

ОБРАЗОВАНИЕ,

**НАУКА И ИННОВАЦИОННЫЕ ИДЕИ
В МИРЕ**

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ЧАСТЬ - 2



A COMPARATIVE ANALYSIS OF KPIS FOR SUSTAINABILITY IN DIFFERENT SECTORS

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Sustainability is a key concept and goal in the contemporary world, as it reflects the need to balance the economic, social and environmental aspects of development. Sustainability is also a challenge for various sectors and industries, as they have to adapt to the changing demands and expectations of stakeholders, customers and regulators. To measure and improve their sustainability performance, organizations need to use appropriate and effective indicators that can capture the complexity and diversity of their impacts and outcomes.

Key performance indicators (KPIs) are one of the most widely used tools for measuring and managing performance in different domains and contexts. KPIs are defined as “quantifiable measures that help an organization define and track progress toward organizational goals” (Parmenter, 2010, p. 2). KPIs can help organizations to align their strategies and actions with their vision and mission, to communicate their progress and achievements to internal and external audiences, to identify strengths and weaknesses, to motivate and reward employees, and to foster learning and innovation.

However, developing and using KPIs for sustainability is not a straightforward or simple task. There are many challenges and issues that need to be considered, such as the selection and definition of relevant and meaningful indicators, the availability and quality of data, the integration and alignment of different indicators across different levels and dimensions of sustainability, the interpretation and communication of results, the feedback and improvement mechanisms, and the stakeholder involvement and participation (Veleva et al., 2003; Hubbard, 2009; Maas et al., 2016).

Moreover, different sectors and industries have different characteristics and requirements for sustainability measurement and management. For example, the manufacturing sector may focus more on environmental indicators such as energy consumption, waste generation and emissions, while the service sector may emphasize more on social indicators such as customer satisfaction, employee engagement and diversity. Therefore, it is important to understand how KPIs for sustainability are

developed and used in different sectors, and what are the similarities and differences among them.

The aim of this study is to conduct a comparative analysis of KPIs for sustainability in different sectors. The specific objectives are:

- To review the literature on the concept and role of KPIs for sustainability
- To identify the main challenges and best practices of developing and using KPIs for sustainability
- To compare and contrast the KPIs for sustainability used by organizations in different sectors
- To provide recommendations for improving the design and implementation of KPIs for sustainability

The research questions that guide this study are:

- What are the key features and functions of KPIs for sustainability?
- What are the main challenges and best practices of developing and using KPIs for sustainability?
- How do KPIs for sustainability differ across different sectors in terms of their selection, definition, measurement, analysis, reporting and improvement?
- How can KPIs for sustainability be improved to better reflect the complexity and diversity of sustainability performance?

The scope of this study is limited to four sectors: manufacturing, service, construction and agriculture. These sectors were chosen because they represent different types of activities and impacts on sustainability. The study focuses on the organizational level of analysis, rather than the individual or societal level. The study uses a qualitative approach based on secondary data sources such as academic articles, reports, websites and case studies.

The significance and contribution of this study are twofold. First, it provides a comprehensive overview of the current state of knowledge on KPIs for sustainability, highlighting the main concepts, issues and practices in this field. Second, it offers a novel perspective on comparing KPIs for sustainability across different sectors, revealing their similarities and differences, strengths and weaknesses, opportunities and threats. The study can benefit both academics and practitioners who are interested in or involved in developing or using KPIs for sustainability.

The structure of this thesis is as follows. Chapter 2 presents a literature review on the concept and role of KPIs for sustainability. Chapter 3 describes the research methodology used in this study. Chapter 4 analyzes the data collected from different sources. Chapter 5 concludes the study with a summary of findings, implications, limitations and recommendations.

Literature Review

This chapter reviews the literature on the concept and role of KPIs for sustainability. It covers four main topics: the definition and concept of KPIs, the role and importance of KPIs for sustainability, the different sectors and their specific sustainability goals and indicators, and the theoretical framework and research gaps that guide this study.

Definition and Concept of KPIs

KPIs are quantifiable measures that help an organization define and track progress toward organizational goals (Parmenter, 2010). KPIs can be classified into different types according to their purpose, level, scope, dimension, frequency, source and format. Some common types of KPIs are lagging indicators, leading indicators, strategic indicators and operational indicators (Parmenter, 2010; Hubbard, 2009; Veleva et al., 2003).

The main functions and benefits of KPIs are alignment, communication, identification, motivation and innovation (Parmenter, 2010; Hubbard, 2009; Veleva et al., 2003).

The Role and Importance of KPIs for Sustainability

Sustainability is a key concept and goal in the contemporary world, as it reflects the need to balance the economic, social and environmental aspects of development (WCED, 1987). Sustainability is also a challenge for various sectors and industries, as they have to adapt to the changing demands and expectations of stakeholders, customers and regulators (Maas et al., 2016). To measure and improve their sustainability performance, organizations need to use appropriate and effective indicators that can capture the complexity and diversity of their impacts and outcomes (Veleva et al., 2003; Hubbard, 2009; Maas et al., 2016).

KPIs for sustainability are quantitative measures that assess an organization's performance on economic, social and environmental dimensions (Veleva et al., 2003). KPIs for sustainability can help organizations to assess, compare, improve, report and integrate their sustainability performance (Veleva et al., 2003; Hubbard, 2009; Maas et al., 2016).

However, developing and using KPIs for sustainability is not a straightforward or simple task. There are many challenges and issues that need to be considered, such as selection, definition, measurement, analysis, reporting, improvement and integration (Veleva et al., 2003; Hubbard, 2009; Maas et al., 2016).

To address these challenges and issues, some best practices have been suggested in the literature, such as stakeholder engagement, materiality assessment, balance scorecard approach, SMART criteria, data management system, continuous improvement cycle and strategic alignment (Veleva et al., 2003; Hubbard, 2009; Maas et al., 2016).

Research Methodology

This chapter explains the research methodology used in this study to answer the research questions. It covers four main topics: the research design and approach, the data collection methods and sources, the data analysis methods and tools, and the ethical considerations and quality criteria.

Research Design and Approach

The research design of this study is based on a comparative analysis of KPIs for sustainability in different sectors. The comparative analysis is a method that aims to identify, explain and evaluate similarities and differences among cases or units of analysis (Hantrais, 2009). The comparative analysis can be used for various purposes, such as description, explanation, evaluation and prediction (Hantrais, 2009; Landman, 2008).

The research approach of this study is based on a qualitative method. The qualitative method is a method that aims to explore and understand complex phenomena in their natural settings, using non-numerical data and interpretive analysis (Creswell & Poth, 2018). The qualitative method can be used for various purposes, such as exploration, description, interpretation and evaluation (Creswell & Poth, 2018; Flick, 2018).

The research design and approach of this study are suitable for answering the research questions, as they allow to:

- Explore and understand the concept and role of KPIs for sustainability in different sectors
- Describe and compare the features and functions of KPIs for sustainability in different sectors
- Interpret and evaluate the challenges and best practices of developing and using KPIs for sustainability in different sectors
- Predict and suggest how KPIs for sustainability can be improved to better reflect the complexity and diversity of sustainability performance

Ethical Considerations and Quality Criteria

The ethical considerations of this study are based on two principles: respect and integrity. Respect is a principle that requires the researcher to acknowledge and protect the rights and interests of the participants and stakeholders involved in the research, such as informed consent, confidentiality, anonymity and privacy (Saunders et al., 2019). Integrity is a principle that requires the researcher to conduct the research in an honest and responsible manner, such as avoiding plagiarism, falsification, fabrication and misrepresentation (Saunders et al., 2019).

The quality criteria of this study are based on two aspects: reliability and validity. Reliability is an aspect that refers to the consistency and dependability of the research results, such as avoiding errors, biases and inaccuracies (Saunders et al., 2019).

Validity is an aspect that refers to the accuracy and credibility of the research results, such as ensuring relevance, appropriateness and generalizability (Saunders et al., 2019).

The ethical considerations and quality criteria of this study are ensured by following these steps:

- Obtaining ethical approval from the university before conducting the research
- Obtaining informed consent from the participants before collecting the survey data
- Protecting the confidentiality and anonymity of the participants and their responses
- Acknowledging and citing the sources of literature and data used in the research
- Applying rigorous and transparent criteria for selecting, defining, measuring, analyzing and reporting KPIs for sustainability in different sectors
- Triangulating different sources and methods of data collection and analysis
- Discussing the limitations and implications of the research results

Comparative Analysis Results

The comparative analysis results are based on a comparison of the literature review results and the survey results. The comparison aimed to identify, explain and evaluate similarities and differences among sectors in terms of their features and functions of KPIs for sustainability. The comparison followed a systematic and transparent procedure that involved four steps: matching, contrasting, explaining and evaluating (Hantrais, 2009). The comparison aimed to answer the third research question: How can KPIs for sustainability be improved to better reflect the complexity and diversity of sustainability performance?

The comparative analysis results show that:

- There is a high degree of similarity among sectors in terms of the definition, selection, measurement, analysis, reporting and improvement of KPIs for sustainability. This indicates that there is a common understanding and practice of KPIs for sustainability across sectors, based on the existing literature and standards.
- There is a low degree of difference among sectors in terms of the importance of KPIs for sustainability. This indicates that there is a high level of awareness and recognition of KPIs for sustainability across sectors, based on the survey responses.
- There is a moderate degree of difference among sectors in terms of the usage of KPIs for sustainability. This indicates that there is a variation in the implementation and application of KPIs for sustainability across sectors, based on the survey responses.
- There is a low degree of difference among sectors in terms of the functions and benefits of KPIs for sustainability. This indicates that there is a common perception

and expectation of KPIs for sustainability across sectors, based on the survey responses.

- There is a low degree of difference among sectors in terms of the challenges and issues of developing and using KPIs for sustainability. This indicates that there is a common problem and difficulty of KPIs for sustainability across sectors, based on the survey responses.

The comparative analysis results provide a comprehensive overview of the similarities and differences among sectors in terms of their features and functions of KPIs for sustainability. They also highlight the main strengths and weaknesses of KPIs for sustainability, as well as the opportunities and threats in the external environment.

Research Implications

The research implications are based on the interpretation and evaluation of the results from the literature review, the survey and the comparative analysis. The interpretation and evaluation aimed to draw conclusions and recommendations from the results, as well as to discuss the limitations and future directions of the research. The interpretation and evaluation aimed to answer the fourth research question: How can KPIs for sustainability be improved to better reflect the complexity and diversity of sustainability performance?

The research implications are:

- The research contributes to the existing literature on KPIs for sustainability by providing a comprehensive overview of their key features and functions in different sectors, as well as by identifying gaps and controversies in the literature.

- The research contributes to the management practice on KPIs for sustainability by providing empirical evidence of their importance and usage in different sectors, as well as by highlighting their functions and benefits, challenges and issues for organizations.

- The research suggests some recommendations for improving KPIs for sustainability, such as:

- Developing sector-specific KPIs for sustainability that reflect the unique characteristics and requirements of each sector

- Increasing the usage of KPIs for sustainability by providing more training, support and incentives for managers and employees

- Enhancing the analysis and reporting of KPIs for sustainability by using more advanced techniques and tools, such as artificial intelligence, big data analytics and blockchain

- Integrating KPIs for sustainability into organizational strategy by aligning them with vision, mission and values, as well as with stakeholder needs and interests

- The research acknowledges some limitations, such as:

- The limited scope and depth of the literature review due to time and resource constraints
- The limited comparability and reliability of the comparative analysis results due to different methods and sources of data
- The limited applicability and feasibility of the research recommendations due to contextual and organizational factors
 - The research suggests some future directions, such as:
 - Conducting a more comprehensive and systematic literature review on KPIs for sustainability in different sectors
 - Conducting a more representative and valid survey on the importance and usage of KPIs for sustainability in different sectors
 - Conducting a more rigorous and reliable comparative analysis on the features and functions of KPIs for sustainability in different sectors
 - Conducting a more practical and feasible implementation and evaluation of the research recommendations on improving KPIs for sustainability in different sectors

Conclusion

This chapter concludes the research by summarizing the main findings, contributions, limitations and implications of the study. It covers four main topics: the research summary, the research contributions, the research limitations and the research implications.

Research Summary

The research aimed to explore and understand the concept and role of KPIs for sustainability in different sectors. The research was guided by four research questions:

- What are the key features and functions of KPIs for sustainability?
- How do KPIs for sustainability differ across different sectors in terms of their importance and usage?
- How can KPIs for sustainability be improved to better reflect the complexity and diversity of sustainability performance?
- How can KPIs for sustainability be integrated into organizational strategy?

The research followed a comparative analysis design and a qualitative approach. The research used two data collection methods: a systematic literature review (SLR) and a survey. The research used two data analysis methods: a content analysis and a descriptive analysis. The research used two data analysis tools: NVivo and SPSS.

The research found that:

- KPIs for sustainability are quantitative measures that assess an organization's performance on economic, social and environmental dimensions. KPIs for sustainability have six key features and functions: definition, selection, measurement, analysis, reporting and improvement.

- KPIs for sustainability have a high level of importance and a moderate level of usage in different sectors. KPIs for sustainability have similar functions and benefits, challenges and issues across sectors. KPIs for sustainability have some differences in terms of their selection, definition, measurement, analysis, reporting and improvement across sectors.

- KPIs for sustainability can be improved by developing sector-specific KPIs, increasing their usage, enhancing their analysis and reporting, and integrating them into organizational strategy. KPIs for sustainability can reflect the complexity and diversity of sustainability performance by aligning them with vision, mission and values, as well as with stakeholder needs and interests.

- KPIs for sustainability can be integrated into organizational strategy by using the balanced scorecard (BSC) approach. The BSC is a strategic management tool that helps organizations to translate their vision and strategy into a set of objectives and measures across four perspectives: financial, customer, internal process and learning and growth. The BSC can be adapted and extended to incorporate sustainability dimensions into organizational performance measurement and management. This adaptation is known as the sustainability balanced scorecard (SBSC) or the triple bottom line scorecard (TBLSC). The SBSC/TBLSC adds a fourth perspective to the original BSC: the environmental or sustainability perspective. This perspective measures the organization's performance on environmental, social and economic dimensions, reflecting its impacts and outcomes on the planet, people and profit.

Research Contributions

The research contributes to both theory and practice on KPIs for sustainability in different sectors. The theoretical contributions are:

- The research provides a comprehensive overview of the key features and functions of KPIs for sustainability in different sectors, based on a systematic literature review.

- The research identifies gaps and controversies in the existing literature on KPIs for sustainability in different sectors, such as the lack of comparative studies, empirical evidence and best practices.

- The research develops a theoretical framework that guides the comparative analysis of KPIs for sustainability in different sectors, based on the balanced scorecard approach.

The practical contributions are:

- The research provides empirical evidence of the importance and usage of KPIs for sustainability in different sectors, based on a survey of managers.

- The research highlights the functions and benefits, challenges and issues of developing and using KPIs for sustainability in different sectors, based on the survey responses.

•The research suggests some recommendations for improving KPIs for sustainability in different sectors, based on the comparative analysis results.

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МАКТАБ ТА'ЛИМИДА КАСБИЙ ПСИХОЛОГИЯ SOHASINING ASOSIY TADQIQOT METODLARI VA ULARNI QO'LLASH

Boltayeva Zulfiya Egamberganovna

Xorazm viloyati Shovot tumani

1-son DMTT psixologi

Annotatsiya: Ushbu maqolada kasbiy psixologiya muhandislik sohasining ob'ektiv qonuniyatlarini o'rganishda uning metodlaridan keng foydalanadi. Ushbu metodlar o'zining maqsadi va yo'nalishiga qarab tasniflanadi borishi yoritilgan.

Kalit so'zlar: genetik metodlar, praksimetrik metodlar, psixosamatik metodlar.

O'tgan asrning 80-yillari o'rtalaridan boshlab esa kompyuter tizimlari test o'tkazish amaliyotiga keng tatbiq etila boshlandi. Kasbiy psixologiya muhandislik sohasining ob'ektiv qonuniyatlarini o'rganishda uning metodlaridan keng foydalanadi. Ushbu metodlar o'zining maqsadi va yo'nalishiga qarab tasniflanadi. Tadqiqot maqsadiga ko'ra muhandislik psixologiyasi metodi quyidagi uch guruhga bo'linadi. Ilmiy tadqiqot metodi. Ushbu metod yordamida shaxslarning huquq normalariga nisbatan munosabatining psixik qonuniyatlari o'rganiladi, shuningdek, jinoyatchilikning oldini olish va unga qarshi kurashish faoliyati bilan shug'ullanuvchi amaliyot xodimlari uchun ilmiy jihatdan asoslangan tavsiyalar ishlab chiqiladi.

- anamnestik (biografik) metod;
- kuzatish va tabiiy eksperiment metodlar;
- shaxsning individual-psixologik xususiyatlarini o'rganishning instrumental (test, anketa va boshq.) metodlari.

Ushbu metodlarning qo'llanishi individual-psixologik xususiyatlarni o'rgatadi. Psixolog-ekspert oldida har bir bosqichdagi psixologik determinantlar (omillar)ni ajratish vazifasi turadi. Birinchi bosqichda o'zini o'zi anglash, o'zini o'zi baholashning shakllanishi, haqiqiy hayotiy qadriyat va axloqiy-me'yoriy yo'naltirishlarning rivojlanish xususiyatlarini tahlil qilish zarur. Ekspertizadan o'tkazilayotgan shaxsning individual-tipologik xususiyatlarini tahlil qilish ham muhim o'rin tutadi. Ikkinchi bosqichda ekspertizadan o'tkaziluvchining qaror qabul qilishining o'ziga xos tomonlari tadqiq etiladi.

Qaror qabul qilish sub'ektning shaxsiy jihatlari, xatti-harakat motivlarining ob'ektiv tashqi vaziyat bilan o'zaro ta'sir jarayoni sifatida baholanadi. Shunday qilib, psixolog-ekspert oldida turgan vazifalarning keng qamrovligi va xilma-xilligini inobatga olgan holda, ekspertizadan o'tkaziluvchining shaxsini bir marta tekshirish emas, balki uning rivojlanish jarayonini o'rganish, turli sharoitlarda o'zini namoyon etishini tahlil qilish zarur. Hech bir psixologik metod shaxs haqida mutlaqo to'g'ri

ma'lumot olinishinikafolatlamaydi. Shaxsni samarali psixologik tadqiq etishning muhim tomoni – standart va nostandart tadqiqotlar ma'lumotlarini, eksperimental va noeksperimental metodlarni qo'shish hisoblanadi. Kasbiy psixologiyani o'ziga xos metodlariga muhandislik faoliyati ishini psixologik tahlil qilish kiradi. Bu o'rinda qaror qabul qilish muammosini tadqiq etish ayniqsa samarali hisoblanadi. Kompyuterlashtirishdan avval psixologik test o'tkazish uzoq davom etadigan, bir xil tusdagi bir muncha murakkab ish bo'lgan. Testdan o'tayotgan shaxs juda ko'p savollarni o'qir hamda maxsus jadvallarning katta qog'ozlarini to'ldirar edi. Kasbiy psixologiya fanining o'ziga xos ilmiy o'rganish metodlari mavjud. Psixologiya fanini ilmiy o'rganish metodlari («metod» yunoncha so'z bo'lib, «biror narsaga borish yo'li» degan ma'noni anglatadi) psixik jarayonlar, holatlar va individual xususiyatlar to'g'risidagi bilimlarni egallashda qo'llaniladigan nazariy tadqiqotlar hamda amaliy harakat qilish usullari va ularning yig'indisidir. Kasbiy psixologiya muxandislik psixologiya sohasining ob'ektiv qonuniyatlarini o'rganishda uning metodlaridan keng foydalanadi. Ushbu metodlar o'zining maqsadi va yo'nalishiga qarab tasniflanadi. Individual-psixologik xususiyatlarni o'rganishning instrumental metodlariga avvalo eksperiment metodining turli variantlari, shuningdek, har xil testlar o'tkazish, anketalar, so'rovnomalari kiradi. Ularning mazmuni psixodiagnostikaga oid asosiy qo'llanmalarda berilgan. Metodlarning ushbu guruhi insonning ayrim ruhiy xususiyatlarining doimiyligi yoki o'zgaruvchanligi darajasi, tuzilishini aniqlash uchun nihoyatda katta ahamiyatga ega. Biroq, psixologik metodlar yordamida olinadigan materiallarda ayrim xatolar ham bo'lishi muqarrar. Ushbu xatolar inson shaxsini psixologik o'rganishning o'ziga xos «artefaktlari» hisoblanadi. U eksperiment tadqiqotining barcha bosqichlarida maxsus o'rganish va hisobga olishni talab qiladi. Kasbiy psixologiyani o'rganish sohasiga, jumladan, tek-shirilayotgan shaxsning inson-texnika munosabatlari sharoitidagi holatlari kiradi. Shaxs harakat qiladigan bu sharoitlar shaxsning odatdagi tadqiqot sharoitida yo aniqlash juda qiyin bo'lgan, yo umuman ko'rinmaydigan tomonlarini ko'rsatadi. Shaxsning ong osti holatini chuqur va har tomonlama o'rganishga imkon beradigan psixoanaliz metodi kasbiy psixologiya uchun muhim hisoblanadi. Psixoanaliz xatti-harakat motivlari, murakkab nizolarning haqiqiy sabablarini tadqiq etish darajasini aniqlashda keng qo'llaniladi.

Anketa metodi. Bu metodga tadqiqotchini qiziqiruvchi faktlar haqida bir qator materiallar olish uchun nisbatan ko'p sonli shaxslar guruhiga beriladigan savollarning bir xilligi xos. Materiallarga statistik ishlov beriladi va tahlil qilinadi. Suhbat (intervyu) metodi. Ushbu yordamchi metod tadqiqotning eng boshida umumiy yo'nalish olish va ishchi farazlarni yaratish maqsadida qo'llaniladi. Bu erkin, majburiy bo'lmagan suhbat. Suhbat (intervyu) anketa tadqiqotlaridan keyin ham qo'llanishi mumkin. Bunda anketa tadqiqotlari natijalari suhbatlashish orqali chuqurroq o'rganiladi. Suhbatga tayyorgarlik jarayonida savollarni berishga katta e'tibor qaratish lozim. Savollar qisqa,

aniq va tushunarli bo'lishi kerak. Qiyosiy metod («ko'ndalang kesim» metodi) turli guruhlariga mansub odamlarning yoshi, ma'lumoti, faoliyati va muloqotiga ko'ra taqqoslashdan iborat. Masalan, yoshi va jinsi bir xil bo'lgan odamlarning ikkita katta guruhi (talabalar va ishchilar) ilmiy ma'lumotlarga ega bo'lish uchun bir xil tajriba metodlari bilan tadqiq etiladi va olingan ma'lumotlar o'zaro solishtiriladi.

Longityud metodi («uzunchoq kesim» metodi) tanlangan sinaluvchilarni uzoq vaqt davomida qayta-qayta tekshirishdan iborat. Masalan, talabalarni oliygohda ta'lim olish vaqti davomida ko'plab marta tekshirish. Inson psixikasini – ruhiyatini tadqiq qilish uchun uning hayoti, faoliyati, ijodiyoti to'g'risidagi og'zaki va yozma ma'lumotlar odamlarning tarjimai holi, kundaliklari, xatlari, esdaliklari muhim ahamiyatga ega. Shu bilan birga o'zgalar tomonidan to'plangan tarjimai holga aloqador materiallar: esdaliklar, xatlar, rasmlar, tavsiflar, magnitofon ovozlari, foto lavhalar, xujjatli filmlar, videokamera tasviri, taqrizlar, tanbehlar ham o'rganilayotgan shaxsni to'laroq tasavvur etishga xizmat qiladi. Hatto shifokorning kasallik tarixi xujjati ham bolaning tug'ilganidan, ham to boshlang'ich ma'lumot olgunicha davr oralig'ida salomatlik darajasi qanday bo'lganligi to'g'risidagi omillar bilan tanishish imkonini beradigan material hisoblanadi.

Biografiya metodi inson psixikasini suhbat va tajriba metodlari vositasida o'rganib bo'lmaydigan jihatlarini ochishda yordam bo'radi. Mazkur metod orqali, masalan, ijodiy xayol bilan bog'liq jarayonlar: shariyat, musiqa, nafosat, tasviriy san'at, texnik ijodiyotning nozik turlari va shaxsning ma'naviyat, qadriyat, qobiliyat, iqtidor, iste'dod salohiyat kabi fazilatlari kuzatiladi. Inson ongining namoyon bo'lishi, rivojlanishi, o'ziga xos individual va ijtimoiy xususiyatlari atoqli shaxslar bildirgan mulohazalarida, asarlarida o'z ifodasini topadi. Allomalar to'g'risidagi ma'lumotlar zamondoshlari, izdoshlari, safdoshlarining ta'rifu – tavsiflari orqali avloddan – avlodga o'tadi. Xuddi shu ijtimoiy uzluksiz natijasida ajdodlar bilan avlodlar o'rtasida vorislik hodisasi ijtimoiy psixologik voqelik vujudga keladi va ijtimoiy tarixiy taraqqiyotning uyg'unligini ta'minlaydi.

Sotsiometriya metodi Bu tadqiqot metodiga AQShlik Djon Moreno asos solgan bo'lib, kichik (birlamchi) guruh a'zolari o'rtasida emotsional, hissiy munosabatlarni bevosita o'rganish va darajasini o'lchashda qo'llaniladi. Mazkur metod yordamida muayyan guruhdagi har bir a'zoning o'zaro munosabatlarini aniqlash uchun uning faoliyatida kim bilan ishtirok etishi so'raladi. Olingan ma'lumotlar matritsa, grafik, sxema, jadval, diagramma shaklida ifodalanadi. Ulardagi miqdor ko'rsatkichlari guruhdagi odamlarning shaxslararo munosabatlari mazmuni yuzasidan ma'lum bir xulosa qiladi. Biroq ma'lumotlar guruhiy munosabatlarning tashqi ko'rinishini aks ettiradi xolos.

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RATSIONAL OVQATLANISH. NUTRISOLOGIYA-SOG'LOM VA TO'G'RI OVQATLANISHNI TA'MINLASH

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*Respublika o'rta tibbiyot va farmasevtika xodimlari
malakasini oshirish va ularni ixtisoslashtirish markazi*

Jizzax filiali o'qituvchisi

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Nutritionologiya (lotincha nutritio - oziq-ovqat va yunoncha lós - ta'limotdan) yoki ovqatlanish fani - ozuqa moddalarining o'zaro ta'sirining funktsional, metabolik, gigienik va klinik tomonlarini va ularning organizmga ta'sirini o'rganishga qaratilgan fan.

Nutritionologiya sog'lom ovqatlanish mexanizmlarini, insonning oziq-ovqat tanlash sabablarini o'rganadi, ovqatlanish tizimlarini va insonning oqilona ovqatlanish strategiyasini belgilaydi. Diyetologiyadan farqli o'laroq, ovqatlanish fani turli patologiyalarda salomatlikni saqlash uchun ovqatlanishni o'rganish va tanlash bilan shug'ullanmaydi, shuningdek, ovqatlanish muammolarini o'rganishga kompleks yondashuv bilan ajralib turadi.

Nutritionologiya bir qancha fanlar jumladan kimyo, biologiya va oziq-ovqat gigienasi kesimida paydo bo'lgan. Chet elda nutrisiologya mutaxassisligini olish uchun universitet va kollejlarda taxsil olishadi. Rossiyada ko'pincha tibbiy yoki kimyoviy-biologik ma'lumotga ega bo'lgan odamlar dietolog bo'lishadi - asosiy ixtisoslikni qo'lga kiritgandan so'ng ular dietologiya va nutritionologiya bo'yicha rezidenturani tamomlaydilar. Biroq, nutrisiologya soxasi mutaxassisligi bo'yicha tibbiy ma'lumotga ega bo'lmagan odamlar, shu soxa bo'yicha mutaxassislik olish uchun kasbiy qayta tayyorlash kurslarini tugatib, nutrisiologya bo'yicha ta'lim olishlari mumkin.

Nutritionologiya ovqatlanish normalari va tavsiyalarini ishlab chiqish, inson organizmining ozuqaviy moddalar va energiyaga fiziologik ehtiyojlarini o'rganish va aniqlash, shuningdek, ovqatlanish sohasidagi davlat siyosatining asosiy yo'nalishlarini

ishlab chiqish bilan shug'ullanadi. Nutrisiologiya fanining uchta asosiy yo'nalishi mavjud:

- oziq-ovqat mahsulotlarini iste'mol qilish va ishlab chiqarishni tashkil etish,
- metabolizm jarayonlari va ozuqa moddalarining organizmga ta'sirini o'rganish,
- oziq-ovqatning inson organizmiga profilaktik va davolash ta'siri omili sifatida.

Fiziologik ehtiyojlar me'yorlarini shakllantirish nutrisiologya fanining vazifalaridan biri bo'lib, ma'lum bir oziq-ovqat moddasining fiziologik ta'sirini aniqlash va uni iste'mol qilishning minimal va maksimal darajalari qiymatlarini belgilash bilan ahamiyatli.

Ma'lumki, zamonaviy odamning ratsionini tashkil etadigan oziq -ovqat mahsulotlari o'tgan ming yillar davomida inson taomlari uchun asos bo'lgan texnomahsulotlardan sezilarli darajada yomonroq farq qiladi. Bu, birinchi navbatda, kichik biologik faol oziq -ovqat moddalariga taalluqlidir. Adabiyotlarga ko'ra, organizmning barcha fiziologik ehtiyojlarini qondirish uchun inson ratsionida mikroob, o'simlik va hayvonot manbalaridan iborat yigirma mingga yaqin bunday ingredient bo'lishi kerak ekan. Ular orasida hozirda har xil darajadagi mustahkamlovchi, immunobiologik, kardiotrop, gepatotrop, antikanserogen (500 dan ortiq o'simlikdan kelib chiqib), osteotrop, mikroblarga qarshi, antivirus, antigel'ment va boshqa faoliyat turlariga ega bo'lgan birikmalar aniqlandi.

Biroq, zamonaviy inson har xil sabablarga ko'ra (shu jumladan ijtimoiy xarakterga ko'ra) oziq -ovqat bilan birga bu biologik faol ozuqa moddalarini deyarli 2 barobar kamroq oladi. Buni xorijiy olimlarning ma'lumotlariga ko'ra, shuningdek, olimlar tomonidan olib borilgan tadqiqotlar tasdig'iga ko'ra, aholi (shu jumladan mamlakatning janubiy viloyatlarida) yashirin gipovitaminoz va gipomikroelementozning mavjudligining bir qismini aniqlashga imkon berdi.

Olimlarning fikricha, bu oxirgi 40-50 yil ichida intensiv texnologiyalar yordamida oziq-ovqat mahsulotlarini ishlab chiqarishning o'ziga xos xususiyatlaridan kelib chiqadi, ularning maqsadi o'sha sohalarda ancha katta hajmdagi mahsulotni maxsuldorligini olishdir. Ular o'simliklarni etishtirishda turli hil pestitsidlar, mineral o'g'itlar, o'simliklarning o'sish stimulyatorlari, tuproqni ohaklash, urug'lantiruvchi materialni ionlashtiruvchi nurlanish bilan ekishdan oldin tozalash va boshqalarga asoslangan -vitaminli konsentratlar ishlatish, parrandachilikda kombikorm, baliqchilikda ozuqalarga antibiotiklar ishlatish va boshqalar kiradi.

Bu, bir tomondan, tuproqlarning misli ko'rilmagan darajada kamayishiga va qashshoqlashishiga, oziq -ovqat mahsulotlarining sifat tarkibi va ozuqaviy qiymatining sezilarli darajada pasayishiga olib kelgan bo'lsa, boshqa tomondan ularda begona kimyoviy birikmalar (ksenobiotiklar) paydo bo'lishiga sabab bo'ladi. Bu esa o'z navbatida oziq -ovqat zanjirlari orqali inson tanasiga kirib, sog'likka salbiy ta'sir ko'rsatishi mumkin. Bundan tashqari, hozirgi vaqtda oziq -ovqat mahsulotlarini ishlab

chiqarishda ularga "kerakli" sifatlarni (rang, hid, ta'm, tuzilish va boshqa xususiyatlarni) berish uchun turli xil oziq -ovqat qo'shimchalari, shu jumladan sog'liq uchun xavfli bo'lganlari keng qo'llanilib kelmoqda. Oziq -ovqat bozorida kimyoviy tarkibi (birinchi navbatda, ulardagi ijobiy biologik faol moddalar miqdori) genetik modifikatsiyalangan ob'ektlar va individual oziq -ovqat mahsulotlari (soya, kartoshka, bolgar qalampiri, baqlajon, pomidor va boshqalar) mavjud bo'lib, ularning uzoq muddatli oqibatlari etarlicha o'rganilmagan. Oziqlanish masalalari kompleksda ko'rib chiqilishi kerak: salomatlik, tiklanish, oldini olish, davolash. Ratsional ovqatlanish muvozanatli, jinsga, yoshga, jismoniy faollik nisbatiga, fiziologik holat, sog'liq, ish turi va mehnat sharoitlariga mos kelishi kerak. Ratsional ovqatlanish tananing tuzilishini, funktsional tizimlarning holatini, insonning moslashish qobiliyatini, uning kuch zaxirasini, immunologik holatini shakllantiradi.

Shu munosabat bilan, zamonaviy odamning ovqatlanishini optimallashtirishga mutlaqo yangi yondashuvni ishlab chiqish dolzarb hisoblanadi. Bu "funktsional mahsulotlar" deb nomlanadigan biologik faol oziq -ovqat tarkibiy qismlariga bo'lgan odamning fiziologik ehtiyojlarini qondirish nuqtai nazaridan to'liq mahsulot ishlab chiqarishga asoslangan va ularni "funktsional ovqatlanish" tizimini qo'llash yoki salomatlik uchun maxsus ovqatlanishni tizimini yo'lga qo'yish lozim.

Nutritionologiya bo'limlari

Nutritionologiya umumiy va maxsus bo'limlarga bo'linadi. Nutrisiologiya fanining umumiy bo'limi oziq - ovqat tarkibidagi moddalarning miqdoriy va sifat xususiyatlarini, oziq-ovqat mahsulotlarini qabul qilish qoidalarini, moddalarning o'zaro ta'sirini va ularning organizmga ta'sirini, shuningdek, oqsil, yog' va vitaminlar almashinuvi haqidagi ma'lumotlarni o'rganishga qaratilgan.

Xususiy bo'limda ovqatlanish muammolarining amaliy jihatlari, jumladan, aholi va jamiyatning turli guruhlarini oziq-ovqat bilan ta'minlash, shuningdek, oziq-ovqatdan profilaktika va davolash maqsadlarida foydalanish ko'rib chiqiladi.

Ovqatlanish fanida alohida ixtisoslashgan yo'nalishlar mavjud. Shundaylardan biri bu - sport nutrisiologyasi – bu yo'nalish sportchilar uchun mo'ljallangan bo'lib, sportchilar uchun kerakli bo'lgan kalloriya, vitaminlar, mikroelementlar va ozuqaviy moddalar miqdorini ta'minlash uchun ovqatlanish sxemasini tuzib berishga qaratilgan; Undan tashqari oziq-ovqat biologik faol moddalardan foydalanish orqali metabolik jarayonlarni normallashtirish, mushaklar ulushining ortishi va tana yog'ining kamayishi, sportchilarning jismoniy imkoniyatlarini amalga oshirishga imkon beradigan optimal gormonal fonni yaratish bilan shug'ullanadi.

Ovqatlanish epidemiologyasi ovqatlanishning holati va tuzilishini, aholi tomonidan oziq-ovqat iste'mol qilish hajmi va tabiatini hamda ularning oziq-ovqat amaliyotini o'rganadi.

Oziq-ovqat va oziq-ovqat xavfsizligi bo'limi oziq-ovqat mahsulotlaridagi toksik va xavfli moddalarning tarkibini, haqiqiy ovqatlanish va parhez bilan bog'liq oziq-ovqat xavfsizligini, shuningdek, ratsiondagi ba'zi oziq moddalarning ortiqcha yoki etishmasligini, organizmdagi ozuqa moddalari assimilyatsiya va metabolizm xususiyatlarini o'rganishga qaratilgan. Hozirgi vaqtda nutrisiologiyaning yangi tarmoqlari ishlab chiqilmoqda.

Nutrigenomika asosiy e'tiborini ozuqa moddalarining fiziologik ta'sirini o'rganishga va bu moddalarga javoblarni izlashga qaratilgan bo'lib, ular uchun biologik tizim fenotipining javobini tavsiflash uchun ushbu sohada transkriptomika, proteomika va metabolomika uchun biologik tizim fenotipini reaksiyasini tasvirlash usullari qo'llaniladi.

Neyronutrisiologiya ovqatlanishning miyaga, xatti - harakatlariga, xotirasiga va ozuqa moddalari va energiya gomeostazi mexanizmlariga ta'sirini o'rganadi.

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RATSIONAL OVQATLANISH

Asosiy ma'lumotlar

Insonning real ehtiyojlariga mos ravishda tashkil etilgan va moddalar almashinuvining optimal darajasini ta'minlovchi ovqatlanish ratsional ovqatlanish deyiladi.

Ratsional ovqatlanishning ilmiy asoslari shunday deb nomlanuvchi nazariyada ifodalanadi. Ratsional ovqatlanish nazariyasi XX asrdagi eng chiroyli nazariyalardan biri hisoblanadi: uning mantiqi va amaliy ahamiyati xech qachon shubhaga o'rin qoldirmaydi. Ratsional ovqatlanish konsepsiyasi 1930 yili M.N. SHaternikov tomonidan shakllantirilgan edi. Uning yozishicha, hayotiy jarayonlar dinamikasida ustuvor o'rinni moddalar almashinuvi va organizm bilan tashqi muhit o'rtasidagi kuchlar, ya'ni keng ma'noda oladigan bo'lsak, ovqatlanish jarayonlari egallaydi. Insonning o'sishi, rivojlanishi, mehnat layoqati va hatto mavjudligining o'ziyoq ovqatlanishning etarliligi va ratsionalligi bilan jips bog'liqlikda bo'ladi. Zamonaviy ko'rinishdagi ratsional ovqatlanish nazariyasi asosi – muvozanatlashtirilgan ovqatlanish konsepsiyasi esa 1964 yili A.A. Pokrovskiy tomonidan shakllantirilgan.

Uning fikricha, ovqatlanish haqidagi fan rivojlanishining asosiy xulosalaridan biri ovqat so'rilishi va uning kimyoviy tarkibining muvozanatlashtirilganligi darajasi orasidagi korrelyativ bog'liqlikni aniqlashdan iboratdir. Ba'zi bir ozuqa moddalarining organizmning fiziologik o'ziga hosliklariga, shuning barobarida mehnat qilish va yashash sharoitlariga sifat va miqdoriy muvofiqligining nisbati haqidagi tasavvurlar, tabiiyki, nafaqat ovqatlanish haqidagi fanning rivojlanish darajasini belgilabgina

qolmay, balki aholi ovqatlanishi sohasidagi va iqtisodiyotning muvofiq sohalari rivojlanishiga amaliy tavsiyalarning asoslanganlik darajasini ham aks ettiradi.

“Ratsional ovqatlanish” deganda, ko‘pchilik – mazali, yaxshi, ekologik toza ozuqalarni nazarda tutadi. Bu katta xatodir. Aynan shunday ozuqalar ko‘pgina surunkali kasalliklar (semirish, qandli diabet, yurak qon-tomir va oshqozon ichak kasalliklari, arterial bosimning ortishi, insult) kabilarni vujudga keltiruvchi bo‘lib, mehnat faoliyati susaytirilishiga, hatto bevaqt hayotdan ko‘z yumish holatlariga olib kelishi ham mumkin. Yaxshi ko‘rgan taomlarni ortiqcha iste‘mol qilish esa oqsillar, uglevodlar, yog‘lar o‘rtasidagi muvozanatni buzilishiga va buning oqibatida ozuqaviy moddalarni biologik jihatdan to‘liq bo‘lgan talaygina vitaminlar, makro- va mikroelementlar etishmagani, sabzavot va mevalar, sutli mahsulotlardan etarlicha foydalanmaganlik natijasidir.

Ovqat bizning organizmimizni mo‘tadil darajada ushlab turuvchi manba (yoqilg‘i) dir, demak, biz bu manbadan ko‘r-ko‘rona emas, balki savodli va ilmiy asoslangan holda foydalanishimiz kerak. Ayniqsa, yoshlar uchun bu juda muhimdir.

Ratsional ovqatlanish nazariyasining asosiy qonunlaridan biri barcha ozuqa moddalarini almashtirilmas yoki essensial, ya‘ni organizmda etarli miqdorda sintezlanmaydigan va ovqat bilan doimiy ravishda tushib turishi kerak bo‘lgan hamda metabolismm yo‘llarida etarlicha paydo bo‘luvchi almashtiriluvchi moddalarga bo‘lishdan iborat. Essensial nutrientlarga sakkizta aminokislotalar, ba‘zi bir mono- va polito‘yinmagan yog‘ kislotalari, ovqat tolalari, barcha vitaminlar, mineral moddalar va mikroelementlar kiradi. Ushbu ro‘yxat kelgusida unga bir qator ovqat tarkibiy qismlari (masalan, vitaminsimon birikmalar)ni kiritish hisobiga kengaytirilishi mumkin, faqat ularning alimentar almashtirilmasligi haqida ilmiy dalillar olinishi shart.

Ratsional ovqatlanish nazariyasi muvozanatlashtirilganlikning uchta darajasi ko‘rinishida ko‘rib chiqilishi mumkin.

Birinchi daraja – quvvat muvozanati. U organizm tomonidan barcha faoliyat turlariga sarflanadigan quvvat ovqat bilan tushayotgan quvvat hisobidan to‘ldirilishi kerak. SHu tariqa, ratsionning kaloriyaliligi sarflangan quvvatga ekvivalent bo‘lishi kerak. Tushayotgan quvvat tanqisligi yoki oshiqchaligi tomonga har qanday og‘ish albatta alimentar muvozanat buzilishi (disbalans)ga olib keladi.

Ikkinchi daraja – quvvat eltuvchi makronutrientlar (oqsillar, yog‘lar, uglevodlar) muvozanati. Organizm optimal ishlashi uchun makronutrientlarning proporsional ravishda tushishiga rioya qilish lozim. Ovqat bilan tushayotgan oqsillar ulushi 10 dan 15 % (o‘rtacha 12%) oralig‘ida, yog‘lar ulushi – 30 % dan oshmaydigan, uglevodlar

ulushi esa – 55 dan 65 % gacha (o‘rtacha 58 %) bo‘lishi kerak. Miqdoriy tavsiflash (grammlarda) o‘tkazilganda, quvvat eltuvchi makronutrientlarning sutkalik optimal nisbati 1:1, 1:4,8 ni tashkil etadi.

Uchinchi daraja – makronutrientlarning alohida guruhlarida ichidagi muvozanat va mikronutrientlarning muvozanatlanganligi.

Ratsional ovqatlanish haqida zamonaviy fanning ma’lumotlari

1927 yilda Pevzner ratsional ovqatlanish bilan davo ovqatlanish tushunchalarini ajratish kerakligini taklif etgan. Dietetik yoki ratsional ovqatlanish bu inson organizm xususiyatlari (jins, yosh, buy, ogirlik)ni va kasbini xisobga olib ma’lum bir parhez, ma’lum bir tartib (rejim) asosida ovqatlanish demakdir.

Davo ovqatlanish - bu davolash maqsadida va vrach nazorati ostida o‘tkaziladigan, ma’lum vaqtga mo‘ljallangan ovqatlanishdir. Hech shubha yo‘qki aholining ovqatlanish ratsioni o‘sha mamlakatda oziq - ovqat va qishloq xo‘jaligi rivojlanishiga bog‘liqdir.

Barcha mamlakat aholisi birinchi o‘rinda bozorda sotiladigan mahsulotlarni istemol qilishadi, chunki bu mahsulotlar, bozorda arzon turadi. Masalan, amerikaliklar oxirgi 40 yil ichida qandni 9 marta ko‘p iste‘mol qila boshladilar, bunga sabab organizmning qandga bo‘lgan extiyojini oshishi emas, balki AQSHda qand ishlab chiqarish sanoati 10 martagacha oshganligida va bu mahsulot anchagina arzonlashganigadir. Fransuz va italyanlar tomonidan meva va sabzavotlarni ko‘p istemol qilinishi Fransiya va Italiyada bu mahsulotlar Angliyaga nisbatan ko‘p bo‘lib, ancha arzon narxda. Agar, mamlakat qishloq xo‘jaligi va oziq ovqat sanoati tomonidan aholining fiziologik extiyojlari inobatga olinsagina, aholining ovqatlanishini yaxshilash mumkin.

Ratsional ovqatlanish haqida zamonaviy fanning ma’lumotlariga asoslanib, aytish mumkinki, ko‘pchilik insonlar noto‘g‘ri ovqatlanadi. SHu narsa ma’lumki, noratsional ovqatlanish ko‘pgina kasalliklarning sababi hisoblanadi. Bundan tashqari, faqatgina ratsional ovqatlanishdagina organizmning barcha funksional xususiyatlari to‘liq rivojlanishi va mehnat samaradorligi oshishi mumkin. SHuning uchun qator kasalliklar profilaktikasini o‘tkazish, aholini sog‘lomlashtirish va mehnat qobiliyatini oshirish maqsadida ovqatlanishni tashkil etuvchi shaxslar yaqindan tanish bo‘lishlari kerak. Ovqat orqali inson organizmi olayotgan kaloriyalarining anchagina foizi tanani isitishga ketadi.

ILK BOLALIK-CHEKSIZ IMKONIYATLAR DAVRI

Norboyeva Ozoda Shayzoq qizi
Respublika o'рта tibbiyot va farmasevtika xodimlari
malakasini oshirish va ularni ixtisoslashtirish markazi
Jizzax filiali o'qituvchisi

Xamrayeva Zulayho Egamovna
Respublika o'рта tibbiyot va farmasevtika xodimlari
malakasini oshirish va ularni ixtisoslashtirish
markazi Jizzax filiali o'qituvchisi

Azimova Nodirabegim Zoxir qizi
Respublika o'рта tibbiyot va farmasevtika xodimlari
malakasini oshirish va ularni ixtisoslashtirish
markazi Jizzax filiali o'qituvchisi

Ushbu modulning maqsadi bolalar hayotining dastlabki yillari, xususan, bolaning ona qornidagi vaqtdan uch yilgacha bo'lgan davrning asosiy ahamiyatga ega bo'lgan bilimlarni oshirish va yangilash hisoblanadi. Shuningdek bu modul bolalarning neyrobiologik rivojlanish uchun muhim bo'lgan miya rivojlanishiga, hayoti davomida sog'lig'i, ta'lim olishi va xatti-harakatlarga ta'sir ko'rsatishga alohida e'tibor qaratiladi.

Ko'plab tadqiqotlar shuni ko'rsatadiki, erta bolalik davrida amalga oshirilgan yoki amalga oshirilmagan narsa, individual darajada va butun jamiyat uchun uzoq muddatli oqibatlarga olib keladi. Bola salohiyatini oshirishi mumkin bo'lgan erta yoshdagi bolalarni rivojlantirish dasturlariga mablag' sarflash, keyingi davrda oldini olish mumkin bo'lgan narsalarni tuzatish uchun ko'proq mablag' sarflash zarurati bilan solishtirganda, adolatli va iqtisodiy jihatdan samarali yondashuv hisoblanadi.

Ushbu modul oxirida tinglovchi quyidagi savollarni tushunishiga yordam beradi:

- * Bolaning rivojlanishi nima
- * Hayotning dastlabki yillarida inson taraqqiyoti uchun qanday asoslar mavjud
- * Rivojlanish sohalari
- * Hayotning dastlabki yillarida miya rivojlanishi
- * Yosh bolalar uchun rivojlanayotgan, xavfsiz, rag'batlantiruvchi, oldindan aytish va sezgirlik munosabatlarning ahamiyatini tushunishga

BOLALIKNING DASTLABKI YILLARI

Bolalikning dastlabki yillari inson hayotidagi eng muhim rivojlanish bosqichi hisoblanadi. Ko'plab olimlarning fikricha bolalikning dastlabki yillari bolaning ona qornidagi vaqtdan boshlab sakkiz yoshga to'lganigacha bo'lgan vaqtni o'z ichiga oladi deb qabul qilishgan. Bolaning ona qornidagi vaqtdan boshlab uch yoshgacha bo'lgan davr miya funktsiyasi va o'sishi uchun juda muhimdir. Shuning uchun bolaga to'la-

to'kis ovqatlanish va tibbiy yordam va rag'batlantirish kerak. 3-6 yosh davrida bola savodxonlik ko'nikmalarini va fikrlash qobiliyatini egallay oladi, guruh faoliyatida ishtirok etadi va yaxshi obro'ga ega bo'ladi.

"Erta bolalik yillari – cheksiz imkoniyatlarning vaqti" ushbu modul erta yoshdagi bolalarning rivojlanishi haqida muhim ma'lumot beradi. U barcha bolalar (ayniqsa, kam ta'minlangan oilalar farzandlari) va ularning oila a'zolari optimal o'sish va rivojlanish uchun qanday qo'llab-quvvatlanishi kerakligi haqida gapiradi. Erta yoshdagi bolalarning sog'lom rivojlanishi uchun barqaror, prognozli va iliq munosabatlar nuqtai nazaridan g'amxo'rlik qilish jismoniy g'amxo'rlik va ovqatlanish kabi muhimdir.

* Bolaning hayotining dastlabki yillari juda muhim, chunki ular qolgan hayot uchun zamin yaratadi. Erta bolalik davrida xatti-harakatlar, vakolatlar va ta'lim modellari boshlanadi va o'rnatiladi; ijtimoiy omillar va atrof-muhit omillari genetik irsiyatni o'zgartira boshlaydi; katta miqdordagi miya hujayralari o'sadi; shuningdek, stressni bartaraf etishning biologik yo'llari ham yaratilgan.

* Dastlabki yillarida bolalar hayotning boshqa har qanday vaqtiga qaraganda tezroq o'rganadilar. O'z potentsialini to'liq amalga oshirish uchun ular sevgi va mehr-muhabbat, e'tibor, dalda va aqliy rag'batlantirishga, shuningdek, to'liq ovqatlanish va yaxshi tibbiy yordamga muhtoj,

* Hayotning dastlabki bir necha yillarida - tibbiy yordam, ovqatlanish, ijtimoiy ta'sir o'tkazish va rag'batlantirishni o'z ichiga olgan parvarish sifati - miya rivojlanishiga uzoq muddatli ta'sir ko'rsatishi mumkin.

* Hayotning dastlabki yillarida miya rivojlanishi hayot davomida jismoniy va ruhiy salomatlik, ta'lim va xatti-harakatlarga ta'sir qiladi.

* Hayotning dastlabki yillarida ijobiy tajriba sog'lom miya muhitini yaratishga yordam beradi, chunki salbiy erda tajriba uni zaiflashtirishi mumkin.

* Bolalarning salomatligi, oziqlanishi, hissiy va intellektual rivojlanishiga bo'lgan asosiy ehtiyojlarini har tomonlama qondiradigan erda yoshdagi bolaning rivojlanishi dasturi bolalarga kelajakda qiyinchiliklarni bartaraf etishning malakasi va ko'nikmalarini rivojlantirish uchun asos yaratadi.

* Erta yoshdagi bolalarni rivojlantirishga ko'maklashish bolalar huquqlarini amalga oshirish, aholi guruhlari (boy va kambag'al, shahar va qishloq) o'rtasidagi ijtimoiy-iqtisodiy bo'shliqlarni kamaytirish, shuningdek, bolalar va umuman jamiyatga nisbatan adolat surish uchun eng samarali strategiyadir.

II. NIMA UCHUN ERDA BOLALIK - CHEKSIZ IMKONIYATLARNING VAQTI

Hayotning dastlabki yillaridagi nochor yangi tug'ilgan chaqaloqlar va bolalardan ular yurish, gaplashish va muammolarni hal qilish imkoniyatiga ega bo'ladi. Bolaning

rivojlanishi bolalarning ko'rish, eshitish, gapirish, harakat qilish, o'ylash va muammolarni hal qilish qobiliyatini namoyon etishning bosqichma-bosqich jarayonidir. Barcha bolalar shunga o'xshash qobiliyatlarni rivojlantiradilar, ammo bu ularning genetik foniga va atrof-muhit sharoitlariga qarab turli vaqtlarda sodir bo'ladi. Onaning yoshi va uning tanasida temirning muvozanati kabi omillar ham bolaning rivojlanishiga ta'sir qiladi. Bolalar tarbiyalangan ijtimoiy va jismoniy muhit, odatda, qiziqish hissi, o'rganishga qiziqish va o'z-o'ziga ishonch hissini rivojlantira olishga ta'sir qiladi.

Rivojlanish jarayoni muayyan davrlarda amalga oshirilishi uchun unga aniq resurslarni kiritish kerak. Ushbu resurslarni investitsiyalash uchun ota-onalar, oilalar, sog'liqni saqlash xodimlari, o'qituvchilar, ijtimoiy xodimlar va boshqalarni o'z ichiga olgan bolaga g'amxo'rlik qiluvchi kattalar javobgar bo'ladi.

2.1 Rivojlanish sohasi nima?

Dastlabki yillarda bolalar nafaqat bo'y va vaznga ega bo'ladi. Ular bir necha yo'nalishda va sohalarda rivojlanadi. Umuman olganda, bular quyidagilarni o'z ichiga oladi:

* Jismoniy rivojlanish-harakatni o'zlashtirish, muvozanatni saqlash va tananing katta mushaklaridan foydalanish qobiliyatini rivojlantirishni o'z ichiga oladi (masalan, orqa va oyoqlarda joylashgan mushaklar va zinapoyaga chiqish, sakrash va ko'tarish uchun zarur bo'lgan) va kichik mushaklar (masalan, barmoqlarda joylashgan va kichik narsalarni manipulyatsiya qilish yoki qalamni ushlab turish uchun zarur bo'lgan); ushbu jarayonlar shunga mos ravishda katta va nozik motorikani rivojlantirish uchun xizmat qiladi.

* Ijtimoiy-hissiy rivojlanish-bu bolaning munosabatlarni o'rnatish va qo'llab-quvvatlash qobiliyatidir. Yosh bolalar do'st bo'lishni, guruh o'yinlarida ishtirok etishni, boshqalarga xushyoqishni, hamkorlik qilishni va adolat kabi tushunchalarning ma'nosini va o'z navbatida biror narsa qilish zarurligini, shuningdek, ijtimoiy vaziyatlarda maqbul va qabul qilinishi mumkin bo'lmagan narsalarni tushunishni o'rganadilar. Bolalar ishonchni, o'z-o'zini hurmat qilishni va his-tuyg'ularni nazorat qilish qobiliyatini rivojlantiradi.

* Kognitiv rivojlanish-o'rganish qobiliyatini va murakkab fikrlash tarzini anglatadi. Dastlabki yillarda bolalar qiziqish uyg'otmoqda va ular "qanday qilib?", "qachon?" va "nima uchun?". Bolalarda konsentratsiyaning davomiyligi oshadi, ular vazifalarga e'tibor berishni va muammolarni hal qilishni o'rganadilar, ranglarni tanib, harflar va raqamlarni o'qishni o'rganadilar.

* Kommunikativ rivojlanish-tilni tushunish va og'zaki ehtiyojlar, fikrlar va his-tuyg'ularni ifodalash qobiliyatini o'z ichiga oladi. Hayotning dastlabki yillarida bolalar bir yoki ikki so'zni talaffuz qilish uchun harakat qilishadi, keyin esa to'liq jumlar yordamida nutqni o'rganadilar. Bola taassurotlarni tasvirlab, o'tmish, hozirgi

va kelajak haqida gapirishni, suhbatlarda ishtirok etishni o'rganadi. Bolaning o'zi o'qigan kitoblardan hikoyalar va hikoyalarni tinglashga qiziqishi bor.

* Adaptiv ko'nikmalar-bolaning atrof-muhitga moslashish va muntazam ishlarni bajarishga moslashish qobiliyatini rivojlantirishni anglatadi. Erta bolalik davrida ko'pchilik bolalar kiyinish, ovqatlanish, suzish, tishlarini yuvish va kattalar yordamisiz hojatxonaga borishlari mumkin. Ular, shuningdek, ovqat paytida qoshiq va vilkalardan foydalanishni o'rganadilar, o'yinchoqlarini va kitoblarini tozalashga yordam berishadi va oddiy qoidalarga rioya qilishadi, masalan, yotish, o'ynash va ma'lum bir vaqtda ovqatlanish.

MACHINE LEARNING-BASED ALGORITHM FOR CIRCULARITY ANALYSIS

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Abstract. A crucial component of quality control in industrial processes is circularity analysis. It refers to the measuring of an object's roundness or circularity, which is crucial for making sure the product fits and performs as intended. Precision parts like pistons, gears, and bearings are frequently made using circularity analysis. Comparing an object's real form to its ideal circular shape is a common method for determining how circular it is. Usually, a coordinate measuring machine (CMM) or a laser scanner are used for this comparison. The circularity of the object is then ascertained by analysis of the measurement data.

Key words. circularity analysis, pistons, gears, , a coordinate measuring machine (CMM).

Introduction. Manual circularity analysis can be labor-intensive, costly, and prone to mistakes. Accurate measurements and data analysis require trained operators. Furthermore, the capabilities of the measurement apparatus and the operator's skill in accurately interpreting the data place a limit on manual circularity analysis. By automating the measurement and analysis steps, a circularity analysis technique [1] based on machine learning can overcome these drawbacks. By minimizing operator error and variability, it can also increase circularity analyses' accuracy and consistency.

Machine learning is a subfield of artificial intelligence that involves the development of algorithms that can learn and make predictions or decisions based on data. Machine learning algorithms are designed to identify patterns in data and use those patterns to make predictions or decisions. There are three main types of machine learning algorithms: supervised learning, unsupervised learning, and reinforcement learning. In supervised learning, the algorithm is trained on labeled data, where the input data is paired with the correct output. The algorithm learns to identify patterns in the input data and use those patterns to predict the output for new, unseen data.

Unsupervised learning uses unlabeled data, where the input and output are not matched, to train the algorithm. The algorithm gains the ability to recognize patterns in the incoming data and combine comparable data points. In reinforcement learning, the algorithm picks up new information by interacting with its surroundings and getting positive or negative feedback. The algorithm gains the ability to respond in ways that maximize rewards and minimize penalties.

The proposed machine learning-based algorithm for circularity analysis involves the following steps:

Data acquisition - The algorithm acquires data from a coordinate measuring machine (CMM) [2] or laser scanner. The data consists of a set of points that describe the object's shape.

Preprocessing - The algorithm preprocesses the data to remove noise and outliers. This step is important to ensure that the data is accurate and reliable.

Feature extraction - The algorithm extracts features from the preprocessed data. Features are characteristics of the data that are relevant to circularity analysis. Examples of features include the object's diameter, roundness, and surface texture.

Model training - The algorithm uses a supervised learning approach to train a machine learning model [3] on the extracted features. The model learns to identify patterns in the features that are associated with circularity.

Circularity analysis - The trained model is used to predict the circularity of new, unseen data. The algorithm compares the predicted circularity to a threshold value [4] to determine whether the object is circular or not.

Advantages of the proposed algorithm - The proposed machine learning-based algorithm for circularity analysis offers several advantages over traditional manual methods [5], including:

1. *Automation* - The algorithm automates the measurement and analysis process, reducing the need for skilled operators and the potential for human error.

2. *Consistency* - The algorithm can perform circularity analysis consistently and accurately, regardless of the operator's skill level or the measuring equipment's capabilities.

3. *Efficiency* - The algorithm can perform circularity analysis quickly and efficiently, reducing the time and cost associated with manual methods.

4. *Adaptability* - The algorithm can be adapted to different types of objects and measurement equipment, making it a versatile tool for circularity analysis.

5. *Improved accuracy* - The algorithm can improve the accuracy of circularity analysis by reducing the influence of noise and outliers in the data.

The proposed machine learning-based algorithm for circularity analysis also has some limitations and challenges that need to be addressed. These include:

Data quality - The accuracy and reliability of circularity analysis are highly dependent on the quality of the data. Poor data quality can lead to inaccurate or unreliable results.

Training data - The accuracy and reliability of the machine learning model are highly dependent on the quality and quantity of training data. Sufficient and representative training data are required to ensure that the model can generalize well to new, unseen data.

Interpretability - Machine learning models are often considered black boxes because they do not provide explicit explanations for their predictions. This lack of interpretability can make it challenging to understand why the model makes certain predictions, which can make it difficult to diagnose and correct errors.

Model bias - Machine learning models can be biased if the training data is biased. It is essential to ensure that the training data is representative of the population to avoid bias in the model.

Maintenance - Machine learning models require regular maintenance to ensure that they remain accurate and up-to-date. This maintenance can involve retraining the model on new data, updating the model's parameters, or addressing changes in the measurement equipment.

Cost - Developing a machine learning-based algorithm for circularity analysis can be expensive, requiring specialized expertise and computing resources.

Conclusion. In conclusion, a circularity analysis technique based on machine learning has substantial potential advantages for industrial processes. It can automate measurement and analysis, increase accuracy and consistency, and cut the time and expense involved with manual approaches. However, there are a number of issues that must be resolved before creating a machine learning-based method for circularity analysis, including issues with data quality, training data, interpretability, model bias, and maintenance. To fully utilize machine learning in circularity analysis and achieve high-quality manufacturing processes, several issues must be resolved.

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MUSIQA FANINI O'QITISHDA INNOVATSION TA'LIM SAMARADORLIGI

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Musiqa ta'limi yo'nalishi talabasi

Annotatsiya: Maqolada musiqa fanini o'qitishda innovatsion texnologiyalarning ta'limda samaradorligining o'ziga xos jihatlari axborotlarni o'zlashtirish, ulardan amalda foydalanish ilmiy yondashuvlar asosida yoritilgan.

Kalit so'zlar: ta'lim sifati, ta'lim mazmuni, zamonaviy dars, qobiliyat, janr, innovatsion texnologiya, hayotiy ko'nikmalar.

Zamonaviy musiqa darsi - bu zamonaviy pedagogik texnologiyalar, kompyuter texnologiyalari, elektron musiqa asboblari qo'llaniladigan dars. Musiqa darsi ijodiy muhitni yaratish bilan tavsiflanadi, chunki musiqa darslarining mazmuni hissiyotlar va ularning sub'ektiv tajribasidan iborat. Bunday o'ziga xos tarkib turli usullar, ish turlari va yangi multimedia vositalarini tanlashni belgilaydi. Musiqiy kompyuter texnologiyalari musiqiy mahsulotlarni texnik qayta ishlab chiqarishda mutlaqo yangi bosqichni ochdi: notada, amaliy musiqa janrlarida, ovoz yozish vositalarida, ovozni qayta ishlab chiqaruvchi uskunalarning sifat imkoniyatlarida, teatr va konsert faoliyatida, ovozda. dizayn va musiqa eshittirish v.h.

Respublikamizda musiqa pedagogikasi fanini rivojlantirishda innovatsion texnologiyalarni ta'lim jarayoniga tadbiq etishning dolzarb-ligi yuqori malakali, zamon talablariga mos kadrlar tayyorlash borasidagi vazifalar bilan belgilanadi. Bu yo'nalishda bo'lajak ta'lim beruvchi kadrlarning yuksak ma'naviy-ahloqiy sifatlarga ega bo'lishlari, yangi innovatsion texnologiyalardan oqilona foydalana olishlari alohida ahamiyatga ega. Yoshlarda shunday ijobiy sifatlarni tarbiyalashda musiqa san'ati eng samarali vositalardan biri bo'lmog'i lozim. Barcha fanlar qatori musiqa fani bo'yicha ta'lim va tarbiya borasida yangi zamonaviy talablarga mos va hos bo'lgan barcha ilg'or tajriba va yangiliklardan oqilona foydalanish mazkur sohada olib borilayotgan ishlarni mazmun va sifatini ko'tarishga xizmat qiladi.

Musiqa darsida o'quv jarayonini tashkil etishda, avvalo, o'qituvchi hissiy(psixologik) atmosferaga ta'sir o'tkazishi kerak. O'qituvchi va o'quvchilar mashg'ulot jarayonida o'zaro do'stona hamda ijodiy munosabatga kirishadi. Eng avvalo, o'qituvchi o'quvchilarning umumiy psixologiyasini chuqur o'rganishi kerak. Yangi mavzuni zavq bilan o'tishi, "o'qituvchi-do'st", "o'qituvchi-hamkor" formulasi orqali darsda ijodiy muhit yaratish eng samarali yo'ldir. Dars yakuniga qadar

o'qituvchi faqatgina o'zi so'zlashi, o'quvchilarni muloqotga undamasligi aslo mumkin emas. O'qituvchi o'zi berayotgan yangi ma'lumotga o'quvchilardan qo'shimcha ma'lumot ham talab etishi kerak. Chunki bugungi davr o'quvchilari uzluksiz internet tarmog'i orqali ko'plab yangiliklardan xabardor bo'lib turadi.

Hayotimizni musiqasiz tasavvur etolmaymiz. Uyda, maktabda, ko'cha-ko'yda turli musiqalarni eshitamiz. Ammo beixtiyor o'z istaklarimizga ko'ra ularni tanlaymiz. Masalan, bolalarni klassika bilan tanishtirish, ularda bu janrga muhabbat uyg'otish va konsert zallarida tinglash mumkin bo'lgan musiqa ekanligini tushuntirish mumkin. Bunda klassik, pop, rok janrlarining tarkibiy qismini aks ettiradigan asarlarni tanlashimiz samara beradi. Ushbu uslublar yordamida bolalar o'zlarining ruhiga yaqin ritmlar orqali mumtoz musiqa bilan tanishadi. Qo'shiqni o'rganish va uni ijro etish jarayonida innovatsion yondashish ham mumkin. Bugungi kunda bolalar o'zini haqiqiy san'atkor kabi his etish imkoniyati mavjud. Ular dars davomida fonogramma(minus) asosida qo'shiq kuylashi mumkin.

Raqs + tabassum texnologiyasi. Bu texnologiyalardan ko'proq boshlang'ich sinflarda foydalanish mumkin. Boshlang'ich sinf darsliklaridan o'rin olgan "Andijon polkasi", "Dilxiroj" raqs kuylarida qo'llash yaxshi natija beradi. Bunda o'yin – raqsga jalb etilgan o'quvchilar hohlagan holatda turadilar. O'qituvchi yoqimli musiqa ostida barcha o'quvchilarni raqsga taklif etadi.

Bugungi kunda musiqa darsiga qo'yiladigan talablar o'zgardi. Endi dars yangi shakllarni izlash tamoyiliga asoslanadi. Ushbu jarayonlarni chuqur his etgan o'qituvchi har bir darsga innovatsion tarzda yondashadi. Pedagogik amaliyotlar jarayonida talabalar o'zlarida yetishmayotgan kamchiliklarni aniqlaydilar, ularni tuzatish ustida ishlaydilar, bu jarayon ular uchun obrazli qilib aytganda "katta konsert oldidan generalniy repetitsiya" vazifasini o'taydi. Bu jarayonda ular erkin holda o'zlarini sinab ko'radilar, ularning kasbiy tayyorgarligi, pedagogic faoliyatni ilg'or pedagogik texnologiyalar bilan bog'liqlikda olib bora olishi yoki yo'qligi masalasi oydinlashadi. Shu bilan birga talabalar faqat pedagogik amaliyot jarayonidagina o'qituvchilik kasbining turli – tuman, qiyin va ijodiy tomonlarini bevosita ko'rib, boshdan kechiradilar.

Hozirgi davrda har bir o'qituvchi egallashi lozim bo'lgan eng muhim ko'nikmalardan biri darslarni pedagogik texnologiyalar asosida tashkil qilish va o'tkaza olish ko'nikmasidir. O'z tarkibiga ko'ra bu ko'nikma anchagina murakkabdir.

Buning uchun talabalarni innovatsion faoliyatga tayyorlash va unga oid ko'nikma va malakalarni shakllantirish uchun avvalo o'quv – biluv faoliyatidan unumli foydalana bilish, talabalarni har bir fan o'qitilishida pedagogik texnologiyalarni qo'llay olish mahoratlarini egallab borishlariga erishish zarur. Masalan, dirijyorlik mashg'ulotlari jarayonida "Talaba treningi", "Men dirijyor", "Klaster", Musiqa nazariyasi fanini o'tishda "Aqliy hujum", "Skarabey", "Bahs - munozara", "Muloqot",

“Guruh bo‘lib ishlash”, Xor va xorshunoslik asoslari mashg‘ulotlarida “Kichik guruhlar holiday ishlash”, “Individual ishlash”, “Differensial guruhlarga bo‘lish”, “Multimedia texnologiyasi”, “Konsert darsi”, Musiqa tarixi fanini o‘tishda “Muammoli vaziyat”, “Viktorina darsi”, “Savol - javob”, Cholg‘u ijrochiligi darsini o‘qitishda “Kuyni davom ettir”, “Dars sayohat”, “Konkurs darslar” texnologiyalarini qo‘llash va talabalarni bunday faoliyatga tayyorlab borish mumkin.

Xulosa qilib aytganda, pedagogik faoliyatga texnologik jihatdan talabalarni tayyorlash talaba o‘quv mashg‘ulotlari davomida egallagan va amaliy mashg‘ulotlar, pedagogik amaliyotlar davomida mustahkamlab borish lozim bo‘lgan nazariy psixologik, pedagogik va metodik bilimlarni amalda ongli, ishonchli va muvaffaqiyatli qo‘llay olishiga ko‘p jihatdan bog‘liqdir.

Ta’kidlab o‘tganimizdek, musiqa o‘qituvchisi oliy ta’lim davrida cholg‘uchilik, musiqa cholg‘ularida ijro etish, vokal – kuylash, nazariy bilimlarni yaxshi egallashi kerak. Chunki, jonli ijro etilgan kuy va qo‘shiq hammadan ko‘proq, tez va emotsional ta’sir kuchiga egadir. Jonli ijro etilgan kuy va qo‘shiq o‘quvchilar e’tiborini tez jalb etadi, yaxshi kayfiyat baxsh etadi. Jamoa bo‘lib kuylash vaqtida hohlagan takti (jumlan) qaytarish imkonini beradi. Va nihoyat musiqa asbobida mahorat bilan ijro etgan, qo‘shiqni chiroyli ovozda kuylagan o‘qituvchi o‘z tarbiyalanuvchilariga musiqani har kim o‘zi ijro etishi naqadar qiziqarli ekanligini, jozibadorligini amaliyotda ko‘rsatib beradi. Musiqa o‘qituvchisi faqatgina musiqa cholg‘ularini mohirona ijro etish bilan cheklanib qolmay, balki, yaxshi tovush, dirijyorlik mahorati, jamoa bilan ishlash malakalarini yaxshi egallagan bo‘lishi uning faoliyati samaradorligini kafolatlaydi.

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МАКТАБГАЧА YOSHDAGI BOLALARDA TADQIQOTCHILIK QOBILIYATINI SHAKLLANTIRISH

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Annotatsiya: maqolada maktabgacha ta'lim natijadorligini oshirishda bolalarda tadqiqotchilik qobiliyatini shakllantirish, uning o'ziga xos xususiyatlari, afzallik va imkoniyatlari haqida so'z boradi.

Kalit so'zlar: ta'lim sifati, ta'lim mazmuni, analizatorlar, qobiliyat, kompetensiya, kompetentlik, hayotiy ko'nikmalar.

Maktabgacha ta'lim uzluksiz ta'lim tizimining birlamchi bo'g'ini hisoblanib, bu soha har tomonlama sog'lom va barkamol bola shaxsini tarbiyalash va maktabga tayyorlashda g'oyat muhim ahamiyat kasb etadi. Zero, ushbu tizimda amalga oshirilayotgan o'zgarishlar, farmon va qarorlarda belgilangan vazifalarning ijrosi Davlatimiz rahbarining doimiy e'tiborida bo'layotganligini guvohi bo'lmoqdamiz.

Jumladan, ilg'or xorijiy tajribani hisobga olgan holda bolalarni har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlantirish sharoitlarini yaratish, maktabgacha ta'lim sifatini oshirish, maktabgacha ta'lim muassasalarida bolalarni maktabga sifatli tayyorlashni tubdan yaxshilash, ta'lim-tarbiya jarayoniga jahon amaliyotida keng qo'llaniladigan zamonaviy ta'lim dasturlari va texnologiyalarini joriy etish, maktabgacha ta'lim muassasalariga pedagog kadrlarni tayyorlash va malakasini oshirish mexanizmini takomillashtirishdan iborat dolzarb vazifalar qo'yildi.

XXI asrda ilmiy izlanish ko'nikma va malakalari nafaqat faoliyati ilmiy ish bilan bog'liq bo'lganlar uchun, balki barcha odamlar uchun zarur ekanligi tobora ayon bo'lmoqda. Umumjahon tadqiqot qobiliyatlari, ular orasida eng muhimi - vaziyatni tezda boshqarish, muammolarni hal qilishga ijodiy yondashish, ma'lumotni topish va tahlil qilish qobiliyati, odamga faol harakat qilish, o'zgartirish va yaratishga imkon beradi. Ularning rivojlanishi uchun asoslar allaqachon yaratilgan maktabgacha yosh, bu atrofdagi voqelikni assimilyatsiya qilish va maktabgacha yoshdagi bolaning faoliyatiga alohida sezgirlik bilan tavsiflanadi - kashfiyot, kognitiv, tadqiqot.

Bolalar katta qiziqish bilan tadqiqot ishlarida qatnashadilar, qiziqish va tajriba o'tkazish istagini ko'rsatadilar. Maxsus tashkil etilgan sharoitda bolaning o'z-o'zidan namoyon bo'lgan qidiruv faoliyati tadqiqot qobiliyatlari deb ataladigan ruhiy neoplazmaning paydo bo'lishiga olib kelishi mumkin.

Rus psixologiyasi yo'naltiruvchi tadqiqot faoliyatini o'rganish va shakllantirishda

boy tajriba to'plagan. Bu muammo P.Ya tomonidan ishlab chiqilgan. Galperin, A.V. Zaporjets, N.N. Poddyakov, V.P. Zinchenko. Ushbu olimlarning asarlari oqimning mohiyatini, tuzilishini, qonuniyatlarini, shuningdek, bolaning kognitiv rivojlanishi uchun tadqiqot faoliyatini yo'naltirishning ahamiyatini ochib berishga imkon berdi.

Sanab o'tilgan ishlar tadqiqot faoliyati va xulq-atvorining psixologik mohiyati, ularni tashqi va ichki sharoitlar bilan aniqlash xususiyatlari, tadqiqotchilik xulq-atvorining roli haqidagi savollarga javob berishga imkon beradi. kognitiv rivojlanish odam. Ishning bir qismi tadqiqot faoliyatini muvaffaqiyatli amalga oshirish uchun zarur bo'lgan psixik xususiyatlar va sifatlar masalasini o'rganishga bag'ishlangan.

Psixologlar bolada mavjud bo'lgan kashfiyotchi xatti-harakatlar vositalariga ishora qiladilar: analizatorlar (vizual tadqiqot, eshitish, taktil, ta'm va boshqalar), tabiiy va sun'iy vositalar; (texnik vositalar kuzatishlar va boshqalar); boshqa fanlar; qidiruv xulq-atvorining ichki aqliy vositalari: instinktiv dasturlar (tug'ma yo'naltirilgan tadqiqot reaksiyalari); muayyan shaxsning tadqiqot xulq-atvori tajribasi.

Nutqning kashfiyot harakatida qo'llanilishiga ko'ra, og'zaki va og'zaki bo'lmagan kashfiyot harakati farqlanadi.

Bilimga oid savollarga quyidagilar kiradi:

- a) identifikatsiyalash savollari (bu nima? kim?)
 - b) tasnif va ta'riflar savollari (masalan, u yoki bu so'z nimani anglatadi)
 - v) narsa va hodisalarning faktlari va xususiyatlariga oid savollar (sifat va miqdor, vaqt va joy, tegishlilik va boshqalar).
 - d) tushuntirish va argumentlash savollari.
- 2) Ijtimoiy-kommunikativ masalalarga quyidagilar kiradi:
- a) niyat va faoliyat haqida savollar (endi nima qilasiz?)
 - b) baholash savollari (nima yaxshi va nima yomon?)
 - v) tasdiqlash va yordam so'rash masalalari
 - d) ritorik savollar
 - e) noaniq ma'noli savollar.

Harakat faoliyatining tabiatiga ko'ra, lokomotiv (men yon tomondan kuzataman, o'rganilayotgan ob'ektga nisbatan harakatni kuzataman) va manipulyatsiya (u bilan nima qila olaman, qo'limdagi ob'ektning holatini o'zgartirib o'rganaman) tekshiruvi. .

Tadqiqot xulq-atvorining shartlariga jismoniy sharoitlar (so'zma-so'z, u yoki bu harakatni amalga oshirish imkoniyati yoki mumkin emasligi), ijtimoiy (makro darajada, umuman jamiyat ma'lum turdagi tadqiqotlarni rag'batlantiradi va boshqalarni taqiqlaydi, eng ko'p maqsadlarni belgilaydi. muhim tadqiqotlar, natijalarga talablarni belgilaydi va hokazo.).

Xulosa qilib aytganda maktabgacha yoshdagi bolalarni intellektual, axloqiy, estetik va jismoniy jihatdan har tomonlama rivojlantirish uchun sharoitlarni yaratish maktabgacha ta'lim tashkilotlarida ta'lim-tarbiya jarayonini tashkil qilishning mavjud

tartibini qayta ko‘rib chiqishni hamda maktabgacha ta’lim xizmatlarini ko‘rsatishning zamonaviy usullarini joriy etishni talab qiladi.

Ta’lim-tarbiya jarayonini takomillashtirish bolalarning rivojlanganligi darajasini va ularning umumiy boshlang‘ich ta’limga tayyorligini, shuningdek, ularning ijtimoiy, shaxsiy, hissiy, nutqiy, jismoniy va ijodiy rivojlanishini baholash asosida amalga oshirilishi lozim. Bunda bolalarda Vatanga muhabbat hissini, oilaga, o‘z xalqining milliy, tarixiy, madaniy qadriyatlariga hurmat, atrof-muhitga nisbatan ehtiyotkorona munosabatni shakllantirishga alohida e’tibor qaratilishi lozim.

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STEAM TEXNOLOGIYASI ORQALI MAKTABGACHA YOSHIDAGI BOLALARNING INTELLEKTUAL QOBILIYATLARINI RIVOJLANTIRISHNING XUSUSIYATLARI

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Annotatsiya: Mazkur maqolada Maktabgacha ta'lim tizimida STEAM ta'limidan foydalanish afzalliklari va bu ta'lim shakli orqali maktabgacha yoshdagi bolalarning intellektual qobiliyatlarini rivojlantirish xususiyatlari haqida fikr yutilgan.

Kalit so'zlar: STEAM, fan, texnologiya, muhandislik, san'at, matematika, dual ta'lim, inkluziv ta'lim, eksternat ta'lim, masofaviy ta'lim.

O'zbekiston Respublikasi hududida amal qilinib borilayotgan uzluksiz ta'lim tizimida bugungi kunda rivojlangan Yevropa davlatlari ta'lim tizimi tajribasidan na'muna olish orqali dunyo ta'limi bilan yuzlasha olishm, tajriba almashish, raqobatga kirishish, uzluksiz aloqada bo'lish ishlari sezilarli darajada rivojlanmoqda. Jumladan dual ta'lim, enkulziv ta'lim, eksternat ta'lim, masofaviy ta'lim va STEAM ta'lim shakllari fikrimizga yaqqol misol bo'loladi. Mazkur ta'lim shakllaridan bugungi kunda keng foydalanilib yuqori natejalarga erishilmoqda. Hozir biz fikrimizni STEAM ta'lim texnologiyasi haqida davom etiramiz.

STEAM ta'lim texnologiyasi ilk bor Amerikada ishlab chiqilgan. Ba'zi ta'lim bitiruvchilarning martabalarini e'tiborga olishdi va fan, texnologiya, muhandislik va matematika kabi fanlarni birlashtirishga qaror qilishdi va STEM tizimi shu tarzda shakllandi. (Fan, texnika, muhandislik va matematika). Keyinchalik bu tushunchalarga Art qo'shildi va endi STEAM butunligicha shakllandi. Ko'plab tadqiqotchilar eng qulay intellektual rivojlanish davri maktabgacha va kichik maktab yoshidir fikrida birlashadilar. Bolaning hayotining ushbu bosqichida uning ahamiyati katta intellektual rivojlanish murakkab shaxsiy ta'lim jarayoni sifatida qanday qilib bu yoshda bola yangi narsalarni bilishga faol harakat qilmoqda, ilgari olingan bilim va g'oyalar doirasiga mos kelmaydigan yangi natijalarga erishish uchun turli muammolarni tahlil qilish va hal qilish usullarini o'rganadi.

Bilimni rivojlantirish jarayoni bolaning ma'lum bir yoshiga bog'liq bo'lgan bir necha darajalarga bo'linishi mumkin. Har bir oldingi daraja keyinchalik uchun asos yaratadi.

Maktabgacha yosh (3 dan 7 yilgacha) - bolaning rivojlanishida sifatli pog'ona ko'taradigan juda muhim davr. 3 yoshga kelib, bolalarda allaqachon istaksiz e'tibor va faol nutq kabi bilim jarayonlari shakllangan. U dunyoni qiziqish bilan o'rganadi,

tabiatning eng oddiy hodisalari va ijtimoiy hayotning to'g'ri g'oyalari bilan modellanadi. Faol vosita va o'yin faoliyati, nutqdan foydalanish uchun katalizator bo'lib xizmat qiladi barcha bilish jarayonlarini, shu jumladan idrokni rivojlantirish: ranglar va shakllar, butun va qismlar, makon va vaqt, o'zingiz va atrofingizdagi odamlar. Bolada Perceptual analitik-sintetik faoliyatning murakkab turlari mavjud. Perceptiv jarayonlar tufayli (lot. perceptio-bu hislar) hissiy organlar tomonidan yaratilgan — ko'rish, eshitish, teginish, hidlash va boshqalar. — atrofdagi dunyo bolaga ranglar, tovushlar, hidlar, lazzatlar va shakllarning barcha turlarida ochiladi. Perceptiv harakatlarning shakllanishi yangilarning muvaffaqiyatli to'planishini ta'minlaydi bilim, yangi faoliyatni jadal rivojlantirish, yangi muhitga moslashish. Perceptiv harakatlarning rivojlanishi bir qator bosqichlardan o'tadi. 3-4 yoshida hislar ob'ektiv xususiyatga ega, ya'ni bola ob'ektning xususiyatlarini hali ajratolmaydi. 5 yoshiga qarab o'yin va ob'ektiv faoliyat davomida u asosiy raqamlar va ranglar, makon va vaqt haqida fikr yuritadi ob'ektlarning kattaligi va ularni taqqoslash qobiliyatga ega bo'ladi.

5-7 yoshida obyektlar va ularning xususiyatlarini bilish kengayadi, keyinchalik mukammal, mazmunli, maqsadli va tahlil qiluvchi hislar paydo bo'ladi, bola o'zining shaxsiy tajribasini oladi va ayni paytda jamoatchilik tajribasini o'rganadi. Fikrlashning ahamiyati beqiyos, chunki u fikrlashni rivojlantirish uchun asos yaratadi, nutq, e'tibor, xotira, tasavvurni rivojlantirishga yordam beradi.

Yosh va o'rta maktabgacha yoshdagi bolalarning tasavvurlari qayta tiklanadi, natijada olingan taassurotlarni majburiy va mexanik ravishda takrorlaydi. Tasavvurda chiqarilgan narsa bolaga kuchli hissiy taassurot qoldiradi va uni hayajonga solib unga qiziqtiradi. Katta maktabgacha yosh tasavvurmi rivojlantirish uchun eng qulay hisoblanadi. Bu yoshdagi bola rejani yaratish va uni amalga oshirishni rejalashtirish qobiliyatiga ega bo'lib, bu tasavvurning o'zboshimchalik o'sishidan dalolat beradi. Yosh maktab yoshida faqat kognitiv jarayonlarning asosiy insoniy xususiyatlari (hislar, e'tibor, xotira, tasavvur va fikrlash) mustahkamlanadi va rivojlanadi, ularning ehtiyoji maktabga kirish bilan bog'liqdir.

Maktabgacha yoshdagi intellektual qobiliyatlar rivojlanishi ustuvor faoliyat turlari asosida amalga oshiriladi bu vaqt: o'yin, bilim va tadqiqot, dizayn, badiiy yo'nalishdagi turli samarali faoliyat. Yosh maktab yoshi bolalarning maxsus qobiliyatlari juda yaxshi shakllangan deb hisoblanadi. Maktabgacha va boshlang'ich yoshdagi bolalarning intellektual qobiliyatlarni rivojlantirishning asosiy vektori bilim, idrok, xotira, tasavvur, fikrlash jarayonlarini takomillashtirishga qaratilgan bo'lishi kerak. Bilim darajasi bo'yicha jarayonlarini shakllantirish, mustaqil ijodiy bilish qobiliyati, amaliy va aqliy tajriba, umumlashtirish, jarayon va o'z faoliyatining natijalarini tahlil qilish qobiliyati, taqqoslash va xulosalarni amalga oshirish uchun bolaning intellektual rivojlanish darajasini aniqlash mumkin.

Dunyo ta'limining so'nggi o'n yilliklardagi o'zgarishlari salmoqli, ammo shu bilan birga bizni havotirlantiradi. Ushbu yangi narsalarning ixtiro qilinishi bilan odamlar ilgari duch kelmagan ko'plab yangi muammolariga duch kelmoqdalar. Har kuni yangi ish turlari va hattoki butun kasbiy sohalar paydo bo'lmoqda, shuning uchun an'anaviy tarzda o'qitadigan bilimlari va mahoratlari vaqt talablariga javob berolmasligidan xavotirga tushmoqdalar. Agar biz an'anaviy ta'limning asosiy maqsadi bilimlarni o'rgatish va bu bilimlardan fikrlash va ijod qilish uchun foydalanish deb aytsak, STEAM yondashuvi bizni olgan bilimlarni haqiqiy ko'nikmalar bilan birlashtirishga o'rgatadi. Bu ta'lim oluvchilarga nafaqat ba'zi bir g'oyalarga ega bo'lish, balki ularni amalda qo'llash va amalga oshirish imkoniyatini beradi. STEAM ta'lim texnologiyasidan maktabgacha ta'lim tarbiya sohasida foydalanilganda bolalar STEAM ta'lim muhitida bilimga ega bo'ladilar va darhol undan foydalanishni o'rganadilar.

Xulosa qilib aytganda, an'anaviy o'qitish uslublari bilan taqqoslaganda, STEAM yondashuvi bolalarni tajribalar o'tkazishga, modellar tuzishga, mustaqil ravishda musiqa va filmlar yaratishga, o'z g'oyalarini haqiqatga aylantirishga va yakuniy mahsulotni yaratishga undaydi. Ushbu ta'lim yondashuvi bolalarga nazariya va amaliy ko'nikmalarni samarali tarzda birlashtirishga va uzluksiz ta'lim tizimining barcha bosqichlarini oson zabt etishga yordam beradi.

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БИРЛАМЧИ БОШ ОҒРИҚЛАРИ ЗАМОНАВИЙ ДАВОЛАШ*Ахмедова Дилафрўз Баҳодировна**Бухоро давлат тиббиёт институти, PhD*

Аннотация: Бирламчи бош оғриқларига мигрень, зўриқишдаги бош оғриғи ва кластерли цефалгиялар киради, ҳамда дунё миқёсида тарқалиши жиҳатидан юқори фоиз кўрсаткичларини ташкил қилади. Бош оғриғи сурункали шакллари бемор ҳаёт сифатига салбий таъсир этади, кундалик фаоллик пасайишига олиб келади, юқори чиқимга олиб келади. Юош оғриқларни даволаш учун фармкомпаниялар томонидан кенг спектрдаги дори воситалари таклиф этилаётганлигига қарамасдан, даво самараси чеклангандир. Қуйида бирламчи бош оғриқлари- мигрень, зўриқишдаги бош оғриғи ва кластерли цефалгиялар борасида сўз боради. Шунингдек ҳар учала тип бош оғриғининг профилактик давосини ёритамиз.

Калит сўзлар: мигрень, зўриқишдаги бош оғриғи, кластерли цефалгия, фармакотерапия

СОВРЕМЕННОЕ ЛЕЧЕНИЕ ПЕРВИЧНЫХ ГОЛОВНЫХ БОЛЕЙ*Ахмедова Дилафруз Баходировна**Бухарский государственный медицинский институт, PhD*

Аннотация: Первичные головные боли, такие как мигрень, головная боль напряжения (ГБН) и кластерная головная боль, относятся к наиболее распространенным неврологическим расстройствам, поражающим большой процент людей во всем мире. Головная боль является тяжелым бременем для пострадавших на личном уровне, оказывает сильное влияние на качество жизни, управление повседневной жизнью и вызывает огромные расходы для систем здравоохранения. Хотя доступен относительно широкий спектр различных фармакологических классов для лечения головной боли, эффективность лечения часто ограничивается высокой вариабельностью терапевтических ответов. В этом обзоре обобщены современные знания о важных первичных головных болях, включая мигрень, ГБН и кластерную головную боль. Мы также обобщаем текущие профилактические варианты лечения трех головных болей на основе классов препаратов и соединений.

Ключевые слова: мигрень, головная боль напряжения, кластерная цефалгия, фармакотерапия

MODERN TREATMENT OF PRIMARY HEADACHES

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Abstract: Primary headaches, such as migraine, tension headache (GBN) and cluster headache, are among the most common neurological disorders affecting a large percentage of people worldwide. Headache is a heavy burden for those affected on a personal level, has a strong impact on the quality of life, the management of daily life and causes huge costs for health systems. Although a relatively wide range of different pharmacological classes are available for the treatment of headache, the effectiveness of treatment is often limited by the high variability of therapeutic responses. This review summarizes current knowledge about important primary headaches, including migraine, GBN and cluster headache. We also summarize current preventive treatment options for three headaches based on classes of drugs and compounds.

Keywords: migraine, tension headache, cluster cephalgia, pharmacotherapy

Жаҳон Соғлиқни Сақлаш Ташкилоти маълумотида кўра, бош оғриғи меҳнатга лаёқатсизликка олиб келувчи касалликлар орасида 3-ўринни эгаллайди. Дунёнинг турли мамлакатларида ушбу касаллик катта ёшли аҳоли орасида 50%гача учрайди, сурункали бош оғриқларидан 1,7-4% катта ёшли аҳоли азият чекади. Бош оғриғи ногиронликка олиб келади, ҳамда беморлар ҳаёт сифати пасайишига ва ижтимоий чекланишларга олиб келади [1,2,3,4]. Бош оғриғи бутун дунёдаги ногиронлик сабаблари орасида иккинчи ўринни эгаллайди. Шу сабабли ҳам бош оғриқни даволаш борасида турли тадқиқотлар олиб борилмоқда. Мигрендан азият чекадиган беморларнинг фақат 50%и ўтказилган профилактик ва тез ёрдамга берилади [1,2,3,4,11].

Ҳозирги вақтда бош оғриғини даволашда ностероид яллиғланишга қарши воситалар, триптанлар, спорин унумлари, гепантлар, мигренга тез ёрдам кўрсатиш мақсадида дитанлар, моноклонал антитанача, онаботулотоксин А, кальций каналлари блокаторлари, бета-блокаторлар ва тутқанокқа қарши воситалар мигрень профилактикаси учун ишлатилади. Кластерли цефалгия триптан ва спорин унумлари билан яхши даволанади, ўткир даврда кислород, моноклонал антитанача, антиконвульсант билан даволанади. Зўриқишдаги бош оғриқ профилактик давосида трициклик антидепрессантлар яхши самара беради.

Мигрень бош оғриғининг энг кўп тарқалган турларидан бири. Аҳолининг 12%и ҳеч бўлмаганда бир марта мигрень хуружини бошидан ўтказган, 2.5% аҳолида сурункали мигрень мавжуд. Мигрень дунёда меҳнатга лаёқатсизликнинг сабаблари орасида 2- ўринни эгаллайди [1,2,3,4,11]. Мигренда кучли бир томонлама бош оғриғи бўлиб, кўнгил айниш, қусиш, ёруғликдан кўрқиш,

фонофобия билан кечади. Оғриқ хуружи бир неча соатдан бир неча кунгача давом этади. Мигреннинг иккита асосий подтипи мавжуд, аурали ва аурасиз мигрень [19]. Аурасиз мигрендан фарқли равишда аурали мигрень турли маҳаллий неврологик ва кўрув белгилари (фотопсия, ёруғликдан кўрқиш, кўришнинг вақтинча бузилишлари) билан бошланувчи бош оғриқлар кузатилади. Шунингдек айрим ҳолларда сезги бузилишлари, вестибуляр симптомлар ёки ўтиб кетувчи парез бўлиши мумкин. Мигреннинг кам учрайдиган ва атипик турлари ҳам мавжуд бўлиб, оилавий гемиплегик мигрень, офтальмоплегик мигрень ва ретинал мигрендир. Сурункали мигреннинг эпизодик мигрендан фарқи 15 кун ва ундан узоқ давом этишидир [12,21]. Мигрень ривожланиш этиопатогенетик механизмлари аниқ эмас, аёлларда эркаклардан 4 баробар кўп учрайди [8], кўпинча 30-40 ёш оралиғида кузатилади. Мигрень ривожланиши ирсий компонентлари борасида маълумотлар мавжуд. Хавф омиллари орасида психологик ва психик бузилишлар бор. Мигрень ривожланишида гормонал статус, миофасциал синдромлар, ташқи муҳит ноқулай омиллари (овқатланиш муассасалари ва стрессли вазиятлар) муҳим ўрин эгаллайди. Ўтказилган тадқиқотлар мигрень хуружини чақирувчи кўплаб омиллар мавжудлигини кўрсатди. Уларга руҳий ва жисмоний стресс, менструал цикл бузилишлари, об- ҳаво ўзгариши, уйку бузилишлари, алкоголь ва бошқа озиқ- овқат кўшимчалари, барометрик ўзгаришлар ёки очликни киритиш мумкин [11]. Мигрень патофизиологиясида уч шохли нерв қатнашиши билан кечувчи томир- асаб инқирози ва унинг асосида ётувчи нейрояллиғланиш, вазоспазмнинг вазодилатацияга ўтиши билан кечадиган томир тонуси ўзгариши ётади. Мия пўстлоғи, гипоталамус ва пўстлоқ ости ядролари орасидаги ўзгаришлар тригеминоваскуляр конфликтга олиб келади деб ҳисобланади. Гипоталамус ва уч шохли нерв каудал ядроси орасидаги таъсир тригеминоваскуляр соҳа фаоллашувини ишга тушириб, мигрень хуружига олиб келади. Тарқалувчи пўстлоқ депрессияси аурали мигренда уч шохли нерв фаоллашувида муҳим ўрин тутаяди деб ҳисобланади. Серотонин, адреналин ва бошқа моноаминлар тизимидаги дисбаланс мигрень патогенезида аҳамиятли деб ҳисобланади [7].

Зўриқишдаги бош оғриғи билан дунёдаги кўплаб инсонлар азият чекади. ЗБО тарқалиши 30 дан 78% гача (Wrobel Goldberg et al., 2014). Европа Бош оғриғи Федерацияси маълумотларига кўра, кўпчилик одамлар вақти-вақти билан ЗБО ни бошдан кечиришади [1,2,3,4].

ЗБО эпизодик ва сурункали турларга бўлинади. Камдан- кам кузатиладиган эпизодик ЗБО одатда одамга унчалик таъсир қилмаса ва кўпинча ўз-ўзидан оғриқ қолса ҳам, тез-тез кузатиладиган эпизодик ЗБО сезиларли меҳнатга лаёқатсизликка олиб келиши ва фармакологик даволанишни талаб қилиши

мумкин. Сурункали ЗБО ойда 15 кун ва ундан ортиқ давом этади. ЗБО эпизодик шакллари йирик тиббий ёки ижтимоий муаммо ҳисобланмайди, СЗБО эса бемор кундалик ҳаёт фаолияти ва ҳаёт сифатини яққол бузиб, турли коморбид бузилишлар (депрессия, уйқунинг бузилиши, соматоформ бузилишлар) билан бирга кечади, эффе́ктив муолажа танлаш қийинлиги СЗБО ни мураккаб ижтимоий- тиббий муаммо даражасига олиб чиқиши келтирилган. ЗБО мигрендан фарқли ўлароқ пароксизмал хусусиятга эга эмас. ЗБО исталган ёшда бошланиши мумкин. Бош оғриғи одатда 30- 40 ёшдан бошланиб, мигрендан фарқли равишда икки томонлама оғриқлар кузатилиши келтирилган. ЗБО эпизоди ноцицепция меъёрий назорат механизми ва миофасциал тўқималар ноцицепцияси шаклланиши ёки бу тўқималардан келадиган оғриқ импульсларининг кучайиши оқибатида келиб чиқишини таъкидлаган. ЗБО келиб чиқишига жисмоний стресс, масалан узоқ вақт мобайнида велосипедда юриш ёки иш вақтидаги давомли ноқулай жойлашув сабаб бўлиши мумкинлиги келтирилган. ЗБО терапияси номедикаментоз, беморларни ўқитиш, соғлом турмуш тарзи бўйича тавсиялар, ҳамда медикаментоз даво билан кечади. Касаллик оғирлигига кўра ёндашув танланади. Енгил шакллари медикаментоз даводан бошланиб, ностероид яллиғланишга қарши воситалар ва антидепрессантлар берилади. Амитриптилин сурункали ЗБО профилактик давоси сифатида ишлатилади. Рецептсиз анальгетиклар эпизодик ЗБО да қўлланилади. Сурункали ЗБО кўпинча давога берилмайди ва психологик ёндашувни талаб қилади.

Мигренни даволаш икки асосий йўналишни ўз ичига олади: мигрень ўткир хуружида оғриқсизлантириш мақсадида симптоматик даво ва сурункали мигрень хуружлари профилактикаси учун фармакологик даво. Мигрень ўткир хуружида Америка неврологлари ассоциацияси томонидан триптанлар (суматриптан, золмитриптан, элетриптан ва наратриптан), НЯҚВ (ибупрофен, кетопрофен, напроксен, диклофенак и кеторолак, аспирин, парацетамол) ва гепантлар (телкагепант, уброгепант, римегепант ва атогепант) ва дитанлар (лазмидитан) тавсия этилган. Мураккаб ҳолатларда опий унумларидан фойдаланилади (трамадол ёки буторфанол). Муолажа бемор ёши, кўшимча касалликлари мавжудлиги, беморга самара беришига қараб белгиланади. Терапевтик воситаларнинг кўпчилиги мигрендаги оғриқ симптомини йўқотади, бироқ аура белгиларига таъсир эта олмайди. Триптанлар фотопсия ва кўриш бузилишларини яхшилаши кўрсатилган. Ўткир мигрень хуружида қўлланиладиган дори воситалари ноҳўя таъсирларга эга. НЯҚВ лар ошқозон- ичакдан қон кетиш, гепатотоксиклик, аллергия реакциялари, гематотоксиклик билан характерли. Гепантлар (уброгепант ва римегепант) гиперсезгирлик, кўнгил айнаш, уйқусизлик, оғизда қуруқлик, гепатотоксиклик ноҳўя самаралари

мавжуд. Триптанлар периферик томир спазми, коронар томирлар спазмини чакириб, миокард ишемияси, аритмиялар, кўнгил айниш, қусиш каби ноўя таъсирлар беради. Дитанлар седатив эффект бериб, бош айланиш, парестезия ва хавотир чакириши мумкин.

Мигреннинг профилактик давоси уч асосий йўналишдадир: превентив, қисқа муддатли ва тутиб турувчи. Превентив даво триггер аниқ бўлганда қўллаш мақсадга мувофиқ. Бу ҳолатда дори воситаси (НЯҚВ ёки триптан) триггер таъсири бошланишидан бир неча соат олдин қабул қилинади. Қисқа муддатли даво триггер узокроқ таъсир этганда қўлланилади (масалан баландлик, хайз цикли). Бу ҳолатда НЯҚВ ёки триптан триггер бошлангунга қадар ёки ўша вақтда қабул қилинади. Тутиб турувчи даво доимий ўтказилади ёки мигрень тез-тез хуружларида меҳнатга лаёқатлилиқ чекланганида ва ҳаёт сифати пасайганда, шунингдек мигреннинг алоҳида шаклларида (гемиплегик мигрень, мия устунни аураси билан кечадиган мигрень) ишлатилади. Европа, Америка ва Канада бош оғриғи жамияти тавсиясига кўра мигрень профилактик давосида тутқаноққа қарши дори воситалари (вальпроат натрий, топирамат ва бошқалар), бета-адреноблокаторлар (метопролол, тимолол, пропранолол ва бошқалар.), ТЦА (амитриптилин), СИОЗС воситалари (венлафаксин), АПФ ингибиторлари, ангиотензин рецептори блокатори, калций каналлари блокаторлари-циннаризин, верапамил ишлатилиши белгиланган [8,9,10,21]. Циннаризин ва верапамил мигрень профилактикаси сифатида рефрактер мигренда флунаризин дори воситасини топиш мумкин бўлмаганда ўринбосар сифатида ишлатилиши мумкин. Яқиндан бошлаб CGRP га моноклонал антитаначалар (эренумаб, галканезумаб, фреманезумаб ва эптинезумаб) дан мигрень профилактик давоси сифатида фойдаланиш тавсия этилди. Ботулотоксин А ҳам мигрень профилактикаси учун аҳамиятлидир [16]. Дори воситалари қатор ноўя таъсирларга эга. Тутқаноққа қарши воситалар марказий (бош айланиши, галлюцинация, депрессия, нистагм, шовқин, дизартрия, дискинезия ва бошқалар), ҳамда периферик (аритмиялар, гематологик токсиклик, жигар етишмовчилиги, интерстициаль нефрит, аллергия реакциялар) ноўя таъсирларига эга бўлиб, тератоген хусусияти ҳам мавжуд [8,9,10,15]. Бета-блокаторлар, кальций антагонистлари, АПФ ингибиторлари брадикардия, артериал гипотензия, буйрак функцияси пасайишига олиб келади. Моноклонал антитела териди тошма, қичиш, ангионевротик шиш, анафилаксия, ич қотишига олиб келади [5,20].

Зўриқишдаги бош оғриғи.

Эпизодик ва сурункали зўриқишдаги бош оғриқларини қолдириш асосий мақсади профилактика хисобланади (Steiner et al., 2019). ЗБО ни даволаш турмуш тарзини ўзгартириш ва рецептсиз аналгетиклардан бошланиши керак. Агар бу

ёндошув етарли бўлмаса, амитриптилин ва нортриптилин (1- қатор терапияси), миртазапин (2-қатор), венлафаксин (3- қатор) воситаларидан фойдаланилади.

Сурункали ЗБО даволашда ботулотоксиндан ҳам фойдаланилади. Европа бош оғриғи ассоциацияси ботулотоксиндан фойдаланишни тавсия этмайди [17,18]. Амитриптилин сурункали ЗБО ни даволашда ишлатилади. Венлафаксин ва миртазапин ҳам ЗБО да самаралидир. Ибупрофен эпизодик ЗБО да хуружни олиш мақсадида ишлатилади.

Хулоса: Бирламчи бош оғриқларини даволашда ишлатиладиган дори воситалари камрови кенг, ҳамда ҳар бир беморга индивидуал ёндашиш зарур.

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ЖАМИЯТНИНГ РИВОЖЛАНИШИДА АХБОРОТЛАШТИРИШНИНГ РОЛИ

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Аннотация: Иктисодиётда бозор муносабатларига ўтиш жамият ижтимоий-иктисодий ҳаётининг барча соҳаларига ахборотлаштириш соҳасида эришилган энг сўнгги ютуқларни тадбик этиш суръатларини оятда тезлаштириб юборди. “Ахборотлаштириш”, “компьютерлаштириш”, “электрон ҳукумат”, “электрон бошқарув”, “очик таълим” каби атамалар аётимизга кенг кириб келди. Ахборот тизимлари ва технологиялари йилдан-йилга кишилиқ фаолиятининг турли соҳаларида янада кенг ўлланилиб борилмоқда. Уларни лойихалаштириш, яратиш, ишга тушириш ва кенг ўллашдан маҳсад – жамият ва инсон бутун ҳаёт фаолиятини ахборотлаштириш борасидаги муаммоларини ҳал этишдир.

Калит сузи: жамият, компьютер, билим ва миллий иктисодиети, глобал тармоқлар, маҳаллий тармоқ.

Жамиятни ахборотлаштириш деганда инсон фаолиятининг барча ижтимоий аҳамиятга эга бўлган соҳаларида ахборотлар, билимлар, ишончли маълумотлар билан тўли ва ўз ва тида фойдаланишни таъминлашга қаратилган комплекс чора тадбирларни барча иш жойларига тадбик этиш тушунилади. Ахборотлаштириш нафакат миллий иктисодиёт ривожланишининг иктисодий кўрсаткичлари ўсишига, балки айни пайтда ишлаб чиқаришни ривожлантириш, янги иш жойларини ташкил этиш ва а олининг турмуш даражасини оширишга ҳам хизмат қилмоқда.

Республикамиз миллий иктисодиёти тармоқ ва соҳаларига ахборот-коммуникация технологияларини жорий этиш борасида амалий ишлар Ўзбекистон Республикасининг «Ахборотлаштириш тўғрисида»ги Қонуни, «Компьютерлаштиришни янада ривожлантириш ва ахборот-коммуникация технологияларини жорий этиш тўғрисида»ги Ўзбекистон Республикаси Президенти Фармони ва «Компьютерлаштиришни янада ривожлантириш ва ахборот-коммуникация технологияларини жорий этиш чора-тадбирлари тўғрисида»ги Ўзбекистон Республикаси Вазирлар Маҳкамасининг Қарорлари асосида олиб борилмоқда. Юқорида келтирилган Президентимиз Фармонида «...реал иктисодиёт тармоқларида, бошқарув, бизнес, фан ва таълим соҳаларида

компьютер ва ахборот технологияларини кенг жорий этиш, ахоли турли катламларининг замонавий компьютер ва ахборот тизимларидан кенг бахраманд бўлишлари учун шарт-шароитлар яратиш» белгилаб кўйилган.

Миллий ахборот ресурслари — бу янги иктисодий категориядир. Ахборот материал ва энергия каби ресурсга айланди ва демак бу ресурсга нисбатан ҳам ким унга эгалик қилади, ким ундан манфаатдор, анчалик унга кириш осон, ундан тижоратда фойдаланиш мумкинми, сингари жиддий саволлар шаклла-ниши табиийдир. Ахборот худди анъанавий ресурслар каби излаб топиш ва таркатиш мумкин бўлган ресурсга айланди. Ушбу ресурснинг фойдаланадиган умумий хажми келгусида давлатларнинг стратегик имкониятини, шунингдек муҳофаа обилятини ҳам белгилаб беради.

Ахборот ресурсларини о илона ташкил этиш ва фойдаланишда улар меҳнат, моддий ва энергетик ресурслар эквиваленти сифатида намоён бўлмоқда. Айни пайтда ахборот – бу бошқа барча ресурслардан оқилона ва самарали фойдаланиш амда уларни асраб авайлашга кўмаклашувчи ягона ресурс туридир. Шундай илиб, ахборот ресурслари ахборотлашган жамиятда ишлаб чиқаришнинг асосий исми бўлибгина олмай, балки миллий даромад манбаи сифатидаги товар ҳамдир.

Бошқарув соҳасида ахборот-коммуникация технологияларидан фойдаланиш иктисодий ахборотлар сифати, унинг аниқлиги, объективлиги, тезкорлигини ва бунинг натижаси сифатида эса бошқарув қарорларини ўз вақтида қабул қилиш имкониятини таъминлайди. Иктисодий жараёнларни бошқариш соҳасидаги ахборотлаштириш, энг аввало қиймат ишлаб чиқариш нисбатларининг пасайиши ҳисобига ходимлар иши унумдорлиги ҳамда бошқарув фаолияти билан банд бўлган мутахассислар малақаси ва касбий саводхонлиги ошишини кўзда тутди.

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THE LIFE OF DANIEL DEFOE AND THE IDEAS PRESENTED IN HIS LITERARY WORKS

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Key words: Priest, politician, biography, policy, novel, pamphlet, poverty, satire, spiritual freedom, revolution, sea affairs, approaches, masterpiece.

Abstract: This article depicts Daniel Defoe's life as well as main ideas presented in his books, their unique aspects by comparing similarities and differences in his famous literary works.

Daniel Defoe, a great representative of English literature, was born in a butcher's family in London, England on April 26, 1661. His father paid great attention to his son's education due to his material wealth. Daniel was supposed to be a priest of the church, different from the general public, but he decided to become a businessman. Because it was his dream to be very rich, but his dream never came true. His lifestyle passed with some serious problems.

It is difficult to give brief information about the biography of Daniel Defoe. His life is full of many interesting events and surprising facts.

Defoe was also one of the most active politicians of his time. Defoe fought on the side of the army of the Duke of Monmouth, who rebelled against his uncle Jacob Stuart, who had adopted a pro-French policy during his reign. However, the rebellion was brutally suppressed and Defoe was forced to hide from the persecution. With the accession of William of Orange, Defoe returned to literary activity.

Defoe's literary career began with talented political pamphlets (anonymous) and newspaper articles. He wrote on various political topics.

Paula Buckscheider studies D. Defoe's life and believes that his works are related to the literature of our time, developing and in close dynamics. D. Defoe is an innovative and professional writer who describes the problems of his time with high skill. As mentioned above, D. Defoe is recognized as one of the first proponents of the novel, because he worked in cooperation with famous writers such as Samuel Richardson in Great Britain. D. Defoe also worked on economic journalism. He is the founder of the first English newspaper called "Review". He also laid the foundation stone for the development of the newspapers "The Tatler" and "The Spectator".

Defoe made a great contribution to the development of the novel genre. Daniel Defoe became famous throughout the world through his masterpiece "The Life and

Adventures of Robinson Crusoe". He was the author of more than 500 books. He started writing pamphlets at the age of 23.

His novels such as "Captain Singleton's Life", "Colonel Jack's History", "Moll Flanders", "The history of Mrs. Roksana" are rich in adventures. In world literature, many works similar to "The Life and Wonderful Adventures of Robinson Crusoe" have been created.

The writer's work "Moll Flanders" is written in the style of a spiritual biography. This style is defined as a non-fiction genre of prose. Throughout the novel, Moll's life and illegal relationships are reflected. The dynamics of Moll's character develop throughout the work.

His work "The History of Mrs. Roksana" is one of the famous works that describes the atmosphere of that time. It mainly discusses the issues of truth and lies. It is explained that the main purpose of Roksana's bad actions was her desire for freedom. As the main factors that increase the readability of the work, we can see how much it is related to the reality of life and it is aimed at showing the conflicts of that time.

The author's novel "Captain Singleton's life" is a work that shows the system of slavery and its impact on society. In this work, we can see scenes of a sea trip, like the novel "The life and wonderful adventures of Robinson Crusoe". During a dangerous trip, Singleton becomes the leader of the group due to his fearlessness and ingenuity. Such thoughts are recognized as the main idea of the work. The goal of these ideas is to survive in the work, it is described in the language of the main characters. When we briefly study the content of the work, we can see how high the love of the characters towards life.

He presented his work "Experience of projects" to the literary treasury. There are debates and projects dealing with financial problems, poverty, the need to increase primary schools, the shortcomings of female education in England and appeals in favor of spiritual freedom. This work also talks about the improvement of communication directions.

"This is an essay full of bright thoughts, new and fair views," wrote Benjamin Franklin, "it had a strong influence on my mind; my whole philosophy and moral system changed. The main events of my life and my participation in the revolution of my country were the results of this study".

Daniel Defoe is the author of novels that changed the direction of fantasy in his time and remain classics to this day. Through his many pamphlets, newspapers, travel books and works of art, D. Defoe tries to describe a long period of time, from the price of coal, flying machines to the threat of plague. "The Life and Wonderful Adventures of Robinson Crusoe" and "Moll Flanders", we can see that D. Defoe had a high level of experience in sea affairs. In most of D. Defoe's works, satire takes an important place, and it shows the consistency of discussion and approaches in these satires.

By nature, Defoe was an adventurer. He often went to Western Europe on business, participated in political companies, although he did not hold an official position, he was also a businessman.

The writer's first poem, "The True Englishman", was published in 1701 and is a poetic satirical treatise that tries to show the prejudices of racial superiority through humor.

When we collect information about all the works of Daniel Defoe, we can clearly witness the high level of the writer's skill. The works covering a wide range of topics and ideas show the writer's worldview and his attitude to the events that happen in life. The writer considers himself as the hero of the work and tries to show the problems of society in a real way. When choosing heroes in most of his works, he refers to a simple lifestyle and represents the middle class. chooses as the main character of his works.

Daniel Defoe's work should be appreciated in the truest sense. Because his many experiences as a journalist, merchant, and writer inspired him to create his works and once again proved how much of a creative artist he is. All his works are highly valued in world literature. Especially, the work "The Life and Wonderful Adventures of Robinson Crusoe", which represents adventure and interesting events, has a special place. The work is loved by literature lovers and is one of the masterpieces of world literature.

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ВЗАИМОСВЯЗЬ ПСИХИЧЕСКОГО ЗДОРОВЬЯ НА АКАДЕМИЧЕСКУЮ И СОЦИАЛЬНУЮ ЖИЗНЬ И УСПЕВАЕМОСТЬ СТУДЕНТОВ

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Абстракт: данная статья исследует влияние психического здоровья на академическую и социальную жизнь детей и студентов. Автор обращает внимание на то, как плохое психическое состояние может отрицательно сказываться на успеваемости и учебном процессе студента. Кроме того, описывается, как проблемы с психическим здоровьем могут повлиять на социальную адаптацию студента, его отношения с окружающими людьми и участие в активностях и мероприятиях, связанных с университетской жизнью. В заключение автор подчеркивает необходимость обеспечения поддержки и помощи студентам для поддержания хорошего психического здоровья.

Ключевые слова: академические достижения, подростки, дети, педагоги, психическое здоровье, социально-эмоциональное обучение, школьное консультирование, вмешательства, основанные на осознанности, социальный успех, университет.

Abstract: This article explores the impact of mental health on the academic and social life of children and students. The author draws attention to how a poor mental state can negatively affect a student's academic performance and learning process. In addition, it describes how mental health problems can affect a student's social adaptation, his relationships with people around him and participation in activities and activities related to university life. In conclusion, the author emphasizes the need to provide support and assistance to students to maintain good mental health.

Keywords: academic achievements, adolescents, children, teachers, mental health, socio-emotional learning, school counseling, mindfulness-based interventions, social success, university.

Последствия для психического здоровья часто скрываются за тем, что многие педагоги считают нежелательным поведением своих учеников. Слишком часто, когда педагоги видят, что учащиеся плохо себя ведут, первой реакцией является мысль: “Прекрати!” Они сразу же думают, что этому ребенку нужно исправить свое поведение. На самом деле первый вопрос, который они должны задать себе, звучит так: “Что является причиной поведения этого ребенка?” У некоторых детей такое поведение может выйти из-под их контроля.

По данным Центра по контролю и профилактике заболеваний (2021), 1 из 6 детей в возрасте от 2 до 8 лет (17,4%) имели диагностированное психическое расстройство, расстройство поведения или расстройство развития, и эти цифры увеличиваются по мере взросления учащихся, поскольку диагнозы становятся более распространенными в возрасте от 12 до 17 лет. Основываясь на этой

статистике, разумно предположить, что в среднем классе начальной школы будут учащиеся с диагностированным психическим расстройством.

Поскольку психические расстройства становятся все более распространенными среди детей, администрация обеспокоена тем, что учителя не обучены должным образом выявлять или поддерживать этих детей (Гандур, Шерман и др., 2019). Учителя часто предпочитают посещать занятия, чтобы узнать больше о детях, имеющих проблемы с психическим здоровьем, но от них не требуется никакой подготовки в области психического здоровья.

Проблема в том, что у все большего числа учащихся диагностируются проблемы с психическим здоровьем, которые влияют на их академическую и социальную успешность в школе. Цель этого обзора литературы - определить влияние психического здоровья на учащихся в связи с их академическим и социальным успехом.

Преимущества этого исследования покажут, что могут сделать учителя, чтобы помочь учащимся с проблемами психического здоровья добиться наибольшего успеха? У преподавателей есть классы, заполненные множеством людей, и их ответственность заключается в том, чтобы понять каждого человека и создать среду, в которой каждый ученик может добиться успеха. Если преподаватели не находят времени или не располагают ресурсами для изучения последствий психического здоровья, они не в состоянии должным образом поддерживать всех своих учеников.

В этом обзоре литературы рассматриваются рецензируемые статьи за последние десять лет, посвященные влиянию психического здоровья на детей. Сначала этот обзор будет посвящен распространенности психического здоровья у детей в возрасте от 6 до 17 лет. Затем в этом обзоре литературы будут рассмотрены наиболее распространенные расстройства психического здоровья, факторы риска, которые могут их вызывать, факторы окружающей среды и существует ли какая-либо корреляция между определенными демографическими показателями.

В следующей части обзора литературы будет рассмотрено влияние психического здоровья на успеваемость, социальное положение и поведение учащихся.

В последней части обзора литературы будут освещены способы, с помощью которых учителя могут лучше подготовиться к оказанию поддержки учащимся с проблемами психического здоровья, уделяя особое внимание стратегиям обучения и инструментам, помогающим учащимся с проблемами психического здоровья добиться успеха в школе.

Факторы, влияющие на психическое здоровье детей

Окружение ребенка формирует и влияет на его развитие и психическое здоровье в лучшую или худшую сторону (Хосокава и Кацура, 2020; Флури и др., 2014; Милберн и др., 2019; Байер и др., 2019). Для ребенка большая часть его окружения состоит из дома, школы и района проживания. Дети родителей с психическим здоровьем. Было обнаружено, что дети родителей с проблемами психического здоровья, как правило, испытывают симптомы психического

здоровья проявляются чаще, чем у детей, у родителей которых нет проблем с психическим здоровьем (Plass-Christl et al., 2017).

В исследовании, проведенном Лейсом и соавторами (2014) на 2891 матери и их детях, они обнаружили, что пренатальная депрессия приводит к увеличению эмоциональных и поведенческих проблем в среднем детском возрасте. Кроме того, они обнаружили, что пренатальная тревога приводит к увеличению общих трудностей в среднем детском возрасте. Интересно, что они не обнаружили увеличения числа детских проблем у детей, чьи у матерей была пренатальная депрессия и тревога по сравнению с пренатальной депрессией или беспокойством.

Аналогичные результаты были получены в исследовании 325 детей и подростков, у которых был родитель с проблемами психического здоровья, проведенном Plass-Christl et al. (2018). Они специально проверили, оказывает ли какое-либо влияние пол ребенка, и обнаружили, что с возрастом у женщин все чаще возникают проблемы с психическим здоровьем. В ходе этого исследования они заметили, что, хотя проблемы с психическим здоровьем чаще встречаются у детей родителей с психическим здоровьем, течение этих проблем не меняется.

Существенно различаются, поскольку проблемы с психическим здоровьем у детей, в частности тревога и депрессия, наиболее распространены в возрасте от 12 до 17 лет (Гандур и др., 2019).

Аналогично выводам Гьерере и др., (2019), Пласс-Кристл и др. (2018) обнаружили, что проблемы с интернализацией были более распространенными, когда у родителей были более серьезные или более частые эпизоды психического расстройства.

В исследовании Gjereде и их команды (2019) они проанализировали данные норвежской когорты из 11 553 матерей и их 17 724 детей и выявили, что материнская тревога влияет на проблемы интернализации в детском возрасте уже в дошкольном возрасте. Это исследование подтверждает результаты исследования 2015 года, проведенного Квалеваагом и их командой (2015) в той же норвежской когорте матерей и детей.

В исследовании Квалеваага они пытались выяснить, существует ли разница между воздействием психического здоровья матери и отца на их детей. Они обнаружили, что риск был самым высоким, когда оба родителя испытывали высокий уровень психологического стресса во время беременности. Если только у одного из родителей наблюдались проблемы с психическим здоровьем, риск усиления детского поведения был выше, если у матери были проблемы с психическим здоровьем, по сравнению с тем, что проблемы с психическим здоровьем были только у отца.

Необходимы дальнейшие исследования, чтобы узнать, оказывает ли психическое здоровье матери большее влияние из-за того, что оно влияет на развивающийся плод.

Вывод

Психическое здоровье является растущей проблемой в нашем обществе среди нашей молодежи. Без необходимых ресурсов, по разным причинам, психические расстройства остаются без лечения. Когда эти состояния не лечат,

они ухудшаются по мере того, как эти дети становятся полезными членами нашего общества.

Этот рост среди молодежи в конечном итоге может стать растущей проблемой общественного здравоохранения (Браннлунд, Страндх и Нильссон, 2017). Состояния психического здоровья - это не изолированная проблема; они являются факторами, способствующими возникновению других состояний физического здоровья. Бремя психического расстройства, вероятно, были недооценены из-за неадекватного понимания взаимосвязи между психическими заболеваниями и другими состояниями здоровья (Принс, Патал и др., 2007).

Вероятность того, что распространенные психические расстройства у взрослых впервые проявляются в детском и подростковом возрасте, подчеркивает необходимость перехода от общего внимания к лечению к гораздо более пристальному вниманию к профилактике и раннему вмешательству (Аскелл-Уильямс и Лоусон, 2015). Раннее выявление и лечение психических, поведенческих расстройств и нарушений развития могло бы положительно сказаться на функционировании ребенка и со временем снизить потребность в дорогостоящих вмешательствах (Cree, Bitsko и др., 2018).

Одним из способов обеспечить доступ к детям является включение научно обоснованных программ в повседневную школьную жизнь, которые могли бы изменить представление детей о себе и школе и привести к академическому и социальному успеху (Shoshani & Steinmetz, 2014). Это можно было бы сделать через общественные партнерства с центрами психического здоровья или больницами Walter et al., (2019).

Или путем обучения персонала научно обоснованным программам социально-эмоционального обучения. Включение социально-эмоционального обучения может быть наилучшим подходом для школ к решению проблем психического здоровья детей. Предоставление лечения в школьных условиях могло бы помочь устранить барьеры доступа, существующие в клинических и частных учреждениях.

Программы SEL также предоставляют школьным округам экономически эффективный способ предоставления ресурсов, поскольку их нынешний персонал может содействовать реализации программы. Однако важно, чтобы персонал был должным образом обучен и подготовлен, поскольку программа будет успешной только в том случае, если она будет эффективно использоваться. Инвестирование большего количества денег и ресурсов в районы и сообщества также оказывает положительное влияние на психическое здоровье детей.

Положительных изменений в психическом здоровье можно было бы добиться путем наведения порядка в сообществе и размещения большего количества деревьев и зеленых насаждений в окрестностях (Хосокава и Катусра, 2020; Скотт и др., 2018; Чой и др., 2018; Флури и др., 2014).

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БАЗОВЫЕ НАВЫКИ XXI ВЕКА И КОНТУРЫ ШКОЛЫ БУДУЩЕГО

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Аннотация: Проанализированы факторы, обуславливающие необходимость формирования у учащихся навыков человека XXI века. Рассмотрены направления обновления системы образования. Описывается видение обновленных форм, содержания и методов обучения в школе будущего.

Ключевые слова: Парадигма образования. Образовательные задачи XXI века. Цифровые форматы общения и обучения. Soft skills. Онлайн-платформы. Когнитивная гибкость. Эмоциональный интеллект. Формирование способностей.

Перемены становятся нормой современной жизни. Стремительно нарастает степень неопределенности, сложности и многообразия мира третьего тысячелетия. Происходит перелом эпох, важным признаком которого является повсеместное распространение цифровых форматов общения и обучения, появление новых реальностей - «виртуальной» и «дополненной», развивающихся по своим законам и ставших неотъемлемой частью жизнедеятельности человека.

Новые реалии заставляют пересмотреть роль и значение традиционных институтов общества. В первую очередь это касается системы образования. Очевидно, что прежняя парадигма образования доживает последние дни. Сейчас, чтобы быть успешным, уже недостаточно одних только глубоких знаний и опыта. Необходимы особые, адаптационные навыки, которые сегодня называют «мягкими навыками», или же «гибкими навыками», или же soft skills. Среди учёных и практических педагогов распространяется понимание того, что образовательные программы XIX-XX вв. устарели и что компетентный человек XXI века должен владеть иным набором навыков, нежели предшествующие поколения. Нас ждет совершенно иное будущее, но что именно нас ожидает – пока не понимает никто. Поэтому в научно-педагогическом сообществе, в международных организациях всё более активно обсуждаются вопросы «навыков будущего», перехода к образованию на протяжении всей жизни и роли в этом цифровых технологий и онлайн-платформ. Одновременно и в обществе растёт понимание решающего значения нового образования в ответе на глобальные вызовы.

В системе ценностей каждого человека существуют базовые ценности. К ним можно отнести образованность, честность, порядочность, воспитанность, трудолюбие, уважение к окружающим. Идеалы и ценности личности начинают формироваться в образовательно-воспитательном пространстве и являются базисом *социума*. Поэтому образование как социальный институт становится все более значимым в нашем мире. Образовательная функция - важнейшая из обязанностей и функций современного государства. Без опережающего развития образования сегодня невозможен ни политический, ни экономический, ни культурный рост государства. Поэтому во многих странах разворачивается публичная дискуссия о том, какие именно навыки должны войти в набор базовых грамотностей XXI века, а в некоторых государствах уже проводятся полномасштабные реформы, ориентированные на создание полноценного образования для XXI века. В Европе пионером выступает правительство Финляндии, в Азии – Сингапура.

Первые системы массового государственного образования появились только в XIX веке. Они создавались в значительной степени для удовлетворения потребностей промышленности в рабочей силе и базировались на принципах массового производства [1]. Эта модель показала свою эффективность в решении задач индустриальной эпохи. Благодаря ей большинство жителей планеты владеют навыками письма, счёта и чтения. Но традиционная модель уже не отвечает требованиям образования XXI века. В грядущем сложном мире будет всё меньше «пожизненных профессий», а всё большее значение приобретут умение адаптироваться к изменениям; организаторские навыки; эмоциональный интеллект, который станет решающим фактором при реализации коллективных и индивидуальных целей. Перечень наиболее востребованных специальностей будет постоянно меняться. Уже сегодня мы столкнулись с ситуацией, когда в ряде сфер навыки устаревают быстрее, чем заканчивается срок обучения. Поэтому умение адаптироваться к изменениям становится более важным качеством, чем обладание конкретными знаниями и навыками. Сейчас реально востребованы способность обучения на протяжении всей жизни, когнитивная гибкость и развитый эмоциональный интеллект (ЭИ). Программы, нацеленные на развитие ЭИ у школьников, уже действуют в Италии и Швейцарии, активная работа в этом направлении ведётся в США, Великобритании, Израиле и других странах. Таким образом, в мире всё более растёт понимание необходимости новых подходов к навыкам, которые должны лечь в основу образования будущего.

ЮНЕСКО в сотрудничестве с партнерами разработала документ, содержащий инструментарий диагностики качества общего образования [2]. В документе приводятся перечни ключевых компетенций, которые заявлены в

качестве приоритетов образовательной политики в таких странах, как Великобритания, Норвегия, Австралия, Индонезия, Сингапур, Намибия и ЮАР.

Наиболее часто встречающиеся целевые установки:

- когнитивные навыки (критическое мышление, способность решать проблемы), умение пользоваться информационно-коммуникационными технологиями (ИКТ);
- коммуникативные навыки (социальное взаимодействие, умение работать в команде, готовность к сотрудничеству);
- личностные качества (черты характера) человека.

По мнению экспертов Global Education Futures и WorldSkills Russia [3] базовые навыки будущего должны включать в себя:

Концентрацию и управление вниманием

Необходимы, чтобы справляться с большими объёмами информации, управлять сложной техникой.

Эмоциональную грамотность

Эмоциональная сфера приобретает все большую значимость в работе. Понимание своих эмоций и эмпатия помогают эффективно взаимодействовать в коллективе.

Цифровую грамотность

Способность работать в цифровой среде, в том числе AR (дополненная реальность) и VR (виртуальная реальность), будет столь же востребована, как способность писать и читать.

Способность к обучению и самообучению

В быстро меняющемся мире человеку придется продолжать обучение в течение всей жизни, иногда самостоятельно осваивая новые навыки.

Творчество, креативность

Автоматизации рутинной работы приведёт к тому, что в любой сфере деятельности все более востребованными будут умение нестандартно мыслить и создавать новое.

Экологическое мышление

Необходимо для правильного понимания связности мира в контексте всей экосистемы.

Кросс-культурность

В любой стране, любом городе, в любой рабочей среде будут встречаться носители все более различных культур и субкультур, в том числе за счет разрыва поколений.

Как должна измениться школа в новых условиях? Российские академики А.Асмолов (директор Федерального института развития образования) и А.Семенов (ректор Московского института открытого образования) считают *формирование способностей* ключевой задачей школы будущего. Ещё в 2010 году они дали развернутое описание школы XXI века, многие положения которого сохраняют свою актуальность [4].

По их мнению, в новой школе ученики будут сами определять и находить существенную часть информационных источников и ресурсов для своей учебной работы. Набор инструментов учебной деятельности будет включать инструменты, используемые профессионалами из разных областей: текстовые и графические редакторы, системы обмена сообщениями, виртуальные лаборатории, цифровые измерительные приборы, геоинформационные системы, синтезаторы и т.п. Большая часть учебной работы будет выполняться совместно с одноклассниками, в рамках малых групп. Время урока будет использоваться преимущественно для дискуссий и диалогов, а индивидуальная самостоятельная работа школьника будет выполняться, как правило, за пределами классной комнаты. У детей будут сформированы желание продолжать свою учебную работу за пределами школы и готовность выполнять достаточно продолжительные проекты. Дети всё чаще станут бывать в школе до и после уроков, в субботу и воскресенье. Пребывание в школе станет важной составляющей их жизни. И, главное. Если сейчас экзамены и выдача свидетельств об окончании обучения проводятся в определенное время года, то в будущем любой школьник сможет сдать экзамен и получить свидетельство об окончании обучения в любое время, как только он к этому готов.

Серьёзные изменения произойдут и в работе учителя. Если в традиционной школе его профессиональный рост связывался с углублением и расширением компетентности преимущественно в своей предметной области, то в будущем это будет связываться, в первую очередь, с совершенствованием *общепедагогических* знаний и навыков, включая использование ИКТ. Если в традиционной школе учитель обучал знаниям, умениям и навыкам (основам наук) в рамках своего учебного предмета, то в новой школе он будет обучать ядру дисциплины, формировать у учащихся *способность учиться* и самостоятельно осваивать дисциплину за пределами этого ядра. Если раньше учитель работал с учениками, мало интересуясь методиками работы других учителей, то теперь в педагогической среде будет доминировать групповая работа. Возникнут профессиональные ассоциации учителей. Сотрудничество учителей будет осуществляться как в конкретной школе, так и на уровне района, страны и на международном уровне. Родители получат возможность вместе со школой оценивать учебную работу ребенка. Для них станет доступным

цифровое портфолио учащегося, а вся необходимая информация о работе ребенка будет получаться через средства мобильной связи и домашний компьютер.

Будущее уже наступило. Задача образования – быть в авангарде перемен, иначе это будущее может не оправдать наших надежд.

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KORXONA HISOBNING PREDMETI, VAZIFALARI VA UNING TURLARI TAXLILI

Istamova Shaxnoza

Farg`ona sanoat xizmat ko`rsatish texnikumi bitiruvchisi

Korxonalar, tashkilot va muassasalarda buxgalteriya hisobi xo`jalik faoliyatini kuzatish, boshqarish va nazorat qilish maqsadida yuritiladi. Buning mazmunida ijtimoiy mahsulotni takror ishlab chiqarish yotadi. Ijtimoiy ishlab chiqarish o`z navbatida ishlab chiqarish va noishlab chiqarish sohaslariga bo`linadi. Ishlab chiqarish soxasiga moddiy boyliklarni ishlab chiqaruvchi hamda moddiy boyliklarni ishlab chiqaruvchilardan iste`molchilarga etkazib berish bilan band bo`lgan tarmoqlari kiradi. Ijtimoiy mahsulotni takror ishlab chiqarish - korxonaning jamg`armalaridan, ya`ni ishlab chiqarish faoliyati uchun zarur bo`lgan moddiy va pul mablag`laridan foydalanish yo`li bilan amalga oshiriladi. Mulkchilikning har xil shakllaridagi korxonalariga zarur bo`lgan mablag`lar ma`lum manbalar hisobidan shakllanadi. Ishlab chiqarish - taqsimot, aylanish va iste`mol jarayonlariga xizmat qilaturib, korxonalar mablag`lari uzluksiz doirada aylanishni amalga oshiradi.

SHuning uchun buxgalteriya hisobi bu erda moddiy boyliklarni yaratishga yo`naltirilgan doiraviy aylanish jarayonidagi korxonalar mablag`larining holatlari va ulardan foydalanishni samarali boshqarish uchun zarur bo`lgan axborotni shakllantiradi. Noishlab chiqarish sohasini aholiga xizmatlar ko`rsatuvchi tarmoqlari tashkil qiladi. Bularga sog`liqni saqlash, xalq ta`limi, san`at hamda davlat boshqarmalari va mudofaa muassasalari kiradi. Noishlab chiqarish soxasida garchi mahsulot ishlab chiqarilmasa ham, u ishlab chiqarish sohasiga o`zining natijalari orqali ijobiy ta`sir qiladi. Noishlab chiqarish sohasi tashkilotlari va muassasalarining xo`jalik faoliyatlari, ularga davlat byudjetidan qisman ajratilgan hamda o`zi ishlab topgan mablag`lardan qay darajada samarali foydalanilayotganini boshqarishdan iborat. SHunday qilib, noishlab chiqarish soxasida ishlab chiqarish tarmog`ida yaratilgan ijtimoiy mahsulotning taqsimoti va iste`moli sodir bo`ladi. Demak, buxgalteriya hisobi noishlab chiqarish soxasiga ajratilgan mablag`larning holati, sarflanishi haqida axborotlarni shakllantiradi. Moddiy boyliklarning noishlab chiqarish sohasida iste`mol qilinishi, noishlab chiqarishning bir qismidir. Undan tashqari, noishlab chiqarishning iste`moliga shaxsiy iste`mol va jamiyat a`zolarining ehtiyojlarini qondirish ham kiradi. SHaxsiy iste`molni buxgalteriya hisobi bevosita o`z ichiga olmaydi. Lekin shaxsiy iste`mol buxgalteriya hisobida mutlaqo aks ettirilmaydi, deb o`ylash xatodir. Haqiqatda, buxgalteriya hisobi uni aks ettiradi, lekin uni tavsiflash uchun zarur bo`lgan barcha ko`rsatkichlarga ega emas. SHaxsiy iste`mol to`g`risidagi ma`lumotlarni savdo, umumiy ovqatlanish korxonalari, xalq ta`limi, sog`liqni saqlash muassasalari va boshqa tashkilotlarning hisobotlaridan olish mumkin. Bu ma`lumotlar bo`yicha statistika bo`limlari shaxsiy iste`molni tavsiflovchi ko`rsatkichlarni aniqlaydi. Ijtimoiy mahsulotni takror ishlab chiqarishdan tashqari buxgalteriya hisobida mehnat kuchlari va ishlab chiqarish munosabatlarini takror ishlab chiqarish ham aks ettiriladi. Buxgalteriya hisobida ishchi kuchini takror ishlab chiqarish, mehnat kuchini tayyorlash bilan bog`liq bo`lgan har xil xarajatlarni hamda ish haqi va ularning turli

xildagi daromadlari harakatini hisoblab topish yo'li bilan aniqlanadi. Ishchi kuchini tayyorlash xarajatlari, ish haqini to'lash va xo'jaliklarning daromadlarini taqsimlash, moddiy qiymatliklar va pul mablag'larini sarflashni anglatadi. Ishlab chiqarish munosabatlarini takror ishlab chiqarish buxgalteriya hisobida mulkchilikning xar xil shakllaridagi korxonalar jamg'armalarining mavjudligi va harakatini aks ettirgan holda qayd qilinadi. Takror ishlab chiqarish jarayonida ularning o'zgarishini ko'rsatib, buxgalteriya hisobi mulkning rivojlanishini tavsiflaydi va shu bilan ishlab chiqarish munosabatlarini takror ishlab chiqarish hisobotgi zarur ko'rsatkichlarni beradi.

Yuqorida aytshganlardan shuni xulosa qilish mumkinki, buxgalteriya hisobi predmetining asosiy mazmuni korxonalar, tashkilotlar va muassasalarning xo'jalik faoliyatini amalga oshirishda foydalanadigan resurslarni samarali boshqarish uchun zarur bo'lgan axborotni shakllantirishdan iborat. SHu mablag'larning sarflanishi, ishlab chiqarish hajmi va faoliyat natijalarini ratsional hamda to'g'ri boshqarish hozirgi vaqtda muhim ahamiyat kasb etadi. SHunday qilib, buxgalteriya hisobining predmeti- ishlab chiqarish jarayonidagi korxonalar, tashkilotlar va muassasalarning samarali boshqarilishida mablag'lar holati hamda ulardan unumli foydalanish hisobotgi axborotlarni shakllantirish hisoblanadi. Buxgalteriya hisobining predmetini o'rganishda, uning tarixiy xarakterini hisobga olish kerak. CHunki buxgalteriya hisobi predmetning mazmuni har xil iqtisodiy tuzumlarda bir xil bo'lmagan. Ularning o'zgarishi bir tuzumdan boshqasiga o'tish paytida, mulkchilik shakllarining rivojlanishi bilan belgilanib borilgan. Boshlang'ich jamoa tuzumida hisobning predmeti sifatida umumiy mulkchilik tashkil qilgan mablag'lar va shu mablag'lardan foydalanishga doir operatsiyalar qaralgan. Ushbu mulkchilik jamiyatida feodallarning ishlab chiqarish vositalariga va qullarga bo'lgan egaligi hisobning predmeti bo'lgan. Ishlab chiqarish vositalari, mehnat buyumlaridan tashqari, bevosita jonli mehnat sohibi va dehqonga ega bo'lgan feodal o'z xohishiga ko'ra ularni xarid qilishi hamda sotishi mumkin edi. SHuning uchun ham bu davrda mehnat kuchlari hisob predmetiga kiritilgan. Har xil mulkchilik shakllariga asoslangan, rivojlangan bozor iqtisodiyotidagi jamiyatda individual kapital yoki mulk egasining kapitali buxgalteriya hisobining predmeti hisoblanadi. Buxgalteriya hisobi bu erda birinchi navbatda, mulk egasi yoki mulk egalari tomonidan korxonalariga qo'yilgan resurslarni samarali boshqarish maqsadlari uchun axborotni shakllantiradi. Foydani oshirish maqsadida, xo'jalik yuritish sub'ektlari Nizomida ko'rsatilgan asosiy va boshqa moliyaviy faoliyat hisobiga boy berilgan imkoniyatlarni qidirib topish bilan shug'ullanadi. Demak, buxgalteriya hisobi predmetining mazmuni u yoki bu ijtimoiy tuzumga xos bo'lgan mulkchilik shakli bilan belgilanadi. YA'ni, har bir jamiyatda moddiy ishlab chiqarishni tashkil qilish va samarali boshqarish uchun qanday ma'lumotlar talab qilinishiga bog'liq bo'ladi. Jamiyat rivojlangan sari hisobning ahamiyati ham uzluksiz o'sib boradi. Bunda uning qo'llanish doirasigina emas, balki unda aks ettiriladigan predmeti va bajaradigan funksiyalari ham tobora kengayib boradi. Buxgalteriya hisobining predmeti bilan bir qatorda uning ob'ektlarini ham farqlab olish lozim. Buxgalteriya hisobining ob'ektlari deganda, muayyan korxonalar ega bo'lgan moddiy va pul mablag'lari, uning boshqa tashkilotlar va muassasalar bilan bo'lgan yuridik munosabatlari, shuningdek, mablag'lar hamda munosabatlarni o'zgartiradigan xo'jalik operatsiyalari tushuniladi. Korxonaning moddiy va pul qiymatliklari o'z faoliyatini

amalga oshirish uchun foydalaniladigan mablag'larini ifodalaydi. Xo'jalik muomalalari esa ishlab chiqarishning mazmunini ifodalovchi jarayonlarni tashkil qiladi. Ba'zida buxgalteriya hisobining predmeti deb o'z faoliyatini aks ettiruvchi operatsiyalar tushuniladi. Lekin bunday tushuncha hisob kategoriyalarini ilmiy talqiniga chalkashlik kiritadi. Chunki aks ettiriladigan narsalar buxgalteriya hisobining predmeti bo'lgani bilan, uning qo'llaniladigan joyiga ham shunday qarashimiz lozimligini bildirmaydi. Xo'jalik hisobining vazifalari iqtisodiyot rivojlanishining xar bir bosqichida amalga oshirilayotgan xo'jalik siyosati bilan belgilanadi va quyidagilardan: – hisobda aks ettiriladigan ob'ektlarni boshqarish uchun ma'lumotlarni yig'ish, ularni filtrlash va kerakli axborotni shakllantirish; – korxonalar faoliyati natijalari haqidagi axborotni o'lchash va taqdim etish; – soliq organlariga mahalliy soliqlar, ish haqiga olinadigan soliqlar va ijtimoiy sug'urtaga ajratmalar, pensiya fondlari, ish bilan ta'minlash fondi, mulklar, transport vositalariga soliqlar, aksiz yig'implari va qo'shilgan qiymat soliqlari va xokazolar bo'yicha to'lovlarning to'g'riligini nazorat qilish; – xo'jalik hisobini mustahkamlashga yordam berish; – xo'jalik operatsiyalarini samarali boshqarishdan iboratdir; Yuqorida keltirilgan vazifalardan tashqari xalq xo'jalik hisobi boshqa vazifalarni ham bajaradi. Xo'jalikdagi imkoniyatlarni yuzaga chiqarish va ulardan foydalanishga ta'sir ko'rsatadi. Uning ma'lumotlari bo'yicha ishlab chiqarishni kengaytirish imkoniyatlari, asbobuskunalaridan foydalanishni yaxshilash, mablag'larni unumsiz sarflash sabablari aniqlanadi, korxonada xo'jalik faoliyatidagi kamchiliklarni bartaraf qilish va uni yaxshilash yo'llari belgilanadi.

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KORXONALARDA STATISTIK HISOB, BUXGALTERIYA HISOB YURITISHNING OMILLARI VA ULARNING TAXLILI

Istamova Shaxnoza

Farg`ona sanoat xizmat ko`rsatish texnikumi bitiruvchisi

Statistik hisob - ommaviy xo'jalik hodisalar to'g'risidagi ma'lumotlarni yig'ish va ishlash tizimidan iborat. Xo'jalik hisobining bu turi butun xo'jalik va uning tarmoqlarining rivojlanish jarayonini o'rganishga yo'naltirilgan. Undan korxonalar, tashkilot va muassasalarda sodir bo'layotgan turli-tuman ommaviy hodisalarni kuzatish uchun foydalaniladi. Uning yordamida xo'jalik faoliyatining turli-tuman miqdoriy va sifat ko'rsatkichlari hisoblab chiqiladi. Sanoatda bundaylarga, masalan, ishlab chiqarish hajmi, o'rtacha ish xaqi, ish vaqtdan foydalanish, mehnat unumdorligi darajasi, o'sishi va hokazo ko'rsatkichlar kiradi. Dastlabki statistik kuzatuvlarning ma'lumotlari tumanlar, viloyatlar va umuman respublika xalq xo'jaligining ayrim tarmoqlari bo'yicha umumlashtiriladi. Statistik hisob statistika fani - statistika usullaridan foydalanadi. Mustaqil ijtimoiy fan sifatida statistika faqat xo'jalik hodisalarinigina o'z ichiga olmay, jamiyat hayotining boshqa tomonlarini ham qamrab oladi. Jumladan, uning yordamida aholining soni, tarkibi va harakati, xalq xayotining moddiy va madaniy darajasi, uning ijtimoiy hayoti hisobotgi ko'rsatkichlar olinadi. Xo'jalik hodisalari xaqidagi ma'lumotlar statistik hisob tomonidan operativ va buxgalteriya hisobi korxonalar, tashkilot va muassasalarda mustaqil ravishda tashkil qilinadigan dastlabki hisobdan olinadi. Ba'zi ma'lumotlar statistik kuzatuvning alohida shakllari - qayta ro'yxatga olish va tekshirishlar yordamida olinadi. Uzluksiz kuzatib bo'lmaydigan ommaviy hodisalarni tavsiflash uchun dastlab kuzatish usulidan keng foydalaniladi. Tarmoqlar, xalq xo'jaligi miqyosidagi xo'jalik hodisalarini tavsiflovchi ma'lumotlar asosan maxsus davlat statistika organlari - Makroiqtisodiyot va statistika vazirligining statistika boshqarmasi tomonidan olinadi va ishlab chiqiladi. Dastlabki materiallarni ilmiy ishlash va taxlil qilish olingan ko'rsatkichlarni ular tomonidan yig'ish va guruhlash, o'rtacha sonlar usuli, nisbiy jamlar, indekslar, dinamik qatorlar va shu kabi maxsus usullardan foydalanish yordamida amalga oshiriladi. Statistik hisobning ko'rsatkichlarini hisoblab chiqish uchun ham barcha mavjud o'lchovlar - natura, mehnat va pul o'lchovlaridan, o'rganilayotgan hodisaning mazmuni va qo'yilgan vazifalariga qarab foydalaniladi. Buxgalteriya hisobi- ichki boshqarish va tashqi iste'molchilarning maqsadlari uchun joriy va yakuniy axborotni olish bilan korxonalar, tashkilotlar va muassasalarning xo'jalik faoliyati ustidan uzluksiz va o'zaro bog'liq bo'lgan kuzatish va nazorat qilish tizimidan iborat. Buxgalteriya hisobi yordamida xo'jalikda mavjud bo'lgan har xil turdagi moddiy qiymatliklar va pul mablag'larining miqdori, boshqa korxonalar va tashkilotlar bilan hisobkitoblarning

holati, undagi boshqa resurslarning umumiy hajmi xaqida ma'lumotlar olinadi; tayyorlangan materiallar, ishlab chiqarilgan va sotilgan mahsulot hajmi va tannarxi aniqlanadi; xo'jalik faoliyatining moliyaviy natijalari - foyda yoki zarar hisoblab chiqiladi; korxonaning rentabelligi hamda korxonada va uning tarkibiy qismlarining boshqa qator ko'rsatkichlari hisoblab aniqlanadi. Buxgalteriya hisobida ham operativ va statistik hisobdagi kabi barcha o'lchovlar - natura, mehnat va pul o'lchovlari qo'llaniladi. Lekin unda pul o'lchovga alohida ahamiyat beriladi, chunki u buxgalteriya hisobining umumlashtiruvchi ko'rsatkichlarini olish imkonini beradi. SHuning uchun pul o'lchovda buxgalteriya hisobining barcha ob'ektlari, garchi ular natura va mehnat o'lchovlarida aks ettirilgan bo'lsa ham, albatta, pul o'lchovida ifodalanadi. Pul o'lchovi yordamida buxgalteriya hisobi, masalan, quyidagi umumlashtiruvchi ko'rsatkichlarni beradi: korxonaning barcha mablag'lari xajmi, ishlab chiqarishga qilingan xarajatlar, davr xarajatlari, ko'zda tutilmagan xarajatlar, mahsulotning ishlab chiqarish tannarxi, sotishdan olingan yalpi tushum, morjinal foyda va shu kabilar. Breslavseva N.A., Mixaylova N.V., Goncharenko O.N. "Buxgalterskiy uchet". darsligida "Buxgalteriya hisobining eng muhim xususiyatlaridan biri shundaki, unda barcha xo'jalik operatsiyalari yoppasiga qayd qilinadi. Bu narsa barcha xo'jalik jarayonlarining to'la tavsifini olish uchun zarurdir." 3 - degan fikrni bildirishgan. Buxgalteriya hisobining boshqa xususiyati, uning hujjatlanishidir. Buxgalteriya hisobi tizimida qayd qilinadigan xar bir operatsiya dastlab xujjatlashtirilishi kerak. Hujjat buxgalteriya hisobi ma'lumotlarining yagona manbai hisoblanadi. Barcha operatsiyalarni qamrab oladigan hujjatlarning mavjudligi buxgalteriya hisobi ma'lumotlaridan moddiy javobgar shaxslar faoliyati ustidan nazorat qilish uchun foydalanish va boshqarish uchun asoslangan ma'lumotlar olish imkoniyatini beradi. Buxgalteriya hisobida yig'ma yakunlangan ko'rsatkichlarni olish uchun yig'ilgan ma'lumotlarni ilmiy ishlashning maxsus usullaridan foydalaniladi. Bu usullarning muhim xususiyatlari shundan iboratki, ular alohida ajratib olingan korxonada, tashkilotlar va muassasalarning butun xo'jalik faoliyatini uzluksiz va o'zaro bog'langan holda aks ettirilishini ta'minlaydi. Buxgalteriya hisobining ma'lumotlari ayrim korxonada, tashkilot va muassasalar hamda ma'lum bir kompaniya tarkibiga kiradigan korxonalar guruhi bo'yicha boshqaruv qarorlarini qabul qilish va ularning ishini audit qilish uchun audit manbai sifatida xizmat qiladi. Buxgalteriya hisobining qator ko'rsatkichlari umumlashtirilgan ko'rinishda korxonaning moliyaviy holatini baholashda ishlatiladi. Umumlashtirilgan ko'rsatkichlarning bir guruhi faoliyatni baholashda ko'pincha buxgalteriya hisobining ma'lumotlariga asoslanadigan statistika yordamida olinadi. Bozor iqtisodiyoti sharoitida buxgalteriya hisobining yagona tizimi o'zaro bog'liq bo'lgan ikki qismdan rahbariyat tomonidan ichki foydalanish uchun o'lchanadigan, ishlanadigan va topshiriladigan hisob axborotining barcha turlarini o'z ichiga oladi. Moliyaviy hisob rahbariyat tomonidan firma ichida ipshatiladigan axborotdan tashqari,

tashkilotdan tashqaridagilarga xabar qilinadigan axborotdan iborat bo‘ladi. Xo‘jalik hisobining har bir turi - operativ, statistik va buxgalteriya hisobi korxonalarni, hududlar va respublika boshqaruv jarayonida ma’lum rol o‘ynaydi. Hisobning o‘zaro chambarchas bog‘langan uchta turi xalq xo‘jalik hisobining yagona tizimini tashkil qiladi. Bu tizimning to‘g‘ri tuzilishi va doimiy rivojlantirilishi bozor iqtisodiyoti sharoitida muhim ahamiyat kasb etadi. Hisobning barcha turlarining vazifalari umuman olganda bir xildir, lekin ular alohida olingan ob’ektlarga nisbatan hal etiladi. Statistik hisob buxgalteriya hisobining, ayniqsa, yakuniy ma’lumotlaridan keng foydalanadi. Bunda u bu ma’lumotlardan ba’zi tarmoqlar va xalq xo‘jaligi miqyosida har xil umumlashtiruvlar uchun zaminiy materiallar sifatida foydalanadi. O‘z navbatida buxgalteriya hisobi ham ko‘p hollarda statistikaning ma’lumotlaridan foydalanadi. Jumladan, ishchilarning ish haqini aniqlashda statistika usullari bilan hisoblab topilgan ishlab chiqarish normalarini bajarilishi ko‘rsatkichlaridan foydalaniladi. 3 Breslavseva N.A., Mixaylova N.V., Goncharenko O.N. Buxgalterskiy uchet. Uchebnik. Rostov n/D: Feliks, 2012, 38 str Xo‘jalik hisobi uch turining o‘zaro bog‘liqligi yagona dastlabki hujjatlashtirishdan foydalanish bilan ta’minlanadi. Yagona dastlabki hujjatlashtirish deganda hisobning barcha turlaridagi operatsiyalarni aks ettirish uchun bir turdagi ma’lumotlardan va bir turdagi hujjatlardan foydalanish tushuniladi. Bunday amal hisob ko‘rsatkichlaridagi qaramaqarshiliklarni bar-taraf qiladi va hisobdagi parallellik bilan ishlashni yuzaga keltiradi. Xo‘jalik hisobining har xil turlari va uning butun tizimi uzluksiz rivojlanib boradi. Dastlabki ma’lumotlarni yig‘ish, texnikasi, ishlash uslublari yaxshilanib bormoqda. SHuni ta’kidlash lozimki, xalqaro standartlariga javob beradigan va bozor iqtisodiyoti xususiyatlariga mos keladigan hisobning yangi tizimini ishlab chiqishda, olimlar va amaliyotchilar rivojlangan bozor iqtisodiyotidagi mamlakatlarda bu sohada yaratilgan narsalarga ko‘r-ko‘rona yondoshayotganlari yo‘q. Lekin xorij mamlakatlarining amaliyotini o‘rganish, ularni chuqur va har tomonlama tahlil qilish Uzbekiston Respublikasida xo‘jalik hisobini takomillashtirish imkoniyatini beradi.

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KORXONA BUXGALTERIYA HISOBINING YURITISH USULLARI VA QO`LLANILISHI

Istamova Shaxnoza

Farg`ona sanoat xizmat ko`rsatish texnikumi bitiruvchisi

Buxgalteriya hisobi o'zining predmeti xususiyatlariga mos o'rganish usullaridan foydalanadiki, bular ma'lum ma'lum ko'zatishtish natijalarini pul ko'rsatkichida ifodalash, kayd qilish xamda uni zarur ezuvlar yordamida tartibga solish, uning natijalarini aniqlashdan iboratdir. Bunday usullarga buxgalteriya hisobi ezuvlarining xujjatga asoslanishi, yo'qlama qilish, baxolash, kalkulyasiya qilish, buxgalteriya schyotlari, xo'jalik operatsiyalarini shu schyotlarda kayd qilishni maxsus ikki yoqlama ezish tizimida yurgizish, buxgalteriya balansini va hisobotini to'zishlar kiradi. Xujjatlashtirish buxgalteriya hisobi usulining eng muhim elementi ekanligi 1938 yilda professor YA.M. Galperin tomonidan isbotlanib, Iqtisodiy adabietga kiritilgan. Korxonalarda Buxgalteriya hisobining usullari (usul elementlari). Xujjatlashtirish - buxgalteriya hisobining objektlari ustidan eppasiga va uzluksiz kuzatishni amalga oshirish imkonini beradigan dastlabki aks ettirish usulidir. Baxolash - x'jalik ma'blaflari, majburiyatlar va x'jalik jaraenlarini pul ulchov birligida aks ettirish usulidir. Inventarizatsiya - korxonada ma'blaflarini tekshirib, ruyxatga olish va olingan ma'lumotlarni hisob ma'lumotlari bilan solishtirish demakdir.

Kalkulyatsiya - korxonada faoliyatini boshqarish jaraenida sarflanган харажатларни va ishlab chiqarilgan mahsulot birligining tan narxini aniqlash usulidir. Buxgalteriya hisobi schetlari - schetlar tizimi hisob objektlarini ularning iqtisodiy belgilariga qarab guruxlashtirish usulidir. Ikki e'qlama ezuv - har bir x'jalik operatsiya natijasida yuzaga keladigan ikki hodisani uzaro boglangan holda aks ettirish usulidir. Buxgalteriya balans - x'jalik ma'blaflari va manbalari ma'lum bir sanaga bulgan holatini aks ettirish usulidir. Hisobot - ma'lum davrga bulgan x'jalik faoliyatini aks ettiruvchi umumlashtirilgan x'jalik jaraeni va operatsiyalarini ularning iqtisodiy mazmuniga qarab ma'lum tartibda guruxlashtiradigan va uzaro aloqadorligini ta'minlaydigan kursatkichlarni aks ettiruvchi shakllar yifindisidir. sodir bulaetgan xamma xo'jalik operatsiyalarini eppasiga va o'zluksiz ko'zatishtish natijalarini natura va pul ko'rsatkichlarida ifodalash va bu ma'lumotlarni ularning isboti bo'lgan xujjatlarda kayd qilish usuli qo'llaniladi. Yo'qlama qilish - bu sanash, tortish, ulchash va xokazolar yuli bilan korxonada mol-mulkini ruyxat qilish ma'lumotlarni hisobi ma'lumotlari bilan solishtirish, topilgan kamomad, ortikcha narsalar, nobudgarchilik va xokazolar tarzidagi farqlarni xujjat bilan rasmiylashtirish, bu farqlarning sabablarini

va aybdorlarini topishdan iboratdir. Yo‘qlama qilishning buxgalteriya hisobi usulining elementi ekanligi 1950 yilda professor N.A.Kiparisov tomonidan isbotlanib Iqtisodiy adabietga kiritilgan. Baxolash xo‘jalik mablag‘lari, ularni ng tashkil topish manbalari va xo‘jalik jarayoni pul o‘lchovida ifodalash usulida namoen buladi. Baxolash buxgalteriya hisobi usulining bir elementi ekanligi birinchi marta 1948 yilda professor A.A.Afanasev tomonidan isbotlangan va Iqtisodiy adabietga kiritilgan. Kalkulyasiya qilish mahsulot birligi, bajarilgan ish va xizmatlarning tannarxini pul ifodasida hisoblash usulida namoen buladi. Kalkulyasiya qilish buxgalteriya hisobi usulining muhim elementi ekanligi Iqtisodiy adabietga 1948 yili professor A.A.Afanasev tomonidan kiritilgan. Buxgalteriya hisobi ob‘ektlarini ularning Iqtisodiy mazmuniga karab umumlashtirish hisobining schyotlar tizimi yordamida amalga oshiriladi. Buxgaletriya hisobi ob‘ektlarini buxgalteriya schyotlari yordamida guruxlashtirish buxgalteriya hisobi usulining muhim elementi ekanligi Iqtisodiy adabietga N.A.Leontev, V.E.Kedrov va S.A.SHchenkovlar tomonidan kiritilgan. Xo‘jalik operatsiyasini buxgalteriya hisobining schyotlarida aks ettirish ikki yoqlama ezish usuli yordamida amalga oshiriladi. Ikki yoqlama ezish usuli buxgalteriya hisobi usulining muhim elementi sifatida Iqtisodiy adabietga professor N.A.Kiparisov tomonidan kiritilgan. Ikkinchi ma’noda - alohida foydalaniladigan usullar ma’nosida - qo‘llaniladigan usullar yig‘indisi hisobning uslubiyatini tashkil etadi. Metodologiya buxgalteriya xisobi oldida turgan maqsad va vazifalar ham ularni echish imkoniyatlari, ya’ni mavjud texnik va texnologik baza bilan belgilanadi. Usulning mazmuni - mazkur fanning predmeti, vazifalari va uning oldiga qo‘yiladigan talablar xususiyatlariga bog‘liq bo‘ladi. Ular buxgalteriya hisobi usulining tarkibiga kiradigan aniq usullarni belgilab beradi. Eng avval shunga e’tibor berish lozimki, buxgalteriya hisobida sodir bo‘ladigan barcha xo‘jalik jarayonlari, uning ixtiyoridagi barcha mablag‘larni aks ettiruvchi axborotlarni shakllantiradi. Har xil jarayonlarda sodir bo‘ladigan operatsiyalar soni hamda korxonada ixtiyorida joylashgan mablag‘lar turi va manbalari juda ko‘pdir. Har bir xo‘jalik operatsiyasi mablag‘lar hamda manbalar turi ustidan zaruriy boshqaruv axborotini umumlashtirish, shakllantirish, hujjatlashtirish yordamida kuzatib boriladi. Hujjatlashtirish buxgalteriya hisobining ob‘ektlari ustidan yoppasiga va uzluksiz kuzatishni amalga oshirish imkonini beradigan dastlabki aks ettirish usulidir. Buning uchun har bir alohida operatsiya uchun yoki ularning bir turdagi guruhi uchun dastlabki hisob axborotini muayyan moddiy tashuvchisi tuziladi. Unda amalga oshirilgan operatsiyaning mazmuni qayd etiladi. Hujjatlashtirish yordamida sodir bo‘layotgan xo‘jalik operatsiyalari hisobot mukammal ma’lumotlar olinadi. Bu ma’lumotlar ularni keyinchalik iqtisodiy jihatdan guruhlash va umumlashtirish uchun asos bo‘lib hisoblanadi. Huquqiy talablarga rioya qilingan holda xujjatlardan foydalanish buxgalteriya hisobining ma’lumotlariga isbotlovchi kuch bag‘ishlaydi. Lekin xo‘jalik jarayonida bo‘lib o‘tayotgan barcha hodisalarni xam

xujjatlashtirish yordamida qayd qilib bo'lovermaydi. Jumladan, tabiiy yo'qolish, mablag'larni qabul qilish va topshirshp paytidagi noaniqliklar, hisobdagi xatolar va qolaversa, o'tirliklar tegishli qiymatliklarning haqiqiy miqdorini dastlabki axborotni tashuvchilar hamda hisobda aks ettirilganlaridan chetga og'ishishiga olib keladi. Bunday hodisalarni rasmiylashtirish, ular sodir bo'layotanda emas, balki ma'lum bo'lgandagina mumkin bo'ladi. Dastlabki axborot tashuvchilar tomonidan qayd qilinmay qolgan hodisalar, xujjatlashtirishga zaruriy qo'shimchalar, ya'ni qayta ro'yxatga olish yordamida aniqlanadi. Uning ma'lumotlari yuqorida keltirilgan u yoki boshqa sabablarga ko'ra o'z vaqtida hisobga olinmay qolgan hisob ko'rsatkichlarini haqiqatdagiga muvofiqlashtirish uchun xizmat qiladi. SHunday qilib, xujjatlashtirish va ro'yxatga olish buxgalteriya hisobining ob'ektlarini dastlabki kuzatishni amalga oshirish uchun qo'llaniladi. Ulardan foydalanish - mulkning but saqlanishi ustidan nazorat qilish imkonini beradi. Hujjatlashtirish va ro'yxatga olishning ma'lumotlari moddiy-javobgar shaxslarning hatti-harakatlari, amalga oshirilayotgan muomalalarning qonuniyligi, mablag'larning to'g'ri saqlanishi, ulardan maqsadga muvofiq ravishda foydalanish va shu kabilar ustidan kuzatish imkonini beradi. Yuqorida ta'kidlanganidek, xo'jalik operatsiyalari va mablag'lar juda turli-tumandir. Lekin buxgalteriya hisobi ular hisobot yig'ma ko'rsatkichlarni berishi kerak. Bu, yig'iladigan ma'lumotlar pul o'lchovlarida ifodalanadi. Buning uchun buxgalteriya hisobida baholash usuli qo'llaniladi. Baholash yordamida natura va mehnat ko'rsatkichlarini pul ko'rsatkichlariga aylantiriladi. Xo'jalik jarayonini boshqarish uchun uni amalga oshirish bilan bog'liq bo'lgan barcha chiqimlarni hisoblab chiqish, har bir jarayonda ishlatilgan ham jonli ham moddiylashtirilgan mehnatni hisoblab chiqish kerak. Bunda xar bir chiqim turining miqdorinigina emas, balki aniq bo'lgan, ularning ob'ektiga tegishli bo'lgan umumiy summasini topish, ya'ni hisobga olinayotgan mahsulotlarning tannarxini aniqlab topish lozim bo'ladi. Mahsulot tannarxi - ishlab chiqarish xarajatlarining miqdori ustidan nazorat qilish uchun qo'llaniladigan kalkulyasiya yordamida hisoblab topiladi. U ob'ektlarning haqiqiy tannarxini aniqlash imkonini beradi. SHunday qilib, kalkulyasiya buxgalteriya hisobi ob'ektlarini qiymatli o'lchash uchun xizmat qiladi. Ularning qo'llanilishi tijorat hisob-kitobini mustahkamlash uchun katta ahamiyat kasb etadi. Ma'lumki, tijorat hisob-kitobiga rioya qilish korxonalar xarajatlari bilan uning faoliyat natijalari o'rtasidagi muvofiqlikni talab qiladi. Xarajatlar bilan natijalarni solishtirish haqiqiy tannarx kalkulyasiyasi ma'lumotlariga asoslanadigan puldagi ifodalash yo'li bilan erishiladi. Buxgalteriya hisobining ob'ektlari tarkibidagi va funksiyalaridagi farqlanishlar ularning ustidan alohida guruhlar bo'yicha, masalan, mehnat vositalari, buyumlari, pul mablag'lari va hokazolarni kuzatish zarurligini taqozo etadi. Undan tashqari, ushbu guruhlar ichida mablag'larning alohida turlari va ularning joylashgan joylari bo'yicha tashkil qilish kerak bo'ladi. Demak, hisob bilan alohida ajratilgan har bir

mehnat vositasining turi - binolar, mashinalar, uskunalar; mehnat buyumlari - asosiy va yordamchi materiallar, yoqilg'i, yarim tayyor mahsulot va boshqalar; pul mablag'lari ularning joylashgan joylari bo'yicha hisob-kitob, valyuta va bankdagi boshqa schyotlar, korxonaning kassasida qamrab olingan bo'lishi kerak. SHu bilan birga bunday guruhlash ko'pincha etarli deb hisoblanmaydi. Masalan, mehnat buyumlarining har xil turlari, aytaylik, asosiy materiallar ustidan kuzatish ularning har bir turi, navi, katta-kichikligi va hokazolar to'g'risida ma'lumotlar olishni talab qiladi. SHunga o'xshash guruhlash buxgalteriya hisobida mablag'lar manbalari va xo'jalik jarayonlari bo'yicha ham amalga oshiriladi. Xo'jalik mablag'lari va xo'jalik operatsiyalarini aks ettirishda, ularni boshqarish uchun zarur bo'lgan ma'lumotlarni olishda, buxgalteriya hisobi ob'ektlarini iqtisodiy jihatdan guruhlashda schyotlardan foydalaniladi. Axborotni dastlabki tashuvchilardagi ma'lumotlar hisob ob'ektlariga faqat tarqoq bo'lgan tavsifni beradi. SHu sababli schyotlarga ehtiyoj tug'iladi. Bu ma'lumotlarni umumlashtirgan holda guruhlash va summalashtirish lozim bo'ladi. Bunday funktsiyani buxgalteriya hisobida schyotlar bajaradi. Xo'jalik operatsiyalarini buxgalteriya schyotlarida aks ettirish ikkiyoqlama yozuv vositasida amalga oshiriladi. Ikkiyoqlama yozuvning mohiyati har bir xo'jalik operatsiyasi natijasida yuzaga keladigan ikki hodisani o'zaro bog'langan holda aks ettirishdan iborat. Masalan, materiallarni xarid qilish operatsiyasini qayd etaturib, sotib olingan qiymatliklarning kelishi va mol etkazib beruvchilarga to'langan pul mablag'larining sarflanishi ko'rsatkichlari o'zaro bog'lanadi yoki mahsulot tayyorlashga materiallar sarflashni aks ettira turib, o'zaro bog'liqlikda ishlab chiqarish chiqimlarining oshishi va korxonada omboridagi materi-allarning kamayishi ko'rsatiladi.

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FRANSUZ TILIDA FE'LNING GRAMMATIK KATEGORIYALARI

Umarova Madinabonu Bahodir qizi
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Fransuz tilida fe'llar grammatik kategoriyalar bo'yicha tartibga solinadi. Bu kategoriyalar o'qish, yozish va gaplashish jarayonlarida fe'llarni to'g'ri tartiblash uchun foydalaniladigan qoidalardir.

Birinchi kategoriya - fe'llarning shakli. Fransuz tilida asosan 3 ta shaklda fe'llar ishlatiladi: so'z birliklari, birinchi va ikkinchi shaxs orqali to'g'rilanuvchi so'zlarga bo'linganlar. Shu bilan birga, fe'llarning zamoni va ko'rinishi ham shaklga kiradi.

Ikkinchi kategoriya - fe'llarning obyekti. Fransuz tilida bir nechta obyekt turlari mavjud bo'lib, har biriga qoidalar asoslangan. Obyektlar faoliyatni bajaradigan narsalarni ifodalaydi va mazkur narsalar boshqa so'zlar orqali ifodalangan bo'ladi.

Uchinchi kategoriya - fe'llarning ma'nosi va tarkibi. Bu kategoriya fe'lning ma'nosi va uning xususiyatlari bilan bog'liqdir. Fransuz tilida ba'zi fe'llar boshqa so'zlar bilan ham o'rnatilishi mumkin va bu holatda ularning ma'nosi o'zgarishi mumkin.

To'rtinchi kategoriya - fe'llarning ishlash xossalari. Fransuz tilida fe'llar ishlay oladigan va istalgan fe'lning ishlash xossalari ega bo'lishi mumkin. Bu kategoriyada belgilangan xossalar yordamida fe'llarning aniq maqsadi va natijasi ifodalangan.

Fransuz tilida fe'llar grammatik kategoriyalari o'rganishning muhim qismidir, chunki bu kategoriyalar to'g'ri tartiblash va qoidalarni bilish orqali tilni to'g'ri va adabiy ravishda foydalanish imkonini beradi. Fe'llarning grammatik kategoriyalari bo'yicha tushuncha olish, fransuz tilini o'rganishning asosiy qismidir.

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РЕСПУБЛИКАМИЗ ШАРОИТИДА ЕРЛАРНИ ЭКИШГА ТАЙЁРЛАШДА ҚЎЛЛАНИЛАДИГАН ТЕХНОЛОГИЯЛАРНИНГ ТАҲЛИЛИ

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Аннотация. Шудгорланган ерларга ишлов берадиган комбинациялашган машиналар таҳлил қилинади. Энергия ва ресурс тежамкор экинларни экиш учун шудгорланган ерларни тайёрловчи комбинациялашган машинанинг ишлаш технологияси келтирилган.

Калит сўзлар. Энергия, ресурс, комбинациялашган, интенсив, технология, чизеллаш, бороналаш, молалаш, агрегат, технология, текислагич.

Ҳар қандай экиннинг ҳосилдорлигини ошириш мақсадида уни экишдан олдин тупроққа ишлов бериб, уни қулай ҳолатга келтириш зарур. Ерга ишлов беришда асосий эътиборни тупроқни химоялаб, унинг унумдорлигини тиклашга қаратиш керак. Шу мақсадда, тупроққа ишлов беришнинг анъанавий ва ресурстежамкор усулларида фойдаланилади. Маҳаллий шароитга мослаб қандай усулдан фойдаланиш танланади.

Анъанавий усулда плуг билан ерни чуқур (20 см дан кўпроқ) ҳайдаб, асосий ишлов берилади. Кейинчалик эса турли тирма, культиватор, фреза каби машиналар билан ерга саёз ишлов берилади. Плуг билан ишлов беришда тупроқнинг устки қатлами қирқилиб ажратилади ва ён томонга силжитилиб, маълум бурчакка буриб ағдарилади. Ағдарилиш натижасида қирқилган палахса қатлами деформацияланиб майдаланади, тупроқнинг структураси тикланади, бегона ўт уруғлари ва қолдиқлари ҳамда ҳашаротлар кўмилади, ер бетига эса тупроқнинг пастки, яъни чириндига бой қатлами чиқарилади.

Анъанавий усулдан фойдаланиб, чуқур ва ўта чуқур (30 см ва ундан ортиқроқ) шудгорлаб, бегона ўтларни кескин камайтириш мумкин. Ерни ағдариб ҳайдаш тупроққа салбий таъсир кўрсатади, чунки ер бетига чиқарилган органик моддалар қуёш нури ва бошқа омиллар таъсирида парчаланиб, таркибидаги углероднинг атмосферага учиб кетиши ҳамда тупроқ эрозияси кучайиши мумкин. Бу эса тупроқ унумдорлигини пасайтиради.

Суғориладиган ерларда 2 - 3 марта ҳосил олиш учун тупроққа интенсив ишлов бериш технологиясидан фойдаланилади. Бу эса далага машина-трактор агрегатларини, шу жумладан, ҳайдов агрегатларини кўп марта киритишга олиб келади. Натижада тупроқнинг устки қатлами уваланиб, чангга айланиши, пастки

қатламининг эса зичланиши кучаяди. Бундан ташқари, плуг билан бир неча йил давомида ерга бир хил чуқурликда ишлов берилганда шудгор тубида ўта зичланган «берч товон» пайдо бўлиб, ўсимлик илдизларининг ривожланиши ва сувнинг шимилишига тўсқинлик қилади. Бундай ерлардан юқори ҳосил олишнинг иложи қолмайди. Ерга солинган минерал ўғитнинг самараси ҳам кам бўлади. Шу сабабли сўнгги вақтда дунё буйича ерга ишлов беришнинг ресурстежамкор усуллари ва тупроқни ҳимояловчи технологиялар кенг тарқалмоқда.

Ресурстежамкор технологияни баъзи мутахассислар нул, кимёвий, минимал, альтернатив технология, мулчалаш, пушталаш технологияси деб аташади. Уларнинг асосий кўрсаткичи ерга ишлов беришда плугдан ҳар йили фойдаланмасликдир. Шу сабабли бир нечта технологик операцияларни мураккаблаштирилган, қурама (комбинациялаштирилган) агрегатнинг бир ўтишида бажариб, тупроқ зичланишининг олдини олиш мақсадга мувофиқдир.

Ғалладан сўнг такрорий экинларни юқоридаги технологияда экиш учун пояларни баландроқдан ўриб, улар массасининг 30 % ини анғиз кўринишида қолдириш керак. Экин экиш учун анғизнинг фақат уруғ кўмиладиган жойигина турли чизел, культиватор, чуқурлаткич, чуқурюмшаткич кабилар ёрдамида юмшатилади. Ён томонга қия энгашган устунга ўрнатилган тишли «параплау» туридаги чуқурюмшаткичдан фойдаланиш яхши натижа беради.

Чуқурюмшаткич - тилгич ҳар 3-4 йилда бир маротаба 0,5-0,6 м чуқурликкача 1,5-2,5 м оралик қолдириб ишлатилади. Натижада илдиз ривожланадиган жой кенгаяди. Бундай усул «йўлаклаб» ишлов бериш деб аталади. Нул технологияси шудгорламасдан экиш ёки бевосита экиш ҳам дейилади. Бу усулда даланинг 25 % гагина механик ишлов берилади, қолган жойдаги бегона ўтлар гербицид ёрдамида йўқотилади.

Ресурстежамкор технологиядан фойдаланилганда, тупроқни экин экиш учун тайёрлашга сарфланадиган катта маблағлар тежалади, тупроқнинг шимувчанлиги ортиб, чувалчанглар кўпаяди, натижада ернинг унумдорлиги ортиб, ҳосилдорлик ошади.

Республикамизда ҳозирги пайтда янги ҳайдалган ерларни экишга тайёрлаш ишлари тишли ва дискли тирмалар ҳамда турли мола-текислагичлар билан алоҳида-алоҳида кўп марталаб ўтиб амалга ошириб келинмоқда. Шулардан келиб чиққан ҳолда кўпчилик фермерлар очик далага экиладиган буғдой ва буғдойдан бўшаган майдонларни такрорий экинлар экишга тайёрлашда уларни шудгорлаб, ўсимлик қолдиқларини кўмиб ташлайди ва кейин чизеллаб, тирма ва мола босади ёки олдин молалаб, сўнг тирма билан ишлов беради. Бунда асосан пахтачиликда қўлланиладиган тупроққа ишлов берадиган машина ва қуроллар қўлланилади, яъни ерни ҳайдаш ЛД-100,

ПЛН-4-35, ПЯ-3-35, ПД-4-45 плуглари билан, ерни юза қатламини юмшатиш ЧКУ-4А, ЧК-3,0 чизеллар, БДТ-3,0, БДТ-2,2 русумли дискли тирмалар, БЗТХ-1,0; БЗТС-1,0; БЗСС-1,0 русумли тишли тирмалар, ерни текислаш ва зичлаш эса ВП-8, МВ-6 ва МВ-6,5 русумли текислагичлар ва мола-текислагичлар ёрдамида амалга оширилади [3;4;6]. Аммо бу тупроқнинг физик-механик хоссаларини ёмонлашуви, тупроқдан кўплаб нам йўқотилиши ҳамда ёнилғи сарфи ва бошқа ҳаражатларни ортиб кетишига олиб келади. Жаҳон миқёсида эришилган илмий ютуқлар ҳамда республикамизда илгари бажарилган тадқиқотлар таҳлили шуни кўрсатадики, янги шудгорланган ерларни экишга тайёрлашда мавжуд бўлган бу камчиликлар даладан бир ўтишда тупроқни экишга тайёрлаш бўйича барча технологик жараёнлар (шудгорланган далани тўлиқ зичлаш, даланинг юза қисмини текислаш ва майдалаш)ни кўшиб бажарадиган, яъни экиш олдидан унга бир ўтишда ҳар томонлама тўлиқ ишлов берилишини таъминловчи машина ишлаб чиқиш йўли билан бартараф этилиши мумкин [1; 2; 4]. Янги шудгорланган ерларга экиш олдидан ишлов беришда бундай машинани қўллаш турли технологик жараёнларни кўшиб баражириш ҳисобига агрегатларни даладан ўтишлар сонини, ёнилғи сарфи ва бошқа ҳаражатларни кескин камайтириш билан бирга иш унумини ошириш, тупроққа ишлов бериш сифатини яхшилаш ҳамда ундаги нам йўқотилишини олдини олиш, экинларни ўз вақтида экиб, қийғос ундириб олиш имконини беради [10; 11;12;].

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XALQ DOSTONLARINING O'RGATISHNI AMALIY AHAMIYATI ("ALPOMISH" DOSTONI MISOLIDA)

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Annotatsiya: Maqolada xalqimizning o'lmas buyuk eposi "Alpomish" dostonini chuqur o'rganish va yosh avlodga o'rgatish dolzarbligi, u orqali yoshlarga xalq dostonlarining janriy tabiati hamda badiiy-kompozitsion xususiyatlari, tarbiyaviy ahamiyati, tarbiyalanuvchilarni milliy qadriyatlarga hurmat-e'tibor, sadoqat ruhida tarbiyalash, ajdodlarimizdan meros bo'lib kelayotgan urf-odat va an'analarni anglatish, asrabavaylash, to'plab-o'rganishga da'vat etish haqida fikr bayon etilgan.

Kalit so'zlar: doston, baxshi, Alpomish, marosim, marosim folklori, syujet, poetik struktura, ertak morfologiyasi.

Dostonlar xalq ozaki ijodining eng yirik, salmoqdor, badiiy barkamol janridir. Ular ma'naviyatimiz va badiiy so'z san'atimizning tarixiy asoslari va zamini bo'lishi bilan birga uning bugungi holatini yanada boyituvchi, rivojlantiruvchi cheksiz imkoniyatlar manbai hamdir. Dostonlar ajdodlar va avlodlar jonli aloqasini, vorisligini o'zida mujassamlashtiradi. Ular xalq ijtimoiy-maishiy hayoti bilan bevosita bog'langanligi tufayli har bir kishiga o'z xalqi, uning tarixi va kelajagi, istiqboldagi orzu-umidlari bilan vobastalikni his etishga, amaliy faoliyatda esa yuksak axloqiy g'oyalarni asos qilib olishga yordam beradi. Shuning uchun ham dostonlarni to'plash, o'rganish va nashr etish hamisha dolzarb vazifa bo'lib kelgan. Bu ulkan boylikning asosiy tarkibiy qismlaridan birini xalq dostonlari, jumladan, "Alpomish" dostoni tashkil etadi. "Alpomish" dostoni ajdodlarimiz ijodiy dahosining bebaho badiiy yodgorligi. U bugungi kunda o'zbek xalqining milliy birligi va ma'naviy uyg'onish, o'z-o'zini anglashining ramziga aylangan dostonidir.

«Alpomish» dostoni xalqimiz orasida juda keng tarqalgan. U hozir ham ayrim baxshilar tomonidan kuylanib kelinmoqda. Maktabgacha ta'lim tizimida bolalar adabiyoti, pedagogika, bolalar nutqini o'stirish, bolalarni sahnalashtirish va ijodiy faoliyatga o'rgatish sohalari bo'yicha ko'rsatilgan yo'nalishlarda «Tarbiyalanuvchilarning umummadaniy va axloqiy ko'nikmalari, savodxonlik malakalarini shakllantirish bilan birga bolaning mantiqiy tafakkur qila olish salohiyatini, aqliy rivojlanishini, dunyoqarashini, kommunikativ savodxonligini oshirishga, jismonan sog'lom bo'lishga, moddiy borliq go'zalliklarini his etishga, go'zallik va nafosatdan zavqlana olishga, milliy urf - odatlarni iziga singdirishga va

ardoqlashga, ularga rioya qilishga» alohida ahamiyat berilgan. Shunday ekan xalqimizning urf - odatlaridan chuqur o'rin olgan maktabgacha ta'lim tarbiyalanuvchilarni vatanparvarlik ruhida tarbiyalash milliy istiqloq g'oyasining asosiy negizini tashkil etadi. Chunki, xalqimizning qadim-qadimdan avloddan avlodga o'tib kelayotgan insonparvarligi bugungi kunda jamiyatimiz ma'naviyatini yuksaltirishda, mustaqil O'zbekistonda demokratik, insonparvar davlatni barpo etishda muhim o'rin tutadi. Tarbiyalanuvchilarga xalq dostoni personajlarining xarakterini ochib berish, shu maqsadni ifodalovchi ibora va jumalarning mazmunini, ya'ni asl va ko'chma ma'nolarini ham tushuntirish matnning puxta tushunib olinishiga yordam beradi. Maktabgacha ta'lim guruhlarida xalq og'zaki ijod materiallari mashg'ulot jarayonida o'rganilganda tarbiyalanuvchilarning ma'naviy shakllanishiga ta'siri tarbiyachi tomonidan maxsus e'tiborga olinishi talab etiladi. Har bir fanining bilimlari, bilimlar tarkibidagi alohida mavzular o'quvchi ongini ilmiy-nazariy bilimlar bilan boyitibgina qolmasdan, uning ma'naviyatiga ta'siri ham mualliflar tomonidan mo'ljallangan bo'ladi. Buni o'qituvchi mashg'ulot jarayonida hisobga olganda, tarbiyaviy maqsadga erishishga harakat qilganda o'quvchining ma'naviy dunyosi boyib boshlaydi. Turli markazlar tarbiyachi ma'naviyatining o'ziga mos bo'lgan tomonlarini rivojlantiradi. Maktabgacha ta'lim guruhlarida nutq o'stirish, bolalar adabiyoti, bolalarni sahnalashtirish va ijodiy faoliyatga o'rgatish nazariyasi va metodikasi tarkibiga xalq og'zaki ijod namunalari kiritilganligini bayon etgan edik. Ushbu materiallar tarbiyalanuvchilarning dunyoqarashiga kuchli ta'sir etib, ongi va axloqini takomillashtiradi:

1. Ilk yosh: 1-3 yosh davrlarni o'z ichiga oladi. Ilk yoshdagi ijtimoiy rivojlanish vaziyati va uning genetik vazifasi. Bola hayotining birinchi yili oxiriga kelib erishgan natijalari yangi ijtimoiy rivojlanish vaziyatini qurishni talab qiladi. "Alpomish" dostonida qahramonlar tasviriga mos nomini tanii oladi. Bu yoshdagi bolalarda tasvir orqali nutqiy muloqotga erishish mumkin.

2. Kichik guruh: 3-4 yoshni o'z ichiga oladi. Bolaning imkon doirasidagi va undan tashqaridagi nutq vositalari bilan faol muloqotga kirishish, kattalarning savollariga va takliflariga javob berish, o'z istak-xohishlarini, hissiyotlarini, fikrlarini ifoda qilgan holda tashabbus ko'rsatib fikr bildirishga intilishini qo'llab-quvvatlash; tengdoshlari ishlariga qiziqishini, o'z taassurotlarini ular bilan o'rtoqlashishni istashini, o'yin harakatlarini, ro'y berayotgan hodisaga munosabatini nutq bilan ifodalashga qiziqishini rag'batlantirish; shaxsiy tajribadan kelib chiqqan holda bolaning o'ziga yaqin mavzular bo'yicha, yoki "Alpomish" dostoni qahramonlari sifatlarini o'rgatish mumkin. Qahramonlik va mardlik, yurt tinchligi, millat birligi g'oyalari, uning qahramonona shon-shuhrati, el-yurt farovonligi va oila baxti, vatan ravnaqi uchun kurash tuyg'ulari shakllantiriladi.

3. O'rta guruh: 4-5 yoshni o'z ichiga oladi. "Alpomish" dostoni obrazlarining tahlilini bu yoshda bemalol kuzatish mumkin. Masalan, qahramonlikda Alpomishdan, ibo-hayo va Sharq qizlariga xos fazilatlarni Barchinoydan, do'stlar bilan kengashib ahil bo'lishni Alpomish va Qorajondan, vaziyatdan tashqari muloqot qilishga undash xususiyatlari o'rgatiladi. Dushmanlarning «qirq mingini bir deb sanab qirishga» tayyor turgan jasur Barchin obrazida qahramonlik eposlariga xos botir qiz («alp qiz») haqidagi an'anaviy tushuncha ham o'z ifodasini topgan. Qahramonlik va mardlikni tarannum etuvchi Barchinning shartlari dostonida nihoyatda badiiy tasvirlangan.

4. Katta guruh: 5-6 yoshni o'z ichiga oladi. "Alpomish" dostonida o'yin faoliyati orqali odamlar bilan muloqotda bo'lish, kattalarga hurmatda bo'lish, kichiklarda izzatda bo'lish fazilatlari shakllantiriladi. Jumladan, dostonida "ot o'yini" tasvirining alohida berilishi shunchaki emas. Chunki xalqimiz orasida "ot o'yinini ko'rgan kishi baxtli bo'ladi" degan ishonch bor. Shuning uchun hozirgacha to'ylarda "ot o'yini" namoyish etiladi. Buning uchun ot niqobini kiyib olgan kishi to'y davrasini aylanib, o'yin ko'rsatadi. Dostonida ot o'yini shunday tasvirlanadi: "Boybo'rining Qultoy degan yilqichi quli bor edi. Alpomishga enchi bir tarlon biyasi bor edi. Bir yag'roq qulun tug'di, bu tulpor, deb Boybo'riga olib kelib bergan edi. Necha yildan beri tablada boquvli turgan edi. Choparlar kelib ketgandan keyin tabladagi ot sag'risi toshib, yoli qulog'idan oshib, yulduzni ko'zlab, paraqqos boylab o'ynay berdi. Ammo dostonida Boybo'ri yakka-yu yolg'iz o'g'li Alpomishning begona yurtga tanho ketishini xohlamagani uchun, bu holat yaxshiligini bilsa-da, uni yomonlikka yo'yib: "Shu yomonlagurning o'ynagani xam yaxshilik emas», – deydi va otning sag'risiga uch-to'rt tayoq tushirib, tabladan chiqarib, Qultoyning qoshiga olib borib, yilqilarga qo'shib qaytadi. Bu o'yin bir qaraganda oddiy otni minib, choptirishdek tuyulsa-da, u birinchi navbatda, otlarning sarasini ajratgan, boshqa tomondan yosh yigitlarni ot minishga, ot bilan muomala qila olishga, otning ustida o'zini tuta bilishga, epchil, chaqqon, pishiq va baquvvat bo'lishga, uzoq masofaga otda chopishning yo'l-yo'riqlarini puxta egallab borishga o'rgatgan.

5. Tayyorlov guruh: 6-7 yoshni o'z ichiga oladi. Kattalar bilan muloqot qilish, oilada munosabatlarni shakllantirishda o'z "men"ini hurmat qilish fazilatlarini doston orqali o'rganish mumkin. Qahramonlarning o'zaro munosabatlari: ota – o'g'il; ota – qiz; ona – o'g'il; ona – qiz; aka – uka; er – xotin; yurtni boshqaruvchi – el; oilaviy burch – farzand burchi – el oldidagi burch – vatan oldidagi burch va mas'uliyat yorqin ifodasini topgan. Natijada, doston shunchaki tinglovchining vaqtini o'tkazish uchun yaratilgan ermak emas, xalq qahramonlik eposiga yuklatiladigan vazifa sanaladi.

Qisqa muddatli guruhlar-7 yoshni qamrab oladi. Maktabgacha ta'limga bormagan bolalarni qamrab oladi. Bolalar uchun milliy qahramon, milliy xarakter obrazlarga havas uyg'otish maqsadida «Alpomish» (1999yil) multfilmi, milliy kino agentligi tomonidan «Alpomish» (2018yil) kinolar ishlandi. Xulosa qilib aytganda,

o'zbek xalqining bag'ri kengligi, iymon-e'tiqodining mustahkamligi, yosh avlodning munosib vorislar bilib ulg'ayayotgani, shu haqsevar yurtining yanada gullab-yashnashi yo'lida "Alpomish" dostoni misolida qator ishlar amalga oshirilayotgani, yurtimizda umumiy jismoniy tayyorgarlikni belgilovchi sport me'yorlarini o'z ichiga olgan "Alpomish" va "Barchinoy" testlari o'tkazilishi, musobaqa tarzida tashkil etilgan, 6 yoshdan boshlab barcha insonlar qatnashadigan "Alpomish" va "Barchinoy" maxsus testlari turli shartlar asosida 12 ta yosh toifasi bo'yicha har yili 2 marotaba o'tkazilayotgani ham fikrimiz dalilidir.

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GENDER EDUCATION IN A BOARDING SCHOOL

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Abstract: This article will focus on the gender education of teenagers in a boarding school.

Keywords: gender education, adolescents, personality, training of adolescents in boarding school, gender equality.

Currently, gender education is of particular importance. The relevance of this pedagogical problem is due to the change in cultural stereotypes of masculinity and femininity, social and gender roles in modern society. Gender education is a complex and lengthy process that affects the problem of socialization of the individual.

Gender education plays a special role in the formation of the personality of teenagers who are in boarding school. In modern society, we still face a lot of stereotypes and prejudices about gender, which can have a negative impact on young people. Boarding school teenagers are often deprived of the opportunity to experience various social roles and experiment with the expression of their individuality, which may make it difficult for them to develop as individuals. In this article, we will consider the importance of gender education for boarding school teenagers and offer practical methods of its implementation in order to help them reach their potential and achieve emotional well-being.

Gender education plays an important role in shaping the personality of adolescents, especially those who live in boarding schools. This article will consider its significance and benefits for the development of adolescents.

In residential settings, gender education helps adolescents to understand their role and place in society, as well as to realize that each gender has its own unique qualities and capabilities. This contributes to the formation of healthy self-esteem and self-understanding in children.

It is important to note that gender education should not be limited to simple stereotypes about what men and women should be. It should strive to develop in adolescents flexibility of thinking, the ability to cooperate and empathy regardless of gender.

Gender education should also contribute to a deeper understanding of social equality and justice. Adolescents should learn to respect the rights of others regardless of gender and not to discriminate on the basis of gender.

In a boarding school where teenagers spend most of their time together, it is necessary to form healthy relationships between the sexes in the process of gender education.

Since gender education is an important aspect of the development of adolescents in boarding school, in this subsection we will consider the basic principles and methods of gender education that can be applied in this environment.

The first aspect is the creation of an equal and safe environment for all pupils. It is to ensure that every teenager has the opportunity to reach their potential, regardless of their gender. To do this, it is necessary to eliminate stereotypes and prejudices that may limit the development opportunities of young people. Critical thinking training: formation of the ability to analyze information and make informed choices based on one's own values and principles.

The second aspect is the training of a conscious and emotionally intellectual attitude to gender issues. Teenagers need to be provided with information about different genders, role models of behavior. Teaching relevant knowledge: about the role of men and women in the family and society, about the traditions and culture of their country, about gender equality and discrimination. This will help them better understand themselves and the people around them, as well as promote cultural tolerance.

The third aspect is the formation of positive behaviors based on gender equality. In the boarding school, it is necessary to conduct trainings, seminars and projects aimed at developing communication skills, respect for others and the ability to resolve conflicts without violence, effective interaction in a team. Responsibility training: for their actions and decisions, for caring for loved ones, for fulfilling their duties. It is also necessary to create conditions for teenagers to communicate with representatives of both sexes and to look for opportunities for the exchange of experience and knowledge between them.

The fourth aspect is the inclusion of all teachers in the process of gender education.

It is also important to take into account the characteristics of each teenager: his interests, needs and opportunities. For example, if a teenager shows an interest in cooking, he can be given the opportunity to cook lunch for everyone at the boarding school and explain what roles men and women can perform in this process.

To prepare boarding school teenagers to fulfill gender roles in the family, the teacher-psychologist needs to carry out the following activities:

1. Work with teenagers to form an understanding of their role in the family and society.
2. Organize group classes on family problems and relationships between its members.
3. Teach teenagers communication skills, establishing trusting relationships with other people.
4. Conduct individual consultations to eliminate personal problems related to the implementation of gender roles.
5. To provide support and assistance to adolescents in preparing for a future life in the family, taking into account the peculiarities of their character and development.
6. To develop a program in advance so that at all stages of the process, the sequence of work was performed, and the result was achieved.

The purpose of the above activities is to prepare boarding school students to fulfill the role of full-fledged members of their families in the future. This will allow them to adapt better in society and successfully cope with their functions and responsibilities.

Practical methods of gender education of adolescents in boarding school are an integral part of the formation of a full-fledged personality of each child. They are aimed at developing adolescents' understanding of their own gender roles, as well as overcoming stereotypes and norms related to gender.

One of the methods is conducting informational lectures and trainings. In such classes, teenagers are invited to discuss topics related to gender relations and equality between men and women. The guys are given the opportunity to speak out on these issues, as well as ask questions to a specialist.

Another method is the organization of game situations that help teenagers realize their gender perceptions. For example, you can hold a role-playing game "Make a choice", where children are offered various situations that require decision-making taking into account gender aspects.

Also an important method is to create conditions for the active participation of adolescents in projects related to gender issues. For example, you can organize a contest for the best story or video dedicated to the problems of the difference between the sexes.

In general, the preparation of boarding school adolescents to fulfill gender roles in the family should be based on the development of personal qualities, social skills and knowledge, and not on the creation of rigid patterns of behavior or the establishment of rigid gender stereotypes.

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DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN CHILDREN

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Abstract: This article is about the development of emotional intelligence.

Keywords: Emotional intelligence, society, children, development of emotional intelligence.

Soviet psychologist L. S. Vygotsky wrote, "the emotional development of preschool children is one of the most important areas of professional activity of a teacher. Emotions are the "central link" of the mental life of a person, and above all a child."

A special interest on the part of society in the theory of emotional intelligence in 1995 was caused by the work "Emotional intelligence: why it can mean more than IQ" by American journalist and psychologist D. Goleman, in which the structure of emotional intelligence, the components included in this structure are revealed.

The study of the problem of the development of emotional intelligence has not been in the field of view of researchers for a long time. M. A. Nguyen, who is one of the main researchers of the EI of preschoolers, defined EI in his writings, developed diagnostic tools to identify the level of EI of preschoolers, described the components of EI. In his opinion, the EI of preschoolers should be considered as "the readiness of a child to focus on another person, take into account his emotional state and, based on this knowledge, regulate relations with him and find solutions to emerging problems."

A. O. Kurakina believes that, in essence, EI contains emotional, cognitive and behavioral components. The emotional component helps to orient oneself in the value

of objects, the cognitive component serves for evaluation through judgments and concepts, and the behavioral component is aimed at emotional self-regulation.

E.A. Sergienko, T.S. Kiseleva, E.A. Khlevnaya consider a child's EI as the ability to thoroughly comprehend, evaluate and express emotions; the ability to understand their emotions and emotional knowledge; acceptance of the emotions of others, as well as the ability to manage emotions, which contributes to the emotional and intellectual growth of the individual.

According to A. I. Savenkov, the process of EI development is characterized by increased curiosity of preschool-age students who are interested in everything around them, often ask questions and strive to explore the world. Thus, the relations of objects and phenomena are no less important to a preschooler than the subject side. In addition, the development of EI helps to determine the emotional attitude to others.

The analysis of theoretical research and practical experience revealed contradictions:

- between the need to develop EI in older preschool children and the insufficient formation of psychological and pedagogical conditions, and the lack of a scientifically based approach to the organizational and methodological support of this process in the conditions of a predominantly traditional system of education and development in a preschool educational organization;

- between the level of development of EI in older preschool children and the competence of teachers in this field in the implementation of methods and technologies for the formation of EI.

Research problem: What pedagogical conditions contribute to the development of emotional intelligence in older preschool children?

The purpose of the study was to identify the features of the emotional development of intelligence in older preschool children and the essence of its manifestation, taking into account external and internal factors, which include gender-role characteristics, social environment, etc.

Our research is based on the hypothesis that the development of emotional intelligence of older preschoolers will be successful if a set of pedagogical conditions is implemented in the educational activities of preschool educational institutions:

- criteria and levels of development of emotional intelligence are identified;

- a system of educational activities aimed at developing the emotional intelligence of older preschoolers is being implemented in the developing environment of preschool educational institutions;

- various types of activities aimed at the development of emotional intelligence are implemented in educational activities.

At the ascertaining stage of the pedagogical experiment, the method "Group express diagnostics of components of emotional intelligence in older preschoolers with

ONR", proposed by N. V. Miklyaeva, O. A. Tikhonova, consisting of 4 subtests, was used. In total, according to the results of 4 subtests, preschoolers could score a maximum of 16 points.

The purpose of the ascertaining experiment is to identify the initial level of emotional intelligence of older preschool children with ONR.

After analyzing the study, low indicators of the level of emotional intelligence were revealed in older preschool children with ONR. Most of the children were unable to determine the relationship between emotions and actions, and also failed to navigate the social situation correctly. This indicator is not even close to any child. Only 2 people from the whole group earned the highest score compared to other subjects. All other children have indicators ranging from 5 to 8 points. From this we can conclude that the level of development of emotional intelligence in children at this stage of the study is low. Children have difficulty adequately correlating emotions with gestures and can identify the relationship between emotions and thoughts.

Based on the analysis of psychological, pedagogical, scientific and methodological literature and the results of the ascertaining experiment, games and exercises were selected that were included in the formative experiment.

The formative experiment involved 5 people with a low level of emotional intelligence. This experiment was based on the "Methodology for the development of emotional intelligence and social competence of a child by means of play and artistic activity", proposed by Z. V. Parkhimovich and T. D. Savenkova. This methodology is based on the concept of A. I. Savenkov's social competence, which includes three groups of criteria: cognitive, emotional and behavioral. With precise pedagogical accents, the proposed methodology is able to actualize all the basic parameters of emotional intelligence and social competence and, therefore, can serve as a tool for the development of these mental constructors.

All games were based on voluntary participation only. Some children at first just watched from the sidelines, but later willingly joined in the process and engaged with everyone together. This was how the team rallied. Classes were held exclusively in the afternoon. Freedom of movement and action was limited only by the space where the games were held. After the lessons, the children shared their emotions and impressions, and also told their parents about the experience they had gained.

The control experiment was aimed at identifying the effectiveness of the proposed system of games and exercises for the formation of the level of development of emotional intelligence in older preschool children. In order to diagnose the level of EI development, the same technique was chosen as at the stage of the ascertaining experiment. After the conducted research, positive dynamics in the development of emotional intelligence was revealed. The guys with whom the classes were conducted according to the methodology began to answer the questions more confidently, more

positive answers were revealed than during the first experiment. Three of them had significantly increased scores, their number was 15 out of 16 points. Several children scored 14 points each and three people scored 9. The results of the children who did not participate in the formative experiment remained at the same low level as during the first stage.

Games played in the classroom with children contribute to the development of emotional intelligence, normal interpersonal relationships within the team. They are a stable internal characteristic of a person and largely determine the moral value of his personality. According to S. L. Rubinstein, "a person's heart is all woven from his relationships with other people, and what he is worth is entirely determined by what kind of relationships he strives for, and what kind of relationships he is able to establish." Relationships with other people not only determine the value of a person, but also are the main content of her inner life, give birth to the most powerful and meaningful experiences. The first experience of such relationships, acquired at preschool age, becomes the foundation on which the child's personality is built, and largely determines his future fate.

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MANAGEMENT IN A CRISIS

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Abstract: This article presents management crises

Keywords: Modern management, management features, management development, management efficiency, management basis.

Modern management is accompanied by: intellectualization of decision-making processes; separation from general management: investment, marketing, innovation and others; the growing influence of managers on the final results; the need to increase the intellectual level of management and the use of information technology in management.

The features of management make it more complex and introduce additional development requirements into the work of managers: abilities that will allow you to quickly change the strategy; personal competitiveness; personal communication in order to expand interpersonal and network communications; knowledge of modern computer information networks to save time; constant self-learning of new management methods and technologies; understanding your own social responsibility and influence on subordinates, as well as the need to support universal values when making managerial decisions; creation of conditions for a warm working atmosphere in the team; systematic provision of subordinates with everything necessary in the process of work; active participation of managers in projects using new intellectual methods and technologies; formation of a positive personal image in the company and the company in the market; ways to increase the return on invested capital.

Modern management is based on the principles of consistency and situationality: openness of business organizations; the main conditions for business success are outside the organization; the main task of managers is timely and appropriate response to events outside the organization; sufficient attention to resources and technologies; effective decentralization of managerial decision-making; equality of participants in the management process; interest of all company personnel in its affairs and everyone's desire to prove themselves; the company's focus on the result that the consumer needs; working conditions are characterized by the search for rationalism, compromises, consensuses and cooperation; decision-making is aimed at the future, uses the development of creativity taking into account risk; attention to personnel who are able to solve complex tasks; the result is evaluated by the desire to ensure high quality in all areas of activity.

Global approaches to the study of management have formed the main management models:

1. The European model: the main task is to ensure the effective functioning of business and the employed by reducing taxes by the state;
2. The Swedish model: the main task is to create a social protection system for the population;
3. The American model: the main task is to focus on individual skills and narrow specialization, individual responsibility of the manager;
4. Japanese: the main task is an informal approach to building a structure, collective responsibility, a strategy of lifelong hiring, extensive use of borrowed funds;
5. The Ukrainian model: the main task is to focus on the command system, the predominance of formal ties, insufficient delegation of authority, poor use of knowledge and experience of employees.

In the practice of management in Ukraine, one can distinguish the following models: Soviet; common sense; international.

The main directions of management development in a crisis: changing the conceptual approach to the training of managers in higher educational institutions; creation of national schools for advanced training of managers; advanced training of managers abroad; independent formation of management personnel at enterprises; creation of state programs for training managers; use of a set of management mechanisms: targeted managerial impact; organizational order; self-government. The classical management model, based on the active use of targeted managerial influence and organizational order, remains appropriate for use in extreme circumstances, because it ensures the efficiency of resource coordination.

The main components of management in a crisis are the social responsibility of management and corporate culture. A person becomes a strategic resource of the organization. The objects of investment in human capital are: medical care, recreation,

sports, development of personal abilities. The internationalization of business structures leads to the formation of the concept of social responsibility of management to society. The culture of the organization becomes the basis of profit and competitiveness. Corporate culture can change over a short period of time, which makes it possible to achieve development.

Effective management uses: innovative activities consistent with the results of market environment research; marketing activities to align the characteristics of new products with the needs of consumers. The development of innovations shortens the life cycle of the product, and, accordingly, the market cycle of the product, which requires management to reduce the time for recoupment of production costs. The basis of management becomes: the ability of the organization to innovate; monitoring and analysis of the effectiveness of the organization; personnel policy taking into account market requirements; development of innovation parameters and restrictions on their use. The main task of the manager is to continuously improve labor productivity and its efficiency. The requirements for a manager are the presence of: managerial abilities and technical, economic, financial, sociological, legal, psychological knowledge. Therefore, a practicing manager needs to have his own targeted development program in these areas.

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THE MAIN PROBLEMS OF MANAGEMENT

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Abstract: This article proclaims the main problems of management.

Keywords: World economy, profit, management, capital, management problems.

The world economy is at the stage of unstable development: political instability; inflation; unemployment; reduction of profits; force majeure. To ensure the successful development of the country, management and capital are necessary.

Features of modern management: demand orientation; improving the efficiency of activities; purposefulness and validity of managerial decisions; economic independence of managerial decision-making; constant adjustment of goals in accordance with the market; evaluation of the final result of the organization's activities in the exchange process; use of information technology for multivariate calculations.

The main problems of managers are: timeliness of effective decision-making; delegation of authority; not using the services of independent consultants; insufficient attention to corporate culture; lack of specialists in crisis management and rehabilitation; fear of innovation; not using risk management measures; low level of information technology implementation in management; not using quality management systems from the consumer's perspective; insufficient using modern management techniques; non-use of modern methods of motivation in management practice; inefficient use of financial resources of the company; environmental problems; low level of social responsibility; uncertainty of pricing mechanisms; undeveloped skills in team formation and recruitment.

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PEDAGOGIK JARAYONNI TASHKIL QILISHDA OTA-ONA VA OILANING ROLI VA AHAMIYATI

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Annotatsiya. Ushbu maqolada ta'lim -tarbiya jarayonini tashkil qilishda oila hamda ota-onaning farzand hayotida tutadigan o'rni va roli haqida fikr yuritilgan.

Kalit so'zlar: pedagogik jarayon, ta'lim-tarbiya, pedagog, psixologik holat, tarbiya jarayoni, oilaviy muhit.

Hozirda har bir ta'lim muassasasida o'quvchi-yoshlarning bilim olishlari, o'z ustida ishlashlari uchun zamon talablariga javob beradigan, qulay shart-sharoitlar yaratib berilmoqda. O'z mutaxassisligini chuqur egallagan pedagoglar, o'qituvchilar o'quvchilarga o'z bilimlarini o'rgatib ma'nan va jismonan yetuk, komil, el-yurtga foydasi tegadigan yoshlarni yetishtirib kelmoqdalar. Bugungi kunda o'quvchilar bunday imkoniyatlardan samarali va oqilona foydalanib kelmoqdalar. Bu yo'l bilan ular o'z ustida ishlar ekanlar, o'z bilimi va ma'naviy dunyosini boyitib borib, malaka hamda ko'nikmalarini shakllantirishda davom qilishar ekan, shak-shubhasiz, bunday yoshlarni haqiqiy kelajak bunyodkorlari desak adashmagan bo'lamiz. Albatta, bunday yoshlarni, el-yurtga foydasi tegadigan komil inson qilib tarbiyalashda nafaqat ustozmuallimlarning, balki oila hamda ota-onaning o'rni beqiyosdir. Diyorimizda oila ma'naviyati asrlar davomida o'ziga xos tarzda shakllangan. Vatanga, ota-onaga sodiqlik va fidoyilik o'z-o'zidan paydo bo'lib qolmaydi. Bular zamirida yoshlarga oilada, ta'lim maskanlarida, mahallalarda beriladigan ta'lim-tarbiya yotadi. 2018-yil 19-yanvarda Prezidentimiz Shavkat Mirziyoyev Surxondaryo viloyatiga tashrifi chog'ida oila to'g'risida "Oila kichik Vatan, oila tinch bo'lsa, baxtli bo'lsa, Vatan tinch bo'ladi" deb bejiz aytmagan. Shu bilan birgalikda oilada farzand tarbiyasidagi eng muhim omil bu- ota-ona tarbiyasi, ularning farzandiga qilgan e'tiboridir. Ota-ona farzandi bilan doimiy muloqotda bo'lishi, bola bilan ishlashi, unda qanday muammolar borligini bilishi va uni birgalikda hal qilishi, farzandiga dars tayyorlashda ko'maklashishi, individual suhbatlar olib borishi lozim. Yana bir muhim jihati shuki, ota-onalar farzandi tarbiyasiga mas'uliyatli yondashishi, bolalariga yoshligidan kitob o'qib berish orqali ularda kitobga muhabbat uyg'otish bilan ezgulikka chorlashlari kerak. Ota-ona farzand tarbiyasida bolaning yutuq va kamchiliklarini to'g'ri baholay olishlari, ularga ko'proq vaqt ajratishlari kerak. Bola birinchi navbatda ota-onasiga suyanadi, ularga ishonadi. Chunki bola o'zining xayoliy dunyosida ota-onasini o'zining qahramoni deb biladi. Agar ota-ona farzandi hayotiga befarqlik bilan qaray boshlasa, unga ishonchsizlik bildirsa, u holda farzand asta-sekin so'na boshlaydi. Va

unda “Nega men e’tibordan chetda qolishim kerak?”-degan noto’g’ri fikr shakllanib, unda hayotga bo’lgan muhabbat yo’qola boradi. Va bunday bolalarda ma’naviy bo’shliq paydo bo’ladi. Har qanday g’araz niyatli kuchlar ularni o’z yo’liga sola oladi. Albatta, yoshlar bunday holga tushib qolmaslik uchun ota-ona, o’qituvchilar boladan e’tibor va mehrini ayamasligi kerak, bolalarni yoshligidan Vatanga, ota-onaga muhabbat, kattalarga hurmat ruhida tarbiyalash maqsadga muvofiq bo’ladi. Ularga yoshligidan ertak kitoblar o’qib berish, dars tayyorlash hamda ta’lim olishga sharoit yaratib berish, yoxud boshqa ijodiy ishlarga jalb qilish kerak. Farzandlarga bunday sharoit yaratib berish bilan birgalikda ota-onaning o’zi ham farzandga ibrat bo’la oladigan inson bo’lishlari zarur. Zeroki, qadimdan kelgan maqol bor: ”Qush uyasida ko’rganini qiladi” bu bejizga aytilmagan. Qachonki, ota-ona shu ikkita vazifani bajara olsa, ularning farzandlari haqiqiy porloq kelajak quradigan yoshlar bo’lib yetishib chiqa oladilar:

1. Avvalambor, ota-ona bolaga namuna bo’lishi lozim;

2. Ota-ona bolaga shunday go’zal tarbiya berishi kerakki, bu tarbiya uning umri davomida unga foyda keltirishi kerak.

Dunyoda ota-ona eng ulug’ zotlar hisoblanadi. Chunki ular o’z farzandlari uchun hayotini, mehrini bag’ishlaydi. Ota-ona farzandi dunyoga kelishi bilan uni parvarish qilib, katta qiladi, o’stiradi, yediradi, kiydiradi, kasal bo’lsa uni parvarish qiladi, oq yuvib oq taraydi. Umuman, farzandini hayotda kerakli barcha narsalar bilan ta’minlashga harakat qiladi.

Payg’ambarimiz Muhammad(s.a.v.) bunday marhamat qiladilar: ”Ota-ona farzandiga yaxshi xulqdan ham ortiqroq narsa bera olmaydi”. Demak, ota-ona farzandiga beradigan eng yaxshi narsasi qimmatbaho kiyim, yaxshi taom yoki ajoyib sovg’a emas, balki yaxshi tarbiya va go’zal xulqdir. Chunki, kiyim, taom, sovg’a -bular vaqtinchalik narsalardir. Kiyim eskirishi, yirtilishi, sovg’a, mol-dunyo yo’qolishi mumkin. Ammo go’zal xulq ,tarbiya hech qachon eskirmaydi, yirtilmaydi, yo’qolib ham qolmaydi, uning butun hayotida go’zal xulq ,yaxshi tarbiya faqat va faqat foyda keltiradi. Nafaqat umri davomida, balki vafotidan keyin ham, oxiratda ham naf keltiradi.

Ota-ona farzand bilan ishlash davomida psixolog, aktyor, pedagog kabi rollarni ham o’ynashiga to’g’ri keladi. Avvalambor, ota-ona farzand bilan do’st, dugona, o’rtoq sifatida muloqot olib borsa farzand ham o’zini erkin tuta boshlaydi va o’z fikrlarini erkin tarzda bayon qila oladi. Ota-ona farzandini majburlashga urinmasligi, psixologik usullardan foydalangan holda muomala qilishi darkor. Bola “yo’q” so’ziga o’zi xohlamagan holda qarshi chiqadi. Masalan, bola o’ynashni yoki televizo’r ko’rishni xohlasa “Yo’q! Darslaringni qil!” -deyish o’rniga “Mayli, ammo avval darslaringni qilib ol” deyilganda bu javobga nisbatan ijobiy fikr paydo bo’ladi. Ya’ni har bir so’z bolaga psixologik jihatdan ta’sir qiladi. Muomala jarayonida muloyimlik suhbatni

yanada samimiy bo'lishiga xizmat qiladi. Shuning uchun bola bilan muloqotda bo'lganda erkin, samimiy va nutqdagi ta'sirli, chiroyli iboralardan foydalangan ma'qul.

Xulosa qilib aytadigan bo'lsak, bolaga ta'lim-tarbiya berish jarayonida uning psixologik holatini ham hisobga olish kerak. Ota-onalar o'z farzandlarining yetuk inson bo'lib yetishishlarida oilaviy muhitni to'g'ri, chiroyli tashkil qilsalar bu maqsadga muvofiq bo'ladi. Har bir ota-ona bolaga e'tibor qaratib, u bilan uning ustida birgalikda ishlashi, bolaning hayotidagi eng muhim insoni, suyangan tog'i sifatida gavgalanib bilishi kerak. Qaysiki mamlakatdagi oilada muhit yaxshi bo'lar ekan, ta'lim-tarbiyaga e'tibor kuchayar ekan, o'sha mamlakatda ta'lim sohasida ham yuksak bilim pog'onalariga erishiladi. Zeroki, yorug' kelajak bugungi yosh avlod qo'lidadir.

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FIZIKA VA TIBBIY ASBOBSOZLIKDAGI MUVAFFAQIYATLAR

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Annotatsiya: Maqolada fizika, texnika va tibbiy asbobsozlikdagi muvaffaqiyatlar hamda ularning bog'liqlik tomonlari ko'rib chiqilgan.

Аннотация: В статье рассматриваются достижения физики, техники и медицинской техники и их взаимосвязь.

Annotation: The article discusses the achievements in physics, engineering and medical equipment and their interrelationships

Kalit so'zlar: Fizika, texnika, tibbiy asbobsozlik, atom, molekula, bosim, molekulyar fizika, termometr

Ключевые слова: Физика, инженерия, медицинские инструменты, атом, молекула, давление, молекулярная физика, термометр

Key words: Physics, engineering, medical instruments, atom, molecule, pressure, molecular physics, thermometer

Respublikamizda yuz berayotgan o'zgarishlar barcha sohani qamrab olmoqda. Prezidentimiz tomonidan ilgari surilgan har bir chiqishlarida, jumladan 2020 yil 29 dekabrda murojaatnomasida fizika va chet tillarini o'rganishni ustuvor yo'nalish etib belgilaganlari, davlatni rivojlantirish, halq farovonligini oshirish maqsadida qo'yilgan qadam, harakatlar strategiyasining bosh maqsadi xalq manfaatidir [1]. U besh banddan iborat bo'lib to'rtinchi bandi aynan ta'lim sohasiga qaratilgan. O'zbekiston Respublikasining rivojlanish strategiyasi birinchi navbatda jamiyatdagi ijtimoiy-iqtisodiy qayta qurishning yo'nalishlari bilan belgilanadi. Yuqorida aytilgan choratadbirlarni muvaffaqiyatli amalga oshirish uchun aksariyat sohalarning negizida fizika asos hisoblanadi. Shu bois, hozirgi zamon tibbiyotining yutuqlari ko'p jihatdan fizika, texnika va tibbiy asbobsozlikdagi muvaffaqiyatlarga asoslangan. Kasalliklarning tabiati va sog'ayish mexanizmi ko'p hollarda biofizika tushunchalari asosida tushuntiriladi. Shuning uchun tibbiyot oliygohining o'quvchilari 1-kursdanoq "Tibbiy va biologik fizika" kursida fizika, texnik, biologik fizika va matematikadan umumiy holda maxsus bilimlarni egallaydilarki, bu fanlarning asosi fizika bo'lib, u tibbiy-biologik masalalarni hal qilishga yo'naltiriladi.

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o Ma'lumki, biologik organizmlar ochiq termodinamik sistema bo'lib, atrofidagi muhit bilan tinmay moddalar almashinib turadi. Fizik organizmning hujayra va to'qimalarda gazlar, suv va unda moddalarni o'tkaza oladiganligi uchun moddalar shu tariqa almashinish hodisasi o'tkazuvchanlik hodisasi deb yuritiladi[.

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Organizmning butun hayot faoliyati shu xususiyatga bog‘liq bo‘lib, moddalarning hujayralari bilan to‘qima suyuqligi o‘rtasida tarqalishi biopotensiallar hosil bo‘lishi va boshqalar o‘tkazuvchanlik tufayli yuzaga keladi.

Tirik organizmlarda o‘tkazuvchanlikni aniqlashning bir qancha usullari mavjud.

1. Osmotik usul.
2. Bo‘yoqlar, shuningdek rangli indikatorlardan foydalanishga asoslangan usul.
3. Mikrokimyoviy analiz usuli.
4. Nishonli atomlar usuli.
5. Elektr o‘tkazuvchanlik usuli.

Tibbiyotda fizika fani shunchalik chambarchas bog‘liqlik, inson tanasidagi har bir holat, harakat, klinik, biologik, fiziologik, ineksion jarayonlar, reaksiya holatlari shular jumlasidandir.

Temperaturaning fiziologik holati: ideal gaz uchun molekulyar-kinetik nazariyaning asosiy tenglamasi oson o‘lchanuvchi bosim, gaz molekulalarining o‘rtacha kinetik energiyasi va konsentratsiyasi kabi mikroskopik parametrlari bilan bog‘lanish o‘rnatadi. Biroq gazning faqat bosimini o‘lchash orqali biz molekulalar kinetik energiyasining o‘rtacha qiymatini ham, ularning konsentratsiyasini ham alohida bila olmaymiz. Demak, gazning mikroskopik parametrlarini topish uchun molekulalarning o‘rtacha kinetik energiyasi bilish lozim, ya’ni biror fizik kattalikni o‘lchash kerak. Fizikada bunday kattalik bo‘lib temperatura hisoblanadi



Issiq va sovuq jismlar orasida kontakt o‘rnatilgandan bir qancha vaqt o‘tgandan so‘ng jismlarning mikroskopik parametrining o‘zgarishi to‘xtaydi. Jismlarning bunday holati issiqlik muvozanati deyiladi.

Issiqlik muvozanati holatidagi jismlar sistemasining hamma qismlarida bir xil bo‘lgan fizik parametr jismning temperaturasi deyiladi.

Temperaturaning fiziologik holat bilan tibbiyotning bog‘liqlik tomoni shundaki, fizikada biron-bir jismning yoki gazning holatlari kuzatilsa, tibbiyotda esa inson tana haroratining maksimal darajada ko‘tarilishi va bu yomon holatlarga olib kelishiga sabab bo‘ladi. Termoregulyasiya — (issiqlikni boshqarish) odam organizmida tana haroratini doimiy tutib turadigan fiziologik jarayondir.

Tashqi muhitning yuqori harorati teridagi termoretseptorlarni ta’sirlantiradi, bunda teridagi kapillyar qon tomirlar reflektor ravishda kengayib, nafas tezlashadi. Natijada teri sathida issiqlik sochilishi, zo‘r berib chiqayotgan terning bug‘lanishi va kamroq darajada nafas yo‘llari shilliq pardasidan issiqlik sochilishi hamda suv bug‘lanishi hisobiga issiqlik ajralishi kuchayadi.

Yilning sovuq faslida zo‘r berib ajraladigan issiqlik o‘rniga jadal jismoniy ish bajarish, shuningdek kuchli ovqat berish yoki bir yo‘la har ikkalasini qilish yo‘li bilan qoplash mumkin.

Haroratning kun davomida bir necha gradusga o‘zgarishi, oksidlanish jarayonlarining yoki odam oziqlanishi bilan bevosita bog‘liqdir. Sog‘lom odamlarda harorat qaerda o‘lchanganiga qarab ko‘rsatkichlar ham har xil bo‘ladi. Bular: og‘iz bo‘shlig‘i, qin, to‘g‘ri ichak shilliq pardasining harorati, qo‘ltiq va chov sohasining terisining haroratidan $0,2 \div 0,4^{\circ}\text{S}$ yuqoridir.

Normada tana haroratlari:

Bolalarda — $37 - 38,5^{\circ}\text{S}$;

Katta odamlarda — $36,5 - 37^{\circ}\text{S}$;

Keksalarda — $35,5 - 36,5^{\circ}\text{S}$.

Biroq haroratning fiziologik o‘zgarishlari nimalarga bog‘liq bo‘lishidan qat’iy nazar normadan 1°S dan oshmasligi kerak.

Termometrlar — kundalik hayotda temperaturani suyuqlikli termometrlar bilan o‘lchash keng tarqalgan. Suyuqlik termometrining tuzilishida suyuqliklarning isitilganda kengayish xossasidan foydalaniladi. Ishchi jism sifatida odatda simob, spirt, glitserin qo‘llaniladi. Jismning temperaturasini o‘lchash uchun termometr shu jism bilan kontaktga keltiriladi, jism va termometr orasida issiqlik muvozanati o‘rnatilguncha issiqlik o‘tkazish amalga oshiriladi. Termometrning massasi jismning massasidan ancha kichik bo‘lishi kerak, chunki aks holda o‘lchash jarayoni jismning temperaturasini ancha o‘zgartirib yuborishi mumkin.



Jism bilan termometr orasidagi issiqlik almashinuvi to‘xtaganda, termometrda suyuqlik hajmining o‘zgarishi to‘xtaydi. Bunda termometrda suyuqlikning temperaturasi jismning temperaturasiga teng bo‘ladi. Timpatik termometrlar — elektron asbob shaklida bo‘lib, batareyalar yordamida ishlaydi va quloq nog‘ora pardasining haroratini aniqlash uchun qo‘llaniladi.

Kimyoviy termometrlar — bir marta qo‘llashga mo‘ljallangan bo‘lib, harorat o‘zgarganda o‘z rangini o‘zgartiradigan, issiqlikni sezuvchi kimyoviy moddalar bilan to‘ldirilgan nuqtalar ko‘rinishidagi ingichka plastik yassi parchalardir.

Elektron termometrlar — esa haroratni tez va aniq o‘lchashni ta‘minlaydigan, bir marta ishlatib almashtiriladigan uchli maxsus termometrlar hisoblanadi.

Fizikada va tibbiyotda bosimning o‘rni va ahamiyatini qarab chiqaylik. Masalan: ideal gaz bosimi — molekulyar-kinetik nazariyaning birinchi va muhim shartlaridan biri gazning idish devorlariga beradigan bosimi hodisasini sifat va miqdor jihatdan

tushuntirish edi. Gaz bosimini sifat jihatdan tushuntirish shundan iboratki, bunda ideal gaz molekulari idish devorlari bilan to‘qnashganda elastik jism kabi mexanik qonunlar bo‘yicha ular *bilan o‘zaro ta’sirlashadi*.



Gazning molekulari juda ko‘p va ular devorga birin – ketin katta tezlik bilan uriladi. Molekulalarning idish devoriga urilishida ayrim molekular tomonidan ta’sir qiluvchi kuchlarning geometrik yig‘indisining o‘rtacha qiymati gazning bosim kuchi bo‘ladi. Gazning bosimi F bosim kuchi modulining devor yuzi S ning nisbatiga teng:

$$p = \frac{F}{S}$$

Tibbiyotda bosimning o‘rni juda katta bo‘lib, odam tanasidagi moddalar aylanishi, qon aylanishi, stres holatlarida kuzatiladi. Masalan: arterial bosim: sistola va diastola vaqtida tomirlar devoriga tushadigan qon bosimidir. Arterial bosim yurakdan otilib chiqadigan qon miqdoriga, qon oqimiga, umumiy periferik tomirlarning nechog‘li qarshilik ko‘rsatishiga, tomirlar devorining elastikligiga bog‘liq. Sistolig (maksimal), diastolig (minimal) arterial bosim va puls arterial bosimi farqlanadi.

Sistolig (maksimal) bosim – arterial sistemada chap qorincha sistolasidan keyin paydo bo‘ladigan, puls to‘lqini maksimal ko‘tarilgan vaqtidagi bosimdir.

Diastolig bosim – yurak diastolasi oxirida puls to‘lqini tushgan vaqtda yuzaga keladi.

Arterial bosimni o‘lchash – yurak tomirlari va nafas tizimi kasalliklarida qo‘llaniladigan muhim tashxisiy hisoblanadi. Normada sistolig bosim 120 mm dan 140 mm gacha, diastolig bosim $70\text{--}90\text{ mm}$ simob ustuni atrofida o‘zgarib turadi.

Arterial bosimni o‘lchash moslamalari simobli sfigmomanometr (Riva- Rochchi) va prujinali bosim o‘lchagich hisoblanadi. Riva-Rochchi apparati hozirda ishlatilmaydi. Ko‘p hollarda prujinali apparat ya’ni fanendaskop va tanometr yordamida o‘lchanadi.

Bunda arterial bosim prujina qarshilik kuchi bilan o‘lchanib, bu kuch millimetrli bo‘linmalar bo‘lgan sferblat bo‘ylab harakatlanadigan strelkalarga o‘tadi.

Apparat prujinali manometr, monjetka, nokcha – ballon va asbob qismlari o‘zaro tuta bosim elka arteriyasidan o‘lchanib, bemor tinch holatda o‘tirishi kerak. Chunki odam harakatlansa bosim kuchayib, normada chiqmaydi. Shunga o‘xshagan fiziologik holatlar kuzatiladi.

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MODERN INFORMATION IN TEACHING PHYSICS USE OF TECHNOLOGIES

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Abstract: The article provides information about the method of teaching physics in general secondary schools and the importance of educational principles are discussed, scientific conclusions are presented based on statistical data, and since physics is considered an applied science, it is effective to teach it through experimental methods. The article discusses the advantages of experimental physics classes, including the analysis of virtual experiments.

Key words: *Physics, experiment, method, virtual experiment, laboratory, general secondary education, school, physics, modeling, method.*

Changes taking place in our republic cover all spheres. In every speech put forward by the President, including in his address dated December 29, 2020, he identified physics and learning foreign languages as a priority, the main goal of the strategy of actions and steps taken to develop the state and increase the well-being of the people is the people's interest. It consists of five paragraphs, the fourth paragraph is focused on the field of education. The development strategy of the Republic of Uzbekistan is primarily determined by the directions of socio-economic reconstruction in the society. For the successful implementation of the above-mentioned measures, physics is the basis of most fields.

The development of physics and the study of physics are inextricably linked with the construction and study of models of various physical phenomena. Therefore, one of the urgent problems is the creation of scientifically based approaches to the learning of simplified equivalent models of physical laws by intelligence.

Computerization has a huge humanistic potential, which both facilitates work and ensures speed. With the help of facilitating labor, a difficult, dangerous share is carried out by expanding the creative possibilities of a person. The development of information and intellectual potential and the development of the "Knowledge Industry" is one of the main consequences of the computerization of society. Reducing the number of routine processes allows you to focus on creative problem solving, allowing one person to combine several functions performed by several specialists. The logical and managerial functions associated with responsible decision-making are associated with information and computing equipment. The widespread use of information and computing technologies helps to make decisions for the development of professional activities. "In the educational process, the most urgent problem is to discover a new

teaching method for each subject of physics. This is directly related to the reform of the teaching process, i.e., it will consist of introducing a new teaching method that corresponds to the possibilities of real knowledge of the studied subject by students based on an innovative approach to educational materials." In teaching physics based on pedagogical software tools, scientific-methodological researches aimed at the development of students' intellectual potential are the most important current problems, and students' thinking is developed through computer models of physical phenomena. Currently, performing models of physical phenomena and virtual physical experiments with the help of computer technologies has a practical effect on the development of the intellectual potential of schoolchildren. Computer models of many physical phenomena are very easy to explain the physical phenomenon and serve to develop students' cognitive abilities and imagination. For example, material point, ideal gas, harmonic oscillator, model of Rutherford experiment, charged particles are among them. Physical models are also widely used in education. Educational computer models in the form of virtual physical experiments have a high role in teaching physics. In addition to visual representation of standard laboratory work in physics, virtual physics experiments will be able to demonstrate various physical phenomena that cannot be performed in the classroom. Based on the fact that this is the basis for the development of students' mental thinking, it should become one of our main goals to establish the teaching of physics using pedagogical software tools and to conduct scientific methodical research on the development of students' intellectual potential. Physics cannot be studied without an experimental part. Much can be said about the need to move to new standards of education, the need to introduce information technologies into the educational process. Currently, more attention is paid to virtual laboratory work on various topics. They should only be supplemented without completely changing the actual laboratory work being given. In addition, virtual laboratory exercises should be used in training only after the student has familiarized himself with real devices. Laboratory work in physics is divided into the main sections of the program. There are 3D options for lab work. A virtual laboratory is a hardware and software complex that allows you to conduct experiments without direct contact with the real installation or in its complete absence. In this case, the concepts of "virtual laboratory" and "virtual remote laboratory" should be distinguished. The basis of a virtual laboratory is a computer program or a set of related programs that perform computer modeling of certain processes. A remote virtual laboratory is a group organizational structure of several scientists belonging to different scientific centers and connected by mutually beneficial cooperation relations through the Internet. Compared to traditional laboratory work, virtual laboratory work has several advantages. Nowadays, in the development of modern technology, physics plays the main role among natural sciences. At this point, it would be appropriate if the teacher

tells the students that physics, like other natural sciences, studies nature, the phenomena and processes that occur in it, and reveals their essence. The changes taking place in the developing society require changes not only in the content, but also in the methodological and technological aspects of education. Today's task of education is to teach students to be able to operate independently in the conditions of an information-educational environment that is increasing day by day, to use the flow of information wisely. The rational use of its principles in the educational process is one of the important factors in determining the quality of education. The process of scientific knowledge in the presentation of educational material is very important at the initial stage of teaching physics. In the process of studying physics, students consider complex natural phenomena as abstract concepts that cannot be studied. Any physical concept, physical quantity, laws and elements of physics are the result of abstraction. When explaining the concept of flat motion, the teacher explains it to students through real actions and objects that they encounter in their daily life or experience. In this case, the modeling method will help. Based on the scientific principle of education, only scientifically based, experimentally confirmed information should be presented to the attention of students, and at the same time, the newest achievements of science should be included in the content of physics education. It is very important to know the goals of the educational process, their general directions, peculiarities, and the relationship between the types of education. If the composition of existing types of education, the technology of educational organization, and the potential of teachers and students are compatible, education will be directed to the acquisition of specific knowledge, skills and abilities of students. In this case, the goals of spiritual and educational development of students remain only as official documents. The introduction of elements of students' research activities into pedagogical technologies helps the pedagogue to direct the students' learning and cognitive activities. First, there is no need to buy expensive equipment and dangerous radioactive materials. For example, laboratory work in quantum or atomic or nuclear physics requires specially equipped laboratories. And virtual laboratory work allows to study such phenomena as the photoelectric effect, Rutherford's alpha particle scattering experiment, crystal lattice detection by electron scattering, gas laws, nuclear reactors, etc. Second, it is possible to simulate processes that do not exist in the laboratory. In particular, most of the classical laboratory works in molecular physics and thermodynamics are closed systems, at the output of which a certain amount of electrical quantities are measured, from which the necessary quantities are calculated using the equations of electrodynamics and thermodynamics. They can use animated models to observe the dynamic pictures of the studied physicochemical phenomena and processes that cannot be observed in real experiments, while observing the corresponding graphical structure of physical quantities along with the experiment. Third, virtual laboratory work can

visualize physical or chemical processes more visually than traditional laboratory work. For example, physical processes such as the movement of charged particles that create electricity will be possible to study in greater detail and precision. You can also access processes that take fractions of seconds or take years, for example, studying the motion of planets in the gravitational field of a central body. Another advantage of virtual laboratories over traditional laboratories is safety. In particular, it is appropriate to use virtual laboratory work in situations where you work with high voltage or hazardous chemicals. However, virtual ones also have their drawbacks. The main thing is the lack of direct contact with the object of study, tools, equipment. It is absolutely wrong to train a specialist who only sees a technical object on a computer screen. There may be those who wish to refer to a surgeon who previously only trained on the computer. Therefore, the most reasonable solution is to combine the introduction of traditional and virtual laboratory work into the educational process, taking into account their advantages and disadvantages. The use of virtual laboratory work is important in the study of physics. A deep understanding of physics comes in handy in virtual laboratories to study theory and solve various computational, qualitative and experimental problems. If the student gets acquainted with theoretical questions in lectures, then the theory is applied in laboratory exercises, and in addition, practical skills are formed in conducting physical measurements, processing and presenting results. Without independent preparation for laboratory work, it is not possible for students to successfully defend the results of laboratory work. In the process of preparing for the next lesson, first of all, it is necessary to study the description of the work performed in this manual. Therefore, for each work in the textbook, it is necessary to read the material corresponding to the topic of the work. It is impossible to start work without mastering its main theoretical principles, without being aware of the logic of the measurement procedure, without using the measurement tools related to this work.

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AMIR TEMUR AND THE EMPIRE OF THE TEMURIDS

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Abstract: This article discusses the political activities of Amir Temur and the Temurids and their role in the Central Asian statehood. Also, information about the contribution of Amir Temur and Temurids to the development of science is given.

Key words: Amir Temur, science, Mirzo Ulug`bek, military activity, sanad, Shohrukh Mirzo, E. Rtveladze

There were many empires in the world. Although all of them faced crisis along with rise, they have their special place in history. In particular, the Temurid Empire has a unique place in world history.

Amir Temur, the founder of the Temurid Empire, was born in 1336. Since 1363, he has been working to unify Movarounnahr, which was disintegrated during the reign of the Mongols. In 1370, Amir Temur united Movarounnahr under his rule. He ruled the country for 35 years and died of an illness in 1405 before marching to China. After the death of Amir Temur, his descendants ruled the country until 1507, when Muhammad Shaybani Khan occupied Movarounnahr and Khurasan. The historical merit of Amir Temur is that he was able to unite the disintegrated Movarounnahr, Khurasan, Khorezm and form a centralized state. Today, a lot of works have been created about Amir Temur, including E. Rtveladze and A. Saidov, according to the information given in the work Amir Temur in the mirror of world science, more than 700 in European languages and more than 900 in Eastern languages about Amir Temur. Works have been created about him. Including Rui González de Clavijo's travel diary to Samarkand - Amir Temur's palace, Johan Schiltberger's "Travel across Europe, Asia and Africa", Sultan Archbishop John's "Book about knowing the world", monk Thomas Metseop's "Amir Temur and Shohrukh Mirzo's campaigns in Central Asia" " is one of the first European works written about Amir Temur.

In addition, Arab historians have written many works about Amir Temur. In particular, Sharafuddin Ali Yazdi's work "Zafarnama" can serve as an example. At the time of the establishment of the state, Amir Temur focused on destroying internal enemies and marched 5 times to Khorezm in order to subjugate the territories within the state to the central authority. The marches to Iran, Iraq, Syria, and Azerbaijan were called 3-year, 5-year, and 7-year marches. He also successfully completed his march to India. In 1391, 1393 and 1395, Tokhtamysh won a war with the ruling Golden Horde state and diverted the trade route through the Golden Horde to Movarounnahr. As a result, trade on the former Great Silk Road, whose activity had been limited for a long

time, further developed. This once again opened the way for the culture of Asian countries to spread among themselves. Thanks to the victory over Tokhtamysh, the process of unification of the scattered Russian principalities was accelerated.

In the summer of 1402, between 2 empires: Amir Temur and Bayezid, Amir Temur won the battle near Ankara. After this incident, some European countries sent letters of thanks to Amir Temur. A golden statue was even made in France dedicated to Amir Temur. On the statue there are inscriptions "to the European hero".

Amir Temur's campaign to China, which began in 1404, was his last campaign. During the march, on February 18, 1405, Amir Temur died of an illness in the city of O'tror. Amir Temur relied primarily on the military, religious representatives, artisans and merchants in the administration of the state. Every big thing he does is decided by the council. Amir Temur also paid great attention to Islamic scholars. We can see this in the situation where Amir Temur, the ruler of Balkh, Amir Husayn, wanted to execute Madrasa Mudarris Mavlonzada Samarkandi in 1366, but Mavlonzada Samarkandi saved his life. Amir Temur relied primarily on his army to eliminate internal enemies. He was the first in the East to use cannons in his army. Amir Temur paid special attention to the psychological condition of his army before each battle. He strictly controlled their monthly salary. He severely punished his soldiers who did not obey the law. He did not even spare his loved ones. Among the soldiers of Amir Temur, mature commanders who were able to make independent decisions grew up. We can see this in the battle with Tokhtamysh on the banks of the Terek River in 1395, when his commanders were able to make independent decisions in a non-standard situation. Amir Temur's army had a separate division of women, and this army gave moral strength to other soldiers, because other soldiers who saw the fierce actions of women in battles tried to fight without being left behind by women. Amir Temur led the army into seven parts: the center, two wings, i.e. burungor and juvongor, two manglais and two qanbuls. There was also a special army of Amir Temur, they carried out intelligence service. Amir Temur founded a huge empire with the help of these troops. Before his death, Amir Temur appoints his eldest son Jahongir Mirzo as the heir to the throne. However, Jahongir Mirzo died before Amir Temur. After Jahongir Mirzo, his son Pirmuhammad Jahongir was appointed crown prince. During his 35-year reign, Amir Temur did not only fight. From the beginning of his reign, he paid special attention to creative work and the development of science. In particular, at the congress held in Samarkand in July 1370, the city of Samarkand was designated as the capital, and creative works were carried out in the city. Palaces, gardens, educational institutions will be built here. Amir Temur's wife Saraymulkhanim led the creative work during his military tour. Amir Temur carried out creative work not only in Samarkand, but also in other territories he occupied.

After the death of Amir Temur in 1405, the state he created began to disintegrate. The reason is that before his death he distributed his state to his descendants. According to the information given by the historian Akbar Zamonov, Amir Temur had 18 wives and had 53 descendants before his death. After the death of Amir Temur, this situation caused a struggle for the throne among the Temurid princes. Amir Temur's son Shohrukh Mirzo won the long struggle for the throne, and in 1409 he appointed his son Mirzo Ulugbek as the ruler of Movarounnahr. He ruled Khurasan, whose capital was Herat, until his death in 1447. Mirzo Ulugbek ruled until 1449. Science flourished in Movarounnahr and Khorasan during the reign of these two rulers. Several libraries were established in Samarkand and Herat. He established madrasas in Movarounnahr in 1417, in Bukhara, in Samarkand in 1420, and in Gijduvan in 1433. On the wooden gate of the madrasa in Bukhara, he carved and wrote the sentences that acquiring knowledge is obligatory for every Muslim man and woman. With this, he showed that he is a supporter of women's education, and that it is necessary for the educators of the members of the society to be educated women.

The Samarkand madrasa, established in 1420, was one of the largest universities of its time. The most famous scientists of their time worked here. Mirzo Ulugbek himself worked as a scientist in this madrasa. In madrasa education, students took an exam at the end of every month, and students who passed the exam continued to the next stage. A scholarship was given to a student with excellent grades. Sanad (certificate) was given to the students who graduated. Mirzo Ulugbek is the author of Ziji Jaddayi Koragoni's work on astronomy, in which the astronomical table of 1018 stars is mentioned. Mirzo Ulugbek wrote Tarikhi arba ulus on history. During his 40-year reign, he made an incomparable contribution to the development of science in the country.

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AXBOROT XIZMATLARI FAOLIYATINI TASHKIL ETISHDA TARIX VA XORIJ TAJIBASI

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Anotatsiya: Ushbu maqola axborot xizmatlarini tashkil etishda xalqaro tajribalar, mamlakatimiz axborot xizmatlarini rivojlantirishga qaratilgan takliflar haqida.

Kalit so'zlar: PR, Lissabon kodeksi, Margerit Sallivan, PR amaliyotchisining vazifalari, axborot xizmati.

Bugungi kunda axborot oqimining jadallashuvi, aholining huquqiy madaniyati va huquqiy ongi ortib borishi natijasida yurtimizda davlat organlarining fuqarolar oldida mas'uliyatli bo'lishi qat'iy talab bo'lib bormoqda. Shunday ekan, matbuot xizmatlari faoliyatining to'g'ri yo'lga qo'yilishi ham davlat va fuqarolar o'rtasidagi axborot ko'prigining shakllanishiga yordam beradi. Bunda esa xorij va mamlakatimiz tajribalarini o'rganish katta ahamiyatga ega.

“Public relations” PR iborasi ilk bor AQSHning uchunchi prezidenti Tomas Jefferson tomonidan ishlatilgan. Ushbu atama o'zbek tilida matbuot xizmatlari tashkilotlarini anglatadi. Tomas Jefferson 1807-yil “Kongressga yettinchi murojaat”ida ushbu atamani birinchi marta qo'llagan. Bundan maqsad o'sha davrda hukumatning jamoatchilik bilan aloqalarini davlat darajasiga ko'tarish, ilmiy tashkiliy jihatdan yo'lga qo'yish edi. Keyinchalik PR fani asoschilaridan biri Edvard Berneyz bu iboraning mohiyatini “Jamiyat manfaatlarini yo'lidagi harakatdir” deb ta'riflagan.¹ Ushbu tushunchaning jurnalistikaga fan sifatida kirib kelishiga sababchi bo'lgan shaxs – Ayvi Lidir. Li 1898-yilda Nyu-Yorkning Priston universitetini tamomlaydi. O'zining ijtimoiy-siyosiy hayotga qiziqishi tufayli Ayvi Li 1903-yilda Nyu-York meri lavozimi uchun bo'lib o'tgan saylovda o'z qarashlari asosida yangicha targ'ibot usullarini namoyish etadi. Buning natijasida kelasi yili bo'lib o'tadigan Prezident saylovida Demokratlar partiyasining milliy qo'mitasida matbuot byurosi xodimi sifatida faoliyat olib boradi. U matbuot xizmati xodimining faoliyatini jamoatchilikka yaqinlashtirish maqsadida 1906-yil “Tamoyillar deklaratsiyasi” asarini nashrdan chiqaradi. Shu orqali jurnalistika sohasi negizida yana bir tarmoq mavjud bo'ladi. Deklaratsiyada shunday deyilgan edi: “Bu sirli matbuot byurosi emas. butun ishimizni ochiq-oydin bajaramiz. Bizning vazifamiz yangiliklar yetkazib berish. Bu targ'ibot agentligi emas. qisqasi, maqsadimiz shundan iboratki, biz ishchan doiralar va

tashkilotlar nomidan AQSH jamoatchiligini qiziqtirgan ma'lumotlarni matbuotga ochiq-oydin berib borishdir.”²

Axborot xizmatlari faoliyatini o'rganish uchun jahon tajribasiga nazar soladigan bo'lsak, bir qator xalqaro huquqiy hujjatlarni ko'rishimiz mumkin. Bunday Kodekslar orasida 1978-yilda qabul qilinib, 1989-yil 13-mayda o'zgartirishlar kiritilgan «PRda odob-axloq qoidalari Yevropa Kodeksi (Lissabon Kodeksi)» alohida o'rin tutadi³. Kodeksning 3-punktida «PR amaliyotchisi professional faoliyatida adolatli ekanligi, intellektual salohiyati va betaraf ekanligini ko'rsatishi darkor. U ayniqsa yanglishtiruvchi, yolg'on sharh yo axborotdan foydalanmasligi shart. Amalda ushbu Kodeksga zid bo'lgan usullarni qo'llashdan ehtiyot bo'lishi lozim» deb ko'rsatilgan. Shu o'rinda PR sub'ekti o'zi axborot olish va tarqatish bilan shug'ullanuvchi shaxs ekanligi ham namoyon bo'lmoqda. Ushbu hujjatning 4-punktida «PR harakatlari ochiq-oydin olib borilishi kerak; ular oson uqib olinishi, manbasi aniq bo'lishi va uchinchi shaxslarni chalg'itmasligi kerak»ligi uqdiriladi. Kodeksning 5-punktida belgilangan qoidalar ham e'tiborga molik. «PR amaliyotchisi o'zga kasb va ijtimoiy aloqalarning boshqa sohalarga tegishli bo'lgan qoidalar va usullarni uning kasb etikasiga qanchalik mosligini anglagan holda hurmat qilishi shart. PR amaliyotchisi davlatda amal qilayotgan qonunlarni hurmat qilishi, milliy odob-axloq normalariga rioya etishi hamda shaxsiy reklamaga intilishda vazmin bo'lishi talab etiladi». Shu o'rinda Kodeksning ayrim punktlariga e'tibor qaratish zarur. Ya'ni, 15-punktida «Jamoatchilik vakillarini aldashga qaratilgan har qanday harakat ta'qiqlanadi» deb ko'rsatgan holda hujjat xotimasida «Kodeks buzilishiga yo'l qo'ygan amaliyotchining o'zi uni buzgan» deb hisoblanishi qayd etilgan. Axloq me'yorlari PRning ravnaq topishiga xizmat qilar ekan, har xil jamiyat guruhlari bilan OAV muloqoti – PR tashkilotining vazifasi» bo'lib qoladi⁴. AQShdagi Xalqaro kommunikatsiya va tashqi aloqalar instituti mutaxassisi Margerit Sallivan “Mas'ul axborot xizmati” to'plamida bayon etilgan ayrim fikrlar bilan tanishamiz⁵.

“Hamma foydalana olishi mumkin bo'lgan axborotsiz yoki uni olish usullariga ega bo'lmagan xalq hukumati maynavozchilik yo fojiaga, yoxud har ikkisiga debochadan bo'lak narsa emas”.

“Odamlarga voqealardan xabardor bo'lish imkonini bersangiz, mamlakat xavf-xatardan holi bo'ladi”.

“G'oyalar oqimi, mulohazakor qarorlar qabul qilish qobiliyati, tanqid qilish imkoniyati – siyosiy demokratiya suyanadigan barcha asoslar ko'p darajada axborotga bog'liq”.

“Hukumatning xalq bilan aloqasi butun tizimining markazi – jamoatchilik bilan aloqa bo'yicha axborot xizmatidir. Hukumat axborot xizmati – OAV hukumat faoliyati to'g'risida kunda axborot beradigan kanal”.

“Hukumatlar ixtiyorida juda katta hajmda axborot bo‘lib, ular uchun ushbu axborotni fuqarolarga yetkazishning samarali usuli zarur, shundagina hukumat axborot xizmati vakili sahnaga chiqadi. Bu odam hukumat ichida ishlovchi reportyor kabi, jamoatchilik uchun axborot to‘playdi”.

“Axborot xizmati xodimi jurnalistlar bilan qalbdan, biroq professional munosabatda bo‘lishi kerak. Reportyorlar o‘z ishini qilishi, sizlar, axborot xizmati vakillari esa, o‘z ishingizni qilishingiz darkor. Sizlar reportyorlar bilan do‘st bo‘lishingiz mumkin, biroq jurnalistlar ham xuddi o‘zilaringiz kabi doim xizmatdaligini yodda tutishingiz kerak”.

“Matbuot kotibining ishi prezident pozitsiyasi va fikrlarini unga o‘zining keyingi ishlarini aniqroq rejalash imkonini beradigan, ayni vaqtda hukumat nima bilan shug‘ullanayotganini bilishda matbuotga ko‘maklashadigan qilib bayon etishdan iborat. Bu – ayni bir vaqtda ikki janobga xizmat qilishda ehtiyotkorlik bilan mushkullarni yengishga imkon beradigan, ustalik bilan muvozanatlashtirilgan faoliyat”.

“Axborot xizmati vakillarining professional aloqalari do‘stona, biroq shaxsiy aloqalari keskin bo‘lishi mumkin. Reportyor murakkab savollar beradigan, sizga yoqmaydigan reportajni yozishga yoki efirga uzatishga to‘g‘ri keladigan vaqt kelishi mumkin. Siz do‘stlikka umid bog‘lay olmaysiz. Doim nimadir – yo do‘stlik, yoki professional munosabatlar ziyon ko‘radi. Biroq siz professional munosabatda bo‘lishingiz zarur. Siz reportyorni taklif qilib: “Sen bu voqeani chindan ham ko‘pirtirib yuboribsan”,– deya olish imkoniyatiga ega bo‘lishingiz kerak”.

“Yaxshi matbuot kotibi yangilik tizimida ishlaydigan har qanday qonuniy tashkilotning axborot to‘g‘risidagi har bir so‘rovini, hatto: “Men bu masalaga keyinroq qaytaman” degan bo‘lsa-da, qondirishi shart. Oddiy xushmuomalalik asosiy qoida bo‘lib xizmat qilishi darkor. Garchi ushbu damda matbuot dushmanlarcha otlanib turgan bo‘lsa ham, ular axborot tarqatish uchun kerak bo‘lib qoladigan vaqt keladi. Shunday dam kelganda ular kimdan qarzdor ekanliklarini unutishmaydi”⁶.

Tashkilotda Axborot xizmatini ilmiy tashkil etish samarali bo‘ladi. Buning uchun avalo uning quyidagi bazasini yaratish zarur: Birinchisi, “Axborot xizmatining Nizomi” ishlab chiqilishi va ishni shu Nizom asosida tashkil etish zarur⁷. Tashkilot binosida Axborot xizmati uchun alohida xonalar ajratilishi va ularda stol-stullar, boshqa zarur jihozlar bilan bir qatorda faksli telefon, kompyuter (printer va skaneri bilan), televizor, radio, video, videokamera, diktofon va boshqa ashyolar bo‘lishi zarur. (Qaysiki tashkilotning Axborot xizmati boshqa binoda joylashgan bo‘lsa, u kutilgan darajada faoliyat ko‘rsata olmaydi).

Ikkinchisi, Axborot xizmatiga ushbu ixtisoslikka ega bo‘lgan kadrlar ishga qabul qilinishi maqsadga muvofiqdir. Jumladan, jurnalistikadan bexabar, tahririyat, axborot agentliklari, radio va televideniye ishini tushunmaydigan shaxs axborot xizmatida

faoliyat ko'rsata olmaydi. Ayni paytda PR nazariyasi va amaliyotini puxta bilgan jurnalist Axborot xizmati faoliyatini rivojlantirishga samarali hissa qo'shishi mumkin. Axborot xizmatida qancha xodim ishlashi uni tashkil etgan tashkilotga bog'liq. Jahon amaliyotida har bir tashkilotda kamida uch nafardan o'n besh kishigacha ishlashi ma'lum. Qator rivojlangan mamlakatlarning yetakchi tashkilotlarida hatto 50 nafargacha xodim ishlashi kuzatilgan. Har bir xodimning o'z vazifasi bor. Ya'ni, biri – gazeta-jurnallarni, ikkinchisi – radioni, uchinchisi – teleko'rsatuvlarni, to'rtinchisi – internetni muntazam kuzatib boradi va tashkilotga oid zarur axborotlarni to'plash (va shu yo'l orqali jamoatchilik fikrini o'rganish) bilan shug'ullanadilar. Ayni paytda ular OAV yordamida o'z axborotlarini tarqatib boradilar. Respublikamizning qator yetakchi tashkilotlarida asosan uch nafardan xodim faoliyat ko'rsatmoqda. Ya'ni, axborot xizmati rahbari, katta referent va operator. (Axborot xizmati mas'ul xodimlari boshqacha nomlanishi ham mumkin).

Uchinchisi, Axborot xizmati xodimlari respublikamiz yetakchi gazeta-jurnallarini muntazam kuzatib borish imkoniga ega bo'lishi lozim. Bu borada tashkilotga obuna yo'li bilan keladigan nashrlarning taxlamlari iloji boricha Axborot xizmati xonasida turishi maqsadga muvofiqdir. Axborot xizmati rahbari – tashkilot rahbarining matbuot kotibi hisoblanadi. U barcha masalalarda tashkilot rahbari bilan bevosita muloqot qilib, bu sohada uning maslahatchisi bo'lib xizmat qiladi. Matbuot kotibi tashkilotning axborot xavfsizligini ta'minlashga mas'uldir. U matbuot anjumanlarida, brifinglarda hamda OAV vakillari bilan suhbatlarda tashkilot rahbari nomidan gapirishi, turli savollarga javob berishi, axborot tarqatishi, raddiya berishi mumkin. Bu ishlarning barchasi tashkilot rahbari bilan kelishilgan holda qilinishi shart. Axborot xizmatini tashkil etish va uning faoliyatini yo'lga qo'yish masalasini har bir vazirlik, idora va muassasa o'zining tegishli Nizomi va boshqa normativ hujjatlari asosida hal etadi. Faqat, uni tashkil etish va faoliyatini takomillashtirishda nazariy manbalarga, ilg'or tajribalarga tayangan holda ish tutish maqsadga muvofiqdir.

Yuqorida ta'kidlanganidek, bugungi kunda axborot xizmatlarini rivojlantirish uchun bir qator islohotlar amalga oshirilmoqda. Shu o'rinda axborot xizmatlari tomonidan yo'lga qo'yilayotgan xatoliklarni bartaraf etish, ushbu sohani yanada rivojlantirish maqsadida bir qator takliflarni berib o'tsam.

Birinchi, axborot xizmatlari ba'zan axborotni kechiktirib berishi kabi holatlar bugun ham kuzatilmoqda. Yoki jurnalistlar tomonidan bildirilgan mulohazalar, talab etilgan munosabatlar ochiqlicha qolib ketmoqda. Misol uchun, Xorazm pedofil amaldorlari voqaei keng jamoatchilik muhokamasiga olinib ko'plab noroziliklarga sabab bo'ldi. Ularga tayinlangan jazoning adolatsiz ekanligini mamlakatimizdagi ko'plab OAV yoritib chiqdi. Biroq, Oliy Sud axborot xizmati bunga hech qanday munosabat bildirib o'tirmadi. Shunchaki, voqea bugunga kelib odamlarning xayolidan ko'tarildi.

Ikkinchidan, OAV orqali tanqidga olingan voqea, holatlarga tegishli tashkilot yoki organ axborot xizmatlari munosabat bildirmayapti. Bu esa mamlakatimiz imijining tushib ketishiga sabab bo'lmoqda. Misol uchun, "Ozodlik radiosi" tomonidan tayyorlangan elektr-energiyasi bilan bog'liq lavha deyarli har bir o'zbekistonlikni to'liqlantirdi. Lekin Energetika vazirligi bunga hech qanday munosabat bildirmadi. Kuz.uz tomonidan vazirlikka aloqasi yo'q "to'rt ta odamni yig'ib" gapirtirishini hisobga olmaganda, bu voqea shu kunga qadar jumboq bo'lib kelmoqda. Bunday vaziyatda Energetika vazirligi axborot xizmati tomonidan raddiya e'lon qilinishi kerak edi.

Yuqoridagilarni inobatga olib shuni ayta olamanki, Axborot xizmatlarining zimmasiga ochiq qoldirilgan axborot uchun javobgarlik belgilanishi kerak. Shu bilan birga, bu javobgarlikni nazorat qiluvchi **davlat tasarrufida bo'lmagan** jamoatchilik nazorati tashkiloti tashkil etilishi kerak. Tashkilot tomonidan kiritilgan murojaat sud tomonidan ko'rib chiqilishi va qondirilishi talab qilinishi, zarur hollarda axborot xizmati rahbariga jazo tayinlanishi kerak.

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ELEKTROTEXNIKA FANIDAN AMALIY MASHG'ULOTLARDA TO'RT POG'ONALI USULDAN FOYDALANISH

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Annotatsiya: Elektrotexnika fanini o'qitishda elektr tokiga oid bilimlarni berish jarayonida ko'rgazmalilik muhim o'rin tutadi. Ayniqsa, amaliy mashg'ulotlarda tasavvurni boyitish va talaba tomonidan ong tasavvurida hosil qilingan yangi bilimga oid tajribani amalda bajarish darsning asosiy maqsadiga erishtiradi.

Kalit so'zlar: ko'rgazmali o'qitish, Faradey tajribasi, optik qurilma, 4 pog'onali usul, imitatsiya.

Texnika oliy ta'lim muassalarida, elektrotexnika faniga oid bilimlarni berishda amaliy mashg'ulotlarning ahamiyati katta. Bunda talaba ma'ruza mashg'ulotlarida paydo bo'lgan bo'shliqlarini to'ldiradi. Elektrotexnika fanida Faradey tajribasi nomi bilan fanga kirib kelgan elektromagnit induksiya qonunini o'rgatishni o'qitishning 4 pog'onali usulidan foydalanaylik. Bunda mualliflar tomonidan tayyorlangan innovatsion ko'rgazmali vositalarni joriy qilamiz [2]. Innovatsion optik ko'rgazmali vosita haqida ma'lumot: O'quv jarayonlarida foydalaniladigan demonstratsion vositalarga nisbatan energiyani tejoychi, kam quvvatli, quvvati 15-25 Vt dan bo'lgan hamda mualliflar tomonidan o'quv jarayonlarida noan'anaviy ko'rgazmali qurol sifatida qo'llanilib kelinayotgan innovatsion optik qurilma. Ushbu qurilmadan foydalanishda chizma, grafiklar va ba'zi harakatli namoyishlarni amalga oshirish imkoniyati bor.

O'qitishning 4 pog'onali usuli

Bu usul AQSH da paydo bo'lib sanoat korxonalarida konveyerli ishlab chiqarish ko'paygan sari shunday o'rgatish usullari zarur bo'lib qoldiki, ishchilar bir xilda qaytariladigan qo'l ko'nikmalarini iloji boricha tez va mukammal ravishda o'rganib olishlari kerak edi. Bu usulda amaliy ko'nikmalarni o'zlashtirish jarayoni 4 pog'ona doirasida kechadi. Bu pog'onalarining nomi: «Tushuntirish», «Nima qilish kerakligini ko'rsatib berish», «Ko'rsatilgan tarzda qaytarish», «Mashq qilish». Ya'ni amaliyot o'qituvchisi talabalarga avval kichikroq bir ish bosqichini tushuntirib beradi, keyin nima qilish kerakligini qilib ko'rsatadi. So'ng talaba shu ish bosqichini ko'rsatilgan tarzda qaytarishi (imitatsiya qilishi) kerak. Talaba qaytarib qilayotgan paytida amaliyot o'qituvchisi xatolarini to'g'rilab turadi (maqtaydi yoki tanqid qiladi). Unday keyin esa

shu ish bosqichi mashq tarzida talaba uni mukammal o'zlashtirgunicha ko'p marotaba qaytariladi [3].

4 pog'onali usul doirasidagi harakatlar 4 pog'onali usul quyidagilardan iborat. Usulni amalga oshirish davomida amaliyot o'qituvchisi va bir talaba harakat qiladi:

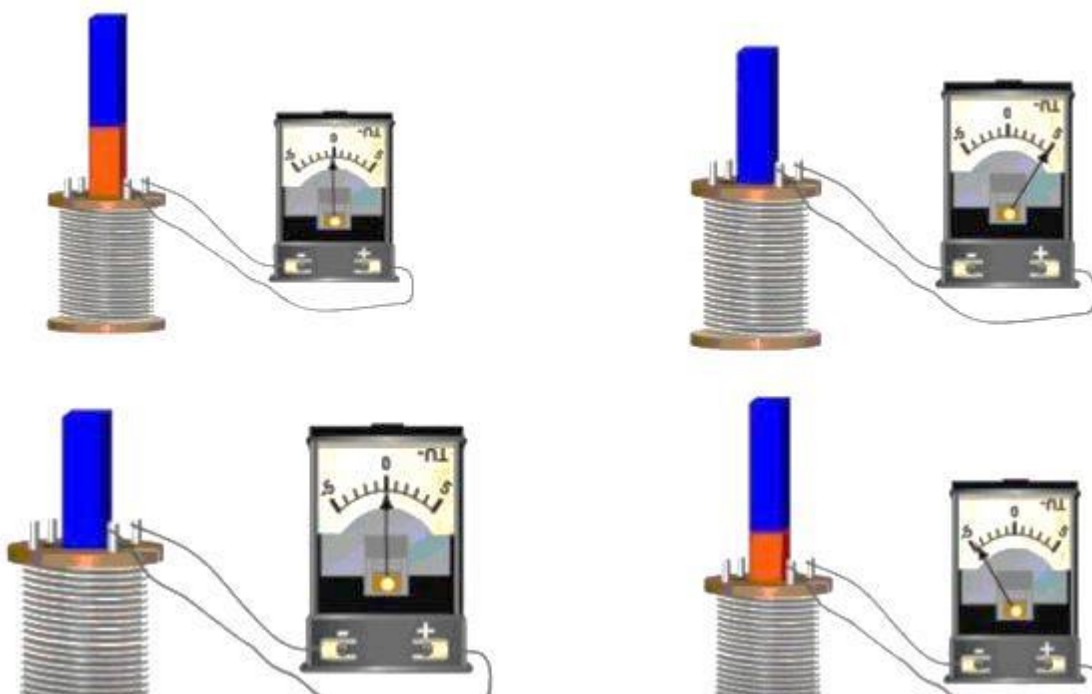


1-rasm. To'rt pog'onali usul blok-sxemasi.

1-pog'ona: Amaliyot o'qituvchisi nima qilish kerakligini tushuntiradi. U talabalarga ma'lum bir ish bosqichi yoki bir ko'nikmani qo'llash uchun kerakli barcha ma'lumotlarni beradi. Masalan, Faradey tajribasining ahamiyati, tajribani amalga oshirish texnologiyasi haqida qisqacha bayon qiladi. Talabalar esa amaliyot o'qituvchisi og'zaki tushuntirishlarini tinglashadi.

2-pog'ona: Amaliyot o'qituvchisi tushuntirilgan ish bosqichi qanday qilinishi kerakligini qilib ko'rsatadi, talabalar esa qarab turishadi. SHunday qilib o'qituvchi tasavvur qilish qiyin bo'lgan elektromagnit induksiya hodisasini sodda holatda tushuntirish uchun innovatsion optik qurilmaga murojaat qiladi. Tajriba natijasida elektr toki qanday yuzaga kelishini talabalar tasavvur qila olishlari uchun chizmada kerakli qismlar alohida ranglar ajratib ko'rsatilgan. Odatda amaliyot o'qituvchisi nima qilayotgani haqida talabalarga izohlar (kommentariylar) berib boradi. Ya'ni bu yerda demonstratsiya (namoyish etish) tushunchasi ham ishlatilishi mumkin.

3-pog'ona: Amaliyot o'qituvchisi ko'rsatib bergan ish bosqichini ko'rsatilgan tarzda qaytaradilar. Ya'ni aynan optik qurilmada demonstratsiya qilingan jarayonni kerakli tajriba jihozlari yordamida talabalar mustaqil bajaradilar (2-rasm). Amaliyot o'qituvchisi ular qilayotgan ish yuzasidan o'z fikrini bildirib, xatolarni to'g'rilab turadi.



3-rasm. Jihozlar yordamida tajribani amalga oshirish.

4-pog'ona: Har bir talaba ish bosqichini ko'rsatilgan tarzda qaytarib, ko'rganidan va ish bosqichini to'g'ri bajarish bo'yicha amaliyot o'qituvchisining izohlarni tushunganidan keyin, bu ish bosqichi ko'p marotaba mashq qilinadi va kerakligicha ya'ni maqbul natijaga erishilmagunicha takrorlanadi.

Xulosa sifatida aytish mumkinki, dars samaradorligiga erishish uchun fanning spetsifikasidan kelib chiqqan holda usulni tanlash lozim bo'ladi. Ko'rgazmalilikka asoslangan kognitiv vizuallik tamoyili asosidagi 4 pog'onali o'qitish usuli talabalarning amaliy mashg'ulotni (Faradey tajribasini) ko'rgazmali vositalar yordamida ko'rishi, ongida tasavvur hosil qilishi, eslab qolishi va bir necha marta bajarishi natijasida ta'lim berish va bilim olish sifatiga ijobiy ta'sir qiladi. Mualliflar tomonidan tajriba optik qurilmalarning namunalari ishlab chiqilgan va amalda Namangan muhandislik-qurilish instituti texnik yo'nalishlari uchun elektrotexnika fanini o'qitish jarayonlarida qo'llangan, samarali natijalarga erishilgan [4]. Qurilmani amaliyotda qo'llash natijasida esa malakali mutaxassis va kadrlar tayyorlashda ma'lum yutuqlarga erishish mumkin.

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BETONGA ISSIQLIK BILAN (TERMO) ISHLOV BERISH UCHUN QUYOSH ENERGIYASIDAN FOYDALANISH ISTIQBOLLARI

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Zamonaviy davrda bozorni boshqarishdagi ishlab chiqarish va iqtisodiy jarayonlar biosferani ekologik inqiroz holatiga, insoniyat esa resurslar inqiroziga olib keldi. Ko‘pgina mamlakatlar energiya ehtiyojlarini qondirish uchun quyosh energiyasi, shamol energiyasi, geotermik issiqlik, dengiz to‘lqinlari va atrof – muhit issiqligidan foydalanish bo‘yicha ilmiy-tadqiqot ishlarini faol ravishda olib bormoqdalar.

Qayta tiklanadigan energiya manbalaridan foydalanish orqali Yevropa Ittifoqi mamlakatlari ichki va sanoat ehtiyojlari uchun energiya iste‘molini (issiq suv ta‘minoti, binolarni isitish, suvni chuchuklashtirish, suzish havzalarini isitish, havoni tozalash) 2000 yilga 10% ga (va 2020 yilga qadar - 20% ga) kamaytirdi. Qayta tiklanadigan energiya manbalaridan foydalangan holda elektr energiyasi ishlab chiqarish 14,2 foizga o‘sdi. Qayta tiklanadigan energiya manbalaridan faol foydalanish yillar davomida ushbu mamlakatlarga neft va gaz importini 30 foizga kamaytirishga, shuningdek, havoga karbonat angidrid chiqindilarini sezilarli darajada kamaytirishga imkon berdi.

Asosiy qurilish materiali sifatida - beton ishlab chiqarish juda katta miqdordagi yoqilg‘i-energetika resurslarini past darajadagi issiqlik shaklida sarflanishi bilan bog‘liq. Yig‘ma temir-beton mahsulotlarini ishlab chiqarish uchun 12 million tonna shartli yoqilg‘i, monolitik inshootlarni qurish uchun esa 6 million tonnadan ortiq shartli yoqilg‘i sarflanadi. Yoqilg‘i-energetika resurslari umumiy iste‘molining 35% quyosh energiyasidan foydalanish uchun qulay sharoitga ega bo‘lgan hududlarga to‘g‘ri keladi. Issiqlik tashuvchida ishlab chiqarish ehtiyojlariga xos bo‘lgan ziddiyatlar va quyosh energiyasi ta‘minotining uzluksiz emasligi uning qurilish sanoatida amalda qo‘llanilish doirasini cheklaydi. Qurilish mahsulotlari qiymatida energiya xarajatlarining yuqori (17-21%) ulushni tashkil qiladi, ammo energiya tashuvchilar

narxining yuqori emasligi qurilish tashkilotlarining uning muqobil turlarini o‘zlashtirishiga to‘sqinlik qilmoqda.

Betonga issiqlik bilan ishlov berish (termoishlov) uchun faqat quyosh energiyasidan foydalanish har yili temir-beton buyumlar ishlab chiqarish va monolitik inshootlarni o‘rnatishda an’anaviy issiqlik tashuvchilar iste’molini har yili 40-50% ga kamaytirishga imkon beradi.

Qurilish sanoatida yig‘ma beton va temirbetonga issiqlik bilan ishlov berish uchun har xil issiqlik moslamalari qo‘llaniladi (1-jadval).

Eng keng tarqalganlari bu chuqur kameralar va dastgohlar. Ushbu agregatlarda ishlab chiqarish ulushi 84 foizni tashkil etadi. Shuni ta’kidlash kerakki, chuqur kameralari umumiy sonining taxminan 60% bir sutka davomida bir yoki undan kam aylanish bilan ishlaydi (1-jadval):

1-jadval

Betonga issiqlik bilan ishlov berish uchun energiyaresurs sarfi

Issiqlik bilan ishlov berish davomiyligi, s,	12	13-14	17-20	21-24	25 va undan ortiq
Aylanmalar koeffitsienti	2	1,5-1,8	1,2-1,4	1,0-1,1	0,96
Kameralar umumiy soni. %	5,2	18,7	16,4	46	13,6

2-jadval

Yig‘ma temir-beton sanoatining issiqlik agregatlari bilan jihozlanishi va ularning texnik ko‘rsatkichlari

Ko‘rsatkichlar	Chuqur kameralar	Dastgohlar (stendlar)	Kassetali moslamalar	Konveyer qurilmalari	Tunnel kameralari
Agregatlar soni, dona.	48930	8078	4674	577	427
Ular orasidagi nisbatlar, %	78	12,9	7,5	0,9	0,7
Mahsulot ishlab chiqarish hajmi, ming m ³	72,989	6,72	8,287	5,347	1,57
Umumiy hajm, %	76,9	7.1	8.7	5.6	1.7
Betonga issiqlik bilan ishlov berish davomiyligi, s	20.9	23,1	22.1	-	19.8
Isitish moslamalarining o‘rtacha aylanish darajasi, sutka	1.15	1,04	1.08	-	1,22

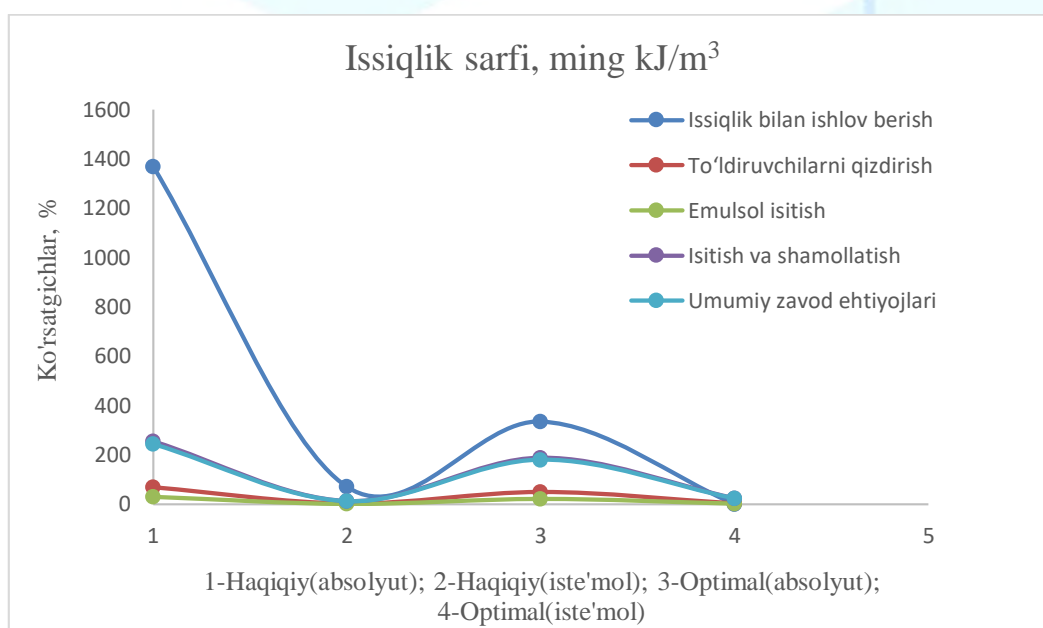
Yig‘ma beton va temir-beton buyumlar ishlab chiqarishdan olinadigan issiqlik energiyasi zavodlar tomonidan texnologik jarayonlarga (75%), yordamchi maqsadlarga (25%), isitish, shamollatish, sanitariya-gigiena va zavodning umumiy ehtiyojlariga sarflanadi (3-jadval).

3-jadval

Amalda ishlayotgan yig‘ma beton va temir-beton zavodida issiqlik energiyasi taqsimoti

Issiqlik balansi	Issiqlik sarfi, ming kJ/m ³ .				
	Issiqlik bilan ishlov berish	To‘ldiruvchilarni qizdirish	Emulsol isitish	Isitish va shamollatish	Umumiy zavod ehtiyojlari
Haqiqiy	1369	69	29	254	243
	70	3,5	1,5	13	12
Optimal	335	50	21	188	180
	43.2	3,9	2,6	24,3	23,1

Eslatma. Chiziq ustida absolyut ko‘rsatkichlar, chiziqdan pastda umumiy iste‘mol ko‘rsatkichlari keltirilgan, %.



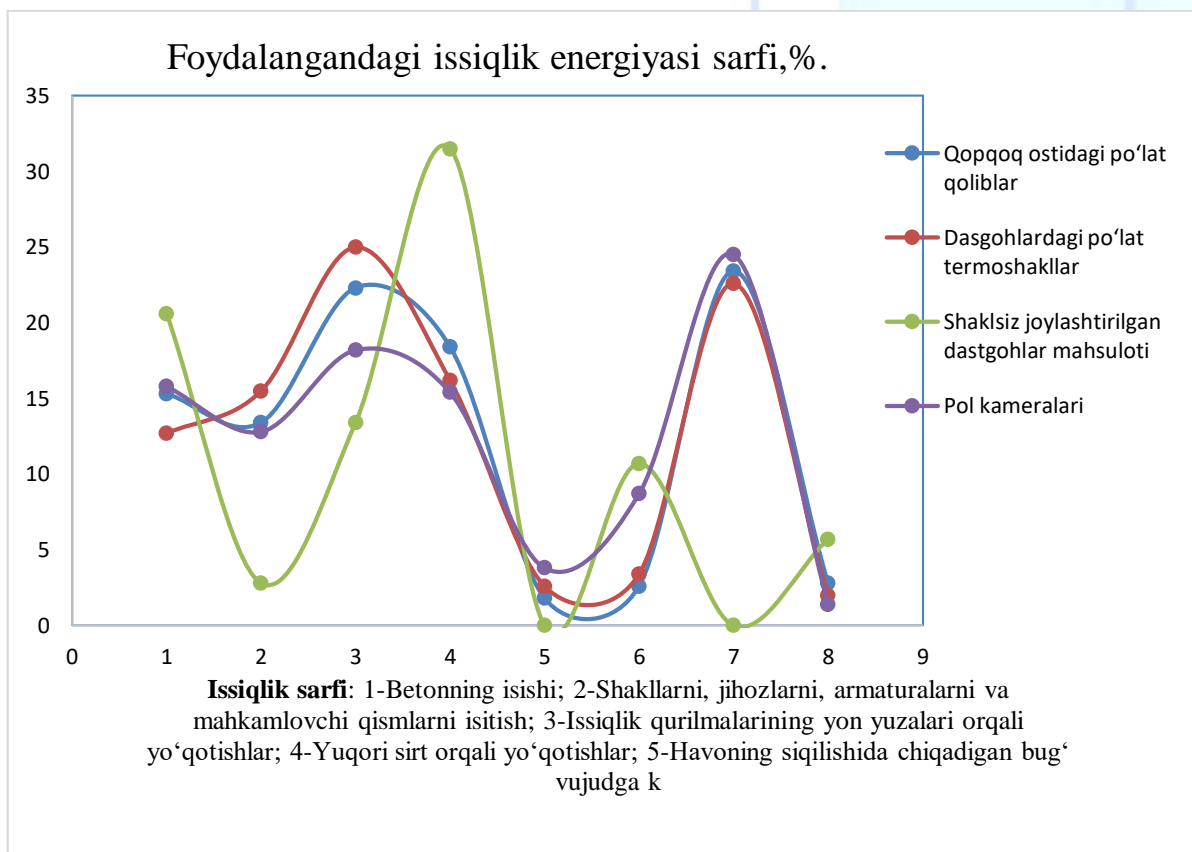
1 – rasm. Amalda ishlayotgan yig‘ma beton va temir-beton zavodida issiqlik energiyasi taqsimotining grafiği

Texnologik jarayonlarning yuqori energiya sarfiga qaramay, betonni bevosita isitish uchun haqiqiy energiya sarfi issiqlik birligi turiga qarab 12,7 dan 20,6% gacha bo‘ladi (4-jadval).

4-jadval

Yig'ma beton va temir-beton mahsulotlariga termal va namlik bilan ishlov berish jarayonida isitish qurilmalarida energiya sarfi

Issiqlik sarfi	Foydalangandagi issiqlik energiyasi sarfi,%.			
	Qopqoq ostidagi po'lat qoliblar	Dasgohlardagi po'lat termoshakllar	Shaklsiz joylashtirilgan dastgohlar mahsuloti	Pol kameralari
Betonning isishi	15,3	12,7	20,6	15,8
Shakllarni, jihozlarni, armaturalarni va mahkamlovchi qismlarni isitish	13,4	15,5	2,8	12,8
Issiqlik qurilmalarining yon yuzalari orqali yo'qotishlar	22,3	25	13,4	18,2
Yuqori sirt orqali yo'qotishlar	18,4	16,2	31,5	15,4
Havoning siqilishida chiqadigan bug' vujudga keladigan yo'qotishlar	1,8	2,6	-	3,8
Polga yo'qotish	2,6	3,4	10,7	8,7
Kondensat bilan yo'qotishlar	23,4	22,6	-	24,5
Boshqa yo'qotishlar	2,8	2,0	5,7	1,4



2-rasm. Yig'ma beton va temir-beton mahsulotlariga termal va namlik bilan ishlov berish jarayonida isitish qurilmalarida energiya sarfi

Hisob-kitoblarga ko'ra, betonni formalar (shakllar) bilan birga isitish va issiqligini saqlab turishi uchun 209-230 ming kJ talab qilinadi, atrof-muhitga issiqlik yo'qotishlarini hisobga olgan holda, chuqur kameralarida og'ir betondan tayyorlangan mahsulotlarni (termal) issiqlik bilan ishlov berish uchun esa normal sarf 691-733 ming kJ/m³ ni tashkil qiladi. Isitish, ventilyatsiya, shuningdek zavodning boshqa qo'shimcha maqsadlar uchun bug' sarfini hisobga olsak, hisob-kitoblarga ko'ra 1 m³ yig'ma temir beton ishlab chiqarish o'rtacha 1110-1214 ming kJ ni talab qiladi. 1 m³ temir-beton mahsulotlarini ishlab chiqarish uchun amalda 1955-1968 ming kJ sarflanadi va buning natijasida barcha agregatlar uchun betonga issiqlik bilan qayta ishlov berishga sarflanadigan energiya sarflari me'yordan oshadi.

Issiqlik bilan ishlov berishdan keyin pishiradigan kameralarda mahsulotlarning qattiqlashuvining o'rtacha davomiyligi, betonning naviga va yil davriga qarab, mahsulot pishiqligini 30-40% dan 70% gacha ko'tarish uchun, 200°C da 6-8 soat ishlov berishni tashkil qiladi, 100°C haroratda esa 22-24 soatni tashkil qiladi.

Qayta ko'rib chiqilgan va eksperimental ma'lumotlarga asoslanib, 4-jadvalda har xil konstruksiyadagi quyosh kollektorlarining samaradorligi to'g'risida ma'lumotlar keltirilgan.

Grafik ma'lumotlardan kelib chiqadiki, $T < 0, 013m^2 K/Vt$ da oynasiz yassi kollektor eng yuqori samaradorlikka ega va T qiymatdan 0,045 m²-K / Vt gacha bo'lgan diapazon oralig'ida bir qavatli oynali kollektor ikki qatlamli oynali kollektorga qaraganda samaraliroq ekan, $T > 0,025 m^2-K / Vt$ da esa eng samarali vakuumli kollektori hisoblanadi.

Quyosh kollektorlari sinovlari, turli mamlakatlardan kelgan quyosh muhandislarining mustaqil issiqlik texnikasi hisoblari shuni ko'rsatdiki, kollektor devorida ikkita shaffof qatlamdan foydalanish issiqlik yo'qotishlarini kamaytiradi, ammo shu bilan birga issiqlik qabul qiluvchiga quyosh energiyasining oqimini kamaytiradi. Bir qatlamli shaffof kollektor devori eng samarali hisoblanadi.

5-jadval

Quyosh kollektorlarining issiqlik samaradorligi koeffitsientining qiymati

№	Kollektor konstruksiyasi turi	F (t)	FU Vt/m K
1	Oynasiz noselektiv yassi quyosh kollektori	0,95	15
2	Xuddi shu narsa bitta shisha bilan	0,85	7
3	Xuddi shu narsa ikki qatlamli shisha bilan	0,75	5
4	Bir qavatli shaffof to'siqli selektiv yassi quyosh kollektori	0,8	3,5
5	Vakuum qilingan shisha quvurli quyosh kollektori	0,75	2,0
6	"Mashinasozlik sanoati" IChB singdiruvchi panelining selektiv qoplamali yassi quyosh kollektori	0,81	4,1
7	Xuddi shu narsa IChB "Konkurent"	0,78	4,12

Tajriba ishlari davomida bevosita betonga quyosh energiyasi issiqligi bilan ishlov berishning asosiy termofizik qonuniyatlari belgilandi.

Eng kuchli termofizik jarayonlar yangi hosil bo'lgan betonning sirt qatlamida 15-20 sm chuqurlikda 1-6 soat davomida sodir bo'ladi; betonning maksimal isitish harorati 72 °C ga yetadi; beton kesimidagi eng yuqori harorat gradientlari 2,1 grad / sm ga teng va namunaning balandligi bo'yicha asta-sekin kamayadi; harorat ko'tarilish tezligi 12-15 °C / s dan oshmaydi. Keyingi kunlarda harorat rejimining asosiy parametrlari 2 baravarga kamayadi.

Yoz mavsumidan bahor-kuz mavsumiga o'tish davrida asosiy quyosh texnologiyasi yordamida mahsulotlarga quyosh yordamida termik ishlov berish samaradorligi pasayadi. Kam hollarda bu, akkumulyatsiya bo'ladigan geliostendlardan foydalanganda namoyon bo'ladi.

Tadqiqotlar shuni ko'rsatdiki, ikki smenali ish paytida geliopoligonlarning mavsumiy ishlash muddatini boshqa qo'shimcha issiqlik manbasini ishlatmasdan uzaytirish uchun ularning ishini tashkil qilishda bahor-kuz davrida maxsus tizimni joriy etish zarur. Ushbu tizim mahsulotlarning nomenklaturasiga betonning qalinligi va sinfi bo'yicha hamda mavsumning alohida davrlari va kun vaqti bo'yicha differensial yondashuviga asoslangan.

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ПРИГИБАНИЕ ПЛИТ ПЕРЕКРЫТИЯ ИЗ НЕАВТОКЛАВНОГО ЯЧЕИСТОГО БЕТОНА ПРИ НАГРУЗКЕ

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Аннотация: В данной статье приведены результаты исследований прогностных и деформативных свойств плит перекрытия из неавтоклавного ячеистого бетона при кратковременном действии нагрузок. Представлены графики приведены прогибы опытных плит в середине пролёта, результаты расчёта их. Даются результаты оценки опытных конструкций по несущей способности и жесткости.

Ключевые слова: прочность, деформативность, нагрузка, график, арматура, бетон, автоклав, момент, ползучесть, усадка, плита, перекрытия, трещины, прогиб, пролёт, жесткость, текучесть, опора, коэффициент

BENDING OF NON-AUTOCLAVED CELLULAR CONCRETE FLOOR SLABS UNDER LOAD

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Abstract: This article presents the results of studies of prognostic and deformed properties of floor slabs made of non-autoclaved aerated concrete under short – time load action. Graphs of changes as well as the deflections of the experimental slabs in the middle of the span, their calculation results are presented.

The results of the evaluation of experimental designs for bearing capacity and stiffness are given.

Keywords: strength, deformability, load, schedule, reinforcement, concrete, cellular, non – autoclave, moment, creep, shrinkage, plate, overlap, cracks, analysis, deflection, span, stiffness, calculation, long – term, short – term, fluidity, compressed, stretched, support, coefficient.

Поставленным задачам большей мере отвечает производство и применение неавтоклавных ячеистых бетонов. Неавтоклавные ячеистые бетоны принадлежат к числу эффективных строительных материалов, масса панелей из таких бетонов на 45% меньше массы наиболее эффективных керамзитобетонных панелей, а стойкость их «в деле» на 18% ниже. Энергоёмкость производства неавтоклавных ячеистых бетонов на 70-80% меньше. Энергоёмкости производства керамзитобетона на 50-90% кирпича, кроме того, производство неавтоклавных ячеистых бетонов несколько проще, чем автоклавных, поскольку исключается необходимость в использовании металлических фондируемых стальных автоклавов и не требуется пар высокого давления [1].

Только через 200 суток, т.е. после того, когда уже рост деформации растянутых и сжатых арматурах, а также деформации в сжатой зоне бетона происходит стабилизация или снижение, плиты догружались по разрушения [2]. В процессе кратковременного и длительного испытания на опытных плитах производили замеры: деформации бетона на наиболее сжатой грани; деформации продольной арматуры в середине пролета на базе 500 мм; проскальзывание рабочей арматуры индикаторами часового типа с ценой деления 0,01 мм, в также замеряли прогибы плит в середине пролета и осадка опор при помощи прогибомеров системы Максимова.

Учитывая, что опытные плиты имели при нормативной нагрузке трещины в растянутой зоне, как под действием изгибающего момента, так и при транспортировке с шириной раскрытия от 0,05 до 0,1 мм, анализ прогиба плит проводили как для изгибаемых элементов с трещинами. При этом величина теоретической кривизны плит рассчитывалась по методике [5] КМК 2.03.01-96 бетонные и железобетонные конструкции

$$\frac{1}{2} = \frac{M}{Z \cdot h_0} \cdot \frac{\varphi_s}{E_s \cdot A_s} + \frac{\varphi_B}{\varepsilon + \varphi \cdot E_B \cdot \vartheta \cdot b \cdot h} \quad (1)$$

где ϑ принимался равным 0,18 (для влажности воздуха 40%) при длительном нагружении и 0,45 при кратковременном нагружении $E_B = 2,3 \cdot 10^3$ МПа по данным испытания призм.

Для расчета кривизны плиты в середине пролета использовалась и зависимость:

$$\frac{1}{2} = \frac{\varepsilon_s - \varepsilon_B}{h_0} \quad (2)$$

где $\varepsilon_s - \varepsilon_B$ – соответственно деформации растянутой арматуры и сжатого бетона;

h_0 – рабочая высота сечения плиты.

Опытную кривизную плит находили в зависимости от

$$\frac{1}{2} = \frac{f^{0П}}{m_f \cdot I_0^2} \quad (3)$$

где $f^{0П}$ – опытный прогиб, в см; I_0 – рабочий пролет плиты, в см, m_f – коэффициент, зависящий от схемы приложения внешней нагрузки и принимаемый согласно табл.4 приложения 3 “Пособия по проектированию бетонных и железобетонных конструкций из ячеистых бетонов” М.,1984. [6, 7].

На рис. 1 представлены прогибы опытных плит в середине пролета. Как видно из приведенных данных плиты под нормативную нагрузку 200 кг/м^2 имели достаточную жесткость.

Пригодность опытной конструкции к нормальной эксплуатации оценивали как расчетом кривизны плиты, так и сопоставлением опытных и теоретических прогибов. Для элементов перекрытий с плоскими потолками величина предельно допустимого прогиба при регламентировано КМК 2.03.01-96 «Бетонные и железобетонные конструкции при 6 м равна $\frac{1}{200}$ пролета.

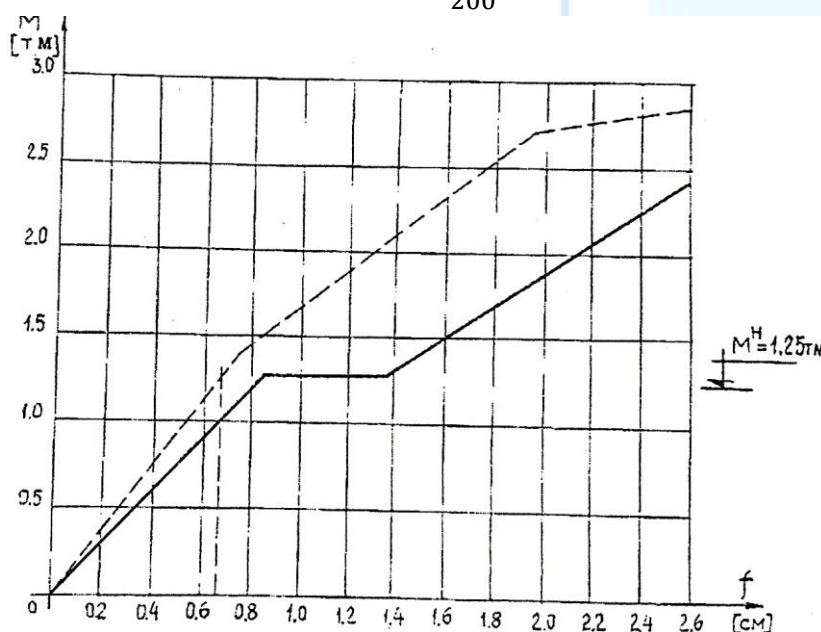


Рис. 1. Прогибы опытных плит в середине пролёта.
- - - – плита ПБ-1; — 1 – плита ПБ-2

Так как расчет элементов железобетонных конструкций по предельным состояниям второй группы производится по нормативным нагрузкам и этот расчет может быть определяющим в оценке качества конструкции, то контрольные прогибы были вычислены при изгибающих моментах от этой

принимаемой за контрольную нагрузку при проверке жесткости. Величина теоретического прогиба f_m в ширине пролета плиты обусловленная деформацией изгиба определяли по формуле

$$f_m = m_f \cdot \frac{1}{2} \cdot I^2 \quad (4)$$

где $m_f = \frac{5}{48}$ – при схеме нагружения равномерно распределенной нагрузкой;

$m_f = \frac{1}{8} - \frac{a^2}{6I^2}$ – при схеме приложения нагрузки в четвертях пролета;

I – расчетный пролет изгибаемого элемента;

$\frac{1}{2}$ – величина теоретической кривизны, которую определяли по формуле (1)

и (2).

Теоретические прогибы и прогибы, полученные по результатам испытаний плит перекрытия ПБ-1 и ПБ-2 при кратковременном действии нагрузки приведены в табл. 1.

Таблица 1

Данные испытания и расчета прогибов плит перекрытия на основе ВНВ-80 в середине пролёта

Марка плиты	Опытный прогиб при кратковременном действии нагрузки, см	Теоретический прогиб при кратковременном действии нагрузки по формуле (4), где значение определялось по формуле	
		(1)	(2)
ПБ-1	0,75	0,95	0,84
ПБ-2	0,85	0,95	0,90

Разрушение плит произошло от текучести арматуры с последующим раздроблением сжатой зоны бетона. Результаты измерения проскальзывания рабочей арматуры на торцах стержней показывают, что во всех случаях проскальзывание рабочей арматуры не наблюдалось. Наклонных трещин на опорах также не отмечено.

Таким образом, представленные экспериментальные результаты дают оценки опытных конструкций по несущей способности и жесткости показали, что плиты из неавтоклавных ячеистых бетонов пролетом до 4 м могут быть использованы в качестве перекрытий в общественных и жилых зданиях. Прочность и жесткость плит перекрытий из ячеистых бетонов удовлетворяет требованиям КМК 2, 03.01-96 «Бетонные и железобетонные конструкции».

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БУЗОҚЛАР ТОКСИК ДИСПЕПСИЯСИНИ КОМПЛЕКС ДАВОЛАШ

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Аннотация. Токсик диспепсия билан касалланган бузоқларни даволашда бузоқлар 8 соат оч қолдирилди ва шу вақт ичида ҳар соатда 10 мл/кг (300) мл Регидрон эритмаси ичирилди. Оч қолдириш муддати ўтгандан сўнг увиз сутини 1/3 қисмига (333 мл) + тенг миқдордаги илиқ физиологик эритма қўшиб қунига 3 марта ичирилди. Увиз сутини беришдан 15 минут олдин 40 мл сунъий ошқозон шираси (1 г пепсин, 1,5 НСl, 100 мл дистилланган сув) ичирилди. Даволашнинг иккинчи кунидан бошлаб клиник белгилар йўқолгунча Ветом 1.2 (Bacillus subtilis ВКПМ И-10641) пробиотики 50мг/кг (қунига 4 марта) ҳар 8 соатда ичирилди ва сигирдан олинган цитратли қон 0,2 мл/кг дозада қунора (жами 3 марта) мускул орасига инъекция қилинди. Диспепсияни бундай комплекс усулда даволаш организмда электролитлар дисбалансини коррекция қилиб метаболик ацидозни, интоксикацияни, дегидротацияни камайтиради, ичаклар биоценозини нормаллаштириб ҳазм жараёнини яхшилади ва дисбактериозни даволайди.

КОМПЛЕКСНОЕ ЛЕЧЕНИЕ ТОКСИЧЕСКОЙ ДИСПЕПСИИ У ТЕЛЯТ

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Аннотация. При лечении телят с токсической диспепсией телят голодали в течение 8 часов, в течение которых каждый час вводили 10 мл/кг (300) мл раствора Регидрона. После периода голодания добавляли 1/3 коровьего молока (333 мл) + равное количество теплого физиологического раствора и полоскали 3 раза в день. За 15 мин до дачи молозива вводили 40 мл искусственного желудочного сока (1 г пепсина, 1,5 НСл, 100 мл дистиллированной воды). Со 2-го дня лечения до исчезновения клинических признаков вводили пробиотик Ветом 1.2 (Bacillus subtilis ВКПМ И-10641) по 50 мг/кг (4 раза в день) каждые 8 часов, цитрат крови коровы внутримышечно в доза 0,2 мл/кг (всего 3 раза). Лечение диспепсии таким комплексным способом уменьшает метаболический ацидоз, интоксикацию, дегидратацию за счет коррекции электролитного дисбаланса в организме, улучшает пищеварение за счет нормализации биоценоза кишечника, лечит дисбактериоз.

COMPLEX TREATMENT OF TOXIC DYSPEPSIA IN CALVES

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Key words: diarrhea, intoxication, immunodeficiency, enzyme deficiency, autoimmune, hematocrit, immunoglobulins.

Annotation. In the treatment of calves with toxic dyspepsia, the calves were fasted for 8 hours, during which 10 ml/kg (300) ml of Regidron solution was injected every hour. After a fasting period, 1/3 cow's milk (333 ml) + an equal amount of warm saline was added and rinsed 3 times a day. 15 minutes before giving colostrum, 40 ml of artificial gastric juice (1 g of pepsin, 1.5 NCl, 100 ml of distilled water) were administered. From the 2nd day of treatment until the disappearance of clinical signs, the probiotic Vetom 1.2 (*Bacillus subtilis* VKPM I-10641) was administered at 50 mg/kg (4 times a day) every 8 hours, cow blood citrate intramuscularly at a dose of 0.2 ml/kg (only 3 times). Treatment of dyspepsia in such a complex way reduces metabolic acidosis, intoxication, dehydration by correcting electrolyte imbalance in the body, improves digestion by normalizing intestinal biocenosis, and treats dysbacteriosis.

Мавзунинг долзарблиги. Бузоқларнинг токсик диспепсия билан касалланиши ва нобуд бўлиши, даволаш харажатларининг ортиши, бузоқларни келгусида подани тўлдиришга ярқсиз бўлиб қолиши фермер хўжаликларида катта иқтисодий зарар олиб келмоқда. Ўзбекистон шароитида янги туғилган бузоқлар орасида диспепсия касаллиги кенг тарқалган бўлиб, айрим хўжаликларда касалланиш кўрсаткичи 40-45% га ва ўлим даражаси 30-32% гача этади [16].

Бузоқлар токсик диспепсиясини даволаш этиопатогенетик тамойилга асослананиб, комплекс тарзда ҳазм жараёнини нормаллаштириш, дисбактериоз, сувсизлик ва интоксикацияни бартараф этишга қаратилган бўлиши керак. Токсик диспепсияни даволашда антибиотиклардан асоссиз равишда кенг фойдаланиш ҳазм трактида микроорганизмларнинг патоген штамmlарини пайдо бўлиши ва ривожланишига олиб келади [2,3,4,5,8,9,12,13,14].

Организмда сувсизланишни капмайтириш, қон ва тўқима оралигидаги осмотик босимни тиклаш учун изотоник ва гипертоник эритмалардан фойдаланиш, номахсус рағбатлантирувчи воситалар сифатида гемотерапия, полиглобулинлар ва гамма-глобулинлардан фойдаланиш мумкин [10,11,18]. Охирги вақтларда антибиотиклар ўрнига экологик жиҳатдан тоза бўлган пробиотикларни қўллаб ошқозон ичак тизимида сапрофит микроорганизмларни кўпайтириб ҳазм жараёнини тиклаш долзарб масала бўлиб қолмоқда [6,7,15,19]. Адабиёт маълумотларини таҳлил қилиш асосида бузоқлар токсик диспепсиясини комплекс даволаш касаллигининг ривожланиш механизмидан келиб чиқиб амалга оширилиши лозим деб ҳисобладик.

Тадқиқотлар объекти ва услублари. Тадқиқотлар Самарқанд ДВМЧБУ ички юқумсиз касалликлар кафедраси ва Пастдарғом туманидаги “Акбар шох Шавкат” қорамолчилик фермер хўжалигида бажарилди. Хўжаликдаги токсик

диспепсия билан касалланган 10 кунликкача бўлган бузоқлардан ҳар бири 3 бошдан 3 та гуруҳ ташкил этилди. Биринчи тажриба гуруҳидаги бузоқларни даволаш қуйидаги тартибда амалга оширилди: 8 соат оч қолдирилди ва шу вақт ичида ҳар соатда 10 мл/кг (300) мл Регидрон эритмаси ичирилди. Оч қолдириш муддати ўтгандан сўнг увиз сутини 1/3 қисмига (333 мл) + тенг миқдордаги илиқ физиологик эритма қўшиб кунига 3 марта ичирилди. Увиз сутини беришдан 15 минут олдин 40 мл сунъий ошқозон шираси (1 г пепсин, 1,5 HCl, 100 мл дистилланган сув) ичирилди. Даволашнинг иккинчи кунидан бошлаб диарея белгилари йўқолгунча Ветом 1.2 (*Bacillus subtilis* ВКПМ И-10641) пробиотиғи 50мг/кг (кунига 2 марта) ҳар 8 соатда ичирилди. Иккинчи тажриба гуруҳидаги бузоқларга биринчи тажриба гуруҳидан фарқли Ветом 1.2 (*Bacillus subtilis* ВКПМ И-10641) пробиотиғи 50мг/кг (кунига 4 марта) ҳар 6 соатда ичирилди. Соғлом сигирдан олинган цитратли қон 0,2 мл/кг кунора(жами 3 марта) мускул орасига инъекция қилинди. Учинчи назорат гуруҳидаги бузоқлар ананавий усулларда даволанди: 8 соат оч қолдирилиб шу вақт ичида 4 марта бир литрдан илиқ физиологик эритма ичирилди. Макролан антибиотиғи 1 мл/10 кг дозада ҳар куни бир марта 5 кун давомида инъекция қилинди. Тажрибадаги бузоқлар ҳар куни икки мартаба клиник кўрикдан ўтказилиб турилди. Қондаги гемоглобин миқдори (гемоглобин-цианидли усулда), глюкоза (орто-толуидин билан рангли реакция), қон зардобидаги умумий оксил (биуретова реакцияси асосида), билирубин, АСТ, АЛТ ферментлари фаоллиги биокимёвий анализатор (SYNCHRON CX4 PRO) ёрдамида аниқланди. Илмий тадқиқот натижаларидан олинган рақамли маълумотларга математик-статистик ишлов бериш таҳлили Стьюдент ва Фишер мезонлари ёрдамида Microsoft Excel электрон жадвалида амалга оширилди.

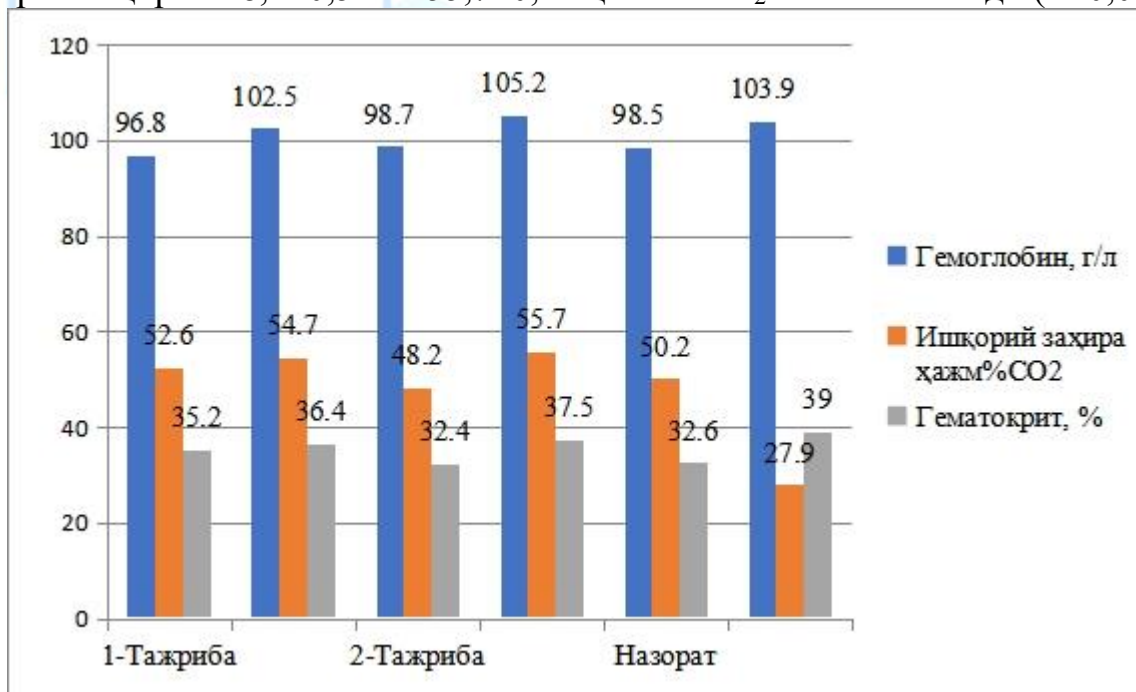
Олинган натижалар ва уларнинг таҳлили. Тажрибаларнинг бошида барча гуруҳлардаги диспепсия бўлган бузоқларда умумий ҳолсизланиш, иштаҳанинг йўқлиги, тери эластиклигининг пасайиши, қўланса ҳидли сарғиш-қизғиш ич ўтиши, оёқ учлари, қулоқлар ва оғиз шиллиқ пардаси ҳароратининг пасайиши, анус атрофининг ифлосланиши каби клиник белгилар кузатилди. Бундай клиник белгилар тажриба гуруҳларидаги бузоқларда тажрибаларнинг тўртинчи кунларидан бошлаб ижобий томонга ўзгара бошлади ва даволашнинг 6-7 кунлари умумий ҳолатнинг яхшиланиши, тезакнинг қуюқлашиши, иштаҳанинг пайдо бўлиши кузатилди.

Нazorat гуруҳидаги бузоқларда кучли ҳолсизланиш, ташқи таъсиротларга жавоб реакциясининг йўқолиши, организмнинг сувсизланиши белгилари: кўз олмасининг чўкиши, бурун ойнаси, оғиз шиллиқ пардаси ва терининг қуруқлашиши, юрак уришининг тезлашиб, бир дақиқада ўртача $163,6 \pm 3,28$ мартагача тезлашиши, нафас олиш сонининг бир дақиқада $45,4 \pm 0,23$ мартагача етиши, кўзга кўринадиган шиллиқ пардаларнинг цианози кузатилди.

Биринчи тажриба гуруҳидаги бузоқлар қонидаги эритроцитлар сони тажрибалар бошида ўртача $7,56 \pm 0,08$ млн/мкл ни ташкил этган бўлса, даволашнинг 7 кунига келиб $6,25 \pm 0,24$ млн/мкл (меъёр - 7,4-8,4 млн/мкл), лейкоцитлар сони мос равишда - $7,94 \pm 0,12$ ва $7,60 \pm 0,13$ минг/мкл (меъёр - 7,1-12,1 минг/мкл), гемоглобин - $96,8 \pm 0,16$ ва $102,5 \pm 0,06$ г/л (меъёр - 105-109 г/л),

глюкоза - $3,23 \pm 0,06$ ва $4,32 \pm 0,05$ ммоль/л (меъёр - 4,47-4,98 ммоль/л), гематокрит - $35,2 \pm 0,12$ ва $36,4 \pm 0,14\%$ (меъёр - 35-37% ва ишқорий захира - $52,6 \pm 0,45$ ва $54,7 \pm 0,42$ ҳажм%CO₂ ни (меъёр - 54-56 ҳажм%CO₂) ташкил этди (P<0,05).

Иккинчи тажриба гуруҳидаги бузоқларда қондаги эритроцитлар сони даволашнинг бошида ўртача $7,42 \pm 0,06$ млн/мкл ни ташкил этган бўлса, даволашнинг 7 кунига келиб $6,23 \pm 0,14$ млн/мкл, лейкоцитлар сони мос равишда - $7,6 \pm 0,2$ ва $7,8 \pm 0,13$ минг/мкл, гемоглобин - $98,7 \pm 0,52$ ва $105,2 \pm 0,08$ г/л, глюкоза - $3,15 \pm 0,04$ ва $4,56 \pm 0,06$ ммоль/л, гематокрит - $32,4 \pm 0,21$ ва $37,5 \pm 0,15\%$ ва ишқорий захира - $48,2 \pm 0,52$ ва $55,7 \pm 0,22$ ҳажм%CO₂ ни ташкил этди (P<0,05).



1-расм. Тажрибадаги бузоқлар қонининг морфобиокимёвий кўрсаткичлари

Тажрибаларнинг охирига келиб, назорат гуруҳидаги бузоқларда қондаги лейкоцитлар сонининг дастлабки кўрсаткичларга нисбатан ўртача 1,6 минг/мкл, глюкозани - 0,68 ммоль/л ва ишқорий захирани - 22,3 ҳажм%CO₂ га камайиши кузатилди. Бу кўрсаткичлар диспепсия пайтида кучли диарея сабабли электролитларнинг тезак билан кўплаб чиқиб кетиши оқибатида қоннинг қуюқлашуви, кучли интоксикация натижасида қондаги ишқорий захираларнинг камайиши ва ацидоз ривожланганидан далолат беради.

Қондаги умумий билирубиннинг миқдори биринчи тажриба гуруҳида текширишлар давомида ўртача - $4,1 \pm 0,05$ ва $4,4 \pm 0,06$ мкмоль/л. ни, иккинчи тажриба гуруҳида ўртача - $4,2 \pm 0,05$ ва $4,3 \pm 0,06$ мкмоль/л. ни ташкил этди. Биринчи тажриба гуруҳидаги бузоқларда АСАТ ва АЛАТ ферментлари фаоллигининг $0,68 \pm 0,06$ ва $0,52 \pm 0,08$ ммоль.с/л. дан $0,62 \pm 0,06$ ва $0,45 \pm 0,05$ ммоль.с/л. гача, иккинчи тажриба гуруҳида ҳам мос равишда тажрибаларнинг охирига келиб АСАТ ва АЛАТ ферментлари фаоллигининг $0,58 \pm 0,06$ ва $0,42 \pm 0,06$ ммоль.с/л. гача камайиши (P<0,05) кузатилди.

Назорат гуруҳидаги бузоқларда эса касалликнинг оғирлашиб бориши сабабли қондаги билирубин миқдорининг $4,2 \pm 0,04$ мкмоль/л.дан $8,5 \pm 0,06$

мкмоль/л гача, АСАТ ва АлАТ ферментлари фаоллигининг $0,65 \pm 0,06$ ва $0,56 \pm 0,08$ ммоль.с/л. дан $0,82 \pm 0,06$ ва $0,66 \pm 0,05$ ммоль.с/л. гача ортиши ($P < 0,05$) кузатилди. Бу кўрсаткичлардан бузоқларда токсик диспепсиянинг оғир кечиши жигар хужайраларида деструктив ўзгаришлар кузатилиши оқибатида қонда АСАТ ва АлАТ ферментлари фаоллигининг ортиши, глюкоза ва альбуминлар миқдорининг камайиши (гепатодепрессив синдром) билан кечиши маълум бўлди [12].

Хулосалар. 1. Бузоқлар диспепсиясини даволашда уларни 8 соат оч қолдириш ва шу вақт ичида ҳар соатда 10 мл/кг (300) мл Регидрон эритмаси ичириш, оч қолдириш муддати ўтгандан сўнг увиз сутини 1/3 қисмига (333 мл) + тенг миқдордаги илиқ физиологик эритма қўшиб қунига 3 марта ичириш. Увиз сутини беришдан 15 минут олдин 40 мл сунъий ошқозон шираси (1 г пепсин, 1,5 НСІ, 100 мл дистилланган сув) ичириш, даволашнинг иккинчи қунидан бошлаб диарея белгиси йўқолгунча Ветом 1.2. пробиотигидан 50 мг/кг (қунига 4 марта) ҳар 6 соатда ичириш ҳамда ҳар 24 соатда жами 3 марта 0,2 мл/кг миқдорда цитрат қон мускул орасига юбориш энг самарали усул ҳисобланади.

Адабиётлар рўйхати

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THE MAIN FUNCTIONS OF PEDAGOGICAL MANAGEMENT. FUNCTIONS OF THE TEACHER'S MANAGEMENT ACTIVITY AS A SCHOOL EDUCATION SYSTEM AND MANAGEMENT OBJECT

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The management function of the educational system is the actions of the management entity in relation to the educational institution (management object) or in relation to the external environment. The complete management cycle consists of four main management actions, according to which the main functions of the management of the educational system are allocated. These types of management actions (planning, organization, management and control) together form a complete management cycle - from setting goals to their implementation - and therefore can be considered necessary and sufficient. In addition to those listed, the main functions of school management (which are often found in pedagogical literature) include motivation, pedagogical analysis, and goal setting. Some modern researchers of educational institution management problems distinguish the following management functions show: informational-analytical, motivational-analytical, motivational-targeted, planning-prognostic, organizational-executive, control-diagnostic, regulatory-corrective. These functions represent the sequence of connections that make up the control process for all self-managing systems. They are interconnected and gradually replace each other, forming a single control cycle. We will briefly consider the content of management functions of educational institutions and the conditions for their implementation. Information and analytical function. Updating the management of the educational institution is related to the formation of the information-analytical activity system as the main tool of management. One of the main features that determine the performance of any system is communicativeness, a characteristic of information flows circulating in it (the content of information, its degree of centralization, sources of acquisition, bringing it to the level of decision-making). The management activity of the heads and management bodies of the educational institution is formed as a whole in the process of pedagogical analysis of the information about the activity of each link of the educational institution. Pedagogical analysis Information is called a management function aimed at studying the actual state of affairs and the validity of using various methods and tools to achieve goals, as well as objective evaluation of the results of the pedagogical process and development of regulatory mechanisms of transfer. system to a new quality state (T.I.Shamova). Motivational-purpose function. A goal is a

consciously expected result. The main task of the motivational-target function is to ensure that all members of the teaching team do their work in accordance with the tasks assigned to them and the plan, as well as in accordance with the needs of achieving their own and collective goals. It is the main task of the leader, the stage of management activity, and its component. Goal setting is defined as a description of the expected results to which the activity should be directed. This is the formation or selection of the purpose of the organization's activity, as well as its clarification into sub-objectives and their coordination. The interpretation of this function in the theory of management within the school is unclear. On the one hand, the decisive role of goal setting is recognized both in the management activity and in the general activity of the organization. As noted, the existence of reasonable long-term goals is the main condition for the activity and development of an educational institution, and the ability of a leader to set them is one of the most important management qualities. However, at the same time, goal setting is not separated as an independent function and is considered as a part of another function - it is interpreted as the initial stage of planning or overall management. cycle, just like before it, and therefore it is removed from the system of control functions. On the other hand, goal setting is recognized as a management function both in terms of its content and in terms of its role in management. Proponents of this approach argue their position with the following rules. Goal setting can happen not only at the initial stage of management, but it may be necessary to reformulate or set new goals in the course of subsequent activities. At the same time, goal setting is not the first stage of management, but the result of other management functions;

The goal-setting function, by its content, is a complex and unfolding process over time, which has its own laws that are not characteristic of other management functions;

The functional responsibility of the manager is to set goals for the executives, which is also included in the operation process of the institution.

The main functions of pedagogical management. Functions of the teacher's management activity as a school education system and management object

The management function of the educational system is the actions of the management entity in relation to the educational institution (management object) or in relation to the external environment. The complete management cycle consists of four main management actions, according to which the main functions of the management of the educational system are allocated. These types of management actions (planning, organization, management and control) together form a complete management cycle - from setting goals to their implementation - and therefore can be considered necessary and sufficient. In addition to those listed, the main functions of school management (which are often found in pedagogical literature) include motivation, pedagogical

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It is the most important source of information for each participant of the process, control as a technology in various forms and methods (methods, means and effects) that provide such feedback. Regulatory-corrective function. The regulatory-corrective function is a type of activity to make corrections using operational methods, tools and effects in the process of managing the pedagogical system in order to maintain it at the programmed level. The task of the regulation and correction function is to maintain one or another level of system organization in a given situation. But when the situation changes, the regulatory function disrupts the stability of the organizational structure, adapting it to new conditions.

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PEDAGOGICAL ANALYSIS OF THE TEACHER IN PEDAGOGICAL MANAGEMENT

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Without pedagogical analysis, it is impossible to determine the tasks on a scientific basis, it is impossible to plan, predict, organize, organize, and control the effectiveness of the pedagogical team. Pedagogical analysis serves the development of the pedagogical team, methodological improvement of the teacher's work. Pedagogical analysis also controls is a method, which in turn is carried out with the help of targeted learning, monitoring and evaluating the results of its participants. The school uses three main types of pedagogical analysis: operative, thematic, final. Operational (daily) analysis provides information about the state of the educational process. aimed at gathering information. Yu.A. Konarzhevsky, pedagogical analysis is a school management function aimed at studying the state and development trends, objectively evaluating the results of the educational process, and developing recommendations for regulating the system or transferring it to a high-quality state based on this. The head teacher receives information on the progress and status of work for the day, week, and month based on quick control. Its content is based on participation in classes, extracurricular activities and includes:

Evaluation of the work of the school, teachers and students;
to determine the causes of deviations in the quality of teaching;

Determining the reasons for the deviation of the actual level of knowledge, skills and qualifications from the requirements specified in the curriculum, etc. Thematic analysis includes a systematic approach to the study of the educational process (the system of lessons and extracurricular activities, changing technologies, the teacher's activity system and a set of necessary documents). The purpose of the thematic analysis is to diagnose the most important aspects of the pedagogical process. Establishing their mutual relations and dependence, developing recommendations. Final analysis, evaluation of the activities of the general education school at the end of the quarter, half-year, academic year, development of recommendations based on the conclusions to improve its future activity. The purpose of this type of analysis is to summarize the results of the previous period and evaluate the results of the managed system, to build a block of goals for the next academic year, to develop recommendations for organization, regulation, planning and internal affairs. . - school control. goal setting goal setting as the main function of management directs the socio-pedagogical system

in time and space. Its purpose is to define, determine and formulate management goals in accordance with the social order of society.

Objectives are specific final results that the team wants to achieve in the process of joint activities. All socio-pedagogical systems are multi-purpose. Educational, social, innovative and other goals are emphasized. Their composition and interdependence is determined by the purpose and structure of the activity.

Planning

Planning is recognized as an important function in scientific management. Many studies point to a strong positive relationship between planning and organizational success. Plans serve as the main means of managing the activities of the school's pedagogical team. The basic curriculum of a comprehensive school is a state regulatory document approved by the government of the Russian Federation and is an integral part of the state education standard. Its main goal is to maintain a single educational space in Russia. The structure of the basic curriculum includes federal, national-regional and school components. The distribution of federal, national-regional and school components in the main curriculum determines its presence. fixed and variable parts. The fixed and variable parts are not completely independent. They intersect. As a result, there are three main types of training in the curriculum of any school:

Compulsory classes that are the core of general secondary education;

compulsory classes according to students' choice;

extracurricular activities. Another important thing for the successful organization of the educational process at school is the planning stage - lesson schedules. Different schedule types in school practice: afternoon study sessions, GPA classes, extracurricular activities schedule. They should be closely related to each other and form an integrated system. The schedule of classes is created based on the developed curriculum of the school and is a means of systematizing the time of the school day and week, allocating time for students and teachers. The prospective school development plan (for 3-5 years) corresponds to the plans of the municipality and will be drawn up on January 1 of this year. This plan shows the directions of the school's activities, taking into account the work of the authorities. It reflects:

1. Year-by-year student growth, class sizes and estimated funding.

2. The need for different qualified teachers.

3. A long-term schedule of teacher training through courses and various seminars of teacher training institutes, as well as the main topics and directions in pedagogy and psychology, on which teachers should work.

4. Construction and renovation work, classroom equipment, visual aids, TCO, books, sports equipment, household goods, school furniture, design work and beautification.

5. Financial, commercial activities.

Special attention should be paid to the system of teacher training: conducting methodological associations, lecture halls, practical training, conferences and pedagogical studies that help self-education. The annual school plan was drawn up in May-June and approved by the teachers' council at the end of August. Each change will be reported to the board of directors. There are various methods of solving tasks in modern management: real methods of solving management tasks, modeling of management processes, informational and technical support of decision-making, etc. In Uzbekistan, theoretical and practical statistics, problem solving, economic-mathematical models of engineering calculations, etc., are sufficiently well developed. Automation of information development, production management, and decision-making processes is less developed. But the effectiveness of management depends not only on the methods of solving tasks, but also on the mechanism of economic management and the system of state regulation. Therefore, many (strategic and operative) models of management used abroad cannot always be effectively applied in Uzbekistan, which is explained by the different level of maturation of market relations. If management methods are viewed from the macroeconomic point of view of management of organizations, it can be noticed that advanced management methods are applied more actively within the existing and changing economic mechanism. However, if we look at solving management issues, it is necessary to take into account the big differences between Uzbek organizations and foreign companies.

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MANAGEMENT AND MANAGING TYPES

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Financial management is a complex system of ensuring the stability, reliability and efficiency of financial management. It includes the formation and planning of financial indicators in accordance with scientific approaches and principles of management, balance of income and expenses, indicators of efficiency of resource use, profitability of works and goods.

Innovation management is a complex method of managing investments made by the property owner in the development of all types of innovations. It includes the construction of organizational structures, the selection of innovation directions, the coordination of various aspects of innovation and personnel management.

Trade management consists of the process of managing all the main aspects of the activity of a trade enterprise. It is aimed at forming rational management decisions on the issues of development of a specific trade enterprise, coordinating various directions of its activity and ensuring the high efficiency of the final results of this activity. In addition to the above types of special management, the following other types are currently being developed: social sphere, banking, tax, organizational, international management, etc. The periodic nature of social development, the need to make decisions in crisis conditions was a serious motivation for the development of the theory and practice of management. The experience of the advanced countries of the West shows that the management is fulfilling the tasks set before it, and a very big role in increasing its efficiency belongs to the use of the achievements of scientific and technical development. In this case, it should be noted that in recent years, centers for the development of management systems have been improving to a modern level. The group of most developed countries is led by Japan, Germany and Switzerland. According to the modern management requirements, the USA is in 9th place, France - 12th, Italy - 14th, Great Britain - 16th. Singapore, Hong Kong and Taiwan are leading among the countries characterized by a sharp rise in their economy in the next 10-15 years. In our country, management is known as a set of principles, methods, tools and forms of management of firms in the West. During the past totalitarian regime, it was said that the management served to strengthen the position of imperialist countries by attacking socialist countries at the expense of obtaining high profits and constantly increasing labor productivity. Such a view was to a certain extent compatible with the framework of the administrative-command system of economic management, because

it was impossible to fully transfer the movement of the market mechanism to our economy in the conditions of the centralized planning procedure and the lack of market management experience. Nevertheless, even in those conditions, we could use many elements of management. The democratization of the social life of the country is widespread strata, gave practical employees the opportunity to get acquainted with the accumulated rich world experience of management theory and practice, and the focus of Uzbekistan's economy on market relations made it necessary to study and use the experience of advanced countries. In this regard, relations with management in Uzbekistan have changed a lot in recent years. The works of prominent theoreticians and practitioners of management have been published. Active training of modern managers has begun. The essence and system of management (management) In general, management consists of the goal-oriented mutual cooperation of two objects, where one of them is in the place of the subject of management, and the other is in the place of the object of management. This interaction is characterized by:

- the control subject sends influence impulses (control commands) to the control object, they get information about how the control object operates;

- the control object receives these impulses (commands) and acts according to them. direct effect feedback. Controlling and controlled systems of the control system.

As a subject of management, it is possible to consider a complex of departments and services of companies or a separate department, an individual, etc. The object of management will be an employee, work team, goods, resources, documents, etc. For example, the master organizes the work of the plot. In this case, he will be a low-level manager or management subject, and workers will be management objects. The commercial director of the organization organizes the work of the departments. In this case, he will be a manager or a subject of management, and the specified units will be management objects. There are other definitions of management. For example, prominent researcher P. Drucker (USA) believes that management is the main type of activity that directs an unorganized group to an effective goal and turns it into a productive group. American scientist K. Killen defines management as "doing work with the hands of others". It should be noted that management is often defined as the influence of the subject on the object, that is, management is equated with the activity of the subject. In this case, management is viewed as a one-sided influence of the subject on the object, which leads to incorrect conclusions about the nature of management. Dialectical interaction, as a result of replacing the unity of the object and the subject with their subordinate location, the moving beginning of control remains outside the perspective of the conflict between the subject and the object. Therefore, no matter how fully the ability and readiness of the management object to execute management commands are taken into account, if they are considered only as a basis for the search for more effective management effects, the assessment of management

capabilities will not be adequate to the real capabilities of management implementation. Therefore, it is not possible to consider management only in the case of the subject of management. Between them for the subject's interaction with the management object it is necessary to have collective relations. In this, one or another type of relationship at certain levels of management prevails. Management relations based on economic relations are widespread. The following two types of relations are fundamental for management: relations that arise in the course of joint activity of associated property owners in the division of labor and cooperation, and employment relations (payment relations) that arise between property owners and users of the means of production. If, on the one hand, the subject of control has the need and opportunity to manage, and on the other hand, the object of control has the need and opportunity to execute management commands, then management is valid. The management activity of the subject takes a certain direction according to what goals it pursues.

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MANAGEMENT IN PEDAGOGY

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"Management in pedagogy, organization of the learning process in educational institutions, evaluation of the practices of teachers and students and study of the results, monitoring of the learning process, necessary for the development of the system and ensuring the development includes all management activities."

This thesis presents the main tasks of management management in pedagogy, that is, organizing the learning process, evaluating the practices of students and teachers and studying the results, developing the system and ensuring development. The importance of organization and execution of management activities is mentioned. In pedagogy, the following practices are carried out in higher education institutions on management management:

1. Organization of the learning process: Educational institutions organize the learning process in order to provide the best learning opportunities for students and teachers. This process includes appropriateness of education, teaching methods, lesson schedule, tools used in the lesson and other necessary steps.

2. Assessment of students' and teachers' practices and study of the results: Educational institutions carry out pedagogical monitoring in the assessment of students' and teachers' activities and study of the results. This process includes the activity of teachers and students, the problems that have arisen in the educational process, the quality of education and other important indicators.

3. System development: Educational institutions use new strategies and technologies to manage the systems and methods that management management should provide in pedagogy. This process is carried out in order to improve the quality of education, create new opportunities for students and teachers, and ensure the development of educational institutions.

4. Ensuring development: Institutions of higher education strive to ensure the development of educational institutions by organizing management activities, evaluating practices and developing the system. This process is carried out in order to improve the quality of education, create new opportunities for students and teachers, and ensure that educational institutions are oriented in the best and most effective ways.

These are understandable, but the practices of administrative management in pedagogy are broad and complex, and each educational institution must implement

them according to its own circumstances. Other practices in higher education institutions in management management in pedagogy are:

5. Training of teachers and staff: preparatory courses, seminars, trainings and other training to ensure that teachers of higher education institutions are prepared in accordance with the adopted and updated pedagogical methods, new technologies and new educational programs. lim events are organized.

6. Marketing and PR activities: Management of management in pedagogy is also important in managing marketing and PR activities of educational institutions. In this process, educational institutions are recognized for their advertising, organization of events and instruction, community relations, and display in online systems.

7. Financial management: management of educational institutions is the main success factor in pedagogy. This process includes the management of financial resources, optimization of costs, management of payments and financial calculations.

8. Development of students' knowledge and skills: Educational institutions organize special programs, science clubs, research and other programs to develop students' knowledge and skills. In this process, students get the necessary opportunities and experiences to develop themselves.

These are other practices that are implemented in higher education institutions on management management in pedagogy. Administrative management in pedagogy has a great influence on the development of educational institutions and is necessary for good management of the educational process and achieving successful results.

Other practices in higher education institutions in management management in pedagogy are:

9. Student and parent support: Educational institutions also focus on student and parent support of management in pedagogy. In this process, activities such as establishing relations with students and parents, preparation of manuals and indicators for students, organization of seminars and trainings for parents and students are carried out.

10. Motivating the employees of the educational institution: management in pedagogy is also important in motivating the employees of the educational institution and encouraging their creative and innovative work. In this process, employees are provided with the necessary resources to motivate their performance, expand employees' new ideas and experiences, retrain employees and develop themselves.

11. Organizing events and festivals: Educational institutions are also important in pedagogic management and organizing events and festivals. In this process, sports events, music and art festival, Olympiads, personal development activities and other indicators are organized for students and teachers.

12. Preparation and presentation of educational materials: Educational institutions have an important role in the preparation and presentation of educational materials in

pedagogy. In this process, such things as preparation of educational materials, preparation of electronic educational materials, analysis and updating of educational materials, presentation of educational materials to students and discussion of educational materials are performed.

These are also other practices that are implemented in higher education institutions on management management in pedagogy. In pedagogy, administrative management serves to better organize the educational process in educational institutions, to increase the motivation of students and employees, to update educational materials and teaching methods.

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PRINCIPLES OF MANAGEMENT IN MANAGEMENT

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Management processes can be defined as the basic rules arising from the objective laws and regulations of society, which must be followed by management subjects (offices) in the process of managing their specific objects. Management principles reflect the theoretical ideal that management should strive to achieve. The implementation of these principles will be a criterion for the efficiency and scientificity of management at all stages. Governing principles act as limiting conditions. In addition, it is necessary to follow them when evaluating the quality of management, that is, the results of the management process. In this sense, the quality and effectiveness of the work of management agencies become the evaluation criteria. For the formation, operation and development of the management system, in addition to the basic principles, it is necessary to observe additional principles, which are common to all systems of the management system:

— appropriate combination of specialization and universalization in the implementation of management (an appropriate ratio between specialization and universalization in the implementation of management work should be ensured);

— stability in relation to the external environment (when certain elements of the organization's macro- or microenvironment change, the management system must continue to operate and fulfill the set goals);

— economy of management (it is necessary to limit labor, material time, financial and other costs when choosing methods and tools for the implementation of management and achievement of goals);

— management efficiency;

— humanitarianism of management;

— compliance of the methods and means of influence with the laws specific to the object of management (in management, it is necessary to take into account the state of the object of management and the laws of development);

— appropriateness of powers to assigned tasks (the management must give management offices and employees the necessary powers to perform the tasks assigned to them);

— exclusion (only in case of major deviations from standards and regulations, the control system should be activated);

— combining centralization and decentralization in management (in each specific system of management, there should be an appropriate level of centralization (decentralization) of the performance of relevant tasks. The listed basic and additional principles of management are typical for any system. should be formed and operate on the basis of specific systems. For example, the following are the specific principles of personnel management: division of labor, individual dominance, subordination of personal interests to the common, etc. The modern system of management views that emerged in the West relies on the following management systems: — benevolence towards employees;

- responsibility as a condition of successful management;
- communications that cross the company horizontally and vertically;
- an environment conducive to the development of the skills of employees in the company;
- each employee's share in the company's results;
- timely response to changes in the environment;
- use methods that ensure job satisfaction when working with people;
- participation of managers at all stages of work as a condition for work coordination;
- the manager knows how to listen to the people he encounters at work;
- business ethics; — involvement of employees in management;
- honesty and trust in people;
- fundamentals of management: quality, costs, service, innovations, control of resources, reliance on employees;
- the quality of personal work and its continuous improvement.

More than 30 principles of management are presented in works on management theory. Moreover, in the social development, some of the principles of management, which are characteristic for the operation of the administrative command system of the economy, have lost their relevance, for example, the democratic ones that existed in the following decades of change. the principle of centralization. At the same time, new principles of management adequate to modern conditions are being developed, for example, the principle of stability against the influence of external environmental factors.

Management methods

Management methods are methods of influencing the management object (employee, team, socio-economic object of management) in order to achieve the set goals. It is divided into management methods and management process methods. Management methods describe the completed process of influencing the management object. Only certain things are done with management process methods. They traditionally include economic, administrative (sometimes they are called

organizational) and socio-psychological methods. Economic methods of management consist of a set of methods of influencing the economic interests of the object of management based on the conscious use of the requirements of economic laws. These methods can be divided into two groups:

- methods used by republican, regional, district offices;
- methods used by organizations (enterprises).

The first group includes tax systems and credit-finance mechanisms of the country and region, that is, economic factors of the external environment of the enterprise. The second group consists of: — system of financial incentives for employees;

— system of responsibility for the quality and efficiency of work;

— economic standards of the organization's operation (funding and labor productivity, profitability standards by product types), their marketing research, key indicators of product quality, level of production, including business plan analysis is developed based on Modern forms of economic incentives include:

— formation of the wage system in accordance with the quantity and quality of work;

— bonuses, awards, additions to the basic salary in the form of additional awards;

— participation of the employee in the organization's profit distribution;

- to provide privileges and reliefs to the employee in the form of the formation of a pension fund, to ensure the safety of the employee, to provide him with transportation services, residential rent and children's institutions, education, training, and his family to claim and organize vacations, to give privileges to the employee when purchasing products produced by the organization;

— providing preferential loans to the employee;

— preferential employee life insurance, etc.

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MANAGEMENT METHODS AND PROCESSES

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In addition to the listed forms of incentives, punishments and reprimands, reduction of benefits or complete removal of the system can be applied. Administrative methods of management include:

- system of legal documents of the country and region;
- the system of normative and methodological (mandatory) documents of the organization;
- operational management system (government system).

The system of legislative documents of the country and a certain region includes laws, decrees, decisions, standards, regulations and other documents approved by the republican and regional authorities for mandatory stay in the respective regions. Scientific, theoretical and practical aspects of management should be taken into account when determining their order, structure and content. The system of normative and methodological documents of the enterprise includes standards, methodologies, rules, regulations and similar documents that are used for a long time, as well as orders, orders and regulations approved by the management of the enterprise. These documents must clearly regulate the structure, content and interactions of all systems of organizational management. Operational management system is also important. There are three ways in which management can exercise its power, ranging from using it completely to giving it up completely. We are talking about orders, publicity, participation in management, delegation of powers and responsibilities. Socio-psychological methods of management are aimed at management in order to achieve the goals set as social-psychological processes in the team, maintaining the health of employees and a good moral-psychological environment in the team, complying with the requirements of laws and regulatory documents. The following are objects of management of socio-psychological processes:

- personal tariffs of employees and their mental and psycho-physiological characteristics;
 - methods of organizing work and workplaces;
 - the system of selection, placement, training and retraining of employees;
 - information supply and its use;
 - employee incentive system;
 - moral and psychological environment in the team;

— social and household conditions of employees.

Management of socio-psychological processes includes:

— development of norms of socio-psychological processes;

— to analyze, consider and control the implementation of these standards;

— development of measures for normalization and improvement of socio-psychological processes; — organization of these procedures and control of their implementation;

— lack of pressure from leaders on subordinates;

— sufficient awareness of team members about their tasks and work status;

— mutual demands of team members and the public;

— taking responsibility for the state of affairs in the organization (department) by each member of the team;

— satisfaction with belonging to the team;

— friendly and work criticism;

— free expression of opinions when discussing issues;

— absence of protracted task conflicts in the team;

— high level of mutual support, etc. To ensure a comfortable moral and psychological environment in the team, special knowledge and skills of leaders are required. The following should be used as special measures: scientifically based selection of employees, training of managers and periodic attestation, formation of work teams taking into account the psychological compatibility of employees, mutual understanding and cooperation among team members. socio-psychological methods that help to develop skills, the appropriate style of leadership. It is recommended to create sociomatrices and sociograms in the study of team building and interpersonal relations. It allows you to determine the level of team cohesion and the relationship of group members to each other, to determine the leader, and to determine the sociometric position and ease of employees. It should be noted that in practice the system of management methods is constantly changing. For example, in the transition from the administrative-command system to the market system, economic methods of management have developed. In addition, as a result of the democratization of social life and economy, the role of human factors has increased, and more attention has been paid to social and psychological factors. However, the management methods used in practice, as a rule, are complex, that is, they simultaneously take into account economic benefits, moral and material incentives, and socio-psychological factors. In this case, some methods complement each other in specific situations and allow to determine the impact of various factors on the object of management. In such conditions, managers of different levels should acquire complex methods of management, make the right choice and use the methods that are more effective in these specific conditions.

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FUNCTIONS OF EDUCATIONAL MANAGEMENT AND ITS PLACE TODAY

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Abstract: The most important task in education management is to work with teachers, students, parents and the community. The descriptions of management show that administrative command is fundamentally different from economic management in that it conveys the meaning of management. Through the development of educational management is to change people's attitudes to work, to provide moral encouragement and to establish friendly relations between colleagues.

Keywords: Management, administration, leadership, business, industries, knowledge, enterprise, organization, office, control, management, law, rule, plan, labor.

Today, among other fields, reforms are being carried out in the field of education, and several works are being carried out in the field of school management, including among the top higher educational institutions of our republic, the Chirchik State Pedagogical Institute in the 2019-2020 academic year 5611700-School management More than 50 students were admitted to the educational field, and more than 60 students were admitted in the 2020-2021 academic year. proper organization of education, therefore Chirchik State Pedagogical Institute is conducting a number of activities related to the future development of this educational field and the awarding of diplomas as an additional profession. All these are the requirements of today to join the ranks of countries with developed education in the world, to fundamentally improve the activities of educational institutions, as President Sh.M. Mirziyoyev said, to study the most advanced foreign experience, to create a modern system in all aspects, without developing education. It is known to us how much deep meaning can be gained on the basis of the opinions that one field cannot be developed, from this point of view, first of all, taking into account the fact that the result can be achieved by developing, managing and controlling the management in the field of education. lim management is given special attention. The emergence and development of educational management has a long history, but the theory of management began to develop only at the beginning of the 20th century. "Management" is taken from the English word and translated into Uzbek in the sense of organizing management, leading. In the general plan, management means management, that is, organization and management of one or another type of activity (organization and management) in the economic, financial and other business spheres of human life. In the United States at the beginning of the 20th century, there were favorable conditions in which the evolution of scientific management schools began. A huge labor market has appeared in a democratic country. The existence of education has helped many intelligent people to show their qualities. New methods of leadership were required. In 1911, Frederick Taylor's book Principles,

The New Science of Leadership created a basis for research. He proved that group influence can change people's attitude to work. He advised the use of moral stimulation in management, for example, the relationship of the employee with his colleagues. He urged leaders to pay attention to collective relations and the school contributed to the separation of management, which, in his opinion, has a separate profession and two directions. The first is to study the problems of enterprise management and develop modern management concepts.

The second is to study the duties and functions of managers. Any leader is called upon to perform certain functions, namely:

- setting goals for the enterprise and choosing development paths;
- classification, distribution of work, creation of an organizational structure, selection and placement of personnel, etc.;
- motivation and coordination of employees, control based on relations between managers and the team;
- standardization, analysis of enterprise work and all employees working in it;
- motivation based on work results.

Thus, the work of a modern manager becomes complicated. A manager must have knowledge of various fields and apply proven methods. The school has solved a number of important management problems that arise everywhere in large-scale industrial production.

The most important task in management is to work with people. The given descriptions of management indicate that while it means management, the economy of administrative command is fundamentally different from management. These differences are as follows:

The first difference is that it concerns the market economy, and administrative command is not a system of running the economy based on a plan.

The second difference comes from the first difference, that is, in developed countries, management is a method of economic management.

The third difference - the difference between management and the management of a socialist system can be determined based on the combination of the last four descriptions. It can be said that "management is the science and art of effective management." Such management is such work

It is realized at the expense of the high qualification of those involved, i.e. managers, their knowledge, active creative work, initiative, flexibility of thinking, ability to solve tactical and strategic issues, ability to work directly with people. In the Oxford annotated dictionary, the description of management is expressed by the following simple word. In it, "Management is the performance of administrative work is a special ability and knowledge", it is said. In the current era, the various requirements for management, i.e. the work method, the ability to carry out work, the art and science of correctly directing the movement of people in joint activities, are defined without strict administrative requirements. reflects the fulfillment of the goal. In addition to the above qualities, it is appropriate to mention 2 characteristics of modern management in developed countries:

1- Orientation of the activities of the management corps to obtain high-quality products that meet consumer demand (marketing approach in management).

2- Orientation of the manager's work to increase the well-being of the team members of the organization (humanization of management activities). Ultimately, the term "Management" has one more, or rather two, common meanings. It is used to refer to the entire organization's management team or top management corps in the sense of gathering more. In such meanings, the word "Manager" is usually used when there is a certain contrast between 2 types of activities: managers (managers) and producers (workers). We see that the content of this science is the interaction between the management system and the object of management, and its main task is to teach students modern methods of management, the secrets of the art of leadership. Teaching science consists in arousing students' interest in management problems and enthusiasm for practical organizational activities. Because in the future, students studying the basics of management will become employees of the management system, leaders of small and medium and large teams, specialists who are invited to develop projects and activities for the management of various aspects of the economic, social, organizational and technical activities of enterprises and firms. they become On the other hand, management in many cases depends on the ability of the leader, his ability to work with people, personal initiative, understanding. Being able to use all this in management is an art. The art of management is the ability, mastery, and creativity of a manager. Thus, as any creative activity, management has gathered elements of science and art. In conclusion, we can see that it is one of the guaranteed systems to educate young people and students as competitive personnel in every field in the future.

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CONCEPT OF PEDAGOGICAL MANAGER AND MANAGEMENT THEORY

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In the conditions of restructuring of management structures in our country, special attention is paid to management experience. developed countries peace. But it is almost impossible to transfer management models from one socio-cultural environment to another, because the characteristics of management are determined by a number of factors, including management forms, types of property, the level of market development, etc.

In management theory, there are three fundamentally different management tools: the first is the organization, management hierarchy, where the main tool is influencing people from above (using the main functions of activity stimulation, planning, organization and control, as well as the distribution of material resources); the second is management culture (that is, values, social norms, attitudes and behaviors developed and recognized by society, educational institution, group of people); the third is the market, the market (that is, based on the sale and purchase of products and services, based on the balance of the interests of the seller and the buyer).

A manager-manager in his work relies on his respect for people and people's respect for him, he builds relationships with people in his work on the basis of trust, and, focusing on success, each person's creates conditions for him to achieve it. In modern scientific literature, management appears as follows: The process of setting goals and achieving them by mobilizing people's work, intelligence, behavioral motives, as well as financial and technical resources;

Managing business by working with people;

A special type of management activity that revolves around a person;

The leader's ability to achieve goals using work, intelligence and motives of behavior of subordinates;

A field of human knowledge that assists in the effective performance of managerial functions. In science, management is considered both in the sense of "type of activity" and in the sense of "field of knowledge". The most complete definition of management that can be used in education was given by the famous American management theorist P. Drucker. Modern management is a special type of management activity that revolves around people and aims to make people capable of acting together, making their efforts effective and mitigating their inherent weaknesses,

because the ability of a person to contribute to society is an enterprise. depending on the efficiency. managing with their own efforts and giving back to the people. P. Drucker also defines the tasks of management:

1) Bringing people together around the common goals of the enterprise, otherwise you will never create a team from the crowd.

2) To develop the needs of each employee of the enterprise and, if possible, to satisfy them.

3) Do not stop the development of people for a minute.

4) Since people have different skills and professional training and employees perform different types of work, their activities should be based on communication between employees and their personal responsibility.

3. Pedagogical management as an activity and summative system.

When the ideas of pedagogical management were introduced into the practice of educational institutions, the system of traditional principles reflecting the organizational-production side of management in education was significantly supplemented. From the point of view of pedagogical management, the following principles of management have been defined:

The principle of respect and trust in a person;

The principle of a holistic view of a person;

the principle of cooperation;

The principle of social justice;

The principle of individual approach to management;

The principle of enriching the teacher's work;

The principle of respect and trust in the individual is the main principle of the leader and the pedagogical team, and it is reflected in the beliefs of each teacher, in encouraging his behavior, throughout the life of the teaching team and the entire school. The principle of a holistic view of the person has a very important place in the value system of the educational institution, if the leader sees each member of the teaching staff not only as an employee performing professional activities, but also as a person with him. needs, motives, goals, experiences in the course of pedagogical activities. At the same time, each teacher looks at the child not only as a pupil or student of an educational institution, but as a person. The principle of cooperation implies the transfer of management from a monologic basis to a dialogical basis, from communication to communication, from subject-object to subject-subject relations. The principle of social justice implies managing the team of pedagogues in such a way that each teacher has equal rights with others, and his interaction with the administration is based on the understanding of the individual as the goal of management, and not as his means. The principle of individual approach to

management ensures that managers take into account individual characteristics of teachers, their level of professional training, interests, life and social experience.

The principle of enriching the teacher's work lies in the leader's desire to diversify the teacher's professional activity by stimulating professional interest and supporting his professional confidence. The principle of personal motivation ensures the teacher's personal interest in work, helps to accept certain obligations to the educational institution and the community. The implementation of the principle of consensus allows the leader to bring the team to an agreement in the conditions of the formation of independent views and different points of view among the teachers, to move people from confrontation to cooperation.

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THE EFFECT OF THE PSYCHOLOGICAL ENVIRONMENT ON THE EDUCATIONAL PROCESS

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Abstract: In this article, the successful management of the pedagogical team, the correction of shortcomings and as a real pedagogical team views on the formation were discussed. The level of teamwork skills is also one of the key factors for a successful team. Teamwork is done through communication. Interpersonal communication is important in the development of the pedagogical team.

Keywords: teaching staff, personal development, education, educational psychology, educational psychology, pedagogical activity

Management ethics and leadership qualities in the pedagogical team are of leading importance in teachers and students' healthy mentality, interest in learning, love for the profession and confidence in the future. Virtue is a positive trait, a good quality or feature. It has been shown in the experience that the different qualities and behaviors of people are largely dependent on the liquid substances circulating in the human body. It is not without reason that such a person becomes active and easy to move, quickly gets used to the exchange of impressions, immediately and enthusiastically participates in the events that take place around him. Hippocrates called these people sanguine. It comes from the Latin word "sanguine" which means "blood". Sanguines are distinguished by emotional characteristics. They: quickly get along with new people; Quickly adapts from one type of work to another; Dislikes doing one type of work; Easily adapts to new conditions; Khushchachak; Movements are violent; His speech is fast; Looking to the future with confidence; They are people who speak clearly and meaningfully with gestures. Object: Civility, patriotism of the leader towards the community, that is;

Attention and respect for people;

- Being kind and courteous to people;
- Highness and impartiality, impartiality;
- Such as reaching the value of people;
- Fulfilling civil and professional duty;

- Confidence in people, being able to support and strengthen people's confidence in their own strength and ability to direct them to eliminate their personal shortcomings;

- To have high speech culture and neatness in appearance;
- Observance of the following simple rules of faith in interaction;
- Politeness;
- Siplik;
- Deficiency;
- Temperance;
- Thoughtfulness;
- Mutual help and support in work and friendship partnership;
- Obligatory fulfillment of immediate responsibility and obligation;
- Principledness and trust;
- Demanding. Culture of the leader in relation to society.

The qualities and qualities listed above are very important for the leader and employee to find their place in the team. The control system means the control apparatus and the connection between them. The composition of the management system is externalized by equal units and links connected with each other. Each department has its own task, which determines the scope of tasks managed by the department, the limits of its activity, powers and responsibilities. Members of the management system have formal and informal relationships. Formal relationships are primarily relationships between leaders and subordinates (vertical relationships). They differ depending on the type of leadership and subordinates. If the management is fully involved in all issues related to the activities of the units, this type of communication is called regular communication. If leadership is limited, then communication is functional. In addition to vertical communication, there are also horizontal communication between departments, which are communication in the form of coordination and cooperation. The main place in the management system is occupied by official relations. But we should not forget that informal relations are also important and important. Today, it is impossible to effectively develop and manage the national economy and enterprises without relying on scientifically based and empirically tested rules of management. These rules define the management and leadership of teams. The main rules that determine the forms and methods of team management in the current environment are as follows:

1. Scientific rule of management. The implementation of this rule means that the laws of social development will be more and more fully understood and they will be used more and more in daily practice.

2. The rule of unity of political and economic leaders. This provision is based on a policy-oriented approach to governance and includes:

- a) political approach to solving economic tasks with general economic tasks;
- b) Involving all members of the team to improve management;
- v) Orientation of management to national goals.

3. The rule of connecting management by networks and regions. This implies the creation of self-dependence between the network and departments.

4. The rule of democratization of management. This rule is one of the most important rules of production management. The democratization of management creates enough opportunities to involve the family of workers in the management of production on a large scale. The direct participation of chefs in management activities instills trust among the population.

5. The rule of national economy development based on the plan. This determines the importance of the planning task and becomes the central link of that management.

6. Rule of sole administration. In this case, management is carried out by one person. Management on the basis of a sole authority can sometimes give good, sometimes negative results. It depends on the manager's ability, outlook, foreignness, spiritual and moral maturity. Management methods indicate the use of effective methods and necessary measures to ensure timely and high-quality performance of the tasks assigned to the work teams. Different ages and individual variability of the pedagogical team are manifested in different forms under the influence of the socio-historical development of mankind. The dynamic characteristics of an individual are influenced by the social qualities of the individual, and his individuality

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SCIENTIFIC AND PRACTICAL TECHNOLOGY OF MANAGEMENT COMMUNICATION FACADES

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The main part of the leader's activity is the communication process. Through communication, processes are also carried out to ensure the implementation of the decision, organize the activities of employees and organizations, control and encourage the activities of employees. In psychology, there are types of personal and business communication. In this text, we will focus mainly on the nature of business communication and the possibilities of its formation. Management communication is a process of mutual exchange of information aimed at directing employees in a certain direction. Management communication is manifested in the following: 1. transferring orders and tasks, giving certain advice to an employee; 2. Getting "feedback", that is, a report on how the task was completed; 3. Evaluate the work of subordinates. A leader who communicates skillfully has an increased ability to organize his tasks effectively. Organizational objectives, such as influencing employees, motivating them, and leading them to the goals of the organization, are also provided through competent communication. The main aspect of the leader's communicative abilities is his activity in the field of communication. Purposeful, conscious and free performance of this activity are the main signs of how skillfully a person carries out the process of communication. It is very important for the leader to know the internal laws of the communicative process. The means and methods of managing the communicative process are expressed by the phrase communicative technologies. It is the mastery of such technologies and their proper application that ensures freedom of communication. The following points about the internal laws of communication allow you to further expand the scope of business interactions and effectively influence others. In this regard, one of the conditions for managing the communicative process is its gradual implementation. When a manager organizes a communicative event in the management process, this process can be called managerial communication. A full-fledged and properly organized managerial communication includes the following main steps: 1. Establishing a connection/contact. 2. Discuss the problem. 3. Search for solutions. 4. Making a decision. Leadership communication, leading to a positive result, is carried out precisely in this sequence of selected stages. More precisely, the effective passage of the communicative process is largely associated with the implementation of these stages in turn. Ensuring this condition is primarily the responsibility of the manager,

since directing management communication to basically he can do it. Now let's dwell on the steps listed above in more detail. The main goal of forming a leadership dialogue is for the manager to solve the tasks that he needs to implement with his employees through this process. For example, many problematic situations can be noted, such as leaving an employee on duty in the office before the New Year and generally involving an employee in some kind of work that is not part of his direct responsibility. Of course, there is an easier way to deal with such organizational situations. In particular, with a simple command, an employee can be forced to take on almost any job. However, the main factor that determines the quality of the assignment is what the result of the work will be, how seriously the employee takes the assignment. Therefore, in the proposed model of managerial communication, it is supposed to increase the responsibility of the employee for the task, to strengthen the sense of hope that the result of the task will be positive.

Description of the stages of managerial communication. Management communication that takes place in relation to work begins with establishing contact with the employee. The process of implementing this stage is that the leader receives answers to two questions: 1. Who is the person who is standing in front of me? 2. How is he? The content of the answers to these two questions testifies to how carefully the first stage was carried out. Only when the manager receives detailed answers to these two questions, he can proceed to the second stage. Answers should express the willingness of the employee to communicate with the manager. When implementing the first stage, the leader is required to be observant, sharp-witted and able to accurately know the internal state of the person in question. For example, when answering the first question at the stage of establishing relationships, the leader needs to know and assume the following knowledge about the person in front of him: 1) age; 2) specialty, profession; 3) how many years he has been working in this organization; 4) marital status; 5) abilities (which tasks he performs well and which he cannot); 6) information about the state of health, etc. A manager who has this information can confidently entrust an employee with any task and expect a positive result. In order to get answers to the above questions, the facilitator should have as much information as possible about the interlocutor before starting the dialogue. Answers to the first question of the stage of establishing contact prepare the manager for future communication, allow you to imagine the strengths and weaknesses of the interlocutor in advance. The second question of the stage of establishing contact requires determining the internal state of the interlocutor, awareness of his internal experiences during the conversation. The appearance of the person in front of us - the position of the body, facial expressions, movements of the arms and legs and intonation of the voice - all this gives information about the current state of the person and is a sign of whether he is ready to move on to the main thing. part of the conversation or not. These indicators of the external appearance of the interlocutor are usually non-verbal, that is, non-verbal aspects of

communication and provide reliable information about the internal state of a person. It will not be a mistake to say that non-verbal signals in most cases are beyond the scope of voluntary control and are an indicator of the real feelings, intentions and desires of a person. For example, clasping both hands in front of the chest and crossing the legs on the knees means a closed position, and this position can be interpreted as the interlocutor withdrawing from the conversation. On the contrary, the placement of hands on the sides, open palms and standing / sitting with legs bent forward means sympathy for the interlocutor and the content of the conversation. The open or closed position of the interlocutor's body is an indicator that changes during the conversation, depending on how the content of the conversation proceeds, he can be open to us, and if the conversation makes him uncomfortable, he can take a closed posture. For example, if we observe the communication of two close friends, there are almost no signs of isolation in their body movements. Their state of mutual benevolence is reflected not only in their bodies, but also in the close distance between them, in the gentle intonation of their voices in conversation, in the expression of a slight smile on their faces. These indicators are the main signs that the communication process is moving in a positive direction. The observation of such signs in a communication situation indicates that the relationship has settled and you can move on to the second stage of the conversation. However, non-verbal signals emanating from the interlocutor may indicate his isolation and limit the possibility of moving to the second stage of communication. What should the leader do in such a situation and what actions can he take? The science of modern psychology can describe such knowledge and skills that the use of some of them will help make the communication environment more positive and make relationships more alternative. One of the first and acceptable steps in this regard is to reflect a positive attitude to communication in the appearance and inner world of the leader. Signs of benevolence, sincere attitude, concern for his interests, in turn, affect the awakening of such responses from the employee. If the contact phase does not lead to a positive conclusion to continue communication, one of the easiest tips is to frankly ask what is bothering the employee and why it is difficult for him to continue communication. Often this method leads to the expected result, and even if the employee does not openly talk about the distractions that disturb him, he encourages himself to be vigilant and attentive anyway.

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FORMATION OF INFORMATION SECURITY COMPETENCIES IN CHILDREN

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Abstract: This article is about the competence of information security in children.

Keywords: competence, children, pedagogical problem, children's safety.

Information security is very relevant in the present time and, perhaps, will be relevant in the future. It is all the more important in matters of teaching children and adolescents. Most Internet resources do not fit the age characteristics of children, are invalid and/or traumatize the child's psyche. Therefore, some resources should be restricted in access in order to avoid unnecessary consequences for development.

Educational institutions most often block access to some sites and sources in order not to distract students from the educational process and limit the dissemination of unnecessary information, but it is impossible to ban everything and keep track of all children at once because almost every child has a personal means to search for information – a phone. In order for children to better understand what can and cannot be searched for, various trainings on Internet security are held, but such events are not held everywhere. The activities carried out may also be poorly organized and cover an insufficient scope of the problem of the accessibility of information and Internet resources, and may also, in the end, only encourage children to search for information prohibited for them on their own.

Of course, parents, guardians and adults who are authoritative for children can join the explanation, but even they may not fully understand the scale of the problem.

The work of a teacher, as the embodiment of education and upbringing, is to clearly explain to children why it is not worth being curious and looking for answers to all the questions that have arisen. To solve this problem, the teacher should draw the children's attention to himself and try to answer the children's questions in his own words, so that they do not have the idea to look for missing information on third-party websites and sources, where it may be false and contain questionable facts.

School and family are opposite in their bases: the basis of family life is love, the basis of school as a public institution is a social norm. But as it is impossible for a teacher to work without love, so it is impossible for a parent to raise a child without taking into account social norms. It is possible to achieve success in the interaction, which is aimed at the moral education of the individual, on the basis of combining the efforts of teachers and parents, on the basis of a formed humanistic orientation towards children and at the same time, responsibility to society.

Also included in this category is the filtering of media and news, because it is better for children not to know some facts and events until a certain age or until adulthood, when a sober picture of the world and independent thinking are fully formed. Information can also be taken from books, textbooks, manuals, articles and from other people who own information, it can also be created without relying on facts and evidence, just this kind of information dominates the Internet and society as such.

Due to the easy availability of information, children can acquire psychological and mental abnormalities at an early age, which are increasingly difficult to correct as the child grows up, because the knowledge gained is fixed as a basis, and in order to correct this basis, it is necessary to work with children and parents if the latter did not participate in monitoring the child and what exactly he is watching. It is very important to observe the line between freedom and control, otherwise you can achieve a completely different result that parents, guardians, teachers and any other adults who teach a child the basics of safety would like to achieve.

Insufficient control often leads to psychological trauma because the child cannot always independently determine where exactly the true information is and where the false facts are. Excessive control leads to distrust on the part of the child towards adults and concealment of the information found. In both cases, it all comes down to one thing – finding questionable information. That is why the work of a teacher-psychologist is important, he teaches a child where parents cannot teach and advise a child where parents are not informed.

It is possible to cite a lot of facts indicating that threats to the information resource are increasing every day and can lead not only to financial losses, but also to human casualties. This makes the problem of protecting information, its users, information resources and data transmission channels from criminal encroachments of intruders

very urgent. The problem of information protection becomes a personal, business and national priority and affects every member of society to one degree or another.

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DEVELOPMENT OF COHERENT SPEECH OF OLDER PRESCHOOL CHILDREN

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Abstract: This article is about the development of coherent speech in older preschool children.

Keywords: Mental delays in children, preschool age, drawing, development of coherent speech.

Coherent speech is understood as a semantic expanded statement that provides communication and mutual understanding. Coherence, S. L. Rubinstein believed, is "the adequacy of the speech design of a thought, speaking or writing from the point of view of its intelligibility for the listener or reader." Therefore, the main characteristic of coherent speech is its intelligibility for the interlocutor.

In older preschool children, coherent speech reaches a fairly high level. The child answers the questions with fairly accurate, concise or detailed answers. The ability to evaluate statements and responses of peers, supplement or correct them develops. In the sixth year of life, a child can quite consistently and clearly compose descriptive or plot stories on the topic proposed to him. However, children are still more likely to need a previous model of a caregiver. The ability to convey their emotional attitude to the described objects or phenomena in the story is not sufficiently developed.

Children with mental retardation have a low level of perception development. This is manifested in the need for a longer time to receive and process information; in the insufficiency, fragmentary knowledge of these children about the world around them; in difficulties in recognizing objects in an unusual position, contour and

schematic images. Similar qualities of these objects are usually perceived by them as the same. These children do not always recognize and often mix similar letters and their individual elements; combinations of letters, etc. are often mistakenly perceived.

Speech is of extreme importance and versatility in the development of the child's psyche. First of all, it is a means of communication in all its variety of forms.

Equally important is the regulatory function of speech, which is important both in the management of the child's activities by the people around him, and in the formation of self-regulation of behavior.

Simple observations show that children with mental retardation by the beginning of school age do not experience difficulties at the level of elementary everyday communication with adults and peers. They know the everyday everyday vocabulary and grammatical forms necessary for this.

Naturally, speech deficiencies affect not only communication, but also the cognitive activity of children, which, being disrupted to some extent primarily, is further weakened by speech deficiencies.

Secondary, speech-related disabilities, difficulties in cognitive activity slow down the intellectual development of children at preschool age, but especially appear at the beginning of school education: they manifest themselves both directly in the misunderstanding of the educational material, and in the difficulties of mastering reading and writing. Difficulties in mastering new forms of speech are also noted: narration, reasoning.

One of the most effective types of work on the development of coherent speech of children is the use of commented drawing – this is the modeling of a communicative situation, the center of which is the creation by an adult of a schematic sketch on a topic reflecting the closest experience of children, and the organization of communication among themselves.

We find mention of the drawing technique in J. Allan's book "Landscapes of the Child's Soul", in O.P. Gavrilushkina's developments on working with children with mental retardation on the formation of communicative behavior, in an article by educators of several kindergartens in Moscow on the formation of creative qualities of a preschooler, on the development of speech and intellectual features. This topic is also reflected in the book by N.V. Miklyaeva's "Commented drawing in kindergarten", where the technique of commented drawing, except for speech development, is used to develop creative and artistic abilities of children, to form drawing skills.

In the methodology of the development of visual activity and speech of preschool children, some scientists have highlighted the description of the technique of "commented drawing". The main focus is on commenting on the actions of the characters in the drawing, their thoughts and feelings. It is important that the commented drawing be combined with other forms of expressing the emotions and

thoughts of the child about creating a picture of the world: it is necessary that dramatization, plot-role-playing, game learning situations on the same topic are actively used in the process of commented drawing.

O.P. Gavrilushkina, in working with children with mental retardation, also suggests using commented drawing as a technique for developing children's speech activity, when, about the emerging schematic representation of a situation reflecting the children's everyday, playful, positive, emotional experience (the images were performed by an adult in front of the children with chalk on a blackboard), they entered into communication asking each other questions, making assumptions, messages, practicing all kinds of communicative statements. At the end of the drawing, the children were happy to compose a story based on a picture in which they themselves were the main characters. At the same time, imitation movements were used: children showed how they play, run on skis, skates, etc.

As it was noted, it is difficult for children to talk all the time. They get tired. To avoid this, the process of creating a "picture" is usually interspersed with imitation movements, actions with imaginary objects, pantomime riddles, etc., which then serve as a "physical training minute". These dynamic pauses are also subordinated to communicative tasks, do not interrupt the logic of the entire communicative training.

Thus, it is possible to form the basic rules for conducting commented drawing.

The use of broadcast reception acts as the first and basic rule of adult behavior during "commented drawing".

The second rule is related to the selection of thematic content. The objects for drawing and discussion are children's impressions everyday life, games, observations on a walk, etc.

The main characters of the created drawings are specific children, pupils of the group of their classes, games and, most importantly, relationships. This is the third rule.

The fourth rule. An adult does not immediately seek to correct the child's speech. Russian Russian is similar to the behavior of a mother of a one-and-a-half-two-year-old child, who all the time "translates" his autonomous utterance "from Russian into Russian", giving these utterances a language structure understandable to everyone.

The fifth rule. The teacher creates schematic, informational and schematic images, does not set artistic goals, does not "draw" details that are significant for revealing the main content, draws quickly, conveying only the main, essential.

The sixth rule. In order to form the unity of figurative actions and words, children are offered not only to tell about what is drawn, but also to show through pictorial movements.

The seventh rule. Elements of dramatization, imitation movements accompanied by communicative speech are used as "physical training".

It is quite natural if at first children will give incomplete, monosyllabic sentences. This is acceptable in the dialog. But the adult complements the child's answer every time, makes it structural, grammatically correct. Together with an adult or behind him, everyone repeats the phrase. Pronunciation is expediently accompanied by a smooth movement of the hand – conducting. But it is not necessary to achieve a clear and complete utterance of the phrase yet.

Everyone who has tried to conduct commented drawing immediately notes that an adult has a very high desire to conduct a dialogue himself, changing the intermediary. The unusual position, special requirements for speech behavior, the need to draw when not engaged in it, cause some teachers to react to the rejection of communicative drawing at all. But the result achieved by teachers who used commented drawing in order to develop communicative behavior sometimes surprises them. When children understood the "rules of the game", they literally gave an "explosion" of speech activity, against which it is already possible to raise specific questions directly related to the development of speech.

Involving children in commented drawing, you can use an approximate scheme of the story about the future drawing, recommended by T.V. Luss, T.V. Volosovets, E.N. Kutepova:

Tell me, what are you going to do?

Tell me, what will you use?

Tell me what you're going to do first, what's next?

Tell me how you're going to do?

What else do you want to add to your story?

It is very good if the teacher can record the children's stories on a dictaphone, and then listen to them together with them. The very fact of recording arouses great interest among children and acts as a good incentive to increase the speech and cognitive activity of pupils.

Thus, it can be concluded that direct commented drawing allows you to reflect the life experience of a child and contributes to the development of speech.

We conducted and presented the results of the level of coherent speech of children with ZPR using the diagnosis of Ilona Dmitrievna Konenkova. An educator and children of the older group with ZPR participated in the diagnosis.

Diagnostics revealed the following results:

Two children when performing tasks constantly needed the guidance of the teacher, made mistakes. Difficulties in the construction of statements are noted.

One child needs a teacher's hint when completing a task, makes mistakes. They were often distracted by side topics, they get tired quickly. The level of coherent speech of these children is below average.

Two children perform tasks with errors, when correcting errors, help is required in the form of clarifying questions, sometimes direct instructions. The answers are monosyllabic, coherent utterance is difficult, the vocabulary is small. They were often distracted by side topics, they get tired quickly. The level of coherent speech of these children is low.

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MEDIA EDUCATION AT SCHOOL

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Abstract: The article discusses a new pedagogical process.

Keywords: media education, mass media, technology, media education.

Modern society faces many challenges related to the development of information technologies that affect all spheres of life, including education. In the conditions of the information society, media education plays an important role in the formation of students' competencies related to the use of mass media for educational purposes. This approach has become one of the main trends in pedagogy, which is actively developing and receiving increasing support.

Media education is the process of teaching people how to use media technologies correctly in order to obtain information and communicate with other people. The modern world is saturated with information, and for many people the use of media technologies is an integral part of their lives. However, it is necessary to be able to distinguish between genuine information and fakes in order to be a competent media user.

Media education is a pedagogical practice, the purpose of which is to form students' competencies related to the use of mass media for educational purposes. It is an integral part of everyday life, so it is necessary that everyone knows how to use multimedia technologies correctly. It is a necessary component of the upbringing and education of young people in the era of information technology.

Media education consists in the fact that students acquire the skills of analyzing, evaluating and creating media materials, such as films, cartoons, news, advertising, etc.

It is aimed at developing creative abilities and critical thinking, promotes the development of communication skills and the ability to media literacy.

One of the main principles of media education is active work with exhibition and educational activities, organization and holding of thematic exhibitions, various presentations, quizzes and final events. During such classes, students can get a lot of useful information and knowledge about the world around them, as well as develop their research and creative skills.

Providing the opportunity to use various media in the learning process allows teachers and students to see the real picture of events, learn how to analyze the information received, as well as to form aesthetic tastes among students. Recently, various distance learning forms have become very popular, the possibility of which also includes the use of media technologies.

Modern technologies and the Internet have become an integral part of the life of modern society, and, therefore, it is important to teach and instill the ability to use them correctly and effectively. Among the tasks of media education is to teach students to choose and filter information, to influence public opinion and behavior, to develop a critical view of media reality.

In addition, media education is turning into a socialization tool that allows you to form conscious users of the network. It actualizes the issues of personal data protection, the rights to freedom of expression and access to information.

Media education is necessary for everyone: from schoolchildren and students to specialists in the field of media and public relations. Having media literacy skills is an important criterion in any field of activity, information analysis and its use.

The advantages of media training methods are:

- Creation of an interactive learning environment, which gives classes additional dynamics;
- The use of multimedia resources allows you to show live examples and enables visual perception, which facilitates the memorization of information;
- The use of non-standard methods, not routine, increases the interest and attractiveness of classes, forms a creative approach.

Thus, in modern society, media education is an integral part of the education process. The inclusion of multimedia technologies in the educational process can significantly improve its quality, which leads to an increase in students' curiosity and interest, an improvement in the memorization process and, as a result, a more effective assimilation of knowledge and skills. Media education is one of the main pedagogical trends, which is becoming increasingly popular in the educational sphere.

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METHODS OF TEACHING LANDSCAPE DRAWING

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Abstract: This article discusses painting a landscape.

Keywords: fine art, landscape, landscape teaching, methods of teaching fine art.

The lessons of fine arts in a secondary school are aimed at aesthetic education and teaching the basics of performing creative works. This discipline can also be aimed at patriotic education of the individual, since as the child learns, he encounters cultural traditions, customs of the country, his native land and the peculiarities of everyday life. The performance of works in the genre of landscape is most effective in the issue of patriotic education and promotes respect for nature. The theme of landscape is widely represented in the programs of teaching fine arts in secondary schools. In order to interest students in the lessons of fine arts, namely in the lessons devoted to the execution of the landscape, it was necessary to conduct appropriate training.

To develop your own lessons, it is always useful to analyze the developments of other teachers, as this can lead to new interesting ideas in the formulation of a creative task. The analysis of the developments showed that teachers do not dare to teach a class in the open air, most likely due to the limited amount of time, as well as due to the complexity of organizing this type of lesson. Thus, students may never go to work from nature for the entire period of study at a comprehensive school. It can also be noted that very often a creative task is set in the lesson, implying the execution of the landscape according to the presentation. Of course, this is an excellent method that allows you to develop imagination and creative thinking, but, in this way, students do not get acquainted with the environment, cannot draw beauty from what surrounds

them, and also fix the image of an "ideal landscape" in their head, which in no way can contribute to the formation of love for the motherland and patriotic education.

The analysis of pedagogical experience allowed us to develop a methodology for conducting fine art lessons to perform work in the genre of landscape. The main purpose of the lessons on the topics "Vyatka landscape. Sketches" and "Vyatka Landscape" were aimed at forming a holistic view of the surrounding world and fostering love for the native land. Initially, in the lesson on the topic "Vyatka landscape. Sketches" it was planned to hold a plein-air with access to the school yard, where each student could choose interesting angles for himself and perform a series of pencil sketches, one of which would later perform the work. This format of the lesson could not be implemented, as weather conditions did not allow. In this case, a backup option was prepared in advance, it implied the execution of works in the genre of landscape in the watercolor/ black gel paste technique from printed photos, each photo depicted a building from the Old Vyatka times in the modern environment of the city. The photos were selected accordingly, none of them had a ready-made composition, which made it possible to realize the idea with a series of compositional searches. Each student could independently choose a plot for work.

The lesson "Vyatka landscape" meant working with a black gel paste, in a drawing made in the color of the house. In parallel, a conversation was held about the history of the buildings chosen by the students. As a result of the lessons, the positive and negative aspects of the methodology presented above were identified.

Firstly, it is safe to say that the methodology was interesting for the students. This became noticeable at the stage of plot selection, where everyone could choose any of the buildings for themselves. Among the photographs, buildings were presented, both frankly complex in execution, for example, the mansion of Tikhon Bulychev with a large number of decorative elements and complex shapes, and relatively light, such as the house of A. Vasnetsov, which is a wooden two-story building with an attic. Buildings with complex architecture and a large number of decorative elements were chosen more often than "simple" buildings.

Secondly, it is worth noting that the practice took place in the seventh grade, that is, the age of students falls on twelve-thirteen years. This is the age when a child begins to strive to seem special among peers and acquires a "sense of individuality" [4]. For this reason, students sought to choose a photo of the building that no one has chosen yet. Thus, this technique encourages self-expression of students.

Thirdly, the methodological material, namely, the story corresponds to the age of the students. Legends, rumors, or just interesting facts were mostly included in this story, which supports the need of younger schoolchildren for adventures. The theory that students would be interested in learning about this side of the city was confirmed by the fact that a large number of clarifying questions were asked. The elements of the

story, which included facts about merchants, sales, and restorations of buildings, were mostly ignored and, most likely, immediately forgotten.

The main problem associated with the performance of the work was the layout on the format. In the first lesson, in most cases, students did not have time to complete a pencil drawing on the format, so it became a homework assignment. At the next lesson, students brought works in color, some had obvious problems with the layout directly on the format. To eliminate this problem, it is necessary to reduce the amount of time allocated for the execution of sketches, pay more attention to the layout on the format.

Thus, the above methodological development of lessons on the topic "Vyatka landscape" in a secondary school can help students notice the world around them, direct them to take care of our cultural heritage, help them learn more about the history of their native land, and also strengthen their skills in materials.

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PEDAGOGICAL POTENTIAL OF THE PEOPLE

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Abstract: this article examines the creativity and potential of the people

Keywords: the potential of the people, the creativity of the people, folklore, oral folk art, the basis of folklore

Under the definition of oral folk art, A.A. Pirogova understands the verbal creativity of the people, these works are not recorded in the sources, but are transmitted from the older generation to the younger. Often oral folk art is combined into one general concept of folklore.

Folklore is the richest cultural heritage, it is the national treasure of the country, folklore includes the efforts of many generations. The basis of pedagogical ideas of ethical orientation is also the folklore of the people.

The following characteristics are reflected here: -tolerance; -respect with the elder; -benevolence; -love of work; -respect for others, etc.

In oral folk art, the personal and the general are combined, while the group form does not prevent the expression of the individual capabilities of the authors.

Through oral folk art, the child gets acquainted with the life of his people, deepens knowledge about culture, its present and past. Norms of behavior are reflected in specific images.

The accumulated folk wisdom is reflected in proverbs and sayings. Studying oral folk art, the child learns to understand that the people are the creator and creator of

cultural heritage. The cultural genetics of humanity is reflected precisely in oral folk art and folklore.

The functions of folklore A.E. Egorenko include: -cognitive function;
-educational function; -aesthetic function.

Consider below three types of folklore genre: -song;-prose;
- dramatic.

The basis of folklore in small genres, here can be attributed sayings, riddles and proverbs of the Russian people. Proverbs are edifying sayings, they reflect the most diverse phenomena of life and have a complete form.

Proverbs raise the spirits of those who work, they are educational, moral, industrial, etc. Folk proverbs are easily remembered by children. Here there are different consonances, rhythms, rhymes. The final goal of proverbs is education.

Instructions as the basis of proverbs include three varieties:

-instructions in the form of pedagogical advice, they represent the pedagogical experience gained over the years; -teachings that call for the correct behavior of adults;
-precepts - precepts for youth and children.

Riddles are another type of folk folklore. Any riddle requires an answer, that is, it should be deciphered.

Often a riddle contains a question, it has a certain rhythm. Riddles teach younger schoolchildren to analyze, develop memory, attention, ingenuity, thinking, schoolchildren learn to understand the phenomena of the surrounding reality through riddles. The people believed that only those knowledge that had been acquired through certain difficulties and intellectual activity were really firmly assimilated.

Younger schoolchildren can also actively learn ballads, lyrical songs, the content of various ditties, improvisation songs, lamentations, etc. The songs reflect the dreams of the people, the expectations of the people, the national values in which human happiness lies.

Compared to riddles and proverbs, songs are a complex creation of the poetic genre. All important events in the life of the people were reflected and accompanied by a song.

An important place in oral folk art is also given to nursery rhymes and pestles. Pestushki are small choruses that are accompanied by certain movements of the child. It is difficult to overestimate the importance and role of fairy tales in oral folk art.

A fairy tale and a child are inseparable, so familiarity with a fairy tale must necessarily be included in the education and upbringing of every child. Folk tales have a fascinating plot, optimism, funniness, imagery, didacticism.

Thus, it should be noted that often oral folk art is combined into one general concept of folklore.

The accumulated folk wisdom is reflected in proverbs and sayings. Studying oral folk art, the child learns to understand that the people are the creator and creator of cultural heritage. The cultural genetics of humanity is reflected precisely in oral folk art and folklore.

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WORKING ON A STORY IN ELEMENTARY SCHOOL

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Abstract: This article is about a story in elementary school.

Keywords: story, children, reading, the benefits of reading.

The Federal State Educational Standard of Higher Education points to the need for the implementation of education, upbringing and development of younger schoolchildren in the context of personality-oriented learning, which provides for the organization of subject-subject pedagogical interaction in the classroom. Based on the requirements of the Federal State Educational Standard, the paper substantiates the need to refer to methodological methods of teaching a story within the framework of the subject "Reading" as one of the conditions for the implementation of a personality-oriented approach in education. Methodical methods of working on a story in the educational process of younger schoolchildren contribute to: the development of the speech of younger schoolchildren, as a guarantee of their successful assimilation of all subjects not only in the lower grades, but also in the future during the transition from one stage of education to another. In addition, according to this indicator, as a rule, the level of culture, intelligence and thinking of a person is determined.

The analysis of scientific sources allowed us to formulate the following conclusions: the story implies the presentation of the characteristic features of individual objects. In a story of this nature, there are invariably a lot of definitions, conditions, components of imagery and there is no "rigid program" in it, since the reflections of each new sentence do not result from the reflections of the preceding one. The importance of a descriptive story and its development in ontogenesis is great.

Thanks to him, situational coherent speech is formed, and the child begins to master the context. Primary school age students develop the ability to compose a descriptive story on the proposed topic relatively consistently and clearly. The speech development of primary school students is one of the main directions in the process of teaching the Russian language. The ultimate goal of the Russian language learning process is to teach children to express their thoughts coherently and freely.

Methodological techniques for working on the story of elementary school students are at the stage of formation, respectively, systematic work in this direction is necessary. One of the directions in primary school is the formation of students' skills to clearly and competently express their thoughts in written and oral form in the form of a description – these are complex skills that require a child to: the ability to disclose a topic; the ability to subordinate the description of the main idea; the ability to build a description in a certain compositional form; the ability to correctly express their thoughts; the ability to improve what is written.

The conditions for the formation of methodological techniques for younger schoolchildren in the process of creating a story are: the creation of a creative, friendly environment in the classroom; lessons, the main methodological means of which will be a system of methodological techniques aimed at the formation of skills to perceive and create a story. The content of the work on the formation of methodological techniques of students includes exercises of different type and content, involving work with the text, ready or being created: stylistic analysis of an exemplary text; modeling of a story; observation of the visual and expressive means of language; comparison of the author's tasks, content and linguistic means of texts on the same topic, but different styles of speech, one of which is an artistic description; comparison of the text with the tasks and conditions of communication, in relation to which it was created and identification of inconsistencies; comparison of the author's version of the text with deliberately "spoiled"; stylistic editing of the story (editing of the content, language tools); restoration of the text from these details of the content; construction of the text of one style based on the text of another style.

It is also important to use the following methods in the work: language analysis; modeling; observation, comparison, construction.

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SAYLOV TIZIMLARINING BIR-BIRIDAN FARQLI JIHATLARI, AFZALLIK VA KAMCHILIKLARINING TAHLILI

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Annotatsiya: Ko'p yillar oldin, saylov tizimlari odatda, eng o'zgarmas demokratik institutlar bo'lgan. Shunga qaramay, mamlakatlar eng yaxshi siyosiy natijalarga erishish umidida har xil turdagi saylov tizimini qo'llashda davom etmoqda - ammo bu natijalar ahamiyati nimada va ular o'sha mamlakatlardagi fuqarolar uchun foydalimi? An'anaviy argumentga ko'ra, saylov tizimini tanlash "imkoniyat narxi" yoki "almashtirish" bilan bog'liq; siz parlamentdagi vakillik yoki hukumatning javobgarligi, birlashgan partiyalar yoki alohida javobgar siyosatchilar o'rtasida, majoritar yoki proporsional saylov tizimlari o'rtasida tanlov qilishingizga to'g'ri keladi.

Kalit so'zlar: Proporsional, majoritar, aralash saylov tizimlari, mutlaq ko'pchilik, nisbiy ko'pchilik, saylov uchastkalari.

Abstract: Many years ago, electoral systems were generally the most immutable democratic institutions. Nevertheless, countries continue to use different types of electoral systems in the hope of achieving the best political results - but what do these results mean and are they good for the citizens of those countries? According to the traditional argument, the choice of electoral system is about "opportunity cost" or "substitution"; you have to choose between parliamentary representation or government accountability, between united parties or individually accountable politicians, between majoritarian or proportional electoral systems.

Key words: Proportional, majoritarian, mixed electoral systems, absolute majority, relative majority, polling stations.

Аннотация: Много лет назад избирательные системы вообще были самыми незыблемыми демократическими институтами. Тем не менее, страны продолжают использовать различные типы избирательных систем в надежде на достижение наилучших политических результатов – но что означают эти результаты и хороши ли они для граждан этих стран? Согласно традиционному аргументу, выбор избирательной системы связан с «альтернативными издержками» или «замещением»; вам придется выбирать между парламентским представительством или подотчетностью правительства, между объединенными партиями или лично подотчетными политиками, между мажоритарной или пропорциональной избирательными системами.

Ключевые слова: пропорциональная, мажоритарная, смешанная избирательные системы, абсолютное большинство, относительное большинство, избирательные участки.

KIRISH

Ko‘p yillar oldin, saylov tizimlari odatda, eng o‘zgarmas demokratik institutlar bo‘lgan. Shunga qaramay, mamlakatlar eng yaxshi siyosiy natijalarga erishish umidida har xil turdagi saylov tizimini qo‘llashda davom etmoqda - ammo bu natijalar ahamiyati nimada va ular o‘sha mamlakatlardagi fuqarolar uchun foydalimi? An’anaviy argumentga ko‘ra, saylov tizimini tanlash “imkoniyat narxi” yoki “almashtirish” bilan bog‘liq; siz parlamentdagi vakillik yoki hukumatning javobgarligi, birlashgan partiyalar yoki alohida javobgar siyosatchilar o‘rtasida, majoritar yoki proporsional saylov tizimlari o‘rtasida tanlov qilishingizga to‘g‘ri keladi.¹

Dastlab, Saylov tizimi nima?, degan savolni aniqlab olish lozim. O.Husanovning fikricha, saylov tizimi fuqarolarning saylov huquqi, saylov huquqi prinsiplari, qaysi organlar saylov yo‘li bilan tashkil qilinishi, saylov o‘tkazish muddatlari Oliy Majlis Senati a‘zolarini saylash tartibi, kimlar saylovda qatnasha olmasligini va Markaziy saylov komissiyasini tashkil qilish hamda vakolatlarini belgilovchi qoidalardan, ya‘ni saylov tizimidan iboratdir. Saylov munosabatlari keng tushuncha bo‘lganligi bois, u faqatgina konstitutsiya bilan tartibga solinmaydi. Saylov munosabatlari ko‘plab qonun va boshqa normativ hujjatlar bilan tartibga solinadi. Bu saylov tizimini keng ma‘noda tushunish hisoblanadi. Keng ma‘nodagi saylov tizimida saylovning ayrim xususiyatlarini emas, uni amalga oshirish va amalga oshirishgacha bo‘lgan va uning natijalarini aniqlash bosqichlarini ham o‘z ichiga oladi.

MUHOKAMA VA TAHLILLAR

Saylov tizimini tor ma‘noda, ya‘ni uning ayrim xususiyat va jihatlarini bir elementini tadbqiq qilish natija tushunish ham mumkin. Masalan, “**proporsional, majoritar saylov tizimi, aralash**” saylov tizimlarini keltirish mumkin. Bu tizimlar to‘liq saylov jarayonini qamrab olmasada, bir bosqichda namoyon bo‘ladi.

Demak, ko‘rinib turibdiki, saylov ko‘plab jarayonlarni o‘zida qamrab oladigan bosqichlarga asoslanadigan jarayon. Ammo, bu jarayonlarni amalga oshirishning turli davlatlarda turli usullari mavjud. Bu esa ularni tizimlashtirishga zaruriyatni yuzaga keltiradi. Saylovni o‘tkazishga zaruriyat yuzaga kelishi bilan nomzodlarni qanday tartibda lavozimiga saylash to‘g‘ri va eng samarali yo‘l bo‘lishi mumkinligi o‘ylanadi. Saylov natijalari faqatgina davlat uchun hal qiluvchi ahamiyatga ega emas, bu jarayon fuqarolarning siyosiy huquqi bo‘lib, ularning o‘z vakolatlarini vakillari orqali amalga oshirish imkoniyatini ro‘yobga chiqarib beradi.

Vakillik demokratiyasi rivojlanishining ko‘p asrlik tarixi saylov tizimining uchta asosiy turini – **majoritar, proporsional va aralash saylov** tizimini ishlab chiqdi. Bu tizimlarning ham o‘ziga xos afzallik va kamchilik tomonlarini ko‘rib chiqamiz.

Fransuzcha – majorit (**ko‘pchilik**) so‘zidan olib keladi va bu turdagi tizimning nomi asosan uning mohiyatini ochib beradi, g‘olib va shunga mos ravishda tegishli saylangan lavozim egasi saylovoldi ishtirokchilaridan biriga aylanadi, ko‘pchilik

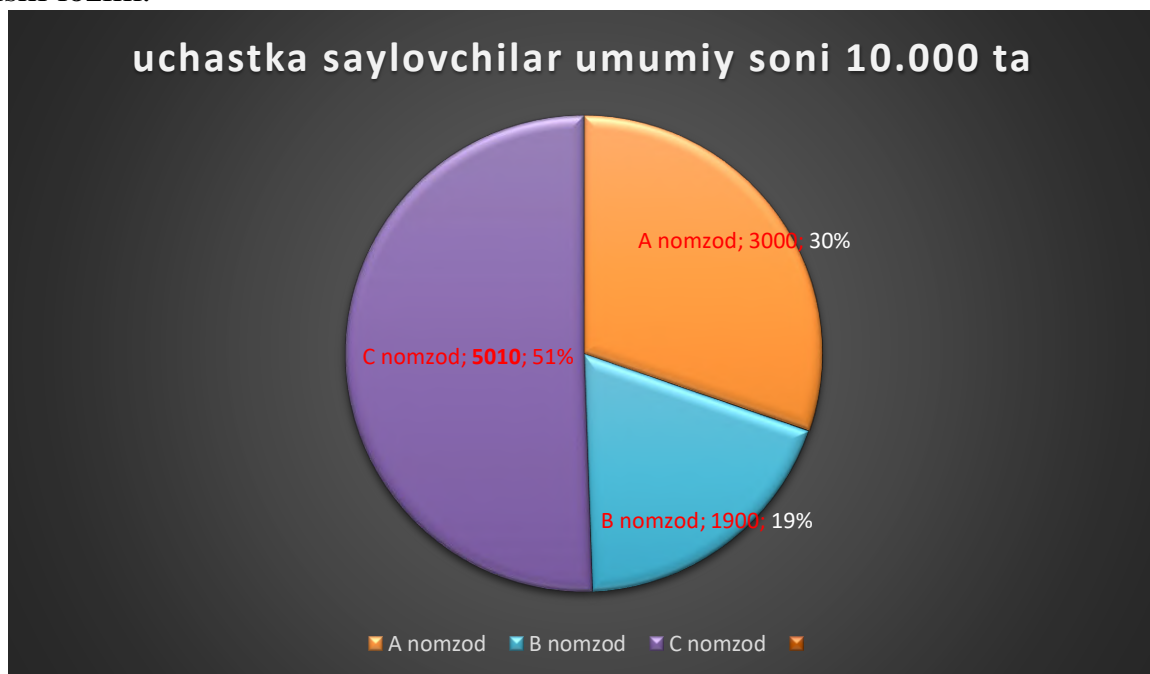
¹ Lijphart, A. “Democracies: Patterns of Majoritarian and Consensus Government in Twenty-One Countries”. New Haven, CT: Yale University Press., (1984) . 2-3p Available at: <https://doi.org/10.2307/1956899>

ovozni olgan kurash. Mutlaq ko‘pchilik ovozigaga asoslanib, haqiqiy deb topilgan ovozlarning umumiy sonining mutlaq ko‘p ovozini olgan (ya’ni 50% + 1) nomzod saylangan hisoblanadi. Misol uchun, **Fransiyada** Milliy Majlis- parlamentga saylovlarda mutlaq ko‘pchilik ovozigaga asoslangan majoritar tizim qo‘llaniladi. “Majoritar saylov tizimining ikki turi mavjud, bular **nisbiy ko‘pchilik** ovozigaga asoslanuvchi majoritar tizim. Ikkinchisi, **mutlaq ko‘pchilik** ovozigaga asoslangan majoritar saylov tizimi”.²

Nisbiy ko‘pchilik ovozigaga asoslangan majoritar saylov tizimida – eng oddiy saylov tizimining turi. Bunda, g‘olib aniqlanishi qolgan nomzodlarga berilgan ovozlar nisbatiga qarab olinadi. Aniqroq qilib aytganda qancha ovoz olishi kerakligi belgilab qo‘yilmaydi (masalan, yarmidan ko‘pi) ikkinchi nomzoddan ko‘p ovoz olishi kifoya. Bu saylov tizimining boshqalaridan

- Farqi – oddiy bo‘lib, murakkab jarayonlardan holiligi;
- Afzalligi – ko‘p muddat talab qilmaydi;
- Kamchiligi – nomzodlarga berilgan ovoz teng bo‘lib qolishi (kamdan-kam holatlarda).

Mutlaq ko‘pchilik ovozigaga asoslanadigan majoritar tizim – yuqoridagi tizimdan farqi bu turdagi saylovda nomzodlar umumiy ovozning yarmidan ko‘pini qo‘lga kiritishi lozim.



Yuqorida, 50+1 mutlaq ko‘pchilik ovozi bilan C nomzodning g‘olib bo‘lishini kuzatish mumkin.

•Kamchiligi – Mutlaq ko‘pchilining ovozi, ya’ni 50 +1 ga erishilmaguncha, qayta saylov o‘tkazilaveradi, jarayonning muddatini cho‘zilishiga sabab bo‘ladi; eng katta kamchiligi esa – diagrammada “g‘olibdan tashqari A va B nomzodlarga berilgan salkam 50% i (4990 ta ovozni ahamiyatsiz qilib qo‘yadi) “yo‘qoladi” natijada A va B

² Norris, P. (1997). Choosing Electoral Systems: Proportional, Majoritarian and Mixed Systems. *International Political Science Review / Revue Internationale de Science Politique*, Available at: <http://www.jstor.org/stable/1601345>

nomzodlarga ovoz bergan saylovchilar o'z vakillarini parlamentga o'tkaza olmaydilar".³

• Afzalligi – tomonlar orasida raqobatning kuchli bo'lishi; saylovchilar saylanuvchi subyektlarni yaqindan biladi, ularning saylov oldi tashviqotlarida ishtirok etish orqali.

Bundan tashqari ayrim manbalarda, malakali ko'pchilik ovoziga asoslangan majoritar tizim ham keltirib o'tiladi. **Malakali ko'pchilik** saylov tizimi – nomzod yoki nomzodlar muayyan okrugdan malakali ko'pchilik **2/3** qismi, ya'ni **65%** ovoz to'plaganlarida saylangan hisoblanadi. Bunday saylov tizimi juda kam uchraydi, chunki mazkur tizim o'z xususiyatiga ko'ra, juda past natija beradi, ya'ni nomzodlar doim ham belgilangan miqdordagi saylovchining ovozini to'play olmaydi, natijada saylov ko'plab turlarda o'tkazilishiga to'g'ri keladi. “Hozirda **Chili Parlamentining** quyi palatasiga saylovlarda mazkur tizimdan (2/3 qism) foydalanadi”.⁴

Fikrimizcha, majoritar saylov tizimining o'ziga xos afzalliklari bo'lishi bilan birga qator kamchiliklari ham bor. Lekin, hozirgi kunda juda ko'p davlatlarda saylov jarayonlari shu tizim asosida boradi. Ammo, davlatda partiyalar soni nihoyatda ko'p bo'lsa, mutlaq ko'pchilik yoki malakali ko'pchilikning ovoziga erishish birmuncha qiyinchiliklar tug'diradi. Biroq, eng katta afzalligi munosib nomzodning tanlanishida va albatta, bunga erishguncha nomzodlarning yangi g'oya, fikrlari mamlakatni modernizatsiya qiluvchi va rivojlanishning ulkan pog'onalariga chiqishda yordam beruvchi vakolatli organlarning shakllanishi imkonini beradi.

Proporsional saylov tizimi esa partiya ro'yxati bo'yicha saylovchilar tomonidan ovoz berishni nazarda tutadi. Siyosiy partiya, harakatlar va ularning ittifoqlari o'z nomzodlar ro'yxatini ilgari surishadi Saylovchi siyosiy partiya, harakatlar ularning rahbar va a'zolariga bo'lgan munosabatlardan kelib chiqqan holda, shu ro'yxatlardan biriga ovoz beradi. Saylovlarda ishtirok etgan saylovchilarning umumiy soni proporsional saylov tizimi bo'yicha deputatlar mandatining umumiy soniga bo'linadi (masalan, **25 %** ovoz olgan partiya $\frac{1}{4}$ o'rin).

✓ Afzalligi – saylovchilarning ovozlari yo'qolmaydi, proporsional holatda partiya va harakatlar vakillik organida mandatga ega bo'ladilar.

✓ Kamchiligi – saylovchi abstrakt shaxslarni saylaydi, ya'ni u faqat partiya liderlariniva bir nechta faollarinigina bilishi mumkin, qolganlari esa unga noma'lum, shu sababli ham saylovchi kinga ovoz berayotganligini bilmaydi.

XULOSA

Bizningcha, ushbu saylov tizimi birmuncha samarasiz, negaki saylovchi o'zi xohlagan vakilga emas ro'yxatdagi o'zi bilmagan shaxslarga ovoz beradi. Individuallikka asoslangan va mandatga ega bo'lish uchun har bir ovozga o'z harakati va tashviqotlari natijasida xalqning ishonchini qozona olgan shaxslar hokimiyatga kelishi maqsadga muvofiq.

³Konstitutsiyaviy huquq. Ensiklopedik lug'at. Ma'sul muharrir va mualliflar jamoasi rahbari B. Mustafoyev – Toshkent: “O'zbekiston nashriyoti”, 2006 yill. – 272 b

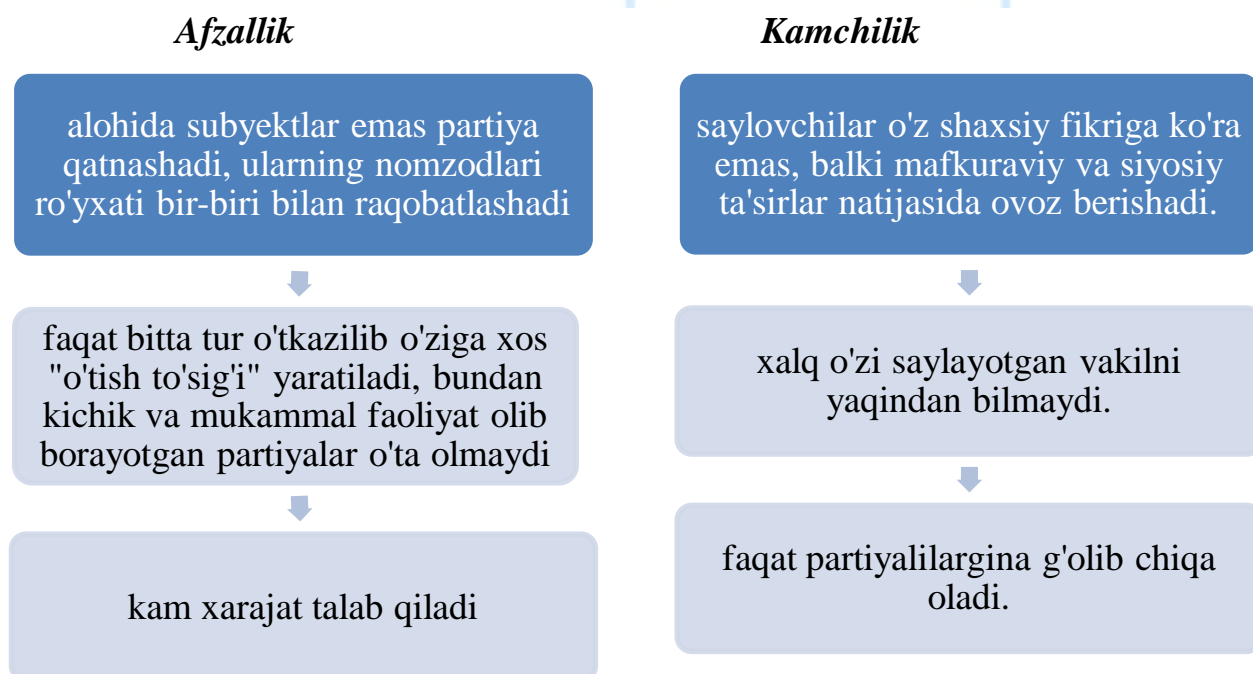
⁴ O'zbekiston yuridik ensiklopediyasi / Nashr uchun ma'sul R.A. Muhiddinov va boshq.; ma'sul muharrir N. To'ychiyev. – T.: Adolat, 2010. – 287-b

Aralash saylov tizimida har ikki saylov tizimidan bir saylov jarayonida qo'llaniladi

Majoritar saylov tizimi



Proporsional saylov tizimi



Xulosa o‘rnida shuni ta’kidlab o‘tishim mumkinki, shaffof saylov tizimini aniqlab o‘sha tizimning faoliyatida har bir shaxs faol ishtirok etishi lozim. Hokimiyatning to‘g‘ri shakllanishida ham, bu tizimni aniqlashtirib olish juda muhim. Kamchilik va afzalliklariga qaramay har bir saylov tizimining o‘ziga xos xususiyatlari bor. Lekin, eng yaxshisini tanlash ahamiyatliroqdir.

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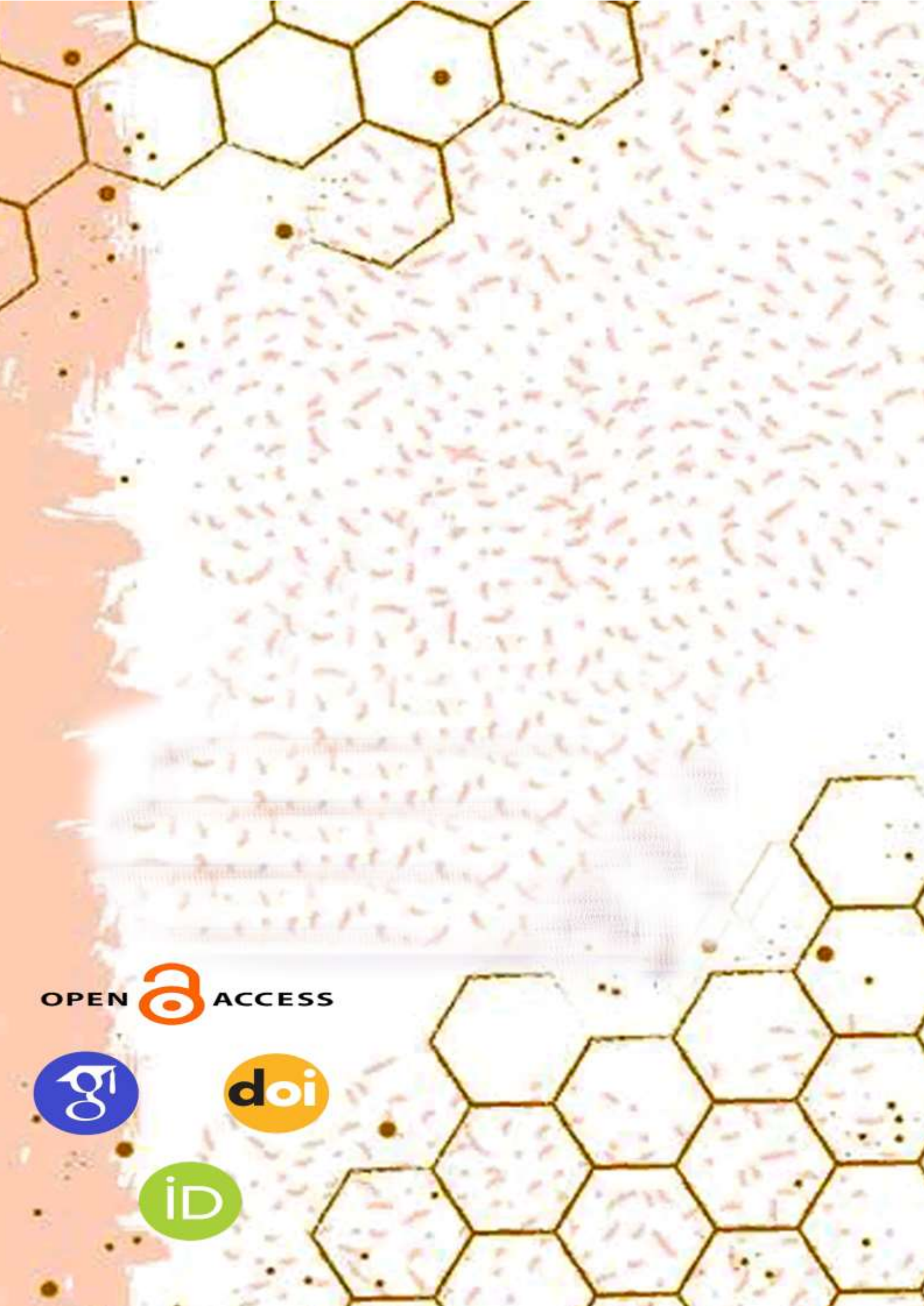
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