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GAZ YONDIRUVCHI PECHLARDA HARORATNI ROSTLASH UCHUN REGULYATORLARNI TANLASH.

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Anotatsiya. Ushbu maqola ishlab chiqarishda optimal mahsulot sifati va jarayon samaradorligi uchun sanoat pechlarida haroratni aniq nazorat qilishning ahamiyatiga urg'u beradi. Unda yoqish/o'chirish, proporsional, integral, diffrensial va PID nazorati kabi sozlash usullarini o'z ichiga olgan harorat sozlagichlarini tanlash uchun asosiy mulohazalar ko'rib chiqiladi. Muhokama pnevmatik, elektron va raqamli rostlagichlarni tanlash mezonlarini, shuningdek, o'rnatish omillari, sozlash tartiblari va umumiy muammolar haqida tushunchalarni o'z ichiga oladi. Maqolada pechning issiqlik xarakteristikalarini va nazorat maqsadlarini tushunish muhimligi ta'kidlanadi, bu esa muhandislarga pechni to'g'ri boshqarish uchun haroratni sozlash moslamalarini samarali baholash va o'rnatish imkonini beradi.

Kalit so'zlar: Sanoat pechlari, Haroratni nazorat qilish, Ishlab chiqarish jarayonlari, Aniq tartibga solish, Isitish, quritish, quritish, pishirish, Harorat sozlagichlari, Yoqish/o'chirish nazorati, Proporsional rostlash, Integral rostlash,, PID rostlash, Pnevmatik sozlagichlar, Elektron rostlagichlar, Raqamli sozlagichlar , O'rnatish omillari, Sozlash tartib-qoidalari, Umumiy muammolar, Pechning issiqlik xarakteristikalari, Boshqarish maqsadlari, Kuchli boshqaruv, Mahsulot sifati, Jarayon samaradorligi.

Abstract. This article emphasizes the significance of precise temperature control in industrial ovens for optimal product quality and process efficiency in manufacturing. It reviews key considerations for selecting temperature adjusters, covering adjustment methods like on/off, proportional, integral, derivative, and PID control. The discussion includes criteria for choosing between pneumatic, electronic, and digital adjusters, as well as insights into installation factors, tuning procedures, and common issues. The article underscores the importance of understanding oven thermal characteristics and control objectives, enabling engineers to effectively evaluate and deploy temperature adjusters for robust oven control.

Keywords: Industrial ovens, Temperature control, Manufacturing processes, Precise regulation, Heating, Drying, Curing, Baking, Temperature adjusters, On/off control, Proportional control, Integral control, Derivative control, PID control, Pneumatic adjusters, Electronic adjusters, Digital adjusters, Installation factors, Tuning procedures, Common issues, Oven thermal characteristics, Control objectives, Robust control, Product quality, Process efficiency.

Аннотация. В этой статье подчеркивается значение точного контроля температуры в промышленных печах для оптимального качества продукции и эффективности производственных процессов. В нем рассматриваются ключевые моменты выбора регуляторов температуры, включая такие методы регулировки, как включение/выключение, пропорциональное, интегральное, производное и ПИД-управление. Обсуждение включает критерии выбора между пневматическими, электронными и цифровыми регуляторами, а также понимание факторов установки, процедур настройки и общих проблем. В статье подчеркивается важность понимания тепловых характеристик печи и целей управления, что позволяет инженерам эффективно оценивать и использовать регуляторы температуры для надежного управления печью.

Ключевые слова: Промышленные печи, Контроль температуры, Производственные процессы, Точное регулирование, Нагрев, Сушка, Отверждение, Выпечка, Регуляторы температуры, Включение/выключение, Пропорциональное управление, Интегральное управление, Производное управление, ПИД-регулирование, Пневматические регуляторы, Электронные регуляторы, Цифровые регуляторы, Факторы установки, Процедуры настройки, Общие проблемы, Тепловые характеристики печи, Цели управления.

Introduction. Industrial ovens are essential for manufacturing operations that require controlled heating of materials at elevated temperatures up to 500°C or higher. Common oven types include batch ovens for heating discrete loads, continuous ovens for processing a constant stream of material, clean ovens for high-purity processes, and custom ovens designed for specialized applications [1]. The purpose of industrial ovens includes drying, curing, bonding, annealing, sterilizing, aging, and other high-temperature processes. Precise temperature regulation is necessary to achieve desired material properties, quality, and throughput.

Temperature control for industrial ovens can be challenging due to the thermal lag of oven and load, nonlinear oven characteristics, external disturbances, and changing process conditions [2]. Control objectives include reference tracking, disturbance rejection, and stability. Selection of suitable temperature adjusters is key to meeting these control objectives. This article provides guidance on choosing appropriate adjusters to enable effective oven temperature control. Key factors considered include adjustment method, actuator technology, installation, tuning, and common implementation issues.

Methods of Temperature Adjustment.

Several methods are used for industrial oven temperature adjustment:

1. On/Off Control

On/off adjustment utilizes a two-position controller that switches the heating actuator fully on or off based on the oven temperature relative to setpoint [3]. A hysteresis band prevents excessive switching. On/off control provides robust operation but leads to temperature oscillations around setpoint (Fig. 1).

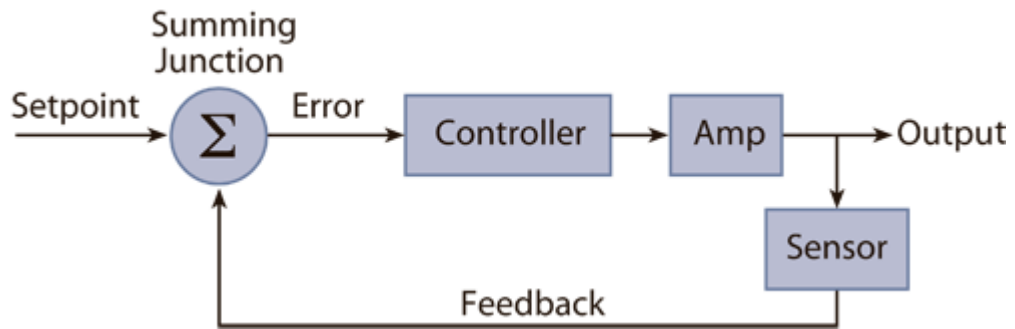


Fig. 1 On/off control provides robust operation but leads to temperature oscillations around setpoint

2. Proportional Control

Proportional adjusters modulate heating proportional to the temperature error between setpoint and process variable [4]. This avoids on/off cycling but can result in sustained offset (Figure 2). Gain tuning affects control responsiveness.

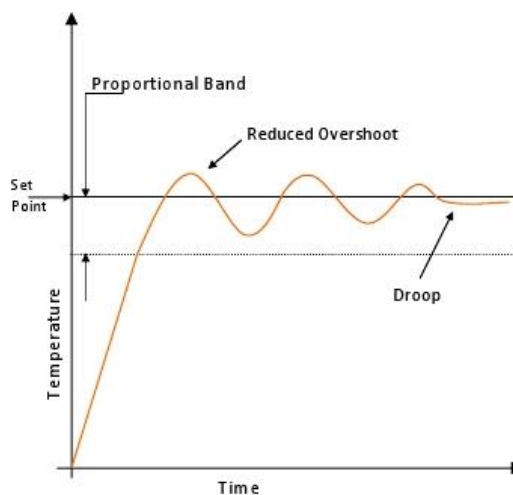


Figure 2. This avoids on/off cycling but can result in sustained offset.

3. Integral Control

Integral control accumulates temperature error over time to eliminate offset through low-frequency reset action [5]. This improves setpoint tracking but can cause oscillation). The integral time parameter affects reset rate.

4. Derivative Control

Derivative control applies corrective action based on the rate of temperature change to improve stability and response speed [6]. Derivative gain tuning prevents overcorrection (Figure 4). Derivatives are rarely used alone.

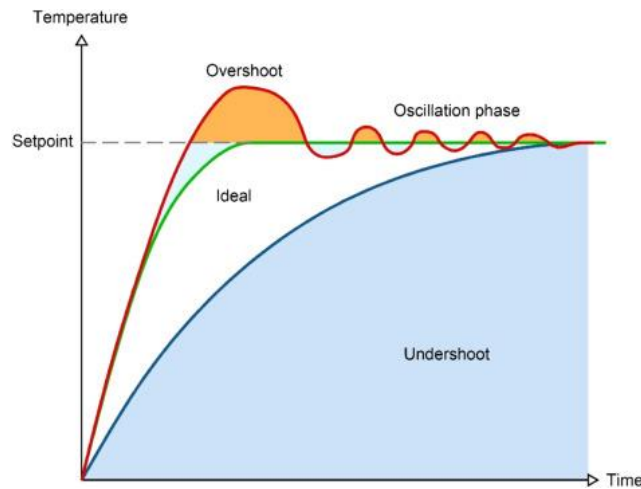
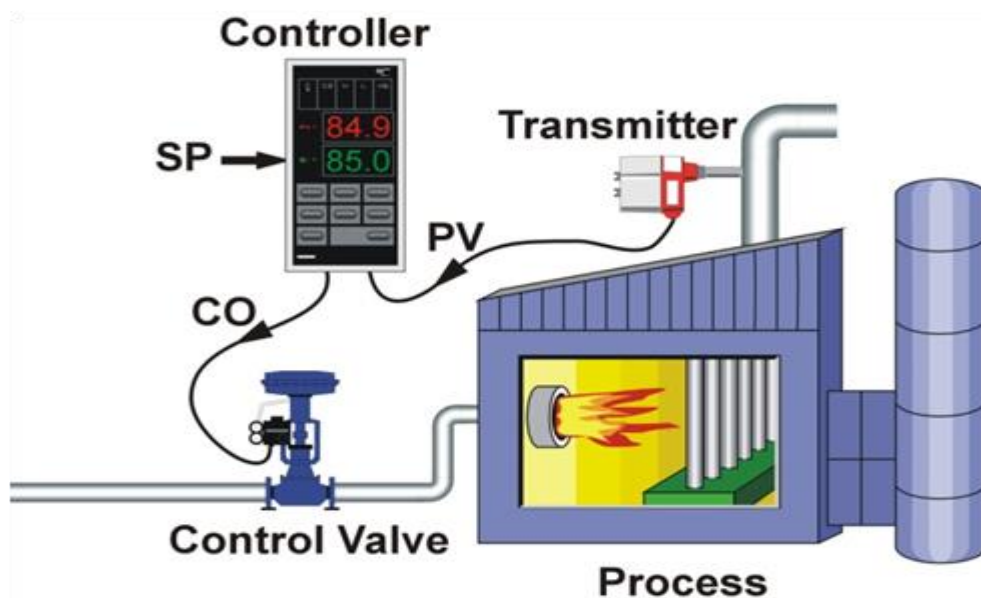


Figure 4. Derivative gain tuning prevents overcorrection.

5. PID Control

Proportional, integral, and derivative modes are combined in PID control to harness their complementary advantages [7]. PID tuning balances performance tradeoffs. PID provides effective oven temperature control (Figure 5).



[Figure 5]

Temperature Actuators.

Various actuators are used to modulate oven heating under control system direction:

1. Pneumatic Actuators

Pneumatic valve and dampers regulate gas/air flow in gas-fired ovens. Pneumatic actuators provide fast response but limited accuracy [8]. Positioners improve precision.

2. Electric Actuators

Electric actuators position electric heating elements, solid-state relays, silicon controlled rectifiers, and other electric heating devices [9]. They allow pulse-width modulation for proportional electric heating.

3. Digital Actuators

Intelligent digital actuators integrate a microprocessor for control capability and communication [10]. This enables advanced control algorithms and connectivity.

Conclusion

Effective temperature control is vital for industrial ovens to achieve process objectives. Temperature adjusters employing on/off, proportional, integral, derivative, or PID control provide the means for precision temperature regulation. Pneumatic, electric, and digital actuator technologies each have advantages. Proper installation, thoughtful tuning, and preventative maintenance are essential for trouble-free operation. Engineers should understand oven thermal characteristics and control goals to select suitable adjusters, install them correctly, tune them optimally, and keep them maintained for reliable long-term temperature control.

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PHRASEOLOGICAL ANALYSIS OF STORIES BY AGATHA CHRISTIE

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Abstract. The article is devoted to Christie's own contributions to the genre as a peaceful, usually upper-class setting into which violence intrudes; satire of her own heroes, craft, and genre; a grand finale in which all characters involved gather for the dramatic revelation of truth; the careful access to all clues; increased emphasis on the "who" and the "why" with less interest in the "how"; heavy use of dialogue and lightning-quick description, which create a fast-paced, easy read; a consistent moral framework for the action; and the willingness to allow absolutely any character to be guilty, a precedent-setting break with the tradition.

Key words: classical, detective, character, caricature, plot, publication, mystery, dramatic, description

Agatha Christie's (15 September 1890 – 12 January 1976) trademarks in detective fiction brought to maturity the classical tradition of the genre, which was in its adolescence when she began to write. The tradition had some stable characteristics, but she added many more and perfected existing ones. The classical detective hero, for example, from Edgar Allan Poe on, according to Ellsworth Grant, is of "superior intellect," is "fiercely independent," and has "amusing idiosyncrasies." Christie's Hercule Poirot was crafted by these ground rules and reflects them in *The Mysterious Affair at Styles* but quickly begins to deplore this Sherlock Holmes type of detecting. Poirot would rather think from his armchair than rush about, magnifying glass in hand, searching for clues. He may, by his words, satirize classical detection, but he is also satirizing himself, as Christie well knew.

Christie's own contributions to the genre can be classified mainly as the following: a peaceful, usually upper-class setting into which violence intrudes; satire of her own heroes, craft, and genre; a grand finale in which all characters involved gather for the dramatic revelation of truth; the careful access to all clues; increased emphasis on the "who" and the "why" with less interest in the "how"; heavy use of dialogue and lightning-quick description, which create a fast-paced, easy read; a consistent moral framework for the action; and the willingness to allow absolutely any character to be guilty, a precedent-setting break with the tradition. Her weakness, critics claim, is in her barely two-dimensional characters and in their lack of psychological depth.

Christie created, as Grant puts it, a great many interesting "caricatures of people we have met." Grant excuses her on the grounds that allowing every

character to be a possible suspect limits the degree to which they can be psychologically explored. One might also attribute her caricatures to her great admiration for Charles Dickens, who also indulged in caricatures, especially with his minor characters. Christie herself gives a simple explanation. She judged it best not to write about people she actually knew, preferring to observe strangers in railroad stations and restaurants, perhaps catching a fragment of their conversation. From this glimpse, she would make up a character and a plot. Character fascinated her endlessly, but, like Miss Marple, she believed the depths of human iniquity were in everyone, and it was only in the outward manifestation that people became evil or good. "I could've done it," a juvenile character cries in *Evil Under the Sun*. "Ah, but you didn't and between those two things there is a world of difference," Poirot replies.

In spite of Christie's simplistic judgment of human character, she manages, on occasion (especially in her novels of the 1940's and later), to make accurate and discerning forays into the thought processes of some characters. In *Death Comes in the End*, considerable time is spent on Renisenb's internal musings. Caught in the illiterate role which her time (Egypt, 2000 b.c.e.) and sex status decree for her, Renisenb struggles to achieve language so she can articulate her anxieties about evil and good. Her male friend, Hori, speaks at great length of the way that evil affects people. "People create a false door, to deceive," he says, but "when reality comes and touches them with the feather of truth—their truth self reasserts itself." When Norfret, a beautiful concubine, enters a closed, self-contained household and threatens its stability, all the characters begin to behave differently. The murderer is discovered precisely because he is the only person who does not behave differently on the outside. Any innocent person would act guilty because the presence of evil touches self-doubts and faults; therefore, the one who acts against this Christie truth and remains normal in the face of murder must, in fact, be guilty.

Although *The Mysterious Affair at Styles* is marred by overwriting and explanations that Christie sheds in later books, it shows signs of those qualities that will make her great. The village of Styles St. Mary is quiet, and Styles House is a typical country manor. The book is written in the first person by Hastings, who comes to visit his old friend John Cavendish and finds him dealing with a difficult family situation. His mother married a man who everyone agrees is a fortune hunter. Shortly afterward, she dies of poison in full view of several family members, calling her husband's name. Hastings runs into Hercule Poirot at the post office; an old acquaintance temporarily residing at Styles, he is a former police inspector from Belgium. Christie's idea in this first novel seems to be that Hastings will play Watson to Poirot's Holmes, although she quickly tires of this arrangement and in a later book ships Hastings off to Argentina.

Every obvious clue points to the husband as the murderer. Indeed, he is the murderer and has made arrangements with an accomplice so that he will be brought to a speedy trial. At the trial, it would then be revealed that the husband had an absolute alibi for the time when the poison must have been administered; hence, he and his accomplice try to encourage everyone to think him guilty. Poirot

delays the trial and figures out that the real poison was in the woman's own medicine, which contained a substance that would only become fatal if released from other elements. It then would settle to the bottom of the bottle and the last dose would be lethal. Bromide is an ingredient that separates the elements. Bromide was added at the murderer's leisure, and he had only to wait until the day when she would take the last dose, making sure that both he and his accomplice are seen by many people far distant from the household at the time she is declared to have been poisoned. The plot is brilliant, and Christie received congratulations from a chemists' association for her correct use of the poisons in the book.

By the publication of *The Murder of Roger Ackroyd*, her sixth book, Christie had hit her stride. Although Poirot's explanations are still somewhat lengthy, the book is considered one of her best. It is chiefly noted for the precedent it set in detective fiction. The first-person narrator, Dr. Sheppard, turns out to be the murderer. The skill with which this is revealed and concealed is perhaps Christie at her most subtle. The reader is made to like Dr. Sheppard, to feel he or she is being taken into his confidence as he attempts to write the history of Roger Ackroyd's murder as it unwinds. Poirot cultivates Dr. Sheppard's acquaintanceship, and the reader believes, because he hears it from Dr. Sheppard, that Poirot trusts him. In the end, Dr. Sheppard is guilty. Christie allows herself to gloat at her own fiendish cleverness through the very words that Sheppard uses to gloat over his crime when he refers back to a part of his narrative (the story itself is supposedly being written to help Poirot solve the crime) where a discerning reader or sleuth ought to have found him out.

The Body in the Library, executed with Christie's usual skill, is distinctive for two elements: the extended discussions of Miss Marple's sleuthing style and the humorous dialogue surrounding the discovery of the body of an unknown young woman in the library of a good family. Grant says of Jane Marple that she insists, as she knits, that human nature never changes. O. L. Bailey expands upon this in *Saturday Review* (1973): "Victorian to the core," he writes, "she loves to gossip, and her piercing blue eyes twinkle as she solves the most heinous crimes by analogy to life in her archetypal English village of St. Mary Mead."

Marple, as well as the other characters, comments on her methods. Marple feels her success is in her skeptical nature, calling her mind "a sink." She goes on to explain that "the truth is . . . that most people . . . are far too trusting for this wicked world." Another character, Sir Henry, describes her as "an old lady with a sweet, placid, spinsterish face and a mind that has plumbed the depths of human iniquity and taken it as all in the day's work."

Through a delightfully comic conversation between Mr. and Mrs. Bantry, the possibility of a dead body in the library is introduced, and, once it is discovered, the story continues in standard sleuth style; the opening dialogue, however, is almost too funny for the subject matter. Ralph Tyler in *Saturday Review* (1975) calls this mixture of evil and the ordinary a distancing of death "by bringing it about in an upper-middle-class milieu of consummate orderliness." In that milieu,

the Bantrys' dialogue is not too funny; it is quite believable, especially since they do not yet know the body is downstairs.

Perhaps a real Christie aficionado can be identified by his reaction to Tommy and Tuppence Beresford of *The Secret Adversary*, an engaging pair of sleuths who take up adventuring because they cannot find work in postwar England. Critics dismiss or ignore the pair, but Christie fans often express a secret fondness for the two. In *Tommy and Tuppence*, readers find heroes close to home. The two blunder about and solve mysteries by luck as much as by anything else. Readers can easily identify with these two and even feel a bit protective of them.

Tommy and Tuppence develop a romance as they establish an "adventurers for hire" agency and wait for clients. Adventure begins innocently when Tommy tells Tuppence he has overheard someone talking about a woman named Jane Finn and comments disgustedly, "Did you ever hear such a name?" Later they discover that the name is a password into an international spy ring.

The use of luck and coincidence in the story is made much of by Christie herself. Christie seems to tire of the frequent convenient circumstances and lets Tommy and Tuppence's romance and "high adventure" lead the novel's progress. When Tommy asks Mr. Carter, the British spy expert, for some tips, Carter replies, "I think not. My experts, working in stereotyped ways, have failed. You will bring imagination and an open mind to the task." Mr. Carter also admits that he is superstitious and that he believes in luck "and all that sort of thing." In this novel, readers are presented with a clever story, the resolution of which relies on elements quite different from deductive reasoning or intuition. It relies on those qualities which the young seem to exude and attract: audacity and luck.

In *N or M? The New Mystery*, Tommy and Tuppence (now married and some twenty years older) are again unemployed. Their two children are both serving their country in World War II. The parents are bemoaning their fate when a messenger from their old friend Mr. Carter starts them on a spy adventure at the seacoast hotel of Sans Souci. They arrive with the assumed names Mr. Meadows and Mrs. Blenkinsop. Mrs. Blenkinsop, they agree, will pursue Mr. Meadows and every now and then corner him so they can exchange information. The dialogue is amusing and there is a good deal of suspense, but too many characters and a thin plot keep this from being one of Christie's best.

At times, it seems that Christie withholds clues; the fact that all evidence is presented to the reader is the supreme test of good detective fiction. Mrs. Sprot, adopted mother of Betty, coolly shoots Betty's real mother in the head while the woman is holding Betty over the edge of a cliff. The reader cannot be expected to know that the woman on the cliff is Betty's real mother. Nor can the reader be expected to decipher Tuppence's mutterings about the story of Solomon. In the story of Solomon, two women claim the same baby, and Solomon decrees that the woman who is willing to give up her child rather than have it killed is the real mother. Since both women in this scene appear willing to jeopardize the baby's life, the reader is likely, justifiably, to form some wrong conclusions. This seems less fair than Christie usually is in delivering her clues.

In *Sleeping Murder*, written several years before its 1976 publication date, Christie achieves more depth in her portrayal of characters than before: Gwenda, her dead stepmother, Dr. Kennedy, and some of the minor characters such as Mr. Erskine are excellent examples. The motivation in the book is, at least, psychological, as opposed to murder for money or personal gain, which are the usual motives in Christie's novels. There seems, in short, to be much more probing into the origin and motivation of her characters' actions.

Her last novel, *Sleeping Murder* ends with the romantic young couple and the wise old Miss Marple conversing on the front porch of a hotel in, of all places, Torquay, Christie's beloved birthplace. Christie came full circle, celebrating her romantic and impulsive youth and her pleasant old age in one final reunion at home in Torquay, England.

For example:

Here and there - "I've knocked about here and there, sir."

Part and parcel - "It's part and parcel of the whole business."

As the devil - "Oh, clever as the devil!"

As mad as a hatter - "Sometimes, I feel sure he is as mad as a hatter..."

Not to mince matters - "Look here - not to mince matters - you didn't give her an overdose, did you?"

Not to know smb. from Adam - "...my dear child, do you remember that Bassington- French knows you. He doesn't know me from Adam."

Jack of all trades - "Oh, I suppose she was after your time. She's the mater's factotum, companion, Jack of all trades!"

Ghost of a... (smth.) - "What a white, bloodless ghost of a woman!"

The devil of it - "The devil of it is that that's all probably been provided for."

A beast of prey - Like a beast of prey, heavy weather fell upon him...

A bad lot - "He's a bad lot."

Foul play - "Yes, time is an advantage if - if - there has been foul play."

Double Dutch - "It's double Dutch to me."

To speak one's mind - "At any rate," she burst out, "I've spoken my mind!"

To pull smb.'s leg - "Poirot, you're pulling my leg!"

At hand - "The day of judgment is very close at hand."

In a minute - "It's nothing. She's fainted, that's all. She'll be round in a minute."

Under the strain - "Inequalities of temper were easily accounted for out there, where men's nerves were continually snapping under the strain."

To be hand in glove with smb. - "Anyone could see with half an eye that the woman was as pious as could be - the kind that was hand in glove with parsons."

A goose is walking over smb.'s grave - "It makes me feel as if a goose were walking over my grave."

To make one's mind up for smb. - Had great power with a jury - it was said he could make their minds up for them any day of the week.

With a fine tooth-comb - "We went over the place with a fine tooth-comb."

In a brown study - "Standing there, he fell into a brown study."

At any rate - "I shall be getting a free holiday at any rate."

To have got something up one's sleeve - "If I'm not greatly mistaken, he's got something up his sleeve."

To keep one's nose to the grindstone - "No, now that he had arrived, he must keep his nose to the grindstone."

To take smb.'s words out of smb.'s mouth - "Vera took the words out of his mouth."

To be caught red-handed - The man's caught red-handed.

The house that Jack built - Photo No. 3 represents the highly magnified surface of a tiny bottle in the top poison cupboard of the dispensary in the Red Cross Hospital at Tadminster - which sounds like the house that Jack built!

Tooth and nail - She ranged herself passionately on her husband's side, scorning the mere idea of his guilt, and fought for him tooth and nail.

To take smth. With a grain of salt - "One might take that with a grain of salt," I remarked sceptically.

To be in the dark - Perhaps you don't realize that I am still in the dark.

To talk about smb. behind his (her) back - Later, he'd had an uneasy feeling that people were talking about him behind his back.

To spill the beans - Then, last night, some unknown lunatic spills the beans.

To trust smb. a yard - "I don't know - exactly. But I wouldn't trust him a yard."

To feel it in one's bones - "Let's get finished. I feel it in my bones we're not going to find anything."

Old bird - "I couldn't let the old bird down, could I?"

Go to pieces - And if *she* goes to pieces, his neck's in danger!

Neck is in danger - And if *she* goes to pieces, his neck's in danger!

To keep cool- "You must keep cool. This isn't like you. You've always had excellent nerves."

To do a bunk - "He's done a bunk, he has," he said to himself.

To go wrong - "The best-laid plans go wrong, as my present predicament shows."

To play into smb.' hands - "However, your young naval friend played into my hands very nicely."

To throw smth. into smb.'s teeth. - "Or throw your poverty in your teeth, or anything like that..."

To be at smb.'s feet - "The world was at his feet."

To face the music - "This is a tragic business," he said. "Poor fellow. So, he felt he couldn't face the music. Too bad. Too bad."

The brand of Cain - "The third is symbolical. The manner of my death marking me on the forehead. The brand of Cain."

Judgment Day - "Why don't we wake up? Wake up - Judgment Day - no, not that!"

As mad as a hatter - "Sometimes, I feel sure he is as mad as a hatter; and then, just as he is at his maddest, I find there is method in his madness."

God Almighty - "That is to say, he's played God Almighty for a good many months every year."

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LITERARY ANALYSIS OF THE PLAY "PYGMALION" BY G.B. SHAW

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Abstract. This article is devoted to English literature and literary analysis of the play Pygmalion by George Bernard Shaw. In this article, the life and creative activity of George Bernard Shaw and especially his famous play Pygmalion: the characters of the play and their spiritual philosophy, conflict and social background of the play, writing style of Pygmalion and the origin of its title were investigated.

Key words: drama, playwright, society, class, artistic, pronunciation, changing, play

English literature has passed great and complicated way of development. It gave to the treasure of world literature such great names as Shakespeare, Chaucer, Byron, Shaw, Hemingway, Twain and so many others.

Bernard Shaw occupies a conspicuous place in the historical development of the English and the world literature. In his books Shaw could realistically describe the social life of people. He considered language a lot and tried to reform English and make it easier to read and to learn. This point of Shaw's creative activity determines the actuality of my course paper.

Shaw entered drama area as the original innovator. He established a new type of a drama at the English theatre - an intellectual drama in which the basic place belongs neither to an intrigue, nor to a fascinating plot but to those intense disputes, witty verbal duels which are conducted by its heroes. Shaw called his plays "plays-discussions". They grasped the depth of problems, the extraordinary form of their resolution; they excited consciousness of the spectator, forced him to reflect tensely over an event and to laugh together with the playwright at the absurd of existing laws, orders and customs. In this assignment I intend to analyze the play «Pygmalion» of Bernard Shaw and show its peculiarities to the reader.

Surveys showed that at the beginning of the 20th century 25% of the population were living in poverty. They found that at least 15% were living at subsistence level. They had just enough money for food, rent, fuel and clothes. They could not afford 'luxuries' such as newspapers or public transport. About 10% were living in below subsistence level and could not afford an adequate diet.

The main cause of poverty was low wages. The main cause of extreme poverty was the loss of the main breadwinner. If father was dead, ill or unemployed it was a disaster. Mother might get a job but women were paid much lower wages than men.

The children of the poor were expected to help towards the family budget, often working long hours in dangerous jobs for low wages. Agile boys were employed by the chimney sweeps; small children were employed to scramble under machinery to retrieve cotton bobbins; and children were also employed to work in coal mines, crawling through tunnels too narrow and low for adults. Children also worked as errand boys, crossing sweepers, or shoe blacks, or selling matches, flowers, and other cheap goods. Some children undertook work as apprentices to respectable trades, such as building, or as domestic servants (there were over 120,000 domestic servants in London in the mid 18th century). Working hours were long: builders might work 64 hours a week in summer and 52 in winter, while domestic servants worked 80 hour weeks. Many young people worked as prostitutes.

George Bernard Shaw (26 July 1856 - 2 November 1950) was an Irish playwright and a co-founder of the London School of Economics. Although his first profitable writing was music and literary criticism, in which capacity he wrote many highly articulate pieces of journalism, his main talent was for drama, and he wrote more than 60 plays. Nearly all his writings deal sternly with prevailing social problems, but have a vein of comedy to make their stark themes more palatable. Shaw examined education, marriage, religion, government, health care, and class privilege.

He was most angered by what he perceived as the exploitation of the working class, and most of his writings censure that abuse. An ardent socialist, Shaw wrote many brochures and speeches for the Fabian Society. He became an accomplished orator in the furtherance of its causes, which included gaining equal rights for men and women, alleviating abuses of the working class, rescinding private ownership of productive land, and promoting healthy lifestyles.

George Bernard Shaw ranks next to Shakespeare among English playwrights, and yet he did not begin to write drama until he was middle-aged. He made up for lost time with an amazing output of more than 60 plays during a creative life that spanned the Victorian and modern eras. A brilliant and opinionated man, Shaw was essentially self-educated, and he did a splendid job of teaching himself what he needed to know. Above all else, he was always vigorously engaged with the world around him; his long, productive life bristled with vitality, intelligence, and a consuming passion for ideas.

George Bernard Shaw was born in Synge Street, Dublin in 1856 to George Carr Shaw (1814-85), an unsuccessful grain merchant and sometime civil servant, and Lucinda Elizabeth Shaw, née Gurly (1830-1913), a professional singer. Shaw briefly attended the Wesleyan Connexional School, a grammar school operated by the Methodist New Connexion, before moving to a private school near Dalkey and then transferring to Dublin's Central Model School. He ended his formal education at the Dublin English Scientific and Commercial Day School. He harboured a lifelong animosity toward schools and teachers, saying: "Schools and schoolmasters, as we have them today, are not popular as places of education and teachers, but rather prisons and turnkeys in which children are kept to prevent them

disturbing and chaperoning their parents". In the astringent prologue to Cashel Byron's Profession young Byron's educational experience is a fictionalized description of Shaw's own schooldays. Later, he painstakingly detailed the reasons for his aversion to formal education in his Treatise on Parents and Children. In brief, he considered the standardized curricula useless, deadening to the spirit and stifling to the intellect. He particularly deplored the use of corporal punishment, which was prevalent in his time.

When his mother left home and followed her voice teacher, George Vandeleur Lee, to London, Shaw was almost sixteen years old. His sisters accompanied their mother but Shaw remained in Dublin with his father, first as a reluctant pupil, then as a clerk in an estate office. He worked efficiently, albeit discontentedly, for several years. In 1876, Shaw joined his mother's London household. She, Vandeleur Lee, and his sister Lucy, provided him with a pound a week while he frequented public libraries and the British Museum reading room where he studied earnestly and began writing novels. He earned his allowance by ghostwriting Vandeleur Lee's music column, which appeared in the London Hornet. His novels were rejected, however, so his literary earnings remained negligible until 1885, when he became self-supporting as a critic of the arts.

Influenced by his reading, he became a dedicated Socialist and a charter member of the Fabian Society, a middle class organization established in 1884 to promote the gradual spread of socialism by peaceful means. In the course of his political activities he met Charlotte Payne-Townshend, an Irish heiress and fellow Fabian; they married in 1898. In 1906 the Shaws moved into a house, now called Shaw's Corner, in Ayot St. Lawrence, a small village in Hertfordshire, England; it was to be their home for the remainder of their lives, although they also maintained a residence at 29 Fitzroy Square in London.

Shaw's plays were first performed in the 1890s. By the end of the decade he was an established playwright. He wrote sixty-three plays and his output as novelist, critic, pamphleteer, essayist and private correspondent was prodigious. He is known to have written more than 250,000 letters. Along with Fabian Society members Sidney and Beatrice Webb and Graham Wallas, Shaw founded the London School of Economics and Political Science in 1895 with funding provided by private philanthropy, including a bequest of J20,000 from Henry Hunt Hutchinson to the Fabian Society. One of the libraries at the LSE is named in Shaw's honor; it contains collections of his papers and photographs.

During his later years, Shaw enjoyed attending to the grounds at Shaw's Corner. He died at the age of 94, of renal failure precipitated by injuries incurred by falling while pruning a tree. His ashes, mixed with those of his wife, Charlotte Payne-Townshend, were scattered along footpaths and around the statue of Saint Joan in their garden.

Shaw became a critic of the arts when, sponsored by William Archer, he joined the reviewing staff of the Pall Mall Gazette in 1885. There he wrote under the pseudonym "Corno di Bassetto" ("basset horn")--chosen because it sounded European and nobody knew what a corno di bassetto was. In a miscellany of other

periodicals, including *Dramatic Review* (1885-86), *Our Corner* (1885-86), and the *Pall Mall Gazette* (1885-88) his byline was "GBS". From 1895 to 1898, Shaw was the drama critic for Frank Harris' *Saturday Review*, in which position he campaigned brilliantly to displace the artificialities and hypocrisies of the Victorian stage with a theatre of actuality and thought. His earnings as a critic made him self-supporting as an author and his articles for the *Saturday Review* made his name well-known.

Much of Shaw's music criticism, ranging from short comments to the book-length essay *The Perfect Wagnerite*, extols the work of the German composer Richard Wagner. Wagner worked 25 years composing *Der Ring des Nibelungen*, a massive four-part musical dramatization drawn from the Teutonic mythology of gods, giants, dwarves and Rhine maidens; Shaw considered it a work of genius and reviewed it in detail. Beyond the music, he saw it as an allegory of social evolution where workers, driven by "the invisible whip of hunger", seek freedom from their wealthy masters. Wagner did have socialistic sympathies, as Shaw carefully points out, but made no such claim about his opus. Conversely, Shaw disparaged Brahms, deriding *A German Requiem* by saying "it could only have come from the establishment of a first-class undertaker". Although he found Brahms lacking in intellect, he praised his musicality, saying "...nobody can listen to Brahms' natural utterance of the richest absolute music, especially in his chamber compositions, without rejoicing in his natural gift". In the 1920s, he recanted, calling his earlier animosity towards Brahms "my only mistake". Shaw's writings about music gained great popularity because they were understandable to the average well-read audience member of the day, thus contrasting starkly with the dourly pretentious pedantry of most critiques in that era. All of his music critiques have been collected in *Shaw's Music*. As a drama critic for the *Saturday Review*, a post he held from 1895 to 1898, Shaw championed Henrik Ibsen whose realistic plays scandalized the Victorian public. His influential *Quintessence of Ibsenism* was written in 1891.

Although it is often conflated in the popular imagination with the much-loved musical it inspired, George Bernard Shaw's 1912 play *Pygmalion* is somewhat different from the romantic comedy *My Fair Lady*. Let's take a closer look at Shaw's play and some of its prominent themes. Before we offer an analysis of *Pygmalion*, though, let's briefly recap the story of the play.

George Bernard Shaw's play *Pygmalion* is a retelling of Ovid's ancient story, with a modern perspective. Though the play shares the name of the myth, the references and similarities are vaguer and more suggested than they are direct and clear. His plot points reflect an anti-classism sentiment and his characters embody the feminist struggle for equality and fair treatment. Shaw's *Pygmalion* thoroughly deconstructs and recontextualizes the original Greek story of creating the perfect woman, placing it in the social and political world of early 20th century England.

Shaw's version retains many features of the original story, though they are presented through cultural artifices of the time. In this story, the character Mr. Higgins takes the place of Pygmalion. Mr. Higgins takes it upon himself the

project of transforming the flower girl Eliza from the low-class impoverished girl she is to someone who could be mistaken for a duchess. This plot is a clear indictment of the intense classism present in early 20th century England. The reality of Eliza's transformation is a change of clothes and a change of accent. With this Shaw suggests that the things that make a noble are truly superficial and Eliza's success is even more condemning. However, within this story of class struggle hide more complex themes of womanhood, belonging, and self-actualization, all of which are entirely absent from the source material.

The act of Pygmalion sculpting Galatea out of ivory is represented by Eliza's transformation; and Shaw's commentary is already present in this action. Mr. Higgins initially suggests this project as a crude wager, with no real intention of fulfilling it. When Eliza comes to his home the next day, he only takes on the work once payment is assured. Pygmalion's skill with sculpture is replaced by Mr. Higgins' knowledge with phonetics and Mr. Higgins ostensibly causes a change within Eliza with this knowledge. However, the reality of Eliza's change differs greatly from the sculpting of Galatea.

Galatea is created by the skill of Pygmalion alone. She emerges fully formed from the ivory block. This simple genesis is contrasted with the complex and multilayered transformation of Eliza. Not only must she change the way that she speaks, she must also change the way she looks and dresses. Of course, Mr. Higgins cannot be bothered enough to assist in the bathing and dressing and Eliza, but he does impart his knowledge of pronunciation to Eliza. A careful reading will show however that even Eliza's dramatic change in accent isn't entirely from the work of Mr. Higgins. Eliza's own practice and determination alongside Mr. Higgins' knowledge and coaching is what transforms her. Another difference in the creation aspect is that while Eliza looks and sounds like a noblewoman, she doesn't talk like one. Her language is still somewhat crude and her topics of discussion unsavory. Her transformation is imperfect, and she never truly realizes the perfection seen in Ovid's story.

Galatea is created from an inanimate object, and therefore is incapable of influencing her own creation. This framing reflects the social situation of the time as women were viewed as property of either their fathers or their husbands. Shaw's story is written during the mature first wave feminist movement and therefore reflects the changing ideas of a woman's influence on her own destiny. Hence Eliza must have been the main source for her own change. She acted on her own volition; her own desire become someone more important. Through this difference Shaw posits that though men may think they have great control over women, women are fully in charge of their destiny and are fully capable of changing their future. This theming is reinforced when Eliza rejects a life with Mr. Higgins at the end of the play.

Eliza's rejection of Mr. Higgins contributes to the new feminist ideation of the woman in society. Of course, this plot point is strikingly different from what is seen in Ovid's story, where Pygmalion and Galatea fall in love and have a child together. Eliza's rejects Mr. Higgins because all the different ways he mistreated

her throughout the play. One moment that is very impactful on Eliza's character is the scenes following the ball, where Eliza passes for a woman of the upper class. Eliza is supremely concerned with her future. Having remade herself, she no longer understands where she belongs and desires more, and is afraid of losing what she has gained. Mr. Higgins is dismissive toward her concern, suggesting that marriage will solve her problems. In the final scene of the play Eliza refuses a life with Mr. Higgins because his refusal to treat her with kindness or dignity. This is a clear feminist interpretation of the "happily ever after" plot point in Ovid's story.

Why should Galatea love Pygmalion, and why should she want to be with him? This question likely never crossed the minds of the ancient Greeks, because it wasn't the point of the story. The 20th century reader however may wonder who Galatea wants to be and if Pygmalion is a good match for her. Shaw tries to answer these questions in his story. He concludes the Pygmalion doesn't actually love Galatea, he loves himself, his work and skill, and he is therefore undeserving of Galatea's love. How could a man who so despised womankind that he made his own love even that woman? And a better question then arises, how could any woman be condemned to the fate of being with a man that despises women? He cannot love her, and no woman ought to be so condemned. Eliza's abandonment of Mr. Higgins completes the deconstruction, stating that the character of Galatea is an impossibility; because every woman has control over her destiny, she must leave the man that could only ruin her life.

George Bernard Shaw's Pygmalion completely recontextualizes Ovid's story. He uses the new setting of 20th century England to criticize the idea of creating the perfect woman, placing under the lens of feminist critique. He deconstructs each plot point analyzing their multiple meanings and implications. Once he deconstructs the story, he then reassembles it through the eye of critical feminist theory. Pygmalion addresses questions of male female relationships and the female ability to choose by examining a text that only supports the patriarchal male perspective of those questions.

As Shaw's experience and popularity increased, his plays and prefaces became more voluble about reforms he advocated, without diminishing their success as entertainments. Such works, including *Caesar and Cleopatra* (1898), *Man and Superman* (1903), *Major Barbara* (1905) and *The Doctor's Dilemma* (1906), display Shaw's matured views, for he was approaching 50 when he wrote them. From 1904 to 1907, several of his plays had their London premieres in notable productions at the Court Theatre, managed by Harley Granville-Barker and J. E. Vedrenne. The first of his new plays to be performed at the Court Theatre, *John Bull's Other Island* (1904), while not especially popular today, made his reputation in London when King Edward VII laughed so hard during a command performance that he broke his chair.

For the most part, Shaw's plays are comedies of ideas, works that present complex and often controversial themes within the framework of entertaining plots, appealing and unpredictable characters, and witty dialogue. Shaw's works are insistently rational, coolly ridiculing the conventions and prejudices of his time.

There are several examples of special words and phrases to compare:

Cab-short for taxi cab

St Paul's church- designed by Inigo Jones (1573-1651) in the centre of Covent Garden; known as The Actors' Church, it is still used for memorial services for people of the theater.

Covent Garden see 'London theater', He wont get no cab not until in Standard English this would be: He won't get a cab until...

Gumption-sense, courage

Southampton Street - in the Covent Garden area;

Evening dress- people would dress up to go the theater -it was a formal occasion for those sitting in the best seats. Men wore white tie and tails; women wore long dresses.

Charing Cross ,Ludgate Circus - Chering Cross Ladgeyt; famous landmarks at the west and east ends of The Strand ,which runs along the Covent Garden area to the south.

Hammersmith-in west London

Strandwards-Strand towards The Strand ;see note above .

Flower girl -girls like Eliza sold bunches of flowers to passers-by.

Nah then ,Freddy -E,Freddy; look wh'y' gowin ,deah now then Freddy ,look where you're going,dear?

Theres menners f'yer!Te-oo banches o voylets trod into the mad-there's manners for you!Two bunches of violets trodden into the mud.

Plinth-;square block at the base of a column used as a pedestal.

Ow, eez ye-ooa san,is e?Wal,fewd dan y'de-ooty bawmz a mather should ,eed now bettern to spawl a pore gel's flahrzn then ran awy athaht pyin.Will ye-oo py me f'them?-Oh,he's your son ,is he? Well,if you had done your duty by him as a mother should ,he would know better than to spoil a poor girl's flowers and then away without paying. Will you pay for them?

Sixpence- tanner -slang word for sixpence .See also 'A note on money '

Sovereign-half-a- crown-tuppence-:hapence see 'A note on money '

Hubbub-confusion ,noise

Deprecating-showing disapproval

Hollerin-shouting

Tec-detective (slang)

Aw rawt-all right

All these examples show the artistic ability of the writer how to describe the wrong pronunciation of flowergirl at the first play.

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COMPARATIVE ANALYSIS OF THE WORKS OF CHINGIZ AITMATOV IN ENGLISH AND UZBEK LANGUAGES

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Abstract. This article is devoted to the analysis of works of Chingiz Aytmatov, especially in two languages. The plot and stylistic features of the works written by Aytmatov are analysed according to their colourfulness and methods of translation. In particular, what we said about re-translation fully applies to translations of Ch. Aytmatov's works into Uzbek, and we will try to justify the necessity of such a thing.

Key words: analyses. translation, comparative, aesthetic phenomenon, nominative-descriptive meaning of a word

Almost all of Chingiz Aitmatov's works have been translated into Uzbek and have become the spiritual property of Uzbek readers. It is no secret that the artistic-aesthetic level and value of the translated work cannot be equal to the original, because the aesthetic phenomenon that occurs as a result of reading the work in the original language and reading it in translation is not the same. After all, in the second case, the translator intervened, that is, if the reality seen by the author's eyes is directly reflected in the original, the same artistic reality is recreated in the translation. If we adapt Plato's opinion in another connection to this situation, in the original there is imitation of reality (thing), and in translation there is imitation of the imagination of reality (thing). From this point of view, Haidar Khorezmi's description of his work as "cooking halvah from beef" and Cholpon's evaluation of the translation as "soup of soup" although he spoke about a rather empty translation, seems to be a matter that needs to be seriously considered.

If our comments are more or less justified, then we come to the conclusion that masterpieces should be translated again and again. Of course, from the economic point of view, such a practice is unacceptable: when there is a demand, it will be printed more and more! However, considering the quality of the translation, it is advisable to attempt a new translation of the work at least in 15-20 years. After all, in this case, the previous translation and the opinions expressed about it will be an additional source, that is, there is a thorough ground for the successful release of the next translation: the translator should develop the achievements of his predecessor and intend to eliminate the shortcomings he made. True, in this case, issues such as the authorship of the next translation, the rate of payment to him may and naturally arise. However, there is always a way to solve them rationally, focusing on the benefits of literature. So, what we said about re-translation fully

applies to translations of Ch. Aytmatov's works into Uzbek, and we will try to justify the necessity of such a thing.

The nominative-descriptive meaning of the word is actualized in the work of art, and the actualized words embody the artistic reality in the reader's imagination. Secondly, the reality reflected in our imagination was reflected through the creator's gaze, that is, he reflects in the order in which he sees. Thirdly, the ideological-emotional attitude to the depicted reality is also expressed in parallel, that is, the processes taking place in the psyche of the creator are reflected in the speech flow. Based on this, it can be noted that the choice of words is as important as the choice of words in the creation of an artistic text that combines image and expression, and placing those words in a certain order and relationship is equally important. From this comes a conclusion as a rule for the practice of translation: in addition to finding words equivalent to the words used in the original, it is necessary to pay serious attention to their placement - sentence construction. If this requirement is not fulfilled, a strange situation arises: if you look at it like this, it seems like a translation building - as if it gives the meaning of the original, but something is missing. Because, in this case, the meaning is changed, and the translation becomes distant from the original content and spirit.

Ch. Aitmatov's short story "The White Cloud of Genghis Khan" begins with a dark winter scene in the Sario'zak steppe. The first sentence of the landscape is originally given in the form: "It was not easy for the train drivers to find Boronli's night station in the steppe, dressed in white clothes, among the piles of snow in the bitter winter chill, when the frosty wind raged furiously across the fields of Sario'zak, and the white powder of snow blew up to the sky." First of all, we draw attention to the substantive differences between the original and the translation, based on the choice of words. Actually, it is not about the "furious rabid" wind, but about the wind blowing the snow particles without stopping. For the author, it is important to say that the "white darkness" covered the surroundings, because this detail is necessary for the reader to understand and believe in the anguish of Abutolip, who is being taken by train to Saratov to face the other defendants. The only desire of the destitute salt is to catch a glimpse of his wife and children when the train passes Boronli station. That's why his heart is worried that it won't snow. Considering this, the fact that the meaning emphasized by the author is not reflected in the translation leads to the disconnection of the meaningful connections between the parts of the text.

In the original, "February nights" were changed to "bitter winter chill" in the translation. That's right, chilla means the coldest days of winter in our country. However, this meaning is not correct for the area described by Ch. Aytmatov: if the chill lasts here until the beginning of February (until the 5th), in the Sario'zak steppe, the cold will be no less than during the chill in February-early March. Finally, it is no coincidence that Abu Talib's death actually coincides with the end of February: these are the last days of Stalin's rule, which creates an analogy with the last days of Genghis Khan's rule in the narrative, that is, this subtle hint is also lost in the translation. In the original, it was enough to say that it was difficult to

pass the Boronli station among the snow piles, but in the translation, the qualifiers "on the steppe dressed in white" and "at night" were added, which are not there at all in the original. Also, if the original mentions the difficulty of finding the Boronli stop, the translation says that it is not easy to "find the stop among the piles of snow." However, the train comes from a ready-made iron track, that is, there is no problem of "finding" the station in front of the drivers, but it is not easy for the eye to find the station "between the snow piles" when the train is moving through the "white darkness". So, on the surface, it seems that the general content is given in the translation, but if you look more seriously, it is not difficult to see that the content that Aitmatov assigned to the sentence has changed significantly.

In the translation, the relationship between the parts of the sentence has also changed, and this, of course, has not gone without a trace. To be sure of this, you need to look at the actual sentence components and their relationships. The construction of the sentence is really complicated: it is complicated by two turns - one adverb and one adjective. In addition, the adverbial inflection is directly connected to the simple sentence, and the adjectival inflection is connected to the word "mgla" in the adverbial inflection - adding another layer of complexity. If the relationship between the components of the sentence (that is, the actual sentence pattern) is translated into Uzbek, the sentence should be as follows: "On those frosty February nights, the train drivers passing Boronli station among the snow piles, while the cold winds from the cold bosom of the Sario'zak steppe burst through the white clouds. it would take a lot of effort to catch up." As we can see, in the translation, the relationship between the components of the sentence has changed, so the emphasis of the meaning has also changed: "severe winter", "furious wind", "a steppe dressed in white", "it is difficult to find" the station is emphasized. However, in reality, the emphasis of meaning was "white darkness", "frosty nights of February" and "difficulty of seeing". Perhaps, "so what's up with that?! The general meaning hasn't changed!" objection is also raised. However, such an objection is completely inappropriate. After all, we are talking about an artistic text, a text created by a great talent. The essence of the text, see, is embodied in the etymology of the word "text", which is the absolute synonym of the word "text", that is, in the meaning of "weave, woven". After all, in the text, all parts are woven together, everything depends on each other.

Let's say that the room where Abutolip's family lives is described throughout the text with the emphasized "infinity" in the first sentence, and the light falling from the miraculous window of the room until dawn is contrasted with "darkness". Another important detail - Zarifa cuts the soot end of the lamp wick three or four times until morning, that is, the lamp burns three or four times during the long night - in reality, the hope of bright days in the woman's heart, her steadfast waiting is opposed to the darkness. Now it is necessary to interpret the meaning arising from this detail as a whole: the resistance of people like Abutolip to the oppressive system is selfish - like a weak light of a lamp in the endless darkness - but the rule of darkness is not eternal just because there are Abutolips and Zarifas in life - just because that lamp is burning, the world will not be plunged into

absolute darkness. Ravshanka, for the origin of this meaning, it should be emphasized that "the lamp does not go out with the night" and it does not happen easily. If you pay attention, it is not difficult to see that the parts separated by the purpose of emphasis and in terms of their place in the sentence serve to emphasize the above meaning. However, due to the change in the construction of the sentence in the translation, the emphasis of the meaning also disappears: "In this room near the station, Abutalip Kuttiboev's family lived. In it, Kuttiboev's wife and children wait for their father every day and at night he would not turn off the lamp, and his wife Zaripa would cut the burnt end of the lamp wick several times. As we can see, the narrative style is not preserved in the translation, the meaning of the original sentences is simply Uzbekized.

However, the possibilities of the Uzbek language allow to recreate the style. For example, if we turn it word by word, the sentence will easily come to this form: "This is a barrack window on the station line, where Abutolip Kuttiboev's family lived. Those salty people - his wife and children, waited for him every day - even at night, without turning off the lamp, and he cut the end of the soot of the lamp several times during the night of Zaripa. So, in general, it is possible to preserve the style of the original in this way, if a professional translator polishes it, the sentence will undoubtedly look closer to the original.

The fact that the sentence in question is constructed in the style of "This is a barrack window on the station line" is very important in emphasizing the connection between the sentences. Because in the previous sentence it was reported about a single "window" from which the light is falling in the endless white darkness, the next sentence serves to clarify it. This connection was also lost in the translation, because the word "window" was completely omitted, but an attempt was made to replace it with the word "hujra" ("this is the room where Abutalip Kuttiboev's family lived"). It is true that the Uzbek translation gives the same meaning, moreover, it is good that the translator is free from repeating one word in a row. However, when compared to reality, it is clear that this idea is wrong. The reason is that the word "window" emphasized in this place of the text is later connected with another "window" in the text. It is not for nothing that this sentence begins with "Another window...": the author emphasizes the interrelationship of the parts of the text with this. These two parts contradict each other in content: if Zaripa wishes the lamp not to go out, Abutolip, who is being tortured by a sharp electric light, wants the lamp to go out. In our opinion, through contradiction, the writer draws attention to the essence of the system, which has turned many human concepts upside down - and brought light into the service of oppression. Unfortunately, in the translation, these words indicating the connection between the parts of the text were completely omitted: "In another corner of the earth - in the tower of Almaty, there was a window - a window fenced with a thick iron fence, the light did not go out until dawn in those days." The reason for this is simple: due to the replacement of the word "window" in the previous sentence, the conjunction connecting the two sentences ("Another window...") now seems redundant.

The idea expressed through this contradiction is further developed, summarized and emphasized, and expressed as an artistic judgment. First of all, it should be noted that Ch. Aytmatov remained faithful to the historical truth. Describing February 1953, the writer says that a group of KGB employees were given new apartments, another officer's rank and state awards for "exposing nationalist elements", and now they are "washing away" their achievements in turn. The writer contrasts their full and comfortable life with the hard life of Boronli.

If you pay attention, it is not difficult to notice that this kind of "full life" contradicts not only the people of Boronli station, but also the life of ordinary people of the capital: as evidenced by the fact that visitors who have passed through the "cold, poorly lit streets of Almaty" immediately fall into a completely different world. In order to express the same meaning - that is, coming from the street and entering a completely different world, the author emphasizes the "joy and warmth" in the house, and in the translation, the original meaning disappears by saying that "after the cold and dark streets of Almaty, guests jump into the warm embrace of friends until they enter new warm apartments." . Describing the joyful spirit in the house, the author emphasizes that these sittings are "celebrations of the elite", and the translator says "celebrations of privileged officials". However, in reality, the artistic generalization was strong - the flourishing khos, various levels of nomenclature were envisaged in the Shura system. In the translation, instead of saying "recognizing the taste of happiness", it is emphasized that "new happiness was felt", i.e. "because he got an apartment and a title". connects.

Finally, a very important detail from the point of view of textual connection - the emphasis of the meaning is shifted in the translation of the sentence related to light. In fact, if the emphasis is on "the sharp rays of the scavenged chandeliers from the ceiling", the emphasis is on the chandelier itself as "dazzling chandeliers on the ceiling" - the light is lowered. However, the series "light of a lamp in a barrack - light of an electric lamp in a prison - sharp light of a chandelier" emphasizes the interrelationship of text parts and serves to express the figurative content consistently. And the figurative meaning, in our opinion, is to emphasize that the light is now in the path of new people - that the result achieved due to countless bloods shed fighting for good goals has not been achieved, and that the good goals are now serving the happiness and well-being of the nomenclature.

From the above considerations, it is clear that the work of translation should be considered as a continuous process, that is, no translation can be considered completed. In particular, our translators will have to do a lot of research in order to show all the beauty and charm of the works created by Chingiz Aitmatov and which have received world recognition in the Uzbek language. Therefore, it is expedient for publishers to reconsider the policy of publishing Ch. Aytmatov's works and examples of world literature in Uzbek.

The problem of conveying national and cultural specifics and preserving the unique flavor of a foreign language source text has always been acute for translators. Particularly complex and at the same time relatively little developed

are the issues related to the reconstruction of the so-called “alien realities” in the translation language.

After all, the specificity of the language and culture of the original is “superimposed” by the linguocultural features of the described reality, replete with exoticisms. From this point of view, the analysis of the translation of short stories and novels by Chingiz Aitmatov about life in Kyrgyzstan into German and English is of great interest for the theory and practice of translation. Since this is a unique opportunity to translate an author who speaks both Uzbek and Kyrgyz equally well, he is imbued with a bilingual culture.

The study is the first to carry out a systematic analysis of several works by Chingiz Aitmatov dating back to the early period of his work. They are largely autobiographical and clearly reflect the Kyrgyz national and cultural specifics. The work reveals realities relating to the beginning and middle of the twentieth century, gives their classification depending on the genre and stylistic characteristics of his works, and examines the features of translating the latter into English and German. Cases of discrepancies between different versions are noted and an assessment of certain options is given from the point of view of translation adequacy.

These are prose texts by Chingiz Aitmatov, published at the beginning of the second half of the twentieth century. They are devoted mainly to the period from 1937 to 1950, which covers childhood and adolescence of Aitmatov. The setting in them is the writer's homeland - Kyrgyzstan. This is reflected in the stories and stories “Farewell Gyulsary”, “Dzhamilya”, “Early Cranes”, with a total volume of 301 printed pages.

The linguistic units used in the above texts, taken by Aitmatov from various dialects of the Kyrgyz language are used to reflect the Kyrgyz national and cultural specifics.

The identification and analysis of translation patterns in the transfer of foreign realities based on the works of Ch. Aitmatov on Kyrgyz themes, as well as clarification of the main criteria that determine the degree of equivalence of the translation to the original, depending on the chosen translation strategy and the specific features of its implementation.

The work uses descriptive and comparative methods of analysis of Kyrgyz realities in Aitmatov's works and their German and English versions: in a number of cases, when considering the issue of certain features of the transmission of relevant vocabulary and phraseology in different periods, the method of diachronic analysis is used.

The proposed research expands, deepens and clarifies the problems of conveying foreign realities in literary translation and thus can be qualified as a solution to an urgent scientific problem that is of significant importance for translation studies.

Both the practical material contained in the dissertation work and the provisions and conclusions obtained during its analysis can be used in university courses in the theory and practice of translation, linguistic and cultural studies, comparative lexicology of the Russian, German and English languages, when

writing coursework and diploma works, as well as preparation and editing of new foreign language versions of the works of Chingiz Aitmatov discussed in this study.

In conclusion, being specific lexical units with a nationally specific coloring, realia represent one of the most striking means used in the text of a work of art to convey local and temporal flavor. They are transmitted in the target language in various ways (transcription and/or transliteration, realia substitution, approximate translation, contextual translation). The choice of one method or another is determined by a number of factors (the nature of the text, the significance of the reality in a given context, its specificity, the relationship between the source language and the target language, the readership for which the translation is intended).

In his works related to Kyrgyz themes, Chingiz Aitmatov widely uses realities reflecting the way of life, religion, culture and history of the Kyrgyz people and the peoples of Central Asia, often (but not always!) combining them with his explanations in Uzbek. Structurally, these realities can be divided into complex realities, sentence realities and simple ones, and most of them are nouns. Semantic analysis allows us to identify geographical, ethnographic, religious-mystical, everyday realities, as well as anthroponymic realities.

In texts that differ in genre and stylistic affiliation, a certain specificity is observed in the selection of a strategy for transmitting Kyrgyz realities into German and English. In general, we can point out the rather careful attitude of German translators to the preservation of the Kyrgyz national color, the means of creating which are realities, and the creative approach to translation of English translators. In a number of cases, the use of such techniques as functional analogue and approximate translation is observed, which is largely determined by the lack of corresponding real words in the target language.

In most translations of Chingiz Aitmatov's works related to Kyrgyzstan, there is a desire to convey all the realities presented in them. At the same time, some discrepancies in their presentation can be noted: if in English translations there is a tendency to omit parts of the sentence containing realities, insufficient explanations of realities, but ingenuity in methods of conveying realities, then in German translations - on the contrary, pedantry in conveying realities, and a narrow lexical range translation. It should also be noted that the simultaneous use of transcription and explanatory notes allows you to more fully perceive the information contained in the text.

It should be noted that the "concentration" of different types of realities in the writer's works is not the same. In total there are 112 units in our study. For example, "Early Cranes" contains more religious and mystical realities, anthroponyms, geographical and ethnographic realities, while in the stories "Farewell Gyulsary!" and "Jamila" are more realities of addresses, phraseological units and realities of everyday life. This is probably due to the dynamics of the plot and the number and richness of dialogues.

In cases where the realities presented in the source text are of an international nature, translators usually do not resort to additional means of understanding them, although here, too, errors caused by etymological literalism may be observed. In other cases, where understanding the reality seemed necessary, such means as highlighting the reality, developing its content, explanation through footnotes or a generic concept, contextual explanation, interpretation in footnotes or comments were used.

When conveying realities through transcription, a certain discrepancy can be noted between English and German translations. In the second case, the translation is more accurate.

When conveying realities where transcription and/or transliteration seems impossible or impractical, techniques such as the introduction of a neologism, replacement or interpretation are used. There is also a certain specificity in the reflection of such phenomena adjacent to reality as appeals, interjections, deviations from the literary norm, etc.

A thorough and comprehensive study of almost a quarter of a century of experience in translating into German and English the works of Chingiz Aitmatov related to Kyrgyz themes is of great interest in general translation in order to resolve the issue of the initial principles and specific methods of translating the so-called "alien realities" and should be recognized as a relevant and important task in translation studies.

10. In the historical process, the function of the artistic image created by Chingiz Aitmatov is unusually great. A writer - a native speaker of Russian and Turkic languages and cultures - writes or himself "translates" into Russian, adapting national images for speakers of another language. The interaction of two linguistic cultures allows them both to be a system open to the world, to convey the uniqueness of culture and language.

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OUTLINE THE MAIN PRINCIPLES OF TEACHING YOUNG LEARNERS AND TEENAGERS

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Annotatsiya. Yosh o'quvchilar va o'smirlarni samarali o'qitish ularning o'ziga xos rivojlanish bosqichlarini tushunishni va ularning turli ehtiyojlarini qondirish uchun yondashuvlarni moslashtirishni talab qiladi. Har ikkala yosh guruhi ham tarbiyalovchi va jozibador muhitdan foydalansa-da, ta'limni boshqaradigan o'ziga xos tamoyillar sezilarli darajada farq qiladi. Keling, har bir guruh uchun asosiy tamoyillarni ko'rib chiqaylik. Ushbu tadqiqot yosh o'quvchilarni (5-12 yosh) va o'smirlarni (13-18 yosh) samarali o'qitish uchun zarur bo'lgan alohida yondashuvlarni o'rganadi. Har bir guruhning o'ziga xos rivojlanish bosqichlari va o'rganish ehtiyojlarini tan olish qiziqarli va muvaffaqiyatli ta'lim tajribasini yaratish uchun juda muhimdir.

Yosh o'quvchilar uchun asosiy e'tibor o'yinga asoslangan o'rganish, ijobiy va qo'llab-quvvatlovchi muhitni yaratish, ko'p hissiy tajribalarni o'z ichiga olish, tuzilma va tartibni saqlash va rivojlanishga mos keladigan amaliyotlarga rioya qilishga qaratilgan. Ushbu tamoyillar o'rganishga bo'lgan muhabbatni tarbiyalashda asosiy ko'nikmalarni shakllantirishga qaratilgan.

O'smirlar bilan asosiy e'tibor dolzarblik va real dunyo aloqalari, faol o'rganish va hamkorlik, tanqidiy fikrlash va muammolarni hal qilish ko'nikmalarini rivojlantirish, texnologiya integratsiyasi va ijtimoiy va hissiy ta'lim ehtiyojlarini qondirishga qaratilgan. Bunday yondashuv mustaqillikka, chuqurroq tushunishga yordam beradi va ularni kelajakdagi qiyinchiliklarga tayyorlaydi.

Аннотация. Эффективное обучение молодых учащихся и подростков требует понимания их уникальных стадий развития и адаптации подходов к удовлетворению их разнообразных потребностей. Хотя обе возрастные группы получают пользу от благоприятной и увлекательной среды, конкретные принципы обучения существенно различаются. Давайте рассмотрим ключевые принципы для каждой группы. В этом исследовании рассматриваются различные подходы, необходимые для эффективного обучения молодых учащихся (в возрасте 5–12 лет) и подростков (в возрасте 13–18 лет). Признание уникальных стадий развития и потребностей в обучении каждой группы имеет решающее значение для создания увлекательного и успешного образовательного опыта.

Для юных учащихся основное внимание уделяется обучению в игровой форме, созданию позитивной и благоприятной среды, включению мультисенсорного опыта, поддержанию структуры и распорядка дня, а также соблюдению практик, соответствующих их развитию. Эти принципы

направлены на формирование базовых навыков и воспитание любви к обучению.

У подростков акцент смещается на актуальность и связи с реальным миром, активное обучение и сотрудничество, развитие критического мышления и навыков решения проблем, интеграцию технологий и удовлетворение социальных и эмоциональных потребностей в обучении. Такой подход способствует независимости, более глубокому пониманию и готовит их к будущим вызовам.

Annotation. Effectively teaching young learners and teenagers requires understanding their unique developmental stages and tailoring approaches to meet their diverse needs. While both age groups benefit from a nurturing and engaging environment, the specific principles guiding instruction differ significantly. Let's explore the key principles for each group. This exploration delves into the distinct approaches required for effectively teaching young learners (ages 5-12) and teenagers (ages 13-18). Recognizing the unique developmental stages and learning needs of each group is crucial for creating engaging and successful educational experiences.

For young learners, the focus lies on play-based learning, fostering a positive and supportive environment, incorporating multi-sensory experiences, maintaining structure and routine, and adhering to developmentally appropriate practices. These principles aim to build foundational skills while nurturing a love for learning.

With teenagers, the emphasis shifts towards relevance and real-world connections, active learning and collaboration, development of critical thinking and problem-solving skills, integration of technology, and addressing social and emotional learning needs. This approach fosters independence, deeper understanding, and prepares them for future challenges.

Key words: effectively teaching, tailoring approaches, nurturing and engaging environment, guiding instruction, unique developmental stages, play-based learning, fostering, maintaining structure and routine, adhering, emphasis, integration of technology, addressing social and emotional learning needs, challenges.

Introduction

It is true that as language educators, we can help young learners use their knowledge and learning experiences of their home language to expand their learning in a second language. Acquiring a new language should clearly be an additive process and should never necessitate losing one's mother tongue. Berk & Winsler (1995) noted "Effective teaching of young learners promotes innate language acquisition mechanisms by providing children opportunities to use language as a tool for creating and sharing meanings and by scaffolding experiences to help children function "at the growing edge". Effective teaching, therefore, involves authentic communication between learner and teacher and among learners, and is activity-based, providing purposeful ways for students to use language. Using language goals from one age group for learners at earlier ages

may not serve any benefit, but instead may cause learners to miss important opportunities to accomplish developmental milestones for their stage of development. Young learners are meaning-seekers who learn best by doing and who prefer a safe, but still challenging learning environment. We must provide language input and modelling for young language learners in any language environment, but particularly in an EFL setting where the teacher and the materials are the primary source of language. Yet, the input must be provided in child-appropriate ways.

Children are social learners. While ensuring that students have access to vocabulary and structures they need—and rich exposure to many kinds of literature is a very effective way to model high quality, academic language—and then supporting their language as needed, we provide opportunities for learners to communicate with us and with one another. During the water explorations, for example, one child could be encouraged to conduct the experiments while others give instructions and ask questions about what they see happening.

According to Enright & McCloskey (1988), “Provide thematically organized activities and incorporate multiple dimensions of learning and learning styles appropriate to younger learners. Thematic organization offers us opportunities to cycle and recycle related language and concepts so that we can support children as they develop the complex connections that lead to learning. We need to incorporate many kinds of child-development appropriate activities into children’s exploration of themes: we might move like waves on the sea, sing songs about sailing on the ocean, draw pictures of our experiments or our favourite water creatures, weigh and measure water”.

Teaching English to Teenagers is a course designed to support teachers of secondary age students. It aims to enhance the knowledge and skills needed to deliver engaging and motivating lessons to teenagers. By taking into account the changes teenage students are experiencing, teachers are better equipped to manage the needs of this age group. Today’s teenagers, just like previous generations, are a varied and fascinating group of individuals. They are changing physically, sometimes at astonishing speed, and are often preoccupied with their appearance. They are coping with new and strange emotions and at the same time they are learning to think in a more abstract way, which allows them to discuss issues and ideas. Through this whirlwind of change, teenagers are trying to establish their identity and learn who they are. New technology also gives teenagers increased contact with their peer group – often the most influential group of people in a teenager’s life. The need to appear cool and be accepted by this group can often be the strongest motivating force in a teenager’s life. These peer group pressures, coupled with rapid mental and physical changes, may from time to time lead to conflict with family, friends, and authority.

Another pressure on today’s students is the increasing need for qualifications that demonstrate their skills in foreign languages, especially English. Given all of the influences mentioned, teenage students of English need teaching materials that

reflect their world and that broaden their skills to facilitate their goal of gaining qualifications.

In addition to helping students attain competence in the English language, classroom materials should help students explore and establish their own moral and ethical values. What is right and wrong can be a challenging area for teenagers and it is important that they have the chance to hear the opinions of others, voice their own, and judge for themselves.

Results and discussion

Young Learners (Ages 5-12): Building Foundations

1. Play-Based Learning: Young children are naturally curious and learn best through hands-on exploration and play. Incorporate games, songs, stories, and imaginative activities to make learning enjoyable and engaging.

2. Positive and Supportive Environment: Create a safe space where children feel comfortable taking risks, making mistakes, and asking questions. Positive reinforcement and encouragement are essential for building confidence and fostering a love for learning.

3. Multi-Sensory Learning: Engaging multiple senses (visual, auditory, kinesthetic, tactile) helps young learners process information more effectively. Utilize a variety of teaching materials and activities that cater to different learning styles.

4. Structure and Routine: Young children thrive on predictability and routine. Establishing clear expectations, schedules, and consistent classroom routines provides a sense of security and helps them focus on learning.

5. Developmentally Appropriate Practices: Activities and materials should be tailored to the child's age, interests, and developmental stage. Avoid overwhelming them with complex concepts or tasks. Focus on building foundational skills in literacy, numeracy, and social-emotional development.

Teenagers (Ages 13-18): Fostering Independence

1. Relevance and Real-World Connections: Teenagers are more engaged when they see the value and application of what they are learning. Connect lessons to their lives, interests, and future goals, demonstrating the practical applications of knowledge and skills.

2. Active Learning and Collaboration: Encourage active participation through discussions, debates, group projects, and problem-solving activities. This promotes critical thinking, communication, and collaboration skills.

3. Critical Thinking and Problem-Solving Skills: Challenge teenagers to think critically, analyze information, and develop solutions to complex problems. This fosters independent learning, creativity, and prepares them for future challenges.

4. Technology Integration: Utilize technology to enhance learning experiences and engage tech-savvy teenagers. This could include online resources, educational apps, multimedia presentations, and virtual collaboration tools.

5. Social and Emotional Learning (SEL): Address the social and emotional needs of teenagers by fostering self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Common Threads:

Despite the differences in approach, some principles apply to both age groups:

Individualized Instruction: Recognizing and catering to individual learning styles, strengths, and needs is crucial for all learners.

Assessment and Feedback: Regular assessments provide valuable information about student progress and inform instructional adjustments.

Positive Relationships: Building strong and supportive relationships with students is essential for creating a positive learning environment and fostering trust.

Conclusion

By understanding and applying these principles, educators can effectively engage young learners and teenagers, nurturing their curiosity, fostering their love for learning, and preparing them for success in a rapidly changing world.

Effectively educating young learners and teenagers requires a nuanced understanding of their developmental stages and learning preferences. By embracing the outlined principles and adapting them to individual contexts, educators can create engaging and enriching learning experiences that cater to the unique needs of each age group.

For young learners, fostering a playful and supportive environment while building foundational skills is key. With teenagers, the focus shifts towards fostering independence, critical thinking, and real-world connections, while still addressing their social and emotional needs. Ultimately, the goal is to cultivate a love for learning that will stay with students throughout their lives, equipping them with the knowledge, skills, and mindset needed to thrive in a complex and ever-changing world.

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KOMBINATORIK FORMULALARNI O'RGANISH VA AMALGA OSHIRISH UCHUN PYTHON DASTURLASH TILIDAN FOYDALANISH

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Annotatsiya. Ushbu maqola kombinatorika sohasida Python dasturlash tilidan foydalanishga bag'ishlangan. Kombinatorikaning asosiy formulalari – o'rin almashtirishlar, o'rinlashtirishlar va guruhlashlar va ularni Python yordamida amalga oshirish ko'rib chiqiladi. Kombinatorika - kombinatorik tuzilmalari va ularni tahlil qilish usullarini o'rganadigan muhim matematik yo'nalishlardandir.

Kirish. Bizning zamonamizda, raqamli inqilob va axborot texnologiyalarining jadal rivojlanishi davri, kombinatorikani tushunish ma'lumotlar tahlilidan tortib kriptografiya va o'yinlar nazariyasigacha bo'lgan turli professional sohalar uchun ajralmas holga aylanib bormoqda. Kombinatorika matematikaning kombinatorik tuzilmalari va ularning xossalarini hisoblash va tahlil qilish usullarini o'rganuvchi bo'limi sifatida turli sohalar, jumladan, informatika, biologiya, iqtisod va boshqa ko'plab masalalarni yechishda muhim rol o'ynaydi. Ma'lumotlarni tahlil qilish va ilmiy dasturlashning eng kuchli vositalaridan biri bo'lgan Python dasturlash tilidan foydalanib, biz turli muammolarni hal qilish uchun o'rin almashtirishlar, o'rinlashtirishlar va guruhlash kabi asosiy kombinatorik formulalarni samarali o'rganishimiz va qo'llashimiz mumkin.

ADABIYOTLAR TAHLILI

[1] kitobning adabiy tahlili uning matematika ta'limi va tadqiqotlari sohasidagi ahamiyatini ko'rsatishi mumkin. Diskret matematika ko'plab zamonaviy texnologik yutuqlarning asosini tashkil qiladi, ayniqsa, kompyuter fanlari, kriptografiya va optimallashtirish sohalarida. Diskret matematikaning bo'limi bo'lgan kombinatorika ob'ektlarning cheklangan to'plamlarini sanash, tartibga solish va tahlil qilishga qaratilgan bo'lib, uni turli matematik va amaliy qo'llanmalarda ajralmas qiladi.

Ushbu maqolada Dag Xellmann [2] kitobidan materiallar qo'llanilgan. Ushbu ma'lumotnoma Python dasturlash tilining asosiy xususiyatlari bilan tezda tanishishingizga yordam beradigan kod misollari bilan Python 3 standart kutubxonasi haqida keng ma'lumot beradi. Rus tiliga tarjima qilingan va 2019-yilda Sankt-Peterburgda "Dialektika" nashriyoti tomonidan nashr etilgan nashr o'rnatilgan ma'lumotlar turlari va konteynerlar bilan ishlashdan tortib, istisnolarni qayta ishlash, ko'p oqim va tarmoq dasturlashgacha bo'lgan keng ko'lamli mavzularni qamrab oladi. Kitob yangi dasturchilar uchun ham, Python standart kutubxonasi haqidagi bilimlarini chuqurlashtirishni istagan tajribali dasturchilar uchun ham qimmatli manbadir.

Kombinatorik formulalar:

Biz ko'rib chiqadigan asosiy kombinatorik formulalar quyidagilarni o'z ichiga oladi:

O'rin almashtirishlar: $P(n) = n!$

O'rinlashtirishlar: $A(n,k) = n! / (n-k)!$

Guruhlashlar: $C(n,k) = n! / (k! * (n-k)!)$

NATIJA VA MUHOKAMA

Ushbu formulalarni Pythonda amalga oshirish uchun biz ushbu dasturlash tilining funksiyalari va usullaridan foydalanishimiz mumkin. Quyida har bir formula uchun kod misollari keltirilgan:

Pythonda tuzilgan dastur matni:

```
# P(n) almashtirishlarni hisoblash formulasi
```

```
def permutations(n):
```

```
    return factorial(n)
```

```
# A(n,k) joylashtirishlarni hisoblash formulasi
```

```
def arrangements(n, k):
```

```
    return factorial(n) // factorial(n - k)
```

```
# C(n,k) birikmalarini hisoblash formulasi
```

```
def combinations(n, k):
```

```
    return factorial(n) // (factorial(k) * factorial(n - k))
```

```
# Sonning faktorialini hisoblash funksiyasi
```

```
def factorial(n):
```

```
    if n == 0:
```

```
        return 1
```

```
    else:
```

```
        return n * factorial(n - 1)
```

```
# Funktsiyalardan foydalanishga misol
```

```
n = 5
```

```
k = 2
```

```
print("O'zgartirishlar P({}):".format(n), permutations(n))
```

```
print("Ajratishlar A({}, {}):".format(n, k), arrangements(n, k))
```

```
print("Kombinatsiyalar C({}, {}):".format(n, k), combinations(n, k))
```

Python dasturlash tilidagi matni:

```
1245.py - C:/Users/User/AppData/Local/Programs/Python/Python312/1245.py (3.12.2)
File Edit Format Run Options Window Help
# P(n) almashtirishlarni hisoblash formulasi
def permutations(n):
    return factorial(n)
# A(n,k) joylashtirishlarni hisoblash formulasi
def arrangements(n, k):
    return factorial(n) // factorial(n - k)
# C(n,k) birikmalarini hisoblash formulasi
def combinations(n, k):
    return factorial(n) // (factorial(k) * factorial(n - k))
# Sonning faktorialini hisoblash funksiyasi
def factorial(n):
    if n == 0:
        return 1
    else:
        return n * factorial(n - 1)
# Funktsiyalardan foydalanishga misol
n = 5
k = 2
print("O'zgartirishlar P({}):".format(n), permutations(n))
print("Ajratishlar A({}, {}):".format(n, k), arrangements(n, k))
print("Kombinatsiyalar C({}, {}):".format(n, k), combinations(n, k))
Ln: 22 Col: 0
```

```
IDLE Shell 3.12.2
File Edit Shell Debug Options Window Help
O'zgartirishlar P(5): 120
Ajratishlar A(5, 2): 20
Kombinatsiyalar C(5, 2): 10
>>>
Ln: 72 Col: 0
```

XULOSA VA TAKLIFLAR

Ushbu maqolada biz kombinatorikaning asosiy tamoyillarini ko'rib chiqdik va matematikaning ushbu sohasida qo'llaniladigan asosiy formulalarni taqdim etdik. Har xil murakkablikdagi kombinatsion masalalarni tahlil qilishning asosiy vositalari - almashtirishlar, o'rinlashtirishlar va kombinatsiyalar. Kombinatorikada Python dasturlash tilidan foydalanish kombinatoriya masalalarini avtomatlashtirish va tahlil qilish uchun keng imkoniyatlar yaratadi. Standart Python kutubxonalari va turli xil algoritmlardan foydalanib, siz kombinatorika masalalarini samarali hal qilishingiz va ularning natijalarini tasavvur qilishingiz mumkin.

Yuqoridagi funktsiyalarning qiymatlariga asoslanib, biz Python dasturlash muhitida dastur kodini va kombinatorika muammosining grafik tasvirini ishlab chiqdik. Maqsadimiz talabalar, tadqiqotchilar va barcha manfaatdor tomonlar uchun kombinatsion tushunchalarni o'rganish va tushunish va ularni amaliyotda qo'llashni osonlashtirish uchun foydalanuvchilarga qulay tajriba taqdim etishdan iborat. Qo'shimcha o'quv materiallarini, jumladan, darsliklar, onlayn kurslar va interfaol topshiriqlarni ishlab chiqish kombinatorikani o'rganishni odamlarning keng doirasi uchun qulayroq va qiziqarli qilishga yordam beradi. Shuningdek, bu

boradagi izlanishlarni davom ettirish, kombinator masalalarni yechishning yangi uslub va yondashuvlarini yaratish muhim ahamiyatga ega.

Fodalanilgan adabiyotlar ro'yhati

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EHTIMOLLAR NAZARIYASI MASALALARIDA DASTURLASH TILLARINI QO'LLASH

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Annotatsiya. Ushbu maqola dasturlash tillari va ehtimollar nazariyasining kesishishini o'rganadi, murakkab ehtimolli muammolarni hal qilishda hisoblash vositalarining ahamiyatini yoritadi. Unda Python, R va Julia kabi turli xil dasturlash tillari ehtimollik bilan bog'liq muammolarni simulyatsiya qilish, tahlil qilish va hal qilish uchun qanday ishlatilishini muhokama qiladi. Xulosa ushbu ilovalarning moliyadan tortib mashinani o'rganishgacha bo'lgan turli sohalardagi muhimligini ta'kidlab, ehtimollik modellashtirish va qaror qabul qilish jarayonlarini yaxshilashda dasturlashning rolini ta'kidlaydi.

Kalit so'zlar: Dasturlash tillari, Ehtimollar nazariyasi, Hisoblash vositalari, Simulyatsiya, Qaror qabul qilish.

Kirish. Ehtimollar nazariyasi turli xil real hodisalardagi noaniqlik va tasodifiylikni tushunish uchun asos bo'lib xizmat qiladi. Ushbu sohadagi muammolarning murakkabligi oshgani sayin, hisoblash usullariga tayanish ajralmas holga keladi. Dasturlash tillari ehtimollik modellarini amalga oshirish, simulyatsiyalar o'tkazish va mazmunli tushunchalarni olish uchun ko'p qirrali qurilmalar to'plamini taklif qiladi. So'nggi yillarda dasturlash tillarining ehtimollar nazariyasi bilan integratsiyalashuvi statistika, mashinali o'rgatish va miqdoriy moliya kabi sohalarda katta yuksalishga ega.

Dasturlash tillari va ehtimollar nazariyasi o'rtasidagi sinergiya tadqiqotchilar va amaliyotchilarga murakkab ehtimolli muammolarni aniqlik va samaradorlik bilan hal qilish imkonini beradi. An'anaviy tahliliy yondashuvlar ko'pincha katta ma'lumotlar to'plami yoki murakkab stoxastik jarayonlar bilan ishlashda cheklovlarga duch keladi. Dasturlash tillari murakkab algoritmlarni amalga oshirish uchun kengaytiriladigan va moslashuvchan platformani ta'minlaydi, turli kontekstlarda ehtimollik hodisalarini o'rganishni osonlashtiradi.

ADABIYOTLAR TAHLILI

“Ehtimollar nazariyasi va matematik statistika muammolarini hal qilish bo'yicha qo'llanma” samarali ishida V.E.Gmurman, ehtimollar nazariyasi va matematik statistikaning asosiy tushunchalari o'rganilib, talabalar va amaliyotchilar uchun keng qamrovli qo'llanma bo'lib xizmat qiladi. Matn muammoni hal qilishning amaliy strategiyalarini taklif qiladigan asosiy printsiplar, ehtimollik taqsimoti va statistik usullarni o'rganadi. Nazariy tushunchalarni aniq misollar orqali tushuntirib, kitob nazariya va qo'llash o'rtasidagi tafovutni yo'qotadi, o'quvchilarga ehtimollik masalalarini samarali yechish imkonini beradi.

Bundan tashqari, Dag Hellmanning “Python 3 standart kutubxonasi” Python dasturchilari uchun qimmatli manba bo'lib xizmat qiladi va keng ko'lamli xususiyatlar va misollarni qamrab oladi. Ushbu batafsil ma'lumotnoma Python

standart kutubxonasiga kirishni, jumladan, ehtimollik taqsimoti, statistik tahlil va tasodifiy sonlarni yaratish uchun modullarni o'z ichiga oladi. Pythonning o'rnatilgan imkoniyatlaridan foydalanib, dasturchilar ehtimollik hisob-kitoblari va simulyatsiyalarni optimallashtirishi, samaradorlikni oshirishi va ishonchli statistik tahlilni osonlashtirishi mumkin. Kitobning qulayligi va amaliyligi uni Python dasturchilari uchun til imkoniyatlaridan ehtimolli kontekstlarda foydalanishni istaganlar uchun ajralmas manbaga aylantiradi.

NATIJA VA MUHOKAMA

Ehtimollar nazariyasida dasturlash tillarini qo'llash klassik ta'riflardan tortib ilg'or simulyatsiyalargacha bo'lgan keng ko'lamlı texnika va metodologiyalarni o'z ichiga oladi. Asosan, ehtimollik nazariyasi noaniqlik va tasodifiylikni miqdoriy aniqlashga qaratilgan bo'lib, ko'pincha ehtimollikning klassik ta'rifi orqali ifodalanadi, bu erda $p = \frac{k}{n}$ bilan, k qulay natijalarni ifodalaydi va n mumkin

bo'lgan natijalarning umumiy sonini bildiradi. Amaliy ma'noda, dasturlash tillar ehtimollik bo'shliqlarini o'rganish va Monte-Karlo simulyatsiyasi va Markov zanjiri Monte-Karlo usullari kabi usullar orqali murakkab hodisalarni yoritishga imkon beradi. Python ushbu sohada NumPy, SciPy va Pandas kabi kutubxonalarining keng ekotizimiga ega. Ushbu kutubxonalar ma'lumotlarni manipulyatsiya qilish, statistik tahlil qilish va ehtimollik modellashtirish uchun uzluksiz interfeysni ta'minlaydi va amaliyotchilarga qiyin muammolarni samarali hal qilish imkoniyatini beradi.

Bundan tashqari, Stan va PyMC3 kabi ehtimolli dasturlash tillarining o'sishi Bayes usullarini qabul qilishni demokratlashtirdi. Ushbu tillar intuitiv sintaksis va kuchli xulosa chiqarish mexanizmlarini taklif etadi, bu esa foydalanuvchilarga murakkab ehtimollik modellarini belgilash va posterior taqsimotlarni osonlik bilan olish imkonini beradi. Noaniqlikni bashorat qiluvchi modellarga qo'shish orqali ehtimolli dasturlash tillari ko'proq ma'lumotli qarorlar qabul qilish va turli sohalarida xavflarni ishonchli baholashni osonlashtiradi.

Misol uchun, tanga tashlashning klassik misolini ko'rib chiqing. Dasturlash tillari yordamida tanga otishni taqlid qilish orqali biz bosh yoki dum olishning nazariy ehtimolini tasdiqlashimiz mumkin. Shunga o'xshab, zarlarni siljitish yoki palubadan kartalarni chizish bilan bog'liq ehtimollarni tahlil qilish tasodifiy jarayonlar haqida tushuncha beradi va ehtimollik modellarini takomillashtirishga yordam beradi. Ushbu misollar ehtimollik nazariyasini o'rganish va real dunyo stsenariylariga qo'llash, qaror qabul qilish jarayonlarini yaxshilash va aniqroq bashorat qilishda dasturlash tillarining amaliy foydasini ta'kidlaydi.

XULOSA VA TAKLIFLAR

Tanga tashlash kontekstida boshlar yoki quyruqlarni olishning nazariy ehtimoli $p = \frac{1}{2}$ ni tashkil qiladi. Pythondan foydalanib, ko'p sonli simulyatsiya qilingan tanga tashlashlarni amalga oshirish orqali biz bu ehtimolni empirik tarzda tekshirishimiz mumkin. Masalan:

```
Pythonda tuzilgan dastur matni:
import numpy as np
# Simulate a coin toss experiment
def simulate_coin_toss(num_trials):
    outcomes = np.random.choice(['Heads', 'Tails'], size=num_trials)
    num_heads = np.sum(outcomes == 'Heads')
    num_tails = np.sum(outcomes == 'Tails')
    probability_heads = num_heads / num_trials
    probability_tails = num_tails / num_trials
    return probability_heads, probability_tails
# Simulate a dice roll experiment
def simulate_dice_roll(num_rolls, num_sides):
    outcomes = np.random.randint(1, num_sides + 1, size=num_rolls)
    probabilities = [np.sum(outcomes == i) / num_rolls for i in range(1,
num_sides + 1)]
    return probabilities
# Simulate a card draw experiment
def simulate_card_draw(num_draws, deck_size):
    deck = np.arange(1, deck_size + 1) # Representing each card as a number
    drawn_cards = np.random.choice(deck, size=num_draws, replace=False)
    unique_cards, counts = np.unique(drawn_cards, return_counts=True)
    probabilities = counts / num_draws
    return unique_cards, probabilities
# Perform simulations
num_coin_trials = 10000
coin_heads, coin_tails = simulate_coin_toss(num_coin_trials)
num_dice_rolls = 10000
num_dice_sides = 6
dice_probabilities = simulate_dice_roll(num_dice_rolls, num_dice_sides)
num_card_draws = 52
deck_size = 52
drawn_cards, card_probabilities = simulate_card_draw(num_card_draws,
deck_size)
# Display results
print(f"Tanga otishda Gerb olishning empirik ehtimoli: {coin_heads}")
print(f"Tanga otishda Raqam olishning empirik ehtimoli: {coin_tails}")
print(f"{num_dice_sides} tomonli toshlarni tashlashda har birining empirik
ehtimoli: {dice_probabilities}")
print(f"Standart karta kolodasidan har bir kartaning empirik ehtimolligi")
for card, probability in zip(drawn_cards, card_probabilities):
    print(f"Karta {card}: Ehtimollik {probability}")
```

```
IDE Shell 3.12.2
File Edit Shell Debug Options Window Help
Tanga otishda Gerb olishning empirik ehtimoli:
0.506
Tanga otishda Raqam olishning empirik ehtimoli:
0.494
6 tomonli toshlarni tashlashda har birining em
irik ehtimoli: [0.1661, 0.1602, 0.176, 0.1616,
0.1671, 0.169]
Standart karta kolodasidan har bir kartaning em
pirik ehtimolliigi
Karta 1: Ehtimollik 0.019230769230769232
Karta 2: Ehtimollik 0.019230769230769232
Karta 3: Ehtimollik 0.019230769230769232
Karta 4: Ehtimollik 0.019230769230769232
Karta 5: Ehtimollik 0.019230769230769232
Karta 6: Ehtimollik 0.019230769230769232
Karta 7: Ehtimollik 0.019230769230769232
Karta 8: Ehtimollik 0.019230769230769232
Karta 9: Ehtimollik 0.019230769230769232
Karta 10: Ehtimollik 0.019230769230769232
Karta 11: Ehtimollik 0.019230769230769232
Karta 12: Ehtimollik 0.019230769230769232
Ln:61 Col:0

IDE Shell 3.12.2
File Edit Shell Debug Options Window Help
Karta 13: Ehtimollik 0.019230769230769232
Karta 14: Ehtimollik 0.019230769230769232
Karta 15: Ehtimollik 0.019230769230769232
Karta 16: Ehtimollik 0.019230769230769232
Karta 17: Ehtimollik 0.019230769230769232
Karta 18: Ehtimollik 0.019230769230769232
Karta 19: Ehtimollik 0.019230769230769232
Karta 20: Ehtimollik 0.019230769230769232
Karta 21: Ehtimollik 0.019230769230769232
Karta 22: Ehtimollik 0.019230769230769232
Karta 23: Ehtimollik 0.019230769230769232
Karta 24: Ehtimollik 0.019230769230769232
Karta 25: Ehtimollik 0.019230769230769232
Karta 26: Ehtimollik 0.019230769230769232
Karta 27: Ehtimollik 0.019230769230769232
Karta 28: Ehtimollik 0.019230769230769232
Karta 29: Ehtimollik 0.019230769230769232
Karta 30: Ehtimollik 0.019230769230769232
Karta 31: Ehtimollik 0.019230769230769232
Karta 32: Ehtimollik 0.019230769230769232
Karta 33: Ehtimollik 0.019230769230769232
Ln:61 Col:0

IDE Shell 3.12.2
File Edit Shell Debug Options Window Help
Karta 34: Ehtimollik 0.019230769230769232
Karta 35: Ehtimollik 0.019230769230769232
Karta 36: Ehtimollik 0.019230769230769232
Karta 37: Ehtimollik 0.019230769230769232
Karta 38: Ehtimollik 0.019230769230769232
Karta 39: Ehtimollik 0.019230769230769232
Karta 40: Ehtimollik 0.019230769230769232
Karta 41: Ehtimollik 0.019230769230769232
Karta 42: Ehtimollik 0.019230769230769232
Karta 43: Ehtimollik 0.019230769230769232
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Karta 48: Ehtimollik 0.019230769230769232
Karta 49: Ehtimollik 0.019230769230769232
Karta 50: Ehtimollik 0.019230769230769232
Karta 51: Ehtimollik 0.019230769230769232
Karta 52: Ehtimollik 0.019230769230769232
>>>
Ln:61 Col:0
```

1-rasm. Tanga tashlash, narda toshlarini tashlashda va karta kolodasidan karta tanlashda tushadigan ehtimolliklar

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TARBIYASI QIYIN BOLALAR PSIXOLOGIIYASI VA ULARNING O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya. Ma'lumki, yoshlarning ma'naviy-axloqiy tarbiyasi bilan mahalla, oila, ta'lim muassasalari, xuquqni muhofaza qilish tashkilotlari, ommaviy axborot vositalari, ilmiy pedagogik kadrlar, umuman olganda butun bir jamiyat shug'ullanadilar. Tarbiya jarayoni barcha vakillarning hamjihatlik bilan olib boradigan ishlaridagina o'zining ijobiy natijalarini berishi mumkin. Mazkur maqolada tarbiyasi og'ir bolalarning bunday holga kelishiga nimalar sabab bo'lishi, qanday omillar ta'sir ko'rsatishi haqida, shuningdek, ularga, jamiki bolalar bilan ishlashda kamchiliklarni tuzatish va muvaffaqiyatga erishish uchun bir nechta ko'rsatmalar berilgan.

Kalit so'zlar: Ilmiy pedagogik kadrlar, giyohvandlik, psixologiya, asotsial axloq faktlari, tug'ma mehanizmlar, klassifikatsiya, stereotip, obektiv tavsiya, individ, o'tish davri, krizis, intensiv, emotsional holat, funktsiya, irsiyat, nevro'z, nevrasteniya, psixozisteriya, rag'batlantirish metodi, rahm-shavqat pedagogikasi, psixoterapevtik ta'sir metodi, individual.

Аннотация. Известно, что духовно-нравственным воспитанием молодеж занимаются махалля, семья, образовательные учреждения, правоохранительные организации, средства массовой информации, научно-педагогические кадры, общество в целом. Процесс воспитания может дать свои положительные результаты только в слаженной работе всех представителей. В этой статье рассказывается о том, что вызывает это состояние у детей с тяжелым воспитанием, какие факторы влияют на них, а также дается несколько рекомендаций по исправлению недостатков и достижению успеха в работе с детьми.

Ключевые слова: Научные педагогические кадры, наркомания, психология, факты асоциальной этики, врожденные механизмы, классификация, стереотип, объективная рекомендация, индивид, переходный период, кризис, интенсивность, эмоциональное состояние, функция, наследственность, невроз, неврастения, психозистерия, метод стимуляции, педагогика сострадания, метод психотерапевтического воздействия, индивидуальный.

Annotasion. It is noun that the neighbourhood, the family, educational institutions, law enforcement organizations, the media, scientific and pedagogical personnel, and society as a whole are engaged in the spiritual and moral education of young people. The process of education can give positive results only in the coordinated work of all representatives. This is article describes what causes this

condition in children with difficult upbringing, what factors affect them, and there are also several recommendations for correcting shortcomings achieving success in working with children.

Keywords: Scientific teaching staff, drug addiction, psychology, facts of asocial ethics, innate mechanisms, classification, stereotype, objective recommendation, individual, transition period, crisis, intensity, emotional state, function, heredity, neurosis, neurasthenia, psychohistory, method of stimulation, pedagogy of compassion, method of psychotherapeutic influence, individual

Ta'lim sohasi shiddat bilan rivojlanib isloh etilib ketayotgan bir davrda ta'limda tahsil olayotgan o'quvchilar tarbiyasi muhim ahamiyat kasb etadi. Chunki tarbiya, tartib-intizom bor joyda ta'lim tizimini rivoji amalga oshadi. Ta'lim sifati haqida gap ketar ekan, avvalo, bugungi kunda o'smirlik davrida uchraydigan va tez-tez tilga olinib turadigan "Tarbiyasi qiyin" bolalar haqida to'xtalib o'tishimiz lozim. "Tarbiyasi qiyin" yoki "Og'ir davr" yoki L.S.Vigotskiy ta'rifi bo'yicha aytadigan bo'lsak "Ruhiiy rivojlanishida krizis" davralari ayniqsa o'smir bolalar ruhiy tarbiyasida uchraydigan holat hisoblanadi. Shu o'rinda bu terminlarga batavsil to'xtalib o'tsak.

"Tarbiyasi og'ir bolalar"hammaga ma'lum va mashhur bo'lgan va afsuski allaqachon ko'nikib ketilgan bu atama ortida nimalar yotadi? Bolalar bog'chasi tarbiyachisi uchun qaysar, injiq, ta'sir ko'rsatuvchi norasmiy bola, militsiya xodimi uchun esa qo'lida ragatka ushlagan bezori. Ota-onalar uchun-chi? Bu atama har qaysisi uchun o'zgacha ma'no kasb etadi. Jamiyatimizda yoshlar tarbiyasida ba'zilar xatolarga yo'l qo'yayotgani rost gap. Bilimi sust, dunyoqarashi tor, yosh bo'lishiga qaramay jinoyatga qo'l urgan, ichkilik va chekishga ruju qo'ygan, giyohvandlikka moyil, o'qishga qiziqishi yo'q, "tarbiyasi og'ir" bolalarning borligi juda achinarli va dolzarb muammuli hol. O'zbekiston Respublikasida yuqoridagi masalalar bo'yicha chora-tadbirlar olib borilmoqda hamda, 2020-yil 23-sentabrda "Ta'lim to'g'risida"gi qonun qabul qilindi. Bundan tashqari prezidentimiz Shavkat Mirziyoyev aytganidek, "Bizni hamisha o'ylantirib keladigan yana bir muhim masala bu - yoshlarimizning odob -axloqi, yurish-turishi, bir so'z bilan aytganda dunyoqarashi bilan bog'liq. Bugun zamon shiddat bilan o'zgaryapti. Bu o'zgarishlarni hammadan ham ko'proq his etadigan kim - yoshlar. Mayli, yoshlar o'z davrining talablari bilan uyg'un bo'lsin. Lekin ayni paytda o'zligini ham unutmasin. Biz kimmiz, qanday ulug' zotlarning avlodimiz degan da'vat ularning qalbida doimo aks-sado berib, o'zligiga sodiq qolishga undab tursin. Bunga nimaning hisobidan erishamiz. Tarbiya, tarbiya va faqat tarbiya hisobidan".[1]

Psixologiya fanida olib borilgan tadqiqotlar shuni ko'rsatadiki, asotsial axloq faktlarning mazmun-mohiyati tarkibi ham tug'ma mehanizmlar bilan belgilanmaydi. "Tarbiyasi og'ir" yoki "Qiyin" bolalar pedagogik jihatdan qarovsiz qoldirilgan bolalar sanaladi. Ular shaxsining axloqiy jihatdan o'zgarishi pedagogik xatolar oqibatidir. To'g'ri, har qanday bola ham tabiatan qiyindir. Ammo ba'zilar uchun muammo bo'lgan narsa boshqalarga xech qanday qiyinchiliklar tug'dirmaydi. Shu narsa aniqlandiki, uyda janjal nizolar bo'lmasa, har bir masala xotirjamlik bilan yechilsa, uyda doim tinchlik bo'lsa bu bola uchun juda ham

yaxshi ekan. Negaki, bola qattiq uxlaydi, ishtaxasi bo'ladi. Har bir bolada yuzaga keladigan qiyinchiliklar uning go'daklik chog'idan shakllanadi. Ammo, biz kattalar har doim ham buni anglab yetmaymiz. Ba'zilar bola nega yig'lashi, nimaga xarxasha qilayotganini, nimadan iztirob chekayotganini tushunsalar, boshqalar bu narsalar haqida o'ylab ham ko'rishmagan. Ular bolani chalg'itishga urinishadi yoki bu narsaga shunchaki loqaydlarcha beparvo qarab turishadi. Bunday ota-onalar bola his qilayotgan qiyinchiliklarni uqib tushinib ololmagandan so'ng, faqat kichkintoyini o'ziga qo'shimcha qiyinchiliklar tug'dirayotganinigina tushinadi xolos. Shundan so'ng bola haqida qiyin, tashvish keltiruvchi, mashaqqatlar yuklovchi, xalaqit beruvchi dastlabki xavotirli, barqaror tasavvurlar paydo bo'ladi. Shu yo'sinda "tarbiyasi og'ir" "xulqi qiyin" bolalar paydo bo'ladi.

Psixologiyada "tarbiyasi og'ir" bolalarning bir nechta klassifikatsiyalari mavjud.

- Birinchi guruh – ijtimoiy salbiy mustahkam qarashlarga ega bolalar;
- Ikkinchi guruh – irodali bolalarga bo'ysunuvchilar;
- Uchinchi guruh – qonunbuzarlik yo'liga tasodifan kirib qolganlar.

"Tarbiyasi og'ir" bolalar uchun ular yashayotgan sharoit, ular o'qiyotgan jamoa, sinfi va oilasi juda katta ahamiyatga ega. Darhaqiqat, bola oila a'zolariga qarab ulg'ayadi, hatti-xarakatlari, xarakter, fe'l-atvori ota-onasi, yaqinlariniki kabi shakllanadi. Bola uchun ota-ona bilan bo'lish, ular bilan doimiy muloqot qilish juda yoqadi, aksincha, ularning yo'qligi bola uchun juda katta fojia, xech bir bola buni yoqtirmaydi. Har bir ota-onaning shirin so'zlari, mehribonliklari, g'amxo'rlikni uni yaxshi ko'rishini bildiradigan hatti-xarakatlari katta ahamiyatga ega. Bolaga e'tiborsizlik qilish, uni erkalab suymaslik salbiy oqibatlariga olib keladi. Xulq-atvorning dastlabki shakllari xuddi shu ijtimoiylashuv jarayoni bilan yuzaga keladi.

Tarbiyasi qiyin bolalar xulq-atvori ta'lim jarayoni bilan bevosita bog'liqligi xususida buyuk mutafakkirlar ham o'z fikr mulohazalarini bildirishgan. Jumladan, Konfutsiy – "eskini o'zlashtirgan, yangini tushunishga qodir insongina tarbiyachi bo'la oladi" – degan edi.[9] Shu birgina jumla o'zida katta ma'noni aks ettirgan. Har bir inson alohida shaxs, shuningdek, oilalar ham turlichadir. Shubhasiz, bolalar ham o'ziga xos, xech bir bola bir- birini takrorlamaydi. Bu tabiiy hol, ammo ko'p hollarda kattalar buni unutib qo'yadi. Bu vaziyatda ular "bolaga mumkin emas", "bola ... bajarishi kerak" kabi so'zlarni ishlatadi.[11] Bu fikr bizni nazdimizda xato fikrdir. Individ hech narsani bajarishga majbur emas, bola tug'iliboq nima xato, nima to'g'ri-yu nima yaxshi yomonligini bilib qolmaydi. Kattalar bola yetarli rivojlanishi uchun sog'lom muhit va shar-sharoit yaratishi juda muhim. Bolani insonlar orasida yashashga o'rgatishi, olomon orasida o'zini qanday tutishi kerakligini o'rgatib borishi va ularning xohish-istaklarini, ishlarini, his-tuyg'ularini tushunishi lozim. Vaqtlar o'tishi bilan, uning o'zi nimalar qilish kerakligini, nimalarga majbur ekanligini, kimning oldida qarzdorligini va bu majburiyatlarini boshqa kishilarga, o'z ota-onalariga, do'stlariga, shuningdek, o'z farzandlariga nisbatan mehr-muhabbat, g'amxo'rliqi bilan uzishni tushunib oladi. Umuman olganda, bola jamiyat bilan katta bo'ladi, ulg'ayadi va shaxsga ayalanadi. Buning

uchun bolani o'z holicha qabul qilish, uning o'ziga xos xususiyatlarini hisobga olib, uni tushunishga harakat qilish, o'zaro munosabatlar jarayonida qo'shimcha qiyinchiliklar keltirib chiqarmaydigan, balki, oilada qadriyat hisoblangan o'zaro hurmat, iliqlik va himoyalanganlikni his etishga yordam beradigan usullar bilan bola tarbiyasiga yondashish lozim.

Tadqiqotlarga ko'ra inson fe'l-atvorining 80 foizi 5 yoshgacha bo'lgan davrda shakllanib bo'lar ekan. O'qituvchilar, tarbiyachilar, sinf rahbarlari va maktab direktorining o'rin bosarlari seminarida; "kimni qanday belgilariga qarab tarbiyasi og'ir o'quvchi deb hisoblaysiz?" – degan savolga 500ga yaqin tarbiya qilish qiyin bo'lgan belgilar ko'rsatib o'tgan.[2]

"Tarbiyasi og'ir" o'quvchilarning 3ta asosiy guruhi mavjud. Bular quyidagilar:

- ✓ Birinchi guruh – tarbiyasi og'irligi "o'tish davri"ning o'ziga xos xususiyatlari bilan belgilanadigan o'quvchilar.
- ✓ Ikkinchi guruh – tarbiyasi qiyinligi jismoniy va psixik rivojlanishida chetga chiqish holatlari bilan bog'liq bo'lgan bolalar va o'smirlardir.
- ✓ Uchinchi guruh – bu tarbiyasi qiyinlik holati pedagogik qarovsizlik bilan belgilanadigan bolalar hisoblanadi.

Birinchi guruh o'tish davridagi o'quvchilardir. Bu davr qizlarda 11-14 yosh, o'g'il bolalarda 12-15 yosh oralig'ida davom etadigan davr.[3] Tarbiyasi va hayotining noqulay sharoitlarida ba'zi bolalar krizisga uchraydi. Yani psixologik, jismoniy va ijtimoiy rivojlanishdagi jiddiy o'zgarishlar davrida jiddiy qiyinchiliklar bo'lishini hammamiz bilamiz. Bu vaqtda bolaning rivojlanishi 2 xususiyat: notekis va intensiv rivojlanishi bilan harakterlanadi.[8] Shuning uchun ham bu davrda bolaning rivojlanishida to'xtalishlar xatto, nomutanosibliklar bo'lishi mumkin. Bundan tashqari, jismoniy rivojlanishdagi o'zgarishlar psixik omil sifatida ham namoyon bo'ladi. Hamda jismoniy nosog'lom bolalarning emotsional holatiga ta'sir ko'rsatadi. Bunday bolalarning psixik rivojlanishida og'ishishlar kuzatiladi, psixikaning ayrim funksiyalari noto'g'ri shakllanadi yoki rivojlanishdan ortda qoladi. Masalan: yomon irsiyat, nevro'z, surunkali psixik kasalliklar, nevrasteniya, psixozisteriya xastaligi va hakozi.[10] Bularning hammasi bolaning fe'l-atvorida o'y-hayolga botish, loqayd bo'lib qolish, tajovuskorlik, dag'allik, qo'pollik, urushqoqlik, jizzakilik, beparvolik paydo bo'lishi bilan ifodalanadi. Bunday bolalarning tarbiyasiga yondashuv – kasallikning davolanishi bilan "rahm-shavqat pedagogikasi"ning alohida tadbirlari bilan birga qo'shib olib borish darkor. Uning asosi o'quv va tarbiya jarayonida jazolashdan oldin rag'batlantirish metodining ustun kelishida. Hamda, psixoterapevtik ta'sir metodlari va usullarini qo'llashda kasal bolalarga individual yondashishni o'z ichiga oluvchi davolash pedagogikasidir.

Ikkinchi guruh. Bunday turga kiruvchi bolalar haddan tashqari erta va jadal rivojlangan yoki aqliy jihatdan rivojlanmay qolgan bolalar. Shuningdek, jismoniy majruh va mayib, tanasidagi turli organlarning rivojlanishida kamchiliklari bor bolalar ham kiradi.

Uchunchi guruh. Bu tipdagi bolalarning ongida fe'l-atvorida emotsional-irodaviy chetga chiqish pedagogik sabablar bilan bog'liq bo'ladi. Pedagogik qarovsizlik belgilari; ongidagi chetga chiqish asosiy hayotiy tushunchalarni, iqtisodiy, siyosiy, estetik, axloqiy va boshqa kategoriyalarni noto'g'ri tushunish, baholashning buzilgan me'yorlari bilan harakterlanadi.

Ta'lim muassasasida tarbiyasi og'ir bolalar bilan quyidagi ishlarni amalga oshirish muhim. Mahallada tarbiyaning ta'sirini oshirish, nafaqat maktabda balki, mahallada ham, bolaning qiziqadigan mashg'uloti bilan bandligini ta'minlash, har bir o'quvchining oilaviy sharoiti bilan birga uning psixik va fizik rivojlanib borishini kuzatish, maktab psixologi bilan hamkorlikda tarbiyasi og'ir bolalarning psixik holatlarini kuzatib borish kabi maslahatlar tavsiya qilinadi.

Har bir o'zbek oilasida tarbiyaning mazmun-mohiyati, tarbiyaning istiqloq va kundalik rejasi, bolalarga ta'sir o'tkazish vositasini tanlash va undan samarali foydalanish o'ziga xos mahorat talab qiladi, negaki uning ildizi qadim xalqimiz an'alariga borib taqaladi. O'zbek xalqining etnopsixologik xususiyatlaridan unumli foydalanish har tomonlama taraqqiy etgan inson shaxsini kamol toptirishda muhim ro'l o'ynaydi. Abdulla Avloniy aytganidek: "Tarbiya biz uchun yo hayot, yo mamot, yo najot, yo xalokat, yo saodat, yo falokat masalasidir".[4] Yosh avlod tarbiyasida xalqchil milliy qadriyatlar, urf-odatlar, an'alar, milliy ruhiyat, umuminsoniy fazilatlar yetakchi o'rin egallamog'i lozim. Tarbiya insondagi iste'dod va qobiliyatlarni rivojlantiradi lekin ularni yaratmaydi. Ta'lim faqat so'z va o'rgatish bilan tarbiya esa tajriba, amaliy ish bilan bo'ladi. Tarbiyali, ilmi, bilimli bolalar bizning kelajagimiz poydevori. Zero, barcha kashfiyotlar ichida eng chiroylisi yaxshi tarbiya olgan boladir.

Xulosa qilib shuni aytish aytish mumkinki, mamlakat taraqqiyoti bevosita ta'lim rivojiga bog'liq. Shunday ekan, ta'lim taraqqiyotini yanada rivojlantirishda uning o'quvchilari tarbiyasiga alohida ahamiyat qaratish lozim. Yuqorida aytganimizdek bola tug'ilganda tarbiyasi qiyin bo'lib tug'ilmaydi. Undagi xulq-atvorning shakllanishida muhit, ta'lim-tarbiya asosiy omlillardan hisoblanadi. Har bir farzand tarbiyasida jamiyatning ro'li juda katta. Agar shaxs xulq-atvorini axloqiyligi haqida qayg'ursa, u ijtimoiylashuvga erishgan bo'ladi. Bu jumlar bekorga aytilmagan. Aziz ota-onalar o'z avlodlarimiz taqdiriga befarq bo'lmaylik. "Go'zal sifat va husni xulq siyratlari bezamagan kishini hech qanday chiroyli kiyimlar ko'rkam qilolmas, gunoh va xatolardan saqlanmagan kimsaning qalbi sira aybdan forig' bo'lmas!"[5]

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NAMES OF BIRDS AS PART OF PHRASEOLOGICAL UNITS

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Abstract. In this article we discuss about the term “phraseology” and its boundaries studied by linguists. Also, we are going to clarify importance of name of bird in the field of phraseology, especially as phraseological units. Discussed research results in our article are all based on linguists’ studies and works that improved phraseology as a part of linguistics.

Key words: concepts of phraseology, phraseological units, ornitonyms, ornithological nomenclature, genuine phraseological units.

Аннотация. В данной статье речь идет о термине «фразеология» и его границах, изучаемых лингвистами. Также мы собираемся выяснить значение названия птицы в области фразеологии, особенно как фразеологизмов. Результаты исследований, обсуждаемые в нашей статье, основаны на исследованиях и работах лингвистов, усовершенствовавших фразеологию как часть языкознания.

Ключевые слова: понятия фразеологии, фразеологизмы, орнитонимы, орнитологическая номенклатура, истинные фразеологизмы.

Annotatsiya. Ushbu maqolada biz “frazеologiya” atamasi va uning tilshunos olimlar tomonidan o’rganilayotgan chegaralari haqida gapiramiz. Shuningdek, biz qush nomining frazeologiya sohasida, ayniqsa frazeologik birliklar sifatidagi ahamiyatini oydinlashtiramiz. Maqolamizda muhokama qilingan tadqiqot natijalarining barchasi tilshunoslarning tadqiqotlari va tilshunoslikning bir qismi sifatida frazeologiyani takomillashtirishga qaratilgan ishlariga asoslangan.

Tayanch so'zlar: frazeologiya tushunchalari, frazeologik birliklar, ornitonimlar, ornitologik nomenklatura, asl frazeologik birliklar.

“The term “phraseology” literally means “the study of figures of speech” (Greek phrasis “turnover, expression”; logos “concept, doctrine”). Such essentially ambiguous content of the term “phraseology” has been preserved to this day. ... the concept of “phraseology” retains to a large extent that level of knowledge when linguists paid main attention not to the structure of phraseological units, but to their imagery, internal form, when the decisive criterion for determining the volume of phraseology was the traditional repetition of figurative means of language, and not systemic nature of their organization”¹.

Charles Bally was one of the first to draw attention to the need for a special and systematic study of stable combinations of words. But as an independent linguistic discipline, phraseology gained recognition only at the beginning of the

¹ Телия В.Н. Что такое фразеология. - М.: Наука, 1966. - 86 с.

20th century. It was then that the phraseology of a number of languages was subjected to comprehensive study. Thus, in the works of V.V. Vinogradov asked questions about the basic concepts of phraseology, its scope and tasks. A.I. Smirnitsky and O.S. Akhmanova focused on developing problems of describing phraseological units as structural units of language. Phraseological research methods themselves also appeared in the works of V.L. Arkhangelsky, V.P. Amosova, V.P. Zhukova, A.V. Kunina, M.T. Tagieva. The systemic organization and development of the phraseological composition of the Russian language was studied (I.I. Chernysheva, N.M. Shansky, D.N. Shmelev, V.M. Mokienko, R.N. Popov, A.I. Fedorov). The compatibility of component words (M.N. Kopylenko, Z.D. Popova) and phrase formation (S.G. Gavrin, Yu.A. Gvozdev) were studied. Particular attention was paid to semantics, nominative and communicative aspects of phraseological units (V.N. Telia, A.M. Emirova), comparative typological study of phraseology (Yu.Yu. Avaliani, L.I. Roizenzon, A. .D. Reichshtein), as well as the development of lexicography (A.M. Babkin, A.I. Molotkov). However, many issues of phraseology still remain insufficiently understood. In particular, there is no consensus on the priority of the semantic or structural approach in the study of phraseological units. There is no unity in the classification of so-called nominative terms as phraseological units. The imagery traditionally associated with phraseology is increasingly being pushed into the background in favor of nominative combinations that do not have imagery (ceps, railway).

Regarding the issue of criteria for identifying phraseological units, V.M. Mokienko writes that it is “closely connected with the question of the boundaries of phraseology: the fewer phraseological properties are theoretically postulated by the author of a particular concept, the wider the boundaries of phraseology turn out to be”². V.N. speaks about the same thing, that is, about expanding the criteria for including phrases in phraseology. Telia, noting that “the material of phraseology is so diverse genetically and functionally, so varied in structure and semantically diverse in character that it is extremely difficult to clearly outline the range of objects of phraseology.”³

To understand phraseology, including oronyms, the point of view of N.M. is preferable. Shansky: “Phraseology studies all reproducible units without exception. The attribution of certain formations to phraseological phenomena is determined not by whether they are nominative or communicative units, but by whether they are extracted from memory entirely or created in the process of communication”⁴

We are interested in all types and varieties of phraseological units, regardless of their grammatical structure, degree of imagery, or origin. Moreover, we also

² Мокиенко В.М. Гол как сокол // Русская речь, 1980, №4. - С. 35 – 41

³ Телия В.Н. Русская фразеология. Семантический, прагматический и лингвокультурологический аспекты. - М.: Языки русской культуры, 1996.-284 с.

⁴ Шанский Н.М. Фразеология современного русского языка. - М.: Высшая школа, 1969. - 232 с.

consider phraseological units not only with ornonyms, but also with derivatives from them (goose step, cockfighting, crane neck, eagle gaze).

It is fundamentally important for us to resolve the issue of classifying compound terms as phraseological units. N.M. Shansky points out the legitimacy of including lexicalized combinations of a terminological nature in phraseology, noting that singling them out into a special group is possible only from an expressive-stylistic point of view. We consider compound terms as a special group of phraseological units, the components of which are phraseological units only in the broad sense of the word (at the same time, only those terms that include the names of birds that are used outside ornithology can be recognized as genuine phraseological units, for example: nid de corbeau - marine term; bird's eyes - medical term).

As for combinations of a terminological nature denoting species, genera, families, orders of birds, the terminological principle in them is significant: they serve to streamline and standardize ornithological nomenclature, and are rarely used in finished form. In addition, in colloquial speech, the names of species are, as a rule, replaced by one-word iomen, duplicating two-word names, or by the names of closely related species, genus, or by multicomponent, but commonly used names of birds (great snipe instead of swamp snipe; warbler is the common name for several genera of birds). Let us recall, by the way, that compound terms are much closer to lexical than to phraseological units, which was once noted by L.I. Roizenzon and Yu.Yu. Avaliani: "phraseology primarily covers the sphere of experiences and feelings, psychological states of individuals, themes of feelings, ... qualitative characteristics," while "lexicon in its entirety reflects the entire sum of phenomena, facts, processes of reality."⁵

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HOZIRGI ZAMON NEMIS TILI LINGVO DIDAKTIK SISTEMASIDA INGLIZ TILIDAN O'ZLASHTIRILGAN ATAMALAR VA ULARNING STRUKTUR SEMANTIK XUSUSIYATLARI

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Annotatsiya. Nemis tilidagi pedagogik va lingvodidaktik atamalar tarkibida to'liq kalkalash asosida hosil bo'lgan birliklar unchalik ko'p uchramaydi. Bu holatni muayyan bir davrda nemislar xorijiy atamalarni to'liq kalkalash asosida o'z tillarida o'zlashtirganliklari, bugungi kunda esa ularni asosan ingliz tilidan bevosita o'zlashtirayotganliklari, buning natijasida nemis tilida o'zlashtirilgan inglizcha atamalar va yarim kalka atamalar miqdori umumiy kalkalar miqdoridan ortiqligii bilan izohlash mumkin. Maqolada zamonaviy nemis tilidan ingliz tilidan o'zlashtirilgan pedagogik, lingvodidaktik atamalarning tarkibiy va semantik xususiyatlari tahlil qilinadi.

Tayanch so'zlar: termin, kalkalash, tarjima kalkalar, gibrid kalkalar, PLD(pedagogik lingvodidaktik atamalar), anglitsizm

Аннотация. В составе педагогических и лингводидактических терминов немецкого языка не так много единиц, образованных на основе полной сопоставления. Эту ситуацию можно объяснить тем, что в определенный период немцы перенимали иностранные термины в свой язык на основе полного копирования, а сегодня в основном заучивают их непосредственно из английского языка, в результате чего количество англоязычных терминов и полукопий терминов, принятых на немецком языке, превышает общее количество экземпляров. В статье анализируются структурно-семантические особенности педагогических, лингводидактических терминов заимствованные из английского языка в современном немецком языке.

Ключевые слова: термин, калька, переводная калька, гибридная калька, ПЛД (педагогические лингводидактические термины), англицизм.

Annotation. In the composition of pedagogical and linguodidactic terms in the German language, there are not so many units formed on the basis of complete collation. This situation can be explained by the fact that in a certain period, Germans adopted foreign terms in their own language on the basis of complete copying, and today they mainly learn them directly from the English language, as a result of which the number of English terms and half-copy terms adopted in the German language exceeds the total number of copies. Structural-semantic peculiarities of English lingual pedagogical and lingvodidactic terms in modern German language. Structural-semantic peculiarities of pedagogical, lingvodidactic terms borrowed from the English language in modern German language are analyzed in the article.

Key words: term, calque, translation calque, hybrid calque, PLT (pedagogical linguodidactic terms), anglicism

Atamalarning bilish va idrok qilish nazariyasidagi o'rnini tadqiq qilishga yo'naltirilgan kognitiv atamashunoslik fanida «termin» so'zi kasbiy–ilmiy faoliyat jarayonida maxsus tushunchalarni akkumulyatsiya qiladigan tipovoy informatsion–kognitiv struktura deya talqin qilinadi. [Volodina 2000: 89]. Binobarin, atamashunoslik kognitolog olimlar tomonidan turli soha mutaxassislarining bilish faoliyatidagi kontseptsiyalashtirilgan, kategoriyalashtirilgan, verballashtirilgan tushunchalarni ifodalaydi. Ikkinchi tomondan, bunday tushunchalarni ifodalovchi atamalar o'z navbatida «fan tarmoqlarining rivoji, madaniyatlararo aloqalar, sotsiumning lisoniy ongini doimo rivojlanib borishi bilan tobora yangilanib, o'zgarib borishi» ta'kidlanadi. (Lisikova 2009: 81-87) .

Shu nuqtai nazardan ushbu maqolamizda hozirgi zamon nemis tilida ingliz tilidan o'zlashtirilgan lingvodidaktik atamalar va ularning struktur semantik xususiyatlarini tahlil qilishni maqsad qilib qo'ydik.

Nemis tilidagi pedagogik va lingvodidaktik atamalar tarkibida to'liq kalkalash asosida hosil bo'lgan birliklar unchalik ko'p uchramaydi. Bu holatni muayyan bir davrda nemislar xorijiy atamalarni to'liq kalkalash asosida o'z tillarida o'zlashtirganliklari, bugungi kunda esa ularni asosan ingliz tilidan bevosita o'zlashtirayotganliklari, buning natijasida nemis tilida o'zlashtirilgan inglizcha atamalar va yarim kalka atamalar miqdori umumiy kalkalar miqdoridan ortiqligii bilan izohlash mumkin.

Albatta kalkalar va yarim kalkalar nisbatini aniq belgilash murakkab masala, shu sababli bugungi kungi lingvodidaktik tadqiqotlarda tarjima kalkalar, gibrid kalkalar va inglizchadan o'zlashtirilgan(anglitsizm) atamalar haqida gap yuritiladi. Masalan, birgina darslikda bunday atamalarning ikki xil qo'llanilishini ko'ramiz: Verpacken – Packaging; collaborative learning - collaborative Lernen. (Lisikova 2009:.80-87).

Gibrid atamalar (yoki yarim kalka) (die Team-Arbeit, Real-Life-Situationen, Multiple-Choice Aufgaben, die Drill-Übung va h.) lisoniy tizimlar kesishgan nuqta sifatida bir ijtimoiy-madaniy jamiyatdan boshqasiga, o'zga madaniyatga mansub tushuncha yoki mazmuni ikkinchi tilga o'tkazish «ko'prigi» vazifasini bajaradi. Shu sababli har bir gibrid atama madaniyatlararo o'tkazgich funktsiyasida lingvistik tahlil uchun boy material bera oladi.

Hozirgi zamon nemis pedagoglari va jamiyatshunoslari o'tmish zamondagi ausgebildete Identität - «o'qimishli, bilimli shaxsni shakllantirish» g'oyasi o'rniga «Patchworkidentität» - «ko'p qirrali, yorqin shaxsni» shakllantirishni ta'lim maqsadi sifatida ilgari so'radilar (Bu o'rinda ingliz tilida patchwork leksemasi ikkita asosiy ma'noga: 1) aralash quralashlik,(fikrlashdagi chalkashlik, ma'nosiz gap, aqlga to'g'ri kelmaydigan narsa, behuda ish, axmoqlik), mozaika(qurama naqsh), ola-bula aralashma; 2) qo'l mehnati turi, qo'lda yasalgan, bajarilgan narsa, chevar ishi ma'nosini anglatishi qiziqarli faktdir).

Ularning fikricha ideologik bosimdan holi bo'lgan ko'p millatli demokratik davlatda inson o'zi qiziqadigan, o'ziga yoqadigan barcha narsalar bilan

shug'ullanishga haqli. Ammo, insoniy ma'naviyatga asoslanmagan bunday erkinlik insoniy qadriyatlarining toptalishiga, ota-onalar nazoratini mensinmaslikka olib kelayotganligi ma'lum va bu zamonaviy yoshlar tarbiyasida salbiy ijtimoiy oqibatlariga sabab bo'lishligi isbotlanmoqda. (Lisikova – 2011: 391-307).

Nemis tilidagi pedagogik va lingvodidaktik atamalar(PLD) ichida eng ko'p qo'llaniladigan anglitsizmlardan quyidagilarni alohida ta'kidlash mumkin:

Nemis tilidagi fe'ning shaxssiz formasiga (sifatdoshga) ingliz tilidagi produktiv suffiks -ing qo'shish yo'li bilan yasaladigan gibrid atamalar. Bunday atamalar alohida semantik ma'no belgisiga ega bo'lib, ish harakatni rivojlanayotgan jarayon sifatida ifodalashga xizmat qiladi va nazarimizda gerundial atamalarning ko'pma'noliligini aniqlashda qo'l keladi. Atama tarkibidagi -ing suffiksining mavjudligi leksik variantlilikni vujudga keltiradi, aynan bu variantlilik asosida lingvodidaktik lug'atlar mualliflari alohida faktlar, jarayonlarni lug'aviy definitsiyalashda ortiqcha mehnatdan ozod bo'ladilar.

Masalan, nemis tilidagi mix va mixing so'zlarining ma'no jihatidan ifodalaydigan farqlari ko'zga yaqqol tashlanib turibdi: Methoden-Mix metodik usullar(jarayon so'zi qo'llanilmayotganligiga e'tibor bering) va Code-mixing suhbat jarayonida bir tildan ikkinchi tilda gaplashishga o'tish.

Educational Gaming (ta'limiy o'yinlar) Serious Games (jiddiy o'yinlar). Inglizcha gaming so'zida «beriluvchanlik, qiziquvchanlik, faollik» semalari ham mavjudligi nemischa gibrid atamada ham o'z ifodasini topayapti.

«Training» leksemasi (manual training, goal-based training va h.) Lernen (learning) leksemasidan farqli o'laroq, kuchaytirilgan mashg'ulot rejimini, intensiv amaliy mashg'ulotlarning muhimligini ta'kidlab, xorijiy tillarni o'rganish jarayoni natijalarni pozitiv dinamikasini ko'rsatish maqsadida doimiy mashq qilishga majbur bo'lgan sportchilar mashg'ulotiga tenglashtiradi.

2. Nemis tili terminologik tarkibini produktiv boyitish usullaridan biri ingliz tilidagi konversivlarni o'zlashtirma so'zlar sifatida qo'llanishidir. Eng ko'p tarqalgan konversiv usul bu - otlardan fe'llar yoki aksincha ,fe'llardan otlar yasalişidir. Masalan:

- to lay out – rejalashtirmoq, qismlarga bo'lmoq, Layout, das (sxema, reja, belgi qo'yib chiqish) – darsliklarda, metodik ishlanmalarda o'quv materialini tizimli joylashtirish;

- to take off- uchmoq, parvoz qilmoq (aviatsiyada) Take off, das — o'quvchilar o'zlashtirish darajasini keskin ko'tarmoq.

Ayrim lug'atlarda bunday ot va fe'llar qayd qilinmaydi. Ularni tarjima qilish uchun ko'pincha kontekstual o'rin almashtiruvchi so'zdan yoki izohli tarjima usulidan foydalanishga to'g'ri keladi:

- chunk – palaxsa, bo'lak (ko'mirning , rudaning) - ta'limning boshlang'ich bosqichida grammatik tahlilsiz yod olinishi va qo'llanilishi lozim bo'lgan so'z birikmasi, gap, jumla. Chunken (to chunk) atamasi esa, mashg'ulot lisoniy materialidan o'kuvchilar o'rganib olishi lozim bo'lgan alohida iboralarni ajratib olishni ifodalaydi. Tabiiyki, bu atamani ham lug'atlardan topa olmaymiz va uni kontekst orqali tushunish mumkin.

3) Nemis tili terminologiyasini boyitishning yana bir usuli ingliz tilidan abbreviaturalarni o'zlashtirishdir. Masalan:

E-Learning, das (auch eLearning, electronic learning, Online-Lernen, Telelernen, Computer Based Training), CAJ - Computer Aided Instruction (computer unterstütztes Informieren), CLL - Community Language Learning.

Ingliz tilidan o'zlashtirilgan aralash variantli qisqartma atamalar ham mavjud: Interlanguage, Pre-closes, Pro-drop-Parameter.

Ingliz tilidagi ayrim atamalarning qisqartma shakllari nemis tilida yangi so'z yasash jarayonida faol ishtirok etadi. Masalan: TKM (Team Kleingruppen-Model), Co-Lernen, Tele-Tutor, E-Coach(ers), E-gestützt, E-Konferenz, TPS-Prinzipien, Web-Verstärkung, Interlanguage, E-Spiel.

Anglitsizmlar asosan matn hajmini qisqartirishga, o'quvchilarni konkret o'quv harakatga rag'batlantirishga xizmat qiladi: TPS (Think-Pair-Share). Ular ko'pincha metodikada «Guruxda muhokama qiling!», «Yangi shakl yasang!», «Axborotni uzating!» qabilidagi xitoblar, ko'rsatmalardan tashkil topadi va keng o'quvchilar auditoriyasini diqqat-e'tiborini jamlashga qaratiladi: (RRR, TTT – takrorlanadigan harf yoki tovushlarni ifodalaydi, Think-Pair-Share – qofiyadosh so'zlarni ifodalaydi).

Terminologik birliklar shaklan sodda, yasama va murakkab so'zlardan (Lead, Setting, Benchmark), so'z birikmalaridan (frozen pair, critical accident, appeal to authority) yoki qisqartmalardan (ATI, BCS, Co-Teaching) tashkil topishi bilan e'tiborni tortadi.

Ifodalaydigan ma'nosiga ko'ra esa atamalarni ob'ekt nomini ifodalovchi (Overlay, Overhead projektor, Beamer), jarayonni ifodalovchi (Layout; Shaping, Foreshadowing) va belgini ifodalovchi (Pop-up (so'zma-so'z: «ko'zni ola-kula qilib), Black Box, Burnout, Button, Chunks, Deprivation) turlarga, shuningdek protsessuallikni va konnotativlikni ifodalovchi Baby-talk –(konstruktsiyani soddalashtirib gapirish), Blind training (tasmollab mashq qilish), Foreigner talk (Xorijlik kishiga taqlid qilib gapirish) kabi atama turlariga bo'lish mumkin.

Semantik aspektda PLD atamalarni umumlashtiruvchi (kontseptual): Image, Code, Team va differentsiyalashtiruvchi: - Composition, Feature, Narration, Elaboration (insho turlari) atamalarga bo'lish mumkin.

Nemis tilida ko'p miqdorda ingliz tilidan o'zlashtirilgan PLD atamalarining vujudga kelishini pedagog olimlarning ingliz tilining globallashuvi natijasida moda ortidan quvishi emas, tilning genesiologik funktsiyasining va olamda yuz berayotgan lisoniy taraqqiyotning ob'ektiv ta'siri deya izohlash mumkin.

Yuqorida keltirilgan fakt va holatlar nemis tili o'qituvchilariga yangi pedagogik texnologiyalarni o'quv jarayoniga kiritish, jahon xorijiy tillar o'qitish texnologiyalaridan unumli foydalanish, «o'qituvchi-o'quvchi munosabatlarida yangicha usullardan foydalanishni taqozo qiladi. Mashg'ulotlar jarayonida nemischa atamalardan foydalanish o'zbek tilida mavjud bo'lmagan tushunchalarni nemis tilidagi atamalar orqali to'ldirish imkoniyatini yaratadi.

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PARONOMASIES IN THE TEXT-BOOKS

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The aim of this article is to learn paronomasia devices in didactic-methodic aspect used in the textbooks of the German language. The effective usage of these devices in the textbook of the foreign languages is serving to direct them to effectiveness of education and lessons to pupils' communicative needs. It is also the basis of implementation of Resolution of the President of the Republic of Uzbekistan by December 10, 2012 "About improving the education of foreign languages".

Key words: paronomasia, language, paronym, word, morpheme, phrase

Paronomasia is considered as specific linguistic-methodical event in the Uzbek linguistics, especially their presence in textbooks of foreign languages and is one the less studied issues by methodic researchers.

Paronomasia is the word in Greek language, which means para- "closer", onomasia- "I say". It is considered as speech unit and based on the tonality of the same words (morphemes), is used as play on words. Such kind of words in linguistics are called as paronyms. They are such words as same morphemes with the same pronunciation with different meanings. They mean different meanings according to the accent of words and the exchange of sounds (omitting of the sounds) in two paronyms. Several examples may be given as «приятно полоскать собаку, но ещё приятнее полоскать рот» in Russian, "apprendre n'est pas comprendre" in French, "lessen und nicht verstehen ist ein halbes Mussiggehen" in German, "o'qimoq boshqa, uqmoq boshqa" in the Uzbek languages. In paronomasia such words with different meanings and same pronunciation can be used in one phrase. From this point of view, paronomasia is the stylistic device which used to explain the thought emotionally through the same pronunciation. Paronomasia is used in poetry as the part of rhyme in the line. They can be met in folklore, proverbs, sayings, some stable phrases, and also in popular literature. For instance, the tale is usually begun with "Bir bor ekan, bir yo'q ekan" in Uzbek and with "es war einmal, es war keinmal" in German. The exchanging of sounds, similarity of words help to think, notice the similarity and difference of words, and also to memorize. This specificity of paronomasies is used to learn foreign languages, know the meaning of words and define the difference of word pronunciation.

There are several paronomasies can be met in textbooks of the German language as tongue twisters to the fluent pronunciation. For example, Fischer, Fritz, fischt, frische, Fische (fisher, Frits, fishing, new, fish). Though the words of

tongue twister are similar in form, but different in meaning, pupils can develop the pronunciation skills and differentiation of them.

In the literature which looked through the paronomasia, mainly was met in little poems' lines, in the last syllables as the similarity of sounds. Compare:

Die Felder Weiss	Im Sommer kalt,
Auf Flüssen Eis	im winter warm
Es weht der Wind	im herbst reich,
Wann ist das Kind	im Fruhling arm

(Deutsch 5, 99 page)

The paronomasies are used there in the rhyme of poem, i.e. formed by approaching similar, but not "relative" words (Weiss-white, Eis-ice, wind- wind, kind-child, kalt-cold, warm-warm, reich- rich, arm-poor). Compare:

Den Schiffer im kleinen Schiffe
Ergreift es mit wildem Weh,
Er schaut nicht die Felsenriffe
Er schaut nur hinauf in die Hoh (H.Heyne)
(O.Jumaniyozov, Deutsch, 227 page)

These words are given as relative words (Schiffer- boatman, Schiffe-boat) or rhymed words (Schiffe-boat, Felsenriffe- rock stones). In some textbooks paronomasies are given in fairy tales.

Es war und war doch nicht, man war hungrig und war doch satt-da lebte ein Alter mit seiner Alten. Es war einmal, es war keinmal (O.Jumaniyozova, Deutsch, 221 page). (Bor ekanda yo'q ekan, och ekanda to'q ekan, bir chol bilan kampir yashagan ekan), translation of these words as Alter-chol, Alten-kampir, hungrig – och, satt-to'q etc. are similar to Uzbek variant. And certainly it helps pupils to develop the skill of translating form one language to another.

Paronomasia also can be met in the texts of textbooks of different subjects such as physics, geometry and others. In this case pupils also can understand the words' meanings in the context. For instance, Fur genaue Messungen verwendet man den Messschieber und Messschraube (Trammel and micrometer are used for definite measurement) (Z.Toshev, Deutsch).

In the conclusion, it can be underlined that the quality and effectiveness of education depends on forming communicative skills in fluent pronunciation, broaden the linguistic outlook of pupils, in defining the difference in tone and pronunciation through using paronomasias in foreign languages textbooks.

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TA'LIMDA INNOVATSION TEXNOLOGIYALAR

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Annotatsiya. Innovatsion texnologiyalar hayotning barcha jabhalarida jumladan, ta'limda ham mugim o'rin egallaydi. Ta'limda innovatsion texnologiyalardan o'quv jarayonini takomillashtirish, uni yanada interaktiv, qulay va samarali tashkil etish haqida so'z boradi. Ta'lim turlarining xilma-xilligi, interfaol usullardan foydalanish usullari keng yoritilgan. Bundan tashqari, onlayn kurslar va masofaviy ta'lim haqida ham fikr yuritiladi..

Kalit sozlar: innovatsiya, masofaviy ta'lim, interfaol usullar, texnologiya.

Abstract. Innovative technologies play an important role in all spheres of life, including education. In education, innovative technologies are used to improve the educational process, making it more interactive, convenient and effective. widely illuminated. In addition, online courses and distance learning are also considered.

Key words: innovations, distance education, interactive methods, technologies.

Аннотация. Инновационные технологии играют важную роль во всех сферах жизни, в том числе и в образовании. В образовании инновационные технологии используются для улучшения образовательного процесса, делают его более интерактивным, удобным и эффективным. широко освещены. Кроме того, рассматриваются также онлайн-курсы и дистанционное обучение.

Ключевые слова: инновации, дистанционное образование, интерактивные методы, технологии.

Abstract. Innovative technologies play an important role in all spheres of life, including education. In education, innovative technologies are used to improve the educational process, making it more interactive, convenient and effective. widely illuminated. In addition, online courses and distance learning are also considered.

Key words: innovations, distance education, interactive methods, technologies.

Pedagogik jarayonda o'qitishning innovatsion usullari o'qitish va tarbiyalashning maqsadlari, usullari, mazmuni va shakllariga, o'qituvchi va o'quvchining birgalikdagi yangiliklarni joriy etishni nazarda tutadi. Hozirgi bosqichda oliy ta'lim muassasasining asosiy vazifasi dunyoda ro'y berayotgan o'zgarishlarga nostandart, moslashuvchan va o'z vaqtida javob bera oladigan bakalavriat mutaxassislarini tayyorlashdan iborat. Zamonaviy texnologiya ta'lim sohasiga axborotlar va kommunikativ texnologiyaning bir qismi sifatida kirib

keldi. Shu bois, ularni kelajakda kasbiy faoliyatga tayyorlash maqsadida universitetda o'qitishning innovatsion usullaridan foydalanilmoqda.

Mavzuning dolzarbligi. Bo'lajak mutaxassisni shakllantirish universitet auditoriyalarida amalga oshiriladi, kadrlar tayyorlashning ko'p mehnat talab qiladigan jarayoni o'qitish metodlariga asoslanadi, uning samaradorlik darajasi bo'lajak bitiruvchining malaka darajasini belgilaydi. An'anaviy metodika o'qituvchi va talaba o'rtasidagi aloqani, o'qituvchi tomonidan talabani o'quv faoliyatini doimiy nazorat qilishni, o'quv materialini o'zlashtirishni nazorat qilishni o'z ichiga oladi.

Ta'lim turlarining maqsadi. O'rganish natijasi o'quv jarayonining mazmunini oqilona tashkil etish tufayli bilimlar miqdorini uzatish sifatida qaraladi, bunda bir tomonlama muloqot sodir bo'lganda, faol, axborot oqimini boshlaydi. Taqdimotimizning bir qismi sifatida biz o'qitishning interfaol usullarini ko'rib chiqamiz, ular quyidagilarni o'z ichiga oladi:

- muammoni taqdim etish usuli;
- taqdimotlar, munozaralar;
- amaliy tadqiqotlar;
- guruhlarda ishlash;
- aqliy hujum usuli;
- tanqidiy fikrlash usuli;
- viktorinalar;
- mini-tadqiqotlar;
- biznes o'yinlari;
- rolli o'yinlar usuli va boshqalar.

Yuqorida ko'rsatilgan barcha ta'lim turlari o'yin tarzida qo'llaniladi va bu jarayonlar samarali natija beradi. Bu usullarning samaradorligi shundan iboratki, individual muammolarni o'quvchilarning o'zlari ko'tarishlari mumkin. Ushbu usulning asosiy muvaffaqiyati shundaki, o'qituvchi tinglovchilardan qo'yilgan muammoning "mustaqil yechim" ini izlaydi. Muammoli ta'limni tashkil etish ancha murakkab jarayon, bu o'qituvchidan jiddiy tayyorgarlikni talab qiladi. Bundan tashqari, interfaol doskalar o'qituvchilarga o'quvchilarni qiziqtiradigan va o'rganishni yanada qiziqarli qiladigan darslarni yaratishga imkon beradi. Onlayn kurslar va masofaviy ta'lim shakllarining tashkil etilishi, coursera, udemy kabi onlayn o'quv platformalari dunyoning istalgan nuqtasidan kurslarda o'qish imkonini beradi.

Kutilayotgan natijalar – o'quv jarayonida olingan bilim, kasbiy ko'nikma va malakalar tez o'zlashtiriladi, mustahkam o'rgatiladi va keying kasbiy faoliyatda oson qo'llaniladi. O'qituvchilar oldida o'quvchining ijodiy salohiyatini, bilim olishga intilishini faollashtirishga qaratilgan o'qitishning shunday uslublarini ishlab chiqish va joriy etish vazifasi turibdi. O'qish jarayoni har bir inson hayotidagi ta'lim jarayonining asosiy tarkibiy qismidir. Innovatsion ta'lim jarayonida talabalar nafaqat o'z-o'zini o'rganadilar, balki bir-birini o'qitish tamoyiliga ko'ra, bir kishi hammaga va hamma hammaga o'rgatadi.

Xulosa: Talabalarni jamoada ishlashga o'rgatish, yangi bilimlarni tushunish va o'zlashtirishda yordam berish va bu o'ziga ishonch, o'zini o'zi takomillashtirish istagini beradi.

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MAHALLIY FOSFORIT RUDALARINI BOYITISHNING MAQBULUSULLARI

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Annotatsiya. Markaziy Qizilqum fosforitlari fosforli o'g'itlar ishlab chiqaruvchi zavodlarimiz uchun asosiy fosfat xomashyosiga aylandi. Ammo fosforning past miqdori, yuqori kalsiy moduli va yuqori karbonat miqdori fosforit rudasidan ammofos ishlab chiqarish yoki fosfat xom ashyosini kislotali qayta ishlash uchun yaroqsiz ekanligiga sabab bo'ladi. Bunday sharoitda past navli fosfat xomashyosini qayta ishlash uchun muqobil usullarni izlash juda dolzarb bo'lib qolmoqda. Ko'pchilik tadqiqotlar termofosfatlar kabi o'simliklarga oson o'zlashadigan o'g'itlar olish muammonining yechimi bo'lishi mumkinligini ko'rsatadi.

Kalit so'zlar: fosforitlar, boyitish, mineral o'g'itlar, fosfor angidridi, termofosfatlar, o'zlashuvchanlik.

Аннотация. Фосфориты Центральных Кызылкумов стали основным фосфатным сырьем для наших заводов, производящих фосфорные удобрения. Но низкое содержание фосфора, большое значение кальциевого модуля, высокое содержание карбонатов делает фосфоритовую муку практически непригодной для производства аммофоса или для кислотной разложений фосфатного сырья. В этих условиях становится очень актуален поиск альтернативных кислотному способов переработки бедного фосфатного сырья. Многие исследования показывают что, самым перспективным термохимический способ, по которому получают усвояемые для растений продукты, так называемые термофосфаты.

Ключевые слова: фосфориты, обогащение, минеральные удобрения, фосфорный ангидрид, термофосфаты, усвояемость.

Abstract. Phosphorites of the Central Kyzylkum have become the main phosphate raw materials for our factories producing phosphate fertilizers. But the low phosphorus content, high calcium module, and high carbonate content make phosphate rock practically unsuitable for the production of ammophos or for sulfuric acid extraction of phosphate raw materials. Under these conditions, the search for alternative methods to acid for processing low-grade phosphate raw materials becomes very urgent. Numerous researches consider the most efficient thermochemical method to obtain plant-digestible products, the so-called thermophosphates.

Key words: phosphorites, enrichment, mineral fertilisers, phosphoric anhydride, thermophosphates, assimilability.

Aholi o'sishining yuqori sur'atlari va ekin maydonlari va ichimlik suvi zahiralari kabi tabiiy resurslarning qisqarishi tufayli dunyoni oziq-ovqat bilan ta'minlash hozirda dolzarb muammoga aylandi. Bu borada fosforli o'g'itlar ishlab chiqarish hajmini oshirish oziq-ovqat dasturini hal etishda ulkan ahamiyat kasb etmoqda. Qishloq xo'jaligi kimyoviy moddalarining jahon miqyosida joriy etilishi ularni ishlab chiqarish bo'yicha kuchli xalqaro sanoatni, shuningdek, logistika va tarqatishning keng tarmog'ini shakllantirishga olib keldi. Xalqaro o'g'it ishlab chiqaruvchilar assotsiatsiyasi ma'lumotlariga ko'ra, o'tgan asrning 60-yillari bilan taqqoslaganda, 2020-yilga kelib, mineral o'g'itlarning jahon iste'moli qariyb 8 barobarga oshgan. Hozirgi vaqtda mineral o'g'itlar bozori eng monopollashgan bozorlardan biri hisoblanadi. Beshta davlat uning eng yirik ishlab chiqaruvchilari: Xitoy, AQSh, Hindiston, Rossiya va Kanada hisoblanadi. Bu mamlakatlarning ulushi ishlab chiqarilayotgan agrokimyoviy mahsulotlar umumiy hajmining qariyb 60% ni tashkil qiladi.

XX-asrning ikkinchi yarmidan boshlab jahon kimyo sanoati, shu jumladan qishloq xo'jaligi uchun kimyoviy moddalar ishlab chiqarish texnik va texnologik yangilash va tarkibiy qayta qurish yo'li bilan yirik sanoat tarmoqlarini ekstensiv rivojlantirishdan resursni tejaydigan va fanni ko'p talab qiladigan sanoatga o'tdi. butun zamonaviy postindustrial iqtisodiyotga xos bo'lgan rivojlanish bosqichi. Rivojlanayotgan mamlakatlarda sanoatda qayta ishlash darajasi past bo'lgan mahsulotlar ishlab chiqarish yo'lga qo'yilgan bo'lib, ular asosiy mineral o'g'itlarni keng miqyosda ishlab chiqarishni o'z ichiga oladi. Butun dunyoda mineral o'g'itlar ishlab chiqarish barqaror o'sib bormoqda, chunki bu sayyoramizning tobora ko'payib borayotgan aholisini oziq-ovqat bilan ta'minlashning eng muhim omillaridan biridir. O'zbekistonda fosforli o'g'itlar yetkazib berish 25-30 foizni tashkil etadi. Bu yuqori sifatli fosfat xomashyosi yetishmasligi bilan izohlanadi [1].

O'rganilayotgan adabiyot ma'lumotlarini tahlil qilish asosida fosforli o'g'itni olish jarayonining fizik-kimyoviy xususiyatlarini aniqlashga qaratilgan keng qamrovli va tizimli tadqiqot o'tkazish maqsadga muvofiq bo'ldi. Bunday holda, termik ishlov berish uning sifatini pasayishiga yordam beradigan jarayonlarga salbiy ta'sir ko'rsatadigan omillarni o'rganish ham dolzarb bo'lib qoldi. Shuning uchun kelajakda oqilona texnologik jarayonni tashkil etish nafaqat resurslarni tejash, balki tayyor mahsulot hosildorligini ham oshiradi.

Keyingi yillarda respublika qishloq xo'jaligini mineral o'g'itlar, ayniqsa fosforli va kaliyli o'g'itlar bilan ta'minlash keskin kamaydi. Masalan, 2001 yilda Respublikada yetishtiriladigan turli xil qishloq xo'jalik ekilari uchun ilmiy asoslangan zarur meyordagi mineral o'g'itlarga bo'lgan talab (100% ozuqa modda xisobida) 997,5 ming tonna azotli, 691,7 ming tonna fosforli va 352,5 ming tonna kaliyli o'g'itlarga to'g'ri keldi. Bugungi kunda azotli o'g'itlarga bo'lgan talab ehtiyoj 58,8%, fosforga esa 18% bajarilmoqda.

Mineral o'g'itlarsiz esa qishloq xo'jaligida yuqori xosildorlikka erishish mumkin emas. Qishloq xo'jaligidagi fosforli o'g'itlar tanqisligi muammosini hal etish hozirgi kunning asosiy vazifalari qatoriga kiradi.

Yuzaga kelgan ushbu vaziyatdan chiqishning eng asosiy yo'llaridan biri respublikamiz xududida joylashgan past sifatli Markaziy Qizilqum xavzasidagi fosforit va sanoat ahamiyatiga ega bo'lmagan boshqa maxalliy fosforit zahiralardan oqilona foydalanishdir. O'zbekiston Respublikasi Vazirlar Mahkamasi qaroriga binoan respublika qishloq xo'jaligining fosforli o'g'itlarga bo'lgan ehtiyojini ta'minlash maqsadida Qizilqum fosforit kombinati tashkil etildi. 1998-yil 29 maydan boshlab quvvati yiliga 300 ming tonna bo'lgan fosforit uni ishlab chiqarilmoqda. Keyingi yillarda korxonada P₂O₅ 27-28% bo'lgan 400 ming tonna termokonsentratni yuqori sifatli fosforli o'g'it hisoblangan ammofos ishlab chiqarish uchun yubormoqda.

Qizilqum fosforit basseyni 65 ming km² maydonni egallagan va fosforitlarning o'rtacha qatlami 2,5 m bo'lgan holda aniqlangan zahirasi 16,25 mlrd. tonna yoki 1,95 mlrd. t P₂O₅ tashkil etadi. Unda Jeroy-Sardara koni eng ko'p o'rganilganidir. Ushbu konda uchta maydon: Janubiy Jeroy, Quruqquduq va Tashkura uchastkalari topilgan bo'lib, ularning umumiy zahirasi 291168 ming. t rudani yoki 55516 ming. t P₂O₅ ni tashkil etadi. Hozirgi kunda Tashkura uchastkasi (116619 ming. t ruda yoki 21255 ming. t P₂O₅) qayta ishlashga tayyorlangan va unda qazish ishlari olib borilmoqda. 2009 yili 1244,2 ming. t ruda yoki 210,5 ming. t P₂O₅ qazib olindi. Zahirasi 90141 ming. t ruda yoki 17294 ming. t P₂O₅ bo'lgan Quruqquduq va 84408 ming. t ruda yoki 16967 ming. t P₂O₅ ga ega bo'lgan Janubiy Jeroy uchastkalari yaqin kelajakda ishlab chiqarishga jalb qilinadi. Barcha konlardagi fosforitlar uch komponentli tarkibga egadir. Xomashyoning bosh minerali uning kristallik strukturasi bog'langan 33% P₂O₅, 3,5-4,0% CO₂ va 3% gacha SO₃ tutgan $a_0 = 9,30-9,33 \text{ \AA}$, $s_0 = 6,89 \text{ \AA}$ elementar yacheyka ko'rsatkichiga ega ftorkarbonatapatit (frankolit) hisoblanadi. Ikkinchi muhim mineral – fosforit rudaning donador materiali tarkibiga kirgan kalsit hisoblanadi. Ular frankolit bilan birgalikda rudaning massasini 75-80 dan 93-95% gacha tashkil etadi. Qizilqum fosforitlarining o'ziga xos o'zgachaligiga undagi uch xil karbonatlarning: "endokalsit" – fosfat bilan o'zaro bog'langanish orqali saqlangan kalsit relikti; "ekzokalsit" – sement kalsiti; fosfat minerali kristallik panjarasiga izomorf kirgan karbonat guruhlarning mavjudligidir.

Mineral o'g'itlar ishlab chiqarishiga bunday kambag'al fosfat xomashyoni jalb etish uchun avval uni boyitish zarur, ya'ni tarkibini keraksiz qo'shimchalardan, eng avvalo karbonatlardan xolos etish lozim. Boyitishning keng tarqalgan usuli – flotatsiya hisoblanadi. Ammo Qizilqum fosforitlari yuqori karbonatlashgan bo'lganligi bilan, undagi fosfat minerali kalsit bilan jips bog'langan, shu sababdan flotatsiya usuli yordamida boyitish bo'yicha qilingan urinishlar ijobiy natijaga olib kelmagan.

Yuqori karbonatga ega bo'lgan past navli fosforitlarni boyitishda termik usul maqbul hisoblanadi. Qizilqum fosforit kombinati qaynoq qatlamda kuydirish va xomashyoni xlardan yuvish usuli bilan boyitishni sanoat miqyosida o'zlashtirdi. 2006 yildan buyon kombinat «Ammofos-Maksam» OAJ da konsentrlangan fosforli o'g'itlar olishga mo'ljallangan yiliga 400 ming tonna yuvib kuydirilgan fosfokonsentrat (28-30% P₂O₅), Qo'qon superfosfat zavodida oddiy

ammoniylangan superfosfat olishga mo'ljallangan yiliga 200 ming tonna yuvib quritilgan fosforkonsentratni (18-19% P₂O₅) hamda Samarqandkimyo zavodida nitrokalsiyfosfatli o'g'itlarni olish uchun mo'ljallangan yiliga 200 ming tonna fosforit unini (16-18% P₂O₅) ishlab chiqarmoqda.

Oxirgi yillarda boyitishning biokimyoviy usullari ham paydo bo'ldi. Bu usullarda karbonatli fosforitlarni boyitishda sirka, chumoli, laktat va yantar organik kislotalarini ishlatishni tavsiya etishgan.

Yuqoridagi bayon etilgan holatlardan kelib chiqib, ilm-fan va sanoat oldida Markaziy Qizilqum fosforitlarini samarali boyitish usullarini qo'llash hamda qoniqarli texnik-iqtisodiy ko'rsatkichlarga ega sifatli o'g'itlarga qayta ishlash, dolzarb masala hisoblanadi [1].

Demak, past navli Qizilqum fosforitlarini mineral o'g'itlar ishlab chiqarishiga jalb qilish uchun avvalom bor ularni boyitish talab etiladi yoki ularni qayta ishlashning noan'anaviy usullarini qo'llash lozim.

Fosfor o'g'itlarni olishning asosiy mazmuni bu fosfat xomashyosidagi o'simlik o'zlashtira olmaydigan fosforni o'simlik o'zlashtira oladigan shaklga o'tkazishdan iboratdir. Fosforli o'g'itlar olishning uchta an'anaviy usuli mavjud: 1. Xomashyoni kislotalar (nitrat, sulfat, fosfor va xlorid) yordamida to'liq parchalab suvda eruvchan fosforli o'g'itlarga aylantirish; 2. Fosfat xomashyosini uglerod ishtirokida yuqori haroratda ishlov berib uning tarkibidagi elementar fosfor va keyinchalik undan fosfor kislotasi va uning tuzlarini olish; 3. Fosforitlarga ishqoriy metall tuzlari ishtirokida termik usulda ishlov berib sitrat eruvchan fosforli o'g'itlar olish. Undan tashqari mexanik maydalash yo'li bilan suvda erimaydigan, ammo tuproq eritmasida yaxshi eriydigan oddiy fosforit unini olish usuli mavjud.

Birinchi usul uchun sifatli fosfat xomashyosi zarur bo'ladi hamda ko'p miqdorda kislota sarfi talab etiladi. Ikkinchisida esa past navli fosforitni foydalanish mumkin, ammo unga yuqori harorat zarur, bu esa o'g'it tan narxini keskin oshirib yuboradi. Uchinchi usulda ham yuqori harorat talab qilinadi, undan tashqari olingan mahsulotni faqat nordon tuproqlarda ishlatish tavsiya etiladi [2].

Fosforit unini to'g'ridan-to'g'ri o'g'it sifatida foydalanish eng arzon yo'ldir. Fosforit uni – kislotasiz shakldagi istiqbolli fosfor o'g'iti hisoblanadi. GOST 5716-74 talablari bo'yicha fosforit unining maydalashdan keyingi dispers tarkibi qo'yidagi talabga javob berishi lozim – 0,18 mm o'lchamdagi elakdan o'tmagan qoldiq 10% dan oshmasligi kerak. Ammo bu turdagi o'g'it nordon, kislotali muhitga ega bo'lgan tuproqlarda samara beradi

Suvda eruvchan fosfor o'g'itlar ishlab chiqarishi uchun yuqori sifatli fosfat xomashyosi zahiralarning borgan sari kamayib borishi natijasida butun dunyoda kambag'al fosforitlarni qayta ishlashning maqbul yo'llarini topishga katta ahamiyat berilmoqda. Olimlarning asosiy diqqat e'tibori kambag'al fosfat xomashyosini mexanik, termik, kimyoviy va mexanik-kimyoviy usullar bilan faollashtirish yo'nalishiga qaratilgan.

Shu sababdan fosforli o'g'itlar olishning noan'anaviy usullarini, jumladan fosfat xomashyosini kam miqdordagi kislota yordamida kimyoviy faollashtirish usuli maqbul usul deb qaralmoqda. Bunda to'liq parchalanmagan yoki qisman

parchalangan fosfatlar hosil bo'ladi. Bu kabi ishlar aynan sifatli xomashyoning tanqisligi hamda to'liq eruvchan fosforli o'g'itlarning tan narxining yuqori bo'lganligi tufayli yuzaga keldi.

Bu yo'nalishda qilingan eng dastlabki ishlardan birida, fosforit uniga fosforit uni miqdoridan 3,8; 7,6 va 15,2% miqdorida olingan fosfor, nitrat va xlorid kislotalari bilan ishlov berilgan. To'liqsiz miqdorda parchalangan mahsulotlarning agrokimyoviy samaradorligi ishlov berilmagan fosfat xomashyosi hamda suvda eruvchan fosfatlarga nisbatan o'rganildi. Suvda eruvchan fosfat tuproq bilan o'zaro ta'sirlashuvida o'zining o'simlikka yetib borish darajasini kamaytiradi, bu vaqtda kam miqdordagi kislota bilan ishlov berilgan fosforit nisbatan samarali natija beradi. Bunda to'liq parchalanmagan fosforitning o'simlikka foydali ta'sir koeffitsiyenti suvda eruvchan fosfatga nisbatan 5-8 barobar yuqori bo'ladi.

Fosfor kislotasi bilan qisman parchalangan fosforit keng agrokimyoviy sinovlardan o'tgan. Bunda fosforit qo'sh superfosfat olish uchun zarur bo'ladigan miqdordan 12,5; 25; 50 va 100 % miqdordagi fosfor kislotasi bilan ishlov berilgan fosforitlar tekshirilgan. Eng yaxshi natijalar $\text{Ca}(\text{H}_2\text{PO}_4)_2$ olishga stexiometrik ravishda 25 va 50% meyorlardagi H_3PO_4 foydalanilganda erishilgan. 25 va 50 %-li darajada parchalangan Yegoryevsk koni fosforit uni o'zining samarasi bo'yicha ammosfos va qo'sh superfosfatlar bilan teng bo'lgan. Fosfor kislotasi bilan qisman parchalangan bu fosforit superfosfat-fosforitli o'g'it yoki qisqa qilib "Superfos" deb atalgan. Superfos ishlab chiqarishining qo'sh superfosfatga solishtirilganda afzalligi shundan iboratki, kam miqdorda (20-25%) sulfat kislotasi talab qilinadi va fosforit uni sifatida kam samarali yoki ekstraksion fosfor kislotasi olish uchun yaroqsiz fosforitlarni ishlatish mumkin.

Shuningdek adabiyotlarda fosfat xomashyosini termokimyoviy faollashtirishda reagent sifatida mineral tuzlar eritmalarini yoki suyuqlanmalaridan foydalanish imkoniyatlari ham ko'rsatilgan [3].

Birinchi marotaba mahalliy past sifatli yuqori karbonatli Qizilqum va Aznek koni fosforit namunalarini mineral tuzlar yordamida termokimyoviy faollashtirish jarayoni o'rganildi. Fosforitlar tarkibidagi fosforning (P_2O_5) o'zlashtiruvchan holatga o'tishida tuz eritmaları konsentratsiyasi, meyori va muhitining ta'siri aniqlandi [4].

Markaziy Qizilqum va Guliob fosforitlari kam meyordagi sulfat va azot kislotalarining turli konsentratsiyalarida parchalanishining qulay sharoitlari aniqlandi. Birinchi bor Markaziy Qizilqum fosforit namunalarini ammoniy sulfatli sulfat kislota va ammoniy nitratli azot kislota eritmaları bilan qayta ishlab, yangi ilmiy natijalar olindi. Oddiy va murakkab donador fosforli o'g'itlarning xossalriga kislota meyori ta'siri aniqlandi. Fosforitlarni kimyoviy faollashtirib olingan yangi fosforli o'g'it turlari tarkibi va ularning xossalari zamonaviy usullar yordamida aniqlandi [5].

Past navli fosfat xomashyosini fosfor o'g'itlari ishlab chiqarishga jalb qilishga imkon beradigan usullardan biri, bu ularni kimyoviy faollashtirish hisoblanadi. Bunda to'liq parchalanmagan yoki qisman parchalangan fosfatlar hosil bo'ladi. Fosforitlarni fosfor kislotali faollashtirishda fosfor kislotasi monokalsiyfosfat hosil

bo'lishiga sarflanadigan miqdordan ko'ra kamroq olinadi. Undan tashqari past navli fosforitlarni to'g'ridan-to'g'ri o'g'itlar ishlab chiqarishida foydalanish uchun mineral tuzlar eritmalari energiyasidan foydalanish mumkin.

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ЭМПИРИЧЕСКОЕ ИССЛЕДОВАНИЕ ОТНОШЕНИЯ ТЕЛЕЗРИТЕЛЕЙ К ИНФОРМАЦИОННЫМ ПРОГРАММАМ НА ТЕЛЕВИДЕНИИ УЗБЕКИСТАНА

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Аннотация. В данной статье представлены результаты эмпирического исследования отношения телезрителей к информационным программам на телевидении Узбекистана. Цель исследования заключалась в выявлении факторов, влияющих на восприятие зрителями новостных программ, и их удовлетворенности качеством предоставляемой информации. Был использован метод анкетирования для сбора данных о предпочтениях и ожиданиях аудитории. Анализ данных позволяет сделать выводы о текущем состоянии информационного вещания и предложить рекомендации по его улучшению.

Ключевые слова: телезрители, информационные программы, телевидение Узбекистана, восприятие, удовлетворенность, эмпирическое исследование.

Abstract. This article presents the results of an empirical study on viewer attitudes towards news programs on Uzbekistan television. The aim of the study was to identify the factors influencing viewers' perceptions of news programs and their satisfaction with the quality of the information provided. A survey method was used to collect data on audience preferences and expectations. Data analysis allows for conclusions about the current state of news broadcasting and offers recommendations for its improvement.

Keywords: viewers, news programs, Uzbekistan television, perception, satisfaction, empirical study.

Annotatsiya. Ushbu maqolada teletomoshabinlarning O'zbekiston televideniyesidagi axborot dasturlariga munosabatini empirik o'rganish natijalari keltirilgan. Tadqiqotning maqsadi tomoshabinlarning axborot dasturlarini idrok etishiga va ularning taqdim etilayotgan axborot sifatidan qoniqishiga ta'sir etuvchi omillarni aniqlashdan iborat edi. Auditoriyaning afzalliklari va umidlari haqida ma'lumot to'plash uchun so'rov usuli qo'llanildi. Ma'lumotlarni tahlil qilish bizga yangiliklarni uzatishning hozirgi holati to'g'risida xulosa chiqarish va uni takomillashtirish bo'yicha tavsiyalar berish imkonini beradi.

Kalit so'zlar: teletomoshabinlar, axborot dasturlari, O'zbekiston televideniyesi, idrok, qoniqish, empirik tadqiqot.

Современное информационное общество невозможно представить без массовых коммуникационных средств, которые играют ключевую роль в распространении информации и формировании общественного мнения. Новостные каналы являются одним из наиболее популярных и востребованных источников новостей для миллионов людей по всему миру. Они не только предоставляют актуальную информацию, но и формируют определенные взгляды и установку для своей аудитории. Телевидение выполняет ряд функций, но главная из них информационная. Говоря об информационной функции телевидения, необходимо узко и конкретно объяснить понятие «массовая информация». Зачастую, синонимом к термину «журналистика» выступает словосочетание «средства массовой информации». В узком понимании массовая информация — «это событийная информация, т.е., группа кратких некомментируемых сообщений о самых актуальных событиях в мире» [1,5], а в широком смысле слова, «информация представляет собой совокупность содержательных сведений, заключенных в том или ином сообщении» [2,32], «все данные и текста, которые несет журналистика в массы, любые опубликованные в СМИ произведения, оказывающие влияние на аудиторию» [3,14].

Информационные программы являются важной составляющей телевидения, играющей ключевую роль в формировании общественного мнения и информировании населения о происходящих событиях. В Узбекистане телевидение остается одним из основных источников информации для большинства граждан. Поэтому важно понимать, как зрители воспринимают новостные программы и какие факторы влияют на их отношение к ним.

Взаимоотношения между телезрителями и информационными телеканалами в Узбекистане сложны и многогранны. С развитием социальных сетей и цифровых медиа традиционному доминированию государственных телеканалов бросает вызов новое поколение частных каналов, а также онлайн-платформ. Согласно опросу, проведенному в 2020 году информационным агентством InterNews, 77% людей в возрасте от 30 до 45 лет узнают новости по телевизору, в то время как 23% доверяют онлайн-сайтам и 18% полагаются на социальные сети [4]. В Узбекистане использование социальных сетей и мессенджеров в качестве источников информации значительно выросло за последние годы. В этом контексте важно проанализировать взаимоотношения между телезрителями и информационными телеканалами в Узбекистане с использованием эмпирических методов исследования, принимая во внимание меняющийся медиа-ландшафт и растущее значение интернет СМИ.

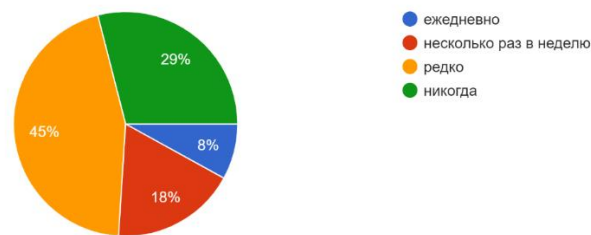
В анонимном опросе участвовали телезрители в возрасте от 18 до 50 лет, проживающие в Республике Узбекистан. Вопросы были размещены на платформе Google формы, данный опрос прошли 100 респондентов. Ответы

сохранялись и автоматически были преобразованы в графики и диаграммы. Женский пол в процентном соотношении составил 67%, соответственно мужской пол – 33%.

В рамках исследования были учтены мнения людей различных возрастных групп, в опросе приняли участие граждане от 18 до 50 лет и выше. Так, в процентном соотношении от 18-25 лет — 63%; от 25-30 — 12%; от 30-35 — 10%; от 35-40 — 4%; от 45-50 — 5 %; от 50 и старше — 6%.

В начале исследования мы решили узнать, как часто зрители смотрят новости на отечественном телевидении. Как оказалось, большинство респондентов (45%) смотрят новости на телевидении крайне редко, 29% — вовсе не смотрят отечественные новости, 18% — смотрят новости несколько раз в неделю, и лишь 8% респондентов смотрят отечественные информационные передачи ежедневно.

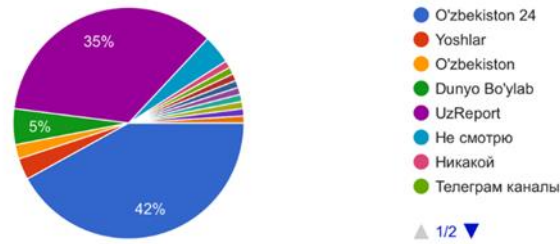
4) Как часто вы смотрите новости на отечественном телевидении?
100 ответов



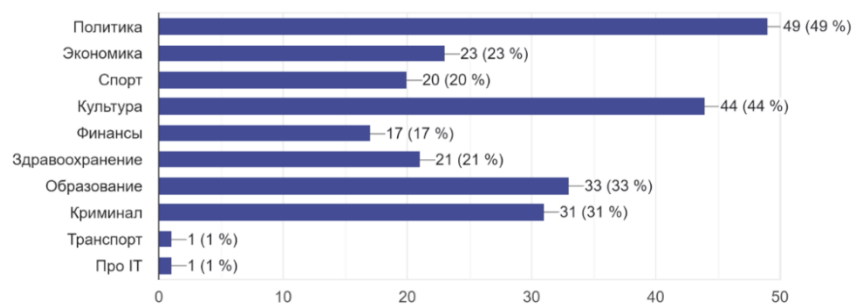
Затем мы предложили выбрать один из предложенных телеканалов, для выявления предпочтений, а также определения самого популярного телеканала Узбекистана. Так, наиболее популярным и востребованным информационным телеканалом Узбекистана среди опрошенных является O'zbekiston 24 (42%), за ним следуют UzReport (35%), Dunyo Boylab (5%) и Yoshlar (3%). Были также и другие варианты телеканалов, процентное соотношение которых составляло 1%.

Результаты следующего вопроса указывают на интересы опрашиваемых. Таким образом, наиболее интересными для респондентов являются материалы на темы политики (49%), культуры (44%), образования (33%) и криминала (31%). Примечательно, что темы экономики и финансов у респондентов не так популярны. Это может быть связано с тем, что объективность и сбалансированность точек зрения в данных темах часто низкая.

5) Какой новостной телеканал в Узбекистане вы предпочитаете?
 100 ответов

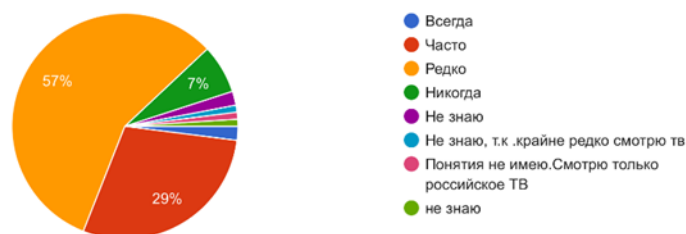


6) Какие информационные материалы на новостных телеканалах вам наиболее интересны?
 100 ответов



Далее мы решили узнать мнения респондентов касательно объективности информационных отечественных материалов. Так, по их мнению, сегодня на телевидении новостные материалы бывают объективными крайне редко (57%), 29% респондентов отметили, что информация подается часто объективна, 2% — всегда объективна, и 7% — никогда не объективна.

9) Каково ваше мнение о подаче информационных материалов на новостных телеканалах Узбекистана? Считаете ли вы, что они достаточно объективны?
 100 ответов

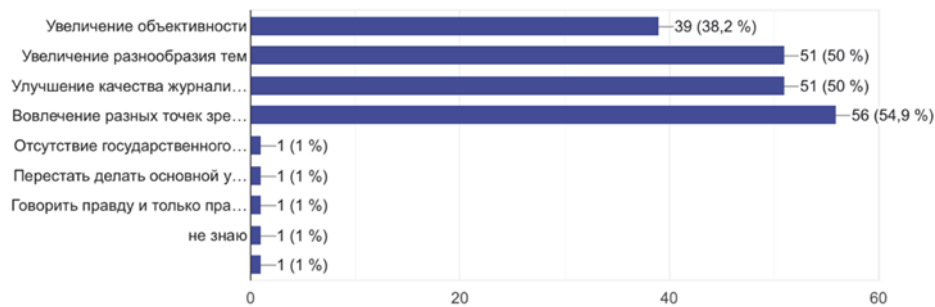


В следующем вопросе мы решили узнать, какие изменения и предложенные меры, по их мнению, помогли бы в улучшении качества отечественных информационных материалов. Так, согласно результатам, среди предложений по улучшению подачи информационных материалов на новостных телеканалах Узбекистана лидируют: вовлечение разных точек

зрения (54,9%), улучшение качества журналистской работы (50%), увеличение разнообразия тем (50%) и увеличение объективности (38,2%).

11) Какие изменения или улучшения вы бы предложили для подачи информационных материалов на новостных телеканалах Узбекистана?

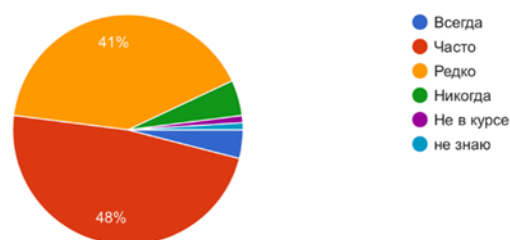
102 ответа



Качеству журналистской работы, актуальности и разнообразию тем информационных материалов на телевидении Узбекистана, мы выделили отдельный раздел вопросов. Согласно результатам исследования, новостные телеканалы не сильно отличаются актуальностью передаваемых материалов, 48% респондентов считают, что новостные телеканалы Узбекистана часто передают актуальные события, однако важно заметить, что большой процент респондентов (41%) уверены, что актуальные события передаются на новостных каналах достаточно редко. Примечательный тот факт, что из ста опрошенных телезрителей лишь 4% считают, что информационные материалы передают абсолютно все актуальные события.

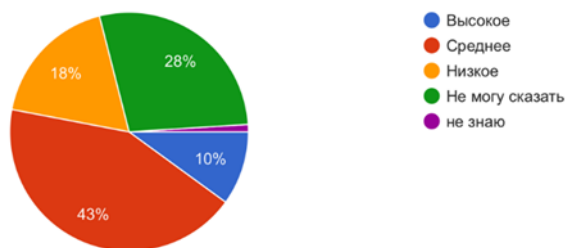
13) Как часто вы считаете, что новостные телеканалы Узбекистана передают актуальные события?

100 ответов



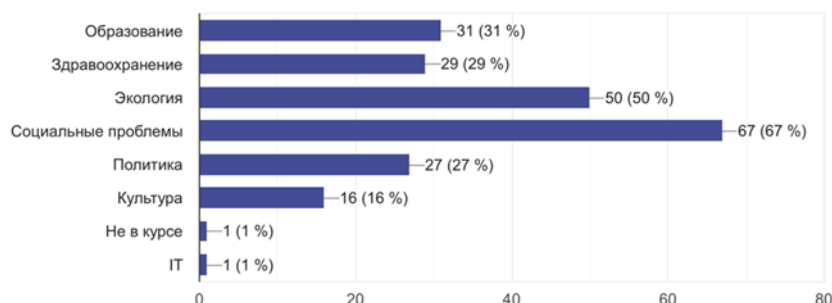
По результатам опроса, проведенного относительно оценки качества журналистской работы на новостных телеканалах Узбекистана, выявлено, что респонденты воспринимают это качество весьма разнообразно. Примерно 43% опрошенных оценили его как среднее, 18% как низкое, 10% как высокое, и 28% испытали затруднения при ответе. Эти данные указывают на разнообразие мнений и восприятий относительно профессионализма и качества журналистской работы в стране.

14) Каково ваше мнение о качестве журналистской работы на новостных телеканалах Узбекистана?
100 ответов



Вместе с тем, согласно результатам нашего исследования, многие респонденты отметили необходимость расширения тематического спектра новостных программ. Как показали результаты опроса, тем, которые нуждаются в большем освещении на новостных телеканалах достаточно много. Здесь присутствуют: социальные проблемы (бедность и социальное неравенство, преступность, состояние здоровья населения и т.д.) — 67%; экология — 50%; здравоохранение — 29%; образование — 31%; политика — 27%; и культура — 16%.

16) Какие темы или сферы жизни в Узбекистане, по вашему мнению, недостаточно освещаются на новостных телеканалах?
100 ответов



Исходя из данных проведенного эмпирического исследования, в конце опроса мы решили узнать у телезрителей какими способами и мерами можно повысить качество подачи новостей, а также доверия к информационным материалам на телевидении у нас в стране. Тройка лидирующих мнений выглядит следующим образом. В первую очередь респонденты считают, что необходимо усиление независимости телеканалов — 66,3%, во-вторых, необходима работа над большей прозрачностью в работе информационных телеканалов страны — 61,2%, в-третьих, помимо работы телеканалов, необходимо также уделять больше внимания к улучшению профессиональной подготовки журналистов — 52%. Респонденты также заметили, что введение жестких правил этики, помогло бы в улучшении работы информационных телеканалов Узбекистана — 13,3%. На наш взгляд,

все рекомендации и советы являются ценными и заслуживают своего внимания со стороны представителей информационной журналистики нашей страны.

Полученные данные свидетельствуют о том, что зрители в Узбекистане предъявляют высокие требования к качеству новостных программ. Удовлетворение этих требований может повысить уровень доверия к телевидению и укрепить его позиции как основного источника информации. Важно учитывать мнение аудитории при разработке и модернизации информационных программ, внедрять современные технологии и повышать профессионализм сотрудников.

Эмпирическое исследование отношения телезрителей к информационным программам на телевидении Узбекистана показало, что качество подачи информации, профессионализм ведущих, актуальность и разнообразие тем являются ключевыми факторами, влияющими на восприятие зрителями новостных программ. На основе этих результатов можно рекомендовать телевизионным компаниям уделять больше внимания улучшению этих аспектов для повышения удовлетворенности аудитории и укрепления доверия к телевидению.

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THE THEME OF THE PROBLEM OF "FATHERS AND CHILDREN" IN THE WORKS OF I. S. TURGENEV AND WILLIAM THACKERAY

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Annotation. The article reveals the problem of "fathers" and "children" in the works of I. S. Turgenev and William Thackeray. There has always been a conflict between fathers and children. This topic is very global and is only part of the endless natural struggle of the old with the new, from which the new does not always come out victorious. Each person receives initial knowledge about life, about the relationship between family members from their parents. Therefore, the relationship in the family, the relationship between parents and children depends on how a person will treat other people in the future, what moral principles he will choose for himself, what will be the most important and Holy for him.

The topic of intra-family relations has been, remains and will be relevant at all times.

Key words: the problem, family relations, moral principles, parents, children, relationships, old, new, global, knowledge about life, generational conflict, ideological disagreement.

Аннотация. В статье раскрывается проблема «отцов» и «детей» в произведениях И.С. Тургенева и Уильяма Теккерея. Конфликт между отцами и детьми существовал всегда. Тема эта очень глобальная и является лишь частью той бесконечной естественной борьбы старого с новым, из которой новое не всегда выходит победителем. Каждый человек получает начальные знания о жизни, об отношениях между членами семьи от своих родителей. Поэтому от взаимоотношений в семье, от взаимоотношений между родителями и детьми зависит то, как в будущем человек будет относиться к другим людям, какие нравственные принципы изберет для себя, что для него будет самым главным и святым. Тема внутрисемейных отношений была, остается и будет актуальной во все времена.

Ключевые слова: проблема, семейные отношения, нравственные принципы, родители, дети, взаимоотношения, старый, новый, глобальная, знания о жизни, конфликт поколений, идейное разногласие.

И.С. Тургенев ва Уилям Теккерейнинг асарларида «ота ва бола» муаммоси мавзуси

Аннотация. Мақолада И.С. Тургенев ва Уилям Теккерейнинг асарларида «ота ва бола» муаммоси ёритилади. Оталар ва болалар ўртасида зиддиятлар доимо мавжуд бўлган. Ушбу мавзу жуда глобал ва янги ҳар доим ҳам ғолиб бўлиб чиқмайдиган қадимгининг янги билан чексиз табиий курашининг бир қисмидир. Ҳар бир инсон ҳаёт, оила аъзолар ўртасидаги

муносабатлар ҳақида бошланғич билимларни ўз ота-оналаридан оладаилар. Шу сабабли оиладаги муносабатлар, ота-оналар ва болалар ўртасидаги муносабатлар келажакда инсон бошқа одамларга қандай муносабатда бўлишига, ўзи учун қандай ахлоқий тамойилларини учун энг муҳими ва муқаддас, деб танлашига боғлиқ. Оиладаги муносабатлар мавзуси ҳар доим ҳам долзарб бўлиб келган ва сақланиб қолади.

Калит сўзлар: муаммо, оилавий муносабатлар, ахлоқий тамойиллар, ота-оналар, болалар, ўзаромуносабатлар, қадимги, янги, глобал, ҳайт ҳақида билим, авлодлар зиддияти, мафкуравий келишмовчилик.

The year 2020 has been declared the "Year of development of science, education and the digital economy" in Uzbekistan. This sets certain tasks for all members of society. In a rapidly developing world, it is necessary to know computer technologies and use them. As a result of the worldwide pandemic, many organizations are forced to work remotely. To carry out remote activities, employees of organizations need computer skills, the ability to use the achievements of information and communication technology.

It must be said that many and many were only superficially familiar with the possibilities of ICT, only at the level that their activities required. But remote activity required more from them. And then many parents came to the aid of their children, who had much more knowledge and skills in the field of communication technologies. As a result, the younger generation came to the aid of the older one: the older generation began to teach. Adults who scolded their children for spending too much time on computers and gadgets realized how important knowledge in this area is.

The problem of "fathers and children" has been, is and will be relevant at all times, and it affects all generations. There has always been a conflict between fathers and children. This topic is very global and is only part of the endless natural struggle of the old with the new, from which the new does not always come out victorious. Unfortunately, it is difficult to say whether this is good or bad. Each person receives initial knowledge about life, about the relationship between family members from their parents. Therefore, the relationship in the family, the relationship between parents and children depends on how a person will treat other people in the future, what moral principles he will choose for himself, what will be the most important and Holy for him.

The conflict of generations is that the older generation teaches the younger "how to live", while not forgetting to impose their opinions on them, trying to pass on their accumulated experience. As a result, there are differences between representatives of different generations in their views on certain things and problems. It is worth mentioning that not only parents are able to teach their children something, but often children can give a lot to their parents.

This problem was raised not only in English, but also in Russian literature. Authors approach this eternal problem in different ways. In Russian literature, the problem of fathers and children was raised by I. S. Turgenev in the novel "Fathers and children". The very title of the novel "Fathers and children" shows that this

theme is the most important in the work. In addition, this problem exists in almost all works of literature: in some it is presented more vividly, in others there are only hints for a more complete disclosure of the image of the hero. It is difficult to say exactly who first raised the issue of fathers and children. It is so vital that it seems to have always existed on the pages of literary works. It is important to note that the problem of fathers and children includes a number of important moral problems. This is also a problem of education, gratitude and ingratitude, and lack of understanding between generations. These questions are raised in various works, and each author tries to look at them and solve them in their own way.

The history of the creation of "Fathers and children" is quite fascinating. In 1860, when Turgenev was in England, the first ideas of the novel appeared. It so happened that Ivan Sergeyevich had to spend the whole night at the railway station, where he met a young doctor. The writer and his new friend talked all night, it was the ideas of his interlocutor that Ivan Sergeevich put into the speech of his future main character of the novel – Bazarov.

Family relationships are not the most important thing in the novel "Fathers and children". Fathers and children are adherents of new and old views, who judge events from their own point of view, and the course of life depends on the conflicts of these worldviews. This is a new type of person who is emerging in society, thinks progressive, has firm and resolute beliefs, and calls for the destruction of the old. Bazarov is a typical representative of the new generation that denies the old world. Bazarov's antagonist is Pavel Kirsanov. Kirsanov is an ardent follower of old views, a hereditary nobleman. Patriarchal principles are close and clear to him, he sees the meaning of life in them and tries to conform to his beliefs.

The socio - ideological direction of the novel, the struggle of opposing views, ideological disagreement, different perceptions of the world - all this reflects the disputes between Bazarov and Pavel Kirsanov. All this leads to a lack of understanding of each other and, of course, to the complete opposite of their opinions.

In Ivan Sergeevich's novel, a new type of person is defined, a nihilist (a person who denies generally accepted values, ideals, moral and cultural norms, and does not recognize any authorities.) This is a new trend of the mid-nineteenth century, which was the most important event of that era.

When you think about this problem, you remember the English proverb: "As a tree as a fruit". Although this proverb contains the truth, sometimes the opposite is true. And then there is the problem of misunderstanding. Parents do not understand children, and children, in turn, parents. Parents impose their morals and principles of life on their children, and children do not want to accept them, but they cannot and do not always want to resist. Such is the merchant Kabanikha from Ostrovsky's "Thunderstorm". She constantly imposes her opinion on children, orders them to do only what she wants. Kabanikha did not give a normal life to his son Tikhon and his wife, Catherine. The result was irreparable.

The problem of "fathers and children" is a deeply moral problem, so it is relevant at all times. Everything that is sacred to a person is passed on to him from

his parents. The progress of society and its development creates disagreements between the older and younger generations.

In addition to the so-called "age gap", there are several reasons for the problem of "fathers" and "children", and they are rather on a psychological level. Regardless of the change of historical epochs, the development of social spheres and society, these reasons will exist at all times. These reasons are the "early adulthood" of young people and the conflict of interests between children and parents. At all times, young people have considered themselves old enough to solve any problems on their own, but for parents, their children will always remain young inexperienced children, who, as before, need to be protected from the evil influence that takes place in society. To warn their child against the "bad influence of society", parents conduct various kinds of conversations, which are often presented as instructions, and children usually reject this solution to the conflict, because they believe that they are already old enough. Young people want to solve problems on their own and take responsibility for them. It is possible that they may make the wrong decision, but it is necessary to take into account and understand that it is largely due to mistakes that young people gain life experience. Therefore, the solution to the problem on a psychological level should come from both generations. In our opinion, parents should change the form of conversation and their attitude to their child, show that they do not intend to block his path in his Affairs, but on the contrary are ready to support, help in anything. And the child should understand that parents are primarily concerned about his well-being, and not so much violate his personal space.

The famous French writer Andre Maurois wrote: "The art of aging is to be a support for the young, not an obstacle, a teacher, not a rival, understanding, not indifferent."

Let's see how the above problem is solved in English literature. The master of the realistic novel, William Thackeray (he is only 7 years older than I. S. Turgenev, and this fact makes it safe to say that both of them are people of the same era, the same generation) in his own way approached the problem of fathers and children. In the work of William Thackeray, psychologism has a domestic orientation and is inextricably linked with the study of the family. The works highlight the features of the relationship between generations. The problem of intergenerational relations in the family arose and developed in Thackeray's work under the influence of Shakespeare's tragedy "King Lear". In an early story "In a noble family" (1840), the writer compared the three sisters to Regan, Goneril, and Cordelia, and in "vanity Fair", Lord Stein, referring to his daughters, noted that they are cheerful, like Regan and Goneril. Thackeray in the early 1840s considered paternal tyranny the main aspect of the tragic relationship of generations in the family, but as his own daughters grew older, the writer began to think more deeply about the reasons for the black ingratitude that beloved children can respond to their parents. Under the influence of Shakespeare's works, the writer revealed in the pages of vanity Fair the tragedy of Emilia, who was betrayed by a selfish son. It is worth noting that the work of W. Thackeray was greatly influenced by the

novels of S. Richardson, in whose works the blame for the fate of young heroes was placed on the representatives of the older generation.

When Thackeray wrote the *Story of Pendennis*, he portrayed a self-sacrificing mother who saw the meaning of life in the happiness of her only son, who took her sacrifices for granted and graciously allowed herself to be loved. The most sympathetic in his love for his son is the charming Colonel Newcome in the *Newcoms*. The Colonel is proud of his child, who, in turn, pays him the same strong love, is able to appreciate all the greatness of the father's sacrifices and is ready to sacrifice himself for the father.

The theme of "fathers and" children "received the most vivid expression and became one of the leading ones in "Virginians", written in the best national traditions of family and domestic romance. For Colonel Lambert, the main business of his life is the happiness of his children. Speaking of daughters, he emphasizes that their presence in the parental home after reaching the age of marriage pleases him and does not burden him at all. He is even afraid of the time when the children will leave their home. For Lambert, who is thinking about the future of his daughters, the concept of a happy marriage is not associated with the acquisition of wealth. For him, the main thing is not wealth, but morality. Therefore, in the first place, Lambert puts the moral and mental qualities of people and the prospective suitors of his daughters on this principle, not in the spirit of the time. Great is the affection of the Lambert sisters for their parents, from whom the girls have no secrets, because they always know that their problems will be treated very carefully and help them find answers to their questions.

In "the *Adventures of Philip*" shows the harsh attitude of parents to their children. Dr. Firmin is simply a parasite on his own child, first ruining it, and then extracting from it the little money that Philip manages to earn. It is not without reason that Thackeray compares Firmin to a Highwayman, even more immoral and cruel, since he robs his own son, not wanting to be responsible for his future fate.

Having analyzed the works of Thackeray, we can conclude that not always good is answered with good, and evil with evil. Children who have been neglected and abused by their parents can purify their souls in suffering and become worthy people. And children, spoiled by forgiving love, can easily lose many of their positive moral qualities inherent in their nature. Thackeray has shown more than once that beloved children are often very selfish. The dying father of Arthur Pendennis was whispering the name of his favorite. Meanwhile, the sight of his father on his deathbed did not cause Pendennis Junior, who was old enough to understand what was happening, any anxiety, worry, sadness: the spoiled boy was only glad that he would no longer have to go to school, where he was not assigned by his own will, but by the will of his father and against the wishes of his mother.

Parents in Thackeray's novels can be divided into two groups: suppressing their children or giving them complete freedom of choice and at the same time setting them a good example. Only the Lamberts ("*Virginians*") can be unconditionally assigned to the second group — the ideal one. All parents, with the exception of rare cases (the Gunn couple, Dr. Firmin), dream of a bright future for

their children. However, according to Thackeray, a harmoniously developed personality can only be formed at a distance from society, out of contact with the world, in the wilderness of some estate like Oakhurst or Farrox. Where the family is involved in society, kinship feelings are inevitably affected by its corrupting influence, and distortions of this kind become especially noticeable in the historical perspective, when the older generations methodically impose on the younger the vainglorious ancestral ambitions.

William Thackeray, considering the variety of forms of human behavior in society and the family, came to the conclusion that there are several types of social behavior. The first type is typical for people who adequately perceive the world around them. Perfectly adapted to life according to the laws of society, they easily make moral compromises and are able to justify any of their actions (Becky sharp, "vanity Fair"; Barnes, "Newcomers"; Eugene Castlewood, "Virginians", etc.). The second type is inherent in those who soberly assess the reality, but, unfortunately, are not able to come to terms with it. They tend to want to find a place in life that will allow them to live according to the dictates of their honest hearts (Henry Esmond; Philip Firmin; George Warrington, "the History of Pendennis"). The third type could be attributed to heroes who perceive reality inadequately. They have illusions about the good order of the world and do not notice that evil reigns in society. Some create these illusions themselves, while others succumb to suggestions from the outside that impose on them other people's, usually parental, illusions. The Newcome father and son are a classic pair illustrating this type. It is easier for people like them to live in the world, but only as long as they do not encounter anything that mercilessly destroys their illusions. In a life not isolated from public relations, this is almost inevitable. It is the persons belonging to the third behavioral type who are subjected to the most severe psychological break and, having seen the light, come to a categorical denial of reality, i.e. they accept the second type of behavior.

Thus, from all the above, we can conclude that the problem of "fathers" and "children" has always generated not only a lot of disputes and contradictions, but also a lot of ways to solve it. The topic of intra-family relations has been, remains and will be relevant at all times.

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**DEKSMETOMIDINNI MIYA O'SMALARINI REZEKSIYASIDA
ANESTEZOLOGIK QO'LLANMANI KUCHAYTIRISH UCHUN
YORDAMCHI KOMPONENT SIFATIDA ISHLATILISHI**

*Togayev Isomiddin Panji o'g'li,
Matlubov Mansur Muratovich,
Yusupov Jasur Tolibovich
Samarqand davlat tibbiyot universiteti,
anesteziologiya, reanimatsiya va shoshilinch
tibbiyot kafedrası, Samarqand, O'zbekiston.*

Annotatsiya. Jarrohlik amaliyoti bemorning gomeostaz ko'rsatkichlariga murakkab va ko'p komponentli agressiv ta'sir ko'rsatuvchi omil hisoblanadi. Shu nuqtai nazardan, zamonaviy anesteziologiyaning asosiy vazifalaridan biri bu ta'sirlarning nojo'ya ta'siridan bemorni himoya qilish, shuningdek, organizmning bu agressiyaga patofiziologik javoblarini bartaraf etishdir. Jarrohlik faoliyatiga kompensator reaksiyalarning umumiy yakuniy yo'li simpatik nerv tizimining faollashuvi bo'lib, gipertenziv gemodinamik o'zgarishlar shaklida namoyon bo'ladi. Neyroxirurgik patologiyasi bo'lgan bemorlar bunday reaksiyalarga alohida kuchli sezgir hisoblanadi. Dunyo adabiyotlarida keltirilgan ma'lumotlarga ko'ra arterial gipertenziya miya ichi qon ketishining kuchaytirishi va miya shishi paydo bo'lishiga olib keluvchi omil bo'lishi mumkinligi, ayniqsa miyada qon aylanishining o'z-o'zini boshqarish mexanizmlari buzilgan bemorlarda kuchli namoyon bo'lishi keltirilgan. Birinchi bo'lib, neyroxirurgik bemorlarda postoperatsion uyg'onishning silliq kechishini o'ylab topgan mashhur neyroxirurg Harvey Cushing (1869-1939) edi, u efir narkozidan chiqqan bemorni silliq uyg'onish davrini ta'minlash maqsadida regional blokadalar qo'llashni targ'ib qilgan. Labori va Gyugenar XX asrning 50-yillarida birinchi marta anesteziya davrida neyrovegetativ blokadalarni gomeostazga foydali ta'sirlarini tasvirlaganlar. Bugungi kunda, ushbu maqsadlarga erishish uchun, klassik neyroanesteziologik yondashuvlarga qo'shimcha ravishda, simpatolitik xususiyatlarga ega dori vositalaridan tobora ko'proq foydalanilmoqda.

Kalit so'zlar: deksmedetomidin, gemodinamika, gipertenziv reaksiyalar, neyroxirurgik bemorlar, miya shishi

Аннотация. Хирургическая операция сама по себе является сложным и многокомпонентным агрессивным воздействием на - показатели гомеостаза пациента. Исходя из этого положения, одной из основных задач современной анестезиологии является защита пациента от последствий этого воздействия, а также патофизиологических ответов организма на эту агрессию. Общим конечным путем реализации ответа на хирургическую активность как таковую является активация симпатической нервной системы, реализующаяся, в том числе, в виде гипертензивных гемодинамических реакций. Пациенты нейрохирургического профиля являются особо чувствительными к таким реакциям. В мировой литературе существует ряд

классических публикаций, которые сообщают о способности артериальной гипертензии сопутствовать развитию внутричерепного кровотечения и формированию отека, особенно у пациентов с нарушенной ауторегуляцией мозгового кровообращения. Именно поэтому большинство практикующих нейроанестезиологов придерживается мнения, что для нейрохирургических пациентов во время операции особенно важно обеспечить стабильность параметров гемодинамики, избежать значимых колебаний частоты сердечных сокращений и артериального давления. Наибольшая вероятность развития гипертензивных реакций соответствует самым травматичным этапам операции: это ларингоскопия и интубация трахеи, разрез и хирургический доступ, а также послеоперационное пробуждение и экстубация. Практикующий анестезиолог, каждый раз сталкиваясь с клиническими проявлениями, характерными для таких этапов, вынужден оценивать адекватность ноцицептивной защиты, достаточность гипнотического эффекта анестетиков и принимать решение по коррекции небезопасных для пациента состояний, что не всегда достаточно однозначно.

Ключевые слова: дексмететомидин, гемодинамика, гипертензивные реакции, нейрохирургические пациенты, опухоли головного мозга

Annotation. The surgical operation itself is a complex and multicomponent aggressive effect on the patient's homeostasis indicators. Based on this position, one of the main tasks of modern anesthesiology is to protect the patient from the consequences of this exposure, as well as the pathophysiological responses of the body to this aggression. The general final way to implement a response to surgical activity as such is the activation of the sympathetic nervous system, which is realized, among other things, in the form of hypertensive hemodynamic reactions. Neurosurgical patients are particularly sensitive to such reactions. There are a number of classical publications in the world literature that report the ability of arterial hypertension to accompany the development of intracranial bleeding and the formation of edema, especially in patients with impaired autoregulation of cerebral circulation. That is why most practicing neuroanesthesiologists are of the opinion that it is especially important for neurosurgical patients during surgery to ensure the stability of hemodynamic parameters, to avoid significant fluctuations in heart rate and blood pressure. The highest probability of developing hypertensive reactions corresponds to the most traumatic stages of surgery: These are laryngoscopy and tracheal intubation, incision and surgical access, as well as postoperative awakening and extubation. A practicing anesthesiologist, every time faced with clinical manifestations characteristic of such stages, is forced to assess the adequacy of nociceptive protection, the sufficiency of the hypnotic effect of anesthetics and make a decision to correct unsafe conditions for the patient, which is not always unambiguous enough.

Keywords: dexmedetomidine, hemodynamics, hypertensive reactions, neurosurgical patients, brain tumors

Gemodinamikaning barqarorligi. Neyroxirurgiyada arterial gipertenziya miya ichi qon ketishlarining, miya shishi va postoperatsion gematomalarning

rivojlanishi kabi nihoyatda salbiy natijalarga olib kelishi mumkin bo'lgan muhim xavf omili sifatida tan olingan, bu esa bemorning klinikada bo'lish muddatining uzayishiga sabab bo'ladi [21]. Shu bilan birga, gipotenzion epizodlar serebral ishemiya xavfini oshiradi, chunki o'sma sohasiga yaqin joylashgan sohalarda miyaning qon aylanishi oqimining avtoregulyatsiyasi buzilishi mumkin [14], shuningdek arterial gipotenziya, yurak, buyraklar va boshqa organlarning ishemik zararlanish xavfini oshiradi. Ayniqsa bu patologik holatlar yuqori xavf guruhidagi bemorlarda yaqqol namoyon bo'ladi. Bundan tashqari, operatsiya vaqtida kuzatiladigan serebrovaskulyar reaksiyalar kalla suyagi ichi bosimining oshishiga olib kelishi mumkin, bu esa miya qon oqimining kamaytiradi va miya to'qimalarini ishemiya kuchaytirishi mumkin [7].

Bemorning nevrologik holatini erta nazorat qilish imkoniyati. Neyroxirurgik amaliyotlardan keyin bemorda nevrologik o'zgarishlarni imkon qadar tez aniqlash, operatsion asoratlarini tezkor davolash imkoniyatini beradi [2,9,16]. Shubhasiz, bemorning uyg'onish tezligi va sifatiga anesteziologik ta'minot xususiyati va bemor organizmidagi farmakologik preparatlarning konsentratsiyasi ham ta'sir qiladi.

Anesteziologik amaliyotdagi dexametomidinning o'rni

Oxirgi ikki o'n yillikda Yevropa va Rossiya mutaxassislari uchun anesteziologiya va reanimatologiyada sedatsiya uchun ishlatiladigan eng yangi preparatlardan biri - deksametomidin bo'lib hisoblanadi. Preparat birinchi marta 1999 yilda AQShda odamlarda qo'llash uchun ro'yxatdan o'tkazilgan, va allaqachon 2000-yillarning boshlaridan boshlab uning klinik qo'llanilishi haqida nashrlar soni oshib bormoqda [6, 10]. Yangi preparatning asosiy qo'llanish yo'nalishi ORITdagi bemorlarni sedatsiya qilish bo'lib qoldi, biroq deksametomidinning farmakologik xususiyatlari anesteziologlarni ham qiziqtirib, uning potentsial qo'llanish doirasini kengaytirdi.

Deksmetamidin farmakologiyasi.

Preparatni klinik jihatdan qo'llashning klinik aspektlarini ko'rib chiqishdan oldin, adrenoretseptorlarning (AR) sinaptik uzatish fiziologiyasiga to'xtalib o'tamiz. Nerv to'qimasining bir-biriga maxsus aloqa - sinaps orqali impuls uzatish qobiliyati olimlarga 20-asrning 30-yillaridan ma'lum. 1948 yilda Alkvist ARni kashf etadi va ularni alfa va beta kichik guruhlariga bo'ladi, keyinchalik sinapsga nisbatan lokalizatsiyasiga qarab, alfa1-AR va alfa2-AR ajratilgan, shuningdek, farmakologik belgilarga qarab alfa2-AR A, B va C kichik guruhlariga bo'lingan [6, 12,13]. alfa2a-AR asosan locus coeruleusda (ko'k dog' - miya po'stlog'ining ko'prigi darajasidagi yadro) joylashgan, shuningdek, ular boshqa po'stloq yadrolarida, katta yarim sharlar po'stlog'ida, gipotalamusda, gippokampusda va amigdalada topilgan. alfa2B-AR markaziy nerv tizimida talamusda, striatumda va miya po'stlog'ida joylashgan. alfa2C-AR asosiy gangliylarda, ko'rish gumbazlarida, gippokampusda va katta yarim sharlar po'stlog'ida joylashgan. Ushbu ARLarning nisbati ham turlicha: alfa2A-AR eng ko'p miqdorda (72-90%), alfa2C-AR ancha kamroq (10-28%), va eng kam miqdorda alfa2B-AR (10-12%) [5, 19].

Deksmetomidinning gemodinamikaga ta'siri.

Deksametomidinning infuziyasi vaqtida, boshqa markaziy alfa2-AR agonistlari kabi, uning yurak-qon tomir tizimiga ta'siri retseptorlarning mavjudligi, miqdori va subpopulyatsiyalarning ifodalanishiga, shuningdek preparatning plazmadagi kontsentratsiyasining oshish tezligiga bog'liq [11,16]

Deksametomidinning markaziy nerv tizimiga ta'siri.

Deksametomidin bilan sedatsiya qilishda 2-bosqich uyqu - tez ko'z harakatlari bo'lmagan (NREM-uyqu) davrida bioelektrik ko'ranishi rivojlanishi xarakterli, bunda 11-15 Gts chastotadagi to'lqinlar, ya'ni "uyqu gulxanlari" qayd etiladi, ular o'z bioelektrik parametrlari bo'yicha tabiiy uyqulardan deyarli farq qilmaydi [44, 99, 148]. Bu ta'sirlar markaziy alfa2A-ARlarning stimulyatsiyasi bilan bog'liq, ular miya asosining ko'k dog'ida joylashgan. Bunday ta'sir adrenergik impulslarning yuqoriga qarab nerv tolalari orqali ventrolateral preoptik yadro talamusiga (VLPO) tormozlaydi qiladi, bu o'z navbatida ushbu yadrodan chiqadigan GABA-ergik to'qinlarni tuberomammilyar yadro (TMN)ga ta'sir qilishini faollashtiradi. Natijada gistamin orqali po'stloq faolligining pasayishi kuzatiladi. Tadqiqotchilar tabiiy uyqu mexanizmi aynan shu tizim orqali amalga oshirilishini ta'kidlashadi [12, 18, 21, 22]. Shuningdek, deksametomidin epilepsiya bilan og'rigan bemorlarda miya fon patologik o'choqlarni tormozlamasligi e'tiborga loyiqdir [19].

Dexametomidinning klinik qo'llanilishi.

Deksametomidinning yuqorida sanab o'tilgan noyob ta'sir to'plami uni klinik amaliyotda, ayniqsa ORITda sedatsiya uchun ishlatiladigan preparat sifatida amaliyot shifokorlari orasida yuqori qiziqish uyg'otdi. Aynan ORITda uzoq muddatli sedatsiya uchun dexametomidin 1999 yilda AQShda ishlatilishi mumkin deb tasdiqlangan. Bugungi kunda adabiyotlarda ushbu preparatning sedatsiya uchun bemorlarda uzoq muddatli SNO talab qiladigan holatlarda qo'llanilishining samaradorligini baholovchi bir qator ishlar mavjud. Xususan, Riker va hamkasblari tomonidan 375 bemorga deksametomidin yoki midazolam berilganligi haqidagi klinik ma'lumotlarni tahlil qilish asosida, deksametomidin guruhi SNO apparatidan ajratilish vaqtining bir kun kamayganligi, deliriumning sezilarli darajada kamroq uchraganligi, taxikardiya va gipertenziyaning kamroq kuzatilganligini aniqladilar. MIDEX tadqiqoti (500 bemor) deksametomidinning midazolamga nisbatan asosiy afzalliklarini tasdiqladi. Propofol bilan taqqoslaganda, PRODEX tadqiqotida, shuningdek, oldingi tadqiqotlarda (DEXI, SEDCOM, MENDS), deksametomidin ekstubatsiya vaqtining qisqarishi va bemorlar bilan aloqaning tezroq tiklanishida ayrim afzalliklarni namoyish etgan, biroq nojo'ya ta'sirlar chastotasida propofol ustidan ustun kelolmagan [1,8].

Bemor hushi saqlangan holda kraniotomiya. Ayrim bemorlarda o'sma jarayoni rezeksiyasi yoki unga kirish jarrohlik yo'li miyaning funksional jihatdan muhim zonalarini ta'sir qiladi va hech qanday vizualizatsiya usuli ushbu zonalarini intraoperatsion aniqlashga imkon bermaydi [6]. Bunday holatlarda miyaning nutq zonalarini kartalash maxsus metodika – hushni saqlagan holda kraniotomiya yordamida amalga oshirilishi mumkin. Hushni saqlagan holda kraniotomiya muvaffaqiyatli o'tkazilishi uchun eng muhim shart - jarrohlik aralashuvi davomida

turli po'stloq zonalarini stimulyatsiya qilish vaqtida bemor bilan to'liq nutq aloqasini saqlashdir [11, 14].

Funksional neyroxirurgiya. Neyroxirurgiyaning yana bir sohasida, deksmedetomidinning xususiyatlaridan to'liq foydalanish mumkin bo'lgan joy - bu funksional neyroxirurgiya hisoblanadi. Harakat buzilishlari bilan bog'liq holda chuqur stimulyatsiya uchun elektrodlarni stereotaktik implantatsiya qilish uzoq muddatli jarayon va murakkab vazifa hisoblanadi, bu nafaqat bemor uchun, balki jarroh va anesteziolog uchun ham qiyinchilik tug'diradi. Miyani chuqur qismlariga elektrodlarni o'rnatish, Parkinson kasalligining farmakorezistent shakllari yoki boshqa turdagi harakat yoki tonus buzilishlarida, va so'nggi paytlarda hatto depressiya va surunkali og'riqlarni davolash uchun ham amalga oshiriladigan kam invaziv jarrohlik amaliyoti hisoblanadi. Ushbu jarayon operatsion xonada bemorning uzoq vaqt davomida bo'lishini, bemor holatini neyroviualizatsiya orqali ko'p marta nazorat qilishni talab qiladi. Shu sababga ko'ra bu jarrohlik amaliyoti iloji boricha kamroq jarrohlik agressiyasi bilan amalga oshirilishini talab qiladi.

Radiologiya va neyrovizualizatsiya jarayonlarida sedatsiya. Ushbu sharh doirasida alohida e'tiborga loyiq bo'lgan neyroxirurgiyaning bir sohasi sifatida radiologiya va radiojarrohlik ham o'rganilgan. Radiojarrohlik usulining mohiyati patologik o'chog'ini bir yoki bir necha seans davomida stereotaktik nurlanishlar yordamida bartaraf qilishdan iborat. Bunda bemorning boshini nurlantiruvchi uskunaga nisbatan harakatsiz qilish juda muhimdir, buning uchun maxsus yuz niqoblari qo'llaniladi. Psixik buzilishlari bo'lmagan kattalar bilan muammolar odatda kelib chiqmaydi, biroq yosh bolalar jarroh va anesteziolog uchun bir qator qiyinchiliklarni keltirib chiqishi mumkin. KT va MRT o'tkazishda ham shu pediatrik o'ziga xos qiyinchiliklar namoyon bo'ladi. Anesteziolog, ba'zan to'liq monitoringga ega bo'lmagan holda, kichik yoshdagi bemorni tinchlantirishi, nafas depressiyasini keltirib chiqarmaydigan dorilardan foydalanishi va amaliyotdan keyin bemorning xavfsiz holatini kafolatlashi kerak. Rossiyada 17 yoshga to'lmagan bemorlarda dori vositalari yordamida tinchlantirish hali rasmiy ko'rsatmalar asosida taqiqlovchi xarakterga ega bo'lsa-da, AQShda deksmedetomidin yuqorida sanab o'tilgan vazifalarni hal qilish uchun tanlov vositasi hisoblanadi. Mason va boshqalar ishida deksmedetomidin KT va MRT tadqiqotlari davomida sedatsiya uchun 250 nafar bolalar orasida muvaffaqiyatli qo'llanilgan, mualliflar yuqori dozalarni qo'llash (3 mkg/kg bolus va 2 mkg/kg/soat infuziya) davrida tiklanish davri qisqaroq bo'lganini qayd etishgan ($24 \pm 19,5$ minutga qarshi 32 ± 18 minut) [5]. Deksmetomidin, propofol va midazolamning bolalarda gemodinamik va respirator effektlarini solishtirganda, propofol sedativ effektning tezroq boshlanishini ta'minlashi, shuningdek, deksmedetomidin bilan solishtirganda boshqaruvliroq va prognoz qilinadigan dori hisoblanadi [17]. Biroq, deksmedetomidin SO'V va nafas yo'llarini himoya vositalarining yo'qligida propofolga yomon alternativa bo'lishi mumkin [18].

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QISHLOQ HUDUDLARIDA OILAVIY TADBIRKORLIKNI RIVOJLANTIRISH VA UNGA TA'SIR ETUVCHI OMILLAR

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Annotatsiya. Ushbu maqolada Qishloq hududlarida oilaviy tadbirkorlikni rivojlantirish va unga ta'sir etuvchi omilla va ularni bartaraf etish bo'yicha muallif berayotgan tavsiyalar yoritilgan.

Tayanch so'zlar: bandlik, tadbirkorlik, kichik biznes, huquqiy asoslar, qishloq, hudud, ustuvor yo'nalishlar, bozor mexanizmlari.

Har qanday tadbirkorlik ma'lum bir hududda: mamlakat, viloyat, shahar yoki qishloq miqyosida olib boriladi. Tadbirkorlik faoliyatini samarali olib borish uchun ma'lum bir ishchi muhiti bo'lishi kerak.

Bunday muhit ayrim hududlar miqyosida mujassamlanib, o'zida ishbilarmonlik funksiyalarini amalga oshirishni mujassamlantirgan. Umumiy holda tadbirkorlik muhiti asosan quyidagi to'rtta omil: huquqiy, siyosiy, ijtimoiy va iqtisodiy omillarning o'zaro bog'liqligi natijasida amalga oshiriladi. Ular ijobiy yoki rag'batlantirish ko'rinishida ham shakllanishi mumkin. Ushbu holda mamlakat yoki mintaqadagi mavjud shart-sharoitlar tadbirkorlik faoliyatini olib borish uchun mos bo'ladi. Chunki, bunday muhit tadbirkorga amalga oshirayotgan ishlarining natijalari qanday bo'lishini oldindan ko'ra bilishiga keng imkoniyat tug'diradi. Tadbirkorning o'z ishi natijalarini oldindan ko'ra bilishi tavakkallik tushunchasiga teskari holda ifoda etiladi. Agar tadbirkor ma'lum bir muhitda tavakkalchilik asosida faoliyat ko'rsatayotgan bo'lsa, u holda u o'zgaruvchanlik, barqarorsizlik, tavakkalchilik bilan tavsiflanadi. Bunday muhit yuqorida keltirilgan ijobiy muhitga to'g'ri kelmaydi. Amalda ko'p hollarda tadbirkorlik muhitining ma'lum bir omili tadbirkorning ish natijalariga asosiy ta'sir ko'rsatadi, deb bo'lmaydi. Chunki, tadbirkorni ko'proq tadbirkorlik muhitini belgilovchi omillarning o'zaro bog'liqligi qiziqtiradi.

Yuqorida ta'kidlab o'tilgan omillardan huquqiy omillar asosiy omil bo'lib hisoblanadi, chunki tadbirkorlik faoliyatini olib borish uchun tadbirkorlik muhitida amalga oshirilishi mumkin bo'lgan o'yinlar qoidasini ko'rsatib beradi. O'yinlar qoidasi tushunchasi ruxsat etilgan va amalga oshirilayotgan ish (harakat)larni o'z ichiga oladi. Ruxsat etilgan ish (harakat)larga nisbatan o'yin qoidalari turli shaklda namoyon bo'ladi. O'yin qoidalari nima qilish mumkin - u nima qilish mumkin emas tamoyili asosida ishlab chiqilishi mumkin. Bu qoidalarda tadbirkorlik faoliyatini olib borish yo'lidagi barcha chegara yoki cheklovlar yaqqol ko'rsatilib berilishi kerak. Umuman olganda, huquqiy omil – tadbirkorlik faoliyatini yuritish yo'lidagi barcha qonunlar (soliq, yer, mehnat munosabatlari) va yo'riqnomalar majmui bo'lib, tadbirkorlik faoliyatini tartibga soladi hamda tadbirkorning iqtisodiy jarayondagi boshqa sub'ektlar bilan munosabatini mujassamlantiradi.

Huquqiy omilning tavsifiga «huquqiy madaniyat» tushunchasi ham kiradi. Buning ostida millatning qonunlarga to'liq rioya qilishi, ya'ni insonlarning ongida

qonunlar talabini bajarish kerak degan tushunchaning bo'lishi tushuniladi. Agar, kerak bo'lgan barcha qonunlar qabul qilinsa-yu, lekin ular amalda ishlamas yoki tadbiriq qilinmasa, bunday jamiyatni qonunlarga bo'ysunuvchan deb bo'lmaydi va buni tadbirkor o'z faoliyatini yuritishda e'tiborga olishi shartdir.

Siyosiy omil tadbirkorlik jarayonida bo'layotgan barcha hodisalarga davlatning munosabatini va ularga davlatning ta'sirini belgilab beradi. Davlatning tadbirkor faoliyatiga qay darajada ta'sir ko'rsatishi yoki aralashishi kerakligi ham siyosiy omil tushunchasiga kiradi. Bunday aralashish oldindan belgilanmagan yoki belgilangan bo'lishi mumkin. Umuman olganda, tadbirkorlik faolligi darajasiga davlatning munosabati rag'batlantirish yoki qo'shilishmaslik ko'rinishida namoyon bo'ladi.

Har bir mamlakatda tadbirkorlikning rivojlanishiga undagi siyosiy tizimning barqarorligi katta ta'sir ko'rsatadi. Agar siyosiy tizim barqaror bo'lmasa, tadbirkorlar katta investitsiyalarni jalb qilmasdan yuqori darajadagi foyda olish maqsadida kichik muddatga mo'ljallangan turli xildagi operatsiyalarni amalga oshirishga harakat qilishadi. Siyosiy ahvolning barqarorligi tadbirkorlarga o'z faoliyatini strategik jihatdan loyihalashtirish, ya'ni uzoq muddatga mo'ljallangan ishlarni amalga oshirish imkonini beradi.

Ijtimoiy omil boshqalarga nisbatan o'zining tarkibi jihatidan anchagina murakkab hisoblanadi. Shuning uchun ham uning tarkibi ko'pgina elementlardan tarkib topadi. Agar tadbirkor ularni e'tiborga olmasa, kelgusida salbiy natijalarga olib kelishi mumkin. Quyidagilar bu omilning asosiy elementlari hisoblanadi:

- jamiyatda mafkuraning holati;
- milliy urf-odatlar;
- millatning madaniy va maishiy odatlari;
- atrofdagi kishilarning tadbirkor va tadbirkorlik faoliyatiga bo'lgan munosabati;
- davlatning tadbirkor va tadbirkorlik faoliyatiga bo'lgan munosabati.

Iqtisodiy omil bozordagi raqobatni va narx-navo holatini o'zida aks ettiradi. Narx-navo tizimi, o'z navbatida, narxlarning darajasi, ishlab chiqarish jarayoniga tadbirkor tomonidan jalb qilinayotgan ishlab chiqarish omillari, ishchi kuchi, kredit stavkasi miqdori hamda soliq va majburiy to'lovlarni o'z ichiga oladi. Bunda bozordagi raqobat shart-sharoitlari sifat va miqdoriy jihatdan tahlil qilib chiqiladi.

Tadbirkorlikni davlat tomonidan ma'lum bir shart-sharoitlar yaratilgandagina amalga oshirish va faollashtirish mumkindir. Uning tarkib topishi avvalambor jamiyatdagi ma'lum bir vaziyatning vujudga kelishi bilan bog'liq bo'lib, undagi siyosiy va iqtisodiy vaziyat tadbirkorlik faoliyatini tarkib toptirishga yo'naltirilgan bo'ladi. Shuning uchun ham O'zbekiston Respublikasida kichik biznes va xususiy tadbirkorlikni qo'llab-quvvatlash bo'yicha Birinchi Prezidentimiz I.A. Karimov va bugungi Prezidentimiz Sh.Mirziyoev tashabbuslari bilan kerakli qonunlar, qarorlar, farmonlar va shu kabi huquqiy-me'yoriy hujjatlar qabul qilingan bo'lib, ular hayotga tadbiriq kilinmoqda. Shu bilan birga tadbirkorlik faoliyatini rag'batlantirish maqsadida ikkita fond: tadbirkorlikni rivojlantirish, kichik biznesni rivojlantirishga ko'maklashish fondlari tashkil etilgan.

Tadbirkorlik faoliyatining kelajagi tadbirkorlik muhiti bilan belgilanadi, u esa jamiyatdagi ijtimoiy-iqtisodiy vaziyatni aks ettiradi. Ijtimoiy-iqtisodiy vaziyatga iqtisodiy mustaqillik, tadbirkorlar sinfi, iqtisodiy aloqalarda bozorning ustuvorligi, tadbirkorlik kapitalini mujassamlantirish sharoitining mavjudligi va kerak bo'lgan resurslarni ishlatish kiradi.

Tadbirkorlikning ijtimoiy mustaqillik darajasi bozorda vujudga kelayotgan mustaqil korxonalar va tashkilotlar soni bilan tavsiflanadi.

Tadbirkorlik muhitini shakllantirish boshqariladigan jarayondir. Lekin boshqarish usullari ma'muriy yoki direktiv ko'rinishida bo'lishi mumkin emas. Ularning asosiy tadbirkorlik faoliyati sub'ektlariga ta'sir qiladigan choralardan emas, balki shunday sub'ektlarning tarkib topishi yo'lida qulay shart-sharoitlarni yaratishdan iborat bo'lishi kerak.

Tadbirkorlik muhitini tarkib toptirish ko'p jihatli jarayon bo'lib, u o'z ichiga quyidagi tarkiblarni qamrab oladi:

- ijtimoiy, iqtisodiy va ijtimoiy-iqtisodiy falsafaning hamda ular bilan bog'liq bo'lgan jamiyat a'zolari psixologiyasining o'zgarishi;
- tadbirkorlikni rag'batlantiruvchi milliy dastur qabul qilinishi.

Tadbirkorlikni rivojlantirishning asosiy maqsadi mamlakat iqtisodiy o'sishining qo'shimcha manbai sifatida ijtimoiy muammolarni bartaraf etishda katta rol o'ynaydi, bandlik muammolarini hal etish, milliy boylikni o'stirish va millatning farovonligi uchun xizmat qiladi (1.1- rasm).



1.1- rasm. Tadbirkorlik muhitining shakllanishi

Iqtisodiy faollik va mustaqillikning muhim shakli bo'lmish tadbirkorlik respublikamizda bandlikning aniq shaklini va yangi ish joylarini barpo etish yo'lida eng rivojlangan davlatlar tomonidan qo'llab-quvvatlanib kelinmoqda. Tadbirkorlikning davlat tomonidan qo'llab-quvvatlanishi bir necha yillar mobaynida maslahatlar berish, moliyaviy yordam ko'rsatish yoki soliqlar to'lashda tadbirkorlar uchun ma'lum bir imtiyozlar berilishida aks etmoqda.

Tadbirkorlik muhiti mamlakatning rivojlanishi asosini tashkil qiladi va ishbilarmon kishilarning faoliyat mazmunini belgilab beradi. Turli mamlakatlarda tadbirkorlik muhiti turlichadir. Rivojlangan mamlakatlarda bunday muhit o'zining qulayligi hamda iqtisodiy jarayonlarning yuqori darajada unumli tashkil qilinishi bilan ajralib turadi.

Iqtisodiy jarayonlar qanchalik unumli bo'lsa, jamiyat moddiy va ma'naviy jihatdan shunchalik yuqori darajada bo'ladi. Iqtisodiy jarayonlarning samarasi amalda faoliyat ko'rsatayotgan tadbirkorlarning soni va sifati hamda shu faoliyat bilan shug'ullanmoqchi bo'lgan kishilar soni bilan belgilanadi. Bu, o'z navbatida, tadbirkorlik ishiga yangi tadbirkorlarni jalb qilish, iqtisodiyotni erkinlashtirish va tadbirkorlik muhiti darajalariga bog'liqdir. Oxirgisi tadbirkorlik faoliyatiga davlatning aralashishi darajasiga bog'liq. Davlat shunday shart-sharoitlar yaratib berishi kerakki, unda tadbirkorlarning va tadbirkor bo'lmoqchi bo'lganlarning qiziqishi, xohishi va intilishlari maksimal darajada o'z ifodasini topsin. Jahon tajribasi ham iqtisodiy jihatdan rivojlanishga erishgan mamlakatlarda tadbirkorlik uchun barcha qulayliklar yaratib berilganligini ko'rsatmoqda.

Biznesni samarali yuritish unga tashqi muhitdan aralashishni yoqtirmaydi. Biznesni yuritishda tashqaridan ozgina aralashuv bo'lsa, uning yemirilishiga olib kelmasa ham tadbirkorlik tarkiblarining faoliyat ko'rsatishiga salbiy ta'sir ko'rsatadi. Shuning uchun ham davlat iqtisodiyot uchun kerakli bo'lgan barcha shart-sharoitlarni yaratishi va tadbirkorlar uchun ko'proq erkinlik berishi kerak. Shunga asoslangan holda ish olib borayotgan O'zbekiston jahon iqtisodiyotida o'zining munosib o'rnini topmoqda.

Mamlakatimizda ishbilarmonlik muhitini yaxshilash borasida olib borilayotgan ishlarimiz xalqaro iqtisodiy tashkilotlarning reytinglarida o'zining ijodiy ifodasini topmoqda. Jahon banki e'lon qilgan «Biznes yuritish-2018» reytingida O'zbekiston faqat bir yilning o'zida 13 pog'onaga ko'tarilib, 74- o'rinni egalladi. Jahon bankinging ma'ruzasida O'zbekiston keyingi yillarda tadbirkorlik faoliyati uchun ishbilarmonlik muhitini yaxshilash sohasida eng yaxshi natijalarga erishgan dunyodagi o'nta davlat qatoridan joy olgani qayd etilgan.⁶

Shularni nazarda tutgan holda, O'zbekiston Respublikasi Prezidenti Sh.Mirziyoev shunday deb ta'kidlaydi: "Faol tadbirkorlar safini kengaytirish, jumladan, yuqori texnologiyalar, ilm-fanning eng so'nggi yutuqlariga asoslangan texnika va asbob-uskunalarni mamlakatimizga olib kelish va joriy etish uchun ularga munosib sharoitlar yaratish bizning birinchi galdagi vazifamiz bo'lishi shart. Kerak bo'lsa, xorijdagi yetakchi kompaniya va tashkilotlarda tajriba orttirishi, o'zaro manfaatli hamkorlik qilishi uchun ularga har tomonlama imkoniyat tug'dirib berishimiz lozim".⁷

Faol tadbirkorlik muhitining muhim xususiyatlaridan biri shundan iboratki, uni yaxshilashga davlatning amalga oshirishi rejalashtirilgan chora-tadbirlari orqali

⁶<https://www.norma.uz/nashiobzori/uzbekistanvchislestransnaiboleeblagopriyatnymiusloviyamidlyavedeniyabiznesa>

⁷ Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Олий Мажлисга мурожаатномаси. 2017 йил 22 декабрь.

erishib bo'lmashligi mumkin. Chunki, davlatning tadbirkorlik muhitini yaxshilashga va tadbirkorlarga yarata olishi mumkin qulay imkoniyatlari majmuasi tadbirkorlik muhitining barcha omillarini to'liq qamrab ololmaydi. Shu boisdan, tadbirkorlik muhitini har tomonlama chuqur tadqiq etib, uning tashkiliy omillarini o'rgangan holda tadbirkorlik faoliyati rivojlanishiga xizmat qiluvchi omil sifatida nomoyon bo'lishi chora-tadbir va imkoniyatlarini ishlab chiqish hozirgi davr qaltis iqtisodiy vaziyatining dolzarb muammolaridan biri bo'lib qoldi. Fikrimizcha, tadbirkorlik muhitining tarkibiy strukturasi tashkil etuvchi omillar va mazkur omillarning tarkibiy elementlari quyidagilardan iborat bo'ladi.

Respublikamizda agrar iqtisodiy islohotlarni amalga oshirish yo'nalishlari, qishloq xo'jaligi tarmoqlarini rivojlantirish bo'yicha belgilangan ustuvor vazifalar, bugungi kunda chorvachilik mahsulotlarini yetishtirish borasida shakllangan iqtisodiy mexanizmlar nuqtai nazaridan kelib chiqib, qoramolchilikda ishlab chiqarishni rivojlantirishga ta'sir etuvchi tabiiy-iqtisodiy omillar hisobga olinishi ko'rsatib berildi

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ВАЖНОСТЬ СЛОВАРНОЙ РАБОТЫ ДЛЯ ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА

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Аннотация. В статье рассматривается роль словаря в расширении словарного запаса учащихся в процессе обучения русскому языку, изучении различных словарных слов, их роль в речи, а также умение правильно использовать их в речи, задачи и оптимальные виды упражнений, помогающие правильно их использовать. Помимо использования традиционных видов словарной работы, высказываются также идеи об инновационных способах увеличения словарного запаса, развивающих речь и расширяющих мировоззрение учащихся.

Ключевые слова: «Колесо Фортуны», «Четвертый лишний», словарь, произношение, лексика, инновационные методы, содержание речи, перевод, фразеология, орфоэпик диктант.

Abstract. The article discusses the role of the dictionary in expanding the vocabulary of students in the process of teaching the Russian language, studying various vocabulary words, their role in speech, as well as the ability to use them correctly in speech, tasks and optimal types of exercises that help to use them correctly. In addition to the use of traditional types of vocabulary work, ideas are also expressed about innovative ways to increase vocabulary, developing speech and expanding students' worldview.

Key words: “Wheel of Fortune”, “Fourth wheel”, dictionary, pronunciation, vocabulary, innovative methods, speech content, translation, phraseology, orthoepic dictation

Аннотация. Мақолада рус тилини ўргатишда дарс жараёнида ўқувчиларнинг сўз бойлиги самарадорлигини оширишда луғатнинг роли, турли луғавий сўзларни ўрганиш, уларни нутқда тутган ўрни, шунингдек, нутқда тўғри қўллай олиш, ўринли ишлата олишга кўмаклашувчи вазифа ва машқларнинг оптимал турлари кўриб чиқилган. Луғат ишининг анъанавий турларидан фойдаланиш билан бир қаторда, нутқни ривожлантирувчи ва ўқувчилар дунёқарабини кенгайтирувчи сўз бойлигини оширишнинг инновацион усуллари ҳақида ҳам фикрлар билдирилган.

Калит сўзлар: «Колесо Фортуны», «Четвертый лишний», луғат, талаффуз, сўз бойлиги, инновацион усуллар, нутқ мазмуни, таржима, фразеологизм, орфоэпик диктант.

В нашу эпоху, когда развивается наука и техника, устанавливаются экономические и научные связи с зарубежными странами, изучение языка и внимание к нему год от года возрастают. Словарь играет очень важную роль в изучении любого языка. поэтому изучение и преподавание языка налагают большую ответственность на наших филологов и лингвистов. Поэтому

преподавателю-лингвисту следует поставить на первое место вопрос совершенствования и обогащения словарного запаса учащихся. Потому что словарная работа – это не дополнительная часть урока, а основа изучения языка. В словарной работе учащийся должен увидеть, прочитать, услышать и понять новое слово.

Изучение языка – очень сложный процесс, требующий много знаний, времени, терпения и усердия как от ученика, так и от преподавателя.

Потому что процесс изучения языка осуществляется путем слушания, чтения, говорения и письма. Существуют разные способы обучения новым словам, но есть и важные требования к процессу изучения нового слова. Знакомство с новыми словами не должно быть для ученика скучным учебным заданием, а должно быть веселым и интересным.

При изучении новых слов внимание в основном концентрируется на следующем:

1. Орфоэпический аспект (слово, напечатанное на доске, должно быть произнесено);
2. К лексическому аспекту (определению значения слова);
3. По орфографическому аспекту (правильному написанию слова);
4. Вхождение в контекст с другими словами (состав слов и предложений).

При обучении русскому языку в группах иностранного языка необходимо исходить из образовательной направленности группы. Есть слова, которые пишутся одинаково, но имеют разное значение. Включены следующие словарные слова:

Значение некоторых слов зависит от их написания (орфографии), например: развеять (флаг)-развивать (способность); поласкать (собаку) – полоскать (бельё); сыновья (матерей) – сыны (Родины); зубы (у человека, у животных) – зубья (на инструменте, на машине) и другие. При изучении словарей студентам объясняют, что не правильное написание слов может привести к изменению их значения.

Когда учащиеся полностью понимают и осознаёт смысл слова, положительное впечатление усиливает их интерес к нему, и оно прочно сохраняется в памяти. Поэтому необходимо не только раскрыть словарное значение слова, но и наполнить его жизненным содержанием. Проблемы возникают при переводе неоднозначных слов, встречающихся в тексте. Студент, не знакомый со всеми значениями таких слов, наверняка затруднится при переводе. Одно слово может иметь несколько значений. В зависимости от смысла предложения можно сделать правильный перевод, сумев различить смысл, из которого оно исходит.

Например:смысл слова “Время”, поскольку это слово имеет несколько значений, оно может иметь разные значения в предложениях.:

1. Время встречи- означает время встречи;
2. Сколько время- означает, сколько сейчас времени.
3. Время года- означает, какое сейчас время года

В предложении “Вксокой и стройной девушке, это платье пойдёт”, здесь слово пойдёт обозначает, что платье к лицу. Но слово “пойдёт” имеет значиние, как идти куда небусть, по месту направления, назначения, также, подходит. Из-за незнания других значений слова, естественно, можно неправильно его перевести. В этом случае, если каждое из слов будет объяснено на примерах, будет более запоминающимся и повысит интерес студента. Таких примеров можно привести множество. В процессе занятия писать на доске новые слова или кратко знакомить их с переводом скучно и неэффективно для студнта. При знакомстве с этими словами необходимо закрепить их, составив предложения с их участием, и повторить их на нескольких уроках.

Увеличение словарного запаса учащихся означает обогащение содержания речи. Делается это не за счет увеличения количества слов, а за счет «интенсификации» имеющегося запаса. При этом большое значение, конечно, имеет знание словосочетаний (фразеологии). Правильное использование фраз на своем месте также обогащает речь. С фразами на русском языке. В процессе ознакомления эффективнее использовать интересные методы, не ограничиваясь объяснением их смысла.

Прежде всего, рассказ об истории их происхождения вызывает большой интерес и расширяет кругозор.

Для улучшения усвоения новых слов, обогащать словарный запас нужно использовать различные игры, с идиомами можно играть в различные лингвистические игры, например:

«Колесо Фортуны» Фортуна - в римской мифологии богиня слепого случая, счастья и несчастья. Она изображалась с повязкой на глазах, стоящей на шаре или колесе. Шар или колесо символизируют шаткость, ненадежность, постоянную изменчивость Фортуны. Выражение «колесо Фортуны» употребляется в значении: «случай, слепое счастье».

«Козел отпущения». В религиозных книгах рассказывается о том, что у древних евреев существовал особого рода обряд. В день грехоотпущения первосвященник возлагал обе руки на голову живого козла. Это был знак возложения на козла всех грехов народа. Проклятый таким образом козел изгонялся в пустыню. Вполне понятно, что козлом отпущения называют человека, на которого сваливают чужую вину.

«Четвертый лишний»-В каждом из столбцов найдите четвертый лишний фразеологизм; объясните, почему он «лишний», и составьте с ним по предложению.

1) хоть пруд пруди

2) во все лопатки, кот наплакал, сломя голову, тьма-тьмущая, черепашьим шагом, яблоку негде упасть в мгновенье ока

3) слово в слово 4) попасть впросак, тютелька в тютельку, попасть на седьмое небо, вилами на воде писано, попасть в переделку, комар носа не подточит попасть в переплет.

И так, правильно организованная словарная работа на занятиях вызывает интерес к языку. Регулярная словарная работа помогает учащимся увеличить словарный запас, развить речь и, в целом помогает формировать навыки грамотности. Слова, которые повторяются регулярно, укрепляются в памяти и помогают применять их на практике. Необходимость значительного повышения качества коммуникативной компетентности, формируемой при изучении русского языка как иностранного, требует использования новых технологий и средств обучения.

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EFFECT OF INTRAOPERATIVE SEDATION WITH DEXMEDETOMIDINE IN CESAREAN SECTION UNDER SPINAL ANESTHESIA

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Summary. Cognitive dysfunction associated with surgery and anesthesia is one of the most discussed problems in modern anesthesiology. 35 women were examined, including those with full-term pregnancy, uterine scar after Cesarean section, congenital or acquired pathology of the pelvic bones, and absence of neurological symptoms of brain damage, preeclampsia, and myopia. Analysis of the study results revealed that sedation with dexmedetomidine is preferable during Cesarean section under spinal anesthesia.

Keywords: spinal anesthesia, POCD, sedation, dexmedetomidine (Kvanadex), sibazon, Cesarean section.

Аннотация. Одной из наиболее обсуждаемых проблем в современной анестезиологии является когнитивная дисфункция, связанная с оперативным вмешательством и анестезией. Обследовано 35 женщин, среди которых были включены: доношенная беременность, рубец на матке после кесарево сечения, врожденная или приобретенная патология костей таза, отсутствие неврологической симптоматики повреждений головного мозга, преэклампсия, а также миопия. Анализ результатов исследования выявил что при операции кесарево сечения в условиях спинальной анестезии более предпочтительной является седация дексмедетомидином.

Ключевые слова. Спинальная анестезия, ПОКД, седация, дексмедетомидин (Кванадекс), сибазон, кесарево сечении.

Аннотация. Замонавий анестезиологияда энг куп мухокама килинадиганмуоммолардан бири бу жаррохлик ва анестезия билан боглик когнитив дисфункциядир. 35 нафар аёлда тадқиқот утказилди, улар орасида : тулик муддатли хомиладорлик, кесар кесиш операциясидан кейинги бачадон чандиги, тос суягининг тугма ёки ортирилган патологияси, мия шикастланишининг неврологик белгилари йуклиги, преэклампсия ва миопия. Тадқиқот натижалари шуни курсатадики, спинал анестезия фонида кесарча кесиш операцияларида седация сифатида дексмедетомидиндан фойдаланиш афзал.

Калит сузлар: Спинал анестезия, ПОКД, седация, дексмедетомидин, (Кванадекс), сибазон, кесарча кесиш.

Postoperative cognitive dysfunction (POCD) is a cognitive disorder that develops in the early and persists in the late postoperative period, clinically

manifested as memory impairment, difficulty in concentration and impairment of other higher cortical functions (thinking, speech, etc.) [2,5].

Cognitive impairment after surgery is a common and undesirable phenomenon, and interest in it is accompanied by an increasing number of scientific papers published recently [1]. In recent years, there has been a definite relationship between the drugs used for anesthesia and POCD, making it possible to reduce the risk of cognitive impairment by optimizing the anesthetic management. In 2011, the European Medicines Agency investigated and approved dexmedetomidine (Kvanadex) as a highly selective alpha-2-adrenoreceptor agonist, which was proposed as a sedative, anxiolytic, and analgesic drug for general, regional anesthesia, and sedation of patients in intensive care units [3]. Despite the large number of studies, there is currently no consensus or clinical protocol for the prevention and treatment of postoperative cognitive disorders.

Purpose of the study: To study the effect of sedation with dexmedetomidine during spinal anesthesia on POCD after Cesarean section.

Materials and methods: This prospective, randomized study was performed at the Multidisciplinary Clinic of SamSMU in the Department of Obstetrics and Regional Perinatal Center (Samarkand). Thirty-five women were examined, including those with premature pregnancy, scar on the uterus after Cesarean section, congenital or acquired pathology of pelvic bones, absence of neurological symptoms of brain damage, preeclampsia, and myopia. Exclusion criteria were massive blood loss (> 30% of BV), eclampsia, chronic nonspecific and acute lung diseases, cardiovascular diseases, morbid obesity, and patient refusal of SA. All patients were examined by an anesthesiologist before surgery and were ASA class II compliant. All pregnant women provided written informed consent for anesthesia and received standard preoperative preparation: compression bandaging of the lower extremities and pre-infusion of 0.9% sodium chloride solution (500 ml).

The study groups were comparable with respect to baseline variables, including age, weight, ASA physical status (Stage II), gestational age, and extragenital pathology. In addition, there were no significant differences in the perioperative period (sensory level of anesthesia, duration of surgery, intraoperative infusion, and blood loss), with the duration of surgical intervention ranging between 30-40 minutes.

The women were divided into two groups. Sedation with sibazon 5 mg was performed in Group I (n = 18). Puncture of the subarachnoid space was performed at the LII-LIV level using Pencil-Point G 25-26 needles in the supine position. A hyperbaric solution of 0.5% bupivacaine with a solution density of 1.026 was injected slowly (within 2 min). The anesthetic dose was calculated on the basis of the recommended dosage. In group II (n = 17), starting from the moment of premedication, 0.5 µg/kg Kvanadex (Yuria Pharm) was administered intravenously for 15 min; the maintenance dose was 0.5-0.8 µg/kg/h throughout the operation until its completion.

Cognitive function was assessed using the Mini Mental State Examination (MMSE) scale, and the depth of sedation was controlled using the RASS scale and maintained at -2 and -3.

Statistical processing was performed using "Data analysis," "Descriptive statistics" using the program package "Microsoft Excel" 2013 with the package of statistical processing applications. The criterion of significance was the value of the error probability index or the probability of accepting an erroneous hypothesis (p) of no more than 5% ($P \leq 0.05$).

Results of the study and their discussion. After fractional injection of sibazon 5 mg (group I) and a 15-minute intravenous loading dose of Kvanadex (group II), a degree of sedation of 2.8 ± 0.12 was observed in group I patients, while in group II - 2.4 ± 1.6 points. At the height of anesthesia before skin incision, RASS parameters in group I increased by 7.4% to moderate, and in group II, it decreased by 8.2% ($P > 0.05$) to a mild degree. After fetal retrieval, the RASS in group I increased by 10.4% ($P > 0.05$) by the end of surgery and decreased by 8.7 ($P > 0.05$) and 70.8% ($P > 0.05$), respectively, 4 h after the end of surgery relative to baseline. In group II, the degree of sedation at all stages of the study according to the RASS remained stable within -2.1 and -1.8 points ($P > 0.05$) (Table 2). The initial cognitive status one day before the operation showed no statistically significant differences between the groups. According to the Mini-Mental State Examination Scale, the median score in Group 1 was 28 points, and in Group 2 - 28.5 points. (Table 1) The frequency of POCD development in the early postoperative period in both groups was 14.3% ($n = 5$), of which 11.4% ($n = 4$) belonged to group I and 2.9% ($n = 1$) to group II. The dynamics of the cognitive status indicators during the postoperative period are shown in Table 1.

Cognitive status	Group I (n = 18)	Group II (n = 17)	P
Mini mental state examination scale, preoperative period, scores	28 [27; 29]	28 [28; 29]	0,001
Mini mental state examination scale on the 1st day, scores	27 [26; 28]	28 [27; 29]	0,05
Mini mental state examination scale on the 5th day, scores	29 [27; 29]	30 [29; 30]	0,001

Table 1. Indicators of cognitive functions in the pre- and postoperative period

As can be seen from Table 1, the cognitive status on all scales used in the study was lower on the 1st day after surgery, and it should be noted that the effect of anesthetic drugs had ended by the time of neuropsychological testing and all women were lucidly conscious.

Table 2. Some indices of basic life support systems during intravenous sedation with sibazon and kvanadex during Cesarean section.

Indicator	Group	On admission	After entering the operating room.	During the period of dominant effect of spinal anesthesia.	After the skin incision.	After extracting the fetus.	End of operation	The day after surgery.	On the day of discharge
HR, beats per min.	I	92,3±7,2	98,3±2,1	93,1±2,6	88,4±0,8*	88,2±2,8	76,1±2,8**	72,1±2,8	74,1±1,8***
	II	90,8±3,1	88,4±6,4	86,7±3,1	82,7±1,2*	80,6±1,6	72,3±1,6**	73,3±1,6	72,3±1,6
BP systolic mm Hg.	I	136,35±6,4	138,4±8,5	104,8±3,7*	107,4±3,6	112,7±0,4**	112,7±0,4	112,7±0,4	100,4±1,4***
	II	135,7±5,3	127,7±1,7	112,4±0,8*	111,6±6,8	118,4±9,3**	118,4±9,3	118,4±9,3	97,4±5,3
BP diastolic mm Hg.	I	92,3±4	77,3±6,2	67,4±4,2*	60,4±9,3	59,2±3,3	55,2±3,3**	67,2±3,3	62,2±3,3***
	II	91,7±2,4	71,8±0,4	64,8±3,3*	67,2±8,1	70,4±8,1	62,4±8,1**	72,4±8,1	66,4±8,1
SpO ₂	I	97,4±1,4	98,1±0,3*	95,7±0,9**	96,5±6,3	97,3±2,4	97,3±2,4	97,3±2,4	98,3±0,4***
	II	98,2±3,3	96,6±2,7*	98,4±1,6**	97,8±1,1	98,7±0,7	98,7±0,7	98,7±0,7	97,7±0,7
SI, l/min×m ²	I	2,46±0,035	2,30±0,025	2,32±0,047*	2,41±0,04*	2,50±0,06	2,64±0,6	2,40±0,06	2,38±0,06***
	II	2,41±0,031	2,27±0,04	2,31±0,062*	2,47±0,016**	2,41±0,03	2,31±0,03	2,61±0,03	2,25±0,03
TPR, dyn×s×cm ⁻⁵	I	1879,2±40,5	1823,5±21,1	1743±18,1*	1651±0,05	1750±0,17**	1720±0,17	1720±0,47	1630±0,6
	II	1881,5±31	1878,2±19,7	1741±30,5*	1667±20,2	1763±9,3**	1753±9,3	1703±8,3	1603±0,3
RASS scale (scores)	I		0±0,0	0±0,0	0±0,0	-	-	0±0,0**	0±0,0
	II		1,5±0,14	-2,2±0,7	-2,7±0,4*	-2,4±1,6	-2,2±0,5	0±0,0**	0±0,0

Note: * reliability of differences to the outcome; ** to the previous stage; *** between groups (P < 0.05)

Hemodynamic parameters, blood oxygen saturation during the operation, and parameters of laboratory and instrumental studies after the operation were within acceptable values. The observed decrease in HR and BP in the mother is associated with the activation of central postsynaptic adrenoreceptors -2 by dexmedetomidine, which leads to a decrease in sympathetic activity with a subsequent decrease in BP and HR. The initial state of hemodynamics in the studied patients was characterized as hypertensive-hypodynamic dissociation, systolo-diastolic dysfunction was present in the structure of hemodynamic changes, low SI - in group I and II, respectively, 2.46±0.035 and 2.41±0.031/min×m², high TPR 1879.2±40.5 and 1881.5±31 dyn×s×cm⁻⁵. Minute cardiac output and TPR at the stages of anesthesia in both groups corresponded to the clinical and physiological picture of spinal anesthesia without sharp changes even during the most traumatic stage of surgical intervention. The SI changes were more pronounced in group I than in group II at the height of anesthesia and at the end of the operation. Thus,

they were significantly lower by 3.2% and 2.8%, respectively. A comparative evaluation of the effect of dexmedetomidine and sibazon on the level of consciousness (RASS) showed that sedation induced by dexmedetomidine is characterized by easier awakening of patients, which provides more effective interaction and communication with the medical staff. The simultaneous analgesic properties of dexmedetomidine, especially in the sense of potentiating the effects of opioids and the absence of respiratory suppression, seem to be useful, especially when administered before fetal extraction or during premedication.

Analysis of the study results revealed a statistically significant difference in the level of cognitive function between the groups on postoperative 1st and 5th days after surgery. Thus, on the 1st and 5th days after surgery in the group using dexmedetomidine, the indicators of cognitive status were significantly higher than those in the group using sibazon, which indicated a minimal negative effect of spinal anesthesia with dexmedetomidine sedation on cognitive potential in women in labor.

Conclusion: Sedation with dexmedetomidine is preferable for Cesarean section surgery under spinal anesthesia. Its use leads to a decrease in the frequency of POCD in the early postoperative period, a decrease in the intensity of pain syndrome, and a favorable effect on recovery and activation after surgery.

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MALAY TILIDA SINONIM SO'ZLARNING VUJUDGA KELISH OMILLARI

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Annotatsiya. Ushbu maqolada malay tilida sinonim so'zlarning vujudga kelishiga sabab bo'luvchi asosiy omillar ko'rib chiqildi. Malay va Yevropa tilshunos olimlari tomonidan berilgan nazariyalar atroflicha o'rganildi. Shuningdek, ularga tegishli misollar berib o'tildi.

Tayanch so'z va iboralar: sinonim so'z, o'zlashma so'z, sheva, lahja, savdo-sotiq.

Sinonim fenomeni har bir tilda mavjud. Biron bir xalq madaniyati yoki hayot tarzi sinonimlar vujudga kelishiga ta'sir ko'rsatadi. Bir tilning boshqa bir tildan o'z so'z boyligini oshirishda farqli tomonlari bor hamda o'z lug'at boyligida allaqachon mavjud bo'lgan so'zlar sinonimining vujudga kelishida ham farqlar kuzatilib turadi. Malay tilida sinonimlarning vujudga kelishida bir necha omillar mavjud. Ular quyidagilar:

Tildagi o'zlashmalar

Haugen tildagi o'zlashmalarni quyidagicha izohlaydi: "Ma'lum bir tilda topilgan so'zlar boshqa tilda allaqachon paydo bo'lib bo'lgan". O'zlashma so'zlarni ifodalashda Amat Juhari (1993) tildagi o'zlashmalar boshqa tildan so'z olish yoki o'sha tildagi elementlarni olib, keyin u so'zni o'z tilidagi so'zga aylantirish demakdir deydi. Biroq qo'shimcha qilib shunday fikrlarni bildiradi: "O'zlashmalar atamasi noto'g'ri qo'llaniladi (*misnomer*) chunki o'zlashtirish degani, oldin nimanidir olish so'ngra uni qaytarishdir. Lekin lingvistik jihatdan o'zlashmalar bunday xususiyatga ega emas. Tilda o'zlashma so'zlar qaytarib berilmaydi". So'zlarni o'zlashtirish jarayoni ma'lum bir tilga boshqa so'z boyligi ko'p tildan so'zlar o'zlashtirish imkonini beradi. Ushbu sohada tadqiqot ishlari olib borgan tilshunos olimlar (*Haugen, Carmel, Weinreich*) fikricha, o'zlashma so'zlar ikki til o'rtasidagi aloqani, savdo-sotiq, mustamlakachilik orqali namoyon bo'lgan tarixiy faktlarni hamda o'zlashtirilgan tilda paydo bo'lgan yangi konsepsiyalarni namoyon qilishda katta ahamiyatga egadir. Malay tilida *mustamlakachilik* va *savdo-sotiq* orqali kirib kelgan o'zlashma so'zlar bevosita tildagi so'z boyligini, sinonimlar sonini oshirdi. Malay tili ham turli xalq va madaniyat bilan to'qnashgandan so'ng chet tillaridagi unsurlarni o'zlashtirdi. Malay tiliga birinchi bo'lib Sanskrit tilidan so'zlar o'zlashgan. (Amat Juhari, 1993). Bu Kutai, Kalimantan (Shimoliy) dan milodiy 400-yilda Sanskrit tilida yozilgan yozuvlar aniqlangan (Moorhead, 1959). Bundan tashqari, Sumatra Oroli, Yava, Champa, Vetnam va Filippendan topilgan malay yozuvlari misol bo'la oladi.

Yuqoridagi barcha yozuvlar Malay tilida yozilgan (so'zlar malaycha), lekin Sanskrit yozuvida yozilgan, ya'ni yozuv Hindistondan o'zlashgan. Ushbu

yo'zuvlarda shuningdek, Sanskrit so'zlari ham uchray turadi. XIII asrga kelib, dengizchi va savdogarlar Melaka orqali kelib, Semenanjung Tanah Melayuda o'z tillaridagi so'zlarni yoyishga harakat qilganlar. Savdo-sotiq va islom markazi bo'lgan Melakkaga xorijdan savdogarlar, diniy ulomolar tashrif buyurishi o'zlashma so'zlar sonining ortishiga sabab bo'lgan. Hind savdogarlari Sanskrit, tamil va hind tillarini yoyishgan. Shimoldan kelgan musulmonlar esa arab tilini, xitoyliklar ham o'zlarining ko'plab shevalaridagi so'zlarni olib kirishgan. Sanskrit tilidan o'zlashgan so'zlar malay xalqi tomonidan tez-tez muloqotda foydalanilgan. Bu so'zlar odatda muhim sohalarda, ya'ni hukumat va ma'muriyatda keng iste'molda bo'lgan: *berita, perdana menteri, suami, isteri, raja, bendahari, dosa*. Islom dinining Malay diyoriga kirib kelishi oqibatida malay tiliga arab tilidan so'zlar o'zlasha boshlandi. Shu yo'sinda Islomni yoyishda arab tilidagi diniy asarlar malay tiliga tarjima qilina boshlandi hamda diniy ta'limga mo'ljallangan madrasalar qad ko'tardi. Shunday qilib, arab tilidagi so'zlar asta-sekinlik bilan malay tilida ko'paya boshladi. Ular orasida: *akal, batal, hadiah, wajah, waktu, taubat va adab* so'zlari ham bor. Quyidagi jadvalda malay tilida boshqa tillarda o'zlashgan so'zlarning ayrimlari keltirilgan:

Hind tilidan o'zlashgan so'zlar	Tamil tilidan o'zlashgan so'zlar	Portugal tilidan o'zlashgan so'zlar	Golland tilidan o'zlashgan so'zlar	Ingliz tilidan o'zlashgan so'zlar
Budiman	Cemeti	Almari	Duit	Skuad
Cuti	Apam	Meja	Engsel	Krisis
Kunci	Jodoh	Mentega	Kamar	Riben
Cukai	Katil	Gereja	Korupsi	Artikel
Kapas	keldai		Kursus	Generasi
Roti			senapang	

Malay tilida sinonim so'zlarni vujudga keltiruvchi omillardan yana biri quyidagi hisoblanadi:

Malay tilidagi sheva va lahjalar

Malay tilida sinonim so'zlarning vujudga kelishiga sabab bo'luvchi asosiy omillardan biri bu sheva va lahjalardir. Sheva (dialect) so'zi barcha tillarda mavjud. Sheva so'zini Francois (1983) shunday izohlaydi: "Jamiyatdagi ma'lum bir kichik guruhlardagina so'zlashiladigan va o'sha jamiyat tilining turlicha ko'rinishidir". Collins (1986) ga ko'ra: "Sheva- bu tilning bir ko'rinishi bo'lib, u tilning boshqa ko'rinishlaridan o'zining talaffuz qilinishi, ifodalash usuli, grammatikasi, lug'at boyligidan farq qiladi. Tilning bu ko'rinishi uning geografik joylashuvi hamda ijtimoiy atrof-muhitiga bog'liqdir". Malay tili Semenanjung Malaysiada mavjud shevalar uchun ona til hisoblanadi. Semenanjung Malaysia bir necha shevalarni o'z ichiga oladi. Ular quyidagicha guruhlanadi:

- A) Shimoliy hudud shevalari: *Kedah, Perlis, Pinang oroli shevasi, Shimoliy Perak*
- B) Markaziy hudud shevalari: *Janubiy Perak, O'rta Perak, Shimoliy Selangor*
- C) Sharqiy hudud: *Kelantan, Terengganu, Pahang shevasi*
- D) Janubiy hudud shevasi: *Johor shevasi*

Shevalarga misollar: *pepatung-cakcibau* (Perak shevasi), *jalan raya-batas* (Kedah shevasi), *saya-ambo* (Kelantan shevasi). Shuningdek, *Negeri Sembilan* va *Melaka* shevalariga ham mavjud.

Malay tilida sinonimlarning vujudga kelishida qabila lahjalaring ham o'rin katta. Ularga *Sarawak* va *Sabah* lahjalari, *Iban*, *Kadazan*, *Murut* va *Bajaul*larni misol qilib ko'rsatishimiz mumkin. Malay qabila lahjalari ko'proq *Sabah* va *Sarawak*dagi etnik guruh (qabila)lar tomonidan foydalanilgan. Shu o'rinda malay tilida sheva va qabila lahjalaring farqi nimada degan savol tug'ilishi mumkin. Qabila lahjalari-bular ma'lum bir qabilaga tegishli bo'lib, u aynan bir hududda iste'molda bo'lmasligi ham mumkin. Bu lahjadan esa bir qabilaga mansub shaxslar foydalanadilar. Bunga misol o'rnida Malayziyadagi *Iban* lahjasini keltirish mumkin. Ular faqat bir hududda iste'qomad qilmasalar-da, lekin bu qabila a'zolari butun *Sarawak* bo'ylab tarqalgandir.

Lahjalarga misollar: *makan tengahari-merarau* (nonushta qilmoq), *makan malam-menggambi-kechki ovqatni yemoq*, *guna-guna-pugai* (foydalanmoq), *meronta-ronta-pugas* (xizmatni o'tamoq)

Xulosa qilib aytish mumkinki, malay tilida sinonim so'zlarning vujudga kelishida o'zlashma so'zlar hamda shevalarning o'ri ahamiyatlidir. Shuningdek malay tili lahjalariidan ko'p hollarda *Sarawak* va *Sabah* hududlarida faol iste'molda qo'llaniladi. Shuningdek, o'zlashma so'zlar etimologiyasiga nazar tashlasak, eng ko'p so'zlar Sanskrit tilidan o'zlashganligini ko'rishimiz mumkin. Har bir tilning rivojlanishi undagi so'zlarni boyitish, foydalanishni kengaytirish orqali amalga oshiriladi. Biroq inson aqli va harakati eng muhim omillardan biri hisoblanadi. Shunday ekan har bir individ o'z ona tilidagi mavjud bo'lgan sinonim so'zlarni bilishi hamda so'z boyligidagi bo'shliqni to'ldirishga harakat qilishi lozim.

Foydalanilgan adabiyotlar ro'yihi

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“THE ROLE OF ENERGIZERS IN LEARNING ENGLISH LANGUAGE”

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Annotation. Teaching is stimulating, varied, challenging and exciting. We have the chance to work with young people who are on the brink of adulthood and looking to their own futures with enthusiasm, anticipation and trepidation. As their teacher, they will look to you for knowledge, expertise, guidance and support. Classroom energizers and activities are great as icebreakers, or to pick up the mood when students have low energy.

Key words: energizers, ice-breakers, focusers, brainstorming, different interactive methods.

Annotatsiya. Xorijiy tillarni o'qitishda turli xildagi interaktiv usullardan foydalanish va darslarni sifatli olib borish hozirgi kunning dolzarb masalalaridan biri bo'lib kelmoqda. Samarali dars olib borishda o'quvchilarni e'tiborlarini qaratish, ularni o'rganishga bo'lgan ishtiyoqlarini qiziqarli o'yinlar orqali amalga oshirish muxum.

Kalit so'zlar: harakatli o'yinlar, aqliy hujum, har xil interaktiv metodlar.

Аннотация. Обучение является стимулирующим, разнообразным, сложным и захватывающим. У нас есть возможность работать с молодыми людьми, которые находятся на пороге взрослой жизни и смотрят в свое будущее с энтузиазмом, предвкушением и трепетом. Как их учитель, они будут обращаться к вам за знаниями, опытом, руководством и поддержкой. Энергетики и занятия в классе отлично подходят в качестве ледоколов или для поднятия настроения, когда у учащихся низкий уровень энергии.

Ключевые слова: энерджайзеры, фокусеры, мозговой штурм, интерактивные методы.

There are many methods and techniques, which can be effectively used by community legal advisors when teaching about the law to untrained people. The most effective are interactive Learner-centered teaching techniques rather than the lecture method.

One of the best ways for community legal advisors to understand the law and how to use it is to teach it to others. By teaching others, community legal advisors must understand the law, know how to explain the law in a simple language and must be able to show how to use the law. When community legal advisors teach, they learn as Educators and the community members learn as Learners. It is important though to teach in a proper way to make sure that the Learners learn as much as they can and remember as much as they can. This means that the community legal advisors will often have to teach in a way they have never taught before, and may have never been taught to before. This type of teaching is called interactive teaching. There is a reason why community legal advisors should use this type of teaching. Community legal advisors are encouraged not to use only the traditional lecture approach to

teaching. The traditional teaching approach is the least effective method of passing on knowledge to Learners. There have been many studies and experiments, which have shown that what is remembered by Learners depends on the teaching methods used. The amount of information that Learners remember increases when more Learner-centered interactive teaching methods are used. The amount the information that is remembered is much less when traditional lecture style teaching methods are used⁸. There are many different types of interactive teaching techniques that can be used by Educators. Educators are encouraged to use these methods as well as to try to use additional and new techniques.

1. Ice breakers/focusers

Ice Breakers are activities to help people learn in classrooms, workshops, conferences and training programs. Lessons can be better taught if Learners are awake and active with each other, know their classmates, and feel comfortable with the Educator. They can be used as tools that help the Educator keep the Learners involved and active, help creative thinking, challenge basic beliefs, show new ideas, and introduce detailed material. A focuser is a type of ice breaker but is more specific and related to the content or topic of an exercise or lesson. An example of a focuser is using a picture that is related to the topic that the Educator is going to teach. This picture could be used to get the Learners to begin to think of the topic they are going to learn about. An Educator could use a picture of people buying things at a market as a focuser before teaching Learners about rules of buying and selling.

Types of ice breakers:

1. Activities that make people feel more alert and relaxed
2. Activities that get people to comment
3. Games
4. Focusers
5. Activities that help people get to know each other
6. Activities that get people to move around
7. Activities that make people think

2. Brainstorming

Brainstorming is a way of allowing Learners to think freely about ideas. It is an important learning technique because it allows Learners to have new ideas without the fear of being wrong. During brainstorming the Educator will choose a topic. For example:

What are the different ways to teach?

The Educator asks the Learners to think of as many different ideas as they can, and writes down all of them on a white board or flipchart. The Educator writes down all the ideas, even if some are wrong. If the answers show that the question is not clear, the Educator should ask the question again in a different way. Educators should not say anything bad about the ideas. After all the ideas have been written

⁸ Bruce A. Lasky, Michael A. Otto & Wendy M. Teaching Methodologies Training Materials Handout. South Africa, 2006.

down, the Educator and the other Learners can make positive comments which either support or challenge the suggestions. The suggestions can then be ranked in order of importance.

3. Small group discussions

These are best used at the end of the class session. You will ask the students to write for one minute on a specific question. It might be generalized to “what was the most important thing you learned today”. Then, you can decide if you are going to open a conversation about it in your next class. You can ask if they still remember what they wrote down.

4. Role plays

In role plays, Learners use their own experience to act out a situation. An example of this would be a police officer arresting somebody. Learners use their imagination to make the role play more like real life. Role plays can be used to show what a legal situation is like. When asking Learners to conduct a role play, the following seven steps can be used: Step 1: Explain the facts and situation to the Learners. Step 2: Explain to the Learners who volunteer or are selected to act out the role play what they will be doing. Step 3: Explain to the other Learners to act as observers and tell them what points to look for or think about. Step 4: Have the Learners act out the role play. This can be done by one group in front of all the other Learners or in small groups made up of role players and observers. Step 5: Ask the Learners who are observers to describe what they saw happening in the role play. Step 6: Ask all the Learners to discuss the legal, social or other aspects of the role play and to make a decision on what should be done to resolve the conflict in the role play. This can often be done in small groups or as a whole group. The Educator can also ask the Learners to act out an ending to what happened during the role play. Step 7: Conduct a general discussion and go over the exercise as a whole group. Although the Educator develops the situation in the beginning, he/she should support what the Learners come up with. Role plays often show something about the Learner's personal experiences.

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ВАЖНОСТЬ СЛОВАРНОЙ РАБОТЫ ДЛЯ ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА

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Аннотация. В статье рассматривается роль словаря в расширении словарного запаса учащихся в процессе обучения русскому языку, изучении различных словарных слов, их роль в речи, а также умение правильно использовать их в речи, задачи и оптимальные виды упражнений, помогающие правильно их использовать. Помимо использования традиционных видов словарной работы, высказываются также идеи об инновационных способах увеличения словарного запаса, развивающих речь и расширяющих мировоззрение учащихся.

Ключевые слова: «Колесо Фортуны», «Четвертый лишний», словарь, произношение, лексика, инновационные методы, содержание речи, перевод, фразеология, орфоэпик диктант.

Abstract. The article discusses the role of the dictionary in expanding the vocabulary of students in the process of teaching the Russian language, studying various vocabulary words, their role in speech, as well as the ability to use them correctly in speech, tasks and optimal types of exercises that help to use them correctly. In addition to the use of traditional types of vocabulary work, ideas are also expressed about innovative ways to increase vocabulary, developing speech and expanding students' worldview.

Key words: “Wheel of Fortune”, “Fourth wheel”, dictionary, pronunciation, vocabulary, innovative methods, speech content, translation, phraseology, orthoepic dictation

Аннотация. Мақолада рус тилини ўргатишда дарс жараёнида ўқувчиларнинг сўз бойлиги самарадорлигини оширишда луғатнинг роли, турли луғавий сўзларни ўрганиш, уларни нутқда тутган ўрни, шунингдек, нутқда тўғри қўллай олиш, ўринли ишлата олишга кўмаклашувчи вазифа ва машқларнинг оптимал турлари кўриб чиқилган. Луғат ишининг анъанавий турларидан фойдаланиш билан бир қаторда, нутқни ривожлантирувчи ва ўқувчилар дунёқарабини кенгайтирувчи сўз бойлигини оширишнинг инновацион усуллари ҳақида ҳам фикрлар билдирилган.

Калит сўзлар: «Колесо Фортуны», «Четвертый лишний», луғат, талаффуз, сўз бойлиги, инновацион усуллар, нутқ мазмуни, таржима, фразеологизм, орфоэпик диктант.

В нашу эпоху, когда развивается наука и техника, устанавливаются экономические и научные связи с зарубежными странами, изучение языка и внимание к нему год от года возрастают. Словарь играет очень важную роль в изучении любого языка. поэтому изучение и преподавание языка налагают большую ответственность на наших филологов и лингвистов. Поэтому

преподавателю-лингвисту следует поставить на первое место вопрос совершенствования и обогащения словарного запаса учащихся. Потому что словарная работа – это не дополнительная часть урока, а основа изучения языка. В словарной работе учащийся должен увидеть, прочитать, услышать и понять новое слово.

Изучение языка – очень сложный процесс, требующий много знаний, времени, терпения и усердия как от ученика, так и от преподавателя.

Потому что процесс изучения языка осуществляется путем слушания, чтения, говорения и письма. Существуют разные способы обучения новым словам, но есть и важные требования к процессу изучения нового слова. Знакомство с новыми словами не должно быть для ученика скучным учебным заданием, а должно быть веселым и интересным.

При изучении новых слов внимание в основном концентрируется на следующем:

1. Орфоэпический аспект (слово, напечатанное на доске, должно быть произнесено);
2. К лексическому аспекту (определению значения слова);
3. По орфографическому аспекту (правильному написанию слова);
4. Вхождение в контекст с другими словами (состав слов и предложений).

При обучении русскому языку в группах иностранного языка необходимо исходить из образовательной направленности группы. Есть слова, которые пишутся одинаково, но имеют разное значение. Включены следующие словарные слова:

Значение некоторых слов зависит от их написания (орфографии), например: развеять (флаг)-развивать (способность); поласкать (собаку) – полоскать (бельё); сыновья (матерей) – сыны (Родины); зубы (у человека, у животных) – зубья (на инструменте, на машине) и другие. При изучении словарей студентам объясняют, что не правильное написание слов может привести к изменению их значения.

Когда учащиеся полностью понимают и осознаёт смысл слова, положительное впечатление усиливает их интерес к нему, и оно прочно сохраняется в памяти. Поэтому необходимо не только раскрыть словарное значение слова, но и наполнить его жизненным содержанием. Проблемы возникают при переводе неоднозначных слов, встречающихся в тексте. Студент, не знакомый со всеми значениями таких слов, наверняка затруднится при переводе. Одно слово может иметь несколько значений. В зависимости от смысла предложения можно сделать правильный перевод, сумев различить смысл, из которого оно исходит.

Например:смысл слова “Время”, поскольку это слово имеет несколько значений, оно может иметь разные значения в предложениях.:

1. Время встречи- означает время встречи;
2. Сколько время- означает, сколько сейчас времени.
3. Время года- означает, какое сейчас время года

В предложении “Вксокой и стройной девушке, это платье пойдёт”, здесь слово пойдёт обозначает, что платье к лицу. Но слово “пойдёт” имеет значиние, как идти куда небусть, по месту направления, назначения, также, подходит. Из-за незнания других значений слова, естественно, можно неправильно его перевести. В этом случае, если каждое из слов будет объяснено на примерах, будет более запоминающимся и повысит интерес студента. Таких примеров можно привести множество. В процессе занятия писать на доске новые слова или кратко знакомить их с переводом скучно и неэффективно для студнта. При знакомстве с этими словами необходимо закрепить их, составив предложения с их участием, и повторить их на нескольких уроках.

Увеличение словарного запаса учащихся означает обогащение содержания речи. Делается это не за счет увеличения количества слов, а за счет «интенсификации» имеющегося запаса. При этом большое значение, конечно, имеет знание словосочетаний (фразеологии). Правильное использование фраз на своем месте также обогащает речь. С фразами на русском языке. В процессе ознакомления эффективнее использовать интересные методы, не ограничиваясь объяснением их смысла.

Прежде всего, рассказ об истории их происхождения вызывает большой интерес и расширяет кругозор.

Для улучшения усвоения новых слов, обогащать словарный запас нужно использовать различные игры, с идиомами можно играть в различные лингвистические игры, например:

«Колесо Фортуны» Фортуна - в римской мифологии богиня слепого случая, счастья и несчастья. Она изображалась с повязкой на глазах, стоящей на шаре или колесе. Шар или колесо символизируют шаткость, ненадежность, постоянную изменчивость Фортуны. Выражение «колесо Фортуны» употребляется в значении: «случай, слепое счастье».

«Козел отпущения». В религиозных книгах рассказывается о том, что у древних евреев существовал особого рода обряд. В день грехоотпущения первосвященник возлагал обе руки на голову живого козла. Это был знак возложения на козла всех грехов народа. Проклятый таким образом козел изгонялся в пустыню. Вполне понятно, что козлом отпущения называют человека, на которого сваливают чужую вину.

«Четвертый лишний»-В каждом из столбцов найдите четвертый лишний фразеологизм; объясните, почему он «лишний», и составьте с ним по предложению.

1) хоть пруд пруди

2) во все лопатки, кот наплакал, сломя голову, тьма-тьмущая, черепашьим шагом, яблоку негде упасть в мгновенье ока

3) слово в слово 4) попасть впросак, тютелька в тютельку, попасть на седьмое небо, вилами на воде писано, попасть в переделку, комар носа не подточит попасть в переплет.

И так, правильно организованная словарная работа на занятиях вызывает интерес к языку. Регулярная словарная работа помогает учащимся увеличить словарный запас, развить речь и, в целом помогает формировать навыки грамотности. Слова, которые повторяются регулярно, укрепляются в памяти и помогают применять их на практике. Необходимость значительного повышения качества коммуникативной компетентности, формируемой при изучении русского языка как иностранного, требует использования новых технологий и средств обучения.

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EDUCATIONAL ACTIVITY OF JAHONGIR IBRAGIMOV

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Annotation. In this article, Jahangir Ibragimov elaborated the principles of important performance issues related to the training of professional performers. In addition, the efforts made by Gizjak Kabus to expand his class and create his own school are shown.

Key words: Music, art, culture, ethics, aesthetics, psychology, pedagogy.

Music is a profession that occupies a large place in our cultural life and is of great importance in the development of human personality. Music education is one of the main and complex aspects of the education of sophistication, it teaches to correctly perceive and appreciate the beautiful things around. The grandfather of our national culture, Abu-Nasir Al-Farabi, said, "This science is useful for the health of the body." Our grandfather Sheikh Saadi said: "Music is the companion of the human soul." Music is a tool that actively develops emotional feelings that quickly affects a person. A person gets acquainted with music through his mother, and enjoys and receives support from music for life. Music is an integral part of the human psyche. In order to get various nutrients from music, a person must be highly cultured, have a pure heart, be able to feel beauty, and love his profession and his motherland. Therefore, the main goal of music education is to educate students in musical culture, which is a component of human spirituality. To realize this high goal, the tasks of the music teacher are as follows:

1. Increasing students' interest and love for the art of music.
2. Development of artistic creativity and feelings in the course of musical activities.
3. Ethical and aesthetic education of students through the artistic and ideological content of the works.
4. In music lessons, it is necessary to do things like instill enthusiasm in students about profession and work.

The implementation of these goals and tasks depends on the professional and moral image of the teacher. Not every artist can teach music at school. For this, a music teacher should be a highly cultured, broad-minded, spiritually mature person who loves his profession and children, who can skillfully play any musical instrument. He should have deep knowledge of pedagogy, psychology, children's physiology, theory of ethics and aesthetics, practical areas of music theory, music teaching methodology. A music teacher should have sufficient knowledge, skills and experience in the theoretical and practical fields of music.

That is, a music teacher should also work as a musician, singer, conductor, accompanist, music theorist and practitioner. The creativity of the music teacher is that he works as the scriptwriter, performer and director of the one-hour lesson. That is why a music lesson is called an art lesson. The scope of activities of a music teacher in school life is wide.

Organization and management of types of music education outside the classroom, organization and management of types of music education at school, public forms of music education at school (meetings with artists, lectures-concerts, meetings with poets, "Navroz" holidays, "Alifbe" "holidays, "Uzbekistan vatanim manim", "Ilhom chashmalari" viewing contests, holidays) is the responsibility and responsibility of the music teacher. At the same time, it is one of the duties of a music teacher to be in contact with out-of-school music education centers (children's music schools, children's theater, student palaces), attract talented students to them and apply their activities in school life. . According to the Law of Uzbekistan "On Education" "9 and 11 years of general secondary education" was introduced. Along with all educational subjects, the concept of speaking was developed for the subject of music. The content of the new program reflects the full use of the national musical heritage, popular folk tunes and songs, status, shashmaqom, epics, and today's modern music. The educational process of this program, the methodology of teaching music. Year, quarter topics, approximate plan, development of sample lessons, local music and lesson activities are an integral part of the subject of the lesson, subordinate to the general topic and logically integrated to form a whole. This requires a process of renewal in the content and style of work from the currently working teachers. Such students are developing in a broad sense in the set of manuals, recommendations and published educational and methodical manuals. The unique and characteristic aspect of the new programs is that it is necessary to include musical literacy, which is the basis of the science of music culture, including a number of musical laws, including musical speech, musical means of expression, musical forms, the structure and development of music, and the modernity of music. etc. must be thoroughly and thoroughly taught. So, in order to teach in the content of the new program, the music teacher should improve his musical-theoretical knowledge. Because, in our country, an important component of educating the young generation in the spirit of love for the country is the task of the music teacher to solve the issues of education of sophistication, the issues of raising a person spiritually and enlightened. . Music's contribution to the development of our nation is incomparable. As an independent country, we have reached the world platform among world countries. We recognized our state as spiritual and enlightened. Music plays an important role in raising the consciousness of future generations. Music has not only cultural, but also political and social importance, and one should feel how responsible it is.

To the art field and world of Jahangir Ibragimov, a distinguished youth coach, artist, public education expert, associate professor of the Uzbekistan State Conservatory, professor of the "Department of performance on musical instruments" and, of course, a passionate teacher. entry is of particular importance to the profession. Ibragimov Jahongir Akbarovich was born on November 12, 1953 in Tashkent region. Jahangir Ibrogimov's career began when he was studying at the conservatory. In 1975, he graduated from the State Conservatory of Uzbekistan, majoring in cello, the faculty of orchestra, the department of bowed string instruments, with the qualification of orchestra soloist, teaching accompanist.

Since January 16, 1971, he has worked as a teacher at the Glier State Conservatory of Music, since September 1972, he has been a conductor at the State Conservatory of Uzbekistan, and since 1985 he has worked as a teacher at the Department of Uzbek folk instruments. In 1993, he got the position of associate professor. From 1975 to 2011, he was the deputy director of RIMAL named after Glier for music, and from 2004 to the present, he has been working as a professor. More than 100 students and specialists have been trained in teaching, scientific-methodical creative, concert-performing and public activities in the Department of Folk Instruments from 1985 to the present day, that is, in 40 years.

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ORGANIZATIONAL CHANGE MANAGEMENT

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Annotation. In this article, organizational changes in culture and art institutions and their areas are analyzed. The three main stages necessary for companies implementing strategic changes are analyzed. In addition, information is provided about strategic priority goals such as planning and implementing change in the organization and their integration

Key words: management, organization management, organizational changes, effective management methods

Organizational change occurs when a company moves from its current state to its desired future. Organizational change management is the process of planning and implementing changes in an organization to minimize employee resistance and costs to the organization and increase the effectiveness of change efforts.

Today's business environment requires almost constant change from companies to remain competitive. Factors such as the globalization of markets and rapidly developing technology are forcing businesses to react in order to survive. Such changes may be relatively minor, such as installing new software or reorienting the overall marketing strategy, fighting off a hostile takeover, or reshaping a company in the face of constant foreign competition.

Organizational change initiatives often arise from problems faced by the company. However, in some cases, companies change under the influence of enlightened leaders, who recognize and use new potentials that were initially inactive in the organization or its conditions. Some observers, more soberly, call it the "performance gap."

But organizational change is also resisted and, according to its proponents, doomed to failure. Failure can be caused by visualizing, announcing, and implementing change, or by creating internal resistance. In other words, employees sabotage changes they believe are against their interests.

Effective management of changes in the organization includes a number of stages:

Change planning. Developing a detailed action plan defines how to achieve the objectives of the change objectives. It includes assigned roles and responsibilities, communication, training plans and timelines. The more precisely the change process is planned, the easier it will be to implement.

Make the change. This phase implements the planned change process. This includes managing every aspect of change as well as supporting people through the transition. Training, coaching and resistance to change are essential. Change managers must ensure that all employees perform their duties effectively. When a

change is being implemented, it's important to track progress, track key performance indicators, gather feedback, and ensure that the change is moving toward expected results.

Merge changes. The next step is to consolidate the change, ensuring that it is fully integrated into the organization and becomes part of the culture. Changing business practices, organizational structures, or workplace environments takes time and effort. This is an expensive process. As a change manager, the last thing you want is for employees to fall back into old ways.

Areas of organizational change. Organizational Change Students identify areas of change to analyze. For example, Daniel Vishnevsky and Fariborz Demanpour wrote about one strategy, organizational power structure, in the Journal of Management Issues. Others add technology or corporate populations ("people"). All these areas are of course interconnected.

Companies often have to make changes in all areas when they try to make changes in one area. The first direction, strategic change, can occur on a large scale, for example, when a company shifts its resources to enter a new line of business, or on a small scale, when a company improves performance to reduce costs.

There are three main stages for a company making a strategic change:

- 1) understanding that the current strategy no longer corresponds to the company's situation;
- 2) forming a vision for the future direction of the company;
- 3) creating new systems to implement and support change.

Technological changes are often introduced as components of larger strategic changes, although they sometimes occur spontaneously. An important aspect of technology change is determining who is threatened by the change in the organization. To be successful, technology changes must be incorporated into the company's overall systems and management structure must be in place.

Structural changes can also occur due to strategic changes, such as when a company decides to acquire another business and needs to integrate it, as well as operational changes or changes in management style.

For example, a company that wants to play a more active role in decision-making may need to change its hierarchical structure.

Changes in people may be necessitated by other changes, or sometimes companies seek to change the attitudes and behaviors of workers to improve their performance or to stimulate individual or collective creativity. Changing people is almost always the most difficult and important part of the overall change process. The discipline of organizational development was created to deal with changing people at work through methods such as education and training, team building, and career planning.

No matter how small the change, the manager must face some resistance in the organization. Resistance to change is common, people cling to habits and the status quo. Of course, management actions can reduce or create resistance. People should be encouraged to abandon old habits. This should happen gradually, not

suddenly, so that 'managed change' becomes 'natural change'. In addition to the usual inertia, organizational change creates anxiety about the future. If the future after the change is perceived positively, there will be less resistance.

Therefore, education and communication are key components in minimizing adverse reactions. Through reports, memos, group presentations, and individual interviews, one can gain an understanding of the nature of the change before proceeding. Another important component of overcoming resistance is involving employees in the development and implementation stages of change. Organizational forms of assistance and support may be used. Managers can ensure that employees have the resources to make changes, and managers can provide explanations and minimize stress in many situations.

Some companies manage to overcome resistance to change through negotiation and rewards. They offer special incentives to workers to ensure their cooperation. Other companies resort to manipulation or use subtle tactics, such as giving the leader of the resistance a prominent position in the change effort. The last option is coercion, which involves punishing those who resist or using force to enforce their cooperation. While this approach can be beneficial when speed is of the essence, it can have a long-term negative impact on the company. Of course, one method is not suitable for every situation, and if necessary, several different methods can be combined.

Effective change management techniques

Effective change management requires moving the organization from its current state to the desired state with minimal cost to the organization. The main stages of this process:

1. Understanding the current state of the organization. This involves identifying the problems the company faces, assigning a level of importance to each, and evaluating the types of changes needed to solve the problems.

2. Competent prediction and description of the desired future state of the organization. This involves envisioning the ideal state for the company after the change is made, communicating that vision clearly to everyone trying to change, and developing a means of transition to the new state. An important part of the transition should be maintaining some stability. Some things, such as a company's overall mission or key personnel, must remain constant in the midst of turmoil to help reduce people's anxiety.

3. Making changes in order. This implies effective economic management. It can be helpful to design a plan, allocate resources, and designate a key person to be responsible for the change process. Company leaders should try to create passion for change by sharing their goals and vision, acting as role models. In some cases, it can be beneficial to try small wins first to pave the way for future successes.

Proactively managing change to optimize future agility is a creative, rather than arbitrary, way to deal with the dynamics of industry change. This process is successful not without them, but with the help of the company's human resources.

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DEVELOPMENT OF PERFORMING ARTS IN REMOTE AREAS OF UZBEKISTAN

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Abstract. This article provides information on the history of musical instrument performance in the Surkhandarya region, and includes the history of musical instrument performance in the region from the 60s of the 20th century to the present.

Keywords: the world of art, the land of music education, folk instruments, orchestra, rubob, dedication.

The art of music, which is the main core of the world of art, is so vast and vast that it requires the eyes of the soul to interpret it correctly. Since time immemorial, the people of art have been the owners of tender hearts and high talents.

The establishment of a music country in the city of Termiz, the center of Surkhandarya, one of the remote regions of Uzbekistan, dates back to the second half of the 20th century. Muhammadi Islamovich Muhammadiev from Bukhara, who graduated from the folk instrument department of the Tashkent State Conservatory, was appointed the director of the music educational institution established in 1961. He began to work hard to establish a music education center and provide talented young professionals. In such difficult situations, the young expert mentor Ashot Ivanovich listened to the advice of Petrosyans, followed his oaths: - "you become a city, you have many crowded places with your rubab, and whoever is interested in you, play beautiful works in your tune to it, no matter who it is. You see, if he is young, he will lead him, if he is old, he will lead his child, and as a result, you will achieve your goal."

Muhammadi Muhammadiyev did the same. He always carried his instrument with him in a foreign city and met his first students by chance in public places. In addition to his duties as a director, he also conducted the class of kashkar rubobi. He is an expert pedagogue who organized the Kashkar rubobi class in Surkhandarya and made a significant contribution to its development.

During that period, expert educators who came to the Termez country of musical knowledge by pass or were summoned by director Muhammadi Muhammadiyev founded the piano class, choral conducting, the gjijak, nay, chang, dutor of folk instruments and, after a certain time, the rubob prima, bayan classes. One such expert pedagogue, Abdurahman Zavkiyev, founded the folk instrument orchestra class and worked for eight years as a flute specialist and band leader. At the Marhaba talent festival in Tashkent in 1972, a group of folk instruments led by Abdurahman Zavkiyev took an active part and won the proud first place.

Since the master coaches mainly came from the regions of Bukhara and Samarkand, some returned to their provinces again after a certain period of time.

But in this short time, the classes established at the expense of their activities began to pay off. Kashkar rubobi and dutor classes, which are considered traditional instruments, have become very popular. Such instruments are among the long-established musical instruments not only in the Surkhan region, but also in other regions of our Republic.

Later, the Termez country of musical knowledge was headed by Bukhara gijjak musician and master coach Amin Karimovich Karimov. He also organized a violin class at the Termiz University of Music in order to expand performance directions. This class was led by the young teacher Farrukh Anvarovich Bakhromov, but due to circumstances, he moved to another city in a short time. As a result, the violin class ceased its activities, and there is a shortage of specialists in this musical instrument in the Surkhandarya region. The lack of this most necessary musical instrument is the reason why the performance of the orchestra classes is not up to the level of demand.

There were dedicated coaches who worked in the classes of folk instrument orchestras who did not give up their goals even in such difficult situations. For example, Amin Karimov started a gijjak class in the 70s of the last century. He led the orchestra of folk instruments at the School of Music and at the same time organized the orchestra group at the Surkhandarya Region Musical Drama Theater. Originally from Bukhara, this teacher Surkhandarya is considered one of the persons who made a worthy contribution to the music culture. For many years, he worked as the director of the Mannon Uyghur musical drama theater of Surkhandarya region and the head of the orchestra, and for more than 10 years, he worked as the director of the Termiz School of Music.

Klara Abdurasulovna Mardayeva is another teacher and pedagogue who opened the Afghan rubobi class for the first time in Surkhandarya region. At first, he studied Kashgar rubobi at the School of Music Education, and at the Tashkent State Conservatory, he studied Afghan rubobi under the teacher Gulomkadir Ergashev.

During his student days, he participated in the orchestra of folk instruments, followed the movements of his experienced and passionate teacher A.I.Petrosyans, and thoroughly studied the teacher's skills, and loved the orchestra's training every day. After graduating in 1978, he returned to Termez, where he was the first teacher of the Afghan rubab and led the folk instruments orchestra class. Klara Mardayeva faced a number of difficulties at first. Shortcomings such as the lack of a classroom for orchestra training, and the lack of some important pieces of music made the young pedagogue stagnate for a while. But he did not give up his goal. Sometimes he organized open lessons in the open air, sometimes on the sports field. He solved all the problems by involving musicians in the bass group of the orchestra. The orchestra enriched its repertoire with the works of teachers such as A.I.Petrosyans, M.Liviyeu.

Klara Mardayeva was very active, excellent and a good organizer since her student days. These qualities of his were very important in his pedagogical skills. In a short period of time, he launched an Afghan rubobi class and organized multi-

voice ensembles. His students participated in all events and concerts in the region with their works and received applause.

Several of his students took part in the Republic's young performers auditions and were lucky enough to continue their studies at universities. Hakim Mamatkulov, Abdugani Samadov, Adolat Mamatova, Arif Xakimov are among them.

Khojamberdiev Khamza Nazarovich is another expert pedagogue who led the orchestra of folk instruments at the Termiz School of Music. He studied the flute at the Tashkent State Conservatory and, at the same time, mastered the secrets of orchestration and conducting, so he easily managed the orchestra class. The performance of folk instruments, which did not sound well in the orchestra, was replaced by wind instruments, oboe and clarinet. In addition, he adapted several works for instruments, taking into account the possibilities of the orchestra: S. Pirov "Gulshan", "Surkhondaryomsan" and others.

Later, another qualified specialist, teacher Normurod Mirzayevich Bakarov, led the class of folk instruments. He is known as a talented musician and teacher with high pedagogical skills. During his student days, he worked as a Kashgar Rubobi musician in the folk instrument orchestra named after D.Zokirov under the Uzbekistan Television and Radio Company.

N. Bakarov set himself the goal of expanding the orchestra team and improving the performance quality. For this reason, he first started the work by organizing a small orchestra of middle-ability students, and then expanded the ranks of large orchestra performers. He added words that gave the orchestra lower register tones. N. Bakarov's student orchestra did not limit itself to improving the performance quality, but also tried to enrich the orchestra's repertoire. He worked on K.Komilov's "Youth Suite", M.Bafoev's "Bayram March" and similar works intended only for orchestral performance, and successfully performed at the report concerts of culture houses, music schools, and music schools.

A number of teachers worked as hard as they could for the development of the orchestra of folk instruments of the Termiz School of Music Education. All of them are experienced musicians who have studied under the hands of experienced professionals in higher education institutions. Bakhtiyor Haqberdiev worked as an orchestra musician, Mahmud Gulliyev as an orchestra leader, Adolat Mamatova as an orchestra leader. Especially in the years when Sabohat Alimova was the leader of the orchestra, the work of the orchestra flourished even more. Participated in the "Sounds of Navroz" multi-voice ensembles and orchestras festival and was twice awarded with a third degree diploma.

But despite this, orchestra leaders were always faced with awkward situations. Sometimes there was a lack of strings, sometimes there was a lack of musical instruments of the required level, sometimes there was a shortage of the bass group, which is considered the main foundation of the orchestra. As if this was not enough, the lack of musical instrument repairmen in the region, the inability to repair complex instruments such as dust, and the inability to find the wires of some instruments in the region made the situation even more serious.

It is no secret that the Surkhan oasis is located far from the central cities. We need self-sacrifice, research, constant creativity, and we need to be in constant contact with the central regions under any circumstances.

Reforms in this area have also been significantly implemented in our oasis. New, comfortable buildings, new musical instruments were provided. More dedication is required from coaches to use such opportunities correctly and accurately. It would be expedient if the students doing internships would do their internships in similar places.

In conclusion, we would like to say that there is a need for good specialists to promote our musical instruments to our people, and skilled craftsmen to repair folk instruments. It is known that in a multi-voice orchestra, no musical performance can replace bass or double bass instruments. Therefore, in order to improve the performance quality of the orchestra of folk instruments, it is necessary to have high-quality bass instruments and its performers.

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МУСИҚА ЎҚИТИШ УСЛУБИЯТИДА МУСИҚА ПСИХОЛОГИЯСИ ВА НАФОСАТ ТАРБИЯСИНИНГ МУШТАРАКЛИГИ

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“Муסיқа таълими” кафедраси ўқитувчиси

Ёш авлодни эзгу – ниятда ўргатиш, Ватанга садоқат руҳида тарбиялаш, уларни етук инсонлар қилиб вояга етказиш ҳамда самимият ва адолат руҳида барқорорлаштириб турилишида ўз ҳиссасини қўшиб келаётган муסיқа маданияти ўқитувчиларининг зиммасидаги энг муҳим вазифалардан биридир. Чунки, муסיқа санъати билан шуғулланувчи инсонлар бағри кенг ва нафис инсонлар бўлиб, уларнинг маънавий дунёси бошқа зиёли инсонлардан кўра кўпроқ ташланиб туради. Уларнинг рухий имкониятлари, фикр- мулоҳазалари, касбий, ахлоқий муомила фаолиятлари ҳамда маънавий тушунчалар билан ишонтира олиш туйғусини ифодалашда айниқса, назар – эътиборли бўлишади. Яхши бир муסיқий асарни тинглаганнингизда ундаги оҳанг жилolari қалбингизни тўқинлантириб нозик ва нафис ҳиссиётларингизни уйғотади. Демак, нафосат ва муסיқа психологияси бири- бири билан муштарак. Муסיқанинги ўзи бир дунё бўлиб, дунёни эса бадиият, гўзаллик ва завқ-шавқ ўзига ошифта қилиди. Шундай экан, муסיқа санъати улкан рухий таъсир кучга эга эканлиги бор нарса. Айниқса, муסיқанинги психологик жиҳатларини ўрганишда катта эҳтиёж мавжуд.

Муסיқа психологияси фанидан ижрочининги муסיқий асарни ижро этиш жараёнида уларда кечадиган психик ҳолатлар хусусиятлари муסיқанинги психологик таъсир имкониятларини ўрганишда фойдаланилади. Нафосат тарбиясининги асосий мақсади, ёшларимизнинг гўзалликни севишга ундан бахраманд бўлишга ўргатишдан иборатдир. Гўзаллик ва нафосат ҳар бир куй – кўшиқда, меҳнат жараёнида ҳам мавжуддир. Шу боис, уни фахмлай билиш ва бахраманд бўла олиш қобилиятига эга бўлиш муҳим масаладир. Айниқса, бугунги давримиздаги техниканинги фаол суратлар билан ривожланиб бораётганлиги сабабли мутахассислар олдида мурғак қалб эгалари қалбига муסיқанинги ижобий ҳислатларини тўғри сингдира олишда муҳим вазифалар турибди. Ҳозирда мутахассислар кўплаб ёшларимизнинг ғарбий давлатлардан криб келаётган тумтарақай, маъни маслага йўқ муסיқаларни тинглаётгани эвазига ёш авлодларимиз келажакка салбий тасир кўрсатиш мумкинлигини ҳис этишиб, олдини олиш чора тадбирини ишлаб чиқмоқдалар. Ушбу юқоридаги келиб чиққан ҳолда муסיқий таълим – тарбияси орқали нафосат тарбиясини беришни авваламбор мактабгача таълим муассасаларидан такомиллаштириш орқали бўлсада ёш авлодни нафосат ҳис – туйғуларини тўғри таркиб топтиришдан бошлаш лозим деб ҳисоблаймиз. Чунки муסיқани тинглай билиш ва ундан завқлана санъат ҳисобланади.

Ҳар бир халқнинг куй- кўшиқлари, лекин бизнинг тарбиямиз халқимизнинг орзу умидлари, ҳаётининг кечинмалари, ўзининг маънавий дунёсини ўзида ас эттирган фольклор –этнографик ва анъанавий куй – кўшиқларимиз муҳим омил бўлиб ҳисобланади. Биз ёшларга мусиқий таълим орқали нафосат тарбиясини бериш жараёнида ана шундай, миллий меросимизни пойдевор қилиб олишимиз лозим. Усиб келаётган ёш авлод тарбиясида мусиқа ва нафосат тарбияси нақадар улкан имконият эканлигини биз мусиқа ўқитувчилари жуда маъсулият билан ҳис этмоғимиз даркор. Биз ўқитувчилар оҳанглардан ҳолда ёшларимизнинг мусиқий маданиятини янада кўтаришга, уларнинг маънавий оламини янада кенгайтириб ҳаракат қилмоғимиз лозим. Албатта фақат миллий куй –доирасида айланиб қолмасдан онгли равишда эл етук композиторларидан: Бетховен, Моцарт, Шопен, Шуман, Хачатурян, Чайковский, Шостакович ва бошқа мусиқачилар ижоди намуналарини ҳам эшита олиш лозим. Бугунги даврда ёшларни мусиқа таълим – тарбияси жараёнида – ривожлантириш борасидаги бир қатор Қарорларнинг ижроси ҳамда Халқаро микёсдаги фаолиятларни ташкил этишнинг ёшларда эстетик тарбия ва миллий маънавий дунёқарашларни камол топишида муҳим аҳамият касб этиб келмоқда. Ёшлар қанчалик мусиқий билимга эга бўлсалар, шунчалар мусиқа санъатидан маънавий озуқа олади, улар қалбида ҳар тамонлама мукаммалик, ҳалоллик, яхшилик, эзгулик ҳукмрон бўлади.

XXI-асрда ижтимоий иқтисодий муносабатлар ривожидан инсон ақл заковати ва маънавияти асосий мувофиқлаштирувчи, ривожлантирувчи омил ва восита эканлиги тобора намоён бўлмоқда. Шунинг учун бугунги кунда халқимизнинг миллий ўзлигини англаш жараёни фаоллашиб бораётганлиги сабабли ёшларни маънавий-ахлоқий аҳамияти сезиларли даражада юзага чиқмоқда. Шу боис жамиятимиз тараққиёти учун янгича миллий руҳда фикрловчи шахснинг шакилланиши муҳим аҳамиятга эга. Жамиятимиз мустақилликни қўлга киритганидан буён юртимизда мусиқа санъати ривожини учун кенг кўламли очилди. Шу далилларни эътиборга олган ҳолда ўқувчиларни мусиқа санъатига бўлган ҳавас ва қизиқишларини, мусиқий саводхонлигини ошириб боришда мусиқа психологияси фани ҳозирги замон талабининг муҳим йўналишларидан бири ҳисобланади. Давлатимиз томонидан қабул қилинган “Кадрлар тайёрлаш миллий дастури” асосида ишлаб чиқилган санъат соҳасидаги катта ўзгаришлар туфайли ҳозирги даврда мусиқа санъатига бўлган эътибор ва эҳтиёж сезиларли даражада ўсиб, унга бўлган қизиқиш тобора ортиб бормоқда. Мусиқа ижрочилигини мураккаб психологик-физиологик жараён бўлиб, мусиқа дарсларида турли қушиқлар, назарий тушунчалар асосида ёш ўқувчиларнинг ахлоқий ва нафосат тарбиясини бериш ўқитишнинг энг фаол шаклидир. Шундай экан, мусиқада инсон камолоти ва миллат руҳи яшайди.

Ўқувчиларни компетенциясини янада ривожлантириш орқали уларнинг теварак атрофни, эстетик баҳолашни билишда, бадиий дидни ва мусиқага булган муҳаббатини тарбиялашда катта аҳамиятга эгадир. Ўқитувчи мусиқий

машғулотларда ўқувчилар диққатини ўзига жалб қилиши муסיқавий асарни идрок этишга, у ёки бу жараён билан таққослашга ёрдам беради.Муסיқани эмоциональ сезиш учун уни эшитишни билиш керак.Чунки бу малака болалар билан оддий муסיқа асарларини тахлил қилиш,уларнинг диққатини муסיқа воситаларига қаратиш билан ўзига хос муסיқа тилини ҳис қилишга ўргатилади. Шунини айтишимиз мумкинки муסיқий тарбия орқали миллий қадириятларни асраб авайлаш, тарғиб этиш, айниқса ёшларимизда юртимиз мустақиллигини бор вужуди билан ҳис этиш ва севишга ўргатиш, ёшлар орасида нафосат тарбиясининг янада мукаммаллашиб боришида муҳим бир аҳамият касб этади. Муסיқа санъати энг қадимий ва ўзбек халқининг турмушига чуқур сингиб кетган соҳаларидан биридир. Муסיқа дарсларида муסיқа психологиясининг қонун-қоидаларига риоя қилган ҳолда олиб борилган машғулотлар ўқувчиларнинг маънавий-ахлоқий фазилатларини ошириб, нутқини ривожлантиради,овози, муסיқий уқуви шаклланади. Агар ўрганилаётган кўшиқ болаларни қизиқтирса,уларнинг ижрочилик маҳорати устида олиб бориладиган ишлар ўқувчилар учун зерикарли бўлмайди.Чунки, айнан психологик муносабат воситаси билангина нафосат оламига олиб кириш мумкин.

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TOVUQ EYMERIOZINING KIMYOPROFILAKTIKASIDA SAMARALI EYMERIOSTATIKLARNI ANIQLASH.

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Annotatsiya. Maqolada asosan broyler jo'jalari orasida ko'p uchraydigan eymerioz kasalligini oldini olish uchun o'tkaziladigan profilaktik tadbirlar va foydalaniladigan eymeriostatiklarning samaradorlik ko'rsatkichlarini aniqlashga oid tadqiqot natijalari bayon qilingan.

Kalit so'zlar: eymerioz, Toltroks-2,5%, Amprovet 25%, ROSS-308, zoogigienik, diagnoz, eymeriostatik.

Аннотация. В статье преимущественно изложены результаты исследований по профилактическим мерам предупреждения заболевания эймериозом, распространённым среди цыплят-бройлеров, и определение показателей эффективности применяемых эймериостатиков.

Ключевые слова: эймериоз, Толтрокс-2,5%, Ампровет 25%, РОСС-308, зоогигиенический, диагностика, эймериостатик.

Annotation. The article mainly describes the results of the research on preventive measures to prevent the disease of eimeriosis, which is common among broiler chickens, and the determination of the efficiency indicators of the eimeriostatics used.

Keywords: eimeriosis, Toltrox-2.5%, Amprovet 25%, ROSS-308, zoohygienic, diagnosis, eimeriostatic.

Mavzuning dolzarbligi. Respublikamiz hududida faoliyat yuritayotgan mavjud parrandachilik xo'jaliklarida sezilarli darajadagi iqtisodiy zarar yuqumli va invazion kasalliklar shu bilan bir qatorda parrandalarni asrash va oziqlantirish bilan bog'liq kamchilik va muammolar oqibatida sodir etilmoqda. Bu borada parrandalarni sog'lom asrab o'stirish va mahsuldorligini oshirish soha mutahassislari oldidagi muhim vazifalardan biri bo'lib hisoblanadi. Mazkur soha bilan shug'ullanuvchi hissadorlik jamiyatlari, fermer, dehqon va shaxsiy yordamchi xo'jaliklarda parvarishlanayotgan yosh jo'jalar orasida doimiy ravishda

eymeriozga chalinish holatlari uchrab kelmoqda. Qator parrandachilik xo'jaliklarida eymerioz og'ir asoratlarni paydo qilmoqda hamda eymerioz invaziyasi bilan gipovitaminozli aralash shakllari ham uchrab turibdi. Tovuq eymeriozi keng tarqalgan invazion kasalliklardan biri bo'lib, parrandalarni pol ba'zan er, hamda turli almashinmaydigan to'shamalarda asralganda yosh va o'suvchi jo'jalar hamda tuxumdor tovuqlar orasida ko'p uchraydi. Asosan 2-3 oylikkacha bo'lgan jo'jalar eymerioz bilan kasallanish darajasi 20-80 % xatto 100% ni ham tashkil etadi. Tovuq eymeriozi oqibatida kelib chiqadigan iqtisodiy zarar katta bo'lib, kasallanib sog'aygan tovuqlar kechikib tuxumga kiradi va mahsulot birligiga harajat sarfi ortadi. Eymerioz oqibatida hazmlanish jarayoni buzilib, parrandalarning rezistentlik darajasi pasayishi natijasida har xil yuqumli va invazion kasalliklarga tez beriluvchan bo'lib qoladi. YUqorida ta'kidlanganidek jo'jalarning ko'plab o'lishi, veterinariya harajatlarning ortishi, mahsuldorlik va go'sht sifatining pasayib ketishi xo'jalikka katta iqtisodiy zarar keltirmoqda. Tovuq eymeriozini oldini olish, ularga aniq diagnoz qo'yish, davolash hamda qarshi kurashishni veterinariya amaliyotiga keng tadbiiq etish soha mutaxassislari oldida turgan dolzarb muammolardan biri bo'lib qolmoqda.

Tadqiqotning material va metodlari. Tadqiqotlar jarayonidagi profilaktika tadbirlari Farg'ona viloyati Beshariq tumani "SOBIRTEPA PARRANDA" MCHJ fermer xo'jaligida o'stirilayotgan broyler jo'jalari orasida eymerioz kasalligini oldini olish hamda davolashda Toltroks-2,5% va Amprovet 25% eymeriostatiklarining ta'sir ko'rsatkichlari aniqlandi.

Foydalanilgan eymeriostatiklar: - Toltroks-2,5% – tarkibi toltrazuril, qo'llanilishi- og'iz orqali suv bilan berish uchun. 1 ml preparat 1 litr suvda eritilib, 3-5 kun davomida beriladi. UZBIOKOMBINAT mahsuloti.

- Amprovet 25% – tarkibi amprolium, qo'llanilishi-og'iz orqali suv bilan ichiriladi. 2 gr preparat 1 litr suvda eritilib, 5-7 kun davomida beriladi. UZBIOKOMBINAT mahsuloti.

Xo'jalik sharoitida ushbu mavzuda o'tkaziladigan ilmiy tadqiqot ishlarini bajarish uchun dastlab «ROSS-308» zotiga mansub 30 bosh bir kunlik broyler jo'jalari olindi. Ular kasallik qo'zg'atuvchilarini yuqtirish ehtimolidan toza joylarda o'stirilib 5 kunligida 3 ta guruhga bo'lib tirik vaznlari o'lchandi, ular orasidagi farq +/- 7 grammni tashkil etdi.

Tadqiqot guruhlaridagi jo'jalar xo'jalik sharoitida asralib, birinchi guruh jo'jalariga 5 kun davomida Toltroks-2,5% eymeriostatigi 1 ml + 1 litr suvga aralashtirilib berildi. Ikkinchi guruh jo'jalariga esa 7 kun davomida Amprovet 25 % eymeriostatigi 0,5 gr + 1 litr suvga aralashtirilib berildi. Uchunchi guruh esa nazorat guruhi sifatida xizmat qilib, xo'jalik usulida asraldi.

Birinchi tajriba guruhiga Toltroks-2,5% eymeriostatigi qo'llanilganda jo'jalarning saqlanuvchanlik darajasi 100 % ni, tirik vaznining o'sishi esa 88,2 % ni tashkil qildi.

Ikkinchi tajriba guruhiga esa Amprovet 25% eymeriostatigi qo'llanilganda jo'jalarning saqlanuvchanlik darajasi 100 % ni, tirik vaznining o'sishi esa 77,2 % ni tashkil qildi.

Uchinchi nazorat guruhidagi jo'jalar orasida eymerioz qayd etilib, kasallikning asoratli klinik belgilari va o'lim xolatlari kuzatildi. Tajriba yakunida ushbu guruxdagi jo'jalarning saqlanuvchanlik darajasi 30 % ni, tirik vaznining ortishi esa 45,4 % ni tashkil qildi.

“Farg‘ona viloyati Beshariq tumani “SOBIRTEPA PARRANDA” MCHJ fermer xo‘jaligida eymeriozni kimyoprofilaktikasida qo‘llanilgan eymeriostatiklarning samaradorlik ko‘rsatkichlari

T/r	Guruhlar nomi	Preparatlar nomi	Dozasi va qo‘llash uslubi	Jo‘jalar bosh soni	Saqlanuvchanlik (bosh hisobida)	Saqlanuvchanlik (% hisobida)
1	Tajriba	Toltroks-2,5%	1 ml-1 litr suv bilan 3 kun	10	10	100 %
2	Tajriba	Amprovet 25%	2 gr – 1litr suv bilan 7 kun	10	10	100 %
3	Nazorat	-	-	10	3	30 %

Shunday qilib, birinchi tajriba guruhi parrandalarining saqlanuvchanlik darajasi 100 % ni tashkil qilib, eymeriostatik olmagan nazorat guruhiga nisbatan 70 % yuqori natijaga erishilgan bo‘lsa, ikkinchi tajriba guruhida ham bu ko‘rsatikich 100 % ni tashkil etib, eymeriostatik olmagan nazorat guruhiga nisbatan 70 % yuqori natijaga erishildi. Toltroks-2,5% va Amprovet 25% eymeriostatiklaridan foydalanilganda xar ikki tajriba guruhida ham 100% natijaga erishilgan bo‘lsada, Toltroks-2,5% eymeriostatigi qo‘llanilgan tajriba guruhi jo‘jalari tirik vaznining ortishida Amprovet25% eymeriostatigi foydalanilgan tajriba guruhiga nisbatan 11% yuqori natija qayd etildi.

Xulosalar. Parrandachilik xo‘jaliklarida jo‘jalarni zoogigienik talablarga mos keladigan binolarda saqlash, oziqlantirish sifatini yaxshilash va sanitariya talablarini bajarish eymerioz kasalligini kelib chiqishini oldini olishda muhim vazifalardan hisoblanadi.

- Toltroks-2,5% eymeriostatigini ishlab chiqarish sharoitida parrandalarning eymerioz kasalligini profilaktikasida qo‘llaganda jo‘jalarning saqlanuvchanlik darajasi 100 % ko‘rsatikichda qayd etildi,

-shuni takidlash joizki, Toltroks-2,5% eymeriostatigi jo‘jalarning saqlanuvchanlik darajasini oshiribgina qolmasdan, ularning tirik vaznini ortishi, va meyorda o‘sib rivojlanishiga ijobiy ta’sir ko‘rsatganligini inobatga olib, ushbu muolajani parrandachilik xo‘jaliklarida kasallikning oldini olish va davolash maqsadida qo‘llash tavsiya etiladi.

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ЭСПАРЦЕТ ПЕСЧАНЫЙ- ONOBRYCHIS ARENARIA ЗНАЧЕНИЕ В НАРОДНОМ ХОЗЯЙСТВЕ И ЛЕКАРСТВЕННЫЕ СВОЙСТВА

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Аннотация. В данной статье рассматривается значение растения эспарцет песчаный в народном хозяйстве и лекарственные свойства. *Onobrychis arenaria* служит ценным хозяйственным растением которое способствует улучшению почвы, обогащению кормовых ресурсов и борьбе с эрозией. В статье обсуждается его способность фиксировать азот, высокая питательная ценность для скота, а также его роль в предотвращении эрозии почвы. Кроме того, рассматриваются ряд других применений эспарцета песчаного в медицине и пчеловодстве.

Ключевые слова: *Onobrychis arenaria*, лекарственные свойства, эрозии, фиксировать азот, медицина, пчеловодства.

Annotation. This article discusses the importance of the sandy esparcet plant in the national economy and medicinal properties. *Onobrychis arenaria* serves as a valuable economic plant that contributes to soil improvement, enrichment of forage resources and erosion control. The article discusses its ability to fix nitrogen, its high nutritional value for livestock, as well as its role in preventing soil erosion. In addition, a number of other applications of sandy esparcet in medicine and beekeeping are being considered.

Keys words: *Onobrychis arenaria*, medicinal properties, erosion, nitrogen fixation, medicine, beekeeping.

С увеличением интереса к устойчивому сельскому хозяйству и борьбе с изменением климата, эспарцет песчаный-*Onobrychis arenaria* продолжает привлекать внимание благодаря своим свойствам улучшения почвы, борьбы с эрозией и высокой питательной ценности для скота. Кроме того, его потенциальные медицинские и пчеловодные применения также подчеркивают его значимость в различных аспектах народного хозяйства. Также это растение применяют при лечении ряда заболеваний. Поэтому, в данной статье хотим изучить значение в народном хозяйстве и лекарственные свойства *Onobrychis arenaria*.

В целях изучения значение в народном хозяйстве и лекарственные свойства *Onobrychis arenaria* использовали различные методы наблюдения, эксперимент и химический анализ.

Эспарцет песчаный, или *Onobrychis arenaria*, является важным растением для сельского хозяйства и экосистем, служит для: улучшения состояния

химического состава почв, высокой питательной ценностью, борьбы с эрозией.

Роль эспарцета песчаного для улучшение состава почвы является в том, что эспарцет песчаный известен своей способностью обогащать почву азотом. Его корни имеют специальные клубни, содержащие бактерии, способные фиксировать свободный, атмосферный азот. Это позволяет улучшить плодородие почвы и увеличить урожайность других культур, обогащать почву естественным азотом из круговорота азота в природе.

Высокая питательная ценность эспарцета песчаного, он богат протеинами, витаминами и минералами, это делает его ценным кормом для скота. Он способствует увеличению молочной продукции у коров и повышает прирост массы тела у других животных. Переваримость белков 42 %, клетчатки 72-73 %, жира 64-69 %, БЭВ 76-80 %. В 100 кг содержится 56 кормовых единиц.

Своей густой листвой и крепкой корневой системой эспарцет песчаный помогает предотвратить эрозию почвы. Его посадка на склонах и песчаных почвах способствует удержанию почвы на месте и уменьшает риск заболачивания. Также эспарцет песчаный используется в медицине и пчеловодстве. Его экстракты применяются в традиционной медицине для лечения различных заболеваний, а цветы привлекают пчел, что способствует опылению сельскохозяйственной культуры. Эспарцет песчаный - хороший медонос. На 1 цветок приходится 0,07 мг нектара, урожайность сплошных насаждений 90 кг/га. По другим источникам продуктивность мёда сплошными зарослями колеблется от 60 кг (2-й год жизни) до 300кг (3-й год жизни) на 1 гектар сплошных посевов. Кроме нектара с цветков пчёлы собирают тёмно-жёлтую пыльцу. На одном цветке ее содержится 0,075 мг, соцветии -5,2 мг, модельной особи - 262 мг. Продуктивность пыльцы сплошными зарослями колеблется от 26,3 кг (2-й год жизни) до 130,1 кг (3-4-й год жизни). Сеять эспарцет песчаный необходимо в пределах оптимального лёта пчел 200-500 метров. В радиусе 800-1000 м посещаемость эспарцетовых зарослей пчёлами падает на 20 %. При благоприятных условиях на 1 м² работают 15-20 пчёл.

Эспарцет песчаный используется в народной медицине для лечения различных заболеваний и состояний благодаря его лекарственным свойствам.

В листьях содержится 228 мг % аскорбиновой кислоты. В фазе бутонизации содержат 22,41 мг % каротина, в начале цветения 32,27 % и в цветении 45,52 мг %.

Некоторые из них включая: проблемы желудочно-кишечного тракта, воспалительные заболевания, заболевания органов дыхания, проблемы мочеполовой систем. Эспарцет песчаный может помочь при расстройствах желудка, гастрите, диарее и запорах благодаря своим антибактериальным и антизапорным свойствам. Его противовоспалительные свойства могут быть полезны при лечении ревматизма, артрита и других воспалительных состояний. Эспарцет песчаный иногда используется для облегчения

симптомов астмы и других дыхательных проблем благодаря своему способствующему расширению бронхов действию. Некоторые люди используют эспарцет песчаный для лечения камней в почках и мочевом пузыре, а также для снижения воспаления мочевого пузыря. Однако перед использованием эспарцета песчаного в медицинских целях важно проконсультироваться с квалифицированным врачом, особенно если есть какие-либо медицинские проблемы или принимаете другие лекарства.

В заключение, эспарцет песчаный играет важную и многофункциональную роль в народном хозяйстве. Растение эспарцет не встречается в бухарской области, мы начали сажать его и ведём научно-исследовательские работы. Так как, эспарцет является достаточно важной культурой в хозяйстве в виду своих кормовых достоинств. Его посевы используются для заготовки сена, хотя могут также использоваться как пастбища для всех видов скота. В отличие от люцерны и клевера он не вызывает тимпанита (сильное вздутие живота, обусловливаемое чрезмерным скоплением газов в кишках) при скармливании. Посевы эспарцета можно обрабатывать в разных климатических зонах, но самая большая урожайность эспарцета сравнительно с люцерной отмечается в засушливых степных районах. Что и характерно для нашей области.

Поскольку что это растение не встречается у нас, морфобиологические особенности растения в Бухарской области мы изучали впервые в нашей исследовательской работе. Его значение простирается от улучшения почвы и обогащения кормовых ресурсов до предотвращения эрозии и поддержания биоразнообразия, народной медицине для лечения проблемы желудочно-кишечного тракта, воспалительные заболевания, заболевания дыхательных путей, проблемы мочеполовой систем.

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INDEPENDENT STUDY IN MEDICAL BIOLOGY: KEYS TO PROGRESS AND PROFESSIONAL GROWTH

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Abstract. This article provides a detailed guide to self-study in the field of medical biology. Describes the key steps and techniques needed to effectively master the material, including setting goals, planning the learning process, using a variety of learning resources, and applying knowledge in practice. The importance of participation in professional communities, methods for assessing progress and continuous self-development are also discussed. This article will be useful to students, professionals, and anyone seeking an in-depth understanding of medical biology and professional development in this field.

Key words: progress assessment, self-development, self-directed learning, medical biology, skills, teaching methods, planning, scientific resources, practical application, professional communities.

Аннотация. В данной статье представлено подробное руководство по самостоятельному обучению в области медицинской биологии. Описываются ключевые этапы и методы, необходимые для эффективного освоения материала, включая постановку целей, планирование учебного процесса, использование разнообразных учебных ресурсов и практическое применение знаний. Также обсуждаются важность участия в профессиональных сообществах, методы оценки прогресса и постоянного саморазвития. Эта статья будет полезна студентам, специалистам и всем, кто стремится к углубленному пониманию медицинской биологии и профессиональному развитию в этой области.

Ключевые слова: оценка прогресса, саморазвитие, самостоятельное обучение, медицинская биология, навыки, методы обучения, планирование, научные ресурсы, практическое применение, профессиональные сообщества.

Annotatsiya. Ushbu maqola tibbiy biologiya sohasida mustaqil o'rganish uchun batafsil qo'llanmani taqdim etadi. Maqsadlarni belgilash, o'quv jarayonini rejalashtirish, turli o'quv resurslaridan foydalanish va bilimlarni amaliyotda qo'llashni o'z ichiga olgan materialni samarali o'zlashtirish uchun zarur bo'lgan asosiy bosqich va usullarni tavsiflaydi. Shuningdek, professional jamoalarda ishtirok etishning ahamiyati, taraqqiyotni baholash usullari va uzluksiz o'z-o'zini rivojlantirish masalalari muhokama qilinadi. Ushbu maqola talabalar, mutaxassislar va ushbu sohada tibbiy biologiya va kasbiy rivojlanishni chuqur tushunishga intilayotgan har bir kishi uchun foydali bo'ladi.

Kalit so'zlar: taraqqiyotni baholash, o'z-o'zini rivojlantirish, o'z-o'zini boshqarish, tibbiy biologiya, ko'nikmalar, o'qitish usullari, rejalashtirish, ilmiy manbalar, amaliy qo'llash, professional jamoalar.

Modern science requires specialists to have deep knowledge and the ability to constantly update their skills. Medical biology, being one of the most dynamically developing fields, is no exception. In a rapidly changing scientific landscape, independent work is becoming a key element of professional growth. In this article we will look at effective methods and practices that will help you organize independent work in medical biology [1,2].

1. Goal setting and planning

The first step to successful independent work is to clearly define your goals. What exactly do you want to learn or what skills do you want to develop? Perhaps you are interested in the latest discoveries in genetics, the mechanisms of cell biology, or methods for diagnosing diseases. Formulate specific goals and break them down into smaller tasks.

Example:

Learn the basics of genetics.

Understand DNA sequencing methods.

Master the skills of working with genetic information databases.

After setting your goals, develop an action plan. Determine how much time you are willing to devote to studying daily or weekly and create a schedule. Regularity and systematicity of classes play a key role in the successful mastery of the material.

2. Finding and using resources

Today there are a huge number of resources for self-study of medical biology. Key sources of information include:

Textbooks and monographs: Start with basic textbooks to gain fundamental knowledge, and move on to more specialized literature as you delve deeper into the topic [3].

Scientific Articles: Subscribe to key journals in your field, such as Nature, Science, Cell. Use databases such as PubMed to search for articles on topics that interest you.

Online courses and lectures: Platforms such as Coursera, edX, Khan Academy offer courses from leading universities in the world. This is a great way to get structured training [4].

Video lectures and podcasts: Many universities and research institutes post recorded lectures and seminars on YouTube and other platforms.

3. Practical application of knowledge

Theory without practice is ineffective. Therefore, it is important to find opportunities to apply the acquired knowledge:

Laboratory work: If you have access to a laboratory, complete experiments related to your learning goals [5].

Virtual Labs: Use online platforms that provide the ability to conduct virtual experiments.

Project work: Create your own project that will allow you to put the techniques you have learned into practice. This could be research work, data analysis or model creation [6].

4. Discussion and collaboration

Working independently doesn't have to mean isolation. Get involved in professional communities, participate in forums and discussions:

Scientific conferences and seminars: Attend events to stay up to date with the latest advances and share experiences with colleagues.

Online forums and groups: Join professional communities on social networks and specialized forums [7].

Mentoring and coaching: Find a mentor or seek help from more experienced colleagues. A mentor will help you master complex topics faster and give you valuable advice [8].

5. Assessing progress and adjusting the plan

Evaluate your progress regularly. This can be done through self-assessment tests, writing reports on topics studied, or participating in competitions and olympiads. Analyze the results and, if necessary, adjust your training plan [9].

Conclusion. Independent work in medical biology requires discipline, perseverance and proper organization. By following the methods and practices described above, you will be able to effectively master new knowledge and skills, which will help you become a sought-after specialist in this dynamically developing field. Remember that science does not stand still, and your success depends on constant self-development and the desire for new achievements.

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ШЕЪРИЯТДА ЛИРИК КЕЧИНМАНИНГ БАДИИЙ ИФОДАСИ

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Аннотация. Мақолада Ҳалима Аҳмедова шеърларининг бадиий ифодаси ва лирик кечинманинг бадиий ифодаси ҳақида мулоҳазалар берилган.

Калит сўзлар: лирик кечинма, руҳий ҳаяжон, поэтик образ, оҳанг, пейзаж, бадиий тасвир ва ифода воситалари

Аннотация. В статье содержатся комментарии к художественной выразительности стихов Халимы Ахмедовой и художественному выражению лирического опыта.

Ключевые слова: лирическое переживание, душевное волнение, поэтический образ, мелодия, пейзаж, художественный образ и средства выразительности.

Abstract. The article contains comments on the artistic expression of Halima Akhmedova's poems and the artistic expression of the lyrical experience.

Keywords: lyrical experience, mental excitement, poetic image, melody, landscape, artistic image and means of expression

Маълумки, лирик кечинма орқали китобхонда юзага келадиган руҳий ҳаяжон тўлқинлари бевосита шоир яратган, ўйлаб топган поэтик образда ўз ифодасини топади. Ўқувчида пайдо бўлган, бир-бирига ўхшамайдиган, бир-бирини такрорламайдиган руҳий кайфият ижодкор яратган поэтик тасвирнинг ҳаққонийлиги, ёрқинлиги, бетакрорлиги билан изоҳланади. Лекин бундай образларнинг яралиши ўз-ўзидан юзага келмайди. Қачонки ижодкор воқеликдан таъсирланар, туйғулари жўш урар, ўша воқеликка ҳиссий муносабати шаклланар экан, асарда поэтик образ туғилади. Шоирни қийнаган муаммо унинг қалбида синтезланади, туйғуларини титратади. Худди шу жараён кечинма бўлиб, ҳиссий муносабат тарзида асарга кўчади. Бу эса шеър асосида кечинма ётишига ишора бергани ҳолда, инсон туйғуларининг тартибли тизилиши билан боғлиқ жараёндир. Демак, туйғуларнинг борлиққа нисбатан муносабати лирик кечинмани ҳосил қилгани ҳолда, керакли, энг маъқул образнинг пайдо бўлишига ҳам хизмат қилади.

Ҳозирги адабий жараёнда қалам тебратаётган аёл шоирлар услуби давр шеърятининг тараққиёт тамойилларига хос ана шундай хусусиятларни акс эттириши билан умумийлик касб этади. Шунингдек, улар лирик кечинма тасвирини беришдаги ўзига хос индивидуал услубга эга бўлиб, бу албатта поэтик образ яратишдаги ўзига хослик асосида ойдинлашади.

Бугунги давр ўзбек шеърятда лирик кечинма поэтик образлар, оҳанг, пейзаж, бадиий тасвир ва ифода воситалари орқали қабарик ифодаларда баён қилинаётган экан, бадиий сўз имкониятларининг нақадар чексиз эканлиги

намоён бўлмоқда. Б.Турдимов лирик кечинма табиати хусусида мулоҳаза юритар экан, унинг бадий ифодасида, асосан, тўрт унсурни кўрсатади: ” 1. Шеърнинг асосий поэтик ғоясини ифодаловчи бирон бир образ орқали. 2. Шеърнинг етакчи поэтик мазмунини белгиловчи кечинма образи орқали. 3. Поэтик пейзаж ёхуд поэтик вазият тасвири орқали. 4. Поэтик оҳанг, шеъринг ритм, поэтик кўчимлар орқали⁹.

Бадий асар таҳлилида бу усулларнинг бирини иккинчисидан устун кўйиб бўлмайди, балки улар бир-бирини тўлдирган ҳолда поэтик мазмунни янада сайқаллайди.

Лирик кечинма бадий асар асосини ташкил қилар экан, ўз навбатида кечинманинг ўзига хос табиати мавжудлиги ҳақида тўхталиш лозим. Бу ўзига хослик ҳар бир ижодкор асарида алоҳида воқе бўлиши билан ҳам аҳамиятлидир. Профессор Б.Саримсоқов қуйидагича ёзади: “Ҳаётдаги характерли воқеа ва ҳодисалар ижодкорнинг диққат-эътиборини тортиб, қалб-у шуурига ўрнашиб олади, унга ором бермайди, унинг ҳаёти ва фаолиятидаги ўй суриш, мулоҳаза юритиш мувозанатини бузади. Санъаткорнинг қалбини забт этган, унинг оромини, ҳузур-ҳаловатини бузган руҳий ҳолат лирик кечинма деб аталади. Лирик кечинма баъзан оний руҳий ҳолат сифатида кечиб, эстетик қиммат касб этувчи маҳсул беради ва йўқолади¹⁰.

Лирик кечинма асарда образлар ёрдамида янада конкретлашади. Ёки кечинма ижодкор ўйлаб топган поэтик образларда мазмун-моҳият касб этади. Яъни кечинма образларда ўзининг бадииятини, шеърни ҳаракатлантирувчи асос эканлигини маълум қилади. Ижодкор ўзини ўраб турган борлиқни турли меъёр ва рангларда, турли оҳангларда идрок этади. Сўнг кўрган-кечирганлари, эшитиб-уққанлари, оламнинг гўзаллиги ёхуд зиддиятларини муҳокама ва таҳлилдан ўтказиши. Уни ифодалашда муносиб образларни топишга ҳаракат қилади. Сўнг бу образлар ўқувчида турфа хил ҳиссиёт ва таассуротлар уйғотади. Ана шу жараёнда кечинма ўз кучини кўрсатади. Яъни, китобхон поэзия таъсирида руҳан эзилади ё қувонади, лирик қаҳрамон тақдиридан ҳавотирга тушади ёки кўрқади. Кўйинги, инсоний ҳиссиётлари жунбушга келади.

Айни шу ҳол, аввало, ижодкорни ёзишга ундайди. Баъзан у ўз қалби билан, шунингдек, объектив олам билан мурося қилолмаётгандек кўринади. Буни ўзи яратган асарлари орқали ўқувчига етказмоққа интилади. Ана ўша жараёнда ижодкорнинг бадий нияти тўла етилади ва шунга мос конкрет образ туғилади. Бу образ ижодкор дардини ўзида мужассамлаштиргани ҳолда оний лаҳза билан китобхон қалбига кириб бора олади. Қачонки, шу туйғуни ифода этиш ва тасвирлашда мос образнинг сифати берилар экан, у ўзида қалб эврилишларини акслантирмоғи лозим бўлади.

⁹ Турдимов Ш. Лирик кечинма табиати. Фил. фан. ном. ... дисс. ... автореф. – Тошкент, 1999. – Б. 13.

¹⁰ Саримсоқов Б. Бадиийлик асослари ва меъзонлари. – Тошкент: Фан, 2004. – Б. 85.

Ҳалима Аҳмедова шеъриятида “одам ва оламини тушунишга интилиш жараёнида пайдо бўлган туйғуларини лирик кечинманинг ҳиссиёти билан мужассам”¹¹лаштира олганлигини кўришимиз мумкин:

Она, Самарқандда битта қишлоқ бор,
Узун йўлларида ухлаб ётар бахт,
Унда сочин ёйиб соғинар мени
Ям-яшил мажнунтол – келинчак дарахт
Юракка туташган йўллар ортида
Қолган, онагинам, хайр энди, хуш қол.
Тушунгин, бормасам ўша қишлоққа,
Кўксимда бир умр йиғлар мажнунтол...¹².

Ижодкор лирик қаҳрамоннинг дилига яқин бир қишлоқ борлиги, унинг йўлларида бахтнинг ухлаётганлигини ажиб ҳиссиёт билан тасвирлайди. Лирик қаҳрамон юрагининг тубида сақланаётган сирли армони – ўша қишлоққа келин бўлиш истагини онага “дил ёриш”орқали баён қилмоқда. Бунда ҳам бир ҳаёт мантиғи бор: қиз бола юрак туғёнларини онасигагина айта олади. Шеърдаги она ва мажнунтол образи лирик қаҳрамоннинг соғинчга тўла қалбини ҳис қилишга ундайди. Мажнунтолни, айнан, келинчакка ўхшатиши, бу - қизнинг ўз уйдан бегона хонадонга келин бўлиб боришига нозик ишорадир. Лирик қаҳрамон қалбида кечаётган ҳислар “Тушунгин, бормасам ўша қишлоққа, Кўксимда бир умр йиғлар мажнунтол” жумласида янада аниқлик касб этади. У мажнунтол-келинчак дарахт, қишлоқ, она образларига катта поэтик мазмун юклаган ва қизнинг армонли кечинмаларини кичик ҳажмли шеърда сирли тарзда тасвирлай олган ҳолда ўз бадий-ижодий ниятига эришган, назаримизда. “Лирик шеърни таҳлил этиш жараёнида, аввало, унинг тўлақонли мазмун-моҳиятини тасаввур қилишдан бошлашимиз зарур. Зеро, унинг негизида қаҳрамон – изтироб ётади”¹³. Яна ҳам аниқроқ қилиб айтадиган бўлсак, шеърда қўлланилган образлар, пейзаж деталлари яхлитлашиб, лирик қаҳрамоннинг ёшлик хотираларига, гўзал армонларига ишора қилади.

¹¹ Йўлчиев Қ. Кечинманинг бадий ифодаси // Шарқ юлдузи. – Тошкент, 2016. – 3 сон. – Б. 125-129.

¹² Аҳмедова Ҳ. Тунги марваридгуллар. – Тошкент: Фафур Фулом номидаги Адабиёт ва санъат нашриёти, 1988. – Б.3.

¹³ Тимофеев Л.И. Основы теории литературе. – М., Просвещение, 1966. – С.355.

EXPANDING THE ROLE OF MATHEMATICAL MODELING IN QUANTUM COMPUTERS: THE APPLICATION OF THEORETICAL PHYSICS IN NEXT-GENERATION COMPUTING TECHNOLOGIES

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Abstract. This research investigates the integration of mathematical modeling with theoretical physics in quantum computing, focusing on electrochemo-mechanics modeling of lithium-ion batteries. By examining principles of quantum mechanics and developing multiphysics models, we aim to enhance understanding of battery safety and durability at various scales, from atomic to electric vehicles. The study explores quantum computing's foundational principles, including qubits and entanglement, alongside mathematical models of key quantum algorithms. These efforts underscore quantum computing's potential to revolutionize problem-solving across disciplines. Additionally, theoretical physics' role in advancing quantum computing technologies is examined, particularly in the context of battery safety and electrochemo-mechanics. Our findings strive to present new mathematical models and algorithms to improve quantum computational efficiency and safety, promising to accelerate quantum technologies' application in cryptography, metrology, and materials science. This research contributes to the broader discourse on quantum computing, highlighting the critical role of mathematical modeling and theoretical physics in navigating the complexities of quantum technologies and enhancing the practical applications of next-generation energy storage solutions.

Keywords: Quantum computing, mathematical modeling, theoretical physics, lithium-ion batteries, energy storage.

Introduction. The advent of quantum computing heralds a paradigm shift in the computational landscape, promising to transcend the limitations of classical computing through the exploitation of quantum mechanics principles. Central to this revolution is the sophisticated interplay between theoretical physics and mathematical modeling, which together forge the foundation upon which quantum computing is built. This research is predicated on the hypothesis that a deeper integration of these disciplines can significantly advance our understanding and development of quantum computing technologies, particularly in the realm of electrochemo-mechanics modeling of lithium-ion batteries [1-18].

Quantum computing's core relies on the principles of superposition and entanglement, encapsulated through the concept of qubits. Unlike classical bits, qubits exist in multiple states simultaneously, enabling quantum computers to perform complex calculations at unprecedented speeds. This fundamental characteristic of quantum systems opens the door to solving problems deemed intractable for classical computers, such as integer factorization and simulation of quantum physical processes [19-25].

However, the potential of quantum computing extends beyond mere computational speed. The application of quantum mechanics to model and understand the electrochemical and mechanical behaviors of lithium-ion batteries represents a critical area of research. Lithium-ion batteries, the cornerstone of modern energy storage solutions, face challenges in safety, durability, and multifunctionality. Addressing these challenges requires a nuanced understanding of the batteries' internal processes, spanning atomic, molecular, and continuum scales [26].

The research aims to develop high-fidelity multiphysics models that describe these behaviors accurately, contributing to the enhancement of battery safety and durability. By leveraging mathematical modeling grounded in theoretical physics, we propose to elucidate the complex electrochemo-mechanical interactions within lithium-ion batteries. This approach not only promises to improve our understanding of battery behavior but also to inform the design of safer, more durable, and multifunctional batteries. This research seeks to embody the confluence of theoretical physics and mathematical modeling in quantum computing, with a focused application on lithium-ion batteries. In doing so, it endeavors to contribute to the burgeoning field of quantum technologies, addressing pressing issues in energy storage and offering insights into the multifaceted challenges at the heart of quantum computing's future.

Main Research Directions

1. Fundamental Principles of Quantum Computers.

At the heart of quantum computing lies the revolutionary concept of qubits, or quantum bits, which are the quantum analog of classical binary bits. Unlike their classical counterparts that exist in a definite state of either 0 or 1, qubits harness the principle of superposition, allowing them to exist simultaneously in multiple states. This superposition enables quantum computers to process a vast array of information in parallel, dramatically enhancing computational power and efficiency [27].

Quantum states, the very essence of quantum mechanics, are elegantly represented using Bra-Ket notation. This mathematical formalism, introduced by Paul Dirac, provides a concise means to describe the complex probabilistic nature of quantum systems. In Bra-Ket notation, a quantum state is denoted as $|\psi\rangle$, where ' ψ ' is the state vector. This representation is instrumental in the formulation and solution of quantum mechanical problems, offering a clear framework for understanding the behavior of qubits [28].

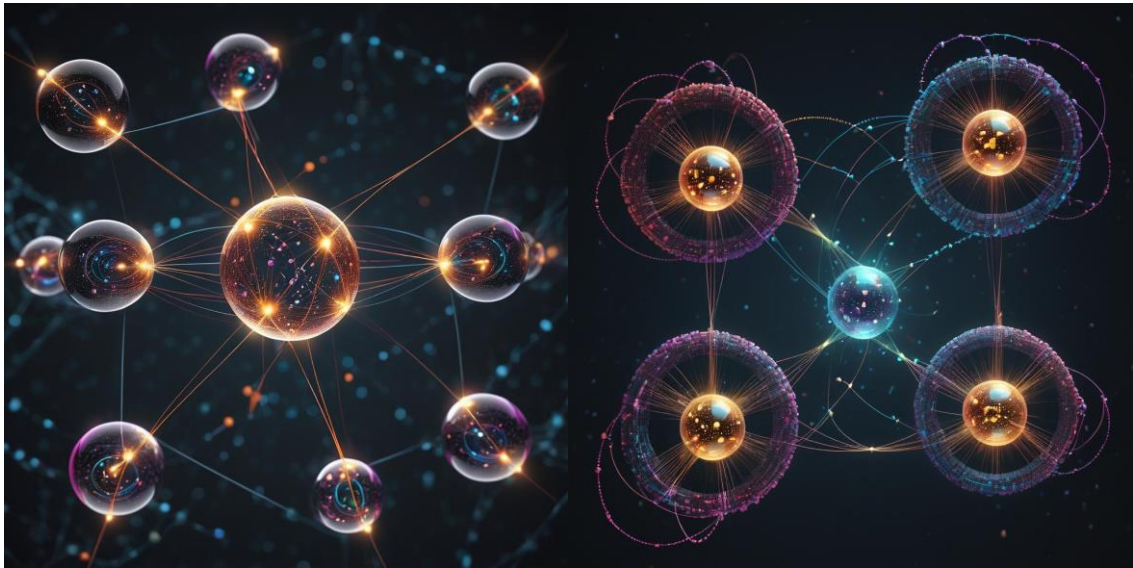


Fig.1. Quantum Nexus: The Harmony of Superposition and Entanglement.

Quantum entanglement, another cornerstone of quantum computing, refers to the phenomenon where qubits become interconnected in such a way that the state of one (no matter the distance from the other) can instantaneously influence the state of another. This entanglement plays a pivotal role in quantum computing processes, enabling quantum computers to perform tasks with an efficiency and speed unattainable by classical computers. The entangled qubits act in concert, encoding and processing information in a fundamentally different way than is possible in the classical regime [29].

Entanglement not only underscores the non-local interconnectedness of quantum systems but also serves as the basis for quantum algorithms that can solve certain problems more efficiently than their classical equivalents. It is the exploitation of entanglement and superposition that allows quantum computers to outperform classical computers in tasks such as factoring large numbers, searching databases, and simulating quantum physical phenomena. The fundamental principles of quantum computers – qubits, their superposition, the representation of quantum states through Bra-Ket notation, and the role of quantum entanglement – constitute the foundation upon which quantum computing stands. These principles herald a new era in computational capability, promising solutions to problems once deemed intractable and paving the way for advancements across multiple scientific and technological domains [30].

2. Theoretical Foundations of Mathematical Modeling.

The theoretical underpinnings of quantum computing are deeply rooted in the core equations of quantum mechanics: the Schrödinger, Dirac, and Feynman formulations. These equations serve as the mathematical scaffolding for understanding quantum phenomena and are instrumental in the development of quantum computing [31].

Schrödinger Equation. This equation provides a description of how the quantum state of a physical system changes over time. It is fundamental in

predicting the behavior of particles at the quantum level. The equation's time-dependent form encapsulates the wave function's evolution, offering insights into the probabilistic nature of particles' positions and momenta. In quantum computing, the Schrödinger equation aids in understanding the dynamics of qubits and their superpositions, setting the stage for computational processes. The time-dependent Schrödinger Equation is given by:

$$i\hbar \frac{\partial}{\partial t} \Psi(\mathbf{r}, t) = \hat{H}\Psi(\mathbf{r}, t) \quad (1)$$

Where,

i is the imaginary unit,

\hbar is the reduced Planck's constant,

$\frac{\partial}{\partial t}$ is the partial derivative with respect to time,

$\Psi(\mathbf{r}, t)$ is the wave function of the quantum system at position \mathbf{r} and t time,

\hat{H} is the Hamiltonian operator, representing the total energy of the system.

This equation is fundamental in quantum mechanics as it describes how the quantum state of a physical system changes over time. In a more visual or graphical representation, this equation would typically be accompanied by illustrations or plots showing the evolution of a wave function in space over time, highlighting the probabilistic nature of particle positions and momenta as described by the wave function $\Psi(\mathbf{r}, t)$.

Dirac Equation. Paul Dirac's formulation brought together quantum mechanics and special relativity, introducing the concept of the spin of particles and predicting the existence of antimatter. The Dirac equation's representation of fermions, such as electrons, is crucial for modeling quantum systems that incorporate relativistic effects, which can be pertinent in high-energy quantum computations.

$$(i\hbar\gamma^\mu\partial_\mu - mc)\psi = 0 \quad (2)$$

Here's a concise breakdown:

i is the imaginary unit, essential in quantum mechanics for probability amplitudes.

\hbar is the reduced Planck's constant, connecting energy and frequency.

γ^μ are the gamma matrices, incorporating particle spin and relativistic effects. The index μ ranges from 0 to 3, representing time and three spatial dimensions.

∂_μ is the partial derivative with respect to spacetime coordinates, capturing the particle's dynamics.

m stands for the particle mass.

c represents the speed of light, reflecting the equation's relativistic nature.

ψ is the wave function or field of the particle, described as a spinor to account for intrinsic spin.

The Dirac Equation successfully predicts the existence of antimatter and provides a comprehensive framework for understanding fermions' quantum behavior under relativity, making it fundamental in particle physics and quantum computing.

Feynman Path Integral. Richard Feynman introduced an alternative formulation to quantum mechanics, focusing on the sum over histories approach. This method considers all possible paths a particle could take, integrating them to determine the particle's overall behavior. The path integral formulation is particularly relevant for quantum simulations, allowing quantum computers to explore complex systems' dynamics in ways classical computers cannot.

Richard Feynman revolutionized quantum mechanics with his path integral formulation, which reimagines how we understand the behavior of particles. Instead of focusing on a single, definite trajectory that a particle follows, the path integral approach considers all possible paths that a particle could take from one point to another.

The Sum Over Histories Approach.

In this framework, the probability amplitude of a particle's transition from point A to point B is obtained by summing the contributions of all possible paths connecting these points. Each path is assigned a phase factor, $e^{iS/\hbar}$, where S is the action along that path, calculated as the integral of the Lagrangian over time.

$$\langle B|A \rangle = \int D[x(t)] e^{iS[x(t)]/\hbar} \quad (3)$$

Where,

$\langle B|A \rangle$ is the probability amplitude for the particle transitioning from point A to point B .

$D[x(t)]$ denotes the integration over all possible paths $x(t)$.

$e^{iS[x(t)]/\hbar}$ is the phase factor assigned to each path.

$S[x(t)]$ is the action, given by the integral of the Lagrangian L over time:
 $S[x(t)] = \int L dt$.

Importance in Quantum Simulations. The path integral formulation is exceptionally powerful for quantum simulations. By considering all possible paths, quantum computers can model complex systems and their dynamics more effectively than classical computers. This approach is particularly useful in fields like quantum field theory, statistical mechanics, and many-body physics.

Mathematical Models of Quantum Algorithms. Algorithms such as Grover's and Shor's epitomize the application of quantum mechanical principles to solve specific problems more efficiently than classical algorithms. Grover's algorithm, for instance, provides a quadratic speedup in searching unsorted databases, leveraging the superposition of states to examine multiple possibilities simultaneously. Shor's algorithm, on the other hand, factors large integers exponentially faster than the best-known classical algorithm, holding profound implications for cryptography [32].

Quantum algorithms exploit the principles of quantum mechanics to perform computations more efficiently than their classical counterparts for certain problems. Two hallmark examples, Grover's and Shor's algorithms, demonstrate the power of quantum computing in searching and factoring, respectively [33].

Grover's Algorithm. Grover's algorithm offers a quadratic speedup in searching unsorted databases. It is designed to find a specific item within an unsorted database of N items in roughly \sqrt{N} operations, a significant improvement over the $O(N)$ operations required classically.

The mathematical model underlying Grover's algorithm involves initializing a system of qubits in a superposition of all possible states. The algorithm then uses a series of operations known as quantum oracle and amplitude amplification to increase the probability amplitude of the desired state. The key step, the Grover iterate, can be represented as:

$$G = (2|\psi\rangle\langle\psi| - I)O \quad (4)$$

Where $|\psi\rangle$ is the uniform superposition state, O is the oracle operation, and I is the identity matrix. This iteration is applied approximately \sqrt{N} times to maximize the probability of measuring the desired item [34].

Shor's Algorithm. Shor's algorithm revolutionizes the factoring of large integers, performing this task exponentially faster than any known classical algorithm. It has significant implications for cryptography, particularly for schemes based on the difficulty of factoring, such as RSA encryption.

Shor's algorithm involves two main stages: quantum and classical. The quantum part of the algorithm uses quantum Fourier transform (QFT) to find the period r of a function, which is related to the factors of the integer. The mathematical representation of QFT is

$$QFT|\psi\rangle = \frac{1}{\sqrt{N}} \sum_{y=0}^{N-1} e^{\frac{2\pi ixy}{N}} \quad (5)$$

Where N is the number of states, x and y are integers, and $e^{\frac{2\pi ixy}{N}}$ represents the phase shift depending on x and y . Once the period r is found, classical algorithms can determine the factors.

Applications and Implications. These quantum algorithms highlight the unique capabilities of quantum computers to tackle problems that are intractable for classical machines. Grover's algorithm enhances the efficiency of search tasks, while Shor's algorithm poses a threat to classical encryption methods, underscoring the need for quantum-safe cryptographic techniques. Together, they exemplify the transformative potential of quantum computing across various domains, including database search, cryptography, and beyond, paving the way for future advancements in quantum technology and information processing.

Complexity Theory in Computing. This field studies the resources required for solving computational problems, categorizing them according to their

computational difficulty. Quantum computing introduces new complexity classes, such as BQP (bounded-error quantum polynomial time), which encompasses problems solvable by quantum computers with a high probability of correctness.



Fig.2. Quantum Genesis: Bridging Realms of Complexity.

The advent of quantum computing challenges the classical distinctions in complexity theory, as quantum algorithms can solve certain problems – like integer factorization – more efficiently, highlighting quantum computers' potential advantages. In essence, the theoretical foundations of mathematical modeling in quantum computing distill into the application of quantum mechanics' core equations to devise algorithms that harness quantum phenomena. These formulations not only deepen our understanding of quantum systems but also enable the construction of quantum computers capable of tackling complex problems beyond the reach of classical computing paradigms.

3. Exploring Theoretical Physics' Role in Advancing Quantum Computing.

Theoretical physics forms the bedrock upon which quantum computing is built, its principles not only facilitating the development of quantum computers but also propelling advancements in quantum cryptography, communication systems, simulations, and sensor technology.

Quantum Cryptography and Communication Systems. Quantum cryptography represents a paradigm shift in secure communication, leveraging the principles of quantum mechanics to create unbreakable encryption. The quintessential example is Quantum Key Distribution (QKD), which utilizes the principle of quantum entanglement and the no-cloning theorem to ensure that any attempt at eavesdropping disturbs the quantum state of the system, thereby alerting the communicating parties. Quantum communication systems, including the nascent quantum internet, promise ultra-secure transmission channels, with theoretical physics providing the necessary framework for these technologies to flourish.

Applications of Quantum Simulations and Modeling.

Quantum simulations offer unprecedented opportunities to probe complex systems in chemistry, biology, and materials science at a quantum level. For instance, understanding enzyme reactions, drug discovery, and the design of novel materials can be revolutionized by quantum computing.

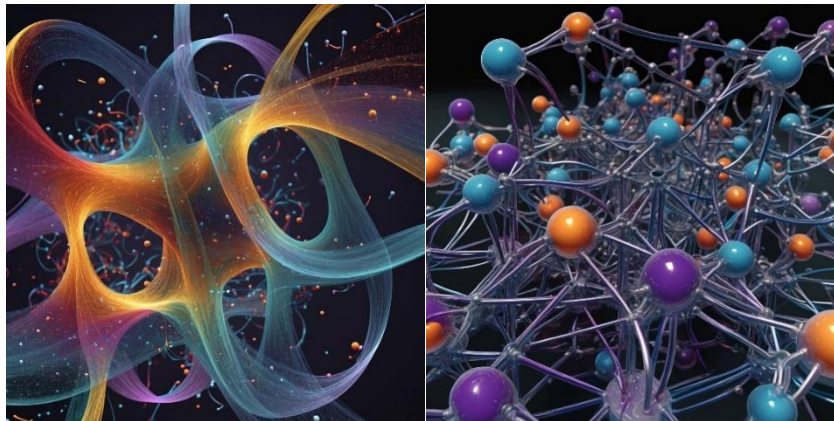


Fig.3. Quantum Horizons: Navigating the Unseen Through Simulations.

Theoretical physics underpins the algorithms that enable quantum computers to simulate molecular structures and interactions with a fidelity and speed unattainable by classical computers, thus opening new avenues in scientific research and applications.

Theoretical Foundations of Quantum Sensors and Measurement Devices. Quantum sensors leverage quantum states to measure physical quantities (like magnetic fields, gravity, and time) with extraordinary precision. Theoretical physics provides the framework for designing these sensors, utilizing phenomena such as superposition and entanglement to enhance sensitivity and accuracy beyond classical limits.

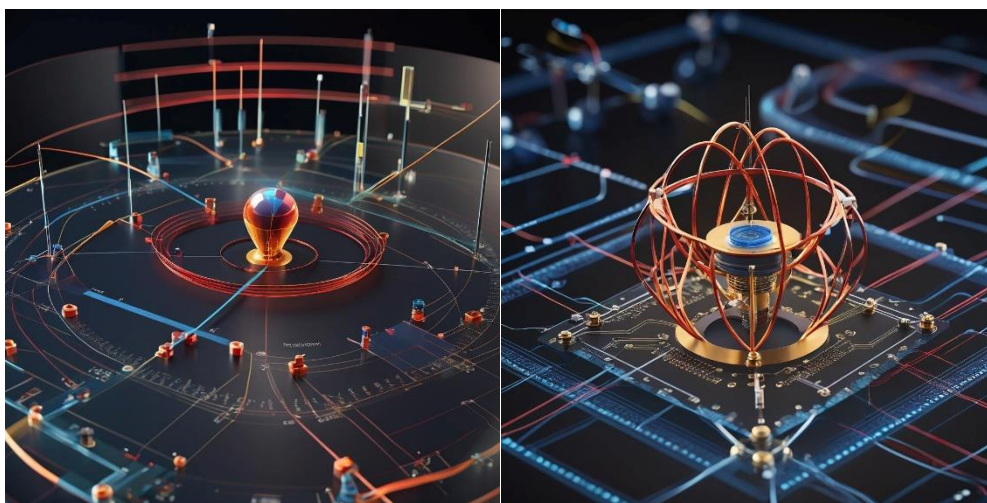


Fig.4. Quantum Precision: Unveiling the Fabric of the Cosmos

Quantum measurement devices are poised to transform fields such as metrology, navigation, and diagnostics, with theoretical physics steering the development of these cutting-edge technologies. Theoretical physics is integral to the ongoing evolution of quantum computing, providing the foundational knowledge and conceptual tools that drive innovation across various domains. From securing communication through quantum cryptography to enabling detailed simulations of complex systems and enhancing the precision of measurement devices, the role of theoretical physics in advancing quantum computing is both profound and multifaceted. As we stand on the cusp of a new era in computing and technology, theoretical physics continues to illuminate the path forward, promising solutions to some of the most challenging problems in science and engineering [35].

4. Software and Algorithms in Next-Generation Computing Technologies.

The advancements in quantum computing are significantly propelled by the evolution of quantum software and algorithmic breakthroughs, which together are shaping the landscape of next-generation computing technologies.

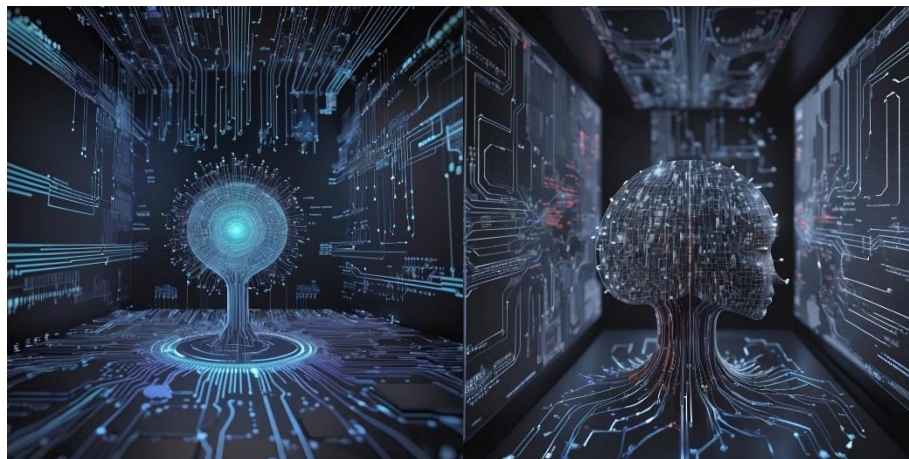


Fig.5. Quantum Codex: Algorithms Powering Tomorrow's Tech

Quantum Programming Languages: Q#, Qiskit, and Their Mathematical Bases. Quantum programming languages like Q# (developed by Microsoft) and Qiskit (developed by IBM) have emerged as pivotal tools for quantum computing, offering a high-level syntax for designing and implementing quantum algorithms. Q# capitalizes on the integration of classical and quantum computing, providing a seamless environment for algorithm development. Qiskit offers an open-source framework that facilitates access to quantum processors and simulators for executing quantum circuits. The mathematical foundation of these languages' rests on linear algebra and quantum mechanics principles, particularly the manipulation of qubits, quantum gates, and the construction of quantum circuits. This enables the encoding of quantum algorithms that leverage superposition and entanglement to solve problems more efficiently than classical algorithms.

New Algorithmic Approaches for Problem-Solving in Quantum Computers. Quantum computing has introduced novel algorithmic paradigms that exploit quantum mechanics' unique properties. For example, Shor's algorithm revolutionizes integer factorization, offering exponential speedup over classical methods, which has profound implications for cryptography. Grover's algorithm provides a quadratic speedup for unsorted database searches, demonstrating quantum computing's potential to enhance search efficiency. These quantum algorithms underscore the shift towards leveraging quantum parallelism and entanglement, mapping complex problems into the quantum domain where they can be solved more naturally and efficiently.

Efficiency in Data Processing and Storage in Quantum Computers. Quantum computers introduce radical improvements in data processing and storage, transcending the capabilities of classical computers. Quantum data storage utilizes qubits for storing information, which, due to superposition, can represent and process a vast amount of data simultaneously. Quantum error correction codes and topological qubits are at the forefront of research to ensure data integrity and stability. Moreover, quantum computers excel in processing data for specific tasks, such as quantum simulation, where they can model quantum systems directly, offering insights into material science, pharmacology, and more, with unprecedented precision and speed. The development of quantum programming languages, alongside innovative algorithmic approaches, marks a pivotal shift in computational science, heralding a new era of problem-solving capabilities. The mathematical rigor underpinning these languages and algorithms is central to unlocking the full potential of quantum computing, ensuring efficiency in data processing and storage. As we navigate the quantum computing era, these advancements promise to redefine our approach to computational challenges, driving progress across science, technology, and industry.

Research Methodology. In the exploration of quantum computing's frontier, our research methodology is meticulously designed to harness the synergy between theoretical innovation and practical application. At the core of our approach is a comprehensive engagement with the latest developments in quantum mechanics, mathematical modeling, and theoretical physics. This rich foundation is pivotal for understanding the nuances and complexities of quantum computing technologies.

To ensure our research is grounded in reality and applicable to real-world problems, we will integrate experimental data into our analysis. This data, derived from cutting-edge experiments in quantum computing, will provide critical insights into the behavior of quantum systems, guiding the refinement and validation of our theoretical models.

The cornerstone of our methodology is the use of both analytical and numerical methods. Analytical methods will allow us to derive exact solutions and gain deep insights into the fundamental principles governing quantum systems. These methods are crucial for understanding the underpinnings of quantum algorithms and the behavior of qubits in various computational scenarios.

Simultaneously, numerical methods will play a central role in our research strategy. These methods will enable us to tackle complex problems that defy analytical solutions, facilitating the simulation of quantum systems and the testing of quantum algorithms under a wide range of conditions. The development of new algorithms and models will heavily rely on numerical simulations, leveraging computational tools such as Q# and Qiskit. These simulations will not only validate our theoretical constructs but also provide a platform for experimentation and discovery.

Furthermore, software analysis will be an integral part of our research methodology. By critically evaluating existing quantum programming languages and software tools, we aim to identify gaps and opportunities for innovation. This analysis will inform the development of new software tools and algorithms that can enhance the efficiency and applicability of quantum computing technologies. Our research methodology is a balanced amalgamation of theoretical exploration and empirical investigation, employing both analytical and numerical methods, supplemented by rigorous software analysis. This approach is designed to foster the development of groundbreaking algorithms and models that can propel quantum computing into its next phase of evolution, solving some of the most challenging problems across science and engineering disciplines.

Results and Applications. This investigation into the amalgamation of mathematical modeling and theoretical physics within quantum computing has yielded groundbreaking results, heralding a significant leap forward in the domain of quantum technologies.

Development of New Mathematical Models for Quantum Computers. Central to our findings is the formulation of novel mathematical models that offer a deeper understanding of quantum computing mechanisms. These models provide a robust framework for the simulation of quantum systems, addressing previously intractable problems in quantum mechanics through innovative mathematical approaches. The implications of these models extend beyond theoretical insights, facilitating the practical realization of quantum computing technologies.

Innovative Quantum Algorithms Capable of Enhancing Computational Efficiency. Our research has led to the creation of pioneering quantum algorithms that significantly boost computational efficiency. By exploiting quantum mechanics principles such as superposition and entanglement, these algorithms offer solutions to complex computational problems at speeds unattainable by classical computers. Notably, our advancements in algorithms like those inspired by Grover's and Shor's original works have potential applications in fields demanding rapid data processing and problem-solving capabilities.

Potential Applications of Quantum Technologies in Various Fields. The ramifications of our research are vast and varied, impacting several key sectors. In cryptography, our findings contribute to the development of unbreakable encryption methods, utilizing quantum key distribution (QKD) to enhance data security in an increasingly digital world. In metrology, the precision and accuracy of quantum sensors, underpinned by our mathematical models, promise

advancements in measurement science, opening new avenues for scientific exploration and innovation. Materials science stands to benefit profoundly from our algorithms and models, especially in the design and discovery of novel materials. Through quantum simulations, materials can be modeled and understood at the quantum level, expediting the development of materials with tailored properties for specific applications.

Table 1.

Quantum Computing Synthesis: From Theory to Technological Frontiers.

Section	Key Concepts	Applications	Significance
Introduction	Quantum Computing, Mathematical Modeling, Electromechanics of Lithium-Ion Batteries	Enhancing battery safety and durability, Advancing quantum computing tech	Sets the stage for integrating theoretical physics with mathematical modeling in quantum computing
Fundamental Principles	Qubits, Superposition, Entanglement, Bra-Ket Notation	Solving complex problems like integer factorization, database searching, and quantum simulations	Highlights the revolutionary aspects of quantum computing principles
Theoretical Foundations	Schrödinger Equation, Dirac Equation, Feynman Path Integral	Development of quantum algorithms, Understanding particle behavior	Provides the mathematical scaffolding for quantum computing
Quantum Cryptography and Communication Systems	Quantum Key Distribution (QKD), Quantum Entanglement, No-cloning Theorem	Secure communication channels, Quantum internet	Showcases the application of quantum mechanics in creating unbreakable encryption
Software and Algorithms	Quantum Programming Languages (Q#, Qiskit), Quantum Algorithms (Grover's, Shor's)	Cryptography, Metrology, Materials Science	Discusses the role of software and algorithms in enhancing computational efficiency and solving complex problems
Research Methodology	Analytical and Numerical Methods, Experimental Data, Software Analysis	Validating theoretical models, Experimentation and discovery	Outlines the methodology for exploring quantum computing's frontier
Results and Applications	Mathematical Models, Quantum Algorithms, Quantum Technologies	Cryptography, Metrology, Materials Science	Presents groundbreaking results and potential applications across various fields

Our research not only pushes the boundaries of quantum computing but also lays the foundation for its application across a spectrum of disciplines. By bridging the gap between theoretical physics and practical computation, we unlock new potentials for quantum technologies, paving the way for innovations that could redefine the future of science, technology, and industry.

Conclusion. Our exploration into the confluence of theoretical physics and mathematical modeling within the quantum computing realm has illuminated a path filled with profound implications and boundless possibilities. This study not only reaffirms the indispensable role of these disciplines in deciphering the complexities of quantum mechanics but also charts a course toward revolutionizing computational technologies.

The formulation of new mathematical models and the introduction of innovative quantum algorithms, as presented in our findings, stand as testament to the power of interdisciplinary collaboration. These advancements not only deepen our comprehension of quantum phenomena but also enhance the computational prowess of quantum computers, thereby bridging the chasm between theoretical potential and practical utility.

Moreover, the applications of quantum technologies across various fields – from cryptography and metrology to materials science – highlight the transformative impact of our research. By extending the capabilities of quantum computers beyond conventional boundaries, we unlock a vista of opportunities for scientific discovery and technological innovation.

In conclusion, this study propels the discourse on quantum computing forward, suggesting that the integration of theoretical physics and mathematical modeling is not merely beneficial but essential for the field's progression. The outcomes of our research could catalyze the development of quantum computers, making their esoteric powers more accessible and their applications more varied and profound. As we stand on the brink of a new era in computing, our work underscores the potential of quantum technologies to redefine what is computationally possible, paving the way for a future where quantum computing is integral to solving some of humanity's most pressing challenges.

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THE WAYS OF IMPROVING IDEA-GENERATING ABILITY

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Abstract. This article aims to provide practical guidance for educators and parents seeking to support 16-17-year-old students in developing their idea-generating abilities. By offering a range of techniques and approaches, this article addresses the need for fostering creativity and critical thinking skills in young individuals. The strategies outlined are designed to empower students to think innovatively, solve problems effectively, and excel in academic and professional pursuits.

Аннотация. Целью этой статьи является предоставление практических рекомендаций педагогам и родителям, которые стремятся поддержать 16-17-летних учеников в развитии их способностей генерировать идеи. Предлагая ряд методов и подходов, эта статья рассматривает необходимость развития креативности и навыков критического мышления у молодых людей. Описанные стратегии призваны дать возможность ученикам мыслить инновационно, эффективно решать проблемы и преуспевать в академических и профессиональных начинаниях.

Annotatsiya. Ushbu maqolaning maqsadi 16-17 yoshli o'quvchilarning g'oyalarni shakllantirish qobiliyatini rivojlantirishda yordam berishga intilayotgan o'qituvchilar va ota-onalarga amaliy maslahatlar berishdir. Bir qator usul va yondashuvlarni taklif qilgan ushbu maqola yoshlarda ijodkorlik va tanqidiy fikrlash ko'nikmalarini rivojlantirish zarurligini ko'rib chiqadi. Ta'riflangan strategiyalar talabalarga innovatsion fikrlash, muammolarni samarali hal qilish, o'quv va kasbiy faoliyatda muvaffaqiyatga erishish uchun mo'ljallangan.

Keywords: idea-generating abilities, Mind Mapping and Brainstorming, 16-17-year-old students.

Ключевые слова: способности генерировать идеи, картирование мыслей и мозговой штурм, учащиеся 16–17 лет.

Kalit so'zlar: g'oya yaratish qobiliyatlari, Aql xaritasi va aqliy hujum, 16-17 yoshli o'quvchilar.

The introduction sets the stage for the topic by highlighting the importance of idea generation for 16-17-year-old students. The ability to generate innovative ideas is crucial for the personal and professional development of the students. As they transition into young adulthood, honing their idea-generating skills can significantly impact their academic performance, problem-solving abilities, and future career prospects. This article explores effective strategies to improve idea-

generating abilities among students in this age group, ultimately enhancing their productivity and skill development.

1. Encouraging Diverse Experiences: This section emphasizes the importance of exposing students to a variety of experiences beyond their usual routine. Exposing students to diverse experiences, such as cultural events, volunteer opportunities, and extracurricular activities, broadens their perspectives and stimulates creativity. Encouraging them to explore different fields of interest can inspire novel ideas and solutions.

2. Mind Mapping and Brainstorming: Teaching students how to create mind maps and engage in brainstorming sessions cultivates their ability to organize thoughts and generate original concepts. These techniques promote associative thinking and help students connect ideas in innovative ways.

Here, the focus is on specific techniques like mind mapping and brainstorming as tools for organizing thoughts and sparking creativity. These methods encourage students to visually map out their ideas and collaborate with others to generate new concepts. By promoting associative thinking, students can make connections between seemingly unrelated ideas.

3. Embracing Failure as a Learning Opportunity: Creating a supportive environment where failure is viewed as a stepping stone to success fosters resilience and risk-taking. By reframing failure as a valuable learning experience, students become more willing to explore unconventional ideas.

This part highlights the importance of creating a supportive environment where failure is seen as a natural part of the learning process. By reframing failure as a valuable experience that can lead to growth and improvement, students are more likely to take risks and explore unconventional ideas without fear of judgment.

4. Exposure to Diverse Perspectives: Encouraging students to engage in discussions with individuals from varied backgrounds and cultures promotes empathy and broadens their understanding of different viewpoints. This exposure enhances their ability to generate inclusive and thoughtful ideas by considering a wide range of opinions and experiences.

Improving idea-generating ability involves honing specific skills and adopting a structured approach to encourage creativity and innovation. Here are several key steps to enhance idea-generating abilities for productive skills:

1. Cultivate a Creative Mindset:

Developing a creative mindset is essential for enhancing idea-generating abilities. This involves embracing curiosity, being open to new experiences, and actively seeking inspiration from diverse sources. Encourage a mindset that values experimentation, risk-taking, and learning from both successes and failures.

2. Enhance Divergent Thinking:

Divergent thinking is the ability to generate multiple ideas and solutions by exploring a wide range of possibilities. Practice techniques such as brainstorming, mind mapping, and free association to stimulate divergent thinking. These methods

encourage the generation of a large quantity of ideas without immediate judgment or evaluation.

3. Refine Convergent Thinking:

Convergent thinking involves evaluating and refining the ideas generated through divergent thinking to identify the most promising solutions. Develop the skill of critically assessing ideas based on feasibility, relevance, and potential impact. This process helps in selecting the most viable concepts for further development.

4. Embrace Interdisciplinary Learning:

Expand your knowledge across different disciplines to foster cross-pollination of ideas. By gaining insights from diverse fields such as art, science, technology, psychology, and business, you can draw connections between seemingly unrelated concepts and generate innovative ideas that transcend traditional boundaries.

5. Practice Mindfulness and Reflection:

Engage in mindfulness practices to enhance self-awareness and clarity of thought. Mindfulness can help in quieting the mind, reducing mental clutter, and creating space for new ideas to emerge. Additionally, regular reflection on past experiences and ideas can provide valuable insights and inspire new creative directions.

6. Encourage Play and Exploration:

Playfulness and exploration are vital for stimulating creativity. Engage in activities that encourage experimentation, play, and unconventional thinking. This could involve engaging in hobbies, exploring nature, or participating in activities that challenge conventional perspectives.

7. Seek Feedback and Collaboration:

Seek feedback from peers, mentors, or experts to gain different perspectives on your ideas. Collaboration with others can lead to the cross-fertilization of ideas, refinement of concepts, and the generation of novel solutions through collective creativity.

8. Utilize Creative Tools and Techniques:

Explore various creativity-enhancing tools and techniques such as design thinking, lateral thinking, SCAMPER (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse), and Six Thinking Hats method. These methodologies provide structured frameworks for idea generation and problem-solving.

9. Embrace Failure as a Learning Opportunity:

View failures as valuable learning experiences rather than setbacks. Embracing failure fosters resilience and encourages a willingness to take risks, ultimately leading to the discovery of innovative solutions.

10. Engage in Continuous Learning:

Stay abreast of the latest trends, developments, and emerging technologies within your field of interest. Continuous learning broadens your knowledge base and exposes you to new ideas that can inspire innovative thinking.

By incorporating these steps into your daily routine and mindset, you can significantly enhance your idea-generating abilities, fostering a culture of creativity and innovation that drives productivity and success in various personal and professional endeavors.

The conclusion summarizes the key points discussed in the article and reinforces the importance of enhancing idea-generating abilities in 16-17-year-old students. Improving idea-generating abilities among 16-17-year-old students is essential for nurturing their productivity and skill development. By implementing strategies such as encouraging diverse experiences, teaching mind mapping techniques, embracing failure as a learning opportunity, and promoting exposure to diverse perspectives, educators and parents can effectively support students in honing their creative thinking skills. Ultimately, empowering students to generate innovative ideas equips them with the tools necessary for success in academia and professional endeavors.

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Hap Ki Do sporti orqali maktab o'quvchilarini sog'lomlashtirishning samarali tizimlaridan foydalanish uslublari

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Annotatsiya. Hap Ki Do sportining o'quvchilarni fizik va ruhiy holatlarini sog'lomlashtirishga mo'ljallangan vaqt tizimlarini nazarda tutadi. Bu tizimlar, o'quvchilarning murakkab asab tizimini ijro etish, salomat qiziqish va muammolarni yechish, ularning egiluvchanlik va modda kuchini oshirish, go'zallik qo'llarga ega bo'lish va oddiy yolvorchilikni oshirishga qaratilgan.

Kalit so'zlar: ta'lim-tarbiya, jamoaviy muhit, sog'lom hayot, stresni kamaytirish, odatlarni rivojlantirish, o'z-o'zini boshqarmoq, intellektual rivojlanish, mustaqil fikrlash, yoritish qobiliyatlari, xarakter rivojlanishi.

Hap Ki Do sporti, o'zining unikal usullari va qobiliyatlarining hamda namoyonchilik bilan ajralib turishi bilan mashhur bo'lgan bir jihatli o'yin-sport turi hisoblanadi. Ushbu sport qarshilik qilish, bardoshlik, taktika va strategiya ustida qurilgan bo'lib, bunga qarab shaxsning uning davlatiga, jitishga qarshi qon to'kishi va o'zini himoya qilishga tayanishi mumkin.

Hap Ki Do sportining tarixiy rivojlanishi

Hap Ki Do sporti, Koreyada o'zining mamlakatiga xos usullar va taktikalar asosida shakllangan. Ushbu sportning asliy nomi "Hap Kyuck Ki Do" deb nomlanib, bu Koreyaning milliy sporti bo'lib, 1963 yilda Chong jang nim Kwon Jae-hwa tomonidan tashkil etilgan. Hap Ki Do sporti o'zining harakatlari, jangari va ko'nikmalariga asoslangan, ayniqsa, xilma-xil qo'llaniladigan jangarish usullari bilan ajralib turadi.

Hap Ki Do sportining asosiy prinsiplari

Hap Ki Do sportining asosiy prinsiplari jiddiy mehnat, istiqomat, jangari, taktika va jiddiylik haqida. Bu sportda uning o'ziga xos prinsiplari bilan birga, sayohat qilish, band qilish, qarshilik qilish va bardoshlik qilishning xilma-xil taktikalarini o'rganishning hamda ulardan foydalanishning o'ziga xos usullari mavjud.

Hap Ki Do sportining qobiliyatlar va ko'nikmalar

Hap Ki Do sporti bilan birga, jasorat va jasoratlilik, kuchli rag'batlilik, aqliy jiddiylik va qarshilik qilish qobiliyatlarini hamda uning jangari va bardoshlik usullarini o'zgartirish qobiliyatini rivojlantirish mumkin. Bu qobiliyatlar o'quvchilarning o'zlarini boshqarish, hayotda muvaffaqiyatga ko'ra, jismoniy va ma'naviy rivojlanishlarini oshirishga yordam beradi.

Maktab o'quvchilarini sog'lomlashtirishning ahamiyati

O'quvchilarimizni sog'lomlashtirish nega muhim? Bu savol o'quvchilarning o'zaro aloqalari, akademik muvaffaqiyatlari va jismoniy tarbiyalanishi bilan bog'liq. Sog'lom hayot bilan bog'liq bo'lgan o'quvchilarimiz, o'zlarini

o'zlashtirish, komanda ishlarida ishtirok etish va jismoniy faol bo'lish qobiliyatlarini oshirishlari mumkin.

O'quvchilarning sog'lom hayotga qiziqishi

O'quvchilarimizni sog'lom hayotga qiziqtirish, ularning o'zlarini sport va faol qatnashish orqali motivatsiyalashni oshiradi. Sog'lom hayotning qadrini bilish, ularning o'zlarini jismoniy ravishda yaxshi his qilish, oziqlarini to'g'ri tanlash va tashkillashishni o'rganishlariga imkon beradi.

Sog'lomlikning akademik muvaffaqiyatga ta'siri

O'quvchilarning sog'lom hayotga e'tibor berishning o'rinbosari, ularning o'zlarini maktabda yaxshi his qilish, o'zingizni boshqarish, muammolarni yechish va ish bilan cheklanish vaqtida qo'llaniladigan strategiyalarni o'rganish qobiliyatlarini rivojlantirishga imkon beradi. Bu esa ularning o'quv uslublarini va akademik muvaffaqiyatlarini yuqori darajaga ko'taradi.

Sog'lomlashishning o'quvchilarning jismoniy va ma'naviy rivojlanishiga o'tkazadigan ta'siri

Sog'lomlashish o'quvchilarning jismoniy va ma'naviy rivojlanishiga ham o'tkazadigan ta'sirga ega. Jismoniy faollik va sport bilan shug'ullanish, ularning shaxsiy kuchlarini, jasorat va jasoratliliklarini, zamonaviy o'rganish usullarini o'rganish qobiliyatlarini rivojlantiradi. Shuningdek, sport jismoniy holatni yaxshilash, stresni kamaytirish va jismoniy kasalliklarni oldini olishga yordam beradi.

Hap Ki Do sporti va uning sog'lomlashtirish uslublari

Hap Ki Do sporti o'quvchilarni sog'lomlashtirishning bir nechta usullarini taklif etadi, jismoniy va ma'naviy tarbiyalanishlariga asoslanadi. Bu usullar o'quvchilarning fizik va jismoniy taraqqiyoti, mental taraqqiyoti va jangari va bardoshlik usullarini o'rganish bilan bog'liqdir.

Fizik va jismoniy taraqqiyot uchun Xap Ki Hap Ki Do – Yo'li orqali sog'lomlashish uchun ajoyib usul!

Maktab o'quvchilari hayoti yo'qmasdan bir fikr bo'lishi mumkin - ta'lim olmaydigan fikrdan ko'ra, uning jismga ham ta'siri katta ekanligini tushunish zarur. Bu erda kuchli, samarali va davolanuvchan bir usul sifatida Hap Ki Do sporti orqali maktab o'quvchilarini sog'lomlashtirishning ahamiyatiga e'tibor qaratamiz.

Bu sport, juda katta va ta'limda keng qo'llaniladigan usul. Uni o'rganish orqali o'quvchilar jismni yanada samarali qilib, xafsizlik, o'z-o'zini himoya qilish va o'zini hurmat qilish qobiliyatini oshirishadi. Hap Ki Do sporti, qasddan qo'rqmadan va o'zini himoya qilishni o'rganish orqali o'quvchilarni muammolar bilan mustaqil ravishda muomalada turgan qilib, ular uchun o'zaro aloqalar va qarorlarni hujumotga aylanishning eng yaxshi usuli bo'ladi.

Bu sportning eng ajoyib tomoni, uning amaliyotga asoslanganligi va amaliyotni qiziqarli va qiziqarli qilishidir. Hap Ki Do, qalb qo'shish, so'nggi jangari tayyorlashning jiddiy narsani emas, balki mazmun, mashg'ulotlar va sportlar ilmi bilan ta'minlanadi. Bu o'quvchilar ko'p yo'llar bilan o'rganishlari mumkin, masalan, o'zaro o'quvchilar bilan muloqot, nata so'nggi jangari, yutuqlar va mashg'ulotlar orqali.

Mazkur usul, shuningdek, o'quvchilarga jiddiy samarali tajriba beradi. Hap Ki Do, o'quvchilarni jisimiy va ruhiy tarbiyalashda ham muvaffaqiyatli bo'lishlari uchun harakat qilishga rag'batlantiradi. Bu sportning amaliy va tashqi sidqiy kuchlarni amalga oshirish imkonini berishining yanada qo'llanilishi katta muhim hisoblanadi.

Bu sport, o'quvchilarga jangari jarohat tuzishni ham o'rgatadi. Hap Ki Do, o'quvchilar uchun qandaydir zarur bo'lgan jangari tarzini o'rganishga imkon beradi. Bu ularni xafsiz, samarali va sezilarli jangari jarayonlarida his qilishga o'rgatadi. Shuningdek, o'quvchilarga o'zingizni muhofaza qilish va o'zingizga qarshi qo'llanuvchilarni bartaraf etishni ham o'rgatadi.

Hap Ki Do sporti, maktab o'quvchilariga samarali va o'ziga xos bir usulda sog'lomlashish imkonini beradi. Uning amaliy va tashqi samaradorliklari, o'quvchilarga jasorat va o'ziga ishonch hosil qilishda yordam beradi. Shuningdek, bu sport o'quvchilarga jangarilik va jasoratni o'rganish imkonini beradigan qimmatli bir vosita hisoblanadi. Jismoniy va ruhiy tarbiya saboqlarini o'rganishda Hap Ki Do sporti qulay va samarali bir tikish.

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ARAB TILIDA POLISEMIYA

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Annotatsiya. Arab tilida polisemiya hodisasi soʻzning bir nechta maʼnoga ega boʻlishi orqali tilda koʻp maʼno qatlamlarini hosil qiluvchi muhim tilshunoslik hodisasidir. Ushbu maqolada arab tilidagi polisemiya hodisasi, uning sabablari va tildagi roli batafsil tahlil qilinadi. Shuningdek, maqolada polisemiya va homonimiya farqi ham yoritiladi. Misollar orqali arab tilidagi polisemik soʻzlarning qoʻllanilishi koʻrsatiladi. Bu mavzuni oʻrganish tilning boyligi va ifodaliligini yanada chuqurroq anglashga yordam beradi. Olimlarning ushbu sohadagi muhim tadqiqotlari ham keltirilgan.

Kalit soʻzlar: polisemiya, arab tili, tilshunoslik, soʻz maʼnosi, semantik kengayish, homonimiya, leksik oʻzgarishlar

Аннотация. В арабском языке явление полисемии является важным лингвистическим явлением, которое создает в языке несколько слоев значения, поскольку слово имеет несколько значений. В данной статье подробно анализируется явление полисемии в арабском языке, ее причины и роль в языке. Также в статье рассматривается разница между полисемией и омонимией. На примерах показано употребление многозначных слов в арабском языке. Изучение этой темы поможет вам глубже понять богатство и выразительность языка. Также представлены важные исследования ученых в этой области.

Ключевые слова: полисемия, арабский язык, лингвистика, значение слова, семантическое расширение, омонимия, лексические изменения.**Abstract.** In Arabic, the phenomenon of polysemy is an important linguistic phenomenon that creates multiple layers of meaning in a language by having a word have multiple meanings. This article analyzes in detail the phenomenon of polysemy in Arabic, its causes and role in the language. The article also covers the difference between polysemy and homonymy. Examples show the use of polysemic words in Arabic. Studying this topic will help you gain a deeper understanding of the richness and expressiveness of the language. Important studies of scientists in this field are also presented.

Key words: polysemy, Arabic language, linguistics, word meaning, semantic expansion, homonymy, lexical changes

Polisemiya soʻzning bir nechta maʼnoga ega boʻlish hodisasi sifatida tilshunoslikda muhim mavzulardan biri hisoblanadi. Arab tilida polisemiya juda keng tarqalgan boʻlib, bu hodisa koʻplab soʻzlarning bir nechta maʼnoda ishlatilishi bilan bogʻliqdir. Bu maqolada arab tilidagi polisemiya hodisasi, uning sabablari va tildagi oʻrni batafsil tahlil qilinadi.

Polisemiya yunon tilidagi "poly" (koʻp) va "sema" (maʼno) soʻzlaridan kelib chiqqan boʻlib, bir soʻzning bir nechta turli-tuman maʼnoga ega boʻlishi hodisasini

anglatadi[1]. Polisemiya va homonimiya tushunchalari bir-biriga yaqin bo'lsa-da, ular farq qiladi. Homonimiya ikki yoki undan ortiq so'zning bir xil talaffuz yoki yozuvga ega bo'lib, turli ma'nolarga ega bo'lishini anglatadi, polisemiya esa ma'nolar bir so'zning turli kontekstlarda qo'llanilishidan kelib chiqadi. Kontekstga qarab, bu so'zning qaysi ma'noda ishlatilgani aniqlanadi.

Arab tilida polisemiya, ya'ni bir so'zning bir nechta ma'noga ega bo'lishi hodisasi keng tarqalgan. Polisemiya lingvistikada muhim tushunchalardan biri bo'lib, so'zlarning turli kontekstlarda turli ma'nolarni anglatishi tilning boyligi va ifodaviy imkoniyatlarini oshiradi.

Arab tilida polisemiya juda keng tarqalgan va ko'p hollarda so'zlar bir nechta ma'noni ifodalaydi. Bu hodisa arab tili grammatikasi, lug'aviy boyligi va tarixiy rivojlanishiga bog'liq. Masalan:

'Ayn (عين) so'zi turli kontekstlarda *ko'z, buloq yoki manba, shaxs, detektiv yoki kuzatuvchi* kabi ma'nolarni anglatishi mumkin:

Kitab (كتاب) so'zi ham bir nechta, ya'ni *kitob, yozuv yoki yozma hujjat, Qur'on oyatlarining to'plami* kabi ma'nolarga ega.

Arab tilidagi polisemiya haqida turli munozaralar mavjud:

1. **Tilning boyligi va ifodaviyligi:** Polisemiya arab tilining ifodaviy imkoniyatlarini oshiradi. Bir so'zning turli kontekstlarda turli ma'nolarni anglatishi tilda obrazlilikni, poetiklikni va kommunikativ samaradorlikni oshiradi.

2. **Noaniqlik va tushunmovchilik:** Ba'zi tadqiqotchilar polisemiya ba'zi hollarda tushunmovchilik va noaniqlik keltirib chiqarishi mumkinligini ta'kidlaydi. Ayniqsa, yozma matnlarda yoki noaniq kontekstlarda bu hodisa qiyinchilik tug'dirishi mumkin.

3. **Lug'aviy rivojlanish va tarix:** Polisemiya arab tilining uzoq tarixiy rivojlanishi va turli madaniyatlar bilan aloqadorligi natijasidir. Tilning rivojlanishi jarayonida bir so'z turli davrlarda turli ma'nolarni olishi mumkin.

4. **Polisemiya va sinonimiya:** Polisemiya sinonimiya bilan bir qatorda tildagi sinonim va antonimlar tizimini boyitadi. Bu hodisalar tilda so'z boyligini oshiradi va kommunikativ moslashuvchanlikni ta'minlaydi.

Ibn Faris (935-1004) arab tilining eng mashhur filologlaridan biridir. U "Maqayis al-lug'a" (معجم مقاييس اللغة) deb nomlangan asarida so'zlarning asosiy ma'nolari va ularning o'zgarishlari haqida batafsil yozgan. Uning ishlari so'zlarning kelib chiqishini va turli ma'nolarini o'rganishda muhim ahamiyatga ega.

Sibavayh (760-796) arab tilshunosligining asoschilaridan biri bo'lib, uning "Kitab" (الكتاب) nomli asari arab tilining grammatikasi va leksikologiyasiga oid muhim ma'lumotlarni o'z ichiga oladi. U polisemiya hodisasini ham tahlil qilgan. Eng mashur asari "Kitab" (الكتاب) arab tilining grammatikasi va leksikologiyasiga bag'ishlanadi[2].

Al-Jahiz (776-868) arab adibi va tilshunos bo'lib, u "Kitab al-Hayavan" (كتاب الحيوان) asarida hayvonlar va ularning xususiyatlari haqida yozgan. Bu asar tilning turli kontekstlarda qanday ishlatilishini ko'rsatadi va polisemiya hodisasini yoritadi.

Ibn Manzur (1233-1312) "Lisan al-Arab" (لسان العرب) nomli asari bilan tanilgan. Ushbu lugʻatda arab tilidagi koʻplab soʻzlarning maʼnolari va ularning turli kontekstlarda qoʻllanilishi haqida batafsil maʼlumot berilgan.

Ibn Jinni (932-1002) arab tilining fonetika va morfologiya sohalarida muhim ishlar olib borgan. U "Al-Xasais" (الخصائص) nomli asarida arab tilining oʻziga xos xususiyatlarini tahlil qilgan. Bu asar tilning strukturaviy jihatlariga bagʻishlangan boʻlib, polisemiya hodisasini ham qamrab oladi.

Arab tilida polisemiya turli sabablarga koʻra rivojlangan. Asosiy sabablardan biri arab tilining qadimiy va boy madaniy-tarixiy merosidir. Arab tili asrlar davomida rivojlanib, turli davrlar va madaniyatlar orqali turli xil maʼnolar bilan boyitilgan.

1. **Konfiguratsiya va kontekst:** Arab tilida koʻplab soʻzlar turli kontekstlarda turli maʼnolarda ishlatiladi. Masalan, "عين" (ayn) soʻzi koʻz maʼnosini anglatishi mumkin, lekin u suv manbasi yoki josus maʼnosida ham qoʻllanilishi mumkin.

2. **Semantik kengayish:** Koʻplab soʻzlar vaqt oʻtishi bilan yangi maʼnolarni qabul qilgan. Bu jarayon semantik kengayish deb ataladi. Masalan, "كتب" (kataba) soʻzi "yozmoq" maʼnosini anglatadi, lekin u kitob va yozuvchi maʼnolarini ham qamrab oladi.

3. **Leksik oʻzgarishlar:** Arab tilidagi leksik oʻzgarishlar va yangilanishlar ham polisemiya sabab boʻlgan. Bu tilning turli davrlarda rivojlanishi va madaniy taʼsirlar bilan bogʻliq[2].

Polisemiya arab tilida kommunikativ samaradorlikni oshiradi. Soʻzlarning turli maʼnolarda ishlatilishi tilni boy va ifodali qiladi. Bu hodisa sheʼriyat, adabiyot va kundalik til orqali yaqqol koʻrinadi.

1. **Sheʼriyat va adabiyot:** Arab sheʼriyati va adabiyotida polisemiya keng foydalaniladi. Bu usul orqali mualliflar maʼno qatlamlarini boyitib, oʻquvchini chuqurroq oʻylashga undaydi.

2. **Kundalik til:** Kundalik hayotda polisemiya soʻz boyligini oshiradi va muloqotni yanada ifodali qiladi. Bunda soʻzlarning kontekstual maʼnosi asosiy rol oʻynaydi.

Arab tilida polisemiya va homonimiyani ajratish muhimdir. Homonimiya ikki yoki undan ortiq soʻzning bir xil talaffuz yoki yozuvga ega boʻlib, turli maʼnolarga ega boʻlishini anglatadi, ammo ular kelib chiqishi jihatidan bir-biriga bogʻliq emas. Polisemiya esa bir soʻzning turli kontekstlarda turli maʼnolarni qabul qilishi bilan bogʻliqdir[3].

Polisemiya — bir soʻzning bir nechta maʼnolarga ega boʻlishi hodisasi. Arab tilida bu hodisa juda keng tarqalgan boʻlib, koʻp soʻzlar bir nechta maʼnoga ega. Bu soʻzlarning maʼnolari kontekstga qarab oʻzgaradi. Masalan:

1. قلب(qalb)

Yurak

- Markaz

- Biror narsaning oʻrtasi

- Hissiyot

Bu soʻz matnga qarab turli maʼnolarni anglatishi mumkin.

3. بحر (bahr)
- Dengiz
- Shoirlik
- Maʼlumot

Arab tilida polisemiya hodisasi tilning boy va murakkab tizimiga bogʻliq. Bu hodisa tildagi ifodaviy imkoniyatlarni oshiradi, lekin baʼzan noaniqliklar va tushunmovchiliklarni ham keltirib chiqarishi mumkin. Shu boisdan Arab tilida polisemiya mavzusini oʻrgangan olimlarning ishlari tilshunoslik sohasida muhim ahamiyatga ega. Bu olimlarning asarlari arab tilining boyligi va ifodaliligini chuqurroq anglashga yordam beradi. Ushbu tadqiqotlar polisemiya hodisasining tildagi rolini yanada kengroq tushunish imkonini beradi. Polisemiya hodisasini chuqur oʻrganish arab tilining lugʻaviy va grammatik xususiyatlarini yaxshiroq tushunishga yordam beradi.

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XOJA AHMAD YASSAVIY HIMATLARIDA - ADOLAT VA ADOLATSIZLIK TUSHUNCHALARI TALQINI

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Annotasiya. Mazkur maqolada Xo'ja Ahmad Yassaviyning shaxs va jamiyat haqidagi falsafiy-irfoniy qarashlari, ijtimoiy adolat va tenglik haqidagi fikrlari ko'lamli bayon qilingan.

Kalit so'zlar: tasavvuf ta'limoti, yassaviylik, "Hikmatlar", adolat, itimoiy tenglik, odob-axloq, kamolot.

"Devoni hikmat" asosida Ahmad Yassaviy hayoti va faoliyatini o'rganish shuni ko'rsatadiki, Xoja Ahmad faqat yirik din, tasavvuf arbobi bo'libgina qolmay, ijodkor-faylasuf hamdir. Xoja Ahmad Yassaviy ham o'zining tabiati, borliqqa, olamga qiziqishi va ijodiy qobiliyati, aqliy rivojlanganlik darajasi, ma'naviy ehtiyoj va inson mehnat faoliyatiga munosabati bilan boshqalardan farq qiladi. Xoja Ahmad Yassaviyning ma'naviy kamolot ya'ni bilimlari darajasi uning ijtimoiy voqyelik, mehnat, kishilar va jamiyatga bo'lgan munosabatlarida aks etdi. Ahmad Yassaviy falsafiy qarashlarini ilohiyatsiz tasavvur qilib bo'lmaydi.

Ahmad Yassaviy diniy-falsafiy, ijtimoiy qarashlarini Qur'on va shariatga asoslanganligini uning quyidagi - Odamlarni Allohni tanishga, dunyodagi gunohni, adolatsizlikni qoralash, adolatga da'vat etish, insonni himoya etish, dunyo gunohlaridan insonni tozaligini saqlash yo'li yoki vositasi sifatida tarkidunyochilikka da'vat etganligi haqidagi fikrlaridan anglashimiz mumkin. Shuningdek, alloma Yassaviya tariqatining falsafiy ildizlari, hikmatlarining mag'zi Qur'on Karim g'oyalari borib taqalishini, ular Allohning so'zlaridan kelib chiqib yaratilganini ta'kidlaydi.

Xoja Ahmad Yassaviy komilikka yetishishida to'siq bo'ladigan, barcha illatlarni qoralaydi Ulardan biri adolatsizlikdir. Shuning uchun mutasavvuf adolatsizlik qurbonlari bo'lgan insonlarni o'z qarashlarida, asarlarida himoya etadi. Shu o'rinda Yassaviylik tariqati hayotda qanday holatlarni adolatsizlik deb tushungan?. Agar Xoja Ahmad Yassaviy ta'limoti paydo bo'lgan o'rta asrlarda faoliyat ko'rsatgan hunarmandlar, dehqonlar va chorvadorlarni "ijtimoiy tariqqiyot ta'minlaydigan tabaqalar", bo'lsa, bu sinflar talablari va axloqiy qarashlari fikrimizcha, adolatli hisoblanishi kerak. Professor E. Rustamov, "Ahmad Yassaviy talqinicha, hamma narsadan ulug' va muqaddas narsa - adolatdir. Inson, hazrati Umar kabi, adolatni o'z farzandidan ortiq sevishi kerak"[1;-B.22] ekanligini ta'kidlaydi. Ahmad Yassaviy hazrati Umarni faqat adolatsizlik qilgan o'g'lini darra urib jazolagani uchun emas, balki birinchi galda "din so'zini uqtirgani, islomga yot begona bo'lgan barcha but-sanamlarni sindirgani, bu bilan "Rasul

ko'nglini tindirgani", shariatni, tariqatni, haqiqatni" anglagani uchun adolat posboni sifatida ta'riflaydi. Demak, Ahmad Yassaviy merosini o'rganish adolat mezonlarini anglashimizga, tushunishimizga yordam beradi.

Xoja Ahmad Yassaviy qarashidagi adolat tushunchasi islom dini ustuvorligini ta'minlash, shariat va tariqat tantanasi yo'lidagi sa'y-harakatlar emas, balki, jamiyatda odil kishilarni ham adolat ustunlari deb biladi va davlat shundaylar shaxslar bilan "xush"ligini ta'kidlaydi:

Xush davlatdir viloyatda podshox bo'lsa,
Odil bo'lib, bir mo'minni qozi qilsa[1;-B.25].

Ahmad Yassaviy hikmatlarida adolatning aksi bo'lgan jabr-zulm va jaholat, adolatsizlik haqida ko'p fikr yuritiladi.

Professor E. Rustamov ta'kidlashicha: Mutasavvif adolatsizlikni qoralash orqali zulm va jaholatdan aziyat chekkan insonni himoya etib, "riyolig' shayxlarni ko'rganda" zabt bilan "tepib" yanchmoqchi, "xudodan yuz ming balo tilab (yuzlariga) sepmoqchi", "shamshir olib boshlarini chopmoqchi" [1;-B.22] bo'ladi.

Ba'zan u adolatsizlik to'lib-toshgan, donolar xor bo'lib o'tgan bu ko'hna dunyodan uzil-kesil qutulmoq uchun uni "puchak pulga" sotmoq istaydi [1;-B.22]. Ahmad Yassaviy xalq ustiga turli balolar yog'ilish sabablarini adolatsiz hkumdolar davlatni boshqarishida ko'radi:

Nokas, xasis, bediyonat qullar hokim,
Manmanlik haddan bo'lib zolim[2;-B.141].

Ahmad Yassaviy zolim kimsalarga Haq taolo qudratini esga olishni maslahat beradi va ularga qarshi dono insonlarni qo'yadi. Ammo, dono kishilarni ya'ni ilm ahlini xushomad qilishini zolimlikka tenglashtiradi. Demak mutasavvuf o'z davrining jiddiy ijtimoiy muammolari, ziddiyatlarini o'rta tashlagan. Ahmad Yassaviy "G'arib jonim yuz tasadduq donolardin", deganida qanchalik faxrga to'lgan bo'lsa, "Duo qiling nodonlarning yuzin ko'rmay" misralarida esa aziyat chekkan xalq uchun katta xavfni ko'rgan va ushbu davr illatlarini ijtimoiy muammo sifatida ko'tarib chiqqan va fosh etgan. Yassaviy faqatgina kaltabin va xudparast kishilarni nodon sanamagan, balki olimman deb kitob o'qib, ma'nosini anglamaganlarni, ruhi, qalbi nopok amaldorlarni ham ashaddiy nodonlar safiga qo'shgan. Uning fikricha, "ulug' yoronlardan adab" ning ketishi avvalo nodonlar tazyiqidandir deb shunday yozadi:

Yer ostiga qochib kirib nodonlardin,
Ilkim ochib duo tilab mardonlardin.
G'arib jonim yuz tasadduq donolardin
Dono topmay yer ostiga kirdim mano[2;-B.40].

Ahmad Yassaviy fikricha, inson nodonlik va jaholat tuzog'iga tushmasligi uchun u ilmni egallashi, "olimlarga xizmat" qilib, ular "so'ziga amal" qilishi zarur. Haqiqiy ilm egalari "tanu jonga rahbar turur", tariqatning "ayn ul-yaqin"i, shariatning "ilm ul-yaqin"i, haqiqatning "haqq ul-yaqin"i bosqichlarini sadoqat bilan o'tagan insonlardir. Bunday insonlarni Yassaviy tasavvuridagi komil insonlardir deb ta'kidlaydi.

Ahmad Yassaviy tarkidunyochilikni (ijtimoiy xarakter kasb etgan, norozilik) targ'ib etish bilan birga, o'sha davrda xalqni ezayotgan zolimlarning yovuzligini, jamiyatdagi adolatsizlik va nohaqlikni qoraladi, to'g'rilik, sofdillik, odillik, insof va diyonat, poklik va ezgulikni himoya qildi.

Xulosa qilib aytganda, Ahmad Yassaviy "Hikmatlar"ida insonning ma'naviy-axloqiy qarashlarida tavba, gunoh, faqirlik, boylikka va nafsga berilmaslik kabi diniy-axloqiy muammolarga to'xtalish bilan cheklanmadi. Balki tasavvufiy-falsafiy qarashlarida milliy va umuminsoniy qadriyatlar, adolat, mardlik, saxiylik, beva-bechoralar va muhtojlarga yordam berish, ilm fan va kasb-hunarni egallash, imon-e'tiqod kabi insoniy xislatlar haqida so'z yuritdi. Ushbu fikr-mulohazalar tasavvuf falsafasining mohiyati – insonning ruhiy-ma'naviy kamolotga yetishi to'g'risida qayg'urishdan iborat ekanligidan dalolat beradi.

Xoja Ahmad Yassaviyning inson kamolotida muhim hisoblangan "insonparvarlik", "halollik", "adolat" kabi g'oyalardan mahallalarda, tashkilotlarda, ta'lim-tarbiya muassasalarida targ'ibot ishlarini tashkil etishda, axloqiy muammolarni yechishda, korrupsiyaga qarshi kurashishda ijobiy ahamiyat kasb etadi.

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IXTISOSLASHTIRILGAN SAN'AT VA MADANIYAT MAKTABLARIDA DIRIJORLIK FANINI O'QITISH METODIKASINI TAKOMILLASHTIRISH USLUBLARI

X.A.Xasanova

*Toshkent viloyati ixtisoslashtirilgan
madaniyat maktabi "xor-dirijorligi" bo'limi
yetakchi o'qituvchisi*

Annotatsiya. Ixtisoslashtirilgan san'at va madaniyat maktablarining "xor-dirijorligi" yo'nalishida dirijorlik (mutaxassislik) fanining o'rni va vazifalari. Dirijorlik fanini o'qitishda uchrashi mumkin bo'lgan muammolar bo'yicha amaliy maslahatlar.

Kalit so'zlar: musiqa, iste'dot, individual yondashuv, pedagogik mahorat, musiqiy idrok, dirijorlik, mutaxassislik, auftakt.

Аннотация. Роль и задачи предмета дирижирования (специализации) по направлению хорового дирижирования специализированных школ искусств и культуры. Практические советы и проблемам, которые могут возникнуть при обучении предмету дирижирования

Ключевые слова: музыка, талант, личность, подход, педагогическое мастерство, музыкальное восприятие, дирижирование, мастерство, ауфтакт

Annotation. The role and tasks of the subject of conducting (specialization) in the direction of choral conducting of specialized schools of arts and culture. Practical advice on the problems that may arise in teaching the subject of conducting

Key words: music, talent, personality, approach, teaching skill, musical perception, conducting, expertise, auftakt.

Hozirgi kunda yurtimizda mavjud ixtisoslashtirilgan san'at va madaniyat maktablari Vazirlar Mahkamasining 2019- yil 9- yanvardagi 9-son qaroriga asoslanib o'z faoliyatini olib boradilar. Ixtisoslashtirilgan san'at va madaniyat maktablarida san'atning bir necha turlarini o'z ichiga qamrab olgan yo'nalishlar mavjud. Shu jumladan, musiqa, aktyorlik, dizaynerlik, rassomchilik, haykaltaroshlik va boshqa yo'nalishlar. Musiqa yo'nalishiga tegishli o'ziga hos serqirra hamda murakkab yo'nalishlardan biri "Xor-dirijorligi" yo'nalishi hisoblanadi. Ixtisoslashtirilgan san'at va madaniyat maktablarida bo'lajak dirijorlar 2 yil davomida gumanitar hamda maxsus fanlar bo'yicha tahsil oladilar.

Dirijorlik fani "Xor-dirijorligi" yo'nalishining namunaviy o'quv rejasida berilgan maxsus fanlar orasida yetakchi fan hisoblanadi va "Mutaxassislik" deb yuritiladi. Mutaxassislik fani bo'yicha mashg'ulotlar yakka olib boriladi. Har bir o'quvchiga birlashtirilgan o'qituvchi yuksak bilim salohiyati va pedagogik mahoratiga ega bo'lishi talab etiladi. O'quvchi 2 yil davomida o'z o'qituvchisidan dirijorlik san'atining sir-asrorlarini o'rganib boradi.

Dirijorlikni o'rganishdagi talablar qanday? Dirijorlik san'ati o'zi nima? Dirijor (*frans. "diriger" - boshqarish*) musiqa asarini jamoviy ijrosiga rahbarlik

qiluvchi shaxsdir. Aynan xor-dirijorlari ovoz bilan ishlaganligi sabab, inson ovozi hususiyatlarini chuqur o'rganishi lozim.

Dirijorlik fani xor-dirijorlik yo'nalishi bo'yicha mutaxassislik fani hisoblanar ekan, bu fan bo'yicha o'quvchining har bir darsda egallagan bilim ko'nikmalari uning kelajakdagi o'rnini belgilab beradi. Mutaxassislik fani 2 asosiy qismga ajratiladi.

1. Asarlarga dirijorlik qilish: Ya'ni, o'quvchining musiqiy qobiliyatini hisobga olgan holda maxsus tanlangan asarlarga musiqiy o'lchovlar asosida dirijorlik harakatlarini bajarish .

2. Kolokvium – bu murakkab jarayon hisoblanib, bo'lajak dirijorlarni kasbiy mahoratini oshirishda asosiy omil hisoblanadi. Kolokvium dirijorlik qilinayotgan asarlarni musiqiy va badiiy tahlilidir. Bu jarayonda o'quvchi o'qituvchi bilan birgalikda asarni tahlil qiladi, o'qituvchi asarni fortepianoda to'g'ri iboralash, jumlash orqali ohangdor qilib ijro etish sir-asrorlarini o'rgatishi zarur. Bundan tashqari xor partiturasidagi barcha ovozlarni vertikal va gorizontal musiqiy nazariy tahlil qilgan holda birma-bir kuylab chiqadi. Shuningdek, tashqari asar kompozitorining hayoti va ijodi, asarning badiiy mazmuni ham o'rganiladi. Hulosa qilib aytganda asar har tomondan o'rganib chiqiladi.

Dirijorlik darsi eng avvalo dirijorlik apparatini o'rnatishdan boshlanadi. Bu jarayon bir muncha e'tibor va vaqt talab etadi. Dirijorlik apparatini o'rnatishda mushaklar erkinligi, qo'llarning egiluvchanligi, yelkarni ko'tarilib ketmasligi, gavda tik va erkin holatda bo'lishini o'qituvchi nazorat qilishi zarur, jarayonning yengil yoki aksincha o'tishi o'quvchining zehninga bog'liq. Dirijorlikning asosiy harakatlariga o'tishdan oldin 3 ta asosiy holat mavjud. Bular: diqqat, auftakt va asarga kirishdir.

Diqqat dirijorlikda muhim jarayon hisoblanadi. Bu jarayonda dirijor jamoani diqqatini yig'ib olishi, fikrini jamlashida ahamiyatlidir. Diqqat holatida o'quvchining yuz ifodasi, ko'zlarida asarga xos kayfiyat sezilib turishi kerak. Bu jarayon qobiliyatli o'quvchilarda yengilroq va tezroq bajariladi. Uyalchang va tortinchoq o'quvchilarda esa bir oz jarayon sekin va samarasiz o'tishi mumkin. Bunday muammoli holatlarda o'qituvchi asar karakteridan kelib chiqib hayotiy voqealar misolida o'quvchiga asar karakterini singdirishi lozim. Bu holat ustida doimiy ravshda ishlanadi.

Dirijorlikning yana bir muhim elementlaridan biri - bu auftaktdir. Auftakt (*nem. auf - ustida, lot. taktus - tegish*) – qo'l bilan ishora qilmoq, birlamchi ogohlantiruvchi qo'l harakatidir. Auftakt – jamoani diqqatini to'liq yig'ilganligiga ishonch hosil qilingandagina bajariladigan aniq va qisqa ogohlantiruvchi harakat yoki ishora.

Auftaktlar asar xarakteriga qarab yumshoq va qattiq bo'lishi mumkin. Temp, ritm, dinamika shtrix, pauzalardan keyingi ijrolar kabi bir qancha holatlarda auftakt ishlatiladi. Auftakt aniqlikni talab etadi. Qo'llar go'yoki havoda biror to'siqqa tegib birdan yuqoriga ko'tariladi. Bu jarayonni o'quvchi yanada yaxshiroq his qilishi uchun bir necha misollar keltiriladi. Masalan, juda issiq narsani ushlab olishdagi yoki o'tkir jismni barmoqlar uchiga sanchilishi oqibatida barmoqlarni

birdan tortib olish kabi misollar bilan o'quvchi ongiga yetkaziladi. Bundan ko'rinib turibdiki, qo'llar havoda birdaniga yuqoriga sabchib ko'tarilishi kerak. Agar o'quvchi bu holatni havoda bajara olmasa o'quv stolida o'tirgan holda yoki biror tekis yuzalikda bajarishi mumkin. Bu holatda yuzalikka barmoqlar uchi bilan tegib, birdaniga qo'llarni yuqoriga ko'tarish lozim. Bu mashqlar toki o'quvchi auftaktni his qilgunga qadar doimiy ravishda bajartiriladi. Ba'zi holatlarda vaqt o'tishi bilan auftaktni aniqligi yo'qolib, o'quvchi bilan auftakt ustida qayta ishlashga to'g'ri keladi, ya'ni doimiy nazoratni talab qiladi.

Yuqoridagi ikki holat, ya'ni diqqat va auftakt ustida ishlab olingach, keyingi bosqich dirijorlik o'lchovlarini o'rganishdir. Dirijorlik o'lchovlarini o'rganishda asosan oddiy o'lchovlardan boshlab o'rgatiladi. Bunda kuchli va kuchsiz hissalarini aniq ko'rsatish talab etiladi. Dirijorlik mobaynida yelka, tirsak va barmoqlarning ham to'g'ri qo'yilganligiga ahamiyat berish lozim, ya'ni yelkalar tabiiy erkin holda dirijorlik harakati vaqtida ko'tarilmasligi kerak. Ayrim hollarda yelkalarni oldinga yig'ib olish yoki orqaga ketib qolishi hisobiga jag' qismi tepaga ko'tarilish oqibatida bosh qismi orqaga ketib, bo'yin qismida qisilish holati yuzaga keladi, bu holatga o'qituvchi o'quvchiga to'g'ri holatni albatta tushintirishi, amalda ko'rsatib berishi zarur. O'quvchi o'zini nazorat qilishi uchun dirijorlik harakatlarini ko'zgu qarshisida turib bajarishi kerak. Ushbu mashqlar dirijorlik apparatini to'g'ri ushlashda tavsiya qilinadi.

Dirijorlik apparatini to'g'ri o'rnatish uchun mashqlar

Maqsad: Yelka va bosh qismini to'g'ri ushlash.

Material: Orqa kuraklarni suyash uchun mustahkam vertikal turgan xona jihozlari (*eshik, devor, shkaf*).

Jarayon: Mashg'ulot tik turgan holatda bajariladi. Eshik, kitob javoni yoki devorga kuraklar tegib turgan holda dirijorlik harakatlari bajariladi. O'qituvchi harakatlar maqsadga muvofiq bajarilayotganligini sinchkovlik bilan nazorat qilishi lozim. Mashg'ulotni to'g'ri bajarish orqali yelka qismi bilan bog'liq muammolar barham topadi. Yelkalarni to'g'ri tutishda yana bir usul mavjud – o'quvchining boshiga yengilroq kitob qo'yib dirijorlik qildirish, bu ham qomatni to'g'ri tutishda qo'l keladi.

Barmoqlarni va bilaklarni to'g'ri ishlash uchun mashqlar

Maqsad: Barmoq va bilaklarni to'g'ri holatga keltirish.

Material: Dumaloq shakldagi biror buyum yoki koptokcha hamda bilaklarni to'g'ri haraklantirish uchun yumshoq soch boylami (*rezinka*) va gugurt qutisi.

Jarayon: O'quvchining qo'l harakatidagi kamchiliklariga ko'ra mashqlar tanlanadi. Agar muammo barmoqlar bilan bog'liq bo'lsa dirijorlik qilish jarayonida o'quvchi qo'lga koptokcha tutqazilib, barmoqlar yarim oy shakliga keltiriladi va shu bilan bir qatorda barmoqlar orasi ochilib ketmasligi nazorat qilinadi. Bilaklar yumshoq erkin harakatlanishi kerak Bu mashqlar toki o'quvchi mustaqil to'g'ri bajarmagunga qadar o'qituvchi nazoratida yoki ko'zguna qarab bajarilishi lozim.

Dirijorlik murakkab jarayon bo'lib, bu jarayonda jismoniy harakatlar aql va idrok bilan sintezlashadi. Shuning uchun dastlabki mashg'ulotlarda musiqiy shakli juda sodda, tez esda qoluvchi, matni ham tez yod olinadigan, imkon qadar

o'quvchiga musiqasi tanish yoki musiqasi insonni o'ziga jalb qiladigan darajada chiroyli va jozibador bo'lsa o'quvchi yanada ishtiyoq bilan dirijorlik qila boshlaydi hamda bu san'at turiga qiziqishi ortadi. Dirijorlik mashg'ulotlari dastlab eng sodda harakatlardan boshlanadi, ya'ni asarlarni shunchaki taktlash bu jarayonda o'quvchining qanchalik tempni, ohangni his qilish qobiliyati tekshiriladi. Ba'zi hollatlarda o'quvchilar asar tempidan oldinlab yoki aksincha qolib ketishlari mumkin. Bunday holatlarda jo'rnavozdan taktning kuchli hissalarini bo'rttirib ijro etishi so'raladi. Bu holatda o'quvchi har gal kuchli hissani his qilish orqali asar tempidan qolib ketishi yoki o'zib ketishi holatlaridan tiyiladi. Doimiy sifatli mashg'ulotlar natijasida o'quvchida ushbu kamchilik sekin-asta yo'qolib boradi. Bundan tashqari dirijorlik darslarini dastlabki kunlarida qo'l mushaklari tez-tez toliqishi, yelka va bo'yin sohalorida tortishishlar kuzatiladi, bu albatta o'quvchi uchun noodatiy harakatlar bo'lganligidandir. Bunday holatlarda qo'l va yelka mushaklarini yumshatish zarur. Buning uchun qo'llar dastlabki holatga qaytariladi, ya'ni qo'llarni pastga osiltirib bir necha bor siltab tashlanadi. Natigada qo'l mushaklari bir oz bo'shshib, mushaklar tortishishi kamayadi. Bu usuldan har gal o'quvchining qo'llarida tortishish, og'riq his etilganda bajarishi tavsiya etiladi. Qo'l mushaklari dirijorlik harakatlariga tezroq moslashishi erkin, og'riqsiz harakatlanishi ushun doimiy ravshda ko'zgu oldida shug'ullanishi kerak bo'ladi. Dirijorlik harakatlari albatta tik turgan holda bajarilishi darkor. Dirijorlik harakatlari yumshoq, tekkis bo'lishi uchun sekin shoshilmasdan har bir harakatni diqqat va e'tibor bilan bajarish tavsiya etiladi. Dirijorlik harakatlarini to'g'ri bajarishda o'quvchidan o'ta diqqatliqlik, xushyorlik va ziyraklik talab etiladi.

Foydalanilgan adabiyotlar

1. Shamaxmudova B.V. *Xor fanlarini o'qitish uslubiyoti*.
2. Kazachkov S.A. *Dirijorskiy apparat I yego postonovka*.
3. Shamaxmudova B.V. *Xor lug'ati*.

АЛИШЕР НАВОЙНИНГ «МАХБУБ УЛ - ҚУЛУБ» АСАРИДА МУСИҚИЙ – ЭСТЕТИК ҚАРАШЛАР

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Аннотация. Ушбу мақола улуғ мутаффакир шоир, давлат арбоби хазрат Мир Алишер Навоий ижодининг беназир обидаларидан бўлмиш "Махбуб ул-кулуб" асарида алломанинг мусиқий-эстетик қарашларини ўрганиб, уларнинг тарбиявий ахамиятини ёритиб беришга қаратилган. Мақолада муаллиф Навоийнинг олтимиш йиллик ҳаётига яқун бўлган йирик насрий асарнинг яратилиш мақсади, унинг уч қисмлиқ тузилиши хусусиятлари, энг асосийси, санъат аҳлига бағишланган фасл ва саҳифаларидаги жуда мароқли ва ибратли фикрлари моҳиятининг ҳозирги кунда ҳам уз долзарблигини йўқотмаганлигини " замонлар билан ҳамнафаслик фазилатини намоён этади" деб таъкидлайди.

Калит сўзлар: мусиқа, санъат, созанда, хонанда, маҳорат.

Аннотация. В данной статье рассматриваются музыкально-эстетические воззрения великого мыслителя, поэта и государственного деятеля Хазрата Мир Алишера Навои, один из уникальных памятников его творчества «Махбуб уль-Кулуб», и делается попытка объяснить их воспитательное значение. В статье раскрываются цель создания большого прозаического произведения, завершившего шестидесятилетнюю карьеру автора Навои, особенности его трехчастной структуры, главное, очень интересные и интересные главы и страницы, посвященные духу искусства.

Ключевые слова: музыка, искусство, музыкант, певец, мастерство.

Annotation. This article examines the musical-aesthetic views of the great thinker, poet and statesman Hazrat Mir Alisher Navoi, one of the unique monuments of his work "Makhbub ul-Kulub", and tries to explain their educational importance. In the article, the goal of the creation of a large prose work that ended the author Navoi's sixty-year career, the features of its three-part structure, most importantly, the very interesting and interesting chapters and pages devoted to the spirit of art emphasizes that the essence of his great ideas has not lost its relevance even today.

Key words: music, art, musician, singer, skill.

Буюк мутафаккир, олим, мусиқачи, рассом ва давлат арбоби, ўзбек адабий тилининг асосчиси, Бобурнинг таъбирича, “тили Андижон шеvasи билан рост” бўлган шоир Низомиддин Мир Алишер Навоийни бутун турк дунёси “шамс ул – миллат” – миллат қуёши деб улуғлайди.

Навоий – дину-давлат ҳомийси, шаръият ҳамда миллатнинг пушти паноҳи, кўплаб лирик шеърлар, тарихий, илмий ва дидактик асарлар яратиши билан бир қаторда мусиқа санъати билимдони, ўз замонаси

муסיқачиларининг ҳомийси сифатида санъат ривожига улкан ҳисса қўшиб, унда ўчмас из қолдирган буюк шахсдир.

Муסיқадан чуқур илми бўлиб, ёшлигидан ўзи ёзган шеърларига куй басталаган улуғ шоир “Мажолис ун-нафоис” (“Нафис мажлислар”) тазкирасида ўз замонасининг кўзга кўринган бастакори Хожа Юсуф Бурҳон ҳақида ёзар экан, “фақир муסיқий фанида анинг шогирдимен” деб ёзади (Алишер Навоий. – Т., 1997:51). Шоирнинг қатор куйлар яратганлиги ҳақида Бобур Мирзо “Яна муסיқада яхши нималар боғлабтур. Яхши нақшлари ва яхши пешравлари бордур” деб таъкидлайди (З.М.Бобур. Бобурнома. – Т.: “Шарқ”, 2002.132).

Навоийнинг кўплаб хассос ва жарангдор шеърлари асрлар давомида куйга солиниб, севиб ижро этиб келинган ва келинмоқда. Ўзининг бой ва сермазмун ижоди давомида у муסיқа санъатининг инсон ҳаётидаги ўрни масалаларига катта эътибор қаратади. Шу ўринда улуғ мутафаккирнинг “Маҳбуб ул-қулуб” асари алоҳида аҳамият касб этади.

Навоийнинг “Маҳбуб ул-қулуб” асари буюк мутафаккирнинг яхшилик ва ёмонлик ҳақидаги қарашларини ўзида ифодалаган бўлиб, дунёнинг аччиқ-чучугини тотган, гоҳо “камронлиғ”, гоҳо “нотавонлиғ” топган буюк шоирнинг олтмиш йиллик ҳаётига якун бўлган йирик насрий асардир.

У муаллифнинг ғоят мазмунли ва сермашаққат ҳаёти давомида тўплаган бой тажрибаси ва хулосаларининг йиғиндисидир.

“Маҳбуб ул-қулуб” (“Кўнгишларнинг севгани”) асари уч қисмга бўлинган:

- биринчи қисм ҳар хил одамларнинг феъл атвори ва аҳволи ҳақида;
- иккинчи қисм яхши феъл хосияти ва ёмон хислат касофати ҳақида.
- Учинчи қисм турли фойдали кузатишлар ва мисоллар ҳақида.

Навоий бу асарни яратишдан кўзлаган мақсади ҳақида асар муқаддимасида шундай ёзади: “... болаликдан то қариликка қадар кўхна даврон воқеаларидан, айланувчи осмон ҳодисаларидан, фитна кўзғовчи дунё буқаламунлигидан-товламачилигидан замонанинг ранг сингари гуногунлигидан кўп вақт ва узоқ муддат ҳар хил ҳаёл ва тараддудлар билан дайдиб юрдим, ҳар товур ва равишда бўлдим ва турли йўлларга кирдим, яхши-ёмоннинг хизматини қилдим, катта-кичикнинг суҳбатида бўлдим, гоҳ хорлик ва қийинчилик вайронасида нола қилдим, гоҳо иззат ва маъмурлик бўстонида мажлис қурдим...” (Маҳбуб ул-қулуб. Алишер Навоий. – Т., 1983:3).

Маснавий:

Гаҳи топтим фалақдин нотавонлиғ,
Гаҳи кўрдум замондин камронлиғ,
Басе иссиғ, совуғ кўрдум замонда,
Басе аччиғ, чучук тоттим жаҳонда.

“Маҳбуб ул-қулуб”нинг санъат аҳлига бағишланган фасл ва саҳифалари жуда мароқли ва ибратлидир. Даставвал шуни айтиш лозимки, Навоий бу

асарида санъат аҳлининг тўрт тоифасига ўрин беради. Улардан бир гуруҳи созанда ва хонандалар, иккинчи гуруҳи сўз санъаткорлари бўлган нотиклардан иборат.

Алишер Навоий санъат аҳлининг қаламга олинган ҳар бир тоифасини муфассал муҳокама қилади ва бу санъаткорлар ижодидаги ижобий ва салбий моментларни, улар характеридаги яхши ва ёмон жиҳатларни ёритиб беради.

Айтайлик, Навоий “Мутриб ва муғаннийлар зикрида” сўзлар экан, уларнинг “иккаласига дарду ҳол аҳли жон қилурлар фидо” деб юксак баҳо беради. Чунки Навоий таъкидлашича, “кўнгил қуввати – хушнавоздин, руҳ кути – хушовоздин”. Бугина эмас, шоир юксак мусиқа ижрочилик санъатини айрим диний маросим ва удумлардан ҳам юксак кўяди ва дедик, “...қонун ва чағони асбобларининг ноласи кулоққа эшитилганда, шу пайт ойдек соқий қадаҳларга май қуйиб, таъзим билан узатса, парҳездорликка ким эътибор берадию, ақл-хушнинг ихтиёрини ким ўз кўлида тута олади (Маҳбуб ул-қулуб. Алишер Навоий. –Т.,1983:6)

Созанда ва хонандалар ҳақида гапирар экан, Алишер Навоий булардек киши руҳига таъсир этишга қобил кишилар сирасида ҳам, саёқ сийратли, тиламчилари ҳам бор эканлигини айтади. Шоир бундай аксарий “Эркак сувратидаги таннозлар ва башанг кийим кийган уй бузар ахлоқсизлардир”, баъзилари “ўлгудек қайсар ва дағал сўзли, кўшиқ айтиб, соз чалиб, одамларни таловчи йўлтусардирлар” деб қойинади Навоий.

Шу жиҳатдан қараганда “Маҳбуб ул-қулуб”даги санъаткорлар ҳақидаги қайдлар асарнинг барча давр, замонлар билан ҳамнафаслик фазилатини намоён этади.

“Шодлик оширувчи хонанда: ғамни тарқатувчи созанда-буларнинг ҳар иккисига ҳиссиётга берилган кишилар ва аҳли дардлар жон фидо қиладилар.

Модомики улар мулойим тарона билан куйлар эканлар, эшитувчининг нақд ҳаёти унга фидо бўлса не ғам? Ахир, кўнгил хуш оҳангдан қувват, руҳ эса хуш овоздан озиқ олади. Ёқимли овозу маҳорат билан куйлайдиган хонандадан дард аҳлининг ўти яна алангаланари. Агар гўзал бўлса, ҳиссиёт аҳлининг ўртасида қиёмат кўтарилади. Ҳар бир созанданинг куйи дардлироқ ижро этилса, унинг чертиши дардли юракка қаттиқроқ таъсир қилади. Очиқ чехрали хонанда ёқимли овоз билан куйласа, дардли одамнинг куйган бағридан тутун чиқаради. Фаҳм-фаросатли созанданинг ёқимли ижроси ҳатто тошкўнгил одамни ҳам мафтун қилади. Хусусан ўзи чалиб, ўзи куйласа, кўнгил мулкига кўзғолон солади.

Навоий созандалик ва хонандалик санъатининг ана шу моҳияти ва хосиятини юксак тақдирлайди: ”Сулук аҳлига яширин бўлган бу манзилда инсон ҳам камолот топади, ҳам зарар орттиради. Солик бу ерда бир дардли оҳ билан мақсадига етибдур ва бир наъраи жонкоҳ билан йиллар бўйи қозонгани ҳам илгидан кетибдур”(Маҳбуб ул-қулуб.Алишер Навоий. –Т.,1983:29). Шунинг учун ҳам ўша замоннинг машҳур санъаткори бўлган Шиблий ва Нурийларнинг номини самимият билан тилга олади: “Шиблий ва Нурий... самоъда кетдилар ва бу йўл тариқат бирла мақсад манзилига етдилар. Кўп

оллоҳни истагувчилар арғанун–орган садосига мафтун бўлиб, бутхонга кирди ва дину ислом нақдини муғбачаларга бой бердилар”(Махбуб ул-қулуб. Алишер Навоий. –Т.,1983:30).

Чиндан ҳам моҳирона ижрочилик санъатининг эмоционал таъсир кучи шу қадар юксакки, мана шундай пайтларда тингловчи дилига санъат асаридан бошқа нарса малол келади. Ўрта аср буюк олими Абу Наср Форобийнинг”ўзларига маълум бўлган мусиқавий санъатлардан тўғри фойдаланишга одатланган одамлар таҳсинга сазовордирлар”(Абу Наср Форобий. Фозил одамлар шаҳри. –Т.,2018:34), деб таъкидлаши Алишер Навоийнинг санъат борасидаги барча фикрлари нечоғлик теранлигини ифодалайди.

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KLASTER TUZILMALARI KORXONALARIDA RISKLARNI BOSHQARISH TIZIMI TAKOMILLASHTIRISH

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Annotatsiya. Ushbu maqolada klaster tizimlaridagi korxonalarda risklarni boshqarish tizimini takomillashtirish masalalari tahlil qilinadi. Klasterlar iqtisodiy va innovatsion rivojlanishning muhim vositalari bo'lib, ularning samarali ishlashi uchun risklarni boshqarish tizimi mustahkam va samarali bo'lishi zarur. Maqolada risklarni identifikatsiya qilish, baholash va minimallashtirishning zamonaviy usullari, shuningdek, monitoring va nazorat tizimi haqida batafsil ma'lumotlar keltiriladi. Shuningdek, Big Data, sun'iy intellekt va kiberxavfsizlik kabi zamonaviy texnologiyalarning risklarni boshqarishda qanday qo'llanilishi mumkinligi tahlil etiladi. Klaster tuzilmasidagi risklarni boshqarish jarayonining muvaffaqiyatli amalga oshirilishi klasterning umumiy barqarorligini va raqobatbardoshligini ta'minlashga yordam beradi.

Kalit so'zlar: klaster tizimlari, risklarni boshqarish, innovatsiyalar, diversifikatsiya, monitoring, sun'iy intellekt, Big Data, kiberxavfsizlik, texnologik risklar, iqtisodiy risklar.

Abstract. This article analyzes the improvement of the risk management system in the enterprises of cluster structures. Clusters are important tools for economic and innovative development and for their effective functioning, a strong and efficient risk management system is essential. The paper provides detailed information on the identification, assessment and minimization of risks, as well as the monitoring and control systems. Furthermore, it discusses how modern technologies such as Big Data, artificial intelligence, and cybersecurity can be applied in risk management. The successful implementation of risk management in cluster structures helps ensure the overall stability and competitiveness of the cluster.

Keywords: cluster structures, risk management, innovations, diversification, monitoring, Artificial Intelligence, Big Data, cybersecurity, technological risks, economic risks.

Аннотация. В данной статье рассматриваются вопросы совершенствования системы управления рисками в предприятиях кластерных структур. Кластеры являются важным инструментом экономического и инновационного развития, и для их эффективного функционирования необходима стабильная и эффективная система управления рисками. В статье приводится подробная информация о процессе идентификации, оценки и минимизации рисков, а также о системе мониторинга и контроля. Также рассматривается применение современных технологий, таких как Big Data, искусственный интеллект и кибербезопасность, в управлении рисками. Успешное внедрение системы управления рисками в кластерных структурах

способствует обеспечению общей стабильности и конкурентоспособности кластера.

Ключевые слова: кластерные структуры, управление рисками, инновации, диверсификация, мониторинг, искусственный интеллект, Big Data, кибербезопасность, технологические риски, экономические риски.

Kirish. Global iqtisodiyotdagi tezkor o'zgarishlar, raqobatning kuchayishi va innovatsion jarayonlarning jadallashuvi klaster tizimlarining rivojlanishini ta'minladi. Klaster tuzilmalari – bu o'zaro bog'liq, yaqin hududda joylashgan va bir-biriga qarindosh sohalarda faoliyat yuritayotgan korxonalar, tashkilotlar va tadqiqot institutlarining to'plami bo'lib, ular o'zaro hamkorlikda ishlash orqali umumiy iqtisodiy foyda olishadi. Klasterlar turli sohalarda, jumladan, sanoat, texnologiya, qishloq xo'jaligi va boshqa sohalarda tashkil topadi va ularning samaradorligi bevosita risklarni boshqarish tizimining samaradorligiga bog'liqdir. Risklarni boshqarish tizimining samarali amalga oshirilishi klaster tuzilmasining muvaffaqiyatli ishlashida muhim ahamiyatga ega. Ushbu maqolada klaster tuzilmalari korxonalarida risklarni boshqarish tizimini takomillashtirish yo'llari tahlil qilinadi.

Klaster tuzilmalari va risklarni boshqarish. Klasterlar iqtisodiy va innovatsion rivojlanishning muhim vositalaridan biri hisoblanadi. Klaster tizimining muvaffaqiyatli ishlashi ko'plab omillarga bog'liq, jumladan, resurslar va imkoniyatlarni taqsimlash, o'zaro hamkorlik, ma'lumot almashinuvi, innovatsiyalarni joriy etish va, albatta, risklarni boshqarish tizimi. Klaster tuzilmasining har bir a'zosi o'z faoliyatida turli xil risklarga duch kelishi mumkin, masalan:

- Iqtisodiy risklar: Bozorning o'zgaruvchanligi, iqtisodiy inqirozlar, talabning pasayishi.

- Texnologik risklar: Innovatsiyalarni joriy qilishdagi muammolar, texnologiya eskirishi, raqobatchilarning yangiliklari.

- Xarajatlar va moliyaviy risklar: Xatarli investitsiyalar, likvidlik muammolari, kredit olishda to'siqlar.

- Huquqiy risklar: Qonunlardagi o'zgarishlar, litsenziya va sertifikatlashdagi muammolar, patentlash masalalari.

- Ekologik risklar: Atrof-muhitga zarar yetkazish, ekologik toza texnologiyalarni joriy etishdagi qiyinchiliklar.

Klasterda joylashgan korxonalar o'z risklarini samarali boshqarish orqali nafaqat o'z faoliyatini yaxshilaydi, balki butun klasterning barqarorligini ta'minlaydi. Shu bois, risklarni boshqarish tizimi klasterning muvaffaqiyatli ishlashi uchun zarur element hisoblanadi.

Risklarni boshqarish tizimini takomillashtirishning asosiy yo'nalishlari

Risklarni identifikatsiya qilish. Klaster tuzilmasidagi har bir korxonaga o'ziga xos risklarga duch keladi, shuning uchun risklarni aniqlashning dastlabki bosqichi juda muhimdir. Risklarni identifikatsiya qilishda quyidagi metodlardan foydalanish mumkin:

•SWOT tahlili: Har bir korxonada va klasterning kuchli va zaif tomonlarini, imkoniyatlar va tahdidlarni tahlil qilish.

•PEST tahlili: Siyosiy, iqtisodiy, ijtimoiy va texnologik omillarni hisobga olib, klaster faoliyatiga ta'sir qiluvchi risklarni aniqlash.

•Ishonchli statistika va prognozlash: Bozorning kelgusi holati, texnologik yangiliklar va boshqa omillarni tahlil qilish orqali potentsial xavflarni bashorat qilish.

Risklarni baholash. Risklarni identifikatsiya qilgandan so'ng, ularni baholash va ustuvorliklarini belgilash muhim ahamiyatga ega. Risklarni baholash jarayonida quyidagi yondashuvlar qo'llaniladi:

•Riskning ehtimolligi va zararni baholash: Har bir riskning yuzaga kelish ehtimoli va uning klasterga bo'lgan ta'siri baholanadi.

•Matematik modellar: Risklarni baholash uchun statistik va matematik modellar, jumladan, Monte-Karlo simulyatsiyasi va boshqa modellar qo'llanilishi mumkin.

•Boshqaruvning ustuvorligi: Eng katta ta'sirga ega bo'lgan risklarga e'tibor qaratiladi va ularni boshqarish uchun zarur chora-tadbirlar ko'riladi.

Risklarni minimallashtirish va boshqarish

Klaster tuzilmasidagi risklarni boshqarishning samarali yo'llari:

•Diversifikatsiya: Resurslarni turli yo'nalishlarga taqsimlash orqali risklarni kamaytirish. Bu, ayniqsa, iqtisodiy va moliyaviy risklarni boshqarishda samarali bo'ladi.

•Hamkorlik va ma'lumot almashish: Klasterning boshqa a'zolari bilan hamkorlikni mustahkamlash, ma'lumot va tajriba almashish risklarni kamaytiradi.

•Texnologik innovatsiyalar: Yangi texnologiyalarni joriy qilish orqali klasterning raqobatbardoshligini oshirish va texnologik risklarni kamaytirish.

•Qonuniy va huquqiy xavflardan himoyalash: Yangi qonunlarni va normativ-huquqiy aktlarni diqqat bilan o'rganish va ularga moslashish.

Monitoring va nazorat. Risklarni boshqarish jarayoni davomida doimiy monitoring va nazorat tizimini yaratish zarur. Bu klaster tuzilmasidagi har bir a'zo faoliyatini kuzatib borishga va potentsial xavflarni oldindan aniqlashga yordam beradi. Monitoring tizimi quyidagi elementlardan iborat bo'lishi kerak:

•Real vaqtda ma'lumot yig'ish: Klasterdagi har bir korxonadan olingan ma'lumotlar tahlil qilinishi lozim.

•Risklarni qayta baholash: Yangi sharoitlarda risklar o'zgarishi mumkin, shuning uchun ular muntazam ravishda qayta baholanishi kerak.

•Xodimlarni o'qitish: Klasterning barcha a'zolarini risklarni boshqarish bo'yicha o'qitish va ularga tegishli amaliy ko'nikmalarni berish zarur.

Klasterlarda risklarni boshqarishning modern yondashuvlari

Bugungi kunda risklarni boshqarish tizimini takomillashtirishda zamonaviy yondashuvlar quyidagilardir:

•Big Data va Sun'iy Intellekt: Yirik ma'lumotlar bazalari va sun'iy intellekt tizimlari yordamida risklarni oldindan prognozlash va samarali boshqarish mumkin.

•Kiberxavfsizlik: Klaster tuzilmasining raqamli infratuzilmasi va axborot tizimlarining xavfsizligini ta'minlash orqali kiberxavflarni kamaytirish.

•Resurslarni optimallashtirish: IoT (Internet of Things) va boshqa texnologiyalar yordamida resurslarni optimallashtirish va risklarni kamaytirish.

Xulosa. Klaster tuzilmalari iqtisodiy o'sish va rivojlanishning muhim manbai sifatida ko'riladi. Biroq, klasterlar samarali ishlashi uchun risklarni boshqarish tizimi puxta ishlab chiqilishi va doimiy takomillashtirilishi zarur. Klasterda joylashgan korxonalar o'z risklarini samarali boshqarish orqali nafaqat o'z faoliyatini barqarorlashtiradi, balki klasterning umumiy muvaffaqiyatini ham ta'minlaydi. Klaster tuzilmasida risklarni boshqarishning zamonaviy metodlari va texnologiyalari, masalan, sun'iy intellekt va katta ma'lumotlar tahlili, tizimning samaradorligini oshirishda muhim rol o'ynaydi. Shuningdek, klasterlar o'rtasida ma'lumot almashish, hamkorlik va diversifikatsiya kabi strategiyalar risklarni boshqarishning samarali vositalari sifatida xizmat qiladi

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MILLIY IQTISODIYOTDA BIZNES HAMKORLIGINING ZARURLIGI VA AHAMIYATI

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Annotatsiya. Ushbu maqolada milliy iqtisodiyotda biznes hamkorliklarining zarurligi va ahamiyati tahlil qilinadi. Biznes hamkorliklari iqtisodiy o'sishni rag'batlantirish, resurslarni samarali taqsimlash va yangi imkoniyatlarni yaratishda muhim rol o'ynaydi. Milliy iqtisodiyotda klasterlar, qo'shma korxonalar va sanoat aloqalari kabi biznes hamkorliklarining o'rnini va ahamiyati o'rganiladi. Maqolada, shuningdek, raqobatbardoshlikni oshirish, innovatsiyalarni joriy etish va iqtisodiy barqarorlikni ta'minlashdagi biznes hamkorliklarining roli ko'rsatilgan. Shu bilan birga, biznes hamkorliklarining muvaffaqiyatli amalga oshirilishi uchun huquqiy asoslar, innovatsion siyosat va ta'lim tizimining ahamiyati ham tahlil etiladi. Ushbu ish milliy iqtisodiyotda biznes hamkorliklarini rivojlantirish uchun zarur bo'lgan omillarni aniqlashga qaratilgan.

Kalit so'zlar: biznes hamkorliklari, milliy iqtisodiyot, innovatsiyalar, raqobatbardoshlik, resurslarni samarali taqsimlash, klaster tizimlari, iqtisodiy o'sish, ta'lim tizimi, huquqiy asoslar, qo'shma korxonalar.

Abstract. This article analyzes the necessity and importance of business partnerships in the national economy. Business partnerships play a crucial role in stimulating economic growth, resource allocation efficiency and the creation of new opportunities. The article explores the role and significance of business partnerships, such as clusters, joint ventures and industrial alliances, in national economies. It also discusses how business partnerships contribute to increasing competitiveness, implementing innovations and ensuring economic stability. Furthermore, the article examines the legal framework, innovation policies and the importance of the education system in successfully implementing business partnerships. This study aims to identify the key factors necessary for the development of business partnerships in the national economy.

Keywords: business partnerships, national economy, innovations, competitiveness, resource allocation efficiency, cluster systems, economic growth, education system, legal framework, joint ventures.

Аннотация. В данной статье рассматривается необходимость и значимость бизнес-партнёрств в национальной экономике. Бизнес-партнёрства играют ключевую роль в стимулировании экономического роста, эффективном распределении ресурсов и создании новых возможностей. Рассматриваются такие формы бизнес-партнёрства, как кластеры, совместные предприятия и промышленные альянсы, и их значение для национальной экономики. Также в статье анализируется вклад бизнес-партнёрств в повышение конкурентоспособности, внедрение инноваций и

обеспечение экономической стабильности. Кроме того, рассматриваются юридические основы, инновационная политика и важность образовательной системы для успешной реализации бизнес-партнёрств. Работа направлена на выявление ключевых факторов, необходимых для развития бизнес-партнёрств в национальной экономике.

Ключевые слова: бизнес-партнёрства, национальная экономика, инновации, конкурентоспособность, эффективное распределение ресурсов, кластерные системы, экономический рост, образовательная система, юридическая база, совместные предприятия.

Kirish. Hozirgi globalizatsiya davrida milliy iqtisodiyotlar o'rtasidagi o'zaro bog'liqlik kuchayib bormoqda. Bunday sharoitda biznes hamkorliklari iqtisodiy o'sishni rag'batlantirish, yangi imkoniyatlar yaratish va resurslardan samarali foydalanish nuqtai nazaridan muhim ahamiyat kasb etadi. Biznes hamkorliklari faqatgina korxonalarining o'zaro manfaatdorligi asosida qurilmay, balki ularning rivojlanishini ta'minlash uchun ijtimoiy va iqtisodiy tizimning ajralmas qismi bo'lib qoladi. Ushbu maqolada milliy iqtisodiyotda biznes hamkorliklarining zaruriyati, ahamiyati va uning rivojlanishiga ta'sir etuvchi omillar tahlil qilinadi.

Biznes hamkorliklari — bu ikki yoki undan ortiq iqtisodiy sub'ektlar o'rtasidagi o'zaro manfaatlar asosida qurilgan doimiy yoki vaqtinchalik aloqalardir. Ular quyidagi turlarga bo'linadi:

- **Strategik hamkorliklar:** Uzun muddatli va o'zaro manfaatli munosabatlarga asoslangan hamkorliklar, masalan, qo'shma korxonalar, birgalikda ishlab chiqarish yoki marketingni amalga oshirish.

- **Loyihalar bo'yicha hamkorlik:** Ma'lum bir loyiha doirasida amalga oshiriladigan hamkorliklar, masalan, ilmiy-texnikaviy ishlar yoki yangi mahsulotlarni ishlab chiqish.

- **Mijoz va yetkazib beruvchilar o'rtasidagi hamkorlik:** Bu turda yetkazib beruvchilar va mijozlar o'rtasidagi o'zaro manfaatlar asosida ishlab chiqarish jarayonlari yaxshilanadi, yangi mahsulotlar yaratiladi.

- **Sanoat klasterlari:** Bir yoki bir necha sanoat tarmoqlarining birlashgan shakli, bu orqali resurslar, texnologiyalar va bilimlar almashiniladi.

Biznes hamkorliklari orqali iqtisodiy sub'ektlar nafaqat moliyaviy resurslarni taqsimlashni amalga oshiradilar, balki ijtimoiy, texnologik va huquqiy resurslarni ham birgalikda rivojlantirish imkoniyatiga ega bo'ladilar. Biznes hamkorliklarining milliy iqtisodiyotdagi o'rni va ahamiyati bir necha omillar bilan izohlanadi:

Biznes hamkorliklari milliy iqtisodiyotda yangi ish o'rinlarini yaratish, ishlab chiqarish hajmini oshirish va yangi bozorlarni egallashda muhim rol o'ynaydi. Bir-birini to'ldiruvchi korxonalar o'rtasidagi hamkorlik orqali resurslar samarali taqsimlanadi va umumiy ishlab chiqarish quvvatlari ortadi. Shuningdek, hamkorliklar orqali texnologiyalar va innovatsiyalarni joriy etish jarayonini tezlashtirish mumkin.

Raqobatning kuchayishi sharoitida, kompaniyalar o'zaro hamkorlik qilish orqali bir-birining kuchli tomonlaridan foydalangan holda raqobatbardoshligini oshirishi mumkin. Masalan, biror kompaniya yangi mahsulot ishlab chiqish uchun boshqa kompaniya bilan hamkorlik qilish orqali bozorni yangi mahsulot bilan to'ldirish imkoniyatiga ega bo'ladi. Shuningdek, qo'shma investitsiyalar va texnologiyalar yordamida korxonalar o'z raqobatbardoshligini oshiradi.

Milliy iqtisodiyotdagi korxonalar o'z resurslaridan samarali foydalanish maqsadida biznes hamkorliklarini amalga oshiradilar. Birgalikda ishlash orqali turli xil resurslar — moliya, xom ashyo, inson resurslari va texnologiyalar taqsimlanadi. Bu o'z navbatida, xarajatlarni qisqartirish, ishlab chiqarish samaradorligini oshirish va moliyaviy xavflarni kamaytirishga yordam beradi.

Biznes hamkorliklari iqtisodiy faoliyatda uzoq tarixga ega. Antik davrlarda ham tijorat aloqalari, savdo sherikchiliklari va o'zaro manfaatlariga asoslangan bitimlar mavjud bo'lgan. XX asrda biznes hamkorliklari globalizatsiya jarayonlari va texnologiyalarning rivojlanishi bilan yangi shakllarga ega bo'ldi. Hozirgi kunda kompaniyalar o'rtasida strategik hamkorliklar, qo'shma korxonalar, klasterlar va sanoat aloqalari orqali resurslar va bilimlar almashiladi, bu esa yangi biznes imkoniyatlari yaratadi.

Biznes hamkorliklari orqali innovatsiyalarni tezroq joriy etish imkoniyati yaratiladi. Klasterlar va qo'shma tadqiqotlar natijasida yangi texnologiyalar va ilmiy kashfiyotlar ishlab chiqilishi, ularning tezroq bozorga chiqish imkoniyati oshadi. Bu nafaqat iqtisodiy o'sishga, balki jamiyatning texnologik rivojlanishiga ham ijobiy ta'sir ko'rsatadi.

Biznes hamkorliklarining samarali amalga oshirilishi uchun quyidagi shartlar zarur.

Biznes hamkorliklari amalga oshirilishidan oldin, huquqiy asoslar mustahkam bo'lishi kerak. Biznes sub'ektlari o'rtasidagi shartnomalar, qo'shma faoliyatni boshqarish tartib-taomillari va boshqa huquqiy mexanizmlar aniq belgilangan bo'lishi lozim. Milliy hukumatlar biznes hamkorliklarini qo'llab-quvvatlash uchun samarali normativ-huquqiy bazani yaratishlari zarur.

Hukumatlar va davlat organlari biznes hamkorliklarini rivojlantirish uchun innovatsion siyosatni ishlab chiqishlari zarur. Bu, ayniqsa, yangi texnologiyalarni rivojlantirish va samarali investitsiyalarni jalb etish nuqtai nazaridan muhimdir. Shu bilan birga, davlat va xususiy sektor o'rtasidagi hamkorlikni kuchaytirish iqtisodiyotni diversifikatsiya qilish va barqarorlashtirishga yordam beradi.

Biznes hamkorliklari samarali ishlashi uchun yuqori malakali kadrlar kerak. Shuning uchun ta'lim tizimi va kadrlar tayyorlashda innovatsion va texnologik yo'nalishlarga e'tibor qaratish zarur. Ta'lim va o'qitish tizimi biznes sub'ektlariga yuqori malakali mutaxassislar yetishtirishda muhim rol o'ynaydi.

Milliy iqtisodiyotda biznes hamkorliklari iqtisodiy o'sishni, raqobatbardoshlikni oshirishni, innovatsiyalarni joriy etishni va resurslarni samarali taqsimlashni ta'minlaydi. Bunday hamkorliklar iqtisodiy barqarorlikni saqlash, yangi texnologiyalarni joriy etish va bozorni diversifikatsiya qilishda muhim vosita hisoblanadi. Davlat va xususiy sektor o'rtasidagi hamkorlikni

kuchaytirish, normativ-huquqiy bazani takomillashtirish, investitsiyalarni jalb qilish va kadrlar tayyorlash milliy iqtisodiyotda biznes hamkorliklarining samaradorligini oshiradi. O'zaro manfaatli hamkorliklar nafaqat iqtisodiy foyda keltiradi, balki jamiyatning ijtimoiy va texnologik rivojlanishini ham ta'minlaydi.

Biznes hamkorliklari milliy iqtisodiyotning rivojlanishiga, raqobatbardoshlikni oshirishga va yangi innovatsiyalarni joriy etishga katta hissa qo'shadi. Bunday hamkorliklar resurslarni samarali taqsimlash, yangi bozorlarni egallash, ish o'rinlarini yaratish va iqtisodiy barqarorlikni ta'minlashda muhim rol o'ynaydi. Davlat va xususiy sektor o'rtasidagi samarali hamkorliklar, innovatsion siyosat, huquqiy asoslar va ta'lim tizimi biznes hamkorliklarining muvaffaqiyatli amalga oshirilishini ta'minlaydi.

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*B: Falsafa. Filologiya. Pedagogika. Psixologiya. Metodika. San'atshunoslik.
Sotsiologiya. Islomshunoslik. Iqtisod. Yuridik fanlari*

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