ISSN: 2181-3558
«SCIENCE AND RESEARCH»

JOURNAL
OF INTEGRATED EDUCATION AND RESEARCH

INTEGRATSIYALASHGAN TA'LIM VA TADQIQOT JURNALI

ЖУРНАЛ ИНТЕГРИРОВАННОГО ОБРАЗОВАНИЯ И ИССЛЕДОВАНИЙ

THE JOURNAL OF INTEGRATED EDUCATION AND RESEARCH

ISSN 2181-3558

VOLUME 2, ISSUE 4

COLLECTION B

APRIL 2023

Tahririyat a'zolari
Editorial board

Berdialiev A. *f.f.d., prof.*
Nurullaeva Sh.U. *ped.f.d., prof.*
Tursunov K.Sh. *ped.f.d., prof.*
Babadjanova D. *tarix.f.d., prof.*
Ernazarova G.O. *ped.f.d., prof.*
Abduraximova D.A. *ped.f.d., prof.*
Madumarov T.T. *yur.f.d., prof.*
Mirzayeva S.R. *fil.f.d., prof.*
Yuldashev M.M. *fil.f.d., prof.*
Xolliyev A.E. *bio.f.d., prof.*
Mahmudov N.M. *fil.f.d., prof*
Salayeva M.S. *ped.f.d., prof.*
Salaeva M.S. *psi.f.n., dotsent*
Tojiboyeva M.A. *fil.f.d., dotsent*
Sabirova N.E. *fil.f.d., dotsent*
Norboyeva U.T. *bio.f.d., dotsent*
Yarmatov R.B. *ped.f.d., dotsent*
Egamberdiyeva N.A. *tarix.f.d., dotsent*
Achilov N.K. *fil.f.d., dotsent*
Imomova G.M. *fil.f.n., dotsent*
Zakirova H.R. *f.f.n., dotsent*
Tuhtahujaev H.B. *ped.f.f.d., dotsent, TFA Akademik*
Bakiyev Z.A. *ped.f.n., dotsent*
Razzakov H.K. *tex.f.n., f.f.d., dotsent*
Ortikov O.A. *tex.f.f.d., dotsent*
Djuraeva M.Y. *f.f.f.d.*
Nabikhodjaev A.A. *iqt.f.n., dotsent*
Otadjanova M.O. *f.f.d.*
Tajibaeva M.A. *fil.f.d., dotsent*
Hasanov A.M. *fil.f.f.d*
Kholmurodov A.E. *fiz.m.f.d., dotsent*
Aripov O.A. *iqt.f.d., dotsent*
Safarova U.A. *fil.f.d., dotsent*
Dexqonova M.Sh. *f.f.d.*
Hasanov A.M. *fil.f.d.*

Mas'ul kotib: ***M.Yusupov***

PROFILING IS A NEW DIRECTION OF PSYCHOLOGY

Musaev Djamaliddin Kamalovich
Docent at the department
of Special-legal Disciplines
of the Customs Institute

Fayzieva Khikmatkhon
senior cadet of the customs institute
of the State Customs Comtitte
of Reoublic of Uzbekistan

Abstract. The article considers the technology of profiling as a special expert procedure, widely used in modern conditions to obtain psychological information about the subject of evaluation. A description of the advantages and disadvantages of technology is presented, prospects for theoretical and applied directions in the study of profiling of profiling are outlined.

Keywords: profiling, expert evaluation, psychological information, personnel profile.

Аннотация. Мақолада баҳолаш ҳақида психологик маълумотларни олиш учун замонавий шароитларда кенг тарқалган махсус эксперт процедураси сифатида профиллаш технологияси кўриб чиқилади. Технологиянинг афзалликлари ва камчиликлари тавсифланади ва бунда профайлингни объективлаштиришни ўрганишнинг назарий ва амалий йўналишлари истиқболлари кўрсатилган.

Калит сўзлар. профайлинг, эксперт баҳолаш, психологик маълумотлар, кадрлар профили.

Аннотация. В статье рассматривается технология профайлинга как особой экспертной процедуры, распространенной в современных условиях для получения психологической информации о субъекте оценивания. Представлена характеристика достоинств и недостатков технологии, намечены перспективы теоретико-прикладных направлений в исследовании объективации профайлинга.

Ключевые слова: профайлинг, экспертная оценка, психологическая информация, кадровый профиль.

Profiling is a complex of socio-psychological methods for diagnosing personality traits, hidden motives and assessing the information reported, based on assessing the non-verbal, verbal and subverbal behavior of the subject, predicting scenarios for the development of situations and relationships, actions, behavioral patterns and human communication.

This is a complex of methods and techniques for assessing and predicting human behavior based on the analysis of the most informative features, including characteristics of appearance and behavior. It includes technologies of observation

and interrogation of people in order to identify potentially dangerous or lying persons, as well as people with certain talents and values [1].

The history of profiling is associated, first of all, with the work of the special services (KGB, CIA, etc.) of employees of the Ministry of Internal Affairs and Foreign Ministries of different countries. The most famous sources and developments are associated with the activities of the behavioral sciences department of the FBI Academy in the United States, which developed a psychological profiling program in the last quarter of the twentieth century.

The definition of the method was given by R. Ressler, who formulated the essence of profiling as a process of identifying certain psychological characteristics of an individual, based on the analysis of the crimes he has committed [9]. Currently, the method is widely used as a method of ensuring security, prevention and investigation of crimes, terrorist acts, etc.

In parallel with this, P.Ekman's company has developed a number of computer programs that allow reading and predicting changes in emotional states and human behavior [7]. These programs began to be actively used in various structures involved in ensuring the security of people and organizations, states and interstate relations. Like all intelligence technologies, profiling tools work quickly, simply and reliably: everything you need to know about a person is reflected in his demeanor and speech, you just need to understand what to look for.

Profiling allows you to assess the degree of interest and emotional state of the interlocutor, the features of his cognitive processes and ideas about himself and the world, and act on the basis of the compiled picture. In addition, it is possible to assess the reliability of the information reported by a person. In profiling, not only the details are important, but also the way and the order of a person's actions.

The profiler analyzes, compares the facts and compiles a psychological portrait of the subject: character traits, personality traits, behavior of the offender, makes assumptions about his age, race, gender, marital and official status, sexual maturity, names his habits, inclinations, describes the style of activity in everyday life, peculiarities of relationships, etc. Profilers not only describe the character traits, personality traits, behavior of the offender, the style of relationships in everyday life and at work, they predict the next steps and even events [14]. Profilers are usually experienced psychologists who have specialized education at the appropriate level, have extensive experience in practical safety activities, or have been trained in centers for psychophysiological research and expertise.

But even outside of psychological education, training in profiling has a positive effect on both the trainees and their subsequent attitude towards fulfilling their direct official duties. Profiling requires from a specialist a more thoughtful observation and analysis of the environment, human behavior, the search for suspicious signs and the establishment of cause-and-effect relationships, a non-standard approach to solving problems arising in work [11].

An important place here is played by perceptual "blindness", the phenomenon of inattention to directly occurring events. A specialist who verifies lies and / or

danger must have a large amount of knowledge and skills in different areas, he also needs empathy - accepting the position of another person. The profiler does not need to evaluate a person or their actions from a bad-good position. He simply observes and makes his conclusions without value judgments.

He identifies and analyzes both strong and "flashy" and weak and imperceptible "inconsistencies" and signals, inconsistency and "unevenness" of the psychological texture of behavior (verbal and non-verbal): not only details are important, but also the method and order of actions. When the classical algorithms of work do not work, an individual approach is required, empathy and intelligence of the profiler himself, his readiness and ability to see the "truth" of a person, life, himself.

This is the skill of the profiler - in each specific case, to understand and anticipate the actions of the unpredictable, "typologize" the unpredictable and make it understandable, demystify it. For this, in particular, in profiling it is necessary to use the methods of psychology in their applied aspect. Profiling includes a number of applied socio-psychological techniques, the purpose of which is to assess the reliability of the reported information on a person's non-verbal behavior, the so-called non-instrumental or integrative detection of lies and / or personality traits.

At the same time, special emphasis is placed here on the processes of interpersonal interaction, on the possibilities of human understanding - "reading" external and internal information, on the formation and development of observation, insight, and sociability. An example of such a technique is the relatively detailed, but giving a lot of information "Dictionary" by I.G. Kokurina, not only revealing the direct meanings of a person's life, the measure of his moral disorientation or personality decay, but also allowing through the existing relationships to determine gender, age, level of education and many other characteristics of the subject (individual and group) [4].

Other methods of "reading thoughts" and "portraying" are also interesting, for example, the "Rule of Three" technique, developed by us for the operational diagnosis of personality traits and its vital activity [1]. In general, in scientific works over the past decades, there has been a growing interest in the problems of forensic psychotechnics, combined in professional slang called criminal or criminal profiling.

Profiling as a process of solving a kind of "puzzle" is based on the concept of "offender homology", which implies, one way or another, the presence of an immanent uniformity among criminals, which, as supporters of traditional science believe [12], makes it possible to make logical , scientifically based, profiling. The profile can be characterized as a set of significant signs indicating the presence or absence of a potential connection of the subject (passenger, visitor, etc.) with the threat under consideration.

Therefore, the purpose of profiling is to assign a person or group to a specific profile, for example, in the process of creating a search portrait. An important part

of profiling is personnel profiling, aimed at matching candidates for a proposed position, developing personnel profiles, establishing a candidate for a position (or an active employee) with criminal connections, having debts (outstanding loans), addiction to gambling, alcoholism and drugs.

It also includes identifying career and professionalization prospects, talents and work motives, etc. Researchers are still, although not intensively, looking for evidence of "criminal homology", and are also focused on developing profiles of other subjects with certain characteristics [2]. In the context of these searches, one way or another, various approaches to criminal responsibility and signs of criminal behavior, to the understanding of personal and professional maturity, giftedness, etc. are formed. However, such indications are often questionable.

Another approach relies on the "trait-based" method, which supposedly allows more confident predicting or reconstructing the characteristics of known and unknown criminals, supporting the world-famous myth of the profiler looking for signs or traits of criminal / dangerous behavior ("myth of trait-based profiling") [6]. Against this background, some scholars formulate a series of postulates and disjunctions that they believe link these approaches in an attempt to solve the problem of offender homology and thus improve profiling accuracy.

"T. Brokaw hazard", according to P. Ekman, consists in the fact that some sign of deception or other state may be typical behavior of a given person or group: this or that trait may be a personality trait [7]. In addition to the fact that the theory and approach of traits do not contradict the theory of the whole personality and "homology", this means that the profiler needs to remember that "by themselves" signs of deception and other states as such do not exist: there is not a single gesture, facial expression , words and "reservations", involuntary reactions of the body and individual muscles, which alone and in themselves would mean that a person is lying or is in some other state.

Therefore, profiling is, in fact, rather a probabilistic method: it does not contain 100% guarantees that anything can be determined at all, and it also cannot specifically designate what exactly and for whom it is possible to determine at what moment (what personality parameters, her present, past and future, her relationships, etc.), there are no guarantees (disclaimer) that the specialist did not invent, and the researched did not imitate anything [5].

At the same time, a number of studies have revealed that the activities of experts and the guesses of "ordinary" people have approximately similar results. Some scholars point out that the effectiveness of profiling is nothing more than "the great myth of popular psychology." The use of profiling cannot serve as a basis for excluding other approaches and alternative technologies [15; 16].

To achieve the interests and focus of the investigation, there is a need for more specific and rigorous methods and principles of the profiler's research actions, especially when profiling goes beyond the original goal - criminal profiling itself as portraying and forecasting - recreating crime scenes, etc. However, profiling is still based on theories and methodologies that are uncertain

at best, and there is very little research into the actual accuracy and completeness of the profiles being generated. This lack of validation is due in part to the real difficulties involved in developing appropriate test / validation models for future predictions, reconstructions of the past, and profiler portraits.

Compounding the situation in part is the reluctance of profilers to participate in such a process, relying instead on their well-learned but self-supporting prophecy that the continued demand for profiling advice is in itself reassuring and provides evidence of the validity of the method. Obviously, it is the lack of objective evidence of the validity of profiling that is the number one issue in this area. Researchers analyze the nature and goals of criminal profiling from a theoretical point of view, noting the need to comply with the principles of scientific character, the importance of implementing more modern approaches to profiling [3].

In a specific situation of professional activity, profiling deviates far from the "certainty" and rigor of the scientific model (the one that will be built on the basis of deductive-inductive processes); the basis of profiling is abductive models and processes, in the formation and course of which the preparedness of a specialist and the general level of information about an event or a person play an important role.

The profiler, like other people, is prone to misunderstandings, including the typical heuristics used to process ambiguous information, such as selecting "good ideas," and the inability to distinguish fact from fiction. Therefore, some practitioners and theorists even come to the conclusion that profiling should not be used as an investigation tool, since it lacks scientific support [9]. As an illustration, there are situations where profiling, combined with investigative and prosecutorial enthusiasm, disrupted the course of the investigation and even contributed to serious miscarriages of justice [10].

Other researchers, for example, H. and S. Dern, as well as A. and W. Horn, R. Kozitz, on the contrary, believe that profiling is "a very complex and scientifically sound practice of criminal profiling" [8]. They also argue that opponents of profiling can be "accused of judging the practical approach", rejecting and ignoring the role of the profiler's personal experience, and also note the naivety and ignorance of "pure academics" [8].

Although "the scientific assessment of the actual application (of scientific psychological theories and methods - AM) in the case of the" case analysis "method in practical police work will always be a difficult task" [8], this statement, however, for scientists who speak the language of statistics, and not "case analyzes", sounds like an "alarm signal": an example is changes in psychotherapy and psychological counseling, whose experts tend to avoid quantifying their decisions, because she can devalue them, and also pay attention to the breadth and depth of their observations, the subtleties of understanding clients and situations, their "clinical wisdom."

They emphasize the role of experimental, experimental, and not experimental knowledge [12]. It is not surprising that the traditional, academic community is inevitably skeptical about such claims [15]. An example is such, in many respects, the basic profiling technology as "cold reading" (psychic reading, cool reading) - a set of techniques used by "psychics" and illusionists, trying to create the appearance that they know much more about a person than they have on really. This technology uses the "T. Barnum effect" [13]. W. Larsen notes that the average person tries on everything that he or she is told [13].

Therefore, at the empirical level, a combined, eclectic approach is used [16], procedural techniques, as well as metacognitive or reflexive procedures, including supervision for profilers.Thus, both scientific-experimental and experimental-experimental knowledge help the profiler to increase his competence and quality of work, since profiling as a practical technology develops at the junction of a number of approaches and requires efforts of both practitioners and theorists for its development.

References

1. Arpenteva M.R. Psihologicheskie aspekty pravoohranitel'noj dejatel'nosti: jesse po juridicheskoj psihologii. Kaluga: KGU, 2017. 262 s.
2. Vaskje E.V. Kriminalisticheskoe znachenie «psihologicheskogo portreta» neizvestnogo prestupnika //Vestnik Nizhegorodskogo gosuniversiteta. 2006. Vyp. 2 (10). S. 184-188.
3. Enikolopov S.N., Li N.A. Psihologicheskie osobennosti kriminal'nogo profajlinga // Psihologicheskaja nauka i obrazovanie. 2007. № 5. S. 295-299.
4. Kokurina I.G. Metodika izuchenija motivacii trudovoj dejatel'nosti: Uchebno-metodicheskoe posobie. M.: MGU, 1990. 90 s.
5. Mihajlenko A.N. Vozmozhnosti vyjavlenija potencial'nyh terroristov-smertnikov // Obozrevatel'-Observer. 2011. № 5. S. 102-110.
6. Ostapenko P.I. Nekotorye osobennosti lichnosti terrorista // Vestnik Vladimirskogo juridicheskogo instituta. 2007. № 2. S. 201-203.
7. Jekman P. Psihologija lzhi. SPb.: Piter, 2009. 270 s.
8. Dern H., Dern C., Horn A., & Horn U. The fire behind the smoke: A reply to Snook and colleagues // Criminal Justice and Behavior, 2009. № 36 (10). pp. 1085-1090.
9. Devery S. Criminal Profiling and Criminal Investigation // Journal of Contemporary Criminal Justice. 2010. November. Vol. 26 (1). pp. 393-409.
10. Kagee A., Breet E. Psychologists' endorsement of empirically unsupported statements in psychology: Noch Einmal // South African Journal of Psychology. 2015. Vol. 45. №. 3. pp. 397-409.
11. Kocsis R.N., Heller G. Z., Try A. Visual versus narrative case material: the impact on criminal psychological profiling // International Journal Offender Therapy and Comparative Criminology. 2003. December. Vol. 47 (6). pp. 664-676.

O'ZBEK-INGILIZ TARJIMA ISHLARIDA PRAGMATIK TO'SIQNING YUZAGA KELISHI

Muqimjonova Jumagul
O'zbek tili va adabiyoti universiteti
Qiyosiy Tilshunoslik linguistik tarjimashunoslik
2- bosqich, Magistr

Annotatsiya. Tarjima xususiyati va tabiatiga ko'ra turlicha bo'lishi va o'z ichiga turli sohalarni qamrab olishi mumkin. Pragmatika ham tarjimaga uzviy aloqasi bor sohalardan biri bo'lib, tarjimaning aksariyat turlarini pragmatik bilimsiz tarjima qilish mushkul. Tarjimon tarjima jarayonida turli xil pragmatik to'siqlarga duch kelishi mumkin va bular tarjimaga sezilarli ta'sir qilishi mumkin. Ushbu maqolada tarjimadagi pragmatik to'siqlar va ularni yuzaga keltiradigan omillar haqida so'z yuritiladi.

Kalit so'zlari: Pragmatika, pragmatik to'siq, metod, til vositalari, lisoniy vosita.

Аннотация. По характеру и характеру перевода он может быть разным и охватывать разные области. Прагматика — одна из областей, тесно связанных с переводом, и без прагматических знаний перевод большинства видов перевода затруднен. Переводчик может столкнуться с различными прагматическими препятствиями в процессе перевода, и они могут существенно повлиять на перевод. В данной статье говорится о прагматических препятствиях при переводе и факторах, их вызывающих.

Ключевые слова: прагматика, прагматическое препятствие, метод, языковые средства, языковой инструмент.

Annotation. According to the nature and nature of translation, it can be different and cover different fields. Pragmatics is one of the fields closely related to translation, and it is difficult to translate most types of translation without pragmatic knowledge. A translator may encounter various pragmatic obstacles during the translation process and these may significantly affect the translation. This article talks about pragmatic obstacles in translation and the factors that cause them.

Key words: Pragmatics, pragmatic failure, method, language tools, linguistic tool.

Yurtimizda yaqin yillardan beri kitobga, ilmga bo'lgan muhabbat sezilarli darajada ortgan. Bu albatta tarjima adabiyotga ham o'z ijobiy ta'sirini ko'rsatdi. Natijada, tarjima ishlari va ular bilan shug'ullanuvchi nashryotlar avvalgiga qaraganda ancha ko'paydi. Aholimizni butun dunyodagi ilm-fan, texnologiyaga oid yutuqlar, yangiliklar bilan tanishtirish, o'zga xalqlar madaniyati, urf-odatlarini aks ettirgan adabiyotlarni tarjima qilish va ular orqali xalqimizda bag'rikenglik sifatlarini shakllantirish tarjima sohasining ustuvor vazifalaridan biridir.

Tarjima qilish - muayyan tilda turli til vositalari yordamida ifoda etilgan fikrni boshqa yilda ma'nosini o'zgartirmasdan boshqa tilda o'sha til vositalari orqali to'la to'kis ifoda qilishdir (Rahimov G', 2016). Tarjima qayta yaratish san'atidir. Bu juda mashaqqatli ish bo'lib, tarjimondan ijodkorlik, tajriba, yuqori bilim va ko'plab sohalarning bilimdoni bo'lishni talab qilidi. Tarjima uchun eng kerakli sohalardan biri bu pragmatikadir. Pragmatikaga biz ko'pincha badiiy adabiyotlarda duch kelamiz. Pragmatikaning badiiy adabiyotlardagi asosiy vazifasi kitobxonga estetik ta'sir ko'rsatishdir.

Nafaqat badiiy adabiyotlar, balki aksariyat ilmiy adabiyot va qo'llanmalar ham o'sha tildagi pragmatik xususiyatlarni o'zida mujassam etadi. Tarjimon tarjimada barcha ma'lumotlarni hech qanday xatoliksiz, yozuvchi o'z tilida bayon qilgan fikrni boshqa tildagi o'quvchi va tinglovchilarga yetqazib berish uchun umummadaniy pragmatik bilimlardan boxabar bo'lishi va ularni tarjima jarayonida qo'llay olishi kerak. Tarjimon bu jarayonda bir qancha pragmatik to'siqlarga duch kelishi mumkin (Abdullayeva G, 2016). Buning sabablari turlicha bo'lishi mumkin. Ponu Kosonen (2011) ta'kidlashicha tarjima jarayonidagi pragmatik to'siqlarning asosiy qismi asl matn tilining semantik xususiyatlari, bir so'zning ko'p ma'noligi, ularning matnda qo'llanilishi va boshqa so'zlar bilan aloqasi sababli yuzaga keladi.

Tarjimani sifatli qiladigan asosiy omil bu tarjimonning tarjima tilida asl matnga monand lisoniy vositalarni to'gri tanlab ularni tarjimada ishlata olishidir. Bu mas'ulyatli ish bo'lib, tarjimondan asl matnning ma'nosiga putur yetqazmagan holda o'z tili madaniyati, me'yorlariga solib to'la to'kis tarjima qilishni talab qiladi. Masalan, shunday yillar davomida shakllangan xalqning madaniyatini, urf-odat, e'tiqodini o'zida aks etgan shunday birikma va iboralar borki, ularni ingiliz tilida to'g'ridan to'g'ri o'zbek tiliga tarjima qilib bo'lmaydi, o'zbek tilida shu tilga yaqin yoki aynan mos keladigan ibora, til birliklarini topib qo'llash uchun tarjimondan yuqori pragmatik bilim va tajriba bo'lishi kerak.

Tarjimada pragmatik to'siqlarga duch kelmaslik, pragmatik xatolarni oldini olish uchun tarjimondan nafaqat yuqori pragmatik va lingvistik bilim balki boshqa xalqlar madaniyatlar va tarixidan xabardor bo'lish ham talab qilinadi (Ahmedova S, 2021). Pragmatik vositalardan tarjimada maqsadli va o'rinli foydalanish asl matnda ifodalangan zarur ma'noni, tarjima qilinayotgan adabiyotning mohiyatini to'la ochib berishga yordam beradi.

Umumiy qilib aytadigan bo'lsak, tarjimada pragmatikaning o'rni juda katta. U tarjimada quyidagi vazifalarni bajaradi:

a) o'zga tilda yozilgan matn mazmunini tarjima tiliga to'la-to'kis tushuntirish;

b) ma'lumotni qabul qiluvchiga ta'sir qilish. Bu ta'sir ham o'z navbatida uch xil bo'lishi mumkin:

1. Ijobiy
2. Salbiy
3. Neytral.

c) ma'lum axborotni to'g'ri yetkazish;

d) Madaniy tafavutlarni o'rganish va ularni tarjimada to'g'ri talqin qilish. Ko'rib turganimizdek, tarjimada pragmatikaning o'rni beqiyos va ularni bir-biridan ajratib bo'lmaydi.

Xulosa o'rnida shuni aytish joizki, tarjima qilish yuksak ijoddir. Birgina xorijiy tilni bilish, undan foydalana olish tarjima bilan shug'ullanish uchun yetarli emas. Tarjimaning tushunarli qilish, asl matnning butum mohiyatini boshqa tilda ochib berish tarjimondan adabiyot, tarix, satsiologiya, pragmatika va bir qancha sohalarda bilimli bo'lishi taqozo etadi. Aks holda, tarjima sayoz, asl mohiyat ochilmasdan qolishi, tarjima o'quvchilarga tushinarsiz bo'lishi mumkin. Yuqorida sanalgan sohalarning tarjima uchun eng muhimlaridan biri pragmatikadir. Har bir tarjimon pragmatika va tarjimadagi pragmatik muammolar va ularning sabablarni bilishi sifatli tarjimaning garovudir.

Foydalanilgan adabiyotlar

1. Mirziyoyev Sh.M. "Adabiyot, san'at va madaniyat yashasa, millat va xalq, butun insoniyat bezavol yashaydi", T.: Xalq so'zi, 2018, 07.08.
2. Abdullayeva G.G. Sinxron tarjima-murakkab kognitiv jaraynlar majmui//Chet tillarni o'qitishda kommunikativ yondashuv: til, tafakkur, madaniyat. Buxoro. BuxDU. 2016. 138-139 b.
3. Panu Kosonen. Pragmatic adaptation in translating skeptics vs creationists: a formal debate from English into Finnish. University of Jyväskylä Department of Languages English April 2011.
4. Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – Т. 2. – No. 10. – С. 492-496.
5. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. Science and Education, 2(11), 1076-1080.
6. Axmedova, S. R. (2021). Ilova elementlarining strukturaviy tahlilini o'rganish. Science and Education, 2(12), 583-587.
7. Rahimov G'. Tarjima nazariyasi va amaliyoti: darslik-majmua. T., "O'zbekiston milliy ensiklopediyasi" Davlat ilmiy nashriyoti, 2016. – 176 b.

ADORES OF SAHIBQIRAN AMIR TEMUR

Ibragimov Davron Madaminovich
Fergana State University
Teacher of the Faculty of Military Education

Eshimov Sulton Ahmad o'g'li
Bahromov Komiljon Murodjon o'g'li
Abdurakhimov Iskandar Nodirjon o'g'li
Fergana State University
Students of the Faculty of Military Education

Abstract. In this article, the reforms carried out by Amir Temur in the field of public administration, as well as in domestic and foreign policy, led to the strengthening of his kingdom in his time, and the wide range of reforms implemented in the Independent Republic of Uzbekistan, which is flourishing day by day. Important reforms in the field of public administration can be seen as a proof that the experience of the great statesman Amir Temur is being used in practice and the experience of our great grandfathers is being used effectively.

Key words: Great statesman, diplomat, Timur's rules, just principles, Timurid state, rules of Muslim jurisprudence, Islamic power, finance, economy, humanitarian, law and order, justice, discipline, Islamic-sectarian, Mog they are.

BRAVERY OF SAHIBQIRAN AMIR TEMUR

Enter. The statehood and spirituality of Amir Temur and the Timurid era have a special place in the history of our nation with its potential, content, educational power and influence. After Uzbekistan achieved its state independence, ample opportunities were created to study its socio-political history of several thousand years from all sides. In particular, the issues of centralized Amir Temur's kingdom, its role in the development of Uzbek statehood and culture were clarified, and our historians and orientalists translated and published many works of primary source importance into Uzbek. In March 1996, decrees were issued on the establishment of the "History of the Timurids" state museum and the establishment of the "Amir Temur" order.

"Amir Temur occupies a position in world history not only as a great leader and statesman who built a powerful and prosperous state. He turned his capital, Samarkand, into one of the true cultural and scientific centers of the world. The jewels of architecture and folk art built by this great man are still standing today, adding beauty to the beauty of our ancient cities and villages. He was also famous as a great diplomat of the Sahibqiran era, a supporter of the establishment of friendly relations between the countries and the development of economic relations. He was a great patron of scientists and governors, architects and poets. Today, our people, who are building a democratic legal state, want to know about the emergence and development of ideas and views about the legal state, its legal

sources, secular law and legislative issues in the history of our country. From this point of view, the historical-legal research of Timur's laws becomes particularly relevant. After all, our past heritage, its rich statecraft and legal foundations, in particular, the just principles used in the state and law during the time of Amir Temur, serve our independence today and help in the formation of a high political, moral and legal culture of an individual.

Literature analysis and methodology "In the 20s of the 13th century, as a result of the Mongolian rulers taking possession of Central Asia, the science was revived by the intelligence of Abu Nasr Farabi, Musa Khorezmi, Abu Ali ibn Sina, Abu Rayhan Beruni, Ahmad Yugnaki, Mahmud Koshgari, etc. - the rocks of our science and culture began to crumble, and Islam, which was considered the dominant ideology, lost its status. Because Chigatoykhan, who took Movarounnahr under his control as his own land, was a great enemy of Islam." The people of Movarounnahr, who were in the straits of Yav, chose to fight for freedom, and turned the idea of independence, which they had cherished in their hearts, into a powerful spiritual force and movement. looked for the basis. The land that nurtured the desire and will of Turanians to be a man was, first of all, the patriotism of the famous ancestors, then the religion of Islam and the four great sects born in this country.

1. Amir Temur understood the economy as the foundation of any kingdom. "Davlatu sultanat," says Temur in his "Tuzuklar", is alive with three things: property, treasure, and army. With this, Temur emphasizes that for the survival and social development of the state, first of all, it is necessary to have economic opportunities.

2. According to Amir Temur's views, each country, based on its various economic opportunities, all regions should "have complete information and take into account their economic characteristics."

He advises that every head of state who travels the world for such purposes should keep four things in mind: first, to work with the right plan and council in whichever country he wants to conquer; secondly, to do every work with much thought, vigilance and caution in order to avoid mistakes; thirdly, gathering and uniting noble men (emirs) around him; the fourth is not to put off today's work for tomorrow. In Amir Temur's program and political and legal views, rather than dreaming of a perfect society, it is more obvious to realize it and take responsibility for it.

That is why Amir Temur's unique feature as a statesman, general and thinker is that he built a perfect society in the image of the kingdom he ruled and tried to strengthen it in every way. An important aspect of Amir Temur's political doctrine is the priority of law in the management of society, the issue of legislation. The main condition for managing the kingdom of Timur was to recognize the supremacy of the law over all actions and to create its basic rules. In Timur's conclusion that the principle of the rule of law is a necessary condition, the rule of law is deeply rooted: in Sahibqiran's mind, this idea includes the legal teachings of

Imam Ismail Bukhari, Imam Abu Isa al-Tirmizi, Farabi, Taftazani, Burhonidin Marginani's "Hidaya" This was formed as a result of studying his "Mukhtasar" in school and madrasa and listening to it in his meetings with scientists, and therefore he devoted a lot of space to the issue of the rule of law in society in "Tuzuklar".

Summary. In conclusion, it should be said that the reforms implemented by the great leader Amir Temur in the field of state administration, as well as in domestic and foreign policy, made his kingdom stronger in his time. Nowadays, the large-scale reforms implemented in the Independent Republic of Uzbekistan, which is flourishing day by day, also strengthen the confidence in the future of our country in the field of public administration, deeply studying the experience of the great statesman Amir Temur, and practically learning from the experience of our great grandfathers. it is proof that it is being used effectively. This is the result of the efforts made to create a fair lifestyle for the future of our people.

References

1. Umarov, I. O., & Abduraximov, I. (2022). ZAXIRADAGI OFITSERLARNI TAYYORLASHDA, HARBIY TA'LIMNING MAQSADI, VAZIFALARI VA ISTIQBOLLARI. *Journal of Integrated Education and Research*, *1*(7), 15-18.
2. Turdiboyev, S., & Abdurakhimov, I. (2021). COPYRIGHT IS THE FOUNDATION OF OUR DEVELOPMENT. *Galaxy International Interdisciplinary Research Journal*, *9*(12), 1159-1160.
3. Kamoliddinovich, N. M. (2022). The Role of Military Pedagogy and Psychology in the Armed Forces. *Texas Journal of Multidisciplinary Studies*, *7*, 372-373.
4. Salijanovna, I. S., Sherbabayevna, H. Q., Rahmanova, M. Y., Nabibullayevich, X. F., & O'G'Li, A. I. N. (2022). O'SIB KELAYOTGAN YOSH AVLODGA TA'LIMIY VA DIDAKTIK O'YINLAR ORQALI TA'LIM BERISHDA ZAMONAVIY YONDASHUVLAR. *Science and innovation*, *1*(B3), 18-22.
5. Ogli, Y. A. B., Ogli, A. I. N., & Abdulaev, A. (2021). The Main Directions of Military Patriotic Education. *Journal of Pedagogical Inventions and Practices*, *1*(1), 99-100.
6. Юнусов, М. М., Сабирова, Г. Х., & Абдурахимов, И. Н. У. (2022). ИНФЕКЦИОННЫЕ ЗАБОЛЕВАНИЯ И ИХ ПРОФИЛАКТИКА. *Science and innovation*, *1*(D3), 87-88.
7. Olimjonovich, U. I., & Rahmatali o'g'li, E. S. (2023). TA'LIM SOHASIDAGI IMKONIYATLAR VA ZAMONAVIY TA'LIM TIZIMINING AFZALIKLARI.

STUDYING THE IMPORTANCE OF DRAWING AS A PRIMARY TOOL.

Kudratov Javli Kholbozorovich
Teacher of TerDU

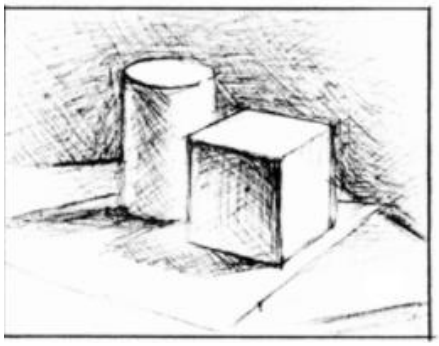
Turayev Olimjon. Suvonovich
Teacher of TerDU

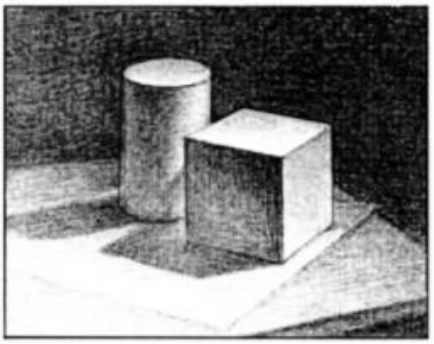
Abstract. The science of pencil drawing is considered the basis of fine art and has an independent direction . It also has criteria such as length, width, height. A type of art based on the principle of voluminous, dimensional representation of what is depicted .

Keywords: Pencil drawing spatiality, integrity, shadow-light contrast, silhouette , spatial perspective , reflex ratio.

Visual practical materials

It should be known that the edges that are parallel in nature meet at a certain point of the horizon in the picture. Having determined the direction of the lower and upper horizontal edges, two vertical edges are passed from the left and right borders of the cube, and in this direction, the vertical the visible part of the border is determined. In this case, it is necessary to monitor the mutual width ratio of the borders and the height





of the front vertical edge . Correctly drawing the lying angles of the horizontal edges on the cube and observing the dimensions of the visible border will ensure a successful drawing. At the time of drawing the simplest geometric shapes, it is necessary to master the skill of description and draw not only the visible sides of that shape, but also the invisible sides . If the form is not fully perceived, then the finished picture will be really distant. For this reason, the picture is called *linear-constructive* according to its characteristics , and the general structure of the body, its constructive features are understood through lines (just as the figure is projected with the help of X-rays). lower foundations are made. All horizontal edges (when they are continued) must intersect at a certain point on the horizon line . It is also important to control the width (angle of rotation) of the upper and lower bases. When an artist draws the same shape several times in different situations (in terms of changing horizons and other conditions), he is sure of one thing : the closer the shape is to the horizon

line, the more shallow it appears, and the farther away from the horizon line, the more wide-angle it appears. In this case, the basis for determining the ratio of the border, the location of the edges and their connection on the horizon line is considered for each case .

the order of fabric and cube drawing may be slightly different . It is known that to build a house, first of all, a suitable land area is selected and a plan is drawn up for the construction of the building based on the size of the future house.

After mastering the method of drawing a cube below the horizon line , it is appropriate to draw cubes placed in different situations, cubes located below or above the horizon. To complete the drawing, the edges of the cube are given a thicker tone, and from the auxiliary lines, only those that connect at the horizon line are left. These left auxiliary lines allow you to check how correctly the drawing is drawn . The edges of the cube being drawn are sharpened by moving the pencil very gently. Because the body that is far from the artist should look softer and gentler than the body in his eyes. This method makes the picture more charming and impressive. It is intended to check the picture at the workplace itself. For this, the easel on which the picture is drawn is placed near the original object . As a result, it becomes possible to compare the picture with the object in nature. If an error is found in the image, it must be corrected immediately . To describe any body, first of all, its composition is worked on. Simple geometric shapes are no exception . Objects are drawn smaller than their original size in educational pictures. While drawing a picture of a body on the paper, it should be placed higher than the geometric center of the paper surface, above the intersection of the diagonals . A larger space is left on the left and right sides so that the image does not protrude .

appearance of all complex and diverse objects can always be described on the basis of simple geometric shapes. The line-constructive drawing sequence is based on this rule (the principle of depicting based on geometric shapes), unlike simple sketching . It is necessary to start drawing geometric shapes from nature by drawing the precise position of a cube, prism and pyramid.

Below we will consider an example of a cube located below the horizon line and illuminated from the upper front, performed in 5 methodical steps. (Figure 3)

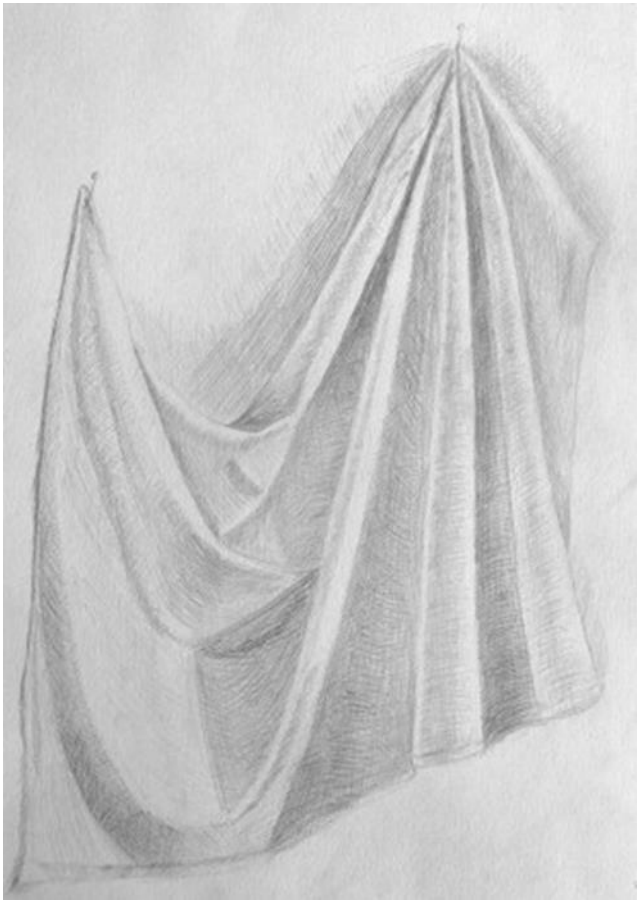


Figure 3

1 - stage. Based on the outermost sides of the figure, placing it on the surface of the paper, imagining its visible and invisible edges, and determining the first signs of perspective, depending on the proportions of the sides, height, and the state of movement.

2 - stage. Describing the structural structure of the figure with light lines, determining the perspective reduction of the sides through the connecting point along the horizon line.

3 - stage. Define cube aspect ratios and perspective views with darker lines, marking its drop shadow on the object plane.

4 - stage. Set the position of the integrated shadows on the shape (custom, drop shadows)… set the background color for the item.

5 - stage. Determining all the light-shadow relations of the cube shape... determining the color ratios of the sides, finding the reflective, shiny parts and bringing the task to a whole.

Below, the description of cylinder and sphere shapes is also carried out based on the stages of description of the cube shape. In this, we can see their mutual relations, the method of working by drawing auxiliary lines, based on the laws of perspective.

When describing geometric shapes, you should start with simple ones...then gradually move to more complex ones.

It is important for the student to do a lot of sketches and pencil drawings independently at home compared to the topics covered. Because the exercises done at home based on each task performed in the auditorium in parallel develop the spatial imagination, linear constructive structure, light-shadow relations, the law of perspective, the correct determination of proportions and especially the skills of image composition under the guidance of the teacher .

References

1. Toshpulatov F. U., Mominov B. K., Mamatkulov I. C. Determination of Sections of General Surfaces of the Second Order on Predetermined Circles //The American Journal of Interdisciplinary Innovations and Research. – 2020. – T. 2. – №. 11. – C. 21-26.
2. Baxtiyor M., Ilxomjon M. GRAPHIC PROGRAMS USED IN THE LEARNING PROCESS, AS WELL AS THE CAPABILITIES OF AUTOCAD AND 3D MAX GRAPHICS PROGRAMS //Universum: технические науки. – 2021. – №. 11-5 (92). – C. 92-94.
3. Mo'minov B. K., Sulaymonovna X. S. UMUMTA'LIM MAKTABLARIDA HAYKALTAROSHLIKNI SAMARALI O'ZLASHTIRISHDA O'QUVCHILARNING BADIIY DIDI VA IJODIY QOBILIYATINI RIVOJLANTIRISH //Scientific Impulse. – 2022. – T. 1. – №. 4. – C. 181-183.
4. Mo'minov B. Development of Students' Artistic Taste and Creative Ability in Effective Mastery of Sculpture in High Schools //Vital Annex: International Journal of Novel Research in Advanced Sciences. – 2022. – T. 1. – №. 5. – C. 133-135.
5. Karamatovich M. B. THE PLACE AND SIGNIFICANCE OF FINE ARTS TODAY //Zbiór artykułów naukowych recenzowanych. – C. 105.
6. Mo'minov B., Dauletov A. CLASSES OF ELECTRONIC DOCUMENT CIRCULATION SYSTEMS AND MATHEMATICAL MODELS OF PROCESSING //CENTRAL ASIAN JOURNAL OF EDUCATION AND COMPUTER SCIENCES (CAJECS). – 2022. – T. 1. – №. 2. – C. 6-16.
7. Mo'minov B. K. et al. SIRTLAR HOSIL BO 'LISHI VA ULARNI CHIZMADA BERILISHI. SIRTLARDA NUQTA TANLASH. – 2023.
8. Mo'minov B. K., Ataqulova N. O. BOSHLANG 'ICH SINFLARDA «TASVIRIY SAN'AT FANINI O 'QITISH METODLARI //Scientific Impulse. – 2022. – T. 1. – №. 4. – C. 174-180.
9. Oybekovna A. N. et al. BO'LAJAK CHIZMACHILIK FANI O'QTUVCHILARINING GRIX NAQISH KOMPOZITSYALARINI TUZUSHDA GEOMETERIK YASASHLARNING O'RNI VA AMALIY AXAMIYATI //Eurasian Journal of Law, Finance and Applied Sciences. – 2022. – T. 2. – №. 2. – C. 202-205.

HAZIL NUTQIY JANRIDA INGLIZ XULQ ATVORINING MILLIY MADANIY XUSUSIYATLARIGA OID AYRIM MULOHAZALAR

Rashidova Odinaxon
Andijon Davlat Chet tillari instituti 2- kurs magistranti

Annotatsiya. Maqolada hazil nutqiy janrining ingliz va o'zbek tilidagi talqini haqida ma'lumotlar berilgan. Ingliz va o'zbeklarni hazil motoibaga munosabati va unga bir qancha misollar keltirilgan.

Kalit so'zlar: nutq janri, lingvokulturologik hodisalar, verbal va noverbal xususiyatlar, hazil mutoiba, 1 aprel hazil kuni.

Ingliz xulq atvorida ingliz hazil matnlari mazmuni ingliz xulqi strereotiplariga asoslangan dunyoning lisoniy manzarasini yaratadi. Ingliz tilida hazil matnining lingvomadaniy xususiyatlarini aniqlash hazil nutqiy janriga hos muloqotning konstitutiv belgilarini aniqlash, ingliz hazillarini lingvokulturologik hodisa sifatida tadqiq etish, madaniyatlararo muloqotlar jarayonida hazillardagi ingliz yumorini tushunmaslikning keltirib chiqaruvchi sababni topish, ingliz va o‘zbek lingvokulturologiyasida dunyoning lisoniy manzarasini ko‘rsatib beruvchi xulq atvor stereotiplari va hazillardagi yumorni tushunmaslik o‘rtasidagi aloqani aniqlash kabi masalalar yechimini topishga asos bo‘ladi. Ingliz yumorini tushunish uchun kommunikativ muvaffaqqiyatsizlik asosida yotuvchi hazillarning lingvomadaniy qiymatini tushunish muhim ahamiyatga ega.

Ingliz xalqi yumorni yaxshi ko‘ruvchi xalq hisoblanadi. Ular yumorda hech qanday araz, gina yoki shaxsiy yomon ko‘rish kabi xis tuyg‘ulardan yiroq bo‘lib, ushbu hodisani sog‘lom qabul qiladilar, yarmi jiddiy, yarmi yolg‘on hisoblangan ushbu janr o‘zida ba’zan hazilona haqiqatlarni ham saqlashiga ishonadilar. Ingliz lingvomadaniyatida ba’zan hazilni qo‘llash so‘zlovchining jiddiy suhbatdan tiyilishni hoxlashini ham anglatishi mumkin.

Hazil ingliz dunyosining milliy madaniy konseptlaridan biri sanalib, kishilarning hazil jarayonida emosional jihatdan yuqori darajada o‘zini boshqarish san’ati mavjud, shu bois ham og‘ir, ya’ni diniy haqoratlash, sharm-hayosiz hazillarni bemalol qabul qiladilar. Ingliz hazillarini tushunish yoki tushunmaslik masalasi ingliz milliy-madaniy qarashlarini qanchalik bilishdadir. Lingvomadaniyatshunoslikda hazilni tushunish deganda, tinglovchining hazilda qayd etilgan tegishli narsalarni va kognitiv va kommunikativ qiyinchiliklarni yengish orqali ushbu voqe’likda idrok etilgan belgilarni ajratish va tushunilishi lozim bo‘lgan haqiqiy ma’noni topishda ko‘rinadi. Shunga ko‘ra, tushunmovchilik bu atrofdagi voqe’likni tegishli xususiyatlarini vaqtida aniqlay olmaslik va ularni shaxsiy tajriba bilan bog‘lay olmaslik, kognitiv va kommunikativ qiyinchiliklarni ko‘ra olmaslik va uni muvaffaqqiyatli yengib o‘ta olmaslikdir. Demak, tinglovchining yashirin ma’noni ko‘ra olmasligi, xabar mazmunini asossiz ravishda izohlashi, xabarni noto‘g‘ri talqin qilishi hazil mohiyatini tushunmaslikka olib keladi. Qisqa qilib aytganda, tinglovchining

kommunikativ qobiliyatsizligi hazilni muvaffaqqiyatli chiqishiga to‘sqinlik qiladi. Hazil nutqiy janrida tinglovchi duch keladigan mavzuni noto‘g‘ri tushunish va ob’yektlar, vaziyatlar, hatti-harakatlarning namunalari, mavhum tushunchalar va normalarning madaniy ahamiyatiga ega xususiyatlarini noto‘g‘ri tushunish, buni bartaraf etish uchun esa yangi madaniyatga kirish va boshqa madaniy ijtimoiy tajribani o‘zlashtirish, tushuntirish va o‘rganish zarur. Bunda o‘z madaniyati va chet el madaniyati o‘rtasidagi farqlarni ongli ravishda tushunish, boshqa madaniyat tizimidagi ajralib turadigan alohida xususiyatlarni ahamiyatini tushunish kerak bo‘ladi. Adresat hazil ichiga yashiringan g‘alatilikni ko‘rmaydi, hazilni yumshoq deb o‘ylaydi, vaziyat o‘ta shavqatsiz, haddan tashqari qo‘pol bo‘lib ko‘rinmaydi. Demak, tinglovchi ma’lum bir madaniyatga tegishli ob’yektlar va voqe’liklar haqida bizda ma’lumotlar yo‘qligi sababli kulguli matnlarni tushunishda noto‘g‘ri tushunishga duch kelamiz, chet el madaniyatida qabul qilingan hatti-harakatlar me’yori haqida bilimning yetishmasligi oqibatida hazil mazmunini to‘liq tushunmasligi mumkin.

Ingliz hazillari boshqa madaniyat vakillariga kulgili emasdek tuyuladi, ba’zan ingliz hazillari uzun so‘zu-gaplardan iboratdek tuyuladi. Bu esa hazilni tushunmaslikning belgisidir. Ingliz xalqi suhbatdoshini kutilmagan yakun bilan xursand qilish maqsadida o‘ziga xos xususiyatli hazil qiladilar. Ular haqiqiy muloqotda vaziyatning komediyasini ko‘rishga ishtiyoqmand bo‘lishib, ularning hazillari jiddiy qiyofada turib aytiladigan hazilning kutilmagan yakuni mavjudligi bilan harakterlanadi. Ingliz madaniyatida inson taqdiri masalasida taqdirning yaratuvchisi inson o‘zi hisoblanadi. Shu sababli ham inson nimagaki erishsa, o‘zining irodasi bilan erishilganiga ishoniladi. Ingliz hazilining pragmalingvistik xususiyatlari bu hazil matnlarida so‘zlovchi tomonidan kodlangan, so‘ngra tinglovchi tomonidan adekvat yoki noto‘g‘ri dekodlangan ma’nolar hisoblanadi. Ingliz hazilini adekvat dekodlash uchun ingliz tilida so‘zlashuvchilarning lingvomadaniy xususiyatlarini tushunishi kerak.

Ingliz lingvomadaniyatida hazil nutqiy janrida nutqiy xulq samimiylik va xushmuomalalilik tamoyiliga moslashtiriladi. Ingliz tili madaniyati kommunikativ qoidalarga rioya qilishga ustuvor yo‘naltirilganligi bilan ajralib turadi, muloqotning samimiyligi esa xushmuomalalilik me’yorlariga riya qilish bilan harakterlanadi.

Kulguli muloqot muloqot qiluvchilarning jiddiy suhbatdan uzoqlashish niyati, muloqotning hazil ohangi, kulgu hatti-harakatlarining lingvomadaniy modellari kabilarni o‘z ichiga oladi. Kulguli muloqot holati kulguning milliy madaniy xususiyatlarinin ochib beradi.

Kulguli ohang adresatga tegishli lingvomadaniyatda qabul qilingan xatti-harakatlarning stereotiplarini o‘z ichiga oladi.

Inglizlar uchun latifani oxirigacha tinglamasdan oldin kulish odatiy hol emas. Bu esa ingliz halqini hazilni jiddiy turib eshitish va o‘zini yuqori darajada boshqarish qoidalari mavjudligidan darak beradi.

Ingliz hazillari adresat, ya'ni qabul qiluvchining hayotiy qadriyatlariga ta'sir qilmaydi, ya'ni hazil tinglovchini o'zgartirishga yo'naltirilmaydi. Tinglovchi bu hazil o'ziga tegishli ekanligini o'ylamaydi ham. O'zbek madaniyatida esa hazillar ko'proq adresatga yo'naltiriladi. Ingliz hazillarida ingliz milliy xarakterini ko'rsatib beruvchi realiyalari, miflar, presendent matnlar, etnomadaniy tabular, o'zining shaxsiy xududiga boshqalarni kiritmaydigan o'tkir hissiyotli irodali inson tasviri, irimlar mavjud. Shuning uchun ham tinglovchi o'zini hazillar maydoniga tajriba sifatida qo'yilishini tarafdori emas. Ular hazilni tahdid, qo'rqitish sifatida qabul qilmaydilar. Ular hazilni ahamiyatsiz deb qabul qiladilar, vaziyatni ijobiy tushunadilar, so'zlovchining hazillari o'sha qiziq voqeani tinglovchi bilan baham ko'rish deb qabul qiladilar va tinglovchini kuldirolsa, bu uning yutug'i va hazilning qiymatini ko'rsatadi.

Ingliz hazillarida xissiyotlarni tiya bilish, qattiq kulmaslik, individual mustaqillik (biz emas, men), insonning o'z taqdirida o'zi faol ekanligini, hamda o'lim bilan bog'liq muqaddas diniy g'oyalar va dunyoqarashni qadrsizlanishini kuzatish mumkin. Ingliz hazillarida asosiy mavzular ish, oila, bayramlar, hordiq chiqarish, sevimli hayvonlari, haydovchilik, harid, tarix, musiqa, sport, xobbi, siyosat, Krismas, ya'ni yangi yil bayrami va yangiliklar kanallari ob'yet bo'ladi. Ular uyushtirilgan turli kechalarda, turli sms va shunga o'hshash xabarlarda, o'z nutqlarida va tungi sayrlarda do'stlari, kollegalari va oila a'zolari bilan hazillashishni xush ko'radilar[1].

Ingliz halqida butunjahon hazil kuni alohida odat sifatida shakllangan. [2] Aprel ahmoqlar kuni har yili 1 aprelda o'tkaziladigan odat bo'lib, yolg'on va hazillardan iborat bo'ladi. Bu odat shunchalik keng qabul qilinganki, hatto rasmiy ommaviy axborot vositalari, gazeta, radio, televideniya va hatto, internet vebsaytlarida ham bu odat o'tkaziladi. Ommaviy axbort vositalarida tarqatilgan hazil xabarlari ertasi kunigina rost yoki yolg'onligi fosh bo'ladi. Masalan, Angliyada 1857 yilda London shahrida sotilga ushbu chipta bilan bog'liq hech qanday namoyish ko'rsatilmagan.

TOWER OF LONDON
Please to Admit the Bearer and Friend,
TO VIEW THE
ANNUAL CEREMONY
OF WASHING THE LIONS,
On WEDNESDAY, APRIL 1st, 1857.
N.B. It is requested that no Gratuity will be given to the Attendants.
*** Visitors admitted only at the White Gate.
No.
Percy B. Greville.

An 1857 ticket to "Washing the Lions" at the Tower of London in London. No such event ever took place.

[1] H. Murr., A.Laff. The great big British joke book. 2013, p139
[2] From Wikipedia, the free encyclopedia// https://en.wikipedia.org/wiki/April_Fools%27_Day

Ushbu kunning kelib chiqishi noma'lum bo'lsa-da, bu haqda ko'plab nazariyalar mavjud. 1 aprel va ahmoqlik o'rtasidagi bog'liqlik J. Choserning Kenterberi ertaklarida (1392) topilgan. Mart oyi boshlanganidan beri 32 kun, ya'ni mart oyining boshidan 32 kun, ya'ni 1 aprelda Chanteklerning mag'rur xo'rozi tulki tomonidan aldangan. Biroq Choser 1 aprelni nazarda tutganmi yoki yo'qmi, bu aniq emas. Zamonaviy olimlar saqlanib qolgan qo'lyozmalarda nusha ko'chirishda xatolar borligiga ishonishadi.

Angliyada ushbu bayram uzoq vaqtlardan beri saqlanib kelayotgan odatlardan sanaladi. 1980 yilda BBS kanali Big Ben soatining sirti raqamlashtirilishini e'lon qiladi va bunda kim birinchi bo'lib bu haqida habar bersa, o'sha soatning strelkasini yutib olishi mumkin bo'ladi.

Ushbu yolg'on xabarlarga ishongan odam aprel ahmoqi degan nomni oladi. Angliyada aprel ahmoqi bo'lgan odamga qarab Aprel ahmoqi deb baqirish odat tusiga kirgan. 1950-yillarda folklorshunos Iona va Piter Opilar tomonidan olib borilgan tadqiqotlarda Angliyada va an'analari Britaniyadan kelib chiqqan mamlakatlarda u hali ham amalda qo'llanilayotgani, uning kun davomidagi vaqti kunning tush ('Noon' means 'midday' or **12 o'clock** during the day. 'Midnight' refers to 12 o'clock during the night) vaqtigacha davom etadi. Bu vaqtdan so'ng qilinadigan hazillarda hazillashayotgan kishining o'zi aprel ahmog'i sanaladi. Ahmoq odamning bir nechta sleng-laqablari bor. Jumladan, "noodle" (a stupid person), "gob" ('Gob 'is the word for mouth, it belongs to slang language, it is a bit rude to use the word, like' Shut your gob'), "gobby" (talking too much, or saying things that should not be said) yoki "noddy" (a foolish person.) kabilardir.

Aprel hazil kuni dunyo amaliyotida juda bahsli masalalarni keltirib chiqarmoqda. Bu ajoyib hazilmi yoki dahshatli yolg'onmi savolini tug'dirmoqda. Bu yolg'onning ijobiy taraflari shunda ko'rinadiki, bu hazil inson salomatligi uchun foydalidir, ya'ni kulgu stressni yengillashtiradi, yurakni kuchlanishini kamaytiradi.

Shuni alohida ta'kidlash kerakki, hazil kuni uchun maxsus hazillarni ishlab chiqaruvchi turli tashkilotlar 2020 yilning mart oyidan boshlab o'z faoliyatlarini vaqtincha to'htatdilar. Chunki pandemiya kovid 19 pandemiyasi hali o'z yakuniga

yetgani yo‘q. Qo‘pol hazillar orqali insonlarning hazili to‘g‘ri tushunilib, uning ortida rost, chin fikr yotishi mumkinligini anglatuvchi hazillar insonlarga zarar yetkazib qo‘yishi mumkinligi taxmin qilindi. Masalan, Google kompaniyasi har yili o‘tkaziladigan “mashhur bo‘lmagan aprel hazillari” an’anasini davom ettirmaslikka qaror qildi. Taylandda esa ushbu kunda tarqatilgan yolg‘on habarlar uchun 5 yillik qamoq jazosi joriy qilindi.

Yevropa mamlakatlarida Aprel hazil kuni shu darajada taraqqiy etganki, ushbu kun munosabati bilan turli kitoblar, teleshoular, televizion epizodlar yaratilgan. Masalan, Bryce Courtenay's novel *April Fool's Day* (1993) kabi.

Ingliz lingvomadaniyatida aprel hazillarida aytiladigan hazillar mazmunida jabrlanuvchining xijolatga qo‘yish, sarosimaga solish yoki noqulaylik his qilishiga sabab bo‘ladigan zararli hazil qilishdir. Hazil paytida jabrlanuvchi pul yoki qimmatbaho narsalarini berish orqali, hazil yoki hazil emasligini bilib olish imkoniyati mavjud va bunga ruxsat beriladi ham. Ammo hazilga oid bo‘lmagan harakatlar sodir etilsa, zo‘ravonlik va firibgarlik sifatida baholanadi.

Tarixchilarning taxminiga ko‘ra, aprel hazil kuni 1582 yilda Fransiya grigoryan taqvimiga o‘tganda ushbu kun bahorgi teng kunlik munosabati bilan chiqarilgan. Yangi yilning boshlanishi 1-yanvar emas, 1 aprel deb ishonilgan. Matr oyining so‘nggi haftasidan 1-aprelgacha nishonlash davom etgan xabarlarni yolg‘on xabarlar sifatida tarqalgan va bu hazil va yolg‘onga aylanishini ta’minlagan. Bu vaqtda bu xabarlarga ishongan insonlarni aprel balig‘i, ya’ni oson tutilgan baliq, ya’ni ishonuvchan odam sifatida baholagan.

Aprel hazil kuni butun Britaniyada tarqaldi. Shotlandiyada bu an’ana ikki kunlik tadbirga aylandi, kakkuni (gowk) ovlash deb nomlanib, ushbu kunda odamlarni soxta ishlarga jo‘natishdi. Shundan beri kakku ahmoqlik ramzi bo‘lib qoldi. Ahmoq bo‘lgan kishi ortiga soxta dum yopishtirish yoki orqa tomonida “meni teping” (kick me) yozuvini ilish rasm bo‘ldi.

Demak, bu hodisalarga tayanib shuni aytish mumkinki, ingliz lingvomadaniy xulqida rasmiy darajadagi hazillar mavjud.

Foydalanilgan adabiyotlar ro'yhati

1. Jiltsova O.Yu. Шутка как малый речевой жанр. ГБОУ ВПО Саратовский ГМУ им. В.И. Раумовсково Минздрава России, кафедра русской и классической филологии, 1998.
2. Ю. В. Шурина Шутка как речевой жанр. Дисс. Канд. Наук по фил.1997
3. А. В. Карасик. Лингвокультурные характеристики английсково юмора.дисс. кандидат филологических наук, 2007

AXBOROT TEXNOLOGIYALARI FANIDA ELEKTRON TA'LIM RESURSLARIDAN FOYDALANISH VA RIVOJLANTIRISH MUAMMOLARI HAMDA UNING HUQUQIY JIHATLARI

Atoyev Fazliddin Sayfiddinovich
Buxoro muhandislik texnologiya instituti Axborot kommunikatsiya kafedrasi o'qituvchisi

Orifov Muxammadamin Kotibjon o'g'li
*Buxoro muhandislik texnologiya instituti Axborot texnologiyalari va tizimlari yo'nalishi talabasi**ATT***

Muhammadov Shohruh Samandar o'g'li
Buxoro muhandislik texnologiya instituti Suv ta'minoti va kanalizatsiya tizimlarini loyihalashtirish eksputatsiyasi yo'nalishi talabasi

Annotatsiya. Maqolada elektron ta'lim resuruslarini yaratish texnologiyalari va ularning o'quv jarayonlarini takomillashtirishdagi tadbig'i keltirilgan. O'quv materialini kamchiliklarini tezda tuzatish, zarur o'zgartirishlar kiritish imkonining borligi, materialni kompyuter yordamida turli ko'rinishda tayyorlash mumkinligi, rangli tasvirlardan foydalanish, ularni jonlantirish va harakatlantirish imkoniyatini yaratishda elektron taqdimotning afzalligi yoritilgan

Kalit so'zlar: Elektron o'qitish, masofadan o'qitish, aralash o'rganish, axborot texnologiyalari, zamonaviy ta'lim vositalari, zamonaviy o'qitish usullari.

Аннотация. В статье представлены технологии создания электронных образовательных ресурсов и их применение в совершенствовании образовательных процессов. Выделено преимущество электронной презентации в создании возможности быстрого исправления недостатков учебного материала, возможности внесения необходимых изменений, подготовки материала различными способами с помощью компьютера, использования цветных изображений, их анимации и перемещения.

Ключевые слова: электронное обучение, дистанционное обучение, смешанное обучение, информационные технологии, современные средства обучения, современные методы обучения.

Annotation. The article describes the technologies of creating electronic educational resources and their use in improving educational processes. The advantage of the electronic presentation is highlighted in the possibility of quickly correcting the shortcomings of the educational material, making the necessary changes, preparing the material in various ways with the help of a computer, using color images, animating and copying them**.**

Key words: electronic education, distance education, mixed education, information technology, modern teaching tools, modern teaching methods.

Kirish. Ta'lim muassasalarida zamonaviy texnikalardan foydalanish borasida pedagoglar uchun o‘quv-trening vazifasini o‘tovchi elektron axborot-ta'lim resurslari – dasturlar yaratilgan. Bu o‘qituvchilarning darsni sifatli tashkil etishi, malakasini oshirishga xizmat qiladi. Multimedia dasturlarini yaratish, rivojlantirish, ommalashtirish borasidagi ishlar o‘z samarasini bermoqda. Ta'lim maskanlarida o‘quvchilar to‘g‘ridan to‘g‘ri internetda yoki sinfxonalarda disklar va audiodisklar yordamida fanga oid ma'lumotlar bilan tanishmoqda. Bugungi kunda zamonaviy axborot texnologiyalaridan bemalol foydalanib, o‘z salohiyati bilan olam ahlini lol qoldirayotgan yoshlarimiz safi kengaymoqda. Bularning barchasi mamlakatimizda yoshlar uchun keng shart-sharoitlar, qulay imkoniyatlar yaratilayotganining samarasidir.

Barchamizga ma`lumki, XXI asr – globallashuv davri, texnika asri deyiladi. Bugungi kunda fan va texnika jadal suratda rivojlanib bormoqda, bu esa yangi texnologiyalardan foydalanib dars o‘tishni taqozo etadi. Kelajagimiz bo‘lgan yoshlarni yuksak madaniyatli, o‘tkir bilimli qilib tarbiyalashda har bir pedagog xodim o‘zini mas`ul shaxs ekanligini bilgan holda, dars samaradorligini oshirib borishi, yangi texnologiyalardan unumli foydalanishi dolzarb masala hisoblanadi.

Asosiy qism : Hozirgi vaqtda ta'limni axborotlashtirish sohasida asosiy e'tibor samarali elektron ta'lim resurslarini (EER) yaratish muammolariga qaratilgan. EERni rivojlantirishning dolzarbligi yangi kiritilgan fanlarga oid to‘liq materiallarning etishmasligi yoki yo‘qligi, masofadan turib o‘qitish usullarini o‘quv jarayoniga kiritish, o‘qituvchilar materiallarini tizimlashtirish va umumlashtirish, o‘quv dasturlari uchun materiallarni moslashtirish zarurati va ushbu ta'lim muassasasida tahsil olayotgan talabalar kontingenti bilan bog‘liq. Shuningdek, mavjud o‘quv materiallarini doimiy ravishda ishlab chiqish va takomillashtirish, ularni talabalar uchun imkon qadar qulayroq qilish muhimdir. Elektron o‘quv qo‘llanmalari, albatta, qog‘ozli nusxalar emas, ular tarkibida o‘quv materialida harakat qilish uchun yordamchi vositalar, tezaurus, qidiruv vositalari, o‘quv materialini o‘zlashtirilishini tekshirish uchun savollar va vazifalar, shuningdek, o‘quvchilar e'tiborini jalb qilish uchun yordamchi materiallar, shu jumladan animatsiya ketma-ketligi va faol tarkib mavjud bo‘lishi kerak.

Dars jarayonida kompyuterdan foydalanish o‘qituvchi va talabalarga, interaktiv o‘quv qo‘llanmalari bilan bog‘liq bo‘lgan yangidan-yangi o‘ziga xos qulayliklar yaratadi. O‘qituvchi tomonidan yaratiladigan interaktiv o‘quv qo‘llanmalari uchun zamonaviy dasturlash tillarini bilgan holda, ularni talabalar tomonidan qiziqish bilan qabul qilinishiga erishimiz zarur. Kompyuterni boshqa o‘qitish vositalari masalan proyektor, elektron doskalar bilan operativ qo‘shilishi, ko‘rgazmali qurollardan foydalanib ma'lumot berish xajmini oshiradi va bu bilan o‘qituvchi uchun dars vaqtidan unumli foydalanishga imkoniyat yaratadi .

Bugungi kunda zamonaviy dasturlash tillari ya'ni, Delphi, Mathlab, MathCad, Maple, Mathematica, Cilarning imkoniyatlaridan foydalanish dars jarayonlarini sifatli tashkil qiladi. Natijada dars samaradorligi ortadi va o‘quvchilarning qiziqishi, hamda munosabati o‘zgaradi

Ta'limda o'qitishning sifatini oshirish so'zsiz yangi o'qitish usullaridan qanday foydalanishga bog'liq bo'lmoqda. Yangi o'qitish usullarida talaba doimiy ravishda izlanish va xarakatda bo'lishi lozim, ya'ni berilgan ma'lumotlarni olishi, qayta ishlashi va olgan bilimlarni aniq masalalar yechishda qo'llashi lozim. O'qitishning ma'ruza, amaliyot, laboratoriya va mustaqil ta'lim shakllarida axborot texnologiyalarning qo'llanilishi tezlik bilan o'z samarasini beradi. Masalan laboratoriya darsida virtual stendlarning qo'llanilishining o'zi albatta mashg'ulotning sifatli tashkil etilishiga asos bo'ladi.

Kompyuter va dasturiy maxsulotlarning beqiyos darajada rivojlanishi axborot texnologiyani ta'limda qo'llashga keng imkoniyatlar ochib bermoqda. O'quv materiallarini multimedia tizimlari ko'rinishida tayyorlash va ularni kompyuter tarmoqlari va uzatish vositalari orqali ko'pchilikka taqdim etish mumkin. Kompyuter texnologiyalarining ta'lim tizimiga keng joriy etilishi barcha turdagi o'qitish shakllarining o'quv materiallarini qaytadan ko'rib chiqishni talab etadi. Xar bir o'qitish shakliga mos ravishda multimediali elektron o'quv materiallari tayyorlash kerak bo'ladi .

Odatda amaliy va laboratoriya mashg'ulotlarida axborot texnologiya vositalaridan kam foydalaniladi. Lekin o'qitish texnologiyalari sohasi tadqiqotlari shuni ko'rsatmoqdaki, aynan ushbu o'qitish shakllarida o'qitish sifatini oshirishning zaxiralari yashirinib yotibdi. Gap shundaki, an'anaviy o'qitish usullarida guruhni faol ishlashga jalb etish va ularning o'zlashtirishini nazorat qilish hamma vaqt ham ko'ngildagidek bo'lavermaydi. O'quv materialining elektron shaklda bo'lishi, matnli, grafikli, ovozli, animatsion materiallarni kompyuter ekranida ko'rish, o'rganish, o'zgartirish kiritish va yozib olib yanada chuqurroq o'rganishga imkon beradi.

O'quv materialining elektron shaklini mavjud lokal tarmoqga jamlansa, ular orqali topshiriqlarni korporativ bo'lib yechish va axborot almashish imkoniyatlari paydo bo'ladi. Kompyuter sinfidagi kompyuter va dasturiy vositalar talabalarga o'rganilayotgan mavzuga individual yondashish, o'z fikrini shakllantirish va faollikni oshirish imkonini beradi .

O'qituvchi server kompyuter orqali xar bir talabaning o'zlashtirish jarayoni va berilgan topshiriqlarning qanday bajarilganligini nazorat qilish va qayd etish imkoniyatiga ega bo'ladi.

Yagona axborot gipermaydonidan birgalikda foydalanish amaliy bilimni olishda o'qituvchi va talaba o'rtasida ijodiy hamkorlikni ta'minlaydi. Bunday o'qitishni tashkil etishda o'qituvchidan elektron resurslarni yaratish dasturlari bo'yicha bilim va ko'nikmaga ega bo'lishlikni hamda auditoriyada foydalanuvchi interfeysini ta'minlovchi texnik vositalarning bo'lishligi talab etiladi.

Zamonaviy o'qitish texnologiyalari - majmuaviy integral (butun, bog'lik) tizim bo'lib, unda ta'lim maqsadlari asosida belgilangan ko'nikma va malakalar o'quvchilar tomonidan nazariy bilimlarni o'zlashtirish, ularda muayyan ma'naviy-axloqiy sifatlarini tarbiyalashga yo'naltirilgan pedagogik faoliyat elementlarining ma'lum tartibga solingan to'plamdir.

Elektron ta'lim resurslaridan o'quv jarayonida to'liq foydalanish natijasida quyidagilarga erishiladi:

1) xotiraga qabul qiladilar, anglaydilar, yig'adilar, biroq xatosiz, ongli ravishda qayta tiklamaydilar;

2) bevosita o'qituvchi hamkorligida tahlil qiladilar, taqqoslaydilar, umumlashtiradilar, namuna bo'yicha amaliy harakatlarni bajaradilar;

3) muammolarni yechish jarayonida mustaqil izlanadilar, kutilayotgan natijaga erishishning yo'l va vositalarini mustaqil ravishda aniqlaydilar.

Zamonaviy dasturlash vositalarida tayyorlangan elektron ta'lim resurslarining sifati darajasi qanchalik yuqori bo'lsa, ta'lim berish jarayoni shuncha natijali bo'ladi.

O'qitishning interfaol usullarini bilish kommunikativ faoliyatni tashkil etishning maxsus shakli bo'lib, unda ta'lim oluvchilar bilish jarayoniga jalb qilingan va biladigan, o'ylayotgan narsalarini tushuntirish imkoniyatiga ega bo'ladilar.

Elektron ta'lim resurslari qo'llanilgan darslarda o'quvchi va o'qituvchi o'rtasidagi pedagogik hamkorlik o'quvchini dars davomida befarq bo'lmaslikka, mustaqil fikrlashga, ijodiy izlanishga olib keladi, fanga bo'lgan qiziqishlari doimiyligini ta'minlaydi

Ta'lim tizimida yil sayin rivojlanib borayotgan axborot-kommunikatsiya texnologiyalari, ta'lim jarayonini sifat va mazmun jihatdan yanada yuqori bosqichga ko'tarishga xizmat qilmoqda. Bunda albatta, ta'lim jarayonini mazmunli tashkil etish uchun zamonaviy texnik vositalardan foydalanish maqsadga muvofiqdir. Shuningdek, kompyuter, multimedia, internet, masofali o'qitish, yagona axborot muhiti va axborot kommunikatsion texnologiyalarning zamonaviy vositalaridan foydalanish o'zining yaqqol samarasini bermoqda.

Bugungi kun yoshlari uchun yaratiladigan elektron ta'lim resurslariga talab ham ancha murakkab. Ta'lim resurslari har tomonlama mukammal, zamonaviy, yoshlar e'tiborini tortadigan va yangiliklar bilan boyita oladigan bo'lishi kerak. Shuning uchun yangi dasturlash tillaridan foydalanilsa maqsadga muvofiq bo'lar edi.

Ta'lim tizimida yangi pedagogik texnologiyadan kutilgan maksad, uning afzalliklari, darsning samaradorligini oshirish tamoyillarida namoyon bo'ladi. Zamonaviy dasturlash tillaridan foydalanib yaratilgan elektron ta'lim resurslarini tarmokda joylashtirish orkali, ukuvchilarni bilim boyligi oshiriladi, esda kolishi kuchayadi, darslar qiziqarli tashkil etiladi, tafakkurni rivojlantiradi samaradorligini oshiradi. dunyoqarashni kengaytiradi, o'quvchilarni o'z ustida ishlashga da'vat etadi, o'z shaxsiy fikrini bayon qilish va uni himoya qilishga o'rgatadi.

Fan bo'yicha tayyorlangan elektron ta'lim resurslari talabalar bilimini takomillashtirishda, talabalarni baholashda, o'quv jarayonini boshqarishda keng qo'llaniladi.

Tahlillar shuni ko'rsatadiki, olib borilgan tadqiqotlar, asosan, ta'lim muassasalarida axborot texnologiyalaridan foydalanishni tako- millashtirish,

talabalarning innovatsion salohiyatini rivojlantirishga oid bo‘lib, ularda mustaqil ijodiy faoliyatni rivojlantirishga yo‘naltirilgan o‘quv jarayonining didaktik ta’minotini ishlab chiqish va joriy etishga kam e’tibor qaratilgan. Bu esa, oliy ta’lim muassasalari talabalarida mustaqil fikrlash qobiliyatini rivojlantirish jarayonida zamonaviy texnologiyalardan foydalana olish ko‘nikmasini shakllantirish masalasini atroflicha tadqiq etishni taqozo etadi.

Ma’lumotlar bazasidan foydalanish zarurati tug‘ilganda, Microsoft Excel kabi ma’lumotlar bazasi yordamga chaqiriladi. Elektron darslik yohud o‘quv qo‘llanma uchun illyustrativ materiallarni yaratishda, shuningdek, skanerlar, videoushlash va yig‘ish platalari, tovush platalari kabi apparatli vositalardan foydalaniladi. Matnli protsessorlar va maxsus dasturlar yordamida elektron darsliklarni yaratishda, o‘quvchida undan qisman foydalana olmaslik bilan bog‘liq muammolar tugilishi ham tabiiy. Foydalanuvchi darslikni yaratish dasturiga ega bo‘lishi zarur bo‘ladi. Shuningdek, darslikni INTERNET tarmog‘iga joylashtirish bilan bog‘liq muammo ham tug‘iladi. HTML gipermatn xujjatlaridan foydalanishda bunday muammolar tug‘ilmaydi, chunki HTML-INTERNET tizimining gipermatnli tili hisoblanadi va HTML xujjatlarini o‘qish dasturi Microsoft Windows operatsion tizimi tarkibiga kiradi. Shuni ta’kidlash joizki, bunda elektron darslikning imkoniyatlari va mukammalligi faqat dasturchining qobiliyat darajasi bilan chegaralanadi.

Elektron o‘quv nashrlari ichida Internetda joylashtirilgan tarmoq resursalari ko‘proq tarqalmoqda.Tarixiy mavzudagi Internet resurslarining ham soni ortmoqda.Asta-sekin tarixiy resurslarning berilganlar bazalari, maxsus katalog va qidiruv tizimlari vujudga keldi. Tarmoq ilmiy-ta’lim resurslari bilan ishlash o‘ziga hos xususiyatlarga ega bo‘lib, tarmoqda ,brauzerlar bilan ishlash malakasini, Internetda axborot izlash , uni qayta ishlash va saqlash usullari bilan tanish bo‘lishni talab etadi.Internetda ishlamoqchi bo‘lgan tarixchi oldida turadigan birinchi muammo – axborot qidirish muammosidir. Keyingi muammo – topilgan resurslarning ta’lim maqsadlarida foydalanishga yaroqliligini aniqlashdan iborat.

Davlat ta’lim standartlariga mos kelish nuqtai nazaridan tekshirilmaydigan ko‘plab tarixiy resurslar mavjuddir. Ixtiyoriy kursni o‘rganish jarayonida Internetdan olingan o‘quv qo‘lanmasining ta’lim muassasasi o‘quv dasturiga mos kelmasligi muammosi vujudga kelishi mumkin.Internetdan olinadigan ma’lumotlarning nihoyatda turli-tuman xarakterda ekanligi ularni qayta ishlash uchun kerak bo‘ladigan dasturiy va texnik vositalarni tanlash muammosi lelib chiqadi.Matnli, grafik, audio-video axborotlarni tasvirlashning ko‘plab formatlari mavjud.Ushbu muammolarni hal etishning ba’zi yo‘llarini ko‘rib o‘tamiz.

Nimani qidirish kerak? – bu savolga javob berishda o‘z ta’lim faoliyatida tarixchi o‘quv rejasiga murojaat etadi. Shunindek strukturasi, taqdim etilish tipi, maqsadi va bayon etilash shakli jihatidan farq qiluvchi axborot xarakterini aniqlash maqsadga muvofiq bo‘ladi.

Qanday izlash kerak bo‘ladi? – zaruriy axborotning Internetdagi joyini toppish uchun ushbu axborot joylashtirilgan resurslarni qidirish lozim bo‘ladi. Bunday ma’lumotlarni qidiruv tizimlarining berilganlar bazalarida, qidiruv

kataloglaridan topish mumkin.Asosiy rus tilidagi qidiruv tizimlariga rambler, yandex, aport, google‘ lar kiradi.Bunday tizimlarda qidiruv matn ko‘rinishida ifodalangan so‘rovlar asosida amalga oshiriladi. Amalda bir nechta qidiruv tizimlarinidan foydalanish maqsadga muvofiqdir, chunki qidiruv tizimlarining berilganlar bazalari bir-biridan farq qiladi.Maxsus tarixiy kataloglar biror qidiruv, axborot yoki ilmiy-tadqiqot resursi tarkibida yoki mustaqil resurs sifatida mavjud bo‘ladi. Qidiruv tizimlaridan farqli ravishda kataloglar foydalanuvchilar umidlarni ko‘proq darajada oqlaydilar, chunki qidiruv oldindan tanlangan mavzu bo‘yicha materiallar ichida amalga oshiriladi.

Xulosa qilib aytganda, elektron shaklda tayyorlangan o‘quv materiallari o‘qitishning barcha shakllarida yuqori sifat va samarani kafolatlaydi. Taklif etilayotgan elektron axborot ta'lim resurslari ta'lim oluvchilarga o‘rganilayotgan ob'ekt ustida ijodiy izlanish olib borishga, uni o‘zlashtirish jarayonida yuzaga keluvchi o‘zaro bog‘liqliklarni tizimli o‘rganishga yordam beradi. Mazkur muhit ta'lim beruvchi va ta'lim oluvchilarga jamoa bo‘lib ishlash imkoniyatini yaratadi va elektron axborot ta'lim resursi o‘quv jarayoniga moslashuvchan bo‘ladi.

Foydalanilgan adabiyotlar

1. Атоев Ф. С. TA'LIMNI AXBOROTLASHTIRISH, O'QUV JARAYONI SAMARADORLIGINI OSHIRISH VOSITASI: Atoev Fazliddin Sayfiddinovich Buxoro muhandislik-texnologiya instituti. axborot kommunikatsiya texnologiyalari kafedrasi assistenti //Образование и инновационные исследования международный научно-методический журнал. – 2022. – №. 3. – С. 127-133.
2. ATOYEV F. ELEKTRON TA'LIM RESURSLARI ORQALI TALABALARNING O‘QUV JARAYONINI TASHKIL ETISH IMKONIYATLARI //EDAGOGIK AHORAT. – С. 226.
3. Azamat Sunnatula Murtazoev by son, & Oybek daughter Zarina Latipova. (2022). FROM THE USE OF DIGITAL TECHNOLOGIES IN THE PROCESS OF DIDACTIC EDUCATION OPTIONS . World Scientific Research Journal, 4(2), 34–40.
4. 5.Муртазоев А. С. ДИДАКТИЧЕСКИЕ ВОЗМОЖНОСТИ ИСПОЛЬЗОВАНИЯ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ //INTERNATIONAL CONFERENCES. – 2022. – Т. 1. – №. 2. – С. 54-58.
5. Xayrulla D., Saidjon U., Azamat M. DEVELOPMENT OF LIGHTING CONTROL SOFTWARE FOR “SMART CLASS” //Universum: технические науки. – 2021. – №. 5-6 (86). – С. 18-21.
6. Sunnatula o‘gli M. A. et al. TA'LIM JARAYONIDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISHNING DIDAKTIK IMKONIYATLARI //World scientific research journal. – 2022. – Т. 4. – №. 2. – С. 28-33.
7. Yuldoshev, S., Savriev, S., Murtazoyev, A., & Khojiev, S. (2022). NUMERICAL SIMULATION OF THREE-DIMENSIONAL TURBULENT JETS OF REACTING GASES. *Eurasian Journal of Mathematical Theory and Computer Sciences*, *2*(6), 73-82.

FRANSUZCHA FRAZEOLOGIK BIRLIKLARDA « *IL FAUT* » IBORASINING STRUKTUR XUSUSIYATLARI

Suvonova Nigorabonu Nizomiddinovna
SamDCHTI dotsenti

Mirzayeva Shohsanam Ahror qizi
SamDCHTI magistranti

Annotatsiya. Maqola " Fransuzcha frazeologik birliklarda " *il faut* "iborasining xususiyatlari " to'g'risida bo'lib, bu mavzu ko'pgina tilshunoslar tomonidan tahlil qilingan. Aynan fransuz tilida xalq maqollari yoki paremiologik birliklarda bu ibora juda keng qo'llaniladi. Bu jarayon esa fransuz tilining naqadar chiroyli va boy til ekanligini ko'rsatadi. Biz bu iborani chuqurroq tahlil qiladigan bo'lsak, « *il faut* » iborasining o'rni juda muhim ekanligini ko'rishimiz mumkin.

Kalit so'zlar: il faut iborasi, infinitif , nom, subordonne, adverbe so'z turkumlari bilan berilishi.

Аннотатсия. В статье речь идет об особенностях словосочетания il faut во французских фразеологизмах, и эта тема анализировалась многими лингвистами. Именно во французском языке это выражение очень широко используется в народных пословицах или паремиологических единицах. Этот процесс показывает, насколько красив и богат французский язык. Если мы проанализируем эту фразу более глубоко, то увидим, что место фразы «il faut» очень важно.

Ключевые слова. словосочетание il faut, инфинитив, существительное, придаточное предложение, наречие.

Annotation. The article deals with the features of the phrase il faut in French phraseological units, and this topic has been analyzed by many linguists. It is in French that this expression is very widely used in folk proverbs or paremiological units. This process shows how beautiful and rich the French language is. If we analyze this phrase more deeply, we will see that the place of the phrase "il faut" is very important.

Key words: phrase il faut, infinitive, noun, subordonne, adverbe.

Kirish. Biz bilamizki fransuz tili nafaqat paremiologik birliklarga boy , balki xalq og'zaki ijodining qadimiy namunalaridan biri hisoblangan maqol boshqa janrlardan o'zining qisqa, lo'nda, obrazli va chuqur mazmunga egaligi bilan ajralib turadi. Maqollar orqali har bir xalqning o'ziga xos qadimiy va boy manavyati namoyon bo'ladi.Maqollar mavzu jihatidan nihoyatda boy va xilma-xil bo'lib , mazmun jihatdan o'z ma'nosida yoki ko'chma ma'noda qo'llanishi mumkin.Maqollar uchun obyekt sifatida shaxslar, narsa-buyumlar va shu bilan birga , hayvonlar ham olinadi.Maqollar, asosan, didaktik xarakterga ega bo'lib, Bahodir Sarimsoqning takidlashicha , "Maqollar ham o'z ham ko'chma ma'noda

qo'llana olish imkoniyatiga egadir.Bu xususiyat maqollarning tematik doirasini, qo'llanilish darajasini kengaytiradi". (1)

ASOSIY QISM. Ushbu maqola ishimizda biz fransuzcha paremiologik birliklar yoki iboralarning struktura jihatdan ko'rib chiqamiz. Masalan il faut birikmasi bilan keladigan maqollar tahliliga etibor qaratadigan bo'lsak, biz bu iborani bir nechta struktura yoki tahlillarga bo'lib o'rganib chiqamiz. Biz bu maqola taxliliga e'tibor qaratadigan bo'lsak *IL FAUT* iborasi bilan keladigan maqollarda *il faut* abarodi infinitif (infinitive) , ot (nom) ergash gap (subordonnee), ravish (adverbe)lar bilan kelishi mumkin. Ya'ni bularni misollar bilan ko'rib chiqamiz.

Shu bilan bir qatorda, fransuz tili gramatikasida *il faut*+infinitive shakli mavjud.Paremiologik birliklar tarkibida ham huddi shu qoidaga rioya qilinadi.Bunday parameologik birliklarga ko'plab misollar keltirishimiz mumkin.Biz bilamizki, fransuz tilida *il faut* iborali maqollarda qatnashgan infinitive birliklari , pameologik birliklarda ham I, II, III guruh batter, se mefier, donner, cuire, laver, prendre, attendre, etre, esperer, manger, souffrir fellariga mansub quyidagi misollarda ham ko'rishimiz mumkin.

- **Il faut attendre** la mort pour bien juger la vie.
- **Il faut prendre** la belle au bond.
- Il faut laver son linge soile en familie.
- Il faut cuire le pain tant que le four est chaud.
- Il faut donner a son filleul un bon morceau du pain de la marraine.
- Il faut louer la mer et se tenir en terre.
- Il faut attendre la mort pour bien juger la vie.

Ushbu misollardan biz III guruh feli bilan kelgan« **Il faut attendre », « Il faut prendre »,** I guruh feli bilan kelgan « Il faut laver », « Il faut donner », « Il faut louer » iboralarni ko'rib chiqishimiz mumkin.

Biz bu tahlilimiz natijasida shuni xulosa qilib aytadigan bo'lsak fransuz tili maqollarida uchraydigan fellardan eng ko'p ishlatiladigan fel guruhlari bular birinchi guruh fellari deb olsak aslo adashmaymiz.

Ikkinchi uchraydigan struktura bu ***IL FAUT+NOM*** ya'ni otlarda uchrashi

- A un cheval hargneux **il faut** une etable a part.
- Quand le pain est mouille, il faut le boire.
- Les plaisirs sont comme les parfums , il faut les eloigner pour les mieux sentir encore.
- Il faut une tete pleine et une ame forte pour supporter la solitude.
- A un cheval hargneux il faut une etable a part.
- il faut le voir pour le croire
- il faut quarante-sept muscles pour froncer les sourcils et seulement treize pour sourire
- il faut que jeunesse se passe

UCHINCHI UCHRAYDIGAN STRUKTURA BU ***IL FAUT + SUBORDONNEE*** YA'NI ERGASH GAPLARDA UCHRASHI.

- il faut qu'une porte soit ouverte ou fermee.
- Battre le fer **il faut-tandis qu'il** est bien chaud.
- il faut que jeunesse se passe

IL FAUT +ADVERBE

- Il fait jamais mauvais temps pour s'en retourner au pays.
- Il fait bon avoir des biens, on en sauve toujours quelques pieces.

Fransuz tilidagi maqollar tarkibida uchraydigan *IL FAUT* abarodi tahlili natijasida biz shuni xulosa qilib to'rt xil strukturada namayon bo'lishini ko'rishimiz mumkin. Bular quyidagilarni tashkil qiladi.Bularga *Il faut+ infinitive, il faut+nom, il faut+subordonnee, il faut+adverbe*lar misol bo'la oladi.

Biz fransuz tilida *Il faut* strukturasini paremiologik birliklarda joylashish o'rniga qarab tahlil qiladigan bo'lsak, bunday birliklar tarkibida kelganda uch xil shaklida namoyon bo'ladi.Bularga Prepositif, Interpositif va Postpositif lar kiradi

1.Prepositif bu- yani pre(old) positif(ijobiy) degan manoda kelib *il faut* oborodli maqollar yoki paremiologik birliklarning old qismida kelishiga aytiladi. Buni quyidagi misollarda ham ko'rishimiz mumkin.

- Il faut tourner sept fois sa langue dans sa bouche avant de parler.
- il faut laver son linge sale en famille.
- il faut qu'une porte soit ouverte ou fermee.
- il faut prendre le taureau par les cornes.
- Il faut louer la mer et se tenir en terre.
- il faut batter le fer pendant qu'il est chaud.
- il faut etre enclume ou marteau.
- il faut prendre son mal en patience.
- il faut esperer puisqu'il faut vivre.

2.Interpositif bu- *il faut* oborodli maqollar yoki paremiologik birliklarning o'rta qismida kelishiga aytiladi. Buni quyidagi misollarda ham ko'rishimiz mumkin.

- A un cheval hargneux il faut une etable a part.
- Les plaisirs sont comme les parfums , il faut les eloigner pour les mieux sentir encore.
- Battre le fer **il faut**-tandis qu'il est bien chaud.

3.Postpositif bu-- *il faut* oborodli maqollar yoki paremiologik birliklarning oxirgi qismida kelishiga aytiladi. Buni quyidagi misollarda ham ko'rishimiz mumkin.

- Quand le pain est mouille, il faut le boire.

Fransuz tilidagi maqollar tarkibida kelgan *IL FAUT* oborodli iboralar joylashish o'rniga ko'ra Prepositifda ko'proq, Interpositifda qisman kamroq, Postpositifda eng kam uchraydi.

Fransuz tilida il faut iborasining gaplar tarkibida kelishini tahlil qiladigan bo'lsak biz gaplarni quyidagi nuqtai nazardan tasnif qilamiz.

1.Tarkibidagi predikativ birlikning miqdoriga ko'ra, bunda sodda gap, qo'shma gap farqlanadi.

2. Kommunikativ vazifasiga ko'ra, bunda gaplar 3 turga bo'linadi.darak gap, so'roq gap, va undov gap (2).

O'zbek tilidan farqli o'laroq fransuz tilida vositali va vositasiz to'ldiruvchilar ot bilan ifodalanganda kesimdan keyin o'rnashadi.vositasiz to'ldiruvchidan oldin predlog ishlatilmaydi, ammo vositali to'ldiruvchidan oldin predlog ishtirok etadi.

Sodda gap tarkibida kesimlik shakillariga ega bitta kesim bo'ladi buni quyidagi misollarda ham ko'rishimiz mumkin (3).

- il faut prendre le taureau par les cornes.
- il fait faire vie qui dure.
- il faut avoir deux cordes a son arc-yetti o'lchab bir kes yoki tanganing ikki tomonini ham ko'rish mumkin.
- il faut laver son linge sale en famille. oilaviy sir tashqariga chiqmaydi.
- il faut qu'une porte soit ouverte ou fermee-ochiq yoki yopiq bo'lishidan qatiy nazar eshik bo'lishi kerak.

Qo'shma gap tarkibida esa ikki va undan ortiq kesim bo'ladi buni quyidagi misollarda ham ko'rishimiz mumkin.

- Battre le fer **il faut-tandis qu'il** est bien chaud.

Les plaisirs sont comme les parfums , il faut les eloigner pour les mieux sentir encore. Kommunikativ vazifasiga ko'ra, bunda gaplar 3 turga bo'linadi.darak gap, so'roq gap, va undov gap. Shuni takidlab o'tish joizki, fransuz tilida *IL FAUT* oborotli paremiologik birliklar darak gap tarkibida ko'proq uchratishimiz mumkin , so'roq va undov gaplarda nisbatan juda kam uchraydi.

Adabiyotlar

1. Bahodir Sarimsoqov/ https://arxiv.uz/uz/documents/referatlar/adabiyot/o-zbek-marosim-folklori
2. Uz.m.wikipedia.org
3. R. Bobokalonov,M.Hamidova. Fransuz tili grammatikasi - "Grammaire du francais" o'quv qo'llanmasi. –Toshkent : GloboEdit, 2021.
4. Ашуров , Ш. Лексические особенности английских эквивалентов узбекских пословиц, передающих национальные ценности. *Зарубежная лингвистика и лингводидактика*. 1, 1 (янв. 2023), 1–10. DOI: https://doi.org/10.47689/2181-3701-vol1-iss1-pp1-10
5. Spence, N.C.W. Composé nominal, locution et syntagme libre // La Linguistique. – Paris, 2006. - 2. – P. 4-24.
6. Маматов А.Э., Очерки по французской фразеологической стилистике, Ташкент, 1989.
7. Suvonova N. Matn tahlili. O'quv-uslubiy qo'llanma. –Samarqand, SamDCHTI nashri, 2010. –B. 13. / - 47 b. https://arm.samdchti.uz/library/book_view/117
8. Сувонова Н. 2023. Коммуникативно-прагматические особенности императивных паремий (на материале французского языка). *Зарубежная лингвистика и лингводидактика*. 1, 1 (янв. 2023), 20–28. DOI: https://doi.org/10.47689/2181-3701-vol1-iss1-pp20-28

MERGANLARNI PROFESSIONAL TAYYORLASHDA PSIXOLOGIK YONDOSHUV

MUINOV Alisher Musinovich
Chirchiq oliy tank qo'mondonlik muhandislik bilim yurti
Gumanitar fanlar kafedrasi katta o'qituvchisi

Annotatsiya. Ushbu maqolada merganlari professional tayyorlashda psixologik tomondan yondoshuv, merganlarni saralashda ularning individual-psixologik jihatlari, jumladan temperamentini inobatga olish masalalari yoritilgan. Undan tashqari, 2-jahon urushi, Vyetnam hamda Afg'oniston urushlarida merganlarga qo'yilgan talablardan misollar keltirilgan.

Kalit so'zlar: Mergan, jangovar harakatlar, merganlik san'ati, merganning vazifasi, psixologik tayyorgarlik, psixologik tonus, xolerik, sangvinik, flegmatik, melanxolik.

Аннотация. В данной статье рассматриваются значения психологической состовляющей при профессиональной подготовке снайперов, учет индивидуально-психологических особенностей, в том числе темперамента личности. Также, приведены примеры требований, предъявляемые к снайперам, из истории 2-ой мировой войны, войны во Вьетнаме и в Афганистане.

Ключевые слова: Снайпер, боевые действия, искусство снайпера, задачи снайперов, психологическая подготовка, психологический тонус, холерик, сангвиник, флегматик, меланхолик.

Annotation. This article discusses the values of the psychological component in the professional training of snipers, taking into account individual psychological characteristics, including the temperament of the individual. Also, examples of requirements for snipers from the history of the 2nd World War, the Vietnam War and Afghanistan are given.

Keywords: Sniper, fighting, sniper art, sniper tasks, psychological preparation, psychological tone, choleric, sanguine, phlegmatic, melancholic.

Harbiylik kasbi o'ziga xos yuqori mas'uliyat talab etuvchi soha sanaladi. Xizmat bilan bog'liq mas'uliyat hamda davlat, jamiyat va xalq manfaatlari har narsadan ustunligini his qilish harbiy xizmatchilar faoliyati davomida turli psixologik zo'riqishlar ta'siriga tushishiga olib keladi. Saralangan harbiy soha egalari ichida merganlarning kasb psixologiyasi tubdan farq qiladi, shuning uchun ham ularni professional, psixologik jihatdan tayyorlash davlat siri sanaladi. Merganlarni (psixologik, professional) tayyorlash bo'yicha manbalarni tahlil qilganda, yuqorida ta'kidlaganimizdek merganlarni harbiy xizmatchilar ichida oliy toifali-sara jangchi sanalganligi uchun ham manbalarning asosini yopiq turdagi axborotlar tashkil etadi. Ochiq internet manbalar tahliliga e'tibor bersak, merganlarni psixologik, professional jihatdan tayyorlash bo'yicha faqatgina umumiy mazmundagi ma'lumotlarni ko'rishimiz mumkin.

Masalan, 2017 yil I.V.Nagornov va D.A.Saraykin muallifligida Janubiy-Ural gumanitar-pedagogik universitetida "Sportchini otish sportidagi psixologik tayyorgarligi (Psixologicheskaya podgotovka sportsmena v strelkovom sporte)" nomli metodik tavsiyalarda mualliflar o'qchi sportsmenlarni tayyorlash bo'yicha ma'lumotlarni yoritgan. Unda o'qchi sportsmen shaxsining individual psixologik xususiyatlarini asosiy to'rt komponentga ajratilgan:

1-компонент шахснинг йўналганлиги;

2-komponent shaxsning xususiyatlari, jumladan uning xarakteri va temperamenti;

3-komponet shaxsning qobiliyati;

4-komponent o'qchi sportsmen shaxsining "Ego"si, ya'ni "Men"ligi.

Merganlarni professional, psixologik tayyorlash bo'yicha manbalar ichida asosan o'qchi sportsmenlarni tayyorlash bo'yicha (yuqorida ko'rsatilganidek) metodik tavsiyalar kabi umumiy ma'lumotlarga ega bo'lishimiz mumkin.

Ochiq manbalar tahlilidan kelib chiqib merganlarni saralab olishda inobatga olinishi kerak bo'lgan ba'zi bir psixologik omillarga e'tibor qaratamiz.

Bugungi kunda mergan – bu maxsus tayyorlangan o'qchi, otish, niqoblanish va kuzatish san'atini mukammal biladigan harbiy xizmatchi: u odatda birinchi o'q bilan nishonni yakson qiladi. Merganning vazifasi – qisqa vaqt ichida paydo bo'ladigan muhim, harakatlanuvchi, niqoblangan va niqoblanmagan alohida nishonlarni (dushman merganlari, ofitserlari, aloqachilari va boshqa nishonlarni) yo'q qilishdir. Mergan optikali snayper miltig'i va mo'ljalga olishni osonlashtiradigan maxsus moslamalar bilan qurollanadi.

Mergan – bu shunchaki optik qurol bilan qurollangan harbiy xizmatchi emas. U juda uzoq masofaga nihoyatda aniq ota oladigan o'qchi. Mergan aniqligining meyori – 800 metr masofadagi dushmanni peshonasiga, aniqrog'i ko'zlari orasiga tegiza olishidir.

Ikkinchi jahon urushi davrida Buyuk Britaniyaning eng yaxshi snayperi deb tan olingan Klifford Shor merganlar to'g'risida quyidagilarni yozgan: "Merganlik san'ati – bu sovuqqonlik bilan boshqa odamning hayotidan mahrum qilish bilan bog'liq o'ziga xos fan bo'lib, uni o'rganish va takomillashtirish zarurdir. Men mergan dushmandan nafratlanishi kerak degan fikrni tez-tez eshitganman, lekin nafratlanadiganlardan yaxshi mergan chiqmasligiga ishonch hosil qilganman. Men sovuqqon va o'ziga ishongan odamlarni afzal ko'rardim. Merganlar o'z qurboniga nisbatan nafratni his qilmaydigan, lekin dushmanga yaqinlashib, uni yo'q qilishni o'zlari uchun eng muhim deb hisoblaydigan ovchilardir ... ".

2-jahon urushida, Stalingrad himoyasi vaqtida, 62-armiya qo'mondoni general V.I.Chuykov tomonidan varaqa-eslatma tuzilgan. Mazkur vraqada mergan kasbining mohiyati juda aniq ta'riflangan.

Mergan varaqasi. "Mergan – bu maxsus tanlangan, o'qitilgan va mustaqil harakatlarga tayyor jangchi, jangovar vaziyatda mohirona harakat qilishni biladigan o'qchi. Merganning vazifasi – qisqa vaqt ichida paydo bo'ladigan muhim va xavfli nishonlarni yo'q qilish, sabr-toqat bilan, ularga aniq zarba berish uchun

to‘g‘ri vaqtni tanlash bilan hal qilinadi. Merganlik san’ati – nishonni mustaqil ravishda topish, uning ahamiyatini baholash va bitta o‘q bilan yakson qilish.

Mergan nafaqat dushmanning tirik kuchini yo‘q qilishi, balki aniq o‘q otish bilan dushmanning jangovar faoliyatini izdan chiqara olishi kerak. Buning uchun uning ofitserlarini yo‘q qil; razvedkachilar, kuzatuvchilar, aloqachilar, artilleriya kuzatuvchilari ortidan muntazam ov qilishni tashkil qil; ularning kuzatuv moslamalarini ishdan chiqar; dushmanni ko‘r qil; uni turib bemalaol yurishiga yo‘l qo‘ymasdan, emaklashga majbur qil; uning boshini ko‘tarishiga yo‘l qo‘yma; oddiy askarlar orasida vahimani tarqat. Merganning yakuniy maqsadi – dushman orasida vahimani yuzaga keltirish. Sen kutilmagan joyda paydo bo‘lgin. Esingda bo‘lsin: dushman sendan qo‘rqishi kerak!”

Kinodagi mergan obrazi qanchalik romantik ko‘rinsa ham, aslida u (biz xohlaymizmi yoki yo‘qmi) yuqori professional va yaxshi qurollangan “qotil”dir. Mergan ishining asosiy mazmuni dushmanni tirik kuchini yakson qilishdan iboratdir. Harbiy psixologlarning tadqiqotlari shuni ko‘rsatadiki, har qanday harbiy xizmatchi, hatto jangovar stress holatida ham, psixologik to‘siqdan o‘tib, odamni o‘ldirishga qodir emas. Buni ongli ravishda, ataylab va sovuqqonlik bilan bajara oladiganlar kam.

“Agar siz miltiqning mo‘ljalga oladigan optikasiga qarasangiz, birinchi bo‘lib ko‘zingizga tashlanadigan narsa bu – odamning ko‘zlari bo‘ladi. Odamning konturiga, sharpasiga, olomonga qarab otish bilan bir juft ko‘zga otish o‘rtasida katta farq bor. Odamni esankiratib qo‘yadigan asosiy narsa – odamning ko‘zlardir. Aksariyat odamlar aynan o‘sha paytda harakat qila olmay qoladi, bu o‘ziga xos jasoratni talab qiladi ”, - deb eslaydi AQSH dengiz piyodalari kapitani, Vyetnamda merganlik bo‘yicha o‘qituvchi.

Darhaqiqat, qisqa masofada, jang avjiga chiqqanida dushmanni o‘ldirish ancha oson, chunki o‘zini himoya qilish mexanizmi ishga tushadi: yo siz dushmanlaringizani o‘ldirasiz, yoki ular sizni. Mergan esa, uzoqdan turib o‘q uzadi, o‘zi xavf ostida qolmaydi, lekin o‘zini qurbonini optika orqali yaxshi ko‘rish imkoniyatiga ega. U sizning dushmaningiz ekanini tushunsangiz ham, hech narsadan xabari yo‘q odamga o‘q uzishga o‘zingizni majbur qilish oson emas. Shuning uchun ham, g‘arb jamiyatida, hatto urush yoki jang bilan bog‘liq harakatlar bo‘lishiga qaramay armiya merganlarining faoliyatini qoralashadi. O‘rtacha “g‘arblik” odam har qanday “sportga mos kelmaydigan” hatti-harakatlardan nafratlanadi: u umuman o‘ldirish adolatsiz deb hisoblaydi, chunki agar kerak bo‘lsa, buni ochiq jangda qilish kerak deb hisoblaydi. Uning fikricha, “ayyorlik” bilan o‘q uzgan mergan, jinoyat bilan chegaralangan adolatsiz harakatni amalga oshiradi deb hisoblaydi.

Shu nuqtai nazardan, faqat jangovar harakatlarda qatnashgan va inson hayotining qadrini biladigan harbiy xizmatchini haqiqiy tajribali professional mergan deb hisoblash mumkin. Boshqacha qilib aytganda, merganning o‘rnida o‘zini his qilish uchun, endi merganlik faoliyatini boshlayotgan harbiy xizmatchi, qanchalik bu dahshatli bo‘lmasin, hech bo‘lmaganda bitta dushmanni otib

o‘ldirishi va dushmanning o‘limdan bir soniya oldin uni ko‘zini ko‘rish kerak. Haqiqiy mergan o‘q otish maydonchasida emas, balki jangda tug‘iladi. “... Menda nimadir o‘zgara boshlaganini his qildim. Jangga borganingizda, siz yer yuzida yurgan eng dahshatli hayvon turiga aylanasiz. Siz yirtqichga aylanasiz. Men uchun itni o‘ldirish odamni o‘ldirishdan ko‘ra qiyinroq ekanligini his qildim ”, - deb eslaydi 1943 yilda Italiyada jang qilgan AQSH armiyasining sobiq serjanti.

Jang sharoitida mergan oddiy piyoda askar kabi stressli ta’sirlarga duchor bo‘ladi, ammo undan farqli o‘laroq, mergan hissiyotlarga berilmasdan, vazifani bajarishga to‘liq e’tibor qaratishi kerak. Mergan va oddiy askar o‘rtasidagi farq sportchi-otuvchi va sportchi-yengil atletikachining farqiga o‘xshaydi: sportchi-yengil atletikachini “sport agressiyasi” g‘alabaga olib keladi, sportchi-otuvchi esa “g‘azablanib” hissiyotlarga berilsa mag‘lubiyatga uchraydi.

Merganning jangovar ishining yana bir o‘ziga xos xususiyati shundaki, u ko‘p hollarda asosiy bo‘linmadan ajratilgan holda harakat qiladi. Armiyadagi harbiy intizom harbiy xizmatchilarda “bir-birini qo‘llab quvvatlash” va qo‘mondonlarning buyruqlariga so‘zsiz bo‘ysunishni tarbiyalaydi, individuallik qo‘llab quvvatlanmaydi. Mergan esa “yolg‘iz bo‘ri”: u faqat o‘z kuchiga, quroliga va – agar u juftlikda ishlasa – yolg‘iz sherigiga tayanadi; u barcha qarorlarni o‘zi qabul qiladi, shuning uchun afg‘on urushida askarlar jargonida merganni “solist”, ya’ni “yakka xonanda” deb atashgani bejiz emas. Umuman olganda, nostandart o‘ylash qobiliyati merganning asosiy professional fazilatlaridan biri hisoblanadi, chunki bu merganga dushmanni yengishga va shu bilan topshiriqni bajarib omon qolishga imkon beradi.

Nihoyat, pistirmada uzoq vaqt mobaynida harakatsiz yotish tufayli yuzaga kelgan yuqori statik jismoniy zo‘riqish nafaqat merganning organizmiga, balki ruhiyatiga ham salbiy ta’sir ko‘rsatadi. Bularning barchasi merganlarga bir qator o‘ziga xos talablarni qo‘yadi va ularni psixologik jihatdan qo‘llab-quvvatlashni talab qiladi.

Tanlovdan o‘tgan va merganlar guruhiga kirgan nomzodlardan o‘ta yaqin mini-jamoa shakllanishi uchun doimiy juftliklarni (o‘q otuvchi va kuzatuvchi) tuzish maqsadga muvoffiq. Juftliklarning psixologik va shaxsiy xususiyatlarga bir-biriga mos kelishi kerak. Ikkinchi jahon urushi paytida inglizlar “komandos” guruhlarini tayyorlash jarayonida xuddi shunday usulni qo‘llashgan.

Mergan doimiy yuqori psixologik tonusga ega bo‘lishi va berilgan vazifani yaxshi bajara olishi uchun muntazam psixodiagnostik tekshiruvidan o‘tib turishi zarur. Stress bilan bog‘liq kasalliklarning oldini olish uchun muntazam ravishda relaksatsiya, ya’ni “bo‘shashish” shakldagi mashg‘ulotlar bilan shug‘ullanishi kerak. Bundan tashqari, relaksatsiya mashg‘ulotlarini jangovar operatsiyalarga borishdan oldin ham o‘tkazilishi maqsadga muvoffiq hisoblanadi. Mazkur mashg‘ulotlar merganning o‘ziga ishonchni oshirishga, tormozlanish jarayonini kamaytirishga va o‘ziga xos qo‘rquv yoki tashvish bilan kurashishga yordam beradi.

Yuqorida bayon etilgan ma'lumotlardan kelib chiqib shuni aytish mumkin-ki merganlikka saralab olishda harbiy xizmatchining nafaqat fiziologik tuzulishini, jismoniy baqquvatligini va tibbiy sog'lomligini, balki uning psixologik xususiyatlarini, ya'ni temperamenti, xarakter va qobiliyatini ham chuqur o'rganish zarur. Harbiy xizmatchilarining psixologik xususiyatlarini o'rganish psixologiya sohasining mutaxassislari tomonidan amalga oshirilishi kerak.

Merganlikka saralab olish jarayonini (harbiy xizmatchi temperamenti misolida) ko'rib chiqamiz.

Merganlikka saralab olish jarayonida ayniqsa harbiy xizmatchining temperamentini chuqur o'rganmasdan turib ularni merganlikka tayinlash noto'g'ridir.

Temperament harbiy xizmatchi psixik faoliyatining mazmunini emas, balki xizmat faoliyati davomida paydo bo'ladigan dinamik xususiyatini aks ettiradi. Boshqacha qilib aytganda temperament harbiy xizmatchining tashqi muhitga bo'lgan yoki voqea va hodisalarga nisbatan reaksiyasida namoyon bo'ladi.

Barchamizga ma'lum-ki, temperament quyidagi 4 turga ajratiladi (Gumoral nazariya bo'yicha):

Xolerik temperamentidagi harbiy xizmatchiga nobarqarorlik, o'zini tuta olmaslik, reaksiyalarning tezligi, jonli mimika va harakatchanlik xos. Xolerik I.Pavlovning fikricha aniq jangovar tip, u oson va tez qo'zg'aladi. Qiyinchiliklarsiz yangi hayot sharoitlariga moslashadi, atrofdagi kishilar bilan oson muloqatga kirishadi. U yangi sharoitlarda paydo bo'ladigan to'siqlardan qo'rqmaydi, jo'shqin faoliyat sohibi ekanligini va ixtirochiligini namoyon etadi, shuningdek, tezda jamoa lideriga aylanadi.

Bunday odam ishni faol boshlab, uning oxirida sovib qolishi mumkin. Uni bir tekisdagi sekin harakatlar toliqtiradi. U jo'shqin va keskin harakatlarga moyil. Tajribalar shuni ko'rsatadiki, xolerik temperamentli odam biron topshiriqni bajarishdan oldin keragidan ortiq hayajonlanadi. Bu esa o'q otish mashg'ulotlari, jangovor navbatchiliklarda salbiy ta'sir ko'rsatish mumkin. Xolerik odamlar deyarli har doim jizzaki, tajang, otashin va o'zini tuta olmaydilar. Kayfiyati tez o'zgarib turadi, ichki xissiyotlar yorqin, lekin davomli emas. Nizoli vaziyatlarda ularni qo'llab-quvatlash yoki tan berish orqali jahldan tushirshi yoki tinchlantirish mumkin.

Sangvinik temperamenti vazmin odamlarga xos. Uning harakatlari xolerikka qaraganda sekinroq, ammo bunday tip yangi sharoitlarga tezda moslashadi. Harbiy xizmatchi-sangvinik o'zining optimistligi va amaliyotchiligi bilan jamoaga tezda qo'shilib ketadi. Xizmatdoshlari bilan tezda tanishib, o'rtoqlik munosabatlarini o'rnatadi. Bunday kishilar ancha xushchaqchaq, optimist, umid-ishonchli, hazilkash. Sangvinik tez qizishib, tez soviydi, hozirgina o'zi tashabbus bilan kirishgan ishga nisbatan qiziqishi darrov yo'qoladi. U juda ko'p va'da beradi, zero har doim ham uni uddasidan chiqmaydi, notanish odamlar oson va qoniqish bilan munosabatga kirishadi,ular yaxshi suhbatdosh, mehribon, g'amxo'r. Sangvinik

faol, kuch-quvvatli, harakatlari jonli, boy mimikaga ega, ham aqliy ham jismoniy ishlar bilan faol shug‘ullana oladi.

Flegmatik temperamentidagi odam vazmin, kam harakt qiladigan va xotirjam bo‘ladi. Unga kuchsiz emotsional qo‘zg‘aluvchanlik xos. U bo‘lg‘usi harakatlarni uzoq o‘ylaydi, qarorlar qabul qilishda qiynaladi, hayotning yangi sharoitlariga qiyinchilik bilan va sekin moslashadi. Ammo ishda qat'iylik va chidamlik ko‘rsatadi. Flegmatik o‘rtoqlikka moyil emas, ya'ni ko‘proq yolg‘izlikni ma'qul ko‘radi. Flegmatiklar sovuqqon. Ishdagi faollik yoki zo‘riqishdan ko‘ra ishsiz o‘tirishni afzal ko‘radi. Juda sekin qo‘zg‘alib, asta-sekin tinchlanadilar. Mimikasi yorqin emas, harakatlari sekin. Og‘ir-bosiq. Odamlarga moslashib bo‘lgandan keyingina erkin muloqotga kirishadi.

Melanxolik temperamentidagi odamga esa boshqalarga qo‘shilmaslik va tashabbus ko‘rsatmaslik xos. Unda ko‘nikish jarayoni qiyinchilik bilan kechadi. U bir-ikkita o‘rtoqlar orttirish bilan qanotlanib, o‘ziga nisbatan amalga oshirilgan qo‘polliklarga ularni ichiga yutish bilan javob beradi. Ular xafagarchiliklarni uzoq vaqt o‘zlarida saqlab yuradilar va uzoq davom etadigan his-tuyg‘ular bilan yashaydilar. Melanxolik temperamentidagi kishilar jiddiy va murakkab ichki dunyo bilan yashaydilar, hamma narsaga e'tibor beradi, o‘ta ehtiyotkor, nozik qalb egalaridir. Melanxolik har doim og‘ir-bosiq, o‘n marta o‘ylab, bir marta ulgursa gapiradi. Va'dasini ustidan chiqa olmasa, ahamiyatli bo‘lmasada, chuqur qayg‘uradilar. Tabiatda sof temperamentli kishini uchratish qiyin, har qanday insonda biron yetakchi temperament tipiga qo‘shimcha ravishda turli tiplarga xos belgilarni uchratish mumkin.

Oliy nerv faolit xususiyatiga ko‘ra I.P. Pavlov o‘z ta'limotida temperamentni quyidagi jadval asosida yoritgan.

Temperament tiplari	Nerv sistemasining kuchi	Nerv tizimining muvozanati	Nerv tizimining ildamligi
Xolerik	Kuchli jo‘shqin	Muvozanatsiz qizg‘in	Serharakat
Sangvinik	Kuchli serharakat	Muvozanatli	Serharakat
Flegmatik	Kuchli vazmin	Muvozanatli	Serharakat yoki inert
Melanxolik	Kuchsiz	Muvozanatsiz tormozli	Inert (sust)

I.P. Pavlov bo‘yicha oliy nerv faoliyatining qo‘g‘alish va tormozlanish xususiyatiga ko‘ra tasnifi:

1. Oliy asab faoliyati «to‘xtovsiz» tip - kuchli, muvozanatsiz, harakatchan, qiziquvchan, o‘zini tuta olmaydi, serjahl, tajang (xolerik);

2. Oliy asab faoliyati «muvozanatlashgan yoki jonli» tip - kuchli, muvozanatlashgan, oson moslashuvchan (sangvinik);

3. Oliy asab faoliyati «sust» tip - kuchli, xotirjam, sekin harakat qiladi (flegmatik);

4. Oliy asab faoliyati «kuchsiz» tip – sustkash, tashqi muhitdagi qarama-qarshiliklarga duch kelishdan qo‘rqadi, o‘ta ta’sirchan (melanxolik).

Manbalar tahlilidan kelib chiqib quyidagicha xulosa qilish mumkin; merganlarni saralab olishda temperamentni inobatga oladigan bo‘lsak eng muvofiqi bu-sangvinik va flegmatikni tavsiya etsa bo‘ladi. Sangvinik-mulohazali, moslashuvchan va chaqqonlik xususiyatlari mos kelsa, flegmatik temperament egalari og‘ir-bosiqligi va diqqat va e’tiborini bir joyga qarata olishi bilan ajralib turadi.

Temperament xususiyatlariga ko‘ra xoleriklar va melanxoliklar bu sohaga to‘liq mos kelmaydi. Sababi, xolerik juda ham shoshma-shoshar va melonxolik nihoyatda sust harakat qilish xususiyatlari mavjudligi uchun.

Shu sababli sababli komandirlar va boshliqlar harbiy xizmatchilarni lavozimga tayinlaganda, yoki mutaxassislikka taqsimlashda ularning individual-psixologik xususiyatlarini har tomonlama o‘rganishi juda zarurdir.

Mudofaa vazirligi qo‘shinlarida ham Qurolli Kuchlarning jangovar shaligi va qudratini oshirishda merganlarni tayyorlash masalasiga alohida e’tibor qaratib kelinmoqda. Ishonchim komil merganlarimizning professional qobiliyatlarini oshirishda psixologik tayyorgarlik ishlari alohida o‘ringa ega.

Foydalanilgan adabiyotlar va internet-resurslar

1. I.V. Nagornov, D.A. Saraykin Psixologicheskaya podgotovka sportsmena v strelkovom sporte. Metodik tavsiyalar, Yujno-Uralskiy gosudarstvenniy gumanitarno-pedagogicheskiy universitet nashriyoti, - 2017 y.
2. E.G‘oziyev Umumiy psixologiya. – T.: - 2010 y.
3. Ch.Nasritdinov Harbiy psixologiya. – T.: “Fan”, - 2004 y.
4. «Психология снайпера» – intternet manbalri.
5. «Кто такой снайпер?» – intternet manbalri.

O'ZBEKISTON RESPUBLIKASI OLIY TA'LIMIDAGI INNOVATSION YANGILIKLAR

Mamaniyozov Husniddin Toshmurodovich
SamDCHTI, Narpay xorijiy tillar fakulteti dekani

Mamasidiqova Sarvinoz Abduxalim qizi
SamDCHTI, Narpay xorijiy tillar fakulteti 2-bosqich talabasi

Annotatsiya. Mazkur maqolada O'zbekiston Respublikasidagi ta'lim tizimidagi o'zgarishlar, islohotlar va olib borilayotgan strategiyalar haqida yoritiladi. Qolaversa, mazkur maqolada Respublikamizdagi olis va chekka hududlarga oliy ta'limning kirib elishi haqida ham yoritiladi.

Abstract. This article sheds the changes, reforms and ongoing strategies in the education system in the Republic of Uzbekistan. In addition, this article also covers the introduction of higher education to remote and remote areas of our Republic.

Аннотация. В данной статье описаны изменения, реформы и проводимые стратегии в системе образования Республики Узбекистан. Кроме того, в данной статье также освещается внедрение высшего образования в труднодоступные и отдаленные районы нашей Республики.

Kalit so'zlar: ta'lim, rivojlantirish, qishloqlardagi Oliy ta'lim, qabul kvota.

"Hammamizga ayonki, taraqqiyotning tamal toshi ham, mamlakatni qudratli, millatni buyuk qiladigan kuch ham bu-ilm-fan , ta'limva tarbiyadir. Ertangi kunimiz, Vatanimizning yorug' istiqboli birinchi navbatda, ta'lim tizimi va farzandlarimizga berayotgan bilim bilan chambarchas bog'liq."

(Shavkat Miromonovich Mirziyoyev)

Bugungi kunda, rivojlanayotgan va yangilanayotgan Yangi O'zbekistonimizda bir qancha islohotlar va yangiliklar, strategiyalar amalga oshirilmoqda. Bularning barchasi O'zbekistonimizni har javhada yuksak cho'qqilarda Jahon miqyosida tanilishi va tan olinishi uchun amalga oshirilib kelinmoqda.

Ta'lim- barcha orzular eshigining kaliti deyilganidek, Yurtboshimiz Shavkat Mirziyoyev ham mamlakatimizda ta'lim sohasiga alohida e'tibor berib kelinmoqda. Shuningdek, uning barcha bosqichlarini rivojlantirish, xalq ta'limini isloh qilish, yurtimizdagi barcha yosh avlodni ma'naviyatli, ma'rifatli va intelektual rivojlantirish kabi sifatlarga katta e'tibor bermoqda.

Bilamizki, yurtimizda biz yoshlarga bilim olishimizda bir qancha imkoniyatlar eshigi ochib berilishiga qaramay, Respublikamizning olis, chekka va to'g'li hududlarida joylashgan qishloqlardagi qobiliyatli va haqiqiy bilim egalari masofaviy va moddiy to'sqinliklar tufayli shaharlarga kelib, yetarlicha bilim olisha

olmayatganligi sir emas. Mana shu muammolarni ham bartaraf qilish uchun yurtboshimiz Sh.M.Mirziyoyev tomonidan 2019-yil 4359-sonli qarori asosida Respublikamizning olis va chekka hududlarida ya'ni oliy ma'lumotli kadrlarga ehtiyoji yuqori bo'lgan hududlar uchun OTM bakalaviriyatiga qabul qilish kvotalari belgilandi.

Bundan Respublikamizning 9ta hududidagi 48ta tuman(shahar)ning olis, chekka va tog'li hududlarida Oliy ma'lumotli kadrlar bilan ta'minlash, ushbu hududdagi qobiliyatli bilim egalarini ham oliy ta'lim bilan qamrab olish yuzasidan maqsadli qabul uchun jami 815ta o'rin ajratildi.

1. Qoraqalpoq Respublikasi- To'rtko'l, Taxtako'prik, Mo'ynoq, Ellikqal'a tumanlari uchun.
2. Buxoro viloyati- Romiton, Peshku, G'ijduvon, Shofirkon tumanlari uchun
3. Jizzax viloyati- Forish, Baxmal, Zomin, Yangiobod, G'allaorol tumanlari uchun
4. Qashqadaryo viloyati- Kitob, Dehqonobod, Chiroqchi, Muborak, Mirishkor, Yakkabog', Qamashi, Shahrisabz tumanlari uchun.
5. Navoiy viloyati- Nurota tumani, Zarafshon shahari uchun
6. Samarqand viloyati- Nurobod, Kattaqo'rg'on, Payariq, Narpay, Qo'shrabot, Urgut, Ishtixon, Pastdarg'om, Paxtachi tumanlari uchun
7. Surxandaryo viloyati- Sho'rchi, Qumqo'rg'on, Boysun, Sherobod, Sariosiyo, Uzun, Denov, Oltinsoy tumanlari uchun
8. Toshkent viloyati- Bekobod, Bo'ka, Bo'stonliq, Ohangaron, Chinoz tumanlari uchun
9. Farg'ona viloyati- Rishton, Farg'ona, So'x tumanlari uchun

Qayd etilishicha, 2022-yilga kelib, O'zbekistonda Oliy Ta'lim Muassasalari soni 159 taga yetgani, 30 ta xorijiy filiallarning ochilishi, mahalliy universitetlarda xorij bilan hamkorlikda qo'shma fakultetlarning tashkil etilishi ham talabalar qamrovini sezilarli darajada oshishiga yordam berayotgan omillardan bo'layotganligini aytib o'tish zarur.

Shuningdek, o'qitish sohasidagi yangilanishlar jarayonida chet tillarini o'rganishga alohida e'tibor qaratilgani yoshlarimizning o'quv va ilmiiy faoliyatini xorijdagi nufuzli oliy ta'lim va tadqiqot muassasalarida davom ettirishga xizmat qiladi. Shu sababli ham, Prezidentimiz Sh.M.Mirziyoyevning 2021-yil 15-16-aprel kunlari Samarqand viloyatiga tashrifi davomida viloyat faollari ishtirokida o'tkazilgan yig'ilish bayoni 120- bandiga asosan, Respublikamizda xorijiy tilni yanada rivojlantirish, chekka hududlarga ham chet tillarini keng qamrovli tarzda kirib borishi maqsadida, Samarqand viloyatining ayrim chekka hududlarida ham chet tillarining fakultetlari ochilishi haqida aytib o'tgan edi. Va Prezidentimizning 2021-yil 19-maydagi "O'zbekiston Respublikasida xorijiy tllarni o'qitishni ommaviylashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora tadbirlari to'g'risida"gi qaroriga muvofiq Samarqand davlat chet tillari institutiga qabul kvotalari ikki, davlat granti asosida esa uch barobarga oshirildi. Chekka va olis hududlardagi yoshlarni ham oliy ta'limga qamrab olish maqsadida Narpay va

Payariq tumanlarida SamDChTI ning fakultetlari ochildi va ularning har biriga 75tadan qabul kvotalari ajratildi.

Yuqorida aytib o'tilganlarning barchasini yaqqol misoli sifatida Narpay xorijiy tillar fakultetini olar ekanmiz, ushbu institut Samarqand viloyati Narpay tumani Dedan MFYda joylashgan bo'lib, bugungi kunda 140 dan ziyod talaba taqsil olib kelmoqda. Institutda barcha talaba yoshlariga yetarlicha shart-sharoitlar, qulay xonalar, axborot resusrlari va dars sifatini yanada sifatliroq bo'lishi uchun axborot kommunikativ vositalari asta-sekinlik bilan yaratib berilmoqda. Garchand, ushbu institut Samarqand viloyatining chekka hududida joylashishiga qaramay, Respublikamizning olis viloyatlari Andijon, Namangan, Farg'ona, Xorazm va Qoraqalpoq Respublikalari kabi viloyatlardan ham talabalar kelib tahsil olmoqda.

Bularning barchasi, O'zbekiston Respublikasidagi har bir fuqaro, har bir yosh avlod Oliy ta'limdan chetda qolmasligi va kelgusida malakali kadr bo'lib yetishishi, yurtimiz ravnaqiga, jahon miqyosida tanilishiga o'z xissalarini qo'shishi uchun yaratilayotgan imkoniyatlar eshigidir.

Foydalanilgan adabiyotlar

1. Umar Murod. (08.07.2018) *Olis, Chekka va Tog'li Hududlarda Joylashgan Maktablar uchun Maqsadli Qabul Ko'rsatkichlari.* Qalampir.uz. https://qalampir.uz/uz/news/olis-chekka-va-tog'li-%D2%B3ududlarda-zhoylashgan-maktablar-uchun-mak-sadli-k-abul-kursatkichlari-belgilandi-5921
2. Нилуфар.А.А (2022) Бугунги Кунда Узбекистонда Таьлим Тизимида Олиб Борилаётган Ислохотлар. *Academic Researchers in Education Volume 3 Issue 10.*
a. https://cyberleninka.ru/article/n/bugungi-kunda-zbekistonda-ta'lim-tizimida-olib-borilayotgan-islohotlar
3. Samarqand davlat chet tillari instituti rektori Ilxomjon Madaminovich To'xtasinov.

DEVELOPING LISTENING SKILL IN YOUNG LEARNERS WITH SIMON SAYS ACTIVITY

Jayliyeva Dilnoza Baxtiyor qizi
Termiz State university
jayliyevad@gmail.com

Annotation. This article focuses on using the popular "Simon Says" activity to develop active listening skills in young learners. The article discusses the importance of engaging activities that involve clear enunciation and contextualization of authentic materials to help children better understand and follow instructions. Repetition and feedback are also emphasized as essential factors for improving listening skills. The article also explores how technology can be used to enhance listening skills and provides practical strategies for teachers to incorporate technology in their teaching. Overall, this article provides valuable insights for educators looking to improve their young learners' listening skills through interactive and engaging activities such as "Simon Says".

Keywords: Active listening, Engaging activities, Simon says, Clear enunciation, Contextualization, Authentic materials, Repetition, Feedback.

Аннотация. В этой статье основное внимание уделяется использованию популярной игры «Саймон говорит» для развития навыков активного слушания у младших школьников. В статье обсуждается важность увлекательных занятий, которые включают четкое изложение и контекстуализацию аутентичных материалов, чтобы помочь детям лучше понять и следовать инструкциям. Повторение и обратная связь также подчеркиваются как важные факторы для улучшения навыков слушания. В статье также рассматривается, как можно использовать технологии для улучшения навыков слушания, и предлагаются практические стратегии для учителей по внедрению технологий в свое обучение. В целом, эта статья предоставляет ценную информацию для педагогов, стремящихся улучшить навыки слушания своих юных учеников с помощью интерактивных и увлекательных занятий, таких как “Simon says”

Ключевые слова: Активное слушание, Вовлекающие действия, Саймон говорит, Четкое изложение, Контекстуализация, Аутентичные материалы, Повторение, Обратная связь.

Introduction. The ability to actively listen is an essential skill that young learners need to develop. Engaging activities, such as the "Simon Says" game, can help children improve their listening skills while also making learning fun. In this article, we will explore how educators can use the popular "Simon Says" activity to develop active listening skills in young learners. We will discuss the importance of clear enunciation, contextualization of authentic materials, repetition, and feedback in improving listening skills in children. Additionally, we will explore how technology can be used to enhance listening skills and provide practical strategies

for educators to incorporate technology in their teaching. Clearly, this article aims to provide valuable insights and practical tips for educators looking to improve their young learners' listening skills through interactive and engaging activities such as the "Simon Says" game. Active listening is the ability to focus on and comprehend verbal messages being communicated by another person. In young learners, it is a crucial skill to develop as it enhances their ability to learn, communicate effectively, and build positive relationships with others.

Active listening involves not only hearing the words being spoken but also understanding their meaning, remembering them, and responding appropriately. For young learners, active listening skills are essential as they lay the foundation for their academic success and social development. Active listening helps them to better understand and retain information, follow directions, and engage in collaborative learning activities. Moreover, it can help them develop empathy, respect, and understanding towards others, leading to better communication and cooperation skills.

There are also another crucial terms which are related to developing listening skill in young learners. These are repetition and feedback.

To be more exactly, repetition helps young learners to develop their ability to recognize and understand the sounds and patterns of a new language. It also helps to reinforce key vocabulary and grammar structures. When young learners are exposed to the same language multiple times, they are more likely to remember it and develop their listening skills. Furthermore, feedback is important for young learners because it assists them to understand how well they are comprehending the language and what they need to do to improve. So, Teachers can provide feedback in many ways, such as correcting mistakes, asking questions, and providing guidance on how to improve listening skills. When young learners receive feedback, they are more likely to feel motivated to improve and to develop a better understanding of the language. Additionally, repetition and feedback can work together to enhance young learners' listening skills. For example, if a young learner listens to a recording multiple times, they may begin to understand more of the language with each repetition. If the teacher provides feedback on what they did well and what they can improve on, the young learner can apply that feedback to their listening skills during future repetitions.

Engaging activities are an essential aspect of teaching listening skills to young learners, as they help to make learning fun and encourage children to participate actively. One excellent example of an engaging activity for young learners is the "Simon Says" game. In this game, the teacher or facilitator gives instructions to the children, beginning each instruction with the phrase "Simon says." For example, "Simon says touch your nose." The children must follow the instructions only if they begin with the phrase "Simon says." If an instruction is given without this phrase, and a child follows it, they are out of the game. The last child standing is the winner. This game is engaging because it encourages active participation and requires the children to listen carefully to the instructions. It also helps to develop

their comprehension and memory skills, as they must remember the instructions and follow them in the correct order. Additionally, it can be customized to fit different themes or learning objectives, such as practicing vocabulary words or following multi-step directions. It can be said that "Simon Says" is an excellent example of an engaging activity that can be used to teach listening skills to young learners. It provides a fun and interactive way to develop their listening skills while promoting active participation and enjoyment in the learning process.

Methods. The popular game "Simon Says" was used to develop listening skills at school among young learners, and some methods were utilized for using this activity to enhance young learners' listening skills. Firstly, the game was introduced to the young learners. Explain the rules of the game, and provide an example of how it is played. It was started with simple commands, such as "Simon says touch your nose," or "Simon says jump up and down." These commands should be easy to understand and follow, so that the young learners can build their confidence and listening skills. Then, as the young learners become more comfortable with the game, gradually it was increased the complexity of the commands. For example, adjectives were added to the commands, such as "Simon says jump up and down five times," or "Simon says touch your nose with your left hand." Moreover, emphasizing listening also played significant role for the importance of listening by giving commands without saying "Simon says." If a learner performed an action without the "Simon says" prefix, they were out of the game. This reinforced the importance of listening and paying attention to the instructions. Lastly, some positive feedback was given to the young learners throughout the game by correcting mistakes, in order to develop good listening skill.

Results. The "Simon Says" activity was found an effective method for developing listening skills in young learners. To prove, actually it can be said that through repeated exposure to the game, young learners could improve their ability to comprehend and follow instructions. Also, they were able to learn to listen carefully to the commands, and respond appropriately.

Enhanced Vocabulary: The "Simon Says" game can also help young learners to develop their vocabulary. As the commands become more complex, learners are exposed to new words and phrases. By repeating these words and phrases, learners can begin to internalize them and use them in their own speech. Correspondingly, by the "Simon Says" game, young learners built their confidence in their ability to understand and follow instructions. As they successfully completed commands, they felt more confident in their listening skills, and are more likely to engage in other listening activities. Additionally, another effective result was that through repeated exposure to the game, learners improved their attention span, and learn to focus on specific details.

Discussion. It is believed that there are more disadvantages of using "Simon says" activity to improve listening skill in young learners. One of the cons of the game may be limited complexity. The game may become repetitive and limited in

its complexity over time, making it less challenging for older or more advanced learners. Also, lack of authenticity is shown as another disadvantage. The language used in the game may not reflect the authentic language that young learners will encounter in real-life situations, limiting the transferability of their listening skills to other contexts. Moreover, the game may be less effective in larger group sizes, as learners may struggle to hear the instructions or may not have an equal opportunity to participate. However, the article proved that the "Simon Says" activity can be an effective method for developing listening skills in young learners. Through repeated exposure to the game, learners can improve their comprehension, vocabulary, confidence, and attention span. The game provides immediate feedback to young learners, which can help them identify and correct mistakes and to be adapted to suit different cultures and languages, making it a versatile tool for teaching listening skills to young learners. Since the game is one of the engaging activities, it can be proved that while we are using engaging activities, clear enunciation and contextualization are considered as significant factors in improving listening skill. Clear enunciation refers to the ability of the teacher to pronounce words and phrases in a clear and understandable way. This is important for young learners because they are still developing their listening skills and may have difficulty understanding spoken language that is not enunciated clearly. When the teacher speaks clearly, it helps young learners to better comprehend the message being conveyed, leading to better learning outcomes. Contextualization means that the use of context to help young learners understand what is being said. This can be achieved through the use of visual aids, gestures, and other forms of non-verbal communication. Providing context helps young learners to better understand the meaning of words and phrases, and to make connections between what they hear and what they already know. It also helps them to retain the information they are learning. Therefore, both clear enunciation and contextualization are important in teaching listening to young learners as they help to improve comprehension and retention of information.

Conclusion. After analyzing the benefits and implications of using Simon Says game as a tool to develop listening skills in young learners, it can be concluded that this activity is an effective and enjoyable way to enhance children's ability to pay attention and follow instructions. By incorporating Simon Says into the classroom or home setting, teachers and parents can provide a fun and interactive environment for children to practice listening and develop their cognitive, social, and emotional skills. Furthermore, this activity can be easily adapted to different age groups and learning objectives, making it a versatile tool for educators and caregivers. It is important to note that while Simon Says game can be a valuable tool in fostering listening skills, it should not be the only method used to promote active listening. Teachers and parents should also provide opportunities for children to engage in meaningful conversations, practice turn-taking, and reflect on their listening experiences.

In summary, Simon Says game can be a powerful and engaging tool to promote listening skills in young learners, but it should be used in conjunction with other strategies to ensure a well-rounded and effective approach to developing listening skills.

References

1. "Developing Young Learners' Listening Comprehension Skills through Games" by Nur Faezah Mohd Sanif and Noraien Mansor, published in the English Language Teaching Journal.
2. "Improving listening skills through cooperative learning in young learners" by Amr M. El-Said, published in the Journal of Language and Linguistic Studies.
3. https://readingeggs.com/articles/2015/07/08/listening-for-kids/
4. https://listenwise.com/developing-listening-skills-for-kids/
5. https://en.wikipedia.org/wiki/Simon_Says

MAKTABGACHA TARBIYA YOSHIDAGI BOLALARNI MAKTABGA TAYYORLASHDA AQLIY TARBIYANING ROLI

O'razboyeva Madina
Samarqand davlat universiteti Kattaqo'rg'on filiali talabasi
Ilmiy rahbar: Ro'ziyeva Nasiba Kenjayevna

Annotatsiya. Ushbu maqolada maktabgacha yoshdagi bolalarning har tomonlama yetuk shaxs qilib tarbiyalashda aqliy tarbiyaning o'rni haqida so'z yuritilgan

Kalit so'zlar: aql, sezgi, idrok, tafakkur, xayolni bilish jarayonlari,aqliy rivojlanish

Maktabgacha ta'lim va tarbiya bolalarga ta'lim va tarbiya berishga,ularni intelektual,ma'naviy-axloqiy,etik,estetik va jismoniy jihatdan rivojlantirishga,shuningdek bolalarni umumiy o'rta ta'limga tayyorlashga qaratilgan uzluksiz ta'lim turi deb ko'rsatib o'tilgan,Maktabgacha ta'lim va tarbiya to'g'risida O'zbekiston Respublikasining qonuni Qonunchilik palatasi tomonidan 2019-yil 22-oktyabrda qabul qilingan Senat tomonidan 2019-yil 14-dekabrda ma'qullangan 3-modda 5-bandida

Yosh avlodni har tamonlama yetuk shaxs qilib tarbiyalash jamiyat ehtiyojlaridan kelib chiqadigan obyektiv zaruratdir. Aqliy tarbiya ijtimoiy tarbiyaning eng muhim jihatlaridan biridir.Aqliy tarbiya bu aqlni rivojlantirish maqsadida yosh avlodga muntazam va maqsad asosida pedagogik va psixalogik ta'sir ko'rsatishdir. Shundan ko'rinib turibdiki,aql keng ma'noda sezish va idrok etishdan boshlab to tafakur va xayolni o'z ichiga oladigan bilish jarayonlari yig'indisi bo'lib,u yosh avlodning insoniyat to'plagan bilimlar,ko'nikma,malaka,me'yorlar,qoidalar va boshqalarda ro'y beradi.Bu holat katta insonlar tomonidan amalga oshiriladi va bolalarning aqliy rivojlanishini ta'minlovchi xilma-xil vositalar,metodlarni,kerakli shart-sharoitlarni yaratishni o'z ichiga oladi.

Ta'lim-tarbiya ishlarining takomillashib borishida SHarq va G'arbning qomusiy olim va pedagoglarining o'rni kattadir. Markaziy Osiyolik mashhur allomalar: Muhammad al-Xorazmiy, Abu Nasr Forobiy, Abu Rayhon Beruniy, Abu Ali ibn Sino, Yusuf Xos Hojib, Kaykovus, Alisher Navoiy, Ahmad Donish, Furqat, Abdulla Avloniy kabi jahon tan olgan mutafakkirlar o'zlarining qator asarlarida ta'lim-tarbiyaga kata e'tibor bilan qaraganlar. Faylasuf olim Forobiy o'zining «Fozil shahar kishilarining qarashlari» asarida tarbiya orqali' insonga beriladigan 12 fazilatni sharhlab beradi.

Abdulla Avloniy esa tarbiya haqida g'oyat ibratli fikrlarni bildiradi. «Pedagogika — Abdulla Avloniyning yozishicha, — bola tarbiyasining fani, demakdir ». «Dars ila tarbiya ikkisi jon ila tan kabidir», «Dars oluvchi—biluvchi, tarbiya oluvchi—amal qiluvchidir». Bu erda pedagogika faniga qisqa va lo'nda ta'rif berib, ta'lim bilan tarbiyani esa jon bilan tanga o'xshatib, ularni bir-biridan

ajratib tushunish mumkin emasligini yorqin ifodalab bergan. Avloniyning ta'kidlashicha, tarbiyani yoshlikdan berish nihoyatda zarur. Bolaga avvalo, kichik yoshdan boshlab, ota-ona tarbiya beradi, keyin tarbiya bilan butun jamoatchilik shug'ullanadi, chunki bunda inson taqdiri hal etiladi deydi.

Bu sohada Sharq va G'arb xalqlari yaratgan og'zaki ijodiyot, buyuk mutafakkir, pedagog va olimlarning ta'lim-tarbiyaga doyr ilg'or fikrlarini o'rganib, tahlil qilib, barkamol insonni tarbiyalash jarayonini o'rganish biz uchun juda qimmatlidir:

— ta'lim-tarbiya to'g'risidagi qonun-qoida tamoyil, metod va usullarni bolalar bog'chalari amaliy hayoti bilan bog'lab, bo'lajak tarbiyachi — o'qituvchilarga o'rgatish,hamda xalq ta'limini boshqarish va rahbarlik masalalarini chuqur o'rganib, bo'lajak tarbiyachilarni qanday tayyorlash muammolarini hal qilish;

— maktabgacha tarbiya muassasalarida oila bilan uzviy hamkorlikda bolalarni har tomonlama rivojlantirish ishini amalga oshirish.

Bunday vazifalarda tadqiq etish:

— birinchidan, bolalar sog'lig'ini saqlaydi va mustahkamlaydi, jismoniy rivojlanishini ta'minlaydi;

— ikkinchidan, ilmga qiziqish va qobiliyatlarini rivojl antiradi;

— uchinchidan, Vatanga, tabiatga, jonajon o'lkaga muhabbat, kattalarga hurmatni, o'rtoqlik va jamoatchilik, xayrixohlik, xulq madaniyati, mustaqillik, uyushqoqlik va intizom, mehnatsevarlik kabi ijobiy fazilatlarni tarbiyalaydi;

— to'rtinchidan, estetik tarbiyani amalga oshiradi.

Maktabgacha tarbiya yoshidagi bolalarni aqliy tarbiyalash bolalarning fikrlash faoliyatini rivojlantirishga qaratilgan kattalarning ma'lum maqsad asosidagi ta'sir etishdir. U bolalarga tevarak-atrofdagi olam haqida bilimlar berishni, ularni tizimlashtirishni, bolalarda bilishga qiziqish uyg'otish, aqliy malaka va ko'nikmalarni tarkib toptirishni, bilim qobiliyatlarini rivojlantirishni o'z ichiga oladi. Maktabgacha tarbiya yoshidagi bolalarni maktabga tayyorlashda aqliy tarbiyaning roli, ayniqsa, kattadir.

Xulosa qilib aytganda, katta yoshdagi bog'cha bolalariga har bir bayram va tantananing ahamiyatini ularning yoshlariga mos holda tushuntirishadi. Bu o'rinda tarbiyachining vazifasi — bolalarning hissiyotlarga ta'sir etib, ularda o'z xalqidan hamda uning qadriyatlaridan g'ururlanish hissini shakllantirishdan iboratdir. SHunday qilib, bog'cha bolalarini tabiat, hozirgi davr voqealari bilan tanishtirish orqali ularning aqliy qobiliyati, axloqiy va estetik hislari shakllanib boradi.Maktabgacha yoshdagi bolalarga aqliy tarbiyaga juda katta e'tibor qaratish lozim. Bolani yetuk shaxs bo‘lib kamol topishi uchun avvalambor ota-onalar bolalarga e'tibor berishlari zarur.

Foydalanilgan adabiyotlar

1. Maktabgacha tarbiya pedagogikasi. P. YUsupova. —T., «O'qituvchi». 1993.A.Minavvarov Pedagogika. — T., «O'qituvchi». 1996.
2. Yu.P.Azlarov Bolalarni sevish san'ati. — T., 1992.

3. Ruzieva Nasiba Using games and free language learning APPS in foreign language classes through new innovative approaches to foreign language teaching. In volume 11, Issue 1, January, 2023. Galaxy International Interdiciplinary Research Journal (GIIRJ).

O'QUVCHILARDA REFLEKSIV KO'NIKMALARNI SHAKLLANTIRISH JARAYONLARINI TASHKILLASH PEDOGOGIK TIZIMI

Vapayeva Fazilat Shuhratovna
Andijon Davlat Pedogogika Instituti Boshlang'ich ta'lim yo'nalishi talabasi

Annotatsiya. Umumiy o'rta ta'lim muassasalarida tashkil etiladigan o'quvchilarda refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlari tizimga xos xususiyatlarni keng darajada qamrab olgan murakkab pedagogik tizim hisoblanadi. Chunki o'quvchilarda refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlari nafaqat shaxsiy refleksiyani, balki mustabid sovet tuzumining siyosiy, iqtisodiy, ijtimoiy tanazzulga yuz tutish omillari; sobiq sovet davlati milliy siyosatining inqirozi va millatlararo munosabatlardagi ziddiyatlar; O'zbekiston iqtisodida paxta monopoliyasi va uning Respublika aholisining ijtimoiy hayotiga salbiy ta'siri; O'zbekistonda ekologik vaziyatning yomonlashuvi haqida ob'ektiv tasavvurni o'quvchilarda shakllantirish va rivojlantirishga yo'naltirilgan ko'pqirrali jarayon bo'lishi zarur.

Kalit so'zlar: pedogogik tizim, refleksiv ko'nikmalar, subyekt-obyekt munosabatlar, subyekt-subyekt munosabatlar.

Annotation. Processes of formation and development of reflexive skills in students organized in general secondary educational institutions is a complex pedagogical system that covers the characteristics of the system to a large extent. Because the processes of formation and development of reflexive skills in students are not only personal reflection, but also factors of political, economic and social decline of the authoritarian Soviet system; the crisis of national politics of the former Soviet state and conflicts in inter-ethnic relations; cotton monopoly in the economy of Uzbekistan and its negative impact on the social life of the population of the Republic; It is necessary to have a multifaceted process aimed at forming and developing students' objective perception of the deterioration of the ecological situation in Uzbekistan.

Key words: pedagogical system, reflexive skills, subject-object relations, subject-subject relations.

Аннотация. Процессы формирования и развития рефлексивных умений у учащихся, организованные в общеобразовательных учреждениях, представляют собой сложную педагогическую систему, которая в значительной мере охватывает характеристики системы. Потому что процессы формирования и развития рефлексивных способностей у школьников являются не только личностной рефлексией, но и факторами политического, экономического и социального упадка авторитарной советской системы; кризис национальной политики постсоветского государства и конфликты в межэтнических отношениях; хлопковая монополия в экономике Узбекистана и ее негативное влияние на социальную жизнь населения республики; Необходим многогранный процесс,

направленный на формирование и развитие у учащихся объективного восприятия ухудшения экологической ситуации в Узбекистане.

Ключевые слова: педагогическая система, рефлексивные умения, субъект-объектные отношения, субъект-субъектные отношения.

Kirish. Umumta'lim maktablari o'quvchilariga sobiq Ittifoqning O'zbekistonda amalga oshirgan bir tomonlama siyosati va uning oqibatlari hamda O'zbekistonning mustaqillikka erishish jarayonlaridagi mashaqqatlar va halqimizning tarixiy orzusi bo'lgan mustaqillik, uning mazmun-mohiyati, ahamiyati va zaruriyati haqida ob'ektiv va keng miqyosda, izchil va uzviy tushunchalar berib borish ularda mustaqillikka erishishni orzu qilib yashab o'tgan buyuk allomalarimiz, ota-bobolarimizning hayoti, ushalmagan orzu-maqsadlari va ular qoldirgan meros haqida ob'ektiv tasavvurni shakllantirishga xizmat qiladi.

Bizning fikrimizcha, o'quvchilarda refleksiv ko'nikmalarni shakllantirish va tizimli rivojlantirib borish jarayonlari samaradorligi ko'p jihatdan ta'lim muassasasi rahbarlarining funktsional vazifalarini amalga oshirish jarayoni samaradorligi bilan uzviy bog'liq va aloqador bo'ladi. Chunki murakkab pedagogik tizim hisoblanayotgan refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlari nafaqat dars mashg'ulotlari, balki darsdan tashqari, sinfdan tashqari, maktabdan tashqari kabi mashg'ulotlar jarayonlarini, shuningdek, turli uchrashuvlar, davra suhbatlari va ko'pgina ma'naviy va ma'rifiy tadbirlarni ham qamrab olgan holda innovatsion murakkab pedagogik tizimni tashkil etadi.

Metodologiya. Demak, mazkur jarayonlar samaradorligini ta'minlash, pedagog xodimlar kasbiy kompetentliligini rivojlantirish, o'zaro ob'ektiv munosabatlar xukm surishi uchun jamoada zaruriy shart-sharoitlarni, qulay ta'limiy muhitni yaratish, sub'ektlar faoliyatini muvofiqlashtirish, ta'lim muassasasi, mahalla va ota-onalarning uzviy va tahliliy-ijodiy hamkorliklarini ta'minlash zarur.

Shuningdek, refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlari samaradorligi birinchidan, mazkur jarayonda sub'ekt-ob'ekt (o'qituvchi-o'quvchi) munosabatlari o'rnida sub'ekt-sub'ekt munosabatlarining (sub'ekt –sub'ekt munosabatlarida nafaqat o'qituvchi, balki o'quvchi ham ta'lim-tarbiya jarayoni sub'ekti sifatida faoliyat ko'rsatadi) shakllantirish darajasiga bog'liq bo'lsa, ikkinchidan ta'limtarbiya jarayonlari sub'ektlaridan biri bo'lgan pedagog o'qituvchilarning kasbiy kompetentlilik darajasiga bog'liq bo'ladi. Shuningdek, eng asosiysi ta'lim-tarbiya jarayonlari sub'ekti hisoblanayotgan (o'z vaqtida ta'limtarbiya jarayoni ob'ekti bo'lgan) o'quvchilarda tarix haqiqati va tarixiy saboqlarni o'zlashtirishga bo'lgan ehtiyojlarni shakllanganlik darajasiga bog'liq bo'ladi.

Demak, o'quvchilarda o'qish va o'rganish yo'nalishlarida zaruriy extiyojlarni shakllantirib va muntazam rivojlantirib borish uchun ularda o'quv motivlarni shakllantirish, tarixiy jarayonlarni o'rganish, tahlil qilish va eng asosiy omil sifatida tarixiy haqiqatni tabiiy va ob'ektiv baholashga ularda qiziqish uyg'otish zarur.

Muhokama. O'quvchilarda refleksiv ko'nikmalar shakllantirish samaradorligi ularning o'z refleksiv faoliyatlari natijalaridan qoniqish hosil qilishlari uchun shart-sharoitlar yaratish, do'stona munosabatlarga asoslangan o'qituvchi-o'quvchi hamkorligi faoliyatini tashkil etish, ya'ni innovatsion jarayonlarni tashkil etish orqali sub'ekt-sub'ekt munosabatlarini ijodiyligini ta'minlashga bevosita bog'liq bo'ladi.

Refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlarida barcha o'quvchilarning fikrini o'rganish va takliflarini inobatga olish ixtiyoriy tarixiy voqea yoki xodisaning vujudga kelishi, uning salbiy yoki ijobiy oqibatlarini o'rganish va tahlil qilish jarayonlarida barcha o'quvchilar faolligini ta'minlashga xizmat qiladi. Barcha o'quvchilar uchun bunday qulay ta'limiy muhitni vujudga keltirish refleksiv ko'nikmalar shakllantirish jarayonlari sub'ektlaridan biri bo'lgan pedagog xodimlar kasbiy kompetentliligi darajasiga bog'liq bo'ladi.

Demak, o'quvchilarda refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlari samaradorligi nafaqat o'rganilayotgan ob'ektning mazmun-mohiyati va ahamiyati darajasiga yoki ularning faolligiga, balki mazkur jarayonni tashkil etishga mas'ul hisoblangan ta'lim muassasalari rahbarlari va mutaxassislarning o'z funktsional vazifalari mazmun-mohiyatini to'g'ri tushunib etishi va uni amalga oshirish yo'nalishidagi kompetentliligi darajasiga ham to'g'ridan-to'g'ri bog'liq bo'ladi.

Refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlarini tashkil etish hamda boshqarish ma'lum bir maqsadga yo'naltirilgan faoliyat bo'lib, birinchisi ikkinchisini to'ldiruvchisi, ya'ni tashkil etish boshqarishga asos sifatida xizmat qiladi. Boshqaruv nazariyasida tashkil etish boshqaruvning asosiy funktsiyalaridan biri hisoblanadi.

Boshqaruv nazariyasi asoschilari XX asrning boshlarida boshqaruvning asosiy funktsiyalari sifatida: rejalashtirish; tashkil etish; farmoyish berish; muvofiqlashtirish; nazorat funktsiyalarini ajratib ko'rsatgan bo'lib, boshqaruvni kelajakni ko'ruvchi, faoliyatni tashkillashtiruvchi, tashkilotni idora qiluvchi, faoliyat turlarini muvofiqlashtiruvchi, qaror va buyruqlarning bajarilishini nazorat qiluvchi kuchli qurol deb ataydi .

Adabiyotlarda "boshqaruv" maqsad yo'nalishida ob'ektni muvofiqlashtirish; maqsadga erishish uchun ob'ektga ta'sir etish; maqsadga erishish yo'nalishida tizimning tashkil etuvchilariga ta'sir etishni vertikal muvofiqlashtirish sifatida ham keltiriladi [1].

Mazkur fikrlarga e'tibor qaratadigan bo'lsak, tashkil etish boshqaruv funktsiyasi sifatida ham, boshqaruv vositasi sifatida ham ta'riflanayotganligini ko'ramiz, shuningdek, menejment nazariyasida rejalashtirish, tashkil etish, motivlashtirish va nazorat funktsiyalarini ajratilishi va ularni birinchi darajali deb hisoblash qabul qilinganligi ham yuqorida keltirgan fikrimizni tasdiqlaydi.

Natija. Shunday ekan, umumta'lim maktablarida tashkil etiladigan refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlarida mazkur jarayon tashkilotchilari, rahbarlar, mutaxassislar va o'quvchilar ma'lum bir belgilangan

munosabatda bo'ladilar va bu munosabatlar o'zaro ta'sir jarayonlarida amalga oshadi.

O'zaro ta'sir – bu inson faolligining ko'rinishi sifatida, muloqotning interfaol shakli va individ faoliyatining ma'lum bir turi sifatida mustaqil ahamiyat kasb etuvchi jarayon [2].

O'zaro ta'sir jarayonida muloqot vujudga keladi va bunda inson o'zini-o'zi anglaydi, o'z ehtiyojini, shaxsiy hayotiy tushunchalarini, faolligini namoyon etadi. Buning uchun inson o'zining qaysi tizimga va qaysi jamiyatga xosligini anglashi zarur [69, [3].

O'zaro ta'sir jarayonida ishtirok etayotgan inson nafaqat o'zini va shaxsiy xususiyatlarini, balki aniq holatni, vaziyatni ham o'zgarishiga ta'sir ko'rsatadi, bunda o'zaro ta'sir ko'rsatuvchi sub'ektlarning rivojlanishi amalga oshadi, shuningdek, o'zaro ta'sir jarayoni ham rivojlanadi .

Insonlar o'rtasidagi o'zaro ta'sir inson psixologiyasi va shaxsiy xususiyatlarini rivojlanishining eng asosiy omili bo'lib, mazkur jarayon ishtirokchilarining o'zaro teng harakatlari shaxslararo aloqalarning vujudga kelish sharti hhisoblanadi.

O'zaro ta'sir jarayonida ishtirokchilar barcha yo'nalishlar bo'yicha teng darajada axborotlar bilan taminlanadi va ularda tushunchalar, shaxsiy fikrlar tug'iladi. Bunday o'zgarishlarning xususiyati – bu axborotlar almashinish yo'li bilan o'zaro ta'sir ko'rsatish natijasida qo'lga kiritilgan integrativ natijadir.

Axborotlar almashinish jarayoni samaradorligi har jihatdan rejalashtirish, tashkil etish, motivlashtirish va nazorat qilish jarayonlarida tashkilotchilar, rahbarlar, mutaxassislar va o'qituvchilar tomonidan to'plangan axborotlarning ishonchliligi va yangiligiga hamda axborotlarni qayta ishlash, ya'ni axborot tahlil funktsiyasini amalga oshirish samaradorligiga bog'liq bo'ladi.

Axborot-tahlil funktsiyasining asosiy vazifasi pedagogik tizimlar (pedagogik jarayon) to'g'risida uzluksiz ravishda axborotlar to'plash va ularni chuqur o'rganish hamda ob'ektiv baholashdan iborat. Bu vazifalarni bajarish asosida boshqaruv faoliyatining strategiyasi, rivojlanish omillari, bajarilishini tashkil etish va nazorat qilish yo'llari aniqlanadi. Shuning uchun, axborotlar nafaqat ishonchli, balki yangi va foydali bo'lishi ham zarur.

Shunday ekan, axborot-tahlil funktsiyasini amalga oshirish refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlarida muhim ahamiyatga ega. Chunki murakkab pedagogik tizim hisoblanayotgan refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlarida o'quvchilar faolligi hamda ularning hamkorlikdagi faoliyati samaradorligi tarix va tarixiy voqea yoki tarixiy xodisa haqidagi ma'lumotlar va axborotlarning aniqligi, ishonchliligi, ob'ektiv asoslanganlik darajasiga bog'liq bo'ladi.

Bir so'z bilan aytganda axborotlar olish, tahlil qilish va ob'ektiv baholash jarayonlarini qamrab oluvchi refleksiv faoliyat jarayonlari samaradorligi ko'p jihatdan axborotlarning asoslanganlik darajasi va amaliy ahamiyatiga bog'liq hisoblanadi.

Demak, refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlari samaradorligi nafaqat o'rganiladigan tarixiy ob'ekt haqida axborotlar to'plash, balki o'quvchilarga bevosita yoki bilvosita ta'sir ko'rsatuvchi sub'ektlar, ularning kayfiyati, munosabatlari, dunyoqarashi, tushunchalari va bilimi haqida ham axborotlar to'plash, tahlil qilish, ob'ektiv baholash va qayta ishlashning ob'ektivligiga ham bog'liq hisoblanadi. [4]

Xulosa. Shunday ekan, refleksiv ko'nikmalar shakllantirish va rivojlantirish jarayonlari sub'ektlari haqida ham uzluksiz ravishda axborotlar to'plash va ularni chuqur o'rganish hamda ob'ektiv baholash zarur bo'lib, bu vazifalarni bajarish asosida innovatsion murakkab pedagogik tizim faoliyatini rivojlantirish strategiyalari belgilanadi. Shuning uchun, tarixiy voqea va xodisalarning ob'ektivligi, aniqligi va asoslanganlik darajasini ta'minlash bilan bir qatorda, ta'lim-tarbiya jarayoni sub'ektlari to'g'risida to'plangan axborotlar ham nafaqat ishonchli, balki yangi va asosli bo'lishi ham zarur.

Innovatsion murakkab pedagogik tizim komponentlari holati, ta'lim muassasasidagi mavjud shart-sharoitlar, o'zaro munosabatlar, jamoadagi psixologik muhit hamda o'quvchi va pedagogik xodimlarning qiziqishi, moyilligi, individual psixologik xususiyatlari, qobiliyatlari va imkoniyatlari, shuningdek, oilaviy shart-sharoiti va faoliyatlari to'g'risida axborotlar to'plash va tahlil qilish asosida ularda tarixni o'rganish, tahlil qilish va ob'ektiv baholashga qiziqishlar uyg'otishga yo'naltirilgan tadbirlarni tashkil etishda maqsadli-motivlashtirish funktsiyasi muhim o'rin tutadi.

Foydalanilgan adabiyotlar ro'yxati

1. Abdullaeva Sh.A. Pedagogicheskie texnologii razvitiya poznovatelnых tvorcheskix sposobnostey mladshix shkolnikov: diss. Kand. Ped. Nauk. – T.: UzNIPI. 2005.-120 s.
2. Abulxanova K.A. Strategiya jizni. – M.: Мысl, 1991. – 299s. 13.
3. Andreeva G.M. Sotsialnaya psixologiya. – M.: MGU, 1988. – 415s.
4. Xakimova Dildora Mashrabjonovna umumiy o'rta ta'lim muassasalari o'quvchilarga refleksiv ko'nikmalarni shakllantirish jarayonlarini tashkil etish VA boshqarish 13.00.07 –Ta'lim menejmenti (pedagogika fanlari) Pedagogika fanlari bo'yicha falsafa doktori (PhD) ilmiy darajasini olish uchun yozilgan dissertatsiyasi.

DEBATE TECHNOLOGY AS AN INTERACTIVE FORM OF TEARNING IN ENGLISH CLASSES

Ibragimova Hilola Bahodirjon Qizi
Scientific Supervisor
Teacher of Termez state pedagogical institue

To'lqinova Maftuna Hasan qizi
Termez state pedagogical institute,2nd year student

Annotatsiya. Ushbu maqola debat texnologiyasini ingliz tili darslarida o'qitishning interfaol shakli sifatida tasvirlaydi. Debat texnologiyasi til uchun ajoyib faoliyatdir, chunki u talabalarni turli kognitiv va lingvistik usullar bilan jalb qiladi. Ushbu maqolada EFL, muloqot, ko'nikmalar , sinfdagi bahslar debat texnologiyasi haqida ma'lumotlar berilgan. Bundan tashqari, debat texnologiyasini ingliz tili darslarida tashkil qilish va uning tarkibiy qismlari haqida ham ma'lumotlar keltirilgan.

Kalit so'zlar: Debat texnologiyasi, sinfxonada o'tkaziladigan debatlar,til ko'nikmalar, muloqot, diskurs.

Abstract. This article describes debates technology as an interactive form of teaching in English classes. Debate is an effective activity for language learners because it engages students in a variety of cognitive and linguistic ways. This article gives information about EFL, communication , skills, classroom debates, debate method . In addition , it analyzes the examples of forming debate.

Key words: debate technology, classroom debates, language skills , EFL, communication, discourse.

Аннотация. В данной статье описывается технология дебатов как интерактивная форма обучения на уроках английского языка. Технология дебатов — отличная языковая деятельность, потому что она вовлекает студентов в различные познавательные и языковые способы. В этой статье представлена информация об английском языке, общении, навыках, технологии дебатов в классе. Кроме того, также представлена информация об организации технологии дебатов на занятиях по английскому языку и ее составляющих.

Ключевые слова: технология дебатов, дебаты в классе, языковые навыки, английский язык как английский, коммуникация, дискурс.

It is clear that the simple transfer of knowledge or the development of individual intellectual skills should not be predominant. The most appropriate from the point of view of the development of civic competencies are active and interactive methods that involve the interaction and cooperation of all participants in the educational process in solving educational and practical problems.

The use of active and interactive technologies in the lessons of the English language increases interest in the subjects which are being studied, helps to

improve the quality of education, and allows pupils to use various sources of information.

When using an interactive strategy, the role of the teacher changes dramatically; he/she ceases to be central, defines the general direction, controls the time and order of fulfillment of work plans, helps in case of serious difficulties. At the same time, pupils need to jointly solve assigned tasks, overcome conflicts, and find common ground. It is also essential for interactive methods that there is interdependence between group tasks, and the results of their work complement each other. One of the most effective forms of implementing an interactive strategy is the Debate technology. Turning to debate technology ,debating is a practice that inspires learners to open pupil's mouth get into discussion , defend their own position place counter arguments and also conduct research related issues. Debate technology can be practiced in EFL classes , English language centers, debating clubs or other formal and informal settings where teaching –learning of English language is concerned.

What is a debate technology? Debate is a process that involves formal discourse on a particular topic, often including a moderator and an audience. In a debate, arguments are put forward for common opposing viewpoints. Debates have historically occurred in public meetings, academic institutions, debate halls, coffeehouse, competitions, and legislative assemblies.[1, pp.603]

According to the doctor of pedagogical sciences E.O. Galitsky, debate is a form of communicative training, a way of organizing schoolchildren in educational work, which allows you to train independent work skills with literature and other sources of information, develops the ability to conduct a discussion and defends his/her own point of view, taking into account the fact that the opposite position also has a right to exist. [2, pp.70]

It should be noted that technology "debate" might be used in EFL lessons as a device make pupils' practice skills of English Language in real-life situations. Krieger comments:

"Debate is an excellent activity for language learners. This is owing to the fact that it engrosses students in a broad range of cognitive and linguistic ways. To add to providing meaningful speaking, writing and listening practice, debate is also highly efficient for developing argumentative skills for persuasive speech and writing." [3, pp.1506]

Debate is an educational technology, an interactive form of vocational training, based on independent work of students, which within the framework of the intellectual game format contributes to the systematization and formation of knowledge, skills necessary for professional development of students. [4, p.147]

The components of Debate technique:

- An argument with rules
- Two teams present a resolution or topic that they will debate
- Times arguments
- One team is for the resolution positive and the other team is negative

- A judge decides at the end of the debate who is the winner(based on point system)

A debate is formal "argument" between two teams who disagree about an important issue or topic. There are two teams – each team has three speakers. One team is the Affirmative team. They agree with the issue or topic The other is the Negative team. They disagree with the issue or topic Each team must try to persuade the audience that their team is Right and the other team is Wrong.

It should be also mentioned that in an EFL setting, where language learners might have inadequate possibilities for practicing English in real-life situations, debating opens up chances for them in order for expressing their opinions to use the language with common sense. This is a single practice in which pupils need to use all English skills along with skills in presentation, delivery and vocabulary building. Makiko Ebata puts it:

"Learners are required to confidently express their thoughts when learning a new language for global communication in order for students to be vocal, critical thinking skills are essential. The use of debate has been an effective technique for improving my students' speaking and critical thinking abilities. English language teachers and practitioners have already proved debating as an effective technique in teaching English which is a strong source of motivation for EFL teachers who are yet to use debate in their classes." [5, p.780]

It is clear that debating in English is a practice that calls for all English language skills alongside the skills of presentation and delivery. Debaters need updated data about cutting-edge issues and ideas of various fields. What's more, they need to conduct research on different issues. While presenting their argument and logic, debaters require standard delivery skills to persuade judges and audiences. While practicing in an EFL lesson, debating makes students use language and presentation skills.

The student who is involved in this form at the preparation stage, simulates the game, and in subsequent stages acts inside the structure, inside the created form, inside the invented rules and procedures. This process greatly enhances the responsibility of participants, since designed means of thinking covers a wider contact field of interaction: from equipping a personal position to forms of communication.

The benefits of debate technique:

Debate as a kind of communicative and interactive tool is interesting to be applied in the classroom learning process. The teacher should know the benefits that can be perceived by schoolchildren from it as Joe Bellon says below:

1) Schoolchildren's improved communication skills. The pupils are trained to listen carefully, write accurately and speak argumentatively towards the opposite team.

2) Questioning skills developed in a cross-examination make debaters more capable of eliciting important information from their peers, thereby sharpening their analytical skills.

3) They are capable of making and defending informed choices about complex issues outside of their own area of interest since they do so on a daily basis.

4) Debate is thus not only a way to connect schoolchildren with academic subjects in meaningful ways; it is also a way to reconnect pupils to public life if they have been overcome by feelings of alienation.

5) The best documented educational benefit of debating elaborates the connection between forensics and critical thinking. [6, pp.40-45]

To sum up, we should have to say that the use debate technology in English lessons is beneficial for both teachers and students . It is useful not only for English lessons but also for other subjects. Through debate technique, student's communicative skills will grow. Debate which is organized in classes at schools, institutes and universities are very beneficial for young students and pupils and their future work. Pupils will expand their thinking range and also they will think clearly and correctly.

References

1. The New Shorter Oxford English Dictionary, 1993, p 603.
2. Rusetskaya O. A. "Debate" technology as an interactive form of learning in the lessons of speech development // Experiment and innovation in school. - 2010. - No. 5. Pp. 69-70.
3. Krieger, Daniel. (2005). Teaching debate to ESL students: A six-class unit. The Internet TESL Journal, 11(2). P.1506.
4. Alasmari A., Ahmed S. S. Using debate in EFL classes // English Language Teaching. - 2013. - T. 6. - No. 1 . P. 147.
5. Ebada, Makikio. (2009). Effectiveness of debate in EFL classes. Japan: JALT Publications. P. 780.
6. Joe Bellon, a Research-based justification for debate across the curriculum (Atlanta Georgia State University:2000, Vol.36). Pp. 40-45.

THE PLACE AND ROLE OF NATIONAL PERSONNEL IN EDUCATION SYSTEM REFORMS

OXUNJONOVA OMINAXON UMIDJON QIZI
Farǵona Davlat Universiteti ingliz tili yo'nalishi 2 kurs talabasi

Annotation. This article is about the place and role of National Personnel in the reforms of the education system and the development of the state education sector, the activities of educational organizations, as well as the protection of the rights and legal interests of investors, including foreign investors, in this fieldensures the creation of favorable socio-economic, organizational and legal conditions for attracting investments.

Keywords: Legislative Chamber of the Oliy Majlis, Law "On Education", Law "On the National Personnel Training Program", Professional education, Primary professional education, Secondary professional education, Secondary special professional education, Additional admission for privileged contingentparameters.

Introduction: Positive changes in gender, race, nationality, language, religion, social origin, faith, personal and educational system with the law, in turn, require improvement of the legal framework of the field. The current Law "On Education" was adopted 22 years ago. in order to improve the draft law, the responsible committees and working groups of the Legislative Chamber and Senate of the Oliy Majlis held several discussions. as a result, the new version of the Law "On Education" was adopted by the Legislative Chamber of the Oliy Majlis on May 19, 2020. It was approved by the Senate on August 7 of this year.

main part: With the signing of this Law by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on September 23, 2020, the effective August 29, 1997 "On Education" and "National Personnel Training Program" Laws "on" have lost their force. regardless of social status, everyone is guaranteed equal rights to education.

Types of education include:

- preschool education and upbringing;
- general secondary and secondary special education;
- professional education;
- higher education;
- post-higher education;
- retraining of personnel and improvement of their qualifications;
- extracurricular education.preschool education and upbringing is a type of education aimed at teaching and educating children, developing them intellectually, morally, ethically, aesthetically and physically, as well as preparing children for general secondary education. general secondary and secondary special education is aimed at mastering general educational programs, necessary knowledge, qualifications and skills. General secondary education includes grades

I-XI. secondary special education is carried out for 2 years on the basis of 9-year basic secondary education in academic lyceums and provides rapid development of intellectual abilities of students, as well as deep, differentiated, career- and personality-oriented education provides receiving. professional education is divided into primary professional education, secondary professional education and secondary special professional education levels.

Primary professional education is carried out free of charge on the basis of 2-year integrated program of general education subjects and specialized subjects in the form of full-time education on the basis of IX grade graduates in vocational schools. general secondary, secondary special education and primary It is carried out on the basis of internal professional education.

Research shows that competencies "are the expected and measurable achievements of a person, which determine what a person can do after the completion of the educational process; for the successful activity of a specialist in a certain professional field, all his potential (knowledge, skillsexperience and personal qualities) a generalized feature that determines readiness for use. .based on the above definitions, it is possible to present the important content of the concept of "professional competence", which is considered in acmeology in its department of developmental psychology as the main cognitive component of the subsystems of human professional skills and higher professional activityperform productively.the structure and content of professional powers are mainly determined by the specific characteristics of professional activity, its belonging to certain types.

Analyzing the essence of the concept of "professional competence", it reflects the ability of a teacher (teacher) to effectively implement professional activities and achieve goals related to personal development in the preschool education system, knowledge, experience and professionalallows to present as an integration of important personal qualities.and this is possible if the subject of professional activity achieves a certain level of professionalismProfessionalism in psychology and acmeology is a high level of readiness to perform the tasks of professional activity, a qualitative characteristic of the subject of work, reflecting high professional skills and qualifications, various effective professional skills and abilities, including creative solutionsDemonstrates mastery of modern algorithms and solutions.professional tasks that allow for the implementation of activities with high and stable productivity.

Secondary special professional education is carried out in technical schools on the basis of a state order or a payment contract in the form of full-time, evening and part-time education with a duration of at least 2 years.

Higher education ensures the training of highly qualified personnel in bachelor's and master's specialties. Training of highly educated personnel is carried out in higher education organizations (universities, academies, institutes, higher schools).

Higher education has two levels - undergraduate and master's level. Baccalaureate is a basic higher education that provides in-depth knowledge, qualifications and skills in one of the directions of higher education, and the duration of study is at least 3 years.

A master's degree is a higher education with a duration of at least 1 year of study in a specific specialty on the basis of a relevant bachelor's degree. Post-graduate education can be obtained in higher education and scientific organizations. post-higher education, which involves in-depth study of the specialty and conducting scientific research in order to prepare and defend a doctoral dissertation, scientific and scientific-pedagogical with a scientific degree on the basis of doctoral studies and independent researchprovides personnel training.retraining of personnel and improvement of their qualifications. Retraining of personnel ensures the acquisition of the necessary amount of additional professional knowledge, qualifications and skills to carry out activities in accordance with basic specialties and professions.

Conclusion: the purpose of my writing an article on this topic is that we should use as many innovations, conditions, effective teaching methods, modern textbooks and, most importantly, rationally use the privileges created for us. because at a time when we are rapidly developing, it is not an exaggeration to say that one of the important goals of the youth of Uzbekistan is to create the facilities created by the youth of a country with an improved educational system, innovative ideas of the youth, modern knowledge. It is important for us for our country to rise, to be among the developed countries, to be worthy of the generation of our great grandfathers, to strengthen the knowledge we are getting and to be able to apply it in practice. The words of the late first President I.A. Karimov - "Our children must be more educated, stronger, smarter, wiser and definitely happier than us" will be the foundation for us young people to have more strength, hope and, most importantly, to reach the goal for tomorrow. . One day, I will contribute to the development of our country, introduce innovations in education reforms, help young people to get excellent education, become scientists worthy of our country, become a worthy child of my ancestors' generation and a mature specialist in my field. I promise.

List of used literature

1. https://lex.uz/docs/-5013007
2. Karimov I.A. A perfect generation - the foundation of the development of Uzbekistan. - T.: "Sharq", 1998.
3. Zimnyaya I.A. Pedagogical psychology.-M.: "Logos", 2002.
4. Pedagogy. Under the editorship of Munavvar, T: "Teacher", 1996.
5. Gulumov S.S. strategic and priority directions in wide implementation of information and communication technologies in the educational system.-T.: 2003

ОСНОВНЫЕ ПРЕДПОСЫЛКИ И СПОСОБЫ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ

Сулайманова Айсанем
преподаватель.
Каракалпакский Государственный Университет,
Нукус, Каракалпакистан

Генжекараева Салтанат
преподаватель.
Каракалпакский Государственный Университет,
Нукус, Каракалпакистан

Шеримбетова Наргиза
преподаватель.
Каракалпакский Государственный Университет,
Нукус, Каракалпакистан

Аннотация. Использование коммуникативной методики – объективная необходимость, продиктованная закономерностями любого обучения как такового. Как известно, все, чему обучается человек, он стремится использовать в предстоящей деятельности. Известно также, что использование знаний, навыков, умений основано на переносе, а перенос зависит, прежде всего, от того, насколько адекватны условия обучения тем условиям, в которых эти знания, навыки, умения предполагается использовать.

Ключевые слова: Коммуникативные умения, речевые навыки, вербальное общение

The main prerequisites and methods for the formation of students' communicative competence

Annotation. The use of a communicative technique is an objective necessity dictated by the laws of any learning. As you know, everything that a person learns, he strives to use in the upcoming activity. It is also known that the use of knowledge, skills, and abilities is based on transfer, and transfer depends, first of all, on how adequate the learning conditions are for the conditions in which this knowledge, skills, and abilities are supposed to be used.

Keywords: Communication skills, speech skills, verbal communication

Talabalarning kommunikativ kompetensiyasini shakllantirishning asosiy shartlari va usullari

Annotatsiya. Kommunikativ texnikadan foydalanish har qanday ta'lim qonunlari bilan belgilanadigan ob'ektiv zaruratdir. Ma'lumki, inson o'rgangan hamma narsadan kelgusi faoliyatida foydalanishga intiladi. Shuningdek, ma'lumki, bilim, ko'nikma va ko'nikmalardan foydalanish o'tkazishga asoslanadi va

o'tkazish, birinchi navbatda, o'quv sharoitlari ushbu bilim, ko'nikma va malakalar mavjud bo'lishi kerak bo'lgan sharoitlarga qanchalik mos kelishiga bog'liq ishlatilgan.

Kalit so'zlar: Muloqot ko'nikmalari, nutq qobiliyatlari, og'zaki muloqot

В настоящее время приоритет отдается коммуникативности, интерактивности, аутентичности общения, изучению языка в культурном контексте, автономности и гуманизации обучения. Сегодня новые методики с использованием современных технологий обучения, противопоставляются традиционному обучению иностранным языкам. Использование коммуникативной методики – объективная необходимость, продиктованная закономерностями любого обучения как такового. Как известно, все, чему обучается человек, он стремится использовать в предстоящей деятельности.

В.З.Демьянков сравнивает когнитивную методику с деятельностью лингвиста, когда тот, интерпретируя текст, анализирует причины правильности и осмысленности предложений[1].

Изучение иностранного языка помогает осознанию родного, так как он дает возможность обеспечить термин для сравнения и, как образно говорил Л.В.Щерба, уже на начальной ступени заставляет учащихся «понемногу освобождаться из плена родного языка»[4].

Когнитивный подход, когнитивизм в обучении иностранному языку опирается на принцип сознательности в преподавании. Это означает, что изучение того или иного лингвистического явления должно опираться на мышление и действия, лежащие в основе понимания и использования данного явления в речи. Когнитивный подход подчеркивает также необходимость учитывать особенности овладения учащимися тем или иным языковым явлением[2].

Итак, под монологом понимается организованный вид речи, который представляет собой продукт индивидуального построения и продолжительное высказывание одного лица, обращенное к аудитории.

Здесь говорящий должен уметь отразить в своей речи, например, разную градацию утверждения, просьбы, приглашения, согласия, разных видов отказа, вопроса, таких эмоций, как предположение, неожиданность, опровержение и убеждение, конфликт и т.д.

Очень интересно и правдоподобно высказывание С.Д.Кацнейльсона об определении монолога: «словесное воспроизведение знаний», а всякое «словесное воспроизведение знаний требует всякий раз словесной импровизации, форма и объем которой меняются в значительных пределах в зависимости от ситуативных условий и стратегий говорящего»[3;114].

Следует отметить и подтвердить, что монологическая речь – это речь одного лица, состоящая из ряда логически, последовательно связанных между собой предложений, интонационно оформленных и объединенных единым содержанием и целью высказывания.

Одним из наиболее эффективных средств формирования и развития навыка и умения общения в обучении иностранным языкам в дальнейшем по правилу считается диалогическая форма говорения, так как многие преподаватели оценили широкие возможности диалогической формы говорения.

Например, в настоящее время одной из общепризнанных технологий является обучение в сотрудничестве, где общение происходит в диалогической и полилогической форме. А групповая форма общения является для уроков иностранных языков настоятельной необходимостью, особенно если речь идет о коммуникативном обучении общению через общение. Обучение диалогической речи строится на основе образца, данного в виде диалогического текста, связанного с ситуацией, в которой происходит общение.

При изучении родного языка, говорил Л.В.Щерба, дети занимаются осознанием своего мышления путем проникновения в содержание понятий, выражаемых средствами их собственного языка словами и грамматическими формами, они осознают значение слов и форм родного языка, но не имея термина для сравнения, очень трудно осознать значение слов и категории родного языка.[4]

Литературы

1. Демьянков В.З. Когнитивная лингвистика как объект интерпретирующего подхода, Вопросы языкознания 1994.№4.
2. Долгина О.А., Колесникова И.Л., Англо-русский терминологический справочник по методике преподавания иностранных языков.
3. Кацнейльсона С.Д.Типология языка и речевое мышление. Л., 1972. с 114.
4. Щерба Л.В. Преподавание иностранных языков в средней школе., М.:1947. с 42-43.

TA'LIM JARAYONIDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

Usmonova Shaxrizoda Maxammadjon qizi
Farg'ona Davlat Universiteti Ingliz tili va adabiyoti fakulteti
Xorijiy til va adabiyoti: ingliz tili yo'nalishi 21.89B guruh talabasi

Annotatsiya. Mazkur maqolada ta'lim jarayonida zamonaviy pedagogik texnologiyalardan foydalanish uning istiqbollari fikrlari ilmiy jihatdan tahlil qilingan.Shuningdek, maqolada bugungi kunda respublikamizda amaldagi ta'lim tizimi o'quvchilarda mustaqil fikrlash ko'nikmalarini hakllantirib borishga yo'naltirilgan mustaqil fikrlashni pedagogik texnologiyalarga qiyoslash orqali o'quvchilarning aqliy qobiliyatlarini rivojlantirishga xizmat qiladi. Pedagogik texnologiya – bu o'qituvchining o'qitish vositalari yordamida o'quvchilarga muayyan sharoitda ta'sir ko'rsatishi va aks ta'sir mahsulidir. Mazkur texnologiya shaxs sifatlarining jadal shakllanishini kafolatlaydigan jarayon hisoblanadi. Bunda ta'limning sifatiga ta'lim muassasasi va aniq bir fan o'qituvchisi ma'sul ekanligini hisobga olinib uni amalga oshirishda pedagogik texnologiyalarning ko'plab metodlaridan foydalanish borasidagi fikrlar yoritilgan.

Kalit so'zlar: ta'lim, pedagogika, o'qituvchi, texnologiya, metod, sifat, klaster, yetakchi

Аннотация. В данной статье научно анализируются представления о перспективах использования современных педагогических технологий в образовательном процессе. В статье также обсуждается действующая в стране система образования, которая служит для развития умственных способностей студентов путем сравнения самостоятельного мышления с педагогическими технологиями, направленными на формирование у студентов навыков самостоятельного мышления. Педагогические технологии – это результат воздействия учителя на учащихся в определенных контекстах и противоположный эффект при использовании учебных пособий. Это технология представляет собой процесс, который обеспечивает быстрое формирование личностных качеств. Учитывая тот факт, что за качество образования несет ответственность образовательное учреждение и конкретный учитель предметник, идея по использованию многих методов педагогической технологии при его реализации освещаются.

Ключевые слова: образование, педагогика, педагог, технология, метод, качество, кластер, лидерство.

Annotation. This article scientifically analyzes ideas about the prospects pf using modern pedagogical technologies in the educational process. The article also discusses the country's education system, which serves to develop students mental abilities by comparing independent thinking with pedagogical technologies aimed at developing student's independent thinking skills. Pedagogical technologies are the result pf the teacher's influense on students in certain contexts and the opposite

effect when using textbooks.This technology is a process that provides the rapid formation of personal qualities.Given the fact that the educational institution and the specific subject teacher are responsible for the quality of education, ideas on the use of many methods of pedagogical technology in its implementation are highlighted.

Key words: education, upbringing, literacy, teacher, student, lesson,educational effectiveness, qualification requirement

Kirish. Agar biz o'quvchilarni kelajakka tayyorlamoqchi bo'lsak, kechagi o'quv metodlaridan voz kechishimiz zarur, biror bir fanni yoki ma'lumotni ko'r-ko'rona yodlab olishga urinmasligimiz kerak -komputer baribir ko'proq narsani eslab qoladi. Tezroq hisoblashga ham urinmasligimiz ma'qul deb o'ylayman chunki biz uchun buni kompyuter amalga oshiradi. Eng muhimi masalaga kreativ yondashishni o'rganinishimizdadir". Har qanday fanni o'rganishdagi eng asosiy jihat fikrlashdir. Agar o'qituvchi bolaga fikrlashni o'rgata olsa, keyin hamma narsani o'rgata oladi Bizga ma'lumki, amaldagi ta'lim tizimi o'quvchilarda mustaqil fikrlash ko'nikmalarini shakllantirib borishga yo'naltirilgan. Mustaqil fikrlashni pedagogik texnologiyaga qiyoslashimiz mumkin,negaki o'quvchilarning aqliy qobiliyatlarini rivojlantirishni jadallashtirib boradi. Pedagogik texnologiya-bu o'qituvchining o'qitish vositalari yordamida o'quvchilarga muayyan sharoitda ta'sir ko'rsatishi va aks ta'sir mahsuli sifatida ularda oldindan belgilangan shaxs sifatlarining jadal shakllanishini kafolatlaydigan jarayondir.Bu yerda ta'limning sifatiga ta'lim muassasasi va aniq bir fan o'qituvchisi ma'sul ekanligini hisobga olish kerak.Bunday pedagogik texnologiyalarning metodlari juda ham ko'p. O'qituvchi dars mashg'ulotini olib borayotganida mavzularni o'quvchilarning qabul qilish imkoniyatlari va yana boshqa ko'p faktorlarni albatta hisobga olishi kerak.Shunda u kutgan natijaga erishishi mumkin.Ushbu jarayonlarni hisobga olishda foydalaniladigan metod-bu klaster metodidir. Klaster – bu informasiyalarni grafik shaklda ifodalash,bu yerda asosiy mazmun birliklari ajratiladi va ular orasidagi barcha aloqalar sxema ko'rinishida joylashtiriladi.Bu o'quv materialini sistemalashga va umumlashtirishga imkon beradi.Ushbu metodni tanqidiy fikrlash metodi ham deyish mumkin.Tanqidiy fikrlash o'quvchilarning intellektual rivojlanishini stimullashtiruvchi pedagogik texnologiyadir.

Klaster – bu o'quvchilar bilish faoliyatining asosiy shakli hisoblanadi va ta'lim sifatini ko'tarishga imkon beradi. Bundan tashqari klaster metodidan foydalanib dars o'tilganda o'quvchilarga o'zini ko'rsatishga imkoniyat yaratiladi,savol yoki mavzu mazmuni bo'yicha o'z fikrini ayta olishga, ijodiy faoliyatlariga erkinlik beriladi.Ta'lim jarayonida klaster metodidan foydalanganda material o'zaro bog'liqlikni hisobga olgan holda aniq va mantiqan to'g'ri taqdim etiladi. Klaster (inglizcha cluster-to'plam,bog'lam) – alohida belgilarga ega bo'lgan va mustaqil birlik sifatida qaralayotgan bir necha elementlarning yig'indisi deyish mumkin

Mavzuga oid adabiyotlar tahlili (Literature review). Klaster nazariyasining asoschisi Garvard maktabi professori Maykl Porter hisoblanadi. U o'zining

"Raqobat" (konkurensiya) nomli kitobida ta'kidlashicha, mustahkam strategiyaning borligi klasterni muvaffaqiyatli rivojlanishi uchun asosiy faktorlardan biri bo'lib hisoblanadi.

Demak, klaster materiallarning u yoki bu tushunchalarini mazmun chegarasini ko'rsatuvchi grafik shaklidir, tekstning mazmun birliklarini ajratish va aniq bir tartibda to'plam ko'rinishida grafik hujjatlashtirishdir.E`tibor qiladigan bo'lsak, qoidasi juda ham oddiy. Quyosh sistemasi, yulduzlar, planetalar va ularning yo'ldoshlari modeli chiziladi. Markazda yulduz – bu bizning mavzu, uning atrofida planetalar –yirik mazmunli fikrlar birliklari, ularni yulduz bilan to'g'ri chiziq orqali bog'laymiz, har bir planetani o'zining yo'ldoshlari bilan yo'ldoshlarini esa o'zining planetalari bilan. Masalan: ta'lim jarayoni uchun klasterni quyidagi sxema bo'yicha qurish mumkin. Xuddi shu usulda hamma fanlarda barcha mavzular uchun klasterlar qurish mumkin.

Klaster qurilayotganda uning markazida asosiy tushuncha –mavzu joylashtiriladi: ikkinchi darajada asosiy mazmunini ochib beruvchi tushunchalar joylashtiriladi:uchinchida esa oldingi darajalarda yodga olingan tushunchalarning bo'laklarga bo'linishi ketadi.Yana bir muhim jihati klasterda o'zining tahlil qiladigan metodlari ham mavjud:

1. To'plamlar metodi (aglomerotiv) – klasterlash jarayoni alohida ob'yektga taaluqli juda ko'p bir elementli klasterlardan boshlanadi va bitta katta klaster olish bilan yakunlanadi.

2. Divizim metodlari – bu yerda ko'p ob'yektlar birlamchi bitta klasterni namoyish etadi,undan so'ng bo'linish sifatini qoniqtiradigan bir necha klasterlarga bo'linadi.

Ushbu metodlar yordamida tayyorlangan barcha klasterlarimizni tahlil qilish imkoniga ega bo'lamiz. Yuqorida aytganimizdek, klaster bu pedagogik metod bo'lib, o'quvchilarimizni o'rganayotgan mavzulari bilan har tomonlama aloqasini va munosabatini o'rnatish layoqatini va fikrlash qobiliyatlarini rivojlantiradi. Bu yerda tanqidiy fikrlash xususiyatlarining uchta bosqichini ko'rsatishimiz mumkin:

1.Chaqiruv

2.Fikrlash

3.Refleksiya

Birinchi bosqichda hamma ishtirokchilarning jarayonga jalb etilishi faollashtiriladi.Bu bosqichning maqsadi mavzu bo'yicha barcha bilimlarni ko'rsatish va yig'ish hisoblanadi. Yana masalaning qo'yilishi shakllantiriladi,o'quvchilar mavzu bo'yicha bor bilimlarini qayd etadilar va aytadilar. Mavzuni o'rgangunga qadar o'quvchilarning bilish faoliyatini yuzaga chiqarib,stimullashtirib boradi.

Ikkinchi bosqichda ma'lumotlar bilan ishlash, tekstni o'qish, o'ylash va olingan faktlarni analiz qilish tashkil etiladi.

Uchinchi bosqichda ijodiy faoliyat natijasida olingan bilimlar qayta ishlanadi va kerakli xulosalar chiqariladi. Demak bu yerda o'quvchilar o'zlarida bor barcha ma'lumotlarni qayd etadilar. Dars jarayonida sxemaga yangi ko'rsatmalar, fikrlar

qo‘shiladi. Bular o‘quvchilarda eng asosiylarini ajratish uchun ko‘nikmalarni rivojlantirish, bashorat qilish, to‘ldirish va tahlil qilishga imkon beradi.

Tadqiqot metodologiyasi (Research Methodology).

Bugungi kunda jamiyatda yosh avlodga yangicha bilim berish jarayonida tub o‘zgarishlar amalga oshirilmoqda. Ma'lumki, XXI asr fan, ta'lim va texnologiyaning rivojlangan asri. Shuni inobatga olgan holda, umumta'lim maktablari va maktabgacha ta'lim muassasalarining moddiy-texnik bazasini mustahkamlash, yosh avlodning har tomonlama puxta bilim olishi uchun zarur sharoit va imkoniyatlar yaratishga alohida e'tibor qaratib kelinmoqda. “Bolalarni tayyor formulalar bilan xafa qilmang, formulalar – bo‘shliqdir; ularni o‘zaro bog‘lovchi iplari ko‘rinib turgan rasmlar va obrazlar bilan boyiting. Bolalarni faktlarning og‘ir yuki bilan charchatmang, ularga faktlarni qidirib topish usullari va yo‘llarini o‘rgating. Ularga eng asosiysi foyda deb o‘rgatmang. Asosiysi insonda insoniylikni tarbiyalashdir”, – deb ta'kidlaydi fransuz yozuvchisi Antuan de Sent-Ekzyuperi. Shuning uchun, zamonaviy o‘qituvchi o‘quvchiga nafaqat ilm asoslaridan axborot berishi, balki uni dunyo axboroti, raqobati sharoitiga moslashib yangi davr kashfiyotlari bilan tanishib borishida qo‘llab-quvvatlashi zarur. Ushbu maqsadga erishish uchun o‘qituvchining tafakkuri, bilimi va dunyoqarashi jamiyatdagi o‘zgarib turadigan ijtimoiy-iqtisodiy, pedagogik o‘zgarishlarga jadal moslashishi va keng dunyoqarashga ega bo‘lishi zarur. Shubhasiz, o‘z fani doirasidagina faoliyat yuritgan o‘qituvchi ta'lim va tarbiyada yuqori marralarga erisha olmaydi. Fuqarolik jamiyati shakllanishini monitoring qilish mustaqil instituti mutaxassislari aynan mana shunday talablarning bugungi kun ta'lim tizimi uchun juda muhim ekanligini inobatga olgan holda, aksariyat xorijiy davlatlarda ta'lim va fan sohalari rivojlanishini baholash hamda monitoring qilish orqali ta'lim sifatini oshirishga qaratilgan ayrim ilg‘or tajribalarni o‘rganib chiqdi.

Xususan, dunyoda ta'lim sifati, saviyasi va darajasini aniqlab beruvchi Progress in International Reading and Literacy Study (PIRLS) – boshlang‘ich 4-sinf o‘quvchilarining matnni o‘qish va tushunish darajasini baholash uchun; Trends in International Mathematics and Science Study (TIMSS) – 4 va 8-sinf o‘quvchilarining matematika va tabiiy yo‘nalishdagi fanlardan o‘zlashtirish darajasini baholash uchun; The Programme for International Student Assessment (PISA) – 15 yoshli o‘quvchilarning o‘qish, matematika va tabiiy yo‘nalishdagi fanlardan savodxonlik darajasini baholash uchun; The Teaching and Learning International Survey (TALIS) – rahbar va pedagog kadrlarning umumiy o‘rta ta'lim muassasalarida o‘qitish va ta'lim olish muhitini hamda o‘qituvchilarning ish sharoitlarini o‘rganish kabi bir qator xalqaro dasturlar mavjud bo‘lib, ular rivojlangan davlatlardagi ta'lim sifatini yanada oshirishda mezon sifatida keng qo‘llanilib kelinmoqda.

Tahlil va natijalar (Analysis and results).

Dars jarayonida qo‘llanilayotgan pedagogik texnologiyalarning elementlari o‘quvchilarning fikrlash qobiliyati va lug‘aviy boyliklarini rivojlantirib, izlanish, bilimlarni mustaqil egallashiga sharoit yaratib, ta'lim tarbiyani o‘quvchilarning

hayotida eng kerakli ko‘nikmalar bilan malakasini oshirishni nazarda tutadi. An'anaviy o‘qitish usullari yod olish, esda saqlashga yo‘naltirilgan bo‘lsa, noan'anaviy o‘qitish metodlari o‘quvchilarning funksional savodxonligini rivojlantirishga qaratilgan. “Tanqidiy fikrlash”, “Sinkveyn”, “Klaster”, “Idrok xaritasi”, “Baliq skeleti”, “Venn diagrammasi”, “Assesment”, “Aprobatsiya” va hokazo texnologiyalar, metodlar mavzu va o‘quvchilarning yosh xususiyatiga mos holda qo‘llanilsa, o‘qish va yozish hamda fikrlash qobiliyati bilan birga funksional savodxonligi ham rivojlanib boradi. Hozirgi ta'lim jarayonida samarali va ko‘p qo‘llanilib kelayotgan interfaol metodlarning biri “Blum taksonomiyasi”dir. Mazkur taksonomiya maqsadining asosiy kategoriyalari:

− bilish;
− tushunish;
− qo‘llash;
− tahlil qilish;
− sintez;
− baholash.

O‘quvchilarning bilim darajasini aniqlash va baholash turlaridan biri bo‘lgan testlar ham Blum taksonomiyasi asosida tuzilsa, aqliy operatsiyalar bajarish orqali funksional savodxonlikning rivojlanishiga asos bo‘ladi. Rivojlangan davlatlarda fanlardan adaptiv testlar tuzish dasturlari (My test, Ispring) yaratilgan bo‘lib, ular nafaqat o‘quvchi, balki o‘qituvchilarning ham o‘z ustida ishlashini taqozo etadi. Bu dasturlar asosida tuzilgan test topshiriqlar qiyinlik darajasi reproduktiv (30%), produktiv (30%), qisman izlanish (20%) va kreativ test topshiriqlari (20%) shaklida yaratiladi.

Xulosa va takliflar (Conclusion/Recommendations).

Ta'kidlash joizki, o‘quvchining bilim darajasi rivojlanishi bo‘yicha faoliyatning mazmuni qaysi yondashuvda bo‘lishidan qat'iy nazar, uning yosh xususiyatlariga hamda kelgusi rivojlanishini ta'minlovchi tayyorgarlikka qo‘yiladigan talablarga mos bo‘lishi; zamonaviy axborot texnologiyalarining imkoniyatlarini inobatga olishi; ularni o‘zgartirish yo‘llarini ko‘zda tutishi lozim. Ish shakllari va usullari dunyoni o‘yin asosida o‘zlashtirishning insonparvarlik g‘oyalarini amalga oshirish, jamoatchilik va oilaviy tarbiyaning hamohang uyg‘unlashuvini ta'minlash zaruriyati bilan belgilanadi hamda kattalarning bolalar bilan birgalikda ular faoliyatini tashkil etishi davomida shaxsiy-yo‘naltirilgan munosabatlarga kirishish jarayoni ta'minlanadi.

Foydalanilgan adabiyotlar

1. Ziyomuhammedov B. Pedagogika. Oliy o‘quv yurtlari uchun o‘quv qo‘llanma -T.: Turon-Iqbol, 2006.-112 b.
2. Zunnunov A. Pedagogika tarixi. T.: Sharq, 2000.
3. Zunnunov A., U.Mahkamov. Didaktika. T.: Sharq, 2006. – 125 b.
4. Umumiy pedagogika nazariyasi va amaliyoti. 1 qism. Pedagogika nazariyasi. Oliy o‘quv yurtlari uchun darslik.G‘ M.X.Toxtaxodjaevaning umumiy tahriri ostida. “Iqtisod-moliya”, 2007.-380 b.

5. Tursunov I.Y., Nishonaliev O'.N. Pedagogika kursi.-T.: O'qituvchi, 1997.
6. Xarlamov I.F. Pedagogika – M.: Gardariki, 2003.
7. G'aybullaev N., Yodgorov R., Mamatqulova R. Pedagogika. Oliy o'quv yurtlari uchun qo'llanma.-T.: 2005.-176 b.
8. FTAI Jild: 02 | Nashr: 02 | Yanvar-2021
9. O'zbek pedagogikasi tarixi. Tuzuvchi muallif, prof. A. Zunnunov. - T.: O'qituvchi, 1997.- 512 b.
10. Hoshimov K., Nishonova S. Pedagogika tarixi. II qism. T.: Alisher Navoiy nomidagi O'zbekiston Milliy kutubxonasi nashriyoti, 2005.-304 b.
11. Xoshimov K. va boshqalar. O'zbek pedagogikasi antologiyasi. Toshkent: O'qituvchi, 1995. -B 137.
12. Yusuf Xos Hojib. Qutadg'u bilig (so'z boshi muallifi B.Tuxliev). — T.: Yulduzcha.

Н.А. УРУМБАЕВНИНГ ЎҚИТИШ МЕТОДИКАСИНИНГ ФАН СИФАТИДА ШАКЛЛАНИШ ХАҚҚИДАГИ БОРАСИДАГИ ПЕДАГОГИК ФИКРЛАРИ

Kurbanbaeva Dilaram Muxamovna
Umumiy pedagogika va psixologiya kafedrasi o'qituvchisi),

Bekbagambetova Jansaya Ruslanovna
Ijtimoiy-gumanitar fanlarni masofadan óqitish kafedrasi o'qituvchisi, Nukus davlat Pedagogika instituti

Annotatsiya. Maqolada N.A.Urumboyev semantikani qoraqalpoq maktablarida rus tilida o'quvchilarga, guruhlarga samarali yetkazish va tushuntirish uchun bir asosiy mezon sifatida ishlatgan.

Аннотация. В статье рассказывается о том, как Н.А.Урумбаев использовал семантикуи качестве основного критерия при разделении методов обучения русскому языку в каракалпакских школах на группы, раскрыты методы, как эффективно донести и объяснить учащимся новый учебный материал.

Annotation. The article speaks about N.A.Urumbaev used semantics as the main criterion in dividing the methods of teaching Russian in Karakalpak schools into such groups, that is, how to effectively convey and explain a certain concept to learners.

Kalit so'zlar: pedagogika, sinf, dars, grammatika, maktab, metod, darslik, lug'at, morfologiya,nutq

Ключевые слова: педагогика, класс, урок, грамматика, школа, метод, учебник,речь.

Key words: pedagogics, class, lesson, grammar, school, method, textbook, dictionary, morphology,speech.

Педагогика фанининг муҳум ва мураккаб соҳаларидан бири укитиш методикаси дир. У ўқувчиларга таълим бериш жараёнини ўз ичига олиб, педогогик тамойиллар ва методлардан ижодий ва унимли фойдаланишни таъминлайди ва ўқувчиларга самарали таълим беришда "Нимага ўқитиш керак?" таълим мазмунини аниқлаш "Нима учун ўқитиш керак?" таълим беришнинг мақсад ва вазифасини белгилаш "Қандай қилиб ўқитиш керак?" таълим услубларини ишлаб чиқиш хамда "Ўзлаштирилган таълим сифатини қандай аниқлаш назорат қилиш керак?" яни баҳолаш мезонларини ва методларини аниқлаш деган асосий тўртда вазифани бажариши лозим .

Қорақалпоғистондаги таниқли методист олимлардан яна бири Нағмет Асқарович Урумбаевдир. Педагогика фанлари доктори, профессор Н.А.Урумбаев ўзининг педагогик фаолиятини ўқитувчилик қилишдан бошлаб, кейинчалик рус тилини ўқитиш методикаси соҳасида етук олимлардан бири бўлиб етишди.

Н.А.Урумбаев 1953 йили Москвадаги РСФСР Фанлар академияси миллий мактаб илмий тадқиқот институти аспирантурасига ўқишга кириб, 1959 йилда «Қорақалпоқ мактабларида ўқувчиларнинг она тилини хисобга олган холда 3- ва 4-синфларда рус тилини ўқитиш усуллари» мавзуида профессор В.М.Чистияков раҳбарлигида номзодлик диссертациясини муваффаққиятли ҳимоя қилди. Мазкур тадқиқот ишида у қорақалпоқ бошланғич мактабларида рус тилини ўқитишнинг илмий ва амалий методикасини ишлаб чиқди.

Н.А.Урумбаев Узбекистон Республикаси Фанлар Академияси Қорақалпоғистон филиалининг тарих, тил ва адабиёт институти терминологик секторининг бошлиғи сифатида фаолият юритиб, Қорақалпоғистонда илк бор қорақолпоқ-рус хамда қорақолпоқ тили луғатини ишлаб чиқиб унга муҳаррирлик қилди.

Шуни алоҳида таъкидлаш жоизки, урушдан сўнгги йилларда ёшларга умумий ўрта таълим бериш зарурияти туфайли, мактабларда барча фанларни ўқитишнинг самарали метод ва усулларини яратиш зарурияти пайдо бўлди. 1970-80 йилларда рус тили ва адабиёти фани Республикадаги 640 та умумтаълим мактабларнинг барчасига ўкув фани сифатида киритилди. Рус тили ва адабиёти фанини ўқитишда қорақолпоқ болаларига нимани ва қандай ўргатиш керак, деган муаммо кўндаланг турган бир вақтда, олим Н.А.Урумбаевнинг 1963 йили «Қорақолпоқ мактабларида рус тилидаги от турларини ўргатиш» китоби чоп этилиб, унда қорақолпоқ ўкувчилари учун рус грамматикасининг энг мураккаб бўлимларини осон ўзлаштириш йўллари кўрсатиб берилган.

1964 йилди эса олимнинг «Қорақолпоқ мактабларининг бошланғич синфларида рус тилини ўқитиш методикаси масалалари» номли китоб чоп этилиб, унда қорақолпоқ мактабларининг бошланғич синфларида рус грамматикаси элементларини ўргатиш методикаси тадқиқ этилган бўлиб, у юқоридаги саволларга илмий-педагогик асосланган жавоб бўлди.

1969 йили«Қорақолпоқ ўрта мактабларида рус тили морфологиясини ўқитиш методикаси асослари. Методиканинг умумий масалалари» номли фундаментал тадқиқоти эълон қилиди. Олимларнинг ушбу монографияси рус ва миллий мактабларда ўқитиш усуллари хақидаги педагогик фикрларнинг ривожланиш йуллари, қорақалпоқ мактабларида рус тилини ўқитишнинг мазмуни билан боғлиқ масалалар, қорақалпоқ болаларига рус тилини ўқитиш усулларининг лингвистик, психологик ва педагогик асослари мантиқий кетма-кетлик асосида тадқиқ этилган. Маскур тадқиқот асосида миллий мактабларда рус тилини ўқитишдаги муаллифнинг бой амалий-педагогик тажрибаларидан келиб чиққан хулосаларига асосланиб илмий концепциялар яратилган. Мазкур монографиядаги ўқитиш усулларидан нафақат қорақалпоқ ўлкасида балки ундан ташқарида хам бошқа олимлар методологик тадқиқот ишларида андаза сифатида фойдаланиб келинмоқда.

1979 йилда эса «Қорақалпоқ мактабларида рус тили методикаси асослари» номли китобини эълон қилиб, унинг «Қорақалпоқ мактабларида рус граммматикасини (морфологиясини) ўқитиш методикасининг айрим масалалари» номли биринчи бўлимда муаллиф рус грамматикасини ўқитиш методлари, тамойиллари ва шакллари хақида маълумот беради.[1.84].

Олим қорақалпоқ мактабларида рус тилини ўқитиш методикасини икки гуруҳга ажратади.

1.Асосий методлар. Буларга:

а) туғри ва натурал методлар;

б) таржима ёки қиёсий метод;

в) аралаш ёки комбинацияланган методларни киритади.

2. Хусусий методлар.

Н.А.Урумбаевнинг Қорақалпоқ мактабларида рус тилини ўқитиш методларини бу каби гурухларга ажратишида семантацияни, яъни маълум тушунчани ўқувчиларга қандай йўл билан самарали етказиш, тушунтириш мумкинлигини асосий мезон сифатида қўллаган. Шулар орасида олим аралаш методга алохида тўхталиб ўтади. Ушбу метод натурал ва қиёсий-таржима методларининг умумий синтези сифатида вужудга келувчи ва бу қорақалпоқ мактабларида рус тилини ўрганишда самарали хисобланган метод эканлигини таъқидлайди хамда унинг рус бўлмаган мактабларда рус тилини ўрганишга йул очиб берувчи тамойилларини хам белгилаб беради.

Улар кўйидагилардир:

- рус тилини ўрганишда ўқувчиларнинг она тили грамматикаси оид билимларига суяниш тамойили;
- ўқувчиларнинг она тилидаги нутқи тузилишининг ўзига хос жихатларини инобатга олиш тамойили;
- грамматикани ўрганишнинг бош мақсади – нутқни ривожлантириш тамойили;
- турли хил услублардан фойдаланиш тамойили.

Шунга қарамасдан, олим аралаш метод методика сохасида хали ўзининг тўлиқ илмий-назарий асосига эга бўлмаганлигини ва унинг бошқа бирон бир метод билан қиёсий ўрганилмаганлигини таъқидлайди ва шунинг учун хам уни энг мукаммал метод деб қараш мумкин эмаслигини эътироф этади.

Н.А.Урумбаевни таълим қорақалпоқ тилида олиб бориладиган мактабларда рус тилини ўқитишда энг рационал самарали метод қандай метод? – деган савол қийнайди. Эндиликда у амалий-комплекс методни алохида тадқиқ этишни ўз олдига мақсад килиб кўяди. Аралаш методга нисбатан амалий-комплекс методнинг афзалликларини эътироф этиб, унинг асосий тамойилларини куйидагича белгилайди:

- тил ва нутқ даражасидаги турли аспектларни комплекс ўрганиш;
- грамматик материалларни тизимли комплекс холда ўрганиш;
- таълимнинг коммунатив мулоқат тамойили;
- назариянинг нутқ амалиёти билан боғлиқлик тамойили;

- ўқувчиларнинг рус тилини ўзлаштиришларида она тили нутқидан фойдаланиш тамойили;

- ўқувчиларнинг рус тилида фикрлашларини ривожлантириш тамойили;

- ўқувчиларнинг нутқини ривожлантириш тамойили;

- рус тилини ўрганишда кўргазмали қуроллардан кенг фойдаланиш тамойили.

Шунингдек, Н.А.Урумбаев қорақалпоқ болаларининг рус тилида фикрлаш жараёни шаклланишини учта босқичда амалга оширишни физиологик, психологик ва мантиқий жихатдан илмий асослаб берди. Бу боскичлар куйидагилардир:

1. Рус тилини ўрганишнинг биринчи боскичи 1-3 синфлардаги болаларнинг таълим олиш жараёни бўлиб, бунда рус тилида фикрлаш асосан она тили базасида ички, ўз она тили асосида амалга оширилади.

2. Рус тилини ўрганишнинг иккинчи босқичида (4-6-синфларда) фикрлаш жараёнида она тили билан бир қаторда русча сўзлар хам ишлатилади; ички нутқда она тилидаги базалар рус тили базаларига астойдил ўтилади.

3. Рус тилини ўрганишнинг учунчи боскичида (7-8-синфларда) рус тилида фикрлаш интенсив ривожланади ва ички нутқ ташқи оғзаки нутқ билан алмашади.[1.86].

Н.А.Урумбаев, К.Д.Ушинский, В.М.Чистяков, Н.М.Верзилин, О.Я.Прик, П.И.Харакоз, В.Б.Беляев, В.М.Лепилов, С.Д.Пурцеладзе, А.Чикобаева, В.Д.Кудрявцев, Н.З.Бакеева, Р.Г.Лемберг, В.А.Чиннова, Ч.А.Бедалов, Г.А.Мейрамов, Э.Бекман, Л.Г.Бекилов сингари турли миллат услубиятчи-олимларнинг илмий асарларидан фойдаланган холда рус тилини ўрганишга доир хусусий методлар хақида хам фикр юритиб, уларнинг куййидаги турларини белгилаб, хар бирига тавсиф бериб, уларни кўллаш йўлларини хам кўрсатиб берган:

Шунингдек, олим таълим шаклларини методларидан фарклай олиш лозимлигини таъкидлайди. Бу холда дарс, дастурли таълим, мустақил таълим, саёхат, уй вазифаларини бажариш, синфдан ташқари ишлар таълим шакллари бўлиб, улар таълим-тарбиянинг яхлит ташкилий тизими эканлигини эътироф этади. Шулар орасида дарс-таълимнинг асосий шакли сифатида педагогика фанида хали ўзининг тулиқ илмий ечимини топмаган бир вақтда педагог олимнинг дарс типлари ва дарс тузилиши юзасидан илмий хулосалар чиқариши катта илмий янгилик эди. Дарс типлари бўйича катор олимларнинг тақлифларидан фарқли ўлароқ Н.А.Урумбаев куйидаги типларни тавсия этади:

- Дастлабки нутқ кўникмаларини шакллантирувчи дарс;

- Шаклланган дастлабки нутқ кўникмаларини ривожлантирувчи ва автомат тарздаги малакаларга айлантирувчи дарс;

- Нутқ амалиётини маълум тизимга солувчи ва автомат тарздаги малакаларни шакиллантирувчи, умумлаштирувчи дарс.

Булар бевосита қорақалпоқ мактаб ўқувчиларнинг рус тилидан назарий билимларни ўзлаштиришиб, амалий нутқ кўникмаларини, яъни мустақил сўзлашув нутқини эгаллашида кийналиши каби салбий жихатларнинг олдини олишга қаратилган, бевосита қорақалпоқ мактабларининг ўзига хос жихатларини инобатга олган холда олимнинг бир неча йиллик амалий педагогик тажрибалари натижасида тавсия этган дарс типлари хисобланади. Шунингдек, олим қорақалпоқ мактаблари учун рус тили буйича дарс тизими каби бугунги кунга қадар хам методик адабиётларда ўзининг етарлича илмий исботини топмаган муаммо юзасидан ўзининг етарлича илмий исботини топмаган муаммо юзасидан ўзининг илмий-педагогик, илмий методик тавсияларини берган. 1.2-расм.

Н.А.Урумбаев учун пировард натижа бу қорақалпоқ мактаб ўқувчиларини рус тили бўйича назарий тушунчаларга эга бўлиши билан бир қаторда улардан амалиётда кенг фойдаланиб, рус болалари билан баробар сўзлаша олиш куникмасига эга булиб, фикр алмашиш даражасига етказишдан иборат эди.

Қорақалпоқ мактабларининг ўрта ва юқори синфларида рус тили морфологиясини ўқитиш методикаси хам методист-олим Н.А.Урумбаевнинг диққат-эътиборидан четда қолмади. Олим қорақалпоқ болаларининг русча сўзларининг морфологик таркибини ўрганиши учун уларни узлаштиришда учрайдиган кийинчиликларни аниқлаб, суз таркибини урганиш методикасини ишлаб чикди. Сўз таркибини ўрганиш асосида ўқувчилар нутқини ривожлантириш йўлларини аниқлади.

Ўз она тилини яхши билиш, она тилида туғри ёзиш ва ўқиш – бу инсон маданиятининг биринчи белгисидир. Шунга кўра XX асрнинг бошида Қорақалпоғстонда она тили, яъни қорақалпоқ тилини илмий асосда ривожлантиришга, миллий ёзувнинг такомиллашувга хамда халқимиз фарзандларини она тилида ўқиши ва ёзишига катта эътибор қаратилди.

Даставвал, қорақалпоқ тилининг ёзуви араб алифбоси асосида шаклланган эди, 40 йилларга келиб араб алифбосини лотин ёзуви билан алмаштириш зарурияти туғилди. 1929-30 ўқув йилидан бошлаб лотин-ёзуви асосидаги қорақалпоқ тилининг алифбосидан давлат ёзуви сифатида тўлиқ фойдаланила бошланди. 1938-39 йилларга келиб эса рус ёзуви асосида янги қорақалпоқ алифбосини тузиш ишлари бошланди. 1940 йил унинг дастлабки лойихаси тузилди.

Н.А.Урумбаев нафақат рус тилини ўқитиш методикаси, балки рус ёзуви асосида янги қорақалпоқ алифбосидаги ёзув, унинг морфологияси тўғрисида хам тадқиқотлар олиб борди. Унинг 1991 йилда чоп этилган «Краткий курс сопоставительной морфологии русского и каракалпакского языков » номли ўқув қўлланмаси рус ва қорақалпоқ тилларининг қиёсий типологик тахлилига бағишланган.

Рус тилинининг қорақалпоқ тили билан ўзаро таъсири асосида икки тиллилик (двуязычия) интенсив равишда ривожланиб, ушбу тилларни бинар

тахлил асосида қиёслаб ўрганиш зарурияти туғилиб, у қорақалпоқ ёшларига хам рус тилида, хам она тилларида мукаммал ва тўғри ўқиш имконини беради. Ушбу мақсадда Н.А.Урумбаев рус ва қорақалпоқ тилларини амалий методик хамда назарий-лингвистик йўналишда илмий жихатдан ўрганиб чиққан. «Иккита тил учун хам умумий, универсал бўлган категорияларни хамда уларнинг узига хос хусусиятларини қиёсий ўрганиш қорақалпоқ мактабларида рус тили морфологиясини ўқитишнинг илмий-лингвистик асоси» хисобланади, дея таъкидлайди олим. Бундай қиёсий тахлил ўқувчиларнинг рус тили бўйича билим даражасини ошириб, махаллий (рус бўлмаган) мактабларда рус тилини ўқитиш сифатида яхшилайди.

Ўзининг илмий изланишида олим асосан:

1.Қандай категориялар хам мазмунан, хам шаклан иккала тил (қорақалпоқ ва рус) учун хам бирдек хос.

2.Иккала тилга хам хос бўлган қандай категориялар мазмун ва шакл жихатдан тўлиқ мос келмайди?

3.Рус тилидаги қайси категорияларнинг она (қорақалпоқ) тилидаги аналогияси йуқ? – деган учта саволга жавоб ахтарган.

Бунинг учун у рус ва қорақалпоқ тилларида туб, аффикс, суффикс, сон, феъл ва олмошлардан фойдаланиб, иккала (рус ва қорақалпоқ) тилидаги сўз туркумларини қиёсий тахлил этиш орқали уларнинг ўзига хос жихатларини илмий асослаб берган.

Шу билан бирга методист-олим уларни ўзлаштириш жараёнида ўқувчилар учун қийинчилик туғдирадиган жихатларини хам аниқлаб, уларни ўрганиш методикасини хам яратиб берди.

Масалан, рус ва қорақалпоқ тилларида «От» категориясини қиёсий тахлил этиш билан бир қаторда қорақалпоқ мактаб ўқувчиларининг рус тилидаги «От» категориясини ўрганишда айнан қайси қўшимча ва аффикслардан фойдаланишда қийналишларини белгилаб, ушбу категорияни ўрганиш методикасига алохида тўхтаб утган. Қорақалпоқ мактабларида рус тилини ўқиишда муаллифнинг илмий ишидаги шу каби мантиқий баён этган материаллари хам ўқитувчи, хам ўқувчи учун анча қулайликлар яратиб, аниқликлар киритган.

Н.А.Урумбаев мактаб амалиётини чуқур билувчи методист олим сифатида қорақалпоқ болаларига рус тилини ўргатишда дидактиканингасосий тамойилига, яъни болаларнинг ёш хусусиятларини инобатга олишга жиддий эътибор қаратган. У қорақалпоқ мактабларининг бошланғич, ўрта ва юқори синфларининг хар бири учун алохида-алохида рус грамматикасини ўқитиш методикасини тавсия этади.

Масалан, 1979 йили чоп этилган «Методика обучения элементам русской грамматике в начальной каракалпакской школе» номли методик қўлланмаси қорақалпоқ мактабларининг 1-3-синфларида рус тили грамматикаси элементларини ўқитиш масалаларига қаратилган бўлиб, унда методик жихатдан дарсни қандай ташкил этиш, қандай самарали метод ва

дарс шаклларидан фойдаланишга доир қатор тавсиялар берилган. Мазкур методик қўлланма бошланғич синф ўқитувчилари учун мухим қўлланма сифатида бугунги кунга қадар хизмат этиб келмоқда. Чунки, мазкур қўлланма рус тилини ўқитишнинг лингводидактик ва методик талабалари, шунингдек, илғор тажрибали бошланғич синф ўқитувчиларининг кўп йиллик тажрибалари асосида яратилган бўлиб, у шу кунга қадар ўз қийматини йўқотган эмас.

Хам рус хам қорақалпоқ тилини мукаммал билган олим Н.А.Урумбаев нафақат қорақалпоқ мактабларида рус тилини ўқитиш методикасини яратувчи, балки Қорақалпоғистонда илк методист олим, қорақалпоқ тили буйича дарсликлар муаллифи сифатида хам педагогика илмини ривожлантиришга ўз хиссасини қўшди. Унинг рус мактабларининг 3-4 синфлари учун яратган «Қорақалпоқ тили» дарслиги 70-80 йиллардан мустақиллик йилларигача бўлган даврларда қайта-қайта чоп этилиб, рус болаларининг қорақалпоқ тилини ўрганишлари учун хам хизмат қилди. Шуни алохида таъқидлаш жоизки, олимнинг рус синфларида қорақалпоқ тили алифбосини ўргатишга доир яратган дарсликларида бошланғич синф болаларининг ёши ва психологияси мос турли хил расмлардан фойдаланилган; болалар учун мисоллар билан мустахкамланган. Дарсликларда луғатлардан, хикоя, нақл-мақол ва топишмоқлардан кенг фойдаланилган.

Шундай қилиб, методист-олим Н.А.Урумбаев таълим қорақалпоқ тилида олиб бориладиган мактабларда рус тилина ўқитишнинг самарали йўлларини тахлил этиб, Қорақалпоғистонда педагогик фикрларнинг ривожланишига катта хисса қушган олим.

Фойдаланилган адабиётлар

1. Урумбаев Н.А. Основы методики русского языка в каракалпакской школе. Н., “Каракалпакстан”, 1979, с.
2. Т.Т.Утебаев Коракалпогистонда XX аср иккинчи ярми-XXI аср бошида таълим-тарбиявий фикрларнинг ривожланиши. Нукус 2015.

EFFECTIVE MEANS OF DEVELOPING AMONG YOUNG STUDENTS OF SKILLS TO COMBAT THE INFLUENCE OF "MASS CULTURE»

Haliknazarova Gulayim Kaniyazovna
Karakalpak State University,
Assistant professor of the Department
of Pedagogy and Psychology

Arislanbaeva Anora Berdaxovna
Nukus State Pedagogical Institute named
after Azhiyaza assistant teachers
of the department "General Pedagogy and Psychology"
Republic of Karakalpakstan

Abstract. This article analyzes the forms of "mass culture", the means of its dissemination, the influence exerted on the consciousness of teenagers, the possibilities of counteraction, the heritage of ancestors to the phenomena of mass culture, the types and means of exposing the essence of the musical "mass culture". The article suggests recommendations on the formation of skills in countering "mass culture" among teenagers. "Mass culture" is a multidimensional phenomenon, and has different types and scales. A phenomenon that quickly attracts the attention of young students is a "mass culture" in art.

Keywords: "mass culture", heritage of ancestors, rap, estrada, classical songs (poppy), folk songs, suvora, parents, teachers, teenagers

The development of "mass culture" in Uzbekistan has increased since the end20th century. This phenomenon first of all affected the consciousnessstudents and pupils. As a result, its scope expanded, and itsinfluence has increased. Rapid development and expansion of the network of fundsmass media and communications has led to an increasecoverage of "mass culture". These include: radioTV, movies, newspapers, photo magazines and social media sitesnetworks on the Internet.

The process of globalization is also expanding the scope of ideologicalinfluences. Under such circumstances, young people have tolive with manipulators, human traffickers, religiousextremists and swindlers. Under such circumstances, eachthe young man must know what to do, how to counteractthem and how to protect yourself from them. For this they need to beready to make the best, independent decision inthe most pressing life situations.

So, as the main goal"mass culture" is primarily an achievementeconomic wealth, opposition of members of societyeach other, violation of spiritual wealth, identity,values and their destruction. As a result, they arepropagandists of "mass culture", seek to conquer the whole world.

"Mass culture" initially affects consciousnessall young people and kills their taste, isolates teenagers fromcritical thinking, personal relationships and feelings

own dignity. "Mass culture", first of all,promotes immorality among schoolchildren, and tries topromote immorality as a culture in the minds of young people.This modern spiritual threat not only contributesimmorality, but also contributes to widespreadthe spread of violence, individualism and self-centeredness amongpupils and students. So, as the propagandists of the "mass cultures" are well aware that a spiritually impoverished personeasy to conquer.

"Mass culture" alienates pupils and students fromcenturies-old national values and attracts themattention to the smallest issues. Scenes of crimeviolence shown in films encourage young peoplerepetition of such actions. Teenagers are interested infilms, strive to be like their characters.

Many spiritually impoverished teenagers and young people are allmore often become consumers of these "goods". As a resultpropagandists of "mass culture" have a materialbenefit, and the youth become spiritually impoverished. They are turn into morally devastated, immoral,alienated from their national values.

President of the Republic of Uzbekistan Sh.M. Mirziyoevrealizing such a great threat in a timely manner, adopted the Decreeof the President of the Republic of Uzbekistan "On measures for the fundamentalimprovement of activities in the religious and educationalsphere" in order to mobilize opportunities to eliminate suchthreats. According to this Decree, in the form of the highest religious educational institution of the Center of Islamic Civilization inIn Uzbekistan, the "School of Knowledge of Hadith" was created.

The main objectives of this school are to prepareprofessionals with deep knowledge of the Qur'an and hadiths,scientific and theoretical foundations of the science of hadith, who masteredhuge scientific heritage of great compatriots, who made a great contribution to the development of hadith studies, as well as convey to the people, especially the younger generationuniversal ideas from hadiths.

Often propagandists of "mass culture" providelow-level, without deep meaning works, films,music and clothes that attract the attention of young people. And in in most cases their prices are affordable and can be quicklysold. To attract the attention of young people, advertiseaffordable brands and products, and they buy them,look, listen and form their worldview with the help ofsuch works. They try to educate the youthso that they cannot distinguish the original, true things. And in

As a result, most adolescents and young people do notcan discern real phenomena.

The Influence of "Mass Culture" on Consciousness and WorldviewUzbek youth began from ancient times. For examplethey distributed nude pictures to teenagerswomen and promoted immorality, providinginfluence on their emotional world. Such actions have already startedat the beginning of the 20th century. Now this trend continuesother forms. Because "mass culture" poisonsconsciousness of youth, as a culture that everyone looks at, pays for,stimulates the instincts of adolescents.

"Mass culture" becomes a means of material andspiritual devastation of the members of our society. Another target"mass culture" - to open the way to conflicts between peopleand suicide. Its distributors want to become sole owner of all goods in the world.

"Mass culture" is a multidimensional phenomenon, and has differenttypes and scales. A phenomenon that quickly attracts attentionstudent-youth is "mass culture" in art. Oneone of the most important tasks of "mass culture" in art is alienation of man from the aesthetics of taste.

True pieces of art create a sense of aesthetics, a sense ofself-esteem in a person, including in a student -youth. Samples of kitsch art educates students notable to discern true art. Color ratiothings is unimportant for a person who is not self-aware. At in particular, "suvora" have no meaning for suchtasteless people. Its content does not affect their consciousness.

Many parents and teachers are indifferent to the fact that and whatteens follow some young artists whocombine words in different languages or deliberately violatepronunciation of words in video clips that do notcorrespond to the ethics and national traditions of the Uzbekpeople. Adults do not take the necessary measuresprecautions to overcome these negative situations.

If the student's hearing becomes accustomed to impaired pronunciation of words and tones, the correspondingthis artistic taste, the culture of music and the level consciousness, the spiritual world of the disciples can become outdoorfake concepts. These teenagers have a hard time understandingShashmakom, Suvoru, classical songs, folklore samplesand become indifferent to them.

A true stage, examples of operatic art should serveshaping the artistic taste of students. Word"Estrada" comes from the Latin language, which means "rise", "elevation", "carpet height". Also within the framework"mass culture" stage is interpreted as a "show of urbanculture" and "genre of show business", "attracting young people tofashion, behavior, the proposal of new models of culture""increasing wealth through art, a means to achieveblessings of life." At present, the stage has become international and national genre of show business, which attracted the largest number of people in the world. Its reach is expanding and became one of the most popular, interesting, entertaining "tools of relaxation". Continuous media coverage turns the stage into a component of cultural life. Stage causes a loss of individuality, especially dangerous for teenage students.

Therefore, parents, teachers, school psychologists shouldhave knowledge about the rap direction and inform in a timely mannerstudents about their negative aspects. It is important to encourage them insteadrap music listen to folk songs and maqoms, which for centuriesperformed, and have a special educational value. Thesesongs, along with the formation of taste and aesthetics in the young generations, contribute to their spiritual and moral educationand spiritual peace. Thus, it contributesprotect student youth from the threats of "mass culture".

Parents and teachers should be encouraged to studynational musical heritage, enrich their knowledge andimagination about this musical heritage, to educate

them about thiseducational opportunities, include many examples fromheritage in school curricula and textbooks, as well asto improve the technology of development of musical andaesthetic taste of students.

It is also important to enrichcontent of training and retraining of music teachersrich spiritual and musical heritage created byour ancestors, increasing the educational potentialour national stage, strengthening activities toensuring its national and popular identity,the formation of students' skills to combat the "mass culture" by raising the level of music to a qualitatively newlevel on radio and television.

References

1. Постановление Президента Республики Узбекистан № ПП-3391 "О мерах по дальнейшему развитию узбекского национального искусства маком", 17 ноября 2017 г.
2. Указ Президента Республики Узбекистан № УП-5416 "О мерах по коренному совершенствованию деятельности в религиознопросветительской сфере" от 16 апреля 2018 г.,
3. Буюкалломаларимиз (Масъулмуҳар. З.Исломов).Тошкент, Исломуниверситетинашр., 2002. 77 б.
4. Қуронов М. Маънавий таҳдидларга қарши курашнинг илмий услубий ҳамда ғоявий-мафкуравий асослари // "Маънавий таҳдидларга қарши курашнинг илмий-услубий ҳамда ғоявий мафкуравий асослари" мавзусидаги республика илмий-услубийконференциясиматериаллари. Т.: "Муҳаррир", 2010. 10-13 б.б.

THE IMPROVING MANAGEMENT COMPETENCE OF SCHOOL PRINCIPALS IN IMPROVING THE QUALIFICATIONS OF PEDAGOGUES

Oxunjonova Ominaxon Umidjon qizi
Farġona davlat universiteti ingliz tili yo'nalishi 2 kurs talabasi

Annotation. In this article, there is a theory of improving the effectiveness of methodical work and the creative qualities of teachers, the method of developing creative competence through the development of professional competence of pedagogues in preschool educational organizationsthe basics are explained.

Key words: preschool education, future educators, science and education, creativity, professional competence, creative competence, creative potential

Research shows that competencies "are the expected and measurable achievements of an individual, which determine what the individual can do after the completion of the educational process; for a specialist's successful activity in a certain professional field, all his potential (knowledgeskills, experience and personal qualities) is a generalized feature that determines readiness for use. based on the above definitions, it is possible to present the important content of the concept of "professional competence", which is considered in acmeology in its department of developmental psychology as the main cognitive component of the subsystems of human professional skills and higher professional activityperform productively.the structure and content of professional powers are mainly determined by the specific characteristics of professional activity, its belonging to certain types.

Analyzing the essence of the concept of "professional competence", it reflects the ability of a teacher (teacher) to effectively implement professional activities and achieve goals related to personal development in the preschool education system, knowledge, experience and professionalallows to present as an integration of important personal qualities.and this is possible if the subject of professional activity achieves a certain level of professionalismProfessionalism in psychology and acmeology is a high level of readiness to perform the tasks of professional activity, a qualitative characteristic of the subject of work, reflecting high professional skills and qualifications, various effective professional skills and abilities, including creative solutionsDemonstrates mastery of modern algorithms and solutions.professional tasks that allow for the implementation of activities with high and stable productivity.

Primary professional education is carried out free of charge on the basis of 2-year integrated program of general education subjects and specialized subjects in the form of full-time education on the basis of IX grade graduates in vocational schools. general secondary, secondary special education and primary It is carried out on the basis of internal professional education.

Secondary special professional education is carried out in technical schools on the basis of a state order or a payment contract in the form of full-time, evening and part-time education with a duration of at least 2 years.

Higher education ensures the training of highly qualified personnel in bachelor's and master's specialties. Training of highly educated personnel is carried out in higher education organizations (universities, academies, institutes, higher schools).

Higher education has two levels - undergraduate and master's level.

Baccalaureate is a basic higher education that provides in-depth knowledge, qualifications and skills in one of the directions of higher education, and the duration of study is at least 3 years.

A master's degree is a higher education with a duration of at least 1 year of study in a specific specialty on the basis of a relevant bachelor's degree. Post-graduate education can be obtained in higher education and scientific organizations. post-higher education, which involves in-depth study of the specialty and conducting scientific research in order to prepare and defend a doctoral dissertation, scientific and scientific-pedagogical with a scientific degree on the basis of doctoral studies and independent researchprovides personnel training.retraining of personnel and improvement of their qualifications. Retraining of personnel ensures the acquisition of the necessary amount of additional professional knowledge, qualifications and skills to carry out activities in accordance with basic specialties and professions.

At the same time, the professional skill of the person is also distinguished, which is also aimed at the highly important professional or personal and business qualities of the subject of work, professional skill, creativity, sufficient level of aspiration, progressive development of the personit is understood as a quality indicator that reflects the motivational field and value directions. .As a result of the analysis of pedagogical experience and scientific research at the world level, it has been proven that 70% of all the knowledge that a person acquires during his life is acquired before the age of five. in fact, during this period, the child begins to perceive the world, thinks, gets acquainted with the environment, prepares the ground for the knowledge he will receive throughout his life. Preschool education organizations and specialists of preschool education organizations play an incomparable role in educating the young generation, who are the future of our country, as well-rounded individuals. improvement of the method of developing creative competence of future specialists working in preschool educational organizations based on an integrative approach is useful for future specialists to show their creativity and creative abilities in any processand shows the necessary aspects.First of all, pre-school education is to develop the creative abilities of the growing young generation that can fully respond to the requirements of the new age, to approach any situation creatively, to understand the world with new views, to form creative thinking and thinking in thempedagogues working in organizations require creative competence in their professional activities.

The development of the creative competence of the future teachers and specialists of the preschool educational organization, whose role in bringing a perfect person to adulthood, is primarily the responsibility of the pedagogues of the higher educational institution. according to data (according to youth psychology), children under the age of six have 40% talent potential. Children are very prone to creativity and creativity from the youngest age. therefore, this period is the right time for children to develop their creative abilities. For this, creative quality and creative competence must be formed in the specialists of the preschool education organization. The addition of the subject "Fundamentals of Creative Pedagogy" to the current educational process in the training of future educators studying at a higher educational institution, the development of creative competence necessary for future professional activities of students makes the educational process effective andIt is not wrong to say that it is a factor that serves in quality organization.

List of used literature

1. Decree of the President of the Republic of Uzbekistan dated September 30, 2017 No. PF-5198 "On measures to fundamentally improve the management of the preschool education system". September 30, 2017.
2. National database of legal documents, 30.09.2017, No. 06/17/5198/0043; 09.10.2020, No. 07/20/4857/1357 2Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan". - Collection of legal documents of the Republic of Uzbekistan, 2017, No. 6,
3. Resolution No. 802 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 22, 2020 "On Approval of the State Standard of Preschool Education and Training" / national database of legal documents, 23.12.2020, 09/20/ No. 802/1658
4. State curriculum of "Ilk Kadam" preschool educational institution. The State Curriculum of the "Ilk Kadam" preschool educational institution was created and published with the technical support of the United Nations Children's Fund UNICEF representative office in Uzbekistan. - T.: 2018.

BOLALARNI TABIAT BILAN TANISHTIRISHNING TA'LIMIY VA TARBIYAVIY AHAMIYATI

Abduqodirova Damira G'ofurjon qizi
O'zbekiston Finlandiya pedagogik instituti
maktabgacha ta'lim fakulteti, 212 guruh talabasi

Rustamova Fotima
Ilmiy rahbar

Annotatsiya. Ushbu maqolada bolalarni tabiat bilan tanishtirishning ta'limiy va tarbiyaviy ahamiyati, o'rni, bolalarni tabiat bilan tanishtirish ta'limotining Markaziy Osiyo mintaqasida vujudga kelishi va ushbu ta'limotning pedagogik asoschilarining ilmiy yondashuvlari, maktabgacha ta'lim muassasasida ta'limni bolalarni tabiat bilan tanishtirishning tashkil etish shakl va interfaol usullari, ularning ahamiyati va muhim jihatlari ko'rib chiqilgan.

Kalit so'zlari. Tabiat, Avesto, an'anaviy mashg'ulot, ekskursiya, sayr, ko'rgazmali uslub, amaliy uslub, og'zaki uslub.

Аннотация. В данной статье рассматривается воспитательное и воспитательное значение приобщения детей к природе, его место, возникновение учения о приобщении детей к природе в Центральный Азия регионе и научные подходы педагогических основоположников этого учения, приобщение детей к рассмотрены сущность в дошкольном образовании организационных форм и интерактивных методов внедрения, их значение и важные аспекты.

Ключевые слова. Природа, Авеста, традиционное обучение, экскурсия, прогулка, демонстративный стиль, практический стиль, устный стиль.

Annotation. This article discusses the educational and educational value of introducing children to nature, its place, the emergence of the doctrine of introducing children to nature in the Central Asian region and the scientific approaches of the pedagogical founders of this doctrine, introducing children to the essence of preschool education of organizational forms and interactive methods of implementation, their meaning and important aspects.

Keywords. Nature, Avesta, traditional teaching, excursion, walk, demonstrative style, practical style, oral style.war of attrition, unconventional tactics, ambush, counterattack, mine detonation, mobile reserves, offensive operations, counter-terrorism methods.

Tabiatdagi barcha mavjudotlardan eng qudratlisi insondir. Inson doimiy ravishda fikrlaydi, izlanadi, mehnat qiladi, turli kashfiyotlar ixtiro qiladi. Tabiat insonni ma'naviy boyitishning bitmastuganmas manbaidir. Tabiat bilan inson o'rtasidagi uyg'unlikni ularning o'zaro uzviy bog'liqligini ta'minlashda tabiat bilan tashnitirish yo'nalishidagi ta'lim-tarbiyaning roli nihoyatda kattadir.

Ta'lim tizimining barcha bosqichlarida amalga oshiriladigan uzluksiz ekologik tabiat ta'lim va tarbiyasi insonning tabiatiga, qolaversa, o'ziga nisbatan yangi munosabatlarning shakllanishiga katta yordam beradi. Bu o'z navbatida barkamol yosh avlodning yetuk va mukammal shakllanishida poydevor bo'lib xizmat qilishi mumkin. Bolalarni yoshlik paytidan uning tarbiyasida tabiatga nisbatan muhabbat uyg'otish ona Vatanga, uning tabiat yodgorliklari, tabiiy ne'matlarga, tarixiy obidalari, xalqimizning an'analariga hurmat ruhida tarbiyalashga, yuksak ma'naviyatli komil inson bo'lib shakllanishiga olib keladi.

O'rta Osiyo xalqlari, jumladan o'zbek xalqi qadimdan ekologik madaniyat merosiga ega. Eng mo'tabar, qadimgi qo'lyozmamiz «Avesto»da tabiat, jamiyat va inson o'rtasidagi munosabatlarini ma'naviy, ruhiy va axloqiy mezonlar orqali uyg'unlashtiruvchi, kishini qurshab olgan olamni o'rganishga chorlaguvchi falsafadir. «Avesto»da uy-joy, atrof-muhit, tabiatni muhofaza qilish, uni asrash to'g'risida tavsiyalar berilgan. «Avesto»da yer, suv, xona, inson tana a'zolari, kiyim-kechaklarni toza tutish haqida yozilgan. O'rta asrlarda O'rta Osiyoda yashab ijod etgan olimlardan Muhammad Muso al-Xorazmiy, Abu Nasr Forobiy, Abu Rayhon Beruniy, Abu Ali ibn Sino, Al-Farg'oniiy va boshqalar tabiatshunoslik fanining rivojlanishiga katta hissa qo'shganlar. Ular hali ekologiya fani dunyoga kelmagan davrda tabiat va undagi muvozanat, o'simlik va hayvonot dunyosi, tabiatni e'zozlash, tabiatni sevizshni yoshlikdan tarbiyaga kiritib boshri haqida qimmatli fikrlar aytganlar[3].

Keyinchalik Chexiyalik mashhur pedagog Ya.A.Komenskiy bashariyat tarixidan demokratik pedagogikaning asoschisi sifatida o'rin olgan. U o'zining ongli hayotini va amaliy pedagogik faoliyatini, yaratgan ilmiy asarlarini bolalarni o'qitish va tarbiyalashdek olijanob ishga bag'ishlagan. Uning fikricha, inson tabiatning eng go'zal mavjudotidir. Bola tabiatga ergashib, hamma narsani bilib olishi mumkin. Ya.A. Komenskiyning fikricha olti yashar bola: - suv, yer, havo, olov, yomg'ir, qor, muz, tosh, temir, daraxt, o't, qush, baliq kabilarni; – yorug'lik va qorong'ulikning farqini, osmon, quyosh, oy, yulduzlar haqidagi bilimlarni, ularning har kuni chiqishi va botishi haqidagi tasavvurlarni; – o'zi yashayotgan joyning xususiyatiga muvofiq tog', vodiy, dala, daryo, qishloq, shahar nima ekanligini Maktabgacha ta'lim muassasasining dastlabki davridayoq bilib olishi kerak. Ya.A.Komenskiy hamma narsani tabiatga bog'lab tushuntirgan.

Shvesariyalik I.G.Pestalossi o'z zamonasining mashhur pedagogi bo'lgan. Uning fikrlari haligacha pedagogika sohasida qo'llanib kelinadi. U «Gertruda o'z bolalarini qanday qilib o'qitadi», «Kuzatish alifbosi», «Son to'g'risida ko'rsatmali ta'lim», «Oqqush qo'shig'i» kabi asarlarni yaratdi. I.G.Pestalossining fikricha, bolaga berilayotgan tarbiya tabiat bilan uyg'un bo'lishi kerak. U Ya.A.Komenskiy, Jan Jak Russolarning ushbu g'oyasiga amal qildi: «Insoniy kuchlarning o'sishi uchun tabiat qilayotgan harakatga yordam berilmasa, bu harakatlar odamlarni hayvoniy-hissiy xususiyatlardan sokinlik bilan qutqaradi. To'g'ri tarbiya esa

[3] Sh.A.Sodiqova, M.A.Rasulxo'jaeva. Bolalarni tabiat bilan tanishtirish metodikasi

ularni, ya'ni barcha insoniy kuchlarni o'stirishga yordam beradi». I.G.Pestalossi bolalarning aqliy kamolotini o'stiruvchi quyidagi didaktik qoidalarni olg'a suradi: 1. Ta'limning tabiat bilan uyg'unligi. 2. Oddiydan murakkabga yo'naltirish. 3. Bolaning kuch va qobiliyatiga moslashtirish. 4. Ko'rgazmalilik.

Bolalarni tabiat bilan tanishtirish ularning aqliy jihatdan o'sishiga katta ta'sir o'tkazadi. Maktabgacha ta'lim yoshidagi bolalarni tabiat bilan tanishtirishda ta'lim-tarbiya jarayonida ularning ongida atrofni o'rab olgan dunyo haqida hissiy tajribaga asoslangan aniq bilimlar hosil qilish muhimdir. Haqiqatni to'g'ri aks ettiruvchi bilimlar berilmasi, bolalarda tabiat haqida noto'g'ri tushunchalar hosil bo'ladi. Noto'g'ri tushunchalarni tuzatish yangi tushunchalar hosil qilishga nisbatan ancha qiyinroqdir. Shuning uchun bolalarda maktabgacha ta'lim yoshidanoq, his etilish, qabul qilib olish va zehniy rivojlanish tajribalariga asoslangan holda tabiat haqida ilmiy dunyoqarashlarning shakllanishi juda muhimdir.

Uyda, sayrda, ko'chada, o'yinlarda va mehnatda, tabiatdagi narsa va hodisalarni bolalarga ta'sir etishi natijasida ularda seza bilish tajribalari to'planib boradi. Maktabgacha tarbiya yoshidagi bolalar bog'chaga ketayotganlarida ko'chadagi ob-havo sharoiti (sovuq, issiq, iliq va namlik)ni seza oladilar. Qo'llarini yuvganlarida, cho'milish vaqtida, o'yinlarda suvning xususiyatlarini (sovuqligi, iliqligi, sachrashi, toshlarning suvda cho'kishi yoki yog'ochning suzib yurishi)ni payqay oladilar.

Bola tabiat bilan yaqin munosabatda bo'lishi natijasida, undagi narsa va hodisalarni yaqqol ko'rib, idrok qilish imkoniyatiga ega bo'ladi. Lekin ko'pincha bola narsalarni payqamay qolishi yoki muhim bo'lmagan tomonlarga diqqat qilib, idrok qilgan narsalarini noto'g'ri tasvirlashi mumkin. 3-4 yoshdagi bola uchayotgan qushlarni hamma vaqt ham sezmasligi mumkin. Hayvonlarni uchratganda u birinchi navbatda uning kattaligiga e'tibor beradi, akvariumda suzib yurgan baliqni ko'rsatib uni «yuryapti» yoki «qanotlarini silkityapti», - deb aytadi. Bundan ma'lum bo'ladiki, bolani tabiat bilan tanishtirishda unga hodisa yoki narsani ko'rsatishning o'zigina kifoya qilmaydi. O'rgatish jarayonida maqsadga muvofiq rahbarlik qilinishi zarur. Bu esa tarbiyachining bolaning idrokini yo'lga soladigan, diqqatini ko'rish va eshitishi muhim bo'lgan narsa va hodisalarga to'g'ri yo'naltiruvchi so'zlarida ifodalanadi. Maktabgacha tarbiya yoshida tabiatni o'rganish ko'proq ona tilini bilish bilan yaqindan bog'liqdir. Bu yoshda sezib idrok qilishdan ko'ra so'z bilan aytib idrok qilish mustahkam o'zlashtiriladi. Sezib idrok qilishda tabiat haqidagi hamma bilimlarni boshlang'ich manbai ekanligini doimo nazarda tutish kerak, aniqroq qilib aytganda, bolalar ongida haqiqatni aks ettirish faqat idrok qilish bilan bog'langan so'zlar yordamida hosil qilinishi mumkin.

Tabiat bilan tanishtirish metodikasi fani falsafa, biologiya, pedagogika, psixologiya, fiziologiya va barcha metodikalar bilan bog'liq holda bir-birini to'ldirib, mustahkamlaydi. Bolalarning jonsiz tabiat hodisalari, o'simliklar va hayvonlar, inson mehnati haqidagi tushuncha va tasavvurlarini kengaytirish haqida boyitish, shuningdek, o'simliklar o'stirish, hayvonlarni parvarish qilishda bolalarda

oddiy ko‘nikmalar hosil qilish ta’lim berishning asosiy vazifalaridan hisoblanadi. Bunda bolalarda kuzatuvchanlik, bilimga qiziqish, tafakkur va mantiqiy nutq rivojlanadi, so‘z boyligi ortadi, yangi tushunchalar hosil bo‘ladi. Bolalarda mehnatni sevish, o‘zgalar mehnatini qadrlash, o‘simlik va hayvonlarni asrash, ularni parvarish qilish, o‘z Vatanini, tabiatni sevish, tabiat go‘zalliklarini ko‘ra olish kabi xislatlarni o‘stirish orqali tarbiyaviy vazifalar hal qilinadi. Maktabgacha ta’lim muassasalarida tabiat bilan yaqindan tanishtirmasdan turib, bolalarni jismonan rivojlantirish, nutq va tafakkurlarini boyitish vazifalarini amalga oshirish mumkin emas.

Bugungi kunda dunyo pedagoklarning oldidagi eng dolzarb masala bu kelajak avlodni barkamol kishilar qilib tarbiyalashdir. Bu borada bolalarni tabiat bilan tanishtirish muhim ahamiyat kasb etadi. Shunga ko‘ra, maktabgacha ta’lim muassasalarida ishlayotgan barcha tarbiyachilar oldida bolalarda tabiat go‘zalliklarini ko‘ra bilish, uni sevish, tabiatda yuz berayotgan voqea, hodisalar haqida to‘g‘ri tushunchalar hosil qilish, hodisalarga reaksiya bildira olish, ularga ekologik ta’lim-tarbiya berishdek muhim vazifa turadi.

Tarbiyachi eng avvalo o‘zi tabiatni sevuvchi, tabiat hodisalarining mazmun mohiyati tushunuvchi, jonli va jonsiz tabiat haqida aniq bilimlarga ega bo‘lmog‘i lozim. Tarbiyachi bolalarni tabiat bilan tanishtirish uchun ma’lum bir dasturlar asosida tizimli ravishda berilgan tabiatga oid bilimlar bilan tanishib chiqqan va har bir yosh guruh uchun berilishi lozim bo‘lgan bilim, ko‘nikma, malakalar haqida to‘liq ma’lumotga ega bo‘lishi zarur. Tarbiyachi har bir faslda olib boradigan tabiat haqidagi bilimlarini to‘g‘ri rejalashtirishi, yer maydonchasidagi o‘simliklar, tirik burchakdagi xona o‘simliklari, akvariumda, terrariumda yashovchilarni parvarish qilish ko‘nikmalarini, qafasdagi qushlar va mayda sutemizuvchilar bilan tanishtirishni to‘g‘ri yo‘lga qo‘yishi zarur. Tarbiyachi bolalarni yuqoridagilar bilan tanishtirar ekan, ularning dunyoqarashini shakllantirib, jonli va jonsiz tabiatning xususiyatlarini o‘rganib, ular haqida dastlabki tushunchalar beradi.

Bolani tabiat bilan tanishtirish uning axloqiy tarbiyasida yosh avlodni Vatanga, insonlarga muhabbat, ularning mehnatiga hurmat tuyg‘ulari, intizomlilik, xulq-atvor madaniyati, tengdoshlar orasidagi do‘stlik, tinchlik, inson xarakterining irodaviy xislatlari hamda shaxsning ijobiy, axloqiy sifatlari, poklik, to‘g‘rilik, kamtarlik, xullas barcha olijanob xislatlarni mujassamlashtiradi. Yosh avlodda bu xislatlarni kamol toptirish uchun tabiat vositasidan keng foydalanish zarur. Bu murakkab jarayon bo‘lib, uzoq vaqt, kerak bo‘lsa yillar davomida qilinadigan mehnatning mahsuli hisoblanadi. Tabiat vositasida axloqiy tarbiya berish uchun bog‘cha hovlilariga ekilgan gullarni parvarish qilish jarayonida har bir gulni, niholni asrash, uni parvarish qilish, gullarning tagini yumshatish, sug‘orish, begona o‘tlardan tozalash, shakl berish, o‘g‘it yoki go‘ng solish kabi ishlarni bajarish jarayonlarini amalga oshirish mumkin. Bu yerda tarbiyachining ahamiyati katta. Masalan, tarbiyachi bolalarga gullarni parvarish qilayotganda ularning ham jonli organizm ekanligini, biz qanday nafas olsak, ular ham nafas olishini, biz qanday ovqatlansak, ular ham bizdek «ovqatni yaxshi ko‘rishini», o‘simlikning ovqati

go‘ng, o‘g‘it ekanligini, biz yuvinish, taranishni qanday yaxshi ko‘rsak, gullar ham «yuvinishni», «taranishni» yaxshi ko‘rishini va buning uchun gullarni tagini vaqti-vaqti bilan yumshatib, suv berib turish kerakligini, barglariga chang yuqtirmasdan yuvib, artib turish kerakligini o‘rgatishi zarur. Shuningdek, tarbiyachi bolalarga odamlar yorug‘likni, quyoshni qanday yaxshi ko‘rsa, gullar ham yorug‘likni, quyoshni shunchalik yaxshi ko‘rishini, shuning uchun ham ularni soya yoki qorong‘i yerda saqlash mumkin emasligini ularga uqtirishi zarur.

Maktabgacha ta'lim muassasasida ta'limni tashkil etish shakllari[4] quyidagilar:

1. An'anaviy mashg‘ulotlar

a) Yangi bilim malaka va ko‘nikma berish.

b) Zamonaviy, mujassam mashg‘ulotlar (savol-javob, hikoya, ertak, topishmoq, tasviriy faoliyat turlari).

Tabiat bilan tanishtirish shakllari:

Mashg‘ulot: 1. Mashg‘ulot nomi. 2. Mashg‘ulot maqsadi. 3. Mashg‘ulotni loyihalashtirish. 4. Mashg‘ulotni borishi. 5. Mashg‘ulotni yakuni

2. Ekskursiya: a) Tabiatni kuzatish. b) Xo‘jalik va sanoat bilan tanishtirish.

v) Hayvonot bog‘lariga olib borish. g) Muzeylar va ijtimoiy joylarga ekskursiyaga olib borish.

Ekskursiya tashkil etish shakllari: 1. Ekskursiya nomi. 2. Ekskursiya maqsadi. 3. Ekskursiya rejasini tuzish. 4. Ekskursiya yakuni.

3. Sayr: a) Ertalabki va kechgi sayr. b) MTM hududtdagi sayr.

Sayr tashkil etish shakllari: 1. Ertalabki sayr. 2. Kechki sayr 3. Yer maydonidagi mehnat. 4. Yer maydonida mehnat. 5. Tabiat burchagidagi mehnat

6. O‘z-o‘ziga xizmat mehnat. 7. Jismoniy mehnat.

Tabiat bilan tanishtirish **uslublari** odatda uchta asosiy guruhga bo‘linadi:

Ko‘rgazmali uslub – kuzatish, rasmlarni ko‘rish, diafilm, kinofilm, ekskursiyalar;

Amaliy uslub – o‘yin metodi, mehnat, oddiy tajribalar;

Og‘zaki uslub – tarbiyachining hikoyasi, badiiy asarlarni o‘qish, suhbat. Metodlarni tanlashda tarbiyachi bolalarning yosh xususiyatlari, psixologiyasi, bilimlari, dastur talablari, o‘z o‘lkasi iqlimining tabiati, pedagogik tamoyillarga moslashadi. Yuqoridagi uslublar bir-biri bilan uzviy bog‘liq va bir-birini to‘ldiradi.

Foydalanilgan adabiyotlar

1. Sh.A.Sodiqova, M.A.Rasulxo‘jaeva. Bolalarni tabiat bilan tanishtirish metodikasi: “O‘zbekiston” nashriyoti, 2012.
2. Masaru Ibuka. Uchdan keyin kech. 1,2-kitob: Hilo nashriyoti, 2023.

[4] Sh.A.Sodiqova, M.A.Rasulxo‘jaeva. Bolalarni tabiat bilan tanishtirish metodikasi

ПРОБЛЕМЫ РАЗВИТИЯ ЛОГИЧЕСКОГО МЫШЛЕНИЯ В ПЕДАГОГИЧЕСКОМ ПРОЦЕССЕ

Арысланбаева Анора Бердаховна
Нукуский государственный педагогический институт им. Ажениязa ассистент преподаватель кафедры Общей педагогики и психологии

Калыкназарова Гулайым Каниязовна
Каракалпакский государственный университет ассистент преподаватель кафедры Педагогики и психологии

«Если педагогика хочет воспитать человека во всех отношениях, то она должна прежде всего узнать его тоже во всех отношениях.»

К.Д. Ушинский

Аннотация. Мышление является высшим познавательным процессом. Оно представляет собой форму творческого отражения человеком действительности. Авторитарная педагогика, где студент является только объектом, повышающий уровень знаний, умений и навыков, а интеллектуальный рост, развитие познавательной активности, совершенствование логического мышления и формирование этических ценностей у студентов остаются на второстепенном плане педагогического процесса.

Развитие логического мышления и активизация познавательной деятельности студентов возможна в педагогическом процессе, если преподаватель поставил такую цель в своей педагогической деятельности, а не ограничился в своей практике традиционной технологией обучения, которая построена на основе авторитарной педагогики.

Аннотация. Fikrlash eng yuqori kognitiv jarayondir. Bu insonning voqelikni ijodiy aks ettirish shaklidir. Avtoritar pedagogika, bunda talaba faqat bilim, ko'nikma va ko'nikmalar darajasini oshiradigan va intellektual o'sish, kognitiv faollikni rivojlantirish, mantiqiy fikrlashni takomillashtirish va talabalar o'rtasida axloqiy qadriyatlarni shakllantirish ob'ekti bo'lib qoladi. pedagogik jarayonning tekisligi.

Agar o‘qituvchi o‘z pedagogik faoliyatida shunday maqsad qo‘ygan bo‘lsa va o‘z amaliyotida o‘zini an’anaviy o‘qitish texnologiyasi bilan cheklamagan bo‘lsa, pedagogik jarayonda mantiqiy fikrlashni rivojlantirish va o‘quvchilarning bilish faoliyatini faollashtirish mumkin. avtoritar pedagogika asosida qurilgan.

Annotation. Thinking is the highest cognitive process. It is a form of human creative reflection of reality. Authoritarian pedagogy, where the student is only an

object that increases the level of knowledge, skills and abilities, and intellectual growth, the development of cognitive activity, the improvement of logical thinking and the formation of ethical values among students remain on the secondary plane of the pedagogical process.

The development of logical thinking and the activation of the cognitive activity of students is possible in the pedagogical process, if the teacher has set such a goal in his pedagogical activity, and has not limited himself in his practice to the traditional teaching technology, which is built on the basis of authoritarian pedagogy.

Ключевые слова: логическое мышление, авторитарная педагогика, познавательная деятельность, интеллектуальный рост.

Kalit so'zlar: mantiqiy fikrlash, avtoritar pedagogika, kognitiv faoliyat, intellektual o'sish.

Key words: logical thinking, authoritarian pedagogy, cognitive activity, intellectual growth.

Главная задача высшей школы Узбекистана – формирование специалистов широкого профиля, сочетающих глубокие фундаментальные знания и обстоятельную практическую подготовку. Преподаватель, независимо от его научных знаний по специальности, приступая к учебному процессу, должен владеть необходимым педагогическим минимумом, определённой суммой педагогических и психологических знаний, технологией и методикой преподавания. Сущность содержания образования определяется традиционной педагогикой, которую, желательно, обогатить инновационными дидактическими идеями, разработанных педагогами-новаторами 80х годов XX века.

Процесс подготовки специалистов в высшей школе невозможно ограничить только приобретением знаний, умений и навыков по определённым дисциплинам. В современных условиях необходима серьёзная качественная перестройка учебного процесса. Авторитарная педагогика, где студент является только объектом, повышающий уровень знаний, умений и навыков, а интеллектуальный рост, развитие познавательной активности, совершенствование логического мышления и формирование этических ценностей у студентов остаются на второстепенном плане педагогического процесса. В этой связи особое значение приобретает проблема развития логического мышления в познавательной деятельности студентов высшей школы.

Мышление является высшим познавательным процессом. Оно представляет собой форму творческого отражения человеком действительности. Уровень мышления студентов характеризуется не механическим, пассивным применением знаний, а их активным использованием, разносторонностью подхода к проблемам своей деятельности, последовательностью, чёткостью, самостоятельностью и точностью их решения. Современные профессии предъявляют высокие

требования к мышлению специалистов, к его целеустремлённости, гибкости, глубине, мобильности, быстроте и точности в выполнении профессиональных задач. Повысилась роль самостоятельности мышления и предвидения, умения находить верное решение при недостатке данных. Эти требования распространяются на все операции мышления, проявляющиеся при выполнении профессиональных задач.

Вопросы познавательной деятельности раскрыты в творческом наследии психолога и педагога П.П.Блонского. Впервые в педагогической психологии П.П.Блонский даёт анализ мышления обучаемых в плане логики, охарактеризовавший формирование и развитие видов суждений (проблематических, гипотетических) и умозаключений.

Познавательную деятельность П.П.Блонский рассматривает в диалектической связи с психологическими явлениями памяти, воли, восприятия, формируя теорию памяти, вскрывает внутреннюю связь памяти с мышлением и речью.

Продуктивными представляются идеи Блонского о стимулировании активности и самостоятельности на основе интереса к учению, об организации активной самостоятельной деятельности, развивающей познавательные способности обучаемых.

Для стимулирования активности и логики мыслительной деятельности в педагогическом процессе в работе со студентами преподавателю необходимо построить взаимоотношения с ними на основе использования эффективных технологий обучения, желательно, личностной ориентации.

Использование педагогических технологий личностной ориентации, в том числе, и интерактивных методов обучения в учебно-воспитательном процессе способствуют развитию у студентов логического мышления и создаются условия для формирования их активной личностно-субъекной позиции к изучаемой проблеме.

Процесс формирования у студентов устойчивой потребности в познавательной деятельности опирается на психологическое обоснование мотивации этой деятельности. С.Л.Рубинштейн отмечал: «Каждый действенный мотив поведения, который приобретает устойчивость – это в потенции будущая черта характера в её генезисе, черта характера – это сгусток мотивов, который раз за разом, реализуясь в поступках человека, оседая в нём, переходит в личностное свойство».

Активными побудителями познавательной деятельности являются:

- ✓ Непосредственный, активный интерес к конкретной деятельности;
- ✓ Мотивы нравственно-эстетического и психологического удовлетворения.

Психолог Л.М.Фридман в своём исследовании справедливо отмечает, что логика мышления не дана человеку от рождения. Ею он овладевает в процессе жизни, в обучении. Подчёркивая значение математики в

воспитании логического мышления, учёный выделяет общие положения организации такого воспитания:

- Длительность процесса воспитания культуры мышления, осуществление его повседневно.
- Недопустимость погрешности в логике изложения и обосновании.
- Вовлечение детей в постоянную работу по совершенствованию своего мышления, которая рассматривалась бы ими как личностно значимая задача.
- Включение в содержание обучения системы определённых теоретических знаний, во-первых, знаний о способах ориентировки в выполнении умственных действий.

Для юношеского возраста характерны широта и разносторонность интересов. Познавательные интересы приобретают более широкий, устойчивый и деятельный характер. Развиваются читательские интересы, тесно связанные с направленностью познавательных интересов. Формируется умение сосредотачиваться на работе, пользоваться разнообразными приёмами логического запоминания. Умственная деятельность приобретает более активный, самостоятельный и творческий характер.

Мыслительная деятельность поднимается на более высокий уровень обобщения и абстрагирования, нарастает тенденция причинного объяснения явлений, формируется умение аргументировать и доказывать положения, делать глубокие обоснованные выводы, развивается критичность мышления.

Развитие мыслительной деятельности становится предпосылкой формирования теоретического мышления, способности к познанию общих законов природы и общества, усвоению философских категорий.

С накоплением научного материала всё большую популярность приобретает мысль о значении активности личности в педагогическом процессе. Педагогика настойчиво указывает на то, что прочно усваиваются только те знания, которые активно переработаны студентом.

Достижение целей обучения, развития и воспитания в высшей школе будет более успешным при переводе студента из объекта в субъект обучения и воспитания, что определяется правильным выбором необходимых педагогических технологий. В помощь преподавателю изданы книги, в которых раскрыты цели и содержания наиболее эффективных педагогических технологий обучения, например:

А.К.Колеченко. Энциклопедия педагогических технологий: Пособие для преподавателей. – СПб.: КАРО, 2006. – 368с.

Р.Д.Ишмухамедов. Инновации в образовании и воспитании: Методический сборник. Т., 2009. – 97с.

В проведении лекционных, семинарских и практических занятий намного, на наш взгляд, эффективнее применение технологии «Бумеранг» и технологии «Веер». Технология «Бумеранг» способствует формированию критического мышления, логики, развитию памяти, навыков изложения идей,

мнений, аргументов в письменной и устной форме. Данная технология направлена на глубокое целостное изучение, творческое осмысление, свободное овладение учебным материалом за одно занятие. Она пригодна для изучения тем разного содержания и характера (проблемных, спорных, неоднозначных), включает устные и письменные формы работ, позволяет в течение одного занятия каждому участнику входить в состав малых групп, выполнять различные задания, поочерёдно выступать в ролях обучаемого или обучающего. Помимо образовательных данная технология позволяет решить ряд задач воспитательного характера: умение работать в коллективе, коммуникабельность, корректность, толерантность, уважение к чужому мнению, активность, формирование лидерских качеств.

Технология «Веер» направлена на изучение сложных, многоаспектных тем, возможно проблемного характера. Суть технологии в одновременном обзоре различных аспектов темы. Причём каждый из них рассматривается с разных позиций, например, отмечаются положительные и отрицательные стороны, преимущества, достоинства и недостатки, польза и вред.

Технология позволяет успешно развивать критическое, аналитическое, конкретное мышление, логику, а также умение формулировать, лаконично излагать в письменной и устной форме свои идеи, мнения, защищать и отстаивать их.

Развитие логического мышления и активизация познавательной деятельности студентов возможна в педагогическом процессе, если преподаватель поставил такую цель в своей педагогической деятельности, а не ограничился в своей практике традиционной технологией обучения, которая построена на основе авторитарной педагогики.

Таким образом, из вышесказанного можно заключить, что мышление, представляя собой, процесс познавательной деятельности, характеризуется обобщённым и опосредованным отражением действительности. Адекватность психического отражения реальности достигается при гармоничном сочетании и единстве конкретно-чувственного и логического мышления. Эти условия предоставляет преподаватель, применяя педагогические технологии личностной ориентации в педагогическом процессе.

Литература

1. Гармонично развитое поколение – основа прогресса Узбекистана. – Т., 1997.
2. Блонский П.П. Курс педагогики (Введение в воспитание ребёнка). – М., 1916.
3. Рубинштейн С.Л. Проблемы общей психологии. 2-е изд. – М.: Педагогика, 1976.
4. Фридман Л.М. Изучение личности учащихся и ученических коллективов. М., 1988.

KICHIK MAKTAB YOSHIDAGI O'QUVCHILARNI KASB-HUNARGA YO'NALTIRISHNING TASHKIL ETILISHI

Berdikulova Gulruhsor Nurbekovna
Nizomiy nomidagi
TDPU, Umumiy psixologiya kafedrasi o'qituvchisi

Annotatsiya. Maqolada kichik maktab yoshidagi o'quvchilarni kasb-hunarga yo'naltirish ishlarining o'ziga xos xususiyatlari tahlil qilingan. O'quvchining qiziqish va qobiliyatlarini barvaqt aniqlab, kelgusidagi kasbini to'g'ri tanlashlariga erishilsa, o'z faoliyatida taraqqiyotni ilgarilashi tabiiydir. Shu boisdan mazkur maqolada aynan kasbni to'g'ri tanlashda ahamiyat berish lozim bo'lgan mezonlar aks ettirilgan.

Kalit so'zlar: o'quvchi, kasbga yo'naltirish, kichik maktab yoshi, shaxsiy xususiyatlar, qiziqish, layoqat, qobiliyat.

Аннотация. В статье анализируются особенности профессиональной ориентации учащихся младшего школьного возраста. Если заранее определить интересы и достичь того чтобы правильно выбрать будущую профессию, то естественно, что он будет продвигать свою сферу деятельнсти вперед. Поэтому в данной статье отражены критерии, которым следует уделить внимание при выборе подходящей профессии.

Ключевые слова: школьник,направление в профессию, младший школьный возраст, личностные особенности, интерес, способности.

Abstract. The article analyzes the peculiarities of professional orientation of students of primary school age. If in advance to determine the interests and achieve to choose correctly the future profession, it is natural that he will advance his sphere of activity. Therefore, this article reflects the criteria that should be paid attention to when choosing a suitable profession.

Keywords: Student, Career Orientation, junior school age, personal characteristics, interest, competence, ability.

Bugungi kunda o'quvchilarni kasbiy faoliyatga to'g'ri yo'naltirish va ta'lim samaradorligini oshirishda yuqori natijalarni beradigan faol o'qitish uslublaridan foydalanish muhim omillardan hisoblanadi. Kasblar to'g'risida keng ma'lumotlar berish va kasbiy shakllanishni ta'minlashga to'siq bo'luvchi bir qator omillarni ham o'z o'rnida yoshlarga singdirib borish lozim.

Kasbga yo'naltirish - bu o'quvchining butun hayoti uchun o'zi tomonidan kasb tanlashi emas, balki, inson kasbiy faoliyatini boshlaganda, o'zini unda namoyon eta olishi uchun shaxsiy ichki resurslarini faollashtirishi hamda kasb-hunarni mustaqil tanlashga tayyorlanishning shakllanishidir. Kasb-hunarga yo'naltirish ishlari boshlang'ich sinflarda (1-4 sinflar) kichik maktab yoshidagi o'quvchilar uchun (6-9 yoki 7-10 yoshlilar) tashkil etiladi va amalga oshiriladi.

Boshlang'ich kasb-hunarga yo'naltirishning asosiy maqsad va vazifalari quyidagilardan iborat bo'lishi lozim:

-kichik maktab yoshida o'qishga va mehnatga vijdonan munosabatda bo'lishni shakllantirish, ularning jamiyatda va inson hayotida muhim ahamiyatga egaligini tushunish;

-ota-onasining va boshqa oila a'zolarining turli kasblarga bo'lgan qiziqishini rivojlantirish, "Kasblar olami" bilan tanishtirish;

- o'quv, mehnat, ijodiy va kommunikativ faoliyatda malaka va ko'nikmalarni rivojlantirish;

-kichik maktab yoshidagi o'quvchilarning psixologik-pedagogik tashxisi, umumiy psixologik, aqliy va jismoniy rivojlanishi korreksiyasi (boshlang'ich sinfda o'qish va ushbu bosqichda kasb-hunarga yo'naltirishning vazifalari bilan bog'liq); -ko'rgazmali-obrazli, ko'rgazmali-xarakat, verbal va mantiqiy tafakkurni, tasavvurni, ko'rgan va eshitgan ma'lumotlarni yodda saqlash va qayta tiklashning oddiy va murakkab operatsiyalarini rivojlantirish (kasbiy ma'lumotni qabul qilish bilan bog'liq);

-umumiy o'quv, mehnat va kommunikativ malaka va ko'nikmalarini rivojlantirish

(biror bir kasb uchun ahamiyatli bo'lgan o'quv fanlarini o'zlashtirishi bilan bog'liq);

-kichik maktab yoshidagi o'quvchilarning iqtidorini, qobiliyatini aniqlash, ota-onalar uchun tavsiyalar ishlab chiqish (iqtidorli bolaning boshlang'ich sinflarda va oilada ta'lim va tarbiyasi; shuningdek, kelgusida ixtisoslashtirilgan litsey, maktab yoki internatlarda o'qish imkoniyati bilan bog'liq).

Kasb-hunarga yo'naltirish ishlarining uslubi va vositalari quyidagilardan iborat:-kasb-hunarga yo'naltirish haqida hikoya, suhbat, she'r, topishmoqlar, kitoblar (kichik maktab yoshi davriga tushunarli tarzda kasbiy ma'lumot berish);

-kasbga yo'naltirish mavzusida rasm (kartochka), plakatlar, slaydlar, videofilmlar namoyish qilish (kichik maktab yoshi davriga tushunarli tarzda ko'rgazmali - obrazli kasbiy ma'lumot berish);

-rivojlantiruvchi va o'rgatuvchi kasbiy o'yinlar (kichik maktab o'quvchilariga o'yin, o'quv va kommunikativ faoliyatlari bilan birgalikda kasbiy ma'lumot berish); o'quv darslari, "mehnat darsi", "kasbga yo'naltirish darslari" konkurslar(mehnat va ijodiy, o'quv faoliyat jarayonida kasbiy ma'lumot); ota-onalar uchun suhbat va topshiriqlar (bolalarni kasbga yo'naltirish bo'yicha tavsiyalari, kasbiy maslahat, kasbiy ma'rifat, ularning bilimlarini mustaxkamlash va rivojlantirish, mehnat malakalari va ko'nikmalarini oilaviy sharoitda tarbiyalash.

Shuningdek o'quvchining jismoniy, ruhiy va shaxsiy sifatlarini inobatga olgan holda tanlashiga alohida e'tibor qaratilishi lozimdir.

Ijtimoiy talablarni qondirish maqsadida, maktabda kasbga yo'naltirish yuzasidan olib boriladigan ishlarni mazmunan yangilash, izchil yo'lga qo'yish zarurati tug'ilmoqda. Maktabda o'quvchilarni kasb-hunarga yo'naltirish mehnat ta'limi o'qituvchisining ishi emas, balki butun maktab jamoasining, mahalla, ota-onalar, jamoatchilikning birgalikdagi ishidir.

Maktabda fan o'qituvchilari tomonidan mavzular kasblar bilan bog'lab o'tilsa,maktab psixologi tomonidan o'quvchilarning qiziqishlari, moyilliklari va individual qobiliyatlari hisobga olingan holda ta'lim-tarbiya ishlari tashkil etilgandagina o'quvchilar kasb-hunarni mustaqil tanlashga tayyor bo'ladilar.

O'quvchilarni kasb-hunarg yo'naltirish ishlari ta'lim-tarbiya bilan uzviy kechadigan, uning barcha qirralarini qamrab oladigan uzluksiz jarayondir. Maktabgacha, umumiy o'rta ta'lim maktablari va maktabdan tashqari, o'rta maxsus, kasb-hunar ta'limi muassasalari, jamoa tashkilotlari hamda ota-onalarning o'zaro hamkorligi bu jarayonning samaradorligini oshirishga yordam beradi.

Bunday hamkorlik o'sib kelayotgan yosh avlodga kelgusida ongli va o'z ixtiyori, qiziqishi, xohish-istaklariga asosan mustaqil kasb tanlash, o'z kasbiy istiqbolini belgilash hamda jamiyat ravnaqiga munosib hissa qo'shish imkonini yaratadi. Zero, kasbiy ta'lim-tarbiyadan asosiy maqsad - bu umumiy o'rta ta'lim maktablarining o'quvchilarini ongli va mustaqil ravishda kasb-hunar tanlashga tayyorlash, kelgusi ta'limning yo'nalishini va kasb-hunar egallashning usullarini aniqlashdir.

Kichik maktab yoshidanoq o'quvchilarni o'z individual xususiyatlari va qiziqishlari asosida kasb-hunarga to'g'ri yo'naltirish jamiyatning taraqqiy etishidan darak demakdir. Har bir shaxs o'z kelajagini oldindanoq to'g'ri tanlay olsa va soha bo'yicha samarali faoliyatni amalga oshirsagina, barcha sohalarda rivojlanish bo'lishi tabiiy. Buning natijasida respublikamizda yoshlarning faolligi yanada oshadi va mutaxassislar o'z sohasining rivoji uchun o'zlari imkon topishadi hamda kreativ yondashib uning istiqbolini yaratishadi. Demakki, farzandlarimizga kichik maktab yoshidanoq ertaning egalari sifatida, o'z sohalarini to'g'ri tanlashlarida ko'maklashish- barchamizning birdek vazifamiz bo'lmog'i lozim.

Foydalanilgan adabiyotlar ro'yxati

1. Abdullayeva Ranajon Matyokubovna. REQUIREMENTS FOR CHOOSING A PROFESSION. International Journal of Early Childhood Special Education (INT-JECSE) DOI:10.9756/INTJECSE/V14I6.269 ISSN: 1308-5581 Vol 14, Issue 06 2022. 2150-2153.
2. Berdikulova Gulrukhsor Nurbekovna. The Need to Take into Account Individual Characteristics in Professional Direction of Primary School Students. Vol. 2 No. 4 (2023): Web of Synergy: International Interdisciplinary Research Journal. 622-627.

ОЛИЙ ЎҚУВ ЮРТЛАРИДА ДАРС ТАҲЛИЛИНИНГ МЕТОДИК АСОСЛАРИНИ ТАКОМИЛЛАШТИРИШ

Xalmuratova Jumagul Gaybullayevna
Toshkent to'qimachilik va yengil sanoat instituti
"Ijtimoiy fanlar va jismoniy madaniyat" kafedrasi dotsenti,
pedagogika fanlari buyicha falsafa doktori (PhD)

Annotatsiya. Ushbu maqolada dars tahlilini, ularga quyiladigan pedagogik talablar va metodik asoslarini takomillashtirish ilmiy muhokama qilingan.

Tayanch so'z va iboralar: Dars kuzatuvi va tahlili, pedagogik mahorat, metodologik asoslari, texnologiya, tuzilma, motivlar, kasbiy faoliyat.

Аннотация. В данной статье научно обсуждаются вопросы совершенствования анализа урока, педагогические требования и методические основы к ним.

Ключевые слова: Анализ и наблюдение урока, педагогическое мастерство, методологические основы, технология, структура, мотивы, профессиональная деятельность.

Annotation. This article scientifically discusses the issues of improving the analysis of the lesson, pedagogical requirements and methodological foundations for them..

Key words: analysis and observer of lesson, pedagogical skill, methodological basics, technology, structure, motive, professional of work

Dunyo miqyosida o'quv jarayoni nazariy bilimlar berishdan olingan bilimlarni amaliyotda qo'llash ko'nikmalarini rivojlantirish, axborot texnologiyalari asosida talabalarda mustaqil ta'lim olish malakalarini shakllantirish bo'yicha ilmiy-tadqiqot ishlari olib borilmoqda. Ushbu yo'nalishda jumladan, oliy ta'lim tizimida innovatsion texnologiyalar tatbig'iga asoslangan dars tahlili va uning metodikasini takomillashtirishga qaratilgan tadqiqotlar ustivor hisoblanmoqda. Bu borada o'qituvchi-murabbiy talaba shaxsining ma'naviy-axloqiy dunyosini o'zgartirish, unga pedagogik ta'sir ko'rsatish orqali undagi bor imkoniyat va qobiliyatlarni yuzaga chiqarish, ijtimoiy faol va malakali raqobatbardosh kadrlarni tayyorlashga alohida e'tibor berilmoqda.

Pedagogik jarayonni yaxlit integrativ tizimdan iborat bo'lib, shaxsning aqliy,axloqiy,ruhiy,jismoniy ya'ni tushunish, qo'llash, va baholash darajasini yangi sifat bosqichiga ko'taradi. Barcha sohalarda bo'lgani kabi, ayniqsa, ta'lim-tarbiya yo'nalishda innovatsion texnologiyalarning tatbiqi ma'lum stereotiplardan xoli bo'lishga olib kelmoqda. Dars tahliliga oid kuzatuvlar shuni ko'rsatdiki, o'qituvchi va talaba darsning tashkiliy qismiga qanchalik puxta va mas'uliyat bilan hozirlik ko'rsa, dars shunchalik mazmunli va samarali bo'ladi [1].

Dars – ta'lim jarayonining asosiy shakli. Dars – bevosita o'qituvchi rahbarligida muayyan o'quvchi va talabalar guruhi bilan belgilangan vaqt oraligida olib boriladigan mashg'ulot turi.

ADABIYOTLAR SHARHI. Jahonning rivojlangan davlatlarida, xususan AQSH, Germaniya, Buyuk Britaniya, Yaponiya, Janubiy Koreyaning rivojlanish garovi bo'lib inson omilini kuchaytirishga qaratilgan investitsiyalash, ya'ni inson salohiyati taraqqiyoti, xususan aholi ta'lim darajasining oshishi va yosh kadrlarning professional tayyorgarligi, oliy ta'lim tizimida innovatsion texnologiyalar tatbig'iga asoslangan dars tahlili va uning metodikasini o'rganish eng dolzarb ahamiyat kasb etmoqda. Shu jumladan, mamlakat va mintaqalarning ustuvor iqtisodiy o'sishini ta'minlashning yo'li zamonaviy bosqichda aynan ta'lim sifatini oshirishda sohadan foydalanish muhim ahamiyatga ega hisoblanadi.

Zamonaviy darslarning pedagogik-psixologik mohiyati shu narsani ko'rsatmoqdaki, ta'lim-tarbiya jarayonida talaba subyekt sifatida mustaqil faoliyat yuritish imkoniyatiga ega bo'lmasa, ijodiy qobiliyat, ta'lim samaradorligi va ma'naviy-kasbiy komillikka intilish kutilgan natijani bermaydi. Jumladan, ta'limni modernizatsiyalashtirishni dars jarayonida o'quvchi yoki talabaning bilim, ko'nikma va malakalarini rivojlantirish bilangina hal etib bo'lmaydi. Uni egallayotgan kasbiga bo'lgan munosabati hamda ma'naviy-axloqiy qiyofasining shakllanganlik darajasi, intellektual qobiliyati, tanlagan kasbiga qiziqishi, kasbiy mas'uliyat va javobgarlikni oldindan his etish, tanqidiy va ijodiy fikrlash, shaxsiy tashabbuskorlik va ilmiy-innovatsion yondashuv kabi xususiyatlar uyg'unligi, o'qituvchi darsining tahlili texnologiyasi hamda shu asosida beriladigan tavsiyalarga muvofiq yuzaga chiqadi.

Dars kuzatish va tahlil qilish orqali o'quvchilarning umumiy tayyorgarligi, bilim olishdagi faoliyati, o'quv faniga bo'lgan qiziqishi, diqqat bilan ishlashi, matn, xarita, jadval, asboblar bilan mustaqil ishlay bilishi, o'qituvchiga bo'lgan munosabati aniqlanadi. Shu bilan birga o'qituvchining faoliyati ham tahlil qilinadi. Chunonchi, o'qituvchining o'quv dasturi materiallarini bilish darajasi, yangi mavzuni tushuntirish jarayonida asosiy fikrni ajratib olishi, ilmiylik va soddalik, ko'rgazmalilik tamoyillariga rioya qilishi, dars maqsadini to'g'ri qo'yishi, dars jarayonini to'g'ri rejalashtirishi, darsda hamkorlikka erisha olishi, bilim va ko'nikmalarni o'zlashtirishni nazorat etishi, o'quvchilar bilan yakka va jamoada ishlashni tashkil eta bilishi, dars mobaynida vaqtdan unumli foydalanishi va pedagogik muomala madaniyatini egallaganlik darajasi kabi jihatlar inobatga olinadi[1].

Pedagogik faoliyatda amalga oshirilgan ko'p yillik ish tajribalari va kuzatishlar, o'qituvchi hamisha o'z ustida ishlashi, bilim, ko'nikma va malakalarini takomillashtirib borishi lozimligini ko'rsatadi. O'qituvchi pedagogik mahoratining kundan-kunga o'sib borishi, o'quv jarayonida yangi pedagogik va axborot texnologiyalarini qo'llay olishining kuchayishi uning pedagogik faoliyatida amalga oshadi. O'qituvchi faoliyatining qanchalik samarali ekanligini, uning mahoratini kuzatish, o'tayotgan darslarini tahlil qilish orqali bilish mumkin. Dars tahlili – o'quv jarayonini bir butun yaxlit holda yoki muayyan bo'laklarga bo'lib baholash[2].

TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL. Dars tahlili

– bu tekshiruvchi, o‘quv muassasasi rahbari, metodistning ijodkorligi, novatorligi bo‘lib, u faqat o‘qituvchi mehnati natijasini baholabgina qolmay, uni tarbiyalaydi, o‘qituvchini bilim va mahoratini kengaytiradi, yangi ish shakli va metodlarni egallashga ko‘maklashadi. Shu sabab, o‘qituvchi darsiga kirish va tahlil qilishni maqsad qilib qo‘ygan pedagog, avvalambor, dars tahliliga kirguncha, dars tahliliga kirish va uni kuzatish vaqtidagi hamda dars tugagandan keyingi harakatlarni aniq belgilab belbilab olishi kerak.

Dars tahlili kasbiy pedagogik faoliyat mazmunida uzluksiz pedagogik ta'lim nazariyasi va amaliyotini rivojlantirishning asosiy shakli ekanligi oldingi boblarda o‘rganildi. Yakunlovchi eksperimentga oid olib borilgan tadqiqot jarayonida dars tahlili mazmunida shaxsga yo‘naltirilgan mustaqil ta'lim texnologiyasi dinamikasi 4 ta omil bilan chambarchas bog‘liqligi aniqlandi. Bular:

1) innovatsion texnologiyalarning nazariy-amaliy mukammalligi, tajribada sinab ko‘rilganligi va milliy-mahalliy sharoitga mosligi;

2) innovatsion yondashuvga oid tegishli shart-sharoitlar, ya'ni har bir fanning o‘ziga xos xususiyatidan kelib chiqib, o‘quv reja va dasturlarda pedagogik hamda axborot kommunikatsiya texnologiyalari tatbiqining aks etishi, moddiy-moliyaviy hamda tashkiliy-pedagogik ishlarni yo‘lga qo‘yilganligi;

3) ijtimoiy va pedagogik-psixologik metodlar samaradorligi hamda pedagogik jamoaning innovatsion potensiali;

4) rahbar shaxsini innovatsion texnologiyalar tatbiqiga bo‘lgan munosabati, unda kasbiy hamda rahbarlik salohiyatining uyg‘unligi.

Nazariy ma'lumotlarning amaliy ifodasi o‘laroq shaxsga yo‘naltirilgan mustaqil ta'lim texnologiyasida o‘qituvchi va talaba o‘rtasida ijodiy hamkorlik munosabatlari qaror topadi[3]. Bu munosabatlarda avvalo:

- “subyekt-subyekt” munosabatlari, ya'ni o‘zaro tenglik, hamfikrlik, ijodkorlik hamda ijtimoiy faollik shakllanadi. Talaba tomonidan bajarilgan mustaqil ishlar monitoringi kafedra mudirlari, ekspertlar guruhi hamda ta'lim muassasasi rahbariyati tomonidan olib boriladi.
- talaba majburiy itoatkorlik, tanqid va ortiqcha ruhiy toliqishlardan holi bo‘ladi hamda vaqt tejamkorligiga e'tibor qaratiladi;
- ayni paytda talabaga o‘qituvchining ishtirokisiz mustaqil ravishda bilim, ko‘nikma va malakalarni egallash bo‘yicha tegishli shart-sharoitlar yaratib beriladi (kompyuter sinfi, internet, multimedia va ARM xizmatlari va boshqalar).
- erkin-ijodiy muhitda o‘quvchilarning 32 foizi, talabalarning 56 foizi o‘z-o‘ziga talabchan bo‘lishi; o‘z-o‘zini taftish va tahlil qilish o‘quvchilarda 18 foiz, talabalarda 31 foiz; o‘z-o‘zini tahlil etish o‘quvchilarda 27 foiz, talabalarda 48 foiz; o‘z-o‘ziga baho berish o‘quvchilarda 26 foiz, talabalarda 43 foizga qayd etilganligi mustaqil ta'limni o‘z-o‘zini tarbiyalashdagi mavqeni tobora ortib borayotganligini ko‘rsatdi.

XULOSA VA MUNOZARA. Oliy o'quv yurtida olib borilgan dars tahlililari, aniqsa, bo‘lajak mutaxassislarda kasbiy bilim, ko‘nikma va malakalarni shakllantirishda innovatsion texnologiyalar tatbiqining o‘rni tobora ortib

borayotganligini ko‘rsatdi. Shundan kelib chiqib, tadqiqot jarayonida biz ko‘rib o‘tilgan omillar asosida shaxsga yo‘naltirilgan mustaqil ta’lim shunchaki “uyga vazifa”ni bajaruvchi xarakterdagi an’anaviy topshiriqlarga o‘xshab qolmasligiga e’tiborni qaratdik. Bu o‘rinda 70 foizga yaqin o‘qituvchi o‘quvchini o‘zi tanlagan yo‘ldan chiqarmaslikka harakat qilishi aniqlandi. Ikki tomonlama jarayonda o‘qituvchining cheklangan fikr doirasi, ya’ni dastur va darslik talabidan chiqib keta olmasligi, oqibatda, o‘quvchi fikrini muayyan qolipga tushib qolishiga olib kelishligi ma’lum bo‘ldi[4]. Bu munosabatlar natijasi o‘laroq, talaba o‘zining mustaqil qaroridan ko‘ra ko‘piroq o‘zgalar fikrini eshitishni afzal ko‘radi. Ayniqsa o‘qituvchi tomonidan qabul qilingan qarorlarni ijro etishni majbur deb biladi. Ammo ijro samaradorligi ko‘zga tashlanmaydi. Chunki bu jarayonda talaba shaxsining individual imkoniyatlari yetarli darajada ochilmay qoladi.

1. Har bir jamiyat kelajagini belgilovchi omillardan biri ta’lim tizimi hisoblanib, ta’lim jarayonining asosiy vazifasi talabani ilmiy bilim, ko‘nikma va malakalar bilan qurollantirish, fikr yuritish, ongli xulq-atvor hamda muomala madaniyatini shakllantirishdan iborat.

2. Dars tahlillari yuzasidan ilmiy-amaliy samaradorlikka erishishi maqsadida bo‘lajak mutaxassisning tanlagan kasbiga munosabati masalasini oqilona hal etish lozimligi maqsadga muvofiq deb topildi. Chunki innovatsion texnologiyalar tatbiqining asosiy mohiyati talabani fanga qiziqtirish, ta’lim-tarbiyaviy faolligini oshirish negizida kasbga to‘g‘ri va ongli ravishda yo‘naltirishni ta’min etish nazarda tutilgan. Yuqoridagi tahlillar o‘laroq o‘qituvchi asosan dars beruchilik funksiyasi bilan cheklanib qolmasligi lozim.

3. Bilim egallashga intilish talabani o‘z “meni”ni anglash, uni mukammallashtirish va shu asosida shaxslararo munosabatni to‘g‘ri o‘rnata olish tajribasini shakllantiradi. Munosabatlar muvazanati shaxsning individual-ruhiy xususiyati, qobiliyati hamda xohish-istagi asosida vujudga keltirilsa, ayniqsa bu jarayonda tegishli metod va usullar to‘g‘ri tanlansa, hamkorlik, hamjihatlik va do‘stona munosabatlar vujudga kelib, ko‘plab muammolar ijobiy yechimlarga ega bo‘ladi.

Adabiyotlar

1. Qobilov SH. Tadjixanov B. Ma’ruzalarni tayyorlash va o‘qish mazmuni hamda shakliga qo‘yiladigan metodik talablar. – Toshkent, 2006.
2. Иохвидов В.В. Анализ урока: новый формат требований. / Вестник Красноярского государственного педагогического университета имени В.П.Астафьева. 2021. – С. 18.
3. Chicherina Y., Nurkeldiyeva D. Bondareva YE. Mutaxassislik fanlarni o‘qitish metodikasi. T.: “Fan va texnologiyalar, 2013y
4. Medvedeva, T.Y.aEmail Author, Vaskina, A.V.bEmail Author, Sizova, O.A.A the problems of designing the professional development of scientific and pedagogical personnel in modern conditions Volume 34, Issue 4, July-August 2018, Pages 39-44.

THE ROLE OF ETHOLOGY IN THE NATURAL DEVELOPMENT OF SERVICE ANIMALS

F.Qahhorov
Customs commitet , Director of the National Kinology Center,

N.Abdullaev
a small instructor in the department of training service animals

Abstract. The article discusses the science of ethology, which is an inseparable part of zoology. It analyzes the behavioral mechanisms and natural characteristics of animals from all angles, expands the human understanding of integral processes in the natural world, and highlights the role of ethology in developing a holistic and humanistic view of behavior and character. The article provides analytical information on these topics.

Key words: ethology, instinct, vegetative, neurophysiology, evolution, behaviorism, zoology, ontogenesis, microevolution, individual, zygote, population, physiological, psychology.

Nowadays, the domestication process of widely spread and well-known domestic animals, which began in ancient times, resulted in the domestication of animals that have found a special place among themselves, and the animal that has found a unique place among domestic animals is the dog.

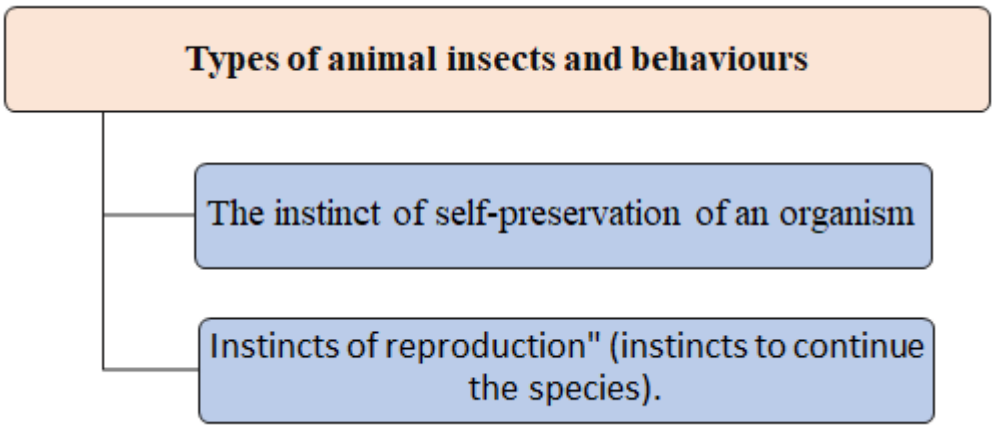
Humans have advanced the intelligence, sense of smell, good vision, hearing, speed, and agility of dogs. They have brought them closer to themselves than to other animals. The symbiosis between humans and animals, meaning the mutual benefit of each other, has led to the use of animals only for hunting and herding purposes during the period of mutual closeness. In other words, ancient humans domesticated animals to perform physical work and to obtain products such as milk, meat, and skin.

Ethology is a scientific field that studies the behavior, natural environment, and social interactions of animals, and is one of the branches of biology that focuses on understanding the behavior and instincts of animals from a genetic standpoint. The term "ethology" comes from the Greek words ethos, meaning "character" or "nature," and logos, meaning "study" or "science." Ethology is primarily concerned with analyzing the genetic components (i.e. innate or instinctual aspects) of animal behavior and studying the evolution of these behaviors. The field was first established in biology in 1859 by French zoologist Jean-Baptiste Lamarck, and it focuses on the unique characteristics and behaviors of different animal species

The study of how animals adapt to natural conditions and the improvement and learning of their basic movements has a long history. In the 18th and 19th centuries, naturalists, such as the German scholar G. Riemarus and French scholars J.L. Buffon and J.A. Fabre, and partly experimental materials of the French

zoologist F. Cuvier, identified and identified the types of instinctual behaviors. They directly influenced the development of Darwin's theory of evolution. A lot of evidence collected about animals in their natural habitats served as a basis for identifying the main types of temperament and behavior and analyzing their instinctual reactions.

An instinct is a concept that consists of innate reflexes that occur automatically without conscious control, such as the instincts for feeding and reproducing. It constitutes the basis of the animals' ability to adapt, natural interactions, and elementary reasoning. Animals have their own specific instincts and orientations. (Picture 1.)



1st picture. The unique characteristics of animals' instincts.

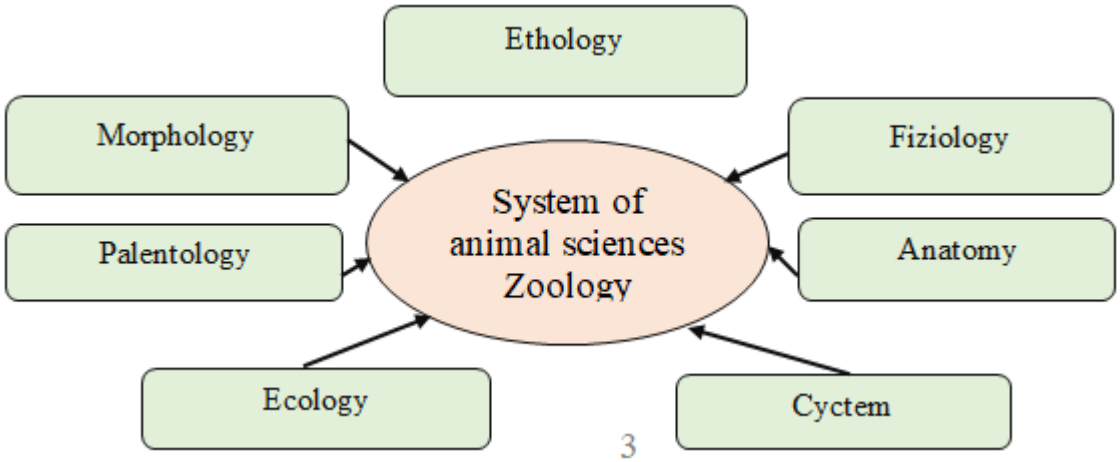
In addition, there are several types of instincts with different directions, each of which actively responds to stimulating factors in its own direction. For example, vegetative instincts regulate the internal secretory functions of the organism, such as saliva secretion, producing necessary amounts of fluids from various glands, digestion system, etc. Ethical instincts include maternal instincts, protection instincts, recognition instincts, sexual instincts, parental instincts, hunting instincts, and so on.

Charles Darwin emphasized the importance of natural selection and variation in determining the behavior and physical characteristics of animals. He provided examples of instinctive behaviors that could be shaped by the natural process of selection, such as the development of particular behavioral traits in response to environmental factors. The research of ethologists such as D. Spalding of England, C.O. Whitman of the United States, and O. Heinroth of Germany has had a significant impact on the development of ethological theories. Heinroth's research, in particular, has demonstrated the foundational nature, ongoing expression, and species-specificity of certain forms of behavior.

Ethology as a scientific field that studies animal behavior based on genetics and variability was established in the 1930s, distinguishing itself from other

scientific approaches that had more of a physiological and psychological focus, such as zoopsychology, behaviorism, and others. Its main founders are considered to be the Austrian zoologist K. Lorenz and the Dutch zoologist N. Tinbergen. The initial observations of the former (1931-37) were based on the research of American scientists C. Whitman and V. Craig, Germans J. von Uexküll and O. Heinroth, and other experts in the field, including Frenchman J. Leuba, Americans G. Jennings, V. McDougall, and others. Lorenz, Tinbergen, and their colleagues (including Dutchman G. Baerends, Germans V. Eibl-Eibesfeldt and P. Leyhausen, and others) developed the principles of the instinct theory in their works, focusing on instinctive movements and behavior

The development and formation of the goals of ethology lasted from the mid-1930s to the end of the 1950s in Europe. In the United States, it was met with sharp opposition from comparative psychologists and behaviorists. As a result, in the 1960s and 1970s, there was a trend towards changing the fundamental concepts of the Lorenz-Tinbergen teachings and synthesizing them with the principles of other biological and natural sciences. Ethology emerged as a separate discipline, which is characterized by an integrative and developmental approach that takes into account the whole spectrum of animal behavior, from instinctive to learned, and aims to study the behavior of animals in their natural environment. Ethology is based on the principles of evolutionary biology and is closely related to physiology, ecology, population genetics, and behavioral genetics. Currently, ethology is closely related to experimental psychology and other fields of science, and its relationships are strengthening (Picture 2.)



2nd picture. The relationship of ethology with other sciences.

The natural behavior and movements of animals in their natural environment are considered the traditional research objects of ethology. The complete description of the specific behaviors and movements of animals, which are characteristic of different species (determined using objective evaluation methods, such as taking pictures, identifying regular repetitive actions, and determining the

timing of various states), serves as the basis for creating a list (ethogram) of behaviors that are specific to each species. The ethograms of different types of animals are analyzed comparatively, and conclusions are drawn. This serves as a basis for studying the evolutionary aspects of their behaviors and movements. For this purpose, ethologists use various animals, including primates, which are similar to humans. Due to the high efficiency of this method, some ethologists have started to use it to study human behaviors and movements as well.

When studying the development of individual organisms and observing the behavior of animals, ethologists make wide use of laboratory methods. One such method is to rear animals by subjecting them to certain ecological factors in order to study the animal's behavior. This method is particularly useful in studying the ontogeny of behavior and is important in identifying critical stages in an animal's development.

Ontogeny (from the Greek words "ontos" meaning "being" and "genesis" meaning "origin") refers to the series of changes an organism undergoes from the beginning of its development until the end of its life. The term was coined by the German scientist Ernst Haeckel in 1866. Ontogeny begins with the formation of the zygote, the single cell resulting from the fusion of gametes.

In organisms that reproduce sexually, the new organism develops from the division of the zygote into two cells, then four, and so on until it forms an embryo. During this process, the organism undergoes changes that result in the development of all its organs and systems. Ontogeny reveals all the morphological, physiological, and functional processes that occur during an organism's development, including changes in the quantity and quality of its interrelated parts.

Many instinctive movements in the organism occur in response to certain triggering stimuli called "releases". These releases are the first time the animal encounters them and are not learned through individual experiences. For example, the red spot on the empty belly of a male stickleback fish triggers the aggressive behavior of other male sticklebacks. The mechanism that ensures the emergence of a specific reaction under a particular stimulus is called a "fixed action pattern mechanism". To identify specific triggers, a certain type of activity called imprinting is required. In this case, if this stimulus affects this animal during a certain "sensitive" period of ontogeny after hatching, it will be beneficial to them even when they grow up.

Recently, it has become known that certain "sensitive" periods are characteristic of some behavioral patterns in animals. For example, in birds, the formation of migration ability is observed during such periods. Understanding the communication mechanisms and learning of animals plays an important role in the process of recognizing basic stimuli and imprinting. The high-level basic stimuli (stimuli) of these are shown by their own unique visual and color characteristics, characteristic emotional signals, and the triggering of relevant reactions of other individuals without prior training.

The notion that certain behaviors of animals are innate and instinctive has been suggested by Lorenz and later elaborated on by Tinbergen in terms of both external and internal factors, such as hormones, temperature, and other stimuli. According to this hypothesis, there are internal mechanisms that control instinctive behavior, which are shaped by the accumulation of a certain "movement energy" specific to a particular drive (hunger, thirst, etc.), which is processed in relevant nerve centers. The buildup of this energy beyond a certain threshold triggers the expression of instinctive behavior, including the search phase of the behavior. This phenomenon is observed not only in birds but also in other animals that exhibit a wide range of behavioral variability.

Used materials

1. Panov N, Ethology - its origins, formation, and place in the study of behavior, M., 1975;
2. Krushinsky L. V., Biological foundations of reasoning activity, M., 1977;
3. Tinbergen N., Animal Behavior, translated from English, M., 1969;
4. Lorenz K. J., The Ring of King Solomon - translated from English, 1970; Heind R. A., Animal Behavior - translated from English, M., 1975;
5. Jaynes J., The historical origins of "ethology" and "comparative psychology", "Animal Behaviour", 1969, v. 17, no. 4;
6. Function and evolution of behavior, ed. P. H. Klopfer and J. P. Hailman, Reading (Mass.), 1972;
7. Lorenz K., On animal and human behavior, vol. 1-2, Munich, 1973-74.
8. Panov E.N., 2005a. The fates of comparative ethology // Zool. Z. T.84. No.1. P.104-123.
9. Schleidt W., Yacalis G., Donnelly M., McCurry M., 1984.
10. http://colinallen.dnsalias.org/~callen/TAMU/TheCognitiveAnimal/P1/evansp1.pdf.

«ВЗГЛЯД В.Я.БРЮСОВА НА ЭЛЕМЕНТЫ ФАНТАСТИЧЕСКОГО В ПРОЗЕ»

Низомова М.И.

Аннотация. В статье исследуется такой посвященных Брюсову, его теоретико-литературный дискурс до сих пор не обладает статусом научной концепции. Причиной тому, скорее всего, является тот факт, что Брюсов по ряду причин, о характере которых можно догадываться, не оставил никакого фундаментального труда, в котором такая концепция излагалась бы последовательно и обладала бы четким и унифицированным понятийным аппаратом. Автор данного исследования видит свою задачу в концептуализации системы теоретико-литературных взглядов Брюсова.

Ключевые слова: модернизм, фантастического, символизм, Брюсов, взгляды, реальность.

Взглядов В. Я. Брюсова. В их основе лежит представление о единстве содержания, формы и материала художественного произведения, говоря современным языком— о содержательности художественной формы. Содержание— прежде всего душа художника (очень близкая, если не прямо тождественная, «поэтической идее», которая сочетает все компоненты структуры произведения искусства). Форма — сюжет и идея произведения, материал — те средства и носители, посредством которого оно приобретает телесное воплощение (звуки, краски, слова и др.). Форма и материал ищутся художником в диалектически едином процессе выяснения и воплощения содержания. Применительно к лирическому творчеству индивидуальный склад творящей личности обусловливает использование ею тех или иных средств поэтического языка. В них, в свою очередь, проявляется миросозерцание и философия художника, видные при анализе художественного текста. Содержание художественного произведения придает ему значение. Сущность произведения (основное внимание Брюсов уделяет поэзии) заключается в том, что в нем «говорится» (сообщается) больше, чем могут «сказать» слова в иначе организованном речевом потоке. Сочетание слов, музыкальная инструментовка, комбинация звуков обеспечивают возникновение поэтической информации; внепоэтическая информация, взятая вне художественности, для Брюсова есть «смысл» произведения. Слово рассматривается Брюсовым во всех трёх аспектах — то есть как содержание, как форма и как материал стихотворения. Создание лирического произведения, то есть диалектический процесс обретения содержания, формы и материала, исключает служение каким-либо внешним целям. Поэт вербализирует свою неповторимую личность, создавая сообщение особого типа— поэтическое. Именно поэтому, по словам Брюсова, в поэзии «слово— всё» (VI, 379), тогда как в прозе оно — лишь средство, поскольку в прозе важно словесное выражение образов и мыслей, а

в поэзии — сотворение слов, создающих мысли и образы. Поэтому главный результат деятельности поэта— оживление слова, его деавтоматизация, освобождение от стёртых в обыденно-речевом и общелитературном употреблении клише. Средством оживления слова является индивидуально организованный речевой поток. Оживленное слово приобретает иное значение (или в нём актуализируется, начинает по-новому звучать словарное), чем неоживлённое. Прирост информации происходит также благодаря актуализации звукового облика слова. Постепенно в брюсовских рассуждениях намечается тождество между оживлённым словом и душой поэта (как ранее обозначенное тождество души поэта с поэтической идеей). Самоопределение поэта есть поиск и оживлённого слова, его формы, стиля, для Брюсова эквивалентного миросозерцанию. Благодаря единству в стихе всех возможностей слова создаётся эстетическое впечатление. Оживлённое слово придаёт произведению искусства статус факта действительности, более того — способствует возникновению специфической действительности искусства, эстетической действительности. Оживлённое слово способно воплотить душу поэта в произведении; поиск лирического выражения одновременно есть поиск истинного, внутреннего, тайного содержания собственной души, её познания, и потому область чувств для Брюсова делится на две сферы: «внешние» и «внутренние» чувства, подобно тому как окружающий мир есть совокупность явлений (здесь много взаимоисключающих, но равноправных истин) и сущностей. Процесс создания произведения есть уяснение самому себе своих тайных чувствований. Применение оживлённых слов способствует появлению новых форм в поэзии. Важно в этом контексте художественное время. «Миг» познания тайных чувствований, сущности, момент прозрения — прорыв в сущностное бытие; в процессе познания с помощью искусства он запечатлевается в произведении с помощью оживлённого слова. Оно же способно вскрыть связь явления и сущности, предмета и знака. Особая эстетическая действительность индивидуальна для каждого поэта, характерна своеобразным набором реалий (Брюсов иллюстрирует этот тезис примерами из творчества Ф. Сологуба). Если слово в эстетической действительности есть некоторая реалия (говоря языком позднейших исследователей — «вещь»), то основное значение уделяется его образности, а не способности «выражать понятие», хотя и она тоже не отбрасывается. Образ для Брюсова есть точное соответствие внеэстети-ческой и эстетической действительности, некоторое «пространство», на котором они встречаются.

Новые формы необходимы и в прозе, и по той же причине, что и в поэзии, хотя роль и положение слова здесь, как говорилось выше, другие. Брюсов приходит к мысли о необходимости расширения круга жанров, а следовательно, умопредставлений человека о мире (исходя из того, что жанр — некоторый клишированный способ восприятия и структурирования

реальности в художественном произведении, способ её интерпретации). Новизна постепенно становится для Брюсова связана с фантастическим элементом жанростроения. Делая одно допущение, то есть вводя действие, предмет, состояние и др., отличное от происходящего в реальности, писатель далее творит свой мир по законам обыденной логики и реализма, однако исходит и из реальности своего допущения. Собственно, такой метод, по Брюсову, применён в творчестве Н. В. Гоголя — об этом был написан доклад, а впоследствии и статья «Испепелённый. К характеристике Гоголя». Сила воображения управляла творчеством Гоголя, являясь самым креативным из его тайных чувствований. Гипербола — основной художественный приём гоголевской прозы. Его метод — всеобщее изменение под знаком гиперболичности: это и есть его допущение, которое развито последовательно и художественно-логично.

Фантастическое» для Брюсова — не то же самое, что для представителей современной научной фантастики: для него никогда не может быть воплощено в действительности качество, взятое в его предельном развитии, абсолюте, которое создаёт и реализует себя в особой эстетической среде. Писатель сотворяет свой особенный (эстетический) мир и своих особенных людей, никогда не возможных в действительности. Точка зрения Брюсова оказала влияние на формирование взгляда на Гоголя как фантастического реалиста. Если реализм концептуализирует искусство как отражение действительности, то методы «оживления слова» или «фантастического допущения» не столько воспроизводят, сколько преображают действительность. Отражение жизни — это сам творческий процесс, если понимать под ним уяснение художником в миг прозрения своих тайных чувствований. Область искусства — не столько факты действительности, сколько тайны человеческого духа, стоящие за этими фактами. В этом смысле и символ — строго реалистический образ. Творя эстетическую действительность на основе воплощения тайных чувствований, художник творит и самого себя. В результате художник сообщает художественную правду о мире. В брюсовской системе ценностей есть две пары оппозиций, тесно связанные между собой: «внешнее» — «внутреннее» и «действительное» — «недействительное» (под «действительным» понимается прожитое). Вымысел, художественно прожитый, становится фактом реальности; поэтому так важны «новые» формы искусства, воспроизводящие нестереотипные художественные сознания.

Реконструкция целостной системы взглядов В. Я. Брюсова представляется особенно важной ещё и потому, что она является полемичной по отношению к русской религиозной системе философской метафизики. Благодаря знакомству с трудами Лейбница Брюсов привносит в русский символизм иную, по сравнению с мистицизмом последователей Владимира Соловьева, струю— рационалистическую, резко отличающуюся от основного направления символистской теоретической мысли. Воссоздать в подлинном

объёме идейную обстановку рубежа X1X-XX вв. важно для того, чтобы не продуцировать искажения в дальнейшем.

Таким образом, реконструкция целостной системы теоретико-литературных взглядов В. Я. Брюсова определяет его место в становлении гуманитарной науки истекшего столетия. Думается, что научные взгляды поэта ценны не только для истории науки — как один из источников, питавших упомянутый формальный метод.

Список литературы

1. Анчугова Т. В. В. Брюсов— критик в 1900-1917 г. Автореф. дис. канд. филол. наук: (10.01.02). — М., 1978. —16 с.
2. Брюсов В. Я. Дневники. Автобиографическая проза Письма/ Сост., вступ. ст. Е. В. Ивановой. — М.: ОЛМА-ПРЕСС Звёздный мир, 2002 — 415 с.
3. Брюсов В. Я. Избранная проза. – М.: «Современник», 1989. – 670 с. 4.
4. Гаврилова В. Фаустианские мотивы в романе В.Я. Брюсова «Огненный ангел» и одноименной опере С.С. Прокофьева / Журнал «Израиль XXI», №31 – Израиль, 2012 [Электронный ресурс]. URL: http://www.21israel-music.com/Ognenny_angel.htm/ (дата обращения: 04.11.2014).

ТЕАТРАЛИЗАЦИЯ И ЭЛЕМЕНТЫ ИГРЫ НА УРОКАХ РУССКОГО ЯЗЫКА

Джабборкулова Дилфуза Сайиткуловна
Преподаватель русского языка высшей категории
СОШ 36 г. Самарканда

Аннотация. В статье рассказывается о возможностях театральной педагогики в организации урока русского языка, описаны эффективные приемы для такого урока. Представлены принципы обучения языку, элементом которого могут стать театрализация и персонификация. В статье отмечается следующий факт: приемы театральной педагогики особенно важны в обучении русскому языку в условиях ограниченной языковой среды. Рассмотрены также перспективы театральной педагогики в качестве обучения русскому языку как иностранному. Средства театрализации обеспечивают развитие эмоционального интеллекта, что в условиях обучения вне страны и отсутствия языковой среды содействует стойкой мотивации к учебной и языковой деятельности и у взрослых учащихся, и у детей. Все возможности театрализации рассматриваются в статье обучения через систему специально созданных игровых и мотивирующих возможностей.

Ключевые слова: Образование, театральная педагогика, обучение взрослых, персонификация, обучение языку, мотивация, режиссура урока.

Процесс приобретения знаний может стать движущей силой развития интеллекта и важным фактором воспитания всесторонне развитой личности, если учитель постоянно культивирует интерес к предмету, уроку, который могут вызвать только нетрадиционные формы организации учебного процесса. Именно к таковым относятся уроки с применением основ театральной педагогики.

Театрализация – использование средств театра в педагогическом процессе. Театрализованная игра, элементы театрализации являются гармоничным сочетанием театрального искусства (условность атрибутов, особенности произношения речей) с педагогическим процессом по своим целям и принципам построения (коллективность, распределение ролей, необходимость педагогического руководства). Однако, словосочетание «театр на уроке» часто пугает учителей, так как ассоциируется с массой декораций, костюмов, репетиций. Именно поэтому я использую и говорю «элементы театрализации». Урок ни в коем случае нельзя подменять развлекательной постановкой.

Современная методика обучения русскому языку как иностранному (РКИ) ориентирована на реализацию практической цели обучения («научить общаться»), но достаточно часто реализует иной социальный запрос, как правило, поступающий в русские школы дополнительного образования и нашедший свое отражение в существующей системе обучения детей-

билингвов. Этот запрос в первую очередь связан с желанием родителей сохранить русский язык у своих детей в полнофункциональном объеме, сделать его не просто «языком общения», но и «языком познания».

Именно к таковым относятся уроки с применением основ театральной педагогики; учебный театр тоже становится формой «непрямого» обучения русскому языку. Самое главное для такого обучения, проходящего часто на учебной сцене, — реализация игрового формата, тщательная режиссерская работа учителя, поддержание эмоциональной связи с детьми, привлечение и длительное удерживание внимания обучающихся. Так, например, ролевые игры позволяют учащимся непринужденно заучивать большие текстовые фрагменты, проигрывать их, выступать в разных амплуа, «примеряя» речевое произведение персонажей. Получается, что средствами театрализации осуществляется передача знаний, взглядов или речевого опыта. Это эмоционально окрашенный формат, надолго запоминающийся участникам учебного процесса. Ведь суть театральных приемов обучения основана на мотивации, а она, в свою очередь, должна носить постоянный характер, обуславливая интерес к учению, к постижению мира культуры на русском языке.

Итак, театрализация — это включение театральных средств в дидактический процесс. Учебный театр, деловая или ролевая игра, элементы театрализации — это гармоничное сочетание театрального искусства (условность атрибутов, специфичная ролевая работа) с педагогическим процессом, соответствующим его принципам построения (коллективная деятельность, необходимость общего руководства, распределение ролей).

Как правило, на уроках русского языках используют прием ролевого чтения, однако на уроках литературного чтения гораздо популярнее прием выразительного чтения. Для подростков и старших школьников интересны такие элементы театрализации, как инсценировки, актерская игра, сценарная или режиссерская деятельность, оформление спектакля.

В условиях ограниченной среды русских школ дополнительного образования популярны универсальные приемы; они особенно активно используются в тех русских школах зарубежья, в которых проводятся уроки русского театра. Одним из самых интересных приемов является персонификация — прием «включения в урок» реального исторического персонажа, жившего в определенный период времени, но принимающего участие в проведении урока и дающего пояснения учащимся. Обычно это бывают выступления исторических лиц, которые произносят речь или знакомят с историческими документами или законами. Еще одним хорошим способом мотивации и эмоциональной включенности учащихся является разыгрывание исторических сценок: при этом происходит передача учащимся исторической информации через ролевое исполнение по заранее составленному сценарию с применением театральной атрибутики. И в русского языка за рубежом, и в вузах на занятиях русского языка как

иностранного используются театрализованные игры. Однако для таких уроков очень важна дополнительная подготовка: всем вместе необходимо написать сценарий, распределить роли, придумать костюмы или реквизит.

В условиях театрализации учащиеся одновременно выступают как актеры и режиссеры и оформители спектакля. Работа в качестве актеров позволяет почувствовать состояние героя в предлагаемой ситуации, а значит, понять мотивы и цели его поступков, разгадать в тексте произведения то, о чем автор порой прямо не заявляет. Это придает новое звучание уроку. Режиссерская работа заставляет анализировать детали, взаимосвязь эпизодов, найти место фрагмента в целом произведении, объяснять поведение всех действующих лиц и разгадывать авторскую позицию. Именно поэтому особое место на уроках русского языка в условиях ограниченной среды приобретают режиссерские интерпретации, когда учащимся нужно самим интерпретировать литературный источник или документ, привлекая одноклассников в качестве актеров. Одним из самых эффективных заданий является инсценирование текста — перевод текста в сценический вариант для постановки на сцене. На наш взгляд, инсценирование обладает огромным творческим потенциалом и дает большие возможности для активного включения в деятельность учащихся.

Использование приемов театрализации на уроках русского языка в условиях ограниченной языковой среды помогает школьникам, работающим над инсценировкой произведения или его эпизода, научиться выделять основную сюжетную линию произведения, определять ее завязку, кульминацию и развязку. Это позволяет проводить систематическую работу над художественным текстом на русском языке в течение всего обучения. Очень важно научить и детей-билингвов, и взрослых, изучающих РКИ, уяснять значение речи действующего лица как его основной характеристики, осознавать главную мысль рассказа и отношение автора к изображенным им событиям и лицам.

В целом приемы театрализации действительно мотивируют к изучению русского языка. Они помогают организовать правильное прочтение произведения, формируют личностное впечатление. Очень важно в данном процессе обеспечить коллективный обмен мнениями, что позволяет реализовать коммуникативную функцию языка. Обсуждение прочитанного или чтение произведений, ответы на вопросы по содержанию текста, когда ученики сначала отвечают на вопросы, подготовленные учителем, а затем, исходя из своего образно-аналитического и идейно-эстетического восприятия текста, сами готовят вопросы для его анализа, — все это мотивирует учащихся к творческой и поисковой деятельности, результатом которой становится качественное овладение русским языком.

Приемы театрализации обеспечивают аналитическую работу над текстом, позволяют выработать режиссерскую концепцию, содействуют в создании творческих групп по интересам. Эти «непрямые» методы обучения

становятся в условиях отсутствия полнофункциональной русской языковой среды действенным способом сохранения языка и его качественного наполнения.

Список литературы

1. Кобзева, Н. А. (2012) Edutainment как современная технология обучения. Ярославский педагогический вестник, т. 2, № 4, с. 192-195.
2. Московкин, Л. В. (2014) Непрямое обучение русскому языку как иностранному. В кн.: Т. Солдатенкова, Л. Шипелевич (ред.). Человек. Сознание. Коммуникация. Интернет. VI Международная научная конференция «Русский язык в языковом и культурном пространстве Европы и мира», 22-25 мая 2014 года, Лёвен, Бельгия. Лёвен: б. и., с. 45-53.
3. Малышева О. К. Элементы театрализации на уроках литературного чтения в начальной школе / О. К. Малышева, Е. А. Жесткова // Молодой ученый. – 2015. – №18. – С. 471-474.
4. Чайникова Д. С. Использование приемов театрализации в обучении иностранным языкам / Д. С. Чайникова, Т. Н. Лисицына // Иностранные языки: лингвистические и методические аспекты. – 2015. – № 31. – С. 107-110.

TALABA-YOSHLARDA SOG'LOM DINIY DUNYOQARASHNI SHAKLLANTIRISH

Ganieva Gulistan Maksetbaevna
QDU Milliy g'oya ma'naviyat asoslari va h'uquq ta'limi kafedrasi stajyor-o'qituvchi
ganiyeva.gulistan@inbox.ru

Annotatsiya. Maqolada talabalarda din va diniy dunyoqarash inson manaviyatining muh'im ko'rinishlaridan biri ekanligi, shu bilan birgalikda ularda diniy dunyoqarash qanchalik sog'lom bo'lsa, shaxsning manaviyati h'am shu qadar yuksak bo'lishi nazarda tutilib, diniy dunyoqarashni shakllantirish yollari va o'ziga xos jih'atlari yoritilgan.

Kalit so'zlar: sog'lom diniy dunyoqarash, zardushtiylik dini, quron, diniy bag'rikenglik, kasbiy ijtimoiy etuklik, manaviy etiqod, manaviy-marifiy tarbiya, xalollik, h'aqgo'ylik, sah'iyilik, ekstremistik.

Аннотация. Статье предполагается, что религия и религиозное мировоззрение у студентов является одним из важных проявлений духовности человека, и при этом, чем здоровее религиозное мировоззрение, тем выше будет духовность личности.

Ключевые слова: здоровое религиозное мировоззрение, зороастрийская религия, Куран, веротерпимость, профессиональная социальная зрелость, духовная вера, духовно-просветительское воспитание, честность, правдивость, великодушие, экстремизм.

Abstract. This article assumes that religion and the religious worldview of students is one of the important manifestations of a person's spirituality, and at the same time, the healthier the religious worldview, the higher the spirituality of the individual.

Keywords: Healthy religious outlook, Zoroastrian religion, Koran, religious tolerance, professional social maturity, spiritual faith, spiritual and educational education, honesty, truthfulness, generosity, extremism.

Bugun O'zbekistonda din ah'liga, ilm ah'liga yuksak etibor ko'rsatilmoqda. Birinchi va ikkinchi Sharq Renessansi davrida uyg'ongan islom marifati, islom manaviyati, qadriyatlari Shavkat Mirziyoev rah'barligida yuksalish bosqichiga ko'tarilmoqda. Bu h'ol iqtisodiy h'amda ijtimoiy, manaviy h'ayotning barcha soh'asini qamrab olayotir. Mislsiz bu o'zgarishlarga h'am oh'ang islom diniga etibor tobora kuchayib bormoqda. [1]

Bugungi kunda talabalarning diniy sog'lom, diniy dunyoqarashini rivojlantirish aloh'ida dolzarblik kasb etmoqda. Har bir jamiyatning, unda yashaydigan insonlarning taqdiri va kelajagi albatta davlatlarning yetakchi kuchlari hisoblanmish yoshlar tarbiyasi bilan chambarchas bog'liqdir. Yurtimizda yoshlarning intellektual va ijodiy salohiyatini mustahkamlash, ularning mamlakatimizda amalga oshirilayotgan islohotlarga daxldorligini oshirish borasida

ulkan ishlar olib borilmoqda. [2] Chunki sog'lom diniy dunyoqarash egasigina diniy bag'rikenglik ko'nikmasiga ega bo'ladi. Din h'aqidagi aniq tushunchalar va tasavvurlardan maqsadga muvofiq h'olda foydalana oladi. Din h'aqidagi aniq tasavvurlar diniy bilimlar va tushunchalarni puxta o'zlashtirish negizida vujudga keladi. "İslom entsiklopediyasi"da din tushunchasi quyidagicha tariflangan: Din (arab. – mulk, h'ukm, h'isob, jazo, tadbir, bo'ysunish, itoat qilish, ibodat, parh'ez, yo'l tutish, odat qilish, etiqod qilish) – Xudo yoki xudolar, g'ayritabiiy kuchlar borligiga ishonish. Arab tilida din so'zi keng manoda ishlatiladi. Quronda din so'zi turli manolarda 100 dan ortiq marotaba ishlatilgan bo'lib, o'sha manolarning h'ammasi ayni vaqtdagi din atamasida h'am o'z aksini topgan. İnsonning dinga bo'lgan munosabati uning diniy dunyoqarashida o'z ifodasini topadi. Dunyoqarash – dunyoga va insonning undagi o'rniga, kishilarning o'z atrofidagi voqelikka va o'z-o'ziga munosabatiga bo'lgan qarashlar tizimi. Shuningdek bu qarashlarga asoslangan odamlarning etiqodlari, ideallari, bilish va faoliyat tamoyillari. Dunyoqarash kishining yoshi, h'ayotiy tajribasi, bilimi, mafkurasi bilan bog'liq. Dunyoqarashda jamiyatda shakllangan falsafiy, ilmiy, diniy, siyosiy, axloh'qiy, h'uquqiy, estetik bilimlar, qarashlar o'z aksini topadi. Shaxsning dunyoqarashi ijtimoiy munosabatlar bilan chambarchas bog'langan. Diniy dunyoqarash shaxsning o'zi va atrofdagilarning ichki olami, kechinmalari, etiqodlarining mazmun moh'iyatini anglashga ko'maklashadi. shunga ko'ra diniy dunyoqarash did bilan bog'liq xodisalar va voqealarning shaxs ongida aks etirishini anglatadi. Har bir shaxsning dinga bo'lgan individual munosabati diniy dunyoqarashni asosini tashkil etadi. Shuning uchun diniy dunyoqarash jamiyat azolarining tafakkur tarzi, xatti-h'arakatlari mazmunini belgiladi. Diniy dunyoqarashning qanchalik sog'lom bo'lishi insonning diniy bilimlar, qarashlarni qay darajada egallanganligiga bog'liq. İnsonning dunyoqarashi to'rt shaklda namoyon bo'ladi. 1. Mifologik. 2. Diniy. 3. Turmush bilan bog'langan. 4. Falsafiy. Diniy dunyoqarash barcha voqea h'odisalar, ular orasida aloqadorlikni iloxiy kuchlar bilan bog'liq h'olda talqin etadi. Diniy dunyoqarashning muh'im ko'rinishlari sifatida diniy etiqod, din bilan bog'liq h'is-tuyg'ular, kechinmalar, diniy aqidalarga bo'lgan ishonch, iloh'iy kuchlarga sig'inishlarni ko'rsatish mumkin. Shunga ko'ra din va diniy dunyoqarash inson manaviyatining muh'im ko'rinishi h'isoblanadi. Diniy dunyoqarash qanchalik sog'lom bo'lsa, shaxsning manaviyati h'am shu qadar yuksak bo'ladi. Diniy dunyoqarash o'zida manaviy etiqod va manaviy xatti h'arakatlarni o'zida mujassamlashtiradi. Sog'lom diniy dunyoqarash insonlarga manaviy yuksalish yo'lini ko'rsatadi. O'zbekiston Respublikasi Prezidentining "Manaviy-marifiy ishlar tizimini tubdan takomillashtirish to'g'risida" h'amda "Manaviyat va ijodni qo'llab-quvvatlash maqsadli jamg'armasini tashkil etish to'g'risida"gi qarorlari madaniy h'ayotimiz ravnaqi, adabiy-badiiy tafakkur rivoji va yoshlar tarbiyasi samaradorligiga xizmat qiladi. Hayot suratining tezlashuvi deb atalayotgan bugungi globallashuv sharoitida manaviy tarbiya iqtisodiy o'sish, ilmiy tafakkur, marifiy etuklik kabi tushunchalar qatorida etakchi o'ringa ega

bo'lib turibdi. Chunki ayni shu soh'ada yuzaga kelayotgan muammolar boshqa soh'alardagi muammolar echimiga borib taqaladi.

Manaviy tarbiyani to'g'ri yolga qo'ymay turib, ijtimoiy-siyosiy, iqtisodiy, jug'rofiy va ekologik muammolarni h'al qilib bo'lmaydi. Chunki bu muammolarning kelib chiqishi umummanaviy tarbiyada yuzaga kelgan boshliq, beparvolik bilan bog'liq. [2] Shuning uchun h'am talabalarda diniy dunyoqarashni shakllantirish orqali manaviy yuksalish motivlarini h'osil qilish nazarda tutiladi. Xalqimiz ko'p asrlar mobaynida u yoki bu dinga etiqod qilib kelgan ularning etiqodi dunyoqarashini ifodalagan. Ajdodlarimiz turli xalqlarning diniy etiqodlarini o'rganish natijasida o'zlarining diniy-manaviy tasavvurlarini kengaytirishga muvaffaq bo'lganlar. Xalqimizning aksariyat urf-odatlari, qadriyatlari diniy dunyoqarash mah'suli h'isoblanadi. Shuning uchun h'am talabalarga urf-odatlar qadriyatlarni o'rgatish jarayonida ular bilan bog'liq bo'lgan voqelik h'aqida malumotlar berish lozim. Har bir dinda jamiyat azolarining manaviy dunyoqarashining shakllanishiga ijobiy tasir ko'rsatadigan g'oyalar mujassamlashgan bo'ladi. Masalan, Zardushtiylik dinida ezgulik va ekologik masalalariga aloh'ida etibor qarilgan. Er, suv va h'avoni bulg'amaslik lozimligi, bu ulkan gunoh' ekanligi takidlangan. Shuning uchun h'am jasadlarni erga ko'mish tavsiya etilmagan. Olovga esa poklovchi, yovuz kuchlarni daf etuvchi kuch sifatida bah'o berilgan. Zardushtiylik dinida beh'uda qon to'kish qattiq qoralangan, yovuzlikka qarshi kurash targ'ib qilingan. İnsonlar bunyodkorlikka davat etilgan, buzg'unchilik gunoh' h'isoblanib, qoralangan. Zardushtiylikda meh'nat va meh'natsevarlik ulug'langanki, bu g'oya bugungi kunda jamiyat farovonligini taminlovchi eng asosiy omil h'isoblanadi. Meh'natkash insonning sah'ovatli bo'lishi takidlanadi. İnson o'z vijdoni ezgulik sah'ovati bilan poklashi takidlangan. Zardushtiylikdagi aloh'ida diqqatga loyiq g'oyalardan biri insonning axloq-odobi, marifatli bo'lishiga intilishidir. Zardushtiylikda inson va tabiyatning tozaligiga muh'im masala sifatida etibor qaratilgan, inson nasl-nasabining pokligi targ'ib qilingan. Garchan bizning mamlakatimizda zardushtiylik diniga etiqod qiluvchilar bo'lmasada, unda ilgari surilgan manaviy-axloqiy qarashlar talaba-yoshlar dunyoqarashini boyitishga xizmat qiladi. Shuning uchun h'am zardushtiylik dinida manaviy-axloqiy qarashlar, madaniy yuksalish tamoyillari bilan talabalarni muntazam tanishtirib borish o'z samarasini beradi. [3]

O'rta Osiy azaldan madaniyat va manaviyat markazi bo'lib, madaniyatlar turli dinlarning ilg'or g'oyalarini o'zida mujassamlashtirgan va umuminsoniy madaniyat darajasiga ko'tarilgan. Shuning uchun h'am umumbashariy madaniyat namoyondalari O'rta Osiyodan etishib chiqqan. Ularda diniy dunyoqarashning yuksak namunalari shakllangan. Malumki IX-XV- asrlarda O'rta Osiyoda madaniyat, marifat, fan yuksak daraja rivojlangan h'isoblanib, bunday rivojlanishning asosini diniy dunyoqarash tashkil etgan. İnsonlarda shakllangan diniy dunyoqarash dunyoviy bilimlarning h'am rivojlanishiga h'am tasir ko'rsatgan. O'z navbatida gumanistik dunyoqarash shaxs madaniyati va manaviyatini yuksaltirishga poydevor bo'la oladigan asarlar va g'oyalarning

dunyoga kelishiga asos yaratdi. Mutafakkir ajdodlarimiz shaxsning diniy dunyoqarashi unga cheksiz imkoniyatlarni baxsh etishi, aql-idroki, qarashlari, intellektual imkoniyatlarini rivojlantirishga xizmat qilishini takidlaganlar. Ajdodlarimiz faqat islomiy etiqodlar bilan cheklanib qolmasdan antik davrda yaratilgan madaniy merosga murojaat qilgan h'olda o'z madaniyatlari va manaviyatlarini boyitganlar. [4]

Ajdodlarimiz o'zlarining manaviy qarashlarini ramziy obrazlar timsolida targ'ib qilganlar. Natijada yoshlar ezgulik va yovuzlikning o'ziga xos jih'atlarini osongina farqlashga muvaffaq bo'lganlar. Masalan, Yusuf Xos Xojibning "Qutadg'u bilig" asarida islomiy etiqodlari va odob- axloq doirasida doston qah'ramonlari h'okim Kuntug'di – adolat, vazir Oyto'ldi – baxt, vazirning o'g'li O'g'dulmish – aql ramzi sifatida namoyon bo'lgan. Mutafakkir shoir Yusuf Xos Xojib inson kamolotini taminlovchi asosiy omillar sifatida meh'nat, ilm, bah's va shaxslararo munosabatlarni ko'rsatadi. Har bir insonning jamiyat ravnaqi yolida xizmat qilishi, unga foyda keltirishini takidlaydi. Meh'nat tufayli inson kamolotga etishishni etirof etadi. Bilim esa meh'natning asosi ekanligini asoslashga h'arakat qilgan. Yusuf Xos Xojib h'ukmdorni adolatli bo'lishga, qonunlarga rioya qilishga chaqiradi. Bu esa diniy dunyoqarashning asosini tashkil etib barcha davrlar uchun xos, ah'amiyatli bo'lgan davat h'isoblanadi. İslomiy etiqodga ko'ra h'ar bir inson adolatli h'alol, zulm qilishdan yiroq, odamlarga meh'ribon bo'lishi lozim. Yusuf Xos Xojibning takidlashicha, inson qanday mavqega ega bo'lmasin o'zining insoniylik sifatlarini tark etmasligi kerak. İslomiy dunyoqarashning asosiy mezonlaridan biri ilm-marifatni egallash tufayli jamiyatni rivojlantirishga erishish mumkinligini etirof etishdan iborat. İlm inson yolini yorituvchi mashal h'isoblanadi, ilmsizlik esa insoniyatni zulmatga etaklaydi degan g'oyani tasavvuf talimoti namoyondalari h'am qayta-qayta takidlaganlar. Mutafakkir ajdodlarimiz yoshlarni chuqur mushoh'ada qilib, so'zlashga davat qilganlar. Ularga tilga eh'tiyotkorlik bilan munosabatda bo'lishga chaqirganlar. İslomiy tarbiya namoyondalari insonning ichki olami bilan tashqi qiyofasi mutanosib bo'lishi h'ar bir shaxs uchun suvrat va siyrat birligi zarurligini takidlaganlar va yoshlarni shunga davat qilganlar. Ular yolg'onchilikni, munofiqlikni qoralaganlar, ular bunday illatlarni insonning o'zi va butun jamiyat uchun zararli ekanligini ko'rsatib o'tganlar. İslomiy dunyoqarash tarbiyasida manaviy-marifiy etuklikka davat etish etakchi o'rin egallagan. Bu g'oya o'sha davrda yashagan ko'plab mutaffakkirlar, shoir va yozuvchilar ijodida etakchi o'rin egallagan. Masalan, XII asr oxiri va XIII asrning birinchi yarmida yashab ijod qilgan Ah'mad Yugnakiy "Hibbatul-h'aqoyiq" dostonida islomiy dunyoqarashning asosiy tamoyillarini bayon qilgan. Ular, boylikka xirs qo'ymaslik, yaxshilik qilishga rag'bat uyg'otish, bilimli, marifatli bwlish, etuklikka intilish, bilim egallash orqali kamolotga erishish, yaxshilik bilan h'urmat qozonish, bilim bitmas-tuganmas boylik ekanligi, til tarbiyasining muh'im ah'amiyatga egaligi, u baxt va baxtsizlikning sababchisi ekanligi, xalollik, h'aqgo'ylik, sah'iyilik buyuk fazilat ekanligi, kamtarinlik insonni ulug'likka etaklashi, ezgulikning eng yaxshi amal ekanligi kabilar shular

jumlasidandir.[5] Har tomonlama yetuk, barkamol insonni tarbiyalash, yomonlikdan qaytarib, yaxshilikka chorlash bevosita tarbiya bilan bog'liqdir. bolaning saodati uchun uni yaxshi tabiya qilmoq kerak bu fikrlar hozirgi kunda ham o`z ahamiyatini yo`qotmagan, ya`ni yosh–avlod tarbiyasidagi asosiy g`oyalardan biridir.[7]

Xulosa qilib aytganda, diniy dunyoqarash tufayli ajododlarimiz manaviy marifiy tarbiyaning bitmas-tuganmas asoslarini yaratganlar. Bugungi kunda butun insoniyat mazkur marifatdan bah'ramand bo'lib, wz tafakkurini boyitishga erishmoqda. Shuning uchun h'am talaba-yoshlarda sog'lom diniy dunyoqarashni shakllantirish tufayli, ularni kasbiy ijtimoiy etuklikka davat qilish mumkin.

Foydalanilgan adabiyotlar ro'yxati

1. http://old.muslim.uz/index.php/ar/maqolalar/item/26857-ma-navij-yuksalish-pojdevori
2. Ганиева Г. (2022). Ёшларни юксак ғоявийлик ва миллий ғояга содиқлик, ёт мафкураларга қарши муросасизлик руҳида тарбиялаш. Journal of Integrated Education and Research, 1(6), 2–5. Retrieved from
3. https://yuz.uz/news/manaviyat--milliy-yuksalish-poydevori
4. Avesto. Tarixiy–adabiy yodgorlik. N.Jwraev T.: G'afur G'ulom, 2015 – 699 b.
5. İslom. Entsiklopediya: A-H / Shayx Abdulaziz Mansur tah'riri ostida – T.: Wzbekiston milliy entsiklopediyasi, 2017. – 672 b.
6. Falsafa: entsiklopedik lug'at. – T.: Wzbekiston milliy entsiklopediyasi, 2010. – 344 b
7. Ganiyeva G.M. Abdulla Avloniyning asarlarida pedagogik qarashlar. Journal of Integrated Education and Research, (2023) 2(3), 32–35. Retrieved from

METHODS OF FORMATION OF NEOLOGISMS IN THE UZBEK LANGUAGE

Isakova Nodira Azzamovna,
Associate professor, PhD, English department, Samarkand State University named after Sharof Rashidov, Samarkand, Uzbekistan
isakovanodira4@gmail.com

Egamberdieva Iroda Qahramon qizi
undergraduate, English department, Samarkand State University named after Sharof Rashidov, Samarkand, Uzbekistan
irodaegamberdiyeva29@gmail.com

Abstract. This article is about neologisms. It is organized the ways of forming neologisms in Uzbek language. There is no language in the world that cannot borrow words from other languages. Neologism is a new word. With the development of society, culture, the creation of new technologies, tools, the formation of new ideas about the world, new objects and concepts appear that require designation in words. It is clear that all borrowing processes are closely connected with development of society and reforms in all spheres of life.

Keywords: Neologisms, language, lexicon, method, diminutive neologisms, linguist, process.

Annonatsiya. Ushbu maqola neologizmlar haqida. O'zbek tilida neologizmlarning yasalish usullari o'rganilib chiqiladi.Dunyoda boshqa tillardan so'z olmaydigan tilning o'zi yo'q. Neologizm bu yangi so'z. Jamiyat, madaniyat, yangi texnologiyalarning yaratilishi, uakunalar, dunyo haqida yangi g'oyalarning shakllanishi, yangi buyumlar va tushunchalar vujudga kelishi so'zlarda belgilanishni talab qiladi. Xulosa sifatida shuni aytish mumkinki, barcha o'zlashtirish jarayonlari jamiyat taraqqiyoti va hamma sohalardagi islohotlar bilan uzviy bog'liqdir.

Kalit so'zlar: Yangi so'zlar, til, lug'at, metod, kichik yangi so'zlar, tilshunos, jarayon.

Аннотация. Данная статья посвящена неологизмам. Будут изучены приемы составления неологизмов в узбекском языке. Нет в мире языка, который бы не брал слова из других языков. Неологизм-это новое слово. Это новое слово об обществе, культуре, создании новых технологий, новых представления о мире Формирование, появление новых предметов и понятий требует словесного определения.

Ключевые слова: неологизмы, язык, лексика, метод, уменьшительно-ласкательные неологизмы, лингвист, процесс.

Introduction. In modern Uzbek linguistics, large and serious research works have been carried out in all its fields, especially in relation to lexicology. Nevertheless, not all the problems of this field have been completely solved.

Diminutive neologisms in the Uzbek dictionary have not been fully organized until now. According to S.I. Ojegov, the lexicon is more complex and versatile than other levels of the language. Its task, on the one hand, is to perceive the breathing existence of society with all its complexities, and on the other hand, to create lexical, semantic, stylistic-synonymous words, and thus to express the complex linguistic relations of a number of phenomena1. Transliteration from one language to another is highly regarded as language mixing. The famous linguist L.V. Shcherba includes such a process among the important problems of linguistics.

V.A. Bogoroditsky, one of the representatives of the Kazan School of Linguistics, notes the need to take into account the influence of another language and its importance when learning the Uzbek language.

The issues of the interaction of languages and the reduction of linguistic units from one language to another were also prominent in the researches of N.V. Yushmanov. There are no traditional works devoted to the study of diminutive neologisms in the Uzbek language. But diminutive neologisms in the Uzbek language are not organized on the basis of systematic measures. The reason is that the systematic study of linguistic material is more difficult than the systematic study of phonetics, morphology or syntax.

Uzbek is such a rich language. Masterpieces were created due to its subtlety, charm, and originality. Language is the key to a nation. Because the way to the people's heart begins with knowing their mother tongue, respecting their culture and traditions. Long ago, this motherland of ours did not go through such days. Bloody wars, countless battles. But even then, the steadfast Uzbek people tried to preserve their traditions and values. The spirit of the nation has bequeathed our so-called mother tongue to our generations. History is hidden in it.

After all, as our country's president Islam Karimov said: "...awareness of identity, expression of national consciousness and thinking, spiritual-spiritual connection between generations is manifested through language. First of all, all the good qualities are absorbed into the human heart by the unique charm of the mother tongue. The mother tongue is the soul of the nation".

"A person who does not know his mother tongue does not know his family tree, his roots, he has no future, and a person who does not know a person's language does not know his language".

Material and methods. It is known that lexemes of other languages are found in any language. As long as representatives of two peoples or nations are in different relations (economic, cultural, political), their languages also come into contact as a result of such relations and influence each other more or less. If the introduction of words of a second language into one language serves to ensure the relationship between them, on the other hand, it occupies a great place as the main tool that helps the development of the language.

It is known that the Uzbek people grew out of the oldest clans and tribes, so their language also developed on the basis of the language of these clans and tribes. Various historical, socio-political processes in Central Asia, in particular, the

invasion of Arabs, Mongols, Russians, and neighboring relations with Tajik and Turkmen peoples had a strong impact on the development of the Uzbek language. When viewed from the perspective of historical processes, it becomes clear that there are two major layers in the richness of the modern Uzbek language - own and assimilated layers.

For centuries, languages have been formed by taking words from each other and giving words to each other. This is also a possibility. Language as a system is in continuous movement and development, which is due to its social nature: the two-way relationship between language and society, language and consciousness, language and thought determines their influence on each other - existing in society socio-political processes, scientific and technical progress, reforms in the economic and educational spheres require new occurrences in the vocabulary of the language, and at the same time, a certain word-lexeme becomes obsolete and becomes a historical category. This process creates lexical units such as historicism, archaism and diminutive neologism in the vocabulary of the language.

Lexicon is the most dynamic, ever-evolving component. News, developments and changes that occur in society find little expression in the lexicon. The development of vocabulary goes in two directions. On the one hand, the lexicon is enriched by expressing historical changes and innovations in the development of society. The lexicon is enriched by words adopted in other languages, new words created, new terms, new phrases that change the meaning of words.

Languages are not mutually exclusive. One language can adopt sounds, words and phrases from another language.

Result and discussion. The lexicon of the Uzbek language is getting richer based on external sources. There is not a single language in the world that develops only on the basis of its own internal capabilities without taking words from other languages. The Uzbek language is no exception. It is useful to turn to external sources only when, due to a certain necessity, the new concept cannot be expressed based on the internal capabilities of our own language.

1. Formation of terms with the help of suffixes: in the field of economy, in the formation of diminutive neologisms related to profession in general -er, -r, -ment,

-ist suffixes are productive:

For example: Import + land = Importer - Importer, Importer

Insure + r = Insurer – Insurer

Rent + land = Renter - Tenant

Pay + ment = Payment

Special + ist = Specialist

Some diminutive neologisms made in this way are becoming internationalized:

For example: Auditor - Auditor, Banker - Banker

Broker - Broker, Dealer - Dealer,

Investor (a person who provides money), Manager - Manager

2. Forming a term using prefixes:

The formation of terms by adding prefixes is not very common in the formation of diminutive neologisms in this way:

Ensure – Guarantee

Income - Income

Inloading

Prepayment – Prepayment

3. Creating a new sentence using suffixes-prefixes:

In this type of word formation, a new word is formed by adding both a prefix and a suffix to the root at the same time.

Incorporated – Association, registered as an association, approved

Indebtedness – Indebtedness, amount of debt

Inloading

Outstanding – Payment debts

Overpricing – price increase

Underestimated price – Reduced price

Also, many diminutive neologisms in English can be formed without affixes.

In word formation without affixes, it is done by exchanging sounds and copying as a means of word formation. However, this method of word-making is not common. A word-making method without affixes can be used to include a common conversion in English, that is, a method of word formation by copying the given stem into another paradigm of word change. In this case, the conversion requires a morphological-syntactic method of word formation, as the syntactic combination of the new word changes. Most of the words made by conversion are verbs: Cost - to Cost, Value - to Value, Trade - to trade, and so on. From the above examples, it is clear that verbs can be made from different categories of words, such as horses, adjectives, and forms. Other categories of words can be used to make a horse, for example, using: to Waste - Waste, to Work - Work, to use - useva, etc. Addition (composition) is a type of morphological word-forming common to Indo-European languages, in which a new compound or abbreviation word is derived from the addition of two or more stems or words. It should be noted that compound words are derived from the combination of two complete bases:

For example, Bribetaker is a bribe taker

Bookkeeper - accounting accountant

Copyright - Copyright

Handbook - Reference

Conclusion: In the field of similar economics, many English diminutive neologisms are being used, and some of them are even becoming internationalized.

For example, if we take the term "businessman", it can be seen that the term "business + man" is composed of components of the form "horse + horse". The translation of the term "Businessman" means "entrepreneur, business man". At the same time, we should emphasize that this term applies to a male entrepreneur, because the term "businesswoman" applies to a female entrepreneur. It can be

seen that special attention was paid to the gender in the formation of these diminutive neologisms in the English language. In the Uzbek language, attention is also paid to this process, for example: secretary-male, secretary-female, teacher-teacher.

Also, many economic decline neologisms are actively used today by adding words:

For example: Agrobusiness means business in agriculture. Broadly speaking, this includes agricultural businesses.

Agrofirm - an agrofirm is an enterprise that produces certain types of agricultural products and processes them on an industrial basis.

Hyperinflation - hyperinflation is characterized by excessive inflation, a sharp increase in prices, a rapid decrease in the value of money, and a decrease in the desire to earn money.

Macroeconomy - macroeconomy is the national and global economy that unites material and non-material production sectors on a national scale.

Microeconomy - microeconomy is an economy about enterprises, firms, i.e., the primary, initial garden of the economy. It deals with concepts such as scarcity, choice and alternative value, as well as with production and consumption. Until now, most of the economic textbooks, educational and methodological manuals for the students of non-economic educational institutions, including those of higher educational institutions in the field of teacher training, have covered the neologisms and concepts of economic decline in a rather complex manner, and little attention has been paid to the specifics of educational institutions.

In conclusion, it can be said that every language is enriched by new words that come from related and non-related languages. But each language must retain its vocabulary, pre-existing words

References

1. Bates L.Hoffner, Language borrowing and language diffusion, an Overview, Trinity University, Intercultural communication studies, XI:4, 2002, pp.447
2. Blajevich Y.S., Lexical interference in the context of linguistic contact, dissertational abstract. Belgorod, 2011, pp.232
3. Hasanova Sh, Formation of diplomatic terms in Uzbek and French, Word Art № 6, 2019, pp.73-80
4. Krysin L.P. Linguistic borrowing: the interaction of internal and external factors (based on the material of the modern Russian language) // Russian Studies today. 1995. No. 1. pp. 124-127.
5. Newspaper ―Khalk suzi‖, November-December, 2017, №220-242 (6914-6936)
6. Бегматов Э. Ҳозирги ўзбек адабий тилининг лексик қатлами. – Тошкент: Фан, 1988. – С. 140.
7. Бектемиров Ҳ., Бегматов Э. Мустақиллик даври атамалари. Тошкент: Фан, 2002.

8. Бойматова Б.Г. Ўзбек тилидаги инглизча ўзлашма сўзларнинг маъно тараққиёти: Магистирлик диссертацияси. Қарши, 2014. – 74 бет.
9. Брейтер М. А. Англицизмы в русском языке: история и перспективы: Пособие для иностранных студентов-русистов. Владивосток: Диалог. МГУ, 1997. 58 с.
10. Вайнрайх Э. Ф. Заимствования как отражение русско-английских контактов. Вопросы языкознания, 2002, №4. – С. 96-118.
11. Гамбье И. Перевод и переводоведение на перекрестке цифровых технологий // Вестник СПбГУ. Серия 9. 2016. Вып. 4.
12. Горшкова В.Е. Перевод кинодиалога как осмысленный произвол // Перевод: ремесло, искусство, наука: монография / Под общ. ред. В.Е. Горшковой. Иркутск: Изд-во ИГУ, 2017. – С. 80-97.
13. Давлатова Э. М. Лексические заимствования из западноевропейских языков в современном узбекском языке (на материале периодики)// Вестник Челябинского государственного университета. 2011. № 10 (225). Филология. Искусствоведение. Вып. 52. 34-37 с.
14. Дадабаев Х. Лексико-генетические особенности узбекской терминологии. Лингвист. VI. – Тошкент: Akademnashr, 2015. – 4-14 с.
15. Isakova N.A., Interpretation of the term borrowing from foreign languages//International journal of Language, Education,Translation, N3(2022), pp/25-3., Toshkent, doi.org/10.5281/zenodo.7191478
16. Isakova Nodira ., Issues of borrowing in the language and its types // International Journal of Early Childhood Special Education (INT-JECSE) DOI:10.9756/INTJECSE/V14I5.583 ISSN: 1308-5581 Vol 14, Issue 05 2022 4825

LINGUOCULTUROLOGICAL FEATURES OF THE TRANSLATION OF MALALA YOUFZAI'S "I'M MALALA" FROM ENGLISH TO UZBEK

Isakova Nodira Azzamovna,
Associate professor, PhD, English department, Samarkand State University named after Sharof Rashidov, Samarkand, Uzbekistan

Razzokova Sokinabonu
undergraduate, English department, Samarkand State University named after Sharof Rashidov, Samarkand, Uzbekistan
isakovanodira4@gmail.com

Absract. The article studied and analyzed that the science of Linguoculturology is a generalization that arises between the disciplines of cultural studies and Linguistics and is a social science that studies material and spiritual culture, manifested in the national language and language processes. Linguoculturology studies the interaction, interaction of culture and language, the manifestations of folk culture reflected in the language.

Keywords: Linguoculturologic, culture, language, education, valley, people, Malala.

Annotatsiya. Maqolada Lingvokulturologiya fani madaniyatshunoslik va tilshunoslik fanlari o'rtasida yuzaga kelgan umumlashma bo'lib, milliy tilda va til jarayonlarida namoyon bo'ladigan moddiy va ma'naviy madaniyatni o'rganadigan ijtimoiy fani ekanligi o'rganilib tahlil qilindi. Lingvokulturologiya madaniyat va tilning o'zaro aloqasini, o'zaro ta'sirini, tilda o'z aksini topgan xalq madaniyatining ko'rinishlarini tadqiq etadi.

Kalit so'zlar: Lingvokulturologiya, madaniyat, til, ta'lim, vodiy, xalq, Malala.

Аннотация. В статье изучалось и анализировалось, что Лингвокультурология-это обобщение, возникшее между культурологией и лингвистикой, общественная наука, изучающая материальную и духовную культуру, проявляющуюся в национальном языке и языковых процессах. Лингвокультурология изучает взаимосвязь, взаимодействие культуры и языка, проявления народной культуры, отражающиеся в языке.

Ключевые слова: Лингвокультурология, культура, язык, образование, долина, люди, Малала.

Introduction. In the field of linguistic culture and its application to the educational process, V.A.Maslova, V.V.Vorobyev, V. Humboldt and other scientists conducted research work. Also, studies in the linguistic and cultural approach began to appear in Uzbek linguistics in recent decades. Professor N. Mahmudov's article titled "Perfect study of language and in search of ways..." linguoculturolology, the essence of the anthropocentric paradigm in general, and the problems in this regard are deeply and reasonably explained [1].

Based on the situation of the research object, it is possible to show several subjects of it, which are made up of separate linguocultural units. In different linguistic cultures, it is possible to observe the use of a specific object, for example, as a stationary imitation benchmark of an animal. For example, in most languages, the fox is actively used as a symbol and standard of trickery, deception, deception: *tulkiday ayyor*, *хитрый как лиса* (Russian), *as false as fox* (English), *you chorom* (Korean). Or, as typical Uzbek similes, *qo'ydek yuvosh*, *arvohday ozg'in*, *moldek ovqat yeydi*, etc. can be displayed[2]. These benchmarks of comparison were formed as a result of national worldview, comparison and comparison of events in the world according to national imaginations. Benchmarks are figurative comparisons of the world. Standards in language often exist in the form of fixed comparisons, however, any human imagination of comparing the world can also be a standard.

Cultural semes are smaller and more universal than the word, semantic units, semantic features. Russian Russians, for example, have the following cultural semes in the words *"samovar"*, *"lapti"*, *"shi": lapti* — peasant shoes woven from bast; samovar — a vessel with a furnace inside, for Russian tea drinking; *"shi"* — a dish of chopped cabbage, Russian food.

Material and methods. The status of linguoculturology among other linguistic

disciplines. The problem of the correlation and interrelation of language, culture, and ethnicity is an interdisciplinary problem, the solution of which is possible only through the efforts of several sciences — from philosophy and sociology to ethnolinguistics and linguoculturology.

For example, questions of ethnic linguistic thinking are a prerogative linguistic philosophy; the specifics of ethnic, social or group communication in the linguistic aspect is studied by psycholinguistics, etc.

The purpose of ethnolinguistics, from the point of view of N.I.Tolstoy, is a historical retrospective, i.e. the identification of folk stereotypes, the disclosure of the folklore picture

of the world of the people. [5].

Sociolinguistics — only one of its aspects is the study of the relationship between language and society (language and culture, language and history, language and ethnicity, language and church, etc.), but mostly sociolinguistics studies the peculiarities of the language of different social and age groups (N. B. Mechkovskaya).

Linguoculturology as a special field of science has generated many productive concepts in modern linguistics: linguoculturema, cultural language, cultural text, cultural context, subculture, linguocultural paradigm, precedent names of culture, key names of culture, cultural universality,cultural competence, cultural inheritance, cultural traditions, cultural process, cultural attitudes and others. The conceptual apparatus of science also includes such terms as mentality, mentality,

ritual, custom, sphere of culture, type cultures, civilization, paganism and some others.

The concept of culture and linguoculture

Culture is perhaps the most complex and comprehensive category in the history of mankind, with which the phenomenon of life in general is comparable. Culture is internally contradictory, since it carries two principles: (a) "conservative" ("preserving") and (b) "progressive" ("developing"), which implies revision, reassessment, and often rejection of what was acceptable at previous stages. But the culture is both strong and viable because it has the ability to select, return to previous experience or abandon it. [2].

Almost all researchers note that culture

• characterizes the vital activity of an individual, a group of society as a whole;

• is a specific way of being a person;

• has its own space-time boundaries;

• it is revealed through the peculiarities of human behavior, consciousness and activity, as well as through things, objects, works of art, tools, through language forms, symbols and signs.

Therefore, it is not surprising that the concept of "culture" is both broad-meaning and multi-meaning. It is extremely difficult to define it in a few phrases. In addition, it is very difficult to find another similar word that would have such a variety of terminological meanings. The situation, frankly speaking, it is difficult: usually any term by its essence tends to a concept, and this one is so ambivalent (ambivalent, contradictory) [2].

Results and discussion. Background of the study. I Am Malala's novel inspired many people about the important of education that should not be wasted. *I Am Malala* became a novel that suggested by world leaders to read, because it contained educational values that useful for people. Educational value is a value created and accepted by everyone without disregarding the function of education. The value of education is a value that can make people as a religious, social and moral person. The values should be appreciated and understood by human beings because the educational value leads the goodness in thinking or acting, so it can develop one's mind and character[3].

Malala Youfzai begins with an open talk about her life, experiences at the beginning of the work. First of all, she says that a year ago she left home to go to school and did not go back. She recalls that a Taliban bullet pierced her chest and was knocked unconscious out of Pakistan. Some people say that you will never return to your home again, but she feels that she will return from the inside someday, because the umbilical cord will disappoint that no one should want to say goodbye to the blood-stained homeland forever[4]. (Indeed, we Uzbeks cannot leave the native land, where there is a human breed, so we insist that " *kindik qoni to'kilgan vatan deya takidlaymiz*"). I close my eyes and pretend to go back to my

beloved Valley, snow-capped mountain peaks, springs of bell water, green fields....and the most joyful thing is that when I remember the people who lived with me, my heart breaks[5]. I bring my favorite school, my classmates, one by one. I see my friends and teachers in a dream. My best friend, Moniba, comes to me with a hug, sits at one end and have a heart-to-heart conversation, laughing at interesting events in our youth.

When I was born, my villagers looked at my mother with a feeling of pity, and my father was not even congratulated. My mother said that I was born in the morning, when the latest stars flashed in the sky. The birth of a baby at this time in our Pashtuns is fruitful. When a son was born in a country where arrows were poured into the sky from joy, and when a girl was born, hidden behind *paranji* by the fact that she knew her mind. The mission of women here is only to prepare food and give birth to children. When a girl is born in the Pashtun family, it is welcomed as a sad event. When I was born, almost no one visited our home to greet my parents. I consider my native land to be the most beautiful settlement in the world. The Swat Valley is made up of serviceable mountains, proud waterfalls, type-clear lakes. It's like falling into Paradise. Accordingly, on the side of the road at the entrance to the valley, the inscription "Welcome to Paradise" comes from your opposition[6].

Malala grew up a lot and went to school, but she was confronted by another misfortune for her family. Which was at a time when incessantly heavy rain flooded the valley with water. The government urged the population to be aware of the danger of flooding in the area, which was expressed by people with the following proverb - "The Poor Man is also covered by a dog on a donkey". That is, the phrase was used when helplessness and difficulty occurred. Everything happens in the life of the village, and they consider it to be good. Alternatively, when a new guest comes to someone's family, they organize ceremonies. That is, according to the Pashtun custom, a ritual called "voma" is performed 7 days after the birth of a child (meaning 7 in Pashtun). It is also a type of culture. But there are also small disappointments everywhere. For example, if members of one family kill or injure a person belonging to another family, a real war begins between these families. They instilled in themselves the phrase" If someone insults your family, immediately rush to take revenge." But this is an inappropriate thing for our culture first of all if we repeat such cases without being Uzbek. There is also the proverb that Pashtun's iron does not rust even in water, which means that the people of the proverb do not forget about nothing and even does not condense things[7]. The most interesting case is that the Pashtuns very rarely use the word" Thank you", because they have made it their motto to respond to good with good, to evil with evil.

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Youfzai refused to be silenced and fought for her right to an education. In October 2012, when she was fifteen, Malala almost paid the ultimate price. She was shot in the head while riding the bus home from school and few expected her

to survive. Instead, Malala's heroic recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she emerged as a global symbol of peaceful protest. A year later she became the youngest recipient ever of the Nobel Peace Prize[6].

During the play, I witnessed that love for the Motherland is first of all a person's love for his family, home, country where he was born and raised. It is enough to remember the saying "To love the country is from faith". Indeed, Islam is a humanitarian, patriotic, nationalistic religion[8,9]. He glorifies all human feelings and values and teaches people about them. In this work, Malala opposed the Taliban with her worldview and strength due to her love for her homeland, her people, as well as her culture. In the education system, he was able to deliver the education of girls to people in a culturally appropriate way. It illuminated the language of culture and worldview more clearly. In linguistic and cultural studies, the cultural language found in the century and its features, some of the words used in our native country that are not found in our country, are used in Pakistan and what their meanings are[10].

Because Pakistani girls were walking in Paranji, people came out who despised the "Khushal school" teaching system that Malala's father had opened, as it was not permissible for street-grown girls to go to school to occupy the Valley. At that time, the Taliban were on the verge of entering. After they were overrun, curfew hours were set for residents to move out of their homes. Although the girls' and boys' schools were separate, a ban was imposed on them to attend classes. This made paraji mandatory so that their religion was true, and even an illegitimate woman and a man could not look together. It was permissible for a woman not to talk to a man, even if she is a close relative. While the Pushtun people were people who followed the religion, the Taliban tried to torment the people by masking religion. Opposed to religion and culture, media stopped hearing. They even raided people's homes and seized and destroyed TV as well as the children's toys by forcing them. This suggests that human beings become helpless when they resist from the outside, no matter how loyal they are to their culture, language, and religion.

Throughout the work, I witnessed that love for the Motherland is first of all a person's love for her family, home, the land where she was born and grew up. Suffice it to recall the proverb " to love the Motherland is from faith." Indeed, Islam is a humane, patriotic, nationalist religion. He glorifies all human feelings and values and teaches people to this. In this work, too, Malala turned against the Taliban with his worldview and strength due to her greatness for her homeland, for her people, as well as for her culture. In the educational system, she was able to deliver the education of girls to people in a culture-friendly way. Further shed light on the language and worldview of culture. Linguoculturology has also shed light on the cultural language encountered in the century and its features and the ways in

which some of the words used by us that are not found in their native country are used in Pakistan and what meanings are meant.

Conclusion. Linguoculturology is an invaluable asset that comes from a combination of culture and language and is passed down from generation to generation. Today, due to the change and renewal of the language, it is important for each of us to be aware of the words used in the last century.

From Malala's novel we know to what extent women are power, and we also realize how important it is for them to know their education and rights while remaining true to their culture and religion. In fact, gender equality in Uzbekistan is also defined in the correspondence between and for a woman and a man. We Uzbeks also lived like the same pushtun people in the last century. The fact that our women were also in Paranji means that we have similar aspects. Throughout the work, cultural language and liguistics were instilled in our minds for being shaken and a number of words used were intelligible and artistically delivered in our language. Linguoculturology is a collection of meaningful words that have been in shape for years as mentioned above and do not transmit their meaning, do not deviate from culture and culture. This is fully illuminated in the work I am Malala. It is not surprising that Malala's courage is likened to the power of the Uzbek guys. During the analysis, I found out that we felt how important our past was important in the formation of our culture, and that it was not for nothing that our scientists said that there would be no future without a past. Today, we have known that a girl or a boy has the right to receive education, regardless of whether she is a child and promotes a culture of expanding her worldview, we can views by example from the work of Malala.

References

1. Пименова М.В., Кондратьева О.Н. Концептуальные исследования. Введение: учебное пособие. –М.: Флинта, 2011.
2. Алефиренко Н.Ф. Alefirenko N.F. Лингвокультурология. Ценностно-смысловое пространство языка. учебное пособие. –М.: Флинта, Наука, 2010.
3. Воробев В.В. – Лингвокультурология: теория и методы. –М., 1997.
4. Маслова В.А. Введение в Лингвокултурологию. –М., 1997
5. Маслова В.А. Лингвокультурология учебное пособие для студентов висшых учебних заведений. –М.: «Академия», 2001
6. Malala Youfzai, Christina Lamb - I am Malala.2015 Book printed by Little,Brown,& Company
7. Usmanova Sh. Lingvokulturologiya Darslik.Toshkent: TDSHI,2019.
8. Judith Martin, Thomas Nakayama.Intercultural communication in context, - 5th od. -New York: MeGrwaHill,2010. -P.221-222.
9. Usmanova Sh. Tarjimaning lingvomadaniy aspektlari. Darslik. - Toshkent: TDSHI, 2017.- 256 b.
10. Greertz C. The interpretation of culture. – New York: Basic Books, 1973.

11. Isakova N.A., Interpretation of the term borrowing from foreign languages//International journal of Language, Education,Translation, N3(2022), pp/25-3., Toshkent, doi.org/10.5281/zenodo.7191478

THE ANALYSIS OF SPORTS TERMINOLOGICAL LEXICONS

Isakova Nodira Azzamovna
Associate professor, PhD, English department, Samarkand State University named after Sharof Rashidov, Samarkand, Uzbekistan
isakovanodira4@gmail.com

Jumanazarova Shahlo
undergraduate, English department, Samarkand State University named after Sharof Rashidov, Samarkand, Uzbekistan

Abstract. This article deals with the correlation between commonly-used sports-related words and terms. When talking about terminology, important features such as terminologicalization and determinologization should be noted because they play an important role in the construction of terminological systems. The peculiarity of sports terminology is that it includes concepts of the theory and methodology of physical culture, relevant scientific, technical and educational disciplines (biomechanics, psychology, pedagogy, hygiene, physiology, geodesy, medicine, biochemistry) used in literature and professional communication. The greatest attention is paid to the main ways of transition of some sport vocabulary.

Keywords: Sports terminology, determinology, referee, metaphorical sense , professionalism, training.

Introduction. Sports terminology refers to the important words used in the field of sports. It is important to know about various sports terminology. This increases general awareness and helps enjoy sports programs to the maximum.

It also encourages several people to join the field of sports as they feel more confident about it. There is different terminology for various sports such as boxing, football, snooker, cycling, polo, wrestling, etc. It is important for sportspersons to be aware of such terminology when they are under training. Examples: Basketball Terms

Personal Fouls: These refer to the fouls caused by commencement of kicking with an opponent player. These are of 2 major types – offensive and defensive. These include charging, holding, tripping, elbowing, blocking.

Technical Fouls: These refer to the fouls displaying a lack of sportspersons spirit. There is an inclusion of ill behaviors and poor conduct during the game. This includes aggressiveness against opponents, coaches, referees, etc.

Free Throws: These are also known as foul shots. This is for the opposite team when the members of their opponent team commit a foul. These are also given out after technical fouls or when the foul conducting team enters the bonus or penalty situation. The player has to shoot y a 15 – foot free throw line.

Greek-Latin morphemes, which have become international terms in sports language, participate in the role of standard term elements according to their origin. These terms are accepted in most of Europe, including in Uzbek language.

English words are more and more common in sports terminology. For instance, Association football (more commonly known as football) was first codified in 1863 in England, although games that involved the kicking of a ball were evident considerably earlier. A large number of football-related terms have since emerged to describe various aspects of the sport and its culture.

We come across a lot of sports terms on the internet. Now let's look at the meanings, synonyms, origins, and uses of some sports terms in texts. For example, the referee. This word has a lot of synonyms, but they have some differences. Let's discuss them.

1)The word referee is a sports official usually having final authority in administering a game especially football and basketball. This word is from Middle English. Example: He was the referee of that football game.

2) An umpire is a person whose job is to make sure that a sports match or contest is played fairly. He is responsible for baseball games. This word is the alteration of "noumpare" from Anglo- French. Example: The umpire's decision is final.

3)An arbiter is a person who especially controls chess games. This word was borrowed from Latin: arbiter-"eyewitness, onlooker ". Example: The arbiter prevented cheating cleverly in the game.

Material and methods. In the modern theory of acquisition, it is still noticeable that there is no terminological regulation of the designation of different types of foreign language words. This situation, in our opinion, is largely due to the lack of consistent typology of these words. In the first part of our study, attention was paid to the fact that the classification of foreign language words that "migrate" from textbook to textbook, including appropriations, exoticisms, internationalisms, barbarisms, foreign introductions, etc., is not strict, and that there is no single basis for distinguishing the types of foreign language words in such a classification. True, at different stages of the development of the science of linguistics, attempts to classify the vocabulary of the language and the acquired lexicon were made in the material of different languages, in particular, the Uzbek language.

In our opinion, in modern linguistic literature, the terms naming different forms of acquisition are used sporadically and, as a result, the realities defined by these terms are confused. At the same time, for the completeness of linguistic information, a more accurate and strict approach to distinguishing foreign language words from various types and forms of acquisition is necessary.

All of the above allows us to talk about the existence of many classifications of acquisitions in linguistics. Taking into account the form of acquisition, its semantic independence in the recipient language, the method of acquisition, the source of filling the vocabulary, the basis and level of acquisition, the degree of acquisition of the foreign word in the recipient language, linguists consider and analyze acquisitions from different points of view. Classifications of acquisitions in the material of different languages only partially correspond to each other. Because acquisitions in a separate language represent a specific system determined

by linguistic and cultural needs. Despite the large number of works on the problem of acquisitions, the study of the essence of this linguistic phenomenon remains relevant.

Results and discussion.When talking about terminology, important features such as terminologicalization and determinologization should be noted because they play an important role in the construction of terminological systems. The peculiarity of sports terminology is that it includes concepts of the theory and methodology of physical culture, relevant scientific, technical and educational disciplines (biomechanics, psychology, pedagogy, hygiene, physiology, geodesy, medicine, biochemistry) used in literature and professional communication. Sports terminology, as a description of a narrow field of professional activity, includes a number of differential features at the lexical, word formation and syntactic levels. Let's list the individual signs of the sports terminology:

Sports terminology is one of the most active and frequently used terminology. Sports terminology is widely used both in special sports literature, in specialized broadcasts, and in other mass media, mostly in a metaphorical sense. Example: The goalkeeper (sometimes termed goaltender, netminder, GK, goalie or keeper) in many team sports which involve scoring goals, is a designated player charged with directly preventing the opposing team from scoring by blocking or intercepting opposing shots on goal. Such positions exist in bandy, rink bandy, camogie, association.

Sports terminology includes many concepts from different fields of knowledge: medicine, psychology, pedagogy, sociology, etc., which require appropriate treatment. This allows us to talk about deep processes of intersectoral intervention in sports terminology. In the diachronic aspect, the distribution of words and phrases with sports terms is equally large. Some of them appear today (fitness, cheerleading), others originate from the Middle Ages (fencing) or from the Anti era (chess). Example: He works in a sports center instructing people in the use of the gym equipment

A slight difference from the general literary vocabulary comes from the close relationship of sports terminological units with the general literary vocabulary, which includes words such as team, defense, defeat, game, equipment, speed, kick, push, run, etc. , that is, the development of sports terminology repeats the way of development of terminology in other fields of activity. Example: If we can defeat the Italian team, we will be through to the final.

A number of researchers classify determinologized lexemes of sports as professionalism, the meaning of which is clear to all sports fans. These lexemes live simultaneously in the terminological system and in the literary discourse as a whole, and therefore belong to semi-terms, because , although their content is not determined by a strict definition, they are directly are very suitable for correct denotation, that is, clear; they also retain such a feature nominativeness and the absence of an emotional-expressive component associated with its meaning.

The above article mentions important sports terms which help in boosting general knowledge. These are a must – know and also make one prepare well for competitive exams. This also increases public interest in sports and further supports the field by encouraging them to join such sports.

Refernces

1. Hickok, Ralph (1977). New Encyclopedia or Sports. New York: McGraw-Hill, Inc. ISBN 0070287058
2. Avakova A.S. Naimenovaniya sportsmenov v russkom yazike // Diss. na soiskaniue uchen, stepenj kand. fil. nauk. - M., 1071. –p.328
3. Dailenko V.P. Terminologizatsiya raznix chastney rechi (termini-glagoli) // Problemi yazika Naoki I texniki (Logicheskiye, linvisticheskiye i istoriko-nauchniye aspekti terminologii). -- M.: Naka, 1970.-S.40-51
4. Danilenki V.P. Russkaya terminologiya Opit lingv. opisaniya / AN SSSR, Int rus. yaz. - Moskva: Nauka, 1977-S. 56.
5. Isakova N.A., Interpretation of the term borrowing from foreign languages//International journal of Language, Education,Translation, N3(2022), pp/25-3., Toshkent, doi.org/10.5281/zenodo.7191478
6. Isakova Nodira ., Issues of borrowing in the language and its types // International Journal of Early Childhood Special Education (INT-JECSE) DOI:10.9756/INTJECSE/V14I5.583 ISSN: 1308-5581 Vol 14, Issue 05 2022 4825
7. Lotte D.S. Osnovi postroyeniya nauchno-texnicheskoy terminologii. Voprosi torii I metodiki. -. : Izd-vo Akademii nauk SSSR, 1961.--160s.

THE STRUCTURAL-SEMANTIC ANALYSIS OF INFORMATION TECHNOLOGY TERMS IN ENGLISH AND UZBEK

Isakova Nodira Azzamovna
1Associate professor, PhD, English department, Samarkand State University named after Sharof Rashidov, Samarkand, Uzbekistan
isakovanodira4@gmail.com

Hakimova Mohichehra
2undergraduate, English department, Samarkand State University named after Sharof Rashidov, Samarkand, Uzbekistan
hakimovamohichehra52@gmail.com

Abstract. This article is devoted to the analysis of information technology terms translated into Uzbek and directly adopted. The structural-content analysis of the terms is carried out through the vocabulary of two language. The peculiarities of the word-formation process and the functioning of the English computer terms are analysed.

Key words: Term, terminology, technology, information, morphological word-formation,affixation, compounding,conversion, reversion, abbrivation.

Annotatsiya. Bu maqola o'zbek tiliga tarjima qilingan va bevosita o'zlashgan axborot texnologiya atamalari tahliliga bag'ishlanadi. Terminlarning tarkibiy-mazmuniy tahlili ikki til so'z boyligi orqali amalga oshiriladi. Ingiliz tilidagi kompyuter terminlaring ishlashi va so'z yasalish jarayonining o'ziga xos xususiyatlari tahlil qilinadi.

Kalit so'zlar: Atama, terminologiya,texnologiya, axborot, morfologik so'z yasalishi, affiksatsiya, birikma, konvertatsiya, qaytish, qisqartma.

Аннотация. данная статья посвящена анализу терминов информационных технологий, переведенных на узбекский язык и непосредственно принятых. структурно-содержательный анализ терминов осуществляется через лексику двух языков. Анализируются действие компьютерных терминов английском языке и особенности речевого процесса.

Ключевые слова: термин, терминология, технология, информация, морфологическое слово-образование, аффиксация, компаундирование преобразование, реверсия, сокращенное название

Introduction. By the end of the twentieth century, the rapid progress in the spheres of science and technology led to the phenomenon called 'information revolution'. Because of the dynamic development of science and technology, intense increase in the number of new terms were observed for new branches of knowledge. The branch of information and communication technologies is one of the most advanced in terms of innovations. the global nature of computerization has led to the internationalization of computer vocabulary. Many computers are

not only used in professional life, but also in everyday life. Consequently, many computer terms have transferred from the sphere of specialized language to that of ordinary language. As a result, computer slang is formed. The acquisition of computer vocabulary occurs simultaneously alongside the use of information and communication innovations. Many computers are not only used in professional life, but also in everyday life. Consequently, many computer terms have transferred from the sphere of specialized language to that of ordinary language. As a result, computer slang is formed. The acquisition of computer vocabulary occurs simultaneously alongside the use of information and communication innovations.

Material and methods. The relevance of the present study derives from the fact that computer terminology is not static. Instead, it is constantly in dynamic development, evolving and enriching itself with new terms. British English is constantly being enriched by computer-related Americanisms, but some computer terms have not yet been reflected in specialized dictionaries. Despite numerous academic works devoted to computer vocabulary and its translation (V. Akulenko, F. Baranov, I. Bolshakov,D. Crystal, N. Gritsak, V. Karaban, O. Medvid, Y. Pylypovych, R. Pronin, A. Savina, R. Syndega,V. Tabakanova, A. Fedorov, M. Chernyshov and others), structural differentiation of terms (D. Barannik, R. Dubuc, K. Gaivenis, T. Kiyak, Z. Kudelko, S. Pavel, E. Yenikieva, M. Kochergan, etc.),word-formation methods and term systems (N. Bezgholova, L. Verba, N. Vinogradova, M. Volodina, O. Galichkina, V. Danilenko, A. Nikolaeva and others), there has been no comprehensivestudy of computer terms in English based on their structural and semantic features. The purpose of this article is to expose, summarize and analyse the structural and semanticfeatures of computer terms in English. The object of the study is computer terminology in English. The purpose of this article is to expose, summarize and analyse the structural and semantic features of computer terms in English and Uzbek.

It is clear that a highly developed field has a large number of special terms. According to Kocherhan, changes in a terminological system occur under the influence of linguistic and extralinguistic factors. Linguistic factors include changes in the vocabulary of the language related to the tendency to unify, the systematics of the linguistic means, as well as variations of nominations with different motivations and tasks of emotional and stylistic expressiveness. Extralinguistic factors include changes in the world that are related to rapid development in various fields of science and technology and innovations in the cultural and social spheres and everyday life of mankind.

This term system is one of the youngest term systems, since its formation and development started at the end of the twentieth century, a period of rapid innovation in the field of information technology. Computer terms are words or phrases that have a specific, well-defined meaning in the field of information technology. An important feature of these terms is that they accurately express the

concepts, processes and names of things that are distinctive to information technology.

Results and discussion. Computer terms are also defined as lexical units characterized by the structural-semantic interdependence of their components, within which both information substantial and cognitive -figurative experiences in the field of informatics, computer technology and internet communication are actualized. There are two main approaches to exploring terms: normative and descriptive. The normative approach involves the study of terms as words (or phrases) of a specific sphere of use, which is the name of a specific concept and requiring definition. Thus, a term in its structural and semantic characteristics is different from common lexis. The descriptive approach involves the study of terms as any lexical unit with a special function. The computer term system consists of terms that can be divided into the following groups:

1. Terms that are correlated with common words. Such terms are formed by the fact that commonly used words acquire meanings specific to IT. In this case, t he term is a common word (for example, card, chat, break, drive, default, button, edit, copy, disable, page, account, alias, application, cookies, assembler, backdoor, cable, click, bus, bug).

2. General terms that function not only within the computer term system but also within other fields of science and technology (for example, the term driver, which in a computer context means the program that manages the input and output of information but in other fields of science and technology has dozens of meanings).

3. Special terms which are specific to computer only. Examples include terms such as cybersecurity, cybernetics, hardware, software, cyberprofilers, technomedia, e cabinet, e-money, webfare, cybercrook, cybernerd, e-surfer, shareware, subnet, ewallet, hyperlink, hypertext, cyberspace, microblog, cybercommuter. In such cases, the meaning of the word and the meaning of the term coincide, because the word serves only to express one special concept, that is, the term and the semantics of the word are adequate to the meaning of the term.

4. Terms that have two or more meanings in the computer industry. For example, the term 'server' is the name of a computer as a device to access the internet, as well as an application that provides access to the internet; the term 'display' as a verb means to display, to show, and as a noun it means a screen or monitor; 'format' means a standard menu and the command of formating; 'file' signifies a document, a stand alone unit of information, and a standard menu of applications responsible for file operations.

Conclusion. According to Baliuta and Enikiyeva, all terms are divided by their morphological structure into:

1. Simple (for example, file — a piece of information with a name; disk — a circular plate with a magnetic layer for storing information; program — a computer program; card — game, registration or credit (depending on context); button — a button on a system block; cable — a connecting cable; chat

— communication between computer users through the internet or other computer networks);

2. Complex (for example, hotlist — a list of addresses that need to be saved for the future; keyword — a main word; bottleneck — a critical element that limits system performance; desktop; workstation; firewall; chipset; database; bookmark; clipboard);

3. Terms, combinations of words (for example, burst speed — the highest speed at which a device can operate; fire button — the button to start a program; address map — a reflection of logical and physical addresses; code review inspection — a systematic and periodic analysis of code to find errors not found in the early stages of software development; garbage collection — an operation to delete unnecessary data; data type — data type in programming; protection fault — a general security error in all Windows programs; link editor — a system program that builds from object modules, project libraries, and libraries of translator absolute or portable boot module.

In conclusion, it can be said that the relevance of the present study derives from the fact that computer terminology is not static. Instead, it is constantly in dynamic development, evolving and enriched itself with new terms.

References

1. Bates L.Hoffner, Language borrowing and language diffusion, an Overview, Trinity
2. University, Intercultural communication studies, XI:4, 2002, pp.447
3. Blajevich Y.S., Lexical interference in the context of linguistic contact, dissertational abstract. Belgorod, 2011, pp.232
4. Бегматов Э. Ҳозирги ўзбек адабий тилининг лексик қатлами. – Тошкент: Фан, 1988. – С. 140.
5. Бектемиров Ҳ., Бегматов Э. Мустақиллик даври атамалари. Тошкент: Фан, 2002.
6. Дадабоев Ҳ. Ўзбек тилида аффиксация усули билан ясалган сифат-терминлар // "Ўзбек тилшунослиги: тараққиёти ва истиқболлари" мавзусидаги Республика илмий-назарий анжумани материаллари.– Тошкент, 2016. – 193-199 б.
7. Дадабоев Ҳ. Ўзбек терминологиясининг бугунги ҳолати // Марказий Осиёда лексикология ва лексикография: анъаналар ва ҳозирги замон илмий мактаблари: республика илмий-амалий конференцияси илмий тўплами. Тошкент, 2020. – 32-37 б.
8. Холбеков М.Н. XX аср таржимашунослиги: тадриж ва талқин //Таржима, ахборот, мулоқот – сиёсий ва ижтимоий кўприк: Халқаро илмий-анжуман материаллари. Самарқанд, 2018. - 14-18 б.
9. Холбеков М. Таржимашунослик ва таржима танқиди. Тошкент: "Наврўз" нашриёти, 2015. – 54 б.
10. Шанский Н.М. Лексические и фразеологические кальки в русском языке. "Русский язык в школе", 1955, № 3.

11. Қосимов Н. Ўзбек техникавий терминологиясида синонимлик ва уни бартараф этиш йўллари // Ўзбек терминологиясида лексик вариантлар (маъсул муҳаррир Р. Дониёров). – Тошкент: Фан, 1986. – 63-79 б.
12. «Англо-русско-узбекский толковый словарь терминов операционных систем информационных технологий». -Ташкент, 2009.
13. Isakova N.A., Interpretation of the term borrowing from foreign languages//International journal of Language, Education,Translation, N3(2022), pp/25-3., Toshkent, doi.org/10.5281/zenodo.7191478
14. Isakova Nodira ., Issues of borrowing in the language and its types // International Journal of Early Childhood Special Education (INT-JECSE) DOI:10.9756/INTJECSE/V14I5.583 ISSN: 1308-5581 Vol 14, Issue 05 2022 4825
15. Lotte D.S. Osnovi postroyeniya nauchno-texnicheskoy terminologii. Voprosi torii I metodiki. -. : Izd-vo Akademii nauk SSSR, 1961.--160s.

O'TKIR HOSHIMOV ASARLARIDA PEYZAJNING POETIK TALQINI

M.Narziyeva
Sh.Rashidov nomidagi Samarqand davlat universiteti o'qituvchisi, PhD

N.Maxammadiyeva
Sh.Rashidov nomidagi Samarqand davlat universiteti 4-kurs talabasi

Annotatsiya. ushbu maqolada yozuvchi va shoirlarning tabiat manzaralari tasviriga e'tibori, ularning asarlarida peyzajning o'rni, qolaversa, peyzajning badiiy asardagi funksiyalari haqida so'z boradi. Peyzajning poetik manzara yaratishning muhim vositasi ekanligi, lug'atlarda berilishicha, peyzaj fransuz tilidagi "paysage" so'zidan olingan bo'lib, "mamlakat", "yurt", "joy", "er" ma'nolarini anglatishi, badiiy asar tahliliga doir adabiyotlarda peyzaj san'atining asar tuzilishida muhim o'rin tutishi haqida ma'lumotlar beriladi. Iste'dodli yozuvchi O'tkir Hoshimovning peyzajga bo'lgan munosabati, asarlarida tabiat manzaralari hamda interyerning qo'llanilishi va bu kabi kompozitsiyaning unsurlari orqali asar qahramonining ruhiyatini, kayfiyatini ifodalab berish mahorati to'g'risida fikr yuritiladi.

Tayanch so'zlar: tabiat manzaralari, peyzaj, interyer, badiiy asar, san'at, kompozitsiya, ruhiyat, kayfiyat, syujet, arxitep, borliq, tasvir, contrast, manzara, estetik baho, emotsional mazmun.

Аннотация. В данной статье говорится о внимании писателей и поэтов к изображению природных пейзажей, роли пейзажа в их произведениях, функциях пейзажа в художественных произведениях. Дело в том, что пейзаж является важным инструментом для создания поэтического пейзажа, согласно словарям, пейзаж происходит от французского слова «paysage» и означает «страна», «место», «земля», анализ художественного произведения в соответствующей литературе представлены сведения о важном месте садово-паркового искусства в структуре произведения. Талантливый писатель Уткир Хашимов отношение к пейзажу, использование в своих произведениях природных ландшафтов и интерьеров, умение через элементы такой композиции выразить психику и настроение героя произведения.

Ключевые слова: природный пейзаж, пейзаж, интерьер, художественное произведение, искусство, композиция, психика, настроение, сюжет, архетип, бытие, образ, контраст, декорация, эстетическая оценка, эмоциональное содержание.

Abstract. this article talks about the attention of writers and poets to the depiction of natural landscapes, the role of landscape in their works, and the functions of landscape in artistic works. The fact that the landscape is an important tool for creating a poetic landscape, according to the dictionaries, landscape is derived from the French word "paysage" and means "country", "country", "place",

"earth", the analysis of the artistic work the relevant literature provides information about the important place of landscape art in the structure of the work. Talented writer O'tkir Hashimov the relationship to the landscape, the use of natural landscapes and interiors in his works, and the ability to express the psyche and mood of the hero of the work through the elements of such a composition.

Key words: natural scenery, landscape, interior, artistic work, art, composition, psyche, mood, plot, archetype, being, image, contrast, scenery, aesthetic evaluation, emotional content.

Sharq tafakkurida butun borliq inson uchun yaratiladi, oddiygina tuproqdan yaralgan odam farzandi o‘zi yaralgan zaminni ona deb biladi, unda unib-o‘suvchi nabotot va hayvonotga mehr qo‘yadi. Go‘yoki erdan ungan chechak borliqqa go‘zallik ulashgani kabi inson ham o‘zi tug’ilgan erning obodligiga, yashnashiga o‘z hissasini qo‘shishga intiladi. Shu bois butun borliq, ona tabiat ijodkorlarning ilhom manbaiga aylandi. “Adabiyot u yoki bu yumush bilan band bo‘lgan xalqning o‘y-xayollari, orzu umidlari, armon va xo‘rsiniqlarining ulkan, yaxlit ruhiy-ma’naviy olam arxetipga urilib, atrofga sochilgan aks sadosidir, aslida! Shunga ko‘ra har qanday millatning istalgan davr adabiyotini qo‘lga olib, hijjalab o‘rganib chiqish degani o‘sha millatning ma’lum davrda boshidan, yuragidan kechirganlari bilan tanishish, deganidir. Biroq buning bitta sharti bor: shu xalq va shu davrga mansub shoir (yoki har qanday boshqa san’atkor) o‘z qismati bilan, dunyoqarashiyu olgan ta’lim-tarbiyasi, yashash tarzi bilan shu xalqqa va shu xalq yaratgan davr kayfiyatiga mansub bo‘lmog’i zarur!”5

Insoniyat yaralgandan buyon ajdodlarimiz tomonidan yozilgan minglab kitoblar ona tabiatga, uning go‘zal ta’rifu tavsifiga bag’ishlanganligining ham sababi shunda. Yozuvchi, ayniqsa, tabiat manzaralari tasviriga alohida e’tibor qaratadi va ko‘pgina asarlarini o‘ziga xos peyzaj bilan boshlaydi. Aslida har bir asarda peyzajning o‘rni muhim bo‘lib, usiz asarning ta’sirchanligi va voqealar rivojining ishonarliligini tasavvur qilish qiyin. Shuning uchun yozuvchilar asar yaratayotganda o‘z g’oyaviy niyatini kitobxonga etkazish uchun faqat qahramonlarning xatti-harakatlari emas, balki ularni o‘rab turgan tabiat manzaralari tasvirlaridan ham keng foydalanadi. Tabiat tasviri syujetning tarkibiy qismlaridan biri bo‘lib, asarning g’oyaviy, estetik quvvatini oshirish, syujet rivojini tezlatish yoki sekinlatish, qahramonning ichki dunyosini ochish kabi vazifalarni bajaradi. Asarda tabiat manzarasining tasvirlanishi bilan yozuvchi o‘zining yurtiga, Vataniga, ona tabiatga bo‘lgan munosabatini ham ifodalaydi. Badiiy asarda peyzajdan ikki xil usulda foydalaniladi: qahramonning ruhiy holatini tabiat tasviri bilan parallel ravishda tasvirlash va qarama-qarshi (kontrast) usulda tasvirlash. Peyzaj tasviri orqali muallif o‘zining asosiy g’oyaviy niyatini ilgari surishi ham mumkin. Ammo peyzajlar qahramonlarning hissiy tajribalarini ochishning asosiy vositalaridan biridir. Bundan tashqari, ular sodir bo‘layotgan narsalarga muallifning munosabatini etkazishga ham xizmat qiladi. Bundan tashqari, peyzaj

[5] http://ulugbekhamdam.uz Шеър – борлик ва йўқлик ораси.

asarning g'oyaviy mazmuni va xarakterlarni ochishda qo'shimcha badiiy vosita hamdir. Yozuvchi peyzaj orqali yo bevosita o'z fikrlarini bayon qiladi yoki personajlarning ichki kechinmalarini ko'rsatadi. Har ikkala holda ham peyzaj ma'lum g'oyani ifodalaydi6. Shu o'rinda peyzaj atamasiga murojaat etishga to'g'ri keladi. Peyzaj poetik manzara yaratishning muhim vositasi. Lug'atlarda berilishicha, peyzaj fransuz tilidagi "paysage" so'zidan olingan bo'lib, "mamlakat", "yurt", "joy", "er" ma'nolarini anglatadi. Badiiy asar tahliliga doir adabiyotlarda peyzaj san'atining asar tuzilishida muhim o'rin tutishi qayd etiladi. U universal shakliy-hikoyachilik kategoriyasi bo'lib, matnning g'oyaviy-mavzuyi, makon va zamonda tashkillashuviga xizmat qiladi hamda uslubiy va ma'naviy ko'p vazifaligiga ko'ra ajralib turadi. Adabiyotshunoslik ilmida an'anaga ko'ra peyzaj deyilganda tabiat ko'rinishlari tushuniladi. "Adabiyotshunoslik terminlarining ruscha-o'zbekcha izohli lug'ati"da berilishicha, "Badiiy asarda aks ettirilgan joy, tabiat tasviri bo'lib, u yozuvchining metodi va uslubi bilan bog'liq holda turlicha vazifalarni o'taydi"7. L.I.Timofeevning ko'rsatishicha, peyzaj – "badiiy matnda yozuvchi metodi va uslubiga bog'liq holda turli vazifalarni bajaruvchi tabiat ko'rinishlari tasviridir"8. B.Galanov esa peyzajni "asardagi harakat vaqti va joyini belgilovchi va ma'lum kayfiyat hosil qiluvchi tabiat tasviri" deb hisoblaydi9. M.N.Epshteyn peyzajni "o'zaro bog'liq bo'lgan predmetli detallar tizimida tabiatning yaxlit tasvirlanishi" sifatida tavsiflaydi10. T.N.Gurev esa peyzajni tabiat manzarasi deb talqin qiladi11. Rassomlik san'atiga e'tibor qaratilsa, manzara, ya'ni peyzaj janr sifatida e'tirof etiladi12. Biroq adabiyotshunoslikda peyzaj janr sifatida ifoda etilmaydi. Demak, yuqoridagi fikrlardan shu narsa ayon bo'ladiki, peyzaj – tabiatning badiiy asardagi tasviridir. "Peyzaj asar, avvalo, mavzu e'tibori bilan batamom peyzajga bag'ishlangan bo'lishi lozim. Ikkinchidan, asarda muayyan manzara tasvir etiladi. Uchinchidan, bu poetik manzara shoir yoki lirik qahramon kechinmalari orqali bayon etiladi. To'rtinchidan, peyzaj asarda muallifning g'oyaviy muddaosi tabiat go'zalliklarini madh etish (ba'zan esa, tabiatdagi og'ir damlarning iztirobli tasviri ham uchraydi) va kishilarni tabiatdan zavq olishga chorlashdan iboratdir"13.

N.B.Muradaliev badiiy asardagi peyzajning uch elementi, bosqichi mavjudligini qayd qiladi. Bular: peyzaj detali, peyzajli tasvir, peyzajli asar. Muallifning fikricha, "o'zida emotsional mazmun, estetik baho va muallif

[6] https://kutuphane.karabuk.edu.tr/yuklenen/dosyalar/126912020102453.pdf
[7] Ҳотамов Н., Саримсоқов Б. Адабиётшунослик терминларининг русча-ўзбекча изоҳли луғати. – Тошкент: Ўқитувчи, 1979. – Б. 228.
[8] Тимофеев Л.И., Тураев С.В. Словарь литературоведческих терминов. – М.: Просвещение, 1974. – С. 216.
[9] Галанов Б.Е. Живопись словом. Портрет. Пейзаж. Вещь [Текст] /Б.Е. Галанов. – М.,1974. – С. 185.
[10] Эпштейн М.Н. "Природа, мир, тайник вселенной…" : Система пейзажных образов в русской поэзии. – М., 1990. –С .114.
[11] Гурьева Т.Н. Новый литературный словарь. – Ростов на Дону.,2009. – С. 213.
[12] Бекмиров Ж. Манзара жанрини тасвирий санъатдаги ўрни ва тарбиявий аҳамияти. Academic research in educational sciences, 2021. – Б. 243.
[13] Жумаев Н. Мунис ғазалиёти. – Тошкент: Ғафур Ғулом номидаги адабиёт ва санъат нашриёти, 1991. – Б. 14

pozitsiyasini qamrab olgan obrazli detal" peyzajli detal deyiladi14. Adabiyotshunos K.V. Pigarevning ta'kidlashicha, peyzaj, avvalo, "vatanga muhabbat tuyg'usiga to'lib toshgan bo'lishi kerak. Shundagina u milliy peyzaj hisoblanadi"15. Ammo talqinlar qanday bo'lishidan qat'i nazar, adabiyotshunoslikda mazkur terminga berilgan ta'riflarni umumlashtirsak, uning ko'p ma'noda qo'llanishi ma'lum bo'ladi.

L.M.Krupchanov badiiy asar tilida qo'llanuvchi peyzajning vazifalarini quyidagicha talqin qiladi:

1. Peyzajda harakat aylanuvchi emotsional holatni hosil qilishi mumkin;
2. Peyzaj insonning hayoti va turmushini belgilaydigan, ya'ni insonning mehnatiga qo'shimcha joy, sharoit sifatida namoyon bo'lishi mumkin;
3. Peyzaj qahramonning ma'lum ruhiy holatiga diqqatni tortishi yoki tabiatning kontrastli yoki o'xshash manzaralarini hosil qilish yordamida uning xarakteridagi u yoki bu xususiyatlarni yaqqol ifodalashi mumkin;
4. Tabiat ko'pincha inson va u bilan o'zaro ta'sirdagi kuzatuvchi tirik jon sifatida namoyon bo'ladi;
5. Peyzaj asarning emotsional ma'nosini kuchaytiradi va uning g'oyaviy mazmunini teranlashtiradi, yozuvchining asosiy fikri ifodalanishiga imkoniyat yaratadi;
6. Peyzaj ta'sirni kuchaytiruvchi vositalardan, davrlaridan, syujet elementlaridan biri, ya'ni u badiiy asar ta'siri kuchayishiga uzviy ravishda kirishishi mumkin;
7. Peyzaj badiiy asar mazmuniga yozuvchi tasvirlagan milliy ijtimoiy voqelik qismi sifatida qaralishi mumkin;
8. Peyzaj ijtimoiy, ramziy va allegorik, kompozitsion yoki ramkaga soluvchi, poetik yoki estetik rol o'ynashi mumkin16.

Adabiyotshunoslikda ma'lum ma'noda peyzajga bog'liq portret atamasi ham qo'llaniladi. Shunisi xarakterliki, peyzaj ham portret ham ko'rinishning tasviriga asoslanadi.

"O'zbekiston milliy ensiklopediyasi"da manzara so'zi peyzaj so'zining sinonimi sifatida keltirilsa-da, unga musavvirlik nuqtayi nazaridan izoh berilgan: Manzara, peyzaj tasviriy san'atning tabiat ko'rinishini aks ettiradigan janri va shu janrda yaratilgan san'at asari. Manzarada shahar ko'rinishi yoki me'moriy majmualar (me'moriy manzara), dengiz ko'rinishlari (marina) va hokazolar ham tasvirlanadi. Atrof-muhitni tasvirlayotgan rassom unda o'zi va zamondoshlarining tabiatga munosabatlarini ifoda etadi, shu jihatdan yaratilayotgan asar his-tuyg'u va g'oyaviy mazmunga ega bo'lib, muhim ahamiyat kasb etadi. Inson tomonidan atrof

[14]Мурадалиева, Н.Б. Романтический пейзаж в литературе. – Баку., 1991. – С. 139.
[15]Пигарев, К.В. Русская литература и изобразительное искусство. Очерки о русском национальном пейзаже середины XIX в. – М., 1972. – С. 7.
[16]Крупчанов, Л.М. Теория литературы: учебник . – М: Флинта: Наука, 2012. – С. 360.

dunyoni ma'naviy (qisman amaliy) o'zlashtirishning turli tomon va darajalarini aks ettirgan manzara o'zida katta ma'no tashiydi17.

Iste'dodli yozuvchi O'tkir Hoshimov o'z asarlarida peyzajga, ya'ni tabiat tasviriga ko'p o'rinlarda murojaat qiladi. Tabiat tasviri bu o'rinlarda asosan asar qahramonining ruhiy holatini, kayfiyatini ifodalash uchun xizmat qiladi. "Urushning so'nggi qurboni" asaridan olingan quyidagi parcha yuqoridagi fikrimizning yaqqol dalilidir: Hamon shamol o'kirar, osmonning goh u, goh bu burchida chaqmoq yaraqlab, yong'oq shoxlari shubhali g'iyqillar, ammo endi bular uni qo'rqitolmas edi18. Bu tasvir qora kunlar uchun, ne umidlar bilan tishida tishlab yurgan g'unajinini o'g'irlagani uchun, o'lim to'shagida yotgan ukasini oxirgi nasibasidan mahrum qilgani uchun, non puli bo'lar deb yetishtirgan mevasidan judo qilayotgani uchun19 o'sha xudo bexabarlardan qasos olish payida bo'lgan Shoikromning ruhiy holatini namoyon qiladi. Shamolning o'kirishi, osmonning turli burchida chaqmoqning yaraqlashi, yong'oq shoxlarining shubhali g'iyqillashi kitobxonni asarning davomida ro'y berishi lozim bo'lgan mudhish fojiadan ogoh etadi.

O'tkir Hoshimov asar qahramonlarining ruhiyatini ifodalashda nafaqat tabiat tasviridan, balki interyerdan ham o'rinli foydalanadi. Bizga ma'lumki, "uy, o'tov, xona singari yopiq joylar interyerdir. Badiiy asarlarda ana shunday yopiq makonlarning ko'rinishi, undagi narsalarning turishi, joylashishi ham tasvirlanadi"20. "Urushning so'nggi qurboni" asarining quyudagi o'rinlariga e'tibor qaratadigan bo'lsak: Shoikrom ayvon to'ridagi sandal chetida xomush o'tirardi. Allaqachon bahor kelib kunlar isib ketganiga qaramay, hamon sandal olib tashlanmagani, ammo bu to'g'rida hech kim o'ylab ko'rmaganini u endi payqaganday g'ashi keldi. Bo'z ko'rpa ustidan yopilgan, shinni dog'i tekkan quroq dasturxon ham, hozirgina go'jadan bo'shagan sopol tovoq, bandi kuygan yog'och qoshiq ham uning ko'ziga xunuk ko'rinib ketdi. Ammo beparvolik bilan qo'l siltadi-yu, do'ppisini sandal ustiga tashlab yonboshladi21. Yozuvchi Shoikromning xomushligini, uning tushkun kayfiyatini interyer orqali yaqqol ifodalab beradi. Asarning quyidagi o'rnida qo'llangan interyer orqali esa Shoikromning ayoliga bo'lgan munosabatini payqab olish mumkin: Shoikrom uyqu elita boshlagan ko'zlari bilan o'sha tomonga bir qarab qo'ydi-yu, ter hidi anqib turgan lo'labolishga boshini tashladi. Shu ondayoq yana o'sha tovoqqa, bandi kuygan qoshiqqa ko'zi tushib, tag'in g'ashlandi. «Ziqna bo'lmay o'l! - deb o'yladi xotinini so'kib. - Azaldan qurumsoq edi, zamon og'irlashgandan buyon battar bo'ldi». Ter hidi anqib turgan lo'laboshi, go'jadan bo'shagan sopol tovoq, bandi kuygan yog'och qoshiq o'quvchiga bir tomondan zamonning ne chog'li og'ir ekanligidan dalolat bersa, bir tomondan esa Xadichaning ziqnaligiga ishora qiladi.

[17]Манзара https://qomus.info/encyclopedia/cat-m/manzara-uz/
[18] Manba https://tafakkur.net/urushning-songgi-qurboni/otkir-hoshimov.uz
[19] Manba https://tafakkur.net/urushning-songgi-qurboni/otkir-hoshimov.uz
[20] Ulug'ov A. adabiyotshunoslik nazariyasi. T., 2017. – 70 b.
[21] O'sha manba.

Xullas, O'tkir Hoshimov o'z asarlarida tabiat manzaralarini ifodalashga alohida e'tibor qaratadi. Xoh, u tabiat tasviri, xoh u interyer bo'lsin, asar kompozitsiyasining bu kabi muhim unsurlari orqali asar qahramonining ruhiy holatini, kayfiyatini hamda maishiy hayot tarzini yorqin namoyon etadi.

Foydalanilgan adabiyotlar ro'yxati

1. Manba https://tafakkur.net/urushning-songgi-qurboni/otkir-hoshimov.uz
2. Ulug'ov A. adabiyotshunoslik nazariyasi. T., 2017. – 70 b.
3. Галанов Б.Е. Живопись словом. Портрет. Пейзаж. Вещь [Текст] /Б.Е. Галанов. – М.,1974. – С. 185.
4. Гурьева Т.Н. Новый литературный словарь. – Ростов на Дону.,2009. – С. 213.
5. Крупчанов, Л.М. Теория литературы: учебник . – М: Флинта: Наука, 2012. – С. 360.
6. Манзара https://qomus.info/encyclopedia/cat-m/manzara-uz/
7. Мурадалиева, Н.Б. Романтический пейзаж в литературе. – Баку., 1991. – С. 139.
8. Пигарев, К.В. Русская литература и изобразительное искусство. Очерки о русском национальном пейзаже середины XIX в. – М., 1972. – С. 7.
9. Тимофеев Л.И., Тураев С.В. Словарь литературоведческих терминов. – М.: Просвещение, 1974. – С. 216.
10. Ҳотамов Н., Саримсоқов Б. Адабиётшунослик терминларининг русча-ўзбекча изоҳли луғати. – Тошкент: Ўқитувчи, 1979. – Б. 228.
11. Эпштейн М.Н. "Природа, мир, тайник вселенной…" : Система пейзажных образов в русской поэзии. – М., 1990. –С .114.

ОНА КОНЦЕПТИНИНГ ДУНЁ ИЛМИЙ МАНЗАРАСИ, ДИН ВА МАДАНИЯТДАГИ ТАЛҚИНИ

Тагаева Сайёра Улашевна
PhD, Роман-герман тиллар кафедраси, Шароф Рашидов номидаги Самарканд давлат университети

Бозорова Умида Қиличевна
укитувчи, Роман-герман тиллар кафедраси, Шароф Рашидов номидаги Самарканд давлат университети
bozorovaumida111@gmail.com

Аннотация. Мазкур мақолада тилшуносликда хозирда долзарб мавзулардан хисобланган она концепти, унинг дин ва маданиятдаги талқини ҳақида сўз юритилган. Она ҳимоя ва мўл-кўлчилик рамзи бўлиб, кўпинча серпушт, ҳиссий рамздир. Мадонна инсоннинг когнитив тизимида чуқур илдиз отган метафорадир. Оналик метафораси инсон мавжудлигига шунчалик чуқур кириб борганки, онанинг хусусиятлари аёл бўлмаган бошқа нарсаларга кўчирилади. Турли маданиятларда оналик умумий атамаларда тушунилади. Қайси мамлакатда, минтақада ёки синфда бўлишидан қатъий назар, эски мифологик тизимларда оналик васф этилади ва унга бола туғиш жисмоний ҳаракат чегарасидан бошқа анча ташқарига чиқадиган маъноси берилади. Замонавий жамиятларда Она концепти маданият ва тарихий даврга қараб турлича талқин этилади. Хусусан, ота ва она концептуал-когнитив фрейми мисоллар оркали ифодаланган. Барча тахлил килинган макол ва маталлар немис ва узбек (рус) тилларида таснифланган.

Калит сўзлар: когнитив, концепт, фрейм, мифология, коннотация, метафора, она

Аннотация. В данной статье речь идет о концепте матери, который является одной из актуальных тем в языкознании, и его трактовке в религии и культуре. Мать является символом защиты и изобилия и часто является знойным, эмоциональным символом. Мадонна — это метафора, глубоко укоренившаяся в когнитивной системе человека. Метафора материнства настолько глубоко укоренилась в человеческом существовании, что материнские характеристики переносятся на другие неженские объекты. В разных культурах материнство понимается в общих чертах. Независимо от страны, региона или класса материнство в более старых мифологических системах характеризуется и придается значение, выходящее далеко за рамки физического акта родов. В современных обществах понятие Матери интерпретируется по-разному в зависимости от культуры и исторического периода. В частности, на примерах представлен концептуально-когнитивный фрейм отца и матери. Все проанализированные пословицы и поговорки классифицированы на немецком и узбекском (русском) языках.

Ключевые слова: когнитивный, концепт, фрейм, мифология, коннотация, метафора, мать.

Abstract. This article talks about the concept of mother, which is one of the current topics in linguistics, and its interpretation in religion and culture. The mother is a symbol of protection and abundance, and is often a sultry, emotional symbol. Madonna is a metaphor deeply rooted in the human cognitive system. The metaphor of motherhood is so deeply embedded in human existence that maternal characteristics are transferred to other non-female objects. In different cultures, motherhood is understood in general terms. Regardless of country, region, or class, motherhood in older mythological systems is characterized and given meaning that goes far beyond the physical act of giving birth. In modern societies, the concept of Mother is interpreted differently depending on the culture and historical period. In particular, the conceptual-cognitive frame of father and mother is represented by examples. All analyzed proverbs and sayings are classified in German and Uzbek (Russian) languages.

Key words: cognitive, concept, frame, mythology, connotation, metaphor, mother

Замонавий илм фанда Она тушунчаси аста-секин дунёнинг бир қатор коннотациялари билан бойитилган ғояларнинг пайдо бўлиши ва такомиллашиши тарихини ўзида акс эттирган. Она тоифаси психология, социология, фалсафа, мифология, гендерология, тилшунослик ва бошқа кўплаб илмий антропологик йўналтирилган гуманитар парадигмалар доирасида кўриб чиқилади. Илк бор Она концепти инсон тўғрисидаги фанлар, хусусан, антропология ва социологияда ёритилган бўлиб, онанинг жамият ва инсонлар учун аҳамияти тўғрисидаги масала уларнинг диққат марказида бўлган. Антрополог ва социолог Ёхан Якоб Баховен қадимги жамиятларда афсоналар, рамзлар, динларни ўрганар экан, патриархат ижтимоий ривожланишнинг атиги иккинчи босқичи эканлигини ва аёллар ҳукмронлик қилган ва Оналик ҳуқуқи асосий бўлган жамиятдан кейин келганини англаб етади [Bachofen 2006]. Баховен оналик ва оталик муҳаббатининг ролини ижтимоий маданият кўрсаткичи деб билади: "Онанинг роли ўз болаларини тарбиялашдир; аёл, эркакдан олдин, "Мен"дан ташқари ўз меҳр-муҳаббатини бошқа одамга етказиш ва бошқанинг мавжудлигини сақлаб қолиш ва яхшилаш учун ўзида мавжуд бўлган барча инъомларни йўналтиришни идрок этади" [Bachofen 1992: 79] .

Аналитик психологиянинг асосчиси Карл Густав Юнг томонидан кашф этилган она психологик архитипи ва жамоавий онгсизлик концептлари шахс ва жамиятни англаб етишнинг кўплаб муаммоларини тушунтириб бера олади. Карл Юнг архетипни "одатдаги инсон тажрибасини акс эттирувчи универсал ва рекуррент образ, модел ёки мотив" сифатида таърифлаган. Ҳар бир инсоннинг онаси бор, инсоннинг бутун ҳаёти қуршовда, она ёки унинг ўрнини босадиган инсон бўлган муҳитда ўтади. "Она" архетипи инсон руҳиятига сингиб кетган биринчи тасаввурлардан биридир. Ҳомиладорлик,

унинг ўтиш даври, боласини эмизиши, меҳр-муҳаббати, оналик тафтининг илиқлиги, хавотири, юмшоқлиги ва қатиққўллиги, оқилалиги, қонун ва тартиб- интизомдан олдин юз беради [Jung 1959: 4].

"Она" архетипи, бошқа кўплаб архетиплар сингари, ҳар хил қиёфаларда (кўринишларда) намоён бўлади. Энг аввало, бу ўз онаси, бувиси, ўгай онаси, қайнонаси (эрининг/хотинининг онаси) ва ундан кейин муносабатларга эга бўлган ҳар қандай аёл, масалан, энага ва бошқалар. Она архетипи кўпинча унумдорлиги ва мўллиги билан машҳур бўлган нарсалар ва жойлар билан боғлиқ: мўл-кўл шудгорланган дала, боғ. У ҳимоя, ишончлилик вазифаларини бажарадиган, бошпана ва озиқ-овқат билан таъминлайдиган қоя, ғор, булоқ, қудуқ билан боғлиқ бўлиши мумкин [Jung 1959: 15].

Эрих Фромм Она концепти ҳақидаги фикрларини давом эттириб, оналик худосининг католиклар мазҳабида IV асрдан бошлаб, биринчидан, черковнинг, барча имон келтирувчиларнинг онаси сифатида Буюк Онанинг аҳамияти, иккинчидан, Ота Худодан ажралиб, ўзининг муқаддас кучига эга бўлган Биби Марямга сиғиниш натижасида эришган ролини таърифлайди. Чақалоқ (гўдак) Исони эмизаётган Мадонна иноят берувчига айланди ва католик ўрта асрларнинг рамзи бўлиб қолди [Фромм 1998].

Онага хос ижтимоий хусусиятлар тўғрисида турли назарияларнинг мавжуд эканлиги, К. Юнгнинг Буюк Она ва оналик архетипи ҳақидаги концепцияси ушбу концептни ёритишда турли илмий йўналишдаги ғояларнинг ўхшаш томонлари борлигини кўрсатди. Оналик кўплаб маданий маъноларга эга. Ёш ҳаётнинг дунёга келиши ва вояга етказилиши кўплаб диний ҳамда маданий анъаналарда "аёллик" ва "оналик" тушунчаларининг бирлашишига олиб келди, унда оналик муқаддас ва қудратли маънавий йўл сифатида эътироф этилади. Дунё бўйлаб барча маданиятларда она сиймоси санъат, афсона ва драматургиянинг асосий мавзуларидан бирига айланди. Диний ёзувлар ва афсоналар оналикни юқори ўринга қўяди. З.Фрейд ва бошқаларнинг аниқлашича, аёллар биринчи худолар бўлиб, ўз жамиятлари томонидан улуғланган [Freud 2000; Goodrich 1989].

Диний мифологиялар ва маҳаллий фольклор таъсирида оналик шарафини мадҳ этувчи фидойилик мисоллари Европа, Африка ва Осиёнинг мумтоз адабиётларида жуда кўп учрайди. Бир томондан, оналар ижодкор, ўқитувчи ва маъбуда сифатида улуғланади, бошқа томондан, улар ҳайратга солади, чунки улар нафақат ҳимоя қилади, балки йўқ қилади ҳам.

Шуни айта оламизки, она сиймолари аксарият маданиятларга хосдир. Она ҳимоя ва мўл-кўлчилик рамзи бўлиб, кўпинча серпушт, ҳиссий рамздир. Кўкрагида боласи бор аёл, Мадонна инсоннинг когнитив тизимида чуқур илдиз отган метафорадир. Оналик метафораси инсон мавжудлигига шунчалик чуқур кириб борганки, онанинг хусусиятлари аёл бўлмаган бошқа нарсаларга кўчирилади. Турли маданиятларда оналик умумий атамаларда тушунилади. Қайси мамлакатда, минтақада ёки синфда бўлишидан қатъий назар, эски мифологик тизимларда оналик васф этилади ва унга бола туғиш

жисмоний ҳаракат чегарасидан бошқа анча ташқарига чиқадиган маъноси берилади. Замонавий жамиятларда Она концепти маданият ва тарихий даврга қараб турлича талқин этилади. Ушбу концепт бўйича тадқиқотлар тарих, маданият, афсоналар яратиш, янги репродуктив технологиялар ва туғилишни назорат қилиш сиёсати нуқтаи назаридан олиб борилади. Айтиш мумкинки, оналикни ташкил этадиган тушунчалар, рамзлар ва маданий амалиётлар дунёда бир хил эмас ва хронологик жиҳатдан барқарор эмас.

Бизнинг муқаддас динимизда ота ва онага муносабат, уларнинг ҳурматини жойига қўйиш ҳар бир кишининг илоҳий вазифаси эканлиги қайта-қайта уқтирилади. Эрнинг хотинга, хотиннинг эрга, фарзанднинг ота-онага ҳақлари бирма-бир санаб ўтилганлиги ҳам ушбу фикримизни тасдиқлайди. Ота-онага итоат одоби, ота-она ҳақини адо этиш, ота-онага яхшилик гўзал фазилат эканлиги ҳақида ҳадиси шарифларда очиқ-ойдин айтилган. «Жаннатга йўл ота-она орқали ўтади» деган калимаи шариф ҳам исломда фарзандларни ота-онага ҳурмат ва мухаббат руҳида тарбиялашга даъват ўлароқ янграйди. Демак, жаннатдан умидвор мусулмон фарзанди Тангри таолонинг ўзигагина ибодат қилиши ва ота-оналарига яхшилик қилишлари лозим. Шу муносабат билан Тошкент шаҳар Мирзо Юсуф жомеъ масжиди имом хатиби Раҳматуллоҳ Термизий келтирган ва шарҳлаган матнни келтириш ўринли: агар улардан (яъни ота-онадан) ёки иккови ҳам сенинг ҳузурингда кексайиб қолган бўлса, эй фарзанд, сен уларга асло «уфф» дея кўрма, уларни жеркима, уларга шафқат-қанотингни ёз ва айтгинки, «Роббим, ота-онам мени гўдаклигимда тарбия қилганларидек, энди сен уларга раҳм қил». «Эътибор қилинг», деб ёзади Раҳматиллоҳ Термизий, «уфф» деган сўз, аслида бир сўз ҳам, ҳарф ҳам эмас, инсон зерикканида, чарчаганида, норози бўлганида, норози кайфиятни ифода қилувчи оддий бир овоз. Аммо манна шу «уфф» деган овознинг ота-она олдида чиқарилиши харом бўлади. Фарзанд ота-онанинг ҳузурида «уфф» дейиши – ота-она кўнглига малол келади, улар «фарзандларимизга малол келтириб қўйдик» деб ўйлашади. Оллоҳ таоло эса, ота-онанинг кўнглини ранжитмасликни фарзандларга буюрмоқда. [Раҳматуллоҳ Теримизий, кун.уз].

Раҳматуллоҳ Термизий ушбу ўринда яна намоз ичида ота-онага дуо қилиш, ота-оналик риштасини ҳеч нарса, ҳатто динсизлик ҳам уза олмаслиги, ота-она билан тортишиш ножоиз эканлиги, аввал онага, сўнгра отага, кейин опа-сингилга яхшилик қилиш, онанинг уч марта зиёда қилинганлиги сабаби, ота-онаси тирик фарзанд – моли ҳеч қачон касодга учрамайдиган тижоратчи эканлиги каби мажбуриятларимиз ҳақида ҳам батафсил маълумот беради.

Бу сингари ота-онага, айниқса, онага чуқур эҳтиром ва ҳурмат туйғулари ифодаланган сўзларни биз христианларнинг муқаддас китоби «Инжил» да ҳам учратишимиз мумкин. «Инжил» нинг 2: 4-5- номаларида эрлари ва фарзандларини севиши масъум ва иффатли, пок, эрларига итоаткор бўлиши ҳақида гапирилади вак бола тарбиясида она ва ота бажариши керак бўлган мажбуриятлар қайд этилади. Бироқ, «Инжил»нинг бирор жойида ҳам, ҳар

бир аёлнинг она бўлиши мажбурий эканлиги қайд этилмаган. Аммо унда аёл ўз масъулиятига эътиборли бўлиши лозимлиги, она бўлиш бахтига муяссар бўлган аёл бу бахтга жиддий муносабатда бўлиши уқтирилган. "Инжил"га кўра, она нафақат гўдакни қорнида кўтариб юриши, озиқлантириши, балки кейинчалик ҳам у ҳақда ғамхўрлик қилиши ҳақида гапирилган. "Инжил"да "она" сўзи 96 марта учрайди. Шунингдек, мазкур муқаддас китобда ҳар бир она ўз қалбида сақлаши, амал қилиши лозим бўлган 15 та ҳолат кўрсатиб ўтилган. [Қаранг: Библия о матери – хрестианка// www.google. com.].

Она ҳақида исломда ва христиан динида айтилган ўринлар унинг ҳар қандай динда ҳам ўрни жуда юксак эканлигидан далолат беради. Хулоса қилиб айтганда, она тоифаси билан боғлиқ мавжуд маданий, ижтимоий ва диний образлар ва тасаввурларни тадқиқ этиш маданий, ижтимоий ва диний билимларни рўёбга чиқаришда Она метафорасининг муҳим ролини очиб берди. Она концепти юқори ассоциатив ва эмоционал салоҳиятга, шунингдек, барча лисоний маданиятларда ижобий коннотацияга эга. Она иссиқлик, қулайлик, ҳимоя, ғамхўрлик, меҳр-оқибат, муҳаббат манбаидир. Гендер тилшунослигида оналик, бола туғиш ва тарбиялаш олам аёл манзарасининг энг ажратиб кўрсатилган соҳалари сифатида намоён бўлмоқда. Концептни ўрганишда онанинг ҳаётни яратиш, болаларда генетик из қолдириш, онанинг бола билан ҳаётий зарур маънавий, жисмоний ва моддий боғлиқлиги, она оилавий анъаналарнинг сақловчиси сифатида каби белгилари муҳимдир.

Adabiyotlar

1. СПНРС- Добровольский Д.О. Самый полный немецко-русский словарь (количество томов: 3). Издательство: АСТ, 2015. - 3568 с.
2. DeReKo. Die werdende Mutter wird mit Sorgfalt und Nachsicht behandelt [https://www.dwds de].
3. Foley, W.A. Anthropological Linguistics: An Introduction Text. / W.A. Foley. Oxford: Blackwell 1997. - 495 p.
4. Karl Heinemann. Goethes Mutter.1909. S-388.
5. Kroeber A.L. Classificatory systems of relationship Text. / A.L. Kroeber // Journal of the Royal Anthropological Institute. 1909. - 39. - P. 77-84.
6. Strauss CI., Quinn, N. A Cognitive Theory of Cultural Meaning Text. / CI. - Cambridge: Cambridge University Press, 1997. -323 p.
7. Wierzbicka A. Semantics, culture and cognition: universal human concepts in culture-specific configurations Text. / A. Wierzbicka. New York: Oxford Univ. Press, 1992. - 487 p. 1.
8. Саидова М.,Қўзиев У. Лингвокультурология. (Услубий қўлланма). Нам.ДУ 2017й.
9. Степанов Ю.С. Константы. Словарь русской культуры. Издательство: Языки русской культуры ISBN: 5-88766-067-0. 1997

MEANS OF CLASSIFICATION OF LOANWORDS IN THE UZBEK LANGUAGE

Isakova Nodira Azzamovna
Associate Professor of the Department of English, PhD, Samarkand State University named after Sharof Rashidov

Urazkulova Aziza Ankaevna
Senior teacher of the Department of English, Samarkand State University named after Sharof Rashidov
isakovanodira4@gmail.com

Abstract. In the article, words that have been added to the Uzbek language from foreign languages are praised. The term "form of acquisition" was proposed by us as a generic term summarizing ideas about different ways of entering and passing a foreign linguistic unit into the host language. It is stated that the form of acquisition is "the method of lexical acquisition that depends on the time, reasons and conditions of acquisition and affects the adaptation of the word being acquired." In this study, transcription, transliteration and copying were proved to be the main methods of learning foreign vocabulary.

Key words: indirectness, linguistic, reconciliations, transcription, transliteration, copying, semantic reconciliation

Annotatsiya. Maqolada o‘zbek tiliga xorijiy tillardan o’zlashgan so‘zlar tasniflangan. "O'zlashtirishi" atamasi biz tomonidan xorijiy lingvistik birlikni qabul qiluvchi tilga kiritish va o'zlashtirishning turli usullari haqidagi fikrlarni umumlashtiruvchi atama sifatida taklif qilingan. O‘zlashtirish shakli “o‘zlashtirish vaqti, sabablari va shartlariga bog‘liq bo‘lgan va o‘zlashtirilayotgan so‘zning moslashuviga ta’sir etuvchi leksik o‘zlashtirish usuli” ekanligi ta’kidlangan. Ushbu tadqiqotda transkripsiya, transliteratsiya va nusxa ko'chirish xorijiy lug'atni o'rganishning asosiy usullari ekanligi isbotlangan.

Kalit so'zlar: bilvositalik, lingvistik, murosa, transkripsiya, transliteratsiya, nusxa ko'chirish, sem

Аннотация. В статье анализируются слова, которые были добавлены в узбекский язык из иностранных языков. Термин «заимствовнание» был предложен нами как родовое понятие, обобщающее представления о различных способах вхождения и передачи иноязычной единицы в родной язык. Утверждается, что формой усвоения является «способ лексического усвоения, зависящий от времени, причин и условий усвоения и влияющий на приспособление усваиваемого слова». В данном исследовании доказано, что основными методами изучения иностранной лексики являются транскрипция, транслитерация и калькация.

Ключевые слова: опосредованность, языковые, согласования, транскрипция, транслитерация, копирование, смысловое согласование.

Introduction. The articles provide information about the fact that borrowings entered the Uzbek language in oral and written form, directly or indirectly, that is, through the intermediary Russian language, and that they became fully nationalized in the vocabulary of the Uzbek language. Another issue related to the linguistic factors that affect the degree of adaptation of acquisitions to the acquiring language system or the cases of non-adaptation - the issue of the methods of acquisition of foreign language units is very important for our research, so we found it necessary to focus our attention on this issue in this section.

Foreign language words can also be classified according to the form of acquisition. The term "form of borrowing" was proposed by us as a generic term summarizing ideas about different ways of entering and passing a foreign linguistic unit into the host language. The form of acquisition "is a method that affects the adaptation of lexical acquisition and the acquired word, depending on the time, reasons and conditions of borrowing". The main forms of lexical borrowing are defined by complex terms that are related to each other: oral acquisition - written acquisition; material embezzlement - hidden embezzlement, direct embezzlement - indirect embezzlement - reverse embezzlement; simultaneous (parallel) acquisition - acquisition at different times. Graphical assimilation, the term "re-establishment of the word being assimilated in the graphics of the source language" has a special place: unlike others, it has no correlation and for most foreign words means a temporary stage of existence in the receiving language (with the exception of foreign language inputs such as alter ego, status quo).

Modern linguistic realities are characterized by rapid borrowing of new words from different languages. The acceleration of this process is influenced by globalization, which has affected all spheres of life. In the framework of this article, it was proved that transcription, transliteration and copying are the main methods of learning foreign vocabulary.

Transcription is a method of acquiring a vocabulary unit in which the sound form of the acquired word is preserved (sometimes with a slight change of form in accordance with the phonetic features of the language being acquired). Compare: sale - sale, boycott - boycott, lunch - lunch, bucks - bucks, townhouse - townhouse, etc.

In transliteration, only the spelling of the foreign word is learned: the letters of the word being learned are replaced by the letters of the native language, and the word is read according to the reading rules of the native language. Many English, Russian, German and French words used in the Uzbek language, although read according to the rules of the Uzbek language, have retained their graphic features. In our research, the following forms of transliteration were observed: a) strict, that is, replacing each character in the original text with only one character in the Uzbek language: hot-dog - hot-dog, dollar - dollar, lifting - lifting; b) replacing some words in the original text with combinations of two or more Uzbek characters: biker - biker, teenager - teenager, headliner - headliner; c) abbreviated,

i.e. using some phrases in the original text in an abbreviated form: hooligan - hooligan, , chill-out - chill-out, shaker - shaker.

In the calking method, the structural pattern of the associative meaning of the word is mastered. In calking, the components of the word or phrase being learned are translated separately and combined. Three different processes are observed in this: a) a foreign language word is accurately translated, that is, its semantic and morphological structure is restored, and structural elements are translated word for word. In this method, a foreign language word is used as an example for the Uzbek language: hard disk > hard disk; Microsoft > small, micro-+ soft; email>email+things sent by mail; hypertext > super-+text; online > on the line, in contact; interface > between+person; domain name > region + name; read only > only + read; b) parts of the acquired word are translated sequentially or part of it is taken from the source language, and the second part is replaced by an element of the Uzbek language: screenshot >cut or clip + image; spreadsheet > electronic + form, blank; program bug > program + error; v) semantic copying, i.e. without taking the form of a word, its meaning is absorbed: computer > literally: electronic brain; mouse > word-formative element for measuring instruments; header > head + information, etc.

Material and methods. It is worth noting that in newspaper texts one can find many words learned by means of the hybrid phonetic-semantic method consisting of phonetic and lexical elements, for example: sound card – sound (lexical) and card (phonetic); bitcoin - bit (phonetic) and coin (lexical) method. At the same time, a large number of hybrid phonetic-semantic words, which are considered a new phenomenon for the Uzbek language, correspond to hybrid word combinations and abbreviations that include full words, abbreviations and numbers from English, Korean and Japanese written in Latin script. For example, HTTP (http proxy), Wi-Fi (Wi-Fi direct), Galaxy Tab E 8.0 (tablet PC Samsung Galaxy Tab E 8.0), MySQL (MySQL client-server system), QWERTY (QWERTY keyboard), etc.

Semantic acquisition is the acquisition of a new meaning for an existing word in the language. For example, the word pioneer in the old edition of the Uzbek language "Explanatory dictionary of the Uzbek language" is pioneer [rioneer <ingl] 1. A member of the volunteer children's communist organization. Pioneer squad. 2 It is noted that it is used in the sense of the first to start something, the first to investigate, discover, initiate [old O'TIL: 587]. In the new edition of the "Annotated Dictionary of the Uzbek Language" it is included as a French appropriation, and the pioneer [fr. pioneer - initiator; initiator] 1. A person who opens a path in science, technology, art, in a specific field that has not been researched in general. Pioneers of space exploration. 2.hist. During the Soviet period (1922-1991): used in the sense of a member of a children's pioneer organization [new O'TIL: 261]. Thus, it can be seen that in addition to the source of appropriation of this appropriation, due to changes in society, semantic changes in it are also highlighted.

Describing the methods of introduction of foreign words, it is worth saying again that many acquisitions that have undergone various morphological, phonetic and lexical changes are no longer perceived as foreign words. Following the laws of the absorbing language, some borrowed words have developed meanings that are not typical of their original variants.

The presence of a large number of loanwords in the modern Uzbek language explains their role in enriching the vocabulary of the Uzbek language and forming lexical norms, because loanwords allow the language to save its naming opportunities and contribute to the further development of word formation.

To describe the complex processes of the influence of foreign semantics on the receiving language system, it is necessary to distinguish two types of hidden acquisition, which are often not distinguished in the special literature. This situation affects the level of completeness and accuracy of linguistic information. This is secondary assimilation and semantic copying. A word previously acquired in the case of secondary or repeated acquisition (resumé was acquired a second time from English in the late 20th century in the sense of a resume; the primary acquisition was from French, meaning summary). Thus, secondary assimilation is a form of hidden assimilation, in which the meaning of a foreign language prototype is attached to a word that was previously a material assimilation of the same prototype or genetic parallel (if the source language is different).

In our opinion, in modern linguistic literature, the terms naming different forms of acquisition are used sporadically and, as a result, the realities defined by these terms are confused. At the same time, for the completeness of linguistic information, a more accurate and strict approach to distinguishing foreign language words from various types and forms of acquisition is necessary.

In Uzbek linguistics, it is customary to use the term "semantic derivation" to describe the way new meanings appear in a word. Researchers emphasize that the formation of a new lexical semantic variant occurs not only as a result of independent semantic derivation based on metaphorical, metonymic shifts, meaning expansion, narrowing, and semantic shift. The formation of new word meanings can be under the influence of morphological and word formation processes or foreign language semantics. It is possible to systematize the cases of new word meanings that did not appear due to direct semantic derivation as follows: 1) new meanings that appeared morphologically and have a common basis of formation with the old meaning of the word or different formation bases; 2) new meanings that appeared in the semantic-morphological method; 3) new meanings resulting from assimilation. In the third case, the formation of a new meaning of a word is manifested by means of semantic processes that occur or have occurred in the lexical units of a foreign language. The analysis of existing research materials showed that a semantic connection is always established between the new meaning of a word and its previous meaning, which did not arise due to direct semantic derivation, but was caused by the semantics of a foreign lexeme.

Results and discussion. Let's take a look at the development of the meanings of the words learned in the Uzbek language on the example of a few words. For example, as a result of the activation of the scope of consumption in the newspaper text, the lexeme rating (ingl. raiting - rating, level) has expanded its meaning from the term of the educational system as a lexeme denoting the concept of a standard that determines the result of achievements in sports, culture and other fields. We can see this in the example of the new edition "Annotated Dictionary of the Uzbek Language". In it, the concept of rating is explained as follows: 1. A system of monitoring and evaluating the knowledge of pupils and students. In the higher education system, education at the bachelor's and master's levels is increasingly improving, and the rating method of evaluating student knowledge is widely introduced. 2. sports. A personal indicator expressed in numbers when evaluating the effectiveness and prestige of achievements in some types of sports (for example, chess). The International Football Federation (FIFA) has announced the August rating table for national teams. 3. The level of popularity, which is determined by studying the public opinion of well-known figures in politics, culture and other fields. An additional fee was introduced depending on the academic level, rating, and seniority of the teachers conducting the training [O'TIL Volume 3: 373]. So, the word rating has become a monosemantic lexeme and is now actively used as a polysemantic word in our language.

The word "business" borrowed from the English language is used in the new edition of the "Explanatory Dictionary of the Uzbek Language" as any organizational, economic activity that generates income, has profit-making goals and does not violate laws; commerce; if it is given in the sense of business (depending on the scale of business, economy, it is divided into large, medium and small types) [OTIL Vol. 1: 255], in the old edition in capitalist countries: personal wealth, work aimed at gaining profit (for example, speculation, commerce, large income the enterprise that brings and the like) is given in the meaning [old O'TIL volume 1: 111]. The use of this word in newspaper texts became active after independence. In its place, the business lexeme has a semantic relationship with commercial, trade words, and due to its polysemantic nature, it also has a synonymous relationship with the business lexeme. In accordance with this, businessman (English business man - a person engaged in business), businessman, entrepreneur, which is considered a joint word in English, is often interchangeable with the lexemes.

Another method of borrowing a foreign word serves to differentiate the place of use of the word by differentiating the spelling of the word being learned. For example, in the "Annotated Dictionary of the Uzbek Language" in the old edition, the English word "college" is described as a higher and secondary school in England and America, while the French word "college" is described as a secondary school in France, Belgium and Switzerland [old ОТИЛ Volume 1: 392]. In the "Annotated Dictionary of the Uzbek Language" in the new edition, the lexeme college (English, fr. college) has three meanings: 1. In Great Britain, USA and

some other countries: various educational institutions from middle to higher. 2. In France, Belgium, Switzerland and some other countries: secondary and partial secondary education. 3. In Uzbekistan: secondary special vocational school.

It is worth noting that the meaning of the word "college" was also explained in the filled state in the next edition of the explanatory dictionary, and the spelling of the English word "college" given in the "Annotated dictionary of the Uzbek language" in the old edition was not included in the dictionary of the new edition. Although the word "college" is accepted as a form of education in different countries, it should be accepted as a polysemantic word in the form of "college" with a single spelling.

The realization of a certain meaning in polysemantic appropriations depends on their different meanings in newspaper texts. For example, a comparison of the meaning of the borrowed lexemes recorded in the new edition of the "Annotated Dictionary of the Uzbek Language" showed the following results: 3 meanings of the hacker lexeme, 2 meanings of the design lexeme, 3 meanings of the monitor lexeme, 4 meanings of the park lexeme, 5 meanings of the block lexeme were explained.

In general, it can be said that the problem of methods of acquiring words is complex and multifaceted and has its own laws. Changes in the semantics of foreign words from the lexicon of the Uzbek language are significant, and in addition to being polysemous, they have a leading position in linguistic phenomena such as the expansion of word meaning and active participation in the formation of Uzbek words. These cases, in turn, can be extensively researched as the fruit of the most active methods of acquisition, such as transcription, transliteration, semantic mapping.

Conclusion. The theoretical material analyzed in the article led to the following conclusions regarding the determination of the approach to the study of neologism terms used in the texts of the "Khalk Sozi" newspaper:

1.World linguistics, including Uzbek linguistics, has been paying attention to the issue of word borrowing from foreign languages for a long time, and it also concerns the issues of determining the classification, thematic groups, and etymological sources of neologisms introduced from English to Uzbek during the years of independence.

2. The problem of borrowing itself is multifaceted, with a number of controversial issues - the ratio of acquisition and language mixing, the ratio of acquisition and other methods that increase vocabulary, positive and negative results of acquisition, the boundaries of "identity" and "foreignness" in the lexical system, semantic and formal acquisition includes stages, classification of acquired words, etymological sources, methods of acquisition, etc.

3. There is no uniform approach to the concept of "mastery". It is understood both as a means of replenishing the vocabulary of the language and as a process or result of the penetration of a linguistic unit from one language to another.

Borrowing can be not only lexical, but also grammatical and phonetic, enter the language in oral and written form, directly or indirectly.

4. The reasons for the appearance of foreign language lexemes in the recipient language depend on the following factors: a) nominative: naming a new thing or a new event, the need to distinguish concepts close in content (sweater - jumper - pullover - sweatshirt - hoodie); b) socio-psychological: the communicative relevance of the concept being expressed, acceptance of the foreign language word by the whole group of speakers or a part of it as remarkable, beautiful, "sounding beautiful"; c) cognitive: the absence of a corresponding concept and specific name in the cognitive base of the language-recipient, as well as the provision of stylistic effect.

References

1. Bates L.Hoffner, Language borrowing and language diffusion, an Overview, Trinity University, Intercultural communication studies, XI:4, 2002, pp.447
2. Blajevich Y.S., Lexical interference in the context of linguistic contact, dissertational abstract. Belgorod, 2011, pp.232
3. Hasanova Sh, Formation of diplomatic terms in Uzbek and French, Word Art № 6, 2019, pp.73-80
4. Krysin L.P. Linguistic borrowing: the interaction of internal and external factors (based on the material of the modern Russian language) // Russian Studies today. 1995. No. 1. pp. 124-127.
5. Newspaper ―Khalk suzi‖, November-December, 2017, №220-242 (6914-6936)
6. Бегматов Э. Ҳозирги ўзбек адабий тилининг лексик қатлами. – Тошкент: Фан, 1988. – С. 140.
7. Бектемиров Ҳ., Бегматов Э. Мустақиллик даври атамалари. Тошкент: Фан, 2002.
8. Бойматова Б.Г. Ўзбек тилидаги инглизча ўзлашма сўзларнинг маъно тараққиёти: Магистирлик диссертацияси. Қарши, 2014. – 74 бет.
9. Брейтер М. А. Англицизмы в русском языке: история и перспективы: Пособие для иностранных студентов-русистов. Владивосток: Диалог. МГУ, 1997. 58 с.
10. Вайнрайх Э. Ф. Заимствования как отражение русско-английских контактов. Вопросы языкознания, 2002, №4. – С. 96-118.
11. Гамбье И. Перевод и переводоведение на перекрестке цифровых технологий // Вестник СПбГУ. Серия 9. 2016. Вып. 4.
12. Горшкова В.Е. Перевод кинодиалога как осмысленный произвол // Перевод: ремесло, искусство, наука: монография / Под общ. ред. В.Е. Горшковой. Иркутск: Изд-во ИГУ, 2017. – С. 80-97.

"O`TKAN KUNLAR" ASARIDA BADIIY TASVIRNING PRAGMATIK XUSUSIYATLARI

Ataxonova Malika
ADPI talabasi

Annotatsiya. Mazkur maqolada badiiy tasvir, uning turlari, adabiy matndagi vazifalari haqida so`z boradi. Shuningdek, Abdulla Qodiriyning "O`tkan kunlar " asaridagi badiiy tasvirlarning pragmatik xususiyatlari tahlilga tortilgan.

Аннотация. В данной статье речь пойдет о художественном изображении, его видах, функциях в литературном тексте. Также к анализу были привлечены прагматические особенности художественных образов в произведении Абдуллы Кадыри "Минувшие дни".

Annotation. This article will talk about the artistic image, its types, functions in the literary text. Also, the pragmatic features of the artistic images in Abdullah Qadiri's "Days Gone By " were drawn into the analysis.

Kalit so`zlar: Badiiy tasvir, personaj, badiiy tafakkur, xarakter, peyzaj, interyer, portret, voqealar rivoji, muallif, pragmatik xususiyat, badiiy ideal.

Ключевые слова: Художественный образ, характер, художественное мышление, характер, пейзаж, интерьер, портрет, развитие событий, автор, прагматический характер, художественный идеал.

Keywords: artistic image, character, artistic thinking, character, landscape, interior, portrait, development of events, author, pragmatic feature, artistic ideal.

Har qanday badiiy asar muallif badiiy tafakkurining mahsuli sifatida dunyoga keladi. U kitobxonning qo`liga tushgach, o`quvchining tafakkur mulkiga aylanadi. Natijada yozuvchi va o`quvchi o`rtasida o`ziga xos muloqot yuzaga keladi. Bu g`oyibona suhbatdoshlarning bir-birlarini tushunishi va his qilishida asardagi badiiy tasvirning o`rni beqiyos.

Badiiy adabiyotda tasvir juda muhim va ko'p qirrali tushunchadir. Badiiy tasvir borliqdagi mavjud narsa, hodisa, predmetlarning ijodkor tomonidan badiiy asar tarkibida qayta aks ettirilishi bo`lib, u quyidagi pragmatik xususiyatlarga ega bo`ladi:

-yozuvchining badiiy niyatiga mos muhit yaratish;
-kitobxonni muayyan g`oyani idrok etishga tayyorlash;
-hayotiylikni ta`minlash;
-xarakter mantig`ini ochib berish;
-muallifning badiiy idealini aks ettirish;
-konflikt yaratish;
-voqealar rivoji mantig`ini tushunish;
-voqealar rivojini ta`minlash kabi.

Romanchilikning tamal toshi sohibi Abdulla Qodiriy "O'tkan kunlar" romanida ona tilimizning cheksiz ifoda imkoniyatlaridan san`atkorona foydalanib, badiiy tasvirning go`zal namunalarini yaratgan. *"1264-yil xijriya dalv oyining 17-*

qishki kunlarining biri, quyosh botqan tevarakdan shom nomozi eshitiladir..." [1] Mazkur tasvir o`ziga xos ramziylikka ega. U yozuvchining badiiy niyatiga mos muhit yaratish va kitobxonnig diqqatini asl maqsadga yo`naltirish vazifasini bajaradi, ya`ni asarning shunchaki "bir muhabbat qissasi" tarzida qabul qilinmasligi kerakligiga ishora qiladi. *Qish* va *shom* tasviri yurt boshidagi zulmat va bu romanning tugallanmagan qismi fojia bilan yakunlanishiga ishora etadi. Albatta, o`quvchi bu kabi ishoralarni anglab yetishi uchun muallif shaxsiyati va asar yaratilgan davr haqida ma`lum bir bilimga ega bo`lishi kerak. Zero, adabiyotshunos Rahmon Qo'chqor ta`kidlaganidek, "...biz faqat tushunmoqchimiz, iste'dodli yozuvchi va uning otalarimiz o'tmish va taqdiri haqida yozgan asarlarinigina emas, balki bu muallifga ta'sir etgan, uning sig'ingan haqiqatlarini shakllantirgan turli hayotiy va siyosiy omillarni, asarning yozilishiga sabab va material bo'lgan manbalarni va ularning talqinidagi mantiqni anglamoqchimiz". [2]

Badiiy adabiyotda tasvirning tashqi va ichki turlari ham farqlanadi. Zamon, makon, peyzaj, interyer, portret kabilar tasvirning tashqi turiga kirsa, qahramonlarning ruhiy holati, fe'l-atvori va ularning ma'naviy olami, xarakteri tasvirning ichki turiga mansub. Qodiriy tasvirning har ikki turidan mohirona foydalangan. Ayniqsa, qahramonlar tasviri uning badiiy idealini yorqin aks ettirishga xizmat qilgan. Yozuvchi asar qahramonlarining ismlarini ham bejiz tanlamagandek go'yo, chunki personaj va nom o'zaro uzviy bog'liq. Yusufbek hoji Otabekning padari buzrukvori bo'lib, *ho'p aqllik, ko'pni ko'rgan, din-diyonatli*, zamonasining yetuk shaxslaridandir. Shu bois unga payg`ambar ismi Yusufning berilishi o`zini oqlaydi. Voqealar bayoni davomida berilgan barcha tasvirlar bunga dalil bo`la oladi.

"Oq nozik qo'llari bilan latif burnuning o'ng tomonida tabiatning nihoyatda usta qo'li bilan qo'ndirilgan qora holi....., quyuq jingala kiprik ostidagi tim qora ko'zlari, ...bir nuqtaga tikilganda nimanidir bir narsani ko'rgan kabi…, qop-qora kamon otib ketgan nafis qiyig' qoshlari " tarsida berilgan tasvir har birimizning ko`z o`ngimizda Kumushni gavdalantiradi.

Asardagi ayrim tasvirlar kitobxonni o`ylantiradigan va e`tiroziga sabab bo`ladigan voqealar rivoji mantig`ini tushunishga yordam beradi. Xususan, Otabekning ota-onasi tomonidan ikkinchi bor uylantirilishiga munosabati *"bir bechorag'a ko'ra bila turib jabr va xiyonat..."* bo'layotganini, Zaynab *"qarshisida bir jonsiz haykal"* tarzidagi badiiy tasvirlar orqali ifodalanadi, biroq o`sha davr an`analari sabab ota-onasining rayiga qarshi bora olmaydi.

Qodiriy oshiq Otabekning ayriliqdagi holatini tasvirlashda ham o`ziga xos yondashadi. *".....uzoqda qo'sh haydab yurgan yigitning ashulasi eshitiladir" , "agar ishq dashtida Majnun uchrasa boshidagi ming savdoni korib holiga yiglashini dalillaydi"* tarzidagi ifodalar kitobxonni ishontiradi. Oshiqning hijron azobidagi og'ir ahvolini bundan ortiq tasvirlash mumkunmi?

Bilamizki, Qodiriy odam ruhiyatini nozik ilg'ay oladigan va ayni paytda shunday nozik tasvirlar bilan yetkazib bera olgan adibdir. Zero, "….badiiy

adabiyot so‘z vositasida tasvirlaydi, ayni paytda, badiiy adabiyotdagi tasvir quruq emas, u his-tuyg‘ularga yo‘g‘rilgan shu tasvir orqali muayyan o‘y-fikr, his-kechinma ham ifoda etiladi”. [3] Shuning uchun ham Kumushning o`limi sahnasi hech bir kitobxonni befarq qoldirmaydi, uni ham ko`zga yosh olishga majbur qiladi. Shu sabab har bir kitobsevar unga qayta-qayta murojaat qilaveradi va har gal undan yangi-yangi topilmalarni topaveradi, ma`naviy-ruhiy ozuqa olaveradi.

Foydalanilgan adabiyotlar

1. Abdulla Qodiriy. O'tkan kunlar. – T.:” Info Capital Group”, 2017, 31-bet.
2. Rahmon Qo‘chqor. Men bilan munozara qilsangiz. -T .:“Ma'naviyat”, 1998, 34-bet.
3. Quronov D., Mamajonov Z. , Sheraliyeva M. Adabiyotshunoslik lug`ati. T:, Akademnashr, 2010, 52-bet.

PROFESSIONAL TAILIM TIZIMIDA DUAL TAILIMNI TASHKIL ETISHNING METODIK ASOSLARINI TAKOMILLASHTIRISH

Aytjanov Kasim
Осиё халкаро университети
Педагогика ва психология факультети
1- курс магистранти

Annotatsiya. Dual ta'lim - kasbiy ta'limning maxsus turi bo'lib, o'qitishning amaliy qismi ish joyida, nazariy qismi esa kasbiy ta'lim tashkiloti negizida amalga oshiriladi. Kadrlar tayyorlashning dual tizimi jahon amaliyotida o'zini namoyon qildi va bugungi kunda u butun darajasida dolzarb deb tan olingan. Maqolada Professional tailim tizimida dual tailimni tashkil etishning metodik asoslarini takomillashtirish asoslari ochib berilgan.

Kalit so'zlar: dual ta'lim, ta'lim jarayoni, loyiha, professional ta'lim.

Dual ta'lim tizimi –ixtisoslashgan ta'lim turi bo'lib, talaba nazariy bilimlarni ta'lim muassasasida, amaliy ko'nikmalarni esa bevosita ish joyida, yani tashkilotda olish imkoniyatini yaratib beradi. Dual ta'limning asosiy maqsadi, talabalarning kasbiy tayyorgarlik sifatini tayyorlashdan iborat.

Dual ta'lim sharoitida ta'lim nafaqat o'quv muassasalari, balki sanoat korxonalari, firmalar, tashkilotlarni o'z ichiga oladi. Dual ta'lim tizimining dasturlari nazariya va amaliyot tamonidan sinovdan o'tgan ―nou-xauni birlashtiradi. Oliy ta'lim muassasalarida mutaxasislar tayyorlashda kompetensiyaga asoslangan yondashuvdan foydalanish tamoillarini tizimlashtirish ko'zda tutilgan.

Respublika iqtisodiyotining barqaror va jadal taraqqiyotini ta'minlashda kelajak uchun keng qamrovli, oqilona asoslangan ustivor vazifalar va yo'nalishlar, ijtimoiy-iqtisodiy rivojlanishning reja va dasturlari ishlab chiqilmoqda. Mamlakatimizda shakllantirilayotgan, ko'pgina jabhalarda chuqurlashib borayotgan yangicha bozor munosabatlari uzluksiz ta'lim tizimiga, shu jumladan iqtidorli, tashabbuskor yuqori malakali kadrlar soni va salohiyatini oshirishga xizmat qilayotgan Professional ta'lim muassasalari faoliyatiga ham o'z ta'sirini o'tkazmoqda. O'zbekiston iqtisodiyotini modernizatsiyalash va diversifikatsiyalash davrida fuqarolar daromatlari, turmush darajasi va respublikada ishlab chiqarilayotgan yalpi ichki mahsulot hajmini oshirish, natijada yurtimiz mustaqilligini mustahkamlash, xalqimiz farovonligini yuksaltirish maqsadida aholi bandligini ta'minlash uchun yangi ish o'rinlari yaratish, mehnat sharoitlarini yaxshilash bilan birgalikda mehnat resurslari intellectual salohiyatini oshirish vazifalari ham bugunning dolzarb ahamiyat kasb etuvchi masalalari qatoridan o'rin egallaydi.

Dual ta'lim tizimi – ixtisoslashgan ta'lim turi bo'lib, talaba nazariy bilimlarni ta'lim muassasasida, amaliy ko'nikmalarini esa bevosita ish joyida, ya'ni tashkilotda olish imkoniyatini yaratib beradi. Dual ta'limining asosiy maqsadi

ta’lim muassasasi va ish beruvchilarning sa’y-harakatlari amaliy mashg‘ulotlarning asosiy omili sifatida birlashtirib, talabalarning kasbiy tayyorgarlik sifatini oshirishdan iborat.

O‘zbekiston iqtisodiyotini rivojlantirish, yirik va kichik biznes sub'yektlarida aholi, ayniqsa yoshlar va xotin-qizlarning bandligini ta'minlash hamda kambag‘allikni qisqartirish uchun mehnat faoliyati bilan ta'limni uyg‘unlashgan holda tashkil etish orqali malakali kadrlar tayyorlash - Dual ta'limning asosiy maqsadi hisoblanadi.Dual ta'limni tashkil etishning vazifalari quyidagilardan iborat:

• korxona (tashkilot)dagi ishlab chiqarish sharoitlari bilan Ta'lim muassasalari o‘quv jarayonlarini o‘zaro bog‘lash;

• o‘quvchilarni mehnat faoliyati ishtirokchisiga aylantirish orqali ta'limning ishlab chiqarish bilan bog‘liq amaliy qismini korxona (tashkilot)larda hamda nazariy va o‘quv-amaliy qismini Ta'lim muassasalarida tashkil etish;

• hududlarning investitsion jozibadorligini oshirish hamda iqtisodiyotning real ehtiyojlarini hisobga olgan holda o‘rta bo‘g‘in kadrlarini tayyorlashni takomillashtirish;

• korxona (tashkilot)lar hamda Ta'lim muassasalarining o‘zaro hamkorlik formatlari va modellarini ishlab chiqish;

• ta'lim dasturlarini mehnat faoliyati bilan uyg‘unlashgan holda amalga oshirgan holda kompetensiyalarni shakllantirish;

• ta'lim dasturlarini ish beruvchilarning talablari va ulardagi texnologik yangilanishlar asosida takomillashtirib borish;

• kadrlarni tayyorlash va ta'lim dasturlarini amalga oshirishni moliyalashtirish;

• korxona (tashkilot)lar va Ta'lim muassasalari o‘rtasidagi o‘zaro tarmoq hamkorligining shakl va uslublarini takomillashtirish;

• bitiruvchilarni baholashda korxona (tashkilot)lar ishtirokini yanada kengaytirish;

• turli yoshdagi aholi qatlamini tegishli kasb (mutaxassisliklar) bo‘yicha kvalifikatsiyalarni o‘zlashtirishga bo‘lgan ehtiyojlarini qondirish.

Dual ta'limni amalga oshirish quyidagi asosiy bosqichlarni o‘z ichiga oladi:

• Dual ta'lim tashkil etiladigan korxona (tashkilot)larni Qoraqalpog‘iston Respublikasi Vazirlar Kengashi, viloyatlar va Toshkent shahar hokimligi, vazirliklar va idoralar taklifi asosida aniqlash;

• Korxona (tashkilot) va Ta'lim muassasasi hamda korxona (tashkilot) va o‘quvchi o‘rtasida shartnoma tuzish;

• O‘rta bo‘g‘in kadrlariga bo‘lgan ehtiyojni aniqlash;

• Kasbga yo‘naltirish ishlarini tashkil etish;

• Ta'lim dasturlarni ishlab chiqish hamda yangilab borish;

• Mehnat bozorida kadrlarga bo‘lgan talab va takliflarni inobatga olgan holda Dual ta'lim jarayonini tashkil etish;

• Dual ta'lim dasturlari asosida tayyorlanayotgan kadrlarni baholash.

Dual ta'lim tashkil etiladigan tashkilot va professional ta'lim muassasasida ta'lim jarayonini tashkil etish yuzasidan hamkorlikni yo'lga qo'ysin hamda kelishilgan.

Dual ta'lim tashkil etiladigan tashkilot va professional ta'lim muassasasida ta'lim jarayonini tashkil etish yuzasidan hamkorlikni yo'lga qo'ysin hamda kelishilgan o'quv rejasi va o'quv jarayoni grafigini tasdiqlangan va o'quvchilarni haftada kamida ikki kun professional ta'lim muassasalaridagi o'quv jarayonlarida ishtirok etishlarini va qolgan ish kunlarida tegishli tashkilotlarda amaliy mashg'ulotlar bilan birga mehnat faoliyati olib borishlarini ta'minlangan

Professional ta'lim muassasalarida dual ta'lim jarayonini tashkil etilishi ustidan tizimli nazorat o'rnatildi va professional ta'lim muassasalarida dual ta'lim jarayonini tashkil etilishi ustidan tizim. Dual ta'limni takomillashtirish va metodik ta'minotini mustahkamlash yuzasidan ilg'or xalqaro tajribalarni tizimli o'rganish ishlarini tashkil etilgan.

Korxonalarni yuqori malakali kadrlar bilan ta'minlash uchun ular dual ta'lim shakli bo'yicha ta'lim tashkilotlari bilan birgalikda kadrlar tayyorlashda ishtirok etishlari zarur. Ta'limning dual modeli ish beruvchi tashkilotlarni ta'lim xizmatlarini ko'rsatuvchi sifatida kasb-hunar ta'limi tizimiga jalb qilishni nazarda tutadi. So'nggi paytlarda mamlakatimizda juda ko'p gapirilayotgan dual ta'lim so'nggi davrlarning innovatsion mahsuloti emas, chunki u ko'plab Yevropa davlatlari, xususan, quduqlar tomonidan o'z korxonalari uchun kadrlar tayyorlash tizimida uzoq vaqtdan beri qo'llanilgan. -ma'lum misol - Germaniya.

Bugungi kunga kelib, bu muammo mintaqaviy va mahalliy darajada mustaqil va juda muvaffaqiyatli hal qilinmoqda, lekin ko'pincha ishchilarni tayyorlash jarayoni hisobga olinadi. Hududlarda "Bazaviy korxona to'g'risidagi nizom" kabi me'yoriy hujjatlarni ishlab chiqish tajribasi bor; "Mentorlik to'g'risidagi nizom"; "Dual ta'lim to'g'risidagi nizom"; "Ish joyida o'qitishni tashkil etish to'g'risidagi nizom". O'quv jarayonini amalga oshirishning tarmoq shakli bo'yicha shartnomalar va talabalar shartnomalariga misollar mavjud.

Shu barobarda, professional yaratish hamda ulardan foydalanish, doimiy ravishda takommilashtirilib borish maqsadida har bir muassasa ma'muriy xodimlarini innovasion elektron platformalar yaratish bo'yicha Dual ta'limimini o'qitish doimiy ravishta malakasini oshirish tizimini joriy qilinishi pedogog xodimlarning axborot texnologiyalari sohasidagi bilim, ko'nikma va malakalarini oshirishga zamin yaratadi. Malakali kadrlar tayyoralsh tizimini takomillashtirishda, agar mas'uliyatning bir qismini biznes hamjamiyati vakillari zimmasiga olgan bo'lsa, erishish mumkin. Shu bilan birga, davlat, ish beruvchilar va o'quv yurtlari o'rtasidagi o'zaro hamkorlikning qo'shma zo'nasini yaratish kerak.

Xulosa o'rnida shuni ta'kidlab o'tishimiz joizki yoshlarimizni to'g'ri kasbga yo'naltirish , bu eng muhim vazifalardan biri ekanligini yana bir bor ta'kidlab o'tmoqchiman. Inson to'g'ri kasb tanlash orqali o'z oilasiga, jamiyatga juda katta naf keltirishi isbot talab qilmaydigan qonuniyatdir. Xulosa o'rnida shuni ta'kidlash

lozimki, hozirgi zamon globollashuv sharoitida axborot texnologiyalari vositasida kadrlar tayyorlash muhim o'rin tutadi.

Foydalangan adabiyotlar

1. Nurumbetov, A. N., Mambetova, S. M., & Djumaniyazova, S. I. (2022). DUAL TA'LIMTA'LIM SIFATINI OSHIRISHNING SAMARALI USULI! ZAMONAVIY TA'LIMDA KOMPETENSIYAGA ASOSLANGAN YONDASHISHNI QO'LLASH PRINSIPLARI. Academic research in educational sciences, 3(6), 598-601.
2. Niyazimbetovich, N. A., Madraimovna, M. S., & Qurbanbaevna, D. G. (2022). Developing Competencies in Students of All Ages through Communication and Hands-On Experience. Spanish Journal of Innovation and Integrity, 5, 447-450.
3. Madraimovna, M. S. FORMATION OF INNOVATIVE PROFESSIONAL COMPETENCE OF TEACHERS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS.
4. Мамбетова, С. М. (2019). ПРОБЛЕМА ВЫБОРА ПРОФЕССИИ В СОВРЕМЕННЫХ УСЛОВИЯХ ОБЩЕСТВЕННОГО РАЗВИТИЯ. In EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY (pp. 48-49).

ДАВЛАТ ИНСТИТУТЛАРИНИ РИВОЖЛАНТИРИШДА РАҚАМЛАШТИРИШНИНГ ИЖТИМОИЙ-ФАЛСАФИЙ АСОСЛАРИ

Султонов Махмудбек Хикмат ўғли
4 курс талабаси
Чирчиқ давлат педагогика университети

Аннотация. Мақолада сиёсий ва ҳуқуқий институтларнинг глобаллашув шароитида рақамлаштиришнинг муҳим хусусиятлари кўриб чиқилади. Рақамлаштиришни давлат институтлари билан муносабатларида ижтимоий-фалсафий асосларининг долзарблиги ва замонавийликнинг ижтимоий муаммолари баён этилган. Рақамли технологиялар таъсири остида сиёсат ва ҳуқуқ соҳалари қандай ўзгарганлиги тегишли сиёсий ва ҳуқуқий институтларни янгилаш ва яратиш учун рақамлаштириш орқали яратилган бир қатор қоидалар ёритилади.

Калит сўзлар: рақамлаштириш, рақамли иқтисодиёт, инсон ҳуқуқлари, шахс, рақамли ўтиш, ижтимоий фанлар, дин, рақамли дунёда инсон, ривожланишнинг ижтимоий-гуманитар омили, рақамли иқтисодиёт, фалсафа, жамият.

Аннотация. В статье рассматриваются важные особенности цифровизации политических и правовых институтов в условиях глобализации. Описана актуальность социально-философских основ цифровизации в ее взаимосвязи с политическими и правовыми институтами и социальными проблемами современности. Под влиянием цифровых технологий охватывается ряд правил, которые создаются путем цифровизации для обновления и создания соответствующих политических и правовых институтов, того, как изменились области политики и права.

Ключевые слова: цифровизация, цифровая экономика, права человека, идентичность, цифровой переход, социальные науки, религия, человек в цифровом мире, социально-гуманитарный фактор развития, цифровая экономика, философия, общество.

Annotation. the article discusses the important features of digitalization of political and legal institutions in the context of globalization. The relevance of the socio-philosophical foundations of digitalization in its relationship with political and legal institutions and social problems of our time is described. Under the influence of digital technologies, a number of rules are covered, which are created by digitization to update and create appropriate political and legal institutions, how the fields of politics and law have changed.

Keywords: digitization, digital economy, human rights, identity, digital transition, social sciences, religion, man in the digital world, socio-humanitarian factor of Development, Digital Economy, Philosophy, society.

Кириш

Ҳозирги вақтда давлат бошқарувини рақамли ўзгартириш жараёни рақамли технологик ривожланишнинг глобал муаммолари шароитида устувор вазифалардан бири ҳисобланади. Замонавий дунё жамиятнинг барча жиҳатларини рақамлаштиришни бошқарув органлари, давлатлараро муносабатлар юқори технологияларга асосланган янги муносабатлар тизимига ўтади. Фан, ижтимоий ва гуманитар билим соҳалари, шу жумладан унинг фалсафий, ҳуқуқий, сиёсий, иқтисодий жиҳатлар, рақамли инсон ҳуқуқлари, рақамли тенгсизлик, рақамли макон, электрон овоз бериш, масофавий таълим каби тушунчалар кириб келмоқда. Кўпгина тадбирлар ва мурожаатлар аста-секин "онлайн" форматга ўтказилмоқда ва пандемия муносабати билан COVID-19 да бундай ҳодисалар кенг тарқалди: Электрон шаклга: масофавий меҳнат формати фаолият, мактаб ва университетларда таълим, давлат ва бошқа хизматлар ўзгартирилди. Фуқаролар учун рақамлаштириш орқали масалага ечим топишди. Фалсафа нуқтаи назаридан, таъсирни ўрганадиган онтологик билим сифатида ўзининг дунёқараши, рақамлаштирилиши билан одамнинг оғири енгил, узоғи яқин бўлди. Шахснинг мустақил турмуш тарзи билан бирга янги маданият - электрон[22] маданият кириб келди. Рақамлаштириш соҳасидаги давлат сиёсати технологик эволюциянинг сифатли асосини шакллантиришга ва инсон фаолияти ва жамиятнинг барча соҳаларида барқарор тараққиёт учун шароит яратишга қаратилган. Шу билан бирга, ижтимоий-иқтисодий хавфларнинг ошиши шароитида давлат бошқарувининг рақамли трансформацияси алоҳида аҳамиятга эга[23] .

Давлатимизда рақамли иқтисодиётни фаол ривожлантириш, шунингдек, замонавий ахборот-коммуникация технологияларини барча тармоқ ва соҳаларга, биринчи навбатда, давлат бошқаруви, таълим, соғлиқни сақлаш ва қишлоқ хўжалигига кенг жорий этиш бўйича комплекс чора-тадбирлар амалга оширилмоқда. Хусусан, электрон ҳукумат тизимини такомиллаштириш, дастурий маҳсулотлар ва ахборот технологиялари ички бозорини янада ривожлантириш, республиканинг барча ҳудудларида IT-паркларни ташкил этиш, ушбу соҳани малакали кадрлар билан таъминлашни назарда тутувчи 220 дан ортиқ устувор лойиҳаларни амалга ошириш бошланди. 40 дан ортиқ ахборот тизимлари билан интеграциялашган геопортални ишга тушириш, жамоат транспорти ва коммунал инфратузилмани бошқаришнинг ахборот тизимини яратиш, кейинчалик ушбу тажрибани бошқа ҳудудларга тарқатиш билан ижтимоий соҳани рақамлаштиришни назарда тутувчи "рақамли Тошкент" комплекс дастури амалга оширилмоқда. Республикада рақамли саноатни ривожлантиришни

[22] Касавина Н.А. Цифровизация как предмет междисциплинарных исследований // Эпистемология и философия науки 2019. Т. 56. № 4. С. 251–259

[23] Королева Е.Л. Цифровизация государственного управления в Смоленской области: проблемы и перспективы // Цифровая трансформация государственного и муниципального управления: сборник материалов Всерос. науч. конф. (Чебоксары, 1 июля 2021 г.) / ред. кол.: Н.В. Морозова [и др.] – Чебоксары: ИД «Среда», 2021. – С. 46-48.

жадаллаштириш, миллий иқтисодиётнинг рақобатбардошлигини ошириш, шунингдек, 2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича ҳаракатлар стратегиясини амалга ошириш Давлат дастурида белгиланган вазифалар ижросини таъминлаш мақсадида. "Фан, таълим ва рақамли иқтисодиётни ривожлантириш йили" деб эълн қилинганлиги ҳам бежиз эмас эди. "Очиқ ҳукумат", "рақамли ҳукумат", "рақамли трансформация" атамалари XXI аср давлат бошқаруви нутқининг асосий элементларидан бирига айланди[24]. Рақамлаштириш замонавий фуқаролик жамияти ташкилотлари коррупцион раҳбарлар ва яширин институтларга қарши курашда фойдаланадиган стандартдир[25]. Давлат бошқарувининг бошқа кўплаб машҳур тушунчалари сингари, "рақамлаштириш" атамаси ҳам турли маъноларга эга бўлиши мумкин. Баъзан бу шунчаки ҳукуматдан фуқароларга маълумот оқимини осонлаштиришни англатади; эски, ёпиқ қарорларни қабул қилиш амалиётини фуқаролар ўз раҳбарлари нима қилаётганини билиш ҳуқуқига эга бўлган тизим деб тушунилади. Рақамли ишлаб чиқариш глобал тармоқ уланишлари туфайли янги сифат даражасига эга бўлади: Интернет, сунъий интеллект, робототехника, сиёсий, социологик, фалсафий ва ҳуқуқий фикр доимо инсон тараққиёти йўлларини тушуниш ғояларини излайди. Рақамлаштириш тушунчаси жамият ҳаётида ҳам илмий, ҳам фалсафий фикрнинг кўп асрлик ривожланишисиз мумкин бўлмайди. Рақамлаштиришнинг келиб чиқиши фалсафий қарашларда ётади.

Методология

Рақамлаштириш эҳтиёжларни қондириш ва ахборот ресурсларини шакллантириш ва улардан фойдаланишга асосланган фуқаролар, давлат ҳокимияти органлари, маҳаллий ўзини ўзи бошқариш органлари, ташкилотлар ва жамоат бирлашмаларининг ҳуқуқларини амалга ошириш учун мақбул шарт-шароитларни яратишнинг ташкилий, ижтимоий-иқтисодий, илмий-техник жараёни тушунилади[26]. Ташкилий ижтимоий-иқтисодий ва илмий-техник жараён сифатида тавсифланади, бу меҳнат шароитлари ва аҳолининг ҳаёт сифатини тубдан яхшилаш, жисмоний ва ҳуқуқий фаолиятнинг барча турлари самарадорлигини сезиларли даражада ошириш мақсадида ахборот тизимлари ва технологияларини оммавий қўллашга асосланган шахслар[27]. Рақамли жамиятни ахборот жамияти

[24] Brunswicker S., Johnson J. From Governmental Open Data Toward Governmental Open Innovation (GOI). A Global Perspective // The Handbook of Global Science, Technology, and Innovation. Wiley, 2015. Ch. 24

[25] Игнатова А. М. Открытые данные как новый способ взаимодействия государства и общества // Исторические, философские, политические и юридические науки, культурология и искусствоведение. Вопросы теории и практики. 2015. № 1. С. 78–80.

[26] Об утверждении Концепции построения и развития аппаратно-программного комплекса «Безопасный город»

[27] Кураков Л. П., Кураков В. Л., Кураков А. Л. Экономика и право: словарь-справочник. М., 2004.

концепциясини амалга ошириш натижасида кўриб чиқадиган Беляева[28] рақамли жамият учун асосий хусусият ахборотнинг ўзи эмас, балки уни сақлаш ва тарқатишнинг электрон-рақамли усули, ҳар қандай ижтимоий муносабатларнинг электрон-рақамли воситачи эканлигини таъкидлайди. "Рақамли иқтисодиёт: инновациялар, ўсиш ва ижтимоий фаровонлик тўғрисида" Декларацияси қабул қилинди. "Рақамлаштириш" атамасининг моҳияти ва унинг жамиятнинг тарихий ривожланишидаги роли тадқиқотчилар томонидан турли йўллар билан изоҳланади: ахборотни "рақам" га таржима қилиш, фикр, алоқа, бир-бири билан ўзаро муносабатларнинг янги парадигмаси сифатида; жамият ривожланишининг янги босқичи сифатида, аҳолининг ҳаёт сифатини оширишга олиб келади; бизнес жараёнларини ва комплекс ечимларни такомиллаштириш воситаси сифатида инфратузилма, бошқарув, хулқ-атвор ва маданий характердаги вазифалар [29]. Рақамлаштириш қадимги юнон Пифагор фалсафасидан келиб чиқади, кейин замонавий файласуфларнинг фалсафий таълимотларида жавоб топадилар. Гегел ва Г. Лейбниц; замонавий рақамли фалсафа чет элда Г. Ҳаитин, Е. Фредкин, С. Волфрам, К. Зусе томонидан ўрганилади; В. Миронов, А. Разин, А. Чернишов - рақамлаштириш фалсафаси муаммоларини ўрганаётган замонавий олимлардир. Рақамлаштириш жамият тараққиётининг табиий босқичидир. Бугунги кунда рақамли муҳитда муҳокама қилинган белги назарияси Пифагорчилар фалсафасида энг классик ифодани топди. Қадимги юнон файласуфи ва математиги Пифагор ўз таълимотини аниқ фанлар соҳасида тараққиётга олиб келган коинот ривожланишининг миқдорий қонуниятларини таҳлил қилишга асослаган. Пифагор илмий-фалсафий мактаби рақамларни ҳамма нарсанинг ўлчови сифатида тушунишга ва дунёни рақамларнинг мунтазамлиги сифатида билишга асосланган эди. Пифагор ва унинг издошлари инсон руҳини математик усулда ўрганиш заруриятидан келиб чиқди. Қарама-қаршиликлар ҳақидаги Пифагор таълимоти қатъий мантиқий принцип асосида ташкил этилган дунёнинг иккилик тавсифини яратишга биринчи уриниш эди. Буни замонавий технологияларда кенг тарқалган иккилик кодни яратиш прототипи сифатида кўриб чиқиш мумкин. Унинг кўплаб ғоялари Фалес (математик ва астроном) ва Анаксимандр (файласуф ва геометрия) каби қадимги муаллифларнинг фалсафий ва илмий қарашларидан олинган. Мавжуд объектив ҳақиқатдан фарқ қиладиган сунъий муҳит тушунчаси биринчи марта юнон фалсафасида шаклланган. Классик қадимги файласуф Афлотуннинг таълимоти биринчи марта виртуал муҳит ғоясига тўхталди.

[28] Беляева Е. В. Цифровое общество и возможности его этического регулирования // Освоение ойкумены прикладной этики: эскалация амбиций или критика утопичности. Ведомости прикладной этики. Тюмень, 2018. Вып. 52. С. 74-82.

[29] Дворовенко О. В., Ачкасова О. Г. Образовательный маркетинг вуза при реализации ДПО на этапе цифровизации профессионального // Адресная подготовка специалистов среднего профессионального образования в процессе сетевого взаимодействия: материалы IV Всерос. науч.-практ. конф. с междунар. участием. Уфа, 2019. С. 185-192

Сукрот ғояларини фалсафий тушуниш Платон таълимотида материализм ва идеализм дихотомиясининг пайдо бўлишига олиб келди. Икки ярим минг йил олдин файласуф Пифагор ҳамма нарсани рақамлар билан ифодалаш мумкинлигини айтган. У бу фикрни Мисрдаги Қарнақ ибодатхонасидан Пифагор теоремаси билан бирга олиб келган. Пифагор, шунингдек, ҳар 10 минг йилда ҳамма нарса "рақамли" (яъни сўзма-сўз) такрорланишини айтди) [30]."Виртуаллик" атамасининг келиб чиқиши, бир қатор тадқиқотларда кўриниб турганидек, Рим фалсафасининг шаклланиши даврида содир бўлган. Хусусан, М. Т. Цицерон уни "фазилат" маъносида ишлатган. Лотин тилидан у деярли барча Ғарбий Европа тилларига кирди. А. И. Левин ва В. И. Шошинанинг таъкидлашича, ахборотлаштириш шароитида давлат бошқаруви ривожланишининг асосий тенденциялари маъмурий йўналиш ва тизимга мослашувчанлик каби тушунчалар билан белгиланади [31]. "Рақамлаштириш" атамаси бошқа асосий тушунча билан бевосита боғлиқ-виртуал ҳақиқат, яъни. техник воситалар ёрдамида яратилган ва одамга кўриш, эшитиш, тегиниш каби ҳислар орқали узатиладиган сунъий ҳақиқат[32]. Ахборот жамияти ва янги иқтисодиёт ҳақидаги изоҳли луғат рақамлаштиришни ахборотлаштиришни рақамли шаклга айлантириш сифатида тушунишни таклиф қилади [33]. А. Мареи рақамлаштиришни бир-бири ва жамият билан алоқа ва ўзаро таъсир парадигмасининг ўзгариши сифатида кўриб чиқади[34], Е. Л. Вартанова, М. И. Максеенко, С. С. Смирнов[35] маълумотни рақамли шаклга таржима қилиш, мураккаб ечимдир деб ўз тушунчасини беради. Жамиятнинг, фуқаролик жамияти институтларининг ва турли ижтимоий қатламларнинг ижтимоий талабини шакллантиради. Тарихий асосланган илмий тараққиётнинг натижаси бўлган замонавий оммавий ахборот воситалари, бунинг натижасида инсон "яратилган дунёда мавжуд бўлган бебаҳо бойликларни англашда янада катта ривожланишга эришади". Facebook ва Твиттер каби ижтимоий тармоқ сайтлари шунчаки виртуаллик эмас[36]. Дин ва интернет ўртасидаги ўзаро таъсир мавзуси жуда кенг ва сўнгги 10 йил ичида кучли ўзгаришларга дуч келди. Хусусан, католик черкови Youtube, Facebook, Твиттер каби ижтимоий тармоқларда кенг ваколатларга эга ва уларни ваъз қилиш учун платформа сифатида ишлатади. Ватикан замонавий ахборот технологияларидан фойдаланишни

[30] Гэллоуэй А. Цифровое в философии.. URL: https://batenka.ru/explore/the-digital-in-philosophy
[31] Левин А.И., Шошина В.И. Тенденции развития государственного управления в условиях цифровизации экономики // Государство и общество: вчера, сегодня, завтра, 2019, no. 2, с. 5-10.
[32] Рузавин Г. И. Виртуальность // Новая философская энциклопедия. М., 2010.С. 39.
[33] Цифровизация // Толковый словарь по информационному обществу и новой экономике. URL: https://information_society.academic.ru/392/Цифровизация
[34] Марей А. Цифровизация как изменение парадигмы. URL: https://www.bcg.com/ru-ru/about/bcg-review/digitalization.aspx
[35] Индустрия российских медиа: цифровое будущее / Е. Л. Вартанова, А. В. Вырковский, М. И. Максеенко, С. С. Смирнов. М., 2017. 160 с
[36] Папа Римский призвал пользователей соцсетей брать пример с общин христиан. URL: https://ria.ru/20190124/1549840093. html

рағбатлантиради ва рақамли алоқанинг анъанавий алоқа каналларидан аниқ устунлигини намойиш этади. Исломда интернет инсон табиатининг кўплаб гуноҳкор кўринишларининг манбаи бўлиб, имонлилар учун қаттиқ чекланиши керак. Ахборотлаштириш каби илмий-техник тараққиётнинг ажралмас қисми бўлган рақамлаштириш жараёни энг замонавий босқичидир. Шу билан бирга, "рақамлаштириш вазиятни учта асосий салбий омил белгилайди" деган асосли фикр билдирилмоқда. Биринчиси, ижтимоий тенгсизликнинг кучайиши. Бу ижтимоий тенгсизликда асосий нарса рақамли тенгсизликдир, чунки рақамли жамиятга тўлиқ кирганлар афзалликларга эга бўладилар. Буларнинг барчаси кўплаб низоларни келтириб чиқаради. Яна бир омил шундаки, миграция жараёнлари кучаяди, бу маданиятлар тўқнашувига, эҳтимол микро урушларга олиб келиши мумкин, бу ерда "рақамга эгалик қилганлар" ғалаба қозонади. Учинчи хавфли омил-бу оммавий ишсизлик феномени " [37]. Бу жамиятнинг, фуқаролик жамияти институтларининг ва турли ижтимоий қатламларнинг ижтимоий талабини шакллантиради. Буддизмнинг импровизация ҳақидаги нуқтаи назари интернет дунёни ўзгартирганига асосланади. Буддизм Бутунжаҳон интернет тармоғида кенг намойиш этилган. 2014 йил феврал ойида Муқаддас Далай Лама Инстаграм ижтимоий тармоғида аккаунт очди. Ижтимоий фанларда "рақамлаштириш" атамасининг мазмуни тўғрисида ҳали ҳам ягона тушунча мавжуд эмас. Рақамлаштириш жараёнини талқин қилиш бўйича илмий ишларда иккита нуқтаи назар мавжуд: баъзи тадқиқотчилар рақамлаштириш замонавийроқ рақамли ечимлардан фойдаланиш орқали ахборотлаштиришни алмаштирган деб ҳисоблашади; бошқалар рақамлаштириш ахборотлаштиришнинг бир тури бўлиб, янги рақамли технологиялар, ечимлар, жараёнлар ва бошқалар ёрдамида маълумотларни рақамли шаклга ўтказишни ўз ичига олади. асбоблар. Бироқ, иккаласи ҳам ахборотлаштириш ва рақамлаштириш умумий хусусият билан ажралиб туришини таъкидлайди - улардан фойдаланиш натижасида амалий соҳадаги фаолият самарадорлиги ошади[38] Натижалар

Америкалик ижтимоий файласуф ва иқтисодчи Ж. Рифкин учинчи саноат инқилоби деб аталадиган концепцияни таклиф қилди, унинг асосий элементи инсон цивилизацияси ривожланишида сифат жиҳатидан янги сакрашга эришиш учун ахборот-коммуникация технологияларидан оммавий фойдаланишдир.[39]. Олимнинг таъкидлашича, янги иқтисодий парадигма экологик технологияларга асосланган бўлиши керак, уларсиз рақамлаштириш жараён сифатида бутун инсоният учун хавфли ҳодисага айланади. Рақамли технологияларнинг иқтисодий муносабатларга жорий этилиши ишлаб чиқаришда кибер-физик тизимларнинг пайдо бўлишига олиб

[37] Соловых Н. Н. Цифровая экономика диктует необходимость квалифицированных кадров с новыми компетенциями // Российский следователь. 2018. № 5. С. 64—68.
[38] Некрасов В. Н. Инновация, информатизация, цифровизация: соотношения и особенности правовой регламентации // Вопросы российского и международного права. 2018. Т. 8, № 11А. С. 137-143
[39] Рифкин Д. Третья промышленная революция. Как горизонтальные взаимодействия меняют энергетику, экономику и мир в целом. М., 2014.

келди. Интернет ахборот-коммуникация тармоғига тўлиқ интеграциялашган ақлли саноат. Таъкидланишича, саноат инқилобининг тўртинчи босқичи жамият фаолиятининг барча соҳаларида: меҳнат муносабатлари табиати, инсон муҳити ва сиёсий тизимларнинг ўзгаришига олиб келиши керак.[40] Немис иқтисодчиси К. Шваб инсон ривожланишининг янги башорат қилинадиган босқичи - "тўртинчи саноат инқилоби" ёки "саноат "[41] концепциясини таклиф қилди. Унинг асосини тизимли таъсир кўрсатадиган замонавий алоқа технологиялари ташкил этади. Бугунги кунда рақамли инқилобнинг бошланиши билан алоҳида туртки бўлган ахборот асри шахсларнинг жаҳон тарихида ўхшаши бўлмаган маълумотларга кириш ёркинлиги билан ажралиб туриши аниқ. Замонавий илм-фан, билишнинг материалистик концепциясидан келиб чиқиб, мавжуд вазиятда инсон мавжудлигининг янги усулини таклиф қилиши мумкин. Инсон мавжудлигининг барча масалалари, виртуал воқеликка нисбатан шахснинг ҳолати ижтимоий фанлар - психология, социология, сиёсатшунослик, ҳуқуқшунослик ва ахлоқнинг мулки бўлиб қолмоқда. Шу муносабат билан давлат институтлари ва иқтисодий муносабатларнинг ривожланишнинг ахборот йўналишига ўтишини амалга оширадиган модернизация жараёнини тартибга солишнинг ҳуқуқий механизмларининг етарлилиги масалалари мустақил изланишларга лойиқдир. Бугунги кунга келиб, дунёда "рақамли" иқтисодиёт каби ҳодиса ҳақида ягона тушунча йўқ, аммо кўплаб таърифлар мавжуд.[42]

Хулоса

Шундай қилиб, электрон ҳукуматни шакллантириш бир қатор долзарб вазифаларни ҳал қилишга имкон беради:

- турли бўлимлар ўртасида маълумот алмашиш учун давлат тузилмаларида меҳнат ва молиявий ресурсларни қисқартириш;
- ҳокимият томонидан аҳолига кўрсатилаётган хизматлар сифатини ошириш;
- фуқароларнинг IT-дан фойдаланиш орқали давлат хизматларини олиш вақтини сезиларли даражада қисқартириш, яъни. кўрсатилаётган хизматлар тезлигини ошириш орқали;
- бошқарув механизмларини такомиллаштириш ва тизимнинг ўзи самарадорлиги;
- бошқарув тизимининг очиқлиги ва шаффофлиги туфайли фуқароларнинг давлат органлари фаолиятини назорат қилиш имкониятларини ошириш;

[40] Конец аналогового мира: индустрия 4.0, или что принесет с собой четвертая промышленная революция // Теории и практики. URL: https://theoryandpractice. ru/posts/14610-konets-analogovogo-mira-industriya-4-0-ili-chto-prineset-s-soboy-chetvertaya-promyshlennaya-revolyutsiya

[41] Шваб К. Четвертая промышленная революция. М., 2016.

[42] Анисина К. Т. Взаимодействие государственных органов власти с другими участниками финансовых правоотношений посредством цифровой экономики // Финансовое право. 2018. № 9. С. 3-7.

- анъанавий тарзда мурожаатлари сонини камайтириш органлари маъмурий юкини камайтириш, яъни. қоғоз шаклида [43].

Замонавий рақамли технологиялар давлат хизматлари сифати ва тезлигига ижобий таъсир кўрсатмоқда. Фуқаролар ва юридик шахсларнинг ижро этувчи ҳокимият органлари билан ўзаро муносабатлари жараёни соддалаштирилиб, уларни янада жозибадор ва кам вақт талаб этади. Аҳолининг фаровонлиги ва мамлакатнинг иқтисодий ривожланиши давлат бошқаруви жараёнини рақамлаштириш даражасига боғлиқ. Бундан ташқари, давлат ҳокимияти органларининг ахборот очиқлиги ортиб бормоқда. Таъкидлаш жоизки, ҳозирги вақтда давлат бошқарувини рақамлаштириш соҳасида стандартларни ишлаб чиқиш зарур, бунда аҳолининг давлат бошқаруви органлари ишидан қониқиши тўғрисида мажбурий ҳисобот тақдим этилади. Буларнинг барчаси давлат идоралари фаолияти сифатини ва шунга мос равишда ҳаёт сифатини яхшилайди. Жамиятни рақамлаштириш жараёни конституциявий ва ҳуқуқий ривожланишнинг кўп жиҳатларига таъсир қилади. Фалсафада инсон эрийди рақамлаштиришда, қонунда рақамли ҳуқуқлар ҳуқуқий соҳани хиралаштиради. Рақамли технологиялар технологик жараёнларни соддалаштиради.

Адабиётлар рўйхати

1. Касавина Н.А. Цифровизация как предмет междисциплинарных исследований // Эпистемология и философия науки 2019. Т. 56. № 4. С. 251–259
2. Королева Е.Л. Цифровизация государственного управления в Смоленской области: проблемы и перспективы // Цифровая трансформация государственного и муниципального управления: сборник материалов Всерос. науч. конф. – Чебоксары: ИД «Среда», 2021. – С. 46-48.
3. Brunswicker S., Johnson J. From Governmental Open Data Toward Governmental Open Innovation (GOI). A Global Perspective // The Handbook of Global Science, Technology, and Innovation. Wiley, 2015. Ch. 24
4. Игнатова А. М. Открытые данные как новый способ взаимодействия государства и общества // Исторические, философские, политические и юридические науки, культурология и искусствоведение. Вопросы теории и практики. 2015. № 1. С. 78–80.
5. Об утверждении Концепции построения и развития аппаратно-программного комплекса «Безопасный город»
6. Кураков Л. П., Кураков В. Л., Кураков А. Л. Экономика и право: словарь-справочник. М., 2004.

[43] Гаджиметов Б.Э., Щукин О.С., Яковлева И.К. Внедрение цифровых технологий в процесс государственного управления регионом. Современная экономика: проблемы и решения. https://journals.vsu.ru/meps/article/view/7239

7. Беляева Е. В. Цифровое общество и возможности его этического регулирования // Освоение ойкумены прикладной этики: эскалация амбиций или критика утопичности. Ведомости прикладной этики. Тюмень, 2018. Вып. 52. С. 74-82.
8. Дворовенко О. В., Ачкасова О. Г. Образовательный маркетинг вуза при реализации ДПО на этапе цифровизации профессионального // Адресная подготовка специалистов среднего профессионального образования в процессе сетевого взаимодействия: материалы IV Всерос. науч.-практ. конф. с междунар. участием. Уфа, 2019. С. 185-192
9. Гэллоуэй А. Цифровое в философии.. URL: https://batenka.ru/explore/the-digital-in-philosophy
10. Левин А.И., Шошина В.И. Тенденции развития государственного управления в условиях цифровизации экономики // Государство и общество: вчера, сегодня, завтра, 2019, no. 2, с. 5-10.
11. Рузавин Г. И. Виртуальность // Новая философская энциклопедия. М., 2010.С. 39.
12. Цифровизация // Толковый словарь по информационному обществу и новой экономике. URL: https://information_society.academic.ru/392/
13. Марей А. Цифровизация как изменение парадигмы. URL: https://www.bcg.com/ru-ru/about/bcg-review/digitalization.aspx
14. Индустрия российских медиа: цифровое будущее / Е. Л. Вартанова, А. В. Вырковский, М. И. Максеенко, С. С. Смирнов. М., 2017. 160 с
15. Папа Римский призвал пользователей соцсетей брать пример с общин христиан. URL: https://ria.ru/20190124/1549840093. html
16. Соловых Н. Н. Цифровая экономика диктует необходимость квалифицированных кадров с новыми компетенциями // Российский следователь. 2018. № 5. С. 64—68.
17. Некрасов В. Н. Инновация, информатизация, цифровизация: соотношения и особенности правовой регламентации // Вопросы российского и международного права. 2018. Т. 8, № 11А. С. 137-143
18. Рифкин Д. Третья промышленная революция. Как горизонтальные взаимодействия меняют энергетику, экономику и мир в целом. М., 2014.
19. Конец аналогового мира: индустрия 4.0, или что принесет с собой четвертая промышленная революция // Теории и практики. URL: https://theoryandpractice. ru/posts/14610-konets-analogovogo-mira-industriya-4-0-ili-chto-prineset-s-soboy-chetvertaya-promyshlennaya-revolyutsiya
20. Шваб К. Четвертая промышленная революция. М., 2016.
21. Анисина К. Т. Взаимодействие государственных органов власти с другими участниками финансовых правоотношений посредством цифровой экономики // Финансовое право. 2018. № 9. С. 3-7.

FANLARARO ALOQALARNI TASHKIL ETISHDA O'QITUVCHINING ROLI

Daminova Gulruh Baxromovna
Nizomiy nomidagi TDPU doktoranti

Annotatsiya. Mazkur maqolada ta'lim tizimida fanlararo aloqa asosida o'qitishni tashkil etishda mavjud muammo,fanlararo qamrovli yondashuv, metodologiyasi va vazifalari bayon etiladi. Talabalarga fanlararo aloqalardan foydalanishda o'rgatish metodologiyasini bosqichli amalga oshirish mumkin.

Kalit so'zlar: fanlararo aloqa, integrasiya, fanlararo integrasiya, kimyo, tabiiy fanlar, component, metodologiya.

Абстрактный. В данной статье описаны существующие проблемы в организации обучения на основе межпредметных связей в системе образования, межпредметный комплексный подход, методология и задачи. Методика обучения студентов использованию межпредметной коммуникации может быть реализована поэтапно.

Ключевые слова: междисциплинарная связь, интеграция, междисциплинарная интеграция, химия, естествознание, компонент, методология.

Abstract. In this article, the existing problem in the organization of teaching on the basis of interdisciplinary communication in the educational system, interdisciplinary comprehensive approach, methodology and tasks are described. The methodology of teaching students to use interdisciplinary communication can be implemented step by step.

Key words: interdisciplinary communication, integration, interdisciplinary integration, chemistry, natural sciences, component, methodology.

Ta'limda fanlararo aloqalarga katta ehtiyoj mavjud. Ularni izchil va tizimli ravishda amalga oshirish o'quv jarayonining samaradorligini sezilarli darajada oshiradi va talabalarning dialektik fikrlash tarzini shakllantiradi. Bundan tashqari, fanlararo aloqalar fan asoslariga, shu jumladan tabiiy fanlarni o'rganishga bo'lgan qiziqishni rivojlantirishga didaktik sharoit yaratib beradi. Kimyo, fizika, biologiya, geografiya darslarining tahlili shuni ko'rsatdiki, ko'p hollarda o'qituvchilar mashg'ulotlarda faqat fanlararo aloqalarni qisman kiritish bilan cheklanadi.

Boshqacha qilib aytganda, ular faqat tegishli predmetlardan umumiy aloqador faktlar, hodisalar yoki qonuniyatlarni esga olib o'tadi.

O'qituvchilar kamdan-kam hollarda talabalarni o'quv materiallarini o'rganishda fanlararo bilim va ko'nikmalarni qo'llash bo'yicha mustaqil ishlarga, shuningdek, ilgari o'rganilgan bilimlarni yangi vaziyatga mustaqil ravishda o'tkazish jarayoniga jalb qiladi. Natijada, talabalarning bilimlarini aloqador fanlardan o'zaro o'tkazish va sintez qilish qobiliyati rivojlanmaydi.

Ta'lim tizimida fanlararo kesimda ham uzluksizlik yo'q. Shu tariqa, biologiya o'qituvchilari talabalarni fizikaviy va kimyoviy tushunchalariga tayanmasdan, tirik

organizmlarda yuzaga keladigan turli fizik-kimyoviy jarayonlar bilan tanishtirish orqali doimiy ravishda "oldinga siljiydi". O‘z o‘zidan ma’lumki, bu biologik bilimlarni ongli ravishda o‘zlashtirishga salbiy ta’sir ko‘rsatadi.

Darsliklarning umumiy tahlili shuni ko‘rsatadiki, ko‘plab fakt va tushunchalar turli fanlar tarkibida bir necha bor bayon etilgan va ularning takroriy berilishi talabalarning bilim ko‘lamining o‘sishiga kam foyda keltiradi. Bundan tashqari, ko‘pincha turli mualliflar tomonidan bir xil tushunchalar turli yo‘llar bilan talqin qilinadi va shu bilan ularni o‘zlashtirish jarayonini qiyinlashtiradi. Ko‘pincha darsliklarda talabalar uchun kam ma'lum bo‘lgan atamalar qo‘llaniladi, ularning fanlararo ahamiyat bo‘lmaydi. Ko‘pchilik mualliflar tomonidan deyarli hech qanday hodisalar, tushunchalarni boshqa fanlarda o‘rganilishi yoki bu tushunchalar boshqa mavzuni o‘rganishda batafsilroq ko‘rib chiqilishi haqida ma’lumotlar berilmaydi. Tabiiy fanlar bo‘yicha mavjud dasturlarni tahlil qilish, fanlararo integratsiyaka yetarlicha e'tibor berilmayapti, degan xulosaga kelishimizga imkon beradi. Faqat 10-11 sinflarning umumiy biologiya dasturlarida (V. B. Zaxarov); "odam" (V. I. Sivoglazov) biologik tushunchalarni shakllantirishda asos bo‘lgan fizik va kimyoviy tushunchalar, qonunlar va nazariyalarni ko‘rsatadigan "Fanlararo aloqalar" maxsus bo‘limlari mavjud. Kimyo va fizika dasturlarida bunday bo‘limlar mavjud emas va o‘qituvchilar o‘zlari uchun zarur fanlararo aloqalarni o‘rnatishlari kerak. Bu vazifaning qiyinchiligi shundan iboratki, ob'ektlarni,materiallarini, tushunchalarni talqin qilishda, fanlararo qamrovli yondashuv, ushbu fanlarning barchasidan chuqur bilimga ega mutaxassis yoki ularning birgalikdagi faoliyati talab etiladi.

Afsuski, tabiiy fanlar siklining dasturlari o‘qitilish vaqtida mos kelmaydi va o‘qituvchi fizika, kimyo yoki biologiyaga doir aloqador tushunchalarni bir-biriga tayanmasdan turib, shakllantirishga majbur bo‘ladi. Masalan, kimyo kursidagi hujayraning kimyoviy tarkibini o‘rganishda uglevodlar, yog‘lar, oqsillar va nuklein kislotalar talab darajasida o‘rganilmagan. Shuning uchun o‘qituvchi biologik materialni o‘zlashtirish uchun zarur bo‘lgan kimyoviy tushunchalarni juda cheklangan vaqtda shakllantirishikerak.

Fanlararo alo qalarni amalga oshirishning muhim sharti tabiiy fanlar o‘qituvchilarini maxsus tayyorlashdir. Bu turli shakllarda, muammoli kurslar, maxsus kurslar, maxsus seminarlar, amaliyotlar va boshqa ko‘rinishlarda amalga oshirilishi mumkin.

Tabiatshunoslik fanlari o‘qituvchilarining fanlararo aloqalarni amalga oshirishdagi quyidagilarni bilishi va ularga layoqatli bo‘lishi talab etiladi: aloqador fanlarning mazmuni va tuzilishiga tegishli kognitiv tarkibiy qismlarni ajrata olish; aloqador fanlarni o‘qitish vaqtida o‘zaro muvofiqlashtirishni amalga oshirish; fanlararo aloqadorlik muammosining nazariy asoslari (tasnifiy turlari, ularni amalga oshirish usullari, funktsiyalari, asosiy komponentlari va boshqalar); umumiy tushunchalarni shakllantirishda, qonunlar va nazariyalarni o‘rganishda uzluksizlikni ta'minlash; talabalarda o‘quv faoliyatiga bog‘liq ko‘nikma va malakalarini shakllantirishni umumiy

tushunchalar, asosiy qonun va nazariyalarni o‘rganish jarayoni bilan bog‘lanishini ta’minlash; o‘rganilgan aloqador ob'ektlar orqali turli tabiat hodisalarining o‘zaro bog‘liqligini yoritib berish; tabiiy fanlarining fanlararo aloqadiklariorlari asosida ularning aniq o‘quv tarbiyaviy vazifalarini shakllantirish; aloqador fanlarning o‘quv axborotlarini tahlil qilish; talabalarda fanlararo bilim va ko‘nikmalarning shakllanganlik darajasi; fanlararo aloqalar asosida qo‘llaniladigan o‘qitish usullari, o‘quv mashg‘ulotlari shakllari, o‘qitish vositalarining samaradorligi; ob'ektlararo aloqalarni amalga oshirishga yordam beradigan maqsad va vazifalar tizimini shakllantirish tarkibi; fanlararo aloqalarni amalga oshirishga qaratilgan ta’lim-tarbiya ishlarini rejalashtirish; fanlararo aloqalarning ta'limiy va rivojlantiruvchi imkoniyatlarini aniqlash; fanlararo va integrativ mazmunli darslar, kompleks seminarlar va boshqa mashg‘ulotlarni loyihalash; fanlararo bilim va ko‘nikmalarni shakllantirishda talabalar duch kelishi mumkin bo‘lgan qiyinchiliklar va xatolarni oldindan ko‘ra olish; darslarning uslubiy jihozlarini loyihalash, fanlararo aloqalar asosida o‘qitishning eng ratsional shakllari va usullarini tanlash; o‘quv va bilim olish faoliyatini tashkil etishning turli shakllarini rejalashtirish; o‘quv mashg‘ulotlarining didaktik ta’minotini loyihalash; tashkiliy komponent maqsad va vazifalarga, ularning individual xususiyatlariga qarab talabalarning o‘quv va kognitiv faoliyatini tashkil etish; fanlararo aloqalar asosida talabalarning tabiiy fanlarni o‘rganishga bo‘lgan qiziqishlarini shakllantirish; fan to‘garaklari va fakultativ mashg‘ulotlariga doir ishlarni tashkil etish va boshqarish; talabalar faoliyatini boshqarish usullaridan foydalana olish; muloqat psixologiyasining kommunikativ komponenti; fanlararo bilim va ko‘nikmalarni shakllantirishning psixologik va pedagogik asoslari; talabalarning psixologik xususiyatlari;
talabalar jamoasida psixologik vaziyatlarni boshqarish;
sinfda shaxslararo munosabatlarni o‘rnatish; fanlararo aloqalarni birgalikda amalga oshirish maqsadida tegishli fanlar o‘qituvchilari bilan shaxslararo munosabatlarni o‘rnatish.

tabiiy fanlarini o‘rganishda fanlararo integratsiyani o‘rnatish bo‘yicha faoliyatning nazariy asoslari; fanlarning aloqador o‘quv materiallarini aniqlash; fanlararo aloorlikni muvaffaqiyatli amalga oshirishga yordam beradigan o‘qitish usullari va shakllari tizimi.

kimyo, fizika, biologiya fanlararo aloqadorlikini amalga oshirish uchun pedagogik texnologiyalarni moslashtirishning mobil komponenti; fizika, kimyo, biologiyani o‘qitish jarayonida fanlararo bilim va ko‘nikmalarni shakllantirishning eng munosib metodologiyasini taklif qilish yoki tanlash; fanlararo muammolarni hal qilishning an'anaviy usullarini moslashtirish yoki yangisini ishlab chiqish; o‘quv mashg‘ulotlarining kompleks shakllarini o‘tkazish metodologiyasini o‘zlashtirish; kimyo, fizika va biologiyani o‘qitishda fanlararo integratsiyani amalga oshirish texnologiyasini o‘zlashtirish bo‘yicha o‘z-o‘zini rivojlantirish faoliyatini tashkil etish; fanlararo aloqadorlikni amalga oshirish bo‘yicha ish o‘z

ish tajribasini tahlil qilish va umumlashtirish; hamkasblarining tajribasini umumlashtirish va amaliyotda qo‘llash; pedagogik eksperiment o‘tkazish, natijalarini tahlil qilish.

Fanlararo aloqalarni amalga oshirish yo‘llari va usullariga doir muammolari, bu o‘qitish metodlarini takomillashtirish muammolarining bir jihatidir. O‘qituvchi o‘quv materialining mazmuni va talabalarning fanni o‘rganishga tayyorligidan kelib chiqib, fanlararo integratsiya asosida o‘qitish usullarini tanlaydi.

Talabalarga fanlararo aloqadorlikni qo‘llash usullarini o‘rgatishning dastlabki bosqichlarida ko‘rgazmali- tushuntirish usuli ustunlik qiladi. O‘qituvchi fanlararo materiallar mazmunini hammasini o‘zi tushuntiradi. Talabalar o‘zlarida fanlararo materiallar bilan ishlash ko‘nikmalarini shakllantirgandan so‘ng, reproduktiv va qisman qidiruv usullari va ijodiy fanlararo vazifalarni qo‘llash mumkin.

Fanlararo aloqalardan foydalanish o‘quv jarayonini tashkil etishning yangi shakllarining paydo bo‘lishiga olib keldi: fanlararo aloqaorlikka asoslangan darslar, keng qamrovli seminar, keng qamrovli ekskursiya, fanlararo ekskursiya, jamoaviy bilimlar nazorati va boshqalar.

Fanlararo integratsiyani amalga oshirishda o‘qituvchi muvaffaqiyatli faoliyati maxsus shartlarni talab qiladi. Bularga muvofiqlashtirilgan o‘quv rejalari va dasturlarini, darsliklar va o‘quv qo‘llanmalarini muvofiqlashtirish, shuningdek, talabalarni kerakli ma'lumotlarni bir tartibdan ikkinchisiga o‘tkazish uchun ishlab chiqilgan va eksperimental ravishda tasdiqlangan metodologiya va ushbu muhim ko‘nikmalarni sinashning samarali usullari kiradi.

O‘qituvchilar faoliyati uchun sharoit yaratish metodistlar, pedagogolimlarning muhim vazifasidir. Bu sohada hali ko‘plab ishlarni amalga oshirish taqozo etiladi. Masalan, o‘quv kurslarida tabiiy fan tushunchalarini bosqich bilan rivojlanishini eksperimental tadqiqot usullari bilan muvofiqlashtirib o‘rganish muammosini tadqiq etish talab qiladi.

Fanlararo aloqadorlikdan foydalanishdagi qiyinchiliklari, ayrim muhim masalalari hali ishlab chiqilmaganligi bilan bir qatorda, ulardan foydalanishda o‘qituvchilarning tegishli tayyorgarlikka ega bo‘lmasliklar sababli kelib chiqadi.

Ma'lumki, kimyo o‘qituvchisi biologiya, fizika va matematikani juda ham yaxshi bilishi talab etiladi. Fizika o‘qituvchilari kimyo va biologiyaga oid bilimlardan yiroqroq bo‘lishi yoki aksincha biologiya o‘qituvchilarining fizika, matematikaga oid bilimlarni chuqur bilmasligi, fanlararo integratsiyani amalga oshirish imkoniyatlarini cheklab qo‘yadi.

Talabalarni o‘quv faoliyatida fanlararo aloqalardan foydalanishga o‘rgatish metodologiyasi uch bosqichdan iborat bo‘lishi mumkin. Birinchi bosqichda (shartli ravishda reproduktiv deb ataladi) o‘qituvchining asosiy maqsadi talabalarni tabiiy fanlar bo‘yicha olingan bilimlardan foydalanishga o‘rgatishdir. Ushbu bosqichni am o‘z navbatida uchga bo‘lish mumkin: 1)o‘qituvchi tomonidan talabalarning tegishli fanlardan zarur ma'lumotlarni takrorlash jarayonini tashkil etilishi.

2)o‘qituvchi tomonidan ko‘rib chiqilayotgan nazariy qoidalarni tasdiqlash uchun, qaysidir fandagi faktlar va tushunchalar yordamida yangi o‘quv materialini tushuntirish.

3)O‘qituvching ko‘rib chiqilayotgan hodisalarni tushuntirish uchun, aloqador fanga tegishli tabiiy-ilmiy nazariyalardan foydalanishi.

Talabalarning fanlararo bilimlarni tanlab olib foydalanish qobiliyatini shakllantirishning birinchi bosqichidan kichik sinflarda ko‘proq foydalanish mumkin. Biroq, bu bosqichda fanlararo aloqalarni qo‘llashning dastlabki ikkita vazifasi (o‘z mavzusining kontseptsiyalarini o‘rganish, shuningdek, tegishli kurslar uchun tegishli tushunchalarni o‘rganish) hal qilinishi mumkinligi sababli, ta'lim muassasasida o‘qituvchi undan yuqori bosqichlar bilan birgalikda foydalanishi mumkin.

Talabalarni bilimlarni fandan fanga o‘tkazishning ikkinchi bosqichi, avvalgisi kabi, uch bosqichdan iborat. Agar birinchi bosqichda o‘qituvchi talabalardan tushuntirish jarayonida foydalangan aloqador materialning bilimlarini ko‘paytirishni talab qilsa, endi asosiy e'tibor talabalar aloqador kurslardan mustaqil ravishda foydalanishiga qaratiladi. Shuning uchun ikkinchi bosqichni bilimdan foydalanish bosqichi deb atash mumkin.

To‘rtinchi bosqichda o‘qituvchi talabalardan mustaqil ravishda aloqador ma'lumotlardan faktlarga va nazariyaga tayangan maqsadga muvofiq ma'lumotlarni keltirishni talab qiladi. Ushbu talab talabalarning yangi o‘quv vaziyatlarda ham o‘z bilimlairni qo‘llashga tayyorligini aniqlashga, shuningdek, ma'lum psixologik to‘siqlarni yengishga yordam beradi.

Beshinchi bosqichda o‘qituvchi boshqa darslarda olingan bilimlarni ko‘paytirishni talab qilmaydi, balki talabalar ushbu fan darslarida o‘rgangan faktlar va tushunchalarni, masalan, matematikada yangi bilimlarni tasdiqlash uchun qo‘llashni talab qiladi.

Oltinchi bosqichda talabalar fanda o‘rganilgan hodisalarni, masalan, kimyoni tushuntirish uchun fizika darslarida o‘rganilgan har qanday nazariyani mustaqil ravishda qo‘llashni talab qiladi.

Talabalarni fanlararo aloqalardan foydalanishga o‘rgatishning uchinchi bosqichi, bilimlarni fandan fanga o‘tkazish ham bir necha ketma-ket bosqichlardan iborat. Ushbu bosqichning asosiy maqsadi talabalarni tushunchalar, faktlar, qonunlar va nazariyalarni olamni bir butunligini aks ettirish uchun qo‘llashga, shuningdek, fizika va kimyo darslarida o‘rganilgan hodisalarni tushuntirish uchun umumiy dialektika qonunlaridan foydalanishga o‘rgatishdan iboratdir. Ushbu bosqichning maqsadlari bilan bog‘liq holda, uni shartli ravishda umumlashtirish deb atash mumkin.

Yettinchi bosqich. O‘qituvchi tomonidan ushbu fan darslarida o‘rganilgan dialektikaning umumiy qonunlari hodisalarda namoyon bo‘lishini tushuntirish.

Sakkizinchi bosqich. O‘qituvchining dunyoning umumiy manzarasini aks ettirishda o‘rganilayotgan hodisalarning o‘rnini tushuntirishi.

To‘qqizinchi bosqich. Ushbu fan darslarida o‘rganilgan hodisalarni tushuntirishda talabalar tomonidan dialektikaning umumiy qonunlarini takrorlash.

Yuqorida aytib o‘tilganlarni umumlashtirib, ta'kidlangan bosqichlar va pog‘onalar shartli ekanligini ta'kidlash lozim. Amaliyotda o‘qituvchining talabalarni bilimlarini fandan fanga o‘tkazishga o‘rgatish bosqichlari sezilarli darajada farq qilishi mumkin. Bosqichlar va bosqichlardan foydalanishning asosiy maqsadi birinchidan, o‘qitishda fanlararo aloqalarni amalga oshirish bo‘yicha o‘qituvchilarning ishini tartibga solish, ikkinchidan, ular ishda erishilgan o‘quv natijalarini baholashga imkon beradi, uchinchidan, talabalarning tegishli fanlar darslarida olgan bilimlarini boshqa vaziyatda foydalanish qobiliyatini baholash imkoniyatini beradi.

Foydalanilgan adabiyotlar

1. Балезин С.А., Бесков С.Д. Выдающиеся русские ученые – химики. –М.: Просвещение, 1972. -222 с.
2. Чолаков В. Нобелевские премии. Ученые и открытия. –М.: Мир, 1986. – 368 с.
3. Omonov H., Kuchkarov M. Kimyoviy eksperiment tarixiga bir nazar // Uzluksiz ta’lim. –Toshkent, 2007. №4. –B. 24-31.
4. Биографии великих химиков. Под ред. К.Хайниг. –М.: Мир, 1981. – 388с.
5. Межпредметные связи курса физики в средней школе / Ю.И. Дик, И.К. Турышев, Ю.И. Лукьянов и др.; Под ред. Ю.И, Дика, И.К. Турышева. - М.: Просвещение, 1987. -191 с.
6. Межпредметные связи естественно-математических дисциплин. / Под ред. В.Н. Федоровой. - М.: Просвещение, 1980. - 208 с.

ТЕОРИЯ И ПРАКТИКА РЕАЛИЗАЦИИ ПРОФИЛЬНОГО ОБУЧЕНИЯ В ШКОЛЕ

Джураева Феруза
преподаватель № 201-школы

Аннотация. Данная статья ставит целью обобщение опыта использования интегративного подхода к обучению курса химии. у будущих преподавателей. Рассмотрены цели повышения эффективности профильного обучения усвоение результатов научного познания, но и системы знаний, формирования познавательной самодеятельности ученика и развития его творческих способностей.

Ключевые слова: Интеграция, учебный процесс, подход, процессы, внутрипредметные знания, профильный обучение

Annotation. This article aims to summarize the experience of using an integrative approach to teaching a chemistry course. with future teachers. The goals of increasing the effectiveness of specialized training, the assimilation of the results of scientific knowledge, but also the knowledge system, the formation of cognitive amateur activity of the student and the development of his creative abilities, are considered.

Keywords: integration, educational process, approach, processes, intrasubject knowledge, specialized training

Annotation. Ushbu maqola kimyo kursini o'qitishda integrativ yondashuvdan foydalanish tajribasini umumlashtirishga qaratilgan. bo'lajak o'qituvchilarda Ixtisoslashtirilgan ta'lim samaradorligini oshirish, ilmiy bilimlar natijalarini o'zlashtirish, shuningdek, bilimlar tizimini shakllantirish va uning ijodiy qobiliyatlarini rivojlantirish maqsadlari ko'rib chiqiladi.

Kalit so'zlar: Integratsiya, o'quv jarayoni, yondashuv, jarayonlar, fan ichidagi bilimlar, ixtisoslashtirilgan ta'lim

В целях повышения эффективности профильного обучения целесообразно было бы использовать возможности интегративного подхода. Интегративный подход к развитию школьной системы профильного обучения основывается на представлении школы в качестве интегратора всех внутренних и внешних возможностей в целях повышения потенциала, необходимого для удовлетворения индивидуальных запросов старшеклассников и улучшения качества их обучения. Однако его реализация вызывает у руководителей образовательных учреждений серьезные затруднения, вследствие чего эти возможности целенаправленно не используются. Интеграционные процессы сложны тем, что они предполагают согласование взаимодействия различных элементов системы: содержания, методов обучения, работы структурных подразделений. Особенно важность интеграционных процессов возрастает для профильной школы, ориентированной на дифференциацию интересов и жизненных

планов учащихся. Переход к профильному обучению должен обеспечить углублённое изучение отдельных общеобразовательных предметов, создать условия для дифференциации и индивидуализации обучения, выбора учащимися разных категорий индивидуальных образовательных траекторий в соответствии с их способностями, склонностями и потребностями, расширить возможности социализации учащихся, в частности, более эффективно готовить выпускников к профессиональному самоопределению, обеспечить преемственность общего и профессионального образования [1].

Необходимость интеграции диктуется тем, что все современные науки тесно связаны между собой, поэтому и учебные дисциплины не могут быть изолированы друг от друга. Кроме того, профильное обучение должно интегрировать школьные учебные предметы в актуальное знание, необходимое для эффективной трудовой деятельности

Для современного образования одной из главных является проблема повышения качества образования, которое бы удовлетворяло познавательным потребностям обучающихся и позволяло бы эффективно применять им полученные знания, умения и навыки в повседневной жизни и будущей профессиональной деятельности. П И современное общество предъявляет к выпускникам школ очень высокие требования из-за нарастания интегративных процессов во всех сферах мирового сообщества. Вновь усилилось внимание к вопросу межпредметных связей в обучении, и это привело к реформации современного образования и способствовало введению в его систему разнообразных интегративных школьных курсов[2].

В школьном курсе стали появляться интегративные курсы, особенно глубоко интеграция затронула предметы естественнонаучного цикла. В настоящее время из-за нарастания интегративных процессов во всех сферах мирового сообщества, вновь усилилось внимание к вопросу межпредметных связей в обучении. Без установления взаимосвязей между сходными дисциплинами невозможно изучение ни одного учебного предмета. Интеграция учебных дисциплин в какой-то мере помогает решить одну из самых главных проблем для современного образования - сокращение учебных часов для изучения отдельных предметов в базовых программах.

В процессе планирования учебного материала надо придерживаться логики «от причины - к следствию». Поэтому планируемые цели обучения должны соответствовать следующим требованиям: быть реально достижимыми, задавать преемственность тем уроков, легко корректироваться для конкретных педагогических ситуаций, диагностируемыми и обеспечивать достижение общих целей естественно-научного образования в школе. Например, развитие мышления обучающихся является одним из главнейших ориентиров обучения. Для достижения данной цели необходимо выбрать те интеллектуальные умения, которые будут ведущими для каждого этапа при изучении химии в школе. Так, в 8 классе происходит формирование умений классифицировать, сравнивать и делать обобщение в

виде вывода. В 9 классе ведущим становится умение выделять существенные признаки. В 10-11 классах - умение обобщать. На основании развития ведущих интеллектуальных умений по годам обучения учитель должен определить развивающие цели конкретных разделов и тем курса. И на их достижение и должен быть направлен принцип межпредметности. Главная развивающая цель в первой теме курса химии 8 класса заключается в том, чтобы научить восьмиклассников сравнивать и классифицировать объекты и явления с опорой лишь на жизненный опыт и знания, полученные из других курсов. В начале изучения химии внутрипредметные знания практически отсутствуют, поэтому любая деятельность должна иметь содержательную основу. И соответственно это должно быть учтено при выборе материалов для уроков . Так, например, на первых уроках по химии восьмиклассники сравнивают физические свойства металлов, выявляют отличия смесей от чистых веществ и т.д. на основе межпредметной связи с курсом физики, а также с опорой на свой жизненный опыт. От принципа межпредметности зависит содержание каждого урока или учебного раздела. Поэтому при отборе материала необходимо помнить о единстве материального мира и взаимосвязи явлений природы. Однако межпредметный материал не должен усложнять усвоение химического материала[3].

Межпредметный урок является ведущей формой организации процесса обучения с использованием межпредметных связей. Систематическое использование межпредметных связей на различных этапах урока способствует пониманию взаимосвязи учебных дисциплин и тем самым помогает сформировать у обучающихся научное мировоззрение. Так как именно на уроке происходит непосредственное взаимодействие учителя и ученика, то появляется возможность для развития и воспитания обучающихся средствами предметного обучения. Учитывая особенности изучаемого материала и цель урока учителю необходимо использовать разные типы межпредметных уроков.

Таким образом, межпредметная интеграция является неотъемлемой частью практики обучения химии. Без ее инструментария невозможно решать поставленные задачи и достигать намеченных целей химического и естественнонаучного образования в школе. При анализе содержания школьного химического курса химии раскрывается выраженный интегративный характер всех структурных компонентов обучения. Такая тесная взаимосвязь химии с материалом естественнонаучных дисциплин показывает, что выстраивать процесс обучения очень важно на широкой межпредметной основе с использованием комплекса межпредметных и внутрипредметных связей как механизма интеграции. В настоящее время преподавателю предоставляется широкий выбор приемов для эффективного использования межпредметных связей, а выбор приемов зависит от особенностей изучаемого материала и уровня подготовки учеников, а также от интересов и потребностей как учителя, так и обучающихся[4].

Проблема формирования целостных знаний школьников, прежде всего, связана с конструированием содержания школьного образования, что является предметом современных дидактических исследований. Недостаточно разработанной и дискуссионной считается проблема формирования содержания образования на уровне учебного материала. Учебный материал - это отрезок содержания образования, на основе которого происходит непосредственное взаимодействие педагога и учащихся в процессе обучения. Поэтому для восстановления в сознании школьников целостной картины мира необходимо, чтобы и учебный материал обладал интегративными свойствами [5].

Положительный эффект управления развитием профильного обучения на основе интегративного подхода обеспечивается при условии непрерывной реализации управленческого цикла, включающего стадии проблемно ориентированного анализа недостатков интеграции элементов системы профильного обучения; нахождения решений по их устранению; планирования изменений с целью наиболее полного использования возможностей интеграции; контроля, предотвращающего дезинтеграционные процессы в педагогической системе.

Использованная литература

1. Щербакова С.Г. Интегрированные уроки. Издательство: Учитель. Волгоград, 2000
2. Хайбрахманова Д.Ф. Концептуальные основы проектирования технологии обучению химии в профильной школе // Казанский педагогический журнал. 2014. № 1
3. Химия. Достижение метапридметных результатов обучения. Решение интегративных учебных проблем: 8-9 класс. Шаталов М.А., Кузнецова Н.Е. М.: ВентанаГраф,2012
4. Яворук О.А. Дидактические основы построения интегративных курсов в школьном естественно-научном Челябинск: Изд-во ЧГПУ, 2000
5. Давыдов В.В. Теория развивающего обучения. М., 1996.
6. Усмонова, Д. Т. (2023). Личностно ориентированный подход в преподавании химии. *Conferencea*, 21-24.
7. Усмонова, Д. Т., Мирзаева, М., & Маматова, Д. (2023). СИСТЕМА ДОПОЛНИТЕЛЬНОГО ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ В ШКОЛЕ. *Conferencea*, 41-44.
8. Усмонова, Д. Т. (2023). Использование Дидактических Игры В Обучение Химии В Школе. *International Journal of Formal Education*, *2*(2), 1-4.
9. Усмонова, Д. Т. (2023). ЭКОЛОГИЧЕСКИЕ ФАКТОРЫ И ХИМИЧЕСКИЕ ПРОЦЕССЫ ОКРУЖАЮЩЕЙ СРЕДЫ. *Conferencea*, 183-187.
10. Tulkunovna, U. D. (2023). SYSTEM-ACTIVITY APPROACH IN TEACHING CHEMISTRY AT SCHOOL. *Journal of Advanced Scientific Research (ISSN: 0976-9595)*, *3*(2).

11. Усмонова, Д. Т., & Джураева, Ф. (2023). МЕСТО ХИМИИ В СИСТЕМЕ СРЕДНЕГО ОБРАЗОВАНИЯ. *Conferencea*, 4-7.
12. Усмонова, Д. Т. (2023). ИСПОЛЬЗОВАНИЕ КЕЙС-ТЕХНОЛОГИИ ПО ПРЕДМЕТУ ЭКОЛОГИЧЕСКОЙ ХИМИИ НА ТЕМУ «ПРОМЫШЛЕННЫЕ ОТХОДЫ». *Educational Research in Universal Sciences*, *2*(2), 637-643.
13. Tulkunovna, U. D. (2021). THE DEVELOPMENT OF CHEMISTRY TEACHING METHODS IN SCHOOLS. *POLISH SCIENCE JOURNAL*, 109.
14. Tulkunovna, U. D., & Miromilovich, M. S. CHALLENGES OF CHEMISTRY AS A MEANS OF DEVELOPING EDUCATION.
15. НЕЙ, О. (2020). ХИМИЯ И ХИМИЧНИ ТЕХНОЛОГИИ. *НАСТОЯЩИ ИЗСЛЕДВАНИЯ И РАЗВИТИЕ-2020*, 21.
16. FA, A., & DT, U. (2021). The Problem Of Formation Of Information Competences In Future Chemistry Teachers. *European Journal of Molecular & Clinical Medicine*, *8*(2), 1117-1122.
17. Усманова, Д. Т., & Алимова, Ф. А. ОЦЕНКА МОНОМЕРНЫХ ФРАГМЕНТОВ НИТРАТОВ ЦЕЛЛЮЛОЗЫ МЕТОДОМ ЯМР 13–СПЕКТРОСКОПИИ. *Zbiór artykułów naukowych recenzowanych.*, 191.
18. Исматуллаева, С. У., & Алимова, Ф. А. (2023). ИНТЕРАКТИВНЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ ХИМИИ. *SCHOLAR*, *1*(2), 92-94.

MUNDARIJA

B: Falsafa. Filologiya. Pedagogika. Psixologiya. Metodika. San'atshunoslik. Sotsiologiya. Islomshunoslik fanlari

Musaev Dj.K., Fayzieva Kh. Profiling is a new direction of psychology.....2
Muqimjonova J. O'zbek-ingiliz tarjima ishlarida pragmatik to'siqning yuzaga kelishi.....8
Ibragimov D.M., Eshimov S.A., Bahromov K.M., Abdurakhimov I.N. Adores of sahibqiran Amir Temur.....11
Kudratov J.K., Turayev O.S, Studying the importance of drawing as a primary tool.....14
Rashidova O. Hazil nutqiy janrida ingliz xulq atvorining milliy madaniy xususiyatlariga oid ayrim mulohazalar.....18
Atoyev F.S., Orifov M.K., Muhammadov Sh.S. Axborot texnologiyalari fanida elektron ta'lim resurslaridan foydalanish va rivojlantirish muammolari hamda uning huquqiy jihatlari.....23
Suvonova N.N., Mirzayeva Sh.A Fransuzcha frazeologik birliklarda « il faut » iborasining struktur xususiyatlari.....29
Muinov A.M. Merganlarni professional tayyorlashda psixologik yondoshuv.....33
Mamaniyozov H.T., Mamasidiqova S.A. O'zbekiston respublikasi oliy ta'limidagi innovatsion yangiliklar.....40
Jayliyeva D.B. Developing listening skill in young learners with simon says activity.....43
O'razboyeva M. Maktabgacha tarbiya yoshidagi bolalarni maktabga tayyorlashda aqliy tarbiyaning roli.....48
Vapayeva F.Sh. O'quvchilarda refleksiv ko'nikmalarni shakllantirish jarayonlarini tashkillash pedogogik tizimi.....51
Ibragimova H.B., To'lqinova M.H Debate technology as an interactive form of tearning in english classes.....56
OXUNJONOVA O.U. The place and role of national personnel in education system reforms..60
Сулайманова А., Генжекараева С., Шеримбетова Н. Основные предпосылки и способы формирования коммуникативной компетенции учащихся.....63
Usmonova Sh.M. Ta'lim jarayonida zamonaviy pedagogik texnologiyalardan foydalanish.....66
Kurbanbaeva D.M., Bekbagambetova J.R. Н.А. Урумбаевнинг ўқитиш методикасининг фан сифатида шаклланиш хаққидаги борасидаги педагогик фикрлари.....72
Haliknazarova G.K., Arislanbaeva A.B. Effective means of developing among young students of skills to combat the influence of "mass culture».....79
Oxunjonova O.U. The improving management competence of school principals in improving the qualifications of pedagogues.....83
Abduqodirova D.G., Rustamova F. Bolalarni tabiat bilan tanishtirishning ta'limiy va tarbiyaviy ahamiyati.....86
Арысланбаева А.Б., Калыкназарова Г.К. Проблемы развития логического мышления в педагогическом процессе.....91
Berdikulova G.N. Kichik maktab yoshidagi o'quvchilarni kasb-hunarga yo'naltirishning tashkil etilishi.....96
Xalmuratova J.G. Олий ўқув юртларида дарс таҳлилининг методик асосларини такомиллаштириш.....99
F.Qahhorov, N.Abdullaev The role of ethology in the natural development of service animals.....103
Низомова М.И. «Взгляд В.Я.Брюсова на элементы фантастического в прозе».....99108
Джабборкулова Д.С. Театрализация и элементы игры на уроках русского языка.....112
Ganieva G.M. Talaba-yoshlarda sog'lom diniy dunyoqarashni shakllantirish.....116
Isakova N.A., Egamberdieva I.Q. Methods of formation of neologisms in the uzbek language.....120

Isakova N.A., Razzokova S. Linguoculturological features of the translation of malala youfzai's "I'm malala" from english to uzbek 127
Isakova N.A., Jumanazarova Sh. The analysis of sports terminological lexicons.....133
Isakova N.A., Hakimova M. The structural-semantic analysis of information technology terms in english and uzbek 137
M.Narziyeva, N.Maxammadiyeva O'tkir Hoshimov asarlarida peyzajning poetik talqini 142
Тагаева С.У., Бозорова У.Қ. Она концептининг дунё илмий манзараси, дин ва маданиятдаги талқини 148
Isakova N.A., Urazkulova A.A. Means of classification of loanwords in the uzbek language 153
Ataxonova M. "O`tkan kunlar" asarida badiiy tasvirning pragmatik xususiyatlari 160
Aytjanov K. Professional tailim tizimida dual tailimni tashkil etishning metodik asoslarini takomillashtirish 163
Султонов М.Х. Давлат институтларини ривожлантиришда рақамлаштиришнинг ижтимоий-фалсафий асослари 167
Daminova G.B. Fanlararo aloqalarni tashkil etishda o'qituvchining roli 176
Джураева Ф. Теория и практика реализации профильного обучения в школе.....182