussions, or research at home in a flipped classroom.

2.3. Gamification

Gamification works so well for language learning because linguists have shown that for language acquisition to be successful, the learner must be in a positive mental state (not bored or nervous) and find the material interesting. Gamified education aims to be just that – entertaining, thrilling, and engaging. Playing games allows children to be both highly focused and have fun, which is the perfect combination for learning a new language. Games might encourage students to practice more regularly since they are made to be both rewarding and enjoyable. Gamification gives kids a sense of accomplishment and advancement by introducing features like leaderboards, badges, and points. This may be very inspiring for kids. Moreover, games frequently offer instant feedback, enabling students to observe the outcomes of their efforts immediately. This immediate satisfaction can support ongoing practice and help sustain

motivation. The delayed feedback that is frequently used in traditional language acquisition techniques, on the other hand, may not be as successful in sustaining interest.

2.4. Content Creation and Digital Storytelling

The practice of combining several technology forms, including text, video clips, music and sounds, photos, and/or narration, to create a brief, emotionally charged, and captivating tale is known as digital storytelling. Students may use digital tales to tell and analyze historical events, educate the audience about a certain topic or subject area, or illustrate personal experiences, depending on the task's goal and purpose. Consequently, DST may concentrate on a range of subjects that broaden students' writing experiences, in contrast with traditional storytelling.

2.5. Blended learning

Online learning elements and conventional in-person education are combined in blended learning. In the context of ELT, this entails incorporating digital materials and activities into classroom instruction. Because students may access resources and participate in activities online whenever it is most convenient for them, blended learning provides flexibility while retaining the advantages of in-person instructor supervision and engagement. By utilizing blended learning, teachers may offer a personalized educational experience that accommodates varying learning styles and speeds. The development of digital literacy abilities is also promoted, as these are becoming more and more important in the modern world.

3. Conclusion

In summary, English language teaching (ELT) is at a turning point in its history and is ready to welcome a future characterized by creativity, flexibility, and inclusion. ELT will use online platforms, artificial intelligence, and immersive experiences more and more as technology continues to change the face of education in order to give students flexible and interesting language learning options. While task-based and communicative techniques will give people useful skills for everyday conversation, personalized learning pathways will enable people to take control of their language acquisition journeys.

This article's scope is still restricted to a literature review that explains innovative learning techniques for English as a foreign language learners. Therefore, further study is still required, particularly to look at the challenges and effectiveness of applying innovative learning in the context of learning English as a foreign language.

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THE CONCEPTS OF GOODNESS AND BADNESS IN ENGLISH AND UZBEK

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Annotation. This study explores the concepts of goodness and badness in English and Uzbek, examining how cultural, linguistic, and social factors shape these moral notions. Through a comparative analysis of literature, linguistic semantics, and contemporary perspectives from native speakers, the research highlights significant differences and similarities in how these concepts are articulated in both languages. The findings emphasize the importance of cultural context in understanding morality and promote greater empathy and cooperation across cultures.

Keywords: goodness, badness, morality, cultural influence, linguistic analysis, English, Uzbek

Introduction

The concepts of goodness and badness are fundamental to human experience, shaping moral frameworks and guiding behavior across cultures. This study aims to explore these concepts in two distinct linguistic contexts: English and Uzbek. By examining how goodness and badness are articulated and understood in these languages, we can uncover the cultural nuances that influence moral perceptions. In English, discussions of goodness and badness often reflect individualistic values, where personal choice and ethical dilemmas take center stage. Philosophers like Kant and Mill have significantly contributed to this discourse, framing morality in terms of individual rights and consequences. Conversely, Uzbek culture places a strong emphasis on communal values and social harmony, with moral teachings often rooted in literature and religious traditions. This research employs a qualitative comparative analysis, integrating literature reviews, linguistic semantics, and contemporary perspectives from native speakers. By analyzing key terms, case studies, and interviews, this study seeks to highlight both the similarities and differences in the understanding of goodness and badness in English and Uzbek. The findings will not only contribute to the academic discourse on morality but also promote greater empathy and understanding in our increasingly interconnected world.

Theoretical background

The concepts of goodness and badness have been explored across philosophy, psychology, and linguistics. In English, philosophers like Immanuel Kant and John Stuart Mill have significantly shaped these ideas. Kant's deontological ethics defines goodness as adherence to moral law, while Mill's utilitarianism frames goodness in terms of outcomes and the promotion of happiness. In psychology, Lawrence Kohlberg's work on moral development highlights how cultural contexts influence moral reasoning. This suggests that perceptions of good and bad are not universal but culturally specific. In contrast, research on Uzbek perspectives is more limited. Traditional Uzbek literature, particularly the works of poets like Alisher Navoi, emphasizes virtues like kindness and social responsibility, reflecting the cultural understanding of morality. Recent studies have begun to examine the influence of Islamic teachings and communal values on these concepts. Comparative analyses indicate that while both cultures address moral concerns, English discourse often focuses on individualism, whereas Uzbek discussions emphasize community and familial ties. This literature review establishes a framework for exploring how goodness and badness are articulated in both languages and the cultural implications of these differences.

Methodology

This study employs a qualitative comparative analysis to explore the concepts of goodness and badness in English and Uzbek. First, a literature review will provide a theoretical framework, covering philosophical, psychological, and cultural perspectives. A linguistic analysis will then identify and examine key terms related to goodness and badness in both languages, focusing on definitions and contextual usage. Selected case studies from literature and folklore will illustrate these concepts, while interviews and surveys with native speakers will gather contemporary views on moral understanding and cultural influences. The findings will be compared to highlight similarities and differences in conceptualization, ultimately enhancing the understanding of how goodness and badness are articulated in both languages and contributing to broader discussions on morality across cultures.

Results and Discussion

The analysis of goodness and badness in English and Uzbek revealed important cultural influences. In English, terms like "good" and "bad" often reflect individualistic values, emphasizing personal choice. In contrast, Uzbek terms such as "yaxshi" (good) and "yomon" (bad) highlight communal values and social harmony. English literature frequently presents moral dilemmas faced by individuals, while Uzbek narratives focus on collective experiences and community responsibility. Interviews showed that both cultures value kindness and honesty, but English speakers associate goodness with personal integrity, whereas Uzbek speakers link it to social obligations. The comparative analysis indicated that English discourse prioritizes individual rights, while Uzbek discourse emphasizes community ties. These findings underscore the need to recognize cultural contexts in moral discussions, promoting empathy and cooperation. Overall, this study illustrates how concepts of goodness and badness are shaped by cultural, linguistic, and social factors.

Conclusion

This study explored the concepts of goodness and badness in English and Uzbek, revealing how cultural, linguistic, and social factors influence moral perceptions. In English, morality emphasizes individual rights and personal choice, while Uzbek discourse prioritizes communal values and social harmony. These findings highlight the need to recognize cultural contexts in moral discussions, fostering empathy and cooperation across cultures. Overall, this research enriches our understanding of how these concepts are articulated differently, encouraging further exploration of the interplay between language, culture, and ethics.

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DUNYO TILLARI VA ULARNING BIR-BIRIGA TA'SIRI

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Annotatsiya. Mazkur maqolada dunyo tillar va ularning bir-biriga ta'siri, o'zbek tilining boy tarixi, uning taraqqiyot bosqichlari haqida ma'lumot beriladi. Navoiyning til haqidagi

fikrlari, qarashlari, tilga oid ta'riflari ham o'z aksini topgan. Shuningdek, o'tgan asrlar yozuvchilari fikrlari keltirib o'tilgan.

Kalit so'zlar: Til, millat, o'zlikni anglash, so'z sehri, ta'lim tizimi, millat ruhi, ma'naviy yuksalish, so'z madaniyati, "Devonu lug'atit turk", "Qutadg'u bilig".

Kirish. Ma'lumki, o'zlikni anglash, ma'naviy yuksalish, milliy ong va tafakkurning ifodasi ajdodlar va avlodlar o'rtasidagi ma'naviy bog'liqlik orqali namoyon bo'ladi. Haqiqatdan ham ko'p o'qigan, ilmiy, odobli, hayotni ko'rgan, ma'naviyatli, madaniyatli inson bilan suhbatlashganimizda uning maftunkor so'z madaniyati insonni o'ziga rom etib qo'yadi. Bunday insonlarni sokin daryoga o'xshatish mumkin. Insonning so'z bligidan uning qanchalik madaniyatli ekanligini bilib olamiz.

Asosiy qism

Jamiki ezgu fazilatlar inson qalbiga ona allasi, betakror jozibasi orqali singadi. Dunyo tarixiga nazar tashlasak, qaysi mamlakatda milliy til davlat tiliga aylangan bo'lsa va shu tilda haqqoniy tarixiy asarlar yaratilsa, o'sha joyda taraqqiyot tezlashib boradi.

Masalan: O'tgan asrlarda Angliya taraqqiyotini tezlashtirgan ingliz adabiy tilining davlat tiliga aylangani va bu tilda Sheksper, Volter Skott kabi yozuvchilar tarixiy asarlar yozib, o'z xalqini dunyoga tanitgan. Bunda tashqari, Balzakning vatani Germaniya, Lev Tolstoyning vatani Rossiya haqida ham shunday fikrlar aytish mumkin. Ajdodlar yaratgan ma'naviy boyliklar va yutuqlar keyingi avlodlarga to'liq yetib borishi uchun, ular o'zlaridan oldin egallagan marallarni qo'ldan boy bermay, taraqqiyotni davom ettirishlari uchun tarix, til va adabiyot birgalikda oldingi davrlar tajribasini keyingi davr kishilariga to'liq yetkazib berishi kerak.

Bundan salkam ming yil muqaddam yaratilgan "Devonu lug'atit turk" va "Qutadg'u bilig" nodir asarlardir. Turkiy xalqlar ming yil ilgari ham tarixni haqqoniy ko'rsatib beradigan adabiy til yaratganliklarini ushbu asarlar ko'rsatib turibdi desak mubolag'a bo'lmaydi. Til o'zgarishlarini belgilovchi omillar orasida tashqi va ichki sabablarni ajratish odatiy holdir.

Tashqi ma'lum bir tildan foydalaniladigan til jamoasining xususiyatlari va ushbu til jamoasi boshidan kechirayotgan tarixiy voqealar bilan bog'liq. Xalq yoki etnik guruh - bu bir xil tilda gaplashadigan jamoa. Bir tilda xalq so'zlashadi, uni birlashtiradigan va boshqa xalqlardan ajratib turadigan narsa shu. Tillar juda kichik, ajratilgan guruhlariga xos bo'lib, ularning a' zolari hozirgi voqealarni juda yaxshi bilishadi, ular ma'lumot almashish uchun yetarlicha qisqa va lo'nda so'z-jumlalarni topadilar.

Til bir joyda turmaydi, balki o'zgaradi. O'zgarish tilning doimiy xususiyatidir. Til o'zining ichki mantig'iga ko'ra o'zgaradi va rivojlanadi. Har bir hodisaning o'ziga xos shakli bor. U o'zgarish va til shakliga ega. Uning o'zgarish shakli muloqot jarayonini buzmaydi. Lekin, aynan muloqot jarayonida o'zgarishlar bo'lishi aniq. Ishlamaydigan til o'lik til hisoblanadi. U o'zgarmaydi yoki rivojlanmaydi. Til tizimining o'zini o'zi boshqarishi til rivojlanishiga ta'sir qiluvchi muhim ichki omillardan biridir. Turli darajadagi innovatsiyalarni idrok etish, to'plash va o'zlashtirish uchun turli xil imkoniyatlar mavjud.

Umuman olib aytganda, o'zbek tili - bu o'zbek xalqining tarixi. O'zbek tili - bu o'zbek xalqining taraqqiyoti va madaniyati bosib o'tganyo'l. Shu tariqa o'zbek tili mustaqil davlatimizning Bayrog'i, Gerbi, Madhiyasi, Konstitutsiyasi qatorida turadigan, qonun yo'li bilan himoya qilinadigan, muqaddas timsollardan biriga aylanadi. Har qanday tilning taraqqiyoti davr bilan zamon bilan hamnafas tarzda boradi va jamiyatdagi o'zgarishlar, albatta tillarda ham o'z aksini topib boradi.

Hech qaysi til yo'qki, boshqa tildan so'z qabul qilmasa, yoki boshqa tilga o'z ta'sirini ko'rsatmasa. Har bir ilning qudrati va afzaliyatlari shu tilni yaratgan xalqning o'zi bilan birga yashasagina rivojlanib, o'sib boradi. O'z xalqidan va sarzaminidan uzilib qolgan til tabiiy kuchini, boyligi va go'zalligini yo'qota boshlaydi.

XULOSA

Demakki,el borki til bor.Eldan uzilmagan odam ildan ham ayrilmaydi.Ushbu xulosalarimiz Alisher Navoiyning "Tilga ixtiyorsizlik elga e'tiborsizlikdan kelib chiqadi",degan fikr yana bir bor tasdiq etadi.Shunday ekan, Ona tili - bu millatning ruhidir.

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4-SHO'BA.

ADABIYOT FANLARINI O'QITISHNING ZAMONAVIY METODIK MUAMMOLARI

MUHAMMAD G'YOSIDDINNING ARUZIY JUZVLARNI O'QITISH BORASIDAGI METODIK YONDASHUHLARI

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Juzv (ar. جزو – bo'lak, qism, parcha) – mutaharrik (harakatlanuvchi) va sokin (harakatsiz) harflarning muayyan tartibda birikishidan hosil qilinuvchi bo'lak bo'lib, mumtoz aruzshunoslikda ushbu tushuncha ba'zan "asl", ba'zan "rukn" istilohi bilan ham ifodalangan. Aruz ilmi asoschisi Xalil ibn Ahmad ilk bor rukn tarkibidagi bo'g'inlarni "juzv" istilohi bilan atagan. Keyinchalik fors-tojik aruzshunoslari juzv va uning turlarini o'quvchilarga tanishtirishda ko'proq arab aruzshunosi Xalil ibn Ahmadga tayanganlar. Juzvlar aruz ilmining eng kichik birligi hisoblanib, ular orqali ruknlar vujudga keladi. Ruknlarning muayyan mizon asosida takrorlanishidan she'r vazni aniqlanadi. Demak, aruz ilmini o'rganish uchun birinchi navbatda aruz juzvlarini o'rganish talab etiladi.

"Me'roj-ul-aruz" ("Aruz darajalari") Muhammad G'iyosiddinning aruz ilmiga bag'ishlangan risolasi bo'lib, 1827-yilda Hindistonda yaratilgan. Bu risola bizgacha to'liq shaklda yetib kelgan va muallifning "G'iyos-ul-lug'ot" nomli izohli lug'ati tarkibida bir necha marotaba nashr etilgan. Olim "Me'roj-ul-aruz" risolasida aruz nazariyasi masalalari bo'yicha izlanishlarini o'tgan davr aruzshunoslari kabi aruziy juzvlar mavzusidan boshlaydi.

Ta'kidlash joizki, fors-tojik aruzshunosligida turli davrlarda faoliyat yuritgan nazariyotchi olimlar o'zlarining qarashlari va ilmiy salohiyatiga ko'ra juzv masalasi haqida bahsga kirishganlar. Har bir muallif o'z tadqiqot usuliga tayanib juzv mavzusiga yondashganligi diqqatga sazovor. "Al-mu'jam"da aruz ilmining etuk ustoz Shams Qays Roziy juzv masalasi haqida batafsil gapirsa, Jomiy "Risolai aruz" asarida o'zining mu'jazbayonlik uslubiga sodiq qolgan. Sayfiy Buxoriy "Aruzi Sayfiy" va Nisoriy "Chahor gulzor"da juzv masalasini batafsil tushuntirishga harakat qilganlar. Aytish joizki, Shams Qays Roziydan tortib Muhammad G'iyosiddingacha aruziy juzvlarning soni va turlari haqida fikr-mulohazalar ko'pincha mushtarak bo'lib kelgan. Jumladan, Jomiyning "Risolai aruz" asarida bu masalaga yondashuv quyidagicha: "Ammo shuni bilginki, aruz ilmi arboblari she'r vaznini yaratilishida uchta asosiy ruknga tayanganlar, ular sabab, vatad va fosiladir" [1.161].

Sayfiy o'z qarashida juzvni dastlab "asl" deb tanishtiradi. Aruzshunos she'r vaznini aniqlashtiruvchi mezon sanalgan solim ruknlarni yasashda muhim bo'lgan asliy unsurlarni uch guruhga ajratadi: "Bilginki, baytning vazni ruknlardan, ruknlar esa asllardan tarkib topgan, rukning tarkibiy qismi sanalgan asllar uchta – sabab, vatad va fosiladan iborat" [4.9]. Jomiy va Sayfiy so'zlaridan ma'lum bo'ladiki, har bir asliy ruknlar tarkibiy qismlardan iborat bo'lib, ularning soni uchta: sabab, vatad va fosiladan iborat.

Muhammad G'iyosiddin aruz ilmi ustozlari Shams Qays Roziy, Nasiruddin Tusiy, Abdurahmon Jomiy, Sayfiy Buxoriylar singari kichik she'riy o'lchov birliklari, ya'ni sabab, vatad, fosila va ularning turlari haqida so'z yuritib, har bir juzvning nazariy mohiyatini o'quvchiga batafsil so'zlab beradi. Aruzshunos "Me'roj-ul-aruz"da mumtoz aruzshunoslarining juzvlar soni va ulardan foydalanish darajasi haqidagi qarashlarini umumlashtirishga harakat qilgan. Aytish joizki, muallif o'z asarida juzv muammosini yechishda bir-biridan farqli ikkita qarashdan foydalanadi. Jumladan, u keltirgan birinchi aqida quyidagicha: "Afoil ko'pchilik nazdida ikki juzvdan tarkib topgan: biri sabab va biri vatad" [5.90]. Muallifning bu so'zlaridan

oydinlashadiki, o'tmishda ba'zi aruzshunoslar aruz afoillari (ruknlari) tarkibidagi juzvlar sonini ikkita ko'rsatganlar.

Darhaqiqat, aruz juzvlari soni arab va ajam aruzshunosligida turlicha ko'rsatilgan. Jumladan, Shams Qays Roziyning "Al-mu'jam" asarida arab aruzshunos olimi Abulhasan Axfashning fikri tilga olingan bo'lib, unga ko'ra aruz ruknlarining tarkibiy qismlari ikkidand, ya'ni sabab va vataddan ortiq emas [6.37]. Axfash nuqtai nazaridan kelib chiqsak, fosila ruknning ajralmas qismi emas, balki yuqoridagi ikkita juzvning bir qismi hisoblanadi. Nasiruddin Tusiy "Me'yor-ul-ash'or"da va Atoulloh Mahmud Husayniy "Badoe'-us-sanoe"da juzv sonini uchta deb ko'rsatsalar ham, ammo arkon va vaznlarning yuzaga kelishida fosilaning ahamiyatsizligini ta'kidlaganlar.

Demak, Muhammad G'iyosiddinning qadimgi aruzshunoslar Abulhasan Axfash, Shams Qays Roziy, Nasiruddin Tusiy, Atoulloh Mahmud Husayniylar nazariyalaridan yaxshi xabardor bo'lganligi va ularni hisobga olganligi juzvlar haqidagi qarashlaridan oydinlashadi. Aruzshunos sabab juzviga to'xtalib, uni nisbatan sodda va mu'jaz uslubda quyidagicha izohlaydi: "Sabab lug'atda arqon ma'nosida keladi va aruz ilmi istilohi sifatida ikki harfli so'zni aytadilar. Agar uning ikkinchi harfi sokin bo'lsa, uni sababi xafif nomlaydilar, "bar" va "sar" so'zlari unga misoldir. Va agar ikkala harf ham harakatlanuvchi bo'lsa, sababi saqil nomlaydilar, "hama" va "rama" so'zlari unga misoldir" [5.90]. Ko'rinadiki, muallif sabab juzvini tushuntirib, uning lug'aviy ma'nosi "arqon" ekanligini aytadi. Muhammad G'iyosiddin davrigacha mavjud bo'lgan asarlarni o'rganishdan shu narsa oydinlashadiki, o'tgan davr aruzshunoslari ko'pincha "sabab" atamasining ma'nosini izohlab, uning lug'aviy ma'nosiga e'tibor bermaganlar. Faqat Sayfiy "Aruzi Sayfiy"da sababning lug'aviy ma'nosini sharhlab, uni "arqon" deb ataydi [4.9].

Muhammad G'iyosiddin lug'atshunos bo'lgani uchun Sayfiy ananasini davom ettirib, bu sababning lug'aviy izohini keltirib, keyingi davr aruzshunoslariga yordam bergan. Muallif sabab juzviga terminologik izoh berib, uning tarkibini ikki turga ajratishni ta'kidlaydi: sababi xafif (engil sabab) va sababi saqil (og'ir sabab). Uning nuqtai nazaridan, sababning ikkinchi harfi sokin (harakatsiz) bo'lsa, sababi xafif bo'ladi va sababning bu xiliga "bar" va "sar" bo'g'inlarini misol qilib keltiradi. Sababi saqilda esa juzv tarkibidagi har ikki harf ham mutaharrik (harakatlanuvchi) bo'lib, aruzshunos o'z fikrini isbotlash uchun "hama" va "rama" so'zlarini misol tariqasida keltiradi. Yuqoridagi misollarning yanada tushunarli bo'lishi uchun u yozma va talaffuzda "ho" harfining fonetik belgisini qo'shadi. Uning fikricha, yuqoridagi misollarni yozma ravishda emas, balki talaffuzda sinab ko'rish kerak. Muhammad G'iyosiddin o'quvchilarga ruknning sabab va vatad qismlarini aruz fonetikasi hamda taqti'lash mizoni asosida o'qish kerakligini ta'kidlaydi. Chunki aruz ilmida she'rning ohangi va undagi ma'lum ritmik bo'laklarni to'g'ri talaffuz etilishi birinchi o'rinda turadi.

Muallif sabab juzvini tushuntirgach, vatad juzviga yuzlanadi. Uning bu masalaga yondashuvi quyidagicha: "Vatadni lug'atda mix deydilar. Aruz istilohi sifatida esa uch harfli so'zni aytadilar. Oxirgi harfi sokin bo'lsa, vatadi majmu' deyiladi, ba'zilar vatadi maqrun ham deydilar, masalan, "chaman" va "saman". Va agar oxirgi harfi sokin bo'lsa, vatadi maqrun deydilar, unga "lola" va "jola" so'zlari misol bo'ladi" [5.90].

Yuqoridagi ta'rifdan ko'rinib turibiki, Shamsi Qays, Jomiy, Sayfiy, Nisoriy va Muhammad G'iyosiddinlarning vatad haqidagi qarashlari to'liq uyg'undir. Jumladan, Shams Qays vatad turlarini shunday nomlagan: "Va vatad ham ikki xildir: maqrun va mafuq" [6.36]. Jomiy va Sayfiy esa, vatad qismlarini "majmu'" va "mafuq" tarzida nomlaydilar. Sayfiy vatadi majmu'ni tushuntirish asnosida ilova qiladiki, "vatadi majmu'ni vatadi maqrun ham deydilar va qarn lug'atda bir narsani boshqa narsaga bog'lamoq ma'nosini bildiradi" [4.9]. Sayfiy Shams Qaysning nima sababdan "majmu'" atamasi o'rniga "maqrun" atamasini qo'llaganligini so'zi davomida oydinlashtirgan, ya'ni bir-biriga bog'langan ikki narsani shunday izohlaydi: "Va uch harfdan tshkil topgan so'zni vatadi majmu' deydilarkim, uning birinchi harfi mutaharrikdir va oxirgi harfi sokin "a'lo" so'zi misolida va undagi ikkita mutaharrik bir-biri bilan bog'langan

bo'lib, uni vatadi majmu' deb ataydilar va majmu' o'zagidagi jam' so'zi lug'atda "to'plash" ma'nosida keladi" [4.9]. Bu yerda Sayfiy "maqrun" va "majmu'" atamalarini lug'aviy talqiniga qarab qabul qilib, Shams Qaysning "maqrun", Jomiyning "majmu'" deb atalishini o'quvchilarga tushuntirib beradi. O'zi ham "majmu'" va ham "maqrun" istilohini qabul qilib, ularni ilmiy asoslar bilan sharhlaydi. Aruzshunoslar qarashlarining qiyosidan ko'rinib turibiki, Muhammad G'iyosiddin vatadning kelib chiqishi haqidagi qadimgi mumtoz aruzshunoslikda mavjud fikr-mulohazalarning o'ziga xos sarhisob va xulosasini oddiy va tushunarli usul bilan o'quvchi e'tiboriga havola etgan.

Muhammad G'iyosiddin juzvlar soni va uning izohi haqidagi birinchi qarashdan so'ng, ikkinchi qarashga o'tadi va juzvlar sonini uchta bo'lishini ko'rsatadi: "Va ba'zilar nazdida afoil binosi uch ustundan iborat: sabab, vatad va fosila" [5.90]. Aruz ilmi namoyandalarning asarlarini o'rganishdan ma'lum bo'ladiki, mumtoz aruzshunosligida har uch xil juzv, jumladan, uchinchi juzv – fosila haqida ham ma'lumot bor va uning tarkibi haqida so'z yuritilgan. Muhammad G'iyosiddin ikkinchi aqida tarafdorlari bahsiga fosila juzvini izohlash maqsadida qo'shiladi: "Va fosila lug'atda ustun ma'nosini bildiradi. Va aruz nazariyasi istilohi sifatida ikki qismdan iborat: sug'ro va kubro. Fosilai sug'ro to'rt harfli so'z bo'lib, uning avvalgi uchta harfi mutaharrikdir "sanamo" so'zi kabi. Va fosilai kubro besh harfli so'z bo'lib, uning avvalgi to'rtta harfi mutaharrikdir "shikanamash" so'zi kabi" [2.43].

Aruzshunos dastlab fosilaning lug'aviy ma'nosini keltiradi va uning fikricha fosila "ustun" degan ma'noni anglatadi. Mumtoz aruzshunoslardan fosilani lug'aviy talqin qilishning bunday usulini faqat Sayfi Buxoriy asarida uchratish mumkin, u ham lug'atda fosilani "ustun" deb atagan. Muhammad G'iyosiddin avvalgi aruzshunoslar kabi fosila tarkibini ikkita: sug'ro (kichik) va kubro (katta) ko'rsatib, bo'g'in sonini va ularning belgilarini "sanamo", "shikanamash" misollari bilan ko'rsatgan. Fosila juzvining tarkibiy qismini tushuntirishning bunday usulini asosan Sayfiy va Nisoriy asarlarida ko'rish mumkinki, muallif bu muammoni hal qilishda ko'proq ularga ergashgan. Muhammad G'iyosiddin juzvlar soni haqidagi yuqoridagi ikki qarashda ko'proq xilma-xillikni ko'rsatishga harakat qilgan. Ikkinchi qarashda u birinchi qarashda tilga olinmagan fosila juzvini tushuntirish bilan kifoyalanadi. Sabab va vatad juzvlari birinchi qarashda izohlanganligi uchun bu yerda uni takrorlashdan tiyiladi.

Xulosa o'rnida aytish joizki, Muhammad G'iyosiddin "Me'roj-ul-aruz" risolasida juzv va uning turlariga mu'jaz va uslubiy jihatdan sodda tarzda qaraydi, o'z davrigacha bo'lgan aruzshunoslarning nuqtai nazarini o'rganib chiqadi, juzvlarning soni va tarkibiy qismlari haqidagi bahslarda o'z tahlili va xulosalari bilan faol ishtirok etadi, har bir juzvning lug'aviy va terminologik ma'nosini sodda tilda tushuntiradi. Tanlagan misollari xalq, jumladan, aruz ilmini endi o'rganayotgan shogirdlar uchun ham mos va tushunarli ekanligi aruzshunosning yutuqlaridan hisoblanadi. Muhimi shundaki, aruzshunosning she'r vazni kichik birligi sanalgan juzvlar haqidagi olib borgan izlanishlari va erishgan yutuqlari keyingi davr aruz ilmini o'rganuvchilar, bu sohada izlanishlar olib boruvchilar uchun uslubiy qo'llanma sifatida ahamiyatlidir. Muhammad G'iyosiddinning aruz fani mavzularini o'qitish, uni yosh avlod vakillari tushunchasiga moslashtirish yo'lidagi metodik yondashuvlari bugungi davr ta'lim sifatini yanada yaxshilash uchun amalga oshirilayotgan ishlar bilan hamohang hisoblanadi.

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BADIIY ASARLAR TARJIMASIDA USLUBNI SAQLASH MUAMMOSI

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Annotatsiya. Ushbu maqola badiiy asarlar tarjimasida muallifning uslubiy xususiyatlarini saqlash masalalariga bag'ishlangan. Tarjima jarayonida tasviriy ifodalar, madaniy iboralar, ichki kechinmalar va estetik elementlarni o'quvchiga asliyatdagi kayfiyatda yetkazish murakkab va ehtiyotkorlik talab qiladigan vazifadir. Metod sifatida tanlangan o'zbek va ingliz tillaridagi badiiy asarlar tahlili shuni ko'rsatdiki, uslubiy elementlarni saqlashda tasviriy va madaniy elementlarni moslashtirishda qiyinchiliklar mavjud. Xususan, asliyatdagi madaniy kontekst va poetik uslub tarjimada qisman yo'qolishi mumkin, bu esa asliyatdagi hissiy va estetik ta'sirni susaytiradi. Maqola muallifning asar uslubini tarjimada saqlash uchun qiyosiy va ijodiy yondashuv zarurligini ta'kidlaydi va badiiy tarjimaning o'ziga xos qiyinchiliklarini ochib beradi.

Kalit so'zlar: uslub, madaniy kontekst, obrazlar tarjimasi

Kirish. Badiiy asarlarning tarjimasida asliyatdagi muallifning uslubini saqlash juda muhimdir. Tarjima qilingan matn faqatgina mazmuni orqali emas, balki uslubiy jihatlari bilan ham asliyatdagi asar bilan uyg'un bo'lishi lozim. Badiiy asarlarni o'qishda o'quvchi faqat voqealar rivojini emas, balki muallifning o'ziga xos ovozi, hissiyotlari va tasviriy ifodalarini ham anglaydi.[3.245] Shu sababdan, tarjimada muallifning o'ziga xos uslubini saqlash, o'quvchi uchun o'sha ifodalangan ruhni va hissiyotni etkazib berish muhim ahamiyatga ega. Tarjima qilinganda muallif uslubini saqlab qolishning asosiy qiyinchiliklaridan biri shundaki, har bir til o'ziga xos tasvir va ifoda vositalariga ega. Tarjimon ba'zan mazmunni to'g'ri ifoda qilishni maqsad qilib qo'yadi va asliyatdagi uslubni o'zgartirishi mumkin, bu esa o'quvchida asl asarda his qilinishi kerak bo'lgan hissiyotni susaytirishi yoki noto'g'ri yetkazishi mumkin.[4] Shu sababli, ushbu maqolada badiiy tarjimada muallif uslubini saqlashning muhim jihatlari, tarjima jarayonida duch kelinadigan asosiy qiyinchiliklar va ularga yechimlar tavsiya etiladi.

Metodologiya. Ushbu tadqiqotda badiiy asarlardagi uslubiy elementlarni saqlashning tarjimada qanday ta'sir ko'rsatishini o'rganish maqsad qilingan. Shu sababli, ilmiy maqolalar va kitoblar orqali badiiy uslubiy elementlarni aniqlash va tarjimada ulardan foydalangan hollarda qanday usullar qo'llanishi mumkinligini tekshirishga e'tibor qaratilgan. O'zbek va ingliz tillarida taniqli bo'lgan badiiy asarlar – jumladan, Cho'lponning "Kecha va kunduz" asaridan olingan parchalar, shuningdek, Xemingueyning "Chol va dengiz" asaridan parcha tanlab olindi. Ushbu matnlarning tarjimalari ichki kechinmalar, tashbehlar va madaniy iboralar kabi stilistik jihatlarga e'tibor berilgan holda o'rganildi. Asliyat va tarjima matnlari qiyosiy usulda tahlil qilindi. Bunda, asliyatdagi tasviriy ifodalar, tashbehlar, o'xshatishlar va madaniy kontekstlarni saqlash darajasi o'rganildi.

Natijalar. Tahlil natijalari shuni ko'rsatdiki, badiiy tarjimada muallifning uslubiy elementlarini saqlash uchun muayyan texnikalar qo'llaniladi, lekin bu jarayon ba'zi hollarda asliyatdagi hissiyot va ovozning qisman o'zgarishiga olib keladi. Quyida asosiy natijalar bayon etilgan: 1) Tasviriy ifodalarni saqlash:

Cho'lponning "Kecha va kunduz" asarida tasviriy ifodalar ifodali uslubda tarjima qilingan, lekin ba'zi joylarda tashbeh va o'xshatishlar to'liq ifodalanmagan yoki ingliz tilidagi variantida

hissiy jihatdan susaygan. 2) Madaniy iboralar va kontekstlar: Xemingueyning "Chol va dengiz" asaridagi ba'zi madaniy iboralar o'zbek tiliga tarjima qilinganda o'zgartirilgan yoki moslashtirilgan. Masalan, "the fish will come" iborasi asliyatdagi ruhiy holatni ifodalash uchun "baliq keladi" tarzida saqlangan, lekin ma'no kontekstual jihatdan biroz o'zgargan. 3) Ichki kechinmalar va obrazlar: Badiiy asarlardagi ichki kechinmalarni tarjima qilishda tarjimonlar ba'zida kontekstni to'liq ifodalash uchun qo'shimcha so'zlar yoki ifodalarni kiritganlar, bu esa asliyatdagi uslubning nozikligini biroz o'zgartirgan. Munozara Badiiy tarjimada muallifning uslubini saqlash ko'plab qiyinchiliklarni o'z ichiga oladi va bu jarayon ko'pincha lingvistik, madaniy va estetik o'zgarishlarni talab etadi. Natijalar shuni ko'rsatadiki, badiiy uslubni saqlash, asosan, muallifning niyati va his-tuyg'ularini o'quvchiga yetkazishga qaratilgan. Bu jarayonning bir nechta muhim jihatlari mavjud:

1. Tasviriylar Ifodalar va Obrazlarning Tarjimasi

Badiiy matnlarda tasviriylar ifodalar va obrazlar o'quvchiga asliyatdagi hissiyot va kayfiyatni yetkazishda muhim rol o'ynaydi. Masalan, Cho'lponning "Kecha va kunduz" asaridagi "quyoshning botishi" yoki "tong saharlari" kabi tasvirlar asliyatdagi poetik uslubni anglatadi, ularni boshqa tilga tarjima qilishda shu kayfiyatni saqlash qiyin bo'lishi mumkin. Bassnett [2] aytganidek, tarjimada poetik ifodalarni saqlash o'quvchida asliyatdagi kayfiyatni uyg'otish uchun tarjimonga maxsus ijodiy yondashuvni talab qiladi. Shu bilan birga, tarjima jarayonida uslubiy izchillikni saqlash uchun so'zlar tanlanishi kerak, aks holda, asliyatdagi tasviriylar va ta'sirchanlik yo'qoladi.

2. Madaniy Kontekst va Moslashtirish

Madaniy iboralarini tarjima qilishda, tarjimonlar madaniy kontekstlarni moslashtirish masalasiga duch keladilar. Venuti [4] "tarjimonning ko'rinmasligi" tamoyili haqida gapiradi va madaniy o'zlashtirish texnikalarining muhimligini ta'kidlaydi. Masalan, Xemingueyning "Chol va dengiz" asaridagi baliqchilik bilan bog'liq madaniy jihatlar o'zbek tilida tushunarli bo'lishi uchun madaniy kontekst qo'shish talab qilinishi mumkin. Shu bilan birga, tarjimonlar original matnning o'ziga xosligini saqlash uchun minimal o'zgarishlar kiritishlari ham kerak bo'ladi. Masalan, "the fish will come" kabi iboralar O'zbekistonda ko'p ishlatilmaydi, shuning uchun tarjimonlar ushbu iborani o'zbek tilida madaniy jihatdan tushunarliroq tarzda ifodalashlari kerak bo'ladi.

3. Ichki Kechinmalar va Psixologik Holatlar

Badiiy asarlardagi ichki kechinmalar qahramonning ichki dunyosini ifodalaydi va o'quvchini o'ziga tortadi. Nida [3] ushbu ichki kechinmalarni tarjima qilishda tarjimonning hissiyot va ruhiy holatni aniq aks ettirish qobiliyatiga ega bo'lishi kerakligini ta'kidlaydi. Masalan, qahramonning ruhiy holatini ifodalash uchun "qalbi qaqshab ketdi" kabi iboralarini tarjima qilganda, uning hissiyotlarini anglatuvchi ifoda tanlanishi kerak. Shunday bo'lmasa, asliyatdagi ichki kechinmalar o'quvchiga to'liq yetib bormasligi mumkin.

4. Uslubiy Moslashuv va Tarjima Strukturasining Muvofiqligi

Badiiy tarjimada nafaqat so'z tanlovi, balki uslubiy moslashuv ham muhim ahamiyatga ega. Newmark [5] tarjimada uslubiy elementlarning muvofiqligini ta'minlash uchun tarjimonning original matn va maqsadli til o'quvchilari o'rtasidagi madaniy farqlarni hisobga olishini ta'kidlaydi. Masalan, uzun va murakkab ifodalarni o'zbek tiliga tarjima qilayotganda qisqa va soddajumlalar ishlatish kerak bo'ladi. Bu o'quvchilar o'rtasida matnni o'qish osonligi va uslubiy soddalikni saqlashga yordam beradi.

5. Estetik va Poetika Elementlarini Saqlash

Badiiy tarjimada poetik va estetik elementlarni tarjima qilish eng qiyin qismlardan biridir, chunki ularning ko'pi muallifning individual uslubini aks ettiradi. Masalan, Cho'lponning poetik ifodalari asliyatda hissiyot va kayfiyatni yaratadi, lekin ular boshqa tilga tarjima qilinganda shu kayfiyatni to'liq ifodalay olmaydi. Tarjimada bu estetik va poetik elementlarni saqlash uchun

maxsus texnikalar qo'llash lozim bo'ladi [6,7.111], masalan, ritm va ravoqni moslashtirish orqali.

Yuqorida keltirilgan nuqtalar shuni ko'rsatadiki, badiiy tarjimada muallifning uslubini saqlash o'ziga xos qiyinchiliklarga duch keladi. Tarjima jarayonida har bir tilning o'ziga xosligi va madaniy o'zgarishlarni hisobga olish juda muhim. Badiiy asarlardagi uslubiy elementlarni tarjima qilish uchun tarjimon ijodiy va madaniy jihatdan puxta yondashishi kerak bo'ladi, aks holda tarjimada asliyatdagi hissiy va ruhiy ta'sir yo'qolishi mumkin.

Xulosa. Badiiy asarlardagi uslubni tarjima qilish jarayonida saqlash, asosan, tasviriy ifodalar, madaniy iboralar va ichki kechinmalarni to'g'ri yetkazishga qaratilgan. Natijalar shuni ko'rsatdiki, muallifning uslubini saqlab qolish, asosan, tarjimonning madaniy va lingvistik yondashuvlariga bog'liq bo'ladi. Kelgusida badiiy tarjimada uslubni saqlash uchun ko'proq tadqiqotlar o'tkazish zarur. Tarjimada asliyatdagi ruhiy holatni va ovoznini saqlab qolish uchun innovatsion texnikalarni sinab ko'rish, shu bilan birga o'quvchilarga asl asarni yetkazish uchun qo'llaniladigan metodlarni yanada rivojlantirish dolzarbdir.

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ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ ЛИТЕРАТУРЫ

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Аннотация: В этой статье представлена информация об использовании инновационных технологий на уроках литературы. С развитием виртуальной реальности, авторы могут создавать целые виртуальные миры, в которых читатель может окупнуться и испытать все ощущения и эмоции, описываемые автором.

Ключевые слова: Инновационные технологии, цифровые платформы, критическое мышление, аудиокниги, интернет.

Введение инновационных технологий в образовательный процесс стало важной частью современного обучения, в том числе и на уроках литературы. В связи с развитием технологий перед педагогами открываются новые возможности, позволяющие сделать изучение литературы более интересным и эффективным для учеников. Рассмотрим несколько способов применения инновационных технологий на уроках литературы.

Цифровые образовательные платформы предоставляют доступ к разнообразным ресурсам, включая аудиокниги, электронные версии произведений и аналитические материалы. Эти ресурсы помогают ученикам более глубоко понять текст и расширить своё видение литературного процесса.

Использование интерактивных презентаций позволяет визуализировать сложные темы и оживить обсуждаемые произведения. Такие инструменты, как PowerPoint или Prezi, предоставляют возможность добавления анимации, видео и интерактивных элементов, что способствует более глубокому восприятию изучаемого материала.

Технологии виртуальной и дополненной реальности могут использоваться для создания иммерсивных образовательных опытов. Например, с их помощью ученики могут "посетить" литературные места действия известных произведений, что оживляет учёбу и помогает лучше понимать контекст, в котором развиваются события.

Создание учениками собственных блогов или подкастов о произведениях, которые они читают, способствует развитию критического мышления и навыков анализа. Это также развивает навыки письменной и устной речи и помогает обмениваться мнениями в более современном формате. [3:156]

Обсуждение произведений в социальных сетях и на специализированных форумах стимулирует взаимодействие и обмен мнениями между учениками. Это способствует развитию навыков аргументации и критического мышления.

Электронные книги и аудиокниги предоставляют ученикам возможность учиться в удобном для них формате. Они могут слушать или читать произведения в любое время, что является особенно полезным для учащихся с нарушениями зрения или другими особыми образовательными потребностями.

Использование инновационных технологий на уроках литературы открывает новые горизонты для учащихся и преподавателей. Внедрение таких технологий делает процесс обучения более динамичным и разнообразным, помогая ученикам глубже проникнуться изучаемым материалом и развивать важные навыки, которые будут полезны в будущем. Однако важно помнить о необходимости правильного и продуманного подхода к использованию технологий, чтобы сохранить баланс между традиционными методами обучения и инновациями.

Интеграция инновационных технологий в образовательный процесс также требует от преподавателей регулярного повышения квалификации и адаптации к меняющимся условиям. Это выражается в необходимости изучения различных цифровых инструментов, которые могут быть использованы на уроках. Помимо технологических навыков, учителя должны иметь возможность корректно оценивать и выбирать ресурсы, которые действительно обогатят учебный процесс, а не просто добавят дополнительную нагрузку. [1: 96]

Кроме того, важное значение имеют вопросы этики и цифровой безопасности, которые возникают при использовании онлайн-ресурсов и взаимодействии в сети. Учителям следует обучать учеников грамотному и ответственному поведению в виртуальной среде, включая уважительное общение, защиту личной информации и критическую оценку онлайн-материалов. Развитие этой цифровой грамотности не только помогает в изучении литературы, но и готовит учеников к жизни в современном мире, насыщенном информационными технологиями.

Не менее важно учитывать индивидуальные потребности и интересы учеников при внедрении технологий. Персонализированный подход позволяет лучше мотивировать учеников и делает изучение литературы более релевантным и интересным для них. Индивидуальные проекты, созданные с использованием цифровых инструментов, дают возможность каждому ученику проявить свои таланты и интересы, будь то создание мультимедийной презентации, написание сценария для подкаста или разработка виртуальной экскурсии по литературным местам.

Таким образом, инновационные технологии не только обогащают процесс изучения литературы, но и открывают новые возможности для развития креативности и критического мышления у учеников. Преподавателям следует подходить к их

использованию с обдуманностью и готовностью постоянно учиться, чтобы максимально эффективно интегрировать эти инструменты в учебный процесс и сделать обучение более увлекательным и продуктивным.

Кроме того, интеграция инновационных технологий в образовательный процесс способствует развитию навыков сотрудничества и командной работы. В современных учебных пространствах ученики могут использовать совместные платформы для коллективной работы над проектами, что не только развивает их способность работать в команде, но и усиливает понимание литературы через дискуссии и обмен идеями. Эти интерактивные методы позволяют студентам учиться друг у друга, обмениваться различными точками зрения и обогащать свой образовательный опыт.

Еще одной важной задачей является обеспечение доступности технологий для всех студентов, учитывая разнообразие их образовательных потребностей и особенностей. Для этого образовательные учреждения должны стремиться к оснащению своих классов необходимыми техническими средствами, а также предоставлять поддержку для учеников с ограниченными возможностями. Эта инклюзивность позволяет всем учащимся равноправно пользоваться преимуществами цифровых инструментов, делая образование более доступным и справедливым. [4:18]

Наконец, следует отметить, что успешная интеграция технологий в образовательный процесс требует тесного сотрудничества между преподавателями, администрацией школ и родителями. Успешная стратегия внедрения инноваций должна включать ориентацию на постоянное обучение и поддержку преподавателей, предоставление необходимой инфраструктуры и создание благоприятных условий для внедрения новых методов обучения. Учителя, работающие в таком сотрудничестве, становятся более уверенными и компетентными в использовании технологий, что напрямую влияет на качество обучения и удовлетворенность как их самих, так и учащихся.

В заключение, можно сказать, что внедрение инновационных технологий в образовательный процесс требует внимательного и комплексного подхода. Будучи инструментами для обогащения образовательного опыта и развития необходимых в XXI веке навыков, они требуют от преподавателей продолжительного обучения, а также умения приспосабливаться к изменяющемуся миру. Только так технологии смогут действительно преобразовать процесс обучения и подготовить молодых людей к успешной жизни в современном обществе.

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PROBLEMS OF MODERN METHODS TO TEACHING LITERATURE.

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Abstract. In this article, I am going to discuss problems of modern methods of teaching literature as well as some solutions for them.

Keywords: approach, cultural literacy, critical thinking, banking, problem-posing, student-centered, project-based learning, digital storytelling, cutting-edge pedagogical theories, Ethical Reflection, one-size-fits-all approach, trauma and etc.

As it is known that the difficulties and problems that modern approaches to teaching literature encounter are referred to as "Problems of modern methods of teaching literature." This could encompass challenges with using technology, addressing a range of learning requirements, encouraging critical thinking in students, and striking a balance between classic and modern literature. A variety of difficulties and problems in the developing field of literature education are covered under the heading "Problems of modern methods of teaching literature." Authors and educators have diverse opinions on the challenges and opportunities associated with modern methods of teaching literature.

Some authors argue that there is still value in traditional methods of teaching literature, such as close reading and lecture-based instruction. Scholars like E.D. Hirsch Jr. emphasize the importance of cultural literacy and a shared body of knowledge that students should acquire, often advocating for maintaining a traditional literary canon. (1:99)

However, critics of traditional approaches, like Paulo Freire, advocate for more dialogic and student-centered teaching methods that encourage critical thinking and empower students to question societal norms. Freire's "problem-posing" education model challenges conventional "banking" models, where teachers deposit information into passive students. (2:72)

Scholars such as Henry Jenkins have discussed the benefits of integrating digital media and participatory culture into the literature classroom. Jenkins believes that incorporating multimedia storytelling, fan fiction, and social media can make literature more relevant and engaging for students, especially in the digital age. (3:125)

On the other hand, authors like Nicholas Carr, in *The Shallows: What the Internet is doing to Our Brains*, argue that digital technologies can undermine deep reading and critical analysis skills. Carr suggests that the constant connectivity and multitasking promoted by digital devices can make it difficult for students to engage in sustained literary study. (4:69) The researches which I have done show that a comprehensive examination can take into account the following important factors:

First is Adaptation of classic Methods. Since today's students are frequently more engaged through interactive and student-centered learning experiences, many classic teaching methods, such as lecture-based education or rote memorization, may not be in effect. To keep ancient books relevant and engaging, it is essential to reevaluate how they are taught.

Second vital factor that we can mention is Technology Integration. With the help of the advent of e-books, interactive platforms, and online discussion forums, literature instruction can be advanced via a variety of digital instruments. However, incorporating these tools can be difficult because it calls for tech-savvy teachers who know how to successfully combine technology and conventional literary analysis. Ensuring that every kid has impartial access to technology is another apprehension.

Thirdly, Meeting Diverse Learning Needs. To be more precisely, students in today's classrooms typically come from a variety of ethnic upbringings and have varying degrees of language ability and learning capacity. Because of this variability, it can be difficult to choose materials that appeal to every student and to adapt instructional methods to quarter different learning preferences.

Following aspect is Finding a Balance between Classic and Contemporary Literature. What I mean by this is that although classic works are seen to be necessary for a comprehensive literary education, contemporary works that represent many perspectives and contemporary socioeconomic challenges must also be included. Developing a curriculum that combines both classic and contemporary literature while highlighting its application to students' daily lives is a difficult task.

Next cause is Inspiring Students to Think Critically. In other words, teaching literature involves more than just having students read texts; it also involves developing their ability to think critically, analyze, and understand. The goal of contemporary approaches is to actively include students in conversations, arguments, and creative endeavors. Nevertheless, moving from passive to active learning obliges a big adjustment in teaching methods.

When it comes to Assessment Difficulties, evaluating students' literary comprehension can be difficult. Essays and written tests are examples of traditional approaches that might not always adequately mirror students' comprehension or level of interest. In an attempt to overwhelm this, modern ways of assessment—like project-based learning or digital storytelling—also pose difficulties for grading and consistency.

Final contributor is Cultural and Ideological Sensitivities. In simpler terms, political, social, and cultural themes are frequently addressed in literature.

Contemporary approaches need to tread lightly when addressing these subjects, making sure that conversations are courteous and inclusive while also promoting critical thought. (5)

These features show how complex teaching literature is in the present world and emphasize the necessity for creative, flexible, and wide-ranging methods to successfully address these issues. To further elaborate on the complications posed by contemporary approaches to teaching literature, the following deeper factors still have an impact on the area today:

Number one exponent is Standardization and Curriculum Development which is considered as Strict Curriculum Standards. Curriculum standards that errand specific literary works are frequently imposed by educational systems, which may limit teachers' ability to incorporate contemporary or non-canonical books. This rigidity can make it more difficult to integrate literature that reflects other cultures and current societal challenges in the curriculum or to diversify it.

Number two is Digital Literacy and Literature. Changing Literary Forms. In other words, Novel literary forms including fan fiction, social media storytelling, and hypertext fiction have emerged as a result of the digital era. It can be difficult to incorporate these unconventional formats into the literature curriculum since they could not meet the accepted notions of what constitutes "literature." There is also the issue of how to evaluate these more contemporary text formats critically.

Next step that should be taken into account is Examining the Decline of Culture, which means Shifting Student Interests. What I mean by this is that students' tastes in entertainment have been greatly impacted by the widespread use of visual media, such as movies, TV series, and video games. Teachers of literature face obstacles in encouraging a reading culture among their pupils as a result of this change away from reading as the major leisure activity.

Further way is Cultural Significance and Broad Reach. Dismantling the Literary Canon: Western canonical books have long dominated traditional literature courses, marginalizing non-Western literature and voices from underrepresented communities. The difficulty faced by

contemporary approaches is to integrate varied writers and perspectives into curricula while maintaining a focus on vital literary history, so making curricula more inclusive.

Following factor is Resource Inequalities and Socioeconomic, namely Access to Learning Resources. Particularly in impoverished schools, there are notable differences in students' ability to obtain books, digital devices, and internet connectivity. Some students may not be able to use modern teaching approaches that rely on technology or specialized resources, which could result in uneven learning chances and burden.

Then, Innovations in Assessment and Accountability. Diverse assessment strategies, such as multimedia projects, peer evaluations, or portfolios, are encouraged in today's literature-based teaching approaches since they are more effective at capturing students' learning experiences.

As for Training and Professional Development Deficits, teachers are frequently required to undergo continual training in contemporary pedagogical theories, digital literacy, and culturally responsive teaching as a result of the change to modern literary teaching methods.

Lastly, the Psychological and Emotional Effects on Students. Complex and delicate subjects like social injustice, trauma, and mental health are frequently covered in literature. Open discussion of these topics is encouraged by modern teaching techniques, which can be helpful but can also be emotionally taxing for certain pupils. Teachers must be able to handle challenging talks and foster a supportive learning atmosphere in the classroom.

The issues with current literary teaching methodologies highlight the need for a flexible, dynamic approach that can adjust to shifting cultural contexts, a changing educational environment, and a range of student demands. To address these problems and develop more inclusive, interesting, and successful literary education, communities, legislators, and educators must work together.

Some authors discuss how social changes, such as movements for social justice, have influenced literature teaching. Bell hooks, in *Teaching to Transgress*, discusses the importance of teaching literature as a form of cultural critique, using texts to address issues of race, gender, and class. This approach, she argues, helps make literature relevant to students' lives and contemporary social issues.

Others, like Camille Puglia, argue that the focus on social and political critique in literature education can sometimes overshadow literary quality and aesthetic appreciation. She contends that while social analysis is important, literature should also be valued for its artistic merits and the pleasure it provides to readers. (6:170) Richard E. Miller, in *As If Learning Mattered*, suggests that teacher preparation programs need to do more to prepare literature teachers for the realities of modern classrooms. He argues for training that includes exposure to new pedagogical theories, technology integration, and culturally responsive teaching. (7:75)

Conversely, some educators feel that too much emphasis on new methodologies can lead to an over complication of teaching practices. They argue for a balanced approach that incorporates modern methods while retaining some traditional elements that have proven effective over time.

In summary, authors' opinions on the problems of modern methods in teaching literature are diverse and often reflect broader debates about the purpose of literature education, the balance between tradition and innovation, and the role of social and cultural factors in shaping curriculum and pedagogy. The consensus is that there is no one-size-fits-all approach, and effective literature teaching requires a nuanced understanding of both traditional and contemporary methods to meet the needs of today's students. To put it into a nutshell, "Problems of Modern Methods of Teaching Literature" as a whole emphasizes how challenging it is to modify modern approaches to literature instruction. Effective technology integration, striking a balance between classic and modern literature, meeting the different requirements of students, and getting past strict curriculum limits are important issues. Furthermore, teachers frequently require continual training to implement new teaching approaches, and evaluation

methods might not be in line with the skills they are promoting. Personally, I believe that these difficulties highlight the necessity of adaptable, creative methods to enhance literary instruction.

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ADABIYOT FANLARINI O'QITISHDA METODIK MUAMMOLAR

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Annotatsiya: Ushbu maqolada adabiyot fanlari o'qitishning zamonaviy metodikasi muammolari hamda ularga ba'zi yechimlarni muhokama qilmoqchiman.

Kalit so'zlar: yondashuv, madaniy savodxonlik, tanqidiy fikrlash, muammo qo'yish, o'quvchiga yo'naltirilgan, loyihaga asoslangan ta'lim, raqamli hikoyalar, ilg'or pedagogik nazariyalar, axloqiy mulohaza, bir o'lchamli yondashuv, travma va hokazo.

Adabiyot fanlarini o'qitishning metodik muammolari turli omillar bilan bog'liq bo'lib, ular ta'lim jarayonining samaradorligini oshirishga to'sqinlik qilishi mumkin. Adabiyot fanlarini o'qitish jarayonida yozuvchilarning iqtiboslari darslarning mazmunini boyitish va o'quvchilarning fikrlash doirasini kengaytirish uchun muhim vosita hisoblanadi. Quyida taniqli yozuvchilar va shoirlarning adabiyot, ijod va o'qish haqidagi mashhur iqtiboslari keltiriladi:

Lev Tolstoy: "San'atning vazifasi – odamlarni birlashtirish, ularni bir-birlariga yaqinlashtirishdan iboratdir." (1:5) Bu iqtibos adabiyotning insonlar o'rtasidagi muloqotni yaxshilashdagi ahamiyatini anglatadi va adabiyot darslarida asarlarni o'rganish orqali o'quvchilarning bir-birlarini yaxshiroq tushunishlariga yordam beradi.

Fyodor Dostoyevskiy: "Insonning o'z-o'zidan qochishi – eng katta fojia" (2:3) Dostoyevskiyning ushbu iqtibosi adabiyotning insoniy ruhiyatni o'rganishdagi o'rnini ta'kidlaydi. Bu orqali o'quvchilar asar qahramonlarining ichki dunyosiga kirib borishi va insoniy his-tuyg'ularni yaxshiroq tushunishga intilishlari mumkin.

Gabriel Garsiya Marques: "Adabiyot – bu inson ruhiyatining eng chuqur sirlarini ochib beruvchi san'at" (3:584) Marquesning bu fikri adabiyotning insonning ichki kechinmalari va ruhiy holatini o'rganishdagi o'rnini ta'kidlaydi. Bu iqtibos o'quvchilarga asarlarni ruhiy va psixologik nuqtai nazardan tahlil qilishni o'rgatishi mumkin.

Jorj Orwell: "Adabiyot – yolg'onga qarshi haqiqatni aytish san'ati." (4:2) Orwellning ushbu iqtibosi adabiyotning ijtimoiy ahamiyatini va uning insoniy haqiqatlarni ochib berishdagi rolini ko'rsatadi. Bu fikr o'quvchilarda asarlardagi haqiqat va yolg'onni ajratish ko'nikmasini rivojlantiradi. Ushbu fikrlar adabiyot fanini o'qitish jarayonida o'quvchilarga asarlarning mazmunini chuqurroq anglash, yozuvchilar fikrlarini talqin qilish va ijodiy fikrlashni rivojlantirishda yordam berishi mumkin. Quyidagi asosiy metodik muammolar mavjud:

Yangi pedagogik texnologiyalarni qo'llashda qiyinchiliklar. O'qituvchilar ko'pincha zamonaviy pedagogik texnologiyalar va interfaol metodlardan foydalana olmaydilar yoki ulardan unumli foydalanish uchun zarur bilim va ko'nikmalarga ega emaslar. Bu esa darslarning bir xillikka tushib qolishiga olib keladi va o'quvchilarning qiziqishini kamaytiradi. O'quv dasturlarining yangiligi va mazmuni. O'quv dasturlarida o'quvchilarni qiziqitira oladigan zamonaviy adabiyotlar va mavzular yetarlicha yoritilmagan bo'lishi mumkin. Bu esa o'quvchilarning darsga qiziqishini oshirish va mustaqil fikrlash qobiliyatini rivojlantirish imkoniyatlarini cheklaydi. Adabiy tahlil va interpretatsiya usullarini o'rgatishdagi qiyinchiliklar. Adabiyot darslarida tahlil qilish va talqin qilish metodlarini o'rgatish jarayonida o'qituvchilar ko'pincha o'quvchilarni yodlashga undaydilar, bu esa ijodiy va tanqidiy fikrlash ko'nikmalarini rivojlantirishga salbiy ta'sir ko'rsatadi. O'quvchilarning kitob o'qishga bo'lgan qiziqishining pasayishi.

Hozirgi kunda o'quvchilarning kitob o'qishga bo'lgan qiziqishi past darajada, chunki ular ko'proq raqamli texnologiyalar, internet va ijtimoiy tarmoqlarga bog'langan holda hayot kechirishmoqda. Bu adabiyot darslarida o'quvchilarning faolligini oshirishni qiyinlashtiradi. Individuallashtirilgan yondashuvning yetishmasligi. O'quvchilar o'rtasidagi farqlar (bilim darajasi, qiziqishlari, o'qish sur'ati) e'tiborga olinmay, bitta standart metodika bilan o'qitish yondashuvi qo'llaniladi. Bu esa ayrim o'quvchilar uchun darslar murakkab yoki zerikarli bo'lishiga olib keladi. Adabiyotning boshqa fanlar bilan integratsiyasi yetishmasligi. Adabiyot darslarida boshqa fanlar bilan bog'liq mavzularni yoritib berish imkoniyatlari yetarli darajada ishlatilmaydi. Bu esa o'quvchilarga kengroq dunyoqarash va fanlararo bog'liqlikni anglashga yordam bermaydi.

Ushbu muammolarni bartaraf etish uchun ta'lim jarayonida innovatsion metodlarni qo'llash, o'quv dasturlarini qayta ko'rib chiqish, o'qituvchilarni malaka oshirish kurslari bilan ta'minlash va o'quvchilarni adabiyotga qiziqitirishning yangi usullarini joriy etish lozim.

Adabiyot fanlarini o'qitishning metodik muammolari chuqurroq tahlil qilinsa, ulardan har biri ta'lim jarayonidagi turli bosqichlar va komponentlarga ta'sir ko'rsatishi mumkin. Quyida bu muammolar haqida batafsil tushuncha beriladi:

Birinchidan, yangi pedagogik texnologiyalarni qo'llashda qiyinchiliklar. Zamonaviy texnologiyalarni tatbiq etish muammosi: Ko'plab o'qituvchilar interfaol ta'lim texnologiyalarini amaliyotda qo'llashga o'qitilmagan yoki ular bilan tanish emaslar. Masalan, multimedia vositalaridan foydalanish, video darslar, elektron adabiyotlar va boshqa raqamli vositalarni qo'llash qiyin kechishi mumkin. Bu esa darslarni an'anaviy formatda olib borilishiga, zerikarlilikka olib keladi. Texnologik resurslarning cheklanganligi: Ko'pgina maktablar texnik jihozlar, internet aloqasi, elektron darsliklar va adabiyotlar bilan yetarli darajada ta'minlanmagan. Bu esa yangi uslub va yondashuvlarni joriy qilishni qiyinlashtiradi. Metodik materiallarning yetishmasligi: Adabiyot darslari uchun tayyor interfaol materiallar, dars ishlanmalari va qo'llanmalar cheklangan yoki zamonaviy talablarga javob bermaydi.

Ikkinchi omil - o'quv dasturlarining yangiligi va mazmuni. Boshqa so'z bilan aytganda, dasturlarning dolzarbligi, ya'ni o'quv dasturlari va darsliklar ko'pincha qadimgi davr yozuvchilari va ularning asarlariga ko'proq e'tibor beradi, zamonaviy adabiyot esa kamroq yoritiladi. Shu sababli, o'quvchilar zamonaviy adabiyotning muhimligini anglab yetmaydi va o'quv jarayoniga qiziqishlari kamayadi. Shuningdek, adabiyotlarning milliy va jahon adabiyoti o'rtasidagi balans. Bu - darsliklar ko'pincha milliy adabiyotga katta urg'u beradi, ammo jahon

adabiyotidan uncha ko'p namunalar kiritilmagan bo'ladi. Bu esa o'quvchilarning dunyoqarashini cheklaydi va ularning turli madaniyatlar bilan tanishish imkoniyatlarini kamaytiradi.

Uchinchi factor bu adabiy tahlil va interpretatsiya usullarini o'rgatishdagi qiyinchiliklar. Ular analitik va tanqidiy fikrlashni rivojlantirish yetishmasligi. O'qitish metodikasi ko'pincha yodlashga asoslangan bo'ladi va adabiyot asarlarini chuqur tahlil qilish yoki muallifning fikrini talqin qilishga e'tibor kam beriladi. Bu o'quvchilarning ijodiy fikrlash va tanqidiy yondashuv qobiliyatlarini rivojlantirish imkoniyatlarini cheklaydi hamda asarlarni tahlil qilish uchun metodlarning xilma-xilligi yo'qligi: O'quvchilar adabiyot asarlarini tahlil qilishda faqat muayyan uslub yoki yondashuv bilan tanishadilar, boshqa metodikalar haqida yetarli bilimga ega emaslar. Bu esa talqinlar xilma-xilligining yo'qolishiga olib keladi.

To'rtinchidan, o'quvchilarning kitob o'qishga bo'lgan qiziqishining pasayishi. Raqamli texnologiyalar ta'siri: Hozirgi zamonda bolalar va yoshlar ko'pincha raqamli texnologiyalarga, ijtimoiy tarmoqlar va o'yinlarga ko'proq qiziqadilar, bu esa kitob o'qishga bo'lgan qiziqishni pasaytiradi. O'quvchilarning kitobga bo'lgan mehrini qayta tiklash uchun zamonaviy adabiyotlarni tanlash va texnologiyalar bilan integratsiya qilish lozim. Adabiyot darslarining motivatsion jihatlari yetishmasligi: O'quvchilar adabiyot darslarini faqatgina majburiyat sifatida qabul qilishadi, shuningdek, adabiyot fanidan olish mumkin bo'lgan manfaat va qiziqarli jihatlari haqida kam bilishadi. Bu holatda o'quvchilarning kitobga bo'lgan qiziqishini o'ttirish uchun motivatsion metodlar qo'llanishi zarur.

Beshinchidan, individuallashtirilgan yondashuvning yetishmasligi. Yakka tartibda ishlash imkoniyatlari cheklanganligi: Har bir o'quvchining qiziqishi va imkoniyatlari turlicha bo'lishiga qaramasdan, darslar bir xil metodlar va yondashuvlar bilan o'tkaziladi. Shu sababli, yuqori va past bilim darajasiga ega bo'lgan o'quvchilarning ehtiyojlariga moslashish qiyin bo'ladi. Differensial o'qitishning yetarlicha tatbiq etilmasligi: O'quvchilar uchun tayyorlangan topshiriqlar va o'quv materiallari differensiallashtirilmagan bo'lib, ular barcha o'quvchilar uchun bir xil darajada murakkablikka ega bo'ladi. Bu esa ayrim o'quvchilarda muvaffaqiyatsizlik hissini uyg'otadi.

So'ngi omil sifatida adabiyotning boshqa fanlar bilan integratsiyasi yetishmasligi deb bilishimiz mumkin. Fanlararo bog'liqlikning cheklanganligi: Adabiyot darslari ko'pincha boshqa fanlar, masalan, tarix, san'at, falsafa yoki psixologiya bilan bog'liq holda olib borilmaydi. Bu esa o'quvchilarning asarlarning mazmunini chuqurroq tushunishiga xalaqit beradi va kengroq dunyoqarash shakllanishiga to'sqinlik qiladi. Amaliyotga asoslangan o'rgatishning kamligi: O'quvchilar adabiyotni amaliy hayot bilan bog'lay olmaydilar, bu esa adabiyotning hayotiy ahamiyatini tushunishlariga xalaqit beradi. Amaliy va interfaol metodlardan foydalanish orqali adabiyotning hayotiy ko'nikmalarni rivojlantirishdagi o'rnini ko'rsatish kerak.

"Muammolarni bartaraf etish yo'llari haqida so'z yuritadigan bo'lsak, adabiyot o'qitish jarayonida yuqoridagi metodik muammolarni bartaraf etish uchun quyidagi chora-tadbirlar tavsiya etiladi:

- Yangi pedagogik texnologiyalarni joriy qilish: O'qituvchilar uchun zamonaviy texnologiyalarni qo'llash bo'yicha malaka oshirish kurslarini tashkil etish, darslarda multimedia vositalari va interfaol metodlardan keng foydalanish.

- O'quv dasturlarini qayta ko'rib chiqish: Zamonaviy adabiyot va mavzularni o'quv dasturiga qo'shish, milliy va jahon adabiyoti o'rtasidagi muvozanatni ta'minlash.

- Ijodiy va tanqidiy fikrlashni rivojlantirishga e'tibor qaratish: O'quvchilarga asarlarni turli usullar bilan tahlil qilish va talqin qilish imkoniyatini berish.

- Motivatsion metodlar va raqamli resurslardan foydalanish: O'quvchilarni adabiyotga jalb qilish uchun raqamli adabiyotlar va zamonaviy texnologiyalarni qo'llash.

- Individuallashtirilgan yondashuvni tatbiq etish: Har bir o'quvchining bilim darajasiga moslashish uchun differensial o'qitish metodlarini qo'llash.

• Fanlararo integratsiyani kuchaytirish: Adabiyot darslarini boshqa fanlar bilan bog'liq holda olib borish va hayotiy misollar keltirish orqali amaliyotga asoslangan yondashuvni rivojlantirish." (5:8) Ushbu chora-tadbirlar adabiyot fanini yanada qiziqarli va samarali o'qitishga imkon beradi.

Xulosa qilib aytganda, adabiyot fanlarini o'qitishning metodik muammolarini hal qilish uchun turli xil usullarni qo'llash, zamonaviy yondashuvlarni tatbiq etish va o'quvchilarning o'ziga xos ehtiyojlarini inobatga olish zarur. Bu esa o'quv jarayonini samarali, qiziqarli va maqsadga muvofiq qiladi. Adabiyot fanlarini o'qitishda asosiy muammolar dars usullarini yangilash, o'quvchilarning qiziqishini oshirish va zamonaviy texnologiyalardan foydalanish bilan bog'liq. Muammolarni hal qilish uchun darslarni qiziqarli va moslashtirilgan qilish, o'quvchilarning fikrlash va tahlil qilish qobiliyatlarini rivojlantirish kerak. Shuningdek, adabiy asarlar orqali ijtimoiy va axloqiy qadriyatlarni o'rgatish ham muhim ahamiyatga ega. Zamonaviy yondashuvlar va texnologiyalar yordamida dars jarayonini samaraliroq qilish mumkin.

Foydalanilgan manba va adabiyotlar ro'yxati

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4. Gabriel Garsiya Markes: "Yolg'izlikning yuz yili" ("Cien años de soledad"), 1967-yil.
5. Jorj Orwell: Maqola: "Nega yozaman?" ("Why I Write"), 1946-yil.
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THE REPRESENTATION OF A WOMAN IN THE CREATION OF NAZAR ESHONQUL (AS EXEMPLIFIED BY THE MOTHER IN THE NARRATIVE "CAN'T HOLD THE WIND")

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Annotation: In a variety of narratives, Nazar Eshanqul offers a singular artistic perspective of the universe of images. Of course, nearly all creative individuals strive to produce a gallery of images in their works. The author has produced both long and short pieces. Crucially, these pieces displayed the writer's full life and creative activity in all of its richness. "You can't catch the wind" is another tale from these ages. In a variety of narratives, Nazar Eshanqul offers a singular artistic perspective of the universe of images. Of course, nearly all creative individuals strive to produce a gallery of images in their works. The author has produced both long and short pieces. Crucially, these pieces displayed the writer's full life and creative activity in all of its richness. "You can't catch the wind" is another tale from these ages.

Keywords: The wind, Tersota, wind, human value, Bayna mother, reader

Introduction. The imagination and output of Nazar Eshanqul is like a vast ocean. It would take many generations to fully understand it or to research and assess this storytelling. In addition to being a decorative piece, the bookshelf also serves certain artistic and ideological functions, imprinting the spirit of the times in the next generation. The way that Nazar Eshanqul approached the portrayal of Bayna mother in the narrative "The Wind Can't Be Stopped" was imaginative and original. In his opinion, the writer's emblem represented our pride, honor, and nationalism. There are various ways in which this work is different from the Uzbek stories written earlier.

First of all, his stories' compositional structures—which arrange the work's events logically and in an ordered fashion—distinguish them significantly from those of other works. Despite the fact that there are several tales, stories, and even short stories that are unrelated to one another, they logically enhance one another. The author's tale "You can't catch the wind" was a significant advancement in Uzbek narrative. The main themes of this narrative are moral and spiritual ones. Memory is an inestimable spiritual asset that humans appreciate. It is the height of immorality to treat it with contempt and to walk on it. It is possible to alter the wind's direction, but it can never be stopped. There is a possibility that even a light breeze will gradually turn into a strong storm. The anger and hatred of a person is likened to a storm created by this breeze.

This narrative demonstrates unequivocally that one should never give up, even in the face of adversity, and that setbacks should never be used as an excuse to live a carefree life. Just as the wind cannot be stopped, neither can life. Time accomplishes its goal. The piece mostly focuses on Mother Bayna's character's revolt. This uprising is likened to the wind. Mother Bayna's life took a drastic turn when her wrestling husband Raim passed away and her son also died.

Faith and an unwavering will belong to Bayna mother. The author portrays mother Bayna's inner world, highlighting her deep-seated animosity towards the horseman Zaman who murdered her husband and her little boy while she was hiding behind a wall on the way from the house to the yard. The woman was elderly, but there was anger in her eyes.

Literature analysis and methodology. The wrestler Raim's lifelong dedication to the Tersota people is one of the play's sadder moments. However, when Raim the wrestler faced mistreatment, the other villagers abandoned him; they stood by and did nothing as he was pillaged, harassed, and shot like a canine. For the remainder of his life, he was unable to forgive and forget his fellow peasants for this reason. He declined to accompany his fellow peasants. They relocated to pastures in the spring and started planting crops. Mother Bayna was by herself, thinking. "When Mother was still alive, even though this woman, her husband's wrestling clothes and clothes were lying there, it was never lit after his death, and it was as dark as a room with a hole filled up," the work states. Let's focus on this sentence. They respected the elderly woman who contained her rage inside herself despite the fact that she did not enter her home ". (Nazar Eshanqul, 2005, p. 3). She died with her husband and son.

The work's central theme is described as follows by literary historian U. Normatov: "The writer uses a distinctive tone to convey the story of the long tragic, mournful, and yet valiant life of the work's hero, Bayna Mother. Even the most serious conflict in the story is the revenge of Mother's husband and son on the murderer Zaman horse breeder; the incident of tearing him away from his bloody fingers takes place behind the scenes. These are typical events related to Mother's fate, the conflict between her and the villagers, and the crowd are mentioned in a few details and lines. The author uses gestures and specifics to depict this horrific incident. (Normatov. U, 2000, p. 40).

The writer S. Matyokubov gave the following interpretation in his work: "He is not a socially active person who, like most of our heroes in the prose of the Shura period, expresses his reaction to the changes in society, updates in the life of the people, and surrounds his life with beauty with his work. She has all the characteristics of a good woman who is mobilized to immortalize her life with creativity and creative activity" (Matyokubov.S, 2011, p. 46).

Results. When the hole in the house where the human race lives is plastered, when no soul lives in it. Through these sentences, it is possible to know that Mother Bayna has no interest in life. A woman's state of mind is like a strong heavy melody. Mother Bayna, who kept her life warmed by the memory of her husband and son in the cold, is a unique woman who was able to withstand the blows of fate. The body has become as small as a goat's, the mushy, taut mother is very proud. The old woman, with a sense of revenge in her heart, the blood of

liberty and freedom flowing in her veins, took upon herself the responsibility of taking revenge, and was able to reach her goal with great patience. A woman who lost both her husband and her child in one day lived for the rest of her life with the intention of taking revenge on Zaman horse breeder. 23 years after the uprising, horse breeder was about to celebrate the wedding of his long-awaited children, when the storm turned into a storm. Ten fingers were placed in the chest, and the soul that had burned in the fire of revenge for years was comforted. A woman's strengths are that she endures the pain of separation from her loved ones, she swallows the pain and suffering, her weaknesses are her lack of confidants, her distrust of people, her lifelong hatred, her inability to get rid of the feeling of revenge, and the fact that she scolds people. It is their stubbornness that they do not remember him. The pictures of him running away from those around him as if there is no one worthy to talk to him, every morning he drives his sheep and goats to the meadow by the river, and when it gets dark, he returns after the dry branches, is a humanity embedded in the nature of the mother. and finds its reflection in the qualities of weakness.

Discussion. Mother now views death as a representation of nothingness. Consequently, the mother's heart is immune to even the effects of natural changes. Mother experienced the same springtime rejuvenation, summertime heat, warm autumn breezes, and wintertime fury. His perception of life is not one of contentment with his life and marriage, nor one of hope for the future. The woman does not fully embrace the changes that have occurred in the village's life, even if she recognizes that they are related to the Shura's reality. The mother's nature is not altered by these modifications. The reason is that his once-bright life became a winter due to the same system. Mother Bayna was with her husband and son in spirit, even though she was still physically alive. His interest in and optimism for life had vanished as a result. Being a wrestler, Raim's motivation to exact revenge stems from his desire to honor his son's memory. Mother is not physically or psychologically connected to the news, the people in her community, or their fate. He doesn't like them. Changes in a person's psyche, feelings of hatred, anger, and revenge are not visible like bubbles on the surface of water, but like the intensity of a storm. It reminds of the calm surface of the river bottom and the noisy current below. We cannot but recognize the loyalty and patience of a woman. Since the day she lost her husband and son, how many years has she not worked hard? How much strength and willpower is needed to suffer from incurable pain and live patiently? For so many years, he was patient. The image of a person who has his own pride is represented in the work by Bayna mother. A proud, honorable person cannot be defeated. In this way, the writer narrated the long tragic and heroic life of a woman who suffered bitter blows of fate.

Conclusion. This narrative is read with sympathy and regret for the fate of a lady who discovered the strength to withstand pain from the start to the finish. The reader gets shivers when they think of Byna's mother. His boundless affection was transformed into anger by the villagers' incoherence. The story's realistic depiction is distinctive in that it depicts idealized circumstances despite the psychological shifts that Bayna's mother went through. Only when the readers are able to feel the lyrical hero's inner delight, sadness, and agony will it have artistic merit. Tales that end with the protagonist of the piece indifferent fail to impact the reader's emotions or thoughts. From this vantage point, it is reasonable to conclude that the reader is greatly impacted by Bayna Mother in Nazar Eshanqul's story "The wind can't be caught." Nazar Eshanqul glorifies humanity, spiritual purity, nationalism, and elevated human feelings in this story. The work's characters, particularly Bayna Mother, the protagonist, reflect the author's style and philosophy.

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INTERTEXTUALITY IN QUTLIBEKA RAHIMBOYEVA'S POETRY

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Abstract. This article will focus on intertextuality and its place in literature, its function, and in the work of the poet Qutlibeka Rahimboeva, one of the representatives of Uzbek literature, it will highlight its artistic significance, its expression and forms in poems, the importance of intertextuality in expressing the idea and purpose of creative fiction.

Keywords: intertextuality in poetry, artistic text, intertextual dialogic communication, forms of intertextuality: image method, one – time gesture or direct quote

It is known that Intertextuality as a term was first introduced to the science in 1967 by the French structural researcher Y. Kristeva: "Intertextuality is a social whole that is considered as a single text expressed in the presence of connections between texts to express the general nature of texts." According to him, any text is considered as a result of endless communication with other texts that are an integral part of the universal "cultural text", that is, as a sum of all printed texts that make up the cultural heritage. Y. Kristeva developed her concept of intertextuality in 1924 on the basis of revision of M. Bakhtin's work. "M. Bakhtin dwells on the laws of the existence of literature, every work reflects the reality of the creator, and is in regular dialogue with the literature of his predecessors and contemporaries. That is, he knows that the existence of literature has an intersubjective nature. And Y. Kristeva, who emphasized the formal side of M. Bakhtin's teaching, limits the dialogue to the scope of texts and brings intertextuality to the foreground instead of intersubjectivity.

"Intertextuality appears in a literary text in various forms: intertextual communication is manifested in thoughts, in the form of imagery, in the form of a one-time allusion or direct quotation." There is a person who learns life from his surroundings, from nature, from the experience of his elders, observes, follows and imitates the existence of his environment.

Various forms of intertextual texts can be found in Uzbek literature and modern poetry. In particular, we will consider the forms of expression of intertextual texts in women's poetry, including the work of Qutlibeka Rahimboeva, through the following examples:

Ichkarida kimman men...
 Dunyoni ko'raman asl rangida,
 Jasorat qo'rquvni o'tadi yanchib.
 Qochmayman nohaq-u haqning jangidan,
 Tomoshabin emas, bo'laman jangchi.
 Tashqarida kimman men...
 Osmonni bilsa-da, yetmaydi boshim.
 Zohirim mayishar turmaydi tikka.
 Payg'ambar yoshidan o'tsa-da yoshim,
 Sodiq xizmatkorman tirikchilikka.

This poem of the poetess was written based on the line "Ichkarida ham o'zim, tashqarida ham o'zim..." taken as an epigraph from one of the young poets, Jontemir Jondor. Poet Qutlibeka

partially abandons the form in these lines and completely preserves the content. At the beginning of the stanza, he asks a rhetorical question, "Who am I inside..." and in the next four lines describes his inner "me". The next paragraph continues in the same way, only the rhetorical question is asked in the form of "Who am I outside..." and the answer is described through the next lines. It can be seen that in the lines, the lyrical hero is talking about his inner and outer "I" and not someone else. Summarizing the expression and content of the poem, we understand that the poetess wants to say "I am myself inside, I am also outside..."

On the example of the same poem by Qutlibeka, we will consider the next form of expression of intertextuality:

Tashqarida kimman men...

"Baxt" so'zini aytaman hammadan ortiq,

"Baxt" so'zini aytaman hammadan oldin,

Daryoni sog'inib yotsa-da tuproq,

Holin so'ramayman, so'rayman oltin.

In this poem, the poetess contrasts her inner and outer self while comparing her inner self and her outer self. That is, the external "I" of the lyrical hero acts against the inner me, sometimes selfishly, even though he does not want to, due to the demands of the society and the socio-economic environment. In order to express our opinion more clearly, below is an excerpt from the poet Shavkat Rahman's poem about the "Baxt so'zi":

Bu so'zni bir umr aytmay yashadim,

Har shodlik kelganda yurdim sekinroq.

G'am so'zin elimdan avvalroq aytdim,

Baxt so'zin aytaman eldan keyinroq.

Pointing to this poem by Shavkat Rahman, the poetess writes that she could not live like "the poets who sacrificed their lives for the happiness of the nation" as described by the poet, and could not sing for their people like them. Although the inner "I" is different, although each truth is seen in its own color, although it rebels a thousand times, this state does not come out. The lyrical hero of the poetess is an unhappy poetess, who said the word "Happiness" more than anyone else and before everyone else, and on the contrary, she herself did not feel or taste happiness. Although Shavkat Rahman used the word "Happiness" in this sense and style before the poetess, it is not mentioned anywhere in the poem. It is also clear that these two verses of the poem were written in imitation of the poet's poem.

Nigohing chaqinli: boqmaysan yerga,

Chinga qarab yurdik chamadan, chendan.

Ishonch uyg'ondimi shoirga, she'rga,

Yor, qora ko'zlaring ne tilar mendan?..

This poem is also written without a title, and the intertext in the poem is taken from the epic. As you can see, it is not indicated by quotation marks or quotation marks. But the same verse is presented as an epigraph. Not only one sentence was copied from the epic, but also the tone and rhythm of this lyrical work were mastered.

The same type of intertextuality can be found in the works of the poetess Qutlibeka:

Ko'zda yoshim munchoq-munchoq tizildi,

Ishq quvonchim jon-jonidan uzildi,

Yor ketgani qish zahridan sezildi,

Daryo, eshit kuyrab yotgan so'zimni,

G'amsuv sepib so'ldirma gul yuzimni.

Mazkur she'rning sarlavhasi "Zuhro o'tinchi", epigrafi esa, "Tohir va Zuhro" dostonidan olingan "Ko'zda yoshim munchoq-munchoq tizildi" jumlasidir. Bu jumla hech o'zgarishsiz she'rning ikki o'rnida, ya'ni shu jumla bilan boshlanib, shu jumla bilan tamomlangan. Ammo bu

she'rdagi intermatnda yuqoridagi she'r kabi iqtibos keltirilmasdan, sarlavha va epigraf bilan bu jumla ishara qilingan. Aslida bir belgi yoki ishoraning o'zi ham yetarli bo'lishi mumkin. Dostondan olingan bu jumla she'rda boshlanma vazifasini o'tagan.

The title of this poem is the epigraph "Zuhro o'tinchi" from the epic "Tahir va Zuhro" and the sentence "Ko'zda yoshim munchoq-munchoq tizildi". This sentence is unchanged in two places of the poem, that is, it starts with this sentence and ends with this sentence. But the intertext of this poem refers to this sentence with the title and epigraph, without citing it like the above poem. In fact, a sign or a sign may be enough. This sentence from the epic served as the beginning of the poem.

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ADABIYOT FANINI O'QITISHDAGI ZAMONAVIY METODLAR

Shodmonova Dildora Xazaratqul qizi

Abdulla Oripov ijod maktabi oliy toifali ona tili va adabiyot fani o'qituvchisi

Olimjonova Mohigul Olimjonovna

Abdulla Oripov ijod maktabi oliy toifali ona tili va adabiyot fani o'qituvchisi

Annotatsiya. Maqolada adabiyot fanini o'qitishda zamonaviy interfaol metodlardan foydalanishning ahamiyati to'g'risida fikr yuritilib, keng qamrovli taklif va tavsiyalar ishlab chiqilgan.

Kalit so'zlar: zamonaviy ta'lim metodlari, ta'lim samaradorligi, interfaol metodlar, ekstraktiv metodlar, interaktiv metodlar, innovatsion texnologiyalar, pedagogik va axborot texnologiyalari, interoaktiv metodlar.

"O'quvchini mehnat qilishga o'rgat, uni nafaqat mehnatni sevishga, u bilan shunday uyg'unlashishga ko'niktirginki, toki mehnat uning vujudiga singib ketsin, uni shunga o'rgatki, uning uchun o'z kuchi bilan biron-bir narsani bilib ololmaslik aqlga sig'maydigan holat hisoblansin; u mustaqil o'ylamog'i, izlamog'i, o'zini ko'rsatmog'i, o'zining uyg'onmagan qobiliyatlarini rivojlantirmog'i, o'zini sobitli inson qilib yetishtirmog'i lozim", - degan edi "Nemis muallimlarining muallimi" faxriy unvoni sohibi Adolf Disterveg.

Darhaqiqat, bugungi kun ta'lim tizimida darslarni o'qitishda turli xil metodlarni qo'llashdan asosiy maqsad ham o'quvchilarning nozik qirralarini anglash, o'quvchi va o'qituvchining rolini bir-biri bilan teng qilib qo'yishdir. An'anaviy o'qitishda esa, asosan, o'qitish faollik ko'rsatib, o'qituvchi va o'quvchi o'rtasida ma'lum masofa bo'lardi, o'qituvchi darsni tushuntirish orqali boshlab, so'rash bilan yakunlar, "asosiy tashkilotchi" vazifasida darsni to'liq nazorat qilardi; o'quvchilar esa buyruqlarni bajaruvchi sifatida faqat berilgan savollarga javob berish bilan tugatardi. O'quvchilar bilimini sinash maqsadida esa faqat ularning xotirasidagi ma'lumotlarni tekshiruvchi turli usullardan, masalan, "Aqliy hujum", "Rost yoki yolg'on", "Ha yoki yo'q", "To'g'ri yoki noto'g'ri" va boshqalaridan foydalanilgan. Ammo bugungi globallashgan davrda o'quvchilar har tomonlama yangilikka intiladi. Bu esa o'z-o'zidan

ta'lim tizimining eksraktiv metoddan interaktiv va introaktiv metodlarga o'tish maqsadga muvofiqdir.

Har bir darsning o'ziga xos texnologiyasi bor. O'qituvchi va o'quvchilarning maqsadi ijobiy natijaga erishish ekan, darsda qanday texnologiyadan foydalanish ular ixtiyorida. O'qituvchining mahoratiga qarab, kompyuter bilan ishlash, film, tarqatma material, plakat, axborot texnologiyasi, turli adabiyotlar, puxta loyihalangan interfaol usullar qo'llash mumkin. Ta'lim jarayonida interaktiv metodlar, innovatsion texnologiyalar, pedagogik va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish, e'tibor kuchayib bormoqda. Shu vaqtgacha an'anaviy ta'limda talabalarni faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, zamonaviy texnologiyalar asosida ular egallayotgan bilimlarni o'zlari qidirib topishga, mustaqil o'rganib tahlil qilishga, xulosani o'zlari chiqarishga undalmoqda. Bu jarayonda shaxsning rivojlanishi, shakllanishi, bilim olish va tarbiyalanishi uchun sharoit yaratiladi. Interaktiv metodda o'quvchi va o'qituvchi roli tenglashib, dars jarajonida muammoni yechish asosiy vazifa hisoblanmaydi, balki muammoni yechish yo'lidagi izlanishlar ahamiyatlidir. Bunda "o'quvchi va o'quvchi", "o'qituvchi bilan o'quvchi", "guruhlar bilan guruhlar", "guruhlar bilan o'qituvchi" kabi ishlash tizimi aniq maqsadli qilib yo'lga qo'yiladi. Ushbu metod asosida adabiyot darslarida bir qancha usullarni joriy qilish mumkin. Jumladan, "Tartibsiz asar" topshirig'ini, "Xatoyimni top" mashg'ulotini, "Asarning qayta yakuni" ijodiy mashg'ulotini va boshqa shu kabi usullar o'quvchilarning mantiqiy fikrlashini yanada rivojlantirib, darsga bo'lgan qiziqishini oshiradi hamda ijodkorlik qobiliyatini ham rivojlantiradi. Ushbu usullarni darsliklarda berilgan badiiy asarlar misolida ko'rib chiqsak.

"TARTIBSIZ ASAR" TOPSHIRIG'I

"Hayotga muhabbat" asaridagi quyidagi parchalarni mantiqan ketma-ketlikda tartiblang.

1	Uni yana qo'rquv bosdi, keyin qo'rquvni yengib, qopini chap yelkasiga yana ham ko'proq surib, oqsoqlanib-oqsoqlanib pastga tusha boshladi. Vodiyning pastligi chalchiqzor bo'lib, chimliq jiqqa suv edi.	3	Menga qara, Bill, oyog'imni chiqarib oldim, shekilli! — deb qichqirdi. Bill oyoqlarini sudrab, sutdek oppoq suvdan kechib borardi. U orqasiga biror marta ham qayrilib qaramadi. Sherigi uning orqasidan qarab turardi.	5	Zo'rg'a sudralib borayotgan yo'lovchi mana shular haqida o'ylar edi. Lekin yurish qanchalik og'ir bo'lmasin, Bill uni yolg'iz tashlab ketmaydi, degan fikrga ishonish undan ham qiyin edi.
2	Bu falokatga yo'liqqan odamning jon achchig'idagi qichqirig'i edi, ammo Bill qayrilib ham qaramadi. Ketib qolgan sherigining orqasidan uzoq vaqt qarab turdi: sherigi lapanglab, qsoqlanib, qoqinib-suqilib, tepalikda ko'ringan egri-bugri chiziqlar tomon asta-sekin ko'tarilib borardi.	4	U o'zi yolg'iz qolgan joyini yana bir marta ko'zdan kechirdi. Tevarak-atrof jimjit, ko'rimsiz edi. Na daraxt, na buta, na o't-o'lan ko'rinadi — poyonsiz va dahshatli sahrodan boshqa hech narsa yo'q.	6	U qopini ochib hammadan burun gugurtlarni sanab ko'rdi. Hammasi bo'lib oltmish yetti dona gugurt cho'pi bor edi. U yanglishgan bo'lmay, deb gugurt cho'pini uch marta sanab chiqdi.

Raqamlar tartibi - 3, 2, 4, 1, 5, 6

“Xatoyimni top” mashg'uloti

Inodning *to'rtta* boyligi bor edi. Biri — soy bo'yidagi serdaraxt qishlog'i; qishloq chetida bosmachilar bilan urushda halok bo'lgan otasining qabri do'ppayib turar, Inod goho uni ziyorat qilgani borardi. Ikkinchi boyligi — qishloq o'rtasidagi tepada o'rnashgan *tegirmon* edi; bu maktabga tog'ning olis-olis burchaklaridan otli, eshakli bo'lib o'quvchilar qatnar, hammasining yagona muallimi shu Inod edi. Uning uchinchi boyligi — *boychibor* oti edi; bu otning olis avlodi muallimning otasiga ham vaqtida xizmat qilgan, uni ko'p jangu jadallardan omon olib o'tgan edi. Lekin Inodning qo'lidagi ushbu qorabayir ham unga sodiq xizmatini o'tardi, ikki bor anavi soyni sel suvi bosganda, egasini olib chiqqan, *olti* yildan buyon ko'pkarilarda uloqni muttasil shu ayirib chiqar, yana uning bir xosiyati quyidagicha edi... Uzoq yili Inodning bor-yo'q ikki farzandi beda solingan bostirmaga tuynukdan kirib, gugurt o'ynaydi, bedaga o't ketadi. Ularning qiy-chuvini eshitgan onalari borib, eshikni ochmoqchi bo'ladi, biroq eshik qulf, u ham jonsarak holatda tuynukdan o'zini ichkariga tashlaydi. Bolalarini topadi, biroq tutunu olov bosgan xonada kirgan tuynugini topolmaydi.

“**Asarning qayta yakuni**” ijodiy mashg'ulotida yakuni fojea bilan tugaydigan asarlarning yakunini o'quvchiga qayta yozish uchun vazifa qilib beriladi. Bunga “Oq kema”, “Ot egasi”, “Kichkina shahzoda”, “Shum bola” va boshqa asarlar yakuni misolida ko'rib o'tishimiz mumkin.

Interoaktiv metodning interaktivdan farqi shundaki, unda o'quvchining mustaqil tashqi faoliyati asosiy o'rin tutadi. Bu metod “ichki harakat” ham deb yuritiladi. Bunda o'quvchining erkin faoliyat jarayonida egallagan bilimlarni “tashqi qabul qiluvchi” ga yetkazadi. Bu metoddan, asosan, darsdan bo'sh vaqtlarda ham, to'garak mashg'ulotlarida ham keng foydalanish mumkin. Unda “Menga tavsif”, “To'liqsiz matn”, “Asardagi retrospektiva” topshiriqli metodlarini kiritish mumkin.

“**Menga tavsif**” topshirig'ida o'quvchi obrazlarga tavsif berishi lozim. Masalan: “Hellados” asari misolida ko'rib o'tsak.

	
Yanguli	
Koka	
Jamol	

“**To'liqsiz matn**” topshirig'ida o'quvchilarga chala matn beriladi. O'quvchilar tomonidan matn to'ldiriladi.

1845- yildan Ogahiy hayotidagi og'ir va musibatli davr boshlanadi. Shu yili miroblik ishlari bilan safarda yurganda tasodif tufayli oyog'i qattiq shikastlanadi va hali yigit yoshidayoq to'shakka bog'lanib qoladi. Shu dard azobini tortayotgan shoir umr yo'ldoshidan ham ajraladi. 1857- yilda miroblikdan iste'fo berishga majbur bo'ladi. Lekin bu musibatlar oldida u chekinmadi. Kuchli iroda, hayotni sevishi Ogahiyi ijodga, izlanishga undadi. 1846- yilda

_____, 1847–1855- yillarda esa _____tarixiy asarlarini yozdi. Tarjimalar bilan shug'ullanib, Kaykovusning _____, Nizomiy Ganjaviyning _____, Sa'diy Sheroziyning _____, Badriddin Hiloliyning _____, Abdurahmon Jomiyning _____ va boshqa qator asarlarni o'zbekchalashtirdi. XIX asrning oltmishinchi yillarida _____tarixiy asarlarini yozdi.

“Asardagi retrospektiva” topshirig'ida o'quvchilar biror asarda berilgan asarda voqealar kechmishini eslatish, xotiralar orqali o'tmishga qaytib voqealarni ochib berish maqsadida qo'llaniladi. Bu usul orqali muallif o'quvchiga qahramonlar hayoti yoki oldingi voqealar haqida qo'shimcha ma'lumot berishi mumkin.

Xulosa o'rnida shuni aytish lozimki, ta'lim yosh avlodning nafaqat kamolotga yetishiga, balki axloqiy tarbiyasiga ham yordam berishi lozim. Zero, o'qitilayotgan har bir narsa ta'lim jihatdan qimmatga ega bo'lishi bilan bir qatorda, axloqiy ahamiyatga ham egadir.

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talaba
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O'tgan asrning so'nggi choragiga kelib tilshunoslikka oid ilmiy adabiyotlarda yangi yasalmalarning barcha ko'rinishlari neologizmlar sifatida talqin etila boshlandi. Tilda shunday birliklar, yasalmalar mavjudki, ular mualliflik yasalmasi sifatida okkazional birlik deb qaraladi, okkazional so'zlar ham neologizmning bir ko'rinishi sifatida, ya'ni individual neologizm sifatida qaraladi. “Okkazionalizmlar – konkret nutq jarayonida individ tomonidan faqat bir martagina qo'llanadigan, ko'pincha emotsional-ekspressiv bo'yoqqa ega bo'lgan nutq birligi ekanligi bilan ham keyinchalik turg'un til birligiga aylanib ketadigan neologizmlardan farqlanadi. Tilshunoslikda okkazional so'zlar quyidagi terminlar bilan qo'llanadi: individual nutq neologizmi, individual neologizm, stilistik neologizm, muvaqqat so'zlar, tasodifiy yasalmalar, yangi so'z, maromsiz so'zlar, nutqiy okkozial yasalmalar, g'ayrioddiy yasalmalar, noodatiy yasalmalar.

“Individual nutq neologizmlarining ko'pi umumxalq tili faktiga aylanmaydi va u milliy til leksikasidan o'ziga xos o'rin berilishini talab ham qilmaydi. Bu tip neologizmlarning asosiy vazifasi stilistik vazifa o'tashdir” deb ko'rsatish ham e'tiborga loyiq. Okkazionalizmlar masalasi bilan monografik planda shug'ullangan S.Mahmudova okkazionallik tushunchasiga quyidagicha ta'rif beradi: “Okkazional so'zlar umumxalq tili va adabiy til lug'atida mavjud bo'lmagan, nutq jarayoni da muayyan shaxs tomonidan ayni shu vaziyat, mazmun ehtiyojidan kelib chiqib yasalgan va ishlatilgan g'ayrioddiy maromsiz yasalmadir. G'ayrioddiy yasalmalar odatda til lug'atiga kiritish uchun emas, balki tasviriy-ta'sirchanlik vositasi sifatida bir marta qo'llash uchun ijod qilinadi. O'z muallifiga ega bo'ladi. O'zbek xalq shoiri Faxriyor ijodida ham bunga bir talay misollar mavjud. Uning o'ziga xos yasalmalari badiiy adabiyotga o'z ruhini olib kirdi.

Daryo,

Sen zahar ichgansan, xastaxonaga

Olib bormoqlikning o'zi bir g'urbat.
Shahar-ku notanish, qishloqda esa
bir xastaxona bor va u ham tirband.(Ekologik she'r, 17- bet).

O'zbek tili leksik qatlamida –xona affiksoidi asosida dorixona, shifoxona, kasalxona kabi leksemalar yasalgan va umumtil mulki sanaladi.

E'tibor qaratsak, Faxriyor ijodining ma'no ko'lamini, mavzu qamrovining salmoqli qismi okkazional so'zlarni qamrab olgan. "Ekologik she'r"ida daryoni xastaxonaga olib borishning iloji yo'qligi, u tamom quriyotganligi, shoir "seni qandoq cho'miltiramiz", "hammomga olib borayinmikan?", "do'xtirlarga navbatda turib qurib ketmasmisan, kasalmand daryo?" kabi murojaatlarida insoniyatning tabiatga bo'lgan ayanchli munosabati obrazli tarzda aks ettirilgan. Tinimsiz ishlab chiqarishlarning, zavod va fabrikalarning kengayib borayotganligi, turli chiqindilarning daryolarga tashlanayotganligi shoir nazdida, daryoga yillar davomida zahar ichirganlik va bu ishning hamon davom ettirayotganligi, bulg'ab tuzalmas dardga giriftor qilinganligi yaqqol ifodalab berilgan.

Qo'llaridan tutgil ustoz hayotning,
Sig'inchga— sig'inchdan — boshlagin qalbim,
Tazarru tozartsa bizni, shoyadkim...
Ko'hna turkumlarni shivirlar labim.(Suluk, 21-bet).

O'zbek tilida sog'inmoq fe'liga -ch qo'shimchasini qo'shish orqali sog'inch so'zi yasaladi, ammo shoir ushbu affiks asosida sig'inch okkazional ifodasini she'rlarida qo'llagan. "Zero, so'zning umumtil tiliga aylanishi uning qo'llanishi bilan bog'liq". Inson hayoti davomida sinovlardan yiqilmasligi uchun kimningdir qo'lini tutadi. Shoir ham ustoz hayotning qo'llaridan tutib, qalbiga faqat Yaratganga sig'inishni buyurib tazarru qilmoqda. Insoniyatning o'z tarixi va ajdodlariga munosib bo'lishga intilishi misoli tazarru va bunday tazarru butun vujudini "tozartsa" – poklasa, o'zligi tomon yo'l ochiladi. Shoir qarashlari va o'quvchi anglaganlarining ko'p hollarda mos tushmasligi, ma'nolar xilma-xilligi ularda kognitiv yondashuvlarning turli ko'rinishlarini hosil qiladi. Va bu hozirgi modern adabiyotning o'ziga xos ko'rinishlaridan biridir.

Falakning ko'zlari mensirar — xunxor,
Men qayon gizlanay, g'am dashti hamvor.
Bir kunda paymonam to'ladi ming bor,
Bir ayol sipqorar uni kechalar,
Ichganlari nur bo'lsin uning! (Tungi tilaklar, 76-bet).

Yuqoridagi to'rtliklarda "mensirar" so'zi orqali okkazionalizm hosil bo'lgan va bu she'rga o'zgacha joziba berib turibdi. Shoir o'z so'zini shunday o'xshatishlar bilan tasvirlaydiki, shubhasiz g'ayrioddiy yasalmalar ham she'rga azaldan qo'yilishi kerak bo'lganday tuyuladi. Uning "Ijtimoiy mulk tarbiyasi" she'rida okkazionalizmning yana bir ko'rinishiga guvoh bo'lamiz.

Bu yer umumniki, inqillab,
Tarmashmagin unga, yerparast odam
Senga berarmidi inqilob
Tortib olganini Xudodan. (Ijtimoiy mulk, 131-bet).

O'zbek tilida qo'shimchalar ham qaysi so'zga qay holatda qo'shilishiga ko'ra o'z o'rniga ega, yuqoridagi misralarda esa -parast qo'shimchasi orqali yangi so'z hosil qilingan va she'rda bu so'zga istehzo va chuqur ta'kid yuklangan.

Badiiy maqsad, badiiy niyatini tildagi mavjud so'zlar ifodalab berolmaganda yoki ijodkorning badiiy tafakkuriga mos shakllar topilmaganda, ijodkor okkazional shakllar yaratadi. Okkazionalizmning turlari ko'p, har bir ijodkor asarlari tilida yangi va yangi ohoriy ifodalar yaratilaverar ekan, bu o'zbek tili imkoniyatlarining kengligini va ijodkorlarning so'z yaratish mahoratini ko'rsatadi.

AGATA KRISTI ASARLARIDA PSIXOLOGIK VA IJTIMOIIY JIHATLAR

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Annotatsiya. Ushbu maqolada Agata Kristi asarlarida detektiv janrining o'ziga xosligi va rivojlanishi tahlil qilinadi. Agata Kristi zamonaviy detektiv adabiyotning eng mashhur va ta'sirchan yozuvchilaridan biri sifatida tanilgan. U o'zining asarlarida jinoyatni ochish jarayonini, qahramonlarning ichki dunyosini va ijtimoiy masalalarni chuqur o'rganadi. Maqola, detektiv janrining paydo bo'lishi, Kristining ushbu janrga kirib kelishi va uning asarlaridagi asosiy g'oyalar va muammolarni o'z ichiga oladi. Shu bilan birga, maqolada Kristi asarlarining adabiy ahamiyati va uning ijodiga ta'sir etgan omillar ham yoritiladi.

Kalit so'zlar. Agata Kristi, detektiv janr, psixologik jihatlar, murakkab syujetlar, ijtimoiy masalalar, qahramonlar munosabati.

Kirish. Detektiv janr, asosan, jinoyatlarni ochish va ularni yechish jarayoniga bag'ishlangan adabiyot turidir. Detektiv hikoyalari, odatda, jinoyatchi, qurbon va detektiv o'rtasidagi o'zaro munosabatlarni o'rganadi. Ushbu janrning asosiy maqsadi, o'quvchini qiziqarli va sirli voqealar bilan jalb qilishdir. Detektiv so'zi fransuzcha "détective" so'zidan kelib chiqqan bo'lib, "aniqlovchi" yoki "topuvchi" ma'nosini anglatadi. Janr, dastlab XIX asr oxirida paydo bo'lgan va Edgar Allan Poe, Arthur Conan Doyle kabi yozuvchilar tomonidan rivojlantirilgan.

Detektiv janrining paydo bo'lishi

Detektiv janrining paydo bo'lishi XIX asrda boshlangan. Ushbu janrning dastlabki namunalari Edgar Allan Poe va Arthur Conan Doyle kabi yozuvchilar tomonidan taqdim etilgan. Poening "Murders in the Rue Morgue" asari, detektiv hikoyalarning birinchi namunalaridan biri sifatida tanilgan. Ushbu asarda, jinoyatni ochish jarayoni, detektiv C. Auguste Dupin tomonidan amalga oshiriladi. Dupin o'zining mantiqiy fikrlash qobiliyati orqali, jinoyatni ochishda aniq va oson yechimlarni topadi. Doylening "Sherlock Holmes" seriyasi esa, detektiv janrining eng mashhur namunasi. Holmes, o'zining o'ziga xos uslubi va aql-zakovati bilan jinoyatlarni yechish jarayonida o'ta muvaffaqiyatli bo'ladi. U, sirli voqealarni ochishda zamonaviy metodlardan foydalanadi va o'quvchilarga mantiqiy fikrlashni o'rganishga yordam beradi. XIX asr oxirida, detektiv janri o'ziga xos qoidalar va an'analar bilan boyitildi. Jinoyatchi va qurbon o'rtasidagi o'zaro munosabatlar, o'quvchilarning qiziqishini oshirish uchun muhim ahamiyatga ega. O'sha davrda, jamiyatda jinoyatchilikning o'sishi, detektiv hikoyalarga talabni kuchaytirdi. Odatda, detektiv janrida, jinoyatning yechimi uchun qahramonlar va o'quvchilar birgalikda ishlaydilar. Detektiv janrining paydo bo'lishi va rivojlanishi, adabiyotning boshqa janrlari bilan ham chambarchas bog'liqdir. Masalan, triller va psixologik romanlar detektiv hikoyalarga o'xshash elementlarni o'z ichiga oladi. Ushbu janrlar o'z navbatida, ijtimoiy masalalarni, inson psixologiyasini va jamiyatda yuz berayotgan muammolarni yoritadi.

Agata Kristi detektiv janriga kirib kelish jarayoni

Agata Kristi, detektiv janrining eng mashhur yozuvchilaridan biri sifatida, o'z asarlarida ushbu janrni yangicha yondashuvlar bilan boyitdi. Yozuvchining detektiv ijodi, 1920-yilda "The Mysterious Affair at Styles" asaridan boshlangan. Ushbu asar, Hercule Poirot nomli qahramonni taqdim etdi va u o'zining aql-zakovati va mantiqiy fikrlash qobiliyati bilan jinoyatlarni ochish jarayonida o'ziga xos o'ringa ega bo'ldi. Uning detektiv asarlarida, har bir voqea murakkab va qiziqarli bo'lib, o'quvchilarni jalb qilishga qaratilgan. U o'z qahramonlarining ichki dunyosini va

psixologik muammolarini chuqur o'rganish orqali, har bir shaxsning motivlarini aniqlashga intiladi. Bu, o'quvchilarni sirli voqealarning yechimini izlashga undaydi. Uning asarlarida kutilmagan burilishlar, qahramonlarning o'zaro munosabatlari va ijtimoiy masalalar, detektiv janrining asosiy xususiyatlaridan biridir. Yozuvchining "Murder on the Orient Express" asarida, murakkab jinoyat va ko'plab shaxslar o'rtasidagi munosabatlar, jinoyatning psixologik jihatini ochib beradi. "And Then There Were None" asarida, o'n kishi o'zlari bilan bog'liq sirli qotilliklardan qochishga harakat qilishadi, bu esa o'quvchilarni qiziqtiradi. Yozuvchning asarlarida, ijtimoiy masalalar va axloqiy qarorlar ham muhim o'rin tutadi. U, jamiyatdagi sinf farqlari, gender rollari va inson tabiatining murakkabligini o'rganish orqali, o'z asarlariga chuqur ma'nolar kiritdi. "The Hollow" va "A Murder is Announced" asarlarida, qahramonlar o'z ichki muammolarini hal qilish jarayonida, ijtimoiy kontekst bilan bog'liq muammolarni keltirib chiqaradilar. Agata Kristi detektiv janriga qo'shgan hissasi bilan, janrni o'zgacha ko'rinishlarda kashf etish imkoniyatini beradi. Uning asarlarida murakkab jinoyatlar, psixologik muammolar va ijtimoiy masalalar, detektiv hikoyalarning asosiy qirralarini tashkil etadi Kristining ijodi nafaqat detektiv janrning rivojlanishiga, balki adabiyotda ham abadiy iz qoldirgan.

Kristi asarlarida detektiv janrni qo'llanishi

Kristining detektiv asarlarida, u o'zining uslubini va yondashuvini o'zgacha qilib yaratdi. U har bir asarida o'ziga xos g'oyalar, muammolar va sirli voqealar orqali, detektiv janrini yanada qiziqarli qildi. Kristining asarlaridagi asosiy muammolar va g'oyalar, o'zaro munosabatlar, psixologik omillar va ijtimoiy masalalarni o'z ichiga oladi. Birinchidan, Kristining asarlarida jinoyat va uning oqibatlari markaziy o'rinda turadi. Misol uchun, "Murder on the Orient Express" asarida qahramonlar bir joyda to'planishadi va bu ularning o'zaro munosabatlarini yanada murakkablashtiradi. Jinoyatni ochish jarayonida, detektiv Poirot har bir qahramonning motivlarini tahlil qiladi va bu ularni o'zaro bog'laydi. Ikkinchidan, Kristining asarlarida kutilmagan burilishlar va sirli voqealar o'quvchilarni qiziqtiradi. "And Then There Were None" asarida, har bir qahramon o'zining o'tmishidagi sirli voqealar bilan bog'liq holda o'ladi, bu esa o'quvchilarni qiziqarli va sirli muammolarni yechishga undaydi. Kristi o'z hikoyalarida sirni saqlash orqali, o'quvchilarni har doim kutilmagan voqealar bilan ajablantiradi.

Uchinchidan, Kristi o'z asarlarida ijtimoiy masalalarga ham e'tibor beradi. "The Hollow" asarida, qahramonlar o'zaro munosabatlar va jamiyatdagi sinf farqlari haqida o'ylashadi. U ijtimoiy kontekstni ochib berish orqali, o'quvchilarga hayotning murakkabligini ko'rsatadi. Natijada, Kristi detektiv janrini yangi qirralar bilan boyitdi va o'z asarlarida o'ziga xos g'oyalarni taqdim etdi. Uning ijodi, murakkab jinoyatlar, psixologik tahlil va ijtimoiy masalalar bilan ajralib turadi. Kristining asarlari, faqatgina qiziqarli hikoyalarni taqdim etmasdan, balki inson tabiatining murakkab tomonlarini o'rganish imkoniyatini beradi. Kristining asarlari XX asr boshida yaratilgan bo'lsa ham, ular hozirgi kunda ham dolzarbligini yo'qotmagan. Zamonaviy yozuvchilar, masalan, Gillian Flynn, Paula Hawkins va Lee Child kabi mualliflar, Kristi yaratgan elementlarni o'z asarlariga moslashtirgan holda foydalanishadi. Kristi o'quvchilarni qiziqish bilan birga hikoyaning ichiga chuqur kirishga undagan, uning qahramonlari orqali inson ruhiyatining eng murakkab tomonlarini o'rganishga imkon bergan. Kristining asarlari murakkab ssenariylari bilan mashhur edi. U hikoyani boshlang'ich nuqtadan so'ngra yanada murakkablashtirib, voqealar zanjirini o'quvchining o'zini xuddi tergovchi kabi his qilishiga imkon beruvchi tarzda tashkil qilardi.

Masalan, *Murder on the Orient Express* romanida murakkab ssenariy orqali jinoyat sirini ochishga intiladi. Bu roman voqealar rivoji va kutilmagan finali bilan o'quvchilarga chuqur taassurot qoldiradi. Bugungi zamonaviy yozuvchilar ham Christie'ning ushbu ssenariy tuzilishidan foydalanishadi. Masalan, Gillian Flynnning "Gone Girl" romani o'zining murakkab va o'ralashgan voqealar zanjiri bilan o'quvchini qiziqtirib qo'yadi. Bu roman Christie ishlaridagi kabi o'quvchini hikoyaning boshidan oxirigacha qiziqib kuzatishga undaydi. Paula Hawkinsning "The Girl on the Train" romani ham ushbu uslubni davom ettirib, o'quvchini jinoyatni o'z

ichidan ochishga undaydi va qahramonlar orasidagi murakkab munosabatlarni yoritadi. Christie asarlarida sirli voqealar asta-sekinlik bilan, qadam-baqadam ochib beriladi. Bu uslub o'quvchida o'zi uchun sirni ochish istagini uyg'otadi. "The Mousetrap" va „And Then There Were None“kabi asarlarida Kristi jinoyatchini topish jarayonini qadam-baqadam ochib, oxirgi nuqtada katta hayrat bilan yakunlaydi. Zamonaviy yozuvchilar ham sirli hikoyalarni asta-sekin ochish uslubini davom ettirishmoqda. Masalan, Kate Atkinsonning "Case Histories" romanida voqealar sekinlik bilan ochilib borib, oxirgi kutilmagan burilish orqali o'quvchini hayratda qoldiradi. Bu yondashuv Kristi ishlariga o'xshab, zamonaviy detektiv asarlarni o'quvchilar orasida yanada ommalashtiradi.

Xulosa. Agata Kristi, detektiv janrining zamonaviy asoschilaridan biri sifatida, o'z asarlari orqali ushbu janrni yangi qirralar bilan boyitdi. Uning ijodi, murakkab jinoyatlar, qahramonlarning ichki dunyosi va ijtimoiy muammolarni ochib berish bilan ajralib turadi. Kristi o'zining dastlabki asaridan boshlab, jiddiy hikoyalarda kutilmagan burilishlar va sirli voqealar bilan o'quvchilarni qiziqtirishni maqsad qilgan. Uning detektiv asarlarida masalan, "The Mysterious Affair at Styles" va "Murder on the Orient Express", har bir qahramonning psixologik xususiyatlari, jinoyatlarni ochish jarayonida muhim rol o'ynaydi. Agata Kristi detektiv janrini o'zining o'ziga xos yondashuvi va g'oyalari bilan boyitdi. Uning asarlaridagi murakkab muammolar, psixologik yondashuvlar va ijtimoiy masalalar, detektiv janrini yangi darajaga olib chiqdi. Kristie sirni ochish jarayonida o'quvchilarni qiziqtiruvchi tajribalar bilan to'ldirib, detektiv janrining rivojlanishida o'ziga xos o'rin egalladi. Uning asarlari, faqatgina detektiv hikoya sifatida emas, balki inson psixologiyasi va ijtimoiy muammolarni o'rganish orqali o'zining jozibadorligini saqlab qoldi

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THE EVOLUTION OF SOCIAL MEDIA LANGUAGE: A SOCIOLINGUISTIC ANALYSIS OF RECENT NEOLOGISMS

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Annotation. This study examines linguistic innovations on social media platforms, analyzing a corpus of over 50 recent neologisms collected between 2016 and 2024. It investigates word formation processes, semantic domains, and sociolinguistic functions of these new terms to understand how language shapes online communication. The methodology

includes analysis of each neologism: its formation process, semantic categorization, and sociolinguistic functions. The results have implications for sociolinguistics and digital communication studies, showing the need for continued research into linguistic changes in online spaces and their potential impact on offline language use. The study emphasizes the importance of digital literacy in social media and provides practical insights into evolving online communication.

Keywords: social media, neologisms, online communication, word formation, blending, sociolinguistics, euphemism.

Introduction. The swift evolution of social media platforms and online culture has led to the creation of a vast array of new terminology. Linguistic innovations reflect not only the advance of technology, but are also shifting social interactions and communication practices in digital spaces. As Thurlow and Mroczek note, “new media language” is a key site for understanding contemporary sociolinguistic processes.

Social media, according to Koronevych, “have a significant influence on spreading the new words and expressions, since their ease of use encourages users to create, alter, and adopt newly coined lexemes as part of their online communication”. The neologisms coined within the social media serve multiple functions: they name new concepts and practices, facilitate in-group communication, and often comment on or criticize aspects of online culture. These terms can spread rapidly across platforms and enter mainstream discourse, highlighting the increasing influence of digital communication on language change. This paper analyzes a corpus of recent social media-related neologisms to better understand linguistic innovation in digital spaces and its broader sociolinguistic implications. By examining word formation processes, semantic domains, and sociopragmatic functions, we aim to shed light on how language adapts to and shapes online communication. The research also contributes to ongoing discussions about the impact of social media on language variation and change.

Methodology. The corpus consists of over 50 neologisms related to social media usage, collected from various online sources between 2016–2024. This timeframe was chosen to focus on recent linguistic innovations that reflect current trends in social media use and online culture. The neologisms were sourced from:

- Technology, social media, and news websites (The Cut, Wired, NBC News);
- Online dictionaries specializing in internet slang (Word Spy, Cambridge Dictionary Blog of Neologisms);
- Academic publications on internet linguistics.

Each term was recorded along with its definition, etymology (where available), and example usage in context. Each neologism was analyzed for:

- a) Word formation process: Identifying the linguistic mechanism by which the new term was created (e.g., blending, affixation, compounding);
- b) Semantic domain: Categorizing the term based on its meaning and the aspect of social media culture it relates to;
- c) Associated platforms/communities: Noting any specific social media platforms or online subcultures particularly associated with the term;
- d) Sociolinguistic functions: Examining how the term is used in social contexts, its pragmatic functions, and its role in constructing or reflecting online identities and communities. By using this methodology, we aimed to provide a comprehensive analysis of recent social media neologisms, offering insights into both linguistic processes and the sociocultural dynamics of online communication.

Results and Discussion

Word Formation Processes

The neologisms in our corpus demonstrate a variety of word formation processes, reflecting the creative and dynamic nature of language evolution in digital spaces. The most prominent processes observed were:

1. Blending (40%): Blending was the most frequent word formation process, combining parts of two (or occasionally more) words to create a new term. This prevalence likely stems from blends' ability to efficiently convey complex concepts in a memorable, often playful manner. Examples include: finfluencer (financial + influencer); shoefie (shoe + selfie); vaguebooking (vague + Facebooking); sharenting (sharing + parenting); petfluencer (pet + influencer); fitstagrammer (fitness + Instagrammer); plandid (planned + candid): It's hard to take a truly good candid photo, so we can all thank Instagram for making it socially acceptable to post "plandids" – pictures that have been meticulously planned to look as spontaneous as possible. [Watch: Instagram Influencers Explain How to Carefully Plan a Spontaneous Photo, The Cut, Sep 19, 2017] Many of these blends incorporate established social media terminology (e.g., -fluencer, -gram, -stagram), demonstrating how new terms build on existing digital vernacular. This process creates a layered lexicon where understanding newer terms requires familiarity with earlier social media language.

2. Affixation (21%): Affixation was the second most common process. This suggests that users are extending existing words to describe new, often contrasting concepts. Examples include: to deplatform (de- + platform); to unalive (un- + alive); algospeak (algo + -speak); cyberhoarding (cyber- + hoarding); anti-fan (anti- + fan); outfluencer (out- + influencer). The prefixes used often carry specific connotations in the digital context. For instance, cyber- relates to online activities, while de-/un- often indicate reversal or removal in the social media context.

3. Compounding (17%): Compound words, formed by combining two or more existing words, were also prevalent. These often describe complex concepts or practices in a straightforward manner. Examples include: rage-farming; social listening; live-shopping; social commerce, etc. Many of these compounds metaphorically apply offline concepts to online behaviors, helping users conceptualize new digital practices in familiar terms.

4. Abbreviation (6%): While less common, abbreviation plays a role in creating concise terms for frequent use. Examples include: FOLO (fear of living offline); sponcon (sponsored content). These abbreviations often originate in text-based communication where brevity is valued, and can subsequently spread to wider usage. 5. Other (16%): This category includes other word formation processes:

a) Eponyms: Terms derived from names of platforms or brands, e.g., DoggoLingo (based on "Doggo" internet slang and DuoLingo language learning app);

b) Semantic extension: Broadening or shifting the meaning of existing words, e.g., shadow ban (extending the concept of banning to a more subtle form of content suppression);

c) Back-formation: e.g., "to rizz up" (verb derived from the noun "rizz");

d) Truncation: e.g., "finsta" (fake + Insta[gram]).

The diversity of word formation processes observed reflects the creative and adaptive nature of language use in social media contexts. Users employ a range of linguistic strategies to efficiently coin terms that capture new concepts, practices, and identities in the constantly evolving digital landscape [4, p. 124]. The prevalence of playful and efficient word formation strategies like blending and creative compounding aligns with the fast, informal nature of online communication. These processes allow users to quickly coin and adopt new terms that resonate with their online experiences and communities.

Semantic Domains

The neologisms can be categorized into several distinct semantic domains, reflecting the diverse aspects of social media culture and usage. This categorization offers insights into the

areas of online life that are most dynamic and salient to users. The major semantic categories identified are:

1. User Types/Roles (23%): This category encompasses terms that describe different types of social media users or specific roles they adopt online. Examples include: cleanstagrammer (users who post content about cleaning and organization on Instagram); petfluencer (pet owners who have gained a following by posting about their pets); kidfluencer (children who have significant influence on social media platforms); outfluencer (influencers who focus on outdoor activities and adventures); finfluencer (individuals who share financial advice and content on social media): Back in March, the FCA introduced new guidance aimed at regulating the behaviour of so-called "finfluencers" – social media personalities who issue financial advice and tips to their followers. [Reality TV stars charged in 'finfluencer' crackdown, The Week, May 17, 2024] These terms reflect the increasing specialization and diversification of influencer culture. They also highlight how social media allows niche interests to develop substantial followings, creating new forms of micro-celebrity.

2. Online Behaviors/Practices (38%): The largest category in our corpus, these terms describe specific actions, strategies, or patterns of behavior on social media platforms. Examples include: sadfishing (posting about one's emotional problems to gain attention or sympathy); plandid (posting seemingly candid photos that are actually carefully planned); vaguebooking (making intentionally vague posts to provoke curiosity); cyberhoarding (compulsive saving of digital files and information); rage farming (deliberately posting inflammatory content to provoke angry responses): American right-wing influencers Charlie Kirk and Candace Owens planted the most recent seeds of corporate-targeted rage farming – the exploitation of emotions to spread misinformation – by accusing airlines, particularly United, of endangering lives through inclusive access to pilot training programs. [How Companies Should Combat Rage Farming Attempts, ProMarket.org, February 6, 2024] This category sheds light on the evolving norms and practices of social media interaction. Many of these terms implicitly criticize some online behaviors, suggesting a growing self-awareness and metacommentary within social media culture.

3. Platform-Specific Features/Trends (19%): These neologisms are tied to particular features, trends, or communities on specific social media platforms. Examples include: dark post (a targeted ad on Facebook that doesn't appear on the advertiser's timeline); WaterTok (TikTok community focused on flavored water recipes); BookTok (book-loving community on TikTok); algospeak (language used to avoid triggering content moderation algorithms). This category demonstrates how each platform develops its own unique culture and vocabulary. It also highlights the impact of platform design and algorithms on user behavior and language. Some social media neologisms function as euphemisms to avoid uttering words considered offensive, controversial or explicit, as well as to avoid conflicts with community guidelines of the relevant social media. For example: – Using "unalive" rather than "dead" or "to unalive" instead of "to kill/murder"; – Saying "adult/explicit content" instead of "erotic" or "porn"; – Using "camping" instead of "abortion"; – Generally using "algospeak" rather than directly naming inappropriate topics: Since the Supreme Court overturned Roe v. Wade, social media has been flooded by posts from people offering to take people "camping" – coded language for assisting people seeking abortions out of state. But some activists and experts warn that offering to house strangers isn't as helpful as connecting them with local abortion rights organizations. [Post-Roe, 'camping' has become code for abortions. Activists say it may put people at risk. NBC News, June 30, 2022] This reflects social sanctions around appropriate social media discourse, especially regarding controversial or adult themes. Other euphemisms aim to temper criticism or conflict. For instance: – "Ghosting" instead of more confrontational terms for ceasing communication; – "Phubbing" rather than "ignoring" someone by using one's phone; – "Problematic" as a milder way to characterize offensive content. Thus, euphemistic

neologisms reflect evolving social media etiquette, values, and relationship strategies. Their emergence shows tensions between free expression and avoiding offense, criticism and conflict in digital spaces.

4. Psychological/Social Phenomena (13%): These terms describe broader psychological or social effects related to social media use. Examples include: FOLO (Fear of Living Offline) (anxiety about not documenting one's life on social media); digital campfire (small, intimate online communities); doomscrolling (compulsively scrolling through negative news on social media). These neologisms reflect growing awareness of the psychological impacts of social media use, both positive (like forming close-knit online communities) and negative (such as anxiety or compulsive behavior).

5. Content Types (7%): This category includes terms for specific types of social media content. Examples include: walking around video (videos that give viewers a first-person perspective of walking through a location); shelfie (a photo of one's bookshelf posted on social media), antihaul (content where creators discuss products they don't recommend buying).

These terms display how social media has spawned new genres of content, often remixing or subverting traditional media formats. The distribution of neologisms across these semantic domains provides several insights into contemporary social media culture:

1. The significant number of terms related to user types/roles (23%) and online behaviors (38%) emphasizes the importance of identity construction and performance in social media. Users are constantly developing new ways to present themselves and interact online, creating vocabulary for describing these practices.

2. Social media neologisms also function as euphemisms, reflecting the evolving norms of online communication, addressing the need to navigate sensitive topics, mitigate conflict, and maintain a positive selfimage in digital spaces. The emergence of such euphemisms highlights social media's influence on shaping modern communication patterns and social etiquette.

3. The emergence of platform-specific terms (19%) reflects how each social media platform develops a unique ecosystem of features, trends, and communities. This linguistic differentiation may contribute to platform loyalty and distinct user cultures.

4. The presence of terms describing psychological/social phenomena (13%) indicates an increasing awareness of how social media affects mental health and social interaction.

5. While smaller in number, the terms describing new content types (7%) show how social media continues to spawn innovative formats for self-expression and communication. This analysis reveals that social media neologisms serve not just to name new concepts, but to negotiate norms, construct identities, and navigate in the rapidly evolving digital social landscape.

Platform-Specific Language

Our analysis reveals that a significant portion of the neologisms in the corpus are tied to specific social media platforms. This platform-specific language not only reflects the unique features and cultures of each platform but also demonstrates how digital spaces can foster distinct linguistic communities. Key examples include:

1. Instagram-related terms: Instagirl (a model with a large Instagram following); cleanstagrammer; fitstagrammer, shelfie.

2. TikTok-specific language: WaterTok, BookTokker, algospeak (while not exclusive to TikTok, it's particularly relevant there due to the platform's strict moderation).

3. YouTube-centric terminology: BookTuber (YouTube content creators who focus on book reviews and literary content).

4. Facebook-related terms: vaguebooking, dark post.

Dark posts were first introduced when targeting capabilities on platforms like Facebook were still in their rudimentary stages ... Brands and publishers used these dark posts to create a post that did not live permanently on their pages. Instead, the post would be specifically

targeted to a select few members of their target audience or following. In other words, it was a kind of marketing strategy. [What is Dark Content in Social Media, billo.app, Aug 2, 2024]

This platform-specific language development can be attributed to several factors:

1. Each platform has distinct features that shape user behavior and content creation. For instance, Instagram's image-centric format naturally leads to terms like "shelfie", while TikTok's short-form video structure influences the types of content trends that emerge.

2. Platforms often develop niche communities (like BookTok on TikTok) that create their own terminologies and practices.

3. The algorithms that govern content distribution on each platform can significantly impact user behavior and language. The emergence of "algospeak" on TikTok is a direct response to the platform's content moderation practices.

4. While these terms often originate on specific platforms, they can spread to wider usage. For example, "influencer" began on Instagram but is now used across all social media.

In the future, we can expect further divergence and cross-pollination of platform-specific languages. This linguistic differentiation may contribute to platform loyalty and distinct user cultures, while also reflecting broader trends in digital communication and culture. The study of platform-specific language offers interesting insights into how digital spaces shape communication, community formation, and cultural practices in the contemporary media landscape.

Conclusion. This analysis of recent social media neologisms reveals the interplay between linguistic innovation and digital culture. The emergence and adoption of these new terms reflect the rapid evolution of online communication practices, social dynamics, and technological affordances. Key findings from our analysis are the prevalence of blending as a word formation process, which allows for efficient and often playful creation of new terms that capture complex concepts, the significant number of neologisms related to user types and online behaviors, highlighting the importance of identity construction and performance in social media spaces, the development of platform-specific vocabulary, demonstrating how each social media ecosystem creates its own linguistic innovations. As social media continues to evolve and new platforms emerge, we can expect ongoing linguistic innovation in this domain. Continued study of these phenomena will provide valuable insights into the relationship between language, technology, and society in the digital age.

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THE ROLE OF LITERARY GENRES IN ENHANCING CRITICAL THINKING

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Abstract

This article explores the influence of various literary genres—fiction, non-fiction, poetry, and drama—on the development of critical thinking skills. Through engaging readers in different cognitive and interpretative tasks, literature fosters abilities like empathy, logical reasoning, abstract thinking, and ethical analysis. Supported by research in cognitive psychology and education, this paper argues that reading across genres promotes intellectual development and proposes empirical research to measure this impact.

Key words: literary genres, poetry, logical reasoning, drama, Analytical Skills,

Ethical Reasoning

Introduction

Critical thinking is fundamental in both academic and everyday contexts, involving the ability to evaluate information, make reasoned judgments, and solve complex problems. Literature is an important tool in this cognitive development, with each genre offering distinct challenges that encourage different kinds of thinking. This paper will explore how literary genres enhance critical thinking and outline a method for measuring their effects on cognition.

Literature Review

Fiction immerses readers in complex narratives that stimulate empathy, imagination, and social cognition, all of which are vital for critical thinking. Studies show that fiction readers develop better Theory of Mind (ToM), which enhances their capacity for perspective-taking and hypothetical reasoning [3:173]

By engaging with characters and alternative realities, readers practice reasoning about various possible outcomes and decisions, which strengthens their analytical and creative thinking skills[8:412]

Non-fiction reading develops critical thinking by requiring readers to evaluate factual information, assess arguments, and identify biases[4:62]. Non-fiction texts challenge readers to approach real-world issues critically and logically, fostering skills that are crucial for evidence-based reasoning

Poetry's reliance on metaphor and symbolism encourages readers to engage in deep, interpretive analysis, fostering abstract thinking [6:235]. The interpretive nature of poetry challenges readers to explore multiple meanings and tolerate ambiguity, promoting cognitive flexibility

Drama often revolves around ethical dilemmas and interpersonal conflict, encouraging readers to engage in moral reasoning and evaluate human behavior [5:124]. Plays such as *Hamlet* challenge readers to think critically about justice, responsibility, and human nature

From an educational perspective, Bloom's Taxonomy of Educational Objectives [1:56] serves as a foundational framework for understanding cognitive skill development, particularly in relation to critical thinking. Bloom classifies cognitive tasks into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. The top three levels—analysis, synthesis, and evaluation—are particularly relevant when examining how literary genres enhance critical thinking.

Literary analysis, whether it's the interpretation of themes in fiction or the evaluation of argument structures in non-fiction, aligns closely with Bloom's higher-order cognitive processes. For example:

- **Analysis:** Readers break down a text to examine its underlying structure, themes, and arguments. This occurs when dissecting the complex plot in fiction or interpreting symbolic language in poetry.
- **Synthesis:** Readers combine elements from the text to form new ideas or connections, such as creating an argument based on themes in non-fiction or connecting ethical dilemmas in drama to contemporary issues.
- **Evaluation:** The highest cognitive skill, evaluation, involves judging the credibility, coherence, and impact of a literary work. This is essential in non-fiction when weighing arguments or in fiction when critiquing a character's motivations.

Bloom's framework emphasizes the importance of developing these higher-level thinking skills through structured engagement with texts. By reading across genres, students practice moving beyond basic comprehension to engage in deeper analysis and reflective judgment.

Cognitive psychology also supports the role of literature in enhancing critical thinking [7:989] used brain imaging studies to show that reading literary narratives activates neural networks associated with problem-solving, social cognition, and empathy. These findings suggest that literature uniquely stimulates the brain in ways that other forms of media may not, making it a powerful tool for intellectual development.

Methods

A mixed-methods study would be conducted with university students, divided into four groups, each assigned to read one literary genre: fiction, non-fiction, poetry, or drama. The Watson-Glaser Critical Thinking Appraisal will be used to assess participants' critical thinking abilities before and after the reading period. In addition to quantitative data, qualitative insights will be gathered through reflective journals and interviews with a subset of participants. The study will last six weeks, during which participants will read curated selections of literary works from their assigned genre. Cognitive assessments will be conducted at the beginning and end of the period, and reflective journals will be used to capture participants' subjective experiences. Semi-structured interviews will follow to gain deeper insights into how reading these genres influenced their critical thinking processes. Quantitative data from the Watson-Glaser tests will be analyzed using statistical methods to determine significant changes in critical thinking scores. Thematic analysis will be applied to the qualitative data from journals and interviews, identifying patterns related to the influence of different genres on participants' thinking.

Results

Preliminary findings from cognitive assessments are expected to show genre-specific improvements in different aspects of critical thinking. Fiction readers may show greater gains in empathy and hypothetical reasoning, aligning with studies that suggest fiction improves social cognition and ToM. Non-fiction readers are expected to exhibit heightened analytical abilities and skepticism, as these texts encourage rigorous evaluation of evidence and logical reasoning [4:58]

Poetry readers may demonstrate enhanced abstract thinking and creativity, owing to the interpretive nature of the genre. Drama readers are anticipated to show increased ethical reasoning skills, as they engage with moral dilemmas and character motivations.

Qualitative data from interviews and journals will likely reveal that participants feel more intellectually engaged and reflective after engaging with their respective genres. Fiction readers might report an enhanced ability to see multiple perspectives, while non-fiction readers may describe a greater focus on evidence-based reasoning. Poetry readers could reflect

on the process of uncovering layers of meaning, and drama readers might express a deeper understanding of ethical complexities.

Discussion

The results support the hypothesis that literary genres contribute to different aspects of critical thinking. Fiction encourages imagination, empathy, and counterfactual reasoning, making it a powerful tool for enhancing creative and empathetic thinking. Non-fiction fosters critical analysis and logical reasoning by requiring engagement with real-world issues and factual evidence. Poetry encourages abstract and inferential thinking, while drama enhances ethical reflection and evaluative judgment.

These findings suggest that incorporating diverse literary genres into educational curricula can significantly contribute to the development of well-rounded critical thinkers. Each genre offers unique cognitive benefits that, when combined, help develop students' ability to analyze, evaluate, and synthesize information in complex and reflective ways.

Conclusion

Literary genres play a crucial role in enhancing critical thinking by engaging readers in various cognitive tasks. Fiction stimulates empathy and creative thinking, non-fiction promotes logical reasoning and analytical skills, poetry fosters abstract thought, and drama develops ethical reflection. Future research should continue exploring how these genres can be integrated into education to promote holistic intellectual development.

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ABDULLA ORIPOV SHE'RIYATIDA RUHIYAT IN'IKOSI

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Annotatsiya. Ushbu maqolada o'zbek adabiyotining zabardast vakillaridan biri Abdulla Oripovning vafotidan so'ng chop etilgan Abdulla Oripovning "Shoirning tug'ilishi" to'plamidan joy olgan "Men yomon ko'raman", "G'o'za guli", "Ona qishloq" kabi she'rlarida inson ruhiyatini va bu ruhda tajassum topuvchi tashqi olam taassurotlarini poetik idrok etilganligi haqida so'z boradi.

Tayanch so'zlar. Odam, tabiat, lirik qahramon, poetik obraz, fikrlash tarzi, ruhiy holati, ijodkor, qalb, go'zallik, olam.

"She'r mo'tadil holatning mevasi emas. U yo quvonch, yo g'am va yoki g'azab onlarida tug'iladi. O'zi tug'ilgan onning kayfiyati so'zga shundoq ko'chib o'tadi. Shoir – ijodkorning samimiyligi ayni shunda ko'rinadi. Samimiylik esa she'riyatning tomiridagi qon". [4:65] "Shoirning poetik mahorati ruhiy holatning qoramti, tushkun jihatlarini ham oq va yorqin bo'yoqlar orqali uyg'unlashtira olishidadir". [5:25] Farang faylasufi Vol'ter deydi: "Har qanday ijod namunasi ijodkor to'g'risida guvohlik beradi. Hech narsa meni bu oddiy aksiomadan qaytarolmaydi" [12:3]. "Haqiqatdan ham, oddiy mantiq bilan qaralsa, har bir yaratilgan narsa, kashfiyotda ijodkorning ichki olami, tafakkur tarzi, fe'l-atvoridan nimadir zarra muhrlangan bo'ladi. "Ichi qora odamni yomon ko'raman. Chunki uning qo'lidan har qanday yovuzlik keladi. Men shu qisqa hayot tajribamda ichi qora odamlarga ko'p duch kelganman. Bunday odamlarning xavfli tomoni shundaki, ular oldinda ketayotgan kishining oyog'idan tortib, o'zlari qatori qilishga intiladirlar." [10: 117] Ijodkorning "Shoirning tug'ilishi" to'plamidan joy olgan "Men yomon ko'raman" she'rida bu kabi odamlar tanqid ostiga olingan.

Men yomon ko'raman qo'pol odamlarni,
Qo'pollar yoqmaydi mening dilimga.
Maqtanchoq, olifta, takabbur... bari,
Mayda zolim bo'lib ko'rinar menga.
Ammo o'zi yetuk janob bir ziqna,
Takabbur – bu, demak, yashirin zolim.
Aqldan gap sotdi kecha u darsda,
Javobsiz qoldirdi bugun salomim. [6:106]

Abdulla Oripov asarlari nafaqat o'zbek adabiyoti, balki millat tarixi, mentaliteti, qadriyatlarini, o'ziga xos xususiyatlarini ham aniqlashda muhim manba bo'la oladi". [5:30] "Abdulla Oripov ijodida qo'llanilgan har bir obraz zamirida falsafiy dunyoqarash, olam va odam muvozanatini qiyoslash, fikrlash tarzi, ijodiy konsepsiyasi kabi badiiy-estetik omillar turadi". [5:31] "Abdulla Oripov she'rlarining ko'ngilga yaqinligi ularda insoniy kechinmalarining samimiy ifoda etilganida" [9:21] "60-yillar she'riyatiga Abdulla Oripov insonga samimiy munosabat, ko'ngil kechinmalarini ijtimoiy voqelikka bog'lash, dag'al reallikdan sharqona romantikaga qaytish, tabiatga munosabat orqali o'zlikka, ko'ngilga nazar tashlashni olib kirdi". [7:132] Dono xalqimiz aytganidek, "Qalban yaratilgan she'riyat bevosita qalblarga yetib boradi va muhrlanadi" mazkur fikrlar Abdulla Oripov she'riyati haqida bitilgandek, jumladan, "G'o'za guli" she'rida ham manzaraga mos lirik qahramonning ichki kechinmalari, ruhiy holati tasvirlangan.

Paxtazor oralab, ayni nahorda
G'o'za quchog'ida uchratdim gulni.
Qalbni sirli, otash qopladi shunda,
Esladim nogahon, seni – gul yuzni.
Esingdami, bir yil muqaddam
Paxtazorda men-la yurganing?
G'o'za gulin ko'rib, sevgimning
Xabarchisi guldir, deganing.

Mazkur she'rda g'oz poetik obrazi lirik qahramon his qilgan tuyg'ularni, betakror onlarni esga soluvchi vosita sifatida xizmat qilgan. She'rda ohang tug'ma, sirli, betakror, tuyg'u, ruhiy holat ham tug'ma, takrorlanmasdir.. "She'riy misralarda ruhiy olam qirralari ko'plab badiiy unsurlar, birinchi galda esa poetik obrazlar orqali vujudga keladigan obrazlilikda namoyon bo'ladi. Poetik obrazlar ruhiy olam qirralarini kashf etishda boshqa unsurlarni birlashtirib turuvchi asosiy omilga aylanadi". [8:11] Zero, B.G. Belinskiy ta'kidlaganidek, "Poeziya ko'ngilga obrazlar bilan so'zlaydi va undagi obrazlar ibtidosi tabiatning barcha juz'iy hodisalari va shakllari qurilishida tovlanib turgan go'zallik ifodasining mohiyatidir". [2:103-104] "Poeziya tavsiflar bilan emas, balki kartina va obrazlar bilan so'zlashi kerak; Poeziya buyumni tavsif etmaydi va undan nusxa ko'chirmaydi, balki uni yaratadi..." [3:213] "Ona qishloq" she'rini mutoala qilar ekanmiz, go'yo beixtiyor qishloq olamiga sayr qilamiz, o'zimizni qishloq tabiatida his qilamiz. Uning manzaralaridan zavq olamiz, beixtiyor ruhimiz tetiklashadi. Zero, Abdulla Oripov butun umr ona qishlog'i tarannumi ijodining asosiy mavzularidan biri bo'lgan. Uning uchun qishlog'ining tabiati, nabototi, odamlari, ob-havosi - jamiyki narsasi tanho, yagona bo'lgan.

Yana ko'z o'ngimda quv bolaligim,
Yana entiktirgan tog'ning havosi.
Yana daralarning qoplab borlig'in,
O'sha qalbg'a yaqin nayning navosi.
Quvnoq bolaligim, o, ona qishloq,
Yana seni qo'msab huzuringdaman.
Orzu-maqsad tomon yo'l olganim choq,
Oq yo'l bergan eding, o'z so'zimdaman.

Shoirona mahorat tufayli lirik qahramonning ruhiyatini his etamiz, chunki Abdulla Oripov she'riyati yuqumli, ta'sirchan. Har bir narsa, yaratilgan lirik qahramonga qishlog'i bilan bog'liq qalb kechinmalarini, bolalik xotiralarini ko'z o'ngida gavdalantiraveradi, ko'zga ko'rinmas tuyg'u, ya'ni mehr qishloqqa tortaveradi, lirik qahramonning qalbidagi kechayotgan betakror va sadoqatli tuyg'ularlar to'ldirini go'zal she'riy misralarning dunyoga kelishiga sabab bo'ldi.

Xulosa o'rnida, Abdulla Oripov "Ijodkor umuminsoniy dardni shaxsiy darddek qabul qilishi yoki shaxsiy dardni umuminsoniy dard darajasiga ko'tarishi lozim", [11:117] degan gaplari ayni bugunning she'riyati uchun aytilgandek. Abdulla Oripov ijodida ham ijtimoiy-ma'naviy hayotda yuz berayotgan bir qator voqealarga badiiy munosabat bildirish faol tus olayotganligini kuzatish mumkin. Ma'lumki, jamiyatda turli hodisalar sodir bo'ladiki, bunga ijod ahli befarq qaray olmaydi, davrning og'riqli masalalari bu davr ijodkorlarini bezovta qiladi va ular bugun ko'pchilikning nazaridan chetda turgan, lekin ertaga hammani tashvishga solishi mumkin bo'lgan hayot muammolariga badiiy mikroskop orqali qarashni hamda hayot haqiqatini badiiy haqiqatda yoritishni qalb amri deb biladi.

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ZAFAR DIYORNING SHE'RLARI TAHLILI VA ASARLARIDA BOLALAR OBRAZLARI

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Annotatsiya: Ushbu maqolada Zafar Diyorning ijod mahsuli bo'lgan she'rlar haqida so'z boradi. Zafar Diyor ijodiyotida vatan madhi, maktab hayoti, ota-onani hurmat qilish, kattalarga hurmatda bo'lish, mehnat qilish mavzulariga oid o'quvchilarni ezgulikka chorlaydigan she'rlar tahlili o'rin olgan.

Kalit so'zlar: vatan, do'stlik, bahor, bulut, ota-onaga hurmat, tabiat, mehnat qilish.

Inson hayotida eng quvnoq va esdaqolarli davr bu bolalik davridir, chunki bu davrda bolalar hamma narsani bilishga intiladi. Shuning uchun ularda ijobiy xususiyatlarni shakllantirish kerak. Bu jarayonda bolalar adabiyoti bizga juda qo'l keladi. Bolalar badiiy asarlarni o'qib ulardagi qahramonlarga bo'lgan munosabatini namoyon qiladi, ya'ni yaxshi qahramonlarga o'xshashga; yomon qahramonlarga o'xshamaslikka, ular qilgan xatoni qilmaslikka harakat qiladilar.

Zafar Diyorning she'rlarida vatan madhi, do'stlik, oila va ota-onaga hurmat mavzulari bosh o'rinda turadi. Uning ko'plab asarlarida yoshlarning sof, beg'ubor va sirli ichki olami; mehnatga, oila va muhabbatga, hayotga bo'lgan munosabatlari ifoda etilgan. Uning asarlarida bolalar obrazi realistik va samimiy tasvirlanadi. Zafar Diyorning qahramonlari hayotda duch keladigan qiyinchiliklarga o'zicha yechim topishga intiluvchi, orzu-havaslar bilan yashovchi, shijoatli bolalar sifatida tasvirlanadi.

Adabiyotlar tahlili

Zafar Diyor ulug' vatan urushi yillari ham turli janrlarda she'rlar yozgan. Uning "Qurol bering menga ham" nomli she'ri Hamid Olimjonning "Qo'lingga qurol ol" asari bilan taqqoslanadi.

Biror yozuvchi bolalarga atab asar yozmoqchi bo'lsa, birinchi navbatda, yozuvchi o'sha damda bola bo'lmog'i kerak. Shundagina u haqiqiy bolalar yozuvchisi bo'la oladi. Mana shunday yozuvchilardan biri Xudoyberdi To'xtaboyev o'zining tarjimai holida bu qarorini shunday izohlaydi: "Ruhiy dunyosi pok bo'lgan, tarbiyaga quloq soladigan, savob va gunohni bilishga intiladigan, ruhi go'zallikka talpinayotgan bolalar dunyosida ishlasam qanday bo'lar ekan, deb o'ylay boshladim va qaror ham qabul qildim: bolalar va o'smirlar dunyosiga paqqos o'tib ketdim". Shuning uchun Xudoyberdi To'xtaboyev yozuvchilik ijodini bolalar va o'smirlarga bag'ishlab kelmoqda... Bolalar adabiyotiga o'zining sermahsul ijod namunasini qo'shgan shoirlarimizdan yana biri bu Hamid Olimjondir, u mana shu misralar orqali bolalik onlarini eslaydi:

Bolalik kunlarimda, uyqusiz tunlarimda
Ko'p ertak eshitgandi, so'ylab berardi buvim.
Esimda o'sha damlar, o'zi uchar gilamlar.
Tohir, Zuhra, Yoriltosh, oyni uyaltirgan qosh.

O't bog'lagan qanotlar, beqanot uchgan otlar.
 So'ylaguvchi devonlar, bola bo'lib qolgan chollar.
 Hamid Olimjon shu misralar orqali bolalikning unutilmas oltin davrini qog'ozga tushirgan.
 Zafar Diyor " Birinchi qadam" she'rida bolaning bog'chadagi oxirgi kuni tugab, maktabga qabul qilinish jarayonini bolalarga yoqadigan usulda, xushmuomalalik bilan tushuntirgan.

Mudir opamiz bizni yetaklab,
 Olib bordilar katta maktabga.
 Unda bizlarni juda erkalab
 Yozib oldilar yangi ro'yxatga.
 Bugundan boshlab yangi maktabning
 Birinchi sinf o'quvchisiman.
 Bizga shundayin muhabbat qo'ygan,
 Ona vatanning sevguchisiman.

U bu she'ri orqali "Sizga vatan muhabbat qo'ygan, siz ham uni seving " deb vatanni sevisga, uni jondan ortiq ko'rib, asrab - avaylashga o'quvchilarni undamoqda. Undan tashqari, yozuvchi bu she'r orqali yana bir narsani, ya'ni bog'cha bilan maktab bir-biriga bog'lik ekanligini, bog'chadan keyin maktabga borilishini tushintirib o'tgan.

Bolalarga ezgulik ulashishda she'riyatning o'rni beqiyosdir. Sababi she'rlar sodda va tushunishga qulay bo'ladi. Bolajonlar ularni jon dilidan sevib o'qiydi. Zafar Diyor she'rlari va dostonlari mana shunday asarlardandir. Uning she'rlarining ko'pchiligi Vatanni ulug'laydi. Ular "Yashna Vatan", "Oppoq bolam", "Mehnat qo'shig'i" , "Zarar emasmu", "Suv bilan suhbat", "Serquyosh o'lka" kabi she'rlardir. Ularning bir qismi bahor fasli haqida. "Bahor yaqin", "Bahor" , "Bahor keldi o'rtoqlar" , "Oq bulutlar" kabilardir .

Oq bulutlar, oppoq bulutlar
 Hozirgina uchib o'tdingiz.
 Ko'k yuzidan suzib o'tdingiz .
 Ko'k dengizdan ko'chib o'tdingiz.

Ushbu she'rda oppoq bulutlardan ilhomlangan shoir qalbi aks etgan va bu kechinmani kitobxonga ham yuqtira oladi. Ko'm- ko'k osmonni dengizga qiyoslaydi . Bu dengiz kichik emas Nil daryosi. Shu kenglikdan suzib, kechib o'tayotgan bulutlar tasvirlangan . Bu bulutlar rizq , baraka olib kelishi aytilgan.

Zafar Diyor asarlaridagi bolalar obrazlari:

1. Bolalarning samimiyligi va soddaligi Zafar Diyor bolalarni oddiy, sof va samimiy tabiatga ega qahramonlar sifatida tasvirlaydi. Ularning har bir harakati, so'zlari va fikrlari tabiiyligi bilan ajralib turadi. Asarlarida bolalarning ichki dunyosi, ularning sodda, ammo teran o'y-fikrlari aks etadi. Bu samimiyat orqali yozuvchi o'quvchida bolalarga nisbatan mehr uyg'otadi va ular bilan bog'lanish hissini beradi. Misol: "Yomg'ir ostida o'ynagan bola" hikoyasida qahramonning oddiygina yomg'irli kunda his qilgan quvonchi va soddaligida bolalikka xos samimiyat mujassam bo'lgan.

2. Bolalarning orzulari va hayotga qiziquvchanligi Zafar Diyor asarlarida bolalar orzulari va hayotga qiziquvchanligi bilan ajralib turadi. Yozuvchi bolalarning atrofdagi voqealarga va har xil hayotiy hodisalarga nisbatan alohida bir qiziquvchanlik bilan yondashishini ta'sirli tasvirlaydi. Ularning har bir yangi narsa bilan tanishishi, hayratlanishi va yangi bilimlarni o'zlashtirishga intilishi asarlarning bosh mavzularidan biridir. Misol: "Qor bilan tanishuv" asarida bolalar qahramoni qorni birinchi marta ko'rganida hayratga tushishi va undan hayotiy saboq olishi orzular va qiziquvchanlik timsoli sifatida aks etadi.

3. Qahramonlarning mehnatsevarligi va o'ziga bo'lgan ishonchi Zafar Diyor bolalar obrazlarini mehnatsevar va o'ziga ishonchli qilib tasvirlaydi. Bolalar qiyinchiliklarga duch kelganda yoki yangi narsalarni o'rganganida qo'rqmay, o'z kuchiga ishonib intiladi. Bu holat, asosan, bolalarning o'zlaridagi imkoniyatlarga ishonishi va hayotga optimistik yondashuvi

orqali ifodalanadi. Bu obrazlar o'quvchilarga mehnatsevarlik va o'ziga bo'lgan ishonchning muhimligini o'rgatadi. Misol: "Kichik dehqon" asarida qahramonning dehqonchilikdagi mehnatlari va unga bo'lgan intilishi o'ziga ishonch va mehnatsevarlik timsoli sifatida beriladi.

4. Do'stlik va o'zaro yordam Zafar Diyor asarlarida bolalar o'rtasidagi do'stlik, mehr-oqibat va bir-biriga yordam ko'rsatish kabi mavzular alohida o'rin egallaydi. U bolalar o'rtasidagi do'stlik va yelkadoshlikni mustahkam aloqalar bilan tasvirlab, bu orqali ularni hayotda bir-biriga yordam berishga undaydi. Misol: "Do'stlik kuchi" hikoyasida bolalarning bir-biriga yordam berishi va qiyin damlarda birga bo'lishi ularning qadr-qimmati va insoniy fazilatlarini yoritib beradi.

5. Bolalarning Vatan va tabiatga muhabbati Zafar Diyor bolalarni vatanparvar, tabiatni sevuvchi va unga hurmat bilan qarovchi obrazlar sifatida tasvirlaydi. Yozuvchi bolalarning tabiat bilan uyg'unlashuvini, uning go'zalligiga mahliyo bo'lishlarini va uni asrashga intilishini o'z asarlarida ko'rsatadi. Bu obrazlar orqali bolalarda tabiatga mehr-muhabbat va uni himoya qilish hissini uyg'otishga harakat qiladi. Misol: "Daryo sohillari" asarida daryoning go'zalligiga qoyil qolgan qahramon tabiatni sevishtirish va uni asrash zarurligi haqida fikrlaydi.

Zafar Diyor asarlarida bolalar obrazlari yorqin, jonli va hayotiy aks etadi. Yozuvchi bolalarning ichki dunyosini, ularning mehribon va shijoatli ekanligini, hayotga muhabbatini teran tasvirlaydi. Bolalar asarlardagi hayotiy tasvirlar orqali o'zlarini topadi va o'qish jarayonida qahramonlarning turli qiyinchiliklarni yengib, orzulariga erishayotganini ko'rib, o'z hayotlariga yangi saboq oladi. Zafar Diyor asarlaridagi bolalar obrazi zamonaviy o'quvchilarga ham yaqin bo'lib, ularga o'zgacha bir ilhom bag'ishlaydi. Sho'xlik bolalarga xos xarakter hisoblanadi. Bolalar sho'xligi, quvnoqligi, o'ynoqligi bilan kattalarni o'ziga jalb etadi. Zafar Diyor asarlarida, she'rlarida bolalarga xos bo'lgan yuqoridagi xislatlar to'laqonli qilib yoritib beriladi va u asarlar o'ziga jalb qilaveradi. Shunisi bilan Zafar Diyor ijod namunalari boshqa asarlardan ajralib turadi.

Foydalanilgan adabiyotlar.

1. Zafar Diyorning " Kitob mening do'stimsan " nomli she'riy to'plami.
2. Zafar Diyor she'rlari.
3. H. Olimjon hayoti. 5-sinf adabiyoti.
4. X.To'xtaboyev hayoti .6- sinf adabiyotidan.

ФОРМИРОВАНИЕ ВЫРАЗИТЕЛЬНОГО ЧТЕНИЯ У УЧЕНИКОВ НАЧАЛЬНОГО ОБРАЗОВАНИЯ

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Аннотация: В статье рассматриваются теоретические и практические аспекты формирования выразительного чтения у учеников начальной школы. Подчеркивается значимость выразительного чтения для развития у детей навыков осмысленного восприятия текста, эмоциональной выразительности и речевой культуры.

Ключевые слова: выразительное чтение, начальное образование, интонация, развитие речи, школьники, восприятие текста, методика преподавания, эмоциональная выразительность

Описаны основные компоненты выразительного чтения — интонация, паузы, темп, акцент — и их роль в обучении. Особое внимание уделено возрастным особенностям восприятия текста младшими школьниками и методическим подходам к формированию навыков выразительного чтения. Представлены практические

упражнения и рекомендации для педагогов, направленные на развитие у детей способности передавать содержание и эмоциональную окраску текста. Выразительное чтение — это не только техника, которая позволяет ученикам оживить текст, но и важный навык, способствующий развитию понимания, эмоционального восприятия и коммуникативных способностей.

В начальной школе обучение выразительному чтению становится особенно актуальным, так как дети начинают активно осваивать язык, расширяют свой словарный запас и учатся правильно воспринимать информацию. Выразительное чтение помогает детям лучше понимать смысл прочитанного, интерпретировать эмоции и передавать их через интонацию, темп, паузы и акценты, что обогащает их общую речевую культуру. На этапе начального образования формирование выразительного чтения требует системного подхода, который включает не только обучение технике чтения, но и развитие эмоциональной сферы ребенка, умения понимать и передавать смысл через различные речевые интонации.

В статье будут рассмотрены основные методы, приемы и упражнения, которые могут помочь педагогам эффективно формировать навыки выразительного чтения у детей младшего школьного возраста. Будет также проанализировано влияние выразительного чтения на общий уровень речевой культуры учеников и на их способность к восприятию текстов. Цель данной статьи — дать комплексное представление о значении, методах и практических аспектах формирования выразительного чтения у младших школьников. Особое внимание будет уделено возрастным особенностям восприятия текста, методическим подходам к развитию выразительности и эффективным упражнениям, которые можно применять на практике.

Теоретические основы выразительного чтения Понятие выразительного чтения и его значение Выразительное чтение — это осмысленное чтение текста с целью передачи не только его содержания, но и настроения, эмоциональной окраски, авторского замысла. Оно представляет собой сложный процесс, в котором участвуют различные аспекты речи: интонация, пауза, темп и акцент. Именно эти компоненты помогают сделать чтение интересным и понятным слушателю, позволяя ему глубже проникнуть в смысл текста. В педагогике выразительное чтение рассматривается как важный элемент формирования речевой культуры и общей грамотности учащихся. С помощью выразительного чтения ребенок учится не просто воспроизводить слова, но и понимать их содержание, эмоциональную окраску, а также передавать их смысл слушателям.

Это становится особенно важным в начальной школе, когда дети только начинают развивать навыки активного и осмысленного восприятия текста. Основные компоненты выразительного чтения

1. Интонация — изменение высоты голоса в зависимости от содержания текста. С помощью интонации можно передать эмоции, подчеркнуть важные моменты, выделить смысловые акценты.

2. Паузы — кратковременные остановки в чтении, которые помогают разделить текст на смысловые части, подчеркнуть значимость отдельных слов или фраз. Паузы дают возможность слушателю лучше понять и осознать содержание текста.

3. Темп — скорость чтения, которая может изменяться в зависимости от содержания текста. Более медленный темп подходит для передачи серьезных, эмоциональных или торжественных отрывков, в то время как более быстрый темп может использоваться для передачи динамичных или радостных моментов.

4. Акцент — выделение отдельных слов или фраз с целью привлечения внимания слушателя к ключевым моментам текста. Акцентирование помогает создать эмоциональную окраску и усилить восприятие текста.

Формировании выразительного чтения у учеников начальной школы может быть представлена в виде следующих разделов:

Возрастные особенности восприятия и развития выразительного чтения у младших школьников Этот раздел раскрывает, как возрастные и психологические особенности детей начальной школы влияют на их способность к восприятию и передаче текста. Основные моменты, которые стоит включить: •

Психологические особенности младших школьников: На этапе начального образования у детей активно развиваются когнитивные процессы, включая внимание, память и воображение, которые критично важны для выразительного чтения. • Эмоциональная сфера и мотивация: Для младших школьников важно чувствовать эмоциональную связь с текстом. Учителя могут способствовать формированию интереса, выбирая тексты с живыми и понятными сюжетами. •

Роль слушания: Слушание выразительного чтения учителя помогает детям усваивать интонационные особенности и учит воспринимать смысл текста через его интонационное оформление. 4. Методы и приемы формирования выразительного чтения В этом разделе рассмотрены различные подходы и методы, которые помогают детям освоить выразительное чтение:

Традиционные и современные методы

1. Чтение за учителем: Учитель читает текст с интонацией и паузами, дети повторяют, подражая его манере. Это помогает детям усваивать интонационные и ритмические особенности.

2. Чтение по ролям: Помогает учащимся освоить роль интонации и акцентов, особенно полезно для освоения диалогов.

3. Игровые формы и драматизация: Включение игровых элементов и инсценировок позволяет детям погружаться в текст и воспринимать его более живо. Например, чтение с использованием костюмов и декораций помогает передать атмосферу текста.

4. Работа с аудио и видеоматериалами: Современные технологии позволяют использовать записи профессиональных актеров, что расширяет представление детей о выразительном чтении.

Интерактивные приемы • Игра в “интонационные повторения”: Учитель произносит фразы с разной интонацией, а дети повторяют, стремясь передать эмоцию. • “Пауза и темп”: Учитель задает темп и указывает, где делать паузы, обучая детей делить текст на смысловые части. • “Угадай эмоцию”: Учитель читает фразы с определенной интонацией, а дети должны угадать, какая эмоция передана. Практические занятия и упражнения для формирования выразительного чтения Этот раздел может включать конкретные упражнения для различных аспектов выразительного чтения. • Упражнения на интонацию: Например, чтение коротких стихотворений или рифм, где интонация легко может варьироваться, помогает детям понять ее роль. • Упражнения на темп и паузы: Например, дети читают текст сначала медленно, затем быстро, пробуя найти оптимальный темп для передачи настроения. • Работа с акцентами: Учитель выбирает ключевые слова в тексте, выделяя их интонационно. Детям предлагается прочитать текст, делая акценты на этих словах, чтобы передать смысл и эмоции..

Оценка уровня выразительного чтения у учеников начальной школы Здесь описаны методы, с помощью которых учителя могут оценить уровень выразительного чтения: • Диагностика через тесты: Например, детям предлагается прочитать текст перед классом, и оцениваются интонация, темп, паузы и передача эмоциональной окраски. • Анализ аудиозаписей: Запись чтения позволяет прослушивать и обсуждать

результат, что помогает ребенку развивать навыки самоконтроля. • Сравнение с эталонным чтением: Например, прослушивание профессионального прочтения и анализ различий. Эти разделы помогут создать полное представление о теоретических и практических основах формирования выразительного чтения у младших школьников, учитывая современные методические подходы и возрастные особенности. Если нужно, можно подробно раскрыть какой-либо конкретный аспект.

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LERMONTOV'S IMPACT ON 19TH CENTURY RUSSIAN LITERATURE AND BEYOND

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Annotation. This article explores the profound impact of Mikhail Lermontov on 19th-century Russian literature and its enduring influence beyond that era. Lermontov, a key figure of the Russian Romantic movement, not only contributed significantly to the literary landscape of this time but also left an indelible mark on subsequent generations of writers. The analysis delves into Lermontov's unique literary style, thematic concerns, and the socio-cultural context of his works, examining how these elements shaped the literary trends of the 19th century and continued to resonate in the broader scope of Russian literature. The study also investigates the ways in which Lermontov's influence transcended national borders, impacting literary movements and authors far beyond the confines of 19th-century Russia.

Key words: Mikhail Lermontov, 19th-century Russian literature, Russian Romantic movement, Literary influences, Cross-cultural impact.

Introduction

Mikhail Lermontov, a prominent figure in the Russian Romantic movement, stands as a towering literary figure whose influence extends far beyond the confines of his time and place. The 19th century was a period of profound cultural and intellectual transformation in Russia, and Lermontov's contributions played a pivotal role in shaping the literary landscape of the era.

This article explores the multifaceted impact of Lermontov on 19th-century Russian literature and examines how his legacy continues to resonate in the broader context of world literature.

Lermontov's Literary Landscape:

Mikhail Yuryevich Lermontov, born in 1814, emerged as a poet, novelist, and playwright during a time of significant social and political change in Russia. The Romantic movement, characterized by a fascination with nature, emotion, and individualism, found a powerful voice in Lermontov's works. His poetry, notably the seminal poem "A Hero of Our Time," and his novel "The Demon" encapsulate the spirit of the Romantic era while also challenging its conventions.

One of Lermontov's key contributions to 19th-century Russian literature lies in his ability to portray the complexities of the human psyche. His characters grapple with existential questions, moral dilemmas, and the turbulent currents of passion. Lermontov's exploration of the darker aspects of the human soul set him apart from his contemporaries and laid the groundwork for the psychological depth that would characterize later Russian literature.

Social and Cultural Context:

To understand Lermontov's impact, it is crucial to situate his works within the social and cultural context of 19th-century Russia. The country was undergoing a period of transition, marked by the clash between traditionalism and the push for modernization. Lermontov, a product of this tumultuous environment, infused his writings with a sense of disillusionment, rebellion, and a keen awareness of the individual's place in a rapidly changing society. Lermontov's works often reflected the tensions between the aristocracy and the rising middle class, as well as the clash between Western European influences and Russia's own cultural heritage. His poetry and prose became a mirror reflecting the anxieties and aspirations of a nation in flux.

Literary Techniques and Style:

Lermontov's literary techniques and distinctive style contributed significantly to the evolution of Russian literature. His innovative use of language, symbolism, and vivid imagery elevated his works to a level of artistic sophistication. Lermontov's mastery of poetic expression is evident in his ability to convey profound emotions and philosophical musings through carefully crafted verses. The portrayal of nature in Lermontov's works is another noteworthy aspect of his literary legacy. Unlike the picturesque landscapes often associated with Romantic literature, Lermontov's nature serves as a reflection of the characters' internal struggles. The Russian landscape becomes a metaphor for the human condition, echoing the protagonists' tumultuous emotional landscapes.

Enduring Themes:

Lermontov's exploration of timeless themes ensures the enduring relevance of his works. Love, betrayal, existential angst, and the search for meaning are recurring motifs that resonate with readers across generations. His characters, such as Pechorin from "A Hero of Our Time" and the enigmatic figure in "The Demon," embody archetypal struggles that transcend the specific historical and cultural context of 19th-century Russia. Beyond Russian Borders:

Lermontov's impact extends far beyond the geographical boundaries of Russia. His works, translated into numerous languages, have captivated readers around the world. The universal themes explored by Lermontov, coupled with the emotional depth of his writing, have made his works accessible and relatable across cultural divides. Russian literature as a whole, influenced by Lermontov's innovative approach, went on to inspire subsequent literary movements and figures. The psychological depth and introspective nature of Lermontov's works can be seen as a precursor to the psychological realism that became a hallmark of Russian literature in the late 19th and early 20th centuries.

Mikhail Lermontov's impact on 19th-century Russian literature is immeasurable. His innovative literary techniques, exploration of complex themes, and insightful portrayal of the

human psyche laid the groundwork for the evolution of Russian literature in the years to come. Beyond the borders of Russia, Lermontov's influence transcends time and cultural differences, making him a literary figure of global significance. As we continue to appreciate and study his works, we uncover not only a fascinating chapter in Russian literary history but also a timeless exploration of the human condition that resonates across generations and cultures.

Mikhail Lermontov, a towering figure in Russian literature, had a profound impact on the course of 19th-century Russian literature and left a lasting influence that extended far beyond his immediate era. As a poet, novelist, and playwright, Lermontov made significant contributions to the development of Russian Romanticism and left a legacy that continues to resonate with readers and scholars today. Born in 1814, Lermontov lived during a period of great social, political, and cultural upheaval in Russia. His literary output, despite being tragically brief due to his premature death at the age of 26, left an indelible mark on the Russian literary landscape. Lermontov's impact on 19th-century Russian literature can be observed in various aspects, including his poetic innovations, his exploration of the human psyche, and his critique of society.

Lermontov's poetry, with its lyrical depth and emotional intensity, was a hallmark of Russian Romanticism. His work reflected a preoccupation with the natural world, the power of human emotions, and the individual's struggle against fate and society. In his famous narrative poem "The Demon," Lermontov's exploration of existential themes and his portrayal of the eponymous demon's angst and despair captured the essence of the Romantic movement. His poem "Borodino" also served as a testament to his poignant expression of the human experience amidst the backdrop of war.

Moreover, Lermontov's impact extended beyond poetry. His novel "A Hero of Our Time" is often considered a pioneering work in Russian psychological realism and is widely regarded as a precursor to the psychological novel. The novel's complex protagonist, Pechorin, represented a departure from the traditional hero figure, offering a nuanced and multifaceted portrayal of human nature. This innovative approach to character development and psychological depth greatly influenced subsequent Russian literature, serving as a precursor to the psychological explorations of Fyodor Dostoevsky and Leo Tolstoy. Lermontov's critique of societal norms and the portrayal of disillusionment and existential turmoil also contributed to his enduring impact. His work questioned the rigid structures of Russian society, and his portrayal of alienation and despair amongst the privileged class resonated with readers and critics alike. This critique of society, combined with his exploration of human psychology, offered a powerful lens through which to view the social upheavals and existential dilemmas of 19th-century Russia.

Lermontov's influence extended far beyond 19th-century Russian literature. His poetic legacy left an indelible mark on subsequent generations of Russian poets, including Alexander

Pushkin, whose literary heir Lermontov was considered to be, and later poets such as Anna Akhmatova and Boris Pasternak. His impact on Russian literature was also felt in the Silver Age of Russian Poetry, where his poetic style and thematic preoccupations continued to inspire and inform new generations of writers.

In conclusion, Lermontov's impact on 19th-century Russian literature and beyond is undeniable. His contributions to Russian Romanticism, his pioneering exploration of human psychology, and his critique of society have left an enduring legacy that continues to be studied, celebrated, and revered. Lermontov's influence on Russian literature and the broader literary tradition serves as a testament to the enduring power of his poetic and literary vision, solidifying his place as one of the most significant figures in the history of Russian literature.

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**INGLIZ TILI BADIY ADABIYOTLARIDA FRAZELOGIZMLARNING QO'LLANISHI VA ULARNING RUS VA O'ZBEK TILLARIDAGI TARJIMASI TAHLILI.
(Sidney Sheldonning "Ta'qdir tegirmoni" asari misolida)**

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Frazeologizmlarga quyidagicha ta'riflar beriladi. "Frazeologizm (yun. Phrasis – ifoda, jumla + logos – so'z). Tuzilishiga ko'ra so'z birikmasiga, gapga teng, semantic jihatdan bir butun, umumlashgan ma'no anglatidigan, nutqqa tayyor holda kiritiladigan lug'aviy birlik. Masalan, tomdan tarasha tushganday – to'satdan, qo'qqisdan." (Ш. Раҳматуллаев. Ўзбек тилининг изохли фразеологик луғати. Тошкент, 1978.). Ingliz tilining izohli lug'atida frazeologizmlarga shunday ta'rif beriladi "Tilshunoslikda frazeologiya obrazli iboralar (idioms), iborali fe'llar (phrasal verbs) va boshqa turdagi ko'p so'zli erkin birikmalar (collocations), (ko'pincha birgalikda frazemalar deb yuritiladi) kabi turg'un birikmalarni o'rganadi, qaysiki bu turg'un birikmalardagi so'zlar yakka holatda qo'llanganda ularning aniq ma'nosini keltirib bo'lmasligi yoki asl ma'noni bashorat qilib bo'lmasligi mumkin. Masalan, "Dutch auction" iborasidagi so'zlar yakka holda kelsa, Dutch "Gollandiyalik yoki Gollandlarga xos" degan ma'noni auction esa "kimoshdi savdosi" degan ma'noni anglatadi, lekin "Golllandiyadagi auktsion" degan ma'noni anglatmaydi, aksincha umuman xayolga kelmagan "teskari auktsion, ya'ni kim tushdi savdosi" degan ma'noni anglatadi. (Michael McCarthy, Felicity O'Dell. *English idioms in use*. London, Cambridge University Press, 2013.)

Mana shu joyda obrazli iboralar (idioms), iborali fe'llar (phrasal verbs) va ko'p so'zli erkin birikmalar (collocations) larga qisqagina ta'rif berib o'tamiz.

a) Ko'p so'zli erkin birikmalar (collocations) nima? Ularni tilda qo'llash nega kerak?

Ko'p so'zli erkin birikmalar (collocations) kamida ikkita yoki undan ko'p so'zlardan tashkil topadi. Bu turdagi erkin birikmalarning qo'llanishi til egalari uchun juda tabiiy hisoblanlansada, til o'rganuvchilar uchun ularni qo'llash ancha muncha qiyinchilik keltirib chiqaradi chunki bu turdagi erkin birikmalarning ma'nosini dabdurustdan bashorat qilib bo'lmaydi. Shu bilan birga, bu turdagi erkin birikmalardan foydalanish shunaqa nozikki, ularning tarkibiga o'zboshimchalik bilan grammatik va leksik o'zgartirishlar kiritib bo'lmaydi. Agar shunday qilinsa, garchi til o'rganuvchilarga to'g'ridek tuyulsada, buni til egalari xato hisoblaydi. Grammatik o'zgartirishlar deganda shuni tushunish kerakki, bu turdagi erkin birikmalarda qo'llangan artikl yoki predloglarni boshqasiga o'zgartirib bo'lmaydi. Masalan, to give somebody a description of something – kimgadir nimanidir tasvirlab bermoq birikmasini olaylik. Bu birikmadagi a noaniq artiklini the aniq artikliga besabab o'zgartirishimiz to'g'ri hisoblanmaydi. Leksik o'zgartirishlar deganda shuni tushunish kerakki, erkin birikmadagi birorta asosiy ma'no anglatadigan so'zni boshqa birorta sinonim so'zga almashtirish ham to'g'ri hisoblanmaydi. Masalan, ingliz tilidagi to start a family – oila qurmoq, turmush qurmoq birikmasini olaylik. Bu birikmadagi to start fe'lining o'rniga uning ma'nodoshi bo'lmish to begin fe'lini qo'llay olmaymiz. Shu bilan birga, bu birikmalar tarkibidagi biror asosiy so'z orqali uning ma'nosini bilib olishimiz mumkin bo'ladi. Masalan, to give somebody a description of

something – kimgadir nimanidir tasvirlab bermoq birikmasini olaylik. Bu birikmadagi description so'zidan butun birikmaning ma'nosini bilib olishimiz mumkin.

b) Obrazli iboralar (idioms) nima? Ularni tilda qo'llash nega kerak? Tilda obrazli iboralar (idioms) dan foydalanish nutqni yanada boyroq va rangdorroq qilib ko'rsatadi. Ko'p so'zli erkin birikmalar (collocations) dan farqli holda, obrazli iboralar (idioms) ning ma'nosini tarkibidagi alohida so'zlardan bilib bo'lmaydi. Umuman olganda obrazli iboralarning tarkibidagi so'zlarning biz bilgan ma'nolari bizga yordam bermaydi. Iboralarning asl ma'nosini tushunishning eng yaxshi yo'li berilgan kontekstga e'tibor berishdir.

To drive somebody round the bend iborasini misol sifatida oladigan bo'lsak, bu iboraning tarkibidagi so'zlarning o'zimiz bilgan ma'nosidan aniq bir tarjima chiqarib bo'lmaydi. To drive somebody round the bend – kimningdir jahlini chiqarmoq, asabiylashtirmoq degan ma'noni anglatadi. Yoki to close one's eyes to something iborasi nimagadir ko'zini yumib qo'ymoq degan ma'noni emas, balki nimagadir e'tibor bermaslik, ahamiyatsiz qoldirmoq degan ma'noni anglatadi. Yoki to take one's time iborasi kimningdir vaqtini olmoq degan ma'noni emas, balki shoshilmasdan harakatlanmoq degan ma'noni anglatadi. Shu bilan birga, ingliz tilida ko'pchilik obrazli iboralar (idioms) tarixiy hodisalarga, insoniyat tarixida katta iz qoldirgan qandaydir voqealarga yoki rivoyatlarga bog'liq bo'ladi.

Misol tariqasida to send somebody to Coventry obrazli ibora (idiom) sini olaylik.

Bu idioma o'zbek tiliga kimnidir davradan ajratib, u bilan gaplashmay qo'ymoq, degan ma'noda tarjima qilinadi. Cambridge Advanced English Dictionary lug'atida ushbu idiomaga quyidagicha ta'rif berilgan "If a group of people send someone to Coventry, they refuse to speak to that person, usually as a punishment for having done something to upset the group". Berilgan ta'rifga ko'ra, bu idioma "biror to'da yoki guruhdahi kishilarni xafa qilgan to'da a'zosini to'dadan yoki guruhdan chetlashtirib, uni davralarga qo'shmay qo'yish, u bilan gaplashmay qo'yish" degan ma'noni anglatadi. 1811 yilga kelib, bu atamaning ma'nosi Grozning "The Dictionary of the Vulgar Tongue" da aniqlangan:

"Koventriga yubormoq; noloyiq xatti-harakatlari va hulqi uchun aybdor deb topilgan armiya safida bo'lgan xizmatchilarga armiya ofitserlari tomonidan berilgan jazo, harbiy sud e'tirofiga loyiq emas deb topilgan kishilar. Koventriga yuborilgan shaxs yo'q shaxs deb hisoblanadi; hech kim u bilan muloqotga kirishmaydi, so'ragan savoliga javob bermasligi bermasligi kerak bo'ladi." Demak, bu idiomaning ma'nosi qadimda jamiyatda mavjud bo'lgan, amalda qo'llangan qonun-qoidalaridan kelib chiqqan.

Axilles to'voni (to'pig'i) umumiy jihatdan kuchli, baquvvat bo'lishiga qaramay, qaysidir jihatdan zaif bo'lish va bu zaiflik mag'lubiyatga olib kelishi mumkin. Mifologik kelib chiqishi jismoniy zaiflikni nazarda tutsada, halokatga olib kelishi mumkin bo'lgan boshqa ojiz va zaif tomonlar yoki fazilatlariga idiomatik baho berish keng tarqalgan. Rivoyatga ko'ra, onasi go'dak Achillesni tovonidan ushlab, Stiks daryosiga cho'mdirgan va uning hamma joyi o'q o'tmas bo'lib qolgan, faqatgina onasi bosh va ko'rsatkich barmog'i bilan tovonidan ushlab cho'miltirgani uchun uning suv tegamagn joyi, ya'ni to'voni o'q o'tmas bo'lmay qolgan va bu uning zaif nuqtasi hisoblangan. Keyinchalik dushmanlari buni bilib qoladi va Achillesni tovoniga nayza sanchib o'ldirishadi. Mana shundan kelib chiqib, har tomonlama barkamol, kuchli shaxslarning ojiz va zaif tomonlari borligini ko'rsatish uchun Achilles to'voni (to'pig'i) idiomasi ishlatiladi.

c) Iborali fe'llar (phrasal verbs) nima? Ularni tilda qo'llash nega kerak? Ingliz tilida iborali fe'llar (phrasal verbs) og'zaki nutqda va norasmiy yozma nutqda ko'proq qo'llanadi, ya'ni so'zlarning o'rniga iborali fe'llar (phrasal verbs) ni sinonim sifatida qo'llanadi. Ular ko'p hollarda rasmiy uslubda qo'llanuvchi so'zlar hisoblanmaydi. Ingliz tilida iborali fe'llar (phrasal verbs) fe'l (verb) + predlog (preposition) birikishidan hosil bo'ladi va iborali fe'l tarkibidagi predloglarning o'zgarishi bilan uning ma'nosi ham o'zgarib boradi. Masalan, look for – qidirmoq, look after – g'amxo'rlik qilmoq, look like – o'xshamoq, look at – qaramoq. Iborali fe'llar (phrasal verbs) o'zining asl ma'nosida (basic meaning) va metaforik ma'nosi

(metaphorical meaning) da qo'llanishi mumkin va bu o'z o'rnida iborali fe'llar (phrasal verbs) qo'llangan gaplarni qilishda ma'lum qiyinchiliklar to'g'iradi. Iborali fe'llar (phrasal verbs) ni tarjima qilishda quyidagi omillarga e'tibor berish maqsadga muvofiq hisoblanadi:

a) Ba'zi iborali fe'llarning metaforik ma'nosi o'sha iborali fe'lning asl ma'nosi bilan bog'liq bo'ladi. Quyidagi misollarga e'tibor bering:

1. To blow up – puflab shishirib yormoq;
2. To blow up – portlab ketmoq (bomba);
3. To blow up – portlamoq (to'satdan juda jahli chiqib ketmoq);

b) Ba'zi iborali fe'llar faqat metaforik ma'noda qo'llanadi va ma'nosi iborali fe'lning asl ma'nosi bilan bog'lanmaydi. Quyidagi misolga e'tibor bering.

These statistics look strange. Have we slipped up somewhere? Bu statistik ma'lumotlar g'alati chiqyapti. Biror joyda xato qildikmikan? To slip up iborali fe'li bu yerda xato qilmoq degan ma'noni anglatyapti. Bu iborali fe'lning asl ma'nosi toyib yiqilmoq degan mazmunda bo'ladi.

Birinchi bo'lib asarda qo'llangan obrazli iboralar (idioms) ning asliyatdagi hamda rus va o'zbek tillardagi tarjimalarini tahlil qilamiz. Bir tildagi obrazli iboraning aynan o'zi boshqa tilda bo'lmaydi. Ammo har bir tilda ma'nodosh muqobil idiomalar borki, ular tarjimada bir birining o'rnini bosa oladilar. Ko'pincha tarjimon tarjima jarayonida u yoki bu tildan bunday birikmalarning kutilmaganda juda ajoyib ekvivalentlari va muqobil variantlarini topadi. (G'. Salomov. Rus tilidan o'zbek tiliga maqol, matal va idiomalarni tarjima qilish masalasiga doir. Toshkent - 1961)

Xulosa qilib aytadigan bo'lsak, bir tildagi obrazli iboralar (idioms) ning boshqa bir tilda aynan o'xshashi bo'lmaydi, lekin muqobil variantlari bo'ladi. Tarjimon asar tarjimasida aynan shu muqobil variantlardan ustalik bilan foydalanishi kerak bo'ladi.

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O'KTAM USMONOVNING “GIRDOB” ROMANIDA OBRAZLAR TAHLILI

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Annotatsiya. Badiiy adabiyotda obraz yaratish borasida jahon va o'zbek adabiyotshunos olimlari, badiiy tanqidchilari izlanishlar olib borgan. Badiiy adabiyotda inson obrazini yaratishda badiiy vositalardan foydalanish bo'yicha 20-asr o'zbek adiblaridan biri O'ktam Usmonovning o'ziga xos uslubi tahlil qilingan. Uning “Girdob” romani qahramonlarining ruhiy olami, ichki kechinmalari, bosh qahramon Azizning o'z maqsadiga yetishish uchun turli qiyinchiliklarni yengib o'tishi xuddi hayotda sodir bo'layotgan voqealardek katta mahorat bilan tasvirlangan.

Kalit so'zlar: O'ktam Usmonov, obraz, “Girdob”, umumlashma obraz, xarakter.

Kirish. O'ktam Usmonov 20-asr o'zbek adabiyotida o'z o'rniga ega ijodkor. U 1938-yilda Toshkent viloyatining Qibray tumanidan tavallud topgan. U oliy ma'lumotni Toshkent pedagogika institutida olib, 1972-yildan mehnat faoliyatini boshladi. Usmonov respublika partiya Markaziy Qo'mitasida mas'ul vazifada o'n yil xizmat qildi. Shundan so'ng, u O'zbekiston Yozuvchilar uyushmasida kotib va "O'zbekiston ovozi" gazetasida bosh muharrir vazifalarida ish faoliyatini olib bordi. Usmonov ijodining ilk namunalari 1964-yilda chop etilgan "Guldasta" deb nomlangan hikoyalar to'plamidan o'rin olgan. Shuningdek, adibning 1976-yilda "Notinch kecha" va 1981-yilda esa "Sirli sohil" nomli hikoyalar to'plamlari ham nashr etilgan. Usmonov ijodida hikoya janri muhim o'rin tutadi. Shuningdek, uning "Bahor chaqmoqlari", "Kishan" va "Qismat" kabi qissalari ham keng jamoatjilik, adabiyot ixlosmandlari tomonidan yaxshi kutib olingan. Ushbu qissalarga adabiy tanqidchilar yuqori baho berishgan [1].

Asosiy qism. Ushbu tadqiqotda O'. Usmonovning "Girdob" romanida obraz yaratish mahorati tahlil qilinadi. Yozuvchi o'z qahramonini yaratishda hayotdagi biror sinf yoki kasbdagi bir qancha odamlarni kuzatadi, ularning o'zaro umumiy belgisi, xulq-atvori, xususiyat va xarakterlarini jamlab, umumlashtirib, asar qahramonini yaratishda ulardan foydalanadi [2: 139, 3: 85]. Badiiy obrazni tasvirlashda ta'sirchanlikka erishish yozuvchi mahoratini ko'rsatadi [4: 42, 5: 65]. O'ktam Usmonovning 1979-yilda nashr etilgan yagona romani "Girdob" yozuvchiga katta shuxrat olib keldi. Ushbu roman voqealari butun dunyo paxtachiligiga qattiq zarba bergan vilt kasalligiga qarshi kurashgan yosh o'zbek olimi Aziz Qosimov taqdiri haqida so'zlaydi. Aziz aspiranturani tugatgan bo'lsada o'zbek paxtachiligiga foyda keltiradigan biror bir salmoqli ilmiy tadqiqot natijasiga erishmagani uchun fan nomzodligini himoyasi qilmagan edi. O'zini bunga munosib ko'rmasdi, chunki 1960-70 yillarda vilt kasalligi g'o'za parvarishiga, ingichka tolali sifatli paxta hosili yetishtirishga ancha jiddiy zarar yetkazardi. Butun respublika qishloq xo'jaligiga ixtisoslashganidan viltga qarshi kurash paxtachilik oldida turgan asosiy muammo edi. Yozuvchi bosh qahramon Azizning ilmiy tadqiqot institutidagi izlanishlarini, obro'li ustoz olimlarning uning inqilobiy tadqiqotlariga ishonmasliklari, uni masxara qilishlari va izlanishiga qarshilik qilishlarini zo'r mahorat bilan tasvirlab bergan. Shu bilan birga, asarda Azizning vilt kasalligiga qarshi kurashib, yetti yil deganda sekin-asta ijobiy natijaga erishishi, ammo shaxsiy turmushi izdan chiqib ketishi tasvirlangan. Uning eng yaqin kishisi, xotini Saltanatning turmush qiyinchiliklariga sabr-toqat qilolmasligi, eriga xiyonat qilishi Azizga qattiq ruhiy zarba beradi.

Saltanat uzoqni ko'ra oladigan, har bir gapni mag'zini chaqa oladigan ziyrak ayol. U 19-22 yoshlar atrofida bo'lib, ota uyida beg'am-betashvish to'kin hayot kechiradi. Uning otasi toparman-tutarman bo'lib, Saltanat o'ziga to'q oilada voyaga yetgan edi. Shuning uchun uning moddiy boylikka mehri baland bo'lib, ertaga emas, bugun dorilamon hayot kechirishni istaydi. Aziz esa ilm-fan kishisi, ziyoli kishilar muhim deb hisoblamaydigan kosaaning tagida nimkosa bo'lishi, gapning tagida gap borligi kabi mayda-chuyda masalalarga doim ham e'tibor beravermaydi. Uni moddiy boylik, soxta obro' va o'zi arzimaydigan, hech ish qilmasi qo'lga kiritadigan fan nomzodligi-yu shon-shuhrat uncha qiziqirmaydi [6: 63].

Saltanat murakkab shaxs. Bir so'z bilan uni ijobiy yoki salbiy qahramon deya olmaymiz. Aziz o'zidan ancha yosh bo'lsa ham xotinini har doim ham tushuna olmaydi. Moddiy va ma'naviy boylik o'rtasida qanday katta farq bo'lsa, Aziz va Saltanat o'rtasida o'shanday jarlik bor. Kimdir erini e'tirof etib, kimdir unga ixlos qo'ysa, uning ilmiy izlanishlarini maqtasa, Saltanat birdan iyib ketar, eriga mexri tovlanar va dorilamon kunlar kelar deb kelajakka umid bilan boqardi [6: 64]. Ammo turmush qiyinchiliklari, yo'qchilikka duch kelganda yoki orzu-umidlari tezda amalga oshavermasa uning jiyibiyroni chiqar, eriga kun bermasdi. Saltanatni to'g'ri yo'ldan og'ishiga, oilasiga xiyonat qilishiga ham sabab to'kin xayot kechirish va boylikka erishish istagi edi. Saltanat eri uyda emasligida maktab davridagi sinfdoshi Yo'ldosh yo'qlab kelganida uni uyga kiritadi, shuningdek, uning olib kelgan sovg'asini olib qoladi. Keyinchalik Yo'ldoshni haydab solmaganidan, Aziz akasiga aytib berib o'zini oqlab olmaganidan afsuslanadi.

Yo'ldosh ikkinchi bor shirakayf holda yana Aziz yo'qligida keladi, uy yumushlari bilan ovora Saltanat eshikni ochganida to'satdan paydo bo'lgan Yo'ldoshni ko'rib shoshib qoladi. U nima qilishini bilmasdi. Yo'ldosh esa mast holda uyga deyarli bostirib kiradi, uning qulog'iga gap kirmas edi. Saltanat u bilan tortishib shov-shuv ko'payishini, qo'shnilarini sezib qolishini istamasdi. To'satdan Aziz akasi kirib kelsa nima deyman deb xavotirda turar, bezkak tutgandek butun vujudi dag'-dag' titrar, tizzalari holsizlanib, jon talvasasiga tushgandi. U nima qilib bo'lsada hozir Yo'ldoshni tezda shovqin-suronsiz chiqarib yuborish kerak degan qarorga kelgandi. Yo'ldosh esa Saltanatning dovdirab qolganidan xirsi oshib, unga suykalgan, xattoki, majburlab o'padi. Saltanat eri kelib qolishini o'ylab hushi boshidan uchgan, butun a'zoyi-badani muzlab ketib, Yo'ldoshning teginayotganini ham sezmasdi. Avvalgi uchrashuvlarida Saltanatning xavasini keltirgan, juda yaxshi taassurot qoldirgan Yo'ldosh bu qiliqlari bilan uning ko'ziga bachkana, tuturiqsiz, yengiltak xotinboz bo'lib ko'rinadi.

Shuni inobatga olimishiz kerakki, Saltanat mol-dunyo, boylik va xasham kishisi. Yo'ldoshning qimmatbaho sovg'alari, o'tli ehtirosi va tiyiqsiz jur'ati unga huzur bag'ishlaydi. Saltanat qo'ydek yuvosh erini xayolan u bilan solishtira boshlaydi. Yo'ldoshning qiliqlarini eslaganda uning vujudini yoqimli bir uyat hissi qamraydi. Adib Saltanat obraziga ushbu nomni bejizga qo'ymagan. Saltanatning ismi jismi va ruhiyatiga monand. Aziz ilm yo'lidagi izlanishlari, o'zbek paxtakorlari oldida turgan jiddiy g'o'za kasalligiga qarshi kurashi davomida moddiy qiyinchiliklarga duch keladi. Shundoq ham yildan yilga tobora avj olib, respublikada paxtachilik maydonlarining katta qismiga tarqalib borayotgan vilt kasalligiga chidamli nav yaratish bir-ikki yillik ish emas edi. Aziz bu tadqiqotga yetti yilga yaqin vaqt sarflaydi. Bu vaqt orasida uni qo'llab-quvvatlab, maslahat berib borishi kerak bo'lgan ikkinchi ilmiy rahbari Muhiddin Jabborovich Azizning yovvoyi va madaniy naslni chatishtirib paxta urug'chiligida turli kasalliklarga bardoshli nav yaratishiga ishonmaydi.

Domla – shogirt o'rtasidagi kelishmovchilikning ildizi juda chuqur! Yo Muhiddin Jabborovich yoki Aziz o'z fikrlaridan qaytishlari kerak... Kelib-kelib endi omadsiz bir laborant-aspirant oldida Muhiddin Jabborovichdek akademik o'z fikridan qaytadimi?[6: 45]

Ushbu parchadan ko'rishimiz mumkinki, Azizning urug'chilik institutidagi tadqiqoti silliq va muvaffaqiyatli ketayotgani yo'q. Ilmiy tadqiqot institutida arzimagan laborantlik oyligiga qanoat qilib bir necha yillar yashashga majbur bo'ladi. Moddiy qiyinchiliklar va onasining to'satdan vafot etishi Azizga qattiq zarba bo'ladi. Shu davrda uning og'irini yengil qilishi, tinimsiz izlanishlarida yelkadosh bo'lishi, muvaffaqiyatsizlikka uchraganda dalda bo'lishi kerak bo'lgan umr yo'ldoshi Azizga xiyonat qiladi. Xotining xiyonati uning oilaviy xayotini ostin-ustun qilib yuboradi. Aziz uyidan bosh olib chiqib ketadi.

Xulosa. Xulosa qiladigan bo'lsak, "Girdob" o'z davrining qimmatli asarlaridan biridir. Unda haqiqat va nohaqlik o'rtasidagi kurash, ayrim ziyolilarning o'zidan boshqalarni ko'rolmasligi, yosh va iste'dodli olimlarning mashaqqatli hayoti katta mahorat bilan tasvirlangan. O'ktam Usmonovning ushbu romani orqali qahramonlarning ruhiy olamini ochib berish va obrazlarning portretini yaratish borasida uning o'ziga xos uslubga ega yozuvchi ekanligini ko'rishimiz mumkin.

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ФОРМИРОВАНИЕ ВЫРАЗИТЕЛЬНОГО ЧТЕНИЯ НА УРОКАХ РУССКОГО ЯЗЫКА У УЧЕНИКОВ НАЧАЛЬНОГО ОБРАЗОВАНИЯ

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Аннотация: Выразительное чтение играет ключевую роль в развитии речевых навыков и творческих способностей учащихся начального образования. Цель статьи – рассмотреть методы и приемы формирования выразительного чтения.

Ключевые слова: выразительное чтение, начальное образование, речевые навыки, методы обучения, театрализация.

Формирование выразительного чтения на уроках русского языка у учеников начальной школы. Выразительное чтение — это не просто способ оживить текст. Это важный навык, который помогает младшим школьникам развивать память, внимание, воображение и способности к самовыражению. Более того, навыки выразительного чтения помогают повысить интерес к литературе, развивают речь, расширяют словарный запас и помогают глубже понять содержание текста.

Изучить основные подходы и методы, которые помогут учителям эффективно формировать у учеников младших классов навыки выразительного чтения.

1. Понятие выразительного чтения и его значение для учащихся начальной школы
Определение выразительного чтения: Это чтение, при котором чтец использует голосовые и интонационные средства, чтобы передать настроение, эмоции и смысл текста. Это включает правильное интонирование, изменение тембра, громкости и скорости речи, использование пауз. Значение выразительного чтения:

Развитие эмоционального интеллекта: Учащиеся учатся распознавать и выражать эмоции, что способствует более глубокому пониманию текстов. Подготовка к устным выступлениям: Навыки выразительного чтения — это также основа для успешных публичных выступлений, которая позволяет детям чувствовать себя более уверенно. Улучшение коммуникативных навыков: Выразительное чтение помогает детям научиться лучше доносить свои мысли и чувства до окружающих.

2. Методы формирования навыков выразительного чтения
Метод интонационного чтения
Пример упражнения: Дети читают короткий рассказ или стихотворение, выделяя интонацией важные слова. Можно использовать стихи А. Барто или короткие рассказы С. Маршака, где легко выделить эмоционально насыщенные фразы. Рекомендации: Учителю рекомендуется сначала продемонстрировать интонацию на примере, чтобы ученики могли подражать, а затем проработать текст по фразам вместе с учениками. Работа с темпом и громкостью речи
Пример упражнения: Дети читают текст сначала медленно и громко, затем быстрее и тише. Такое упражнение помогает почувствовать ритм и настроение произведения.

Учитель может использовать фрагменты произведений, например, эмоциональные монологи из детских книг, чтобы помочь детям прочувствовать изменение настроения в зависимости от темпа. Ролевое чтение
Пример упражнения: Учащиеся читают диалоги героев из сказок или рассказов, представляя себя на месте этих героев. Например, в

произведениях К. Чуковского («Телефон») или А. Линдгрена («Малыш и Карлсон») дети могут разыграть диалоги героев.

Учитель может раздавать ролевые карточки и предлагать ученикам подбирать подходящие интонации и выражения, которые соответствуют их персонажам.

Пример упражнения: Ученики читают стихотворение, делая паузы перед важными словами, чтобы подчеркнуть их значение. Например, можно использовать строки из стихов А. С. Пушкина или М. Ю. Лермонтова.

Паузы помогают детям осознать значение отдельных слов, позволяют детям лучше понять ритм произведения. Учитель может заранее объяснить важность пауз для создания выразительности.

Имитационные упражнения Пример упражнения: Учитель включает запись выразительного чтения и предлагает детям повторить его интонации и акценты. Прекрасно подойдут отрывки из аудиокниг детской классики. Такие упражнения полезны для начала урока, чтобы создать атмосферу и мотивировать детей подражать профессиональным чтецам.

3. Приемы и упражнения для развития выразительного чтения Игра «Угадай настроение»

Описание: Ученики читают текст, стараясь передать определенное настроение, например, радость, грусть, удивление. Остальные дети угадывают, какое настроение чтец пытался передать.

Пример: Можно использовать простые стихи или фразы, например: «Солнышко вышло, и стало тепло» (радость) или «Пошел дождь, все мокрое» (грусть). «Чтение с различными эмоциями»

Ученикам предлагают прочитать один и тот же текст с разными эмоциями. Это может быть удивление, злость, радость и т.д. Пример: Прочтение фразы «Какое интересное событие!» с различными эмоциями. Игра «Эхо» Описание: Учитель читает предложение с определенной интонацией, а ученики повторяют его, подражая интонациям учителя.

Пример: Учитель читает с восходящей интонацией: «Как чудесно сегодня на улице!» ученики повторяют с такой же интонацией. Совместное чтение в парах или группах.

Чтение в группах помогает ученикам обмениваться опытом и учиться у друг друга. Пример: Учитель делит класс на пары и дает каждой паре по фразе, которую они должны прочитать друг другу с разными интонациями.

4. Рекомендации для учителей Адаптация упражнений: Необходимо учитывать уровень навыков каждого ученика, выбирая более простые или сложные тексты. Мотивация детей: Превращение чтения в игру и поощрение достижений каждого ученика поможет повысить их интерес к занятиям.

Работа с родителями: Учитель может рекомендовать родителям продолжать развивать выразительное чтение дома, например, через совместное чтение перед сном. Заключение Подведение итогов: Выразительное чтение ключевой навык, который способствует всестороннему развитию ребенка. Учителям рекомендуется проводить такие упражнения регулярно, вводя элементы творчества, чтобы поддерживать интерес учеников. Эти дополнения помогут создать структуру статьи, которая будет полезной для учителей начальных классов, стремящихся развить у детей навыки выразительного чтения.

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HAMZA HAKIMZODA NIYOZIY ASARLARIDA MA'RIFATPARVAR G'OYALAR

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Annotatsiya: Ushbu maqolada o'zining bahoda tengsiz misralari bilan adabiyotimiz durdonalarini boyitgan Hamza Hakimzodaning ayrim nodir asarlarining tahlili keltirib o'tilgan. Ushbu asarlar negizida yotadigan mafkuraviy fikrlar orqali boshlang'ich ta'lim o'qituvchilari o'quvchilarning yorug' kelajagi tomon qadam tashlashiga ko'mak bo'ladi.

Kirish so'zlar: Jadidchilik, ma'rifatparvar, millat, Vatan, Turkiston, ona diyor, istibdod, maktab, chaman.

Abstract: In this article, an analysis of some rare works of Hamza Hakimzada, who enriched the masterpieces of our literature with his incomparable verses, is presented. Through the ideological ideas underlying these works, elementary education teachers will help students to take steps towards a bright future.

Key words: Jadidchik, enlightened, nation, Motherland, Turkestan, native land, tyranny, school, chaman.

Аннотация: В данной статье представлен анализ некоторых редких произведений Хамзы Хакимзаде, обогатившего своими несравненными стихами шедевры нашей литературы. Через идеологические идеи, лежащие в основе этих работ, учителя начальных классов помогут учащимся сделать шаги к светлому будущему.

Ключевые слова: джадидчик, просвещенный, нация, Родина, Туркестан, родная земля, тирания, школа, чаман.

Kirish

O'zbek adabiyoti tarixida XX asrning o'rni beqiyosdir. Negaki, ushbu asrda Turkiston o'lkasida jadidchilikning paydo bo'lishi va sho'rolar tuzumiga qarshi kurashish uchun sa'y-harakatlar boshlangan. Xalqimiz bu davrda qanchalar aziyat chekmasin, qanchalar qiynalmasin, qanchalar ijtimoiy adolatsizlikdan xotirlanmasin baribir yorug' kelajak uchun, kelgusi avlodning ertasi uchun kurashdilar. Ayniqsa, jadidchilarimizning hozirgi ma'naviy rivojlanishimizda o'rni benihoya kattadir. Ular qatorida Maxmudxo'ja Behbudiy, Munavvarqori Abdurashidxon o'g'li, Abdulla Avloniy, Hamza Hakimzoda Niyoziy, Fitrat, Cho'lpon va boshqa ilm yo'lining ilg'orlari, ziyolilar o'rin egallagan. Jadidchilarimizning bosh maqsadi xalqimizni qora mehnat qilib mashaqqatli hayot iskanjasida qiynalishini oldini olish, xalqni ma'rifatsizlik ilmsizlikdan qutqarish bo'lgan. Ular o'zlarining ko'zlagan maqsadlariga erishish yo'lida avvalo

ma'rifatparvarlikka erishish reja qilganlar. Ularning asarlari milliy uyg'onishga chorlaydi. Shu jadidlarimiz orasida Hamza Hakimzoda Niyoziyning asarlari bilan tanishib o'tsak. Aslini olganda ziyoli oilada ulg'aygan ushbu yozuvchimiz ilm yo'lida faqatgina asar yozibgina qolmay, bu asarlarini xalqqa taqdim etib, ularga savod berishni ham o'z o'rniga qo'ygan. "G'ayrat" kutubxonasi va boshqa ilm yo'lidagi kishilarga ma'rifat tarqatish maqsadida ushbu kutubxona qoshida bosmaxona va nashriyot tashkil qilib, matbuot nashriyotlarini yo'lga qo'yishi, Marg'ilonda, Qo'qonda, Namanganda maktablar ochishi yuqoridagi fikrimizning yaqqol namunasidir.

Muhokama va natijalar

Adib "Yengil adabiyot", "Qiroat kitobi" singari darslik va majmualar yaratgan. Shoirning asarlarida balki, har bir jumlasida millatni ma'rifatparvarlikka yetaklaydi. Shoir o'ylaydiki xalqni baxtsizligini ma'rifat va millat birligigina oldini ola oladi deb. Garchand bu fikrlar to'g'ri. Masalan, yozuvchining ushbu jumllarini mag'zini bir chaqaylik:

Vatan, vatan der edilar, na der edim bilmay oni,
Endi bilsam, vatan erkon bu tanlarning shirin joni.
Bir jon emas, ey suyguli, tomirlarning qoni, Vatan,
Sensan, bale, bilganlarga jonlarni jononi, Vatan!

Shoir ushbu to'rtligimiz "Vatan" so'zining ma'nosini bilmagan kishining holatini ifoda etgan. Vatan nima ekanligini bilmaganini keyin bilsa Vatan tanlarning shirin joni ekanligini anglagan bayon etilgan. Shu jumlada ham talaygina ma'no mujassamdir. Bu baytni o'qigan kishi Vatan neligini tushungan bo'lsa, albatta, ushbu Tanlarning shirin jonini ko'z qorachig'iday asrashga, boshqalarga xor qildirmaslikka, begona xavflardan asrashga harakat qiladi. Boshqalarga ham bu tushunchani singdoradi. Qanchalar ajoyib jumla...

Hamza o'z asarlarida hurriyat, baxt-saodatga birlashish, o'qish-o'rganish, mehnat va kurash orqali erishish mumkinligini ta'kidlab:

"Birlashsun emdi boshimiz, maslakda qarshi yoshimiz,
Birlashing, Turkiston! Qo'l ushlashing, emdi Turkiston!
Haq yo'lida jon bersak, bo'lsak millat qurboni.", deydi.

Darhaqiqat, rostan ham hamma bir yoqadan bosh chiqarib, birlashsa, qo'lni qo'lga bersa xalqni yorug' kelajakka elta oladi. Ushbu jumla orqali shoir qo'l qovushtirib o'tirmaslikni, bersang yeyman, bo'lmasa yo'q deb ijtimoiy tuzumni yanada kuchayishiga sababchi bo'lib qoladigan insonlarni xalqni azob-u uqabat chekishini oldini olish maqsadida birlashishga chorlamoqda. Ha, rostan ham Hamza o'z asarlari orqali xalqni ilmsizlik deb atalmish botqoqlikdan qutqarishga harakat qilgan. Yuqoridagi "Haq yo'lida jon bersak, bo'lsak millat qurboni" degan so'ziga o'zi ham amal qilgan. Ya'ni bu so'zlar faqatgina qog'ozdagi jumlar emas. Aksincha, yurakning tub-tubidan ilmsizlikdan qiynalayotgan xalqqa aytilgan qalb so'zlaridir.

Shoir "Uyg'on Vatan" she'rida

Ey Islom eli! Bu kun millatga o'lsun harna himmatimiz!
Bitdi istibdod! Yetsun hurriyat! Bitsun istibdod!
Yetsun hurriyat! Bitsun nazorat, qullik asorat!" deb hayqiradi.

Ushbu she'ri orqali shoir xalqni milliy uyg'onish sari qadam quyishga yetaklaydi. Qandaydir tom ma'noda ushbu asar kuyunchak farzandning qaydnomasi hamdir. Hurriyat, xalq ustidan nazorat kuchaygani, ya'ni qullikni yakun topish o'rniga yuksalayotganini ta'kidlaydi. Islom xalqini ushbu harakatlarga nuqta qo'yish payti bo'lgani aytib, kurashga chorlaydi.

Hamza "Yengil adabiyot" darsligida

Maktab — millatni guli,
Millat aning bulbuli,
Maktabsiz qolgan millat
Boshqa chamanni quli...

deb yozgan edi. Millatni ma'rifatli ko'rish Hamzaning deyarli barcha asarlaridagi asosiy fikr hisoblanadi. Ilmsizlik tufayli qoloqlik botqog'iga botgan Turkistonga, ona Vataniga shoir dard bilan murojaat qiladi

Turgil, darddan jismingni sog'la, Turkiston,

Donish o'tiga bag'ring dog'la, Turkiston.

Ushbu ma'nosi oltinga teng so'zlarni ma'nosini anglagan inson aslida haqiqiy ma'rifatparvardir. Ilmsiz inson mevasiz daraxt misolidir, bor-u lekin o'tindan boshqa narsaga yaramaydi, ya'ni ilmsiz, ma'rifatsiz inson ham faqatgina odamlar sonini orttirib turadi xolos. Ilmsiz inson o'zini anglamagan insondan farq qilmaydi, aksincha u bemordir. Tanasini xastalikdan qutqarsa nafaqat o'zini balki jamiyatni ham ma'rifatparvarsizlik degan ulfatdan xalos etgan bo'ladi. Yuqoridagi misralar bayonida ham shu fikrlar mujassamdir. Hamza millatdoshlariga ma'rifat tarqatish uchun vaqtini ham, mablag'ini ham, jonini ham ayamagan. Ammo millat dushmanlari uning erkin faoliyat ko'rsatishiga yo'l bermaganlar. Shunday bo'lsa ham u xalqning ertasi uchun jon fido qilgan jadidchilarimizdandir... Shoirning har bir asari, balki har bir misralarida malrifatparvarlik g'oyalari mujassamdir. Qaysidir ma'noda hozirgi ilm-fan, ta'limning rivojlanishidan hamda omi xalq bo'lib qolmasligimizda Hamzadek yozuvchimizning ham o'rni katta.

Xulosa

Boshqa o'zbek adiblarining asarlariga nazar tashlaydigan ularning ham asarlarida xalqni Vatanparvarlik ruhida tarbiyalash, ilm ahli farzandlari qilishga, O'zbekiston xalqini rivojlangan mamlakatlar safiga qo'shish harakati nafasi ufurib turadi. Masalan, o'zbek xalq shoiri Abdulla Oripov asrlarida Vatanni chiroqqa, yorug' jahonga, xoqonga, sultonga, bebaho qo'rg'onga o'xshatadi. Yoinki bo'lmasa Muhammad Yusuf Vatanni singilga, onaga qiyoslaydi. Ularni asrash yelkalaridagi vazifa, or-nomus deb hisoblaydilar va Vatanni ham or-nomusini asragandek asraydilar. Lekin bu asarlarda tamal toshni Hamza qo'ygan desak mubolag'a bo'lmaydi, chunki u Vatan nima ekanligini xalqqa taqdim etgan yozuvchidir. Uning har bir so'zlarida ma'rifatparvarlik ta'limi mujassamlashgan. Hamza Hakimzoda Niyoziydan bizga mana shunday oltinga alishmaydigan asarlarni hadya etgani uchun rahmat aytsak arziydi.

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SERQIRRA IZLANUVCHAN IJODKOR

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Annotatsiya: Maqolada Qashqadaryo viloyatida mavjud bo'lgan eng yirik teleradiokompaniya hisoblangan "Qashqadaryo" teleradiokompaniyasi asoschilaridan biri bo'lgan ijodkor, muxbir, futbol sharhlovchisi, muharrir Husan Temirov, uning hayot yo'li va ijodiy faoliyati haqida ma'lumotlar berilgan.

Kalit so'zlar: telekanal, videouskuna, kemgash, futbol muxbiri, "SIEMENS", "Nuroni" jamg'armasi, arena, "Nasaf" futbol klubi, "Qishloq hayoti" gazetasi.

Husan Temirov Qashqadaryo viloyati teleradiokompaniyasining tamal toshini qo'ygan insonlardan biri hisoblanadi. Shu sababli ham uning butun hayoti viloyat teleradiokompaniyasi faoliyati bilan chambarchas bog'liqdir.

Mustaqillik sharofati bilan davlatimiz tomonidan hududiy teleradiokanallarning faoliyatini yo'lga qo'yish, ularni rivojlantirish masalalariga alohida e'tibor berildi. Shu munosabat bilan 1995-yil 24-avgustda viloyat televideniya sinov ko'rsatuvlari yo'lga qo'yildi. Umumiy miqdori 239 ming AQSH dollariga teng bo'lgan zamonaviy videouskunalar keltirildi. Bundan tashqari, 2001-yil 27-dekabrda qurilishi 10 yil mobaynida to'xtab qolgan Qashqadaryo telemarkaz binosi qurilishi tugallanib, foydalanishga topshirildi. 2004-yilda esa Germaniyaning "SIEMENS" firmasining zamonaviy texnika vositalari bilan telemarkaz studiyasi, rejissyor, montaj xonalari to'liq jihozlandi. Kadrlar salohiyati inobatga olinib, ijodiy va texnik xodimlar uchun yetarli shart-sharoitlar yaratildi. Shu bilan bir qatorda, "Oltin voha" FM-102.3 radiosi ish boshladi. Bu keng ko'lamli ishlarda 1994-2007-yillarda Qashqadaryo viloyati teleradiokompaniyasi direktori vazifasini bajargan Husan Temirovning tashabbuskorligi yuksak darajada bo'ldi. Bu insonning tashkilotchiligi va jonkuyarligi tufayli Qashqadaryo televideniya sinov ko'rsatuv va radioeshittirishlar soni va hajmi kengayib, sifati oshib bordi.

Husan Temirovning mehnatlari hukumatimiz tomonidan munosib taqdirlanib, 2001-yilda "Shuhrat" medali bilan taqdirlandi. Bundan tashqari, bir necha ko'krak nishonlari, O'zbekiston milliy teleradiokompaniyasining viloyat, shahar hokimliklarining "Faxriy yorliq"lari va "Tashakkurnoma"lari bilan taqdirlangan.

Mehnat faoliyati davomida Husan Temirov "Nasaf" futbol klubida matbuot kotibi, Qarshi shahridagi Markaziy stadion muxandisi, keyinchalik biroz muddatga ushbu arena direktori, "Qishloq hayoti" gazetasining Qashqadaryo viloyati bo'yicha muxbiri, viloyat teleradiokompaniyasi raisi lavozimlarida samarali faoliyat olib bordi. U ayni paytda viloyat "Nuroni" jamg'armasi Kengashining a'zosi sifatida ham keng jamoatchilik, yoshlar o'rtasida katta ko'lamdagi ishlarni amalga oshirib kelmoqda. Uning bu kabi sharaflari va samarali xizmatlari uchun ham bugun teleradiokompaniyada faoliyat olib borayotgan soha vakillarining deyarli aksariyati Husan Temirovni o'zining ustozlari deb biladi.

Husan Temirovning 70 yillik yubileyiga atab 2023-yilda Qarshi shahridagidagi "Meros" nashriyoti tomonidan "Yurakdagi ehtirom" nomli 312 betdan iborat bo'lgan, publitsistikalardan tashkil topgan kitob nashrdan chiqdi. Unda Qashqadaryo viloyat hokimi Murodjon Azimov, viloyat hokimi maslahatchisi Yanvar Inoyatov, O'zbekistonda xizmat ko'rsatgan jurnalistlar Abusaid Ko'chimov, Abdulla Sobirov, O'zbekistonda xizmat ko'rsatgan madaniyat xodimi Jabbor Toshev, Qarshining "Nasaf" futbol klubi bosh murabbiyi Ro'ziqul Berdiyev, Qashqadaryo viloyat Axborot va ommaviy kommunikatsiyalar boshqarmasi boshlig'i Usmon Nusurov, Qashqadaryo viloyat teleradiokompaniyasi direktori Jahongir To'ychiyev va boshqalarning Husan Temirov haqidagi ijobiy fikrlari va iliqliklari berib o'tilgan. Bu kitobda ko'plab muxbirlar, radio va televideniya jurnalistlarining suhbatlari berib o'tilgan va ularning aksariyat qismi Husan Temirovni o'zlarining ijod yo'lidagi ustozlari deb bilishlarini aytib o'tganlar.

Tinib-tinchimas bu ijodkor 70 yoshni qoralagan bolsa ham, respublikamizda o'z o'rniga ega bo'lgan "Fermer" jurnalining viloyatdagi muxbiri sifatida ko'plab xavas qilgulik shahdu shijoat va ko'p qirrali ziyoli ijodkor sifatida samarali faoliyat olib borayapti. Eng asosiysi ijodkor el orasida va doimo el ardog'ida. Bu esa rostakam baxt-saodat bo'lib, inson umrining mazmunini belgilab beradi, desak adashmagan bo'lamiz.

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QASHQADARYO VOHASIDA BOLA TUG'ILISHI VA UNI TARBIYALASH BILAN BOG'LIQ E'TIQOD IZLARI

Tirkasheva Dinora O'ktam qizi
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Annotatsiya: sog'lom oila muhitini yaratish, oilaviy marosimlar xalq ma'naviyatining tarkibiy qismi, yangi tug'ilgan chaqaloqlarni hamda homilador ayollarda tug'ma va boshqa patologiyani barvaqt aniqlash, "Sog'lom ona va sog'lom bola yili", Jahon sog'liqni saqlash tashkiloti, O'zbeklarda farzand tarbiyasi va oilaviy munosabatlari masalasi, farzandning dunyoga kelishi, homilador ayol va hali tug'ilmagan chaqaloqni asrash bilan bog'liq odatlar, chaqaloqqa ism qo'yish, an'anaviy sunnat to'ylari.

Kalit so'zlar: sog'lom oila, oilaviy an'analar, bola tug'ilishi, homilador ayollar, suyunchi, chilla, chillaki, animistik, ism, beshik, sunnat to'y.

1. Dolzarbligi.

Mustaqillikka erishilgan dastlabki vaqtlardan boshlab hukumatimiz tomonidan oila mustahkamligini, unda sog'lom oila muhitini yaratishni ta'minlash sog'lom yigit va qizlarimizni voyaga yetkazish masalalariga alohida ahamiyat berilmoqda.

O'zbek xalqining oilaviy marosimlari ham tarixiy zaruriyat asosida vujudga kelgan va zamon chig'iriqlaridan o'tib, muhim ma'naviy qadriyat sifatida ravnaq topgan.

Bugungi kunda jamiyatimiz oldida shaxs, oila turmush tarzini yaxshilash va u bilan bog'liq oilaviy an'analar, marosim va bayramlarga e'tibor qaratish muhim muammo bo'lib turibdi. Xalqimizning avloddan- avlodga o'tib kelayotgan oilaviy marosimlari o'tgan davrlarda jiddiy to'siqlarga uchragan bo'lsa ham, tiklana boshlandi. Bu an'ana va marosimlar to'g'risida qator kitoblar chop etildi. Chunki oilaviy marosimlar xalq ma'naviyatining tarkibiy qismi, muhim axloqiy qadriyati, ta'sirchan tarbiya vositasi sanaladi.

Respublikada onalar va bolalar sog'lig'ini muhofaza qilishga katta ahamiyat berilmoqda. "Bolalikdan nogironlar tug'ilishining oldini olish uchun yangi tug'ilgan chaqaloqlarni hamda homilador ayollarda tug'ma va boshqa patologiyani barvaqt aniqlash bo'yicha "Ona va bola skriningi" Davlat tizimini tashkil etish to'g'risida" Vazirlar Mahkamasining maxsus qarori qabul qilinganligi bu soha rivojiga salmoqli hissa qo'shdi. O'zbekiston Respublikasi Prezidentining 2009-yilda "2009-2013-yillarda aholining reproduktiv salomatligini mustahkamlash, sog'lom bola tug'ilishi, jismoniy va ma'naviy barkamol avlodni voyaga yetsidagi ishlarni yanada kuchaytirish va samaradorligini oshirish chora-tadbirlari dasturi to'g'risida" qarori qabul qilindi. Ushbu qarorga ko'ra, sog'liqni saqlash sohasini isloh qilish va shu sohada sifat o'zgarishlarini amalga oshirishni ta'minlash borasidagi ishlar davom ettirildi. Bolalarni yuqumli kasalliklarga qarshi emlash darajasi qariyb 100 foizni tashkil etdi.

Barcha viloyatlar markazlarida kattalar va bolalar uchun ko'p tarmoqli tibbiyot markazlari, har bir tumanda eng zamonaviy tibbiyot asbobuskunallari bilan jihozlangan qishloq vrachlik punktlari faoliyati yo'lga qo'yildi. Bugungi kunda respublikamizda 3000 ga yaqin Qishloq vrachlik punkti (QVP) faoliyat ko'rsatmoqda.

2015-yilga kelib Jahon sog'liqni saqlash tashkiloti ma'lumotiga ko'ra, O'zbekistonda tug'ilayotgan bolalarning 92 foizi mutlaq sog'lom. «Bolalarni asraylik» xalqaro tashkiloti

tomonidan tuzilgan jahon reytingida O'zbekiston bolalar salomatligini mustahkamlash borasida katta g'amxo'rlik ko'rsatayotgan eng ilg'or yetakchi o'nta mamlakat qatoriga kiradi.

Yil O'zbekistonda "Sog'lom ona va sog'lom bola yili" deb e'lon qilindi.

O'zbeklarda farzand tarbiyasi va oilaviy munosabatlari masalasi etnologik aspektda tadqiq etishning ilmiy jihatdan dolzarbligi quyidagilar bilan izohlanadi:

Birinchidan, o'zbek oilalarida ota-onalar va farzandlar o'rtasidagi munosabatlar va bola tarbiyasiga oid tadqiqotlar asosan, urf-odatlar va marosimlar tadqiq etilgan bo'lib, XX asrning ikkinchi yarmi va XXI asrning boshlarida ota-onalar va o'smir farzandlar munosabatlari jihatdan maxsus tadqiqot mavzusi sifatida keng tarzda tadqiqot ishlari olib borilmagan;

Ikkinchidan, o'zbek oilalarida milliy an'analarni ota-onalar va farzandlar hayotidagi ahamiyatini tadqiq etish, undagi bola tarbiyasiga oid an'anaviy va zamonaviy jarayonlarni qiyoslash, oilaviy tarbiya xususiyatlarini etnologik jihatdan tadqiq etish o'rinli hisoblanadi;

2. Metodlar va o'rganilganlik:

Irim marosimlarning qadimgi davrlardan hozirgi kungacha yetib kelishi, ulardagi o'ziga xos xususiyatlarni ochib berish uchun turli metodlardan foydalangan holda o'rganish maqsadga muvofiq deb o'ylaymiz. Maqola umum qabul qilingan tarixiy-etnografik metodlardan keng foydalangan holda yoritildi. Bunday metodlarga – tarixiylik, qiyosiy-tahlil, xolislik va boshqa metodlar kiradi. Bu kabi metodlar tadqiq etilayotgan mavzuni yoritib berishga muhim omil bo'lib xizmat qiladi.

XX asrning ikkinchi yarmi XXI asr boshlarida yurtimiz aholisi bola tarbiyasiga oid marosimlarini o'rganish turli tadqiqotchi olimlar tomonidan keng tadqiq etildi. Mavzu bo'yicha Adhamjon Ashirov „O'zbek xalqining qadimiy e'tiqod va marosimlari“, Maxmud Sattor „O'zbek udumlari“, U.Qoraboyev „O'zbek xalqi bayramlari“, M.A.Umarov „O'zbek xalqining urf-odatlari va marosimlari“ va boshqalar tadqiqotlar olib borganlar.

3. Tadqiqot natijalari:

Marosim va bayramlar inson hayotining uzviy qismi hisoblanadi. Har bir kishining shxsiy hayotida shunday muhim voqealar, bosqichlar mavjudki, ular alohida e'tiborni xursandchilikni taqozo etadi. Bu hodisalar o'ziga xos tantana va bayram tarzida nishonlanadi. Farzandning tug'ilgan kuni, unga ism qo'yish, bolaning ilk qadam bosishi, o'g'il-qizning birinchi bor maktabga borishi, nikoh to'yi, kumush, oltin va olmos to'ylari, nafaqaga kuzatish kabilarini tantanali tarzda nishonlash inson hayotidagi unutilmas voqealardir. Bundan tashqari, kishi hayotida ijtimoiy xarakterga ega bo'lgan ko'pgina hayajonli hodisalar ham yuz beradiki, ular ham bayramona yoki tantanali kayfiyat yaratadi.

Farzandning dunyoga kelishi har bir oila uchun quvonch bag'ishlovchi holatlardan biridir. Oila a'zolari chaqaloq tug'ilganini qarindosh-urug'lari, qardosh do'stlariga xabar qilgani borishgan. Ular farzandli bo'lgan shaxsga suyunchi berishgan. Chaqaloqqa ota-onasi, qarindosh-urug'lari chiroyli ism tanlashadi. O'zbek oilalarida chaqaloq tug'ilgandan to'yoqqa yetib, o'zi yangi oila qurgunicha quyidagi odat va marosimlar o'tkaziladi:

-homilador ayol va hali tug'ilmagan chaqaloqni asrash bilan bog'liq odatlar.

-chaqaloq tug'ilishi bilan bog'liq odatlar (suyunchi, bola xonasini tayyorlash bilan bog'liq marosimlar).

-chaqaloqning sog'ligini saqlash bilan bog'liq odatlar (chaqaloq chilla – katta chilla, kichik chilla).

-ism qo'yish odatlari

-chaqaloqni beshikka solish marosimi

-ilk bor soch olish marosimi (chaqaloqning bir haftaligida)

-tish chiqishi bilan bog'liq odatlar

-bolaning birinchi qadam qo'yishi bilan bog'liq odatlar (Ilk qadam to'yi)

-o'g'il bolalarni sunnat qilish to'yi

-bolalarni 12 yoshga to'lganligi bilan bog'liq odatlar (muchal to'yi)

- yangi oila qurish odatlari (nikoh to'y).
- kumush,oltin va olmos to'ylar.
- 50, 60, 70 yoshni nishonlash marosimlari.

Xalqimiz orasida farzand tug'ilmasidan avval amal qilinadigan odatlar ham bor.O'zbek xalqi homilador ayolni g'oyat asrab-avaylaydi.Eng avvalo ularga qulay sharoit yaratiladi.Homilador ayol kundalik hayotida amal qiladigan odatlar ichida Magik, animistik poleteistik, otashparastlik va ko'proq islom diniga oid irimlarni ham uchratish mumkin.Masalan,homilador ayolga murdani ko'rish, axlat tashlanadigan joylarda yurish, mag'zava to'kilgan yoki mol so'yilgan yerlardan o'tish, bemahalda yurish mumkin bo'lmagan.

O'zbek xalqi odatlari orasida yangi inson- chaqaloq dunyoga kelishi bilan bog'liq an'analar tizimi alohida o'rin tutadi.Bu odat chaqaloq tug'ilganida qarindosh-urug', yor- birodarlardan „suyunchi olish“, „kindik kesish“, bolani cho'miltirish, ilk bor ko'ylak kiydirish, maxsus parhez taomlar pishirish, chaqaloqqa ism qo'yish kabi maxsus marosimlar bor.

O'tmishdagi odatlarga ko'ra, kelin- kuyov, farzand ko'rgan ayol va chaqaloq yomon ruh,alvasti, jin-ajina va boshqalardan saqlanish uchun chilla saqlanadi.Chillali kelinchak uchun farzandsiz ayollar bilan uchrashish xatarli hisoblangan.Go'yo tug'mas ayolning qismati kelinchakka o'tishi mumkin, deb tushunilgan.Befarzand ayol qadami tegsa kelinchak ham bola ko'rmaydi, deb irim qilingan.Bu udum „ Chilla tushdi“ deb atalgan.

Chaqaloq tug'ilgach, uchunchi kuni maxsus ko'ylakcha (chilla ko'ylak) tikib kiygizilgan va bu ko'ylak chilla o'tmaguncha yechilmagan.Kitob tumanida chaqaloqning chilla davridagi kiyimini „chillaki“ deyishadi.

Qadimdan bolaga ism qo'yish juda mas'uliyatli ish sanalgan.Ism bola tabiatiga mos kelmasa, undan yaxshi inson chiqmaydi yoki u kasallikka chalinaveradi, deyilgan.Chaqaloqqa ism qo'yish vazifasi har kimda ham topshira berilmagan. Buning uchun maxsus marosim uyushtirilib, unga eng nufuzli, dono qariyalar taklif etilgan. Podsho, xon va boshqa nufuzli amaldorlar o'z farzandlariga ism qo'yish uchun olim va munajjimlar bilan maslahatlashishgan. Islom dinida e'tiqodi baland kishilar mulla- eshon chaqirib, chaqaloqning qulog'iga azon aytdirib, so'ng unga ism qo'ydirishgan. Ba'zi ismlar bolaga og'irlik qilib chaqaloq ismni ko'tarolmaydi va hatto baxtsizlikka uchrab, ko'p kasalliklarga uchrashishi mumkin.Yana bir narsani aytib o'tshimiz kerakki, ba'zi chaqaloqlarning badanida ortiqcha belgilar bilan tug'iladi. Masalan, xol, toj, qizil tamg'a, ortiqcha barmoq va shunga o'xshash. Bu nuqson va belgilar bolalarga ism berishda hisobga olinmasa, ular bolaning sog'lig'i, hayoti va kelajak turmushiga xavf tug'diradi deb tushunilgan.Shu sababli bunday belgi bilan tug'ilgan chaqaloqlarga belgilar nomidan yasalgan ismlar qo'yilgan.Chunonchi, Nortoy, Norboy, Norsuluv,Anorbek, Anorbibi, Xolboy, Xolbibi, Tojiboy, Tojixon kabilar.

Shuningdek bolaga tug'ilgan fasli, oyi, mavsum, bayramlar, gullargaga atab ham ism qo'yish odati ham bo'lgan. Masalan, Bahoroy, Navro'zbek, Navro'za Bayramali, Qurbonboy, Hayitgul, Hayitmurod, Lola, Binafsha, Nilufar kabi.

Chaqaloq tug'ilgandan keyingi muhim tadbirlardan biri- bolani beshikka solish marosimi va va beshik to'yidir. Mazkur marosim ayrim joylarda kichik oilaviy bazm shaklida, boshqa joylarda katta bir to'y tarzida o'tkaziladi. Misol uchun, Koson tumani Oqtepa qishlog'ida chaqaloq tug'ilganiga 7 yoki 9 kun to'lganida, bolani beshikka solish marosimi o'tkaziladi. Chaqaloq tug'ilganidan 40 kundan so'ng „chilla chiqdi“ marosimi o'tkaziladi. Beshik to'yida shu marosim bilan bevosita bog'liq qo'shiqlar ham ijro etiladi va bolani beshikka belash vaqtida isiriq tutatiladi.

O'gil bolalar uchun alohida marosim 3 yoshdan - 7-8 yoshgacha sunnat to'yi o'tkaziladi. O'zbek an'anaviy sunnat to'ylari uch qismdan tashkil topgan bo'ladi: 1 qism to'yga tayyorgarlik ko'rish odatlari. 2 qism asosiy tadbirlar. Unda asosiy tomoshalar namoyish etiladi. (masxarabozlar,dorbozlar,polvonlar,qo'g'irchoqbozlik san'ati ustalari).Bu marosimning hududlarda atalishi turlichadir.Yakuniy qismi bu to'ydan keyingi tadbir bo'lib, to'yda xizmat

qilganlarni taqdirlash, ularga alohida ziyofat berish, sovg'alar in'om etish, shuningdek, „to'y bola"ning holidan xabar olish kabilardan iborat bo'ladi.

Xulosa. Xulosa qilib shuni aytishimiz mumkinki, hozirgi kunda bolaga ism qo'yish odatiga rioya qilinmay kelinmoqda. Negaki, har bir farzandli bo'lgan ota-ona o'z istak va niyatlaridan kelib chiqqan holda chaqaloqqa ism tanlashadi. Bugungi kunda zamonaviy ismlar hayotimizda ko'proq o'rin egallamoqda. Yangilik ketidan quvish tufayli yosh ota-onalar biror kitob personaji, kino qahramoniga taqlid qilishib, ism tanlashmoqda va bu oqibatida ba'zi hollandaise kulguli holatlarga ham farzandlarini qoldirishmoqda. Farzandga munosib ism qo'yish, odobli va axloqli, milliylik an'analarimizdan, qadriyatlarimizdan xabardor qilib tarbiyalash ota-onaning asosiy vazifasi va farzandi oldidagi burchi sanaladi.

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O'ZBEKISTON RESPUBLIKASIDA TIL TARAQQIYOTINING IJTIMOY TARIXIY ASPEKTLARI .

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Annotatsiya. Mazkur maqolada bugungi kunda ajdodlardan avlodlarga o'tib kelayotgan bebaho meros sifatida ona tilimizni asrab-avaylash, boyitish, uning davlat tili sifatidagi nufuzini o'ttirish yo'lida keng miqyosli ishlarni amalga oshirish, shu tilda ish yuritish nufuzini oshirish ustuvor vazifalardan biri ekanligi yoritilgan.

Kalit so'zlar: davlat tili, millat, milliy g'urur, yozuv, tilshunoslik, milliy munosabatlar, taraqqiyot

Til – milliy g'urur, milliy iftixordir. Til muloqot vositasigina bo'lib qolmay, u insonning ichki olamini ifodalaydi, dunyoni teran idrok qilishiga ko'maklashadi, dunyoqarashi va kamolotini belgilab beradi. Shuning uchun ham yer yuzida rivojlanaman degan davlat borki, o'z tilining mavqeini ko'tarishga harakat qiladi. O'zbek tili chuqur tarixiy ildizga ega o'zbek millatining umumiy mulkidir, chetdagi odam xohlagancha muhokama qiladigan mulk emas.

“Ona tilimiz – milliy ma'naviyatimizning bitmas-tuganmas bulog'idir. Shunday ekan, unga munosib hurmat va ehtirom ko'rsatish barchamizning nafaqat vazifamiz, balki muqaddas insoniy burchimizdir” - degan edi Prezidentimiz Sh.M. Mirziyoyev [1; 107-b]..

O'zbek tilining Vatanimizda davlat tili sifatida amal qilinishining huquqiy asoslari qonunan belgilab qo'yilgan. O'zbekiston Respublikasining "Davlat tili haqida"gi qonuni uch tamoyilga: umumiylik, majburiylik va huquqiy kafolatga asoslanadi. Darhaqiqat, davlat tilining mustahkam huquqiy maqomi belgilab qo'yilgani tilimizning boy imkoniyatlaridan keng foydalanishga yetarlicha zamin yaratib, mamlakatimizda istiqomat qiluvchi barcha millat va elatlarning tillari, urf-odatlar va an'analari hurmat qilinishi barobarida o'zbek tilining erkin

muomalada bo'lishi uchun zarur shart-sharoitni yaratib berdi. Dunyoda taniqli mamlakat bo'lish uchun biz davlat tilining maqomini ko'tarishga erishishimiz lozim.

2019-yil 21-oktyabr kuni Davlatimiz rahbari "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeini tubdan oshirish chora-tadbirlari to'g'risida"gi Farmonni imzoladi. Xususan, 21-oktyabr yurtimizda "O'zbek tili bayrami kuni" deb belgilandi. Vazirlar Mahkamasi tuzilmasida Davlat tilini rivojlantirish departamenti tashkil etildi. Qolaversa, Vazirlar Mahkamasi huzurida o'z faoliyatini jamoatchilik asosida amalga oshiradigan, yangi so'z va atamalarni rasmiy iste'molga kiritadigan Atamalar komissiyasi ishlab turibdi. Bu, albatta, muhim hujjat, davlat tilini rivojlantirishga qaratilgan ishlarning mantiqiy davomi, sohada yana bir muhim qadam. Chunki O'zbekistonda shu vaqtgacha davlat tili to'g'risidagi qonun hujjatlariga rioya etilishi ustidan monitoringni amalga oshiradigan yagona, mustaqil va markazlashgan tuzilma yo'q edi. "Davlat tili haqida"gi qonunning normalari deklarativ, umumiy xarakterga ega bo'lganligi sababli ko'zlangan maqsadlarga to'la erishish imkonini bermayapti [2; 11-b].

Xususan, "Davlat tili haqida" gi qonunning (keyingi o'rinlarda Qonun) 8-moddasida "O'zbekiston Respublikasining qonunlari, davlat hokimiyati va boshqaruv organlarining boshqa hujjatlari davlat tilida qabul qilinadi va e'lon etiladi. Bu hujjatlarning tarjimalari boshqa tillarda ham e'lon qilinadi", deb belgilangan bo'lsa-da, ayrim sohalaridagi davlat idoralarida hujjatlarni davlat tilida qabul qilish etarlicha yo'lga qo'yilmagan. Bu esa ayrim hollarda jismoniy va yuridik shaxslarga noqulayliklar keltirib chiqarmoqda. Shuningdek, Qonunning 10-moddasida korxonalar, muassasalar, tashkilotlar va jamoat birlashmalarida ish yuritish, hisob-kitob, statistika va moliya hujjatlari davlat tilida yuritiladi, ishlovchilarining ko'pchiligi o'zbek tilini bilmaydigan jamoalarda davlat tili bilan bir qatorda boshqa tillarda ham amalga oshirilishi mumkinligi belgilanganligiga qaramasdan, ayrim sohalarida statistika va moliya hujjatlari, shartnomalar talab darajasida davlat tilida yo'lga qo'yilmagan. Xususan, ayrim xizmat ko'rsatish sohaları (kommunal, internet xizmatlari va hk.) tomonidan shartnoma, dalolatnoma, ogohlantirish xati kabi hujjatlarni xorijiy tilda rasmiylashtirish holatlarini ko'rish mumkin. Qonunning 20-moddasida lavhalar, e'lonlar, narxnomalar va boshqa ko'rgazmali hamda og'zaki axborot matnlari davlat tilida rasmiylashtiriladi va e'lon qilinadi hamda boshqa tillarda tarjimasi berilishi mumkin, deb belgilangan bo'lsada, mazkur qoidaga har doim ham amal qilinmayapti. Xususan, ayrim savdo yoki xizmat ko'rsatish sohlari tomonidan bevosita yoki internet tarmoqlari orqali berilgan lavhalar va e'lonlarda davlat tili talablariga rioya qilmaslik holatlarini kuzatish mumkin.

Inson o'z ona tili yordamida yangi tushunchalar va munosabatlarni anglay boshlaydi. Ona tili bizga ona suti bilan singdiriladi. Inson ulg'aygan sayin atrofidaqilar bilan muloqot qilish, badiiy kitoblar o'qish orqali so'z boyligini oshirib boradi. Ota-bobolarimiz tarixi, milliy va ma'naviy qadriyatlarimiz bizga ona tilimiz yordamida meros bo'lib qoldi. XV asr o'zbek tilining gullab-yashnagan davri bo'lgan. Bu davr Alisher Navoiy ijodiga ham bog'liq. "Xamsa", "Xazoinul-maoniy", "Muhokamatul lug'atayn" kabi asarlari bilan Navoiy turk tilini jahon miqyosiga olib chiqdi. So'z mulkining sultoni Alisher Navoiy tilimizni "shajara bog'i" timsolida his etib, xalqni bulbulga qiyosladi. Ana shu boqqa gard tushmasin, bulbullarning ovozi hamisha yangroq va baland bo'lsin, dedi. Dunyoga mashhur "Devoni lug'atut turk" asari Mahmud Qoshg'ariy tomonidan xijriy 464, milodiy 1068 yili yozib tugallangan. Ushbu asar XV asr turkiy qabilalarining til xususiyatlari, og'zaki ijodini o'rganishi uchun asosiy manba hisoblangan. Lug'at hozirgi lug'atlarga o'xshab yolg'iz so'zlarning lug'aviy ma'nosini izohlabgina qolmasdan balki, unda o'sha davrda o'g'uz, uyg'ur, qipchoq, chigil, qarluq kabi 37 urug' birlashmalariga kirgan turkiy urug' va qabilalarning fanatik, leksik, grammatik til xususiyatlarini ta'riflovchi tarixga oid asarlar hamdir. Devonda turkiy urug'larning joylashishi hamda xaritasi ham ilova qilingan [3; 6-b].

Mahmud Qoshg'ariy Chin (Xitoy) davlatidan butun Movarounnahr (Xorazm, Farg'ona, Buxoro, Dashti qipchoq)ni kezib, bu erlarda joylashgan turkiy urug' va qabilalarning tili,

ijtimoiy turmushini, tarixini o'rganadi. Mahmud Qoshg'ariyning "Devoni lug'atit-turk" asarining taxminan XV asrda ko'chirilgan qo'lyozmasi va turk tiliga tarjimasi 1860-63 yillarda professor S. Mutalibov tomonidan tarjima qilindi [4; 38-b].

Bu uning 20 yillik ishi natijasi edi. Davlat rivojlanishi bilan davlat tili ham rivojlanadi. Xalq mustaqilligining asosiy belgisi – bu ona tili va milliy madaniyati. Dunyoning barcha davlatlari o'z ona tillarini asrab-avaylashga intilishadi, shuning uchun har qanday davlat o'zining madaniy merosi va ona tilini alohida hurmat qiladi. Millatlarni ajratib turuvchi asosiy belgilardan biri bu til ekan, har bir inson o'z tilini bilishi, uni ulug'lashi va shu bilan birga boshqa millatlarning ona tiliga ham hurmat bilan qarashi lozim. Shundagina tilning, millatning qadri va obro'yi, nufuzi oshadi. Til tarixini, uning me'yoriy nuqtai nazardan shakllanish jarayonini, rivojlanishini millat tarixidan ayri holda o'rganib bo'lmaydi. Yuqori rivojlangan davlatlar darajasiga erishish va raqobatdosh bo'lish uchun O'zbekiston fuqarolari xalqaro tillarni bilishlari muhim, albatta. Chunki biz global rivojlanish tendensiyalaridan orqada qola olmaymiz, lekin shuni unutmaslik kerakki, o'zbek tili dunyodagi barcha rasmiy tillar qatori suveren til maqomini olgan ekan, har bir O'zbekiston fuqarosi davlat tilini bilishi shart. Hech kim hech qachon o'z ona tiliga bo'lgan hurmatni yo'qotmasligi kerak. Tilga hurmat – bu xalqqa hurmat. O'z ona tiliga ega bo'lmagan xalq mamlakat bo'lolmaydi. Tilning egasi xalq, ammo xalqning bitta vakili loqayd bo'lsa ham milliy til sofligiga putur etadi. Til davlat timsoli, mulki hisoblanadi. Til madaniyatiga amal qilinmasa, milliy madaniyatga dog' tushadi. Shu sababli, bu ulkan hodisaning tub mohiyatini kelajak avlod ongiga singdirish, ona tiliga bo'lgan muhabbat va sadoqatini yanada mustahkamlash borasida olib borilayotgan ishlar ko'lam yil sayin kengayib bormoqda. Binobarin, o'zini o'zbek millatining farzandiman, deb bilgan har bir shaxs ona tilimizga e'tiborli bo'lishi, uning sofligini asrab-avaylashni muqaddas burchi deb bilishi shart.

So'nggi yillarida mamlakatimizda barcha sohalarda bo'lgani kabi tilimiz taraqqiyotida ham muhim o'zgarishlar yuz bermoqda. O'zbek tilining xalqaro miqyosda obro'yi oshib, faol muloqot vositasiga aylanib bormoqda. Turli darajadagi rasmiy uchrashuv va muzokaralarda tilimiz keng qo'llanayotgani, xorijdagi qator ta'lim dargohlarida, ilmiy muassasalarda o'zbek tili markazlari tashkil etilib, ularda ona tilimizni o'rganishga qiziquvchilar soni ko'payib borayotgani buning yaqqol dalilidir. Dunyo olimlarining e'tirofiga ko'ra, bugunda er yuzi aholisi 2 ming 976 xil tilda gaplashadi. Bu tillar o'zining leksik va grammatik xususiyatlariga ko'ra til oilalar va guruhlariga bo'linadi [5; 4-b]. Jonajon o'zbek tili — ona tilimiz xususida so'z ketganda, uning dunyo tillari orasida o'ziga xos mavqega ega ekanligini ko'ramiz. Ona tilimiz — o'zbek tiliga 1989 yil 21 oktyabrda davlat tili maqomi berildi. Bu mamlakatimiz, yurtidoshlarimiz hayotidagi unutilmas, tarixiy voqeaga aylandi. Ayni paytda tilimizning ijtimoiy mavqeini yanada mustahkamlash, yuksaltirish uchun ham beqiyos imkoniyat yaratildi. Tilning egasi xalq, ammo xalqning bitta vakili loqayd bo'lsa ham tilning sofligiga putur etadi. Til — davlat timsoli, mulki. Til madaniyatiga amal qilinmasa, milliy madaniyatga dog' tushadi. Shu sababli o'zbek tilining hududimizda davlat tili sifatida amal qilishining huquqiy asoslari qonunan belgilab qo'yilgan. O'zbekiston Respublikasining "Davlat tili haqida"gi Qonuni uch prinsipga: umumiylik, majburiylik va huquqiy kafolatga asoslanadi. Shu ma'noda har bir O'zbekiston fuqarosi davlat tilida so'zlay olish va uni hurmat qilishga majbur.

Darhaqiqat, har bir millatning, xalqning o'tgan kuni, buguni va kelajagini, uning mavjudligini birgina omil — ona tili bildirib turadi. Jonajon o'zbek tili — ona tilimiz xususida so'z ketganda, shubhasiz uning dunyo tillari orasida o'ziga xos mavqega ega ekanligini ko'ramiz. Olimlar va mutaxassislar tomonidan ilm-fan va turli sohalarga oid ensiklopediya va lug'atlar, darslik va o'quv qo'llanmalari chop etildi. Lotin yozuviga asoslangan o'zbek alifbosining yaratilishi uni amaliyotga tatbiq etilishi ham shu ishlarning uzviy davomi bo'ldi. E'tirof etish kerakki, dunyodagi 200 ta til bugunda davlat tili maqomiga erishgan bo'lib, shular orasida o'zbek tili ham bor [6; 10-b]. Bu esa, har birimizning qalbimizda faxr-iftixor tuyg'ularini uyg'otib, tilimiz sofligini saqlashda zimmamizga mas'uliyatlar ham yuklaydi. Yosh avlodni ana

shu ruhda tarbiyalash esa pedagoglar, qolaversa, keng jamoatchilikning vazifasi, burchi hisoblanadi. O'zbek tilining boy imkoniyatlari bugungi kunda tilshunoslarimiz tomonidan chuqur o'rganilmoqda. Tilimizni e'zozlash, yosh avlodni ona tiliga hurmat ruhida tarbiyalashda buyuk ajdodlarimizning hayoti va faoliyati katta ibrat maktabidir. Har bir millatning, xalqning o'tgan kuni, buguni va kelajagini, uning mavjudligini birgina omil — ona tili bildirib turadi. Jonajon o'zbek tili — ona tilimiz xususida so'z ketganda, shubhasiz uning dunyo tillari orasida o'ziga xos mavqeiga ega ekanligini ko'ramiz. O'zbek adabiy tili turkiy tillar guruhiga mansub bo'lib, u mustaqil til sifatida XI asrdan boshlab shakllana boshladi va to hozirgi kunimizgacha bu tilda ko'plab ilmiy va badiiy asarlar yaratildi. Xususan, Maxmud Qoshg'ariyning "Devoni lug'otit-turk", Yusuf Xos Hojibning "Qutadg'u bilig", Xorazmiyning "Muhabbatnoma", Rabg'uziyning "Qissai Rabg'uziy", shuningdek, Atoyi, Sakkokiy, Sayfi Saroiy, Mavlono, Lutfiylarning yaratgan boy ilmiy-adabiy meroslarini tilga olish mumkin. Ayniqsa, turkiy tilning beqiyos imkoniyatlarini ko'rsatishda Alisher Navoiyning buyuk xizmatlarini alohida e'tirof etish joiz. Hazratning nafaqat badiiyati, balki tilshunoslikka bag'ishlangan "Muhokomat ul-lug'atayn", ya'ni "Ikki til muhokamasi" nomli asari shu sohadagi qiyosi yo'q manba hisoblanadi [7; 44-b].

Qolaversa, shoh va shoir Bobur Mirzoning tilimizda yaratgan go'zal asarlari bugun ham o'quvchilar tomonidan sevib mutolaa qilinadi. Albatta, ona tilimizning taraqqiyoti yuqorida nomlari keltirilgan buyuk ajdodlarimizning yuksak muhabbatida ko'rinib turadi. Hozirgi o'zbek adabiy tili me'yorlashtirilgan bo'lib, tilimizning lug'at boyligi, tovush tizimi va grammatik qurilishi olimlar tomonidan ilmiy asoslarda o'rganilgan. Bu sohadagi izlanishlar bugun ham davom etmoqda. Aytish joizki, o'zbek tili mamlakatimiz maktablarida XX asrdan boshlab o'qitila boshlandi. Ta'lim jarayonida kishilarimizning tilga oid bilimlari shakllantirilib, nutqiy savodxonlik darajasi o'stirib borildi. Bugun maktab, kollej, akademik liseylar va oliy o'quv yurti talabalari uchun yangi avlod dasliklari yaratilib, ularda tilimizni yangicha asosda o'rganishga e'tibor qaratilmoqda. Bu esa, shubhasiz o'zining ijobiy natijalarini berib kelmoqda [8; 14-b].

Mamlakatimizda til siyosatini rivojlantirishning strategik maqsadlari, ustuvor yo'nalishlari va istiqboldagi vazifalari ijrosi ta'minlash borasida Farg'ona tilshunoslarining ilmiy salohiyati va imkoniyatlari etarli. Bu xayrli va mas'uliyatli ishda bor kuch-g'ayratimizni safarbar etmoqdamiz. Zero, ulug'lar ta'kidlaganidek, "Ona Vatanga muhabbat va sadoqat—ona tiliga muhabbat va sadoqatdan boshlanadi". O'zbek tiliga davlat tili maqomi berilishi uning rivojlanishida, ma'naviy-madaniy meros, umummilliy boylik, oliy qadriyat sifatida shakllanishida kuchli omil bo'layapti. Shu bilan birga, boshqa tillarning ham izchil taraqqiy topishini har tomonlama kafolatlamokda. Jumladan, davlat tilini o'rganish uchun fuqarolarga shart-sharoit yaratish, shuningdek, yurtimizda yashovchi millat hamda elatlarning tillariga izzat-hurmat bilan munosabatda bo'lish Qonunning alohida moddasida mustahkamlab qo'yilgan [9; 101-b].

Ma'lumki, davlat tili va boshqa tillarning rivojlanishida ta'lim muassasalari katta rol o'ynaydi. Qonunga muvofiq, maktabgacha ta'lim muassasalari davlat tilida faoliyat ko'rsatishi bilan birga, milliy guruhlar zich yashaydigan joylarda ularning o'z tillarida ham faoliyat yuritadigan maktabgacha ta'lim muassasalari tashkil etilishi ta'minlanishi belgilangan. Shuningdek, yurtimiz aholisiga ta'lim olish tilini erkin tanlash huquqi berilgan bo'lib, davlat tilida hamda boshqa tillarda umumiy, o'rta maxsus, kasb-hunar ta'limi va oliy ma'lumot olish ta'minlangan. Xususan, maktab ta'limi 7 ta — o'zbek, qoraqalpoq, rus, qozoq, qirg'iz, turkman hamda tojik tillarida olib borilmoqda [10; 45-b].

Til - millatimiz faxri, g'ururidir. Ayni chog'da orzu-umidlarimiz, istiqbolimiz unda bo'y ko'rsatadigan, qalbimiz oynasi hamidir. Shunday ekan, ona tilimizga doimo hurmat va e'tiborda bo'lib, uning jamiyatimizdagi mavqeini yuksaltirishga har birimiz o'z hissamizni qo'shaylik. Zero, til bor ekan millat barhayot, uning istiqboli nurli va charog'ondir [11; 107-b].

Shunday ekan, tilimizni e'zozlash, uning davlat tili sifatidagi maqomi, jamiyatdagi mavqei yuksaltirish, yosh avlodni ona tiliga hurmat ruhida tarbiyalash hamisha dolzarb ma'naviy burchimiz bo'lib qoladi. O'zbek tilining xalqaro miqyosdagi obro'-e'tiborini yuksaltirish, uni milliy va umumbashariy tushunchalar asosida taraqqiy etgan tillar safiga qo'shish har birimizdan milliy tilga chuqur hurmat bilan yondashishni talab etadi. Zero, til bor ekan, millat barhayotdir.

Xulosa shuki, davlatimiz suveren-demokratik davlat ekan, uning ichki siyosatiga chetdan turib hech kimning aralashishga haqi yo'q. O'z tilimizga e'tiborsiz bo'lishga esa, siz bizning, shu millat vakiliman deguvchi har bir g'ururli insonning haqqimiz yo'q. Zero tilimiz taqdiri – millat taqdiridir. Uni asrab-avaylash, uning davlat tili sifatidagi nufuzini o'ttirish yo'lida keng miqyosli ishlarni amalga oshirish, shu tilda ish yuritish esa bizning qonuniy haqqimiz va burchimizdir.

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LUG'AT TIPLARINI AJRATISH MUAMMOLARI

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Qarshi iqtisodiyot va pedagogika universiteti dotsenti

Lug'atlarning ilmiy tasnifi – tipologiyasi uning barcha ichki turlarini o'zida to'la qamrab olgandagina haqiqiy va mukammal bo'ladi. Muayyan bir lug'at lug'atlar tipologiyasidan joy olishi uchun, asosan, ikki mezonga to'g'ri kelishi kerak:

1. Tipologiya qaysi til materiallari bo'yicha amalga oshirilayotgan bo'lsa, shu tilda mazkur lug'atning mavjudligi, tuzilgan bo'lishi.

2. Alohida tur sifatida ajratilgan lug'atga qarama-qarshi qo'yiladigan lug'atning borligi.

Bugungi kunda o'zbek tilida ham bir turdagi lug'atlarning turli ko'rinishlarini uchratish mumkin. Masalan, tilning turli leksik paradigmalar – sinonimlar, graduonimlar, antonimlar, omonimlar, paronimlar, gipo-giperonimlar, partonimlar, uyadosh so'zlar va boshqa tizimlari izohiga bag'ishlangan semonim lug'atlarning o'zbek tilida bir necha ko'rinishlari tuzilgan.

Demak, o'zbek leksikografiyasida semonimik lug'atlar tipologiyasini amalga oshirish imkoni mavjud. Hatto ularning bitta turi, masalan, sinonim lug'atlarning ayni paytda bir necha ko'rinishlari nashr etilgan bo'lib, ularni ham qaysidir jihatlariga ko'ra bir-biridan farqlanuvchi, o'zaro zid turuvchi turlarini ajratish mumkin. Bu esa ayni paytda o'zbek leksikografiyasida sinonimlar bo'yicha tuzilgan lug'atlarni tasniflash imkonini beradi:

No	Lug'at turlari	Namunasi
I. Fundamental lug'atlar:		
1.	Akademik lug'at	Hojiyev A. O'zbek tili sinonimlarining izohli lug'ati. – Toshkent: O'qituvchi, 1974. – 307 b.
2.	Katta lug'at	O'zbek tili sinonimlarining katta lug'ati. 2 jildli. N.Mahmudov tahriri ostida. –T.: G'aqur G'ulom nomidagi nashriyot–matbaa ijod uyi, 2022. 1–jild – 504 b; 2–jild – 488 b.
II. Ikki tilli lug'atlar:		
1.	O'zbekcha–ruscha sinonimlar lug'ati	Ходжиев А.П., Ким С.Л. Узбекско–русский синонимический словарь. –Ташкент: Фан, 1990.
III. O'quv lug'atlar:		
1.	Bosma lug'atlar	Shukurov O., Boymatova B. O'zbek tilining ma'nodosh so'zlar o'quv lug'ati. Toshkent: Yangi asr avlodi, 2007. – 53 b.
2.	Elektron lug'atlar	O'zbek tilidagi sinonim so'zlarning qisqacha izohli lug'ati // http://www.androidbooks.uz/product/ ; Mirxanova G. O'zbek tilining sinonim so'zlar o'quv lug'ati // http://bdti-al.uz/?p=993
IV. Mualliflik lug'atlari:		
1.	Z.M.Bobur asarlari bo'yicha tuzilgan lug'atlar	Olimov M. Boburnomada qo'llangan sinonimlar lug'ati. – Toshkent: Fan, 2004. –110 s.

Agar ingliz, rus yoki boshqa til materiallari asosida sinonim lug'at tiplari ajratilsa, ya'ni sinonim lug'atlar tipologiyasi xususida so'z borsa, tasnif asosi yanada murakkablashadi. Albatta, bu shu tilda mavjud lug'at ko'rinishlari bilan bog'liq. Masalan, rus tilida tuzilgan va bizga ma'lum bo'lgan sinonim lug'atlarni quyidagicha tasnif qilish mumkin:

I. Fundamental lug'atlar:

1. Katta (izohli) sinonim lug'atlar.

2. Akademik sinonim lug'atlar.

II. Ikki tilli lug'atlar:

1. Inglizcha-ruscha sinonim lug'atlar.

2. Inglizcha-ruscha va ruscha-inglizcha sinonim lug'atlar.

III. O'quv lug'atlar:

1. Maktabgacha yoshdagi bolalar va boshlang'ich sinf o'quvchilari uchun mo'ljallangan sinonim lug'atlar:

1) "Mening birinchi lug'atim" seriyasiga mansub sinonim lug'atlar;

2) illyustrativ lug'atlar;

3) boshlang'ich sinf o'quvchilari uchun sinonim lug'atlar.

2. Yuqori sinf o'quvchilari uchun mo'ljallangan sinonim lug'atlar:

1) maktab lug'atlari;

2) kichik sinonim lug'atlar;

3) cho'ntak lug'atlar;

- 4) lug'at-treninglar;
- 5) lug'at minimumlar;
- 6) grammatik lug'atlar.
3. Oliy o'quv yurti talabalari uchun mo'ljallangan sinonim lug'atlar:
 - 1) assotsiativ lug'atlar;
 - 2) dialektal lug'atlar;
 - 3) lug'at-ma'lumotnomalar (amaliy lug'atlar, spravochniy lug'atlar);
 - 4) qofiya lug'ati;
 - 5) terminologik lug'atlar.
- IV. Mualliflik lug'atlari:
 1. A.P.Chexov asarlari bo'yicha tuzilgan sinonim lug'atlar.
 2. A.S.Pushkin asarlari bo'yicha tuzilgan sinonim lug'atlar.
- V. Turg'un birikmalar lug'ati:
 1. Rus tili materiallari asosida tuzilgan sinonim lug'atlar;
 2. O'zga til materiallari asosida tuzilgan sinonim lug'atlar.
- VI. Mavzuviy (ideografik) sinonim lug'atlar:
 1. Тезауруслар.
- VII. Nutq madaniyatiga doir sinonim lug'atlar:
 1. To'g'ri gapirishga o'rgatishga mo'ljallangan sinonim lug'atlar.
 2. So'zni to'g'ri qo'llashga o'rgatishga mo'ljallangan sinonim lug'atlar.
- VIII. Yangi avlod sinonim lug'atlar:
 1. Izohli lug'atlar.
 2. Maktab lug'atlari.
 3. Zamonaviy lug'atlar.
- IX. Elektron sinonim lug'atlar:
 1. Onlayn tartibli sinonim lug'atlar.
 2. Sinsetlar.
- X. Ensiklopedik lug'atlar:
 1. Maxsus lug'atlar.

Bu tasnifni yana davom ettirish mumkin. V.A.Kozirev va V.D.Chernyaklarning "Кто есть кто в русской лексикографии" deb nomlangan kitobida rus tilida 1818-yildan, aniqrog'i, P.F.Kalaydovich lug'atidan to hozirgi kunga qadar tuzilgan 100 ga yaqin sinonim lug'at nomi keltiriladi. Namuna sifatida ularning ayrimlarinigina tasnifda keltirdik. Tilda so'zligi bevosita sinonim bo'lgan lug'atlar qancha ko'p bo'lsa, ularni tasniflash, tiplarini ajratish shuncha murakkablashaveradi. Yuqoridagi tasnifni mukammal deb ayta olmaymiz, ayrim o'rinlarda noaniqliklar mavjud. Masalan, frazeologik sinonimlar lug'ati bir paytda o'quv yoki akademik lug'at ham bo'lishi mumkin. Shu nuqtai nazardan u bir necha o'rin – frazeologik lug'atlar sirasidan ham, o'quv lug'atlari sirasidan ham, akademik lug'atlar sirasidan ham joy ola oladi. Yoki "yangi" ("новый") belgisi bilan nashr etilayotgan lug'atlar akademik lug'at ham, o'quv lug'ati ham bo'lishi mumkin.

Birgina o'quv lug'atining maktabgacha yoshdagi bolalar, boshlang'ich sinf o'quvchilari, yuqori sinf o'quvchilari, oliy o'quv yurti talabalari uchun mo'ljallangan turlari mavjud bo'lib, har biri o'z ichida yana bir-biridan farqlanuvchi bir necha turli lug'atlarni qamrab oladi. Masalan, yuqori sinf o'quvchilari va oliy ta'lim uchun tuziladigan sinonim lug'atlarning kichik lug'at, cho'ntak lug'ati, illyustrativ lug'at, lug'at-trening, lug'at minimum, grammatik lug'at, assotsiativ lug'at, dialektal lug'at, lug'at-ma'lumotnoma, qofiya lug'ati, terminologik lug'at kabi seriyalarining mavjudligi ularni tasniflash, to'plamlarini ajratishda chigallikni keltirib chiqaradi. Umuman, bu tasnif asosiga qay nuqtai nazardan yondashish, qaysi jihatga ustunlik berishga boqliq. Shu bois mutaxassislar zamonaviy leksikografiyada lug'atlar tipologiyasi xususida barcha lug'at turlarini qamrab oladigan umumiy leksikografik nazariya mavjud emas

zamonaviy leksikografiyada "lug'atlar tipologiyasi bo'yicha mukammal, umumiy nazariya yo'q" degan fikr ilgari suriladi.

Tasnifda keltirilgan lug'atlarlarning barchasi uchun obyekt – sinonim birliklar: leksik sinonimlar, frazeologik sinonimlar, morfologik sinonimlar, sintaktik sinonimlar, sinonimik paradigmalar va hk. Tasnif asosi ham shu, ularni korpus, lug'at so'zligining sinonimlardan tuzilgani bog'lab turibdi. Biroq mazkur lug'atlar bir necha jihatiga ko'ra bir-biridan farqlanishi lozim. Masalan, "Sinonimlar o'quv lug'ati" "O'zbek tili sinonimlarining katta lug'ati"ning shunchaki qisqartirilgan shakli emas. B.Baxriddinovaning ta'kilashicha, "Lug'atchilik tarixida ko'pgina o'quv lug'atlarining shu nomdagi katta lug'atlar negizida yaratilgani ham kuzatiladi. Masalan, akademik izohli lug'at – o'quv izohli lug'at, ideografik lug'at – mavzuviy o'quv lug'at, katta sinonimlar lug'ati – sinonimlar o'quv lug'ati kabi. O'zbek tilida yaratilgan maktab lug'atlarining aksariyatida shu tipda yaratilgan katta lug'atlarni takrorlaydi. Biroq o'quv lug'ati shu tipdagi katta lug'atni shunchaki qisqartirish yo'li bilan yaratilmaydi, u o'quvchining mavjud maktab darsliklari, o'quv qo'llanmalariva boshqa materiallardagi ma'lumotlarni mustaqil o'zlashtirishiga ko'mak beradigan tushunchalar asosida tuziladi". U bu fikriga V.G.Gakning "o'quv lug'ati shu tipdagi katta lug'atning shunchaki kichraytirilgan nusxasi bo'lmasligi kerak. O'z tabiatiga ko'ra o'quv lug'ati (darslik, qo'llanmadan farqli o'laroq) tilni u yoki bu darajada biladigan foydalanuvchi uchun shunday bir maxsus o'quv vositasi bo'lishi kerakki, u maksimal darajada o'quv maqsadini qoniqtira olishi kerak, ammo shu tipdagi katta lug'atni takrorlamasigi lozim, ya'ni uning o'rnini bosishi shart emas, aks holda u o'ziga xosligini yo'qotadi" degan fikrini asos sifatida keltiradi.

Ana shu farq, avvalo, lug'at mikroqurilmasi – lug'at maqolada aks etadi. Lug'at maqola turdosh lug'atlarni farqlashda asosiy rol o'ynaydi. Bu esa zamonaviy leksikografiyada lug'atning asosini tashkil etuvchi lug'at maqola tadqiqiga e'tiborni oshishi, unga turli lingvistik paradigmalar prizmasida – lingvistik janr nuqtayi nazaridan, matn nuqtayi nazaridan, leksemaning lug'aviy-semantik obrazi, badiiy adabiyot va boshqa nuqtayi nazarlardan yondashuvlarning yuzaga kelishiga sabab bo'ldi.

Umuman olganda, lug'atga ehtiyoj tug'diradigan sohalar taraqqiyoti bilan bog'liq holda lug'at turlarining ko'payib borishi, aniqrog'i, amaliy leksikografiyaning rivoji nazariy leksikografiya oldiga yangi-yangi vazifalarni qo'ya boshladi.

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SIFATLI TA'LIMNI TA'MINLASH: TA'LIM MUASSASALARIDA ICHKI VA TASHQI SIFATNI TA'MINLASHNING AHAMIYATI.

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Annotatsiya

Mazkur maqolada oliy ta'limning sifat ko'rsatgichlari, ta'lim sifatini nazorat qiluvchi, ta'lim sifatini baholaydigan va amalga oshiriladigan ta'lim muassasasidagi tashqi va ichki jarayonlar, sifatli ta'limni tashkil etishning samarali yo'llari va talabalarning ta'lim olish jarayonida muvaffaqiyatga erishish yo'lidagi ijodiy izlanishlar haqida ma'lumot berilgan.

Kalit so'zlar: oliy ta'lim, sifat ko'rsatgichlari, bilim, dastur, baholash, ko'nikma va malaka.

Hozirgi davr talablarini inobatga olgan holda ta'lim tizimida chuqur va qator islohotlar o'tkazilmoqda. Oliy ta'lim shuningdek umumiy o'rta ta'lim muassasalarida ta'lim sifatini nazorat qilish va yosh avlodning kelajakda yetuk kadr bo'lib shakllanishi, dars jarayonlarini sifatli va davlat ta'lim standartlariga javob bera oladigan tarzda tashkil etish, sifatli ta'lim olishning birinchi bosqichi bo'lib hisoblanadi. O'zbekiston Respublikasida oliy ta'limni tizimli isloh qilishning ustuvor yo'nalishlarini belgilash zamonaviy bilim va yuksak ma'naviy axloqiy fazilatlarga ega, mustaqil fikrlaydigan yuqori malakali kadrlar tayyorlash jarayonini sifat jihatidan yuqori bosqichga ko'tarish, oliy ta'limni modernizatsiya qilish, ilg'or ta'lim texnologiyalariga asoslangan holda ijtimoiy soha va iqtisodiyot tarmoqlarini rivojlantirish maqsadida 2019-yil 8-oktyabrda "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" PF 5847 son farmoni qabul qilindi.

Mazkur farmonda O'zbekiston Respublikasida oliy ta'limni rivojlantirishning strategik maqsadlari, ustuvor yo'nalishlari vazifalari, o'rta va uzoq muddatli istiqboldagi bosqichlarini belgilaydi, hamda sohaga oid dasturlar va kompleks chora tadbirlarni ishlab chiqish uchun asos bo'ladi. Hozirgi kunda yuqori malakali kadrlarni tayyorlash oliy ta'lim tizimida eng dolzarb muammolardan biri bo'lib kelmoqda. Prezidentimiz ta'biri bilan aytganda "Eng katta investitsiya bu ta'limni qo'llab quvvatlashga tikilgan sarmoyadir." Prezidentimizning mazkur gaplari zahirida O'zbekiston Respublikasining kelajagi bo'lmish yosh avlodning yetuk salohiyatli, ham aqlan ham jismonan sog'lom bo'lib kamol topishida ularga ilm ziyo urug'larini tarqatuvchi ustoz murabbiylarning xizmati nihoyatda katta.

Hayot kundan kunga shiddat bilan o'zgarmiqda. Yurtimizda asosiy e'tibor keng qamrovli islohotlar samaradorligiga qaratilmoqda. Muhtaram prezidentimiz Shavkar Mirziyoyev boshchiligidagi olib borilayotgan ta'lim sohasidagi islohotlar yurt taraqqiyoti yo'lida poydevor vazifasini o'tamoqda. Ta'lim sifati nafaqat yurtimizda balki dunyo miqyosida jadal rivojlanayotgan sohalardan biri hisoblanadi. Dunyoda barcha kasblarning o'z o'rnini sir-asrorlari talabu mashaqqatlari bor. Har bir inson o'zi xoxlagan kasbni egallab uning mohir ustasi bo'lishni, jamiyatimizga foydasi tegishini, yurtimiz rivojiga hissa qo'shishni orzu qiladi. Bugungi kunda ta'limni isloh qilish bo'yicha tizimli ishlar olib borilmoqda.

Jumladan, yoshlar o'rtasida fan olimpiadalari, zakovat intellektual o'yinlari, yosh kitobxon va Zulfiya izdoshlari tanlovlarining tashkil etilishi yoshlarning bir-biri bilan fikr almashinuviga shuningdek, zamon talablariga mos raqobatbardosh kadrlarni jamiyatga yetkazib berishda asosiy poydevor bo'lib xizmat qilmoqda. Biz jamiyatimizning rivojlanishi uchun sifatli ta'lim olib, yurt kelajagi uchun foyda keltiradigan yoshlarni Jamil toptirishimiz zarur.

5-SHO'BA
OLIY TA'LIMDA FANLARNI O'QITISH MUAMMOLARI VA INNOVATSION YECHIMLARI

TEACHING ENGLISH FOR SPECIFIC PURPOSES: CHALLENGES AND THE IMPORTANCE OF AUTHENTIC MATERIALS

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Abstract: *This article is dedicated to highlighting the challenges encountered in teaching English for Specific Purposes (ESP) and the significance of authentic materials in overcoming these challenges. Authentic materials create a foundation for students to experience real situations in their future professional environments while learning English.*

Keywords: *ESP (English for Specific Purposes), authentic, texts, lexical units, function, materials, practical exercises, competence, language teaching, integrative skills, pedagogical.*

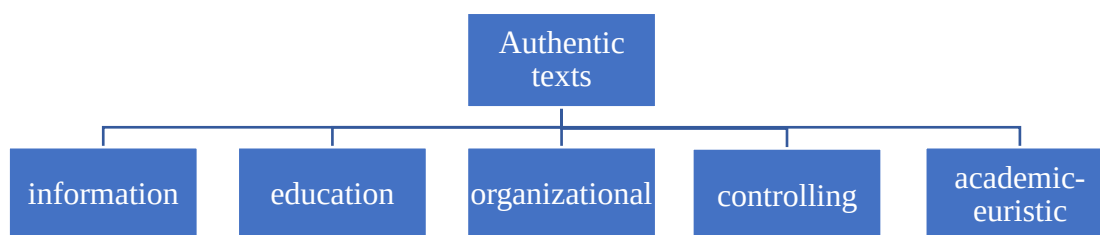
One of the crucial factors in teaching English for Specific Purposes is accurately identifying the educational needs of students and developing curricula and syllabi that include materials suitable for their knowledge level and ability to assimilate the provided information. The principle of "from easy to difficult" has proven to be effective in this regard.

When we refer to English vocabulary, traditional teaching methods based on memorizing specialized texts and vocabulary and constructing sentences need to transition to more contemporary approaches in today's fast-paced world. We do not advocate completely abandoning traditional teaching methods; rather, we believe that all innovations should enhance and enrich existing traditions. From this perspective, our recommendations focus not on entirely discarding traditional approaches but on harmonizing them with innovative educational technologies and enriching them with foreign experiences.

The primary goal of teaching English for Specific Purposes is to enable future specialists to use the language in their professional fields, engage in communication, assimilate professional terminology, and freely utilize it for sector-specific purposes. Therefore, organizing practical exercises with materials sourced not only from pedagogical resources but also enriched with authentic tools from real life strengthens the readiness of future specialists for their professional lives.

In our opinion, the importance of these functions is greatly reflected in the selection of authentic texts and their representation in subject syllabi based on their characteristics. Considering the vast variety of forms of authentic texts available in non-philological educational institutions, understanding these functions thoroughly would be beneficial. The following illustration depicts the functions of authentic texts (see Figure 1.1).

Figure-1.1
Functions of authentic materials



It is evident from the figure that there is a necessity to consider the informational characteristics of texts when selecting them. We believe that integrating these functions through authentic materials into the course syllabi adds unique content to the subject matter and helps develop the necessary skills for enhancing lexical competence.

For instance, utilizing case technologies or creating problematic situations can be effective. In this regard, various scenario-based role-playing games yield good results. As I.M. Tuxtasinov points out, fostering students' interest in learning a foreign language, developing their abilities and knowledge to work with vocabulary, reference materials, and authentic texts, systematizing the necessary grammatical material, accurately understanding professional texts, and enhancing artistic translation skills are all requirements of today's educational landscape. [1:2203-2206]. Indeed, in non-philological fields, teaching English vocabulary is not only about understanding terminology but also about accurately translating and analyzing technical texts, as well as developing practical skills related to these texts.

Authentic language samples can be successfully selected from various "real-life" tools, messages of different meanings and volumes, and materials with various purposes and tasks, which can later be used for pedagogical purposes, such as teaching a foreign language. However, this situation may create certain contradictions because authentic language materials are typically defined as "texts created by native speakers for non-pedagogical purposes" or as "non-specialized materials [2:459-473]. " This "contradiction" raises the question of whether authentic materials lose their authenticity once introduced into the classroom or, as Chaves (1998) stated, whether they become less reliable when removed from their original context. Therefore, according to some authors, the issue of authenticity encompasses both the use of authentic language materials and the organization of educational activities that require authentic language tasks [3:35-43].

So, if the application of authentic materials is so complex, why is their use deemed appropriate? In our opinion, the most significant importance of using authentic materials in teaching English in non-philological fields is that students utilize original tools derived from real professional processes in the field they will work in the future. This greatly aids them in adapting to their work environment from both a professional and a foreign language perspective.

Currently, there is considerable attention being paid to the integration of science, education, and production. This is not without reason, as the production sector is rapidly evolving in tandem with the times. Many modern practices, methods, and equipment are being introduced into the industry. Unfortunately, this process has led to a slowdown in the alignment of education with production. In other words, due to the obsolescence of teaching methodologies, literature, and educational tools used in educational institutions, the continuity between education and production has diminished.

From this perspective, much like in a market economy, there is an urgent need to implement a "demand-driven supply" scheme in training personnel. Accordingly, educational programs and materials are closely linked to the activities at future workplaces of these personnel. Research efforts are also focused on directly addressing issues within production. Therefore, it is a requirement of our time for the field of ESP (English for Specific Purposes) to adhere to this integration scheme.

In this regard, special attention is being paid to interdisciplinary connections at the Department of Foreign Languages at Karshi engineering-economics institute. The curricula and syllabi developed for relevant fields are being shaped in coordination with the programs of specialized departments (content) and local production enterprises in that field. This, in turn, ensures that ESP materials are naturally enriched with authentic resources. The topics in the syllabi designed for English language classes are being formed based on the content of the programs from specialized departments. These departmental programs are developed directly

according to the needs of production enterprises. This allows ESP educators to design materials specifically using tools from these enterprises, in other words, authentic resources.

As far as we know, during the internship, students can be assigned the task of independently researching the English translations of existing objects at the manufacturing facility they visit and preparing a brief audio or video file explaining their operational system. We believe this will greatly enhance students' understanding of their field while simultaneously improving their lexical competence in English.

However, one issue that may arise is the inconvenient scheduling of the internship. As we know, students typically go on internships at the end of the academic year. In this case, they may not have enough time to prepare their independent work topics. Nevertheless, as previously mentioned, we believe that direct collaboration with specialized departments can serve as a preparatory simulator for their internship process.

Independent work topics can be presented in approximately the following format (see Tables 1.1).

Table-1.1.
Tasks related to initial topics

Independent study (IS)		Meaning
1	<i>My future job description</i>	<i>In English, briefly describe your future profession. Include information about the location of your workplace, its geographical position, and details about the specialization sector. It is recommended to prepare this information in the form of an audio-video file or a presentation slide.</i>
2	<i>Trip to my future workplace</i>	<i>If possible, visit your future workplace. Otherwise, gather information from the website and find images for each department or division to prepare a visual presentation with descriptions. The information can be in video format or as presentation slides.</i>
3	<i>Safety regulation</i>	<i>Provide a brief audio or video message outlining the safety rules at your workplace.</i>
4	<i>Work and family life</i>	<i>Prepare a small video or audio recording in English about your work and family life. All segments should vividly reflect your personal life and the profession you aim to pursue in the future.</i>
5	<i>Daily outline</i>	<i>Create a list of your daily plans during your internship in tabular format in English.</i>
6	<i>My instructor in training</i>	<i>Prepare information about your mentor or instructor who guides you in your profession. Include their name, email address for contact, phone number, age, profession, responsibilities at work, work experience, and how they relate to your activities in a resume format (https://www.jobseeker.com/app/resumes/6c9eaf3b-5a35-4734-8de9-0b2281aff6fa/edit) shaklida tayyorlang.</i>
7	<i>Using my knowledge in practice be like...</i>	<i>Write a brief report in English on how you can apply the knowledge gained at the institute during your internship. You may seek assistance from your tutor and the instructor of your specialized subject. It is important to reflect which areas of production the subjects you are studying will be used in. The format for preparing this information is optional (presentation slides, audio, video, table, image).</i>
8	<i>How I use computers and other devices in</i>	<i>Prepare information in English about which software and equipment will be used in the field you want to work in. If it involves a computer</i>

	<i>my practice</i>	<i>or mobile device, you can use the screen recording function to demonstrate or describe its use. The format for preparing this information is optional.</i>
9	<i>Convenience for workers in my future workplace</i>	<i>Create a brief video or audio message about the facilities and benefits available to employees at your future workplace. You can record this information from a responsible person at your prospective workplace, translate it into English, and share it on social media.</i>
10	<i>Motivation and awards</i>	<i>Gather information in English about factors that motivate employees and encourage them to perform well at their future workplace. If such benefits do not exist, write down your own recommendations. The format for preparing this information is optional.</i>

In fact, original images significantly contribute to expanding students' understanding of the topic being presented, as well as to developing their lexical competence. This is especially important in teaching English to students at technical educational institutions. A key factor in this is that the material is drawn from real-life situations and presented to students without altering its original context. For example, for students in the automotive engineering field or vehicle engineering, the following image can serve as a good resource for teaching technical terminology (see Picture 1.1):

Picture – 1.1. Structure of automobile [4]



The above photograph was taken from the Tashkent Polytechnic Museum and can be used in various ways for practical assignments. For example, the group can be divided into two parts: the first group could be tasked with writing down all the parts of a car in English, while the second group could provide brief explanations of the functions of these parts. Then, representatives from each group can present the names and functions of the parts in a presentation format. Of course, this process is advisory in nature. How this material is utilized depends on each teacher's creativity and pedagogical skills.

In conclusion, as the demand for teaching English for specific purposes continues to grow today, there is a need to change and reform the approach and attitude towards teaching the subject. The ultimate goal for professionals in the field should be to modernize the curriculum and syllabi, incorporating foreign experiences while also reflecting national practices. From this perspective, using authentic materials aimed at enhancing students' lexical competence and organizing the learning process with resources drawn from real life is crucial for improving the teaching process in non-philological educational institutions. These processes should ideally be implemented gradually and throughout the courses. Indeed, any

innovation introduced into the educational process requires some time to adapt and be accepted as an integral part of it to yield positive results.

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“BOBURNOMA”DA O‘ZBEK XALQI ETNOMADANIY QADRIYATLARIGA OID TERMINLAR TAVSIFI

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Turkistondagi Ikkinchi Renessans davrining yorqin namoyandasi, jahon tarixida o‘chmas iz qoldirgan betakror siymolaridan biri Zahiriddin Muhammad Bobur (1483-1530) buyuk shoir, qomusiy olim va yetuk davlat arbobi sifatida dunyoga mashhur hisoblanadi.

Bobur mirzodan benihoya boy ilmiy-ma’naviy meros qolgan. Boburshunos olimlar fikricha, buyuk allomaning eng asosiy shoh asari “Boburnoma” Hindistonda (taxm. 1518/1519-1530) yozilgan. Bu muhtasham asar 1483-1529 yillardagi Movarounnahr, Xuroson, Eron, Afg‘oniston va Hindiston xalqlari tarixidan hikoya qiladi. Taniqli boburshunos olima akademik S.Azimjonova (1923-2001) yozganidek: “Jahon xalqlari madaniyati xazinasidan munosib o‘rin olgan Boburning ilmiy-adabiy merosi, jumladan “Boburnoma” asari o‘zbek xalqi boy o‘tmish tarixining zarhal sahifasidir” (S.Azimjonova. “Boburnoma” qanday yozilgan? – “Guliston” jurnali, 1990 yil 8-son).

“Boburnoma”da XIV-XVI asrlarga oid etnomadaniy qadriyatlar bo‘yicha ko‘plab terminlar mavjudki, bular hozirgacha etnografik yo‘nalishda maxsus ilmiy tadqiq etilmagan. Mazkur terminlarning zarur izohlari maxsus lug‘at va qomuslarda tavsifi bayon etilgan, lekin ulardan ko‘pchilik xabardor emas (“Boburnoma” uchun qisqacha izohli lug‘at. Tuzuvchi F.Ishoqov – Andijon, “Andijon nashriyot - matbaa” OAJ, 2008. -233 b.; Zahiriddin Muhammad Bobur ensiklopediyasi. –T.: “Sharq”, 2014. -744 b.).

Bu mumtoz asarida Bobur mirzo ko‘plab bayram, tantana, udum va marosimlarga ham muxtasar tavsif bergan.

Navro‘z. Boburshoh o‘zining ushbu noyob asarida Navro‘z bayrami haqida ham to‘xtalib o‘tgan. Navro‘z – insoniyat tarixidagi eng qadimiy bayramlardan biri, mo‘tadil iqlimli

mamlakatlarda qish fasli tugab, bahorda tabiatning uyg'onishi davriga to'g'ri keladi. Taqvim bo'yicha bahorgi tengkunlik (Yuliy-Grigoriy taqvimida 21 mart, shamsiy taqvimda 1 hamal) kuni nishonlanadi, qishloq xo'jaligida esa bahorgi ekin va ko'chat o'tqazish mavsumidan iborat. O'zbek xalqi Navro'z bayramini o'ziga xos ko'tarinki kayfiyat va an'anaviy udumlar – sumalak, ko'k somsa kabi darmondoriga boy taomlar pishirish, hovli va ko'chalarni, ziyoratgoh, qabristonlarni orasta qilish, ariqlarni tozalash, ekin ekish, ko'chat o'tqazish tadbirlari bilan nishonlaydi.

“Bobur ensiklopediyasi”da ta'kidlanishicha, bolalikdan to Hindiston taxtiga o'tirguncha tabiatiga Navro'z xos bo'lgan mintaqalarda yashagan Bobur mirzo o'z asarlarida bu bayramga alohida e'tibor qaratgan. Masalan,

Yuzi navro'ziyu vasl iydini Bobur g'animat tut,

Ki mundin yaxshi bo'lmas bo'lsa yuz navro'zu bayramlar (“Bobur devoni”, g'azaldan)

Boburning sevimli malikasi Mohim Begim Hindistonda hozirgi kunda juda ommaviylashgan bozorlarni bezatish odatini Navro'z bayramidan boshlab bergan. “Humoyunnoma”da bayon etilishicha, Navro'z bayrami yuz nafar temuriyzoda malikalarning diydorlashuvi va bir ulkan dasturxon atrofida yig'ilishi bilan nishonlangan.

Bobur mirzo Navro'z bayramini nihoyatda xush ko'rgan. Kobul yaqinida katta Bog'i Navro'ziyni obodonlashtirgan. Bu boqqa Bobur mirzoning yaqinlari dafn etilgan, keyinchalik o'zining hoki ham shu maskanga qo'yilgan (1540). Mazkur bog' shu davrdan Bog'i Bobur deb atalib, oromgohda Navro'z va boshqa turli xalq sayillari o'tkazilgan (Bobur ensiklopediyasi. B.189).

“Boburnoma”da etnomadaniy qadriyatlar bilan bog'liq quyidagi terminlar uchraydi: ablaq – ola-chipor, ola, chavkar ot minganlar; abno – o'g'illar, bolalar, tengqurlar; abnoyi jins – nasl va amalda barobar kishilar; abralik – kiyim, avarlik; abrishim – ipak; avoyiq – rasm, odat; asbaki – otliq; ot mingan holda; atka – o'g'ilni voyaga yetkazuvchi, tarbiyalovchi bek; ajam – arabdan boshqa xalqlar; azo-aza, metam, aymoq – urug' qabila (ko'pligi aymoqot), ayoq – kosa, qadah; axtachi – ot boqar; aqida – e'tiqod, ishonch; aqvom – qavmlar; aqrab – chayon, yulduz burji; aqron – tengdoshlar; ahl – guruh, jamoa, davra; af'ol – fe'l-atvor, qiliqlar; baytutot – ko'ch-ko'ron, lash-lush; bek atka – podsho bolasini tarbiya qiluvchi bek; bakavul – xos dasturxonchisi, bosh oshpaz; bovruchi – oshpaz; butaka – otga foydali bir xil o'simlik, o't; burda – gazlama turi (Boburnoma, 129a). Bu so'z Bobur devonida parda ma'nosida uchraydi; bust – Xurosondagi viloyat va uning markazi. Ma'muriy jihatdan vaqt Balx viloyati tarkibida bo'lgan. Sulton Husayn isyon ko'targan Badi'uzzamon mirzoga qarshi yurish qilganida Bustga kelib to'xtagan: “Ham ushbu yil Sulton Husayn mirzo Zunnun Arg'unning va o'g'li shoh Shujo'ningkim, Badi'uzzamon mirzog'a navkar bo'lib, qiz berib, fitna va fasod maqomida edilar, dafig'a cherik tortib kelib, Bustqa tushti. Cherikiga hech tarafdin oshlig' kelmadi, ochliqtin batang kela yovushub edilarkim, Bust dorug'asi Bustning qo'rg'onini berdi. Bustning zaxirasining madadi bila Xurosong'a murojaat qildi” (“Boburnoma”, 157 b); bo'g'uz – ot yemi, tomoq, kekirdak; bo'za – o'simlik ildizi va dondan tayyorlangan sarxush qiluvchi ichimlik.

“Boburnoma”da ba'zi bazmlarda bo'za iste'mol qilingani, Bajavr Savod va Kunar tumanlarida o'simliklardan kim degan modda olinishi, undan nonga o'xshatib, zuvala yasab quritilishi va bo'za tayyorlanishi qayd etilgan (250 a); bo'rk – qalpoq, bosh kiyim; valodat – tug'ilish; volida – ona; voris – merosxo'r; vubol – uvol; gulbodom – to'riq (ot); dastor – salla; doda – “Boburnoma”da tog'a ma'nosida berilgan; duo – xudoga iltijo qilish; dodak – cho'ri, xizmatkor (“Boburnoma”, 282). Musulmonlar odatda qo'l ochishib duo o'qishadi; yezna – boja; yom oti – manzil va bekatlarda almashtirib miniladigan ot; yog'liq – ro'mol; jabduq – ot minish vositasi; jidog' – tizgin, ot; jilov – tizgin; jilovluq – butun otliqlarning bir bo'lib chopishi; jilovrez – ot jilovini bo'sh qo'yib choptirish; jins – mol, kiyimlik, tur, xil; jubba – hashamatli po'stin; zaylucha – gilam, palos; zarboft – zardan tikilgan kiyimlik; zardolu – o'rik; zakot – har yili bir marta mol-mulk va daromadidan beriladigan sadaqa, xayr-ehson. “Mubayyin”da zakot haqida

yozgan; zodbud – tug'ilgan yer; zoh va zod – xotin-qizlar, ahli ayol; iddat – xotinlarning eri o'lgandan yoki erdan chiqqanda ikkinchi erga tegish uchun shariat bo'yicha saqlanishi lozim bo'lgan muddat; izdihom – ziyofat, yig'in; iyd – Ro'za, Qurbon hayitlari; iydgoz – bayram o'tkaziladigan joy; iydi fitr – Ramazon hayiti; iydol (azho) – Qurbon hayiti; ilqi – yilqi; inon – jilov, tizgin; ini – uka; yilqiron oshi – parhez bilan, sahovat yo'lida qilinadigan osh; yig'och – masofa o'lchovi; kadxudo – ro'zg'or, oila boshlig'i, erkak; kalontar – kattaroq boshliq; kepanak – jun chakmon; kushti – kurash; kushtigir – kurash tushuvchi polvon; ko'kaldosh – emikdosh; ko'ldi – unashtirdi; lung – belbog', lungi; mavsum bo'lmoq – atalmoq, ism qo'ymoq; mavzi' – joy, o'rin; mandil – salla; mashvarat – kengash, maslahat; mahallot – mahallalar; ma'raka – odamlar to'planadigan joy; mezon – tarozi yulduzi, sentabr oyi; miyongirlik – bel ushlamoq, kurashmoqlik; mirtemuriy – qovun navi; mokiyo – ayol; muruvvat – odamgarchilik, saxiylik, mardlik, jasurlik; mo'g'uliy bo'rk – mo'g'ulcha qalpoq; nard – Sharq xalqlarida keng tarqalgan o'yin. "Boburnoma"da Umarshayx mirzo nard o'ynashni yaxshi ko'rgani yozilgan (7b); obag'a – amaki; obid – ibodat qiluvchi, taqvodor; obduzd – yer ostidan sizib chiqadigan suvni kerakli tomonga buruvchi quloq (dahana) yoki katta suvning kichik suv yo'liga tarmoqlanadigan joyi ("Boburnoma", 67 b); obirahmat – Samarqand shahri yaqinidagi ariq; boshlanish qismi Siyohob deb atalgan (hozirgi Siyob). "Boburnoma"da Siyohobdan ajralib Pushtai Ko'hak (Cho'pon ota)ning etagidagi aylanib oqqan ariq tushunilgan: "Yani Pushtayi Ko'hakning domanasida Konigilning qora suyining ustidakim, bu suvni Obirahmat ham derlar, (Temurbek) bir bog' solibtur Naqshi Jahong'a mavsum" ("Boburnoma", 46a).

Boshqa joyda Obirahmat nomi butun ariqqa nisabat ishlatilgan: "Qorasuvkim Obirahmat derlar, Konigilning o'rtasidin oqar, yetti-sekkiz tegirmon suyi bo'lg'oy" ("Boburnoma", 48a); obxo'ra – suv idishi; obxo'ra kishi – cho'zinchoq suv idishi; oqo (og'a, aka) – katta, oldin tug'ilgan, temuriylar davrida yaqin qarindoshlarga ishlatilgan; oyin – rasm, odat, usul; olacho'q – chayla, kapa; os – bo'rk (bosh kiyim) turi; osh – o'zbek milliy taomi; peshgah (peshgoh) – o'yinning turi, binining old tomoni; poygoh – otxona; polon – to'qim, g'ayri muqarrar polon-ajoyib, g'alati to'qim; ramazon – ro'za oyi; rihlat qilmoq – vafot etmoq; rohu rasm – elning urf-odati, turmush tarzi; rusum – odatlar, rasm-rusmlar, qoidalar; Ro'za – islomdagi besh farzdan biri; Ro'za tutish – "Boburnoma"da bayon etilgan; sarupo – bosh oyoq kiyim; serpoch dastor – uch aylantirilib o'ralgan salla; saqarlot – jun kiyim; sahronishin – saharda hayot kechiruvchi; saxovat – sohiblik; sermo'yna – zodagonlarning mo'ynadan ishlangan hashamatli uski kiyimi, xal'at; sort – tojik tilida so'zlashuvchi el; sochiq – to'y, ziyofat, bayramlarda tarqatiladigan noz ne'mat, sochiladigan tangalar, dasturxon, tortiqlar; suvoriy – otliq askar (ko'pligi suvar); sur – to'y, bazm; tabaq – tovoq; tabir – odat; tavila – katta otxona; tavoyif – guruhlar, qabilalar; tavof – ziyorat, tavof qilmoq, ziyorat qilmoq; tajammul – hashamat, dabdaba; takiya – yostiq; tamg'a – muhr, nishona; tazoyi – toza; tupchoq – chopqir ot; tutushmoq – bellashmoq; to'g' – bayroq; to'shakxona – ko'rpa to'shak; uy el – qarindoshlar; oila a'zolari; ulus – el, xalq, qabila; ulug' – katta; urug' qayosh – qarindosh urug'; favt – vafot, o'lmoq; farajiy – qo'y junidan tikilgan oq kiyim; fo'ta – belbog'; xaylxona – xonadon, uy-joy; xayma – chodir, katta soyabon; xesh – qarindosh, tanish, yaqin kishi; xok – tuproq; xok(i) palla – o'yini; xonazod – uyda o'sgan; xoslar (xavos, xos ahli, xos xayli) – yaqin kishilar, oliy tabaqa; xos ahl – podshohga yaqin turuvchilar; xonovoda – oila, avlod, sulola; xohorzoda – jiyan, egachi (opa) ning yoki singilning bolasi; xossa xil'at – maxsus kiyim, xususiy kiyim; xitob – I. Murojaat, so'z aytish: "Humoyun miyoddin ko'p keyin qolg'on jihatidin durusht (achchiq) xatlar bitib, qattiq xitoblar qilib yiborildi" ("Boburnoma", 252a); "Junayd Barlos... Kech qolg'onlari uchun itob va xitob qilib, ko'rushmadim" (g'azabli so'zlar aytib salomlashmadim; 370a).

II. Chaqiriq (ismi sharif, titul, laqab), ism bilan yoki ism o'rnida, hurmat ma'nosida (ba'zan, aksincha, kinoyali) yoki shunday ismli boshqa shaxslardan farqlash uchun qo'llanadigan sifat ("Boburnoma", 363a;). Ismdan oldin ham, keyin ham kelishi mumkin. Davr o'tishi davomida xitoblarning ko'p turi asl ma'nosidan chetlashgan yoki o'zgargan, hatto asl ma'nosini butkul

yo'qotgan (o'rta asrlarga oid adabiyotni mutolaa qilganda bu e'tiborga olinishi lozim). "Boburnoma"da quyidagi turlari ko'llangan:

Amir, mir – dastavval arab xalqida qabila boshlig'i yoki e'tiborli kishi: "Amir Hamza" qissasi muqobalasida ... qissa bog'ladi» ("Boburnoma", 176a). Movarounnahrda – asosan, bosh vazir yoki lashkarboshi (Amir Temur), Temuriylar davlatlarida – yukori martabali mansabdor (Amir Umarbek). Keyinchalik, bir tomondan, oddiy ismning tarkibiy qismiga aylangan, mas., Mirmo'g'ul, Xondamir yoki hurmat manosidagi xitob sifatida qo'llana boshlagan: "Yana Mir Husayn Muammoiy edi. ... Ajab faqir va bemurod va bebaxt kishi ekandur" ("Boburnoma", 180b). Kichikroq mansabdorlarga mirak laqabi bilan xitob kilingan.

Bek, beg – qadimiy turkiy xitoblardan (hukmdor, sardor, janob). Bobur davrida amir so'zining sinonimi sifatida qo'llangan, mas., Temurbek – Amir Temur, Alisherbek – Mir Alisher. Ayollarga nisbatan: beka, begim. Kichikroq mansabdagilar kichik bek deb atalgan. O'sha davridayok oddiy ismlarga qo'shila boshlagan, mas., Hindubek.

Mavloni (sinonimi mullo) - madrasa talimini o'tagan shaxs.

Mirzo (amirzodaning qisqargani) – acosan Amir Temur avlodlariga nisbatan: "Ushbu tarixqacha Temurbek avlodini bovujudi saltanat mirzo derlar edi, ushbu navbat buyurdimki, meni podshox degaylar" ("Boburnoma", 215a). Keyinchalik oddiy ism yoki uning tarkibiy qismiga aylana borgan, mas., Muhammad Haydar Mirzo.

Sayyid - Ali ibn Abu Tolib va Fotima avlodlariga nisbatan qo'llangan xitob. Ularga odatda musulmon hukmdorlar tomonidan hurmat-izzat ko'rsatilgan. Bu xitob ham zamonlar o'tishi bilan oddiy ismga aylana borgan: "Sayyid Muhammad Mirzo Dug'lat ham Diyul(ga) tushubtur" ("Boburnoma", 88a, 89b).

Sulton (arab. saltanat egasi, oliy hukmdor) – Bag'dod xalifasiga rasman tobeligini izhor qilgan, amalda esa mustaqil hukmdorlarga berilgan unvon (Dehli sultonligi). Turli darajadagi hukmdorlar va ularning avlodlari, jumladan, musulmon Chingiziylar ham o'zlarini sulton deb atay boshlaganlar. O'sha davridayok oddiy ism tarkibiga kira boshlagan, mas., Sultonali Mashxadiy (ayollarga nisbatan sultonim shakli qo'llangan.)

Shayx – tasavvuf tariqatiga kirgan shaxs. "Boburnoma"da ko'p o'rinlarda oddiy ismga qo'shilgan.

Xoja, xo'ja (xo'jayin, janob) – musulmon xalqlarida turlicha ma'nolarda ishlatilib kelinayotgan xitob. 1. Misrda o'rta asrlarda Ajam o'lkalaridan keladigan badavlat savdogarlarga nisbatan qo'llangan. Somoniylar (IX-X asrlar) va G'aznaviylar (X-XII asrlar) davlatlarida vazir ulug'xoja deyilgan. Xojai jahon - Dehli sultonliklarida (XIV-XV asrlar) yuqori mansabdor shaxslar unvoni. 2. O'rta Osiyoda sahobalarning avlodlari "xoja" deb izzat qilingan. 3. Abdulxoliq G'ijduvoni asos solgan Xojagon tariqatiga mansub shayxlar hamda kelib chiqishi mana shu tariqat bilan bog'liq bo'lgan bir necha xukmdorlarga nisbatan "xoja" xitobi qo'llangan. 4. Ayrim mintaqalarda u yoki bu jihatdan o'zlarini asosiy ommaga qarshi qo'yadigan guruh vakili o'z ismiga "xoja" so'zini ko'shadi. Bobur asarlarida bu istiloh, asosan, xo'jayin yoki ulug'lovchi xitob ma'nosida qo'llangan: "Gar qaror etsa xojavu banda..." (Xoja Ahror, Xoja Do'st Xovand, Xoja Muhammad Amin, Xoja Xalifa, Xoja Yahyo va b).

Xon – dastavval Chingizxon avlodlariga nisbatan qo'llangan: "Yunusxon va Esan Bug'axon Vaysxonning o'g'lonlari edi" ("Boburnoma", 9b). Chingiziylar uluslari hududidagi katta-kichik davlatlar tepasiga kelgan hukmdorlar, kelib chiqishidan qat'i nazar, o'zlarini xon deb atay boshlaganlar, keyinchalik oddiy ism yoki uning qismiga aylangan: "Bayramxonning o'g'li Mirzoxong'a buyurdilarkim, turkiyni forsiyg'a kelturgil" ("Boburnoma", 391b). (Kichraytiruvchi shakli - xonika, ayollarga nisbatan - xonim). "Boburnoma"da yana imom, pir hamda shoh xitoblari ham uchraydi. Ular ham oddiy ism tarkibiy qismida kelishi mumkin; xunbaho – tovon, to'lov; chavgon – ot ustida o'tirib, to'p surib o'ynaladigan o'yin; charda (jarda) – to'riq rang; chatr – chodir; chashn – ziyofat, bazm, to'y; chorlamoq – chaqirmoq, taklif qilmoq; chiri – qamish kapa; chiy bo'lmoq – qo'l tutishmoq; chiri – qamish kapa; chortoq – to'rt burchak

chodir, katta to'y marosimlarida ochiq dalada o'rnatilgan. "Ulug'bek mirzoning bir qizini bu o'g'liga ko'ldi (unashtirdi) kelturganda ulug' to'y qili, yaxshi chortoq bog'ladi" (Boburnoma, 167 b); chorqay – podshohlarning maxsus zarbof kiyimi; shilon – ko'pchilikka beriladigan ziyofat; shira – dasturxon; shunqor bo'lmoq – vafot etish, halok bo'lmoq; egachi – opa; el – taalluqli kishilar; emaldosh, emukdosh – bir onadan ko'krak suti emishgan; emikzoda – amakivachcha, aka-ukaning o'g'illari; yukinmoq – ko'rishmoq, ta'zim qilmoq; yadachi – yomg'ir chaqiruvchi; yadachilig' – yomg'ir chaqirish; yayoaqlik – yupqa qavat to'n, kumush ipakli gazmol; yalaq – yalang qavat, yupqa to'n; yalaklik – yupqa qavat to'n; yaktoyi – yaktak, astarsiz to'n; yakjilov – ot boshini qo'yib tez yurish; o'toq – xona, chodir, podshoh chodiri; o'rdu bozor – vaqtli bozor, qo'shin tushgan yerda bo'ladigan bozor; o'rondoshmoq – urushda dushmandan o'z kishisini ajratish uchun shartli maxfiy so'zlar (parol)ni aytmoq; o'tog'a – boshga sanchib taqiladigan jig'a; o'g'lon ushoq – yosh bola; qabaq – yog'och uchiga o'rnatilgan nishon, o'yin; qabaq maydoni – o'rtasiga qovoqdan nishona o'rnatilgan maydon (maydonning o'rtasiga 40-50 metr uzunlikda yog'och o'rnatib, uchiga qovoq sanchib qo'yadilar, o'q otuvchilar maydon boshidan otda chopib kelaturib, qovoqqa o'q otadilar); qaboyil – qabilalar; qavm – kishilar to'dasi; urug'; qavoid – qoidalar; qadamgoh – qadamjo, ulug' kishilar yurgan, qadam bosgan joy; qonliq – xuntalab; qumosh – ipakli gazlama; qo'lmoq – unashtirmoq; qo'nalg'a – to'xtor joy, yotoq; qo'r – belbog', kamar; hazrat – janob, mavlono; hamal – quyosh yili hisobidagi 12 burjning birinchisi (mart-aprel); hammashvarat – hamsuhbat, maslahatgo'y; hamkosa – sherik, hamkor; hanafiy – islom dinidagi to'rt mazhabdan biri; haram – ichkari uy, xos hovli; hut – quyosh yili hisobidagi 12 oyning nomi (fevral-mart) ("Boburnoma" uchun qisqacha izohli lug'at. Tuzuvchi F.Ishoqov. – Andijon, "Andijon matbaa nashriyot" OAJ, 2008. -233 b).

Xullas Bobur mirzoning mumtoz asari "Boburnoma"ni tom ma'noda aytish joizki, yuksak darajadagi mumtoz etnografik xazina hisoblanadi. Shu boisdan ham bu muhtasham asardagi etnomadaniy qadriyatlar bo'yicha ma'lumotlarni chuqur tavsif va tahlil qilib, keng jamoatchilikka yetkazish nihoyatda muhim ahamiyatga ega hisoblanadi. "Boburnoma"ni o'sha zamonlardan to hozirgacha jahon olimlarni diqqat markazida bo'lib kelmoqda. Bu muhtasham asarni ingliz tiliga tarjima qilgan mashhur ingliz sharqshunosi A.Beverij (1842-1929) "Ushbu asarni hamma davrlarda yozilgan eng jozibali adabiyotlar qatoriga qo'shish lozim", deb alohida ta'kidlagani bejiz emas, albatta.

Foydalanilgan manba va adabiyotlar ro'yxati

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NASAF VOHASIDAN YETISHIB CHIQQAN ALLOMALARNING SHARQ OLAMIDA TUTGAN O'RNI

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Annotatsiya: Ushbu maqolada Nasaf vohasidan yetishib chiqqan allomalarning Sharq olamida tutgan o'rni, ularning nisbalari, bebaho merosi, Nasaf shahrining buyuk allomalardan Abul Abbas al-Mustag'firi, Abul Haras al-Varsiniy, Abdulhamid al-Kashshiy, Abul Hasan al-Pazdaviylarning hayoti va ma'naviyatimiz xazinasiga qo'shgan hissasi ko'rsatib berilgan.

Tayanch so'zlar: Sharq, ilm-fan va madaniyat, Movarounnahr, Qashqadaryo, Nasaf, Naxshab, jome' masjid, "Tarixi Nasaf val-Kashsh", "Al-Ansob", "Nasaf va Kesh tarixi", "Tarixi Samarqand"

Ma'lumki, milliy o'zlikni anglash o'tmishni o'rganishdan boshlanadi. Mamlakatimizda ko'p asrlik boy tarixga ega bo'lgan, sharqning yirik ilm-fan va madaniyat markazlaridan biri sifatida Nasaf shahri azaldan ma'lum va mashhur. O'zbekistonning eng qadimiy shaharlaridan biri Nasaf (Qarshi) shahridir. Qadimiy yozma manbalarda an-Nasafiy nisbasi bilan bir necha yuzlab olim ulamolar, buyuk mutafakkir donishmandlarning tabar-ruk nomlari zikr qilingan. Taassuf bilan aytish kerakki, bu allomalarning hayoti va qol-dirgan boy ilmiy- ma'naviy merosi sovetlar hukmronligi davrida deyarli o'rganilmadi. Afsuski, bu ulug' zotlarning nomlarini, ularning bebaho merosini hali ko'pchilik bilmaydi. Qashqadaryo vohasida kamol topgan mana shunday ulug' ajdodlarimizning tarixi-ni, faoliyatini, ma'naviyatimiz xazinasiga qo'shgan hissasini har taraflama o'rganish, tar-g'ib tashviq qilish olimlarimiz, birinchi galda, qashqadaryolik ziyolilarning burchidir[1]. Shu jihatlarni hisobga olgan holda ushbu maqolada Qashqadaryo vohasidan yetishib chiqqan ko'p sonli allomalardan ayrimlari haqida ma'lumot bermoqchimiz.

Abul Abbas al-Mustag'firi X asrning oxiri XI asrning birinchi yarmida Nasafda faoliyat ko'rsatgan taniqli tarixchi, adib, faqih va muhaddis olim Abul Abbas Ja'far ibn Muhammad al-Mustag'firi an-Nasafiy 961 yilda tug'ilib 1041 yili shu shaharda vafot etgan. U dastlabki bilimni Nasafda olib, so'ngra yana ilm izlab uzoq yillar davomida Movarounnahr va Xurosonning qator shaharlarida bo'lgan. Jumladan, u Marv, Saraxs, Nishopur, Buxoro va Samarqand kabi shaharlarda o'qib, ko'p taniqli olimlardan saboq olgan. Mana shu say-harakatlar natijasi o'laroq, al-Mustag'firi o'z davrining mashhur fikh olimi, muhaddisi, muarrix va filolog sifatida shuhrat qozongan. U hanafiya mazhabi bo'yicha taniqli faqih sifatida tanilib, juda ko'p hadislarni to'plagan va ularni yod bilgan. Bir nechta muarrixlar al-Mustag'firi yashagan davr [1] (X asr oxiri – XI asr yarmi)da "Movarounnahrda unga teng keladigan olim bo'lmagan», deb uning ilmiy salohiyatini yuqori baholaganlar.

Al-Mustag'firi 27 yoshidan boshlab Nasaf shahridagi jome' masjidida ma'ruzalar qilgan. Umrining oxirlarida esa Nasaf shahrining bosh xatibi lavozimida faoliyat ko'rsatgan. U haqda ma'lumot bergan tarixnavislarning aksariyati al-Mustag'firiylarning "sohib at-tasonif al-kasira" ("ko'pdan-ko'p asarlarning muallifi") deb alohida ta'kidlagan bo'lsalar-da, biz hozircha alloma qalamiga mansub o'nga yaqin asarlarini bilamiz xolos. Uning muhim asarlaridan biri "Tarixi Nasaf val-Kashsh" ("Nasaf va Kesh tarixi")dir. Ikki yirik jildan iborat bo'lgan bu tarixiy asar o'rta asrlarda Nasaf, Keshda va Movarounnahr mintaqasida yashab faoliyat ko'rsatgan ko'plab olimlar va donishmandlarga bag'ishlangan[2:123]. Muallif o'zining ushbu asarida zikr qilgan olimlar va arboblarni sakson toifaga bo'lib ta'riflagan.

Afsuski, hozirgi ma'lumotlarga ko'ra, al-Mustag'firiylarning bu qimmatli asari bizning davrimizgacha yetib kelmagan hisoblanadi. Lekin al-Mustag'firiylardan keyin yashagan bir qancha

olimlar uning bu asaridagi ma'lumotlardan o'z ijodlarida samarali foydalan-ganlar. Jumladan, bu kitob al-Mustag'firydan bir asr keyin yashagan na- saflik boshqa bir yirik olim Najmiddin Umar Abu Hafs an-Nasafiyning (1068—1142) "Kitob al-qand fi zikri ulamoi Samarqand" ("Samarqand olimlari haqida qanddek (shirin) kitob") nomli mashhur asari uchun asosiy manbalardan biri bo'lib xizmat qilgan. "Tarixi Nasaf val-Kashsh"dan unumli foydalangan olimlardan yana biri Abu Sa'ad Abdul Karim as-Sam'oni (1113-1167) bo'lib, u o'zining "Al-Ansob"[4] nomli ulkan asarida keltirilgan ellikka yaqin movarounnahrlik olimlarning tarjimai hollarini bevosita al-Mustag'firyning mazkur asaridan olgan. Uning qimmatli asarlaridan yana biri "Tarixi Samarqand" ("Samarqand tarixi") bo'lib[3], ming afsuski, ushbu asar ham bizning davrimizgacha yetib kelmagan.

Al-Mustag'firy yashagan davrda islom dinining turli masalalarini teran idrok etib, ilmiy asosda to'g'ri talqin qilish alohida ahamiyat kasb etgan. Shu boisdan ham, keng xalq ommasi orasida haqiqiy islomiy tafakkurni shakllantirishda ilm ahllarining o'rni beqiyos bo'lgan. Shu aqidadan kelib chiqib, alloma al-Mustag'firy ham mazkur mavzuga oid bir kancha asarlar yaratgan. Shular jumlasidan, uning "Kitob fazoil al-Quryon" ("Qur'on" ning fazilatlar haqida kitob") asari alohida ahamiyatga ega bo'lib, bu asar ushbu mavzuga taalluqli dastlabki asarlardan biri sifatida ham g'oyatda qadrlanadi. Yoki bo'lmasa, olimning payg'ambarimiz Muhammad alayhissalomning ibratli hayot yo'llari va ko'rsatgan mo'jizalariga bag'ishlangan "Daloil an-nubuvati" ("Payg'ambarlik alomatlari"), "Kitob al-xutab an-nabavi" ("Payg'ambarning xutbalari haqida kitob"), "Kitob ad-da'vot" ("Da'vatlar kitobi"), "Kitob ash-shamoil" ("Payg'ambarning shakl-shamoillari haqida kitob") kabilarni ko'rsatish mumkin. Bulardan tashqari, manbalarda keltirilishicha, al-Mustag'firyning qalamiga mansub asarlardan "Kitob al-manomat" ("Tushlar haqida kitob"), "Kitob ma'rifat as-sahoba" ("Sahobalarni bilish xaqidagi kitob") va sof adabiyotshunoslikka oid [3] bo'lgan "Kitob ash-she'r vash-shuapo ("She'r va shoirlar haqida kitob") kabi asarlari ham zikr qilinadi.

Bu asarlardan ayrimlari bizning davrimizgacha yetib kelgan bo'lsada, ko'plari haqida hozircha yo'qolib ketgan degan fikrlar mavjud. Lekin xalqimizda "noumid shayton" degan azaliy bir hikmat ham bor. Shunga ko'ra ko'p buyuk ajdodlarimiz kabi al-Mustag'firy yaratgan asarlarning qo'lyozma nusxalari xorijiy (ayniqsa, Misr, Suriya, Turkiya, Eron, Angliya, Germaniya) mamlakatlar kutubxonalarida saqlanishi ehtimolligi ham e'tibordan chetda qolmasligi kerak. Shu bilan birga, ancha-muncha qo'lyozma asarlar yurtidoshlarimizning qo'llarida saqlanayotgan bo'lib, ularning tegishli ilmiy muassasalar tomonidan to'planib, ilmiy asosda chuqur o'rganilishi bilan Abul Abbos al-Mustag'firy kabi benazir alloma- larimizning hayoti va ular qoldirgan boy ilmiy-ma'naviy meros haqida to'liq tasavvurga ega bo'lamiz.

X asrda Nasafda samarali faoliyat ko'rsatgan yirik tarixchi va muhaddis Abul Haras al-Varsiniyning[6] to'liq ismi Abul Haras Asad ibn Hamduvayh al-Varsiniy an-Nasafiy bo'lib, u hijriy 315 milodiy 927 yilda vafot etgan. Nasaf viloyatiga qarashli Varsin qishlog'idan ilm-fanning turli sohalari bo'yicha bir qancha olimlar yetishib chiqqanligi haqida yozma manbalarda aniq ma'lumotlar keltiriladi. Abul Haras al-Varsiniy ulardan eng taniqlisi bo'lib, Nasaf za Movarounnahrning turli shaharlarida uning ko'pdan-ko'p shogirdlari faoliyat ko'rsatganlar. Al-Varsiniyning qalamiga mansub asarlardan to'rttasi haqida zikr etilgan bo'lib, ulardan eng muhimi shubhasiz "Kitob mufaxarat ahl Nasaf va Kashsh" (Nasaf va Kesh ahlidan eng fahrli (olim)lar haqida kitob") hisoblanadi. Afsuski, bizgacha yetib kelmagan bu asarda, nomidan ham ko'rinib turganidek, Qashqa vohasining qadimiy shaharlari Nasaf va Keshdan chiqqan ulug' zotlarning hayoti va asarlari haqida qimmatli ma'lumotlar jam bo'lgani shubhasizdir. as-Sam'oni o'zining "al-Ansob" nomli yirik asarini yozishda al-Varsiniyning ushbu asaridan keng ko'lamda foydalangan va undan katta-katta parchalar keltirgan. Abul Haras al-Varsiniyning boshqa asarlaridan filologiya masalalariga bag'ishlangan "Kitob an-nassob"[4] ("Nisbalarning o'rganuvchi olimlar haqida kitob"), shuningdek, "Kitob al ajoyib va

axbor al-Hasan val-Husayni" ("Hasan va Husayn haqidagi xabarlar va ajoyibotlar kitobi") kabilarni ko'rsatish mumkin.

Abdulhamid al-Kashshiyning to'liq ismi Abu Muhammad Abdulhamid ibn Humayd al-Kashshiy bo'lib, u Qur'oni Karimning yirik mufasssiri, taniqli hadisshunos, filolog, xanafiyya mazhabi bo'yicha benazir faqih sifatida shuhrat qozongan. Uning tavallud sanasi hozircha noma'lum bo'lib, vafoti hijriy 249 (milodiy 863) yilga to'g'ri keladi. U fiqhshunoslik sohasida o'z maktabini yaratgan olim sifatida tanilishi bilan birga hadis ilmida oltin davr hisoblangan X asrda samarali faoliyat ko'rsatgan ulug' muhaddislardan biri sanaladi. Ma'lumki, hadis ilmining sultoni, buyuk vatandoshimiz imom al-Buxoriy IX asrda faoliyat ko'rsatib, olamshumul ahamiyatga molik asarlarini yaratgan[6].

Yurtimizning qator shaharlari kabi Nasafda yirik hadisshunoslik markazi bo'lib, shaharda ko'plab muhaddislar ijod qilganlar. Turli manbalarda keltirilishicha, imom al-Buxoriy bir necha muddat Nasaf va Keshda yashab, bu shaharlardagi muhaddislar bilan yaqin muloqotda bo'lgan. Jumladan, Sharafuddin Ali Yazdiy imom al-Buxoriyning Keshda bo'lganligi haqida aniq ma'lumotlar keltiradi. Ehtimoldan holi emaski, deyarli bir vaqtda faoliyat ko'rsatgan imom al-Buxoriy va Abdulhamid al-Kashshiy o'rtasida Shahrisabzda qizg'in ilmiy muloqot-lar bo'lib o'tgan. Mashhur tarixchi as-Sam'oniyni yozishicha, Imom al-Buxoriy bir qancha muddat Nasaf shahridagi Bayon mahallasida yashab, shu joydagi jome' masjidga qatnab, besh vaqt namozlarini bajo keltirgan va o'z ilmiy faoliyatlarini davom ettirgan. Aynan shu Nasafda yashagan paytida buyuk muhaddisning ilmiy ishlariga yordam bergan Ofuron qishlo-g'ilik yosh hadisshunos Jibriyl ibn Avn al-Ofuroniy bo'lganligi ham e'tiborga molikdir. Nima bo'lganda ham Imom al-Buxoriydek buyuk muhaddisning Nasaf va Keshga qadam ranji-da qilganlari o'sha davrda bu shaharlarda hadis ilmi naqadar yuksak pog'onalariga ko'taril-ganligiga dalolatdir.

O'z davrining yirik olimi darajasiga yetishgan Abdulhamid al-Kashshiyning shogird-lari ham ko'p bo'lib, islomiy ilmlarning turli masalalariga oid yettita asar yozganligi haqida manbalarda zikr qilinadi. Mana shu asarlardan eng muhimi payg'ambar alayhissalomning hadislariga bag'ishlangan "Musnad al-imom" nomli asarini ko'rsatish mumkin.

Abul Hasan al-Pazdaviyning to'liq ismi Abul Hasan Ali ibn Muxammad ibn al-Husayn ibn Abdulkarim ibn Muso ibn Iso ibn Mujohid al-Pazdaviy bo'lib, u hijriy 400 (milodiy 1010) yilda Qashqadaryo viloyatining Kasbi tumani hududidagi Pazda (Ko'hna Fazli) qo'rg'onida tavallud topgan. O'z davrida Movarounnahrning ko'p shaharlari kabi Nasaf va Pazdani ham [7] ziyorat qilgan. Mashhur arab sayyohi Yoqut al-Hamaviy (1178-1229) o'zining "Mu'jam al-buldon" ("Mamlakatlar qomusi") nomli yirik asarida "Pazda Nasafdan olti farsax uzoqlikdagi mustahkam bir qal'a (qo'rg'on) bo'lib, undan yetishib chiqqan allomalardan biri Abul Hasan Ali ibn Muhammad al-Pazdaviydir", deb yozgan. Afsuski, uning yoshlik yillari haqida manbalarda aniq ma'lumotlar keltirilmagan. U fiqh sohasidagi dastlabki bilimni o'z otasidan olgan, so'ngra o'sha davrda ilm-fan va madaniyat taraqqiy qilgan yirik shaharlardan biri Nasafda o'z bilimni oshirgan. Har holda u yoshligidan yuqori ilmiy-ma'naviy muhitda ulg'ayib, o'z zamonasining mashhur olimlaridan biri sifatida tanilgan, ayniqsa, "fiqh-islom huquqshunosligining barcha masalalari bo'yicha o'z davrining imomi" degan yuksak nisbaga muyassar bo'lgan. Taniqli arab tarixchisi Shamsuddin az-Zahabiy (1274-1347) o'zining "Siyar a'lom an-nubalo" ("Olijanob allomalar siyratlari") nomli qimmatli asarida "Abul Hasan al-Pazdaviy Imom A'zam Abu Hanifa mazhabida o'z tariqatiga ega bo'lgan alloma", deb yozgan bo'lsa, tarixchi Abu Sa'ad as-Sam'oni esa "Abul Xasan al-Pazdaviy hanafiya mazhabining Movarounnaxrdagi shayxi bo'lgan", deb ta'kidlagan. Haqiqatdan ham alloma yurtimizda amal qilingan hanafiya mazhabini mukammal va beg'ubor holda muhofaza etish borasidagi beqiyos xizmatlari tufayli[6] barchaning alohida hurmatini qozonib, hatto "Faxr ul-islom"("Islomning fax-ri") degan o'ta sharafla laqabga ham sazovor bo'lgan. U uzoq yillar Samarqand madra- sala-rida mudarrislik qilgan. So'ngra Kesh (Shahrisabzda yashagan va 1089 yilda vafot etgan. Ba'zi manbalarda yozilishicha, vafotidan keyin jasadi Samarqandga keltirilib, dafn etilgan.

Abul Hasan al-Pazdaviy qalamiga mansub asarlar islomiy ilmlarning turli sohala-riga bag'ishlangan bo'lsada, uning merosida fiqhiy asarlari alohida o'rin egallay-di. Jumladan, hanafiya mazhabining turli masalalariga oid o'n bir jildlik "Al-Mabsut", shu mazhab asoschisi imom Abu Hanifaning "Al-Fiqh al-akbar" nomli asariga yozgan sharhi Kur'oni Karim tafsiriga bag'ishlangan "Kashf al-astor" nomli 120 qismlik asari, bu taf-sirning har bir qismi ulkan kitobdan iborat bo'lgan, "Sharh al-jomi' al-kabir li-Shay-boniy", "Sharq al jomi as-sag'ir li-Shayboniy", buyuk muhaddis imom al-Buxoriyning "Al-Jomi' as-sahih" asariga yozgan sharhi, fiqh ilmiga oid "Fana' al-fuqaho", "Siyrat al-mazhab fi sifat al-adab", "Risola fi qiroat al-musalliy", "Kitob al-muyassar fi-al-kalom", "Zallat al-qoriy", "Usul al-Pazdaviy", "Al-Amoliy" kabilarni ko'rsatish mumkin. Shu bilan birga Fahr al-Islom al-Pazdaviyning ilmiy ma'naviy merosida "Usul al-Pazdaviy" asari alohida o'rin egallab, u to'lig'icha "Kanz al-vusul ila ma'rifat al-usul" nomi bilan ataladi. Asarda fiqfiy masalalar batafsil holatda sharhlanganligi bois o'z davrida bu asar juda ko'pchilik faqihlar tomonidan bir dasturiy qo'llanma sifatida yuksak baholangan[3].

Al-Pazdaviydan keyin faoliyat ko'rsatgan ko'p olimlar unga tayanib asarlar ham yaratganlar. Misol tariqasida al-Pazdaviydan sakkiz yil keyin vafot qilgan mashhur olim Shams ul-aimma as-Saraxsiyning "Usul al-fiku" asarini ko'rsatish mumkin. Fiqh il-mida mislsiz ahamiyatga molik bo'lgan bu asarga bag'ishlanib ko'plab sharhlar ham bitilgan. Ulardan Solim ibn Ahmad as-Sanadiy, Husayn ibn Ali as-Sam'oni, Muhammad ibn Mah-mud al-Bobirti, Sadr ash-shariy'a al- Mahbubiy, Badriddin Muhammad ibn Shamsiddin, Amir Kotib ibn Amir Umar al-Forobiy, al-Javonfuriy, Alouddin Abdulaziz ibn Ahmad al-Buxoriy kabi olimlar yozgan sharhlar mashhurdir. Ushbu sharhlardan, shubhasiz, Aloud-din al-Buxoriyning "Kashf ul-asror" nomli sharhi eng qimmatlisi hisoblanadi. Shu bois ham mazkur sharh keyingi yillarda Bayrutda to'rt yirik jildda ikki marta (1994, 1997 yillar) nashr etildi. Muhim manba sifatida al-Pazdaviy asarining qo'lyozmalari ham jahonning turli mamlakatlarida saqlanadi. Olmon sharqshu-nosi Karl Brokkelman "Kanz ul-vusul"ining qo'lyozma nusxalari Berlin, London, Parij, Dehli, Sankt-Peterburg, Pesho-var, Qohira, Tunis, Istanbul kabi shaharlarda saqlanishi haqida ma'lumotlar keltiradi.

Xullas, o'rta asr Sharq olamining taniqli olimlarining Nasaf shahriga kelishib, bu yerda ma'lum vaqt ichida istiqomat qilishib, ijod qilishlari ham bu shaharning yuksak salohiyatga ega ekanligini ko'rsatadi. Naxshab- Qarshi shahrida ilm fan va madaniyat ancha rivoj topib,Markaziy Osiyodagina emas, balki Sharq olamida ham o'z salohiyatiga ega ekan-ligi bilan alohida ajralib turgan.

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OLIIY TA'LIM TIZIMIDAGI ISLOHOTLAR VA UNDAGI AYRIM MUAMMOLAR XUSUSIDA

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Annotatsiya: Mazkur maqolada O'zbekiston oliy ta'lim tizimini isloh qilishning ustuvor yo'nalishlari, ta'lim-tarbiya ishlari sifatini yaxshilash, raqobatbardosh kadrlar tayyorlash, bo'lajak mutaxassislarda ijodkorlik qobiliyatini shakllantirish hamda oliy ta'lim tizimining bugungi kundagi ba'zi jihatlarini holatini baholash masalalari muhokama qilingan.

Tayanch so'z va tushunchalar: ta'lim, tarbiya, innovatsiya, integratsiya, oliy ta'lim islohotlari, ta'lim sifati, inson omili, mutaxassis.

Ta'limga investitsiya – bu zamonaviy dunyoda o'ziga xos urfga aylangan hamda davlat va jamiyatning eng asosiy e'tibor qaratadigan yo'nalishlaridan biri bo'lib qoldi. Zero, tom ma'noda ta'limga pul tikish kishilik jamiyati uchun foyda keltiradigan eng kerakli soha hisoblanadi. Har qanday soha ta'limdagi fundamental bilimlarga asoslanadi va rivojlanadi. Shu boisdan, barcha davlatlar, jamiyatlar va jamiyat a'zolari ta'limga katta e'tibor qaratmoqda.

Mamlakatimizda sog'lom va barkamol avlodni tayyorlash, yoshlarning o'z ijodiy va intellektual salohiyatini ro'yobga chiqarish hamda ularni XXI asr talablariga to'liq javob beradigan har tomonlama yetuk rivojlangan shaxslar etib voyaga yetkazish uchun zarur shart-sharoitlar va imkoniyatlarni yaratish bo'yicha keng ko'lamli chora-tadbirlar amalga oshirilmoqda.

Respublikamiz Prezidenti Sh.M.Mirziyoyev "Yoshlarimizning mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga ega bo'lib, dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz" deb ta'kidlaydilar [1]. Darhaqiqat, ta'lim o'z ildizlarini ilm- fan va ishlab chiqarish, ijtimoiy turmush, bir so'z bilan aytganda, hayot bilan bog'lay olgan, ichki va turdosh tarmoqlar bilan har tomonlama integratsiyaga kirishgan taqdirdagina o'z oldiga qo'ygan natijalarga erisha oladi, fan, ta'lim - tarbiya va iqtisodiyotning o'zaro chuqur, har tomonlama uzluksiz aloqasini ta'minlay olgan va jamiyat hayotining barcha sohalariga tadbiriq eta olgan davlat esa taraqqiyotga erishadi.

Ta'lim tizimini tubdan takomillashtirish, oliy ma'lumotli mutaxassislar tayyorlashning maqsadli yo'nalishlarini aniqlash, ayniqsa, pedagog kadrlarning kasbiy malakalari va bilim saviyasini uzluksiz yuksaltirish eng dolzarb masalalardandir. O'zbekiston Respublikasi Prezidentining 2019 yil uchun mo'ljallangan eng muhim ustuvor vazifalar to'g'risidagi Oliy Majlisga Murojaatnomasida ham dolzarb masalalar qatorida ilm fan va ta'lim, ta'lim va ijtimoiy iqtisodiy hayot munosabatlariga alohida urg'u berilganligi bejiz emas.

Bugungi kunda ta'lim davlat siyosatining eng ustuvor yo'nalishiga aylandi. Mustaqillik yillarida davlat budjeti xarajatlarining tarkibi sifat jixatidan o'zgardi. Hozirgi vaqtda davlat xarajatlari tarkibida kuchli ijtimoiy siyosat va aholini ijtimoiy himoya qilishni amalga oshirishni moliyalashtirish asosiy o'rin tutadi. Davlat budjetidan ta'limga ajratilgan mablag'lar budjet xarajatlar qismining 33,7 foizi darajasida rejalashtirilib ta'lim sohasiga yo'naltirilayotgan xarajatlar hajmi mamlakatimiz YAIM tarkibida 10-12 foizni tashkil etadi [2].

Ta'lim inson omiliga sarflanuvchi sarmoyadir. Umuman, jamiyat bundan manfaatdor. Zero ta'lim darajasi va sifatining yuksalishi iqtisodiy o'sishni ta'minlaydi, mehnat unumdorligini oshiradi, ijtimoiy muammolarning oqilona yechimlarini topib, pirovard natijada mamlakatning xalqaro hamjamiyatidagi o'rnini belgilaydi.

Kuchli xalqaro raqobat sharoitida mavjud iqtisodiy muammolarni hal etish uchun aholining intellektual salohiyatidan to'liq va unumli foydalanishni ta'minlash zarur. Ta'lim sohasidagi davlat siyosatining asosiy tamoyillaridan biri bilimni bo'lish va iste'dodni

rag'batlantirish; ta'lim tizimida davlat va jamiyat boshqaruvini uyg'unlashtirish ekanligi va ta'lim hamda tarbiyaning insonparvar, demokratik tavsifga egaligi qilib belgilangan. Bilim ta'lim sohasining mahsuli sifatida o'ziga xos belgilarga ega: u bebaxo ijtimoiy ne'mat; cheklanmagan va foydalangan sari kamaymaydi; makonga bog'liq emas; qaytarilmaydi; vujudga keltirgan qiymati keyinchalik undan foydalanish intensivligiga bog'liq emas; vaqt bilan bog'liq h.k.

O'zbekistonda bozor islohotlarining boshlanishi rejali iqtisodiyot sharoitida kadrlar tayyorlashda yo'naltirilgan hamda davlatning nafaqat kadrlar tayyorlashga bo'lgan ehtiyojining mayda ikir- chikirlarini, balki, ta'lim shakli, uslubi va g'oyasini ham belgilab beradigan tizimni jiddiy qayta qurishni taqozo etdi. Yangi sharoitlar oliy ma'lumotli mutaxassislar tayyorlash tuzilmasi, ularning bilim va ko'nikmalariga bo'lgan talabni o'zgartirdi. Enlilidki yangi bilimlarni amalga qo'llay oladigan, muayyan kasb sohasidagi innovatsion imkoniyatlar ko'lamini tushuna oladigan kadrlarga talab yuqoridir. Bular nafaqat joriy xo'jalik va ishlab chiqarish masalalarini malakali hal qiladigan, balki, qaror qabul qila oladigan, tahliliy qobiliyatga ega, yuqori darajali mutaxassislar bo'lishi lozim.

Istiqlol yillarida ta'lim va kadrlar tayyorlash sohasida ko'plab ijobiy ishlar amalga oshirilganini ta'kidlagan holda, aytishimiz joizki, maqsadlar va ularga erishish usul va vositalarini aniq belgilay olmaslik, mehnat bozori talablarini chuqur o'rganmaslik, undagi talab va taklifning nomuvofiqligi, odamlarning ijtimoiy ahvoli va hohish-istaklarini inobatga olmaslik oqibatida anchagina jiddiy xato va kamchiliklar ham kuzatildi. Natijada, "Ta'lim to'g'risida"gi qonun va "Kadrlar tayyorlash Milliy dasturi"da nazarda tutilgan talablar to'liq ijrosini topmadi. O'tgan yillar davomida biz barcha sohalar kabi ta'lim sohasida ham o'zimizga xos va mos yo'lni topishga ko'p etibor qaratdik.

Darhaqiqat, Prezidentimiz Sh.M.Mirziyoyevning sa'yi harakatlari bilan so'nggi yillarda ta'lim sohasini isloh qilishga, kadrlar tayyorlash sifatini tubdan takomillashtirishga, xususan tizimga rivojlangan xorijiy mamlakatlar tajribasini tadbiiq etishga alohida e'tibor qaratilmoqda. Bu boradagi islohotlar 2017 yil 17 fevralda "O'zbekiston Respublikasi Fanlar akademiyasi faoliyatini takomillashtirish va rag'batlantirish to'g'risida"gi, 2017 yil 14 martdagi "O'rta maxsus, kasb-hunar ta'limi muassasalari faoliyatini yanada takomillashtirish chora-tadbirlari to'g'risida"gi, 2017 yil 20 apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora tadbirlari to'g'risida"gi, 2017 yil 22 maydagi "Oliy o'quv yurtidan keyingi ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi, 2017 yil 8 avgustdagi "O'zbekiston Respublikasi Xalq ta'limi vazirligi faoliyatini takomillashtirish to'g'risida"gi, 2017 yil 30 sentabrdagi "O'zbekiston Respublikasi maktabgacha ta'lim vazirligini tashkil etish to'g'risida"gi Prezident Farmon va Qarorlarida o'z aksini topgan [3].

Undan tashqari, "2017-2021 yillarda O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi"da ham ta'lim sohasini tubdan takomillashtirishga e'tibor qaratilgan. Biz deb ta'kidlaydi Yurtboshimiz "2017-2021 yillarda oliy o'quv yurtlari tizimini yanada rivojlantirish dasturini qabul qilib, ushbu sohadagi mavjud muammolarni bartaraf etishga, oliy ta'lim tizimini yangi sifat bosqichiga ko'tarishga qattiq bel bog'laganmiz". Shuningdek, O'zbekiston Respublikasida oliy ta'limni tizimli isloh qilishning ustuvor yo'nalishlarini belgilash, zamonaviy bilim va yuksak ma'naviy-axloqiy fazilatlarga ega, mustaqil fikrlaydigan yuqori malakali kadrlar tayyorlash jarayonini sifat jihatidan yangi bosqichga ko'tarish, oliy ta'limni modernizatsiya qilish, ilg'or ta'lim texnologiyalariga asoslangan holda ijtimoiy soha va iqtisodiyot tarmoqlarini rivojlantirish maqsadida O'zbekiston Respublikasi Prezidentining 2019 yil 8 oktabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish" konsepsiyasi PF-5847-son Farmoni qabul qilindi. Ta'lim tizimini rivojlantirish va takomillashtirishga qaratilgan mazkur xujjatlarning barchasida sohaga innovatsiyalarni kiritish, xorijiy tajribalarni o'zlashtirish, ijodiy yondashuvlarni qo'llab-

kuvvatlash, ta'lim turlari o'rtasidagi integratsiya jarayonlarini kuchaytirish bilan bog'liq umumiy jihatlar mavjud [4].

O'zbekiston Respublikasining Oliy ta'lim tizimi iqtisodiyotning erkinlashuvi bosqichida shunday darajada bo'lishi kerakki, xalqaro miqyosda fan, texnika, yuksak texnologiyalar sohasidagi so'nggi yutuqlar va mamlakat iqtisodiyoti rivojlanishi tendensiyalarini hisobga olib, raqobatbardosh kadrlar tayyorlashni ta'minlashga qodir bo'lishi lozim. Raqobatbardosh kadrlarning yangi avlodi kelgusida o'z oldiga ta'lim tizimini isloh etishning dolzarb masalalarini qo'yib, yuqori madaniyat, iqtisodiy tafakkurga ega, ilmiy-texnik va ijtimoiy-iqtisodiy axborotlarni mustaqil taxlil qilishga va tegishli masalalarni ijobiy hal qilishga qodir bo'lishi zarur.

Oliy ta'lim muassasasi layoqatliligining asosiy kursatgichi uning jamiyatdagi o'zgarishlarni oldindan ilg'ab olish va faoliyatini shu asosda tashkil etishga qodirligidadir. Faqat shundagina uning ilmiy-ta'limiy faoliyati natijalariga to'liq hajmda jamiyat tomonidan talab mavjud bo'ladi. Ish beruvchilarning tanloviga oliy ta'lim muassasasining ijtimoiy ahamiyati va nufuzi ham o'z ta'sirini ko'rsatadi.

Muxtasar qilib aytganda, mamlakatimizda ta'lim tizimida olib borilayotgan izchil islohotlar yoshlarni mehnat bozorida raqobotdosh, yuqori malakali kadrlar qilib tayyorlashga, ularning kelajagi, istiqboli yo'lida ulug' ishlarga qodir mutaxassislar bo'lib yetishishiga, o'zbek xalqini jaxon xalqlari bilan yaqinlashishiga, eng rivojlangan davlatlar qatoridan o'rin olishida beqiyos ahamiyatga egadir. Mustaqillik yillarida mamlakatimizda uzluksiz ta'lim jumladan, oliy ta'lim tizimi jahon talablari darajasida, yuksak ma'naviyat zaminida qurilib, davlat ta'lim standartlari va tegishli ta'lim dasturlari bilan ta'minlandi.

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ШАМОЛ ДВИГАТЕЛИНИНГ АТМОСФЕРА ҲАВО ОҚИМИ БИЛАН АЭРОДИНАМИК ЎЗАРО ТАЪСИРИНИ ОШИРИШ УСУЛИ

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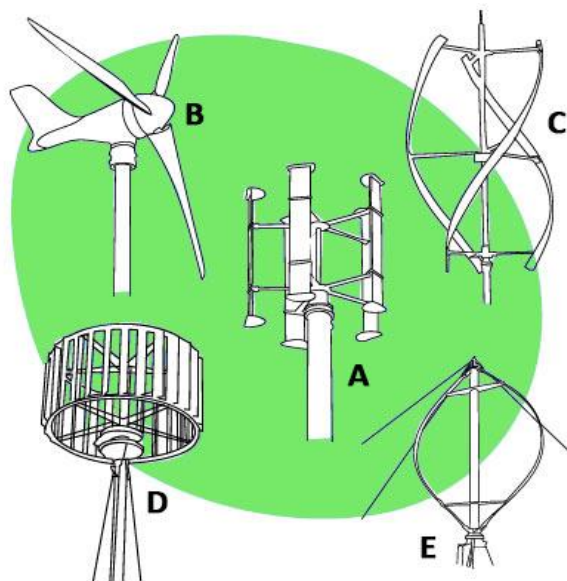
ҚДУ магистранти

Мамлакатимизда энергия танқислигини олдини олиш мақсадида шамол энергиясидан самарали фойдаланиш борасида қатор лойиҳалар амалга оширилмоқда. Қорақалпоғистон, Навоий, Бухоро вилоятларида ўрнатилаётган катта қувватли шамол электр станциялари бунга яққол мисол бўлади. Мутахасисларнинг фикрича, агар юртимизда мавжуд шамол энергияси ресурсларидан унумли фойдаланилса, электр энергияга бўлган эҳтиёжнинг 50 фоизини шамол энергияси ёрдамида қондириш

мумкин экан. Шамол энергетик қурилмалардан самарали фойдаланиш учун географик юқори потенциалли жойларни аниқлаш, қурилмалар самарадорлигини ошириш, уларнинг гидродинамик характеристикасини чуқур тадқиқ этиш талаб этилади.

Бу мақсадда горизонтал ўқли шамол двигателлари учун ҳаво оқими концентраторларидан фойдаланиш тавсия этилади. Маълумки, идеал ҳолатда эркин ҳаво оқимида шамол двигатели куракларини ювиб ўтувчи шамол оқимининг энергиясини 60 фоизини механик энергияга айлантириши мумкин.

Турли конструктив қурилмалар ёрдамида шамол двигатели кураклари ва атмосфера ҳаво оқими орасидаги аэродинамик таъсирлашувни ошириш мумкин (1-расм). Бунинг учун тўғридан тўғри ёки билвосита электродвигател кураклари ва ундан айланиб ўтувчи ҳаво оқимини ўзаро таъсирлашувини кучайтириш талаб этилади. Электродвигател атрофидаги ҳаво оқими кинетик энергияси шамол парраги билан аэродинамик ўзаро таъсирлашув орқали жалб қилинади.



1-расм. Ҳаво оқими концентраторлари.

Аэродинамик ўзаро таъсирлашувнинг физик кучайиши шамол паррагидаги статик босим тушиши ҳамда ҳаво миқдорининг ортиши ҳисобига амалга ошади.

Ҳаво оқими концентраторлари сифатида атмосфера диффузори, ҳаво қабул қилувчи конфузур, уйғунлашган ҳавоўтказгичдан фойдаланиш мумкин.

Хулоса қилиб айтиш мумкинки, юқоридаги усул билан шамол паррагида қўшимча босим тушишидан фойдаланиб, шамол двигатели қувватини ошириш имкониятини яратиш мумкин.

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ANDIJONDA PEDAGOG KADRLAR TAYYORLASH TIZIMINING YO'LGA QO'YILISHI TARIXIDAN

Abdullayev O'ktam Sheraliyevich
tarix fanlari bo'yicha falsafa doktori, dotsent
(Osiyo texnologiyalar universiteti)
O'zbekiston, Qarshi sh.

Zahiriddin Muhammad Bobur nomidagi Andijon davlat universitetiga 1931-yilda asos solingan. Shunda bu oliygoh Farg'ona pedagogika institutining Andijon filiali sifatida tashkil etilib, 1939-yilga qadar kechki pedagogika instituti maqomida faoliyat ko'rsatdi. 1939-yilning 23-iyunidan kunduzgi o'qituvchilar tayyorlash institutiga aylantirildi. Ayni paytda kechki bo'lim ham saqlanib qoldi. 1991-yildan O'zbekiston Respublikasi Prezidenti huzuridagi Vazirlar Mahkamasi qarori bilan Zahiriddin Muhammad Bobur nomidagi Andijon pedagogika instituti deb qaytadan nomlangan. Istiqlol sharofati bilan O'zbekiston Respublikasi Prezidentining 1992-yil 28-fevraldagi farmoniga asosan Andijon davlat pedagogika instituti Andijon davlat universiteti maqomiga ega bo'ldi.

Institutda turli yillarda rahbarlik qilgan direktor va rektorlar Abdulla Xarisov (1934-1937), Jalil Baratov (1937), Marg'uba Mirzajonovna Ishoqova (1937-1938), Siddiq Muhammadjonovich Sattorov (1938-1939), Maxonchenko (1939), Azarapet Ayrapetovich Sagatelyan (1939), Natan Moiseyevich Avezov (1938-1941), Mukarrama Soliyeva (1941-1943), Soli Sagatovich Sagatov (1943-1945), Rahim Zohidovich Bobodjonov (1945-1947), Isaq Po'latovich Po'latov (1947-1951), Amina Abdullayevna Abdullayeva (1951-1952), Karim Hamroyev (1952-1953), Kozim Fozilbekovich Qosimbekov (1953-1956), Abdumannob Egamberdiyev (1956-1958), G'ani Xolmatovich Abdullayev (1958-1975), Akmal Qosimovich Qosimovlar oliygohni har tomonlama rivojlantirishga, o'quv-tarbiya jarayonini hamda uning moddiy-texnik bazasini mustahkamlashga, malakali ilmiy-pedagogik kadrlar tayyorlashga munosib hissa qo'shganlar [1].

1937-yilda institutda fizika-matematika, geografiya, geologiya, tarix, adabiyot fakultetlari mavjud bo'lib, talabalar soni bor-yo'g'i 217 nafar kishidan iborat bo'lgan [2]. Ularning 53 foizi qizlar. Institutda 14 nafar o'qituvchi xizmat qilgan, ular orasida uch nafar professor S. P. Deyneka, N. I. Leonov, S. B. Averinsev, besh nafar dotsent (A.I. Shvarsbux, A. O. Shteker va boshqalar) bo'lgan. 1938-yilda Andijon kechki pedagogika institutida 3 oylik kurslar tashkil etilib, ularda 97 kishi ta'lim olgan. Kechki pedinstitut o'qituvchilar institutiga aylantirilganidan keyin uning tarkibida 6 oylik kurslar ochilib, ularda 128 kishi o'qigan. 1939-yilning boshlariga kelib institutda 21 nafar o'qituvchi faoliyat ko'rsatgan. Shunda 5 ta kafedra – o'zbek tili va adabiyoti, geografiya, tabiatshunoslik fanlari va to'rtta predmetni birlashtiruvchi pedagogika, fizika-matematika, tarix, harbiy ish va jismoniy tarbiya fanlari bo'yicha mutaxassislar faoliyat ko'rsatgan. Ushbu kafedralarda professorlar N. I. Leonov, Kun, Velskiy, dotsentlardan A. P. Sisoyev, J. Jafarov, Burnashev, A. Muxamadiyevlar mehnat qilishgan.

Andijon davlat universitetining Markaziy Osiyodagi eng yirik o'quv va ilmiy muassasa sifatida obro'ga turishida nafaqat O'zbekistondagi, balki Rossiyaning Moskva, Sankt-Peterburg, Kiyev, Qozon, Novosibirsk va boshqa markaziy shaharlari oliy o'quv yurtlari va akademik institutlar katta rol o'ynagan. Universitet o'qituvchilari ana shu muassasalarda tajriba orttirishgan, aspirantura va doktoranturalarda o'qib, fan nomzodi va fan doktori degan ilmiy darajalarga erishgan. Oliygoh uchun ilmiy-pedagog kadrlar tayyorlashga katta hissa qo'shgan bir qator olimlarning nomi universitetning tarix zarvarqlariga bir umrga muhrlangan. Ularning

sharofati bilan universitetning ilmiy-pedagogik salohiyati yuksalgan. 1980 yil oxirida mavjud 26 ta kafedra, 6 ta fakultet, 17 ta laboratoriyada 250 nafardan ziyod professor-o'qituvchilarning o'quv-metodik, ilmiy-tadqiqot, siyosiy-tarbiyaviy ishlari olib borgan. Ular orasida bir nafar O'zSSR FA muxbir a'zosi, 10 nafar doktor, 11 nafar professor, 122 nafar fan nomzodi, 63 nafar dotsent bor edi. Olimlar samarali ilmiy izlanishlar olib borishdi, balki Ittifoqda ham oldingi o'rinlardan birida bo'lgan.

1942-1949 yillar davomida 1948-1949 o'quv yilida respublikadagi pedagog kadrlar tayyorlaydigan oliy ta'lim muassasalarida birinchi marta sirtqi ta'lim bo'limi talabalari uchun qishki imtihon sessiyasi o'tkazilgan. Jumladan Andijon o'qituvchilar institutida 780 nafar talabadan 494 nafari, imtihonlarni topshirgan [3].

Andijon davlat pedagogika institutida 1954-yil oxiridan boshlab ilmiy asarlar to'plami chiqa boshlagan. Filologiya fanlari nomzodi, dotsent H.Razzoqov o'zining "Shoir Zavqiyning hayoti va faoliyati", "Muqimiy va Zavqiy", "Oraziy" degan maqolalari e'lon qilingan bo'lib, shoir Oraziyning hayoti, adabiy faoliyatini yoritish bilan birga Muqimiy, Furqat va Zavqiyar yetakchiligidan rivojlana borgan demokratik adabiyotning vakillari Pisandiy, Zoriy, G'oziy, Nihoniy, G'aribiy, Yoriy, Muhayyir, Nasimiy, Rojiiy, Bimiy, Muntazir, Asiriy kabi shoirlarning hayoti va ijodi bilan tanishtirgan [4]. I.P.Po'latov va A.M.Mustafoevlarning "O'zbek xalqining suv uchun kurash tarixidan" degan materialida O'rta Osiyo sharoitida xalqlarning butun tarixi davomida suv uchun kurash hayot uchun kurash bo'lib kelganligi ko'rsatilgan. A.Ardashirovning "Andijonda kutubxona ishi haqida", "Andijonda inqilobga qadar bo'lgan rus maktablari", B.Yoqubovning "Andijon oblasti respublikamizning asosiy paxta bazasidair", G'.Qodirovning "To'rtinchi besh yillikda O'zbekiston mehnatkashlarining moddiy va madaniy ahvolining yuksalishi", A.Abdullayevning "Sovet hokimiyati yillarida Andijon oblast ekonomikasi" degan maqolalarida respublika va Andijon viloyati tarixiga doir materiallar keltirilgan [5].

Andijon davlat pedagogika institutining pedagogika jamoasi har tomonlama bilimdon, maktabda o'zlari dars beradigan fanlarni mukammal biladigan va zarur amaliy tayyorgarlikka ega bo'lgan o'qituvchilar tayyorlab chiqarishni ta'minlash bilan birga xalq xo'jaligi va madaniyatning barcha tarmoqlarini yanada rivojlantirishga doir nazariy masalalar va amaliy vazifalarni hal qilishga qaratilgan ilmiy tadqiqot olib borishga ham e'tibor qaratib kelishgan. 1960-61 yillarda chop etilgan ilmiy ishlar to'plamida o'ndan ortiq olim tadqiqotlari bilan ishtirok etgan. Falsafa fanlari nomzodi G'.Abdullayev "Ijtimoiy-iqtisodiy formatsiyalar haqida tarixiy materializm ta'limoti", G'.Musina "Zulfiya – tinchlik va do'stlik kuychisi", A.Valiyev "Farg'ona viloyat dehqonlarining XX asr boshlaridagi xalq ozodligi harakati" mavzularida ilmiy ish yozishgan [6].

Andijon pedagogika institutida 1953-yilda talabalar ilmiy jamiyati tashkil etilgan. Talabalar ilmiy jamiyati 18 xil turli to'garaklar va 400 nafar talabalarni o'z atrofiga uyushtirgan edi. Talabalar ilmiy jamiyati tadqiqot ishlari olib borishdan tashqari maktablarda, zavod va fabrikalarda adabiy kechalar, fan sirlarini o'rganish maqsadida savol-javob kechalari ham uyushtirib borishgan [7].

Andijon davlat universiteti Ilmiy Kengashining 1993-yil 7-sentabrdagi yig'ilishida "Universitet tizimiga ba'zi o'zgartirishlar kiritish haqida"gi masala muhokama qililib, matematika fakultetiga pedagogika fakulteti qo'shib yuborilganining noto'g'ri qilingani tan olinib, pedagogika va BTM fakultetini matematika fakulteti tarkibidan chiqarilib, uning negizida pedagogika va psixologiya fakul-teti tashkil etishga qaror qilindi. Bu davrda universitetda 6 ta fakultet – tarix-filologiya, fizika, biologiya, matematika, pedagogika, jismoniy tarbiya fakultetlari va ularda 25 ta kafedra faoliyat ko'rsatgan. Universitetda "O'smirlar fiziologiyasi, maktab gigiyenasi, TFA" kafedrasi tashkil etilgan. Fakultetlarda talabalar soni ham ortib bordi. 1992-1993 o'quv yilida tarix fakultetida 301 nafar talaba tarix, tarix va pedagogika, jurnalistika ixtisosliklari bo'yicha ta'lim oldi. Yoki fizika fakultetida 408 nafar talaba tahsil oldi. Fizika,

umumtexnika fanlari va mehnat, matematika va fizika ix-tisosliklari bo'yicha mutaxassislar tayyorlangan [8].

Mustaqillik yillarida oliy ta'lim muassasalarida ilmiy salohiyatni oshirishda katta ilmiy xodim izlanuvchilik instituti, aspirantura va doktoranturaning ahamiyati katta bo'ldi. Andijon davlat universitetida 2005-2006 o'quv yilida ilmiy-tadqiqot ishlarida 78 foiz professor-o'qituvchilar qatnashdi [9].

Shu o'quv yilida universitetda 14 nafar aspirant va 4 nafar doktorant faoliyat ko'rsatdi. 2010-2012 o'quv yilida Andijon davlat universitetida barcha kafedralarda ilmiy salohiyatni oshirish borasida muayyan ishlar amalga oshirilib, universitet miqyosida jami 14 nafar, ulardan I bosqichda 4 nafar, II bosqichda 5 nafar, III bosqichda 5 nafar aspirant, 11 nafar doktorlik, 103 nafar mustaqil tadqiqotchi ilmiy izlanishlar olib bordi. Shu o'quv yilida universitet miqyosida jami 18 nafar tadqiqotchi nomzodlik hamda doktorlik dissertatsiyalarini himoya qildi. 32 ta kafedradan 19 ta kafedrada o'qituvchilar to'liq ilmiy ishga jalb qilindi [10].

Ammo 2010-yili universitetning umumiy salohiyati keskin tushib ketdi va u 32,2 foizni tashkil etdi, ya'ni 2009-yildagi xolatga nisbatan 13 foizga kamaydi. Buning asosiy sabablaridan biri Andijon davlat tillar pedagogika institutining tugatilib, universitet tarkibiga qo'shilishi natijasida professor-o'qituvchilar soni ortgani holda ilmiy darajalilar soni 14 foizga ortdi. Natijada 2010-yilda universitetdagi 32 ta kafedralar asosiy shtatda 556 nafar professor-o'qituvchi bo'lib, ulardan 32 nafari fan doktori va 148 nafari fan nomzodi ilmiy darajasiga ega edi [11].

2013 yilda 556 nafar professor-o'qituvchining 55 foizi ilmiy faoliyat bilan shug'ullangan. Fan doktorlarining o'rtacha yoshi 59,7 fan nomzodlarining o'rtacha yoshi 49,3 ni tashkil etdi. 2007-2011 yillarda Andijon DU ni aspirantura orqali 14 kishi, mustaqil izlanuvchi sifatida 30 kishi nomzodlik dissertatsiyalarini, doktorantura orqali 1 kishi mustaqil izlanuvchi sifatida doktorlik dissertatsiyalarini himoya qildi. Universitetda fan sohasi va ixtisoslik kesimida mavjud ilmiy salohiyat tahlili shuni ko'rsatadiki, fizika-matematika fakultetida fan doktorlarini o'rtacha yoshi 56,5 ni, fan nomzodlarining o'rtacha yoshi 57 ni tashkil etgan. Kimyo-biologiya fakultetida fan doktorlarining o'rtacha yoshi 67,4 ni, fan nomzodlarining o'rtacha yoshi 55,5 ni tashkil etgan. Tarix fakultetida fan doktorlarini o'rtacha yoshi 58,6 ni, fan nomzodlarining o'rtacha yoshi 55 ni tashkil etdi [12].

Xulosa qilib aytadigan bo'lsak, Respublikada pedagogik kadrlar tayyorlaydigan oliy ta'lim muassasalari ichida Andijon davlat universitetining alohida o'rni bor. O'zbekistonda pedagogika yo'nalishi oliy ta'lim muassasalari qatorida Andijon davlat universiteti ham ilm-fanni rivojlantirish vazifasini bajardi. Universitet Andijon viloyatida ilm-fanni rivojlantirishda muhim rol o'ynadi.

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10. Андижон давлат университети жорий архиви. Илмий ва илмий-педагогик кадрлар тайёрлаш бўлимининг 2012 йил ҳисоботлари маълумотномаси папкаси.
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O'QUVCHILAR IJODKORLIGINI OSHIRISHDA SINFDAN TASHQARI O'QISH DARSLARINING ROLI

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Osiyo texnologiyalar universiteti Pedagogika kafedrasi katta o'qituvchisi

Xatamova Xurshida Hayitmurodovna

Qarshi shahar 5-maktab boshlang'ich sinf oliy toifali o'qituvchisi

Annotatsiya. Ushbu maqolada sinfdan tashqari o'qish darslarining o'quvchilar ijodkorligini rivojlantirishdagi ahamiyati, ularning nazariy asoslari va amaliy ta'siri tahlil qilingan. Adabiyotlar tahlili asosida sinfdan tashqari o'qishning ijodkorlikka ta'siri o'rganilgan va tavsiyalar ishlab chiqilgan.

Kalit so'zlar: sinfdan tashqari o'qish, ijodkorlik, adabiy ta'lim, kitobxonlik madaniyati, kreativ fikrlash.

Kirish. Zamonaviy ta'lim tizimida o'quvchilarning ijodiy salohiyatini rivojlantirish muhim masalalardan biri hisoblanadi. Sinfdan tashqari o'qish darslari bu borada katta ahamiyatga ega bo'lib, o'quvchilarning mustaqil fikrlashi, tasavvuri va ijodkorligini shakllantirish uchun qulay platforma yaratadi [1].

Tadqiqotning maqsadi sinfdan tashqari o'qish darslarining o'quvchilar ijodkorligini rivojlantirishdagi rolini aniqlash va samarali metodlarni tahlil qilishdan iborat.

Usullar va adabiyotlar tahlili

Tadqiqot mavzusi bo'yicha O'zbekiston va xorijiy mamlakatlar olimlarining ilmiy ishlari, monografiyalari hamda maqolalari o'rganildi. Shuningdek, sinfdan tashqari o'qish bo'yicha metodik qo'llanmalar va dasturlar tahlil qilindi.

Qodirov [2] o'z tadqiqotlarida sinfdan tashqari o'qishning o'quvchilar dunyoqarashini kengaytirishdagi ahamiyatini ta'kidlaydi. Uning fikricha, mustaqil o'qish orqali o'quvchilar yangi g'oyalar yaratish va ularni amaliyotda qo'llash ko'nikmalarini rivojlantiradi.

Robinson [3] ijodkorlik va kitobxonlik o'rtasidagi bog'liqlikni o'rganib, badiiy adabiyotni o'qish o'quvchilarning tasavvurini boyitishi va kreativ fikrlashini rag'batlantirishini aniqlagan.

Natijalar

Adabiyotlar tahlili asosida sinfdan tashqari o'qishning o'quvchilar ijodkorligiga ta'siri bo'yicha quyidagi natijalar aniqlandi.

Birinchidan, sinfdan tashqari o'qish o'quvchilarda bir qator ijodiy ko'nikmalarni shakllantirishi aniqlangan. Xususan, Wilson [10] ning tadqiqotlari ko'rsatishicha, muntazam kitob o'qish o'quvchilarning tasavvur qobiliyatini sezilarli darajada kengaytiradi. Johnson [5] o'z izlanishlarida sinfdan tashqari o'qish o'quvchilarning mustaqil fikrlash qobiliyatini rivojlantirishini ta'kidlaydi.

Ikkinchidan, sinfdan tashqari o'qish o'quvchilarning so'z boyligini oshiradi. Akramova [4] ning kuzatishlariga ko'ra, ko'p kitob o'qiydigan o'quvchilar o'z fikrlarini erkin va ravon ifoda eta oladilar, bu esa ijodiy faoliyat uchun muhim ahamiyatga ega.

Uchinchidan, muntazam kitob o'qiydigan o'quvchilarda obrazli tafakkur rivojlanishi kuzatilgan. Smith [8] ta'kidlaganidek, badiiy adabiyot bilan muntazam tanishib borish o'quvchilarning muammolarni hal qilishda kreativ yondashuvlar ishlab chiqish qobiliyatini shakllantiradi.

Tahlil va muhokama

Sinfdan tashqari o'qish darslarining samaradorligini oshirish uchun bir qator muhim jihatlarni inobatga olish lozim. Petrov [6] ning fikriga ko'ra, bu jarayonda o'qituvchining roli an'anaviy darslardan farq qilishi, ya'ni u ko'proq yo'naltiruvchi, maslahatchi vazifasini bajarishi kerak. Bu esa o'quvchilarning mustaqil faoliyatini rag'batlantiradi va ijodiy tashabbuskorligini oshiradi.

Yoshida [7] sinfdan tashqari o'qish dasturini tuzishda quyidagi omillarni hisobga olishni tavsiya etadi:

- o'quvchilarning yosh xususiyatlari va qiziqishlari;
- tanlanadigan asarlarning badiiy-estetik qiymati;
- mavzularning dolzarbligi va tarbiyaviy ahamiyati.

Robinson [3] ning tadqiqotlari ko'rsatishicha, sinfdan tashqari o'qish jarayonida ijodiy topshiriqlardan foydalanish yuqori samara beradi. Masalan:

- o'qilgan asar asosida kichik sahna ko'rinishlari tayyorlash;
- asarning muqobil yakunini o'ylab topish;
- qahramonlar taqdirini davom ettirish;
- asar voqealarini zamonaviy sharoitga moslashtirish.

Qodirov [2] ta'kidlaganidek, sinfdan tashqari o'qish darslarida o'quvchilarning individual xususiyatlarini hisobga olish muhim. Har bir o'quvchining qiziqishlari va qobiliyatlaridan kelib chiqqan holda, ularga turli darajadagi ijodiy topshiriqlar berish maqsadga muvofiq.

Rahimov [9] ning fikricha, sinfdan tashqari o'qish jarayonida zamonaviy texnologiyalardan foydalanish ham ijobiy natija beradi. Elektron kitoblar, audio kitoblar, interaktiv materiallardan foydalanish o'quvchilarning qiziqishini oshiradi va ijodiy fikrlashini rag'batlantiradi.

Sinfdan tashqari o'qish darslarini tashkil etishda zamonaviy yondashuvlarni joriy etish alohida ahamiyat kasb etadi. Johnson [5] ta'kidlaganidek, an'anaviy kitob o'qish bilan bir qatorda, innovatsion metodlardan foydalanish o'quvchilarning ijodiy salohiyatini yanada oshiradi. Masalan:

Kitobxonlar klublari tashkil etish orqali o'quvchilar o'rtasida bahs-munozaralar uyushtirish mumkin. Bu jarayonda ular o'z fikrlarini erkin bildirish, boshqalar nuqtai nazarini tinglash va tahlil qilish ko'nikmalarini rivojlantiradilar. Smith [8] ning kuzatishlariga ko'ra, bunday muhokamalar o'quvchilarning tanqidiy va ijodiy fikrlash qobiliyatlarini sezilarli darajada oshiradi.

Yoshida [7] o'z tadqiqotlarida sinfdan tashqari o'qish darslarida qo'llaniladigan metodlarni quyidagicha tasniflaydi:

1. Individual o'qish - o'quvchi mustaqil ravishda kitob tanlaydi va o'qiydi.
2. Guruhli o'qish - bir nechta o'quvchi bitta asarni o'qib, muhokama qiladi.
3. Loyiha asosida o'qish - ma'lum mavzu bo'yicha bir nechta asar o'qiladi va tahlil qilinadi.

Wilson [10] fikricha, sinfdan tashqari o'qish darslarida quyidagi ijodiy topshiriqlarni qo'llash samarali natija beradi:

- O'qilgan asar asosida esse yozish
- Asarning bosh qahramoni kundaligini yaratish
- Asar voqealarini zamonaviy sharoitga moslashtirish

- Kitob qahramonlari bilan xayoliy intervyu o'tkazish
- Asar asosida krossvord tuzish

Petrov [6] sinfdan tashqari o'qish darslarini tashkil etishda quyidagi tamoyillarga amal qilishni tavsiya etadi:

1. O'quvchilarning kitob tanlash erkinligini ta'minlash
2. Yosh xususiyatlarini hisobga olish
3. Muntazamlikni ta'minlash
4. Ijodiy muhit yaratish
5. Rag'batlantirish tizimini joriy etish

Rahimov [9] ning ta'kidlashicha, sinfdan tashqari o'qish darslarida zamonaviy axborot texnologiyalaridan foydalanish quyidagi imkoniyatlarni yaratadi:

- Audio kitoblardan foydalanish
- Elektron kitobxonlik platformalarini joriy etish
- Multimedia materiallarini qo'llash
- Virtual kitobxonlar klublarini tashkil etish
- Online muhokamalar o'tkazish

Robinson [3] ta'kidlaganidek, sinfdan tashqari o'qish jarayonida integratsiya tamoyilini qo'llash muhim ahamiyatga ega. Ya'ni, o'qilgan asarlarni boshqa fanlar bilan bog'lash orqali o'quvchilarning bilimlarini kengaytirish va ijodiy fikrlashini rivojlantirish mumkin.

Sinfdan tashqari o'qish darslarining o'quvchilar ijodkorligini oshirishdagi rolini chuqurroq tahlil qilsak, quyidagi muhim jihatlarni ko'rish mumkin:

Birinchidan, sinfdan tashqari o'qish darslarining samaradorligi ko'p jihatdan o'qituvchining kasbiy mahoratiga bog'liq. O'qituvchi o'quvchilarning kitobga bo'lgan qiziqishini uyg'ota olishi, ularga to'g'ri yo'nalish bera olishi va ijodiy muhit yarata olishi kerak.

Ikkinchidan, sinfdan tashqari o'qish darslarida kitob tanlash masalasi muhim ahamiyatga ega. Bundan tashqari, kitob tanlashda o'quvchilarning qiziqishlarini hisobga olish muhim. Chunki majburiy o'qish ijodkorlikni rivojlantirmaydi, aksincha, kitobdan bezishga olib kelishi mumkin.

Uchinchidan, sinfdan tashqari o'qish darslarida qo'llaniladigan metodlar xilma-xil va qiziqarli bo'lishi lozim. To'rtinchidan, zamonaviy axborot texnologiyalaridan foydalanish o'quvchilarning qiziqishini oshiradi.

Shunday qilib, sinfdan tashqari o'qish darslarining samaradorligini oshirish uchun kompleks yondashuv zarur. Bu jarayonda o'qituvchining roli, tanlangan metodlar, zamonaviy texnologiyalar, psixologik muhit va boshqa omillar muhim ahamiyatga ega.

Xulosa

Sinfdan tashqari o'qish darslari o'quvchilar ijodkorligini rivojlantirishning samarali vositasi hisoblanadi. Bu jarayonda o'qituvchi yo'naltiruvchi vazifasini bajarishi, o'quvchilarning mustaqil faoliyatini qo'llab-quvvatlashi lozim. O'qish jarayonini to'g'ri tashkil etish va qiziqarli metodlardan foydalanish muhim ahamiyatga ega. Bunda zamonaviy pedagogik texnologiyalar, innovatsion yondashuvlar va interaktiv metodlardan foydalanish tavsiya etiladi.

Kitob tanlash masalasiga alohida e'tibor qaratish lozim. Tanlangan asarlar o'quvchilarning yosh xususiyatlari, qiziqishlari va zamonaviy hayot talablariga mos bo'lishi kerak. Sinfdan tashqari o'qish darslarida ijodiy topshiriqlardan keng foydalanish maqsadga muvofiq. Bunda o'quvchilarning individual xususiyatlarini hisobga olish va turli darajadagi topshiriqlarni taklif etish muhim. Muntazam ravishda kitob o'qish o'quvchilarning ijodiy salohiyatini oshiradi. Bu jarayonda zamonaviy texnologiyalardan foydalanish, elektron resurslarni jalb etish va interfaol muhit yaratish tavsiya etiladi. Baholash tizimi ham an'anaviy darslardan farq qilishi, ko'proq rag'batlantiruvchi va ijodkorlikni qo'llab-quvvatlovchi xarakterga ega bo'lishi kerak.

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ABUL MU'IN AN-NASAFIYNING AQOID ILMIDA TUTGAN O'RNI

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XI asrda yashagan Abul Mu'in Nasafiy aqida ilmining buyuk namoyondalaridan biri. Abu Mansur Moturidiy asos solgan moturidiya ta'limotining dunyoda keng miqyosda tarqalishida muhim rol o'ynagan. Islom dini sofliqini saqlash, aqidaparastlikka qarshi kurashishga qaratilgan ko'plab ilmiy asarlar yozgan.

Prezident Shavkat Mirziyoyev 2017 yil 24-25 fevral kunlari Qashqadaryo viloyatiga tashrifi chog'ida Abul Mu'in Nasafiy maqbarasini obod ziyoratgohga aylantirish, ziyoratchilarga zarur sharoitlar yaratish, bu maskanda kutubxona tashkil etish, buyuk olim asarlarini tarjima qilib, xalqimizga yetkazish bo'yicha tavsiyalar bergan edi.

Shunga muvofiq bu yerda katta bunyodkorlik ishlari amalga oshirildi. Davlat rahbari ulamolar bilan suhbatda buyuk bobokalonimiz asarlari bugungi kun uchun ham g'oyat ahamiyatli ekani, ularni nashr qilib, mazmun-mohiyatini yosh avlodga yetkazish zarurligini ta'kidladi.

Mazkur ziyoratgohda Qur'oni karimning asl qo'lyozma nusxasi saqlanmoqda. Bu kitob qadimgi Samarqand qog'oziga bitilgan, xattotlik elementlari bilan bezatilgan.

Shuni alohida ta'kidlash kerakki, yurtimizda Abul Mu'in Nasafiy ilmiy merosini o'rganish bo'yicha yaqin uch to'rt yil davomida samarali ishlar amalga oshirilmoqda. Abul Mu'in Nasafiy shaxsiyati va ilmiy merosi bo'yicha zamonamiz olimlari ham bir qancha maqtoqli so'zlarni bildirganlar. Xususan, turkiyalik kalomshunos olim professor H.Otay: "Moturidiya ta'limotining eng mashhur mutakallim olimi Abul Mu'in Nasafiydan keyin uning yo'lida va tizimida u kabi shaxs hali yetishib chiqmagan", - deb allomaning ilmiy merosiga yuksak baho beradi. Imom Moturidiyning "Kitobu-t-tavhid" asarini nashrga tayyorlagan tadqiqotchi Fathulloh Xulayf ham moturidiya kalom maktabining rivojida hech kim Abul Mu'in Nasafiydek katta xizmat ko'rsatmagan, ash'ariya maktabini Imom Boqilloni va Imom G'azzoliysiz tasavvur qilib bo'lmaganidek, moturidiya ta'limotini ham Abul Mu'insiz aslo tasavvur qilib bo'lmaydi, deb

uning ilmiy merosini alohida qadrlagan. Allomaning sha'niga va boy ilmiy merosiga bunday maqtovlarni bildirgan yana ko'plab tadqiqotchilarning misol qilib keltirish mumkin [1:3].

Moturidiyya maktabining atoqli namoyandalaridan biri Abul Mu'in Maymun ibn Muhammad an-Nasafiy, al-Makhuliydir.

U zotning ismi Maymun bo'lsa-da, Abul Mu'in kunyasi bilan shunchalik tanilganki, kunyasi qo'shib aytilmasa hech kim yolg'iz ismi bilan tanimagan. To'rtinchi bobosi Muhammad ibn Makhul (v.375h.) ham Abul Mu'in kunyasi bilan kunyalangan.

Unga Nasafiy nisbati berilishi Nasafda tavallud topgani uchun bo'lsa, al-Makhuliy nisbati berilishi beshinchi bobosi Makhul ibn Fazlga nisbat berish uchun qo'llangan, ya'ni makhuliyilar oilasidan degan ma'noda iste'mol qilingan.

Abul Mu'in Nasafiyning bobosi Abu Mute' Makhul ibn Fazl Nasafiy (204-395h) Imom Abu Mansur Moturidiy rahmatullohu alayhning shogirdlaridan biri bo'lgan. Makhul ibn Fazlning bir necha bebaho asarlari bor va ba'zilar bizgacha saqlanib qolgan.

Abul Mu'in Nasafiyning to'liq nasabi Maymun ibn Muhammad ibn Muhammad ibn Makhul ibn Fazldir[2:411].

Abul Mu'in Nasafiy boshlang'ich ilmni oilada o'z otasi va bobosidan olgan. Shu bilan birga, ilm uchun Samarqand, Buxoro shaharlariga safar qilgan va darsa olib, keyin muayyan vaqt dars berish uchun ushbu shaharlarda yashagan. Ilm safarida zamonasining peshqadam imomlaridan dars olgan.

Nasafiyning ustozlaridan biri Abul Yusr Muhammad ibn Muhammad ibn Husayn ibn Abdulkarim ibn Musa ibn Mujohid an-Nasafiy al-Pazdaviydir. (421-493h. 1030-1100m.) U zot Moturidiy e'tiqodida muhim asar sanalgan "Usul ud-din" kitobi muallifidir.

Abul Mu'in Nasafiyning "Tabsiratul adilla fi usulid din", "At-tamhid li qova'idit tavid" va "Bahrul kalom" asarlari bo'lib, ularning o'nlab qo'lyozma nusxalari dunyo kutubxonalari fondida saqlanmoqda. Bugungi asrimizda mazkur uch asarning barchasi tahqiq qilinib, dunyoning turli joylarida nashr qilindi. Bizgacha yetib kelmagan yoki bo'lsa ham hali nashr qilinmagan asarlari ham bor. Ular: "Sharhul jome'ul kabir lish-Shayboniy"[3:338] (Imom Muhammad Shayboniyning "Jome' ul-kabir" kitobiga sharh), "Manohiju aimma fil furu"[4:1846] (Fariy masalalarda imomlarning yo'llari) "Izohul mahajati li kavnil aqli hujjatan"[5:285] (Aql hujjat qilinadigan hujjat ekanining izohi), "al-ifsad li xad'i ahli ilhad"[6:285] (Kufr ahlining yolg'onini buzish) va "Sifatul kalom"[7:837] (Kalom sifati to'g'risida) kabi asarlaridir.

"Tabsiratul adilla" asarini dunyo musulmonlari o'qib-o'rganib, uning ustida turli darajadagi ilmiy ishlar qilingan va qilinmoqda. Abu Mansur Moturidiyning "Tavid" kitobi va Abul Mu'in an-Nasafiyning "Tabsiratul adilla" kitobini tahqiq qilgan zotlar yozgan muqaddimalarida "Tabsiratul adilla" kitobini quyidagicha e'tirof qiladi: "Abul Mu'in Nasafiyning shoh asari "Tabsiratul adilla" Moturidiy mazhabida Imom Abu Mansur Moturidiy rahmatullohu alayhning "Tavid" kitobidan keyingi ikkinchi kitob sananaladi. Balki, "Tabsiratul adilla" asari "Tavid" kitobiga sharh, tafsir va bayon deb e'tibor qilinadi. Chunki "Tabsiratul adilla" asari ko'p o'rinda "Tavid" kitobining uslublarini bayon qilib, unga nisbatan keng qamrovli va tafsilotlar bilan boyitilgan asardir".

Abul Mu'in Nasafiy "Tabsiratul adilla" asaridek buyuk bir asarni tasnif qilish bilan birga, butun olamga dong taratgan shogirdlarni ham tarbiya qilgan. Jumladan: A'lo ud-din Muhammad ibn Ahmad as-Samarqandiy (575h), Abul Muzaffar Ismoil ibn Adiy al-Talqoniy (540h), Sadr ul-islom Ahmad ibn Muhammad Buxoriy (482h-542h), Abul Hasan Ali ibn Hasan al-Balxiy (548h), Abul Fath Ahmad ibn Muhammad al-Xulmiy (547h), Abdurashid ibn No'mon al-Valvolijiy (540h), Mahmud ibn Ahmad as-Sog'urjiy (510h), Mahmud ibn Zayd al-Lomishiy va boshqalar. U zotning shogirdlaridan biri Abul Hafs Umar Nasafiy (461-537h.) undan va yana boshqa ko'plab ulug' ustozlardan dars olib Moturidiy maktabining ko'zga ko'ringan namoyandalaridan biriga aylangan. U tasnif qilgan asarlar soni yuzta bo'lgani uchun "Yuz kitob

sohibi” deb ham laqablanadi. Tasnif qilgan asarlarining ichida “Aqoid un-Nasafiya” moduridiya aqidasi javhari sanaladi. Moturidiy ta’limotini tutgan barcha diyorlarda “Aqoid un-Nasafiya” kitobi birdek qabul qilingan, o’qib-o’rganilgan va yuzdan ortiq sharh va hoshiyalar bitilgan. Shuning uchun bu asar asrlar bo’yi madarasalarda davomiy darslik bo’lib xizmat qilib kelmoqda.

Buning sababi u mohiyatan Abu Mansur Moturidiyning “Tavhid” va Abul Mu’in Nasafiyning “Tabsiratul adilla” kitobiga muxtasar sharhdir. Hoji Xalifa o’zining “Kashfuz zunun” kitobida “Tabsiratul adilla” asarini tanitish nihoyasida: “Kim “Tabsiratul adilla”ga nazarsa solsa, Umar Nasafiyniy “Aqoid un-Nasafiya” asari “Tabsira adilla”ning fihristi ekanini biladi”[7:281], deydi.

Umar ibn Muhammad Nasafiyning “al-qand fi zikri ulamoi Samarqand” (Samarqand olimlari zikrida qand kitobi) asarida “Sharqu G’arbning olimu ulamolari Abul Mu’in Nasafiy ilmining dengizidan bahra topib, u taratgan ziyo nurlarini ko’zlariga to’tiyo qilib surtganlar”, deydi.

Ha, aqoid ilmida bitilgan barcha manbalarda, sharh va hoshiyalarda Abu Muin Nasafiy va “Tabsiratul adilla” asarining zikri qayd qilinadi. Unda bayon qilingan narsalardan iqtibos keltiriladi yoki undagi bayon qilingan hukm e’tirof etiladi.

Abul Mu’in Nasafiy “Tabsiratul adilla” asari va Abul Hafz Umar Nasafiy singari shogidlari bilan musulmonlarning e’tiqodini birlashtirib kelgan. Tarix kitoblarida jannatmonand diyorimiz anhorlari, bog’u bo’slonlari va go’zal shaharu qishloqlari madh qilinishi bilan birga musulmonlar ommasini ahli sunna val jamoa e’tiqodida jam bo’lgan deb maqtaladi. Albatta, musulmonlarning bir e’tiqodda jam bo’lishida Imom Abu Mansur Moturidiy, Abul Mu’in Nasafiy va boshqa izdoshlarining katta xizmatlari bor.

Aqoid ilmi ilmlar ichida eng sharaflisidir. Faqat sof va to’g’ri aqoid insonning dunyo va oxiratda baxt va najotga erishishiga sabab bo’ladi.

Ibrohim ibn Abdurahmon al-Uzriy roziyallohu anhudan rivoyat qilindi: Rasululloh sollallohu alayhi vasallam: “Har bir zamonlarda adolatpesha insonlar (mo’tadillik) haddidan oshganlarning noto’g’ri talqinini, layoqatsiz kimsalarning asossiz tasdiqlashini hamda nodon kimsalarning ta’villarini inkor etgan hollarida bu ilmni himoya qiladilar”, dedilar (Bayhaqiy rivoyat qilgan).

Mazkur hadisi sharifda to’g’ri yo’ldan adashgan, asosiz narsalarni o’zlariga hujjat qilib olib boshqalarni chalg’itadigan va ilmsizlikdan oyat va hadislarni noto’g’ri ta’vil va talqin qiladigan kimsalarni to’g’ri yo’lga soladigan va musulmonlar ommasini sof aqoidga boshlaydigan inson o’z zamonasining adolatpesha insoni deb zikr qilinmoqda.

Abul Mu’in Nasafiy o’z zamonasida barcha adashgan insonlarga hidoyat yo’lini bayon qilgan, hadisi sharifda bayon qilinganidek, adolatpesha insonlardan biridir. U zot Moturidiy aqidaning bizgacha yetib kelishida silsilasining go’yo katta halqasidekdir.

2017 yil 15 iyunda Toshkent shahrida bo’lib o’tgan «Ijtimoiy barqarorlikni ta’minlash, muqaddas dinimizning sofligini asrash – davr talabi» mavzusidagi videoselektorda O’zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev: “Qashqadaryoda – Abul Muin Nasafiy markazida aqida ilmi maktabini tashkil etsak, o’ylaymanki, bu juda foydali bo’ladi. Kelgusida chuqur bilimli imom-xatiblar, islomshunos mutaxassislar, ulamolar tayyorlashda, eng muhimi, farzandlarimizni buyuk ajdodlarimizning bebaho merosi ruhida, sog’lom e’tiqod ruhida tarbiyalashda bu maktablar tayanch bo’lib xizmat qiladi”, degan edi.

Buyuk vatandoshimiz Abu al-Mu’iyn an-Nasafiy hayoti va ilmiy merosini har tomonlama chuqur o’rganish madaniyatimiz tarixini yoritishda katta ahamiyatga egadir.

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O'ZBEKISTON HUDUDIDA QADIMDAN SHAKLLANGAN MUZEYLAR TIZIMINI YANADA TAKOMILLASHTIRISH JARAYONLARI TAHLILI (Janubiy viloyatlar misolida)

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Jahonda bugungi kunda tarixiy-madaniy meros obyektlariga qiziqish va ularni targ'ib etish muhim ahamiyat kasb etmoqda. Bu borada muzeylar hal qiluvchi o'ringa ega bo'lib, ularning asosiy maqsadi ajdodlardan qolgan boy tarixiy-madaniy merosni to'plash, saqlash, ularni ko'rgazmalar orqali targ'ib etishdir. Muzey ekspozitsiyalarini yangi innovatsiyalar yordamida zamonaviy uslubda yaratish, muzey fondlarini to'ldirish maqsadida ilmiy ekspeditsiyalar tashkil etish, eksponatlarga ilmiy ishlov berish, muzeylarni zamonaviy jihozlar bilan boyitish va ularda servis xizmatini yaxshilash orqali muzey ishini yanada takomillashtirish davlat va jamiyatning funksional vazifalaridan biri hisoblanadi.

Bugungi kunda jahonning yetakchi ilmiy-tadqiqot markazlari va tegishli oliy ta'lim muassasalarida muzeylar ishini yo'lga qo'yish, muzey eksponatlarini to'plash va namoyish etishda innovatsion usullardan foydalanish, muzey ko'rgazmalarini tashkil qilish klassifikatorlarini ishlab chiqish, muzeylarda eksponatlarning informativ va ekspressiv xususiyatlarini aniqlash, muzeylarning QR-kodini yaratish, virtual ekspozitsiyalarining standartlarini o'rganishga qaratilgan ilmiy izlanishlar olib borilmoqda.

Muzeylar faoliyatini takomillashtirish ichki va tashqi turizmning rivojlanishiga olib keladi. Mamlakatimiz Prezidenti SH.M.Mirziyoyevning 2020 yil 30 dekaabrdagi Oliy Majlisga Murojaatnomasida turizmni rivojlantirish borasidagi quyidagi fikrlarni bildirib o'tdilar: “Hozirgi kunda milliy iqtisodiyotga yuqori daromad keltiradigan istiqbolli tarmoqlardan biri – bu turizmdir. O'zbekiston turizm sohasida ulkan salohiyatga ega bo'lgan davlat hisoblanadi. Yurtimizda 7 ming 300 dan ortiq madaniy meros obyektlari mavjud va ularning aksariyati YUNESKO ro'yxatiga kiritilgan. Samarqand, Buxoro, Toshkent shaharlaridagi muqaddas qadamjolar va yodgorliklarni ziyorat qilishdan iborat bo'lgan “kichik haj” dasturini rivojlantirish va jadallashtirish zarur. Ichki turizm sohasidagi katta imkoniyatlarni ham to'liq ishga solish lozim”[1].

O'zbekiston Respublikasi Prezidentining 2020 yil 26 maydagi «Madaniyat va san'at sohasining jamiyat hayotidagi o'rni va ta'sirini yanada oshirish chora-tadbirlari to'g'risida»gi farmonida muzeylar faoliyatiga katta e'tibor qaratilgan. Jumladan, O'zbekiston davlat san'at muzeyiga – san'at sohasidagi, O'zbekiston tarixi davlat muzeyiga – madaniyat va tarix sohasidagi barcha muzeylar faoliyatini ilmiy-tadqiqot va metodik jihatdan muvofiqlashtirish,

ularning ushbu yo'nalishdagi o'zaro hamkorligini ta'minlash, kadrlar ilmiy salohiyatini oshirish vazifasi yuklatildi.

2021 yil 1 yanvarga qadar O'zbekiston davlat san'at muzeyi va O'zbekiston tarixi davlat muzeyida muzeyshunoslik, san'atshunoslik, madaniyatshunoslik yo'nalishlarida qonun hujjatlarida belgilangan tartibda ixtisoslashtirilgan ilmiy kengashlar va ilmiy-metodik kengashlar tashkil etish ko'zda tutilgan. Bu yurtimizdagi barcha san'at va tarix yo'nalishida faoliyat yuritayotgan muzeylardagi xodimlarning ilmiy salohiyatini yanada oshirish va ularga yanada keng sharoit yaratishdek maqsadlarni ko'zlaydi. 2020 yil sentabr oyidan boshlab davlat muzeylarida har oyning birinchi yakshanbasi «Ochiq eshiklar kuni», deb e'lon qilindi. «Ochiq eshiklar kuni» har bir muzeyga tashrif buyuruvchi tomoshabinda yanada katta qiziqish uyg'otadi va muzeyga tashrif buyuruvchilar safini kengaytiradi. Shu bilan birga, 2020-2025 yillar davomida bosqichma-bosqich har bir tuman va shaharda tarix va madaniyat davlat muzeylarining filiallari shaklida o'lkashunoslik muzeylari tashkil etiladi va O'zbekiston Respublikasi Davlat byudjeti hisobidan moliyalashtiriladi.

Bu bilan har bir hudud tarixi va madaniyati to'g'risida chuqur izlanishlar olib borish, yosh avlodning o'z hududi tarixi va madaniyati bilan yaqindan tanishishiga keng imkoniyat yaratiladi. Yangi tashkil etilayotgan tuman (shahar) o'lkashunoslik muzeylarining asosiy vazifasi hudud tarixi, tabiati, etnografiyasining bugungi holati va kelajagi haqida ma'lumotlar beruvchi ashyo va kolleksiyalarni yig'ish, saqlash va ulardan foydalanishni tashkil etishdan iborat bo'ladi. Yurtimiz bo'yicha 200 dan ortiq muzeyning yangidan tashkil etilishi ma'rifat va bilim maskani sifatida moziygohlarga qaratilayotgan amaliy e'tibordir [2].

Vazirlar Mahkamasining 1994 yil 23 dekabrda 1994 yil 23 dekabr Qashqadaryo viloyat hokimligining 1995 yil 17 yanvar X-23/1 sonli "Respublika muzeylari faoliyatini yaxshilash chora-tadbirlari to'g'risida"gi qarori yuzasidan bir qator tadbirlar ishlab chiqildi va amalga oshirildi. Tashkilotlar, korxonlar, o'quv dargohlarida muzeylar tashkil qilindi [3].

Shahrisabz shahar Amir Temur nomli moddiy madaniyat tarixi muzeyi Shahrisabz shahar hokimining 1996 yil 8 maydagi № X-136/5-sonli qarori asosida tashkil etilgan hamda Qashqadaryo viloyat Madaniyat ishlari boshqarmasining 1996 yil 14 noyabrda 69-sonli buyrug'i asosida o'z faoliyatini boshlagan Muzey ma'muriyati, fond xonalari hamda ekspozitsiyasi YUNESKOning "Jahon merosi" ro'yxatiga kiritilgan XVI asrda qurilgan Chubin madrasasi majmuida ishlab kelmoqda [4].

Amir Temur nomli moddiy madaniyat tarixi muzeyi Madaniyat vazirligining ilmiy tashkilotlaridan biri bo'lib, Shahrisabz shahar hokimining 1996 yil 8 may kunidagi X-13615 qarori hamda viloyat hokimligi madaniyat ishlari boshqarmasining 1996 yil 14 noyabrda 69-sonli buyrug'i asosida Shahrisabz shahridagi "Chubin" madrasasi majmuasida tashkil topgan.

Muzeyning asosiy vazifalari quyidagilardan iborat:

- Qashqadaryo hududidagi ibtidoiy antik va o'rta asrlar, Temur dahosi va Temuriylar davri moddiy madaniyati, etnografiya va o'lkashunoslik, hunarmandchilik va tarixshunoslik yo'nalishida eksponatlar va fondlar yaratish, ularni tatbiq qilishdan iborat.

- Moddiy madaniyatga oid arxeologik, yodgorliklarda ilmiy tadqiqotlar olib borishdan iborat.

- Arxeologik qazish va yangi obyektlarni ko'rish natijasida topilgan asori-atiqalarni rekonstruksiya qilish va ta'mirlash, ularni ekspozitsiyaga tayyorlashdan iborat.

- Qashqadaryo vohasi hududidagi tarixiy va arxeologik yodgorlik etib grafik ma'lumotlarni o'rganish va targ'ibot qilish, jahon standartiga mos muzeyshunoslik ishini yo'lga qo'yishdan iborat.

- Muzey ishini taraqqiyotini ta'minlashdan iborat. [5].

1997 yil 23 dekabrda O'zbekiston Respublikasi Vazirlar Mahkamasining 618 sonli "Respublika muzeylar faoliyatini yaxshilash chora-tadbirlari to'g'risida" gi qolaversa yana O'zbekiston Respublikasi Vazirlar Mahkamasining 1998 yil 5 martdagi "Muzeylar faoliyatini

qo'llab quvvatlash masalalari to'g'risida"gi 98-son qarori hamda O'zbekiston Respublikasi madaniyat ishlari Vazirligining 1998 yil 18 martdagi 53- sonli va boshqa muhim buyrug'iga asosan 1998 yilda Qashqadaryo viloyat o'lkani o'rganish muzeyida bir qator ishlar amalga oshirildi[6].

O'zbekistondagi davlat muzeylari orasida ilk bora Shahrisabz muzeyi jahon miqyosida madaniy ahamiyatga ega bo'lgan ana shunday tashabbus bilan chiqqan va muhtaram O'zbekiston Respublikasi Prezidentining qo'llab-quvvatlashi natijasida Respublikamizda Shahrisabz shahri birinchi bo'lib o'zining 2700 yillik yubileyini nishonlagan edi. Bu bosqichdagi yana bir muhim natija Shahrisabz shahridagi temuriylar davriga mansub 18 ta me'morchilik obidalarining YUNESKOning "Umuminsoniyat merosi" kitobi ro'yxatiga kiritilishidir. Mazkur g'oya O'zbekiston Respublikasi Prezidenti tomonidan ilgari surilgan bo'lib, asoslovchi hujjatlar tayyorlash ijrochisi madaniy meros obyektlarini saqlash va foydalanish bosh boshqarmasi bo'lsa-da, hujjatlashtirish ishida muzeyning ilmiy xodimlari ham faol ishtirok etdilar. Ilmiy va tashkiliy hamkorlik tashkilotlar o'rtasida muzey taraqqiyotining keyingi bosqichlarida ham muntazam davom etmoqda.

Shahrisabz muzeyi tarixi faoliyatining birinchi bosqichi – muzeyning yuridik tashkilot sifatida shakllanishi mavzusiga oid 13000 dan ziyodroq osori atiqalar to'plash, ilmiy yo'nalishlarini belgilash va 2 ta fundamental mavzuli ko'rgazma yaratish ishlari bilan xarakterlanib, 1996 yildan 2002 yilgacha davom etgan[7].

Ikkinchi bosqichi 2002-2010 yillarni qamrab oladi. Bu bosqich muzeyning jahon standartlariga mos ravishda faoliyat olib borishi va xalqaro aloqalarni yo'lga qo'yish strategiyasi tanlangan davrdir.

Shuningdek, O'zbekiston Respublikasi Vazirlar Mahkamasining 1994 yil 23 dekabrda 618 sonli qarorini bajarish yuzasidan Surxondaryo viloyat hokimi 1995 yil 6 marta Surxondaryo viloyat o'lkashunoslik muzeyi faoliyatini yaxshilash chora-tadbirlari to'g'risida qaror qabul qildi. Qarorda viloyatimiz tarixini to'laqonlik aks ettiruvchi noyob ashyolarni to'plash, saqlash, muzey faoliyatini takomilashtirish, muzey texnik bazasini mustahkamlashga qaratilgan tadbirlar belgilangan. Surxondaryo viloyat o'lkashunoslik muzeyi yangi binosi qurilishini 1996 yil boshlanishi qarorga kiritilgan. Qarorda ko'rsatilgan Surxondaryo viloyat o'lkashunoslik muzeyi yangi binosini loyihalashtirish ishlari boshlanishi uchun kerakli barcha hujjatlar Surxondaryo viloyat o'lkashunoslik muzeyi rahbariyati tomonidan tayyorlanib Viloyat hokimiyati kapital qurilish boshqarmasiga topshirildi[8].

O'zbekiston Respublikasi Prezidentining 1998 yil 12 yanvardagi "Muzeylar faoliyatini tubdan yaxshilash va takomilashtirish to'g'risida"gi farmoni hamda O'zbekiston Respublikasi Vazirlar Mahkamasining 1999 yil 27 dekabrda 545-sonli "Termiz shahrining 2500 yilligini nishonlashga tayyorgarlik ko'rish va uni o'tkazish to'g'risida" gi qarori Surxondaryo viloyati madaniy hayotida, shu jumladan, boy o'tmish me'rosimizni chuqur o'rganishni, ayniqsa Vatanimizning ming yilliklar tarixidan guvohlik beruvchi asori-atiqalarimizni asrab-avaylash va targ'ib etishda g'oyat katta ahamiyatga ega bo'ldi. 2001-yilda al-Hakim at-Termiziy me'moriy majmuasi hududida Surxondaryo viloyat o'lkashunoslik muzeyining "Me'ros" tarmoq muzeyi qurilib ishga tushirildi[9].

Qashqadaryo viloyat tarixi va madaniyati davlat muzeyi madaniy va ma'rifiy muassasa. U 1975 yilda Qarshida tashkil etilgan. Muzey jamg'armasi tarkibida 20 mingdan ortiq numizmatika, arxeologiya, tasviriy va amaliy san'at, tarixiy hujjatlar, noyob qo'lyozmalar, kitoblar, uy-joy va etnografik eksponatlar mavjud (2005).

Har bir davlat taraqqiyot sari odimlar ekan, doimo tarixga nazar tashlab, mavjud urf-odatlar, an'analar hamda qadimiy yodgorliklarni o'rganishga va saqlashga intilishi tabiiy hol, chunki ular o'tmishdan kelgan madaniyat, ma'rifat, tabiat yodgorliklarining yaxlit tizimga solingan yig'indisi bo'lib, amaldagi tartiblarga muvofiq saqlanadi va namoyish qilinadi. Tashkil etilgan va etilayotgan ko'plab yangi muzeylar yosh avlodni tariximiz, moddiy va madaniy

merosimizni naqadar chuqur ildizga egaligini singdirgan holda, ularni Vatanga muhabbat va sadoqat tuyg'ulari bilan tarbiyalashga xizmat qilmoqda.

Qashqadaryo viloyat o'lkani o'rganish muzeyi tarix bo'limining tashabbusi bilan 2009 yil 7 mart kuni Nasafiyning 1000 yilligiga bag'ishlab ilmiy davra suhbat tashkil etildi. Davra suhbat Qarshi davlat universiteti bilan hamkorlikda o'tkazildi.

2019 yilda Abul Muin an-Nasafiy muzeyi konsepsiyasi ishlab chiqilib, muzeyning virtual ko'rgazma loyihasi tayyorlandi. Shu yili muzey uchun 30 dona audiogid moslamalari xarid qilindi va muzey fondi 1715 dona eksponatlar bilan boyitildi.

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G'UZOR BEKLIIGINING TARIXIY – GEOGRAFIK JOYLASHUVI MASALALARI MULOHAZALARI

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Annotatsiy. Ushbu maqolada Qashqadaryo vohasining beklklaridan biri, Buxoro amirligida harbiy siyosiy, iqtisodiy masalalarda yetakchi o'ringa ega bo'lgan G'uzor bekligining tarixiy-geografik masalalari tarixiy manbalar va mavjud adabiyotlar asosida tahlil etib berilgan.

Tayanch so'zlar. G'uzor, Xuzor, Jinnidaryo, Katta O'radaryo Kichik O'radaryo, Beshbuloq, G'armiston, Eskibog', To'raqo'rg'on.

G'uzor bekligining geografik o'rni Hisor tog' tizmasining g'arbiy yon bag'ridagi adirlarga to'g'ri keladi va Qarshidan 45 verst janubiy sharqda joylashgan [1:663].

G'uzor bekligi shimoldan Katta O'radaryoning yuqori oqimi, sharqdan Katta O'radaryo va Kirshaktog'ning sharqiy qismi bilan hamda g'arbdan 35-40 kenglikda chegaralangan.

Beklikning g'arbiy qismidan oqib o'tuvchi Quyitang daryosi G'uzor va Kelif beklklarining chegarasi hisoblangan. G'uzor bekligining sharqiy, janubiy va g'arbiy qismlari tog'li

hududlardan tashkil topgan bo'lib. beklikning faqat shimoli-g'arbiy, ya'ni Qarshi bekligi bilan chegaradosh qismigina tekislikdan iborat bo'lgan. XIX asrda G'uzor va Qarshi beklilari chegarasi Yangikent qishlog'idan boshlanib, bu qishloq dengiz sathidan 1150 fut balandlikda joylashgan. G'uzor bekligining sharqiy va janubi-sharqiy qismidagi tog'liklarning balandligi 2200-2400 futni tashkil qilgan [2:154-155].

G'uzor shahri esa 1530 fut, 718 mm balandlikda joylashganligi haqida ma'lumotlar mavjud [3:24]. Boshqa bir manbada esa G'uzor shahri 1310 fut mutlaq balandlikda hamda 38.36.18. shimoliy kenglikda va 35.53.15 sharqiy uzunlikda joylashganligi keltirib o'tilgan [4:34]. XIX asr oxirida voha iqlimi kontinental va quruq bo'lib, kunduzi va kechasi hamda qish va yoz oylaridagi o'rtacha harorat orasidagi tafovut juda katta bo'lgan. Qishda qor uch oygacha turib, ba'zi yillari bahor seryog'in kelgan. Shunga qaramasdan havoning issiqligi tufayli bug'lanish kuchli bo'lib, yomg'irdan so'ng dalalar birpasda qurib qolgan. Qashqadaryo vohaning asosiy daryosi sanalib, uning irmoqlari bo'lmish Jinnidaryo, Oqsuv, Yakkabog'daryo, G'uzordaryo (Katta va Kichik O'radaryo bilan birga) qor, yomg'ir va muzlik suvlaridan to'yingan.

Qashqadaryo o'zining G'uzordaryo deb nomlanuvchi irmog'i bilan birgalikda sharqiy Buxoroning ahamiyati jihatidan ikkinchi o'rinda turuvchi muhim daryolaridan hisoblangan. U Hisor tizmalaridan boshlanib, vohadagi eng yirik Shahrisabz va Qarshi vohalarini suv bilan ta'minlagan. Bu daryoning suvlari vohaning ekin maydonlari va bog'larini sug'orishga sarf etilgan. G'uzordaryo Katta va Kichik O'ra daryolarning qo'shilishidan hosil bo'lib, G'uzor bekligini suv bilan ta'minlovchi asosiy suv manbai hisoblangan.

Xitoy manbalarida Katta O'radaryo Tamo, Tun deyilgan. P. Pele uni Dumo deb atagan. V. V. Bartold G'uzordaryo, ya'ni Katta O'radaryo Kesh shahridan 8 farsax uzoqda joylashganligini qayd etgan [5:188]. Katta va Kichik O'radaryolari Changar tog'laridan boshlanib, G'uzor shahridan yuqoridagi Qo'shilish qishlog'ida birlashib, G'uzordaryo nomini oladi. G'uzordaryodagi suv miqdori tog'larga yog'adigan qorning hajmiga bog'liq bo'lib, u Yangikent qishlog'igacha oqib kelgan. Katta va Kichik O'radaryolari o'zining o'rta oqimida tuz konlaridan oqib o'tganligi bois, G'uzor daryosining suvi sho'rroq bo'lgan.

Beklikning tog'li hududlaridagi barcha daryolarning oqimi juda tez bo'lib, yomg'irli kunlarda ular to'lib toshib oqqan. Bu yerdagi soylarda mart, aprel oylarida suv ko'p bo'lib, may oyiga kelganda ular qurib qolgan.

G'uzor bekligining g'arbiy qismida suv tanqisligi bois quduqlar ancha ko'p bo'lgan. Ammo ularning aksariyat qismida suv sho'r bo'lib, faqatgina chorva mollari ehtiyoji uchun ishlatilgan. Manbalar ma'lumotlariga ko'ra, bu hududda yashovchi axoli ichimlik suvini 10-12 verst uzoqlikdagi chuchuk suvli quduqlardan tashib kelingan. Ichimlik suvi Tangiharam qishlog'idan 4 verst janubi-g'arbda joylashgan Beshbuloqdagi 10 ta quduqdan, Tangiharamdan 22 verst janubdagi Uzunquduqdan, 5 verst shimoli-sharqda joylashgan Batpak qudug'idan, Qarshi shahri va Quytang oralig'ida joylashgan Zaxcha qishlog'idagi quduqdan va boshqa quduqlardan olingan.

Ayrim mutaxassislar vohaning tekislik qismi iqlimiga, gidrolik va xo'jalik shartlariga ko'ra Kitob - Shahrisabz, Kitob - Qamashi, Ko'kdala, Qarshi-G'uzor va quyi Qashqadaryo tumanlarga bo'linishini qayd qiladilar [6:9-10]. Vohaning geografik o'rni, undagi yo'llar tog'lar va tekisliklar XIX asrning ikkinchi yarmiga kelib, rus harbiylari tomonidan o'rganila boshlangan. Bundan asosiy maqsad harbiy yurishlar chog'ida qulay bo'lgan joylarni izlab topish, ulardan kelgusida foydalanish imkoniyatlari hamda muhim jihatlarini belgilashdan iborat bo'lgan. Bu ishlar garchi podshoh Rossiyasining mustamlakachilik manfaatlarini ko'zlab amalga oshirilgan bo'lsada, ularning ilm-fan uchun ahamiyati vohaning tarixiy geografiyasini o'rganish borasida muhim ma'lumotlar qo'lga kiritilganligi bilan izohlanadi.

Xuzor G'uzordaryo vodiysida joylashgan bo'lib, Sug'dni Toxariston (Baqtriya) bilan bog'laydigan muhim strategik va qulay savdo yo'lidagi (chorrahadagi) rustoqlardan biri

sanalgan. Mazkur rustoq yuqori va quyi Qashqadaryo vohasi hududlarini geografik jihatdan bir-biridan ajratib ham turgan.

XV asrga oid Samarqand xujjatlarida keltirilgan Xuzor (G'uzor) shahri hududida ilk makonning vujudga kelishi milodning dastlabki asrlariga borib taqalishi aniqlangan. Shahar Shahrisabz va Qarshini Termiz bilan bog'lovchi karvon yo'llari kesishgan hududda joylashgan. U qo'rg'on devorlari bilan o'ralgan bo'lib, arkka, bir qancha guzarlarga va shahar darvozalariga ega bo'lgan hamda maydoni 12 ga ga yetgan. Ushbu belgilarga ko'ra G'uzorni karvon yo'llarida joylashgan uncha yirik bo'lmagan savdo, hunarmandchilik shaharlari sirasiga kiritish mumkin.

Bek o'rdasining hozirgi joyidagi xarobasi To'raqo'rg'on deb ataladi. Shahar o'rtasidan G'uzordaryo oqib o'tgan bo'lib, shaharning ikki qismi o'rtasidagi aloqalar ikkita ko'prik orqali amalga oshirilgan [7:15-16]. Shahar G'uzordaryoning chap qirg'og'ida joylashgan bo'lib, Sharqiy darvozasi "Temur darvoza" deyilgan. Arablar hujumidan so'ng shahar daryoning o'ng qirg'og'iga o'tgan. Shaharning markazi 2 metr qalinlik, 4-5 metr balandlikdagi paxsa devor bilan o'ralgan. Shaharda Qarshi, Kunchiqar va Charmgar darvozalari hamda Xo'jag'uzor, Charmgar, Boyg'uzor, Toshqo'rg'on kabi mahallalar joylashgan. Bu yirik qal'a xarobalari XVIII asrgacha saqlanib qolgan. XIX asr boshlarida shahar xarobalari batamom yo'qolib, shahar hozirgi o'rnida shakllangan, ma'muriy va boshqa inshootlar bunyod etilgan [8:9]. O'z navbatida Qarshi shahrining G'uzor yo'li bilan tutashgan shimoliy-sharqdagi Tutan darvozasi G'uzor darvozasi deb ham atalgan.

G'uzor bekligi ham amirlikning muhim ahamiyatga molik bekliliklaridan hisoblanib, Amir Haydar otasi hukmronligi yillarida bu yerda beklilik masnadida turgan. XX asr boshlarida esa G'uzor bekligi Buxoro amirining akasi tomonidan boshqarilgan. G'uzor bekligi 6 ta amloklikka bo'lingan [11:79]. G'uzor bekligidagi birinchi amloklik Afg'on deb atalib, unga G'uzor shahrining shimoli va G'uzordaryoning o'ng tomonida joylashgan 2000 aholidan iborat 10 ta qishloq kirgan. Ikkinchi amloklik G'uzor shahrining shimoli-g'arbiy va G'uzor daryoning chap tomonida joylashgan 1600 nafar aholidan iborat G'armiston amlokligi deb nomlanib, u 16 ta qishloqdan tarkib topgan. Uchinchisi Eskibog' amlokligi bo'lib, unga G'uzor shahrining g'arbiy va janubiy (22 verst uzoqligacha bo'lgan hudud) qismida joylashgan 1600 dan ziyod aholidan iborat 9 ta qishloq kirgan. To'rtinchi amloklik Katta O'ra daryo vodiysida joylashganligi bois Katta O'ra deb nomlangan hamda 3000 kishilik aholidan iborat 40 ta qishloqni o'z ichiga olgan. Kichik O'ra daryo vodiysida joylashgan beshinchi amloklik Kichik O'ra deb atalib, 1500 aholidan iborat 17 qishloqni o'z ichiga olgan [2:164].

Amlokliklar bir nechta qishloqdan iborat bo'lib, ularga amlokdor rahbarlik qilishgan. Qishloqlarni esa mahalliy aholi tomonidan saylangan va bek tomonidan tasdiqlangan oqsoqollar boshqarishgan. Tojiklar yashaydigan qishloqlarni arbob, yarim o'troq chorvador aholisini esa elbegilar idora qilishgan.

Oltinchi amloklik Kirshakdaryo oqimi bo'ylab joylashgan 19 ta qishloqdan iborat Kirshak amlokligi bo'lib, 2000 ga yaqin aholidan tarkib topgan.

XIX asr oxirlarida rus harbiy zobitlari Kelifdan G'uzor va Qarshiga o'tuvchi yo'llar haqida ma'lumotlar berishgan. Quhitang qishlog'ida Kelif – G'uzor yo'lidagi yagona bozor bo'lgan va so'ng yo'l Sherobodga o'tgan [9:194-195].

N.Mayev ta'kidlaydiki, Amudaryodan G'uzorgacha bo'lgan oraliqdagi qishloqlarda yashovchi aholi o'zlarining qishloq xo'jaligi mahsulotlarini va chorva mollarini haftaning seshanba va juma kunlari faoliyat ko'rsatuvchi Sherobod bekligidagi Ko'hitang qishlog'idagi bozorga eltib sotishgan.

N.A.Mayev Sherobod bekligidagi Ko'hitang qishlog'idan G'uzor, Tangi haram (Dehqonobod) Sherobod va Kelifga yo'l o'tganligini aniqlagan [12:49-51].

Rossiya harbiy maslahatchisi kapitan Petrov Boysun, Sherobod, G'uzorga eltuvchi yo'llar haqida ma'lumotlar bergan va Darbanddan Xoyelkon tog'i va Qoraxovol dovoni orqali o'tib, Kichik O'radaryo bo'yida joylashgan qishloqlar yo'llari yuk tashish uchun qulayligini aniqlagan.

Demak, qadim va o'rta asrlarda G'uzor shahri va viloyati mintaqa, qolaversa butun Markaziy Osiyo savdo yo'llarining chorrahasidagi salohiyatli markazlardan biri sanalgan.

Vohada shariatda belgilangan xiroj, ular kabi yer soliqlari hamda hunarmandchilik, chorvachilik, savdo-sotiqdan olinadigan zakot asosiy soliqlar hisoblangan. Lekin amalda ko'plab qo'shimcha soliqlar, to'lovlar va majburiyatlar saqlanib qolgan.

Buxoro amirligida 50 ga yaqin soliqlar va to'lovlar mavjud bo'lgan. Bir yilda G'uzor bekligida 140 ming tanga miqdorida zakot yig'ib olingan [10:79].

Qulay geografik sharoitiga ega bo'lgan va savdo yo'lida joylashganligi sababli G'uzor shahri tez taraqqiy etgan. XIX asrda shahar ikki qism o'rda va qo'rg'ondan iborat bo'lgan. O'rda mahalliy begining qarorgohi hisoblangan va G'uzor daryosining o'ng qirg'og'ida joylashib hozirda uning xarobalari To'raqo'rg'on deb nomlangan. G'uzor begi esa To'ra deyilgan.

G'uzor shahri mudofaa devorlari bilan o'rab olingan. Bu yerdan o'tgan savdo yo'llari shaharni shakllanishi va rivojlanishida muhim ahamiyatga ega bo'lgan. XX asrning boshlarida G'uzorda yangi karvonsaroy - Oqsaroy qurilgan. Shaharda bir nechta karvonsaroylar, masjidlar va boshqa jamoatchilik binolari joylashgan edi. Haftaning payshanba va juma kunlari G'uzorda bozor kuni hisoblangan.

XX asrning birinchi choragidagi statistik ma'lumotlarga ko'ra 1924 yilda Qashqadaryo oblastida 3 ta viloyat tuzilgan: G'uzor, Qarshi, Shahrisabz. G'uzor viloyatining maydoni 4978 kv.km, aholisi 37405 kishi bo'lib, 1 kv.kmga 7,5 kishi to'g'ri kelgan. G'uzor viloyatiga G'uzor, Tangiharam (Dehqonobod), Yangikent tumanlari kirgan.

G'uzor bekligining maydoni 4500 kv verst yoki 9 milni tashkil yetib, bir kv.km milga o'rtacha 260 kishi to'g'ri kelgan. Aholining 22.000 yaqini Katta O'radaryo vodiysida, 3500 ga yaqini Kichik O'radaryo, 2000 ga yaqini G'uzordaryo bo'ylarida, ya'ni beklilikning shimoli – sharqida o'rnashishgan. Beklikning ba'zi hududlarida aholi nisbatan zich joylashgan, xususan G'armiston amlokining umumiy maydoni 3,5 kv milni tashkil qilib, har bir kvadrat milga o'rtacha 550 nafarga yaqin odam to'g'ri kelgan [2:165].

Xullas, manbalarda qayd etilishicha, G'uzor tarixiy-geografik jihatdan sug'oriladigan dehqonchilik uchun qulay bo'lgan vohalardan biri hisoblangan. G'uzor XIX asrning ikkinchi yarmida tarixiy voqealarga boyligi bilan ajralib turadi. Bu davrda G'uzor Buxoro amirligining eng yirik bekliliklaridan biriga aylangan. Hisor, Sherobod, Boysun, Nurota, Karmana kabi bekliliklari bilan teng mavqega ega bo'lgan.

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O'RTA ASRLARDA NASAF VOHADA ADABIYOT VA TILSHUNOSLIK ILMINING RIVOJLANISHI

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Nasafda adabiy hayotning shakllanishi o'zbek adabiyotining umumiy taraqqiyoti tarixi bilan chambarchas bog'liq. IX – X asrlardayoq Nasafda yozma adabiyot namunalari vujudga kelgan edi [1]. XI asrlarda Nasafdan yetishib chiqqan shoirlar, olimlar an'anaga ko'ra, asosan fors tilida ijod etishgan. Chunki, Muqaddasiy ta'kidlaganidek, uzoq asrlar mobaynida Buxoro va unga qo'shni bo'lgan joylarda turkiy til bilan bir qatorda qadimiy sug'd tilining bir qancha shevalari iste'molda bo'lib kelganki, bundan Nasaf aholisining ma'lum bir qismi mustasno emas edi [2].

Movarounnahrda X asrda bo'lgan “Majlisi tadrish”ning Nasafda o'tishi, unga islomning nufuzli namoyandasining kelishi bu shaharning o'sha davrdagi ilmiy va madaniy mavqeini ko'rsatadigan dalillardan hisoblanadi.

Mo'g'ullar bosqiniga qadar Nasafda ilm-fan va madaniyat ancha yuqori pog'onaga ko'tarilgan. Shahar bu davrlarda Samarqand va Buxoro bilan raqobat qila oladiga darajaga yetadi. Ma'lumki, somoniylar davri Markaziy Osiyo xalqlari tarixida muhim o'rin egallaydi. Somoniylar hokimiyatini boshqargan yillarda ilm-fan va adabiyotga katta e'tibor berilgan. Bu esa Buxoro va unga qo'shni bo'lgan joylarda ham ma'daniyat taraqqiyotiga katta ta'sir ko'rsatadi.

Hokimiyat tepasiga somoniylar kelgach, arab tili asta-sekin o'z o'rnini fors tiliga bo'shatib bera boshlaydi. Fors tili endi ilm-fan va badiiy adabiyot tili sifatida maydonga chiqadi. Bu davrda yashagan buxorolik, samarqandlik, nasaflik shoirlar o'z asarlarini ana shu tilda yozadilar. O'zbek adabiyoti tarixida ko'p asrlardan buyon an'ana bo'lib kelayotgan zullisonaynlik – o'zbek va fors-tojik tillarida ijod etish ildizi shu davrga to'g'ri keladi [3].

X asr oxirlarida yashagan geograf Muqaddasiy Nasaf shahrida o'tkazilgan bir “Majlisi tadrish” haqida yozib qoldirgan. Muqaddasiy o'sha davr olimlarining o'z ilmiy ishlarini tarqatish va yoyishda qo'llaydigan ikki usuli haqida so'zlaydi. Odatda, fiqhga oid suhbat va bahslar masjidlarda o'tkazilgan. Shu bilan birga, olimlar o'z uylarida yoki maxsus rabotlarda ma'ruzalar tashkil etganlar. Buni o'rta asrdagi ilmiy kongress desak, fikr aniqroq bo'ladi. Ilmiy kongress majlisi tadrish uzoq davom etgan, unga odatda chet ellardan ham olimlar taklif etilgan. Majlisi tadrish usuli olimlarning ilmiy ishlariga, yangi tadqiqotlariga baho berish yig'inigina bo'lib qolmay, uni boshqa mamlakatlarga yoyish imkonini ham bergan. Chet ellardan taklif etilgan olimlar ma'lum bir shaharga kelar ekan, munozara tashkil etish, o'zi bilgan va bahslashishni istagan olimlarni to'plash huquqiga ega bo'lgan.

Professor Abduqodir Hayitmetov o'rta asrlar ilm-fanidagi o'ziga xos jihat haqida gapirib, uning adabiyotshunoslikka ham dahli borligini quyidagicha ko'rsatadi. “Adabiy majlislar, adabiy munozara va suhbatlar o'rta asrlarda adabiyotshunoslar, shoirlar va adabiyotga yaqindan qiziquvchi barcha kishilar uchun adabiy ijod ustida, adabiy asarlar ustida fikr almashish uchun matbuot bo'lmagan zamonlarda adabiyot taraqqiyotida bunday yig'ilishlarning ahamiyati juda katta bo'ldi. Shuning uchun ham hokim sinf ideologiyasini

adabiyot orqali ham xalqqa singdirmoqchi bo'lgan podsholar u davrlarda shoirlarni o'z saroyiga yig'ib, ularning adabiy to'planishlariga ham ma'lum darajada e'tibor berdi. Buning isboti uchun biz somoniylar, qoraxoniylar, g'aznaviylar, xorazmshohlarning saroylaridagi adabiy yig'ilishlarini eslab o'tsak kifoya" [4].

X – XI asrlarda arab tili hali ma'lum ta'sirga ega edi. Buxoro, Samarqand shaharlarida mahalliy turkiy aholidan chiqqan olimlar, adiblar arab tilida ilmiy-badiiy asarlar yaratishda davom etayotgan edilar. Bu asrlarda nasaflik ziyolilar faoliyatida ham arab tili katta rol o'ynagan. Bu jihatdan Abu Hafs Nasafiy, Abul Barakot Nasafiylarning ilmiy merosi xarakterli hisoblanadi.

X asr oxirlariga kelib turkiy sulola – qoraxoniylar somoniylardan hokimiyatni tortib oladi. Qoraxoniylardan bo'lgan turk hukmdorlari davrida fors tilida ijod qilish an'ana tusini olgan edi. Turk hukmdorlari forsiy tilda ijod qiluvchi shoirlarga rahnamolik qilar, hatto o'zlari ham bu tilda she'rlar yozar edi [5].

Qoraxoniylar davrida taomilga kirgan bu xildagi "madaniy siyosat" ko'p vaqtlargacha o'z ta'sirini saqlab keldi. Chunonchi, XI – XIV asrlarda yashagan bir qancha qashqadaryolik adiblar (masalan, Shahobiddin Nasafiy, Abu Hafs Nasafiy, Hakim So'zaniy va boshqalar) asosan fors tilida ijod qildi. Shu tariqa, fors tilidagi adabiyotning rivojiga turkiy xalqlar ham katta hissa qo'shadi [6].

O'rta asrlarda Nasaf vohasidan yetishib chiqqan bir qancha olimlar adabiyot va tilshunoslikka oid faoliyat bilan ham shug'ullanishgan. Tarixchi va hadisshunos olim Abul Horis Asad ibn Hamdavayh al-Varasiniy Nasafiy (vaf. 928) ana shulardan hisoblanadi. Nasaf viloyatining Varasin qishlog'ida tug'ilgan. Abdulkarim Sam'oniyy u haqda shunday yozadi: "Bu kishi muhaddis, chiroyli tasnif qiluvchi olimlardan bo'lib, Nasaf shahrining iftixori edilar. Nasaf ahli u kishi nomini faxr bilan tilga olar edi. Bu kishi uylaridan ko'p chiqmas edi. Agar chiqsalar ham qo'llarida siyohdon, qalam va daftar bo'lar edi" [7].

Hamdavayh al-Varasiniy o'z davrining mashhur kishilaridan ta'lim olgan. Xususan, Tufayl ibn Zayd at-Tamimiy, Musanno ibn Ibrohim al-G'ubdiniy, Abu Iso Muhammad at-Termiziy va boshqa o'z zamonasining ko'p olimidan ta'lim olgan. Abdulkarim Sam'oniyy allomaning bir qator asarlarini sanab o'tgan. "Al-Bo'ston" ("Bo'ston"), "al-Ajoib" ("Ajoyib"), "Axbor ul-Hasan val-Husayn" ("Hasan va Husanning xabarlar"), "al-Maqtal" ("Jangnoma"), "Mafoxiratu ahlu Kesh va Nasaf" ("Kesh va Nasaf ahlining faxrli kishilari") kitoblari shular jumlasidan hisoblanadi. So'nggi asari shaharlar tarixi va mashhur shaxslarga bag'ishlangan. Sam'oniyy ham o'zining "Kitob al-ansob" asarini yozishida ushbu asardan ko'p o'rinlarda foydalanganligini aytadi. Allomaning "Kitab an-nasab" ("Nisbalar haqida kitob") deb nomlangan asari esa tilshunoslikka oid bo'lgan. Afsuski, bu asarlar bizning davrimizicha yetib kelmagan [8].

Abu Muti' Makhul Fazl Nasafiy (vaf. 930) arabiynavis shoir va adib hisoblanadi [9]. U "Kitob fi fazli Subhanalloh" ("Subhanalloh so'zining fazilatlar haqida kitob"), "Kitob fi-t-tasavvuf" ("Tasavvuf haqida kitob"), "Al-lu'luyot fi mavoiz" ("Mulklar marvaridi") singari asarlar yozgan [10].

"Al-lu'luyot fi mavoiz" asari bizga qadar yetib kelgan. U 153 bobdan iborat bo'lib, kitobda pand-nasihatlar, hadislar va allomaning o'zi yozgan she'rlar jamlangan [11]. Mazkur asar 1835 yili Mahmud ibn Hasan ibn Qozi Oraj tomonidan fors tiliga tarjima qilingan. Asarning tarjimasi Sankt-Peterburgdagi M.YE.Saltikov-Shchedrin nomidagi kutubxonaning Sharq qo'lyozmalari bo'limida PNS-18 raqami ostida saqlanadi. U xattot Muhammad Sharif ibn Mir Solih Qoratog'iy tomonidan ko'chirilgan. Asarning 1868 yili ko'chirilgan o'zbekcha tarjimasi ham mazkur kutubxonada saqlanadi. Forscha tarjimaning bir nusxasi O'z FA Sharqshunoslik institutining qo'lyozmalar jamg'armasida 2662/1 ashyoviy raqam ostida mavjud [12].

Abul Muti' Nasafiy asari fors tiliga tarjima qilingandan 33 yil o'tgach, uning o'zbekcha tarjimasi ham yaratiladi. "Al-lu'luyot fi mavoiz"ning o'zbekcha tarjimasi bevosita originaldan emas, yuqorida aytilgan Qozi Oraj "Munis al-inson" asari asosida bajarilgan, o'zbekcha

nusxaning tarjimoni noma'lum, asarning 1868 yilda ko'chirilganligi ma'lum. O'zbekcha tarjimada ham "Munis al-inson" nomi saqlab qolingani. Leningradda, kutubxona qo'lyozmalar bo'limida Abul Muti' Nasafiy asarining o'zbekcha tarjima nusxasi TNS-16 raqami bilan qayd etilgan. Abul Muti' Nasafiy axloqiy-didaktik hikoyatlarda to'g'rilik, halollik, rostgo'ylik, yaxshilik, ilmga intilish g'oyalarini ulug'laydi [13].

Abu Usmon Said ibn Ibrohim Nasafiy (vaf. 952) taniqli tilshunos va adabiyotshunos olim bo'lgan. Allomaning hayoti va ilmiy merosi haqida tarixiy manbalarda nihoyatda kam ma'lumotlar uchraydi. Abdulkarim Sam'oniylarning uning "Al-adab vash-shi'r" ("Adabiyot va she'riyat haqida kitob") asari mavjudligini qayd etib o'tgan [14].

Abul Abbos Ja'far ibn Muhammad Mustag'firiylar Nasafiy (962 – 1041) fiqh va hadishshunoslikda, tarix va tilshunoslikda keng kamrovlil bilim sohibi bo'lgan. Olim turli mavzulardagi 10 dan ortiq kitob, jumladan, "Nasaf va Kesh tarixi" nomli 2 jildli mufasssal asar muallifi hisoblanadi. Afsuski, bu kitob bizgacha yetib kelmagan. Shuningdek, ushbu asarida nasaflik va keshlik 43 ta olim, shoir va din arboblari haqida hikoya qiladi. Abdulkarim Sam'oniylarning yozishicha, bu asarda X – XII asrlarda Nasaf va Keshda yashagan mashhur olim, shoir va din arboblari haqida qimmatli ma'lumotlar bo'lgan. Muallif ularni 80 toifaga bo'lib tasvirlagan [15].

Sam'oniylar o'zining "Kitob al-ansab" asarini yozishda "Nasaf va Kesh tarixi" kitobidan unumli foydalangan, undan parchalar keltirgan. Shuningdek, olim va tarixchining 18 nafar ustozlari va shogirdlari haqida ma'lumot bergan. Mazkur tarixiy asarda muallifning 4 nafar ustozlari va 2 nafar shogirdlari haqida ham ma'lumot berilgan. Mustag'firiylar ushbu asaridan tashqari yana bizning davrimizgacha yetib kelmagan "Samarqand tarixi" nomli asarini ham yozgan [16].

Abu Ahmad Muhammad ibn Ahmad Ustug'dodiziy (vaf. hijriylar 439 (milodiy 1048) shayx va adabiyotshunos olim sifatida nom qozongan. G'aznaviylar davlati (961 – 1186) hukmdori Mahmud G'aznaviy (997 – 1030) bu shaxsni o'z saroyiga taklif etgan. Olim G'azna shahriga borib, sultonning farzandlariga adabiyot ilmidan saboqlar bergan. So'ngra katta obro'-e'tibor bilan Nasafga qaytib kelgan [17]. Keyinchalik vatanlariga qaytib, doimo ibodat bilan mashg'ul bo'lgan. Abu Bakr Ahmad ibn Muhammad al-Buxoriylar va Abu Ishoqlar Ibrohim ibn Abu Bakr ar-Roziylar ta'lim olgan. O'zlaridan esa Abu Muhammad Abdulaziz Naxshabiy ta'lim olgan [18].

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QARLUQLAR TARIXSHUNOSLIGIGA BIR NAZAR – XORIJIY OLIMLAR QARASHLARIDA.

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Mustaqillikka erishgandan so'ng tariximizni, o'tmishimizni bilishga katta e'tibor bilan qarala boshlandi. O'zbekistonning birinchi prezidenti I.A.Karimov ta'kidlaganlaridek “O'zlikni anglash tarixni bilishdan boshlanadi”-deb bejizga aytmaganlar[1]. Tarixdan bizga ma'lumki, har bitta urug', qabilaning yoki elatning o'z kelib chiqish tarixi bor. Jumladan, tariximizda muhim o'rin tutuvchi qarluqlarning etnik tarixshunosligi tariximizdagi dolzarb masalalardan biri hisoblanadi. Chunki o'zbek elatining to'liq shakllanish jarayoni davrida (6-12 asrlarda) chigil va yag'molar kabi qarluqlar ham katta rol o'ynaganlar va muhim o'rin tutganlar[2]. Ushbu kichik ishimizdan maqsad qarluqlar tarixiga oid tadqiqotlar va ishlarni qiyosiy tahlil qilib, ularga tarixshunoslik nuqtai-nazaridan holis baho berishdir.

O'tgan asrning 60 yillariga qadar O'zbekistonda qarluqlar haqida maxsus tadqiqot ishi bo'lmagan (akademik K.Shoniyozovdan boshqa). Ammo ular haqidagi alohida esdaliklar rus va xorij olimlari ishlarida mavjud edi. Jumladan, ingliz sayyohi A.Byorns[3], O'rta Osiyodagi rus tadqiqotchilari N.Xanikov, D.N.Logofet[4], V.I.Massalskiy, V.L.Vyatkin va N.G.Mallitskiy asralarida qarluqlar haqida ma'lumotlar bor. Xitoyshunos N.Y.Bichurin Xitoy sulolari yilnomalari asosida O'rta Osiyoda yashagan xalqlar haqida katta materiallar to'plashga muvaffaq bo'lgan. Ushbu tadqiqotining “Turklar haqida”gi bo'limida, u qarluqlarning kelib chiqishi, joylashishi va ko'chishlari haqida muhim ma'lumotlarni keltirib o'tgan.

XIX asrning II yarmida G'arbiy Yevropalik xitoyshunos olimlardan I.Markvart, F.Xirt, E.Shavann ishlarida ham qarluqlar haqida anchagina ma'lumotlar bor. I.Markvart O'rxun-Enasoy bitiklarini o'qigan, shuningdek, xitoy va arab manbalaridan foydalanib, sharqiy va g'arbiy Turk hoqonligi tarkibidagi qarluqlarning ko'chishlari bilan bog'liq xronologik voqealarni aniqlagan. Qarluqlar bilan bog'liq ayrim joylarning topografik nomlarini qayd etgan va ularni o'sha davrdagi (XIX asrning II yarmi) toponimika bilan solishtirgan. F.Xirtning fikrlariga bir nazar soladigan bo'lsan, u “Tan-Shu” yilnomasi va boshqa xitoy manbalariga tayanib “qarluqlar uch qismga bo'linadi”, – deydi. Bu uch urug' birlashmasi (Meulo, Chjisi,

Tashila) O'rxun-Enasoy bitiklarida "uch o'g'uz" nomi bilan uchraydi, - deb ma'lumot berib o'tadi.

E.Shavann ham F.Xirt kabi Xitoy yilnomalari, VIII asr budda ziyoratchilari asarlari, Che-Fu Yuan Guy ensiklopediyasidan foydalanib asosan g'arbiy turklar haqida ko'plab ma'lumotlar to'playdi. Biroq Shavann o'z asarida O'rxun yodgorliklari ma'lumotlarini xitoy manbalari bilan solishtirmagan. Shuning uchun qarluqlarga oid qabila va topografik nomlarni tushunishda qiyinchiliklar yuzaga keladi.

Shuni alohida qayd etish lozimki, yuqoridagi g'arb olimlari turk qabilalari, jumladan qarluqlardagi jamoa munosabatlari rivojini yaxshi anglamagan. Ular uchun xalqlarni madaniy (o'troq) va madaniyatsiz(ko'chmanchi) toifalarga ajratish odatiy hol hisoblangan.

V.V.Grigoryev[5], V.V.Radlov[6] va N.A.Aristov[7] ishlarida qarluqlar haqida ma'lumotlar bor. V.V.Grigoryev fikricha, qarluqlar Qoraxoniylar davlati negizini tashkil qilgan. V.V.Radlov o'zining uyg'urlar haqidagi kitobida VIII-IX asrlarda qarluqlarning Farg'ona hududiga joylashishi to'g'risida ma'lumot berib o'tadi. N.A.Aristovning yozishicha, X-XII asrlarda Turkiston va Movarounnahrda hukmronlik qilgan turklarning xonlari ilq deb atalib, ular qarluqlardan bo'lgan. Muallif shuningdek, qarluqlar ko'p sonli bo'lgani, o'troq hayotga o'tganda faqatgina nomlarini saqlab qolishganini ham qayd etib o'tgan.

Qarluqlar haqidagi ko'proq qimmatli ma'lumotlarni V.V.Bartold [8], A.Y.Yakubovskiy [9], A.N.Bernshtam [10] asarlarida ko'rish mumkin. V.V.Bartold asarlari ko'p sonli fors manbalari hamda rus va g'arbiy Yevropa olimlari asarlariga asoslanib yozilgan. Ammo uning ma'lumotlari tizimlashtirilmagan. Qarluqlarning O'rta Osiyo tarixida tutgan roli to'g'risida aniqroq bahoni A.Y.Yakubovskiy asarlarida berilgan. U Qoraxoniylar davlati tashkil topishida qarluqlarning rolini tan olgan holda, ular Yettisuvda yashagan VIII-X asr qabilalari bilan solishtirilganda madaniy jihatdan ancha oldinda bo'lganligini aytadi. A.N.Bernshtam asosan arxeologik tadqiqotlar asosida Yettisuvdagi qarluqlar davrini aniqlagan.

B.X.Karmisheva[11] O'zbekistonning janubi va janubi-sharqidagi qarluqlar haqida ma'lumot berib o'tgan. U O'rta Osiyoda yashovchi ko'plab xalqlar hayotiga oid qimmatli ma'lumotlar berish bilan birga, qarluqlarning uy-joylariga bag'ishlangan alohida maqola yozgan.

O'zbekistonda esa bu mavzu K.Shoniyoov tomonidan o'tgan asrning 50-60 yillarida alohida tadqiqot sifatida mukammal o'rganilgan. O'zbek etnografiyasi fanida K.Shoniyoovdek O'rta Osiyo xalqlarining etnogenezi va etnik tarixi bo'yicha har tomonlama keng ko'lamli teran bilimga ega bosh tadqiqotchini uchratish qiyin. Olimning Xitoy solnomalari, O'rxun-Enasoy yodgorliklari, arab, fors-tojik qo'lyozmalari hamda etnografik malumotlarga asoslanib yozilgan "O'zbek-qarluqlari" kitobida qadimgi turkiy - qarluqlar qabilasining kelib chiqishi, joylashishi, xo'jaligi va ijtimoiy turmushi, moddiy va ma'naviy madaniyatini qamrab olgan uzoq tarixiy davr (VII-XXasrlar) mukammal yoritilgan asar desak mubolag'a bo'lmaydi.

Olimning "Qarluqlar davlati va qarluqlar" kitobi o'zbek xalqining siyosiy, ijtimoiy, madaniy, etnik jarayonlarida muhim rol o'ynagan komponentlardan biri - qarluqlar etnik tarixi va Qarluq davlati tarixiga bag'ishlangan. Mazkur kitob yozma, tarixiy, etnografik, arxeologik, antropologik, numizmatik va boshqa muhim manbalar asosida yozilgan bo'lib, unda O'rta Osiyoda o'rta asrlarda tashkil topgan yirik davlatlardan biri Qarluq davlati, uning rivojlanishi, ijtimoiy-iqtisodiy hayoti, aholisining etnik tarkibi, bu davlat tarkibida o'zbek ajdodlarining alohida etnik jamoa (elat) bo'lib shakllanishi, qo'shni davlatlar va xalqlar bilan o'zaro aloqalari yoritilgan. Shuningdek, asarda qarluqlarning ilk ajdodlari, ularning mustaqillik uchun olib borgan kurashlari, yirik davlat barpo qilganliklari va mazkur qavm hozirgacha saqlanib qolgan avlodlari to'g'risida atroflicha fikr yuritilgan. K.Shoniyoov ishlarining yutug'i shundaki, u tarixiy va etnografik ma'lumotlarni arxeologiya, antropologiya, numizmatika, folklorshunoslik kabi yondosh fanlar yutuqlari bilan qiyosiy o'rganib, shu orqali u yoki bu dolzarb muammoni

yoritishda muayyan bir to'xtamlarga kelgan. Ya'ni, o'zbek etnologiyasini tadqiq etish va yoritishda turli fan yutuqlaridan foydalangan va bu uning ishlarini ilmiyligini yanada oshirgan.

Xulosa sifatida shuni aytish mumkinki, O'rta Osiyoda yashagan qarluqlar o'zbek xalqini kelib chiqishi va shakllanishida o'ta muhim rol o'ynaganlar. Bugungi kunda tarix fani oldidagi dolzarb vazifalardan biri qarluqlar va ularning kelib chiqishiga oid bo'lgan ishlarni ko'rib chiqish va ularni qiyosiy jihatdan tahlil qilishdan iboratdir. Ya'ni, mavzu tarixshunosligiga oid maxsus tadqiqot yaratilishi lozim.

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MAKTABGACHA YOSHDAGI BOLALARNI IJTIMOIYLASHTIRISHDA PREDMETLARNING AHAMIYATI

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Predmetlarni anglash maktabgacha ta'lim yoshidagi bolalarga hayot haqiqatini anglashga yordam beradi. Predmetlarni o'rganish natijasida ularning tartibga soluvchi kuchi bolalarning tasavvurini shakllantiradi, tassavvurli fikrlashni, atrofdagi voqelik obyektlarining xususiyatlari haqidagi fikrlarini mustahkamlaydi, o'zlarining imkoniyatlari haqida tasavvurlarini shakllantiradi, ijod qilishga va predmetlarni isloh qilishga o'rgatadi.

Hayotda, obyektiv dunyoning tartibga soluvchi kuchi tufayli bola moddiy muhitga retrospektiv yondoshishni o'rganishi mumkin, u kattalarning ijodiy fikrlari mahsullarini biladi va bu unga dunyoga bashorat qilish orqali qarashga turtki beradi. O'z navbatida, bashorat qilish qobiliyati predmetni o'zgartirish jarayoni haqida o'ylashga, predmetni qanday qilib yaxshilash, uni o'zi va boshqalar uchun chiroyli, foydali qilish mumkinligi va o'z g'oyalarini amalga oshirishga imkon beradi.

Predmetlarning ko'p o'lchovliligi, ko'p funktsionalligi ular bilan tanishtirishning mazmunini belgilaydi. Maktabgacha yoshdagi bolalarning fikrlashlarini, idrokini, xoxish-istaklarini, o'rganish ularni predmetlarni to'g'ri va to'liq anglashga yo'naltirishni belgilaydi.

Psixolog-pedagoglar tomonidan tarbiyalanuvchilarning aqliy, axloqiy va mehnat hamda ijtimoiy moslashuvchanlik muammolarini to'la o'rganilmagan.

Maktabgacha yoshdagi bolalarni predmetlar bilan tanishtirish ularning ijtimoiy moslashuvida ham muhim ahamiyatga ega, mashg'ulotlar jarayonida bolalarni predmetlar bilan tanishtirish jarayonida bolalarning ijtimoiylashuvi ortib boradi. Maktabgacha yoshdagi bolalarni predmetlar bilan tanishtirish "Ilk qadam" davlat dasturida keltirilgan. Maktabgacha ta'limda predmetlar bilan tanishtirish maktabgacha yoshdagi bola faoliyatini shaxsiy-motivatsion sohasini shakllantirishda katta ahamiyatga ega.

Maktabgacha talim muassasalarida tasviriy faoliyat mashg'ulotlarida tarbiyalanuvchilarni predmetlar bilan tanishtirish ularni xususiyatlariga ko'ra ajratish, mashg'ulotlarni tashkil etish va loyihalashtirish muhim ahamiyatga egadir.

Shuningdek, predmetlarni ma'lum bir belgilar, xususiyatlari yoki foydalanilishiga ko'ra tasniflagan holda taqdim etish bolalarni ularni bilishga bo'lgan harakatini yengillashtiradi. Predmetlarni tasniflashga nisbatan turli xil yondashuvlar mavjuddir. Jumladan, predmetlar turli xususiyatlariga ko'ra ham tasniflanadi. Bolalardagi intellektual va ma'naviy rivojlanishini ta'minlash uchun qo'llaniladigan musiqa asboblari, kitoblar, televizor, san'atning amaliy namunalaridan foydalaniladi. Maktabgacha ta'lim yoshidagi bolalarni ijtimoiy hayotga moslashuvida uy ro'zg'or buyumlari muzlatgich, telyefon, dazmol, bundan tashqari sanoatdagi kompyuter, ekskavator va boshqalar muhim hisoblanadi.

Olimlarning fikricha predmetlarni insonga foydasi nuqtai nazaridan uchta asosiy guruhga ajratish mumkin.

Birinchi guruhga bolalar kontaktda bo'lishi mumkin bo'lmagan predmetlar kiradi. Misol uchun mashinalar, ekskavatorlar traktorlar va boshqalar. Maktabgacha ta'lim yoshidagi bolalar 3-4 yoshga yetganda yuqoridagi predmetlar bilan tanishtiriladi, lekin predmetlar bilan kontaktda bo'lish imkoniyati cheklangan.

Ikkinchi guruhga tarbiyalanuvchilar predmetlarni xususiyatlari, funksiyalari haqida to'laroq ma'lumotga ega bo'ladi, predmetlar haqida to'liq ma'lumotga ega bo'ladi. Bola ulardan bevosita foydalana oladi, ularning xususiyatlari, haqida to'liq ma'lumotga ega bo'ladi. Bolalar ushbu predmetlarga o'zgartirish kirita olmasada, ular to'g'risida ma'lumot olish imkoniyatiga ega bo'ladi.

Uchinchi guruhga turli maqsadlarda foydalanish va o'zgartirish imkoniyatiga ega bo'lgan predmetlar kiradi. Ushbu predmetlar kattalar foydalanadigan predmetlarning analogi sifatida tayyorlangan va real obyektga yaqinlashtirilgan bo'ladi. Predmetlardan foydalanish, ularga o'zgartirish kiritish bolalarni ijodkorlikka o'rgatadi. Yuqoridagi guruhlarga predmetlarning taqdim etilishi bolalarning amaliy va kognitiv ko'nikmalarini rivojlantirishga yordam beradi.

Predmetlar bilan tanishtirishga doir ayrim qoidalarining an'anaviy bo'limlar bo'yicha ishlashni tashkil etish metodikalari mazmuniga integratsiya qilish bo'lg'usi tarbiyachi-pedagoglarni bolalarni tayyorlashning muayyan yo'llar va vositalari bilan tanishtirish imkonini beradi. Bundan tashqari, bo'lajak tarbiyachilarni tarbiyalanuvchilarning predmetlar va insonlarga ijtimoiylashuviga o'rgatishga tayyorlash muhimdir. Tajribalar shuni ko'rsatadiki, bo'lajak tarbiyachilar kelajakda mutahassislik fanlaridan nazariy bilimlarni o'zlashtirgach, bolalarni predmetlar bilan tanishtirishda har doim ham qo'llay olmaydilar.

Dars jarayoni kuzatuvlari, o'qituvchilar, maktabgacha ta'lim muassasalari tarbiyachi-pedagoglari bilan bo'lgan suhbatlar orqali ham kasbga tayyorlaniladi.

Mutaxassislik kasbga tayyorlash mazmunini alohida tomonlarini aniqlashtirishda yondashuvlar tizimli asosda faoliyatga mos ravishda bo'lishi, talabalarni tarbiyachilikka tayyorlashda ya'ni amaliy ko'nikmalarni nazariy va amaliy faoliyatli aloqalarda, predmetlar bilan bolalarni tanishtirish ichki aloqalari nuqtai nazaridan ko'rib chiqilishi lozim

Tasviriy faoliyat mashg'ulotlari bolalarga beriladigan predmetlar bilan tanishtirish hamda estetik tarbiya vazifalarini amalga oshirishda yordam beradi va bolalarning bilishga bo'lgan qiziqishlarini yuzaga keltiradiradi.

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INKLYUZIV TA'LIMNING SAMARADORLIGINI OSHIRISHDA INTEGRATSIYANING AHAMIYATI

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Bugungi kunda barcha ta'lim yo'nalishlariga e'tibor berilgani singari inklyuziv ta'limga ham alohida e'tibor berilyapti.

Inklyuziv ta'lim – bu barcha o'quvchilarning ularning ehtiyojlaridan qat'iy nazar, teng va sifatli ta'lim olish imkoniyatlarini yaratishga qaratilgan ta'lim tizimi. Bu yondashuv jamiyatda ijtimoiy adolat va tenglikni ta'minlashning muhim tarkibiy qismi hisoblanadi. Inklyuziv ta'lim tizimi ijtimoiy jihatdan ko'proq birdamlikni, ko'proq imkoniyatlarni ta'minlaydi va jamiyatning har bir a'zosining to'liq ishtirokini qo'llab-quvvatlaydi.

Inklyuziv ta'lim umumta'lim jarayonini rivojlantiradi va barcha bolalarga mos bo'lgan ta'limni joriy qiladi. Imkoniyati cheklangan bolalar ta'lim olishiga oid qo'shimcha moslamalarni tashkil qilib bolalarni ta'lim olishiga qulay sharoit yaratadi. Inklyuziv ta'lim har xil extiyojli bolalarning ta'lim olishiga qaratilgan metodologiyani rivojlantirishga harakat qiladi. Inklyuziv ta'lim turli extiyojlarni qondirishga qaratilgan ixcham turdagi dars berishga yondashadigan ta'limni ishlab chiqishni amalga oshiradi. Agarda inklyuziv ta'limni tadbqiq etishda dars berish, o'qitish bir muncha samarali va unumli bo'lsa unda nafaqat imkoniyati cheklangan bolalar balki barcha bolalar yuritadi. Inklyuziv ta'lim maktablari bolalarning bilim olish uchun shaxsiy huquqlarini himoyalaydi (vaholangki ular o'qitilmasa ham).

Bunday yondashuv diskriminasiyani bartaraf etadi, kamaytiradi chunki bolalar bir birlari bilan muloqot qilish jarayonida o'zlarining o'qitilish jarayonida turli extiyojlarga ega individum ekanliklarini anglaydilar.

Jamiyatning rivojlanishi nafaqat iqtisodiy ko'rsatgichlar bilan o'lchanadi, balki barcha fuqarolarning bilimiga teng huquqli kirish imkoniyati ham katta ahamiyatga ega. Shu sababli bugungi kunda inklyuziv ta'lim siyosatining markazida turibdi.

Inklyuziv ta'lim jamiyatning turli qatlamlarini birlashtiradigan kuchli vositadir. Bu ta'lim tizimi turli xil ehtiyojlarga ega bo'lgan o'quvchilarga sifatli ta'lim olish imkoniyatini beradi. Ushbu yondashuv jamiyatda mavjud bo'lgan ijtimoiy to'siqlarni kamaytirishga, ayniqsa nogiron bolalar va ijtimoiy jihatdan himoyasiz guruhlarining teng huquqli ishtirokini ta'minlashga xizmat qiladi.

Inklyuziv ta'lim nafaqat maxsus ehtiyojli bolalarga yordam beradi, balki barcha o'quvchilar uchun bir-birini anglash qo'llab – quvvatlash va madaniy xilma-xillikni qabul qilish ko'nikmalarini rivojlantiradi. Shu orqali jamiyatning ijtimoiy intergratsiyasini mustahkamlaydi. Maxsus ehtiyojli bolalar bilan bir sinfda o'qiyotgan sog'lom bolalar hamda o'qituvchilar birgalikda yangi ko'nikma va malakalarni egallaydi va bu esa ularning kelajakda qo'llab-quvvatlovchi fuqarolar bo'lib shakllanishiga xizmat qiladi. Inklyuziv ta'limning asosiy maqsadi jamiyatda teng imkoniyatlar yaratishdir. Ijtimoiy adaolatni ta'minlash uchun barcha fuqarolar jumladan maxsus ehtiyojli bolalar ham teng ta'lim olish huquqiga ega bo'lishi lozim.

Ta'lim olish imkoniyatlari cheklangan bolalar ko'pincha jamiyatning chetiga surib qo'yilgan bo'ladi, bu esa ularning kelajakdagi ijtimoiy va iqtisodiy muvaffaqiyatlarga salbiy ta'sir ko'rsatadi. Ta'lim olish imkoniyatlari orqali har bir bola o'z qobiliyatlarini to'liq ro'yobga chiqarishi mumkin bo'ladi, bu esa jamiyatning umumiy rivojiga hissa qo'shadi. Shu nuqtai nazardan qaraganda inklyuziv ta'lim nafaqat ta'lim tizimini takomillashtirish, balki jamiyatda tenglik va ijtimoiy adolatni mustahkamlashni eng samarali yo'llaridan biri sifatida qaraladi. Jamiyatning barcha a'zolari jumladan ota-onalar o'qituvchilar va ta'lim siyosatini ishlab chiqaruvchilar inklyuziv ta'limni rivojlantirishda o'zlarining muhim rolini tushunishlari kerak. Ota-onalar farzandlarining ta'lim olishi uchun qo'llab-quvvatlovchi muhit yaratishi muhim. O'qituvchilar esa maxsus ehtiyojli o'quvchilarga moslashuvchan yondashuvlarni ishlab chiqishlari va amalga oshirishi lozim. Ta'lim tizimi ham davlat tomonidan ham qo'llab – quvvatlovchi yagona tizim ishlab chiqarish zarur. Biroq inklyuziv ta'limning mazmun mohiyati to'g'risidagi bilim va ma'lumotlar hali jamiyatda yetarli emas. "Inklyuziv" va «integratsiyalashgan» atamaları ko'pincha bir xil ma'noda ishlatiladi. Biroq shunga qaramasdan falsafada ushbu tushunchalar orasida juda katta farq bor.

Nogiron bolani oddiy sharoitga joylashtirish integratsiyaga qarab qo'yilgan birinchi qadamdir. Imkoniyati cheklangan bolalarning umum ta'lim muassasalari tarkibiga qamrab olinishi jahon miqyosida "inklyuziv" yoki "integrasyon" ta'lim atamaları bilan ataladi. "Integratsiya" atamasini aniqlash maqsadida ushbu tushunchaning ta'rifini bergan G.M.Kajdasparovning "Pedagogicheskiy slovar" lug'atiga murojaat qilamiz. Unda "guruxlar integratsiyasiga", "guruxda shaxslararo munosabatlarni tartibga solish" sifatida qaraladi shuningdek, jamoada faqatgina insonparvarlik munosabatlarni va mazkur guruxda ijobiy jamoatchilik fikrini yaratilishi bilan integratsiyani amalga tadbqiq etish mumkin deb ta'kidlanadi.

Keyingi yillarda imkoniyati cheklangan bolalarni barcha tengdoshlari katori umumta'lim tizimida ta'lim olishiga jiddiy etibor berilmoqda va inklyuziv ta'lim matbuot axborot vositalari orqali ommaga keng targibot qilinmoqda. Bu borada ota-onalar ham farzandlarini umum ta'lim tizimidagi integratsiyalashgan va inklyuziv gurux va sinflarda ta'lim – tarbiya olishiga o'z istaklarini bildirishmoqda.

Inklyuziv ta'lim jamiyatning rivojlanishi va barqarorligiga katta hissa qo'shadi.

U har bir bolaning qobiliyatini ro'yobga chiqarishga ijtimoiy tenglikni ta'minlashga va kelajakda ko'proq qo'llab – quvvatlovchi va birdan bir jamiyatni shakllanishiga imkon beradi. Jamiyatning barcha a'zolari o'z masuliyatini anglab bu jarayonda faol ishtirok etishi muhimdir.

Inklyuziv ta'lim faqat ta'lim tizimi masalasi bo'lib qolmay, balki jamiyatda tenglik va taraqqiyotga erishishning eng muhim vositasidan biridir.

Bu ta'lim muassasalarning maqsadi bolalarning ta'lim olishi va kasb-hunarga tayyorlashda ularning o'rtasidagi to'siqlikni bartaraf etib ochiq ta'lim muhitini yaratishdan iborat.

Foydalanilgan manba va adabiyotlar ro'yxati

1. O'zbekiston Respublikasi Prezidentining 2021-yil 12-maydagi PK -6221-sonli "Maxsus ta'limga ehtiyojmand bolalar uchun inklyuziv ta'limni rivojlantirish to'g'risida"gi farmoni.
2. UNESCO Global Education Monitoring Report; Inclusion and education. UNESCO Publishing.
3. Shohmaxmudova R. Inklyuziv ta'limning nazariy va amaliy asoslari. O'quv-metodik qo'llanma. Toshkent 2020.
4. Qaxarova D.S. "Inklyuziv ta'lim texnologiyasi" Toshkent 2021 yil.

TA'LIM SAMARADORLIGINI OSHIRISHDA INTERFAOL METODLARNING AHAMIYATI

Axatova Durdona Aktamovna

Navoiy davlat pedagogika instituti, p.f.n., dots.

Axatova Xilola Aktamovna

Navoiy davlat pedagogika instituti, katta o'qituvchi

Prezidentimiz Sh.M.Mirziyoyev oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasida oliy ta'lim tizimini rivojlantirishning strategik maqsadlari sifatida oliy ta'lim bilan qamrov darajasini oshirish, xalqaro standartlar asosida yuqori malakali, kreativ va tizimli fikrlaydigan, mustaqil qaror qabul qila oladigan kadrlar tayyorlash, ularning intellektual qobiliyatlarini namoyon etishi va ma'naviy barkamol shaxs sifatida shakllanishi uchun zarur shart-sharoit yaratish; oliy ma'lumotli mutaxassislar tayyorlash sifatini oshirish; ta'lim jarayoniga raqamli texnologiyalar va zamonaviy usullarni joriy etish[1] masalalariga e'tibor qaratildi.

O'zbekiston Respublikasining "Ta'lim to'g'risida"gi qonunida: "Ta'lim sohasidagi eksperimental va innovatsion faoliyat ta'limni modernizatsiya qilish maqsadida amalga oshiriladi hamda yangi ta'lim texnologiyalari va resurslarini ishlab chiqishga, ularni sinovdan o'tkazishga hamda ta'lim jarayoniga joriy etishga qaratilgan"[2]ligi ta'kidlanadi. Shuning uchun ham bugungi kun o'qituvchisiga qo'yilayotgan muhim talablardan biri ta'lim sohasidagi innovatsiyalarni, texnologiyalarni chuqur tushunib yetish va amalda qo'llash orqali ta'lim samaradorligiga erishishdan iborat.

Uchinchi Renessans davri ham bizdan xalqaro hamjamiyatga ilm-fan, texnologiyalar, axborot, madaniyat va iqtisodiyot sohalarida yanada chuqurroq integratsiya bo'lishini talab etadi. Ammo o'zligimizni, tilimizni, milliy xususiyatlarimizni, ma'naviyatimizni saqlab qolishimiz shart. Bu esa ta'lim-tarbiya tizimiga, pedagog kadrlar tayyorlash masalasiga jiddiy e'tibor qaratishni talab etadi. Pedagogik oliy ta'lim muassasalarida kasbiy kompetensiyaga ega pedagog kadrlarni tayyorlashda Pedagogika fanlarining o'rni muhimdir.

Bugun oliy ta'lim pedagogikasining amaliy-nazariy muammolarini tadqiq qilish *texnologik yondashuv* asosida olib borilishi lozim, chunki u ta'lim va tarbiyaning shaxsga samarali ta'sir etuvchi omillari, qonuniyatlari va mexanizmlarini qamrab oladi.

Pedagogika jahon pedagogika fani hamda fan-texnika yangiliklarini oliy ta'lim jarayoniga tatbiq etish bilan ta'lim-tarbiya jarayonini yanada takomillashtirish va talaba shaxsini faollashtirishning pedagogik asoslarini ishlab chiqishni ko'zda tutadi.

Pedagogika fanlarini o'qitishda turli innovatsion texnologiyalar va interfaol metodlardan foydalanish ta'limning samarali bo'lishiga, talabalarning darsga qiziqishi va faolliklari ortishiga olib keladi.

Interfaol metodlar ta'lim jarayonining asosiy ishtirokchilari – o'qituvchi, talaba va talabalar guruhi o'rtasida yuzaga keladigan hamkorlik, qizg'in bahs-munozaralar, o'zaro fikr almashish imkoniyatiga egalik asosida tashkil etiladi. Bu jarayonda ularda

- erkin fikrlash;
- shaxsiy qarashlarini ikkilanmay bayon etish;
- muammoli vaziyatlarda yechimlarni birgalikda izlash;
- o'quv materiallarini o'zlashtirishda talabalarning o'zaro yaqinliklarini yuzaga keltirish;
- "o'qituvchi – talaba – talabalar guruhi"ning o'zaro bir-birlarini hurmat qilishlari;
- bir-birlarini tushunishlari;
- bir-birlarini qo'llab-quvvatlashlari;
- bir-birlariga samimiy munosabatda bo'lishlari;
- ruhiy birlikka erishishlari kabilar bilan tavsiflanadi.

Umumiy pedagogika fanining dastlabki mavzusidagi "O'zbekiston Respublikasida ta'lim tizimini rivojlantirishning konseptual asoslari" rejasida Yangi O'zbekistonning taraqqiyot strategiyasi, "Ta'lim to'g'risidagi" Qonun va ta'lim sohasidagi asosiy prinsiplar o'rganiladi va bu masalani yoritishda "Chalkashtirilgan mantiqiy zanjir" metodidan foydalanish mumkin. Bunda quyidagi jadvalasosida ishlashga ko'rsatmalar beriladi.

Yangi O'zbekistonning taraqqiyot strategiyasi	"Ta'lim to'g'risidagi" qonun	Ta'lim sohasidagi asosiy prinsiplar

Quyida keltirilgan jumlar bilan tanishing. Ularni mos ravishda jadvalning kerakli ustuniga yozing.

1. O'n bir bob, yetmish besh moddadan iborat.
2. Ta'lim oluvchilarni ijtimoiy himoya qilish masalasi.
3. "Inson, uning huquqlari, erkinliklari, ayniqsa, qadri – eng muhim qadriyat" degan tamoyil.
4. Ta'limni rivojlantirish jamg'armalari.
5. "Inson – jamiyat – davlat" tamoyili.
6. Ta'lim va tarbiyaning insonparvarlik, demokratik xususiyati.
7. Ta'lim olish huquqi.
8. Bilimli bulishni va iste'dodni rag'batlantirish.
9. Yangi O'zbekistonning 2022–2026 yillarga mo'ljallangan taraqqiyot strategiyasidagi yettita ustuvor yo'nalish.
10. Xalqaro hamkorlik.
11. Ta'lim tizimining dunyoviy xarakterda ekanligi.
12. Pedagogik faoliyat bilan shug'ullanish huquqi.

Xuddi shunday "Chalkashtirilgan mantiqiy zanjir" metodi bilan ishlashni Pedagogika fanidagi ko'plab mavzularni va masalalarni yoritishda ham qo'llash mumkin. Maqsalan, Abu Rayxon Beruniy va Abu Ali ibn Sinoning didaktik qarashlarini jadval asosida o'rganishni tavsiya etamiz. Quyidagi didaktik qarashlar qaysi allomaga tegishligini mos ravishda jadvalga yozing:

1. O'quvchini zeriktirmaslik
2. Ta'limda yengil(oston)dan qiyinga qarab borish
3. Bilim berishda bir xil narsani yoki bir xil fanni o'rgatavermaslik
4. Olib boriladigan mashqlar bolalar yoshiga mos bo'lishi
5. Yangi mavzularni qiziqarli, asosan, ko'rgazmali bayon etish

6. O'qitishda jamoa bo'lib maktabda o'qitishga e'tibor berish
7. Bilim berishda bolalarning mayli, qiziqishi va qobiliyatini hisobga olish
8. O'qitishni jismoniy mashqlar bilan qo'shib olib borish.

Abu Rayxon Beruniyning didaktik qarashlari (Mos raqamlar qo'yiladi)	Abu Ali ibn Sinoning didaktik qarashlari (Mos raqamlar qo'yiladi)

Umumiy pedagogika fanining "Pedagogika tarixi" modulidagi "1924-1991 yillarda O'zbekistonda ta'lim tizimi va pedagogik fikrlar rivoji" mavzusida juda ko'p sanalar va voqealar berilgan. Bu mavzuni o'tishda "Raqamlar so'zlaganda" metodi bilan ishlashni tavsiya etamiz.

Topshiriq: Quyidagi sanalarga sharh yozing, shu vaqtda ta'lim-tarbiya masalalariga oid qanday voqealar bo'lgan?

Raqam (sana) va atama	sharh
1918 yil 20 yanvar	
1918 yili 21 aprel	
1929 yili.	
1932 yil 25 avgust	
1933 yil	
1933 yil	
1940 yil may	
1934 yil	
1944 yil	
1949 yili	

Ushbu jadvalda to'ldiriladigan javoblarni ham keltirib o'tamiz.

Raqam (sana) va atama	sharh
1918 yil 20 yanvar	sobiq RSFSR XKS ning "Cherkovni davlatdan va maktabni cherkovdan ajratish to'grisida"gi dekreti qabul qilingan
1918 yili 21 aprel	Toshketda Turkiston xalq universiteti ochilgan. Sobiq RSFSR XKS ning 1920 yil 7 sentabr dekreti bilan shu universitet negizida Turkiston davlat universiteti tashkil etildi
1929 yili.	O'zbekistonda arab alifbosi o'rniga lotin alifbosi qabul qilindi
1932 yil 25 avgust	"Boshlang'ich va o'rta maktablarning o'quv programmalari va rejimi haqida" sobiq VKP(b) MK ning qarori chiqdi
1933 yil	"Boshlang'ich va o'rta maktab darsliklari" haqidagi qaror chiqib, tez o'zgaradigan darsliklar yaratish qoralandi
1933 yil	Sinf - sinfga ko'chirish sinovlari joriy etildi
1934 yil	Maktablarda sinf rahbari vazifasi ta'sis etildi.
1940 yil may	sobiq O'zSSR Oliy sovetining 3 - sessiyasida "O'zbek yozuvini lotinlashtirilgan alfavitdan rus grafikasi asosidagi yangi o'zbek alfavitiga ko'chirish to'grisida"gi qonun qabul qilindi
1944 yil	Bolalar bilimi va xulqini 5 ballik tizim asosida baholashga o'tildi
1949 yili	Umumiy majburiy 7 yillik ta'limga o'tildi.

Xulosa qilib aytganda, interfaol ta'limni tashkil etishda, ayniqsa pedagogika fanlarini o'qitishda quyidagi eng ommaviy texnologiyalar: interfaol metodlar: "Keys-stadi" (yoki "O'quv keyslari"), "Blits-so'rov", "Modellashtirish", "Ijodiy ish", "Munosabat", "Chalkashtirilgan mantiqiy zanjir", "Raqamlar so'zlaganda", "Tushunchalar tahlili" va boshqalar, "Aqliy hujum", "Zig-zag", "Zinama-zina", "Muzyorar", "T-jadval" kabi strategiyalar, ayniqsa, "Baliq skeleti", "B-B-B", "Konseptual jadval", "Venn diagrammasi", "Insert", "Klaster", "Nima uchun?", "Qanday?" kabi

grafik organayzerlardan foydalanish talabalarning faolligini, ijodkorligini, mantiqiy fikrlashini rivojlanishiga va shu orqali ta'lim samaradorligi oshishiga yordam beradi.

Foydalanilgan manba va adabiyotlar ro'yxati

1. O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish KONSEPSIYASI. O'zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi PF-5847-son Farmoni
2. Ўзбекистон Республикасининг 2020 йил 23 сентябрда қабул қилинган “Таълим тўғрисида”ги ЎРҚ-637-сонли Қонуни.
3. Муслимов Н.А ва бошқалар. Инновацион таълим технологиялари. Ўқув-методик қўлланма. – Т.: “Sano-standart”, 2015. – 208 б.

BEKMURODBOY MADRASASI TARIXI VA UNING TUG'ILIB O'SGAN QISHLOG'I

Ochilova Oydinoy
dotsent
(Osiyo texnologiyalar universiteti)

Botirova Shaxnoza
talaba
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Annotatsiya: Ushbu maqolada Qarshidagi madrasalar, Qozoq qishlog'i, Bekmurodboy Qozoq madrasasining qurilish uslubi va tarixi, Bekmurodboyning shaxsiy hayoti va ajdodlari haqida bir muncha ma'lumotlar berib o'tilgan.

Kalit so'zlar: Madrasa, hujra, vaqf, mudarrislar, inqilob, Buxoro amiri Amir Olimxon, “manbaviy fayzi Bekmurod”, Hotamboy madrasasi, Chorbioy madrasasi, Abdusmadboy madrasasi, Qilichboy madrasasi, Qultoy miroxur Allado'sko'saboy.

Madrasa – arabcha o'rganmoq, oliy o'quv dargohi hisoblangan. Diniy ilmlar qatorida matematika, notiqlik, tilshunoslik, falsafa, kalligrafiya, musiqa, mantiq, tibbiyot, astronomiya, huquqshunoslik kabi fanlar o'tiladigan o'quv binosi hisoblangan. Madrasalarning ham turlari mavjud bo'lib, ular xon madrasalari, eshon madrasalari, xususiy madrasalar va boshqalar. Madrasalar ta'minoti uchun esa ma'lum bir miqdorda vaqf mulki ajratilgan. Vaqfdan tushadigan daromadlardan mudarris (madrasa o'tuvchi)lariga maosh, madrasa uchun diniy va dunyoviy kitoblar kabi xarajatlarga sarf etilgan. Qarshi hududida ko'madrasalar faoliyat ko'rsatgan bo'lib bularga Bekmir qozoq madarasasi (1911-yil), Abdulazizxo'ja madrasasi (1909-yil), madrasai oliy (1802-1803 yillar), Chorbioy madrasasi (XIX asr so'nggi choragi), Abdullaxon madrasasi (XVI asr oxiri), Hotamboy madrasasi (XIX asr), Abdusmadboy madrasasi, Qilichboy madrasasi (1914-yil), Shermuhammad madrasasi (1869-yil), Xo'ja guzari madrasasi, Mir Bekoybiy madrasasi (XIX asr ikkinchi yarmi), Xo'ja qurbon madrasasi (XIX asr oxiri-XX asr boshlarida), Mir Chaman madrasasi (manbalarga qaraganda madrasa XVIII asrdan oldin qurib bitkazilgan), Sharifboy madrasasi (XVII asr boshlari), Xudaydodi madrasasi, Azim Sayyod madrasasi, Chaqar madrasasi (XIX asr uchinchi choragida) kabi madrasalarni misol qilib keltirish mumkin. Yuqoridagi madrasalarning ko'pchiligi mang'itlar davriga tegishli bo'lib, ular markaziy osiyo uslubida qurilgan.

Bekmurodboy madrasasasi haqida to'liqroq ma'lumot beradigan bo'lsak, 1911-yil qurib bitkazilgan. (622x33/32=1911). Madrasa geografik jihatdan markaziy joyda bo'lib, hozirda Qarshi shahrining (Darvozozatutak MFY) Eski shahar qismidagi Odina bog'ida joylashgan.

Madrassa qurilishiga Buxoro amiri Amir Olimxon (1910-1920) homiylik qilgan. Madrasaning qurilishining tugashi amir Olimxonning hukmronligini boshlanishiga to'g'ri keladi.

Mazkur me'moriy yodgorlik Bekmurodboy tomonidan bunyod etilgan bo'lib, u mang'it urug'ining qozoq guruhidan bo'lgan. Hatto uni nomi madrasa peshtoqidagi marmar lavhada forsiy yozuvda keltirilgan. Ushbu an'anani biz ko'plab madrasalarda ko'rishimiz mumkin. U shahar aholisi o'rtasida Bekmir Qozoq nomi bilan mashhur edi. Shu sababdan Bekmurodboy qurdirgan madrasa "Bekmir Qozoq" nomi bilan ham yuritilgan. Hozirgi kunda xalq orasida Bekmir madrasasi deb ham ataladi.

Inqilobdan oldin ushbu madrasada xotin qizlar tahsil olgan, shunga nisbat berilib madrasaning qadimgi nomi "Ayollar akademiyasi" deb yuritilgan. Qurilishi haqida esa buxoro uslubida qurilgan, ko'p koshinlarga ega bo'lmagan, cho'zinchoq pishiq g'ishtlardan bo'yiga 24 metr, eniga 20.5 metr hajmda bunyod etilgan. Uning qurilishida chorg'isht ishlatilmagan. Darvozaxonadan kirishda o'ng va chap tomonlarda darsxonalar joylashgan. Hovlisi ham katta bo'lib 12,1x11,8 metrdan iborat. Madrasa 2 qavatli, birinchi va ikkinchi qavatlarida mullavachchalar yashaydigan hujralar mavjud. Hujralar-an'anaviy o'zbek me'morchiligidagi eng kichik xona; bir yoki bir necha kishiga mo'ljallangan yotoqxona. Hujra termini madrasa ma'nosida ham keladi, bu so'z madrasalarning ikkinchi nomi bo'lgan. Hujjatlarda madrasa so'zi bilan qariyb teng ma'noda ishlatilgan.

Binoning ikki yoniga qubbalar bunyod etilgan. Ustida sirli koshinlar yo'q. Xonalar ham oddiy uslubda bezaksiz, yuqori qismida e'tibor beradigan bo'lsak, ganch panjaralar qilingan. Bu esa o'z navbatida yorug'lik tushishini ta'minlab bergan. Yuqorida aytilgandek, peshtoqiga arabiy yozuvlar bor, unda keltirilishicha "Amir Olimxon zamonida uning sadoqatli rayiatlaridan biri Nasafda madrasa bino qildi. Uning adolatidan jahon jannatga aylandi. Bu kishi oliy himmat Bekmuroddir. Bu ishga beadam ganch va g'isht sarf qildi. Qalam uning imorat qilingan yilini shunday topadi. Ey nomi shunda boqiy qoladigan dunyoda yaxshilik niholini o'tqazgani uchun qalam "manbayi fayzi Bekmurod" (ya'ni Bekmurodning fayzi manbayi) deb yozdi".

"Bekmirning ajdodlari dastlab hozirgi Qarshi hududida istiqomat qilishgan. Tarixdan ma'limki, Buxoro amiriligi davrida qo'shni bilan savdo-iqtisodiy aloqalari yaxshi bo'lgan. Qarshi hududidan qozoq savdogarlarini karvonlari Qarshi hududida ko'plab o'tgan. Xo'janazar (Xo'jakeldi) yosh bola paytida ushbu hududda qarovsiz o'ynab yurganda, qozoq savdogarlari yetim bolani o'zining yashaydigan joyiga ya'ni Qizil O'rdaga olib ketishadi. Bir qozoq oilasiga asrandi o'g'il tutinadi. Xo'janazar so'fi ushbu hududda chorvachilik bilan shug'ullandi. Vaqt o'tgach, ulg'ayib qozoq qiziga uylanadi. Natijada ulardan 4 o'g'il dunyoga kelib, o'g'illarini ismlari to'ng'ich o'g'li Do'sat, ikkinchi o'g'li esa Go'lboy, uchinchi o'g'li Tashat va kenja o'g'li Qora edi. Xo'jakeldi qozoqlar hududida o'g'illari bilan birgalikda katta boylik to'plashdi. Hudud aholisi Xo'jakeldi va uning o'g'illarini kelgindi sifatida qabul qilishar va ularni chorva mollari ko'payib ketganligidan norozi bo'lgan. Buning natijasida Xo'janazar so'fi farzandlarini olib tug'ilgan joyiga ya'ni Qarshi atroflari hozirgi Kamandi mahallasiga kelib o'rnashdi. Chorva mollari ko'p bo'lgan edi, bu esa dehqonchilik bilan shug'ullangan Kamandi aholisini ekinzorlarini payhon qildi. Yana ular ko'chishga majbur bo'lib qolib, uncha uzoq bo'lmagan Charog'il degan qishloqqa yetib keladi. Bu yerda ham ular chorvani o'tlatish uchun o'zi xohlaganday ekinzorlarni topa olmaydi. Ular chorvani o'tlatib yurib, Qozoq qishlog'i hududiga kelib qoladi. Bu yer ancha serhosil va suvli hudud bo'lgan. Ushbu hududda ular ko'chmanchi sifatida hayot kechirgan va bir kuni xalq saylida Xo'janazar so'fi avlodidan bo'lgan bir pahlavon amirni pahlavonini yiqitgandan keyin ular shu yerda o'troq hayot kechira boshlashgan. Natijada uning avlodlari bu hududda chorvani ko'paytirib, katta boylik to'plashdi va aholiga o'z ta'sirini o'tkaza boshladi. Xo'jakeldining avlodlarida ko'plab boylar yetishib chiqdi. Bulardan ikkinchi o'g'il Go'lboyning avlodlaridan aka-uka Bekmir va Qultoy miroxur kabi boylar edi. Ular chorva mollari oldi-sotdisi tufayli, boyib ketishgan.

Bir kuni Bekmir va Qultoy miroxur Allado'sko'saboyning janozasida ukasi Qultoy akasiga maslahat beradi "aka sening boyliging ko'p bu boylikni nargi dunyoga olib keta olmaysan, shu sababli noming qolishi uchun bir madrasa bino etishga sarfla. Vafot etgan boyning qo'ltig'iga qara u ham narki dunyoga o'zi bilan hech narsa olib keta olmadi. Noming qolsin". Ukasining maslahati bilan Bekmir Qarshi bekligiga Charog'il qishlog'i piri O'zbekxon eshon bilan borib, u yerda o'z arzini aytadi. Qarshi bekining topshirig'i bilan Bekmirning boyligi hisoblab chiqilganda boyligi madrasa qurishga bimalol yetganligi aniq bo'ldi. Shundan so'ng madrasa qurish ishlari tezda boshlanib ketdi. urilish uchun pishgan g'ishtlarga buyurtma berishadi. Madrasani qurishga ko'plab tuyalar va ushbu qishloqdagi odamlar ham mehnat qildi".

"Bekmirboyning to'rtta xotini, 3 o'g'li va 5 qizi bo'lgan (Unsin, Ulg'uz, O'g'ul va boshqalar) bo'lgan. Shulardan 3 qizidan avlodlar tarqalgan, qolgan ikkita qizi esa biri yoshligida kasalligidan, biri esa turmush qurmay turib erta vafot etgan. Uch qizidan tarqalgan avlodalar ushbu qishloqda yashab kelmoqda. Bir o'g'li yoshligida otasining o'limidan ko'p vaqt o'tamasdan, qirqiga yog' olib kelish vaqtida o'lgan. Qolgan ikki o'g'li esa amakisi Qultoy miroxur bilan birgalikda Amudaryoda kechib o'tishgan".

"Bekmirboy juda saxiy odam bo'lganligi haqida ham bir nechta ma'lumotlar mavjud. Ushbu shaxs qahraton qish vaqtlarida och qolgan qishloq aholisiga bir necha oylab ovqat qaynatib berib aholini qirilib ketishida asragan.

Bekmirboy inqilobdan burun vafot etdi. Buni ukasi Qultoy shunday eslaydi: "akam ruslarni ko'rmasdan ketdi. Endi boshimiz ne kunlarga qoldi, deb Bekmirboyning qizi bilan suhbat qildi." Shundan so'ng, Qultoy miroxur quloq qilinishidan saqlanib qavm-u qarindoshlari va chorvalari bilan Amudaryodan kechib o'tib ketadi. Bekmirboy esa shu hududda qazo qilgan. Hozirda uning qabri Xo'jaqarliq MFYga qarashli Imom Muhammad Sadr Islom ziyoratgohiga ko'milgan. Lekin uning qabri qaysiligi aniqmas. Sababi qabr ustiga qo'yilgan toshlar ruslar davrida joyidan olib tashlangan".

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MARKAZIY OSIYO DAVLATLARINING INTEGRATSIYALASHTIRISH SIYOSATI

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Annotatsiya. O'zbekistonning MDH va Markaziy Osiyo davlatlari o'rtasidagi aloqalar, o'zaro almashinuv, tarixiy-madaniy muloqotlar, o'zaro kelishuv va bitimlar manbalar asosida yoritildi va taxlil etildi. O'zbekistonning Markaziy Osiyo mamlakatlari bilan iqtisodiy, ijtimoiy,

madaniy sohalaridagi o'zaro hamkorligiga to'xtalib o'tildi. O'zaro kelishuvlar asosida ijtimoiy, siyosiy va madaniy, fan va ta'lim sohalarida yutuqlarga erishildi. Keyingi istiqbolli rejalar belgilab olindi.

Kalit so'zlar. diplomatik munosabatlar, xalqaro hamkorlik, MDH, MOH, Rossiya, Xitoy, AQSh, Markaziy Osiyo, Qozog'iston, Tojikiston, xorijiy mamlakatlar, diplomatiya, elchixona, iqtisodiyot, siyosat, fan va ta'lim, ilmiy- texnikaviy, sog'liqni saqlash, sayyohlik, turizm, madaniyat.

XXI asr arafasida insoniyat tarixida juda katta global miqyosdagi tub o'zgarishlar yuz berdi. Mustaqil davlatlarning vujudga kelishi Markaziy Osiyoda istiqomat qilayotgan xalqlarning rivojlanishi uchun katta imkoniyatlarni yaratib berdi.

Markaziy Osiyo davlatlari mustaqillikka erishgach, tarixiy munosabatlar mutlaqo o'zgacha qiyofaga va mazmun-mohiyatga ega bo'la bordi. Tarix va zamon shart-sharoiti o'zaro qo'shnichilik munosabatlarini eng zamonaviy talablar asosida qayta qurish zarurligini ko'rsatdi. Markaziy Osiyo davlatlari o'tgan asrning 90-yillarigacha dunyodan deyarli uzilib qolgan bo'lib, turli davlatlar bilan faol hamkorlikni o'rnatilishi ular uchun yangi imkoniyatlar eshigini ochdi [1]

Mustaqillikning ilk yillaridan boshlab, O'zbekiston hukumati mintaqaviy integratsiya yo'lida doimo tashabbusni o'z qo'lida tutib turganligi kuzatiladi. Xususan, mustaqillikning dastlabki yillaridanoq O'zbekiston mintaqaviy ko'lamdagi xalqaro munosabatlarda faol sub'ekt sifatida o'zini ko'rsata oldi.

Ko'pgina siyosatshunoslarning fikricha, O'zbekistonning Markaziy Osiyodagi mavqei strategik xususiyatlarga ega ob'ektiv omillarga asoslanadi. Bu omillar, birinchidan, O'zbekiston mintaqadagi aholisi eng ko'p davlat, o'zbeklar esa mintaqadagi eng ko'p sonli millatdir. Ikkinchidan, O'zbekiston mintaqadagi besh davlat bilan umumiy chegaraga ega yagona davlat, u Markaziy Osiyoning markazida joylashgan. Uchinchidan, mintaqada o'tmishda hukm surgan davlatlarning poytaxtlari – Samarqand, Buxoro, Xiva, Qo'qon va Toshkent shaharlari O'zbekistonda joylashgan. To'rtinchidan, O'zbekiston mintaqadagi eng rivojlangan iqtisodiy salohiyat, kommunikatsiyalar infratuzilmasi va malakali mehnat resurslariga ega.[2] Shu tufayli, O'zbekiston Respublikasi Markaziy Osiyo davlatlari bilan ko'p sohalaridagi integratsiyalarda faol ishtirok etib kelmoqda.

Birinchi Prezident Islom Karimov tashabbusi bilan 1993 yilning yanvarida Markaziy Osiyo davlatlari rahbarlarining Toshkent uchrashuvi bo'lib o'tdi. Uchrashuvda Markaziy Osiyo Hamdo'stligi tashkil etildi. Qirg'iziston, Qozog'iston, O'zbekiston, Tojikiston, Turkmaniston davlat rahbarlari Hamdo'stlik to'g'risidagi bitimni imzoladilar. Buni mintaq xalqlari zo'r mamnuniyat bilan qarshi oldilar va qo'llab-quvvatladilar.[3]

Shu tariqa jahon siyosiy so'zligida "Markaziy Osiyo" degan yangi atama paydo bo'ldi. 1995 yilning yanvar oyida Qozog'iston Prezidenti Nursulton Nazarboev Toshkentga keldi. O'zbekiston va Qozog'iston o'rtasida iqtisodiy hamkorlikka oid hujjatlar imzolandi. Keyinchalik bu hujjatga Qirg'iziston Respublikasi qo'shildi. Shunday qilib bu davlatlar o'rtasida yagona bozorni vujudga keltirish va mahsulot ayirboshlash imkoniyati paydo bo'ldi.

Markaziy Osiyo yoqilg'i - energetika resurslarining katta zaxiralariga ega. Shunday qilib, qazib olingan ko'mir zaxiralarining 88,6% i, gazning 32 % i Qozog'iston hududida to'plangan. O'zbekistonda tabiiy gaz 23%, ko'mir - 4,9 % va Turkmaniston gazi - 44% ni tashkil qiladi. Gaz kondensati bilan ochilgan neft zaxiralarining katta qismi Qozog'iston va Turkmanistonning g'arbiy qismida, shuningdek, O'zbekistonda to'plangan. Yiliga qariyb 554 milliard kvk/soat gidroenergetika salohiyatiga ega bo'lgan mintaq suv resurslarining asosiy qismi Qirg'iziston(30%) va Tojikiston(53%) da hosil bo'ladi. Qirg'izistondagi gidroenergetika resurslarining potensial zaxiralarini o'zlashtirish Tojikistonda qariyb 4,6 foizni tashkil etadi.[4]

Shu bois davlat rahbarlari mintaqaning gidroresurslaridan oqilona va to'liq foydalanishni nazarda tutgan holda xalqaro energetika konsorsiumini tuzishga qaror qildi, bular eng avvalo – Norin va Sirdaryo havzalaridir.[13]

Islom Karimov boshchiligidagi davlat delegatsiyasi 1994 yil 8 iyulda O'zbekiston, Qozog'iston, Qirg'iziston Respublikalari davlat va hukumat boshliqlari uchrashuviga qatnashish uchun Almatiga keldi. Qozog'iston Prezidenti qarorgohida uch davlat rahbarlarining muzokaralari bo'lib o'tdi. Delegatsiyalarning kengaytirilgan tarkibdagi muzokaralari ham bo'lib o'tdi. Muzokaralar so'ngida Islom Karimov, Nursulton Nazarboev va Asqar Akaev birgalikda bayonot va O'zbekiston, Qozog'iston va Qirg'iziston xalqlariga Murojaatnomani qabul qildilar. Aholi migratsiyasi sohasidagi hamkorlik to'g'risida memorandum imzolandi. Mamlakatlar o'rtasida Markaziy Osiyo Hamkorlik va taraqqiyot bankini ta'sis etish to'g'risida bitim imzolandi. Davlat rahbarlari shuningdek mamlakatlar o'rtasida harbiy-texnik hamkorlik to'g'risidagi, ijtimoiy-iqtisodiy taraqqiyot sohasidagi hukumatlararo shartnomalarni, axborot bilan ta'minlash sohasidagi bitimlarga qo'l qo'ydilar.[14]

Shu yillarda ijtimoiy hayotning ko'pgina sohalari, xususan, ilm-fan, madaniyat sohasida O'zbekiston – Qozog'iston munosabatlari yanada kengayganligini alohida uqtirish lozim. Xususan, 1996 yilgacha ilm-fan va texnologiyalarning 16 ta ustuvor yo'nalishi bo'yicha 107 ta qo'shma loyiha tayyorlandi.

1994 yili O'zbekistonda Qozog'iston Respublikasi Kunlari o'tkazildi va unda O'zbekiston – Qozog'iston Markazini tashkil qilish xususida kelishib olindi. Tenglik asosida axborot va tahririyat materiallari almashinadigan bo'ldi. Xalq xo'jaligining boshqa sohalarida ham O'zbekiston Qozog'iston munosabatlari yanada kengaya bordi. Xususan, madaniy aloqalar an'anaviy tus oldi. Ayniqsa, 1999 yil 8 aprel kuni Turkmaniston Prezidentining saroyida bo'lib o'tgan Orolni qutqarish Xalqaro jamg'armasining majlisi haqida to'xtalib o'tildi. Jamg'arma Prezidenti Islom Karimov Jamg'armaning 1997–1999 yillarda olib borgan faoliyati haqida so'zladi hamda kelgusida jamg'armani yanada rivojlantirish bo'yicha o'z taklif mulohazalarini bildirdi.

Markaziy Osiyo davlatlari qardoshlik munosabatlarida O'zbekiston va Tojikiston munosabatlari muhim ahamiyatga ega. Tojik va o'zbek xalqlarining o'tmishi, o'zaro bog'liqligi va hozirgi munosabatlari turli davrlarda turlicha munozaralarga sabab bo'lgan.[15]

1992 yil 8 oktabrda Tojikiston Respublikasi Oliy Kengashi Raisi Imomali Rahmonov rahbarligidagi delegatsiya rasmiy tashrif bilan Toshkentga keldi.

1991-1996 yillarda O'zbekiston va Turkmaniston munosabatlarida ham o'zaro qardoshlik, do'stlik, birodarlik, iqtisodiy, ma'naviy sohalarda hamkorlik tamoyiliga amal qilindi.

Qardosh xalqlarning umumiy xonadonini shakllantirish, yagona zamin va makonni qaror toptirishning ma'naviy poydevori, qadim o'tmish mushtarakligi va shular asosida shakllangan urf-odatlar, an'analar va turmush tarzini o'rganishdan iboratdir.

1995 yil 5 mayda Birinchi Prezident I.Karimov tomonidan Oliy Majlis II sessiyasida "Turkiston - umumiy uyimiz" shiorining ilgari surildi. Undan ko'zlangan maqsad – bu mintaqaviy barqarorlikni ta'minlashdir.

2002 yilda MOH davlat boshliqlarining 4 marta uchrashuvi bo'lib o'tdi (Olmaota – 28 fevral, Oqtov – 6-7 iyul, Dushanbe – 5-6 oktabr, Ostona – 27-dekabr).

2002 yil 18 noyabrda Toshkentda MOH tashkiloti mamlakatlari parlamentlari a'zolarining davlatlar qonunchilik bazalarini yaqinlashtirishga qaratilgan uchrashuvi, 2002 yil 28-29 noyabrda MOH tashkilotiga a'zo davlatlar ishbilarmon doiralari va tadbirkorlarining Markaziy Osiyo Hamkorligi – iqtisodiy integratsiya jarayonini chuqurlashtirish mavzuida biznes forumi o'tkazildi. Osiyo hamkorlik va taraqqiyot banki tashkil etildi.[5]

O'zbekiston 1991 yil kuzida mustaqilligini e'lon qilgan va 1991 yil dekabr oyida MDH ga a'zo bo'lgan Markaziy Osiyo Respublikalaridan biri. Ijtimoiy-iqtisodiy va madaniy aloqalari, tarixi va dinlari bilan umumiy bo'lgan, umumiy maydoni qariyb 4mln kvadrat kilometr bo'lgan

davlat. O'zbekiston aholisi bo'yicha 1-o'rinni egallaydi, 36 milliondan oshadi. O'zbeklar 69 %, ruslar 11%, qozoqlar, tojiklar va tatarlar 4% ni tashkil qiladi.[6]

1991 yil 21 dekabrda Armaniston, Ozarbayjon, Belarus, Qozog'iston, Qirg'iziston, Moldova, Rossiya, Tojikiston, Turkmaniston, O'zbekiston va Ukraina davlatlari rahbarlarining Almati uchrashuvi bo'lib o'tdi. Bu uchrashuvda Mustaqil Davlatlar Hamdo'stligiga asos solindi. MDH – ixtiyoriy iqtisodiy uyushma dunyoga keldi. Keyingi yillarda MDHning bir qancha yig'ilishlari o'tkazildi va ko'plab hujjatlar qabul qilindi [7].

1995 yilning 25-26 mayida Minskda MDHga a'zo davlat boshliqlarining navbatdagi uchrashuvi bo'lib o'tdi. Unda davlatlararo Valyuta Qo'mitasini tuzish, MDH chegaralarini mustahkamlash, iqtisodiy integratsiyani kuchaytirish kabi masalalar muhokama qilindi. Ayni paytda hukumat rahbarlari turli sohalarda o'zaro hamkorlikni yanada rivojlantirishga doir 20 dan ziyod masalalarni muhokama qildilar.

MDH doirasida qabul qilingan bitim va shartnomalarni amalga oshirishda quyidagi tamoyillar amal qiladi:

Birinchidan, integratsion aloqalarni rivojlantirishda ikki va ko'p tomonlama shartnomalardan foydalanish yordamida amalga oshiriladi;

Ikkinchidan, hududiy integratsiya o'zaro manfaatdorlikka asoslanishi hamda hamkor mamlakatlarga ziyon yetkazmasligi;

Uchinchidan, zaruriyat bo'lganda MDH qatnashchilariga iqtisodiy jihatdan jamoaviy yordam ko'rsatish;

To'rtinchidan, hamkor davlatlardagi iqtisodiy islohotlarni rag'batlantirish va ularga yordam ko'rsatish;

Beshinchidan, davlatlararo munosabatlarda integratsiya aloqalarini, iqtisodiy hamkorlikning yangidan-yangi shakllarini keng miqyosda rivojlantirish.

MDH mamlakatlari bilan integratsion munosabatlarni rivojlantirish bir nechta yo'nalishda amalga oshirilishi mumkin:

Birinchidan, MDH respublikalari bilan savdo aloqalarini rivojlantirish. Bu yo'nalish o'zaro savdo aloqalari hajmini oshirishni taqozo etib, boshqa hamkorlik shakllari uchun esa asos bo'lib xizmat qiladi.

Erkin savdo zonasining tashkil etilishi MDH mamlakatlari bilan savdo aloqalarini rivojlantirishning ikkinchi yo'nalishi hisoblanadi.

MDH doirasida integratsion aloqalarni rivojlantirishning yana bir muhim yo'nalishi bojxona ittifoqi hisoblanadi. Bojxona ittifoqi erkin savdo zonasidagi mamlakatlarning uchinchi mamlakatlarga nisbatan kelishilgan siyosat yuritishini ishlab chiqishdan boshlanadi.

MDH da savdo-iqtisodiy aloqalarni chuqurlashtirish va integratsion jarayonlarni faollashtirishning yana bir yo'nalishi hisoblangan umumiy bozor bojxona ittifoqi transformatsiyasi asosida zaruriy iqtisodiy sharoitlar pishib yetilganlik darajasiga qarab shakllanadi.[8]

Keyingi yillarda ham O'zbekiston bilan MDH o'rtasida ko'p tomonlama rivojlanishga asoslangan ko'plab bitimlar imzolandi. Hozirgi davrga kelib bunday bitimlar o'z amaliy ifodasini topib bormoqda.

2017 yil 11 oktabr kuni Rossiya Federatsiyasining Sochi shahrida Mustaqil davlatlar hamdo'stligi Davlat rahbarlari kengashining navbatdagi majlisi bo'lib o'tdi.

Kengashda, birinchidan, hamdo'stlik makonida hech qanday istisno va cheklovlarsiz tez fursatda to'laqonli erkin savdo hududini shakllantirish;

ikkinchidan, MDH da samarali integratsiyalashgan transport tizimini rivojlantirish;

uchinchidan, ilmiy-texnik va ta'lim sohasidagi almashinuvlarni kengaytirish;

to'rtinchidan, turizm sohasidagi katta istiqbollarni haqida ta'kidlandi.[9]

MDH ga a'zo mamlakatlarning turizm sohasidagi hamkorligini 2020 yilga qadar rivojlantirish strategiyasini tahlil qilish va Hamdo'stlikning turizm bo'yicha kengashining keyingi yig'ilishlaridan birini Samarqand shahrida o'tkazish taklif qilindi.

Toshkentda 2018 yilning 20 sentabr kuni "Markaziy Osiyo xalqaro transport yo'laklari tizimida: strategik istiqbollar va foydalanilmagan imkoniyatlar" xalqaro konferensiyasi bo'lib o'tdi. Unda Prezident Sh.Mirziyoev nutq so'zladı va quyidagi takliflarni bildirdi: "Markaziy Osiyoda transport qatnovini rivojlantirish, to'siqlarni bartaraf etish, mintaqa davlatlarining viza, tranzit va bojxona tartib-taomillarini soddalashtirish, ta'rif siyosatini uyg'unlashtirish, transport infratuzilmasini takomillashtirish, istiqbolli transport yo'laklarini shakllantirish bo'yicha yagona qarash va yondashuvlar mavjud emasligi bilan bog'liq.

2019 yilning 15 iyun kuni Tojikistonning Dushanbe shahrida "Osiyoda hamkorlik va ishonch choralari bo'yicha" kengashning beshinchi sammiti bo'lib o'tdi. Sammitda Prezidentimiz Sh.Mirziyoev Afg'onistondagi vaziyatni tartibga solish, yoshlarga keng imkoniyatlar yaratib berish, fan va ta'lim sohasini yanada rivojlantirish, savdo-iqtisodiy sohani keng rivojlantirish hamda Orol muammosi to'g'risida o'z nutqlarida alohida to'xtalib o'tdilar.

2019 yilning 11 oktabr kuni Turkmaniston poytaxti Ashxobod shahrida MDH davlat rahbarlari kengashi bo'lib o'tdi.

Kengashda erkin savdo hududining to'liq faoliyat olib borishini ta'minlash, ishlab chiqarish kooperatsiyasini yanada keng rivojlantirish, energetika va telekommunikatsiya sohalaridagi aloqalarni rivojlantirish, innovatsiya, fan va ta'lim dasturlarini tuzish singari yo'nalishlar belgilab olindi.[10]

Kengashda 2020 yilda O'zbekistonda MDH ning hududlararo birinchi forumini o'tkazish haqida kelishildi. 2020 yilning bahorida Toshkentda MDH da axborot xavfsizligini ta'minlash va tahdidlarga qarshi kurashish masalalari bo'yicha xalqaro ekspertlar forumini tashkil etish haqida taklif kiritildi. Shuningdek, 2030 yilgacha Hududlararo va chegaraoldi hamkorlik konsepsiyasini ishlab chiqish haqida fikr bildirildi.[17]

2019 yilning 29 noyabr kuni Markaziy Osiyo davlat rahbarlarining navbatdagi maslahat uchrashuvi bo'lib o'tdi.

Uchrashuvda savdo-iqtisodiy, investitsiyaviy, transport-kommunikatsiya va energetika sohalaridagi vazifalarni amalga oshirish, "Markaziy Osiyo – yagona o'tmish, umumiy kelajak" shiori ostida madaniy-gumanitar almashuvlarning yaratilishi, mintaqaning suv va ekologik muammolarini bartaraf etish, mintaqaviy barqarorlik va xavfsizlikni ta'minlash, Afg'onistondagi tinchlikni ta'minlash haqida ko'plab fikrlar bildirildi.

"Dunyoda Markaziy Osiyoga e'tibor izchil ortib bormoqda, bizning birgalikda ilgari surayotgan tashabbuslarimizni qo'llab-quvvatlashga yetakchi davlatlar va xalqaro moliya tuzilmalarining qiziqishi tobora kuchaymoqda" – deya ta'kidladi Prezident Sh.Mirziyoev.

2020 yilning 18 dekabr kuni O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoev raisligida MDH Davlat rahbarlari kengashining videoanjuman shaklidagi majlisi bo'lib o'tdi.

Davlatimiz rahbari sanoat kooperatsiyasi bo'yicha kompleks dastur ishlab chiqish zarurligini qayd etdi.

Bunda agrosanoat, mashinasozlik, elektrotexnika, yengil sanoat va oziq-ovqat sanoati, farmasevtika va boshqa ustuvor tarmoqlarda qo'shma klasterlar tashkil etish nazarda tutiladi. Ushbu dastur hamda innovatsion loyihalar va ilg'or texnologiyalar taqdimotini kelgusi yil Toshkent shahrida o'tadigan MDH mamlakatlari sanoat kooperatsiyasi forumi doirasida o'tkazish taklif etildi. Shuningdek, "MDH salomatlik marafoni"ni o'tkazish ham taklif etildi.[16]

Sammit yakunida Prezident Shavkat Mirziyoev ta'kidlaganidek, pandemiya oqibatlar bilan bog'liq barcha qiyinchiliklarga qaramay, birgalikdagi sa'y-harakatlar orqali Hamdo'stlik yangi voqelikka samarali moslashishga qodirligini namoyish etdi.

Majlisda MDHni yanada rivojlantirish konsepsiyasi hamda uni amalga oshirish bo'yicha asosiy tadbirlar rejasi, BMT tashkil etilganligining 75 yilligi munosabati bilan hamda xalqaro

axborot xavfsizligini ta'minlash sohasidagi hamkorlik to'g'risida qo'shma bayonotlar qabul qilindi.[11]

2021 yilning 16 iyun kuni Toshkentda Prezident Shavkat Mirziyoev tashabbusi bilan o'tkazilgan "Markaziy va Janubiy Osiyo: mintaqaviy bog'liqlik. Tahdidlar va imkoniyatlar" mavzuidagi xalqaro konferensiya bo'lib o'tdi. Unda qariyb 50 ga yaqin mamlakatlar delegatsiyalari vakillari ishtirok etdi. Unda Prezident Sh.Mirziyoev quyidagilar takliflarni bildirdi:

- birinchidan, savdo-iqtisodiy aloqalarni rivojlantirish va sarmoyalarni ko'paytirish;
- ikkinchidan, Markaziy va Janubiy Osiyoda zamonaviy va xavfsiz transport-logistika infratuzilmasini barpo etish;
- uchinchidan, istiqbolli raqamli platformalarni yaratish;
- to'rtinchidan, mintaqalarimiz hududida o'zaro hamkorlikda oziq-ovqat xavfsizligini ta'minlash bo'yicha yangi Dastur ishlab chiqish uchun BMTning Oziq-ovqat va qishloq xo'jaligi tashkiloti (FAO) boshchiligidagi davlatlarimiz qishloq xo'jaligi vazirlarining uchrashuvini tashkil qilish;
- beshinchidan, BMTning Giyohvandlik va jinoyatchilik bo'yicha boshqarmasi hamkorligida "Giyohvandlikka qarshi qo'shma harakatlar" rejasini ishlab chiqish ;
- oltinchidan, "Yashil" iqtisodiyotni rivojlantirishni rag'batlantirish va ekologiya masalalari alohida e'tibor qaratish;
- yettinchidan, Markaziy va Janubiy Osiyoda "ziyosat turizmi"ni rivojlantirish, vaksinatsiya bo'yicha "Yangi sharoitdagi turizm" konsepsiyasini keng joriy etish;
- sakkizinchidan, O'zbekistonning Termiz shahrida YuNESKO boshchiligidagi "Markaziy va Janubiy Osiyoning tarixiy merosi" mavzusidagi xalqaro forumni o'tkazish taklif etildi.[12]

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STEAM YONDASHUV – TA'LIM JARAYONIDA PREDMETLARARO ALOQADORLIKNING YUQORI CHO'QQISI SIFATIDA

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Tarixan ma'lumki, bir necha yuz yillar davomida fanlarning tabaqalanish (differensiatsiya) jarayoni kechmoqda. Bunda fanlarni tadqiq etish yo'nalishlari qat'iy chegaralangan bo'lib, kimyogarlar moddalarning kimyoviy tarkibini va xususiyatlarini, fiziklar obyektlarning makroskopik holati, fizik xususiyatlari, biologlar tirik organizmlarning morfologiyasi, turlari va yashash sharoitlarini o'rgandilar.

Tabiatdagi obyektlarni tadqiq etish shu darajaga borib yetdiki, masalan, o'simlik va hayvonlarning ichki tuzilishi, hayotining fiziologik qonuniyatlarini o'rganish kabilarni faqatgina biologik bilimlardan foydalanish uning asl mohiyatiga tushunib yetishga imkon bermay qo'ydi. Shu munosabat bilan fanlarning tabaqalanishiga teskari bo'lgan yo'nalish mazmunan bog'liq va tutash o'quv predmetlarini integratsiyalab o'rganish g'oyasi tarkib topa boshladi.

Integratsiyalashtirish g'oyasi turli sohada faoliyat ko'rsatuvchi mutaxassis olimlarning qarashlarini muvofiqlashtirishga yo'naltirilganligi natijasida "gibridlashgan-qo'shma mazmunli" "integrativ" o'quv predmetlari yuzaga kela boshladi. Integrativ o'quv predmetlari mazmunida bir-birini kengaytiruvchi, to'ldiruvchi va chuqurlashtiruvchi turli sohalaridagi tushuncha, dalil, qonun, nazariyalar ichki aloqalari, ya'ni mazmunan tutashligiga ko'ra tizimlashtiriladi. Bunga yorqin misol sifatida qishloq xo'jaligini mexanizatsiyalashtirishga oid o'quv predmetini ko'rsatish mumkin.

Har qanday mashina, shuningdek, qishloq xo'jalik mashinalarining ham yaratilishi eng avvalo hayotiy talablardan kelib chiqib, insonning jismoniy va aqliy mehnatini yengillashtirish, mahsulot sifat va samaradorligini oshirish uchun ishlab chiqilgandir. Inson mehnatini maqsadga muvofiq yengillashtirish uchun esa, u (mashina) inson hayoti va sog'ligi uchun xavfsiz, tuzilishi jihatidan murakkab bo'lmay, balki oddiy, kam mablag' va material talab etadigan (yengil, arzon, puxta, ishonchli ishlaydigan); ish unumi va sifati yuqori bo'lishi kerak. Amaliyotda ishlatiladigan mashina va qurollarning yuqoridagi va boshqa xususiyatlarini ijobiy tomonga o'zgartirish borasida ixtirochi olimlar tomonidan tinmay izlanishlar olib borilmoqda. Buning natijasida keng qamrovli tezkor faol ish organli mashinalar ishlab chiqilmoqda. Mashinalarning ish sifatini oshirishda faol(aktiv) ish organlarining o'rnatilishining muhimligi chet elda ishlab chiqarilayotgan mashinalarda o'z ifodasini topdi.

Yuqoridagi misolda biologiya, ximiya, agronomiya, texnika, texnologiya, iqtisodiyot, ekologiya va shu kabilar haqidagi bilimlarni integratsiyalashtirishga ishonch hosil qilamiz. Bu, albatta, tahsil oluvchilarda turlicha yo'nalishlar bo'yicha bilim va xatti-harakat usullarini tarkib toptirishga qaratilgan.

Lekin shuni alohida ta'kidlash joizki integratsiyalashtirishda turli fan asoslarini (o'quv predmetlari mazmunini) oddiy mexanik biriktirish emas, balki ularni ichki mantiqiy aloqadorligini uyg'unlashtirish maqsadida yaxlit, mazmunan mukammal holda tizimlashtirishni ko'zda tutadi.

Integrativ bilimlar o'rganilayotgan obyektlarning turli muhim jihat va xususiyatlarini mumkin qadar chuqurroq anglab yetishga imkon beradi.

Ma'lumki, tabiat-olamni tashkil etuvchi barcha tarkibiy qismlar: tirik jonzorlar, predmetlar, hodisalar va jarayonlar o'zaro aloqador, bir- biri bilan uzviy bog'langan jihatlariga ega. Shu nuqtai nazardan olib qaraganda agar tabiat o'zaro aloqador yaxlit ekan, uni tadqiq

etuvchi, ya'ni o'rganuvchi fanlarning ham faoliyat ko'rsatishi va rivojlanishi ham o'zaro aloqadorlikka amal qilishi kerak.

Shunday qilib, ilmiy bilishning rivojlanish dialektikasi bir-biri bilan bog'liq, biri ikkinchisini taqozo etuvchi differensiya (tabaqalanish) va integratsiya (mujassamlanish) jarayonlarida namoyon bo'ladi. Bu hozirgi zamon va istiqbol fani rivojlanishining muhim xususiyatidir.

Mazmunan integratsiyalashgan o'quv predmeti uchun o'quv materialini tanlab olish va tizimlashtirish ishiga, murakkab ichki hamda tashqi aloqalarga ega jarayon sifatida qarash kerak. Bu tizimning tuzilishi ma'lum ma'noda barqaror deb qaraladi.

Mutaxassislikka oid maxsus fanlarni integratsiyalashtirishda, mavzular blokini tuzish istiqbolli ko'rinadi. Har bir blokning yetakchi g'oyasi (qoidasi, masalasi)ni ajratib olib, ularni tahsil oluvchilar mulkiga aylantirish chora-tadbirlari ko'riladi:

mazmunan mukammal, mantiqan tugal mavzular bloki - bu mavzuni

ilgarigi o'rganilgan bilimlar va tajribalarga asoslangan holda tushunchalar apparatini turli o'quv predmetlari bo'yicha umumiylikni ta'minlashga va eng muhimi har tomonlama chuqur yaxlit bilimlar tizimini shakllantirishga qaratiladi.

Integratsiya-o'rganilayotgan o'quv predmetining yetakchi g'oyalari (masalasi)ni ajratib olib, ularni yaxlit tizim sifatida qarab, ana shunga tayanib ish ko'rishni ko'zda tutadi.

O'quv materialini sifat va miqdoriy jihatlarining sintezi - ta'lim-tarbiya jarayonida real obyektning mohiyatini tushunish uchun zarur va yetarli miqdoriy ko'rsatkichlarga tayanadi. "Sifat jihatdan turli hodisalarni miqdoriy ko'rsatkichlar nuqtai nazaridan baholash deyarli barcha o'quv predmetlari mazmunini o'rganishning muhim vazifasini tashkil etadi".

Bu fikr integrativ o'quv predmetlariga ham bevosita taalluqlidir. O'quv materialining muhimligi (qimmat) avvalo uning o'rganilayotgan o'quv predmetidagi o'rniga, ya'ni ichki aloqalariga binoan aniqlanadi.

Bilimlarni amaliy qo'llash sohasini kengaytirish, ulardan majmuaviy foydalanish zarurligidan kelib chiqadi. Kasb ta'limi o'qituvchilarini tayyorlashda, ularni qayta tayyorlash va malakasini oshirishda mutaxassislikka oid maxsus o'quv predmetlarini integratsiyalab o'rganish:

ta'lim mazmunini maqbullashtirish, kasb ta'limi o'qituvchilarining kasbiy-pedagogik faoliyatlarida muhim ahamiyatga ega bo'lgan masalalarni har tomonlama chuqur va puxta o'rganish;

ta'limiy-tarbiyaviy va rivojlantiruvchi maqsadlarning izchilligi va uyg'unligini ta'minlash; o'zlashtirilgan bilim va kasbiy-pedagogik xatti-harakat usullarini oldindan ma'lum bo'lmagan holatlar va vaziyatlarga "ko'chirish", ya'ni tahsil oluvchilarda mantiqiy tafakkur, mustaqillik va ijodiy qobiliyatlarni shakllantirish, umuman olganda mutaxassislar tayyorlash sifatini oshirishga imkon beradi.

Integratsiyalab o'qitish faqatgina mazmunni muvofiqlashtirishni emas, balki o'qitishning tashkiliy shakllari, metod va vositalarini ham ilmiy asoslangan holda tanlashni nazarda tutadi.

Steam-ta'lim (Science – aniq fanlar, Technology – texnologiyalar, Engineering – texnik ijodkorlik, Art – ijodiy san'at, Mathematics – matematika) xususiyatlari.

STEAM-bu ta'limiy yondashuv bo'lib, ta'lim oluvchilarning tadqiqotchilik, kommunikativlik va tanqidiy fikrlashini rivojlantirishda ilm-fan, texnologiya, muhandislik, san'at va matematikani integrallashgan holda o'rgatishning innovatsion shaklidir.

Yakuniy natija - tajriba-sinovda ishtirok etayotgan ta'lim oluvchilar muammolarni hal qila oladi, hamkorlikda ishlay va ijodiy fikr yurita oladi. Bular esa 21 asrning novator pedagog va rahbarlaridir.

Ko'pgina mamlakatlarda STEAM ta'limi quyidagi sabablarga ko'ra ustuvor hisoblanadi:

yaqin kelajakda dunyoda muhandislar, yuqori texnologiyali tarmoqlar bo'yicha mutaxassislar va boshqalarning keskin taqchilligi yuzaga keladi;

uzoq kelajakda tabiiy fanlar bilan bir uzvda texnologiya va yuqori texnologiyali ishlab chiqarish bilan bog'liq bo'lgan kasblarga ega bo'lamiz, xususan, bio va nanotexnologiya mutaxassislariga talab katta bo'ladi.

Mutaxassislariga texnologiyalar, tabiiy Fanlar va muhandislikning turli sohalari bo'yicha har tomonlama tayyorgarlik va bilim kerak bo'ladi.

Xo'sh, bu ta'lim tizimi fanni o'qitishning an'anaviy usulidan qanday farq qiladi? STEAM - ta'lim ta'lim oluvchilar ilmiy usullarni amalda qo'llashni tushuna boshlaydigan aralash muhitni o'z ichiga oladi. STEAM dasturi asosida ta'lim oluvchilar matematika va fizikadan tashqari robototexnikani ham o'rganadilar, o'z robotlarini dasturlashtiradi va loyihalashtiradilar. uchun ishlatiladigan. Mashg'ulotlarda maxsus texnologik jihozlardan foydalaniladi.

Shunday qilib, kelajak texnologiyaga tegishli bo'lib, o'z navbatida texnologiyaning kelajagi noto'g'ri xulosa chiqarmaydigan, rasmiy yondashuvni qabul qilmaydigan va ta'lim oluvchilarga bilimlari bilan "aqliy zarba" bera oladigan va ularning dunyoqarashini cheksizlikka qadar kengaytiradigan yangi formatdagi o'qituvchilarga tegishli. Kelajak STEAMning buyuk ustozlariga bog'liq.

Bugungi kunda STEAMning rivojlanishi jahon ta'limi tizimining asosiy trendlaridan biridir. STEAM o'quv dasturi fanlararo va amaliy yondashuv yordamida talabalarga ta'lim berish g'oyasiga asoslanadi. Beshta fanni har birini alohida o'rganish o'rniga STEAM ularni yagona o'quv sxemasiga birlashtiradi.

STEAM 21-asrning innovatsion texnologiyalariga asoslangan yangi ta'lim tizimi bo'lib, uning asosiy maqsadi bolalarda yangi tafakkur turini rivojlantirishdan iborat. Bu an'anaviy maktab ta'lim modelidan juda farq qiladigan va ijodiy va tahliliy ko'nikmalarni rivojlantirishga asoslangan mutlaqo yangi yondashuvdir.

Pirovardida STEAM yondashuv, avvalo, o'qituvchi tomonidan berilgan materialni yodlashdan ko'ra, o'quv ko'nikmalarini rivojlantirishga qaratilgan. U quyidagilarga asoslanadi: yangi g'oyalarni yarata olish, o'z-o'zini tarbiyalash ko'nikmalari, jamoa bo'lib ishlash, xatolarni doimiy tuzatish va o'quv vazifalarini hal qilish.

Mashg'ulotlarda STEAM yondashuvining tarkibiy qismlari:

(fanlararo bog'liqlik, predmet sohalarining o'zaro munosabati),

(21-asr ko'nikmalarini rivojlantirish); (amaliy muammoga yo'naltirilganlik); (loyihaviy yondashuv va jamoaviy ish), (ochiq va muammoli vazifalar yechimi); (javob va yechimlarni topishda, tadqiqotchilikda izlanishda talabalar mustaqilligining yuqori darajasi); (o'qituvchi ko'makchi yoki murabbiy); (zamonaviy va istiqbolli kasblar sohasida samarali kasbkorga yo'naltirish.)

STEAM ta'limi an'anaviy fanlar va matematika ta'limiga o'qitishdan qanday farq qiladi? U aralash o'quv muhitini nazarda tutadi va tahsil oluvchilarga ilmiy metodning kundalik hayotga qanday tatbiq yetilishi mumkinligini ko'rsatadi. STEAM maktabda va maktabdan tashqarida loyiha va o'quv tadqiqot ishlarini amalga oshirish yo'nalishlaridan biridir.

Bunday darslarda ta'lim oluvchilar tabiiy qiziqishlarini rivojlantirish, keyinchalik har qanday fanni o'rganishda foydali bo'ladigan tadqiqotchilik ko'nikmalariga ega bo'ladilar.

Xulosa qilib aytganda, STEAM yondashuv - ta'lim jarayonida predmetlararo aloqadorlikning yuqori cho'qqisi sifatida namoyon bo'ladi.

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KASBIY TA'LIM FANLARIINI O'QITISHNI ZAMONAVIY – INNOVATSION TASHKIL ETISH

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Annotatsiya. Maqolada ta'lim tizimiga jadallik bilan kirib borayotgan raqamli ta'lim texnologiyalari asosida o'qitish. Zamonaviy ta'limning innovatsion raqamli o'qitish muammolari va uning afzaliklari masalari yoritilgan. Shuningdek kasbiy ta'lim fanlarining o'qitishda raqamli texnologiyalardan foydalanish bo'yicha taklif va xulosalar berilgan.

Kalit so'zlar. Innovatsion o'qitish, globallashuv jarayonlari, raqamli ta'lim, ta'lim texnologiyalar, online platformalar, mulmediyali dasturlar, mobil ilovalar.

Dunyo bo'ylab globallashuv jarayonlari deyarli har bir mamlakatning barcha sohalari singari ta'lim tizimiga ham kirib bordi. Kuchli ilmiy-ma'naviy bilim manbayi tarixiga ega bo'lgan mamlakatimizda, ta'lim tizimini rivojlanishi yo'nalishida olib borilayotgan islohatlar buning yaqqol ko'rinishidir. Prezidentning "Kasbiy ta'limda malakali kadrlar tayyorlash tizimini yanada takomillashtirish va xalqaro ta'lim dasturlarini joriy qilish chora-tadbirlari to'g'risida"gi farmoni qabul qilindi. Unga ko'ra, kasbiy ta'lim tashkilotlarining amaldagi turlari maqbullashtirilib, kasbiy ta'limning barcha darajalari bo'yicha kadrlar tayyorlaydigan yagona texnikumlar tarmog'i tashkil etiladi. Shu munosabat oliy ta'lim muassasalarining oldiga yangitdan tashkil etilayotgan ushbu ta'lim tarmog'i uchun zarur bo'lgan kasbiy ta'lim bo'yicha tayyorlanadigan o'qituvchi mutaxassislarni zamonaviy innovatsion ta'lim uslublari asosida tayyorlash muamosini keltirib chiqaradi.

Zamonviy innovatsion bilimlarga ega bo'lgan, bilimdon mutaxassis kadrlarni tayyorlash, inson salohiyatini yuzaga shiqarish esa har jihatdan ustozlarga, ularning bilimdonlik bilan o'qitish jarayonini tashkil qilishi va dars berish ulublariga bog'liq. Shuning uchun ham o'quv jarayonini tashkil etish, talabalarning chuqur bilim olishiga yordam beruvshi zamonaviy innovatsion o'quv uslublarni qo'llashga alohida e'tibor qaratilishi lozim.

Mamlakatimiz rahbari Shavkat Miromonovich Mirziyoyev: "Taraqqiyotga erishish uchun raqamli bilimlar va zamonaviy axborot texnologiyalarini egallashimiz zarur va shart. Bu bizga yuksalishning eng qisqa yo'lidan borish imkoniyatini beradi. Zero, bugun dunyoda barcha sohalarga axborot texnologiyalari chuqur kirib bormoqda. Albatta, raqamli iqtisodiyotni shakllantirish kerakli infratuzilma, ko'p mablag' va mehnat resurslarini talab etishini juda

yaxshi bilamiz. Biroq, qanchalik qiyin bo'lmasin, bu ishga bugun kirishmasak, qachon kirishamiz?! Ertaga juda kech bo'ladi" deya ta'kidlaydilar.

Maqolaning asosiy maqsadi, oliy ta'lim muassasalarida tayyorlanadigan o'qituvchilarning kasbiy ta'lim sohasida zamonaviy innovatsion texnologiyalaridan foydalanishning xalqaro tajribasini o'rganish va bu texnologiyalarning ta'lim sifatini qanday yaxshilashga yordam berishini ko'rsatishdir.

Raqamli iqtisodiyot dasturini ishlab chiqishda raqamli ta'limni amalga oshirishga urg'u berish mazkur dastur amalga oshirilayotgan ko'pgina rivojlangan davlatlar tajribasida kuzatilmoqda. Xususan, Rossiya Federatsiyasida ham shu jihat alohida e'tibordadir. Ayniqsa kasbiy ta'lim sohasida ta'lim muassasalarida ta'limni raqamli texnologiyalar bilan uyg'unlashtirish kelajakda o'z samarasini berishini, albatta, hisobga olish taqozo qilinadi. Mutaxassislar ta'kidlayotganidek, nafaqat informatika, balki barcha texnik yo'nalishlarda o'quv rejalaridagi barcha fanlarni o'qitishda raqamli texnologiyalarni tatbiq qilishni jadallashtirish uzoqni ko'zlab amalga oshirilayotgan rejalarning ro'yobga chiqish sur'atini oshiradi. Biroq ma'rifatning, taraqqiyotning muxoliflari bo'lgani, har qanday yangilikni joriy qilishda qarshiliklar, ziddiyatlarga duch kelingani kabi raqamli texnologiyalarni ta'limga olib kirishda ham bir-birini istisno qilayotgan holatlar ko'zga tashlanadi. Jumladan, raqamli ta'limni joriy qilishda bu yaqqol namoyon bo'lmoqda.

Bizda ushbu sohani targ'ib qilish va samarali amalga oshirishda bir qator muammolarga ro'baru kelayotganimizni ko'rishimiz mumkin. Ulardan ayrimlarini ko'rib o'tamiz:

1. Raqamli texnologiyalarni ta'limning quyi bo'g'inlaridan boshlab tatbiq qilishga ta'lim muassasalari, xususan, maktablarning moddiy ta'minoti javob bera olmasligi.
2. Fan o'qituvchilarining raqamli texnologiyalarni ta'lim jarayoniga olib kirishdan ko'ra an'anaviylikni qulay va oson deb hisoblashi.
3. Umumta'lim fanlaridan elektron adabiyotlarning yetarli emasligi.
4. Kompyuter va turli gajetlarning inson salomatligi, ruhiyatiga salbiy ta'siri, o'quvchilarning mediamadaniyati, "teleavlod" tushunchasi kabilar o'ta dolzarbligini ko'rsatmoqda.

Ushbu muammolarni yechimlariga to'xtaladigan bo'lsak dunyo bo'ylab ko'plab davlatlar ta'lim tizimlarini yangilash va o'quv jarayonini samaraliroq qilish maqsadida raqamli texnologiyalaridan foydalanmoqdalar. Raqamli texnologiyalar ta'limda o'rganishning yangi usul va vositalarini taqdim etadi. Bu interaktivlik va o'zlashtirishi (uyga vazifalar, test sinovlari, baholash), ish birikmalarini tahlil qilish (katta hajmdagi ma'lumotlar) va aralashma amaliyot (online platformalar, izohlar, forumlar) kabi imkoniyatlarni o'z ichiga oladi. Raqamli texnologiyalar talabalar uchun o'zlarining mustaqil ta'limdan olgan bilimlarini mustahkamlash uchun qo'llanadi. Onlayn darslar, interaktiv kompyuter darsliklari, mulmediyal dasturlar va mobil ilovalar orqali o'quvchilar o'zlarining fikrlarini tartibga soladi, harakatlanishlarini baholaydi va o'zlashtiruvchi amaliyotlar orqali o'zlashtirishlarini oshirishadi.

O'zbekiston Respublikasida ta'lim sohasini raqamlashtirish quyidagi asosiy vazifalar bilan belgilanadi:

- Ta'lim tashkilotlarini internetga keng miqyosda ulanish bilan ta'minlash, shuningdek, ta'lim tashkilotlarida o'quv materiallarining mavjudligi va turlarini oshirish imkonini beruvchi zamonaviy raqamli texnologiyalar bilan jihozlash;
- Respublika miqyosida yagona bilimlar bazasini yaratish;
- Turli darajadagi ta'lim tashkilotlarida, jumladan, elektron ta'lim va masofaviy ta'limda raqamli texnologiyalardan foydalanish darajasini rivojlantirish;
- Ta'lim sifatini monitoring qilish va ta'lim muassasalarida elektron ta'limdan foydalanish tizimini baholash;
- Uzluksiz ta'lim ekotizimini shakllantirish, shu jumladan, barcha sohalarida iste'dodlarni aniqlash va qo'llab-quvvatlash;

• Ta'lim tizimi uchun yangi talablar va asosiy kompetensiyalarga javob beradigan yuqori malakali kadrlarni tayyorlash.

Raqamli muhitda kasbiy ta'lim fanlarini o'qitish texnologiyalari va modellari zamonaviy ta'lim jarayonlarini samarali va interaktiv qilishda muhim rol o'ynaydi. Ushbu texnologiyalar va modellarning maqsadi talabalarga yuqori sifatli ta'limni taqdim etish va ularning o'quv jarayonlarini optimallashtirishdir.

Raqamli texnologiyalarini qo'llab, ta'lim jarayonini modernizatsiya qilishga katta e'tibor bermog'imiz muhimdir. Masalan oliy ta'lim muassasalarida virtual o'qituvchi assistentlaridan foydalanish, ular talabalarga darslarga tayyorgarlik ko'rishda yordam berish bilan birga, ularning savollariga javob berish, resurslarni taqdim etish va baholash jarayonlarini boshqarishda ko'maklashadi. Bu assistentlar ta'limda raqamli texnologiyalarni qo'llab algoritmlar asosida ishlaydi va talabalar bilan muloqot qilish jarayonida yaxshi taassurot qoldiradi. Bu tizimlar nafaqat o'quv materiallarini shaxsiylashtirish imkoniyatini yaratadi, balki talabalarining o'quv faoliyatini kuzatib borish orqali ularning o'quv natijalarini yaxshilashga yordam beradi. Shuningdek, bu texnologiyalar o'qituvchilarning ish yukini kamaytirishga ham xizmat qiladi, chunki ular o'qituvchilarning bir qismini avtomatlashtirilgan tizimlar orqali bajarish imkonini beradi.

Uzluksiz ta'lim tizimi ta'limning sifat darajasini yuqori ko'tarishdek mashaqqatli davrni boshidan kechirmoqda. Buni amalga oshirishda an'anaviy ta'lim va raqamli texnologiyalarni aralash qo'llash o'z hayotini buyruq va ko'rsatmalar asosida emas, balki o'z tafakkuri va yurak amriga ko'ra qura oladigan yoshlarga ta'lim-tarbiya berish vositasiga aylanishi muqarrar. Demak, raqamli ta'lim texnologiyalari bilan raqamli iqtisodiyot poydevorini bunyod qilishga biz tayyorlaydigan mutaxassislarning sifati-bilimi manbasiga bog'liqi bo'lib qolmoqda.

Xullas, raqamli O'zbekistonni bunyod qilish uchun har bir fan o'qituvchisi o'zining bu ishga daxldor ekanligini anglab yetishi taqozo qilinmoqda. O'zimiz ham, shogirdlarimiz ham, o'quvchilarimiz ham raqamli texnologiyalar inqilobi davrida uyg'onishimiz kerak.

Albatta, ular raqamli texnologiyalar asosida zamonaviy innovatsion bilimga ega bo'lgan mutaxassis yoshlar iqtisodiyotni boshqara oladigan, taraqqiy ettiradigan darajada sifatli va zamonaviy bilimga ega bo'lsa, kelajagimiz buyuk bo'ladi, raqamli O'zbekiston xavfsizligi ta'minlanadi.

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IJTIMOYIY-GUMANITAR YO'NALISHLARDA KO'P TILLILIK VOSITASIDA IKKILAMCHI LISONIY SHAXSNI SHAKLLANTIRISH TAMOYILLARI

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Annotatsiya: Ushbu maqola ijtimoiy-gumanitar yo'nalishlarda ko'p tillilik orqali ikkilamchi lisoniy shaxsni shakllantirish tamoyillarini tahlil qiladi. Globalizatsiya jarayonida ko'p tillilikning ahamiyati oshib bormoqda, bu esa yosh avlodning madaniyatlararo muloqotini va ijtimoiy aloqalarini rivojlantirishda muhim rol o'ynaydi. Maqolada ikkilamchi lisoniy shaxsning asosiy xususiyatlari, ta'lim jarayonida qo'llanilishi mumkin bo'lgan integratsiyalashgan yondashuvlar va psixologik jihatlar keltirilgan. Ta'lim tizimlari va pedagogik yondashuvlarning ko'p tillilikni rivojlantirishdagi o'rni alohida e'tibor bilan ko'rib chiqilgan. Xulosa sifatida, ko'p tillilik qobiliyatining shakllanishi kelajak avlodning shaxsiy va professional muvaffaqiyatlari uchun zaruriy shart ekanligi ta'kidlangan.

Kalit so'zlar: Ko'p tillilik, ikkilamchi lisoniy shaxs, ijtimoiy-gumanitar yo'nalishlar, madaniyatlararo muloqot, ta'lim tamoyillari, psixologik jihatlar, integratsiyalashgan yondashuv, muloqot ko'nikmalari, tanqidiy fikrlash, madaniy moslashuvchanlik.

Kirish. Hozirgi globalizatsiya davrida ko'p tillilik ijtimoiy-gumanitar fanlar sohasida muhim rol o'ynaydi. Turli madaniyat va tillarni o'rganish, xalqaro aloqalarni rivojlantirish, muloqot va axborot almashish jarayonlarida ko'p tillilik zaruriyati ortib bormoqda. Bu holat, ayniqsa, ikkilamchi lisoniy shaxs — ya'ni bir nechta tilni biladigan va ularni samarali ravishda ishlata oladigan shaxslarni shakllantirishda muhim ahamiyatga ega.

Ko'p tillilik, nafaqat til bilish ko'nikmalarini rivojlantirish, balki madaniyatlararo muloqotni ham osonlashtiradi. Shuningdek, ikkilamchi lisoniy shaxslarning o'ziga xos madaniyat va qadriyatlar orqali jahon madaniyatiga integratsiyalashish imkoniyatlarini yaratadi. Ushbu maqolada, ijtimoiy-gumanitar yo'nalishlarda ko'p tillilik asosida ikkilamchi lisoniy shaxsni shakllantirish tamoyillari ko'rib chiqiladi, hamda ushbu jarayonning psixologik, madaniy va pedagogik jihatlarini tahlil etiladi. Bunday yondashuvlar, yosh avlodni tayyorlashda, ularning shaxsiy va professional rivojlanishiga xizmat qiladi.

Asosiy qism

1. Ko'p tillilik va uning ahamiyati

Ko'p tillilik — bu bir shaxsning bir nechta tillarni o'rganish va ularni samarali ishlatish qobiliyatidir. Bugungi kunda global miqyosda madaniyatlararo muloqot, iqtisodiy va siyosiy aloqalar ko'paygani sayin, ko'p tillilikning ahamiyati yanada oshmoqda. Ijtimoiy-gumanitar sohalarda ko'p tillilik nafaqat til bilish, balki turli madaniyatlarni tushunish va ularni bir-biriga bog'lash imkonini beradi.

2. Ikkilamchi lisoniy shaxs va uning xususiyatlari

Ikkilamchi lisoniy shaxs — bu o'z ona tilidan tashqari bir yoki bir nechta tillarni o'rganib, ularda fikr va his-tuyg'ularini ifoda eta oladigan shaxsdir. Ushbu shaxsning asosiy xususiyatlari quyidagilardan iborat:

- Madaniy moslashuvchanlik: Ikkilamchi lisoniy shaxs boshqa madaniyatlarni tushunish va qabul qilish qobiliyatiga ega bo'ladi. Bu, o'z navbatida, ijtimoiy aloqalarni mustahkamlashga yordam beradi.

- Muloqot ko'nikmalari: Ko'p tillilik, turli tillarda samarali muloqot qilish qobiliyatini rivojlantiradi, bu esa ijtimoiy-gumanitar sohalarda muhimdir.

- Tanqidiy fikrlash: Ikkilamchi lisoniy shaxslar, til va madaniyatlar orasidagi farqlarni aniqlash va ularni tahlil qilish qobiliyatiga ega bo'lishadi.

3. Ta'lim va o'qitish tamoyillari

Ijtimoiy-gumanitar yo'nalishlarda ko'p tillilikni rivojlantirish uchun ta'lim jarayoni muhim ahamiyatga ega. Bunda quyidagi tamoyillarni e'tiborga olish kerak:

- Integratsiyalashgan yondashuv: O'quv dasturlarida bir nechta tillar bilan ishlash imkoniyatini taqdim etish, til o'rganishni qiziqarli va samarali qilishga yordam beradi.

- Madaniyatlararo o'rganish: O'quvchilarga boshqa madaniyatlar va tillar haqida bilim berish, ularni tanqidiy fikrlashga va o'zaro muloqotga tayyorlaydi.

- Amaliy tajribalar: O'quv jarayonida real hayotdagi muloqot vaziyatlarini simulyatsiya qilish, o'quvchilarning amaliy ko'nikmalarini oshiradi.

4. Psixologik jihatlar

Ikkilamchi lisoniy shaxsni shakllantirishda psixologik jihatlar ham muhim rol o'ynaydi. O'rganayotgan tillarga nisbatan ijobiy motivatsiya va o'ziga bo'lgan ishonch, shaxsning muvaffaqiyatli rivojlanishida muhim omil hisoblanadi. Shuningdek, xatolardan qo'rqmaslik, til o'rganish jarayonida muhim ahamiyatga ega.

5. Madaniy meros va global muhit

Ko'p tillilik, shuningdek, madaniy merosni saqlash va global muhitda faoliyat yuritish imkoniyatini taqdim etadi. Ikkilamchi lisoniy shaxslar, turli madaniyatlarning o'zaro bog'liqligini tushunib, jahon miqyosida tinchlik va hamjihatlikni rivojlantirishda faol ishtirok etishlari mumkin.

Ijtimoiy-gumanitar yo'nalishlarda ko'p tillilik orqali ikkilamchi lisoniy shaxsni shakllantirish, nafaqat til o'rganish jarayonini, balki madaniyatlararo aloqalar va shaxsiy rivojlanish uchun ham muhimdir. Ta'lim tizimlari va pedagogik yondashuvlar, bu jarayonni yanada samarali qilishga yordam beradi. Kelajak avlodi uchun ko'p tillilik qobiliyatini rivojlantirish, ularning professional va shaxsiy hayotida muvaffaqiyatli bo'lishlariga zamin yaratadi.

Xulosa qilib aytganda, ijtimoiy-gumanitar yo'nalishlarda ko'p tillilik, ikkilamchi lisoniy shaxsni shakllantirishda muhim ahamiyatga ega bo'lib, bu jarayon nafaqat til o'rganishni, balki madaniyatlararo muloqotni ham rivojlantiradi. Ko'p tillilik, shaxsning madaniy moslashuvchanligini, muloqot ko'nikmalarini va tanqidiy fikrlash qobiliyatini oshiradi. Ta'lim jarayonida integratsiyalashgan yondashuv, madaniyatlararo o'rganish va amaliy tajribalar muhim o'rin tutadi. Shuningdek, psixologik jihatlar, o'quvchilarning motivatsiyasini oshirish va o'ziga bo'lgan ishonchni rivojlantirishda ahamiyatlidir. Ikkilamchi lisoniy shaxslar, turli madaniyatlarni tushunish va global muhitda faol ishtirok etish imkoniyatiga ega bo'lishadi. Kelajak avlod uchun ko'p tillilik qobiliyatini rivojlantirish, ularning shaxsiy va professional hayotidagi muvaffaqiyatlarga olib keladi. Shu sababli, ijtimoiy-gumanitar yo'nalishlarda ko'p tillilikni targ'ib qilish va shaxslarni tayyorlash jarayonlari, zamon talablari asosida takomillashtirilishi zarur.

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“BOSHLANG'ICH TA'LIM” O'QITUVCHILARINI TAYYORLASHDA ZAMONAVIY INNOVATSION PEDAGOGIK TEXNOLOGIYALARNING AFZALLIKLARI

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Annotatsiya. Mazkur maqola boshlang'ich sinflarda zamonaviy pedagogik texnologiyalar, o'quv jarayonini tashkil etish usullari va shakllari to'g'risidagi umumiy xulosalarga bag'ishlangan. Sinfdan tashqari o'qish darslarida innovatsion texnologiyalarni qo'llash usullari bayon etilgan.

Kalit so'zlar. pedagogik texnologiya, pedagogik ta'sir ko'rsatish, rag'batlantirmoq, bilim, hissiyot, xulq-atvor, psixologik xususiyatlar, innovatsion texnologiyalar, kitobxonlik, pedagogik o'yinlar

Boshlang'ich sinf o'qituvchilarining har bir darsni tashkil etish uchun turli didaktik o'yinlardan foydalanishlari yaxshi samara beradi. Chunki 6-7 yoshli bolalar hayotida maktab davri ancha murakkab davr bo'lib, bolalar oldida jiddiy sinov turadi. Bola yangi hayot – maktab hayotiga kirib boradi. Endi u yangi jamoaning a'zosi ekanligini his etishga, intizomga bo'ysunishga, yangi rejimga moslashishga majbur bo'ladi. Bola yosh bo'lishiga qaramay, endi uning maktabda o'qish, uy vazifalarini bajarish, murakkab materiallarni o'rganish kabi zarur yumushlari ko'p. Muhimi, o'yindan maktabga, kundalik majburiy va davomli mehnatga o'tish bola hayotida tub burilishdir. Hatto, maktabgacha tarbiya muassasalaridan kelgan bolalar uchun ham bu oson kechmaydi. Uydan maktabga kelgan bolalarga esa yana ham qiyin. Ayniqsa, sinfda 40–45 daqiqali darsda o'tirish, tinglash va topshiriqlarni bajarish, uzoq aqliy mehnat bolani tez toliqtiradi. Bola maktabdan, o'qishdan sovib ketishi mumkin.

Shuning uchun ham o'qituvchilar bolalarning maktabdagi hayotini qiziqarli tashkil etishga intilishlari, motiv hosil qilish va uni rivojlantirishga harakat qilishlari lozim. Motiv o'z-o'zidan hosil bo'lmaydi. Uni bolalar yoshiga va psixologik xususiyatlariga mos didaktik o'yinlar va mustaqil ishlar vositasida hosil qilish mumkin. Ayniqsa, boshlang'ich ta'lim jarayonida pedagogik texnologiyalardan foydalangan holda darslarni qiziqarli olib borish natijasida o'quvchilarni darsga jalb etish samarali bo'ladi. Shunday darslarda bolalar diqqati to'liq jalb etiladi, xotirasi yaxshi ishlaydi. Motivlar o'quvchilarning bilimlarini chuqur egallashlariga yordam beradi. Shuning uchun ham boshlang'ich sinf o'qituvchilari ta'lim jarayonini qiziqarli motivlar asosida tashkil etishga e'tibor qaratishlari zarur.

“Pedagogik texnologiya” tushunchasining vujudga kelishi, ta'limning ilk tashkiliy va metodik shakllarining vujudga kelishi bilan bog'liq. Individual ta'lim o'quv-tarbiya jarayonining eng qadimiy tashkiliy shakli bo'lib, u dastavval qadimgi Yunonistonda paydo bo'lgan edi. O'qituvchi bir o'quvchi bilan ishlab, ta'limni bevosita tashkil etgan, boshqargan, nazorat etgan. O'qituvchi matnlarni o'qib bergan yoki bolalariga o'qitib so'zlatgan. Qoida va ta'riflarni yodlash,

jismoniy mashqlarni bajarish musiqa asboblarida u yoki bu kuyni ijro etish yo'llari bilan bolalar hayot, san'at, notiqlik, jismoniy madaniyatga oid bilimlarni o'zlashtirgan. Keyinchalik individual ta'lim o'rnini guruhlar asosida o'qitish egallagan. O'rta asrlarga kelib qoidalarni yodlash, bir xil tipdagi mashqlarni bajarish, og'zaki savol-javob, yuqori pog'onalarda esa ma'ruza, munozara ta'limning yetakchi usullariga aylana boshlagan. Bu holat asta-sekin sinf-dars sistemasini keltirib chiqarib, yangi texnologiyalarni kelib chiqishiga zamin hozirlagan.

1. Pedagogik ta'sir ko'rsatish. Pedagogika o'z metodlarini yo'q joydan yaratmaydi. U hayotdan kishilar xulq-atvorining real omillarini, bolalar hayotini pedagogik jihatdan maqsadga muvofiq tarzda tashkil etish vazifalariga javob beradiganlarini tanlab oladi, ulardan tarbiyaviy ishda pedagogik ta'sir ko'rsatish usullari sifatida foydalanadi. Pedagogik ta'sir ko'rsatish metodikasi bolalarning ijtimoiy-foydali faoliyatini pedagogik jihatdan maqsadga muvofiq tarzda tashkil etishga xizmat qiladigan vositalar tizimidan iboratdir. Bu vazifalar tarbiyalanuvchi shaxsiga qaratilgan bo'lib, bolalarning xulq-atvorini rag'batlantiradi, qiyin va murakkab vazifalarni quvonch, ijodiy zavq-shavq manbaiga, har bir o'quvchining shaxsiy muddaosiga aylantiradi.

2. Pedagogik ta'sir ko'rsatishning asosiy usullari. Pedagogik ta'sir ko'rsatishning asosiy usullari – ishonitirish, talab, istiqbol, rag'batlantirish va jazolash, jamoatchilik fikridir. O'zaro hamkorlikda ta'sir ko'rsatishning natijasi ishonitirishdir. U haqiqiy va soxta turlarga bo'linadi.

Ishonch 3 tarkibiy qismdan iborat: 1. Bilim; 2. Hissiyot; 3. Xulq-atvor. U tushunish – kechinma – qabul qilish orqali amalga oshadi. Ishonitirish shakllari quyidagilar: ma'ruza, bahs, munozara, suhbat, hikoya qilish, dalillash, ko'rsatish (namoyish qilish), shaxsiy namuna.

Pedagogik talab – ta'lim-tarbiya jarayonida ko'p qo'llaniladigan usullardan biri bo'lib, u tarbiyachi va tarbiyalanuvchi orasidagi shaxsiy munosabatlarda namoyon bo'ladi. Pedagogik ta'sir ko'rsatish usuli bo'lgan talab bilan jamoani tashkil etish metodi sifatidagi yagona pedagogik talablarni farqlay bilish lozim. Agar yagona pedagogik talablar bolalarning ijtimoiy foydali faoliyatini rag'batlantirish mazmunini, jamoani jipslashtirishda pedagoglar bilan bolalarning harakatlari birligiga erishish yo'llarini ta'minlasa, talab esa xulq-atvor va faoliyat normalarini, bolalarning xatti-harakatlari hamda ishlarida amalga oshirish usullaridan iboratdir.

Istiqbol ta'sir ko'rsatishning juda ta'sirchan usuli bo'lib, u bolalarning xatti-harakatlarini ular oldiga maroqli, qiziqarli maqsadlar qo'yish yo'li bilan ta'minlaydi, bu maqsadlar ularning shaxsiy intilishlari, qiziqish va muddaolariga aylanadi. Bu usul maktab o'quvchilarida shaxsning eng muhim fazilatlaridan biri bo'lgan maqsadga intiluvchanlikni shakllantirishga yordam beradi. Rag'batlantirish va jazolash tarbiyaning eng an'anaviy usuli bo'lib, tarbiyalanuvchilar xulq-atvoriga tuzatish kiritishni, ya'ni foydali xatti-harakatlarni qo'shimcha rag'batlantirishni va tarbiyalanuvchilarning nomaqbul xatti-harakatlarini to'xtatishni ta'minlaydi, bunda ularning huquq, burchlarini kengaytirish yoki cheklash, ularga axloqiy ta'sir ko'rsatish yo'lidan foydalaniladi. Rag'batlantirish va jazolash metodi o'ziga xos xususiyatga ega bo'lganligi sababli uni qo'llashda juda ehtiyot bo'lish lozim. Jamoatchilik fikri ta'sir ko'rsatishning qudratli usuli bo'lib, tarbiyalanuvchilarning ijtimoiy foydali faoliyatini har tomonlama va muntazam rag'batlantirib borishni ta'minlaydi, jamoaning tarbiyaviy vazifalarini ancha to'liq amalga oshiradi. Pedagogik ta'sir ko'rsatish usullaridan samarali foydalanishning zarur sharti pedagogikaning tarbiyalanuvchilarga bo'lgan munosabatlarining chinakam insonparvarligidir.

3. Pedagogik ta'sirning ta'lim-tarbiyadagi o'rni. Respublikamiz istiqbolga erishgan hozirgi davrda shaxsga chuqur, asosli va umumiy talablar qo'iladi, lekin ikkinchi tomondan, shaxsga katta hurmat ko'rsatiladi. Bu shaxsga bo'lgan talablarni va ungabo'lgan izzat-hurmatni birga qo'shish – ikki xil zarur shart bo'lib, pedagogning bolalarga bo'lgan munosabatlarining chinakam insonparvarligidir. Boshlang'ich ta'lim. Konsepsiyasida boshlang'ich ta'limning maqsad va vazifalari aniq belgilab berilgan. Chunonchi, bolalarning ongi va tafakkurida mavjud bo'lgan yashirin imkoniyatlarni aniqlash va rivojlantirish kichik maktab yoshidagi bolalarda

ta'limning dastlabki davridan boshlab yangi imkoniyatlarni, o'quv materialini muvaffaqiyatli o'zlashtirishgagina emas, balki hayotiy muammolarni yechishga ham tayyorlaydi, o'quvchilarda o'rganish va ta'lim jarayoniga bo'lgan qiziqishini oshiradi. Shu bois, boshlang'ich ta'lim sinfdan tashqari o'qish darslarida – SWOT – tahlil metodi, – FSMU texnologiyasi, – Charxpalak, – Svetafor, – Qor parchalari –

Tushunchalar tahlili kabi innovatsion texnologiyalardan foydalanish o'quvchilarda mantiqiy fikrlashni o'stiradi. Sinfdan tashqari o'qish darslarida suhbat o'qilgan kitobni muhokama qilishda ham, yangi kitob tavsiya qilishda ham qo'llanadi; suhbat elementlari o'qilgan asardan asosiy mazmunni ajratish uchun, voqealar izchilligini, bo'lgan vaqti va o'rnini, bog'lanishini belgilashga yordam beradi. Suhbat uchun savol tuzishda o'quvchilarning mustaqilligi, hayotdan, o'qilgan boshqa kitoblardan qo'shimcha javob berishi hisobga olinadi.

Sinfdan tashqari o'qish darslarida qiziqarli mashqlarga alohida o'rin beriladi. Bunday darslarda adabiy viktorina (bir mavzu ustida savol-javob o'yini), eng yaxshi insholar, illyustratsiyalar, topishmoq topish, konkurslar o'tkazish, topishmoqlar albomini tuzish, tayyorgarliksiz jamoaviy yoki individual ravishda ertak to'qib aytish, o'quvchilar hayoti haqida, yozuvchilarning chuqur ma'noli gap (hikmatli so'z)lari va maqollar, latifalar aytish mumkin. Ba'zan o'qituvchilar bunday darslarda innovatsion texnologiyalaridan "Hazil minuti", "5 sekund o'ylash uchun", "Topishmoqlarni top", "Bilimdonlar klubi" kabi qiziqarli mashg'ulotlarni doimo o'tkazib turadilar.

Xulosa o'rnida aytadigan bo'lsak, innovatsion texnologiyalarni dars jarayonida qo'llash ta'limning an'anaviy tizimidan farqli ravishda innovatsion texnologiyalar asosida o'qish darslarining har bir jarayonida o'quvchining faolligiga asoslangan, mustaqil faoliyati, o'zlashtirish qobiliyatini hisobga olgan holda, ta'lim jarayoniga to'liq jalb etilishi yotadi.

Innovatsion pedagogik texnologiyalarga asoslangan darsning an'anaviy darsdan farqi shuki, bu darsda o'quvchiga erkinlik muhitini yaratib berishda ko'rinadi. Bu imkoniyat o'quvchiga hech qanday tazyiq o'tkazmasdan, uning shaxsiyatiga tegmasdan savollar berish orqali do'stona munosabatdagi o'quv muhitini yaratishidir. O'qitishning turli texnologiyalari pedagogik o'yinlar, qiziqarli boshqotirmalar, rasmlar ko'rinishdagi rebuslar o'quvchilarda o'qish darslariga qiziqishlarini orttirish ko'nikmasini shakllantiradi.

O'quvchilarda zamonaviy ta'limni tashkil etishda innovatsion pedagogik texnologiya usullaridan foydalanishning mohiyati-mazmunini tushuntirish, ularda muayyan tasavvurlarni hosil qilishga erishish maqsadga muvofiqdir. Innovatsion pedagogik texnologiyada kutilgan natijaga erishish uchun faqat o'qituvchi emas, o'quvchilarning shaxsiy ehtiyojlari, talablari va xislatlariga asoslangan holda, ko'zda tutilgan maqsad amalga oshirishi va natijali bo'lishini rejalashni o'qituvchi o'z oldiga vazifa qilib qo'yadi.

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YANGI O'ZBEKISTONNING ISLOHOTLAR DAVRIDA QASHQADARYODA HUQUQNI MUHOFAZA QILUVCHI ORGANLARI FAOLIYATI

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Annotatsiya: Ushbu maqolada, Yangi O'zbekistonning islohotlar davrida huquqni muhofaza qiluvchi organlari faoliyati haqida ma'lumotlar, Qashqadaryoda huquqni muhofaza qiluvchi organlari faoliyati to'g'risida mulohazalar bildirildi.

Kalit so'zlar: huquq, sud, organ, islohot, davlat, jamiyat, fuqarolar.

Yangi O'zbekiston – demokratiya, inson huquq va erkinliklari borasida umume'tirof etilgan norma va printsiplarga qat'iy amal qilgan holda, jahon hamjamiyati bilan do'stona hamkorlik tamoyillari asosida rivojlanadigan, pirovard maqsadi xalqimiz uchun erkin, obod va farovon hayot yaratib berishdan iborat bo'lgan davlatdir.

Yangi O'zbekistonda amalga oshirilgan islohotlar jarayonida sud-huquq sohasini demokratlashtirish va erkinlashtirishga, sud hokimiyatining fuqarolarning huquq va qonuniy manfaatlarini himoya qilish borasidagi roli va ahamiyatini oshirishga zamin yaratdi.

Shu bilan birga, mamlakatni rivojlantirishning zamonaviy talablari va strategik ustuvor vazifalari sud-huquq tizimini yanada takomillashtirishni talab etadi. O'zbekiston Respublikasi Prezidentining 2016-yil 21-oktabrdagi "Sud-huquq tizimini yanada isloh qilish, fuqarolarning huquq va erkinliklarini ishonchli himoya qilish kafolatlarini kuchaytirish chora-tadbirlari to'g'risida"gi PF-4850-son Farmoni mazkur sohadagi davlat siyosatini sifat jihatidan yangi bosqichga ko'tarib, quyidagi uchta asosiy ustuvor yo'nalishlarni belgilab berdi:

- sud hokimiyatining chinakam mustaqilligini ta'minlash;
- fuqarolarning huquq va erkinliklarini ishonchli himoya qilish kafolatlarini kuchaytirish;
- odil sudlovga erishish darajasini oshirish.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tashabbusi bilan ilgari surilgan "2017–2021-yillarda O'zbekiston Respublikasini rivojlantirishning Harakatlar strategiyasi"da qonun ustuvorligini ta'minlash va sud-huquq tizimini yanada isloh qilish ikkinchi ustuvor yo'nalish sifatida belgilangani bejiz emas. Zero, davlat va jamiyatni tubdan modernizatsiya qilishda, eng avvalo, fuqarolarning huquq va erkinliklarini ishonchli himoya qilish, sud mustaqilligini ta'minlash, odil sudlovga erishish, qonuniylikni mustahkamlash, korrupsiyaga qarshi samarali kurashish muhim ahamiyat kasb etadi. O'tgan davr mobaynida O'zbekistonda barcha sohalar qatori sud-huquq yo'nalishida ham keng ko'lamli ishlar amalga oshirildi.

Ma'lumki, chinakam mustaqil sudni talab qilish har bir insonning huquqi hisoblanadi. Bu huquq Inson huquqlari Umumjahon deklaratsiyasining 10-moddasi va O'zbekiston Respublikasi qo'shilgan boshqa xalqaro huquq hujjatlarida belgilab qo'yilgan. Faqat mustaqil sudgina har bir fuqaroning ishini sudda xolis va oshkora ko'rish orqali toptalgan haq-huquqlarni himoya qilishi mumkinligiga ishonch uyg'ota oladi. Bu jihatdan "Harakatlar strategiyasi" asosida amalga oshirilgan islohotlar sud-huquq sohasini demokratlashtirish va erkinlashtirish, sud hokimiyatining chinakam mustaqilligini ta'minlash, fuqarolarning huquq va qonuniy manfaatlarini himoya qilishga zamin yaratdi.

O'zbekiston Respublikasi Prezidentining 2020-yil 29-dekabr kuni Oliy Majlisga yo'llagan navbatdagi Murojaatnomasida ta'kidlanganidek, so'nggi 4 yil davomida sud-huquq sohasini isloh etish borasida dadil qadamlar qo'yildi. Bu yo'nalishdagi ustuvor masalalar yuzasidan 40 dan ortiq qonun, farmon va qarorlar qabul qilindi. Qonun ustuvorligini ta'minlash va sud-huquq tizimini yanada isloh qilish borasida strategik ahamiyatga ega muhim qadam tashlandi.

Jumladan, sudlar mustaqilligini ta'minlash maqsadida, Sudyalar oliy kengashi tashkil qilindi. Shuningdek, Oliy sud va Oliy xo'jalik sudi birlashtirilib, Oliy sud faoliyati takomillashtirildi. Hududlardagi xo'jalik sudlari iqtisodiy sudlar sifatida qayta tashkil etildi, 71 ta tumanlararo, tuman (shahar) iqtisodiy sudiga ishlarni birinchi instansiyada ko'rib chiqish vakolati berildi. Sudya lavozimida faoliyat yuritishning ilk marotaba besh yillik, keyin o'n yillik muddati va muddatsiz davri belgilandi. Sudlarning o'z moliyaviy, moddiy-texnik masalalarini mustaqil hal qilish boradagi vakolatlari adliya organlaridan olinib, Oliy sudga o'tkazildi. Sud tomonidan jinoyat ishini qo'shimcha tergovga qaytarish instituti bekor qilindi. Shaxsning jinoyat sodir etishdagi aybdorligi faqat sud muhokamasida o'z isbotini topgan dalillarga asoslanishi kerakligi qat'iy belgilab qo'yildi. Qiynoqqa solish, ruhiy, jismoniy bosim o'tkazish va boshqa zo'ravonlik holatlari qat'iy taqiqlandi.

Sudda ishlarni ko'rib chiqishda inson huquqlari kafolatlarini yanada kuchaytirish va taraflarning tortishuvchanlik tamoyilini ro'yobga chiqarish maqsadida jinoyat ishlari bo'yicha sudlarda dastlabki eshituv instituti joriy etildi. Sudlar faoliyatining shaffofligi, ochiqligi yo'lida

10 mingdan ortiq jinoyat ishi sayyor sud muhokamalarida ko'rib chiqildi. Ehtiyot chorasi sifatida qamoqda saqlash va dastlabki tergovning eng yuqori muddatlari kamaytirildi. Sudyalikka nomzodlarni tanlov asosida ishga qabul qilish mexanizmi joriy etilgani alohida e'tirofga loyiq.

Ilk bor sudyalik lavozimiga nomzodlarni tanlash bo'yicha imtihon jarayonlarini onlayn yoritib borish amaliyoti yo'lga qo'yildi. Shuningdek, sudyalik lavozimiga birinchi marta tayinlanadigan nomzodlarni ko'rib chiqish muqobillik asosida amalga oshiriladigan bo'ldi. Albatta, malakali va yetuk sudyalar korpusini hamda sud apparati xodimlarini tayyorlashning yangi tizimi jamiyatda sud idoralariga bo'lgan ishonchni oshirish, adolat barqarorligi va qonun ustuvorligini ta'minlash, tom ma'noda sudni "Adolat qo'rg'oni"ga aylantirish hamda odil sudlovning yuqori darajaga ko'tarilishiga xizmat qiladi.

Shuningdek, investitsiyaviy nizolar va raqobatga oid ishlar faqat iqtisodiy sudlar tomonidan ko'rib chiqiladigan bo'ldi. Prokurorlarning barcha iqtisodiy sud majlislarida ishtirok etish huquqi bekor qilindi. Endi, bundan buyon prokuror faqat qonunda nazarda tutilgan hollarda yoki prokurorning da'vo arizasi (arizasi) asosida qo'zg'atilgan ishlardagina ishtirok etishi mumkin.

Yana bir e'tiborga molik jihat shundaki, sud ishlarini yuritishda nazorat instansiyasi tugatildi. Sud tizimida ortiqcha sud bosqichlarini bekor qilish orqali "Bir sud – bir instansiya" tamoyili, shuningdek, tumanlararo sudlarning qarorlarini viloyat sudlari tomonidan, viloyat sudlarining birinchi instansiya sudi sifatida chiqargan qarorlarini esa O'zbekiston Respublikasi Oliy sudining sudlov hay'ati tomonidan apellyatsiya tartibida qayta ko'rib chiqish amaliyoti yo'lga qo'yildi. Aybiga iqrorlik bo'yicha kelishuv instituti joriy qilindi. U mamlakatda jinoyat, jinoyat-protsessual qonunchiligining tatbiq etilishi, inson huquqlari, erkinliklari va qonuniy manfaatlarining himoyasi yuqori pog'onaga ko'tarilishida muhim omil bo'lib xizmat qiladi. Xususan, huquqni muhofaza qiluvchi organlari faoliyati to'g'risida birgina Qashqadaryo viloyati misolida ko'rib chiqadigan bo'lsak, Shahrisabz shahridagi "Choshtepa" mahalla fuqarolar yig'inida yangi 2-huquq-tartibot maskani qurib foydalanishga topshirildi.

Tadbirda Qashqadaryo viloyati hokimi, Ichki ishlar boshqarmasi boshlig'i polkovnik Shuhratjon Satvoldiyev, tuman sektorlar rahbarlari, mutasaddi tashkilotlar hamda keng jamoatchilik vakillari ishtirok etishdi. Mehmonlar huquq-tartibot maskanining afzalliklari, osoyishtalikka mas'ul boshqa tashkilotlarning hamkorligi xaritasi, profilaktika inspektori, xotin-qizlar masalalari bo'yicha inspektor hamda voyaga yetmaganlar masalalari bo'yicha inspektor-psixolog, milliy gvardiya, jamoatchilik vakillariga mo'ljallangan xonalarni o'z ichiga olgan shart-sharoitlar bilan yaqindan tanishdilar.

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**QASHQADARYO VILOYATIDA MILLIY-MADANIY MARKAZLAR SHAKLLANISH JARAYONI
VA TOLERANTLIK**

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O'zbekiston, Qarshi sh.

Annotatsiya. Maqolada Milliy-madaniy markazlar, ananaviy qadriyatlar, ma'naviyatni o'rgatish va saqlash to'g'risidagi fikr mulohazalar berilgan. Shuningdek, milliy qadriyatlarni saqlash, tarbiyalash va rivojlantirish muhim ahamiyatga ega ekanligini yoritib berishga harakat qilingan.

Kalit so'zlar. Milliy-madaniy markazlar, madaniy qadriyatlar, millatlar, baynalminal, tolerantlik, ma'naviyat, Qashqadaryo viloyati.

O'zbekiston Respublikasi ko'p millatli va ko'p madaniyatli davlat bo'lib, har bir millat vakillarining o'ziga xos madaniy qadriyatlarini hurmat qilish va ularni rivojlantirishda muhim ahamiyatga ega.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev: "O'zbekistonning eng yaxshi yangi tarixi va biz erishgan olamshumul yutuqlar mard va matonatli xalqimiz har qanday qiyinchilik, to'siq va sinovlarni o'z kuchi va irodasi bilan yengib o'tishga qodir, deb barilla aytishga to'la asos beradi" [1] degan fikrida ham millatlar orasidagi birdamlikka urg'u berilgan.

Millatlararo munosabatlarni yanada rivojlantirish sonasida O'zbekiston Respublikasining davlat siyosatini izchil amalga oshirish va yanada takomillashtirish maqsadida 2017-2021-yillarda O'zbekiston Respublikasini rivojlantirishning 5 ta ustuvor yo'nalishi bo'yicha "Harakatlar strategiyasi"ga muvofiq ishlab chiqilgan millatlararo munosabatlar sohasida O'zbekiston Respublikasi davlat siyosati konsepsiyasining asosiy yo'nalishlari etib quyidagilar belgilangan:

- millatlararo munosabatlar sohasida O'zbekiston Respublikasining davlat siyosatini amalga oshirish jarayonida davlat organlari va tashkilotlarining, mahalliy ijro etuvchi hokimiyat organlarining fuqarolik jamiyati institutlari bilan, shu jumladan ommaviy axborot vositalari bilan o'zaro hamkorligi mexanizmlarini takomillashtirish;

- millatlararo munosabatlarni yanada rivojlantirish, respublikada yashab turgan turli millat va elat vakillarining tili, madaniyati, an'analari va urf-odatlarini saqlash va rivojlantirish O'zbekiston Respublikasining davlat siyosatini samarali amalga oshirish uchun qo'shimcha ijtimoiy-iqtisodiy shart-sharoitlar yaratish;

- jamiyatda ko'p millatli katta oila his-tuyg'usini, respublikada hududida ta'minlash, ularning Konstitutsiyaviy huquq va erkinliklari kamsitilishiga yo'l qo'ymaslik;

-millatlararo munosabatlarni mustahkamlash, mamlakat hududida va undan tashqarida fuqarolarning, erkinliklari va qonuniy manfaatlarini himoya qilish;

-O'zbekiston Respublikasining davlat va jamiyatni rivojlantirishdagi ustuvor maqsadlarini, ilg'or xorijiy tajribani e'tiborda olgan holda millatlararo munosabatlarning tashkiliy-huquqiy asoslarini takomillashtirish [2].

Milliy-madaniy markazlar xalqlarning an'anaviy madaniyati, san'ati, tili va urf-odatlarini saqlab qolishda, ularni o'rganishda va targ'ib qilishda muhim vosita hisoblanadi. Ular o'z millatining tarixi, madaniyati, san'ati haqida ma'lumot beradigan ko'rgazmalar, konsertlar, teatr spektakllari, kitobxonlik tadbirlari va boshqa turli xil tadbirlarni tashkil qiladilar. Qomusimizning 4-moddasida qayd qilinganidek, "O'zbekiston Respublikasi o'z hududida istiqomat qiluvchi barcha millat va elatlarning tillari, urf-odatlari va an'analari hurmat qilinishini ta'minlaydi, ularning rivojlanishi uchun sharoit yaratadi" [3].

Prezidentimiz Sh.M. Mirziyoyevning 2017-yil 23-maydagi qarori bilan Respublika baynalmilal madaniyat markazi negizida O'zbekiston Respublikasi Vazirlar mahkamasi huzuridagi "Millatlararo munosabatlar va xorijiy mamlakatlar bilan do'stlik aloqalari qo'mitasi" farmoni jamiyatda barqarorlik, tinchlik va totuvlikni ta'minlash, fuqarolar ongida katta, ko'p millatli yagona oilaga mansublik tuyg'usini mustahkamlash, milliy-madaniy markazlar va do'stlik jamiyatlari faoliyatini har tomonlama qo'llab-quvvatlash va yanada rivojlantirish, xorijiy mamlakatlar bilan madaniy-ma'rifiy aloqalarni kengaytirishga qaratilgan [4].

Qashqadaryo viloyati - O'zbekistonning boy tarixi va madaniy merosini o'zida mujassam etgan, ko'p millatli va ko'p madaniyatli hudud. Ushbu xilma-xillikning muhim omili - viloyatda millatlararo totuvlikni ta'minlash, bu esa milliy-madaniy markazlarning shakllanish va rivojlanish jarayonida o'z aksini topadi. Viloyatda mustaqillik yillarida milliy markazlar faoliyatiga alohida e'tibor berildi.

Qashqadaryo viloyati milliy-madaniy markazlar faoliyatining maqsadi, O'zbekiston Respublikasidagi milliy markazlar faoliyatini vakillarini ma'naviy va madaniy ehtiyojlarini qondirish, milliy urf-odatlarni, tili va madaniyatini, tarixini o'rganishda hamda O'zbekiston xalqlari yanada mustahkamlashdan iboratdir. Turli millat vakillarini respublika ijtimoiy, ma'naviy ma'rifiy hayotida faol ishtirok etishini ta'minlash milliy-madaniy markazlar faoliyatining muhim yo'nalishlaridan biridir. Chunonchi, xorijiy mamlakatlardagi turdosh tashkilotlar hamda tarixiy vatanlari bilan do'stlik, hamkorlik, madaniy-ma'rifiy aloqalar o'rnatish va hamdo'stlik aloqalarini rivojlantirish, Respublika baynalmilal madaniyat markazi, manfaatdor vazirliklar, idoralar, davlat va jamoat tashkilotlari hamda ijodiy uyushmalar bilan hamkorlikda mamlakatimizda fuqarolar hamjihatligi va millatlararo totuvlikni mustahkamlashga ko'maklashish markazning asosiy vazifalari bo'lib hisoblanadi. Nizomda belgilangan maqsad va vazifa-falarga erishishda markazlar kuyidagi faoliyat turlarini amalga oshiradi: musika va teatr studiyalarini, ona tili, tarix, yozuv, adabiyot, xalq og'zaki ijodi, teatr va rassomchilik san'ati, milliy urf-odatlar va hunarmandchilik, milliy sport va o'yinlar turlarini o'rganish bo'yicha o'quv guruhlari va yakshanba maktablarini amaldagi qonunchilikka muvofiq tuzadi; milliy madaniyat, milliy til; milliy san'at turlari va milliy urf-odatlarni o'rganish va targ'ib qilish maqsadlarida seminarlar, konferen-siyalar, davra suhbatlari, festivallar va uchrashuvlarni; xor va badiiy jamoalarni tashkil etadi. Milliy-madaniy markazlari faoliyatini O'zbekiston Respublikasi Vazirlar Mahkamasining 1992-yil 13-yanvardagi qarori bilan tashkil etilgan Respublika baynalmilal madaniyat markazi muvofiqlashtiradi [5].

Xorijiy mamlakatlar bilan millatlararo munosabatlar va do'stona aloqalarni yanada rivojlantirish va uyg'unlashtirishga qaratilgan ilmiy-tadqiqot ishlarini tashkil qilish va olib borishda bevosita ishtirok etishga ko'maklashish mamlakatimizda ustuvor bo'lgan qonun farmonlarda ustuvor vazifa sifatida belgilangan. Hududlarda millatlararo munosabatlarni rivojlantirish va xorijiy mamlakatlar bilan do'stona aloqalarni yo'lga qo'yish borasidagi ishlarni muvofiqlashtirish Qoraqalpog'iston Respublikasi Vazirlar Kengashi Raisi, viloyatlar va

Toshkent shahar hokimlarining jamoat va diniy tashkilotlar bilan aloqalar bo'yicha o'rinbosarlari zimmasiga yuklatiladi [6].

Xulosa qilib aytganda, milliy-madaniy markazlar O'zbekistonda millatlararo totuvlikni ta'minlashda muhim rol o'ynaydi. Ular xalqlar o'rtasidagi birlik va hamjihatlikni mustahkamlash, madaniy almashinuvni rivojlantirish va O'zbekistonning boy madaniy merosini saqlab qolishga hissa qo'shadilar.

Milliy-madaniy markazlarning faoliyati orqali yosh avlod o'z millatining madaniy boyliklari bilan tanishib, ularni hurmat qilishga, millatlararo hamjihatlik va totuvlikni mustahkamlashga o'rganadi. Ushbu markazlar xalqlar o'rtasida o'zaro tushunish va hurmatni rivojlantirishga hissa qo'shadi, shuningdek, ularning ijtimoiy va madaniy hayotlarida faol ishtirok etishga ko'maklashadi.

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XUDBINLIK – IBTIDOIY QUSUR

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O'zbekiston, Qarshi sh.

Xudbinlik (egoizm) avvalo o'zini o'zi saqlashning tabiiy instinkti sifatida paydo bo'lganligini e'tirof etish lozim. U salbiy axloqiy sifat bo'lib, manfaatparastlik va shaxsiyatparastlikni o'z ichiga oladi. Xudbinlar o'zlarining manfaati uchun hech kimni, hech bir jamoani, hech qanday jamiyatni tan olmaydi. Xudbinlik nafsga, hirsga asoslanib, o'zini adolatsizlik, insofsizlik, berahmlik kabi illatlarda namoyon etadi.

Xudbinlikni shaxsning o'ziga bo'lgan muhabbati bilan chalkashtirmaslik lozim. Imom G'azzoliy insonning o'ziga, o'zining a'zolariga, salomatligiga bo'lgan muhabbatini birinchi o'ringa qo'yadi. Uningcha, bu muhabbat Alloh, ota-ona, qarindosh-urug', do'st-birodar, muhtoj ehtiyojmandlar xizmatida bo'lishga imkon yaratuvchi vosita hisoblanadi.

Olijanoblik (altruizm) - boshqa odamlarga yordam berish va evaziga hech narsa talab qilmasdan, ularga g'amxo'rlik qilish istagi bo'lib, hammaning ham qo'lidan kelavermaydi, lekin insonning o'ziga bo'lgan muhabbati, boshqalarda ham o'ziga shunday muhabbat borligini inkor etmaslik kerak, bu qoida buzilgan joydan xudbinlik boshlanadi.

Xudbinlik haqidagi ma'lumotlar psixoanaliz asoschisi Z. Freydning "Tushlar ta'biri" deb nomlangan birinchi yirik fundamental asarida berilgan, unda bolaning ruhiyatini tushunish bilan bog'liq bir qator fikrlar bilan bir qatorda yosh bolalarning o'ta xudbin ekanligi aytib o'tilgan. Freyd, o'z ma'ruzalarida "Bola mutlaqo xudbindir, u o'z ehtiyojlarini kuchli his qilib, ularni qondirishga, ayniqsa raqiblariga, boshqa bolalarga va ayniqsa aka-uka va opa-singillariga

qarshi kurashadi"- deb yozgan. Shuningdek, "Bolaning aka-uka va opa-singillarining o'limiga bo'lgan istagini xudbinlik deb izohlagan. [2]

Shu bilan birga, u bolalik davrida ham "kichkina xudbinda u o'zining xohish-istagidan voz kechib, boshqa odamlarning xohish-istagini inobatga olishga moyillik uyg'onishiga" umid qilish uchun asos bor degan fikrni bildirgan.

Z.Freyd xuddi shu fikrni keyinchalik "Psixanalizga kirish" asarida "Bola, birinchi navbatda, o'zini sevadi va faqat keyinroq boshqalar uchun o'z "MEN" ining bir qismini qurbon qilishni o'rganadi. Hatto u boshidanoq yaxshi ko'radigan odamlarni ham, faqat ularga muhtoj bo'lgani uchun hurmat qiladi, bu ham xudbinlik asosida bo'ladi. Faqat keyinroq hurmat-izzat, yaxshi ko'rish kabi tuyg'ular uning xudbinligidan mustaqil tarzda shakllana boradi.[2]

Shunday qilib, Z.Freyd "bola o'zini o'zi yaxshi ko'rish, hurmat qilishiga asoslangan fikrlash tizimi" bilan tug'iladi, deb hisoblaydi, chunki uning xohish-istagi o'ziga qaratilganligi, go'yo hayotining boshida odamni uning atrofida olamdan ajratib turadi, uni faqat o'zi bilan shug'ullanishga undaydi. Demak Z.Freydning fikriga ko'ra, odam xudbin bo'lib tug'iladi, deyishimiz mumkin. O'smirlik davrida, u o'zining xohish-istagidan voz kechib, boshqa odamlarning xohish-istagini inobatga olib boshlaydi.

Keyinchalik, xohish-istak yana o'z egasini topa boshlaydi va birlamchiga o'xshash, ammo boshqa ko'rinishda takrorlanadigan ikkilamchi "o'zini o'zi yaxshi ko'rish, hurmat qilishga asoslangan fikrlash tizimi" ni keltirib chiqaradi, va u yana xudbinga aylanadi.

Demak, Z.Freydning fikricha, bolada "Men atrofidagi odamlarni qanchalik ko'p yaxshi ko'rsam, o'zimni shunchalik kam yaxshi ko'rib qolaman va aksincha, men o'zimni qanchalik ko'p yaxshi ko'rsam, odamlarni shunchalik kam yaxshi ko'raman" degan fikr bo'ladi. Ijtimoiy hodisa sifatida yaxshi ko'rish asosida xohish-istak yotib, qayerga yo'naltirilganiga qarab, biz o'zimizni yoki boshqalarni yaxshi ko'ramiz.

Z.Freyd jamiyat shaxsga bir tomonlama rivojlanish beradi, odamdagi o'zining xohish-istagidan voz kechib, boshqa odamlarning xohish-istagini inobatga olishini yo'q qiladi va uni xudbinga aylantiradi, deb hisoblagan va inson tabiatan xudbin ekanligini juda keng talqin qilgan.[2]

Psixologiyada xudbinlik (egoizm) va olijanoblik (altruizm) kabi tushunchalar bo'yicha ilmiy tajribalardan olingan ma'lumotlar yetarli bo'lib, quyida bunday tajribalarning ayrimlarini misol qilamiz.

Odamsimon maymun shimpanze qafasga solingan va uning qarshisiga ikkita quti qo'yilgan. Shimpanzalar oldidagi qutilarning biriga banan solingan, ikkinchisi esa bo'sh. Tajriba davomida bir kishi qutilarga yaqinlashib, maymun unga ko'rsatgan qutini ochadi. Agar ko'rsatgan qutida banan bo'lsa, uni maymunga beradi, agar ko'rsatgan qutida banan bo'lmay u bo'sh bo'lsa, demak, u banansiz qoladi.

Ushbu tajribada ishtirok etgan maymunlar banan bor qutiga ishora qilishlari kerakligini juda tez angladilar va kerakli qutini ko'rsatishni mashq qildilar. Shunday qilib, bir odam kiradi, maymun unga banan solingan qutini ko'rsatadi, qutini ochadi va unga qutidagi bananni beradi. Keyin tadqiqotchilar tajribani murakkablashtirdilar: maymunlar oldida bir emas, ikki kishi, ya'ni biri "yaxshi", ikkinchisi esa "yomon" kishi paydo bo'ldi.

"Yaxshi" odam qafas oldiga kelgach, shimpanze unga banan solingan qutini ko'rsatdi, va u bananni oldi. Ammo, "yomon" odam bilan hamma narsa boshqacha edi: maymun unga banan solingan qutini ko'rsatganida, u bu mevani oldi va maymunga bermasdan, uning ko'zicha bananni yeb qo'ydi.

Albatta, maymunlar nima bo'layotganini tezda angladilar va bunga chora izlay boshladilar. "Yaxshi" odam kirib kelganda, maymunlar banan solingan qutini ko'rsatdilar. "Yomon" odam kirib kelganda, maymunlar o'zlarini banan solingan qutini umuman bilmagandek ko'rsatishdi. Boshqacha aytganda, banan uchun kurash boshlandi.

Ammo, tajribaning davomida sakkizta maymun ishtirok etdi va shu sakkiztadan bittasi odamsimon maymun – shimpanza edi. Uning eksperimental vaziyatdagi xatti-harakati boshqa maymunlarning xatti-harakatlaridan sezilarli darajada farq qildi. "Yaxshi" odam kirganida, u boshqa shimpanzalar singari banan solingan qutiga ishora qildi. Ammo "yomon" odam paydo bo'lganda, u qarindoshlari kabi passiv betaraflikni ko'rsatmadi. U yana qutiga ishora qildi, lekin banansiz qutiga!

Yuqoridagilardan ko'rinib turibdiki, tajribada qatnashgan barcha maymunlar ma'lum harakatlarni altruistik emas, balki xudbinlik sabablarga ko'ra qilgan. Ammo maymunlarning eng aqlisi xudbinlikning eng yuqori darajasiga erishdi - u nafaqat o'zi uchun, balki uchinchi tomonning zarar ko'rishini uchun qildi.

Maymun, ongning eng arziyasini asoslarini egallashi bilan, birinchi navbatda, aldashni o'rgandi. Bu esa, ba'zi ilonlar beixtiyor va o'ylamay, ov qilish maqsadida o'zini o'lgandek qilib ko'rsatayotgan yoki yirtqichni inidan nasli bilan chalg'itish uchun qushlar qanoti shikastlangandek ko'rsatayotgan yolg'on emas. Yolg'on, yolg'on, ayyorlik - bular uchun primatlarning miyasining ko'payishi tufayli intellektual qobiliyatlardan foydalanila boshlandi. Albatta, bu erda hamma narsa hali ham juda ibtidoiy va murakkab emas, lekin bu yaxshi - oldinda yana ko'p narsalar bo'ladi.

Xudbinlik - o'zi uchun, o'z manfaati uchun kurash sifatida shakllangan va o'z-o'zini saqlash instinkti bunday namoyon bo'lishida qoralanadigan va uyatli narsa yo'q. Agar hayvon yashash uchun kurashmasa uning butun turlari nobud bo'ladi. Shunday qilib, tirik mavjudotlar yashash uchun kurashadi va shuning uchun u tirik qo'lgan.

Bola xudbin bo'lib o'smasligi uchun nima qilish kerak?

Ota-onalar yosh bolaning qanday odam bo'lib o'sishi, nimalarga erishishi, qanday hayot yo'lini tanlashi to'g'risida ko'p o'ylaydilar. Shuningdek, ular farzandining qanday shaxsiy fazilatlarga ega bo'lishi va bu fazilatlar uning keyingi hayotini va boshqa odamlar bilan muloqotini yengillashtirishi uchun nimalar qilish kerakligini ham o'ylashadi.

Nima uchun bolalar xudbin bo'lishadi?

Yosh bolalarga qarasangiz ularning hammasini xudbin deb o'ylaysiz. Har biri o'yinchoqlarni o'z tomoniga tortishga harakat qiladi, hammasi ham aynan shu arg'imchoqda uchgisi keladi. Aslida bolalar xudbin emas, lekin maktabgacha bo'lgan yoshda ularning hammasi manman bo'ladilar. Bu o'sishning va rivojlanishning me'yoriy bosqichi hisoblanadi.

Keyinchalik, o'smir yoshiga kelib tarbiya va shaxsiy fazilatlar kuchi ta'sirida bolalar yoki xudbin, yoki g'amxo'r, yoki ikkalasini ham o'zida birlashtiruvchi shaxs bo'lib yetishadilar.

Nimalar bolada xudbinlik shakllanishiga olib keladi?

Bola shaxsi ahamiyatining mubolag'a qilinishi. Sababsiz maqtamang, bolaning haqiqiy yaxshi fazilatlari to'g'risida esa jim turmang.

Bolaga o'z pragmatik nuqtai nazarini va o'z istaklarini majburlab o'tkazish motivatsiyani va hayotga qiziqishni kamaytiradi.

Zarur ishlarni bolalar o'rniga bajarish ularni o'z tashabbuslaridan mahrum qiladi.

Axloqiy me'yorlar deklaratsiyasida ota-onalarning shaxsiy o'rnak ko'rsatishi. Bunday holatda fikrlarning ichki to'qnashuvi tufayli bolalarning axloqiy tasavvurlari noaniq bo'lib qoladi.

Bolalarni sotib olish: uydagi ishlar, maktabdagi baholar uchun to'lov. Bunday vaziyatda bola o'zining qiliqlariga emas, balki ularning narxlariga qiziq boshlaydi.

Bolada xudbinlik belgilarini sezangiz yoki ularning oldini olmoqchi bo'lsangiz u holda nima qilish kerak? Bir necha maslahatlar beramiz:

Mayda g'amxo'rliklarni to'xtating (uxlab qolmasligi uchun ertalab uyg'otish; zarur ishlarni eslatish; dars tayyorlayotganda yonida o'tirish va shunga o'xshash).

Bolaga mustaqil tanlash va qaror qabul qilishga imkoniyat bering.

Uyda uni faqat o'z-o'ziga emas balki boshqalar uchun ham xizmat qilishga o'rgating.

Faqat o'zining ishlari bilan emas, balki do'stlarining yutuqlari bilan ham qiziqing. Uning do'stlariga bo'lgan ijobiy baholariga rag'bat bildiring.

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MUAMMOLI IZLANISH METODI – TA'LIM SAMARADORLIGINI OSHIRISH OMILI

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Annotatsiya. Ushbu maqolada boshlang'ich ta'lim jarayonini samaradorligini oshirishda muammoli va izlanish metodlaridan foydalanish yo'llari, ahamiyati haqida fikrlar bayon etilgan.

Kalit so'zlar. ta'lim, ob'ekt, sub'ekt, muammoli metod, didaktik o'yin, mustaqil fikrlash.

O'quvchilar ta'lim ob'ekti bo'lib qolmay, sub'ekti ham bo'lishlari lozimligi davr talabidir. Ular o'qituvchining talabini shunchaki o'zlashtirmay, balki o'z shaxsiy tajribalari, aqliy rivojlanish darajalariga qarab faol o'zlashtirishlari, qayta ishlashlari lozim. Ta'lim jarayonida mustaqil fikrlashga harakat qilishga qobil yosh avlodni tarbiyalash lozim.

Ta'limning muammoli metodi nuqtai nazaridan ta'limdagi asosiy yo'nalish o'quvchilarda o'quv topshiriqlarini hal etish, bilish va mustaqil fikrlash faoliyatini shakllantirishdir. Ta'lim jarayonida o'quvchilar sub'ekt sifatida jalb qilinib, o'qituvchi rahbarligida o'zlari bilim oladigan sharoitga solinadi. Shu jarayonda yangidan yangi, murakkablashib boruvchi uzluksiz muammolarga dahldor ta'lim tashkil etiladi. Bunday ta'limda butun bir dars bitta asosiy muammoni hal etishga bag'ishlanishi mumkin. Yoki bir dars davomida o'rganilishi lozim bo'lgan o'quv materiallari bir qancha izchil muammolarga bo'linishi mumkin. Muammolar ketma-ket hal qilingach, bilimlarni bir tizimga solish, umumlantirish amalga oshiriladi.

Muammoli izlanish metodi o'quvchilar oldiga muammoli savol yoki topshiriqlar qo'yish, muammoli vaziyat yaratish, muammolarni hal etishga o'quvchilarni jalb etish, ular faoliyatini nazorat qilish, yakuniy xulosalar chiqarishni o'z ichiga olib, uning o'quv muammosi, muammoli vaziyat, muammoli savol, muammoli topshiriq kabi kategoriyalari mavjuddir.

O'quv muammosi ilmiy bilish zaruriyatining sub'ektiv ifodasidir. U muammoli vaziyatning in'ikosi, ya'ni ta'lim jarayonida bilish va bilmaslik o'rtasida yuzaga keluvchi ob'ektiv ziddiyatdir. Umuman olganda, o'quv muammosi deganda o'quvchilar tomonidan mustaqil izlanishlar tufayli hal etilishi ko'zda tutilgan ziddiyatli masala tushuniladi. Ziddiyatli masala esa o'ziga xos muammoli topshiriq, muammoli savol shaklida bo'lib, o'quvchilardan mustaqil fikr yuritishni talab etadi. Muammoning hal etilishi natijasida yangi bilimlar bilan qurollantiriladi.

Ayrim olimlar muammoli vaziyatni mavhum, ya'ni uncha aniq bo'lmagan va kam anglanadigan holat deb baholasalar, boshqa olimlar – bilish va amaliy qiyinchilikni boshdan kechirayotgan sub'ektning psixologik holati, bilish va inson faoliyati o'rtasidagi ziddiyat sifatida baholaydilar. Jumladan, tadqiqotchi R.Ibragimov muammoli vaziyat deganda «topshiriqni bajarish jarayonida yuzaga keluvchi o'quvchining psixik holatini tushunamiz» deb ta'riflaydi.

A.G'ulomov va M.Qodirovlar ona tili ta'limi jarayonida muammoli vaziyat quyidagi hollarda yuzaga kelishini ko'rsatib o'tadilar:

- noma'lumni izlab topish, qiyinchilikni bartaraf etish zaruriyati tug'ilganda;
- ona tilidan egallangan bilimlarni yangi sharoitda qo'llash ehtiyoji yuzaga kelganda;
- muammoli topshiriq bilan uni bajarish usuli o'rtasida nomutanosiblik vujudga kelganda.

Bizningcha, muammoli vaziyat muammolarni hal etishning yangi yo'llari va usullarini topish jarayonida yuzaga keladigan holatdir. Muammoli savollar o'zlashtirilgan bilimlar asosida javob berishni taqozo qilishi bilan ajralib turadi.

Muammoli savollar «Nima uchun?», «Qanday tushunish mumkin?», «Siz nima deb o'ylaysiz?», «Sababi nimada?» kabi turli shakllarda bo'lishi mumkin. Shunga ko'ra, muammoli masalani berilgan topshiriqni to'g'ri bajarishga xizmat qiluvchi, maqsadga erishishga olib keluvchi, yangi, noma'lum bilimlarni egallash ehtiyojini uyg'otuvchi amaliy yoki nazariy masala sifatida baholash mumkin. Ta'lim jarayonida berilgan topshiriqni an'anaviy usullarda hal etish mumkin bo'lmasa, hal etishning yangi usulini qo'llash zaruriyati tug'iladi. Muammoli topshiriq shu tariqa yuzaga keladi.

Muammoli ta'lim boshqa o'quv predmetlarida bo'lgani kabi, shubhasiz, ona tilini o'qitish jarayonini takomillashtirishda ham muhim yo'nalishlardan biri bo'lishi mumkin. Chunki u o'quvchilarning bilish faoliyatini ma'lum maqsadga yo'naltirishga xizmat qiladi, darsga ijodiylik bag'ishlaydi va oxir-oqibatda o'quvchilarning aqliy rivoji uchun qulay sharoitlar yaratadi.

Muammoli metod haqida V.Okon shunday fikr bildiradi: «Umumiy ko'rinishdagi muammoli ta'lim deganda, biz muammoli vaziyatlarni tashkil etish, muammolarni shakllantirish (o'quvchilarning o'zi shunga sekin-asta jalb etiladi), muammolarni hal etishda o'quvchilarga zarur yordam berish, ularni tekshirish, nihoyat sistemalashtirish jarayoniga rahbarlik va olingan bilimlarni mustahkamlash kabi harakatlar yig'indisini tushunamiz».

M.I.Maxmutov muammoli metodning asl mohiyatini ma'lum va noma'lum ma'lumotlar o'rtasidagi ziddiyatlarda ekanligini ta'kidlab, shunday deydi: «Muammoli metod asosida tushunish va tushuntirish uchun ilgari bilimlar yetarli bo'lmagan, o'quvchiga ma'lum bilim, o'quv va ko'nikma, yangi dalil, hodisalar o'rtasida dialektik ziddiyat kasb etuvchi o'quv muammosi yotadi».

Fikrimizcha, muammoli ta'lim o'quvchilar oldiga muammoli savol yoki topshiriqlar qo'yish, muammoli vaziyat yaratish, muammolarni mustaqil hal etish, izlanishga o'quvchilarni jalb qilish, yakuniy xulosalar chiqarish kabi jarayonlarni o'z ichiga oladi.

Muammoli ta'limni amalga oshirishda o'qituvchi to'g'ri savol qo'ya bilishi lozim. Boshlang'ich sinflarda ko'pincha, muammoli vaziyat topshiriqning mazmuni yoki masalaning shaklida aks etadi. Topshiriq shartlari o'quvchi ongida muqarrar sur'atda muayyan bir savol tug'iladigan va shu savolga javob qaytarish istagi paydo bo'ladigan qilib tuziladi. O'quvchilar muammoni mustaqil hal etishga intilar ekanlar, yangi bilimlarni egallash bilan bir qatorda, mustaqil fikrlashga ham o'rgana boshlaydilar. Bilish vazifalarini qo'yishning bu usuli tadqiqot refleksiya asoslanadi.

Boshlang'ich sinf ona tili ta'limida muammolilikning bo'lishi mutlaqo tabiiydir. Shu bois darsda muammoli ta'limning material va o'quvchilar tayyorgarligiga imkon beradigan barcha muammolilik elementlaridan foydalanishga intilish lozim. Biroq tegishli o'quv qo'llanmalari va metodik ko'rsatmalar ishlab chiqilmas ekan, muammoli ta'lim muammoligicha qolaveradi. Shu munosabat bilan nafaqat muammoli yondashuvga katta e'tibor berish kerak, balki shaxsiy tajriba va ilmiy izlanishlarga suyanan holda boshlang'ich sinflarning ona tili darslarida muammoli ta'limdan unumli foydalanish bo'yicha tegishli o'quv qo'llanmalari va metodik tavsiyalar ishlab chiqish muhimdir.

O'qituvchi dars jarayonida tovush, harf, so'z, gap va uning turlari, bo'g'in hamda nutqqa doir bilish muammosini qo'yishda o'quvchilar eksperimental xarakterdagi mustaqil ishga jalb etiladi. O'qituvchi muammoli vaziyat yaratib o'quvchilarni uning hal qilinishi tomon yo'naltirar ekan, tahlil qilish, taqqoslash, umumlashtirish kabi tafakkur jarayonlaridan biriga ongli ravishda jalb qilish orqali bilimlarni mexanik tarzda eslab qolishdan ongli o'zlashtirishga yo'l ochadi. Bunda muammoli izlanish metodi mantiqiy tadqiqot metodlari bilan qo'shilib ketadi va darslik va qo'llanmalar bilan ishlash vositasi bo'lib xizmat qiladi.

Muammoli izlanish va mustaqil ish metodidan tashqari, boshlang'ich sinf ona tili darslarida faol qo'llanadigan didaktik o'yinlar ham o'quvchilarning ijodiy tafakkurini o'stirishda muhim o'rin tutadi.

O'qituvchi bilan o'quvchilarning hamkorlik faoliyati ta'lim sub'ektining o'zaro muloqotga bo'lgan ehtiyojini qondirish vositasi bo'lib qolmasdan, balki bu faoliyat o'quv materialini o'zlashtirish vositasiga ham aylanishi lozimdir. Ya'ni hamkorlik ikkiyoqlama faollik orqali amalga oshishi mumkin, uni takomillashtirish esa o'sha vositalar bilan qurollanishni taqozo etadi.

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BO'LAJAK BOSHLANG'ICH SINFLAR O'QITUVCHILARDA KREATIV FIKRLASHNI QO'LLASHGA DOIR METODIKALARDAN FOYDALANISH

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Oliy ta'lim tizimida kreativ fikrlashni rivojlantirish ishlarida, psixodagnostik tekshiruvchlarni amalga oshirishdan oldin, shaxsda ijodkorlik va yaratuvchanlik sifatlarini rivojlantiruvchi quyidagi vazifalar ya'ni, kreativ faoliyatga tayyorlash ishlari amalga oshiriladi. Qoidaga ko'ra, har bir tadqiqotchi uchun muhim bo'lgan masala – bu – har qanday yo'l bilan bo'lmasin, psixodagnostik usullar asosida, u yoki bu ijtimoiy-psixologik muammoni o'rganish va unga tegishli ishonchli ma'lumotlarni qo'lga kiritishdir. Xuddi shu tamoyil, kreativ fikrlash ta'lim samaradorligiga ta'sir etuvchi omillarni aniqlash muammosiga ham aloqador bo'lib, biz ham o'z tadqiqotimiz doirasida aynan shu masalaga ko'proq diqqatni qaratdik.

Tadqiqotimizning asl maqsadi, bo'lg'usi boshlang'ich ta'lim o'qituvchilarida kreativ fikrlashni takomillashtirishning psixologik omillarini aniqlashga qaratilgan bo'lib, unda ijtimoiy-psixologik jihatlarining kreativ fikrlash faoliyatini takomillashtirishga ta'sirini empirik jihatdan o'rganish, ushbu muammoni psixologiyaning predmeti sifatida talqin etish orqali, nazariy-metodologik ma'lumotlar asosida, talabalar uchun, ahamiyatli sanalgan amaliy

tavsiyalar majmuasi hamda psixologik dasturlar ishlab chiqish, ularni oliy ta'lim tizimiga joriy etishdir.

Empirik tadqiqotlar va psixologik tekshiruv ishlarini olib borishning amaliy masalalariga bag'ishlangan ayrim ilmiy manbalarda yozilishicha, o'quv faoliyati samaradorligini ilmiy tekshirish va uni takomillashtirishning psixologik mexanizmlarini ishlab chiqish hamda mazkur masalada keng qamrovli psixodiagnostik tadqiqot ishlarini olib borish, quyidagi bosqichlarda amalga oshirilishi ta'kidlanadi :

- Diagnostik bosqich – uning maqsadi talabalar shaxsining xarakterologik xususiyatlari va ular intellektual sohasining asosiy, sub'ektiv ko'rsatkichlarini baholashdir;
- Shaxsning kognitiv va shaxsiy muammolarining sabablarini aniqlash, unga ta'sir etuvchi omillarni chuqur tahlil qilish, o'qishga bo'lgan istagi va ehtiyojlarini uyg'otish, faoliyatida yuzaga kelgan qiyinchiliklar va ularning sabablarini o'rganishdan iborat, tahliliy bosqich;
- Talabalar bilan ishonchli munosabatlar o'rnatish, muammolarni hal qilish yo'llarini birgalikda aniqlashga qartilgan-tashkiliy bosqich;
- Shaxsiy va kognitiv to'siqlarni, turli qiyinchiliklarni bartaraf etishda qaratilgan mustaqillikni rag'batlantirishga qaratilgan bosqich;
- O'quv faoliyatida, talabalarning o'z-o'zini anglash jarayoniga yordam berishdan iborat bo'lgan – faoliyat bosqichi;
- Harakatning oldingi bosqichlarini muhokama qilish, to'plangan tajribani, o'zini o'zi o'zgartirishga qaratilgan sub'ektiv pozitsiya, o'z-o'zini anglash kabilarni baholashga qaratilgan bosqich.

Ukrain psixologi, psixodiagnostika sohasi bo'yicha yetuk mutaxassis L.F. Burlachukning so'zlariga ko'ra, har qanday sohada psixodiagnostik tadqiqotni amalga oshirish ishlari, uch bosqichni o'z ichiga oladi :

- 1) tayyorgarlik bosqichi;
- 2) asosiy bosqich – ob'ektiv va sub'ektiv ko'rsatkichlar majmuasi bilan tanishish. Mazkur bosqichda tadqiqotning vazifasi shakllantiriladi, ularning asosiligi, ishonchliligi, shaxs imkoniyatlarini qamrab olish kengligi hisobga olingan holda, muammoni baholashga mos usullarni tanlash amalga oshiriladi hamda so'rov o'tkaziladi;
- 3) olingan ma'lumotlarni qayta ishlash bosqichi – bunda qo'lga kiritilgan ma'lumotlarni sharhlash amalga oshiriladi. Ushbu bosqichda olingan ma'lumotlar, yuqoridagi ikki bosqichni hisobga olgan holda, qayta ishlanadi va sharhlanadi.

Tadqiqotchi T.D.Kim yozishicha esa, ta'lim jarayoni bilan bog'liq shaxs kreativ fikrlashini diagnostik baholash ishlari – o'z mazmunida yangi g'oyalar, ishlanmalar va texnologiyalarni ishlab chiqish va ularni amalga oshirish hamda boshqalarga yetkazishga qaratilgan qobiliyatlarga asoslangan, individual psixologik xususiyatlar o'rganish ishlari bilan ham xarakterlanadi.

Quyidagi yuqorida qayd etilgan uslublarning qisqacha mazmuniga to'xtalib o'tishga harakat qilamiz:

1. Ilmiy - uslubiy adabiyotlarni tahlil qilish va umumlashtirish. Ushbu uslub dissertatsiyaning barcha vazifalarini hal etish uchun foydalanildi va tadqiqot vazifalarini tanlashda hamda olingan natijalarni muhokama etishda asosiy uslub bo'lib xizmat qildi. Qator psixologik adabiyotlarni tahlil qilish jarayonida bo'lajak o'qituvchilarni kreativ fikrlashini shakllantirishga tayyorlash texnologiyasiga ixstisoslashtirilgan umumiy qonuniyatlar, kreativ fikrlashni rivojlantiruv texnologiyalar, nostandart topshiriqlar bilan ishlash yo'llari, kreativ fikrlash shakllanishining motivatsion, qadriyatli, kognitiv, jihatlari o'rganildi. Mavzuga aloqador yo'nalishlarda olib borilgan ilmiy tadqiqot ishlari, ilmiy konsepsiyalar, psixologik ishlanmalar, texnologik vositalar, ilmiy modellarning mazmuni tahliliy yoritildi. Mazkur uslublar tadqiqotning vazifalarini oldinga surishga imkon yaratdi va ba'zi nazorat xulosalarini chiqarishga yordam berdi.

2. Psixologik kuzatuvlar - tadqiqotlar davomida tajriba guruhlarining kreativ fikrlashga tayyorgarlik holati hamda o'quv metodikasi takomillashtirilishidan oldingi va keyingi holatlari yuzasidan psixologik kuzatuvlar o'tkazildi. Kelgusi kasbiy faoliyatda kreativ fikrlashni rivojlantiruvchi, bilim, malaka va ko'nikmalardan foydalana olishi ayniqsa, o'zining ijodkorlik holatlarini to'g'ri anglashi, o'zini-o'zi nazorat qila olishi, fikrlashda samaradorlikka erishish bo'yicha, individual-psixologik xususiyatlari, bo'lajak o'qituvchilarni kreativ fikrlashga tayyorlash texnologiyasi va uslublari ko'proq, mantiqiy tafakkur operatsiyalari doirasida faoliyat olib borishi, umumlashtirish, taqqoslash, qiyoslash, xulosa chiqarish, hisob-kitoblarga qobiliyatlilik, kreativlik va ijodkorlik, innovatorlik xususiyatlari kabi sifatleri turiga bog'liqligi bo'yicha, umumiy va maxsus qobiliyatlari shakllanganligining sifat ko'rsatkichlari aniqlandi.

Bo'lajak o'qituvchilar sifatida, oliy o'quv yurtlarida ta'lim oluvchilarning kreativ fikrlash shakllantirish yuzasidan quyidagicha psixologik kuzatuvlar o'tkazildi.

Kuzatuvlar natijasida quyidagilar aniqlandi:

a) Mahalliy sharoitda bo'lajak o'qituvchilarni kreativ fikrlashni shakllantirishning psixologik jihatlari borasida, yetarlicha ilmiy-tadqiqotlar olib borilmagan;

b) Bo'lajak o'qituvchilarni kreativ fikrlash shakllanishiga tayyorlash ishlari qoniqarli emasligi bois, yuqori fikrlash darajasi hamda tayyorlashning texnologik holati talab darajasida emas;

v) Bo'lajak o'qituvchilarning kreativ fikrlash darajasini belgilovchi o'quv me'yoriy hujjatlar takomillashtirilmaganligi bois mazmunan o'qituvchilarning kasbiy-psixologik tayyorgarligi yuzasidan mavzular yetarlicha qamrab olinmagan;

g) Kasbiy tayyorgarlik tizimida bo'lajak o'qituvchilarning kreativ fikrlashni shakllantirishning psixologik xususiyatlari bo'yicha, ilmiy yondashuvlar yetarli darajada emas;

d) Kasbiy faoliyatda o'qituvchilik bilan shug'ullanishi uchun, kreativ fikrlashni shakllantirishga texnologik tayyorgarlikni takomillashtiruvchi uslublar asosida o'qitish tizimi yuqori darajada emas.

Psixologik kuzatuvlar qo'yilgan vazifalarning bajarilishini optimalashtirishga imkon berdi. Tadqiqot olib borilayotgan bo'lajak o'qituvchilarning kreativ fikrlashini shakllantirishning psixologik xususiyatlarini inobatga olgan holda, ayrim o'ziga xos psixologik jihatlarni ham namoyon etishga yordam berdi.

3. Psixologik testlash – oliy o'quv yurtlarida ta'lim olayotgan bo'lajak o'qituvchilarning kreativ fikrlashini shakllantirishning psixologik xususiyatlarini tekshirish maqsadida o'tkazildi.

Endilikda esa, tadqiqotmizni qay tarzda tashkil etish bosqichlariga ketma-ketlikda aniqlik kiritib boramiz.

Umuman olganda psixologik tadqiqotlarda tajribalarni qay tarzda tashkil etish bosqichlari ma'lum bir kriteriyalarga asoslanadi. Shu bosqichlar qay jihatda tashkil etilishini ko'rib chiqamiz. Ular quyidagicha:

1. Bosqich – muammoli vaziyatni aniqlash ya'ni tadqiqot mavzusini tanlash va uning dolzarbligini asoslash;

2. Bosqich – tanlangan tadqiqot mavzusiga doir ilmiy adabiyotlar tahlilini amalga oshirish;

3. Tadqiqot maqsadi va vazifalarini ilgari surish, shuningdek, mavzu bo'yicha masalalarning ahvolini tahlil qilish;

4. Tushunchalar operatsionalizatsiyasi – mavzudagi tushunchalar aynan nimani ifodalanishini aniqlash;

5. Farazni ilgari surish;

6. Tadqiqot proektini ishlab chiqish;

Tadqiqot metodlarini tanlash, tanlanmani asoslash, metodika darajasidagi instrumentlarni ishlab chiqish, tadqiqotni o'tkazish, ma'lumotlarni yig'ish va olingan natijalarni qayd etish;

Natijalar interpretatsiyasi - olingan natijalarni qayta ishlash, umumlashtirish va tadqiqot natijalari bo'yicha sharhlar yozish;

Bo'lajak boshlang'ich sinf o'qituvchilarida kreativ fikrlashni shakllantirishning psixologik omillarini aniqlash yuzasidan quyidagilar aniqlandi. Avvalambor, kasbiy ko'nikma va malakalar ta'lim muhiti shart-sharoitlari bilan uzviy bog'liq sanalib, keyinchalik ular kreativ fikrlash xususiyati bilan to'ldiriladi.

Tahlil etilgan nazariy qarashlar, yondashuvlarning mazmuniga ko'ra, oliy ta'limda bo'lajak pedagoglarning kreativ fikrlashini shakllantirish ishlarida quyidagi tamoyillarni o'z ichiga olishi lozim:

- O'quv-tarbiya jarayonida kasbiy xususiyatlarni hisobga olish tamoyili;
- Ta'lim muhitini professional to'ldirish tamoyili;
- Kasbiy ko'nikma va malakalarning ta'lim standartlariga muvofiqligi tamoyili;
- Faoliyat va xizmat ko'rsatishda bir-birini to'ldirish tamoyili;
- Amaliyotga yo'naltirilgan ta'lim tamoyili;
- Kognitiv faollik va tadqiqotchilikka yo'naltirilganlik tamoyili va hokazo. Demak, oliy o'quv yurti muassasalari, jumladan, boshlang'ich ta'lim o'qituvchilarini tayyorlash oliygohi ham, yuqorida keltirilgan o'quv jarayonini tashkil etish tamoyillariga amal qilishi o'ta muhim sanaladi.

Bundan tashqari, kreativ fikrlash fenomeni kasbiy rivojlanish tushunchasi bilan uzviy bog'liq sanalib, unda kasbiy o'z-o'zini anglash, kasbiy refleksiya kabi jihatlar ham ajratiladi. Ya'ni bo'lajak boshlang'ich sinf o'qituvchilar faoliyatiga xos bo'lgan kasbiy rivojlanish omili, kasb haqidagi bilimlarning ongda integratsiyalashuvi bo'lib, u shaxsning dunyo va o'zi haqidagi bilimlari bilan tushuntiriladi. Sharh etilgan manbalarning mazmuniga ko'ra, bo'lajak boshlang'ich sinf o'qituvchilarining kreativ fikrlashi mazmunida besh muhim tarkib ajratiladi:

- Intellektual jihat;
- Individual-psixologik jihat;
- Psixofiziologik jihat;
- Fiziologik jihat;
- Jismoniy jihat.

Yuqorida qayd etilgan bo'lajak boshlang'ich sinf o'qituvchilariga xos psixologik jihatlar orqali, ularning kasbiy faoliyatga muvofiqlik darajasi hamda yaroqlilik xususiyatlari baholanadi.

Foydalanilgan manba va adabiyotlar ro'yxati

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OLIJ TA'LIMDA MUHANDISLIK YO'NALISHLARI MUTAXASSISLIK FANLARINI RAQAMLI TEKNOLOGIYALARDAN FOYDALANIB O'QITISHNING ASOSIJ TAMOYILLARI

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Annotatsiya. Maqolada raqamli ta'lim muhiti imkoniyatlaridan foydalangan holda pedagogik kadrlarni innovatsion faoliyatga iyerarxik yondashuv asosida o'qitish metodlari va ularni tanlashda professor-o'qituvchilar tarkibini iyerarxik yondashuv asosida o'qitish mualliflari o'qitishning maqsad, vazifalari, o'qitish tamoyillari, talabalarning malaka potentsiali, o'qitishdagi o'z tajribasiga ega bo'lgan o'qituvchilar kontingentiga hamda ta'lim jarayonida

raqamli ta'lim muhiti imkoniyatlaridan maksimal foydalanish hamda ta'limda o'quv dasturlarida nazarda tutilgan shartlar kabi muvofiqlik mezonlariga e'tibor qaratilgan.

Kalit so'zlar: ta'lim jarayoni, raqamli texnologiyalar, raqamli texnologiyalardan foydalanish, integratsiya, bo'lajak muxandis, iyerarxik yondashuv va boshqalar.

Kirish. Raqamli ta'lim muhiti afzalliklaridan foydalangan holda innovatsion faoliyatga kadrlar tayyorlash tizimida umumiy didaktik metodlardan tashqari, raqamli ta'lim muhitida o'qitishni an'anaviy didaktikadan ajratib turadigan metodlardan ham ommaviy ravishda foydalaniladi.

Texnika yo'nalishida oliy ta'lim muassasalari turli yo'nalishlarda bo'lajak muxandis kadrlarni innovatsion faoliyatga iyerarxik yondashuv asosida o'qitishda qo'llanilgan quyidagi: muammoli, loyihaviy, tadqiqot, evristik, kamroq darajada - axborotni qabul qiluvchi va reproduktiv kabi umumiy didaktik metodlar muhim ahamiyatga ega. O'qituvchi va boshqa talabalarning minimal ishtirokida talabalarning ta'lim resurslari bilan o'zaro ta'siri vastasida o'qitish metodlari amalga oshiriladi[1,352].

Mavzuga oid adabiyotlarning tahlili (Literature review).

Mazkur tadqiqot ishimizda M.V.Klarin tomonidan amalga oshirilgan tadqiqot ishlari asosida raqamli ta'lim kontekstida texnologiyaning yetakchi xususiyatlarida quyidagilar tahlil qilindi. Ya'ni raqamli vositalar imkoniyatlarini kengaytirish sharoitida o'quv jarayonining takrorlanishi, raqamli vositalarni, aloqani tashkil qilish uchun samarali vositalarni oqilona tanlash, tadqiqot faoliyati natijalarini sifatli baholash, amalga oshiriladigan bahs munozaraning ochiqligi va xayrixohligi, tezkor (operativ) teskari aloqa, ta'lim jarayoni natijasida raqamli izlardan iborat ekanligi ta'kidlanadi.

Tadqiqot metodologiyasi (Research Methodology).

Raqamli texnologiyalar sharoitida o'qitishda ushbu metodlardan foydalanish multimedia vositalari: interfaol ma'lumotlar bazalari, elektron jurnallar, kompyuter o'quv dasturlari, elektron darsliklar va boshqalar taqdim etuvchi keng didaktik imkoniyatlar bilan bog'liq. Bu va boshqa o'quv vositalari haqida mazkur tadqiqot ishimizla quyida to'xtalib o'tamiz.

Ushbu metodlarni ishlab chiqish amaliyotga joriy qilish o'quv guruhlardagi bahs munozaralar va konferensiyalar o'tkazish, qo'shma loyihalarni amalga oshirish va boshqalar bilan bog'liq. Ushbu tadqiqot ishimizda raqamli ta'lim muhitida o'ziga xos tatbiq etish xususiyatlariga ega bo'lgan juftlik muhokamasi metodi ham keng qo'llaniladi. Bunday muhokama ishtirokchilari guruhning boshqa a'zolaridan bo'sh joy bilan ajralib turadi, qulay sharoitlarda ishlaydi, ular ham onlayn, ham oflayn rejimda ishlash imkoniyatiga ega, bu esa auditoriyani sezilarli darajada kengaytiradi.

Raqamli ta'lim muhitida o'qitishda ham qo'llaniladigan individual o'qitish, o'rganish va o'zaro ta'sir qilish usullari.

Individual ta'lim usullari ta'limning barcha bosqichlarida o'qituvchining har biriga ko'rsatilayotgan psixologik-pedagogik yordam, skype, messenger, ovozli pochta, elektron pochta, elektron kitoblar kabi zamonaviy vositalar orqali amalga oshiriladi [2,302].

Tahlil va natijalar (Analysis and results).

Talabani muloqotda faol ishtirokisiz o'qituvchi yoki o'qituvchi tomonidan talabalarga o'quv materialini taqdim etishga asoslangan usullar: audio yoki video kasetlarga yozilgan ma'ruzalar, an'anaviy usullarda yoki Internet texnologiyalaridan foydalangan holda o'qiladi. Ta'kidlanganidek, bu usullar reproduktiv usullarning tarmoq modifikatsiyasining bir turidir. Shu bilan birga, multimedia imkoniyatlaridan keng foydalanish materialning bu tasvirini an'anaviydan sifat jihatidan farq qiladi.

Tizimli yondashuv nuqtai nazaridan qo'llaniladigan o'qitish usullari uning tashkiliy shakllariga mos kelishi juda muhim [2,59].

Raqamli ta'lim muhitida o'qishda an'anaviy shakllar qo'llaniladi: ma'ruzalar, seminarlar, maslahatlar, amaliy mashg'ulotlar, testlar, imtihonlar, mustaqil ishlar va boshqalar. Bundan tashqari, mazkur tadqiqot ishimizda har bir mashg'ulotda turli xil ta'lim shakllaridan birgalikda foydalanishga e'tibor qaratilib, bunday yondashuvlar pedagogik maqsadlar nuqtai nazaridan asoslaniladi.

O'quv materialini taqdim etishning maxsus texnologiyasi bu diskret ma'ruzalar bo'lib, uni tayyorlash, tashkil etish va o'tkazish texnologiyasi muallif tomonidan Qarshi muxandislik iqtisodiyot institutining masofaviy ta'lim bazasi qoshida ishlab chiqilgan.

Elektron o'quv kursini ishlab chiqishda talabalar ishini nazorat qilish shakli haqida o'ylash kerak. Masalan, o'rganilgan, o'qilgan, ko'rilgan narsalarning mazmunini tushunish uchun savollar yaratish mumkin bo'lgan fikr-mulohazalardan foydalanish muhim ahamiyatga ega.

Mustaqil ish muxandis kadrlarni innovatsion faoliyatga iyerarxik yondashuv asosida o'qitishda pedagogik jarayonning asosini tashkil etadi, bu andragogik yondashuv qoidalariga mos keladi: motivatsiyaga ega, pedagogik kompetensiya inqirozini tushunadigan, o'z malakasini oshirishni xohlaydigan o'qituvchi, bir tomondan taqdim etilgan o'z maqsadini samarali amalga oshirish imkoniyatiga ega bo'lib, boshqa tomondan mustaqil ravishda ta'lim olish imkoniyatiga ega bo'ladi [3,144].

Mustaqil ish tizimdagi muhim va samarali shakl bo'lib, chunki u raqamli ta'lim muhiti orqali talabalarga doimiy pedagogik psixologik yordam ko'rsatadigan o'qituvchi tomonidan doimiy ravishda faqat shartli ravishda muvofiqlashtiriladi.

Pedagog kadrlarni innovatsion faoliyatga tayyorlash tizimida didaktik vosita sifatida gipermatn va multimedia versiyalaridagi elektron darsliklar va kompyuter o'qitish tizimlari, audioo'quv axborot materiallari, videoo'quv axborot materiallari, masofaviy laboratoriya ustaxonalari, elektron kutubxonalar va boshqalardan foydalanildi.

Pedagog kadrlarni innovatsion faoliyatga iyerarxik yondashuv asosida o'qitishda biz pedagogik jarayonda raqamli ta'lim tizimining innovatsion imkoniyatlariidan maksimal darajada foydalanish tamoyiliga e'tibor qaratiladi.

Elektron kurslar, elektron darsliklar, o'quv qo'llanmalari, onlayn o'quv qo'llanmalarini yaratishda ularni ishlab chiqishga ilmiy yondashish zarurligini ham e'tiborga olindi. Jumladan, darslik yoki o'quv qo'llanmasini nashr etishga tayyorgarlik ishlari bosqichida yangi o'quv qurollaridan foydalanishni nazariy tushunish amalga oshiriladi. Shu bois elektron ta'lim resurslarini ishlab chiqish an'anaviy darslik yoki o'quv qo'llanma yaratishdan ko'ra ko'proq vaqt talab qiladigan muhim dolzarb muammo hisoblanadi.

Elektron darslikning mohiyati va mazmunini nazariy tushunishdan tashqari, uni ishlab chiqish vazifasi raqamli ta'lim muhitida o'qituvchi va o'quvchining harakatlarini batafsil o'rganish zarurati bilan murakkablashadi. Bunday jarayon ishlab chiquvchilar guruhining quyidagi: kurs muallifi (mazmun tomoni), masofaviy o'qitish jarayonining o'ziga xos xususiyatlari bilan tanish bo'lgan metodist, dasturchi, loyihachi kabi jamoaviy ishlarini o'z ichiga oladi [5,175].

Elektron ta'lim resurslarini ishlab chiqishda mazkur tadqiqot ishimizda professor A.A.Andreyevning elektron axborot ta'lim vositalaridan foydalanish uchun darslik yoki kurs yaratish bo'yicha tavsiyalariga tayanildi va ularni ko'p bosqichli o'qituvchilar tayyorlash tizimimizga moslashtirildi:

1. O'quv materiallari uchun ushbu kurs bo'yicha mustaqil ishlarni tashkil etish bo'yicha uslubiy tavsiyalar tayyorlanishi kerak.

2. O'quv qo'llanmadagi o'quv materiali shunday bo'lishi kerakki, talaba uni mustaqil o'rgana oladigan, mavzu mohiyatini tushuna oladigan darajada bo'lishi kerak.

3. O'quv qo'llanma materiali "bitta tezis (pozitsiya, fikr) bir sahifada" tamoyiliga muvofiq ekran sahifasi formatida taqdim etilishi kerak.

4. Material mavzular, kichik mavzular va boshqalarga aniq ajratilgan holda tuzilgan bo'lishi kerak.

5. Rasmlar soni imkon qadar ko'p bo'lishi kerak.

6. Darslikda kontekstga bog'liq bo'lgan veb-havolalar (veb-bibliografiya), har bir mavzu bo'yicha o'zi o'zini tekshirish uchun mashqlar, kontekstli lug'at va foydalanilgan adabiyotlar ro'yxati berilgan bo'lishi maqsadga muvofiq bo'ladi.

7. Elektron darslik yoki butun kurs o'quv kurslarini yaratishning umumiy didaktik tamoyillarini e'tiborga olgan holda tuzilishi mumkin.

8. Har qanday darslik uni elektron shaklda ham, qog'ozda ham bosma shaklda o'rganish imkoniyatiga ega bo'lishi kerak.

9. Elektron darslik ergonomik talablarni hisobga olgan holda yaratilishi maqsadga muvofiq bo'ladi.

10. Elektron darslikni yaratishda telekommunikatsiya tarmog'i dasturiy ta'minoti va zamonaviy axborot texnologiyalari imkoniyatlaridan maksimal darajada foydalanish zarur.

11. Har qanday onlayn darslik, o'quv qo'llanma masofaviy ta'lim tizimi uchun kanonik quyidagi: tashkiliy metodik, axborot o'qitish va identifikatsiya nazorat didaktik funksional bloklarni o'z ichiga olishi lozim [6,57].

Tashkiliy metodik blokda fanning maqsadi, vazifalari, uning o'quv rejasiga kiritilgan boshqa fanlar bilan o'zaro aloqadorligi, o'quv rejasi mavzulari mazmunining qisqacha tavsifi, fanni majmuadan foydalangan holda o'rganish tartibi va tavsiyalari to'g'risidagi ma'lumotlar mavjud, hisobot va nazorat shakllari, o'qituvchi bilan o'zaro munosabatlarni tashkil etish e'tiborga olinishi shart. Tinglovchilarga psixologik qulaylikni yaratish uchun modul vizuallashtirilishi mumkin.

Axborot-o'quv bloki hajmi bo'yicha o'quv mavzusiga teng modullardan iborat. Modullar gipermedia muhitida yaratilgan. Modul o'zi o'zini tekshirish uchun testlar bilan birga bo'lishi mumkin, blok kurs uchun yakuniy test yoki kurs uchun imtihon biletlari bilan birga bo'lishi mumkin. Har bir o'quv mavzusi uchun ishlab chiqilgan amaliy topshiriqlar muammoli yoki reproduktiv o'qitish metodlarini amalga oshirishni ta'minlaydi.

Identifikatsiya va nazorat bloki. Yakuniy nazorat yakuniy test yoki imtihonni tekshirish orqali amalga oshiriladi, uni real vaqt rejimida yoki iloji bo'lsa, videokonferensiya orqali yoki shaxsan o'tkazish maqsadga muvofiqdir.

O'qituvchi portfelida uning umumiy kasbiy yutuqlari, darslarni tashkil etish va o'tkazish uchun didaktik va metodik materiallar, o'zi tomonidan ishlab chiqilgan raqamli o'quv resurslari, talabalarining eng yaxshi ishlari, ilmiy maqolalari, tadqiqotlari, malaka oshirishga oid ma'lumotlar mavjud[6,59].

Xulosa va takliflar (Conclusion/Recommendations).

Shunday qilib, o'rganish jarayonida pedagogik kadrlarni iyerarxik yondashuv asosida o'qitishda o'qitishni amalga oshirish uchun didaktik yordam ishlab chiqilgan bo'lib, u quyidagilarni o'z ichiga oladi: fanni kompleks yordamida o'rganish tartibi va tavsiyalari, hisobot va nazorat shakllari, o'qituvchi bilan o'zaro hamkorlikni tashkil etish tartibi); ma'lumot va o'quv bloki ya'ni, o'quv mavzusiga teng hajmdagi modullar - har bir modul o'zi o'zini tekshirish uchun testlar, amaliy topshiriqlar bilan birga keladi.

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LEARNING STRATEGIES IN MEDICAL TERMINOLOGY

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Annotation: This article is concerned with the learning of medical terminology by foreign students in Medical institutions. It aims to investigate the use of learning strategies in relation to medical vocabulary use.

Key Words: medical terminology, bilingual dictionary strategies, L2 vocabulary learning strategies, specific terminology, medical vocabulary,

Introduction: Of interest for the present study is the learning of medical terminology by foreign students in Medical academy. We are particularly interested in learners' strategy use in the learning of medical terminology. Medical language is the language employed by medical students in writing medical records and communicating with each other. Medical students need to learn to read and write medical terminology in L2 to complete hospital admission notes, diagnosis, and orders, which, later on, physicians must read, follow in order to carry out nursing interventions and take care of their patients. For these medical students, their first step to access medical language is to learn medical words. In Medicine, students are required to take the course "Medical Terminology" to meet the demands of their future jobs. In order to help teachers to overcome the challenge of teaching medical terminology and help nursing pre-professionals learn medical terminology more effectively, the researcher is motivated to explore the learning of medical terminology. Medical terminology is a specific terminology which is used to achieve the purpose of communication in the health care field efficiently and precisely, such as in writing diagnosis and nurses' notes. Basically, medical terminology has two characteristics. First, except for the one-syllable words, most medical words are made of roots and affixes. The affixes can be classified into prefix and suffix. Any single medical term has at least one root determining its meaning and one or more prefixes or suffixes to change the part of speech or change the meaning of the word. Teachers generally use this specific word formation to help students deal with these words. But, recognizing the word parts used to build medical terms still seems to be a major obstacle to students' learning medical terms. Moreover, using word parts occasionally has pitfalls in guessing word meaning from context.

Second, medical vocabulary is an open system with a large number of low-frequency words and newly created words. Teaching and learning all the words seem to be an impossible task. Teaching learners' vocabulary learning strategies for inferring the word meanings is more efficient than teaching every vocabulary item encountered.

Research Questions: The primary purpose of this study is to explore the learning of medical terminology by Indian students. It focuses on the frequency of use of strategy by Indian students in learning medical terminology and to identify the strategies related to success or failure in learning the target. The secondary aim was to describe the strategy use pattern by different proficiency levels.

In brief, this study attempts to seek answers to the following research questions:

1. What are the strategies used most and least frequently by the learners in the study?
2. Which strategies are used most often by the students who are the most proficient in medical terminology?
3. Does the overall medical terminology learning strategy use vary across different proficiency levels?
4. Does the use of six categories of medical terminology learning strategy vary across different proficiency levels?

5 Literature Review

In order to get more insights on the study of medical words learning strategies, this section will first review two recent studies of L2 vocabulary learning strategies and then studies of individual medical terminology strategies.

Subjects : Medical terminology is a required subject in this first-year students , so all of these participants were taking Medical Terminology course. The class met four hour a week. The subjects under study included 14 Indian students in Medical academy . Participants' mid-term scores and medical terminology learning strategy questionnaire were used to inquire learners' use of learning strategies. The results of this study indicated that students in general prefer to use written repetition, verbal repetition, bilingual dictionary strategies. In addition, the students most proficient in medical terminology used various kinds of strategies more often than the less proficient students. Implications of these and other findings are discussed and suggestions are made regarding the teaching of learning strategies in medical terminology courses.

Instrument : The test for evaluating the subjects' proficiency level in the current study was the Medical Terminology mid-term exam made by teachers in the academy. This is a curriculum-specific achievement test, rather than a general proficiency test. There were 50 questions in total in the test. Subjects were required to write medical words on the basis of the English definitions of each test item.

The instrument employed for collecting data on strategy is the medical terminology learning strategies questionnaire developed by the researcher. The categories of medical terminology were based on Schmitt's (1997) taxonomy for studying vocabulary strategies. Section one contained five questions, the purpose of which was to collect such background information as subjects' English proficiency, mid-term score of medical terminology. Section two included 42 items grouped into six categories of medical terminology learning strategies:

Discussion : This section will discuss the medical terminology learning strategies of Indian students, the strategies found to used most often and least often by the foreign students who were most proficient in medical terminology.

In the present study, results indicate that there are major differences in patterns of strategy use among students of different proficiency levels. High-level learners are better at gaining knowledge of a new word; they remember more effectively; they control and evaluate their own vocabulary learning better than low-level learners. However, neither the high-level learners nor the low-level learners are good at employing social strategies to discover new meanings and learn vocabulary. These social strategies involve asking for clarification or verification, cooperating with peers, and interacting with native speakers of the target language. Since teacher-centered approach is employed by most of the teachers , students rarely have chances to discuss and cooperate with peers.

Moreover, very few students have courage to ask questions in class. This behavior might be influenced by the Indian educational system. Furthermore, in an EFL context like Indian, few chances are available for students to interact with native speakers or foreign medical staff.

When strategies used by high-level learners are compared to those by low-level learners, it is found that written repetition and verbal repetition were the most and the second most popular strategies among both high-level and low-level learners.

Conclusion : The study sought to provide valuable information concerning the strategy use of foreign students when learning medical terminology and to explore what kind of relationship exists between strategy use and proficiency in medical terminology. Findings of the study revealed that foreign students in general prefer to use written repetition, verbal repetition, bilingual dictionary strategies. In contrast, asking teacher for a new sentence including the new medical word, listening to tape of word list, and discovering new meaning from group activity are the strategies least used by learners. Like previous researchers, we found significantly greater overall use of learning strategies among more successful learners and significant differences by proficiency level in students' use of four strategy categories: determination, memory, cognitive and metacognitive. However, neither the high-level learners nor the low-level learners are good at employing social strategies to discover new meanings.

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«ТРИЗ-ИМЕН» – АҚЛИЙ РИВОЖЛАНТИРУВЧИ МЕТОД

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Вақт бир жойда тўхтаб турмайди. Доим ҳаракатда. Ҳаракатдаги вақт эса янги давр, янги авлодларни юзага келишига замин яратади. Сўнгги пайтларда индиго болалари, янги интеллектлар, гиперфаол болалар каби атамаларни эшитиб қолмоқдамиз. Албатта, бу бежизга эмас. Бугун дунё тамаддуни шунга олиб бормоқда.

Хўш, дунёнинг бир бўлаги сифати юртимизда янги авлод таълим-тарбияси, уларнинг иқтидорини юзага чиқаришда нималар қилинмоқда? Сўзимиз аввалида, Президентимиз Шавкат Мирзиёевнинг "Мақтабгача таълим соҳасида ишлаётган тарбиячи ходимлар келажак авлодни генофондини яратиш керак" деган фикрни келтириб ўтмоқчимиз. Демак, урғу мактабгача таълимга қаратилмоқда. Мантиқан ҳам тўғри фикр. Чунки, боланинг асосий шаклланиш даври боғча ёшига тўғри келади.

Келажак авлод генофонди бу - мактабгача ёш давриданоқ болаларни ақлий қобилиятларни фаол ривожлантириш десак, муболаға бўлмайди. Ўзбекистон Республикасининг "Илк ва мактабгача ёшдаги болаларни ривожланишига қўйиладиган давлат талаблари"да эса бу борада қилиниши керак бўлган ишлар аниқ-тиниқ белгилаб қўйилган. Бугун тобора кенг қулоч ёзаётган мактабгача таълим тизимидаги ислохотлар, олиб борилаётган ишлар шубҳасиз мана шу давлат талабларига суянади.

Албатта, мактабгача таълим-тарбияда қўплаб самарали усуллардан фойдаланилади. Мана шундай усуллардан бири "ТРИЗ -ИМЕН" услубидир. Ушбу услубнинг мақсади – мактабгача ёшдаги болаларни ўқитишида болаларни изланишга ва мустақил фикрлашга ўргатишдан иборатдир. "ТРИЗ –ИМЕН"нинг асосий вазифаси муаммолар ечимини топиш эмас, балки ҳаётини саволларга жавоб топишдир. Бунда ТРИЗ усулида болаларга саволлар берилади ва уларнинг ўзига хос антиқа жавоблари эшитилади.

Масалан, 5 ёшли болалардан суюқ ва қаттиқ моддалар ҳақида сўралганда қуйидаги жавобларни беради:

- суюқ модда трубадан ўтади, стаканга солсак бўлади.
- суюқ моддани босса бўлади, қаттиқ моддани босса оёқ жароҳатланиши мумкин деб жавоб беришган.

ТРИЗ услуги болаларнинг муваффақиятидан қувониш, ёрдам бериш истаги, қийин вазиятдан чиқиш йўлини топиш истаги каби ахлоқий фазилатларни ҳам ривожлантиради.

Мактабгача ёшдаги болаларни ахлоқан шакллантириш учун ҳам ТРИЗ -ИМЕН услубининг ўрни катта. Масалан: "Яхши -ёмон" , "Бу нима бўлиши мумкин?" "Ўзингизни ўзгартиринг " , "Нега хафа бўлади " каби ўйинлар асосида болаларни фикрлашга ундаб, улардаги натижаларни аниқлаб болалар ахлоқий кўрсаткичларини кўтариш мумкин.

Бунда тарбиячи – ТРИЗ асосида болаларда ижодий фикрлашни ўргатишда асосий компонент сифатида визуал фаолиятдан фойдаланиш зарур. Бунда болаларда ғоялар доираси бойиб боради, сўз бойлиги ўсади, ижодий қобилиятлари ривожланади.

Мактабгача ёшдаги ёш ўзига хосдир. Чунки боланинг шаклланиши билан унинг ҳаёти ва интеллектлари яхшилана бошлайди. Ҳозирги Мактабгача таълим соҳасини янада ривожлантириш, болаларни мактаб таълимига ҳар томонлама сифатли тайёрлашда "ТРИЗ – ИМЕН " услубидан самарали фойдаланиш катта аҳамиятга эгадир.

Хулоса ўрнида айтиш мумкинки, "ТРИЗ – ИМЕН" услуги жамиятда ҳақиқий генофондни шакллантиришда муҳим омил бўлишига замин бўлиши мумкин.

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DASTURLASH TILLARINI TARMOQ TEXNOLOGIYASI ASOSIDA O'QITISH METODIKASINI TAKOMILLASHTIRISH

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Zamonaviy axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi ta'lim tizimida yangi uslublar va yondashuvlar paydo bo'lishiga olib keldi. Ayniqsa, dasturlash tillarini o'qitishda tarmoq texnologiyalarini joriy etish ta'lim samaradorligini oshirishda katta ahamiyatga ega bo'lib bormoqda. Dasturlash tillarini an'anaviy usullar bilan o'qitishda amaliy mashg'ulotlarni o'tkazish va talabalar o'rtasidagi o'zaro aloqani ta'minlash qiyinlashmoqda. Biroq, tarmoq texnologiyalaridan foydalanish orqali o'quv jarayonida interaktivlikni oshirish, talabalar o'rtasida hamkorlikni kuchaytirish va ularga masofaviy o'qish imkoniyatlarini taqdim etish mumkin. Ushbu maqolaning maqsadi – dasturlash tillarini tarmoq texnologiyalari asosida o'qitish metodikasini takomillashtirishga qaratilgan yondashuvlarni ko'rib chiqishdir.

Dasturlash tillarini o'qitishda zamonaviy texnologiyalarni qo'llash bo'yicha ko'plab tadqiqotlar amalga oshirilgan. Masalan, A.R.Sodiqov dasturlash tillarini masofaviy o'qitish texnologiyalari bo'yicha ilmiy tadqiqot olib borgan olimlardan biridir. Uning ishlarida zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish orqali dasturlash tillarini o'rganishni takomillashtirish masalalari ko'rib chiqilgan. Ayniqsa, onlayn ta'lim platformalari orqali dasturlash o'qitish metodikasini rivojlantirish usullari bo'yicha tadqiqotlar olib borgan. P. Rajendran va J. Kumar (2019) tomonidan o'tkazilgan tadqiqotda onlayn o'quv platformalaridan foydalanish dasturlash tillarini o'rgatishda o'quvchilarning o'quv jarayoniga bo'lgan qiziqishini oshirishi aniqlangan. Shuningdek, V. Narayan va A. Sinha (2020) ishlarida bulutli hisoblash texnologiyalarini o'quv jarayoniga tatbiq qilish orqali dasturlash amaliyotlarini optimallashtirish usullari ko'rib chiqilgan. Bu tadqiqotlar dasturlash tillarini o'qitishda tarmoq texnologiyalarining samaradorligini tasdiqlaydi.

Tarmoq texnologiyalarining o'qitish metodikasi uchun imkoniyatlari

Tarmoq texnologiyalari dasturlash tillarini o'qitish jarayonida keng imkoniyatlar taqdim etadi. Bulutli hisoblash texnologiyalari orqali talabalar istalgan joydan o'z loyihalari ustida ishlashlari mumkin. Bu texnologiyalar ayniqsa katta hajmdagi dasturlarni test qilish va ishlab chiqish jarayonida samarali bo'ladi. Bundan tashqari, onlayn platformalar, masalan, GitHub, Google Classroom kabi vositalardan foydalanish talabalar va o'qituvchilar o'rtasidagi hamkorlikni mustahkamlashga yordam beradi. Virtual laboratoriyalar esa talabalarining amaliy ko'nikmalarini real vaqt rejimida rivojlantirish imkonini beradi.

Dasturlash tillarini o'qitish metodikasini takomillashtirish yo'llari

Dasturlash tillarini samarali o'qitish uchun zamonaviy usullardan foydalanish zarur. Bunda quyidagi yondashuvlar taklif etiladi:

1. Gamifikatsiya – o'quv jarayoniga o'yin elementlarini kiritish talabalarining qiziqishini oshiradi va ularning dasturlashni o'zlashtirishini yengillashtiradi.

2. Loyiha asosida o'qitish – talabalarni real loyihalarda ishlashga jalb qilish orqali ularning amaliy ko'nikmalarini rivojlantirish mumkin. Bu usul talabalarining mustaqil va jamoaviy ishlash qobiliyatlarini ham oshiradi.

3. Interaktiv darslar va masofaviy o'qitish – onlayn darslar va treninglar yordamida talabalar istalgan joydan o'qish imkoniyatiga ega bo'lishadi. Masofaviy o'qitish zamonaviy tarmoq texnologiyalariga tayanib, samarali o'quv jarayonini ta'minlaydi.

Dasturlash tillarini o'qitish metodikasini takomillashtirish yo'llari zamonaviy texnologiyalar va ta'lim uslublarini samarali qo'llash orqali amalga oshirilishi mumkin. Quyida bu metodikani yaxshilashning bir nechta asosiy yo'nalishlari keltirilgan:

1. Loyiha asosida o'qitish

Dasturlash tillarini o'qitishda loyiha asosida o'qitish talabalarning bilim va amaliy ko'nikmalarini mustahkamlashda samarali usuldir. Bu metodda talabalar real dunyo muammolarini hal qilish uchun dasturiy loyihalar ishlab chiqishadi, bu ularga bilimlarni amalda qo'llash imkoniyatini beradi. Loyiha asosida o'qitish:

- Jamoaviy ishlash ko'nikmalarini rivojlantiradi.
- Talabalarning mustaqil fikrlash va qaror qabul qilish qobiliyatlarini oshiradi.
- Amaliy dasturlash tajribasini oshirishga yordam beradi.

2. Gamifikatsiya (o'yin elementlari orqali o'qitish)

O'quv jarayoniga o'yin elementlarini kiritish (masalan, ball to'plash, mukofotlar, darajalar) talabalarning o'quv jarayoniga bo'lgan qiziqishini oshiradi. Dasturlash bo'yicha masalalarni qiziqarli vazifalar ko'rinishida berish talabalarni faollashtiradi va ular uchun dasturlashni yanada qiziqarli qiladi.

- Dasturlash vazifalari orqali raqobat muhitini yaratish.
- Jamoaviy va individual o'yinlar orqali talabalarning bilimlarini mustahkamlash.

3. Onlayn platformalar va virtual laboratoriyalar

Onlayn ta'lim platformalari (masalan, Coursera, Udemy, edX) va virtual laboratoriyalar yordamida masofadan o'qitish talabalarga istalgan joydan dasturlash ko'nikmalarini rivojlantirish imkoniyatini beradi. Bu, ayniqsa, pandemiya yoki boshqa masofaviy ta'lim jarayonlarida muhimdir.

- Real vaqt rejimida o'quvchilarni qo'llab-quvvatlash imkoniyatlari.
- Virtual muhitda amaliyotlar o'tkazish imkoniyati.

4. Blended Learning (aralash o'qitish)

An'anaviy sinf mashg'ulotlarini onlayn darslar bilan birlashtirish orqali aralash o'qitish (blended learning) usuli dasturlash tillarini o'qitishda samarali hisoblanadi. Talabalar nazariy bilimlarni onlayn kurslar orqali oladilar, amaliy mashg'ulotlarni esa sinfda o'qituvchi rahbarligida amalga oshiradilar.

- O'zlashtirish darajasiga qarab individual yondashuv.
- Mustaqil o'qishga katta e'tibor berish.

5. Bulutli hisoblash va masofaviy dasturlash muhitlari

Bulutli texnologiyalar (masalan, Google Cloud, AWS) orqali dasturlash muhitlarini yaratish talabalarga o'z dasturlarini har qanday qurilmada ishga tushirish va test qilish imkonini beradi. Bu esa amaliy mashg'ulotlarni o'tkazishda qulaylik yaratadi va murabbiylar uchun talabalarning faoliyatini nazorat qilish imkonini oshiradi.

- Kod yozish va test qilish uchun umumiy muhit taqdim etish.
- Masofaviy nazorat va tahlil qilish imkoniyatlari.

6. O'qitish jarayonida avtomatlashtirilgan tizimlardan foydalanish

Dasturlash bo'yicha bilimlarni baholash va testlardan o'tkazish uchun avtomatlashtirilgan tizimlar (masalan, HackerRank, LeetCode) samarali usul hisoblanadi. Bu tizimlar talabalarni o'z vaqtida baholash va ularning bilimlarini tezkor tekshirish imkonini beradi.

- Avtomatlashtirilgan test tizimlari orqali tezkor baholash.
- Masalalarni avtomatik tahlil qilish orqali bilimlarni mustahkamlash.

7. Interaktiv darslar va simulatsiyalar

Interaktiv darslar va simulatsiyalar yordamida talabalar dasturlash bo'yicha nazariy bilimlarni amaliyotda qo'llash imkoniyatiga ega bo'lishadi. Bu darslar orqali talabalar turli kodlarni yozib, real vaqt rejimida ularning ishlash jarayonini kuzatishadi.

- Simulyatsiya muhiti orqali real jarayonlarni takrorlash.
- Kod yozish bo'yicha interaktiv vazifalar berish.

8. Mustaqil o'rganish uchun ochiq manbalar

Ochiq manbali resurslar (masalan, GitHub, Stack Overflow) yordamida talabalar mustaqil ravishda turli xil loyihalarda ishtirok etishlari va yangi bilimlarni o'zlashtirishlari mumkin. Bu dasturlash tillarini o'rganishni chuqurlashtirishga yordam beradi.

- Dasturiy kodlarni umumiy foydalanuvchilar bilan baham ko'rish.
- Ochiq manbalar orqali turli loyiha va masalalar ustida ishlash.

9. O'quv jarayonida ko'p darajali masalalar tizimi

Dasturlash bo'yicha mashg'ulotlarda ko'p darajali masalalar tizimini joriy etish talabalar bilimlarini bosqichma-bosqich rivojlantirishga yordam beradi. Bunda har bir bosqichda murakkabligi oshib boradigan vazifalar beriladi.

- O'quv jarayonini tabaqalashtirish.
- Talabalar bilimini muntazam nazorat qilish.

Amaliyotga joriy etish metodlari

Dasturlash tillarini tarmoq texnologiyalari yordamida o'qitishda quyidagi amaliyotlar joriy etilishi mumkin:

1. Bulutli laboratoriyalar tashkil etish – talabalarga bulutli texnologiyalar orqali masofadan foydalanish imkonini beradigan dasturlash muhitlarini yaratish.

2. Onlayn o'quv resurslarini joriy etish – GitHub, Google Classroom va boshqa onlayn resurslarni o'quv jarayonida qo'llash talabalar o'rtasidagi hamkorlikni mustahkamlashga yordam beradi.

3. Avtomatlashtirilgan bilimlarni baholash tizimlari – dasturlash bo'yicha bilimlarni test sinovlari yoki avtomatlashtirilgan tizimlar orqali nazorat qilish jarayonini takomillashtirish.

Dasturlash tillarini o'qitishning samaradorligini oshirish va zamonaviy talablarga moslash uchun ta'lim jarayonida yangi texnologiyalar va metodikalarni amaliyotga joriy etish muhim hisoblanadi. Quyida dasturlash tillarini o'qitish metodikasini amaliyotga joriy etishning samarali usullari keltirilgan:

1. Onlayn platformalar va masofaviy ta'lim texnologiyalarini joriy etish

Zamonaviy ta'lim jarayonida onlayn platformalar va masofaviy ta'lim tizimlaridan foydalanish talabalarni mustaqil va moslashuvchan o'qitishga imkon beradi. Bunda:

- E-learning platformalari orqali dasturlash bo'yicha interaktiv kurslar yaratiladi.
- Virtual laboratoriyalar yordamida talabalarga masofadan turib amaliy mashqlarni bajarish imkoniyati yaratiladi.
- Webinarlar va video darslar orqali o'qitish jarayoniga qo'shimcha nazariy va amaliy materiallar kiritiladi.

Bu metod talabalarining turli vaqt va joylarda o'qib o'rganish imkoniyatlarini kengaytiradi va shaxsiy ta'lim yo'lini rivojlantiradi.

2. Projektga asoslangan ta'lim

Projektga asoslangan ta'lim talabalarining amaliyotda real loyiha ustida ishlashini ta'minlaydi. Bu usulning asosiy afzalliklari:

- Talabalar dasturiy ta'minotni loyihalash va uni ishlab chiqishning barcha bosqichlarini o'rganadilar.
- Muammoni hal qilish ko'nikmalari rivojlanadi, ya'ni real masalalarni hal qilish uchun dasturlash ko'nikmalari shakllanadi.

- Jamoaviy ishlash va kommunikatsiya ko'nikmalarini oshiradi.

Bunda har bir loyiha ma'lum bir dasturlash tilini o'rganishga qaratilgan bo'lishi mumkin, masalan, veb-dasturlash yoki mobil ilovalar ishlab chiqish loyihalari.

3. Gamifikatsiya usullarini tatbiq etish

Gamifikatsiya o'quv jarayonini yanada qiziqarli va motivatsion qilishi mumkin. O'yin elementlari va tanlovlar orqali talabalarni o'zlashtirish darajasini oshirish mumkin:

- Kod yozish musobaqalari va hackathonlar o'tkazish orqali talabalarni kreativ dasturiy yechimlar ishlab chiqishga undash.

- Talabalar o'rtasida dasturlash bo'yicha testlar va viktorinalar tashkil etish, bunda har bir yutuq uchun reyting va ball tizimi bo'lishi kerak.

Bu usul o'quvchilar orasida raqobatni kuchaytiradi va bilimlarni mustahkamlashga yordam beradi.

4. Simulyatsiya va real vaqt tizimlari bilan ishlash

Simulyatsiya tizimlari orqali talabalar murakkab dasturiy tizimlarni o'rganish va ularni tajriba sifatida sinab ko'rish imkoniyatiga ega bo'ladilar. Real tizimlar bilan ishlash orqali:

- IoT qurilmalari yoki sun'iy intellekt tizimlari bilan ishlash malakalari rivojlanadi.
- Simulyatsiya muhitida turli dasturlash tillari va algoritmlarini qo'llash mumkin.

Ushbu usul amaliyotda foydalanish uchun aniq dasturlash bilimlarini kuchaytiradi va haqiqiy sanoat muammolariga mos yechimlar ishlab chiqish ko'nikmasini rivojlantiradi.

5. Ochiq kodli loyihalar bilan ishlash

Talabalarni ochiq kodli loyihalarda ishtirok ettirish orqali ularni katta dasturiy loyihalar bilan tanishtirish mumkin. Bu jarayonda talabalar:

- Ochiq kodli dasturlarni o'rganadi va o'z hissalarini qo'shish orqali amaliy tajriba orttiradilar.

- Katta hajmdagi kodlarni boshqarish, versiya nazorati (Git kabi) bilan ishlash ko'nikmalarini rivojlantiradilar.

Ochiq kodli loyihalar talabalar uchun real jamoaviy tajriba va dasturiy ta'minotni ishlab chiqishning real bosqichlari haqida tushuncha beradi.

6. Laboratoriya mashg'ulotlarini takomillashtirish

Amaliy laboratoriya mashg'ulotlari davomida dasturlash jarayonlarini to'liq o'rganish imkonini beruvchi, muammolarni hal qilishga yo'naltirilgan mashqlar ishlab chiqilishi kerak. Bunda:

- Talabalarga dasturlashni bosqichma-bosqich o'rganish va amaliyotda mustahkamlash imkoniyati yaratiladi.

- Muammoli vaziyatlarni tahlil qilish va yechim topish orqali talabalarning kreativ fikrlash ko'nikmalari rivojlanadi.

Ushbu metodlar yordamida dasturlash tillarini o'qitish jarayonini takomillashtirish va talabalar uchun interaktiv va samarali o'qitish muhitini yaratish mumkin.

Tarmoq texnologiyalari asosida dasturlash tillarini o'qitish samaradorligi talabalarning bilim va amaliy ko'nikmalarini oshirishga xizmat qiladi. Bulutli hisoblash texnologiyalari, onlayn platformalar va virtual laboratoriyalardan foydalanish o'quv jarayonini interaktiv va qiziqarli qiladi. Shu bilan birga, o'quvchilarning mustaqil ishlash va jamoada faoliyat yuritish qobiliyatlari rivojlanadi. Kelgusida tarmoq texnologiyalarining rivojlanishi bilan dasturlash tillarini o'qitishning yangi usullari ham paydo bo'lishi kutiladi.

Dasturlash tillarini o'qitish metodikasini takomillashtirish zamonaviy texnologiyalar, o'yin elementlari, loyiha asosida o'qitish va avtomatlashtirilgan tizimlardan foydalanish orqali ta'lim jarayonini yanada interaktiv va qiziqarli qiladi. Talabalarning amaliy ko'nikmalarini oshirish, mustaqil ishlash va jamoada faoliyat yuritish qobiliyatlarini rivojlantirish bu jarayonning muhim tarkibiy qismlari hisoblanadi.

SHAXS IJTIMOIIY MOSLASHUVIDA SIMULYATIV O'YINLARNING ROLI

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Annotatsiya: Ushbu maqolada shaxs ijtimoiy moslashuvida o'yinlarning roli va ularning muloqotga kirishuvchanligini oshirish yo'lida nimalarga e'tibor berish kerakligi va bolaning o'ziga xos xususiyatlar haqida yoritilgan.

Kalit so'zlar: ijtimoiy, shaxs, simulyatsiya, bilim, qadriyat, "men" konsepsiyasi, fikrlash, tasavvur, oila, o'yin, bolalar psixologiyasi

Inson ijtimoiy mavjudotdir va unga qulay yashash uchun jamiyat kerak. Jismoniy dunyoga kelgan bola, rivojlanishining dastlabki bosqichida turli xil qoidalar, e'tiqodlar, qonunlar, oxir-oqibat, u tug'ilishidan ancha oldin mavjud bo'lgan tizimga duch keladi. Shaxs tushunchasi murakkab va ko'p qirrali bo'lib, inson fikrlari, his-tuyg'ulari va xatti-harakatlarining birikmasidir. Eng avvalo shaxs so'ziga ta'rif berar ekanmiz, shaxs — alohida individ, mohiyatan yaxlit ijtimoiy-axloqiy olam. U o'zida inson mohiyatini, uning mavjudot sifatidagi qadriyatini mujassam etadi. Shaxs, mohiyatiga ko'ra, madaniylashgan, ong, aql orqali faoliyatini boshqarish imkoniyatiga ega bo'lgan, ijtimoiy-tarixiy an'ana, turmush tarzi va tajribaga asoslangan muayyan avlodlar vakili.

Shaxs fenomeni inson olamining butun murakkabliklarini o'zida mujassam etadi. Uni har tomonlama o'rganish maqsadida turli davrlarda tadqiqot olib borilgan. Ayniqsa, sharqda u yuksak axloqiy ma'naviy me'yorlar orqali tushunilgan va oliy xilqat, bebaho qadriyat deb hisoblangan. Inson shaxs sifatida komillikka intiladi, hayot mazmunini boyitadi, shu asosda kishilik jamiyatining go'zal va farovon bo'lishiga ehtiyoj sezadi. Shaxsning hayot tarzi bevosita jamiyat hayotiga daxldor va hayot ne'matlaridan to'la foydalanishga haqli. Shaxs tushunchasi inson tushunchasining yuksak ko'rinishi, oliy maqomidir. Har qanday odam tabiiy mavjudligi, yashash huquqi va hayot qadriyatiga ega bo'lgan jonzotdir. Shaxs ijtimoiy munosabatlar jarayonida shakllanadi. Chunki ta'lim jarayonida bolalarga jamiyatda birga yashash bilan bog'liq bo'lgan holat va hodisalar o'rgatiladi. Bu jarayonda o'quvchi jamiyatga «kirishadi» va u bilan o'zaro munosabatda bo'ladi. Ular ma'lum ijtimoiy tajriba (bilim, qadriyat, axloqiy qoida, ko'rsatma) orttiradilar, ya'ni ijtimoiylashadilar.

Moslashish jarayonining ijtimoiy muhitga faol ta'sir etish ko'rinishi va muhitdagi maqsad va qadriyatlarni kelishuvchanlik bilan, passiv qabul qilish ko'rinishi bo'ladi. Ijtimoiy moslashuv shaxs ijtimoiylashuvining asosiy ijtimoiy-psixologik omillaridan biridir. Ijtimoiy moslashuvning samaradorligi ko'p jihatdan individ o'zini va o'zining ijtimoiy aloqalarini qanchalik o'xshash (adekvat) anglashiga bog'liq. Birinchi marta "moslashish" atamasi (lotincha adapto-moslashtiraman) XVIII asrning ikkinchi yarmida ishlatilgan. Nemis fiziologi Aubert ko'rish va eshitish organlarining harakatlarga javoban sezgirligini moslashtirish hodisasiga nisbatan ushbu tushunchadan foydalanadi. Ijtimoiylashuv uzoq davom etadigan murakkab jarayon. Chunki har qanday jamiyat rivojlanish jarayonida ijtimoiy va axloqiy qadriyatlar, ideallar, axloqiy me'yorlar va qoidalar tizimini ishlab chiqadi, har bir bola yuqoridagi qoidalarni qabul qilib, o'rganib mazkur jamiyatda yashash, uning a'zosi bo'lish imkoniyatiga ega bo'ladi. Buning uchun jamiyat u yoki bu shaklda shaxsga maqsadga muvofiq ta'sir etadi. Bu ta'sir ta'lim vositasida amalga oshadi. shaxsning shakllanishiga turli g'oyalar, ijtimoiy muhit ta'sir ko'rsatadi.

Shaxsning ijtimoiylashuvi – bu shaxsning tug'ilgandan so'ng mansub bo'lgan madaniyatning asosiy elementlarini rivojlantirish orqali jamiyatga qo'shilishi, keyinchalik ijtimoiy "men"ning shakllanishi. Shuni ta'kidlash joizki, insonning o'zgarishi bevosita o'z

qobiliyatini ro'yobga chiqarish orqali umumiy manfaatlar uchun yashash va mehnat qilish istagidan boshlanadi. Birinchi qadamlarini tashlab, u hayotdagi o'yin qoidalarini qabul qilishga va uning faol ishtirokchisiga, ya'ni ijtimoiylashishga majbur bo'ladi. Maktabgacha ta'lim tashkilotida bolaning yoshi ulg'ayib, mustaqil harakat qilish imkoniyati oshgan sari, uning atrofidagi narsa va hodisalar haqidagi fikrlari kengayib boradi. Maktabgacha ta'lim tashkilotlarida o'yin faoliyati yetakchi o'rinda turadi. Bu yoshdagi bolalarning o'yinlarini uchga bo'lish mumkin:

- predmetli o'yinlar(15-20 minut o'ynaladi);
- syujetli-rolli o'yinlar (30-60 minut o'ynaladi);
- qoidali o'yinlar(1 soatgacha).

Predmetli o'yinlar bu jihozlar bilan uynaladigan o'yinlarga sirasiga kiradi. Bolalar o'yin orqali yerik va mayda motorikalari rivojlanadi. Syujetli-rolli o'yinlar – bunda bolalar obrazlarga kirib o'yin faoliyatini olib boradi. Sahnalashtirish o'yinlari, bu bolalarning mustaqil ijodiy o'yin turi bo'lib, unda badiiy asar va hikoyalar bolalar tomonidan rollarga bo'lib ijro etiladi. Bu o'yinlar bolalarda iroda, intizom va o'z xatti-harakatlarini boshqara olish, boshqalarning harakatlari bilan hisoblashish kabi ijobiy ma'naviy xislatlarni shakllantiradi. Sahnalashtirish o'yinlarida bolalar o'yin jarayoniga kirib boradilar, voqea va ertak qahramonlarining ichki hayotiga bevosita aloqador bo'lgan qahramonlik, jasurlik, mehribonlik, jonbozlik, jonkuyarlik kabi ijobiy fazilatlarini o'zlarida yaqqol namoyon qiladilar. Syujetli-rolli o'yinlar simulyativ ya'ni taqlidiy o'yinlarni qamrab oladi. Taqlidiy o'yinlarni biz bolalar tomonidan eshitgan ertaklar, turli xil qahramonlar orqali ko'rishimiz mumkin. Bolalar ertak qahramonlarini obrazlariga kirib ijro etishadi. Bir birlari bilan muloqot o'rnatadilar. Bola taqliqni tezda o'rganib oladi. O'yin faoliyatida bolalarda bir birlari bilan ijtimoiy ko'nikmalarni hosil qiladi. Unda jamoaga qo'shilish, o'zaro muloqot, hamjihatlik do'stono munosabatlar shakllanadi. Qoidali o'yinlar kattalar tomonidan yaratiladi va bola hayotiga olib kiradi. Mazmuni qoidalarining murakkabligiga qarab, ular turli yoshdagi bolalarga mo'ljallangan bo'ladi. Tayyor qoidali o'yinlarning katta guruhini xalq o'yinlari tashkil etadi, ularning ko'plari avloddan avlodga o'tib, bizga yetib kelgan

Qoidali o'yinlar 3 turga bo'linadi.

- 1.Didaktik o'yinlar
- 2.Harakatli o'yinlar
- 3.Musiqiy o'yinlar

Xulosa qilib aytadigan bo'lsak, o'yin faoliyati bolalarni insoniyatning ijtimoiy tajribasini egallashning faol shakli bo'lgan ta'lim faoliyatiga tayyorlaydi. Odam birdaniga ijtimoiy tajribani o'zlashtirishga kirisha olmaydi. Ijtimoiy tajribalarni faol egallashi uchun odam, avvalo, etarli darajada nutqni egallagan bo'lishi, ma'lum malakalar, uquqlar va sodda tushunchalarga ega bo'lishi kerak bo'ladi. Bularga bola yuqorida ko'rsatib o'tganimizdek, o'yin faoliyati orqali erishadi.

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3. Maktabgacha yoshidagi bolalar o'yinining psixologik xususiyatlari g.q. Hasanova NTER EDUCATION & GLOBAL STUDY © intereduglobalstudy.com 2024, ISSUE 7 220 ISSN 2992-9024 (online) 2024, №7 Ilmiy-nazariy va metodik jurnal Научно-теоретический и методический журнал Scientific theoretical and methodical journal
4. MAKTABGACHA TA'LIM TARBIYACHILARINING BOLALARNI O'YIN METODI ORQALI IQTIDORINI RIVOJLANTIRISHDA PEDAGOGIK ASOSLARI Qobilova A.T."Экономика и социум" №12(91)-1 2021

IKKI PALLALI MOLLYUSKALARNING BIOLOGIK XUSUSIYATLARI

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Bugungi XXI asr globallashuv davrida jahondagi suv tanqisligi yuqori bo'lgan o'lkalardagi suv havzalarining gidrologik rejimi, yillik va mavsumiy jihatlarining muntazam farq qilib borayotganligi daryolarning biologik xilma-xilligiga o'z salbiy ta'sirini ko'rsatmasdan qolmaydi. Ayniqsa, suv resurslaridan oqilona foydalanmaslik, suv omborlari va baliqchilik xo'jaliklarining ko'plab tashkil etilishi natijasida gidrobiontlar faunasining transformatsiyalashuviga sabab bo'lmoqda. Shunga ko'ra, arid hududlari suv havzalari uchun xos bo'lgan gidrobiontlarning zamonaviy holatini o'rganish va kamyob turlarini muhofazalash choralari ishlab chiqish muhim va ilmiy-amaliy ahamiyat kasb etadi.

Shu nuqtai nazardan olib qaraganda O'zbekistonda, xususan, Qashqadaryoda tabiiy landshafti qisqarib borayotgan geografik hududlardagi malakofauna tarkibini aniqlash orqali antropogen omillar ta'sirini monitoring qilish bilan tahdid ostida bo'lgan kamyob turlarning ekologiyasi va muhofazasini yaxshilashga doir chora-tadbirlarni amalga oshirishga alohida e'tibor berilmoqda. Shundan kelib chiqib, viloyatimizda tabiiy suv ekotizimlari barqarorligini ta'minlash, gidrobiontlari tarkibini aniqlash, bioresurslaridan foydalanish, zaif va yo'qolib ketish xavfi ostida bo'lgan turlarning biologik xilma-xilligini tadqiq etishimiz lozim.

Tadqiqotlar olib borish jarayonida Qashqadaryo daryosi havzasida ikki pallali mollyuskalarning 4 oilasiga mansub turlar mavjudligi aniqlandi. Unionidae, Euglesidae, Pisididae va Corbiculidae oilasiga mansub turlarning tarqalganligi o'rganildi. Tahlillarimiz natijasida daryo sohili suvlarida mollyuskalarning to'rt oila, olti avlodga kiruvchi, o'n to'rt turi ikki kenja turi uchraydi[1]. Quyida bu oilalarning ayrim turlarining biologik xususiyatlari, ko'payishi va rivojlanishi to'g'risida to'xtalib o'tamiz, adabiyotlardan [2; B.56-78; 3; B.211-230; 4; B.21-23.] ma'lumki, Unionidae oilasi turlari alohida suv ekotizimlariga tushib qolganida o'z jinsini o'zgartiradi [5; B.469-482; 6; B.14-20.].

Qashqadaryoda uchraydigan Colletopterum avlodi turlari tuxumlarini boshida jabra yaproqchalari orasiga qo'yishi 16-21 kunda gloxidiyalarda kichik ikki pallali mollyuskalar chiqishi kuzatildi. Chimqo'rg'on suv ombori suv ekotizimlaridan yig'ilgan va laboratoriya akvariumlarida 1,5-2 yil saqlangan Colletopterum cyreum sogdianum chig'anoq'i o'lchamlari L – 152; H – 75; W – 81; qavariqligi (ikki pallasi) 56, 4 mm. misolida kuzatdik. Boshqa akvariumlarda bahor faslida aprel-may oylarida olib kelingan mollyuskalarning tuxumlaridan gloxidiyalar chiqdi. Qashqadaryo havzasida Colletopterum avlodiga kiruvchi turlar mart-aprel oylarida rivojlanish bosqichini boshlaydi, keyingi bosqichida gloxidiyalarining rivojlanishi kuzatiladi. Mollyuskada kelgusi yilning bahor oylarigacha kichik gloxidiyalar sifonlari orasida saqlanadi, keyin bosqichda gloxidiyalarni suvga tashlash jarayoni bo'lib o'tishi kuzatildi. Bu mollyuskalarning gloxidiyalari tuzilishi kichik ikki pallali mollyuskadan katta farq qiladi. Chig'anoq bilan qoplangan holatda bo'ladi, mollyuska chig'anoqdan yopishqoq iplar bissuslar chiqib turishi kuzatiladi, gloxidiya yopishqoq iplari bilan baliqqa yopishadi va terisiga chig'anoq tishchalari bilan kiradi va pufak hosil qilib unga o'raladi. Pufak ichida gloxidiya suv haroratiga qarab 12-18 kun ichida kichik mollyuskaga aylanadi. Mollyuska baliqdan ajralib suv ostiga tushadi va suvni filtrlab oziqlanishga o'tadi [7; B.415-459; 8; B.51-61; 9; B.154-160.].

Mollyuska gloxidiyasi baliqlar bilan boshqa suv ekotizimlariga tarqaladi. Unionidae oilasi turlarida minglab gloxidiyalar rivojlanadi, asosan baliqlarga parazitlikka o'tgan gloxidiyalar saqlanib qoladi. Mollyuskalarning lichinkalari ushbu bosqichni o'tishlari muhim. Pisididae va Euglesidae oilalariga kiruvchi turlar germofrodit. Mollyuskalar germofrodit bo'lganligi sababli,

ularda o'z-o'zini avlodlantirish ham kuzatilishi mumkin. Hosil bo'lgan tuxumlar g'alsama jabralar orasiga o'tadi va rivojlanish davom etadi. Odnneripisidium avlodi turlari pizidid tipi bo'yicha rivojlansa, Euglesa oilasi turlari esa – euglezid tipi bo'yicha rivojlanadi. Ularning farqi tuxum hujayralarining rivojlanish joyiga bog'liq. Birinchisining rivojlanishi ichki yarim sifonlarining filomentlari hisobiga amalga oshsa, ikkinchisining – oraliq septa hisobiga bajariladi [10; B.86-87; 11; B.127-131].

Mollyuskaning tuxum pufagi yorilishi natijasida kichik mollyuskalar sifonlar yordamida suv muhitiga chiqadi. Mollyuskalarning ko'payishida tirik tuxum tug'uvchilar guruhi mavjud. Mollyuskalarning tuxum qo'yishi, tuxum pufagining yuzaga kelishi Qashqadaryo sohilidagi suv ekotizimlarida iyun-avgust oylarida kuzatildi. Qashqadaryo sohilidagi suv ekotizimlarida Odnnipisidium va Euglesa avlodlariga kiruvchi turlar chashma, buloqlarda va ular suv tushadigan suv omborlarda tarqalgan. Suv ekotizimlarida tarqalgan mollyuskalar chig'anoq'i katta bo'lsa, sumkasida embrioni ko'p bo'lishi kuzatildi. Buloq va chashmalarining turli xil balandlikda joylashishi mollyuska chig'anoq'ining hajmi va sumkasidagi embrionlari miqdoriga ta'sir ko'rsatadi. Masalan: Makridsoy suvlari 600-850 m balandlikda bo'lsa yerda tarqalgan Euglesa turkestanica ning chig'anoqlari kattaroq va sumkasida embrionlarining o'rtacha soni 8-10 taga yetishi kuzatildi. Shu hududdagi Sho'robsoy va Oyoqchisoylarning buloq va chashmalari 1000-1200 m balandlikda joylashganligi, suv haroratining pastligi mollyuskalar chig'anoqlari kichik embrionlarning soni o'rtacha 4-6 tadan ortiq emasligi kuzatildi. Suv muhit faktorlarning mollyuskalar embrionlari soniga va hayotiy jarayonlarining xususiyatlariga bog'liqligi, toza suv ekosistemalari holatini baholashda muhim ahamiyatga ega. Hudud suv tiplarida Corbiculidae oilasiga kiruvchi ikki avlodi turlari tarqalgan. Corbicula avlodidan Corbicula cor, Corbicula purpurea, Corbicula fluminalis turlari va Corbiculina avlodidan Corbiculina ferghanensis, Corbiculina tibetensislar tarqalgan. 2002-2009 yillarda Z.I.Izzatullayev, X.T.Boymurodovlar Zarafshon daryosi havzasidagi suv tiplaridagi tadqiqotlari va undan oldingi izlanishlar Corbicula avlodiga kiruvchi barcha turlarni tuxum qo'yuvchi, Corbiculina avlodiga mansub bo'lgan turlar tirik tug'uvchilar ekanligi tahlil qilingan. [12; B.11-12; 13; B.13-14. 14; B.9-11; 15; B.79-80.].

Xulosa o'rnida keltirib o'tish joizki, tadqiqotlarimiz natijasi quyidagicha bo'ldi. Qashqadaryo va G'uzordaryo qirg'oqlaridan olib kelingan Corbiculina ferghanensis (H – 16-34,8; L –19-37,6; W – 11-13,7 mm.) ni laboratoriyada kesib ko'rganimizda o'n donadan ortiq mayda chig'anoqlarni ko'rdik[16]. Corbiculina ferghanensis tirik tug'uvchi ekanligi o'rganildi. Tuxum qo'yuvchi Corbicula cor, Corbicula purpurea, Corbicula fluminalis turlar mart-aprel oylarida Qarshi magistral kanali va Chimqo'rg'on, Pachkamar suv omborlaridan yig'ildi. Kuzatishlar davomida Corbicula avlodidan Corbicula cor, Corbicula purpurea, Corbicula fluminalis turlari tuxum qo'yuvchi turlar bo'lsa, Corbiculina avlodidan Corbiculina ferghanensis va Corbiculina tibetensislar tirik tug'uvchilar ekanligiga ishonch hosil qildik.

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MUSTAQILLIK YILLARIDA QASHQADARYO MAHALLALARI VA O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada Qashqadaryo mahallalarining umumiy tasnifi va o'ziga xos xususiyatlari, mahalla tushunchasi, tarixi uning o'zbek xalqi hayotidagi ahamiyati, shuningdek mustaqillik yillarida mahalla institutini qaytadan tashkil etilishi va turli yillarda qabul qilingan qonunlar orqali asoslanishi o'z aksini topgan.

Kalit so'zlar: Mahalla, shahar, etnik, urf-odatlar, ostona, hunarmand, xalq, millat, tarix, urf-odat, vatan.

O'zbekiston hayotida mahalla instituti muhim ahamiyat kasb etadi. Mahalla bu tarixiy an'analar, umummilliy va umuminsoniy qadriyatlar, urf-odatlar, insonparvarlik va vatanparvarlik tuyg'ularini shakllantirish va rivojlantirishning eng muhim bo'g'ini sifatida xizmat qilmoqda. Ko'pmillatli O'zbekistonda mahalla instituti tobora rivojlanib borayotgan

bugungi kunda har bir mintaqaning o'ziga xos xususiyatlaridan kelib chiqib, mahallaning o'z o'rnini va etnohududiy jihatlari mavjudki, bunday omil Qashqadaryo mahallalari uchun ham xosdir.

Ma'lumki, Qashqadaryo viloyati 1924 yil 1-noyabrda tashkil etilgan. 1927 yil 17 fevraldan 1938 yil 15 yanvargacha Qashqadaryo okrugi maqomida bo'lgan. 1938 yil 15 yanvarda Buxoro viloyatiga qo'shib yuborilgan. 1943 yil 20-yanvarda qayta tashkil etilgan. 1960 yil 25-yanvarda Surxondaryo viloyatiga qo'shildi. 1964 yil 7- fevraldan yangidan tashkil etilgan. Respublikaning janubiy g'arbida, Qashqadaryo havzasida, Pomir Oloy tog' sistemasining g'arbiy chekkasida, Amudaryo va Zarafshon daryolari, Hisor va Zarafshon tizma tog'lari orasida. Shimoliy g'arbdan Buxoro, janubiy-sharqdan Surxondaryo, janubiy g'arbdan va g'arbdan Turkmaniston, sharqdan Tojikiston va Samarqand viloyatlari bilan chegaradosh. Maydoni 28,6 ming km². Tarkibida 13 qishloq tumani (Dehqonobod, Kasbi, Kitob, Koson, Mirishkor, Muborak, Nishon, Chiroqchi,

Shahrisabz, Yakkabog', Qamashi, Qarshi, G'uzor), 12 shahar (Beshkent, Kitob, Koson, Muborak, Tallimarjon, Chiroqchi, Shahrisabz, Yakkabog', Yangi Nishon, Qamashi, Qarshi, G'uzor), 4 shaharcha (Dehqonobod, Miroqi, Eski Yakkabog', Qashqadaryo) mavjud. Markazi — Qarshi shahri. Aholining o'rtacha zichligi 1 km² ga 83,7 kishiga to'g'ri kelgan. Shahar aholisi esa 587,5 ming kishi bo'lgan.

2021 yil holatiga ko'ra viloyatda 768 ta fuqarolar yig'inlari faoliyat ko'rsatgan. Viloyat markazi Qarshi shahrida 250,8 ming kishi istqomat qilgan holda asosan o'zbeklar (91%), shuningdek, tojik, turkman, rus, qozoq, ukrain, ozarbayjon, koreys, qirg'iz, turk, belorus va turli millat vakillari yashaydi. Jami 046 ta aholi punktlari mavjud.

Prezident Shavkat Mirziyoyevning bevosita tashabbusi bilan mamlakatimizda fuqarolik jamiyatini shakllantirishning zamonaviy talablari asosida mahalla boshqaruvi tizimini yangi bosqichga olib chiqish maqsadida 2017 yil 3 fevralda

«Mahalla institutini yanada takomillashtirish chora-tadbirlari to'g'risida»gi PF 4944- sonli va 2019 yil 2 aprelda «Aholi muammolari bilan ishlashda mahalla institutining mavqeyini tubdan oshirish chora-tadbirlari to'g'risida»gi 5700-sonli Farmonlari qabul qilindi. Bu esa jamiyatimizda mahallaning o'rnini va ahamiyatini yanada oshirishda muhim ahamiyat kasb etmoqda. Viloyatda 6 ta shahar kengashi (Shahrisabz sh, G'uzor, Qamashi, Muborak, Nishon, Mirishkor) va 337 ta mahalla fuqarolar yig'ini o'zbinosiga ega emas. Aholi soni 3 mln 261 ming 240 nafar, shundan 1 mln 650 ming 123 nafari erkaklar, 1 mln 611 ming 117 nafari ayollar, jumladan, 1 mln 935 ming 708 nafar voyaga yetmaganlar va yoshlar (30 yoshgacha); 77 961 nafar uyushmagan yoshlar; 605 619 ta xonadonlar; 750 361 ta oilalar; 60 565 nafar nogironligi bo'lgan shaxslar; 1062 nafar yakka yolg'iz va o'zgalar parvarishiga muhtoj keksalar; 6 271 ta kam ta'minlangan oilalar, shundan, 11969 ta moddiy yordam, 42677 ta 14 yoshgacha, 16731 ta 02 yoshgacha nafaqa oluvchilardir.

Aholining etnik tarkibi ham murakkab bo'lib, jumladan 1989 yilda viloyat aholisining 85 foizini o'zbeklar tashkil qilgan bo'lsa, 1995 yilga kelib bu ko'rsatkich 91 foizni tashkil etdi. 2013 yildagi ma'lumotga ko'ra, viloyat aholisi milliy tarkibida o'zbeklar keskin ajralib 92,3 foizni tashkil etdi. Ikkinchi o'rinda, tojiklar 4,3 foizga ega. Qolgan millat vakillaridan turkman va ruslar ko'proq. Bu o'zgarish mustaqillikning dastlabki yillarida migrasiya jarayonlari bilan bog'lanadi. 2021 yilga kelib viloyatda yashab kelayotgan boshqa millat vakillarining asosiy qismini tojik, turkman, rus, tatar millati vakillari tashkil etib, Qarshi shahri hamda Mirishkor, Dehqonobod, Kitob, Shahrisabz, Nishon tumanlari hissasiga to'g'ri keladi. Har bir millatning tili uning uchun tengsiz xazinadir. Aynan viloyatda millat va elatlarning o'z tillarini asrashi, o'rganishi uchun alohida sharoitlar yaratilgan. Xususan, hozirgi kunda viloyatdagi 29 ta maktabda dars mashg'ulotlari to'liq tojik tilida, 2 ta maktabda esa rus tilida o'tiladi. Shuningdek, 55 ta maktablarda aralash qardosh tillarda 2600 dan ortiq malakali o'qituvchilar mashg'ulotlarni olib borayotgani ham bu boradagi samarali faoliyatning yaqqol dalilidir.

Viloyat aholisi tabiiy o'sish ko'rsatkichlari shahar va qishloq joylarda farq qiladi hamda qishloq joylarda tug'ilish shaharlarga nisbatan birmuncha yuqori. Buning ba'zi obyektiv va subyektiv sabablari mavjud. Jumladan, qishloqlarda ayollarning ijtimoiy hayotida bandligini past darajada bo'lishi, qo'l mehnati ko'p talab qilinadigan qishloq xo'jaligida ishchi kuchiga bo'lgan ehtiyojning mavjudligi, milliy an'analar davrlar davomida tug'ilishning yuqori bo'lishiga olib kelgan. Shahar aholisi tarkibida esa turli millat vakillarining ayollarning ijtimoiy hayotda faolligi, iqtisodiy-ijtimoiy omillarga bog'liq holda uy-joy muammosi va boshqa sabablari tug'ilish darajasining biroz past bo'lishiga olib keladi.

Mustaqillik yillarida viloyat mahallalarida ayniqsa 1999-2014 yillar oralig'ida aholi soni ancha tez ko'paygan. Masalan, bu davrda Muborak tumani mahallalarida o'rtacha yillik ko'payish 5,70 foiz, Koson tumanida 4,75 foiz, Kitob va Nishon tumanlarida 4,10 foizni tashkil qilgan. Nisbatan pastroq demografik o'sish Dehqonobod tumanida 2,40 foiz, Qarshi shahrida 2,50 foiz va Kasbi tumanida 2,50 foiz kuzatilgan. Shu o'rinda e'tirof etish lozimki, mazkur ko'rsatkichlar bo'yicha Muborak tumani respublikamizda eng oldingi o'rinlarni egallaydi. Tuman aholisining bunday tez o'sishi nafaqat tabiiy ko'payish, balki aholi migrasiyasi bilan ham bog'liq bo'lib, tabiiy resurslarni o'zlashtirish natijasida aholi bu yerga ko'plab oilalar ko'chib kelgan.

Shahrisabz, Yakkabog' va Kitob tumanlari ko'p jihatdan respublikamizning aholisi zich, xo'jaligi intensiv rivoj topgan voha va vodiylardir. Shu bilan birga, aholi zichlik ko'rsatkichlari quyi mintaqaning ayrim tumanlari, jumladan, Kasbi, Qarshida ham ancha yuqori. Aholining tabiiy harakat ko'rsatkichlari boshqa hududlar, xususan, Surxondaryo viloyatidan tashqari sezilarli darajada farq qiladi. Chunonchi, bu yerda tug'ilish koeffitsiyenti har 1000 kishi aholiga 25,1 kishini tashkil etadi. Eng yuqori daraja 2000 yilda Chiroqchi tumanida bo'lib, u bu yerda yaqin 34 kishiga barobar. Yakkabog' tumanida ham tug'ilish ancha yuqori – 26,7 foiz. Ayni vaqtda umumiy tug'ilish koeffitsiyenti Mirishkor, Qarshi shahri va tumani mahallalarida pastroq. 2013 yilda ham Chiroqchi tumani tug'ilish koeffitsiyenti bo'yicha ajralib turadi (30,0 foiz). Qolgan qishloq tumanlari mahallalari orasida katta farq kuzatilmaydi, viloyat markazi Qarshi shahrida tug'ilish 21,5 promilleni tashkil etadi. Mehnat resurslari tumanlar kesimida tahlil qilinganda, yuqori ko'rsatkichlarda Chiroqchi, Koson, Qamashi va Shaxrisabz tumanlari, eng ko'p iqtisodiy faol aholi soni Chiroqchi tumanida (146,0 ming kishi) va Qarshi shahrida (130,6 ming kishi) ga kuzatildi. Iqtisodiy faol aholi sonining eng kam ko'rsatkichlari Mirishkor (54,7 ming kishi) va Muborak (46,2 ming kishi) tumanlariga to'g'ri keldi.

Bugungi kunga qadar jami 105 ta (Qarshi shahrida 62 ta, G'uzor tumanida 43 ta) mahallalarda joylashgan 86 088 ta xonadon (Qarshi shahrida 47 703 ta, G'uzor tumanida 38 385 ta)larning barchasi xatlovdan o'tkazilgan. Xatlov natijasida 30 yoshdan yuqori bo'lgan 91 029 nafar (86,6%) ayollar (Qarshi shahrida 53 969 nafar 84,3%, G'uzor tumanida 37 060 nafar 90,3%)ning anketa so'rovnomalari tayyorlangan. Shu bilan bir qatorda, suhbat jarayonida ijtimoiy, huquqiy, psixologik qo'llab-quvvatlashga, bilim va kasb o'rganishga ehtiyoji va ishtiyoqi bor bo'lgan 42 331 nafar (Qarshi shahrida 17 149 nafar, G'uzor tumanida 25 182 nafar) ayollarning mavjud muammolarini hal etish borasida ular "Ayollar daftari"ga kiritilgan.

Viloyat mahallalarida ko'plab ziyoratgoh va qadamjolar mavjud va ular soni anchaginani tashkil etadi. Masalan, Shahrisabz shahridagi Oqsaroy, Dorussaodat, Doruttilovat, Mavlono Xojagiy Imkanagiy, Kitob tumanidagi Hazrati Bashir, Qamashi tumanidagi Katta Langar, Qarshi shahridagi Ko'kgumbaz, Odina, Abu Ubayda ibn Jarroh, Qarshi tumanidagi Hazrati Imom Mu'yn, Kasbi tumanidagi Sulton Mirhaydar, Koson tumanidagi Xusam Shayx, Muborak tumanidagi Abdulloh ibn al-Muborak Marvaziy ziyoratgohlari shular jumlasiga kiradi.

Zero, Surxondaryo va Qashqadaryo viloyatlari mahallalaridagi ziyoratgohlarining etnohududiy xususiyatlari shundan iboratki, respublikamizning janubiy viloyatlari o'zining tabiiy-geografik joylashuv xususiyatlari, tabiiy sharoiti, iqlimiga ko'ra respublikamizning boshqa mintaqalaridan janubda joylashgan va bu borada tubdan farq qiladi. Jumladan,

Surxondaryo viloyatining Boysun, Jarqo'rg'on, Muzrabot, Qashqadaryo viloyatining Chiroqchi, Yakkabog', Kitob tumanlarining ma'lum qismi tog' va tog'oldi va dasht adir hududlaridan iborat ekanligi, ushbu omilning aholi turmush tarziga, jumladan aholining ziyoratgohlar bilan bog'liq afsona va diniy qarashlariga ta'sir qilganligini qayd etish mumkin.

Shu o'rinda viloyatda joriy etilgan "Obod va xavfsiz mahalla" tamoyili va uning amalga oshirilishi xususida. Masalan, 2021 holatiga ko'ra viloyat mahallalarida "Obod va xavfsiz mahalla" tamoyiliga asoslangan yangi tizimni joriy etish mezonlari ishlab chiqilib barcha mahallalarga tatbiq etildi. Fuqarolarning murojaati bilan ishlashda aholiga qulayliklar yaratish maqsadida 1146 qisqa raqamli "Sall-centre" markazi faoliyati yo'lga qo'yilib, 2553 ta murojaat qabul qilinib, ijobiy hal etilgan. 813 ta mahalla faoliyati o'rganildi va aniqlangan muammolarni bartaraf etish bo'yicha ularga uslubiy-amaliy yordamlar ko'rsatilib, kambag'allikni qisqartirish bo'yicha Qamashi tumanidagi "Sarbozor" mahallasi, Kitob tumanidagi "Varkanza" mahallasining o'ziga xos jihatlaridan kelib chiqib, namunaviy tizim ishlab chiqilgan. Ijtimoiy-iqtisodiy ahvoli og'ir bo'lgan mahalladagi dolzarb masalalar va aholi muammolarini hal etish bo'yicha Chiroqchi tumanidagi "Oqoltin" va "Sho'rbozor", Mirishkor tumani "Bo'ston", Qarshi shahrida "Arabxona" mahallalari misolida yangi tizim ishlab chiqilib, 77 ta mahalladagi muammolar bartaraf etilgan.

Ammo hanzugacha ayrim fuqarolar yig'inlarining xizmat binolari va moddiy- texnik holati va mahalla idoralari mavjud emasligi ma'lum. Masalan, ular 2021 yil holatiga ko'ra Qashqadaryo viloyatining 4 ta tumanida – Qamashi tumanida 29 ta, Qarshi tumanida 22 ta, Koson tumanida 22 ta, Chiroqchi tumanida 37 tani tashkil etadi¹. Vaholanki, respublikamizda keyingi yillarda fuqarolar yig'inlarining moddiy- texnik bazasini mustahkamlash maqsadida 1 ming 163 ta mahalla idorasi yangidan qurildi, 3 ming 612 tasi rekonstruksiya qilindi va ta'mirlandi. 110 ta tuman va shaharda "Mahalla markazi" majmualari barpo etildi, 4 ming 319 ta mahalla binolarida kutubxonalar tashkil qilingan.

Viloyatdagi yana muhim muammolar qatorida turuvchi masala bu, aholi, ayniqsa yoshlar bandligi bo'lib, ularning ish bilan ta'minlanishi mahallalarning ijtimoiy ko'rsatkichlarini qay darajada ekanligini anglatadi. Vaholanki, yoshlarning bandlik ko'rsatkichlari respublikaning turli viloyatlarida turlicha bo'lib, bu borada I. Bobojonovning qayd etishicha, 2018 yilning oktyabr oyida Bandlik va Mehnat munosabatlari vazirligi huzuridagi Respublika aholi bandligi va mehnatni muhofaza qilish ilmiy markazi mutaxassislari tomonidan mamlakatda ishsizlik darajasi va kambag'allik holatlarini aniqlash maqsadida ijtimoiy so'rov o'tkazilgan. Mazkur so'rovnoma 66 ta shahar va tumanlardan 330 ta fuqarolarning o'zini o'zi boshqarish organlari, 3300 ta uy bekalari va 17 mingdan ortiq fuqarolar qatnashgan.

So'rovnoma natijasiga ko'ra, Qashqadaryo viloyatida ishsizlik ko'rsatkichi eng yuqori bo'lib, u – 9,7 % ni tashkil qilgan. Ushbu ko'rsatkich Toshkent shahrida eng past ko'rsatkich – 7,9 %, ishga joylashish istagida bo'lgan fuqarolar esa 1 368,6 kishini tashkil qilgan. Yoshlar orasida ishsizlik darajasi (30 yoshgacha) 15,1 %, 16- 25 yosh atrofida 17 % dan ortiq, ayollar orasida 12,9 % ni qamragan.

Biz yuqoridagi ma'lumotlar asosida viloyat mahallalarida ishsizlik muammosining sabablarini quyidagi omillar bilan izohladik. Ular quyidagilardir:

Birinchidan, viloyat mahallalari aholisining aksariyat qismi qishloq joylarida istiqomat qilib, bu yerlarda aholini ish bilan ta'minlash, tadbirkorlikka jalb qilish bo'yicha muammolarning yetarlicha ekanligidir;

Ikkinchidan, ayrim mahallalar markazdan uzoqda joylashgan bo'lib, ularning joylashgan o'rni va tabiiy sharoitining noqulayligidir;

Uchinchidan, aholining o'sish darajasi va migrasiya jarayonlari ham muhim omillardan birib bo'lib, viloyatda hamon tug'ilishning yuqori darajada saqlanib qolishi ham bandlik muammosini keltirib chiqaradi. Masalan, mazkur ko'rsatkich bo'yicha Muborak tumani respublikamizda eng oldingi o'rinlarni egallab, aholining bunday tez o'sishi nafaqat tabiiy

ko'payish, balki aholi migrasiyasi bilan ham bog'liq bo'lib, tabiiy resurslarni o'zlashtirish natijasida bu yerga ko'plab oilalar ko'chib kelganligi haqida yuqoridagi paragraflarimizda fikr yuritgan edik.

To'rtinchidan, aholining aksariyat ishsiz qatlami mehnat bozorida talab yuqori bo'lgan kasblar bo'yicha talabga javob bermaganligi ham ta'sir ko'rsatadi. Bunday holat Toshkent shahri mahallalarida ham ko'zga tashlanadi.

Mahallada aholi bandligida yuqorida qayd etilganidek, hududning shakllanishi va rivojlanishida tabiiy- iqtisodiy hamda ijtimoiy omillar muhim rol o'ynaydi. Viloyat mahallalarining shakllanishi va rivojlanishining asosini iqtisodiyot tarmoqlari orasida asosan qishloq xo'jaligi va chorvachilik, qisman hunarmandchilik, tuman markazidagi va shahar mahallalarida sanoat tashkil qiladi. Bu jihatdan mahallalar uch toifaga bo'linadi:

- aholisining asosiy qismi qishloq xo'jaligi va chorvachilik bilan shug'illanuvchi mahallalar;
- aholisining asosiy qismi qishloq xo'jaligi bilan shug'illanuvchi mahallalar;
- aholisining asosiy qismi qishloq xo'jaligi va hunarmandchilik bilan shug'illanuvchi mahallalar;

- aholisining asosiy qismi ishlab chiqaruvchi tadbirkorlik va sanoat tarmoqlari bilan shug'illanuvchi mahallalar;

- aralash mahallalar. O'z navbatida, qishloq xo'jaligiga ixtisoslashgan mahallalar bog'dorchilik va uzumchilik, hunarmandchilik bilan shug'ullanadigan mahallalardan tashkil topgan. Qishloq xo'jaligi va chorvachilikka ixtisoslashgan mahallalarning maxsulot yetishtirish holati ham har xil. Nisbatan katta mahallalar sug'orma dehqonchilik rivojlangan tumanlarda vujudga kelgan bo'lib, chorvachilik bilan shug'ullangan aholining yashash manzillari uncha katta emas.

Biz shu o'rinda Qashqadaryo mahallalarini ijtimoiy-demografik tavsifiga ko'ra quyidagi toifalarga ajratishni lozim topdik. Unda mahallalarning katta-kichikligi bo'yicha quyidagi guruhlarga ajratish mumkin:

- Mayda mahallalar – aholi soni 500 kishigacha;
- Kichik mahallalar – 500-1000 kishi;
- O'rta mahallalar – 1000-3000 kishi;
- Katta mahallalar – 3000-5000 kishi;
- Yirik mahallalar – 5000 kishidan ziyod.

O'zbekistonning ko'plab boshqa hududlariga qaraganda, Qashqadaryo viloyatida mahallalar aholisining joylashuvida tog' va tog'oldi hududlarida joylashgan mayda qishloq va ovullarning o'rni anchagina sezilarli.

Bizningcha, Qashqadaryo viloyati sharoitida qishloq mahallalarini ularning klassifikasiyasidan kelib chiqib qisman optimallashtirish maqsadga muvofiq. Ya'ni, bu hududda aholisi 500 kishigacha bo'lgan mahallalarni aholi soni 100 kishigacha, 101-200 kishi, 201-300, 301-500 kishidan iborat bo'lgan mahallalarga birlashtirish o'rinli. Bunday guruhlashtirish Qashqadaryo viloyatining iqtisodiy-ijtimoiy va geografik xususiyatlarini o'zida aks ettiradi. Uni aholi zichligi yuqori bo'lgan, qishloqlar to'rida yirik qishloqlar ko'pchilikni tashkil qiladigan respublikamizning boshqa hududlari sharoitida qo'llash maqsadga muvofiq emas. Umuman olganda, viloyatda mahallalar aholisining o'sish sur'atlari borasida tumanlar darajasida farqlar katta. Bu avvalambor, aholining turmush tarzi, ularning bandligi, atrof-muhitning ta'siri, urbanizatsiya darajasi va boshqa omillar bilan bog'liqdir.

Qashqadaryo viloyati misolida oilaviy tadbirkorlikda Kitob tumanidagi "Voha mash'ali" kichik korxonasi, Chiroqchi tumanlik gilamdo'zlik korxonasi, Qarshi shahri, G'uzor, Kitob, Shahrisabz, Chiroqchi, Qamashi va Muborak tumanlari bo'limlarida ro'yxatdan o'tgan 600 dan ortiq hunarmand faoliyat olib borib, viloyatda hunarmandchilikning zargarlik, milliy cholg'u asboblari yasash, chokli buyumlar, kashtachilik, zardoziylik va biser tikish ustaxonlari tashkil

etilgan. Bu esa mazkur viloyatlarda azaldan an'anaviy xalq hunarmandchiligi turlariga alohida e'tibor qaratilganligini tasdiqlaydi.

Ammo viloyat mahallalarida sohada amalga oshirilgan ishlar qatorida muammo va kamchiliklar ham mavjud. Xususan, yirik sanoat salohiyatiga ega viloyatda import tovarlarining ulushi yuqori darajada saqlanib qolgan. Ichki bozorning mahalliy mahsulotlarga ehtiyoji o'rganilmagan. Tayyor kiyim-kechak, charm ishlab chiqaruvchi korxonalar imkoniyatlaridan samarli foydalanish yo'lga qo'yilmagan.

2012 yilgacha bo'lgan davrda viloyatda talab yuqori bo'lgan mahalliy mahsulotlar bilan viloyat ichki bozori past darajada ta'minlangan. Gipsokarton, turli xil gofrokarton, bir martalik idishlar, qog'oz paketlar, qurilish va qishloq xo'jaligi texnikalari butlovchi qismlari, tish yuvish pastasi va shampun, mix mahsulotlarini ishlab chiqaruvchi tadbirkorlik subyektlari mavjud emas, bo'lsa ham ular faoliyati hali talab darajasida emas. Xizmatlar sohasida 758 ta ta'mirlash, 1 078 ta veterinariya xizmati va go'sht do'konlari, 1 214 ta hammom va poyabzal tikish (ta'mirlash) xizmati, 1 319 ta kimyoviy tozalash (ximchistka) va maishiy jihozlarni ta'mirlash, 938 ta sartaroshxona va go'zallik salonlari xizmatlariga aholi o'rtasida ehtiyoj bo'lishiga qaramasdan sohalarga tadbirkorlik subyektlari jalb qilinmagan edi.

Umuman, Qashqadaryo viloyati gegografik joylashuvi, etnodemografik holati, geosiyosiy va geoiqtisodiy omillariga ko'ra janubiy mintaqaning o'ziga xos farqlanib turuvchi viloyati bo'lgani bois, uning hududida joylashgan shahar va qishloqlar, ya'ni mahallalar ham bir-biridan ma'lum xususiyatlariga ko'ra farqlanadi. Ya'ni, viloyat ana shunday gegografik joylashuvi, tabiiy sharoiti, etnodemografik holatiga ko'ra ajralib turuvchi janubiy viloyatlar bo'lib tadqiqotlar ushbu viloyatda o'z navbatida aholining joylashuv xususiyatlarida ma'lum o'ziga xosliklar mavjudligini tasdiqladi.

Shu bilan birga mahallalarda aholi bandligi, ayniqsa yoshlar bandligini ta'minlash borasida kichik biznes, xususiy tadbirkorlik sohalari, qishloq xo'jaligiga ixtisoslashgan mahallalar, bog'dorchilik va uzumchilik, hunarmandchilik bilan shug'ullanadigan mahallalardan tashkil topganligini, bu viloyat mahallalarida an'anaviy hunarmandchilikning mainatqaga xos kashtachilik, gidamdo'zlik, do'ppido'zlik, beshikchilik, qandolatchili kabi sohalari shakllanganligi va rivojlanib kelayotganligini tasdiqladi. O'z navbatida qishloq xo'jaligi va chorvachilikka ixtisoslashgan mahallalarning maxsulot yetishtirish holati ham deyarli bir-biriga yaqin ko'rinish kasb etadi (Chiroqchi, Dehqonobod, Ko'kdala, Yakkabog' tumanlari mahallalarida). Nisbatan katta va aholisi zich joylashgan mahallalar lalmi va sug'orma dehqonchilik rivojlangan tumanlarda vujudga kelgan bo'lib, bunday mashg'ulot turi bilan shug'ullangan aholining yashash manzillari o'ziga xos tarzda tarkib topganligini ko'rsatdi.

Foydalanilgan adabiyotlar

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OZIQ-OVQAT BIOSANOATINING TARIXI, BUGUNI VA KELAJAGI

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Kirish. Sanoat ishlab chiqarishida texnologik jarayonni ta'minlovchi mikroorganizmlar yoki ularning fermentlaridan foydalanish qadim zamonlardan beri ma'lum bo'lgan, ammo tizimli ilmiy tadqiqotlar biotexnologiya usullari va vositalari zahirasini sezilarli darajada oshirish imkonini berdi. [1]

Biotexnologiyalarning paydo bo'lishi va rivojlanishidan oldin ikkita muhim voqea sodir bo'ldi. 1814 yilda peterburglik biokimyogar K.S. Kirxgof kashf etgan biologik kataliz hodisasi. U biokatalitik usulda shakarni mahalliy xomashyodan olishga harakat qildi (Bu oldin qilingan shakarqamishdan emas). 1891 yilda yapon biokimyogari Dz. Takamine sanoat maqsadlarida ferment preparatlaridan foydalanish uchun birinchi AQSh patentini oldi. U o'simlik chiqindilarini shakarlash uchun diastazadan foydalanishni taklif qildi. [2]

"Biotexnologiya" atamasining o'zi yaqinda tilimizda paydo bo'lgan, avvallari "sanoat mikrobiologiyasi" yoki "texnik biokimyo" so'zlari qollanilgan, "Biotexnologiya" atamasi birinchi marta 1917 yilda vengriyalik muhandis Karl Ereki tomonidan qo'llanilgan. O'tgan asrning 70-yillaridan olimlar "biotexnologiya" atamasini, rekombinant DNK va in vitro usulida ko'paytirilgan hujayraga nisbatan ham qo'llay boshladilar. Bir muncha vaqt bu atama asosan oziq-ovqat sanoati va qishloq xo'jaligida ishlatilgan. Umuman olganda, biotexnologiya genetika, molekulyar biologiya, biokimyo, embriologiya va hujayra biologiyasi, shuningdek, kimyoviy va axborot texnologiyalari, robototexnika sohalaridagi ilmiy yutuqlarga asoslanadi. [2]

Adabiyotlar tahlili va metodologiya. XX asr boshida biotexnologiyadan foydalangan holda antibiotiklar ishlab chiqarishni yo'lga qo'yish bo'yicha birinchi urinishlar amalga oshirildi. Biroq, olimlar faqat 1940 yilga kelib birinchi antibiotik - penitsillinni maqbul darajada va toza holda ajratib olishga muvaffaq bo'lishdi. Bu chinakam inqilobiy voqea bo'lib, mikroorganizmlardan foydalangan holda dori vositalarini sanoat miqyosida ishlab chiqarish va bu jarayonining tannarxini pasaytirish hamda yuqori sifatli mahsulotlarni ishlab chiqarish, yangi dori vositalarining biologik xavfsizligini ta'minlashga imkon berdi. Odamning birinchi rekombinant insulin preparati faqat 30 yildan keyingina olingan. [2]

Bugungi kunda biotibbiyot muhandisligi biologiya va tibbiyot sohalarida bilimlarni takomillashtirishga qaratilgan fanlararo soha bo'lib qolmoqda. Bu dolzarb tibbiy muammolarni hal qilish uchun texnik yondashuvlarni qo'llashni o'z ichiga oladi.

Eng mashhur biomuhandislik mahsulotlari orasida sun'iy bo'g'imlarni ishlab chiqish, magnit-rezonans tomografiya, yurak stimulyatorini yaratish, angioplastikani joriy etish, teri bioprotezlari, buyrak dializi, sun'iy qon aylanishi apparatlarini loyihalash kiradi.

Oziq-ovqat biotexnologiyasi (oziq-ovqat biosanoati) biotexnologiyaning umumiy, terapevtik va profilaktik maqsadlarda va maxsus yo'naltirilgan oziq-ovqat mahsulotlarini yaratish nazariyasi va amaliyotini ishlab chiqish bilan shug'ullanadigan bo'limidir.

Qadim zamonlardan beri odamlar biotexnolog mutaxassisidek faoliyat yuritgan: ular non yopish va pishloq tayyorlash, sut mahsulotlarini ishlab chiqarish va turli mikroorganizmlardan foydalangan holda pivo tayyorlash bilan shug'ullanishgan.

Miloddan avvalgi olti ming yillikka oid Bobilda qazish ishlari olib borilgan paytida topilgan taxtachada yozilgan pivo tayyorlash usulining tavsifi eng qadimgi biotexnologik jarayon - bijg'ish jarayoni ekanligidan dalolat beradi.

Miloddan avvalgi uch ming yillikda Shumerlar (qurg'oqchilik va chang bo'ronlari suv ta'minotidan mahrum qilganligi tufayli qirilib ketgan xalq) yigirma turdagi pivo ishlab chiqarish usullaridan foydalangan edi. Vinochilik, bijg'ish jarayonidan foydalanib sut mahsulotlari va non yopish kabi jarayonlar ham juda qadimiy emas. Boshqacha qilib aytganda, biotexnologiya tabiiy biologik ob'ektlar va jarayonlardan foydalangan holda turli xil moddalar va mahsulotlarni olish usullari va texnologiyalari haqidagi fandir.

Mikrobiologiyadan bexabar odamlar mikroorganizmlarning odam, hayvon va o'simliklarga yetkazadigan zararini biladilar xolos. Ushbu kasallik qo'zg'atuvchi (patogen) mikroorganizmlar va ularning o'ziga xos xususiyatlari tibbiyot va veterinariya mikrobiologiyasi, shuningdek, fitopatologiya kabi fanlar tomonidan o'rganiladi.

Mikroorganizmlar ba'zan tabiatda va sanoatda zararkunandalar sifatida qaralsada, ularning foydali organizmlar sifatidagi roli ham kam emas. Ular uzoq vaqtlardan beri uy xo'jaligida asosiy o'rinni egallagan, sanoatda esa ular juda zarur hisoblanib, qishloq xo'jaligi mahsulotlarini birlamchi qayta ishlashdan tortib, kimyoviy sintezning eng murakkab bosqichlarini kataliz qilishgacha bo'lgan turli sohalarda qo'llaniladi. [3]

Klassik mikrobiologik ishlab chiqarish: Yuqorida ta'kidlab o'tilganidek, turli achitqilar yordamida pivo va vino tayyorlash, sut kislotali bakteriyalar yordamida non yopish va sut mahsulotlarini tayyorlash, shuningdek, sirka kislotali bakteriyalar ishtirokida oziq-ovqat sirkasini ishlab chiqarish misolida yaqqol ko'rinadi. Bu esa mikroorganizmlarni eng qadimgi madaniy "o'simliklar" qatoriga kiradi deyishimizga asos bo'ladi.

Yaponiya va Indoneziyada soya dukkaklari uzoq vaqtdan beri zamburug'lar, achitqilar va sut kislotali bakteriyalar yordamida qayta ishlangan. Etanol ishlab chiqarishdan tashqari, mikroorganizmlar faqat so'nggi oltmish yil ichida alohida moddalarni sanoat ishlab chiqarishida qo'llanila boshlandi. Masalan, glitserin achitqi yordamida ishlab chiqarilgan. [4]

Oziq-ovqat sanoati uchun ko'p miqdorda zarur bo'lgan sut va limon kislotalari sut kislotali bakteriyalar va Qora aspergil (*Aspergillus niger*) zamburug'i yordamida ishlab chiqariladi. Arzon, uglevodlarga boy chiqindilardan atseton, butanol, 2-propanol, butandiol va boshqa muhim kimyoviy birikmalarni klostridiya va tayoqchasimon bakteriyalar yordamida bijg'ish jarayoni orqali olish mumkin. [5]

Tahlil va natijalar. Yangi mikrob ishlab chiqarish: Kimyo sanoatida bijg'ish jarayoni mikroblarni yangidan qo'llash bilan to'ldirib boriladi. Karotenoidlar va steroidlar zamburug'lardan olinadi.

Corynebacterium glutamicum glutamin kislotani shakar va ammoniy tuzidan ko'p miqdorda sintez qilishi aniq bo'lgach, bakteriyalar ajratib olindi va biokimyoviy tadqiqotlar uchun ko'plab aminokislotalar, nukleotidlar va reagentlarni keng miqyosda ishlab chiqarish mumkin bo'lgan usullar ishlab chiqildi. [6]

Mikroorganizmlar kimyogarlar tomonidan sintez reaksiyalarining uzoq zanjirida ma'lum bosqichlarni amalga oshirish uchun katalizator sifatida ishlatiladi; mikrobiologik jarayonlar kimyoviy o'ziga xosligi va mahsulot unumi bo'yicha kimyoviy reaksiyalardan ustundir; sanoatda qo'llaniladigan fermentlar - kraxmal gidrolizi uchun amilazalar, teri bilan ishlov berish uchun proteinazalar, meva sharbatlarini tiniqlashtiruvchi pektinazalar va boshqalar ham mikroblardan olinadi. Bularning barchasi va yana shunga o'xshash ko'plab mahsulotlar amaliy mikrobiologiya va biokimyoning ulkan salohiyatini ko'rsatadi. [6]

Bakteriyalarning kutilmagan foydali xususiyati Leyden universitetining golland mikrobiologlari tomonidan aniqlanib, *Communications Biology* jurnalida chop etildi. O'rganilgan bakterial shtammlarning taxminan 20 foizi plastmassani parchalashi mumkin.

Tadqiqot mualliflari mikroorganizmlar qulayroq energiya manbalaridan mahrum bo'lsa, plastmassani oziq-ovqat sifatida iste'mol qilishga qayta yo'naltirilishi mumkinligini aniqladilar.

Ko'p odamlar yugurishni yoqtirmaydilar, lekin agar ularni yo'lbars ta'qib qilsa, ular juda tez yugurishlari mumkin, xuddi shuningdek, bakteriyalar ham odamlar kabi motivatsiyasiz hech narsa qilmasligi tadqiqot natijasida, aniqlandi.

Tadqiqot shuni ko'rsatdiki, lipaz A deb ataladigan gen mikroorganizmlarning polimerlar bilan oziqlanishida muhim rol o'ynaydi. Olimlarning fikricha, uning kashfiyoti plastik chiqindilar bilan kurashish uchun mos bo'lgan bakteriyalar tarkibini kengaytiradi.

Xulosa va takliflar.

Biotexnologiyaning kelajakdagi istiqbollari quyidagilardan iborat:

Biotexnologiya sohasida yangi kashfiyotlar va ilm-fan rivojlanishi tufayli, ushbu sohaning kelajagi porloq;

Genlarni rekombinatsiya qilish, sun'iy intellektdan foydalanish, yangi dorivor moddalar ishlab chiqarish singari istiqbolli yo'nalishlar biotexnologiyaning jadal rivojlanishini ta'minlaydi;

Yangi dorivor vositalar, vaksinalar va shifokor tashxislari ishlab chiqarish;

Yangi dorilar, materillar va energiya manbalarini yaratish;

Mahsuldor o'simlik va hayvon navlarini yaratish, o'g'itlar va pestitsidlarni rivojlantirish;

Chiqindilarni qayta ishlash, biofuel ishlab chiqarish, muhitni tozalash;

Biotexnologiya orqali samarali va maqsadli dorivor vositalar yaratish;

Irsiy kasalliklarni davolashda gen injineriyasi katta imkoniyatlar yaratish;

Hujayralar va to'qimalarni qayta tiklash orqali shikastlangan organlarga davolanish;

Vitaminlar, minerallar va aminokislotalar bilan oziq-ovqat mahsulotlarini boyitish;

Sog'liqqa foydali, eko-toza oziq-ovqat mahsulotlarini yaratish;

Mahsuldor o'simlik va hayvon navlarini yaratish, saqlash muddatini oshirish;

O'simlik va bakterial xom ashyosi asosida yangi kompozitsion materiallar yaratish;

Tabiatga ko'proq do'stona bo'lgan, qayta tiklanuvchi plastmassalar ishlab chiqarish;

Mikroob hujayralaridan yangi to'qima materiallarini ishlab chiqarish;

Biotexnologik yonilg'i ishlab chiqarish;

Biotexnologiya orqali elektr energiyasi va biogazni samarali ishlab chiqarish;

Gen injeneriyasi orqali unumdor va kasalliklarga chidamli o'simlik navlarini yaratish;

Mikroorganizmlar va biologik xom ashyo asosida organik o'g'itlar ishlab chiqarish;

Qishloq xo'jalik mahsulotlari unumdorligini oshirish, xarajatlarni qisqartirish;

Chiqindilarni qayta ishlash va ulardan foydalanish imkoniyatlar yaratish;

Mikroorganizmlar va biologik xom ashyodan foydalanib, ifloslanishni tozalash va ekotizimni tiklash;

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СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН КАРАКАЛПАКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ БЕРДАХА ФАКУЛЬТЕТ БИОЛОГИИ, 33.

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BOSHLANG'ICH SINIF O'QUVCHILARINING MATEMATIK TASAVVURLARINI RIVOJLANTIRISH USULLARI

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Annotatsiya: Maqolada boshlang'ich sinf o'quvchilarining matematik tasavvurlarini rivojlantirish usullari tahlil qilinadi. Ushbu jarayonni amalga oshirishda qo'llaniladigan o'yin usullari, ko'rgazmali materiallar, hamkorlikda ishlash va interaktiv texnologiyalardan foydalanishning samaradorligi rasmlar va jadvallar bilan tushuntiriladi.

Kalit so'zlar: matematik tasavvur, didaktik o'yinlar, vizual vositalar, interaktiv texnologiyalar, amaliy mashg'ulotlar, boshlang'ich sinf.

Matematika boshlang'ich ta'limning eng muhim fanlaridan biri bo'lib, bu fan orqali bolalar mantiqiy va tahliliy fikrlash qobiliyatlarini rivojlantiradi. Aynan boshlang'ich sinflarda matematik tushunchalar, geometrik shakllar, sonlar va amallarni to'g'ri o'zlashtirish bolalarning kelajakdagi ta'lim jarayoniga muhim poydevor yaratadi. Shu bois, boshlang'ich ta'limda matematik tasavvurlarni shakllantirishda o'qituvchi o'z metodik yondashuvlarini puxta rejalashtirishi va innovatsion pedagogik texnologiyalardan foydalanishi zarur.

Boshlang'ich ta'limda matematikaning roli faqatgina raqamlar va amallarni o'rgatish bilan cheklanmaydi, balki o'quvchilarning mantiqiy fikrlashini, matematik muammolarni tahlil qilish va yechish ko'nikmalarini rivojlantirishni o'z ichiga oladi. Shu sababli, matematika fanini samarali o'qitish uchun qiziqarli o'yinlar, amaliy mashg'ulotlar, vizual yondashuvlar va texnologiyalardan foydalanish o'quvchilarning matematika faniga bo'lgan qiziqishini oshiradi va ularning ta'lim jarayoniga faol ishtirokini ta'minlaydi.

Ushbu maqolada boshlang'ich sinf o'quvchilarining matematik tasavvurlarini rivojlantirish uchun qo'llaniladigan pedagogik usullar va texnologiyalar haqida batafsil tahlil keltiriladi.

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metodlarining o'quvchilarda ijtimoiy ko'nikmalarni rivojlantirish va ta'lim jarayonini qiziqarli qilishdagi ahamiyatini ta'kidlaydi.

Ushbu adabiyotlar matematik tasavvurlarni rivojlantirishda zamonaviy pedagogik yondashuvlarning samaradorligini ko'rsatadi. O'yinlar, amaliy mashg'ulotlar va vizual materiallar kabi metodlar o'quvchilarning matematik qobiliyatlarini oshirishga va ularning ta'lim jarayonida faol ishtirok etishini ta'minlashga yordam beradi. Adabiyotlar, shuningdek, O'zbekiston pedagogik tadqiqotlari kontekstida o'qitish jarayonini yanada takomillashtirish uchun muhim asos yaratadi.

O'yin usullari yordamida matematik tasavvurlarni rivojlantirishning samaradorligi pedagogik yondashuvlar orasida eng muhim o'rinlardan birini egallaydi. O'yin orqali o'quvchilar murakkab tushunchalarni oson va qiziqarli tarzda o'zlashtiradilar. Bu usulning afzalligi shundaki, o'quvchilarni o'yin davomida faol ishtirok etishga va bir vaqtning o'zida bilim olishga jalb qiladi. O'yin metodlari orqali bolalarda matematik ko'nikmalar rivojlanadi, diqqat, idrok va tahlil qilish qobiliyatlari mustahkamlanadi.

Tadqiqot metodologiyasi:

O'yin metodlarining ta'siri va ahamiyati:

O'yin metodlari o'quvchilarning qiziqishini oshirishda eng samarali yondashuvlardan biri hisoblanadi. Matematik amallar va geometrik shakllar kabi mavhum tushunchalarni qiziqarli o'yinlar orqali o'rgatish o'quvchilarning bu fanga bo'lgan e'tiborini kuchaytiradi. Shu bilan birga, bolalar o'yin jarayonida o'z tengdoshlari bilan hamkorlikda ishlashni, birgalikda muammolarni hal qilishni o'rganadilar. Bu esa ularning ijtimoiy va jamoaviy ko'nikmalarini ham rivojlantiradi.

Pedagogik tadqiqotlarga ko'ra, o'yinlar orqali ta'lim olish o'quvchilarda ta'limiy motivatsiyani oshiradi va bilimlarni chuqurroq o'zlashtirishlariga yordam beradi. Goleman (2006) tomonidan olib borilgan tadqiqotlar shuni ko'rsatadiki, o'yinlar orqali o'quvchilar axborotni aniqroq qabul qiladi va mantiqiy fikrlashda tezroq rivojlanadi. Matematik masalalar o'yin shaklida berilganda, o'quvchilar ko'proq qiziqish bilan ushbu masalalarni hal qilishadi, bu esa o'z navbatida ularning muammolarni tahlil qilish va yechish qobiliyatlarini kuchaytiradi.

Geometrik shakllarni o'rgatishda o'yin metodlari:

Geometrik shakllarni top o'yini – o'quvchilarning diqqatini jamlash va kuzatuvchanlikni rivojlantirishda samarali usul. Ushbu o'yin davomida o'quvchilarga sinfdagi turli predmetlarni kuzatib, ularning geometrik shakllarini aniqlash va shu shakllarni chizish topshirig'i beriladi. Masalan, sinfda to'rtburchak bo'lishi mumkin bo'lgan kitob, uchburchak ko'rinishdagi chizg'ich yoki doira shaklidagi to'p kabi predmetlar topiladi. Ushbu usul yordamida bolalar turli geometrik shakllar bilan tanishadi va ularni real hayotda aniqlashni o'rganadilar.

Tahlil va natijalar:

1. Matematik tushunchalarni mustahkamlash: O'yin orqali geometrik shakllarni tanlash va ularni chizish o'quvchilarda shakllar haqidagi tasavvurlarni mustahkamlaydi. O'quvchilar amaliy mashg'ulotlar orqali shakllar va ularning xususiyatlarini eslab qoladilar.

2. Diqqat va kuzatuvchanlikni rivojlantirish: O'yinlar diqqatni jamlashni talab qiladi. Geometrik shakllarni aniqlash jarayonida o'quvchilar kuzatuvchanlik ko'nikmalarini rivojlantiradilar.

3. Kreativlikni rivojlantirish: O'yin jarayonida o'quvchilar topgan shakllarni tasvirlashda turli xil usullardan foydalanadilar, bu esa ularning kreativ fikrlash qobiliyatlarini oshiradi.

4. Ijtimoiy muloqot: O'yin davomida o'quvchilar bir-biri bilan fikr almashadi, birgalikda ishlaydi va o'zaro yordam beradi. Bu esa jamoaviy ishlash ko'nikmalarini rivojlantiradi.

Misol: "Geometrik shakllarni top o'yini"

Bu o'yin davomida sinfdagi o'quvchilarga bir nechta topshiriqlar beriladi: sinfdagi turli predmetlar orasidan geometrik shakllarga mos keladigan buyumlarni topish, masalan:

- Doira: sinfdagi soat yoki shar

- Kvadrat: kitob yoki quti
- Uchburchak: chizg'ich yoki o'yinchoq prizmalar

O'quvchilar topgan shakllarni taxtaga chizishadi va ular ustida muhokama o'tkaziladi. Har bir o'quvchi o'z topgan shakllarini sinfda namoyish qiladi, bu esa dars jarayonini qiziqarli va interaktiv qiladi. Rasm 1:

Turli geometrik shakllar (doira, kvadrat, uchburchak) va ularni tasvirlaydigan predmetlar ko'rgazmasi.

Tahlil xulosasi: Ushbu metod o'quvchilarni matematika faniga faol jalb qilishda, ularning qiziqishini oshirishda va tushunchalarni tezroq o'zlashtirishda katta yordam beradi. Shu bilan birga, o'yin usullari bolalarda kuzatuvchanlik va mantiqiy tahlil qilish qobiliyatlarini rivojlantiradi. Matematikaning asosiy elementlarini o'yin orqali o'rganish o'quvchilar uchun oson va samarali bo'lib, ularning kelgusidagi ta'lim jarayoniga ijobiy ta'sir ko'rsatadi.

Amaliy mashg'ulotlar:

Amaliy mashg'ulotlar matematik bilimlarni real hayot bilan bog'lashga yordam beradi. Bu usul bolalarning mantiqiy fikrlash va mustaqil ishlash qobiliyatini rivojlantiradi.

Misol: O'quvchilar "Do'kon o'yini"da o'z qog'oz pullaridan foydalanib mahsulot sotib olishadi va matematik amallarni qo'llashadi.

Do'kon o'yini jadvali – mahsulot narxi va hisob-kitoblar.

Mahsulot nomi	Narxi (so'm)	Sotilgan miqdor	Umumiy narx (so'm)
Olma	2000	3	6000
Non	1500	2	3000
Shokolad	2500	4	10000

Vizual materiallardan foydalanish:

Vizual ko'rgazmali vositalar o'quvchilarning matematik tushunchalarni tushunishini osonlashtiradi. Grafikalar va jadvallar matematik muammolarni aniq va ko'rgazmali qilib ko'rsatadi.

Misol: O'quvchilar sonlar qatori va ularning o'zaro bog'liqligini ko'rgazmali jadval yordamida o'rganadilar.

Sonlar qatori diagrammasi – sonlar o'rtasidagi munosabatlarni tushuntirish.

Guruh ishlari va hamkorlikda o'rganish:

Guruh ishlari o'quvchilarning o'zaro yordam berish va muammolarni birgalikda hal qilish qobiliyatlarini rivojlantiradi. Har bir guruh o'z topshiriqlarini bajaradi va ularni sinfga taqdim qiladi.

Misol: O'quvchilar murakkab masalalarni guruhda muhokama qilib, birgalikda yechadilar va javobni taqdim etadilar.

Interaktiv texnologiyalar orqali darslarni tashkil etish:

Interaktiv texnologiyalar yordamida dars jarayonlarini tashkil etish o'quvchilarning qiziqishini oshiradi va ularni faol dars jarayoniga jalb qiladi. Interaktiv doskalar va matematik dasturlar o'quvchilarning ko'nikmalarini rivojlantirishda katta yordam beradi.

Misol: O'quvchilar matematik dasturlar yordamida geometrik shakllarni yaratadilar va ularning o'lchovlarini tahlil qiladilar.

Xulosa va takliflar:

Boshlang'ich sinf o'quvchilarining matematik tasavvurlarini rivojlantirishda zamonaviy usullar, o'yin metodlari, amaliy mashg'ulotlar va interaktiv texnologiyalardan foydalanish muhimdir. Ushbu yondashuvlar o'quvchilarning matematik qobiliyatlarini oshirishga yordam beradi va kelajakdagi muvaffaqiyatli ta'lim jarayoniga poydevor yaratadi. Vizual ko'rgazmali

materiallar, amaliy mashg'ulotlar va guruh ishlari orqali o'quvchilar matematika fanini qiziqarli va samarali tarzda o'rganadilar.

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TA'LIM TIZIMINING RIVOJLANISHI "SABAB"MI, YOKI "OQIBAT"?

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Annotatsiya. Bugungi kunda mamlakatimiz ta'lim tizimini rivojlantirish borasida ko'plab salmoqli ishlar amalga oshirilmoqda. Ushbu maqolada O'zbekiston Respublikasi ta'lim tizimini rivojlantirishning konseptual asoslari, bajarilishi lozim bo'lgan va bajarilayotgan ishlarning samarasi sababiylik qonuniyati nuqtai-nazaridan ko'rib chiqiladi.

Ta'lim tizimining asosiy maqsadi yosh avlodni bilimlar, ko'nikmalar va qobiliyatlar bilan qurollantirish, ularning ijtimoiy va intellektual rivojlanishiga yordam berishdir. Bu maqsadni amalga oshirish uchun mamlakatimizda ta'lim sohasida ko'plab islohotlar amalga oshirilmoqda va quyidagi asosiy uch vazifa belgilab olindi:

1. Keng qamrovli bilim va ko'nikmalarni shakllantirish (Barcha o'quvchilarga zamonaviy bilimlar va ko'nikmalarni egallash imkoniyatini yaratish.)
2. Ijtimoiy va shaxsiy rivojlanishni rag'batlantirish. (O'quvchilarning o'z-o'zini anglashini, ijtimoiy mas'uliyatini va faol fuqarolik pozitsiyasini shakllantirish.)
3. Tanqidiy fikrlash va ijodiy qobiliyatlarni rivojlantirish. (O'quvchilarning mustaqil fikrlash, muammolarni hal qilish va yangi g'oyalarni ishlab chiqish qobiliyatlarini rivojlantirish.) [2]

Yuqoridagi vazifalarni hal qilish quyidagi jabhalarni rivojlantirishni taqozo etadi:

Ilmiy va ta'limiy potensialning rivojlantirilishi

Ta'lim sohasidagi ilmiy va ta'limiy salohiyatni oshirish, ilmiy tadqiqotlar va innovatsion faoliyatni kuchaytirish zarur. Buning uchun:

Ilmiy tadqiqotlarni qo'llab-quvvatlash. (Ilmiy loyihalar va tadqiqotlarni moliyalashtirish, ilmiy kadrlar tayyorlashni rivojlantirish.)

Ta'lim muassasalarining ilmiy-tadqiqot faoliyatini kuchaytirish. (Ta'lim muassasalarida ilmiy laboratoriyalar va markazlarni yaratish, ilmiy ishlarni nashr etishni rag'batlantirish.)

Xalqaro hamkorlikni kengaytirish. (Xorijiy universitetlar va ilmiy muassasalar bilan hamkorlikni rivojlantirish, xalqaro ilmiy loyihalarda ishtirok etish.)

O'quv-tarbiya jarayonini takomillashtirish

O'quv jarayonini zamonaviy talablarga moslashtirish, o'quvchilarning individual xususiyatlarini hisobga olgan holda o'qitish tizimini takomillashtirish zarur. Buning uchun:

O'quv dasturlarini takomillashtirish (O'quv dasturlarini zamonaviy talablarga moslashtirish, ularga amaliy va ijodiy yo'nalishlarni kiritish.)

O'qitish usullarini diversifikatsiya qilish (Interaktiv o'qitish usullarini qo'llash, o'quvchilarning faol ishtirokini ta'minlash.)

O'qituvchilar malakasini oshirish (O'qituvchilarning kasbiy mahoratini oshirish, ularga zamonaviy pedagogik texnologiyalarni o'rgatish.) [3]

O'qituvchilarning kasbiy mahoratini oshirish, ularga zamonaviy pedagogik texnologiyalarni o'rgatish.

Umumiy ta'limning sifatini oshirishda, kasb-hunar ta'limi tizimini takomillashtirishda o'qituvchi kadrlarning kasbiy mahoratini oshirish, ularga sifatli oliy ta'lim berish muhim ahamiyatga ega.

Umumiy ta'lim (Maktabgacha ta'limni kengaytirish, boshlang'ich va o'rta ta'limning sifatini oshirish.) Buning uchun:

1. O'quv dasturlarini modernizatsiya qilish;
2. O'qituvchilarning malakasini oshirish;
3. Maktab infratuzilmasini rivojlantirish

Kasb-hunar ta'limi (Zamonaviy talablarga javob beradigan kasb-hunar ta'limi tizimini yaratish, o'quvchilarni ishga joylashtirishni ta'minlash.) Buning uchun:

1. Kasb-hunar kollejlarni modernizatsiya qilish;
2. Ish beruvchilar bilan hamkorlikni mustahkamlash;
3. O'quvchilarning amaliy ko'nikmalarini rivojlantirish

Oliy va o'rta maxsus ta'limning modernizatsiyasi

Oliy va o'rta maxsus ta'lim muassasalarini zamonaviy talablarga moslashtirish, ularning raqobatbardoshligini oshirish zarur.

O'quv dasturlarini xalqaro standartlarga moslashtirish (O'quv dasturlarini xalqaro universitetlarning eng yaxshi amaliyotlariga moslashtirish.)

Ilmiy-tadqiqot faoliyatini rivojlantirish (Ilmiy tadqiqotlarni qo'llab-quvvatlash, ilmiy kadrlar tayyorlashni oshirish.)

Xalqaro hamkorlikni mustahkamlash (Xorijiy universitetlar bilan hamkorlikni rivojlantirish, talabalar va o'qituvchilar almashinuvini tashkil etish.)[1]

Ta'limni Boshqarishni Takomillashtirish

Ta'lim tizimini boshqarishni samarali va shaffof qilish, texnologiyalardan foydalanishni kengaytirish zarur.

Yo'nalishlar	Maqsadlar
Ta'lim tizimini boshqarishni elektronlashtirish	Boshqaruv jarayonlarini avtomatlashtirish, shaffoflikni ta'minlash
Ta'lim muassasalarining avtonomiyasini oshirish	Ta'lim muassasalariga mustaqillik berish, ularning rivojlanishiga yordam berish
Ta'lim sohasidagi kadrlar siyosatini takomillashtirish	Malakali o'qituvchilar tayyorlash, ularni rag'batlantirish tizimini yaxshilash

Xalqaro Hamkorlikni Kengaytirish

Xalqaro ta'lim tashkilotlari bilan hamkorlikni mustahkamlash, xorijiy tajribalarni o'rganish zarur.

Xalqaro grantlar va stipendiyalarni jalb qilish (Talabalar va o'qituvchilar uchun xorijiy davlatlarga o'qish va stajirovka qilish imkoniyatlarini kengaytirish.)

Xorijiy universitetlar bilan hamkorlik (Birgalikda o'quv dasturlarini ishlab chiqish, talaba va o'qituvchilar almashinuvini tashkil etish.)

Xalqaro ilmiy konferensiyalar va seminarlarda ishtirok etish (O'zbekistonlik olimlar va mutaxassislarini xalqaro ilmiy tadqiqotlarga jalb qilish.)[4]

Maktab Infratuzilmasini Rivojlantirish

Maktab infratuzilmasini zamonaviy talablarga moslashtirish, o'quvchilar uchun qulay sharoit yaratish zarur.

Zamonaviy jihozlangan sinf xonalari (O'quv jarayonini samarali o'tkazish uchun sinf xonalarini zamonaviy jihozlar bilan ta'minlash.)

Zamonaviy kutubxonalar (O'quvchilarga zamonaviy adabiyotlar va axborot resurslariga erkin kirish imkoniyatini yaratish.)

Kompyuter laboratoriyalari (O'quvchilarni zamonaviy texnologiyalar bilan tanishtirish, ularning raqamli savodxonligini oshirish.)

Natijalar va Yakuniy Xulosalar

Ushbu konseptual asoslarni amalga oshirish orqali O'zbekiston Respublikasida ta'lim tizimini rivojlantirish, yosh avlodni zamonaviy bilimlar va ko'nikmalar bilan qurollantirish mumkin.

Rivojlangan mamlakatlar tajribasiga e'tibor qaratsak, ta'lim tizimi hamda mamlakat iqtisodiyotining rivojlanishi hamohangligini ko'rish mumkin. Buyuk rus pedagog olimi K.D.Ushinskiy "Pedagogik jarayon boshqa barcha ijtimoiy jarayonlar (iqtisodiy, siyosiy, axloqiy, madaniy va boshqalar) bilan chambarchas bog'langandir" degani bejizga emas [1]. Shunga ko'ra mamlakatimizda amalga oshirilayotgan islohotlar "Ta'lim tizimini rivojlantirish mamlakatimizning iqtisodiy va ijtimoiy taraqqiyotiga ijobiy ta'sir ko'rsatadi" shiori ostida olib borilmoqda. Bu aslida qanchalar to'g'ri? Pedagogika iqtisodni rivojlantiradimi, yoki aksinchami?

Aslida har qanday mamlakatning rivojlanishi avvalo iqtisodiy va ijtimoiy jabhalarda sodir bo'ladi. Ta'lim tizimi esa iqtisodiy rivojlanishga to'g'ri proporsional holda rivojlanadi.

Shuning uchun ham rivojlangan mamlakatlarning ta'lim tizimini "ko'r-ko'rona" ko'chirib olish yoki ularga to'g'ridan-to'g'ri taqlid qilish hech qanday ijobiy natija bermaydi. O'rta ta'lim maktablariga Finlandiya tajribasini olib kirdik, sezilarli ijobiy natija olmadik. Endi Singapur tajribasini qo'llamoqchimiz, katta extimol bilan u tizim ham jo'yali natija bermaydi. Bunday tahmin qilishimizga asos shuki – ta'limning rivoji sabab emas, oqibatdir! Avvalo iqtisodiyot rivojlanadi, so'ngra madaniyat va ma'naviyat o'sadi, axolining maqsadlari o'zgaradi, sifatli ta'limga talab ortadi (ta'lim sifati borasidagi qarashlar shakllanadi), shundan so'ngina ta'lim rivojlanadi [2].

Shu sababli ta'lim tizimini rivojlantirishni istasak, rivojlangan mamlakatlar ta'lim tizimining ayni paytdagi holatiga emas, balki, shu mamlakat iqtisodi bizning hozirgi iqtisodiy bosqichimizda bo'lgan davridagi holatiga qarab yo'nalish olishimiz lozim bo'ladi.

Umuman olganda O'zbekiston Respublikasi ta'lim tizimini rivojlantirish uchun tayyor shablonlardan foydalanish noto'g'ri, eng to'g'ri yechim zamon va o'quvchilar talablariga mos keladigan milliy tizimni ishlab chiqish bo'ladi.

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INFORMATIKA VA AXBOROT TEXNOLOGIYALARI FANINI O'QITISHDA MEDIASAVODXONLIKNING O'RNI

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Kirish. Bugungi raqamli davrda mediasavodxonlik – bu zamonaviy ta'lim jarayonlarining muhim elementiga aylanib bormoqda. Ayniqsa, informatika va axborot texnologiyalari (AT) fanlarini o'qitishda talabalar uchun faqat texnik bilimlarga ega bo'lish kifoya emas; ular axborotni tahlil qilish, tanqidiy yondashish va raqamli vositalarni mas'uliyat bilan qo'llashni ham o'rganishlari zarur. Mediasavodxonlik nafaqat bilim olish jarayonini yaxshilaydi, balki talabalarni yolg'on axborotdan himoyalashga va ularni ongli texnologiya foydalanuvchisiga aylantiradi. Ushbu maqola informatika va AT fanlarini o'qitishda mediasavodxonlikning o'rnini tadqiq etishga qaratilgan.

Raqamli texnologiyalarning jadal rivojlanishi ta'lim tizimida ham sezilarli o'zgarishlarga olib kelmoqda. Hozirgi davrda informatika va axborot texnologiyalari (AT) fanlarini o'qitish nafaqat dasturlash va texnologik ko'nikmalarni o'rgatish bilan chegaralanib qolmasdan, o'quvchilarni axborot oqimida to'g'ri yo'l topa olish ko'nikmalariga ham o'rgatishni talab qiladi. Mediasavodxonlik zamonaviy ta'limda tanqidiy tafakkurni rivojlantirishga, feyk axborotlar va zararli kontentdan himoyalashga imkon yaratadi.

Ta'lim jarayonida mediasavodxonlikni rivojlantirish orqali o'quvchilarda quyidagi ko'nikmalar shakllantiriladi:

Tanqidiy fikrlash: Turli manbalardan olingan axborotlarni tahlil qilish va baholash.

Axborot xavfsizligi: Shaxsiy ma'lumotlarni himoya qilish va zararli kontentni aniqlash.

Raqamli madaniyat: Texnologiyadan mas'uliyatli foydalanish va kommunikatsiya etikasiga rioya qilish.

Ushbu maqola informatika va AT fanlarida mediasavodxonlikni o'rgatish orqali talabalarining ta'lim sifatini oshirish va axborot xavfsizligini ta'minlash masalalariga bag'ishlanadi.

Metodologiya. Ushbu tadqiqotda sifatli va miqdoriy usullar qo'llanildi. O'rta maktablar va oliy ta'lim muassasalarida informatika fanini o'qituvchi 30 nafar o'qituvchi va 100 nafar talaba o'rtasida so'rovnoma o'tkazildi. So'rovnoma vositasida talabalar va o'qituvchilarning mediasavodxonlik darajasi hamda bu ko'nikmalarining informatika fanini o'rganishga ta'siri o'rganildi. Shu bilan birga, bir nechta dars jarayonlarini kuzatish orqali mediasavodxonlikning o'quv jarayoniga qanday ta'sir qilishi tahlil qilindi. Tadqiqotda sifatli va miqdoriy usullar qo'llanildi. Quyidagi bosqichlarda ma'lumotlar yig'ildi:

1. So'rovnoma va intervyu: 30 nafar informatika o'qituvchisi va 100 nafar talaba o'rtasida so'rovnoma va intervyular tashkil qilindi. Ularning mediasavodxonlik darajasi va bu ko'nikmalarining informatika fanini o'rganishga ta'siri o'rganildi.

2. Dars jarayonlarini kuzatish: Bir necha maktab va oliy ta'lim muassasalarida informatika fanidan o'tkazilgan darslar kuzatilib, mediasavodxonlikning o'quvchilar faoliyatiga ta'siri tahlil qilindi.

3. Tahliliy o'rganish: O'quv materiallari va darsliklarda media kontentdan qanday foydalanilayotgani tahlil qilindi. Bu orqali talabalarining real hayotda duch kelishi mumkin bo'lgan axborot muammolariga tayyorlik darajasi baholandi.

Natijalar. Tadqiqot natijalariga ko'ra, mediasavodxonlik informatika va AT fanlarining o'quv jarayonida bir necha yo'nalishda sezilarli ahamiyat kasb etishi aniqlandi.

1. Texnik ko'nikmalar va media bilan ishlash:: Mediasavodxonligi yuqori bo'lgan talabalar axborotlarni tezda tahlil qilish, yangi dasturlar va texnologiyalarni o'zlashtirishda samaraliroq ekanligi aniqlandi. Mediasavodxonligi yuqori bo'lgan talabalar dasturlash yoki yangi texnologiyalarni tezroq o'zlashtirgani kuzatildi. Ular turli media platformalarda yangi axborotlarni izlash va ulardan foydalanishda muammoga duch kelmagan.

2. Axborot xavfsizligi va tanqidiy tafakkur:: Mediasavodxonlikka ega o'qituvchilar darslarda turli media manbalardan foydalanish orqali o'quvchilarning qiziqishini oshirgan. Mediasavodxonlik o'quvchilarning feyk yangiliklarni tanib olish va shaxsiy ma'lumotlarini himoya qilish ko'nikmalarini kuchaytirdi. Ayniqsa, ijtimoiy tarmoqlarda yolg'on ma'lumotlar bilan ishlashda talabalarning ongli yondashuvi oshgani kuzatildi.

3. Axborot xavfsizligi: Talabalarning raqamli savodxonligini oshirish orqali ularni zararli dastur va yolg'on axborotdan himoya qilish sezilarli darajada kuchaygani kuzatildi.

4. Motivatsiya: Darslarda interaktiv media vositalaridan foydalanish o'quvchilarning qiziqishini oshirgan, bu esa o'qitish samaradorligiga ijobiy ta'sir ko'rsatgan. Mediasavodxonlik bo'yicha malakali o'qituvchilar multimedia vositalaridan foydalanish orqali darslarni interaktiv o'tkazgan. Natijada, talabalar orasida AT fanlariga nisbatan qiziqish va ishtirokchilik darajasi oshdi. Talabalar onlayn platformalarda jamoaviy loyihalarni bajarishda samarali ishtirok etishgan. Bu esa raqamli vositalardan hamkorlikda foydalanish ko'nikmalarini rivojlantirishda yordam bergan.

Munozara. Tadqiqot natijalariga ko'ra, mediasavodxonlikning informatika va AT fanini o'qitishda o'rni katta ekanligi tasdiqlandi. Talabalar nafaqat texnik ko'nikmalarga ega bo'lishlari, balki ulardan xavfsiz va samarali foydalanishni ham bilishlari kerak. Shuningdek, o'qituvchilar uchun mediasavodxonlik ko'nikmalarini shakllantirish zarurati ham dolzarb bo'lib, bu darslarni yanada interaktiv va qiziqarli qiladi. Mediasavodxonlikni rivojlantirish orqali axborot texnologiyalari ta'limining umumiy sifatini oshirishga erishish mumkin.

Tadqiqot natijalariga ko'ra, mediasavodxonlik AT fanlarini o'qitishda muhim rol o'ynaydi. O'quvchilarni texnik ko'nikmalar bilan birga tanqidiy tafakkurga o'rgatish dars samaradorligini oshiradi. Masalan, birgina dasturlash o'rganish emas, balki axborot oqimida to'g'ri tanlov qila olish ham kelajakda muhim ko'nikmaga aylanadi.

Mediasavodxonlikning kuchli rivojlanishi natijasida o'quvchilarning quyidagi jihatlarida muvaffaqiyati sezilarli darajada oshdi:

Axborot xavfsizligi: O'quvchilar zararli dasturlar va phishing hujumlarga nisbatan ehtiyotkor bo'lib, internetda o'z shaxsiy ma'lumotlarini himoya qilishni bilishadi.

Mas'uliyatli texnologiya foydalanuvchilari: Talabalar texnologiyalar va raqamli vositalarni maqsadli va mas'uliyatli qo'llashga o'rgatilmoqda. Bu ularning kelajakdagi faoliyatida ham muhim ahamiyat kasb etadi.

Innovatsion yondashuv: O'qituvchilar yangi texnologiyalarni tez o'zlashtirish va dars jarayoniga integratsiya qilish orqali ta'lim sifatini oshirishda ilg'or tajribalarni qo'llashmoqda.

Biroq, tadqiqot davomida ayrim muammolar ham kuzatildi. Mediasavodxonlik ko'nikmalarining past darajada rivojlanganligi ba'zi o'quvchilar uchun axborot bilan ishlashda qiyinchilik tug'dirdi. Shu sababli o'qituvchilar uchun ham malaka oshirish kurslarini tashkil etish zarurati mavjud.

Xulosa. Informatika va axborot texnologiyalari fanini o'qitishda mediasavodxonlik talabalarni raqamli axborot bilan ishlashga o'rgatish va texnologiyalarni ongli ravishda qo'llash uchun zarur vosita sifatida xizmat qiladi. Ushbu maqolada olib borilgan tadqiqot natijalari, mediasavodxonlikni ta'lim jarayoniga keng joriy etish zarurligini ko'rsatadi. O'qituvchi va

o'quvchilar uchun bu ko'nikmalarni rivojlantirish raqamli savodxonlikning mustahkam poydevorini yaratadi.

Mediasavodxonlik informatika va AT fanini o'qitishda muhim ahamiyatga ega bo'lib, bu nafaqat texnik bilimlarni o'rganishni, balki zamonaviy raqamli muhitda xavfsiz va mas'uliyatli harakat qilishni ham ta'minlaydi. Shuningdek, talabalar tanqidiy tafakkurga ega bo'lish, turli media manbalardan foydalanish va axborotni tahlil qilish ko'nikmalarini rivojlantirish imkoniga ega bo'ladi. O'qituvchilar tomonidan multimedia texnologiyalaridan foydalanish o'quv jarayonini boyitadi va talabalarni darsga faol jalb etadi.

Mediasavodxonlikni ta'lim tizimiga keng joriy etish orqali axborot texnologiyalari fanlarining o'qitish sifatini oshirish va yosh avlodni raqamli dunyoga tayyorlash mumkin.

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GLOBALASHUV JARAYONIDA IJTIMOIIY TARMOQLARNING YOSHLAR ONGIGA TA'SIRI

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Annotatsiya. Ushbu maqolada globallashuv davrida ijtimoiy tarmoqlarning yoshlar ongiga, ma'naviyat va madaniyatga ta'siri haqida fikr yuritilgan. Bundan tashqari ijtimoiy tarmoqlarning foydali va zararli tomonlari ham o'rganilgan.

Kalit so'zlar: Globallashuv, ijtimoiy tarmoq, axborot xuruji, axborot texnologiyalari, madaniyat, ma'naviyat

Bugungi XXI asr axborot texnologiyalari asri ekanligidan barchamiz xabardormiz. Axborot texnologiyalari deganimizda esa albatta barchamizning ko'z oldimizga ijtimoiy tarmoqlar keladi. Bular har biri bilan chambarchas bog'liq tushinchalardir. Ijtimoiy tarmoqlar shu qadar tezlik bilan rivojlanidiki yarim asr davomida butun dunyoni zabt etdi. Ya'ni, hamma mamlakatlarni umumiy bir joyga jamlay oldi. Ijtimoiy tarmoqlar insoniyat uchun katta ta'sirini o'tkaza oldi.

Ijtimoiy tarmoqlarning bir qator avfzallik jihatlari bor. Biz texnika texnologiyalar asri yoshlar uchun juda keng ko'lamli imkoniyatlar eshigini ochdi desak adashmagan bo'lamiz. Biz undan unumli foydalanishimiz maqsadga muvofiq bo'ladi. Ijtimoiy tarmoqlar ilm talabida bo'lgan yoshlar uchun ma'lumotlar ombori yoki kutubxona vazifasini bajarib beradi. Bu kutubxonalar butun dunyo, shu jumladan yurtimiz yoshlari ham foydalanishi mumkin. Uyda o'tirgan holda til o'rganishlari yoki jahon adabiyotidagi nodir asarlarni o'qib o'rganishi mumkin. Bugungi kunda yoshlar uchun bir nechta tillarni bilish muhim ahamiyat kasb etmoqda. Tillarni o'rganish uchun esa oflain kurslarga qatnashish bazi bir yoshlar uchun moddiy qiyinchiliklarga olib kelishin mumkin. Buning yechimi ham aynan biz yuqorida aytib

o'tayotgan ijtimoiy tarmoqlardir. Ijtimoiy tarmoqlar orqali til o'rganishlari mumkin bo'lmoqda. Bu esa albatta quvonarli holat. Ijtimoiy tarmoqlarning yana bir avfzallik jihati, qiziquvchan yoshlar uchun yangi do'stlar orttirishi va ular bilan maroqli suhbatlar olib borishi mumkin. Bu esa fikrlashning kengayishiga va muamola layoqatining o'sichi uchun asosiy omildir. Ijtimoiy tarmoqlar orqali ba'zi bir yoshlar o'z imkoniyatlaridan foydalangan holda uyda o'irib yaxshigina daromad ham qilmoqda. Bu esa ishsizlar sonining ozayishi bilan davlat uchun ham foydalidir. Qiziquvchan yoshlar masofadan turib mutaxassislardan ayrim kasblarni ham o'rganib olishmoqda. Bu kabi qulayliklarni sanab o'tar ekanmiz ijtimoiy tarmoqlar biz uchun qanchalar muhim ekanligini anglashimiz mumkin.

Biz endi tanganing ikkinchi tomonini ya'ni ijtimoiy tarmoqlarning zararli tomonlari haqida ham ozroq aytib o'tsak maqsadga muvofiq bo'ladi. Ijtimoiy tarmoqlarning rivojlanishi qabix niyatli insonlar uchun ham imkoniyat bo'ladi. Ular shu tarmoqlar orqali yoshlarning ongini zaharlashmoqda. Bu esa kelajak avlod uchun katta bir xavfdir. Bundan tashqari dinni niqob qilib o'zining g'arazli niyatlari uchun yoshlardan unumli foydalanishmoqda. Bu kabi terrorchi va ekstrimistik guruhlarining g'oyalariga aldanib qolayotgan yoshlarning ko'pligi achinarli holder. Bundan tashqari ijtimoiy tarmoqlar mentalitetimizga to'g'ri kelmaydigan hatti-harakatlar va haqoratli so'zlar orqali tanilgan shaxslarning videolarini tomosha qilayotgan yoshlar ulardek hatti-harakat qilishni va mashhurlikka erishishni xoxlab qolmoqda. Bu esa millatimiz umid qilib turgan kelajak avlodni batamom yovuzlashib ketishiga va manqurtga aylanishiga sabab bo'lmoqda. Bundan tashqari bizning urf-odatlarimizga, madaniyat va ma'naviyatimizga to'g'ri kelmaydigan ko'pgina narsalarni yoshlar ijtimoiy tarmoqlardan o'rganishmoqda.

Bugungi kun yoshlari kunini ijtimoiy tarmoqlarsiz ta'savvur qila olmaydi. Bir kunda bir neccha soatlar ijtimoiy tarmoqlarda keraksiz kontentlarni tomosha qilish bilan vaqtini o'tkazishmoqda. Bu esa jismoniy madaniyat bilan shug'ullanuvchi va kitobxonlar sonining kamayib ketishiga sabab bo'lmoqda. Shu jumladan ommaviy madaniyatga ham yetarlicha ta'sirini o'tkazmoqda. Yevropa madaniyatining kirib kelishi esa biz uchun ba'zi bir hollarda faqat zararli ekanligini anglashimiz mumkin. Bizning dinimizga va milliyligimizga mos kelmaydigan odatlarni ko'payishiga ijtimoiy tarmoqlarni o'rni katta bo'lib qolmoqda. Biz millatimizni dovrug'ini dunyolarga tanitadigan barkamol avlodni tarbiyalashimiz va yangi O'zbekistonni rivojlangan davlatlar qatoriga qo'shishimiz shart va lozimdir. Bugungi kunda Yangi O'zbekiston tushinchasi real voqelikka aylanmoqda. Prezidentimiz Shavkat Mirziyoyev bu haqda shunday fikr keltirganlar "Avvalo shuni aytish kerakki, o'z yurtida ozod va erkin hayot, adolatli jamiyat barpo etishdek ulkan maqsadni o'z oldiga qo'ygan har qanday xalq, har qanday millat og'ir, mashaqqatli va murakkab taraqqiyot yo'lini bosib o'tadi. Mustaqil tarqqiyot borasida erishgan ulkan yutuqlar bilan birga, yo'limiz ayrim xato va kamchiliklardan ham xoli bo'lmaganini ochiq aytishimiz lozim. Mustabid tuzumdamdan voz kechib, demokratik jamiyat barpo etishga qaratilgan jarayonlar, murakkab va tahlikali".

Xulosa. O'zbekiston bugun kuchli demokratik va dunyoning rivojlangan davlatlari qatoriga kirishni yaqin kelajakdagi asosiy rejamiz qilib qo'yildi va bu natijaga erishish uchun xalqimizga munosib sharoit yaratib berilmoqda. "Millatimiz va davlatimizda navbatdagi rennessanisni amalga oshirish va mamlakat taraqqiyotiga erishish uchun yuksak saviyadagi iste'dodlarni tarbiyalash juda muhim. Bunda ta'lim tarbiya sohasi katta ahamiyatga ega. Shuning uchun bugungi kunda mamalakatimizda ta'lim-tarbiya sohasida amalga oshirilayotgan ishlar ko'lamini beqiyosdir. Tafakkuri keng va erkin bo'lgan, ilimli va ma'naviyatli komil shaxslardan iborat bo'lgan jamiyatda tabiiyki o'sish va rivojlanish bo'ladi"[2]. Buni to'g'ri anglagan prezidentimiz Shavkat Miromonovich Mirziyoyev bu sohada juda katta islohotlarni amalga oshirmoqdalar. Darhaqiqat, so'ngi yillarda qat'iy turib, xalqni rozi qilish va jamiyatni yanada rivojlantirish yo'lida qilinayotgan samarali mehnatlari o'z natijasini bermoqda. Bugungi kunda sport sohasi deymizmi, ta'lim sohasida deymizmi jahon hamjamiyatida nufuzli o'rinlar

va yutuqlarga erishib kelayotgan yoshlarimiz ko'payotganini guvohi bo'lyapmiz. "Endigina maktabni bitirgan o'quvchi yoshlar dunyoni bir vaqtning o'zida bir nechta nufuzli oliy ta'lim dargohlariga qabul qilinyapti. Bu yutuqlar bugunki rivojlanish yo'lidagi davlatimizning jamiyatga berayotgan keng imkoniyati evaziga desak yanglishmagan bo'lamiz"[3].

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FIZIKA-MATEMATIKA TENGLAMALARINI KOMPYUTERDA MODELLASHTIRISH ASOSIDA TALABALARNI MATEMATIK TASAVVURLARINI RIVOJLANTIRISHNING MUAMMO VA YECHIMLARI

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Kompyuter texnologiyalari XXI asrda ta'lim jarayonida muhim vosita hisoblanadi. Ayniqsa, fizika va matematika sohasidagi tenglamalarni modellashtirish o'quvchilarning mavzuni chuqurroq tushunishiga yordam beradi. Bugungi kunda ta'lim tizimi jadal ravishda raqamlashtirilmogda. Kompyuter texnologiyalari har qanday ilmiy sohani, jumladan, fizika va matematika fanlarini o'qitishda ham asosiy o'rinni egallamoqda. Rivojlangan mamlakatlarda o'quv jarayoniga integratsiyalangan texnologiyalar o'qitish samaradorligini oshirib, talabalar bilim olish jarayonini intuitiv, qiziqarli va aniqroq qiladi. Ko'pgina talabalar uchun fizika va matematikani tushunish qiyin bo'lishi mumkin, chunki bu fanlar ko'pincha abstrakt tushunchalarga asoslangan. Masalan, differensial tenglamalarni yoki fizika qonuniyatlarini nazariy o'rganish oson emas. Kompyuter modellashtirish esa nazariy bilimlarni vizual ko'rinishga keltirib, talabalarning matematik tasavvurlarini mustahkamlaydi. Grafik, animatsiya yoki simulyatsiyalar orqali murakkab jarayonlar talabalarga real hayotdagi muammolarni qanday yechishni ko'rsatib beradi. Kompyuterda modellashtirish murakkab matematik va fizik muammolarni ko'rib chiqish, yechim topish va yangi savollar tug'dirishga imkon beradi. Bu jarayon talabalarga faqat tenglamalar yechish emas, balki ularni turli sharoitlarda tahlil qilish va o'zgartirish ko'nikmasini beradi. Modellashtirish orqali olingan natijalar orqali o'quvchilar real dunyoda yuz beruvchi jarayonlarni yaxshiroq tushunishlari mumkin. Ko'pincha talabalarga matematik tenglamalar faqatgina nazariy ma'noda tushuntiriladi va amaliyotga tatbiq etish imkoniyatlari ko'p hollarda namoyish qilinmaydi. Modellashtirish esa matematikani amaliy qo'llash uchun qulay platforma bo'lib, o'quvchilarga bu bilimlarni texnologik va ilmiy sohalarida qanday ishlatilishini ko'rsatib beradi. Masalan, moddiy zarralarning harakat trayektoriyasini differensial tenglamalar bilan modellash orqali real hayotiy masalalarga yechim topish mumkin. Modellashtirish vositalari yordamida talabalarning o'quv jarayoni qiziqarli va qamrovli bo'lib, ular matematik va fizik jarayonlarni mustaqil tarzda tahlil qilish imkoniyatiga ega bo'lishadi. Bu esa o'quvchilarning faolligini oshirib, ularni fanlarni chuqur o'rganishga undaydi. Kelajakda ilmiy tadqiqotlar va texnologiyalar yanada rivojlanishi bilan matematik modellashtirish zarurligi ortib boradi. Ko'pgina ilmiy sohalar, masalan, sun'iy intellekt, muhandislik va texnologik innovatsiyalar matematik modellashtirishga asoslanadi. Shuning uchun talabalarning bu ko'nikmalarni hozirdan rivojlantirishlari muhimdir.

Kelajakda ilmiy tadqiqotlar va texnologiyalar yanada rivojlanishi bilan matematik modellashtirish zarurligi ortib boradi. Ko'pgina ilmiy sohalar, masalan, sun'iy intellekt, muhandislik va texnologik innovatsiyalar matematik modellashtirishga asoslanadi. Shuning uchun talabalarning bu ko'nikmalarni hozirdan rivojlantirishlari muhimdir. Mavzu dolzarbligi nafaqat o'quvchilarning matematik tushunchalarini chuqurlashtirish, balki ularni raqamli texnologiyalar bilan ishlashga moslashtirish va STEM sohalariga tayyorlash bilan ham bog'liq. Shu bois, kompyuterda fizika-matematika tenglamalarini modellashtirish ta'lim jarayonining samaradorligini oshiruvchi dolzarb vosita hisoblanadi.

Ushbu tezisning maqsadi talabalarni fizika-matematika tenglamalarini kompyuterda modellashtirish orqali matematik tasavvurlarini rivojlantirish yo'llarini tahlil qilishdir.

Zamonaviy ta'lim tizimida talabalar ko'pincha matematik tenglamalarni tushunishda va ularni amaliyotga tatbiq etishda qiyinchiliklarga duch keladilar. Matematikani ko'rgazmali ravishda o'rgatish ko'pincha yetarli darajada qo'llanilmaydi.

Texnologiyalar yetishmasligi: O'quv muassasalarining barchasi ham kompyuter modellashtirish uchun zarur bo'lgan texnik vositalar, zamonaviy kompyuterlar va dasturiy ta'minot bilan ta'minlanmagan. Ayrim maktab va universitetlarda eski texnikalar, yangilanishni talab qiladigan tizimlar ishlatiladi. Bu esa kompyuterda modellashtirish jarayonlarini to'liq amalga oshirishga to'sqinlik qiladi.

Dasturiy ta'minotga cheklangan kirish: MATLAB, Maple, Mathematica kabi dasturlar ko'pincha pulli bo'lib, barcha o'quv muassasalari yoki talabalar uchun moliyaviy jihatdan qulay emas. Bepul muqobil dasturlar mavjud bo'lsa-da, ular ba'zan o'quv jarayoni uchun zarur bo'lgan funksiyalarni to'liq taqdim etmaydi yoki murakkab foydalanish interfeysiga ega bo'lishi mumkin.

Pedagogik tayyorgarlik yetishmasligi: Kompyuterda modellashtirish usullarini qo'llash uchun o'qituvchilarning o'zlari ham texnologik vositalardan foydalanish bo'yicha yetarlicha bilim va ko'nikmaga ega bo'lishlari kerak. Barcha o'qituvchilar bu vositalarni ishlatishni bilmaydi yoki ulardan to'liq foydalanishni o'rganishga vaqtlari yetishmaydi.

Kompyuter savodxonligi: Hamma talabalar ham kompyuter texnologiyalaridan foydalanishda bir xil tayyorlangan emas. Ayniqsa, texnologiyaga kamroq e'tibor qaratilgan joylarda o'qiyotgan talabalar uchun dasturiy ta'minotni o'rganish ko'p vaqt va resurs talab qiladi. Bu esa talabalar o'qitish jarayonida ortiqcha vaqt sarflashi va ularga tushuntirilayotgan mavzudan chalg'ishga olib kelishi mumkin.

Matematikaning abstraktligi va vizual tushunish qiyinchiliklari: Kompyuterda modellashtirish matematik tenglamalarni vizual tushunishga yordam berishi mumkin bo'lsa-da, hamma talabalar ham bu tenglamalarning grafik yoki model orqali qanday ifodalanishini to'liq tushunishmaydi. Abstrakt matematik tushunchalarni vizual tarzda o'rganish ham qiyinchilik tug'dirishi mumkin, bu esa modelning noto'g'ri talqin qilinishiga olib keladi.

Matematikaning amaliyotdan ajralishi xavfi: Modellashtirish vositalari qanchalik qulay bo'lmasin, talabalar matematik tenglamalarni qo'lda yechish, mantiqiy xulosa chiqarish va analitik usullarni o'rganishni ham e'tibordan chetda qoldirmasliklari kerak. Ba'zi holatlarda modellashtirish jarayoniga ortiqcha e'tibor berilishi natijasida talabalar matematik tushunchalarni nazariy asosda chuqur tushunmaydilar va faqat kompyuter modellariga suyanib qolishadi.

Ba'zi talabalar uyda kerakli kompyuter texnologiyalariga yoki internetga kirish imkoniga ega emaslar, bu esa darslardan keyingi mustaqil mashg'ulotlar vaqtida ularga qiyinchilik tug'diradi. Bu muammo ayniqsa qishloq joylarda yoki iqtisodiy imkoniyatlari cheklangan hududlarda o'quvchilarga ta'sir qilishi mumkin.

Shaxsiy qobiliyatlar va ko'nikmalar farqi: Har bir talaba o'quv jarayonini o'zlashtirish darajasi va qobiliyatlari bilan farq qiladi. Kompyuterda modellashtirish jarayoniga kirish uchun

yuqori darajadagi analitik ko'nikmalar talab etilishi mumkin, bu esa ayrim talabalar uchun qo'shimcha qiyinchilik tug'diradi.

Muammolarni to'g'ri aniqlash va ularni bartaraf etish uchun texnologik imkoniyatlarni kengaytirish, o'qituvchilar malakasini oshirish, talabalar uchun teng imkoniyatlar yaratish va modellashtirish usullarini o'quv dasturlariga muvaffaqiyatli integratsiya qilish zarur. Shu yo'lda faqat modellashtirish texnologiyalarini emas, balki matematikaning nazariy asoslarini ham yaxshi tushuntirishga qaratilgan ta'lim metodikalarini ishlab chiqish muhimdir.

Fizika-matematika tenglamalarini kompyuterda modellashtirish, o'quv jarayonini texnologiyalar bilan boyitish va bu orqali ta'lim sifatini oshirish bo'yicha ko'plab tadqiqotchilar va olimlar ish olib borgan. Ushbu mavzu turli ilmiy yo'nalishlar, pedagogika va texnologiyalarni o'z ichiga olgan bo'lib, global miqyosda qiziqish uyg'otmoqda.

Matematika va kompyuter fanlarining rivojlanishiga katta hissa qo'shgan John von Neumann o'zining matematik modellashtirish bo'yicha ishlari bilan mashhur. U o'z tadqiqotlarida fizik va matematik jarayonlarni modellashtirishni yanada aniq va samarali qilish uchun kompyuter tizimlarini yaratishga asos solgan. Neumann arxitekturasini, ayniqsa, zamonaviy kompyuterlar va hisoblash texnologiyalari uchun asos bo'lgan. Uning ishlari modellashtirishda qo'llaniladigan algoritmlarning poydevorini yaratib, ta'limda texnologiyalarni keng qo'llash imkonini berdi.

O'zbekistonda ham ta'lim jarayoniga texnologiyalarni integratsiya qilish bo'yicha bir qator tadqiqotlar va loyihalar amalga oshirilmoqda. Jumladan, matematika va texnologiyalarning uyg'unligini o'rgatish uchun ishlab chiqilgan milliy o'quv dasturlari va elektron darsliklar talabalarga o'z bilimlarini amaliyotda sinab ko'rishga yordam beradi. Toshkent davlat texnika universiteti, O'zbekiston Milliy universiteti va boshqa o'quv dargohlari modellashtirish sohasida ilmiy izlanishlar olib borayotgan markazlardan hisoblanadi.

Fizika va matematika fanlari o'zaro uzviy bog'liq. Masalan, differensial tenglamalar mexanika, termodinamika, elektromagnitizm kabi sohalarda keng qo'llaniladi. Talabalar ushbu tenglamalarni nafaqat yechish, balki ulardan kelib chiqadigan natijalarni vizual tasavvur qilishlari kerak. Kompyuterda modellashtirish o'quvchilarga murakkab matematik tenglamalarni amaliy ko'rinishda ko'rsatadi. Masalan, MATLAB, Maple, va Wolfram Mathematica kabi dasturlar orqali turli tenglamalarni grafik ko'rinishda aniqlash mumkin. Modellashtirish ko'rgazmali darslarni tashkil etishda samarali usul bo'lib, talabalar o'z bilimlarini mustahkamlashga yordam beradi.

Fizika-matematika tenglamalarini kompyuterda modellashtirish orqali talabalarni matematik tasavvurlarini rivojlantirishda duch kelinadigan muammolarni hal qilish uchun bir qator yechimlarni ishlab chiqish zarur. Ushbu yechimlar texnologik, pedagogik, va tashkilotiy yondashuvlar bilan bog'liq bo'lib, ularni to'g'ri tatbiq etish orqali ta'lim sifatini oshirish va talabalar uchun qulay o'qitish muhitini yaratish mumkin. Quyida bu yechimlarni kengroq yoritamiz:

Infratuzilmani yaxshilash: O'quv muassasalarining texnik imkoniyatlarini kengaytirish muhimdir. Talabalar o'qitish jarayonida zamonaviy kompyuter texnologiyalaridan foydalanishi uchun maktablar va universitetlar yangi kompyuterlar, monitorlar, va boshqa zarur texnik vositalar bilan ta'minlanishi kerak. Buning uchun ta'lim tashkilotlari va davlat idoralari tomonidan mablag' ajratish va texnik infratuzilmani yaxshilash zarur.

Ta'lim jarayonida o'qituvchilarga yordam berish: O'qituvchilarga modellashtirishni samarali qo'llash uchun ko'rgazmali qo'llanmalar, dars ishlanmalari va elektron resurslar bilan ta'minlash orqali yordam berish lozim. Shuningdek, maktab yoki universitet darajasida texnik yordam ko'rsatadigan IT mutaxassislarni jalb qilish ham samarali yechim bo'ladi.

Talabalarni texnologiyalardan foydalanishga tayyorlash: Har bir talaba kompyuter va dasturiy ta'minot bilan ishlash uchun yetarli ko'nikmaga ega bo'lmasligi mumkin. Shuning uchun darslarning boshlanishida yoki kurs davomida talabalarni kompyuter savodxonligiga oid

qisqa o'quv kurslaridan o'tkazish kerak. Bu ularga modellashtirish dasturlarini to'g'ri tushunish va ishlatishda yordam beradi.

Individual yondashuv: Talabalar turli o'zlashtirish darajasiga ega bo'lganligi sababli, o'qituvchilar individual yondashuvni qo'llashlari kerak. Ayrim talabalar modellashtirish bilan ishlashda yordamga muhtoj bo'lishlari mumkin, shuning uchun o'qituvchilar o'quv jarayonini moslashtirib, qo'shimcha mashg'ulotlar yoki individual darslar tashkil etishi lozim.

Modellashtirishni matematik nazariya bilan uyg'unlashtirish: Modellashtirish orqali talabalar matematik va fizik jarayonlarning vizual tasavvurini o'rgansa-da, nazariy bilimlar mustahkam asos bo'lib qolishi kerak. O'qituvchilar nazariy qoidalarni amaliy modellashtirish bilan uyg'unlashtirib, talabalar uchun nazariya va amaliyot o'rtasidagi bog'liqlikni ko'rsatib berishlari lozim. Bu usul talabalarni nazariy bilimlarni amaliy qo'llashga va analitik fikrlash ko'nikmalarini rivojlantirishga yordam beradi.

O'quv jarayoniga moslab maxsus modullar ishlab chiqish: O'quvchilar matematik modellashtirishni samarali o'rganishlari uchun maxsus modellar va qo'shimcha o'quv materiallar tayyorlash lozim. Bu materiallar o'quvchilarga o'quv jarayonida qo'llanadigan modellar va dasturlarning qanday ishlashini tushuntirishga yordam beradi.

Raqamli tafovutni bartaraf etish: Talabalar texnologiyalardan teng foydalanish imkoniyatiga ega bo'lishlari uchun maxsus chora-tadbirlarni amalga oshirish kerak. Masalan, talabalar uchun maktab va universitet kutubxonalarida kompyuter xonalari ochilishi va ularga doimiy kirish imkoniyati yaratilishi lozim. Shuningdek, uyda kompyuter yoki internet imkoniyati bo'lmagan talabalar uchun maxsus grant yoki yordam dasturlari tashkil etilishi mumkin.

Talabalar uchun maxsus imtiyozli dasturlar va resurslar yaratish: Talabalar o'zlarining kompyuter savodxonligini oshirish va modellashtirish vositalarini o'rganish uchun bepul yoki imtiyozli kurslar, elektron kitoblar va video darsliklar bilan ta'minlanishi kerak. Bu ularga o'z vaqtida yordam olish va o'quv jarayonidan ortda qolmaslik imkonini beradi.

Gamifikatsiya (o'yinga asoslangan o'qitish): Modellashtirish jarayonlarini gamifikatsiya qilish, ya'ni o'yin elementlari orqali tashkil etish o'quvchilarning o'qishga bo'lgan motivatsiyasini oshirishi mumkin. Talabalarga murakkab matematik masalalarni hal qilishda o'yin shaklida yondashuvni qo'llash o'quv jarayonini jonli va ijodiy qiladi.

Xulosa qilib aytganda, fizika-matematika tenglamalarini kompyuterda modellashtirish o'quv jarayonida o'ziga xos texnologik va pedagogik yondashuv bo'lib, u nafaqat matematik bilimlarni amaliy qo'llash imkonini beradi, balki talabalar tafakkurini kengaytirish, nazariy bilimlarni mustahkamlash va fanlararo integratsiyani chuqurlashtirishda ham muhim rol o'ynaydi. Bu nafaqat matematik tushunchalarni chuqurroq tushunish va ularni qo'llashga yordam beradi, balki talabalarning texnologiyalardan foydalanish ko'nikmalarini rivojlantirishda, ularda mantiqiy va analitik fikrlash qobiliyatlarini oshirishda katta rol o'ynaydi. Modellashtirishni o'quv jarayoniga muvaffaqiyatli integratsiya qilish orqali kelajak avlodning matematik bilim darajasini yuqori pog'onaga ko'tarish mumkin bo'ladi.

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BO'SH VAQT - JUDA KATTA NE'MAT

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Uning ahamiyatini, qadrini bilgan odam hayotda albatta o'z o'rnini topadi.

Insoniyatning tarixiy taraqqiyoti jarayonida bo'sh vaqt muhim ahamiyatga ega. Bo'sh vaqt yoshlarni kamolotga yetkazish va ta'lim-tarbiya ishlari uchun katta imkoniyat yaratadi. Insonning bo'sh vaqti uning dam olishi, intellektual taraqqiyoti, bilim olish, o'z o'rtoqlari bilan fikr almashishi, erkin jismoniy va intellektual kuchlarini tiklash vaqtidir. Inson o'zining bo'sh vaqtini faqat o'z shaxsiy manfaatlari uchun sarf qilmasdan, balki jamiyat manfaatlari bilan uyg'unlashtirishi lozim.

Vaqtning o'ziga xos xususiyatlari ham mavjud. Vaqtni kishilar ko'rishi, eshitishi, tutishi, hidlashi mumkin bo'lmasa-da, u bor narsa: u hech qachon to'xtamaydi, ovozsiz va betinim, mudom harakatda bo'ladi. Vaqtning eng muhim xususiyati, bu - uning orqaga qaytmasligi, to'xtamasligi va cheksizligidir. U hamisha bir yo'nalishda - o'tmishdan kelajakka yuradi. Shu sababdan o'tgan vaqtni, o'tgan kunni va o'tgan daqiqalarni qaytarib bo'lmaydi. Buyuk qomusiy olim Abu Rayhon Beruniy yil davomida kunni tunga ulab, tinmay ishlashi natijasida fanning turli sohalari bo'yicha 150 dan ortiq asarlar yaratdiki, buning uchun butun insoniyat undan abadiy minnatdordir. Yoqut-al Kamoliy o'zining "Adiblar qomusi" kitobida Beruniy zamondoshi - qonunshunos al-Valvolijiy hikoyasini keltiradi. Unda qayd etilishicha, Abu Rayhon Beruniy o'lim to'shagida yotganida ham, jon berayotgan vaqtda ham fan to'g'risida o'ylagan va hayotining so'nggi daqiqalarida uni ko'rgani borgan al-Valvolijiydan merosiy huquqqa oid chigal masalani yechishda yordam berishini iltimos qilgan. Unga al-Valvolijiy: "Shunday holatda-ya?" desa, Abu Rayhon Beruniy: "Men bu dunyo bilan xayrlashyapman, o'sha masalani bilmay ketganimdan ko'ra, bilib ketganim yaxshirok emasmi?" - deb javob bergan ekan. Shuningdek, al-Xorazmiy o'lim to'shagida yotganida undan Abu Bakir: "Ko'ngling nimani xohlaydi, ishtahang nimani taqozo qilmoqda?" - deb so'raganlarida, al-Xorazmiy: "Kitob yuziga bir qarasam!" - degan ekan.

Ulug' ajdodlarimiz kunlarini, vaqtu soatlarini foydali ish qilishga, go'zal ahloqiy va ilmiy darajalarga yetishish yo'lida sarflashga urinar edilar. Shuning uchun ham ularning bugunlari kechagisidan, ertangi kunlari bugungisidan a'lo bo'lardi. Ular: "Vaqt qilichdir, agar sen uni kesmasang u seni kesadi", - degan hikmatli so'zga amal qilishgan.

O'tayotgan kunimiz, vaqtimizdan ibrat olmog'imiz lozim. Zero, kecha va kunduz yangilarni eskirtiradi, uzoqlarni yaqin qiladi, umrlarni qisqartiradi, yoshlarni qaritadi, keksalarni boqiylik sari yetaklaydi. Dono xalqimizda bir maqol bor, unda shunday deyiladi: "Vaqtning ketdi, baxting ketdi".

Maktabda bolalarni yuksak madaniyatli qilib tarbiyalash ularni bir me'yorda mehnat qilishga, vaqtdan unumli foydalanishga, tartibli hayot kechirishga o'rgatish demakdir. Kishining vaqtdan foydalanish madaniyati yuksak bo'lsa, uning ish unumining oshishiga, o'zining intizomli bo'lishiga yordam beradi. Bunday xususiyatlar ratsional hal etilgan kun tartibi orqali

amalga oshiriladi. Oqilona tashkil etilgan kun tartibi inson uchun o'z-o'zini tarbiyalashda ongli intizom vositasi bo'lib xizmat qiladi.

Vaqtning ahamiyati haqida so'z yuritar ekanmiz, birinchi navbatda uning qadriga e'tibor qaratmog'imiz lozim. O'tayotgan har bir lahza umrimizning bir qismidir, u bizning foydamizga yo zararimizga guvohlik beradi. Inson o'tkazayotgan vaqti hisob-kitobli ekanini unutmasligi kerak.

Vaqt oltindek qimmat narsa emas, balki vaqt oltindan qimmatliroqdir, deganidir. Chunki vaqt bu hayotdir, hayot esa oltindan qimmat ekanligini xammamiz bilamiz. Ilm ahlari o'zlarining hikmatli she'rlarida:

Yoqutlar topulur vaqtlar bilan,
Vaqtlar topilmas yoqutlar bilan,
deb bejiz aytishmagan.

Shuni unutmaslik kerakki, vaqt sotib oladigan oddiy mato emas. Vaqt – juda katta ne'mat, uning ahamiyatini, qadrini bilgan, undan unumli foydalangan odam hayotda albatta o'z o'rnini topadi, hech qachon mushkul ahvolga tushib qolmaydi. Bugun biz ismlarini katta g'urur bilan tilga oladigan ajdodlarimiz vaqtlarini boshqalardan ko'proq g'animat bilishgan. Ular vaqt qiymatini boshqalardan ko'ra yaxshiroq anglaganlar. Ular umrlarini foydali ilm, solih amal yoxud boshqalarga yaxshilik ulashish bilan o'tkazishgan.

“Vaqt qotillari” degan ibora bor. Bu ibora ko'proq vaqt isrofgarlariga nisbatan qo'llaniladi. Kim vaqtini behuda o'tkazayotgan bo'lsa, aslida o'zini o'ldirgan hisoblanadi.

Xulosa qilib aytadigan bo'lsak, bo'sh vaqtimizga e'tiborliroq bo'laylik, vaqt qotillariga aylanib qolmaylik!

ENG MAQBUL SARMOYA, BU – TA'LIMGA, FARZAND KELAJAGIGA SARFLANGAN SARMOYADIR

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Annotatsiya. Ushbu maqolada yoshlar tarbiyasini zamonaviy asosda ilmiy-texnologik isloh qilish borasida olib borilayotgan ishlar va uni bugungi kun ehtiyojlaridan kelib chiqqan holda ilmiy asoslangan tayanch kompetensiyalar, fazilatlar asosida shakllantirish, real ta'lim amaliyotida yuksak pedagogik madaniyat va texnikani namoyon eta olishga o'rgatish bo'yicha fikrlar yoritib o'tilgan.

Kalit so'zlar: ta'lim, tarbiya, ma'naviy-axloqiy tarbiya, kompetensiyalar, fazilatlar, ijtimoiy-pedagogik hamkorlik, nutq, madaniyat.

O'zbekistonning buyuk kelajagini yaratishda, uni jahonning rivojlangan mamlakatlari darajasiga erishishda evolyutsion rivojlanish yo'li tanlangani, o'zbek xalqiga xos tarixi qaror topgan umuminsoniy va milliy qadriyatlar, urf-odatlar, an'analar islomiy sifat va fazilatlar ham qo'l kelmoqda. Ta'kidlash joizki, keyingi yillarda mamlakatimizda yoshlar tarbiyasiga e'tibor davlat siyosati darajasiga ko'tarildi. Prezidentimiz Shavkat Mirziyoyev rahbarligida ta'lim tizimini rivojlantirish, pedagoglarning malakasi va jamiytdagi nufuzini oshirish, yosh avlod ma'naviyatini yuksaltirish masalalariga har qachongidan ko'proq e'tibor qaratilmoqda.

Jahonning eng rivojlangan, AQSh, Buyuk Britaniya, Yaponiya, Koreya, Xitoy, Germaniya, Finlandiya kabi mamlakatlarining tarixiy tajribasi shundan dalolat berib turibdiki, ular mustaqillik va taraqqiyot yo'liga qadam qo'yishlari bilan asosiy e'tibor va mablag'larni, birinchi navbatda xalq maorifini yaxshilashga, yoshlarni o'qitish va tarbiyalashga sarflaganlar. Bunday siyosat tarixiy tajribada o'zini oqladi. Iymon-e'tiqodli, bilimli mehnatsevar yoshlar, ishbilarmon

malakali mutaxassislar aql-zakovat bilan ish yuritib, o'z Vatanlarining qudratini oshirdilar, o'z xalqlari uchun yuqori turmush darajasini ta'minlay oldilar.

Ustozlarimiz ta'lim-tarbiya haqida ko'p va xo'p yozishgan. "...hamma narsa tarbiyaga bog'liq. Tarbiya yo hayot, yo mamot, yo najot, yo halokat, yo saodat, yo falokat masalasidir" degan edi milliy pedagogikamizning buyuk darg'asi Abdulla Avloniy. Darhaqiqat, tarbiya masalasi har qanday davrda, har qanday millat rivojida muhim rol o'ynaydi. Shuning uchun ham mamlakatimizda bu masalaga alohida e'tibor qaratib kelinmoqda. O'zbekistonda yoshlar tarbiyasini zamonaviy asosda ilmiy-texnologik isloh qilish borasida olib borilayotgan ishlar va uni bugungi kun ehtiyojlaridan kelib chiqqan holda ilmiy asoslangan tayanch kompetensiyalar, fazilatlar asosida shakllantirish ishiga kata ahamiyat berilmoqda. Buning natijasi o'laroq, oila, maktabgacha ta'lim, umumiy o'rta, o'rta maxsus kasb-hunar, oliy ta'lim muassasalari, mahallalarning ijtimoiy-pedagogik hamkorligi yangi darajaga ko'tarilayapti. Keyingi yillarda ta'lim-tarbiya sohasida amalga oshirilgan, ko'lami va mohiyatiga ko'ra ulkan ishlarimiz biz ko'zlagan ezgu niyatlarimizga erishish, hech kimdan kam bo'lmaydigan hayot barpo etish, yoshlarimiz, butun xalqimizning ma'naviy yuksalishi yo'lida mustahkam zamin yaratdi, desak hech ham mubolag'a bo'lmaydi.

Ilmiy kuzatish va tadqiqotlar inson o'z umri davomida oladigan barcha ma'lumotning 70 foizini 5 yoshgacha bo'lgan davrda faol qabul qilishini, bolaning ongi, asosan, 5-7 yoshda shakllanishini ko'rsatgan. Bu esa jamiyatga kirib kelayotgan shaxsning ma'naviy-ruhiy olami, dunyoqarashi, bilimu salohiyati uning maktab yoshigacha bo'lgan yillarda olgan ta'lim-tarbiyasiga uzviy bog'liqligidan dalolat beradi. O'sib kelayotgan yosh avlodning zamon talablariga mos, barkamol inson bo'lib shakllanishlari uchun ijtimoiy tarbiyaning muhim tarkibiy qismlari – aqliy, ma'naviy-axloqiy, jismoniy, mehnat, estetik, huquqiy, ekologik, iqtisodiy, jinsiy tarbiyani tashkil etishga nisbatan yangicha yondashish, ularni samarali tashkil etish yo'llarini ishlab chiqish alohida dolzarblik kasb etadi. Bu esa tarbiyadagi eng muhim vazifalardir. Tarbiya jarayoni ko'p qirrali jarayon bo'lib, unda tarbiya mohiyatini yoritishga xizmat qiluvchi ichki va tashqi (sub'yektiv va ob'yektiv) omillar ko'zga tashlanadi. Sub'yektiv omillar shaxsning ichki ehtiyojlari, qiziqishlari, hayotiy munosabatlari mazmunini anglashga yordam bersa, ob'yektiv omillar shaxsning hayot kechirishi, shakllanishi, hayotiy muammolarni ijobiy hal etish uchun sharoit yaratadi. Tarbiya faoliyatining mazmuni, yo'nalishi va shakli ob'yektiv sharoitlar bilan qanchalik mutanosib kelsa, shaxsni shakllantirish borasida shunday muvaffaqiyatga erishiladi. Tarbiya jarayonining tashkil etilishi va boshqarilishida nafaqat o'qituvchi faoliyati, balki o'quvchining yosh va psixologik shaxsiy xususiyatlari, o'y-fikrlari, hayotiy qarashlari hami muhim o'rin tutadi. .

Mustaqil O'zbekistonda yosh avlodni tarbiyalash jarayonida quyidagi vazifalarni hal etilmoqda:

1) yoshlarni ijtimoiy hayotga tayyorlash, ularda keng dunyoqarashni tarkib toptirish, o'z shaxsiy turmushiga maqsadli yondashuv, reja va amal birligi hissini uyg'otish;

2) o'quvchilarni milliy va umuminsoniy qadriyatlar mohiyatidan ogoh etish, chuqur bilim va tafakkurga ega yoshlarni tarbiyalash, ularning ongini boyitish;

3) umuminsoniy axloq meyorlari (odamiylik, kamtarlik, o'zaro yordam, mehr-muhabbat, muruvvat, adolatni yoqlash, insonparvarlik, axloqsizlikka nisbatan nafrat va hokazolar)ning mohiyatini anglash, o'quvchilarda muomala odobi, yuksak madaniyatni qaror toptirishga erishish;

4) o'quvchilarda huquqiy va axloqiy me'yorlarga hurmat ruhida yondashish hissi va fuqarolik tuyg'usi, ijtimoiy burchga mas'ullikni qaror toptirish;

5) tabiatni muhofaza qilish, ekologik muvozanatni yuzaga keltirish borasidagi mas'uliyatni tarkib toptirish;

6) vatanparvarlik va baynalminallik tuyg'usini shakllantirish, o'zga millat va xalqlarni hurmat qilish, ularning huquq va burchlarini kamsitmaslik tuyg'usini qaror toptirish;

7) mustaqil davlat – O'zbekiston Respublikasining ichki va tashqi siyosatiga to'g'ri va xolisona baho berishga o'rganish;

8) insonni oliy qadriyat sifatida qadrlash, uning sha'ni, or-nomusi, qadr-qimmati huquq va burchlarini hurmat qilishga o'rgatish va boshqalar.

Respublikada olib borilayotgan ijtimoiy tarbiyaning umumiy vazifalari ana shulardan iborat.

Ta'lim-tarbiyada pedagog uchun eng zaruri nutq madaniyatini egallashdir. O'qituvchining nutqi kundan-kunga o'quvchilar uchun ibratli bo'lib borib, ularning nutq madaniyatini shakllantirishga yordam berishi kerak. Nutqning grammatik to'g'riligi, uning leksik boyligi, yaxshi ifodalanganligi, obrazlilik, nutq texnikasini egallaganligi o'qituvchining turli xil kasbiy masalalarni sifatli yechishiga imkon beradi.

Ta'lim-tarbiyada barcha zamonlarda pedagoglar muhim rol o'ynagan, ularning faoliyati har doim yuqori baholangan. Qadimgi yunon faylasufi Aflotun agar kosib yomon usta bo'lsa, bundan davlat juda kata narsa yo'qotmaydi – faqat xalq yomonroq kiyinadi, xolos, ammo agar yoshlar tarbiyachisi o'z vazifalarini yomon bajarsa, u holda mamlakatda nodon, johil, bilimsiz va axmoqlar toifasi vujudga keladi, degandi. XVII asrda yashgan ilmiy pedagogikaning asoschilaridan biri - Yan Amos Komenskiy “o'qituvchilarga quyosh ostidagi eng yuqori vazifa yuklatilgan”, degan edi. Mana shunday yuksak vazifani bajarishda biz-pedagoglar inson kapitalini rivojlantirishning eng muhim omoli hisoblangan sifatli ta'lim-tarbiya masalasiga har qachongidanda mas'uliyat bilan yondoshmog'imiz zarurligini hech qachon unutmasligimiz kerak. Barcha zamonlarda ertani o'ylagan kishi har qanday qiyinchilik bo'lmasin, farzand tarbiyasiga, ta'limiga imkon qadar ko'proq mablag' ajratishga harakat qilgan. Chunki, eng maqbul sarmoya, bu – ta'limga, farzand kelajagiga sarflangan sarmoyadir. U ertaga albatta o'z samarasini beradi, bu hayotda o'z isbotini topgan haqiqatdir. Davlatimiz rahbari Yangi O'zbekistonni eski usullar bilan barpo etib bo'lmasligini, buning uchun yangi g'oya, azmu shijoat zarur ekanini qayta-qayta ta'kidlab, barchani uyg'oqlikka, yosh avlod ta'lim-tarbiyasiga jiddiy masala sifatida qarashga chaqirmoqda va bu borada sezilarli ishlar qilinmoqda.

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MAKTABGACHA TA'LIM TASHKILOTLARIDA BOLALARGA ZAMONAVIY METOD VA TEXNOLOGIYALAR ASOSIDA TA'LIM-TARBIYA BERISH

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Jahon miqyosida pedagogik tajriba va ilmiy tadqiqotlarni tahlil qilish natijasida inson hayoti davomida egallaydigan barcha ma'lumotining 70%ini besh yoshgacha bo'lgan davrda olib ulgurishi o'z isbotini topgan. Darhaqiqat, bu davr mobaynida bola dunyoni idrok qilishni boshlaydi, fikrlaydi, atrof-olam bilan tanishadi, umri davomida oladigan bilimlarga zamin tayyorlaydi. Shuning uchun ham yurtimiz kelajagi hisoblangan yosh avlodni barkamol shaxs sifatida tarbiyalashda maktabgacha ta'lim tashkilotlari va tarbiyachilarining o'rni beqiyosdir. Zamonaviy jamiyat maktabgacha ta'lim tashkilotlarida ta'lim sohasi uchun yangi vazifalarni qo'yadi, faoliyatning sifatiga qaratilgan yosh avlodni maktabga tayyorlab berishning yangi darajasini talab qiladigan davlat standartlari joriy etilmoqda.

Zamonaviy maktabgacha ta'lim tarbiyachilarining kasbiy salohiyat darajasi va kompetentligini rivojlantirish, tarbiyachi va butun ta'lim tashkilotlari raqobatbardoshligi tamoyilini joriy etish davlat siyosatining ustuvor vazifalaridan etib belgilanmoqda. Ta'kidlash joizki, zamonaviy tizimda maktabgacha ta'lim tizimi tarbiyachilarining shaxsiy va kasbiy fazilatlariga qo'yiladigan talablar ko'tarilib, pedagog ijodiga katta e'tibor va bu ijodkorlikning pedagogik faoliyatida namoyon bo'lishiga alohida e'tibor qaratilmoqda. Maktabgacha ta'lim tashkilotlaridagi ta'lim jarayonining asosiy qismi tarbiyachi va tarbiyachilarining bola bilan kundalik hamkorligi, unga xulq-atvor meyorlarini ko'rsatish va turli bilim va ko'nikmalarni o'rgatishdir va bu jarayonda yetakchi rol tarbiyachiga aloqadorligini ko'ramiz.

Maktabgacha ta'lim tashkilotlarida ta'lim tarbiya jarayonlarini tashkil etishda yangicha yondashuvlar asosidagi texnologiyalar tobora rivojlanib, takomillashib bormoqda. Bolaning ilk maktabgacha yosh davri, shaxs sifatida shakllanishning muhim davri hisoblanadi. Shunday ekan, maktabgacha ta'lim tashkilotining rahbaridan tortib posbonigacha yuksak mas'uliyat, ijodkorlik, bolajonlik talab qilinadi. Takomillashtirilgan "Ilk qadam" davlat o'quv dasturi asosida maktabgacha ta'lim mazmunini takomillashtirish, bolalarni o'sishi va rivojlanishida hamda ta'lim jarayonini mazmunli tashkil etishda tashkilotda sog'lom psixologik muhitni yuzaga keltirish zarur.

Maktabgacha ta'lim va tarbiya davlat standartlari bola rivojlanishining beshta asosiy sohasini, jumladan, "Nutq, muloqot, o'qish va yozish ko'nikmalari" sohasini belgilab beradi. Ushbu talablar milliy umuminsoniy va ma'naviy qadriyatlar asosida maktabgacha yoshdagi bolalarning parvarishi va ta'lim sifatini ta'minlab berishni, ularni tarbiyalash va rivojlantirishning samarali shakllari va metodlarini joriy etishni eng muhim vazifalar deb hisoblaydi.

Markazdagi pedagogik faoliyatlarni har bir bolaning individual xususiyatlarini hisobga olgan holda eng samarali rivojlanishiga imkon beradigan tarzda, uning individual qobiliyatlari, qiziqishlari, faoliyat darajasini inobatga olgan holda tashkil etiladi. So'ngi o'n yilliklarda maktabgacha yoshda va inson hayoti davomida nutqni o'zlashtirish masalalarini o'rganish ishlari jadallashgan. Chunki til odamlar o'rtasidagi eng muhim aloqa vositasi, ularning fikrlari, hissiyotlari va intilishlarini ifoda etish, fikrlarni shakllantirish vositasidir. Ushbu vosita qanchalik mukammal bo'lsa, insonning o'qitilishi va aqliy rivojlanishi yanada muvaffaqiyatli bo'ladi.

Maktabgacha yoshdagi bolalarda kognitiv muloqot va nutqni muvaffaqiyatli rivojlantirish -bu rivojlanishning qulay davrida bolalarning aqliy, badiiy va nutqiy tarbiyasi muammolarini hal qilishning zaruriy sharti.

Bog'lanishli nutq qanchalik faol rivojlangan bo'lsa, bola undan erkin foydalanadi. Ravon nutqiy ko'nikmaga ega tarbiyalanuvchilar erkin fikr yuritishga, savollar berishga, xulosalar chiqarishga, narsalar va hodisalar o'rtasidagi turli xil aloqalarni aks ettirishga imkoniyati keng bo'ladi. Har qanday davlat taraqqiyoti ta'lim-tarbiya sohasida erishilgan yutuqlar, uning jahon andozalariga mosligi va amaliy hayotda qanday o'rin tutishlariga bo'liq. Sifat o'zgarishlari esa mazkur sohada ijobiy yangiliklar kirita olishi bilan belgilanadi. O'z navbatida bunday yangilikni

kiritish-immitatsion jarayon bo'lib, bu -ta'limda samaradorlikka erishishdan iborat bo'ladi. Bu borada maktabgacha ta'lim sohasida bolalarning nutqini o'stirishda bolalar adabiyoti bilan tanishtirish va yangi pedagogik texnologiyalar asosida hikoya qilish, so'zlash va she'riy asarlarni yodlashga o'rgatish bo'yicha yangi ilmiy asoslangan amaliy metodikalarni jarayonga tatbiq etish muhim vazifadir.

Bunda boshqa sohalarda bo'lgani kabi maktabgacha ta'lim tizimida ham innovatsion laboratoriyalar faoliyatni jonlantirish alohida ahamiyat kasb etadi. Maktabgacha ta'lim mazmunini takomillashtirish umumiy holatda keng ma'noli tushuncha bo'lib, uni samarali amalga oshirish maktabgacha ta'lim tashkilotining binosini holati, tashkilotning har bir jamoasi jumladan tarbiyachi-pedagoglar, tarbiyalanuvchilar, shunindek jamoa, ota-onalar hamda tarbiyalanuvchilarning takomillashtirilgan "Ilk qadam" o'quv dasturi asosida bilim, ko'nikma va malakalarini oshirib borishda pedagogik-psixologik, metodik, bolalar, badiiy adabiyotlar soni va sifati, tashkilotni adabiyot bilan boyitib borishda ota-onalar va jamoatchilikning jalb qilinishi boshqa shu kabi omillarga bog'liqdir.

Maktabgacha ta'lim mazmunini takomillashtirishda, ta'limning sifat va samaradorligiga erishishda takomillashtirilgan "Ilk qadam" o'quv dasturi, mazkur dasturlar asosida yaratilgan metodik tavsiyalar, qo'llanmalar asosida bolalarning kundalik faoliyatni mazmunli va qiziqarli tashkil etish, bo'sh vaqtlaridan unumli foydalanish, bolalarni qobiliyatlarini aniqlash va shunga qarab bolaga ijodiy yondashish, bolalar uchun o'tkaziladigan mashg'ulotlar va manbalarni tarbiyalanuvchilar va jamiyat ehtiyojlariga javob beradigan holatga keltirish maqsadida ratsional va tizimli tahlil qilishni ko'zda tutadi. Maktabgacha ta'lim mazmunini takomillashtirishda umumiy jamoaning ijtimoiy xususiyatini inobatga oladi va ma'lum harakatlarni talab qiladi. Bunda rejalashtirilgan ta'lim-tarbiyaviy tadbirlarning barchasi maktabgacha ta'limning umumiy rivojlanishi uchun muhim hisoblanib, bir-biri bilan uzviy bog'liqlikda amalga oshiriladi. Mashg'ulot va mashg'ulotdan tashqari tadbirlar jadvalini ya'ni kundalik faoliyatning to'g'ri tashkil etish rejalari tarbiyachi pedagoglarning shart-sharoitlari, imkoniyatlari hamda sanitariya-gigiena talablariga javob beradigan holda tuzilishi zarur.

Maktabgacha ta'lim mazmunini takomillashtirishda faol ishtirok etish uchun tarbiyachilar turli sohalarda bilim, malaka, ko'nikmalarga ega bo'lishlari zarur. Bu tarbiyachilardan kasbiy mahoratlarini uzluksiz takomillashtirish, doimiy malaka oshirish jarayonida ishtirok etishlarini talab qiladi. Shuni ta'kidlash lozimki tarbiyachi rivojlanmasa, maktabgacha ta'lim rivojlanmaydi. Tarbiyachining rivojlantirish esa bevosita maktabgacha ta'lim tashkilot rahbariga bog'liq.

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RAQAMLI IQTISODIYOT SHAROITIDA SANOAT KORXONALARIDA ISHLAB CHIQISHNI RIVOJLANTIRISH TENDENSIYALARI

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Raqamli iqtisodiyot global miqyosda sanoat korxonalarining ish yuritish usullarini keskin o'zgartirdi. Raqamli texnologiyalar iqtisodiy jarayonlarni avtomatlashtirish, samaradorlikni oshirish va xarajatlarni qisqartirish imkonini berdi. Ayniqsa, sanoat sohasida raqamli iqtisodiyotning rivojlanishi korxonalarga yangi imkoniyatlar yaratmoqda. Bu maqola sanoat

korxonalarining raqamli iqtisodiyot sharoitida ishlab chiqarishni rivojlantirish tendensiyalarini, zamonaviy texnologiyalarni joriy etish va ularning samaradorlikka ta'sirini ko'rib chiqadi. Shuningdek, maqola raqamli iqtisodiyotning asosiy xususiyatlarini va uning sanoat ishlab chiqarishiga ta'sirini chuqurroq o'rganadi.

Raqamli iqtisodiyot atamasi birinchi marta 1990-yillarda foydalanila boshladi va u raqamli texnologiyalar asosida ishlaydigan iqtisodiy tizimni anglatadi. Bu iqtisodiyotda axborot texnologiyalari asosiy omil bo'lib, ishlab chiqarish, xizmat ko'rsatish va tovarlarni tarqatish jarayonlariga chuqur singdirilgan. Raqamli iqtisodiyotning asosiy belgilari bulutli hisoblash, katta ma'lumotlar (Big Data), internet tarmoqlarining rivojlanishi va internetdan foydalanishning kengayishi hisoblanadi. Sanoat korxonalari uchun raqamli iqtisodiyot sharoitida rivojlanishning muhim qismi texnologiyalarni keng ko'lamda joriy etish bilan bog'liqdir. Bu jarayonda ishlab chiqarish jarayonlarida IoT (Internet of Things), sun'iy intellekt (AI), robototexnika va 3D bosib chiqarish kabi texnologiyalar katta rol o'ynamoqda.

IoT texnologiyalari (Internet of Things) korxonalar uchun ishlab chiqarish jarayonlarini real vaqt rejimida kuzatish va optimallashtirish imkonini beradi. IoT qurilmalari yordamida barcha ishlab chiqarish liniyalarini yagona tizimga ulab, jarayonlarni avtomatlashtirish orqali samaradorlikka erishish mumkin. IoT texnologiyalari nafaqat ishlab chiqarishni optimallashtiradi, balki texnik xizmat ko'rsatish, resurslardan foydalanish va energiya samaradorligini oshirishga yordam beradi. Sanoat 4.0 raqamli iqtisodiyot sharoitida sanoat korxonalarining yangi bosqichini anglatadi. Bu konsepsiya IoT, katta ma'lumotlar (Big Data), sun'iy intellekt, robototexnika va boshqa zamonaviy texnologiyalarni sanoat jarayonlariga keng qo'llashni o'z ichiga oladi. Sanoat 4.0 asosan aqlli ishlab chiqarish tizimlariga asoslangan bo'lib, ishlab chiqarish jarayonlarini avtomatlashtirish va optimallashtirishga qaratilgan. Sun'iy intellekt sanoat korxonalarida murakkab jarayonlarni avtomatlashtirish va real vaqt rejimida qarorlar qabul qilishni osonlashtiradi.

Masalan, ishlab chiqarishda sun'iy intellekt texnik nosozliklarni aniqlash, ishlab chiqarish liniyalarining samaradorligini kuzatish va hatto ishlab chiqarish jarayonlarini avtomatik optimallashtirish imkonini beradi. Sun'iy intellekt bilan bog'liq texnologiyalar raqamli iqtisodiyotda korxonalarga ko'proq moslashuvchanlik va tezkorlikni ta'minlaydi. Avtomatlashtirish sanoat korxonalarida ishlab chiqarish samaradorligini sezilarli darajada oshiradi. Biroq, bu jarayon ba'zi muammolarni keltirib chiqarishi mumkin. Ishchilarning malakasizlanishi va ish o'rinlarining qisqarishi avtomatlashtirishning salbiy tomonlari sifatida ko'riladi. Shu bilan birga, avtomatlashtirish inson faktorlarini kamaytirish orqali ishlab chiqarishdagi xatolar sonini kamaytiradi.

Raqamli iqtisodiyotda katta ma'lumotlar (Big Data) tahlili sanoat korxonalarining muhim qismi hisoblanadi. Bu texnologiyalar ishlab chiqarish jarayonlaridagi ma'lumotlarni real vaqt rejimida yig'ib, tahlil qilishga imkon beradi. Katta ma'lumotlar yordamida ishlab chiqarish samaradorligini oshirish, resurslardan tejankor foydalanish va ishlab chiqarish jarayonlarini optimallashtirish mumkin. Bulutli hisoblash texnologiyalari korxonalar uchun ishlab chiqarish tizimlarini markazlashtirish va masofadan boshqarish imkonini beradi. Bulutli texnologiyalar ma'lumotlarni saqlash va qayta ishlash jarayonlarini soddalashtiradi, bu esa korxonalarga real vaqt rejimida ma'lumotlarni almashish va kuzatish imkonini beradi.

Shu bilan birga, bulutli texnologiyalar sanoat korxonalarida texnologik infratuzilmani rivojlantirish uchun katta imkoniyatlar yaratadi. Raqamli iqtisodiyot sharoitida sanoat korxonalari innovatsiyalar va yangi texnologiyalarni doimiy ravishda joriy etishi kerak. Bu jarayon korxonalarning raqobatbardoshlik darajasini oshiradi va ularni global bozor sharoitida muvaffaqiyatli bo'lishiga yordam beradi. Shu bilan birga, texnologik yangiliklarni joriy etish korxonalarning ishlab chiqarish jarayonlarini optimallashtirish va xarajatlarni kamaytirishga yordam beradi. Raqamli iqtisodiyot sharoitida sanoat korxonalari raqobatbardosh bo'lishi uchun yuqori malakali mutaxassislar kerak. Korxonalar o'z kadrlarini doimiy ravishda

tayyorlash va malakasini oshirish orqali raqamli texnologiyalarni muvaffaqiyatli joriy eta oladi. Malakali ishchilar yangi texnologiyalarni samarali qo'llab, ishlab chiqarish jarayonlarini optimallashtirishga xizmat qiladi.

Raqamli iqtisodiyot sharoitida kiberxavfsizlik masalalari sanoat korxonalarining asosiy ustuvor yo'nalishlaridan biri hisoblanadi. Korxonalar o'z ma'lumotlarini himoya qilish uchun zamonaviy xavfsizlik tizimlarini joriy qilishi lozim. Chunki raqamli tizimlarda ishlayotgan ishlab chiqarish jarayonlari kiberhujumlarga nisbatan himoyasiz bo'lishi mumkin. Korxonalar raqamli tizimlarda ishlayotgan ma'lumotlarni himoya qilish uchun xavfsizlik strategiyalarini ishlab chiqishi kerak. Bularga maxsus himoya tizimlari, kiberxavfsizlik siyosati va xodimlarni raqamli xavfsizlik bo'yicha malaka oshirish kabi chora-tadbirlar kiradi.

Xulosa. Raqamli iqtisodiyot sharoitida sanoat korxonalarining ishlab chiqarish jarayonlarini rivojlantirish uchun texnologik yangiliklar va raqamli tizimlar muhim ahamiyatga ega. IoT, sun'iy intellekt, katta ma'lumotlar va bulutli texnologiyalar sanoat korxonalarining samaradorligini oshirish va ularni raqobatbardosh qilishga xizmat qiladi. Shu bilan birga, sanoat korxonalari kiberxavfsizlik masalalariga ham alohida e'tibor qaratishi lozim. Texnologik innovatsiyalarni joriy etish, kadrlarni tayyorlash va malakasini oshirish orqali sanoat korxonalari raqamli iqtisodiyot sharoitida muvaffaqiyatli rivojlanishi mumkin.

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OLIY TA'LIM SIFATINI OSHIRISHNING SAMARALI TIZIMI

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Annotatsiya. Ushbu maqolada oliy ta'lim sifatini oshirishning samarali tizimi haqidagi ma'lumotlar yoritib berilgan. Ta'lim tizimining raqobatbardosh bo'lishi, ya'ni talabni qondirishi uchun ularning sifati iste'molchiga mos kelishi lozim.

Kalit so'zlar: texnologiya, ta'lim, tizim, resurs, modernizasiya, fan, ishlab chiqarish, uzviylik, innovatsiya, faoliyat, hamkorlik.

Mamlakatimizda ijtimoiy-iqtisodiy rivojlanishning ustuvor yo'nalishlariga hamda xalqaro standartlar talablariga mos keladigan oliy ta'lim tizimini yaratish bo'yicha keng ko'lamli ishlar amalga oshirilmoqda.

Hududlarda yangi oliy ta'lim muassasalarining tashkil etilishi, kadrlar tayyorlashning zamonaviy ta'lim yo'nalishlari va mutaxassisliklari hamda sirtqi va kechki bo'limlarning ochilishi, oliy ta'lim muassasalariga qabul kvotalarining oshirilishi mazkur yo'nalishdagi muhim islohotlar hisoblanadi.

Hozirda jahon miqyosida oliy ta'lim tizimida kadrlar tayyorlash sifatini oshirishning mintaqaviy jihatlarini e'tiborga olgan holda yanada takomillashtirish borasida keng ko'lamdagi ilmiy tadqiqot ishlari amalga oshirilmoqda. Bu borada turli shart-sharoitlar bilan

tafovutlanuvchi mintaqalarda oliy ma'lumotli kadrlar tayyorlashning innovatsion modellarini yaratish, iqtisodiyotning yuqori malakali mutaxassislariga nisbatan tez o'zgarib boruvchi ehtiyojini kadrlar tayyorlashning mavjud imkoniyatlari hamda salohiyati bilan muvofiqlashtirish muammolari tadqiqiga alohida e'tibor qaratilmoqda. Ta'kidlash kerakki, mintaqalarda kadrlar tayyorlashning sifati va salohiyatini innovatsion-investitsion mexanizmlarini modellashtirish hamda prognozlash jarayonlarini yanada takomillashtirish bu boradagi muhim ilmiy tendensiyalardan hisoblanadi.

Mamlakatimizda 2019 yilning oktabrida O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasi qabul qilindi. Ushbu hujjatga intellektual taraqqiyotni jadallashtirish, raqobatbardosh kadrlar tayyorlash, ilmiy va innovatsion faoliyatni samarali tashkil etish hamda xalqaro hamkorlikni mustahkamlash maqsadida fan, ta'lim va ishlab chiqarish integratsiyasini rivojlantirish singari vazifalar asos qilib olindi. Konsepsiya mazmuni mamlakatimiz oliy ta'lim tizimini isloh qilishning ustuvor yo'nalishlarini aks ettiradi. Unda oliy o'quv yurtlarida qamrov darajasini kengaytirish hamda ta'lim sifatini oshirish, raqamli texnologiyalar va ta'lim platformalarini joriy etish, yoshlarni ilmiy faoliyatga jalb qilish, innovatsion tuzilmalarni shakllantirish, ilmiy tadqiqotlar natijalarini tijoratlashtirish, xalqaro e'tirofga erishish hamda boshqa ko'plab aniq yo'nalishlar belgilab berilgan. Bularning barchasi ta'lim jarayonini yangi sifat bosqichiga ko'tarish uchun xizmat qiladi [1].

Bugungi kunda dunyoning rivojlangan va rivojlanayotgan davlatlarida ta'lim paradigmasi o'zgarib bormoqda. O'zbekistondagi islohotlar istiqboli nafaqat mamlakatdagi mavjud barcha tajriba, an'ana va qadriyatlar, balki ilg'or xalqaro xorijiy tajribadan foydalanishga ham asoslangan.

Mamlakatimizda oliy ta'lim tizimini tubdan takomillashtirish, kadrlar tayyorlash mazmunini zamonaviy talablar asosida tubdan qayta ko'rib chiqish, raqobatbardosh oliy ma'lumotli mutaxassislar tayyorlash hamda sohani jahon standartlari darajasida rivojlantirishda oliy ta'lim tizimida innovatsion faoliyatni boshqarishni takomillashtirishga alohida e'tibor qaratilmoqda. Bu borada asosiy bilim sohalari bo'yicha elektron ta'lim resurslari milliy tizimini yaratish, jahonning ta'lim resurslariga kirish va bu infrastrukturani takomillashtirish, o'quv jarayonida jahonning va milliy elektron ta'lim resurslaridan axborot kommunikatsiya texnologiyalari orqali foydalanish, o'quv yurtlarini moddiy-texnika bazasini va tarmoqli infratuzilmani rivojlantirish muammolari oliy ta'lim tizimida dolzarbdir [2].

Ta'lim sifati va uni ta'minlovchi omillar: ta'lim mazmunining fundamentalligi, ma'lum ehtiyojlarning qondirilishi, maqsad va natijalarning mutanosibligi, ta'lim oluvchilarning mustaqil ishlashi, ta'lim jarayoni ishtirokchilarining ijodiy faoliyati, boshqarishga kompleks yondashuv, fanlararo integratsiya va boshqalar orasidagi bog'liqliklarni tavsiflashga nisbatan turli qarashlar mavjud.

Ta'lim sifati – bu nafaqat ta'lim oluvchilar bilimining davlat standartlariga mosligi, balki ta'lim muassasasining muvaffaqiyatli faoliyat ko'rsatishi, shuningdek har bir pedagog va rahbarning ta'lim xizmatlari sifatini ta'minlashdagi faoliyati hamdir.

Zamonaviy ta'lim muassasasida ta'lim sifati erishilgan miqdoriy va sifat natijalarining darajasini, o'quv-tarbiyaviy jarayonni tashkil etish va amalga oshirish darajasini, u kechadigan sharoitlarni aks ettiruvchi tavsiflar to'plamida ifodalanadigan maqsad va natijalarning nisbati sifatida aniqlanadi.

Ayni paytda ta'lim sifatini oshirish yo'li bilan uning raqobatbardoshligi ta'minlanadi. Ta'lim tizimining raqobatbardoshligi bu ta'limning talablarga javob berish qobiliyati va ularning bozorda sotilishidir. Ushbu jarayonlar asosida ma'lum tavsifdagi ehtiyojlarni qondirish imkoniyatlarini beruvchi xususiyatlar yotadi. Ta'limning raqobatbardoshligi ularni boshqa shu turdagi ta'lim muassasalariga solishtirish asosida aniqlanadi [3]. Bu asosan quyidagi ikki parametr orqali amalga oshiriladi: ta'limning aniq ehtiyojga mosligi va bu ehtiyojni

qondirish xarajatlari. Ta'lim tizimining raqobatbardosh bo'lishi, ya'ni talabni qondirishi uchun ularning sifati iste'molchiga mos kelishi lozim.

Ta'lim sifati ta'lim muassasasining o'quv-tarbiyaviy faoliyatini turli qirralarini tavsiflovchi ko'rsatkichlar majmui orqali baholanadi. Ushbu ko'rsatkichlarga ta'lim oluvchilar kompetentligining rivojlanishini ta'minlovchi ta'lim mazmuni, o'qitish shakli va uslublari, material-texnik baza, xodimlar tarkibi kiradi. Ta'lim sifati -inson hayot-faoliyati sifatini oshirish va aniq maqsadga erishishda foydalanish uchun zarur bo'ladigan, aniq sharoitlarda talab etilib olingan bilimlar majmuidir. Oliy ta'limda ta'lim sifati - ta'lim modelining kontekstual ko'rsatkichlari, institutsional maqsad va vazifalari hamda ta'lim tizimining aniq standartlari, ta'lim muassasalari, o'quv dasturlari va fanlari bilan bog'liq bo'lgan ko'p qirrali, ko'p darajali dinamik tushunchadir. Ta'lim sifatiga baho berishda ta'lim samaradorligi tushunchasini ham e'tiborga olish talab etiladi. Sifat – olingan natijaning maqsadga nisbati (yoki teskarisi), samaradorlik- olingan natijaning xarajatlarga nisbati bilan baholanadi. Ta'lim sifati va ta'lim samaradorligi jamiyatda hayot sifatini ko'rsatuvchi asosiy omillardan biri hisoblanadi[4]. Davlat va jamiyat umumiy va kasbiy ta'limga qanchalik ko'p mablag' sarflasa va natijasi eng yuqori xalqaro standartlarga javob bersa, hayot sifati shunchalik yuqori bo'ladi. Ta'lim samaradorligini belgilashda eng optimal xarajatlar hisobida yuqori ta'lim sifatiga erishish talab etiladi.

Ta'lim sifatini oshirishning asosiy omillaridan biri ta'lim jarayoniga zamonaviy raqamli va innovatsion pedagogik texnologiyalarni keng joriy etishdan iboratdir. Lekin, raqamli texnologiyalarning keng foydalanish uning ijobiy tomonlari bilan bir qatorda salbiy oqibatlarini ham aniqlash ustida forsayt tadqiqotlar olib borishni taqozo etadi [5]. Ta'lim sifatini oshishi va dunyoda yagona ta'lim tizimi hamda maydonini shakllanishi o'zaro uzviy bog'liq jarayonlardir. Ta'lim sifati muammosi tugallangan yechimga ega emas soha hisoblanadi. Davlat va jamiyat rivojlanishining har bir bosqichida ta'lim tizimining o'ziga xos yangi shart-sharoitlar va talablari yuzaga keladi, ta'lim sifati mezonlari o'zgaradi va bu masalani hal etish uchun tizimli tadqiqotlar olib borish talab etiladi.

Shunday qilib, ta'lim tizimi sifati ularning bozorda raqobatbardoshligini ta'minlovchi yetakchi omildir. Hozirgi davrda mamlakatimiz ta'lim tizimi iqtisodiy munosabatlarini takomillashtirishning zarurligi fan-texnika taraqqiyoti, iqtisodiy globalashuv va milliy iqtisodiyotning raqobatbardoshligini ta'minlash bilan bog'liqdir. Shu bilan birga ta'lim majmuasini ustuvor rivojlantirish iqtisodiy o'sishining yuqori sur'atlariga erishish asosida aholi farovonligini oshirishning zaruriy sharti bo'lib hisoblanadi.

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TURKISTON MAKTABCHILIK TARIXIGA BIR NAZAR: USMONXO'JA VA MAKTAB ISLOHOTI

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Abstrakt. Ushbu maqolada Turkistonda jadidchilik harakati va g'oyalarining vujudga kelishiga o'z hissasini qo'shgan pedagog va jadidchi Usmonxo'ja va uning maktabchilik faoliyati hamda o'lkada vujudga kelgan tarixiy siyosiy vaziyat va sharoitlar o'rganiladi. Turkiston jadidchiligi orqali ta'limda islohotlarning rivojlanishi, ya'ni milliy taraqqiyparvar ziyolilarning o'sishi, g'arb davlatlari bilan savdo va madaniy aloqalarning kuchayishi tarixiy sharoitda vujudga keldi. Shuningdek, Turkiston an'anaviy ta'lim tizimi mustamlakachilik ta'lim tizimi bilan almashtirilishi mexanizmlari va oqibatlari, mazkur jarayonning ko'p millatli mahalliy aholining hamda ko'chirib keltirilgan rus millatiga mansub aholining savodxonlik darajasiga ta'siri o'rganiladi.

Kalit so'zlar: Turkiston o'lkasi, Jadidchilik, ma'rifatparvarlik, taraqqiyparvarlik, maktabchilik, chorizm, matbuot.

Pedagogika tarixi buyuk ma'rifatparvarlar, donishmandlar, pedagoglar tarixi bilan uzviy bog'liqdir, ta'lim jarayonida amaliyotchilar va nazariyotchilar tarixidir. Zamonaviy pedagogikada tadqiqotchilar haqiqiy ta'lim jarayoni bilan shug'ullanadilar, ular nazariy tushunchalar va amaliy ko'nikmalardan foydalangan holda, ta'lim jarayonida qo'laniladigan amaliy ko'nikmalarni nazariy tushunchalardan ko'ra qanchalik muhimroq ekanligini isbotlashlari va ko'rsatishlari kerak. Uzlusiz ta'lim tizimini republikamizda takomillashtirib borish bilan birga pedagogika tarixida tadqiqotlar olib borish, yangi fanlarni kashf qilish, tizimda mavjud innovatsiyaviy islohotlarni takomillashtirish va izlab topish bugungi kun olimlarining doimiy tadqiqot obyekti bo'lib kelmoqda. Dunyoning rivojlangan mamlakatlari Amerika qo'shma shtatlari, Buyuk Britaniya, Turkiya, Fransiya, Yaponiya ilmiy tadqiqot muassasalari va universitetlarida, XIX asr oxiri – XX asr boshlarida Turkistondagi ijtimoiy-siyosiy hayotidagi o'zgarishlar, mutamlakachilar, qadimchilar va taraqqiyparvarlar harakatining ta'lim jarayoniga ta'siri, ular o'rtasidagi ziddiyatlar hamda taraqqiyparvarlarning xalq ta'limi va jamiyatni isloh qilishga bag'ishlangan asarlari o'rganilmoqda.

Prezident Sh. Mirziyoyev 2023 yil 11 dekabrda "Jadidlar: milliy o'zlik, istiqlool va davlatchilik g'oyalari" mavzusidagi xalqaro konferensiyasida ta'kidlaganidek, "Taraqqiyparvar ajdodlarimizning ilg'or g'oya va qarashlarini tadqiq etish va tizimlashtirish, Turkiston jadidlarining milliy davlatchilik rivojidagi o'rni va ta'sirini o'rganish, XX asrning birinchi choragida ular tomonidan barpo etilgan davlat tuzilmalarining qonunchilik bazasini tahlil qilish, dunyoviy, huquqiy va demokratik jamiyat qurishga qaratilgan faoliyatiga tarixiy baho berish, Yangi O'zbekiston va Uchinchi Renessansni bunyod etishda ushbu merosning mustahkam poydevor bo'lib xizmat qilishi bilan bog'liq masalalar bugungi kunning asosiy muhokama mavzulari etib belgilanganligi alohida ahamiyatga egadir." [1] Shu sababdan ham mazkur vazifani bajarish muhtaram prezidentimiz va Respublika hukumati tomonidan davlat siyosati darajasiga ko'tarildi. Natijada pedagogik ta'limotlar tarixiga oid tadqiqotlarda Turkiston maktablaridagi pedagogik shart-sharoitlar, mudarrislar faoliyati, maktab, madrasalardagi ta'limning tashkil etilishi va boshqarilishi shakllari, pedagogik xususiyatlari, didaktik tamoyillarga amal qilinishi, an'anaviy, rus tuzem, usuli jadid maktablari, xotin-qizlar ta'limining tashkil etilishi kabi masalalarni ilmiy o'rganishga zamin yaratildi.

Jadidchilik harakatining atoqli vakillaridan bir Usmonxo'ja buxorolik yirik savdogar Po'latxoja Karomatulloh o'gli bo'lib, savdo ishlarini olib borish maqsadida Andijon, Marg'ilon, O'sh, Quva kabi shaharlarda safar qilib turgan. O'sha shahrida savdo - sotiq ishlarini olib borish uchun Po'latxoja o'zining do'konini ochadi va Fotima oyim ismli o'zbek ayoliga uylanadi. 1878

yili Po'latxo'ja o'g'il farzand ko'radi va o'gliga Usmonxo'ja deb ism qo'yadi. Usmonxo'ja bolaligini Buxoro shahridagi eski maktab, so'ngra madrasani tamomlaydi. Buxoro ma'rifatparvarlari va savdogarlari jadid maktablariga moliyaviy yordam berish maqsadida 1909-yil mart oyida "Shirkati Buxoroyi Sharif" jamiyatini tuzadilar. Bu shirkat jadid maktablarini darsliklar va boshqa zaruratlar bilan ta'minlash bilan birga iste'dodli yoshlarni zamonaviy ta'limining yangi usullarini o'rganish uchun xorijiy davlatlarga yubora boshlaydi. Shular qatorida Usmonxo'ja va Homidxo'ja ushbu shirkat homiyligida yangi usul maktablari bilan yaqindan tanishish uchun Bog'chasaroy va Istanbulga jo'natiladi. Usmonxo'ja 1909-yilda Bog'chasaroyda Ismoilbek G'aspiarali bilan tanishadi, Qrimdagi jadid maktablaridagi yangi ta'lim-tarbiya tizimini kuzatib, chuqur o'rganadilar. 1910-yilda esa Istanbulga jo'naydilar. Uning Turkiya safari Rossiyaning Istanbuldagi elchisini tashvishga solgan va Rossiya imperatori Nikolay II ni bu voqeadan xabardor qilgan. Imperator o'z navbatida Buxoro amiri Abdulahadxondan Usmonxo'ja va Homidxo'ja haqida ma'lumot so'raganda, amir: "Ular yosh bolalardir. Turkiyaga tahsil olish uchun borganlar", deb javob qaytaradi.

Usmonxo'ja 1913-yilda Turkiyadan o'z yurtiga qaytib, Buxoro shahrida amakivachchasi, yirik savdogar Latifxo'ja uyida jadid maktabi ochadi. Sadridin Ayniyning ma'lumot berishicha, 1913-yilda Usmonxo'ja maktabining o'quvchilari asosan o'zining qarindoshlari bo'lib, keyinchalik ko'plab otalar farzandlarini bu maktabga o'qitish uchun olib kelganlar. O'sha yilning yozida maktab o'quvchilari sonining ko'payishi natijasida Usmonxo'ja boshqa binoni ijaraga oladi va ikkita yordamchi o'qituvchi bilan bolalarga tahsil bera boshlaydi. 1914-yilda o'quvchilar soni 200 ga yetgani sababli Usmonxo'ja maktabni o'z uyiga ko'chiradi. Usmonxo'ja Po'latxo'jayev tomonidan 1913-yilda ochgan yangi usul maktabi anchagina shuhrat topgan. Hamidxo'ja Mehriy ham Hovuzi Arbob guzarida yangi usul maktabini tashkil etgan. Poyi ostona guzarida Mullo Vafo nomli mudarris jadid maktabi ochib, rus va fors tilidan dars bergan. Xiyobon guzarida Mirza Ismoilning ukasi tomonidan kattalar uchun savod chiqarish maktabi tashkil etilib, unda ilm ixlosmandlari xat-savod, hisob va jug'rofiya fanlaridan saboq olgan. Usmonxo'ja hayoti keskin darbadarlikda o'tadi. Rus bosqini davrida Turkiya, Pokiston, Polsha va ikkinchi jahon urushi paytlarida Eronda yashaydi.

Timur Xo'ja o'g'li Ayniyning yozishmalarida o'sha davr qadimistlari ma'rifatparvarlarga yangi usul maktablarini yopish evaziga amirlikda xoxlagan joyida faoliyat olib borishi uchun yuqori amallar ham taklif qilganligini ta'kidlaydi. " Buxoro amiri Katta qozisi Burhiniddin buyrug'i bilan Mulla Qamar Usmonxo'jaga agar siz o'z xoxishingiz bilan maktabni yopsangiz Qozi kalon sizga xoxlagan joyingizdan raislik amalini berishini kafolatlaydilar deydi. Usmonxo'ja esa o'qituvchilikni ochlik yoki katta mansabga yetolmaganidan qilmasligini, aksincha xalqimiz bolalariga foydamiz tegsin deb bu og'ir ishni tanlaganmiz deydi. Biz havoii mansablar uchun muqaddas ishimizni sotmaymiz.[2:38] Temirxo'ja Ayniyga tayanib ma'lumot berishicha, Qozikalon Burhoniddin qolgan usuli jadid maktabdorlarini ham shunday takliflar bilan qiziqtirib ko'rgan, ammo bu urinishlari hech qachon foyda bermagan.

Chor Rossiyasining Buxorodagi mulozimlari ham jadid maktablarining Buxoroda yoyilishidan doim xavotir olgan. Rossiya elchixonasi vakili N. Shulga jadid maktablariga tashrif buyuradi. Shulga Usmonxojaning maktabini quyidagicha tasvirlaydi: "Maktab binosi Buxoroning odatiy uylariga o'xshar edi. Ichki hovlida juda saranjom-sarishta qilingan ikkita xona bo'lib, biri birinchi qavatda sinfxona, ikkinchisi ikkinchi qavatda esa Evropa mebellari bilan jihozlanib Buxorochoa uslubda bezalgan. Xonada ikki yoki uchta globus, asosan Samarqandda nashr etilgan kitoblar majmui shkaflarda qo'yilgan. Sinf xonalarida o'quvchilarga skameykalar, partalar va daftarlar berilgan. Umuman olganda, maktablar qulay va odatdagi Buxoro maktabiga nisbatan ajoyib taassurot beradi". [2:39]

Timur xo'ja o'gli N. Shulganing ma'lumotiga asosan Usmonxo'ja boshlang'ich maktabda tez o'qishni va matematikadan boshlang'icha bilim hamda Qurondan suralarni o'qitgan. Shu bilan birga matematika o'qitishni chuqurlashtirib geografiya fanini o'qitishni o'quv dasturiga

kiritadi. Shulganing norasmiy tashrifi Buxoro jadidlarini shu bilan birga Usmonxo'ja kabi maktabdorlarni g'azablantiradi. Ayniy bunday tashriflar haqida yozib, Rossiya elchixonasi xodimlari yarim takomillashtirilgan maktablarni ko'rib, Istanbulga o'quvchilar yuborilishiga to'sqinlik qilgan hamda Istanbulda ta'lim olgan yoshlarning maktab ishlarida ishtirok etishiga ishonchsizlik bilan qarashadi. Bunday ishlar Ayniyning fikricha zolimlar pashshani fildek ko'radilar. Biroq, jadid maktablari rivojlanishiga ochiq qarshilik ko'rsatib, yoshlar va matbuot ko'z o'ngida o'z nomlarini yomon ko'rsatishni o'z siyosatiga to'g'ri kelmasligini isbotlashar edi.

Rossiya elchixonasi vakili Shulganing tashrifidan ko'rishimiz mumkinki, bu kishi nafaqat diplomat missiya balki agitatsiya harakatlari bilan jadidlar maktabini qoralab kelgan. Bu ikkiyuzlamachi shaxs o'zini go'yoki maktab va yoshlarni qo'llab quvvatlaganday ko'ringan. Tashrif davomida o'quvchi va o'qituvchilardan hech narsa so'ramay va maktab dasturlari va darsliklarini ko'rmasdi. U oddiygina salomlashib chiqib ketar edi. Diplomat tashrifining ikki maqsadi bo'lgan, birinchisi qadimist mullalar orasida "yangi usul maktablari Rossiya hukumati himoyasida va Russ imidjini" ko'rsatib beradi degan gap so'zlarni tarqatish uchun, bunday holatda qadimistlar tomonidan amirga maktabni yopish uchun mullalarning shikoyatlari inobatga olinib Rus elchixonasi aybsizday ko'rinar edi, ikkinchi maqsad maktabdorlar va o'quvchilarga Elchixona bizni himoyachimiz degan fikrni uyg'otib kelajakda o'z manfaatlariga xizmat qildirgan.[3:251, 252] Bu voqeadan so'ng Qozi kalon Burhoniddin jadid maktablarining islom dini nazaridan adashib, gunohkor bo'lib qolgani, bolalarni buzg'unchilik va fitnaga tortayotgani isbotlangani haqida soxta imzolar bilan ariza topshiradi. Ayniy Burhoniddin jadid maktablarini yopish uchun hiyla ishlatganini tasvirlaydi.

Buxoro amiri Olimxon va uning ma'muriyati Chor Rossiyasining Buxorodagi elchixonasining qo'g'irchog'iga aylanib borayotgan edi. Rus elchisi Miller, Shul'ga va Vedinskiylarning bosimidan so'ng amir Olimxon 1917-yil 30-martda "Ozodlik deklaratsiyasi"ni e'lon qildi. Jadidlar shu munosabat bilan 8 aprelda parad uyushtirishga qaror qiladilar va namoyishda yetti mingga yaqin kishi qatnashdi. Jadidlar yelkalarida ko'targan bir bannerlardan birida "Yashasin Ozodlik, Konstitutsiya, Matbuot erkinligi va maktablar mustaqilligi" degan shior bor edi. Ammo amir askarlari kuch ishlatib namoyishchilarni tarqatib yubordilar va ko'plab jadidlar hibsga olindi.[2:41]

Oradan bir yil o'tib, 1917-yil fevralda Rossiyada sodir bo'lgan siyosiy voqealar ta'sirida 1917-yil 7-aprelda Buxoro amiri Olimxon tomonidan islohotlar farmonining e'lon qilinishi natijasida shaharda o'tkazilgan namoyishlarning tashkilotchilaridan biri ham Usmonxo'ja edi. Ushbu namoyish ishtirokchilaridan qamoqqa olingan 30 yosh buxoroliklar orasida Ahmad Nayim, aka-uka Usmonxo'ja hamda Otaullaxo'ja ham bo'lib, amir zindonidan qutulgan Usmonxo'ja 15 ta sherigi bilan Yangi Buxoroga keladi va u yerdan jadidlarning bir qismi Samarqandga, boshqa qismi Toshkentga muhojirlikka ketadilar.

Yuqoridagi ma'lumotlardan ko'rinadiki, Buxoro amirligida taraqqiyparvarlik va ma'rifatparvarlik g'oyalari XIX asrning ikkinchi yarmidan shakllana boshlab, XX asr boshlariga qadar davom etgan. Ahmad Donishdan meros bo'lib o'tgan bu teran g'oyalarni yuksaltirish va rivojlantirish Yosh buxoroliklarning asosiy maqsadlaridan biriga aylangan. Mahalliy xalqni, yosh avlodning savodini chiqarish, ularning ongiga ma'rifatparvarlik g'oyalarini singdirishda, avvalo, jadid maktablari asosiy rol o'ynagan. Jadid bobolarimiz Vatan ravnaqi yo'lida munosib xizmat qilib, yosh avlodni ilm-ma'rifatli qilib tarbiyalash, jamiyatga yetuk va iste'dodli kadrlarni tayyorlab berishdek mas'uliyatli vazifani amalga oshirganliklari chindan ham katta e'tirof va e'tiborga molikdir.

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OLIY TA'LIM MUASSASALARIDA IJTIMOY TARMOQLARDAN FOYDALANISH MUAMMOLARI

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Bizga ma'lumki yoshlar jamiyat kelajagi hisoblanadi. Shu asnodan o'z kelajagini o'ylagan davlat eng avvalo ularning ta'lim sohasiga alohida e'tibor qaratishi muhim hisoblanadi. Binobarin, bugun yurtimizda olib borilayotgan islohotlarning zahirida yoshlarning ta'lim alohida e'tibor qaratilayotganligi tahsinga sazovordir. Bilimli avlod - buyuk kelajakning, tadbirkor xalq - farovon hayotning, do'stona hamkorlik esa - taraqqiyotning kafolatidir!

Mamlakatimiz ta'lim sohasida muhim islohotlarni amalga oshirishga katta e'tibor qaratmoqda. 2019-yilda "O'zbekiston xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasi"ni tasdiqlagan, bu esa mamlakatni xalqaro PISA reytingida eng yaxshi 30 davlat qatoriga qo'shish, o'qituvchilarni tayyorlashni takomillashtirish va o'qitishda zamonaviy texnologiyalarni keng joriy etish maqsadida ishlab chiqilgan. Ushbu rejalar asosida ta'lim dasturlari mazmunini yangilash, o'qituvchilarni qayta tayyorlash va ularga ijtimoiy himoya tizimini kuchaytirish kiritilgan. Shuningdek, davlat-xususiy sektor hamkorligini rivojlantirish, o'quv jarayonini individuallashtirish va yoshlarni ish bilan ta'minlashga ko'maklashuvchi tashabbuslar ham e'tiborga olingan. "Bugungi kunda axborot-kommunikatsiya texnologiyalari, internet tizimini keng rivojlantirmasdan turib, mamlakatimizni modernizatsiya qilish va yangilash, barqaror taraqqiyotga erishish haqida so'z yuritish mumkin emas"

Bugun barcha sohalarida bo'layotgani kabi oiliy ta'lim sohasida ham ijtimoiy tarmoqlardan keng foydalanilib kelinmoqda. "Ijtimoiy tarmoq tarkibi ishtirokchilari tomonidan yaratiladigan ko'p foydalanuvchi interaktiv veb-sayt. Ijtimoiy tarmoqning maqsadi internetda o'xshash qiziqishlar va/yoki faoliyatga ega shaxslar bilan hamjamiyatlar qurishdan iborat. O'zaro aloqa ichki pochta yoki oniy xabar almashish tizimi orqali amalga oshiriladi. Ijtimoiy tarmoqlar ochiq yoki yopiq bo'lishi mumkin. Ijtimoiy tarmoq xususiyatlarining biri - "do'stlar" va "guruhlar" tizimi".

Ijtimoiy tarmoqlar yoshlar ma'naviy qiyofasiga ta'siri sezilarli darajada bo'ladi. Zamonaviy jamiyatda ijtimoiy tarmoqlarning shaxsning ma'naviy qiyofasiga ta'siri juda katta va murakkab jarayon bo'lib, u turli ijobiy va salbiy jihatlarni o'z ichiga oladi. Ijtimoiy tarmoqlar insonning muloqot qilish uslubidan tortib, dunyoqarashi va axloqiy qadriyatlariga ham ta'sir ko'rsatmoqda. Ijtimoiy tarmoqlar insonning dunyoqarashi va qadriyatlariga sezilarli darajada ta'sir qiladi. Ular orqali insonlar turli madaniyatlardan, dinlardan va millatlardan bo'lgan odamlar bilan tanishib, turli g'oyalar bilan muloqotga kirishishadi. Bu esa insonning dunyoqarashini kengaytirishga yordam beradi.

Ta'lim jarayonida ijtimoiy tarmoqlardan foydalanish ham ijobiy ham salbiy ahamiyat kasb etadi. Ijtimoiy tarmoqlar shaxsning ma'naviy rivojlanishiga ijobiy ta'sir ko'rsatadigan ko'plab imkoniyatlarni taqdim etadi. Ma'naviy va axloqiy masalalar haqida ta'lim beruvchi manbalar, onlayn seminarlar va guruhlar orqali insonlar o'z ma'naviyatini boyitishi mumkin. Masalan, Turli xil fikrlar va qarashlar bilan tanishish insonning dunyoqarashini boyitadi; axloqiy va madaniy qadriyatlarni yangilash va qayta ko'rib chiqish imkoniyatini yaratadi; ijtimoiy tarmoqlar shaxsga o'zini ifoda etish, iste'dod va qobiliyatlarini namoyon qilish imkonini beradi;

inson o'zining qiziqishlariga mos jamiyatlar yoki guruhlar bilan birlashib, o'zini kashf etishi va ma'naviy o'sishiga hissa qo'shishi mumkin.

Ijtimoiy tarmoqlar yordamida ijobiy va konstruktiv axloqiy qadriyatlar, masalan, o'zaro hurmat, hamkorlik va insonparvarlik targ'ib qilinishi mumkin. Insonlarning yordam berish, o'zaro muloqot qilish, boshqalarga ko'mak berish hissi kuchayadi; ijtimoiy tarmoqlar orqali uzoq masofadagi do'stlar, qarindoshlar yoki yangi tanishlar bilan muloqot qilish imkoniyati kengayadi; ijtimoiy yordam va bir-birini qo'llab-quvvatlash tuyg'usi kuchayadi.

Insonlar ijtimoiy tarmoqlar orqali ma'naviy va diniy bilimlarini kengaytirish imkoniyatiga ega bo'ladi. Axloqiy masalalarda ongli qaror qabul qilish uchun zarur bo'lgan bilimlarni tezkor tarzda olish mumkin.

Shuni alohida ta'kidlab o'tish kerakki, ijtimoiy tarmoqlar hozirgi vaziyatda salbiy jihatlarga ham xizmat qilib kelmoqda. Ijtimoiy tarmoqlar orqali insonlar o'zlari va boshqalarga bo'lgan munosabatlarini qayta ko'rib chiqadilar. Ko'pincha odamlar o'z qiyofalarini ijtimoiy tarmoqlarda yaratilgan "ideal" obrazlar bilan solishtiradilar, bu esa o'ziga past baho berish yoki nohaq tanqidga olib kelishi mumkin.

Ijtimoiy tarmoqlarda axloqiy qoidalar turlicha bo'lgani sababli, odamlar ba'zan ularning qaysi biri to'g'ri ekanligiga qaror qila olmaydilar. Bu esa inson axloqiy qadriyatlarida o'zgarishlarga sabab bo'lishi mumkin. Ijtimoiy tarmoqlarda noto'g'ri ma'lumotlar, axloqsiz kontent va zararli g'oyalar tarqalishi mumkin. Bu esa shaxsning ma'naviy qadriyatlariga salbiy ta'sir qilishi mumkin. Ba'zan yolg'on va manipulyativ kontentlar kishini axloqiy chalkashliklarga olib kelishi mumkin.

"Ideal" obrazlar va hayot tarzi orqali o'zini past baholash, ruhiy salomatlikka zarar yetkazish ehtimoli oshadi. O'zini doimiy ravishda boshqalar bilan solishtirish kishi ma'naviyatiga salbiy ta'sir ko'rsatishi va noaniqlikka olib kelishi mumkin. Ba'zi tarmoqlarda qoidabuzarliklar, odobsizlik va hujumkorlikka ruxsat berilishi axloqiy qadriyatlarni buzishi mumkin.

Shaxsiy ma'lumotlar bilan o'ynashish, boshqalarning obro'siga putur yetkazish kabi holatlar axloqiy degradatsiyaga olib kelishi mumkin. Ba'zan soxta yoki noto'g'ri ma'lumotlar, diniy ekstremizm yoki manipulyativ kontent shaxsning noto'g'ri yo'nalishda rivojlanishiga olib kelishi mumkin.

Ijtimoiy tarmoqlar insonlar o'rtasidagi muloqot madaniyatiga ham sezilarli ta'sir ko'rsatadi. Ba'zi hollarda, shaxslararo munosabatlar yuzma-yuz bo'lib o'tmaydi va bu muloqotning sifatiga ta'sir qiladi. Yuzma-yuz muloqotning kamligi insonlar orasidagi haqiqiy aloqa va hissiy yaqinlikning susayishiga olib kelishi mumkin. Shaxslararo munosabatlarda yuzaga keladigan noto'g'ri tushunchalar va noqulayliklar axloqiy qiyofani buzishi mumkin.

Oliy ta'lim tizimida ijtimoiy tarmoqlardan foydalanishning ayrim salbiy jihatlari mavjud. Ular orasida quyidagilarni ta'kidlash mumkin:

Diqqatni chalg'itish va vaqtni noto'g'ri boshqarish: Talabalar o'qish jarayonida ijtimoiy tarmoqlardan foydalanishni nazorat qila olmasalar, ular vaqtlarini samarali boshqara olmaydi. Ijtimoiy tarmoqlarda ko'p vaqt o'tkazish o'qish uchun zarur bo'lgan vaqtni qisqartirishi mumkin, bu esa o'quv natijalariga salbiy ta'sir ko'rsatadi

Psixologik va hissiy muammolar: Ijtimoiy tarmoqlarda boshqa odamlarning hayotini kuzatish talabalar orasida o'zini past baholash, depressiya va xavotir hislarini kuchaytirishi mumkin. Tadqiqotlarga ko'ra, ijtimoiy tarmoqlar orqali tanqidiy fikrlar, salbiy izohlar va idealizatsiyalangan tasvirlar talabalar ruhiyatiga salbiy ta'sir ko'rsatadi.

Kiberbezorilik va ijtimoiy bosim: Ko'p ijtimoiy tarmoqlar kiberbezorilik va zararli izohlarning tarqalishiga imkon beradi, bu esa o'z navbatida talabalarning ruhiy holatiga va ijtimoiy o'zaro munosabatlariga salbiy ta'sir qilishi mumkin. Bu muammolar ko'pincha o'ziga ishonchsizlik, o'qishga qiziqishning pasayishi va ijtimoiy ajralishga olib keladi.

Ko'rish va uyqu muammolari: Ijtimoiy tarmoqlardan uzluksiz foydalanish uyqu buzilishlariga, bosh og'rig'i va ko'zning charchashiga olib kelishi mumkin. Telefon ekranlariga ko'p qarash melatonin gormoni ishlab chiqarilishini kamaytiradi, bu esa uyqu sifatiga ta'sir ko'rsatadi.

Oliy ta'limda bu muammolarni kamaytirish uchun talabalar o'rtasida sog'lom foydalanish odatlarini targ'ib qilish va o'qituvchilar tomonidan ijtimoiy tarmoqlarni o'qishga mos ravishda boshqarishga o'rgatish zarur.

Ijtimoiy tarmoqlarning shaxsning ma'naviy qiyofasiga ta'siri murakkab va ko'p qirrali. Ular bir tomondan insonni ma'naviy o'sish va ijobiy rivojlanishiga ko'maklashsa, boshqa tomondan, noto'g'ri foydalanilsa, axloqiy qadriyatlarni buzishi va shaxsiy qiyofaga salbiy ta'sir qilishi mumkin. Shuning uchun ijtimoiy tarmoqlardan foydalanishda mas'uliyatli va ongli yondashuv, axloqiy me'yorlarga rioya qilish shaxsning ma'naviy qiyofasini mustahkamlashda muhim rol o'ynaydi.

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O'ZBEK XALQ DOSTONLARIDA DEHQON HISOB

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Qadim zamonlardan buyon Amudaryo va Sirdaryo oralig'idagi mo'tabar zamin-ona O'zbekistonimizda dehqonchilik ma'daniyatini yaratgan ajdodlarimiz vaqt hisobini yuritishda ko'pincha quyoshning osmon gumbazidagi yillik harakatiga asoslanib ish ko'rishgan. Quyosh bir yil davomida o'n ikki yulduz burjini aylanib chiqishiga asoslangan holda dehqonlarimiz orasida keng amalda bo'lgan „shamsiy taqvim“- „dehqon hisobi“ vujudga kelgan. Dehqonlarimiz amliyotida qo'llaniladigan bu taqvim „o'roq hisobi“ deb ham yuritilgan.

„Dehqon hisobi“ va u bilan bog'liq urf-odat va marosimlar maxsus tadqiq etilmagan bo'lsada, A.Narziqulov, Z.Isoqov, A.Ashurov, A. Sarimsoqov va boshqa olimlarning etnografik tadqiqotlarida vaqt hisobini yuritishning bu usuliga doir qimmatli mulohazalar bildirilgan.

Samarqand viloyatining Bulung'ur tumanidagi Qoraqursoq qishlog'ida yashovchi hisobdon Hazratqul Muhammadqul o'g'lining aytishicha, ekin-tikin ishlarini bajarishning aniq astironomik hisobini yaxshi o'zlashtirgan bilgich dehqonlarni „dehqonchilik hamalining ustasi“ deb hisoblaydilar.

Bulung'urliklarning aytishicha, haqiqiy dehqon bo'lishning 3ta sharti bo'lgan; 1. Dehqonchilik hamali hisobining shart-sharoitlarini yaxshi bilish, 2. Ho'kizlarga har kuni chorak (2kg)dan yem berish, shudgorni „lola obi“ qilib haydash, har kuzda uch martadan haydamaslik, har haydaganda omochga yangi tish solish, 3. Dehqonchilikni hamma turidan ekish, hato mosh

va burgakkacha ekish. Dehqonchilikni hamma turidan ekadigan dehqonni „ashrafiy“ yoki „durust dehqon“ deydilar.

Qadimdan yurtimizda har bir hudud, qishloqning o'z hisobdonlari bo'lgan va ular shu joyning iqlimi, tabiiy sharoitlaridan kelib chiqib o'ziga xos taqvimiy amallarni qo'llaganlar. Natijada xalqimiz orasida bir necha xil nomlar bilan ataluvchi „dehqon hisobi“ usullari shakllangan. O'zbekiston sharoitida yerga ekilgan urug'larning ko'karib chiqishi mumkin bo'lgan oylarni belgilashda „dehqon hisobi“ ning uch xil turi yani; „Buxor hisobi“, „Xovos hisobi“ va „O'rta hisob“ qo'llanilar ekan. „Buxor hisobi“ning kelib chiqishi haqida shunday naql mavjud; Buxoro amirining Abdulla degan bir hisobdoni bo'lgan ekan. Bir yili u yil almashinivuda Xovosda ekan, yangi yil kirganligini ma'lum qilib maktub tuzibdi va chopar yubortiribdi. Chopar olti kun yo'l yurib, Buxoroga kelsa, hali ham eski yil yuritilayotgan ekan. Amir hisobdonning maktubini olgach, yangi yil kelganligini elga ma'lum qilibdi. Shunday qilib, „Buxor hisobi“ hovosliklar taqvimidan olti kunga farqlanadigan bo'lib qolgan ekan.

„Buxor hisobi“da dehqonlar hamal yulduzga qarab ish yuritishgan. Hisobdon osmondagi qo'zi shaklidagi hamal yulduzini topib, yilboshini tayin qilgan va boshqa oylarni shunga qarab belgilavergan.

„Xovos hisobi“ning „Buxor hisobi“ dan olti kunga farqlanishiga sabab, Buxoroda havo nisbatan issiq bo'lib, Xovosda kechki ekinlarni Buxoroga qaraganda hafta burun sovuq urishi tajribada kuzatilgan. „Dehqon hisobi“ bo'yicha saraton oyi uch oylik kechki ekinlarning „hamali“ hisoblanadi. Shunga ko'ra, Buxorada 21-iyulgacha saraton bo'lsa, Xovosda bu oy 15-iyulgacha davom etadi.

„Sakson kunda saboqda, to'qson kunda toboqda“ degan naql ham ekinlarni o'z vaqtida ekmasa, pishib yetilmasligiga ishora qiladi. Bulung'urda yuqoridagi hisoblardan tashqari dehqonchilikda yana ikki xil hisob yuritilar ekan: 1. Qish oylarini Jad, dal va xut deb hisoblaydilar. Bunda „chilla“ uch oyning yuzini ko'radi; besh kun „jad“, „dalb“ to'lig'icha va besh kun „xut“ „chilla“ga dahldor bo'ladi. 2. Qish qavsdan o'n kun oladi, keyin qirq kun „chilla“, qiriq kun „hilla“ kiradi. Mazkur hisobda „qantar“ tushunchasi bo'lmaganligi sababli kunning uzayishi kunning qantarilishi bilan belgilanmaydi. Ammo bu ikki hisob dehqonlar orasida unchalik shuhrat topmagan.

Qadim zamonlardan o'q ko'klamning ilk oyi juda katta ahamiyatga ega deb qaralgan. Buyuk olim Mahmud Qashqariyning yozishicha, turkiylar ilk bahor oyini „ulug' oy“ yoki „umid oyi“ deb ataganlar. Bu davrda ular Navro'zi olamni nishonlaganlar, shuningdek, ommaviy sayil-tomoshalar o'tkazishgan. Qish bo'yi so'lim fasl ko'klamni orziqib kutgan odamlar, yam-yashil dala-qirlar bo'ylab sayr qilishadilar.

Qashqadaryoliklar bahorning dastlabki birinchi va ikkinchi oylarini „alamjo'y“ deydilar va tabiatdagi hamma o'simliklar, daraxtlar jadal o'sish pallasiga kirib, gullayotgan bu davrda yosh bolalarni bog'-rog'larga, dov-daraxtlar orasida, ayniqsa, katta daraxtlar tagida yolg'iz qoldirish, o't-o'lanlar ichida yolg'iz o'ynashi va uxlashiga yo'l qo'ymaydilar. Hamalda hamma o'simliklar jonlanib, o'sishga kiradi va „amalga kiradi“. Xalqimizda maqol bor, „hamal kirdi-amal kirdi“ deydilar. Hamalda yerga ekilgan hamma narsa hatto cho'p ham ko'karadi. Bu oyda „qochib ketguncha sochib ket“ maqoliga amal qilgan dehqonlar bahori ekinlarni ekishga shoshishadilar. Ayniqsa, donli ekinlar urug'ini sepishda ehtiyotkor bo'ladilar, qalin ko'kargan maysa nimjon bo'lib o'sadi va kam hosil bo'ladi. Shuning uchun tajribakor dehqonlar „qalin shosh keltirar, siyrak bosh keltirar“ deydilar.

Hamalda tez-tez yomg'ir yog'ib tursa, lalimiga ekilgan donli ekinlarning rivojlanishi tezlashadi. Oftob ostida bug'doylarning boshloqlari bahra olib doni yirik bo'ladi. Agar ko'klam quruq kelsa, bug'doyzorlar barvaqt o'sishdan to'xtaydi, hosil ham bebaraka bo'ladi. Shuning uchun ham „hut bilan hamal orasida yomg'ir yog'sa, somonlar oltin bo'lar“ deydilar.

Hamaldan keyin „savr“ oyi kiradi. Savr- „ho'kiz“ demakdir. Samodagi ikkinchi yulduz burjidagi samoviy jismlar ho'kizga o'xshab ko'ringani uchun „savr“ deb nomlangan. Hozirgi

hisob bo'yicha 21-apreldan 21-maygacha davom etgan. „Savr oyi- davr oyi“dir. Bu oyda bug'doylar boshqalaydi, momaqaldiraq gumbirlab, tez-tez yomg'ir yog'adi. Qorako'l tumanidagi Arabxona qishlog'ida yashovchi 87 yoshar Qalandar Hujaqulovning aytishicha, kuzgi bug'doy „besh oyda bir qarich o'sdim, bir oyda besh qarich o'sdim“ der emush. Chunki hamalning oxiri savrning boshiga kelib kuzgi bug'doy rivoji jadallashib ketadi.

Dehqonlar savr kirishi bilan dala ishlarini qizitib yuborishadi. Savrning dastlabki kunlari qurg'oq keladi. Shu sabab dehqonlar „hamal yig'loq- savr qurg'oq“ deydilar. Savrda tut pishig'i boshlanadi. Qashqadaryoliklar orasida xalq taqvimining bu davri „bachchaxo'rak“ deyiladi. Balxi tutlar oqara boshlaganini ko'rgan odamlar „tut bachchaxo'rak bo'libdi deyishadilar. Savrning oxirida g'alla ekinlari bosh olib, donga to'lisha boshlaydi.

Oymomamizning uchunchi oyi „Javzo“ bo'lib, bahor fasli yoz to'qsoni bilan almashinadigan sanaga to'g'ri keladi. Javzo falakiyot ilmi talqiniga ko'ra, o'n ikki yulduz burjidan uchinchisining nomi bo'lib, bir-biriga nisbatan yaqin joylashgan Kastor va Polluks yulduzlari ko'pincha egizaklar tarzida tasavvur qilinadi. Dehqonlar javzoni „yuzning usti“ deb ataydilar. Bu ibora may oyining oxirlaridan boshlanadigan „yuz hisobi“ bilan aloqadordir. „Yuz hisobi“da dehqonlar „uch oylik- ko'kcha boylik“ degan maqolni aytishgan. Javzoda arpa, kuzgi bug'doy kabi donli ekinlar pishib yetilganligi uchun, o'rim-yig'im ishlari boshlanadi. Ba'zi qishloqlarda esa javzoni „yetti sariq“ deb ham ataydilar. Buning ma'nosi shuki, javzo oyida, tut, o'rik, olma, gilos kabi mevalar pishib yetiladi. Shu ma'noda javzoda to'kin-sachilik, pishiqchilik mavsumi boshlanadi.

Saraton yoz to'qsonining birinchi oyi bo'lib, 21-iyundan 21-iyulgacha davom etadi. Samodagi o'n ikki burjning to'rtinchisi- Saraton „qisqichbaqa“ degan ma'noni bildiradi. Bu oyda ekinlarni parvarishlashga e'tibor kuchayadi. „Saratonda sara ekish, qolaversa, tariq ekish“, degan gap ham bor. Saratonning oxiriga qadar ekilgan jo'xorilarning ham doni pishib ulguradi. Dehqon „yuz hisobi“ tugagunga qadar o'ziga zarur ekinlarni ekib ulgurishga intiladi. Bu oyda Bulung'orlik dehqonlar o'z ekinlarini „saraton suvi“ deb atalgan mashhur suv bilan kechlatib sug'orishga harakat qiladilar. Chunki bu suv ekinlar hamalini oldinga oladi, yani pishishini tezlatadi. Saratonni „yoz chillasi“ deb ham ataymiz. Yoz to'qsonining o'rtasida „asad“ oyi boshlanadi. Samo ilmining o'n ikki burjidan beshinchisi bu sher shaklida tasavvur qilingan va unga „asad“ ya'ni „sher“ nomini berishgan. Iyulning oxiridan boshlab quyosh behad qizdiradi. Asad oyida bajariladigan dala yumushlari haqida gap ketsa, bir paxtakor ikkinchisiga: „hozir ayni hosil tugadigan payt, „asad-g'uzangni yasat“, desa, boshqasi „birodar, hozir havoning dami qaytib turibdi, „asad suvi-asal suvi“ deb bejiz aytmagan. Ekindan keyin bo'shagan yerlarni ko'rgan otaxonlar „Asad kirdi, yotma tek, makka bilan sholg'om ek“ deyishgan.

Asad keyin „Sumbula“ oyi hozirgi hisob bo'yicha 21-avgustdan boshlanadi va 22-sentabrgacha davom etadi. Sumbula yulduz burjlaridan oltinchisining nomi bo'lib, boshqoq degan ma'noni anglatadi. „Sumbulada suv soviydi“ degan maqolni eshitganmisiz? Ayrim joylarda esa „Sumbula tushganini suv bilar“ deydilar. Buning boisi shuki, yoz to'qsoni oxirida chilla tugashi bilan o'lkamizda fasllar almashadi, ariq va daryolardagi suv harorati pasayadi. Yoz kechasi asta-sekin uzaya boshlaydi va salqin tushadi.

Sumbuladan keyin „Mezon“ 21-sentabrdan 21-oktabrgacha davom etib, dehqonchilik uchun eng ma'sulyatli davr hisoblanadi. Havoda oq ipsimon narsalar- mezonlarning ucha boshlashi „mezon“ oyining kirganidan belgi beradi. Bu paytda tevarak atrofda oq uzun tollalar uchib yuradi. Boysunlik Rizo otaning aytishicha „mezon“ baland uchsa, qish qattiq keladi, agar past uchsa yengil keladi. Mezonning oldi yug'on bo'lsa, qishning boshi qattiq kelib, oxiri yengil keladi. Xalq orasida „mezon“ deb ataluvchi ipsimon narsalar aslida o'rgimchaklarning ini bo'lib, R.Olimjonovning yozishicha, „erta kuzning qurg'oqchil va issiq paytlarida o'rgimchaklarning tuxumlaridan juda ko'p yosh o'rgimchaklar chiqadi. Bularning hammasiga bir joydagi yetmasli sababli bu yosh o'rgimchaklar o'zlaridan ip chiqarib turli tomonlarga uchib tarqaladilar.

Mezonda ekinlarning pishishi tezlashadi. Hatto keyingi tuygan yosh kichkina qovunchalarning ham ta'mi mazzali bo'lib qoladi. Meva-sabzavotlar ham qishi bilan yaxshi saqlanadi.

Bundan so'ng „Aqrab“ oyi kiradi. Aqrab arabcha „chayon“ demakdir. Aqrabda oq juxori o'rib olinadi. „Aqrab - jo'xori pishar qaqrab“ deyishgan. Bu oyda toklar kesilib, ko'miladi. Deyarli barcha daraxtlarning bargini sovuq uradi, chunki bu oyda kuzning eng sovuq davri boshlanadi.

Kuz faslining yakunlovchi oyi „Qavs“ bo'lib, arabchada bu so'zning lug'oviy ma'nosi „ey, kamalak“ demakdir. U 21-noyabrdan 21-dekabrgacha davom etadi. Dehqonlar qavs oyida ekindan bo'shagan yerlarni yaxshilab shudgor qiladilar, kelgusi mavsumga tayyorlaydilar. Ipakdek mayin qilib haydalgan yerlar qish bo'yi oppoq qor ostida dam oladi. Qavsning 15-kunidan boshlab „to'qson“ kiradi. „To'qson“ kirishining belgisi Hulkar yulduzining botishi bo'lib, bu davrda daraxtlar mast bo'lib qoladi. Sovuq urmaydi. Bu davrda dehqonchilik uchun eng ma'sulyatli davr bo'lgan yaxob suvi berish mavsumi boshlanadi. Dehqonlar „qavs suvi“da hikmat ko'p biladilar.

Dehqon hisobi bo'yicha qish „Jadda“dan boshlanadi. Bu samodagi o'ninchi burjdagi yulduzlarning joylashuvi uloqchaga o'xshatib tasavvur qilishgan. Jadda 21- dekabrdan 21-yanvargacha davom etadi. Jaddada yer muzlaydi. To'qson hisobi 25 ga to'lganda, ya'ni Jadaning oxirida qishning eng sovuq pallasi- „chilla“ kiradi. Xalqimiz qish chillasini ikkita yegirma kunlik muddatga – katta va kichik chillaga bo'lgan. XIX asr oxirida B.P.Nalivkin tomonidan Toshkentdan yozib olingan etnografik ma'lumotga ko'ra, kichik chilla katta chillaga qaraganda sovuqroq kechsada, kun uzayganligi sababli ayoz asta-sekin bo'shashar ekan. Aytishlaricha, kichik chilla „Agar mening ortimdan ko'klam kelmaganida, biyaning qornidagi qulinigacha muzlatar edim“ der emish. (Nalivkin B.P.1896-C.22).

Katta chillaning o'rtasida, ya'ni 21-yanvarda „Dalv“ oyi kiradi. „Dalv“ o'n birinchi burjning nomi bo'lib, „quduqdan suv oladigan charm idish, qovg'a“ degan ma'nolarni anglatadi. Nurota tumanidagi Qorakisa qishlog'i hisobdonlari aytishicha, birinchi dalvda „qantar og'adi“. „Qantar“ atamasi qadimiy „chorva hisobi“ bilan bog'liq bo'lib, ozuqasi kamaygan chorvadorlarning otlarni qantarib qo'yishi bilan aloqador. Qantar hisobiga ko'ra ish yuritgan ajdodlarimiz qish to'sonining yarmi o'tgach ya'ni fevral oyining boshida „qantar og'di“ deyilar.

Etnograf M.S.Andireyev tomonidan 1927-yil 9-mart kuni Toshkentlik Yusuf otadan yozib olgan „Dehqon hisobi“ taqvimiga ko'ra, „qish“ fasli bilan „yoz“ ya'ni „bahor“ orasi 100 kunni tashkil etadi.

Dehqon oynomasi „Hut“ bilan yakunlanadi. Hut qadimda o'n ikkinchi yulduz burji bo'lib, „Baliq“ demakdir. Hut oyi „qish to'qsoni“ bilan hijriy shamsiy yilni yakunlab, yangi yilni boshlab beradi. Dehqonlarimiz „Hut kirdi, yer ostiga dut kirdi“ deyishadi. Ya'ni hut oyida tabiatda uyg'onish boshlanadi, qorlar erib, qir-adirlar yashnab ketadi. „Hut“ oyining so'ngida qoqigullarining za'faron yanoqlarida ko'klam taravoti jilolangan ajoyib kunlarda diyorimizda qadimiy xalq bayrami „Navro'z“ nishonlanadi. Navro'z-yangi yilni, yangi oynomani boshlab beradigan an'anaviy shodiyonadir.

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SOHIBQIRON AMIR TEMUR VA TEMURIYLAR DAVLATI XORIJ MUARRIXLARI TALQINIDA

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Keyingi o'n yilliklar tarixshunosligida Amir Temur va temuriylar davrining siyosiy tarixi, ijtimoiy – iqtisodiy munosabatlar, hunarmandchilik tarixi, me'morchilik va san'at masalalarini o'rganishga asosiy e'tibor berildi. Bu davrning xalqaro savdo – iqtisodiy va diplomatik munosabatlar bilan bog'liq masalalari doimo tadqiqotchilar e'tiborida bo'lib kelgan bo'lsada, xalqaro – madaniy aloqalar taraqqiyotining xarakterli jihatlari va xususiyatlari kam o'rganildi. Xorij mamlakatlarida ham Amir Temur va vorislari saltanatini urganishga bag'ishlangan asarlar anchaginani tashkil qiladi. Masalan Fransiyada Lyusyen Keren va Jan Pol Ru, AQShda Bearisa, Forbes Manz va Kornel X Flaysher, Italiyada Nikalao Manussi, Angliyada U.L.F. Rashshburk va U.erskin, Hindistonda Ishvari Pravdas va Dj. Sarkor, Turkiyada Mustafo Ali va Halil Inaljik kabi tadqiqotchilarning asarlarida Amir Temurning hayoti va ijtimoiy – siyosiy faoliyati hamda Temuriylar sulolasi namoyondalarining jahonshumul ishlari ko'rsatib berilgan. O'z saltanatini besh asr davomida qo'lda tutib turgan Temuriylar Osiyo va Yevropa qit'asining ijtimoiy – siyosiy va madaniy hayotigajuda ko'p ijobiy ta'sir ko'rsatganlar.

Turk tarixchisi Mustafo Ali (1541-1600) ning yozishicha, "Temuriylar sulolasidan chiqqan Xusayn Bayqaroning saltanati madaniy va siyosiy oqillikning andozasi (modeli) edi". XIV – XV asrlardagi usmonli turk, safaviylar, mug'ul va o'zbek davlatlari o'z vaqtida yirik davlatlar bo'lib, o'z qonun – qoidalari, diniy va boshqaruv tartiblari, siyosiy, iqtisodiy va madaniy poydevoriga ega bo'ladi. Yuqorida nomi zikr etilgan turk tarixchisi Mustafo Alining yozishicha:

1. Qonuniy mustaqillik olim hukmdorning tajribasi, hokimiyatining vazifalari va mas'uliyati, qushinni nazorat qila olishi, huquq va xususiy mulkchilikni qattiq himoya qilishiga asoslangan.

2. Har bir musulmon hukmdor shariatga uning ruhi va har bir harfiga amal qilishi lozim.

3. Umuman musulmon hukmdor adolat va haqiqatning qo'riqchisi bo'lgan qozidan yuqori turadi.

Ingliz tarixchisi A.K. Laibnot o'rta asr islom mamlakatlarida davlatchilik va hukmdorlik masalalariga bag'ishlangan asarida davlatning diniy g'oya va siyosat poydevoriga qurilishi odat, ayniqsa, islomiy davlatlarda an'ana bo'lib kelganligini alohida ta'kidlaydi. Amir Temur saltanatiga bag'ishlangan maxsus katta risolaning muallifi Amerikalik sharqshunos B.F. Mazning yozishicha, Amir Temur uzoq davom etgan saltanatning deyarli barchasini o'z mansabdorlari ishtirokida idora qildi, lekin har tomonlama yangi davlat qurilmasini tuzishga jur'at qilmadi. O'zidan avvalgi hukmdorlar singari u xalq orqali davlatni boshqardi va buni mahkamalartdan (institutlaridan) afzal ko'rdi...

Amir Temur saltanatining asoslari boshqa, undan avval va keyin o'tgan ko'chmanchilarning davlat boshqaruviga o'xshash edi. U ikki yaxshi rivojlangan sistemaga ega bo'lgan davlatni – biri turk – mug'ul, ikkinchisi arab – fors tuzumini me'ros sifatida olgan edi, har ikkisini birlashtirib, ularni o'z zaruriyatiga ko'ra, takomillashtirdi. B.F. Manz yuqorida aytilgan "Amir Temur yangi davlat strukturasini tuzishga jur'at qilmadi", degan fikriga o'zi qarshi chiqib, "Amir Temurning nazorat usulini tahlil qilish uchun bir emas, balki ikki sistemani ko'rib chiqish lozim" deb yozgan edi. Bu ikki sistema qanday tuzilgan edi? Birinchisi - Amir Temur davlatidagi maxsus vazifalarni bajaruvchi bir qancha mahkamalar va turli soha bo'limlarining ishini olib boruvchi guruhlardan iborat edi. Ikkinchisi esa, birinchi sistema ortida turib, o'sha mahkamalar orqali ish ko'rgan, lekin boshqa maqsadlarda foydalanilgan. Bu ikki

sistemani Amir Temur davrida “ devoni oliy ” va “ devoni buzurg ” deb atalgan. Soliq yig'ish va boshqa moliyaviy ishlar devoni oliyga birlashtirilgan. Harbiy soha va amirlarni tayinlash ishi devoni buzurg zimmasiga yuklatilgan edi.

Xorijiy tadqiqodchilarning barchasi ham Amir Temur va Temuriylar saltanati haqida doim ham to'g'ri va xolis fikr aytmaganlar. Lekin ko'pchilik tadqiqodchilar Amir Temur davlatining kuchi uning boshqaruv va buyuk sarkarda ekanligi bilan belgilanishini e'tirov etadilar. Masalan, Fransuz tadqiqodchisi Jan – Pol Ru Amir Temurning “ chiqargan hukmlari har tomonlama adolatli”, deb haqiqatni tasdiqlasa ham, ko'pgina g'aliz va noo'rin, tamoman noto'g'ri fikrlarni aytgan. Biroq davlat boshlig'i sifatida uning qattiqqo'lligi, “mabodo, kimda – kim unga tik qarasa, uning boshi tanasidan judo qilinardi”, deb yozgan. Jan – Pol Ru butunlay nohaqdir.

AQShlik sharqshunos H.Gibning iborasi bilan aytganda “ XV asrning birinchi choragidan boshlab to shu davrning oxirigacha islom olamida siyosiy kuchlarning qayta taqsimlanishi ro'y berdi”. shu davrda Usmonli turklar G'arbiy Osiyo va Sharqiy Afrikadan to Marokash chegaralarigacha bo'lgan hududlarni egallab oldilar, Safaviylar Eronda shialar davlatini tuzdilar, O'rta Osiyo, Hindiston va Afg'onistonda Temuriy hukmdorlari davlati buyuk imperiya mavqeiga ega bo'ldi.

Jan – Pol Ru Amir Temurning davlat siyosatiga baho berar ekan... “ uning siyosati, albatta, sof va hech qachon qabih bo'lmagan. U o'z maqsadlarini, imtiyozlarini ochik – oydin bir haqiqat asosida olib bordi” – deb yozadi. Amir Temurning iqtisodiy siyosati faqat ichki masalalar emas, balki tashqi aloqalar bilan bog'liq bo'lib, faqat Osiyo emas, balki Ovrupaga ham savdo – sotiq ishlari bilan bog'lanib ketganini xorijiy tadqiqodchilar tan oladilar. Amir Temur og'ir ahvolga tushgan savdogarlarga yordam ko'rsatib ularga aqcha qarz berib, soliq to'lovlarini kamroq to'lash uchun ruxsat bergan. U ommaviy tadbirlar, saroy, masjid, madrasa va shifoxonalarni moliyaviy jihatdan ta'min qilib turgan. Davlat qishloq xo'jaligiga va sug'orish ishlariga o'z xazinasidan yordam ko'rsatar edi.

Amir Temur davlatining yana bir katta muruvvati kambag'allarni qiyin ahvolga solmaslik, arzimagan ayblari uchun mol – mulkni musodara qilmaslik va hunarmandlarni kerak xomashyo bilan ta'minlash, bozorlarda adolatli, to'g'ri narx o'rnatishda yaqqol ko'rinadi. Amir Temurdagi bu ijobiy hislatlar ham xorijiy tadqiqodchilarning e'tiboridan chetda qolmagan.

Ingliz tadqiqodchisi B.Gaskoin Temuriylar saltanatining namoyondalari tarixida o'rganib, Bobur, Xumoyun, Akbar, Jahongir, Shoh Jahon, Avrangzeb haqida alohida fikr yuritadi va uning kelib chiqishi Amir Temurdek buyuk zotga borib ulanishini ta'kidlaydi.

Amir Temur va Temuriylarning davlatini boshqarishda qonun va har ikkisini muvofiqlashtirib turish oqillik va adolat bilan ish tutgan hukmdorlarga bog'liq ekanini Mustafu Ali bir necha bor ta'kidlagan edi. B.F.Manz gapning xulosasini aytadi “ Amir Temur o'z davlatini nima maqsadda tuzgan bo'lsa, shunga erishgan: u o'ziga tegishli hudud hamda qo'l ostidagi xalqlarni nazorat ostida tutgan. Bu – anik hamda puxta o'ylab yurgizilgan siyosat tufayli amalga oshirib bo'ladigan yirik muvaffaqiyat edi”.

Xullas Amir Temur va temuriylarning boy tarixi xorijiy tadqiqodchilar tomonidan keng o'rganilishi muvaffaqiyatli davom ettirilmoqda.

AMIR TEMUR VA TEMURIYLAR DAVRI TARIXSHUNOSLIGIDA XORIJ MUALLIFLARI ASARLARINING O'RNI

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O'zbek davlatchiligi tarixida Amir Temur va Temuriylar davri muhim ahamiyatga ega bo'lgan bosqichlardan biri hisoblanadi. Sohibqiron o'zigacha bo'lgan davlatchilik bosqichlarining ilg'or tomonlarini o'rgandi, ulardan foydalandi va ijodiy rivojlantirdi. O'zbekiston Respublikasi Prezidenti Shavkat Miromonovich Mirziyoyev ta'kidlaganidek: "Bizning havas qilsa arziydigan ulug' tariximiz bor. Havas qilsa arziydigan ulug' ajdodlarimiz bor" (Prezident Shavkat Mirziyoyevning O'zbekiston ijodkor ziyolilari vakillari bilan uchrashuvdagi ma'ruzasidan // Xalq so'zi 2017 yil 4 avgust).

Amir Temur va u barpo qilgan davlat Markaziy Osiyodagi parokandalikka, ichki nizo va vayronalik keltiruvchi urushlarga barham berdi. U barpo qilgan ulkan davlat qo'shni mamlakatlar bilan savdo-sotiq va iqtisodiy hamda madaniy munosabatlarni yo'lga qo'ygan, ularni kengaytirgan. Fransiya, Ispaniya, Xitoy va boshqa davlatlar bilan aloqalar ibratli bo'lgan.

Mustaqillik yillarida O'zbekistonda Amir Temur shaxsi va u hukmronlik qilgan davr tarixini o'rganishga e'tibor har qachongidan ham kuchaytirildi. Ayniqsa, Amir Temur davri tarixshunosligi yangi yangi asarlar bilan boyitildi. Tarixchi olimlarimiz sohibqiron haqida xorijiy mamlakatlarda yaratilgan asarlarni o'rganish borasida ham e'tiborga loyiq ishlarni amalga oshirmoqda.

Amir Temurning hayoti, faoliyati, uning davlati haqida xorijlik olimlar ko'plab asarlarni yaratilganlar. Amir Temurga bag'ishlab yaratilgan asarlar soni Yevropa tillarida 500 dan ziyod, Sharq tilarida 900 ga yaqin. Keyingi yillarda O'zbekistonda Amir Temur haqida yaratilgan asarlarning bibliografiyasi yaratilmoqda. Jumladan, akademik F.Rtveladze va prof. A.Saidovlar Yevropa tillarida yaratilgan asarlarning qisqacha ko'rsatgichini tuzdilar. Ayniqsa sohibqiron tavalludining 660 yilligi tantana qilingan 1996 yilda xorijda yaratilgan asarlarning bibliografiyasi berildi. Mualliflarning ta'kidlashlaricha keyingi ikki yilda Amir Temur va temuriylar haqida 300 dan ortiq yangi asarlar yaratilgan.

Amir Temur haqida yaratilgan asarlar orasida arab olimlarining risolalari ko'pchilikni tashkil qiladi. Badriddin al-Ayniy (1405 yil) o'zining «Iqd al-Juman», Al-Qalqashandiy (1418 yil) «Subh Al-A'shav», Al-Maqriziyning (1442 yil) «Kitob al-Suluk», Ibn Kazi Shuxba (1448 yil) «Adx Dxail ala tarix al-slom», Ibn Hojar al-Asqaloniy (1372-1449) «Inbaa al-Gumr» «Shu zamon (mashhur) o'g'lonlari haqida g'ur (kishi)larga xabar», Ibn Arabshohning «Ajaib al-maqdur fi tarixi Taymur» (1450) Abul Maosin Tagriberdi (1411-1469)ning, «Ajaib al-Manxal as-Sofiy, An-Nujum az Zaxira» (Misr va ohira hokimlari (tarixi)dan porloq yulduzlar) (1465-1466), As-Saxaviy (1427-1496), «Ad-Da u al-Lamiy» (To'qqizinchi asr ulug') kishilarining hayotini yorituvchi yorqin nur», Ibn-Iyos (1524) «Tarix bi Ibn Xaldun Ba Rixlatxu /arban va Sharqan», Ibn Do'qmoq va boshqa muarrixlar sohibqironning serqirra faoliyatining ba'zi qirralarini o'z ichiga olgan ko'plab asarlar yaratgan. Afsuski, ularning ko'pchiligi arab tilida va ba'zilar qo'lyozma holida bo'lganligi uchun bizgacha yetib kelmagan.

Arab muarrixlari orasida Ibn Arabshoxning «Ajoyib al-maqdur fi tarixi Taymur» «Temur tarixida taqdir ajoyibotlari» yoki «Amir Temur tarixi» nomli asari alohida o'rin tutadi. Bu asar 1436-1437 yillarda yozilgan bo'lib, fransuz, lotin, ingliz, turk, o'zbek va boshqa tillarga tarjima qilingan. O'zbek tiliga uni arabshunos filolog olim U.Uvatov tarjima qilgan.

Amir Temur xaqidagi yana muhim manbalardan biri Nizomiddin Shomiyning «Zafarnoma» asaridir. Nizomiddin Shomiy Tabriz yaqinidagi Shanbi degan joyda tug'ilgan. U 1393 yildan e'tiboran Amir Temur xizmatida bo'lgan va 1402 yili sohibqiron o'zining tarixini yozishni unga buyurgan. Nizomiddin Shomiyning asari 1402-1404 yillarda yozib tamomlagan. Asarda 1370-1404 yilgacha bo'lgan voqealar tasvirlangan. Asarda turkiy tilda yozilgan «Tarixi Xoniy» she'riy asari va boshqa manbalardan foydalangan. Asarning ayrim qismlari fransuz, rus, ingliz, turk tillariga tarjima qilingan.

Xorij mualliflari orasida Italiyalik savdogar Beltramus De Mignanellining «Temurlan hayoti» asari ham muhim ahamiyatga ega. U Amir Temur Damashqni egallagan jangida hamda Boyazidga qarshi Anqara jangida bevosita ishtirok etgan. Olgan tassurotlari asosida «Temurlan hayoti yoki Damashq xarobasi» degan asarini yozadi. Asar lotin tilida 1416 yilda yozilgan. Asarni ingliz tiliga amerikalik olim Valter Jozeph Fishel tarjima qilgan. Asarda Amir Temurning shaxsiy fazilatlariga to'xtalib shunday deyiladi: «Temur juda kelishgan va xushsurat kishi ko'rinardi. U haqiqatgo'y, muloyim, rahmdil va haddan tashqari sahiy bo'lgan. Yoshi ulg'aygan sari uning fe'li ayniy boshlagan hamda jahldorligi kundan-kunga orta borgan».

Asarda Amir Temurning hayoti va faoliyati haqidagi muhim manbalardan biri sayyoh va elchi Rui Gonsales de Klavixoning «Samarqandga Temur saroyiga 1403-1406 yillardagi sayyohat kundaliklari» asaridir. Asarda Amir Temur davlatining yashagan xalqlar, shaharlari, savdo aloqalari, Xitoy, Hindiston kabi mamlakatlar bilan munosabatlari haqida hikoya qilinadi.

Vengriyaning Pesht universiteti professori H. Vamberi «Buxoro yoxud Movarounnahr tarixi» asarida ham Amir Temur davlati haqida qiziqarli ma'lumotlar keltiriladi.

Xorij tarixshunosligida Amir Temur davri tarixiga bag'ishlangan asarlarni o'rganish va tahlil etish borasida katta ishlar amalga oshirilgan. Masalan, amerikalik tarixchi J.Vudsning «Temuriylar tarixshunosligining yuksalishi» asarida Amir Temur va temuriylar haqida yozilgan ko'pgina asarlar o'rganib chiqiladi. Bundan tashqari Amir Temur va temuriylar davri haqida ko'plab ilmiy tadqiqot ishlari Fransiyada amalga oshirilib, u yerda «Temuriylar tarixi va madaniyatini o'rganish hamda fransuz – o'zbek madaniy aloqalari asosiatsiyasi» tuzilgan. Uni Fredrik Bopertui Bressan xonim tashkil etgan bo'ib, asosiatsiyaning prezidenti Lyusyen Kerendir. L. Keren birinchi marta O'zbekistonga 1961 yili keladi va shu vaqtdan e'tiboran bu yurtga chuqur mehr quyadi. Asosiatsiyasi 1989 yildan beri «Temuriy» degan jurnal chiqaradi. Lyusyen Kerenning o'zi «Amir Temur yoki Temur hoqon saltanati» nomli tarixiy roman va II qism, 6 pardadan iborat «Amir Temur» nomli pyesasini yozadi. L.Keren o'zining «Amir Temur yoki Temur hoqon saltanati» nomli asarida shunday yozadi: «Bir tomondan qattiq qo'l Temur tursa, ikkinchi tomondan obidalar, madrasalar, anhorlar quruvchisi va bog'lar barpo etuvchi Temur turadi».

Ingliz olimi Kristofer Marlo (1564-1593), Eduard Gibbon (1737-1794), asvtriyalik Hammer-Purgshtal (1774-1856), nemis Fridrix Shlosser (1179-1861), Maks Myuller (1823-1900) asarlari ham Amir Temur davri tarixshunosligida muhim ahamiyatga ega. Fransuz tarixchisi Rene Grusse o'zining «Sahro saltanati» asarida ko'plab qimmatli ma'lumotlarini keltiradi. Asarda shunday deyiladi: «Temuriylarning tarixchilari uning shajarasini Chingizxon safdoshlaridan biriga hatto Chingiziylardan biriga olib borib taqashga harakat qiladilar. Aslida esa u hech qanday mo'g'ul emasdi, u turkiy edi».

Ingliz adibi Herold Lemb o'zining «Tamerlan» romanida «Bundan besh asr muqaddam bir shaxs jahon hukmdori bo'lishga bel bog'ladi va bunga astoydil kirishdi. U nimaga qo'l o'rmasin, ne niyat qilmasin barchasiga erishdi, omad unga kulib boqqandi va nihoyat butun dunyo uni ulug' hukmdor, buyuk sohibqiron Amir Temur, deya atashga jazm etdi».

Xullas, Amir Temur va Temuriylar davlati tarixi haqida xorijlik mualliflar tomonidan yuzlab ilmiy asarlar yaratilgan. Prezidentimiz ta'kidlaganlaridek: «Bu olijanob ishga xorij tadqiqotchilarini hech kim da'vat etgan emas. Bu ishlar ular uchun katta boylik va nufuz orttirish manbai ham bo'lmagan. Ammo bu olimlarning ilmiy vijdoni, kerak bo'lsa insoniy

viждoni shuni taqozo qilgan». Ularning ishi biz uchun namuna, va yangi xolisona ilmiy tadqiqotlar yaratishga undaydi. Sohibqiron va u boshqargan davlat haqidagi asarlar bizning o'rta asrlar tariximizni chuqur va atroflicha o'rganishga imkon beradi. Kelajak avlodni ulug' sohibqironning hayoti, faoliyati bilan tanishtiradi, uning g'oyalaridan bahramand bo'lishga imkon yaratadi.

OLIY TA'LIMDAGI AXBOROT TIZIMLARI VA FANLARNING O'QITISHDAGI MUAMMOLARI VA YECHIMLAR

Qarshiyeva Jamila Yashnar qizi
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Anonatsiya: Ushbu maqolada oliy ta'limda axborot tizimlarining o'qitish jarayonidagi roli va ahamiyati tahlil qilinadi. Oliy ta'lim muassasalaridagi axborot tizimlari talabalarning bilim olish jarayonini qanday yaxshilashi, muammolarni qaysi yo'nalishlarda keltirib chiqarishi va ularning yechimlari ko'rib chiqiladi. Dars jarayonida foydalaniladigan zamonaviy texnologiyalar va metodologiyalar yordamida ta'lim sifatining oshirilishi hamda o'qituvchilarga qo'shimcha yordam berish masalalari muhokama etiladi.

Kalit so'zlar: Oliy ta'lim, Axborot tizimlari, O'qitish jarayoni, Ta'lim metodologiyalar, Zamonaviy texnologiyalar, Ta'lim sifatini oshirish

Kirish. Oliy ta'lim tizimi jadal sur'atlar bilan raqamlashtirilmoqda. Barcha ta'lim bosqichlarida, ayniqsa oliy ta'limda, axborot texnologiyalaridan keng foydalanish fanlarni o'qitishda samaradorlikni oshirish va yangi o'quv vositalarini joriy etishni talab qilmoqda. Ammo raqamlashtirish jarayonida ko'plab muammolar ham paydo bo'lmoqda. Ushbu maqolada oliy ta'limda axborot tizimlari va fanlarni o'qitishdagi asosiy muammolar va ularning yechimlari tahlil qilinadi.

Axborot tizimlarining oliy ta'limdagi o'rni kun sayin o'sib bormoqda. Ular o'quv jarayonini samaradorroq qilishda, ta'lim sifatini oshirishda va talabalarga axborotlarni oson va tezkor olish imkoniyatini taqdim etishda muhim rol o'ynaydi. Ushbu bo'limda axborot tizimlarining o'quv jarayoniga qo'shgan hissasi, ularning talabalarga va o'qituvchilarga ta'siri, shuningdek, ta'lim jarayonidagi yangiliklar va innovatsiyalar tahlil qilinadi.

Axborot tizimlari ta'lim jarayonini yanada interaktiv va samarali qilish imkonini beradi. Masalan, masofaviy o'qitish platformalari – Moodle, Blackboard, Google Classroom, HEMIS, LMS singari tizimlar o'quv jarayonini virtual makonga o'tkazib, darslarni talabalar uchun qulay va ko'p imkoniyatli qilib taqdim etadi. Wastiau va hamkorlarining (2013) tadqiqotlari ta'lim texnologiyalari o'quvchilar uchun axborotni tezda o'zlashtirish imkonini taqdim etishini va darslarga tayyorlanishni osonlashtirishini va topshiriqlarni o'z vaqtida bajarishga ijobiy ta'sir ko'rsatadi [1].

Shu bilan birga, axborot tizimlari orqali talaba va o'qituvchi o'rtasidagi aloqalar kuchayadi, bu esa individual o'quv jarayonini osonlashtiradi.

Axborot tizimlari orqali talabalar har qanday joydan va istalgan vaqtda o'quv materiallarini olishlari mumkin, bu esa ular uchun keng imkoniyatlar yaratadi. Elektron kutubxonalar va onlayn resurslar orqali talabalar zarur materiallarni qidirish, ularni saqlash va qayta ishlash imkoniyatiga ega bo'ladi. Bu raqamli ko'nikmalar talabalarni zamonaviy ish bozorida talab qilinadigan ko'nikmalar bilan ta'minlaydi. UNESCO (2020) ma'lumotlariga ko'ra, raqamli platformalar ta'lim tizimini yanada teng va imkoniyatlarga boy qilishda katta ahamiyat kasb etadi [2]. Axborot tizimlari o'quv jarayonini shaxsiylashtirishda ham katta ahamiyatga ega. Shaxsiylashtirilgan ta'lim talabaning o'ziga xos ehtiyojlarini inobatga olib, o'qitish usullarini moslash imkonini beradi. Sun'iy intellektga asoslangan tizimlar orqali har bir talabaning

o'zlashtirish darajasiga qarab mos o'quv dasturi taklif etilishi mumkin, bu esa ularning o'qitish samaradorligini oshiradi. Masalan, talabaning o'zlashtirish darajasiga qarab qo'shimcha resurslar yoki o'quv materiallari taqdim etilishi mumkin. Bu texnologik yechimlar o'quv jarayonini sifat jihatdan yangi bosqichga olib chiqadi. Axborot tizimlari talabalarning jamoaviy ish ko'nikmalarini rivojlantirishga katta hissa qo'shadi. Jamoaviy loyihalar va muhokamalar platformalari orqali talabalar guruhlarda ishlash, birgalikda muhokama qilish va fikr almashish imkoniga ega bo'ladilar. Looi va hamkorlari (2011) tomonidan o'tkazilgan tadqiqotlarda guruh bo'lib ishlash imkoniyatlari va shaxsiy masalalarni jamoaviy muhokama qilishning ta'limga ijobiy ta'siri o'rganilgan va bu talabalarning kelgusida ish o'rinlarida samarali jamoaviy faoliyat olib borishiga tayyorgarlik ko'rishini ko'rsatadi. Axborot tizimlari yordamida talabalarning o'zlashtirish darajasini real vaqtda kuzatish va tahlil qilish imkoniyati yaratiladi. Bu esa o'qituvchilarga har bir talabaga mos ta'lim usulini tanlash va kerakli joylarda qo'shimcha yordam ko'rsatishga imkon beradi. Talabalarning natijalari bo'yicha statistika to'plash, tahlil qilish va ular asosida yangi ta'lim uslublarni ishlab chiqish ta'lim samaradorligini oshirishga yordam beradi. Misol uchun, Avstraliya va Janubiy Koreya kabi davlatlarda joriy qilingan tizimlar orqali talabalar real vaqt rejimida o'z yutuqlarini kuzatishlari va o'qituvchilardan o'z vaqtda fikr-mulohaza olishlari mumkin.

Oliy ta'limda axborot tizimlarining keng joriy qilinishi uchun texnologik infratuzilma muhim ahamiyatga ega. Biroq, ko'plab ta'lim muassasalari texnologik resurslar bilan yetarli darajada ta'minlanmagan. Garrison va Kanuka (2004) texnologik infratuzilmaning yetishmasligi ta'lim sifatiga salbiy ta'sir ko'rsatishini ta'kidlaydi [3]. Masalan, internet tarmog'iga doimiy ulanish yetishmasligi masofaviy ta'lim jarayonini qiyinlashtiradi. Axborot texnologiyalarining ta'limda qo'llanilishi uchun o'qituvchilar va talabalar raqamli savodxonlikka ega bo'lishi kerak. Pachler, Bachmair va Cook (2010) tadqiqotlariga ko'ra, o'qituvchilarning texnologiyalarni o'zlashtirishi ularning samarali o'qitish imkoniyatini oshiradi, ammo ko'pchilik hali ham raqamli vositalardan foydalanishda qiyinchiliklarga duch kelmoqda [4]. Bu esa raqamli tengsizlikni kamaytirish zaruratini oshiradi, chunki barcha talabalarning texnologik imkoniyatlari bir xil emas. Raqamli o'quv materiallaridan foydalanish talabalar o'rtasida plagiat va akademik nohalollikni oshirish xavfini tug'diradi. Mellar va boshqalar (2011) o'qituvchilar uchun anti-plagiat dasturlarini o'quv jarayoniga kiritish orqali ushbu muammoni kamaytirish imkonini ko'rsatadi [5]. Bu dasturlar talabalarning ilmiy adolat va halollik tamoyillariga rioya qilishlarini ta'minlaydi, ammo ko'plab ta'lim muassasalari bu vositalarni to'liq qo'llash imkoniyatiga ega emas. Texnologiyalarni to'g'ri va samarali integratsiya qilish uchun bir qator tadbirlar o'tkazilishi kerak. Ahn va Corriveau (2021) tadqiqotlarida o'qituvchilar uchun maxsus treninglar va malaka oshirish dasturlarining ahamiyati ta'kidlanadi. Ushbu treninglar axborot texnologiyalaridan foydalanish bo'yicha ko'nikmalarni oshirishga yordam beradi. Looi va boshqalar (2011) esa o'qituv jarayoniga dasturiy yechimlarni kiritishda universitetlarning roli haqida tahlil olib boradi va ularning integratsiya qilishdagi tajribasini o'rganadi.

Avstraliya va Janubiy Koreya oliy ta'lim muassasalarida axborot texnologiyalaridan foydalanishda muhim natijalarga erishgan. UNESCO va OECD tomonidan olib borilgan tadqiqotlarda raqamlashtirilgan ta'lim resurslari ta'lim qamrovini oshirish va akademik samaradorlikka ijobiy ta'sir ko'rsatishi o'rganilgan. Masalan, Janubiy Koreyada talabalar uchun onlayn portal tizimi joriy qilinib, fanlardan o'zlashtirish ko'rsatkichlarini real vaqtda kuzatish imkoniyati yaratilgan.

Axborot tizimlaridan foydalanishni yaxshilashda quyidagi choralar amalga oshirilishi mumkin:

- Ta'lim infratuzilmasini mustahkamlash: Bu internet tezligini oshirish, texnologik qurilmalarni yangilash va talabalar uchun kompyuter sinflarini kengaytirishni o'z ichiga oladi.

- O'qituvchilarning malakasini oshirish: Raqamli vositalardan foydalanishni o'rganish uchun treninglar va seminarlar o'tkazilishi zarur.

- Talabalar uchun raqamli savodxonlik dasturlari: Talabalar o'zlashtirishlari uchun o'quv materiallari va trening dasturlarini taqdim etish orqali ularga raqamli ko'nikmalar berish.

Xulosa o'rnida shuni takidlash lozimki: Oliy ta'limda axborot tizimlari va fanlarni o'qitishda duch kelinadigan muammolarni o'rganish natijasida bir qator muhim jihatlar va yechimlar aniqlangan. Raqamli texnologiyalarning ta'limga integratsiyasi yuqori samaradorlikka erishishda hal qiluvchi ahamiyatga ega ekanligini ko'rsatmoqda. Axborot tizimlari va yangi texnologiyalardan foydalanish o'quv jarayonini intuitiv, interaktiv va keng qamrovli qiladi. Biroq, ushbu texnologiyalarni muvaffaqiyatli joriy qilish uchun ta'lim infratuzilmasini rivojlantirish, malakali kadrlarni tayyorlash va raqamli savodxonlik darajasini oshirish muhimdir. Shuningdek, talabalar va o'qituvchilarning raqamli savodxonligini oshirish zarurati ham sezilarli ahamiyat kasb etadi. Talabalarining texnologiyaga moslashishi va yangi vositalarni samarali o'zlashtirishi ularning akademik ko'rsatkichlariga ham ijobiy ta'sir ko'rsatadi. Raqamli o'quv resurslari orqali fanlarni yanada samarali o'qitish imkoniyati mavjud, ammo plagiat kabi muammolarni bartaraf etishda texnologiyalardan foydalangan holda akademik halollikni ta'minlash choralari zarurdir. Jahon tajribasi, xususan, Avstraliya va Janubiy Koreya misolida olib borilgan tahlillar shuni ko'rsatadiki, axborot texnologiyalarini joriy qilishda muayyan yondashuv va dasturlar orqali oliy ta'limda sezilarli o'zgarishlarga erishish mumkin. Ushbu davlatlarning ta'lim tizimlari orqali o'quv jarayonida yuqori darajadagi interaktivlikka va shaxsiylashtirilgan o'quv imkoniyatlariga erishilgan. Ushbu tadqiqot asosida ta'kidlab o'tilishi mumkinki, texnologik vositalarni ta'lim jarayoniga moslashish orqali samaradorlikni oshirish mumkin, ammo bunga erishish uchun keng qamrovli islohotlar, zamonaviy texnologiyalarni joriy qilish va ularni yanada takomillashtirish zarur. Bu yo'nalishda tadqiqotlarni davom ettirish orqali oliy ta'limning raqamlashtirish jarayonidagi yangi qirralarini kashf etish imkoniyati mavjud.

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EKOLOGIK MUAMMOLARNI BARTARAF ETISH HAMDA TARG'IBOT TADBIRLARIDA MAHALLA YOSHLARINING MA'SULIYATI

Ro'ziyeva Dilafr'o'z
Qarshi DU mustaqil tadqiqotchisi

Tabiat – uning qo'ynida paydo bo'lgan mahallalar bir dargoh, bamisoli ona zamin, bamisoli ona quchogi, inson uchun beshik. Mahalla ham ezgulik beshigi, manaviy tarbiya maskanidir. Biz yashab, nafas olib, kun kechirib turgan tabiat uning tarkibiy qismi bo'lgan Ona zamin butun insoniyatning umumiy makonidir. Bu makon esa mahalladan boshlanadi. Shunday ekan, uni ko'z qorachig'iday saqlash, atrof-muhit ifloslanishiga yo'l qo'ymaslik umumdavlat, umuminsoniyat ishidir.

Jumladan, Navro'z, Gul sayli, Meqrjon, Qosil bayramining xafagarchilikni unutish, arazlarni yarashtirish, tanishish, qarindosh tutinish, do'stlashish, meqmondorchilik kabi xislatlari fuqarolarni ezgu maqsad sari g'oyaviy va ma'naviy jiqatdan vujudga kelgan "Mustaqillik kuni", "Ustoz va murabbiylar birlashtiradi.

Istiqlol davrida kuni", "Xotira va qadrlash kunlari" kabilar ozodlik, Vatanni e'zozlash, ota-ona va ustozlarni qurmat qilish, ajdodlar an'alariga sodiq bo'lish, o'tganlar xotirasini abadiylashtirish, kelajak sari intilish, el-yurt, millatga xizmat qilishga undashda samarali vosita hisoblanadi.

Ona tabiatni e'zozlash, uni muhofaza qilish, inson ongini yetukligi bilan bevosita bog'liqdir. Shuning uchun ham hozirgi vaqtda kishilarda shu jumladan, talaba yoshlarda ekologik ong va madaniyat shakllantirish alohida ahamiyat kasb etadi. Bu borada mahallada yashaydigan oilaning roli kattadir.

2008 yil "Yoshlar yili" deb e'lon qilinishi yoshlar oldida turgan vazifalar, shu jumladan ekologik muammolarni bartaraf etishda faol ishtirok etishlari qayd etilgan.

Mahalla azaldan o'zbek xalqi uchun ezguklik beshigi, tarbiya uchog'i, milliy qadriyatlar, an'anaviy urf-odatlar va marosimlar shakllanadigan asosiy maskan hisoblanadi. Mahalla noyob va O'zbekistonga xos bo'lgan o'zini-o'zi boshqarish shakllaridan biridir.

2022 yil Qarshi shahar mahallalar ichida "Ekologiya va tozalik" bo'yicha o'tkazilgan ko'rik-tanlov "Samarqand" mahallasini birinchi o'rinni olishi fikrimizning yorqin misolidir. Asosiy e'tibor mahalla axolisining tinchligiga, ahilligiga, aholini ijtimoiy himoyalashga, oilaviy kelishmovchiliklarni oldini olishga, notinch oilalarni tinchlantirishga, mahallada kam ta'minlangan oilalar, nogironlar va yordamga muxtoj oilalarga moddiy yordam uyushtirishga, mahallada yashaydigan yoshlar, o'smirlar bilan ishlashga, turli xil diniy oqimlar ta'sirida bo'lgan yoshlar, fuqarolarni tartibga chaqirishga, mahalla ko'chalarining sanitariya axvoliga, ko'kalamzorlashtirish va obodonlashtirishga qaratilgan.

Yuksak ma'naviyat jamiyat tarakkiyotining asosi ekan, ma'naviy va ma'rifiy ishlar mahalladan boshlanadi. Mahalla nafakat davlatning tayanchi, shu bilan birga tarbiya o'chog'idir. Shuning uchun «Mahalla otang, mahalla onang» deb aytiladi. Ushbu mahallada 10 nafardan ortiq shifokor, 6 nafar fan nomzodi, dotsentlar, 6 nafar ukituvchi va boshqa kasb egalari ma'naviy- ma'rifiy ishlarga faol katnashib kelmoqda.

Mahallada 656 nafar yoshlar, o'smirlar bo'lib, ularning hatti-harakatlari doimo nazoratda turadi. Buning samarasi shu bo'ldiki, mahallada, shu jumladan yoshlar o'rtasida bir necha yillardan buyon jinoiy ish sodir etilmagan. Shuning uchun «Posbon » gazetasining 2001 yil 2 fevral sonida «Samarqand»dan o'rnak olsa arziydi rubrikasida «Hamkorlik samarasi» degan maqolada, 25-30 may "Adolat mahalladan boshlanur", "Vatan" nomli maqolalarda yoritib berilgan. Mahallada yashaydigan axoli, yoshlar mahalladagi obodonlashtirish ishlariga o'zlarining amaliy ko'maklari bilan faol ishtirok etadi, mahallada jinoiy ish sodir etilmasligi qayd etildi.

Mahallada 15 nafar nogiron, o'zgalar mehriga va yordamiga muhtoj keksalarni e'zozlash mahalla fuqarolar yig'ini bosh rejasida turadi. O'tkaziladigan to'ylar, ma'raka va marosimlarni o'tkazishda kamchiqim isrofgarchilikka yo'l qo'ymasdan o'tkazishga qaratilgan.

Mahallada milliy va umuminsoniy qadriyatlarni rivojlantirishga asosiy e'tibor qaratilgan. "Navro'z", "Ro'za hayiti", "Qurbon hayiti" va boshqa bayramlarni nishonlash tizimli yo'lga qo'yilgan.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida 2023-yil 22-dekabr kuni Respublika Ma'naviyat va ma'rifat kengashining kengaytirilgan yig'ilishida belgilangan topshiriqlar ijrosini ta'minlash maqsadida Respublika Ma'naviyat va ma'rifat markazi, Madaniyat vazirligi, Yozuvchilar uyushmasi, Yoshlar ishlari agentligi tomonidan mahallalarda "Yangi hayot uchun, Yangi O'zbekiston uchun!" shiori ostidagi "Mahallada duv-duv gap" targ'ibot tadbirlari o'tkazilishi belgilandi. Shu jumladan, yuqorida berilgan topshiriqlar ijrosini

sifatli va o'z vaqtida ta'minlash maqsadida 2023-yil 29-dekabrda viloyat hokimi M.Azimov raisligida majlis o'tkazilib, unga ko'ra B-01-07-469-sonli yig'ilish bayoni tasdiqlandi. Ushbu bayonga muvofiq, "Mahallada duv-duv gap" targ'ibot tadbirlari 3 bosqichda o'tkazilib, unga Qashqadaryo viloyatining barcha mahallalari qamrab olindi. Ushbu tadbirlarga jami aholining 200 mingga yaqin turli qatlam vakillari: nuroniylar, tadbirkorlar, xotin-qizlar, uyushmagan yoshlar va boshqalar qamrab olindi.

"Yangi hayot uchun, Yangi O'zbekiston uchun!" shiori ostidagi "Mahallada duv-duv gap" targ'ibot tadbirlariga 250 nafardan ortiq taniqli olimlar, shoir va yozuvchilar, imom-xatiblar, madaniyat va san'at namoyondalari keng jalb etildi. Shuningdek, Haj va Umra safarlarida bo'lgan 264 nafar otaxon va onaxonlar ro'yxati shakllantirilib, ular tomonidan joylarda shukronalik, yaxshilik, mehr-oqibat, ezgu qadriyatlarga hurmat-ehtirom mavzularida ma'ruzalar, davra suhbatlari va muloqotlar tashkil etildi. O'tkazilgan tadbirlar ijtimoiy tarmoqlarda muntazam yoritib borildi. Xususan, "O'zbekiston-24", "Qashqadaryo", "Nasaf" telekanallari orqali 20 ga yaqin ko'rsatuvlar efirga uzatildi. Shuningdek, hokimliklar, tashkilot va korxonalarning rasmiy veb-saytlari, telegram va facebookdagi kanallarida barcha o'tkazilgan tadbirlar doimiy ravishda qo'yib borildi.

Mahalla - bu Vatan ichra Vatan bo'lib, mamlakatning kichik bir bo'lagi, davlat tayanchi va uning negizini tashkil etadi. Mahalla mahalladagilarning turmush tarzi va muammolarini ham umulashtiruvchi maskandir.

Vatan muqaddas tushuncha! O'zbekiston bizning muqaddas Vatanimiz, uning har bir qarich yeri, tog'-adirlari, gul-xiyobonlari biz uchun muqaddasdir. Vatanni sevish, uning tabiatiga mehr qo'yish, tabiatini ko'z qorachig'idek saqlash va avaylash, har bir insonning muqaddas burchidir.

"Yangi hayot uchun, yangi O'zbekiston uchun!" shiori ostida aholi, ayniqsa, yoshlar o'rtasida milliy qadriyatlar, urf-odatlar, oilalar birdamligini mustahkamlash va qo'shnichilik munosabatlarini targ'ib qilish maqsadida taniqli san'atkorlar, ijodkorlar hamda ma'naviyat targ'ibotchilar ishtirokida mahallalarda "Mahallada duv-duv gap" loyihasi doirasida madaniy-ma'rifiy tadbirlarni tashkil etish. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida 2023 yil 22 dekabr kuni Respublika Ma'naviyat va ma'rifat kengashining kengaytirilgan yig'ilishida belgilangan topshiriqlar ijrosini ta'minlash maqsadida Respublika Ma'naviyat va ma'rifat markazi, Madaniyat vazirligi, Yozuvchilar uyushmasi, Yoshlar ishlari agentligi tomonidan mahallalarda "Yangi hayot uchun, Yangi O'zbekiston uchun!" shiori ostidagi "Mahallada duv-duv gap" targ'ibot tadbirlari o'tkazilishi belgilandi. Shu jumladan, yuqorida berilgan topshiriqlar ijrosini sifatli va o'z vaqtida ta'minlash maqsadida 2023-yil 29-dekabrda viloyat hokimi M.Azimov raisligida majlis o'tkazilib, unga ko'ra B-01-07-469-sonli yig'ilish bayoni tasdiqlandi. Ushbu bayonga muvofiq, "Mahallada duv-duv gap" targ'ibot tadbirlari 3 bosqichda o'tkazilib, unga Qashqadaryo viloyatining barcha mahallalari qamrab olindi. Ushbu tadbirlarga jami aholining 200 mingga yaqin turli qatlam vakillari: nuroniylar, tadbirkorlar, xotin-qizlar, uyushmagan yoshlar va boshqalar qamrab olindi.

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joylashgan ko'chalar, xonadonlar atrofida har yili mevali va manzarali daraxtlar ekiladi. Uni parvarish qilish, ustirish fuqarolarga katta mas'uliyat yuklaydi. Ko'cha va xonadonlar atrofida o'tadigan ariqlarni toza tutish, oqar va ichimlik suvlaridan ehtiyotkorona, tejamkorlik bilan foydalanish, mahalla atrof muhitini toza saqlash, mahallani obodonlashtirish va ko'kalamzorlashtirish kabi ijobiy muammolarni bartaraf etishda muhim ahamiyat kasb etadi. Bu ishlarni bajarishda yoshlarni ham ishtirok ettirish kerak. Oila boshliqlaridan bolalarni yoshlikdan tabiat bilan tanishtirish, uni sevrishga, asrashga o'rgatish talab etiladi.

Mahalladagi atrof-muhitni toza tutish, axlatlarni har joyga to'kmaslik, suvlarni iflos qilmaslik, hududni ozoda va obod mahallalarga aylantirish har bir yashaydigan fuqaro, shu jumladan, yoshlarning asosiy ma'suliyati ekanligini ularning qalbi, ongiga singdirib borish ota-onaning, jamoatchilikning asosiy burchidir.

O'zbekiston Respublikasining konstitutsiyasida 55 moddasida shunday deyiladi: "Yer osti boyliklari, suv, o'simlik va hayvonot dunyosi hamda boshqa tabiiy zaxiralar umummilliy boylikdir, ulardan oqilona foydalanish zarur va ular davlat muxofazasidir".

Mahallada yashaydigan, o'sib kelayotgan yosh avlodga ekologik tarbiya berish oiladan boshlanib, bog'cha, maktab, litsey, kollejlarda, oliy o'quv yurtlarida ham olib boriladi. Mafkuraviy, shu jumladan, ekologik tarbiyaga oid tadbirlarni o'tkazish, uning samadorligini oshirishda juda ko'p omillar hisobga olinishi kerak. Bunday sharoitda baho yuritish, fikr almashish yoki odamlarga yetkazilayotgan ma'lumotni qay darajada o'zlashtirayotgani bo'yicha monitoring olib borish ancha murakkab bo'ladi. Bu tadbirlarni o'tkazishda eng avvalo yoshlarning bilim saviyasi, mutaxassisligi, yoshi kabilar e'tiborga olinadi.

Hayot haqiqatlariga mos keladigan, real voqelikni, borliqni kundalik turmush tarzini ifodalovchi jozibador savol-javob kechalari, ma'ruzalar, uchrashuvlarni uzluksiz tashkil qilib borish kerak. Jamiyatimizning boshlang'ich yacheykasi bo'lmish oila mahalladan boshlanar ekan, ta'lim tarbiya, milliy g'oya, ekologik tarbiyani yoshlar ongiga singdirishda oila, mahalla, maktab mas'uliyat bilan faoliyat kzsratishi talab etiladi.

Mahallalarning tozaligi, obodligi uning hur-farovonligi o'sha joyda ekologik muammolarni bartaraf etishda muhim omil hisoblanadi. Mahalla tabiatni asrash, ekologik muammolarni bartaraf qilishda muhim rol o'ynaydi. Xalq farovonligi, millatlararo totuvlik, dinlararo bag'rikenglik (tolerantlik) kabi noyob insoniy fazilatlar aynan shu muhitda - mahallada kamol topadi. Bu esa mahallalarda o'tkaziladigan tadbirlar, hasharlar mahallani obod bo'lishda keng imkoniyatlar yaratadi, Bu esa ekologik muammolarni o'z vaqtida bartaraf etishga muhim omil hisoblanadi.

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HISTORY OF TALANT MANAGEMENT

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Introduction

Talent Management (TM) refers to the selection of human capital needed by organizations and planning to meet their needs. Over the past 10 years, particularly after McKinsey's 1997 study and the 2001 book *The War for Talent*, the field has grown in importance and interest among practitioners as well as in the academic debate. Talent management in this context does not mean entertainment management.

Talent management is the science of using strategic human resource planning to increase business value and enable companies and organizations to achieve their goals. All things done to recruit, retain, develop, reward and engage people are part of talent management as well as strategic workforce planning. A talent management strategy needs to be linked to the business strategy and the local context in order to function properly.

Components

Attract, develop, motivate and retain: this is not an exhaustive list. Talent management covers all major areas of HR, from recruitment to on boarding and from performance management to retention.

The full scope of HR processes

Talent management is a set of HR processes that are integrated with each other. This means that the talent management activity is more than the sum of its parts. This means that a talent management strategy is required to exploit its full potential More on that later.

High-performing employees

The goal of talent management is to increase productivity. It aims to motivate, engage and inspire employees to perform better and retain them. That's why talent management is so important. When done right, companies can gain a sustainable competitive advantage and outperform their competitors through an integrated system of talent management practices that are difficult to copy and/or imitate.

Focus

Employer reputation

Reputation is related to employee branding. However, the company's reputation is more affected by external media over which the company has less control. An example is the sharp deterioration of reputation in the banking sector in recent years, especially after the financial crisis of 2008.

Employer branding

Having a strong brand helps attract even the best candidates.

Candidate Experience: Candidate experience affects employer branding.

Referrals

Talent knows talent. Lining programs are extremely effective; they help to select the perfect talent designations on board speed and perfection. We've listed 7 apps you can check out for inspiration.

On boarding

Getting people to work as quickly as possible helps them be more productive and increases employee retention.

Selection

Identifying and selecting the best is an important factor in talent management.

In boarding

Yes, you read that right. When people are promoted internally, they also need support to achieve maximum productivity. This is called on board.

Engagement

Employees who are engaged in a particular job are motivated, and they begin to perform well, and because of this, they are more likely to stay.

Retention

Retention strategies help keeps the best people on board. An example of this is succession planning.

Succession planning

You always want to fill important senior positions when they are vacant. Having a talent pipeline that enables succession planning is a key element of this.

Learning and developing

This is not just a general talent management practice; it is also a best practice in Human Resources. Employee training helps to increase and maintain productivity. After all, once you've hired the best people, you want to make sure they remain industry leaders, right?

Performance management

An important part of talent management is monitoring and improving their performance.

HR analytics

As we mentioned earlier, by leveraging data, you can ensure that you are hitting the right KPIs that impact business results.

History

In the second half of the 20th century, the basis of the "talent management" that was common in firms was to develop internal talents. Emphasis has been placed on training and evaluating management positions, leading to an oversupply of middle-level talent. The poor prognosis of the economic recession of the 1970s, combined with the policy of not laying off white-collar workers, led to corporate bloat. And the recession of the 1980s saw a massive increase in unemployment among the population as firms restructured and internal development became less important. As a result, the recruitment of external talent largely replaced the internal development schemes observed in the business at the turn of the century and reached its limit by the late 1990s. Firms found that they were attracting and losing experienced employees at the same rate, and had to learn new ways to retain and nurture existing employees.

The term was coined by McKinsey and Company in 1997. The following year in 1998, Talent Management was papered. Written by Elizabeth G, Chambers, Mark Foulon, Helen Handfiled-Jones, Steven M. Hankin, and Edward G, Micheals³. However, the relationship between human resource development and organizational performance has been established since the 1970s.

The supporting profession of talent management became increasingly formalized in the early 2000s. Although some authors describe this field as encompassing almost everything related to human resources, NTMN conducted surveys of corporate talent management departments in 2019-2011. Determined the boundaries of the field these surveys revealed that talent management activities include succession planning, assessment, development and high potential management. Activities such as performance management and talent acquisition (hiring) are less often included in the purview of corporate talent management practitioners. Compensation was not a function related to talent management. Finally, a talent management strategy can help organizations with their workforce during WWII.

Scope

India is one of the fastest growing markets in Southeast Asia. Recently, companies in India have started focusing on their talent management programs. There are two categories of labor in India; skilled and unskilled labour is between 1,400 and 1,500 USD per year, which is

very low by international standards. But if you have advanced skills, you can easily make a good living. This difference in employment can be understood using the concept of supply and demand in ordinary economics. Highly skilled workers are a scarce resource everywhere and are therefore more valued, which explains the higher wages.

Even with higher salaries, the attitude towards the workplace is evident in the Indian workforce, especially among millennial. A study found that 54% of Indians are considering leaving their current job due to lack of growth opportunities. This percentage increases even more when the sample is taken from 16-24-year-old brick-and-mortar youth. Talented and inquisitive young people of our country highly appreciate the opportunities for professional development created by employers.

Talent acquisition

Today, all organizations want the sun, the moon and the stars, but often only reach the treetops. Business firms look for employees with excellent functional skills, social skills and strategic skills, but it is almost impossible to find candidates with all skills. Identifying and acquiring a talented workforce is one of the most important steps in talent management, because as they say, "Well begun is half done."

Talent development

Once you have hired the right employees for the organization, you need to develop them in areas that are important to the organization. Some competencies are stable and some are dynamic competencies. Stable competencies include permanent characteristics that remain more or less the same over time, and dynamic competencies include knowledge and skills that are constantly changing.

Talent development primarily through formal training programs, coaching and mentoring by senior organizational leaders, job placement, on-the-job learning, special assignments, action learning, committee work, extended assignments, aimed at developing the dynamic capacities of individuals. Assignments through interventions such as development, job shadowing, etc.

Talent engagement

Recruiting and developing talent does not guarantee that we will attract employees. Having employees who are ready to go out of their way to help others, Having employees who don't try to limit their job duties to job descriptions, and having employees who are willing to work on holidays or overtime is a blessing in today's competitive environment. These things happen if and only if employees are truly engaged with the organization.

Employee engagement is truly a wealth and talent management success story for a company. While organizational citizenship behaviour is often used as a parameter to measure employee engagement, it is often overlooked as a factor that has enhanced engagement in employee mentoring. Mentoring is when senior and experienced individuals in an organization take a keen interest in the personal and professional development of junior and less experienced individuals in the same organization.

Talent retention

Investing in hiring, developing and engaging the right talent is a futile effort if it doesn't lead to talent retention. All the hard work and efforts of the HR team go in vain when the employees want to leave the organization early. Not all exits are bad, but when employees want to leave without contributing enough, that's where the problem lies. Some companies are particularly knowledgeable.

The tech sector is trying to remedy this situation by asking employees to sign a bond. A bond that binds them to agree to terms and conditions stating that they will not leave the organization for at least xyz years at the discretion of the company. There is also a hefty monetary penalty if they violate this clause of the Memorandum of Understanding.

Need

No process or organization can be good without the right talent to manage it. The right people can create the right design, the right processes, and adopt the right technology to take any organization in the right direction. Talent management is about having the right person in the right place, at the right time, at the right time and at the right price. Organizations have now realized that people can be an important differentiator for them in an increasingly competitive market.

There are various reasons why a company needs talent management:

To adapt the workforce to business needs:

Talent management is all about identifying the right talent for the right role. This involves matching the right set of views to the right set of job requirements. Adapting HR processes and business requirements to the performance of tasks has a unique synergistic effect.

Involving the workforce to establish and maintain high performance:

An engaged workforce leads to a productive workforce. Establishing and sustaining peak performance involves many things, including creating and sustaining a culture of talent. This culture creates an environment where employees can learn, grow and excel at their jobs. We offer the EVOSKILLS model to create and support a culture of talent that drives peak performance in an organization.

Effective talent management helps increase employee satisfaction:

Employee satisfaction can be understood as cognitive, emotional, and social comfort, which is achieved by working in an organization that has policies that respect employee sentiment. Developing fair, transparent and equitable employee policies and ensuring their smooth implementation is an integral part of talent management.

All of the Great Workplaces voted for by employees as Great Workplaces are places that guarantee employee satisfaction through effective talent management processes.

Effective development of leaders in the organization who can use their experience to help the company grow:

Talent management involves talent development. Talent development does not only mean the development of technical skills and functional skills of employees, but also includes the development of attitudes and skills of employees, including managers. Many organizations have tied up with the world's leading B-schools to help organizational leaders develop the right competencies through various training programs. In turn, these leaders are expected to serve the company for a minimum specified period of time, especially if the training program is partially or fully sponsored by the organization.

Effectively balance workforce diversity to maximize employee engagement:

Workforce diversity is a difficult topic. Organizations today are investing in diversity training as a high priority, among other things. If grace and dignity are neglected, it can backfire big time. People want to know how much you can be before they care about how much you know. Employees of different age groups, genders, races, communities, language groups and religions expect, at the very least, to be treated fairly, and rightly so. Beyond the fairness paradigm is the legitimacy and access paradigm, which claims to use the diverse backgrounds of employees to benefit the business.

PROBLEMS OF TEACHING IN HIGHER EDUCATION AND ITS INNOVATIVE SOLUTIONS

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Annotation: This article explores the challenges and problems associated with teaching in higher education and presents innovative solutions that address these issues. Key problems

include student engagement, accessibility, diverse learning needs, assessment limitations, and the rapid pace of technological advancement. To overcome these challenges, the article suggests incorporating active learning techniques, embracing inclusive teaching practices through Universal Design for Learning (UDL), offering flexible and authentic assessments, and investing in professional development for educators to better integrate technology. The goal is to create a more equitable, effective, and engaging learning environment for a diverse student population.

Keywords: Higher education, Teaching challenges, Student engagement, Active learning, Inclusive education, Universal Design for Learning (UDL), Accessibility, Formative assessment, Educational technology, Professional development, Equity in education.

Annotatsiya: Ushbu maqola oliy ta'limda o'qitish bilan bog'liq muammolar va muammolarni o'rganadi va ushbu muammolarni hal qiluvchi innovatsion echimlarni taqdim etadi. Asosiy muammolar orasida talabalarning faolligi, foydalanish imkoniyati, turli xil o'rganish ehtiyojlari, baholash cheklovlari va texnologik taraqqiyotning tez sur'atlari kiradi. Ushbu qiyinchiliklarni bartaraf etish uchun maqolada faol o'qitish usullarini kiritish, Universal Design for Learning (UDL) orqali inklyuziv o'qitish amaliyotini qo'llash, moslashuvchan va haqiqiy baholashni taklif qilish va texnologiyani yaxshiroq integratsiya qilish uchun o'qituvchilarning kasbiy rivojlanishiga sarmoya kiritish taklif etiladi. Maqsad - turli xil talabalar uchun yanada adolatli, samarali va qiziqarli ta'lim muhitini yaratish.

Kalit so'zlar: Oliy ta'lim, O'qitish muammolari, Talabalarning faolligi, Faol ta'lim, Inklyuziv ta'lim, Ta'lim uchun universal dizayn (UDL), Foydalanish imkoniyati, Formativ baholash, Ta'lim texnologiyasi, Kasbiy rivojlanish, Ta'limda tenglik.

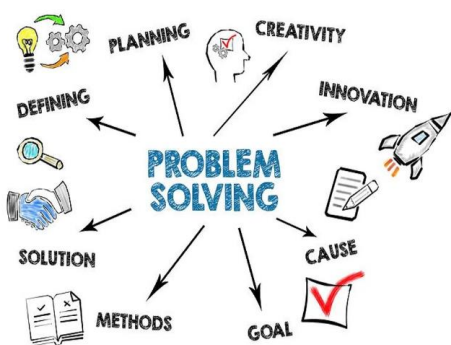
INTRODUCTION

Higher education institutions worldwide face a unique set of challenges as they strive to meet the evolving needs of students. The traditional model of teaching, largely lecture-based, often struggles to engage modern students and adapt to the diversity and technological demands of the 21st century. Addressing these issues requires a shift toward innovative, inclusive, and adaptive educational practices. In this article, we will explore the major challenges in teaching in higher education and the solutions that educators and institutions can implement to create more effective and equitable learning experiences.



Student Engagement: Moving Beyond the Lecture

One of the most significant problems in higher education teaching is the lack of student engagement in traditional, lecture-based learning environments. With lectures as the primary mode of content delivery, students often become passive recipients of information, which can lead to disengagement, decreased motivation, and limited retention of knowledge. Large class sizes exacerbate this issue, as it becomes difficult for instructors to foster interaction and ensure that each student is actively involved. [1:89]



Innovative Solutions: Active learning strategies, such as flipped classrooms, group projects, and discussions, have shown promise in

increasing student engagement. In a flipped classroom, for example, students are introduced to new material at home (often through videos or readings) and then spend class time applying that knowledge through interactive, hands-on activities. This approach allows students to engage deeply with the material and fosters a more dynamic classroom environment. Furthermore, group projects and collaborative exercises help students connect with each other, building a sense of community and enhancing motivation. [2:103]

Case Study: Research at Harvard University found that students in active learning environments demonstrated significantly better understanding and retention compared to those in traditional lecture settings. Implementing active learning not only improves academic outcomes but also helps create a more engaging and enjoyable educational experience.

Diverse Learning Needs: Creating Inclusive Classrooms

Classrooms in higher education are increasingly diverse, encompassing students from various cultural, linguistic, and educational backgrounds, as well as students with different learning abilities and needs. This diversity presents a challenge, as traditional teaching methods may not accommodate all students effectively. Educators must navigate these differences to create an inclusive environment where all students can thrive.

Innovative Solutions: Universal Design for Learning (UDL) is a framework that provides flexible learning environments to accommodate diverse learning needs. UDL encourages the use of multiple means of representation, engagement, and expression, allowing students to choose the learning style that works best for them. This may include offering content in different formats (text, audio, and video), allowing for varied ways to participate in class (oral, written, or interactive), and using adaptive technologies to support students with specific learning needs. By creating multiple pathways for students to engage with the material, UDL helps foster a more inclusive classroom that values and supports diversity. [3:144]

Case Study: A study from CAST, an organization dedicated to promoting UDL, found that students in UDL-implemented classrooms reported feeling more understood and supported. Additionally, students with learning differences, such as dyslexia, showed improved performance and engagement due to accessible materials and flexibility in assignments.

Student Engagement: An Ongoing Challenge

Lack of engagement in traditional lectures is a persistent issue in higher education. Research shows that students retain only about **5% of information from lecture-based learning** (National Training Laboratories). This is problematic in large classes, where students can feel disconnected and passive. Student engagement not only impacts retention but also influences students' overall satisfaction and success in their courses.

Fact: A study conducted at Harvard found that students who participated in active learning environments scored **6% higher** on assessments than those in traditional lectures (Deslauriers et al., 2019). Further, they reported feeling more intellectually stimulated and enjoyed learning more in settings that encouraged participation and interaction.

Innovative Solution - Flipped Classrooms: Flipped classrooms, where students review content outside of class and engage in active learning during class time, improve



for Diverse Learner



engagement and information retention. **A study by the American Society for Engineering Education** found that students in flipped classrooms showed a **12% increase in performance** compared to traditional lecture-based classrooms (Mason et al., 2013). By providing materials ahead of time, students can engage more meaningfully, and instructors have more time to interact with students in applying concepts. [4:77]

2. Diverse Learning Needs: Inclusive Education Matters

Today's classrooms include students with diverse backgrounds, abilities, and learning preferences. In the United States, **1 in 5 college students** reports having a disability that impacts learning (National Center for Education Statistics, 2020). Traditional teaching methods may not address the needs of all students, leaving those with disabilities or different learning styles at a disadvantage.

Fact: Studies show that inclusive education models, like Universal Design for Learning (UDL), help all students succeed. **A review of UDL implementation** at the University of Glasgow found that student engagement and academic performance improved, especially for students with learning differences, by up to **20%** in courses with UDL strategies (University of Glasgow, 2018).

Innovative Solution - Universal Design for Learning (UDL): UDL offers multiple ways for students to engage with material, providing accessible content and assessments tailored to individual learning needs. By incorporating visual, auditory, and interactive materials, educators create a classroom that supports students with a range of needs and preferences. For example, online learning platforms that provide closed captioning, screen reading options, and interactive exercises support students with disabilities and those from non-English-speaking backgrounds.

1- Tuition fees becoming less accessible	Affordable prices for all based on cost-benefit
2- Reduced access to higher education. Virtually non-existent educational programs in many developing regions	Facilitate global access to higher education using e-learning as a disruptive innovation
3- Lack of specialisation in International Business	Focus on International Business. Worldwide Departments
4- Absence of an efficient program of quality evaluation of the teaching staff, aimed to guarantee an excellent education for the student.	Development of an assessment model where the student will be the protagonist and benefits to better professors
5- Universities with a little focus on student needs	Creating Student-University Shared Value
6- University-Labour Market Disconnection	Incorporating companies, organisations and alumni into the educational process
7- Research-Education Asynergy.	
Students do not benefit from research results. Impact on university tuition fees. Lack of transnational research specialising in international business	Making the research: global and affordable to the SMEs
8- Tendency to an education in business without values	Ethics as one of the pillars of education in International Business
9- Low alumni loyalty	Creating Win-win lifelong relationships with alumni (e-Community)

Accessibility and Equity: The Digital Divide

As online resources become more central in higher education, access to reliable technology and internet has become essential. However, **14% of students in the U.S. do not have regular access to a laptop or desktop computer** (Pew Research Center, 2020), and around **15 million people lack high-speed internet**. These disparities have a profound impact on students' ability to participate in and complete online coursework.

Fact: During the COVID-19 pandemic, universities saw a significant drop in grades among students from lower-income backgrounds, with over **30%** reporting that lack of internet and technology was a major barrier to their success (American Council on Education, 2021). This starkly highlights the need for resources that bridge the digital divide. [4:132]

Innovative Solution - Technology Loan Programs and Mobile Accessibility: Universities like the University of Michigan have launched technology loan programs, providing laptops and Wi-Fi hotspots to students in need. They've also adapted content to be mobile-friendly, recognizing that many students rely on smartphones. As of 2021, mobile-friendly course materials were linked to a **15% improvement in access and engagement** for students with limited resources, according to the University of Michigan report.

Assessment and Feedback: Rethinking Traditional Testing

Standardized testing and exams often fail to capture the breadth of students' knowledge and skills, and many students find these methods stressful and ineffective. Studies show that **high-stakes exams can disproportionately disadvantage students who experience test anxiety** (Cassady & Johnson, 2002). Additionally, performance-oriented assessments tend to focus on memorization rather than true understanding.

Fact: According to research by the University of Massachusetts, Amherst, students engaged in project-based learning had **30% higher retention rates** than those in traditional assessment settings, and **82% of students reported that project-based assessments made them feel more engaged** in their courses (Hernandez et al., 2020).

Innovative Solution - Formative Assessment and Project-Based Learning: Formative assessments involve frequent, low-stakes testing and feedback during the learning process. This approach allows students to improve gradually and understand their areas for growth. In project-based learning, students apply knowledge in practical contexts, such as case studies, simulations, or research projects. This method has been shown to improve critical thinking and problem-solving skills, equipping students with practical abilities that they can carry into the workforce. [2:67]

CONCLUSION

The landscape of higher education is evolving, and with it, the challenges associated with teaching in this setting. Issues such as student engagement, diversity in learning needs, accessibility, fair assessment, and technological advancements all require innovative approaches to address them effectively. By adopting active learning strategies, embracing inclusive education frameworks like Universal Design for Learning, bridging the digital divide, exploring alternative assessments, and investing in professional development, higher education institutions can transform these challenges into opportunities for improvement.

The ultimate goal is to create a learning environment that is inclusive, engaging, and adaptable to the needs of all students, fostering a culture of continuous learning and academic excellence. As institutions continue to implement these innovative solutions, they pave the way for a more effective and equitable educational experience, preparing students for success in a rapidly changing world

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CHALLENGES OF WRITING FOR ESL LEARNERS AND RELEVANT STRATEGIES TO OVERCOME THEM SUCCESSFULLY

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Among other skills in English, writing is considered as the most complicated one for the majority of ESL learners, if not all. Today it is really significant to develop writing competency for students to gain academic success, especially in tertiary education. This thesis aims to explore several difficulties associated with writing process in ESL education and puts forward relevant suggestions to effectively eliminate the existing challenges so that high school ESL learners can improve their writing competency academically.

Although its importance is highly felt, there are still several existing challenges in writing for ESL learners. Writing is believed to be a combination of various skills which makes it challenging and the last language skill to be acquired unlike reading, speaking and listening. Even though learners understand the importance of writing competency for their academic achievements, they tend to avoid writing assignments because of the perception that writing is a complex task and that it bears noticeable challenges for them [1]. So far extensive studies on writing difficulties have been carried out globally. In the context of Uzbekistan, a number of factors can also be associated why many students find writing tasks not as pleasant as other aspects of English. The first and probably the biggest challenge is that the process of writing simply does not include a certain skill to master. Instead, it is an exceptionally complex skill which involves a comprehensive cognitive process [2]. Writing is also believed to be the highest form of academic skills since it indicates a learner's level of language competence, concept development, organization skills and many others. A learner may be competent enough to exploit the language skillfully in an academic essay, but he/she can feel overwhelmed due to the lack of skills in other areas as mentioned. Besides, disadvantageous beliefs of many English educators toward writing makes the case worse by maintaining product-oriented approach instead of indulging in the process [3]. As a result, this is leading to increased frustration in learning writing since students are more focused on the final product, but not pre-writing or editing stages to refine their pieces of writing.

Furthermore, lack of planning in pre-stage is also creating plenty of inaccuracies during the writing process. When this stage is absent or underestimated by teachers or learners (because of claiming it time-consuming or simply unimportant), it can cause problems in logical

connection of ideas, insufficient supporting details which, in turns leads to low task response. If learners are engaged in pre-writing process, they can concentrate on initial essential tasks, such as brainstorming, editing and revising, this is likely to help with the production of coherent writing in the next stage [4].

Furthermore, learners suffer from not only external difficulties, for example structuring ideas, vocabulary mastery and misinterpreting instruction [5], but writers also face challenges internally as they are lack of interest, motivation and self-confidence. These factors also contributes the anxiety of students when composing writing [2]. Sometimes we may fail to get the expected result from students in writing in spite of the effective strategies used in the process. Hence, [6] claims that planning, observing and assessing are crucial stages both in pre- and while-writing because they are of a great importance to create quality work. Planning and assessing the existing ideas and facts requires students to utilize critical thinking skills which can be the base of another complications in writing. If a writer cannot critically analyze facts, evaluate the relevance of the given information to the topic or outline ideas in a logical way, any strategy or tons of gathered information fails to help him to design his writing task successfully. In addition, problems can arise in different parts of writing in students: before, while or after writing. That is why, there is a need to analyze in which part a learner is coming across the greatest challenges if we want to offer assistance to them so that they are able to efficiently eliminate these issues. In accordance to the type of problems, then a set of productive strategies or recommendations can be created to come up with quality writing task.

It can be seen from outlined issues related to writing that some approaches of both teachers and learners should be altered to enhance overall writing competency. When it comes to preferred recommendations, the following strategies are believed to be productive to increase writing competency of ESL learners.

First of all, it is recommended to avoid putting much emphasis on the final product in writing and to adopt process-based approaches including pre-writing planning. This pre-task planning or strategic planning is mainly defined as "the planning stage before students start writing" [7] and has gained huge popularity in different parts of the world to improve students L2 writings skills. In this step, students can plan the intended language and content which they have to produce during performing the task in the following step. For example, idea generation is a list of ideas or information given so that learners will apply for their writing task [8]. It can dramatically save the writer's time in while-writing as they will have a pre-prepared set of ideas or content knowledge which frees them from the burden of devising relevant points when they start actual process of writing.

Another useful suggestion would be clustering which is referred as "a visual network and relation among ideas" [9]. Here writer can draw circles around ideas and connect related ideas together to show connections between them. This strategy is especially productive to increase the level of coherence and cohesion in academic essays which is often a problematic point for many ESL students. These clear links in clustering gives them a chance to see obvious bonds between the points in their mind as well and they can learn to connect their arguments logically.

Moreover, free writing is the next beneficial strategy which can be learned by students to practice in pre-writing. It means writing without structure in order to generate ideas more quickly without giving much concern to the right structure and proper organization of paragraphs. Free writing also aids students to overcome their anxiety whenever they start to write which is thought as a tedious prospect for all writers [10].

Considering everything mentioned above, problems of writing for ESL learners are hard to tributed to one major difficulty. It can be due to a combination of results such as the hardships in the use of proper language, critical thinking skills in analysis, internal factors like lack of interest or challenges in various parts of writing process. These factors can go further if

we add the cultural perspectives, familiarity of the topic and others. As the lack of planning and negative product-based approach are aimed to be addressed, the suggested recommendations can assist to improve the situation if applied properly. Process-based approach should be more encouraged as well as creating more chances for writer to plan their work in pre-stages of the process. It is already proven that these strategies reduce mental effort while writing, they are advantageous in terms of quality of writing produced in general [7]. Many researchers support the idea that pre-writing enables to design a well-written paper. Based on these arguments, these strategies seem to be really effective to make improvements to the overall competency of writing in ESL education and it is advised to apply them practically to yield the expected outcome in writing tasks of ESL learners.

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TURKISTONNING SIRDARYO VA SAMARQAND VILOYATLARIDA SOG'LIQNI SAQLASH TIZIMINING SHAKLLANISHI: YANGICHA TIBBIY MUASSASALARNING TASHKIL ETILISHI

Toshtemirov Doston
QarDU tayanch doktoranti

Annotatsiya: Rossiya imperiyasining Turkiston o'lkasi bosqiniga qadar bu yerda mahalliy aholi kasalliklarga qarshi kurashda siniqchilar, tabiblar yordamidan foydalanishgan. XIX asrning oxiri XX asrning boshlariga kelib esa yurtimizga Rossiya imperiyasining ko'chirish siyosati bilan birgalikda yevropacha tibbiyot ham kirib keldi. Shu davrdan boshlab Sirdaryo va Samarqand viloyatlarida harbiylar, rusiyzabonlar va mahalliy aholiga hizmat ko'rsatadigan yangi tibdagi gospital va ambulaoriyalar qurilishi boshlandi.

Kalit so'zlar: Tibbiyot, ambulatoriya, Rossiya imperiyasi, Turkiston, Sirdaryo, siniqchilar, hospital, lazaret, Samarqand, brutselloz, bezgak, koyka.

XIX asrning 60-yillarida. O'rta Osiyo hududining salmoqli qismi rus podshosi qo'shinlari tomonidan bosib olindi. Qo'qon xonligi tugatilib, uning o'rnida chor hukumati harbiy boshqarmasi nazoratida bo'lgan Turkiston general-gubernatorligi tashkil etildi. -Xiva xonligi va -Buxoro amirligi siyosiy mustaqilligini yo'qotib, Rossiya imperiyasining protektoratiga aylantirildi. 1886 yilda Turkiston umumiy hukumati Turkiston o'lkasiga aylantirildi.

O'rta Osiyoda, jumladan, O'zbekistonda rus qo'shinlari tomonidan bosib olingandan so'ng -iqtisodiy, siyosiy va madaniy hayotda muhim o'zgarishlar yuz berdi. Qishloq xo'jaligi, ayniqsa, paxtachilikka kata e'tibor qaratila boshlandi va bu ekinning ekin maydonlarini kengaytirish ishlari amalga oshirildi. Ammo -dalalarni etishtirish texnologiyasi qoloqligicha qoldi. Issiq iqlim sharoitida og'ir qo'l mehnati odamlarning sog'lig'iga putur etkazdi. Qishloq aholisi orasida brutselloz, bezgak, leyshmanioz, gelmintoz kabi turli xil kasalliklar tarqaldi.

Viloyatlar markazlarida qishloq xo'jaligi ekinlarini birlamchi qayta ishlovchi zavodlar masalan, paxta tozalash, yog', sovun, vino zavodlari ochildi. Ish sharoitlari og'ir edi, mehnat muhofazasi yo'q edi, gigiena qoidalari buzilgan. Odamlar kuniga 10-12 soat qorong'i, shamollatilmagan, nam, changli ustaxonalarda ishladilar. Bunday og'ir mehnat -sharoiti turli kasalliklar, xususan, sil kasalligining tarqalishiga sabab bo'lgan.

Bu kasalliklarning oldini olish va aholini tibbiy muxofaza qilish maqsadida 1867 yildan e'tiboran Sirdaryo viloyatining yirik shaharlarida rusiyzabon va mahalliy aholiga tibbiy xizmat ko'rsatish uchun tibbiy punktlar, ambulatoriya va shifoxonalar, barpo etish masalasi kun tartibiga qo'yildi.

Shunday qilib, 1868 yil sentyabr oyida -Toshkentda 30 o'rinli harbiy hospital ochildi va u harbiy xizmatchilarga tibbiy yordam ko'rsatgan. Uning negizida 1870 yilda 415 o'rinli harbiy hospital tashkil etilgan. 1870 yilda Samarqandda 15 o'rinli kasalxona ochildi. 1873 yilda Kattaqo'rg'onda ham shunday kasalxona ochildi. Mahalliy aholi uchun tibbiy muassasalar ham paydo bo'ldi.

1880 yilda Toshkentda mahalliy ayollar uchun ayollar tug'ruqxonasi o'z faoliyatini boshlaydi. Bu Turkistondagi dastlabgi va yagona tug'ruqxona bo'lib, u 7 o'ringa mo'ljallangan edi.

1883 yildan boshlab Toshkentda "mahalliy ayollar va bolalar poliklinikasi" faoliyat ko'rsata boshladi, uni tashkil etish g'oyasi ayol shifokorlar N. N. Gundius, A. V. Poslavskaya va E. N. Mandelstamga tegishli edi. Dastlabki davrlarda mahalliy aholi vakillari, ayniqsa, xotin qizlarning rus tibbiyotidan foydalanish darajasi past darajada bo'lgan edi. Sababi, ularni oila boshliqlari g'ayriddin, ayniqsa erkak vrachlar qabuliga qo'ymasligi masalasi yuqori bo'lgan. Keyinchalik alohida ayollar kasalxonalarining ochilishi, ularda ayol vrachlarning faoliyat ko'rsatishi natijasida mahalliy aholi xotin-qizlari ham shifoxonalarga borishi ulushi oshib borgan. Bemor xotin qizlarga, bolalarga bepul xizmat ko'rsatilgan. Ushbu shifoxonada 1883 yildan 1893 yilgacha 10 yil davomida 24747 nafar bemor murojaat qilganligi mahalliy aholining ham tibbiy xizmatdan foydalanishi oshganligini ko'rsatadi.

1886 yil 12 iyunda tasdiqlangan "Turkiston o'lkasini boshqarish to'g'risidagi Nizom"ga asosan 14 ta uezdda uezd shifokori lavozimi ta'sis etilishi mintaqada sog'liqni saqlash tizimi shakllanishining asosiy bosqichlaridan biri bo'ldi.

Shunga asosan 1886 yil 30 sentyabrda - "Sirdaryo viloyati shahar kasalxonalari to'g'risidagi Nizom" qabul qilinib, viloyatning qator shaharlarida shifoxonalar tashkil etila boshlangan. Bu shifoxonalarda o'tkir va surunkali kasalliklarga chalingan mahalliy va rusiyzabon aholi qabul qilinib, ular tibbiy muolajalar qilingan.

1886 yilda erkaklar uchun ambulatoriya ochildi. Keyinchalik bunday ambulatoriyalar boshqa shaharlarda ham ochildi: 1886 yilda Samarqandda, 1887 yilda Andijonda, 1889 yilda

Xo'jandda. Ammo bu tibbiyot muassasalari asosan harbiy qismlarga – askarlar, ofitserlar va ularning oila a'zolariga xizmat qilgan.

Shunday qilib, 1898 yilda Toshkentda 20 o'rinli shahar kasalxonasi ochildi, 1890 yilga kelib ularning soni 50 taga etdi.

Ba'zi joylarda mahalliy aholi tomonidan pul yigilib shifohona qurishga harakatlar qilinganligini ham ko'rishimiz mumkin. Buning uchun 38 ming rubl yig'ilgan. Toshkentning boylaridan biri Orifxo'ja boy Xojinov shaharning eski shahar qismidan (Shayxontovr viloyatida) yer hadya qilgan. Ammo aholidan yig'ilgan mablag'larni shahar meri B.Yu va gubernator N.N.Golovachev o'zlarining kvartiralarini uchun gilamlar va boshqa qimmatbaho narsalarni sotib olish uchun ishlatgan. Shifohona qurish uchun ajratilgan yerga esa politsiya bo'limi binosi qurilgan.

Toshkent viloyatidagi To'yyubinsk kasalxonasida ham xuddi shunday holat yuz berdi. Bu yerda qishloq aholisi hisobidan 1870 yilda qishloq kasalxonasi qurilgan. Sankt-Peterburgdan kelgan aholi mablag'lari hisobiga materiallar va jihozlar. Ammo viloyat hokimligi shifoxonani tibbiyot xodimlari bilan ta'minlayolmagan. Doktor G. A. Kolosov shunday deb yozgan edi: "Bino besh yildan beri bo'sh. Bu yil birorta ham shifokor yoki doya tayinlanmagan. Keluvchi bemorlarga feldsher xizmat ko'rsatgan; xonalarning birida dorixona, qolganlarida mansabdor shaxslarning xonalari joylashgan".

Harbiy gospitalar bilan birgalikda, Turkistonda ilk dorixonalar ham ochila boshlandi. Toshkentdagi birinchi dorixona 1874 yil Harbiy gospital qoshida ochilib, shaharning rus va qisman tub aholisini zarur dori-darmonlar bilan ta'minladi. U shahar hokimiyatining yurisdiksiyasi ostida edi. Dorixonaning maqsadi kasal mahalliy aholini dori-darmonlar bilan bepul ta'minlash edi. Keyin xususiy tijorat dorixonalari paydo bo'ldi. 1913 yilga kelib ularning soni 33 taga yetdi, shulardan 13 tasi esa qishloqlarda edi.

Xususiy tibbiyot muassasalari ham paydo bo'ldi. Shunday qilib, 1908 yilda Toshkentda shifokor A. N. Predtechenskaya xususiy ayollar shifoxonasini ochdi. 1909 yilda aka-uka Muso va Sulaymon Slonim xususiy fizioterapiya klinikasini ochishdi. 1912 yilda doya Dominik-Egorov - tug'ruqxona tashkil qildi. Xuddi shu boshpana 1913 yilda doya Kovaleva tomonidan ochilgan. Doktor M.I. Gorenshtein ayollar uchun kasalxonani yaratdi. Keyinchalik Turkistonning boshqa shaharlarida ambulatoriyalar va kichik (10-15 o'rinli) kasalxonalar ochildi.

Bu yagona ambulatoriya va kasalxonalar Turkistonning olti million aholisiga tibbiy yordam ko'rsata olmas edi. Shunga qaramay, zamonaviy, yevropacha uslubdagi tibbiyot muassasalari va dorixonalarining tashkil etilishi sezilarli ijobiy holat bo'ldi. Ular mahalliy tabiblarning faoliyatiga ta'sir o'tkazdilar, ular ba'zi dori-darmonlarni qarzga oldilar, ularni to'g'ri dozalash va ulardan maqsadli foydalanishni o'rgandilar. Masalan, ular ishlatadigan dori vositalari arsenalida sublimat, mishyak, mis sulfat, aspirin, xinin, fuksin va boshqa preparatlar paydo bo'ldi.

Qayd etish joizki, barcha shaharlar va yirik aholi punktlarida joylashgan harbiy qismlar tibbiy yordamga muhtoj edi. Ularga va ularning oilalariga xizmat ko'rsatish uchun ushbu shaharlarda harbiy gospitalar, ambulatoriyalar va boshqa tibbiyot muassasalari tashkil etildi.

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SAVODXONLIK DARSLARIDA KOGNITIV FAOLLIKNI OSHIRISH METODLARI VA ULARNI TAKOMILLASHTIRISH MASALASI

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Annotatsiya: ushbu maqolada savodxonlik darslarida kognitiv faollikni oshirish metodlari va ularni takomillashtirish masalasi hamda jadidlarning o'qish va yozish savodxonligini oshirishga ham qaratilgan fikr-mulohazalari yoritib o'tilgan.

Kalit so'zlar: kognitiv, metod, o'qish va yozish savodxonligini, tarbiya, faollik, o'quvchining faoliyati, usul, lug'at boyligi, o'qish ko'nikmasi, imlo .

KIRISH

Imlo yozma muloqotning muhim omillaridan biri hisoblanadi. Imlo so'z va jumlar, umuman, matnning to'g'ri yozilishini tartibga soluvchi qoidalar va me'yorlar yig'indisidir. Zero, matndagi imloviy xatolar mavhumlikka sabab bo'lishi, uning tushunarligiga putur yetkazishi, natijada, uzatilayotgan axborotning noto'g'ri tushunilishiga sabab bo'lishi mumkin. Aksincha, matnning imlo qoidalariga mos tarzda yaratilishi uning tushunilishini osonlashtiradi,

USULLAR VA ADABIYOTLAR TAHLILI

Imlo qoidalarini mukammal biladigan va to'g'ri yozish ko'nikmasiga ega bo'lgan shaxs kasbiy faoliyatda ham muvaffaqiyatga erishishi shubhasiz. Bu borada quyidagi fikrlarni keltirish o'rinli bo'ladi: "Imlodagi xatoliklar yozuv muallifi haqida, u tashkilot bo'ladimi, jismoniy shaxs bo'ladimi, yomon taassurot hosil bo'lishiga sabab bo'ladi. Ma'lumotlarning noto'g'ri yetkazilishiga sabab bo'ladi" . Boshqacha aytganda, so'z va jumlarni to'g'ri yozish ko'nikmasiga egalik savodlilik, o'z ishiga mas'uliyat bilan yondashish belgisi sifatida baholanadi.

Ta'kidlash lozimki, kompyuterlarning va ular uchun tayyorlanadigan dasturlarning takomillashishi to'g'ri yozish qoidalarini mukammal bilish lozimligi haqidagi masalani so'nggi yillarda kun tartibidan olib tashlamoqda. Chunki so'z va birikmalarni dasturlarga noto'g'ri kiritilganda, ularning orfografik jihatdan to'g'ri muqobillari avtomatik tarzda taklif qilinadi. Foydalanuvchi so'z va birikmaning taklif qilingan to'g'ri muqobilidan foydalanishi mumkin bo'ladi. Ammo ta'lim oluvchilarning to'g'ri yozish qoidalarini mukammal o'zlashtirishlari masalasi dolzarbligicha qolaveradi. Chunki inson hayoti har doim ham texnika va texnologiyalar bilan bog'liq bo'lavermaydi. Qolaversa, nutq jarayoni uzluksiz bo'lib, har bir yozayotgan so'zni va birikmaning to'g'ri yoki noto'g'ri ekanligini tekshirib olish imkonsiz. Shu tufayli boshlang'ich sinflardan boshlab bolalar o'qish bilan birga to'g'ri yozish ko'nikmalariga ham o'rgatib boriladi.

NATIJALAR

Zamonaviy maktablarning ilk ko'rinishlari jadidlar tashabbusi bilan XIX asrning ikkinchi yarmidan boshlab paydo bo'la boshlagan. Yangicha o'qitish tizimi o'quvchilarga qisqa vaqt oralig'ida dunyoviy va diniy ta'lim berish asosida tashkil etilgan edi. Jadidlar chin ma'noda millatni tanazzuldan chiqarishga, xalqimizni savodli qilishga bel bog'lagan haqiqiy

vatanparvarlar edilar. Jadidlarning o'zlari yangi usuldagi maktablarni ochishdan tashqari, ular uchun darsliklar ham yaratdilar. Bu darsliklarning aksariyati o'quvchilarning o'qish va yozish savodxonligini oshirishga ham qaratilgan edi. Jumladan, Saidrasul Aziziyning "Ustozi avval", Behbudiyning "Risolayi asbobi savod", M.Abdurashidxonovning "Adibi avval", Abdulla Avloniyning "Birinch muallim" kabi darsliklari shular jumlasidandir. XIX asr oxiri XX asr boshlarida taraqqiyparvar milliy ziyolilar tomonidan ijtimoiy-siyosiy vaziyat tufayli an'anaviy maktablar birmuncha isloh qilindi. Bunda yevropavcha usuldagi maktablardan andoza olindi. Shunday maktablar uchun dastlabki savodxonlik kitobini Saidrasul Saidazizov "Ustodi avval" nomi bilan nashr ettirdi. Munavvarqori Abdurashidxonovning "Adibi avval" kitobi shu yo'nalishdagi ikkinchi darslik bo'lgan edi. Abdulla Avloniyning "Birinch muallim" kitobi bu boradagi muvaffaqiyatli darsliklardan biri bo'ldi, bir necha yil davomida qayta-qayta nashr etildi. To'rtinchi alifbo xivalik mualliml M.Bakirov tomonidan yaratilgan "Savod" nomidagi kitob bo'lib, u o'zbekcha, tatarcha, turkmancha, aralash shevada yozilgan. H.Nosiri muallifligidagi "Til ochgich" deb nomlangan rasmi alifbe 1922 -yilda 5 ming nusxada nashr qilinadi. O'z davrining eng ziyoli insonlaridan biri Shokirjon Rahimiy "O'zbek alifbosi" nomli rasmi alifbo tuzdi va bu alifbe darsligi "Davlat nashriyoti" tarafidan 1922-yilda faqat bir marta 25 nusxada bosilib chiqqan.

Yangu usul maktablari ikki bosqichli bo'lgan: tahziriy (boshlang'ich sinflar) va rushdiy (yuqori sinflar) . Savodxonlik aynan tahziriy bosqichida o'qitilgan. Jadid maktablari, xususan, Samarqanddagi maktab haqida Behbudiyning quyidagi fikrlarini keltirish o'rinlidir: "Shogirdlar uch sinfg'a taqsim bo'lub, har bir sinf har kun ikkidandan to'rt nav'g'acha ushbu ilm-fandan saboq oladurlar. Tarixud-duval val milal ilm hifzi sihhati abdon, forsiy va turkiy insholar, urfiy shar'iy, zamonaviy muhokamalarg'a yoziladurgan sakuk va tasvidotg'a taalluq fanlardan muxtasar risola tayyorlab, tab qilib ushbu maktabg'a o'qutmoqg'a niyatimiz bordur" . Keltirilgan iqtibosdan ham ma'lum bo'ladiki, yangi usul maktablarida asosiy e'tibor dunyoviy ilmlarni o'qitishga qaratilgan. Shu bilan bir qatorda jadid bobokalonlarimizning o'zlari ham maktablar uchun darsliklar tayyorlashga harakat qilishgan. Yana bir jadid adabiyoti namoyandasi Abdulla Avloniy: "Birinch maktablarimizning shogirdlarina alifbodan so'ng o'qutmak uchun ochuq til va oson tarkib ila yozilib, axloqiy hikoyalar, adabiy she'rlar ila ziynatlanmish O'quv kitobidir" , - deya ta'kidlaydi "Ikkinchi muallim" kitobining muqaddimasida. Anglashiladiki, "Ikkinchi muallim" an'anaviy "Alifbe" kitobidan ("Birinch muallim") keyin o'qitiladigan "O'qish kitobi" vazifasini bajargan.

Jadidlar yaratgan "Adibi avval", "Birinch muallim", "Ustozi avval" kabi kitoblar o'tgan asr boshlarida o'quvchilar ilk o'rganadigan darsligi - "Alifbe"ning muqobili hisoblangan. Savodxonlik ta'lim oluvchilarga aynan shu darsliklardan o'rgatilgan. Shu o'rinda "Adibi soniy", "Ikkinchi muallim", "Ustozi soniy", "Muallimi soniy" hamda zamonaviy "O'qish kitobi" ham savodxonlik ko'nikmasining shakllanishiga xizmat qilishini ta'kidlash lozim. Negaki o'quvchi to'g'ri yozish qoidalarini aynan o'qish vositasidagina o'zlashtirishi shubhasizdir. "O'qish ko'nikmasi o'quvchi uchun eng kerakli omil bo'lganidek, yozish ko'nikmasi o'qish ko'nikmasi bilan chambarchas bog'liq. Shuning uchun ta'lim muassasalarida tabaqalashtirilgan usul o'qituvchilar uchun samaralidir" . Savodxonlik to'g'ri o'qish va yozish ko'nikmalari hamkorligida shakllanadiki, ularni bir-biridan ayro holda tushunib bo'lmaydi. Shu bois ham ko'p kitob mutolaa qilgan kishilarning yozishda, deyarli, xatoga yo'l qo'ymasliklari . ko'pchiligimizga sir emas. Negaki mutolaa jarayonida o'quvchi ko'pgina so'z va so'z shakllarini yodida saqlab boradi, o'qish qancha ko'p bo'lsa, esda qoladigan so'z shakllari ham shuncha ko'p bo'ladi. Bu esa muayyan matnni yozganda xatoliklarni minimallashtiradi. Ma'lum bo'ladiki, savodxonlik shaxs hayotida muhim ahamiyatga ega bo'lgan masalalardan bo'lib, bu ko'nikmaning shakllanishi boshlang'ich sinflardan boshlansa-da, takomillashish jarayoni butun umr davom etadi. Chunki leksika doimo o'zgarishda – tilga yangi so'zlar kirib keladi, ba'zi so'zlar esa eskiradi. Yangi paydo bo'lgan so'zlarning qanday yozilishini esa, inson o'qish

ko'nikmasi yordamida bilib oladi. To'g'ri yozish ko'nikmalari inson uchun butun umr davomida zarur bo'lishini shu bilan izohlash mumkin.

TAHLIL VA MUHOKAMA

Zamonaviy alifbe ilk bor O.Sharafiddinov tomonidan yaratildi, deyishimiz mumkin. Olim bolalar yoshiga mos bo'lgan, sodda "Alifbe" kitobi o'zbek maktablarining 1-sinfi uchun uzoq vaqt asosiy darslik bo'lib keldi. 1938-yildan boshlab "Alifbe" ommaviy nusxada bosilib, jumhuriyat maktablarida asosiy kitob-qo'llanma bo'lib ishlatila boshlandi. 1968-yildan Qumri Abdullayeva bilan hamkorlikda yangi "Alifbe" darsligini tuzildi va keyingi yillarda o'zgartishlar kiritilib, qayta-qayta nashr etildi. 1996-1997 yillarda O.Sharafiddinov, Q.Abdullayeva va boshqa mualliflar hamkorlikda yangi "Alifbe" ("Shodlik") darsligi, T.G'afforova, E.Shodmonov, G.Eshurdiyeva hammuallifligida "Alifbe" ("Savod") darsliklari chop etildi. 2003-2004-o'quv yilidan boshlab R.Safarova, M.Inoyatova, M.Shokirova, L.Shermamatova hammuallifligidagi "Alifbe" darsligidan foydalanib kelinmoqda. Shunday qilib, O'rta Osiyoda tovush metodi asta-sekin hijo metodining o'rnini egallay boshlagan.

Savodxonlikni o'rgatish ta'limning dastlabki bosqichida o'quvchilarda harf tanish qobiliyati shakllanishi bilan belgilanadi. Undan so'ng keying bosqich harflarni qo'shib so'z va kichik matnlarni o'qish, shuningdek, yozish ko'nikmalarini yuzaga chiqaradi. Shu tufayli o'quvchi maktab ta'limida ilk bor tanishadigan kitobi – "Alifbe"ning savodxonlik ko'nikmasini o'qitishdagi ahamiyati beqiyosdir. Chunki "Alifbe bosma, yozma harflar va ular ifodalaydigan nutq tovushlari, ularning yozilishini o'zlashtirish, sodda bo'g'in va so'zlarni qo'shib o'qishga o'rganish va o'qilayotgan narsani to'g'ri tushunish hamda sodda so'z va gaplarni yozishga o'rganishga yordam beradi". Aytish mumkinki, Savodxonlik tahsilining dastlabki bosqichidanoq harf va uning og'zaki nutqdagi talaffuzi bo'lmish tovushni o'zaro qiyoslash asos qilib olinadi. Albatta, bu jarayon ancha murakkab bo'lib, boshlang'ich sinf o'qituvchisidan yuksak pedagogik mahoratni talab qiladi. Bu jarayonda "Alifbe" darslariga o'qish darslari ham hamkorlik qiladi. Chunki "savod o'rgatish jarayonidagi o'qish darslarininh asosiy vazifasi o'quvchilarga tovush va harfni tanishtirish, ularning to'g'ri talaffuzini o'rgatish orqali bolalarda to'g'ri, ongli, ifodali o'qish ko'nikmalarini shakllantirishdan iborat". Savodxonlik darslari boshlang'ich sinf o'quvchilarida mantiqiy fikrlash qobiliyatini o'stiradi, lug'at boyligini oshiradi, dunyoqarashni kengaytiradi. Ma'lum bo'ladiki, savod o'rgatish va o'rganish davri murakkab jarayondir.

Ta'kidlash lozimki, kompyuterlarning va ular uchun tayyorlanadigan dasturlarning takomillashishi to'g'ri yozish qoidalarini mukammal bilish lozimligi haqidagi masalani so'nggi yillarda kun tartibidan olib tashlamoqda. Chunki so'z va birikmalarni dasturlarga noto'g'ri kiritilganda, ularning orfografik jihatdan to'g'ri muqobillari avtomatik tarzda taklif qilinadi. Foydalanuvchi so'z va birikmaning taklif qilingan to'g'ri muqobilidan foydalanishi mumkin bo'ladi. Ammo ta'lim oluvchilarning to'g'ri yozish qoidalarini mukammal o'zlashtirishlari masalasi dolzarbligicha qolaveradi. Chunki inson hayoti har doim ham texnika va texnologiyalar bilan bog'liq bo'lavermaydi.

"Bolalarda savod o'rgatish pedagogika fanidagina emas, balki ijtimoiy hayotda ham juda jiddiy masalalardan hisoblanadi. Chunki xalqning savodxonligi milliy istiqlool g'oyalaridan oziqlanish uchun, siyosiy onglik, yuksak ma'naviy madaniyat uchun kurash qurolidir". Jumladan, interfaol metodlar sirasiga kiruvchi "Venn diagrammasi", "Qadam-baqadam", "Aqliy hujum", "Klaster", "Guruhlarda ishlash", "Qarorlar shajarasi" kabilardan savodxonlik darslarida muvaffaqiyat bilan foydalanilmoqda. Kichik yoshdagi bolalarda o'yinga bo'lgan qiziqishdan ta'lim jarayonidagi muammolarni hal qilishga harakat qilish pedagog uchun ta'lim maqsadlariga oson erishishda muhim bo'ladi.

Xulosalar

Savodxonlik darajasi ko'tarilishida kitob o'qish, ya'ni yozuvning vizual jihatlari xotirada saqlanishi asosiy o'rin tutadi. Zamonaviy texnika vositalarining rivojlanishi savodxonlik bilan bog'liq ko'nikmalarning shakllanishida o'zgacha yondashuvning paydo bo'lishiga olib keldi.

Zero, kiritish dasturlari so'z va jumalarning to'g'ri yozilishini taklif qiladi. So'z va jumalarning me'yoriy orfografik shakli o'quvchi xotirasiga didaktik o'yinlar vositasida singdirilishi ham bunda muhim o'rin tutadi.

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INTERFAOL METODLAR ORQALI O'QUVCHILAR NUTQINI O'STIRISH

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Annotatsiya. Ushbu maqolada ta'lim jarayoniga zamonaviy yondashuv asosida dars samaradorligini oshirish usullari, interfaol metodlar va ularni qo'llash tartibi haqida fikrlar bayon etilgan.

Asosiy tushunchalar: zamonaviy ta'lim, interfaol metod, nutq, ishbop o'yin, aqliy hujum.

Zamonaviy ta'limni tashkil etishda qo'yiladigan muhim talablardan biri ortiqcha ruhiy va jismoniy kuch sarf etmay qisqa vaqt ichida yuksak natijalarga erishishdir. Qisqa vaqt orasida muayyan nazariy bilimlarni tahsil oluvchilarga yetkazib berish, ularda ma'lum faoliyat yuzasidan ko'nikma va malakalarni hosil qilish, shuningdek, ta'lim oluvchilar faoliyatini nazorat qilish, ular tomonidan egallagan bilim ko'nikma hamda malakalar darajasini baholash o'qituvchidan yuksak pedagogik mahorat hamda ta'lim jarayoniga nisbatan yangicha yondoshuvni talab etadi.

Interfaol metodlarni qo'llashdan maqsad:

- pedagogik faoliyat (Ta'lim – tarbiya jarayonining) samaradorligini oshirish;
- o'qituvchi va tahsil oluvchi o'rtasida o'zaro hamkorlikni qaror toptirish;
- Tahsil oluvchilar tomonidan o'quv predmetlari bo'yicha puxta bilimlarni - egallanishini ta'minlash;
- Tahsil oluvchilarda mustaqil erkin va ijodiy fikrlash ko'nikmalarini shakllantirish;
- Tahsil oluvchilarning o'z imkoniyatlarini royobga chiqara olishlari uchun zarur sharoitlarni yaratish;

Interfaol metodlardan majburan foydalanish mumkin emas. Aksincha, tajribali pedagoglar tomonidan asoslangan yoki ular tomonidan qo'llanilayotgan interfaol metodlardan foydalanish bilan birga, ularni ijodiy rivojlantirish maqsadga muvofiqdir.

Bugungi kunda bir qator rivojlangan mamlakatlarda tahsil oluvchilarning o'quv va ijodiy faolliklarini oshiruvchi hamda ta'lim – tarbiya jarayonining samaradorligini kafolatlovchi

pedagogik texnologiyalarni qo'llash borasida katta tajriba to'plangan bo'lib, ushbu tajriba asoslarini tashkil etuvchi metodlar – interfaol metodlar nomi bilan yuritilmoqda.

Interfaol metod texnologiyasining mohiyati tahsil oluvchilarning ustivorligiga tayanib va darsda erkin bahs – munozara sharoitini yaxshilashdan iboratdir. Bu metodga ko'ra darslar bir necha bosqichga bo'linadi.

1. Chaqiriq bosqichi. Bu bosqichda tahsil oluvchilarni faollashtirish, shuningdek mazmun mohiyatiga kirib borish uni anglab yetish jarayoniga tayyorlash maqsadi ko'zda tutiladi.

2. Fikriy hujum. Bu usul darsning boshlanishida yoki istalgan joyida qo'llanilishi mumkin. Bu bosqichda muammo tahsil oluvchilarga aqliy hujum yo'li bilan beriladi va ularning fikrlari orqali olinadi.

3. Anglash bosqichi. Mavzuga oid xulosaviy fikrlar eshitaladi va o'qituvchi tomonidan yangi fikrlar bilan to'ldiriladi.

4. Fikrlash bosqichi. Mavzu yuzasidan o'zlashtirilgan bilim va tushunchalarni qisqa jumalalarda yozma ravishda bayon qilish topshiriladi. Bu topshiriqni bajarish uchun sinf guruhlariga bo'linadi. Har bir guruh topshiriq bo'yicha o'z fikrini yozadi va har bir guruh vakili bajarilgan topshiriqni boshqalarga ma'lum qiladi.

Guruhlar bilan ishlash faqat fikrlarsh bosqichida emas, balki birinchi bosqichdan boshlab yo'lga qo'yilishi mumkin. Tahsil oluvchilarni guruhlariga bo'lib ishlash uchun qo'yidagi talablarga amal qilish zarur:

1. Guruhlarga ajratish o'qituvchi tomonidan amalga oshiriladi.
2. Har bir guruhga rahbar tayinlanadi.
3. Har bir guruhdagi tahsil oluvchilar bilim darajasining teng bo'lishiga erishish kerak.
4. Guruh doira shaklida o'tirishi lozim.
5. Ish jarayonida har bir guruhning faoliyatiga, g'oyalariga e'tibor beriladi.

Dars jarayonida guruh a'zolarini almashtirib borish ham mumkin. Quyidagi ta'lim jarayonida foydalanilayotgan interfaol metodlardan bir nechtasining mohiyati va ulardan foydalanish borasida so'z yuritamiz.

“Ishbop o'yin” metodi - berilgan topshiriqlarga ko'ra yoki o'yin ishtirokchilari tomonidan tayyorlangan har xil vaziyatdagi boshqaruvchilik qarorlarini qabul qilishni imitatsiya qilish (taqlid, aks ettirish) metodi hisoblanadi.

O'yin faoliyati biron bir tashkilot vakili sifatida ishtirok etayotgan ishtirokchining hulq-atvori va ijtimoiy vazifalarini imitatsiya qilish orqali beriladi. Bir tomondan o'yin nazorat qilinsa, ikkinchi tomondan oraliq natijalarga ko'ra ishtirokchilar o'z faoliyatlarini o'zgartirish imkoniyatiga ham ega bo'ladi. Ishbop o'yinda rollar va rollarning maqsadi aralashgan holda bo'ladi. Ishtirokchilarning bir qismi qat'iy belgilangan va o'yin davomida o'zgarmas rolni ijro etishlari lozim. Bir qism ishtirokchilar rollarini shaxsiy tajribalari va bilimlari asosida o'z maqsadlarini belgilaydilar. Ishbop o'yinda har bir ishtirokchi alohida rolli maqsadni bajarishi kerak. Shuning uchun vazifani bajarish jarayoni individual-guruhli harakterga ega. Har bir ishtirokchi avval o'zining vazifasi bo'yicha qaror qabul qiladi, so'ngra guruh bilan maslahatlashadi. O'yin yakunida har bir ishtirokchi va guruh erishgan natijalariga qarab baholanadi.

“Ishbop o'yin” metodining bosqichlari quyidagilardan iborat:

1. Ta'lim beruvchi mavzu tanlaydi, maqsad va natijalarni aniqlaydi. Qatnashchilar uchun yo'riqnomalar va baholash mezonlarini ishlab chiqadi.

2. Ta'lim oluvchilarni o'yinning maqsadi, shartlari va natijalarni baholash mezonlari bilan tanishtiradi.

3. Ta'lim oluvchilarga vazifalarni taqsimlaydi, maslahatlar beradi.

4. Ta'lim oluvchilar o'z rollari bo'yicha tayyorgarlik ko'radilar.

5. Ta'lim oluvchilar tasdiqlangan shartlarga binoan o'yinni amalga oshiradilar. Ta'lim beruvchi o'yin jarayoniga aralashmasdan kuzatadi.

6. O'yin yakunida ta'lim beruvchi muhokamani tashkil etadi. Ekspertlarning xulosalari tinglanadi, fikr-mulohazalar aytiladi.

7. Ishlab chiqilgan baholash mezonlari asosida natijalar baholanadi.

Har bir rolni ijro etuvchi o'z vazifasini to'g'ri bajarishi, berilgan vaziyatda o'zini qanday tutishi kerakligini namoyish eta olishi, muammoli holatlardan chiqib ketish qobiliyatini ko'rsata olishi kerak.

“Ishbop o'yin” metodining afzalliklari:

- ta'lim oluvchilarning bilimlarini va tajribalarini o'z qarashlari va hulqlari orqali ifoda etishga yordam beradi;

- ta'lim oluvchining boshlang'ich bilimlari va tajribalarini safarbar etish uchun yaxshi imkoniyat yaratiladi;

- ta'lim oluvchilar o'z bilimlari doirasidan kelib chiqqan holda imkoniyatlarini namoyish etishlari uchun sharoit yaratiladi.

“Ishbop o'yin” metodining kamchiliklari:

- ta'lim beruvchidan katta tayyorgarlikni talab etadi;

- vaqt ko'p sarflanadi;

- tanlangan mavzu ta'lim oluvchining bilim darajasiga mos kelishi talab etiladi;

- ta'lim oluvchining his-hayajoni to'g'ri qaror qabul qilishga halaqit berishi mumkin.

“Aqliy hujum” metodi - biror muammo bo'yicha ta'lim oluvchilar tomonidan bildirilgan erkin fikr va mulohazalarni to'plab, ular orqali ma'lum bir yechimga kelinadigan metoddir. “Aqliy hujum” metodining yozma va og'zaki shakllari mavjud. Og'zaki shaklida ta'lim beruvchi tomonidan berilgan savolga ta'lim oluvchilarning har biri o'z fikrini og'zaki bildiradi. Ta'lim oluvchilar o'z javoblarini aniq va qisqa tarzda bayon etadilar. Yozma shaklida esa berilgan savolga ta'lim oluvchilar o'z javoblarini qog'oz kartochkalarga qisqa va barchaga ko'rinarli tarzda yozadilar. Javoblar doskaga (magnitlar yordamida) yoki «pinbord» doskasiga (ignalar yordamida) mahkamlanadi. “Aqliy hujum” metodining yozma shaklida javoblarni ma'lum belgilar bo'yicha guruhlab chiqish imkoniyati mavjuddir. Ushbu metod to'g'ri va ijobiy qo'llanilganda shaxsni erkin, ijodiy va nostandart fikrlashga o'rgatadi.

“Aqliy hujum” metodidan foydalanilganda ta'lim oluvchilarning barchasini jalb etish imkoniyati bo'ladi, shu jumladan ta'lim oluvchilarda muloqot qilish va munozara olib borish madaniyati shakllanadi. Ta'lim oluvchilar o'z fikrini faqat og'zaki emas, balki yozma ravishda bayon etish mahorati, mantiqiy va tizimli fikr yuritish ko'nikmasi rivojlanadi. Bildirilgan fikrlar baholanmasligi ta'lim oluvchilarda turli g'oyalar shakllanishiga olib keladi. Bu metod ta'lim oluvchilarda ijodiy tafakkurni rivojlantirish uchun xizmat qiladi.

“Aqliy hujum” metodi ta'lim beruvchi tomonidan qo'yilgan maqsadga qarab amalga oshiriladi:

1. Ta'lim oluvchilarning boshlang'ich bilimlarini aniqlash maqsad qilib qo'yilganda, bu metod darsning mavzuga kirish qismida amalga oshiriladi.

2. Mavzuni takrorlash yoki bir mavzuni keyingi mavzu bilan bog'lash maqsad qilib qo'yilganda –yangi mavzuga o'tish qismida amalga oshiriladi.

3. O'tilgan mavzuni mustahkamlash maqsad qilib qo'yilganda-mavzudan so'ng, darsning mustahkamlash qismida amalga oshiriladi.

“Aqliy hujum” metodini qo'llashdagi asosiy qoidalar:

1. Bildirilgan fikr-g'oyalar muhokama qilinmaydi va baholanmaydi.

2. Bildirilgan har qanday fikr-g'oyalar, ular hatto to'g'ri bo'lmasa ham inobatga olinadi.

3. Har bir ta'lim oluvchi qatnashishi shart.

“Aqliy hujum” metodining bosqichlari quyidagilardan iborat:

1. Ta'lim oluvchilarga savol tashlanadi va ularga shu savol bo'yicha o'z javoblarini (fikr, g'oya va mulohaza) bildirishlarini so'raladi;

2. Ta'lim oluvchilar savol bo'yicha o'z fikr-mulohazalarini bildirishadi;
 3. Ta'lim oluvchilarning fikr-g'oyalari (magnitafonga, videotasmaga, rangli qog'ozlarga yoki doskaga) to'planadi;
 4. Fikr-g'oyalar ma'lum belgilar bo'yicha guruhlanadi;
 5. Yuqorida qo'yilgan savolga aniq va to'g'ri javob tanlab olinadi.
- “Aqliy hujum” metodining afzalliklari:
- natijalar baholanmasligi ta'lim oluvchilarda turli fikr-g'oyalarning shakllanishiga olib keladi;
 - ta'lim oluvchilarning barchasi ishtirok etadi;
 - fikr-g'oyalar vizuallashtirilib boriladi;
 - ta'lim oluvchilarning boshlang'ich bilimlarini tekshirib ko'rish imkoniyati mavjud;
 - ta'lim oluvchilarda mavzuga qiziqish uyg'otadi.
- “Aqliy hujum” metodining kamchiliklari:
- ta'lim beruvchi tomonidan savolni to'g'ri qo'ya olmaslik;
 - ta'lim beruvchidan yuqori darajada eshitish qobiliyatining talab etilishi.
- O'quvchilarni og'zaki nutqini o'stirishda interfaol metodlarning o'rni katta. Chunki ushbu metodlar orqali o'quvchilar fikrlaydi, o'z fikrini erkin bayon etishga, jamoa bo'lib ishlashga, bir-biriga ko'maklashishga o'rganadi.

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EVAKUATSIYA QILINGAN AHOLINING IJTIMOY MOSLASHUVI (1941-1945 YILLAR)

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Annotasiya: Ushbu maqolada ikkinchi jahon urushi yillarida O'zbekistonga evakuatsiya qilingan aholining ijtimoiy moslashuvi hamda o'sha davr to'g'risida so'z yuritildi.

Kalit so'zlar: ikkinchi jahon urushi, O'zbekistonning ijtimoiy holati, evakuatsiya, aholining ijtimoiy moslashuvi, global xavf-xatarlar.

Аннотация: В данной статье говорится о социальной адаптации населения,

Barchamizga ma'lumki, 1941-1945- yillar Ikkinchi jahon urushi davri bo'lib, bu davrda O'zbekistonda ayollarning ijtimoiy va iqtisodiy hayotidagi o'rni sezilarli o'zgarishlarga uchradi. Urush natijasida ko'pchilik erkaklar frontda jang qilgan bo'lsa, ayollar uy va ish hayotida ko'proq mas'uliyatni o'z zimmalariga oldilar.

O'zbekistonda ayollar urush yillarida dalada mehnat qilib, qishloq xo'jaligi ishlabchiqarishiga hissa qo'shgan. Shuningdek, ular zavod va boshqa sanoat hududlarida ishlab, mamlakat iqtisodiyotini qo'llab-quvvatladilar. Bu davrda ayollar an'anaviy ravishda erkaklarga tegishli bo'lgan sohalarida ham faol qatnashdilar. Urushning ta'siri bilan ayollarning ijtimoiy-iqtisodiy hayotdagi o'rni yanada yaqqol namoyon bo'ldi, kuchaydi va ahamiyat kasb etdi. Bu davr O'zbekistonda xotin-qizlarning huquq va imkoniyatlarini kengaytirish, ularning jamiyat hayotidagi faol ishtiroki uchun burilish davri bo'ldi.

1941—1945-yillarda O'zbekistonga evakuatsiya qilingan aholining jamiyat bilan munosabatlariga jiddiy ta'sir ko'rsatdi. Ikkinchi jahon urushi yillarida Sovet Ittifoqining g'arbiy viloyatlari aholisi nemislar hujumi tufayli o'z uylarini tashlab ketishga majbur bo'lgan va O'rta

Osiyo respublikalariga, xususan, O'zbekistonga evakuatsiya qilingan. Ushbu evakuatsiya paytida evakuatsiya qilinganlar va O'zbekistondagi tub aholi o'rtasida o'zaro munosabatlar sodir bo'ldi. Dunyoda global xavf-xatarlar kuchayib borayotgan hamda milliy o'zlikni anglash va haqiqiy tariximizni tiklash har qachongidan ham muhim ahamiyat kasb etayotgan bugungi davrda mustabid tuzum tomonidan shafqatsiz qatag'on qilingan davlat hamda jamoat arboblari, ilm-fan, madaniyat va san'at, adabiyot namoyandalarining, oddiy kasb egasi bo'lgan minglab yurtdoshlarimizning nomlari va xotiralarini abadiylashtirish, ularning jasorati va matonati misolida yosh avlodni Vatan hamda xalqqa muhabbat va sadoqat ruhida tarbiyalash dolzarb vazifa bo'lib qolmoqda. Zero, "Milliy tarixni milliy rux bilan yaratish lozim. Aks holda uning tarbiyaviy ta'siri bo'lmaydi.

Biz yoshlarimizni tarixdan saboq olish, xulosa chiqarishga o'rgatishimiz, ularni tarix ilmi, tarixiy tafakkur bilan qurollantirishimiz zarur"[2] Chet elliklarning kelishi bilan mahalliy xalqning urf-odatlarini, madaniyati va turmush tarzi bilan farqlar paydo bo'ldi. Biroq, umuman olganda, evakuatsiya qilingan odamlar mahalliy aholi tomonidan iliq kutib olindi va qo'llab-quvvatlandi. Evakuatsiya jarayonida O'zbekistonda jamiyatning birdamligi va bag'rikengligi birinchi o'ringa chiqdi. Ko'chirilgan odamlarga boshpana, oziq-ovqat va boshqa ehtiyojlar bilan yordam ko'rsatildi, ular bilan birdamlik ko'rsatildi. Natijada 1941-1945-yillarda O'zbekistonga evakuatsiya qilingan aholining jamiyat bilan munosabatlari hamjihatlik va bag'rikenglikka asoslangan yondashuv qabul qilingan davrni aks ettiradi. Bu jarayon turli jamoalarning birgalikda yashashi va bir-birini qo'llab-quvvatlash qobiliyatini ta'kidlaydi.

Birinchi jahon urushi ko'plab mamlakatlarga, jumladan, O'zbekistonga ham ulkan o'zgarishlar va sinovlar olib keldi, bu esa ko'plab evakuatsiya qilinganlar uchun boshpana bo'ldi. Birinchi jahon urushi yillarida O'zbekistonga evakuatsiya qilingan aholining ijtimoiy moslashuvi evakuatsiya qilinganlarning ham, mahalliy aholining ham birgalikdagi sa'y-harakatlarini talab qiladigan murakkab jarayon edi.

Urush natijasida O'zbekistonga kelgan evakuatsiya qilinganlar til to'siqlari, g'ayrioddiy iqlim va madaniy tafovutlar kabi qator qiyinchiliklarga duch kelishdi. Ular ko'pincha uy-joy, ish va yashash vositalarisiz qolishgan. Mahalliy aholi yangi kelganlarga yordam va qo'llab-quvvatlash zarurati bilan bog'liq muammolarga ham duch keldi.

Biroq hukumat, jamoat tashkilotlari va ko'ngillilarning sa'y-harakatlari tufayli evakuatsiya qilinganlar asta-sekin yangi sharoitga moslasha boshladi. Vaqtinchalik boshpana tashkil etildi, oziq-ovqat va tibbiy yordam ko'rsatildi, o'qitilib, ish bilan ta'minlandi. Vaqt o'tishi bilan ko'plab evakuatsiya qilinganlar o'zbek jamiyatida o'z o'rnini topdi, birlashdi va hayotning turli sohalarida faol ishtirokchilarga aylandi. Ularning tajribasi va bilimlari O'zbekistondagi madaniy almashinuv va rang-baranglikka ham hissa qo'shgan.

Shunday qilib, Birinchi jahon urushi yillarida O'zbekistonga evakuatsiya qilingan aholining ijtimoiy moslashuvi murakkab jarayon bo'lsa-da, barcha tomonlarning sa'y-harakatlari tufayli odamlar qiyinchiliklarni yengib, yangi sharoitlarda o'z o'rnini topa oldi.

Birinchi jahon urushi yillarida O'zbekistonga evakuatsiya qilingan aholining ijtimoiy birlashishi ham evakuatsiya qilinganlar, ham mahalliy aholi o'rtasida o'zaro sa'y-harakatlar va hamkorlikni talab qiladigan jarayon edi. Urush yillarida uy-joyini tashlab, O'zbekistondan boshpana topgan odamlar yangi muhitga moslashib, yangi hayot boshlashga majbur bo'ldi. Evakuatsiya qilingan odamlar til to'siqlari, madaniy farqlar va notanish iqlim sharoitlari kabi qiyinchiliklarga duch kelishdi. Ular uy-joyga ega bo'lish, ish bilan ta'minlash va yashash uchun muammolarga duch kelgan bo'lsalar-da, ular mahalliy aholi bilan muloqot qilish va integratsiyalashish uchun harakat qilishlari kerak edi. Boshqa tomondan, O'zbekiston hukumati, nodavlat notijorat tashkilotlari va ko'ngillilar tomonidan ko'rsatilayotgan yordam va yordam tufayli evakuatsiya qilingan aholiga yordam qo'li cho'zildi. Vaqtinchalik boshpana bilan ta'minlandi, oziq-ovqat va tibbiy yordam ko'rsatish tashkilotlari tashkil etildi, ta'lim va ish bilan ta'minlandi. Vaqt o'tishi bilan evakuatsiya qilingan odamlar O'zbekiston jamiyatiga qo'shilib,

yangi hayotga moslashdi va jamiyatning faol qismiga aylandi. Bu jarayonda evakuatsiya qilinganlarning tajribalari ham, mahalliy aholining ko'magi ham ijtimoiy moslashish jarayonini osonlashtirdi va u muvaffaqiyatli yakunlandi.

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MILLIY QADRIYATLARNING PEDAGOGIK MULOQOTDAGI AHAMIYATI

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Annotatsiya: Ushbu maqolada milliy qadriyatlar asosida o'quvchi yoshlarga milliylik tuyg'usini shakllantirish borasida pedagogik muloqotning ahamiyati haqida to'xtalib o'tilgan.

Kalit so'zlar: Milliy qadriyat, pedagogik muloqot, milliylik tuyg'usi, urf-odatlar, an'analar va marosimlar.

Milliy qadriyatlar faqat bugun emas, balki hamma zamonlarda ham eng dolzarb siyosiy-ijtimoiy masalalar, jamiyatni sog'lom, ezgu maqsadlar sari birlashtirib, uning o'z muddaolariga erishishi uchun ma'naviy-ruhiy kuch-quvvat beradigan poydevor bo'lib kelgan va poydevor bo'lib kelmoqda. U har bir kishining oilasi, jamiyat, el-yurt oldidagi burch va ma'suliyatini qay darajada ado etayotganini belgilaydigan ma'naviy mezonga kiradi.

O'zbekiston Respublikasining birinchi prezidenti I.A.Karimovning "Yuksak ma'naviyat—engilmas kuch" kitobida qayd etilganidek, "Ko'p asrlar mobaynida xalqimiz qalbidan chuqur joy olib, hayot ma'nosini anglash, milliy madaniyatimiz va turmush tarzimizni, qadriyatlarimiz, urf-odat va an'analarimizni bezavol saqlashda muqaddas dinimiz qudratli omil bo'lib kelayotganini alohida ta'kidlash joiz" deb keltirib o'tganlar. [1]

Milliy qadriyatlar o'quvchi yoshlarga milliylik tuyg'ularini shakllantiradi. Milliy qadriyatlarimiz va sharqona tarbiyamizning ta'siri muloqotda sezilib turadi.

„Ta'lim to'g'risida“gi Qonun talablariga muvofiq ta'lim-tarbiya ishlarida milliy-madaniy va umuminsoniy qadriyatlar ustuvorligiga e'tibor berib kelinmoqda. Bu ustuvorlik turli xildagi muloqotda ham saqlanib kelinsa o'rinli bo'lardi.

Milliy qadriyatlar o'tmishdan bugungi tomon harakatda bo'lgan jarayonidir. Milliy qadriyatlar bir joyda qotib qolmaydi, taraqqiyot jarayonida o'zgarib, takomillashib boraveradi va millatimizning ravnaqi bilan bevosita bog'liq bo'ladi. Shuning uchun ham, milliy qadriyatlar millat rivojlanishi bilan o'zgaradi, inqirozga uchrashi bilan qadrsizlanadi. [2]

Pedagogik muloqot deganda -o'qituvchi va o'quvchilarning o'zaro hamkorlik tizimi tushuniladi. Uni asosiy faoliyat mazmuni o'zaro axborot almashish, shaxsni bilish, tarbiyaviy ta'sir o'tkazish sanaladi. O'qituvchi bu jarayonni faollashtiradi, uni tashkil etadi, boshqaradi. Pedagogik faoliyatda muloqot – o'quvchilarga zamon talablari asosida ta'lim berish vazifalarini hal qilish vositai, tarbiyaviy jarayonlarni ijtimoiy – pedagogik jihatdan ta'minlash tizimi sifatida

namoyon bo'ladi. Muloqot yunoncha so'zlashuv shaxslar aro suhbat, o'zaro fikr almashuv ma'nosini bildirib, ikki va undan ortiq kishilarning so'zlashuvida paydo bo'ladi.

Pedagogik muloqot ibtidoiy tuzum davridan boshlab, kishilar ma'lum munosabatlari asosida bir-birlari bilan aloqa qila boshlaganlar. Muloqot natijasida insonning ruhiy va ma'naviy asosi natijasida yuzaga kelgan ijtimoiy ehtiyojlar bilan birgalikda namoyon bo'ladi.

Odamlarning birgalikdagi faoliyatlari, ehtiyojlaridan kelib chiqadigan turli faolliklari mobaynida bir-birlari bilan o'zaro munosabatga kirishish jarayonida sodir bo'ladi.

O'qituvchi endigina hayotga qadam qo'yayotgan bolalar bilan doimo muloqotda bo'ladi. Bolalar o'qitish va tarbiyalash jarayonida umuminsoniy va milliy urf-odat mezonlarini o'zlashtiradilar.

Muloqot kishining ichki va tashqi olamini namoyon yetuvchi o'zaro munosabatlarning muhim shaklidir. Avvalo, talabalar o'z jamoalari, guruhlari va o'zaro bir-birlari bilan muloqotga kirishadilar. Shuningdek, turli marosimlarda, transport, jamoat joylarida muloqotga kirishganlarida uning me'yorlariga, ya'ni milliy va umuminsoniy muloqot qoidalariga rioya qilishlari talab etiladi. Muloqot me'yorlari axloq-odobga oid hadislarda o'z ifodasini topgan. Azal-azaldan ota-ona munosabatlaridagi sabrlik, oilaviy muammolarini birgalikda hal etish, farzandlar, qo'ni-qo'shnilariga bo'lgan samimiy muomaladan farzandlar andoza olganlar. Muloqot madaniyatida dastlabki mezon xushmuomalalik hisoblangan.

Milliy qadriyatlarda juda ko'p milliy urf-odatlar, an'analar va marosimlar borki, ularni o'rganish va zamon ruhiga mos ravishda davom ettirish zarur. Farzand tug'ilishi, to'y-hashamlar, aza bilan bog'liq urf-odatlar shular jumlasidandir. Suyunchi, chaqaloqni cho'miltirish, yangi farzand ko'rgan onani parvarish qilish, bolaning o'smir va o'spirinlik davrida eyish va ichishi, kiyinishi, giginik talablarga rioya etishi kabi tamoyillar talaba yoshlar hayotining eng muhim qirra ekanligiga e'tibor berishimiz kerak.

Kishilarning bir-birlari bilan o'zaro munosabatlarida shirin-suxanlik, go'zallik, so'zlashuv ohangidagi muloyimlik muosharat odobi deyiladi. Muosharat odobi insonning go'dakligida ota-ona bag'rida, oilada shakllantirilishi kerak. "Qush uyasida ko'rganini qiladi" deyiladi xalq maqollarida.

Oilada o'rganilgan muosharat odobining poydevori mustahkam bo'ladi. Bola maktabda, ulg'aygach esa, ijtimoiy muhitda ko'nikma hosil qilish jarayonida oilasida o'rganilgan muosharat odobining kuch-qudratini doimo his qiladi.

Insonning eng ulug', lekin murakkab va mashaqqatli faoliyatlaridan biri odamlar orasida, ya'ni jamiyatda o'z o'rnini topib yashashidir.

Bu faoliyatning murakkabligi shundaki, ko'pchilikka qo'shilish, ular bilan ahil bo'lib yashash uchun insonda shunga yarasha muomala va munosabat bo'lishi kerak. Muomala va munosabatda o'quvchilarning diliga to'g'ri kelmaydigan qo'pol va dilozor muloqot olib boruvchi o'qituvchilarni hech kim yoqtirmaydi. O'quvchilar xushfe'l, shirinsuxan, adolatparvar, muomalasi shirin o'qituvchi va tarbiyachilarni dildan yoqtirishadilar va hurmat-e'tibor qilishadi.

Insonlar orasida munosib o'rinini topish, inoq va hamjihat bo'lib yashash shartlaridan biri odamning kamtarligidir. Kamtarin inson hech qachon o'zining yutug'i bilan, badavlatligi bilan, ilm-hunari bilan maqtanmaydi, hamma vaqt kamgap, sodda bo'ladi. Ammo insondagi kamtarlik samimiy bo'lmog'i zarur.

Muloqot madaniyati hamma joyda kerak. Ish joyida, transportda, uyda biz kim bilan qanday muomala qilishni bilishimiz zarur.

O'qituvchining qanchalik bilimli, aql-zakovatli ekanligi o'quvchilarning bir-birlari bilan va ota-onalari bilan olib boradigan muloqoti orqali namoyon bo'ladi.

Odamlar butun ichki dunyosini, maqsadini, muomala va munosabatlarini bir-birlariga so'z yordamida etkazadilar, amalga oshiradilar. Shu tufayli so'zlashuv munosabatlari nihoyatda go'zal va muloyim bo'lishini hayot taqozo etadi. So'zga boy, shirinsuxan kishilarning

muomalalari yoqimli, ishi ham yurishgan bo'ladi. Bunday kishilarni yoqtiradilar, hurmat qiladilar. So'zlashuv ham o'ziga xos san'atdir.

Bu san'atning ildizi muosharat odobi bo'lib, uni mukammal o'rganish har bir inson uchun zarur. Shu bilan birga, ona tilini mukammal o'rganmoq va sof adabiy tilda o'quvchilar bilan muloqot qilish o'qituvchining notiqlik qobiliyatidir.

Muloqot asosida shaxs o'zligini tanishni o'rganadi. O'qituvchi darsni rajalashtirar ekan, faqat o'rganilayotgan dars mavzusi to'g'risidagi ma'lumotlar bilan o'quvchilarni axborot ko'lamiga jalb etishni o'ylamasligi kerak, balki o'qituvchining yordamiga muhtoj bo'lgan o'quvchilarni topishi, ularga yordam berish uchun sharoit yaratishi, har bir o'quvchining qiziqishini ta'minlovchi sharoitlarni ko'ra olishi va o'zaro hamkorlikni ta'minlashi lozim. Muloqotda kutilayotgan natija, tarbiya asosida o'quvchining ongini va tafakkurini boyitish va o'zgartirishdir.

O'quvchi muomala odobini, muloqot olib borish yo'lini asosan o'qituvchi timsolida anglab oladilar.

Shunday ekan, muloqotga kirishishimizda o'zaro fikrimizni almashamiz yoki undan ortiq kishilar bilan so'zlashganimizda bir qancha so'zlarimizda deformatsiya (buzilish) yuzaga keladi.

Foydalanilgan adabiyotlar ro'yxati:

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FAN TEXNIKA TARAQQIYOTI DAVRIDA "MATERIALSHUNOSLIK VA KONSTRUKSION MATERIALLAR TEXNOLOGIYASI" FANINI O'QITISH JARAYONIDA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISHNING USTUVORLIGI

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Annotasiya. Ushbu maqolada oliy texnikaviy ta'lim yo'nalishi talaba-yoshlariga umumkasbiy fanlarni o'qitishda innovatsion ta'lim texnologiyalari va ularning pedagogik asoslari o'rganilib, o'quv jarayonida zamonaviy-interfaol o'qitish uslublaridan samarali foydalanish yo'llari amalda tadqiq etilgan. Oliy ta'lim muassasalarida tahsil olayotgan talabalar bilimlarini mustahkamlashda qo'llaniladigan innovatsion texnologiyalarning samarali qo'llash usullari tahlil qilingan.

Kalit so'zlari: Texnika, materialshunoslik, texnologiya, innovatsiya, baxs, texnologik xarita, talabalar, o'yin, keys-stadi, loyihalar usuli.

Bugungi zamonaviy innovatsion texnologiyalar asrining kundan-kunga yuksalib, ravnaq topib va rivojlanib borayotgan davrning asosiy yirik maqsadlaridan biri bu albatta, yetuk va malakali kadrlar tayyorlash ustuvor vazifalardan biridir.

Fan, texnika, texnologiya hamda zamonaviy ishlab chiqarish sohalarining rivojlanish istiqboli o'z-o'zidan har bir davlatning iqtisodiy rivojlanishiga o'z ta'sirini ko'rsatadi.

Ta'lim jarayonida ilg'or pedagogik texnologiyalarni faol qo'llash, ta'lim samaradorligini oshirish, tahlil qilish va amaliyotga joriy etish bugungi kunning muhim dolzarb vazifalaridan biridir. Ko'p yillar davomida o'qitish metodikasi o'quvchilarning o'quv-bilish faoliyatini faollashtirishga yordam beradigan yangi o'qitish usullarini izlamoqda.

Texnika oid fanlarini o'qitishda barcha fanlar qatori talabalar tomonidan "Materialshunoslik va konstruksion materiallar texnologiyasi" fanini o'zlashtirishlari uchun dars mashg'ulotlarni innovatsion ta'lim texnologiyalar asosida olib borish bilim, ko'nikma va malakalarga ega bo'lishga xizmat qiladi. Materialshunoslik fanida mashinasozlik sohasida ishlatiladigan barcha metallar, qotishmalar, rangli metallar, metallmas materiallar va boshqa turdagi mahsulotlarning o'ziga xos vazifalarini, tuzilishlarini, xossalari, vazifasiga ko'ra ishlatilishini, tarkibini hamda shu kabi barcha umumiy ma'lumotga ega bo'lishdan iboratdir.[1 : 7]

Asosiy xomashyolaridan biri bo'lgan metallar yordamida eng so'nggi rivojlangan robotlarni yaratish va ishlab chiqarishni keng yo'lga qo'yish orqali yangidan-yangi texnologiyalarni kashf qilish joriy qilinmoqda. Har bir o'quv muassasalarida chuqur o'rganiladigan bilimlar insonning shaxsiy tasavvurini rivojlanishiga, atrof muhitning yaxshilanishiga, yangidan-yangi g'oyalar asosida o'z hayotini yaxshi tomonga o'zgartirishga xizmat qiladi. Shularni nazarda tutgan holda bugungi kunda har bir fanni chuqur o'rganib, shu olgan bilimlarini amaliyotda qo'llagan holda, o'zining yangicha g'oyalarini ilgari surib yaxshi natijalarga erishish har bir bo'lg'usi mutaxassislarining oldiga qo'ygan eng oliy vazifalaridan biridir.

Ta'lim jarayoniga e'tibor qaratadigan bo'lsak, ayni "XXI asr axborot texnologiyalari" asrida innovatsion texnologiyalar yordamida dars jarayonlarini tashkil etib, bo'lg'usi mutaxassis talabalarning darslarini mana shu kabi innovatsion vositalar yordamida olib borish bugungi kunning talabidir.

Ta'lim yangi bosqichga ko'tarilmoqda, talabalarning fikr darajasi kengayib bormoqda, axborot olish osonlashmoqda, bunday o'sish jarayonida o'qitishda innovatsion texnologiyalardan foydalanmaslik darsning samaradorligini pasaytirib yuboradi. Bugungi kunda axborot ko'lami juda kengayib ketdi. Agar o'qituvchi o'z ustida ishlamasa avvalgi o'rgangan bilimlari yetarli bo'lmay qoldi. Dars mavzularini kundalik hayotdagi keskin voqealar bilan bog'lab o'tilsa, turli innovatsion texnologiyalardan foydalanilsa dars esda qolishiga erishilishi mumkin.

Innovatsiya-(inglizcha) yangilik kiritish, yangilik degan ma'noni ifodalaydi, texnologiya esa yunoncha "texnos"-san'at, mahorat va "logos"-fan so'zlaridan olinib innovatsion texnologiya ta'lim-tarbiya shakllari, metodlari va usullariga yangicha yondashish degan ma'noni bildiradi. Innovatsion texnologiyalar pedago-gik jarayon hamda o'qituvchi va talaba faoliyatiga yangilik, o'zgarishlar kiritishdir.[1 : 3] Innovatsion texnologiyalardan foydalanishda o'qituvchiga quyidagi bilimlarni bilish taqazo etiladi:

YaPT (yangi pedagogik texnologiya) bo'yicha xorijiy tajribalardan boxabar bo'lish;

Ta'lim jarayonini tashkil etishda didaktik o'yinlardan, interfaol usullardan foydalanish mahorati;

Ilg'or pedagogik texnologiya bo'yicha bilimlarni o'zlashtirib borish;

Bilimlarni ko'nikma va malakalarga aylantirish texnologiyasi shakllangan bo'lishi;

Dars jarayonida harakatli o'yinlardan unumli foydalana bilishi; Imkoni bo'lsa darsni internet tarmog'iga bog'lab o'ta bilishi;

O'z ustida tinmay ishlashi, har sohaga oid yangiliklarni kuzatib borishi va boshqalar;

O'qituvchi innovatsion texnologiyalarga asoslanib darsni tashkil etish vaqtida, turli texnik vositalardan ham (kompyuter, proyektor, elektron doska va haakazo) foydalanishi mumkin.

O'qituvchining faoliyatida innovatsiyalar qanchalik ko'p bo'lsa, mazmun shunchalik oshadi. Ta'limda innovatsion texnologiyalar va interfaol metodlar haqidagi tasavvurlar barqaror va mukammal shaklga ega emasligini ham e'tirof etish kerak. Har bir o'qituvchi ta'limga individual tarzda yangilik kiritishi mumkin. Innovatsion texnologiyalar o'qituvchi o'z faoliyatidan qoniqmaslikda kelib chiqadi. Faoliyatni yangilash 3 bosqichda ya'ni tayyorgarlik, rejalashtirish va joriy etish bosqichlarida amalga oshiriladi.[1: 1]

Materialshunoslik va konstruksion materiallar texnologiyasi fanining bo'limlariga asosan: metallarning tuzilishi va xossalari, qotishmalar, materiallarning konstruksion mustahkamligi, ligerlangan po'latlar, asbobsozlik materiallari, rangli metallar va ularning qotishmalari, polimerlar, pastmassalar, rezinalar, plyonka hosil qiluvchi materiallar, shishalar, nanomateriallar va boshqalar kiradi. Shu kabi bo'limlarni chuqur o'rganish oqali biz o'zimiz uchun kerakli bo'lgan ma'lumotlarga ega bo'lishimiz mumkin.[1 : 5] O'z sohamizdan kelib chiqqan holda biz talabalar ham kasbimizga oid barcha kerakli bilimlarni olishimiz zarur.

Materialshunoslik va konstruksion materiallar texnologiyasi fanidan bu usul muhim ahamiyatga ega. Chunki aynan shu fanga oid bo'lgan mavzularni talabalarga tushuntira olish pedagogdan aynan shu kabi texnologiyalarni talab etadi.

1. Texnologik xaritada ta'lim beruvchi va ta'lim oluvchi faoliyat bosqichlarining ketma-ketligi va mazmuni hamda ularda qo'llaniladigan vositalar tasniflanadi. Texnologik xarita talabalarining mustaqil ishlarini nazorat qilishga yordam beradi. Mavzu rejadan farqli o'laroq texnologik xaritada o'quv mashg'ulotining bosqichlari va vaqti ta'lim beruvchi faoliyati bilan birga, ta'lim oluvchining ham faoliyati, ta'lim berishning usul, shakl va vositalari, ta'lim maqsadining o'quv yutuqlari monitoringi baholashlari ko'rsatiladi. Ayni shu

usuldan foydalanib pedagog o'zining dars o'tish terminini rejalashtirib oladi va shu reja asosida talabalarga mavzuni bayon etadi. Bu usul pedagogning saviyasi hamda tajribasini oshirish uchun eng muhim omildir.

2. Faol ta'lim berish usuli belgilangan ta'lim berish maqsadiga erishish bo'yicha ta'lim beruvchi va ta'lim oluvchilar o'zaro faoliyatini tartibli tashkil etish yo'li. Ayni shu usulning eng ko'p tarqalgan va xususiyatga ega bo'lgan ta'lim usullari quyidagilar hisoblanadi: suhbat, baxs, o'yin, keys-stadi, loyihalar usuli, muammoli usul, aqliy hujum va boshqalar hisoblanadi. Bu usullar yordamida ta'lim oluvchi materialshunoslik faniga oid mavzularni tushunishi biroz oson kechishi mumkin bo'ladi. Chunki hammamizga ma'lumki bu fanni chuqur o'rganish uchun insondan yaratuvchanlik, qiziqish va qunt bilan o'rganish talab qilinadi.

3. Baxs (munozara) aniq muammo bo'yicha fikr almashish, muhokama shaklidagi ta'lim berishning faol usuli. Munozara usuli hamma vazifalarni bajaradi. Bu usuldan asosan quyidagi maqsadlarda foydalaniladi:

1) Yangi bilimlarni shakllantirishda

2) O'zaro fikr almashuv ko'nikmalarini shakllantirishda

3) Ta'lim oluvchilarga shaxsiy fikrida mustahkam turish va uni himoya qilishiga yordam berish Baxs-munozara yuritish bu eng muhim omildir. Chunki har bir shaxsning o'zining shaxsiy fikri bo'ladi va ayni shu fikrini baxs-munozara orqali ko'rsatib bera oladi. Munozara vaqtida fikrlar erkin bayon qilinadi va fikrlar faqat o'zlashtirilishi lozim bo'lgan mavzu va savollarga taalluqli bo'lishi kerak bo'ladi.

Ushbu maqolada texnikaviy ta'lim yo'nalishi talabalariga umumkasbiy fanlarni o'qitishda innovatsion ta'lim texnologiyalari va ularning pedagogik asoslari o'rganilib, o'quv jarayonida zamonaviy interfaol o'qitish usullaridan samarali foydalanish yo'llari tadqiq etilgan. Oliy ta'lim muassasalarida tahsil olayotgan talabalar bilimlarini mustahkamlashda qo'llaniladigan innovatsion texnologiyalarning samarali qo'llash uslublari tahlil qilingan. Ta'lim jarayonining samaradorligini oshirish ta'lim oluvchilarning mustahkam nazariy bilim, ko'nikma va malakalarini shakllantirish, ularni kasbiy mahoratga aylanishini ta'minlash maqsadida, o'qitish

jarayonida yangi pedagogik texnologiyalardan samarali foydalanish bo'yicha taklif va tavsiyalar ishlab chiqildi.

Xulosa qilib aytganda, innovatsion texnologiya –bu ilmiy izlanishlar, ishlanmalar yaratish, tajriba-sinov ishlari olib borish yoki boshqa fan texnika yutuqlaridan foydalangan holda o'quvchilarga yangi bilim berishdan iboratdir. Dars mashg'ulotlarini tashkil etishda interfaol metodlardan foydalanishga doir ushbu maqola bilan darslarni samarali tashkil etish haqidagi ma'lumotlarga ega bo'lish mumkin, hamda yuqorida sanab o'tilgan metodlar va o'yinlar orqali talabalarni dars jarayoniga qamrab olish mumkin.

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DIGITAL SIGNAL PROCESSING USING SIGNAL PROCESSORS: TECHNIQUES, CHALLENGES, AND FUTURE DIRECTIONS

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Annotation: Digital Signal Processing (DSP) using signal processors has become a fundamental aspect of various applications, ranging from telecommunications to multimedia systems. It addresses the challenges faced in implementing efficient algorithms on these processors, such as computational limitations, energy consumption, and real-time processing requirements. Furthermore, the paper discusses future directions for DSP.

Keywords: Digital Signal Processing (DSP), Signal Processors, Algorithms, Real-time Processing, Computational Efficiency, Energy Consumption, Machine Learning, Hardware Design, Telecommunications, Multimedia SystemAbstract

This paper provides an in-depth review of digital signal processing (DSP) via signal processors, focusing on architecture, key techniques, and prominent applications in various fields, including telecommunications, healthcare, and audio processing. With advances in technology, DSP plays a significant role in real-time data analysis, ensuring high efficiency in processing and transforming signals. The study highlights key DSP algorithms, the unique architecture of signal processors, and emerging trends, such as the integration of machine

learning and energy-efficient designs. Finally, we discuss ongoing challenges and project future directions for DSP.

- **Overview of DSP and Signal Processors** Digital Signal Processing (DSP) is the manipulation of signal data—converting, filtering, and optimizing signals for improved quality, compression, or pattern detection. DSP is pivotal in environments where signals must be processed in real time, often within milliseconds. This section will define DSP, its impact, and how it has become a cornerstone technology in digital communication, multimedia, and medical diagnostics.[1]

- **Importance of Dedicated Signal Processors** Unlike general-purpose processors, dedicated DSP chips are optimized specifically for signal computations, enabling complex real-time data processing. These processors ensure faster computations for algorithms frequently used in DSP, such as Fourier Transforms (FT) and Wavelet Transforms. In DSP applications, dedicated processors reduce latency, increase processing speed, and lower energy consumption—key advantages for time-sensitive and resource-limited environments.

- **Applications of DSP across Industries** Signal processors have wide-reaching applications in industries like telecommunications (data modulation, encoding), healthcare (image and signal diagnostics), audio processing (sound enhancement, filtering), and finance (real-time analytics and pattern recognition). The introduction situates DSP's relevance in modern technology, noting how it underpins numerous critical systems.

Core Components and Design DSP processors include specialized arithmetic logic units (ALUs) designed for high-speed computations, particularly multipliers and accumulators, enabling high-throughput data processing. These processors differ significantly from standard CPUs in terms of structure, optimizing for tasks with extensive, repetitive calculations. Key architectural features—such as Multiply-Accumulate (MAC) units, parallelism, and specialized memory architectures—are discussed in detail, as they enable DSPs to handle complex data streams efficiently.

Pipelining and Parallel Processing Parallel processing and pipelining are crucial for enhancing a DSP's performance by allowing multiple instructions to be processed simultaneously. This section explains how these features enable DSPs to process high volumes of data without bottlenecks, a requirement in fields like telecommunications and multimedia streaming.

Memory Hierarchies and Management DSP processors often incorporate specialized memory hierarchies, including SRAM and dedicated data buffers, to handle the data flow efficiently. These memory systems reduce data-access delays and support real-time data processing. Direct Memory Access (DMA) controllers are also crucial, enabling the processor to access memory without overloading the central processing unit.

Fourier Transform (FT) and Fast Fourier Transform (FFT) Fourier Transform algorithms allow signal decomposition into frequency components, essential for analysis in fields such as communications and audio engineering. The Fast Fourier Transform (FFT) is widely used in DSP due to its computational efficiency. Detailed explanations of FT and FFT applications in signal analysis and filtering will be presented. **Filtering Techniques: FIR and IIR Filters** Filtering is one of the most fundamental DSP applications, where unwanted signal components (e.g., noise) are removed, and useful signals are enhanced. FIR (Finite Impulse Response) and IIR (Infinite Impulse Response) filters are extensively used, each with its unique characteristics. This section discusses how DSPs implement these filters for different real-world applications, including noise reduction in audio and communication signals.[2]

- **Wavelet Transform**

Unlike Fourier Transform, the Wavelet Transform provides time and frequency localization, making it ideal for analyzing non-stationary signals. Wavelet analysis is widely

applied in medical diagnostics and multimedia processing, offering flexibility in signal representation.

- Machine Learning Integration

Machine learning has become increasingly integral in DSP, especially for adaptive filtering, anomaly detection, and predictive analytics. Signal processors now support ML algorithms, which improve DSP's capabilities in dynamic and data-rich environments such as autonomous vehicles and personalized healthcare.

Applications of DSP in Various Fields

Telecommunications: Signal processors are essential in 5G and IoT applications, providing the high-speed, low-latency data processing needed for modern communication systems. They support tasks like encoding, modulation, and data compression, which are crucial for efficient spectrum usage. In medical diagnostics, DSP algorithms are used to process data from ECGs, MRIs, and other imaging tools. Real-time processing allows clinicians to detect and interpret complex patterns quickly. The section includes case studies on DSP applications in healthcare, focusing on advancements in early disease detection. DSP techniques are widely used in audio compression, enhancement, and noise reduction. Examples include audio applications like digital hearing aids, music equalizers, and speech recognition systems, where precise filtering and signal quality are crucial. In financial markets, DSP techniques analyze massive datasets in real-time, allowing for rapid decision-making in areas like high-frequency trading. Signal processors can handle and transform market data efficiently, supporting algorithms that detect patterns or forecast trends.

Challenges and Limitations of DSP DSP applications often run on mobile devices or other resource-constrained platforms, where power consumption is a key concern. This section discusses advancements in low-power DSP design, noting trade-offs between processing power and energy efficiency. Real-time DSP requires fast processing speeds, yet high-performance applications often involve complex algorithms, creating a performance bottleneck. The section covers how developers optimize DSP algorithms to balance speed and complexity effectively. Software-based DSP implementations offer greater flexibility for upgrading algorithms, while hardware implementations provide speed and efficiency. Discussing the pros and cons of each approach provides a complete view of current DSP options.

Integration with Artificial Intelligence and Machine Learning AI-driven DSP algorithms show promise for applications that require pattern recognition and adaptive filtering. Future DSP processors are likely to integrate more machine learning functionalities, improving performance in fields like autonomous driving and predictive healthcare. As quantum computing matures, it has the potential to revolutionize DSP by exponentially accelerating complex computations, potentially opening new frontiers in fields like cryptography and real-time analytics. Advances in low-power DSP design are likely to impact areas like IoT and wearable technology. Emerging technologies could facilitate more efficient processing with minimal energy consumption.

Conclusion

Digital Signal Processing (DSP) has become a transformative technology that underpins various critical applications, ranging from telecommunications and healthcare to financial analytics and multimedia systems. The use of specialized signal processors for DSP applications provides substantial benefits over general-purpose processors, including improved speed, reduced latency, and enhanced efficiency in real-time data processing. This conclusion reaffirms the significance of DSP across industries and highlights future advancements that promise to shape its trajectory.

DSP, implemented through dedicated signal processors, enables precise and rapid data manipulation, essential in fields like telecommunications, where minimal delay is critical, and healthcare, where real-time imaging and diagnostics are vital for patient care. The architecture

of signal processors, including specialized ALUs, MAC units, and efficient memory management, facilitates high-speed data handling that allows DSP systems to perform complex computations effectively and reliably. Techniques like Fourier Transform, wavelet analysis, and filtering contribute to DSP's ability to decompose, analyze, and enhance signal quality, ensuring optimal data interpretation.[3]

As digital data grows, DSP is evolving with new approaches, such as the integration of artificial intelligence and machine learning, which are revolutionizing traditional DSP methods. Machine learning integration allows DSP systems to adapt dynamically to changing data patterns, enhancing predictive capabilities and enabling real-time decision-making in applications like autonomous vehicles and financial trading. Future DSP systems are likely to leverage AI for advanced applications in pattern recognition and anomaly detection, bringing DSP closer to fields like artificial intelligence and machine learning.

In terms of energy efficiency, the demand for low-power DSP solutions is driving significant advancements, particularly in mobile, IoT, and wearable technologies where power resources are limited. Innovations in low-power DSP design will likely foster DSP integration into more compact and energy-efficient devices, supporting the broader adoption of DSP in consumer electronics and industrial IoT applications.

Looking further ahead, the potential integration of quantum computing with DSP presents exciting possibilities. Quantum processors, which can handle computations beyond the capacity of classical computers, could drastically increase the scope and speed of DSP, making it feasible to tackle previously unmanageable data processing challenges. The implications for fields requiring extreme computational capabilities, such as cryptography and high-frequency trading, are profound, potentially marking the next leap in DSP capabilities.

In conclusion, as DSP continues to adapt to the demands of modern technology, it holds promise for breakthroughs that will impact numerous sectors. Signal processors optimized for DSP applications will remain instrumental in driving innovations, meeting the growing need for real-time data processing, and facilitating advancements in AI, quantum computing, and low-power design. Researchers and practitioners are encouraged to explore these new frontiers, as DSP remains a critical field poised for continued growth and significance in the digital age.

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QIMMATLI QOG'OZLAR BOZORI

Zokir Ismatov

Osiyo texnologiyalar universiteti o'qituvchisi

Qimmatli qog'ozlar bozori, moliya va iqtisodiyotning muhim tarkibiy qismlaridan biri bo'lib, u investitsiyalarni jalb qilish, kapitalni urinish va yaxshilash, shuningdek, kompaniyalar va hukumatlarning moliyaviy ehtiyojlarini ta'minlashga xizmat qiladi. Ushbu bozor orqali investorlar qimmatli qog'ozlarni sotib olish va sotish, shuningdek, ularning qiymatini oshirish imkoniyatiga ega bo'lishadi.

Qimmatli qog'ozlar bozori ikki asosiy segmentdan iborat: birinchisi - aksiyalar bozori, ikkinchisi - obligatsiyalar bozori. Aksiyalar bozori, odatda, kompaniyalarning ulushlariga investitsiya qilishni anglatadi, bu esa investorlar uchun dividend daromadlari va kapitallashish imkoniyatlarini taqdim etadi. Obligatsiyalar bozori esa, davlat yoki korporativ qarz qog'ozlarini sotib olish orqali sug'urta qilish va foiz daromadlarini olish yo'lini taklif etadi.

Ushbu kirish matnida, qimmatli qog'ozlar bozorining asosiy tushunchalari, uning funksiyalari va ahamiyati, shuningdek, investorlarga taklif etadigan imkoniyatlar haqida batafsil ma'lumot beriladi. Markaziy bank va boshqa moliya tashkilotlari tomonidan amalga oshiriladigan tartibga solish jarayonlari ham ushbu bozorning barqarorligini va samaradorligini ta'minlashda muhim rol o'ynaydi. Qimmatli qog'ozlar bozorida o'zgarishlar esa, iqtisodiy rivojlanish, ish o'rinlari yaratish va jamiyat farovonligiga bevosita ta'sir ko'rsatadi.

O'zbekistonda qimmatli qog'ozlar bozorining rivojlanishi, mamlakat iqtisodiyotida erkinligi, raqobatbardoshlikni va investitsion muhitni yaxshilashga imkon beradi. O'zbekiston hukumati qimmatli qog'ozlar bozorini rivojlantirishga katta e'tibor qaratmoqda. Bu jarayon, xususan, bir nechta asosiy omillarga bog'liq:

1. Moliya Jalb Qilish: Kompaniyalar o'z faoliyatlarini kengaytirish yoki yangi loyihalarni amalga oshirish uchun qimmatli qog'ozlar chiqaradi. Bu orqali ular investorlardan mablag' to'playdilar.

2. Likvidlik Ta'minlash: Investorlar, qimmatli qog'ozlarni sotish orqali o'z investitsiyalarini likvid (nashr) qilishlari mumkin. Bu, bozorning samaradorligini oshiradi.

3. Narx Belgilash: Qimmatli qog'ozlar bozorida narxlar talab va taklif asosida belgilanishi natijasida, aktivlarning adolatli narxlashini ta'minlaydi.

4. Investitsiya Rivoji: Yuqori daromad imkoniyatlari bilan investorlarni qiziqtirishi, iqtisodiy o'sishni rag'batlantiradi.

Qimmatli qog'ozlar bozori, iqtisodiy rivojlanishga bir necha yo'nalishlarda ijobiy ta'sir ko'rsatadi:

- Kapitalni Effektiv Taqsimlash: Resurslar eng samarali investorlar va loyihalarga yo'naltiriladi.

- Inovatsiyalarga Rag'bat Berish: Innovatsion va texnologik rivojlanish loyihalari qimmatli qog'ozlar orqali moliyalashtiriladi.

- Iqtisodiy Barqarorlik: Sog'lom qimmatli qog'ozlar bozori iqtisodiy barqarorlikni ta'minlaydi, chunki u investorlarning ishonchini oshiradi.

- Global Integratsiya: Xalqaro qimmatli qog'ozlar bozorlariga kirish, mamlakatlar o'rtasida moliyaviy hamkorlikni mustahkamlashga yordam beradi.

Qimmatli qog'ozlar bozorining tahlili bir nechta asosiy jihatlardan iborat bo'ladi. Bu bozor, asosan, aksiyalar, obligatsiyalar va boshqa moliyaviy instrumentlar savdosi bilan bog'liq. Quyida qimmatli qog'ozlar bozorini tahlil qilishda e'tiborga olish kerak bo'lgan asosiy omillar keltirilgan:

1. Bozorning umumiy holati

- Bozorning o'sish sur'atlari: Qimmatli qog'ozlar bozorining o'sishi yoki pasayishi uning iqtisodiy rivojlanishini ko'rsatishi mumkin.

- Tahlil qilinayotgan davr: Tarixiy ma'lumotlar va tendentsiyalarni o'rganish, hozirgi holatga ta'sir qiluvchi omillarni aniqlashda yordam beradi.

2. Iqtisodiy omillar

- Iqtisodiy o'sish: Yalpi ichki mahsulot (YIM) o'sishi aksiyalar narxlariga ijobiy ta'sir ko'rsatadi.

- Inflyatsiya: Yuqori inflyatsiya obligatsiya daromadlarini pasaytirishi mumkin.

- Foiz stavkalari: Foiz stavkalarining o'zgarishi qimmatli qog'ozlar bozoriga bevosita ta'sir qiladi.

3. Bozor strukturasi

- Ommaviy va maxsus investorlar: Ommaviy investorlar bozorni qo'llab-quvvatlasa, maxsus investorlar yetakchi rol o'ynashi mumkin.

- Hujjatlar turi: Aksiyalar, obligatsiyalar, derivativlar va boshqa moliyaviy instrumentlar bozorning tuzilishini belgilaydi.

4. Texnik tahlil

- Narx harakatlari va grafiklar: Tarixiy narx harakatlari va grafiklar orqali bozorni bashorat qilish.

- Indikatorlar: RSI, MACD, harakatlanuvchi o'rtacha kabi indikatorlar yordamida bozorning yo'nalishini aniqlash.

5. Fundamental tahlil

- Kompaniya moliyaviy ko'rsatkichlari: Daromad, foyda marjasi, qarz darajasi va boshqa ko'rsatkichlar.

- Sanoat va bozor muhitiga ta'siri: Sanoatning o'zgarishlari, yangi texnologiyalar va raqobat.

6. Siyosiy va ijtimoiy omillar

- Siyosiy barqarorlik: Siyosiy vaziyatlar va qonunlar bozor ishtirokchilariga ta'sir ko'rsatadi.

- Ijtimoiy tendentsiyalar: Ijtimoiy o'zgarishlar va iste'molchilar xulq-atvori ham bozorga ta'sir etishi mumkin.

Qimmatli qog'ozlar bozori bir qator muammolar va qiyinchiliklarga duch kelishi mumkin. Ularning ayrimlari quyidagilar:

1. Bozor O'zgaruvchanligi: Qimmatli qog'ozlar narxleri tez-tez o'zgarib turadi, bu esa investorlar uchun xavf tug'diradi. Bozorning noaniqligi ko'plab investorlarni qo'rqitishi mumkin.

2. Axborot Asimmetriyasi: Investorlar orasida ma'lumotlar taqsimoti teng emas. Ba'zi investorlar yanada batafsil va to'g'ri ma'lumotlarga ega bo'lishi mumkin, bu esa raqobatni nohaqlashtirishi mumkin.

3. Regulyatsiya va Huquqiy Muammolar: Qimmatli qog'ozlar bozori ko'plab regulyatsion talablar va qonunlarga rioya qilishni talab qiladi. Bunday talablarni bajara olmaslik moliyaviy jazolarga olib kelishi mumkin.

4. Investor Psixologiyasi: Investorlarning emotsional qarorlari bozorni beqarorlashtirishi mumkin. Qizg'in tendentsiyalar va qo'rquv bozorni tezda o'zgartirishi mumkin.

5. Haqiqiy Narxlarni Baholash: Qimmatli qog'ozlar narxini aniqlash va baholash juda murakkab bo'lishi mumkin. Kompaniyaning moliyaviy ko'rsatkichlari, bozorning umumiy holati va boshqa faktorlar narxga ta'sir qiladi.

6. Haqiqiy Savdo Tizimlari va Infratuzilma: Qimmatli qog'ozlar savdosi uchun zarur infratuzilma, masalan, birja tizimlari va savdo platformalari, ishonchli bo'lishi kerak. Har qanday uzilishlar yoki xatolar savdogarlar uchun zarar keltirishi mumkin.

7. Global Muammolar: Xalqaro siyosat, iqtisodiy krizislar yoki pandemiyalar kabi global muammolar qimmatli qog'ozlar bozoriga salbiy ta'sir ko'rsatishi mumkin.

Ushbu muammolar va qiyinchiliklar qimmatli qog'ozlar bozorida investorlar uchun yangi imkoniyatlar ham yaratishi mumkin, ammo ularning ta'sirini tushunish va boshqarish muhimdir

O'zbekiston qimmatli qog'ozlar bozorining kelajagi ijobiy ko'rinadi. O'zbekiston hukumati va moliya institutlari tomonidan olib borilayotgan islohotlar:

- Yangi instrumentlar joriy etilishi: Investitsiya bozorini diversifikatsiya qilish maqsadida yangi qimmatli qog'ozlar turlarini chiqarish.

- Xalqaro hamkorlik: Xalqaro moliyaviy tashkilotlar bilan hamkorlik orqali tajriba almashish va yangiliklarni joriy etish.

Xulosa o'rnida shunu takidlash lozimki, O'zbekiston qimmatli qog'ozlar bozorining rivojlanishi mamlakat iqtisodiyoti uchun muhimdir. Bunday rivojlanish investorlar uchun yangi imkoniyatlar yaratadi, moliyaviy tizimni yaxshilaydi va iqtisodiy barqarorlikni oshiradi. Hozirgi kunda kerakli qadamlarni qo'yish va muammolarni hal qilish orqali bu bozorni yanada rivojlantirish mumkin.

Ushbu maqola sizga qimmatli qog'ozlar bozorini batafsil tushunishga yordam beradi. Agar qo'shimcha ma'lumot yoki kiritmalar kerak bo'lsa, albatta, so'rashingiz mumkin!

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TIJORAT BANKLARI MOLIYAVIY BOSHQARUV TIZIMI SAMARADORLIGINI TAKOMILLASHTIRISHNING ASOSIY OMILLARI.

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Annotatsiya: Ushbu maqolada bank tizimida boshqaruv, uning tashlik etilishi, boshqaruv jarayonidagi ishlar haqida va respublikamiz hududidagi banklar boshqaruvining ilmiy asoslari va tamoyillari, tijorat banklari faoliyatini boshqarish va uni tashkil etish asoslari, tijorat banklari boshqaruvini takomillashtirishda kadrlar siyosati masalasining o'rni va ulardan samarali foydalanish omillari ko'rsatib berilgan.

Kalit so'zlar: Biznes, Oliy majlis, texnologiya, korporativ, moliya hukumat, avtomatlashtirish, xususiy, bank tizimi, korporativ menejment, kredit, tijorat banklari.

Ma'lumki bozor iqtisodiyoti rivojlangan va rivojlanayotgan davlatlarda bank tizimining o'rni va ahamiyati beqiyosdir. Shu boisdan bank tizimining faoliyati o'ziga xos boshqaruvni talab etadi. Bu esa, ularning barqarorligini ta'minlash hamda faoliyat samaradorligini oshirishda, boshqaruvning huquqiy va institutsial asoslarini xalqaro talablarga mos holda takomillashtirishni taqozo etadi.

Hozirgi davrda bank biznesini ravnaq topishi bank mahsulotlari va xizmatlarini bozorga olib chiqish uchun axborot texnologiyalardan samarali foydalanish, eng mukammal texnikaviy vositalar hamda ilg'or bank texnologiyalarini joriy qilish, shuningdek, xizmatlarning jozibadorligini oshiruvchi bank usullarini izlash bilan bog'liqdir. Shu tufayli, tijorat banklari moliyaviy boshqaruvi tizimini yanada takomillashtirish, boshqaruv tizimi samaradorligini oshirish borada Prezidentimiz Sh.M.Mirziyoyev 2019 yil uchun mo'ljallangan eng muhim ustuvor vazifalar haqidagi Oliy Majlisga Murojaatnomasida quyidagilarga alohida to'xtalib o'tdilar: "Bugungi kunda bank tizimidagi eng asosiy muammo - ular kapitalining asosiy qismi, ya'ni, 83 foizi davlatga tegishli ekanidir. Bu, o'z navbatida, bank sektorida sog'lom raqobatga to'siq bo'lib, xizmat ko'rsatish sifatiga salbiy ta'sir qilmoqda. Hukumat va Markaziy bank xalqaro moliya institutlari ko'magida bankmoliya tizimini rivojlantirish bo'yicha uzoq muddatli strategiya ishlab chiqishi lozim. Bunda bank tizimiga xususiy va xorijiy kapital kirib kelishi hisobidan biz davlat banklari ulushini bosqichma-bosqich kamaytirib boramiz. Bu esa sohada raqobat muhitini yaxshilashga, tijorat banklari faoliyatini, kreditlash sifati va madaniyatini har tomonlama oshirishga xizmat qiladi."

Tijorat banklarining moliyaviy boshqaruv tizimi samaradorligini oshirishda bank faoliyatida muammoli kreditlar yuzaga kelishi bilan bog'liq tegishli omillar harakatining ta'siri va o'zaro muvofiqlashtirish darajasini aniqlash muhim ahamiyatga ega. Mazkur jarayonda muammoli kreditlarning ijobiy yechimini izlashdan ko'ra, muammoli kreditlarni yuzaga keltiruvchi omillarning salbiy oqibatlarini bartaraf etilishi bank moliya tizimi barqarorligini ta'minlaydi.

Bank boshqaruvining asosiy mohiyati banklarning samarali faoliyat yuritishiga va ularning ishinchliligini ta'minlashga, ko'proq daromad olishga erishishdir. Buning uchun banklarning likvidligi qay darajada ekanligini aniqlash juda muhimdir. Likvidlik bank faoliyatini tafsiflydigan asosiy sifat ko'rsatkichlaridan biri bo'lib, u bank tomonidan majburiyatlar o'z vaqtida bajarilishi hamda aktivlar o'sishini ta'minlash bilan birga, omonatlar va qarz mablag'lari darajasini samarali boshqarishni bildiradi. Xozirgi kunda respublikamizda amalga oshirilayotgan iqtisodiyotni modernizatsiyalashuv jarayonida aksiyadorlik jamiyatlari shaklida tashkil etilgan tijorat banklarida samarali moliyaviy boshqaruv tizimining dolzarbliligi, ayniqsa, jahon va mahalliy moliya bozori tendensiyalarini o'zgaruvchanligiga ta'sirchanligini oshirilishi, tijorat banklarning reyting darajalarini yuqori ko'rsatgichlariga erishilishi, banklar uchun potensial investorlarni jalb qilinishida raqobatli kurash muxitini yaratilishini talab qiladi.

Mamlakatimizda tijorat banklar faoliyatidagi tavakkalchiliklarni oqilona boshqarilishida, aksiyadorlarning huquq va erkinliklarini himoyalash va qonuniy manfaatlarini ta'minlanishini kuchaytirish, yuqori daromad olishning kafolatlanganligini ta'minlash, boshqaruv qarorlarini qabul qilinishida axborot shaffofligi bo'lishi hamda moliyaviy inqirozlarni oldini olinishida ahamiyatga ega hisoblanadi.

Yurtimizda xozirgi kunda davlat va jamiyat qurilishi tizimini tubdan takomillashtirishga oid beshta yo'nalishni o'z ichiga olgan «O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida»gi Farmoni qabul qilinishi, ushbu o'ta muhim hujjat ijro mexanizmini namunali tarzda yo'lga qo'yish, uni amalga oshirishda samaradorlikni ta'minlash yuzasidan tegishli vazirlik va tuzilmalar keng ko'lamli sa'yharakatlar olib borishni talab etmoqda. Bugungi kunda tijorat banklari moliyaviy boshqaruv tizimi samaradorligini oshirish, unda bir qator yangi boshqaruv modellarin joriy etish bo'yicha qator ilmiy-tadqiqotlar o'tkazilgan. Mazkur tadqiqotlarda moliyaviy boshqaruv tizimi sifatini oshirish, uning nazoratini tashkil etish va takomillashtirish kabi yo'nalishlarga asosiy urg'u berilgan. Xususan, V.Usoskin tijorat banklari tizimini samarali boshqarishda quyidagi vazifalarga alohida e'tibor berish kerakligini ta'kidlaydi;

-majburiy rezervlarni shakllantirishda jalb etiladigan mablag'lar qismidan tashqari bankka daromad keltirmaydigan mablag'lar salmog'ini kamaytirish;

-tijorat banklari tomonidan bank aktiv operatsiyalarini rivojlantirishga yo'naltirishga kerakli kredit mablag'lar ulushini oshirish;

-jalb qilingan "arzon" resurslar hisobiga bank daromadini oshirish.

Tijorat banklari moliya sohasidagi asosiy institutlar hisoblanadi va aholiga xizmat ko'rsatishda muhim ahamiyatga ega. Shu sababli, tijorat banklar moliyaviy boshqaruv tizimlari va ularning samaradorligi hayotiy ahamiyatga ega. Tijorat banklar moliyaviy boshqaruv tizimida o'ziga xos barcha qoidalarni amalga oshiradilar. Bunday qoidalarni ijobiy natijalarga kelib chiqarish uchun barcha ish faoliyatini bajarishda zaruriydir. Huquqiy va nazoratiy organlar banklarda xodimlarning faoliyatini tekshirib turishi yaxshi natijalar olib chiqishni ta'minlaydi. Asosan, tijorat banklar uzluksiz ravishda moliyaviy hisobotnoma tayyorlashadi. Ushbu hisobotnomalar banklarning moliyaviy holatini aniqlash, xodimlarining faoliyatini baholash va bankning kuchli va kuchsiz tomonlarini aniqlash uchun keng foydalaniladi. Hisobotnoma xodimlarning ish faoliyatini bir-biriga solishtirish imkonini beradi. Tijorat banklarida boshqa samaradorlik ko'rsatkichlari ham mavjuddir. Misol uchun, savdo darajasi, chegirmalar, mablag'ni saqlash darajasi, kredit portfeli kabi ko'rsatkichlar banklarning samaradorligini oshirishda muhim ahamiyatga ega. Tijorat banklar moliyaviy boshqaruv tizimida amal qiladigan qoidalarining barchasi moliyaviy xizmat ko'rsatuvchilarning faoliyatining samaradorligini oshirishga yordam beradi. Bunday tizimni to'g'ri amalga oshirish uchun, huquqiy va nazoratiy organlar banklarda kuchli boshqaruv tizimini ta'minlash uchun kerakli qadam va usullarni ishlab chiquvchi bo'ladi.

Tijorat banklarida moliyaviy boshqaruv samaradorligini oshirishning bir qancha usullari mavjud, jumladan:

1. Jarayonlarni avtomatlashtirish: Muntazam vazifalarni avtomatlashtirish orqali banklar ularni bajarish uchun zarur bo'lgan vaqt va kuchni qisqartirishi mumkin, bu esa samaradorlikni oshirishi va xatolarni kamaytirishi mumkin.

2. Ma'lumotlar tahlilini amalga oshirish: tijorat banklar mijozlar xatti-harakati, xavf omillari va boshqa asosiy ko'rsatkichlar haqida tushunchaga ega bo'lish uchun ma'lumotlar tahlilidan foydalanishi mumkin, bu ularga ko'proq ongli qarorlar qabul qilish va faoliyatini yaxshilashga yordam beradi.

3. Ish oqimlarini soddalashtirish: tijorat banklar keraksiz qadamlarni bartaraf etish, takroriylikni kamaytirish va jarayonlarni optimallashtirish orqali o'z ish oqimlarini soddalashtirishi mumkin, bu ularga vaqt va resurslarni tejashga yordam beradi.

4. Ta'limga sarmoya kiritish: tijorat banklar o'z xodimlariga o'z ishlarini yanada samarali bajarishlari uchun zarur bo'lgan ko'nikma va bilimlarni rivojlantirishga yordam berish uchun o'quv dasturlariga sarmoya kiritishi mumkin, bu esa umumiy samaradorlikni oshirishi mumkin.

5. Yangi texnologiyalarni qo'llash: tijorat banklar jarayonlarni avtomatlashtirish, xarajatlarni kamaytirish va mijozlarga xizmat ko'rsatishni yaxshilash uchun blokcheyn, sun'iy intellekt va mashinani o'rganish kabi yangi texnologiyalarni o'zlashtirishi mumkin. Umuman olganda, tijorat banklarda moliyaviy boshqaruv tizimi samaradorligini oshirish texnologiya, jarayonlarni optimallashtirish va inson kapitaliga sarmoya kiritishni talab qiladi.

Aytishimiz mumkinki, tijorat banklarining moliyaviy boshqaruv tizimi samaradorligini oshirishning amaldagi qonunchilik talablari qanchalik to'g'ri bo'lishidan qat'i nazar, xo'jalik subyektlari tomonidan belgilangan kredit majburiyatlarining bajarilishi, kredit shartnomasini mukammal tuzilganlik darajasi, yuzaga kelayotgan muammoli kreditlar bilan bog'liq jarayonni ijobiy hal etish imkoniyatini bermaydi. Shu boisdan, tijorat banklarining moliyaviy boshqaruv tizimi samaradorligini oshirishning tashkiliy-iqtisodiy mexanizmi hisoblangan, uchinchi shaxslarning birlashgan yoki subsidiar javobgarligiga asoslangan majburiyatning bajarilishini

ta'minlashning kafillik va garov usullaridan foydalanish amaliyotini kengaytirish maqsadga muvofiq.

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6. Tijorat banklarida aktivlar sifatini tasniflash va aktivlar bo'yicha ehtimoliy yo'qotishlarni qoplash uchun zaxiralar shakllantirish hamda ulardan foydalanish tartibi to'g'risidagi nizomga kiritilayotgan o'zgartirish va qo'shimchalar O'zbekiston Respublikasi Adliya vazirligida 2018-yil 27-apreldagi 2696-2-son bilan ro'yxatga olingan.

ТРУДОВОЕ МУЖЕСТВО ЖЕНЩИН И ДЕВУШЕК УЗБЕКИСТАНА В ГОДЫ ВТОРОЙ МИРОВОЙ ВОЙНЫ

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Аннотация: В данной статье рассматриваются трудовое мужество женщин и девушек Узбекистана в годы Второй мировой войны.

Ключевые слова: Вторая мировая война, эффективная работа, женщины, фронт, сельское хозяйство.

Введение

В современном мире определение подлинного равноправия женщин и мужчин рассматривается как основа социального развития и устойчивого развития общества. В этом плане в Узбекистане ведется эффективная работа. В этом контексте изучение славного прошлого узбекских женщин, особенно истории их тяжелого труда на фронте и в тылу в годы Второй мировой войны, принесшей человечеству невиданные лишения, и информирование о нем широкой общественности является одной из актуальных задач. актуальные задачи современных исследователей.

Президент Шавкат Мирзиёев на праздничном мероприятии, посвященном Дню Памяти и Почестей, рассказал о стойкости узбекских женщин на примере Зульфии Закировой, которая потеряла пятерых сыновей в годы Второй мировой войны.

«Когда мы говорим о подвиге народа в годы войны, перед нами прежде всего предстает образ матери. Ведь это она воспитала храбрых и отважных сыновей, которые считают защиту родины и народа делом чести, это она больше всех испытала на себе горечь и тяготы жестокой войны», – сказал наш президент Шавкат Мирзиёев.

До войны в поселке Ханабад Зангиатинского района Ташкентской области жила семья Холмата и Зульфии Закировых. После смерти мужа Зульфия одна воспитала пятерых сыновей и дочь. Во Второй мировой войне она потеряла всех своих сыновей – Исокджона, Ахмаджона, Мамаджона, Ваходджона, Юсуфджона, отметил Мирзиёев.

«Безусловно, не каждый способен устоять под таким жестоким ударом судьбы. Ведь для матери нет страшнее раны и сильнее боли, чем гибель детей. Однако Зульфия Закирова смогла выдержать это немыслимое испытание. Какой непоколебимой, железной волей должен обладать человек, который пять раз подвергался таким мучительным страданиям и каждый раз, находя в себе силы, твердо вставал на ноги, чтобы жить дальше», – сказал глава государства.

В этой кровавой войне, по его словам, овдовели четыре ее невестки, осиротели пятеро внуков. Сама она носила траур всю оставшуюся жизнь.

«Но [невестки] ни на миг не покидали ее, придавали ей силы память о сыновьях, надежда на то, что осуществляются мечты и чаяния ее невесток и внуков, – подчеркнул Мирзиёев. – Заботясь об их дальнейшей судьбе, Зульфия-ая говорила невесткам: «Можете устраивать свою личную жизнь, я не против». А те, следуя примеру Зульфийи-ая, поддерживали ее, оставались верными своим погибшим супругам и семье».

«Думаю, в этом и заключаются подлинное мужество и стойкость узбекских женщин, узбекского народа. Это и есть ода великой любви и верности», – добавил президент.

Мирзиёев также сообщил, что в одном из живописных мест Ташкента к 75-летию Великой Победы будет построен парк Победы. В связи с этим он предложил установить в честь Зульфийи Закировой, ее сыновей-героев и невесток в парке памятник и назвать его «Ода стойкости».

Из истории известно, что с древнейших времен, когда на земле появился человек, женщины всегда вставали на сторону мужчин в борьбе за существование. Мужчины зарабатывали на жизнь охотой, а женщины собирали в природе различные фрукты и овощи для употребления в пищу. Охота была трудной и опасной, и мужчинам не всегда везло. Относительно надежным сбором плодов и корней занимаются женщины в общине.

постепенно усиливал свое влияние. Таким образом, род матерей занимал доминирующее положение в человеческом обществе. С течением времени развитие сознания людей и последующее совершенствование орудий труда привели к повышению производительности труда мужчин в общине и племени. Это, в свою очередь, создало основу для роста положения мужчин в команде. В прошлом переход от эпохи женского правления к царству мужчин изменил положение женщины в обществе, усилилась тенденция определять женскую деятельность только в рамках семьи. Женщины были лишены права развивать и проявлять свои способности и таланты, а их роль в семье ограничивалась рождением детей и их воспитанием. В результате она попала в материальную, духовную, социальную и бытовую зависимость от мужчины.

В начале 20 века отношение к женщинам начало меняться. Основными причинами этого были распространение демократических идей во многих странах мира, а также потребность в женском труде во время двух мировых войн. Узбекские женщины принимали активное участие в создании колхозов, строительстве Большого Ферганского канала, Фарходской ГЭС и во всех отраслях народного хозяйства. В годы Второй мировой войны более шести тысяч узбекских женщин взяли в руки оружие и сражались за Родину [1; 2].

Тысячи женщин работали на фабриках, заводах, колхозных полях, стройках по своему желанию и желанию. Узбекские женщины, такие как Бахри Шомахмудова, проявили свои высокие человеческие качества, воспитав десятки детей разных национальностей, эвакуированных из Восточной Европы в Узбекистан.

Как и в промышленности, женщины и подростки заменили мужчин, ушедших на фронт в сельском хозяйстве. В 1941 году на курсах МТС в Узбекистане обучалось 12 632 человека, а в училище механизации сельского хозяйства – 2 502 человека, из них 82,4%

были женщины. За всю ВОВ в республике сельхозтехникой управляли 23 294 женщины [3; 28, 29].

Женщины Узбекистана самоотверженно трудились на всех этапах культурного строительства. В частности, в сфере народного образования в 1945 г. во всех школах Узбекистана работало 34 тыс. учителей, из них 54% были женщины [6; 61].

В Узбекистане действовало более 40 высших учебных заведений и более 50 средних специальных учебных заведений, в том числе учебные заведения, эвакуированные в годы войны из Восточной Европы. Здесь обучалось около 28 000 студентов. За годы войны в республике институты окончили более 10 тысяч человек, средние специальные учебные заведения — 3700 человек [6; 62]. Женщины, входящие в состав профессорско-преподавательского состава высшего и среднего образования, сыграли важную роль в их образовании и подготовке.

В трудные годы войны женщины Узбекистана своим энтузиазмом и мужеством проявили высокое трудовое мужество. По призыву партии и правительства республики женщины-хлопкоробы внесли большой вклад в выращивание и обмолот хлопка. Несмотря на все трудности войны, в 1944 году в Узбекистане было добыто 844 тысячи тонн «Белого золота». Урожайность хлопка выросла в среднем с 7,1 центнера с гектара до 11,3 центнера. Ярким доказательством всеобщего признания трудового мужества узбекских женщин в годы войны стало награждение в декабре 1944 г. около 300 узбечек высокими орденами и медалями Советского Союза [7; №2].

Выводы:

В годы войны женщины Узбекистана еще активнее трудились во всех сферах промышленности, транспорта, сельского хозяйства, культуры и науки. В те годы работницы самоотверженно трудились в колхозах, на фабриках и заводах, женщины-врачи в госпиталях и госпиталях, женщины-химики, физики и биологи в научных лабораториях, женщины-учительницы самоотверженно трудились в школах, институтах и техникумах. Они вдохновили весь народ на патриотизм и самоотверженный труд.

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RAQAMLI IQTISODIYOT, MOLIYAVIY TEXNOLOGIYALARNI RIVOJLANISHI – IQTISODIYOTNI TARAQQIY ETISHIDAGI ASOSIY OMIL

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Osiyo texnologiyalar universiteti o'qituvchisi

Butun dunyoda raqamli texnologiyalar barcha sohalarga va odamlar hayotiga jadal kirib boryapti. Uni joriy etishga o'z vaqtida kirishgan davlatlar rivojlanib, aksincha, eskicha ish tutayotganlari taraqqiyotdan orqada qolyapti. Rivojlangan mamlakatlar raqamli iqtisodiyot yordamida yaratiladigan qo'shilgan qiymatning sezilarli darajada katta qismiga da'vogar bo'lgani holda, sust taraqqiy etgan davlatlarning bu jarayonda o'z ulushiga ega bo'lishi tobora imkonsiz bo'lib boraveradi.

Ilmsiz, ma'rifatsiz jamiyat va mamlakat taraqqiyotini tasavvur qilish mushkuldir. Yusuf Xos Hojib o'zining asarida "Bilimsiz kishi mevasiz daraxtdir, mevasiz daraxatni och kishi nima qilsin?!" deb, ilm-ma'rifatni o'rni naqadar dolzarb va muhimligini ko'rsatib o'tgan. Davlatimiz rahbari tomonidan ilm-ma'rifatga alohida urg'u berishlari va bu orqali raqamli iqtisodiyotni rivojlantirish masalalarini kun tartibiga qo'yishlari O'zbekiston tanlagan yo'l faqat bir manzilga olib borishini, ya'ni iqtisodiy-ijtimoiy, siyosiy jihatdan kuchli, bozor iqtisodiyoti qonunlari to'liq amal qiladigan jamiyat qurishning yangi bosqichiga o'tganimizni yaqqol ifoda etadi.

Raqamli iqtisodiyotni rivojlantirish pirovardida korrupsiyaga barham berish imkonini berar ekan, barcha jabhalarda bo'lgani kabi mamlakatimiz ta'lim tizimida ham sezilarli ijobiy o'zgarishlar bo'lishi muqarrar. Iqtidorlarni tanlash va tarbiyalash, ularni kasbga, ilm-fanga to'g'ri yo'naltirish mamlakatimizda inson kapitalini rivojlantirishga xizmat qiladi. Bu esa buyuk ajdodlarimizga munosib vorislarni tarbiyalash, bu ulug' zaminda takror va takror mutafakkirlar, zabardast olimlar yetishib chiqishiga sabab bo'ladi. Prezidentimiz ta'biri bilan aytganda: "Uyg'onish davri baribir bo'ladi, o'shanda yangi Ulug'beklar dunyoga keladi..."

Davlatimiz rahbarining uzoqni ko'ra bilishlari va kelajakdagi yuksak marra-larga erishish raqamli iqtisodiyotni rivojlantirish ortidan yuz berishini teran anglab, raqamli iqtisodiyotsiz milliy iqtisodiyotning kelajagi yo'q ekanligini ta'kidlashlari, xususan, hokimlar faoliyatiga baho berishning yangi mezonini sifatida raqamlashtirish qay darajada yo'lga qo'yilganligini belgilab berishlari bejiz emas.

Yana bir muhim jihati, avvalo aholi eng ko'p to'qnash kelayotgan sohalarni raqamlashtirish, odamlarning og'irini yengil qilishga ustuvorlik qaratish lozimligiga alohida e'tibor berilyapti. Shu maqsadda sog'liqni saqlash, kadastr, ijtimoiy himoya, qishloq xo'jaligi, ta'lim yo'nalishlarini raqamlashtirish bo'yicha amalga oshiriladigan loyihalar belgilab olindi. Xususan, "elektron poliklinika", "elektron kundalik", "elektron darslik", "o'qituvchilarni baholash" tizimlarini barcha hududlarda joriy etish ana shular jumlasiga kiradi.

Xalqimiz kundalik hayotida ijobiy o'zgarishlarni sezar ekan, avvalambor, mamlakatimizda amalga oshirilayotgan islohotlarga ishonchi va rag'batini ortadi. Buning natijasida, jamoatchilik nazoratini kuchaytirishda faollik kuzatiladi, Yurt ravnaqi yo'lida dahldorlik hissi ortadi, faol fuqarolik pozitsiyasi mustahkamlanadi.

Albatta raqamli iqtisodiyot jamiyatda muayyan o'zgarishlarni yuzaga keltiradi, xususan, uning mehnat sharoitlariga ta'siri sezilarli bo'ladi. Raqamli transformatsiya sharoitida avtomatlashtirish jarayonlarining kuchayishi, sun'iy intellekt, ulkan ma'lumotlar bilan ishlaydigan analitik tizimlar, robotlardan foydalanish ko'lamining ortishi mehnat resurslari uchun o'rinbosar bo'lib xizmat qiladi. Natijada biznes yuritish sharoitlari takomillashib va samaradorlik sezilarli darajada ortadi. Hayotimizga raqamlashtirishni tezroq kirib kelishini xohlasak, raqamlashtirish ta'sirida turmushimizda turli qulayliklar paydo bo'lsin desak,

raqamlashtirish tatbig'ida albatta tizimli yondashuv lozim. Qarang, salkam o'n yildan buyon elektron hukumatni tizimini rivojlantirish intilib kelamiz. Natijalar esa faqatgina so'nggi uch yilda ko'zga tashlana boshladi. Menimcha, xalqimiz "elektron hukumat" bilan jarayonning afzalliklarini endi his qila boshladi. Ko'rinib bormoqdaki, raqamlashtirish texnologiyalarini kundalik hayotimizga maqsadli joriy qilishda eng muhimi davlat xizmatlarini aholiga taklif qilish orqali xalq bilan interfaol muloqot tezlashmoqda. Bu esa "intellektual hukumat" tamoyillari asosida aholi va tadbirkorlik subyektlariga elektron davlat xizmatlari ko'rsatish tizimini yanada kengaytirish naqadar to'g'ri yo'l ekanligini ham ko'rsatadi.

Tabiiyki, mazkur holatlarni ijobiy baholash, e'tirof etish mumkin. Chunki, davlatimiz tomonidan amalga oshirilayotgan raqamlashtirishga oid dasturlar xalqimiz, qolaversa tadbirkorlarimiz xohish-istaklarini to'g'ri anglashimiz imkonini beradi. Tabiiyki, ushbu dasturlarni yanada kengaytirishimiz, takomillashtirishimiz lozim. Biroq, ayrim muammolar borki, ularning yechimini qisqa fursatda hal qilishimiz lozim. Birinchidan, raqamlashtirish bu "ma'lumotlar ombori"dir, ma'lumotlar juda katta hajmdan iborat. Ikkinchidan, bizda "ulkan ma'lumotlar"ni oqimini boshqarish, saqlash va qayta ishlash turli platformalarni kengaytirish muhim. Uchinchidan, esa mazkur dasturlarni ijrosini ta'minlashda amalga oshirish mexanizmlari va moliyalashtirish manbalarini ko'rsatilgan bo'lsada, monitoring jarayonida jamoatchilik nazoratini kuchaytirilishi muhim deb hisoblayman.

Bundan tashqari, "aqlli" va "xavfsiz" shaharlar, mintaq va tarmoqlar tashkil etishda respublikamiz hududlarini mutanosib rivojlantirishga e'tibor qaratish zarur.

Albatta, kishilik jamiyati rivojlanishida pulning ahamiyati katta va, ta'bir joiz bo'lsa, aytish mumkinki, pul insoniyatning eng yaxshi kashfiyotlaridan biridir. Ayni paytda Markaziy bankning to'liq nazoratida bo'lgan qonuniy to'lov vositasi hisoblangan fiat pullar o'rnini raqamli valyutalar, xususan, kriptovalyutalar egallashi borasida bashoratlar paydo bo'lmoqda. Naqd valyutasiz jamiyat qurish yo'lida mamlakatlar o'rtasida o'ziga xos musobaqalashish avj olgan. Bu bir tomondan tezkor, sarf-xarajatlari past transaksiyalarni amalga oshirish imkonini bersa, boshqa tomondan, anonimlik va taxallus ortiga bekingan tomonlarni aniqlashning murakkabligi hisobiga noqonuniy faoliyatni moliyalashtirishda ishtirok etish xavfini kuchaytirmoqda.

Kriptovalyutalarning yaratilishi – mayning jarayoni yuqori elektrenergiyani talab etadi va bu jarayonning energiya sig'imi borgan sari ortib boradi. Boshqacha aytganda, bitkoinni "qazib olish" oltinni qazib olishdan ham qimmatga tushishi mumkin.

Boshqa tomondan, sanoat 4.0 inqilobiga tayyorgarlik rivojlangan davlatlar o'rtasida yuqori tus olgan va bu yangi davrda an'anaviy pul va to'lov tizimlari samara bermay qo'yadi. Buning natijasida moliyaviy vositachilarsiz, tezkor, ishonchli, shaffof to'lovlarni kafolatlaydigan blokcheynga asoslangan mutlaqo yangi to'lov tizimiga ehtiyoj ortadi.

Shunday ekan, monetar organlar ham mustaqil pul-kredit siyosatini saqlab qolish maqsadidi o'zining milliy raqamli valyutasini joriy etish borasida aniq strategiyaga ega bo'lishi talab etiladi.

Prezidentimizning 2020 yilgi Oliy Majlisga Murojaatnomasida "joriy yilda matematika, kimyo-biologiya, geologiya kabi yo'nalishlarda fundamental va amaliy tadqiqotlar faollashtirilib, olimlarga barcha shart-sharoit yaratib beriladi", deyilgan. Ayniqsa, raqamli iqtisodiyotni rivojlantirishda matematika fanining roli muhim ekanligini ta'kidlash joizdir. Shu o'rinda, nemis klassik faylasufi Immanuel Kantning "Fan tarkibida matematika qancha bo'lsa, shuncha haqiqat bor", degan obrazli fikrini raqamli iqtisodiyotga nisbatan ham aytsa bo'ladi, deb o'ylayman. Agar matematik modellashirish va informatikadan o'rinni foydalanilsa, juda murakkab jarayonlarning ham matematik modelini yaratish mumkin bo'ladi. Matematik modellar esa, tadqiqot uchun qulay, ishonchli va tejamlidir. Matematik metodlar iqtisodiy fanlarning tarkibiy qismiga aylangan bo'lib, qator iqtisodiy modellar yaratilgan. Shu o'rinda iqtisodiyot bo'yicha Nobel mukofotiga ega bo'lgan tadqiqotchilarning deyarli barchasi

matematik modellashirish metodlaridan foydalanib, yutuqqa ega bo'lganlari sir emas. Bu olimlar qatoriga D.Xiks, R.Solou, V.Leontyev, P.Samuelson, L.Kantanovich va boshqalarni keltirish mumkin.

O'zbekistonda matematika fanining nufuzi jahon talabi darajasida ekanligi quvonarli holdir. Ayniqsa, akademik Shavkat Ayupov rahbarlik qilayotgan ilmiy-tekshirish institutida olib borilayotgan tadqiqotlar tahsinga loyiq. Faqat u tadqiqotlarni amaliyot bilan bog'lash, fanning yutuqlaridan amaliy foydalanish kabi muhim masalalar o'z yechimini kutmoqda.

Bundan tashqari, raqamli iqtisodiyot uchun bevosita zarur axborot texnologiyalarini (IT) qo'llash, dasturlash ko'nikmalarini shakllantirishga alohida e'tibor talab etiladi. Bu borada respublikamizda keng aholi qatlamini masofaviy maxsus onlayn-portal orqali IT-yo'nalishlari bo'yicha tayyorlashga yo'naltirilgan yirik loyiha "Bir million o'zbek dasturchi"ning o'rni beqiyos ekanligini e'tirof etish joiz. Bu esa, o'z navbatida, raqamli iqtisodiyot sharoitida global mehnat bozorida eng dolzarb yo'nalishlarda munosib o'rin egallash imkonini beradi.

Barchamizga ma'lumki, butun dunyoda raqamli texnologiyalar barcha sohalarga va odamlar hayotiga jadal kirib boryapti. Uni joriy etishga o'z vaqtida kirishgan davlatlar rivojlanib, aksincha, eskicha ish tutayotganlari taraqqiyotdan orqada qolyapti. Rivojlangan mamlakatlar raqamli iqtisodiyot yordamida yaratiladigan qo'shilgan qiymatning sezilarli darajada katta qismiga da'vogar bo'lgani holda, sust taraqqiy etgan davlatlarning bu jarayonda o'z ulushiga ega bo'lishi tobora imkonsiz bo'lib boraveradi.

Albatta raqamli iqtisodiyot jamiyatda muayyan o'zgarishlarni yuzaga keltiradi, xususan, uning mehnat sharoitlariga ta'siri sezilarli bo'ladi. Raqamli transformatsiya sharoitida avtomatlashtirish jarayonlarining kuchayishi, sun'iy intellekt, ulkan ma'lumotlar bilan ishlaydigan analitik tizimlar, robotlardan foydalanish ko'lamining ortishi mehnat resurslari uchun o'rinbosar bo'lib xizmat qiladi. Natijada biznes yuritish sharoitlari takomillashib va samaradorlik sezilarli darajada ortadi.

Bundan bir necha yil oldin banklar mijozlariga xizmat ko'rsatishi uchun turli hujjatlar va imzolarni yig'ib kelishni talab qilgan bo'lsa, bugun esa mijoz bank manzilini qayerda ekanligini bilmasdan ham bank xizmatlaridan to'la qonli foydalanmoqda. Bunga sabab esa joriy etilayotgan innovatsiyalar. Masalan, milliy valyutadagi plastik kartalardan hech cheklovlarisiz xorijiy valyutalarga ayriboshlash mumkinligi, kredit olish uchun hujjatlarni elektron shakliga o'tganligi, banklar raqamli iqtisodiyotga o'tayotganligi, banklarga blokcheyn texnologiyalar kirib kelishi, bularning hammasi, innovatsion g'oyalar va texnologiyalarga tayanadi.

O'z vaqtida mobil bankingning joriy etilishi mijozlar uchun innovatsiya sifatida qaralgan bo'lsa, bugungi kunda bu texnologiya mijozlar uchun, ayniqsa yosh avlod uchun majburiy shart sifatida qaralmoqda. Ekspertlar va tahlilchilarning fikricha, mobil banking texnologiyasi banklar uchun minimum shart sifatida qaralib, bunday texnologiyadan foydalanmagan bank, bank xizmatlari bozorida autsaydir sifatida qaraladi.

Ekspertlarning fikricha, 2018 yildan boshlab yirik banklarning qariyb 15% dan ortig'i o'zlarining ish faoliyatida Blockchain texnologiyasidan foydalanishni boshlab yuborishdi. Bunga sabab qilib, Blockchain texnologiyasining nisbatan endigina yaratilganiga qaramasdan, uning mavjud biznes jarayonlardagi inqilobiy o'zgarishlarni qamrab olgani moliya bozorlari ishtirokchilari orasida ulkan qiziqish uyg'otganini ko'rsatish mumkin.

Blockchain texnologiyasi moliya bozorining ko'pgina tarmoqlarini raqobatbardoshligini va yuqori salohiyatini oshirish imkoniyatini namoyish etadi. Kelajakda moliya bozorida Blockchain texnologiyasini joriy qilishga eng jozibador tarmoq bo'lib investitsion banking va moliyaviy tranzaksiyalarni boshqarish hisoblanadi. Blockchain texnologiyasini keng qo'llash mumkin bo'lgan tarmoqlarga banklarning chakana operatsiyalarini, sug'urta, ko'chmas mulkka investitsiyalar va faktoringni misol qilib keltirish mumkin. Shu bilan birga, Blockchain texnologiyasini moliya bozorlarini rivojlantirishdagi mavjud barcha muammolarning yechimi sifatida qarash noto'g'ridir. Hozirgi vaqtda Blockchain texnologiyasidan moliya bozorlarida

foydalanishni tartibga solishning huquqiy asoslari oxirigacha to'liq ishlab chiqilmagan va bu borada nihoyasiga yetmagan, o'zini yechimini kutayotgan ko'plab masalalar turibdi.

Blockchain texnologiyasini keng tarqashiga to'sqinlik qilib turgan keyingi muammolardan biri uning huquqiy maqomini aniq belgilab qo'yilmaganligidir. Ayniqsa, bu holatni moliya bozorlarida foydalanishda ko'rishimiz mumkin. Barcha mavjud milliy valyuta tizimlari milliy hukumatlar tomonidan yaratilgan va tartibga solingan. Blockchain texnologiyasidan esa, ham milliy, ham xalqaro darajada foydalanilishini hisobga olsak, uni texnologiyasini qonuniyligini ta'minlashda qator dolzarb va yechilishi muhim bo'lgan muammolarga duch kelinadi. Blockchain texnologiyasini rivojlanishiga to'sqinlik qilayotgan yana bir muammo sifatida tranzaksiyalar blokini shakllantirish uchun ulkan hajmdagi hisoblash operatsiyalarini amalga oshirish hisoblanadi. Shuningdek, Blockchain texnologiyasining keng rivojlanishiga to'sqinlik qilayotgan sabablardan biri sifatida ko'p energiya sarf etishi va uning yuqori kapital qiymatiga egaligini ham keltirib o'tish mumkin.

Blokcheyn ayni paytda boshqa raqamli moliyaviy texnologiyalarning rivojlanishi uchun ham bazaviy texnologiya vazifasini o'taydi. So'nggi paytlarda blokcheynga asoslangan yangi moliyaviy xizmatlarni taklif etuvchi Fintech startup kompaniyalari an'anaviy tijorat banklari uchun tahdid sifatida qaralmoqda. Xususan, bunday tahdidlar qatoriga Raqobatning kuchayishi va bozor ulushining qisqarishi; valyuta operatsiyalari, investitsion maslahatlar (Robo-edvayzer) kabi xizmatlarni Fintech kompaniyalariga raqobatda boy berish; foiz marjasining kamayib ketishi kabilarni kiritish mumkin.

Fintech startaplari investitsiyalarning AQSH tajribasi ko'rsatishicha, AQSH banklari blokcheyn, ma'lumotlar tahlili, moliyaviy xizmatlarning dasturiy ta'minoti, to'lovlar va hisob-kitoblar bilan bog'liq Fintech startaplari ko'proq investitsiya kiritmoqda.

Umuman olganda, raqamli iqtisodiyot va uning texnologiyalari a'nanaviy moliyaviy xizmatlar bozorini "qo'porib tashlash" salohiyatiga ega. Bu esa tijorat banklaridan raqamli transformatsiyani jadal amalga oshirish, Fintech kompaniyalari bilan hamkorlikning samarali yo'nalishlarini yo'lga qo'yishni taqozo etadi.

Hayotimizga raqamlashtirishni tezroq kirib kelishini xohlasak, raqamlashtirish ta'sirida turmushimizda turli qulayliklar paydo bo'lsin desak, raqamlashtirish tatbig'ida albatta tizimli yondashuv lozim. Qarang, salkam o'n yildan buyon elektron hukumatni tizimini rivojlantirish intilib kelamiz. Natijalar esa faqatgina so'nggi uch yilda ko'zga tashlana boshladi. Menimcha, xalqimiz "elektron hukumat" bilan jarayonning afzalliklarini endi his qila boshladi. Ko'rinib bormoqdaki, raqamlashtirish texnologiyalarini kundalik hayotimizga maqsadli joriy qilishda eng muhimi davlat xizmatlarini aholiga taklif qilish orqali xalq bilan interfaol muloqot tezlashmoqda. Bu esa "intellektual hukumat" tamoyillari asosida aholi va tadbirkorlik subyektlariga elektron davlat xizmatlari ko'rsatish tizimini yanada kengaytirish naqadar to'g'ri yo'l ekanligini ham ko'rsatadi.

SANOATNI ISHCHI KUCHI BILAN TA'MINLASH MUAMMO VA YECHIMLAR (1941-1945)

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Urushning borishi mamlakat ichkarisdagi ishlarning to'g'ri yo'lga qo'yilishiga ham bog'liq edi. Shuning uchun ham SSSRning o'sha davrdagi siyosiy rahbariyati iqtisodiyotni urush sharoitidan kelib chiqqan holda qayta qurishga alohida ahamiyat berdi. Qayta qurish sovet Rossiyasidagi grajdanlar urushi yillarida sinovdan o'tgan harbiy-kommunistik usullarda amalga oshirildi. Ikkinchi jahon urushining sovet davlati foydasiga borishi mamlakat ichkarisidagi ishlarning qay darajada tashkillanishiga bog'liq edi. Shu boisdan I.V. Stalin boshliq SSSRning

siyosiy rahbariyat mamlakat iqtisodiyotini to'liq harbiy izga ko'chirish, qayta qurish ishlarini harbiy kommunistik usullar bilan amalga oshirildi.

Og'ir urush yillarda rivojlanib borayotgan sanoatni ishchi kuchi bilan ta'minlash vazifasi ayniqsa keskin bo'lib qolaverdi. Ko'p minglab tajribali ishchilarning frontga ketishi natijasida vujudga kelgan juda katta ishchilarga boshlangan talab sanoat korxonalari oldiga yangi kelgan va tajribaga, yehnat malakasiga ega bo'lmaganlarni g'oyat qisqa muddat ichida turli ishlab chiqarish kasblariga o'rgatish va o'qitish yo'li bilan to'ldirib borildi.

Bundan tashqari O'zbekistonga sanoat korxonalarini ko'chirib keltirish respublika sanoat mahsulotlarini oshirishgagina emas, balki ishlab chiqarish usullarini yaxshilashga, malakaliy ishchilar soning oshishiga ham katta ta'sir qildi. Chunki ko'chirib keltirilgan korxonalarning ko'pi 20-30 foiz malakaliy ishchi hodimlari bilan birga evakusiya qilingan edi.

O'zbekistonga korxonalar bilan ko'chirib keltirilgan malakali injenerlar, masterlar va ishchilar o'zlari bilan birga bilim, malaka va katta ishlab chiqarish tajribasini olib keldilar. Ular o'zbeklardan va boshqa mahalliy millat aholi vakillaridan ko'p minglab malakali ishchi kadrlarni tayorlashda ko'maklashdilar.

Urush yillarida yangi sanoat ishchilari va injener-texnik xodimlari yetishdi. Urush yillarida ishlab chiqarishda o'zbek xotin-qizlarining soni ayniqsa misli ko'rilmagan darajada oshib bordi. Urush yillarida sanoatda ham qishloq xo'jaligida ham, umuman xalq xo'jaligining barcha sohalarida xotin-qizlar asosiy rol o'ynadilar. "Xotin-qizlar, - deb yozgan edi o'sha davrda "Pravda" gazetasi, - 200 millionli ulug'vor xalqimizining (SSSR aholisining umumiy soni nazarda tutilmoqda) yarmini tashkil qiladi. Bu juda katta mehnat rezervi, juda katta kuchdir". Darhaqiqat O'zbekiston aholisining ham salmoqli qismi xotin-qizlardan iborat bo'lib, mehnatga layoqatli bo'lgan barcha erkaklar frontga olingandan so'ng, xalq xo'jaligida asosiy ishchi kuchi sifatida qariyalar, yosh bolalar va albatta xotin-qizlar qolgan edi.

Shuni ham aytish kerakki, sanoat uchun yetishtirilayotgan kadrlar orasida mahalliy millat vakillari juda ozchilikni tashkil etardi. VKP(b) Markaziy Komitetining 1944 yil 6 martda qabul qilingan qarorida huddi shu fakt qayd etilgandi. Shu munosabat bilan O'zbekiston KP Markaziy Komitetining X plenumi respublikada sanoat ishlab chiqarishini yanada rivojlantirish, ishchi kuchlarining qo'nimsizligiga barham berish, ayni paytda mahalliy millat xotin-qizlari o'rtasidan malakali mutaxassislar tayyorlashni kuchaytirish masalasini alohida ko'rib chiqdi. Plenum qarorida o'zbek xotin-qizlari, yoshlar orasidan ko'proq malakali ishchilar yetishtirish masalasiga alohida ahamiyat berildi. Tizimli ravishda olib borilgan tadbirlar natijasida sanoat korxonalarining ma'muriyatlari va hukumat tomonidan yoshlar va xotin-qizlarni ishlab chiqarishga jalb etilishi, buning uchun esa dastlab ularni kasbga yo'naltiruvchi o'qishlarini tashkil etilishida 1944 yilda oldingi yillarga nisbatan ko'proq natijalarga erishildi.

1945 yilning boshlariga kelib birgina Toshkent shahridagi ishlab chiqarish korxonalarida 4 mingdan ziyod o'zbek xotin-qizlari ishlay boshladi.

Shunday qilib, respublika ishlab chiqarish korxonalarida xotin-qizlarning nisbati yildan-yilga ortib bordi. U agar 1940 yilda 34 foizni tashkil qilgan bo'lsa, 1941 yil 1 yanvarida ishchilarning umumiy soniga nisbatan ishlab chiqarishdagi xotin-qizlarning ulushi 40,7 foizni, 1942 yilda 50 foizni tashkil qilgani holda, 1943 yil 1 yanvariga kelib esa respublika ishlab chiqarishida mehnat qilayotgan xotin-qizlarning nisbati 63,5 foizni tashkil etdi.

Urush yillarida xotin-qizlarning mehnat aktivligini ko'tarishda VKP(b) Markaziy Komitetining 1943 yil 22 yanvar qaroriga muvofiq 1943 yilning may oyidan boshlab respublika partiya komitetlari qoshida tashkil qilingan xotin-qizlar Sovetlari faoliyati ham sezilarli rol o'ynagan edi. Xotin-qizlar sovetlariga bevosita oblast partiya komitetlarida obkom sekretarlarining o'rinbosarlari, shahar va rayon partiya komitetlarida xotin-qizlar ishlari bo'yicha sekretarlar rahbarlik qildilar. Butun respublikada bu sohaga mas'ul sifatida oblast partiya komitetlarida 10 nafar sekretar yordamchisi, shahar partiya komitetlarida 13 nafar,

shahar tarkibidagi rayon partiya komitetlarida 11 kishi, qishloq rayon partiya komitetlarida 133 sekretar tayinlangan edi. Bu vazifaga ko'proq yosh o'zbek ayollari tayinlangandi.

Yangi tashkil topgan bu tashkilotlarning vazifalari quyidagicha belgilandi: a) Xotin-qizlar o'rtasida siyosiy va ommaviy-tarbiyaviy ishlarni kuchaytirish; b) Xotin-qizlarning front va front orqasini har tomonlama mustahkamlashga qaratilgan mehnatlarini uyushtirish; v) Jangchilarning oilalariga zarur bo'lgan yordamni tashkil etishga ko'maklashish.

Xotin-qizlar bo'limlari ayollar mehnatini tashkil qilish, ularni iqtidorlariga qarab mehnat uchastkalariga yo'llash ishlarini olib bordi. Birgina Toshkent shahrida 1943 yilning iyunidan 1944 yilning may oyiga qadar ishlab chiqarish korxonalariga 15270 xotin-qizlarni ishga joylashtirdi, ulardan 700 kishini o'qishga yubordi.

Xotin-qizlar bo'limlari frontga ketganlarning oilalari, shuningdek, uy bekalarini ishga joylashtirishda ham yaxshi tashabbus ko'rsatdilar. 1944 yilning o'zidagina Toshkent, Buxoro va Samarqand oblastlarida 35000 xotin-qiz ishga joylashtirilgan bo'lsa, ulardan 26000 kishi sanoat korxonalariga borgan edilar.

O'zbekiston SSR Oliy Soveti Prezidiumining 1942 yil 13 fevraldagi Farmoni bilan urush davrida ishlamayotgan mehnatga layoqatli aholi – xotin-qizlar, o'smirlar, nafaqaxo'rlarni safarbar qilish hisobiga ham ishchilar safi kengaytirib borildi.

Ko'chirib kekltilirilgan sanoat korxonalarini qurib, ishga solishda ayniqsa yoshlar jonbozlik ko'rsatdilar. Chunonchi, Andijon shahrida 300 ta komsamol-yoshlar brigadasi tashkil qilinib, bular zavodlarni qurish va ishga solishda g'ayrat bilan ishladilar. "Strommashina" zavodida ishchilarning 70 foizi yoshlar edi. Ular davlat mudofa komitetining topshiriqlarini o'z vaqtida bajarib bordilar. Zavodda frontavik yoshlar brigadasi tuzilib, ular smena majburiyatlarini 175-250 foizga yetkazib bajarib bordilar. 380 yosh ishchilar ikki norma bajaruvchilar sayfida turdi.

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TA'LIM JARAYONIGA TEXNOLOGIK YONDASHUV

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Barcha sohalarda yangilanish davom etyotgan bugungi kunda mutaxassisilarni yetishtirish, sohasiga ham yangilik kiritish ta'lim jarayoniga yangicha, texnologik yondashishni taqozo etmoqda.

O'quv yurtiga talaba yoki o'quvchi bilim olish uchun keladi, o'qituvchi esa o'quvchiga bilim berishdan tashqari, unga bilim berishning eng qulay, samarali yo'llarini izlab, ta'lim

jarayonini tashkil etadi. Bunday faoliyatni ta'lim texnologiyasi deb ham atash mumkin. Ta'lim texnologiyasi yoki pedagogik texnologiyada pedagog ta'lim berishning turli yo'l, usullarini o'z faoliyatiga joriy etish bilan birga bu jarayonning natija berishiga ishonch hosil qilishi kerak.

Pedagoglarning muvaffaqiyatli ishlashlari, bolaga ta'lim berishlari uchun texnologiya, atamasi ko'pchilikning e'tiborini tortdi. Endi esa pedagogik texnologiyalarni ta'lim – tarbiya ishida to'liq va aniq qo'llash uchun uning mazmun, mohiyatini tushunib yetish lozim. Bu bir qadar vaqt talab qiladi. Avvaliga pedagogik texnologiya deganda ta'lim jarayonida texnik vositalarni qo'llash tushuniladi. Keyinroq, bu tushunchani chuqurroq o'rganib chiqilgandan keyin esa pedagogik texnologiya haqida oldindan loyihalashtirilgan, natijasi kafolatlangan texnologiyalarni ta'lim amaliyotiga tizimli va izchil tadbiq etish degan tushunchaga ega bo'lindi.

Hozirgi zamon o'qituvchisi pedagogik texnologiyaning mohir ustasi bo'lib, o'quvchilarni fan asoslari bilan qurollantirishi, yuksak ma'naviy kamolot, o'z xalqi farovonligi uchun mehnat qilishga ongli ravishda intilishi, umuminsoniy va milliy taraqqiyot tamoyillariga sadoqatni shakllartira olishi lozim.

O'qitish jarayonini yangicha, texnologik yondashuv asosida tashkil etish muammosi hozirgi zamonning eng muhim talablaridan biri bo'lib qolmoqda. Ma'ruza, seminar va amaliy mashg'ulotlar oliy o'quv yurtlaridagi o'quv ishlarining o'ziga xos shakli sifatida katta ta'limiy imkoniyatlarga ega. Shunisi xarakterliki, texnologik yondashuv asosida tashkil etilgan ma'ruzalarda talabalarda o'z - o'zini anglash jarayoni yaxshi kechadi. Chunki ma'ruzada aniq maqsad qo'yiladi, ma'ruza matni, tarqatma materiallar talabalar qo'lga ma'ruza boshlanishidan oldin beriladi. Ma'ruza jarayonida talaba faol fikrlaydi.

Ma'ruza matni talabalarga ma'ruzadan oldin tarqatilishi, ma'ruza jarayonida u mexanik ravishda yozib olishi emas balki faol fikrlashi bahsli masalalarni hal qilishda muhim. Ma'ruzani tashkil qilishda talabalarga faqat bilim berish bilangina cheklanmasdan, balki ularni mustaqil bilim olishga ta'lim jarayonini texnologik yondashuv asosida tashkil etishga, olgan bilimlarini amaliyotda qo'llay olishlariga ham erishmoq lozim. Shunday ma'ruzalargina talabani texnologik yondashuvga o'rgatadi. Texnologik yondashuvni tushungan mutaxassis o'z ishini shunday yondashuv asosida tashkil eta oladi.

Hozirgi zamon fan - texnika taraqqiyoti bizdan zamon talabiga javob beradigan, o'z bilimlarini muttasil oshirib boradigan, fandagi yangiliklarni tushuna oladigan, uni o'quvchilarga yetkaza biladigan, o'quvchilarni shu fan yuzasidan yetarlicha bilim bilan qurollantiradigan, yetarlicha bilim bilan yondasha oladigan o'qituvchini yetkazishni talab etadi.

Pedagogik texnologiyada maqsadni belgilash, uni oydinlashtirish, ma'ruzadagi asosiy tushunchalarni aniqlash, bilish vazifalarini qo'yish va yechishni talabalarning faol ishtirokida ayrim muammolarda ularni munozaraga jalb qilib, texnologik o'quv asosida hal qilishni talab etadi.

Bu esa talabalarda aniq ko'nikma va malakalarning shakllanishiga, mustaqil yangi pedagogik texnologiyalar asosida ishlay bilish ko'nikmasining hosil bo'lishiga yordam beradi.

Xulosa qilib aytganda bo'lg'usi pedagoglarni tayyorlashda bu muammoga e'tibor qaratilsa kadrlar tayyorlashning zamonaviy talablariga javob berilgan bo'ladi.

O'ZBEKLARDA ONA ALLASI BILAN BOG'LIQ UDUMLAR (QARSHI VOHASI MISOLIDA)

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Annotatsiya: Ushbu maqolada o'zbeklarda ona allasi bilan bog'liq udumlar Qarshi vohasi aholisi misolida tarix-etnografiyasi ma'lumotlari asosida yoritilgan

Kalit so'zlar: Qashqadaryo, Qarshi vohasi, oila, ona, bola, go'dak, chilla, matn, qo'shiq, beshik.

Xalqimizda keng tarqalgan xalq og'zaki ijodi namunalaridan biri, alla aytishdir. Ona allasi insoniyatning o'zi kabi qadimiylidir. U tarbiyaning buyuk kaliti hisoblanadi. [1]

Alla bolani uxlatish jarayonida yakkaxonlik uslubida aytiladigan qo'shiq. O'zbek, uyg'ur va tojik xalqlari orasida alla nomi bilan yuritiladi. Odatda oddiy kuylar bilan, ba'zida, beshik yoki belanchakni tebratish sur'atiga mos ravishda ijro etiladi. Matni, asosan, to'rtlik; 1) ijoro uslubi erkin, badihago'y. Alla onaning bolaga bo'lgan mehr-muhabbati, umid va orzulari, yaxshi niyat va tilaklarini anglatish bilan birga ruhiy kechinmalarni ham ifodalaydi. Shu bois ba'zi alla namunolari yig'i ohanglariga yaqin bo'ladi: 2) beshik to'yi jarayonida beshikni olib kirayotgan ayollar tomonidan aytiladigan qo'shiq. Ijro xususiyatlari bayramona marosim kayfiyatiga mos; tantanavor doira usuli jo'rligida kuylanishi mumkin; 3) O'zbekistonning ba'zi hududlarida alla nomi bilan aytiladigan marosim qo'shiqlari. Masalan, Buxoro viloyati Olot va Qorako'l tumnlari hamda Xorazmda dafn marosimi jarayonida navbat bilan ayollar (yoki maxsus chaqirilgan allachi-go'yanda, xalfa) tomonidan badiha uslubida aytiladigan qo'shiq va boshqalar Ayrim taxminlarga ko'ra, alla nomi < Alloh > so'zidan kelib chiqib, Yaratgadan chaqaloqni o'z panohida asrashni iltijo qilishga nisbat bilan bog'liq. An'anaviy alla xususiyatlaridan o'zbek bastakorlari (T. Jalilov, Y. Rajabiy F.Sodiqov) va kompozitorlari (A.Muhammedov, I.Akbarov, S.Yudakov) ijodiy foydalanishgan. [2]

Sovet davrida onalarning hayot qo'shig'i alla - deyarli unutila yozgandi. Mustaqillik yillarida qadriyatlarimizning tiklana boshlanishi bilan 1992-1993 yillarda alla ko'rik-tanlovlari o'tkazilishi katta voqea bo'ldi. Bu tanlovlar barcha tuman, viloyat va respublika miqyosida o'tkazildi.

Markaziy Osiyo respublikalari miqyosida alla aytish san'ati o'rganilib, to'plam nashr etishga kirishildi. Keyinchalik ko'rik-tanlovga sobiq Ittifoqning turli mintaqalaridan, Turkiya, Afg'onistondan ham vakillar taklif etildi. Xa, go'dakni voyaga yetkazuvchi, tarbiyalovchi buyuk muqaddas qo'shiqqanchalik baralla yangrasa mustaqil O'zbekistonda poklik beg'uborlik va ezgulik shunchalik qaror topaveradi.[3]

Alla – onalar tomonidan yosh, go'dak bolalarga aytiladigan qo'shiq bo'lib, bevosita bolalarni uxlatish paytida aytiladi. Allaning so'zlari onaning kayfiyati xolatini hisobga olgan holda badihago'ylik asosida aytiladi. Ona hali so'zlarni tushunmaydigan o'z farzandi uchun so'z va musiqa, ya'ni qo'shiq vositasida aloqaga kirishadi va unga o'z orzu istaklari, umidlarini izhor etish orqali uni tinchlantirishga harakat qiladi.

Alla ona bilan bolani ruhiy tomondan bog'lay oladigan aloqa vositasidir. Allada foydalaniladigan musiqiy ohanglar ham onaning kayfiyati va holatidan kelib chiqadi va ona ongida paytda paydo bo'lgan, ya'ni yangidan tug'ilgan bo'lishi mumkin.

Go'dakning tezda uyquga ketishi uchun jismoniy ruhiy xotirjamligi talab etilgani bois, aksariyat hollarda bola beshikka solinib, bir maromda tebranishi jarayonida aytiladi. Ulug' tabib Abu Ali ibn Sino ta'biri bilan aytganda, beshik bolani jismoniy tomondan uyquga tayyorlasa, alla unga ruhiy xotirjamlikni ato etadi.[4]

Ona allalarining deyarli barchasida "allayo, alla"jumalari mavjud bo'lib, bu so'zlar ba'zan har bir qatordan keyin, ba'zan har ikki qator yakunida aytiladi.

Alla aytish malakasi onalar tomonidan qizlarga tabiiy ravishda o'tadigan meros bo'lib, uni aytishga maxsus o'rgatilmaydi. Yosh qizchalar birgalikda yig'ilib kuylash davrida onalariga taqlid qilib, alla aytishga harakat qilishadi va onalari aytgan alla so'zlarini eslab qaytarishga harakat qilishadi va "o'z allala"larini ixtiro qilishadi.

Ma'lumki go'dak ilk bor tinglagan qo'shig'i allaning oxangini xotirasida umirbod eslaydi. Qachonlardir o'sha oxang qo'log'iga chalinganda bir zum bolalik dunyosiga tushib qolgandek tuyuladi.

Bolalikning eng ezgu timsollaridan biri alla bo'lib alla hisoblanadi. Dunyoga kelib onasidan alla eshitmagan bola, bolasiga alla aytmagan onani topish qiyin. Allalar o'zi mansub

bo'lgan xalq ruhiyati, tarixi, tafakkur va yashash tarzi, shuningdek qadriyatlarini ham qamrab oladi. Shunga asoslangan holda allalarning tarbiya jarayonidagi ishtirokini yuqori baholash mumkin.

Allalar goh quvnoq, gohida mungli, gohida mayin, gohida esa jarangdor ovozda kuylanadi. Bu kuylovchi, ya'ni onaning ahvoli, ruhiyatidan, kayfiyati va farzandiga munosabatidan kelib chiqadi:

Alla aytay, jonim bolam, quloq solgin alla.

Shirin allam tinglab asta uxlab qolgin alla.

Mazkur alla zamirida suyuqli insonidan ayrilgan ayolning ruhiy holati, ayriliq iztiroblari aniq-tiniq ifodalangan. Alla xalq og'zaki ijodi namunalariga xos bo'lgan tushunarli va ravon uslubda kuylagani bois onaning qalb kechinmalarini birinchi tinglashdayoq tushunib yetish mumkin. Bu alla orqali ona farzandi uning uchun yagona suyanchiq, hayotning ma'nosi ekanini ifodalaydi.

Sevganimdan yodgorimsan,

ko'rar ko'zim alla.

Odatda, so'ygan odamidani ajralgan odamning ko'ziga dunyo qorong'u bo'lib ko'rinadi. Uning uchun yashashning ma'nosi yo'qoladi. Ammo yoridan ajralgan bo'lsa-da, ayol farzandi uchun yashashi kerak. Onalikning asl maktabi ham shunda! Shuning uchun ham farzandiga "ko'rar ko'zim" deb murojaat qiladi. Bu bilan endi dunyoni uning ko'zlari bilan ko'rajagini eslatadi.

Allalar bola ruhiyatiga osoyishtalik bag'ishlashi bilan birga, uning murg'ak ongida insoniy fazilatlarining ilk kurtaklarini paydo qiladi. Shu bois allalarga yurtsevarlik, vatanparvarlik g'oyalari ham singdirilgan. Nasihat yo'sinida kuylanadigan bunday allalarda ona qalbining orzu umidlari aks etadi:

Alla aytay, jonim bolam.

Orom olgin alla.

Mayli olim bo'lma, ammo

Odam bo'lgin, alla.

Shu birgina misra orqali ona farzandining "inson" degan nomga munosib bo'lib voyaga yetishini tilaydi. Bu esa sharq ayoliga xos noyob fazilatdir.[5]

Ajdodlarimiz "Ona allasi toshni ham eritishga qodir" deb bejizga aytishmagan. O'rta Osiyo tabobat ilmining asoschisi Abu Ali ibn Sino yozadiki: ... "bolaning mijozini kuchaytirish uchun unga ikki narsani qo'shmoq lozim. Biri bolani asta-sekin tebratish, ikkinchisi uni uxlash uchun odat bo'lib qolgan musiqa va allalardir. Shu ikkinchisi qabul qilish miqdoriga qarab bolaning tanasi bilan badan tarbiya va ruhi bilan musiqaga bo'lgan iste'dodi hosil qilinadi".

Beshikda yotib alla eshitgan bola kelajakda o'z ota-onasiga mehribon inson, e'tiqodli, ona yurtiga sodiq, vatanparvar, o'z xalqiga kamarbasta bo'lib yetishadi, hech qachon jinoyatga qo'l urmaydi. [6]

Manbalarga ko'ra, onalar alla aytganda ezgulik urug'i sochilib, yaxshilik rishtalari nish urgan. Yig'layotgan go'daklar buzilayotgan oilalarga, gina-quduratlariga va urush-janjalarga barham berishgan.

Allalar o'z mazmuniga ko'ra ikkiga bo'linib, o'g'il va qiz bolalarga atalgan allalardir. O'g'il bolalarga aytiladigan allalarda botirlik, jasurlik, mardlik, do'stga sadoqat va vatan tuyg'usi ustunlik qiladi. Qiz bolalarga qarata aytiladigan allalarda ko'proq go'dakka go'zallik, husn, latofat, nazokat va oqilalik tilanadi.[7]

Respublika Baynalmilal madaniyat markazida "Alla" ma'rifiy markazi o'z ishini boshlagan edi. O'zbekiston mustaqilligining 18 yilligi va Toshkent shahrining 2200 yilligi arafasida ochilgan madaniy-ma'rifiy markazning taqdimoti 2009 yil avgustda o'tkazildi. [8]

Markazda uzoq yillar mobaynida to'plangan allalar yana xalqqa taqdim etilmoqda. Bu tadbir nafaqat yosh o'zbek oilalari va turmushga chiqish arafasidagi qizlarni, balki yurtimizda tavallud topib qolgan qardosh millat vakillarini ham o'z tevaragida jipslashtirmoqda. Markaz zamonaviy audio, video uskunolari, zarur buyumlar, ilmiy-uslubiy adabiyotlar, tasviriy va amaliy ko'rgazmalar bilan jixozlangan. Markazda "Onam aytgan allalar" ko'rik tanlovi o'tkaziladi. [9]

Xullas o'rganilayotgan Qarshi vohasi ona allalarida ham go'dak kelajakda sog'-salomat baquvvat bo'lib voyaga yetishi ota-onasi va vataniga sodiq farzand bo'lib yetishi kabi ezgu niyatlar mujassamdir. Qashqadaryo vohasi Kasbi, Qamashi, Nishon tumanlarida va Qarshi shaharda "Alla" ko'rik tanlovlari o'tkazib kelinib, vodiy respublika miqyosida taqdim etildi.

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JANUBIY O'ZBEKISTONDA KO'PKARI MILLIY XALQ O'YININING VOHA BAXSHILARI DOSTONLARIDA O'Z AKSINI TOPISHI (O'zbek xalq dostonlari misolida)

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Ko'pkari O'rta Osiyo xalqlari orasida keng tarqalgan xalq o'yinlaridan biri hisoblanadi. «Ko'pkari» (qirg'izlarda, «qoqi pari», tojiklarda, «bo'zkashi» («ko'pkarichi») deyiladi) atamasining lug'aviy tuzilishi aslida «ko'k bo'ri» ma'nosini bildiradi. Miloddan avvalgi III-II asrlardan e'tiboran qozoq va qirg'izlar bo'rilarini to holdan toyguncha otda quvganlar. Bu esa, chavandozdan topqirlik, epchillik, otning esa chopqirligini taqazo etgan.

Dala yozuvlari va tarixiy-etnografik ma'lumotlarda qayd etilishicha, ko'pkari va uloq o'yinlarida ba'zi farqlanuvchi xususiyatlar namoyon bo'ladi. Jumladan, Qashqadaryo viloyatining G'uzor tumaniga qarashli CHO'michli qishlog'ilik Qobil chavandozning fikricha, ko'pkari o'yini qoidasiga ko'ra, uloq chavandozlar o'rtasiga tashlanadi va har qaysi chavandoz uloqni egallashga harakat qiladi. Bunda chavandoz uloqni o'zida saqlab, chavandozlar qarshiligiga chap beradi va ularning to'dasidan ajralib chiqib, bakovulning oldiga uloqni tashlash kerak bo'lgan, uloq o'yinida esa, chavandozlar qarshiligini yengib o'tib, uloqqa egalik qilgan chavandoz ma'lum bir uzoqlikdagi (1-1,5km ba'zi joylarda 2-2,5 km) masofadagi belgilangan joyga uloqni olib kelish shart bo'lgan. Ushbu hududlarda uloq o'yini nikoh to'yi munosabatlari bilan uyushtirilgan. Mazkur holatni etnografik asarlar ham tasdiqlaydi. Jumladan, etnograf olim F.Nasriddinovning yozishicha, uloq o'yini Qozog'iston va O'rta Osiyo davlatlarida keng tarqalgan xalq o'yini bo'lib, unda asosan bir necha yuzlab otliq va chavandozlar ishtirok etishadi.

Qashqadaryo va Surxondaryo vohalarida asosan uloq o'yinida echki va buzoq tana terisidan foydalanishgan. Bunda ko'pkari o'yini uchun tanlangan echki va buzoqning boshi olingan va tanasi ichak-chavoqlardan tozalangan. Shundan keyin tozalangan bosh va tana terisi

mustahkam qilib tikilgan. Shu o'rinda tabiiy savol tug'iladi: nima uchun mazkur xalq o'yinida echki va buzoq tanasidan foydalanishgan? Chunki echki va buzoq tanalari qo'y va ho'kiz terilariga qaraganda birinchidan; ancha ixcham va qulay, ikkinchidan; echki va buzoq terilari ancha mustahkam bo'lib, uloq o'yini davomida otlar tuyoqlari ostida uzoq vaqt tursa ham tana terisiga hech qanday zarar yetmasligi bilan ajralib turadi.

Qashqadaryo va Surxondaryo vohalarining ba'zi tumanlaridagi tuylarda ko'pkari ham berilib, ko'pkari oynadek yorug' o'tsin deb, oyna ko'rsatilgan. Ko'pkariga ketayotgan "chobag'on" ya'ni "chavandoz"lar oynaga qarashlari shart bo'lgan. Shuningdek, ulovlar va uloqni, ya'ni "zot"ni ko'pkari joyiga olib borayotgan otlarning ikki tomoniga olov yoqiladi. Bu odatni o'tkazishning asosiy sababi, o'yin jarayonida sodir bo'lishi mumkin bo'lgan turli xil noxush holatlardan saqlaydi deb umid qilgan. So'ngra hamma chavandozlar ko'pkari joyiga boradilar. Bakavul dastlab kichik bir sarka (uloq)ni o'rta tashlaydi. Biroz otlarni yengil choptirib, uloqni ayiradilar. Keyin hamma chavandozlarni chaqirib, o'rta tana (bir yashar buzoq) so'yib tashlanadi. Bakavul ko'pkarini eson-omon o'tkazaylik deb duo beradi. Qaysi chavandoz uloqni surdov (otlar galasi) dan ayirib, bakavul oldiga olib kelib tashlasa, unga aytilgan sovrin ya'ni "zot" berilgan.

Ko'pkari musobaqasi boshlanishidan oldin yigit piri, ot piri Bibi Qambar haqiga is chiqarilib Xatmi Qur'on qilingan. O'yinda eng usta, epchil va kuchli chavandoz uloqni taqim ostiga qattiq bosib oladi va marraga qarab yuguradi. Quvlovchi chavandozlarga oldirib qo'ymasdan uloqni belgilangan ma'lum bir masofaga (marraga) keltirib tashlagan chavandoz g'olib sanalgan. O'zbek xalq dostonlarida ham otda poyga chopish va ko'pkari o'yini ko'p ta'riflanadi. Ma'lumki, «Alpomish» va «Yozi bilan Zebo» dostonlarida ko'pkari xalq o'yini bilan bog'liq deyarli barcha voqea-hodisalar aks etgan. Jumladan, qashqadaryolik Qodir baxshi Rahimovning «Alpomish» dostonida keltirilishicha, vohada chavandozlar ko'pkari o'yini oldidan otlarni biroz chiniqtirib, keyinchalik o'yinga shaylaganlar:

Ana endi taylanglar,
Oqibatni o'ylanglar,
Halol qilsang yaqin kel
Ot-otingni shaylanglar...

Tarixiy-etnografik asarlarda yozilishicha, o'yinda otlarni maydonga kiritish oldidan qizitib olish uchun «qoqma» o'yini uyushtirilgan. Bunda o'rta navbat bilan ikki-uchta uloq tashlangan. Uloq sifatida 6-8 oylik yoki bir yoshgacha bo'lgan echki bolasi tanlangan. Qoqma 1-2 soat davom etib, unda g'olibga sovg'a berilmagan. Qoqma tugab otlar sovutilgach, asosiy o'yin-ko'pkari boshlangan. Taka yerdan olingach, chavandoz o'nlab, yuzlab raqiblar davrasidan uzilib chiqishi lozim bo'lgan. Bu oson emas, albatta. Ammo har bir mohir chavandozning o'z qo'llovchilari, yordamchilari, yuqorida aytilganidek, urug'doshlari, qarindoshlari mavjud bo'lib, ular uloq olgan sherigiga ko'maklashadi. Ular uloqni olgan chavandozning katta davradan uzilib, ajralib ketishiga yordam beradilar. Qachonki, bakovul «halol», - deb baqirgach, chavandoz uloqni yerga tashlaydi va aytilgan sovrin (zot)ni oladi:

Qashqadaryo vohasining Dehqonobod tumani ko'pkari o'yinlarida uloq balandlik («havoza») dan tortib, chavandozlar ustiga tashlanadi. Vohaning yuqori tog' tumanlarida esa, ko'pkari bo'ladigan joyning qoq o'rtasiga uloq eltib tashlanadi. Lekin chavandoz ikkala vaziyatda ham sovrinni olish uchun mahorat bilan uloqni o'rtadan olib chiqishi, boshqa chavandozlarni ortda qoldirib, belgilangan joyga yoki bakovulboshi oldiga keltirib tashlashlari lozim.

O'yinda chavandoz uloqni to'dadan olib chiqib, davradan belgilangan joyga eltib tashlasa, bakovulboshi uni «halol» deb oldindan belgilangan sovrinni bergan. Agarda kim uloq bahsida qoidani buzsa, bu an'anaga xilof ish sifatida «harom» hisoblangan. Bunday paytda chavandozga sovrin berilmagan. Masalan, Qodir baxshi Rahimovning «Yozi bilan Zebo» dostonida to'y egasi sovrinining tashlanishi:

Ikki qo'zi, besh uloq,
Uchta tana bir bo'lak,
Bosh zotiga bir tuya,
Chavandozlar, bir halak...

Ko'pkari o'yinidagi sovrin masalasiga kelganimizda esa bakavulboshi sovrinlarni e'lon qiladi, so'ngra g'olib chavandozlarga navbatma-navbat tarqatiladi, bakovullar esa chavandozlar o'rtasida uloqni tashlab ko'pkarining borishini nazarot qilib turadilar. G'oliblarga sovrin sifatida qoramol, kiyim-bosh, gilam, pul va boshqa qimmatbaho sovg'alar berilgan.

Biz yuqorida xalq dostonlarida ko'pkari o'yinining ifodalanishini kuzatdik. Endi dostonlarda ko'pkari o'yinining qanday usuli aks etganligini aniqlash kerak. Tarixiy-etnografik ma'lumotlardan ma'lumki, ko'pkari o'yini ikki ko'rinishga ega bo'ladi:

- 1). Qoqma;
- 2). Qara ya'ni, poyga ko'pkari.

Birinchi, «qoqma» ko'rinishida uloq chavandozlar o'rtasiga tashlanadi va har qaysi chavandoz uloqni egallashga harakat qiladi. Bu o'yinda kimki uloqni o'zida tutib, chavandozlar qarshiligini yengib, ularning doirasidan ajralib chiqsa g'olib sanalgan. Bu, albatta, o'sha chavandozni qo'llab turuvchi urug'dosh va qishloqdoshlarining o'zaro qo'llab-quvvatlashiga ham bog'liq bo'lgan.

Ikkinchi, «qara» yoki «poyga ko'pkari» (uloq o'yini) bo'lib, birinchi ko'rinishidan shunisi bilan farq qiladiki, chavandozlar qarshiligini yengib o'tib, uloqqa egalik qilgan chavandoz 2-3 km masofadagi belgilangan joyga uloqni olib kelib tashlashi kerak bo'lgan. Bu, o'yinda, faqat jasur, tajribali, jismoniy, baquvvat, irodali va chidamli chavandozlarga g'olib kelgan.

Xulosa shuki, o'zbek xalqi an'anaviy o'yinlari uzoq tarixga ega bo'lib, ibtidoiy jamiyat davridanoq shakllangan. Mustaqillik sharoitida an'anaviy xalq o'yinlarning yosh avlodni jismonan va ma'naviy jihatdan barkamol qilib tarbiyalashda muhim ahamiyat kasb etib, qadimdan xalqimiz orasidan ko'plab bahodirlar, pahlavonlar hamda botirlar yetishib chiqishida o'ziga xos o'rni bor. Ota-bobolarimiz farzandlarini azaldan umumbashariy tuyg'ular, milliy qadriyatlarga sadoqat ruhida tarbiyalashda an'anaviy xalq o'yini ko'pkaridan samarali foydalanib kelishgan. Ko'pkari o'yini xalq ommasining ijodiy mehnati natijasida vujudga kelgan bo'lib, ming yillar davomida turli xil ko'rinishlarda ommalashib, xalqning ijtimoiy hayoti, milliy xususiyatlari, qolaversa maishiy hayot tarzi bilan bog'liq holda shakllangan.. Mazkur xalq o'yini O'zbekiston janubida istiqomat qiluvchi aholi ijtimoiy-maishiy turmush tarziga shu darajada singib ketganki, hatto u vo'ha baxshilari dostonlarida ham o'z aksini topgan.

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TA'LIMiy MULTIMEDIA TEXNOLOGIYASIDAN FOYDALANISH USLUBIYOTI

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Respublikamizda barkamol avlodni tarbiyalash,  shlarning intellektual salohiyatini ro'yobga chiqarish, ularni har tomonlama rivojlangan shaxs etib voyaga yetkazish bugungi kunning asosiy vazifalari sirasiga kiradi. Ta'lim jarayonida ta'limiy va multimedia texnologiyalaridan foydalanish jozibali, qiziqarli va diqqatni jalb etadigan samara beradi hamda natijada ta'lim samaradorligi ortadi.

O'zbekiston Respublikasi "Ta'lim to'g'risida"gi Qonunining 5-moddasida "Ta'lim tashkilotlarida innovatsion faoliyatni qo'llab-quvvatlash va o'quv dasturlarini innovatsion texnologiyalarni qo'llagan holda amalga oshirish", 46-moddasida esa pedagog xodimlarning majburiyatlari sifatida "Axborot-kommunikatsiya texnologiyalaridan, o'qitish va tarbiyaning ilg'or hamda innovatsion shakllari va usullaridan foydalanishi" -lozimligi ta'kidlangan [1].

2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning Harakatlar strategiyasi Ijtimoiy sohani rivojlantirish yo'nalishining "Ta'lim va fan sohalarini rivojlantirish" bandida "Uzluksiz ta'lim tizimini yanada takomillashtirish, sifatli ta'lim xizmatlari imkoniyatlarini oshirish, mehnat bozorining zamonaviy ehtiyojlariga mos yuqori malakali kadrlar tayyorlash siyosatini davom ettirish, umumiy o'rta ta'lim sifatini tubdan oshirish, chet tillar, informatika hamda matematika, fizika, kimyo, biologiya kabi boshqa muhim va talab yuqori bo'lgan fanlarni chuqurlashtirilgan tarzda o'rganish" vazifalari belgilangan[2].

Ta'limiy multimedia texnologiyasidan foydalanib darslarning samaradorligini oshirish hozirgi kunning dolzarb masalalaridandir.

YUNESKO ta'rifi ko'ra, ta'lim texnologiyasi – o'qitishning to'liq jarayonini yaratish, qo'llash, aniqlash va bilimlarning texnik va inson ashyolari hamda ta'lim shaklini muqobillashtiruvchi o'zaro ta'sirini hisobga olgan holda bilimlarni o'zlashtirishning tizimli uslubidir. Ta'lim texnologiyasi pedagogik texnologiyaning qismi sifatida yangi ta'lim tizimini va ularning jarayonini boshqarish usullari, ishtirokchilarining faoliyatini loyihalash va amaliyotga joriy etish nazariyasi hamda metodologiyasining bosh vazifasi – o'qitish va o'qitish jarayonini muqobillashtirishdir [3].

Ta'lim jarayoniga texnologik yondashuv talabning bilimini o'zlashtirishini qulaylashtirish maqsadida, avvalo o'quv materiallarining (axborotini) bir-biri bilan elementlarga ajratishni, so'ngra ta'limdan mo'ljallangan natijaga erishish uchun va bajariladigan o'quv-biluv faoliyatini (harakatlarni, amallarni) ketma-ket bosqichma-bosqich izchil amalga oshirishni, loyihalashtirilgan ishlar amallarning barchasini birdek bajarishni talab etadi.

Ta'limiy texnologiya ta'lim jarayonining mohiyati, uning bosqichlari, o'ziga xos xususiyatlari, shuningdek, ta'lim beruvchi va ta'lim oluvchi (o'qituvchi va o'quvchi) o'rtasida kechadigan ta'limiy munosabatlarning mazmunini yangilashga xizmat qiladi.

Ta'limiy texnologiyalar yaratilishi bilan bog'liq ravishda ularning metodologik asoslari ham yaratila boshlandi. 1950 yillarda umumiy o'rta maktab va oliy o'quv yurtlarida o'qitishning texnik vositalari (diaskop, epidiaskop, kinoprojektor va hokazolar) dan ta'lim jarayoniga foydalanish keng yo'lga qo'yilgan edi. Bular o'z vaqtida ta'limni samaradorligini oshirishga olib kelgan. 1960-1970 yillarda ta'limni sifatini oshirish maqsadida o'qitishning texnik vositalaridan tashqari ta'lim jarayoniga "dasturlashtirilgan o'qitish" kirib keldi.

Shu davrning oxirlarida Toshkent telemarkazidan o'quvchilar va talabalar uchun ma'ruzalar o'qila boshlandi. Bu hozirgi masofaviy ta'lim texnologiyasining boshlanishi edi. 1985-1990 yillarda kompyuterlardan ta'lim jarayonida keng foydalanila boshlandi. Natijada

kompyuter texnologiyasiga asos solindi. Shundan boshlab, "ta'lim texnologiya"si yoki "ta'limiy texnologiya" degan atama yuzaga keldi. Shu davrlardan boshlab axborotlarni yig'ish, tanlash, kompyuterda ishlab berish, yangi sifatli axborot olish, saqlash va uzatish amalga oshirish shakllanganidan boshlab axborot texnologiyasi yuzaga keldi. Bundan ta'lim sohasiga foydalanish esa ta'limiy axborot texnologiyasi deb yuritiladi.

Ta'limiy multimedia texnologiyasiga quyidagi texnologik jarayon kiradi.

- ma'lum bir mavzuga oid multimediali mahsulot tayyorlash uchun unga mos komponentalar izlanadi va jamlanadi;

- komponentlar saralanadi yoki kerak bo'lmaganlari olib tashlanadi;
- kompyuterda multimedaviy ishlov beriladi;
- multimedaviy o'quv materiallari olinadi;
- saqlanadi va foydalanuvchiga uzatiladi.

Ushbu texnologik jarayonni blok-sxema yordamida ifodalash mumkin. O'quv materialidagi komponentalar quyidagi sxemada berilgan:

Ta'limiy multimedia texnologiyasi interfaol texnologiyalar sirasiga kiradi, u bilish va kommunikativ faoliyatni tashkil etishning maxsus sharti bo'lib, unga ta'lim oluvchilar bilish jarayoniga jalb qilingan bo'ladilar, ular bo'ladigan va o'ylayotgan narsalarni tushunish va fikrlash qobiliyatiga ega bo'ladilar. Interfaol darslarda o'qituvchining o'rni qisman ta'lim oluvchilarning faoliyati dars maqsadlariga erishishga yo'naltirishga amal qiladi.

Ta'limiy multimedia texnologiyasining afzalliklari:

- ta'lim jarayonida berilayotgan o'quv materiallarini chuqurroq va mukammalroq o'zlashtirish ishtiyoqining mavjudligi;

- ta'lim olishning yangi asoslari bilan yaqindan aloqa qilish ishtiyoqini yanada oshirish;
- dars jarayonida bilim olish vaqtini qisqartirishi natijasida vaqtni tejash imkoniyatiga erishishi;

- shu hisobdan ko'proq hajmda o'quv materiallarini o'rganishi;

- olingan bilimlarning xotirada uzoq muddat saqlab qolish va uni amaliyotda qo'llash;
- dars jarayonida ko'rgazmaliligini orttiradi.

Ta'limiy multimedia texnologiyasining komponentlari:

- nazariy va amaliy asoslari;
- ta'lim-tarbiya berish, jumladan, mashg'ulot o'tkazish uslub va uslubiyoti;
- pedagogik-psixologik jihatlari;
- texnik va didaktik vositalari;
- ta'lim oluvchilarning olgan bilimlarini baholash mezon;
- ta'lim manbalari va hokazolar kiradi.

Ta'limiy multimedia texnologiyasi asosida o'qitish – elektron o'qitish tizimiga kirganligi sababli uning asosini kompyuter texnologiyasi tashkil etadi. Kompyuterda multimedia mahsulotlari (vositalari) tayyorlanadi. Xotirasiga kiritilgan ma'lumotlar (axborot) hisobida "ta'lim manbai" rolini o'ynaydi. Ta'limiy multimedia texnologiyasi asosan, elektron ta'limni amalga oshiradi, Internet ashyolaridan foydalanishni ta'minlaydi, monitor ekranida namoyish orqali ko'rgazmalilikni ta'minlaydi. Ta'limiy multimedia texnologiyasida ham texnologik jarayon ma'lum bir tartibda algoritm asosida amalga oshiriladi.

Ta'limiy multimedia texnologiyasining usul va uslublari quyidagilardan iborat:

- multimedaviy ta'sir usuli;
- muloqot (dialog) "ma'ruza-bayon", "kichik guruhlarda ishlash" va "aralash uslub"lari.

Ta'lim shakllari quyidagi darslarga bo'linadi:

- ma'ruza (nazariy qism);
- amaliy mashg'ulot;
- laboratoriya mashg'uloti.

Ta'limiy multimedia texnologiyasning ham o'z metodi mavjud, ushbu metod "multimediaviy hujum" metodi deb nomlangan. Multimediaviy hujum" metodining mazmuni talaba (o'quvchi) miyasiga bir vaqtning o'zida materialni matn, nutq (tovush), video-tasvir, animatsiya ko'rinishida tasir (hujum) etishdan iborat.

"Multimediaviy hujum" metodini:

- o'quv materialiga tegishli multimediali taqdimot tayyorlashni;
- modulli o'qitish texnologiyasidan foydalanishni taqozo etadi.

Shunday qilib, ta'limiy va multimedia texnologiyalaridan foydalanishning keng imkoniyatlari mavjud bo'lib, bu esa hozirgi davr talabi hisoblanadi.

Yuqorida bayon etilganlardan kelib chiqib quyidagi xulosalarni keltirish mumkin:

- ta'limiy nexnologiyadan foydalanilganda multimediali didaktik vosita jozibali, ta'sirchan, xarakatchan (dinamik holat) samara beradi;
- o'quv materialini multimediali ko'rinishda taqdim etilishi natijasida ta'lim oluvchi miyasining ikkala yarim shari bir vaqtda ishlaydi.
- multimediaviy hujum natijada ularning diqqatlari barqarorlashdi, fikrlashlari ortadi va o'quv materiallari ko'proq qabul qilinadi;
- ta'limiy texnologiyadan foydalanishda ta'lim oluvchilarning faolliklari ortadi;
- ta'limiy texnologiyadan foydalanishda ma'lum bir miqdorda vaqt tejaladi, tejalgan vaqt hisobida ta'lim oluvchiga qo'shimcha ma'lumot berish imkoniyati yaratiladi.

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ПРОБЛЕМЫ И ИННОВАЦИОННЫЕ РЕШЕНИЯ ПРЕПОДАВАНИЯ ПРЕДМЕТОВ В ВЫСШЕМ ОБРАЗОВАНИИ

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В современном мире высшее образование играет ключевую роль в подготовке специалистов, способных успешно решать сложные задачи и адаптироваться к быстро меняющимся условиям. Однако система преподавания в университетах и колледжах сталкивается с рядом серьезных проблем, которые затрудняют процесс обучения и снижают его эффективность. Устаревшие методики, недостаток практического опыта, низкий уровень мотивации студентов и отсутствие междисциплинарного подхода — это лишь некоторые из факторов, которые требуют внимания и пересмотра.

В условиях стремительного научно-технического прогресса и глобализации важно не только передавать знания, но и развивать у студентов критическое мышление, креативность и способность к самостоятельному обучению. Инновационные решения в преподавании могут включать использование современных технологий, активные методы обучения, а также интеграцию различных дисциплин, что способствует более глубокому пониманию материала и его практическому применению.

В данной работе мы рассмотрим основные проблемы преподавания предметов в высшем образовании и предложим ряд инновационных решений, которые помогут

улучшить качество образования и повысить заинтересованность студентов в учебном процессе.

Устаревшие методы обучения

Традиционные методы обучения, основанные на лекциях и запоминании, не соответствуют требованиям современного образования. Как отмечают Biggs и Tang (2011), "традиционные подходы к обучению не развивают критическое мышление и не способствуют глубокому пониманию материала" (с. 40). В условиях быстро меняющегося мира необходимо переходить к более активным методам обучения, которые способствуют вовлечению студентов в образовательный процесс.

Недостаток практического опыта

Одной из ключевых проблем высшего образования является недостаток практического опыта у студентов. Kolb (1984) подчеркивает: "Студенты, имеющие возможность применять теоретические знания на практике, демонстрируют более высокие результаты и уровень вовлеченности" (с. 27). Важно интегрировать практические задания, стажировки и проекты в учебный процесс, чтобы студенты могли применять свои знания в реальных условиях.

Низкий уровень мотивации студентов

Мотивация студентов является критически важным фактором успеха в обучении. Deci и Ryan (2000) утверждают, что "мотивация студентов можно повысить через активные методы и применение реальных кейсов" (с. 230). Внедрение проектного обучения и проблемного обучения может значительно увеличить интерес студентов к учебному процессу и повысить их вовлеченность.

Интеграция технологий

Современные технологии открывают новые возможности для образовательного процесса. Anderson (2008) отмечает, что "интеграция технологий в образовательный процесс позволяет создать более интерактивную и вовлекающую среду для студентов" (с. 92). Использование онлайн-курсов, виртуальных лабораторий и образовательных платформ может значительно улучшить качество обучения и сделать его более доступным.

Междисциплинарный подход

Междисциплинарное обучение способствует более глубокому пониманию материала и позволяет студентам видеть связи между различными областями знаний. Repko (2008) утверждает: "Междисциплинарное обучение позволяет студентам интегрировать знания из разных областей и развивать критическое мышление" (с. 5). Это важно для подготовки специалистов, способных решать сложные проблемы в условиях многогранности современного мира.

Профессиональное развитие преподавателей

Постоянное профессиональное развитие преподавателей является важным аспектом внедрения инновационных методов обучения. Guskey (2002) подчеркивает, что "профессиональное развитие должно быть направлено на изменение практики преподавания и повышение качества образования" (с. 384). Обучение преподавателей новым методам и технологиям поможет улучшить качество образовательного процесса и повысить уровень вовлеченности студентов.

Таким образом, проблемы преподавания предметов в высшем образовании требуют комплексного подхода и внедрения инновационных решений. Активные методы обучения, интеграция технологий, междисциплинарный подход и постоянное профессиональное развитие преподавателей могут значительно улучшить качество образования и подготовить студентов к вызовам современного мира. Важно, чтобы образовательные учреждения адаптировались к изменениям и стремились к внедрению лучших практик в своей деятельности.

Проблемы преподавания предметов

1. Устаревшая методология: Многие преподаватели продолжают использовать традиционные методы обучения, такие как лекции и заучивание, что не всегда способствует глубокому пониманию материала. Студенты часто воспринимают естественные науки как набор фактов, а не как динамичную и развивающуюся область знаний.

2. Недостаток практического опыта: Важность практических навыков в естественных науках сложно переоценить. Однако многие учебные программы недостаточно акцентируют внимание на лабораторных работах и практических занятиях, что приводит к нехватке практического опыта у студентов.

3. Низкий уровень мотивации студентов: Студенты часто не видят связи между теоретическими знаниями и реальными приложениями. Это может привести к снижению интереса к предмету и, как следствие, к более низким результатам обучения.

4. Проблемы с междисциплинарностью: Естественные науки часто изучаются в изоляции от других дисциплин, что ограничивает возможность студентов видеть взаимосвязи между различными областями знания.

Инновационные решения

1. Интерактивные методы обучения: Использование активных методов обучения, таких как проектное обучение, групповые дискуссии и кейс-методы, может значительно повысить вовлеченность студентов. Эти подходы помогают студентам не только усваивать материал, но и развивать критическое мышление и навыки решения проблем.

2. Интеграция технологий: Внедрение современных технологий, таких как виртуальная и дополненная реальность, может улучшить восприятие сложных концепций. Например, использование симуляций в лабораторных работах позволяет студентам экспериментировать и делать открытия, не выходя из класса.

3. Практическое обучение: Увеличение количества практических занятий, стажировок и полевых исследований поможет студентам получить реальный опыт и увидеть, как теоретические знания применяются в практике. Это также может повысить их мотивацию и заинтересованность в учебе.

4. Междисциплинарный подход: Разработка курсов, которые объединяют естественные науки с другими дисциплинами, такими как инженерия, медицина и экология, может помочь студентам увидеть более широкую картину и понять, как различные области знания пересекаются.

5. Постоянное профессиональное развитие преподавателей: Важно, чтобы преподаватели также проходили обучение и повышали свою квалификацию.

Это может включать участие в семинарах, конференциях и курсах по новым методам преподавания и современным достижениям в области науки.

В условиях стремительных изменений в мире и на рынке труда, проблемы преподавания предметов в высшем образовании становятся все более актуальными. Устаревшие методы, недостаток практического опыта и низкий уровень мотивации студентов создают серьезные вызовы для образовательных учреждений. Однако внедрение инновационных решений, таких как активные методы обучения, интеграция современных технологий и междисциплинарный подход, открывает новые горизонты для повышения качества образования.

Эти изменения не только способствуют более глубокому усвоению знаний, но и формируют у студентов навыки, необходимые для успешной профессиональной деятельности в будущем. Важно, чтобы преподаватели и учебные заведения продолжали адаптироваться к новым требованиям, инвестируя в профессиональное развитие и экспериментируя с новыми методами обучения.

Таким образом, преодоление существующих проблем и внедрение инновационных решений в преподавание предметов в высшем образовании — это не просто необходимость, а залог успешного и конкурентоспособного образования, способного подготовить студентов к вызовам современного мира.

Список литературы

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 - "Традиционные методы обучения, основанные на лекциях и запоминании, не соответствуют требованиям современного образования, где важны критическое мышление и практические навыки."
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 - "Мотивация студентов является ключевым фактором успеха в обучении, и ее можно повысить через активные методы и применение реальных кейсов."
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 - "Интеграция технологий в образовательный процесс позволяет создать более интерактивную и вовлекающую среду для студентов."
 - Anderson, T. (2008). *The Theory and Practice of Online Learning* (p. 92). Athabasca University Press.
5. Междисциплинарный подход:
 - "Междисциплинарное обучение способствует более глубокому пониманию материала и позволяет студентам видеть связи между различными областями знания."
 - Repko, A. F. (2008). *Interdisciplinary Research: Process and Theory* (p. 5). SAGE Publications.
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NAVOIY VILOYATI ZIYORATGOHLARI: RIVOJLANISH BOSQICHLARI VA O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya. Ushbu maqolada Navoiy viloyatidagi ziyoratgohlarning tarixiy rivojlanish bosqichlari va ularning o'ziga xos xususiyatlari tahlil qilingan. Tadqiqotda ularning ahamiyati, zamonaviy holati va kelajakdagi rivojlanish istiqbollari o'rganildi.

Kalit so'zlar. ziyoratgohlar, tarixiy rivojlanish, madaniy meros, Navoiy viloyati, qadamjolar, turizm, sun'iy intellekt, raqamlashtirish, an'analar, o'zbek madaniyati.

Navoiy viloyati O'zbekistonning qadimiy va madaniy merosga boy hududlaridan biri hisoblanadi. Uning hududida joylashgan asosiy ziyoratgohlar nafaqat mintaqaning madaniy va diniy tarixini, balki uning jahon sahnasidagi ahamiyatini ham ko'rsatib beradi. Asosiy ziyoratgohlarning rivojlanish bosqichlari 4 guruhga bo'lib o'rganiladi:

Ilk bosqichlar (VIII-XV asrlar): Bu davrda Navoiy viloyatidagi ko'plab ziyoratgohlar Islom dinining taraqqiyoti va Markaziy Osiyodagi dindorlikning kuchayishi bilan bog'liq. Bu ziyoratgohlar orasida eng mashhurlaridan biri Xazrat Ali Qulol mavzoleyidir. Bu davrdagi ziyoratgohlar asosan hududiy diniy markazlar bo'lib, ularning atrofida diniy ta'lim berilgan masjidlar va madrasalar qurilgan.

O'rta asrlar (XV-XIX asrlar): Bu davrda ziyoratgohlar o'zining diniy ahamiyatini saqlab qolgan holda, yirik madaniy va siyosiy markazlarga aylana boshladi. Ular islom olamining yirik olimlari va avliyolari yashagan maskanlar sifatida rivojlandi. Sarmantoy qadamjosi va boshqa ziyoratgohlar mahalliy aholining diniy rivojlanishi va hududning madaniy birlashuviga hissa qo'shdi.

Sovet davri (XX asr): Navoiy viloyatidagi ko'plab ziyoratgohlar Sovet Ittifoqi davrida madaniy va diniy marosimlardan uzoqlashtirilgan. Bu davrda ziyoratgohlar qurilish va qayta tiklash ishlaridan chetda qolib, o'tmishning yodgorliklari sifatida saqlanib qolgan. Lekin bu davrda ham ziyoratgohlar xalqning ma'naviy hayotida o'ziga xos o'rin tutib qoldi.

Mustaqillik davri (1991 yildan hozirgi kungacha): O'zbekiston mustaqilligini qo'lga kiritgandan so'ng ziyoratgohlar tiklash va rivojlanishning yangi bosqichiga kirdi. Navoiy viloyatidagi Sarmantoy qadamjosi, Xazrat Ali Qulol mavzoleyi va boshqa qadamjolar hukumat tomonidan qayta tiklanib, ularning atrofida turizm infratuzilmasi rivojlantirildi. Bu ziyoratgohlar hozirda nafaqat diniy, balki tarixiy-turistik maskanlar sifatida ahamiyat kasb etmoqda.

Navoiy viloyati ziyoratgohlari Markaziy Osiyoning diniy va madaniy merosining ajralmas qismi hisoblanadi. Ular asrlar davomida xalqning ma'naviy hayotida muhim o'rin tutgan va hanuzgacha turli millat va dinlarga mansub sayyohlarni jalb qilmoqda. Ulardan turizm rivojiga eng katta hissa qo'shayotgani Nur ota ziyoratgohi (Chashma majmuasi) hisoblanadi. Nurata shahrida joylashgan bu majmua muqaddas Chashma bulog'i, Nur ota masjidi va boshqa tarixiy obidalarini o'z ichiga oladi. Chashma bulog'i shifobaxsh suv manbai sifatida mashhur. Bundan tashqari Mir Said Bahrom maqbarasi, Karmana tumanida joylashgan bu maqbara XIV asrga oid bo'lib, o'zining noyob me'moriy uslubi bilan ajralib turca, Karmana tumanida joylashgan Deggaron masjidi IX asrda qurilgan va Markaziy Osiyodagi yeng qadimiy masjidlardan biri hisoblanadi. Nurota tumanida joylashgan Sarmishsoy darasi qadimiy petrogliflari (qoya toshlariga o'yilgan suratlar) bilan mashhur bo'lib, minglab yillik tarixga yega. Xazrat Ali Qulol mavzoleyi kabi ziyoratgohlar Markaziy Osiyo avliyolarining hayoti va merosini o'zida aks ettiradi, bu esa ularning islom dini tarixi uchun muhim ahamiyatga ega ekanligini ko'rsatadi.

Ushbu ziyoratgohlar Navoiy viloyatining tarixiy va madaniy merosini aks yettirib, mahalliy aholi va mehmonlar uchun muhim ziyorat va sayyohlik maskanlari hisoblanadi.

Navoiy viloyatidagi ziyoratgohlar kelajakda milliy va xalqaro turizmning asosiy yo'nalishlaridan biri bo'lishi mumkin. Turizm infratuzilmasini yaxshilash, ziyoratgohlar atrofidagi qadamjolarni qayta tiklash va zamonaviy texnologiyalardan foydalanish ularni yanada rivojlantirishga yordam beradi. Buning natijasida ziyoratgohlar nafaqat diniy ahamiyatga ega bo'lib qoladi, balki tarixiy va madaniy meros sifatida turizmning rivojlanishiga katta hissa qo'shadi.

Kelajakda, ziyoratgohlarni raqamlashtirish va sun'iy intellekt texnologiyalarini joriy etish orqali turistlarga yanada qulay sharoitlar yaratish mumkin. Masalan, virtual ekskursiyalar va

interaktiv ma'lumotlar bazasini yaratish turistlarning qiziqishini oshiradi. Bundan tashqari, ziyoratgohlarning xalqaro miqyosdagi sayyohlar uchun mavjudligini oshirish maqsadida xalqaro hamkorliklar rivojlantirilishi zarur.

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OLIV O'QUV YURTLARIDA TALABA-YOSHLARNI VATANGA MUHABBAT, KASBGA SADOQAT RUHIDA TARBIYALASHDA IJTIMOIV FANLAR VA UZLUKSIZ MA'NAVIY TARBIYA KONSEPSIYASINING O'RNI

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Annotatsiya. Talaba-yoshlarni Vatanga muhabbat va kasbga sadoqat ruhida tarbiyalashda Uzluksiz ma'naviy tarbiya konsepsiyasining o'rni va ahamiyati ilmiy manbalar asosida tarixiy tahlil etiladi.

Kalit so'zlar: Tarbiya, konsepsiya, ta'lim, kasb-hunar, o'rta maxsus, harbiy, vatanparvarlik, tinchlik, daxldorlik, uzluksiz ta'lim, oila, maktab, mahalla.

Bugun Yangi O'zbekiston o'z oldiga katta maqsad va marralarni qo'ygan holda dunyodagi rivojlangan davlatlar qatoridagi hayot darajasiga erishish, adolatli, erkin va obod jamiyat qurish yo'lidan dadil qadam tashlamoqda. Albatta, bu maqsadga o'z-o'zidan erishib qolmaymiz. Buning uchun avvalo, davlatning yaqin, o'rta va uzoq istiqboliga xizmat qiladigan pishiq va puxta dasturi bo'lishi lozim. Keyin shu dasturni to'la-to'kis amalga oshirish uchun butun xalq, shu zaminda yashovchi har bir yurtdoshimiz, hammamiz bir yoqadan bosh chiqarib, samarali mehnat qilishimiz kerak bo'ladi.

Yapon xalqi farzand tarbiyasiga juda jiddiy qarashlarini ko'p marotaba eshitganmiz. Yapon yozuvchisi Masaru Ibukaning "Uchdan keyin kech" nomli kitobining kirish qismi quyidagi fikrlar bilan boshlanadi: "Qadim zamonlardan buyon noyob qobiliyat, eng avvalo, irsiy, tabiat in'omi deb hisoblanadi. Bizga: «Motsart uch yoshida pianino chalgan» yoki «Jon Styuart Mill lotin tilidagi mumtoz adabiyotlarni ham aynan shu yoshda o'qigan», desalar, ko'pchiligimiz oddiygina qilib: «Albatta, axir ular dahoku», — deb qo'ya qolamiz.

Ammo Motsart va Millning go'daklik chog'idagi hayoti borasida olib borilgan chuqur tahlillardan ma'lum bo'lishicha, ularning otalari o'z farzandlari buyuk shaxs sifatida kamol topishi uchun natijali tarbiya usullaridan foydalanganlar. Mening fikrimcha, Motsart ham, Mill ham daho bo'lib dunyoga kelmagan. Ularning qobiliyati go'daklikdanoq yaratilgan qulay shart-sharoit va berilgan samarali ta'lim-tarbiyadan to'liq rivojlandi." [1, 102-b]

Aslida, har bitta yosh o'ziga hos dahodir, faqat biz ularning tarbiyasi uchun mas'ul bo'lganlar, ulardagi bu iqtidorlarni ochilishiga ko'maklashishimiz kerak. Tarbiya va ta'limni bir-biridan alohida ajratib bo'lmaydi, bu ikki jarayon o'zaro uyg'un, uzluksiz asosda tashkil etilgandagina odobli, axloqiy fazilatlarga ega, yuksak ma'naviyatli, shu bilan birga bilimdon, zukko, ruhan va jismonan sog'lom, keng dunyoqarash va tafakkurga ega, zamonaviy kasb-hunar egasi bo'lgan vatanparvar yoshlarni yetishtirib beradi.

O'zbekiston Prezidenti Sh.Mirziyoyev ta'kidlaganidek "Nafaqat yoshlar, balki butun jamiyatimiz a'zolarining saviyasini oshirish lozim. Zero, bizga ilm-ma'rifat va yuksak ma'naviyat kerak. Ilm yo'q joyda qoloqlik, jaholat va, albatta, to'g'ri yo'ldan adashish bo'ladi. Sharq donishmandlari aytganidek, eng katta boylik – bu aql-zakovat, ilm, eng katta meros – bu yaxshi tarbiya, eng katta qashshoqlik — bu bilimsizlikdir. Zamonaviy bilimlarni o'zlashtirish uzluksiz hayotiy ehtiyojga aylanishi kerak" [2, 75-b].

O'zbekiston Respublikasi Prezidentining "Ma'naviy-ma'rifiy ishlar samaradorligini oshirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida" 2019-yil 3-maydagi PQ-4307-son qarori ijrosini ta'minlash, shuningdek, yoshlarni mustaqil hayotga dunyoqarashi keng, faol fuqarolar etib tarbiyalash maqsadida yoshlarda Vatanga sadoqat, tadbirkorlik, irodalilik, mafkuraviy immunitet, mehr-oqibatlilik, mas'uliyatlilik, bag'rikenglik, huquqiy madaniyat, innovatsion fikrlash, mehnatsevarlik kabi muhim fazilatlarni bolalikdan boshlab bosqichma-bosqich shakllantirish; homiladorlik davridan boshlab 30 yoshgacha davom etadigan uzluksiz ma'naviy tarbiyani amalga oshirishda ota-ona, tarbiyachi, o'qituvchi, uzluksiz ta'lim muassasalari va mahalla jamoatchiligining o'zaro samarali hamkorligi mexanizmini ishlab chiqish va hayotga joriy etish; aholining farzand tarbiyasi bo'yicha bilimlarini, pedagogik madaniyatini oshirish, fuqarolarni uzluksiz ma'naviy tarbiyaning jahon tajribasida sinovdan o'tgan samarali pedagogik texnologiyalari, usullari va amalga oshirish shakllari bilan muntazam tanishtirib borish; ommaviy axborot vositalari, shu jumladan, Internet jahon axborot tarmog'i orqali tarqatilayotgan g'arazli axborotlar, odob-axloqni yemiruvchi illatlar, yoshlarni zalolatga boshlovchi buzg'unchi g'oyalarga karshi sog'lom dunyokarashni shakllantirish; uzluksiz ma'naviy tarbiyani tashkil etishda davlat tashkilotlari, fuqarolik jamiyati institutlari, ommaviy axborot vositalari va xususiy sektorning hamkorligini samarali yo'lga qo'yish kabi vazifalar belgilandi [3, 102-b].

O'zbekistonda yoshlar tarbiyasini zamonaviy asosda ilmiy-texnologik isloh qilish borasida olib borilayotgan ishlar uni bugungi kun ehtiyojlaridan kelib chiqqan holda ilmiy asoslangan tayanch kompetensiyalar, fazilatlar asosida shakllantirishni talab etmoqda. Tarbiyaga yangicha, tizimli yondashuv, bolada tayanch fazilatlarni kafolatli shakllantirishda oila, maktabgacha ta'lim, umumiy ta'lim, o'rta maxsus kasb-hunar va oliy ta'lim muassasalari, mahallalarning ijtimoiy-pedagogik imkoniyatlarini to'liq yuzaga chiqarishni va ular orasida ilmiy-metodik uzviylikni yangi darajaga ko'tarishni taqozo etadi. Shunday bir vaziyatda O'zbekiston Respublikasi Prezidentining "Ma'naviy-ma'rifiy ishlar samaradorligini oshirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 2019 yil 3 maydagi PQ 4307-sonli qarori ijrosini ta'minlash, shuningdek, O'zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 31 dekabrda "Uzluksiz ma'naviy tarbiya konsepsiyasini tasdiqlash va uni amalga oshirish chora-tadbirlar to'g'risida"gi 1059-sonli qarorining chiqishi bu millat kelajagi, millat ma'naviy taraqqiyoti uchun bir o'ziga hos tarixiy voqelik bo'ldi [4, 43-b].

Uzluksiz ma'naviy tarbiya Konsepsiyasi quyidagi bosqichlarni qamrab oladi:

birinchi bosqich — oilalarda (ikki davr asosida: birinchi davr — homila davri, ikkinchi davr — bola tug'ilganidan 3 yoshgacha bo'lgan davr);

ikkinchi bosqich — maktabgacha ta'lim 3 — 6 (7) yoshgacha bo'lgan davr;

uchinchi bosqich — umumiy o'rta ta'lim tizimida (ikki davr asosida: birinchi davr — 7 (6) — 10 yosh boshlang'ich sinf, ikkinchi davr — 11 — 17 yosh o'rta va yuqori sinflar);

to'rtinchi bosqich — ishlab chiqarishda faoliyat ko'rsatayotgan va band bo'lmagan yoshlar, shuningdek, o'rta maxsus kasb-hunar va oliy ta'lim muassasalari tizimida (ikki davr asosida: birinchi davr — o'rta maxsus kasb-hunar va oliy ta'lim bilan qamrab olinmagan, shuningdek, ishlab chiqarishda faoliyat ko'rsatayotgan va band bo'lmagan yoshlar — 17 — 30 yosh, ikkinchi davr — o'rta maxsus kasb-hunar, oliy ta'lim muassasalarining o'quvchi-talabalari 15 — 22 (24) yosh) [5, 102-b].

Bugungi kunda yurtimizda faoliyat olib borayotgan oliy o'quv yurtlarida talabalarning akademik salohiyatini o'stirish, xalqaro professional ta'lim berish bilan bir qatorda, ularning ijtimoiy faolligini oshirish, yetakchilik ko'nikmasi, ularda vatanparvarlik va Vatanga muhabbat tuyg'usini yuksaltirish, notiqlik san'atini rivojlantirish, olingan bilimlarni amaliyotda qo'llash malakasini oshirish, milliy va umuminsoniy qadriyatlarni hurmat qilish, hayotga qat'iy ishonch va qarashlarini shakllantirishga e'tibor qaratilmoqda. Texnika va aniq fanlarga yo'naltirilgan oliy o'quv yurtlarida asosan STEAM (Science (fan), Technology (texnologiya), Engineering (muhandislik), Art (san'at) va Mathematics (matematika)) fanlarini o'qitishga ixtisoslashib, ya'ni, ko'proq yoshlarga matematika, fizika, kimyo, biologiya va axborot texnologiyalari hamda xorijiy tillar ilg'or ta'lim metodologiyalari asosida chuqur o'rgatiladi. Mamlakat taraqqiyoti ko'p jihatdan iste'dodli bolalarni tanlash, ularga to'g'ri yo'nalish berish, qobiliyatini o'stirish, intellektual salohiyatini namoyon etishga ko'mak berishga bog'liq. Ana shu ezgu maqsad bilan iqtidorli talabalarni aniqlash, ta'lim jarayoniga ilg'or texnologiyalar, uslublar va xorij tajribasini keng joriy etish, ularni o'qitish va tarbiyalashda yaxlit tizim yaratish, iste'dodli yoshlarni yanada qo'llab-quvvatlash va rag'batlantirish ertaga yurt koriga yaraydigan barkamol farzandlarning voyaga yetishiga zamin yaratadi.

Umumiy o'rta ta'lim tizimida ma'naviy tarbiya jarayoni o'z ichiga ikki davrni qamrab oladi: birinchi davr — 7 (6) — 10 yoshli davrda — boshlang'ich sinflarda; ikkinchi davr — 11 — 17 yoshli davrda — o'rta va yuqori sinflarda. 7-17 yoshli o'quvchilarda yoshiga mos tayanch ma'naviy-axloqiy fazilat (kompetensiya)lar-Vatanga sadoqat, tadbirkorlik, irodalilik, mafkuraviy immunitet, mehr-oqibatlik, mas'uliyatlik, tolerantlik, huquqiy madaniyat, innovatsion fikrlash, mehnatsevarlik shakllantiriladi. Prezident maktablarida o'quvchilar 5-sinf dan tanlov asosida qabul qilinishini hisobga olgan xolda, ma'naviy tarbiya jarayonida o'rta va yuqori sinf o'quvchilarining ma'naviy-axloqiy tamoyillar asosida tarbiyalashda inobatga olinishi lozim bo'lgan quyidagi jihatlariga e'tibor qaratilmoqda. Bular: o'smirlik yoshiga xos ichki pozitsiyaning paydo bo'lishi; irodaviy sifatlarning namoyon bo'lishi; ijtimoiy faollik, bilishga intilish va o'zini namoyon qilish motivlarining rivojlanishi; faoliyat va muloqot mazmunini belgilovchi shaxsiy qadriyatlar tizimining shakllanishi; shaxslararo munosabatlarning differensiallashuvi, referent guruhlarining paydo bo'lishi; fuqarolik pozitsiyasi, o'zi va atrofdagilarga hamda jamiyatga munosabat asoslarining shakllanishi; milliy qadriyatlar, an'analarga hurmatning namoyon bo'lishi; o'zini-o'zi tarbiyalash va shaxsiy sifatlarning rivojlanishi; o'z muammolarini o'zi mustaqil hal qilishga intilish; xavfsiz hayot madaniyati bo'yicha bilim va ko'nikmalarning namoyon bo'lishi; axloqiy, siyosiy dunyoqarash va diniy e'tiqodning shakllanishi; pozitiv ijtimoiy mo'ljallarning oydinlashuvi va ularga erishish yo'lidagi intilishlar; ma'naviy-axloqiy tarbiya prinsiplarning qat'iylashuvi; ichki his-tuyg'ularga e'tiborning oshishi, emotsional munosabatlarning tanlov asosida namoyon bo'lishi; mustaqil va farovon hayot uchun zarur ijtimoiy kompetensiya va fazilatlarining odatlarga aylanishi va boshqalar [6, 42-b].

Uzluksiz ma'naviy tarbiya konsepsiyasining amalga oshirishi jarayonida ta'lim muassasalarida quyidagi taklif va tavsiyalarni amalga oshirish lozim.

Birinchidan, talaba yoshlar, ayniqsa yuqori kurs talabalari orasida uzluksiz ma'naviy tarbiya tizimi samaradorligini o'rganish, baholash va takomillashtirish maqsadida bir yilda ikki marta sotsiologik so'rovlar o'tkazish.

Ikkinchidan, tajribali pedagoglar, tyutorlar tomonidan ma'naviy tarbiya samaradorligini o'lchash va baholashning ilmiy-metodik texnologiyasini yaratish va uni muhokama qilib borish.

Uchinchidan, ta'lim muassasalarida talabalarni ona Vatanga muhabbat va sadoqat, davlat ramzlariga hurmat ruhida tarbiyalashga qaratilgan tantanali marosimlarning yangi, ta'sirchan shakllarini ishlab chiqish va joriy qilish.

To'rtinchidan, talaba-yigitlarda ona Vatanga muhabbat, milliy g'oyaga sadoqat, mardlik, jasorat, fidoyilik, halollik, rostgo'ylik, hojatbarorlik, vijdonlilik, vazminlik, yigitlik g'ururi, or-nomus, mehr-oqibatlilik kabi fazilatlar, tadbirkorlik va oilaparvarlik malakalarini shakllantirishga qaratilgan treninglar dasturlarini ishlab chiqish va amalga oshirish.

Beshinchidan, talaba – qizlarda ona Vatanga muhabbat, milliy g'oyaga sadoqat, mehnatsevarlik, jonkuyarlik, oilaparvarlik, ibo, hayo, nafosat, did-farosat, qanoat, vafodorlik, mehribonlik, rahmdillik, kamtarlik, ziyraklik, mehmondo'stlik, bolajonlik, murosallilik, orastalik, saranjomlik, xushmuomalalik, pazandalik kabi malakalarni shakllantirishga qaratilgan treninglar dasturlarini ishlab chiqish va amalga oshirish.

Oltinchidan, bugungi kunda oliy o'quv yurtlarida O'zbekiston Milliy Gvardiyasi, O'zbekiston Mudofaa vazirligi bilan hamkorlikdagi tadbirlar, ot sporti hamda o'q otish bo'yicha mashqlar o'tkazish universitet va institute talaba-yoshlarida o'quvchilarida vatanparvarlik, mardlik va jasorat tuyg'ularini shakllanishida muhim omil bo'lmoqda.

Talaba-yoshlarni ilm-fan va ta'lim-tarbiya asosida tarbiyalash maqsadga muvofiq ekan, o'z o'rnida tarbiya esa ma'naviyat bilan chambarchas bog'liqdir. Zero, yoshlar kelajak egalari hisoblanadi. Yoshlarimiz ta'lim-tarbiyasida esa ma'naviy tarbiya katta ahamiyatga ega. Eng muhimi, farzandlarimiz tarbiyasiga etiborli bo'laylik, aynan shu mezon bolalarimizni ma'nan, ruxan sog'lom, o'z ota-bobolariga, tariximizga, Vatanimizga, ona tilimizga, o'z milliy qadriyatlarimizga hurmat bilan qaraydigan barkamol bo'lib o'sib unishining asosidir.

Xulosa o'rnida shuni aytishimiz mumkinki, oliy o'quv yurtlarida o'sib kelayotgan iqtidorli yosh avlodni yanada qo'llab-quvvatlashga, ularning intellektual va ijodiy salohiyati rivojlanishi va kreativ fikrlash qobiliyatini oshirishga, talabalarning huquqiy ong va huquqiy madaniyatini yuksaltirishga, o'qitishning zamonaviy usullarini qo'llagan holda ta'lim sifatini oshirishga va kelajakda yetuk va iste'dodli, qobiliyatli, kreativ fikrlovchi, zamonaviy innovatsion g'oyalarga ega mukammal kadrlarni yetishtirishda xizmat qiladi.

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QASHQADARYO VILOYATIDA TIBBIY OLIY TA'LIM MUASSASALARINING TASHKIL ETILISHI

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Kalitso`zlar: Sog'liqni saqlash tizimi, tibbiyot, shifokor, islohotlar, dori – dormon, tibbiyot kadrlari, ilmiy-amaliy tibbiyot markazi, shifoxona, profilaktika, Qashqadaryo.

Annotatsiya: Mazkur maqolada Mustaqillik yillarida Qashqadaryoda sog'liqni saqlash sohasida muayyan o'zgarishlar amalga oshirilganligi haqida ma'lumot beriladi. Qashqadaryo viloyatida ham bozor sharoitlariga o'tish davrida aholining tibbiy va ijtimoiy himoyasini ta'minlash maqsadida ularga turli tibbiy ashyo – mahsulotlarni yetkazib berishda bir qator ijobiy ishlar amalga oshirilganligi va uning natijalari haqida yoritilgan.

Tarixiy ma'lumotlarga ko'ra Ozbekiston hududida tibbiyot insoniyat jamiyati taraqqiyotining dastlabki bosqichida, ibtidoiy jamoa davida kelib chiqqan. Tibbiyotga o'sha davrda yashagan antropoidlar (odamsimon maxluqlar) asos solganlar.

Qashqadaryo viloyatida sog'liqni saqlash tizimi hudud aholisi salomatligini yaxshilashda muhim rol o'ynaydi. Viloyatda so'nggi yillarda aholining ehtiyojlariga mos, zamonaviy tibbiy xizmatlarni tashkil etishga alohida e'tibor qaratilmoqda. Aholi sonining ko'payishi, sog'liqni saqlash xizmatlariga bo'lgan talabning oshishi, malakali kadrlar yetishmovchiligi kabi muammolar bu sohaga yangi talablar qo'ymoqda. Shu sababli, tibbiy xizmat sifatini oshirish va tibbiyot sohasidagi ta'lim darajasini yanada yaxshilash viloyatning ijtimoiy-iqtisodiy taraqqiyotiga ijobiy ta'sir ko'rsatadi.

Qashqadaryo viloyatida sog'liqni saqlash tizimi doimiy ravishda o'sish va rivojlanish yo'lida. Bugungi kunda hududda turli tibbiyot muassasalari, jumladan, poliklinikalar, kasalxonalar, va shoshilinch tibbiy yordam markazlari mavjud. Ushbu muassasalar aholiga sifatli tibbiy xizmat ko'rsatish uchun zamonaviy asbob-uskunalar bilan ta'minlanmoqda. Masalan, davlat dasturlari orqali texnologik yangilanishlar amalga oshirilmoqda va viloyatdagi bir nechta markazlarga yangi tibbiy uskunalar yetkazib berildi.

Biroq, ayrim qishloq hududlarida tibbiy xizmatlarga bo'lgan ehtiyoj yetarli darajada qondirilmagan. Kadrlar yetishmovchiligi, xizmat sifati va texnologik cheklovlar, shuningdek, dori-darmonlarning qimmatligi kabi masalalar sog'liqni saqlash tizimining asosiy muammolaridir. Davlat tomonidan amalga oshirilayotgan sog'liqni saqlash dasturlari bu masalalarni hal qilishga qaratilgan.

Qashqadaryo viloyatida tibbiyot yo'nalishida ta'lim beruvchi oliy o'quv yurtlari mavjud bo'lib, ular malakali shifokorlar va tibbiyot sohasi mutaxassislari tayyorlashga ixtisoslashgan. Ushbu muassasalarda talabalar amaliyot mashg'ulotlari orqali kasbga tayyorlanadi, ilmiy va amaliy ko'nikmalarini rivojlantiradi. Amaliyot davomida talabalar hududdagi kasalxona va klinikalarda ish faoliyatini kuzatish va tajriba orttirish imkoniyatiga ega bo'lishadi.

Qashqadaryoda o'rta tibbiyot va dorishunos xodimlar malakasini oshirish va ixtisoslashtirish respublika markazining Qarshi filiali 1989 yilda tashkil topgan. Viloyatimizda tunu kun tinmasdan xalq sog'lig'i yo'lida xizmat qilayotgan o'rta tibbiyot xodimlarining soni bugungi kunda 27 mingdan ortdi. Filial o'rta tibbiyot va dorishunos xodimlarining malakasini oshirish va ixtisoslashtirish bo'yicha o'quv hamda ilmiy-uslubiy muassasa bo'lib, Qashqadaryo viloyati sog'liqni saqlash muassasalari va boshqa tibbiyot muassasalari bilan uzviy aloqada faoliyat ko'rsatadi.

Markazning Qarshi filiali tinglovchilariga taniqli tibbiyot sohasining olimlari, davolash-profilaktika muassasalarining bosh mutaxassislari, tajribali oliy toifali vrachlar va katta tajribaga ega bo'lgan oliy toifali xamshiralar dars berishdi.

O'quv jarayonida O'zbekiston Respublikasining «Ta'lim to'g'risida»gi Qonuni, kadrlarni tayyorlash Milliy dasturi, O'zbekiston Respublikasi Prezidentining «Respublika tibbiyot muassalari faoliyatini tashkil etishni takomillashtirish chor-tadbirlari to'g'risida»gi 2007 yil 2 oktyabrdagi PQ-700-son Qarori, Vazirlar Mahkamasining 2009 yil 18 dekabrliqi «Tibbiyot xodimlari malakasini va ularni qayta tayyorlash tizimini takomillashtirish to'g'risida»gi 319-son Qarori va O'zbekiston Respublikasi Sog'liqni saqlash vazirining 2009 yil 31 dekabrliqi 390-sonli bo'yruqlari, Nizom va O'zbekiston Respublikasi Sog'liqni saqlash vazirligi tomonidan tasdiqlangan o'quv dasturlari asosida amalga oshirilib kelinmoqda.

O'rta tibbiyot xodimlari malaka oshirish jarayonida olgan o'z bilimlarini joylarda bemorlarga tashxis qo'yish, laboratoriya analizlarini o'tkazish, akusherlik va boshqa tibbiy jarayonlarida samarali qo'llab kelmoqdalar.

Filialda ma'naviy va marifiy soha bo'yicha ham bir qator ijobiy ishlar amalga oshirilgan. O'qishga kelgan tinglovchilarning bilimlarini har tomonlama oshirish uchun filialda tavsiyanoma asosida me'yoriy jihozlangan ma'naviyat xonasi, kutubxona va o'quv zallari ishlab turibdi.

Tinglovchilarga maxsus fanlardan tashqari huquqiy tarbiya berish, diniy ekstremizm, fundamentalizmga yot bo'lgan zararli ta'sirlari va oqimlarga qarshi tura oladigan milliy, shuningdek umuminsoniy qadriyatlarga hurmat ruhida tarbiyalash yo'lga qo'yilgan.

Ta'lim jarayonining samaradorligini oshirish uchun oliy o'quv yurtlarida zamonaviy texnologiyalar, jumladan, raqamli darsliklar va onlayn kurslar ham keng joriy qilinmoqda. Biroq, oliy ta'lim muassasalarida tibbiyot sohasida amaliyot mashg'ulotlarini to'liq o'tkazish uchun zarur simulyatsion markazlar yetarli darajada emas. Talabalarni kasbga tayyorlashda amaliyot imkoniyatlarini kengaytirish zarur.

Qashqadaryo viloyatida malakali tibbiyot xodimlari yetishmovchiligi dolzarb muammo hisoblanadi. Viloyatda nafaqat shifokorlar, balki boshqa tibbiyot xodimlari – hamshiralar, feldsherlar va farmatsevtlar ham yetishmaydi. Ushbu vaziyat davlat darajasida ham e'tirof etilgan va malakali mutaxassislarni tayyorlash, ularning malakasini oshirish uchun qo'shimcha chora-tadbirlar ko'rilmogda. Masalan, tibbiyot xodimlari uchun maxsus o'quv dasturlari va malaka oshirish kurslari tashkil etilgan.

O'zbekiston Respublikasi Prezidentining 2020-yil 12-noyabrdagi "Birlamchi tibbiy-sanitariya yordami muassasalari faoliyatiga mutlaqo yangi mexanizmlarni joriy qilish va sog'liqni saqlash tizimida olib borilayotgan islohotlar samaradorligini yanada oshirish chora-tadbirlari to'g'risida" gi farmoni e'lon qilindi. O'zbekiston Respublikasi Sog'liqni saqlash vazirining 2020-yil 27-noyabrdagi 309-sonli buyrug'i asosida «Xonadonda antropometriyani o'tkazishda amaliy ko'nikmalar bo'yicha yo'riqnoma» ishlab chiqildi. Ushbu me'yoriy hujjatlar ijrosini ta'minlash bo'yicha Qashqadaryo viloyati tajriba sifatida olindi.

O'zbekistonning chekka hududlardagi birlamchi bo'g'in tibbiyot tizimi uchun "Qishloq shifokori" dasturi joriy qilindi. Bu dasturga muvofiq olis hududlardagi birlamchi bo'g'inga ishga kirgan tibbiyot xodimlariga 30 million so'm miqdorida bir martalik pul mablag'i beriladi, ular xizmat uyi bilan ta'minlanadi yoki ijara to'lovi kompensatsiya qilindi.

Viloyatdagi oliy o'quv yurtlari ham ushbu ehtiyojlarni qondirishga harakat qilmoqda, lekin ko'plab mutaxassislar yurt tashqarisiga chiqib ketmoqda yoki boshqa sohalarda ishlashga o'tib ketmoqda. Shu sababli, kadrlarni o'z sohasida faoliyat ko'rsatishga jalb qilish, ularga munosib mehnat sharoitlari yaratish muhim.

Sog'liqni saqlash tizimida innovatsion texnologiyalarni joriy qilish orqali xizmat sifatini yaxshilashga alohida e'tibor qaratilmoqda. Hozirda Qashqadaryodagi bir qator muassasalar raqamli diagnostika uskunalari bilan jihozlangan. Bu, ayniqsa, kasalliklarni erta bosqichda aniqlash imkonini berib, davolash jarayonining samaradorligini oshiradi.

Davlatimiz rahbari viloyatimizga kelganlarida oldimizga ikkita masalani ko'ndalang qo'ygandilar : sog'liqni saqlash sohasini yaxshilash va insonlarning xotirjamligi. Butun dunyoda

kuzatilayotgani kabi bizda ham qandli diabet va boshqa endokrinologik dardlar ko'paymoqda. Viloyatimizda esa endokrinologiya kasalxonasi yo'q edi. Yuqumli kasalliklarni davolash va ularning oldini olish sohasida ham ishlar o'lda-jo'lda edi, eski shifoxonamiz 1940-yillarda barpo etilgan, ko'rinishi o'ta ayanchli, laboratoriyalari abgor ahvolda edi. Yurak kasalliklari shifoxonasi haqida ham shunday deyishimiz mumkin.

Mana shunday holatlardan xabar topgan yurtboshimiz 120 o'rinli yangi endokrinologiya markazi, shuningdek kardioxirurgiya markazi va yuqumli kasalliklar shifoxonasini yangidan barpo etish uchun 150 milliard so'm mablag' ajratib bergandilar.

Kardioxirurgiya markazimizga 3 million dollarga Germaniyadan turli asbob-uskunalar keltirildi. Ilgari viloyatimiz biror kardiojarroh yo'q edi, prezidentimiz tashabbusi bilan Rossiyadagi mashhur kardiojarroh Leo Bokeriyadan ta'lim olgan, u bilan yelkama-yelka ishlagan kardiojarroh viloyatimizga bosh vrach bo'lib keldi.

Shu paytgacha butun viloyatda 90tagina tibbiy tez yordam mashinalari xizmat ko'rsatgan, ularning bitta chaqiruviga 400 so'mgina pul ajratilgan ekan. Ayni paytda bunday mashinalarning soni 209taga yetkazildi, ular to'liq yonilg'i-moylash materiallari bilan ta'minlandi, chaqiruv uchun to'lov hozir 1600 so'm, sentabrdan boshlab har bir chaqiruvga 2400 so'mdan berilishi belgilab qo'yildi

Hozirda viloyatda yurak kasalliklari bilan bog'liq 130 mingdan ziyod bemor ro'yxatga olingan. Ularning 60 mingga doimiy tekshiruvdan o'tib terishi kerak, ularning 300 nafariga stend o'rnatilishiga muhtoj. Agar bunday dardga chalingan bolalarni ham qo'shadigan bo'sak, 4000 nafarga yaqin inson operatsiyaga muhtoj. O'tgan yil davomida 180 kishi Toshkentga borib operatsiya amaliyotini o'tab kelgani ma'lum bo'lmoqda. Albatta, uzoq yo'l bosib Toshkentga borish, u yerda yashash juda katta qo'shimcha xarajatlarni ham talab etishini unutmasligimiz kerak.

Tibbiyot ta'limida esa simulyatsion texnologiyalardan foydalanish talabalar uchun amaliy ko'nikmalarni mustahkamlashga yordam beradi. Zamonaviy o'quv dasturlari, raqamli o'qitish usullari, masofaviy kurslar va onlayn amaliyot dasturlari orqali tibbiy ta'lim jarayoni yanada sifatliroq bo'lmoqda. Kelgusida viloyat sog'liqni saqlash tizimiga sun'iy intellekt asosidagi diagnostika tizimlarini joriy qilish rejalashtirilmoqda.

Qashqadaryo viloyatida sog'liqni saqlash tizimi va tibbiyot ta'limini rivojlantirishga katta e'tibor qaratilgan bo'lib, bu yo'nalishdagi harakatlar aholining salomatligini ta'minlash va malakali kadrlar tayyorlashda katta ahamiyatga ega. Hozirgi kundagi muammolarga qaramay, kelajakda bu tizimni yanada takomillashtirish imkoniyatlari mavjud. Jumladan, texnologik innovatsiyalar, malakali mutaxassislarni tayyorlash, va sifatli tibbiy xizmatlarni kengaytirish Qashqadaryo viloyatining ijtimoiy rivojlanishiga katta hissa qo'shishi mumkin.

Hozirda davlat tomonidan olib borilayotgan keng ko'lamli islohotlar, ayniqsa, hududlarda malakali tibbiyot xodimlarini tayyorlash va zamonaviy texnologiyalarni joriy qilish yo'nalishida ijobiy natijalar bermoqda.

Bundan tashqari, tibbiy xizmatlar va ta'lim sifatini oshirish orqali Qashqadaryoda aholi turmush darajasini yanada yaxshilashga sharoit yaratilmoqda. Viloyatda kadrlar yetishmovchiligi va texnologik cheklovlarni bartaraf etish orqali nafaqat sog'liqni saqlash, balki umuman ijtimoiy rivojlanishga hissa qo'shish mumkin. Kelgusida xalqaro standartlarga mos ravishda sog'liqni saqlash tizimini yanada rivojlantirish, tibbiyotda yangi yondashuvlar va innovatsiyalarni keng joriy qilish orqali bu sohaning imkoniyatlarini kengaytirish rejalashtirilgan.

Mazkur chora-tadbirlar Qashqadaryo viloyatining sog'liqni saqlash tizimida mustahkam poydevor yaratadi hamda aholi salomatligini ta'minlashda muhim o'rin egallaydi. Shu tariqa, tizimning samaradorligini oshirish va tibbiy ta'limni takomillashtirish nafaqat hudud, balki mamlakat darajasida ham dolzarb vazifadir.

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“ИЛК ШАҲАР” ТУШУНЧАСИНИНГ ИЛМИЙ ТАЛҚИНИ

**Нишонов Ж.
ОТУ ўқитувчиси**

Таянч сўзлар: Илк шаҳар, шаҳармонанд, шаҳарсозлик, урбанизация, шаҳар маданияти, маданий марказлар, маъмурий марказ, янги кўринишдаги масканлар.

Аннотация: Ушбу мақолада муаллиф илк шаҳар ва шаҳар тушунчаларига илмий адабиётларга асосланган ҳолда ҳамда қиёсий таҳлилар натижасида тўпланган маълумотлар асосида ёритилган илмий маълумотларни критган ҳамда далиллаган.

Ключевые слова: Первый город, градостроитель, градостроительство, урбанизация, городская культура, культурные центры, административный центр, поселения нового типа

Аннотация: В данной статье автор проанализировал и обосновал научные данные о концепции первого города и города на основе научной литературы и данных, собранных в результате сравнительного анализа.

Key words: First city, city planner, urban planning, urbanization, urban culture, cultural centers, administrative center, new-look settlements.

Annotation: In this article, the author analyzed and proved the scientific data on the concepts of the first city and city based on scientific literature and data collected as a result of comparative analysis.

Маълумки, ўтган асрнинг 50 – 60-йилларида Ўрта Осиёнинг жанубида бронза даврига оид турли ёдгорликлар топиб текширилган. Ушбу тадқиқотлар шуни кўрсатадики, мазкур ёдгорликлар эгаллаган майдонлари, муҳофаа тизими, уй-жойлар ва бошқа иншоотларнинг мавжудлигига кўра бир-биридан фарқ қилиб, қадимги даврларда турли вазифаларни бажарган бўлиши мумкин. Аммо, ўша йилларда бронза даврининг йирик ёдгорликлари шаҳарлар вазифасини амалга оширган, деган ғоя илгари сурилмаган эди. Фикримизча, айнан мана шу сабаб урбанизация жараёнларининг шаклланган марказлари бўлган Жанубий Туркменистондаги Намозгоҳтепа, Олтинтепа Ўзбекистоннинг жанубидаги Сополитепа каби йирик бронза даври аҳоли масканларига нисбатан “шаҳармонанд”, яъни, “протогород” атамаси ишлатилган. Таъкидлаш лозимки, шаҳарлар тарихи, бўйича билимлар доирасининг тобора кенгайиб бориши туфайли қадимги шаҳарларнинг археологик белгиларини ишлаб чиқиш зарурати вужудга келди. Ҳамда XX асрнинг 70-йилларида бу масала махсус илмий конференцияларда муҳокама қилинган[1:163].

Аввало қайд этиш лозимки, “илк шаҳар” ёки “шаҳар” тушунчасига изоҳ бериш жараёнида услубий жиҳатдан Ғарб олимларининг бу йўналишдаги хулосалари таҳлил этилган фикр-талқинлари муҳим аҳамият касб этади[2:168]. Илк шаҳарларнинг ижтимоий-иқтисодий тизимини ўрганишда ўтган асрнинг 60-йилларида И.М. Дьяконовнинг илмий қарашлари ва ёндашувларидан ҳозирги кунда ҳам фойдаланилади[3:68-80].

Сўнгги йиллардаги тадқиқотларга кўра, тарихий-маданий тараққиёт босқичларида шундай жиҳатлар борки, уларни бир-бири билан қиёслаш асосида ўрганиш қўйилган масалага кўпгина ойдинликлар киритади. Ўрта Осиё, умуман жаҳон тарихида рўй берган урбанистик (шаҳарсозлик) жараёнлар хусусида турли даврларда олиб борилган археологик тадқиқотлар натижаларини ўрганиш ва қиёслаш асосида таҳлил этиш бу жараёни ҳар томонлама таърифлаш имконини беради. Шунинг учун ҳам илк шаҳарлар тарихини асл манбалар – археологик ва ёзма маълумотларга таянган ҳолда таҳлил этиш – жамиятда рўй берган қадимги тарихий-маданий жараёнларни англаб етишда беқиёс аҳамият касб этади[4:17].

Турли-туман илмий ва тарихий ҳамда оммабоп адабиётларда қўлланиладиган “урбанизация” атамаси, тарихнинг турли даврларидаги тарихий-маданий босқичларда шаҳарларнинг ўз вазифаларига кўра турли томонлама босқичма-босқич ривожланиш жараёнларини ифодалайди. Б.Эшовнинг фикрича, Урбанизация жараёнлари ва жамиятдаги тараққиёт даражасининг асосий омиллари хусусида изланишлар олиб борган тадқиқотчилар “илк шаҳар” ёки “шаҳар” тушунчасини турлича талқин қилишларига қарамай, кўп ҳолларда уларнинг хулосалари бир-бирига яқинлигини кузатиш мумкин[5:569-571].

Соҳа мутахассислари бўлган олимлар ўтган асрнинг 70–80-йилларида Ўрта Осиёдаги урбанизация жараёнларини таҳлил этдилар ҳамда ушбу жараёнларнинг асослари энг қадимги даврларга бориб тақалишини таъкидлаган ҳолда, унинг бошланишини бронза даври билан белгилаб, ўз хулосаларини далиллар билан исботлашга ҳаракат қилдилар[6:567-569].

Тарихий, археологик илмий адабиётларда кўплаб учрайдиган «урбанизация» (“шаҳар маданияти”, “шаҳарлашув”, “шаҳарсозлик” ёки “шаҳарсозлик маданияти”) тушунчасининг моҳият ва мазмунини турли тадқиқотчилар турлича талқин этиб, бу борада улар орасида ягона концепция яратилмаган. Ушбу йўналиш бўйича изланишлар олиб борган мутахассисларни Б. Эшов шартли равишда қуйидаги гуруҳларга ажратишни таклиф этади[4:17].

Биринчи гуруҳга кирган Г.Чайлд, С.Мелларт, Р.Адамс сингари хорижлик тадқиқотчилар XX асрнинг 50-70 йилларида чоп этилган асарларида шаҳарлар жамият тараққиётида етакчи ўринда туришини таъкидлаган ҳолда, шаҳар атрофлари ҳам шаҳар қулайликларидан кенг фойдаланганлигини эътироф этадилар.

И.М.Дьяконов, В.М.Массон ва бошқа тадқиқотчилар иккинчи гуруҳни ташкил этадилар. Улар урбанизацияга турли ҳудудларда шаҳарлар сонининг ортиб бориши ҳамда шаҳар аҳолисининг кўпайиб боришини асосий мезон қилиб олганлар.

Учинчи гуруҳга мансуб Э.В.Сайко, А.А.Асқаров, Ю.А.Заднепровский, В.И.Сарианиди каби тадқиқотчилар миграция (маълум ҳудуд аҳолисининг шаҳарларга кўчиши), қадимги йўллар ва халқаро алоқалар жараёнларини урбанизациянинг асоси сифатида талқин этганлар[7:4].

Ишлаб чиқариш, иқтисодий ва тарихий-маданий ривожланиш натижасида жамият тараққиётининг аввалгига қараганда анча юқори даражасига, яъни, шаҳарлашув маданиятига ўтишнинг ўзига хос ва умумий қонуниятларини ўрганиш ҳамда тадқиқ этиш ҳозирги кунда услубий ёндашувларнинг илмий-таҳлилий йўналишини ишлаб чиқишни тақозо қилмоқда. Бу йўналишдаги тадқиқотчиларнинг фикрларига қўшилган ҳолда, услубий жиҳатдан шаҳарни фақат янги шаклдаги тараққиёт сифатидаги анъанавий эмас, балки инновацион ғоялар асосида аҳолининг янги ҳудудларни ўзлаштириши (суғориш иншоотлари, қурилишлар, янги кўринишдаги масканлар ва ҳок.) ҳамда ўзига мослаштиришига эътибор бериш лозимдир.

Дастлабки шаҳарларнинг меъморчилик тузилиши ва ўзига хос хусусиятларини таҳлил этиш шаҳарлар тарихини тадқиқ этиш учун муҳим аҳамият касб этади. Масалан,

XX асрнинг 70-йилларидаги илмий адабиётларда қўлланилган “шаҳар” тушунчаси нуқтаи назаридан дастлабки шаҳар – аҳоли бир ерда зич жойлашган маскан, ижтимоийиқтисодий, маданий ва диний марказлар, ўзига хос ҳунармандчилик ҳамда савдо алмашинув вазифаларини бажарувчи йирик марказлар кўринишида талқин этилган[8:23].

Илмий-тарихий адабиётлардан бизга маълумки, бир жамиятдан бошқа бир жамиятга ўтиш даврида қурилишларда ўзгариш юз бериб, ўзлаштирувчи аҳоли томонидан шаҳар марказларида жойлашадиган маҳобатли иншоотлар – қалъа, сарой ва ибодатхоналар мажмуаларининг ўзига хос қурилиш услублари юзага келади[9:18-21]. Ушбу тарихиймаданий жараёнда аҳоли жойлашувининг миқдорий белгилари турли хўжаликлардаги, аввало, деҳқончилик ва ҳунармандчилик тизимидаги аҳоли зичлиги билан ўхшашлик топади. Воҳалар марказларини ёки аҳоли масканини шаҳар сифатида изоҳлашда ташқи миқдорий кўрсаткичлар билан бирга ички сифатий бажарган вазифалар ва тузилишга оид ўзгаришлар ҳам муҳим ҳисобланади[10:60].

Тадқиқотлар натижаларига кўра, шаҳар ўтроқ воҳалардаги аҳолининг жамиятдаги нисбатан ривожланган ташкилоти сифатида ўзининг ички ва ташқи ишларида мустақил маълум даражада амалга оширадиган фуқаролар уюшмасини ўзида ифода этади.

Ундан ташқари, шаҳарларнинг жамият бошқарувидаги етакчилик мавқеини (иқтисодий ва маданий марказлар) алоҳида таъкидлаш лозим бўлади[11:641-650]. Жойлашган ўрни ва бажарган вазифаларига қараб «шаҳар»ни таърифлаш турлича бўлиши билан бирга улардаги умумийлик ҳам бор. Шаҳарлар ривожига умумийлик учун фақат бир жиҳатда – улар бир-бирига туташ (нисбатан бўлса ҳам) манзилгоҳларни, аҳоли яшаш ҳудудини, бир нечта алоҳида жойлашган турар жойларни ўзида акс эттиришида кузатилади.

Жамият тузумининг ўзгариши, яъни ибтидоий турмушдан ишлаб чиқарувчи жамият босқичига ўтиш даврида шаҳарларнинг пайдо бўлиш жараёни ҳам бир қадар муаммолидир, Чунки айнан ўтиш даврида «шаҳарсозлик маданияти» зироаткор ва ҳунарманд аҳолининг илгариги қонуниятлари асосида босқичлана бошлайдики, В.М.Массон бу жараённи «шаҳарсозлик инқилоби» деб атаган. Олимларнинг фикрича, бу жараённинг асослари неолит-энеолит даврига бориб тақаладиган ёки меҳнат тақсимооти (бронза даврида ҳунармандчиликнинг бошқа хўжалик турларидан алоҳида ихтисослик сифати ажралиб чиқиши) билан бевосита боғлиқ бўлган ҳамда қадимги цивилизацияларнинг иқтисодий ва маданий шаклланишига олиб келадиган аниқ маданий-тарихий жараён тушунилади.

“Шаҳармонанд” ёки “Илк-шаҳар” тушунчаси мавжуд тадқиқотлар асосида таҳлил этилар экан, шунга алоҳида эътибор бериш керакки, бу таҳлилда шаҳар ва унинг атрофи диққат марказида туриши лозим. Қиёслаш учун И.М.Дьяконов ва В.А.Якобсонлар XX аср 60-йилларининг охирларида «илк шаҳарни» атрофи уй-кўрғон манзилгоҳлари ва унга туташ марказ, шунингдек, ихтисослашган ҳунармандчилик маҳсулотлари ва бошқа турдаги алмашувлар ҳамда қишлоқ хўжалик маҳсулотлари сақланадиган жой сифатида талқин этганлар[9:18-21].

Айнан шу олимлар XX асрнинг 80-йилларида эса қадимги Шумер мисолида шаҳарларнинг қуйидаги белгиларини қайд этдилар: бир-бири билан боғланган жамоаларни бирлаштирувчи ҳудуд, умумий суғориш-ирригация тармоғи мавжудлиги. Марказий ибодатхона ва маъмурий иншоотлар, хўжалик ва ҳунармандчилик бинолари ҳамда ушбу ҳудудни ўраб олган мудофаа деворларининг мавжудлиги[9:3-15]. Бундан аввал, ўтган асрнинг 60 – 70-йилларида В.М. Массон «шаҳар» тушунчасига «йирик марказ» тушунчасини ҳам қўшиш лозим деган фикрни билдирган[12:74-83]. В.Ионесов эса, «илк шаҳар» цивилизацияси пайдо бўлиши ва ривожланиши йўналишидаги

ижтимоий-маданий жараёнлар аввало, бўлиниб кетиш ва алоҳида бирлашиш йўллари орқали такомиллашиши ҳақида фикр берган[13:27-29].

Кўп сонли археологик материаллар таҳлили асосида хулоса чиқарган Т.Ш. Шириновнинг фикрича, бронза даврида Ўрта Осиёнинг илк шаҳарлари қишлоқ хўжалик атроф ҳудудлар маркази, воҳаларнинг ҳунармандчилик, маъмурий ва мафкуравий маркази бўлган.

Таҳлиллар натижалари туфайли келиб чиққан хулосаларни инобатга олган ҳолда фикримизча, дастлабки шаҳар марказлари воҳалардаги бир бутун тизим сифатида ифодаланиши лозимки, бу ёндошувда асосий белгилар (режа, ўлчам, ишлаб чиқариш марказлари, меъморий иншоотлар, шаҳар маданияти ва бошқалар) бир-бирига муносабат нуқтаи назаридан ташқи объектларни эмас балки, шу муносабатлар туфайли бутунлай янги сифат оладиган мазкур тизимнинг ўзаро боғлиқ қисмлари сифатида изоҳланиши мақсадга мувофиқдир.

И.М.Дьяконов ва В.А.Якобсонларнинг милавв. III минг йиллик қадимги Шумер мисолида шаҳар-давлатлар шакллари аниқлаш тўғрисидаги концепцияси «илк шаҳар» тушунчасининг кўпгина жиҳатларини ўзида мужассамлантиради ва бу жараёни изоҳлаш учун кенг имкониятлар яратади[9:5-7].

Шунингдек, И.М.Дьяконов ва В.А.Якобсон ёндошувига кўра, Шарқдаги дастлабки шаҳарлар асосан маълум бир чегараланган ном-давлатлар ёки шаҳар давлатлар ҳам бўлиши мумкин. Ҳудуднинг иқтисодий-сиёсий марказлари, бутун воҳада етиштирилган қишлоқ хўжалик маҳсулотларини марказлаштириш ва қайта тақсимлаш вазифалари билан боғланади. Яъни, бу вазифалар илк давлатчилик тизими кучи билан амалга оширилиб унинг маркази илк шаҳар тузилишида мужассамлашган: маъмурий ҳокимият саройда, диний-мафкуравий ҳокимият эса эҳромларда жойлашган.[9:7].

Олиб борилган тадқиқотлар натижаларига кўра, илк шаҳарлар ривожланишида ягона режа йўқлиги ва уч қисмли шаҳар тузилиши Ўрта Осиёнинг барча шаҳарлари учун хос эмаслиги тасдиқланмоқда. Фикримизча, ушбу ҳолат, табиий-географик шарт-шароитлар ва албатта, ижтимоий-сиёсий омиллар билан боғлиқ ҳолда изоҳланади.

Фикримизча, шаҳар – аҳолининг нисбатан қадимги ва шу билан бирга энг замонавий ҳудудий жойлашув шакли бўлиб, турли ижтимоий, иқтисодий, сиёсий ва маданий функцияларни бажарган. Шаҳарларнинг пайдо бўлиши жамиятнинг маданий ва технологик жиҳатдан жадал ривожланиши, атроф-муҳитнинг ўзлаштирилиши, сиёсий жараёнлар ва иқтисодий тараққиёт билан боғлиқ бўлиб, бу жараён ижтимоий тузум тараққиёти ва хусусиятларини ўзида акс эттиради. Шунингдек, ҳар бир тарихий давр шаҳарсозлигининг ўзига хос хусусиятлари мавжуд.

Хулоса қилиб айтиш мумкинки, Ўрта Осиёнинг илк шаҳарлари даставвал, хўжалик ҳамда маълум бир деҳқончилик воҳаларининг марказлари бўлиб, улардаги аҳоли географик шароитлардан келиб чиқиб, кўп ҳолларда атроф ҳудудларда деҳқончилик билан шуғулланганлар. Олиб борилган тадқиқотлар натижасида топилган кўп сонли моддий маданият буюмлари шундан далолат берадики, бронза даври Ўрта Осиёнинг илк шаҳарлари атроф қишлоқ хўжалик марказлари, маъмурий ва диний марказлар ҳисобланган ва улар аграр характерга эга эдилар. Шу ўринда таъкидлаш жоизки, илк шаҳарлар савдо-сотиқ, ҳарбий, сиёсий ва маданий жараёнларда муҳим ўрин эгаллаган.

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XX АСРНИНГ 50 – 70 ЙИЛЛАРИДА ҚАШҚАДАРЁ АДАБИЁТИ ВАКИЛЛАРИ ИЖОДИДА ЁЗУВЧИЛАР УЮШМАСИ ВИЛОЯТ БЎЛИМИНИНГ ЎРНИ

**Ахматов Абдулла
Қарши ДУ докторанти**

Калит сўзлар: Ўзбекистон, Қашқадарё, Сурхандарё, Н. Нарзуллаев, Х.Лутфуллаева, Г.Бердиев, Қодир бахши Раҳимов, Саодат Тожи, Икром Отамуродов, Нормурод Нарзуллаев, адабиёт, шерият, таржима, очерк, қисса.

Резюме: Ушбу мақолада Қашқадарё адабиёти вакиллари ижодида ёзувчилар уюшмаси вилоят бўлимида фаолият олиб борган адабиёт ва санъат вакиллари яшаб ижоди. Уларнинг асосий қисми Ўзбекистоннинг жанубий вилоятлари бўлимиш Қашқадарё ва Сурхондарё воҳаларида истиқомат қилишади. Ана шу нуқтаи-назардан ҳам Қашқадарёда адабиёт вакиллари ижоди тарихини ўрганиш ниҳоятда катта аҳамият касб этади. Шу боис, Қашқадарё ҳаётида совет даврида ижод қилган тараққиёт

йоълининг қонуниятларини аниқлаб олиш учун энг аввало унга хос боълган умумий жараёнларни тарихийлик нуқтаи-назардан коъздан кечирмоқ лозим.

XX асрнинг 70-йилларига келиб ўзбек адабиётида шароит ўзгариб, бошқа соҳалар қатори турғунлик даври бошланди. Ижодий эркинлик яна таъқиб этила бошланди. 70-йилларда Қашқадарёдан Н. Нарзуллаев, Хосият Лутфуллаева, Гелди Бердиев, Қодир бахши Раҳимов, Саодат Тожи, Икром Отамурадов ва бошқа ёзувчи ва шоирлар ижод қилди. Уларнинг ижодида ҳам юқоридаги ҳолат кузатилади.

Гелди Бердиев ўзининг илк ижод намунаси “Биринча қор” китобини 70-йилларда китобхонларга тақдим этди. Унинг бу асари Қашқадарё адабий муҳитида янгилик сифатида қабул қилиниб, кейинчалик бутун Ўзбекистонга тарқалди. Гелди Бердиев истиқлолдан анча аввал, ҳозирги давр руҳини шеърларида ифода эта олган. Унинг “Мулоқот” шеърида ўзбек халқининг асрлар оша орзуси булиб келган мустақилликка интилиш, уз қадриятларини тиклаш йулидаги орзу-интилишлари тасвирланади. “Боботоғ” шеърида юқоридаги фикрлар давом эттирилади. У Қашқадарё адабий муҳитига биринчи марта ғарб ва рус классик шеърляти бадий услубларини олиб киради. Шоирнинг “Дўст уйида иситма тутса”, “Қайтмас ёшлигимнинг қўйнида қолган”, “Қўлингни бер”, “Ўтдек ёниб келдинг, муз бўлиб кетдинг”, “Ўзи тутган майни ичирма” шеърлари шулар жумласидандир [1].

Қашқадарё адабий муҳитда адиба Хосият Лутфуллаеванинг ҳам ўз ўрни бор. У Ўзбекистон Ёзувчилар уюшмасининг аъзоси эди. Адибанинг “Туташ тақдирлар”, “Жумгул”, “Қайсар қиз”, “Аёллар”, “Виждон ва нон” каби асарлари бўлиб, улар кенг китобхонлар томонидан юқори баҳоланган[2].

Қашқадарёлик Шарофжон Орифий ўз ҳаёти давомида куплаб асарларни ёзиб нашр эттиради. У уз ижодини Иккинчи жаҳон уруши йилларида бошлади. XX асрнинг 70-йилларида унинг “Шалола” (1970), “Най садоси” (1976), “Қатра қон” (1987) каби шеърый тупламлари нашр этилди. Шунингдек, у филология соҳасида бир қатор илмий-тадқиқот ишларини ҳам олиб боради. Унинг илмий қарашлари “Бадий адабиётининг лиро эпик жанри ва уни мактабда урганиш”, “9 – 10 синфларда лиро эпик асарларни урганиш”, (1967), “Бадий адабиётда гузалликнинг ифодаланиши” (1971) каби асарларида тула уз аксини топади[3].

Унинг “Қатра қон” очерк – қиссасида урушда иштирок этган 50 дан ортиқ Қашқадарёлик жангчилар ҳақида ҳикоя қилади. Очеркда Шоди Шоимов, Холмат Маликов, Мухлиса Хатмуллина, Раиса Мустақимова, Истат Боқиев, Олим Ҳайдаров каби қахрамонлар ҳақида маълумот беради.

Қашқадарё воҳасида бу даврда Амир Худойбердиев, Назар эшонқулов, Чори Аваз, Неъмат Арслонов, Исмоил Тухтамишов, Холмамат Ҳасанов, Темирпулат Тиллаев, Зебо Мирзаева, Зебо Раҳимова, Шарофат Ашурова, Юсуф Бердиев каби ёзувчию-шоирлар янги-янги асарлар яратди. Чори Аваз, Зебо Раҳимова, Амир Худойбердиев, Исмоил Тухтамишов назмда сермахсул ижод этган булса, Н.Эшонқулов, Н.Тиловлар наср соҳасида асарлар яратиб, воқеликни ҳаққоний ёритишга ҳаракат қилади[4].

Чори Аваз 1957 йил 11 декабрда Қашқадарё вилоятининг Ғузор туманида туғилган. ТошДУнинг филология факултетини тамомлаган (1985). «Ҳаётийлик чоғида», «Тортилган камон», «Уйғонишдан ўзга толе излама», «Куз эртаси» (1992), «Сайланма» (2003) каби асарлари нашр этилган. Фин эпоси «Калевала»ни ҳамда И.Такубоку, Р. Акутагава ва бошқа шоирларнинг асарларини ўзбек тилига таржима қилган. 1992 йил 29 ноябрда Тошкент шаҳрида вафот этган [5].

XX асрнинг 60-йилларида Қашқадарё адабий муҳити янги босқичга кўтарилди. Жумладан бу даврда Ҳосият Лутфуллаева, Гелди Бердиев, Теша Сайдалиев, Чорша бахши, Қодир бахши, Мардонақул бахши, Саодат Тожи, Менгзиё Сафаров, Нор Ҳайит,

Шафоат Раҳматулло Термизий ҳамда Болта Ёриевлар адабиёт майдонига кириб келди[6].

Нормурод Нарзуллаев (Нарзий) 1934 йилнинг 7 июлида Қашқадарё вилояти Касби туманидаги Хўжахайрон қишлоғида деҳқон оиласида дунёга келди. У етти йиллик маълумотни ўз қишлоғидаги мактабда олди. 1948 йилда Охунбобоев номли Қарши педагогика билим юртига кириб ўқиди. 1956 йилда Самарқанд Давлат педагогика институтининг тил ва адабиёт факультетини интиёзли диплом билан битирди[7].

Меҳнат фаолиятини 1956 йилдан бошлади. “Ленин йўли” – ҳозирги “Зарафшон” (Самарқанд), “Қашқадарё ҳақиқати” (Қарши) вилоят газеталарида мусаххих, адабий ходим, бўлим мудир ва маъсул котиб вазибаларида ишлади. 1968 – 1969 йилларда Алишер Навоий номли Самарқанд Давлат университетининг ўзбек адабиёти кафедраси аспирантурасида ўқиди.

Нормурод Нарзуллаев 1969 – 1974 йилларда Самарқанд ва Тошкентда маъсул лавозимларда хизмат қилди. 1974 йилда Ўзбекистон Ёзувчилар уюшмаси раисининг биринчи ўринбосари этиб сайланди. 1976 – 1981 йилларда мазкур уюшмада котиб вазибасини адо этди.

Шоир 1981 йил «Ёш гвардия» нашриётига бош муҳаррир этиб тасдиқланди. 1991 – 1996 йилларда Ўзбекистон Ёшлар Иттифоқи “Камалак” нашриёт-матбаа бирлашмасининг бош муҳаррири, 1996 – 1997 йилларда эса шу нашриёт директори вазибаларини бажарди. Нормурод Нарзуллаев 1997 йилдан эътиборан Ўзбекистон Республикаси ёшлар “Камолат” жамғармасининг “Қатортол – Камолот” ишлаб чиқариш-нашриёт корхонасида бош маслаҳатчи лавозимида ишлади[8].

Нормурод Нарзуллаевнинг ижодий фаолияти 1954 йилдан бошланган. Шу йилларда вақтли матбуот саҳифаларида унинг илк шеърлари босилган. Орадан ўн йил ўтгач, Ғафур Ғулом номидаги Адабиёт ва санъат нашриётида шоирнинг илк шеърий тўплами – “Суюнчи” 1965 йил босилиб чиққан. Бугунга қадар шоирнинг ўттизга яқин китоблари чоп этилган. Шоир “Сизни Ватан эркалар” 1966 йил, “Меҳр чашмаси” 1970 йил, “Зарафшон зарлари” 1970 йил, “Уфқларда кўзларим” 1973 йил, “Ёғду” 1974 йил, “Ногоҳлар” 1976 йил, “Лаҳза ва ларза” 1973 йил, “Севги сеҳри” 1981 йил, “Оқ саманим” 1982 йил, “Тонг элчиси” 1984 йил, икки жилдди “Сайланма” 1984-1985 йиллар, “Шамолни ушлаган бола” 1985 йил, “Яхшилик деб яшайман” 1987 йил, “Аниқ вақт” 1989 йил, “Бош майдон” 1991 йил тўпламларнинг муаллифидир.

Сўнгги йилларда шоирнинг қатор шеърий китоблари республика нашриётлари томонидан чоп этилди ва ижодий-адабий жамоатчиликка манзур бўлди. Нормурод Нарзуллаевнинг “Оқ фариштам, оппоқ фариштам” (1994), “Юрт ишқида ёнаман” (1996), “Бола кўзи билан кўринг дунёни” (1998) номли шеърлар, қўшиқлар тўпламлари шоир ижодида сезиларли из қолдирди.

Нормурод Нарзуллаевнинг шеърлари инглиз, вьетнам, турк, ҳинд, испан, француз, немис, чех, поляк ва бошқа тилларга таржима қилинган. Нормурод Нарзуллаевнинг Хенрих Хейне, Михаил Дудин, Максим Танк, Евгений Евтушенко, Мўмин Қаноат, Георго Виеру, Жобир Наврўз, Қайсин Қулиев, Иброҳим Юсупов, Андрей Дементьев, Анатолий Передреев, Мавжуда Ҳакимова каби атоқли шоирлар ижодидан қилган таржималари ҳам ўзбек китобхонларига манзур бўлди.

Нормурод Нарзуллаев “Халқ булбули”, “Дўстлик мушоираси” хужжатли фильмлари сценарийси, “Виждон исёни” драмаси, “Севги сурури”, “Доиранинг доврўғи” каби видеофильмларнинг муаллифидир.

Нормурод Нарзуллаев (Нарзий) қўшиқнавис шоир сифатида ҳам машҳур. Унинг шеърлари асосида яратилган кўплаб қўшиқлар халқаро ва республика танловларида совринли ўринларни эгаллади. Айни пайтда шоирнинг 500 дан ортиқ қўшиғи муваффақият билан ижро этилмоқда. Жумладан, “Мерос”, “Узилган торлар”, “Тошкентда

туман", "Севги нидоси", "Фотима ва Зухро" каби сахна асарлари ва кинофильмлардаги кўшиқлар ҳам шоир Нормурад Нарзуллаев қаламига мансуб.

Нормурад Нарзуллаев 1971 йилда Ўзбекистон Ёшлар Иттифоқи мукофоти лауреати унвонига сазовар бўлган. Унга 1984 йилда "Ўзбекистон Республикасида хизмат кўрсатган маданият ходими" 1994 йилда "Ўзбекистон Халқ маорифи аълочиси" фахрий унвонлари берилган. 1998 йилда "Шухрат" медалига сазовар бўлди.

Нормурад Нарзуллаев ўз овози ва ижод дастхатига эга ижодкор бўлиб, унинг асарларида юксак фуқаролик, самимият, бурчга садоқат, Ватанга муҳаббат, жонажон ўлка табиатига мафтункорлик туйғулари етакчи ўринни эгаллайди.

Саодат Тожи – 1937 йилда Қамаш туманидаги Қоратепа қишлоғида таваллуд топган. Тошкент Давлат чет тиллар олийгоҳини тамомлаб, узоқ йиллар Қамаш шаҳридаги мактабда ўқитувчилик қилди. Шоирнинг "Энг яхши совға", "Инсон севар яшашни", "Қушлар байрами" ва "Олтин болта" каби болаларга бағишланган шеърӣ тўплamlари чоп этилган. У 1982 йилдан Ўзбекистон Ёзувчилар уюшмаси аъзоси. Шоир Саодат Тожи 2001 йилда вафот этга.

Баҳром Маҳмудов 1937 йил 5 мартда Қарши шаҳрида туғилган. Унинг ўн бешга яқин шеърӣ тўплamlари мамлакатимиздаги нуфузли нашриётларда чоп этилган. Шоирнинг аксарият ижод намуналари умумтаълим мактабларининг бошланғич синф дарсликларига киритилган. Унинг "Ватан мадҳи" кўшиқлар тўпламидан ўрин олган "Қарши гуллари" кўшиғи бастакор Султон Анваров мусиқаси билан Ўзбекистонда хизмат кўрсатган артист Ҳадя Юсупова томонидан ижро этилган. Баҳром Маҳмудовнинг "Тандир она саховати" асари Қашқадарё ва Сурхондарё вилоятларидаги кўғирчоқ театрларида сахналаштирилган.

Хулоса қилиб айтганда, Воҳа адабий муҳити ривожда Ёзувчилар уюшмаси вилоят бўлимининг ҳам ўз ўрни бўлган. Қанчадан-қанча ижодкорларнинг адабиёт майдонига кириб келишида бу даргоҳ катта мураббий вазифасини ўтаган. Ўтган асрнинг 50-йилларида йирик фолклоршунос олим, шоир ва адиб Чори Ҳамро кўп йиллар жамоатчилик асосида Ёзувчилар уюшмаси вилоят бўлимига раҳбарлик қилган. Шу даврларда у кўплаб қаламкашларга раҳнамолик қилиш билан бирга ўзи ҳам қизғин ижод қилиб, халқ дostonлари термалар ва бошқа халқ оғзаки ижоди намуналарини тўплаб, адабиётимиз хазинасини бойитишга улкан улуш қўшган.

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ҚАШҚАДАРЁ ВОХАСИДА МУСИҚА САНЪАТИНИНГ АҲВОЛИ ВА УНИНГ ЎЗИГА ХОС ЖИҲАТЛАРИ

Ахматов Абдулла Акбар ўғли
Қарши ДУ докторанти

Калит сўзлар: Тошкент, Қашқадарё, Фарғона, Бухоро, Самарқанд, рақс, Сурхондарё, мусиқа, Хоразм, фолклор, мумтоз, Юнус Ражабий, ансамбл, О. Хошимов, А. Ражабов Т. Шойқулов, Ҳ. Асадов, Анвар Султонов, А. Орипов, Ҳазраткул Амиркулов, байналминал, миллий, мерос.

Резюме: Ўшбу мақолада Қашқадарё мусиқа санъатининг аҳволи ва унинг ўзига хос жиҳатлари ва ўнинг кейинги йиллардаги ҳолати совет ҳукмронлиги йилларида Ўзбек мусиқа санъати, унинг ижодкорлари комфирка мафкуриси ва сиёсий таъсири остида фаолият курсатишга мажбур эди. Бу даврда ҳар бир санъат асарининг “партиявийлиги”, “синфийлиги”, ёки совет “байналминаллиги” ҳисобга олиниб, ҳар қандай миллий асарлар “миллатчилик”, “феодал қолоқлик”, “миллий чекланганлик” тарзида қораланар ва театр репертуаридан чиқариб ташланар эди. Шу боис, Қашқадарё ҳаётида совет даврида ижод қилган тараққиёт йўлининг қонуниятларини аниқлаб олиш учун энг аввало ўнга хос бўлган умумий жараёнларни ҳаққоний баҳолашимиз лозим.

Ўзбек халқининг мусиқа санъати ниҳояида ранг бараранг ва серқиррадир. Мусиқа санъатига оид совет даври маълумотлари таҳлили шундан далолат берадики, мусиқа ва рақс соҳасида ҳам маданий меросга танқидий назар билан қаралиб, “байналминал” йўлни маъқуллаб, миллий мерос инкор этилган.

Аслида ўзбек халқининг мусиқа мероси ниҳоятда куп тармоқлилиги туфайли уни муайян шакллар, жанрлар у ёки бу ижро йулларидан келиб чиқиб бир неча турга булиш мумкин. Ўзбек мусиқаси содда ва мураккаблиги нуқтаи назаридан 2 га: фолклор ва касбий мусиқага ажратилган. Фолклор ва мумтоз (касбий) мусиқада кенг тарқалган куй ва ашула йуллари бир ҳудуддан иккинчисига кучиб муайян асарларнинг ўзига хос куринишлари юзага келган. Ўзбек мусиқа ижрочилигида Фарғона – Тошкент, Бухоро – Самарқанд, Сурхондарё – Қашқадарё ва Хоразм йўналишлари мавжуд [1].

Совет ҳукмронлиги йилларида мусиқа санъатининг азалий қоидалари бўзилиб, уларни “советлаштириш” томон йул тутилди. Маҳаллий мусиқа санъатини Европалаштириш жараёни авж олдирилди. Натижада, мусиқий санъат йўналишлари бир томонлама хусусиятга эга булиб борди.

Бу даврда мусиқа соҳасида совет ҳукумати жиддий узгаришлар яшаш мақсадида Ўзбекистон миқёсида бир қатор чора-тадбирлар олиб борди. 1918 йил Тошкентда Туркистон халқ консерваторияси, 1924 йили мусиқа техникуми, 1936 йили Давлат консерваторияси очилди. Аммо бу мусиқий билим юртларининг барчаси Европа тизимидаги муассасалар эди. Совет ҳукмронлиги даврида вилоятларда мусиқа мактаблари сони йилдан-йилга купайтирилиб борилди. Масалан, 1924 йили республика буйича 5 та мусиқа мактаби фаолият курсатган булса, 1980 йилга келиб улар сони 300 га етди.

Қашқадарёда биринчи мусиқа мактаби 1955 йилда Қарши шаҳрида ташкил этилган булиб, кейинги йилларда Ғузор ва Қарши туманида филиаллари очилди. Мусиқачилар асосан рус мусиқа асбобларига ихтисослашган синфларда таълим олди. Улардан фақат 15 таси ўзбек халқи мусиқа асбобларини урганиш буйича таълим олган.

Ҳукмрон мафкура қушиқчилик санъатида миллий руҳни йуқ қилиш учун барча имкониятларни ишга солди. Кучли таъқибларга қарамасдан, ўзбек бастакорлари уз

ижодида замонавий қушиқлар яратиш йули билан, уларда миллийликни сақлаб қолишга ҳаракат қилди.

XX асрнинг 50-60 йилларида Ўзбекистонда қушиқчилик санъатининг аҳволи 1951 йил республика ҳукумати томонидан қабул қилинган “Ўзбекистонда мусиқа санъатининг аҳволи ва уни янада ривожлантириш туғрисида” ги қарори билан чамбарчас боғлиқ булди. Қарорда рус ва совет мусиқасини устивор суратда ривожлантириш масаласи қўйилади. Бу тадбир ўзбек мусиқа санъатида анъанавий миллий мусиқадан воз кечиб, замонавий жанрларнинг кенг тарғиб этилишини таъминлашга ёрдам берди. Республика ташкилотлари, жамоа хужаликларида юқори топшириғи билан хор жамоалари ва Европача жанрларда ижод этувчи гуруҳлар вужудга келди. Ўзбек қишлоқларида фолклор қушиқлари ва мусиқаси урнига хор қушиқлари янгради. Шу тариқа мажбуран совет турмуш-тарзи омма ҳаётига киритилди. Бу мусиқалар халқнинг эҳтиёжини қондира олмади. Ҳукуматнинг қаттиқ сиқувларига қарамасдан, ўзбек халқининг таниқли санъаткорлари уз ижодларини давом эттирдилар. Юнус Ражабий шундай санъаткорлардан бири булиб, у О. Хошимов билан ҳамкорликда 100 дан ортиқ қушиқлар яратди. У 5 жилдли “Ўзбек халқ мусиқаси” тупламини, “Шошмақом”нинг 6 жилдини нашр эттиради. Унинг миллий мусиқа санъатини замонавийлик уйғунлашганлиги учун халқ томонидан яхши кутиб олинди. Утган давр мобайнида Қашқадарё вилоятида мусиқа санъати, шунингдек, қушиқчиликни ривожлантириш юзасидан бир қатор ишлар амалга оширилди. Вилоятнинг барча туманларида бадий ҳаваскорлик тугараклари фаолияти йулга қўйилиб, уларда элга танилган санъаткорлар етишиб чиқди. Қашқадарё мусиқа санъатининг ривожига Аъзам Ражабовнинг алоҳида урни бор [2].

А. Ражабов 1923 йилда Қарши шаҳрининг Қурғонча маҳалласида косиб Ражаб Салоҳиддин оиласида дунёга келди. У ўзи билан бирга укалари Қодир, Суннат, ва Рамазонларни ҳам санъатга жалб этиб, улар билан биргаликда Қарши шаҳар маданият уйи қошида 4 ва 6 ойлик мусиқа санъати курсини ташкил этиб, санъатга қизиққан ёшларга таълим берди.

А. Ражабов Т. Шойқулов, Ҳ. Асадовлар билан хомкорликда вилоятда халқ чолғу асбоблари профессионал ижросининг ривожига катта ҳисса қўшди.

А. Ражабов аввало, ўзбек халқ мусиқа меросини туплаш ва уларни нотага тушириб ижро этиш борасида катта ишларни амалга оширди. У мумтоз қушиқларни вилоятда тарғиб этишда куп хайрли ишларни амалга оширди. А. Ражабов халқ лапарларидан “Ватаним”, “Атлас белбоғ”, “Гулим” сингари ашулаларни тиклаб, халққа хавола этди. У вилоятда ўзига хос мусиқа мактабини яратди. Республикадаги таниқли бастокорлардан Анвар Султонов, Ўзбекистонда хизмат курсатган артист Пулат Мустафоев, Иброҳим Умров, Арслон Султоновлар уни узларига устоз деб билдилар. А. Ражабов ҳаёти давомида 10 дан ортиқ мусиқали драмага мусиқа, 100 дан ортиқ қушиқларни ижросини таъминлади. Қашқадарёнинг севимли санъаткорларидан бири Ҳазратқул Амиркуловдир. У 1953 йили Жейнов қишлоғида туғилиб, уз умрини санъатга бағишлаган. Ҳ. Амиркулов 1970-1973 йилларида Тошкент педогогика институтининг мусиқа факултетига таълим олди. Уқишдан сунг у Қарши мусиқа билим юртида дарс бериш билан бирга, турли курик-танловларда иштирок этиб, фахрли уринларни эгаллади. Ҳ. Амиркулов 1977 йилдан вилоят тетрида ишлаб, “Абулфайзхон”, “Амир Темур”. “Давлат болалари”, “Танбур нидоси” мусиқали драмларига куй басталади. У ўзининг 20 йиллик ижоди давомида 50 дан ортиқ қушиқ ва куйлар яратди [3].

Ҳ. Амиркуловнинг 30 га яқин қушиқлари республика ва вилоят радиосининг олтин фондидан урин олган, 6 таси эса грампластинкаларга ёзиб қолдирилган. У Н. Нарзуллаевнинг “Кунгил куйлари”, А. Ориповнинг “Йулим бошлар”, И. Тухтамишовнинг

“Муҳаббат”, “Ношкур булмагин уғлим”, Аҳмад Яссавийнинг “Утаро”, Лутфийнинг “Айлаб утинг” каби шеърларига куйлар басталаган.

Қашқадарёда утган давр мобайнида турли мусиқа ансамбллари тўзилиб, улар республика ва халқаро фестивалларида қатнашиб, фахрли уринларни эгаллаганлар. Шундай ансамбллардан “Чул чамани” ва “Марҳабо” жамоа гуруҳлари нафақат вилоятда, балки бутун республикага танилади. “Чул чамани” 1972 йили, “Марҳабо” ансамбли эса 1973 йили тўзилади. “Чул чамани” ансамбли Бешкент тумани маданият уйи мудираси Гулсара Чориеваннинг сай – ҳаракатлари туфайли тўзилади. Унинг раҳбари этиб Амирқул Ҳамрақулов тайинланади. Ансамбл ишини йулга қуйиш учун Тошкентдан бастакор Муҳаммаджон Мирзаев ҳамда рақс санъати устаси, балеттмейстер Исаҳор Оқиловлар Бешкентга таклиф этилади. Бу санъаткорлар туманда бир муддат яшаб, жамоа аъзоларига санъатдан таълим беради. Ансамблда Чамангул Нуриллаева, Одил Паёнов, Мейли Турдиқулов, Жамила Шарипова, Ойниса Очилова, Мейлихон Авазова, Санъат Ризванова каби санъаткорлар эл орасида шуҳрат қозондилар. Ансамбл репертуарлари фолклор жанрининг айрим турларига оид ашула ва рақслари ҳам жой олган.

Халқ рақсининг моҳир ижрочиси Маматқул бобо, катта ашула ижрочилари Ризвон Мирзо ҳамда Камол Бозор, пичоқ рақси ижрочиси Ашур қассоб каби халқ ижрочилари ансамблда фаолият курсатган. Ансамбл 1973 йил Тошкентда булиб утган “Марҳабо талантлари” курик танловида, Останкино телестудиясида уз санъатларини намоиш этганлар. Қашқадарёда совет йилларида халқ орасида шуҳрат қозонган ансамбллардан бири “Марҳабо” ансамблидир. Бу жамоа 1973 йили Абдиҳаким Шарипов ташаббуси билан тўзилган. Бу жамоа 1977 йили республика ансамблларнинг курик – танловида қатнашиб, биринчи уринни эгаллаган. Ансамбл шу йили Югославияда булиб унинг Сараева, Буд ва Белград шаҳарларида концерт қуяди. 1978 йили ансамбл Полшада булиб уз санъатини намоиш этади. “Марҳабо” ансамбл жамоаси 1971-1982 йилларида турли курик – танловларида қатнашиб, фахрли уринларни эгаллайди. 1980 йили ансамл “Халқ ансамбли” унвонига сазовор булди. Ансамблда Исомиддин Султонов, Ҳурматой Бадинова, Музаффар Мадатов, Тоҳир Шамсиев, Шоназар Ҳамроев, Солоҳиддин Аъзамов, Ойбахор Бердиева каби санъаткорлар етишиб чиқди [3].

Совет ҳукмронлиги йилларида Қашқадарёда кенг тарқалган мусиқа санъати турларидан бири бахшичиликдир. Достончилик мумтоз мусиқанинг энг қадимий тури ҳисобланади. Қашқадарё Деҳқонобод, Чироқчи, Қамашли достончилиги анъаналари қадимий булиб, совет ҳукмронлиги даврида ҳам яшашда давом этди. Бу даврда Абдулла шоир Нурали уғли, Қодир бахши, Бозор бахшилар Уз санъатлари билан халқ орасида кенг танилди. Абдулла бахши яратган достонлар ниҳоятда ранг – баранг булиб, 1937-1938 йили ундан “Алпомиш”, “Малкай айёр”, “Гуруғли”, “Равшанхон”, “Авазхон”, “Хондалли”, “Хуш келди”, “Қиронхон”, “Кунгилмиш” каби унлаб достонлар ёзиб олинган. [4].

У 1937 йил Ўзбекистон адабиёти ва санъатининг Москва шаҳрида булиб утган декадасида иштироқ этди. Абдулла бахши ўзбек халқининг куплаб байрамларига бағишлаб ҳам қушиқлар ёзди. Масалан, халқ орасида кенг тарқалган “Ё рамазон” қушиғининг муаллифи ҳам Абдулла бахшидир. Қашқадарё Ҳомери деб тан олинган Қодир бахши Раҳимов Достончилик санъатини ривожлантиришга муносиб ҳисса қушди. У 1937 йил Деҳқонобод туманининг Чалика қишлоғида туғилган. Қодир бахши Раҳимов Республика бахшилар курик – танловларида қатнашиб, биринчи даражали диплом билан тақдирланди. У 1974 йил Москва шаҳрида бўлган утган конкурс лауреати, 1989 йил Париж шаҳрида утган III жаҳон халқ ижодиёти куригининг совриндори булди. Қодир бахши 1980-1982 йилларда Тошкент ва Алмаота шаҳарларида булиб утган жаҳон миқёсидаги халқ ижрочилари фестивалининг ғолиб булди.

У 70 дан ортиқ дostonларни ёд билган. Шу билан бирга 10 дан ортиқ дostonларни яратган. Қодир бахшининг Қахҳор, Абдимурод, Баҳром, Баҳодир, Шодмон, Мусурмонқул, Абди, Дархон, Нортожи бахши каби шогирдлари ҳам эл орасида танилган. Унинг таниқли шогирди ва уғли Қахҳор бахши ҳам сермахсул ижод этиб, 40 дан ортиқ анъанавий ва замонавий дostonларни ёд билган. У 1987-1989 йилларида Ўзбекистон Республикаси бахшиларининг курик – танловининг ғолиби булди. [5].

1989 йилда Озарбайжонда утказилган Урта Осиё, Козоғистон, Кавказ, Болтиқ буйи оқинларининг фестивалида қатнашиб лауреат булди. Бундан ташқари Қаххор бахши АҚШ, Ирландия, Канадада булиб ўзбек дostonчилик санъатининг доврўғини дунёга таратди. Бу даврда бахшичилик санъати ҳам тусиқларга дуч келади. Уларнинг ижоди ҳам, санъатнинг бошқа турлари қатори дostonлар ҳам “қайта ишланди”, улар қисқартирилиб замонавийлаштирилди, яъни асл ғоялар тушириб қолдирилди. XX асрнинг 50 йилларида “Алпомиш” дostonи матбуотида қаттиқ танқид қилинди [6].

Алпомиш меҳнаткаш халқнинг олийжаноб фазилатлари ва орзу умидларини ўзида ифода этмай, аксинча, у қонхур бек, золим сифатида ҳаракат қилади, деб фикр билдирилди. Асар эскилик сарқити сифатида қораланди. Қашқадарёда халқ қоъшиқчилилик санъати ҳам ривожланиб келди. Халқ қоъшиқлари асосан маданий – оммавий тадбирларда, туйларда ижро этилган. Воҳада халқ қушиқчилиликнинг “Бешқарсак” деб номланган ижрочилик тури кенг тарқалган. Бунда қушиқ ва уйин бирга ижро этилади. Улар умумлашиб қарсак чалиб ашула ва рақс ижро этилган. “Бешқарсак” асосан вилоятнинг Шаҳрисабз, Китоб, Яккабоғ, туманларида кенг ёйилган. Асли вардонлик булган Музроб ака Қаландар уғли XIX аср бошларида нафақат Қашқадарёда, балки бутун Туркистонда машҳур булиб, у бешқарсак, от уйин, Қуғирчоқ уйин, машарабозлик, аския соҳасида ижод этган. Унинг жияни Хуррам Худойназаров қизиқчи, лапарчи – қушиқчи сифатида советлар ҳукмронлиги йилларида эл орасида танилган. 1935-1950 йилларда у воҳадаги катта тую-томошаларда қатнашган [7].

Қашқадарёда 1945-1955 йилларда халқ қушиқларининг моҳир ижрочиларидан Мусурмон қарсақчи, Жума Мейлиев, Жура эшқувватов, Мейлибой элмуродов, Карим Пулатов, Рустам Хужақуловлар биргаликда қарсак усулида доира журлигида ашула айтишган.

Хуллас, ўзбек халқи мусиқа санъати ниҳоятда кенг куламли ва серқиррадир. Миллий мусиқа мероси совет ҳукмронлиги йилларида жиддий қаршиликка учраб, мусиқали асарларни ҳам “советлаштириш” га ҳаракат қилинади. Ўзбек мусиқасини Европалаштириш жараёнининг авж олдирилиши натижасида халқнинг ундан узоқлашиши кузатилади [8].

Хулоса қилиб айтганда, Ҳукуматнинг мусиқа соҳасида олиб борилган чора-тадбирлари уз манфаатлари, яъни ҳукмрон мафкура нуқтаи – назаридан олиб борилиб, ўзбек халқига ёт булган Европа тизимидаги мусиқий санъат тарғиб этилди. Вилоятларда ва Тошкентда очилган мусиқа мактабларида асосан рус ва Европа мусиқа асбобларини ургатувчи синфлар ташкил этилди.

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DAVLAT VA JAMOAT TASHKILOTLARIDA TERRORIZM HAMDA EKSTREMIZMGA QARSHI KURASH BO'YICHA TASHVIQOT-TARG'IBOT TADBIRLARINING OLIB BORILISHI

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Annotatsiya: Mazkur maqola davlat va jamoat tashkilotlarida terrorizm va ekstremizmga qarshi kurash bo'yicha olib borilayotgan tashviqot-targ'ibot tadbirlarining ahamiyatini yoritadi. Ushbu tadbirlar orqali fuqarolar ongida ekstremistik va terroristik g'oyalarga nisbatan murosasiz munosabatni shakllantirish, milliy xavfsizlikni ta'minlash va ijtimoiy barqarorlikni saqlash maqsad qilingan. Maqolada davlat organlari va jamoat tashkilotlari tomonidan olib borilayotgan tashviqot va targ'ibot faoliyatlari, ularning samaradorligi, shuningdek, bunday tadbirlarning ijtimoiy xavfsizlikka qo'shgan hissiy batafsil tahlil qilinadi. Tadqiqot davomida muayyan dastur va loyihalar orqali amalga oshirilayotgan chora-tadbirlar ko'rib chiqiladi va ularning ijtimoiy ta'siri baholanadi.

Kalit so'zlar: Terrorizm, ekstremizm, tashviqot, targ'ibot, davlat tashkilotlari, jamoat tashkilotlari, xavfsizlik, ijtimoiy barqarorlik, qarshi kurash, fuqarolar ongini shakllantirish.

So'nggi yillarda O'zbekistonda yoshlar o'rtasida terrorizmga qarshi tashviqot va targ'ibot ishlariga kuchli e'tibor qaratildi. Республикада ма'naviy sohada amalga oshirilgan islohotlarning asosiy yo'nalishlaridan biri ham aynan ushbu muammoga qaratildi. Bu boradagi ishlarga asosan, XX asrning 90-yillari oxiridan, ya'ni O'zbekistonda bir nechta terroristik tajovuzlar amalga oshirilgandan so'ng e'tibor qaratildi.

O'zbekiston Respublikasi Prezidentining 1997-yil 24-dekabrda "Farg'ona" vodiysidagi viloyatlarda ijtimoiy-siyosiy va kriminogen vaziyatni barqarorlashtirish yuzasidan kechiktirib bo'lmaydigan choralar to'g'risida"gi hamda O'zbekiston Respublikasi Prezidentining 1999-yil 19-yanvar kungi "Diniy ekstremizmga qarshi kurashni kuchaytirish borasida ichki ishlar idoralari ishini takomillashtirish bo'yicha maxsus tezkor shtab tuzish to'g'risida"gi farmoyishlari, Vazirlar Mahkamasining 1999-yil 14-sentabrda 426-102-sonli Toshkent shahrida va viloyat markazlarida jamoat tartibini va xavfsizligini ta'minlash haqida"gi qarori, O'zR Bosh prokurorining 1999-yil 7-aprelda 1-sonli "Terrorizm va ekstremizmga qarshi kurashga qaratilgan qonunlar ijrosi ustidan prokurorlik nazoratini kuchaytirish to'g'risida"gi buyrug'ida nazarda tutilgan yo'nalishlar bo'yicha qonunga xilof harakatlarni sodir etgan diniy ekstremistik va terroristik diniy guruhlarini aniqlash, fosh etish hamda ularga barham berishda muhim ahamiyatga ega bo'ldi.

"O'zbekiston Respublikasida diniy ekstremizm va terrorizmga qarshi kurashni kuchaytirishga qaratilgan tadbirlar" Dasturiga asosan fuqarolarning, ayniqsa, yoshlar, ayollar, ishlamaydigan va o'qimaydiganlarni har xil noqonuniy diniy oqimlar ta'siriga tushishining oldini olish uchun bir qator huquq targ'ibot tadbirlari o'tkazildi. Tadbirlarga tegishli hokimliklar, xotin-qizlar qo'mitalari, ichki ishlar bo'limlari, «Kamolot» yoshlar jamg'armalari, diniy idoralar, o'zini o'zi boshqarish idoralari va ommaviy axborot vositalari vakillari jalb etildi.

Afsuski, respublika oliy va o'rta maxsus o'quv yurtlari talabalari va o'quvchilari tomonidan diniy ekstremizm va terrorizm bilan bog'liq jinoyatlar ko'rsatkichi ortib bordi. Masalan, 1999-yilda respublika bo'yicha 253 nafar o'qituvchi va o'quvchilarga turli diniy ekstremizm va terrorizm oqimi a'zosi sifatida jinoyat ishlari qo'zg'atilgan bo'lib, bu ko'rsatkichlar Samarqandda 54 tani, Buxoroda 33 tani, Toshkent viloyatida 30 tani, Farg'onada 25 tani, Andijonda 23 tani, Xorazmda 19 tani tashkil etdi. Bu esa barcha yo'nalishda davlat va jamoat tashkilotlari tomonidan hamkorlikda terrorizm va ekstremizmga qarshi kurashish borasida bir qancha chora-tadbirlarni amalga oshirish lozimligini ko'rsatdi.

2001-yilda O'zbekistonda diniy ekstremizm va terrorizm oqimi a'zolari tomonidan mamlakatimiz bo'yicha 1026 ta jinoyat sodir etilgan bo'lib, shulardan 5 nafari 18 yoshga to'lmagan, 260 nafari 18-25 yosh, 269 nafari 25-30 yosh, 200 nafari 30-35 yosh, 165 nafari 35-40 yosh, 118 nafari 40 yoshdan oshganlarni tashkil etadi. Masalan, Surxondaryo viloyati Oltinsoy tuman xalq ta'lim bo'limiga qarashli 5-sonli o'rta maktab o'qituvchilari A.A va X.H "Hizb ut-Tahrir" diniy ekstremistik oqim tarkibida faoliyat ko'rsatib, omma orasida turli varaqalarni tarqatib kelganliklari uchun jinoiy javobgarlikka tortilgan.

1999-yil 17-fevral kuni Jizzax viloyati Do'stlik tumani hokimligida tuman faollari ishtirokida Toshkentda bo'lib o'tgan quporuvchilik harakatlarini keskin qoralab yig'ilish o'tkazildi. Yig'ilishda tuman rahbarlari va faollar so'zga chiqib, Toshkent voqeasiga o'zlarining munosabatlarini bildirdilar. Tuman xalq ta'limi bo'limi, «Mustaqillik» nomli ijara shirkatlar birlashmalarida hamda «Do'stlikdon» aksiyadorlik jamiyatida ham shu mazmundagi yig'ilishlar o'tkazildi.

Respublikadagi viloyatlarning barcha shahar va tumanlarida, davlat va nodavlat tashkilotlari, qishloq, mahalla fuqarolar yig'inlarida terrorizmga qarshi kurashni keng targ'ib etish, tushuntirish ishlarini olib borish uchun davlat arboblari, huquqshunoslar, olimlar, shoir-yozuvchilar, ziyolilardan iborat targ'ibot guruhlar tuzildi. Masalan, Farg'ona viloyatida shunday 12 ta guruh tuzildi. "O'z yurtini, o'z uyingni o'zing asra!" mavzusida uchrashuvlar, ochiq muloqotlar, bahs-munozaralar, davra suhbatlari o'tkazildi. Bu borada huquqni muhofaza qilish organlari bilan mahallalarning hamkorligi bois ijobiy samaralarga erishildi. Fuqarolarning o'zini o'zi boshqarish idoralari yordamida barcha joylarda doimiy harakatdagi jamoatchilik nazorati maskanlari faoliyat yuritdi. Notinch oilalar, diniy oqimlarga moyil shaxslar, qamoq jazosini o'tab qaytganlar, ijarada yashovchi fuqarolar bilan yuzma-yuz suhbatlar o'tkazildi. Shahar va tumanlarda "Kamolot" yoshlar ijtimoiy harakati boshlang'ich tashkilotlarining tashabbusi bilan Farg'ona viloyatida 120 ta "Yosh posbonlar" guruhi tashkil etildi. Guruh a'zolari mahalla faollari bilan birga joylarda tungi jamoatchilik navbatchiligi va qo'riqlash ishlarida doimiy ravishda ishtirok etdi.

1999-yil 17-fevral kuni Sirdaryo viloyati Guliston shahrida Milliy tiklanish partiyasi faollari va xayrixohlarining "Ekstremizm, qo'poruvchilikka yo'l yo'q" shiori ostida yig'ilishi bo'lib o'tdi va yig'ilishda Matbuotni qo'llab-quvvatlash ijtimoiy-siyosiy jamg'armasining raisi, «Hurriyat» gazetasining bosh muharriri, partiyaning yetakchilaridan biri Xurshid Do'stmuhamedov, «Oltin meros» xalqaro jamg'armasining raisi, O'zbekiston xalq yozuvchisi Xudoyberdi To'xtaboyev, O'zbekiston Milliy tiklanish demokratik partiyasi Sirdaryo viloyati kengashining raisi Habibullo Abduraimov, Sirdaryo viloyati hokimining o'rinbosari Kamoliddin Oqbo'tayev 16-fevralda Toshkentda ro'y bergan ekstremistlarning yovuz qo'poruvchilik harakatlarini qoraladi.

1999-yil 19-fevral kuni Abdulla Qodiriy nomidagi Toshkent davlat madaniyat instituti professor-o'qituvchilari, talabalari, barcha xodimlari ishtirokida diniy ekstremizm va Toshkent voqealariga bag'ishlangan yig'ilish bo'lib o'tdi. Yig'ilishda Toshkent shahrida sodir bo'lgan qo'poruvchilik harakatlaridan saboq chiqarish xususida fikrlar bildirildi.

1999-yil 24-fevral kuni Toshkent davlat yuridik instituti tamonidan Toshkent shahridagi 16-fevral voqealari munosabati bilan "Yoshlar tarbiyasi eng muhim masala" mavzusida institutning faollar zalida barcha professor o'qituvchilari hamda talabalar ishtirokida yig'ilish bo'lib o'tgan va yig'ilishda mudhish voqealarga o'z munosabatlarini bildirdi. Shu yilning 3-martida Toshkent kimyo-texnologiya institutida ham fevral voqealariga bag'ishlangan "Sergak bo'laylik, talabalar, mudarrislar!" shiori ostida tadbir tashkil etildi.

«Fevral voqealari: saboqlar va vazifalar» deb nomlangan mavzusida O'zbekiston Xalq demokratik partiyasi Markaziy Kengashi huzuridagi navbatdagi ilmiy-nazariy seminar bo'lib o'tdi. O'zbekiston XDP Markaziy Kengashi, Toshkent viloyat, Toshkent shahar hamda ularning tasarrufidagi shahar va tuman kengashlari mas'ul xodimlari, shuningdek, partiya markaziy

matbuot nashrlari jurnalistlari ishtirok etgan yig'ilishda ma'ruzachilar fevral voqealarining sabab va oqibatlari xususida fikr mulohazalarini bildirdi. 1999-yil, 27-fevral kuni O'zbekiston Xalq demokratik partiyasi Markaziy Kengashining XIX plenumi bo'lib o'tgan bo'lib, unda O'zbekiston XDP Toshkent shahar kengashi birinchi kotibi L. G'ulomov, Namangan viloyat kengashi birinchi kotibi H. Ubaydullayev, Bog'ot tumanidagi «Bog'ot» shirkatlar uyushmasi boshqaruvi raisi, M. Kuvokov, Navoiy tumanidagi «Yangi ariq» fuqarolar yig'ini raisi A. Jabborov, Qashqadaryo viloyat gaz konlari boshqarmasi boshlig'i N. Zayniyev, O'zbekiston XDP Xo'jayli tuman kengashi birinchi kotibi R. Zoirova, O'zbekiston Respublikasi Bosh vaziri o'rinbosari D. G'ulomova ishtirok etib, 16-fevral kuni Toshkentda sodir etilgan terrorchilik harakatlari, ularning tashkilotchilari va ijrochilarini keskin qoraladilar.

1999-yil 22-fevral kuni O'zbekiston Respublikasi Qishloq va suv xo'jaligi vazirligi jamoasi, tarmoqqa daxldor ilmiy-tadqiqot institutlari, o'quv dargohlari vakillari, mehnat faxriylari ishtirokida o'tkazilgan yig'ilishda Toshkentda sodir etilgan terroristik voqealarga munosabat bildirildi.

O'zbekiston televideniya'sining 1999-yil 1-mart ma'naviy-ma'rifiy ko'rsatuvida diniy qadriyatlar, Alisher Navoiy nomidagi Respublika nafis san'at litseyi o'quvchilarining Toshkentda 16-fevral kuni bo'lib o'tgan terrorchilik harakatlariga munosabatlari. Yoshlarning fikrlarini qo'llab-quvvatlagan holda ushbu masalalar yuzasidan O'zbekiston musulmonlari idorasi ulamolari bilan ham suhbatlar uyushtirilib, munozaralar olib borildi. O'zbekiston musulmonlari idorasi raisi Muftiy Abdurashidqori Bahromov suhbatda faol ishtirok etib, diniy ekstremizm va terrorchilik harakatlarining mohiyati bo'yicha fikrlarini bayon qildi.

1999-yil 16-mart kuni Toshkent shahrining Shayxontohur tumani hokimiyatining majlislar zalida Milliy tiklanish demokratik partiyasi, Konrad Adunauer fondi hamda «Ayol va jamiyat» institutining «Mahalla saylov oldida» mavzusida ikki kunlik seminar yig'ilishi o'tkazilib, ushbu yig'ilishda Toshkent Shayxontohur tumani xotin-qizlar qo'mitasi a'zolari, maktab direktorlari, jamoat tashkilotlari vakillari ishtirok etdi. Toshkentda 16-fevralda sodir bo'lgan mudhish qo'poruvchilikni keskin qoralab, qo'poruvchilik, terrorizm, diniy ekstremizmga yo'l qo'ymaslik, bularning ildizlarini ochib tashlash, mudhish qiyofasini fosh etish yuzasidan vazifalari ko'rib chiqildi.

Oliy ta'lim muassasalari va boshqa tashkilotlarining terrorizm va diniy ekstremizmga qarshi kurash bo'yicha hamkorligi natijasida bu kabi noqonuniy diniy tashkilotlarga a'zo bo'lib qolgan insonlar o'z aybini tan olib tegishli organlarga kelib ayblarini tan olish holatlari ortdi. Xususan, Samarqand viloyatining Urgut tumanida yashovchi Risolat Nazarova o'g'illarini Islom dini niqobi ostida faoliyat ko'rsatayotgan "Hizb ut-Tahrir" uyushmasi a'zolari ta'siriga, tushib qolganini sezib qolgach, ularni ichki ishlar organiga topshiradi. Shuningdek, Namangan shahrida yashovchi 1959-yilda tug'ilgan Yoqubjon Vahobov va Namangan viloyatining Uchqo'rg'on tumanida yashovchi Muhammadvali Soliboyevning ikki nafar farzandi kechirim so'rab ichki ishlar organiga keldi.

Mamlakatimizda ekstremizm va terrorizmga qarshi kurashda davlat va jamoat tashkilotlarining hamkorligi muhim omillardan biri bo'lib hisoblanadi. Yurtimizda ma'naviy sohada olib borilayotgan islohotlarning asosiy yo'nalishlaridan biri ham aynan diniy ekstremizm va terrorizmga qarshi kurash bo'ldi. Tadbirlarga tegishli hokimliklar, xotin-qizlar qo'mitalari, ichki ishlar bo'limlari, «Ma'naviyat va ma'rifat» markazlari, «Kamolot» yoshlar jamg'armalari, diniy idoralar, o'zini o'zi boshqarish idoralari va ommaviy axborot vositalari vakillari jalb etildi. Ammo aksariyat hollarda terrorizmga qarshi kurash tadbirlari faqat soha vakillarining ma'ruzasi bilan cheklandi. Diniy ekstremizm g'oyalari va ularning yoshlar ongiga singdirish bo'yicha terroristik tashkilotlar tomonidan olib borilgan harakatlar mohiyati to'la asoslanmadi. Bu esa targ'ibotlar samaradorligining past bo'lishiga xizmat qildi.

Yurtimiz azaldan tinchliksevar tashqi siyosat olib borgan. Bugungi kunda ham O'zbekiston dunyoning tinchlikka va hamkorlikka chorlovchi tashkilotlarning faoliyatini

qo'llab-quvvatlab kelmoqda. Xalqaro tashkilotlar nizomlariga amal qilib qo'shni va hamkor davlatlar bilan terrorizm va ekstremizmga qarshi birgalikda kurashish uchun barcha imkoniyatlarini ishga solmoqda. Markaziy Osiyo bugungi globallashuv jarayonida jahon jamoatchiligining e'tiborini o'ziga qaratmoqda. Xalqaro va mintaqaviy tashkilotlarda O'zbekiston hukumati terrorizm va ekstremizmga qarshi kurashda faol ishtirok etmoqda. O'zbekistonda kechgan terroristik tahdidlar bo'yicha jahon jamoatchiligi o'zlarining qat'iy fikr-mulohazalarini bayon etib bordi.

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TEMURIYLAR DAVRIDA SAROYMULKXONIMNING TUTGAN O'RNI

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Annotatsiya: Mazkur maqola Temuriylar davridagi Saroymulkxonimning tutgan o'rni va uning siyosiy, ijtimoiy hamda madaniy hayotdagi rolini o'rganishga qaratilgan. Saroymulkxonim (Bibixonim) Amir Temurning rafiqasi bo'lib, Chig'atoy ulusidan kelib chiqqan va yuqori martabali mo'g'ul xonlaridan birining qizi edi. Uning Amir Temur bilan nikohi unga katta siyosiy mavqe olib kelib, Temuriylar davlatida muhim rol o'ynashiga zamin yaratdi. U Amir Temurning maslahatchisi va yaqin hamkori sifatida harbiy yurishlar va davlat boshqaruvida faol ishtirok etgan. Shuningdek, Saroymulkxonim ilm-ma'rifat homiysi sifatida ko'plab madrasalar va masjidlar qurilishiga homiylik qilgan. Ushbu maqolada Saroymulkxonimning hayoti, faoliyati va Temuriylar davridagi o'rni haqida batafsil ma'lumotlar keltiriladi.

Kalit so'zlar: Temuriylar davri, Saroymulkxonim, Bibixonim, Amir Temur, siyosiy mavqe, Chig'atoy ulusi, ilm-ma'rifat, davlat boshqaruvi, harbiy yurishlar, madaniy meros.

Bibixonimning asl ismi Saroymulkxonim bo'lib, u Chig'atoy ulusiga mansub edi. Saroymulkxonim 1341 yilda Qarshi shahrida tug'ilgan va mo'g'ul xonlaridan biri bo'lgan Qozonxonning qizi edi. 1355 yilda u dastlab Movarounnahr hukmdori Amir Husayn Musallabga turmushga chiqadi. 1370 yilda esa buyuk sarkarda Amir Temurga nikohlanadi. Amir Temur Saroymulkxonimga uylanganidan keyin, "ko'ragon" unvoniga sazovor bo'ladi. "Ko'ragon" iborasi mo'g'ulcha so'z bo'lib, "kuyov" degan ma'noni anglatadi. Sababi, Saroymulkxonim mo'g'ul xonlarining qizi bo'lganligi uchun Amir Temur mo'g'ul xoni kuyovi hisoblanib, "Amir Temur Ko'ragon" nomini olgan edi.

Yuksak insoniy fazilatlari tufayli Saroymulkxonim Amir Temurning barcha ayollari orasida ulug' mavqega ega bo'ladi va unga "Katta xonim" yoki "Bibixonim" unvoni beriladi. Albatta, bunday e'zozga musharraf bo'lish uchun aql-zakovat, kuchli did-farosat va keng fikrlash doirasi asosiy omil bo'lgan. Tarixiy manbalarning guvohlik berishicha,

Saroymulkxonim o'z davrining yuksak idrokli, farosatli, tadbirkor va aql-zakovatli ayollaridan biri bo'lib, husn-latofat bobida ham benazir edi.

Saroymulkxonim insonparvar, Vatanni sevuvchi, mamlakatning siyosiy-ijtimoiy, iqtisodiy va madaniy hayotidan yaxshi xabardor bo'lgan, saltanat ishlarida dono maslahatlari bilan faol qatnashgan ayol edi. Ayniqsa, ilm-ma'rifatga alohida e'tibor berar va ilm talabchilarga homiylik qilardi. Sohibqiron Amir Temurning harbiy yurishlarida Saroymulkxonim ko'pincha unga hamrohlik qilgan. Tarixiy manbalar Saroymulkxonimni o'ta ziyrak va tadbirkor shaxs sifatida tavsiflaydi, u saltanatni boshqarishda yuzaga kelgan ayrim muammolarni hal etishda o'zining oqilona maslahatlari bilan faol qatnashgan. Amir Temur Saroymulkxonimga oshkora bo'ysunmasa-da, uning dono maslahatlariga ehtiyoj sezgan.

Sohibqiron Amir Temurning Saroymulkxonimdan tashqari boshqa xotinlari ham bo'lgan. Ammo xon avlodidan kelib chiqqan Saroymulkxonim barcha malikalardan ustun turib, "katta xonim" yoki "Bibixonim" unvoniga ega bo'lgan. Tarixiy manbalarning guvohlik berishicha, Saroymulkxonim o'z davrining yuksak idrokli, farosatli, tadbirkor va aql-zakovatli ayollaridan biri edi. Ayniqsa, ilm-ma'rifatga alohida e'tibor bilan qaragan va ilm talabchilarga homiylik qilgan. Salohiddin Toshkandiyning "Temurnoma" asarida Amir Temur va Saroymulkxonimning qanday uchrashgani haqida ma'lumot keltirilgan. Asarda ta'kidlanishicha: "Bir kecha tushida Bayonqulixon Shayx ul-'amni ko'radi. Shayx unga shunday deydi: 'Xilofi shar'iy qilmagin, qizlaringni erga ber'. Bayonqulixonning to'qqiz qizi bor edi. U uyqudan turib barcha qizlarini chaqiradi. Ularning eng kichigi Saroymulkxonim edi. Saroymulkxonim unga: 'Ey ota, sizning davlatingiz soyasidan boshqa hech qayoqqa bormasman, erga ham chiqmasman', deydi."

Podshoh kunlardan birida yana tushida Shayx ul-'alamni ko'radi. Bu mo'tabar zot podshohdan Saroymulkxonimni turmushga berishini so'raydi. Ertasi kuni xon qizini huzuriga chorlaydi. Qiz esa: "Mening xohishimga qarasangiz, meni Tarag'ay Bahodirning o'g'liga bering," deydi. Biroq, Shahrisabz begi Tarag'ay Bahodir bilan xon o'rtasidagi munosabatlar sovuqlashgani uchun Bayonqulixon ushbu nikohga rozi bo'lmaydi. Shunda malika otasiga: "Kimki men bilan shaxmat o'ynab yutsa, o'shanga xotin bo'laman, hatto u cho'pon bo'lsa ham," deydi. Xon esa bunga rozi bo'ladi.

Tong saharda shaxmat ustalari musobaqaga kela boshlaydi. Xonlikning jarchilari butun Buxoroga bu haqda xabar tarqatishadi. Musobaqaga kelganlarning hech biri Saroymulkxonimga teng kela olmaydi. U xonlikda dong'i ketgan shaxmat ustalarini ham mag'lubiyatga uchratadi. "Andan keyin jarchi bozorlarni kezib nido qilur edi. Amir Sohibqiron bu ovozni eshitib, chiqib dedi, jarchi voqeani bayon qiladi. Amir Temur shaxmat o'ynashda misli yo'q edi. Amir aytdi: Men ham bilurman. Shundan keyin Amir Sohibqironni olib bordilar. Xon ko'rdiki, bir turk yigit egnida chakmon, boshida telpak. Xon buyurdi, qul qizni (Saroymulkxonimni) keltiringlar. Darhol olib keldilar. Amir sezdi, bu yigit libosidagi qiz ekan. Ular bir-biriga mehr qo'yib qolishdi."

Ispaniyalik elchi Rui Gonsales de Klavixo o'zining "Amir Temur saroyiga sayohat kundaligi" asarida Saroymulkxonimni "Ka'no xonim" — ya'ni, "katta xonim" deb ataydi. Amir Temur saroyida joriy etilgan tartibga ko'ra, chet el elchilarini qabul qilish marosimida hukmdor bilan birga malikalar ham qatnashgan. 1404-yil 17-oktabrda Saroymulkxonim katta bazm uyushtiradi. Bu bazmga elchilar ham taklif etiladi. Saroymulkxonim bazmni o'ziga qarashli eng hashamatli saroparda chodirida tashkil qiladi. Chodir oq va qora rang matolardan tikilgan, to'q qizil gilamlar bilan bezatilgan. Bazmga ispan elchisi Klavixo ham taklif etilgan bo'lib, u Amir Temur bazmlaridagi ziyofatlarning to'kin-sochinligi va did bilan jihozlanganligini bayon qiladi.

Sohibqiron Amir Temurning harbiy yurishlarida Saroymulkxonim ko'pincha birga bo'lgan. Tarixiy ma'lumotlarga ko'ra, o'ta ziyrak va tadbirkor Saroymulkxonim saltanat ishlarini boshqarishda paydo bo'lgan muammolarni o'zining oqilona maslahatlari bilan yechishda faol ishtirok etgan. Amir Temur Saroymulkxonimga oshkora bo'ysunmasa-da, uning dono maslahatlariga muhtoj bo'lgan. Masalan, Amir Temurning Eronga qarshi yurishlari vaqtida,

Isfahon qamali uzoq cho'zilib ketadi va qo'shinni oziq-ovqat bilan ta'minlash uchun mablag' yetmay qoladi. Shunda Temur Saroymulkxonimga maktub jo'natadi. Maktub qisqacha: "Qo'shinning zahirasi tugadi, xazinadan oltin yuboring," degan so'zlarni o'z ichiga oladi. Saroymulkxonim esa vaziyatni anglab, Amir Temurga javob yuboradi: "Ulug' amir, agar zaringiz tugagan bo'lsa, siyosatingiz ham tugadi." Amir Temur bu so'zlarning ma'nosini anglab, qo'shinga qo'ydan tortib to ot go'shti suyaklarini to'plab, tamg'a bosib vaqtinchalik pul sifatida foydalanadi. Keyinchalik qamal tugab, Isfahon egallangach, suyak pullar oltin pulga almashtiriladi.

Saroymulkxonimning faoliyati faqat siyosat bilan cheklanib qolmagan. U Amir Temurning farzandlari va nabiralarining tarbiyasi bilan ham shug'ullangan. Tarixiy manbalarda ta'kidlanishicha, Sohibqiron o'z avlodlari tarbiyasini biologik onalariga emas, balki harami sohibalariga topshirgan. Bu esa shaxzodalarning onalariga haddan tashqari bog'lanib qolishlarini oldini olish va ularni davlat ishlariga tayyorlash uchun qilingan edi. Saroymulkxonim shuning uchun ham kelajak avlodlarning yetuk siyosatchi va davlat arbobi bo'lib yetishishida katta hissa qo'shgan.

Bibixonim nomi bilan mashhur bo'lgan jome masjidi ham Saroymulkxonimning Amir Temur davridagi faoliyatidan bir guvohlikdir. Amir Temur Hindistondagi yurishidan qaytgach, 1399-1404-yillar oralig'ida Samarqandda Bibixonim jome masjidini qurdiradi. Masjidning qurilishida Ozarbayjon, Hindiston va Erondan kelgan 200 dan ortiq usta va 500 dan ortiq tosh kesuvchi ishtirok etgan. Qurilish ishlari uchun 92 ta fil jalb qilingan. Masjid hovlisining maydoni 63,8x76 metrni tashkil etadi. To'rt tomoni ravoqlar va peshtoqlar bilan o'ralgan bo'lib, ularning umumiy uzunligi 167-109 metrni tashkil etadi. Masjidning muazzinlari azon aytishlari uchun 4 ta minora qurilgan. Ichki devorlari Qur'oni Karimni joylashtirish uchun Ulug'bek tomonidan ulkan lavha bilan bezatilgan.

Saroymulkxonimning Amir Temurdan farzandi bo'lmagan, lekin u Temurning nabiralarining tarbiyasini o'z zimmasiga olgan. Sohibqiron Temurning vafotidan so'ng, Samarqand taxti uning nabirasi Xalil Sultonga o'tadi. Shu davrda Bibixonim ancha qiyinchiliklarga duch keladi. 1409-yilda Samarqand taxtini Shohruh Mirzoning to'ng'ich o'g'li Mirzo Ulug'bek egallaganida, sevikli buvisi Bibixonim hayotdan ko'z yumgan edi.

Saroymulkxonim Temuriylar davrida o'zining dono maslahatchiligi, ilm-ma'rifatga homiyli va davlat ishlaridagi faol ishtiroki bilan ajralib turgan shaxsdir. Uning Amir Temur bilan birga o'tkazgan yillari Temuriylar davlatining siyosiy va ijtimoiy barqarorligiga hissa qo'shgan. U o'z davrida o'ta ziyrak va tadbirkor ayol sifatida tanilgan bo'lib, nafaqat davlat boshqaruvida, balki madaniy merosning rivojlanishida ham katta iz qoldirgan. Saroymulkxonimning shaxsiy qobiliyatlari va yuksak ma'naviyati unga Temuriylar davrining eng hurmatga sazovor ayollaridan biri sifatida tarixda qolishga imkon bergan.

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ТОШКЕНТ ДАВЛАТ ТИББИЁТ ИНСТИТУТИ(ТОШМИ)ДА ИЛМИЙ-ТАДҚИҚОТ ИШЛАРИНИНГ ЙЎЛГА ҚЎЙИЛИШИ

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**Иқтисодиёт ва педагогика университети “Тарих ва ижтимоий фанлар” кафедраси
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Аннотация: Ушбу мақолада XX асрда Тошкент давлат тиббиёт институтида (ТошМИ) илмий-тадқиқот ишларини йўлга қўйиш жараёни таҳлил қилинган. Мақолада илмий-тадқиқот ишларини ташкил этишнинг илк босқичлари, институтдаги илмий лабораториялар ва ихтисослашган кафедраларнинг очилиши, тиббий фанлар ривожига қўшган ҳиссаси, маҳаллий муаммоларни ўрганиш ва ҳал этишга қаратилган тадқиқотлар ҳақида сўз юритилади. ТошМИнинг илмий салоҳиятини оширишда мутахассислар тайёрлаш, халқаро алоқаларни кучайтириш ва турли илмий йўналишлардаги изланишлар аҳамияти қайд этилган.

Калит сўзлар: Тошкент давлат тиббиёт институти, XX аср, илмий-тадқиқот ишлари, илмий лабораториялар, ихтисослашган кафедралар, тиббий фанлар ривож, маҳаллий муаммолар, халқаро алоқалар, илмий салоҳият.

Совет давлати тиббий кадрлар тайёрлаш, даволаш муассасаларини тиббий мутахассислар билан таъминлаш масаласига муайян даражада эътибор қаратиб, тиббий кадрлар тайёрлаш тармоғини кенгайтиришга ҳаракат қилди. 1931 йил 1 июнда ВКП (б) МКнинг “Тиббиёт кадрлари ҳақида”ги, 1931 йил 5 сентябрда СССР МИКнинг “Шифокорлар тайёрлаш ҳақида”ги қарорлари қабул қилинди. Хусусан, Туркистон Давлат университети тиббиёт факультети 1920 – 1930 йиллар давомида фаолият кўрсатиб, даволаш муассасаларининг тиббий кадрларга бўлган эҳтиёжини қондиришни яхшилаш мақсадида юқорида таъкидланган қарорларга мувофиқ Ўзбекистонда ҳам мустақил тиббиёт институтлари очила бошланди. 1931 йил 30 мартда Ўрта Осиё Давлат университети (САГУ) нинг факультетлари алоҳида олий ўқув юртларига айлантирилиб, унга Ўрта Осиё тиббиёт институти номи берилди ва Ўзбекистон Соғлиқни сақлаш халқ комиссарлиги таркибига ўтказилди. Ўрта Осиё тиббиёт институтининг биринчи ректори профессор Г.П.Федоров бўлди, ундан сўнг институтга Ҳ.У.Умаров раҳбарлик қилди.

Ўрта Осиё тиббиёт институтида даволаш профилактика, оналик ва болаликни муҳофаза қилиш, санитария профилактика, стоматология факультетлари фаолияти йўлга қўйилди. Ҳар бир факультет қошида клиника ва кафедралар очилди. Масалан, даволаш факультети қошида учта клиника ташкил этилган бўлиб, улар асосан жарроҳлик, юқумли, гинекологик, руҳий асаб, тери-таносил, кўз, қулоқ-бурун каби касалликларни даволашга ихтисослаштирилди.

Ўрта Осиё Тиббиёт институти ташкил этилиши билан таълим муассасаси ҳаётида жиддий ўзгаришлар бўлди. Аввало талабалар орасида маҳаллий миллат вакиллари сони ортди. Шу вақтгача тиббиёт йўналишида таълим олаётган талабалар сони бармоқ билан санарли даражада бўлган бўлса, 1931 йилдан бошлаб бу масалада кескин бурилиш режалаштирилди. Шунингдек, маҳаллий миллатлардан бўлган ўқитувчилар сони ҳам ортди ва 1931-1932 ўқув йилининг биринчи семестридан ўқув машғулотида ўзбек тилида олиб борилди.

Ўрта Осиё тиббиёт институти 1935 йилдан Тошкент давлат тиббиёт институти деб номланди. Шунингдек, институт тармоғи ва унда фаолият кўрсатган профессор-ўқитувчилар сони ҳам ортди. Институтда 1931 йили 26 нафар профессор фаолият кўрсатган бўлса, 1949 йилга келиб, уларнинг сони 40 нафарга етган. Аммо баъзи йилларда бу кўрсаткич камайиб борганлиги кузатилади, доцентлар сони эса кўпайган.

Шу йилларга тааллуқли равишда уларнинг сони 15 нафардан 72 нафарга кўпайди. Шунингдек, профессор-ўқитувчилар орасида маҳаллий миллат вакиллари сони ҳам ортиб борди. Масалан, 1930 йили институтда маҳаллий миллат вакилларида 1 нафар доцент, 8 нафар ассистент, 1949 йили 6 нафар профессор, 20 нафар доцент, 61 нафар ассистент фаолият кўрсатди. 1934 йили Тошкент давлат тиббиёт институтидаги 51 нафар аспирантдан 24 нафарини маҳаллий миллат вакиллари ташкил этди. Улар номзодлик диссертацияси устида тадқиқот ишини олиб борди.

Институтда А.А.Асқаров ва Н.И.Исмоиловлар Ўз ФА мухбир аъзоси эди. Шунингдек, З.И.Умидова Иттифоқ Тиббиёт ФА мухбир аъзолигига сайланди. 22 нафар профессор “Хизмат кўрсатган фан арбоби” унвонини олди. П.Ф.Архангельский, М.С.Астров, Л.Д.Вассельенко, Д.А.Введенский, Р.С.Тершенович, А.Д.Греков, Н.В.Данилов, М.А.Захарченко, А.А.Когон, А.Н.Крюков, С.А.Масумов, И.А.Марков, М.Ф.Мирочник, С.А.Молчанов, Т.Н.Нажмиддинов, И.И.Орлов кабилар шулар жумласидандир.

Тиббиёт институтига 1938 йилда 581 нафар, 1949 йили 2767 нафар талаба қабул қилинди. Шу йилларга тааллуқли равишда талабалар орасида маҳаллий миллат вакиллари сони 105 нафардан 780 нафарга кўпайди. Умуман, 1921 – 1935 йиллар давомида ТошМИда 1707 нафар шифокор тайёрланди.

Тошкент тиббиёт институтида 1930 йили аспирантура бўлими ва 1946 йилда ординатура очилиб, шу йили ординатурага 10 киши қабул қилинди. 1930 – 1942 йиллари 82 нафар ходим аспирантурада таълим олиб, уларнинг 45 нафари маҳаллий миллат вакиллари эди. 82 нафар аспирантдан фақат 47 нафари илмий ишини ҳимоя қила олди. Демак, турли омиллар сабаб тадқиқотчилар ўз ишларини охирига еткази олмади. Қолаверса, институтдан кўплаб ёшлар марказий шаҳарларга аспирантурада таълим олишлари учун ҳам юборилди. Масалан, ёш шифокорлардан Одилов, Отахонов, Бобожонов, Зоҳидов, Моргунов, Маликов, Тўрақулов, Усмонов, Шамсиев кабилар Иттифоқ Тиббиёт Фанлари академиясига докторантурада ўқиш учун юборилди. Улардан Отажонов 1948 йилда, Моргунов 1949 йилда докторлик диссертациясини ҳимоя қилиб, фан доктори илмий даражасини олди.

Тиббиёт факультетининг Ўрта Осиё Тиббиёт институтига айлантирилиши натижасида профессор-ўқитувчилар ва илмий ходимлар томонидан олиб борилаётган илмий-тадқиқот ишлари салмоғи ҳам ортиб борди. Илмий-тадқиқот ишлари учун тобора кўпроқ шароитлар яратилди. Хусусан, 1920 – 1930 йилларда институтда 800 га яқин илмий-тадқиқот ишлари бажарилган бўлса, 1933 – 1939 йилларда уларнинг сони 1400 дан ортди. Шу билан бирга институтда илмий унвонли профессор-ўқитувчилар сони ҳам кўпайди. Масалан, 1929 йили Тошкент давлат тиббиёт институтида 14 нафар профессор унвонидаги ходим фаолият юритган бўлса, 1939 йил уларнинг сони 32 нафарга етди. Институтда маҳаллий миллат вакилларида биринчи бўлиб Т.Рахматуллин профессор унвонига эга бўлиб, маҳаллий миллат вакилларида 11 нафар доцент ва ассистент фаолият юритди.

Институт профессор-ўқитувчилари томонидан назарий ва клиник тиббиётнинг долзарб масалалари бўйича кўплаб номзодлик ва докторлик диссертациялари ҳимоя қилинди. Илмий тўпламлар, рисола ва монографиялар нашр этилди. Институтда И.И.Орлова, И.В.Сабзи, В.Д.Штибена, А.И.Карамиева, П.Ф.Архангельский, Н.В.Данилов, А.Черток, С.Г.Баржина, И.А.Кассирский, Ф.Мирочинка, В.П.Петрова, Г.Ф.Магнус, В.Георгиевский, Г.А.Ильина, М.А.Петрова, С.Волинский, С.Г.Хаскина, Р.С.Гершеноич, Б.А.Стеколникова, Н.Н.Компантсева, Г.Гаспарян каби олимлар илмий-тадқиқот олиб боришди.

Институт илмий изланишларининг янги йўналишларидан бири клиникалар ва бўлимлар томонидан Ўзбекистон иқлимининг одамларга, буйракларга, юрак-қон томир тизимига, ошқозон-ичак секречиясига ва бошқаларга таъсирини ўрганиш бўлди.

Тошкент тиббиёт институти клиникалари ва кафедралар профессор-ўқитувчилари илмий-тадқиқот ишларини олиб боришда катта молиявий қийинчиликларга дуч келар эди. Умуман олганда улар мустақкам молиявий базага эга эмас эди. 1934 йилда институтга давлат томонидан илмий иш учун махсус ажратилган молиявий маблағлар олинди. Илмий-тадқиқот ишига иккинчи даражали иш сифатида қараш аста-секин барҳам топиб борди. Институтда П.Н.Ситковский, И.П.Рождественский, Е.М.Шляхтин, М.В.Мухина, С.Э.Циммерман, С.Ф.Каплан, П.Ф.Боровский, А.Д.Греков, Ф.И.Валькер, А.Н.Мурзин, С.А.Молчанов ва бошқалар тиббиётнинг турли йўналишлари юзасидан изланиш олиб борди ва илмий натижаларини амалиётга татбиқ этди. Улар ўлкада турли касалликларнинг олдини олиш ва тугатиш ишида катта роль ўйнади. Хусусан, институт профессор-ўқитувчиларидан А.Н.Устинов, Р.С.Гершеневич, В.И.Лисенко, Н.И.Осиповскийлар педиатрия фанини йўлга қўйиш ва ривожлантиришда катта роль ўйнади. Профессор А.Н.Устинов раҳбарлигида 15 ўринли болалар кликаси ташкил этилди. А.Н.Устинов билан бирга Б.М.Дейч, В.Н.Лисенко, Р.С.Гершеневич, И.А.Гаритовский каби тадқиқотчилар ўлкада тарқалган турли касалликларни ўрганиш бўйича тадқиқотлар олиб борди. Клиника қошида педиатрларнинг илмий жамияти тузилган бўлиб, бу кликани Н.И.Осиповский бошқарди ва у билан бирга Р.С.Гершеневич, К.Т.Титов, Н.И.Иванов, Н.А.Гаритовский, клиника ординатори А.М.Мақсудов иш олиб борди. Шунингдек, психиатрия кафедраси фаолиятини йўлга қўйишда А.Е.Бланкфельд ва Ф.Ф.Детенгофлар катта роль ўйнади. Кафедра аъзолари психиатрия фанидаги илмий-тадқиқот ишларини неврология, юқумли касалликлар, терапия соҳаси тадқиқотчилари билан ҳамкорликда олиб боришди.

Ўзбекистонда акушерлик фанини ривожлантиришда Туркистон Давлат университети тиббиёт факультети “Акушерлик ва гинекология” кафедрасининг ўз ўрни бўлди. Кафедрани ташкил этишда К.Т.Хрушев ташаббускор бўлиб, у кафедрани 1924 йилга қадар бошқарди. Шунингдек, кафедра фаолиятида профессорлар А.М.Новиков, Ф.Н.Тавладаров, С.К.Хаскин, А.А.Коган, Х.С.Умаровалар муҳим роль ўйнади. Тиббиёт факультетида А.Б.Яхина-Терегулова, М.А.Даниахий, Г.М.Кутумова, Д.П.Ливанов, А.Ф.Попов, М.А.Финкель, Г.Д.Асфандиёрова ўлкада биринчилардан бўлиб акушерлик фани бўйича изланишларни бошлаб берди. Улар Ўрта Осиё шароитида бефарзандликнинг келиб чиқиш омиллари ва бошқа муаммоли масалалари бўйича изланишлар олиб борди. Илмий анжуманларида бу мавзуда доимий маърузалар қилиб борилди. Г.Л.Ванштейн ва Е.Корчицлар 1925 йили Ўрта Осиё врачларининг II съездида ушбу мавзудаги маърузалари билан иштирок этишди. А.А.Шорохова эса 1929 йили Ўрта Осиё республикалари вакилларининг оналик ва болаликни муҳофаза қилиш бўйича йиғилишида ўлкада оналар ва болалар ўртасида касалликларнинг тарқалиши бўйича ўзининг илмий маърузасини қилди.

1920 – 1939 йиллар давомида институтда 2200 га яқин илмий асарлар яратилди. Шунинг таъкидлаш керакки, профессор А.Н.Крюков ва профессор И.А.Кассирскийлар маҳаллий касалликларни ўрганишда жуда кўп ишларни амалга оширишди. Институт профессор-ўқитувчиларидан И. А. Кассирский Ўрта Осиёда биринчилардан бўлиб иссиқ иқлимнинг инсон организмига таъсирини ўрганишга ҳаракат қилди.

Минтақада фаолият кўрсатган кўплаб тиббиёт олимлари айнан шу масканда етишиб чиқди. Н.Н.Компанцев, А.Л.Каценович, В.К.Ясевич, Т.Рахматуллин, А.Н.Криженков, доцентлар И.Г.Гаспарян, З.И.Умидова, Я.Я.Гордон, М.В.Парадонсов, Н.И.Исмаилов, О.Н.Павлова, А.М.Гелмер, С.А.Масумов, Ф.Я.Соколов, П.А.Недрит, Ҳошимов, Соҳибов ва бошқалар шулар жумласидандир.

Қолаверса, Тошкент давлат тиббиёт институти Марказий Осиёнинг турли илмий-тадқиқот муассасалари ва тиббиёт йўналишидаги олийгоҳлардаги тадқиқотчилар учун асосий таянч муассасага айланди.

Хулоса қилиб айтганда, XX асрда Тошкент давлат тиббиёт институтида илмий-тадқиқот ишларини йўлга қўйиш мамлакатда тиббий фанлар ривожига ва маҳаллий муаммоларни ҳал этишда муҳим қадам бўлди. Институтда илмий лабораториялар ва ихтисослашган кафедраларнинг очилиши тадқиқот ишларини янада тизимли ва самарали ташкил этишга имкон берди. Шунингдек, маҳаллий ва халқаро даражадаги алоқаларни кенгайтириш орқали ТошМининг илмий салоҳиятини оширишга эришилди. Бу жараён нафақат республикада, балки минтақада ҳам тиббий билимлар ва малакали кадрлар тайёрлашда институтнинг етакчи ўрин эгаллашини таъминлади.

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O'ZBEKISTONDA OZIQ-OVQAT SANOATINING RIVOJLANISHI

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Annotatsiya. O'zbekiston Respublikasida yangi oziq-ovqat sanoat tarmoqlarining yuzaga kelishi, rivojlanishi va mazkur jarayondagi imkoniyatlar, oziq-ovqat sanoati sohasi bo'yicha horijiy mamlakatlar bilan aloqalar ilmiy manbalar asosida tarixiy tahlil etiladi.

Kalit so'zlar: Sanoat, oziq-ovqat sanoati, zavod, un sanoati, vino sanoati, yog' sanoati, yengil sanoat, sabzavot konserva sanoati, kadrlar siyosati.

Bugungi kunda jahon iqtisodiyotida insoniyat taraqqiyotining avvalgi davrlariga xos bo'lmagan yangi tendensiyalar vujudga keldi. Iqtisodiyotning ma'no-mazmuni va xarakteri tubdan o'zgardi. Jahon mamlakatlarida sanoatning jadal taraqqiy etishi, davlatlararo iqtisodiy munosabatlar sohasining chuqurlashishi, xalqaro miqyosida faoliyat ko'rsatuvchi BMTning Sanoatni rivojlantirish tashkiloti faoliyati va soha tarixiga qiziqish ortib, u bilan bo'lgan tadqiqotlar keng ko'lamda olib borilmoqda. Jahonning turli ilmiy-tadqiqot markazlari, ixtisoslashgan ilmiy muassasa hamda oliy o'quv yurtlarida sanoat sohasi tarixi va uning yangi tarmoqlari bo'yicha keng ko'lamdagi ilmiy izlanishlar, tadqiqotlar amalga oshirilmoqda.

O'zbekistonda so'nggi yillarda iqtisodiy islohotlar tufayli mamlakat sanoat ishlab chiqarish tizimida tarkibiy o'zgarishlar amalga oshirilib, zamonaviy sanoat taraqqiyoti uchun keng yo'l ochildi. Iqtisodiy hayotni demokratlashtirish, soha siyosiy tizimida tub o'zgarishlar yasash, boshqarishda yangi shaklni tashkil etish va sanoat korxonalariga egalik qilishning turli shakllarini tarkib toptirish, soha kadrlarini tayyorlash borasida qator muvaffaqiyatlar qo'lga kiritilmoqda [1, 24].

Oziq-ovqat xavfsizligi butun dunyo mamlakatlari oldida turgan eng dolzarb vazifalardan biridir. BMT ham bugun oziq-ovqat mahsulotlarini yetishtirish va ularni taqsimlash bo'yicha yondashuvni mutlaqo o'zgartirish vaqti kelganini ta'kidlayapti. Zero, ideal holatda qishloq, o'rmon va baliqchilik xo'jaliklari barchani oziq-ovqat bilan to'liq ta'minlash va odamlar uchun risoladagidek daromad manbaini yaratib berishga qodir. Boz ustiga, bunday holatda inson manfaatlari yo'lida ham qishloq xo'jaligi rivojlanadi, ham atrof muhitni muhofaza qilish bo'yicha chora-tadbirlar ijrosi ta'minlanadi [2, 5].

Nega bashariyat farovonligi va kelajagiga xizmat qiluvchi mana shunday nufuzli tashkilot bu boradagi nuqtayi nazarlarni yangilash g'oyasini ilgari surmoqda? Sababi, bugungi kunda tabiatga befarq munosabat, unga antropogen ta'sirning kuchayib borishi, isrofgarchilik, ilg'or va rivojlanayotgan davlatlar o'rtasidagi oziq-ovqat balansi bo'yicha farqning o'sayotgani, iqlim o'zgarishlari qator salbiy omillarni keltirib chiqaryapti. Noz-ne'matlarimiz, chuchuk suv, ummonlar, o'rmonlar, biologik xilma-xillik keskin sur'atlarda kamayib bormoqda, yer unumdorligi pasayib, tuproq degradatsiyaga uchrayotir.

Oqibatda, BMT ma'lumotlariga ko'ra, hozirda jahon aholisining 815 million nafari och qolayotgan bo'lsa, 2050-yilga borib bu soni 2 mlrd. kishiga yetadi. Ularning 12,9 foizi rivojlanayotgan mamlakatlarda yashaydi. Besh yoshgacha bo'lgan bolalar o'rtasidagi o'limning 45 foizi aynan to'yib ovqat yemaslik natijasida kelib chiqayotir. Hozirgi kunda har yili 3,1 nafar bola aynan shu sabab hayotdan ko'z yummoqda [3, 104].

Qolaversa, sayyoramizdagi har to'rt bolaning bir nafari o'z yoshiga nisbatan o'smay qolgani aniqlangan. Maktab yoshidagi 66 mln. o'g'il-qiz darslarga beixtiyor och keladi. Shulardan 23 mln.i Afrikada istiqomat qiladi. Masalaning yana bir tomoni. Qishloq xo'jaligi dunyodagi eng katta ish beruvchi tarmoqdir. Bugun kurrai zamin aholisining 40 foizi aynan shu soha orqali tirikchilik qiladi. Bu qashshoq qishloqlardagi oilalar uchun daromad keltiruvchi va bandlikni ta'minlovchi asosiy manbadir.

Rivojlanayotgan mamlakatlarda asosan lalmi bo'lgan besh million kichik fermer xo'jaliklari oziq-ovqatning 80 foizini yetkazib beradi. Shunday ekan, mazkur jabhaga investitsiya kiritish aholi qatlamlari oziq-ovqat xavfsizligini ta'minlash qatorida mahalliy va tashqi bozorlarga mahsulot yetkazib berish bo'yicha mamlakat imkoniyatlarini oshiradi. Yaqinda BMT tomonidan sohada yana bir tashabbusga qo'l urildi[4, 45].

Ya'ni oziq-ovqat mahsulotlari isrofgarchiligiga qarshi kurashish bo'yicha global kampaniya e'lon qilindi. Bu ham aynan oziq-ovqat xavfsizligiga xizmat qiladi. Ushbu tuzilmaning Atrof-muhit bo'yicha tashkiloti(YUNEP) ma'lumotiga ko'ra, har yili dunyo bo'yicha 1,3 mlrd. tonna oziq-ovqat mahsulotlari tashlab yuborilar ekan.(Bunga qaysidir ma'noda o'zimiz ham to'ylarimizdagi isrofgarchiliklar orqali "hissa" qo'shmoqdamiz. Bejizga bunday

tadbirlarni ixchamlashtirish bo'yicha ishlar olib borilmayapti). Ne'matlarning bunday isrof qilinishidek mantiqsiz holatga barham berish uchun birinchi navbatda ularni saqlash sharoitlarini o'zgartirish taklif etilyapti.

“Qotgan non? Bir yog'i chirigan olma? Mog'or bosgan pishloq? Bunday mahsulotlar bilan nima qilish kerak? Ko'pchilik ularni tashlab yuboradi. Dunyodagi oziq-ovqat mahsulotlarining uchdan bir qismi chiqindi idishlarida yotadi. Jahon iqtisodiyoti bundan har yili qariyb trillion dollar zarar ko'ryapti”, - deb yozadi BMT [5, 12].

Tashkilot statistikasiga ko'ra, dunyoda har yili qariyb to'rt mlrd. tonna oziq-ovqat ishlab chiqariladi, agar ulardan oqilona foydalanilib, taqsimlansa, bu aslida sayyora ahlining barchasiga yetgan bo'lardi. Yuqoridagi kabi omillar tufayli dunyo oziq-ovqat bozorlarida narx-navo ko'tarilib boryapti. Oxirgi o'n yilda kuzatilgan jahon moliyaviy-iqtisodiy inqirozi esa mazkur muammoning keskin tus olishiga sabab bo'ldi. Uning asoratlari hamon sezilyapti. Zero, oziq-ovqat xavfsizligi mamlakat aholisini shu kabi asosiy mahsulotlar bilan o'zini o'zi, mustaqil ta'minlashga qodirligini ifodalaydi. Shuningdek, oziq-ovqat importiga o'ta bog'liqlikdan xalos bo'lganligini anglatadi. Davlatning oziq-ovqat xavfsizligini ta'minlash siyosati qachon samara beradi? Qachonki, mahsulot ishlab chiqarish va import qilish darajalari oqilona uyg'unlashtirilsa, bu borada aholi uchun kafolatlangan imkoniyatlar yaratilsa, xalqaro pragmatik hamkorlik aloqalarni rivojlantirilsa, davriy ravishda yangilanib turadigan oziq-ovqat zaxirasini yaratishga ham qaratilgan bo'lsa.

Shunday ekan, oziq-ovqat xavfsizligini masalasi barcha davlatlar qatori O'zbekistonning ham mustaqilligi, ijtimoiy-iqtisodiy va siyosiy barqarorligini ta'minlash garovi hisoblanadi. Yurtimizda bu muammo hamon o'z dolzarbligini yo'qotmagan. Zero, ayni paytda oziq-ovqat mahsulotlariga bo'lgan talab oshyapti, aholi con o'sishi asnosida jon boshiga icte'mol ko'paymoqda. Binobarin, so'nggi uch yilda mamlakatimizda oziq-ovqat xavfsizligini ta'minlash, qishloq xo'jaligi mahsulotlari sifatini va eksport salohiyatini oshirishga bo'lgan yondashuv mutlaqo o'zgardi, davlat siyosatining ustuvor yo'nalishiga aylantirildi.

Ma'lumki, O'zbekistonda qishloq xo'jaligi iqtisodiyotning yetakchi tarmog'i sanaladi. Unda 3,6 million kishi, ya'ni iqtisodiyotda band bo'lganlarning 27 foizi ishlaydi. YAIMda tarmoq ulushi 32 foizga teng bo'lsa, sohada foydalaniladigan yer maydonlari respublika hududining 45 foizini egallaydi [6, 2].

Hozirgi vaqtda 180 dan ortiq turdagi qishloq xo'jaligi va oziq-ovqat mahsulotlari 80 dan ortiq mamlakatga eksport qilinayotgani diqqatga sazovor albatta. Yana bir e'tiborli jihati, qishloq xo'jaligida ishlab chiqarishning klaster usuli yo'lga qo'yilib, u keng quloch yozyapti. Ular bilan qishloq xo'jaligi yer maydonlarining 62 foizi paxta-to'qimachilikda, 8 foizi chorvachilikda va 7,5 foizi meva-sabzavotchilikda qamrab olingani buning tasdig'idir. Shular qatorida sohani yanada rivojlantirish, fermerlar daromadini oshirish, oziq-ovqat xavfsizligini ta'minlash hamda tabiiy resurslardan barqaror foydalanish borasida foydalanilmayotgan bir qator imkoniyatlar mavjud. Davlat rahbarining 2018-yil 16-yanvardagi “Mamlakatning oziq-ovqat xavfsizligini yanada ta'minlash chora-tadbirlari to'g'risida”gi Farmoni va ayni paytda ishlab chiqilayotgan O'zbekiston qishloq xo'jaligini rivojlantirishning 2020—2030-yillarga mo'ljallangan strategiyasi shu nuqtai-nazardan dolzarbdir [7, 4].

Aslida oziq-ovqat xavfsizligi juda keng tushuncha bo'lib, u, eng avvalo, aholi ehtiyojini fiziologik me'yorlarga mos ravishda iste'mol tovarlari bilan ta'minlashni nazarda tutadi. Biroq keyingi paytda oziq-ovqat mahsulotlari ishlab chiqarish hajmining o'sishi aholi soni va ehtiyojlarining ortishidan orqada qolayotgani, ayniqsa, qishloq xo'jaligi hamda qayta ishlash sanoati rivoji uchun yetarli sharoit mavjud bo'lmagan mamlakatlarda muammo tobora chuqurlashib borayotgani tashvishlanarlidir. Shunday murakkab bir paytda O'zbekistonimizda aholining muhim kundalik iste'mol tovarlariga bo'lgan talabi to'liq qondirilibgina qolmay, katta miqdorda eksport qilinayotgani tahsinga loyiq. Gap shundaki, yurtimizda jon boshiga qariyb 300 kilogramm sabzavot, 75 kilogramm kartoshka va 44 kilogramm uzum to'g'ri kelmoqda. Bu

optimal, ya'ni maqbul deb hisoblanadigan iste'mol me'yoridan uch barobar ko'pdir. Qolaversa, 180 turdan ortiq sarxil meva-sabzavot va ularni qayta ishlash asosida tayyorlangan mahsulotlar dunyoning 80 ta davlatiga eksport qilinaётgani kimni quvontirmaydi deysiz?!

BMTning Oziq-ovqat va qishloq xo'jaligi tashkiloti bosh direktori Joze Gratsianu da Silva 2014 yilning 5-6 iyun kunlari Toshkent shahrida o'tkazilgan "O'zbekistonda oziq-ovqat dasturini amalga oshirishning muhim zaxiralari" mavzuidagi xalqaro -konferensiyada so'zlagan nutqida mamlakatimizda mazkur jabhada qo'lga kiritilayotgan yutuqlarga alohida to'xtalib, jumladan, shunday degan edi: "2000 yillarning boshlaridan bugungi kungacha O'zbekiston qishloq xo'jaligi sohasida hamda oziq-ovqat xavfsizligini ta'minlash borasida ulkan taraqqiyotga erishdi. 2000 yildan boshlab qishloq xo'jaligi ishlab chiqarishi va hosildorlik muttasil oshirib kelinayotgani bunday hayratlanarli yutuqlarning bosh omilidir" [8, 4].

Shu bilan birga, O'zbekiston sabzavot, poliz ekinlari va kartoshkachilik ilmiy-tadqiqot institutining seleksioner olimlari tomonidan har xil muddatda pishadigan hosildor, yuqori sifatli hamda kasalliklarga chidamli sabzavot ekinlarining 41, polizning 5 ta, kartoshkaning 6 ta yangi navi yaratildi [9, 65].

Keyingi yillarda dunyo bo'yicha iqlim o'zgarishi oqibatida yuzaga kelayotgan ekologik omillar seleksionerlar oldiga yangi talablarni qo'yimoqda. Ilmiy asoslangan, taj-ribada sinalgan, suv tanqisligi va qurg'oqchil sharoitga moslashuvchan, turli -zararkunandayu kasalliklarga chidamli, yuqori hosilli navlarni ko'paytirishni hayotning o'zi taqozo etmoqda. Shu ma'noda, o'tgan yili akademik M. Mirzayev nomidagi bog'dorchilik, uzumchilik va vinochilik ilmiy-tadqiqot institutida Markaziy Osiyoda yagona bo'lgan "Invitro" laboratoriyasi ishga tushirilgach, viruslardan xoli bo'lgan meva va uzum ko'chatlarini yetishtirish imkoniyati yuzaga keldi. Umuman olganda, urug'chilik tizimini rivojlantirish, meva-sabzavot mahsulotlarini qayta ishlash, saqlash bo'yicha ilg'or texnologiyalar joriy etilishi hisobiga oxirgi 5 yilda qayta ishlangan mahsulotlar hajmi qariyb 5 marotaba oshdi. Ma'lumki, aholining oziq-ovqat mahsulotlariga bo'lgan talabini ta'minlovchi asosiy tarmoqlardan yana biri chorvachilikdir [10, 53].

Chunki ishlab chiqarilayotgan qishloq xo'jaligi mahsulotlarining 42,2 foizi mazkur soha hissasiga to'g'ri keladi. Ushbu jabhada erkin bozor mexanizmlari shakllantirilgani, ko'plab imtiyozlar taqdim etilayotgani natijasida chorva mollari soni hamda go'sht va sut mahsulotlari ishlab chiqarish hajmi muttasil ravishda ortib borayapti. 2015 yil yakunlariga ko'ra, barcha toifadagi xo'jaliklarda qoramollar soni 1991 yildagiga nisbatan 2,4 barobarga, jumladan, sigirlar soni 2 barobar, parrandalar soni 1,8 marta ko'paygani shunday deyishimizga to'la asos bo'la oladi [11, 102].

Zotan, Prezidentimiz ta'kidlaganidek, "Xalqimiz salomatligini mustahkamlash, sog'lom turmush tarzini qaror toptirish, biz uchun hayotiy muhim masaladir. Takror aytaman, tinchlik va sog'likni ta'minlasak, qolgan hamma narsaga erishamiz. Qishloq xo'jaligidagi islohotlardan maqsad – iqtisodiy foyda ko'rish bilan birga, oziq-ovqat xavfsizligini ta'minlash, xalq farovonligini oshirishdan iboratdir. Buni hech qachon esimizdan chiqarmasligimiz zarur" [12, 4].

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PARTICIPATION OF UZBEK ATHLETES IN THE OLYMPIC GAMES

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Abstract: This article analyzes the participation of Uzbek athletes in the Olympic Games and their achievements in international sports arenas. The article examines the preparation processes of athletes, their results, and the importance of state programs and measures aimed at the development of sports in these processes. The topic of improving the image of the country at the international level and taking a special place in the history of sports by the athletes of Uzbekistan through the Olympic Games was considered as the main direction. This article is devoted to the role of Uzbekistan in the Olympic movement and the development of national sports.

Key words: Uzbek athletes, Olympic Games, international sports fields, training process, state programs, sports achievements, national sports.

The International Olympic Games were held for the first time from April 6 to April 15, 1896 in Athens, where 311 athletes from 13 countries participated. 43 types of sports are included in the program of sports competitions. The Olympic Games have been held continuously since this year, and the International Olympic Committee (IOC), which is the supreme governing body of the Olympic movement, was established in order to manage the competitions, raise the social importance and reputation of these Games, and help strengthen friendship between the athletes of the participating countries. The National Olympic Committee of the Republic of Uzbekistan was established by the decision of the conference convened in Tashkent on January 21, 1992.

Women from Uzbekistan regularly participated in sports competitions included in the program of the International Olympic Games. Many female athletes also participated in these prestigious competitions. Athletes of Uzbekistan participated in the International Olympic Games from 1952 to 1992 as part of the former Union and CIS athletes' team.

Before independence, 59 athletes from Uzbekistan participated in 10 Summer Olympic Games, and 76 athletes participated in the Olympic Games held in Atlanta alone during the

years of independence. 77 Uzbek athletes took part in the Sydney Olympics, 69 in Athens, 58 in Beijing, and 56 in London. Uzbek athletes won a total of 21 medals at these Olympic Games. Among them were 5 gold, 5 silver, 11 bronze medals. During the years of independence, Uzbek athletes won 271 medals (62 gold, 95 silver, 114 bronze) at the Asian Games. In the years of independence, a total of 336 athletes participated in the Olympic Games of Uzbekistan.

The National Olympic Committee of Uzbekistan was established on January 21, 1992, and was officially recognized in September 1993 at the 101st session of the International Olympic Committee. Since the establishment of the Olympic Academy of Uzbekistan, it has been led by scientists such as Abduhamid Hamrokulov, Rustam Kudratov, Jasur Akromov, Olim Kurbanov, and Shoakrom Israilov.

In order to promote the activities of the champions and participants of the Olympic competitions in Uzbekistan, the "Glory of the Olympics" museum was established by the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 284 of August 14, 1996. The museum started its activity on September 1, 1996. The first President of the Republic of Uzbekistan, Islam Karimov, and the President of the International Olympic Committee, Juan Antonio Samaranch, took part in its opening ceremony. The "Olympic Glory" museum played an important role in promoting the achievements of our athletes in the world arenas, inculcating information about the Olympic Games in the minds of young people. This museum has been enriched year by year with expositions on various topics reflecting the victories of Uzbek athletes in prestigious international Olympic competitions. More than 2,000 exhibits are stored in the "Olympic Glory" museum. Medals, trophies, postage stamps, sports equipment and champions' clothes were exhibited.

In 1992, Rozalia Ganieva became the Olympic champion in gymnastics as part of the United Commonwealth of Independent States team. He was the silver medal winner of the 1996 Olympic Games in gymnastics. Rozaliya Galieva took part in the XXV Olympic Games held in 1992 in artistic gymnastics and won the gold medal.

As an independent country, Uzbekistan has regularly participated in the Olympic Games since 1994. Athletes also took part in the Olympics in skiing and freestyle.

Oksana Chusovitina (gymnastics, 10th place), Irina Lyalina, Elena Lebedeva, Tatyana Levina, Inna Isakova (rowing, 13th place), Lyudmila Dmitriadi (running, 43rd place) at the XXVI Summer Olympic Games held in Atlanta, USA in 1996, Svetlana Munkova (high jump, 27th place) participated.

Oksana Chusovitina (all-around, 44th place), Ekaterina Khilko (springboard, 4th place), Lyubov Perepelova (running, 22nd place), Lyudmila Dmitriadi (relay 4x100 m., 22nd) at the XXVII Summer Olympic Games held in Sydney, Australia place), Guzel Hubbieva (relay 4x100 m., 22nd place), Elena Kvyatkovskaya (relay 4x100 m., 22nd place), Elena Piskunova (relay 4x100 m., 21st place), Zamira Amirova (relay 4x100 m., 21st place), Natalya Kobina (4x100 m relay, 21st place), Natalya Senkina (4x100 m relay, 21st place), Sofya Kabanova (seven races, 27th place), Saida Iskanderova (swimming, 55th place), Maria Bugakova (swimming, 48th place), Anastasia Korolyova (swimming, 35th place), Alyona Aksyonova (shooting, 20th place), Yulia Shakhova (shooting, 30th place), Iroda Tolaganova (tennis, 33rd -place), Anisa Petrova (fencing, 37th place) defended the honor of Uzbekistan.

Oksana Chusovitina (pole vault, 81st place), Ekaterina Khilko (trampoline, 11th place), Yulia Bazarova (rowing, 17th place), Elena Usarova (rowing, 23rd place) among female athletes at the XXVIII Summer Olympic Games in 2004 place), Zamira Amirova (athletics, 37th place), Guzel Hubbieva (rowing, 18th place), Lyubov Perepelova (rowing, 15th place), Liliya Dusmetova (javelin throw, 38th place), Anastasia Zhuravlyova (long jump, 25th place), Olga Shchukina (shot put), Maria Bugakova (swimming, 37th place), Saida Iskanderova (swimming, 32nd place), Irina Shlemova (swimming, 45th place), Olga Gnedovskaya (swimming, 41st place), Alyona Aksyonova (shooting, 29th place), Irina Kaidashova (taekwondo, 9th place),

Natalya Mamatova (Mikryukova) (taekwondo, 11th place), Manzura Inoyatova (table tennis, 49th place) participated.

In 2008, Ekaterina Khilko won a bronze medal in the trampoline (trampoline) competition at the XXIX Summer Olympic Games held in Beijing. Zinnura Joraeva (judo, 19th place), Maria Shekarova (18th place), Luiza Galiulina (all-around, 59th place), Ekaterina Khilko (trampoline, 3rd place), Guzel Hubbieva (running, 26th place) at these Olympic Games, Nadia Dusanova (high jump, 23rd place), Svetlana Radzivil (high jump, 15th place), Anastasia Zhuravlyova (triple jump, 29th place), Anastasia Svechnikova (javelin throw, 36th place), Yulia Tarasova (heptathlon, 26th place), Irina Shlemova (swimming, 46th place), Maria Bugakova (swimming, 68th place), Elena Kuznetsova (shooting, 30th place), Evgeniya Karimova (taekwondo, 11th place), Akgul Amanmurodova (tennis, 33rd place) took part in the competition.

On August 14-26, 2010, the First Youth Olympic Games were held in Singapore. 3531 athletes from 204 countries of the world took part in it, and 201 medals were contested in 26 sports. Unlike adults, there are age restrictions for athletes in some sports. In particular, 15-16-year-olds competed for 27 sets of medals, and 16-17-year-olds competed for 63 sets of medals. 21 Uzbek athletes took part in competitions in Singapore and won 3 silver and 6 bronze medals.

The National Paralympic Association of Uzbekistan has been operating since 2007. Uzbek athletes participated in Paralympic sports competitions for the first time in Beijing in 2008. In 2010, the General Assembly of the Asian Paralympic Committee was held in Guangzhou. In it, Uzbekistan was recognized as the leading National Paralympic Committee in Central Asia and tasked with the development and control of the Paralympic movement in Afghanistan, Iran, and Central Asian countries.

From August 29 to September 9, 2012, 4,200 athletes from 166 countries participated in competitions in 20 sports at the XIV Summer Paralympic Games in London, Great Britain. 10 Paralympic athletes from Uzbekistan participated in 4 sports.

27 athletes who participated in the Uzbekistan national team at the II Para-Asian Games in Incheon, South Korea in 2014 won 22 gold, 5 silver and 4 bronze medals. took 1st place. At the same time, the athletes of our country managed to break the Asian record 12 times at the Para-Asian Games.

On August 16-28, 2014, 222 sets of medal competitions in 28 sports were included in the program of the II Youth Olympic Games held in Nanjing, China. 3,600 athletes from 201 countries had the opportunity to show their skills. 28 athletes from Uzbekistan took part in these games and won 4 gold, 3 silver and 3 bronze medals.

In 2013, the "Uzbekistan Olympians Support Fund" was established under the National Olympic Committee of Uzbekistan, and the material and technical base of sports federations was strengthened, sports equipment was delivered, and athletes and their coaches who successfully participated in international competitions were financially encouraged. In 2015, in the new building of the National Olympic Committee of Uzbekistan, a Republican center specializing in medical-biological and sports-psychological support of teams was established.

In 2013-2014, if we analyze the activities of physical education and sports, especially Olympic sports, we can see that high results have been achieved. The sports delegation of Uzbekistan won 2 gold, 7 silver and 10 bronze medals at the "Universiade - 2013", 3 gold, 4 silver and 3 bronze medals at the "IV Asian Indoor Games - 2013", "II Asian Youth Games - 1 gold, 2 silver and 5 bronze at the 2013 events, at the II Para-Asian Games - 2014 He returned with 22 golds, 5 silvers and 4 bronzes and 4 golds and 6 bronzes at the 4th Coastal Asian Games - 2014, a total of 132 medals.

Many activities included in the program to ensure the implementation of the decision of February 25, 2016 "On proper preparation of Uzbek athletes for the XXXI Summer Olympics

and XV Paralympics to be held in Rio de Janeiro (Brazil) in 2016" have been implemented. A total of about 50 objects were put into use across the republic, including 4 new structures, 13 reconstructed and 24 overhauled.

In 2016, Uzbek female athletes took part in the Paralympic Games in Rio de Janeiro and won prizes. In particular, Nozimakhon Qayumova won gold in javelin, Fotimakhon Alimova won gold in 100-meter breaststroke, silver and bronze in butterfly, Muslima Odilova won 2 silver in swimming, Hayitkhon Alimova won silver in judo, Safiya Burkhanova won silver in shot put, Sevinch Salaeva won bronze in judo, Gulrukh Rahimova. bronze in judo, Tursunposhsha Nurmetova bronze in judo, Shokhsanamkhon Toshpolatova won 2 bronze medals in swimming.

At the Summer Olympic Games held in Rio de Janeiro, 70 athletes from Uzbekistan (22 of them women) won the right to participate in the competitions. Among the Paralympians, 52 licenses were obtained, including 32 athletes with disabilities. Conditions are being created for athletes with physical disabilities in our country.

Oksana Chusovitina (gymnastics), Ekaterina Khilko (trampoline) and Anastasiya Serdyukova (artistic gymnastics) took part in Rio - 2016 Olympic Games. At these Olympic Games, Oksana Chusovitina took 7th place, Anastasiya Serdyukova took 17th place among rhythmic gymnasts, and Marta Rostoburova, Luiza Ganieva, Zarina Kurbanova, Lera Davidova, Samira Amirova took 11th place among 14 countries. It should be noted that Uzbekistan took 21st place among 207 countries at the XXXI Summer Olympic Games, and 16th place at the Paralympic Games.

At the 2016 Olympic Games hosted by Rio de Janeiro, Brazil, Uzbeks won four gold, two silver and seven bronze medals, proving that they are unmatched in Central Asia. The Uzbek delegation took the 21st place overall, the second place among the CIS countries, and the fourth place in Asia.

So, the Olympic Games are considered the most important competition in world sports, and its regular holding began at the end of the 19th century. The International Olympic Committee was established to organize and manage the Olympic competitions. In particular, the National Olympic Committee was established in Uzbekistan. At the initiative of the National Olympic Committee, female athletes from Uzbekistan took an active part in the Olympic Games. During the years of independence, sportswomen such as Rozalia Ganieva, Lina Cheryazova, Oksana Chusovitina actively participated in the Olympic competitions and introduced the beauty of Uzbekistan to the world.

The structure of the International Olympic Committee became important in the organization and holding of the Olympic Games. The structure of the National Olympic Committee in Uzbekistan also played an important role in the successful participation of republican athletes in the world arenas and Olympic venues. The National Olympic Committee constantly took measures for the successful participation of female athletes in the international Olympic Games. Sportswomen from Uzbekistan began to actively participate in Olympic competitions from the 50s of the last century. After Uzbekistan finally became independent, female athletes had the opportunity to participate in the Olympic Games as representatives of the independent country from 1996. The "Olympic Glory" museum was opened in Tashkent to promote the activities of Olympic winners. At the International Olympiad, sportswomen such as Rozaliya Ganieva, Lina Cheryazova, Oksana Chusovitina from Uzbekistan won gold and silver medals. In particular, Oksana Chusovitina took part in the Olympic Games five times and entered the Guinness Book of Records.

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MUSTAQILLIK YILLARIDA O'ZBEKISTONDA ICHKI ISHLAR TIZIMIDA KADRLAR SIYOSATI

Xolmamatov F.S.

Qar DU mustaqil-izlanuvchisi

Annotatsiya: Ushbu maqolada mustaqillik yillarida ichki ishlar organlari tizimida kadrlar salohiyatini oshirish, yangilikka intiluvchan va zamonaviy fikrlaydigan xodimlarni sohaga tayyorlash maqsadida "Temurbeklar maktabi" va ixtisoslashgan maktab-internat hamda barcha hududlarda akademik litseylar ish boshlaganligi, sohaga oid davlat rahbarining Qaror va Farmonlari qabul qilinganligi ilmiy asosda asoslab berilgan. Hozirgi zamon talabidan kelib chiqqan holda, xavfsiz turizmni ta'minlash, probatsiya, kiberjinoyatchilikka qarshi kurashishga ixtisoslashgan yangi bo'linmalar faoliyati yo'lga qo'yildi va bu sohalarga malakali yetuk xodimlarni tayyorlash bugungi kunda asosiy vazifalardan biri ekanligi asoslab berilgan.

Kalit so'zlar: Yangi O'zbekiston taraqqiyot strategiyasi, Ichki ishlar, "Temurbeklar maktabi", Qaror, Farmon, akademiya.

Keyingi yillarda Prezidentimiz Shavkat Mirziyoyev rahbarligida Ichki ishlar vazirligi tizimida tub islohotlar amalga oshirildi. Pirovardida, vazirlik, tom ma'noda, xalqchil tuzilmaga aylandi. O'z navbatida, tizim faoliyatini yanada jonlantirish, islohotlarga hamohang ruhda shakllantirish borasida oldimizda muayyan vazifalar turibdi. Prezidentimizning joriy yilning 12 fevral kuni Ichki ishlar vazirligiga tashrifi va ilk bor vazirlik hay'atining kengaytirilgan yig'ilishida ishtirok etishi barcha hamkasblarimizga bildirilgan ishonch ifodasi bo'lib, zimmamizga juda katta mas'uliyat yuklaydi, xizmat faoliyatimizda yangi sahifa ochib, tub

burilish yasaydi. Davlatimiz rahbari o'z ma'ruzasida tizimda amalga oshirilayotgan ishlarni chuqur tanqidiy tahlil qilib, mamlakatimizda tinchlik-xavfsizlikni ta'minlash bo'yicha eng dolzarb va muhim masalalarga to'xtalib o'tdi. O'tgan 6 yilda bevosita ichki ishlar organlari tizimini takomillashtirish bilan bog'liq 200 ga yaqin qonun, Prezidentimizning farmon va qarorlari, hukumat meyoriy-huquqiy hujjatlari qabul qilindi. Bu bilan ichki ishlar organlarida har bir sohaviy xizmat tubdan takomillashtirildi.

O'zbekiston Respublikasi Prezidenti Sh. M. Mirziyoyev ichki ishlar organlari tashkil etilganining 30 yilligi hamda 25-oktabr ichki ishlar organlari xodimlari kuni bayrami munosabati bilan soha xodimlari va faxriylariga yo'llagan bayram tabrigida ichki ishlar organlarida kadrlar tayyorlash yo'nalishiga ham alohida to'xtalib o'tdi. Jumladan, "mutaxassislar tayyorlashning mutlaqo yangi tizimi yo'lga qo'yilib, xodimlarning malakasiga qarab xizmat bo'yicha o'sishini ta'minlash, shuningdek, rahbarlarning professional salohiyatini oshirish borasida tizimli choralar ko'rilmogda. Ichki ishlar vazirligi Akademiyasida bakalavriat va magistraturani o'z ichiga oladigan ikki bosqichli zamonaviy oliy ta'lim tizimi, o'quv jarayoniga nazariya bilan amaliyot uyg'unligini ta'minlash uchun yangi ta'lim mexanizmlari joriy qilindi".

Shuningdek, ichki ishlar vazirligi ta'lim muassasalarining moddiy-texnik bazasi ham mustahkamlandi. Xususan, zamonaviy maxsus texnikalar, kompyuter, aloqa va transport vositalari olinib, yangi ma'muriy, o'quv va boshqa binolar qurildi, mavjudlari qayta ta'mirlandi. Shu bilan birga, xodimlarning xizmat qilishi uchun qulay sharoitlar yaratilib, ularning ijtimoiy himoyasi kuchaytirildi. Davlat rahbari ichki ishlar organlariga intellektual salohiyatli, professional kadrlar tayyorlashning sifat jihatidan yangi tizimini joriy etish masalasiga alohida e'tibor qaratmogda.

Jamiyatda ro'y berayotgan o'zgarishlar ichki ishlar organlari faoliyatini ham qayta ko'rib chiqqan holda tub islohotlarni amalga oshirishni talab etadi. Shubhasiz, ichki ishlar organlari tizimini tubdan isloh qilishning asosiy yo'nalishlaridan biri bu ichki ishlar organlari xodimlarini tayyorlash, qayta tayyorlash va malakasini oshirish hamda uzluksiz o'quv-karyera jarayonini tashkil etishni ta'minlashdir.

Ta'kidlash joizki, 2022–2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasida belgilangan aniq vazifa va yo'nalishlarning ijrosini ta'minlash borasida ichki ishlar organlari tizimida amalga oshirilayotgan islohotlar buning yaqqol dalilidir.

O'zbekiston Respublikasi Prezidentining 2017 yil 10 apreldagi "Ichki ishlar organlarining faoliyati samaradorligini tubdan oshirish, jamoat tartibini, fuqarolar huquqlari, erkinliklari va qonuniy manfaatlarini ishonchli himoya qilishni ta'minlashda ularning mas'uliyatini kuchaytirish chora-tadbirlari to'g'risida"gi PF-5005-son Farmoni qabul qilindi.

Shuningdek, mazkur Farmon bilan tasdiqlangan "Ichki ishlar organlari tizimini tubdan isloh qilish kompleks chora-tadbirlar Dasturi"ning 3-bo'limida kadrlarni tayyorlash, tanlash va joy-joyiga qo'yishning ilg'or mexanizmlarini joriy etish, ularning malakasi, ma'naviy-ahloqiy fazilatlarini oshirish orqali kadrlar salohiyatini mustahkamlash kabi chora-tadbirlarni amalga oshirish istiqbollari belgilab olindi.

O'zbekistonda mustaqillik yillarida ichki ishlar organlarida kadrlar bilan ishlash sohasida tub islohotlarni amalga oshirish bo'yicha bir qator qonun hujjatlari qabul qilinib, bugungi kunda ularning ijrosi yuzasidan kompleks tizimli chora-tadbirlar amalga oshirilmogda. Xususan, kadrlarni tayyorlash, tanlash va joy-joyiga qo'yishning ilg'or mexanizmlarini joriy etish va ularning malakasini oshirish tizimini takomillashtirish maqsadida O'zbekiston Respublikasi Prezidentining 2017 yil 16 avgustdagi "Ichki ishlar organlari xodimlarini tayyorlash, qayta tayyorlash va malakasini oshirish tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PQ-3216-son qarori qabul qilindi. Мазкур қарор билан кадрларни тайёрлаш, қайта тайёрлаш ва малакасини оширишни такомиллаштиришнинг устувор йўналишлари белгиланди ҳамда уларни амалга ошириш Ички ишлар вазирлиги ва

унинг таълим муассасалари, хусусан, ИИБ Академиясининг энг муҳим вазифаси этиб белгиланди.

Shuni alohida ta'kidlash lozimki, ichki ishlar sohasida amalga oshirilayotgan islohotlarning davomi sifatida hamda Ichki ishlar organlari uchun mutaxassislar tayyorlashning mutlaqo yangi tizimini joriy etish, xodimlarning malakasiga qarab xizmat bo'yicha o'sishini ta'minlash, shuningdek, kuch va vositalarni samarali boshqarishda rahbar kadrlarning intellektual va professional salohiyatini yanada oshirish maqsadida O'zbekiston Respublikasi Prezidentining 2021 yil 15 apreldagi "Ichki ishlar organlari uchun professional kadrlarni tayyorlashning sifat jihatidan yangi tizimini joriy etish bo'yicha choratadbirlar to'g'risida"gi PQ-5076-son qarori qabul qilindi hamda 2021/2022 o'quv yilidan boshlab, IIV Akademiyasida kadrlarni tayyorlash jarayoniga bakalavriat va magistraturani o'z ichiga oluvchi ikki bosqichli oliy ta'lim tizimi joriy etildi.

Shuningdek, ichki ishlar organlarining kadrlarga bo'lgan talabidan kelib chiqib, O'zbekiston Respublikasining boshqa ta'lim muassasalari tomonidan ham kadrlar tayyorlanadi. Bular qatoriga O'zbekiston Respublikasi Mudofaa va Favqulodda vaziyatlar vazirliklari, Bosh prokuratura, huquqni muhofaza qiluvchi organlar tasarrufidagi ta'lim muassasalari hamda boshqa fuqarolik o'rta-maxsus va oliy ta'lim muassasalari, shuningdek, xalqaro shartnomalar va kelishuvlar asosida horijiy davlatlar ta'lim muassasalari kiradi.

O'zbekiston Respublikasi Prezidentining 2023 yil 20 yanvardagi «Ichki ishlar organlarini xalqchil professional tuzilmaga aylantirish va aholi bilan yanada yaqin hamkorlikda ishlashga yo'naltirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida» PQ-10-son qarori qabul qilindi. Qarorga asosan, Ichki ishlar vazirligi Akademiyasida xorijiy davlatlar ichki ishlar organlari (politsiya) kadrlarini tayyorlash, qayta tayyorlash va malakasini oshirish tizimini joriy etish orqali jamoat xavfsizligini ta'minlash hamda jinoyatchilikka qarshi kurashishda xalqaro hamkorlikni yanada mustahkamlash maqsadida O'zbekiston Respublikasi Prezidentining O'zbekiston Respublikasi Ichki ishlar vazirligi tasarrufidagi ta'lim muassasalari Akademiya Malaka oshirish instituti 14 ta Akademik litseylar Nukus "Temurbeklar maktabi" harbiy-akademik litseyi Ixtisoslashtirilgan maktab-internat 12 2023 yil 18 avgustdagi O'zbekiston Respublikasi Ichki ishlar vazirligi Akademiyasida xorijiy davlatlar ichki ishlar organlari (politsiya) kadrlarini tayyorlash, qayta tayyorlash va malakasini oshirish tizimini joriy etish to'g'risida"gi PQ-282-son qarori qabul qilindi.

Xulosa o'rnida shuni aytib o'tish joizki, ichki ishlar organlarida ta'lim sohasidagi islohotlar bugungi kunda o'zining dolzarbligi hamda amaliy ahamiyati bilan boshqa sohadagi islohotlardan aslo qolishmaydi. Chunki ushbu sohadagi islohotlarni yanada keng ko'lamda davom ettirish davr talabidir. Albatta, ichki ishlar organlariga yuklatilgan vazifalarni muvaffaqiyatli bajarish tizimda xizmat qilayotgan barcha shaxsiy tarkibning kasbiy bilim saviyasini oshirishni talab etadi. Zero, "Vatanga va xalqqa sadoqat bilan xizmat qilish – oliy burchimiz!" degan ezgu g'oyani yuragiga, ongu shuuriga jo etgan xodimgina o'z vazifasini sidqidildan bajaradi.

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ЎЗБЕКИСТОНДА БОЖХОНА ТИЗИМИНИ КАДРЛАР БИЛАН ТАЪМИНЛАШ МУАММОЛАРИ

Олимжонова Г.О.

Қар ДУ мустақил-изланувчиси

Бугунги глобаллашув даврида дунёда иқтисодиёти ва божхона тизими ривожланган барча давлатларда жамият ривожининг энг муҳим омилларидан бири ҳисобланади. Хорижий мамлакатларда халқаро божхона тизими соҳасига жиддий эътибор қаратилмоқда. Бу йўналишда қатор халқаро ташкилотларнинг самарали фаолияти ҳам йўлга қўйилган. Жумладан, Жаҳон савдо ташкилоти (WTO) ва Жаҳон божхона ташкилоти (WCO) божхона соҳасидаги тадбирларини мувофиқлаштириб, ташкилотнинг ташаббуси билан дунёнинг турли мамлакатларида иқтисодий алоқаларни ривожланишига кўмаклашиш, мазкур соҳада тегишли замонавий стандартларни жорий этиш, турли инновация лойиҳаларини амалга ошириш юзасидан тадбирлар олиб борилмоқда. Бинобарин, божхона тизими фаолияти билан боғлиқ масалаларни тадқиқ этиш бутун дунё миқёсида долзарб ҳисобланади.

Мустақилликнинг илк йилларида Ўзбекистон ижтимоий-иқтисодий ҳаётидаги энг жиддий муаммо бу кадрлар масаласи билан боғлиқ бўлди. Мавжуд тузум инқироzi аввало етук мутахассислар тайёрлаш жараёнининг издан чиқишига кучли таъсир кўрсатди. Хусусан, божхона соҳасида ҳам кадрлари ва уларни тайёрлаш жараёнида жиддий муаммолар мавжуд эди.

Ўзбекистон Республикаси Президентининг 1997 йил 8 июлдаги ПФ-1815 сонли Фармонида мувофиқ божхона органларига “Ҳуқуқни муҳофаза қилувчи орган” мақоми берилиши билан ДБҚдаги штатлар сони ҳам кўпайтирилиб, 3277 тага етказилди. Фармон асосида Вазирлар Маҳкамаси томонидан 1997 йил 30 июлда қабул қилинган 374-сонли қарорга мувофиқ “Давлат божхона қўмитаси тўғрисидаги Низом” ва божхона ходимларининг махсус хизмат формаси тасдиқланди. Давлат божхона қўмитаси қошида «Ўқув маркази»нинг ташкил этилиши эса божхона иши тарихида муҳим воқеа бўлди. Ўзбекистон Республикаси Президентининг 1997 йил 11 июлдаги Фармонида биноан, генерал-майор Ўткир Толипович Комилов ДБҚ раиси этиб тайинланди.

Давлат божхона қўмитаси қошида «Ўқув маркази» божхона хизматининг шаклланиш босқичида унинг кадрларини тайёрлаш ва қайта тайёрлаш, уларнинг малакасини ошириш масалалари курслар, семинарлар, маърузалар туркумларини ташкил этиш йўли билан ҳал этилди. 1994 йили Тошкентда ташкил этилган Давлат божхона бошқармасининг дастлабки Тошкент ўқув маркази юқори маълумотли мутахассисларни тайёрлашда олға қараб қўйилган катта қадам бўлди. Мазкур марказ 1994 йилнинг 1 сенятбридан эътиборан, божхона органларига қабул қилинган ходимлар учун 1 ойлик бошланғич тайёргарлик курсларини йўлга қўйди. Ўқув марказида 624 соат мобайнида тингловчилар божхона иши назарияси, амалиёти, жисмоний ва жанговар тайёргарликни ўрганди. Назарий курс божхона фаолияти, божхона тариф ва тўловлари, божхонанинг иқтисодий муаммолари, божхона ва халқаро ҳуқуқ, контрабандага қарши кураш ва тергов тадбирлари, божхона статистикаси ва техника воситалари ҳамда улар юзасидан консультацияларни ўз ичига олди. Тингловчилар 16-17 кишилик гуруҳларга бўлинган. Ҳар бир гуруҳда куратор бўлиб, командир ва командир ўринбосари тайинланган.

Касб маҳоратига етарли даражада эга бўлган ходимлар етишмовчилигини маълум даражада бўлса ҳам тўлдириш ва ходимларни малакасини узлуксиз равишда ошириб бориш мақсадида Давлат божхона қўмитаси ташаббуси билан Олий хўжалик олийгоҳи қошида қўшимча мутахассислик бўйича 2 йиллик курслар ташкил этилди. Бу курсларда 2000 йилга қадар 150 нафар ходимлар битириб чиқди. Бундан ташқари, 1994 йил ноябр ойидан бошлаб, Ички ишлар вазирлиги Академиясида ташкил этилган бир ойлик курсда юздан ортиқ божхона иши тергов олди суриштирув инспекторлари малака оширди.

Ўзбекистон Республикасининг кадрлар тайёрлаш миллий дастурига мувофиқ, ҳамда божхона органларини юқори малакали кадрлар билан таъминлаш мақсадида 1998 йил 13 июлда Ўзбекистон Республикаси Давлат божхона қўмитаси Божхона коллежи ташкил этилди. Коллеж божхона кадрларини тайёрлашга ихтисослашган, ҳарбийлаштирилган ўқув юрти эди.

Ўрта махсус, касб-хунар таълими тайёрлов йўналишлари, мутахассисликлар ва касблар таснифлагичининг Халқаро ва миллий стандарт талабларига мослаштирилган ҳамда вазирликлар, қўмиталар, корпорациялар, компаниялар, палаталар, агентликлар, уюшмалар, марказлар, Фанлар академияси ва лойиҳа институтларидан тушган таклифлар асосида янги лойиҳаси ишлаб чиқилди. Шунингдек, божхона коллежида ҳам курсантлар умумтаълим, ижтимоий-гуманитар фанлар, божхона иши, тезкор-қидирув фаолияти, ҳарбий хизмат тайёргарлиги каби кафедраларда тайёрланди. Коллежни турли йилларда С.А.Алимбаев, Ҳ.Таджибоев, С.Минаваров, А.Қосимов, Ш. Миркомиллов каби тажрибали раҳбарлар бошқарди. Умуман, коллежда 1998 – 2001 йиллар давомида 651 нафар ўрта махсус маълумотли божхона кадрлари тайёрланди.

Божхона коллежида курсантлар тўлиқ ўрта махсус маълумотга эга бўлади. 11 синф маълумотида эга бўлган курсантлар эса икки йиллик назарий таълим олади ҳамда амалиётда бир йил синовдан ўтишади. 2000 йилдан бошлаб 9 синф маълумотида эга абитуриентлар ҳам қабул қилина бошланди. Улар учун ўқиш муддати турт йил: назариётни ўрганиш учун 3 йил, амалиёт учун бир йил белгиланди. Коллежни тугатганидан кейин битирувчиларга «божхона иши ҳуқуқшуноси» ихтисослиги ва божхона лейтенанти унвони берилади. Ўқиш муддати божхона органларидаги иш стажига, ҳарбий хизматда бўлмаганлар учун амалдаги ҳарбий хизмат ўталган ҳисобланади.

Ўқув режалари ва дастурларига мувофиқ курсантлар уч йўналиш: ижтимоий гуманитар, юридик ва махсус фанлар бўйича махсус тайёргарликни ўтайдилар. Коллежда шунингдек, ҳарбий-хизмат, жанговар ва жисмоний тайёргарлик, ўзини ҳимоя қилиш, қўл жангининг махсус усулларини эгаллаш ҳам кўзланган.

Бироқ, Божхона коллежи республика божхона хизматининг мутахассис кадрларга бўлган эҳтиёжини тўлиқ қондира олмас эди. Чунки, коллеж ўрта махсус касб-хунар таълим муассасаси бўлиб, божхона хизмати учун фақатгина ўрта бўғин кадрлар етказиб беришга мўлжалланган. Шуларни ҳисобга олган ҳолда, ҳамда кадрлар тайёрлаш, қайта тайёрлаш ва малакасини ошириш ишларини такомиллаштириш, республика божхона органлари учун мутахассисларни Мақсадли тайёрлашнинг узлуксиз тизимини барпо этиш мақсадида 2001 йил 10 январда Ўзбекистон Республикаси солиқ ва божхона органлари Академияси ташкил этилди. Мазкур Академия таркибида “Божхона иши” факультети ҳам фаолият кўрсатиб, ушбу йўналишда кадрлар тайёрлай бошлади. Академияда божхона соҳаси кадрлари тайёрланиши билан бирга амалиётда фаолият кўрсатаётган ходимлар малакасини ошириш тадбирлари ҳам олиб борилди. Академия биноси Тошкент шаҳар, Собир Юсупов кўчаси, 3-уй ва Муқимий кўчаси, 166-уйдаги Тошкент солиқ коллежи ва Давлат солиқ қўмитасининг ўқув марказлари биноларига жойлаштирилди.

Академияда тингловчиларни ўқитиш кундузги ва сиртқи шаклларда амалга оширилди. Академияга солиқ ва божхона коллежларини тамомлаганлар 4 йил муддат билан бакалаврлар тайёрлаш дастури бўйича ўқитиш учун, шунингдек, олий ўқув юртларини тамомлаганлар қисқартирилган бир йиллик дастур бўйича қайта тайёрлаш учун қабул қилинди. Академия базасида солиқ ва божхона органлари ходимлари учун ўқитиш муддати 3 ойгача бўлган малака ошириш курслари ташкил этилди. Академия тингловчилари учун ўқиш даври солиқ ва божхона органларидаги хизмат стажига қўшилди.

Академияни тамомлаганларга белгиланган намунадаги диплом ва тегишли равишда божхона хизматининг лейтенанти ёки солиқ хизматининг III даражали инспектори махсус унвонлари берилди. Академиянинг бошлиқлар, профессор-ўқитувчилар таркибига ва тингловчиларига Ўзбекистон Республикаси Давлат божхона қўмитаси ходимларининг тегишли тоифалари учун белгиланган меънатга ҳақ тўлаш шартлари, имтиёзлар, буюмлар, озиқ – овқатлар билан таъминлаш нормалари ва белгиланган бошқа нормалар татбиқ этилди.

2001-2002 ўқув йилида «Солиқлар ва солиққа тортиш» ҳамда «Божхона иши» факультетларига белгиланган ўқув дастурлар бўйича тингловчилар қабул қилинди. Бакалаврлар тайёрлаш тўлиқ дастури бўйича – ҳар бир 25 кишидан иборат иккитадан гуруҳ ташкил этилди.

Миллий божхона тизимини шакллантириш ва ривожлантириш, уни биринчи навбатда малакали кадрлар билан жамлаш масаласи билан бевосита боғлиқ. Шу муносабат билан, Вазирлар Маҳкамасининг 2003 йил 22 майдаги “Ўзбекистон Республикаси Давлат божхона қўмитаси органлари учун кадрлар тайёрлаш тизимини янада такомиллаштириш ҳақидаги” 229-сонли Қарорига асосан Давлат божхона қўмитаси қошидаги “Ўқув маркази”, Солиқ ва божхона органлари Академияси “Божхона иши” факультети ва Божхона коллежи негизида Олий ҳарбий божхона институти (ОХБИ) ташкил этилди. Бу Ўзбекистон божхона хизматини олий маълумотли кадрлар билан таъминлашда муҳим аҳамиятга эга бўлди. Ўзбекистонда бундай ўқув юртининг барпо этилиши мамлакатнинг юқори малакали, маълумотли божхона кадрларини мақсадли базавий тайёрлаш тизимида муҳим роль ўйнади. Божхона институти фаолиятини ташкил этишда Шоқосим Шорахмедов, Собит Алимбоев, Нуриддин Шукуров, Абдунон Суюнов, Соҳибжон Абдуҳалилов каби устозларнинг роли катта бўлди. Улар турли йилларда мазкур ўқув даргоҳини бошқарди.

Олий ҳарбий божхона институти ҳамма жиҳатдан жаҳон стандартларига жавоб берадиган асбоб ускуналар билан жиҳозлаш ва унинг моддий-техника базасини мустаҳкамлашга кучли эътибор аратилди. Институтда 12 та кафедра, бир нечта

компьютер синфи, криминалистик лаборатория, ўқув синфлари фаолият юритди. Ушбу ўқув хоналари замон талабларига монанд жиҳозланди. Институтда “Техник воситаларни қўллаган ҳолда божхона назоратини ташкил этиш”, “Контрабандага ва божхона қоидаларини бузилишига қарши кураш”, “Товарларни кимёвий таркиби асосида таснифлаш ва сертификатлаштириш” каби илмий лабораториялар ҳам фаолият кўрсатди. Ўқув- моддий ва услубий базани яратишда, шунингдек, ўқитувчи кадрларни тайёрлашда кўплаб халқаро ташкилотлар ва бошқа хорижий давлатлар Ўзбекистонга кўмак берди.

2011 йилга келиб, Олий ҳарбий божхона институтида 20 нафар ходим илмий даражаларга эга бўлиб, уларнинг 14 нафари доцент эди. Шунингдек, институтда 30 нафар педагог илм-фаннинг долзарб мавзулар бўйича илмий тадқиқот ишларини олиб борди. 2003 – 2011 йилдар мобайнида ОЎБИда божхона иши ва юриспруденция бўйича 600 дан ортиқ мутахассис тайёрланди.

2018 йил 2 ноябрдаги Ўзбекистон Республикаси Президентининг “Ўзбекистон Республикаси божхона органлари кадрларини тайёрлаш тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-3995-сонли Қарорига асосан Олий ҳарбий божхона институти Божхона институти этиб қайта ташкил этилди ва божхона органлари ходимларини тайёрлаш, қайта тайёрлаш ва малакасини ошириш бўйича ихтисослаштирилган олий таълим ҳамда илмий-методик муассаса сифатида белгиланди.

Шу билан бир каторда, Божхона институти тузилмаси такомиллаштирилди, жумладан, «Ахборот технологиялари ва моделлаштириш маркази», «Тил ва психологик тайёргарликни ривожлантириш маркази», «Божхона назорати техник воситалари ўқув лабораторияси» каби янги таркибий тузилмалар ташкил этилди.

Божхона органлари учун малакали миллий кадрларни тайёрлаш, божхона ходимларини қайта тайёрлаш ва малакасини ошириш ҳамда божхона ишини такомиллаштириш юзасидан илмий тадқиқот ишларини олиб бориш Божхона институтининг асосий вазифалари этиб белгиланган. Институтда ушбу вазифаларни таъминлаш мақсадида “Божхона иши” ва “Қайта тайёрлаш ва малака ошириш” факультетлари ташкил этилган.

Ўзбекистон Республикаси Президентининг «Божхона тартиб-таомилларини соддалаштириш ва Давлат божхона хизмати органлари ташкилий тузилмасини янада такомиллаштириш тўғрисида» 2021 йил 10 сентябрдаги ПФ-6310–сон Фармони билан Божхона институтида олий таълимдан кейинги таълим – докторантура ташкил этилди. Институтда Р.Турапов, Қ.Каримқулов, А.Саидов, Л.Пулатова, Г.Асилова, Ш.Акрамова, Ш.Муратова, О.Утегенов каби ўнлаб фан докторлари курсантларга сабоқ берди.

Хуллас, божхона органлари фаолиятининг ташкил этиш ва уни замон талабларига мослаштириш бўйича мустақиллик йилларида кўплаб амалий ишлар амалга оширилди. Муҳим масалалардан бири божхона органларини кадрлар билан таъминлаш масаласи долзаб аҳамиятга эга бўлди. Дастлабки йилларда Давлат божхона қўмитаси ҳузурида Ўқув марказ фаолияти йўлга қўйилди. 1998 йилда Божхона коллежи ташкил этилган бўлса, 2003 йилда Олий ҳарбий божхона институти, унинг негизида 2018 йилда Божхона институти ташкил этилди. Ушбу муассасаларда ўрта ва олий маълумотли кадрлар тайёрлаш йўлга қўйилди. Шунингдек, божхона органлари ходимларини моддий ва маънавий қўллаб-қўвватлаш бўйича ҳам амалий ишлар амалга оширилди.

Фойдаланилган адабиётлар:

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YANGI O'ZBEKISTON SHAROITIDA DAVLAT VA JAMOAT TASHKILOTLARINING GIYOHVANDLIKKA QARSHI KURASH BO'YICHA HAMKORLIGI

Maxmatqulov J.I.
Qar DU mustaqil izlanuvchisi

Annotatsiya: Ushbu maqolada mustaqillik yillarida giyohvandlikka qarshi kurash mavzusi asosiy mavzulardan biriga aylanganligi, bugungi kunda insoniyatga jiddiy xavf solib turgan giyohvandlik masalasiga asr vabosi sifatida qaralib, uning mohiyatini yoshlarga tushuntirish masalasiga katta e'tibor berilayotganligi ilmiy

Giyohvandlik bilan bog'liq jinoyatlarga qarshi nafaqat jinoiy huquqiy normalarni qo'llash bilan, balki ommaviy axborot vositalarini foydalanilib, ma'muriy huquqiy normalar qo'llanilgan holda ham kurash olib borilganligi, bu borada, ayniqsa, “Oila va jamiyat” instituti jamoasi voyaga yetmagan yoshlar o'rtasida ta'lim dasturlarini ishlab chiqish asosiy vazifalardan biri ekanligi asoslab berilgan.

Kalit so'zlar: Giyohvandlik, terrorizm, Jinoyatchilik, huquqbuzarlik va yoshlar, “Oila va jamiyat”, giyohvand moddalar. “Ma'naviyat va ma'rifat kengashi”.

O'zbekistonda madaniy-ma'rifiy yo'nalishidagi tadbirlar jarayonida giyohvandlikka qarshi kurash mavzusi asosiy mavzulardan biriga aylandi. Binobarin, barcha turdagi ta'lim muassasalarida yoshlarga ta'lim berish jarayonida o'quv-tarbiyaviy ishlar bilan bir qatorda ma'naviy-ma'rifiy tarbiyaga kuchli e'tibor qaratildi. Bu soha ta'lim jarayonining asosiy yo'nalishlaridan biriga aylandi. “...Bugungi kunda butun dunyoda aholining, birinchi navbatda, yoshlarning ongi va qalbini egallash uchun keskin kurash borayotganini, diniy ekstremizm, terrorizm, giyohvandlik, “ommaviy madaniyat” kabi tahdidlar kuchayayotganini hisobga oladigan bo'lsak, farzandlarimiz tarbiyasi, ma'naviy-ma'rifiy sohadagi ishlarimizni bir zum ham

susaytirmasdan, aksincha, ularni yangi bosqichga ko'tarishimiz zarur",-deydi O'zbekiston Prezidenti Sh.Mirziyoyev.

Mazkur sohadagi targ'ibotlarga nazar tashlaydigan bo'lsak, 2015-yil 5-iyun kuni Tabiiy fanlar fakultetida "Giyohvandlikdan hazar qilamiz" mavzusida tadbir o'tkazildi. Tadbirda fakultet dekani V.Xo'jayev, xotin-qizlar qo'mitasi raisi M.Halimova, Qo'qon shahar shoshilinch yordam reanimatsiya bo'limi shifokori M.Rahimov, fakultetning barcha professor-o'qituvchilari va talabalari qatnashdilar.

Yoshlar o'rtasida giyohvandlikning oldini olish borasida Andijon davlat universitetida ham qator ishlar amalga oshirildi. Masalan, 2016-yil 12-yanvar kuni universitetning fizika-matematika fakulteti axborot texnologiyalari kafedrasida o'qituvchilari G.Temirova, Y.Usmonaliyeva, N.Yusupova Andijon shahridagi Anisiy ko'chasida joylashgan 4-TTJda "Jinoyatchilik, huquqbuzarlik va yoshlar", "Giyohvandlikning salbiy oqibatlarini bilasizmi?" mavzusida davra suhbatini o'tkazdi. Tadbir so'ngida "Biz buyuk yurt farzandlarimiz" nomli videorolik namoyish etildi.

Mazkur yilning 14-yanvar kuni psixologiya kafedrasida guruh murabbiylari O.Qodirova, B.Parmonov, M.Mamajonova tomonidan 2-TTJda yashovchi talabalarga "Giyohvandlikka mahkum bo'lgan yoshlar taqdiri" nomli videorolik namoyish etilib, mavzu doirasida davra suhbatini o'tkazildi. Davra suhbatida fakultetning 1-, 2- va 3-kurs talaba yoshlari ishtirok etdi.

2016-yilning 4-fevral kuni universitetning katta majlislar zalida "Giyohvandlar taqdiri" mavzusida tadbir bo'lib o'tdi. Tadbirda 320 nafar talabalar ishtirok etdi. Tadbir so'ngida "Qiyomatga qolgan qarz" nomli videofilm namoyish etildi. Shu yil 22 avgustda universitetning psixologiya kafedrasida mudiri M.Halimova, kafedra katta o'qituvchilari I.Hakimova, G.Rustambekova viloyat "Oila" ilmiy-amaliy markazi bilan hamkorlikda Andijon shahridagi Soybo'yi va Yorboshi MFY da "Giyohvandlik oqibatida dunyoga kelgan farzandlar taqdiri" mavzusida targ'ibot-tashviqot ishlarini olib bordi.

2016 yil Surxondaryo viloyatida "Giyohvandlikka va giyohvandlik savdosiga qarshi kurash" mavzusida doimiy davra suhbatlari va ilmiy sessiyalar o'tkazildi. Jumladan, Samarqand viloyatida ham shu kabi tadbirlar tashkil etib turildi. Viloyatda birgina 2016 yil yanvar oyida "Yoshlar o'rtasida OIV, OITS kasalliklarini va giyohvandlikning oldini olish" mavzusida 36 ta mini-sessiya tashkil etildi. Unda 873 nafar yoshlar qamrab olindi. Fevral oyida viloyatda shu mavzuda 138 ta mini-sessiya o'tkazildi.

2016 yili narkotik moddalarni iste'mol qilishning birlamchi profilaktikasi doirasida respublika tibbiyot muassasalarining narkolog shifokorlari tomonidan aholining turli guruhlarida 7117 ta ma'ruza o'qildi, 2213 ta seminarlar o'tkazildi, 579 ta ommaviy axborot vositalarida (gazeta, televideniye, radio) tashkil etildi. Sog'liqni saqlash vazirligining sihat salomatlik.uz saytida "Giyohvandlikning oldini olish", «O'smirlar o'rtasida giyohvandlikning oldini olish», «Giyohvandlikning oldini olish turlari», «Giyohvandlik belgilari», «Giyohvandlik ijtimoiy muammo sifatida» kabi maqolalar e'lon qilindi. Profilaktika ishlarida mahallaning rolini kuchaytirish maqsadida viloyat hokimligi huzuridagi fuqarolarning o'zini o'zi boshqarish organlari xodimlarining malakasini oshirish bo'yicha o'quv kurslarining mavzu rejasiga jinoyatchilik va giyohvandlikning oldini olish masalalari kiritildi. Xalqaro giyohvandlikka qarshi kurash kuniga bag'ishlangan profilaktika tadbirlari doirasida respublikamiz hududlarida teatrlashtirilgan tomoshalar, sport musobaqalari, uchrashuvlar, ma'ruzalar, savol-javob kechalari o'tkazildi. Narkotik moddalarga qarshi kurashish bo'yicha hududiy komissiyalar ko'magida Toshkent, Nukus shaharlari va viloyat markazlarida yoshlar uchun ko'ngilochar va sport tomoshalari tashkil etildi.

Mahalla guzarlari, madaniyat va istirohat bog'larida giyohvandlik muammosiga bag'ishlangan sahna ko'rinishlari namoyish etildi. 474 yozgi sog'lomlashtirish oromgohlarida 5,4 mingdan ortiq mavzuli uchrashuvlar va 526 musobaqalar, shuningdek, 567 sport musobaqalari tashkil etildi. Profilaktik videoroliklar namoyish etildi. Oliy va o'rta maxsus ta'lim

vazirligi "Kamolot" YOIH bilan hamkorlikda "Yoshlar giyohvandlikka qarshi" shiori ostida sportning 7 turi bo'yicha musobaqalar o'tkazilib, unda 427 ming nafar yoshlar ishtirok etdi. Oylik voqealari ommaviy axborot vositalarida keng yoritildi. Markaziy kanallarda tematik dasturlar (axborot dasturlari, tok shoular) va ijtimoiy roliklar namoyish etildi. Bosma nashrlarda 500 dan ortiq badiiy maqolalar chop etildi.

"Mahalla" jamg'armasi bo'limlari tomonidan joylarda mahallalar kengashlarida 30 mingdan ortiq tadbirlar o'tkazildi. "Biz sog'lom turmush tarzi tarafdorimiz", "Giyohvandlik va uning salbiy oqibatlarini", "Giyohvandliksiz hayot" kabi mavzularda profilaktika tadbirlari 1,6 milliondan ortiq aholiga tushuntirish ishlari olib borildi.

Giyohvandlikka qarshi kurash tadbirlari boshqa oliy ta'lim muassasalarida ham o'tkazilib turildi. Masalan, 2017 yil 3 fevralda Qarshi davlat universiteti, Viloyat Ichki ishlar boshqarmasi, Qarshi shahar ichki ishlar bo'limi, O'zbekiston Musulmonlar idorasi viloyat vakilligi hamda viloyat Narkologiya dispanseri hamkorligida "Yoshlar giyohvandlikka qarshi" mavzusida professor-o'qituvchilar va talabalar ishtirokida davra suhbatlari o'tkazildi. "Yoshlar orasida narkotik moddalar tarqalishining oldini olish" oyligi doirasidagi ma'ruza va davra suhbatlari o'tkazildi. Tadbirlarda yoshlar o'rtasida zararli illatlar jumladan giyohvandlik va uning yuzaga kelish sabab va omillari, uning belgilari, keltirib chiqaradigan salbiy oqibatlarini, qoldiradigan asoratlari va buni o'z vaqtida davolamasa, oxiri o'lim bilan tugashi haqida tushunchalar berildi.

2017-yil 4-dekabrda O'zbekiston Milliy universiteti P.Habibullayev nomidagi Fizika fakultetida Toshkent shahar bojxona xodimlari bilan hamkorlikda, shu yilning 5 dekabrda universitetning Tarix fakultetida Toshkent shahar narkologiya dispanseri bilan hamkorlikda, 6 dekabrda Geologiya va geografiya fakultetida Milliy xavfsizlik xizmati bilan hamkorlikda "Giyohvandlik – asr vabosi, undan yoshlarimizni asraylik" mavzusidagi profilaktik tadbirlar o'tkazildi.

Tadbirda Toshkent shahar narkologiya dispanseri shifokori Nodira Abdaliyeva so'zga chiqib, asr vabosi bo'lgan giyohvandlikning oldini olish va bu borada olib borilgan tadbir natijasida aniqlangan statistik ko'rsatkichlar tahlili hamda inson, ayniqsa, yosh avlod organizmiga qanday zarar yetkazishini talaba yoshlarga tushuntirdi. Shuningdek, giyohvand moddalarning inson salomatligi va psixik holatiga salbiy ta'siri hamda uning oqibatlarini taqdimot materiallari orqali atroflicha izohlab berdi. Profilaktik tadbirlar doirasida giyohvandlik va uning salbiy oqibatlarini aks ettiruvchi videofilm namoyish etildi. Tadbirda mutaxassislarining ta'kidlashlaricha, giyohvand moddalarning Rossiya va Yevropaga trafigidan tushadigan daromad 17 mlrd AQSH dollarni tashkil etdi. Yoshlarga dunyo aholisining 0,6%, ya'ni, 27 mlnga yaqin shaxslar heroin va kokain moddalarga bo'lgan qaramlikdan aziyat chekuvchi "muammoli giyohvandlar" ekanligi tushuntirildi. O'zbekiston va Markaziy Osiyo mintaqasida narkovaziyatga salbiy ta'sir ko'rsatadigan asosiy faktor Afg'onistonda opiy va heroin giyohvand moddalarini ishlab chiqarishning davom etishi ta'kidlanib, har yili afg'on opiyi tufayli dunyo miqyosida 100 ming kishining umri hazon bo'lganligi qayd etildi.

Mutaxassislarining fikriga ko'ra, so'nggi yillarda opiy va kokain miqdori xalqaro miqyosda kamaydi. Ammo marixuana va nasha miqdori ortib bordi. Kokain miqdori yoshlar o'rtasida keng tarqalgani Ispaniya, Angliya, Italiya misolida ko'rish mumkin. Eng xatarli tomoni, yoshlar orasida geroinga nisbatan ehtiyoj ortib bordi. Giyohvandlikning odam sog'ligi va hayotiga ta'sir qiladigan salbiy tomonlari – OITS, zaxm, gipatet virusi, sil kabi kasalliklarni ham keltirib chiqarishi imkon qadar yoshlarga tushuntirib borildi.

2017-yil 2-dekabrda O'z MU xorijiy filologiya fakultetining Giyohvandlikka qarshi kurash tadbirida O'zbekiston Musulmonlar idorasi vakillari ham ishtirok etib, Xadisi sharifda "Har bir mast qiluvchi narsa harom" deyilgan hadisni yoshlarga atroflicha tushuntirildi. Tadbirda diniy idora vakili "Biz yashab turgan ko'hna dunyoda insonga, oilaga, jamiyatga qaratilgan tahdidlardan mudhishi - giyohvandlik" ekanligi asoslab berildi. Shuningdek, oliy ta'lim muassasalari talabalar turar joylarida ham shu mavzuga bag'ishlangan davra suhbatlari va

boshqa tadbirlar bo'lib o'tdi. Shunday davra suhbatlaridan biri 2017 yil 8 noyabrda O'zMU Tarix fakulteti 9-TTJda "Giyohvandlik umr zavoli: jahon mamlakatlari statistikasi misolida" mavzusida o'tkazildi.

2018-yil 13-fevral kuni Qarshi davlat universitetida Viloyat Ichki ishlar boshqarmasi, Qarshi shahar Ichki ishlar bo'limi, viloyat Narkologiya dispanseri, O'zbekiston Musulmonlar idorasi viloyat vakilligi, "Kamolot" YOIH viloyat Kengashi, "Mahalla" jamoat fondi viloyat bo'limi hamda Qarshi davlat universiteti hamkorligida "Yoshlar orasida narkotik moddalari tarqatilishining oldini olish va qarshi kurash oyligi"ga bag'ishlab "Giyohvandlik asr vabosi" deb nomlangan universitet professor-o'qituvchilari va talabalar ishtirokida ma'naviy-ma'rifiy tadbir bo'lib o'tdi.

2018-yil 13-fevral kuni Qarshi davlat universitetida "Giyohvandlikning oldini olish va unga qarshi kurashish oyligi"ga bag'ishlab "Yoshlar o'rtasida huquqbuzarlik, diniy ekstremizm va giyohvandlikka qarshi kurashish – davr talabi" deb nomlangan universitet professor-o'qituvchilari va talabalar ishtirokida ma'naviy-ma'rifiy tadbir bo'lib o'tdi.

O'zbekistonda 2021-yilning 1-iyunidan "Giyohvandlikka qarshi kurash oyligi" boshlanib, bu kabi tadbirlarni o'tkazish an'anaga aylanib bordi. Xalqaro giyohvandlikka qarshi kurash kuniga bag'ishlab, narkotik moddalarning noqonuniy aylanishiga keng jamoatchilik e'tiborini qaratish, aholi orasida sog'lom turmush tarzini targ'ib etish kuchayib bordi. Tadbir davomida O'zbekiston viloyatlarining markazlarida taniqli san'atkorlar, madaniyat vakillari, sportchilar va boshqa taniqli shaxslar ishtirokida katta xayriya konsert dasturlari tashkil etildi.

2021-yil 23-dekabrda Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti Samarqand filialida "Ijtimoiy fanlar" kafedrasida professor-o'qituvchilari tomonidan malaka oshirish kursi tinglovchilari uchun "Giyohvandlik – umr zavoli" mavzusida davra suhbat o'tkazildi. Unda Respublika ixtisoslashtirilgan narkologiya ilmiy-amaliy tibbiyot markazi Samarqand viloyat Mintaqaviy filialivakillari ishtirok etdi.

Xullas, muayyan davlatda giyohvandlikka qarshi kurashda yoshlar o'rtasida uning ayanchli oqibatlarini chuqur tushuntirish, umuman giyohvand moddalar, qonunchilikda bu boradagi bandlar mohiyatini yoritib berish dolzarb masalalardan biriga aylandi.

Foydalanilgan manba va adabiyotlar ro'yhati

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- 5.Ўз МА, М-13-фонд, 2-рўйхат, 700-иш, 133-136-варақлар.
- 6.Қарши давлат университети жорий архиви. Маънавият ва маърифат бўлимининг 2016-2017 ўқув йили ҳисоботлари маълумотномаси папкаси.
- Ўзбекистон Миллий университети жорий архиви.
- 7.Қарши давлат университети жорий архиви. Маънавият ва маърифат бўлимининг 2017-2018 ўқув йили ҳисоботлари маълумотномаси папкаси.
- 8.Қўқон давлат педагогика институтининг 2015 йилги ҳисобот папкаси маълумоти.

O'ZBEKISTONDA GIYOHVANDLIKKA QARSHI TARG'IBOT TADBIRLARINING OLIB BORILISHI VA ULARNING AHAMIYATI

Maxmatqulov J.I.
Qar DU mustaqil-izlanuvchisi

Annotatsiya: Ushbu maqolada mustaqillik yillarida giyohvandlikka qarshi kurash mavzusi asosiy mavzulardan biriga aylanganligi, bugungi kunda insoniyatga jiddiy xavf solib turgan giyohvandlik masalasiga asr vabosi sifatida qaralib, uning mohiyatini yoshlarga tushuntirish masalasiga katta e'tibor berilayotganligi ilmiy

Giyohvandlik bilan bog'liq jinoyatlarga qarshi nafaqat jinoiy huquqiy normalarni qo'llash bilan, balki ommaviy axborot vositalarini foydalanilib, ma'muriy huquqiy normalar qo'llanilgan holda ham kurash olib borilganligi, bu borada, ayniqsa, "Oila va jamiyat" instituti jamoasi voyaga yetmagan yoshlar o'rtasida ta'lim dasturlarini ishlab chiqish asosiy vazifalardan biri ekanligi asoslab berilgan.

Kalit so'zlar: Giyohvandlik, terrorizm, "Oil va jamiyat", giyohvand moddalar. "Ma'naviyat va ma'rifat kengashi"

O'zbekistonda giyohvandlikka qarshi targ'ibot tadbirlar jarayonida giyohvandlikka qarshi kurash mavzusi asosiy mavzulardan biriga aylandi. Ta'lim muassasalarida yoshlarga ta'lim berish jarayonida o'quv-tarbiyaviy ishlar bilan bir qatorda ma'naviy-ma'rifiy tarbiyaga kuchli e'tibor qaratildi. Bu soha ta'lim jarayonining asosiy yo'nalishlaridan biriga aylandi. "...Bugungi kunda butun dunyoda aholining, birinchi navbatda, yoshlarning ongi va qalbini egallash uchun keskin kurash borayotganini, diniy ekstremizm, terrorizm, giyohvandlik, "ommaviy madaniyat" kabi tahdidlar kuchayotganini hisobga oladigan bo'lsak, farzandlarimiz tarbiyasi, ma'naviy-ma'rifiy sohadagi ishlarimizni bir zum ham susaytirmasdan, aksincha, ularni yangi bosqichga ko'tarishimiz zarur", -deydi O'zbekiston Prezidenti Sh.Mirziyoyev.

Bugungi kunda insoniyatga jiddiy xavf solib turgan giyohvandlik masalasiga asr vabosi sifatida qaralib, uning mohiyatini yoshlarga tushuntirish masalasiga katta e'tibor berilmoqda. Shuning uchun ham Oliy va o'rta ta'lim hamda Sog'liqni saqlash vazirliklari giyohvandlik bilan bog'liq huquqbuzarliklar va jinoyatlarga qarshi kurashda profilaktik ishlarning yetarli emasligini e'tiborga olib, bu boradagi vazifalarni tubdan qayta ko'rib chiqish davr talabiga aylandi.

Shuni alohida qayd o'tib joizki, respublika oliy va o'rta maxsus o'quv yurtlari o'quvchilari tomonidan giyohvandlik vositalari bilan bog'liq jinoyatlar ko'rsatkichi ortib bordi. Masalan, 1997-yil 20-fevralda Toshkent iqtisodiyot instituti talabasi M.M 4 kg. "gashish" giyohvand vositasi bilan, 7 martda Farg'ona viloyati Oltiariq tumani 11-maktab o'quvchisi U.V 12 gramm giyohvandlik vositasi sotayotganida, shu yilning 8 aprelida SAMPI 5-kurs talabasi A.K 6 kg. "opiy" giyohvandlik vositasi bilan ushlendi.

Shuningdek, ba'zi ta'lim muassasalari o'qituvchilarining ham ushbu jinoyatga aralashish holatlari aniqlangan. Jumladan, 1997 yil 26 mayda Andijon viloyati Izboskan tumanidagi 34-o'rta maktab o'qituvchisi T.J taqiqlangan giyohvand o'simligini ekib yetishtirganligi aniqlanib, shu yilning 15 avgustidagi sud hukmi bilan 3 yilga axloq tuzatish ishlariga hukm qilingan. Samarqand viloyati Chelak tumani 12-o'rta maktab o'qituvchisi E.B taqiqlangan ko'knori o'simligini ekib yetishtirganligi uchun sud hukmi bilan 3 yil axloq tuzatish ishlarigaga hukm qilingan. 1997 yil 12 mayda Buxoro viloyati Qorako'l tumanida 13-o'rta maktab o'qituvchisi S.M 100 gr yaqin "opiy" giyohvand vositasi bilan ushlanib, 1997 yil 25 iyundagi sud hukmi bilan 8 yilga ozodlikdan mahrum qilingan.

Giyohvandlik bilan bog'liq jinoyatlarga qarshi nafaqat jinoiy huquqiy normalarni qo'llash bilan, balki ommaviy axborot vositalarini foydalanilib, ma'muriy huquqiy normalar qo'llanilgan holda ham kurash olib borildi. Bu borada, ayniqsa, "Oila va jamiyat" instituti jamoasi voyaga

yetmagan yoshlar o'rtasida ta'lim dasturlarini olib bordi. Mashg'ulotlarda yoshlar atrofida kishilar bilan qanday muomalada bo'lish, ishonch va sherikchilik asosida munosabatlar o'rnatish, jamoani qanday shakllantirish to'g'risidagi bilim hamda ko'nikmalari shakllantiriladi. Jumladan, institut xodimlari 2000 yildan boshlab YUNISEF bilan hamkorlikda giyohvand moddalarni iste'mol qilish yo'liga kirib kolgan yoshlarni davolash bo'yicha maxsus Dastur yuzasidan ish olib bordi. 2000 yili Toshkent viloyatining maktablarida giyohvand moddalarni iste'mol qilish va uning salbiy oqibatlarini to'g'risida so'rovnoma o'tkazildi.

Institut jamoasi giyohvand moddalarni iste'mol qilgan yoshlarni davolash mavzusida muntazam ravishda seminarlar o'tkazib keldi. Yoz oylariga qadar maktab, litsey va kollejlarda, yoz oylarida esa sog'lomlashtirish maskanlarida ish olib bordi. 2001 yil davomida institut jamoasi ushbu mavzuga doir 105 ta seminar o'tkazdi. Targ'ibot xususiyatidagi o'quv mashg'ulotlarini Moskva, Kiyev, Bishkek kabi shaxarlarda maxsus malaka oshirib qaytgan psixolog, huquqshunos, vrachlar olib bordilar.

BMT bu borada jahon davlatlariga amaliy yordam ko'rsatib keldi. Jumladan, BMT taqdim etgan filmlar o'quv mashg'ulotlarining mazmunli o'tishiga ta'sir ko'rsatdi. "Oila va jamiyat" instituti 2001 yilning avgustida "Giyohvand moddalarni iste'mol qilgan yoshlarni davolash usullari" mavzusida 4 ta trening o'tkazdi. Ushbu mashg'ulotlarda maktab ilmiy bo'lim mudirlari, psixologlari hamda murabbiylari malakasini oshirdi.

Ijtimoiy tadqiqotlar shuni ko'rsatadiki, giyohvand moddalar iste'mol qiluvchi yoshlar o'rtasida so'rovnoma o'tkazilganda, ularning 71,4 foizi giyohvand moddalarni bir tatib ko'rishga qiziqish sababli, 10 foizi esa diskotekada iste'mol qilganligini ma'lum qiladi. Ularning 74 foizida ota-onasi bilan ziddiyatga kelib qolgani uchun spirtli ichimlik yoki giyohvand moddasini iste'mol qilgani ma'lum bo'ldi.

Respublika Milliy axborot-tahlil markazi bu borada muayyan ishlarni amalga oshirdi. Jumladan, 2001 yili markaz tashabbusi bilan vazirlik va idoralarning tegishli soha mutaxassislari ishtirokida Oliy va o'rta maxsus ta'lim vazirligiga qarashli bir qancha o'quv yurtlarida, talabalar o'rtasida giyohvandlikning oldini olishga qaratilgan profilaktik ishlarning olib borilishi o'rganib chiqildi. O'quv yurtlari rahbarlari o'quvchilar orasida tarbiyaviy ishlarni susaytirganliklari uchun vazirlikda o'tkazilgan kollegiya yig'ilishida ko'rib chiqildi va tegishli choralar ko'rildi. Bundan tashqari, ushbu yo'nalishda ularning faoliyati 2001 yil dekabr oyida "Narkotik moddalarni nazorat qilishga bag'ishlab o'tkazilgan davlat komissiyasining yig'ilishida ko'rib chiqildi.

2002-yil 9-avgustda Qoraqalpog'iston Respublikasining Xo'jayli tumani Istirohat bog'ida giyohvandlikka qarshi kurash shiori ostida yoshlar anjumani o'tkazildi. Tuman hokimining birinchi o'rinbosari B.A, tuman ichki ishlar bo'limi boshlig'i, podpolkovnik M.Q, "Kamolot" ijtimoiy-yoshlar harakati tuman kengashining raisi Q.T.lar tumanda giyohvandlikka qarshi kurash jarayoni haqida fikr-mulohazalar berdilar.

Giyohvandlikka qarshi kurash tadbirlari aholi yashash punktlarida ham muntazam o'tkazib borildi. 2003-yil 25-iyunda Toshkent shahrining Shayxontohur tumani Oqtepa mavzesida "26-iyun – xalqaro giyohvandlikka qarshi kurash kuni"ga bag'ishlangan "Giyohvandlik - asr vabosi" mavzusida ma'naviy-ma'rifiy tadbir bo'lib o'tdi. Respublika Ma'naviyat va ma'rifat kengashi, Bosh prokuratura va «Mahalla» jamg'armasi tashabbusi bilan o'tkazilgan ushbu tadbirda 48 ta mahalladan kelgan vakillar, oqsoqollar va o'quvchi yoshlar ishtirok etdilar.

2004-yil 1-noyabrda Toshkent shahar Yakkasaroy tumanida «Kamolot» yoshlar ijtimoiy harakati tuman bo'limi kengashi «Ma'naviyat va ma'rifat» markazi tuman bo'limi hamda LCA World Vizion giyohvandlikka qarshi kurash tashkiloti bilan hamkorlikda «Giyohvandlik – kelajak kushandasi» deb nomlangan seminar-trening o'tkazildi. Seminarda Yakkasaroy tumanida joylashgan oliy va o'rta maxsus o'quv yurtlari hamda korxona- tashkilotlardan vakillar ishtirok etdilar. Seminarda ko'rgazmalar, video syujetlar orqali giyohvandlikka duchor

bo'lganlarning ayanchli taqdiri, ularda kechadigan kasallik holatlari, shu yo'lga adashib kirib, endi afsus chekkanlar holati ro'y-rost ko'rsatib berildi.

Xullas, muayyan davlatda giyohvandlikka qarshi kurashda yoshlar o'rtasida uning ayanchli oqibatlarini chuqur tushuntirish, umuman giyohvand moddalar, qonunchilikda bu boradagi bandlar mohiyatini yoritib berish dolzarb masalalardan biriga aylandi.

Foydalangan manba va adabiyotlar ro'yhati.

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O'ZBEKISTONDA MUSTAQILLIKNING ILK YILLARIDA VOYAGA YETMAGANLAR O'RTASIDA JINOYATCHILIK HOLATI

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Qar DU mustaqil-izlanuvchisi

Muayyan davlatda huquqbuzarlik va jinoyatchilikning holati mazkur mamlakatda kechayotgan siyosiy, ijtimoiy-iqtisodiy va madaniy jarayonlar bilan chambarchas bog'liqdir.

Kattalar jinoyatchiligi kabi o'smirlar tomonidan sodir etilgan jinoyatlar jamiyat uchun ijtimoiy xavfli hodisadir. Davlat va jamiyat rivojiga, islohotlar va davlat boshqaruviga jiddiy to'siq bo'ladi. Har qanday jinoyat jamoat tartibi va aholi tinch hayotiga o'zining salbiy ta'sirini ko'rsatadi. Voyaga yetmaganlar o'rtasidagi huquqbuzarlik va jinoyatlar atrofga moddiy, ma'naviy va jismoniy zarar yetkazib, aholi orasida ishonchsizlik, vahima, qo'rquv tarqatadi.

Hozirgi davrda voyaga yetmaganlar jinoyatchiligi to'g'risida yetarli darajada statistik materiallar to'plangan va uni tahlil qilishning usullari ishlab chiqilgan. Bularning barchasi voyaga yetmaganlar jinoyatchiligining ahvolini to'g'ri baholash, undagi miqdor va sifat ko'rsatkichlaridagi (strukturasi va boshqa ko'rsatkichlarini ham) o'zgarishlarni bilish imkonini beradi. Ayrim vaqtlarda alohida hududlardagi jinoyatchilikning miqdor va sifat ko'rsatkichlarida, shuningdek, jinoyat sodir etuvchi shaxslar va turli xil jinoyatlar tarkibida aniq bo'lmagan ma'lumotlar bo'lishiga qaramay voyaga yetmaganlar jinoyatchiligining aniq ahvolini bilish imkoniyati bor.

Umuman olganda, O'zbekistonda jinoyat statistikasi ma'lumotlariga ko'ra, aniqlangan jinoyat sodir etgan voyaga yetmagan shaxslarning jinoyatchiligi 1990-yilgacha nisbatan bir tekisda, ya'ni har besh yilda 48 foizga o'sib kelgan. 1991-yildan keyin bunday tendensiyada jiddiy o'zgarish yuz berdi. Voyaga yetmaganlarning ro'yxatlarda qayd qilingan jinoyatchiligi o'sishi 1995-1996-yillarda 8 foizni tashkil etgan. Agar solishtirib ko'rganda shu vaqt ichida voyaga yetmaganlarning jinoyatchiligi Rossiya Federatsiyasida 20 foizga; Ukrainada 16,8 foizga; Ozarbayjonda 18,1 foizga; Qozog'istonda 14,9 foizga; Turkmanistonda 9 foizga; Belorussiyada 9,8 foizga o'sgan.

O'zbekistonda 1991-yilda 5728 nafar o'smirlar tomonidan jinoyat sodir etilgan bo'lib, ularning 53 tasini nomusga tegish, 88 tasini giyohvandlik, 151 tasini bosqinchilik, 3375 tasini

o'g'irlik, 147 tasini bezorilik va qolgan 1569 tasini boshqa jinoyatlar tashkil etdi. O'smirlar tomonidan sodir etilgan jinoyatlarning katta qismini o'g'irlik jinoyati tashkil etdi. Hatto o'smirlar o'rtasida nomusga tegish jinoyatlari ham qayd etiladi. Jami jinoyat sodir etganlarning 1284 nafarini 13-15 yoshdagilar, 4444 nafarini 15-17 yoshdagilar tashkil etdi. Demak, voyaga yetmagan o'rtasida sodir etilgan jinoyatlarning ko'pchiligi 15-17 yoshli o'smirlar hissasiga to'g'ri keldi. Yuqorida qayd qilingan davrda jami 2653 nafar o'quvchilar tomonidan jinoyatlar sodir etilgan bo'lib, ularning 1496 nafari maktab o'quvchilari, 1157 nafari kasb-hunar bilim yurti talabalari edi. Bu davrda jinoiy javobgarlikka tortilgan 16-17 yoshdagi hech qayerda o'qimaydigan va ishlamaydigan o'smirlar 1382 nafarni tashkil etdi. Yuqorida jinoyatchilik bilan bog'liq raqamlar tahlili shuni ko'rsatadiki, yoshlarni bandligini ta'minlash borasidagi ishlarning sustligi va buni oldini olish chora-tadbirlari yetarli darajada amalga oshirilganligi bilan izohlanadi.

O'smirlar nazoratsizlik va e'tiborsizlikdan foydalanib, jinoiy turmush tarzini o'zgartirmagan va jinoyat sodir etishda davom etgan. Ichki ishlar organlari ro'yxatida turgan voyaga yetmaganlar tomonidan qayta-qayta jinoyat sodir etilgan. Buxoro viloyatida ularning miqdori 2 barobarga oshgan. Bunga jinoyat sodir etishning obyektiv sabablari bilan bir qatorda ular bilan kasbiy ish olib borishga mas'ul xodimlarning rasmiyatchiligi, hatto harakatsizligi ham yordam bergan. Shu o'rinda alohida ta'kidlash joizki, ayrim jamoat tashkilotlari tomonidan profilaktika ishlarining holati ustidan idoraviy nazorat aniq emas yoki umuman yo'q hisobida edi.

Aksariyat hollarda profilaktika choralari o'smirlar va ularning ota-onalari bilan samarasiz axloqiy suhbatlar o'tkazishga qisqartirildi, bunda o'smirlarning jinoiy niyatlari va aloqalari aniqlanmadi, individual xususiyatlar o'rganilmadi. Profilaktika holatlarida yashash, o'qish joyi bo'yicha olib borilgan ishlar, shuningdek, uy-joy va maishiy sharoitlarini tekshirish to'g'risidagi hisobotlar, boshliqlar, murabbiylar, jamoatchilik vakillari to'g'risida ma'lumotlar berilmagan. Guruh ishlari bo'yicha ishlash rejalarida ularni ajratish, guruhlarga rahbarlik qilish, ularda voyaga yetmaganlarni mastlikka jalb etuvchi, turli huquqbuzarliklarga yo'l qo'yayotgan kattalar borligi kabi muhim masalalarga oydinlik kiritish vazifasi qo'yilmagan. Guruhlarda ro'yxatga olingan ko'plab voyaga yetmaganlarga xalq ta'limi xodimlari tayinlanmagan.

Voqea sodir bo'lgan jinoyatlar tahlili shuni ko'rsatdiki, ularning ko'pchiligi dars vaqtida sodir etilgan, biroq ayrim ta'lim muassasalarida davomat nazorat etilmagan va pastligicha qolgan. Masalan, Buxoro viloyatining To'qimachilik tumanidagi 4-kasb-hunar ta'limi muassasasida 1991-1992-yillarda o'quvchilar dars vaqtida 19 ta jinoyat sodir etgan.

Aniqlanishicha, respublikada 1992-yil davomida 6146 nafar o'smir tomonidan 5882 ta jinoyat sodir etilgan bo'lib, ularning 45 tasi nomusga tegish, 89 tasi giyohvandlik moddalari bilan bog'liq jinoyatlar, bundan tashqari, 106 ta bosqinchilik, 3981 ta o'g'irlik, 118 ta bezorilik kabi jinoyatlar ham aniqlangan. Bu davrda jami jinoyat sodir etganlarning 1386 nafarini 13-15 yoshdagilar tashkil etdi. Yuqorida qayd qilingan davrda jami 2634 nafar o'quvchilar tomonidan jinoyatlar sodir etilgan bo'lib, ularning 1525 nafarini maktab o'quvchilari, 1109 nafarini kasb-hunar bilim yurti talabalari tashkil etdi.

1993-yilda 38934 nafar maktab o'quvchilari, 8659 nafar hunar-texnika bilim yurti o'quvchilari militsiya nazorat punktlariga olib kelingan. Voyaga yetmagan ishlari bilan shug'ullanuvchi inspeksiya ro'yxatida 9141 nafar maktab va 2261 nafar hunar-texnika bilim yurti o'quvchilari turdi.

O'zbekistonda mustaqillikning ilk yillarida og'ir jinoyatlar quyidagi hududlarda oshdi: qasdan odam o'ldirish Toshkent shahrida, Andijon, Namangan va Surxondaryo viloyatlarida, fuqarolarga og'ir tan jarohati yetkazish Jizzax, Namangan viloyatlarida, nomusga zo'rlab tegish Toshkent, Navoiy, Farg'ona, Andijon va Xorazm viloyatlarida, talonchilik va bosqinchilik Toshkent shahrida, Samarqand, Sirdaryo, Jizzax, Farg'ona, Andijon, Namangan viloyatlarida va Qoraqalpog'iston Respublikasida, shaxsiy mulkni o'g'irlash Toshkent, Andijon, Namangan,

Xorazm viloyatlarida ortdi. Jinoyatlarni sodir etishda 3 mingga yaqin o'spirinlar qatnashib, ularning taxminan har uchinchi katta yoshdagi shaxslar bilan jinoiy yo'lga kirgan. Ammo ularni shu jinoyatlarga jalb qilgan faqatgina 278 katta yoshdagi shaxslar aniqlangan va jinoiy javobgarlikka tortilgan.

Voyaga yetmaganlar, 13 yoshdan 18 yoshgacha bo'lganlar soni to'rt foiz atrofida bo'lib, 1996-yilda sudlangan voyaga yetmaganlarning 27,9 foizi hech qayerda o'qimagan va ishlamagan. 10,5 foizi esa jinoyatni mast holda sodir qilgan, 6,8 foizi jinoyat sodir qilguniga kadar ichki ishlar organlarida hisobda turgan.

1996-yilda respublikada voyaga yetmaganlar o'rtasida og'ir va o'rtacha og'ir jinoyatlarning oldini olishga qaratilgan keng qamrovli tadbirlarning amalga oshirilishiga qaramasdan, Qoraqalpog'iston Respublikasi, Buxoro, Jizzax viloyatlarida qasddan odam o'ldirish, Andijon, Samarqand va Sirdaryo viloyatlarida nomusga tegish, Buxoro, Samarqand, Jizzax va Navoiy viloyatlarida bosqinchilikning o'sishiga yo'l qo'yilgan bo'lsa-da, ammo ba'zi hududlarda jinoyatlarning umumiy sonida pasayish kuzatiladi. Masalan, Qoraqalpog'iston Respublikasida voyaga yetmaganlar tomonidan 1996-yilda 117 ta, 1997-yilda 91 ta jinoyat sodir etilgan bo'lsa, jinoyatchilik 26 taga kamayadi. Ammo Qoraqalpog'iston Respublikasida jinoyat sodir etgan voyaga yetmaganlar soni 1997-yilda 1996-yilga nisbatan Beruniy, Mo'ynoq, Xo'jayli, Shumanov, Ellikqal'a tumanlarida o'sdi.

Yuqorida ta'kidlanganidek, voyaga yetmaganlar o'rtasida qasddan odam o'ldirish jinoyati ko'payib bordi. Masalan, 1996-yilda Toshkent viloyatida o'smirlar tomonidan 1 ta, 1997-yilda esa 17 ta qasddan odam o'ldirish jinoyati sodir etilgan. 1996-yilda Samarqand viloyatida voyaga yetmaganlar tomonidan sodir etilgan og'ir va o'ta og'ir jinoyatlar soni 186 tani tashkil qilgan bo'lsa, 1997-yilda bu ko'rsatkich 193 taga, jinoyatlarni sodir yetganlar soni 256 nafardan 330 nafarga ko'paydi. Viloyatning, ayniqsa, Kattaqo'rg'on, Chelak, Jomboy, Oqdaryo, Urgut, Pastdarg'om, Nurobod tumanlarida voyaga yetmaganlar tomonidan sodir etilgan jinoyatlar o'sdi. Shuningdek, shu turdagi jinoyatlarning o'sishi boshqa viloyatlarda ham kuzatiladi. Jumladan, qasddan odam o'ldirish Buxoroda 1 tadan 3 taga yoki 200 foizga, Jizzaxda 1 tadan 2 taga yoki 100 foizga, Toshkent shahrida 11 tadan 18 taga yoki 63,6 foizga o'sdi. Masalan, Toshkent shahar, Hamza tumanida yashab kelgan Roziya Minikayeva turmush o'rtog'i Anver Minikayevni o'ldirish uchun o'g'illari 1984-yilda tug'ilgan egizak Ramil va Rafael Minikayevlar bilan o'zaro jinoiy til biriktirib, 1999-yilning 31-may kuni kech soat 23. 30 larda erining bosh qismiga bolta bilan urib, keyin arqon bilan bo'ynidan bo'g'ib o'ldirishgan va uning jasadini bo'laklarga bo'lib, uyning yerto'lasida hamda axlatxonalarga chiqarib yashirishgan.

Tahlillarga ko'ra, respublika bo'yicha 1999-yilda voyaga yetmaganlar tomonidan sodir etilgan jinoyatlar 1998-yilga nisbatan 157 (3173/3016) taga yoki 5,2 foizga ortdi. Shu jumladan, Namangan viloyatida 40 (192/152) taga yoki 26,3 foizga, Toshkent shahrida 219 (1105/886) taga yoki 24,7 foizga, Andijon viloyatida 21 (213/192) taga yoki 10,9 foizga, 3 Qashqadaryoda 7 (149/142) taga yoki 4,9 foizga, Samarqand viloyatida (248/245) taga yoki 1,2 foizga ortdi. Jinoyatda ishtirok etgan o'smirlar soni ham ortib bordi. Masalan, bu ko'rsatkich shu yillarga taalluqli ravishda Qoraqalpog'iston Respublikasida 31,2 foizga, Namangan viloyatida 23,6 foizga, Farg'ona viloyatida 10,2 foizga, Qashqadaryo viloyatida 5,3 foizga ko'paydi.

1999-yil davomida 33641 nafar yoshlar tomonidan 33773 ta jinoyat sodir etilgan bo'lib, ularning 283 tasini qasddan odam o'ldirish, 165 tasi og'ir tan jarohati yetkazish, 199 tasini nomusga tegish, 993 tasini bosqinchilik, talonchilik, 4714 tasini o'g'irlik, 1267 tasini bezorilik, 1929 tasini giyohvandlik bilan bog'liq va 24623 tasini boshqa jinoyatlar tashkil etdi.

Xullas, Mustaqillik ilk yillarida O'zbekistonda voyaga yetmaganlar o'rtasida huquqbuzarlik va jinoyatchilik respublikada kechgan ijtimoiy-siyosiy va iqtisodiy jarayonlarning salbiy ta'siri natijasida kuchayganligi ko'zga tashlanadi. Aholi moddiy turmush sharoitidagi nochorliklar tufayli maktab va o'rta maxsus ta'lim muassasalari o'quvchilari

o'rtasida o'g'irlik, talonchilik va bosqinchilik jinoyatlari ko'paydi. Voyaga yetmagan huquqbuzar yoshlarni ro'yxatga olish ishlaridagi kamchiliklar tufayli ahvol yanada murakkablashadi. Afsuski, bu davrda yoshlar o'rtasida qasddan odam o'ldirish holatlari ko'paydi. Jinoyatlar aksariyati dars vaqtida sodir etilganligi ta'lim muassasalari faoliyatida ham kamchiliklar ko'pligidan dalolat beradi.

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15. O'z MA, M-37-fond, 1-ro'yxat, 4523-ish. 367-varaq.
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ЎЗБЕКИСТОНДА ХОТИН-ҚИЗЛАР ЎРТАСИДА ЖИНОЯТЧИЛИК ВА УНГА ҚАРШИ КУРАШ МУАММОЛАРИ

Ҳақбердиева Саодат
Қар ДУ мустақил изланувчиси

Ўзбекистон аҳолисининг 50 фоизини аёллар ташкил этади ва бугунги кунда хотин-қизлар жамият тараққиётининг қудратли омилига айланиб бормоқда .

Аёллар жиноятчилиги ҳақида маълумотлар жуда кам учрайди. Мустақиллик йилларида аёллар жиноятчилигининг криминологик жиҳатлари, уларнинг олдини олиш масалалари ўзбекистонлик олимлар З.С.Зарипов, Қ.Р.Абдурасулова, И.Исмоилов, Й.М.Каракетов, М.Усмоналиев томонидан ўрганиб чиқилди.

Мамлакатимизда хотин-қизларни ҳуқуқ ва манфаатларини ҳимоя қилиш, уларни ҳар томонлама қўллаб-қувватлашга катта эътибор қаратилмоқда. Албатта биз аёлни жамиятимиз гултожи, оиламиз фариштаси сифатида биламиз. Жонидан жон бериб фарзандни дунёга келтирган, унинг бир табассуми учун ҳаловатидан кечадиган меҳрибон ва мушфиқ она. Халқимиз аёлни келажак яратувчиларининг тарбиячиси, меҳрибон она, садоқатли умр йўлдоши ва жамиятда ўз мавкеига эга фаол инсон сифатида ҳурмат қилади ва эъзозлайди. Лекин баъзи аёлларнинг ўз шаънига номуносиб тарзда жиноятга қўл ураётганлиги ачинарли бўлса ҳам, аччиқ ҳақиқатдир.

Юридик адабиётларда аёл жиноятчилигига оид турлича тушунчалар берилган. Жумладан, М.Н. Голоднюк аёл жиноятчилиги тушунчасининг криминологик жиҳати ҳақида қуйидагича “аёллар томонидан содир этилган жиноятларнинг бутун мажмуи, бунда барча жиноятчиликка хос хусусиятлар билан бир қаторда маълум бир ўзига хослик намоён бўлади” деган фикрларни билдиради

А.И. Долговнинг аёллар жиноятчилиги тушунчасининг криминологик жиҳатлари ҳақидаги тадқиқот ишида “аёллар жиноятчилиги”, “жиноятчиликнинг умумий таърифига асосланиб, тарихий ўзгарувчанлик, салбий ижтимоий, синфий жамият ҳодисаси, аёллар томонидан маълум вақт давомида содир этилиши ва жиноий характерга эгалиги” фикр билдириб ўтади.

Демак, аёллар жинояти, бу ижтимоий ва ҳуқуқий ҳодиса бўлиб, унинг мазмуни жиноят қонуни билан тақиқланган ва бошқа жинсдаги шахслар томонидан жиноий жавобгарлик ёшига етганидан кейин содир этиладиган ижтимоий хавфли ҳаракатлар мажмуи ҳисобланади ҳамда ушбу жиноят маълум бир вақт ичида, маълум бир ҳудудда содир этилади.

Бугунги кунда аёллар, оилани моддий қўллаб қувватлаш ва унинг бошқа муаммоларини ҳал қилишда эркакларнинг пассивлиги ошиб бораётгани, эркакнинг хоҳлаган вақтда никоҳни бузишга ва оиласини тирикчиликсиз қолдиришга имкон бераётганини айтмоқдалар. Бу эса, оиланинг одоб-ахлоқий асосларнинг заифлашувиға олиб келмоқда. Кўп ҳолларда ўзлари ва болалари иқтисодий қўллаб қувватлаш мақсадида, руҳий ва жисмоний ҳолатига таъсир қилмоқда.

Маълумки, аёллар эркакларга нисбатан жисмонан ва руҳан заифдирлар. Шунингдек, аёллар эркакларга қараганда ҳаётда содир бўладиган ўзгаришларга тез ва осон кўникади, қийин вазиятлардан осон чиқиб кета олади. Шу билан бирга, аёллар томонидан содир этилган жиноят эркаклар томонидан содир этилган жиноятлардан фарқланади. Академик Кудрявцевнинг фикрига кўра, аёллар томонидан содир қилинадиган жиноятлар эркаклар томонидан содир қилинадиган жиноятлардан қуйидагилар билан фарқланади: жиноий характери, содир қилиш усуллари, воситалари, жиноят оқибати, жабрланувчининг танлаб олиниши, аёлларнинг жинояти эркакларникига қараганда, кучли ҳаяжонланиш ва эҳтиётсизлик орқасида содир этилади.

Бундан ташқари, аёллар томонидан содир қилинадиган жиноятлар жиноят мотиви билан ҳам фарқланади. Улар биринчи, навбатда рашк, ўч олиш, хасадгўйлик, жабрланувчидан қутулишга ҳаракат қилишларида номоён бўлади. Аёллар томонидан содир қилинадиган кўпгина жиноятлар жабрланувчининг ғайриқонуний хатти-ҳаракати оқибатида келиб чиқади.

Аёллар томонидан жуда кўп жиноятлар, жумладан ўғрилик, безорилик, одам ўлдириш, ўз чақалоғини ўлдириш, фирибгарлик, қўшмачилик, фохишабозлик жинояти каби жиноятлари содир этилган.

Зўрлик ишлатиб содир этиладиган жиноятларда аёллар эркакларга нисбатан унча катта бўлмаган фоизни ташкил қилади. Лекин шуниси билан қизиқки, аёллар томонидан зўрлик ишлатиб содир этилган жиноятлар шавқатсизларча содир этилганлиги ҳамда уларнинг бу хатта-ҳаракати асосан турмуш ўртоғи ва кундошига, шунингдек, баъзи ҳолатларда қайнонасиға қаратилганлиги кузатилади. Бизнинг фикримизча, бунинг сабаби аёлларнинг ҳаётдаги ижтимоий ролининг ўзгариши, оиладаги муҳитнинг бузилиш ва аёлларнинг руҳан ҳаётга ишончсизлигидадир.

Аёллар жиноятчилиги ғаразли ва зўравонликка асосланган бир қатор ғайриижтимоий ҳодисаларнинг мавжудлиги билан боғлиқ мураккаб ижтимоий ҳодиса ҳисобланади. Унинг криминологик тавсифини хотин-қизлар орасидаги

жиноятчиликнинг батафсил манзараси, жиноятчи ривожланишига таъсир этган асосий сабаб ва шарт-шароитлар ташкил қилади .

Ўзбекистонда 1998 йил 1-ярмида судга юборилган жиноят ишлари бўйича жами 3136 нафар айбланувчи бўлиб, шундан 12 нафари вояга етмаганлар, 325 нафари аёллар бўлди. Бу жиноят ишлари бўйича 2826 нафар Ўзбекистон фуқароси, 169 нафари Тожикистон, 14 нафар Қозоғистон, 40 нафари Қирғизистон, 44 нафари Россия, 3 нафари Афғонистон, 40 нафари бошқа давлат вакиллари эди .

Хотин-қизлар ўртасида жиноятчилик кўламини биз вилоятлар мисолида таҳлил этсак, масала янада ойдинлашади. Масалан, Наманган вилоятида 1999 йилнинг 12 ойида хотин-қизлар томонидан 38 та жиноят содир этилган бўлса, 2000 йилнинг 9 ойи мобайнида бу рақам 56 тани ташкил этди. Аёллар томонидан содир этилган жиноятлар таҳлил этилса, яна ҳам ачинарли манзара кўзга ташланади. Урф-одатларимиз, муқаддас анъаналаримиз бўйича ҳурмат-эҳтиромга сазовор бўлиш керак бўлган аёл қотилликка қўл уради, безорилик қилади, қўшмачилик билан шугулланади. Ҳатто танфурушлик даражасида тубанликка юз тутди .

Афсуски, аёлларни ноқонуний наркобизнес жиноятига ҳам жалб этилмоқда. Масалан, 1994 йили гиёҳванд моддаларни чегарадан ноқонуний олиб ўтган аёллар 32 нафар бўлса, 1995 йили улар сони 67 нафарга ортди. Улардан 91 кг 56 гр. гиёҳванд воситалари олинган . Статистик маълумотларга қараганда, Ўзбекистонда 1995-2000 йилларда гиёҳванд моддаларни тайёрлаш, сотиш, сақлаш, олиб юриш билан боғлиқ жиноятларда аёлларнинг ўрни 25 фоизи ташкил этади .

Тадқиқотлар шундан далолат берадики, Ўзбекистонда 1997 йили гиёҳвандлик билан рўйхатда турган беморларнинг 8,8 фоизини аёллар ташкил қилди . Масалан, Тошкент шаҳри наркология диспансерида ҳисобда турган гиёҳванд шахслар 1998 йили 1384 нафарни, шундан 126 нафари аёллар, 5 нафари вояга етмаганларни ташкил қилган бўлса, 1 апрель 1999 йил ҳолатига эса жами 1284 нафарни ташкил қилди. Булар асосан Тошкент шаҳрининг Собир Раҳимов туманидан (194 нафар, 14 таси аёллар), Чилонзор туманидан (190 нафар, 19 таси аёллар), Мирзо Улуғбек туманидан (164 нафар, 15 таси аёллар), Юнусобод туманидан (148 нафар, 10 таси аёллар), Миробод туманидан (132 нафар, 18 таси аёллар) эди . Шунингдек, хотин-қизлар ўртасида ВИЧ касаллиги билан касалланганлар сони ҳам ортиб борди. Масалан, Тошкент шаҳрида 2002 йили 1 январга қадар 779 нафар киши ВИЧ билан рўйхатда турса, шундан 92 нафарини аёллар ташкил этди. Уларнинг 70 фоизи Тошкент вилояти ҳисобига тўғри келди .

2009 йил Ўзбекистонда жами 978 нафар аёл наркология рўйхатда туриб, шундан, 276 нафари Тошкент шаҳри, 112 нафари Тошкент вилояти, 182 нафари Самарқанд вилоятида ҳисобига тўғри келди. 2010 йили улар сони 949 нафар бўлиб, бу борада ўсиш Сурхондарё вилоятида 48 нафар, Хоразм вилоятида 70 нафардан 101 нафарга ошди. 2011 йилнинг 11 ойида Ўзбекистонда гиёҳванд модда истеъмол қилган 667 нафар хотин-қизлар рўйхатга олинди .

Афсуски, олиб борилаётган профилактик тадбирларга қарамай, 2021 йилда вилоят ҳудудида содир этилган жиноятлар бир йил олдингига нисбатан икки бараварга кўпайди. Оғир ва ўта оғир жиноятлар содир этилиши бўйича вилоятда ўта салбий кўрсаткичлар қайд этилди. Олдини олиш мумкин бўлган жиноятлар республикада ҳар 100 минг аҳоли сонига 226 тадан тўғри келган бўлса, бу кўрсаткич Фарғона вилоятида 429 тага тўғри келди. Маҳалла ҳудудида содир этилган жиноятлар мамлакат миқёсида ҳар 100 минг аҳолига 147 та, Фарғонада 278 тани ташкил этди. «Хавфсиз хонадон», «Хавфсиз ҳовли» тамойиллари асосида жойларда маҳаллабай ишлар тўғри ташкил этилмагани натижасида вилоятдаги 1 минг 55 та маҳалла фуқаролар йиғинининг 991 таси ёки 94 фоизида жиноят содир этилишига йўл қўйилди. Вилоятда қайд этилган қотилликларнинг 32 фоизи оила-турмуш муносабатлари доирасида содир бўлгани, ушбу

йўналишда кенг жамоатчилик билан ҳамкорликда профилактик чора-тадбирлар етарли даражада олиб борилмаганидан далолат беради.

Мамлакатимизда фош этилмай қолган жиноятларнинг 29 фоизи айнан Фарғона вилояти ҳиссасига тўғри келганлиги, вилоятда фош этилмаган жиноятларнинг 66 фоизи ўғирлик, 26 фоизи фирибгарлик ҳолатлари билан боғлиқ бўлди. Жиноятларнинг вақтида очилмаслиги эса жабрланувчиларнинг ички ишлар органлари, пировардида давлатга бўлган ишончини пасайтирди. Ёшлар ўртасидаги жиноятлар 2020 йилга нисбатан 77 фоизга ошиб кетгани ушбу йўналишда олиб борилаётган ишлар қониқарсиз эканлигини кўрсатади. Вояга етмаганлар томонидан содир этилган жиноятларнинг салмоқли қисми ўғирлик, талончилик, безорилик ҳиссасига тўғри келади. Аёллар ўртасидаги жиноятчилик кўрсаткичи 2021 йили 2020 йилга нисбатан икки бараварга кўпайди. Жиноятлар вилоят маҳаллалари кесимида таҳлил қилинганда, атиги 64 та маҳалла фуқаролар йиғинида (6 фоиз) жиноят содир этилмаганлигини кўриш мумкин. Жиноят бўлган маҳаллаларнинг энг юқори салмоғи Марғилон шаҳри, Фурқат, Данғара тумани, Фарғона ва Қўқон шаҳри ҳиссасига тўғри келди.

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ЎЗБЕКИСТОНДА АЁЛЛАР ЖИНОЯТЧИЛИГИ ВА УНГА ҚАРШИ КУРАШ МАСАЛАСИ

Ҳақбердиева Саодат
Қар ДУ мустақил изланувчиси

Бугунги кунда аёллар, оилани моддий қўллаб қувватлаш ва унинг бошқа муаммоларини ҳал қилишда эркакларнинг пассивлиги ошиб бораётгани, эркакнинг хоҳлаган вақтда никоҳни бузишга ва оиласини тирикчиликсиз қолдиришга имкон бераётганини айтмоқдалар. Бу эса, оиланинг одоб-ахлоқий асосларнинг заифлашувига олиб келмоқда. Кўп ҳолларда ўзлари ва болалари иқтисодий қўллаб қувватлаш мақсадида, руҳий ва жисмоний ҳолатига таъсир қилмоқда.

Маълумки, аёллар эркакларга нисбатан жисмонан ва руҳан заифдирлар. Шунингдек, аёллар эркакларга қараганда ҳаётда содир бўладиган ўзгаришларга тез ва осон кўникади, қийин вазиятлардан осон чиқиб кета олади. Шу билан бирга, аёллар

томонидан содир этилган жиноят эркаклар томонидан содир этилган жиноятлардан фарқланади. Академик Кудрявцевнинг фикрига кўра, аёллар томонидан содир қилинадиган жиноятлар эркаклар томонидан содир қилинадиган жиноятлардан қуйидагилар билан фарқланади: жиний характери, содир қилиш усуллари, воситалари, жиноят оқибати, жабрланувчининг танлаб олиниши, аёлларнинг жинояти эркакларникига қараганда, кучли ҳаяжонланиш ва эҳтиётсизлик орқасида содир этилади.

Бундан ташқари, аёллар томонидан содир қилинадиган жиноятлар жиноят мотиви билан ҳам фарқланади. Улар биринчи, навбатда рашк, ўч олиш, хасадгўйлик, жабрланувчидан қутулишга ҳаракат қилишларида номоён бўлади. Аёллар томонидан содир қилинадиган кўпгина жиноятлар жабрланувчининг ғайриқонуний хатти-ҳаракати оқибатида келиб чиқади.

Аёллар томонидан жуда кўп жиноятлар, жумладан ўғрилиқ, безорилик, одам ўлдириш, ўз чақалоғини ўлдириш, фирибгарлик, қўшмачилиқ, фохишабозлик жинояти каби жиноятлари содир этилган.

Зўрлик ишлатиб содир этиладиган жиноятларда аёллар эркакларга нисбатан унча катта бўлмаган фоизни ташкил қилади. Лекин шуниси билан қизиқки, аёллар томонидан зўрлик ишлатиб содир этилган жиноятлар шавқатсизларча содир этилганлиги ҳамда уларнинг бу хатта-ҳаракати асосан турмуш ўртоғи ва кундошига, шунингдек, баъзи ҳолатларда қайнонасига қаратилганлиги кузатилади. Бизнинг фикримизча, бунинг сабаби аёлларнинг ҳаётдаги ижтимоий ролининг ўзгариши, оиладаги муҳитнинг бузилиш ва аёлларнинг руҳан ҳаётга ишончсизлигидадир.

Аёллар жиноятчилиги ғаразли ва зўравонликка асосланган бир қатор ғайриижтимоий ҳодисаларнинг мавжудлиги билан боғлиқ мураккаб ижтимоий ҳодиса ҳисобланади. Унинг криминологик тавсифини хотин-қизлар орасидаги жиноятчиликнинг батафсил манзараси, жиноятчи ривожланишига таъсир этган асосий сабаб ва шарт-шароитлар ташкил қилади.

Ўзбекистонда 1998 йил 1-ярмида судга юборилган жиноят ишлари бўйича жами 3136 нафар айбланувчи бўлиб, шундан 12 нафари вояга етмаганлар, 325 нафари аёллар бўлди. Бу жиноят ишлари бўйича 2826 нафар Ўзбекистон фуқароси, 169 нафари Тожикистон, 14 нафар Қозоғистон, 40 нафари Қирғизистон, 44 нафари Россия, 3 нафари Афғонистон, 40 нафари бошқа давлат вакиллари эди.

Хотин-қизлар ўртасида жиноятчилик кўламини биз вилоятлар мисолида таҳлил этсак, масала янада ойдинлашади. Масалан, Наманган вилоятида 1999 йилнинг 12 ойида хотин-қизлар томонидан 38 та жиноят содир этилган бўлса, 2000 йилнинг 9 ойи мобайнида бу рақам 56 тани ташкил этди. Аёллар томонидан содир этилган жиноятлар таҳлил этилса, яна ҳам ачинарли манзара кўзга ташланади. Урф-одатларимиз, муқаддас анъаналаримиз бўйича ҳурмат-эҳтиромга сазовор бўлиш керак бўлган аёл қотилликка қўл уради, безорилик қилади, қўшмачилик билан шугулланади. Ҳатто танфурушлик даражасида тубанликка юз тутди.

Афсуски, аёлларни ноқонуний наркобизнес жиноятига ҳам жалб этилмоқда. Масалан, 1994 йили гиёҳванд моддаларни чегарадан ноқонуний олиб ўтган аёллар 32 нафар бўлса, 1995 йили улар сони 67 нафарга ортди. Улардан 91 кг 56 гр. гиёҳванд воситалари олинган. Статистик маълумотларга қараганда, Ўзбекистонда 1995-2000 йилларда гиёҳванд моддаларни тайёрлаш, сотиш, сақлаш, олиб юриш билан боғлиқ жиноятларда аёлларнинг ўрни 25 фоизи ташкил этади.

Тадқиқотлар шундан далолат берадики, Ўзбекистонда 1997 йили гиёҳвандлик билан рўйхатда турган беморларнинг 8,8 фоизини аёллар ташкил қилди. Масалан, Тошкент шаҳри наркология диспансерида ҳисобда турган гиёҳванд шахслар 1998 йили 1384 нафарни, шундан 126 нафари аёллар, 5 нафари вояга етмаганларни ташкил қилган

бўлса, 1 апрель 1999 йил ҳолатига эса жами 1284 нафарни ташкил қилди. Булар асосан Тошкент шахрининг Собир Раҳимов туманидан (194 нафар, 14 таси аёллар), Чилонзор туманидан (190 нафар, 19 таси аёллар), Мирзо Улуғбек туманидан (164 нафар, 15 таси аёллар), Юнусобод туманидан (148 нафар, 10 таси аёллар), Миробод туманидан (132 нафар, 18 таси аёллар) эди. Шунингдек, хотин-қизлар ўртасида ВИЧ касаллиги билан касалланганлар сони ҳам ортиб борди. Масалан, Тошкент шаҳрида 2002 йили 1 январга қадар 779 нафар киши ВИЧ билан рўйхатда турса, шундан 92 нафарини аёллар ташкил этди. Уларнинг 70 фоизи Тошкент вилояти ҳисобига тўғри келди.

2009 йил Ўзбекистонда жами 978 нафар аёл наркология рўйхатда туриб, шундан, 276 нафари Тошкент шаҳри, 112 нафари Тошкент вилояти, 182 нафари Самарқанд вилоятида ҳисобига тўғри келди. 2010 йили улар сони 949 нафар бўлиб, бу борада ўсиш Сурхондарё вилоятида 48 нафар, Хоразм вилоятида 70 нафардан 101 нафарга ошди. 2011 йилнинг 11 ойида Ўзбекистонда гиёҳванд модда истеъмол қилган 667 нафар хотин-қизлар рўйхатга олинди.

Афсуски, олиб борилаётган профилактик тадбирларга қарамай, 2021 йилда вилоят ҳудудида содир этилган жиноятлар бир йил олдингига нисбатан икки бараварга кўпайди. Оғир ва ўта оғир жиноятлар содир этилиши бўйича вилоятда ўта салбий кўрсаткичлар қайд этилди. Олдини олиш мумкин бўлган жиноятлар республикада ҳар 100 минг аҳоли сонига 226 тадан тўғри келган бўлса, бу кўрсаткич Фарғона вилоятида 429 тага тўғри келди. Маҳалла ҳудудида содир этилган жиноятлар мамлакат миқёсида ҳар 100 минг аҳолига 147 та, Фарғонада 278 тани ташкил этди. «Хавфсиз хонадон», «Хавфсиз ҳовли» тамойиллари асосида жойларда маҳаллабай ишлар тўғри ташкил этилмагани натижасида вилоятдаги 1 минг 55 та маҳалла фуқаролар йиғинининг 991 таси ёки 94 фоизида жиноят содир этилишига йўл қўйилди. Вилоятда қайд этилган қотилликларнинг 32 фоизи оила-турмуш муносабатлари доирасида содир бўлгани, ушбу йўналишда кенг жамоатчилик билан ҳамкорликда профилактик чора-тадбирлар етарли даражада олиб борилмаганидан далолат беради.

Мамлакатимизда фош этилмай қолган жиноятларнинг 29 фоизи айнан Фарғона вилояти ҳиссасига тўғри келганлиги, вилоятда фош этилмаган жиноятларнинг 66 фоизи ўғирлик, 26 фоизи фирибгарлик ҳолатлари билан боғлиқ бўлди. Жиноятларнинг вақтида очилмаслиги эса жабрланувчиларнинг ички ишлар органлари, пировардида давлатга бўлган ишончини пасайтирди. Ёшлар ўртасидаги жиноятлар 2020 йилга нисбатан 77 фоизга ошиб кетгани ушбу йўналишда олиб борилаётган ишлар қониқарсиз эканлигини кўрсатади. Вояга етмаганлар томонидан содир этилган жиноятларнинг салмоқли қисми ўғирлик, талончилик, безорилик ҳиссасига тўғри келади. Аёллар ўртасидаги жиноятчилик кўрсаткичи 2021 йили 2020 йилга нисбатан икки бараварга кўпайди. Жиноятлар вилоят маҳаллалари кесимида таҳлил қилинганда, атиги 64 та маҳалла фуқаролар йиғинида (6 фоиз) жиноят содир этилмаганлигини кўриш мумкин. Жиноят бўлган маҳаллаларнинг энг юқори салмоғи Марғилон шаҳри, Фурқат, Данғара тумани, Фарғона ва Қўқон шаҳри ҳиссасига тўғри келди.

Хуллас, бугунги кунда жиноятчиликка қарши кураш бўйича тадқиқотлар мазмуни ўрганилганда, энг кам тадқиқ этилган йўналиш бу хотин-қизлар ҳуқуқбузарлиги ва жиноятчилиги масаласи эканлиги маълум бўлди. БУ мавзу нафақат Ўзбекистонда, балки МДХ давлатларида ҳам етарли даражада ўрганилмаган. Ҳолбуки, аёллар жиноятчилиги кейинги йилларда ўсиб бораётганлиги кузга ташланади.

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ЎЗБЕКИСТОНДА ГЕНДЕР ТЕНГЛИКНИ ТАЪМИНЛАШ БЎЙИЧА ДАВЛАТ СИЁСАТИ

Мажидова Д.

Қар ДУ мустақил изланувчиси

Бугунги кунда Ўзбекистонда гендер тенгликни таъминлаш давлат сиёсатининг марказий йўналишларидан бирига айланди. Хусусан, Ўзбекистон Республикаси Конституциянинг 117-моддасида “сайлаш ва сайланиш ҳуқуқлари” кафолатланганлиги боис жамиятда аёл сиёсатчилар, аёл жамоат арбоблари, аёл раҳбарлар Ўзбекистонда фуқаролик жамиятини барпо этишга салмоқли ҳисса қўшиб келди. Ўзбекистон Республикаси Президенти Ш.Мирзиёевнинг “Ҳокимиятнинг турли органларида хотин-қизлар сонини кўпайтира бориб, гендер тенглик сиёсатини амалга оширишда анча жадалликка эришиш мумкин” деган фикрини илгари суриши бу борада катта қадам бўлди.

Дунёнинг илғор 20 та давлатида парламентларда хотин-қизларнинг иштироки 20 фоиздан ортиқ бўлди. Ўзбекистонда ҳам 2004 йилдан икки палатали парламент тизимига ўтгач, парламентда аёлларнинг иштирокини таъминлаш давлат сиёсати даражасига чиқди. Республикада 1994 йилда Олий Мажлис бўлган сайловлар натижаларига кўра, депутатларнинг 6% ини аёллар ташкил этди. 1999 йил парламентда аёллар улуши 8,2% ни ташкил этган бўлса, 2004 йилга келиб 17,5% ни ташкил этди. Сенат аъзоларининг 15 % ни халқимиз орасида ҳурмат қозонган илғор хотин-қизлар ташкил этди. Ўтган сайловларга нисбатан хотин-қизларнинг иштироки парламентда 10% га кўпайди (1999 йилда сайловлар натижасида 36% хотин-қизлар иштироки кузатилган бўлса, 2004 йилги сайлов натижасига кўра 64% ни ташкил этди). 2009 йилда икки палатали парламентга ўтказилгандан сўнг Ўзбекистон Республикаси Олий Мажлиси Қонунчилик палатасига депутатлар сайлови якунларига кўра сайланган 150 депутатнинг 33 нафари ёки 22 % хотин-қизлардан иборат бўлди.

Ўзбекистон “Хотин-қизларнинг сиёсий ҳуқуқлари тўғрисида”ги халқаро Конвенцияга қўшилди. Давлат бошқарувида хотин-қизларнинг иштирокини кенгайтириш ҳамда ижтимоий-иқтисодий манфаатларини ҳимоя қилиш борасида муҳим қадам бўлди.

“Ўзбекистон Республикаси Олий Мажлисига сайлов тўғрисида”ги Қонуннинг 22-моддасида хотин-қизлар сони сиёсий партиялардан кўрсатилган депутатликка номзодлар умумий сонининг камида 30%ни ташкил этиши белгиланганлиги юқоридаги фикрларнинг тасдиғидир. 2019 йил 22 декабрь куни мамлакат парламенти ва маҳаллий кенгашларга бўлиб ўтган сайловлар натижасига кўра, Олий Мажлис Қонунчилик палатасида 150 нафар депутатнинг 48 нафари ёки 32 фоизини хотин-қизлар ташкил этди. 2014 йилда Қонунчилик палатасига 24 нафар аёл сайланган эди. Бу кўрсаткич Сенатда ва маҳаллий кенгашларда 25 фоиздан ошди, халқ депутатлари вилоят Кенгашлари депутатларининг 31,2%ини аёллар ташкил қилди. Президент Ш.Мирзиёев таъкидлаганидек: “...Ўзбекистон тарихида биринчи марта миллий парламентда аёллар

сони Бирлашган Миллатлар Ташкилоти томонидан белгиланган тавсияларга мос даражага етди. Мамлакатимиз парламенти аёл депутатлар сони бўйича дунёдаги 190 та миллий парламент ўртасида 37-ўринга кўтарилди. Ҳолбуки, – шунга эътибор беришингизни сўрайман – бундан 5 йил аввал биз бу борада 128-ўринда эдик”.

Ўзбекистон Республикаси Президенти Ш.Мирзиёевнинг БМТ Бош Ассамблеясининг 75 сессиясида онлайн тарзда ва ўзбек тилида қилган нутқида 11та глобал муаммолар қаторида гендер тенглик масалалари ҳақида гапириб, Ўзбекистонда гендер сиёсат давлат аҳамиятига молик масала эканлиги, айниқса, янгипарламент таркибидаги депутат хотин-қизлар сони бугунги кунда 2 барабар ошганлиги таъкидланди.

БМТ Бош котиби А. Гутерришнинг 2020 йил 6 мартдаги Халқаро хотин-қизлар кунига бағишланган маърузасида: “Бутун дунёда сиёсат ҳали ҳам эркаклар томонидан бошқарилади. 1995 йилда Пекиндаги БМТнинг тўртинчи Бутунжаҳон аёллар конференциясидан сўнг чорак аср ўтгач, дунёдаги парламентарияларнинг атиги 24,9 фоизини аёллар ташкил этади. албатта кўп нарса ўзгарди – ахир, 1995 йилда улар парламент аъзоларининг атиги 11%ни ташкил қилган. Тўрт мамлакатда – Руанда, Куба, Боливия ва Бирлашган Араб Амирликларида аёллар энди парламент корпусининг 50 ва ундан кўпроқ фоизини ташкил қилади”.

Ўзбекистон Олий Мажлисининг Қонунчилик палатасида 32 фоиз, Сенатда 25 фоиз, маҳаллий Кенгашларда 25 фоиз аёлларимизнинг борлиги уларнинг давлат бошқарувидаги ижтимоий-сиёсий фаоллиги натижасидир. Ҳаёт мазмунини тўғри тушунадиган, билимдон, фаол ва ташаббускор хотин-қизларимизнинг эришган бу кўрсаткичлари эса ўз ўрнида жамиятимизнинг иқтисодий ўсишига, фуқароларнинг ижтимоий-сиёсий фаоллигига, бир сўз билан айтганда, жамиятимизнинг моддий ва маънан юксалишига олиб келади.

Шуни таъкидлаш жоизки, хотин-қизларнинг сиёсий ҳуқуқлари, сайловларда иштироки, парламентда ўз ўрнига эга бўлиши, бошқарув ва ҳокимият идораларида ҳизмат қилиши тўлиқ қафолатланган. Хотин-қизларнинг турли-туман ижтимоий институтлар (аёллар кенгаши, тадбиркор аёллар уюшмалари, партиялардаги фаолияти, хайрия ташкилотлари ва ҳ.к.)нинг мавжудлиги турли манфаат ва нуқтаи назарларни ифодалаш, эҳтиёжларни қондириш, муҳофазалаш имконини беради. Хотин-қизларнинг давлат ва жамият қурилиши ва бошқарувидаги ролини кучайтириш, уларнинг сиёсий ҳуқуқларини оширишга алоҳида эътибор қаратилаётгани туфайли уларнинг жамиятдаги тутган ўрни юксалди. Аёллар орасида “Ўзбекистон Қаҳрамони”, “Депутат”, “Сенатор”, “Вазир”, “Вазир ўринбосари”, “Академик”, “Олима”, “Тадбиркор”, “Директор” атамалари кўшиб айтилиши бунинг яққол мисolidир. Давлат ва жамият институтларида аёлларнинг раҳбар лавозимларга тайинланиши нисбатан ортди. Раҳбар аёллар кўрсаткичи 2017 йили 44,2%ни ташкил этган бўлса, 2019 йилда 45,3 %га етганлиги мамлакатимизда олиб борилаётган ислохотлар натижасидир.

Олиб борилган таҳлилларга кўра, республикада 2013 йил январь ҳолатига Сенат аъзолари 12 нафарни, Олий Мажлис Қонунчилик палатаси депутатлари 33 нафарни, шунингдек ҚҚР Жўқорғи Кенгеси, вилоятлардан 42 нафарни депутат аёллар ташкил қилди. Ушбу сайланган аёллар- ЎзЛиДеПдан 51 нафарни, “Адолат” СДПдан 12 нафарни, “Миллий тикланиш” партиясидан 25 нафарни ташкил қилди. Туман, шаҳар Кенгашларида ЎзХДП дан 416 нафар, ЎзЛиДеПдан 284 нафар, “Адолат” СДПдан 74 нафар, ЎзМТДПдан 162 нафар хотин-қизлар депутат сифатида фаолият олиб борди.

“Гендер тенглик” тўғрисидаги Қонун хотин-қизларнинг давлат бошқарувида сиёсий фаоллигини оширишда муҳим қафолатловчи ҳужжатдир. 2019 йил 2 сентябрда Ўзбекистон Республикасининг “Хотин-қизлар ва эркаклар учун тенг ҳуқуқ ҳамда имкониятлар қафолатлари тўғрисида”ги Қонунни эълон қилинди. 2021 йил 28 майда эса Ўзбекистон Республикаси Олий Мажлиси Сенатининг «2030 йилга қадар Ўзбекистон

Республикасида гендер тенгликка эришиш стратегиясини тасдиқлаш ҳақида» ги қарорининг эълон қилиниши ҳам бу борада муҳим аҳамиятга эга бўлди. Гендер тенглик масаласи давлат сиёсати даражасига кўтарилиб, соҳага оид 25 та қонун ҳужжати қабул қилинди. Олий Мажлис Сенатида Хотин-қизлар ва гендер тенглик масалалари қўмитаси, Сенат Раиси раҳбарлигида Ўзбекистон Республикаси Гендер тенгликни таъминлаш масалалари бўйича комиссияси ташкил этилиши Ўзбекистонда гендер тенглик масалаларига катта эътибор қаратилаётганини англатади.

Ўзбекистон тарихида илк маротаба миллий парламентда хотин-қизлар сони БМТ томонидан белгиланган тавсияларга мос даражага етди. Сиёсий партиялардаги хотин-қизлар улуши 44 фоизга, олий таълим соҳасида 40 фоизга, тадбиркорликда 35 фоизга етди, хотин-қизлар ахборот-коммуникация, инновация, энергетика, муҳандислик соҳаларига кенг жалб этилди. Бошқарув лавозимидаги хотин-қизлар улуши 27 фоизга етди. 81 та вазирлик ва идорада илғор ва билимли аёллардан иборат 15 минг нафардан ортиқ кадрлар захираси шакллантирилди. Хотин-қизларни ижтимоий-иқтисодий қўллаб-қувватлаш, улар билан манзилли ишлаш мақсадида “Аёллардафтари” тизими жорий этилди.

Хуллас, бугунги кунда дунёнинг барча минтақаларида жойлашган мамлакатларда аёлларнинг сиёсий фаоллиги кундан-кунга ортиб борди. Ушбу масала БМТнинг диққат марказидаги вазифалардан бири бўлди. Хусусан, Ўзбекистонда ҳам хотин-қизлар сиёсий фаоллигини ошириш масаласида жиддий эътибор қаратилиб келинди.

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YOSHLARGA TA'LIM TARBIYA BERISHDA MA'NAVIY TADBIRLARNING O'RNI

Maxmudov Ural
Qar DU mustaqil izlanuvchisi

Annotatsiya: Ushbu maqolada oliy ta'lim muassasalarida o'quv-tarbiyaviy ishlar bilan birga ma'naviy tarbiya masalasiga ham kuchli ahamiyat berildi. Har bir o'quv yili uchun ma'naviy-ma'rifiy ishlar bo'yicha aniq rejalar tuzilganligi, oliy va o'rta maxsus ta'lim vazirligining “Ma'naviyat kunlarini tashkil qilish va o'tkazish haqida”gi buyrug'i asosida 2004 yildan har oyning oxirgi seshanbasida ta'lim muassasalarida “Ma'naviyat soati”, “Ma'naviyat kunlari” tadbirlari o'tkazilib borilganligi asoslab berilgan.

Kalit so'zlar: ma'naviy-ma'rifiy tadbirlar, "Kitobxonlar bayrami", "Huquqbuzarliklar profilaktikasi", diniy ekstremistik oqimlar.

Mamlakatimizda amalga oshirilayotgan keng qamrovli islohotlar va bunyodkorlik ishlari natijasida xalqimizning ongu tafakkuri, dunyoqarashi o'zgarmoqda. Yurtimizda huquqiy davlat, fuqarolik jamiyatini barpo etishda "Milliy tiklanishdan - milliy yuksalish sari" degan hayotbaxsh g'oyaning ahamiyati tobora ortib bormoqda. Bu borada olib borilayotgan muhim ishlarga qaramasdan, ijtimoiy, iqtisodiy va siyosiy sohalaridagi yangilanishlar jarayonida ma'naviy-ma'rifiy islohotlarning samaradorligiga to'siq bo'layotgan bir qator tizimli muammolar saqlanib qolmoqda.

Ta'lim muassasalarida o'quv-tarbiyaviy ishlar bilan birga ma'naviy tarbiya masalasiga ham kuchli ahamiyat berildi. Har bir o'quv yili uchun ma'naviy-ma'rifiy ishlar bo'yicha aniq rejalar tuzilib, uni amalga oshirish uchun qator chora-tadbirlar olib borildi. Masalan, yoshlar ongida turli diniy, ekstremistik g'oyalarga qarshi tushunchalar shakllantirish, turli tarixiy sanalar hamda shaharlar va shaxslarning yubileylerini nishonlash, yil dasturlari, sog'lom turmush va qadriyatlar targ'iboti, huquqbuzarlikka qarshi kurash, yoshlar o'rtasida turli ko'rik-tanlovlarni tashkil etish tadbirlari shular jumlasidandir.

Xususan, ma'naviy-ma'rifiy jarayonlarni tashkil etishda yaxlit tizim mavjud emas, xalqimiz, ayniqsa yoshlarni ma'naviy tahdidlardan himoya qilish borasida yetarli darajada tashkiliy-amaliy va ilmiy-tadqiqot ishlari olib borilmayapti, ushbu yo'nalishda davlat tashkilotlari, fuqarolik jamiyati institutlari, ommaviy axborot vositalari hamda xususiy sektorning ijtimoiy hamkorligi samarali yo'lga qo'yilmagan.

Nizomiy nomidagi Toshkent davlat pedagogika universitetida Institutga 1995 yilda birinchi kursga yangi qabul qilingan talabalarda ham Vatanga muhabbat, milliy iftixor hissini singdirish va ularni milliy istiqlol ruhida tarbiyalash maqsadida 1995 yil 2 sentabrda rektorning 141-0-sonli buyrug'i asosida 1995-yil 4 sentabrdan 25 sentabrgacha "O'zbekiston tarixi" fani yuklamalariga 20 soatlik qo'shimcha soatlar berilib, unda barcha birinchi kurs talabalari guruhlariga mustaqilligimizning muqaddas belgilari, taraqqiyotimiz tamoyillari jadval va dastur asosida chuqur singdirildi.

Respublikamizda huquqiy-demokratik jamiyat qurish jarayonida professor-o'qituvchilarning huquqiy bilimlarini boyitish, ular tomonidan O'zbekiston Respublikasi Qonunlari, hukumat qarorlari, Konstitutsiya mazmuni va mohiyatini mukammal egallashlarini ta'minlash maqsadida tasdiqlangan jadval va dasturga asosan 14 soatlik "huquqiy o'quvlar" tashkil etildi. 1996 yilning yanvarida institut rahbar xodimlari, fevral oyida professor-o'qituvchilar kompyuter test-sinovlari orqali attestatsiyadan o'tkazildi. Attestatsiya natijalariga ko'ra 70 nafar rahbar xodimlarning 40 nafaridan ortig'i yuqori bahoga sazovor bo'ldi. 549 nafar professor-o'qituvchilarning 539 nafari huquqiy bilimlar bo'yicha yuqori ball oldi.

O'zbekiston Respublikasi Vazirlar Mahkamasining 1995 yil 5 dekabrda "O'zbekiston vatanim manim" mavzusida qo'shiqlar ko'rik-tanlovini o'tkazish haqidagi qarori va Xalq ta'limi vazirligining bu boradagi buyrug'i ijrosini bajarish borasida qilingan ishlar ham jamoa a'zolarida Vatanga muhabbat va sadoqat ruhini singdirishga xizmat qildi. Nizomiy nomidagi Toshkent davlat pedagogika institutida ushbu tanlovda g'olib bo'lganlar 1996 yilning 12 martida barcha pedagogika institutlari va bilim yurtlari jamoalari o'rtasida ham g'oliblikni qo'lga kiritdi.

O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi Respublika prokuraturasi va Ichki ishlar vazirligi bilan hamkorlikda "Yoshlar yili" munosabati bilan 2008 yil davomida talabalarining huquqiy ongini oshirish bo'yicha seminar-uchrashuvlar o'tkazildi. Reja asosida oliy ta'lim muassasalarida huquq-targ'ibot idoralari bilan hamkorlikda tadbirlar o'tkazildi. Jumladan, 2009 yil noyabr-dekabr oylarida "Diniy aqidaparastlik mohiyati", "Ogohlik davr talabi", "Ekstremizm va uning oqibatlar", "Diniy oqimlar va uning maqsadlari" kabi mavzularida Nukus, Qo'qon, Jizzax pedagogika institutlarida tadbirlar uyushtirildi. Bu kabi

tadbirlar universitetlarda ham o'tkazildi. Masalan, Termiz davlat universitetida 2010-yilning 16-yanvarda "Yoshlar ogoh bo'ling – diniy ekstremizmdan" 23-yanvarda "Aqidaparastlikning oqibati", 17-fevralda "O'zbek maqollarida din va diniy aqidaparastlik haqida", 12 martda "Ichkilikbozlik, ekstremizm va giyohvandlik – eng yovuz illat", 10 aprel "Biz-diniy ekstremizmga qarshimiz" kabi tadbirlar o'tkazildi. 2010-yilning 13-yanvarida ham "Diniy ekstremizm va terrorizm, uning oqibatlari" kabi mavzularda tadbirlar tashkil qildi.

2011-2012 o'quv yilida Farg'ona davlat universitetida 278 ta, 2012-2013 o'quv yili davomida esa 203 ta, 2013-2014 o'quv yilida 300 dan ortiq uchrashuv, seminar, ochiq muloqot, ko'rik-tanlov va sport musobaqalari o'tkazildi. Mustaqillik bayrami, Navro'z, O'zbekiston Respublikasi Konstitutsiyasi qabul qilingan kun, Navoiy va Bobur tavallud kunlari doimiy tarzda nishonlanadi.

2014 yil "Kitobxonlar bayrami" madaniy-ma'rifiy tanlovining 1-2-bosqichi o'tkazildi. Tanlovda universitet talabalari ishtirok etib, faxtli o'rinni egallashdi: 3 nafar talaba tanlovda g'olib bo'ldi va tanlovning respublika bosqichiga tavsiya etildi. Toshkent moliya institutida o'tkazilgan yakuniy bosqichda universitetning 3 nafar talabasi qatnashdi va San'at fakulteti 2-kurs talabasi Rustam Valiyev 3-o'rinni egalladi.

2015-yilning 28-30 may kunlari Toshkent shahar G'afur G'ulom nomidagi madaniyat va istirohat bog'ida "Adabiyotga e'tibor-ma'naviyatga, kelajakka e'tibor" shiori ostida o'tkazilgan Respublika "Kitob bayrami"ga universitet talabalarining tashrifi uyushtirildi.

O'zbekiston Respublikasi Prezidentining 2018-yil 1-noyabrdagi "Xalqaro hunarmandchilik festivalini o'tkazish to'g'risida"gi PQ-3991-sonli qarori asosida Qo'qon shahrida 2019-yilning 10-15-sentabr kunlari bo'lib o'tgan "Xalqaro hunarmandchilik festivali"ning ommaviy sahna ko'rinishlarida va gid-tarjimonlik hamda tashkiliy ishlarida Muqimiy nomidagi Qo'qon davlat pedagogika institutida institutning ko'ngilli yosh professor-o'qituvchilari va talaba-yoshlari faol qatnashdi.

2019 yilning 28 sentabr kuni maktabgacha ta'lim va boshlang'ich ta'lim metodikasi fakultetida 1-oktabr - "O'qituvchi va murabbiylar kuni" umumxalq bayrami munosabati bilan fakultetda mehnat qilayotgan professor-o'qituvchilarga bag'ishlab fakultet talaba-yoshlari tomonidan tadbir tashkil etildi. Tadbirda fakultet dekani B.Olimov, dekan o'rinbosarlari, professor-o'qituvchilar va 85 nafar talabalar ishtirok etishdi.

O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2019-yil 17-sentabrdagi 89-02-2180-sonli xati ijrosini ta'minlash maqsadida 2019-yilning 3-oktabr kuni institutda "O'zbekiston – millatlararo totuvlik va diniy bag'rikenglik yurti" mavzusida davra suhbat va ma'rifiy uchrashuv o'tkazildi. Uchrashuvda institut yoshlar bilan ishlash, ma'naviyat va ma'rifat bo'limi boshlig'i F.Ibragimov, Qo'qon shahar "G'ishtli masjid" imom noibi S.Abdullayev O'zbekiston yoshlar ittifoqi institut BT yetakchisi B.Hayitov fakultet yoshlar bilan ishlash bo'yicha dekan o'rinbosarlari, o'zbek tili va adabiyoti, MT va BTM, pedagogika, tarix fakultetlarining 120 nafar talaba-yoshlari ishtirok etdi.

2019-yil 12-16 oktabr kunlari Toshkent viloyati Toshkent tumanidagi Bolalar va o'smirlar sport maktabining sport majmuasida sportning Bel olish kurashi bo'yicha bo'lib o'tgan O'zbekiston chempionatida institut terma jamoasi Mo'ydinov Iqbol Abduhamidovich murabbiyligida 3 nafar sportchi talabalar ishtirok etdi.

Qo'qon shahrida joylashgan oliy ta'lim muassasalari va kasb-hunar kollejlari o'rtasida 2019-yilning 14-oktabr kuni institut hovlisida "Biz korrupsiyaga qarshimiz" shiori ostida rasmlar ko'rgazmasi tanlovi tashkil etildi.

Xulosa o'rnida shuni ta'kidlash mumkinki, ta'lim muassasalarida ma'naviy-ma'rifiy va tarbiyaviy ishlar ustuvor ahamiyat kasb etdi. "Ma'naviyat soati", "Ma'naviyat kunlari" tadbirlarini o'tkazish an'anaga aylandi. Ta'lim muassasalari va talabalar turar joylarida turli dolzarb mavzularga bag'ishlangan davra suhbatlari, jonli muloqotlar o'tkazildi. Ma'naviy-ma'rifiy tadbirlar rejasida diniy ekstremizm va yoshlar o'rtasida sog'lom turmush tarzini targ'ib

etuvchi tadbirlar asosiy o'rin tutdi. Talaba yoshlar ongida siyosiy, huquqiy madaniyat, qonunlarga rioya qilish, javobgarlik va burch kabi tushunchalarni tarbiyalashga harakat qilindi.

Foydalangan manba va adabiyotlar ro'yhati.

1. Тошкент шаҳар давлат архиви, 640-фонд, 4-рўйхат, 51-иш, 28-29-варақлар.
2. Термиз давлат университети жорий архиви. Университетда 2009-2010 ўқув йилида амалга оширилган маънавий-маърифий ишлар тўғрисида Маълумотнома папкасидан.
3. Қўқон давлат педагогика институти жорий архиви. Институтда 2014-2015 ўқув йилида амалга оширилган маънавий – маърифий ишлар тўғрисида Маълумотнома папкасидан, 2-4 варақлар.
4. Фарғона давлат университети жорий архиви. Университетда 2011-2012, 2012-2013, 2013-2014 ўқув йилларида амалга оширилган маънавий – маърифий ишлар тўғрисида Маълумотномалар папкасидан.
5. Қўқон давлат педагогика институти Ёшлар билан ишлаш проректори Ойбек Бозоров билан суҳбат (2020 йил 18 сентябрь).
6. Қўқон давлат педагогика институти жорий архиви. Институтда 2014-2015 ўқув йилида амалга оширилган маънавий – маърифий ишлар тўғрисида Маълумотнома папкасидан, 3-8 варақлар

МУСТАҚИЛЛИК ЙИЛЛАРИДА ЎЗБЕКИСТОНДА СУД ТИЗИМИДАГИ ИСЛОҲОТЛАР

Рахмонкулов У.

ҚарДУ мустақил изланувчиси

Суд-ҳуқуқ тизимини янада такомиллаштириш, фуқаро ва тадбиркорларнинг ҳуқуқ ва қонуний манфаатларини ишончли ҳимоя қилиш чораларини кучайтириш, одил судловни самарали таъминлаш ҳамда судьялар ҳамжамияти родини ошириш жамият ривожига жуда муҳим роль уйнайди. “Қонунни ҳимоя қилиш, суд, прокуратура органларининг асосий вазифаси, аввало, фуқароларнинг ҳуқуқий маданиятини ошириш, уларнинг ўз ҳуқуқларини, қонунларни яхши билишларига эришиш, ҳуқуқбузарликларнинг олдини олиш бўйича, самарали иш олиб боришдан иборатдир” деб ёзади Ўзбекистоннинг Биринчи Президенти И.А.Каримов.

Совет даври илмий ва бадиий асарларини таҳлил қилинса, хонлик даври қозиларининг иши тўғрисида жуда ёмон таассуротга эга бўлиш мумкин. Чунки, ёзувчи ва файласуф олим Аҳмад Дониш, Садриддин Айний ёки Маҳмудхўжа Беҳбудий каби улуғ олим ва давлат арбобларининг асарлари ҳам шуни тасдиқлайди. Улар ўз замонасида қозиларнинг иш фаолиятини кўришган ва қозиларнинг порахўрлиги, адолатсизлиги ва ўғрилигини танқид қилишган. Аҳмад Дониш шундай ёзади: - « Бизнинг давримизда тўғри йўлдан бориш жуда қийин, чунки ҳарбий ҳукмдорлар билан бирга бўлган қози ва раислар зўравонликлар қилиб, кишиларни хафа қиладилар, бойларга лаганбардорлик қилиб, камбағалларнинг молларини амир хазинасига мусодара қиладилар ва ҳукмдорнинг фойдасига фатволар чиқарадилар. Етимларнинг моллари ҳақида ноқонуний ҳукмлар чиқариб, меросхўри бўлмаганларнинг молларини ўзлаштириб оладилар. Қози ва раислар битта ҳам қонуний ҳукм чиқармайди ва бутун ҳукмлари ноқонуний ва шубҳалидир деб айтиш мумкин».

Манбалар таҳлили шундан далолат берадики, Ўзбекистон суд – ҳуқуқ тизими шакланга қадар узоқ тарихий йўлни босиб ўтган.

Бугунги кунда ҳам ушбу соҳада изчил ислоҳотлар олиб борилиб, муайян натижаларга эришилди. 1991 йил 20 ноябрда “Ҳакамлик суди ва хўжалик низоларини

кўриш тартиби тўғрисида”ги Қонуни эълон қилинди. Бу хўжалик судлари тарихида муҳим воқеа бўлди.

1992 йили 8 декабрда қабул қилинган Ўзбекистон Республикаси Конституциясининг 111-моддасида “Мулкчиликнинг турли шакллариغا асосланган корхоналар, муассасалар, ташкилотлар ўртасидаги иқтисодиёт соҳасида ва уни бошқариш жараёнида вужудга келадиган хўжалик низоларини ҳал этиш Олий хўжалик суди ва хўжалик судлари томонидан уларнинг ваколатлари доирасида амалга оширилади” деб таъкидланади.

Хўжалик судлари қонуний асосда ҳар қандай тазйиқ ва таъсирлардан, буйруқ, кўрсатма ва аралашувлардан холи этилиб, маҳаллий ҳокимиятга бўйсунмайдиган, фақат қонунга бўйсунувчи идора бўлди. Бу судлар Ўзбекистонда қонун устиворлигини таъминлашда кучли механизм, дастак сифатида, мустақиллик ва демократик жараён маҳсули тарзида ташкил этилди.

1996 йил 25 июлда « Ўзбекистон Республикаси хўжалик судлари тизимини такомиллаштириш тўғрисида» ги Фармон билан Тошкент шаҳар хўжалик суди ташкил этилиб, хўжалик судларининг таркиби, миқдори ва тузилиши тасдиқланди. Ўзбекистон Республикаси Биринчи Президентининг 1997 йил 5 февралдаги «Хўжалик судларининг қарорлари ижросини таъминлашга оид чора- тадбирлари тўғрисида» ги Фармони билан мулкчилик тури ва шаклидан қатъий назар, давлат органлари, корхона, ташкилотлар ҳамда уларнинг раҳбарлари томонидан хўжалик судларининг қарорларини ўз вақтида ва аниқ ижро этилиши юзасидан жавобгарлиги аниқ белгилаб берилди. Шунингдек, 1998 йил 4 мартда Президентнинг «Хўжалик юритувчи субъектларнинг иқтисодий ночорлиги ва шартнома мажбури ятларининг бажарилиши учун мансабдор шахсларнинг жавобгарлигини кучайтириш тўғрисида» ги Фармони ҳам эълон қилинди. Шу тариқа, Республикада қонун чиқарувчи ва ижро этувчи ҳокимиятлардан, сиёсий партия ва ҳаракатлардан, жамоат бирлашмаларидан мустақил Олий хўжалик суди ва унга тобе бўлган Қорақалпоғистон, виодятлар ва Тошкент ша ҳар хўжалик судлари барпо этилди.

Судларда ҳал этилган иқтисодий масалалар хусусидаги ишлар кўлами ортиб борди. 1998 йили хўжалик судларида кўрилган ишлар ҳажми ўтган йилларга нисбатан икки баробарга ўсиб, кўрилган ишлар сони 28298 та бўлди. Шунингдек, ишлардаги суммалар миқдори ҳам ошиб борди. 1994 йили 59 млн. сўм миқдоридаги низолар кўрилган бўлса, 1995 йили бу кўрсаткич 1,3 млрд.га, 1996 йилда 4,5 млрд. сўмга етди. 1997 йилда қарийб 27 млрд. Сўмлик низолар ҳал этилди.

Ўзбекистон Республикаси Биринчи Президенти Ислон Каримовнинг 2012 йил 30 ноябрдаги «Судлар фаолиятини янада такомиллаштиришга оид ташкилий чора-тадбирлар тўғрисида»ги Фармони эълон қилинди. Барчамизга маълумки, Ўзбекистонда суд ҳокимиятини, унинг мустақиллигини мустаҳкамлашга, суднинг нуфузини, инсон ҳуқуқ ва эркинликларини ишончли ҳимоя қилиш, қонунийликни таъминлаш, демократик ўзгаришларни чуқурлаштириш борасида унинг роли ва аҳамиятини оширишга қаратилган кенг миқёсли ишлар амалга оширилди.

2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича Ҳаракатлар стратегиясида фуқароларнинг одил судловга эришиш даражасини ошириш, суд ҳокимиятининг чинакам мустақиллигини таъминлаш, инсон ҳуқуқ ва эркинликларини ишончли ҳимоя қилиш кафолатларини кучайтириш суд-ҳуқуқ соҳасидаги ислохотларнинг устувор йўналишлари этиб белгиланган.

Ҳаракатлар стратегияси амалга оширилишини таъминлаш мақсадида Президентимиз ташаббуси билан Конституциямизнинг 80, 81, 83, 93, 107-110, 111-

моддаларига суд-хуқуқ соҳасидаги ислохотлар билан боғлиқ принципиал ўзгартишлар киритилди.

Судьяликка номзодларни танлаш ва лавозимга тайинлаш тизимини тубдан такомиллаштириш, юқори малакали судьялар корпусини шакллантириш мақсадида судьялар ҳамжамиятининг янги органи - Ўзбекистон Республикаси Судьялар олий кенгаши ташкил этилди. Кенгашни ташкил этиш ва унинг фаолияти 2017 йил 7 апрелда матбуотда эълон қилинган “Ўзбекистон Республикаси Судьялар олий кенгаши тўғрисида”ги Қонун билан тартибга солинади.

Умуман янги Ўзбекистон шароитида суд-хуқуқ тизими ҳуқуқий асослари мустаҳкамлаб борилди. 2016 йил 21 ноябрдаги “Суд-хуқуқ тизимини янада ислоҳ қилиш, фуқароларнинг ҳуқуқ ва эркинликларини ишончли ҳимоя қилиш кафолатларини кучайтириш чора-тадбирлари тўғрисида”ги ПФ-4850-сон, 2017 йил 21 февралдаги “Ўзбекистон Республикаси суд тизими тузилмасини тубдан такомиллаштириш ва фаолияти самарадорлигини ошириш чора-тадбирлари тўғрисида”ги ПФ-4966-сон, 2020 йил 29 апрелдаги “Ўзбекистон Республикасида юридик таълим ва фанни тубдан такомиллаштириш бўйича қўшимча чора-тадбирлар тўғрисида”ги ПФ-5987-сон, 2020 йил 7 декабрдаги “Судьяларнинг чинакам мустақиллигини таъминлаш ҳамда суд тизимида коррупциянинг олдини олиш самарадорлигини ошириш чора-тадбирлари тўғрисида”ги ПФ-6127-сон фармонлари, 2019 йил 6 январдаги “Судьялик лавозимларига номзодларни тайёрлаш, судьялар ва судлар аппарати ходимларини қайта тайёрлаш, уларнинг малакасини ошириш тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-4096-сон қарорлари шулар жумласидандир.

Бу ўзгаришлар мамлакатимизда суд ҳокимияти мустақиллигининг конституциявий принципини таъминлашга хизмат қилиши билан аҳамиятлидир. Кенгашга конституциявий мақом берилиши унга юклатилган вазифаларни мустақил ва самарали амалга оширишнинг муҳим кафолати ҳисобланади. Халқаро стандартларда бундай амалиёт доим юксак эътироф этилган бўлиб, кўпгина ривожланган демократик давлатлар конституцияларида ҳам бундай вазифани амалга оширувчи органлар фаолиятини тартибга солувчи нормалар ўз ифодасини топган.

Ўзбекистон Республикасининг Президенти Шавкат Мирзиёев 2017 йил 13 июнь куни Тошкент шаҳрида суд органлари тизимида одил судловни таъминлаш борасидаги ишларнинг аҳволи, муаммолар ва истиқболдаги вазифаларга бағишланган видеоселектор йиғилишида, - яна бир муҳим таклиф-халқ олдида обрў-эътибор қозонган судьяларнинг ҳаёт йўли, одил судловни амалга оширишдаги ижобий тажрибаларни оммалаштириш учун “Судьялар клуби” ва “Суд ҳимоясида” рукнлари остида марказий телеканаллар ва газеталарда мунтазам равишда туркум кўрсатув ва мақолалар эълон қилиб бориш лозимлиги ҳам алоҳида таъкидланган эди.

Президенти Шавкат Мирзиёев раислигида 2020 йил 30 июнь куни одил судловни таъминлаш ва коррупцияга қарши курашиш борасидаги вазифалар муҳокамасига бағишланган видеоселектор йиғилиши ўтказилди. “Суд биносига келган ҳар бир инсон Ўзбекистонда адолат борлигига ишониб чиқиб кетиши керак. Бу Президент талаби!”, дея таъкидлади давлатимиз раҳбари.

Юртбошимиз томонидан, судлар чиқараётган қарорлар фақат суд мажлисида текширилган далилларга асосланиши лозимлиги таъкидланди. Айрим судьялар тергов материалларига боғланиб қолгани, бу эса қонун, суд ва давлат обрўсига путур етказиши қайд этилди. Одил судлов халқнинг кўз ўнгида, очиқ-ошкора амалга оширилиб, адолат қарор топиши лозимлиги айтиб ўтилган эди. Шу боис судлар ва уларнинг фаолиятини оптималлаштириш бўйича топшириқлар берилган эди.

Ўзбекистон Республикаси Президентининг “Судлар фаолиятини янада такомиллаштириш ва одил судлов самарадорлигини оширишга доир қўшимча чора-

тадбирлар тўғрисида”ги алоҳида Фармони қабул қилиниб, амалга оширилган ишлар натижасида одил судлов жараёнида инсон ҳуқуқларини ҳимоя қилиш даражаси янги босқичга чиқди.

Шу билан бирга, суд ҳимоясини таъминлашдаги ортиқча бюрократик тўсиқлар сақланиб қолаётганлиги, суд қарорларини қайта кўришнинг бир-бирини такрорловчи босқичлари мавжудлиги, инвесторлар ҳуқуқларининг суд ҳимоясида бўлиши етарли даражада ташкил этилмаганлиги ва бошқа бир қатор камчиликлар суд органларининг амалдаги тузилишини замон талаблари ва халқаро стандартларга мувофиқ қайта кўриб чиқишни тақозо этаётганлиги эътироф этилди.

Суд-ҳуқуқ соҳасини демократлаштириш ва либераллаштириш бўйича изчил, босқичма-босқич олиб борилаётган ислохотлар жараёнида бугунги демократик талаб ва стандартларни ҳисобга олган ҳолда жиноий, фуқаролик, ҳўжалик ва маъмурий ишлар бўйича одил судловни амалга оширишни таъминловчи ривожланган, замонавий талабларга жавоб берадиган қонунчилик базаси яратилди.

Жиноят қонунчилигини либераллаштириш ва жиноий жавобгарликни эркинлаштиришга қаратилган чора-тадбирлар амалга оширилди. Суд ишларини апелляция тартибида кўриш, яраштирув институтлари жорий этилди, уни соддалаштиришга, одил судловнинг очиқлигини, ундан фойдаланиш имкониятини кенгайтиришни таъминлашга қаратилган чоралар кўрилди. Судлар ваколатини кенгайтиришга доир чоралар изчил ва босқичма-босқич амалга оширилмоқда. Илгари прокурорга тегишли бўлган қамоққа олиш тарзидаги эҳтиёт чорасини ва айбланувчини лавозимидан четлаштириш ҳамда шахсни тиббий муассасага жойлаштириш тарзидаги процессуал мажбурлов чораларни қўллаш учун санкция бериш ҳуқуқи судларга ўтказилди. Миллий қонунчиликка киритилган сўнгги ўзгартишларга мувофиқ, суд ўзига хос бўлмаган жиноий таъқиб этиш вазибаларидан халос қилинди.

Кадрлар захирасини шакллантириш, уларни лавозимга кўрсатиш ишлари ўсиб бораётган замонавий талабларга жавоб бераётганлиги, улар аниқ тизимга асосланмаганлиги, судьялик лавозимига номзодларнинг ҳаётий ва касбий тажрибалари ҳисобга олинмаган ҳолда олиб борилаётганлиги кўп бора ҳужжатларда қайд этилган. Судья кадрларни танлаш, тайёрлаш ва лавозимга кўрсатиш тизимини ислоҳ қилиш бўйича чора-тадбирлар дастурининг энг муҳим мақсади ва устувор йўналиши судьяларнинг том маънодаги мустақиллигини таъминлаш, уларнинг фаолиятини ва одил судловни амалга ошириш жараёнини чеклашга қаратилган ҳар қандай уринишларни бартараф этишдан иборат бўлишига эътибор қаратилди.

Хуллас, мустақиллик йилларида суд ҳуқуқ тизимидаги ислохотлар натижасида мамлакатда одил судлов амалга ошириб борилди. Бу ислохотлар барча судлар фаолиятида кўзга ташланади.

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DINIY EKSTREMIZM VA TERRORIZMNING TURLARI HAMDA KO'RINISHLARI

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Qar MII mustaqil izlanuvchisi

Tarixga nazar tashlaydigan bo'lsak, dunyo mamlakatlari terrorizm va diniy ekstremizm muammosi bo'yicha asrlar davomida kuchli aziyat chekib kelgan. „Terror“ atamasi ilk bor qadimda buyuk olim Aristotel tomonidan qo'llanilgan. Yunoncha „terror“ so'zi „dahshat“, „qo'rquv“ degan ma'noni anglatadi. „Terrorizm“ atamasi ilk marta XVIII asr oxirida fransuz inqilobi davrida qo'llanilgan.

Tarixchi, siyosatshunos va huquqshunos olimlarning terrorizm paydo bo'lgan davri va unga bergan ta'riflari bir-biridan sezilarli darajada farq qiladi. Shu sababli «Terrorizm» atamasiga 200 ga yaqin ta'rif berilgan, biroq hali ularning birontasi ham tan olinmagan. Bu boradagi bahs-munozaralar 30 yildan ortiq vaqtdan buyon davom etmoqda.

Shunga qaramasdan terrorizm tushunchasini ochib beruvchi, yuridik va tarixiy jihatdan to'liq, mantiqiy jihatdan to'g'ri, mazmunan mutlaqo aniq, xalqaro va milliy huquqiy institutlar tomonidan so'zsiz qabul qilingan yagona ta'rif haligacha mavjud emas. Bu borada tadqiqotchilarning fikrlari turlichadir.

Shu sohaning yetuk mutaxassislaridan biri G.V.Ovchinnikovaning fikricha, bu holat, eng avvalo, «terrorizm ta'rifiga va uni yuridik jihatdan «rasmiylashtirishga» yagona yondashuvni qiyinlashtiruvchi asosiy omil o'ta siyosiy lashtirilganligi» bilan bog'liqdir deb ta'riflansa, boshqalar «Terrorizm siyosiy maqsadda amalga oshiriladigan, asoslangan zo'ravonlikdir» (B. Krozye, Buyuk Britaniya), «Terrorizm siyosiy, mafkuraviy yoki sotsial-revolutsion maqsadlar hamda intilishlarga erishish uchun hukumatlarni, aholi doiralarini muntazam qo'rqitib turish» (G. Deniker, Shvetsariya), terrorizm bu «qo'rqitish, majburlash yoki cho'chitish vositasida siyosiy maqsadlarga erishish uchun zo'ravonlikni ishlatish bilan tahdid solish yoki uni ishga solish» (I. Aleksandr tahriri ostidagi to'plam, AQSH). Xalqaro huquq bo'yicha taniqli mutaxassis, professor Richard Falk terrorizmga «tanlab o'tirmasdan yoki aybsiz shaxslarga qarshi zo'ravonlikni ishga soladigan siyosiy ekstremizm» deya tariflaydilar.

Rossiyalik tadqiqotchi R. Amirokova terrorizmni «zo'rlik qilish yoki zo'rlik ishlatish tahdidi bilan aniq talablarni qo'yish harakatlari bo'lib, unda zo'rlik fuqarolar va ularning turli obyektlariga yo'naltirilgan, maqsadlar esa siyosiy yoki boshqa xarakterda bo'lishi mumkin», deb tavsiflaydi.

Shu bilan birga, V. Kikotya o'z ilmiy ishida Isroil davlati sobiq bosh vaziri B. Netanyahuning «terrorizm - bu jamiyatga qarshi siyosiy jinoyat. Bu har bir fuqaro va millat xavfsizligiga «o'lim va tartibsizlik» bilan tahdid soluvchi urush holati» degan ta'rifini bildirgan.

Xuddi shunday holatni mahalliy tadqiqotchilarning ilmiy ishlarida ham kuzatishimiz mumkin. O'zbekistonda ilmiy doiralarida o'tkazilgan tadqiqotlarda «terrorizm» tushunchasiga berilgan ta'riflar chuqur o'rganilgan va natijada, bu muammoning yana bir o'ziga xos talqin qilinishiga olib kelgan. Xususan, D. Raximov o'z monografiyasida xorijlik tadqiqotchilar «terrorizm» tushunchasiga bergan tavsiflarni tahlil qilgan holda «terrorizm bu mafkuraviy asoslangan va muntazam tarzda insonlarni o'ldirish, diversiyalar o'tkazish, sabotaj qilish,

o'g'rilik hamda boshqa inson hayoti va xavfsizligiga tahdid soluvchi zo'rlik ishlatish bilan xarakterlanuvchi siyosiy kurashning taktikasi» degan ta'rifni beradi.

Mavjud manbalarda diniy ekstremizm ekstremizmning bir ko'rinishi sifatida ta'riflanib, unga turlicha sharhlar beriladi. "Ekstremizm" so'zi lotin tilidan olingan bo'lib, "o'ta, so'nggi", "ashaddiy" kabi ma'nolarni anglatgan. Bu ta'rif ekstremizmga falsafiy nuqtayi nazardan berilgan bo'lib, uning umumiy belgi va xususiyatlarini qamrab olgan.

Diniy ekstremizm kelib chiqishining asosiy sababi bu mutaassib fikrlashdir. Mutaassiblik arabcha so'z bo'lib, biror ta'limotning to'g'ri ekaniga qattiq ishonch bildirishdir. Fundamentalizm so'zi lotincha bo'lib, biror hodisaning dastlabki ko'rinishini bildiradi. Xususan, islom fundamentalistlari ushbu dinning vujudga kelgan ilk davrga qaytishni ilgari surish tarafdorlaridir.

Ekstremizm so'zi shariat lug'atlarida uchramaydi. Bu so'z hadislarida ham, Qur'oni Karimda ham uchramaydi. Ibn Taymiya Islomning qonunlariga doir manbalarida ekstremizm tushunchasiga "ruxsat berilgan chegaralardan chiqish yoki o'tish, yoki ortiqcha hamd-u sanolar qilish yoki qilmaslik" deb ta'riflanadigan "diniy aqidaparastlik" atamasi qo'llanilishini ma'lum qilgan. Arab tilida ekstremizm kamtarlik doirasidan chiqqan va me'yordagi qarashda turmaydigan kishilarga nisbatan ishlatiladi.

Ekstremizm va diniy aqidaparastlik atamalarining tahliliy ko'rib chiqqanda o'ziga xos umumiy jihatlarni kuzatish mumkin. Birinchidan, ekstremizm bir narsaning nuqtasi yoki ulushini egallash mazmunida kelsa, ikkala so'z ham bir ma'noni anglatadi. Ekstremizm biror narsaning oxirgi chegarasigacha qo'lga kiritish ma'nosida - bu holda ekstremizm atamasi diniy aqidaparastlik ifodasidan yanada umumlashtiruvchi bo'lib ko'rinadi.

Ekstremizm atamasini diniy aqidaparastlik so'zi bilan bog'lagan holda ishlatiladi. Chunki g'arb ommaviy axborot vositalarida ko'pincha ekstremizm atamasini Islom bilan bog'lab ishlatishga urinishlar bor. Ammo ilmiy adabiyotlarda Islom ekstremizmga undashni, "dinda haddan oshishi", aqidaparastlikni qoralagani bo'yicha misollar keltirilib, buning asosiy sabablari bo'yicha ham izohlar keltiriladi. Qolaversa, Islom ta'limotida hamjihatlikka chaqirish g'oyalari ustunlik qilib kelgan.

Terrorizmni tasniflashda ham turli yondashuvlar mavjud. Bunda tadqiqotchilar terrorizmning bir jihatini o'rganib, o'z maqsadlaridan kelib chiqqan holda tasniflashga harakat qiladilar. Shuning uchun bu tasniflarni qat'iy va o'zgarmas deb bo'lmaydi.

Bundan tashqari, rus tadqiqotchilari Y. Gavrilin va L. Smirnov o'z tasniflarida qo'llaniladigan usullardan kelib chiqqan holda jismoniy va psixologik, obyektiga ko'ra, selektiv va jamiyatga qarshi ommaviy yoki ko'r-ko'rona terrorizm turlarini ko'rsatadilar. Y. Fransiforov esa ko'rsatib o'tilganlardan farqli o'laroq, terrorizmni oldiga qo'ygan maqsadidan kelib chiqqan holda siyosiy, iqtisodiy, milliy va funksional turlarga tasniflasa, tadqiqotchi V. Kikotya mintaqaviy xususiyatlariga qarab G'arbiy Yevropa, Sharqiy Yevropa, Yaqin Sharq, Osiyo, Afrika va Amerika terrorizmi sifatida tasnif qiladi.

Tadqiqotchi M. Qirg'izboyev: «Ekstremizm mafkuraviy jihatdan olib qaraganda, o'zining siyosiy va diniy tizimini tan olib, boshqa qarashlarni butunlay rad etadi. Ekstremistik tashkilot o'z yo'l boshchisining barcha buyruqlarini so'zsiz bajaradi», degan fikrni ilgari suradi deb ta'kidlaydi. Islomshunos olim O'. Hasanboyevning ta'kidlashicha esa, diniy ekstremizm o'z mohiyatiga ko'ra, siyosiy hodisa bo'lib, amaldagi siyosiy hokimiyat tizimini keskin o'zgartirishga yo'naltirilgan. Shu nuqtayi nazardan, diniy-ekstremistik oqimlarning asosiy maqsadi dunyoviy davlatlarda mavjud tuzumni ag'darish, shariatga asoslangan davlat barpo etish bo'ldi.

Terrorizmni turli xil va ko'rinishda tasniflash mumkin. Terrorizm jamiyatimizda turli ko'rinishlarda namoyon bo'ladi. Ularni g'oyasi, maqsadi, toifasi, kelib chiqishi, ko'rinishiga qarab turlicha guruhlariga bo'lish uchun har xil mezonlardan foydalanish mumkin. Lekin

terrorizmning yangi turlari yangidan paydo bo'laveradi. Masalan, kiber terrorizmi yoki kompyuter terrorizmi kabilardir.

Rossiyalik ekspert, RF IIV Moskva instituti kafedra mudiri V. Postolnik – terrorizmni ko'rinishiga qarab quyidagicha turlarga tasniflaydi. Uning fikricha, terakt qanday ko'rinishda bo'lsa, uni shunday nomlash lozim. Masalan, samolyotda terakt sodir bo'lsa, u havo terrorizmi deb nomlanishi maqsadga muvofiq.

Bu sohaning yetakchi mutaxassislaridan biri bo'lgan V. Postolnik terroristik harakatlarni bir nechta turga ajratadi. Masalan, transport vositasi, binoning portlatilishi yoki zaharli gaz orqali ko'p sonli odamlarni o'ldirish, kuchli psixologik ta'sir o'tkazishni diversiya deb, taniqli siyosatchilar, rahbarlar, jurnalistlar, diplomatlarlar oldiga terroristlarning o'z talablarini qo'yishlarini kidnapping deb atalishini taklif etadi.

Terrorizm sodir etishning bir qancha metodlarini sanashimiz mumkin: Suiqasd va qotillik, o'g'rilik (looting), qurolli hujum va h.k. Hozirgi kunda butun dunyoga xavf solayotgan terrorizm turlaridan biri kiberterrorizmdir.

Kompyuter tarmoqlariga nisbatan sodir etilgan hujumni kiberterrorizm deb atala boshlandi. Bu yo'nalish XX asrning oxirgi o'n yilliklarida vujudga keladi. Kiberterrorizm hukumat tashkilotlari va kompaniyalar faoliyati «kiberterrorizm» hujumiga uchraydi.

Kiberterrorizmni yana bir xususiyatiga to'xtaladigan bo'lsak, u uzoq masofadan amalga oshirilib, asosan, axborot-texnologiyalarini ishdan chiqarish va shu orqali turli xil katta zararlarni keltirib chiqarishni maqsad qiladi.

Bugungi kunda terrorizmning xalqaro, ichki siyosiy, umumjinoiy xarakterdagi, iqtisodiy, axborot terrorizmi turlari ko'rinishida namoyon bo'lmoqda.

Terrorizmning ko'rinishi asosan siyosiy xarakterda bo'lib, alohida bir siyosiy yetakchi va siyosiy elita faoliyatiga qarshi qaratiladi. Ayniqsa, AQSH va Rossiya tarixida terrorizmning bunday ko'rinishi juda ko'p sodir etilgan. Fikrimizga tarixiy xronologiya bo'yicha quyidagilar asos bo'ladi: AQSH Prezidentlari Avraam Linkoln (1865-y), Jeyms Garfild (1881-y), Rossiya imperatori Aleksandr II (1881-y), Fransiya Prezidenti Sadi Karno (1884-y), Italiya qiroli Umberto I (1900-y), AQSH Prezidenti Uilyam Mak-Kinli (1901-y), Rossiya bosh vaziri P. Stolipin (1911-y), AQSH Prezidenti Jon Kennedi (1963-y), Chili Prezidenti Salvador Alende (1973-y), Italiya bosh vaziri Aldo Moro (1978-y), Misr Prezidenti Anvar Saodat (1981-y), Hindiston bosh vaziri Indira Gandi (1984-y), Shvetsiya bosh vaziri Ulof Palme (1986-y), Hindiston bosh vaziri Radjiv Gandi (1989-y), Isroil bosh vaziri Is'haq Rabin (1996-y), Checheniston Prezidenti Ahmad Qodirov (2004-y) va boshqa shu kabi siyosiy yetakchilar terrorizm qurboni bo'lganlar.

Terrorizmning bir qator belgilari mavjud. Birinchidan, terrorizm o'ta xavfli harakat sifatida namoyon bo'lib, ommani kuchli qo'rqitish xususiyatiga ega. Bu jinoyat portlatish, o't qo'yish, halokat uyushtirish va boshqa usullarni qo'llash yo'li bilan sodir etilishi natijasida begunoh insonlar qurbon bo'lishi yoki xavf-xatar ostida qolishi, mol-mulkiga zarar yetkazilishiga sabab bo'ladi. Ikkinchidan, terrorchilikning ikkinchi farqlovchi belgisi aholi orasida kuchli vahima va daxshat qo'zg'atadi. Bundan ko'zlangan maqsad nafaqat odamlarda vahima va daxshat paydo qilish, balki shu yo'l bilan aholini va hokimiyatdagilarni qo'rqitishdir.

Xullas, terrorizmning barcha turlarining mohiyati zo'ravonlik, dahshatga solish, jismoniy kuch ishlatish orqali hokimiyatni va o'zgalarning mulkini egallash, hukmronlikka erishish, amaldagi siyosiy-mafkuraviy, ijtimoiy-iqtisodiy vaziyatni izdan chiqarish, turli talafotlar yetkazgan holda oldiga qo'ygan maqsadlariga erishishdan iborat. Terrorizmning har qanday ko'rinishining qoralanishiga sabab mutlaqo begunoh odamlar, achinarlisi, norasida go'daklar, ayollar, onalar va qariyalar terrorizmning qurboni bo'layotganidadir. Shu sababli terrorizmni barcha davlatlar va progressiv kuchlar qoralamoqda va unga qarshi faol kurashlar olib borilayotgani ayni haqiqatdir.

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QASHQADARYODA 20-40 YILLARDA MADANIY- MA'RIFIY HAMDA SPORT SOHASIDA AMALGA OSHIRILGAN ISHLAR

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Annotatsiya: Ushbu maqolada vohamizda 20-40 yillarda madaniy- ma'rifiy hamda sport sohasida amalga oshirilgan ishlar xususida so'z yuritildi.

Kalit so'zlar: g'oya,kutubxona, klub,mafura, madaniyat, adabiyot, san'at

Davlat o'z mafkuraviy g'oyalarini keng xalq ommasiga singdirishda madaniy oqartuv muassasalarining, roli shubhasiz ahamiyatli darajada hisoblanadi. Sovet hukumati ham bunday turdagi muassasalar faoliyatini, asosan, "kommunizm" quruvchisini tarbiyalashdek g'oyaviy-mafkuraviy vazifalarni bajarishga yo'naltirdi. Kommunistik mafura "shaklan milliy, mazmunan sotsialistik" degan tushuncha asosida madaniyatni siyosiydashgan yo'lga moslashtirgan edi.

Ma'muriy buyruqbozlik tizimi esa madaniyatni, ayniqsa milliy o'lkalar madaniyatini mafkuraviy iskanjada ushlab turishga intilar edi. Milliy qadriyatlarga shubha bilan qaragan hukmron mafkura ma'naviy-madaniy merosning tarbiyaviy ahamiyatini e'tiborga olmas edi. Sovet davlatining "shaklan milliy" deb atalmish madaniyati, marksizm-leninizmdan iborat umumiy dunyoqarash asosiga ega bo'lib, u ijtimoiy hayot hodisalariga sinfiy yondashish, partiyaviylik va xalqchilik lenincha prinsiplari asosida rivojlandi, uning asosiy metodi sotsialistik realizm bo'ldi. KPSS qator dasturlarida qabul qilingan aholini "ma'rifatli qilish" vazifalarini amalga oshirishda maktabgacha tarbiya, maktab, o'rta maxsus va oliy ta'lim tizimidan tashqari, madaniy-ma'rifiy va ma'naviy ta'lim muassasalar tarmog'i kutubxonalar, klublar, kinoteatrlar jamoalari oldiga mas'uliyatli talablar qo'yilib, madaniyoqartuv ishlari kommunistik partiya tashviqotining ajralmas tarkibiy qismiga aylantirildi. Madaniy-oqartuv muassasalari hukmron partiyaning tashviqot va targ'ibot olib boruvchi qudratli quroli sifatida keng xalq ommasi ongiga yangi mafkurani singdirishga xizmat qildi. Sovet davlati kommunistik g'oyalar asosida milliy madaniyatlarning bir-biri bilan yaqinlashish jarayoni ularning har birida ko'p millatli butun sovet madaniyatiga hos bo'lgan umumiy xususiyatlar yotar edi. Shu bois butun sovet hukmronligi yillarida sof milliy madaniyat emas, balki umumiy qonuniyatlarga asoslangan sovet madaniyati targ'iboti ustun edi. Ta'kidlash joizki, sovet hukmronligi yillarida madaniy-oqartuv muassasalari soni yildan-yilga o'sib, uning tarmog'i kengayib bordi. 20- 40 yillarda madaniy-oqartuv muassasalardan biri - klublar bo'lib, ular o'z faoliyatini barcha davlat va jamoa xo'jaliklariga qarashli qo'rg'on va qishloqlarda, kolxoz va sovxozlarda shuningdek, shahar va tuman markazlarida amalga oshirdilar. Klublar oldiga partiya va sovet davlati siyosatini qo'llab-quvvatlash, aholi o'rtasida tegishli partiyaviy tashviqot ishlarini olib borishi lozim edi.

Klublarda, avvalo sovet tuzumining ichki siyosati, g'oyaviy mafkuraviy tamoyillari targ'ib qilindi. Ommani amalda tasdiqlanmagan, bajarilishi real bo'lmagan rejalarni tuzib, uni amalga oshirishga hissa qo'shdirishga safarbar etishga harakat qilindi. Sovet davrida zamonaviy klublar qurish, davr talabiga javob beradigan texnik jihozlar bilan ta'minlash ishiga deyarli e'tibor qaratilmadi. Klublar aslida KPSSning kommunistik jamiyat qurish g'oyalarini targ'ibot tashviqot qilish markazlariga aylantirildi. Aksariyat holatlarda uyushtirilgan uchrashuvlar, turli darajadagi kechalarga tinglovchilar majburan jalb qilinar edi. Ko'p holatlarda esa klublar asosan maktab o'quvchilari hisobidan topdirilib, rosmiyan ko'rinish hosil qilinar edi. 30- 40 - yillarning birinchi yarmida, klublarda o'tkaziladigan aksariyat kechalarga bormaslik, undan ketib qolish holatlari avj oldi. Urushdan keyingi yillarda O'zbekistondagi mavjud kutubxonalar o'z faoliyatlarini sovet tuzumi sharoitida amalga oshirib, tarbiyaviy ishlarni yaxshilash va kengaytirish maqsadida turli mavzularda kitob ko'rgazmalari, ma'ruzalar, munozaralar, konferensiya va kechalarni uyushtirishning asosiy tashkilotchilaridan biriga aylandi.

Madaniyat muassasalari ishining asosiy turlaridan biri badiiy havaskorlik to'garaklari hisoblanadi. Badiiy havaskorlik to'garaklarini tuzish va ularning faoliyatini rivojlantirish, klublar sohasining o'ziga xos ish yuritish usuliga aylandi. Bu kabi to'garaklarda yuzlab kishilar o'z qiziqishlari, iqtidorlariga qarab birlashtirildi. Tadqiq etilayotgan davrlarda tuzilgan dramatik, musiqali, xor to'garaklar xalq orasida ma'lum darajada faoliyat olib borib, ularning soni yildan yilga o'sib bordi. Urushdan keyingi yillarda Qashqadaryo va Surxondaryoning deyarli barcha qishloqlarida urush keltirgan og'ir qiyinchiliklar tufayli badiiy havaskorlik to'garaklarining faoliyati deyarli to'xtab qolgan edi. Shaharlar va tuman markazlarida bu sohada ishlar ma'lum darajada davom ettirildi.

20- 40- yillarda Qashqadaryo viloyatlarida jami 1 ta, ya'ni Qarshi shahrida o'lkashunoslik muzeyi faoliyati yo'lga qo'yilib, sohalar bo'yicha muzeylar tashkil etish ishi esa e'tibordan chetda qoldirildi. Qashqadaryo o'lkashunoslik muzeyi 1932 yilda, mazkur muzeyda ish yuritishning asosiy mazmuni, markscha-lenincha mafkurani targ'ib etadigan ko'rgazmalar namoyish etishdan iborat bo'ldi. Muzeylardagi bo'limlar faoliyati ham aynan shu maqsadga

bo'ysundirilgan edi. Ta'kidlash joizki, muzeylarda turli joylarga ekskursiya o'tkazish, ma'lum mavzularda ma'ruzalar, konferensiya, uchrashuv va ko'rgazmalar uyushtirish ham yo'lga qo'yilgan edi.

Sovet davlatining qatagonlik siyosatidan baxshilar ham chetda qolmadi. Chiroqchilik Tog'ay baxshi (1893-1976 yy) 30-yillarda shimoliy Qozog'istonning Sibir yerlari bilan chegaradosh joylariga surgun qilindi va 50-yillarning oxirlarida boshqa qatag'on qurbonlari singari oqlanib, o'z yurtiga qaytib keldi. O'zbekiston SSR Fanlar Akademiyasining Alisher Navoiy nomidagi muzeyida saqlanayotgan o'zbek xalq og'zaki ijodi namunalari orasida Tog'ay shoir Mahmon o'g'li variantlari bilan aytiladigan dostonlari ham bor. Uning o'g'li Shomurod shoir ijodida Vatan, qatag'on yillarining zo'ravonlik va adolatsizligiga qarshi g'oyalar markaziy o'rinni egallagan. Uning "Vatan", "Makkamcholar" dostonlarida ana shunday g'oyalar olg'a suriladi. Shomurod baxshi haqida Moskvadan Ostankino televideniyasida bir nechta ko'rsatuvlar tayyorlangan va u 1985-yilda Qozog'istonda bo'lib o'tgan baxshilarning "Aytis" konkursida "yuksak ijrochilik mahorati uchun" oltin medali bilan mukofotlanadi.

Xullas, 20- 40- yillarida Qashqadaryoda madaniyatning asosiy tarmoqlaridan biri bo'lgan adabiyot va san'atning ahvolini tadqiq etish jarayonida quyidagi xulosaga kelindi: adabiyot va san'atni rivojlantirish bir tomonlama xususiyatga ega bo'lib, insonparvarlik, umuminsoniy qadriyatlarni baholashga keskin partiyaviy mafkura nuqtayi nazardan yondashilishi natijasida madaniy hayot katta zarar ko'rdi. Adabiyot va san'at sohasi xodimlari faoliyati bir xil qolipga solinib, unda "sotsialistik realizm" hukmronlik qildi va ijod ahli uning tamoyillari asosida asarlar yaratishga majbur bo'ldi. Bu davrda yaratilgan badiiy asarlar xalq ijtimoiymaishiy, ijtimoiy-madaniy va ruhiy xususiyatlaridan, muammolaridan ancha uzoq edi.

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MUSTAQILLIK YILLARIDA QASHQADARYODA HUQUQ TARTIBOT ORGANLARI FAOLIYATI

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Annotatsiya: Ushbu maqolada, mustaqillik yillarida huquq organlari faoliyati haqida ma'lumotlar, Qashqadaryoda huquq tartibot organlari faoliyati to'g'risida mulohazalar bildirildi.

Kalit so'zlar: huquq, sud, organ, islohot, davlat, jamiyat, fuqarolar

Mustaqillik yillarida amalga oshirilgan islohotlar sud-huquq sohasini demokratlashtirish va erkinlashtirishga, sud hokimiyatining fuqarolarning huquq va qonuniy manfaatlarini himoya qilish borasidagi roli va ahamiyatini oshirishga zamin yaratdi.

Shu bilan birga, mamlakatni rivojlantirishning zamonaviy talablari va strategik ustuvor vazifalari sud-huquq tizimini yanada takomillashtirishni talab etadi. O'zbekiston Respublikasi Prezidentining "Sud-huquq tizimini yanada isloh qilish, fuqarolarning huquq va erkinliklarini ishonchli himoya qilish kafolatlarini kuchaytirish chora-tadbirlari to'g'risida"gi Farmoni mazkur sohadagi davlat siyosatini sifat jihatidan yangi bosqichga ko'tarib, quyidagi uchta asosiy ustuvor yo'nalishlarni belgilab berdi:

- sud hokimiyatining chinakam mustaqilligini ta'minlash;
- fuqarolarning huquq va erkinliklarini ishonchli himoya qilish kafolatlarini kuchaytirish;
- odil sudlovga erishish darajasini oshirish.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tashabbusi bilan ilgari surilgan 2017–2021-yillarda O'zbekiston Respublikasini rivojlantirishning Harakatlar strategiyasida qonun ustuvorligini ta'minlash va sud-huquq tizimini yanada isloh qilish ikkinchi ustuvor yo'nalish sifatida belgilangani bejiz emas. Zero, davlat va jamiyatni tubdan modernizatsiya qilishda, eng avvalo, fuqarolarning huquq va erkinliklarini ishonchli himoya qilish, sud mustaqilligini ta'minlash, odil sudlovga erishish, qonuniylikni mustahkamlash, korrupsiyaga qarshi samarali kurashish muhim ahamiyat kasb etadi. O'tgan davr mobaynida O'zbekistonda barcha sohalar qatori sud-huquq yo'nalishida ham keng ko'lamli ishlar amalga oshirildi.

Ma'lumki, mustaqil va xolis sudni talab qilish har bir insonning huquqi hisoblanadi. Bu huquq Inson huquqlari Umumjahon deklaratsiyasining 10-moddasi va O'zbekiston Respublikasi qo'shilgan boshqa xalqaro huquq hujjatlarida belgilab qo'yilgan. Faqat mustaqil sudgina har bir fuqaroning ishini sudda xolis va oshkora ko'rish orqali toptalgan haq-huquqlarni himoya qilishi mumkinligiga ishonch uyg'ota oladi. Bu jihatdan Harakatlar strategiyasi asosida amalga oshirilgan islohotlar sud-huquq sohasini demokratlashtirish va erkinlashtirish, sud hokimiyatining chinakam mustaqilligini ta'minlash, fuqarolarning huquq va qonuniy manfaatlarini himoya qilishga zamin yaratdi.

O'zbekiston Respublikasi Prezidentining 2020-yil 29-dekabr kuni Oliy Majlisga yo'llagan navbatdagi Murojaatnomasida ta'kidlanganidek, so'nggi 4 yil davomida sud-huquq sohasini isloh etish borasida dadil qadamlar qo'yildi. Bu yo'nalishdagi ustuvor masalalar yuzasidan 40 dan ortiq qonun, farmon va qarorlar qabul qilindi. Qonun ustuvorligini ta'minlash va sud-huquq tizimini yanada isloh qilish borasida strategik ahamiyatga ega muhim qadam tashlandi.

Jumladan, sudlar mustaqilligini ta'minlash maqsadida, Sudyalari oliy kengashi tashkil qilindi. Shuningdek, Oliy sud va Oliy xo'jalik sudi birlashtirilib, Oliy sud faoliyati takomillashtirildi. Hududlardagi xo'jalik sudlari iqtisodiy sudlar sifatida qayta tashkil etildi, 71 ta tumanlararo, tuman (shahar) iqtisodiy sudiga ishlarni birinchi instansiyada ko'rib chiqish vakolati berildi. Sudya lavozimida faoliyat yuritishning ilk marotaba besh yillik, keyin o'n yillik muddati va muddatsiz davri belgilandi. Sudlarning o'z moliyaviy, moddiy-texnik masalalarini mustaqil hal qilish boradagi vakolatlari adliya organlaridan olinib, Oliy sudga o'tkazildi. Sud tomonidan jinoyat ishini qo'shimcha tergovga qaytarish instituti bekor qilindi. Shaxsning jinoyat sodir etishdagi aybdorligi faqat sud muhokamasida o'z isbotini topgan dalillarga asoslanishi kerakligi qat'iy belgilab qo'yildi. Qiynoqqa solish, ruhiy, jismoniy bosim o'tkazish va boshqa zo'ravonlik holatlari qat'iy taqiqlandi.

Sudda ishlarni ko'rib chiqishda inson huquqlari kafolatlarini yanada kuchaytirish va taraflarning tortishuvchanlik tamoyilini ro'yobga chiqarish maqsadida jinoyat ishlari bo'yicha sudlarda dastlabki eshituv instituti joriy etildi. Sudlar faoliyatining shaffofligi, ochiqqligi yo'lida 10 mingdan ortiq jinoyat ishi sayyor sud muhokamalarida ko'rib chiqildi. Ehtiyot chorasi sifatida qamoqda saqlash va dastlabki tergovning eng yuqori muddatlari kamaytirildi. Sudyalikka nomzodlarni tanlov asosida ishga qabul qilish mexanizmi joriy etilgani alohida e'tirofga loyiq. Ilk bor sudyalik lavozimiga nomzodlarni tanlash bo'yicha imtihon jarayonlarini onlayn yoritib borish amaliyoti yo'lga qo'yildi. Shuningdek, sudyalik lavozimiga birinchi marta tayinlanadigan nomzodlarni ko'rib chiqish muqobilik asosida amalga

oshiriladigan bo'ldi. Albatta, malakali va yetuk sudyalarning korpusini hamda sud apparati xodimlarini tayyorlashning yangi tizimi jamiyatda sud idoralariga bo'lgan ishonchni oshirish, adolat barqarorligi va qonun ustuvorligini ta'minlash, tom ma'noda sudni "Adolat qo'rg'oni"ga aylantirish hamda odil sudlovning yuqori darajaga ko'tarilishiga xizmat qiladi.

Shuningdek, investitsiyaviy nizolar va raqobatga oid ishlar faqat iqtisodiy sudlar tomonidan ko'rib chiqiladigan bo'ldi. Prokurorlarning barcha iqtisodiy sud majlislarida ishtirok etish huquqi bekor qilindi. Endi, bundan buyon prokuror faqat qonunda nazarda tutilgan hollarda yoki prokurorning da'vo arizasi bilan qo'zg'atilgan ishlardagina ishtirok etishi mumkin.

Yana bir e'tiborga molik jihat shundaki, sud ishlarini yuritishda nazorat instansiyasi tugatildi. Sud tizimida ortiqcha sud bosqichlarini bekor qilish orqali "Bir sud – bir instansiya" tamoyili, shuningdek, tumanlararo sudlarning qarorlarini viloyat sudlari tomonidan, viloyat sudlarining birinchi instansiya sudi sifatida chiqargan qarorlarini esa O'zbekiston Respublikasi Oliy sudining sudlov hay'ati tomonidan apellyatsiya tartibida qayta ko'rib chiqish amaliyoti yo'lga qo'yildi. Aybiga iqrorklik bo'yicha kelishuv instituti joriy qilindi. U mamlakatda jinoyat, jinoyat-protsessual qonunchiligining tatbiq etilishi, inson huquqlari, erkinliklari va qonuniy manfaatlarining himoyasi yuqori pog'onaga ko'tarilishida muhim omil bo'lib xizmat qiladi. Xususan, huquq organlari faoliyati to'g'risida birgina Qashqadaryo viloyati misolida ko'rib chiqadigan bo'lsak, Shahrisabz shahridagi "Choshtepa" mahalla fuqarolar yig'inida yangi 2-huquq-tartibot maskani qurib foydalanishga topshirildi.

Tadbirda Qashqadaryo viloyati hokimi, Ichki ishlar boshqarmasi boshlig'i, polkovnik Shuhratjon Satvoldiyev, tuman sektorlar rahbarlari, mutasaddi tashkilotlar hamda keng jamoatchilik vakillari ishtirok etishdi. Mehmonlar huquq-tartibot maskanining afzalliklari, osoyishtalikka mas'ul boshqa tashkilotlarning hamkorligi xaritasi, profilaktika inspektori, xotin-qizlar masalalari bo'yicha inspektor hamda voyaga yetmaganlar masalalari bo'yicha inspektor-psixolog, milliy gvardiya, jamoatchilik vakillariga mo'ljallangan xonalarni o'z ichiga olgan shart-sharoitlar bilan yaqindan tanishdilar.

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VATAN TARIXIDA JALOLIDDIN MANGUBERDI SIY MOSINING AHAMIYATI

Samadova Taxmina Muxiddinovna
Qarshi shahar 34 maktab tarix o'qituvchisi

Annotatsiya. Ushbu maqolada Jaloliddin Manguberdining o'z vatanining ozodligi va erki uchun olib borgan kurashi xamda qaxramonliklari haqida ma'lumotlar berilgan. Jaloliddin Mangu berdi mo'g'ullarga qarshi kurash bilan bir qatorda qo'shni davlatlarni xam mo'g'ullarga qarshi kurashda birlashtira olganligi xamda o'zining davlatini tashkil qilishi va o'limiga qadar judda katta xududlarni idora etganligi yoritilgan.

Kalit so'zlar: Xorazmshox G'azna, Parvon, Chingizxon, Xo'ru, Hindiston, Ozarbayjon, Gurjiston Xolsulton Sind mo'g'ul, Qandaxor.

KIRISH

Fitna uyasiga aylangan poytaxtdagi saroydan ketgan Jaloliddin Niso ostonasida 300 otliq qo'shini bilan uning yo'lini to'sib turgan 700 otliq mo'g'ul qo'shishini yengadi. G'aznaga kelib, yangi kuch to'play boshlaydi. Mo'g'ullar ustidan bir necha bor zafar quchdi. Jaloliddin Qandahor shahrini qamal qilayotgan mo'g'ullarni shiddatli janglardan so'ng tor-mor qiladi, G'aznada Jaloliddin qo'shiniga har tomondan harbiy kuchlar kelib qo'shila boshladi [1]. Xalaj qabilasi harbiy boshlig'i Sayfiddin Ig'roq, Balx hokimi A'zam Malik, Afg'on lashkarining sardori Muzaffar Malik va qarluqlar yo'lboshchisi Al-Hasan qo'shinlari Jaloliddinga kelib qo'shildilar. Jaloliddin Valiyon qal'asini qamal qilayotgan mo'g'ul qo'shinlarini ham yakson qildi. Bu g'alaba xabarlarini Chingizxonga yetib borib turadi va bundan ancha bezovtalangan Chingizxon o'zining eng sinalgan sarkardasi Shiki Xutuqu Nuyon boshchiligidagi 45 ming kishilik qo'shinini Jaloliddinga qarshi yuboradi. Ikki yirik qo'shin Afg'onistonning Parvon shahri yaqinidagi past tekistlikda uchrashadi.

ADABIYOTLAR SHARHI

Ushbu jangda Sulton Jaloliddin o'zining harbiy dahosini yana bir bor namoyon etdi. Jang shavqatsiz, beomon bo'ldi. Jangda Jaloliddin o'ziga xos noyob usullar qo'lladi. Mazkur jangda Jaloliddin qo'shinlari kuchli va makkor mo'g'ul qo'shinlarini tor-mor qiladi. Parvon yonidagi jangda mo'g'ullarning yengilishi ularning Xorazmshohlar davlatiga hujumlari davomidagi birinchi katta mag'lubiyati edi [2]. Shunday qilib, Chingizxon ro'parasidagi raqibi uning o'ziga munosib ekanligini his etadi va u endi qat'iy, hal qiluvchi jangga hozirlik ko'rishning vaqti kelganligini sezadi hamda janga katta tayyorgarlik ko'ra boshlaydi. Jaloliddinning Parvon yonidagi ulkan g'alabasining eng e'tiborli tomonlaridan biri shu ediki, bir qancha shaharlar aholisi bu g'alabadan xabar topib, undan ruhlanib, mo'g'ullarga qarshi isyon ko'tardilar, ularning noiblarini o'ldirdilar.

TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL

Bu mudhish holatdan Jaloliddinning harbiy kuchi keskin zaiflashdi. Oz qo'shin bilan kuchli dushman oldida nochor qolgan Jaloliddin Hindistonga o'tib ketish uchun tayyorgarlik ko'ra boshladi. Lekin Sind (Hind) daryosi bo'yida kemalar tayyorlanayotgan paytda unga qarshi shaxsan o'zi astoydil otlangan Chingizxon, o'z qo'shinlari bilan yetib keldi. Kuchlar nisbati Chingizxon foydasiga keskin farq qilardi. Mag'lub bo'lishiga aqli yetgan Jaloliddin dushman qo'lga asir olinib, haqoratlanmasligi uchun onasi, xotinlari va qizlarini ularning o'zlarining hohish-irodasi bilan daryoga cho'ktirishga farmon beradi. Lekin mo'g'ullar Jaloliddinning 8-9 yoshli o'g'ilchasini asir olib, Chingizxon huzuriga olib kelganlarida, hoqon uning yuragini sug'urib olib, itga tashlashni buyuradi. Buyruq ijro etiladi. Niso viloyatidagi qal'alardan birining sohibi bo'lgan mashhur tarixchi Shahobiddin an-Nasaviy 1224 yildan 1231 yilgacha, ya'ni Jaloliddinning vafotigacha uning eng ishonchli mulozimlaridan biri bo'lib xizmat qiladi. U doimo Jaloliddinning yonida bo'lgan va ko'rgan bilganlarini yozib borgan [3]. Uning yozishicha, bu ikki yirik sarkarda qo'shinlari o'rtasidagi hayot-mamot uchun bo'lgan tarixiy jang 1221 yil 24 noyabr kuni ro'y beradi. Tarixchi Juvayniy esa bu voqeani shunday ta'riflaydi: "Shu kuni tongda Sulton Jaloliddin suv va olov o'rtasida qoldi. Bir tarafda pishqirib oqayotgan Sind daryosi, orqada esa otashdek kuydiruvchi mo'g'ul lashkari. Shunday murakkab sharoitda Sulton o'zini yo'qotmadi va dushman bilan olishuv yo'lini tanladi". Bu tengsiz jangda Jaloliddin bor shijoat, mahorat va quvvatini ko'rsatib jang qilib, hatto mo'g'ul lashkarlarini ham lol qoldirdi. Lekin Chingizxon qo'shini soat sayin ko'payib borardi. Oxirgi marta katta urinish bilan qo'shinni bir oz chekinishga majbur qilib, jilovni orqaga burdi va sovutini yechib tashlab, otga qamchi urdi. Qirg'oqdan turib 10 gaz yoki undan ortiqroq balandlik masofadan daryoga sakradi. Dovyurak arslon misoli daryoni kechib o'tdi va narigi sohilga chiqib oldi. Chingizxon bu

holatni ko'rib otini daryo qirg'og'iga yeldirib keldi. Sulton bir shamshir, nayza va qalqon bilan daryodan o'tgan edi. Chingizxon bu holni ko'rib o'g'illariga yuzlanib aytdi: "Mard otaning o'g'li shunday bo'lmog'i lozim! Suv va olovning ikki girdobidan qutulib, najot sohiliga yetdimi, undan beadam ishlar va behisob tahlakalar tug'ilajak".

Jaloliddin o'z qo'shinini ahvolini ancha yaxshilab oladi, asta-sekin qo'shini soni, qudrati oshib boradi. Hatto o'z nomidan tanga zarb qildiradi, barcha viloyatlarda namozda uning nomini xutbaga qo'shib o'qiladigan bo'ladi.

Jaloliddin Hindistonda turli xil janglar va fitnalarni boshdan kechirib, uch yilu 7 oy hukmronlik qildi. Bu yerda u katta davlat barpo qildi. Unga tevarakdan yangi-yangi kuchlar kelib qo'shiladi. Jaloliddin o'z davlati chegaralarini kengaytirib, katta kuch to'plab, so'ng mo'g'ullar bilan hisob-kitob qilishni qalbining eng to'riga tugib qo'ygandi. Shu maqsadda o'zining harbiy yurishlarining dastlabkisini Iroqqa lashkar tortishdan boshladi. Iroq va eronning obro'li amaldorlari Jaloliddin tomonga o'tdilar. Misr va Suriya hukmdorlari ham Jaloliddinga tobeliklarini bildirib, elchi yubordilar. 1226 yilgacha Jaloliddin Ozarbayjon va Gurjistonni jang bilan egalladi. 1227 yil 5 sentabrda Jaloliddin Isfahon yaqinida eronni mo'g'ullardan himoya qilib, ular ustidan katta g'alabani qo'lga kiritadi.

Shu yili Chingizxon vafot etishi munosabati bilan chingiziylar bir oz muddat o'z ichki ishlari bilan ovora bo'ladilar. Ularning ayrim rahbarlari hatto bundan buyon Jaloliddin bilan yaxshi munosabatda bo'lishga ham harakat qiladilar.

XULOSA VA MUNOZARA

Shunday qilib, Chingizxon boshliq mo'g'ul istilochilarining 1219 yilning oxirlarida Oloviddin Muhammad Xorazmshohning nihoyatda katta va kuchli imperiyasi hududlarini egallash uchun boshlagan yurishlari shaxsan shohning o'zi yo'l qo'ygan va tuzatib bo'lmaydigan xatolari tufayli hudud xalqlari boshiga, fojeali qora kunlarni soldi. Yuzlab shahar-qishloqlar, turli inshootlar vayron qilinib, yer bilan yakson bo'ldi. Xorazmshohlar dushman kuch- qudratini hisobga olmaganligi, o'ziga tobe hududlar xalqlarini himoyasiga uyushtirmaganligi bir necha yuz minglab aholining yostig'i qurishiga, o'z saltanatining butunlay qulashiga, o'zining esa kimsasiz bir orolda shon- shuhratsiz o'lim topishiga sabab bo'ldi. Mo'g'ullarning istilosidan so'ngi yurtimiz hududlari holatini tasvirlash nihoyatda og'ir. Bu hududlarda gullabyashnab borayotgan shahar va qishloqlar bamisoli kultepaga aylandi, hayot butunlay izdan chiqdi, bir mahallar aholisi gavjum bo'lgan guzarlar, bozorlar, vohalar, savdo yo'llari bo'm-bo'sh bo'lib qoldi [4]. Chingizxon o'limidan avvalroq o'zi bosib olgan ulkan imperiya hududlarini to'rtala o'g'liga taqsimlab bergandi.

Jumladan, ikkinchi o'g'li Chig'atoyga bizning hududlarimiz bo'lmish Movaraunnahr, Xorazmning Sharqiy hududlari, Sharqiy Turkiston, Yettisuv, shuningdek, Balx, Badaxshon, Qobul, G'azna va Sind daryosigacha yerlarni berdi. Bu yerlar Chig'atoy ulusi deb atalib, ularning hukmronligi boshlandi. Mo'g'ullar bosqini o'lkamiz xalqlarining moddiy va ma'naviy, taraqqiyotini bir necha yuz yillar orqaga surib yubordi. Yozma manbalar, nodir, bebaho kitoblar yondirildi, oyoq osti qilindi. Ular xalqimizning turli sohadagi arboblarni, olimu-donolarini, ulug' kishilarini juda ko'pchiligini qirib tashladi. Umuman, taraqqiyotga shu qadar katta zarba berildiki, uni XIV asrning deyarli yarimlariga qadar ham tiklash juda mashaqqatli bo'ldi. Xalqimizning bunday og'ir kunlarda ham ozodlikka intildi va uning uchun kurashdi. Bu kurashga boshchilik qilish Turonzaminning, xususan, Xorazm xalqining jasur farzandi Jaloliddin Manguberdi chekiga tushdi. Darhaqiqat, o'n gulidan bir guli ochilmagan, endi o'ynab-kulish payti yetgan Jaloliddin shum tole taqozosi bilan hayotning juda murakkab va og'ir sinovlariga duch keldi. U bu sinovlarga bardosh bera oldi. To'g'ri, beayb parvardigor deganlaridek, kurashlar jarayonida bilib-bilmay ayrim jiddiy xatolar, kamchiliklarga yo'l qo'ydi. Lekin o'z xalqi, o'z mamlakati, o'z saltanati, o'z g'oyasi uchun umr bo'yi astoydil kurashdi. O'zining sarkardalik qobiliyati, jasurlik xususiyatlari va boshqa ijobiy xislatlarini to'liq namoyon eta oldi.

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TURK XALQLARI TARIXIGA NAZAR

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Annotatsiya. Turkiy xalqlar etnografiyasi, tarixi va madaniyatini rivojlantirishga xizmat qiladigan manbalar bilan shug'ullanish bugungi kun tadqiqotlarida kam uchraydi. Turkiy xalqlar, shu jumladan o'zbeklarning qadimiy qadriyatlari, urf-odatlarini ulardagi boy ma'lumotlarni o'rganish, yosh avlodga yetkazish dolzarb vazifadir. Mazkur maqolada o'zbek xalqining etnogonik manbalari, ular ustida olib borilgan tadqiqotlar bilan yaqindandan tanishtiradi va ularning bugungi fanda tutgan o'rni masalalarini tahlil qiladi.

Kalit so'zlar: o'zbek, etnogoniya, etnogenezi, etnik tarix, turkiy xalqlar, O'rxun-Yenisey yodgorliklari, folklor manbalar.

KIRISH

Xalqning paydo bo'lishiga oid har qanday ma'lumotlar, ularning turli guruhlari, qabilalari shuningdek, yirik etnik birliklar yoki uyushmalar tarkibiga kiradigan kichikroq birliklari to'g'risida bilimlar beradi. Shartli ravishda xalq etnogoniyasi deb atalib kelgan xalq bilimlari sohasi azaldan tadqiqotchilarni qiziqtirib kelgan. Ushbu soha nafaqat xalq ma'naviy madaniyatining bir qismi sifatida, balki qimmatli tarixiy- etnografik manba sifatida ham muhimdir, chunki har bir xalq, qabila va urug' har doim o'z kelib chiqishi, boshqa guruhlar bilan qarindoshligi va shajarasi bilan qiziqib kelgan. Bu bo'yicha o'z g'oyalariga ega bo'lib, ular ko'p asrlar davomida to'planib, saqlanib yoki og'zaki ravishda avloddan-avlodga o'tib kelmoqda. O'z-o'zidan ma'mumki, bunday ma'lumotlar tadqiqotchiga tarixiy faktlar ishlash bilan bir qatorda bir-biridan ajratish, qiyoslash va tahlil qilish vazifasini yuklaydi.

ADABIYOTLAR SHARHI

Turkiy xalqlar etnogenezi, etnik tarixi va etnografiyasi bilan shug'ullangan tarixchi, elshunos, manbashunos, arxeolog olimlar K.Sh.Shoniyozov, A.A.Asqarov, B.Ahmedov, Iso Jabborov, O.Bo'riev, M.Usmonov, O'.Nosirov, A.M.Malikov, M.Sh.Usmonov va boshqa bir qator mahalliy tadqiqotchilar ilmiy izlanishlarida o'zbek xalqi etnogonik manbalari xususida ma'lumotlar uchraydi. Biroq mahalliy olimlar tadqiqotlarida aynan o'zbek xalqi etnogoniyasi bevosita tadqiq etilmaydi. Uning nazariy masalalari, xalqning kelib chiqishi haqida ma'lumot beruvchi manba sifatida o'rganish yondashuvi ishlab chiqilmadi. Rus va ingliz tadqiqotchilari S.M.Abramzon, G.N.Prokofev, R.R.Gallyamov, P.Golden va boshqa tadqiqotchilar maqolalarida bu masalaga e'tibor chuqurroq berildi.

TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL

Mahmud Koshg'ariy davrida turklarning kelib chiqishi haqidagi bilimlar susaygan yoki bostirilgan, islomiy va yahudiy (xazarlar) nasabnomalari bilan almashtirilgan, faqat afsonaviy turkiy qahramon Alp Ar Tonga haqida qisqa ma'lumotlarga ega bo'lgan. Qoraxoniylar davridagi asarlarda, ko'pincha Eron urf-odatlarini aks ettirilgan. Turli xil turkiy xalqlarni ta'riflash haqidagi ertaklarida muqaddas tog', daraxt (hayot), g'or (ajdodlar) bilan tanish bo'lgan "afsonaviy qarash" mavjud. Ashina-Turklar asli ertaklarida u yoki bu shaklda qo'shilgan suv va ayol hudo timsolida gavdalanadi. [2,317]

G.N.Prokofevning "Ob-Yenisey havzasi xalqlarining etnogeniyasi"[4] maqolasida Ob-Yenasoy havzasida yashagan xalqlarning etnogeniyasi masalasini umumiy ma'noda yoritib bergan.

Xalqning etnogeniyasini ifodalaydigana afsonaviy mavzular, tarixiy rivoyatlar, asotir va miflarni ma'lum darajada, tarixiy folklor deb qaralishi mumkin. Ammo ba'zida xalq etnogeniyasi haqidagi materiallarni folklorga bog'lab, xalq haqidagi ma'lum etnografik bilimlardan chetlab o'tiladi, ya'ni tarixiy fakt sifatida qaralmaydi.

O'zbek folklor asarlari o'zining hayotiyliigi, ijtimoiy tabiati, g'oyaviy mohiyati hamda o'ziga xos badiiy xususiyatlari bilan ajralib turadi. Xalqning mashg'uloti, urf-odati, turmush sharoiti, orzu-istagi, kurash va g'alabalari, uning mohiyati va g'oyaviy mazmuni aks ettiriladi. Folklor asarlarining xalqchilik xususiyati ularning hayotiyliigi va qaysi bir dunyoqarashni himoya qilishi bilan bog'langan bo'ladi.

Xalq og'zaki ijodining o'z ijodiy metodi mavjud bo'lib, uni shartli ravishda romantizm tipidagi ijodiy metod deyish mumkin, chunki folklor asarlarida fantastika, badiiy uydirmalar, hayotiy asos bo'lishi, yo'g'rilgan xayoliy voqea va hodisalar hayotni tasvirlashning o'ziga xos uslubi sifatida namoyon bo'ladi.

Turkiy xalqlar mifologiyasida jamiyat tafakkurining badiiy in'ikosi yotadi. "Avesto"ning mifologik asoslaridan, O'rxun-Yenasoy bitiklaridagi folklor mativlardan, qadimgi turkiy tarixiy doston va nasriy asarlar "O'g'uznoma", "Kitobi dadam Qo'rqu", "Qutadg'u bilig", "Hibatu-l-xaqoyiq", "Qissai Rabg'uziy"ning folklor an'analari etnogenik bilimlarni alohida olib chiqish, sohaga oid yangi bilimlarni takomillashtiradi. Qahramonlik afsonalari bo'lgan "To'maris" va "Shiroq", tarixiy voqealarning izohlanishi, rasm-rusumlar, geografik nomlar ifodalangan Qirg'iz, Guldursun, Hazorasp, Dalvarzon tepa afsonalari, xalq dostonlari: "Alpomish", "Go'r o'g'li" dostonlar turkumi, maqol va matallar, topishmoqlar, askiya va latifa, lof va og'zaki dramalar, xalq qo'shiqlari (tarixiy qo'shiqlar), o'zbek marosim folklorlarini ham etnografik g'alvirdan o'tkazish, kelajak avlodga xalqning yangi va yangicha yondashuv asosida o'rganilgan etnogenik bilimlarini beradi.

Sobiq ittifoq davrida o'zbeklarning qadimiy qadriyatlarini, urf- odatlari va xalqchilik g'oyalarini aks ettirgan, minglab misralari jild-jild kitoblarni tashkil etadigan folklor asarlariga zamonasozlik sinfiylik, partiyaviylik nuqtayi nazaridan baho berildi. Jumladan, xalqimizning ma'naviy qahramoniga aylangan Alpomish obrazi ham qattiq tanqid qilindi. Aniqrog'i, unga tuhmat qilindi, ta'na toshlari otildi. Bunga qadar doston ayovsiz tanqid qilinganiga qaramay, O'zbekiston Kompartiyasi Markaziy Komitetining 1952 yil 21-22 fevraldagi mafkuraviy masalalarga bag'ishlangan X plenumida "Alpomish" dostoni "tanqid qilinmayotgani va uning xalqqa qarshi qaratilgan zararli xarakteri ochib berilmaganligi" ta'kidlanib, bu – kamchilik va xato sifatida ko'rsatildi.

Qadimgi turkiy yozma yodgorliklarda turk-budda she'riyati manbalari hajm jihatidan keng bo'lgani bois, janr xususiyati va ma'no-mazmun ko'lamiga ko'ra, alohida to'xtalishni talab qiladi. Turk-budda she'riyati tarixiy-madaniy jarayonlardan hamda badiiy tafakkur sintezi mahsuli o'laroq yuzaga kelgan, ular yozma yodgorliklarning genezisida alohida o'rin tutganligi hamda ijtimoiy hayotga kuchli ta'sir etganligi bilan diqqatga sazovor. Turk-budda she'rlariga ma'naviy muhitni anglatish va obrazli tafakkurni boyitish uchun samoviy kultlar bilan bog'liq

turli mifologik obrazlarning qoldiqlari singdirilgan. Masalan, Shoir Prata (Pratya- Shri)ning "Donishmandlik haqida" deb nomlangan she'rini olaylik. She'r, an'anaga ko'ra, Budda ta'limoti, donishmandlik, Nirvanaga yetishganlar haqida. Eng muhimi, bu davrda yozilgan she'rlarda samoviy kultlar alohida o'rin egallaydi. She'r ancha katta hajmda, shuning uchun uni qisqartirib ko'rib chiqamiz: "Donishmand, yaxshi fazilatli, xudoning marhamatiga ta'zim bilan" (8) Borliqdagi (faqatgina) gunohsiz hisoblanib, sohibkaromat bo'lib, / chunki siz go'yo oy va yulduzlardan ham ajraldingiz, / barcha boshqa yaxshi fazilatlar orasida / siz barchasidan a'losiz, turli usullarda ko'klarga ko'tarilgansiz. (10) Xuddi Quyosh xudosi eritgani singari olovda / qor, qirov, muz eriydi va shunga o'xshab / barcha qayg'ular, o'ch, og'ir kasalliklar – / o mening otam (donishmandim)! – sizning marhamatingiz tufayli yo'q bo'ladi.

XULOSA VA MUNOZARA

Etnogoniya sohasidagi xalq bilimlari o'tgan va qisman hozirda dunyoning ko'plab etnik jamoalari orasida keng tarqalgan. Qiyosiy-tarixiy tahlillar, etnogonik manbalar xalqning etnik tarkibi va uning o'zgarishi, urug'lar, qabilalar va nasabnomalari, tarixiy, ijtimoiy va etnik madaniy aloqalar to'g'risidagi haqqoniy ma'lumotlarni aks ettirishini asoslaydi. Tarixiy-etnografik tadqiqotlar uchun turkiyzabon o'zbek xalqining o'tmishidan bugungi kunigacha, ajdodlardan-avlodlarga o'tib, saqlanib kelayotgan tarixiy- folklor manbalarini tadqiq etish, o'zbek xalqining etnogoniya sohasidagi ma'lumotlarini nafaqat boyitadi, balki xalqning etnogenezi, etnik tarixi, etnografiyasiga oid bilimlarni rivojlantiradi.

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STEAM YONDASHUV TA'LIM JARAYONINI HAQIQIY HAYOT BILAN BOG'LOVCHI TEKNOLOGIYA

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Anotatsiya: Maqolada ta'lim jarayoniga STEAM yondashuv asosida o'quvchilarni kundalik faoliyatida duch keladigan amaliy mehnat va muammolarni yechishni o'rgatishga qaratilgan ma'lumotlar ko'rsatib o'tilgan.

Kalit so'zlar: STEAM yondashuv, an'anaviy yondashuv, ma'lumot olish, tahlil qilish va sintezlash imkoniyati, ijodiy-kreativ fikrlash, ijodkorligini tarbiyalash, yangiliklar yaratishga bo'lgan qiziqishlarini rivojlantirish.

Ta'lim – mamlakat kelajagining ko'zgusi. Davlat o'zining kuchli tomonlarini, rivojlanish zonalarini ko'rib, milliy ta'lim dasturini to'g'ridan-to'g'ri ta'lim tizimining poydevoriga

moslashtiradi. Sanoatlashtirish davrida savodxonlik va ish qobiliyatlari muhim ahamiyatga ega edi [1]. Postindustrial davrda yoshlar rivojlanishining texnologik jihatlari oldinga chiqdi. Natijada raqamli inqilob – Internet, kompyuterlar, axborot texnologiyalari yuzaga keldi. Lekin vaqt o'tishi bilan mahsulotning sifati, uning ishlashi, ishlab chiqaruvchanligi uni ishlatish qulayligi kabi jihatlari muhim emasligi aniqlandi. Ushbu jarayonda ta'limni ayrim bosqichlarida islohat qilish va ilg'or zamonaviy texnologiyalardan foydalangan holda amalga oshirish ishlari rivojlanib ketdi. 2018-yildan boshlab mamlakatimizda ham ta'limga zamonaviy yondashuv turlaridan STEAM ta'lim texnologiyasi joriy qilindi.

Bunga ko'ra STEAM yondashuv quyidagi ma'noni anglatadi. STEAM (S-fan, T-texnologiya, E-muhandislik, A-san'at, M-matematika) – ilm-fan, texnologiya, muhandislik, san'at va matematikani birlashtiruvchi zamonaviy yondashuv.

STEAM yondashuvning o'zlashtirishga ta'siriga e'tibor qaratadigan bo'lsak, STEAM yondashuvning asosiy g'oyasi nima ekanligi ya'ni amaliyot nazariy bilim kabi juda muhimligini eslatib o'tamiz. Ya'ni, o'rganish vaqtida biz nafaqat miya, balki qo'llarimiz bilan ham ishlashimiz kerak. Dars vaqtida bilim olish tez o'zgaruvchan dunyo bilan mos kelmaydi. STEAM yondashuv bilan an'anaviy yondashuv o'rtasidagi asosiy farq, bolalar turli mavzularni muvaffaqiyatli o'rganishi uchun ularning aqli va qo'llarini baravar ishlatishidir [3]. Ular bilimlarni o'zlari uchun "o'zlari" o'rganadilar.

Aql-idrok – maqsadga eng samarali tarzda erishish mumkin bo'lgan, ya'ni vaqt va resurslarni kam sarflash bilan erishish mumkin bo'lgan bilishni tashkil etish qobiliyatidir. Maktab o'quvchilarining aqliy rivojlanishi va mazmunga zamonaviy nuqtai nazar kognitiv tuzilmalar haqidagi nazariy g'oyalar bilan chambarchas bog'liq bo'lib, u orqali inson atrof muhit haqida xulosa chiqaradi, keladigan barcha yangi taassurot va ma'lumotlarni tahlil va sintez qiladi. Ular qanchalik rivojlangan bo'lsa, ma'lumot olish, tahlil qilish va sintezlash imkoniyati shunchalik yaxshi tushuniladi hamda idrok etish osonlashadi [5].

STEAM atamasi ilk marta amerikalik bakteriolog olim tomonidan 1990 yillarda Amerika Qo'shma Shtatlarida yuqori texnologiyalarga ega kompaniyalar o'zining ko'pchilik kadrlarining yangi texnologiyalarni qo'llashda yetarli malakasi yo'qligi muammosi kelib chiqishi natijasida vujudga kelgan va bugungi kunda hukumat darajasida ta'lim tizimida joriy etilgan. STEAM o'ziga tabiiy fanlar, texnologiya, injenerlik san'ati, ijodkorlik, matematika fanlarining amaliy jihatlari umimlashtirib integratsiyalashni nazarda tutadi [2].

STEAM yondashuvi nafaqat o'rganish metodi, balki fikrlash usuli hamdir. STEAM ta'lim muhitida bolalar bilimga ega bo'lib, shu bilimdan foydalanishni darhol o'rganadilar. Shuning uchun ular o'sib, haqiqiy dunyoda istalgan hayot muammosiga duch kelganda, bu xoh ifloslanish yoki iqlimning global o'zgarishi bo'lsin, bunday murakkab masalalarni faqat turi fanlardan olgan bilimlarga tayanish va birgalikda ishlash orqali hal qilish mumkinligini tushunadilar. Faqat bitta fandan olingan bilimga tayanish yetarli emas [3]. STEAM yondashuvi o'rganish va ta'limga bo'lgan munosabatimizni o'zgartiradi Hozirgi kunda o'qituvchilarning asosiy vazifasi mamlakatda amalga oshirilayotgan ijtimoiy-iqtisodiy islohotlar, rivojlangan xorijiy mamlakatlarning ilg'or tajribalari hamda ilm-fan va zamonaviy axborot-kommunikatsiya texnologiyalariga asoslangan holda darsni tashkil etish, ma'naviy barkamol va intellektual rivojlangan shaxsni tarbiyalashdan iboratdir.

Bugungi davr talabi dunyo ta'limi oldiga katta vazifani qo'yimoqda ya'ni bolani kelajakdagi jamiyatda yashashga tayyorlashi kerak. Bunda birinchi navbatda tez o'zgarayotgan axborot bilan ishlaydigan kasblar bilan bog'liq xususiyatlarni bolada shakllantirish lozim [4]. Axborotni olish, qayta ishlash va amaliyotda foydalanish STEAM – ta'limi dasturining asosini tashkil etadi. STEAM–yondashuv bolalarga dunyoni tizimli ravishda o'rganishga, atrofda ro'y berayotgan jarayonlarni mantiqiy mushohada qilishga, ulardagi o'zaro aloqani anglab yetishga, o'zi uchun yangi, noodatiy va qiziqarli narsalarni ochishga imkon beradi.

Qandaydir yangilikni kutish orqali bolada qiziquvchanlikni rivojlantiradi; o'zi uchun qiziqarli masalani aniqlab olishni, uning yechimini topishning algoritmini ishlab chiqishni, natijalarini tanqidiy baholashni, fikrlashning muhandislik stilini shakllantirishga olib keladi [5].

Jamoaviy faoliyat komandada ishlash ko'nikmalarini shakllantiradi. Bularning barchasi bola rivojlanishini yuqori bosqichga ko'tarilishini va kelajakda to'g'ri kasb tanlashiga zamin yaratadi.

O'quvchilar amaliy ko'nikmalarga e'tibor qaratish orqali irodasini, ijodkorligini, moslashuvchanligini rivojlantiradi va boshqalar bilan hamkorlik qilishni o'rganadi. Ushbu ko'nikmalar va bilimlar asosiy ta'lim vazifasini tashkil etadi, ya'ni ta'lim tizimining bosh maqsadi hisoblanadi. Bir so'z bilan aytganda STEAM zamon talablari asosida xalqaro miqyosda o'quvchilarga ta'lim-tarbiya berishda umumta'lim fanlari bo'yicha fanlararo bog'lanish va amaliy yondashuvni kuchaytirishga qaratilgan umumiy reja. STEAM – ta'limining an'anaviy ta'limdan farqi nimada? Umumta'lim maktablarida an'anaviy ta'lim o'quvchilarda muayyan fan yo'nalishida DTS asosida belgilangan bilim, ko'nikma va malakalarni shakllantirishga qaratilgan [3].

STEAM – ta'limi DTS asosida beriladigan bilim, ko'nikma va malakalarning ilmiy jihatdan qanday qilib kundalik hayot bilan bog'liqligini ko'rsatish orqali sinfdagi dars mashg'ulotlari va maktabdan tashqari ta'lim jarayonida o'quvchilar-ning o'quv tadqiqotlarini o'tkazish, tajribalarni bajarib ko'rish, loyihalashtirishga yo'naltirilgan ijodkorligini tarbiyalash, yangiliklar yaratishga bo'lgan qiziqishlarini rivojlantirishga qaratilgan.

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XXI ASRNING IKKINCHI YARMIDA O'ZBEKISTON ADIBLARINING IJTIMOY-MADANIY HAYOTDAGI O'RNI.

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Annotatsiya. Mazkur maqolada O'zbekiston ziyolilarining mamlakat ijtimoiy-madaniy hayotiga sezilarli ta'sir qilganligi, ziyolilarining tashabbusi bilan milliy madaniy merosni tiklash, tarixiy me'moriy yodgorliklarni himoya qilish va saqlash shuningdek, O'zbekistondan olib ketilgan tarixiy madaniy yodgorliklarni respublikaga qaytarish kabi keng ko'lamli ishlar yo'lga qo'yilishi, teatr, kino va o'zbek tilini rivojlantirish borasida olib borgan faoliyatlari bayon qilingan.

Kalit so'zlar: Ma'naviyat, urf-odat, jamiyat, tarixiy va madaniy yodgorliklar, teatr, ijodiy aloqalar, xalqaro festival, kino, roman, O'zbekiston Respublikasining Davlat tili, ozodlik, mustaqillik.

Istiqlol yillari mustaqillikni mustahkamlash, respublikada turli sohalarda amalga oshirilayotgan islohotlarni jadallashtirishda, mamlakat ma'naviy, madaniy hayotini yuksaltirishda respublika adiblari va ziyolilarini keng jalb qilish va ularning ijodiy faoliyatini rivojlantirish muhim o'ringa egadir. Ijod erkinligiga keng yo'l ochib berilishi, uni turli mafkuraviy qoliplardan holi etilishi yangi ilmiy-badiiy asarlarning yuzaga kelishini ta'minladi. Bugungi davlat siyosati darajasiga ko'tarilgan olim va mutafakkirlarning nomlarini abadiylashtirish ziyolilar ijtimoiy mavqeini ma'lum darajada ko'tarishga xizmat qiladi.

O'zlikni anglashdagi harakatlar XX asr 80-yillarining ikkinchi yarmida nisbatan rivojlanib bordi. Lekin 80-yillarning o'rtalarida boshlangan "qayta qurish" siyosati respublika ziyolilari ijodiga ta'sir etmasdan qolmadi. Ma'naviy jabhada ham ma'muriy buyruqbozlik tizimining mavjudligi, uzoq yillar davomida davom etib kelayotgan mustabid tuzumning milliy urf-odatlarimizni inkor etib, butun mamlakatda "sotsialistik madaniyat"ni shakllantirish borasida olib borilayotgan g'ayriilmiy siyosati hamma sohada tushkunlik va turg'unlik mexanizmini yuzaga keltirayotgan edi.

O'zbek ziyolilarining tashabbusi bilan milliy madaniy merosni tiklash, tarixiy me'moriy yodgorliklarni himoya qilish va saqlash shuningdek, O'zbekistondan olib ketilgan tarixiy madaniy yodgorliklarni respublikaga qaytarish kabi keng ko'lamli ishlar yo'lga qo'yildi. Tom ma'noda 80-yillarining ikkinchi yarmidan boshlab O'zbekistonda "Meros" dasturi amalga oshirila boshlandi[1].

Shu kabi keng ko'lamli ishlar yangi bir tashkilot – "Bobur jamiyati"ning tuzilishi bilan yanada rivojlanib bordi. Jamiyat birinchi ekspeditsiyasini 1989 yilda tashkil etdi. Shundan keyin "Farg'ona madaniyatini tiklash", "Madaniy merosga ixlos" kabi yoshlarimizda milliy g'ururni tarkib toptirishda xizmat qiladigan jamiyatlar vujudga keldi.

Ma'lumki, muzeylar xalqning milliy o'zligini anglashida muhim ahamiyat kasb etadi. Shunday ekan "qayta qurish" yillarida tarixiy va madaniy yodgorliklarni asrash, muhofaza etish, muzeylar faoliyatini yaxshilash kabi muammolar eng muhim masalalardan biri sifatida kun tartibida turdi. Lekin "qayta qurish" yillarida ham kommunistik mafkura ustuvorligi ma'lum darajada sezilib turarkan, muzeylardagi eksponatlarning ko'pchiligida buni payqash mumkin edi. 80-yillarning ikkinchi yarmida respublikamizda 9310 ta tarixiy va madaniy yodgorlik hisobga olingan bo'lib, shundan faqat 6466 tasi davlat muhofazasida edi[2].

San'atning teatr sohasida inqirozli davrlari jamiyat hayotining tarixan burilish nuqtalari davrida ham mavjud bo'lgan. XX asr boshidan boshlangan kino san'ati keyin zangori ekran, yangi davrdagi estrada san'ati kabilar teatrni siqib chiqarayotgandek edi. Lekin teatr san'ati dunyoda ham, respublikamizda ham sharoit qanchalik og'ir va murakkab bo'lmasin rivojlanishdan to'xtamadi. Teatr sohasi O'zbekistonning mustaqillik yillarida yangi ijtimoiy-iqtisodiy va siyosiy sharoitlarga moslashib, o'z mavzusi va o'z qahramonlarini topib, uslub va vositalarini yangilab, ma'naviy hayotda o'z mavqei va o'rnini mustahkamlab keldi. Muhimi, ma'naviyat va ma'rifatning boshqa sohalari qatorida teatr san'atida ham o'zgarishlar va yangilanish jarayoni boshlangan edi.

Kommunistik mafkura hukmronligi davrida respublikamiz teatrlariga katta cheklovlar mavjud edi. Faqat Toshkentdagi teatrlargina hisobot berish maqsadida Markazga xizmat safarlari (gastrol) uyushtira olar edi. Yevropaning rivojlangan mamlakatlariga chiqishga umuman ruhsat yo'q bo'lib, faqatgina 80-yillardan ahvol birmuncha yumshadi. 1980 yilda respublikamiz bo'yicha faoliyat ko'rsatgan 28 ta teatr muassasalariga[3] shu yilning o'zida 893,2 ming nafar tomoshabin tashrif buyurdi. Bu davrda 100 dan ziyod teatr san'ati xodimlari Yevropa va Osiyoning 40 dan ortiq mamlakatlarida ijodiy safarda bo'ldilar. Birgina Bahor xalq

raqs ansambli 1978 yilning o'zida Italiyaning 15 ta shahrida, Malta orolida, Fransiyaning 14 ta shahrida konsertlar berdi. 1984 yilda ansambl dunyoning 8 ta davlati: Iordaniya, Peru, Gretsiya, Avstraliya, Portugaliya, Yangi Zelandiya, Niderlandiya, Efiopiyada bo'lib o'tgan dekalarda muvaffaqiyatli qatnashdi.

Yangi davrda ijodiy aloqalarni kuchaytirish, integratsiya jarayonini yaxshilash borasida shart-sharoit, huquqiy asos yaratildi. Faqat poytaxt teatrlari emas, viloyatlardagi bir qator teatrlar ham ikki tomonlama aloqalar o'rnatib, dunyoning turli mamlakatlaridagi xalqaro festivallarda qatnashib, ham o'z san'atlarini namoyish etib, ham jahon teatr san'atidagi tendensiyalardan ijodiy foydalanib keldilar. Xususan, O'zbek Milliy akademik drama teatri, O'zbekiston Yoshlari teatri, Alisher Navoiy nomidagi Katta akademik opera va balet teatri, O'zbekiston davlat drama teatri, Rus akademik drama teatri, Qarshi shahridagi "Eski machit" teatr-studiyasi, Respublika qo'g'irchoq teatrlarining faoliyatida sezilarli siljishlar kuzatildi.

Biroq shu bilan birga o'z qobig'iga o'ralib qolgan, jahon teatridagi o'zgarishlardan bexabar, yangi sharoitlarda ishlashga ko'nikmagan teatr jamoalari ham bor edi. Respublikamizda "Sharq va G'arb: teatr san'ati", "Navro'z", "Humo" nomli xalqaro, "Andijon bahori", "Sarhisob", "37+1", "Debyut", "Seni kuylaymiz, zamondosh!" respublika festivallari o'tkazildi, biroq qo'g'irchoq teatrlari ichki teatr festivallari bilan cheklanib qoldi[4].

80-yillarning oxirida kino san'atida ham sezilarli siljishlar kuzatildi. Xususan, o'zbek kinosi tarixida ismi sharifidan ko'ra filmlari ko'proq mashhur bo'lgan rejissorlar ko'p bo'lmasada, rejissor va kinodramaturg Zulfiqor Musoqov yaratgan kinoqahramonlar rejissoriga nisbatan xalq orasida mashhurroq. Jumladan, "Bozorboy va uning o'g'li"dagi Abdullajon, "Osmondagi bolalar"dagi Hamdam, Lola, Baxtiyor, "Vatan"dagi Gunafsha va Qurbon o'zbek kinomuxlislarining sevimli qahramonlariga aylangan. Kinofilm voqeligida yaratilgan bunday obrazlarning xarakteri, harakati va ularning gaplari qisqa vaqt ichida xalqning "o'ziniki" bo'lib ulgurdi. Ijodiy faoliyatini sobiq sovet davrida, boshqacha aytganda, qat'iy sovetcha mafkura talablari asosida boshlagan rejissor esa o'z kinomuxlislari qalbini zabt eta oldi.

Shu asnoda, respublikamiz mustaqillikka erishganidan so'ng birin-ketin saviyali kinofilmlar suratga olindi. Jumladan, "Bomba" (1995), "Yaratganga shukur" (1997), "Kichkina tabib" (1998), "Oyijon" (2000) filmlari ham xalq orasida mashhur bo'ldi. Kutilmagan voqeliklarga to'la mazkur kinofilmlarda ikki asosiy xususiyat ko'zga tashlanadi. Birinchisi – sobiq sovet tuzumi yemirilgach, ijtimoiy-iqtisodiy jihatdan og'ir o'tish davrida Ushbu filmlar o'z tomoshabinini sehirli mo'jizaga ishontira olgan. Ikkinchisi – o'tish davridagi murakkab psixologik ijodiy tanglik mazkur filmlarda aks etmaganligidadir. O'zining sobiq sovet davlatidagi ayrim hamkasblaridan farqli tarzda rejissor Z. Musoqov sovet tuzumida urf bo'lgan "xalqlar do'stligi" tamoyillarini qoramadi. Aksincha rejissor o'zi ulg'ayib, kamol topgan muhitdagi o'ziga xos barcha millatlar o'zaro hamjihatligi prinsipini deyarli har bir asarida namoyish etdi.

Sobiq Ittifoq davrida sovet mafkurasi olimlarimiz uchun o'tmish ajdodlar merosini o'rganishga qisman imkon bergan bo'lsa, buning evaziga ular oldiga juda katta talablar ham qo'yib keldi. "Kommunistik partiyaviylik", deb atash mumkin bo'lgan talabning mazmuni shunday ediki, ular o'tmish merosimizda ko'proq sovet g'oyalarini quvvatlovchi, bu g'oyalarning butun xalq ongiga mustahkam o'rnashuviga xizmat qiluvchi, ammo agar nimaiki ushbu g'oyalarga zid kelish ehtimoli kuzatilsa, buni zudlik bilan inkor qilish, zarur holatlarda esa ko'rib turib ko'rmaslikka olib o'tib ketish lozim edi.

Xususan, o'zbek adabiyoti XX asrning boshlaridan boshlab tom ma'noda jamiyat hayotining ajralmas qismi sifati ulug'lanib kelgan bo'lsa, "qayta qurish" siyosati yillarida ham kommunistik mafkuraning tazyiqlariga qaramasdan tarixiy mavzularda ijod qilish yanada kuchaydi. Urush yillarida Oybek, Mirkarim Osim, Maqsud Shayxzoda kabi yozuvchilar o'z faoliyati davrida tarixiy mavzularga asosiy e'tiborini qaratgan bo'lsa, qayta qurish yillarida ham u bosh mavzuga aylandi. Ijodkor ziyolilardan Mirmuhsin o'zining "Temur Malik" romanini,

Muhammad Ali "Sarbadorlar" romanini, Azim Suyun shu nomdagi dramatik dostonlarini yozib tugatdi. Lekin yozuvchilar qisqa bo'lsada sovet jamiyati hayotida burilish yasagan qayta qurish imkoniyatidan yetarlicha foydalana olmadi. Kommunistik mafkuraning qayta qurish siyosati bergan ikkinchi imkoniyat bu oshkoralik bo'lib, bundan ham ma'lum darajada foydalanildi. Asosan, jamiyatda kechayotgan hayotiy hodisalar ijobiy bo'yoqlar bilan cheklanar edi. Chunki 1950 yillar boshlaridagi qatag'on siyosatining ta'siri qayta qurish yillarida berilgan imkoniyatdan hushyor bo'lib foydalanishni taqozo etgan. Qatag'on qurboni bo'lgan Shukrulloning "Kafansiz ko'milganlar" xotira-romani 80-yillar milliy ziyolilarning ijodiga turtki bo'ldi.

Umuman olganda, 50-80-yillardagi respublikamiz tarixining ijodkori o'zbek xalqi bo'ldi. Bu xalq tarix sinovlaridan jasorat bilan o'tib, fidokorona mehnati orqali o'zining moddiy va ma'naviy boyligini ko'paytira oldi[5]. Endi yozuvchilar yetmish yillik tarixiy jarayonni yangi tafakkur asosida tasvirlashga faol kirishdi. Sovet jamiyati tarixini bir tomonlama tasvirlagan bo'lsada, Said Ahmadning "Jimjitlik", Asqad Muxtorning "Chorraha" singari romanlari e'lon qilindi. Kechagi tarixning murakkab ichki ziddiyatlarini to'g'ri aks ettirgan Murod Muhammad Do'stning "Lolazor", O'tkir Hoshimovning "Tushda kechgan umrlar" romanlari shu davr adabiyotida muhim voqelik bo'ldi.

Sovet davri illatlarini fosh etish istagi ustuvorlik qilgan adiblardan A.Oripov, E.Vohidov, H.Xudoyberdiyeva, O'.Hoshimov, Sh.Holmirzayev, X.Sultonov, Tog'ay Murod, Nazar Eshonqul U.Azimov kabilarning she'riy asarlari, qissa va hikoyalari kitobxon e'tiborini o'ziga qaratib keldi. Xususan, E.Vohidovning "Donishqishloq latifalari" va A.Oripovning "Ranjkom" dostonida shunday fazilatlar kuzatiladi.

Ko'pchilik ziyolilar til masalasida O'zbekiston SSR Konstitutsiyasiga o'zgartirish kiritish, o'zbek tilining mavqeini qonun bilan mustahkamlash g'oyasini oldinga surdilar. O'zbek tili O'zbekiston uchun davlat tili bo'lishi lozim deb hisobladilar[6]. Darhaqiqat, til har bir millat hayotida tub omil, asosiy quvvat sanalishi barchaga ayon[7]. O'zbek tiliga davlat tili maqomi berilishini talab qilib chiqqan juda ko'p ziyolilarning qat'iy harakatlari natijasida 1989 yil yanvar oyida O'zbekiston KP MKning ideologiya komissiyasi huzurida respublikada til muammolarini o'rganuvchi ishchi guruhi tashkil etildi. Ayni vaqtda publitsistlar ham o'z maqolalari orqali o'zbek tiliga davlat tili maqomini berilishi lozimligi to'g'risida asosli chiqishlar qilib ilmiy izohlar berib turdi[8].

1989 yil iyun oyida e'lon qilingan "O'zbekiston Respublikasining Davlat tili to'g'risida"gi Qonun loyihasi umumxalq muhokamasiga havola qilindi. Lekin bu bir qator ziyolilarning e'tiroziga sabab bo'ldi. Xususan, M.Boboyev, X.Ismatullayev, E.Vohidov, A.Ibrohimov, F.Rahimov kabilarning maqolalarida[9] ushbu Qonun loyihasidan ko'ngillari to'lmaganligi yaqqol sezilib turdi.

1989 yil 21 oktabr kuni "O'zbekiston SSR Davlat tili haqida"[10] gi Qonun qabul qilindi. O'zbekistonning birinchi Prezidenti I.A.Karimov ta'kidlab o'tganidek, "o'zbek tiliga davlat tili maqomining berilishi hech kimda hech qanday shubha tug'dirmasa kerak. Bu allaqachon yuz berishi lozim bo'lgan hodisa ediki, aholimiz ko'pchiligining qonuniy talabi ham shunday edi"[11].

Xulosa qilib aytganda, O'zbekistondagi ziyolilarni o'zlikni anglash jarayoni XX asr 80-yillari ikkinchi yarmidan boshlab anchagina jonlandi. Ziyolilar sovet mustabid tuzumi sharoitida vujudga kelgan turli-tuman muammolarni ijobiy hal etishga harakat qildilar. Xususan, ilm-fan, san'atning turli sohalari va madaniy merosimizni o'rganishda yangicha nuqtai nazar bilan yondashuvga erishildi. Ziyolilar harakati bilan ushbu sohalarda sezilarli siljishlar kuzatildi. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev ta'kidlaganidek, "Milliy o'zligimizni anglash, Vatanimiz qadimiy va boy tarixini o'rganish, bu borada ilmiy-tadqiqot ishlarini kuchaytirishimiz, gumanitar soha olimlari faoliyatini har tomonlama qo'llab-quvvatlashimiz lozim"[12]. Tarixiy obidalarni ta'mirlash, saqlash borasidagi kamchiliklarni

ochib berish tom ma'noda halqni, davlatni ozodlikka intilishga chorlash edi. O'zbekiston mustaqillikka erishgach ziyolilarning talablari qondirila boshlandi, desak mubolag'a bo'lmaydi.

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METHODOLOGICAL FOUNDATIONS FOR TEACHING PROGRAMMING LANGUAGES AND TECHNOLOGIES IN HIGHER EDUCATION

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Abstract. General and methodological approaches are considered and described depending on the specifics of teaching programming languages in professional educational institutions.

Keywords: professional educational institutions, programming languages, approaches, teaching methods.

Create ample opportunities for training young people who want to acquire modern knowledge and acquire a profession in demand on the labor market, encourage the younger generation to develop their intellectual and professional skills and support them. , as well as a number of new initiatives and ideas for the training of specialists in the field of information technology. In particular, it is important to improve the skills of specialists studying in vocational schools, colleges and technical schools of our republic in the field of information technology. In this case, it is necessary to pay special attention to teaching programming languages. Programming languages are languages used to create computer programs, web applications, games, and other software products. Today it plays an important role in the development of society, so educational institutions around the world offer courses on its study. Various vocational schools may use the following approaches to teaching programming

languages, depending on the level of preparation of students and the characteristics of the curriculum.

1. Lectures and seminars are a traditional form of education when a teacher introduces students to the theory of a programming language and gives assignments for self-study. This form of education allows students to acquire the necessary knowledge to work with a particular programming language. Practical exercises can be used as an addition to lectures and seminars for the practical application of knowledge.

2. In practical classes, students solve problems that help them learn to program in the target language. Hands-on activities include programming exercises, building console applications, developing web applications, and more. Practical exercises can also be used to reinforce the theory learned in lectures and seminars.

3. Course and diploma projects allow students to perform practical programming tasks and demonstrate their knowledge and skills. Course projects can be used to reinforce knowledge about a particular programming language, and graduation projects can involve building a real software system. This form of learning helps students gain experience of working in a team and see the end result of their work.

4. Some educational institutions offer online programming language training. Students can complete some assignments and video lessons in their free time and take the course depending on their ability. Online courses may be more flexible for students who cannot attend lectures and seminars at a professional school.

5. In individual lessons (or subject groups), students can contact the teacher for individual advice and help in learning programming languages. This form of education allows students to receive an education tailored to their specific needs.

6. Thus, the variety of forms of teaching programming languages in vocational schools is aimed at providing students with various ways to acquire knowledge and skills and choosing the best approach depending on their level of knowledge and needs.

7. Teaching programming languages in vocational schools is based on methodological approaches that allow students to effectively and systematically master programming languages. Below are the main methodological approaches used in teaching programming languages in vocational schools.

1. The principles of "top down" and "bottom up". Top-down and bottom-up are two opposing approaches to learning programming languages that focus on a systematic and efficient learning process. The top-down principle suggests that the study of a programming language begins with the study of its general concepts and principles. Students are shown how to apply these concepts and principles to various code examples and problem solving. Thus, the main idea of this principle is that the study of a programming language begins with its general principles, and only then the student proceeds to study more detailed aspects. For example, when learning the Python programming language, students start by learning basic concepts such as variables, conditional statements, loops, etc. Then they solve practical problems that correspond to the concepts they have learned. The bottom-up approach, in contrast, assumes that students start learning a programming language by learning specific language constructs and code examples, and then move on to learning general concepts. This principle is useful for students with programming experience who want to get started right away with practical examples.

2. Active participation of students - the process of creating conditions that encourage students to participate in the active life of an educational institution. To achieve this goal, we can recommend the following activities aimed at developing interest and enthusiasm among students, as well as improving the quality of the educational process: - Sports competitions, fitness classes and other sporting events; - Cultural events - concerts, theatrical performances, exhibitions; - Conferences, seminars, lectures by invited experts; Volunteer and charitable

projects; -Thematic evenings, festivals, holidays; - Educational programs - courses, master classes; - Science Olympiads; - Scientific circles; - Scientific quizzes; - Interest clubs - cinema, music, dancing, literature, etc. These and other events help create an atmosphere of interaction and communication between students and teachers, arouse interest in learning and the life of an educational institution.

3. Distance education technologies are a set of methods, technologies, programs and tools used for learning and sharing knowledge and experience via the Internet. Distance learning technologies include: - Web conferences and webinars is a special software that allows you to conduct simultaneous online meetings, lectures and seminars for multiple users; - Videoconferencing is a technology that allows users to connect to a general conference using webcams and communicate with other participants; - Electronic textbooks and online courses are digital versions of educational materials that can be downloaded to a computer or mobile device; e-mail is a means of communication between the teacher and the student, as well as course participants; - Learning Management Systems (LMS) - a set of software and hardware tools that allow you to create and manage training and courses; - Electronic tests and control are specially designed programs that allow you to check and control students' knowledge; - Chat and forums are electronic platforms designed to communicate and exchange ideas with participants in online courses. All these technologies and tools greatly simplify and accelerate learning and knowledge sharing, making learning accessible to a wider range of users, regardless of time and place.

4. An integrated approach to teaching programming languages is an approach that includes the use of various methods and teaching aids, for example: - Theoretical lectures on the basics of the programming language, including the analysis of terms, syntax, methods and algorithms; - Practical classes in which students must solve problems, write programs and complete projects using a programming language; - Seminars where experienced programmers give students the opportunity to observe their work, show code examples and share experiences; - Online courses and tutorials are available on various educational platforms and online. These courses and tutorials may include video tutorials, assignments, quizzes, and more; - software tools that allow students to independently write and debug code, create programs and games; - Social learning networks and forums where students can interact with other students and developers, ask questions and get answers. Such a holistic approach allows students not

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BOSHLANG'ICH SINIF O'QITUVCHISINING KASBIY SIFATLARINI RIVOJLANTIRISHNING UMUMIY ASOSLARI

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Pedagogika va o'qitish metodikasi kafedrasi katta o'qituvchi

Annotatsiya. Maqolada boshlang'ich sinf o'qituvchilarining kasbiy sifatlarini rivojlantirish omillari ilmiy-pedagogik muammo sifatidagi ahamiyati tadqiq qilingan. Boshlang'ich sinf o'qituvchilarida kasbiy sifatlarini rivojlantirishning nazariy va umumiy jihatlari ilmiy asoslangan. Kasbiy-metodik faoliyatni to'g'ri tashkil etish, ularda kasbiy sifatlarini shakllantirish yo'l-yo'riqlari haqida so'z yuritilgan.

Kalit so'zlar: Professional, kompetensiya, motivatsiya, pedagog, zamonaviy o'qituvchi, o'z-o'zini rivojlantirish, o'z-o'zini takomillashtirish, kasbiy sifatlar, komponent

O'qituvchi – har doim talab qilinadigan kasb. Bu hamma tomonidan muhokama qilinadigan va qadrlanadigan faoliyat turi. Xo'sh, bugun qanday yaxshi o'qituvchi bo'lishi kerak? Haqiqiy professional zamonaviy o'qituvchi bu, birinchi navbatda, mohir o'qituvchi. U o'z kasbining asosiy vazifasini a'lo darajada bajaradi. Bu boshqalarga ta'lim berish uchun berilgan odam. Yaxshi o'qituvchi bolalarga ajoyib sifatni - dunyoni bilish va rivojlanish qobiliyatini beradi. U ma'lumotni idrok etish, qayta ishlash va mustaqil ravishda qo'llashni o'rgatadi. Bunga faqat quyidagi xususiyatlarga ega bo'lgan o'qituvchi erishishi mumkin:

- bolalarni sevadi va ularga qiziqish bildiradi;
- bolalarning ichki dunyosiga kira oladi;
- turli yoshdagi maktab o'quvchilarining psixologiyasini biladi;
- bolaning shaxsiyatining o'ziga xosligini qadrlaydi;
- bolalarning xatti -harakatlarini kuzata oladi va xulosa chiqaradi;
- intellektual salohiyatni baholashi va bolaning individual rivojlanish strategiyasini tuzishi mumkin;

- bolalar bilan osongina muloqot qiladi, ularning sevgisi va hurmatiga erishadi;
- bolalar jamoasini muvaffaqiyatli boshqaradi;
- o'z fanini chuqur biladi va yetkaza oladi;
- o'z fani bo'yicha yangilikka tayyor va rivojlanishga intiladi.

O'qituvchi pedagogik faoliyat jarayonida ko'plab funktsiyalarni bajaradi. Ushbu funktsiyalarning muvaffaqiyati o'qituvchining shaxsiyati, uning kasbiy fazilatlarini bilan belgilanadi. Pedagogik ishning o'ziga xos xususiyati o'zi uchun, uning shaxsiyati uchun bir qator talablarni qo'yadi, ular professional ahamiyatga ega shaxsiy fazilatlar deb nomlanadi.

Boshlang'ich sinf o'qituvchilarining shaxsiy va kasbiy fazilatlarini ro'yxatini ishlab chiqishga urinish uzoq tarixga ega. Yozuvchi, jurnalist va kitob noshiri N.I. Novikovning ta'kidlashicha, tarbiyachi quyidagi talablarga javob berishi kerak;

- to'g'ri va aniq fikr yuritish qobiliyatiga ega bo'lish;
- bolalarga murojaat qila olish;
- mehribon bo'lmoq, xorijiy tillarni yaxshi talaffuz qilish;
- yaxshi xulq-odob va munosib tashqi ko'rinish.

K. D. Ushinskiy "Har bir ustozda, ayniqsa quyi maktablar va davlat maktablariga tayinlangan ustozlarda nafaqat dars berish, balki xarakter, axloq va e'tiqod ham muhimdir ..." [1]. deb qat'iy ta'kidladi.

O'qituvchi, sinf rahbari, o'quvchining ideal modeli birinchi navbatda o'qituvchida bo'lishi kerak bo'lgan asosiy shaxsiy xususiyatlarni taqdim etadigan model, standart;

ikkinchidan, o'qituvchi funktsiyalarini bajarish bo'yicha bilim, qobiliyat, ko'nikmalarga va professiogrammadir.

Professiogramma - bu kasb tomonidan insonga qo'yiladigan talablar nuqtai nazaridan kasblar va ularni tabaqalashtiradigan ixtisoslar tavsifidir.

Pedagogik professiogramma-pedagogik faoliyatga tayyorgarlik ko'rayotgan yoshlar pedagogik professiogrammada keltirilgan ixtisoslik xususiyatlarini bilishlari lozim. Professiogramma quyidagi xususiyatlarni o'z ichiga oladi:

1. o'qituvchi shaxsi xususiyatlari;
2. o'qituvchining ruhiy-pedagogik tayyorgarligiga qo'yiladigan talablar;
3. maxsus tayyorgarlikning hajmi va mazmuni;
4. ixtisosga oid uslubiy tayyorgarlikni mazmuni.

ma'nosini ushbu tushunchaga asoslanib, biz shaxsni o'rganishning professiografik usuli haqida gaplashishimiz mumkin, unda o'qituvchining bilimlari, ko'nikmalari va qobiliyatlari u ideal modelga muvofiq bo'lishi mumkin bo'lgan narsalar bilan taqqoslanadi. Ushbu usul o'qituvchining shaxsiy va kasbiy o'sishini loyihalashtirishga imkon berishini tasavvur qilish qiyin emas.

Shu bilan birga, o'qituvchining professiogrammasi o'qituvchiga uning bilimlari, ko'nikmalari va qobiliyatlariga, uning shaxsiyati, qobiliyatlari, psixofiziologik imkoniyatlari va tayyorgarlik darajasiga qo'yiladigan talablar nuqtai nazaridan to'liq malaka xarakteristikasini beruvchi hujjatdir.

Zamonaviy o'qituvchi uchun professiogramma yaratish zarurati bir qator sabablarga ko'ra belgilanadi:

ijtimoiy buyurtmaning maktab uchun ahamiyati, o'qituvchilik kasbi;
o'qituvchi shaxsiga jamiyatning o'sib borayotgan talablari;
ijtimoiy va ilmiy-texnik o'zgarishlar bilan bog'liq ravishda uning kasbiy vakolatlari mezonlarining o'zgarishi.

O'qituvchi shaxsining kasbiy pedagogik yo'nalishida quyidagi tarkibiy qismlarni o'z ichiga oladi:

1. Bolalarga mehr-muhabbat, kasbga bo'lgan qiziqish, ularda insoniy fazilatlarni tarbiyalash bilan bog'liq ijodkorlik;
2. O'qitishdagi qiyinchiliklar va muammolardan xabardor bo'lish;
3. O'qitish faoliyatiga bo'lgan ehtiyoj;
4. Tanlangan kasb talablariga mos ravishda o'z imkoniyatlari va qobiliyatlarini anglash;
5. Doimiy ravishda o'z-o'zini takomillashtirish zarurati va pedagogik mahorat asoslarini egallashga intilish. [2].

O'qituvchi shaxsining kasbiy ahamiyatga ega bo'lgan sifatlari - bu shaxsning aqliy, emotsional-irodaviy va axloqiy tomonlarining xususiyatlari, bu o'qituvchining kasbiy va pedagogik faoliyatining samaradorligiga (muvaqqatligiga) ta'sir qiladi va uning individual uslubini belgilaydi.

Zamonaviy o'qituvchi modelining eng muhim professional tomonlari aks ettirilgan.

Fuqarolik (ijtimoiy mas'uliyat, shaxsning ijtimoiy muammolarni hal qilishga faol, g'ayratli hissa qo'shishga tayyorligi);

Bolalarga bo'lgan muhabbat (insonparvarlik, xayrixohlik, sevgilik, sevgilik, diqqatlilik, samimiylilik, xushmuomalalik va boshqalar);

Optimizm (o'quvchining ijobiy rivojlanish kuchi va imkoniyatlariga ishonish);

Adolat (halollik, vijdonlilik, xolis ish tutish qobiliyati);

Hamjihatlik (pedagogik takt, jamoatchilik);

Altruizm - fidoyilik (boshqalarning farovonligi uchun g'amxo'rlik); [3].

Qattiq irodali fazilatlar (chidamlilik, o'zini tuta bilish, vazminlik, matonat, kuch, qat'iyat, sabr-toqat, jasorat);

Aloqa qobiliyatlari guruhiga sezgi qobiliyatlari kiradi, bular muloqotning boshlang'ich bosqichida o'zini namoyon qiladigan qobiliyatlar, boshqa odamlarni (o'quvchilar, o'qituvchilar, ota-onalar) tushunish qobiliyati, shuningdek, pedagogik muloqot qobiliyatlari va pedagogik texnikaning mahorat va qobiliyatlari (to'g'ri uslubni tanlash qobiliyati) va ohang, diqqatni boshqarish, tezlikni his qilish, nutq madaniyatini rivojlantirish, tanangizni boshqarish, ruhiy holatingizni tartibga solish va hk.

Boshlang'ich sinf o'qituvchilarining shaxsiy fazilatlar va kasbiy kompetentsiyasining birlashishi asosida pedagogik mahorat - eng yuqori professionallik darajasi tug'iladi.

Pedagogik ishning ustasi bo'lish ta'lim va tarbiya qonuniyatlarini chuqur anglash, ularni amalda mohirlik bilan qo'llash va o'qimishli shaxs shaxsini rivojlantirishda aniq natijalarga erishishni anglatadi.

1. Malaka oshirish kurslari. Hozirgi vaqtda bunday kurslar o'qituvchining o'zini o'zi rivojlantirishning muhim va asosiy bosqichi, o'ziga xos usuli hisoblanadi. Bunday kurslarga odatda ta'lim muassasasi rahbari rahbarlik qiladi;

2. Har bir o'qituvchi joriy yil boshida o'z-o'zini rivojlantirish dasturini tuzishi kerakligini belgilaydigan federal standartlar ham mavjud. Ushbu dastur bir yil oldin ishlab chiqilmoqda va o'z-o'zini rivojlantirish mavzusini ko'rsatib, aniq maqsadlarni belgilashni o'z ichiga oladi. Shuningdek, o'qituvchi o'z-o'zini rivojlantirish jarayonida foydalanadigan adabiyotlarni ko'rsatadi va o'z faoliyatining xulosalarini belgilaydi.

Ko'rinib turibdiki, zamonaviy o'qituvchining asosiy vazifasi ma'lumotni chuqur o'rganish bo'lib, u keyinchalik malaka va umumiy kasbiy mahorat darajasini oshirish uchun asos bo'lishi mumkin.

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MAKTAB O'QITUVCHILARINING METODIK TAYYORGARLIGINI RIVOJLANTIRISHDA INNOVATSION FAOLIYATNING O'RNI

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Annotatsiya. Ushbu maqolada Maktab o'qituvchilarining metodik tayyorgarligini takomillashtirishda innovatsion faoliyatning o'rni haqida so'z boradi. Bugungi pedagog kadrlar tayyorlash masalasining dolzarbligi, ayniqsa, o'qituvchining asosiy shaxs ekanligi bilan belgilanadi. Zamonaviy maktab o'qituvchilarining kasbiy bilim va tayyorgarligini oshirish, o'quvchilarning shaxsiy tajribalarini boyitish, ularni ijtimoiy hayotga tayyorlashda innovatsion faoliyatini samarali amalga oshirish shart-sharoitlari yoritilgan.

Kalit so'zlar: innovatsion faoliyat, o'z-o'zini faollashtirish, kreativlik, ijodiy faoliyat

Bugungi kun sharoitida, yuqori malakali kadrlarni tayyorlashda, o'qitishning hozirgi zamon tizimlari va yangi pedagogik texnologiyalari asosida amalga oshirilishi maqsadga muvofiq. Yangi pedagogik texnologiyalarning mohiyati shundaki, unga qo'yilgan maqsadlarga erishish kafolatini beruvchi o'quv jarayoni rejalashtiriladi va amalga oshiriladi.

O'qituvchining innovatsion faoliyatini samarali amalga oshirish bir qator shart-sharoitlarga bog'liq. Unda pedagogning samarali muloqoti, teskari fikrlarga nisbatan munosabati, turli holatlarda ratsional vaziyatning tan olinishini uqtirishga tayyorgarligi kiradi. Buning natijasida o'qituvchi bilim va ilmiy faoliyatini ta'minlaydigan keng qamrovli motivga ega bo'ladi.

Pedagogik faoliyatida o'z-o'zini faollashtirish, o'z-o'zini bilishi va yaratuvchanligi motivlari ahamiyat kasb etadi, bu esa pedagog shaxsining kreativligining faolligini shakllantirish imkonini beradi. Yangilik kiritishning muhim sharti muloqotning yangi vaziyatni tug'dirishdan iborat. Muloqotning yangi vaziyati- bu pedagogning mustaqillik mavqieni, pedagogik fan, o'ziga bo'lgan yangi munosabatni yarata olish qobiliyatidir.

Pedagog va talaba o'rtasidagi muloqot namunasining innovatsion faoliyati shartidan biridir innovatsion faoliyat quyidagi asosiy funksiyalar bilan izohlanadi;

- kasbiy faoliyatning ongli tahlili,
- meyorlarga nisbatan tanqidiy yondashuv,
- kasbiy yangiliklarga nisbatan shaylik,
- imkoniyatlarni ro'yobga chiqarish, o'z turmush tarzi intilishlarini kasbiy faoliyatida mujassam qilish.

Hozirgi jamiyat, madaniyat va ta'lim taraqqiyoti sharoitida pedagog innovatsion faoliyatga bo'lgan zaruriyati quyidagilar bilan o'lchanadi:

1.Ijtimoiy-iqtisodiy yangilanish ta'lim tizimi, metodologiya va o'quv jarayoni texnologiyasini tubdan yangilashni talab qiladi, yangi yangiliklarni yaratish, o'zlashtirishva foydalanishlardan iborat bo'ladi;

2.Ta'lim mazmunini insonparvarlashtirish doimo o'qitishning yangi tanqidiy shakllarini, texnologiyalarni qidirishni taqozo qiladi.

3.Pedagogik yangilikni o'zlashtirish va uni tatbiq etishga nisbatan o'qituvchining xarakteri va o'zgarishi.

O'qituvchi, yangi pedagogik texnologiyalarni, nazariyalar, konsepsiyalar muallifi, tatqiqotchi, foydalanuvchi va targ'ibotchi sifatida namoyon bo'ladi.

O'qituvchi innovatsion faoliyatining tahlili yangilik kiritishning samarasini belgilovchi muayyan meyorlardan foydalanishni talab qiladi. Bunday meyorlarga o'qituvchi yangilik maqbullik, yuqori natijalilik, ommaviy tajribalarda innovatsiyani ijodiy qo'llash imkoniyatlari kiradi.

Pedagogikning innovatsion faoliyati o'z ichiga yangilikni tahlil qilish va unga baho berish, kelgusidagi harakatlarning maqsadi va konsepsiyasini shakllantirish. Ushbu rejani amalga oshirish va tahlil qilish, samaradorlikka baho berishni qamrab oladi, unda innovatsion faoliyatning samarasi pedagog shaxsiyati bilan belgilanadi.

Pedagogning innovatsion faoliyatiga bo'lgan qobiliyatlarining asosiy xislatlari:

- shaxsning ijodiy motivatsiyani qo'llaganligi. Bu pedagogning qiziquvchanlik, ijodiy qiziqish, ijodiy yutuqlar, peshqadamlikka va o'z kamolotiga intilish.

- kreativlik, bu hayoliy qarash, baho bera olish qobiliyati va o'z kamolotiga intilish;

- kasbiy faoliyatini baholash, bu-ijodiy faoliyat va pedagogik tatqiqot metodlarini egallash qobiliyati;

- o'qituvchining individual qobiliyati, bu – ijodiy faoliyat va ish qobiliyati, qat'iyatlik, mas'uliyatlik va halollik, o'zini tuta bilish.

Innovatsion faoliyat tadqiqotlari o'qituvchining innovatsion faoliyatiga sezgirligi meyorlarini belgilashga imkon beradi:

- innovatsion faoliyatniga bo'lgan zaruriyatni aniqlash;
- ijodiy faoliyatga jalb qilishga tayyorgarlik;
- shaxsiy maqsadlarni innovatsion faoliyat bilan moslashtirish;
- ijodiy muvaffaqiyatsizliklarni engishga tayyorgarlik;
- innovatsion faoliyatni kasbiy mustaqillikka ta'siri.

Innovatsion faoliyat motivatsion, texnologik va refleksiyaalik qismlardan tashkil topadi. O'qituvchini bu faoliyatga tayyorlash ikki yo'nalishda oshiriladi: yangilikni idrok qilishga innovatsion tayyorgarlikni shakllantirish va yangicha harakat qilishga o'rgatish.

Innovatsion faoliyatni tashkil etishda o'qituvchilarning bilish faoliyati va uni boshqarish alohida ahamiyatga ega.

Innovatsiya jarayonlari funksiyalari, mexanizmlari va uni amalga oshirish texnologiyalari va boshqarish tamoyillarining pedagogik asoslarini o'rganish o'quv jarayonini zamonaviy pedagogika va psixologiya fanlari yutuqlari asosida tashkil etish imkonini beradi.

Xulosa qilib aytganda ta'lim jarayoni samaradorligini oshirish ta'lim oluvchilarning mustahkam nazariy bilim, faoliyat, ko'nikma va malakarini shakllantirish, ularni kasbiy mahoratga aylanishini ta'minlash maqsadida o'qitish jarayonida yangi pedagogik texnologiyalardan foydalanish davr taqozasi hamda ijtimoiy zaruriyat sifatiga kun tartibiga qo'yilmoqda.

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INNOVATIVE SOLUTIONS TO TEACHING ENGLISH LANGUAGE TO THE STUDENTS OF AUTOMOBILE ENGINEERING

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Abstract. New approaches to teaching a foreign language, especially English as the language of international communication and the most common language in engineering, science and technology are the subject of many discussions and studies. In today's interconnected world, proficiency in foreign language can be a significant career booster. For automobile engineers, English opens the doors to opportunities that would otherwise be out of reach. In this article, the importance of developing practical English skills with modern strategic methods will be discussed to improve the quality of language teaching in students studying in the field of automotive engineering of higher technical educational institutions.

Key words: English, teaching, automobile students, terminology, competence, professional, strategies, assignments

Introduction. In today's globalized world, any international business, science and technology can achieve professional success and advance in the career ladder without having communication skills in English. Information technologies, which are reshaping higher education and providing the management and capabilities of universities, have become an integral part of the educational process. Engineering students, especially future automotive engineers, are on the cutting edge of this rapidly evolving technology, developing their English language competency to stay abreast of new developments and collaborate with colleagues. For this purpose, it is appropriate to create methodically elaborated, interactive course content that includes audio-visual materials, authentic case studies, rather than traditional translation or vocabulary memorization methods.

Literature analysis. The issue of teaching English for specific purposes has been a concern to many technical universities in non-English countries since "the goal of all ESP courses is to help learners become more adept in the use of language aligned to their specific disciplines or professional lives [1: 240]." An important characteristic of English for automobile engineering is that the materials and goals are tailored to the learners' specific needs and "... the main motive behind ESP course is it's relevance to learner's needs." [2: 10]. According to Johns, A., Dudley-Evans, T. [3: 25] there should be a collaboration between engineering disciplines and English teachers in order to make the language course to be successful.

Discussion. The organization of educational activities with the help of software tools facilitates language learning in cooperation, and through this, the student will have the opportunity to monitor his mastery of the subject. However, the use of new technologies should not be a self-contained process, but an auxiliary tool. The fact that the teacher's task is not a computer operator, but an integral part of the lesson, that any content under consideration should be within the scope of the topic, is of great methodological importance in improving the quality of education.

Teaching English to students in automobile engineering involves a focus on both language skills and technical vocabulary. Here are some effective strategies:

Technical Vocabulary Integration

- Glossaries and Word Lists: Create lists of essential vocabulary related to automobile engineering, including terms for components and processes.

- Contextual Learning: Use technical documents, manuals, and articles to teach vocabulary in context.

Practical Application

- Project-Based Learning: Assign projects that require research and presentation in English, such as designing a vehicle or analyzing a case study.

- Hands-On Activities: Incorporate English into practical activities, like lab work or workshops, where students must read instructions and communicate findings.

Reading and Comprehension

- Technical Articles and Journals: Assign reading from engineering journals or automotive magazines to improve comprehension and industry knowledge.

- Summarization Exercises: Have students summarize articles to practice distilling technical information.

Listening and Speaking Skills

- Guest Lectures and Webinars: Invite industry professionals to speak, giving students exposure to technical English in real-world contexts.

- Role-Playing: Simulate engineering meetings or client interactions to practice conversational skills and professional language.

Writing Skills Development

- Technical Reports: Teach students how to write reports, proposals, and documentation relevant to their field.

- Peer Reviews: Implement peer review sessions for students to critique each other's work, fostering collaboration and language use.

Multimedia Resources

- Videos and Podcasts: Use automotive-related videos or podcasts to enhance listening skills and expose students to diverse accents and terminologies.

- Interactive Software: Incorporate language learning apps that focus on technical vocabulary.

Encouraging Collaboration

- Group Work: Foster teamwork through group projects where students must communicate in English.

- Discussion Forums: Create online forums or discussion boards for students to share ideas and resources in English.

Feedback and Assessment

- Regular Feedback: Provide constructive feedback on language use in technical contexts.

- Assessment Criteria: Include language proficiency as part of project evaluations.

By blending language learning with practical engineering content, students can effectively develop their English skills while enhancing their technical knowledge. An automotive specialist is one of the most in-demand professions in modern industry. When it comes to the intersection of the automotive industry and the English language, there are a few things we need to reconsider. Here are just some of them: terminology - mostly in English. Major car factories are located in English-speaking countries, and any technologies, materials and details related to their operation are named in English. Students use a variety of apps to enrich their vocabulary, create context-specific dialogues, and are so interested that they can even open their curriculum while in transit or waiting for an event. In order to be able to use such terminology in their professional activities, the future specialist will have the opportunity to learn from the pronunciation of words to intonation rules through software tools, and they will have the opportunity to listen to audio materials from the audience in their free time. Also, when learning English through information technologies, students will be given the opportunity to directly receive authentic materials, "first-hand" knowledge, real professional experience exchange conversations, and terminology. Authentic materials provide real-life examples of language used in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives. Authentic materials can provide information about the target culture and provide that culture's perspective on an issue or event. Below, in the conversation between the car mechanic and the driver, the student will develop communication skills related to his professional activities as well as industry terminology:

Assignment 1.

Instruction: Read the dialogue and organize role play using the bolded words.

Mechanic: Hi, I'm the mechanic. How may I help you?

Driver: My car doesn't decelerate on time whenever I apply the brake.

Mechanic: Hmm, that looks like the brake is failing.

Driver: Yes, that's right. The brake pedal also feels lax whenever I press it.

Mechanic: When last did you check your brake fluid? Your brake fluid is low. I checked and found that it's not leaking. So all we have to do is refill your brake fluid and your brake will start working perfectly.

Assignment 2.

Instruction: Step by step demonstrate the working principle of brake system using Figure 1.

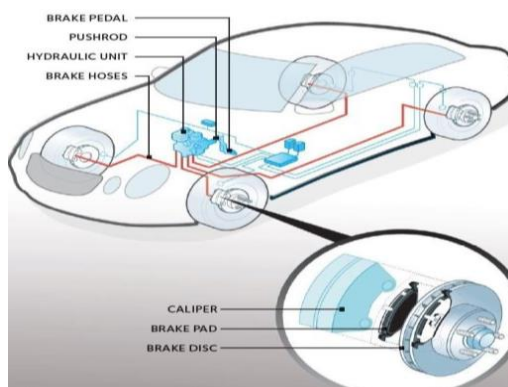


Figure 1. Working principles of automobile brake system.

“When you press the brake pedal, the hydraulic system is activated. The hydraulic unit then sends brake fluid through the brake hoses into the caliper inducing pressure on the caliper piston. The calipers squeeze the brake pads onto the brake discs, causing friction and slowing the vehicle down. Every part of the brake system is critical and cannot function without the other.”

Through the assignments above, the student will not only understand the selected terminological dictionary in live communication, but also analyze the content based on authentic material as a future specialist, and get an idea about his professional activity. By using the pedagogical technology of role-playing in the classroom, students learn professional words better.

The following assignment can be cited as another exercise that develops professional communicative competence.:

Assignment 3.

Instruction: Work with a partner to speak about the dimensions of an automobile.

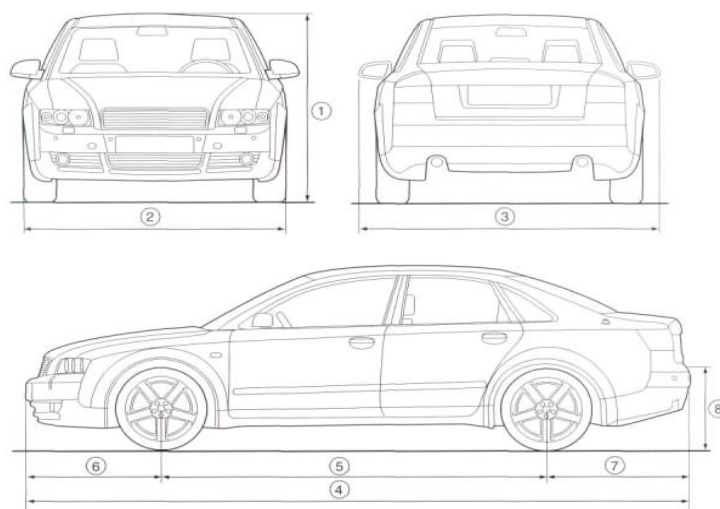
TALKING ABOUT DIMENSIONS

How **high/long/wide** is the car/body/... ?

– It's ... millimetres long/high ...

What is the **height/length/width** of the boot/rear overhang/... ?

– The height/width is ... millimetres ...



2- Car volume measurement diagram.

Conclusion. Thus, the question for a modern automotive specialist should not be why to learn English, but how to do it. Online opportunities, the variety of software tools, the availability of electronic textbooks, the widespread use of English terminology in the modern engineering language, the low cost of computers, gadgets and applications are important in improving students' professional communicative competence in this language.

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MULTIMODALLIKNI OCHIQ ANGLASH: KOMMUNIKATSIYA VA OMMAVIY AXBOROT VOSITALARIGA YANGI YONDASHUV

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Annotatsiya. Multimodallik kommunikatsiya va ommaviy axborot vositalarini o'rganishda muhim kontseptsiya sifatida paydo bo'ldi, ayniqsa raqamli va vizual o'zaro aloqalar ustunlik qilayotgan dunyoda. Bugungi kommunikatsiya til bilan cheklanmay, vizual, imo-ishoralar, tovushlar va joylashuv tartiblar kabi bir nechta usullarni birlashtirishni o'z ichiga oladi. Bu o'zgarish zamonaviy ommaviy axborotda ma'no yaratishning murakkabligini ta'kidlaydi, bu yerda xabarlar turli usullarning o'zaro ta'siri bilan shakllanadi.

Kalit so'zlar. Multimodallik. Kommunikatsiya. Raqamli Ommaviy Axborot. Imo-ishoralar. Ma'no yaratish. Madaniy kontekst. Ijtimoiy Media. Vizual. O'zaro aloqalar.

At its core, multimodality refers to the way multiple modes contribute to creating meaning. It encompasses not only linguistic elements like spoken or written language but also visuals, body language, typography, colors, and sound. Human communication is inherently multimodal—when we talk, for instance, gestures, tone, and facial expressions often carry as much meaning as the words themselves. Language, while essential, is just one of many elements involved in constructing and interpreting meaning.

In today's media landscape, multimodality is more relevant than ever. Social media platforms, advertisements, films, and educational materials all employ diverse modes to convey their messages. For example, an Instagram post may combine text, a carefully composed image, emojis, hashtags, and possibly music or video, all working together to influence how the content is interpreted.

Several key principles define the operation of multimodal communication. First, meaning is generated through the integration of multiple modes, each contributing differently to the overall message. For instance, in a classroom setting, a teacher utilizes spoken instructions alongside visual aids, hand gestures, and facial expressions, all of which work together to convey the lesson more effectively.

Additionally, different modes often rely on one another to create a unified message. A visual may not be fully comprehensible without the accompanying text, just as text alone may lack the emotional or atmospheric depth that visuals or sound can provide. This interconnectedness is essential in media, where various modes—such as visuals, audio, and text—combine to create a cohesive narrative.

The cultural and social context also plays a significant role in shaping the meaning of multimodal communication. Modes do not have universal meanings; rather, their interpretation can vary across different cultural contexts. For example, the color white might symbolize purity in some cultures, while in others, it represents mourning.

Moreover, modes are not static; they evolve within specific social practices. This adaptability is crucial for understanding how communication changes over time, especially in response to new media forms and technological advancements.

Multimodality in Digital Media

The digital world has significantly transformed communication by allowing for the convergence of various modes. Online platforms enable the creation of layered, complex messages that integrate text, visuals, sound, and interactive elements in ways that were previously impossible. For instance, platforms like YouTube or TikTok combine visuals, spoken language, music, and text overlays, all of which contribute to how the message is interpreted.

In the digital age, individuals can become content creators, using a variety of tools to produce multimodal content that once required professional expertise. This democratization of content creation has profound implications for communication, blurring the lines between amateur and professional media production.

Analyzing multimodal communication presents certain challenges. Traditional approaches, which often prioritize language as the primary mode of meaning, may not fully capture the complexity of multimodal messages. Different modes have different affordances—they enable and constrain communication in unique ways. For example, images can quickly convey emotions and atmospheres, while language is better suited for abstract or detailed explanations. Understanding how these modes complement, enhance, or even contradict one another is essential for a complete analysis of communication.

Despite these challenges, multimodal analysis offers many opportunities. It opens new ways to understand communication, particularly in digital and visual media, where meaning is rarely conveyed through a single mode. This approach also encourages a more inclusive view of communication, recognizing the rich diversity of human interaction beyond just spoken or written words.

In education, multimodality plays a crucial role in the teaching and learning process. Classrooms are inherently multimodal spaces where spoken language, visual aids, and physical gestures come together to facilitate learning. Recognizing the multimodal nature of communication can help educators create more effective learning environments by using diverse modes to engage students and enhance understanding.

Socially, multimodality is deeply embedded in everyday communication. Whether through face-to-face conversations, social media exchanges, or the way we present ourselves through clothing and body language, multimodal communication is an integral part of how we interact with others.

As communication becomes increasingly digital and multimodal, understanding how different modes—visuals, sound, spatial arrangements—work together to create meaning is

more important than ever. The study of multimodality challenges us to look beyond language and consider the complex interactions of various modes in shaping how we communicate.

In a world where images, videos, and interactive media dominate, the exploration of multimodal communication is essential. This approach not only provides a framework for understanding modern media but also opens up new avenues for research in areas like media studies, linguistics, and communication. As technology continues to advance, multimodality will likely intersect with emerging fields such as artificial intelligence, virtual reality, and interactive media, offering even deeper insights into how we communicate in increasingly complex environments.

The future of multimodal research holds exciting possibilities, encouraging a more dynamic and nuanced understanding of communication in the digital age.

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OMMAVIY AXBOROT VOSITALARI TILI FANLARARO TADQIQOT OBYEKTI SIFATIDA. MEDIALINGVISTIKA VA MEDIAMATN.

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Annotatsiya. Maqolada ommaviy axborot vositalari tili fanlararo tadqiqot obyekti sifatida tahlil qilinadi. Ommaviy axborot vositalari tili medialingvistika doirasida turli fanlar chorrahasida o'rganiladi, bu jarayonda tilning ijtimoiy va madaniy ta'siri alohida e'tiborga olinadi. Medialingvistika ommaviy axborot vositalaridagi lingvistik vositalarni, usullarni va uslublarni tahlil qilishga qaratilgan ilmiy soha hisoblanadi. Mediamatn esa jurnalistika va axborot vositalari uchun ishlab chiqilgan matnlarning pragmatik va kommunikativ jihatlarini o'rganadi. Ushbu sohadagi tadqiqotlar orqali ommaviy axborot vositalarida qo'llaniladigan tilning jamiyatga ko'rsatadigan ta'siri va ularning ma'lumot uzatish usullarining qanday shakllanishi haqida chuqurroq tushuncha hosil qilinadi.

Kalit so'zlar: medialingvistika, mediamatn, ommaviy axborot vositalari, diskursiv tahlil, kognitiv-lingvistika.

Ommaviy axborot vositalari (OAV) tili zamonaviy tilshunoslikning eng dolzarb tadqiqot yo'nalishlaridan biriga aylandi. OAV nafaqat ma'lumot yetkazuvchi, balki madaniyat, siyosat va ijtimoiy hayotdagi o'zgarishlarni shakllantiruvchi kuch sifatida ham faoliyat ko'rsatadi. Shu sababli, OAV tili lingvistik tahlilning muhim obyektiga aylangan va medialingvistika sohasi rivojlanmoqda. Medialingvistika ommaviy axborot vositalarining tilini, uning tuzilishi, funksiyalari va ta'sirini o'rganishga bag'ishlangan ilmiy yo'nalishdir.

Ushbu maqolada medialingvistika, mediamatn va OAV tilining fanlararo tadqiqot obyekti sifatida o'rganilishiga bag'ishlangan asosiy jihatlar ko'rib chiqiladi. Mavzuning dolzarbligi va o'rganish metodologiyasi tahlil qilinib, ingliz va o'zbek tillaridagi matnlarning til xususiyatlari qiyosiy tahlil qilinadi.

OAVning kundalik hayotimizdagi roli juda katta. Ayniqsa, ommaviy axborot vositalarida qo'llaniladigan til ijtimoiy va siyosiy tuzilmalarni shakllantirishda katta ta'sir ko'rsatadi. Bugungi kunda matbuot, televizion yangiliklar, ijtimoiy tarmoqlar va boshqa axborot manbalari tili madaniy va ijtimoiy munosabatlarning muhim qismiga aylandi.

O'zbekistonda ham ommaviy axborot vositalari tilining tahlili dolzarb mavzuga aylangan. Xususan, matbuot va televizion til madaniyatini o'rganish orqali biz milliy muloqotning qanday shakllanganini, OAVning til orqali jamiyatdagi siyosiy va ijtimoiy o'zgarishlarni qanday ifoda etayotganini aniqlashimiz mumkin. Medialingvistika shu ma'noda fanlararo tadqiqot obyekti, chunki u nafaqat lingvistik, balki sotsiologiya, madaniyatshunoslik, siyosatshunoslik va psixologiya sohalarini ham qamrab oladi.

Medialingvistika sohasidagi tadqiqotlar XX asr oxiridan boshlab rivojlanib kelmoqda. Bugungi kunda ommaviy axborot vositalari tili lingvistika, kommunikatsiya nazariyasi va sotsiopragmatika nuqtai nazaridan keng o'rganilmoqda. OAV tili kommunikativ vosita sifatida maxsus funksiyalarga ega bo'lib, har bir jamiyatda o'ziga xos kommunikatsion strategiyalarni shakllantiradi. Xususan, AQShda 'The New York Times' va O'zbekistonda 'O'zbekiston Ovozi' gazetalari tilida keng ko'lamli tahlillar olib borilgan.

O'zbekiston medialingvistikasining o'rganish darajasi hali rivojlanish bosqichida. Tadqiqotchilar ko'pincha rasmiy matnlarni o'rganishga urg'u bermoqda, ayniqsa, davlat axborot xizmatlarining tili va siyosiy xabarlar tahliliga ko'proq e'tibor qaratilmoqda. Ingliz tilida esa medialingvistika ko'proq ijtimoiy media va xalqaro yangiliklar tili doirasida o'rganilmoqda.

Medialingvistika tadqiqotlarida lingvistik uslublar bilan birga, kognitiv va sotsiopragmatik metodlar ham qo'llaniladi. Tahlil uchun quyidagi metodlar qo'llaniladi:

1. Lingvistik analiz: Bu usulda matnlarning leksik, grammatik va semantik jihatlari o'rganiladi. Mediamatnlar qanday so'z va ifodalardan foydalanayotgani, qaysi tilda qanday kommunikatsiya strategiyalari qo'llanayotgani aniqlanadi.

2. Kognitiv-lingvistik tahlil: OAV matnlarida foydalaniladigan metaforalar, kognitiv sxemalar va konseptlar o'rganiladi. Bu usul ommaviy axborot vositalarining ijtimoiy voqealarni qanday shakllantirayotganini tushunish uchun samarali.

3. Pragmatik tahlil: Ushbu metod OAV tilining ijtimoiy va siyosiy kontekstdagi rolini tahlil qilishda qo'llaniladi. Diskurs orqali OAV tilining qanday ijtimoiy kuchlarga bog'liq ekanligini aniqlash mumkin.

Mediamatn — bu OAV orqali tarqatiladigan har qanday axborotli, reklama yoki boshqa turdagi material bo'lib, u o'zida kommunikatsiya va ma'lumotlarni birlashtiradi. Mediamatn ko'pincha dialogik, ko'p marta kodlangan va keng auditoriyaga mo'ljallangan bo'ladi. Masalan, 'The New York Times' va 'O'zbekiston Ovozi' gazetalari tili orqali turli madaniyat va siyosiy kontekstlarni o'rganish mumkin.

Misol: "The New York Times": "The recent elections have sparked debates on voter suppression, with multiple lawsuits being filed in key battleground states."

Bu misolda mediamatn tilining siyosiy va huquqiy ko'lamini ko'rishimiz mumkin. AQSh matbuoti odatda juda ko'p fakt va tahliliy materiallarni o'z ichiga oladi.

"O'zbekiston Ovozi": "Mamlakatimizda olib borilayotgan islohotlar xalq farovonligini oshirish yo'lida muhim qadamdir."

O'zbek OAV matnlarida davlatning ijtimoiy-siyosiy siyosati haqida faqat ijobiy ohangda xabar beriladi. Bu misol O'zbekiston gazetalari tilidagi davlat va jamiyat o'rtasidagi muloqot strategiyasini ko'rsatadi.

Xulosa o'rnida aytish mumkinki, ommaviy axborot vositalari tili fanlararo tadqiqot obyektidir, chunki u tilshunoslikdan tashqari, sotsiologiya, madaniyatshunoslik va siyosatshunoslik sohalarini ham qamrab oladi. Medialingvistika va mediamatn tushunchalari OAV tilini chuqurroq tahlil qilish imkonini beradi. O'zbek va ingliz tillaridagi OAV matnlarining qiyosiy tahlili har bir jamiyatda tilning qanday kommunikativ funksiyalarni bajarayotganini ko'rsatadi.

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CLASSIFICATION OF THEMATIC GROUPS OF IT TERMS

Toshkentova Sharofatbonu Kukon kizi

Abstract : The article is devoted to the study of the thematic groups of IT terms in English. The peculiarities of the word-formation process and the functioning of English computer terms are analysed. Classification of thematic groups of IT terms shows different thematic groups that telecommunication technology, radio, television, mobile communication and the way of its forming are studied in the article.

Keywords: Information technology, telecommunication technology, radio, television, mobile communication

The concept of IT terminology is a special scientific and technical concept for the science of IT, which names the total tools, devices, methods and processes used to find, store, search, process and distribute information in the fields of telecommunications, radio, television, information security, mobile communication that they cover a set of lexical units used in the implementation of expressive professional communication.

Information Technology – the technology involved in the recording, storage, and dissemination of information, using computers, telecommunications, etc.

The concept of informatization includes the organizational socio- economic processes of creating conditions for fulfilling the informational needs and rights of individuals, state authorities and management bodies, organizations based on the formation of information resources and their systems , as well as their effective use.[1]

According to S.Pavel and D. Niolet, the TERMIUM (Terminology and Standardization Translation bureau.Canada) organization's manual on the translation of terms provides a system of classification into thematic groups, and the terminology is divided into 24 thematic groups. On average, each major thematic group is divided into 10 to 12 sub – thematic groups. [2]

Telecommunication technology is also included in the concept of IT, because this technology ensures the transmission of information using various radio, television, telephone, and space communication channels, which is why synonyms such as “new”, “computerized” or “modern” are born. The word “new” indicates that this technology is innovative rather than evolutionary. Telecommunications technology refers to distance communications, such as radio, telephone, television, satellite, microwave, data communication, and computer networking. Telecommunications technology means any mechanisms of real-time communication in which some of the participants are not in the physical presence of the others. Such communication mechanisms shall include, but not be limited to, teleconferencing, video conferencing, the Internet, and any other forms of interactive audio or audio-video systems. Meetings using Telecommunications Technology shall be acceptable only when all members have all appropriate documentation and it is not feasible for the committee to meet in person within the time necessary to make a decision.

In IT and telecommunications, translation services are more commonly known as software localization services and often refer to translation of software and apps. That could mean anything from error messages, screen displays, online guides, manuals and technical guidelines to the Service Level Agreements (SLAs) underpinning products.

The immense variety of IT and telecommunications technology and its ubiquity in so many different fields means it is vital that translations in the IT and telecommunications sector be entrusted to expert linguists who specialize in ICT.

A wide range of texts and documents fall under the category of IT and telecommunications:

- Technical manuals and guides
- Software, websites, digital commerce and digital banking, including user interfaces, forms, error messages, warnings, pop-ups and code
- ERP systems for corporate-level resource planning, such as networking and office automation
- Apps for Android or iOS mobile devices
- Video games
- Telecommunications and network services
- Audio/video systems
- Multimedia systems
- Consumer electronics and associated parts such as cables and conductors, fiber optics and lasers
- Press releases, technical specifications, brochures, white papers

Our translation agency makes these professionals available to clients in IT and telecommunications, backed up by the latest technology, online terminology banks compiled over decades, and continued professional development and refresher courses. IT and telecommunications translation services also benefit from our in-house graphics and desktop publishing (DTP) department, which allows us to handle all multilingual formatting and layout requirements, drawing on high-level expertise and ensuring excellent quality while minimizing time to market and project costs.

According to A.A.Reformatsky, grouping in terminology is carried out based on the system of science or field and creates a separate paradigmatic. Uzbek linguist R.Doniyorov, what is the

main purpose of identifying thematic groups further clarifying what it consists of defines three goals in the melody:

- 1) an idea about the overall richness of the studied system produce.
- 2) to information about the word formation capabilities of the studied system
- 3) to clarify what is the unique water- making model in each thematic group of the studied system. [3]

According to E. Begmatov, thematic groups have two concepts: one of the linguistic methods of classifying words, and this method consists of lexical groups of the linguistic material in which the classification is made. First of all, the division of words into thematic groups, the number, wealth or poverty of the groups comes from the language material. Most thematic groups of words (such as names for food, clothing, household goods, or kinship terms, etc) are found in, or are common to, many languages. For example, the thematic groups meaning the names of plants and trees are absent in the language of the Nenets living in the far north or are extremely narrow compared to the Uzbek language. [4]

As a result of the analysis, IT terms are divided into five main thematic groups:

Telecommunication: "the process of remote data transmission based on the information and communication technologies".

Aberration – 1. Abberatsiya, buzilish. 2. Og'ish

Black saturation – qora rang sohasidagi siqish

Cross fade – montajli o'tish

Radio: it is carried out with the help of radio waves communication

Beat noise – geteradin xushtagi

Callsign – chaqiruv (signal)

Radiophotography – faksimil aloqa

Receiver – radio qabul qiluvchi qurilma and etc.

Television : "a network system whose main function is the transmission of moving images. At the first, television programs developed as a mass media intended for a wide audience of subscribers".

Scalloping – 1. Tasvir chetlarining taroqsimon buzilishi; 2. Rastr chetlarining notekisligi

Sharpening – tasvir aniqligini (ravshanlashtirish) oshirish

Televise – dastlabki videosignalni qabul qilgich

Transcoder – transkoder, kod o'zgartirgich

Mobile communication: "Mobile communication consists of an underground base station and a group of subscriber systems. In such a star network, the base station provides switching processes for these systems by connecting interoperable pairs of systems or implementing wide distribution. Mobile translation refers to the process of translating text, speech, or images from one language to another using a mobile device, such as a smartphone or tablet. Mobile translation has become increasingly popular for travelers, language learners, and individuals communicating with others who speak different languages. It provides a convenient and efficient way to bridge language barriers and facilitate communication in diverse settings. Mobile translation is part of the new range of services offered to mobile communication users, including location positioning (GPS service), e-wallet (mobile banking), business card/bar-code/text scanning etc. It relies on computer programming in the sphere of computational linguistics and the device's communication means (Internet connection or SMS) to work.

Moveable communication – mobil aloqa vositalari

High- speed mobile communication – yuqori tezlikdagi mobil aloqa

Interpremises networking – abonentlararo tarmoq yaratish

Nodeless network – tugunsiz (aloqa) tarmoq

Mobile communication is an underground base station and a group of subscribers consists of systems. In such a star network, the base station connects or distributes the

interworking pairs of systems. In this case, the moving object moves from the work zone of one station to the zone of another station. This transition is called roaming.

The terminological units representing the concepts of mobile communication used as an IT tool related to the information process are as follows: mobile communication – mobil aloqa, mobile communication generation – mobil aloqa yangi avlodlari, mobile network operator – mobil aloqa operatori, mobile banking – mobil banking, mobile Internet – mobil internet, mobile phone – mobil telefon, mobile telephony – mobil telefoniya, mobile commerce – mobil tijorat, mobile system – mobil tizim.

Information security: “Desirable result of information protection. The purpose of information protection is to prevent the information owner, owner user from being harmed as a result of information leakage and unauthorized and intentional actions against information”. Information security refers to the protection of data and information as company assets. For listed companies, this especially applies to insider information. These are facts that are unknown to the public, but could affect the value of shares and other securities. Unauthorised sharing of insider information, let alone insider trading, is a criminal offense.

1-table

The list of information and computer threats

Adversary	dushman; qoidabuzar; tartib buzuvchi
Codon	kodon, kodlangan xabar bazali bloki
Computer security	kompyuter xavfsizligi
Computer fraud	kompyuter orqali qalloblik
Cyberglove	kiberqo'lqop
Masquerading	1. (hisoblash tarmog'iga) noqonuniy kirish; 2. Nioqoblash (nomlarni); (xabar jo'natgan) manbani yashirish
Numeric coding	raqamli kodlash
Spoofing	“spufing”, ulanish imitatsiyasi, yolg'on yo'l bilan ruxsat olish, yolg'on yo'l bilan imkoniyatni qo'lga kiritish

Information security includes an electronic digital signature (ERI) and is expressed by the following terms: public infrastructure, public key infrastructure, Electronic digital signature – digital signature. ERI authenticity verification center, such as electronic document attributes, means of electronic documents circulation; IT terms are divided into small thematic groups according to:

Information and data, personal information, personal data, nonrequested information, open information, limited access information, data message, file.

Computing tools: cluster – klaster, portable computer – portative kompyuter, electronic means – elektron vositalar, software – dasturiy vosita, staff technical – shtatdagi texnika vositasi, gateway – shlyuz, dual-homed gateway – ikki yo'lli shlyuz.

Software and protocols: algorithm – algoritm, demon – demon, software – dasturiy ta'minot, software product – dasturiy mahsulot, software product – dasturiy mahsulot, protocol – protocol, secure sockets layer, SSL – xavfsiz ulanishlar protokoli, secure electronic transaction, SET – himoyalangan tranzaksiya protokoli.

In order to protect the information while translating using mobile translation apps, it is important to consider the following security measures:

1. Use a reputable and secure mobile translation app: Choose a translation app that prioritizes data security and has a good reputation for protecting user information.

2. Check the app's privacy policy: Review the app's privacy policy to understand how your data is collected, stored, and used during the translation process.

3. Avoid sharing sensitive information: Refrain from translating highly sensitive or confidential information using mobile translation apps, especially if you are unsure about the app's security measures.

4. Enable encryption: If available, enable encryption features within the app to secure the data transmission between your device and the translation service.

5. Update your app regularly: Keep your mobile translation app up to date with the latest security patches and updates to minimize vulnerabilities.

6. Use secure networks: Avoid using public Wi-Fi networks or unsecured connections when translating sensitive information to prevent data interception.

By following these security measures, you can help protect your information while using mobile translation apps on-the-go.

When defining the thematic groups of IT terms, their active use in the processes of rapid information acquisition, processing, transmission and all types of normative documents, size (quantity) and based on criteria such as weight.

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OLIY O'QUV YURTLARDA FANLARNI O'QITISHDA ZAMONAVIY TEXNOLOGIYALARNI QO'LLASH

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Annotatsiya: fan, texnika, ishlab chiqarish sohasidagi mavjud taraqqiyot va texnologiya zamonaviy jamiyat qiyofasini belgilaydi. Uning eng muhim xarakterli xususiyati. Zamonaviy jamiyat – globallashuv uning barcha jabhalarida sezilarli. Globallashuvning o'zi talab qiladi. Tezkor harakat, kerakli ma'lumotlarni darhol olish, uni qayta ishlash va samarali amaliyotda qo'llash. Shunday qilib, faqat o'z sohasini yaxshi bilgan kadrlar yuqori darajaga ega kasbiy malaka darajasi, boy tajriba va ko'nikmalarga ega. Shuning uchun, ichida oliy ta'lim muassasalarida kadrlar tayyorlash jarayonini hisobga olish maqsadga muvofiqdir. Bu davr talabi.

Kalit so'zlar: ta'lim, innovatsiya, o'rganish samaradorligi, chet tili, grammatika, pedagogik mahorat.

Mustaqillik yillarida O'zbekiston muhim yo'nalish sifatida e'tirof etildi. Uzluksiz ta'lim tizimini texnologiyalashtirishdan takomillashtirish bo'yicha amalga oshirilgan islohot ta'lim jarayoni. Ushbu jarayonning samaradorligi zamonaviy texnologiyalardan faol foydalanish bilan ta'minlandi. Ta'lim amaliyotida o'qituvchilar tomonidan ta'lim texnologiyalari, shuningdek, zamonaviy xabardorlik

asosida rivojlangan xorijiy mamlakatlar ta'lim amaliyotida qo'llaniladigan texnologiyalar quyidagi shartlar. Mustaqillik yillarida O'zbekiston Respublikasi amalga oshirdi, ta'limning barcha darajalarini qamrab olgan fundamental, tarkibiy va mazmunli islohotlar tizim va uning tarkibiy qismlari uzoq muddatga muvofiqligini ta'minlashga qaratilgan edi. Mamlakatning maqsad va manfaatlari, zamonaviy talablar, shuningdek, xalqaro standartlar. Bu sohani isloh qiluvchi tegishli huquqiy baza yaratilib, u ustuvor vazifa sifatida belgilandi. Investitsiyalar, shuningdek, inson kapitaliga investitsiyalar o'sishi, bilimli kadrlar tayyorlash va hal qiluvchi boylik va hal qiluvchi kuch bo'lgan intellektual rivojlangan avlod demokratik taraqqiyot, modernizatsiya va yangilanishga erishish, barqaror va iqtisodiyotning barqaror o'sishi.

Demokratik jamiyatni barpo etishdagi eng muhim muammolardan biri bu o'zgarishdir inson tarbiyasi va tafakkuri. [1]Tafakkurning yangi turini yaratish asosiy vazifaga aylanadi. Insonning o'rni demokratik jamiyat yo'nalishlariga asoslangan taraqqiyot omili va bugungi taraqqiyotdagi rolini tushunish. Inson har bir xalqning asosiy boyligi bo'lishi mumkin. Bundan xulosa qilish mumkinki, xalq boyligi va qudratini yuksaltirishning asosiy yo'li - bu boylikni oshirishdir har bir insonning o'ziga xos ijodiy qobiliyatlari. Hozirgi kunda ta'limga sarflanadigan mablag'lar miqdori. Bu shunchaki oddiy xarajatlar emas, balki ular iqtisodiy foyda keltiradigan investitsiyalar sifatida qaraladi tez sur'atdagi daromad.

Innovatsiya - bu nazariy asoslangan, yo'naltirilgan va amaliyotga yo'naltirilgan innovatsiya. Bu Innovatsion ta'limning maqsadlari quyidagilardan iborat:

- o'quvchining intellektual va shaxsiy va ma'naviy rivojlanishining yuqori darajasini ta'minlash;

- ilmiy tafakkur ko'nikmalarini egallashlari uchun sharoit yaratish;

- Ijtimoiy-iqtisodiy va kasbiy sohalaridagi innovatsiyalarni o'qitish metodikasi.

Hozirgi kunda yangi kasbiy sifatni tayyorlash talab qilinayotgan jamiyat nafaqat malakali ishchi va biznesga o'z-o'zini yo'naltirgan ijodiy yondashishga qodir, yuqori malakaga ega mutaxassis, fikrlash madaniyati, ko'p tomonlama rivojlanish odamlari.[2] Hozirgi kunda ko'plab maxsus fanlar o'qituvchilari zamonaviy talabalar uchun qanday dars bo'lishi kerakligini so'rashadi. Ularga berilgan narsalarni maksimal darajada bilish bilan. O'quvchilarga umrbod o'rganishni o'rgatishimiz kerak, buning uchun o'qituvchi qodir bo'lishi kerak. Yangi avlod bilan ishlash, doimiy o'zgarib turadigan sharoitga moslashish uchun texnikani doimiy yangilash muhit, o'qitishning turli noan'anaviy shakllari va usullaridan, innovatsion texnologiyalardan foydalangan holda o'quvchilarni fanga ijodiy yondoshishga undash.

Talabalarga yo'naltirilgan texnologiyalarga alohida e'tibor beriladi - hamkorlikda o'qitish, loyihaga asoslangan ta'lim, texnologiyani individuallashtirish va farqlash, ko'p bosqichli o'qitish. Individuallashtirish texnologiyasi kurs dizayni bilan o'quv kurslarini o'tkazishda keng qo'llaniladi, bitiruv dizayni, talabalarning himoya kursi yoki tadqiqot loyihalarida erishgan yutuqlari ishlash. Kollektiv ta'lim texnologiyasi darslarda mahorat darslari shaklida qo'llaniladi.

Ushbu darslar jonli, hissiy, talabalarning yuqori faolligi muhitida va bir nechta fanlarni qamrab oladi.

Innovatsion texnologiyalar prizmasida o'zgarishlar tizimi talabalarni tekshiradi maxsus fanlarni bilish. Ta'lim darajasini o'lchashning zamonaviy usullari

talabalar, kompyuter texnologiyalaridan foydalanishga yo'naltirilgan (kompyuter testi) va haqiqatga to'liq javob beradi hozirgi zamon, printsiptial jihatdan yangi imkoniyatlarni taqdim etadi, o'qituvchining samaradorligini oshiradi. Ushbu texnologiyalarning muhim afzalligi shundaki, ular yangi imkoniyatlar va talabalarni taqdim etadi. O'rganilayotgan ob'ekt talabasi o'rganishga ongli ravishda jalb qilingan o'rganish sub'ektiga aylanadi ta'lim jarayoni va u bilan bog'liq o'z qarorlarini qabul qiladi. Forte kompyuter test nazorati bilim - katta hajmdagi materialni sinash jarayonida qo'lga kiritish qobiliyati va shu tariqa sezilarli darajada oshirish imkonini beradi

Video, kompyuter taqdimotlaridan foydalangan holda maxsus fanlar darslarini o'tkazish - kuchli o'rganishga rag'batlantirish. Ushbu darslar orqali o'quvchilar faol aqliy jarayonlarga aylanadi: idrok, diqqat, xotira, fikrlash; kognitiv qiziqishni ancha faol va tezroq uyg'otadi.[3] Axborot texnologiyalari axborotni turli shakllarda beradi va shu bilan o'quv jarayonini samaraliroq amalga oshiradi. Muayyan materialni o'rganish uchun zarur bo'lgan vaqtni tejash, o'rtacha 30% va xotirada saqlanadigan olingan bilimlar ancha uzoqroq bo'ladi. Shunday qilib, AKTdan birgalikda foydalanish to'g'ri texnologiyani o'qitish va ta'lim sifatining zarur darajasini yaratish, o'zgaruvchanlik, ta'limni differentsiallashtirish va individuallashtirishdir.

Shu munosabat bilan quyidagi xulosalar va bir qator afzalliklarni ajratib ko'rsatish mumkin oddiy bilan solishtirganda dars:

- Vizualning ustunligi natijasida yangi materialning o'zlashtirilishini yaxshilaydi fikrlaydigan o'quvchilar shu tarzda taqdim etilgan ma'lumotlarni osongina idrok etadilar;
- Dars jarayonida talabalarining fazoviy va mantiqiy tafakkuri shakllangan;
- Tabiiyki, talabalarining ish sur'atlarini optimallashtirish orqali erishiladi;
- Darsda kompyuter animatsiyasi yordamida muammo yaratish mumkin vaziyat, natijada dars o'quv o'yinlari xarakterini oladi va talabalarining ko'pchiligi o'quv faoliyatining motivatsiyasini oshiradi.

An'anaviy darslarni kompyuter bilan integratsiyalashuvi o'qituvchiga darslarning bir qismini almashtirish imkonini beradi o'quv jarayonini yanada qiziqarli, rang-barang va qizg'in qilish bilan birga shaxsiy kompyuterda ishlash.[4]

Xususan, bu jarayonning ta'riflari, maqsadlari va boshqa muhim qismlarini tezroq yozib olishdir material, chunki o'qituvchi matnni bir necha marta takrorlashi shart emas (u uni olib keldi ekran), talaba uni yana parchalash talab qilinmaguncha kutishi shart emas.

Bularning barchasi kompyuter taqdimotlaridan foydalangan holda darsning samaradorligi yuqori ekanligini ko'rsatadi an'anaviy dars bilan solishtirganda. Ko'nikmalarni shakllantirishga qaratilgan innovatsion texnologiyalarning mohiyati aniq o'quvchilarning ushbu muammolarni hal qilishda o'zlashtirganliklarini ta'minlash faoliyat texnikasi.

Xulosa qilib aytganda, Yuqoridagilarning barchasi innovatsion ta'limning asosiy xususiyatlari bo'lishi mumkin degan xulosaga olib keladi hisobga olinadi:

- O'quvchi va o'qituvchi individual shaxsini intensiv rivojlantirish;
- Ularning birgalikdagi faoliyati va muloqotini demokratlashtirish;
- Ta'lim jarayonini insonparvarlashtirish;
- Ijodiy o'qitish va faol o'rganishga, o'quvchilarning o'zini shakllantirishda tashabbuskorligiga e'tibor qaratish kelajak mutaxassislari sifatida;
- Ta'lim vositalari, usullari, texnologiyalari va vositalarini modernizatsiya qilish, hissa qo'shish kelajakdagi mutaxassisning innovatsion tafakkurini shakllantirish. Innovatsion texnologiyalarni qo'llash asosiy omil hisoblanadi mamlakat taraqqiyoti. O'ylaymizki, har bir fuqaro tashabbuskor va faol bo'lishi kerak innovatsion texnologiyalarni qo'llash jarayonini tezlashtirish.

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TA'LIM TIZIMINING MODERNIZATSIYALASHNING AHAMIYATI

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Annotatsiya: yangi davrda oliy ta'limni modernizatsiya qilish yo'lidan borish, shubhasiz, katta nazariy va amaliy ahamiyati. Katta ma'lumotlar oliy ta'limga inqilobiy o'zgarishlar olib keldi, imkoniyatlar va birga mavjud bo'lgan muammolar. Ushbu maqola katta ma'lumotlar davridagi oliy ta'limning hozirgi holatini o'rganadi. Ta'limni modernizatsiyalashning mazmuni, oliy ta'limni modernizatsiyalash davridagi vazifalarni tahlil qiladi. Texnologiya va ta'lim ekologiyasidagi katta ma'lumotlar va nihoyat uchta jihatdan innovatsion yo'llarni taklif qiladi. Tizim qurilishi, ta'lim ekologiyasi va ta'lim qobiliyati.

Kalit so'zlar: katta ma'lumotlar, Oliy ta'lim, modernizatsiya, bulutli hisoblash, innovatsiya.

So'nggi yillarda innovatsiyalar va rivojlanish katta ma'lumotlar, bulutli hisoblash kabi texnologiyalar, va narsalar interneti odamlarni o'zgartirdi, jamiyatning barcha sohalarida ishlab chiqarish va turmush tarzi yuqori darajada integratsiyalashgan. Zamonaviylikning muhim bo'g'ini sifatida ijtimoiy ta'lim va muhim tashuvchisi innovatsion iste'dodlarni rivojlantirish oliy ta'limga ham o'tdi. Katta ma'lumotlar davri to'liqini ostida, vaziyat xavf va yo'nalishni yanada aniqlashtirish oliy ta'limda shubhasiz, ijobiy bo'ladi. Xitoy uchun nazariy va amaliy ahamiyatga ega ta'lim sifatini oshirish uchun oliy ta'lim; ta'limda tenglikni ta'minlash va jadallashtirish transformatsiyadir.

Modernizatsiya - (lotincha - modeme – eng yangi) – takomillashtirilgan, yaxshilangan, yangi talabalarga javob bera oladigan degan ma'noni bildiradi. Ushbu so'z borgan sari hayotning barcha jabhalarida keng qo'llanilib bormoqda. Mazkur modernizatsiya shaxsni o'qitish va tarbiyalashga oid eng yaxshi an'analarni saqlab qolgan va boyitgan holda majmuaviy xarakter kasb etib, ta'lim tizimining barcha sohalarini to'la qamrab oladi va jamiyatda qaror topgan malakali mutaxassislarini tayyorlash borasidagi ehtiyojni qondirishga xizmat qiladi.[1]

- har bir shaxsning to'laqonli ta'lim olishida boshqalar bilan teng huquqliligi va ta'lim olishning ochiqqligini ta'minlash; - uzluksiz ta'lim tizimida yangi sifat ko'rsatkichlariga erishish; - yangi ta'lim resurslarini jalb qilish va ulardan samarali foydalanish asosida uzluksiz ta'lim tizimida samarali me'yoriy-huquqiy va tashkiliy- iqtisodiy mexanizmlarni shakllantirish; - davlat va jamiyatning qo'llab-quvvatlashi negizida ta'lim tizimi xodimlarining ijtimoiy maqomi va kasbiy kompetentligini rivojlantirish; - ta'lim tizimining davlat va jamoatchilik boshqaruviga asoslanganlik tamoyiliga muvofiq ta'lim jarayoni ishtirokchilari –talabalar, pedagoglar, ota onalar va ta'lim muassasalarining rolini oshirish.

Mobil internet rivojlanishi bilan, axborotlashtirish va raqamlashtirish kirib keldi. Ijtimoiy va iqtisodiy hayotning barcha jabhalarida massiv har kuni ma'lumotlar miqdori yaratiladi va bular ma'lumotlar hajmi jihatidan juda katta, turlari va hajmi jihatidan xilma-xildir, turli xil ifoda shakllari, shu jumladan matn, rasmlar, audio, video va boshqalar. Shu bilan birga, ma'lumotlar kabi yig'ish usullari asta-sekin boyitiladi. Sensorlar, mobil qurilmalar, ijtimoiy tarmoqlar va boshqalar. Turli manbalar va ma'lumotlar ijtimoiy va iqtisodiy hayotni raqamlashtirish mumkin. Ular katta hajmga ega, shuning uchun katta ma'lumotlarni shakllantirish tuzilishi xilma-xil, murakkabdir. Ijtimoiy hayotda har bir inson juda ko'p ma'lumotlarni ishlab chiqaradi, lekin bitta odamning ma'lumotlari juda mazmunli emas, lekin ko'p odamlarning ma'lumotlari birlashtirilganda katta ma'lumotlar, bu katta ahamiyatga ega, chunki katta ma'lumotlar miqdori xususiyatlar va qonuniyatlarni yashiradi inson tomonidan berilgan va bu ko'pincha katta usullardan foydalanmasdan amalga oshirish qiyin ma'lumotlar. Akademik Li Deyi bu katta ma'lumotlarni ta'kidladi onlayn dunyo insoniyatning muhim boyligiga aylandi. Uning ilovalari mavjud ijtimoiy hayotning turli sohalar, masalan, aqlli

avtomobillar, uchuvchisiz haydash, xavfni bashorat qilish, kasalliklarni nazorat qilish, va hokazo.

Ta'limni modernizatsiya qilish muhim qismidir. Ta'limni modernizatsiya qilish yo'nalishiga aniqlik kiritadi va ta'lim beradi. Ta'limni modernizatsiya qilish - bu ta'limni muvofiqlashtirilgan va oqilona rivojlantirishdir. Ta'limni modernizatsiya qilish talab qilmaydi, lekin u ta'lim bilan to'liq integratsiya qilinishi kerakligini anglatadi. Xitoyning ta'limni modernizatsiya qilish jarayoni mavjud va har doim asosiy ta'lim masalasiga e'tibor qaratgan.[2] "Kimni o'rgatish, qanday o'qitish va kimga o'rgatish", insonlarni har tomonlama rivojlantirishga e'tibor qaratish va axloqiy, intellektual, har tomonlama rivojlantirishga ega bo'lgan sotsialistik quruvchilar va vorislarni yetishtirish.

XXI-asrdan boshlab Xitoyning ta'lim modernizatsiya jadallik bosqichiga kirdi. So'nggi yillarda o'sishi bilan bulutli hisoblash, katta ma'lumotlar kabi texnologiyalar, sun'iy intellekt va blokcheyn, oliy ta'limni modernizatsiya qilishda ham yangilik mavjud. Oliy ta'limni modernizatsiya qilish oliy ta'limni axborotlashtirishni o'z ichiga oladi. Asosan uch jihatda namoyon bo'ladi:

- birinchisi apparat vositalarining to'liqligidir. Ko'pchilik kollejlari va universitetlar allaqachon qilgan internet qurilishida sezilarli yutuqlar, va tegishli resurslarni qurish bo'ldi uchun mustahkam poydevor qo'yib, asosan yakunlandi.

- Ikkinchisi - bu axborotni boshqarish darajasi to'liq yaxshilandi.

- Uchinchisi - oliy ta'limni axborotlashtirish.

Katta ma'lumotlar davrida, jarayon yuqori bo'lsa-da, ta'limni modernizatsiya qilish jadal sur'atlar bilan amalga oshirilmoqda. Avvalo, texnik nuqtai nazardan, katta ma'lumotlar, albatta, ulardagi qonunlarni tahlil qilishi mumkin. Lekin, ma'lumotlarning bu qismi o'zi bo'lishi mumkin bo'lsa-chi? Shunga asoslanib qarorlar qabul qilinadi.[3] Masalan, turli darajadagi iqtisodiy darajaga ega bo'lgan hududlar, ishlab chiqish baholash uchun bir xil ma'lumotlar modelidan foydalanadi. Albatta, agar o'qituvchilar bunday vaziyatga duch kelsa, ular osongina aniqlash va amalga oshirish mumkin. Biroq, muammo shundaki ma'lumotlarning o'zida kamsitishning katta qismi qo'lda aniqlash qiyin. Ma'lumotlar qaytarilganda muayyan natija ekanligini qanday aniqlash mumkin? Ko'p hollarda mumkin bo'lgan natijalar oqilona va samarali, agar natijalar asossiz bo'lsa, kim asosida qabul qilingan qarorlar uchun javobgardir. Ikkinchidan, axborotlashtirish nuqtai nazaridan, universitetlar o'rtasida axborotlashtirish qurilishi hisoblanadi. Lekin joriy kollejlari o'rtasida ma'lumot almashish darajasi juda past, har bir maktab faqat o'z o'quvchilarining ma'lumotlaridan foydalanishiga olib keladi va umumiy rivojlanishiga yordam bermaydi. Masalan, agar odamlar o'qitish muammolarini ma'lum bir narsada topishni xohlashadi, ma'lum bir ma'lumotlarga tayanish etarli emas. Ma'lumot almashish mexanizmi yo'qligi sababli, kollej va universitetlar uchun bu mumkin emas yagona tadqiqot uchun o'z ma'lumotlarini olish, qaysi afzalliklari bilan algoritmlarni olish oson va u butun mintaqaning xususiyatlariga mos kelmaydi.

Oliy ta'lim nuqtai nazardan qarash katta ma'lumotlar, ma'lumotlarga asoslangan fikrlash kerak. Sababi nima uchun katta ma'lumotlardan keng foydalanish mumkin va har xil turdagi qayta ishlash usuli ma'lumotlar va ma'lumotlar ortidagi bilimlarni qazib olishi mumkin. Bu katta ma'lumotlarni tahlil qilish usullarini qo'llash to'g'ri. Misol uchun, umumiy o'tkazish mumkin. O'quvchilarning baholarini yig'ish orqali tahlil qilish va o'qituvchilarni baholash ma'lumotlari.[4] Xuddi shunday, talabalar ma'lumotlarini tadqiq qilish orqali katta ma'lumotlar qazib olish mumkin. Turli talabalarning xususiyatlari keyin esa ular uchun eksklyuziv o'quv rejalarini shakllantirish. Katta ma'lumotlar davrida, modernizatsiyani amalga oshirish uchun oliy ma'lumot, bu haqiqatdan haqiqatni izlash kerak va rivojlanish kerak.

Tushunish kerak bo'lgan birinchi narsa - bu muassasa. Katta ma'lumotlar ta'lim ekotizimining bo'lishi mumkin emas. Butun qurilish jarayonida muvaffaqiyatsizliklar duch kelishi muqarrar. Bu zarur qismlar va qismlar o'rtasidagi munosabatlarni muvofiqlashtirish.

Bundan tashqari, qurish kerak ko'p nuqtai nazardan ta'lim ekologiyasi. Akademik tadqiqot shartlari, individual tadqiqotga e'tibor qaratish usuli, e'tibor individual va jamoaviy kombinatsiyani yaratish tadqiqot, onlayn va oflayn shakllar, va maksimallashtirish yaxshilash uchun vaqt va makon bo'yicha resurslardan foydalanish. Katta ma'lumotlardan foydalanish professionallar uchun sharoit yaratdi. Xuddi o'sha payt, bulut platformasi ham qulaylikni ta'minlaydi. Ta'lim rejalariga muvofiq mos ravishda sozlangan ma'lumotlarni tahlil qilishda talabalarning xususiyatlari va yangi standartlar katta ma'lumotlar rejalarini solishtirish orqali amalga oshirilishi mumkin. Shu bilan birga, undan o'rganish muhimdir.

Xulosa qilib aytganda ta'limning ma'naviy-axloqiy mazmunini oshirish, talaba-yoshlarga mustaqillik g'oyalariga, yuksak ma'naviyat va insoniylikning milliy an'alariga sodiqlik ruhini chuqur singdirish, ularda yot g'oya va mafkuralarga nisbatan immunitet va tanqidiy tafakkurni mustahkamlash bo'yicha keng ko'lamli ma'rifiy va tarbiyaviy ishlarni olib borish; ta'lim muassasalari moddiy-texnika bazasini o'quv va ilmiy-laboratoriya bino va korpuslari, sport inshootlari, ijtimoiymuhandislik infratuzilmasi obyektlarini qurish, rekonstruksiya qilish va kapital ta'mirlash, ilm-fanning ustuvor yo'nalishlari bo'yicha o'quv-ilmiy laboratoriyalarini zamonaviy asbob va uskunalar bilan jihozlash orqali yanada mustahkamlash; ta'lim muassasalarini zamonaviy axborot-kommunikatsiya texnologiyalari vositalari bilan jihozlash, muassasalar talabalari, o'qituvchilari va yosh tadqiqotchilarining jahon ta'lim resurslari, zamonaviy ilmiy adabiyotlarning elektron kataloglari va ma'lumotlar bazalariga kirish imkoniyatlarini kengaytirish ishlari olib borilmoqda

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ИННОВАЦИОННЫЕ ПОДХОДЫ К ОБУЧЕНИЮ ПРЕДМЕТОВ В ВЫСШЕМ ОБРАЗОВАНИИ

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Аннотация: В данной статье подробно описаны инновационные подходы к преподаванию естественных наук в системе высшего образования сегодня. Кроме того, была представлена информация о современных международных инновационных решениях.

Ключевые слова: опыт, обучение, образование, адаптивный, геймификация, перевернутое обучение, инновации.

Введение. Традиционный подход к преподаванию и обучению в высших учебных заведениях все больше устаревает в двадцать первом веке. Чтобы подготовить студентов к успеху в их будущей карьере, необходимы инновационные подходы к преподаванию и обучению.

Основная часть. В сегодняшнем быстро меняющемся образовательном ландшафте преподаватели сталкиваются с проблемой соответствия меняющимся потребностям и ожиданиям своих студентов, особенно с ростом онлайн-курсов. Поскольку мир становится все более взаимосвязанным, традиционный подход к преподаванию и обучению в высшем образовании должен развиваться, чтобы соответствовать

потребностям учащихся двадцать первого века. В этой статье рассматриваются некоторые инновационные подходы к преподаванию и обучению в высшем образовании, включая активное обучение, смешанное обучение и персонализированное обучение, чтобы помочь подготовить студентов к успеху в их будущей карьере.

Традиционный подход к преподаванию в высших учебных заведениях сосредоточен на передаче знаний от преподавателя к студенту. Этот подход делает сильный акцент на лекциях, учебниках и экзаменах и может быть пассивным и отвлекающим для студентов. В современном мире, где информация легко доступна на кончиках наших пальцев, этот подход становится все более устаревшим.

Чтобы подготовить студентов к вызовам двадцать первого века, нам нужно изменить подход к преподаванию и обучению. Нам нужно сосредоточиться на развитии таких навыков, как критическое мышление, решение проблем и сотрудничество, а не просто заучивание информации. Нам нужно создать более увлекательные и интерактивные учебные процессы, которые позволят студентам применять свои знания в реальных ситуациях. Таким образом, мы сможем лучше подготовить студентов к успеху в их будущей карьере.

Хотя традиционный подход к преподаванию и обучению может быть устаревшим в некоторых отношениях, все еще есть аспекты этого подхода, которые являются ценными и заслуживают сохранения. Например, лекции все еще могут быть эффективным способом введения новых концепций и предоставления основы для понимания материала курса. Однако мы должны быть готовы отказаться от аспектов традиционного подхода, которые больше не эффективны. Например, нам нужно отойти от фокуса на запоминании и механическом обучении и вместо этого сосредоточиться на развитии критического мышления и навыков решения проблем. Нам также нужно создавать более увлекательные и интерактивные учебные процессы, а не полагаться исключительно на лекции и экзамены.

Некоторые важные подходы, на которые следует обратить внимание при преподавании и обучении в системе высшего образования

Опытное обучение

Опытное обучение — это подход, который делает акцент на обучении через непосредственный опыт. Это может включать стажировки, полевые работы и проекты по обучению служению. Вовлекаясь в реальные ситуации, студенты могут применять свои знания и навыки на практике. Одним из ключевых преимуществ опытного обучения является то, что оно помогает преодолеть разрыв между теорией и практикой. Связывая академические концепции с реальными ситуациями, студенты могут лучше понять актуальность своего обучения и развить навыки, которые напрямую применимы в их будущей карьере.

Совместное обучение

Совместное обучение — это подход, который поощряет студентов работать вместе в группах для решения проблем и выполнения проектов. Этот подход способствует развитию навыков командной работы и общения, а также формированию чувства общности в классе. Одним из ключевых преимуществ совместного обучения является то, что оно предоставляет студентам возможность учиться у своих коллег. Работая с другими людьми, имеющими иные точки зрения и опыт, студенты могут получить новые знания и развить более широкое понимание материала курса.

Адаптивное обучение

Адаптивное обучение — это подход, который использует технологию для персонализации опыта обучения для каждого ученика. Этот подход использует алгоритмы для оценки успеваемости учеников и предоставления индивидуального контента и обратной связи на основе их индивидуальных потребностей. Одним из

ключевых преимуществ адаптивного обучения является то, что оно позволяет ученикам учиться в своем собственном темпе. Предоставляя контент, который соответствует их сильным и слабым сторонам, ученики могут быстрее прогрессировать и оставаться вовлеченными в материал.

Геймификация

Геймификация — это подход, который использует игровые элементы, такие как баллы, значки и списки лидеров, для мотивации и вовлечения студентов. Этот подход может применяться к широкому кругу предметов и может быть особенно эффективным для поощрения вовлеченности студентов в предметы, которые могут считаться менее захватывающими. Одним из ключевых преимуществ геймификации является то, что она может повысить мотивацию и вовлеченность студентов. Включая игровые элементы в обучение, студенты с большей вероятностью будут вкладываться в образовательный процесс и принимать активное участие в собственном обучении.

Перевернутое обучение

Перевернутое обучение — это подход, который подразумевает изменение традиционной модели обучения в классе. В перевернутом классе студенты смотрят лекции или выполняют чтение вне класса, а затем приходят в класс, чтобы заняться практическими занятиями и обсуждениями. Одним из ключевых преимуществ перевернутого обучения является то, что оно обеспечивает более персонализированный и интерактивный опыт обучения. Используя время в классе для практических занятий и обсуждений, студенты могут более осмысленно взаимодействовать с учебным материалом и получать обратную связь и поддержку от своих коллег и преподавателей.

Заключение. Инновационные подходы к преподаванию и обучению в высших учебных заведениях имеют важное значение для подготовки студентов к вызовам двадцать первого века. Включая в свою педагогическую практику экспериментальное обучение, совместное обучение, адаптивное обучение, геймификацию и перевернутое обучение, преподаватели могут создать более увлекательный и эффективный опыт обучения для своих студентов. Поскольку образовательный ландшафт продолжает развиваться, для преподавателей важно оставаться открытыми для новых подходов и продолжать адаптировать свою педагогическую практику для удовлетворения меняющихся потребностей своих студентов.

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XX АСРНИНГ 60-70 ЙИЛЛАРИДА ЎЗБЕКИСТОННИНГ ИЛМ-ФАН СОҲАСИДАГИ ХАЛҚАРО ҲАМКОРЛИК АЛОҚАЛАРИНИНГ РИВОЖЛАНИШИ.

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Аннотация: Ушбу мақолада XX асрнинг 60-70 йилларида илм-фан соҳасида Ўзбекистоннинг хорижий билан ўзаро алоқалардаги ривожланиши, шунингдек, Ўзбекистон собиқ Иттифоқнинг таркибида бўлган даврда ўзбек олимларининг илм-фан соҳасидаги хорижий давлатларга ташрифлари ҳамда қилган маърузаларда фаол иштирок этганлиги манбалар асосида кўрсатиб берилган.

Калит сўзлар: Фанлар академияси, халқаро илм-фан алоқалари, ўзбек олимлари, халқаро симпозиумлар, халқаро конференциялар.

Давлатларнинг дунё миқёсидаги обрў эътибори шу давлатда илм-фан соҳасининг қай даражада ривожланганлиги ҳамда фан соҳасида изланишлар олиб борган олимларнинг салоҳияти билан белгиланади. Шу нуқтаи назардан совет ҳокимияти даврида Ўзбекистонда илм-фан соҳасида катта силжишлар XX асрнинг 60-йилларидан бошланди ва бир қатор олимлар ўзларининг илм-фан соҳасида олиб борган изланишлари, ютуқлари хорижий мамлакат олимлари томонидан эътироф этилиб, улар билан халқаро ҳамкорлик алоқаларини олиб боришган.

Ўзбекистонда илм-фан соҳасини ривожлантиришда Убай Орифов, Хадича Сулаймонова, Собир Юнусов, Иброҳим Муминов, Ғани Мавлонов Яхё Ғуломов ва кўпгина бошқа ўзбек академик олимларининг номлари хорижий давлатларда машҳур бўлган. Улар дунёнинг турли мамлакатларида ўтказилаётган халқаро конгресслар, конференциялар, симпозиумларда иштирок этишган. Шунингдек, 1962-1965 йиллар давомида республикамизнинг 100 дан ортиқ олимлари чет элларда ўтказилган турли хил халқаро симпозиумларга қатнашишган [8].

Шуни алоҳида айтиб ўтиш жоизки, ЎзССР Фанлар академиясининг президенти Убай Орифов Данияда физика тадқиқотларида радиоизотоплардан фойдаланиш бўйича ўтказилган халқаро конференцияда қатнашган. Академик Ғани Мавлонов Данияда ўтказилган халқаро гидрогеология бирлашмасининг йиғилишида, академик С.Азимов юқори энергия заррачалари физикаси бўйича АҚШда ўтказилган халқаро конференцияда, профессор Ёркин Тўрақулов Дания ва Японияда эндокринология бўйича ўтказилган И ва ИИИ халқаро конгрессларда, профессор Г. Маҳкамов Гонулулу, (Гавай ороллари)да ўтказилган Х Тинч океан конгрессининг ишида қатнашган ва Чехословакия тиббиёт ходимлари олдида маъруза қилган [8].

Шунингдек, Ўзбекистоннинг 14 нафар кўзга кўринган олими 1962 йилда халқаро илмий конференцияларда маъруза ва ахборотлар билан иштирок этишган. Масалан, академик С. В. Стародубцев қаттиқ жисмлардаги бузилиш масалалари бўйича Венецияда ўтказилган халқаро симпозиумда, А.П. Иброҳимов нурланишларнинг таъсирига доир Англияда ўтказилган Халқаро конгрессда ва академик Х. Ф. Фозилов электр системалари масалалари бўйича Парижда ўтказилган 19 Халқаро конференцияда маъруза қилган. Республика илмий ҳаётнинг чинакам маркази бўлган Ўзбекистон ССР Фанлар академиясининг нашриёти ҳар йили олимларнинг турли мавзулардаги монографияларини нашр этишган.

Таъкидлаш жойизки, илм-фан соҳасидаги мазкур алоқалар Ўзбек олимларининг халқаро миқёсида нуфузини ошишига, илм-фанни бир поғона юқорига олиб чиқишда ўз ҳиссасини намоён этди. Дарвоқе, илм-фан соҳасидаги халқаро ҳамкорлик давлат олимларининг тажриба алмашишида имконият яратиб берган. Шу сабабли, илм-фан

соҳасини ривожлантириш мақсадида Республика академияси 10 та доимий илмий журнал босиб чиққан. Бу нашрларга 800 чет эл олими обуна бўлган. Фақат кейинги йиллар мобайнида Фанлар академияси чет эллардан Ўзбекистон Фанлар В.К.Қобулов академиясининг корреспондент аъзоси ёзган “Баланс типигади интеграл тенгламалар” деган китобнинг 1100 нусхасига, профессор Ё.Х.Тўрақулов ёзган “Териоид патологиясида қалқонсимон без гормонларининг биохимияси” деган китобнинг 600 нусхасига, профессор Н. К. Абубакиров ёзган “Строфантининг группасидаги стероид глюкозидлар кимёси соҳасидаги текширишлар” китобининг 750 нусхасига У.О. Орифов ёзган “Чигит тукини тўкиш” деган китоб, академикнинг 1100 нусхасига талабнома олган [7].

Шу билан бир қаторда Ўзбекистон ССРнинг бир қатор олимларнинг илмий асарлари чет тилларга таржима қилинган. С. Ю. Юнусовнинг фан соҳасида эришган ютуқларига юксак баҳо берилган. У немис табиатшунослари академиясининг аъзоси қилиб сайланган. Т. З. Зоҳидов Ҳиндистон зоология жамиятининг аъзоси қилиб сайланган [7].

Шунингдек, Ўзбекистон тарихи соҳасида иш олиб борган инглиз мутахассиси Хилда Хукхем 1963 йилда “Истилочи Темурланг” деган китобини нашр этди. Хилда Хукхем ўз китобининг бир нусхасини ана шу сатрларнинг муаллифига қўйидаги сўзлар билан юборди: “Ушбу китоб билан бирга Сизга инглиз ўқитувчиси ва онанинг самимий саломларини йўлламан. У она ҳам Сиз каби икки халқ маданияти ва тарихи ҳақидаги билимларнинг ўсиши ўзаро ҳамфикрликка, дўстликка олиб келади ва тинчликни мустаҳкамлаш ишига ҳисса бўлиб қўшилади, деб ишонади”. Кўпгина чет эллик олимлар республикамиз илмий ва ўз малакасини ошириш учун Ўзбекистонга ташриф буюришган, текшириш муассасаларининг фаолияти билан танишишган.

Самарали халқаро ҳамкорлик олиб боришда илм-фан соҳаси муҳим аҳамият касб этган ҳамда шу аснода Ўзбекистонга 1961-1962 йиллар давомида Польша, Чехословакия, Хитой, Болгария, Мўғулистон, Вьетнам Демократик Республикаси, Ҳиндистон, Цейлон, Мали, Франция, Гана, Гвинея, БАР, ГДР ва АҚШдан 200 га яқин олим ташриф буюришган. Самарали алоқалар олиб борган олимлардан чехословакиялик геологлардан Гацик Оборджак, Божечкий, Новотний, ҳиндистонлик Жагатха Найдун, америкалик Краукон, польшалик кимёгар Врубелъ, Франциялик гидротехник Шоллерлар алоҳида хизмат қилган. Шунингдек, Болгариялик олим Минков, хитойлик Жень-Фу-ин ва Чжен-учуй ЎзССР Фанлар академияси гидрогеология институти иши билан, хитойлик Чжан-Чжень Ван ботаника институтининг иши билан танишиб чиқишган.

Ўзбекистон ва Ҳиндистон давлатлари ўртасида илм-фан соҳасини ривожлантиришда учун 1961-1963 йилларда Ҳиндистон олимларининг 13 вакили Ўзбекистонга ташриф буюришган. Ҳамкорлик алоқалар давомида ЎзССР Фанлар академиясидаги илмий-текшириш ишларининг умумий аҳволи, айрим институтлар, лабораторияларнинг фаолияти билан танишиб чиқишган. Олимлар орасида Мисхоро штатининг губернатори доктор Вадияр, Нерунинг фан ишлари бўйича ёрдамчиси доктор Тхакер, ядро физикаси соҳасидаги мутахассислардан доктор Бора-Айя ва Наир бўлган. Марҳум профессор Ашраф икки йил мобайнида Шарқшунослик институтидаги қўлғемаларни ўрганган. Баъзи ҳинд олимлари узок вақт ЎзССР Фанлар академиясида иш олиб борганлар. Масалан, доктор Бора-Айя Шарқшунослик институтида самарали фаолият олиб борган. Биргаликда ўтказилган совет ҳинд ботаника экспедициясида қатнашиш учун 6 ҳинд ботаниги Ўзбекистонга келган. Ўз навбатида Ўзбекистон олимлари ҳам Ҳиндистонга ташриф буюришган [3]. Шу ўринда 1959 йилда бутунҳиндистон илмий конгрессларида қатнашиш учун академик Т. Н. Қори-Ниёзов, 1960 йилда тупроқ механикаси бўйича регионал конференцияда қатнашиш учун Х. Асқаров Ҳиндистонга борган. Ф. Н. Русанов Ҳиндистонда бўлиб, нодир ва қимматли

Ўсимликларни СССРда интродукция қилиш ва гербарийларни тўлдириш мақсадида Шарқий Ҳимолай тоғларида ўсадиган ўсимликларни ўрганди. Ўзбекистон медаллари ҳам ўз касбдошларига ёрдам бериш мақсадида чет элларга ташриф буюришган [6].

Ўзбек олимлари илм-фан соҳасини ривожлантириш мақсадида XX асрнинг 60-70 йиллар давомида Корея Халқ Демократик Республикаси, Яман, Афғонистон, Хитой ва Вьетнам Демократик республикаларида ташриф буйиришган. Шунингдек, китобларни айирбошлаш Ўзбекистон олимларининг чет эллик касбдошлари билан илмий алоқаларини мустаҳкамлашда катта роль ўйнаган. Масалан, ЎзССР Фанлар академияси ва унинг фундаментал кутубхонаси ер юзининг 30 мамлакатидagi 150 муассаса билан китоб айирбошлашган.

Табиийки, бундай ҳамкорлик жуда фойдали ва самарали бўлган. Бундай яхши натижаларга ЎзФА физика-техника институтининг чехословакиялик мутахассислар билан Серпуховдаги тезлатгични фойдаланишга топшириш ҳамда (Дубна шаҳридаги) ядро тадқиқотлари бирлашган институтининг синхрофазотронни ишга тушириш бўйича амалга оширган фаолиятлари натижасида эришилганлигини кўрсатиш мумкин. Ушбу тадқиқотлар давомида ионлар, протонлар ва дейтронларнинг нуклонлар ва ядролар билан ўзаро, бир-бирига таъсирини ўрганиш бўйича бир қатор илмий ишлар амалга оширилган [6].

Совет олимлари расмий делегациясининг Ҳиндистонга сафар қилиши ўзбек олимлари ҳаётида ҳам муҳим воқеа бўлган. Ушбу делегация таркибига ЎзФА президенти, собиқ СССР ФА академиги О.С.Содиқов, ЎзФА вице-президенти, академик В.М.Глушков ва бошқалар киритилган. Делегация бу ерда 1966 йил 27 декабрдан 1967 йил 18 январга қадар Ҳиндистон Олий университет комиссиясининг таклифига биноан меҳмон бўлиб турган ҳамда Деҳли, Ҳайдаробод, Бангалура, Бомбей, Суна ва Калкуттага бориб, мамлакатдаги энг йирик илмий марказлар иши билан яқиндан танишган [2].

Покистонлик олимлар Ўзбекистон билан илм-фан соҳасида ҳамкорлик алоқаларни ривожлантиришда мақсадида 1963 йилда Тошкентга ташриф буюришган. Ташриф давомида олимлар ўсимликлар генетикаси ва физиологияси институти пахтачилик ва ирригация институти иши билан, илмий муассасалар ҳамда ўқув юртларидаги ишлар билан муфассал танишгалик, бир қатор илмий муаммоларни совет олимлари билан ҳамкорликда муҳокама қилишган [4].

Ўзбекистонлик машҳур олим Ё.Х.Тўрақулов секциялар машғулоти вақтида "Ўлка патологиясини ўрганиш соҳасида Ўзбекистон тиббиётининг ютуқлари" ва "Қалқонсимон безлар физиологияси ва патологияси бўйича илмий тадқиқотлар ҳамда Ўзбекистонда эндемик буқоқ касалликларининг йўқотиш истиқболлари" деган мавзуларда маъруза қилган.

А.Зоҳидов Ўрта Осиёда йирик ер массивларини суғориш ва ўзлаштириш тажрибаси тўғрисида ҳамда совет Ўзбекистонидида сув ресурсларидан фойдаланиш билан боғлиқ бўлган илмий тадқиқот ишлари тўғрисида маъруза қилган [1].

ЮНЕСКО томонидан ташкил этилган Халқаро симпозиум 1962 йилда ҳамда қўғоқчилик зоналари бўйича тўрт ойлик халқаро курслар иш бошлаган. Ушбу тадбирлар ЮНЕСКО дастури доирасида Ўзбекистон ФА базасида ўтказилган ва унда қатнашган тингловчилар, шунингдек, маслаҳатчилар орасида Осиё ва Африкадаги кўпгина давлатларнинг, жумладан Тунис, Покистон, Ҳиндистон, Эрон, Сурия, Миср Араб Республикаси, Жазоир, Ливан, Туркия, Афғонистон ва бошқа кўпгина мамлакатларнинг вакиллари ҳам ташриф буюришган [2].

1964 йилда Африка делегацияси таркибига Академиянинг илмий- тадқиқот комитети раиси доктор М.Хайдер ва Академия секретари доктор Д.Одхиямбо Тошкентга ташриф буюришган. Улар бу ерда шифобахш ўсимликлар институти, кимё институти,

ЎзССР ФАнинг ўсимлик моддалари ва пахтачилик институти ишлари билан танишганлар.

Симпозиумда ҳаммаси бўлиб 23 та хорижий мамлакатдан 300 га яқин олим қатнашган. Симпозиумдаги хорижий қатнашчилар орасида Ўрта ва Яқин Шарқ, Осиё, Лотин Америкаси, АҚШ, Франция, Голландия, Венгрия, Миср Араб Республикаси, Эрон, Ироқ ва бошқа мамлакатлардан олимлари иштирок этишган [2].

1965 йил февраль ойида бўлиб ўтган фанларни ривожлантириш Покистон ассоциациясининг ХИИ конференцияси ишида совет олимларидан ЎзФА вице-президенти Ё.Х.Тўрақулов, ЎзФА Сув муаммолари ва гидрология институтларининг директори, техника фанлари доктори А.З.Зоҳидов иштирок этишган.

1968 йилда ядро физикаси институтида совет ва ҳинд олимларини қизиқтирган илмий муаммолар бўйича ҳамкорликда тадқиқотлар олиб боришга келишилган. Шу мақсадда собиқ СССР ФА Президиуми музокаралар олиб бориш учун Деҳлига СССР ФА вице-президенти, академик А.П.Виноградов бошчилигида делегация юборади. Делегация таркибига ЎзФА президенти академик О.С.Содиқов ва бошқа иттифоқдош республикаларнинг вақллари киритилган. Деҳлида ер ҳақидаги фан, онкология, математика ва физика, табиий бирикмалар химияси, доривор ўсимликларни экиш ва уларни ўрганиш муаммолари ижтимоий фанлар ва бошқа соҳаларда ҳамкорлик қилишнинг асосий юналишлари ҳақида келишиб олинди. 1968 йил сентябрь ойида Тошкент шаҳрида совет-ҳинд илмий симпозиуми ўтказилиб, унда 150 га яқин совет, 15 нафар ҳинд олимлари иштирок этган, табиий бирикмалар кимёсининг турли муаммолари бўйича юздан ортиқ маърузалар тингланди ҳамда ҳинд олимлари илмий муассасалар фаолияти, Ўзбекистон кимё саноати корхоналари билан танишишган [4].

1970 йил февралда Деҳлида табиий бирикмалар кимёси бўйича ҳинд - совет симпозиуми бўлиб ўтган. Биринчи шундай симпозиум 1968-йилда Тошкент шаҳрида бўлиб ўтган. Деҳлидаги симпозиум ишида 30 нафар совет олими ва 150 га яқин ҳинд олимлари иштирок этган. Собиқ СССР дологацияси таркибига академик О.С. Содиқов, СССР ФА мухбир аъзоси С.Й.Юнусов ва бошқалар кирган. Симпозиумда терпеноидлар ва алкалоидлар кимёси бўйича, янги табиий бирикмалардан тиббиёт саноатида фойдаланиш масалалари бўйича 100 дан зиёд илмий маърузалар тингланган ва муҳокама қилинган [4].

Келишилган ҳукуматлараро ва академиялараро битимлар доирасида 1972 йилда Ўзбекистон ФА олимлари М.Саратов, И.Ҳошимов Ҳиндистонга бориб келишган. 1973 йилда ҳинд олимларидан доктор Сингх ва Растоги Ўз ФА Ўсимлик моддалари кимёси институтида стажировкадан ўтганлар [1].

Совет олимлари иштирок этган энг муҳим илмий тадбирлардан бири 1974-йилда Ҳиндистонда ўтказилган физиология фанлари бўйича Халқаро конгресс ташкил этилишидир. Мазкур конгрессда Ўзбекистон делегатлари ва туристларидан иборат катта бир гуруҳ иштирок этди. СССР ФА нинг собиқ чет эллик аъзоси П.Ч.Махаланабие хотирасига бағишланган статистика бўйича чақирилган Халқаро симпозиум ҳам ана шундай илмий анжуманлардан бири бўлган. Ушбу симпозиумдаги совет делегациясига ЎзФА вице-президенти С.Х.Сирожиддинов бошчилик қилган.

Шунингдек, Чехословакиялик олимлар 1974 йилда Тошкент шаҳрида ўтказилган Когерент ва чизиқсиз оптика бўйича Бутуниттифоқ конференциясида иштирок этишган [5]. Анжуман иши давом этиб турган кунларда чехословак физиклари ўзбек олимлари билан илмий алоқа ўрнатганлар. Лазер нуруни тадқиқ этиш соҳасидаги энг долзарб муаммоларни муҳокама қилган, ўзаро фикр алмашишган, бир-бирларини янги ихтиролардан хабардор қилишган ҳамда бундан буён ҳамкорликда амалга ошириладиган илмий тадқиқотлар дастурини ишлаб чиққан.

1971 йилда ЧССР ФА математика институтининг илмий ходими Й.Фриг собиқ СССР ФА математика бўлимининг йўлланмаси билан ТошДУнинг дифференциал анализ кафедрасида академик Т.А.Саримсоқов раҳбарлиги остида малака ошириш ўтаган. Шунингдек, топология ва эҳтимоллик назарияси бўйича мутахассис бўлган Й.Фригнинг илмий манфаатлари академик Т.А.Саримсоқов раҳбарлик қилаётган математика мактабининг илмий соҳасига мувофиқ келган [6].

Хулоса ўрнида шуни таъкидлаш жоизки, Ўзбекистонда фаолият олиб борган олимларнинг самарали саъйи ҳаракатлари билан илм-фан соҳасининг барча соҳаларида катта силжишлар бўлган. Шунингдек, халқаро алоқаларнинг ривожланишида, илм-фан соҳасида Ўзбекистон олимлари хорижий давлатлар билан самарали ҳамкорлик алоқаларини ривожлантирганлар.

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BOSHLANG'ICH TA'LIM TARBIYA FANIDA QO'LLANILADIGAN YANGI ILG'OR METODLAR

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Annotatsiya: Ushbu maqolada tarbiya fanida ishlatish mumkin bo'lgan yangi metodlar berilgan. Maqolada tavsifiy metoddan foydalanilgan. Maqola oxirida xulosa berilgan.

Kalit so'zlar: Interfaol metodlar, ruchka metodi, hikoya metodi, dumaloq stol metodi, pedagogik texnologiya

Bugungi kunda boshqa fanlar singari tarbiya fanini ham yangi interfaol metodlarda o'tish talab etilmoqda. Pedagogik texnologiya o'qituvchini ta'lim-tarbiya jarayonining maqsadlaridan boshlab, tashxis tizimini tuzish va bu jarayon kechishini nazorat qilishgacha bo'lgan texnologik zanjirni oldindan loyihalashtirib olishga undaydi. Pedagogik texnologiya yangi vositalar va axborot usullarini qo'llashga asoslanganligi sababli, ularning qo'llanilishi, o'quv-tarbiya jarayonida pedagogik texnologiyalarning to'g'ri joriy etilishi o'qituvchining bu jarayonda asosiy tashkilotchi yoki maslahatchi sifatida faoliyat yuritishiga olib keladi. Bu esa o'qituvchidan ko'proq mustaqillikni, ijodni va irodaviy sifatlarini talab etadi.

Pedagogik texnologiya asosida o'tkazilgan mashg'ulotlar yoshlarning muhim hayotiy yutuq va muammolariga o'z munosabatlarini bildirishlariga intilishlarini qondirib, ularni fikrlashga, o'z nuqtayi nazarlarini asoslashga imkoniyat yaratadi. Hozirgi davrda sodir bo'layotgan innovasion jarayonlarda ta'lim tizimi oldidagi muammolarni hal etish uchun yangi axborotni o'zlashtirish va o'zlashtirgan bilimlarini o'zlari tomonidan baholashga qodir, zarur qarorlar qabul qiluvchi, mustaqil va erkin fikrlaydigan shaxslar kerak. Shuning uchun ham,

ta'lim muassasalarining o'quv-tarbiyaviy jarayonida zamonaviy o'qitish uslublari interfaol uslublari, innovasion texnologiyalarning o'rni va ahamiyati beqiyosdir.

Pedagogik texnologiya va ularning ta'limda qo'llanishiga oid bilimlar, tajriba o'quvchilarni bilimli va yetuk malakaga ega bo'lishlarini ta'minlaydi. Bunday metodlardan ba'zilariga izoh beramiz.

“Dumaloq stol” metodi: Topshiriq yozib qo'yilgan qog'oz varag'i davra bo'lab aylantiriladi. Har bir talaba o'zining javob variantini yozib qo'ygach, varaqni boshqa talabaga uzatadi. Keyin muhokama bo'ladi: noto'g'ri javoblar o'chiriladi, to'g'ri javoblarning soniga qarab talabaning bilimlariga baho beriladi. Bu metodni faqat yozma shaklda emas, balki og'zaki shaklda ham qo'llash mumkin. Berilishi mumkin bo'lgan topshiriqlarga misollar:

- aqliy tarbiyaning hozirgi davr talabi nimada?
- axloqiy tarbiya vazifalari qaysilar?
- ekologik tarbiyaning mohiyati nimada?
- mehnat va iqtisodiy tarbiyaning muhim vazifalarini izohlang.

Shuni esda tutish kerakki, yaxshi qo'yilgan savol, bu – javobning yarmisini o'zida jo etgan savoldir.

“Ruchka stol o'rtasida” metodi. Butun guruhga topshiriq beriladi (masalan, o'quvchi shaxsining rivojlanishi va shakllanishiga ta'sir etuvchi, shaxs rivojlanishi va shakllanishining asosiy omillarini birma-bir ko'rsatib o'tilsin). Har bir talaba bitta javob variantini bir varaq qog'ozga yozib, uni qo'shnisiga beradi, o'z ruchkasini esa stolning o'rtasiga surib qo'yadi. Topshiriqqa misol: O'qituvchining guruhga beradigan topshirig'i shaxs rivojlanishi va shakllanishiga ta'sir etuvchi asosiy omillarni hayotiy misollar bilan sharhlab berish. Ajratilgan 10-15 daqiqa vaqt ichida guruh mumkin qadar ko'proq sonda javob variantlari berishi kerak. Bir varaq qog'ozga yozilgan topshiriq bir talabadan ikkinchisiga uzatiladi. Talaba javobni yozib, qog'ozni keying talabaga uzatadi, ruchkasini esa, o'ziga ro'baro' qilib, stolga qo'yib qo'yadi. Javobni bilmaydigan talaba qog'ozni keyingi talabaga uzatadi-yu, lekin ruchkasini qo'lida olib qoladi. Bu metodikaning yana bir sharti: bitta variantni ikki qayta berish mumkin emas, boshqacha aytganda, qaytariqlar bo'lishiga bu o'rinda yo'l qo'yilmaydi. Topshiriq bajarildi. Javob variantlari yozilgan qog'oz o'qituvchida. U o'sha variantlarni sanab o'tadi. Variantlar sanab o'tilar ekan, ularning biri muhokama qilib boriladi: Insondagi tug'ma qobiliyatni qanday izohlaysiz? Bolani o'rab turgan ijtimoiy muhit deganda nimani tushunasiz? Va hokazo. “Ruchka stol o'rtasida” metodi bir qancha afzalliklarga ega. Jumladan, o'qituvchi mashg'ulotga kim tayyor, kim tayyor emasligini ko'rib turadi:

- mashg'ulotga tayyorlanmagan talaba og'zaki muhokama paytida ko'rib chiqilayotgan mavzu yuzasidan anchagina foydali bilimlar olishi mumkin;

- bu guruhda olib boriladigan ish bo'lib, talabalar intizomini mustahkamlaydi va ularni jipslashtiradi, chunki o'z variant ustida juda uzoq o'ylab o'tiradigan talaba butun guruhga ajratilgan vaqtni sarflaydi.

Shuningdek, talaba mashg'ulotga tayyor bo'lmasa, bunda ham u guruhga pand beradi, chunki guruh uning uchun ishlashi kerak bo'ladi;

- talabalar o'z javoblarini ikki marta: yozma ish paytida va og'zaki muhokama vaqtida tahlil qilib borishadi. Shunday qilib, ta'lim jarayonida qo'llaniladigan mazkur interfaol usullar o'quvchi-talabalarining mustaqilligi, ishchanligi, uyushqoqligi, xushmuomalaligi, ijodiy fazilatlarini kamol toptirishga yordam beradi. Interfaol usullarni yana boshqaca ta'riflaydigan bo'lsak interfaol ta'lim jarayonida dars o'quvchilarning o'zaro muloqotlari asosida amalga oshiriladi. Demak, interfaol ta'lim texnologiyalari va uning muhim tarkiiy elementi bo'lgan interfaol metodlar ta'lim jarayonini tashkil etish ko'rsatkichlarining o'zgarishini ta'minlaydi. Zero, zamonaviy ta'lim doimiy ravishda fan va texnologiya rivoji bilan bog'liqlikda ta'lim maqsadi, mazmuni, shakl, metod va vositalarining yangilanib borishini talab qiladi.

Bundan tashqari tarbiya darslarida o'quvchilarga hadislar, hikoyalar orqali murojaat qilish yaxshi natija beradi. Yoki ular mavzuga oid muammoli vaziyatga mos hikoya tuzishlari mumkin. Buning uchun hikoya metodidan foydalaniladi. O'quvchilar hikoya tuzish davomida muammoga ham yechim beradi.

Xulosa sifatida shuni aytishimiz mumkinki, tarbiya darslarini qiziqarli o'tishi uchun interfaol metodlardan foydalanish darsning yaxshi o'tishini va o'quvchilarni darsni o'zlashtirishini ta'minlaydi.

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BOSHLANG'ICH TA'LIMDA INNOVATSION PEDAGOGIKA

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Innovatsiya (inglizcha innovation) – yangilik kiritish, yangilikdir. A.I. Prigojin innovatsiya deganda muayyan ijtimoiy birlikka - tashkilot, aholi, jamiyat, guruhga yangi, nisbatan turg'un unsurlarni kiritib boruvchi maqsadga muvofiq o'zgarishlarni tushunadi. Bu innovator faoliyatidir.

Innovatsion texnologiyalar pedagogik jarayon hamda o'qituvchi va talaba faoliyatiga yangilik, o'zgarishlar kiritish bo'lib, uni amalga oshirishda asosan interfaol metodlardan to'liq foydalaniladi.

Interfaol metodlar – bu jamoa bo'lib fikrlash deb yuritiladi, ya'ni pedagogik ta'sir etish usullari bo'lib ta'lim mazmunining tarkibiy qismi hisoblanadi. Bu metodlarning o'ziga xosligi shundaki, ular faqat pedagog talabalarning birgalikda faoliyat ko'rsatishi orqali amalga oshiriladi.

Bunday pedagogik hamkorlik jarayoni o'ziga xos xususiyatlarga ega bo'lib, ularga quyidagilar kiradi:

Talabaning dars davomida befarqi bo'lmasligiga, mustaqil fikrlash, ijod etish va izlanishga majbur etish;

Talabalarni o'quv jarayonida bilimga bo'lgan qiziqishlarini doimiy ravishda bo'lishini ta'minlash;

Talaba talabaning bilimga bo'lgan qiziqishini mustaqil ravishda har bir masalaga ijodiy yondashgan holda kuchaytirishi;

Pedagog va talabaning hamisha hamkorlikdagi faoliyatini tashkil etilishi.

Tadqiqotchilar (A.I. Prigojin, B.V. Sazonov, V.S. Tolstoy, A.G.Kruglikov, A.S.Axiezer, N.P.Stepanov va boshqalar) innovatsion jarayonlar tarkibiy qismlarini o'rganishning ikki yondashuvini ajratadilar: yangilikning individual mikrosathi va alohida-alohida kiritilgan yangiliklarni o'zaro ta'siri mikrosathi.

Birinchi yondashuvda hayotga joriy etilgan qandaydir yangi g'oya yoritiladi. Ikkinchi yondashuvda alohida-alohida kiritilgan yangilarning o'zaro ta'siri, ularning birligi, raqobati va oqibat natijada birining o'rnini ikkinchisi egallashidir. Olimlar innovatsion jarayon

mikrotuzilmasini tahlil qilishda hayotning davriyligi konsepsiyasini farqlaydilar. Bu konsepsiya yangilik kiritishga nisbatan o'lchanadigan jarayon ekanligidan kelib chiqadi.

Pedagogikaga oid adabiyotlarda innovatsiya jarayoni sxemasi beriladi. U quyidagi bosqichlarni qamrab oladi:

1. Yangi g'oya tuqilishi yoki yangilik konsepsiyasini paydo qilish bosqichi. U kashfiyot bosqichi deb ham yuritiladi.

2. Ixtiro qilish, ya'ni yangilik yaratish bosqichi.

3. Yaratilgan yangilikni amalda qo'llaybilish bosqichi.

4. Yangilikni yoyish, uni keng tadbqiq etish bosqichi.

5. Muayyan sohada yangilikning hukmronlik qilish bosqichi. Bu bosqichda yangilik o'zining yangiligini yo'qotadi, uning samara beradigan muqobili paydo bo'ladi.

6. Yangi muqobillik asosida, almashtirish orqali yangilikning qo'llanish doirasini qisqartirish bosqichi.

V.A.Slastyonin yangilik kiritishni maqsadga muvofiq yo'naltirilgan yangilik yaratish, keng yoyish va foydalanish jarayoni majmui, uning maqsadi esa insonlarning ehtiyoji va intilishlarini yangi vositalar bilan qondirish deb biladi.

Yangilik kiritishning tizimli konsepsiyasi mualliflari (A.I.Prigojin, B.V. Sazonov, V.S. Tolstoy) innovatsion jarayonlarning ikki muhim shaklini farqlaydilar.

Birinchi shaklga yangilik kiritish oddiy ishlab chiqish sifatida kiritiladi. Bu ilk bor mahsulot o'zlashtirgan tashkilotlarga taalluqlidir.

Ikkinchi shaklga yangilikni keng ko'lamda ishlab chiqish taalluqlidir.

Yangilik kiritish ham ichki mantiq, ham vaqtga nisbatan qonuniy rivojlangan va uning atrof-muhitga o'zaro ta'sirini ifodalaydigan dinamik tizimdir.

Pedagogik innovatsiyada «yangi» tushunchasi markaziy o'rin tutadi. Shuningdek, pedagogik fanda xususiy, shartli, mahalliy va sub'ektiv yangilikka qiziqish uyg'otadi.

Xususiy yangilik V.A. Slasteninning aniqlashicha, joriy zamonaviylashtirishda muayyan tizim mahsuloti unsurlaridan birini yangilashni ko'zda tutadi.

Murakkab va progressiv yangilanishga olib keluvchi ma'lum unsurlarning yig'indisi shartli yangilik hisoblanadi.

Mahalliy yangilik konkret ob'ektda yangilikning foydalanishi bilan belgilanadi.

Sub'ektiv yangilik ma'lum ob'ekt uchun ob'ektning o'zi yangi bo'lishi bilan belgilanadi.

Ilmiy yo'nalishlarda yangilik va innovatsiya tushunchalari farqlanadi.

Yangilik - bu vositadir: yangi metod, metodika, texnologiya va boshqalar.

V.I. Zagvyazinskiy yangi tushunchasiga ta'rif berib, pedagogikadagi yangi bu faqatgina g'oya emas, balki hali foydalanilmagan yondashuvlar, metodlar, texnologiyalardir. Lekin bu pedagogik jarayonning unsurlari majmua yoki alohida olingan unsurlari bo'lib, o'zgarib turuvchi sharoitda va vaziyatda ta'lim va tarbiya vazifalarini samarali hal etishning ilg'or boshlanmalarini o'zida aks ettiradi.

R.N.Yusufbekova pedagogik yangilikka, o'qitish va tarbiya berishda avval ma'lum bo'lmagan va avval qayd qilinmagan holat, natija, rivojlanib boruvchi nazariya va amaliyotga eltuvchi pedagogik voqelikning o'zgarib turishi mumkin bo'lgan mazmuni sifatida qaraydi.

Pedagogik innovatsiyada R.N.Yusufbekova innovatsion jarayon tuzulmasining uch blokini farqlaydi:

Birinchi blok - pedagogikadagi yangini ajratish bloki. Bunga pedagogikadagi yangi, pedagogik yangilikning tasnifi, yangini yaratish shart-sharoiti, yangilikning me'yorlari, yangining uni o'zlashtirish va foydalanishga tayyorligi, an'ana va novatorlik, pedagogikadagi yangini yaratish bosqichlari kiradi.

Ikkinchi blok - yangini idrok qilish, o'zlashtirish va baholash bloki: pedagogik hamjamiyatlar, yangini baholash va uni o'zlashtirish jarayonlarining rang-barangligi,

pedagogikadagi konservatorlik va novatorlik, innovatsiya muhiti, pedagogik jamiyatlarning yangini idrok etish va baholashga tayyorligi.

Uchinchi blok – yangidan foydalanish va uni joriy etish bloki, ya'ni yangini tadbiq etish, foydalanish va keng joriy etish qonuniyatlari va turlaridir. M.M.Potashnikning innovatsiya jarayonlari talqinlari kishi e'tiborini o'ziga tortadi. U innovatsiya jarayonining quyidagi tuzilmasini beradi:

faoliyat tuzilmasi - motiv - maqsad - vazifa - mazmun - shakl -metodlar - metodika komponentlari yig'indisi;

sub'ektiv tuzilma-innovatsion faoliyat sub'ektlarining xalqaro, mintaqaviy, tuman, shahar va boshqa sathjari;

sathiy tuzilma-innovatsion faoliyat sub'ektlarining xalqaro, mintaqaviy, tuman, shahar va boshqa sathlari;

mazmun tuzilmasi - o'quv-tarbiyaviy ishlar, boshqaruv (va b.)da yangilikning paydo bo'lishi, ishlab chiqilishi va o'zlashtirilishi;

bosqichlilikka asoslangan hayot davriylik tuzilmasi - yangilikning paydo bo'lishi - ildam o'sish – etuklik - o'zlashtirish - diffuziya (singib ketish, tarqalish) - boyish (to'yinish) - qoloqlik - inqiroz — irradiasiya(aldanish) — zamonaviylashtirish;

boshqaruv tuzilmasi - boshqaruv harakatlarining 4 ta turining o'zaro aloqasi: rejalantirish - tashkil etish – rahbarlik qilish - nazorat qilish;

tashkiliy tuzilma - diagnostik, oldindan ega bilish, sof tashkiliy, amaliy, umumlashtiruvchi, tatbiq etuvchi.

Innovatsiya jarayoni tarkibiy tuzilmalar va qonuniyatlarni qamrab olgan tizimdan iboratdir.

Pedagogikaga oid adabiyotlarda innovatsion jarayoni kechishining 4 ta asosiy qonuniyati farqlanadi:

pedagogik innovatsiya muhitining ayovsiz bemaoromlik qonuni;

qoliplashtirish (stereotiplashtirish) qonuni;

pedagogik innovatsiyaning davriy takrorlanishi va qaytishi qonuni.

Ayovsiz bemaoromlik qonunida pedagogik jarayon va hodisalar to'g'risidagi yaxlit tasavvurlar buziladi, pedagogik ong bo'linadi, pedagogik yangilik baholanadi va u yangilikning ahamiyati va himmatini keng yoyadi.

Qoliplashtirish (stereotiplashtirish) qonuni shundan iboratki, unda pedagogik innovatsiya fikrlashni bir qolipgatushish va amaliy harakatga o'tish tendensiyasiga ega bo'ladi. Bunday holatda pedagogik qolip (stereotip) qoloqlikka, boshqa yangiliklarning amalga oshish yo'liga to'siq bo'lishga majbur bo'ladi.

Pedagogik innovatsiyaning davriy takrorlanishi va qaytishi qonunining mohiyati shundaki, unda yangilik yangi sharoitlarda qayta tiklanadi.

Pedagogik innovatsiya tadqiqotchilari innovatsiya jarayonining ikki tipini farqilaydilar:

Innovatsiyaning birinchi tipi stixiyali o'tadi, ya'ni innovatsion jarayonda unga bo'lgan ehtiyoj hisobga olinmaydi, uni amalga oshirishning barcha shart-sharoitlari tizimi, usullari va yo'llariga ongli munosabat bo'lmaydi.

Innovatsiyaning ikkinchi tipi ongli, maqsadga muvofiq, ilmiy asoslangan faoliyat mahsulidir.

Oliy maktabdagi innovatsion jarayonlar V.A.Slastenin, M.M.Levina, M.Ya.Vilenskiy va boshqalar tomonidan tadqiq qilingan.

Oliy maktab innovatsion jarayonlari negizida quyidagi yondashuvlarni belgilash mumkin:

madaniyatshunoslik jihatidan (insonni bilishning ustuvor rivojlanishi) yondashuv;

shaxsiy faoliyat jihatidan (ta'limdagi yangi texnologiyalar) yondashuv;

ko'p sub'ektki (dialogik) yondashuv, ya'ni kasbiy tayyorgarlikni insonparvarlashtirish;

individual - ijodiy (o'qituvchi va talabalarining o'zaro munosabatlari asosida) yondashuv.

Oliy maktabda innovatsion faoliyatning sub'ekti o'qituvchi va uning shaxsiy imkoniyati hisoblanadi. Bunda o'qituvchi shaxsining ijtimoiy-madaniy, intellektual va axloqiy imkoniyatlari yuksak ahamiyatga molik bo'ladi.

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BOSHLANG'ICH MAKTABDA PEDAGOGIK JARAYONNING ZAMONAVIY TENDENSIYALARI VA TEXNOLOGIYALARI

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Bugungi kun o'qituvchisiga barkamol avlodni tarbiyalab voyaga yetkazishdek mas'uliyatli vazifa yuklangan bo'lib, ta'lim mazmunini takomillashtirishga qaratilgan vazifalarni belgilab olish, zamon bilan hamnafas bo'lib, ta'limning zamonaviy texnologiyalarini joriy etgan holda o'quvchilarda o'z faniga qiziqish uyg'otishlari, xurmat-ehtirom tuyg'ularini shakllantirib borishlari talab etiladi.

Ta'limda ijobiy natijalarga erishish, eng avvalo, yosh avlodga ilmiy bilim asoslarini puxta o'rgatish, ularda dunyoqarash hamda tafakkur ko'lamini kengaytirish, ma'naviy-axloqiy sifatlarini shakllantirish borasidagi ta'limiy-tarbiyaviy ishlarni samarali tashkil etish bilan belgilanadi. Bu borada ta'lim-tarbiya jarayoniga ko'plab o'zgartirishlar kiritilmoqda, yangicha yondoshuvlar tadbiq etilmoqda. Shulardan birisi, axborot-kommunikatsion texnologiyalardan foydalanib dars o'tishda mashg'ulotlar samaradorligini oshirishga erishish hisoblanadi.

O'zbekiston Respublikasi «Kadrlar tayyorlash milliy dasturi»da ta'lim muassasalarining moddiy texnik va axborot bazasini mustahkamlash, o'quv-tarbiya jarayonini yuqori sifatli o'quv adabiyotlari va ilg'or pedagogik texnologiyalar bilan ta'minlash uzluksiz ta'lim tizimini axborotlashtirish masalasi alohida qayd etilgan. Bundan kelib chiqqan holda ta'lim jarayoniga axborot-kommunikatsion texnologiyalarini joriy etish davr talabi hisoblanadi. O'quvchilarning fanlarga bo'lgan qiziqishini oshirish, ularning aqliy va ijodiy tafakkurini, intellektual qobiliyatlarini rivojlantirish, fanlararo bog'liqlikni ta'minlash, bugungi pedagogikaning muhim vazifalaridan. Darslarni ilg'or pedagogik texnologiyalar asosida tashkil etish, o'quvchilarni mustaqil ravishda faoliyat ko'rsata olishga, axborot texnologiyalari imkoniyatlaridan oqilona foydalanishga o'rgatish, o'qitilayotgan fanni o'zlashtirish sifatini oshirish ustuvor vazifa hisoblanadi. Bu borada boshlang'ich ta'limni o'qitishda ham turlicha uslublar qo'llanilmoqda. Shulardan biri zamonaviy axborot texnologiyalaridan foydalanishdir. Zamonaviy axborot

texnologiyalarning jadal taraqqiy etib, ta'lim sohasiga jadal kirib kelishi, hayotimizda muhim ahamiyatga ega bo'lib borayotgani bu boradagi bilim va malakalarimizni ham mos ravishda shakllantirishni taqozo etadi. Shuning uchun, boshlang'ich sinflarda kompyuterdan foydalanib dars o'tish tavsiya qilindi.

Dars jarayonining muhim yutuqlaridan biri kompyuter texnologiyalari komponentlaridan foydalanishni ta'minlovchi dasturiy vositalarning yaratilishi bo'ldi. Ayniqsa, o'quv jarayonining tashkil qilishda bu dasturiy vositalar alohida ahamiyatga ega. Elektron qo'llanmalarining "Macromedia Flash", "GIF Animation", "Microsoft Front Page", "Adobe Fotoshop", "3D Max", "Microsoft Power Point" kabi dasturiy vositalardan foydalanib yaratilganligi qulaylik tug'dirmoqda. Chunki ular harakatli, rangli, ovozli tasvirlar yaratish imkonini beradi. Bu esa boshlang'ich sinf o'quvchilarining mavzuni tez tushunib olishga, o'zlashtirish sifatini oshishiga yordam beradi.

Boshlang'ich sinf o'quvchilari uchun yaratilgan elektron darslik, qo'llanma va taqdimotlardan o'quv jarayonida keng foydalanilmoqda. O'qish, ona tili, matematika va tabiatshunoslik fanlarini o'qitishda axborot texnologiyalari yordamida turli xil ko'rgazmali slaydlardan dars jarayonlarida foydalanish mumkin. Masalan: o'qish va ona tili fanlarida katta ekranda harflarni, so'zlarni bir-biriga qo'shib o'qish, so'ngra kichik ertak va hikoyalarni o'qish, harflarni to'g'ri va chiroyli yozish; matematika fanida oddiy amallardan foydalanib, slaydlar yordamida masalalar yechish, turli xil hisob-kitobli o'yinlar tashkil qilish; tabiatshunoslik fanidan tabiatdagi hodisalar haqidagi sodda slaydlar yordamida tushunchalar berish mumkin. Ushbu usullardan foydalanish yosh va bilimga chanqoq o'quvchining og'zaki nutqini rivojlanishiga, og'zaki hisoblash malakasini oshishiga, ijodkorlik, izlanish va fikrlash qobiliyatini rivojlanishiga turtki bo'ladi.

Elektron taqdimotlardan darsda namoyish va ko'rgazmali material sifatida foydalanish o'qituvchiga katta yordam beradi. O'quv materialining elektron taqdimotda animatsiyalar shaklida berilishi o'tilayotgan mavzuni tushunishni yengillashtiradi va ko'rgazmalilikni oshiradi. Namoyish slaydlarini o'quvchilarga tarqatma material sifatida ham berish mumkin. Bunga misol qilib, 4-sinf ona tili darslarida foydalanish uchun yaratilgan "Kelishiklar" mavzusidagi elektron taqdimotni aytish mumkin. Elektron darslikdan mustaqil ta'lim olishda va o'quv materiallarini har tomonlama samarali o'zlashtirishda foydalanish mumkin. Elektron darslikda fanning o'quv materiallari o'quvchiga interfaol usullar bilan, psixologik va pedagogik jihatlar, zamonaviy axborot texnologiyalari, audio va video animatsiyalar imkoniyatlaridan o'rinli foydalaniladi. Kitob. uz saytida 1-4 sinf o'quvchilari uchun deyarli barcha fanlarning elektron darsliklari mavjud. Ammo ular matn va ovoz shaklida taqdim etilmagan. Elektron darsliklarni matn va ovoz shaklida, slayd-shou ko'rinishda berish maqsadga muvofiq. Audio va video axborotlarning o'zaro birgalikda qo'llanishi o'qitish samaradorligini keskin yuksaltiradi.

Boshlang'ich sinf o'quvchilari uchun RTM tomonidan yaratilgan "Sanashni o'rganamiz", "Alifbo saboqlari", "Aljabr", "5x5", kabi elektron dasturlar o'zining qiziqarliligi, o'quvchilar yoshiga mosligi, foydalanish uchun soddaligi, intellektual salohiyatni rivojlantirish, mantiqiy mushohada yuritishga chorlashi bilan ahamiyatlidir.

"Sanashni o'rganamiz" - boshlang'ich sinf o'quvchilari uchun matematika fanidan elektron o'quv vositasi. Mazkur elektron dars ishlanma orqali boshlang'ich sinf o'quvchilari 4 amalni bajarish ko'nikmasini hosil qilish bilan birgalikda kompyuterning "sichqoncha" qurilmasidan foydalanish ko'nikmasi shakllantiriladi.

"Alifbo saboqlari" - 1-sinf o'quvchilari uchun mo'ljallangan bo'lib, Alifbeni o'rgatuvchi dastur hisoblanadi. Dasturning afzallik tomoni shundaki, o'quvchilarning og'zaki va yozma nutqini o'stirish (harfni talaffuz qilish va yozish, o'sha harf bilan boshlanuvchi narsalarning nomlarini o'rganish)ga yordam beradi. Shuningdek, harflar o'rganilgandan so'ng, mustahkamlash maqsadida rasm beriladi. Berilgan katakchaga rasmdagi narsaning nomini to'ib

yozish to'shiriladi. Shu yerda o'quvchining kompyuter orqali yozuv malakalari shakllantirilib boriladi, test bilan ishlashga ham o'rgatiladi.

"Aljabr" - 1-sinf matematika darslarida foydalanish uchun mo'ljallangan dastur hisoblanadi. Dastur orqali o'quvchilar 10 ichida raqamlashni, tartiblashni, qo'shish va ayirish amallarini bajarishni, taqqoslashni o'rganadilar. Dastur o'quvchiga og'zaki misol yechishning avtomatik darajada o'zlashtirish imkonini beradi. Shuningdek, mustaqil ishlash ko'nikmalarini rivojlantirishga xizmat qiladi.

"5x5" - 2-sinf matematika darslarida foydalanish uchun mo'ljallangan bo'lib, karrali jadvalni o'rgatuvchi dastur hisoblanadi. Dasturning takrorlash qismida kompyuterning o'zi tartib bilan 2 dan boshlab 9 gacha karrali jadvalni o'rgatadi. Imtihon qismida esa o'quvchi mustaqil ravishda jadvalni ishlab chiqadi. Shunisi e'tiborliki, bir xonani bajarmasdan turib, ikkinchisiga o'tmasligi o'quvchini o'z ustida ishlashiga majbur etadi. Dasturni o'qituvchi uchun haqiqiy yordamchi desak bo'ladi. Chunki, sinfning 30-40% o'quvchisi karrali jadvalni o'rganishida qiyinchilikka duch keladi. Dastur o'sha o'quvchilarga karrali jadvalning avtomatik darajada o'rganishlarini kafolatlaydi.

Bugungi kun o'qituvchisiga qo'yilayotgan talab, dars jarayonida axborot texnologiyalarni qo'llay olishi, o'quvchilarni kompyuterdan erkin foydalanishga, zamonaviy bilimlarni puxta egallashga, ma'nau yetuk shaxs bo'lib yetishiga o'rgatishdan iborat.

Shuni alohida ta'kidlash lozimki, boshlang'ich sinflar uchun yaratilayotgan o'quv qo'llanmalarida shu sohaga oid materiallar tanqisligi ko'zga tashlanib turadi. Hozirgi davrda pedagogik texnologiyalar asosida ta'limni tashkil etishga katta e'tibor qaratilmoqda. Pedagogik texnologiya o'quvchilar qobiliyati, imkoniyati va ehtiyojlarini hisobga olgan holda, ta'lim shakllarini amalga oshirish uchun ko'zlangan natijaga erishishda eng qulay yo'l va usullarni tanlash va ishlab chiqish mahorati ekan, u haqiqatdan ham ta'lim jarayoni unumdorligini oshiradi, o'quvchilarning mustaqil fikrlash jarayonini shakllantiradi, o'quvchilarda bilimga ishtiyoq va qiziqishni oshiradi, bilimlarni mustahkam o'zlashtirish, ulardan amaliyotda erkin foydalanish ko'nikma va malakalarini shakllantiradi. Shuning uchun ham ta'lim ishiga texnologik yondashuv katta ahamiyatga ega.

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YANGI O'ZBEKISTONDA ADIBLARNING FAN, TA'LIM VA MADANIY SOHA INTEGRATSIYASIDAGI AHAMIYATI

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Annotatsiya. Mazkur maqolada O'zbekiston adiblilarining mamlakat fan, ta'lim va madaniy hayotiga sezilarli ta'sir qilganligi, ziyolilarining tashabbusi bilan milliy madaniy merosni tiklash, tarixiy me'moriy yodgorliklarni himoya qilish va saqlash borasida olib borgan faoliyatlari bayon qilingan.

Kalit so'zlar: Ma'naviyat, urf-odat, jamiyat, tarixiy va madaniy yodgorliklar, teatr, ijodiy aloqalar, xalqaro festival, kino, roman, O'zbekiston Respublikasining Davlat tili, ozodlik, mustaqillik.

Mamlakatimiz iqtisodiy taraqqiyotining o'sish sur'atlari dunyo hamjamiyati tomonidan yuksak e'tirof etilmoqda. Bu ayni paytda ilm-fanni rivojlantirish, ta'lim sohasini isloh etish, ilmiy va innovatsion faoliyatni har tomonlama qo'llab-quvvatlashga qaratilgan keng ko'lamli islohotlar samarasidir. Mamlakatimiz iqtisodiyotini yuksaltirishning ustuvor yo'nalishlaridan biri sifatida innovatsiya va integratsiyaga asoslangan rivojlanish yo'liga o'tish ishlari jadal ravishda olib borilmoqda. Xususan, O'zbekiston Respublika Prezidentining 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi Farmonining "Ijtimoiy sohani rivojlantirish" deb nomlangan to'rtinchi yo'nalishida oliy ta'lim tizimi sifatini yaxshilash va yanada rivojlantirish chora-tadbirlarini amalga oshirish kabi ustuvor vazifalar nazarda tutilgan[1].

XXI asr ilm-fan, bio va nanotexnologiyalar, yangi materiallar, axborot-kommunikatsiya va kognitiv texnologiyalar davri bo'lib tarixga kirdi. Yangi O'zbekiston muhitida ishlab chiqarishni energiya va resurs tejamkor texnologiyalarga o'tkazish, muayyan xususiyatlarga ega materiallar va tirik organizmlarni yaratish vazifasi oldimizda turibdi. Yevropa mamlakatlari, Yaponiya, AQSh, Xitoy kabi davlatlar bu sohada tadqiqotlar olib borayotganiga ancha yil bo'lgan. Bu davlatlar yangi texnologiyalarni ishlab chiqarishga joriy etish bo'yicha raqobatda bo'lib, mutlaq yetakchilikka intilmoqda. Bugungi kunda O'zbekiston ham mavjud resurslarni texnologiyalar rivojiga yo'naltirish orqali taraqqiy etgan mamlakatlar qatoridan o'rin olish uchun jadal islohotlarni amalga oshirish yo'lida bormoqda.

Fan, ta'lim va ishlab chiqarishning integratsiyalashgan tuzilmasida davlat darajasida bevosita ta'lim ushbu sheriklikning hal qiluvchi bo'g'inidir. Shuning uchun ham taraqqiy etgan davlatlarda innovatsiyaviy iqtisodiyotni rivojlantirishda ilmiy tadqiqot markazlariga aylangan universitetlar asosiy rol o'ynaydi. Shu bilan birga oliy ta'lim muassasalarida yuqori texnologiyalarga asoslangan ishlab chiqarishlar uchun mutaxassislar tayyorlashda bilim berish (ta'lim – fan) va ko'nikma hosil qilish (ta'lim – amaliyot) an'anaviy tizimi amal etishining o'zi kifoya qilmay qoldi. Bugungi kunda innovatsiyaviy ta'lim berish, ya'ni fan, ta'lim va amaliyotning integratsiyalashtirilishi ham talab qilinmoqda[2].

Umuman olganda, O'zbekistonning dunyo davlatlari o'rtasida o'zaro hamjihatlilik va hamkorlikni boshlangani, davlat siyosati va boshqaruvining insonning rivojlanishi, uning manfaatlarini qondirish instituti sifatida transformatsiyalashuvi, avtoritar boshqaruvga barham berilgani, inson, matbuot, diniy erkinliklar qog'ozda emas, balki hayotda yuz berayotgani, davlat xalq irodasini ifoda etuvchi va davlat idoralarining xalqqa xizmat qilish institutiga aylangani, yaratilgan shart-sharoitlar samarasi o'laroq jamiyat va davlat dardi bilan

yashaydigan vatandoshlarimiz ko'payib borayotgani Prezident Shavkat Mirziyoev boshlagan yangi O'zbekistonni qurish islohotlarining natijasidir.

O'zbekistonda oliy ta'lim tizimida ham xalqaro aloqalar jadal rivojlanib bormoqda. Xususan, talabalarining mobilligi bir nechta xalqaro dasturlarning ko'magida Erasmus + Yevropa Ittifoqi, Fulbright Student AQSh, (DAAD) Germaniya, Chievening Program Buyuk Britaniya, hamda yana bir qancha (JICA) Yaponiya, (Koica) Janubiy Koreya, Fransiya, Xitoy, Ispaniya, Rossiya Federatsiyasi hukumatlari tomonidan moliyalashtirilgan dasturlar asosida amalga oshirildi. Yevropa Ittifoqi bilan O'zbekiston o'rtasidagi ta'limni isloh qilishdagi hamkorlik 1994 yildan boshlab Tempus Tacis loyihalari asosida yo'lga qo'yildi. O'tgan davr mobaynida O'zbekistonda oliy ta'limni modernizatsiyalashda 80 dan ortiq Tacis (Technical Assistance for the Commonwealth of independent States) loyihalari amalga oshirildi. Tempus (Trans-European Mobility Programed) loyihalarida barcha viloyatlardan 55 ta oliy o'quv yurtlari ishtirok etdi[3]. Respublikada jahon ta'lim standartlari hamda bozor iqtisodiyoti talablariga mos oliy ma'lumotli yuqori malakali kadrlar tayyorlashni tashkil etish, rivojlangan mamlakatlarning yetakchi oliy ta'lim muassasalari bilan hamkorlikni yanada kengaytirish maqsadida O'zbekiston Respublikasi Prezidenti va Vazirlar Mahkamasining qarorlari asosida nufuzli xorijiy oliy o'quv yurtlarini filiallari, zamonaviy va ehtiyoj talab mutaxassisliklar bo'yicha yuqori malakali kadrlar tayyorlashni boshlab yuborildi. Globallashuv davrida O'zbekiston oliy ta'lim tizimining jahon ta'lim tizimiga integratsiyalashuvi jarayonini jadallashtirish hamda Yevropa ittifoqida keng yoyilgan Boloniya jarayonining ayrim elementlarini, ilg'or ta'lim texnologiyalarini Respublika oliy o'quv yurtlariga joriy etish maqsadida 2002 yilda O'zbekistonda Buyuk Britaniyaning Vestminster universiteti biznes boshqaruv, tijorat xuquqi, axborot texnologiyalari va iqtisodiyot yunalishlari bo'yicha kadrlar tayyorlashni boshlab yuborgan edi. So'ngi yillarda Moskva davlat universiteti (2006), Rossiya neft va gaz universiteti (2007), Singapur menejmentni rivojlantirish instituti (2007), Turin politexnika universiteti (2009) hamda Janubiy Koreya Inxa universiteti (2014) kabi nufuzli oliy o'quv yurtlarining filiallari tashkil etildi. Ushbu oliy o'quv yurtlarida mashinasozlik, neft-gaz ishi, axborot texnologiyalari, dasturlash, iqtisodiyot va biznes boshqaruvi, moliyaviy menejment, tijorat huquqi, turizm kabi mehnat bozorida ehtiyoj yuqori bo'lgan mutaxassisliklar bo'yicha bakalavr va magistrlar tayyorlash yo'lga qo'yilgan[4]. O'zbekistonda fan, ta'lim va ishlab chiqarish integratsiyasini takomillashtirish uchun ilmiy axborot ayriboshlashni, ayniqsa, nufuzli chet el ilmiy markazlari bilan axborot ayriboshlashni izchil yo'lga qo'yish, ilmiy axborot tuzilmalarini va konsalting- vositachilik tarmog'ini kengaytirish, patent xizmati muassasalari faoliyatini kuchaytirish ham talab qilinadi. Shunday ekan respublikada ilmiy salohiyatni yanada oshirish bilan bir qatorda oliy o'quv yurtlari tarkibida yangi laboratoriyalar tashkil etish, ularning taraqqiy etgan davlatlar ilmiy markazlari bilan samarali hamkorlik aloqalarini o'rnatish va kengaytirish chora-tadbirlari ko'rilmoqda. Mamlakat olimlari, shu jumladan oliy o'quv yurtlarining ilmiy markazlari va laboratoriyalari jamoalari ilm-fanning g'oyat istiqbolli yo'nalishlari – nano va biotexnologiyalar, tabiiy muqobil energiyalardan foydalanish, zamonaviy axborot texnologiyalari, dasturiy ta'minot kabi sohalarida jiddiy izlanishlar olib bormoqda va ilmiy ishlanmalarini ishlab chiqarishga joriy etishmoqda[5].

Ma'lumki, 2017 yil 3 avgust kuni O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoev ijodkor ziyolilar vakillari bilan uchrashuvda taraqqiyotimizning hozirgi bosqichida madaniyat, adabiyot va san'at sohasini, jumladan, tasviriy san'at yo'nalishini rivojlantirish borasidagi dolzarb vazifalarni belgilab, ularni hal etish yo'llarini ko'rsatib berdi. O'tgan qisqa muddatda ana shu taklif va tashabbuslarni amalga oshirish bo'yicha davlatimiz rahbari tomonidan 10 ga yaqin farmon va qarorlar qabul qilindi. Qarorlarda mamlakatimiz madaniy hayoti uchun muhim ahamiyatga ega bo'lgan bir qancha masalalarga alohida e'tibor berilgan. Jumladan, O'zbekiston tasviriy va amaliy san'atini yanada rivojlantirish maqsadida jahondagi yetakchi

badiiy akademiyalar, ushbu yo'nalishdagi ta'lim muassasalari, tashkilotlar, madaniyat va san'at ustalari o'rtasida o'zaro foydali tajribalar almashishni yo'lga qo'yish maqsadida har tomonlama ijodiy aloqalarni rivojlantirish belgilangan[6].

Xulosa qilib aytganda, mustaqillik yillarida Vatanimiz tarixini yoritish va o'rganish masalalari partiyaviylik, sinfiylik yondashuvlardan hukmron kommunistik mafkura ta'siridan xalos etildi. Necha o'n yillar davomida buzib ko'rsatilgan yoki so'z yuritilmay kelgan tarixiy voqealarni xolislik, tarixiylik, haqqoniylik tamoyillari asosida yoritilgan qator ilmiy asarlar, darsliklar va o'quv adabiyotlari yaratildi. Maorif va madaniyat barkamol insonni shakllantirishning eng muhim vositasiga aylandi.

Foydalanilgan adabiyotlar ro'yxati

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TA'LIM TIZIMINI MODERNIZATSIYALASHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH SAMARADORLIGI

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Annotatsiya. Ushbu maqolada ta'lim tizimini modernizatsiyalashda raqamli texnologiyalardan foydalanish samaradorligi haqidagi ma'lumotlar yoritib berilgan. Ta'lim beruvchilarni raqamli texnologiyalar bilan ishlash qobiliyatini o'stirish va internet orqali turli ochiq kurslar tashkil etish imkoniyati yaratiladi.

Kalit so'zlar: texnologiya, ta'lim, tizim, resurs, modernizasiya, fan, ishlab chiqarish, uzviylik, innovatsiya, faoliyat, hamkorlik.

Bugungu kunda jahon oliy ta'lim muassasalarida ta'lim sifatini oshirish, malakali kadrlarni tayyorlash muammosi alohida ahamiyat kasb etmoqda. YUNESKO tomonidan qabul qilingan 2030 yilgacha xalqaro ta'lim kontsepsiyasida "Butun hayot davomida sifatli ta'lim olishga imkoniyat yaratish" dolzarb vazifa sifatida belgilanib, bu esa sifatli ta'lim berish, o'zlashtirish darajalarini baholash usullarini takomillashtirish va talabalar intellektual darajasini rivojlantirishning samarali usullaridan keng foydalanishga bo'lgan ehtiyojni yanada kuchaytirdi.

O'zbekiston Respublikasi Prezidentining 2020 yil 5 oktyabrdagi PF6079-sonli "Raqamli O'zbekiston 2030" strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to'g'risidagi Farmoni raqamli texnologiyalarining barcha sohalarga samarali tatbiq qilish, milliy iqtisodiyot tarmoqlarini raqobatbardoshligini oshirishda muhim omillardan biri sifatida xizmat qilmoqda. Raqamli texnologiyalardan foydalanish so'nggi yillarda ko'pgina ijobiy natijalar berib, mamlakatimiz bo'ylab keng ko'lamda foydalanib kelinmoqda. Bu borada mamlakatimiz Prezidenti Shavkat Mirziyoyev ham quyidagilarni bayon qilgan: "Taraqqiyotga erishish uchun raqamli bilimlar va zamonaviy axborot texnologiyalarini egallashimiz zarur va shart. Bu bizga yuksalishning eng qisqa yo'lidan borish imkoniyatini beradi. Zero, bugun dunyoda barcha sohalarga axborot texnologiyalari chuqur kirib bormoqda" [1].

Darhaqiqat, ta'lim va tarbiyani rivojlantirish, sog'lom turmush tarzini qaror toptirish, ilmfan va innovatsiyalarni taraqqiy ettirish asosiy ustuvor vazifa sifatida qaralib, ushbu eng ezgu maqsadlarga erishish va keng ko'lamli islohotlarni amalga oshirishda "Yangi O'zbekiston – maktab ostonasidan, ta'lim-tarbiya tizimidan boshlanadi", g'oyasi muhim o'rinni egalladi. Chunki, ta'lim tizimini isloh qilish – mamlakat modernizatsiyasining o'zagi hisoblanadi.

Mamlakatimizning yangi taraqqiyoti davrida axborot-kommunikatsiya texnologiyalarini qo'llash orqali ta'limni boshqarishni avtomatlashtirish, elektron resurslar va masofaviy ta'limni yanada rivojlantirish, ta'lim oluvchilar o'rtasida IT-sohasidagi kasblarni ommalashtirishga davlatimiz rahbari tomonidan alohida e'tibor qaratilayotganligi, ta'lim tizimida ham raqamli texnologiyalarning o'rni va ahamiyati qanchalik yuqori ekanligini ko'rsatib bermoqda.

Hozirda ta'lim sifatini ko'tarishda ta'limni raqamlashtirish jarayoni boshlangan. Ta'lim tizimining hozirgi holati noan'anaviy ta'lim texnologiyalarining roli ortib borayotgani bilan tavsiflanadi. Ta'lim oluvchi tomonidan ularning yordami bilan bilimlarni o'zlashtirish an'anaviy texnologiyalarga qaraganda ancha tezdir. Ushbu texnologiyalar bilimlarni rivojlantirish, egallash va tarqatish xarakterini o'zgartiradi, o'rganilayotgan fanlarning mazmunini chuqurlashtirish va kengaytirish, uni tezda yangilash, samaraliroq o'qitish usullarini qo'llash, shuningdek, har bir kishi uchun ta'lim olish imkoniyatini sezilarli darajada kengaytirish imkonini beradi.

Raqamli texnologiyalar orqali ta'lim berilsa ta'lim oluvchilarga ta'lim olish usullari osonlashmoqda. Bunda esa ta'lim tizimi vositalari rolini multimediyalar, kodoskop, kompyuter, noutbuk, internetga ulangan televizorlar, telefon liniyalar, smart doska, proyektorlar bajarib beradi. Ta'lim beruvchilarga bunday vositalar bilan dars mashg'ulotlar o'tkazish ta'lim sifatini oshirishni ta'minlaydi. Onlayn darslarda raqamli texnologiyalar qo'llanilishi yaxshi samara berishi hammamizga ma'lum. Masalan, televideniya orqali berib borilgan onlayn darslar raqamli ta'lim olishning bir turi deb olsak bo'ladi.

Raqamli ta'lim tizimini yuksalishiga Wi-Fi zonalar IT parklar ochilishi katta imkoniyatlar yaratadi. Ta'lim beruvchilarni raqamli texnologiyalar bilan ishlash qobiliyatini o'stirish va internet orqali turli ochiq kurslar tashkil etish imkoniyati tug'iladi. Bu esa o'z navbatida ta'lim beruvchilarni o'z ustida ko'proq ishlashi va raqobat tufayli ta'lim sifatini yanada ortishiga xizmat qiladi [2].

Ta'lim jarayoniga raqamli texnologiyalarni qo'llash orqali o'quvchilarning shunchaki, fanlarni o'zlashtirishlari emas, balki ularning bilimlarni qay darajada o'zlashtirayotganligi va muammoli vaziyatlarga tayyorligi hamda ularida tanqidiy tafakkurni shakllanganligi, shuningdek, o'quvchilarning mustaqil o'z ustida ishlay olish qobiliyatlarini rivojlantirishga yo'naltirish kabi imkoniyatlarga ega bo'lamiz.

Bugungi kunda raqamli texnologiyalarni ta'lim jarayoniga faol kirib borayotganligining bosh omili bu darslarning sifatini ijobiy tomonga o'zgartirishdagi samaradorligi bilan alohida ahamiyat kasb etayotganligidir. Bunday sifat darajasini yanada yuksalirishda o'qitishning turli vositalari va raqamli texnologiyalarni qo'llashning yangi strategik loyihalarini ishlab chiqish hamda sohaga joriy etishning normativ-huquqiy hujjatlarini takomillashtirish, yuqori

samaradorlikka ega raqamli qurilmalar bilan jihozlangan o'quv xonalari, laboratoriyalar, mediastudiyalarni o'z ichiga olgan markazlarni tashkil etish muhim omil bo'lib xizmat qiladi. Haqiqatdan ham raqamli iqtisodiyotni rivojlantirish raqamli texnologiyalardan samarali va unimli foydalanishni talab etadi. Raqamli texnologiyalardan samarali foydalanish uchun bunday texnologiyalar borasida mutaxassis kadrlardan kuchli bilim va tajribalarga ega bo'lishni taqozo etadi. Sohalarda zarur bo'lgan yetuk mutaxassis kadrlar ta'lim dargohlarida tayyorlanadi. Shunday ekan, ta'lim tizimiga raqamli texnologiyalarni joriy etish, biz ko'zlayotgan maqsadlarimizni ro'yobga chiqarishning zaruriy omili bo'lib xizmat qiladi[3].

Raqamli texnologiyalarni qo'llash uchun elektron ta'lim resurslari mavjud bo'lishi lozim. Ya'ni, ta'lim tizimida raqamli ta'lim resurslarining bo'lishi ushbu texnologiyalarni amalga oshirishning muhim sharti bo'lib xizmat qiladi.

Raqamli ta'lim resurslari - o'quv jarayonini tashkil etish uchun zarur bo'lgan va raqamli shaklda taqdim etiladigan fotosuratlar, videofilmlar, modellar, rolli o'yinlar, kartografik materiallar, darslik mazmuniga muvofiq tanlangan, darsni rejalashtirish bilan bog'langan va zarur ko'rsatmalar bilan ta'minlangan resurslardir. Ushbu resurslar zamonaviy dunyoda raqamli texnologiyalarning amaliy natijasi sifatida kundalik hayotning ajralmas qismiga aylanib bormoqda va ta'lim muassasalari tomonidan ular o'quv jarayoniga faol ravishda keng tatbiq etilmoqda. Uning qismi va asosi bo'lgan texnologiya o'quv jarayonining turli jihatlarida, ya'ni ma'muriy vazifalarni hal qilish bilan birga uy vazifalarini onlayn shaklda bajarishgacha qo'llanilmoqda[4]. Bular elektron o'quv qo'llanmalari, interaktiv to'plamlar, lug'atlar va ma'lumotnomalar shaklida o'qituvchiga darsni qiziqarli olib borish va o'quvchi va talabalarga materialni muvaffaqiyatli o'rganishga yordam beradi.

Ta'lim sohasida raqamli texnologiyalarni rivojlantirish kasbiy ta'limning etakchi maqsadi bo'lib, bu talabalarning yuqori malakali mutaxassis bo'lish yo'lida raqobatbardosh fazilatlarini rivojlantirish imkonini beradi. Shu munosabat bilan o'qituvchining asosiy vazifasi o'quvchining individual imkoniyatlarini hisobga olgan holda ta'lim jarayonida raqamli texnologiyalardan foydalanish hisoblanadi. Zamonaviy mehnat bozori yuqori malakali kadrlar tayyorlash zaruriyatini yuzaga keltirdi, shu munosabat bilan ta'lim sohasida innovatsion texnologiyalardan foydalanish yangilanmoqda[5]. Hozirda raqamli texnologiyalar bilan ishlash qobiliyatiga ega bitiruvchilar kerak. Ta'lim muassasasining ustuvor vazifalaridan biri o'quvchining nafaqat nazariy bilimlarni egallashi, balki axborot texnologiyalaridan foydalanish, axborotni mustaqil ravishda ajratib olish va tahlil qilish qobiliyatini rivojlantirishdir.

Raqamli texnologiyalarni turli sohalarga shu jumladan ta'lim tizimiga joriy etilishi mamlakat ta'lim tizimini modernizatsiya qilishda katta rol o'ynaydi. Zamonaviy ta'limni tashkil etish va ta'lim samaradorligini oshirishga xizmat qiladi.

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RAQAMLI TA'LIM JARAYONIDA LOYIHALI TA'LIM USULIDAN FOYDALANISHNING SAMARORLIGI

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Annotatsiya. Ushbu maqolada raqamli ta'lim jarayonida loyihali ta'lim usulidan foydalanishning ahamiyati to'g'risidagi ma'lumotlar yoritilgan. Zamonaviy pedagogik texnologiyada o'quv maqsadini aniqlash va ta'lim jarayonini texnologiyalashtirish, algoritmlashtirish, loyihalashtirish hamda loyihali ta'lim metodi bayon etilgan.

Kalit so'zlar: ta'lim, tizim, metod, jarayon, texnologiya, loyiha, pedagogika, innovatsiya, o'qitish, shakl, usul.

Zamonaviy ta'lim tizimini rivojlantirishning ustuvor yo'nalishlaridan biri – ta'lim jarayoniga axborot texnologiyalarini joriy etishdir. Ta'lim faoliyatida raqamli texnologiyalardan foydalanish haqiqiy amaliyotga aylanib bormoqda. Maktablarni jihozlar bilan ta'minlash ortib bormoqda, deyarli har bir maktabda interfaol doskalar, planshetlar, yaxshi kompyuterlar, virtual reallik ko'zoynaklari va boshqalar mavjud. Hozirgi vaqtda raqamli texnologiyalardan foydalanish mumkin bo'lgan ta'lim muhiti yaratilgan va ko'pchilik o'qituvchilar undan muvaffaqiyatli foydalanmoqda.

Respublikamizda amalga oshirilayotgan keng qamrovli islohotlarning borishi bevosita ta'lim tizimiga ham o'zining ijobiy ta'sirini ko'rsatmoqda. Shuning uchun ham ta'limning barcha bo'g'inlarida yanada yuqori samaradorlikka erishish maqsadida sohada keng qamrovli islohotlarni amalga oshirish, xalqaro tajribalar va innovatsion texnologiyalarni joriy etish bugungi Yangi O'zbekiston sharoitida muhim ahamiyat kasb etmoqda.

Ta'lim sohasidagi milliy dasturlar doirasida amalga oshirilayotgan bunyodkorlik ishlari va erishilgan qator ijobiy o'zgarishlarga qaramasdan, ta'lim sifat samaradorligi rivojlanishi dinamikasini yanada jadallashtirish, bunda yaratilgan shart-sharoitlar va imkoniyatlardan samarali foydalanish bugungi kunda dolzarb masala bo'lib qolmoqda.

Lekin ta'lim jarayoni ilm-fanning eng so'nggi yutuqlari asosida qanchalik texnologiyalashtirilmasin, pirovard natijaga erishish, ya'ni puxta, chuqur bilim berish, yuqori intellektual salohiyat, raqobatbardoshlik, yuqori sifat, samaradorlikka erishish bevosita nazariy va amaliy mashg'ulotlar olib boruvchi professor-o'qituvchilarning kasbiy malakasi, mahorati, ijodkorligi, ilg'or texnologiyalar, innovatsiyalarni o'z pedagogik faoliyatiga olib kirish va qo'llay olishi mahoratiga bog'liq bo'laveradi. Ta'lim-tarbiya sifati va samaradorligi talabaning o'quv mazmunlarini qay darajada o'zlashtirgani, ularning mustaqil fikrlay olishi va tafakkur faoliyati, subyekt-subyekt shaklida tashkil etilayotgan mashg'ulotlarga bog'liq.

Raqamli texnologiyalar o'qituvchi uchun cheksiz bo'lgan yangi imkoniyatlarni ochib beradi. Ushbu texnologiyalardan foydalanganda mumkin bo'lgan ko'rinishni namoyish qilish yanada muvaffaqiyatli bo'ladi. Texnologiyaning katta miqdori mavjud.

Zamonaviy raqamli texnologiyalarga quyidagilar kiradi: o'qituvchi va talaba o'rtasida birgalikdagi eksperimental tadqiqotlar texnologiyasi, "virtual haqiqat", "panoramali tasvir" texnologiyasi, "3D modellashtirish", "ta'lim robototexnikasi", MSI texnologiyasi (kichik axborot texnologiyalari vositalaridan foydalangan holda), multimedia ta'lim. kontent, interaktiv elektron kontent va boshqalar multimedia texnologiyalari o'quv jarayoniga uyg'unlik bilan kiritilmoqda[1].

Zamonaviy pedagogik texnologiyada o'quv maqsadini aniqlash va ta'lim jarayonini texnologiyalashtirish, algoritmlashtirish, loyihalashtirish quyidagilarni ko'zda tutadi:

- o'quv jarayonida talabaning faolligini oshirish, uning bevosita ishtirokini ta'minlash, uni hamkorlikka chaqirish;

- o'quv rejada ko'zda tutilgan dasturlar, qo'llanma, ma'ruza matnlari bilan ishlash ko'nikmalarini hosil qilish;

- ta'lim mazmuni, matnlarni mustaqil mutolaa qilish, ko'nikma, malakalarni hosil qilish;

- talabani o'z fikrini bildirib olish, himoya qila olish, isbotlay olishga odatlantirish. Ta'limni olib boranda pedagogik motivlar, ehtiyojlar, manfaatdorlik, maqsadlarni ko'zda tutgan holda o'quv jarayonini tashkil etish zarur.

Ma'ruzada talabalarga axborotni faqat tayyor holda berish maqsadga muvofiq emas, chunki bunda uni mustaqil fikrlashga o'rgatishga yetarlicha e'tibor qaratilmay qoladi. Shuning uchun turli muammolarni amaliyotga mos ravishda hal etish, savollarga hayotiy javoblarni mustaqil ravishda topish bo'yicha ularni faollikka, o'ylashga, fikrlashga yo'naltirish kerak[2].

Malakali kadrlar tayyorlashning muhim omillaridan biri – ta'lim sifati va samaradorligini oshirishdir. Ta'lim sifati va samaradorligini oshirishda o'qitishning zamonaviy usullari, shakl va vositalari hamda interfaol texnologiyalari, xususan, loyihali ta'limning no'anaviy metodlari muhim o'rin tutadi. Shu sababli ham ta'lim jarayonida yuqori darajadagi samaradorlikka erishish – bu, ta'lim jarayonini to'g'ri loyihalashtirishdir.

Loyihali ta'lim metodi interfaol usullardan bo'lib, o'quv maqsadiga erishishdagi samarali metodlar asosida talabalarining mustaqil bilim olishlari uchun juda qo'l keladi.

Loyihalar asosida tashkil etilgan mashg'ulotlarda talabalar o'z mustaqil tajribalariga suyanadilar, yechimni qidiradilar, ular axborotlarni turli manbalardan, bir-birlaridan oladilar, qayta ishlaydilar, bir-birlariga yetkazadilar.

☐ Bunday muhitda talabalar hamkorlikdagi rivojlantirish, erkin fikr yuritish, yozish-chizish, o'zaro tahlil qilish orqali o'quv materiallarni ongli ravishda o'zlashtirib oladilar. Talabalar axborotlarni o'zlari izlab-topib, qayta ishlab, umumlashtirib o'zlari himoya qiladilar. Shu sababli loyiha asosida tashkil etiladigan mashg'ulotlar yakka ishlash, juft bo'lib ishlash, kichik guruhlarda ishlash, katta guruhlarda ishlash, katta guruhlarda munozaralar tashkil etish orqali amalga oshiriladi. Bunday holatda ish yuritilganda talaba bor qobiliyatlari, ichki imkoniyatlari, tafakkurlarini ishga soladi, loyiha yechimini topishga faol kirishadi.

Mashg'ulotlarning loyihalari o'zining davomiyligiga qarab kichik loyihalar, bir para, qisqa muddat, uch-to'rt para, uzoq muddatlarga mo'ljallanishi mumkin. Loyihalarni shakllantirishda talabalarining ehtiyoji, qiziqishi, xohishi, maqsadi, qobiliyati, faoliyati, intellekti hisobga olinishi talab etiladi. Mashg'ulotni loyihalashtirishda har bir professor-o'qituvchi oldida bir savol ko'ndalang turadi. Ya'ni, har bir mashg'ulotning maqsadi, vazifasi, ketma-ketligi, izchilligi, uni faollashtirish uchun nima qilish, qanday tashkil etishni rejalashtirish kerak?

Mashg'ulot maqsadini belgilash va uni amalga oshirishda quyidagilarga rioya qilish kerak:

- ☐ o'quv materiallarni tanlash, uni didaktik talablar asosida tashkil etish;

- ☐ foydalanadigan metod va jarayonlarni jihozlash;

- ☐ o'z faoliyatini funksional tashkil etish, talaba shaxsi va guruhlarda ish faoliyatini tashkil etish.

Loyihalar asosida o'quv jarayonini tashkil etishda mashg'ulotni olib boruvchi fidoyilik ko'rsatishi, talabani ruhlantirish, uni qiziqtirish orqali pirovard maqsadga erishishi talab etiladi. Quyida mashg'ulot jarayonini loyiha asosida tashkil etish bosqichlarini keltiramiz:

- ☐ mavzuga doir materiallarni to'plash, ta'lim maqsadi va vazifalari mazmunini belgilash;

- ☐ ta'lim shakli, metodi va vositalarini tanlash, tushuncha, bilim, ko'nikma, loyihalarni o'zlashtirish uchun ta'lim oluvchida sarflanadigan vaqt birligini hisobga olish;

- ☐ har bir bosqich natijalarini olish uchun mashq va misollar tizimini ishlab chiqish, nazariy ishlarni olib borish, testlar, savollarni ishlab chiqish;

- ☐ loyihani mashg'ulot jarayoniga tadbiq etish hamda mashg'ulot jarayonini olib borish va yakunlash mexanizmini yaratish.

Xulosa qilib shuni e'tirof etish mumkin:

❑ loyiha asosidagi mashg'ulotlarning maqsadi mavzu mazmunini ta'lim jarayonida to'la o'zlashtirib olishni kafolatlaydi;

❑ mashg'ulotlarda ko'zda tutilgan ta'lim standartlaridan bilim, ko'nikma, malakalarni o'zlashtirib olishga erishiladi.

❑ talaba o'qitilibgina qolmay, unga mustaqil ta'lim olish o'rgatiladi, unga bilimlar tayyor holda berilavermaydi, bilimlarni aniq manbalardan mustaqil ola bilishga o'rgatiladi.

❑ barcha professor-o'qituvchilar pedagogik texnologiyani o'zlashtirib, o'z faoliyatlarida foydalana olsalar, ta'lim-tarbiyaviy ishlarning pirovard natijalari kafolatlanadi.

Adabiyotlar:

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ЎЗБЕКИСТОН ССР СУД ТИЗИМИНИНГ НАЗАРИЙ-ҲУҚУҚИЙ АСОСЛАРИНИ ИШЛАБ ЧИҚИЛИШИ

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Аннотация: Ушбу мақолада Ўзбекистон ССР ташкил топгандан сўнг республика ҳудудида ягона суд тизимининг барпо этилиши меъёрий-ҳуқуқий ҳужжатлар ҳамда катта ҳажмдаги архив ҳужжатларини қиёсий таҳлил этиш асосида ёритиб берилган.

Калит сўзлар: инқилобий қўмита, халқ суди, округ суди, Олий суд, Адлия халқ комиссарлиги.

1924 йилда мустабид совет ҳокимияти "Бўлиб ташла, ҳукмронлик қил" шиориға асосланган ҳолда Ўрта Осиёда мавжуд бўлган Туркистон АССР, БХСР ва ХХСРни миллий-ҳудудий чегараланиш жараёнига қамраб олди. Шу асосда ЎзССР Инқилобий қўмитаси ташкил этилди ва давлат органларини тузишга киришилди. ЎзССР Инқилобий қўмитасининг 1924 йил 2 декабрдаги ишчи ва деҳқонларга мурожаатномасида республикада суд органларини ташкил этиш, хусусан ўзбек тилида иш юритилишини таъминлаш ҳамда судларни кенг меҳнаткашлар оммасига яқинлаштириш режалари баён этилган эди[1].

1924 йил 13 декабрда Ўзбекистон ССР Инқилобий қўмитасининг 28 киши иштирок этган мажлисида ЎзССР Олий судини ташкил этиш ва унинг таркибини тасдиқлаш ҳақидаги масалани кўриб чиқди. Йиғилишда Адлия халқ комиссари Ғозиев Олий суднинг ваколатлари юзасидан маъруза қилади [2]. Инқилобий қўмита қарори билан РСФСР Олий судининг Тошкентдаги Туркистон бўлими тугатилиб, унинг иш юритиш ҳужжатлари, канцелярияси, архиви ЎзССР Олий судига ўтказилди.

1926 йил 29 сентябрда ЎзССР МИҚ V сессияси районлаштириш тўғрисида қарор қабул қилди ва илгари мавжуд бўлган 7 та вилоят ўрнида 10 та округ ташкил этиш тўғрисида қарор қабул қилди. Шу куни "ЎзССР суд тузилиши ҳақида"ги дастлабки низом қабул қилинди ва 1927 йил 15 февралдан кучга кирди[3,С.1-31]. Ушбу низом 17 боб, 137 та моддадан иборат эди. Низомга кўра Ўзбекистонда қуйидаги судлар ташкил этилди: халқ суди, округ суди ва Олий суд(Тожикистон АССРда Олий суднинг бўлими). Бундан

ташқари, алоҳида турдаги ишларни кўриб чиқиш учун қуйидаги судлар ҳам фаолият юритган:

- 1) ҳарбий жиноятларни кўриш учун ҳарбий трибуналлар;
- 2) меҳнат низоларни кўриш учун халқ судининг меҳнат сессиялари;
- 3) вояга етмаганларнинг ишлари билан шуғулланувчи комиссиялар;
- 4) ер ва арбитраж комиссиялари.

Ушбу низомнинг II-III боблари халқ судьяси ва маслаҳатчиларининг сайлаш тартибига бағишланган эди[3,С.6-9]. Халқ судьяси икки нафар маслаҳатчиси билан қатъий белгиланган ҳудуд доирасида фаолият олиб борган. Халқ судьяси этиб сайланаётган шахс маҳаллий советларга сайлаш ва сайланиш ҳуқуқига эга бўлган, жамоат ёки партия ташкилотларида масъул лавозимларда камида икки йил ёки совет адлия идораларида халқ терговчисидан қуйи бўлмаган лавозимларда уч йиллик меҳнат тажрибасига эга бўлиши керак эди.

Халқ судьялари округ судининг тавсиясига биноан округ ижроия қўмитаси томонидан бир йил муддатга сайланган, сўнгра Адлия халқ комиссарлиги томонидан тасдиқланган. Адлия халқ комиссарлиги рухсатсиз халқ судьясини муддатидан олдин лавозимидан четлатиш ёки бошқа ҳудудга судьялик лавозимига ўтказилиши тақиқланган эди.

Халқ суди участкалари сони округ суди томонидан белгиланган ва округ ижроия қўмитаси ҳамда Адлия халқ комиссарлиги билан келишилган ҳолда тасдиқланган.

Халқ суди мажлисларида иштирок этиш учун аҳоли орасидан халқ маслаҳатчилари сайланган. Маҳаллий советларга сайлаш ва сайланиш ҳуқуқига эга бўлган, судланмаган фуқаролар маслаҳатчи этиб сайланиши мумкин эди.

Ҳар йили 1 декабргача бўлган муддатда ҳар бир халқ суди учун келгуси йил судда иштирок этадиган маслаҳатчиларнинг 200 нафардан иборат таркиби сайланган. Ҳар ҳафта рўйхат асосида улардан 3 нафари судга чақирилган. Маслаҳатчиларнинг 2 нафари суд мажлисларида бевосита иштирок этса, бир нафари заҳирада турган. Шу тартибда маслаҳатчилардан ҳар бири йил давомида 6 кундан суд мажлисларида иштирок этган.

Низомда халқ суди жойлашган участкадаги саноат корхоналари, деҳқон жамоалари ва ҳарбий қисмлардан сайланадиган маслаҳатчиларнинг ўзаро нисбати белгилаб қўйилган эди. Яъни, халқ маслаҳатчиларининг 50% ишчилар, 35% деҳқонлар ва 15% ҳарбий хизматчилар вакиллари бўлиши керак эди. Маслаҳатчилар судда иштирок этгани учун асосий иш жойида ойлик маошлари сақланиши ва йўл харажатлари қопланиши низомда кўрсатиб ўтилган эди.

Низомнинг IX-X боблари округ суди фаолиятига бағишланган эди[3, С.15-20]. Округ суди Олий суднинг сайёр суд мажлислари ва ҳарбий трибуналлардан ташқари бутун округдаги судлар устидан назоратни амалга оширган. Округ суди раиси ва ўринбосарлари этиб сайланаётган шахслар халқ судьяси ёки инқилобий трибунал аъзоси сифатида камида уч йил, округ суди судьялари эса камида икки йиллик меҳнат тажрибасига эга бўлиши керак эди.

Округ судининг таркиби округ ижроия қўмитаси томонидан бир йил муддатга сайланган, сўнгра Адлия халқ комиссарлиги томонидан тасдиқланган. Округ суди аъзоларини муддатидан олдин ижроия қўмитасининг бир томонлама қарори билан Адлия халқ комиссарлиги рухсатсиз чақириб олиш ёки алмаштириш таъқиқланган эди.

Округ суди мажлисларида иштирок этиш учун 200 нафардан иборат халқ маслаҳатчилари сайланган ва уларнинг таркибига округдаги мавжуд халқ судьяларининг камида ярми киритилиши керак эди.

Округ суди қуйидагиларга ваколатли эди:

А) округдаги марказий суд идораси сифтида халқ судлари фаолиятини назорат қилиш;

Б) халқ судларининг ҳукм ва қарорлар устидан тушган шикоят ва протестларни кассация инстанцияси сифатида кўриб чиқиш;

С) халқ судлари ваколатига кирмайдиган жиноят ва фуқаролик ишларини биринчи инстанция суди сифатида кўриб чиқиш.

Округ суди қонунда белгиланган ваколатларни амалга ошириш учун ўз аъзоларидан қуйидаги таркибий тузилмаларни ташкил этган: Раёсат, Пленум, жиноят ишлари бўйича ҳайъат, фуқаролик ишлари бўйича ҳайъат ва интизомий ҳайъат.

Округ суди раиси ва унинг икки нафар ўринбосари Раёсат таркибини ташкил этган. Раёсат қуйидаги ваколатларни амалга оширган:

а) округ суди аъзоларини ҳайъатлар бўйича тақсимлаш, у ёки бу ҳайъат таркибига кирмайдиган суд аъзолари орасидан алоҳида ишларни кўриб чиқиш учун махсус ҳайъатлар тузиш, шунингдек, округ суди аъзоларининг умумий сонини кўпайтириш тўғрисида Адлия халқ комиссарлигига таклифлар киритиш;

б) округ суди Пленумига киритилиши керак бўлган масалаларни муҳокама қилиш, халқ судьялари, халқ терговчилари ва катта терговчилар, шунингдек, округ суди судьяларининг интизомий жавобгарлиги билан боғлиқ ҳужжатларни тайёрлаш.

Пленум мажлисларига округ судининг барча судьялари иштирок этган. Судьяларнинг камида ярми иштирок этганда Пленум мажлислари қонуний ҳисобланган. Пленум ваколатига қуйидагилар кирган:

- халқ суди участкалари сони ва уларнинг ҳудудий чегаралари билан боғлиқ барча масалаларни кўриб чиқиш, халқ судьяларини бошқа ерга кўчириш ва чақириб олиш тўғрисидаги илтимосномаларни Адлия халқ комиссарлигига тақдим этиш;

- халқ терговчилари ва катта терговчиларни участкалар бўйича тайинлаш, уларни лавозимидан четлаштириш ёки бошқа жойга кўчириш тўғрисидаги илтимосномаларни Адлия халқ комиссарлигига тақдим этиш;

- халқ судьялари ва терговчиларнинг ҳисоботларини эшитиш, уларнинг фаолияти юзасидан текширувлар тайинлаш;

- округ судининг интизомий ҳайъати таркибини сайлаш;

- халқ судьялари ва терговчилари, шу жумладан округ суди аъзоларига нисбатан интизомий жавобгарлик қўзғатиш билан боғлиқ масалаларни кўриб чиқиш.

Округ судида жиноят ва фуқаролик ишлари бўйича ҳайъатларнинг ҳар бири судлов ва кассация бўлиmlарига бўлинган ҳолда фаолият юритган. Ҳайъат раислари ўз лавозими бўйича округ суди раисининг ўринбосари бўлган. Ҳайъатларнинг судлов бўлими раис ва икки нафар халқ маслаҳатчи, кассация бўлими эса уч нафар судьядан иборат таркибда иш юритган.

Округ судининг интизомий ҳайъати раис ва икки нафар судьядан иборат таркибда Пленум томонидан сайланган. Округ судининг раиси ёки унинг ўринбосарларидан бири интизомий ҳайъатга раислик қилган.

Низомнинг XIII-XV боблари Олий суд таркибини шакллантириш тартиби ва ваколатларига бағишланган эди[3, С.24-29]. ЎзССР Олий судига ҳарбий трибуналлардан ташқари республиканинг барча суд органлари, шунингдек, Олий суднинг Тожикистон бўлимини назорат қилиш, кассация тартибида вилоят судларининг ҳукмлари ва қарорларини, алоҳида тартибда давлат аҳамиятига эга бўлган фуқаролик ва жиноят ишларини биринчи инстанция сифатида кўриб чиқиш ваколати берилган эди.

ЎзССР Олий суди таркиби раис, унинг ўринбосари, жиноят ва фуқаролик ишлари бўйича ҳайъат раислари ҳамда олти нафар аъзодан иборат эди. Олий суд аъзолари, шунингдек жиноят ва фуқаролик ишлари бўйича ҳайъат раислари Адлия халқ комиссарининг тавсиясига биноан ЎзССР МИҚ томонидан лавозимига тасдиқланган. Олий суд раиси ва унинг ўринбосари эса тўғридан-тўғри МИҚ томонидан тайинланган.

Олий суднинг Тожикистон бўлими таркиби Тожикистон АССР МИҚ томонидан тайинланган. Ушбу суднинг раиси ва ўринбосари эса ЎзССР МИҚ томонидан тасдиқланган.

Олий суд таркиби қуйидаги тузилмалардан иборат эди: Раёсат, Пленум, жиноят ишлари бўйича ҳайъат, фуқаролик ишлари бўйича ҳайъат ҳамда интизомий ҳайъат.

Олий суд раиси, унинг ўринбосари, жиноят ва фуқаролик ишлар бўйича ҳайъат раислари Олий суд Раёсати таркибини ташкил этган. Раёсат қуйидаги вазифаларни амалга оширган:

1) Бошқарув соҳасида:

а) Олий суд аъзолари ўртасида вазифаларни тақсимлаш;

б) Олий суд аъзоларидан алоҳида ишлар бўйича суднинг махсус таркибини тузиш;

в) Олий суд ҳайъатлари ҳисоботларини кўриб чиқиш ва тасдиқлаш;

2) Суд назоратини амалга ошириш соҳасида:

а) округ судларининг ҳукм ва қарорларини кассация ҳамда назорат тартибида кўриб чиқиш учун Олий суд ҳайъатларига тақдим этиш;

б) округ судларининг шахсий таркибини ўзгартириш тўғрисида Адлия халқ комиссарлигига тақдимнома киритиш;

в) республика прокурорининг таклифига кўра ёки ўз ташаббуси доирасида округ судлари ва уларга тенглаштирилган судларда махсус текширувларни ўтказиш ва ушбу текширувлар натижаларини Адлия халқ комиссари ёки унинг ўринбосарининг мажбурий иштирокида эшитиш;

г) Олий суд судьялари, Олий суднинг Тожикистон бўлими судьялари, округ суди судьяларига нисбатан интизомий иш қўзғатиш;

д) Олий суднинг ялпи мажлисларини чақириш.

Пленум мажлисларида Олий суднинг барча судьялари иштирок этган. Судьяларнинг камида ярми ҳозир бўлганда Пленум мажлислари қонуний ҳисобланган. Пленум қуйидагиларга ваколатли эди:

- суд амалиёти бўйича қонунларни шарҳлаш;

- Олий суд Раёсатининг республиканинг ҳар қандай суди судлов ва кассация ҳайъатлари ҳукм ва қарорларини бекор қилиш ёки ўзгартириш тўғрисидаги қарорларини кўриб чиқиш;

- Олий суднинг интизомий ҳайъати таркибини сайлаш;

- Олий суд Раёсатининг фармойишларини тасдиқлаш ва Пленумга киритилган бошқа масалаларни кўриб чиқиш.

Олий суднинг жиноят ва фуқаролик ишлари бўйича ҳайъатларининг ҳар бири судлов ва кассация бўлимларига бўлинган. Ҳайъатлардаги судлов бўлимлари мажлисларига Олий суд судьяларидан бири раислик қилган ва икки нафар халқ маслаҳатчиси иштирок этган. Халқ маслаҳатчиларининг жами сони 48 кишидан иборат бўлиб, ЎзССР МИҚ томонидан тасдиқланган ва рўйхат асосида суд мажлисларига чақирилган. Кассация бўлимлари уч нафар судьядан иборат таркибда иш юритган. Олий суд раиси жиноят ва фуқаролик ишлари бўйича ҳайъатларда кўриб чиқиладиган ҳар қандай ишда раислик қилишни ўз зиммасига олишга ҳақли эди.

Олий суд ҳузурида энг муҳим ишлар бўйича терговчилардан иборат тергов бўлими ташкил этилган эди.

Олий суднинг интизомий ҳайъати раис ва икки аъзодан иборат бўлиб, Олий суд Пленуми томонидан сайланган. Интизомий ҳайъат томонидан: а) танбеҳ, б) хайфсан, в) қуйи лавозимга ўтказиш, д) судьялик лавозимида ишлашни икки йилгача тақиқлаш билан хизмат вазифасидан четлатиш каби интизомий жазо чоралари қўлланиши мумкин эди[3,С.28].

“ЎзССР суд тизими тўғрисида”ги низомга кейинчалик суд-тергов органлари, прокуратура, ҳимоячилар ҳайъати, шунингдек, Адлия халқ комиссарлиги фаолиятини такомиллаштириш муносабати билан қўшимча ва ўзгаришлар киритиб борилди. Жумладан, 1928 йил 1 декабрда ЎзССР МИҚ “ЎзССР суд тизими тўғрисидаги низомга ўзгартиш ва қўшимчалар киритиш тўғрисида”ги қарорни қабул қилди. Қарорга асосан давлат прокуратураси ташкил этилди ва тергов аппарати тўлиқ прокуратура тизимига ўтказилди. Бу эса тергов органларининг илгари мавжуд бўлган ўзига хос “икки томонлама бўйсунтириш” тартибини йўқ қилди. Бунга қадар округ судлари округ ҳудудидаги барча халқ терговчилари, катта терговчилар, ҳимоячилар коллегияси ва нотариуслар фаолиятини ҳам назорат этган эди. Юқоридаги қарорга асосан аҳолига ҳуқуқий ёрдам кўрсатиш, шунингдек судларда ҳимоячи вазифаларини бажариш мақсадида ҳимоячилар ҳайъатлари ташкил этилди.

Хулоса қилиб айтганда, “ЎзССР суд тузилиши ҳақида”ги низомда судьялар мустақиллигини чекланишига сабаб бўлган бир қатор меъёрлар мавжуд эди. Бунга халқ судьяси ва округ суди судьяларининг маҳаллий ижроия қўмиталар томонидан сайланиши ҳамда уларнинг ваколат муддатини бир йил этиб белгиланишини мисол сифатида кўрсатиш мумкин. Айнан мана шу ваколатдан фойдаланган ҳолда маҳаллий ҳокимият судларга босим ўтказган. Ушбу ҳолат совет тузumi ҳукм сурган 70 йил давомида сақланиб қолди. Мустақил бўлишга уринган судьялар муддатидан олдин лавозимидан олиб ташланган ёки янги муддатга сайланмаган. Бу эса айни дамда кадрлар қўнимсизлиги ҳолатини ҳам вужудга келтирган. Шунингдек, халқ судларидан Олий судгача бўлган тизимда халқ маслаҳатчиларининг иштирок этиши ҳам кутилган натижани бермади. Суд мажлисларида маслаҳатчилар расмийлик юзасидан қатнашган. Аксарият ҳолларда маслаҳатчилар суд жараёнларини тушунишмас, ҳатто баъзилари ўқиш ва ёзишни ҳам билмас эди. Мутахассисларнинг етишмаслиги, мавжудларининг эса малака савиясининг пастлиги, иш юритиш учун бино, зарур жиҳоз ва меъёрий ҳужжатлар билан таъминланмаганлиги, турли маъмурий, ҳарбий идоралар томонидан босим ўтказилиши судларнинг нормал фаолият юритишига тўсқинлик қилар эди.

Фойдаланилган манбалар рўйхати

- 1 Ўзбекистон Миллий Архиви, Р-86- фонд, 1-рўйхат, 21-иш, 401-варақ.
2. Ўзбекистон Миллий Архиви, Р-87-фонд, 1-рўйхат, 3-иш, 17-18 варақлар.
- 3.Положение о судеустройстве УзССР.-Самарканд:Издательства СНК УзССР, 1927.-31

с.

ЎзССРДА МАХСУС УЧЛИК ТОМОНИДАН АМАЛГА ОШИРИЛГАН ҚАТАҒОНЛАР

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АННОТАЦИЯ: Ушбу мақолада мустабид совет ҳокимияти томонидан конституция ва қонунларга зид равишда махсус учликнинг ташкил этилиши ҳамда ушбу идора томонидан партия, совет, хўжалик ходимлари, ҳарбийлар, зиёлилар ва қишлоқ хўжалиги ходимларининг асоссиз равишда қатағон қилиниши ёритиб берилган.

КАЛИТ СЎЗЛАР: фавқулодда судлар, махсус учлик, прокуратура, тергов, партия, ҳукм, жазо.

Дунёдаги барча демократик давлатларнинг конституциясида фавқулодда судларни таъқиқлаш борасидаги меъёрлар мавжуд. Сабаби бундай судларнинг ташкил этилиши инсон ҳуқуқ ва эркинликларининг чекланишига сабаб бўлади. Бироқ, тарихга назар ташласак баъзи давлатларда уруш, инқилоб, давлат тўнтариши муносабати билан ташкил топган ҳукуматлар ўз ҳокимиятини мустаҳкамлаш ҳамда қаршилик ҳаракатларини аёвсиз жазолаш мақсадида фавқулодда ваколатлар берилган махсус судларни ташкил этган. Фавқулодда судлар доимо жазоловчи характерга эга бўлган. Шунингдек, бундай суд жараёнларида айбсизлик презумпцияси, айбланувчининг ҳимояланиш ҳуқуқи каби процессуал меъёрлар инкор этилган. Одатда, фавқулодда судлар ишларни ёпиқ тарзда кўриб чиққан ва чиқарилган ҳукм юзасидан шикоят бериб бўлмаган.

Россияда большевиклар ҳокимияти ўрнатилган 1917-1922 йилларда халқ судлари билан параллел равишда фавқулодда судлов идораси бўлган инқилобий трибуналлар фаолият юритган. Инқилобий трибуналлар совет ҳокимиятига қарши бўлган кучларни шафқатсиз равишда қатағон қилган. Ушбу суд идоралари асосан айблов кўринишида ҳукм чиқарган ва жазо 48 соат ичида ижро этилган.

Россияда фуқаролар уруши барҳам топиб, совет ҳокимияти ўзининг мавқеини мустаҳкамлаб олгач, 1923 йил 1 январдан инқилобий трибуналлар тугатилди ҳамда халқ суди, губерния суди ва Олий суддан иборат умумий юрисдикция судлари ташкил этилди.

Сталин томонидан 1937-1938 йилларда оммавий қатағонларни амалга оширишда фавқулодда судлов ваколатига эга бўлган идораларни ташкил этиш борасидаги амалиёт яна такрорланди. 1937 йилда Сталин қатағон тезлигини тамишлаш мақсадида махсус учликлар (тройка) тузиш тўғрисида кўрсатма берди ва ушбу суддан ташқари органларнинг ишлаш тартибини тасдиқлайди. Шу асосда СССР ИИХК (НКВД) нинг 1937 йил 30 июлдаги 00447-сонли буйруғига биноан барча иттифоқдош республикаларда махсус учликлар ташкил этилди[1,С.132].

Учлик таркибига партия қўмитаси раҳбарлари, Ички Ишлар Халқ Комиссарлиги ва Прокуратурадан бар нафардан вакил кирган. Учликка троцкийчилар, жосуслар ва давлатга қарши сиёсий жиноятларни содир этишда айбланаётган шахсларни отиш ҳамда 10 йилгача озодликдан маҳрум этишга ҳукм қилиш ваколати берилган эди. ЎзССРда ИИХК қошида ташкил этилган махсус учлик таркибига Н.Загвоздин, А.Икрамов ва С.Балтабаев кирган[2,С.279]. Кейинчалик эса Ички Ишлар Халқ Комиссарлиги ва прокуратура ходимларидан вакиллар киритилган жазоловчи иккиликлар, махсус ҳайъатлар ташкил этиш ҳақида кўрсатма берилди

Аслида масалага конституциявий жиҳатдан қаралса махсус “учлик”, “иккилик”ларнинг ташкил этилиши СССРнинг 1936 йилдаги ва ЎзССРнинг 1937 йилда қабул қилинган конституциялар талабларига мутлақо зид эди. Масалан, ЎзССР конституциясининг 102-моддасида Ўзбекистон ССРда суд ишлари Ўзбекистон ССР Олий суди, Қорақалпоғистон АССР Олий суди, округ судлари, халқ судлари томонидан амалга оширилиши белгилаб қўйилган эди[3,С.18]. Қисқаси конституцияда ҳам, суд тизими тўғрисидаги қонунларда ҳам ОГПУ ва НКВД каби органларга судлов ваколати берилмаган эди.

Бироқ, СССР ИИХКнинг 1937 30 июлдаги буйруғида Ўзбекистонда 4750 нафар киши қамоққа олиниши кўрсатиб ўтилган эди. Улардан 750 нафари биринчи тоифадаги шахслар бўлиб ўлимга, иккинчи тоифадаги 4000 нафари 8-10 йилгача озодликдан маҳрум этиш жазосига ҳукм этилиши кўрсатиб ўтилган эди.

1937-1938 йилларда СССРда сиёсий жиноятларда айбдор деб топилган 1 миллион 345 минг нафар шахсдан 90 фоизи учлик, иккилик, махсус кенгаш ва махсус ҳайъатлар томонидан ҳукм этилган. Қолган 10 фоизи Олий суд ҳарбий коллегияси ва ҳарбий

трибунал томонидан кўриб чиқилган. Мана шу 10 фоизлик Олий судда кўриб чиқилган ишларга ҳам Ички Ишлар Халқ комиссарлиги томонидан олдиндан жазо чораси белгилаб берилар эди.

1937-1938 йилларда шундай ярамас амалиёт шаклланган эдики, Ички Ишлар Халқ комиссарлиги СССР Олий судининг ҳарбий коллегиясида кўрилиши лозим бўлган ишлар бўйича терговни тугатаётиб, айбланувчиларга жазо чораларини олдиндан белгилаб берар эди. Шу мақсадда Ички Ишлар Халқ комиссарлиги Олий суд ҳарбий коллегиясида кўрилиши лозим бўлган шахсларнинг рўйхати тузилган. Рўйхатда иши судга оширилган шахсларнинг исм-шарифлари ёзилиб, уларга берилажак жазо чоралари олдиндан тавсия қилинган ҳолда шахсан Сталинга юборилган. 1937-1938 йилларда Сталин масъул партия, совет, комсомол, ҳарбий ва хўжалик ходимларининг номлари ёзилган 383 та рўйхатни тасдиқлаган[4,С.115].

Аслида Олий суд ҳарбий коллегиясида бирор ишнинг суд йўли билан мустақил тарзда ҳал этишнинг умуман имкони йўқ эди. Ҳарбий коллегия олдиндан тавсияланган жазо чораларини тасдиқлаш билан Ички Ишлар Халқ комиссарлиги томонидан дастлабки тергов материалларини механик равишда штамплаб борган. Ҳарбий коллегиядаги барча “суд йиғилишлари” ҳукм чиқариш ва эълон қилишни ҳам ҳисобга олганда, фақат 15-20 дақиқадан иборат бўлган.

Контрреволюцион деб аталган жиноий ишларнинг аксарияти гўёки совет ҳокимиятини афдариб ташлаш, пароканда қилиш, заифлаштиришга, қаратилган тарғибот ёки ташвиқот учун жавобгарлик белгиланган ишлар эди. Фуқароларнинг танқидий мулоҳазалари, латибалари ва ҳатто маиший масалаларга доир оддий фикрлари учун ҳам ноқонуний судланишга олиб келган. Масалан, ЎзССР ИИХК қошидаги учликнинг 1938 йил 13 февралдаги қарори билан Денов ва Шўрчи туманларининг 17 нафар фуқароси гўёки А.Икромов ва Ф.Хўжаев ташкил қилган “қўзғолончи миллатчилик ташкилотида” қатнашганлиги учун олий жазога ҳукм қилинган. Айблов Ҳайитов деган шахснинг кўрсатмаларига асосланган бўлиб, у кейинчалик кўрсатмаларини қийнов остида олинганлигини айтиб, уларни инкор қилган. Иш юзасидан бошқа ҳеч қандай далиллар йўқ эканлигига қарамасдан айбланувчилар олий жазога ҳукм этилган. Жазо ҳукм чиқарилгандан кейин 3 кундан сўнг ижро этилган[5,Б.9]. Бундай мисолларни юзлаб келтириш мумкин.

Сталин шахсига сиғиниш йиллари Ўзбекистон халқлари бошига оғир кулфатлар солинди. 1937-1939 йилларнинг ўзидагина Ўзбекистон ССР Ички ишлар халқ комиссарлигининг “учлик” лари томонидан 41 минг нафардан кўпроқ киши қамалди. Шулардан 37 минг нафардан кўпроғи судланди, 6 минг 920 киши отиб ташланди... Асосиз қамалиб жиноий жавобгарликка тортилган кишилар орасида партия, совет, хўжалик ходимлари, ҳарбийлар, зиёлилар ва колхозчилар жуда кўп эди” [6]. Жумладан, Чўлпон, Фитрат ва Абдулла Қодирий 1937 йилнинг 14 июлида қамоққа олиниб, 1938 йилнинг 4 октябрида отиб ташланган.

И.В.Сталиннинг ўлимидан сўнг коммунистик партия ва совет ҳукуматининг янги раҳбарлари ўзгача фикрловчи кишилар судсиз жазоланганлигини эътироф этишга мажбур бўлдилар. Жумладан, оммавий қатағон сабабларини аниқлаш мақсадида 1956 йилда махсус комиссия ташкил этилади. П.Поспелов, А.Аристов, Н.Шверник ва П.Комаровдан иборат мазкур комиссия 1956 йил 9 февралда КПСС МК Президиумига йўллаган маърузасида 1937-1938 йилларда СССР да 1 548 366 кишининг қамалгани ва улардан 681 692 кишининг отиб ташлангани аниқлаган[4, С.17].

Хулоса қилиб айтганда, совет ҳокимиятининг олий даражадаги раҳбарияти конституция ва қонунларда белгиланган судьялар мустақиллиги ва инсон ҳуқуқлари ҳақидаги меъёрларни қўпол тарзда бузиб, шафқатсиз террорни амалга оширди. 1937-1938 йиллардаги оммавий қатағонларни амалга оширишда фавқулодда идоралар

асосий ролни бажарди. Ушбу идоралар дастлабки терговдан олий жазони ижро этишгача бўлган процессуал жараёнларни амалга оширишда кенг ваколатларга эга эди. Хуллас, совет ҳокимияти томонидан ташкил этилган фавқулодда суд-ҳуқуқ идоралари инсон ҳуқуқларини эмас, аксинча жазоловчи орган сифатида мустабид тузум манфаатларини ҳимоя қилди.

Фойдаланилган манба адабиётлар рўйхати

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O'QUVCHILARNI MANTIQUIY FIKRLASHINI RIVOJLANTIRISHDA STEAM TEXNOLOGIYASINI TABIIY FANLARNI O'QITISHDA QO'LLASH

Hayitova Nigora Normamatovna

**Axborot texnologiyalari va menejment universiteti NTM, Ijtimoiy fanlar fakulteti
pedagogika kafedrasida o'qituvchisi**

Annotatsiya: Maqolada tabiiy fanlarni o'qitishda STEAM texnologiyasini qo'llash orqali o'quvchilarning mantiqiy fikrlashini rivojlantirish haqida qisqacha muhim fikrlar keltirilgan.

Kalit so'zlar: tabiiy fanlar, savodxonlik, texnologiya, STEAM yondashuv, kompetensiya, mantiqiy fikrlash.

Mamlakatimizda so'nggi yillarda ta'lim tizimiga alohida e'tibor berilayotganligi, jamiyatda o'qituvchi kasbi nufuzini oshirish, pedagoglar uchun qulay ijtimoiy sharoit yaratish va mehnatini munosib rag'batlantirish, shuningdek, o'qituvchilarning yoshlarga ta'lim-tarbiya berishdagi mas'uliyatini, doimiy kasbiy rivojlanishdagi talabchanligini oshirish kabi masalalarga davlat siyosati darajasida e'tibor berilayotganligi hech kimga sir emas. O'qituvchilarning kasbiy-metodik kompetentligini rivojlantirish, ta'lim jarayonini axborot kommunikatsion texnologiyalari vositalaridan foydalangan holda tashkil etish, kompetent mutaxassis va kasbiy kompetensiyani rivojlantirib, raqobatbardosh kadrlar tayyorlashning huquqiy me'yoriy asoslari yaratilmoqda.

Maktab o'quvchilarining bilimi va ko'nikmalarini shakllantirish, ularni milliy hamda umuminsoniy qadriyatlarga sodiqlik ruhida tarbiyalash, o'qituvchi kasbi nufuzini va pedagoglarning sifat tarkibini oshirish, darsliklar va o'quv metodik majmualarni zamon talablari asosida takomillashtirish, xalq ta'limi muassasalarining xalqaro standartlarga javob beradigan zamonaviy modellarini barpo etish maqsadida, shuningdek, 2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot Strategiyasida "Maktab ta'limi sifatini oshirish hamda pedagogik kadrlarning bilim va malaka darajalarini xalqaro darajaga ko'tarishga alohida e'tibor qaratildi".

STEAM (S-fan, T-texnologiya, E-muhandislik, A-san'at, M-matematika) - ilm-fan, texnologiya, muhandislik, san'at va matematikani birlashtiruvchi zamonaviy yondashuv.

STEAM yondashuvining asosiy g'oyasi: amaliyot nazariy bilim kabi juda muhimdir. Ya'ni, o'rganish vaqtida biz nafaqat miya, balki qo'llarimiz bilan ham ishlashimiz kerak. Dars vaqtida bilim olish tez o'zgaruvchan dunyo bilan mos kelmaydi. STEAM yondashuvi bilan an'anaviy yondashuv o'rtasidagi asosiy farq, bolalar turli mavzularni muvaffaqiyatli o'rganishi uchun ularning aqli va qo'llarini baravar ishlatishidir. Ular bilimlarni o'zlari uchun "O'zlari" o'rganadilar.

Zehn (aql, intellekt) nima? Aql-idrok - maqsadga eng samarali tarzda erishish mumkin bo'lgan, ya'ni vaqt va resurslarni kam sarflash bilan erishish mumkin bo'lgan bilishni tashkil etish qobiliyati hisoblanadi. Maktab o'quvchilarining aqliy rivojlanishi va mazmuniga zamonaviy nuqtai nazar kognitiv tuzilmalar haqidagi nazariy g'oyalar bilan chambarchas bog'liq bo'lib, u orqali inson atrof muhit haqida xulosa chiqaradi, keladigan barcha yangi taassurot va ma'lumotlarni tahlil va sintez qiladi. Ular qanchalik rivojlangan bo'lsa, ma'lumot olish, tahlil qilish va sintezlash imkoniyati shunchalik yaxshi tushunadi, idrok etadi.

STEAM yondashuvi nafaqat o'rganish metodi, balki fikrlash usuli hamdir. STEAM ta'lim muhitida bolalar bilimga ega bo'lib, shu bilimdan foydalanishni darhol o'rganadilar. Shuning uchun ular o'sib, haqiqiy dunyoda istalgan hayot muammosiga duch kelganda, bu xoh ifloslanish yoki iqlimning global o'zgarishi bo'lsin, bunday murakkab masalalarni faqat turi fanlardan olgan bilimlarga tayanish va birgalikda ishlash orqali hal qilish mumkinligini tushunadilar. Bunda faqat bitta fandan olingan bilimga tayanish yetarli emas.

STEAM yondashuvi o'rganish va ta'limga bo'lgan munosabatimizni o'zgartiradi.

O'quvchilar amaliy ko'nikmalarga e'tibor qaratish orqali irodasini, ijodkorligini, moslashuvchanligini rivojlantiradi va boshqalar bilan hamkorlik qilishni o'rganadi. Ushbu ko'nikmalar va bilimlar asosiy ta'lim vazifasini tashkil etadi, ya'ni ta'lim tizimining bosh maqsadi hisoblanadi.

STEAM o'quvchilarda quyidagi muhim xususiyatlar va ko'nikmalarni rivojlantirishga yordam beradi.

Muammolarni keng qamrovli tushunish;

Ijodiy fikrlash;

Muhandislik yondashuv;

Tanqidiy fikrlash;

Ilmiy metodlarni tushunish va qo'llash;

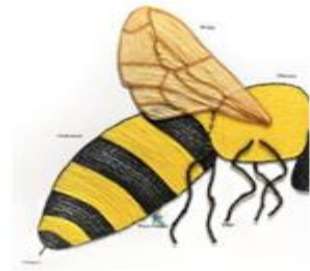
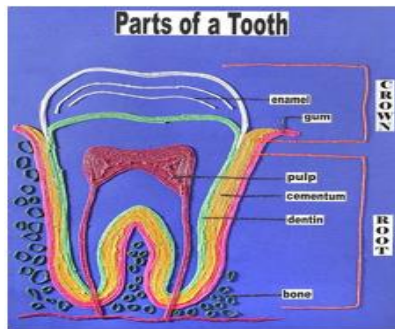
Dizayn asoslarini tushunish.

O'qituvchilarning ish uslublarining bir xilligi o'quvchilar orasida qiziqishning pasayishiga olib keladi. Pedagogikada muammoli vaziyatlarni modellashtirish yangilik emas. Bu usul dastlab Qadimgi Gretsiyada qo'llanilgan. Muammoli vaziyat, odatda, shaxsga ma'lum bo'lgan vositalar yoki usullar orqali erisha olmaydigan intellektual qiyinchilik deb talqin etiladi. Kutilmagan qiyinchilik mustaqil qidiruv ishlarini olib borishga undaydi. Umumiy holda, muammoga asoslangan ta'lim nostandart harakatlarni, "Bilimlarni o'zlashtirishning reproduktiv darajasidan ijodiy qidiruv ishlariga o'tish"ni taqazo etadi.

STEAM yondashuvining asosiy g'oyasi quyidagicha:

Amaliyot nazariy bilimlar kabi muhimdir. Bunda o'quvchilar ta'lim jarayonida nafaqat o'z aqlini, balki qo'llarini ham ishlatishga majburlarlar. Sinf xonasidagi ta'lim olish jarayoni jadal rivojlanayotgan olam o'zgarishlaridan ortda qolmoqda. STEAM yondashuvining asosiy xususiyati shundaki, bunda o'quvchilar ko'pchilik fanlarni samarali o'rganishda aqli hamda qo'llaridan foydalanishadi, bilimlarni mustaqil egallashadi. O'quvchilar o'quv mashg'ulotlarida tajribalar o'tkazishadi, modellarni konstruksiyalaydi, musiqa va filmlarni mustaqil yaratishadi, robotlarni yasashadi, ya'ni o'z g'oyalarini amalga oshiradilar va mahsulot yaratishadi.

O'quvchilar qo'l mehnati bilan yasalgan biologik ob'yektlardan namunalar;
Tishning tuzilishi Virusning tuzilishi Ishchi arining tuzilishi



STEAM ta'lim muhitida o'quvchilar egallagan bilimlaridan o'sha zahotiy oq amalda foydalanishlari sababli ular ulg'ayib, voyaga yetgach, real hayotda uchraydigan turli muammolarga duch kelishganida, masalan, atrof-muhit ifloslanishi bo'ladimi, iqlim o'zgarishimi, shu kabi murakkab muammolarni yechish uchun faqatgina turli fan sohalari bo'yicha egallagan o'z bilimlariga suyanishlari va hamkorlikda ishlashlari zarurligini tushunishadi. Bunda bitta fan doirasidagi bilimlarga tayanish yetarli bo'lmaydi. Shunga ko'ra, STEAM yondashuvi fikrlash uslubi hamdir.

Masalan, ozon teshiklari muammosiga oid bir qator qarorlarni ishlab chiqish o'quvchilarning faol muhokamasiga olib keladi:

Avtobusdagi suhbatdan: yozda yomg'ir raketaning kosmosga uchishi natijasida atmosfera shikastlanishi sababli ozon qavati teshilib yog'adi.

Ilmiy ommabop jurnalidan: Atmosferaning yuqori qatlamlarining uzoq muddatli kuzatuvlari mavsumda ozon teshiklari va ularning maydonlarining soniga bog'liqligini ko'rsatadi. Qish oxirida ozon teshiklari ko'proq va yoz oxirida ancha kamroq bo'ladi.

Parfumer do'koni sotuvchisi: Bu yerda aerosol qadoqli lakni sinab ko'rmang, nafas olishga havo yo'q, do'kon emas, naqd ozon teshigi bu.

O'quvchi uchun muvaffaqiyat vaziyatini yaratish qiyin deb o'ylagan mavzuni, fanni o'zlashtirib o'zini g'olib deb his qilish imkoniyatini yuzaga keltiradi, bu esa o'rganish va bilimga qiziqishni saqlab qolish uchun zaruriy komponent hisoblanadi. Muvaffaqiyat o'quvchini ushbu fanni o'rganishga undaydi. Bundan tashqari, bu muvaffaqiyat ko'pchilikning kelajakdagi kasbini belgilashda hal qiluvchi ahamiyatga ega.

Ta'limda ushbu yangi yondashuv qanday paydo bo'ldi? Bu nazariya va amaliyotni birlashtirishning mantiqiy natijasidir. STEAM Amerikada ishlab chiqilgan. Ba'zi maktablar o'zlarining bitiruvchilarining karyeralarini rivojlantirishga e'tibor berishdi va fan, texnologiya, muhandislik va matematika kabi fanlarni birlashtirishga qaror qilishdi, shuning uchun STEM tashkil etildi. (Fan, texnika, muhandislik va matematika). Keyinchalik unga san'at qo'shildi va STEAM tashkil etildi. O'qituvchilar, bu fanlarni yoki bu fanlarga oid bilimlarga ega bo'lish, maktab o'quvchilarini kelajakda yuqori malakali mutaxassislar bo'lishiga yordam beradi deb hisoblaydilar. Natijada o'quvchilar yaxshi bilim egallash va bilimlarini qo'llashga harakat qiladilar.

Foydalanilgan adabiyotlar

1. O'zbekiston Respublikasi Prezidentining 2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risidagi PF – 60-sonli farmoni. Toshkent sh. 2022-yil, 28-yanvar.

2. O'zbekiston Respublikasi Prezidentining 2022-2026 yillarda xalq ta'limini rivojlantirish bo'yicha Milliy dasturni tasdiqlash to'g'risidagi PF – 134-sonli farmoni. Toshkent sh. 2022-yil, 11-may.

**MUSTAQILLIK YILLARIDA QASHQADARYO VILOYATI OLIY TA'LIM MUASSASALARIDA
MA'NAVIY-MA'RIFIY TADBIRLARNING TASHKIL ETILISHI
(Osiyo texnologiyalar universiteti misolida)**

Jo'rayev A.

Qarshi davlat universiteti tadqiqotchisi

Osiyo texnologiyalar universiteti 2024-yil 8-avgustdan vazirlik tomonidan berilgan №345950-raqamli yangi litsenziyaga asosan Osiyo texnologiyalar universiteti sifatida faoliyatini davom ettirmoqda.

Universitetda 15 ta bakalavr hamda 6 ta magistratura yo'nalishi bo'yicha talabalarga ta'lim berilmoqda. Ayni damda kunduzgi yo'nalishda 600 nafar, sirtqi ta'lim yo'nalishlarida 7000 nafardan ortiq talaba tahsil olmoqda. Universitetda 3 ta kafedra (Pedagogika, Tillar, Ijtimoiy fanlar va raqamli texnologiyalar kafedrası) tashkil etilgan bo'lib, ularda 100 dan ortiq professor-o'qituvchilar, jumladan 40 dan ortiq ilmiy darajali professor-o'qituvchilar talabalarga sifatli ta'lim berib kelmoqda.

Universitet birlamchi Qarshi innovatsion ta'lim universiteti sifatida 2022-yil 19-oktabrda tashkil etilgan. Keyinchalik, yurtimizda oliy ta'lim tizimida olib borilayotgan islohotlarga mos ravishda xorijiy oliy ta'lim muassasalari bilan xalqaro hamkorlik aloqalarini yanada rivojlantirish, xorijiy professor-o'qituvchilar va talabalarni o'quv jarayoniga keng jalb qilish, yangi ta'lim yo'nalishlari va mutaxassisliklarini ochish hamda kelgusida universitetning filiallarini tashkil etish maqsadida, 2024-2025-o'quv yilidan universitet nomi "Osiyo texnologiyalar universiteti" nomiga o'zgartirildi.

Universitetda talabalarni nafaqat bilim olishlari, balki o'z vaqtlarini samarali o'tkazishlari uchun bir qator sharoitlar yaratilgan.

2023-yil 8-fevral kuni universitetda jahon sivilizatsiyasi tarixida, ayniqsa, turkiy tilli xalqlar madaniy va ma'naviy hayotining rivojida alohida o'rin tutadigan yorqin shaxs - buyuk shoir, g'azal mulkning sultoni Nizomiddin Mir Alisher Navoiy tavalludining 582 yilligiga bag'ishlangan ma'naviy-ma'rifiy tadbir bo'lib o'tdi. Tadbirni universitet Kengashi kotibi Muso Murodov kirish so'zi bilan ochib, buyuk shoir va mutafakkirning badiiy-falsafiy qarashlari, o'lmas she'riy asarlari bilan insoniyat tafakkuri rivojiga qo'shgan beqiyos hissasi haqida qisqacha to'xtalib o'tdi. Hazrat Alisher Navoiy nafaqat so'z mulkning sultoni, balki ulug' donishmand bo'lganligi, uning boy ma'naviy merosi asrlar osha butun bashariyatni hayratga solib, insonlar qalbiga, ongu shuuriga ezgulik, mehr-muruvvat ziyosini taratib kelayotgani, yurtimizda ulug' bobokalonimizga ehtirom ko'rsatish, asarlarini o'rganish, uni butun dunyo bo'ylab keng targ'ib etishga doimiy e'tibor qaratilayotgani e'tirof etildi. Tadbirda Alisher Navoiyni o'qish, o'rganish, targ'ib qilish, ayniqsa, yoshlarimizga o'zligini anglatish, ma'naviyatini yuksaltirish, ularni vatanparvarlik, yurtga sadoqat ruhida tarbiyalashda muhim ahamiyatga ega ekanini ta'kidlandi. Shuningdek, mamlakatimizda mustaqillik yillarida shoir xotirasi abadiylashtirilgani uning jahon adabiyoti xazinasiga qo'shgan buyuk hissasi hamda cheksiz iste'dodiga bo'lgan yuksak hurmat ifodasi ekanini alohida ta'kidlandi.

2023-yil 10-fevral kuni universitetda Axborot resurs markazi rahbari, umumiy pedagogika fani o'qituvchisi Shahnoza Murodova hamda bir guruh tashabbuskor talabalar sa'y-harakati bilan "Buyuksan, mo'tabarsan, eng ulug' zamin – onajon Vatan!", deb nomlangan ma'naviy-ma'rifiy tadbir bo'lib o'tdi. Tadbirni universitet rektori Lochin Raxmonov kirish so'zi bilan ochib, kundan-kunga yangidan-yangi g'oyalari bilan boshqalarga o'rnak bo'layotgan

tashabbuskor talabalarning g'ayratiga tahsin aytdi hamda talabalarda vatanparvarlik tuyg'ularini rivojlantirishga turtki bo'ladigan bu kabi tadbirlarni imkon qadar tez-tez o'tkazib turish zarurligini ta'kidladi.

2023-yil 30-mart kuni universitetda "Konstitutsiya o'zimizniki" shiori ostida ma'rifiy tadbir bo'lib o'tdi. Unda Yoshlar masalalari va ma'naviy-ma'rifiy ishlar bo'yicha birinchi prorektori Elyor Ibragimov ushbu asosiy qonunimizga kiritilgan muhim o'zgartirishlar haqida fikr bildirdi. Jumladan, Konstitutsiyaviy qonun loyihasining 52-moddasi o'qituvchilar himoyasiga bag'ishlangani, bu esa, o'z navbatida, o'qituvchilarning jamiyatdagi ijtimoiy mavqei hamda obro'sini yana-da oshirishi haqida to'xtaldi. Unga ko'ra: "O'zbekiston Respublikasida o'qituvchining mehnati jamiyat va davlatni rivojlantirish, sog'lom, barkamol avlodni shakllantirish hamda tarbiyalash, xalqning ma'naviy va madaniy salohiyatini saqlash hamda boyitishning asosi sifatida e'tirof etiladi. Davlat o'qituvchilarning sha'ni va qadr-qimmatini himoya qilish, ularning ijtimoiy va moddiy farovonligi, kasbiy jihatdan o'sishi to'g'risida g'amxo'rlik qiladi".

2023-yil 1-aprel kuni universitetda "Konstitutsiya meniki, seniki, bizniki! Konstitutsiya o'zimizniki" shiori ostida Konstitutsiyaviy qonun loyihasi bo'yicha targ'ibot tadbiri va konsert-shou dasturi bo'lib o'tdi. Tadbirni Yoshlar masalalari va ma'naviy-ma'rifiy ishlar bo'yicha birinchi prorektori Elyor Ibragimov kirish so'zi bilan ochib, Konstitutsiyaga kiritilayotgan konseptual o'zgarishlarning fuqarolarimiz farovonligini ta'minlashdagi ahamiyati va ularning mazmun-mohiyati haqida atroflicha ma'lumot berib o'tdi. Shuningdek, yangi tahrirdagi Konstitutsiyada jamiyatning barcha qatlamlari manfaatlari inobatga olingani haqida ham to'xtaldi. Targ'ibot tadbirida yangi Konstitutsiyamizning mamlakatimiz hayotida tutgan o'rni, unga kiritilayotgan yangi qo'shimchalar va o'zgarishlar xalqimizning turmush tarzi yanada farovonlashishiga, inson qadri bundanda yuksalishiga xizmat qilishi, u mamlakatimizda yangi hayot, yangi jamiyat barpo etish yo'lida qo'lga kiritilayotgan barcha yutuq va marralarimizning xuquqiy poydevori ekanligi alohida ta'kidlandi va barcha ishtirokchilarni 30 aprel kuni bo'lib o'tadigan referendumda faol ishtirok etishga, kelajagimizga befarq bo'lmaslikka chaqirishdi.

O'zbekiston Respublikasi Konstitutsiyasi qabul qilinganligining 31 yilligi munosabati bilan turli ma'naviy-ma'rifiy tadbirlar bo'lib o'tdi. 2023-yil 7-dekabr kuni universitetda ham oliygoh professor o'qituvchilari va talabalar ishtirokida "Konstitutsiya – farovon hayotimiz asosi" mavzusida ma'naviy-ma'rifiy tadbirlar tashkil etildi. Ushbu tadbirlar jarayonida talabalarga Konstitutsiyamizning qabul qilinish tarixi, kiritilgan qo'shimcha va o'zgartirishlar, rivojlanish bosqichlari hamda bugungi kunda tutgan o'rni haqida talabalarga keng ma'lumot berildi.

2024-yil 9-fevral – buyuk o'zbek shoiri, mutafakkir, davlat arbobi Alisher Navoiy tavallud topgan kun hamda shoh va shoir Zahiriddin Muhammad Bobur nomlarini yod etib "Bir asrning ikki dahosi" mavzusida ma'naviy-ma'rifiy tadbir o'tkazildi. Ushbu tadbirda Qarshi innovatsion ta'lim universiteti rektori L. Raxmonov, professor X. Jabborov, Yoshlar masalalari va ma'naviy-ma'rifiy ishlar bo'yicha birinchi prorektori E. Ibragimov, tarix fanlari bo'yicha falsafa doktori N.Axmadovalarning ma'ruzalari tinglandi. Tadbirda so'zga chiqqanlar tomonidan benazir shoirning boy va serqirra ijodiy merosi, ibratli hayot yo'li, asarlarida ulug'langan g'oyalarning xalqimiz va yosh avlod tarbiyasidagi ahamiyati yuqori ekanligi qayd etildi. Shuningdek, talabalar tomonidan mohirona ijro etilgan sahna ko'rinishlari, shoir g'azallari va ruboiylaridan o'qilgan parchalar, dilbar kuy-qo'shiqlar yig'ilganlarda ko'tarinki ruh bag'ishladi.

2024-yil 28-may kuni Qarshi innovatsion ta'lim universitetida tahsil olayotgan talaba-qizlar hamda universitet Xotin-qizlar maslahat Kengashi a'zolari, psixolog professor-o'qituvchilar va tyutorlar ishtirokida "Ilmli ayol – jamiyat ko'rki" shiori ostida ma'naviy-ma'rifiy tadbir o'tkazildi. Ushbu uchrashuvdan ko'zlangan asosiy maqsad talaba-yoshlarni turli yot g'oyalar va destruktiv elementlar ta'siriga tushib qolishlarining oldini olish, ularda huquqbuzarlik va jinoyatchilikka qarshi kuchli immunitetni shakllantirish hamda

jamiyatimizda xotin-qizlarning o'rni, ularga yaratib berilayotgan keng imtiyoz va imkoniyatlar to'g'risida tushuncha va bilimlarini yanada oshirishdan iborat. Shuningdek, tadbir mobaynida universitet Odob-axloq kodeksi va Ichki tartib-qoidolari, ta'lim va tarbiyaning o'zaro uyg'unligi, universitetda talaba-qizlarning bilim olishga bo'lgan intilishlarini yanada qo'llab-quvvatlash borasida olib borilayotgan keng ko'lamli ishlar, turli o'quv kurslari va to'garaklar faoliyati, ta'lim sifatini oshirish maqsadida amalga oshirilayotgan o'zgarishlar to'g'risida fikr va mulohazalar bildirildi.

2024-yil 25-sentabr kuni Osiyo texnologiyalar universiteti faollar zalida "Ilmli ayol - millat tarbiyachisi" mavzusida ochiq muloqot bo'lib o'tdi. Unda professor-o'qituvchi va talabalar ilmning ahamiyati, uning hayotimizdagi roli va yurtimiz kelajagida tutgan o'rni haqida fikr almashdilar. Tadbirda ishtirok etgan Yoshlar masalalari va ma'naviy-ma'rifiy ishlar bo'yicha birinchi prorektor E. Ibragimov o'z nutqida ilmli ayolning jamiyatdagi o'rni va tarbiya berishdagi ahamiyatini alohida ta'kidlab, "Har bir ilmli ayol - kelajak avlodning peshvosi" degan fikrni bildirdi. Rektor maslahatchisi R. Bozorov esa, "Yot g'oyalar ta'siriga tushmaslik uchun har birimiz ilm va ma'rifatga intilishimiz, yangiliklardan xabardor bo'lishimiz zarur", deb, bilimni oshirish va ma'rifatga erishish zarurligini ta'kidlab o'tdi. Talabalarga ogohlik va mas'uliyatni yanada oshirish zarur ekanligini ta'kidlanib, ularga muhim tavsiya va ma'lumotlar berildi. Shuningdek, tadbirda ishtirok etgan ishtirokchilar o'zlarini qiziqtirgan savollarga mutaxassislardan batafsil javob olishdi.

O'ZBEKISTONDA YURIDIK KADRLAR TAYYORLASHDA TOSHKENT DAVLAT YURIDIK UNIVERSITETINI O'RNI

Amirov Elbek Egamberdi o'g'li
Qarshi davlat universiteti doktoranti

Toshkent davlat yuridik universiteti (TDYU) yuridik kadrlarni tayyorlash bo'yicha O'zbekistonda tayanch oliy o'quv va ilmiy-uslubiy muassasa hisoblanadi. Universitet tarixi 1918-yil 21-aprelda, Turkiston xalq universitetida ijtimoiy-iqtisodiy fakultet negizida yuridik kafedra tashkil etilgan paytdan boshlanadi. Bu Markaziy Osiyoda, xususan, O'zbekistonda yuridik maktabni yaratishdagi birinchi qadam bo'lgan. Ushbu yuridik maktab 1918-yildan 1990-yillargacha O'zSSR Adliya Xalq komissarligi qoshidagi muassasa sifatida qator o'zgarishlarni boshidan kechirdi [1].

1991-yil 15-avgustda Vazirlar Mahkamasining qaroriga ko'ra Toshkent davlat universitetidan Toshkent davlat yuridik instituti nomi bilan ajralib chiqdi. O'shandan buyon mazkur o'quv dargohi ta'lim, fan va amaliyot birligi konsepsiyasini o'zida mujassam etgan yuridik sohaning ajralmas qismiga aylandi.

O'zbekiston Respublikasi Prezidentining 2013 yil 28 iyundagi PQ-1990-son qarori bilan Toshkent davlat yuridik instituti, Toshkent davlat yuridik universitetiga aylantirildi [1].

Universitetda o'quv jarayoni mamlakatimizda yangi tizim bo'lgan kredit-modul tizimi asosida yo'lga qo'yilgan. Talabalarning fanlarni tanlash imkoniyatini ta'minlagan holda Yevropa kredit tizimi - ECTS (European Credit Transfer and Accumulation System) joriy etildi.

Mazkur 2020/2021 o'quv yilidan boshlab universitetda masofaviy ta'lim shaklida bakalavriat va magistraturaga qabul amalga oshirilmoqda. Universitetda "Ikki tomonlama diplom" (double degree) taqdim etishni nazarda tutuvchi qo'shma ta'lim dasturlari joriy etilmoqda.

Talabalar tomonidan tanlov fanlarni tanlash imkoniyati yaratilgan, ularning mustaqil o'zlashtirishi masalasiga alohida e'tibor qaratilib, o'quv rejalarida talabalarning mustaqil ta'lim olishiga o'quv yuklamalarning 60% ajratilishi ta'minlangan.

Fan dasturlari (sillabuslar) xalqaro reytinglarda yuqori 300 talikda bo'lgan oliy ta'lim muassasalari tajribasi asosida 3 ta tilda (o'zbek, rus, ingliz) tayyorlanib, o'quv jarayoniga joriy etilgan.

Nomutaxassislik fanlari ulushi 22% dan 10% foizga kamaytirildi.

2020/2021 o'quv yilida xorijiy tilda o'qitilayotgan mutaxassislik fanlar soni 35 tani tashkil etdi. Barcha fanlar ingliz tilida dars mashg'ulotlari olib boriladigan 23 ta maxsus akademik guruhlar tashkil etildi [2].

Bakalavriat ta'lim yo'nalishlari va magistratura mutaxassisliklari bo'yicha 35 ta mutaxassislik fanlari va 5 ta nomutaxassislik fanlari xorijiy tilda o'qitilmoqda. Mazkur mutaxassislik fanlar amalda o'qitilayotgan barcha (104 ta) mutaxassislik fanlarga nisbatan 34 foizini tashkil etadi (2019-yilda 2 ta yoki 6,9% ni tashkil etgan).

O'quv jarayonini bevosita amaliyot bilan bog'lash maqsadida Oliy sud, Bosh prokuratura (Bosh prokuratura Akademiyasida), Ichki ishlar vazirligi (IIV Malaka oshirish institutida) hamda Intellectual mulk agentligida amaliy huquqshunoslik kafedralari tashkil etilgan.

O'quv jarayonini tashkil qilishda axborot-kommunikasiya texnologiyalari imkoniyatlaridan foydalanishga alohida e'tibor qaratilib kelingan. Jumladan, 2020/2021 o'quv yilidan boshlab MOODLE-obyektga yo'naltirilgan dinamik ta'lim muhiti asosida distant.tsul.uz (10-dekabr 2021-yil). masofaviy ta'lim platformasi ishga tushirilgan [2].

Bugungi kunda Toshkent davlat yuridik universitetining bakalavr bosqichida 4 426 nafar talaba, magistratura bosqichida esa 269 nafar talaba tahsil olmoqda.

Mashg'ulotlar o'zbek, rus va ingliz tilida olib boriladi.

Qo'shma ta'lim dasturlari doirasida Belarus Respublikasining Yanka Kupala nomidagi Grodno davlat universiteti bilan xalqaro xususiy huquq, Qozog'iston Respublikasining M.S.Narikbaev nomidagi KAZGYU universiteti bilan "Xalqaro iqtisodiy huquq" ta'lim yo'nalishi bo'yicha bakalavrlar tayyorlash haqida kelishuvga erishildi.

Shuningdek, Turkiyaning Anqara Boyazid Yildirim universiteti, Polshaning Varshava universiteti bilan qo'shma ta'lim dasturlarini yo'lga qo'yish masalasida muzokaralar olib borilmoqda.

TDYUda shaffoflikni ta'minlash, talaba va o'qituvchilarga qulaylik yaratish maqsadida o'quv jarayonini raqamlashtirish, shu jumladan mashg'ulotlar jadvalini shakllantirish, imtihonlarni o'tkazish, baholash, talabalar reytingini shakllantirish va elektron hujjat almashinuviga o'tishni joriy etishni nazarda tutuvchi "Elektron universitet" (E-University) platformasi ishga tushirilmoqda. Ushbu platforma talabalar va ularning ota-onalariga, keng jamoatchilikka universitet faoliyatiga oid barcha jarayonlarni kuzatib borish va bevosita ishtirok etish imkonini beradi hamda jarayonlarni ochiq va oshkoraligini ta'minlaydi.

Korrupsiyani oldini olish va unga qarshi kurashish universitetning eng asosiy vazifalardan biridir. Shu nuqtai nazardan Universitetda Korrupsiyaga qarshi kurashish dasturi qabul qilindi.

Korrupsiyaga qarshi kurashish bo'yicha Komissiyasi tuzildi. Shuningdek, Odob-axloq kodeksi ishlab chiqildi. Korrupsiya faktlari haqidagi ma'lumotlarni qabul qilish bo'yicha qayta aloqa tizimini yaratish, talabalar o'rtasida korrupsiya masalalari bo'yicha tizimli asosda so'rovlar o'tkazib borish va ularning natijalari bo'yicha amaliy choralar ko'rish, imtihon jarayoni ustidan jamoatchilik nazoratini amalga oshirish mexanizmlari joriy etilmoqda.

TDYU Universitetlar xalqaro assotsiatsiyasi (International Association of Universities – IAU), Yuridik maktablar xalqaro assotsiatsiyasi (International Association of Law Schools – IALS), Yevropa huquq fakultetlari assotsiatsiyasi (European Law Faculties Association – ELFA) kabi xalqaro tashkilotlarning to'laqonli a'zoliciga qabul qilindi. Hozirgi vaqtda Universitetlar buyuk xartiyasi (Magna charta) va Yevropa oliy ta'lim muassasalari uyushmasi (EURASHE)ga a'zo bo'lish yuzasidan arizalar topshirildi [3].

Universitet O'zbekiston Milliy universitetining harbiy kafedrasida bilan hamkorlik qiladi. O'zMU harbiy kafedrasida ta'limni o'taganidan keyin talabalar zaxiradagi leytenant harbiy unvoniga ega bo'ladilar.

2023/2024 o'quv yili uchun Toshkent davlat yuridik universiteti bakalavriatining kunduzgi ta'lim shakli bo'yicha kirish imtihonlari 5 ta fandan topshirilgan.

Fanlar majmuasi 2 qismdan iborat.

Birinchisi — barcha test topshiruvchilar uchun majburiy uchta fan — Ona tili (o'zbek, rus, qoraqalpoq va boshqa tillar) fanidan 10 ta test topshirig'i uchun har bir to'g'ri javob uchun 1,1 balldan (jami 33 ball), Matematikafanidan 10 ta test topshirig'i uchun har bir to'g'ri javob uchun 1,1 balldan (jami 33 ball), O'zbekiston tarixifanidan 10 ta test topshirig'i uchun har bir to'g'ri javob uchun 1,1 balldan (jami 33 ball) baholanadi.

Ikkinchisi — bakalavriat ta'lim yo'nalishiga mos ikkita fan — Huquq fanidan 30 ta test topshirig'i uchun har bir to'g'ri javob uchun 3,1 balldan (jami 93 ball) va Chet tili fanidan 30 ta test topshirig'i uchun har bir to'g'ri javob uchun 2,1 balldan (jami 63 ball) baholanadi.

5 ta fan bo'yicha maksimal ball — 189 [2]

TDYU bakalavriatiga xorijiy fuqarolarni qabul qilish test sinovlarisiz, universitetda o'tkaziladigan suhbat natijalariga ko'ra va reyting tizimiga muvofiq to'plangan ballarni hisobga olgan holda amalga oshiriladi (o'qish faqat shartnoma asosida bo'ladi).

Kutubxona oliy o'quv yurtining alohida tarkibiy bo'linmasi bo'lib, ko'plab faoliyat sohalarini (o'quv, ilmiy va ma'naviy-ma'rifiy) qamrab oladi hamda universitetning ta'lim, ilmiy va madaniy jarayonlarida faol ishtirok etadi. Toshkent davlat yuridik universiteti Axborot-resurs markazi (TDYU ARM)ning yuzaga kelishi va rivojlanishi O'zbekistonda yuridik ta'limning shakllanishi va taraqqiy etishi bilan bevosita bog'liqdir.

Hozirgi kunda kutubxona respublikamiz ilmiy axborot tizimining muhim bo'g'ini bo'lib, u 300 ming nusxadagi milliy va xorijiy mualliflar kitoblari hamda davriy nashrlardan iborat boy fondga ega.

ARMda g'oyat nodir fond ham mavjud. Unda 3000 nusxadagi kitoblar, jumladan, rus professori Ivan Neymanning 1814-yildagi „Jinoyat huquqining ilk asoslari“ asari, buyuk mutafakkir, fiqh — islom qonunshunosi Burhoniddin al-Marg'inoniyning „Al-hidoya fi sharhi Bidoya al-mubtadi“ yoki qisqacha „Kitob ul-hidoya“ nomli musulmon huquqiga oid sharhlarining 1893-yilda ko'chirilgan nusxasi, shuningdek, Rossiya imperiyasining 100 jildan ortiq qonunlar majmuasi mavjud [3].

2019-yildan e'tiboran universitet Axborot-resurs markazi Dyusseldorf shahridagi Germaniya universitet kutubxonalari Xalqaro assotsiatsiyasi a'zosi hisoblanadi.

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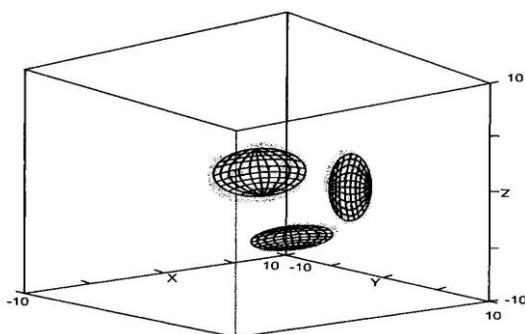
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KLASTERIZATSIYA MASALASINI TIZIMLI YECHISHNING FORMAL QUYILISHI (GUSTAFSON – KASSEL BO'YICHA KLASTERIZATSIYALASH)

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talaba

Quyida beriladigan noqat'iy klasterizatsiyalash algoritmi ellipsoida (1-rasm) ko'rinishidagi algoritmlarni izlaydi. Bu esa turli xil masalalarni yechishda ancha egiluvchan qiladi. Algoritmni tavsiflashdan oldin unda qo'llaniladigan qo'shimcha tushunchalarni keltiramiz[1].



1-rasm. Gustafson – Kassel bo'yicha klasterizatsiyalash algoritmidagi klaster formasi.

Klaster faqat o'zining markazi bilangina emas, balki kovariatsion matritsa bilan ham xarakterlanadi.

$$F^{(i)} = \frac{\sum_{j=1}^d (u_{ij})^w (m_j - c^{(i)}) (m_j - c^{(i)})^i}{\sum_{j=1}^d (u_{ij})^w}, \quad (1)$$

bu yerda, λ_{ik} berilgan $F^{(i)}$ matritsaning k – xos qiymatlarini belgilaydi, Φ_{ik} esa $F^{(i)}$ matritsaning k – birlik xos vektori. λ_{ik} ning xos qiymatlari kamayish tartibida tartiblangan. U holda $\lambda_1, \dots, \lambda_n$ xos $\Phi_1, \dots, \Phi_n$ vektorlar i-chi chiziqli qism fazoni o'raydi, Φ_{in} esa bu chiziqli qism fazoning normal bo'ladi. Yuqorida aytilganlarning barchasi 2.6-rasmda tasvirlangan.

Har bir ma'lumotlar vektori turli xil klasterlarga turlicha qarashlilik darajasi bilan qarashli bo'lishini ifodalaydi. Ma'lumotlar elementlarining bo'linishlari fazasida barcha klasterlarga qarashliligining yig'indisi birga teng[1].

Bu algoritmning bajarilish ketma-ketlagi quyidagicha amalga oshiriladi:

1-Qadam. Klasterlar sonini aniqlash: $2 \leq c \leq d$.

2-Qadam. To'xtash qadami $\delta > 0$ ni tanlash. $\delta \in \infty$

3-Qadam. Noqat'iylik parametri w (1,)ni tanlash, masalan $w=2$ deb olish mumkin.

4-Qadam. Bo'linishlar matritsasini initsializatsiya qilish (masalan, tasodifiy qiymatlarni).

5-Qadam. Klasterlar markazlarini quyidagi formula yordamida hisoblash:

$$c_l^{(i)} = \frac{\sum_{j=1}^d \left(\frac{m_j - c_l^{(i-1)}}{m_j - c_l^{(i-1)}} \right)^w m_j}{\sum_{j=1}^d \left(\frac{m_j - c_l^{(i-1)}}{m_j - c_l^{(i-1)}} \right)^w}, \quad 1 \leq i \leq c \quad (2)$$

6-Qadam. Klasterlar kovariatsion matritsasini quyidagi formula bo'yicha hisoblash:

$$F(i) = \frac{\sum_{j=1}^d (u_{ij})^w (m_j - c^{(i)}) (m_j - c^{(i)})^i}{\sum_{j=1}^d (u_{ij})^w}, \quad (3)$$

7-Qadam. Quyidagi formula bo'yicha masofani aniqlash:

$$dF2(i) = (c_l^{(i)} - m_j) = (c_l^{(i)} - m_j)^i \left| F(i) \right|^{\frac{1}{r+1} - 1} \quad (4)$$

$$u_{ij} = \frac{1}{\sum_{k=1}^c \left(\frac{d_{F(i)}^2(m_j, c^{(i)})}{d_{F(i)}^2(m_j, c^{(k)})} \right)^{\frac{1}{w-1}}} \quad (5)$$

$$\| U^{(i)} - U^{(i-1)} \| < \delta$$

8-Qadam. (1) formuladagi cheklanishlarni hisobga olib, bo'linishlar matritsasini quyidagi formula bo'yicha aniqlash:

9-Qadam. U shartni tekshirish. Agar shart bajarilsa, jarayon to'xtatiladi, aks holda iteratsiya nomerini $l = l + 1$ deb, 5-qadamga o'tish.

Xulosa sifatida aytish kerakki, berilgan algoritmlar klasterizatsiyaga yondashish jihatdan bir biridan farq qilmaydi. Bu maqsad funksiyalarini taqqoslashda aniqroq ravshanlashadi, ularni minimallashtirish berilgan algoritmlar asosida yotadi. Farq esa kirish ma'lumotlari fazasidagi nuqtalar orasidagi masofa turlicha usullar bilan hisoblanishidagina iborat bo'ladi. Berilgan algoritmlar qiyinlashib borish tartibida joylashgan. Har bir algoritmlar o'zidan oldingilaridan ko'ra ko'proq ma'lumotlarning o'zaro aloqasini, aspektlarini o'rganishga harakat qiladi[2].

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DEVELOPMENT OF COMMUNICATION SKILLS OF THE STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

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This article discusses about the importance of the pedagogical principles of the development of communication skills of students in higher educational institutions. In addition, it focuses on the the high level of development of interpersonal and inter-ethnic relations in students fo the formation of independent communication skills.

In the years of independence, improving the quality of education based on modern requirements, teaching by using creative methods, strengthening the material and technical base of educational institutions, updating educational programs, educational and methodological literature based on international requirements, special attention was paid to the introduction of advanced pedagogical and information technologies into the educational process. The problem of forming a communication culture in the teacher's professional activity is solved based on the needs and requirements of the individual society. Therefore, in the current period, the Law of the Republic of Uzbekistan "On Education", the "National Program of personnel Training" should not be limited to motivations for choosing a profession, professional training, professional ability and professional skills, but the future it is emphasized that is absolutely necessary to create a professional culture in the personal activities of pedagogy. In our republic, various scientific researches have been carried out in different periods regarding the specific ethnopsychological qualities of the teaching profession, feelings, abilities, working methods, ways of acquiring the secrets of pedagogical skills, and the culture of interpersonal communication. It should be noted that realization of the educational potential of communication culture is largely determined by the personal qualities of the teacher. The method of pedagogical communication culture, correctly chosen in all respects, in accordance with the spiritual level and unique characteristics of the teacher, helps to solve the following set of tasks: first of all, special attention to each student in the communication and the friendly classroom team simplify the general communication process, prepare the ground for the teacher's free pedagogical activity, and easily resolve conflict situations; secondly, organizing interaction with each student on the basis of free communication, choosing pedagogical and psychological communication methods that are compatible with their age characteristics, knowing their psyche, the norms of their inner world is the key to success, increase the effectiveness of education, at all stages of communication. It ensures the teacher's sense of satisfaction and self-esteem.

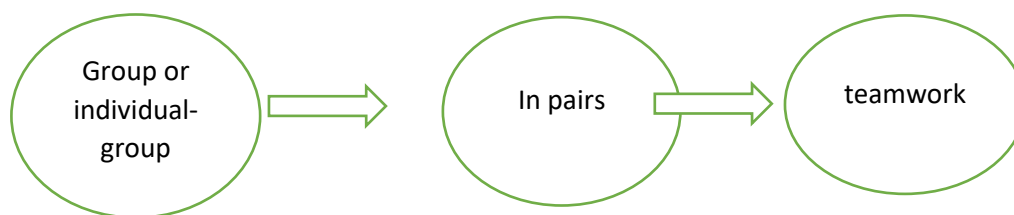
From the day a person is born, he enters the process of mutual communication. God created man at the highest level of intelligence and thinking among all creatures. Therefore, a person is at the highest level in the process of communication. Speech is a greek word that means conversation, interpersonal conversation, and exchange of ideas and occurs when two or more speak. In the process of communication, a person lives and socializes under the influence of social experience, education, various relationships, moral norms, ideas and ideological factors and matures as a person.

Communication is formed not only in the education process, but also in the family, neighborhood, community and group. If the adults in the family are rude to each other, the child can imitate them and go to conflicts with others. In the process of education, students are not only involved in learning knowledge, but also their communication needs are satisfied. On the basis, the skills of self-expression, creativity and the ability to show the best aspects of the students are formed. The role of communication in formation of skills, knowledge and skills in a person is incomparable:

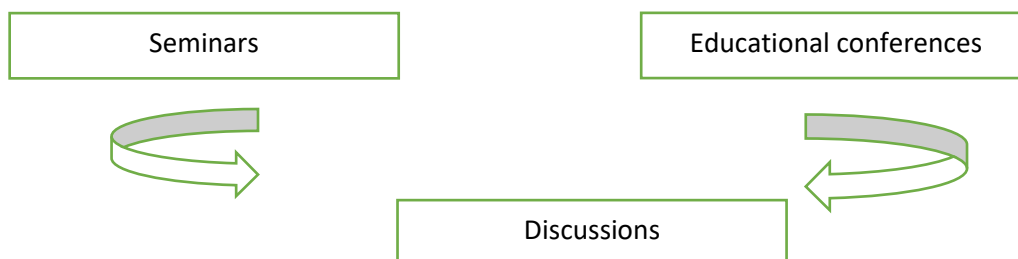
- establishing communication through speech;
- communicating with students through speech and eye-contact and similar skills;

The goal of any education is the formation of knowledge, skills and abilities in learners. It is necessary to use different educational methods together in the implementation of all aspects of the educational goal in educational activities. Among such active forms: These forms are evaluated as general and content forms. In addition, there are specific and special forms of teaching.

They are



These forms are evaluated as general and content forms. In addition, there are specific and special forms of teaching. They are:



In the process of education and upbringing, formation of national values and spiritual on the basis of dialogue in the mind of students, ensures perfect organization of interaction between teacher and student based on current pedagogical requirements. In the process of education, students learn national and universal values, moral norms.

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INFORMATIKA VA AXBOROT TEXNOLOGIYALARI FANINI O'QITISHDA MEDIASAVODXONLIKNING O'RNI

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Kirish. Bugungi raqamli davrda mediasavodxonlik – bu zamonaviy ta'lim jarayonlarining muhim elementiga aylanib bormoqda. Ayniqsa, informatika va axborot texnologiyalari (AT)

fanlarini o'qitishda talabalar uchun faqat texnik bilimlarga ega bo'lish kifoya emas; ular axborotni tahlil qilish, tanqidiy yondashish va raqamli vositalarni mas'uliyat bilan qo'llashni ham o'rganishlari zarur. Mediasavodxonlik nafaqat bilim olish jarayonini yaxshilaydi, balki talabalarni yolg'on axborotdan himoyalashga va ularni ongli texnologiya foydalanuvchisiga aylantiradi. Ushbu maqola informatika va AT fanlarini o'qitishda mediasavodxonlikning o'rnini tadqiq etishga qaratilgan.

Raqamli texnologiyalarning jadal rivojlanishi ta'lim tizimida ham sezilarli o'zgarishlarga olib kelmoqda. Hozirgi davrda informatika va axborot texnologiyalari (AT) fanlarini o'qitish nafaqat dasturlash va texnologik ko'nikmalarni o'rgatish bilan chegaralanib qolmasdan, o'quvchilarni axborot oqimida to'g'ri yo'l topa olish ko'nikmalariga ham o'rgatishni talab qiladi. Mediasavodxonlik zamonaviy ta'limda tanqidiy tafakkurni rivojlantirishga, feyk axborotlar va zararli kontentdan himoyalashga imkon yaratadi.

Ta'lim jarayonida mediasavodxonlikni rivojlantirish orqali o'quvchilarda quyidagi ko'nikmalar shakllantiriladi:

Tanqidiy fikrlash: Turli manbalardan olingan axborotlarni tahlil qilish va baholash.

Axborot xavfsizligi: Shaxsiy ma'lumotlarni himoya qilish va zararli kontentni aniqlash.

Raqamli madaniyat: Texnologiyadan mas'uliyatli foydalanish va kommunikatsiya etikasiga rioya qilish.

Ushbu maqola informatika va AT fanlarida mediasavodxonlikni o'rgatish orqali talabalarining ta'lim sifatini oshirish va axborot xavfsizligini ta'minlash masalalariga bag'ishlanadi.

Metodologiya

Ushbu tadqiqotda sifatli va miqdoriy usullar qo'llanildi. O'rta maktablar va oliy ta'lim muassasalarida informatika fanini o'qituvchi 30 nafar o'qituvchi va 100 nafar talaba o'rtasida so'rovnoma o'tkazildi. So'rovnoma vositasida talabalar va o'qituvchilarning mediasavodxonlik darajasi hamda bu ko'nikmalarning informatika fanini o'rganishga ta'siri o'rganildi. Shu bilan birga, bir nechta dars jarayonlarini kuzatish orqali mediasavodxonlikning o'quv jarayoniga qanday ta'sir qilishi tahlil qilindi. Tadqiqotda sifatli va miqdoriy usullar qo'llanildi. Quyidagi bosqichlarda ma'lumotlar yig'ildi:

1. So'rovnoma va intervyu: 30 nafar informatika o'qituvchisi va 100 nafar talaba o'rtasida so'rovnoma va intervyular tashkil qilindi. Ularning mediasavodxonlik darajasi va bu ko'nikmalarning informatika fanini o'rganishga ta'siri o'rganildi.

2. Dars jarayonlarini kuzatish: Bir necha maktab va oliy ta'lim muassasalarida informatika fanidan o'tkazilgan darslar kuzatilib, mediasavodxonlikning o'quvchilar faoliyatiga ta'siri tahlil qilindi.

3. Tahliliy o'rganish: O'quv materiallari va darsliklarda media kontentdan qanday foydalanilayotgani tahlil qilindi. Bu orqali talabalarining real hayotda duch kelishi mumkin bo'lgan axborot muammolariga tayyorlik darajasi baholandi.

Natijalar

Tadqiqot natijalariga ko'ra, mediasavodxonlik informatika va AT fanlarining o'quv jarayonida bir necha yo'nalishda sezilarli ahamiyat kasb etishi aniqlandi.

1. Texnik ko'nikmalar va media bilan ishlash:: Mediasavodxonligi yuqori bo'lgan talabalar axborotlarni tezda tahlil qilish, yangi dasturlar va texnologiyalarni o'zlashtirishda samaraliroq ekanligi aniqlandi. Mediasavodxonligi yuqori bo'lgan talabalar dasturlash yoki yangi texnologiyalarni tezroq o'zlashtirgani kuzatildi. Ular turli media platformalarda yangi axborotlarni izlash va ulardan foydalanishda muammoga duch kelmagan.

2. Axborot xavfsizligi va tanqidiy tafakkur:: Mediasavodxonlikka ega o'qituvchilar darslarda turli media manbalardan foydalanish orqali o'quvchilarning qiziqishini oshirgan. Mediasavodxonlik o'quvchilarning feyk yangiliklarni tanib olish va shaxsiy ma'lumotlarini

himoya qilish ko'nikmalarini kuchaytirdi. Ayniqsa, ijtimoiy tarmoqlarda yolg'on ma'lumotlar bilan ishlashda talabalarning ongli yondashuvi oshgani kuzatildi.

3. Axborot xavfsizligi: Talabalarning raqamli savodxonligini oshirish orqali ularni zararli dastur va yolg'on axborotdan himoya qilish sezilarli darajada kuchaygani kuzatildi.

4. Motivatsiya: Darslarda interaktiv media vositalaridan foydalanish o'quvchilarning qiziqishini oshirgan, bu esa o'qitish samaradorligiga ijobiy ta'sir ko'rsatgan. Mediasavodxonlik bo'yicha malakali o'qituvchilar multimedia vositalaridan foydalanish orqali darslarni interaktiv o'tkazgan. Natijada, talabalar orasida AT fanlariga nisbatan qiziqish va ishtirokchilik darajasi oshdi. Talabalar onlayn platformalarda jamoaviy loyihalarni bajarishda samarali ishtirok etishgan. Bu esa raqamli vositalardan hamkorlikda foydalanish ko'nikmalarini rivojlantirishda yordam bergan.

Munozara

Tadqiqot natijalariga ko'ra, mediasavodxonlikning informatika va AT fanini o'qitishda o'rni katta ekanligi tasdiqlandi. Talabalar nafaqat texnik ko'nikmalarga ega bo'lishlari, balki ulardan xavfsiz va samarali foydalanishni ham bilishlari kerak. Shuningdek, o'qituvchilar uchun mediasavodxonlik ko'nikmalarini shakllantirish zarurati ham dolzarb bo'lib, bu darslarni yanada interaktiv va qiziqarli qiladi. Mediasavodxonlikni rivojlantirish orqali axborot texnologiyalari ta'limining umumiy sifatini oshirishga erishish mumkin.

Tadqiqot natijalariga ko'ra, mediasavodxonlik AT fanlarini o'qitishda muhim rol o'ynaydi. O'quvchilarni texnik ko'nikmalar bilan birga tanqidiy tafakkurga o'rgatish dars samaradorligini oshiradi. Masalan, birgina dasturlash o'rganish emas, balki axborot oqimida to'g'ri tanlov qila olish ham kelajakda muhim ko'nikmaga aylanadi.

Mediasavodxonlikning kuchli rivojlanishi natijasida o'quvchilarning quyidagi jihatlarida muvaffaqiyati sezilarli darajada oshdi:

Axborot xavfsizligi: O'quvchilar zararli dasturlar va phishing hujumlarga nisbatan ehtiyotkor bo'lib, internetda o'z shaxsiy ma'lumotlarini himoya qilishni bilishadi.

Mas'uliyatli texnologiya foydalanuvchilari: Talabalar texnologiyalar va raqamli vositalarni maqsadli va mas'uliyatli qo'llashga o'rgatilmoqda. Bu ularning kelajakdagi faoliyatida ham muhim ahamiyat kasb etadi.

Innovatsion yondashuv: O'qituvchilar yangi texnologiyalarni tez o'zlashtirish va dars jarayoniga integratsiya qilish orqali ta'lim sifatini oshirishda ilg'or tajribalarni qo'llashmoqda.

Biroq, tadqiqot davomida ayrim muammolar ham kuzatildi. Mediasavodxonlik ko'nikmalarining past darajada rivojlanganligi ba'zi o'quvchilar uchun axborot bilan ishlashda qiyinchilik tug'dirdi. Shu sababli o'qituvchilar uchun ham malaka oshirish kurslarini tashkil etish zarurati mavjud.

Xulosa

Informatika va axborot texnologiyalari fanini o'qitishda mediasavodxonlik talabalarni raqamli axborot bilan ishlashga o'rgatish va texnologiyalarni ongli ravishda qo'llash uchun zarur vosita sifatida xizmat qiladi. Ushbu maqolada olib borilgan tadqiqot natijalari, mediasavodxonlikni ta'lim jarayoniga keng joriy etish zarurligini ko'rsatadi. O'qituvchi va o'quvchilar uchun bu ko'nikmalarni rivojlantirish raqamli savodxonlikning mustahkam poydevorini yaratadi.

Mediasavodxonlik informatika va AT fanini o'qitishda muhim ahamiyatga ega bo'lib, bu nafaqat texnik bilimlarni o'rganishni, balki zamonaviy raqamli muhitda xavfsiz va mas'uliyatli harakat qilishni ham ta'minlaydi. Shuningdek, talabalar tanqidiy tafakkurga ega bo'lish, turli media manbalardan foydalanish va axborotni tahlil qilish ko'nikmalarini rivojlantirish imkoniga ega bo'ladi. O'qituvchilar tomonidan multimedia texnologiyalaridan foydalanish o'quv jarayonini boyitadi va talabalarni darsga faol jalb etadi.

Mediasavodxonlikni ta'lim tizimiga keng joriy etish orqali axborot texnologiyalari fanlarining o'qitish sifatini oshirish va yosh avlodni raqamli dunyoga tayyorlash mumkin.

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ZAMONAVIY O'QITISH SHAKLLARI VA USLUBLARI

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Kirish

Bugungi globallashuv va raqamli transformatsiya davrida ta'lim tizimi yangi shakl va usullarga moslashishni talab qilmoqda. An'anaviy o'qitish metodlari hozirgi avlod ehtiyojlariga to'liq javob bermaydi. Shu sababli, ta'limda yangi texnologiyalar, raqamli platformalar, interaktiv yondashuvlar va talabaga yo'naltirilgan metodlar keng qo'llanilmoqda.

Zamonaviy o'qitish shakllari — bu ta'lim jarayonini innovatsion usullar va texnologiyalar yordamida tashkil etish bo'lib, uning maqsadi bilim berishni yanada qiziqarli va samarali qilishdir. Interaktiv ta'lim, onlayn platformalar yordamida masofaviy o'qitish, gibridd ta'lim, blended learning (aralash ta'lim) va gamifikatsiya kabi usullar bu borada dolzarb ahamiyat kasb etmoqda. Ushbu maqola zamonaviy o'qitish shakllari va uslublarini tadqiq qilishga bag'ishlanadi.

Metodologiya

Tadqiqotda sifatli va miqdoriy tadqiqot usullari qo'llanildi:

1. So'rovnoma va intervyular: 50 nafar maktab va oliy ta'lim muassasalaridagi o'qituvchilar hamda 200 nafar talabalar o'rtasida so'rovlar o'tkazildi. So'rovda zamonaviy ta'lim shakllaridan qaysilari qo'llanayotgani va ularning samaradorligi baholandi.
2. Kuzatuv: 10 ta maktab va 5 ta universitetdagi dars jarayonlari kuzatilib, zamonaviy o'qitish usullarining amaliyotga tadbiiq qilinishi tahlil qilindi.
3. Nazariy manbalarni o'rganish: Ta'limdagi zamonaviy metodlar bo'yicha xalqaro tadqiqotlar tahlil qilindi va natijalarga taqqosiy baho berildi.

Natijalar

Tadqiqot natijalariga ko'ra, zamonaviy o'qitish shakllarining ta'lim jarayoniga ijobiy ta'siri aniqlangan. Quyida asosiy natijalar keltiriladi:

1. Interaktiv usullar: Rolli o'yinlar, klaster usuli, guruhlarda ishlash kabi interaktiv metodlar talabalarning faolligini oshirgan va mavzuni tezroq tushunishga yordam bergan.
2. Gamifikatsiya: Dars jarayoniga o'yin elementlarini kiritish, talabalarni qiziqtirgan va motivatsiyasini oshirgan. Misol uchun, ballar, reytinglar va mukofotlar qo'llanilishi orqali talabalarning bilim olish jarayoniga qiziqishi oshgan.
3. Masofaviy va aralash ta'lim: COVID-19 pandemiyasi davrida masofaviy ta'lim platformalari (Zoom, Google Classroom, Microsoft Teams) orqali bilim berish o'quvchilarga o'quv jarayonini davom ettirish imkonini bergan. Aralash ta'lim usullari (blended learning) esa

talabalar uchun qulay bo'lib, nazariy bilimlarni onlayn olish va amaliyotni an'anaviy tarzda o'tkazish imkoniyatini yaratgan.

4. Individual yondashuv: Talabaga yo'naltirilgan ta'lim yondashuvi, ya'ni har bir o'quvchining ehtiyoj va qobiliyatlariga moslashgan ta'lim jarayoni o'quvchilarning bilim olish samaradorligini sezilarli darajada oshirgan. Bunda raqamli vositalar yordamida talabalarning rivojlanishiga individual kuzatuv olib borilgan.

5. Texnologiyalarning ta'siri: Raqamli ta'lim vositalari (videodarslar, simulyatsiyalar va virtual laboratoriyalar) orqali talabalar murakkab mavzularni chuqurroq o'rganishga muvaffaq bo'lgan. Misol uchun, dasturlash yoki fizika laboratoriyalaridagi amaliyotlarni virtual muhitda o'tkazish orqali qiyinchiliklarni yengib o'tilgan.

Munozara

Tadqiqot natijalari shuni ko'rsatadiki, zamonaviy o'qitish usullari o'quv jarayonining samaradorligini oshirishda katta rol o'ynaydi. Quyidagi asosiy xulosalar keltiriladi:

Interaktiv yondashuvlar orqali talabalar o'zaro muloqot qilish, guruhlarda ishlash va muammolarni birgalikda hal qilish ko'nikmalarini rivojlantirishmoqda. Bu ko'nikmalar nafaqat akademik, balki hayotiy faoliyatda ham muhim ahamiyatga ega.

Masofaviy ta'lim va gibrid darslar pandemiyadan keyin ham o'z dolzarbligini saqlab qoldi. Bu usul ayniqsa turli geografik hududlarda yashovchi talabalar uchun qulay bo'ldi.

Gamifikatsiya orqali talabalar bilim olish jarayonini qiziqarli va motivatsion shaklda o'tkazdi. Raqamli platformalardagi o'yin elementlari o'quvchilar o'rtasida raqobatni kuchaytirib, bilim olish jarayoniga qiziqishni oshirgan.

Texnologik savodxonlik talabalar uchun eng zarur ko'nikmalardan biri hisoblanadi. Zamonaviy o'qitish jarayonida IT vositalaridan foydalangan holda dars o'tish o'qituvchilardan ham texnologik bilimlarni doimiy yangilashni talab qiladi.

Shu bilan birga, tadqiqotda ayrim muammolar ham kuzatildi:

Masofaviy ta'limda qiyinchiliklar: Internet tarmog'iga ulanishdagi cheklovlar va texnologik infratuzilmaning yetishmasligi ba'zi hududlarda darslarni to'laqonli o'tkazishga to'sqinlik qilgan.

Gamifikatsiya bilan muvozanat: O'yin elementlarining haddan ziyod ko'p qo'llanilishi ba'zi hollarda darsning asosiy maqsadini e'tibordan chetda qoldirishi mumkinligi kuzatildi.

Xulosa

Zamonaviy o'qitish shakllari va uslublari ta'lim jarayonining samaradorligini oshirishda katta ahamiyatga ega. Interaktiv metodlar, masofaviy va aralash ta'lim shakllari hamda gamifikatsiya o'quvchilarni qiziqtirish va bilim olish jarayonini yengillashtirishda samarali bo'lmoqda. Talabaga yo'naltirilgan yondashuv esa har bir o'quvchining qobiliyatini ochish va ularning o'ziga ishonchini mustahkamlashga yordam beradi.

Kelajakda raqamli texnologiyalar ta'lim jarayoniga yanada chuqur integratsiya qilinishi kutilmoqda. Shu sababli, o'qituvchilar ham doimiy ravishda malakalarini oshirib borishi va zamonaviy metodlarni qo'llashi lozim. Zamonaviy o'qitish shakllarini keng qo'llash orqali ta'limning umumiy sifatini oshirish va yosh avlodni kelajakdagi hayotga tayyorlashga erishish mumkin.

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TALABALARNING O'QUV-BILISH FAOLIYATIGA TA'SIR KO'RSATADIGAN OMILLAR

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Zamonaviy oliy ta'lim muassasalari o'quv-tarbiyaviy jarayonida o'qitishning turli xil yondoshuvlari, ta'lim texnologiyalarini joriy etish uchun keng imkoniyatlar taqdim etuvchi yangi o'qitish metodologiyasi kirib kelmoqda va ulardan samarali foydalanilmoqda.

O'qituvchi o'quv jarayonining xususiyatlarini hamda talabalarining o'quv-bilish faoliyatiga ijobiy ta'sir ko'rsatadigan omillarni bilishi va hisobga olishi kerak.

Psixologik-pedagogik adabiyotlar tahlili shuni ko'rsatdiki, ta'lim-tarbiya jarayoniga turli omillar ta'sir qiladi. Masalan, L. J. Yodgorova talabalarining sog'lom turmush tarziga bo'lgan ehtiyojlarini shakllantirishga ta'sir qiluvchi omillarni; A.Y. Mishina – kommunikativ tolerantlikka ta'sir qiluvchi omillarni; N. A. Muslimov tahsil oluvchilarining kasbiy o'z-o'zini o'zi belgilashini shakllantirishga ta'sir qiluvchi omillarni ajratib ko'rsatdi [1, 2,3].

Talabalarining o'quv-bilish faoliyatiga ijobiy ta'sir ko'rsatadigan bir qator omillarni quyidagicha guruhlashtirish mumkin. Birinchi guruhga talabalarining o'quv-bilish faoliyatiga ta'sir etuvchi tashkiliy omillar kiritiladi. Tashkiliy omillar quyidagilarni inobatga olishni nazarda tutishi lozim:

- talabalarining professional ta'lim bosqichidagi bilim o'zlashtirish imkoniyatini;
- ta'lim muassasalarining bugungi ehtiyojlarini;
- tahsil olayotgan talabalarining raqobatbardoshlik darajasini.

Bundan ko'rinadiki, oliy ta'lim muassasasining bugungi kundagi asosiy vazifalari quyidagicha ajratib ko'rsatiladi:

- pedagogik madaniyatga ega, aqliy mehnat ko'nikmasiga ega, kreativ faoliyatga tayyor shaxsni tarbiyalash;

- har bir xududning ehtiyojlarini inobatga olgan holda talabalarni shakllantirish, ularning shaxsiy sifatlari hamda kasbiy yuksalishlarini ta'minlovchi imkoniyatlar yaratish;

- talabalarni ish bilan ta'minlashda amaliyotning ahamiyatini orttirish orqali talabalarining o'quv muassasasiga adaptiv ko'nikmasini rivojlantirish.

Talabalarda uning o'quv-bilish faoliyatini faollashtirish orqali aqliy mehnatning umumiy ko'nikmalarini, o'z-o'zini o'qitish va mustaqillik qobiliyatini shakllantirish zarur. Bu bitiruvchilarning hududiy mehnat bozorida raqobatbardoshligini ta'minlaydi. Ushbu muammolarni hal qilish mintaqadagi butun uzluksiz ta'lim tizimiga ta'sir qiladi, mintaqaviy ta'lim tizimining turli bosqichlari va tashkiliy shakllari uchun uning komponenti qismi va yuqori sifat standartiga aylanadi [2].

Talabalarining o'quv-bilish faoliyatiga ta'sir etuvchi keyingi omil psixologik omillar hisoblanadi. Biz ushbu guruhga quyidagi chora-tadbirlarni kiritdik: talabalarining kognitiv rivojlanish darajasi; talabalarining ilmiy izlanishga ishtiyoqi, talabalar o'rtasidagi munosabatlar holati hamda ularning o'qituvchilar bilan qadriyatli madaniyati.

Talabalarining intellekt darajasi, motivatsiyaga yo'nalgan o'quv jarayoni, subektlarning tayyorgarlik darajasi o'quv-bilish faoliyatning sifatini belgilab beradi. O'quv faoliyatida maqsadga yo'naltirilgan motivlar talabalarining butun dars davomida faolligini oshirishga xizmat qiladi. Shu sababli motivatsiyaga e'tibor berish talabani faollashtirishning e'tiborli jihati.

Talabalarining o'quv-bilish faoliyatiga ijobiy ta'sir ko'rsatadigan navbatdagi psixologik omil – bu ijobiy yo'naltirilgan o'zaro qadriyatli munosabatlar hisoblanadi. Bu munosabatlar quyidagi amaliy ko'rinishda namoyon bo'ladi:

- bir jamoa bo'lib ishlash;
- kichik guruhlardagi o'zaro munozaralar;
- juftliklarga bo'linib ishlash;
- birgalikda maslahatlashuv;
- muammoni tahlil etishning frontalligi.

Bunday o'zaro ijobiy munosabatlar guruh talabalarining birdamligi, bir-birini qo'llab quvvatlashi hamda o'quv faoliyatining samarasini kafolatlaydi.

Talabalarining o'quv-bilish faoliyatiga ta'sir etuvchi omillardan yana pedagogik omillar hisoblanadi. Mazkur omillarning tabiati quyidagilarda o'z ifodasini topadi:

- auditoriyada zamonaviy innovatsion metodlarni qo'llash, o'yin, muammoli, rivojlantiruvchi ta'lim texnologiyalari, talaba bilimini baholashning turli shakllari, vositalar, uslublarning majmui;

- auditoriya dan tashqari o'quv-tarbiyaviy faoliyatni eng samarali shakllarda amalga oshirish: talabalarining konferensiyalarda ishtirokini ta'minlash, talaba loyihalarini rag'batlantirish va qo'llab quvvatlash, amaliyot davomida ularning faoliyatini kuzatib borish, ijtimoiy institutlar bilan hamkorlik tadbirlarida qatnashish kabi faoliyatlar majmuini o'z ichiga oladi.

Pedagogik omillar guruhi eng ishonchli va samarali bo'lib, uni oqilona tashkil etish, integratsiyani kuchaytirish talabalarining o'quv-ijodiy faoliyatga faol jalb qiladi hamda ularda o'z-o'ziga hurmat, ishonch va qat'iyatni rivojlantirishga xizmat qiladi.

O'qitish tuzilmasi zamonaviy nuqtai nazardan ikkita asosiy tendensiyaga e'tibor qaratadi, ya'ni an'anaviy hamda innovatsion o'qitish uslubini uyg'unlashtirish.

"An'anaviy yondashuvning tabiati reproduktiv bo'lib, o'quv faoliyati tayyor bilimlarni uzatishga asoslanadi. Bu esa talabalarni subyekt sifatida o'zini namoyon qilishga imkon bermaydi. An'anaviy ta'limda faollik faqatgina o'qituvchi shaxsi orqali ko'zga tashlanadi. Mazkur ta'lim jarayonida o'quv faoliyati natijasini baholashda ham o'qituvchining harakat shakli e'tiborga olinadi" [2].

Innovatsion o'qitish esa "ijodkorlik qobiliyatlarini, tafakkurning xilma-xil shakllarini, hamkorlik qilish qobiliyatini rivojlantirish orqali shaxsning jamiyatda bo'lajak o'zgarishlarga, noaniq kelajakka tayyorligini shakllantirishga qaratilgan. U innovatsion shakllar joriy etiladigan ta'lim-tarbiya jarayonini sifat jihatidan takomillashtirishga yo'naltirilgan bo'lib, ishtirokchilarni rag'batlantirish va ularning qarashlarini yangiliklarni joriy etish nuqtai nazaridan o'zgartirishni nazarda tutadi" [4].

Shuning uchun ularning integratsiyasi bevosita ta'lim jarayonining metodik ta'minotini samarali takomillashtirish imkonini beradi. Shuningdek ta'lim subektlari faolligini oshirishning quyidagi holatlariga ta'sir etadi:

- Talabalarining fikrlash darajasini rivojlanishini, ularning mustaqil ravishda mazmunan ijodiy qarorlar qabul qilishini faollashtirish;

- o'qituvchi – talaba, talaba – talaba hamkorligini rivojlantirish (subekt – o'zaro ta'sirning subekt shakllari);

- axborotni ijodiy qayta ishlashning chuqurligi va tezligi hisobidan o'qitish samaradorligi;
- o'qitishning yuqori natijalarini barqaror saqlab turish

Paragrafda tahlil qilingan fikrlar asosida aytish mumkinki:

- o'quv-bilish faoliyati talabalar kasbiy va shaxsiy vazilatlarini rivojlantirishda muhim hisoblanib, bu faoliyat bir qator pedagogik shartlar, muhim omillar orqali samarali tashkil etiladi;

- o'quv-bilish faoliyati bir-biriga bog'liq uchta omilga extiyoj sezadi va uni rag'batlantiradi;

o'quv faoliyatining tashkiliy, psixologik, pedagogik omillari o'z mohiyatiga kura tarkiblashtiriladi;

har bir omilga diqqat qaratish, ularni ta'lim jarayonida inobatga olish o'qituvchining muhim vazifasi ekanligini ta'kidlash zarurati paydo bo'ladi.

XULOSA

Talabalarning o'quv-ijodiy faoliyatini faollashtirish, uni samarali tashkil etish bilish faolligining ijodiy darajasi bilan bevosita bog'liq bo'lib, u nafaqat predmetlar va hodisalar o'rtasidagi aloqalarni o'zlashtirishda, balki buning uchun talabalarni yangi yo'l topishga harakat qiladigan ijodiy izlanishlar, mustaqil harakat, o'qish-izlashishiga imkon beradi. Shu boisdan mazkur faoliyatni faollashtirish texnologiyalarini jarayonga kiritish ahamiyat kasb etadi.

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XX ASR 20-30 YILLARIDA AMALGA OSHIRILGAN QATAG'ONLAR VA UNING OQIBATLARI

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Butun Turkistonda sovetlar hokimiyati o'rnatilib, mamlakatda ma'muriy-buyruqbozlik usuli shakllanib, boshqaruvning o'ta markazlashuvi va partiyaviy tartibning kuchayishi respublikaning ijtimoiy – iqtisodiy va siyosiy hayotida salbiy iz qoldira boshladi. Aslida 1917 yil davlat to'ntarishidan keyin zo'ravonlik bilan tashkil qilingan sovet hokimiyati nazariy jihatdan puxta asosga ega bo'lmay, u faqat zo'ravonlik yo'li bilangina qurilishi mumkin edi. Shu sababli zo'ravonlik bilan qurilgan bu jamiyat o'zining dastlabki kunlaridanoq xalqqa nisbatan kuch ishlata boshladi. Shuningdek, I.V.Stalin 20-yillarning oxirida Lenin tomonidan nazariy jihatdan asoslab berilgan va qurib bo'lmaydigan sovetcha tuzumni zo'ravonlik asosida qurdi va o'zining yakka hukmronligini o'rnatdi. Bu yo'lda u lenincha xayoliy nazariya uchun kurashgan o'zidan ustun safdoshlarini va respublikalardagi yetuk rahbar xodimlarning deyarli barchasini jismonan yo'q qildi¹.

Ayniqsa 1929 yilda "xalqlar otasi" Stalinning 50 yoshga to'lishi va yubileyini o'tkazish bahonasida "xalq dushmanlari"ga qarshi kurash kuchaytirilib, joylarga qo'shimcha ravishda NKVD xodimlari yuboriladi. Natijada 1930-yillardan bu harakatlar o'ta darajada kuchayib

¹Норжигитова Н. "Миллий истиқлол" яширин ташкилоти бўлганми? // Жамият ва бошқарув. – Тошкент, -№4, 2002. – Б. 65.

ketadi. I.Stalinning "Sotsializm mustahkalanib borgan sayin sinfiy dushman qarshiligi ham shunchalik kuchayib boradi" degan g'oyasi ilgari surildi. Natijada bu g'oya bir qator jiddiy xatolarga boy hatti-harakatlarning avj olib ketishiga sabab bo'ldi. Ijtimoiy-iqtisodiy, madaniy-ma'naviy sohalar ustidan qattiq nazorat o'rnatildi. Siyosiy erkinliklar ta'qiqlandi. Respublikada sovet davlatining olib borgan siyosatiga qarshi har qanday fikr yoki qarashlar ayovsiz jazolana boshladi. Ijtimoiy-iqtisodiy rivojlanishning muqobil yo'llarini amalga oshirishga uringan kishilarga nisbatan "guruhbozlikka qarshi kurash" shiori ostida ayblar qo'yilib, jazoga tortila boshlandi.

O'z navbatida shuni ta'kidlab o'tish lozimki, qatag'onga birinchi navbatda tortilganlar ziyolilar edi. Shu sababli "Qosimovchilik", "O'n sakkizlar guruhi", "Inog'omovchilik" deb nom olgan ishlar aynan o'sha paytlarda to'qila boshlandi. Bu "guruhlar" O'zbekistonda XX asr 20-yillarining ikkinchi yarmida partiyaning mahalliy xalqlar manfaatiga zid holda olib borilgan siyosatiga qarshi chiqqan edilar. Ular o'zbek xalqi, millati manfaatini himoya qildilar. Biroq, 20-yillarning oxirlariga kelib ommaviy qamashlar kuchayib keta boshladi. Munavvar Qori Abdurashidxonov boshchiligidagi 1929 yilning oxirlaridan boshlab "Milliy Istiqloq" tashkilotining 87 nafar a'zosi qamoqqa olindi. Moskva hamda Toshkentdagi sud jarayonlaridan so'ng tashkilot a'zolaridan 15 nafari otivga, qolganlari esa turli muddatlarga qamoq jazosiga hukm qilindi².

Respublika va uning turli viloyatlarida sovet hokimiyatining jamiyatning barcha sohalarini "tozalash" ishlari bilan shug'ullanuvchi organlari tashkil topa boshladi. 1930-1933 yillarda esa SSSR MIK ning 1927 yil 9 iyundagi 17-63 sonli qarori asosida OGPU³ning O'rta Osiyo doimiy vakilligi huzuridagi "uchlik"ning qarorlari bilan ko'pdan - ko'p yurtdoshlar har xil ayblar bilan otuvga, konslagerlarda, mehnat tuzatish lagerlarida, maxsus posyolkalarda jazoni o'tash uchun hukm etilganlar. 1934 yildan esa qatag'onlar sudsiz, so'roqsiz amalga oshirila boshlandi⁴.

Bu "uchlik" faqat 1930 yil 22 fevraldan 2 iyungacha bo'lgan davr ichida 583 kishini otuvga hukm qilgan va bundan bir necha bor ko'p miqdordagi kishilarni konslagerlarga 3 yil, 5 yil, 8 yil, 10 yil muddat bilan qamoq jazosiga hukm etgan ulardan bir qismi qamoq va surgun jazosini o'tash uchun Sibir, Ural, Shimol, Quyi o'lka-Mari, Qozog'iston va uning shimoliga hukm etilgan. Masalan, Surxondaryodan Mingqobil Ernazarov (yoshi ko'rsatilmagan), Tog'aynazar Maxsumov (yoshi ko'rsatilmagan), Zaki Meliboev (60 yoshda), Xudoyberdi Jumaboev (65 yoshda), Mullaboy Jiyanov (50 yoshda, tojik), Pirboy Safarov (62 yoshda, tojik), G'arbiy Sibirga surgun qilingan⁵.

Qatag'onlar ayni kuchayib borgan vaqtlarda 1937-1938 yillarda respublikada faoliyat ko'rsatgan "uchlik"ning raisi Drenik Apresyan bo'lgan. U yo'q vaqtlarda Leonov degan shaxs raislik qilib turgan. Blinkov esa ma'lum davr mazkur uchlikning kotibi vazifasini bajargan. Ishlarni ko'rish uchun 3 minutgacha vaqt ajratilgan. Ayrim hollardagina 5 minutgacha ish ko'rilgan. Har bir "uchlik" majlisida 500-600 tagacha ish ko'rilib, o'shancha odamlarning taqdiri haqisqa malum daqiqalarda hal qilingan⁶.

²Қаранг: Абдурахмонова Ж. Совет ҳокимиятининг Ўзбекистонда таълим соҳасидаги қатағонлик сиёсати (Самарқанд, Сурхондарё ва Қашқадарё вилоятлари мисолида. 1925-1941 йй.). Тарих. фан. илм.дар. дисс. – Б.73-74.

³Бирлашган Давлат Сиёсий Бошқармаси (ОГПУ) - СССР Халқ Комиссариати қошида ташкил этилган бўлиб, аввалги Умумароссия фавқулодда комиссияси (ВЧК), кейинчалик Давлат Сиёсий Бошқармаси (ГПУ)нинг давоми сифатида фаолият юритган. 1924 йил СССР Марказий Ижроия Қўмитасида ОГПУ Низоми тасдиқланди. Унга кўра Бошқарма мустақил судсиз барча ишларни ишларни кўриб чиқиши мумкин, ўз навбатида СССР Прокуратураси мустақил ОГПУга қарши иш қўзғамаслиги лозим эди. 1927 йил 14 декабрда ОГПУ Қизил Юлдуз ордени билан мукофотланади ва 1928 йил 29 октябрдан 8 апрель 1931 йиллар орасида унга қарашли "учлик" нинг фаолияти мустаҳкамланади. 1930 йилларда ОГПУнинг фаолияти кенгайтирилиб, НКВДга айлантирилади. 1930 йилларда СССР Халқ Комиссарлиги Совети қошида ОГПУ Лагерлар Бошқармаси ташкил этилади. 1931 йилда у қайта номланиб, ГУЛАГ – Лагерлар Бош Бошқармаси деб номлана бошлайди.

⁴Историки спорят. Тринадцать бесед. – М.: Изд. Полит. Лит. 1988. – С. 285.

⁵Шамсутдинов Р. Қишлоқ фожеаси: жамоалаштириш, кулоқлаштириш, сургун қилиш... – Б. 169-170.

⁶Қличев Ф. Зулматдан садолар. – Тошкент: Адолат, 1994. – Б. 139.

Apresyan va Leonovlar har bir xodimga qancha odam qamalganligi va qanchasidan “aybini tan oldirish” hamda “boshqalarga chiqish”ga erishilganligiga qarab baho berganlar. Do'ndirib bajarganlari maqtalgan, qolganlar esa jazolangan. Oqibatda xodimlar o'rtasida ham o'ziga xos, kim o'zarga ishlash musobaqalari boshlanib ketgan⁷. Masalan, “uchlik”ning 1937 yil 14 oktabrdagi qarori bilan Muinjon Aminov, Ota Xo'jaev, Muxtor Saidjonov, Sattor Xo'jaev, Musa Saidjonov, Yoqubzoda, Abdurashid Mukamilov, Rahmatulla Muzaffarov, Hamro Xo'jaev, Ahmadjon Abdusaidov, Parsa Xo'jaev, Abdulla, Abdullaev, Abduraxim Yusupzoda va Mukammil Burxonov, Masxar Burxonov, Muhamar Burxonov, Mixsab Burxonovlar⁸ otib o'ldirishga hukm qilinganlar. Hukm 25 oktabr kuni ijro etilgan.

Andijonlik rahbar va ma'sul xodimlardan esa 28 nafar kishi bir kunda, 1937 yilning 13 noyabrida “uchlik” tomonidan o'lim jazosiga mahkum etiladi. Bunday aybi bo'lmagan kishilar orasida X.Niyozov, B.Mashrabi, A.Xaydarov, A.Qahramonov, D.Faxriddinov, P.Azizov, Z.Nusratov, S.Safiev, S.Mo'minov va M.Qozievlar shu soatda otib o'ldiriladi⁹. GULAG faoliyatining birinchi yilida esa 179 ming nafar kishi, 1931 yildan 1941 yilgacha 2 mln. nafarga yaqin kishi qamalgan. Har uch qamalgandan biri siyosiy ayblovlar bilan qamalganlar bo'lgan¹⁰.

Shu o'rinda ta'kidlab o'tish lozimki, 1930 yillardagi amalga oshirilgan qatag'onlarda hech mubolag'asiz “quloqlashtirish” kompaniyasi davrida qatag'onga uchragan, ochlikdan halok bo'lganlarni ham kiritish mumkin edi. Bu o'z navbatida aholining o'sishi dinamikasiga ham ta'sir etmay qolmadi. Masalan, 1920-1930 yillarda mamlakat aholisi barqaror o'sib keldi. 1926 yildan 1929 yilgacha u 7 mln. nafar kishiga ko'paydi (147 mln.dan 154 mln.ga ko'paydi). 1929 yildan 1933 yilning 1 yanvarigacha salkam 11 mln. kishiga ko'paydi (154 mln.dan 165,7 mln.ga ko'paydi). 1933 yil 1 yanvaridan 1937 yil dekabrigacha esa mamlakat aholisi o'smadi, aksincha 2 mln. nafar kishiga qisqarib ketdi (165,7 mln. nafar kishidan 163,8 mln. nafar kishiga tushib qoldi)¹¹. Bu raqamlar faqat 1937 yilgacha bo'lib, undan keyingi ham bir necha minglab kishilar qatag'onga uchragan edi. Aslida boylar va quloqlar “inqilobdan keyingi” dastlabki yillarda va 20-yillarning agrar islohotlari jarayonida tugatilgan edi.

Sovetlar tomonidan olib borilgan bu mudhish siyosat ba'zi hollarda butun-butun oilalarning bo'linib ketishiga, kishilarning shaxsiy fojealariga aylanib qolishiga sabab bo'ldi. Kishilar o'z nomini oqlash uchun, ishga tiklanishi uchun, talabalagini tiklash uchun hattoki, o'z otasi, ukasi yoki akasidan voz kechishiga, umuman ijtimoiy kelib chiqishini yashirishga majbur bo'ldilar. Arxiv manbalari bilan tanishganda shuni guvohi bo'lish mumkinki, odamlar quriladigan sovet davlatining tuzilishi va mazmun-mohiyatini qanday bo'lishini bilmay turib, kichik kamchiligi va xatosi uchun ham javobgarlikka tortilgan yoki partiyaviy jazo olgan.

Bu holatlar janubiy viloyatlarda ham yuzaga kelgan edi. Masalan, A.Xojiboev 1930 yillarda Surxondaryo viloyati Sherobod tumani birinchi kotibi lavozimida ishlagan. Uni 1933 yil xalq dushmani Qosim Sarokin¹² bilan aloqadorlikda, Sherobod tumani aholisi orasida savodsizlikni oldini olish ishlarida kamchiliklarga yo'l qo'yishda, omonat kassasini qurishda bilib turib ishni

⁷Кличев Ф. Зулматдан садолар... – Б. 141.

⁸XIX asr oxiri XX asr birinchi choragida buxorodaги ижтимоий – сиёсий ва маданий жараёнларда муҳим роль ўйнаган маърифатпарвар хонадон вакиллари. Уларнинг аждодлари ўрта асрлардан бошлаб Бухорода йирик уламо, шайхулисом, қозиклон, муфтий, раис, мударис сифатида машхур бўлганлар. XX асрдан бошлаб сулола вакиллари Бухородаги жадиличлик ҳаракати ва Ёш бухороликлар партияси фаолиятида муҳим ўрин тутишган.

⁹Кличев Ф. Зулматдан садолар... – Б. 155.

¹⁰Ратьковский И.С., Ходяков М. В. История советской России. – Санкт – Петербург. Лань, 2001. – С. 171.

¹¹Историки спорят. Тринадцать бесед. – М.: Изд. Полит. Лит. 1988. – С. 297.

¹²1899 йилда Ульянов вилоятида туғилган, миллати татар. Қ.Сарокин 1918-1920 йилларда фуқаролар уруши ва Фарғона водийсида “босмачиликка” қарши курашда фаол иштирок этган. 1920-1924 йиллар Тошкентда газета тахририятида, 1923 - 1924 йиллар “Озод Бухоро” газетаси редактори, 1924-1926 йилларда Москвада МҚда, 1926-1930 йиллар Самарқандда Ленин асарларини таржима қилишда муҳаррир ва “Қизил Ўзбекистон” газетаси муҳаррири бўлиб ишлаган. 1931 -1933 йилларда Москвада марксизм – ленинизм курсида таҳсил олган. 1933 йилларда Анджонда МТСда сиёсий бўлим бошлиғи, 1936 йилдан Халқ Маорифи Комиссари раиси лавозимларида ишлаган. Совет ҳукумати учун меҳнат қилиб келган Сарокин қатағонлик авж олган даврда мавжуд тузумга ғанимлиқда айбланиб жазога тартилади. Сарокин Қ.И. 1937 йил 29 сентябрда қамоққа олиниб, ЎзССР НКВД нинг ички турмасига келтирилади.

orqaga surishda, partiya ishlarini amalga oshirishdagi kamchiliklarga yo'l qo'yganlikda, qishloqlarda tarbiyaviy ishlarni olib bormaslik oqibatida 200 nafar xo'jalikni ko'chib ketishiga yo'l qo'yganlikda ayblangan va NKVD xodimlari tomonidan 11 dekabr 1933 yilda nazoratga olingan va partiyadan o'chirilgan. Keyinchalik A.Xojiboevning partiyaga qayta tiklanishi yuzasidan bergan arizasi ko'rib chiqilayotgan vaqtda unga nisbatan yana bir qator davlatga zarar keltirish kabi ayblovlar qo'yiladi. U 1937 yil SSSR Oliy Sovetiga saylovlarga tayyorgarlik ko'rilayotgan vaqtda saylovga tegishli materiallar bilan qo'shib qamoqqa olingan A.Ikromovning ma'ruzasi chop etilgan gazetalarni ham tarqatganlikda ayblanib, A.Xojiboevning partiyaga qayta tiklanish haqidagi arizasi inobatga olinmaydi.

Tadqiq etilayotgan yillardagi qatag'onlarda rahbar xodimlar va oddiy dehqonlar bilan birga diniy e'tiqodi baland bo'lgan kishilar ham bor edi. Ma'lumki, uzoq yillar davomida O'rta Osiyo xalqlar hayotida islom ma'naviyati xalqlar hayotining barcha jabhalariga singib ketgan, xalq asrlar davomida diniy urf-odat, an'analarga e'tiqod qilib kelgan, ijtimoiy munosabatlarni barqaror ushlab turishning asosiy mezonini bo'lgan dindorlarga chuqur xurmat bilan qaragan, davralarda xurmatli kishilar qatoriga olar edi.

CHALLENGES AND INNOVATIONS IN CONTEMPORARY HIGHER EDUCATION TEACHING

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Annotation: This article provides a comprehensive overview of the challenges and innovations in contemporary higher education teaching. It draws on both literature review and expert interviews to explore key themes such as technological advancements, diversity, and the changing nature of the job market. The article highlights innovative strategies, such as blended learning, active learning, and personalized learning that are being employed to address these challenges. The conclusion emphasizes the importance of ongoing adaptation and experimentation in higher education teaching to ensure the continued relevance and effectiveness of institutions.

Key words: higher education, teaching, technology, challenges, innovations, personalized learning, flipped classroom, interdisciplinary, experiential learning;

Introduction

Higher education institutions worldwide are grappling with a complex interplay of factors that are reshaping the landscape of teaching and learning. These challenges, coupled with the rapid pace of technological advancements, necessitate innovative approaches to ensure the continued relevance and effectiveness of higher education.

Literature Review

A comprehensive review of existing literature reveals a number of recurring themes related to the challenges and innovations in higher education teaching. These include:

❑ **Changing student demographics:** The increasing diversity of student populations, including international students, mature age students, and students with disabilities, presents unique challenges for educators in terms of meeting their diverse needs and learning styles.

❑ **Technological advancements:** The proliferation of digital technologies, such as online learning platforms, mobile devices, and artificial intelligence, offers new opportunities for teaching and learning but also raises concerns about accessibility, equity, and the quality of education.

❑ **Global economic pressures:** The increasing competition for jobs and the rising costs of higher education have placed greater pressure on universities to deliver high-quality education that prepares students for the workforce.

☐ Shifting expectations: Students and employers have evolving expectations of higher education, with a greater emphasis on practical skills, critical thinking, and problem-solving abilities. [1: 234-256]

Methodology

This article draws on a combination of literature review, case studies, and expert interviews to explore the challenges and innovations in contemporary higher education teaching. Key sources include academic journals, conference papers, government reports, and online resources.

Findings

The findings of this study highlight the following key challenges and innovations in higher education teaching:

☐ Challenges:

☐ Lack of pedagogical training: Many faculty members lack adequate training in effective teaching methods, leading to suboptimal learning experiences for students.

☐ Assessment challenges: Traditional assessment methods may not accurately measure student learning outcomes, particularly in the context of a rapidly changing world.

☐ Equity and inclusion: Ensuring equitable access to quality education for all students, regardless of their background or circumstances, remains a significant challenge.

☐ Blended learning: Combining face-to-face instruction with online learning can provide students with flexibility and personalized learning experiences.

☐ Active learning: Engaging students in active learning activities, such as group work, simulations, and case studies, can enhance their understanding and retention of course material.

☐ Technological advancements: The rapid pace of technological change presents both opportunities and challenges for teaching and learning.

☐ Diversity of student populations: Higher education institutions are serving students from a wide range of backgrounds, necessitating inclusive and equitable teaching practices.

☐ Changing nature of the job market: The emphasis on transferable skills has increased the pressure on higher education institutions to prepare students for a rapidly evolving workforce.

☐ Innovations:

☐ Personalized learning: The use of technology to personalize learning experiences can help meet the diverse needs of students and improve engagement. [2: 567-587]

☐ Flipped classroom: Flipping the classroom, where students learn new material outside of class and use class time for discussion and problem-solving, can promote deeper learning and active participation. [3: 947-976]

☐ Interdisciplinary approaches: Integrating knowledge from multiple disciplines can help students develop critical thinking and problem-solving skills. [4: 1-15]

☐ Experiential learning: Providing students with opportunities for hands-on learning, such as internships, fieldwork, and research projects, can enhance their employability and career prospects. [5: 78-95]

Discussion

The challenges and innovations discussed in this article highlight the need for ongoing adaptation and experimentation in higher education teaching, being interconnected and require a multifaceted approach to address them effectively. Higher education institutions must invest in faculty development, adopt innovative teaching methods, and create supportive learning environments to ensure that students receive a high-quality education that prepares them for the challenges of the 21st century. While technology offers significant opportunities for enhancing learning, it is essential to address the potential pitfalls and ensure that it is used

effectively and equitably. Similarly, the increasing diversity of student populations requires a commitment to inclusivity and equitable teaching practices. [6: 86]

By embracing innovative strategies and fostering a culture of continuous improvement, higher education institutions can equip students with the knowledge, skills, and dispositions they need to succeed in a complex and rapidly changing world.

Conclusion

This article has explored some of the key challenges facing contemporary higher education teaching and highlighted innovative strategies being employed to address them. The findings suggest that a combination of technological advancements, inclusive teaching practices, and a focus on transferable skills is essential for ensuring the continued relevance and effectiveness of higher education. The landscape of higher education teaching is undergoing rapid transformation, driven by a combination of societal, technological, and economic factors. By understanding the key challenges and embracing innovative approaches, higher education institutions can continue to play a vital role in shaping the future of learning and preparing students for success. [7:65]

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BRIDGING CULTURAL DIVIDES: A COMPARATIVE ANALYSIS OF THEORETICAL AND PRACTICAL CHALLENGES IN TRANSLATION STUDIES AND INTERCULTURAL COMMUNICATION

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Annotation: This article explores the intricate relationship between translation studies and intercultural communication, delving into both theoretical and practical aspects. It examines the challenges and opportunities arising from cross-cultural interactions, highlighting the importance of effective translation in fostering understanding and bridging cultural gaps. The article discusses various theoretical frameworks, including translation theories and cultural studies, and their implications for translation practice. Additionally, it presents case studies to illustrate real-world scenarios and provide practical insights.

Key words: Translation studies, intercultural communication, translation theories, cultural studies, cultural translation, localization, globalization, language, culture, communication, cross-cultural interactions;

Introduction

Translation is a very ancient kind of human activities without which it would be difficult to provide such good known historical facts, as the creation of great empires, human numerous and multilingual people, the culture of dominant nation, its high social prestige, dissemination of religious and social teachings. He plays a role in rapprochement of people and growing interest in literary translation. And since literary translation is a creative process, it requires corresponding approach.

Translation, as a process of transferring meaning from one language to another, is inherently intertwined with intercultural communication. Effective translation requires not only linguistic competence but also a deep understanding of the cultural contexts involved. This article aims to explore the theoretical and practical issues that arise in the field of translation studies and intercultural communication.

A creative nature of literary translation captured the soul original was expressed in the following words: 'The proximity to the original is not passed to the letter and spirit of consciousness. Appropriately, so same as the corresponding words are not always visible by the words: so that the inner life of the translated expression consistent with the internal life of the original expression.

And to achieve this different translation transformations are used, involving changes phraseological, grammatical and lexical.

Literature Review

A comprehensive review of existing literature on translation studies and intercultural communication is essential to provide a theoretical foundation for this research. Key theories and frameworks, such as translation theories (e.g., equivalence, scopes theory, cultural turn) and cultural studies (e.g., cultural relativism, cultural imperialism), will be examined. The relationship between these theories and their implications for translation practice will be discussed.

Methodology

This research will employ a mixed-methods approach, combining quantitative and qualitative research techniques. Quantitative analysis will involve statistical analysis of translation data, such as error analysis and corpus-based studies. Qualitative research will include in-depth interviews with translators, cultural experts, and language learners to gather insights into their experiences and perspectives. Case studies of specific translation projects will also be analyzed to illustrate real-world applications.

Findings

The findings of this research will delve into the theoretical and practical challenges and opportunities associated with translation studies and intercultural communication. The analysis will explore the role of translation in fostering understanding and bridging cultural gaps, as well as the potential pitfalls and misunderstandings that can arise. The study will also examine the impact of globalization and technological advancements on translation practices.

Results

Theoretical Framework: Several theoretical frameworks inform the study of translation and intercultural communication. These include:

☐ Translation Theory: Skopos theory, functionalist approach, and cultural studies perspective.

☐ Intercultural Communication Theory: Hofstede's cultural dimensions, uncertainty avoidance, and power distance.

❑ Power Dynamics: Analyzing the power dynamics inherent in intercultural communication and their impact on translation.

Challenges in Translation and Intercultural Communication:

❑ Cultural Differences: Variations in values, beliefs, and customs can pose significant challenges for translators.

❑ Linguistic Equivalence: Finding exact equivalents for concepts and expressions across languages can be difficult.

❑ Ethical Considerations: Translators often face ethical dilemmas related to cultural sensitivity, accuracy, and confidentiality.

Practical Challenges:

❑ Cultural Equivalence: Addressing the challenges of finding equivalent cultural references and concepts in different languages.

❑ Translation Norms: Exploring the influence of cultural norms and expectations on translation practices.

❑ Ethnocentrism: Examining the potential for ethnocentrism in translation and strategies to mitigate its effects.

Opportunities for Intercultural Understanding:

❑ Translation as a Bridge: Discussing the role of translation in fostering intercultural understanding and dialogue.

❑ Cultural Awareness: Exploring how translation can contribute to raising cultural awareness and promoting cultural diversity.

❑ Global Citizenship: Examining the potential of translation to promote global citizenship and intercultural cooperation.

Case Studies

Case 1: Translation of Legal Documents

❑ Challenges: Differences in legal systems and terminology.

❑ Strategies: Consultation with legal experts and use of specialized glossaries.

Case 2: Localization of Marketing Materials

❑ Challenges: Adapting content to cultural preferences and norms.

❑ Strategies: Cultural adaptation and market research.

Discussion

The findings highlight the importance of cultural understanding in translation. Translators must be aware of the target culture's values, beliefs, and customs to ensure effective communication. Ethical considerations, such as cultural sensitivity and avoiding stereotyping, are crucial in maintaining trust and respect.

Conclusion

This article will conclude by summarizing the key findings and contributions of the research. It will emphasize the importance of ongoing research and development in the field of translation studies and intercultural communication to address the challenges and chances presented by an increasingly interconnected world.

Translation studies and intercultural communication are closely intertwined fields with significant implications for global understanding and cooperation. By addressing the theoretical and practical issues discussed in this article, translators and intercultural communicators can contribute to more effective and culturally sensitive communication. Future research can explore emerging trends, such as machine translation and the impact of globalization on intercultural exchange.

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RETHINKING PEDAGOGY: INNOVATIVE APPROACHES FOR EFFECTIVE LEARNING

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Abstract: This article explores innovative pedagogical approaches that can enhance the learning experience and foster deeper understanding among students. Through a comprehensive review of recent research and practical applications, we examine the potential of various methods, including inquiry-based learning, gamification, personalized learning, and the integration of technology. By challenging traditional teaching methods and embracing these innovative approaches, educators can create more engaging, effective, and student-centered learning environments.

Keywords: pedagogy, innovative approaches, effective learning, inquiry-based learning, gamification, personalized learning, technology integration.

Introduction

Pedagogy, the art and science of teaching, has evolved significantly over the years. Traditional methods, often characterized by teacher-centered instruction and passive learning, are increasingly being questioned. In today's rapidly changing world, there is a growing need for innovative approaches that can equip students with the skills and knowledge necessary to thrive in the 21st century. This article aims to explore and evaluate some of the most promising pedagogical approaches that have the potential to revolutionize education. [1:133-137]

Methods

To conduct this review, we employed a systematic approach that involved the following steps:

☐ Literature search: Relevant academic databases were searched using keywords related to pedagogy, innovative approaches, and effective learning.[2: 79-84]

☐ Article selection: The identified articles were carefully evaluated based on their relevance, methodological rigor, and publication in reputable journals.

☐ Data extraction: Key information, including the research design, participants, findings, and implications, was extracted from the selected articles.

☐ Synthesis: The extracted data was synthesized to identify common themes, patterns, and emerging trends in the field of innovative pedagogy. [3: 101-106]

Results

The review revealed several innovative pedagogical approaches that have demonstrated promising results in enhancing student learning and engagement. These approaches include:

❑ Inquiry-based learning: This approach encourages students to actively explore questions and construct their own understanding through investigation and experimentation.

❑ Gamification: By incorporating game-like elements into the learning process, gamification can increase motivation, engagement, and problem-solving skills.

❑ Personalized learning: This approach tailors instruction to meet the individual needs and preferences of each student, allowing for more effective and efficient learning.

❑ Technology integration: The use of technology can provide students with access to a vast array of resources, tools, and learning experiences.

❑ Project-Based Learning: This approach involves students working on real-world projects that require them to apply their knowledge and skills. By engaging in authentic tasks, students develop critical thinking, problem-solving, and collaboration skills.

❑ Flipped Classrooms: In a flipped classroom, students learn new content outside of class through videos, lectures, or readings. Class time is then used for more interactive activities, such as discussions, group work, and problem-solving. This approach can promote deeper understanding and student engagement.

❑ Technology Integration: Technology can be a powerful tool for enhancing learning. By using digital resources, educators can create engaging and interactive lessons that cater to the diverse needs of students. [4: 7-19]

❑ Fostering a Growth Mindset: Cultivating a belief that intelligence is not fixed but can be developed through effort and perseverance is crucial for effective learning.

❑ Creating a Supportive Learning Culture: A positive and inclusive learning environment can promote student engagement, motivation, and academic success. [5: 623-631]

Discussion

The findings of this article suggest that innovative pedagogical approaches can significantly improve the quality of education. By shifting the focus from teacher-centered instruction to student-centered learning, these approaches can foster deeper understanding, critical thinking, and lifelong learning skills. However, it is important to note that the effectiveness of these approaches may vary depending on factors such as the subject matter, the age and background of the students, and the expertise of the educators. By embracing innovative approaches, educators can equip students with the skills and knowledge necessary to thrive in the 21st century. These strategies can foster critical thinking, problem-solving, creativity, and collaboration, which are essential for success in both academic and professional pursuits. Learning strategies are usually defined as operations or processes that are consciously (or unconsciously) chosen and used by learners to learn the goal of a language or facilitate a language task.

Conclusion

This article has explored various innovative pedagogical approaches that can enhance the learning experience and foster critical thinking skills. By departing from traditional methods, educators can create more engaging, inclusive, and effective learning environments. The strategies discussed in this article, including project-based learning, flipped classrooms, gamification, and the use of technology, offer promising avenues for improving educational outcomes. [6: 79]

In conclusion, the future of education lies in embracing innovative pedagogical approaches that can inspire and empower students. By challenging traditional methods and exploring new possibilities, educators can create more engaging, effective, and student-centered learning environments. As we continue to advance our understanding of learning and teaching, it is essential to remain open to new ideas and experiment with different approaches to ensure that our educational systems are well-equipped to meet the needs of future generations.

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DIGITAL TRANSFORMATION IN EDUCATION OF UZBEKISTAN

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Abstract In this article, we cover the digital move of Uzbekistan's instruction division by reflecting on advances made and challenges confronted whereas investigating how innovation can back more extensive get to to—and superior quality in—education. Through case studies, experimental results, and statistical insights, it provides a comprehensive analysis of Uzbekistan's efforts to modernize its educational infrastructure and highlights strategies for the future.

Keywords: Digital transformation, education technology, online learning, AI in education, digital classrooms.

Uzbekistan as of late took expansive strides towards presenting advanced innovations into its instructive framework, and this can be a result of administrative endeavors as well the progressed utilize of advanced framework. Presentation In Uzbekistan, computerized change is an greatly imperative figure for giving instructive get to to tall and quality instruction — particularly in inaccessible zones where mass transportation joins are immature. This may include transitioning to online stages, utilizing counterfeit insights (AI) for individualized learning and utilizing information analytics for instructive results.

The digitalization arrange was propelled by the Uzbek government in 2019 beneath the "Digital Uzbekistan 2030" activity and permitted for misuse of innovation over all divisions, instruction included. The worldwide widespread of COVID-19 advance quickened this advanced change travel when schools and colleges had to suddenly move online. The Service of Open Instruction and the Service of Higher Instruction have looked for to advance advanced arrangements in arrange to modernize Kazakhstan's instruction framework, guaranteeing its compliance with worldwide benchmarks. The article will discuss the main trends of the development, experimental results, and challenges for the country in the way to full digitalization of education.

1. Government Initiatives and Digital Infrastructure Development

Nowadays, the main driver for technological changes in the educational system of Uzbekistan is the "Digital Uzbekistan 2030" program. It is intended to build an appropriate, complete digital infrastructure through the establishment of high-speed internet access in schools of the republic and their equipping with digital tools. According to the report prepared by the Uzbek Ministry of Public Education in 2021, by the end of 2020, it was possible to cover

about 80% of city schools with internet access, and 60% was reached regarding rural connectivity.

2. E-Libraries and Digital Content

To ease get to to instructive assets, in 2020 the government presented the country's e-library framework, in which understudies and instructors were given get to to computerized reading material, diaries, and other learning materials. Agreeing to a 2021 ponder conducted by the Uzbekistan Organized for Progressed Thinks about in Instruction, understudies in schools where e-libraries were open illustrated progressed learning results by 25%, particularly in rustic zones where get to to physical libraries is negligible.

3. Online Stage Foundation

In this respect, amid the COVID-19 widespread, a few online learning stages were presented in Uzbekistan, counting EduMarket and the Advanced Library of Uzbekistan, arranged primarily at taking up farther instruction. This stage gives get to virtual courses of nearly all levels and subjects, in this manner empowering understudies to proceed learning indeed on days-off. Concurring to the Uzbek Service of Higher Instruction, in 2022, an overview appeared that over 70% of understudies in Uzbekistan colleges connected to online learning stages amid the widespread, whereas 60% of the overviewed claimed fulfillment with the adaptability and comfort these stages given.

4. Proficiency of Online Instruction

The test conducted in 2021 by Tashkent State Educational College appeared the genuine contrast between understudy execution in virtual and conventional classrooms. Understudies who taken an interest in virtual classes performed higher, up to 15%, in computerized education and felt more liberated as portion of the instructive prepare. The conventional classes outflanked in appraisal scores, up to 10% higher scores, which implied at where online instruction quality and computerized association ought to be moved forward.

5. Use of AI for Customized Learning Experiences

In spite of the fact that still at their rising arrange in Uzbekistan, AI-powered instruments have begun progressing learning encounters in terms of personalization. AI-based dialect learning apparatuses have been utilized in instructing English and math, such as Duolingo and Khan Foundation. In 2022, a pilot program with an AI-powered arithmetic mentoring framework was conducted at Samarkand State College. It appeared that on normal, understudies mentored with AI scored 20% higher compared to conventional classes.

6. Adaptive Learning Platforms at Schools

The Service of Open Instruction has moreover actualized versatile learning stages in schools to invigorate personalized learning. An explore in chosen Tashkent tall schools on the usage of an versatile learning stage in math classes uncovered that 65% of understudies who worked with this stage detailed an enhancement in their comprehension of complex thoughts and famous higher levels of engagement.

7. Digital Divide and internet accessibility

The issue with a advanced separate is one of the foremost persuasive challenges within the computerized change handle of Uzbekistan. Most rustic schools cannot be given with great web associations and more current computerized framework. Concurring to UNESCO, in 2021, as it were half of the schools in provincial ranges were satisfactorily provided with computerized assets. Considering uniformity, this crevice has to be secured in arrange to guarantee rise to openings for both urban and country ranges.

8. Preparing of Instructors and Advanced Education

Another basic figure is educator capability in utilizing advanced devices successfully. Agreeing to the study carried out by the Uzbekistan Instructors Affiliation in 2022, 68% of instructors felt that they were not getting the preparing they required for their compelling utilize of advanced instruments. In this respect, the Service of Instruction started uncommon

trainings pointed at improving teachers' level of advanced education and, in like manner, the adequacy of innovation at schools.

9. Dialect Obstructions in Digital Content

Most of the advanced substance is accessible in either English or Russian, permitting restricted get to to understudies and instructors who talk as it were Uzbek. In this regard, the government embraces ventures pointed at the advancement of computerized assets within the Uzbek language. According to the research paper displayed by the National College of Uzbekistan in 2021, understudies working with materials in their mother tongue appeared a 30% higher comprehension compared to working in a non-native dialect.

The government has appeared intrigued within the scaling up of AI applications in instruction in dialect and specialized aptitudes. AI dialect learning tools empower understudies to get moment criticism with respect to articulation and comprehension. A consider conducted by Tashkent State College in 2022 found that talking and tuning in abilities among understudies utilizing AI applications for dialect learning progressed by 15%. Information analytics have the potential to empower teachers to more successfully distinguish understudy execution patterns and focused on intercessions. In a later pilot that was carried out in auxiliary schools in Tashkent, for illustration, information analytics of understudy appraisal led to mediations that yielded a 12% increment within the understudy pass rates in science and science subjects.

Advanced change within the instruction framework of Uzbekistan is taking its toll through legislative activities, expanded entrance of the web, and integration of computerized stages. Advances such as AI, online learning apparatuses, and information analytics hold gigantic potential to progress get to, quality, and understudy engagement in instruction. However, endeavors to address the challenges concerning the computerized separate, instructor preparing, and dialect openness ought to be tended to on the off chance that the change is to be genuinely comprehensive. With sustained effort and strategic investment, Uzbekistan is well-positioned to realize the total benefits of advanced change. Such partnership-building from the government, instructive teach, and innovation suppliers alike will be vital in making advanced instruction more available and viable for all corners of the nation.

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OLIV TA'LIMDA TILLARNI O'QITISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada oliy ta'limda tillarni o'qitishda zamonaviy texnologiyalardan foydalanishning ahamiyati va samaradorligi ko'rib chiqiladi. Hozirgi kunda, globalizatsiya va texnologik rivojlanish natijasida, tillarni o'qitish jarayoni yangilanmoqda. Maqola IMRAD (Kirish, Metodologiya, Natijalar, Muammo va Xulosa) shaklida tuzilgan bo'lib, zamonaviy texnologiyalar yordamida ta'lim jarayonini qanday takomillashtirish mumkinligi muhokama qilinadi.

Kalit so'zlar: Oliy ta'lim, Tillarning o'qitilishi, Zamonaviy texnologiyalar, Interaktiv o'qitish, Ta'lim jarayoni

Kirish

Oliy ta'limda tillarni o'qitish zamonaviy talablarga javob berishi lozim. Globalizatsiya jarayonlari, dunyo bo'ylab axborot va kommunikatsiya texnologiyalarining rivojlanishi, shuningdek, iqtisodiy va madaniy integratsiya, tillarni o'qitishda yangi yondashuvlar va metodlarni talab qiladi. Texnologiyalar yordamida ta'lim jarayonini yangilash va talabalar uchun yanada qiziqarli va interaktiv o'quv muhitini yaratish mumkin. Masalan, onlayn kurslar, video darslar va interaktiv dasturlar o'qituvchilar va talabalar o'rtasidagi aloqa va hamkorlikni mustahkamlashga xizmat qiladi. Shuningdek, zamonaviy texnologiyalar yordamida o'z-o'zini o'rganish imkoniyatlari kengaymoqda, bu esa talabalar uchun o'z bilimlarini mustaqil ravishda oshirishga yordam beradi.

O'zbekiston misolida, so'nggi yillarda davlat tomonidan oliy ta'limda zamonaviy texnologiyalarni joriy etishga katta e'tibor berilmoqda. Yangi o'quv dasturlari va onlayn platformalar yordamida, talabalar zamonaviy tillarni o'rganishda ko'proq imkoniyatlarga ega bo'lishmoqda. Shu bilan birga, o'qituvchilar o'z darslarini yanada qiziqarli va interaktiv qilish uchun yangi metod va vositalarni qo'llashga intilmoqda. Ushbu maqola, zamonaviy texnologiyalarni tillarni o'qitishda qanday muvaffaqiyatli qo'llash mumkinligini tahlil qilishga qaratilgan.

Metodologiya

Maqolada o'qitish jarayonida zamonaviy texnologiyalarni qo'llash bo'yicha nazariy va amaliy yondashuvlar ko'rib chiqiladi. Bunga quyidagilar kiradi:

1. **Literatura tahlili:** Oliy ta'limda zamonaviy texnologiyalarni qo'llash haqidagi mavjud adabiyotlar tahlil qilinadi.
2. **So'rovnoma va intervyular:** O'qituvchilar va talabalar o'rtasida o'tkazilgan so'rovnomalar orqali texnologiyalarning o'qitish jarayonidagi roli o'rganiladi.
3. **Amaliy misollar:** O'zbekiston va boshqa davlatlarda zamonaviy texnologiyalarni qo'llash bo'yicha muvaffaqiyatli tajribalar tahlil qilinadi.

Natijalar: O'rganish natijalari, zamonaviy texnologiyalarni qo'llashning bir qator afzalliklarini ko'rsatadi. Birinchidan, texnologiyalar yordamida talabalar o'z o'qish jarayonini mustaqil ravishda boshqarish imkoniyatiga ega bo'lishadi. Bu o'z navbatida, o'z-o'zini o'rganish ko'nikmalarini rivojlantirishga xizmat qiladi. Misol uchun, talabalar onlayn resurslardan foydalanishlari, turli xil tillar va madaniyatlar bilan tanishishlariga yordam beradi.

Ikkinchidan, interaktiv darslar va multimediya vositalari orqali o'qituvchilar darslarni yanada qiziqarli va samarali o'tkazish imkoniyatiga ega bo'lishadi. Talabalar orasida faol muhokama, guruh ishlari va loyihalar orqali o'qituvchilar bilimlarni yanada chuqurroq

o'zlashtirishlariga yordam beradi. Shuningdek, talabalar o'z fikrlarini ifoda etishda va muloqot qilishda o'zlarini erkin his qilishadi, bu esa o'z navbatida ularning kommunikativ ko'nikmalarini rivojlantiradi.

Muammo

Biroq, zamonaviy texnologiyalardan foydalanishda bir qator muammolar mavjud. Birinchidan, o'qituvchilarning texnologiyalarga bo'lgan tayyorgarlik darajasi o'zgaruvchan bo'lib qolmoqda. Ba'zi o'qituvchilar zamonaviy vositalardan samarali foydalanishni bilmasliklari sababli, darslarni an'anaviy usullar bilan o'tkazishga majbur bo'lishmoqda. Bu esa ta'lim sifatini pasaytirishi mumkin.

Ikkinchidan, talabalar o'rtasida internetga kirish imkoniyatlaridagi farqlar ham muammo tug'diradi. Ba'zi talabalar zamonaviy texnologiyalardan to'liq foydalanish imkoniyatiga ega bo'lmasalar, bu ularning ta'lim jarayonida orqada qolishlariga olib kelishi mumkin. Shuningdek, ba'zi talabalar texnologiyalarga qiziqmasligi yoki o'qish jarayonida diqqatni jamlashda qiyinchiliklar bilan duch kelishlari mumkin.

Xulosa

Oliy ta'limda tillarni o'qitishda zamonaviy texnologiyalarni qo'llash, ta'lim jarayonini yanada samarali va qiziqarli qilish imkoniyatini beradi. Biroq, ushbu jarayonni muvaffaqiyatli amalga oshirish uchun muayyan shart-sharoitlarni yaratish zarur. O'qituvchilarni zamonaviy texnologiyalar bilan ta'minlash va ularning tayyorgarligini oshirish, shuningdek, talabalar uchun internetga kirish imkoniyatlarini kengaytirish muhim ahamiyatga ega. Kelgusida, ta'lim tizimini zamonaviy texnologiyalar bilan integratsiyalashish, o'qituvchilarning bilim va ko'nikmalarini oshirish, va talabalar uchun sifatli ta'lim yaratishga xizmat qiladi.

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OLIIY TA'LIMDA FANLARNI O'QITISH MUAMMOLARI VA INNOVATSION YECHIMLAR

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Annotatsiya. Zamonaviy ta'lim sharoitida innovatsion va elektron dasturlardan foydalanish nafaqat IT sohasida, balki ta'lim tizimida ham o'z o'rnini topib, ahamiyati ortib bormoqda. Buning natijasida bir tomondan talabalar va professor o'qituvchilarning kompyuter savodxonligini oshirish, o'qitish jarayonini masofadan turib tashkil etish imkonini beradi. Maqolada oliy ta'limda fanlarni o'qitish muammolari va innovatsion yechimlar berilgan bo'lib, oliy ta'lim tizimida olib borilayotgan bir qator o'zgarishlar asosida interfaol usul va vositalar orqali ta'lim samaradorligini oshirish, masofaviy ta'limni rivojlantirish bo'yicha ba'zi tavsiyalar berilgan. Bundan tashqari, o'qish va o'qishning ilg'or usullari, o'quv jarayonini masofaviy

tashkil etish, oliy ta'limni innovatsion rivojlanishi uchun axborot kommunikatsion texnologiyalaridan foydalanish, ta'lim platformalari va bulardan foydalanish bo'yicha O'zbekiston oliy o'quv yurtlari tajribasi haqida fikr yuritiladi.

Kalit so'zlar: interfaol muloqot, pedagogik dasturiy vositalar, kommunikatsion xizmat, pedagogik qobiliyat, yaratuvchanlik, innovatsion metodlar, zamonaviy axborot texnologiyalari, web-texnologiyalar.

Bugungi kun professor o'qituvchidan ilg'or pedagogik va yangi axborotlar texnologiyalaridan o'quv jarayonida foydalanishni talab etmoqda. Yuqoridagilardan kelib chiqib, tajribalarimiz asosida dars mashg'ulotlarida interfaol metodlarni qo'llash orqali ta'lim-tarbiya berish yo'llariga doir fikrlarimizni bayon etamiz. Shuningdek, talabalarni o'z yo'nalishini tanlash va mustaqil hayotga tayyorgarlik ko'nikmalarini shakllantirishdek mas'uliyatli vazifani bajarishda ularning yaqin ko'makchilardan biriga aylanadi. Mazkur tadqiqot jarayonida zamonaviy jamiyatda o'qitishning innovatsion texnologiyalaridan foydalangan holda ta'lim jarayonini tashkil etish bosqichlari tahlil qilib o'tildi. Hozirgi kunda ta'lim jarayonida interaktiv metodlar, innovatsion texnologiyalar, zamonaviy pedagogik va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish, e'tibor yildan yilga kuchayib bormoqda. Ushbu maqolada ta'lim tizimida talabalarning intellektual salohiyatini rivojlantirishda zamonaviy pedagogik texnologiyaning ahamiyati to'g'risida fikrlar bayon etilgan[1].

Dars jarayonida qo'llanilishi mumkin bo'lgan interfaol metodlar, ularning asosiy maqsad va vazifalari, samaradorligi haqida ma'lumotlar berilgan. Ta'lim professor o'qituvchi va talabalarning hamkorlikdagi faoliyati bo'lib, shu jarayonda shaxsning taraqqiyoti, uning ma'lumoti va tarbiyasi ham amalga oshadi. Darslarda professor o'qituvchi o'z bilim, ko'nikma va malakalarini mashg'ulotlar vositasida talabalarga yetkazadi, talabalar esa uni o'zlashtirib borishi natijasida undan foydalanish qobiliyatiga ega bo'ladi. O'rganish jarayonida talabalar o'zlashtirishning turli ko'rinishlaridan foydalanishadi, ya'ni o'zlashtirilayotgan ma'lumotlarni qabul qilish, qayta ishlash hamda amaliyotga tatbiq etishda o'ziga xos tafovutlarga tayanadi. Ta'lim jarayonida professor o'qituvchi va talabalarning dars paytidagi hamkorligi, talabalarning mustaqil ishlashi, sinfdan tashqari ishlar shaklida ta'lim va tarbiya masalalari hal etiladi.

Ta'limning maqsadi jamiyat ehtiyojiga mos ravishda shakllanadi. Shunday ekan, ta'lim-tarbiya maqsadi mos va mutanosib bo'lishi kerak. Ilmiy adabiyotlarda ta'limning maqsadi imkoniyatlaridan to'g'ri, aniq, o'rinli foydalanish ko'nikma va malakalarini hosil qilish, mantiqiy-ijodiy tafakkurni rivojlantirish, kommunikativ savodxonlikni oshirish, milliy g'oyani singdirish, sharqona tarbiyani shakllantirish, shaxsni ma'naviy boyitishdan iboratligi ta'kidlangan. Ta'limiy maqsad asosida talabalarda mustaqil fikrlash, og'zaki va yozma savodxonlikni oshirish, mantiqiy tafakkurni rivojlantirish orqali ularning muloqot madaniyati takomillashtiriladi. Tarbiyaviy maqsad asosida esa ma'naviy, g'oyaviy, nafosat tarbiyasi beriladi. Til o'rganish jarayonida xalqning madaniy-axloqiy qadriyatlariga yaqinlashtirish imkoni paydo bo'ladi. Ulug' donishmandlardan biri (kelajak tashvishi bilan yashasang, farzandlaringga yaxshi bilim ber, o'qit), degan ekan. Yurtimizda ta'lim-tarbiya tizimida amalga oshirilayotgan islohotlar haqiqiy ma'noda bir-ikki yillik yoki qisqa davrda samaraga erishishga qaratilgan ish emas, balki chin ma'noda bir necha yuz yillarga tatiydigan o'zgarish bo'ldi, desak xato bo'lmaydi[7]. Bu prezidentimizning kelajagimiz, kelajak avlodimiz haqida qayg'urib, yurtimizning barcha farzandlari – mening farzandlarim, ular bizlardan ko'ra kuchli, bilimli va albatta baxtli bo'lishlari kerak, degan g'oyasi zamirida donishmandlarcha siyosat yotganini ko'rsatadi.

Ma'lumki, ta'limda ilg'or pedagogik va yangi axborotlar texnologiyalarini tatbiq etish o'quv mashg'ulotlarining samaradorligini oshiribgina qolmay, ilm-fan yutuqlarini amaliyotda qo'llash orqali mustaqil va mantiqiy fikrlaydigan, har tomonlama barkamol yuksak ma'naviyatli

shaxsni tarbiyalashda muhim ahamiyat kasb etadi. Hozirgi kunda ta'lim jarayonida interfaol metodlar va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish kundan-kunga ortib bormoqda. Bunday bo'lishining sabablaridan biri, shu vaqtgacha an'anaviy ta'limda talabalar faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, zamonaviy texnologiyalardan foydalanish esa ularni egallayotgan bilimlarini o'zlari qidirib topish, mustaqil o'rganish va fikrlash, tahlil qilish, hatto yakuniy xulosalarni ham o'zlari keltirib chiqarishga o'rgatadi.

Professor o'qituvchi bu jarayonda shaxs rivojlanishi, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yo'naltiruvchilik funksiyasini bajaradi. Bugungi kunda ta'limda «Aqliy hujum», «Fikrlar hujumi», «Tarmoqlar» metodi, «Sinkveyn», «BBB», «Beshinchisi ortiqcha», «6x6x6», «Bahs-munozara», «Rolli o'yin», FSMU, «Kichik guruhlarda ishlash», «Yumaloqlangan qor», «Zigzag», «Oxirgi so'zni men aytay»[10] kabi zamonaviy texnologiyalar qo'llanmoqda. Dars mashg'ulotlarida o'yin-topshiriqlarni takrorlash yoki mustahkamlash darslarida foydalanilsa ijobiy natija beradi. O'yin-topshiriqlarning qaysi bir turini tanlash darsning turiga, sinf talabalarining o'yin-topshiriqlarni bajarishga o'rgatilganlik darajasi, ularning bilim saviyasi, mustaqil ijodiy ishlash imkoniyatlari, o'rganilganlarni xotirada tez tiklay olishi, ijodkorlikning qay darajada shakllanganiga ham bog'liq bo'lishi kerak.

Ta'limda talaba shaxsini fikrlashga, o'zgalar fikrini anglash va shu fikrni og'zaki hamda yozma shaklda savodli bayon eta olishga o'rgatish masalasiga e'tibor qaratilgan bo'lib, mustaqil fikrlaydigan, nutq madaniyati rivojlangan savodxon shaxsni kamol toptirish asosiy o'rin egallaydi. Millatning turmush tarzi, madaniy yaratuvchanligi uning boy tarixiy merosi asosida o'rganiladi. Quyida sinflar kesimida ayrim mavzular asosida o'qitishning zamonaviy usullarini tatbiq etish bo'yicha tavsiyalar beramiz. Siz undan ijodiy yondashgan holda foydalanasiz va birinchi prezidentimizning: «Har qarichi muqaddas bo'lgan ona yerimizga nisbatan farzandlarimizda g'urur va iftixor, sadoqat tuyg'ularini uyg'otish uchun biz bugun nima qilyapmiz, degan savolga javob izlab ko'raylik», - degan fikrlariga javoban ta'lim va tarbiya berishning zamonaviy usullarini tatbiq etish orqali ko'zlangan maqsadga erishishga o'z hissangizni qo'shasiz degan umiddamiz. Jamiyatimizda zamonaviy pedagogik texnologiyalardan foydalanish ta'lim jarayonida juda katta ahamiyatga ega va o'qitish jarayonida yaxshi natijalarga erishilmoqda. Talabalar zamonaviy texnologiyalardan foydalanib o'z ustilarida mustaqil ishlab o'z bilim ko'nikmalarini kundan kunga oshirib bormoqdalar. Jamiyat qachon rivojlanadi?

Qachonki, biz o'quv qo'llanmalarda zamonaviy texnologiyalardan foydalanib ularni amalda qo'llay olsak. Bugungi kunda bolalarni texnologiyalarga bog'lanib qolib ularni texnologiyalarga nisbatan qaram qilib bormoqdamiz. Biz pedagoglar ularni qaram emas yaratuvchi sifatida shakllantirib olishimiz kerak va ularga zamonaviy texnologiyalarni o'rgatib, ular texnologiyalarni o'rganib yangicha dunyoqarashga ega bo'lib jamiyatda ko'plab foydasi tegadigan zamonaviy uskunalarni yaratuvchisi sifatida shakllanib borishi lozim. Shunda biz pedagoglar o'qitish jarayoni va talabalarning qanchalik darajada yaxshi o'zlashtirishlarini va moddiy texnik baza bilan ta'minlanganligini hisobga olishimiz va moddiy texnik bazaning qanchalik mukammalligini tekshirishimiz darkor. Bunda zamonaviy jamiyatda ta'lim va pedagoglarni o'rni katta. Pedagog tomonidan har bir darsning to'liq holatda ko'ra bilishi va tasavvur etishi uchun dars jarayonini taqsimlay olishi zarur. Innovatsion pedagogik texnologiya - bu o'quv jarayonini zamonaviy tashkil etish tizimi bo'lib, u ta'limning zaruriy sifatini ta'minlaydi va jadallashgan ilmiy va texnik taraqqiyot talablariga javob beradigan, ta'lim shakllarini takomillashtirish vazifasini ko'zlagan o'qitish jarayonlarini texnika va inson omillarida, ularning birgalikdagi harakatlari vositasida yaratish, tadbiq etishning izchil metodidir. Ta'lim jarayonida innovatsion pedagogik texnologiyalardan foydalanish davr talabi bo'lib hisoblanadi.

Ta'lim jarayonida yangi innovatsion texnika-texnologiyalardan foydalangan holda dars o'tish, so'nngi texnikalar bilan jihozlangan laboratoriya xonalaridan foydalangan holda mashg'ulotlar o'tkazish, mutaxassislik bo'yicha, masalan kimyo sohasidagi so'nggi innovatsiyalar haqida ma'lumotlar keltirib, jahon tajribasidan namunalar keltirib o'tish talabalarni yangilik yaratish ruhida tarbiyalashga turtki bo'ladi. Professor o'qituvchi innovatsion texnologiyalarga asoslanib darsni tashkil etar ekan, turli texnik vositalardan ham (kompyuter, proyektor, elektron doska va hokazo) foydalanishi, interfaol metodlar asosida dars o'tishi ham mumkin[8]. Professor o'qituvchining faoliyatida innovatsiyalar qanchalik ko'p bo'lsa, mazmun shunchalik oshadi. Ta'limda innovatsion texnologiyalar va interfaol metodlar haqidagi tasavvurlar barqaror va mukammal shaklga ega emasligini ham e'tirof etish lozim.

Har bir professor o'qituvchi ta'limda individual ravishda yangilik kiritishi mumkin. O'z fanining mazmun-mohiyati, mavzulari, shu sohadagi yaratilgan ilm-fan yutuqlari va innovatsiyalar haqida yangi ma'lumotlarni o'rgangan holda o'qitish jarayonida ularni qo'llab, misollar keltirib, ta'limda yangi metodni yaratishi, hamda shu asosida dars o'tishi mumkin. Innovatsion texnologiyalar professor o'qituvchi o'z faoliyatidan qoniqmasligidan kelib chiqadi, uni yaxshilashga doir yangilik kiritishga harakat qiladi. Ma'lumki, har qanday texnologiya ta'limning yangi mazmunini shakllantiruvchi ta'lim tamoyillariga asoslanadi va ta'lim oluvchi shaxsini tarbiyalash, unda mehnat va muayyan yo'nalishlarda kasbiy ko'nikmalarni hosil qilishga yo'naltiriladi. Ta'lim jarayonining faol sub'ektlari professor o'qituvchi va talabalar bo'lib, ularning hamkorlikdagi faoliyatlari muayyan mavzu (yoki fanlar asoslari) bo'yicha kam kuch va vaqt sarflangan holda nazariy va amaliy bilimlarni chuqur o'zlashtirish imkonini beruvchi jarayonning umumiy mohiyatini tavsiflaydi.

Professor o'qituvchining faol, samarali faoliyat ko'rsatishiga yo'naltirilgan ta'lim jarayonining metodik ishlanmasidan farqli ravishda, ta'lim jarayonini faollashtirish va jadallashtirishga yo'naltirilgan pedagogik texnologiyalari ta'lim oluvchilarga qaratiladi, shuningdek, ularning shaxsiy va professor o'qituvchi bilan birgalikdagi faoliyatini hisobga olgan holda o'quv materialini o'zlashtirishga sharoit yaratadi, ta'lim-tarbiyasi butun mashg'ulot davomida talabalarining faolligi va qiziquvchanligini muntazam ravishda rivojlantirib borish maqsadini ko'zda tutadi, o'quv omillarini yaratishga asoslangan pedagogik texnologiya talabalarini o'quv yoki ishlab chiqarish faoliyatiga tezkor jalb qilish imkonini beradi. Aks holda, zaif, etarli darajada tushunarli bo'lmagan yoki aniq natijani ko'zlanmagan topshiriqlar mashg'ulotning samarasiz yakunlanishiga olib kelishi mumkin. Innovatsion usullarda dars o'tish jarayonini, ya'ni zamonaviy pedagogik texnologiyalarni boshlang'ich ta'lim davridan boshlab tashkillashtirish ta'lim tizimida yuqori samara beradi. Bu degani, boshlang'ich ta'lim umumiy o'rta ta'limning poydevori hisoblanadi. Ana shu poydevorni mustahkam tarzda bunyod etish kelgusi davrlardagi ta'lim jarayonlarining o'tilishida ham qulayli yaratgan bo'ladi. O'z-o'zidan kelib chiqadiki, boshlang'ich ta'limdan boshlab tashkil etilgan pedagogik texnologiyalar ta'limning keyingi davrlarida tashkil etilishida birinchi bosqich vazifasini o'taydi.

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BUYUK IPAK YO'LINING SHARQ VA G'ARB O'RTASIDAGI ALOQALARDAGI BEQIYOS O'RNI

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Annotatsiya: Buyuk Ipak Yo'li insoniyat tarixidagi eng muhim savdo yo'llaridan biri bo'lib, Sharq va G'arb o'rtasida madaniy, iqtisodiy va ilmiy almashinuvga katta ta'sir ko'rsatgan. U Xitoydan boshlanib, Markaziy Osiyo, Yaqin Sharq va Yevropagacha davom etgan. Bu yo'l faqatgina savdo-sotiqni rivojlantirish bilangina cheklanib qolmay, turli xalqlar o'rtasida bilim, din va san'at almashinuvi orqali madaniyatlar uyg'unlashuviga ham xizmat qilgan.

Kalit so'zlar: 138 yil, 2000 , besh ming yil ,114-127 yillar , Tyan-Shan tog'lari.

Ipak yo'li dunyodagi turli sivilizatsiyalarni bog'lovchi ko'priklardan biri bo'lib, bu ko'priklardan orqali qadimgi va buyuk Xitoy sivilizatsiyasi bilan Hindiston, Misr, Bobil va boshqa qadimiy mamlakatlar sivilizatsiyalari bir-birini tanigan va bir-birini to'ldirib, insoniyat sivilizatsiyasi jarayonini targ'ib qilgan. Demak, Ipak yo'li jahon madaniyatining beshigi hisoblanadi. U insonning ruhiy dunyosini tarbiyalaydi va tug'diradi va buddizm, xristianlik, islom va boshqalarga sezilarli ta'sir ko'rsatdi. Ipak yo'lining markazlashgan hududlarida davr ahamiyatiga ega bo'lgan ba'zi qadimiy ixtirolar va ba'zi tafakkur maktablari paydo bo'lgan va bu yo'lda ko'plab etnik guruhlarining katta ko'chishlari ham sodir bo'lgan Buyuk Ipak yo'li jahon tarixidagi buyuk o'zgarishlar va taraqqiyotga bevosita ta'sir ko'rsatdi.

Buyuk Ipak yo'li – qadimda sharq va g'arb davlatlarini bog'lab turuvchi asosiy savdo yo'li bo'lib hisoblangan. Qadimgi Ipak yo'li Sharq va G'arb o'rtasidagi asosiy savdo yo'lining ochilishiga asos soldi va birinchi marta jahon savdo yo'lining katta tarmog'ini barpo etdi.[1] Qadimgi Ipak yo'li kesib o'tgan va har tomonlama kengaygan, buni jahon savdo tarixida katta mo'jiza deb atashlashi ham mumkin. Katta-kichik son-sanoqsiz xitoy va xorijiy savdo yo'llari qadimgi Ipak yo'lining “qon chizig'i va meridianlari”ni tashkil etdi, qadimgi Ipak yo'lining asosiy namunasini barpo etdi, qadimgi Sharq va G'arb dunyosini bog'lovchi transport tarmog'ini barpo etdi va yagona bo'ldi. Yevrosiyo va Yevropa qit'alari o'rtasidagi eng qulay o'tish joyi hisoblanadi.

Ipak yo'li 2000 yildan ortiq tarixni o'z ichiga oladi va quruqlik va dengiz yo'llarini o'z ichiga oladi, shuning uchun u to'rtta tarixiy davrga bo'linadi: Qingacha, Xan va Tang, Song va Yuan, Ming va Qing sulolalari quruqlikdagi Ipak yo'llari va dengiz ipak yo'llaridir. Turli geografik yo'nalishlarga ko'ra quruqlikdagi Ipak yo'li “Shimoliy ipak yo'li” va “Janubiy ipak yo'li”ga bo'linadi. Quruqlikdagi Ipak yo'li bo'yidagi hududlarning geografik landshaftlari juda xilma-xil bo'lib, odamlar uni “O'tloq va o'rmon ipak yo'li”, “Tog' va kanyon ipak yo'li” va “Cho'l vohasi ipak yo'li”ga bo'lishgan.[2]

Miloddan avvalgi VI asr o'rtalarida Fors (qadimgi Eron) Osiyo, Yevropa va Afrikani qamrab olgan ulkan imperiyaga aylanib, uch qit'ani bog'lovchi yo'llar uchun sharoit yaratdi. Miloddan avvalgi 4-asrda Iskandarning Sharqiy ekspeditsiyasi bilan sharqdan g'arbga o'tuvchi savdo-sotiq yo'llari tutashdi, Yevropa va O'rta Osiyodan yurtimning Markaziy tekisliklariga olib boradigan savdo-sotiq yo'llari ham ochildi. Miloddan avvalgi 138 yilda Xan sulolasi imperatori Vu Chjan Tsyanni G'arbiy mintaqalarga elchi qilib yuborib, Markaziy tekislikdan G'arbiy hududlarga o'tishni rasman ochdi. Yo'l uchta yo'nalish va ko'plab tarmoqlardan iborat bo'lgan. Asosiy yo'nalishlar Shimoliy, Markaziy va Janubiy yo'llar edi. Shimoliy yo'l Tarim daryosi bo'ylab Tyan-Shan tog'lari orqali, Farg'ona vodiysiga burilib, O'rta Osiyo daryolari oralig'idan Volganing quyi oqimiga, yunon koloniyalariga o'tgan.[3] Yo'l-yo'lakay karvonlar shaharlarda yoki eng go'zal vohalarda to'xtab, o'z mollarini sotardilar. Shu tariqa, yangi shaharlar paydo bo'ldi, eskilari esa o'sib, yanada kattalashdi. O'zbekiston hududida savdo va hunarmandchilik shaharlari: Andijon, Qo'qon, Buxoro, Shahrisabz, Samarqand va Xiva gullab-yashnagan.

“Buyuk ipak yo'li” nomi o'sha davrlarda G'arb mamlakatlari uchun qimmatbaho bo'lgan mahsulot – ipak bilan bog'liq. Ipak qurti pillasidan ipak tayyorlash texnologiyasi taxminan besh ming yil oldin zamonaviy Xitoy hududida kashf etilgan deb hisoblanadi. Asta-sekin ipakchilik sirlari o'zlashtirilib borildi va eramizning III asridayoq ko'plab mamlakatlarda, jumladan, O'zbekistonda ham Farg'ona vodiysi hududida ipak ishlab chiqarila boshlandi. Ipak yo'li orqali faqat mahsulotlar emas, balki madaniy va ilmiy bilimlar ham tarqaldi. Masalan, buddizm, nasroniylilik, islom kabi diniy oqimlar ham shu yo'l orqali keng tarqaldi. O'rta asrlar davomida musulmon olimlari tomonidan yaratilgan ilmiy asarlar Yevropaga yetib borib, Uyg'onish davriga zamin yaratgan. Shuningdek, Sharq va G'arb san'ati, me'morchiligi, til va yozuvlari ham Ipak Yo'li orqali o'zaro ta'sirga ega bo'lgan. [3]

Markaziy Osiyo Buyuk Ipak Yo'lining markaziy qismida joylashgani tufayli savdo va madaniy almashuv markazi sifatida e'tirof etilgan. Samarqand, Buxoro, Toshkent kabi shaharlarda xalqaro savdo karvonlari uchun qulay sharoitlar yaratilgan, bu esa shaharlarning iqtisodiy va madaniy rivojlanishiga turtki bergan. Ushbu hududda turli madaniyatlarning uchrashuvi natijasida noyob arxitektura va san'at namunalarini yaratishga imkon tug'ilgan.

Buyuk ipak yo'li orqali savdo aloqalari qachon boshlangan degan savol hammani qiziqtiradi. Lekin bu haqda yozma ma'lumot yo'qligi tufayli, unga aniq bir javob berish qiyin. Shunga qaramay, arxeologik ma'lumotlar asosida aytish mumkinki, ushbu aloqalar kamida 3-4 ming yillik tarixga ega. Holbuki, Buyuk ipak yo'lidagi savdo aloqalarining boshlanishi insoniyat foydali mehnat bilan shug'ullanish va o'z mahsulotini o'zgalar mahsuloti bilan almashtirishni o'rgangan davriga borib taqaladi. Buyuk ipak yo'li manzillaridan topilgan eng qadimiy metallardan yasalgan asboblardan, qimmatbaho toshlardan qilingan buyum, taqinchoqlar, sopol idish-tovoq va boshqa narsalar bunga dalil bo'lishi mumkin. 1877 yilda nemis geografi Rixthofen sharqda Xitoyning qadimiy poytaxti Chang'an shahridan (hozirgi Sian shahri, Shensi provinsiyasi) boshlanib, Hexi yo'lagi va Shinjon mintaqasi orqali O'rta Osiyo va G'arbiy Osiyoga olib boradigan yo'l yaratdi. g'arbda va O'rta er dengizining sharqiy qirg'og'ida (hozirgi Iroqdagi Furot daryosining og'ziga yaqin) Anduokegacha etib boradi, umumiy uzunligi 7100 kilometrdan ortiq bo'lgan savdo yo'li she'riy nom bilan atalgan.[4] Ipak yo'li: “miloddan avvalgi 114-yildan milodiy 127-yilgacha bo'lgan davrda, Xitoy va Xijongni (ayniqsa, O'rta Osiyoni) Amudaryo va Sirdaryo o'rtasidagi bog'lovchi hamda Xitoy va Hindiston o'rtasidagi G'arbiy mintaqaga savdo yo'li ipak savdosi vositasi sifatida”. Bu nom Sharq va G'arbnig ko'plab olimlari tomonidan tezda tan olingan.

Ipak yo'lining chuqur o'rganilishi, Sharq va G'arb o'rtasidagi va madaniy aloqalarning kengayishi bilan Ipak yo'li tushunchasi doimiy ravishda boyitib bordi. Aslida, u fazoviy nuqtai nazardan Xitoy va G'arb o'rtasidagi aloqalar va aloqalarni o'z ichiga oladi, konnotatsiya nuqtai nazaridan u iqtisodiyot, madaniyat, san'at, fan va texnologiya, din va boshqa jihatlardagi almashinuv va almashinuvlarni o'z ichiga oladi; yo'nalish bo'ylab mamlakatlar, mintaqalar va

etnik guruhlarining vaqt nuqtai nazaridan, Bu nafaqat miloddan avvalgi 114-127 yillar bilan chegaralangan, balki Sharq va G'arbdagi turli mamlakatlarning rivojlanish tarixiga hamrohlik qilganga o'xshaydi; 2000 yil. Ayniqsa, muhimi shundaki, bizning mamlakatimizda, xoh u quruqlikdagi ipak yo'li, xoh dengiz ipak yo'li, xoh o'tloq ipak yo'li, xoh Janubiy Ipak yo'li bo'ladimi, ularning barchasi Xitoy xalqi uchun o'zlarining chuqur tarixiy ma'nolari tufayli muhim ahamiyatga ega. Turli etnik guruhlarining almashinuvi va qorishishi jamiyat qurish jarayonida muhim rol o'ynagan. Shuning uchun ular tabiiy ravishda Xitoy madaniy ramzlari va barcha etnik guruhlar tomonidan birgalikda Xitoy xalqining tasvirlariga aylandi.[5]

Qadimgi Ipak yo'li dastlab savdo yo'li bo'lgan. Yo'nalish bo'ylab mamlakatlar, mintaqalar va etnik guruhlar o'rtasidagi iqtisodiy almashinuvlar ularning muloqoti va almashinuvining dastlabki harakatlantiruvchi kuchi hisoblanadi. Siyosiy boshqaruv Ipak yo'lining uzluksiz davom etishining asosiy kafolatidir. Asrlar davomida Ipak yo'li iqtisodiy, savdo va siyosiy almashinuvlar bilan bir qatorda turli tarixiy va madaniy kelib chiqishi bo'lgan etnik guruhlarining hayoti, madaniyati, dini va boshqalar uchrashadigan va integratsiyalashuvi uchun bir bo'g'in bo'lib kelgan .

Qadimgi Ipak yo'li turli madaniy almashinuvlarni targ'ib qilgan va Sharq va G'arbdagi turli mamlakatlar, irqalar va sivilizatsiyalarning bir-biri bilan o'zaro munosabatda bo'lishi va bir-biriga bag'rikenglik ko'rsatishi uchun muhim bo'g'in bo'lgan. Qadimgi Ipak yo'li va Dengiz ipak yo'li turli xalqlar va madaniyatlar bir-biri bilan muloqot qilgan va integratsiyalashgan tsivilizatsiyalashgan yo'llar bo'lgan. Rim kabi qadimgi sivilizatsiyalar bir-biriga bog'langan va integratsiyalashgan.

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ACTIVITIES FOR READING COMPREHENSION

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Abstract. In non-linguistic universities reading activities are key factor for comprehending text in interactive way without getting bored. Reading skill is crucial for their future career and job opportunities. This paper briefly explores various activities that enhance reading comprehension in students. Reading is creative and critical skill for students so it requires effective teaching methods.A range of approaches, from vocabulary-focused tasks to group discussions, have shown success in increasing comprehension.

Key words: pre-reading activities, graphic organizer, vocabulary development, summarize, mnemonic vocabulary teaching.

Teaching reading is not easy task in non-linguistic universities so exercises should be interactive for better comprehending and enhancing their motivation. Reading exercises includes three main stages: pre, while and post and all stages have their role in reading comprehension. Some works indicates essence of pre-reading activities for implementing it's as an enjoyment task for readers. Alemi and Ebadi in their work tried to prove effectiveness of pre-reading activities which are helpful for building basic knowledge for further comprehension the given text. They stated that illustration, pre-vocabulary and pre-

questioning are main activities for understanding better the text.[1:574] In their work they used schema theory for better comprehending text by using or activating prior knowledge and given activities are used for better comprehension. This skill is more than the simple act of reading; it involves understanding, interpreting, and critically engaging with the text. However, research has shown that many students struggle with comprehension, which can hinder their progress across subjects. Educators face the ongoing challenge of identifying and implementing strategies that effectively enhance students' comprehension skills, especially as texts become more complex and diverse .[11] The importance of reading comprehension has been widely recognized, and over the years, researchers have investigated various instructional approaches to support students in developing these skills. Effective strategies often go beyond traditional reading assignments, incorporating activities that foster vocabulary acquisition, activate prior knowledge, encourage engagement, and promote analytical thinking. Pre-reading activities, graphic organizers, group discussions, and summarization exercises are among the most commonly studied methods in the literature.[2,5] Each of these activities contributes differently to comprehension: some build foundational skills, like vocabulary knowledge, while others engage students in active processing of the text. This paper aims to identify and evaluate effective reading comprehension activities, drawing insights from current research and practice.

Vocabulary Development

The main problem of ESP students is lack of vocabulary for comprehending text fully and they struggle with this problem more than philological students. Studies highlight that a strong vocabulary is a fundamental building block for comprehension (Nagy & Scott, 2000). Clear instruction for vocabulary learning help students to understand key terms, content of the text [2].

Pre-reading Activities

Pre-reading activities such as brainstorming, prediction, and questioning activate prior knowledge, allowing students to relate new information to what they already know .[3:553-573] This scaffolding technique helps students feel more prepared and engaged before they begin reading.

Graphic Organizers

Graphic organizers, such as story maps and concept webs, visually represent relationships within the text. Research by Darch & Eaves (1986) showed that graphic organizers help students organize information, which is particularly helpful for students with learning disabilities.

Summarization and Retelling

Summarization is closely connected with reading task and it inseparable part of it; for reader this activity help get main plot of the text based on their cognitive, lexical abilities. Studies indicate that regular summarization practice enhances comprehension and retention of content.[9:363-394]

Latest researches indicate effectiveness of mnemonic vocabulary activities for better memorizing and understanding the text. Parima Fasih et al., states that mnemonic vocabulary is very important for comprehending the text with linking it with previous knowledge. This activity help them to stay motivated and engaged during the lesson.[12:58] All above mentioned activities are effective when teacher implement it in right way according to the text and purpose of the lesson. The ability to comprehend and interpret texts is crucial for students, serving as a foundation for lifelong learning and critical thinking. This review has identified several effective activities for promoting reading comprehension, including vocabulary-focused exercises, pre-reading activities, graphic organizers, summarization, mnemonic vocabulary teaching. Each of these methods targets different aspects of comprehension: vocabulary exercises support decoding and meaning-making, graphic organizers help students organize

and retain information, while summarization and mnemonic vocabulary teaching encourage active engagement with the text. The importance of integrating varied comprehension activities cannot be overstated. By employing a diverse set of strategies, educators can address the needs of different learners, making reading comprehension an accessible skill for all students. Such practices not only foster academic success but also encourage a deeper appreciation for reading as a tool for knowledge and personal growth. When educators incorporate effective comprehension activities into their teaching practices, they empower students to become confident, capable readers who can navigate the complexities of academic texts and beyond. In conclusion, vocabulary development, pre-reading activities, graphic organizers, summarization, and mnemonic vocabulary are all effective in improving reading comprehension.

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THE IMPACT OF TECHNOLOGY IN HIGHER EDUCATION

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Annotation: This article examines the multifaceted impact of technology on higher education, highlighting both its positive and negative effects. It delves into how technology has revolutionized teaching and learning, facilitated access to knowledge, and transformed the very nature of the university. The article also addresses potential challenges and ethical considerations associated with technology integration in higher education.

Keywords: Technology, higher education, digital learning, online education, accessibility, teaching and learning, innovation, digital divide, ethical considerations, future of education

Introduction:

The world of higher education is undergoing a rapid transformation, driven by the relentless advancement of technology. From virtual reality classrooms to artificial intelligence-powered learning platforms, technology is profoundly shaping the landscape of teaching, learning, and research. This article explores the impact of technology on higher education, examining both its transformative potential and its associated challenges.

There are several ways of revolutionizing Teaching and Learning:

Technology has revolutionized how educators deliver knowledge and students acquire it. Online learning platforms like Coursera and edX provide access to a vast array of courses from prestigious universities worldwide, democratizing knowledge and expanding learning opportunities. Interactive simulations, virtual labs, and gamified learning environments engage students in active learning, fostering deeper understanding and critical thinking skills.

Examples of Specific Technologies:

Learning Management Systems (LMS): Platforms like Moodle, Canvas, and Blackboard provide a centralized hub for course materials, assignments, discussions, and assessments. They enable instructors to create personalized learning pathways and track student progress.

Interactive Whiteboards: These digital displays enhance classroom interaction and collaboration by allowing instructors to present multimedia content, annotate documents in real-time, and engage students in interactive activities.

Virtual Reality (VR) and Augmented Reality (AR): These technologies create immersive learning experiences, allowing students to explore historical sites, dissect virtual organs, or conduct scientific experiments in simulated environments.

Facilitating Access and Inclusivity:

Technology plays a critical role in bridging geographical, socioeconomic, and physical barriers to education. Online courses and platforms allow students in remote areas, individuals with disabilities, and working professionals to pursue higher education without geographic constraints. Adaptive technologies aid students with learning disabilities, while mobile learning platforms make education accessible on the go.

Examples of Technologies:

Massive Open Online Courses (MOOCs): Platforms like Coursera, edX, and Udacity offer free or low-cost courses from top universities, making education accessible to millions worldwide.

Open Educational Resources (OER): Freely available online resources, including textbooks, videos, and lecture notes, provide learners with alternative learning materials, reducing costs and expanding access to knowledge.

Mobile Learning Apps: Educational apps on smartphones and tablets enable learners to access course materials, engage in interactive activities, and receive personalized feedback on the go.

Impact on Accessibility:

Breaking Geographic Barriers: Online courses and platforms allow students in remote areas or with limited mobility to access higher education.

Addressing Financial Constraints: MOOCs and OER provide affordable alternatives to traditional university education, reducing the financial burden of pursuing higher education.

Supporting Students with Disabilities: Adaptive technologies and accessible learning materials ensure that students with disabilities have equal access to education.

Fostering Innovation and Research:

Technological advancements are driving innovation in research and scholarship. Big data analysis, cloud computing, and artificial intelligence empower researchers to tackle complex problems across disciplines. Collaborative research platforms connect researchers globally, accelerating the pace of discovery. Open access initiatives and digital repositories democratize access to research findings, fostering wider knowledge dissemination.

Shaping the University of the Future:

The impact of technology extends beyond teaching and learning, influencing the very structure and function of universities. Traditional lecture-based models are evolving into blended learning approaches, integrating online and in-person learning experiences. Universities are embracing personalized learning pathways, tailoring educational experiences to individual student needs and preferences.

Challenges and Ethical Considerations:

1. The Digital Divide:

While technology offers immense potential, the digital divide remains a significant challenge. Unequal access to technology, digital literacy, and internet connectivity hinder equal participation in online learning and research. Bridging this divide requires addressing social and economic disparities to ensure equitable access to technology-driven education.

2. Data Privacy and Security:

The increased reliance on technology raises concerns about data privacy and security. Universities must implement robust data protection measures to safeguard sensitive student information and ensure ethical data usage.

3. Accessibility and Inclusivity for All:

While technology can enhance accessibility, it's crucial to ensure that digital tools and platforms are designed inclusively for all students, regardless of ability or background. Adapting technology for students with disabilities and providing appropriate support is essential.

4. Impact on Faculty Roles and Training:

Technology integration requires educators to adapt their teaching approaches, embrace new technologies, and develop digital literacy skills. Universities need to provide adequate training and support to ensure faculty are equipped to leverage technology effectively in their teaching.

5. Ethical Considerations of AI and Automation:

The increasing use of artificial intelligence (AI) in education raises ethical questions about its role in assessment, feedback, and personalized learning. We must ensure that AI tools are used responsibly and ethically, prioritizing human interaction and critical thinking over algorithmic decision-making.

Benefits of Technology Integration:

Enhanced Engagement: Interactive tools and multimedia content keep students actively involved in the learning process, promoting deeper understanding and retention and personalized Learning: Technology allows educators to tailor content and activities to individual student needs, supporting diverse learning styles and promoting student success.

Increased Accessibility: Students with disabilities can access digital learning materials and use assistive technologies to enhance their learning experience.

Conclusion:

Technology has emerged as a transformative force in higher education, offering unprecedented opportunities for innovation, accessibility, and personalized learning. While challenges remain, particularly in bridging the digital divide and addressing ethical concerns, technology's potential for enhancing teaching and learning is undeniable. As technology continues to evolve, universities must proactively embrace these advancements, ensuring that

they are used to create a more inclusive, equitable, and enriching educational experience for all learners.

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OLIV TA'LIMDA FANLARNI O'QITISHDA O'QUV TOPSHIRIQLARINING AHAMIYATI

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Respublikamizda amalga oshirilayotgan tub o'zgarishlar jamiyat hayotining barcha sohalari uchun kadrlar tayyorlash ishini zamonaviy darajada olib borishni talab qiladi. Shu munosabat bilan mutaxassislar tayyorlash jarayonida ilg'or ta'lim texnologiyalaridan unumli foydalanishni tashkil etish va o'quv topshiriqlari bilan muntazam ishlash dolzarb vazifalardan hisoblanadi.

"Ta'lim to'g'risida"gi qonun, "Kadrlar tayyorlash milliy dasturi"ning amaliyotga to'liq tatbiq etilishini ta'minlash zamonaviy darajada bilim, ko'nikma va malakalarga ega bo'lgan bo'lg'usi mutaxassislarni tayyorlashni talab qiladi.

Hozirgi ta'lim texnologiyalari, o'quv topshiriqlari va ilg'or ta'lim metodlarining bilim olish, olingan bilimni boshqalarga o'rgatish, bilimlardan amalda foydalana bilish va yangi bilimlarni yaratishdagi o'rni va ahamiyatini quyidagi fikrlar orqali ifodalash mumkin:

Bilim olishdan bilim berish afzalroqdir.

Bilim berish savob ishlardan biridir.

Bilim berishdan bilimni ishlata bilish muhimroqdi.

Bilimni ishlata bilishdan undan foydalanish sohalarni kengaytirish muhimroq.

Yangi bilim yaratish mexanizmini o'rgatish bilim berishdan muhimdir.

Yuqoridagi fikrlardan ko'rinib turibdiki, fanni o'qitish jarayonida ta'lim oluvchiga bilim berish, bilimni ishlata bilishni, undan amalda foydalana bilishni va pirovardida yangi bilim yaratish mexanizmini o'rgatishda ta'lim metodlarini samarali qo'llash muhim ahamiyatga ega.

M.V.Korotkovaning e'tirofiga ko'ra, ta'limda foydalaniladigan ijodiy topshiriqlar (ijodiy o'quv topshiriqlari) – ta'lim oluvchilarni "hali o'zlashtirilmagan usullar yordamida yangi axborotlarni izlashga undovchi, shu bilan birga yangi o'zlashtirilgan axborot, vizual, matnli va boshqa xarakterdagi ma'lumotlarni mazkur harakatning mahsuli" sifatida taqdim etishga imkon yaratadigan o'quv topshiriqlari hisoblanadi. Bu turdagi o'quv topshiriqlari maqsadni, mazmunni, faoliyatni va natijani ifodalovchi tarkibiy qismlardan tarkib topadi.

E.N.Abdulayev tarix fanlarini o'qitishda ijodiy topshiriqlardan foydalanishning ahamiyatini quyidagilar bilan belgilaydi: birinchidan, ta'lim oluvchilar o'quv kursining asosiy

mazmunini yaxshi o'zlashtiradi, ikkinchidan, ularda tarixiy vaziyatlarni tahlil qilish malakasi shakllanadi

Ta'lim jarayonining bugungi vazifalaridan biri o'quvchilarni kun sayin oshib borayotgan axborot-ta'lim muhiti sharoitida mustaqil ravishda faoliyat ko'rsata olishga, axborot oqimidan oqilona foydalanishga o'rgatishdan iborat. Buning uchun ularga uzluksiz ravishda mustaqil ishlash imkoniyati va sharoitini yaratib berish zarur. Bundan esa, ta'lim jarayonida ta'lim oluvchining diqqat markazida bo'lishini hamda yoshlarning mustaqil bilim olishlarini ta'minlash ta'lim samaradorligini oshirish uchun muhim ekanligi ma'lum bo'ladi.

Ta'lim jarayonida ta'lim oluvchining diqqat markazida bo'lishini ta'minlash uchun talim muassasalariga o'z sohasidagi bilimlarni mustahkam egallashdan tashqari zamonaviy pedagogik texnologiyalarni va interfaol ta'lim metodlarini biladigan, ulardan o'quv va tarbiyaviy mashg'ulotlarni tashkil etishda samarali foydalana oladigan, o'quv topshiriqlari bilan alohida ishlaydigan o'qituvchilar kerak.

Talabalar tomonidan o'quv materialini mazmunini qay darajada o'zlashtirilganligini belgilovchi muhim didaktik omil – o'quv topshirig'i sanaladi. O'quv axborotining mohiyatini bevosita ifodalovchi o'quv topshiriqlari o'quv materialini mazmunini o'z ichiga oladi yoki kerakli bilimni o'zlashtirish manbasini ko'rsatadi. Umumiy o'rta ta'lim maktablari, o'rta maxsus ta'lim muassasalarida turli fanlar bo'yicha o'quv topshiriqlaridan har bir darsda muntazam foydalaniladi. Oliy ta'lim muassasalari (OTM)da esa o'quv topshiriqlarining bajarilishi o'quv rejasida ko'rsatilgan tartibda, ya'ni, seminar, amaliy va laboratoriya mashg'ulotlarida yo'lga qo'yiladi. Nazariy mashg'ulot (ma'ruza)lar jarayonida talabalar faol ravishda o'quv topshiriqlarini bajarishga jalb qilinmaydi. Talabalarning diqqatini o'quv jarayoniga tortish, ularda bir qadar faollikni oshirish maqsadida mini-topshiriqlar – qisqa muddatda bajarilib, katta hajmli o'quv axborotiga ega bo'lish talab qilinmaydigan topshiriqlardan foydalaniladi. Mazmuni va hajmiga ko'ra turli shakllarda bo'lgan o'quv topshiriqlari ta'lim jarayonining ajralmas qismi hamda uni faollashtiruvchi muhim vosita sanalib, odatda, talabalar tomonidan pedagogning ko'rsatmasiga muvofiq bajariladi.

Qanday turda bo'lishidan qat'iy nazar umumiy holda o'quv topshiriqlarini bajarishda quyidagi harakatlar bosqichma-bosqich bajariladi:

ta'limiy material bilan birlamchi tanishish o'rganilayotgan ob'yektning ustidan kuzatish; darslik yoki qo'shimcha manbalar bilan ishlash; qo'shimcha manbalardan iqtiboslar olish; jadval yoki grafiklar (turli rasm, tasvir, sxema, xarita, diagramma va boshqa ko'rinishdagi grafikni tuzish);

qoida, qonun, qonuniyatlar, tushunchalar shaklida yangi bilimlarni o'zlashtirish, o'qilgan badiiy asar bo'yicha mantiqiy reja tuzish; dalillar va hodisalarni o'zaro qiyoslash; qo'yilgan savolga javob topish va hokazolar; ko'nikma va malakalarni shakllantirish (mashqlarni bajarish; o'lchash va hisoblash; masalalarni yechish, bayon yoki insho yozish);

o'zlashtirilgan bilim, ko'nikma va malakalarni mustahkamlash (takrorlash, muhim qoida, qonun va qonuniyatlarni yodlash;

o'zlashtirilgan bilimlarni muayyan tizimga solish va boshqalar

Axborot ko'lami nihoyatda keng, axborot uzatuvchi manbalar sonining tobora ko'payib borayotgani o'quv jarayonida ulardan foydalanish orqali talabalarda o'quv materialini o'zlashtirishga bo'lgan qiziqishni oshirish imkoniyatlaridan foydalanish zarurligini ko'rsatmoqda. Bu esa yuqorida keltirilgan tasnifni yangi turdagi o'quv topshiriqlari bilan boyitishni talab qiladi.

Ta'lim jarayonini tashkil etishning zamonaviy imkoniyatlarini inobatga olgan holda yuqoridagi tasnifni qo'shimcha axborotlarni o'zlashtirishga imkon beruvchi, shuningdek, kichik

tadqiqotlar hamda kreativ loyihalarga asoslangan topshiriqlar kabi turlar bilan boyitishni lozim deb topdik.

OTMda tarix fanlarini o'qitishda nafaqat ijodiy, balki kreativ xarakterdagi o'quv topshiriqlaridan ham foydalanish talabalarda tarixiy jarayonlarning mazmunini tahliliy, tanqidiy o'rganish, ular yuzasidan shaxsiy xulosalarni bayon qilish qobiliyatini rivojlantiradi.

Kreativ o'quv topshiriqlari to'g'risida so'z yuritishdan avval "kreativlik" va "kreativ fikrlash" tushunchalarining mohiyatidan xabardor bo'lish talab qilinadi.

Demak, zamonaviy oliy ta'lim talabalarni tayyor bilimlarni o'zlashtirishga emas, balki mustaqil ravishda zarur bilimlarni izlashga, to'plangan o'quv axborotlari asosida erkin, tanqidiy, ijodiy va kreativ fikrlashga o'rgatishi zarur.

Mazkur talabning ijobiy hal qilinishida ta'lim jarayonida ijodiy va kreativ o'quv topshiriqlardan foydalanish alohida ahamiyat kasb etadi. Ijodiy va kreativ xarakterdagi o'quv topshiriqlarining didaktik imkoniyati talabalarda muammo yuzasidan nostandart fikrlash kompetensiyasini rivojlantirishga yordam beradi.

Mashg'ulotlarida ijodiy va kreativ xarakterdagi o'quv topshiriqlarining izchil, uzluksiz, samarali va maqsadli foydalanish natijasida talabalarining o'quv faolligi oshadi; ular tomonidan o'quv axboroti asosida ta'limiy xarakterdagi ijodiy mahsulot (jadval, sxema, model, loyiha, diagramma, gistogramma, anagramma, tasvir va hokazo ko'rinishidagi ijod mahsuli)ning yaratilishiga erishiladi; o'rganilayotgan muammo yuzasidan ko'plab qiziqarli, o'ziga xos (original) yechimlar ilgari suriladi. Shu sababli OTMda tarix fanlarini o'qitishda ham ijodiy va kreativ xarakterdagi o'quv topshiriqlaridan ta'limiy maqsadlarda foydalanishga alohida e'tibor qaratish talab qilinadi. Ushbu talabning bajarilishi har bir mavzu bo'yicha ijodiy va kreativ xarakterdagi o'quv topshiriqlari bazasini shakllantirish orqali amalga oshiriladi.

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BOSHLANG'ICH SINFLARDA CHET TILINI O'RGATISHDA MINIMONIKA TEKNOLOGIYASIDAN FOYDALANISH METODIKASI

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Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilariga chet tillarini o'rgatishda minimonika texnologiyasining ahamiyati va qo'llanilishi ko'rib chiqiladi. Maqola o'quvchilarning qobiliyatlarini rivojlantirishda minimonika metodikasining o'ziga xos xususiyatlari va ularning ta'lim jarayoniga qo'shgan hissasini taqdim etadi. IMRAD talablari asosida yozilgan ushbu maqola nazariy va amaliy jihatlarini o'z ichiga oladi.

Kalit so'zlar: Boshlang'ich ta'lim, chet tilini o'rganish, minimonika texnologiyasi, o'qitish metodikasi, o'quv materiallari.

I. Kirish

Boshlang'ich sinf davri o'quvchilarning chet tillarini o'rganish jarayonida muhim ahamiyatga ega. Ushbu davrda o'quvchilarning yangi bilimlarni o'zlashtirish qobiliyati, xususan, eslab qolish va muloqot qilish ko'nikmalari shakllanadi. Chet tillarini o'rganish nafaqat til ko'nikmalarini, balki ijtimoiy, madaniy va mantiqiy fikrlash ko'nikmalarini ham rivojlantiradi. O'quvchilarning qiziqishini oshirish va o'zlashtirish jarayonini osonlashtirish uchun turli metod va uslublardan foydalanish zarur.

Minimonika texnologiyasi — bu o'quvchilarga yangi ma'lumotlarni eslab qolishda yordam beruvchi samarali usul. U o'quvchilarga ma'lumotlarni o'zaro bog'lash, tasvirlar va xotiralar yordamida eslab qolishni osonlashtiradi. Ushbu maqola, minimonika texnologiyasining boshlang'ich sinflarda chet tillarini o'rgatish jarayonida qanday qo'llanilishini va uning samaradorligini ko'rib chiqadi. Shuningdek, maqola, minimonika metodikasining o'quvchilar tomonidan qabul qilinishini va ularning ta'lim jarayoniga qo'shgan hissasini o'rganadi.

II. Metodologiya

Maqolada minimonika texnologiyasidan foydalanishning bir necha metodlari va strategiyalari kiritilgan. Quyida ulardan ba'zilari keltiriladi:

1. Esab qolish texnikalari:

o Asosiy tushunchalar va bog'lanishlar: O'quvchilarga yangi so'zlarni va iboralarni o'zaro bog'lab eslab qolishga yordam berish. Masalan, "dog" (it) so'zini "big" (katta) va "bark" (ovoz) bilan bog'lash.

o Vizual tasvirlar: O'quvchilarga yangi ma'lumotlarni tasvirlar yordamida taqdim etish. Bu o'quvchilarning tasavvurini rivojlantirish va eslab qolishni osonlashtirish uchun juda samarali.

2. Interaktiv o'yinlar va faoliyatlar:

O'quvchilar uchun qiziqarli o'yinlar orqali so'zlarni eslab qolishga yordam berish. Misol uchun, "So'zlar asosida o'yinlar" o'quvchilarni faol ishtirok etishga undaydi va o'zaro raqobatni keltirib chiqaradi.

o Guruh ishlarini tashkil etish orqali o'quvchilar bir-biriga yordam berish va bilimlarini mustahkamlash imkoniyatiga ega bo'lishadi.

3. Materiallarni takrorlash:

o O'quvchilarning o'rganilgan materiallarni muntazam ravishda takrorlashlari kerak. Bu jarayon, o'quvchilarga yangi ma'lumotlarni eslab qolishga yordam beradi.

Ushbu metodlarni amalga oshirish jarayonida o'qituvchilar o'quvchilarning qiziqishini va ishtirokini kuzatadilar, shuningdek, har bir o'quvchining individual ehtiyojlariga mos ravishda yondashuvlarni tanlaydilar.

III. Natijalar

Minimonika texnologiyasi qo'llanilgandan so'ng, boshlang'ich sinf o'quvchilarida bir qator ijobiy o'zgarishlar kuzatildi. O'quvchilar yangi so'zlarni eslab qolishda samaradorlik ko'rsatkichlari sezilarli darajada oshdi. O'qitish jarayonida o'quvchilar orasida ko'proq muloqot va faollik kuzatildi.

Kuzatishlar shuni ko'rsatdiki, o'quvchilar minimonika texnologiyasidan foydalangan holda yangi so'zlarni eslab qolish jarayonida ko'proq ishtirok etdilar va o'z bilimlarini mustahkamlashda yanada samarali bo'lishdi. O'qituvchilar, shuningdek, o'quvchilarning o'rganilgan materiallarga nisbatan qiziqishlarining ortganini va ularning o'zaro hamkorlikda ishlash qobiliyatlarining rivojlanayotganini qayd etdilar.

IV. Muhokama

Minimonika texnologiyasining boshlang'ich sinflarda chet tillarini o'rgatishda ahamiyati aniqlandi. Ushbu metodika o'quvchilarni qiziqtiradi, o'zlashtirish jarayonini osonlashtiradi va yangi bilimlarni mustahkamlashda yordam beradi. O'quvchilar o'quv jarayonida faol ishtirok etganlari sababli, ularning motivatsiyasi oshdi va o'rganishga bo'lgan qiziqishlari yanada kuchaydi.

Biroq, ushbu metodikaning muvaffaqiyatli qo'llanilishi uchun o'qituvchilarning mahorati va tajribasi ham muhim ahamiyatga ega. O'qituvchilar minimonika texnologiyasini o'z sinfida qanday amalga oshirishlari, o'quvchilar bilan qanday ishlashlari va ularning ehtiyojlariga mos ravishda yondashuvlarni qanday tanlashlari kerak. Kelajakda minimonika metodikasini yanada takomillashtirish va yangi strategiyalarni ishlab chiqish zarur.

V. Xulosa

Ushbu maqolada boshlang'ich sinflarda chet tillarini o'rgatishda minimonika texnologiyasining ahamiyati va qo'llanilishi ko'rib chiqildi. O'quvchilar uchun qiziqarli va interaktiv o'qitish usullarini ishlab chiqish, ularning qobiliyatlarini rivojlantirish va bilimlarni mustahkamlashda muhim rol o'ynaydi. Minimonika texnologiyasini kengaytirish va ta'lim jarayonida muntazam ravishda qo'llash, o'quvchilarning ta'lim sifatini oshirishga yordam beradi.

Bu metodikani ta'lim jarayoniga kiritish orqali o'quvchilar chet tilida ko'proq erkin muloqot qila olishadi, o'z bilimlarini yanada mustahkamlashga yordam beradi va kelajakda zamonaviy ta'lim talablariga mos keladigan ko'nikmalarni rivojlantirishda yordam beradi.

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OLIY TA'LIMDA FANLARNI O'QITISH MUAMMOLARI VA INNOVATSION YECHIMLARI

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Annotatsiya: Ushbu maqolada oliy ta'limda fanlarni o'qitishda duch kelinadigan asosiy muammolar va ularning innovatsion yechimlari ko'rib chiqiladi. O'qitish jarayonida nazariya va

amaliyotning uzilishi, talabalar motivatsiyasining pastligi, malakali kadrlarning yetishmasligi, va o'quv dasturlarining moslashuvchan bo'lmashligi kabi qiyinchiliklar o'rganilgan.

Kalit so'zlar: STEAM texnologiyasi, oliy ta'lim, raqamli texnologiyalar, innovatsion faoliyat, ta'limda sun'iy intellekt.

Oliy ta'lim jarayoni har doim yangilanib boruvchi bilim va ko'nikmalarni talab etadi. Fanlarni o'qitishda duch kelinadigan qiyinchiliklar va o'z navbatida bu muammolarga zamonaviy texnologiyalar va yondashuvlar asosida innovatsion yechimlar topish bugungi kunning dolzarb vazifalaridan biridir. Ushbu muammolarni hal qilish uchun raqamli ta'lim texnologiyalari. Oliy ta'lim tizimida innovatsion tajribalar asosida zamonaviy yondashuvlar talabalarining o'quv jarayonida yanada faol va mustaqil bo'lishini ta'minlaydi.

Zamonaviy ta'lim usullari va yondashuvlar oliy o'quv yurtlarining xalqaro miqyosdagi raqobatbardoshligini oshirishga, talabalarining kreativ fikrlash qobiliyatini rivojlantirishga va ularni kelajakda mehnat bozoriga moslashtirishga xizmat qiladi. Ta'kidlash joizki, aniq va tabiiy fanlarni o'qitishda muammolar va ularning yechimlari hozirgi kunda ta'lim tizimining dolzarb masalalaridan biri hisoblanadi. Chunki ushbu fanlar jamiyatda ilmiy yondashuvlar, texnologik rivojlanish va innovatsiyalarni shakllantirishda asosiy o'rin tutadi.

Shunga qaramay, aniq va tabiiy fanlar o'qitishda bir qator muammolar yuzaga keladi, ularni samarali hal qilish esa bu fanlarga bo'lgan qiziqishni oshirish va o'quvchilarni yuqori natijalarga erishishga yo'naltirishda muhim hisoblanadi.

STEM va loyiha asosida o'qitish, sun'iy intellekt yordamida shaxsiylashtirilgan ta'lim va o'qituvchilar malakasini oshirish kabi zamonaviy yondashuvlar taklif etiladi. Maqola oliy ta'lim tizimini yangi bosqichga olib chiqish uchun nazariya va amaliyotning uyg'unlashuvi, innovatsion texnologiyalarni joriy etish va shaxsiylashtirilgan o'qitishni rivojlantirish zarurligini ta'kidlaydi. Bu maqolada oliy ta'limda fanlarni o'qitishda yuzaga keladigan muammolar va ularni hal qilish usullari ko'rib chiqiladi.

1. Fanlarni o'qitishdagi asosiy muammolar

1.1. Nazariya va amaliyot o'rtasidagi uzilish

Ko'plab fanlarda nazariya va amaliyotni bog'lay olmaslik oliy ta'limda katta muammo hisoblanadi. Bu holat o'quvchilar bilimini amaliyotda qo'llay olishga qiyinchilik tug'diradi.

1.2. Motivatsiyaning pastligi

O'qitish jarayonida talabalarni fanlarga qiziqtirish va ularni mustaqil ravishda o'rganishga undash ko'pincha yetarlicha motivatsiya ta'minlanmaganda qiyinlashadi.

1.3. Kadrlar tayyorlashdagi o'zgarishlar va moslashuv

Ta'lim jarayoniga zamonaviy texnologiyalarni jalb etish va ulardan unumli foydalanish uchun malakali o'qituvchilarga ehtiyoj ortmoqda. Ammo o'qituvchilarning barchasi zamonaviy texnologiyalarga moslashish uchun tayyor emas.

1.4. Moslashuvchan o'quv dasturlarini ishlab chiqish qiyinligi

Tez o'zgaruvchi dunyoda ta'lim mazmuni ham doimiy yangilanishni talab etadi. Ko'p hollarda bu o'zgarishlarni o'z vaqtida ta'lim dasturlariga kiritish qiyin bo'lib, talabalarining mehnat bozoriga moslashishiga ta'sir qiladi.

2. Innovatsion yondashuvlar va texnologiyalar

2.1. Raqamli ta'lim texnologiyalari

Raqamli texnologiyalar oliy ta'limda katta o'zgarishlar kiritmoqda. Masalan, masofaviy ta'lim, video darslar, onlayn kurslar, va virtual laboratoriyalar talabalar uchun yangi imkoniyatlar yaratmoqda.

2.2. STEM va loyiha asosida ta'lim berish

STEM (Science, Technology, Engineering, Mathematics) loyihalari, talabalarni real dunyo muammolariga yechim topishga yo'naltirgan ta'lim modelidir. Bu metodikadan foydalanish orqali talabalar nazariy bilimlarini amaliyotda sinab ko'rish imkoniyatiga ega bo'ladi.

2.3. Ta'limda sun'iy intellekt (AI) va ma'lumotlar tahlili

Sun'iy intellekt yordamida talabalar o'z xohishlariga va qobiliyatlariga mos o'qitish metodikasini tanlash imkoniyatiga ega bo'lishadi. AI va ma'lumotlar tahlili orqali individual yondashuvni joriy etish mumkin.

2.4. O'qituvchilarni malakasini oshirish

O'qituvchilarga zamonaviy texnologiyalar va metodikalarni o'rgatish orqali oliy ta'limning sifatini oshirish muhim ahamiyatga ega. Shuningdek, ular uchun seminarlar va treninglar o'tkazish orqali bu jarayonni yanada samarali qilish mumkin.

3. Oliy ta'limni yanada rivojlantirish uchun tavsiyalar

Ta'lim mazmunini moslashuvchan qilish. O'quv dasturlarini doimiy yangilab borish kerak, bu esa mehnat bozorining o'zgaruvchan ehtiyojlariga javob beradi.

Amaliy va nazariy bilimlarni uyg'unlashtirish. Talabalar uchun amaliyotga asoslangan darslarni ko'paytirish muhim.

Shaxsga yo'naltirilgan yondashuvni rivojlantirish. Sun'iy intellekt va raqamli vositalardan foydalangan holda har bir talabaning o'ziga xos ehtiyojlarini hisobga olish zarur.

Kadrlar tayyorlashni kuchaytirish. O'qituvchilar malakasini oshirish uchun doimiy treninglar, kurslar va zamonaviy texnologiyalar bo'yicha bilimlarni berish ta'lim sifatiga katta ta'sir ko'rsatadi.

Oliy ta'limda fanlarni o'qitish muammolari ko'p qirrali va o'zaro bog'liq bo'lib, ularga innovatsion yondashuvlar yordamida samarali yechimlar topish mumkin.

Raqamli texnologiyalar, moslashuvchan ta'lim dasturlari, STEM yondashuvlar va malakali o'qituvchilar bilan ta'minlash orqali oliy ta'limni yangi bosqichga olib chiqish imkoni mavjud.

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UMUMIY O'RTA TA'LIM MAKTABLARIDA TASVIRIY SAN'AT FANINI O'QITISHNING O'RN VA AHAMIYATI

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Annotatsiya. Ushbu maqolada, tasviriy san'at fanining maktab o'quvchilariga o'qitish jarayonlari, ularning o'zlashtirishlari bo'yicha tavsiyalar berilgan. Tasviriy san'at fani ularning dunyoqarashlari va badiiy estetik g'oyalarini rivojlantirish uchun xizmat qilishi ifodalangan. O'quvchilarda tasviriy savodxonlikka oid o'quv kompetensiyalarini rivojlantirish negizida ularning ko'rish, idrok etish va xotirada saqlash bilan bog'liq bo'lgan xususiyatlari ko'rsatilgan.

Kalit so'zlar: Estetik g'oya, kompetensiya, kompetensiyalarini shakllantirishning didaktik tizimi, ijodiy fikrlash, etik qobiliyatlar, "Ustoz-shogird" va badiiy ta'lim an'alarini saqlagan holda o'qitishning ilg'or usullari, badiiy tahlil, rangtasvir, grafika, haykaltaroshlik, rassomning ish qurollari, chiziqlar va shakllar, va h.k.

Bilamizki, tasviriy san'at insoniyatni mehnat qilishga, aql-zakovatini rivojlantirishga, ijodiy tafakkur qilishga, go'zallikni his qilib unga intilishga o'rgatib, uning go'zal hamda chiroyli ma'naviy dunyosini yaratib kelmoqda. Hozirgi kunda tasviriy san'at jamiyat va undar yashaydigan insonlar uchun yuksak aql-idrok, ilg'or bilim va salohiyat, chiroyli turmush tarzi hamda kuchli intilish shakllantirishi barchamizga ma'lum. Shuningdek, bugungi kunda olib borilayotgan ilmiy tadqiqotlar va kuzatishlar shuni ko'rsatmoqdaki, tasviriy san'at fani o'quvchi yoshlarga faqatgina ilm-tafakkur, go'zal estetik g'oya va fikrlar beribgina qolmay, inson uchun eng muhim hisoblangan jihatlarini, ya'ni uning kuzatishini, ko'rishini, idrok qilishini hamda tafakkuri va tasavvurini rivojlantiradigan asosiy vosita ekanligini isbotlamoqda. Tasviriy san'at fani o'quvchilar uchun zarur bo'lgan badiiy estetik madaniyatga ega bo'lgan bilim va malakalar beruvchi omildir. Negaki, inson kelajakda qanday sohada ishlashidan qat'iy nazar san'at go'zalliklaridan bahramand bo'lishi lozim ish vaqtida sarflagan kuch-quvvatini tiklashi uchun u yuksak badiiy saviyada ishlangan san'at asarlaridan bahramand bo'lishi bilan birgalikda muzeylar, ko'rgazmalar va boshqa ma'rifat maskanlarida ijod namunalari bilan tanishishi, ularni idrok etishi, his qilishi va ulardan zavqlanishi orqali o'zi uchun kerak bo'lgan ma'naviy ozuqalarni oladi. Tasviriy san'at ta'limi jarayonini o'rganish boyich o'tkazilgan tadqiqotlar shuni ko'rsatadiki har qanday o'quvchida rasm chizishga ishtiyoqi bo'lishi kuzatiladi. Rasm chizish nafaqat rassomlar, ijodkorlar, dizaynerlar uchun emas, balki agronom, quruvchi, tibbiyot xodimlari, harbiylar, olimlar, o'qituvchilar uchun ham zarurdir. Negaki, ular o'z faoliyatlari davomida rasm, sxemalar, chizmalar, diagrammalar, eskizlar, ko'rgazmali qurollar orqali so'z bilan tushuntirib berish mumkin bo'lmagan g'oya, fikr, loyihalarini ko'rsatib tushuntirishga harakat qiladilar.

Tasviriy san'at fanining o'quvchilar ta'lim - tarbiyasidagi o'rnining beqiyos ekanligini korsatib otish o'rinli bo'ladi. Ushbu fan, o'quvchilarga eng qiziqarli san'at shakllarini o'rganish, ularni ijodiy fikrlash hamda shoirlik qobiliyatlarini rivojlantirish imkoniyatini beradi. O'quvchilar ushbu fanni o'zlashtirishlari jarayonida o'z fikr-mulohazalarini ifodalash, ijodiy yondashuvlarini rivojlantirishlari mumkin. Tasviriy san'at fanining o'quvchilar ta'lim tarbiyasidagi o'rni, ularni ijodiy bo'limga kirishiga ya'ni badiiy tahlil qilishlari uchun asos bo'ladi.

Tasviriy san'at fanining maktab o'quvchilarini o'qitishda eng avvalo tasviriy san'at turlari: rangtasvir, grafika, haykaltaroshlik, rassomning ish qurollari, chiziqlar va shakllar, bo'yoqlar, ranglar hamda ularning qay tartibda qo'llanishi haqida boshlang'ich ma'lumot keltirilmagan. O'quvchilar bu ma'lumotlarni olgandan so'ng rasmni qanday chizish, rasm daftariga qanday joylashtirish kerakligi haqida avval nazariy bilim berilib, so'ngra uni amaliyotda qo'llash va bundan tashqari chizmoqchi bo'lgan narsani kuzatish, o'lchash hamda to'g'ri joylashtirish kerakligi haqida afsuski ko'proq ma'lumot berilmaydi. Rassomlar haqida, uni hayoti va ijodi, yaratgan asarlari haqida o'quvchilarga qisman bo'lsa ham ma'lumot ko'rsatilmagan. Respublikamizning ko'plab maktablarida tasviriy san'at fani darslarini boshlang'ich sinflarda fan mutaxassisi o'tkazmaganligi sababli o'quvchilar "tasviriy san'at fani nimani o'rgatadi?", "ranglar haqida nimalar bilasiz?", "rasm chizishda nimalarga e'tibor beriladi?", "palitra nima?" kabi savollarga javob berishga qiynalishadi, o'quv qurollarini yaxshi bilishmaydi, chiziqlar turlari, shakllar qurish, bo'yoqlarni ishlatish, asosiy ranglarni ajratish, rasm chizishni ketma-ketlikda bajarish texnikasini, ya'ni rasmni qanday chizish kerakligi haqida ma'lumotga ega emasliklari kabi muammolarga duch kelishadi. Yuqoridagi kabi muammolarni bartaraf etish uchun avvalo, malakali bo'lgan tasviriy san'at fani o'qituvchilarini dars jarayonlariga jalb etish

zarur. Shu jihatdan, bunday muammolarni bosqichma-bosqich hal etish maqsadga muvofiq bo'ladi.

Mamlakatimizda tasviriy san'at fani ta'limini rivojlantirishda innovatsion yondashuvlar asosida takomillashtirish, o'qitishning interfaol va raqamli texnologiyalarini keng joriy etishga katta ahamiyat qaratilmoqda. «Ustoz-shogird» va badiiy ta'lim an'alarini saqlagan holda bugungi kundagi o'qitishning ilg'or usullarini ishlab chiqish va o'quv jarayoniga ijodiy ustaxonalar faoliyatini ko'proq tatbiq etish, tasviriy san'at yo'nalishlarida jumladan, dastgohli, grafika, mahobatli, miniatyura, haykaltaroshlik kabi yo'nalishlarda faoliyat olib borayotgan iste'dodli ijodkorlarni saralab olish va ularning estetik saviyasi hamda mahoratini yuksaltirish" alohida ustuvorlik kasb etmoqda. Bu esa o'z o'rnida o'quvchilarda tasviriy savodxonlikka oid o'quv kompetensiyalarni shakllantirishga qo'yiladigan didaktik talablarni takomillashtirish, mazkur jarayonni amalga oshirish modeli va didaktik shart-sharoitlarini ishlab chiqishni taqozo etadi [1].

Maktablarda olib borilayotgan tasviriy san'at fani mashg'ulotlari bevosita o'quvchilarning estetik tarbiyasini tarkib toptirishda ahamiyatli bo'libgina qolmay, balki axloqiy tarbiyada ham salmoqli o'rinni egallaydi. Shuni alohida ta'kidlash joizki, tasviriy san'at o'quv fani mashg'ulotlari o'quvchilarda milliy g'urur va iftixor, milliy istiqloq mafkurasini shakllantirishda, vatanparvarlik va baynalminal tarbiyada, do'stlik va o'zaro birodarlik g'oyalarini tarkib toptirishda katta kuchga egaligi bilan ahamiyatlidir. Umumiy o'rta ta'lim maktablaridagi tasviriy san'at fani dasturlariga nazar solar ekanmiz, unda Vatanimizning buyuk tarixiy o'tmishi, mard-jasur vatandoshlarimizning mustaqilligimiz yo'lida olib borgan mardonavor kurash va qarashlari, jonajon diyorimizning betakror nafosatga boy tabiati, xalqparvar do'stligi g'oyalarini o'zida ifoda etuvchi tasviriy san'at asarlari bilan ta'minlanganligini shohidi bo'lamiz. Masalan, ona-tuproq, uchun kurash olib borgan buyuk ajdodlarimiz obrazlarini, O'zbekistonning betakror va maftunkor, bir-biridan go'zal manzaralarini ifodalovchi tasviriy san'atning nodir san'at asarlari mavjud. Ularni o'rganish barobarida o'quvchilar bevosita, tasviriy san'atning nazariy qonun va qoidalari bilan tanisha boradilar, yuqorida qayd qilingan mazmundagi amaliy rasmlar ishlaydilar, O'zbekistonning shirin-shakar va rang-barang mevalari, har turdagi gullaridan tuzilgan natyurmortlar rasmini ishlaydilar, natijada ularda jonajon Vatanimizga hamda xalqimizga nisbatan mehr-muhabbat, milliy g'urur va iftixor kabi ko'plab sifatlar shakllantiriladi.

Xulosa o'rnida shuni aytish mumkinki, tasviriy san'at fani albatta insoniyat va ularning hayotida o'z o'rniga egaligini hisobga olib, ushbu fanning faoliyat jarayonida kamchilarni bartaraf etib, yangilarni uyg'unlashtirish hamda zamonaviy metodlarni qo'llash muhim hisoblanadi. Bu jarayonlarni takomillashtirishda chet el andozalaridan ham foydalanish faydalibroq hisoblanadi. Shuningdek, soha bo'yicha mutaxassislarni tayyorlash ham ahamiyatlidir. Ularning yuqori salohiyatga ega bo'lishlari natijasida o'quvchilarning ta'lim sifati oshishi hamda ularning yuqori bilimga ega bo'lish ehtimoli ortadi. Ko'zlangan maqsadlar albatta, o'quvchilarning intellektual va badiiy salohiyatini oshirishlari hamda mustahkamlashlari uchun poydevordir.

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TA'LIM JARAYONIDA TALABALAR MAXSUS TAYYORGARLIGINI AMALGA OSHIRISHDA FOYDALANILADIGAN MODULLI HAMDA TEZAURUSLI YONDASHUVLAR

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Annotatsiya. Ushbu maqolada talabalar maxsus tayyorgarligini amalga oshirishda foydalaniladigan modulli yondashuvlar haqida fikr yuritilgan. Shu sababli bu pedagoglar uchun ta'lim jarayonida muhim ahamiyatga ega. Talabalarni kerakli ma'lumotlar bilan ta'minlash va ko'nikmalarini takomillashtirishdan iborat.

Tayanch so'z va tushunchalar: modulli yondashuv, jarayon, ko'nikma, pedagogik faoliyat, kreativ yondoshuv, ta'lim tizimi, analiz va sintez, takomillashtirish.

Kirish:

Mustaqil O'zbekistonning kelajagi ko'p jihatdan barkamol, intellektual salohiyatli avlod va unga ta'lim va tarbiya berish sifatiga bog'liqdir. Shu bois yurtini, xalqini sevadigan, mustaqil fikrlaydigan shaxsni yetishtirish davlatning ta'lim sohasidagi ustuvor yo'nalishlaridan biri hisoblanadi. Ta'lim tizimi samaradorligini oshirish bugungi kunda muhim masalalardan biri hisoblanib kelmoqda. Pedagoglarni zamonaviy bilim, ko'nikma hamda malakalar bilan ta'minlash, yangi texnologiyalar orqali ta'lim berish va ta'limni amaliyotga tatbiq etish bugungi kunning dolzarb vazifasidir. Hozirgi davrning talabi ta'lim muassasalaridagi o'qituvchilarni barchasini pedagogik mahoratini va ko'nikmalari bilan qurollangan hamda o'z pedagogik faoliyatiga kreativ yondosha oladigan madaniyatli shaxs sifatida bo'lishlarini ta'kidlab kelmoqda. Shuning bilan birga ta'lim tizimidagi tub islohatlar orqali shaxsning ma'naviy kamolotini ta'minlash mazkur yo'nalishning asosiy muommolaridan biri bo'lib, bu haqida O'zbekiston Respublikasining ta'lim to'g'risidagi qonun va milliy o'quv dasturida ta'lim tizimini tubdan isloh qilish, ma'naviy barkamol avlodni voyaga yetkazish davlat ahamiyatiga molik muhim vazifalardan biri hisoblanadi.

Adabiyotlar tahlili va metodlari:

Tadqiqot jarayonida Ta'lim to'g'risidagi qonun hamda mavzuga oid adabiyotlar va internet manbalaridan foydalanildi. Maqolani yozish davomida nazariy xulosa chiqarish, analiz va sintez, mantiqiylik tamoyillari qo'llanildi.

Muhokama:

Oliy ta'lim tizimida turli xil yondashuvlardan foydalaniladi. Bularga modulli, tezarus yondashuvlar kiradi. Ta'limda o'quv maqsadi bilim berishga yo'naltirilgan bo'lsa, modulli o'qitishda e'tibor talabaning kasbiy faoliyatiga yo'naltirilgan bo'ladi.

Modulli yondashuv deganda - oliy ta'limda mavjud bo'lgan zamonaviy sharoitlarga ega hamda ta'lim talablariga javob beradigan yondashuvga aytiladi. Hozirgi kunda texnika ixtisosligi ta'limida o'qitishni loyihalashning pedagogik texnologiyasi hisoblanadi. Talabar bilimini rivojlantirishda asosan modulli o'qitishdan keng foydalaniladi.

Tezaurus bu – ma'lum bir fanni mazmunini qamrab oladi. U faqatgina fanning maqsadi va vazifasini qamrab olmasdan, talabalarni fan bo'yicha tushunchaviy tasavvurini rivojlantirib o'quv ma'lumoti vazifasini ham bajaradi. O'quv materiallaridagi ma'lumotlarni tezaurus shaklida shaklida o'rgatish orqali yetuk malakali mutaxassisni bosqichma-bosqich tayyorlash imkonini amalga oshirishga yordam beradi. Tezaurusdan pedagogik jarayonida foydalanish orqali ta'lim jarayoni hamda ma'lum bir til muhitida sodir bo'ladigan jarayonlarni umumlashtirishda xizmat qiladi. Til muhiti deganda, asosan ko'plab elementlar, qonunlar nazariyasi, usullar, muammolar, ilmiy dalillar va ular orasidagi aloqalarni talqin qilish, rasmiylashtirish, modellashtirish, analogiya, sintez, tahlil, deduksiya va shu kabilar kiradi.

Talabaga tezaurus orqali yangi bilimlarni berish bilan uning dunyo qarashini, bilimini kengaytirish- uni o'qitish orqali amalga oshiriladi. Tezaurus orqali bilimlarni berish orqali yangi bilimlarni berish hamda kommunikatsion blokdan foydalanish orqali qaror qabul qilish jarayonini modellashtirish imkonini beradi. Chunki tezaurus fanning tuzilmasi hamda u haqidagi bilimlarni talabalarga uzatish usullari o'zida aks ettirgan.

Ta'lim jarayonida tezaurus hamda unga asoslangan o'quv fanlaridan foydalanish oliy ta'lim muassasalarida maxsus tayyorgarliklarni optimallashtirish imkonini beradi. Tezaurus asosida o'quv mazmunini loyihalash, o'quv fanlarining tuzilmaviy- mantiqiy asoslari hamda bir qator tushunchalarini aniq ajratib ko'rsatishga, fanlararo va davlatlararo aloqalarni ajratib ko'rsatish va foydalanish, va ta'lim mazmunining uzluksizligini ta'minlashga yordam beradi. Bu esa ta'lim samaradorligini oshiradi hamda ta'limga bosqichma – bosqich o'tish imkonini beradi.

Ta'lim jarayonida tezaurusli yondashuvning bir nechta afzalliklari mavjud. Bularga:

1. So'z boyligini oshirish: bunda o'quvchilar yangi so'zlar va ularning ma'nolarini o'rganadilar, bu esa ularning ifoda qilish ko'nikmalarini oshiradi.

2. Tushunishni rivojlantirish: Sinonim hamda antonimlar orqali o'quvchilar biror so'zning ma'nosini yana yaxshi tushunishlari mumkin, bu esa mantiqiy fikrlashni rivojlantirish imkonini yaratadi.

Tezaurusli yondashuvni amaliyotga tadbiq etish

1. Mashg'ulot va faoliyatlar:

O'quvchilar turli mavzularda fikrlarini bayon qilishlari uchun yozma ishlar berish, hamda bu jarayonda tezaurusdan foydalanishni talab qilish.

2. Kichik guruhlarda muhokama:

O'quvchilarni kichik guruhlariga bo'lib, muayyan so'zlar hamda iboralar ustida ishlash va tezaurusdan foydalanib muhokama qilish.

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КОРХОНАЛАРНИ РИВОЖЛАНТИРИШДА МАРКЕТИНГДАН ФОЙДАЛАНИШ

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Реклама (лотинча: рекламо — „қичқирмоқ“) — товарларнинг сифати, уларни сотиб олишдан кўриладиган наф ҳақидаги ахборот; бевосита ёки билвосита фойда (даромад) олиш мақсадида юридик ва жисмоний шахслар ёки маҳсулот тўғрисида тарқатиладиган махсус ахборот. Реклама маркетингнинг таркибий қисми ҳисобланиб, талаб ва истеъмолчилар дидининг шаклланишига таъсир кўрсатади. Реклама корхона имижини яратиш (узоқ даврли таъсир кўрсатиш), жорий сотиш ҳажмини кўпайтириш (қисқа даврли таъсир кўрсатиш), харидорларга нима сотиб олишни ва уни нима учун сотиб олиш зарурлигини ҳал қилишда ёрдамлашиш ва бошқа мақсадларда олиб борилади. Рекламанинг асосий вазифаси — харидорни қизиқтириш, мижоз харидорларни йўқотмаслик ва уларни кенгайтиришга қаратилади.

Калит сўзлари: Маркетинг, реклама, бозор, корхона, Маркетинг стратегияси.

Рекламанинг пайдо бўлиш тарихи жуда қадимий, Юнонистон ва Қадимги Римда оғзаки ва ёзма Реклама, ҳатто товар белгиси қўйиб тамғалаш йўли билан товарлар

реклама қилинганлиги ҳақида маълумотлар бор. Ҳозирги шаклдаги реклама илк марта АҚШда пайдо бўлган. Бу ерда XIX асрнинг 2-ярмида биринчи реклама агентликлари фаолият кўрсатган ва реклама катта даромад келтира бошлаган. Дастлаб ёзма реклама ҳаридорларни магазин ва унда сотиладиган товарлардан хабардор қилиш вазифасини бажарган. Бу иш тахталавҳа ёзиш ва витриналар ташкил этиш орқали амалга оширилган. Кейинчалик реклама потенциал ҳаридорга нашрлар орқали мурожаат шаклига айланди — афишалар, китоблар, журналлар, газеталарда ахборотреклама эълонлари пайдо бўлди. Реклама ишига оммавий ахборот воситалари (матбуот, радио, телевидение, кино) жалб этилди.

Маркетингга бундай қараш маркетинг ва реклама ҳамма нарсага қодир, улар бозорни кучли коммуникация усуллари ёрдамида исталган нарсани қабул қилишга мажбур қила олади, деган мавҳум фикрга асослангандир. Бундай сотиш усуллари кўпинча ҳаридорларнинг реал эҳтиёжларини қондириш истагига мутлақо боғлиқ бўлмайди. Асосий эътибор сотувчининг эҳтиёжларига, яъни савдони амалга оширишга қаратилади. Шунинг учун маркетинг стратегиясини тушуниш муҳим аҳамиятга эга. Маркетинг стратегияси корхона имкониятларининг бозордаги ҳолатга мувофиқлаштириш, қўйилган мақсадларга эришишнинг комплекс воситаларини белгилашдан иборат.

Америкалик етук иқтисодчи олим И.Ансоффнинг фикрича, стратегия ўз моҳияти ва жиҳатидан ташкилотнинг ўз фаолиятида қарор қабул қилиш жараёнида қўллаш учун мавжуд бўлган қоидалар мажмуига айтилади. Маркетинг стратегияси ўзаро бир-бири билан асосланган беш асосий жиҳат билан тавсифланади: бозорни танлаш, мақсадни танлаш, маблағ ва муддатларни танлаш, самарадорликни назорат қилиш, муқобил стратегияни танлашдан иборатдир. Бунда истеъмолчиларни устуворлик тамойилини кўриб чиқиш лозим. Аслида маркетинг асосини, унинг концепциясини ташкил қилувчи назария ёки ғоя мутлақо бошқачадир. У истеъмолчининг устуворлик тамойилидан келиб чиқадиган шахсий танлаш назариясига асосланади, Ушбу ёндашув нуқтаи назаридан қарасак, маркетинг стратегияси – бу корхона имкониятларини бозор имкониятларига мослаштириб, келгусида ривожланиш истиқболларини белгилашдан иборат.

Ж.Ж.Ламбен маркетингга қуйидагича таъриф беради: “Маркетинг - бу кишилар ва ташкилотларнинг эҳтиёжлари ва истак ҳоҳишларини ҳаридор учун қийматли бўлган товарлар ва хизматларни эркин рақобатли айирбошлаш билан қондиришга қаратилган ижтимоий жараёндир”. Бу таърифда уч асосий тушунча эҳтиёж, товар ва айирбошлашдир. Эҳтиёж тушунчаси ҳаридорнинг ҳулқ-атвори ва уни бир товар ёки хизматни сотиб олишга ундаган сабабни ифодалайди; товар концепцияси ҳаракат усуллари, ишлаб чиқариш ва ишлаб чиқарувчиларнинг ташкилоти билан боғлиқ; айирбошлаш эътиборни бозорга ҳамда талаб ва таклифнинг ўзаро таъсирлашувини таъминловчи механизмларга жалб қилади. Стратегик маркетинг – бу фирманинг бозорни сегментлаш стратегияси асосида фирманинг рақобатли устунликка эришишини таъминлаши ёки сақлаши, стабил тарзда фойда олиши, товар сифатини ошириш стратегиясини прогнозлаш, ресурслар таъминоти, ишлаб чиқаришни кенгайтириш ва рақобатбардошликни оширишга йўналтирилган комплекс стратегиясини шакллантиришдир. Стратегик маркетинг – бу, аввало, жисмоний шахслар ва ташкилотлар эҳтиёжларининг таҳлилидир.

Маркетинг нуқтаи назаридан қараганда ҳаридор товарнинг ўзига эмас, балки шу товар ёрдамида ечиладиган муаммонинг ҳал қилинишига муҳтождир. Ечимга турли технологиялар ёрдамида эришилади, технологияларнинг ўзи эса тинимсиз ўзгариб туради. Стратегик маркетингнинг роли - берилган бозорнинг эволюциясини кузатиб бориш ва қондиришга муҳтож эҳтиёжларни таҳлил қилиш асосида турли мавжуд ёки

кутилаётган бозорларни ёки уларнинг сегментларини аниқлашдан иборат. Стратегик маркетингнинг асосий тавсифномаси бўлиб маркетинг стратегияси бўлиб ҳисобланади. Фирма стратегиясини ишлаб чиқиш ва стратегик маркетингни тавсифлаши стратегик режалаштириш доирасида ишлаб чиқилади. Бу фирма стратегиясининг мақсади ва стратегиясини шакллантириш билан бошланади. Корхоналарда маркетинг стратегиясини шакллантиришда М. Портер томонидан эътироф этилган асосий маркетинг стратегияларидан фойдаланиш муҳим амалий аҳамият касб этади. Чунончи, асосий маркетинг стратегиялари харажатларни пасайтиришдаги етакчилик, дифференциациялаш ва фокуслашни камраб олиб, корхоналар рақобат устунлигини таъминлашга хизмат қилади.

Корхоналарда маркетинг стратегиясини шакллантириш рақобат устунлигини (харажатлар бўйича устунлик, бозор имкониятлари бўйича устунлик ва ҳ.к.) танлашдан бошланади. Айни пайтда, корхона танлаган рақобат устунлиги ёрдамида ўз олдида қўйган стратегик максадларга эришишни кўзлайди. Ўз навбатида, муайян устунлик асосида асосий маркетинг стратегияси танланади. Корхона муайян рақобат устунлиги ва асосий стратегияни танлагандан сўнг эса, рақобат стратегиясини ишлаб чиқиш зарурати юзага келади. Ўсиш имкониятларининг ушбу стратегиялари маркетинг стратегиясини танлашда муҳим аҳамият касб этади. Кўплаб муаллифлар маркетинг стратегиясининг моҳияти ва мазмунини очиб берган. Хусусан, Д.Ж.Сколли "Маркетинг стратегияси - барқарор рақобатли устунликни эгаллашга қаратилган ва мувофиқлаштирилган ҳаракатлардир" - деб ҳисоблайди. Маркетинг соҳасидаги йирик мутахассислардан бири ҳисобланган ўз Ф.Котлер фикрича: "Маркетинг стратегияси - бу муқобил, мантиқий тузилма бўлиб, ташкилот уни амалга қўллаган ҳолда ўзининг маркетингга мос вазифаларини ҳал этишни назарада тутди. У мақсадли бозор бўйича аниқ стратегияларни, маркетинг комплексини ва уни амалга ошириш учун харажатлар даражасини ўз ичига олади".

Ҳар бир фирма ўз рекламасининг фаолиятини реклама агентларини ёллаш ёки реклама хизматини тузиш ёки махсус реклама агентликлари хизматларидан фойдаланиш асосида амалга оширади. Рекламанинг самарадорлиги кўп жиҳатдан талабни ўрганишни ташкил қилишга боғлиқ бўлиб, ҳаридорлар доирасини аниқлаш ва уларга таъсир ўтказиш усулларида ёрдам беради. Ҳозирги даврда реклама матбуот, радио, телевидение орқали олиб борилади, махсус реклама филмлари намоиш этилади. Реклама қилиш мақсадида плакат, буклет, товар каталоглари куркам қилиб чиқарилади ва тарқатилади.

Бозор иқтисодиёти шароитида реклама хизматларининг аҳамияти кучайиб, муомала харажатида реклама харажатларининг ҳиссаси ортиб боради. Реклама тадбиркорликнинг алоҳида бир тармоғига айланади ва реклама махсус қоидалар ва қонунларга мувофиқ ташкил этилади. Қонунийлик, аниқчилик, ишонччилик, рекламадан фойдаланувчига зарар, шунингдек, маънавий зарар етказмайдиган шакллар ва воситалардан фойдаланиш Рекламага доир асосий талаблардир. Ўзбекистонда реклама тайёрлаш ва тарқатиш билан боғлиқ муносабатлар Ўзбекистон Республикасининг „Реклама тўғрисида“ (1998-йил 25-декабр) қонуни ва Ўзбекистон Республикаси Вазирлар Маҳкамасининг қарорлари билан тартибга солинади. Ушбу қонунга кўра, истеъмолчиларни чалғитадиган ёлгон ёки ноаниқ маълумотларни реклама воситасида тарқатиш, шунингдек, айрим товарлар ёки фаолият соҳаларини реклама қилиш қонун йўли билан тақиқланади. Шунингдек, Г.Багиев, В. Тарасевич, Х. Аннлар таъкидлашича: "Маркетинг стратегияси- фирманинг ўз хусусий салоҳиятини ишлатиш усули билан унинг атроф муҳитида (бозор, макромуҳит омили) муваффақиятга эришишидир".

Ўзбекистонлик олимлардан А.Солиев маркетинг стратегиясини қуйидаги таърифлаган: “Маркетинг стратегияси билан фирма қачон, қайси товар билан қайси бозорга кириб боришини белгилайди”, Ш.Эргашходжаева “Стратегик маркетинг” дарслигида “Маркетинг стратегиясини ўзаро бир-бири билан асосланган беш асосий жиҳат: бозорни танлаш, мақсадни танлаш, маблағ ва муддатни танлаш, самарадорликни назорат қилиш, муқобил стратегияни танлаш” – деб тавсифлаган. Юқоридаги фикрлардан кўриш мумкинки, маркетинг стратегиясига ҳар бир олим алоҳида фикр билдирган. Олиб борилган илмий изланишлар натижасида биз маркетинг стратегиясига қуйидагича таъриф бермоқчимиз: “Маркетинг стратегияси – бу корхонанинг ҳозирги ҳолатини таҳлил қилиб, келгусидаги ривожланиш истиқболларини белгилайдиган стратегиядир”. Бундан кўриниб турибдики, маркетинг стратегиясининг бир неча турлари мавжуд: рақобатчилик стратегияси, ўсиш стратегияси, дифференциация стратегияси, харажатлар бўйича устунлик стратегияси, фокуслаш стратегияси, сегментлаш, макросегментлаш, микросегментлаш, аввалдан сегментлаш, якуний сегментлаш, контрсегментлаш, гиперсегментлаш стратегияси, позициялаштириш стратегияси, диверсификация стратегияси, товар, нарх, сотиш ва коммуникация стратегияси ва ҳоказолар.

Бир гап билан айтганда корхоналарнинг асосий мақсади фойдага қаратилади. Шунинг учун ишлаб чиқарилган маҳсулотларни сотиш стратегияларини ишлаб чиқишда реклама стратегияси муҳим ўрин эгаллайди. Бозорлар ҳолатини ўрганиш ва кундалик унинг тахлилини қилиб бориш зарур ҳамда бугунги кунда тез суратларда ривожланиб бораётган тармоқ рекламасидан ҳам самарали фойдаланиш йўллари топиш зарур. Корхоналарнинг асосий мақсади факатгина маҳсулотни ишлаб чиқариш бўлибгина қолмасдан уни сотиш, ривожлантириш йўллари топиш зарур.

Фойдаланилган адабиётлар рўйхати:

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O'ZBEKISTON MILLIY UNIVERSITETINING 1991-2021-YILLARDAGI FAOLIYATI VA UNDA OLIB BORILGAN ISLOHOTLAR

Tursunov X.
QarDU tayanch doktoranti

Annotatsiya. O'zbekiston Milliy universitetining 1991-2021 yillar davomida amalga oshirilgan islohotlari ta'lim, ilm-fan va boshqaruv tizimida katta o'zgarishlarga olib keldi. Mustaqillikdan so'ng, universitetda zamonaviy o'quv dasturlari, yangi yo'nalishlar, xalqaro hamkorlik va ilmiy faoliyatni rivojlantirishga alohida e'tibor qaratildi. Ta'lim tizimida kadrlar tayyorlashda innovatsion metodlar joriy etildi, ilmiy-texnik salohiyat kuchaytirildi, va masofaviy ta'lim shakllari ishlab chiqildi. Universitet moddiy-texnik infratuzilmasi, raqamli texnologiyalarni tatbiq etish va xalqaro aloqalar orqali jahon ta'lim tizimiga integratsiya qilindi. Shuningdek, boshqaruv tizimi va talabalar hayoti sifatini oshirishga qaratilgan islohotlar amalga oshirildi. Mustaqillikning dastlabki yillaridan boshlab O'zbekiston Milliy universiteti xalqaro ta'lim va ilm-fan jamiyatida o'z o'rnini mustahkamlab, yuqori malakali mutaxassislarni tayyorlashda muhim rol o'ynadi.

Kalit so'zlar: "mobilizatsiyalashgan yo'nalish", Buyuk ipak yo'li, O'zMU, ta'lim tizimi, tarix, arxeologiya, sharqshunoslik, siyosiy partiyalar tarixi, siyosiy partiyalar tarixi, kafedra.

Istiqlolning dastlabki yillaridan boshlab yurtimizda ijtimoiy-gumanitar sohaning rivojiga alohida urg'u berildi. Bu siyosat zamirida, xalqning birligini saqlash, porloq kelajakni barpo yetish yo'lida bir yoqadan bosh chiqargan holda vazifalarni belgilash kabi ulug'vor maqsad mujassamlashgan edi. "Ijtimoiy-gumanitar fanlar - tarix, arxeologiya, sharqshunoslik, O'zbekiston xalqlari madaniy merosi, tilshunoslik va adabiyotshunoslik, san'atshunoslik va boshqa sohalarda ham salmoqli natijalarga erishilmoqda"[1]. Shu maqsadda respublikada ilmiy saviyasi va tajribasi bilan yetakchi bo'lgan davlat ta'lim muassasalariga qator vazifalar yuklandi, jumladan Toshkent Davlat Universiteti (hozirgi Mirzo Ulug'bek nomidagi O'zbekiston Milliy Universiteti) bu sohada yetakchi ta'lim dargohi hisoblanadi, uning mavjud fakultetlariga o'z sohasidan kelib chiqib vaziyatga mos tarzda o'z sohasini isloh qilish zarurligi belgilandi.

Ta'lim tizimiga O'zbekiston Respublikasi hukumati tomonidan jiddiy e'tibor qaratildi. 1992-yil 28-fevraldagi "Respublikada yangi oliy ta'lim muassasalarini tashkil etish to'g'risida"gi Farmoniga muvofiq oliy ta'lim tizimini yanada takomillashtirish, yuqori malakali mutaxassislar va ilmiy kadrlar tayyorlashni yaxshilash, shuningdek, respublikaning barcha mintaqalarini ular bilan yana ham to'laroq va bir tekisda ta'minlash maqsadida Respublikadagi qator pedagogika institutlariga universitet maqomi berildi[2].

Ta'lim sohasida islohotchilik jarayonlarini xalqaro miqyosda va mamlakatda to'plangan tajribaga tayangan holda amalga oshirishga harakat qildi. Ta'lim sohasini isloh qilishda uchta muqobil yo'nalishlar haqidagi fikrlar o'rtaga tashlandi. Birinchi yo'nalish – "mobilizatsiyalashgan yo'nalish" deb ataldi. Bunda yorib o'tish strategiyasi nazarda tutilib, ta'lim va kadrlar tayyorlash sohasida muammolarni hal qilish imkoniyati bo'lsada, uni mamlakatdagi ichki siyosiy vaziyatdan kelib chiqib qo'llash kutilgan natijani bermasligi ravshan edi. Bu davrda davlat bozor iqtisodiyotiga o'tish sharoitida ta'lim islohoti uchun yetarli mablag' ajratishga tayyor emas edi. Ta'lim tizimining faqat muhim elementlari saqlab qolinishini ta'minlab beruvchi ikkinchi, ya'ni "minimal" yo'nalishni tanlash ham jamiyat rivojiga tahdid solishi tabiiy edi. Ko'plab mamlakatlarda sinovdan o'tgan ushbu strategiya ta'lim sohasida milliy darajada tejash siyosatini qo'llashni nazarda tutdi. Bu yo'nalish ijtimoiy rivojlanish muammolarining yechimini topishda muddatini kechiktirish siyosatini ilgari surib, o'z oldiga, birinchi navbatda, yangi sharoitga moslashishni inobatga olgan, modernizatsiyadan voz kechgan konservativ yo'nalish edi[3].

Mirzo Ulug'bek nomidagi O'zbekiston Milliy Universitetining Tarix fakulteti bu borada yetakchi ilmiy maskan hisoblanadi, negaki ushbu dargoh ham o'quv ishlari orqali ta'lim ham ilmiy faoliyatni yurutib borish kabi muhim vazifani bajaradigan dargoh hisoblanadi. Mustaqillikning ilk yillaridayoq mamlakatning barcha sohalarida bo'lgani kabi Oliy ta'limda ham keng qamrovli islohotlar boshlandi. Bu paytda Tarix fakultetida O'zbekiston xalqlari tarixi, Yangi va eng yangi tarix, Siyosiy partiyalar tarixi, Etnografiya, Qadimgi dunyo va o'rta asrlar, O'rta Osiyo Arxeologiyasi, Madaniyat tarixi va nazariyasi nomli kafedralar faoliyat yuritayotgan bo'lib, ularning o'quv-uslubiy ishlarni olib borishda bir qator muhim vazifalarni bajarish zarurligi belgilab olindi[4].

O'zMU Tarix fakultetida ham milliy tariximizni ochib beradigan bir qator fanlarni yangi o'quv fanlari sifatida hayotga tatbiq etildi. Bir qator yangi fanlar Buyuk Ipak yo'li va uning jahon tarixida tutgan o'rni, Sharq allomalarining ilmiy merosi, O'rta Osiyo tariqatlar tarixi hamda Amir Temur va Temuriylar davlati kabi boshqa bir qator fanlar o'quv jarayoniga kiritildi. Faoliyat olib borayotgan har bir kafedra o'z ish dasturlari va rejalariga ko'ra milliy tariximizni ochib berish va amalga oshirish kabi vazifalarni bajarishni davom ettirib bordilar. O'quv rejadagi fanlardan birgina O'zbekiston tarixi uchun 400 soat ajratilib uning mazmun mohiyatini yosh talabalarga yetkazish asosiy maqsad qilingan[5].

Fakultetlararo O'zbekiston tarixi kafedrasi (O'zbekistonning eng yangi tarixi) 1993 yil noyabar oyida ikki - gumanitar va tabiiy fakultetlarda O'zbekiston siyosiy tarixini o'qitish kafedralarining birlashuvidan tashkil topdi. 1993-1994-o'quv yilida Tosh DU (hozirgi Mirzo Ulug'bek nomidagi O'zbekiston Milliy Universiteti) rektorning 1994-yil 28-fevral buyrug'i asosida "O'zbekiston tarixi" kursining 2-yarmi (Turkistonni Rossiya tomonidan bosib olinganidan boshlab) mazkur kafedra o'qituvchilari tomonidan o'qitildi.

1992-1993-o'quv yilining oxirida kafedra jamoasi tomonidan „O'zbekiston tarixi kursining ikkinchi qismi uchun dastur tuzildi va 1993-yil 2-iyunda bo'lib o'tgan kafedra majlisida muhokama qilindi. Olib borilgan shu kabi qator o'quv-uslubiy ishlardagi yangiliklar milliy tariximizga bo'lgan yondashuv va talqinni qay darajada aniq va batafsil ochib berdi.

"Yevroosiyo xalqlari tarixi" kafedrasi tarkibida 1 nafar professor, 8 nafar dotsent, 1 nafar katta o'qituvchi kafedra rejasida belgilangan o'quv amaliy mashg'ulotlarni olib bordi. 1993-1994-o'quv yilida kafedra o'qituvchilarining o'quv yuklamasi 786 soat hajmida rejalashtirilgan bo'lib, mazkur reja bo'yicha yil davomida ma'ruzlaar, o'quv-amaliy mashg'ulotlar deyarli to'liq hajmda bajarildi. Kafedra ixtisosligi bo'yicha 38 ta diplom ishlari himoya qilindi. Kafedra o'qituvchilaridan dots.N.A.Abdurahimova, dots.M.M.Babajanova, dots.G.V.Machin, K.T.Utepovlarning umumiy va maxsus kurslari dasturlari har tomonlama tahili etilib, o'qish sifatini va saviyasini oshirishga initildilar[6].

Fakultet olimlari tomonidan Buxoro va Qashqadaryo viloyatlarida dala materiallari to'plandi. Kafedralarning ham o'quv-uslubiy ishlarni tashkil qilinishida ham nomlanishida ham sekinlik bilan o'zgarishlar asosida isloh qilib borildi, negaki barcha sohalarida bo'lgani kabi milliy davlatchilik tarixi va uni talqin etilishiga oid yangidan-yangi izlanishlar olib borilishi natijasida faoliyat olib borgan kafedralarning nomlanishida o'zgarishlar kuzatiladi.

"Yangi va eng yangi tarix" hamda "Osiyo va Afrika mamlakatlari tarixi" kafedralari birlashgandan so'ng 1995-1998-yillarda t.f.d., professor T.S.Sattorov – "Yangi va eng yangi tarix" kafedrasi mudiri vazifasida foliyat ko'rsatdi. Fakultetning ba'zi kafedralari ya'ni, "Qadimgi dunyo va o'rta asrlar tarixi", "Yevroosiyo tarixi" "Osiyo va Afrika mamlakatlari tarixi" hamda "Yangi va eng yangi tarix" kafedralari birlashib, 1998-yildan "Jahon tarixi" nomi bilan atala boshlandi[7].

Mamlakatimizda olib borilayotgan barcha jabhalardagi islohotlar, ta'lim tizimini ham chetlab o'tgani yo'q, olib borilayotgan islohotlar oliy o'quv yurtlarining faoliyatini yanada takomillashtirishga xizmat qildi.

Universitetning Arxeologiya kafedrasida bir necha fanlar bo'yicha o'quv, uslubiy, ilmiy uslubiy, ilmiy-tadqiqot ishlari, shuningdek ilmiy va ilmiy-pedagogik kadrlar tayyorlash, malaka oshirish va qayta tayyorlash hamda tashkiliy, ma'naviy-ma'rifiy va tarbiyaviy ishlar amalga oshirib kelindi. Bundan tashqari talabalarning bilim va saviyasini oshirib borish uchun fakultetning mavjud kafedralari o'zlarning yo'nalishlariga mos bo'lgan ta'lim muassasalari yoki davlat idoralari bilan hamkorlik aloqalarini yo'lga qo'yish kabi ishlar ham fakultetda olib borilgan o'quv jarayonlarining tashkil etilishi hamda uning mazmuni qay darada ekanligidan dalolat beradi. Arxeologiya ta'lim yo'nalishi fanlarini o'qitish tizimida ixtisoslik fanlari, qator maxsus kurslar, bakalavr va magistratura yo'nalishlarida talabalarning tanlovi asosida o'qitish yo'lga qo'yilgan. Arxeologiya kafedrasida bilan ishlab chiqarish korxonalari o'rtasida o'zaro hamkorlik shartnomalari tuzildi va ularning samaradorligini ta'minlash uchun arxeologiya bakalavriat ta'lim yo'nalishi va mutaxassisligi bitiruvchilarining ishlab chiqarish amaliyotini tegishli korxona va tashkilotlarda tashkil qilish quyida tegishli shartnomalar imzolandi. Jumladan, Arxeologiya kafedrasida Qarshi Davlat universiteti bilan "O'quv, ilmiy-tadqiqot va ishlab chiqarish sohasidagi hamkorlik" to'g'risidagi ikki tomonlama shartnoma, O'zbekiston Respublikasining Madaniyat va sport ishlari bo'yicha vazirligi bilan "Arxeologik yodgorliklarni saqlash va ilmiy tadqiqot faoliyati yuritish" to'g'risidagi ikki tomonlama hamkorlik shartnomasi, O'zbekiston Davlat san'at muzeyi bilan "Yodgorliklarni saqlash, restavratsiya ishlari, muzeylashtirish" to'g'risidagi ilmiy-tadqiqot faoliyatlari yuritish masalalarida ikki tomonlama hamkorlik shartnomasi, Kentsoy agrosanoat va biznes kasb-hunar kolleji Ijtimoiy gumanitar fanlar kafedrasida bilan 2011-2016-yillarga mo'ljallangan o'quv, o'quv-metodik, ilmiy tadqiqot va ma'naviy-ma'rifiy sohalarga oid hamkorlik shartnomalari tuzildi.

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XIX ASR OXIRI XX ASR BOSHLARIDA O'ZBEK ADABIYOTINING OTASHQALB NAMOYANDALARI

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"Tarix va ijtimoiy fanlar" kafedrasida o'qituvchisi

XIX asr ikkinchi yarmi XX-asr boshlarida yashab ijod qilgan yirik shoirlar va yozuvchilar o'z ijodlarida xalq dardini , davrning dolzarb muommolarini aks ettirishga harakat qilganlar. Ular orasida Muqimiy, Furqat, Zavqiy, shoira Anbar otin Abdulla Qodiriy va boshqalarning ijodini alohida ajratib ko'rsatishimiz mumkin. Ubaydullo Solih o'g'li Zavqiy, shoir ijodining dastlabki davriga oid sherlari jumlasiga uning "Chekib xasrat demish xon shahri ho'qandimdan

ayrildim" misrasi bilan boshlanadigan 7 band 35 misralik bir muxammasi, "Qarz", "Pashshalar" radifli o'zbekcha g'azallarini kiritish mumkin. Zavqiy siyosiy lirikalar, o'tkir satiralar bilan bir qatorda davom etib kelayotgan adabiy an'anlarga muvofiq ishq muhabbat go'zallik mavzularda ham sherlar yozgan. Shoir o'zining ishqiy sherlarini ijod etishda Muqimiy, Furqatlar kabi Alisher Navoiy ijodiga ergashadi, U ilohiy ishq muhabbatni emas chin muhabbatni kuylaydi. Uning "Oromijon", "Kimga dey", "Ey Nasimi" muxammaslari va boshqa g'azallari shunday sherlardandir. Zavqiyning "obid mingboshi haqida hajv" (1906), "Shoh inoyat qo'rboshi" (1908) kabi satiralari, "Kajdor maraz ey zamona" (1905), "Kam suxanlik" (1912-1913), "Qahatlik" (1916), "ajab emas" (1916) kabi siyosiy lirikalarida avvalgilarga qaraganda ozodlik kelajakka umid bilan qarash g'oyalari kuchlidir.

Aynan shu davrda yashab ijod qilgan adabiyotni rivojlanishida katta hissa qo'shgan demokrat shoir Anbar otindir. Uning ijodini o'rganadigan bo'lsak shoiraning g'azallarida asosan mahallaning mushtipar, kambag'al ayollarining ayanchli taqdiri orzu-umidlari, baxtsiz sevgilari kuylanar edi. Shoiraning ijtimoiy siyosiy mazmundagi "Qoralar falsafasi" nomli risolasida ham mazkur davrda ayollarga nisbatan olib borilgan jabr zulmi va ularni to'rt devor ichkarisida kechirayotgan qayg'u g'amga to'la hayotini qoralaydi.

Shoiraning lirik qahramoni sog'lom, zakovatli otashin qalb egasi zamondan zulm ko'rgan tahqirlangan, ammo mag'rur o'zbek ayolidir. Bu o'zbek ayolining ilm-ma'rifat olish u yoqda tursin, yoruq dunyoni ko'rishga ham haqqi yo'q edi. Bu ayollar taqdiridan ta'sirlangan shoir o'zbek ayolini g'aflet uyqusidan uyg'onishga o'z haq-huquqi uchun kurashga da'vat qiladi. Asar oddiy qog'oziga yozilgan, avtograf hajmi, 43 bet 1966-yil shariat muxlisi G'ofur hasanov (vositasida) Leninoboddan shoiraning yana bir kichik bir sheri to'plamchasi topilgan bo'lib, sherlar "xurufi xijo" uslubida yozilgan, ya'ni har bir arab alifbosidagi harfga bir sher bag'ishlangan. Anbar otinning o'zi uni "Yakka baytlar deb ataydi

XX asr yangi o'zbek adabiyotining ulkan namoyandasi, o'zbek romanchiligining asoschisi 20-yillardagi muhim ijtimoiy-madaniy jarayonlarning faol ishtirokchisi Abdulla Qodiriydir. Uning ilk ijod namunalari hisoblangan "To'y", "Ahvolimiz", "Millatimga", "Fikr aylagil" sherlari, "Baxtsiz kuyov" drammasi, "Juvonboz" hikoyasi kabi asarlari millatparvarlik ma'rifatparvarlik ruhida yozilgan bo'lib jadidchilik g'oyalari bilan sug'orilgandir. Adibning yana bir bebaho ijod namunasi bo'lgan "Jinlar bazmi" hikoyasidir. Bu kitobda ikki hikoya "Jinlar bazmi" va "Uloqda" kiritilgan bo'lib ularda xalqimizning milliy urf odatlari, sehirli hodisalar haqida tasovvurlar mahorat bilan tasvirlangan. Mazkur kitob adib tug'ilgan kunining 110-yilligiga bag'ishlab chop etilgan. Adib tomonidan bu hikoya 1915-yilda yozilgani va unga ortiqcha o'zgarishlar kiritilmagani aytib o'tilgan.

O'zbek demokratik adabiyoti asoschilaridan biri bo'lgan Muqimiy ijodiga to'xtaladigan bo'lsak U yashab ijod etgan davr adabiy hayoti murakkab edi. Bunday muhit Muqimiy ijodiga kuchli ta'sir ko'rsatdi. O'zbek adabiyotida demokratik yo'nalishning vujudga kelishi va shakllanishi, Muqimiy nomi bilan bog'liq. U boshliq Furqat, Zavqiy, Avaz, Komil kabi ilg'or fikrli shoirlar o'z adab tarixida yangi sahifa ochdilar. Muqimiy lirikasi chuqur optimism bilan sug'orilgan, hayotiylik ushbu lirikaning asosiy va yetakchi xususiyatlaridan. Muqimiy real muhabbatni insanni kuylagan. U lirik shoir. Muhabbat mavzusi uning lirikasida asosiy o'rin tutadi. "Oshiq bo'libman", "Ayrilmasun", "O'zim har joydaman", "Aqlu xush uchdi boshimdan..." kabi sherlari bunga misol.

Muqimiy hajv yo'nalishida ham ijod qilgan bo'lib uning hajviyoti satira va yumorga bo'linadi. Satiralar chor amaldorlari, ayrim mahalliy boylarning, kirdikorlari ochib tashlangan. "Tanobchilar", "To'y", "Moskovchi boy tarifida", "Hajvi Viktor boy", "Voqeani Viktori" kabilar shular jumlasidandir. Uning "Saylov", "Dar mazammati zamona" va boshqalarda o'lkaga kirib kelayotgan kapitalistik va g'ayri axloqiy munosabatlar hamda ularning oqibatlari ko'rsatilgan. Muqimiy turli shahar va qishloqlarga qilgan sayohatlari taassurotlari asosida 4 qismli

“Sayohatnoma” asarini yozdi. Asar yengil o'ynoqi vaznda yozilgan, 4 misrali bandlardan tashkil topgan. Unda xalq turmushining og'irligi, qishloqlarning vayronaligi realistik tasvirlangan.

Muqimiy ijodini o'rganish, asarlarini to'plash va nashr ettirish U hayot davridayoq boshlangan. Dastlab Ostroumov “Devoni Muqimiy” to'plamini (1907) nashr qilgan, so'ng 1910-1912-yillarda “Devoni Muqimiy maa hajviyot” nomi bilan asarlar to'plami bosilgan. Keyingi davrlarda G'ofur G'ulom, Oybek, X. Zarifov, H. Yoqubov, H. Razzoqov, G'.Karimov, A.Xayitmetov va boshqalar Muqimiy ijodini tadqiq etganlar. Sherlaridan namunalar chet tillariga tarjima qilgan. Farg'ona viloyatidagi shaharcha, Toshkent ko'chalaridan biri, O'zbek davlat musiqali drama teatri Muqimiy nomi bilan ataladi. Shoir haqida Sobir Abdulla “Mavlono Muqimiy” romani va “Muqimiy dramasini yaratgan. Muqimiyning aksaryat g'azallari ashulaga aylangan. Muqimiy bilan birga Furqat ijodiga ham to'xtalishimiz mumkin chunki bu ikki buyuk shaxs bir davrda yashab ijod qilgan.

O'z xalqining atoqli farzandi olovliqalb shoir va mutafakkir Zokirjon Xolmuhammad o'g'li Furqat undan bizgacha yetib kelgan ko'plab asarlarda el dardi, mehnatkash aholi hayoti ona yurt sog'inchini tasvirlab yozadi. Bugungi kunga qadar Furqatning 1959-yilda nashr etilgan ikki tomlik “Tanlangan asarlar”ning birinchi tomida chop etilgan tojik tilidagi birgina g'azali kutboxnolarga ma'lum edi. Bu g'azal yetti baytdan iborat Ushbu asarda Furqatning “Adashganman” radifli g'azali hamda “Ayrilib qoldim” kabi radifli g'azallari mavjud bo'lib, “Adashganman” gazalida g'ariblik, musofirlik to'g'risida so'z boradi.

Furqatning yoshlik yillari Qo'qonda Said Muhammad Xudoyorxon hukmronligi davrida o'tdi. Qo'qonxonligining oxirgi yillarida bo'lib o'tgan toj-taxt uchun kurash ikkinchi tomondan rus bosqinchilarini yurtga hukmronlik qilish yo'lida amalga oshirgan ishlari va shunga o'xshash tartibsizliklarni o'z ko'zi bilan ko'rgan hamda xalq dardini his etgan edi. Shu boisdan Furqat o'z xotirasida o'rnashib qolganbu iztrobli voqealarni qayta-qayta mushohada etgan, shu munosabat bilan qo'lga qalam olgan, bu xususida yaratigan o'z asarlarinigina emas, balki hamkasb shoir do'stlari tomonidan bitilgan asarlarni ham o'quvchilarga yetkazish yo'llarini izlab topgan.

Dastlab U Qo'qonlik shoir do'sti Mulla Sodiqli Kotibning “o'ldi” radifli yuz misradan iborat muxammasini, sal keyinroq “Muxammas Muhammad Xudoyorxon tilidan” sarlovhali salmoqli muxammasini “Turkiston viloyatining gazet”i muharriri N.Ostroumov hamda shu gazeta hodimi, taniqli o'zbek ma'rifatparvari Sattorxon Abdug'offorov yordamida ruscha so'zma-so'z tarjimasini kirish so' va izohlari bilan “Rossiya arxeologiya jamiyati sharqshunoslik bo'limi “Axborot” ida poytaxt Peterburgda chop ettirishga muvaffaq bo'lgan edi. Keyinchalik 1903-yilda 9-iyunda “Turkiston viloyatining gazet”ida “Qasida” sarlovhasi ostida nashr etilgan yerik asarning katta bir qismi Qo'qon xonligini so'ngida ro'y bergan fojealar tasviriga bag'ishlangan. XIX asrning ikkinchi yarmidagi o'zbek nasrining eng yaxshi namunalaridan biri bo'lmish “Sarguzashtnoma” esa mustaqil qo'qon xonligining rus mustamlakasiga aylanishiga olib kelgan o'sha dahshatli voqealar keng tasvirlangan. Yuqoridagi asarlardan tashqari Furqat Qo'qonxonligining eng oxirgi hafta va oylari tasviriga bag'ishlangan maxsus kitob ham yozgan. Lekin bu asar tadqiqotchilar qo'lga tushmaganligi sababli undagi voqealar va shaxslar haqida ham, asarning nasr yoki nazmda bitilganligi haqida ham hech qanday ma'lumotlar topilmagan.

Zokirjon Furqat turli janrlarda sherlar yozishi, badiiy ijodda yuksak pog'onalarga ko'tarilishi bilan barobarida ijtimoiy hayotda ham katta ahamiyatga ega bo'lgan ishlarni amalga oshirdi. U iqtisodiy masalalarda ham fikr yuritib qalam tebratgan. Ayniqsa shoir arxeologik qazilmalar, topilmalar haqida bir necha maqolalar yozib o'zining tarixdan ham chuqur bilimga ega ekanini namoyish etdi. Shoir 1891-yilda Toshkent Samarqand shahriga borganida u yerda yashovchi, arxeologiya qazilmalari va topilmalar bilan qiziquvchi, bilimdon Mirzo Buxoriy uyida bo'lib uning tarixiy obidalar topilmalarni yig'ib ularni ko'z qorachig'iday saqlab yurganligini maroq bilan tasvirlaydi.

Xullas o'zbek adabiyoti o'zining ana shunday o'lmas tarixiga ega bo'lib, bugungi kunda ham o'z ahamiyatini yo'qotmagan aksincha yoshlarni bilim olishida, izlanishlarida muhim manba bo'lib xizmat qilib kelmoqda. O'zbek adabiyotini jahon yuzini ko'rishida hizmat qilgan adiblarimiz hamisha o'zbek xalqi uchun barhayotdir. Shu sababdan ham O'zbekiston Respublikasi prezidentining 2017-yil 18-aprelda "Alisher Navoiy nomidagi O'zbekiston Milliy bog'i hududida Adiblar xiyoboni barpo etish to'g'risida"gi qarori imzolandi. Mazkiur qaror ijrosi doirasida Alisher Navoiy nomidagi O'zbekiston Milliy bog'ida keng ko'lamli bunyodkorlik ishlari amalga oshirildi.

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TURKISTONGA ROSSIYA IMPERIYASI AHOLISINING KO'CHIRIB KELTIRILISHI

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Annotatsiya. Mazkur maqolada Turkistonni mustamlaka qilgan Rossiya imperiyasi aholisining ko'chirib keltirishi aks ettirilgan, O'lkaga rus aholisining ko'chirib keltirilish yo'li bilan o'lkani ruslashtirish harakatini qonunan mustahkamlab, unga qonunan tus berdi, Turkistonda mustamlaka ma'muriyati bundan avval bu sohada o'z holicha ish tutgan bo'lsa, endilikda mahalliy aholi yerlarini tortib olish bevosita markaz tomonidan boshqariladigan bo'ldi.

Kalit so'zlar: Turkiston general gubernatorligi, chorizm, aholi, o'lka, dehqon, rus aholisining o'lkaga ko'chib kelishi, mustamlakachilik harakati, nizom.

Rossiyaning Turkistondagi mustamlaka siyosati asosida o'lkani ruslashtirish g'oyasi turgani uchun rus nufusini Turkistonda muntazam ko'chirib keltirish mustabid hokimiyatning doimiy e'tiborida bo'ldi. XIX asrning oxirlarida o'lkada 116 rus posyolkasi qurilib, ularda 70745 kishi istiqomat qilgan. XX asr boshiga kelib Turkistondagi rus aholisining soni 197420 kishiga yetib, ularning aksariyati hozirgi Qozog'iston va Qirg'iziston hududida joylashgan edi. Birgina Pishpak tumani (uyezdi) dagi rus posyolkalariga oid jadval bu haqda yaqqol tasavvur beradi.

Tadqiqotchilar tomonidan tuzilgan yana bir jadvalda Rossiyadan Yettisuv va Sirdaryo viloyatlariga 1896-1914 yillar davomida ko'chib kelganlar va yana o'z yurtlariga qaytib ketganlar haqida qiziq ma'lumotlar keltiriladi.

Bu ma'lumotlar tahlili shuni ko'rsatadiki, Turkistonga kuchib kelgan rusiy zabon aholining mutlaq ko'pchiligi o'lkada muqim qolib ketishgan. Buning asosiy sababi chorizmning ular uchun bu yerda qulay shart-sharoitlar yaratib berganligi edi.

Rus amaldorlaridan biri ko'chib kelgan rus dehqonlarining ahvoli tub yerlilarnikidan yuqori bo'lgani sabablarini e'tirof etgan barcha rus posyolkalarida ko'chib kelganlar qirg'izlar hisobiga e'tirof etgan holda shunday deb yozgan: « Turkiston o'lkasining barcha rus posyolkalarida ko'chib kelganlar qirg'izlar hisobiga va ular mehnati bilan kun kechirishadi ».

U 1906 yilda O'sh uyezdi Pokrovskoye qishlog'ida o'ziga to'q rus kishilari yaylov va jamoa ixtiyoridagi o'tloqni mahalliy aholidan tortib olgan. Andijon tumani Kugart volostida esa kelgindilar tub joy aholining yerlarini zo'rlik bilan egallaydi. Aholi ular ustidan shikoyat

qilganda esa Ko'chiruv mahkamasi amaldorlari rus dehqonlari tomonida turib, ularning manfaatini himoya qilishadi. Zo'ravonlik shu qadar kuchayib ketdiki, hatto Turkiston general-gubernatori Grodekov, uning yordamchisi general Kondratovich, Yettisuv viloyati harbiy gubernatori general-mayor Ivonovlar Ko'chiruv mahkamasi boshlig'i Veletskiyning o'zboshimcha harakatlariga chek qo'yishni talab qilib, Peterburgga telegramma yuborishadi. Ammo markaz teskari ish tutib, avvalo general Ivonovni iste'foga chiqardi, sung Grodekov va Kondratovichlarni lavozimlaridan chetlatib, Peterburgga chaqirtirib olindi. Yangi general-gubernator Mishchenko, Ziroat va davlat mulklari boshqarmasi boshligi Lazarevskiy Ko'chiruv mahkamasi faoliyatiga chek qo'yishga intilishganda ular ham vazifalaridan chetlatildi. Birgina Ko'chiruv mahkamasi boshlig'i kollej maslahatchisi Veletskiy uchun Peterburgning oliy doiralari undan bir necha barobar yuqori martabali to'rt general va 2 status-maslahatchining bahridan o'tdi.

Ko'rinib turibdiki, ayniqsa Yettisuv viloyatida rus kelgindilari salmog'i kuchli edi. Bu viloyatda mahalliy aholining 4193,5 ming tanob yeri musodara qilinib, undan 667,2 ming tanob yer kazak qo'shinlari ixtiyoriga berilgan edi. 1912 yilga kelib Turkiston o'lkasida foydalanishga yaroqli 17,6 mln tanob yerning 4193,5 ming tanob yeri musodara qilinib, undan 667,2 million tanob yerning 11,7 million tanobi davlat o'rmon xo'jaligi ixtiyoriga berildi.

Turkiston o'lkasida eng yirik zamindor rus imperatori Nikolay II ning oilasi edi. Mari viloyatining Bayram Ali tumanida 104 ming desyatina eng yaxshi sug'oriladigan yerdan Murg'ob davlat imeniyasi tashkil etildi. Rus kelgindilari o'zlariga berilgan yerlarning to'la xo'jayinlari bo'lib olib, bu yerlarni meros tariqasida qoldirishlari mo'mkin bo'lib qoldi.

1908-1910-yillarda o'lkani taftish qilgan markaz vakili senator graf K.K Palen Turkistondagi rus hukmronligining asosiy vositasi o'lkada o'ziga to'q rus dehqonlarini ko'paytirish deb hisobladi, Senatorning fikricha, ana shunday dehqonlar imperiya bilan mustamlakani o'zaro bog'lovchi va yaqinlashtiruvchi ishonchli unsur bo'lib qoldi.

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ЎЗБЕКИСТОН ҚИШЛОҚ ХЎЖАЛИГИДАГИ ИЖТИМОЙ ВА ИҚТИСОДИЙ ЎЗГАРИШЛАР (XX АСР БОШЛАРИДА)

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АННОТАЦИЯ: Ушбу мақолада Қашқадарё қишлоқларида советлар томонидан амалга оширилган ижтимоий ва иқтисодий ўзгаришлар, қулоқлаштириш, жамоалаштириш сиёсати ва унинг натижалари, аҳолининг ижтимоий қатламлари орасида ўзаро қарама-қаршилиқлар, хусусан аҳоли ижтимоий ҳаётига оид фикр-мулоҳазалар билдирилади.

Калит сўз: Қишлоқ, совет ҳукумати, аҳоли, ижтимоий, якка деҳқон хўжалиги, йирик ер эгалари, хусусий ер, хўжалик, экин, чорва.

Кириш. Ўзбекистонда амалга оширилган коллективлаштириш сиёсати аввало қишлоқ ижтимоий қиёфасининг тубдан ўзгаришига олиб келган. Аввалги тузум даврида

катта мавқега эга бўлган йирик ва ўрта ер эгалари, амир амалдорлари, мусулмон руҳонийлари каби табақалар фаолиятига чек қуйилган. Мазкур ижтимоий қатламлар совет ҳокимиятининг дастлабки йилларида қисман бўлсада, ўз мавқеини сақлаб қолишга ҳаракат қилсаларда, XX аср 20 - йилларининг иккинчи ярмидан бошлаб, кескин таъқибга учраган. Улар ўзларининг асосий даромади манбаи ҳисобланган хусусий ер, вақф мулклари ва давлат ёрдамидан мосуво бўлган. Дастлаб эндигина барпо этилаётган совет ҳукумати эски ижтимоий тузилманинг деҳқонлар, косиблар, хунармандлар, савдогарлар қатламига тегинмай, улар майда ва ўрта мулкдорлар синфини ташкил этган. Ўзбекистонда қишлоқ аҳолисининг деярли барчасини якка тартибдаги деҳқонлар ташкил этган. Бу даврда кўплаб якка деҳқон хўжаликларининг хонавайрон бўлиши натижасида 1918 йилга нисбатан 1920 йил охирида деҳқончилик 30 фоизга, 1922 йил бошларида 40 фоизга пасайиб, натижада экин майдонлари ҳам қисқарган[1] ва аҳоли турмуш шароити кескин ёмонлашган.

Кооперация ҳаракатида ҳам якка деҳқон хўжаликларининг ўрни катта бўлиб бу хўжаликларнинг катта қисми кооперацияларга бирлашган эди. Якка деҳқон хўжаликлари ўзларининг хусусий ерида қаттиқ меҳнат қилиб, ҳамма нарсани тежамкорлик билан ишлатган. Имкон қадар даромадни кўпайтиришга ҳаракат қилган. Бу жараён совет ҳукумати ва партия раҳбарларини ташвишга солиб, гуё-ки, якка деҳқон хўжаликларини мулкдор синфга айланиш хавфини келтириб чиқариб бунинг олдини олиш мақсадида совет ҳукумати якка деҳқон хўжаликларини йириклаштириш тадбирини олиб борган.

Оғир сиёсий вазият, иқтисодий инқироз туфайли қишлоқ хўжалиги ҳам таназзулга учраб, қурғоқчилик, қишлоқдаги сиёсий қарама-қаршиликлар экин майдонларини қайта ишлашга тўсқинлик қилган. Қолаверса, хонавайрон бўлган кўпчилик деҳқон хўжаликларида ерга қадаш учун уруғ, боқиш учун чорва моллари мавжуд эмас эди. Бундай ҳолат вазиятни янада оғирлаштириб, аҳоли турмуш шароитининг ёмонлашувида муҳим омил бўлиб хизмат қилган.

Мавзуга оид адабиётлар шарҳи. Ўзбекистоннинг бошқа ҳудудларида бўлгани сингари Қашқадарё воҳасида ҳам очарчилик аҳолига доимо хавф солиб турган. Хирмондан 1-2 кг. дан олган деҳқонлар ҳам қамалган. Ҳолбуки, деҳқонларнинг болалари хонадонларида оч ҳолатда яшашган. Жамоа хўжаликлари аъзолари очарчилик туфайли чорва молларини суйган ёки сотиб юборган. 1936 йил 3 октябрда округ милицияси бошлиғи Воробьёв юқори органларга ғалла ҳосили бермаганлиги туфайли Бехбудий район жамоаси хўжаликлари аҳолиси колхоз иш ҳайвонларини сотиш оммавий тус олганлигини хабар қилган. Масалан, Кўчкак қишлоқ советидаги "Тулистон" колхозида 6 та от ва 4 та хўкиз сотилган. Охунбобоев, "Қизил деҳқон" колхозларида ҳам шу ҳолатлар аниқланган, чунки давлат томонидан аҳолининг озиқ-овқат истеъмол даражаси диярли қизиқтирмаган.

Умуман аҳолининг ижтимоий турмуш шароити оғирлашиб борган. Совет давлати ваъда қилган агротехника секин оммалашиб, ғаллачиликда ҳосилдорлик пасайган, озиқ-овқат истеъмол даражаси ёмонлашган.

Далада асосан хотин-қизлар меҳнатидан фойдаланилиб, ваъда қилинган 8 соатлик иш кунига амал қилинмаган. Пахта яккахонлигининг ўрнатилиши кучли озиқ-овқат танқислигини келтириб чиқарган. Полиз ва боғдорчилик экин майдонлари ўрнига пахта экилиши туфайли картошка, пиёз, сабзи, мева-сабзавотлари билан аҳолини таъминлашда қисман бўлса-да, муаммолар келиб чиққан.

Аҳоли совет ҳукумати вакиллариининг зулмидан безиб озиқ-овқат топиш илинжида ўзлари яшаб турган жойларини ташлаб бошқа жойларга кўчиб кетишган. Масалан, 1936 йили ноябрда округ партия қўмитаси томонидан Деҳқонобод райони жамоаси хўжаликлари фаолиятини ўрганиш учун юборилган Киньшаков "Деҳқонобод райони

жамоа хўжаликларидаги сиёсий-оммавий ва маданий ишлари ҳолати тўғрисида”ги ҳисоботида хўжаликларнинг оғир аҳволи ҳақида маълумотларни келтирган. Ҳисоботда таъкидланишича, райондаги Ворошилов жамоа хўжалигидаги 72 та хонадондан фақат 29 таси қолган. Иккита қишлоқ, ҳатто раис ҳам уй жойларини ташлаб, чиқиб кетган. Колхоздаги 80 та хўкиздан 36 таси қолган. Районнинг “Қизил Шарқ” колхозида 3-5 та хонадон қолган холос, Қазича, Чечак қишлоқларида ҳам аҳоли ўз жойларини ташлаб чиқиб кетишган. Умуман, район колхозларидан 1439 та хонадон кетиб қолган. Уларнинг кўпчилиги Бойсун ва Туркменистон ҳудудларига бориб жойлашишган[2]. Бу каби ҳолатларни воҳанинг ҳар бир районида учратиш мумкин эди.

Кейинги йиллардан совет давлати ижтимоий соҳага ҳам муайян даражада эътибор қаратиб, бу соҳага давлат бюджетидан ажратиладиган маблағлар кўпайтирилган. Масалан, 1924-1928 йилларда Ўзбекистонда турли соҳаларга жами 30,5 млн рубль капитал маблағ сарфланиб, шунинг 7,3 млн рубли транспорт ва алоқага, 4,8 млн рубли уй-жой қурилишига, 2,8 млн рубли ижтимоий-маданий тадбирлар учун ажратилган[3]. Бу маблағ иқтисодий инқирозга учраган Ўзбекистон учун денгиздан томчидек бир гап эди. Қолаверса уй-жой қурилиши учун ажратилган маблағ, асосан шаҳар ишчилари учун бўлиб, қишлоқларда аҳоли ўз кучи ва имкониятидан келиб чиқиб, пахса ва лойдан кичик-кичик уй-жойлар қуришга мажбур эди. Қишлоқ уйларида ҳеч бир қулайлик бўлмай, улар ярим ертўла кўринишида эди ва санитария талабларига умуман жавоб бермаган.

1935 йил Қашқадарё округ бюджетининг ҳаражат қисми 27312,8 минг рубль, 1938 йили бу 38884 минг рубль эди. Ҳаражатларнинг 80 фоизи таълим, соғлиқни сақлаш, маданият ва ижтимоий таъминотга ажратилган.

Республиканинг областларида амалга оширилган ер-сув ислоҳоти натижасида ер эгалиги муносабатларида ўзгаришлар қилиниб, коллективлаштириш эълон қилинганга қадар қишлоқларда ўрта мулкдорлар асосий кучга айланган.

Якка деҳқон хўжаликлари қишлоқ хўжалигида асосий ишчи кучи бўлиб, етиштирилган маҳсулотлар, асосан уларнинг меҳнати туфайли қўлга киритилган. Улар туфайли аҳоли энг зарур қишлоқ хўжалиги озиқ-овқат маҳсулотлари билан қийин шароитда таъминлаб турилган. Қолаверса, ҳукумат якка деҳқон хўжаликларига пахтачиликни ривожлантирувчи куч сифатида ҳам қараган. 1928 йили улар қишлоқ аҳолисининг 98,8 фоизини ташкил этиб, етиштирилган пахтанинг 98,7 фоизи якка деҳқон хўжаликлари ёрдамида яратилди.

Областда ўрта ҳол деҳқонлар сони бўйича рақамлар таҳлил этилганда, энг кўп ўрта ҳол деҳқонлар Китоб райони ҳисобига тўғри келган бўлса, Бешкент районида энг кам бўлиб, 33 нафар ўрта ҳол деҳқон рўйхатга олинган. Бу даврда қулоқ хўжаликлари қисман бўлсада сақланиб қолган. Масалан, 1930 йил апрелда Бешкент районида 56 га., Яккабоғ районида 49 га., Шаҳрисабз районида 72 га. пахта майдонлари қўлоқ хўжаликларига қарашли бўлган[4].

1930 йил май-июль ойларида Қашқадарё области колхозлари аъзолари орасида “тозалаш” ўтказилган “Тозалашдан” сўнг область колхозлари аъзоларининг ижтимоий таркиби қуйидагича эди: 50 фоиз батраклар, 41,1 фоиз камбағаллар, 6,6 фоиз ўрта ҳол деҳқонлар, 2,3 фоиз хизматчи ва бошқалар. Шунингдек, колхоз бошқаруви таркибида аёллар 6,6 фоизни ташкил этган[5]

ВКП (б) МК 1930 йил 26 июлда “Дон таёрлаш жараёнига оммани сафарбар этишни ташкил этишнинг чора-тадбирлари тўғрисида”ги қарори эълон қилинган. Хужжатга мувофиқ совет органларининг барча тизими дон тайёрлаш жараёнига жалб этиш асосида қулоқларга қарши кураш кучайтирилган. Кимки, дон нархини оширса, уни йўқ қилишга бўлган ҳаракати қаттиқ жазоланиши хусусида ҳам белгиланган. Совет ҳукумати шу даврда ҳар қандай жиноятга нисбатан жазони қаттиқ тайинлаган.

Қашқадарёда 1930 йил дон ҳосилини йитиштириш жараёнида кураш авжига чиққан. Шаҳрисабзда бу даврда ўзбеклар билан бирга тожиклар, яҳудийлар яшаб, улар ўртасида ҳам кичик тўқнашувлар содир бўлган.

Мулқдорлар етиштирган ҳосилни совет давлатининг тортиб олиши туфайли аҳоли моддий турмуши ёмонлашган. Бу эса аҳоли орасида норозиликларнинг кучайишига олиб келган. Масалан, Ғузор бозори далоли Мажид-Диёр 100 пуд ғаллани совет давлатига беришдан кўра чуқурга қўмиб ташлаган. Шунингдек, Ғузорда мулла Рўзи 2000 пуд, Абдужалил бой 3000 пуд, Субҳонқул Примқулов 1000 пуд, Маъруф Оғаев 1000 пуд, Мурод Маъсуд бой 1000 пуд, Ш.Хўжакулов 1000 пуд, Убай Махсум 1000 пуд, Нормурод Хасан бой 1000 пуд ғаллани совет давлатидан яшириб қуйган[6]. Бундай мисолларни ҳар бир қишлоқда учратиш мумкин эди.

Айниқса Қашқадарё областининг лалми ерлари ҳудудларида, чорвачилик бўйича ихтисослашган хўжаликларида совет ҳукуматига қарши жиддий қаршиликлар бўлган. Шу боис, областда жамоалаштириш жараёни ҳудуд аҳолисининг хусусиятидан келиб чиқиб, нотекис ривожланган эди. Агар сувли ерлардаги хўжаликларнинг колхозларга кириш тез суръатларда кетган бўлса, лалми ерларда жуда суст борган.

Колхозлар фаолиятида камчиликлар жуда кўп эди. Кўпчилик колхозчилар саводсиз ва раҳбар кадрлар хўжаликни бошқариш бўйича етарли тажрибага эга эмасди. Колхозларда меҳнат шароити тўғри ташкил этилмаган. Қашқадарё областида пахта экиладиган 5 та райондаги 536 жамоа хўжалигини бошқараётган раислари 247 таси мутлақо саводсиз эди. Шунингдек, қишлоқ советлари раислари 112 та бўлиб, улардан 14 таси ўқиш-ёзишни билмаган. Раҳбарларнинг ҳисоб-китоб бўйича билимлари етарли даражада бўлмаганлиги туфайли колхозларда даромадлар тўғри тақсимланмаган. Шу боис колхозларнинг ўз мақсадларига яраша тақдирланмаганлигига олиб келган. Йиғин-терим жараёнлари узоқ вақтга чўзилган. Қолаверса, бу анъана маҳаллий ҳокимият органлари қишлоқлардаги жиддий ўзгаришларга тайёр эмас эди.

Совет органлари фақат тезликда оммани ёппасига жамоа хўжаликларга киритишдан нарига ўтмади. Совет давлати якка деҳқон хўжаликларини турли йўллар билан тугатиш чора-тадбирларини олиб борган. Йирик ер эгаларини ерларини тортиб олиш, ўзига тўқ хўжаликларни “қулоқ” қилиш, кичик деҳқон хўжаликларига жамоа хўжалигига кириш шарти билан ерларини тракторлар ёрдамида ҳайдаб бериш, турли кредитлар бериш ва солиқ имтиёзларини тақдим этиш усуллари билан тугатган.

Ўзбекистонда 1939 йилдаги аҳоли рўйхатига кўра, аҳолининг 62 фоизини колхозчилар ташкил этган бўлса, 1,2 фоизини якка деҳқон хўжаликлари ташкил этган[7]. Ёппасига коллективлаштириш туфайли якка деҳқонлар колхозчиларга айлантирилган. Ўзбекистонда XX асрнинг 20 - йиллари ўрталарида бошланган коллективлаштириш 30 - йилларнинг охирига келиб деярли тугатилган.

Демак, совет давлати камбағал батрак, ўрта ҳол, бой, руҳоний ва савдогар каби табақалар ўрнига колхозчи ва ишчилар кўринишида янги ижтимоий гуруҳ шакллантирилган. Турмуш шароити ва моддий аҳволининг ёмонлашуви туфайли кўплаб дин пешволари ва бошқа соҳалар, биринчи навбатда, деҳқончилик билан кун кўра бошлаган.

Совет ҳокимияти аёлларнинг жамиятдаги ўрнини ошириш ва улардан тарғибот ишларида фойдаланиш борасида ҳам муайян ишларни олиб борган. Советларнинг III Умумўзбекистон қурилтоида Ю. Охунбобоев маърузасида аёллар фаолиятини ошириш ҳақида гапирган. Қашқадарёда ҳам минг нафарлаб аёллар “Хужум” ҳаракатида “фаол” иштирок этиш бўйича тарғиботлар авж олдириган. Натижада аёллар якка деҳқон хўжаликларини колхозларга жалб этишда асосий кучлардан бирига айланган.

Воҳа аёлларининг жамиятдаги ўрни ортиб, улар паранжиларини ташлаб комсомол ва партия ташкилотларида фаолият кўрсата бошлаган. Масалан, 1928 йили Ғузор

районидан Икрома Қаюмова ва Авазовалар биринчилардан бўлиб паранжи ташлаган. Меҳринисо Жамилова 1925 йилдаёқ комсомол сафига кириб, 1929-1931 йилларда Қашқадарё области комсомол комитети секретари, 1936 йили “Хужум” артели ва Шаҳрисабздаги “Хужум” фабрикаси директори вазифасини бажарган.

1929 йили “Ўзбекпахтасоюз” ташкилоти йўналишида областда 413 нафар хотин-қизлар фаолият кўрсатган. Шу йили майда областда аёллар билан ишлаш масаласига бағишланган йиғилиш бўлиб ўтиб, унда паранжи ташлаб, давлат ташкилотларига ишга чиққан аёллар турли таъқибларга учраётганлиги танқид қилинган. Масалан, Қарши районидан 18 ёшли Рохатбиби Турсунова паранжи ташлаганлиги учун ўлдирилганлиги қайд этилган[8].

Қашқадарё вилояти аёллари турли йиғилишлар ва анжуманларда ҳам фаол иштирок эта бошлаган. Масалан, 1935 йил октябрда Тошкент шаҳрида Ўзбекистон аёлларнинг I-чи съезди ўтказилиб, унда Ғузор районидан Умарова делегат сифатида иштирок этиб, у анжуманда маъруза қилган. Яккабоғ райони Самоқ қишлоғидан Лола Бобоева ҳам қатор анжуманларида делегат сифатида иштирок этган. Лола Бобоева колхоз раислигидан район партия комитети секретаригача кўтарилган. Шунингдек, Бешкент районидан Наврузой Арабова, Садимова, Қарши райони “III Интернациональ” колхоз раиси Бодомой Воҳидовалар партия органлари лавозимларига сайланди. Ўзбекистон бўйича бу даврда 200 минг нафар аёллар раҳбарлик лавозимларига жалб этилган[9].

Совет давлатининг қишлоқ хўжалигини йўлга қўйиш ва ривожлантириш чоратадбирлари натижасида ҳосилдорликни кўтарилишига эришилган. Қишлоқларда 1931 йили колхозчилар қишлоқ хўжалиги маҳсулотларини тайёрлаш режасини 103,7 фоизга бажарган бўлса, камбағаллар 76,6 фоиз, ўрта ҳоллар 74,2 фоиз, қулоқ хўжаликлари 55 фоизга бажарган[10]. Қишлоқ хўжалик давлат режасининг бажарилиши туфайли аҳолининг ойлик ва йиллик даромади ошган. Қишлоқнинг бошқа ижтимоий табақаларига нисбатан колхозчиларнинг даромади анча юқори бўлган. Дон етиштиришга ихтисослашган лалми ер колхозчиларни 130-688 рубль миқдорида даромад олган.

Ўзбекистонда 1931 йили колхозчилар ҳар бир меҳнат кунига ўртача 1 рубль 26 копеекадан ва 2,5 кг дон олган бўлса, 1931 йили 2 рубль 43 копеек ва 2,6 кг дон, 1933 йили 3 рубль 50 копеек ва 4 кг дон олган.

1934 йили хўжаликларда қишлоқ хўжалиги маҳсулотлари етиштириш ҳажми ортиб борган. Масалан, Қамаш райониининг “Намуна” хўжалиги (раиси Рустам Мирзаев) бўйича пахта ҳосилдорлиги 26,5 центнерга кўтарилган. Шу йили колхозчиларга пахта ва ғалладан 12 минг сўм ўрнига 14 минг сўм пул берилди. Ашур Одилов Хушмурод Хўжамуродов, Йўлдош Боботов, Алимардон Норбўтаев 1 бош эчки, 2 пуд буғдой, мевачевалар билан мукофотланган[11]. 1933 йили Қарши райони Й.Охунбобоев номидаги колхозининг ипак етиштириш бўйича етакчиси Хосият Қурбонова меҳнат ҳақи учун 800 пуд дон, 16 метр мато, чиройли ипак рўмол, 5 метр атлас олган.

Шу йили Чироқчи райони Ўрта Чим қишлоғидаги “Коммуна” хўжалигининг даромади 710780 руб бўлиб, ҳар бир хўжаликка 2756 рублдан тўғри келган. Колхозчининг ҳар бир меҳнат кунини учун 3 руб. 40 коп. тўланган. Даромадлар юқори бўлганлиги учун колхознинг капитал қурилиши учун ажратилган маблағи ҳам катта бўлиб, 150 минг рублни ташкил этган.

1934 йили Қарши райониининг “Коммунизм” колхоз раиси Мажид Қурбонов, “Ленинизм” колхоз раиси Чўли Бегимкулов, Китоб райони “Қизил юлдуз” колхоз раиси Жўра Элбоевлар пахта тайёрлаш режасини ортиғи билан бажарилишига жонбозлик кўрсатган. 1935 йил Ўзбекистон илғор колхозчиларнинг II съездида “Қизил юлдуз” колхоз раиси Жўра Элбоев маъруза қилиб, шундай деган: “Бизнинг колхоз

уйсиз камбағаллардан тузилган. Уларнинг илгари на оиласи, на уйи, на буюмлари бор эди". Ж.Элбоев маърузасида колхозни илғор хўжаликлардан бири сифатида таърифлаб, колхозчилар ўз сиғири, қўйига эгалигини, колхозда клуб, чойхона қурилганлигини айтиб ўтган.

Анжуманда колхознинг эришган ютуқлари Ўзбекистон Ер ишлари комиссари Р.Исмоиловнинг маърузасида колхозчи Юсуф Пиримқуловнинг артели хусусида гаприб ўтган. Ю.Пиримқулов 1935 йили колхозда ишлаб 4000 рубль даромад олганлиги айтилган[12].

Тадқиқот методлари. Ушбу мақолада архив материалларидан ва даврий матбуотдан кенг фойдаланилган

Таҳлил ва натижалар. Хуллас, Ўзбекистонда амалга оширилган коллективлаштириш сиёсати қишлоқларнинг иқтисодий ва ижтимоий ҳаётида жиддий ўзгаришларга сабаб бўлди. Бу аввало аҳолини ижтимоий табақаларидаги ўзгаришларда кўзга ташланади. Азалдан ўзбек қишлоқларида мавжуд бўлиб келган хусусий ер эгалари-бойлар, ўрта ҳол деҳқонлар, дин пешволари, савдогарлар, камбағал деҳқонлар, чоракор каби ижтимоий гуруҳлар ўрнига колхозчи ва ишчи табақаси шакллантирилган. Бу даврда хотин-қизлар ижтимоий табақасининг мавқеини кўтариш ва улардан совет ҳукумати манфаатлари йўлида фойдаланиш табдиллари кўрилиши натижасида, мазкур табақа вакиллари совет ва партия ташкилотлари фаолиятида фаоллик кўрсатишган. Аёлларнинг колхозчи, депутат, ўқитувчи сифатида жамиятдаги ўрни ошиб борган.

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OLIY TA'LIM TIZIMINING INKLYUZIVLIK HOLATI TAHLILI

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Kirish. Davlatimizda oliy ta'lim muassalari 2 xil davlat va nodavlat ta'lim tashkilotiga bo'linadi. Ayni bu holat OTMlar o'rtasida sog'lom raqobat muhitini yaratishga xizmat qilmoqda. Ular o'rtasidagi raqobat barcha aholi qatlamlari uchun turli tuman imtiyozlar va xizmatlarni taklif etish bilan cheklanib qolmasligi kerak. Barcha aholi qatlamlari qatorida nogironligi

bo'lgan shaxslar ham inklyuziv ta'limdan baxramand bo'lishi bugungi kun actual muammolaridan biridir.

Tadqiqot mavzusining dolzarbligi shundaki, sog'lom raqobat muhitida turgan barcha OTMlarda tashkiliy va tuzilmaviy faoliyatni amalga oshirishda inklyuzivlikka e'tibor qaratish muhim ahamiyati kasb etadi. Chunki imkoniyati cheklangan aholi qatlami uchun oliy ta'lim bu hayot va mamot masalasidir.

Biz tadqiqotimiz obyekti sifatida ko'zi ojiz shaxslarning savodxonlik darajasi va oliy ta'lim bilan qamrovi holatini ko'rib chiqamiz.

Tahlil va analizlar. O'zbekistonda inklyuziv ta'limning rivojlanish ko'rsatkichlari inklyuziv bandlikni ta'minlashda bevosita bog'liq bo'lib, to'g'ri proportsional bog'lanishga egadir. Ko'zi ojiz shaxslarning banlik holatini tahlil qilishda ularning turli toifalar bo'yicha tarkibini ko'rib chiqamiz.

1-jadval

O'zbekiston ko'zi ojizlar jamiyati hisobida turgan ko'zi ojiz nogironlarning turli kategoriyalar bo'yicha tarkibi (2024-yil 1-yanvar holatida)

	Toifalar	Miqdorda	Foizda
1.	Jami ko'zi ojiz fuqarolar soni	84 143	
2.	Bundan;		
3.	Erkaklar	46 447	55,2
4.	Ayollar	37 696	44,8
5.	I guruh	28 693	34,1
6.	II guruh	38 537	45,8
7.	III guruh	13 359	13,5
8.	16 yoshgacha bolalikdan nogironligi bo'lganlar	5 555	6,6
9.	Brayl yozuvi bo'yicha savodxonligi bo'lganlar	5 901	7
10.	Kompyuter savodxonligiga ega bo'lganlar	8 997	10,7

Ko'zi ojiz shaxslar nogironlik guruhiga qarab mehnat faoliyatini olib borishlari uchun turli darajada to'siqlarga duch kelishadi. Jadval malumotlaridan ko'rinib turibdiki, zamonaviy kasblarga tayyorgalik darajalari, kompyuter savadxonligi past darajani 2024-yil yanvar holatiga ko'ra O'zKOJ hisobiga turuvchi jami ko'zi ojiz shaxslarning 10,7 foizigina baziviy darajadagi bilimga egaligini. Shuningdek, I va II guruh nogironlikka ega bo'lgan ko'zi ojiz shaxslar jamiga nisbatan 80 foizni tashkil etishmoqda. Shunday ekan, ulaarni axborot iste'moli bilan ta'minlash, ilm olish, mehnat ko'nikmalarini rivojlantirish va boshqa qiymatlar beradigan vosita bu brayl yozuvi bo'yicha savodxonlik darajasi maksimalni ya'ni 100 foizni tashkil etishi kerak. Ammo yuqoridagi ma'lumotlar ushbu ko'rsatkichni juda pastligini jamiga nisbatan 7 foiz 5901 kishiga tengligini ko'rsatmoqda. Ayni bu holatlar ushbu toifa shaxslarni mehnat bozorida raqobatbardosh emasligini anglatadi.

Inklyuziv ta'limning dasturlarini keng ko'lamda amalga oshirish yuqoridagi muammolarga yechim hisoblanadi. Shu bilan bir qatorda jamiyatning barcha toifalari uchun quyidagi avzalliklarga olib keladi.

- axborotni o'zlashtirishda zamonaviy vositalardan foydalanish imkoniyati;
- turli ijtimoiy guruhlar o'rtasida integratsiyalashuv jarayonini oson va tez suratlarda amalga oshirishini taminlaydi;
- nogironligi bo'lgan shaxslarning mediasavodxonlik darajasini oshirib, zamon bilan birga hamnafas bo'lishlari uchun zamin yaratadi;
- nogironlik bu – "kasallik" emas balki ijtimoiy tushuncha ekanligi to'g'risidagi dunyoqarashni shakllantirib, turli xil ijtimoiy to'siqlarni bartaraf etadi;
- nogironligi bo'lgan shaxslar uchun shaffof raqobat muhitini yaratib, axborat almashinuv jaroyanini tezlashtirishga xizmat qiladi.

Mehnat bozorida samaradorlik darajasini belgilaydigan yana bir omil ishchi kuchining ma'lumoti ya'ni oliy ta'lim bilan qamrovi holatidir.

2-jadval

Ko'zi ojiz shaxslarning ta'limi va ma'lumotlilik darajasi (2024-yil 1-yanvar holatida)

	Ma'lumoti	miqdorda	foizda
1.	Oliy va undan yuqori	4 825	5,7
2.	O'rta maxsus	8 258	9,8
3.	O'rta	13 991	16,6
4.	Tugallanmagan o'rta	4 118	4,9
5.	Ta'limga qamrab olinmagan	514	0,6

Ushbu jadval ma'lumotlari 2024-yil 1-yanvar holatiga ko'ra O'zbekiston ko'zi ojizlar jamiyati markaziy boshqaruvining manbalari asosida tayyorlani. Keltirilgan foiz ko'rsatkichlari jami ko'zi ojizlar soniga nisbatan chiqarilgan.

Hozirgi kunda raqamli iqtisodiyot sharoitida intellektual mehnat salohiyatiga ega bo'lgan ishchi kuchiga bo'lgan talab ortib bormoqda. Tadqiqotimiz obyekti doirasida ushbu ma'lumoti past darajada bo'lib, oliy va o'rta maxsus ma'lumotga ega bo'lganlar jami ko'zi ojiz fuqarolarga nisbatan 15,5 foizni tashkil etmoqda. Ushbu jadval ma'lumotlari bizga ko'zi ojiz shaxslarni qayta kasbga o'qitish hamda qo'l mehnatiga asoslangan ish joylarini taklif etish kerakligini anglatadi. Ushbu toifa shaxslar mehnat bozorida ham aqliy ham jismoniy Salohiyat darajasidan past ko'rsatkichga ega bo'lganliklari tufayli raqobatbardosh emaslar.

Ko'rish bo'yicha nogironligi bo'lgan shaxslarni ish bilan ta'minlash va bandlik muammosi ko'p qirrali bo'lib, jamiyatning turli jihatlarini qamrab oladi. O'z navbatida, jamiyatning nogironlashish darajasi va nogironlar sonining ko'payishi uchta sababga ko'ra mamlakat farovonligiga salbiy ta'sir ko'rsatmoqda: birinchidan, bu mamlakatning mehnat salohiyatini yo'qotishiga olib keladi, aholining iqtisodiy faolligi darajasi pasayadi, bu esa YaIM va soliq to'lovlari hisobiga tushumlar miqdorining pasayishiga olib keladi; ikkinchidan, nogironlarni himoya qilish va qo'llab-quvvatlash uchun ijtimoiy xarajatlar oshadi, uchunchidan ko'zi ojizlar o'rtasidagi yuqori ishsizlik darajasi YaIM hajmini ortga qolishiga sababchi bo'ladi.

3-jadval

Ko'zi ojiz shaxslarning sohalar kesimida bandlik holati

Sohalar	Yillar	2018	2019	2020	2021	2022	2023
Ish bilan banlar soni		2847	2813	2753	2543	2987	3011
Ishlab chiqarish		1293	1103	1195	1017	1074	771
Ta'lim		438	472	512	652	738	798
Maxsus kutubxona		87	101	107	115	138	142
Boshqa sohalar		1029	1137	939	759	1037	1300

Tahlillardan ma'lumki, ish bilan band bo'lgan ko'zi ojizlarning 2023-yilda qariyb 25,6 foizi ishlab chiqarish tarmog'ida faoliyat yuritgan. Ushbu ko'rsatgich 2018-yilda 45 foizdan yuqoriroqqa teng bo'lgan. 2018-yildan boshlab hozirga qadar ishlab chiqarishda ish bilan bandlar soni umumiy bandlar ulishida pasayish tendensiyasiga ega bo'lgan. Ta'limda esa ushbu holatning aksi ya'ni 2018-yildan hozirga qadar o'sishni aks ettirib, tadqiqot yilining dastlabki yilida 15,4 foizlik ulushga ega bo'lgan bo'lsa, 2023-yilga kelib 26,5 foizgacha o'sish qayt etilgan.

Statistik ko'rsatkichlar tahlili natijasidan xulosa qilsak, ko'zi ojiz ishchi xodimlar qo'l mehnatiga asoslangan, ishlab chiqarishda band bo'lgan aholi qatlami zamonaviy texnologiyalarni ushbu sohaga tadbiqu sababidan ish o'rinlari qisqargan va buning oqibatidan ish joylarini almashtirishga majbur bo'lishgan. Ta'lim sohasida esa aksincha holat yuz berib, ishchi kuchining oqib o'tishi kuzatilgan.

So'ngi yillarda oliy ta'lim muassalarida tahsil olayotgan ko'zi ojiz shaxslarni ko'proq kuzatishimiz mumkin. Albatta, bu holat ularni malakali kadr bo'lib yetishishlari uchun yaxshi omildir. Ushbu fikrimizning dalili sifatida yuqoridagi (3-jadval) jadvalda keltirilgan ma'lumotlarni keltirishimiz mumkin.

Xulosa va takliflar. Yuqoridagi tahlillar shuni ko'rsatib beradi, ko'zi ojizlarning oliy ta'lim bilan qamrov darajasi ortishi o'z navbatida ularning ta'lim sohasida bandligini oshirishga xizmat qilmoqda. Quyidagi takliflarning amalga oshirilishi inklyuziv ta'limni rivojlantirishga bevosita xizmat qiladi.

- barcha OTMlar axborot resurs manbalarini brayl yozuvida yoki audio va boshqa tiflovoitalarda bo'lishini ta'minlash;

- nodavlat OTMlarda imkoniyati cheklangan aholi guruhlari uchun davlat grantlarini e'lon qilish;

- xususiy OTMlar yosh tuzilma ekanligini hisobga olgan holda inklyuziv infratuzilma xarajatlari hozirgi davrda past qiymatda bo'lishi, ularni bin ova ta'lim jarayonlarini barcha uchun moslashtirishga undashi shart;

- ko'zi ojiz shaxslar uchun maxsus ta'lim shakli yani masofaviy ta'limni keng ko'lamda joriy etish;

- ma'ruza va amaliy mashg'ulotlarni tinglash orqali tushunish va baxs munozara ko'inishida tashkil etish.

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TURK AYOLLAR SHE'RIYATI TARAQQIYOT BOSQICHLARI

Arziqulova S.

ToshDO'TAU tayanch doktoranti

San'at - individual ijodning estetik o'lchovlarda namoyon bo'lishi. She'riyat esa adabiyot deb atalmish san'at ichida tilning eng go'zal imkoniyatlarini yuzaga chiqaradigan sohadir. Bir so'z bilan aytganda she'riyat san'at ichidagi san'atdir. Mashhur rus adabiyotshunosi V.B.Belinskiy poeziyaga shunday ta'rif beradi: "Poeziya bu bashar hayotining tepib turgan yuragi uning qoni va joni uning shu'lasini va quyoshidir"[1]. Jadid adabiyoti vakili Abdurauf Fitrat "She'r va shoirlik" maqolasida "...she'rda kishilarning qonini qaynatg'uvchi, singirlaninni o'ynatg'uvchi, miyasini titratg'uchi, sezgusini qo'zg'atg'uvchi bir kuch, ma'naviy bir kuch bor"[2] ekanligini ta'kidlaydi. Atoqli so'z ustasi Abdulla Qahhor esa "Poeziya yuksak san'at" nomli

maqolasida "She'r ko'ngilning oynasi, ko'ngilda nima bo'lsa shuni aks etadi ... She'r – bir mo'jiza. Poeziya – yuksak sanat"[3] deya ta'rif beradi.

Inson yaralganidan beri she'riyat ham turli shakllarda mavjud bo'lib, avval og'zaki, so'ngra yozma adabiyotda namoyon bo'lgan. Yozma adabiyotga o'tgandan so'ng she'riyat shoirning ruhiy kechinmalari, his-tuyg'ularini ifodalaydigan individual san'atga aylandi. Asrlar davomida o'zining eng yaxshi namunalarini tashkil topgan turk adabiyotida she'riyat muhim ahamiyat kasb etadi. Ayniqsa, turk she'riyatida ayol ijodkorlar, ularning adabiyot atalmish san'at dunyosida o'z o'rni va ovozi topish uchun kurashi tobora e'tiborga molik masalaga aylandi. Biroq bu jarayonlar birdaniga emas, balki davrlar mobaynida yuzaga keldi. Adabiyotshunoslari turk shoirlari taraqqiyoti yuzasidan ko'plab tadqiqotlar olib borganlar. Xususan, adabiyotshunos Mubejjet Qiziltanning "Devon adabiyoti uslubida ijod qilgan shoirlar", Yasimin Ertek Markochning "Mumtoz turk adabiyotida ayol shoirlarga bir nazar", Ulku Chetinqoyaning "Devon adabiyotida ayollarga umumiy bir nazar", Ayfer Yilmazning "Tarixdan bugunimizga ayol shoirlarimiz masalasiga umumiy qarash" nomli tadqiqotlarida turk she'riyatida ayol shoirlarning ijodini muayyan davrlarga ajratib o'rgangan. Yuqorida sanalgan olimlar muayyan davrda ijod qilgan shoirlar yuzasidan tadqiqot olib borgan bo'lsa, adabiyotshunos Ayfer Yilmaz esa turk shoirlari ijodini o'rganib o'ziga xos xususiyatlarini aniqlaydi va ularni ushbu xususiyatlarga ko'ra tasniflaydi. Unga ko'ra turk ayollar she'riyati 4 davrga ajratiladi:

1. Mumtoz she'riyat(devon she'riyat)da ayol shoirlarning ijodi;
2. Usmonli saltanatida siyosiy islohotlardan keyingi davrda ayollar she'riyati;
3. Respublika e'lon qilingandan hozirgi davrga qadar ayol shoirlarning faoliyati;
4. Ishq an'analari ichida ayol shoirlarining faoliyati.[4]

Birinchi davrni birgina Iskandar Palaning quyidagi so'zlari bilan izohlasak: "Aytib o'tamizki, ayol shoirlarimizning og'zidan yetishish, visol, hijron, hangoma, zolim, yor, ko'ngil, sevgi, fig'on, faryod va boshqaishq nashidalarini eshitishbizni doimo mo'ylov ortidan kuldurib kelgan. Chunki, bilamizki, oshiqlik erkaklarning ishidir. Ayolga esa mashuqa bo'lish yarashadi. Ular sevilishga munosibdir. ... Ayolning shoira bo'lgan yoki bo'lmaganligi hech farq qilmaydi, agar bu tolesiz shoirlar xuddi erkaklar kabi she'r yozgan yoki ismlari she'rxonlik kechalarida ko'pbora tilga olingan bo'lsa, yo umuman oila qurolmagan, yo tul qolgan, yokida bir necha marta turmush qurish kabi og'ir taqdiri boshdan o'tkazganlar, baxtli yashay olmaganlar". Turk adabiyotida XV asr oxirlarigacha faqatgina bitta shoira nomi adabiy manbalarda uchraydi. U ham bo'lsa, Saljuqiylar davrida yashagan Munajjima Xotun bo'lib, asl ishi folbinlik bo'lgan.

Devon adabiyoti va uning Tanzimat yillarida kengayishi, ya'ni XV va XIX asrgacha ayol shoirlar xronologiyasining birinchi qismini tashkil etadi. Bu va davrda ayol shoirlar soni juda oz miqdorda bo'lganva e'tibordan chetda qolganlar. Bu davrni adabiyotshunos Nazan Bakiro'g'li "Usmonlilar davrida ayol shoirlar"nomli tadqiqotida bu davrni "an'anaviy davr" deb atashni taklif qiladi, Respublika yoki aniqrog'i "Harf inqilobi" (1923-1928-yillar) gacha davom etgan davr hamda Tanzimot harakatlari natijalarini "Innovatsion davr" deb ataydi. Bu davr garchi ikki davrni o'z ichiga olgan va juda qisqa davom etgan bo'lsada ayollar shoir soni nisbatan ko'pligiga guvoh bo'lamiz. Boshqacha qilib aytganda, Respublika va Tanzimot davri shoirlarda qisqa vaqtda intensivlikni shakllantirdi, natijada bu holat raqamlar orasidagi teskari nisbatni yuzaga keltirdi.

Mumtoz she'riyat(devon she'riyat)da ayollarning ijtimoiy hayotdagi mavqei odatda oilasining iqtisodiy holati va bundan yuzaga keladigan imtiyozlarga ko'ra belgilanadi. Ya'ni bu davrdagi shoirlarning ko'pchiligining otalari hurmatga sazovor va unvonli odamlar bo'lib yuqori lavozimlarda faoliyat yuritgan. Bundan tashqari ular bilimli, madaniyatli, san'atni sevuvchi insonlar bo'lib, shu sabab qizlarining ta'lim olishini va san'atga qiziqishini ta'minlaganlar. Bundan ravshan bo'ladiki, bunday sharoitda o'sgan ayol shoirlar o'z his-tuyg'ularini nisbatan ifoda etaolganlar. Masalan, shoira Leyla Xonimning quyidagi g'azalida:

Sochni majlisi hozir, ne desalar desinlar
 Ichimdagi dilbar bilan sharob ne desalar desinlar
 Anbar kabi kokillarini bir kecha oshiq
 Sham ayladi tushida ne desalar desinlar
 Band etdi tilni silsila-i zulfiga dildor
 Haliyam men u ishqda ne desalar desinlar.

Shunga qaramay, ijtimoiy tuzum va erkaklar hukmronligida yaxshi shakllangan an'anaviy she'riyat tushunchasi mavjudligini hisobga olsak, bir ayolning shoir bo'lib, o'z his-tuyg'ularini ifoda etishi "olovdan libos kiyish" bilan barobardir. Devan adabiyotidek qat'iy qoidalarga ega adabiy davrda mavjud bo'lgan shoirlarning asarlari va xotiralarini tabiiy ravishda ayol shaxsini birinchi o'ringa qo'yish shart bo'lgan masala aslida. Ammo, aksincha holat yuzaga kelganligini tadqiqotlarda guvohi bo'lamiz. Masalan, adabiyotshunos Hilmi Yavuz bu davrda ijod qilgan shoirlardan faqat Fitnat Xanim va Mehri Xanimning ijodida ayol ichki kechinmalarining ifodalanganini ta'kidlaydi.[5] Biroq ayol shoirlar ijodiga noo'rin baholash, har xil stereotipik iboralar yoki pardali masxaralar bilan munosabat bildirgan hukmron shoirlar ularni qabul qilmagan. Hatto ochiqdan ochiq ularning masxaromuz rasmlarini, ulrning yozgan she'rlariga javob tarzida she'rlar yozib shoirlarga salbiy munosabatda bo'lganlar. Masalan, Devon adabiyoti shoirlaridan biri Nejati o'zining bir she'riga shoira Mihri Xonim tomonidan yozilgan naziraga quyidagicha javob beradi

Ey mening she'ringa nazira yozganlar
 Chiqma aslo odobdan, hazr bo'l
 Dema kim qofiya va vaznda usta
 She'rim endi Nejatiga tenglashdi
 Filhakikat: "birmi ayb-u hunar".

To'tlikning so'nggi misrasida harf san'a tidan foydalanadi. Ya'ni ayb va hunar arab tilida uch harfdan tashkil topadi. Shoir bu ikki so'z garchi 3 harfdan iborat bo'lsada bir ma'noga ega emas deb, o'z to'rtligi va shoira Mihri Xonim yozgan to'rtlikni qiyoslaydi.

Umuman olganda ushbu davrda keskin qoidalar, ijtimoiy tuzum va shoirlar ijodiga bo'lgan noo'rin munosabatlar ko'pchilik shoirlarning ijod namunalari bugungi kunimizgacha yertib kelmasdan yo'q bo'lishiga sabab bo'lgan. Ba'zi shoirlarning she'rlari e'tiborsizlik oqibatida yo'qolgan bo'lsa, hayotdan alamzada shoirlar o'zlari yozgan devonlarini yoqib yuborishga majbur bo'lganlar. Chunki ba'zi ota-onalar uchun qizining shoira bo'lishi isnod sanalgan. Bu holatni shoira Farida Xonim bir baytida shunday ifodalaydi:

Duhteringga shunday qildingmi modari so'yla manga
 Ko'rmadim, billah jahonda bundayin ozor ona

Tanzimot haraktlaridan keyin ayol ijodkor va shoirlarning adabiy faoliyatdagi holati. Tanzimot davriga kelib, ayollar foydasiga ba'zi o'zgarishlar yuzaga keldi. Bu davridagi ayollarning huquqiy pozitsiyasida ba'zi ijobiy harakatlar amalga oshirildi. Masalan, kanizaklik bekor qilindi va ayollarga er merosidan foydalana olish kabi. Jamiyatda ayol ijodkorlar jurnal va gazetalar orqali o'z pozitsiyalarini o'rnatishni boshladilar. Odatda ayollar ijodi va muammolariga qaratilgan jurnallar "Shukufezar", "Arifa Xanim", "Parcha bog'chasi", "Semiha", "Rabiya va Komila xonimlar", "Firuza", "Suheyla Muhterem"; butun ijodkorlari ayollar bo'lgan "Ayollar dunyosi", Nuriya Ulviya; "Vaqt", "Oyina", "Ayollar uchun maxsus", "Oila", "Ayollar dunyosi", "Turk ayoli", "Ayol", "Insaniyat", "Mehasin" jurnallari kabilar. Ular orasida eng uzoq umr ko'rgan "Ayollar uchun maxsus" 1893-1908 yillarda faoliyat yuritgan. Ushbu davrdagi nashrlarning asosiy maqsadi bir tarafdin Usmonli ayollariga ta'lim berish, bilimni oshirish va ayollarning haq-huquqlarini himoya qilish bo'lsa, boshqa tarafdin, ayni zamon ayollar hayotini g'arbona yangilanishlarni olib kirish edi. Ushbu vaziyat ayniqsa ayol yozuvchi va shoirlarining ijod namunalari yoyilishi uchun katta imkoniyat bo'ldi. Bu davrda ijod qilgan shoirlardan Nakiya Xonim, Kamila Hanim, Nigor Xonim, Nuzhat Xonimlarning ijodlarini misol keltirish

mumkin. Ikkinchi konstitutsiyaviy davrida ayollarning ijtimoiy hayotda ko'proq ishtirok etishiga imkon berdi. 1917-yilgi "Oila to'g'risida"gi qonun farmonida ayollar uchun ta'tillar kiritilgan. Aynan shu davrda ayollar birinchi marta assotsiatsiyalarda ishlash imkoniyatiga ega bo'lishdi. Bu davrda ayollar faqat ayollar jurnallariga emas, balki erkak ijodkorlar bilan birga barcha jurnal va gazetalarda o'z ijod namunalarini nashr eta boshlaydi.

B. Respublika e'lon qilingandan hozirgi davrga qadar ayol shoirlarning faoliyati

Bu davrga kelib xoh ijtimoiy sohalar bo'lsin yoki adabiyot va san'at dunyosida o'z o'rnini topa boshlagan edilar. Ayol shoirlar asosan til va adabiyot institutlari, O'qituvchilarni tayyorlash maktablarida, huquq, psixologiya, siyosat, san'at va ta'lim yo'nalishlarida o'qib ilm olardilar. To'g'ri, ayollar uchun rasmiy maktablar ta'sis etilmagan davrlarda shoirlar uyda maxsus ayol ustozalardan ta'lim olganlar. Xususan, Laylo Soz, Mohishoh va Ehson Raif kabi shoirlar Respublika davridan oldin yashab ijod etgan. Bundan ko'rinadiki, turk shoirlari o'rta maktabda ilm olgan yoki olmaganligidan qat'i nazar, yaxshi ma'lumotga ega bo'lganlar. Garchi ular she'riyat bilan mashg'ul bo'lsalar-da, san'at va boshqa sohalariga ham qiziqishlari diqqatga sazovor hodisadir. Ya'ni, huquqshunoslik, siyosatshunoslik yoki iqtisodiyot sohalarini tamomlagan ayol shoirlar soni ko'pchilikni tashkil qiladi. Demak, shoir ayollar nafaqat adabiyot olamida balki, o'zlarini ijtimoiy hayotdagi barcha sohalarida ko'rishni xohlashgan. Ayniqsa, bu 50-60-yillardan so'ng faoliyat yuritgan shoirlar turli soha vakillaridir. Xususan, Parixon Mag'den ruhshunos, Nilgun Marmara ingliz tili va adabiyoti o'qituvchisi, Ayten Mutlu biznes yo'nalishida, Lale Muldur iqtisodiyot fanlari doktori. Birhan Keskin sotsiolog, Fatma Shengil farmasevtika yo'nalishi, Malika Asli Kilan teatr aktrisasi, Elif Gevgili farsafa yo'nalishida tahsil olgan.

1980-1990-yillardan keyin shoirlar sonining anchayin ko'payganiga guvoh bo'lamiz. Buning sababini adabiyotshunos Daryo O'nder, avvalo, ayollar bir-birlarini qo'llab-quvvatlashgani, ularning haq-huquqlari uchun kurashgani bo'lsa, undanda muhimi esa ayollar she'r yozarkan o'z ichki kechinmalarini nozik tili bilan ifoda etishi va undagi kuchli isyon she'r ixlosmandlari tomonidan ijobiy qarshi olingani, bu holat she'riyatga moyil, biroq jasorat yetishmayotgan ba'zi ayollarga yo'l ochganligini [6] deya ta'kidlaydi.

Bu davrda ijod qilgan ayollardan biri shoira Gultan Akin shunday deydi: "Men erkaklar ishi deb hisoblangan, ayollar qo'lidan kelmaydi, degan e'tiqod keng tarqalgan – she'r yozish - ishini hayotining eng muhim chizig'iga joylashtirib, bu ijodiy faoliyatni 43 yil davomida olib borayotgan bir ayolman (1996, s.177)" [7]. Shoira G.Akin bu so'zlari bilan shu davrgacha shoirlar, umuman ayollar haqida aytib kelingan salbiy tushunchalarning xato ekanligini ta'kidlaydi. Albatta u davrlarda turk ayolining qo'lga qalam olib o'z ichki kechinmalarini ifoda etishi, tuzum, siyosat haqida erkin fikr bildirishi qiyin masala edi. Agar adabiyot sohasida ayol muammolari bilan bog'liq har qanday fikr-mulohazalar erkak adabiyotchilar tarafidan bir mavzu o'laroq o'rtaqa olinsa, ayollargagina xos bo'lgan fikrlarni ma'qullaydigan juda ozchilikni tashkil qilardi.

C. Ishq an'analari ichida ayol shoirlarining faoliyati. Bunday uslub xalq adabiyoti bilan bog'liq an'analarni o'z ichiga olgan ijod namunalari bo'lib, boshqa turlardan farqli xususiyatlarga ega. Oshiq uslubidagi she'riyat an'anasi XVII asrda Usmonlilar davrida tashkil etilgan bo'lib, XVII-XIX asrlar davomida buyuk vakillari yetishib chiqqan. "XIX asrda, Divan adabiyotida shakllanishi oshgani sayin, Devon she'riyatining ta'siriga tusha boshladilar. bugungi kunda bu uslubda ijod qilish deyarli uchramaydi. Onado'li ichksrisidagi qishloq ayollari to'y marosimlarida soz bilan kuylash holatlari ko'rish mumkin. Bu holatga ayolning kundalik hayotdagi mas'uliyati, ro'zg'or ishlari adabiyotni ikkinchi o'ringa qo'yilishiga bu sabab bo'ladi. Jale Sanjak ayol ijodkor bo'lishning qiyinchiliklarini quyidagicha aniqlaydi: "Ayollar uchun adabiyot deyarli ikkinchi harakatdir. Bu, albatta, ayol zoti uchun katta kamchilik. Ammo erkaklar bunday emas! Chunki uning erki o'zida, o'zi uchun ko'p vaqti bor. U, shuningdek, juda erkin va kundalik hayot amaliyoti bilan bog'liq mas'uliyatli majburiyatlar ancha kam... Men

erkaklar va ayollar o'rtasida farq topaolmayman. Ammo ayol yanada dramatik mavjudot. Yozish ba'zan huzurli sayohatdir, ba'zida bu olov doirasi bo'ylab yurish kabi. Yozish men uchun hayotning ma'nosi. Men buni mavjudlikning shakli va sababi sifatida his qilaman"[8].

Xulosa qilib aytadigan bo'lsak, dunyo adabiyoti miqyosida ayollar she'riyati antologiyalari, to'plamlarining soni bugungi kunda tadqiqotchilar uchun yetarli emas. Shuning uchun nashr etiladigan antalogiyalarda shoirlarning hayoti, ko'zga ko'ringan asarlarini chop etishga kengroq e'tibor berish kerak. Hozirgi kunda soni borgan sari ortayotgan adabiyot mavzusidagi jurnallarda ayol ijodkorlarga yanada ko'proq o'rin ajratilishi ularning adabiy jarayonda o'z o'rnini topishida zamin yaratadi. Faqatgina ayol ijodkorlar uchun mo'ljallangan asarlar bo'yicha tanlovlar va ularning OAVda yoritilishi bu masalada tashlangan katta qadam bo'ladi. Ilmiy izlanishlar bilan shug'ullanuvchi ayol tadqiqotchilarga ham bu masalada katta mas'uliyat yuklatiladi. Universitetlarda, xususan, adabiyot fakultetlaridagi faoliyati davomida ayol yozuvchi va shoirlar yoshlarga tanitilishi kerak. Natijada, nafaqat ayollarning jamiyat hayotidagi o'rni mustahkamlanadi, balki ayol shoira-yozuvchilarning ijod maydonida o'zlariga munosib o'rinni egallashlariga zamin yaratiladi. Adabiyotshunos A.Yilmaz turk ayol ijodkorlarining jamiyatda mavqeyini oshirish uchun shu kabi tadbirlarni amalda qo'llash lozimligini aytib o'tadi. Vaholanki, madaniy millatlar qatoriga chiqish shartlaridan biri ham, shubhasiz, xotin-qizlarga berilgan e'tibor va ko'rsatilgan hurmatning qay darajada ekanligidir. Qisqa qilib aytadigan bo'lsak, yuqoridagi vazifalar bajarilishi, ayol ijodkorlarning ijodiy maydonga bemalol kirib kelishlari uchun avvalo ular faoliyatiga bo'lgan to'g'ri yondashuv odamlar ongiga o'rnashishi zarur.

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BOSHLANG'ICH TA'LIMDA TANQIDIY TAFAKKURNI RIVOJLANTIRISH TEKNOLOGIYASINING TARBIYA DARSLARI MISOLIDA MUAMMO VA YECHIMLARI.

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Kalit so'zlar:Tanqidiy tafakkur,boshlang'ich ta'lim, tarbiya,zamonaviy o'quv materiallari, axborot texnologiyalari, interfaol metodlar, pedagogik texnologiyalar, qadriyatlar, jamiyat.

Bugungi kunda zamonaviy ta'limning asosiy maqsadi o'quvchilarni mustaqil fikrlashga, o'z qarashlarini asoslashga va o'rganilgan ma'lumotlarni hayotiy muammolarni hal qilishga tatbiq eta olishga o'rgatishdir. Boshlang'ich ta'lim bosqichi bu ko'nikmalarining poydevori hisoblanadi. Ayniqsa, tarbiya darslari tanqidiy tafakkur shakllanishida muhim o'rin tutadi, chunki bu darslar nafaqat bilim olishga, balki ahloqiy qadriyatlarni rivojlantirishga qaratilgan. Tarbiya darslari bolalarda nafaqat bilim olish, balki ma'naviy va axloqiy qadriyatlarni shakllantirish imkoniyatini beradi. Bu darslarda o'quvchilar turli hayotiy muammolarni ko'rib

chiqadi, o'z qarashlarini bayon qiladi va o'z-o'zini tahlil qilishni o'rganadi. Shunga qaramay, hozirgi davrda boshlang'ich ta'lim jarayonida bu imkoniyatlardan to'laonli foydalanilmayotganligi kuzatiladi. Ko'plab o'qituvchilar o'z darslarini an'anaviy usullarda tashkil etib, tanqidiy tafakkurga mos metodikalar va texnologiyalardan foydalanmayapti. Natijada, o'quvchilarning mustaqil fikrlash, muammolarni tahlil qilish va kreativ qarorlar qabul qilish qobiliyatlari yetarlicha rivojlanmayapti. Bu masala nafaqat o'quv jarayoniga, balki kelajakda jamiyatning intellektual salohiyatiga ham bevosita ta'sir ko'rsatadi. Ushbu maqolada boshlang'ich ta'limda tanqidiy tafakkurni rivojlantirishning dolzarbligi, tarbiya darslari misolida mavjud muammolar, ularga ta'sir etuvchi omillar va ushbu muammolarni hal qilish yo'llari ko'rib chiqiladi. Maqolaning asosiy maqsadi – boshlang'ich sinf o'quvchilarida tanqidiy fikrlash qobiliyatlarini rivojlantirish uchun zamonaviy ta'lim texnologiyalarini samarali qo'llash bo'yicha taklif va tavsiyalarni ishlab chiqishdir. Boshlang'ich ta'limda tanqidiy tafakkurni rivojlantirish texnologiyasining tarbiya darslari misolida muammolari quyidagicha:

O'qituvchilarning metodik tayyorgarligi yetarli emasligi. Ko'pgina boshlang'ich sinf o'qituvchilari tanqidiy tafakkurni rivojlantirish bo'yicha maxsus bilim va ko'nikmalarga ega emas. Shu sababli, ular an'anaviy usullardan foydalanib, bolalarning fikrlash imkoniyatlarini cheklab qo'yadi. O'qituvchilarni tayyorlash jarayonida tanqidiy tafakkurni rivojlantirish texnologiyalari bo'yicha chuqur bilim berilmasligi muhim muammo hisoblanadi. Pedagogik oliy ta'lim muassasalarida bu masala cheklangan hajmda yoki umuman yoritilmaydi. Ko'plab o'qituvchilar pedagogik faoliyatda o'quvchilarning tanqidiy fikrlashiga emas, balki ularga tayyor bilimni berishga urg'u beradi. Natijada, bolalar mustaqil tahlil qilish va o'z nuqtai nazarini bildirish ko'nikmalarini rivojlantira olmaydi. O'qituvchilar uchun tashkil etilayotgan malaka oshirish kurslarida ko'proq umumiy pedagogik bilimlar beriladi. Tanqidiy tafakkurni rivojlantirishga qaratilgan maxsus treninglar yoki amaliy mashg'ulotlar yetishmaydi.

Tarbiya darslarida interfaol metodlardan foydalanilmasligi. Boshlang'ich ta'limning asosiy maqsadi o'quvchilarni nafaqat nazariy bilimlar bilan qurollantirish, balki ularda mustaqil fikrlash, muloqot qilish va real hayotda uchraydigan muammolarni hal etish qobiliyatlarini rivojlantirishdir. Ammo ko'plab tarbiya darslarida an'anaviy metodlardan foydalanilishi bu maqsadga to'laonli erishishga imkon bermaydi. O'quvchilarning tanqidiy tafakkurini rivojlantirish uchun interfaol metodlarning qo'llanilishi zarur, biroq amalda bunday usullarning cheklanganligi muammo bo'lib qolmoqda.

O'quv materiallarining zamonaviylikdan chetda qolishi. Boshlang'ich ta'limda tanqidiy tafakkurni rivojlantirishda zamonaviy o'quv materiallarining o'rni beqiyosdir. Tarbiya darslari uchun taqdim etiladigan darsliklar, qo'llanmalar va boshqa resurslar o'quvchilarning real hayotdagi masalalar bilan ishlashiga, muammolarni tahlil qilishiga va yechimlar topishiga yordam berishi lozim. Ammo amaliyotda mavjud o'quv materiallarining aksariyati zamonaviy talab va texnologiyalarga mos kelmasligi muammo tug'diradi.

Ota-onalar va maktab o'rtasidagi hamkorlikning yetarli emasligi. Boshlang'ich ta'limda o'quvchilarning shaxsiy va intellektual rivojlanishi nafaqat maktabdagi ta'lim jarayoniga, balki ota-onalar va maktab o'rtasidagi hamkorlik darajasiga ham bog'liqdir. Bu hamkorlik o'quvchilar tarbiyasini to'g'ri yo'naltirish, ularning tanqidiy tafakkurini rivojlantirish va ijtimoiy qobiliyatlarini shakllantirishda muhim omil hisoblanadi. Ammo, ko'pgina hollarda ota-onalar va maktab o'rtasidagi aloqalar yetarli darajada tashkil etilmaydi, bu esa tarbiyaviy jarayonning samaradorligini pasaytiradi. Ayrim ota-onalar bolalarning ta'lim va tarbiyasi bilan faqat maktab shug'ullanishi kerak deb hisoblab, o'zlarini bu jarayondan chetga oladi.

Boshlang'ich ta'limda tanqidiy tafakkurni rivojlantirish texnologiyasining tarbiya darslari misolida muammolarining quyidagi yechimlarini ko'rib chiqamiz:

O'qituvchilarning malakasini oshirish. Tanqidiy tafakkurni rivojlantirish texnologiyalariga oid trening va seminarlarni tashkil etish zarur. Masalan, o'qituvchilarni "Kichik guruhlar

metodi", "Debatlar" yoki "Muammo asosida o'qitish" kabi texnologiyalar bilan tanishtirish mumkin.

Maxsus trening va seminarlarni tashkil etish: O'qituvchilar uchun tanqidiy tafakkurni rivojlantirishga oid amaliy mashg'ulotlar va treninglar tashkil qilish zarur. Bu mashg'ulotlarda "muammo asosida o'qitish", "fikrlar tahlili" kabi metodlarni o'rgatish kerak.

Metodik qo'llanmalar ishlab chiqish: O'qituvchilar uchun maxsus ilmiy-uslubiy materiallar, dars ishlanmalari va hayotiy muammolarni tahlil qilishga qaratilgan vazifalar to'plamini yaratish zarur.

Ta'lim dasturini takomillashtirish: Pedagogik oliy o'quv yurtlari va malaka oshirish kurslariga tanqidiy tafakkurni rivojlantirish bo'yicha alohida dars yoki modullar kiritilishi lozim. Shunday chora-tadbirlar o'qituvchilarning metodik salohiyatini oshirishga yordam beradi va tarbiya darslarini samarali tashkil qilish imkonini yaratadi. Natijada o'quvchilarning tanqidiy tafakkur qobiliyatlari rivojlanib, ularning shaxsiy va ijtimoiy hayotda muvaffaqiyatli bo'lishiga xizmat qiladi.

Interfaol va ijodiy metodlarni joriy etish. Tarbiya darslarida turli o'yinlar, rolli sahnalar, savol-javoblar va amaliy topshiriqlarni qo'llash o'quvchilarning faolligini oshiradi. Masalan, bolalarga muayyan ahloqiy vaziyat berilib, uni birgalikda tahlil qilish so'raladi.

Interfaol metodlar bo'yicha treninglar o'tkazish: O'qituvchilarga "Muammo asosida o'qitish", "Aqliy hujum", "Rol o'ynash o'yinlari", "Munozara va bahs" kabi usullardan qanday foydalanishni o'rgatuvchi treninglar tashkil etish kerak.

Hayotiy muammolarni tahlil qilishga asoslangan darslar: Tarbiya darslarida o'quvchilarga real hayotiy vaziyatlar berilib, ularni kichik guruhlarda tahlil qilish va yechim topish vazifasi qo'yilishi kerak. Bu usul bolalarning tahliliy fikrlashini rivojlantiradi.

Ko'rgazmali va texnologik vositalardan foydalanish: Multimediali prezentatsiyalar, qisqa filmlar, interfaol o'yinlar tarbiya darslarini jonlantiradi va o'quvchilarning qiziqishini oshiradi. Masalan, axloqiy masalalar bo'yicha kichik video lavhalarni muhokama qilish. Guruh va jamoaviy ishlarni tashkil qilish:

O'quvchilar kichik guruhlarda ishlash orqali bir-birining fikrlarini tinglash va ularga tanqidiy yondashishni o'rganadi. Masalan, guruhda muayyan mavzuga oid loyiha tayyorlash yoki vaziyatlarni tahlil qilishni topshirish. Ushbu metodlar darslarni jonli va qiziqarli qiladi, o'quvchilarni faollikka undaydi va ularning mustaqil fikrlash ko'nikmalarini shakllantiradi. O'qituvchilarni bu borada qo'llab-quvvatlash va ularga zamonaviy texnologiyalarni o'rgatish orqali ushbu muammoni hal qilish mumkin.

Zamonaviy o'quv materiallari va axborot texnologiyalaridan foydalanish. Darslarda video materiallar, multimediali dasturlar va internet resurslaridan foydalanish tanqidiy tafakkur ko'nikmalarini rivojlantiradi. Masalan, hayotiy masalalarga oid videolarni ko'rib, o'quvchilarning fikrini tahlil qilish.

Maktablarning texnik imkoniyatlarini kengaytirish: Har bir maktabda internetga ulangan kompyuter sinflari va interfaol doskalar bilan jihozlash. Axborot texnologiyalaridan foydalanish uchun zarur texnik vositalarni (noutbuklar, proyektorlar, planshetlar) taqdim etish.

Zamonaviy o'quv materiallarini ishlab chiqish: Elektron darsliklar, interfaol mashqlar, video va animatsiyalarni dars jarayoniga kiritish. Har bir mavzu uchun maxsus onlayn o'yinlar yoki virtual muhit yaratib, bolalarning qiziqishini oshirish.

O'qituvchilarni o'qitish: Axborot texnologiyalaridan foydalanish bo'yicha maxsus treninglar tashkil etish. Dars jarayonida zamonaviy vositalardan qanday samarali foydalanishni amaliy o'rgatish. Masalan, ekologiya, axloqiy qadriyatlar yoki jamiyat muammolariga oid mavzularni vizual va interfaol shaklda o'rgatish. Tarbiya darslarida o'quvchilarni tanqidiy fikrlashga undovchi virtual o'yinlar va viktorinalar qo'llash.

Onlayn platformalardan foydalanish: "Google Classroom", "Edmodo" yoki "Moodle" kabi platformalar orqali dars materiallarini taqdim etish va ularni mustahkamlash. Uy vazifalari va

qo'shimcha o'quv materiallarini onlayn resurslar orqali yetkazish. Zamonaviy o'quv materiallari va axborot texnologiyalaridan foydalanish tarbiya jarayonini samarali, qiziqarli va zamon talablariga mos qiladi. Bu nafaqat o'quvchilarning tanqidiy tafakkurini rivojlantirishga, balki ularda hayotiy ko'nikmalarni shakllantirishga xizmat qiladi. Shu sababli, texnologiyalarni ta'lim jarayoniga integratsiya qilish ham o'qituvchilar, ham ta'lim tizimi uchun dolzarb vazifa hisoblanadi.

Ota-onalar bilan hamkorlikni yo'lga qo'yish. Maxsus treninglar va uchrashuvlar orqali ota-onalarga tanqidiy tafakkurni rivojlantirishning ahamiyati tushuntirilishi kerak. Masalan, ota-onalar bolalar bilan birgalikda muammoli vaziyatlarni tahlil qilib, ularning qaror qabul qilish ko'nikmalarini rivojlantirishga yordam berishi mumkin.

Muntazam ota-onalar yig'ilishlari: Faqat ta'lim natijalari haqida emas, balki tarbiya usullari, bolalarda tanqidiy fikrlash qobiliyatini shakllantirish yo'llari haqida ma'lumot berish.

Faol muloqot va maslahat: Har bir bolaning rivojlanish holati va ehtiyojlarini individual muhokama qilish uchun ota-onalar bilan doimiy aloqani ta'minlash.

Raqamli platformalardan foydalanish: Ota-onalar bilan aloqa qilish va axborot almashish uchun maxsus onlayn platformalar yoki mobil ilovalarni joriy etish. Masalan, dars jarayoni, tarbiyaviy tadbirlar yoki bolaning rivojlanish dinamikasi haqida xabarlarini real vaqt rejimida taqdim etish.

Hamkorlikdagi tadbirlarni tashkil qilish: Ota-onalar va bolalar uchun qo'shma tadbirlar: sayohatlar, loyihalar yoki sport musobaqalari. "Ochiq dars"larni tashkil etib, ota-onalarga maktabda ta'lim va tarbiya jarayonini kuzatish imkoniyatini berish.

Ota-onalarning mas'uliyatini oshirish: Bolalar tarbiyasi va ta'limida ota-onaning mas'uliyatini kuchaytirish bo'yicha targ'ibot ishlari olib borish. Ularni farzandining muvaffaqiyati maktab va uy sharoitidagi birgalikdagi sa'y-harakatlarga bog'liqligiga ishonitirish. Ota-onalar va maktab o'rtasidagi samarali hamkorlik bolalarning shaxsiy va intellektual rivojlanishida hal qiluvchi omil hisoblanadi. Ushbu hamkorlikni kuchaytirish orqali o'quvchilarning tanqidiy fikrlash qobiliyatini shakllantirish, ijtimoiy muammolarni hal etish ko'nikmalarini rivojlantirish va ularning tarbiyaviy jarayonini yaxshilash mumkin. Shu sababli, maktab va ota-onalar o'rtasidagi aloqani mustahkamlashga qaratilgan chora-tadbirlar dolzarb va zarurdir.

Xulosa qilib aytganda, tanqidiy tafakkur bugungi zamon ta'limining eng muhim jihatlaridan biri hisoblanadi. Boshlang'ich ta'lim bosqichida bu ko'nikmalarni rivojlantirish nafaqat o'quvchilarning intellektual salohiyatini oshiradi, balki ularning shaxs sifatida shakllanishiga ham yordam beradi. Tarbiya darslari orqali bu jarayonni to'g'ri tashkil etish uchun o'qituvchi va ota-onalarning hamkorligi muhim o'rin tutadi. Shu bois, mavjud muammolarni hal qilish bo'yicha zamonaviy yondashuvlarni qo'llash zarur. Zamonaviy o'quv materiallari va texnologiyalaridan foydalanish ta'lim jarayonini sifat jihatidan yangi bosqichga olib chiqadi. Ular yordamida darslar nafaqat informatsion, balki innovatsion va qiziqarli shaklga ega bo'ladi. Shu sababli, maktab ta'limida zamonaviy texnologiyalarni keng joriy qilish, o'qituvchilarning malakasini oshirish va zamonaviy o'quv materiallarini ishlab chiqish masalalari ustuvor vazifalar qatorida bo'lishi kerak. Bu kelajak avlodning mustaqil, tanqidiy fikrlovchi va intellektual shaxs sifatida shakllanishini ta'minlaydi.

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**OLIY O'QUV YURTLARIDA TALABALARNING IJODKORLIK VA IXTIROCHILIK
QOBILIYATLARINI RIVOJLANTIRISHDA TRIZ-TEXNOLOGIYALARIDAN FOYDALANISH
SAMARADORLIGI**

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Annotatsiya. Bu maqola doirasida oliy ta'lim muassasalarida talabalarning ijodkorlik va ixtirochilik qobiliyatlarini rivojlantirishda TRIZ texnologiyalaridan foydalanish samaradorligi masalalariga to'xtalib o'tilgan.

Kalit so'zlar: texnologiya, ta'lim texnologiyasi, ta'lim, qobiliyat, ijodkorlik, qobiliyat, TRIZ texnologiyasi.

Yechimlar va tavsiyalar: Ta'lim texnologiyasi tushunchasini tushunish va qo'llashda katta tafovutlar mavjud. Texnologiya –bu usul (vosita) lar majmuasini har qanday ishda mahorat va san'at bilan qo'llanilashdir. [1]. Pedagogik texnologiya –bu ta'lim jarayonini mazmunli amalga oshirish texnikasi [2, 12-bet]. Pedagogik texnologiya–bu rejalashtirilgan ta'lim natijalariga erishish jarayonining tavsifi [3,16-bet]. O'qitish texnologiyasi–bu didaktik tizimning tarkibiy protsessual qismidir [1, 18-bet]. Pedagogik texnologiya-bu talabalar va o'qituvchilar uchun qulay shart-sharoitlarni so'zsiz ta'minlagan holda o'quv jarayonini loyihalash, tashkil etish va o'tkazish uchun har tomonlama o'ylangan qo'shma pedagogik faoliyat modelidir [4]. Pedagogik texnologiya pedagogik maqsadlarga erishish uchun foydalaniladigan barcha shaxsiy, instrumental va uslubiy vositalarning tizimli majmui va ishlash tartibini anglatadi [5]. "Ta'lim texnologiyasi" tushunchasini uch jihat bilan ifodalash mumkin. 1) ilmiy: pedagogik texnologiyalar –pedagogika fanining o'qitish maqsadlari, mazmuni va usullarini o'rganuvchi va rivojlantiruvchi hamda pedagogik jarayonlarni loyihalashtiruvchi qismidir;

2) protsessual-tavsifiy: jarayonning tavsifi (algoritmi), rejalashtirilgan ta'lim natijalariga erishish maqsadlari, mazmuni, usullari va vositalari to'plami;

3) protsessual-samarali: texnologik (pedagogik) jarayonni amalga oshirish, barcha shaxsiy, instrumental va uslubiy pedagogik vositalarning ishlashi. Demak, pedagogik texnologiya o'qitishning eng oqilona usullarini o'rganuvchi fan sifatida ham, o'qitishda qo'llaniladigan usullar, tamoyillar va qoidalar tizimi sifatida ham, real o'quv jarayoni sifatida ham faoliyat ko'rsatadi [6]. Pedagogik texnologiya tushunchasining zamonaviy talqinining muhim xususiyatlarini ajratib ko'rsatishimiz mumkin: –texnologiya muayyan pedagogik reja asosida rivojlanadi, muallifning ma'lum uslubiy va falsafiy pozitsiyasiga asoslanadi. Shu tarzda rivojlantiruvchi pedagogikani bilim, ko'nikmalar berish, ko'nikma va texnologiyalarini uzatish jarayoni texnologiyalariga ajratib ko'rsatish mumkin; –pedagogik harakatlar, operatsiyalar, aloqalarning texnologik zanjiri aniq kutilgan natija ko'rinishiga ega bo'lgan maqsadlarga muvofiq qurilgan; –texnologiyaning faoliyati insoniy va texnik imkoniyatlarni optimal amalga oshirish, dialog va muloqotdan foydalanish, individuallashtirish va differentsiyalash tamoyillarini hisobga olgan holda kelishuv asosida o'qituvchi va talabalarning o'zaro bog'liq

faoliyatini o'z ichiga oladi; –pedagogik texnologiyaning organik qismi-bu ish natijalarini o'lchash mezonlari, ko'rsatkichlari va vositalarini o'z ichiga olgan diagnostika protseduralari [7, 11-12 betlar]. Shaxsning ijodiy faoliyatini rivojlantiruvchi ko'plab texnologiyalar mavjud. Shaxsning ijodiy faoliyatini rivojlantiruvchi zamonaviy pedagogik texnologiyalardan biri TRIZ texnologiyasidir. Intellektual faoliyatning ijodiy jarayonlarini ongli ravishda boshqarish G.S. Altshuller, M.M. Zinovkina, ularning ilmiy maktablari izdoshlari va vakillarining ishlarida dalolat beradi. Bu yerda ijodkorlik metodologiyasi ijodiy (ixtirochilik) muammolarni hal qilish nazariyasi (TRIZ) bo'lib, u pozitsiyaga asoslanadi: barcha tizimlar o'rganilishi va qo'llanilishi mumkin bo'lgan ma'lum qonunlarga muvofiq rivojlanadi. Nazariya nafaqat texnologiya sohasida, balki boshqa sohalarda, jumladan, pedagogikada ham o'zining amaliy ahamiyatini isbotlagan [8,9].

Xulosa: Ta'kidlash joizki, muammoli o'qitishning zaruriy sharti talabalarda haqiqatni va uning natijasini izlash jarayoniga bo'lgan ijobiy munosabatni vujudga keltirish hisoblanadi. Talabalarining muammoli o'qitishdagi ijodiy va qidiruv bilish faoliyati muammoli vaziyat paydo qilinganda talabalar mashg'ulotda muammoni ifodalab berishdan iborat bo'ladi, ya'ni bilishdagi qiyinchiliklarning paydo bo'lishi mohiyatini, ya'ni ushbu damda unga nima ma'lum bo'lsa, so'z bilan ifodalab beradi, so'ngra muammoning yechilish usullarini qidiradi va bunda turli tahminlarni olg'a suradi, talabalar haqiqiy deb topgan taxminlardan birini faraz sifatida asos qilib oladi va uni isbotlaydi, izlanish muammo yoki vazifa bajarilgandan so'ng tugallanadi. Pirovard natijada talabalarining ijodkorlik va ixtirochilik qobiliyatlari rivojlanadi.

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BOLALAR SPORTINING RIVOJLANISH BOSQICHLARI

Ergashev Firdavs
ATMU o'qituvchisi

Mustaqillik yillarida mamlakatimizda ommaviy sport turlarini targ'ib qilish, aholini jismoniy salomatligini yaxshilash maqsadida ko'plab amaliy tadbirlar amalga oshirildi.

Shuningdek, aholining imkoniyati cheklangan qismi orasida ham sportni targ'ib qilish ishlari olib borildi. Buning natijasida turli yosh toifasidagi jamoalar mintaqaviy va xalqaro musobaqalarda sovrinli o'rinlarni egallab borishdi.

Mustaqillik yillarida mamlakatda jismoniy tarbiya va sportni ommaviylashtirishda alohida davr bo'ldi. Bu borada Bolalar sportini rivojlantirish respublika jam-g'armasining tashkil qilinishi, 2000-yildan boshlab oliy o'quv yurtlari talabalari o'rtasida «Universiada», o'rta maxsus kasb-hunar kollejlari talabalari o'rtasida «Barkamol avlod», umumta'lim maktablar o'quvchilari o'rtasida «Umid nihollari» sport musobaqalarining uyushtirilishi muhim ahamiyatga ega voqealardir. Uch bosqichli sport turnirlari tashkil etilishidan asosiy maqsad yoshlar o'rtasida sog'lom turmush tarzini targ'ib qilish hamda xalqaro musobaqalar uchun mamlakat terma jamoasiga nomzodlarni tayyorlashdan iborat[1].

Jamiyat rivojini belgilovchi asosiy omillardan biri bu ayollarga munosabat masalasining qay darajada yo'lga qo'yilishi bilan chambarchas bog'liqdir. O'zbek xalqi orasida ayolni ardoqlash, unga hurmat ko'rsatish yuqori doimo o'rinda turgan. Mustaqillik yillarida O'zbekistonda xotin-qizlarning jamiyatdagi o'rnini mustahkamlash yuzasidan doimiy ravishda davlat tomonidan kuchli e'tibor berildi. Xotin-qizlar masalasining huquqiy asoslari mustahkamlab borildi. O'zbekiston Respublikasi Konstitutsiyasi, Oila Kodeksi, "Xotin-qizlarga qo'shimcha imtiyozlar to'g'risida"gi normativ hujjatlar shular jumlasidandir.

Jahonning nufuzli xalqaro tadqiqot markazlarining fikricha, O'zbekiston dunyo davlatlari orasida xotin-qizlar sportini yo'lga qo'yish va rivojlantirish bo'yicha yetakchi o'rinlardan birini egallab keldi. Buni O'zbekistonda xotin-qizlar sporti bo'yicha davlat tomonidan ishlab chiqilgan huquqiy hujjatlar va ularda belgilangan chora-tadbirlarning amaliyotga joriy etib borilishida ko'rish mumkin. O'zbekistonlik sportchi qizlar ko'plab xalqaro va olipiada musobaqalarida Mustaqil Davlatlar Hamdo'stligi mamlakatlari bo'yicha oldingi o'rinda turdi.

O'zbekistonda xotin-qizlar sportini yo'lga qo'yish va rivojlantirish, ular uchun zamonaviy sport inshootlarini barpo etish, ularni modernizatsiya qilish, sportchi qizlarni davlat tomonidan qo'llab-quvvatlash, xalqaro arenalarda yuqori natijalarga erishgan xotin-qizlarni taqdirlash bo'yicha doimiy ravishda chora-tadbirlar olib borildi. O'z o'rnida bu kabi tadbirlar sog'lom avlod tarbiyasida ham muhim ahamiyatga ega bo'ldi.

2002 yili O'zbekistonda Bolalar sportini rivojlantirish jamg'armasi o'z faoliyatini boshladi. Jamg'arma tomonidan sportni yoshlar o'rtasida yanada ommalashtirish, jahon va xalqaro musobaqalar g'oliblari, faxriy sportchilar va yoshlar bilan mahorat darslarini tashkil etish tadbirlarini olib bordi. Ushbu tadbirlarda 34864 nafar yoshlar, shuningdek 6331 nafar qizlar ishtirok etdi[2].

2002 yil 5 iyulda O'zbekiston Respublikasi Vazirlar Mahkamasining aholi orasida tibbiy madaniyatni ko'tarish, ayollar salomatligini mustahkamlash, sog'lom avlodni tarbiyalashning ustuvor yo'nalishlari xususidagi qarori e'lon qilinib, hujjatda "Sog'lom avlod uchun" sovrini uchun qizlar o'rtasida sport musobaqalari, shu jumladan, sport musobaqalarini tashkil etish va o'tkazish vazifasi davlat organlariga yuklatildi. Respublika hududlarida O'zbekiston Xotin-qizlar qo'mitasi tashabbusi bilan 2005 yildan boshlab gimnastika, sog'lom avlod, oila mavzular bo'yicha turli shiorlar ostida sport musobaqalari tashkil etilib, ularda har yili 500 mingdan ortiq xotin-qizlar ishtirok etdi[3].

O'zbekistonda sportni rivojlantirish Davlat dasturi Konsepsiyasi jismoniy tarbiya va sport tashkilotlari rivojlanishining tashkiliy-huquqiy va moliyaviy asoslarini belgilab berdi. Vazirlar Mahkamasining 2003 yil 6 iyundagi o'quvchi va talabalarni sportga yanada kengroq jalb qilish maqsadida uzluksiz sport musobaqalari tizimini tashkil etish borasidagi qarorida umumta'lim maktablarning o'quvchilari, kollej o'quvchilari va oliy ta'lim muassasalari talabalarining sport uyinlari tashkil qilib borildi.

O'zbekistonda 2016 yili 2 millionga yaqin bolalar, jumladan, 842 ming nafar qiz bolalar sportning turli yo'nalishlari bo'yicha mashg'ulotlarda ishtirok etdi. Tahlillar shundan dalolat

beradiki, kundan-kunga sport bilan shug'ullanuvchilar ko'lamini ortib bordi. Respublikada bolalar sportini yo'lga qo'yish va rivojlantirish tadbirlari tufayli o'quvchilar o'rtasida muntazam shug'ullanuvchilar ko'rsatkichi ortib bordi. Sport turlari 2005 yilda 43 tadan 2015 yilda 59 tagacha yetdi. Maktab o'quvchilarini jismoniy tarbiya va sport mashg'ulotlariga ishtiroki 20,4 foizdan 40,5 foizga ko'tarildi. Ayniqsa qizlar o'rtasida bu ko'rsatkich ortib, 16,4 foizdan 32,5 foizga o'sdi. Umumta'lim maktablaridagi sport to'garaklari soni 65432 ta bo'lib, ularda jami 1637933 nafar o'quvchilar, shu jumladan 706878 nafar qizlar sport bilan muntazam shug'ullanmoqda. So'nggi o'n yilda qishloq joylarda bolalarning sport bilan muntazam shug'ullanishi 14,5 foizdan 39 foizga o'sdi. 1990 yilda 448 ming 800 nafar o'quvchilarning 7,4 foizi sport bilan shug'ullangan bo'lsa, 2014 yilda 2 million 219 ming nafar, ya'ni 34,8 foiz o'quvchilarga sport bilan muntazam shug'ullanishga sharoitlar yaratildi[4].

2014 yili Bolalar sportini rivojlantirish jamg'armasining mablag'lari hisobidan 18 ta namunaviy sport inshootlari va 73 ta maktab sport zali barpo etildi, 24 ta obyektda qariyb 100 milliard so'mlik rekonstruksiya va kapital ta'mirlash ishlari amalga oshirildi[5].

O'zbekistonda 2016 yilidavlat budjetidan ajratilgan mablag'lar evaziga 280 ta sport zallarini qurish uchun 154 mlrd. so'm ajratildi. Bu kabi qurilishlarni har bir tumanda amalga oshirish belgilandi. Shu bilan birga 25 ta sport maktablarini modernizatsiya qilish ham ko'zda tutildi. Bu kabi tadbirlar uchun davlat hech bir mablag'ni ayamadi. 2015 yilga nisbatan sport xarajatlari 2016 yilda 16 foizga ko'payib, 449 mlrd. so'mga yetdi[6].

2018 yil Toshkent shahridagi suv sport turlariga ixtisoslashtirilgan bolalar-o'smirlar sport maktabi uchun muvaffaqiyatli kechgan yil bo'ldi. Tarbiyalanuvchilar xalqaro miqyosda o'tkazilgan musobaqalarda 17 ta oltin, 7 ta kumush, 13 ta bronza jami 37 ta medallarni qo'lga kiritdi. Mamlakatimizning ichki chempionatlarida 774 ta medallarga ega chiqishdi. Bularning 281 tasi oltin, 247 tasi kumush va 246 tasi bronza medallaridan iborat bo'ldi. Sport maktabida paralimpiya sporti ham jadallik bilan ommalashib boryapti. Xususan, 2018 yil 14-27 may kunlari Seget shahrida (Vengriya) o'tgan jahon chempionatida Shahnoza Mirzayeva oltin medalni qo'lga kiritishgan[7].

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BOSHLANG'ICH SINIF O'QUVCHILARI DUNYOQARISHINING SHAKLLANTIRISHDA AFSONALARNING O'RNI

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Annotatsiya. Maqolada afsonalar, ya'ni olamning yaratilishi, samoviy jismlarning paydo bo'lishi, tabiat hodisalarining sabablari, afsonaviy qahramonlar, xudolar va ma'budalar haqida ma'lumotlar berilgan. Shuningdek, "Alpomish", "Kuntug'mish", "Rustamxon" o'zbek xalq ertaklarida ham afsonaviy obrazlarning paydo bo'lishi yoritilgan.

Kalit so'zlar: mif, afsona, koinot, dunyoqarash, ertak, tasavvur, syujet, mohiyat, xatti-harakat, doston, tafovut.

Rivojlangan mifologiya inson va jamiyat hayotining deyarli barcha jabhalarini qamrab olgan. U birlamchi tartibsizlikdan tartibli kosmosning paydo bo'lishini, hayotning kelib chiqishi va insonning paydo bo'lishini tushuntiradi, inson hayotidagi eng muhim ko'nikmalarning (yozuv, hunarmandchilik, tasviriy san'at) paydo bo'lishini tushuntiradi, kelajak zamon haqida bilim beradi va vafotidan keyingi mavjudligi haqida. Shu bilan birga, afsonada inson va uning atrofidagi dunyo bir-biridan ajralmas edi. Inson tabiatning qismlaridan biri bo'lib, tabiat kuchlarining o'zi xudolar va qahramonlar ko'rinishiga ega. Mifning aniq muallifi yo'q va uning paydo bo'lish vaqtini aniq ko'rsatish mumkin emas.

Mif (yunoncha *mithos* — afsona, rivoyat, asotir) — qadimgi odamning borliq olam haqidagi ibtidoiy tasavvurlari majmui bo'lib, koinotning yaratilishi, inson, o'simliklar va hayvonot dunyosining vujudga kelishi, samoviy jismlarning paydo bo'lishi, tabiiy hodisalarining sabablari va mohiyati, afsonaviy qahramonlar, ma'budlar va ilohlar to'g'risidagi e'tiqodiy qarashlarni o'zida mujassamlashtiradi.

Mif - xalq og'zaki ijodining eng qadimgi davrlarida paydo bo'lgan va insoniyatning olam haqidagi o'sha davrlardagi tasavvurlarini nafaqat aks ettiradi

balki, aniq obrazlar vositasida bo'rttiruvchi e'tiqodiy qarashlarni, to'qimalarni o'zida mujassamlashtiradi. Ya'ni koinotning yaratilishi, samoviy jismlarning paydo bo'lishi, o'simliklar va hayvonot dunyosining vujudga kelishi, tabiiy hodisalarining sabablari va mohiyati afsonaviy qahramonlar, ma'budlar va ilohlar to'g'risidagi e'tiqodiy qarashlarni o'z ichiga oladi. Tarixan dunyoqarashning birinchi shakli mifologik dunyoqarash hisoblanadi, ya'ni dunyo, uning kelib chiqishi, insonning paydo bo'lishi haqidagi uydirma g'oyalar tizimi, tabiat hodisalari va inson ishtirok etadigan tarixiy jarayonlarni fantastik tushunish. Mifologik dunyoqarash tevarak-atrofdagi olamni o'rganishga emas, bilimga emas, balki badiiy adabiyotga asoslanadi, ba'zan juda maftunkor hikoya shaklini o'z ichiga oladi.

Mif - bu fantastika, afsona tufayli siz inson faoliyatining har qanday sohasi va tabiat kuchlarining namoyon bo'lishi bilan bog'liq har qanday hodisani juda qiziqarli va chiroyli tarzda tushuntirishingiz mumkin. Mifologik dunyoqarashni mustahkamlash shaklining eng yorqin namunasi ajoyib adabiy va san'at yodgorligi bo'lgan yunon miflaridir.

Afsona inson xatti-harakatlarini nazorat qilish vositasi, odamlar o'rtasidagi munosabatlarni tartibga solish usuli sifatida o'zining samaradorligini ko'rsatdi. U o'zida bilim, diniy e'tiqod, siyosiy qarashlar, turli san'at turlari va falsafani o'zida mujassam etgan, umuminsoniy, tabaqalanmagan (sinkretik) ong shakli sifatida namoyon bo'lgan.

Afsona va miflar tabiat va jamiyat hayotining xilma xil qirralarining mazmun mohiyatini tushuntiruvchi vositadir. Shuningdek, mif - afsona janrining badiiy shakli asosida bayon etilib, tarixda yashab o'tgan ajdodlarimizning olam haqidagi tasavvurlarini o'zida jamlaydi. Miflarning ommalashishida, ularning avloddan avlodga yetib kelishida xalq og'zaki ijodi katta ahamiyat kasb etadi. O'zbek xalq afsonalari va ertaklaridagi, "Alpomish",

“Kuntug'mish”, “Rustamxon” turkumiga mansub dostonlardagi mifologik obrazlarning paydo bo'lishi buning yaqqol dalilidir. “Go'ro'g'li” turkumiga mansub dostonlardagi mifologik obrazlarning paydo bo'lishida badiiy talqinning namoyon bo'lishi va poetik tafakkurning yuksak darajada aks ettirilishini ta'minlashga xizmat qiladi. Mifik syujetlar aks ettirilgan asori atiqalar, xalq hunarmandchiligi va amaliy san'ati asarlari qadimgi tasavvurlar asosida yaratilgan bo'lib, mifologik tasavvurlarning vujudga kelishiga bayon etilib, tarixda yashab o'tgan ajdodlarimizning olam haqidagi tasavvurlarini o'zida jamlaydi.

Biz bunga misol tariqasida “Pahlavon va shoir” nomli rivoyatimizni keltirish mumkin. Unda: “Mahmudning Dehliga safari hind xalqining milliy bayramiga to'g'ri kelibdi. Mahmudning shahar chetidagi saroylardan biriga tushganini eshitgan sulton uni ertangi kurashda ishtirok etishi va yosh saroy pahlavoni bilan bellashishini so'rab, odam yuboribdi.

Mahmud yosh bahodirning izzat-nafsiga shikast yetkazishni o'ziga ep ko'rmay, bu iltifotni rad etibdi. O'z marhamati qabul qilinmaganini eshitgan sulton g'azab otiga minibdi. Mulozimlar bu xabarni Mahmudga yetkazib, kurashda ishtirok etishini o'tinib so'rabdilar. U rozilik bildiribdi. Odatda, bunday musobaqalardan oldin Mahmud ulug'larning qadamjolarini ziyorat qilar ekan. O'sha kecha ham shahardagi qabristonni ziyorat qilib yursa, bir ayol erining qabrini quchoqlab: «Ey xudo, ikki bolam va erimni olding, ertangi kun maydonda yolg'iz o'g'limning qo'lini baland qilgin», – deb nola chekayotgan ekan. Mahmud bu xotin sulton saroyidagi pahlavonning onasi ekanligini sezibdi.

Ertasi kuni kurash maydonida Mahmud o'zini juda zaif va lapashang qilib ko'rsatibdi. Yosh bahodir ikki uch davradan keyin o'zini Mahmudni chirpirak qilib ko'tarib uribdi. Sulton bu g'alaba sharafiga katta ziyofat beribdi. Tantanalardan so'ng hokim boshchiligidagi arkoni davlat: barcha xizmatkorlar, mehmonlar fillarga minib o'rmonga – ovga jo'nashibdi.

Changalzorlar orasidan ketayotganda bexosdan sulton taxtiravoni o'rnatilgan fil botqoqqa botib qolibdi. Shunda Mahmud aql bovar qilmaydigan darajadagi og'ir fil oyoqlarini yelkasida ko'tarib chiqibdi. So'ng bo'lgan voqealardan xabar topgan sulton:

- Tilang tilagingizni, nima istasangiz, muhayyo qilaman, – debdi.
- Menga hech narsa kerak emas. Sizning zindoning izda 200 dan ortiq yurtdoshlarim asir ekan, o'shalarni ozod qilsangiz, Vatanning birga olib ketsam, bas, – debdi Mahmud.

Sulton bahodirga ot-ulov, sarpolar beribdi va asirlarni hibsdan bo'shatibdi. Mahmud vatandoshlari bilan Xorazmga qarab yo'l olibdi.” deb bayon qilinadi.

Ushbu rivoyatdan boshlang'ich sinf o'quvchilari bir talay xulosa hamda vatanparvarlik ruhi, vatandoshlarga, do'stlarga muhabbat singari qator tuyg'ular shakllanishi mumkin. Rivoyatda Mahmudning birgina onaizor duosini eshitib, uning o'g'liga ko'rsatgan muruvvati uning ma'naviyatli va komil inson ekanligini, unda ayolga nisbatan hurmat hissi yuksak darajada shakllanganligini ko'rsatadi. Bu esa ayni paytda o'quvchida rivoyat qahramoniga nisbatan hurmatning shakllanishi, asar qahramonining insoniy fazilatlariga nisbatan taqlid va shu qahramon kabi bo'lishga intilish, rivoyatda uchraydigan umuminsoniy qadriyatlardan xulosa chiqarishga undaydi.

Ushbu obrazlar orqali bolalarda ezgulik va yovuzlik orasidagi tafovutlik hissi shakllanadi, bolalarda mardlik, jasorat, odillik, vatanparvarlik tushunchalariga nisbatan chuqur tasavvur uyg'onadi va mifologik obrazlardagi qahramonlarning ijobiy hislari sari intilish va vatanni e'zozlash, vatanparlik ruhi singari tushunchalar shakllana boshlaydi.

Sharq xalqlarining badiiy ijodi xilma-xil, ajoyib afsonaviy va tarixiy dostonlarga, masal va rivoyatlarga boy bo'lib, tematik jihatdan bir-birlariga chambarchas bog'langan. Bular o'z muxtasarligi, qiziqarliligi, ravonligi, ohangdorligi hamda didaktik ahamiyati, g'oyaviy mazmuni bilan bolalarning fikrlash qobiliyati va dunyoqarashini kengaytiradi.

Shuningdek, folklor va yozma adabiyotdagi mifik obrazlar badiiy talqinning namoyon bo'lishi va poetik tasavvurning yuksak darajada aks ettirilishini ta'minlashga xizmat qiladi.

Mifik syujetlar aks ettirilgan asori atiqalar, xalq hunarmandchiligi va amaliy san'ati asarlari boshlang'ich sinf o'quvchilari fikrlash qobiliyatini oshiradi va tasavvurlarini boyitadi.

Mifologik obrazlar o'z navbatida boshlang'ich sinf yoshidagi bolalarining dunyoqarashlariga ham ta'sir qiladi. Dunyoqarashning mohiyati shundaki, u faqat insonlargagina xos bo'lib, hayotiy tajriba va emperik bilimlar asosida shakllanadi.

Xulosa qilib aytganda, bugungi kunda bir necha ming yillik tarixga ega bo'lgan, bashariyat xotirasida chuqur joy egallagan mif va afsonalarning o'rni, ayniqsa, san'at va adabiyot uchun misli beqiyosdir. Dostonnavislar dramatik va lirik ijodkorlar, rassom va haykaltaroshlar hattoki, rejissorlar ham o'z ijodiy ishlarida ushbu qadimiy-ma'naviy boylikdan foydalanib yuksak darajadagi asarlarni yaratishga muvaffaq bo'lishdi va aynan ana shu asarlar kelajagimiz bo'lgan farzandlarimizni tarbiyalashda va ilm berishda yuksak darajadagi ilmiy hamda tarbiyaviy manbimiz sifatida hali hamon xizmat qilib kelmoqda.

Mif va mifologik qarashlarning boshlang'ich sinf yoshidagi o'quvchilarning ongiga ta'siri juda kuchli bo'lib, uni o'ziga mahliyo qilib qo'yadi va fantastik olamga sayohat qilishini ta'minlagan holda ma'naviy ozuqa beradi, fikrlash qobiliyatini o'stiradi. Shuning bilan bir qatorda boladagi orzulari va sehrli olamga hayolan tashrif buyurishiga sababchi bo'lsa, yana qaysidir bir bola qalbida yangi orzulari sari qahramonlarcha harakat qilib bevosita maqsadga erishishiga bevosita ko'mak beradi va motivatsiyasini yanada oshiradi.

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QASHQADARYO VOHASI ME'MORCHILIGI USHLUBLARI TARIXI

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Annotatsiya. Ushbu maqolada mamlakatimizning qadimgi manzillaridan biri bo'lgan Qashqadaryo vohasida joylashgan tarixiy-madaniy obyektlar, ularning turizm sohasini rivojlantirishda tutgan o'rni tarixiy manbalar asosida bayon etilgan.

Kalit so'zlar: O'zbekiston, Qashqadaryo, Qarshi, Shahrisabz, Oqsaroy, Qilichboy, Arxeologiya, Muzey, Madaniy meros, Abu Mo'iyin -Nasafiy, Ko'k Gumbaz, Odina masjidi, Xo'jai Jarroh, Bekmir, Abdulazizxon, Oqsaroy, Dor ut-tilovat, Dor us-saodat, Chorsu, Koba, Kunduzak, Langar ota, Sulton Mir Haydar.

Bugungi kunda mamlakatimiz hududidagi 7000 dan ortiq madaniy meros durdonalari, minglab arxeologik obyektlar va qazilmalar buning tasdig'idir. Ular qadim tarixdagi madaniy hayot, ajdodlarimiz turmush tarzini o'rganishda beqiyos ahamiyatga ega. Binobarin, istiqlolning dastlabki yillaridan boshlab yurtimizda ana shu yodgorliklarni qayta tiklash, ta'mirlash, restavratsiya qilish, arxeologik izlanishlar olib borish ishlarini qo'llab-quvvatlash, yangi muzeylar barpo etishga katta e'tibor qaratib kelinayapti.

Shu asosda 2001 yilda "Madaniy meros obyektlarini muhofaza qilish va ulardan foydalanish to'g'risida" gi, 2008 yilda "Muzeylar to'g'risida" gi, 2009 yilda "Arxeologik meros obyektlarini muhofaza qilish va ulardan foydalanish to'g'risida" gi qonunlar qabul qilindi [1].

Ularning ijrosini ta'minlash maqsadida Vazirlar Mahkamasining tegishli qarorlari hayotga tatbiq etildi. Aniq maqsadli chora-tadbirlar ishlab chiqilib, amalga oshirilyapti, muzeylar faoliyati tartibga solinmoqda.

Tarixiy, madaniy va ma'naviy merosimizni o'rganish, ilmiy xulosalar berish bo'yicha bugungi kunda nafaqat O'zbekiston olimlari shug'ullanayotgani, balki bunga xorijlik ekspertlar katta qiziqish bildirayotgani ham diqqatga sazovor. Jumladan, ular tashkil qilinayotgan ko'plab ilmiy ekspeditsiyalarda ishtirok etishmoqda.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoevning bu ishlarni amalga oshirishda sa'y-harakatlari va rolini alohida ta'kidlash o'rinlidir. Fikrimizning dalili sifatida Qashqadaryo zaminida buyuk alloma, moturidiya ta'limotining yirik vakili, islomiy e'tiqod pokligi masalasida 15 ga yaqin kitob muallifi Abu Mo'iyin Nasafiy, Sherobod tumanida buyuk hadisshunos alloma Abu Iso Muhammad at-Termiziy, Buxoroda Bahouddin Naqshband hazratlari, Toshkentda Imom Termiziy nomidagi masjid va Suzuk ota maqbaralari kabi ko'plab ziyoratgohlarni obod qilish borasidagi ezgu ishlarni qayd etish mumkin.

Bundan tashqari, Yurtboshimizning O'zbekiston xalqining tarixiy, ma'naviy va madaniy merosini avaylab asrashga g'amxo'rligining yaqqol namunasi sifatida 2017 yil 15 fevraldagi "Madaniyat va sport sohasida boshqaruv tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" gi PF-4956-sonli farmoni, 2017 yil 24 maydagi "Qadimiy yozma manbalarni saqlash, tadqiq va targ'ib qilish tizimini yanada takomillashtirish chora- tadbirlari to'g'risida" gi PQ-2995-sonli qarori, 2017 yil 20 iyundagi "O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi O'zbekistonga oid xorijdagi madaniy boyliklarni tadqiq etish markazini tashkil etish to'g'risida" gi PQ-3074-sonli qarori, 2017 yil 30 iyundagi "O'zbekiston Respublikasi Fanlar akademiyasi huzurida O'zbekistonning eng yangi tarixi bo'yicha jamoatchilik kengashi faoliyatini tashkil etish to'g'risida" gi PQ-3105-sonli qarorlari [1] xalqimizning qadimiy tarixi va boy madaniyatini tiklash, buyuk allomalarimiz, aziz-avliyolarimizning ilmiy, diniy va ma'naviy merosini har tomonlama chuqur o'rganish va targ'ib etish, chet ellarda saqlanayotgan, mamlakatimiz tarixi va madaniyatiga oid madaniy boyliklarni aniqlash, shu tarixiy eksponatlarning asl yoki ko'chirma nusxalarini yurtimizga olib kelish kabi ishlarni tashkil etishda muhim ahamiyat kasb etadi.

O'zbekiston arxeologik yodgorliklar soni jihatidan dunyoda oldingi o'rinlardan birini egallaydi. O'zbekiston hududidagi dunyo sivilizatsiyasi taraqqiyotida katta o'rin tutgan 7,5 mingdan ortiq moddiy madaniy meros obyektlari, shundan 4308 ta arxeologiya obyektlari, 2079 ta arxitektura obyektlari, 694 ta mahobatli san'at obyektlari, 395 ta diqqatga sazovor joylarni saqlash, hisobga olish, o'rganish, ta'mirlash, dunyo miqyosida targ'ib qilish bo'yicha katta ishlar amalga oshirilib, ular davlat muhofazasiga olindi [2].

Mamlakatimizda mavjud madaniyat yodgorliklarini restavratsiya qilish va konservatsiyalashga qaratilgan davlat dasturlari qabul qilinib, ushbu dasturlar asosida mustabid tuzum davrida xarob ahvolga tushib qolgan dunyoga mashhur Samarqanddagi XIV-XV asr yodgorliklari – Amir Temur maqbarasi, Registon ansambli, Bibixonim masjidi, Buxorodagi X-XII asr yodgorliklari – Somoniylar maqbarasi, Minorai Kalon, Mir Arab madrasasi, Ark devori, Xivadagi XIV-XVII asr yodgorliklari – Pahlavon Mahmud maqbarasi, Tosh hovli, Qo'qondagi Xudoyorxon o'rdasi, Qarshidagi Ko'k Gumbaz majmuasi, Odina masjidi, Xo'jai Jarroh majmuasi, Bekmir, Abdulazizxon, Qilichboy madrasalari, Shahrisabzdagi Oqsaroy, Dor ut-Tilovat va Dor us-Saodat majmualari, Chorsu, Koba, Kunduzak, Qamashidagi Langar ota, Kasbidagi Sulton Mir Haydar, Qarshi tumanidagi Abu Mo'iyin Nasafiy majmuasi va boshqa ko'plab me'moriy obidalar ta'mirlanib, kelajak avlodlar uchun saqlab qolindi [3:25 – 26].

Shu bilan birga, Samarqandda Imom Buxoriy, Imom Moturidiy, Farg'ona va Quvada Ahmad Farg'oniy, Toshkentda Hazrati Imom me'moriy majmualari, Toshkent, Samarqand, Shahrisabz shaharlarida Amir Temur, Toshkentda Mirzo Ulug'bek, Alisher Navoiy, Urganchda Jaloliddin Manguberdi, Termizda Alpomish, Andijonda Boburning haykallari, Marg'ilonda

Burxoniddin Marg'inoniy maqbarasi qurildi. Ushbu maqsadlarda davlat budjetidan ajratilayotgan mablag'lar hajmi yildan-yilga oshib bormoqda. Xususan, 2016 yilda moddiy madaniy meros obyektlarini muhofaza qilishga 2008 yilga nisbatan 10 barobar ko'p mablag' ajratildi [4].

Mustaqillik yillarida tarixiy, ma'naviy va madaniy meros obyektlarini muhofaza qilish bilan bog'liq munosabatlarni tartibga solishga qaratilgan huquqiy asoslar yaratildi. Tarixiy, ma'naviy va madaniy meros obyektlarini huquqiy muhofaza qilishda O'zbekiston Respublikasining 1998 yil 29 avgustdagi "Moddiy boyliklarni olib chiqilishi va olib kirilishi to'g'risida"gi, 2001 yil 30 avgustdagi "Madaniy meros obyektlarini muhofaza qilish va ulardan foydalanish to'g'risida"gi, «Arxeologiya merosi obyektlarini muhofaza qilish va ulardan foydalanish to'g'risida»gi qonunlar huquqiy asos sifatida muhim ahamiyat kasb etadi [1].

O'zbekiston hududida hozirgi kunda qadimgi me'morchilik yodgorliklaridan 600 dan ortig'i qonunlar asosida qo'riqlanadi va ularning aksariyatini masjidlar tashkil etadi. Mazkur yodgorliklarning bir qismi ta'mirdan chiqarilgan. Ularning boshqa qismi o'rganilish bosqichida bo'lib, ta'mirga tayyorlanmoqda, uchinchilari esa tadqiq etish navbatini kutib turibdi. Xususan, O'zbekiston Respublikasi Madaniyat vazirligi Madaniy meros obyektlarini muhofaza qilish va ulardan foydalanish ilmiy ishlab chiqarish Bosh boshqarmasi joriy arxiv ma'lumotlariga qaraganda, 1991 yildan 2020 yilgacha bo'lgan davrda respublikamiz bo'yicha 1000 dan ortiq madaniy meros obidalari: me'moriy majmua, madrasa, masjid, arxeologiya obyektlari, diqqatga sazovor joylar va haykallar respublika budjeti va homiylar tomonidan ajratilgan mablag'lar hisobiga ta'mirlab tiklandi va obodonlashtirildi [5].

Keyingi yillarda ulkan o'zgarish va yangilanishlar tufayli Qashqadaryo viloyati shaharu qishloqlari ham ko'rkam, obod va muazzam qiyofa kasb etmoqda. Chunonchi, O'zbekiston Respublikasi mustaqilligining 23 yillik shodiyonasi arafasida viloyat markazi-Qarshi shahri ko'chalari, ichki va umumiy foydalanishdagi hamda tranzit yo'llar yon-atroflari ko'klamzorlashtirildi. Suv havzalari, istirohat bog'larida obodonlashtirish ishlari olib borildi. Shu kunlarda ham shaharning qay bir mahallasiga bormang, yangi va zamonaviy inshootlar barpo etilayotganiga guvoh bo'lasiz.

Xususan, keyingi yillarda Qarshi shahridagi "Ko'kgumbaz", "Odina" jome masjidlari, Abu Ubayda ibn al-Jarroh, Qarshi tumanidagi Imom Mo'iyin Nasafiy, Kasbi tumanidagi Sulton Mirhaydar, Shahrisabz tumanidagi "Oqsaroy", "Dorut-Tilovat" va "Dorus-Saodat" majmualarida katta hajmdagi bunyodkorlik ishlari yakuniga etkazildi. Bu esa, o'z navbatida, Qashqadaryoda turizm sohasini rivojlantirish uchun asos yaratdi. Ushbu jarayonda, albatta, Vazirlar Mahkamasining "2013-2015 yillar davrida Qashqadaryo viloyatida turizm sohasini rivojlantirish dasturi to'g'risida"gi qarori muhim omil bo'layotganini ta'kidlab o'tish zarur. Chunki ushbu hujjatga ko'ra, hududda tarixiy va madaniy obyektlarni xalqaro hamda mahalliy sayyohlikka moslashtirish, Amir Temur nomidagi muzey ekspozitsiyalarini kengaytirish, me'morchilik inshootlari intererida mavzuga mos ekspozitsiyalar, arxeologik obyektlarda ekoturizmni tashkil etish, shuningdek, Shahrisabzni muzey-shaharga aylantirish rejasi ishlab chiqildi. Ayni paytda mazkur qadimiy kentda sharqiy bozor barpo etish, unda zamon talablari darajasida xizmat ko'rsatishni yo'lga qo'yishga alohida e'tibor qaratilmoqda [6, 7].

Shahrisabzning 2700 yilligi nishonlanishi yetti iqlimga ta'rifi ketgan shaharni butun dunyoga yana bir marta ovoza qildi. Ko'hna Sharq arxitekturasini durdonalari hisoblangan ko'plab obidalar, milliy me'morchilik yodgorliklari YUNESKoning Butunjahon madaniy meros obyektlari ro'yxatiga kiritilgani jahoniy e'tirofning yorqin dalilidir.

Ayni paytda bu yerda ulkan bunyodkorlik va obodonlashtirish ishlari olib borilmoqda. Vazirlar Mahkamasining 2014 yil 20 fevraldagi "Qashqadaryo viloyatining Shahrisabz shahrida obyektlarni qurish va rekonstruksiya qilishga doir kompleks chora-tadbirlar dasturi to'g'risida"gi qaroriga asosan, hududni arxitekturaviy rejalashtirish, qiyofasini yaxshilash maqsadida 36 ta obyektga 97,5 milliard so'mlik bunyodkorlik ishlari amalga oshirilishi

belgilangan. Xususan, shu kunlarda Oqsaroy majmuasini Dorut-tilovat va Dorus-saodat majmualari bilan birlashtiruvchi xiyobonda ish qizg'in. [8, 9].

Shahrisabzga kelayotgan sayyohlar ziyorat va sayohatni Sohibqiron Amir Temur haykali poyidan boshlashadi. Shu bois uning atrofi Hukumat qarori bilan tasdiqlangan bosh rejaga ko'ra, tubdan o'zgartirilmoqda. Xiyobondan Dorut-tilovat majmuasi hududigacha bo'lgan ko'chalar eng zamonaviy tungi yoritish moslamalari bilan jihozlandi. Yashil maydonlarning sug'orish tizimlari ham butunlay yangilandi. Dastur asosida Abdushukur og'oliq madrasasi, Kunchiqar, Hovuzak Mardon, Molik Ajdar masjidlari, Koba karvonsaroyi va yana 7 ta tarixiy ahamiyatga ega bo'lgan inshoot qayta ta'mirlanib, o'zgacha qiyofa kasb etishi ko'zda tutilayotir.

Xulosa qilib aytganda, mustaqillik sharofati bilan respublikamizdagi madaniy meros obyektlariga bo'lgan munosabat o'zgarib, bu borada davlatimiz rahbari tomonidan bir qancha qaror va farmonlar e'lon qilindi. Natijada, Qashqadaryo viloyatidagi me'moriy obidalar Madaniy meros boshqarmasi tomonidan ruyhatga olinib, ta'mirlandi va o'ziga yarasha turistlar tashrif buyuradigan maskanga aylandi.

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ABDULLA QODIRIYNING "O'TKAN KUNLAR" ROMANIDA LINGVOMADANIY SO'ZLARNING QO'LLANILISHI

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ADABIYOTLAR TAHLILI

Bizga ma'lumki, o'zbek tili turkiy tillar orasida tarixan shakllanib kelgan boy tillardan biridir. Bugungi kungacha tilimiz ma'lum bir davr taraqqiyot bosqichlarini bosib o'tdi. Mustaqillik tufayli milliy tilshunoslik bilan bir qatorda uning yondosh sohalarning sir-asrorlarini o'rganish kuchaydi. Lingvokulturologiya ham ana shunday sohalardan biridir. Til va madaniyat o'rtasidagi bog'lanishlar, tafovut va o'xshashliklarni o'rganish ushbu sohani yanada rivojlantirish va o'rganishga ehtiyoj tug'dirmoqda. Lingvokulturologiya XX asrning oxirgi choragida dolzarblik kasb etdi. Unda lingvistik hodisalar antropologik paradigmaning hosilasi sifatida o'rganila boshlandi. Bu sohaning asoschisi V.Gumboldt (XIX) bo'lib, keyinchalik E.O.Oparina, V.A.Maslova, Y.S.Stepanov kabilar ilk tamal toshini qo'ygan bo'lsalar, o'zbek

tilshunoslaridan esa N.Mahmudov, A.Nurmonov, D.Ashurova, S.Akbarova, D.Xudoyberganovlar keng miqyosdagi ishlarni amalga oshirmoqdalar.

TADQIQOT METODOLOGIYASI

XX asrning so'nggi choragida dunyo tilshunosligida qator lingvistik yo'nalishlar paydo bo'la boshladi. Bu yo'nalishlar kognitiv lingvistika (kognitiv tilshunoslik), etnolingvistika, tilning antropologiyasi, lingvokulturologiya, etnogermevika, pragmalolingvistika, genderologiya kabi yangi yo'nalishlar bo'lib, ular markazida tillarni milliy-madaniy, gender va kognitiv jihatdan tadqiq etish turadi. Keyingi o'n yil ichida bu yo'nalishlar (asosan, lingvokulturologiya) o'zbek tilshunosligiga ham kirib kela boshladi va bu boradagi dastlabki tadqiqotlar yaratildi.

Keyingi yillarda jahon tilshunosligida lingvokulturologik masalalarga bag'ishlangan ko'plab tadqiqotlar yuzaga kela boshladi. Xususan, rus tilshunoslaridan Y.S.Stepanovning "Konstantlar: Rus madaniyati lug'ati" da rus tili vakillari uchun muhim hisoblangan konseptlar va ularning mohiyatini tadqiq qilgan. N.D.Arutyunovning "Til va inson dunyosi" tadqiqoti turli davr va turli millatlar matnlarida mavjud bo'lgan universal madaniyat terminlarini o'rganishga qaratilgan. V.N.Teliya va uning maktabidagi tadqiqotlar predmeti frazeologizmlar, maqsadi esa milliy-madaniy konnotatsiyalari va "mentalitetning xarakterli chiziqlari"ni tavsiflashdan iborat. Lingvokulturologiya va lingvokulturologik terminlar, lingvokulturologik metodlar singari mualliflar tomonidan ko'pincha aniq asoslab berilmaydi. Natijada lingvokulturologik kategoriya erkinlikka ega bo'lib, ba'zida biror termin ostida, hatto til siyosatini ham tushunish mumkin.

Lingvokulturologiya XX asr oxirida lingvistikada antropologik paradigmalar mahsuli sifatida maydonga kelgan, deb qaraladi. Uning boshlanishi V. fon Gumboldt nomi bilan bog'liq. Uning tadqiqoti til xarakteri va millat xarakterining o'zaro aloqadorligiga bag'ishlangan. Tadqiqotlar shuni ko'rsatadiki, turli tillar o'z mohiyati, ongda ifodasi jihatdan turli dunyoqarashlarni aks ettiradi. Til xususiyatlarida millat xarakteri namoyon bo'ladi, shuning uchun tilni chuqur tadqiq qilishda barcha jihatlarni qamrab olishi zarur. Gumboldt qarashlarining yangiligi shunda ediki, olim turli xil til shakllarini o'rganish mobaynida borliqni anglash va tafakkur qilish jarayonidagi turli-tumanliklar va farqlarni ajratdi hamda tilda madaniyat o'ziga xos tarzda aks etadi, degan xulosaga keldi.

Ma'lumki, olamni bilishda tilning ahamiyati katta. Tilsiz jamiyat, jamiyatsiz til shakllanmaydi. Lingvomadaniyatshunoslikda madaniyat kodlari olam lisoniy manzarasining muhim tarkibiy qismlaridan biri sifatida e'tirof qilinadi.

Tilshunoslikda madaniyat kodlari xalq og'zaki ijodi janrlaridan maqollarda, iboralarda, metafora, turg'un o'xshatish hamda xalqimizning olqish va duolarida o'z aksini topadi. Maqol xalq og'zaki ijodining eng qadimiy janrlaridan bo'lib, xalqning hayotiy tajribalari asosida yuzaga kelgan. "Maqol" so'zi arabcha bo'lib, "so'z" demakdir. Maqollarda vatanparvarlik, mehnatsevarlik, mardlik, saxiylik, adolat, insof, do'stlik, chin insoniy fazilatlar, sof muhabbat, donolik va ilm olishga da'vat etish ulug'lanadi.

XX asr o'zbek adabiyoti va madaniyatining yorqin siymalaridan biri Abdulla Qodiriy ijodida boy mazmunga ega bo'lgan lingvomadaniy birliklar marjondek tizilgan. "O'tkan kunlar" romanida yurt birligi, millat taqdiri, ozodlik, muhabbat, milliy qadriyat, urf-odat mavzulari qahramonlar tilidan aytilgan maqol va iboralar orqali ham ochib berilgan.

Umr- otulg'an o'q emish

Qutidor o'zicha nima to'g'risidadir hisob yuritdi-da:

-Voqean siz meni eslay olmassiz,-dedi.-Men Toshkandda qutidorlik qilg'an vaqtimda siz taxminan besh-olti yoshliq bola edingiz... Go'yoki, men Toshkandda kechagina turg'andek va kechasina sizning havlingizda mehmon bo'lg'andekman... Ammo, haqiqatda, oradan o'n besh yigirma yil o'tib, siz ham yigit bo'lgansiz, umr- otulg'an o'q emish. (I.2.14 bet)

Yurgan daryo, o'lturgan bo'ryo

-Chin savdogar siz emishsiz, - dedi qutidor, - biz shu yoshqa kelib hali o'zimizning kattaroq shaharlarimizni ham ko'ralmadik; siz o'risning Shamayigacha borg'ansiz.

- Yurgan daryo, o'lturgan bo'ryo emish, dedi Akrom hoji.

O'ris sharlariga borib savdo qilg'uchilar Turkistonda juda oz hisobda bo'lib, shet ellarni ko'rgan Otabek majlisqa tansiqlandi...(I.2.17-bet)

Teng-tengi bilan, tezak qopi bilan

To'ybeka Kumushning tundlanishini elamadi:

-Ey... singlim, hali sen bilmaysan,- dedi, - u yigitni bir ko'rgin-da, hu, deb ketabergin...sen tugil, shu yoshim bilsn menim ham unga tekkim keldi, - dedi va xaxolab yubordi.Kumushbibi chirt etib yuzini To'ybekadan o'girdi.

-Tezroq tegib qoling.

-Koshki edi tegalsam, -dedi- To'ybeka, men uning bir tukiga ham arzimayman.Ammo sen bo'lsang uning bilan tenglashar eding."Teng-tengi bilan, tezak qopi bilan". Xa-xa-xa!..(I.5.32-bet)

Yov qochsa botir ko'payar

Kumushbibi sachrab Pirmatning yuziga qaradi va uzoq tin olib qo'ydi.Shu choqg'acha xat o'qub o'lturgan ponsadboshi maktubdan yaxshi asarlangan edi.Maktubni yonidag'ig'a berar ekan, qushbegiga dedi:

-Bu xat toshkandlik Yusufbek to'g'risidagi fikrimizni tamom o'zgartadir, taqsir!Uning Azizbek tomonliq bir kishi ekanligi Farg'onaning har bir xos va omi og'zida naql qilinsa ham ammo hech bir kimsa uning ichiga kirib chiqmagandir. Har kimning ko'nglidagini yolg'iz bir Xudodan boshqa kim bilsin!

"Yov qochsa botir ko'payar" qabilidan shu choqg'acha lom demay o'lturgan shahar a'yonlari ham masalani onglab, so'zga aralasha ketdilar:

-Xudo haqni nohaq qilmadi, bechora yosh yigitning haqsizga qoni to'kilmadi.(I.19.101-bet)

Og'riqning tuzalasi kelsa emchi o'z oyog'i bilan kelur

Og'riqning tuzalasi kelsa emchi o'z oyog'i bilan kelur,deganlaridek, Otabekni Marg'ilonda bo'lish xabarini eshitib xon bilan men juda ham quvonishdiq... mana sizni chaqirishdan bo'lg'an maqsadimiz shudir.Yana sizning bu haqdag'I ra'yingiz nima bo'lsa eshitamiz.Musulmonqulning bu so'zlariga O'tabboy qushbegi tamom ishong'an, ammo Xudoyor ersa uning ilgarigi maqsadini yaxshi bilganlikdan bu so'ng'I gaplar bilan nihoyatda taraddudga tushgan edi.(I.23.123-bet)

Yegan og'iz uyalar

Shu o'lturishdan so'ng O'zbek oyim juda ham jonlanib ketdi va ertasiga Olim ponsadnikiga qarab yana arava qo'shdirdi.Bu ikkinchi sovcilikda go'yo qudachalardek qarshi olindi. Olim ponsadboshilar: Yusufbek hojig'a quda bo'lar ekanmiz, deb juda ham tipirlashib qolg'an va izzat-ikromni haddan oshirg'an edilar.Yegan og'iz uyalar qabilidan O'zbek oyim ham muomalani qudalaracha qildi, hatto: " Bek otangiz bilan men so'zni bir joyiga qo'ydik.Faqat ish Otabekning kelishiga qoldi" deb qo'ydi.Kechqurun uyga qaytib bu aytkan so'zini hikoya qilg'an edi, hoji labini tishlab qoldi va:" Sanga sira aql bitmay ketar ekan-da", dedi.(II.1.135-bet)

Bilgan topib so'zlar,bilmagan qopib

Hojining bu so'zi O'zbek oyimg'a nechog'liq yoqqan bo'lsa, Otabekni shu qadar yerga qaratqan edi. Hoji o'zidan oshirib so'zlag'an bu so'zlarini shu gap bilan tamomladi:

-Bilgan topib so'zlar, bilmagan qopib, deganlaridek,onangning aytmakchi bo'lg'an so'zi faqat shu edi.Boyag'i gaplari bo'lsa o'z haqqini himoya yo'lida uning po'pisalarigina bo'lib, mendan ham ko'ra onangning fe'lini o'zing yaxshi bilasan...(II.1.138-bet)

Pichoqni o'zingga ur, og'rimasa boshqag'a

- Pichoqni o'zingga ur, og'rimasa boshqag'a,degan bir gap bor,-dedi jiddiy vaziyatda,-mendani ham san yaxshiroq tushunib turibsanki,agarda bizning rizoligimiz bo'lmas ekan, Otabek sira ham ikkinchi uylanmaydir.Masalan, biz ikav-qudalarining o'rnida bo'lib, yolg'iz o'g'limiz boshqa bir shaharda, biz tanimag'an bir qizg'a uylanib qolg'anda-o'ylab qara, chiday

olurmi edik.O'g'limiz ko'nmaganda ham o'z shahrimizdan ikkinchi uylantirishga kirishmasmi edik.Bu tilagimizga qarshi tushib o'g'limizni o'z shahriva o'z uyida olib o'lturg'uchi qudalarimizg'a la'nat o'qub o'lim tilamasmi edik?(II.2.148-bet)

Qirqqa chidagan qirq biriga ham chidaydi

Otabek qaytib o'lturmadi va havlining o'rtasidan turib uzr aytdi:

-Rahmat,usta, men bu kun oshig'ich yurib, ertalab jo'nab ketgan yuklarning ketidan yetib olmasam bo'lmaydir.

-Oshni tashlab ketsangiz xafa bo'laman, qirqqa chidagan qirq biriga ham chiday oladir.

-O'lturing-o'lturing mehmon,-dedi usta Farfi.-Oshg'a savzi bosildi-pishdi!(II.13.237)

Jahl kelsa, aql qochadir

Qutidor uyalish va o'kinish orasida:

-Jaholat kelsa, aql qochadir, qizim,-deb qo'ydi.

Oftob oyim bilan qutidor Homidning iblisona ishlariga "tavba-tavba" deb muqovala qilsalar ham, ammo Otabekning favqulodda yurakini so'z orasida " Baraka topkur, umring uzoq bo'lg'ur" bilan qarshi olar edilar.Kumushbibisi esa butunlay boshqa qayg'uda edi.Er-u xotinning so'zlari Otabekning Toshkandga ketib qolishi to'g'risig'a kelib taqaldi-da,Oftob oyim Kumushdan so'radi:

-Senga kelishidan aytkanmi?(II.17.273-bet)

Kengashlik ish tarqamas

Yusufbek hoji ko'tarilib Qambar sharbatdorga qaradi va majlisni yer ostidan kuzatib chiqib, yana jim qoldi.

Karimqulponsad hojini turtmak maqsadida:

-Kengashlik ish tarqamas,deganlar.Hoji akamiz o'ylashib javob bersinlar-chi, axir, - deb qo'ydi.

-Bilmadim...- dedi nihoyat hoji,- sizlarning muddaonglarga tushunmadimmi yoki tushunsam ham o'zinga yotishib kelmadimi,hayronman.(III.1.281-bet)

Egasini siylagan itiga suyak tashlar

"-Har narsa bo'lg'anda ham ulug'imiz, deb siylab turg'an edim..."- dedi Qayum.

"-Egasini siylagan itiga suyak tashlar, qilmoqchisiz-da, barakalla!"-dedim."-Boringiz, ustodlaringizning vasiyatini bajaringiz!" "-Xafa bo'lmangiz, hoji aka!"-dedi Qayum va qo'limdan qog'ozni olib qushbegidan so'radi:

"- Nima deysiz endi, bek?"

"-Manim kengashimga kirsangiz, ertadan boshlaylik!"-dedi qushbegi.

(III.3.301-bet)

Egasini siylagan itiga suyak tashlar, qabilidan qizlari tufayli qutidor va Oftob oyimlar ham juda yaxshi izzat ko'rar edilar.Qutidor kelganidan beri bir soat ham uyda bekor qolmay, har kun Yusufbek hojining muxlislaridan birining uyida mehmon va hojining suhbatidan mamnun edi. Oftob oyimni bo'lsa O'zbek oyim o'tqizg'ali joy topmas, quda so'zi o'rniga- singlim deb xitob qilar, oshni ham uning ra'yini so'ramasdan buyurmas edi.(III.12.343-bet)

Kampirning dardi g'o'zada, sichqonning ko'zi donlik ko'zada

Boshqa kezlarda kampirning bu to'g'ridag'i dod- hasratini kulgulik bilan va kam hafsalalik bilan eshitsa ham, ammo bu gal O'zbek oyimning o'sha eski ashulasini ortiqcha bir to'zimsizlik orasida kutar edi.Kampirning dardi g'o'zada, sichqonning ko'zi donlik ko'zada, deganlaridek, bizning O'zbek oyimizning ham dardi bo'zada edi.So'z urindi, so'zdan so'z chiqdi, nihoyat hojining kutkanidek o'g'ul hasrati ham boshlandi:

-Ahmoqingiz biroz esini yig'qan ko'rinadir, - dedi O'zbek oyim, - haytovur uch oydan beri Marg'ilonni esidan chiqarib qo'ydi.(III.6.310-bet)

O'rinsiz chiransang, beling sinadir

-Kuling-e, kuling! Xudo o'lim bersin kulguga!-dedi O'zbek oyim va achchig'i bilan yuzini chetga o'girdi.

-Menga qara, xotin,- dedi hoji jiddiy tusda. O'zbek oyim qaradi.-O'rinsiz chiransang, beling sinadir, deydi tojiklar.Shunga o'xshash o'zing joysiz chiranganingdek, meni ham o'z yoningg'a tortmoqchi bo'lasan.(III.6.310-bet)

Qars ikki qo'ldan chiqadir

-Egachi-singil bo'lib ketarsiz-a?- deb takror so'radi qayin ota.

-Bilmadim...

-Nega tag'in bilmay qolding?

Zaynab bir muncha vaqt o'ylanib qoldi. -Qars ikki qo'ldan chiqadir,-dedi Zaynab, - men yaxshi bo'lg'anim bilan opam yomon bo'lsa, hozirgi bergan va'damdan nima foyda bo'lsin.

-Juda to'g'ri gapirding, bolam, sendan olg'an va'dani undan ham olamiz.(III.6.314-bet)

Mohira oyim allanuchkalangani holatda javob berar edi:

-Ha, aylanay quda, qars ikki qo'ldan chiqadir, deganlar...Buzoq yaxshi bo'lsa ikki onani ham emar ekan...(III.7.319-bet)

-Dasturxonga qara, Zaynab!

-Ishtihom bo'g'ildi...

-Manim aytkanimni qilsang ishtihong ham oshiladir.

-Erim...erimni ko'zim qanday qiysin.

-Javob so'rasang, - dedi kulib Xushro'y, -seni taloq qilish uchun eringning ko'zi qiyadimi?

-Bilmayman...

-Albatta yaxshi bilasan, qiyadi! Ammo sen ahmoqsan, ko'rpangga qarab oyoquzatishni, qars ikki qo'ldan chiqishini bilmaysan!(III.15.373-bet)

Osh egasi bilan shirin

-Qassob aytganmisiz, tag'in ular kelgandan so'ng shoshib qolmayliq.

-Qassob tayyor, hozir bo'g'izlatsak bo'lmaydimi?

-Yo'q,-dedi O'zbek oyim,-osh egasi bilan shirin.Ha, aytgandek, qudangiznikiga yuborg'an kishingiz keldimi?

-Asal uchun shoshib borg'an Zaynab to'xtab qayin otasining og'zig'a qaradi.

-Borib keldi, -dedihoji,- Alimbek dalasiga ketgan ekan, xotin qudalar kelishmakchi bo'lishidir.(III.7.318-bet)

Lingvokulturologiya haqida so'z yuritganda shuni alohida e'tiborga olish lozimki, u o'rganadigan til birliklari til va madaniyat elementlarining sintezi hisoblanadi. Bunday til birliklari ilmiy adabiyotlarda lingvokulturemalar ("lingvokulturema" atamasi V. Vorobyev tomonidan kiritilgan) deb ham ataladi. Lingvokulturema sohalararo kompleks birlik bo'lib, lisoniy va ekstralingvistik elementlarning dialektik birligini o'zida namoyon etadi.

Shunday qilib, til va madaniyatning o'zaro ta'siri, bog'liqligini o'rganish asosida tilshunoslikning mustaqil yo'nalishi – lingvokulturologiya paydo bo'ldi.

Voqelikni idrok etish va uni bilishning milliy-madaniy xususiyatlari muammosi aslida tadqiqotchilarni uzoq yillardan beri qiziqtirib kelmoqda. Ushbu muammo haqida bildirilgan fikrlar har xil, ba'zan esa ziddiyatlidir. Ularning ayrimlarida hatto turli xalqlarning borliqni idrok etishi bir-biriga batamom mos kelmasligini ta'kidlashga harakat qilinadi. Barcha xalqlar yagona voqelikni turlicha tasavvur qilishadi. Inson faoliyati ma'lum milliy madaniyat, muhit doirasida kechadi. Shu sababli har qanday turdagi bilish jarayoniga oid strukturalar, tuzilmalarda milliy kalorit mavjud bo'lishi tabiiydir.

So'z semantikasida milliy madaniyatning o'ziga xosligi, xalqning milliy an'analariga xos xususiyatlar aks etadi. Shu nuqtayi nazardan intensivlikning ifodalanishida ham milliy-madaniy xususiyatning yorqin namoyon bo'lishini ko'rish mumkin. Masalan, turli xalqlar tillaridagi intensivlikni ifodalashda aynan bir so'z har xil ma'nolarni kuchaytirishi mumkin. Voqelikni idrok etish va uni bilishning milliy-madaniy xususiyatlari muammosi aslida tadqiqotchilarni uzoq yillardan beri qiziqtirib kelmoqda. Ushbu muammo haqida bildirilgan fikrlar har xil, ba'zan esa ziddiyatlidir. Ularning ayrimlarida hatto turli xalqlarning borliqni

idrok etishi bir-biriga batamom mos kelmasligini ta'kidlashga harakat qilinadi. Barcha xalqlar yagona voqelikni turlicha tasavvur qilishadi. Inson faoliyati ma'lum milliy madaniyat, muhit doirasida kechadi. Xususan, bir til birligi bir xalqda ijobiy, boshqasida salbiy ma'nolarni kuchaytiradi.

Xulosa

Madaniyatning asosiy belgisi-shaxsning ruhiy boyish vositasi bo'la olishidir. Inson material va ruhiy madaniyatga tegishli bo'lgan tilni o'zlashtirish jarayonida "madaniyat dunyosi"ga sho'ng'iydi. Madaniyatning milliy xarakteri turli millatlararo til va madaniyat aloqalari, insoniyat taraqqiyotida shakllangan dunyo madaniyatidagi "fundamental asoslar"da boyib borishini taqozo qiladi. Ayni paytda shuni alohida ta'kidlab o'tish lozimki, madaniyat va til o'zaro bir-birini taqozo etadi va boyitadi.

Til va madaniyat o'rtasidagi o'zaro zaruriy sharoitlar xarakterini alohida ta'kidlash lozim. Til tilshunoslik va madaniyatshunoslik mo'jizasi sifatida jami madaniy boylikni o'zida singdirib oladi, o'z navbatida esa, har qanday milliy madaniyat muayyan bir tilning xarakteri va o'ziga xos xususiyatlari bilan bog'liq bo'ladi. Demak, holat bizning ongimizda saqlanadigan til tizimi orqali namoyon bo'ladi. Biz dunyoni tushunchalarda shakllantiramiz va mohiyatini boshqacha emas, aynan shu tariqa belgilaymiz. Bu holat ma'lum til jamoasi uchun kuchga ega va bizning tilimiz modeli va tizimida tasdiqlangan.

Voqelikni idrok etish va uni bilishning milliy-madaniy xususiyatlari muammosi aslida tadqiqotchilarni uzoq yillardan beri qiziqtirib kelmoqda. Ushbu muammo haqida bildirilgan fikrlar har xil, ba'zan esa ziddiyatlidir. Ularning ayrimlarida hatto turli xalqlarning borliqni idrok etishi bir-biriga batamom mos kelmasligini ta'kidlashga harakat qilinadi. Barcha xalqlar yagona voqelikni turlicha tasavvur qilishadi. Inson faoliyati ma'lum milliy madaniyat, muhit doirasida kechadi. Shu sababli har qanday turdagi bilish jarayoniga oid strukturalar, tuzilmalarda milliy kalorit mavjud bo'lishi tabiiydir.

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TA'LIM JARAYONIDA MENEJMENT KOMPETENSIYALARI, TANQIDIY TAFAKKUR VA REFLEKSIYA KO'NIKMALARINI SHAKLLANTIRISH YO'LLARI

Murodov Tehron Furkat o'g'li

Samarqand shahar 3-son bolalar musiqa va san'at maktabi o'quv-ma'rifiy ishlar bo'yicha direktor o'rinbosari

Annotatsiya. Ushbu maqolada oliy ta'lim jarayonida menejment kompetensiyalari, tanqidiy tafakkur va refleksiya ko'nikmalarini shakllantirish masalalari yoritilgan. Tadqiqotda nazariy manbalar tahlili asosida PBL (muammo asosli ta'lim), reflektiv amaliyot va jamoaviy loyiha metodlarining ahamiyati ko'rsatib beriladi. Maqolada talabalarda boshqaruv, tahliliy fikrlash va o'z-o'zini baholash kabi kompetensiyalarni rivojlantirishga qaratilgan yondashuvlarning ilmiy asoslari keltiriladi. Natijalar talabalarining tanqidiy tafakkur, refleksiya va menejment qobiliyatlari o'zaro bog'liq ravishda rivojlanishini isbotlaydi. Shuningdek, maqolada kompetensiyalarni shakllantirishda faol metodlar, reflektiv yozuvlar va loyihaviy yondashuvlarning samaradorligi nazariy jihatdan asoslanadi.

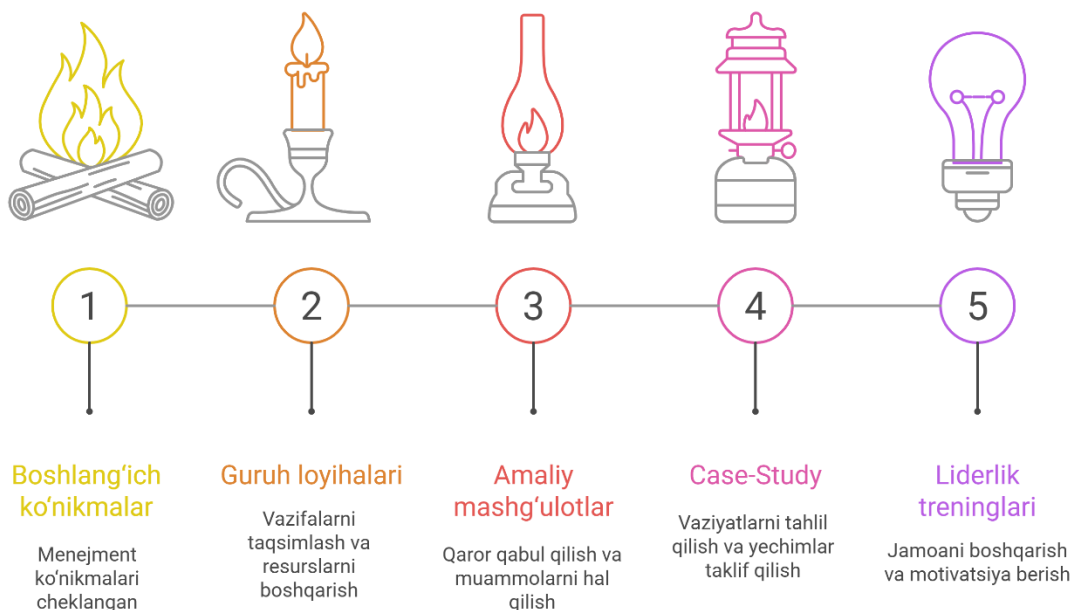
Kalit so'zlar: kompetensiya, menejment, tanqidiy tafakkur, refleksiya, PBL, jamoaviy loyiha, metakognitiv o'rganish, faol ta'lim, reflektiv pedagogika, o'quv jarayonini boshqarish.

Kirish. Bugungi kunda ta'lim tizimi oldida mutaxassislarning nafaqat nazariy bilimlarga ega bo'lishi, balki real hayotda muvaffaqiyatli faoliyat yuritish uchun zarur bo'lgan kompetensiyalarni shakllantirish vazifasi turibdi. Jumladan, menejment (boshqaruv) kompetensiyalari, tanqidiy tafakkur va refleksiya ko'nikmalarini rivojlantirish masalasi dolzarb hisoblanadi. Jahon miqyosida 21-asr talabalari uchun muhim sanalgan 4K (Creative, Critical thinking, Communication, Collaboration) ko'nikmalaridan biri tanqidiy tafakkur bo'lib, u o'quvchilarning mustaqil fikrlashi va murakkab muammolarni hal eta olish qobiliyatini ifodalaydi [1]. Shu bilan birga, reflektiv (o'z-o'zini tahlil qilish) fikrlash ta'lim jarayonining uzviy qismiga aylanib bormoqda – ta'lim oluvchilar o'z o'quv tajribalarini tanqidiy tahlil qilish orqali kelgusidagi o'sish yo'llarini belgilaydilar. Zamonaviy kompetensiyaviy yondashuv asosida ta'lim jarayonini tashkil etish masalasi O'zbekiston Respublikasi ta'lim siyosatida ham aks etgan (2020-yil "Ta'lim to'g'risida"gi Qonun, 2030-yilgacha oliy ta'limni rivojlantirish Konsepsiyasi), bu esa mavzuning dolzarbligini yana-da oshiradi.

Ta'limdagi mazkur kompetensiya va ko'nikmalar o'quvchilarning shaxsiy va kasbiy rivojlanishida katta rol o'ynaydi. Tanqidiy tafakkur va muammo yechish qobiliyati eng yuqori baholanuvchi yutuqlardan bo'lib, Jahon Iqtisodiy Forumining hisobotiga ko'ra, yaqin yillarda ish beruvchilar aynan shu ko'nikmalarni eng zarur deb hisoblamoqdalar [1]. Boshqaruv (menejment) kompetensiyalari esa liderlik, qaror qabul qilish, jamoani boshqarish kabi jihatlarni qamrab olib, bitiruvchilarning mehnat bozorida raqobatbardosh bo'lishiga xizmat qiladi. Xususan, universitet bitiruvchilarida kommunikatsiya, jamoada ishlash, muammolarni hal etish kabi boshqaruvga oid kompetensiyalar shakllangan bo'lishi ularning kelgusidagi ish faoliyatidagi muvaffaqiyatini belgilaydi.

Shu bilan birga, mavjud holat tahlillari ushbu kompetensiyalarni shakllantirish hali yetarli darajada emasligini ko'rsatadi. Masalan, Arum va Roksa (2011) tadqiqotida oliy ta'lim talabalari orasida 45% talaba ikki yillik o'qishdan so'ng ham tanqidiy tafakkur va mantiqiy tahlil qilish bo'yicha sezilarli yaxshilanishga erishmaganligi aniqlangan[2]. Ish beruvchilar fikriga ko'ra ham, ko'plab bitiruvchilar tanqidiy va tahliliy fikrlashga tayyor emas: faqat 23% ish beruvchi yangi bitiruvchilarni bu jihatdan yetarli tayyorgarlikka ega deb hisoblaydi. Natijada, ta'lim jarayonida tanqidiy tafakkur va boshqa yuqori darajadagi fikrlash ko'nikmalarini rivojlantirish masalasi hal etilishi lozim bo'lgan muammo sifatida ko'rilmogda.

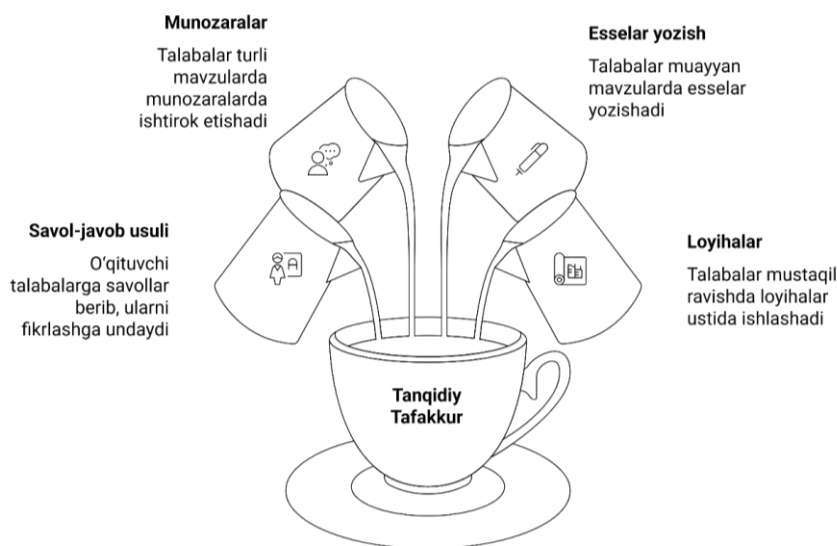
Metodologiya. Ushbu tadqiqot nazariy-metodik jihatdan kompetensiyaviy yondashuvga asoslanadi. Kompetensiya tushunchasi zamonaviy pedagogikada shaxsning ma'lum faoliyat yoki vazifani muvaffaqiyatli bajarishi uchun zarur bo'lgan bilim, ko'nikma, malaka va munosabatlar birikmasini anglatadi[3]. Yevropa Ittifoqi hujjatlarida kompetensiya "bilim, ko'nikma va munosabatlar kombinatsiyasi" sifatida ta'riflanadi, bunda bilim – faktlar va nazariy konsepsiyalarni tushunish bazasi, ko'nikma – bilimni amalda qo'llay olish qobiliyati, munosabat esa shaxsning qarashlari va xulqiy sifatlarini ifodalaydi. Demak, ta'lim oluvchida kompetensiya shakllanishi – bu uning nazariy bilimlarni amaliy vaziyatlarda qo'llay bilish qobiliyatini va mustaqil fikrlash hamda muammo yechish layoqatini rivojlantirish demakdir.



1-rasm. Menejment kompetensiyalari

Menejment kompetensiyalari tushunchasi boshqaruv faoliyatida zarur bo'lgan qator ko'nikmalar majmuini qamrab oladi. Bular qatoriga rahbarlik va liderlik qobiliyati, strategik rejalashtirish, samarali kommunikatsiya, qaror qabul qilish, jamoani boshqarish, muammolarni hal etish va shaxslararo munosabatlarni yo'lga qo'yish kabi jihatlar kiradi. Ta'lim jarayonida ushbu boshqaruv kompetensiyalarini shakllantirish, avvalo, talabalarga o'z o'quv faoliyatini va vaqti-ni boshqara olish, guruhlarda ishlash, loyiha va tadbirlarni tashkil eta olish ko'nikmalarini singdirishni anglatadi. Bunday kompetensiyalar kelgusida bitiruvchilarning ish joyida rahbarlik yoki jamoaviy loyihalardagi muvaffaqiyatini ta'minlaydi.

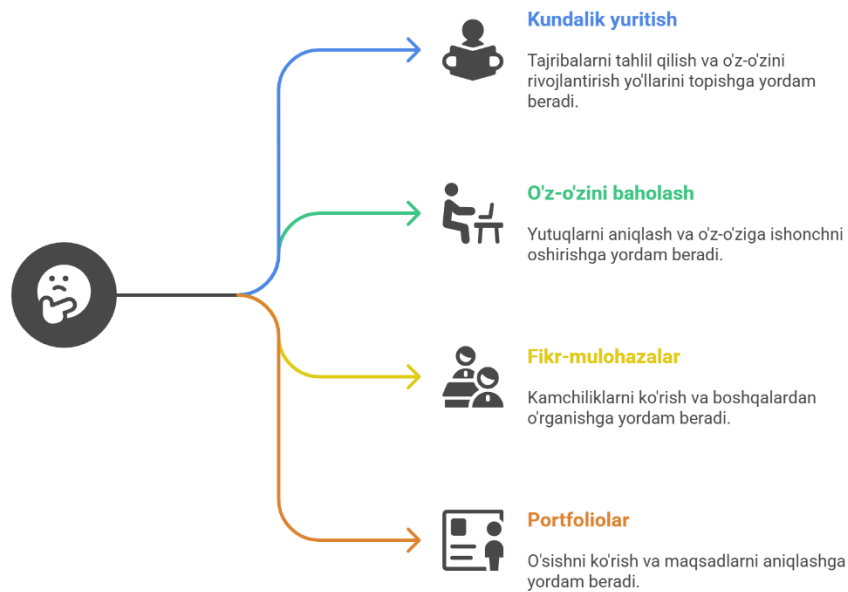
Tanqidiy tafakkur – bu har qanday ma'lumot va masalaga tahliliy yondashish, dalil-isbotlarni mustaqil baholash va asoslangan xulosa chiqarish qobiliyatidir. Ilmiy adabiyotda tanqidiy fikrlash aniq va mantiqiy fikr yuritish, mustaqil ravishda xulosalar qila olish hamda turli nuqtai nazarlarni hisobga olgan holda qaror qabul qilish qobiliyati sifatida ta'riflanadi [2]. Masalan, Lau va Chan (2015) tanqidiy tafakkurni “nima qilish yoki nimaga ishonishni hal qilishda aniq va ratsional fikrlash, shu jumladan reflektiv va mustaqil tafakkur yuritish layoqati” deb ta'riflagan (2-rasm).



2-rasm. Tanqidiy tafakkurni rivojlantirish

Tanqidiy tafakkur yuqori darajadagi kognitiv ko'nikma bo'lib, u talabalarda analiz, sintez, baholash kabi intellektual amallarni shakllantiradi. B. Blum taksonomiyasiga ko'ra ham, tahlil, baholash va ijodkorlik eng yuqori tartibli fikrlash amallari bo'lib, tanqidiy tafakkur ana shu darajadagi ko'nikmalarni qamrab oladi. Shuningdek, tanqidiy tafakkur tarkibiga mantiqiy mushohada qilish, dalillarni tekshirish, muqobil nuqtai nazarlarni solishtirish va o'z fikrini asoslash kabilar kiradi. Bu ko'nikma zamonaviy ta'limda o'quvchilarning mustaqil o'rganish qobiliyatini va umrbod o'qib-o'rganishga tayyorligini belgilaydi.

Refleksiya – shaxsning o'z bilim va faoliyat tajribasini chuqur tahlil qilib, ulardan xulosa chiqarish hamda o'z-o'zini rivojlantirishga yo'naltirilgan fikrlash jarayonidir. Psixologik adabiyotda refleksiya ko'pincha “o'z-o'zini anglash” deb talqin qilinadi. Masalan, Agouridas va Race (2007) refleksiyani shaxsning o'z taqdimoti va harakatlarini shaxsiylashtirib anglash jarayoni deb ta'riflagan [5]. Ta'lim kontekstida esa refleksiya – o'quvchi o'z o'qish jarayonini tahlil qilishi, o'zining kuchli va zaif tomonlarini aniqlashi hamda kelgusida o'zlashtirishni yaxshilash choralarini belgilashi demakdir.



3- rasm. Refleksiya ko'nikmalarini qanday rivojlantirish kerak?

Forest Ridge maktabi blogida keltirilgan ta'rifga ko'ra: “Refleksiya – bu o'zimizni, jumladan qarashlarimiz, fazilatlarimiz, tajribalarimiz va harakatlarimizni tekshirib ko'rish jarayoni bo'lib, u bizga chuqurroq tushuncha beradi va qanday rivojlanish lozimligini ko'rsatadi” [4]. Demak, refleksiya o'z-o'zini tarbiyalash va metakognitiv (fikrlash jarayonini o'zi ustidan nazorat) ko'nikma bo'lib, u talabaning mustaqil ravishda o'z ishlash uslubini takomillashtirib borishini ta'minlaydi. Pedagogik yondashuvlarda reflektiv faoliyat ko'pincha kundalik yozuvlar, portfoliyo yuritish, o'z-o'zini baholash kabi shakllarda tashkil etilib, talabaning o'z ta'limiy maqsadlarini anglashiga va ularga erishish yo'llarini rejalashiga xizmat qiladi.

Ushbu tadqiqot doirasida nazariy manbalarga tayanib, yuqoridagi tushunchalarning ta'limdagi o'rni va ahamiyati yoritildi. Keyingi bosqichda esa mavjud ilmiy ishlar va amaliy tajriba asosida menejment kompetensiyalari, tanqidiy tafakkur va refleksiya ko'nikmalarini shakllantirish bo'yicha samarali usullar hamda natijalar tahlil qilinadi.

Natijalar. Ta'lim sifati va innovatsion taraqqiyot masalasiga global miqyosda yondashilsa, ko'pgina mamlakatlarda tanqidiy tafakkur, refleksiya va menejment kompetensiyalarini rivojlantirish bo'yicha turli strategiyalar qo'llanilmoqda. Xalqaro tajribaga nazar solsak, loyihaviy ta'lim (Project-Based Learning, PBL) va muammoli ta'lim talabalar orasida tanqidiy tafakkurni oshirishda samarali usullardan hisoblanadi. Masalan, Portugaliyada biznes maktabi talabalarida o'tkazilgan tadqiqotda bir semestr davom etgan integratsiyalashgan loyiha

asosidagi kurs natijalari tahlil qilingan. Nazorat guruhi bilan solishtirilganda, PBL dasturida qatnashgan talabalarda semestr oxirida tanqidiy tafakkur yuzasidan qiyinchiliklar sezilarli darajada kamaygani, muloqotga doir qo'rquv (communication apprehension) pasaygani hamda jamoaviy ishlash ko'nikmalari ancha yaxshilangani qayd etilgan [3]. Bu natija loyiha asosidagi yondashuvlar nafaqat tanqidiy tafakkur, balki jamoaviy hamkorlik va muloqot kabi boshqaruv kompetensiyalarini ham rivojlantirishga ko'maklashishini tasdiqlaydi.

Xuddi shunday, talabalarda refleksiya ko'nikmalarini shakllantirish bo'yicha reflektiv intervensiyalar (maxsus tashkil etilgan refleksiya mashg'ulotlari) sezilarli samara berishi ilmiy tadqiqotlarda o'z tasdig'ini topgan. 2023-yilda o'tkazilgan 23 ta tadqiqotni qamrab olgan meta-tahlil natijalariga ko'ra, reflektiv intervensiyalar talabalarining o'zlashtirish ko'rsatkichlariga ijobiy ta'sir ko'rsatgan – o'rtacha ta'sir o'lchami $\$g = 0.56\$$ ($p < 0.001$) bo'lib, bu o'rtacha darajadagi sezilarli ta'sirni anglatadi. Demak, o'quv jarayoniga o'z-o'zini tahlil qilish va fikr yuritish faoliyatlarini kiritish orqali talabalarining akademik natijalarini yaxshilash mumkin. Boshqacha aytganda, talabalarining refleksiyasi kuchaygan sari, ular o'z o'qish jarayonini ongli ravishda boshqarishga, xatolar ustida ishlashga va o'z bilimlarini chuqurlashtirishga moyilligi oshadi. Shu bilan birga, refleksiya o'z-o'zini boshqarish (self-regulated learning) malakasini shakllantirib, talabalarga mustaqil rejalashtirish, bajarilgan ishlarni baholash va kelgusi maqsadlarni belgilash kabi jarayonlarni yaxshiroq bajarishga yordam beradi.

Ta'lim jarayonida menejment (boshqaruv) kompetensiyalarini rivojlantirish yuzasidan ham bir qator amaliy tadqiqotlar o'tkazilgan. Misol tariqasida, Braziliyada hamshiralik ishi bo'yicha talabalar bilan o'tkazilgan tajribaviy o'quv dasturini keltirish mumkin. Ushbu tadqiqotda 54 nafar talaba 2020–2021-yillarda 13 ta seminar-trening mashg'ulotlarida ishtirok etib, sog'liqni saqlash muassasasi misolida boshqaruvga oid holatlar (case study)ni tahlil qilishgan. Natijalar shuni ko'rsatdiki, seminarlar yakunida talabalar o'zlarining boshqaruv sohasidagi bilim va ko'nikmalarini sezilarli darajada boyitganliklarini qayd etishdi. Muayyan jihatlar, xususan kommunikatsiya, qaror qabul qilish, liderlik va jamoada ishlash bo'yicha o'z bilim va malakalarini oshirishgani aniqlangan. Intervyu orqali o'tkazilgan baholashda talabalar ushbu mashg'ulotlar ularga nazariy bilimlarni real vaziyatlarda qo'llash imkonini berganini, shuningdek, kelgusida malakali hamshira sifatida o'z ishini tashkil qilishda yordam berishini ta'kidlashdi [5]. Shu bilan birga, ishtirokchilar vaqt cheklanganligi tufayli ba'zi masalalarni chuqur muhokama qilishga ulgurmaganliklarini ham aytib o'tishgan. Bu esa ta'lim dasturlarini loyihalashda vaqt va hajmni optimal rejalashtirish muhimligini ko'rsatadi. Umuman olganda, mazkur tadqiqot tajribasi boshqaruv kompetensiyalarini shakllantirish uchun amaliy seminarlar va case-study usullarining samaradorligini tasdiqladi: talabalarining nazariy bilimlari mustahkamlanib, ular o'z kasbiy faoliyatlarida reflektiv yondashuvga ega bo'ladigan bo'lishdi.

Xalqaro tajribada yana bir qator innovatsion yondashuvlar bu kompetensiyalarni rivojlantirishda muvaffaqiyatli qo'llanilmoqda. Masalan, davra suhbatlari va bahs-munozaralar tanqidiy fikrlashni oshiradi, yozma reflektiv esselar talabalarining o'z fikrlarini tahlil qilish va ifodalash qobiliyatini rivojlantiradi. Debat va munozara klublari talabalarni turli nuqtai nazarlarni o'rganish va dalillarni baholashga o'rgatadi. Jurnal yuritish va portfoliolar esa refleksiya ko'nikmasini kundalik odatga aylantirib, talabaning o'z o'qishidagi yutuq va kamchiliklarini kuzatishiga yordam beradi. Treninglar va biznes o'yinlar (case-study) boshqaruv kompetensiyalarini shakllantirishda keng qo'llanilib, talabalar ularda rol o'ynash va qaror qabul qilish orqali rahbarlik qobiliyatini sinovdan o'tkazadilar. Ko'rilgan natijalar mazkur yondashuvlarning har biri o'ziga xos samara berishini ko'rsatadi – ularni uyg'unlashtirib qo'llash esa ta'lim jarayonida kompleks natijaga erishishga yordam beradi.

Muhokama. Yuqoridagi natijalar tahlili shuni ko'rsatadiki, ta'lim jarayonida menejment kompetensiyalari, tanqidiy tafakkur va refleksiya ko'nikmalarini shakllantirish uchun faol va talaba markazli pedagogik yondashuvlar samarali hisoblanadi. Jumladan, loyihaviy ta'lim, muammoli ta'lim, munozara va reflektiv yozuv kabi usullar talabalarining o'quv jarayoniga chuqurroq jalb etilishini va mustaqil fikrlashini rag'batlantiradi. Faol o'qitish usullari (PBL,

debatlar va h.k.) yordamida talabalar olgan bilimlarini amalda qo'llashni o'rganishadi, bu esa ularning tanqidiy tafakkurini rivojlantiradi. Misol uchun, yuqorida keltirilgan PBL misolida talabalar muayyan muammoni hal qilish jarayonida fikrlashdagi nuqsonlarni aniqlab, ularni bartaraf etishga intilishgan – natijada semestr davomida ularning tanqidiy fikrlashga doir qiyinchiliklari kamaygan. Bunday jarayon davomida talabalar nafaqat o'z fikrlarini, balki o'z fikrlash jarayonlarini ham tahlil qilishga odatlanishadi. Bu esa tanqidiy tafakkur bilan bevosita bog'liq bo'lgan metakognitiv ko'nikmalarning shakllanishiga olib keladi.

Reflektiv yondashuvlarning afzalligi shundaki, ular talabalarda doimiy o'z-o'zini takomillashtirish ko'nikmasini hosil qiladi. Talaba o'zining har bir darsdagi ishtirokini yoki bajarilgan topshiriq natijalarini tahlil qilar ekan, u o'z kuchli va zaif tomonlarini aniqlaydi hamda keyingi safar natijani yaxshilash uchun nimalarni o'zgartirish lozimligini belgilaydi. Tadqiqotlar shuni ko'rsatadiki, refleksiya va o'zini anglash darajasi yuqori bo'lgan talabalar o'z-o'zini boshqarish va o'qishda motivatsiya bo'yicha ham yuqori natijalarga ega bo'ladi. Shuningdek, refleksiya talabalarda mas'uliyat hissini oshiradi – chunki ular o'z o'qish natijalari uchun javobgarlikni his qila boshlaydilar. Bu jihatlar natijada ta'lim sifatining oshishiga va talabaning mustaqil ta'lim olishga tayyor bo'lib yetishishiga xizmat qiladi.

Menejment kompetensiyalarini shakllantirishga qaratilgan ta'limiy yondashuvlar ham muhim amaliy qiymatga ega. Seminar va treninglar shaklida o'tkazilgan mashg'ulotlar talabalarni real hayotiy boshqaruv vazifalariga yaqinlashtiradi va ularda liderlik, muloqot, muammoni hal etish kabi qobiliyatlarni sinovdan o'tkazishga imkon yaratadi. Muhokama qilingan tadqiqotda semestr davomida boshqaruvga oid case-study'lar orqali ishlash talabalarining nafaqat bilimini oshirdi, balki ularga mustaqil qaror qabul qilish va javobgarlikni his etish tajribasini ham berdi. Yondashuvning afzalligi shundaki, talabalar nazariyani amaliyot bilan bog'lashni o'rganishadi, jamoada ishlash ko'nikmasi shakllanadi va bu orqali ularning kasbiy kompetentligiga zamin yaratiladi.

Biroq, ilgari surilgan strategiyalarni amaliyotda joriy etishda bir qator cheklovlar va qiyinchiliklar ham mavjud. Avvalo, faol va reflektiv usullarni qo'llash ko'proq vaqt va resurs talab etadi. Masalan, case-study seminarlarida ko'plab muhokamalar o'tkazish uchun dars soatlari yetarli bo'lmasligi mumkinligi yuqoridagi tadqiqotda aytib o'tildi. Shu sababli, o'quv rejalarini tuzishda tanqidiy fikrlash va boshqa yumshoq ko'nikmalarni shakllantirishga mo'ljallangan mashg'ulotlar uchun yetarli vaqt ajratilishi kerak. Ikkinchidan, o'qituvchilarning malakasi va tayyorgarligi masalasi muhim – yangi pedagogik texnologiyalarni, masalan, PBL yoki reflektiv o'qitishni samarali olib borish uchun o'qituvchilarni treninglardan o'tkazish talab etiladi. Ba'zi pedagoglar an'anaviy dars berish uslubidan interaktiv usullarga o'tishda qiyinchilikka duch kelishlari yoki qarshilik ko'rsatishlari mumkin. Bu holatda ta'lim muassasalari rahbariyati tomonidan o'qituvchilarni rag'batlantirish va ularni qayta tayyorlash choralari ko'rilishi lozim.

Yana bir muhim jihat – baholash mezonlari va tizimini takomillashtirish zarurati. Tanqidiy tafakkur yoki menejment kompetensiyalari kabi ko'nikmalarning rivojlanishini an'anaviy test yoki yozma imtihonlar orqali to'liq o'lchash mushkul. Shu sabab, baholashda portfoliolar, ko'rsatkichli topshiriqlar (performance assessment), prezentatsiyalar va guruh loyihalari natijalarini inobatga olish maqsadga muvofiq. Masalan, talabaning bir semestr davomida yuritgan reflektiv kundaligi uning o'z-o'zini tahlil qilish qobiliyatidagi o'sishni ko'rsatuvchi hujjat bo'la oladi. Xuddi shuningdek, jamoaviy loyiha doirasida talabaning liderlik ko'nikmasini namoyon eta olishi baholash mezonlaridan biri sifatida qaralishi mumkin. Bunday o'zgarishlar natijasida ta'lim oluvchilarda ushbu kompetensiyalarning ahamiyati haqidagi tushuncha chuqurlashadi va ular baholash jarayonining o'zidayoq tanqidiy va reflektiv yondasha boshlaydilar.

Muhokama qilingan yondashuvlarning amaliyotga tatbiqi bo'yicha ham bir qator takliflarni ilgari surish mumkin:

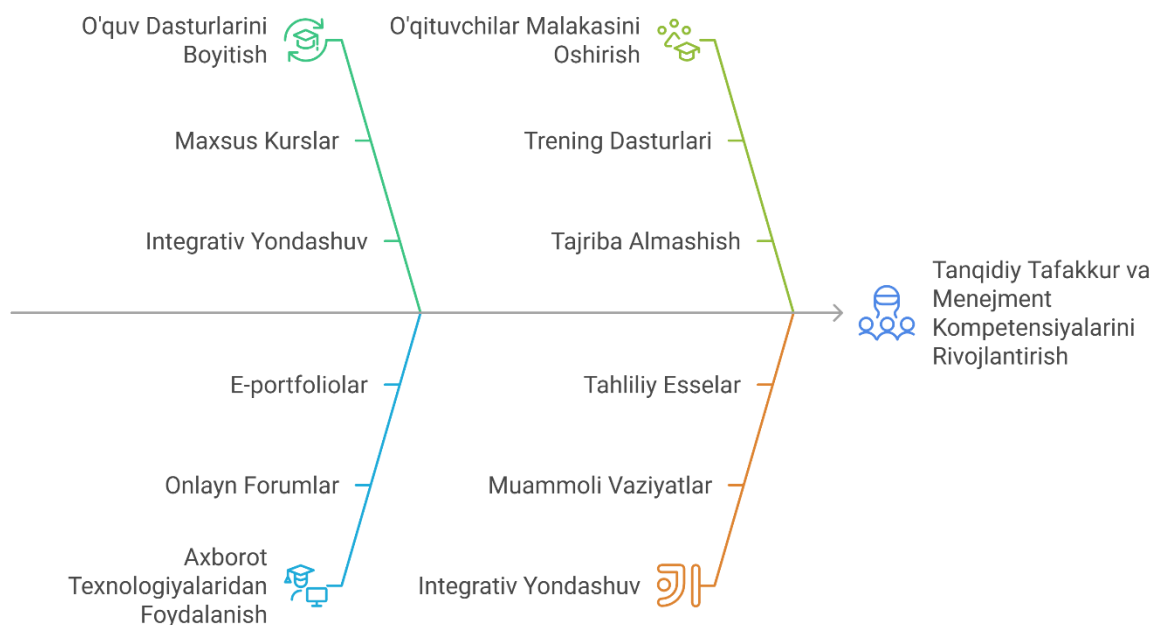
O'quv dasturlarini boyitish: Universitetlarning o'quv rejasiga tanqidiy tafakkur va boshqaruv kompetensiyalarini rivojlantiruvchi maxsus fanlar yoki modul kurslarini kiritish

maqsadga muvofiq. Masalan, "Tanqidiy tafakkur va mantiq" yoki "Liderlik va jamoani boshqarish asoslari" kabi maxsus kurslar orqali talabalar bu ko'nikmalarni tizimli ravishda o'rganishlari mumkin.

Integrativ yondashuv: Tanqidiy tafakkur va refleksiyaning rivojlantirish faqat alohida fanlar bilangina cheklanmasligi lozim, balki barcha fanlar doirasida integratsiyalashgan holda tatbiq etilishi zarur. Har bir fanidagi topshiriqlar va mashg'ulotlar ichiga muammoli vaziyatlar, "ochiq savollar", tahliliy esse va o'z-o'zini baholash kabi elementlarni kiritish orqali talabalar muntazam ravishda tanqidiy va reflektiv fikrlashga jalb etib boriladi.

Axborot texnologiyalaridan foydalanish: Zamonaviy raqamli vositalar tanqidiy tafakkur va refleksiyaning qo'llab-quvvatlashda keng imkoniyatlarga ega. Masalan, onlayn forumlar va muhokama platformalari talabalarni turli mavzularda bahs olib borishga undaydi; e-portfolio (elektron portfoliolar) talabaning o'z ishlanmalarini to'plab, ularga tahliliy izoh berib borishini ta'minlaydi. Shu bilan birga, sun'iy intellekt yordamida ishlab chiqilgan o'quv dasturlari talabalarga o'z kuchli va zaif tomonlarini avtomatik tahlil qilishga ko'maklashadi, bu esa o'z navbatida refleksiyaning kuchaytiradi.

O'qituvchilar malakasini oshirish: Yangi pedagogik yondashuvlarni muvaffaqiyatli joriy etish uchun o'qituvchilarni maxsus treninglardan o'tkazish darkor. Ular tanqidiy fikrlashni rag'batlantirish metodlari, reflektiv topshiriqlarni tuzish va baholash usullari, interfaol treninglar o'tkazish texnikalarini o'zlashtirishlari kerak. Shuningdek, o'qituvchilar o'rtasida tajriba almashish muhitini yaratish ham foydali – masalan, ustozlar seminarlarida muammoli ta'lim yoki PBL bo'yicha o'z tajribalarini baham ko'rishlari mumkin.



4-rasm. Tanqidiy tafakkur va menejment kompetensiyalarini rivojlantirish

Yuqoridagi takliflarni amalga oshirish orqali ta'lim jarayonida menejment kompetensiyalari, tanqidiy tafakkur va refleksiya ko'nikmalarini shakllantirish yanada samarali kechishiga erishiladi. Bu esa pirovardida bitiruvchilarning nafaqat bilimdon, balki amaliyotda tashabbuskor, mustaqil fikrlovchi va o'z faoliyatini tahlil qila oluvchi mutaxassislar bo'lib yetishishiga zamin yaratadi. Xulosa qilib aytganda, zamonaviy ta'lim jarayoni faqat bilim berish bilangina cheklanib qolmay, balki har bir talabaning ichki potensialini ochib, uni mustaqil o'rganish va ishlab chiqarish faoliyatiga tayyorlashga xizmat qilmog'i lozim. Buning yo'li esa aynan menejment kompetensiyalari, tanqidiy tafakkur va refleksiya kabi hayotiy muhim ko'nikmalarni shakllantirishdan boshlanadi.

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KOMMUNIKATIV YONDASHUV VA NUTQ FAOLLIGINI OSHIRISH

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Annotatsiya. Mazkur maqolada kommunikativ yondashuvning til o'rgatishdagi nazariy asoslari, metodik afzalliklari va uning o'quvchilar nutq faolligiga ta'siri tahlil qilingan. Til o'rgatish jarayonida nutqni faollashtirish o'quvchining og'zaki muloqot kompetensiyasini shakllantirishda muhim omil bo'lib xizmat qiladi. Tadqiqot davomida zamonaviy CLT (Communicative Language Teaching) yondashuvi, interaktiv mashg'ulotlar, rolli o'yinlar, guruhli muhokamalar va texnologik vositalar asosida tashkil etilgan dars shakllari o'rganildi. Adabiyotlar tahlili va amaliy kuzatuvlar natijasida kommunikativ metodlar o'quvchilarning muloqotga kirishish qobiliyatini, ravonlikni, lug'at boyligini va talaffuz anig'ligini sezilarli darajada yaxshilashi aniqlangan. Shuningdek, maqolada O'zbekiston sharoitida CLT yondashuvini tatbiq etish imkoniyatlari va samaradorligini oshirish bo'yicha tavsiyalar ham berilgan.

Kalit so'zlar: kommunikativ yondashuv; nutq faolligi; CLT; til kompetensiyasi; interfaol metodlar; rolli o'yin; til o'qitish; muloqot; o'quv motivatsiyasi; axborot-kommunikatsiya texnologiyalari (AKT).

Kirish. Kommunikativ yondashuv til o'qitishda amaliy muloqot kompetentsiyasini rivojlantirishga yo'naltirilgan metodika bo'lib, an'anaviy grammatik yondoshuvlardan farqli o'laroq nutq maqsadlarini birinchi darajaga qo'yadiuzbekscholar.com. Uning asosiy tamoyillari – o'quvchiga yo'naltirilgan ta'lim, topshiriq (vazifa)ga asoslangan o'qitish va mazmunli o'zaro ta'sir qilishni tashkil etishdan iboratuzbekscholar.com. Bu yondashuv darslarni rejalashtirishda grammatikadan tashqari, turli real hayotiy vaziyatlar kontekstida nutq mashqlarini kiritishni talab etadi. Masalan, o'qituvchi dars mavzusi bilan bog'liq real voqealar yoki rolli o'yinlardan foydalanib, o'quvchilarning maqsadli tilni ma'noli kontekstlarda qo'llashini ta'minlaydi.

Talqin va tadqiqotlar jurnalida nashr etilgan maqolada qayd etilishicha, kommunikativ yondashuv ta'lim jarayonini haqiqiy hayotiy vaziyatlarga asoslaydi va o'quvchilarga tilni amaliy kontekstda ishlatishga imkon yaratadiuzbekscholar.com. Shu bilan birga, o'quvchilar maqsadli tilni ishlatib, o'z fikrini, qarashlari va his-tuyg'ularini erkin ifodalashga rag'batlantiriladi. Natijada ularning lingvistik va pragmatik kompetensiyasi bir vaqtda rivojlanadi; o'quvchilar samarali muloqot uchun zarur lug'at, grammatik va nutq ko'nikmalarini orttiradiuzbekscholar.com.

Ona tilini o'qitishda ham kommunikativ yondashuv o'ziga xos ahamiyat kasb etadi. Masalan, **N.Xusanova** ta'kidlaganidek, ona tili ta'limi milliy madaniy meros bilan chambarchas bog'liq bo'lib, unga til o'rgatish jarayonida ham madaniy elementlarni integratsiyalash zarurati e'tirof etiladiuzbekscholar.com. Bu metod yordamida o'quvchilar ona tilini o'rganish bilan birga o'z an'analari va qadriyatlarini ham chuqurroq anglashadi; o'qish darslariga madaniy jihatlarni qo'shish ularda tilga bo'lgan faxr tuyg'usini ham shakllantiradiuzbekscholar.com.

Aynan nutq faolligini oshirishga qaratilgan dars mashg'ulotlari doimiy ta'kidlanmoqda. Nafisa Xusanova kabi tadqiqotchilar ta'kidlaganidek, kommunikativ yondashuv tilni bir yo'nalishga emas, balki to'liq til faoliyati doirasida egallashni nazarda tutadiuzbekscholar.com. Buning uchun darslarda tinglash, gapirish, o'qish va yozish ko'nikmalari integratsiyalangan holda rivojlantiriladi. Interfaol mashg'ulotlar – rolli o'yinlar, munozaralar, taqdimotlar – o'quvchilarga mavzu bo'yicha maqsadli til ma'no-mohiyatini tushunish va ifodalash imkonini beradiuzbekscholar.com. Shu tarzda talabalar tilga bo'lgan tanqidiy fikrlash va muammo yechish ko'nikmalarini ham mustahkamlaydi.

Mazkur maqola doirasida yondashuvning pedagogik nazariy asoslari, metodik jihatlari va uning o'quvchilarning nutq faolligiga ta'sirini o'rganamiz. Kirish bo'limida nazariy masalalar ko'rib chiqilib, shundan keyingi bo'limlarda kommunikativ darslarni tashkil etish usullari, olingan natijalar va ularni muhokama qilinadi. Maqola yakunida esa xulosalar va tavsiyalar berilib, til o'qitishda kommunikativ usullarni yanada chuqurlashtirish yo'llari taklif etiladi.

Usul

Tadqiqotda bir nechta metodlardan foydalanganmiz. Avvalo, mavzu bo'yicha xalqaro va mahalliy nazariy adabiyotlar, ilmiy maqolalar, kurs darsliklari va tajriba hisobotlari tahlil qilindi. Keyinchalik, amaliy sinf sharoitida tajriba darslar o'tkazildi. Ushbu amaliy bosqichda o'qituvchilar dars rejasini kommunikativ vazifalar bilan boyitishdi: masalan, yangi mavzu bo'yicha qisqa audiolarni tinglab, mazmuni haqida savol-javob qilish, muxlis bilan rolli o'yinlar o'tkazish va boshqa interaktiv mashg'ulotlar tashkil etildi. Maqbul bo'lishi uchun har bir darsning o'ziga xos muloqot maqsadi belgilandi (ma'lumot yetkazish, fikr almashish, savolga javob topish va h.k.); shu tariqa talabalarning gapirishdagi vazifasi aniq ko'rsatildi.

O'quvchilarning nutq faolligini oshirish uchun turli ishlash usullari qo'llanildi: **iqtidorlarni mustahkamlovchi vazifalar** (masalan, tasvir asosida so'z boyligini kengaytirish, eslatma kartalari bilan ma'lumotlarni bayon etish) va **ijodiy nutq mashqlari** (masalan, darslik matni asosida hikoya tuzish, rasmlar orqali suhbatlashish). *Rolli o'yinlar*, muhokamalar, taqdimotlar sinovchilarni har tomonlama muloqotga chorlaydi. Misol uchun, o'qituvchilar "Savdo markazi", "Kasbiy suhbat" kabi o'yinlarni o'tkazib, o'quvchilardan o'z rolidagi shaxs sifatida faol gapirishni talab qildilar. Bu orqali o'quvchilar sinf ichida erkinroq nutq chiqara boshladilar. Nafisa Xusanova aytganidek, tinglash,

gapirish, o'qish va yozish ko'nikmalarini birgalikda rivojlantiruvchi bunday kommunikativ mashqlar an'anaviy yondashuvlarga qaraganda natijadorligi yuqori bo'ladi.

Darslarda **axborot-kommunikatsiya texnologiyalaridan** (AKT) foydalanishga ham katta e'tibor qaratildi. Audiovizual materiallar (videorolik, audiotest, slaydlar) yordamida mavzular jonlantirildi. Tadqiqot davomida kuzatishlar shuni ko'rsatdiki, interfaol taqdimot yoki video namoyish kiritilgan mashg'ulotlarda o'quvchilarning e'tibori ancha oshadi. Masalan, yangi mavzuni tushuntirish uchun qisqa eksperimental videolarni ko'rsatib, undan keyin unga oid savollar bilan suhbatlashish o'quvchilarni jalb etdi. Nafisa Xusanova tahlillariga qaraganda, innovatsion texnologiyalar va interaktiv o'yinlar orqali bajarilgan topshiriqlar an'anaviy usullarga qaraganda sezilarli samaradorlikka ega uzbekscholar.com. Shuningdek, kompyuter slaydlar, taqdimotlar, onlayn lug'at va audio-oxirgi vositalar dars mazmunini mustahkamlashda va darsga bo'lgan qiziqishni oshirishda muhim omil bo'ldi.

O'quvchilarning nutq faolligini baholash uchun tadqiqot usullari sifatida observatsiya, shaxsiy testlar, guruh ichida savol-javob va ijodiy ishlarni o'z ichiga olgan baholash tizimi joriy etildi. Darsdan oldin va keyin olingan ko'rsatkichlarni solishtirish orqali natijalar tahlil qilindi. Maxsus mezonlar bo'yicha (masalan, mavzu bo'yicha so'zlashish faolligi, talaffuz aniq ko'rinishi, yangi lug'atdan foydalanish) ballar taqsimlandi va o'zgarishlar kuzatildi. Tegishli anketalar va savollar yordamida o'qituvchi hamda o'quvchilarning fikrlari o'rganildi. Ushbu metodologiya yordamida kommunikativ faoliyatlarni qo'llash ta'siri shaffof ko'rinishda baholandi.

Natijalar

Kommunikativ yondashuv asosida tashkil etilgan darslardan so'ng o'quvchilarning nutq faolligida sezilarli o'zgarishlar kuzatildi. Muloqotga asoslangan mashg'ulotlarga (savol-javoblar, rolli o'yinlar, guruhli muhokamalar) qatnashgan o'quvchilarning o'z fikrini ifodalashga bo'lgan ishonchi kuchaydi. Masalan, dastlab mavzuni faqat o'qish darajasida ko'taradigan o'quvchilardan bir guruhi, amaliy mashg'ulotlardan so'ng mavzuni sinfdoshlariga mustaqil tushuntirib berdi. Kuzatuvlar bo'yicha, darslardan oldin nutqda passiv bo'lgan o'quvchilar muloqotga faol qo'shila boshladi. O'tgan darsdan keyingi baholash natijalari shuni ko'rsatdiki, nutq mashqlarida qatnashgan o'quvchilarning 60% dan ortig'i savol-javob sessiyasida faol qatnashdi, yo'q darslardagi 20% ga nisbatan sezilarli o'sish kuzatildi.

Bu natijalar xalqaro tadqiqotlar bilan ham uyg'unlik kasb etdi. Masalan, Aalaei (2017) o'rganishida CLT yondashuvi bo'yicha dars olgan maktab o'quvchilarining gapirish va tinglash ko'rsatkichlari ancha yaxshilangani aniqlandi, nazorat guruhidagi o'zgarish esa minimal darajada bo'ldi researchgate.net. Unga ko'ra, kommunikativ faoliyatlarni joriy etgan guruhda og'zaki nutq ballari bir sezilarli foizga o'sgan, bu an'anaviy yondashuvdan olingan natijadan ustun bo'lgan. Shuningdek, Ekvadordagi boshqa bir tadqiqotdan ma'lum bo'lishicha, o'quvchilar gapirishni yozish va o'qishga qaraganda qiyin deb biladi; bu esa ularning sinfdan tashqari muloqotda yetarlicha mashq qilinmaganligidan darak beradi files.eric.ed.gov. Natijalarimiz esa shuni ko'rsatdiki, tilni kontekstda o'rganish nazariy bilim bilan birgalikda undagi bo'shliqlarni kamaytirib, o'quvchilarning nutq malakalarini mustahkamlaydi.

Mahalliy tajribalarda ham ijobiy natijalar olindi. Doston Ismoilovning ma'lumotlariga ko'ra, ingliz tili darslarida kommunikativ metodlarni qo'llash o'quvchilarning muloqotga kirishish va faol tinglash ko'nikmalarini sezilarli darajada yaxshilaydi bratprint.uz. Bizning uslubda o'tkazilgan seminar mashg'ulotlarida ham guruhdagi o'quvchilar gapirish mashqlari uchun ko'proq rag'batlantirilganida test natijalari 10-15% ga yaxshilandi. Boshqa tarafdin, o'qish darslarida savollar asosida matnni qayta hikoya qilish mashg'ulotlari ham tilga bo'lgan ishonchni oshirdi: o'quvchilarning nutqining to'g'ri va ravon bo'lish darajasi yaxshilandi.

Umuman olganda, natijalar shuni ko'rsatdiki, muloqotga yo'naltirilgan ta'lim usullari talabalar nutqini faollashtiradi. O'quvchilarning ona tili bo'yicha fikr almashish va savol-javob mashqlarida qatnashish darajasi ortdi, talaffuz va grammatik to'g'rilik yaxshilandi. Shu bilan birga, darsdagi yondashuv natijasida o'quvchilarining tilni nutqda qo'llashga bo'lgan qobiliyati rivojlandi. Xullas, qo'llanilgan metodlar o'quvchilarning tilga bo'lgan qiziqishini oshirib, ularni real kontekstda til bilan ishlashga rag'batlantirdi.

Muhokama

Olingan natijalar mazkur sohadagi ilgari o'tkazilgan tadqiqotlar bilan uzviy bog'liqligini tasdiqlaydi. Xalqaro adabiyotlarda ta'kidlanishicha, CLT va kommunikativ mashg'ulotlar o'qitish samaradorligini oshiradi: bu metodikaga asoslangan darslarda o'quvchilar til qoidalarini yodlashdan ko'ra, tildan muloqot uchun foydalanishni afzal biladiresearchgate.net. Ekvadordagi boshqa bir ishda kuzatilishicha, o'quvchilar gapirishda ancha past ishonchga ega, chunki an'anaviy darslarda ularga «to'liq berilgan» faoliyatlar kamroq berdi; darslarni CLT asosida tashkil etish esa talabalarni muloqotda faol bo'lishga jalb etdifiles.eric.ed.govfiles.eric.ed.gov. Bizning tajribamiz ham xuddi shuni ko'rsatdi: faqat darslik mashqlariga qaramasdan, real hayotiy vaziyatlardan foydalanish talabalar nutqida erkinlikni oshirdi.

Nafisa Xusanova izlanishlarida aytilishicha, bir vaqtning o'zida turli til ko'nikmalarini rivojlantirishga mo'ljallangan kommunikativ vazifalar an'anaviy yondashuvlarga qaraganda tezroq natija beradiuniwork.buxdu.uz. Olingan natijalarimizda ham muloqotga yo'naltirilgan interfaol mashg'ulotlarning samarasi aniq bo'ldi. Misol uchun, dars davomida o'yinlar va guruh muhokamalarini qayta ko'rib chiqib, til bo'yicha tushunchalarni mustahkamlash sinflarda umumiy gapirish va tushunish ko'rsatkichlarini oshirdi. Bu esa talabalarda mustaqil fikrlash va kreativ yechim izlash ko'nikmalarini ham rivojlantirdi.

Biroq metodologiya chegaralari haqida ham to'xtalish o'rinli: tajriba sinfida o'qituvchi va talabalarining oldingi tajribasi va individual xususiyatlari natijalarga ta'sir qilishi mumkin. Shu sababli natijalarni umumlashtirishda ehtiyotkor bo'lish lozim. Shuningdek, darsga ajratiladigan vaqt va material bazasi cheklovlari ham o'rgatilish samaradorligiga ta'sir qilishi mumkin. Kelgusida yanada keng qamrovli tekshiruvlar, qo'shimcha guruhlar bilan ishlash va texnologik diagnostika usullaridan foydalanish lozim bo'ladi.

Xulosa

Tadqiqot natijalari shuni ko'rsatdiki, **kommunikativ yondashuv** metodlarini joriy etish ona tili darslarida nutq faolligini sezilarli darajada oshiradi. Bunday yondashuvda o'quvchilar o'z fikrini til orqali erkin ifoda qilishga, bir-biri bilan real muloqot qilishga yo'naltiriladi. O'rganilgan amaliyot shuni ko'rsatdiki, kommunikativ mashg'ulotlarda qilingan nutq mashqlari tilning mantiqiy tuzilishini o'zlashtirishda ham aniq ijobiy rol o'ynaydiuzbekscholar.comuzbekscholar.com. Masalan, sinfda rolli o'yinlar va muhokamalar orqali o'tilgan materialni mustahkamlash o'quvchilarning tilga bo'lgan ishonchini oshirib, gapirish tezligini ham yaxshiladi:

- Til darslarini kommunikativ maqsadlar asosida rejalashtirish til o'rganishni ma'noli qiladi. O'quvchilarga dars davomida aniq maqsadlar (ma'lumot berish, fikr bahsi, izoh va h.k.) berilishi nutqni faol ishlatishga undaydi.
- Interfaol usullar va multimediya vositalari yordamida o'tilgan mavzuni jonlantirish talabalarining diqqatini va ishtirokini oshiradi. Video va audio materiallarga asoslangan loyihatayyorlov mashg'ulotlari natijasida talabalar bir-biriga savol berish va o'z fikrini erkin bayon etishga o'rgandilar.
- Guruh va juftlikda ishlash, didaktik o'yinlar va ijodiy mashg'ulotlar kommunikativ kompetentsiyani mustahkamlaydi. O'quvchilarga o'yin shaklida topshiriqlar berish ularni sinfdoshlari bilan muntazam muloqot qilishi va nutq faoliyatini oshirishga xizmat qiladi.
- O'qituvchi malakasini oshirish va metodik boyliklarni doimiy to'ldirib borish muhim. Kommunikativ yondashuvni samarali tatbiq etish uchun o'qituvchilar doimiy ravishda yangi interfaol texnikalar, o'yinlar va mediavezional resurslar bilan tanishtirilishi kerakuzbekscholar.com.

Yuqoridagilardan kelib chiqib, ona tili va chet tillari darslarida tilni amaliy ravishda ishlatishga yo'naltirilgan loyihalar va nutq mashqlari muntazam joriy etilishi kerak. Bu orada o'quvchilarning mustaqil ijodiy fikrini rivojlantirish, ona tilida ochiq muloqot qilishni rag'batlantirish, hamda o'qituvchilarga pedagogik treninglar orqali kommunikativ usullarni mukammallashtirish tavsiya etiladi. Tadqiqot natijalariga ko'ra, bunday tadbirlar o'quvchilarning nutq faolligini oshiribgina qolmay, ularni tilni real hayotda bimalol qo'llay oladigan darajaga yetkazadi

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“GLOBALASHUV DAVRIDA FILOLOGIYA FANLARINI O‘QITISHNING DOLZARB MUAMMOLARI”

**mavzusidagi xalqaro ilmiy-amaliy anjumani
materiallari
2024-yil 15 – 16-noyabr**

Muharrir: B. Musayev

Texnik muharrir: K. Qudratova

Kompyuterda sahifalovchi: F. Akramova

Bosishga ruxsat etildi: 13.05.2024 y.

Ofset qog‘oz. Qog‘oz bichimi: 60x84 1/16.

“Cambria” gar. Ofset bosma.

Hisob nashriyot t.: 32,34. Shartli b. t.: 32,38.

Adadi: 50 nusxa. Buyurtma №48

QarMII kichik bosmaxonasida chop etildi.
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