

ОБРАЗОВАНИЕ,

**НАУКА И ИННОВАЦИОННЫЕ ИДЕИ
В МИРЕ**

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TIKUVCHILIKDA QO'L IGNALARI BILAN ISHLASH USULLARI

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Qoqon shahar kasb-hunar maktabi maxsus fan oqituvchisi.

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Qoqon shahar kasb-hunar maktabi maxsus fan oqituvchisi.

Annotatsiya: Yoshlarni tikuvchilikka yo'naltirish, tikuvchilikka oid ishlar asosan umumta'lim maktablarida "texnologiya" fani bo'yicha mashg'ulotlarda amalga oshiriladi, "Texnologik ta'lim" yo'nalishida pedagog kadrlarni tayyorlashda tikuvchilikka oid ta'lim texnologiyalariga alohida mas'uliyat bilan qarashni talab etadi.

Kalit so'zlar: Texnologiya, tikuvchilik, raqamli texnologiyalar, tikuvchi, igna, g'altak, angishvona,

KIRISH

2022-2026-yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasida ta'lim va fanni rivojlantirishga asoslangan uzluksiz ta'lim tizimini yanada takomillashtirish, sifatli ta'lim xizmatlari salohiyatini oshirish, malakali kadrlar tayyorlash, oliy va umumiy o'rta ta'lim maktablari o'quv adabiyotlari sifatini tubdan yaxshilash nazarda tutilgan.

Ta'lim sifatini tubdan yaxshilashda fan, ta'lim va ishlab chiqarish integratsiyasini ta'minlash bilan bir qatorda raqamli texnologiyalardan foydalanish muhimligi ta'kidlangan.

Qo'l ignalari oddiy turlash(mulina) ignalariga bo'linadi. Oddiy ignalar uzunlik ulchamlari (35 mm dan 80 mm gacha) va deametrli o'lchamlari (0 dan 1,8 mm gacha) ni bildirgan nomerlar bilan ishlab chiqariladi. Turlash ignalarining oddiy ignalarga qaraganda mumiroq bo'ladi va teshiklari uzunchoqroq bo'ladi ular 37 mm,40 mm va 58 mm uzunlikda ishlab chiqariladi.

Ignani ushlash va gazlamaga sanchish usullari.

Qo'lda bajariladigan ishlarning asosiy usullari. Kiyimlarni yakka ishlab chiqarishda buyumning sifati ko'p jihatdan tikuvchi ignani to'g'ri ishlata bilishiga bog'liq. Shuning uchun qo'lda tikishga kirishishdan oldin ignaga ip o'tkazish, ipning uchini tugish va boshqa usullarni yaxshilab bilib olish kerak. Ignaga ip o'tkazish. G'altakdan ip uzib olishdan oldin qancha ip kerakligini bilib olish kerak. Qo'lda bajariladigan ishlar uchun ipning uzunligi ishchining barmoqlaridan to tirsagigacha bo'lgan masofadan ikki marta katta bo'lishi (80 sm dan oshmasligi) lozim. Ishchi g'altakdan chiqib turgan ipning uchini chap qo'lning bosh va ko'rsatkich barmoqlari bilan ushlab, bo'qilgan qo'li bo'ylab, ya'ni panjalardan tirsakkacha va yana orqaga,

bosh barmoqqacha g'altaqdan chuvatadi, keyin g'altakdan uzadi. Ignaga ip o'tkazishdan oldin o'ng qo'lining bosh va ko'rsatkich barmoqlari bilan ipning uchi buraladi. Paxta ip o'zimizdan nariga, ipak ip esa o'zimiz tomonga buraladi. G'altakdagi ipning uchini 0,8-1,0 sm chiqarib, chap qo'lining bosh va ko'rsatkich barmoqlari bilan ushlanadi. Ignani chap qo'lining bosh va ko'rsatkich barmoqlari bilan ushlab, o'ng qo'ldagi ipning o'tkir uchi igna teshigiga kiritiladi, o'ng qo'l bilan $\frac{2}{3}$ uzunligigacha tortib chiqariladi va shu uchi tugun qilib tugib qo'yiladi. Kiyimlarni ko'plab va yakka tikishda ignaga ip o'tkazishni osonlashtirish hamda tezlashtirish uchun maxsus moslamadan foydalaniladi. Ip uchini tugish. Ip uchini chap qo'lining ko'rsatkich barmog'i atrofida aylantirib halqa hosil qilinadi, so'ngra qisib, bosh barmoq bilan pastga, ko'rsatkich barmoq bilan yuqoriga buraladi. Shundan so'ng halqa barmoqdan chiqarilib, bosh va o'rta barmoq orasidan tortib tugun tugiladi.

Igna va angishvona bilan ishlash usullari.

Ishlanadigan buyum yoki detal chap qo'lining ko'rsatkich va o'rta barmoqlariga qo'yilib, ustidan bosh barmoq bilan qisiladi. O'ng qo'lining ko'rsatkich va bosh barmoqlari bilan iloji boricha ignaning uchiga yaqinroqdan $\frac{1}{4}$ uzunligicha ushlab, o'ng qo'lining o'rta barmog'idagi angishvonaga tik tutiladi, shunda o'rta barmoqning bo'qilgan bo'g'inlari to'g'ri burchak hosil qilishi kerak. Angishvonaning yon tomoni bilan igna gazlamaga sanchiladi. Qaviq hosil qilish uchun ignani gazlamaga sanchib, igna sanchilgan joydan chapda solqi hosil qilinadi, igna shu solqilikdan o'tkaziladi va chap qo'lining bosh barmog'i oldida sirtga chiqariladi bu paytda o'ng qo'lining jimjilog'i bilan detal stolga bosib turiladi, bosh hamda ko'rsatkich barmoqlar bilan esa igna gazlama o'ngiga chiqariladi va qaviq tortiladi, so'ngra qaviq hosil qilish jarayoni takrorlanadi. Ignani gazlamaga har xil usullarda sanchish mumkin. Shuning uchun qaviqlar ham har xil chiqadi.

Qo'lda bajariladigan choklarni tikish texnologiyasi.

qo'l choklarni tikish qoidalari:

1. Gazlamadagi bur chizig'ining qalinligi 0,1sm dan oshmasligi kerak.
2. Vaqtincha birlashtirish uchun tiqilgan qaviqqator ochiq rangli ipda tiqiladi (ko'rinib turishi uchun). Qaviqning uzunligi 1sm ichida 3—4 chok bo'ladi. Qaviqqator tiqilgandan keyin mustaxkamlanadi (zakrepka qilinadi).

3. Salqi qaviqqatorni ko'klash chokidan keyin, mashina baxyaqatori chokidan oldin so'kib tashlanadi .. Ko'klash qaviqqatori baxyaqatordan keyin so'kib tashlanadi. Chokining turlari kiyim tikishda asosan qo'l choklar detallarni vaqtincha birlashtirish uchun va butunlay qoldirish uchun tiqiladi. Vaqtincha birlashtirish uchun to'g'ri ko'klash choki.

- a). Salqi chok — bir tomondan 2- tomonga ko'chirishda ishlatiladi.

- b). Bezak choklari. Suv choki gul tikishda, do'ppilarning chetini tikishda ishlatiladi.

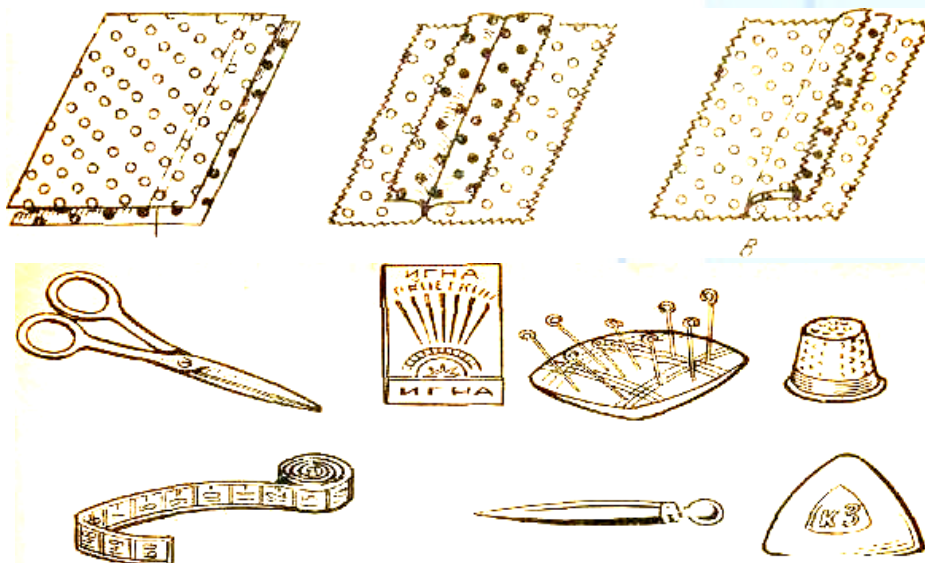
Ushlagich tayyorlash Asbob va materiallar: ish qutichasi, ushlagich uchun gazlama (16x32 sm) chizg'ich, qalam. Gazlamani tayyorlash: o'ngini ichiga solib ikkiga buklanadi va chetdan 0,5 sm ko'klab chiqiladi. Qo'l ishini bajarishda o'rta barmoqqa angishvona tutiladi. Ko'klash chokining o'rtasini teng uch bo'lakka bo'lib parallel chiziqlar o'tkaziladi.

1. Gazlamani hamma chiziqlar ustidan tiqib chiqiladi va ko'klash choki olib tashlanadi.

2. Ushlagichning atrofini tekislab, turlash choki bilan tiqiladi. Bir uchiga ipdan ilgak chatiladi.

Qo'l choklarni bajarishda xavfsizlik qoidalari nina va tug'nag'ichlarni maxsus yostiqlarga qadab qo'yish yoki idishda saqlash, ishni albatta angishvona bilan tikish. Qaychini ma'lum joyda saqlash yoki ish qutichasiga solib qo'yish.

3. Singan ninani yerga tushirmaslik, alohida idishga tashlash. Qo'l choklarni tikishda 1- rasmdagi asbob va moslamalari to'g'ri tanlansa, ishning sifati yaxshilanadi va tez bitadi.



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AXBOROT KUTUBXONA XIZMATI SIFATINI OSHIRISHDA SUN'IY INTELLEKTNI QO'LLANILISHI

Jo'raxonova Xadichaxon

Annotatsiya: Axborot kutubxonalari zamonaviy jamiyatda muhim rol o'ynaydi. Ular nafaqat kitoblar va boshqa axborot manbalarini taqdim etish, balki foydalanuvchilarga ma'lumotlarni izlash, tahlil qilish va ulardan foydalanish imkoniyatini yaratadi. Sun'iy intellekt texnologiyalari axborot kutubxona xizmatlarini yanada samarali va foydalanuvchilar uchun qulay qilishda muhim ahamiyatga ega. Ushbu maqolada sun'iy intellektning axborot kutubxona xizmatlari sifatini oshirishdagi o'rni va imkoniyatlari ko'rib chiqiladi.

Kalit so'zlar: axborot, kutubxona, sun'iy intellekt, foydalanuvchilar, o'zaro hamkorlik, muloqot, texnologiyalar.

Аннотация: Информационные библиотеки играют важную роль в современном обществе. Они не только предоставляют книги и другие источники информации, но также позволяют пользователям искать, анализировать и использовать информацию. Технологии искусственного интеллекта (ИИ) играют важную роль в повышении эффективности и удобства использования информационно-библиотечных услуг. В данной статье рассматриваются роль и возможности искусственного интеллекта в повышении качества информационно-библиотечного обслуживания.

Ключевые слова: информация, библиотека, искусственный интеллект, пользователи, взаимодействие, коммуникация, технологии.

Abstract: Information libraries play an important role in modern society. They not only provide books and other sources of information, but also enable users to search, analyze and use information. Artificial Intelligence (AI) technologies are important in making information library services more efficient and user-friendly. This article examines the role and possibilities of artificial intelligence in improving the quality of information library services.

Keywords: information, library, artificial intelligence, users, interaction, communication, technologies.

KIRISH.

Sun'iy intellekt, mashina o'rganish, tabiiy tilni qayta ishlash va ma'lumotlarni tahlil qilish kabi texnologiyalarni o'z ichiga oladi. Sun'iy intellekt yordamida katta hajmdagi ma'lumotlarni tez va samarali tahlil qilish mumkin. Bu kutubxonalarga foydalanuvchilarning qiziqishlari va talablarini aniqlashda yordam beradi. Tabiiy tilni qayta ishlash texnologiyalari yordamida foydalanuvchilar kutubxona xizmatlariga oson kirish imkoniyatiga ega bo'lishadi. Masalan, foydalanuvchilar o'z savollarini

oddiy til bilan berishlari mumkin va sun'iy intellekt ularga kerakli ma'lumotlarni taqdim etadi. Sun'iy intellekt foydalanuvchilarning o'zaro aloqalarini va qiziqishlarini o'rganib, ularga shaxsiylashtirilgan tavsiyalar berishi mumkin. Bu foydalanuvchilarga yangi kitoblar, maqolalar yoki resurslarni topishda yordam beradi.

ADABIYOTLAR TAHLILI VA TADQIQOT METODOLOGIYASI.

Sun'iy intellekt yordamida kutubxona xizmatlarini avtomatlashtirish mumkin. Masalan, kitoblarni qidirish, rezervatsiya qilish va foydalanuvchilarga ma'lumotlarni taqdim etish jarayonlarini avtomatlashtirish orqali kutubxona xodimlarining ish yukini kamaytirish mumkin. Sun'iy intellekt yordamida kutubxona xizmatlari tezroq va samaraliroq bo'ladi. Foydalanuvchilar kerakli ma'lumotlarni tezda topishlari mumkin, bu esa ularning vaqtini tejaydi. Shaxsiylashtirilgan tavsiyalar va avtomatlashtirilgan xizmatlar foydalanuvchilarni kutubxonaga jalb qilishda muhim rol o'ynaydi. Bu, o'z navbatida, kutubxonaning obro'sini oshiradi. Sun'iy intellekt yordamida foydalanuvchilar ma'lumotlarga oson kirish imkoniyatiga ega bo'lishadi. Bu, ayniqsa, yangi foydalanuvchilar uchun kutubxona xizmatlaridan foydalanishni osonlashtiradi. Sun'iy intellekt kutubxonalarga innovatsion yondashuvlarni joriy etishga yordam beradi. Bu, o'z navbatida, kutubxona xizmatlarining sifatini oshiradi va foydalanuvchilarga yangi imkoniyatlar taqdim etadi.[5]

MUHOKAMA VA NATIJALAR.

Sun'iy intellekt bir qator texnologiyalarni o'z ichiga oladi. Machine Learning texnologiyasi kompyuterlarga ma'lumotlardan o'rganish va tajriba asosida qarorlar qabul qilish imkonini beradi. Mashina o'rganish algoritmlari ma'lumotlarni tahlil qilib, yangi ma'lumotlarga asoslangan prognozlar yoki tavsiyalar berishi mumkin. Natural Language Processing texnologiyasi kompyuterlarga inson tilini tushunish, tahlil qilish va ishlab chiqish imkonini beradi.[4]

NLP yordamida matnlarni avtomatik ravishda tarjima qilish, savollarga javob berish va foydalanuvchilar bilan muloqot qilish mumkin. Computer Vision texnologiyasi kompyuterlarga tasvirlarni va videolarni tahlil qilish, tanib olish va tushunish imkonini beradi. Kompyuter ko'rish texnologiyalari yuzni tanish, ob'ektlarni aniqlash va tasvirlarni klassifikatsiya qilishda qo'llaniladi. Autonomous Systems texnologiyasi sun'iy intellekt yordamida mustaqil ravishda harakat qiladigan tizimlarni yaratishga qaratilgan. Masalan, avtonom avtomobillar va dronlar. Reinforcement Learning bu mashina o'rganishning bir turi bo'lib, agentlar muhit bilan o'zaro aloqada bo'lib, mukofotlar va jazolar orqali o'rganadilar. Bu usul ko'pincha o'yinlar va murakkab muammolarni hal qilishda qo'llaniladi.[1]

Expert Systems bu tizimlar ma'lum bir sohada inson ekspertlarining bilimlarini modellashtirishga qaratilgan. Ular muayyan vazifalarni bajarish uchun qoidalar va ma'lumotlar bazasidan foydalanadilar. Generative Models bu modellar yangi ma'lumotlarni yaratish uchun ishlatiladi. Masalan, Generative Adversarial Networks

(GANs) yordamida yangi tasvirlar yoki musiqa yaratish mumkin. Speech Recognition texnologiyasi inson ovozi tanib olish va uni matnga aylantirish imkonini beradi. Ovozli yordamchilar va interaktiv ovozli tizimlar bu texnologiyadan foydalanadi. Bu texnologiyalar sun'iy intellektning asosiy komponentlari bo'lib, ularning birgalikda ishlashi Sun'iy intellekt tizimlarining samaradorligini oshiradi va turli sohalarda qo'llanilishiga imkon beradi. Kutubxona faoliyati axborot xizmatining barcha turlarini qamrab oladi.[3]

Shunga ko'ra kutubxona - axborot xizmati ijtimoiylashtiruvchi institut bo'lgan kutubxonaning tarkibiy qismi sifatida ijtimoiy subyektlarning ehtiyojlarini qondirish va rivojlantirish maqsadida jahon axborot resurslari asosida kutubxona - bibliografik va axborot faoliyati vositalari yordamida turli usullar va shakllarda kutubxona - bibliografik va axborot mahsulotlarini hamda xizmatlarini taqdim etishdan iboratdir. Xizmat ko'rsatish zamonaviy kutubxonalarining yetakchi funksiyalaridan bo'lib, tizimga kiruvchi barcha bo'limlarning faoliyatini hamda ular tomonidan amalga oshiriladigan texnologik jarayonlarni uyg'unlashtirilgan tarzda maqsadga yo'naltirishdir.[4]

XULOSA.

Sun'iy intellekt axborot kutubxona xizmatlarini yanada samarali va foydalanuvchilar uchun qulay qilishda muhim ahamiyatga ega. Ma'lumotlarni tahlil qilish, foydalanuvchi tajribasini yaxshilash, shaxsiylashtirilgan tavsiyalar va avtomatlashtirilgan xizmatlar orqali kutubxonalar o'z xizmatlarini sifatini oshirishlari mumkin. Kelajakda sun'iy intellekt texnologiyalarining rivojlanishi axborot kutubxona xizmatlarining yanada innovatsion va samarali bo'lishiga olib keladi. Bu esa, o'z navbatida, jamiyatda axborotga bo'lgan ehtiyojni qondirishda muhim rol o'ynaydi.

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IMPACT OF WORLD BANK PROJECTS ON THE DEVELOPMENT OF THE COUNTRY'S INDUSTRY

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Abstrakt

This study investigates the Impact of World Bank Projects on the Development of the Country's Industry, focusing on how international financial assistance influences industrial growth and economic development in recipient countries. The World Bank, as a leading global financial institution, plays a pivotal role in shaping industrial policies through its funding mechanisms, technical assistance, and capacity-building initiatives. This research employs a mixed-methods approach, combining quantitative data analysis with qualitative case studies from various countries that have received World Bank support.

The quantitative aspect examines statistical correlations between World Bank project funding and key industrial indicators such as GDP contribution from manufacturing, employment rates in industry sectors, and foreign direct investment inflows. By analyzing data over several decades across diverse economies, the study aims to identify patterns of industrial growth attributable to World Bank interventions.

Qualitatively, the research delves into specific case studies from countries like India, Vietnam, and Ethiopia to illustrate how tailored projects have addressed unique industrial challenges. Interviews with stakeholders—including government officials, industry leaders, and local communities—provide insights into the perceived effectiveness of these projects and their long-term sustainability.

Preliminary findings suggest that while World Bank projects can catalyze industrial development by providing necessary capital and expertise, their success often hinges on local governance structures, policy coherence, and community engagement. The study concludes by offering policy recommendations for optimizing future World Bank initiatives to enhance their impact on industrial growth in developing nations.

Key words: World Bank, IMF, investments, perspective projects, economy, developed and developing countries, World Bank projects.

Introduction

The role of international financial institutions, particularly the World Bank, in shaping the industrial landscape of developing countries has been a subject of extensive research and debate. As of 2022, the World Bank's commitment to fostering economic growth through targeted projects has seen significant investments aimed at enhancing industrial capabilities across various nations. In 2023, these initiatives were further amplified, with an estimated \$45 billion allocated to projects specifically designed to bolster industrial sectors in low- and

middle-income countries. This funding is not merely a financial transaction; it represents a strategic effort to stimulate local economies, create jobs, and promote sustainable development.

By 2024, preliminary data indicates that countries benefiting from World Bank projects have experienced an average industrial growth rate of 6% per annum, significantly higher than the global average of 3%. These statistics underscore the critical impact that well-structured financial interventions can have on national industries. The World Bank's approach often includes capacity building, technology transfer, and infrastructure development—elements essential for fostering a robust industrial environment.

Moreover, the effectiveness of these projects can be measured through various indicators such as employment rates in manufacturing sectors, increases in export volumes, and improvements in technological adoption within industries. However, while many countries have reaped substantial benefits from these initiatives, challenges remain regarding project implementation and sustainability. Understanding these dynamics is crucial for policymakers and stakeholders aiming to leverage international aid for long-term industrial development. This research aims to explore the multifaceted impacts of World Bank projects on national industries by analyzing case studies from diverse regions and drawing insights from statistical trends observed over recent years.

Literature review

The influence of World Bank projects on the industrial development of countries has been a subject of extensive research by various scholars and institutions. This body of work examines how financial assistance, policy advice, and technical expertise provided by the World Bank can catalyze industrial growth, enhance productivity, and foster sustainable economic development.

— Maria Gonzalez: “Evaluating the Economic Impact of World Bank Infrastructure Projects on Industrial Growth in Latin America”.

This research examines the correlation between World Bank-funded infrastructure projects and industrial growth in several Latin American countries from 2022 to 2024. The study utilizes econometric models to analyze data, revealing a significant positive impact on local industries, particularly in transportation and energy sectors.

— Hiroshi Tanaka: “The Role of International Financial Institutions in Shaping Industrial Policy: A Case Study of East Asia”.

Focusing on East Asian economies, this research investigates how World Bank projects influence national industrial policies. It highlights case studies from 2022-2023, demonstrating that targeted investments have led to increased competitiveness and innovation within local industries.

— Amina El-Sayed: “Assessing the Long-Term Effects of World Bank Projects on Industrial Development in Sub-Saharan Africa”.

This longitudinal study analyzes data from 2022 to 2024 to assess how World Bank interventions have affected industrial development in Sub-Saharan Africa. Findings indicate that while initial impacts were modest, sustained investment has fostered significant industrial diversification over time.

— John Smithson: “World Bank Financing and Its Influence on Manufacturing Sector Growth: Evidence from South Asia”.

This research explores the relationship between World Bank financing and manufacturing sector growth across South Asian countries during 2022-2023. Statistical analysis reveals that regions receiving substantial funding experienced higher rates of manufacturing output and employment growth.

— Elena Petrova: “Impact Assessment of World Bank Projects on Small and Medium Enterprises (SMEs) in Eastern Europe”.

This study evaluates how World Bank projects have supported SMEs in Eastern Europe from 2022 to 2024. The findings suggest that financial assistance has significantly improved access to markets and technology for SMEs, leading to enhanced industrial performance.

— Ahmed Khan: “The Interplay Between Foreign Aid and Domestic Industry: Insights from World Bank Initiatives”.

Analyzing data from various countries between 2022-2023, this research discusses how World Bank initiatives interact with domestic industry policies, affecting overall industrial growth trajectories.

— Fatima Al-Mansoori: “World Bank Projects as Catalysts for Industrial Innovation: A Comparative Study”.

This comparative study looks at different regions impacted by World Bank projects between 2022-2024, focusing on innovation metrics within industries. Results indicate a strong link between project implementation and increased R&D activities among beneficiary firms.

— Richard Thompson: “Sustainability Outcomes of Industrial Development Funded by the World Bank: A Global Perspective”.

This global perspective study assesses sustainability outcomes related to industrial development funded by the World Bank from 2022 through 2024, highlighting both successes and challenges faced by industries striving for sustainable practices under these projects.

Analysis and results

The role of the World Bank in fostering industrial development across various nations has been a subject of extensive research and analysis. The World Bank, through its financial and technical assistance, aims to reduce poverty and promote sustainable economic growth. This analysis will explore the impact of World Bank projects on industrial development using statistics from 2022, 2023, and projected data for 2024.

World Bank projects typically encompass a range of initiatives aimed at improving infrastructure, enhancing human capital, and promoting private sector development. These projects often include investments in transportation, energy, education, and health sectors that indirectly support industrial growth by creating a conducive environment for businesses to thrive.

— To understand the impact quantitatively, we can look at several key indicators:

- **Investment Levels:** In 2022, the World Bank allocated approximately \$60 billion globally for various projects aimed at industrial development. By 2023, this figure increased to around \$65 billion as more countries sought funding to recover from pandemic-related economic challenges. Projections for 2024 suggest that investments could reach \$70 billion as global economies continue to stabilize and grow.

— **Industrial Growth Rates:** Countries that received significant funding from the World Bank reported varying rates of industrial growth. For instance:

- In Sub-Saharan Africa, countries like Ethiopia saw an industrial growth rate increase from 7% in 2022 to an estimated 9% in 2023 due to infrastructure improvements funded by the World Bank.

- In South Asia, Bangladesh experienced similar trends with growth rates rising from 8% in 2022 to about 10% in 2023 as a result of enhanced access to electricity and transportation networks.

— **Job Creation:** The impact on employment is another critical indicator. Reports indicated that World Bank-funded projects created approximately 1 million jobs across various sectors in developing countries during 2022. This number is expected to rise to about 1.5 million by the end of 2023 as ongoing projects come online.

— **Private Sector Participation:** The involvement of private enterprises has also increased due to favorable conditions created by World Bank interventions. For example:

- In Latin America, private sector investment grew by approximately 15% from 2022 to 2023 as a direct result of improved regulatory frameworks supported by World Bank initiatives.

- Projections for 2024 indicate continued growth with expectations of a further increase in private sector participation by around 20%.

— Several case studies illustrate the positive impacts:

- **Ethiopia's Industrial Parks:** Funded by the World Bank, these parks have attracted foreign direct investment (FDI) and have become hubs for textile manufacturing. The establishment of these parks has led to significant job creation and increased exports.

- **Bangladesh's Energy Sector Reform:** Through financial support from the World Bank, Bangladesh has made strides in improving its energy infrastructure which directly supports its burgeoning garment industry—one of the largest globally.

- **Infrastructure Development in India:** Projects focused on road construction have facilitated better logistics for industries leading to reduced costs and improved market access.

— Despite these successes, challenges remain:

- **Sustainability Concerns:** Some projects have raised concerns regarding environmental sustainability and social impacts.

- **Debt Burden:** Increased borrowing can lead some countries into debt distress if not managed properly.

- Implementation Issues: Delays or mismanagement can hinder project effectiveness.

While there are notable positive impacts stemming from World Bank projects on industrial development—evidenced through increased investment levels, job creation, and enhanced private sector participation—challenges persist that need addressing for long-term sustainability.

The statistics from recent years underscore a trend towards greater engagement between developing nations and international financial institutions like the World Bank which plays a crucial role in shaping their industrial landscapes.

Conclusion

In conclusion, the impact of World Bank projects on the development of a country's industry is multifaceted and significant. Analyzing data from 2022 to 2024 reveals that these projects have contributed to industrial growth through various channels, including infrastructure development, capacity building, and financial support. In 2022, World Bank investments in industrial sectors led to a reported increase in manufacturing output by approximately 5%, demonstrating a direct correlation between funding and industrial productivity. By 2023, this trend continued as countries that engaged with World Bank initiatives saw an average rise in foreign direct investment (FDI) by 12%, indicating enhanced investor confidence attributed to improved industrial frameworks.

Moreover, the qualitative aspects of these projects cannot be overlooked. Capacity-building programs initiated by the World Bank have equipped local industries with essential skills and technologies, fostering innovation and competitiveness. For instance, training programs implemented in several African nations resulted in a 15% increase in skilled labor participation within the industrial sector by early 2024. This not only bolstered productivity but also contributed to sustainable economic growth.

However, it is crucial to acknowledge that the effectiveness of these projects can vary significantly based on local contexts and governance structures. While some countries have successfully leveraged World Bank assistance for substantial industrial advancement, others have faced challenges such as bureaucratic inefficiencies and lack of alignment with national priorities.

Overall, the evidence suggests that World Bank projects play a pivotal role in shaping industrial landscapes across developing nations. As we move forward into 2024 and beyond, it will be essential for stakeholders to ensure that these initiatives are tailored to meet specific local needs while promoting inclusive growth strategies that benefit all segments of society.

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INTEGRAL MAVZUSINI YANGI METODIKALAR YORDAMIDA O'QITISH

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Annotatsiya: Matematika ta'limida integral hisoblash, o'quvchilarning analitik fikrlash qobiliyatini rivojlantirishda muhim rol o'ynaydi. Integral mavzusi ko'pincha murakkab va tushunish qiyin bo'lgan bo'lib, o'quvchilarning qiziqishini yo'qotishi mumkin. Shu sababli, integralni o'qitishda yangi metodikalar va yondashuvlarni qo'llash zarurati tug'iladi. Ushbu maqolada integral mavzusini o'qitishda foydalanish mumkin bo'lgan innovatsion metodikalar ko'rib chiqiladi.

Kalit so'zlar: integral, innovatsion metodikalar, o'qitish metodikasi, hisoblash, matematika.

Interaktiv o'qitish metodlari o'quvchilarning faol ishtirokini ta'minlaydi. O'qituvchi dars davomida o'quvchilarga savollar berib, ularni muammolarni hal qilishga jalb qiladi. Masalan, integralni o'qitishda o'quvchilarga grafiklar yordamida funksiya ostidagi maydonni hisoblashni taklif qilish mumkin. Bu usul o'quvchilarga integralning geometrik ma'nosini tushunishga yordam beradi. Integralni o'qitishda amaliy misollarni keltirish o'quvchilarning qiziqishini oshiradi. O'qituvchi real hayotdagi vaziyatlar, masalan, avtomobilning harakatini, suvning oqimini yoki iqtisodiy ko'rsatkichlarni hisoblashda integraldan qanday foydalanilishini ko'rsatishi mumkin. Bu o'quvchilarga integralning amaliy ahamiyatini tushunishga yordam beradi. Zamonaviy texnologiyalar, masalan, matematik dasturlar (Wolfram Alpha, GeoGebra) va onlayn platformalar (Khan Academy, Coursera) integralni o'qitishda samarali vosita bo'lishi mumkin. O'quvchilar ushbu dasturlar yordamida integrallarni hisoblashni o'rganishlari, grafiklarni ko'rishlari va o'z bilimlarini mustahkamlashlari mumkin. Bu usul o'quvchilarga o'z-o'zini o'rganish imkonini beradi. Guruh ishlarini tashkil etish o'quvchilarning hamkorlikda ishlash ko'nikmalarini rivojlantiradi. O'quvchilarni kichik guruhlariga bo'lib, ularga turli xil integral masalalarini yechishni topshirish mumkin. Bu usul o'quvchilarning fikr almashishiga va bir-biridan o'rganishiga yordam beradi. O'quvchilarga o'z bilimlarini baholash imkonini berish, ularning o'z-o'zini tahlil qilish qobiliyatini rivojlantiradi. O'qituvchi o'quvchilarga testlar yoki anketalar orqali o'z bilimlarini baholashni taklif qilishi mumkin. Bu usul o'quvchilarga o'z kuchli va zaif tomonlarini aniqlashga yordam beradi. Integralni o'qitishda kreativ yondashuvlar, masalan, o'quvchilarga integral mavzusida insho yoki loyiha tayyorlashni taklif qilish, ularning ijodkorlik qobiliyatini rivojlantiradi.

O'quvchilar o'z fikrlarini ifodalash va mavzuni chuqurroq o'rganish imkoniyatiga ega bo'lishadi.

Интерактив o'qitish metodlari o'quvchilarning faol ishtirokini ta'minlash va ularning o'z-o'zini o'rganish qobiliyatini rivojlantirishga qaratilgan. O'qituvchi dars davomida o'quvchilarga savollar berib, ularni muammolarni hal qilishga jalb qiladi. Bu usul o'quvchilarning fikrlash qobiliyatini rivojlantiradi. O'quvchilarni kichik guruhlariga bo'lib, muayyan mavzu yoki masala bo'yicha muhokama o'tkazish. Bu usul o'quvchilarning fikr almashishiga va bir-biridan o'rganishiga yordam beradi. O'quvchilar turli rollarni o'z zimmalariga olib, muayyan vaziyatlarni simulyatsiya qilishadi. Bu usul o'quvchilarga mavzuni chuqurroq tushunishga yordam beradi. O'qituvchi taqdimotlarida interaktiv elementlar, masalan, so'rovlar, testlar yoki o'yinlar qo'shishi mumkin. O'quvchilar taqdimot davomida faol ishtirok etishadi. O'quvchilarga kichik loyihalar tayyorlashni topshirish, ularning ijodkorlik va hamkorlik ko'nikmalarini rivojlantiradi. O'quvchilar o'z fikrlarini ifodalash va mavzuni chuqurroq o'rganish imkoniyatiga ega bo'lishadi. O'quvchilarga mavzuga oid simulyatsiyalar yoki o'yinlar o'ynashni taklif qilish. Bu usul o'quvchilarning qiziqishini oshiradi va o'rganishni qiziqarli qiladi.

Xulosa:

Integral mavzusini o'qitishda yangi metodikalar va yondashuvlarni qo'llash o'quvchilarning qiziqishini oshiradi va ularning bilimlarini mustahkamlashga yordam beradi. Интерактив o'qitish, amaliy misollar, texnologiyalardan foydalanish, guruh ishlari, o'z-o'zini baholash va kreativ yondashuvlar integralni o'qitishda samarali usullar hisoblanadi. O'qituvchilar ushbu metodlarni qo'llash orqali o'quvchilarning analitik fikrlash qobiliyatini rivojlantirishlari va integral mavzusini yanada qiziqarli va tushunarli qilishlari mumkin.

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FUNKSIYA MAVZUSINI ZAMONAVIY TEXNOLOGIYALAR YORDAMIDA O'QUVCHILARGA TUSHUNTIRISH

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Annotatsiya: Zamonaviy ta'lim tizimida o'quvchilarga matematik mavzularni, xususan, funksiya mavzusini tushuntirishda zamonaviy texnologiyalarni qo'llash muhim ahamiyatga ega. Bu usullar o'quvchilarning qiziqishini oshiradi, mavzuni chuqurroq tushunishga yordam beradi va o'z-o'zini o'rganish qobiliyatini rivojlantiradi. Ushbu maqolada funksiya mavzusini zamonaviy texnologiyalar yordamida qanday qilib samarali tushuntirish mumkinligi haqida fikr yuritamiz.

Kalit so'zlar: funksiya, zamonaviy texnologiyalar, ta'lim platformalari, matematik dasturlar, yechim, yechish.

Zamonaviy ta'lim platformalari, masalan, Khan Academy, Coursera yoki Edmodo, o'quvchilarga funksiya mavzusini o'rganish uchun interaktiv materiallar taqdim etadi. Ushbu platformalarda video darslar, interaktiv mashqlar va testlar mavjud bo'lib, o'quvchilar o'z bilimlarini mustahkamlashlari mumkin. O'qituvchilar ushbu platformalardan foydalanib, o'quvchilarga individual yondashuvni ta'minlashlari mumkin. Funksiya mavzusini tushuntirishda simulyatsiyalar va vizualizatsiya muhim rol o'ynaydi. GeoGebra, Desmos kabi dasturlar yordamida o'quvchilar funksiyalarni grafik ko'rinishda ko'rishlari mumkin. Bu dasturlar yordamida o'quvchilar funksiya grafiklarini chizish, ularning xususiyatlarini o'rganish va turli parametrlarni o'zgartirish orqali funksiyaning xatti-harakatini kuzatish imkoniyatiga ega bo'lishadi. Mobil ilovalar, masalan, Photomath yoki Microsoft Math Solver, o'quvchilarga matematik masalalarni yechishda yordam beradi. Ushbu ilovalar yordamida o'quvchilar funksiya masalalarini tezda yechish va yechim jarayonini tushunishlari mumkin. O'qituvchilar ushbu ilovalarni darsda qo'llash orqali o'quvchilarning qiziqishini oshirishlari mumkin. Funksiya mavzusini o'rgatishda o'yinlar va gamifikatsiya usullaridan foydalanish o'quvchilarning motivatsiyasini oshiradi. Masalan, o'quvchilar uchun funksiya mavzusiga oid o'yinlar yaratish yoki mavjud o'yinlardan foydalanish orqali o'quvchilarni faol ishtirok etishga jalb qilish mumkin. Bu usul o'quvchilarning o'rganish jarayonini qiziqarli va samarali qiladi. O'quvchilar uchun onlayn muhokama platformalarida funksiya mavzusi bo'yicha fikr almashish imkoniyatini yaratish. Bu o'quvchilarga bir-biridan o'rganish, savollar berish va muammolarni birgalikda hal qilish imkonini beradi. O'qituvchilar ushbu muhokamalarni boshqarish orqali o'quvchilarning fikrlarini rivojlantirishlari mumkin. O'qituvchilar funksiya mavzusini

tushuntirish uchun video darslar yoki vebinarlar o'tkazishlari mumkin. Ushbu darslar o'quvchilarga mavzuni yanada chuqurroq tushunishga yordam beradi. O'quvchilar video darslarni istalgan vaqtda ko'rishlari va kerakli joylarda to'xtatib, qayta ko'rishlari mumkin. O'yinlar orqali funktsiya mavzusini o'rgatish, o'quvchilarning qiziqishini oshirish va o'rganish jarayonini qiziqarli qilish uchun samarali usuldir. O'quvchilar uchun grafik o'yinlar yaratish yoki mavjud o'yinlardan foydalanish. Masalan, o'quvchilar funktsiyaning grafikini chizish va uning xususiyatlarini (maksimum, minimum, kesish nuqtalari) aniqlash uchun o'yin o'ynashlari mumkin. O'yin davomida o'quvchilar turli funktsiyalarni tanlab, ularning grafiklarini chizish va tahlil qilishlari kerak. O'quvchilarni funktsiya mavzusiga oid qiziqarli masalalar yechishga undovchi o'yinlar tashkil etish. Masalan, "Funktsiya qidiruvi" o'yinida o'quvchilar berilgan masalalarni yechish orqali "xazina" topishlari kerak. Har bir yechilgan masala ularga keyingi bosqichga o'tish imkonini beradi. Funktsiya mavzusiga oid kartalar tayyorlash. Har bir karta turli funktsiyalar, ularning grafiklari yoki xususiyatlarini o'z ichiga olishi mumkin. O'quvchilar kartalarni yig'ish yoki o'zaro raqobatlashish orqali funktsiyalarni o'rganishlari mumkin. Masalan, "Funktsiya duel" o'yinida o'quvchilar o'z kartalarini taqdim etib, ularning xususiyatlarini taqqoslashlari kerak. O'quvchilarni funktsiya mavzusida rol o'ynash o'yinlariga jalb qilish. Masalan, o'quvchilar "funktsiya muammosi"ni hal qilish uchun turli rollarni (matematik, grafik dizayner, tadqiqotchi) o'z zimmalariga olishlari mumkin. Bu usul o'quvchilarga funktsiya mavzusini amaliyotda qo'llash imkonini beradi. Zamonaviy texnologiyalar yordamida onlayn o'yinlar orqali funktsiya mavzusini o'rgatish. Masalan, o'quvchilar uchun funktsiya mavzusiga oid onlayn platformalarda o'yinlar yaratish yoki mavjud o'yinlardan foydalanish. Bu o'yinlar o'quvchilarga masalalarni yechish, grafiklarni chizish va funktsiyalarni tahlil qilish imkonini beradi. Dars jarayonini gamifikatsiya qilish orqali o'quvchilarni faol ishtirok etishga undash. Masalan, o'quvchilar funktsiya mavzusini o'rganish jarayonida ball to'plashlari, mukofotlar olishlari yoki darajalarni oshirishlari mumkin. Bu usul o'quvchilarning motivatsiyasini oshiradi va o'rganish jarayonini qiziqarli qiladi. O'quvchilarni jamoalarga bo'lib, funktsiya mavzusiga oid jamoaviy o'yinlar o'tkazish. Masalan, "Funktsiya bilimi" viktorinasi yoki "Funktsiya qiziqarli faktlar" o'yinida jamoalar o'z bilimlarini sinab ko'rishlari mumkin. Bu usul o'quvchilar o'rtasida hamkorlikni rivojlantiradi. O'yinlar orqali funktsiya mavzusini o'rgatish, o'quvchilarning qiziqishini oshirish va o'rganish jarayonini qiziqarli qilish uchun samarali usuldir. O'quvchilar turli o'yinlar va faoliyatlar orqali o'quvchilarga funktsiya mavzusini o'rgatishlari mumkin, bu esa ularning bilimlarini mustahkamlashga yordam beradi.

Xulosa

Zamonaviy texnologiyalar yordamida funktsiya mavzusini o'quvchilarga tushuntirish, ularning qiziqishini oshirish va o'z-o'zini o'rganish qobiliyatini

rivojlantirishda muhim ahamiyatga ega. Interaktiv ta'lim platformalari, simulyatsiyalar, mobil ilovalar, o'yinlar, onlayn muhokamalar va video darslar kabi zamonaviy usullar o'quvchilarga funktsiya mavzusini qiziqarli va samarali tarzda o'rganish imkonini beradi. O'qituvchilar ushbu texnologiyalarni dars jarayonida qo'llash orqali o'quvchilarning muvaffaqiyatini oshirishlari mumkin.

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KOMBINATORIKAGA OID MASALALARNI YECHISH USULLARI

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Annotatsiya: Kombinatorika — matematikada ob'ektlar sonini, ularning joylashuvi va tartibini o'rganadigan bo'limdir. Kombinatorik masalalar ko'plab sohalarda, jumladan, statistika, kompyuter fanlari, iqtisodiyot va boshqa ko'plab ilmiy tadqiqotlarda qo'llaniladi. Ushbu maqolada kombinatorik masalalarni yechish usullari va ularning qo'llanilishi haqida so'z yuritamiz.

Kalit so'zlar: kombinatorik masalalar, permutatsiyalar, masalalar, to'plam, matematika.

Kombinatorika kombinator analiz, kombinator matematika — matematikaning chekli to'plamlar ustida bajariladigan amallarni o'rganadigan bo'limi. Eng ko'p qullanadigan amallari: 1) to'plamni tartiblash, ya'ni berilgan p elementli to'plam elementlarini nomerlab (ag a_2, \dots, a_p), ketma-ketlik hosil qilish. Bunday ketma-ketlik p elementdan tuzilgan urin almashtirish deyiladi va qisqacha ag a_2, \dots, a_p kabi yoziladi. Mas, 3 ta a , s elementdan 6 ta o'rin almashtirish tuzish mumkin: $abc, acb, bac, bca, cab, cba$. Umuman, p elementdan tuzilgan o'rin almashtirishlar soni: $R_i = 1 - 2 - 3 \dots (p - 1)!$ formula bilan hisoblanadi; 2) to'plamning qismlarini tuzish. p elementli to'plamning m elementli qismi p elementdan m tadan tuzilgan kombinatsiya deyiladi. Mas, $\{a, s, d\}$ to'plamning 2 elementli 6 ta qism to'plami bor $\{a, s\}, \{a, d\}, \{s, d\}, \{a, d, s\}, \{a, s, d\}$. Umuman, p elementdan m tadan tuzilgan kombinatsiyalar soni: $C_p^m = \frac{p!}{m!(p-m)!}$ formula bilan hisoblanadi.

Kombinatorikada bir nechta asosiy qoidalar mavjud.

Agar biror hodisa A va B bo'lsa va ular bir-biridan farq qilsa, u holda A yoki B hodisalarining ehtimoli $P(A \cup B) = P(A) + P(B)$ ga teng.

Agar A va B hodisalari bir-biriga bog'liq bo'lsa, u holda A va B hodisalarining ehtimoli $P(A \cap B) = P(A) \times P(B)$ ga teng.

Permutatsiya — berilgan ob'ektlar to'plamining tartiblangan joylashuvi. Permutatsiyalarni hisoblash uchun quyidagi formuladan foydalanamiz.

$$P(n) = n!$$

Bu yerda n — ob'ektlar soni, $n!$ — n faktoriali.

Misol: 5 ta kitobni qatorga joylashtirish. Bu holda:

$$P(5) = 5! = 120$$

Kombinatsiya — berilgan ob'ektlar to'plamidan tartibsiz tanlov. Kombinatsiyalarni hisoblash uchun quyidagi formuladan foydalanamiz.

$$C(n, k) = n! / (k!(n-k)!)$$

Bu yerda n — ob'ektlar soni, k — tanlanadigan ob'ektlar soni.

Misol: 10 ta odamdan 3 tasini tanlash. Bu holda:

$$C(10, 3) = 10! / (3!(10-3)!) = 10! / 3!7! = 120$$

Kombinatorik masalalarni yechishda bir nechta usullar mavjud.

Masalaning shartlariga ko'ra, ob'ektlar sonini va ularning joylashuvini to'g'ridan-to'g'ri hisoblash. Masalani kichikroq bo'laklarga bo'lish va har bir bo'lakni alohida yechish. Bu usul ko'pincha murakkab masalalarda qo'llaniladi. Masalani grafik shaklida ifodalash va grafikdan foydalanib yechish. Masalan, grafda yo'llarni hisoblash. Masalani oddiy misollar orqali tushuntirish va yechish. Bu usul o'quvchilarga masalani yaxshiroq tushunishga yordam beradi.

Masala 1: 4 ta rangdan 2 tasini tanlash. Bu holda:

$$C(4, 2) = 4! / (2!(4-2)!) = 6$$

Masala 2: 5 ta odamdan 3 tasini qatorga joylashtirish. Bu holda:

$$P(5, 3) = 5! / (5-3)! = 60$$

Kombinatorika masalalarini yechishda oquvchi mantiqiy fikrlab masala shartiga asosan uni tasavvur qilishi lozim. Oquvchilarni mantiqiy fikrlashini oshirish uchun Oqituvchi mohir pedagog bolishi kerak Oqituvchi turli xil oyinlar orqali ham ularning aqliy ishchanligini oshirish mumkin. Masalalarni yechishdan avval savol shartini tushunib uning grafik yoki chizmalarini chizish kerak. Shunda gina masalalar tez va oson yechiladi. Matematikada koplak misol va masalalarni yechishda ularning grafik yoki chizmalarini chizish masala yoki misolning deyarli yarimi ishlandi demakdir. Kombinatorika matematika sohasi deb ataladi, unda ma'lum shartlar asosida qancha xilma-xil kombinatsiyalar berilishi mumkinligi haqidagi savollar berilgan to'plam elementlaridan iborat. Kombinatsiyalarni bajarishda biz aslida ushbu to'plamdan turli elementlarni tanlaymiz va ularni ehtiyojlarimizga qarab guruhlarga birlashtiramiz, shuning uchun "kombinatsiyalar" so'zining o'rniga ko'pincha elementlarning "tanlovlari" so'zi ishlatiladi.

Xulosa:

Kombinatorika — matematikada muhim bo'lim bo'lib, u ob'ektlar sonini va ularning joylashuvini o'rganadi. Kombinatorik masalalarni yechish uchun asosiy qoidalar, permutatsiyalar va kombinatsiyalarni bilish zarur. Ushbu maqolada keltirilgan usullar va misollar yordamida o'quvchilar kombinatorik masalalarni yechishni o'rganishlari mumkin. Kombinatorika nafaqat matematikada, balki kundalik hayotda ham qo'llanilishi mumkin, bu esa uning ahamiyatini yanada oshiradi.

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МАКТАБ ЖАМОАСИНИ БОШҚАРУВИДА ИЖТИМОЙ-ПСИХОЛОГИК ОМИЛЛАРНИНГ АҲАМИЯТИ

Shodiyeva Gulshoda
11-maktab o'qituvchisi

ANNOTATSIYA

Ushbu maqolada maktab jamoasini boshqarishda ijtimoiy-psixologik omillarning o'ri va ahamiyati tahlil qilinadi. Jamoani muvaffaqiyatli boshqarish uchun rahbarning psixologik bilimlari va ijtimoiy omillarni to'g'ri qo'llashi zarurligi ta'kidlanadi. Maqolada shuningdek, maktab muhitida ijtimoiy-psixologik omillarni hisobga olgan holda, samarali boshqaruv uslublarini qo'llash orqali o'quvchilar va o'qituvchilar o'rtasida ijobiy muhit yaratishning ahamiyati yoritiladi.

Kalit so'zlar: *ijtimoiy-psixologik omillar, maktab jamoasi, boshqaruv, maktab muhit, rahbarlik, psixologik bilimlar, ijobiy muhit.*

KIRISH

Maktab jamoasini boshqarishda ijtimoiy-psixologik omillar muhim rol o'ynaydi. Jamoa a'zolarining o'zaro munosabatlari, motivatsiya, rahbarning psixologik ko'nikmalari va jamoa ichidagi ijtimoiy aloqalar boshqaruv jarayoniga bevosita ta'sir ko'rsatadi. Ushbu maqolada maktab rahbariyatining ijtimoiy-psixologik omillarni boshqaruv jarayonida qanday inobatga olishi kerakligi hamda bu omillarning ta'siri bilan bog'liq masalalar ko'rib chiqiladi.

ASOSIY QISM

Maktab jamoasini boshqarishda ijtimoiy-psixologik omillarning turlari:

• **Munosabatlar va kommunikatsiya:** O'qituvchilar, o'quvchilar va ularning ota-onalari o'rtasidagi samarali kommunikatsiya ijtimoiy-psixologik omil sifatida muhim ahamiyatga ega. Bu munosabatlar maktabda sog'lom muhitni shakllantirishda hal qiluvchi rol o'ynaydi.

• **Rahbarlik usublari va psixologik ta'sir:** Rahbarning boshqaruv uslubi va u qanday psixologik usullarni qo'llashi jamoa a'zolarining ish samaradorligiga ta'sir ko'rsatadi.

• **Motivatsiya va rag'batlantirish:** Jamoa a'zolarining motivatsiyasini oshirish uchun rahbar qanday ijtimoiy-psixologik yondashuvlardan foydalanishi lozimligi ko'rib chiqiladi.

Maktab muhitida ijtimoiy-psixologik omillarni boshqarishning samarali usullari:

• **Jamoa ichidagi munosabatlarni boshqarish:** Rahbarning jamoa ichidagi munosabatlarni boshqarishda o'ynaydigan roli, ya'ni ijtimoiy-psixologik muhitni shakllantirishdagi vazifalari ko'rib chiqiladi.

• **Ijobiy ijtimoiy-psixologik muhit yaratish:** Rahbarning ijobiy muhitni shakllantirishda qanday yondashuvlardan foydalanishi kerakligi tahlil qilinadi.

• **Konfliktlarni boshqarish:** Maktab muhitida yuzaga kelishi mumkin bo'lgan ijtimoiy-psixologik konfliktlarni hal qilish usullari muhokama qilinadi.

Maktab rahbarining psixologik bilimlari va boshqaruvdagi roli:

• **Rahbarning psixologik savodxonligi:** Rahbarning psixologik bilimlari qanday qilib boshqaruv jarayonida muhim omil ekanligi ko'rsatiladi.

• **Jamoa a'zolariga individual yondashuv:** Har bir jamoa a'zosiga individual yondashuv va bu yondashuvning jamoa samaradorligiga ta'siri muhokama qilinadi.

Maktab jamoasini boshqarishda ijtimoiy-psixologik omillarning ahamiyatiga oid maqolaga tegishli bo'lgan qonun va qarorlar quyidagilardir:

O'zbekiston Respublikasi "Ta'lim to'g'risida"gi Qonuni (2020-yil 23-sentabr):

Ushbu qonun ta'lim tizimi va uning boshqaruvining huquqiy asoslarini belgilaydi. Ta'lim muassasalarida ijtimoiy-psixologik muhitni yaratish, o'qituvchi va o'quvchilar o'rtasida sog'lom munosabatlarni shakllantirish ushbu qonunning asosiy yo'nalishlaridan biridir.

O'zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi "Ta'lim-tarbiya tizimini yanada takomillashtirish va sog'lom muhitni shakllantirish to'g'risida"gi PQ-4854-sonli Qarori:

Ushbu qarorda ta'lim muassasalarida tarbiyaviy jarayonning samaradorligini oshirish, psixologik xizmatlar va ijtimoiy-psixologik omillarning muhimligi haqida ko'rsatmalar berilgan. Maktab rahbarlariga ijtimoiy-psixologik yondashuvlarni amalda qo'llash bo'yicha mas'uliyat yuklatilgan.

O'zbekiston Respublikasi Vazirlar Mahkamasining 2018-yil 15-iyundagi 421-sonli Qarori "Maktabgacha, umumiy o'rta va o'rta maxsus, kasb-hunar ta'limi muassasalarida ta'lim-tarbiya jarayonini samarali tashkil etish choralari to'g'risida"gi qarori:

Ushbu qarorda ta'lim-tarbiya jarayonida ijtimoiy-psixologik xizmatlarni rivojlantirish va ularni boshqaruv tizimiga integratsiya qilish choralari belgilangan. Maktab jamoalarini boshqarishda ijtimoiy-psixologik omillarni hisobga olish bo'yicha tavsiyalar mavjud.

O'zbekiston Respublikasi Xalq ta'limi vazirligining "Maktablarda psixologik xizmatni tashkil etish to'g'risida"gi Nizomi (2018-yil 16-oktabr):

Ushbu nizom maktablarda psixologik xizmatni tashkil etish va boshqarishda rahbarlarning roli, ijtimoiy-psixologik omillarni hisobga olish mexanizmlari haqida ko'rsatmalar beradi.

Bu qonun va qarorlar maktab jamoasini boshqarishda ijtimoiy-psixologik omillarni hisobga olish, jamoa a'zolarining psixologik farovonligini ta'minlash va sog'lom ijtimoiy muhitni yaratishga qaratilgan yondashuvlarni tartibga soladi.

Maktab jamoasini boshqarishda ijtimoiy-psixologik omillar asosiy o'rin tutadi, chunki jamoa a'zolari o'rtasidagi munosabatlar, motivatsiya darajasi, rahbarning psixologik ko'nikmalari va ijtimoiy aloqalar boshqaruvning samaradorligini belgilab beradi. Bugungi kunda ta'lim muassasalari nafaqat bilim berish maskanlari, balki yosh avlodning ijtimoiy-psixologik rivojlanishida muhim rol o'ynaydigan muhit hamdir. Shu sababli, rahbarlar o'z boshqaruv faoliyatlarida psixologik bilimlarni chuqur egallab, ularni amaliyotda samarali qo'llashlari lozim.

XULOSA

Maktab jamoasini boshqarishda ijtimoiy-psixologik omillar muhim ahamiyat kasb etadi. Muvaffaqiyatli boshqaruv uchun rahbarning psixologik bilimlari va ijtimoiy ko'nikmalarini rivojlantirish zarur. Jamoa ichidagi ijobiy muhitni shakllantirish, samarali kommunikatsiya va konfliktlarni boshqarish maktab jamoasining umumiy natijalariga bevosita ta'sir ko'rsatadi. Shuning uchun, maktab rahbarlari ijtimoiy-psixologik omillarni boshqaruv jarayonida inobatga olishlari kerak.

Maktab muhitida ijtimoiy-psixologik omillarni hisobga olish, jamoa a'zolarining bir-biriga nisbatan hurmat va ishonch asosida qurilgan munosabatlarini shakllantirish orqali ijobiy muhitni yaratish mumkin. Bu esa o'z navbatida o'qituvchilar va o'quvchilarning ta'lim jarayoniga ijobiy munosabatini oshiradi, ularning samarali ishlashi va o'qishiga turtki bo'ladi. Shuningdek, rahbarning ijtimoiy-psixologik yondashuvlarni o'z boshqaruv uslublariga integratsiya qilishi maktabdagi umumiy maqsadlarga erishishni tezlashtiradi.

O'zbekiston Respublikasining qonun va qarorlarida maktab jamoalarini boshqarishda ijtimoiy-psixologik omillarning ahamiyati alohida ta'kidlangan. Xususan, "Ta'lim to'g'risida"gi qonun va Prezident qarorlari ta'lim muassasalarida psixologik xizmatlar tashkil etish, rahbarlarning psixologik bilimlarini oshirish va ijtimoiy-psixologik muhitni yaxshilashga qaratilgan. Bunday me'yoriy hujjatlar maktablarda sog'lom muhit yaratish va ta'lim-tarbiya jarayonini samarali tashkil etishga qaratilgan strategiyalarni ishlab chiqishda muhim o'rin tutadi.

Shu bilan birga, ijtimoiy-psixologik omillarni nazorat qilish va boshqarishning samaradorligi ko'p jihatdan rahbarning shaxsiy saviyasi va uning psixologik savodxonligiga bog'liq. Har bir rahbar, o'qituvchi va o'quvchining individualligini inobatga olgan holda, ularning ehtiyojlarini qondirish va ijtimoiy-psixologik farovonligini ta'minlashga harakat qilishi zarur. Maktab jamoasida motivatsiya

tizimini shakllantirish, rag‘batlantirish, konfliktlarni hal etish va ijobiy ijtimoiy-psixologik muhit yaratish orqali yuqori natijalarga erishish mumkin.

Oxir-oqibatda, ijtimoiy-psixologik omillarni hisobga olgan holda amalga oshiriladigan boshqaruv maktab jamoasining samaradorligini oshirish, ta’lim sifati va o‘quvchilarning tarbiyaviy rivojlanishini yaxshilashda hal qiluvchi rol o‘ynaydi. Shu sababli, maktab rahbarlari bu omillarga alohida e’tibor qaratib, boshqaruv jarayonini yanada samarali tashkil etish yo‘llarini izlashlari lozim. Bu nafaqat jamoaning hozirgi faoliyatiga, balki kelajakdagi rivojlanishiga ham ijobiy ta’sir ko‘rsatadi.

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MUSICAL SOUNDS AND THEIR IMPORTANCE

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Annotatsiya: Tovush cho`zimi – tebranayotgan jismga ta'sir qilinayotgan kuchning qancha davom etishiga bog`liq. Masalan, kamonchali asboblarda kamonchanning qancha uzoq harakatiga, puflama asboblarda ijrochi nafasining davomiyligiga bog`liq. Tovush cho`zimi ritm bilan birgalikdagina ifoda ahamiyatiga ega bo`lishi mumkin. Ushbu maqolada musiqiy tovushlar va ularning xususiyatlari, turlari va musiqa asboblarining chiqaradigan tovushlari haqida malumot berilgan.

Kalit so'zlar: tovush, musiqa, balandlik, qattqlik, tembr, cho`zim, past, baland.

Annotation: The duration of the sound depends on how long the force exerted on the vibrating body lasts. For example, it depends on how long the bow moves in bowed instruments, and the duration of the performer's breath in wind instruments. Prolongation of sound can have expressive value only together with rhythm. This article provides information about musical sounds and their characteristics, types, and sounds produced by musical instruments.

Key words: sound, music, height, hardness, timbre, length, low, high.

The loudness of the sound comes from the vibration width (amplitude) of the object. The wider the vibration width, the louder the sound, and vice versa. The degree of stiffness (crack force) is called dynamics.

The duration of the sound depends on the continuation of the vibration of the body. Real time is measured in seconds, minutes, hours, etc. Time in music is measured by certain pitches. In music, each sound is organized to a certain extent with the sounds before and after it according to its length, enters into a relationship determined by time. Based on this, a clearly organized time structure (structure) characteristic of music emerges.

The content of art is life, the reality around us, man and his inner world – thoughts, feelings. Art, more than any other type of human activity, assimilates reality through the creation of artistic images. It creates the universe in a form that directly affects the feelings and consciousness of a person. However, the artist does not copy life, events and things. He selects the most common, typical characteristics of an image, understands all of them, changes the appearance of the image, and then embodies it in the form of a painting, poem, or piece of music. Of course, the work of any artist

preserves the personality of the author. Because the objective material of the external world is reworked separately in the mind of the artist and reborn as an original, unique creation. However, at the same time, each creative work is also considered a product of public consciousness. After all, it is related to a certain social psychology, country, historical event. The social aspect of artistic creativity is manifested in the way that a person feels the connection with his contemporaries and the past of his people and humanity through artistic images.

Noises are also used in musical works. For example: the sounds of a circle, a drum, a drum, a plate, spoons. The human voice is separated into artificial sounds, such as the sound of a musical instrument. Musical sounds are the main tool of musical art and serve to reflect the surrounding reality. They have been selected in the course of centuries of development of musical culture. Organized into a specific system. The basis of the elements of musical expressiveness is that the musical sound has its own characteristics. These characteristics are derived from the vibration speed, vibration amplitude, vibration duration, and the number and quality of the components of the vibrating body. The pitch of the sound depends on the speed of vibration. The higher the vibration speed, the higher the pitch, and vice versa, the higher the vibration speed. Smaller, the lower the pitch. Therefore, sounds are divided into two different groups:

- 1) Sounds with clearly defined pitch – musical sounds;
- 2) Sounds of uncertain pitch – noisy sounds.

The strength of the vibration movement is expressed in the vibration width (amplitude) and provides sound hardness (piano sound). The wider the amplitude of the vibrations, the louder the sound. The duration of the vibration is related to the length of the sound. The wider the amplitude of the vibrations, the longer the sound will last. The composition of sound source vibrations should be understood as follows. The sound source vibrates simultaneously not only as a whole, but also in its parts. Its overall vibration is considered the primary vibration and produces the best audible sound. This sound is called the main tone. The vibration speed of each section (equal to half of the total length of the body, one third, one quarter, one fifth, etc.) creates a sound corresponding to its length. Such additional sounds are two or three times louder than the main tone. Because the shorter the length of the sound source, the higher its vibration speed and the higher the resulting sound pitch. These additional, component tones are called overtones or harmonics.

The timbre of the sound is called its color. The fact is that any sound, especially musical sound, has a complex composition. The sound source (body) oscillates as a whole, creating the fundamental rate of vibration, that is, the best-heard low-pitched sound. This sound is called the main tone. However, at the same time, the total length of the body is equal to half, one-third, one-fourth, one-fifth, etc. parts also vibrate. The

vibration speed of each part creates its own sound. Such second, third-order times are louder. Because the shorter the length of the body, the more it vibrates

Speed increases and the pitch of the generated sound increases. These additional, component tones are called overtones or harmonics. In the tone of the main tone, the relative ratio of overtones in terms of hardness, their presence or absence emphasizes the individual quality of the sound, unlike other sounds. For example: without seeing a bell, we can distinguish its ringing from the ringing of a rattle, or our mother's voice sounds "special" to us among many voices. These four qualities are definitely manifested in each sound, as well as in the combination of a series of sounds that express musical ideas and images.

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CHILDREN'S FOLKLORE AND SONGS

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Annotation: Children's play songs are a folk genre. It is said during a children's game. It is a component of a children's game, it prepares the ground for the game, the mood, completes the movement of the participants, creates a dramatic situation. Uzbek children have many traditional game songs. Usually, children start their games with checkers or numbers ("One, two...sixteen", "Chari chamber", etc.), as well as "Find the middle hand", "Guldur gup" and others. Among boys and girls, games such as "Ball", "Ball and stone", "Chittigul" are common and there is also a special song. Children demonstrate their singing skills by singing them in their circle, describing their brothers, sisters-in-law, etc.

Key words: Children, song, genre, folklore, "Chittigul", rhythm, unity, game

Аннотация: Детские игровые песни – народный жанр. Это сказано во время детской игры. Она является компонентом детской игры, подготавливает почву для игры, настроение, завершает движение участников, создает драматическую ситуацию. У узбекских детей есть много традиционных игровых песен. Обычно дети начинают свои игры с шашек или цифр («Один, два...шестнадцать», «Чари чамбар» и др.), а также «Найди золотую руку», «Гульдур гюп» и других. Среди мальчиков и девочек распространены такие игры, как «Мяч», «Мяч и камень», «Читтигул», а также есть особенная песня. Дети демонстрируют свои певческие способности, распевая их в своем кругу, описывая своих братьев, невесток и т. Д.

Ключевые слова: Дети, песня, жанр, фольклор, «Читтигул», ритм, единство, игра

Sharif Ramazonov's name is important when it comes to children's songs. Including "My Free Land", "For Peace", "Beautiful Fergana" (poems by A. Bobojonov); "Dancer", "Golden Sweat", "Tashkent Gulshan" (poems by O. Kamtar); "Yayrayman" (poem by M.Rakhmonov), "Bir zizmi zhalna" (poem by T. Tola), "Uzbekistan" (poem by A. Israilov), "Andijonim" (Kh. Khojayev's poem), "The song of picker girls" (A.Polat's poem), "I congratulate you" (E.Vahidov's poem), "Dance, friends" (B.Israilov's poem), "Bulbulcha" children's choir, "Pakhtaoy" children's pop ensemble "Alochi" (poem by Kh. Muhammadali), "Bugun Bayram" (poem by B.

Israilov), “Kozichogim”, He created “Boshashmayman”, “Jiblajibon” (poems of P. Mo’min) and other songs.

In the creative activity of Dilorom Omonullayeva, the art of modern pop singing takes priority. U. Azimov, Z. Obidov, J. Jabborov, Y. Mirzo, P. Momin, U. Otayev, M. Omon, B. Rajab, N. Narzullayev, Y. Suyunov, E. Madrahimov, Z He created more than 100 songs on various topics to the words of poets such as Mominova, H. Khudoyberdiyeva. Among them are “I won’t give you to anyone”, “It’s raining”, “Cancer”, “I’ve always liked you”, “Two trees”, “You’re fine”, “My dear”, “My happiness”, “Yashnaiver” , Uzbekistan”, “Black Atlas”, “Don’t dream”, “My heart is in your hand”, “Cry”, “Lie world”, “Fiery time”, “If only you knew” and others became famous in the performances of pop singers K. Razzokova, K. Qayumov, M. Oynaqulova, A. Rahimova, R. Boronova, and the Saidoripov brothers. The composer also composed many songs for children of different ages. Her songs are constantly heard on TV and radio waves: in 1994, the poetess wrote 2 romances to Nodira’s ghazals.

The song is famous as a lyrical genre formed in folklore. Its important feature is performance. Folk songs are accompanied by some music (lapar, yor-yor), a certain rhythm of action (double songs, charkhchi songs) or in accordance with the essence of a certain mental state (invocations). Performed. These aspects are also reflected in children’s songs. It is sung in different seasons, situations and situations, or during various games, and is considered an important factor in children’s mental and physical development. Among the children’s songs, examples dedicated to the spring and



summer seasons are very active. Especially, the spring season filled the hearts of young and old with joy.

“Boychechak” is a seasonal and ceremonial song sung by children. Boychechak used to be the cause of children’s joy as the ambassador of Nowruz. The children who made bouquets from it walked from yard to yard, sang songs, shared flowers, told the news of spring, and took water bottles. It is sung in a good mood, and the meaning of the refrain “A little boy who came out of hard ground, a little boy who rolled out of soft ground” is understandable to both young and old. However, children who have memorized the song and sang it with pleasure will become aware of the cultural history of the people and our national values only when they deeply understand its content. The first verse of the song begins:

Boychechagim boylandi,
Qozon to‘la ayrondir.
Ayroningdan bermasang,
Qozon-tovog‘ing vayrondir.

The song refers to the “cauldron filled” ceremony of our ancient ancestors in the early spring days and the arrival of spring. After all, as the spring flower is the ambassador of spring, now the grasses in the pastures are green, the milk of cows and goats increases, and with the onset of heat, everyone starts eating buttermilk. People fill a pot and prepare ayron and share it with each other.



Of course, with the renewal of times and generations, such games-songs will change and acquire a new meaning and essence. In particular, various sports games, equipment and training are becoming popular on a large scale. Nevertheless, many examples of folk art still contribute to the enrichment of children's spiritual world. In the children's repertoire, there are still words and judgments that were formed on the basis of the ancient animistic and totemistic beliefs of our primitive ancestors and have lost their essence.

Children's folklore is one of the directions of oral creativity. Children's folklore includes children's own creations (play songs, teasers, counting rhymes, fairy tales, songs, comic songs) and works written by adults for children (fives, children's rhymes, fairy tales). Today, the need to open the methods and tools of aesthetic education, the pedagogical and psychological possibilities of aesthetic education, based on the teaching of music folklore to elementary school students, is gaining special relevance. Because this direction of music education is one of the urgent problems in the formation of theoretical and practical knowledge of musical folklore, artistic-musical, aesthetic thinking, spiritual and moral education. Formation of the civil society depends, first of all, on the spiritual and moral maturity and high intellectual potential of the people living in this society. It is clear from the above points that researchers are focusing on a number of important pedagogical problems. Educating students in the spirit of humanitarianism, love for the Motherland, striving for knowledge and enlightenment, is a motivating factor for valuing customs and traditions, they organize music education on the basis of modern requirements and, at the same time, provide aesthetic education of students. Requires. First of all, there is a need to improve the effectiveness of music education. In addition, there is a need to open the pedagogical and psychological possibilities of aesthetic education in the teaching of children's folklore songs in music education.

Musical folklore plays an important role in shaping the spiritual maturity of each person, developing their intellectual potential, stabilizing their heart and conscience, realizing their noble dreams, and raising a mature person. . In the context of musical folklore, respect for the ideals of goodness, healthy lifestyle, kindness, pride in one's land, history, culture, strong faith, strong faith, good conscience, honest work, the essence of human qualities such as kindness and loyalty is expressed. Therefore, music folklore as an integral part of Uzbek musical spirituality plays an important role in the aesthetic education of students in raising the spirituality of the society.

The depth and variety of folk art is endless. Architecture, music, dance, folklore, domestic art – there are no areas of culture where it does not exist. There is an important personal quality that combines both national and universal characteristics. It is a feeling of kindness. Compassion is the basis of the moral integrity of a person. Kindness also has a national meaning, but it is universal.

A good man cannot help but love more deeply; kindness, sympathy does not appear in a good person; a good man must not be merciful; a good man cannot respect people, he cannot be jealous, rude, polite, caring; a kind person can show courage and selflessness. Compassion is the root of all noble virtues.

These and many other qualities are the easiest to cultivate in a child through folklore. Inculcating children in national culture and universal values is a means of forming patriotic feelings in them and raising spirituality.

Traditional household culture is the sum of the results of the work of our compatriots from ancient times to the present day, developing the main core of spiritual values developed by various peoples of Russia. This mother is a careful attitude to the earth, hard work, care for children, respect for adults, patience, kindness and hospitality, a sense of duty, the memory of ancestors who built great power, economy, continuity in the family, public affairs according to the law of the unity of beauty, goodness and truth.

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CREATION AND DEVELOPMENT PROCESSES OF THE GENRE OF TRAGEDY

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Annotation: Tragedy always raises the most important, pressing issues of life and death. The conflict between the positive hero's desire, views and the environment in which he lived creates the main collision (contradiction) of the tragedy, and of course the tragedy of a good person who honors goodness, devotes truth, ends with his death. However, this is not a sad situation that can only be watched with teary eyes, but a celebration of the good Ideas envisioned by the playwright, the triumphant arrival of the social spirit with great confidence in the future. During the play, the dark forces that destroyed the positive hero reveal their dishonesty, moral depravity, and the fact that they are enemies of development. At the end of the tragic scene, the destruction of the hero ends with the spiritual death of the evil forces.

Key words: Tragedy, Greece, Dionysus, drama, tragedy, "Othello", "Hamlet", "Romeo and Juliet", "Boris Godunov", Lope de Vega, Calderon, Mahmudhoja Behbudi, Maqsud Shaikhzade, "Padarkush"

Аннотация: Трагедия всегда поднимает самые важные, актуальные вопросы жизни и смерти. Конфликт между желанием, взглядами положительного героя и средой, в которой он жил, создает главную коллизию (противоречие) трагедии, и конечно трагедия хорошего человека, чтущего добро, преданного правде, заканчивается его смертью. Однако это не печальная ситуация, на которую можно смотреть только со слезами на глазах, а торжество благих идей, задуманных драматургом, триумфального прихода общественного духа с большой уверенностью в завтрашнем дне. В ходе пьесы темные силы, погубившие положительного героя, раскрывают свою нечестность, нравственную развращенность, то, что они являются врагами развития. В конце трагической сцены гибель героя заканчивается духовной гибелью злых сил.

Ключевые слова: Трагедия, Греция, Дионис, драма, трагедия, «Отелло», «Гамлет», «Ромео и Джульетта», «Борис Годунов», Лопе де Вега, Кальдерон, Махмудходжа Бехбуди, Максуд Шайхзаде, «Падаркуш».

Tragic work, i.e. tragedian, differs from other stage works (comedy, drama, monodrama, interlude) in that it is built on the basis of strong conflicts between the

characters, the fate of the characters ends in tragedy, and the conflict (conflict) between them takes on a violent and sharp tone. The tragic work is distinguished by the brightness of the character of the heroes, the strength of the internal collision (opposite – resistance, clash), the conflict between the characters is very strong. Tragedy was built on the ground of uncompromising struggle, extremely sharp conflict. In the course of such a work, the fate of people is shown against the background of intense political events, the struggle of different social and personal views.

The emergence of tragedy corresponds to the rituals of antiquity, which we mentioned above. The Greeks celebrated the harvest god Dionysus by slaughtering a goat, the literal meaning of which is “goat song” belongs to that period. The creation of real tragic works reached its maturity by the fifth century BC. Aeschylus’ “Prometheus in Chains”, “Oresteia”, Sophocles’ “Oedipus”, “Antigone”, Euripides’ “Electra”, “Medea”, “Heracles” are glorified by the optimistic spirit, the determination of justice and truth, and the celebration of high human feelings. Is distinguished by These works became the reason for the spread of Greek theater art, especially tragedy, to the world.

Famous dramatist, publicist, religious and public figure, one of the leaders of Jadidist movement Mahmudhoja Behbudi was born in Samarkand. Behbudi is a descendant of Ahmed Yassavi, who rose to the rank of judge and mufti in the court. Behbudi wrote the drama “Padarkush” in 1911. This was the first Uzbek drama. The structure of the drama consists of 3 acts, 4 scenes. Based on a national tragedy, the initial publication of this work will be limited. This was caused by the state system at that time. The content of the play was about an uneducated and ignorant child killing his father. The meaning of the word Padarkush is “father killer”.

After Aeschylus and Sophocles, another great representative of Greek tragedy is Euripides, who made a significant contribution to Greek tragedy. His tragedy “Medea” is a drama built on all mental and physical conflicts. The tragedy is based on the love of Jason and Medea, the queen of revenge. He wants to become king after Creon. This shamelessness not only humiliates Medea, but also makes her feel ashamed and hates her. That’s why Medea said in one scene: “He didn’t stay in Hellas anymore, neither honor nor covenant.” “Leave your homeland and fly away to the sky,” he shouts.

Many fans of literature have already heard about the tragedy “Othello”, which is believed to have been written by the great playwright Shakespeare in 1603 and was first staged on November 1, 1604. However, not all readers are aware that “Othello” and many other books written by Shakespeare, for example, such masterpieces as “Hamlet” and “Macbeth” are not original, that is, they are written entirely based on the content of other works.

Despite the fact that Shakespeare’s greatest works were written based on other books, Shakespeare’s creativity and imagery were the reason why his works were able

to retain their influence. The tragedy “Othello” is a tragedy that depicts the bitter fate of human emotions and relationships, dealing with various themes such as racism, love, jealousy, betrayal, revenge and regret, which are never old and different from each other, and are still performed on professional theater stages today. It is one of the main works on display and has served as a source for many operas, films and literary works.

There were people who accused Shakespeare of copying even in his time. Moreover, despite the passage of several centuries, the controversy surrounding Shakespeare’s work has not ended, and even the great writers of their time have intervened in these debates and expressed their opinions. Some people praise his works too much, while others believe that these works are not worth much attention and their popularity is greatly exaggerated.

In one of his letters, the famous poet Pushkin said about Shakespeare and his works: “The truth of the event and the truth of the dialogue – this is the true law of tragedy... I have not read either Calderon or Vega, but Shakespeare is such an amazing person!” I still can’t get over the excitement! “Byron cannot equal him as a tragedian,” Tolstoy, one of Shakespeare’s sharpest critics, wrote, “I did not find the aesthetic pleasure I expected from reading Shakespeare’s works.” How many articles will end.



A scene from the movie “Othello”.

Was Othello, caught by Iago’s trick, strangling his wife Desdemona just out of jealousy and indiscretion, a small but big mistake? In my opinion, no. Desdemona’s death is not just a result of losing faith in a person, but a loss of faith in humanity. Othello had no choice but to rebel in the form of murder when he lost trust, which is the main value of his life

Such disagreements between writers have not yet been resolved, and discussions are still ongoing. So, in order for the reader to come to a firm opinion that Shakespeare is a great or, on the contrary, an ordinary writer, it is appropriate to read all his works and only then evaluate them. Let's dwell on the content of the tragedy "Othello", one of his masterpieces.

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QO'QON XONLIGI MADANIY HAYOTINING O'ZIGA XOS RIVOJLANISH TARIXI

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Аннотация: ushbu maqolada O'zbek davlatchiligi tarixida qo'qon xonligining o'rni, xonlik tarixiy madaniyatining o'ziga xos jihatlari xususida fikrlar ifoda etilgan.

Калит so'zlar: davlatchilik, xonlik, madaniyat, siyosat, etnik tarkib, madaniy hayot.

Аннотация: в данной статье высказываются мнения о роли Коканского ханства в истории узбекской государственности, специфических аспектах исторической культуры ханства.

Ключевые слова: государственность, ханство, культура, политика, этнический состав, культурная жизнь.

KIRISH

XVIII asr boshlariga kelib Farg'onada yangi Buyuk O'zbek Davlatlaridan biri — Qo'qon xonligi tashkil topdi. Bu davlat o'zbek davlatchiligi tarixida alohida o'rin tutadi. Biz bu yerda Qo'qon xonligi aholisining etnik tarkibi haqida ma'lumot berishni joiz deb bildik. Ma'lumki, Farg'ona vodiysi va unga tutash hududlar aholisi azaldan polietniylik xususiyati bilan O'rta Osiyoning boshqa hududlaridan ajralib turgan. Bunday etnik o'ziga xoslilik, Qo'qon xonligi davrida ham saqlanib qolgan edi. Qo'qon xonligi hududida asosan o'zbeklar, tojiklar, qirg'izlar, uyg'urlar va qoraqalpoqlar istiqomat qilganlar. Bundan tashqari xonlik hududida son jihatidan kamroq bo'lsada yahudiylar, tatarlar va boshqa etnik jamoa vakillari ham yashar edilar.

ASOSIY QISM

Qo'qon xonligining 18-19-asrlar 1-yarmida kechgan madaniy hayotida ham sezilarli ijobiy o'zgarishlar va siljishlar yuz berib borganligi ayondir. 19-asrda Qo'qon xonligida tarixnavislik sezilarli ravishda o'sib borgan. Oldinlari yozilgan bir necha tarixiy asarlar fors va arab tillaridan o'zbek tiliga tarjima qilindi va yangi kitoblar yozildi. Bu yangi asarlarning o'ziga xos xususiyatlari ham bor edi — ularning ayrimlari she'riy yoki qisman she'riy yo'lda yozildi. Bu esa qo'qonlik tarixchilarning adabiyotni yaxshi bilibgina qolmay, o'zlari ham she'riyatda qalam tebratganliklarini ko'rsatadi. Mas, „Tarixi jahonnamoyi“ (Junayd Mullo Avazmuhammad Mullo Ro'zi Muhammad so'fi o'g'li), „Shohnoma“ (Abdulkarim Fazliy Namangoniy), „Shohnomayi

Umarxoniy“ (Mirzo Qalandar Mushrif Isfaragiy, u Fazliy Namangoniyning „Zafarnoma“ asarini nasriy qilib yozgan). „Muntaxab at-tavorix“ (Xo‘ja Muhammad Hakimxon-to‘ra bin Sayid Ma‘sumxon), „Tarixi Shohruxiy“ („Tarixi sayyidi Xudoyorxon“, Mullo Niyoz Muhammad Xo‘qandiy Niyoziy bin Mullo bin Ashur Muhammad Xo‘qandiy), "Tarixi jadidai Toshkand (Muhammad Solihxo‘ja ibn Qorixo‘ja), „Shohnoma“ (Mahzun Ziyovuddin Xo‘qandiy), „Jangnomai Xudoyorxon“ (Shavqiy Namangoni) va boshqa

XIX asr boshlarida shakllangan Qo‘qon adabiy muhiti ham xonlikning madaniy hayotida katta o‘rin tutgan. Qo‘qon hukmdorlarining qator namo-yandalari temuriylar an‘anasini davom ettirib, o‘zlari ham ilm-ma‘ri-fat bilan shug‘ullanib, bu sohani ravnaq topdirishga katta sa‘y-harakat qilganlar. Ayniqsa, bunda Qo‘qon xonlaridan Umarxon (1810-22) va muhammad Alixon (1822-41) davrlari yaqqol ajralib turadi.

Xususan, Akmal (Maxmurning otasi), Amiriy (Qo‘qon xoni Umarxon), Boqixonto‘ra, Muhammad Sharif, Gulxaniy, Maxmur (Mahmud), Muntazir, Nizomiy Xo‘qandiy (asl nomi Nizomiddin Muhammadaminxo‘ja o‘g‘li), Nodir, Nozil Muhammad Avaz, Avazmuham-mad Yormuhammad o‘g‘li Pisandiy, Fazliy Namangoni, G‘oziy singari shoirlar xalq ichida mashhur edilar.

Qo‘qon adabiy muhitining yana bir muhim xarakterli jihati shundaki, bu davrda o‘zbek va fors-tojik tilida bab-baravar qalam tebratgan bir qator taniqli va mashhur o‘zbek shoiralari iste‘dodi keng rivoj topdi. Mas, Dilshod otin, Zebuniso, Zinnat, Mohzoda Begim, Mahzuna, Mushtariy, Nodira, Nozuk Xonim, Uvaysiylarning ijodi ayricha ahamiyatga molik-dir.

Qo‘qon adabiy muhitining samarali ta‘siri o‘laroq bu yurtidan keyinchalik Muqimiy, Furqat, Zavqiy va boshqa yetuk badiiy so‘z san‘atkorlari yetishib chiqdilar va o‘z xalqining erki, hurligi va ozodligi uchun xizmat qildilar.

Umuman olganda, XIX asrning o‘rtalariga kelib, O‘rta Osiyo xonliklarida adabiyot va tarixshunoslik bilan bir qatorda mat., tibbiyot, geogr., astro-nomiyaga oid hamda diniy asarlar yara-tildi. Bu xonliklarda miniatyura va xattotlik san‘ati ham o‘z o‘rniga ega. Bu davrning madaniy hayotida dorbozlik, askiya, qo‘g‘irchoq teatri, masxa-rabozlik, ayniqsa, bastakorlik bir-muncha rivojlandi.

Qo‘qon xonligining barcha bekliklarida madrasa, maktab va qorixonalar mavjud edi. Madrasalarda ham diniy, ham dunyoviy fanlar bo‘yicha tanilgan mudarrislar, olimlar bor bo‘lganligi uchun ham bu yerga turli mamla-katlardan ko‘plab talabalar kelib o‘qishgan.

XULOSA

XVIII asr boshida Ashtarxoniylar xonligida hukm surgan siyosiy inqiroz sharoitida Farg‘ona Buxorodan ajralib chiqadi. Markazi Qo‘qonda joylashgan mustaqil davlatga dastavval hojalar, keyin Ming xonlar sulolasi hukmronlik qila boshlaydi. Xonlik o‘z tarkibiga Namangan, Qo‘qon, Andijon va Marg‘ilon viloyatlarini kiritdi.

Birinchi hukmdor etib o'zbeklarning Ming qabilasidan Shohruhbiy e'lon qilindi. 1721/22 yillar Shohruh amirlarning ba'zi guruhlari o'rtasidagi nizolar oqibatida halok bo'ladi. Uning o'g'li Abdurahimbiy (1721/17-1733yy.) Xo'jand va Andijonni xonlikka qo'shib oldi, Samarqand, Kattaqo'rg'on, Jizzaxni ishg'ol qildi. Uning akasi Abdukarim (1733-1747/48yy.) hukmronligi davrida O'sh zabt etildi. Keyingi yigirma yillik hukmdorlarning tez-tez almashib turishi bilan ajralib turadi. 1770-yil Qo'qon zodagonlari Norbo'tani (1770-1800yy.) hukmdor deb e'lon qilishdi. U Chust, Namangan va Xo'jand hukmdorlarining ajralib chiqishga bo'lgan harakatlarini bosishga muvaffaq bo'ldi. Norbo'tabiy Toshkentga ham qo'shin yuboradi, lekin shaharni bo'ysindira olmaydi. Norbo'tabiy davrida nisbatan siyosiy osoyishtalikka erishildi, bu esa o'z navbatida iqtisodiy taraqqiyotga yo'l ochdi. Sug'orish tizimi kengaytirildi, yangi madrasalar, jumladan, Mir madrasasi bunyod etildi. Norbo'taning o'g'li Olimbek (1800-1809yy.) Qo'qonning siyosiy mavqeini sezilarli tarzda ko'tardi. Olimxon hokimiyatni markazlashtirishga bo'lgan harakatlarida o'zi tog'li tojiklardan tashkil qilgan yollanma qo'shinga suyandi. U Toshkent va Farg'onani bo'ysintirdi, O'ratepaga bir necha marta yurish qildi.

Xonlikda hunarmandchilik va kosibchilik ishlab chiqarishini asosan, paxtachilik, ipakchilik, chorvachilik tarmoqlari hamda yer osti boyliklarini qazib chiqarish sohalari xom-ashyo bilan ta'minlagan. Hunarmandchilik uchun zarur bo'lgan xom-ashyolar xonlik hududi va chet mamlakatlardan sotib olingan.

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OLAMNING GEOSENTRIK VA GELIOSENTRIK NAZARIYALARINI YARATILISH TARIXI

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Kalit so'zlar: Geosentrik ta'limot, geliosentrik ta'limot, osmon sferasi, planetalar, epitsikl, somon yo'li galaktikasi, deferent, ekliptika

Annatsiya: Maqolada miloddan avvalgi va keying olimlarning olam tuzilishining geosentrik va geliosentrik ta'limotlari, Quyosh sistemasi sayyoralrining sirtmoqsimon harakati, joylashgan o'rinlari haqida ma'lumotlar berilgan.

Key words: Geocentric theory, heliocentric theory, celestial sphere, planet, epicycle, Milky Way galaxy, deferent, ecliptic.

Abstract: The article provides information about the geocentric and heliocentric theories of the origin of the Universe BC and later scientists, as well as about the circular motion of the planets of the solar system and their location.

Ключевые слова: Геоцентрическая теория, гелиоцентрическая теория, небесная сфера, планета, эпицикл, галактика Млечный Путь, deferent, эклиптика.

Аннотация: В статье представлены сведения о геоцентрической и гелиоцентрической теориях строения Вселенной до нашей эры и более поздних ученых, а также о круговом движении планет Солнечной системы и их расположении.

Kuzatiladigan osmon hodisalarini to'g'ri tushunish asrlar osha vujudga keldi. Inson ongi Olam sirlarini bilishda ojizlik qilgani uchun barcha narsa va hodisalarning sababchisi qandaydir ilohiy kuch deb hisoblangan. Hatto qadimda munajjimlar ham din peshvolarining nomi bilan fikr yuritishgan. Fazodagi har bir hodisalarni "xudoning amri" bilan bog'lashgan. Yulduzlar osmonida halqasimon harakat qilayotgan yoritgichlarni, harakat sirlarini tushunmasdan ularga "xudolar" deb nom berishgan. Masalan, Merkuriyga "savdo xudosi", Veneraga "go'zallik xudosi", Marsga "urush xudosi", Yupiterga "yaxshilik xudosi" va Saturnga "yomonlik xudosi" deb, bu sayyoralarni xudolar timsolida ko'rishgan. Qadimgi yunon afsonalariga ko'ra, osmonda ko'ndalang yo'nalgan Somon yo'lining durdona (yulduz) larini "yunon xudosining ko'krigidan otilib chiqqan sut" deb talqin qilganlar.

Tabiat sirlari qoshida lol qolgan qadimgi kishilarning tasavvurida, butun mavjudotni "xudolar" yaratgan.

Turli xalqlarning diniy, muqaddas kitoblarida olamning paydo bo'lishi to'g'risida asossiz fikrlar targ'ib qilingan. Jumladan yahudiylarning "Tavrot"ida quyidagi so'z bitilgan: "Butun dunyoni xudo yaratgan" yoki musulmonlarning Qur'onida yozilishicha, - Olloh o'n sakkiz ming olamni (narsalarning turlarini) bir haftada yaratgan. Chunonchi, yakshanbada va dushanba kunlari Yerni, seshanba kuni tog'larni, chorshanba kuni daraxt, o'simlik va suvni, payshanba kuni osmonni, juma kuni yulduzlarni, shanba kuni qolgan boshqa jonzodlarni yaratib, Olloh o'z ishiga

yakun yasagan emish. Odam Xudo tomonidan tuproqdan (ba'zi oyatlarda chang, loy, tomchidan) yaratilgan deyilgan.

Bunday idealistik dunyoqarash bilan narsa va hodisalarning tub mohiyatini ochib berish mutlaqo mumkin emas.

Olamning paydo bo'lishi va taraqqiyoti faqatgina materialistik nuqtai nazardan ilmiy asosda ob'ektiv isbotlansagina uning tub ma'nosini tushunish mumkin.

Yunon mutafakkiri Miletli Fales miloddan avvalgi 6-asrdayoq qadimgi afsonaviy va diniy tushunchalarga o'zining materialistik dunyoqarashi bilan zarba bergan edi. Masalan, u "Hamma narsa moddiy va butun koinot birlamchi moddaning tabiiy ravishda sifat jihatdan o'zgarishi natijasida vujudga kelgan" degan fikrni aytgan bo'lsa, Geraklit (miloddan avvalgi 530-470 yillar) esa "Fazoni xudo ham, odam ham yaratgan emas, u boqiydir, o'zida yashovchilari va so'nuvchilari bilan abadiydir", - degan ilg'or fikrlarni bildirgan.

Yunon matematigi Pifagorning (mil.avv.6-a) asarlarida Yerning sharsimon ekanligi haqida fikrlar yozilgan, uning maktabida esa Yer va barcha yoritgichlar markaziy olov atrofida aylanadi degan fikrlar berilgan. Ammo buyuk faylasuf Aristotel (mil.avv. IV asr) fikri olam markazida Yer bo'lgan umumiy sistemadir, degan g'oyani ilgari surdi. Mana shu paytdan boshlab, olamning nazariy jihatdan tasavvur qilinishi geostentrik sistemaga asoslandi.

Miloddan avvalgi 3 asrda yashagan Samossli Aristarx Pifagor va uning maktabi olimlarining fikrini qo'llagan holda olamning markazida Quyosh yotadi, uning atrofida Yer va planetalar aylanadi, degan fikrni berdi va geliostentrik sistemani oldindan aytib bera oldi.

Eramizning 2 asriga kelib yunon astronomi K.Ptolemey, o'zidan 5 asr oldin ijod qilgan yunon faylasufi Aristotel fikrini davom ettirdi. U geostentrik sistemani o'z fikricha asosladi. U olamning markazi atrofida hamma yoritgichlar aylanadigan sharsimon, qo'zg'almas Yerni joylashtirdi.

Osmon gumbazida planetalarning yulduzlararo sirtmoqsimon harakati olimlar oldiga juda ko'p muammolarni qo'ydi.

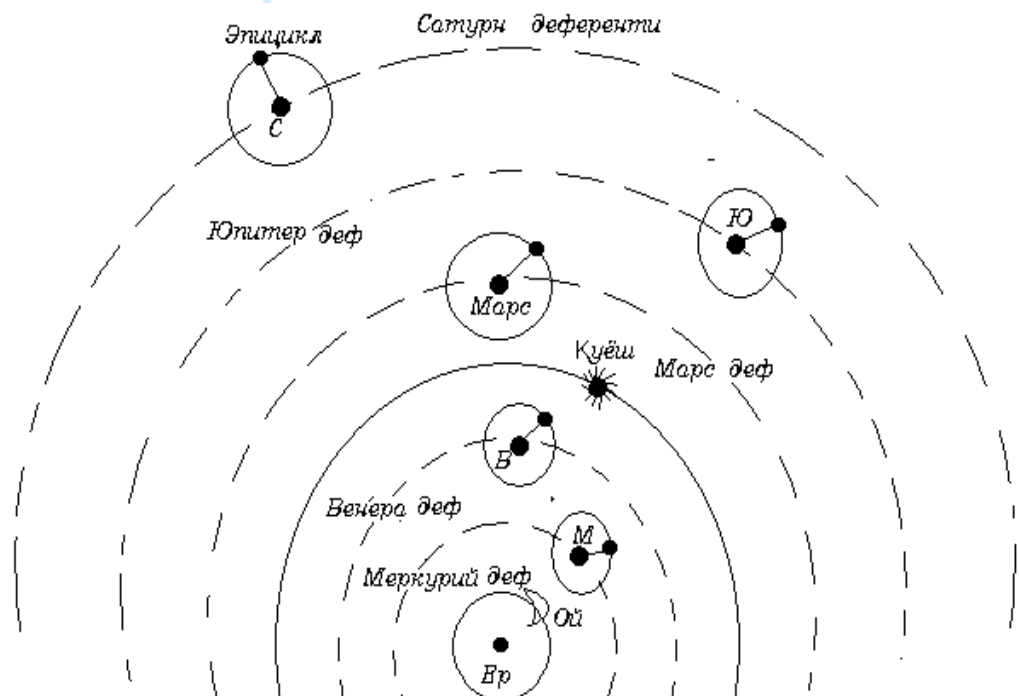
Venera va Mars planetalaridan hosil bo'lgan «sirtmoqlar» katta sirtmoq ekanligi, Merkuriy, Yupiter va Saturn planetalarining hosil qilgan sirtmoqlari kichik sirtmoqlar ekanligi, ammo Oy va Quyosh osmon gumbazida "sirtmoq"siz harakatlanishi olimlarning bu sistemani chuqurroq o'rganishga majbur qildi.

Bu muammoni hal qilish uchun birinchi bo'lib Evdoks sferasi sistemasi deb nomlangan sistemani qo'llashga harakat qildi. Bu sistemaga muvofiq, osmon yoritgichlari xrustal sferalarga berkitilgan bo'lib, ularning tekis aylanishi (har xil tezlikda) osmon gumbazi aylanishi hamda planetalar, Oy va Quyosh harakatining ko'rinma manzarasini hosil qiladi. Lekin bu urinish muvaffaqiyatsizlikka uchradi, chunki Evdoks sxemasi bilan osmon yoritkichlarining haqiqiy harakatlarini tushuntirib bo'lmadi. Shuning uchun qadimgi zamonning eng ulug' astronomlaridan biri Klavdiy Ptolemey sferalar sistemasini rad qildi va yoritkichlar harakatlarini qo'shish bilan tushuntirishga urindi.

Ptolemey o'zining "Almagest" kitobida olam tuzilishini quyidagicha bayon qiladi.

Chegaralangan va sferik shakldagi o'zining markaziga joylashgan sharsimon Yer atrofida tekis aylanadi, Yer atrofida Oy, Quyosh va planetalar, (Yerdan hisoblaganda) quyidagi tartibda aylanadilar: Oy, Merkuriy, Venera, Quyosh, Mars, Yupiter, Saturn.

Planetalarning sirtmoqsimon harakatlarini tushuntirish uchun epistikllar sxemasi qo'llanildi (1- rasm). Ya'ni har bir planeta kichik doira – epistikl bo'ylab harakatlanadi; epistiklning markazi Yer atrofida katta doira – deferent bo'ylab aylanadi.



1-рasm. Ptolemey ta'limoti bo'yicha planetalar sistemasining aylanish sxemasi

Planetalarning ko'rinma harakatidagi notekislikni tushuntirish uchun Yer deferent doiraning markazi (ekssentrik doira)da joylashmagan deb faraz qilinadi. Shuning uchun planetaning ko'rinma harakati orbitaning uzoqroq nuqtalarida sekinroq, yaqinroq nuqtalarida esa tezroq bo'ladi.

Ptolemey planetalarning deferent va epistikllar bo'ylab qiladigan harakatlari tezligini hamda deferent va epistikllar radiuslari nisbatini tanlab olib, planetalarning vaziyatini oldindan ayta olishga imkon beradigan planetalar harakati jadvallari yaratdi. Ptolemey jadvallari uzoq vaqt ishlatib kelindi; buni sababi, uning ancha aniqligidir, jadvallarning xatosi bir necha yoy minutidan ortmas edi.

Ptolemey sistemasini prinsipial noto'g'ri bo'lishiga qaramay, haqiqiy harakatlar kinematikasini o'sha vaqt uchun etarli aniqlikda bayon qilishga imkon berib keldi. Ammo Ptolemey kinematik sistemasining ham diqqatni jalb qiladigan xususiyatlari bor edi. Masalan, Ptolemey sistemasida Quyoshning qo'shnilari bo'lgan Venera va Marsning epistikllari bo'lgani holda negadir Quyoshning epistikli yo'q. Yoki yuqori planetalarning epistikllari ma'lum qonun asosida kichiklashib borishi (Marsda eng katta, Yupiterda kichikroq va Saturnda eng kichik) va epistikllar bo'ylab aylanish davri aniq bir yilga tengligi va hokazo. Bu tushunmovchiliklar Ptolemey sistemasini ancha murakkablashtirar edi. Ptolemey tarafdorlari planetalarning kuzatilayotgan harakatlarini Yer atrofida deferent va epistikllar bo'ylab qiladigan aylanma harakat bilan

moslashtirishga urinib, Ptolemey sistemasiga asosan tuzilgan olam manzarasini yanada murakkablashtirdilar. Natijada bu sistema ixtiyoriy va asossiz bo'lib ko'rinar edi. Faqat buyuk polyak olimi Nikolay Kopernik bu masalani hal etishga muvaffaq bo'ldi.

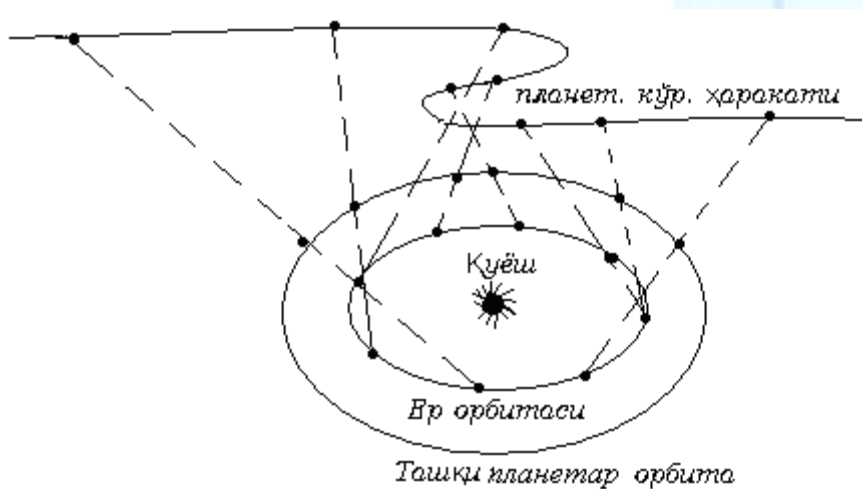
1543 yilda Nikolay Kopernik (1473-1543 yy.) "Osmon sferalarining aylanishlari haqida" degan asarini nashr etdi. Bu kitobda Kopernik Ptolemey sistemasidagi Quyosh va Yerning o'rinlarini almashtirib, ya'ni Yer ham boshqa planetalar bilan birga qo'zg'olmas Quyosh atrofida aylanadi deb olib, yangi dunyoqarashga asos soldi va fanda muhim burilish yasadi. Bu sistemaning asoslari quyidagicha:

1. Planetalar Yer atrofida emas, balki Quyosh atrofida aylana orbitalar bo'ylab tekis harakatlanadi.

2. Yer planetalardan biri bo'lib, u har yili Quyosh atrofida aylana bo'ylab harakat qiladi, bu aylana tekisligi ekliptika tekisligidir.

3. Yer sutka davomida ekliptikaga og'ma bo'lgan o'q atrofida aylanadi.

Shunday qilib, Kopernik nazariyasiga muvofiq, planetalar hamma vaqt Quyosh atrofida bir tomonga to'xtovsiz va hech qanday teskari harakatsiz aylanadilar. Planetalar chizadigan sirtmoqlarning hosil bo'lishi, planetalarni harakatlanayotgan Yerdan turib kuzatishimizning oqibatidir (2-rasm).



2-rasm. Yerdan turib kuzatilganda planetaning proekstiyasi osmonda sirtmoq chizadi. (chizma "yon tomon" proekstiyasidan iborat).

Yerning harakat qilishi qadim zamonlardayoq aytib o'tilgan edi. Masalan, yunon astronomi Samosli Aristarx miloddan avvalgi III asrda Yerning harakati to'g'risida tasavvurlarni aytgan edi. Ammo bu g'oyalar o'sha vaqtning mexanika qonunlariga zid edi. Ptolemey "Agar Yer harakat qilganda edi, havo va havoda uchib yuradigan jismlar orqada qolar edi." deb Arestarxning fikrini rad qilgan edi. Shuning uchun Yerning harakati to'g'risidagi g'oya rivojlanmagan edi. XI asrda Sharq mamlakatlari ba'zi bir olimlari Yer harakati to'g'risida o'z

fikrlarini oldinga surdilar. Masalan, Abu Rayhon Beruniy "Yer harakat qiladi, lekin u bizga

go'yo qo'zg'olmasday ko'rinadi" degan fikrni isbotlashga uringan.

Beruniyning "Geodeziya", "Qonuni Mas'udiy" va "Yuliduzlar ilmi" asarlari to'raligicha astronomiyaga bag'ishlangan bo'lib, ularda Quyosh, Oy va planetalarning harakatlariga doir ko'plab ma'lumotlar Yer radiusini o'lchashning o'sha zamonda ma'lum bo'lgan bir necha usullari keltirilgan. Beruniyning izdoshi Umar Xayyom ham Koinot haqida bir qator falsafiy fikrlar bildirib, nihoyatda katta aniqlikka ega bo'lgan Quyosh kalendarini ishlab chiqqan.

XV asrda Sharq astronomiyasining yana bir buyuk namoyondasi Ulug'bek Samarqandda dunyoda eng yirik astronomic rasadxonani ishga tushirdi.

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TOVUSHNING OB'YEKTIV VA SUB'YEKTIV XARAKTERISTIKALARI

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Kalit so'zlar: Tovush, chastotasi, amplitudasi, intensivligi, toni, tembri, og'riq bo'sag'asi, eshitish bo'sag'asi, tovush rezonansi, resonator, kamerton.

Annotatsiya: Mavzuda tovushning intensivligi, chastotasi, amplitudasi, spektral tarkibi og'riq bo'sag'asi, tovushning toni va tembri, unli tovush formantlari hamda torlar va kamerton hosil qiluvchi tovushlar haqida ma'lumotlar berilgan.

Key words: Sound, frequency, amplitude, intensity, tone, timbre, pain threshold, hearing threshold, sound resonance, resonator, tuning fork

Abstract: The subject gives information about the intensity, frequency, amplitude, spectral composition of sound, pain threshold, tone and timbre of sound, vowel sound formants, sounds produced by strings and tuning forks.

Ключевые слова: Звук, частота, амплитуда, интенсивность, тон, тембр, болевой порог, порог слышимости, звуковой резонанс, резонатор, камертон

Аннотация: Испытуемый дает информацию об интенсивности, частоте, амплитуде, спектральном составе звука, болевом пороге, тоне и тембре звука, формантах гласного звука, звуках, которые издают струны и камертоны.

Tovush ikki xil turdagi: uning kishi tomonidan his qilinishi mumkin bo'lmagan (ob'yektiv) hamda kishi tomonidan his qilinishiga asoslangan (sub'yektiv) kattaliklar bilan xarakterlanadi. Har ikkala kattalik o'zaro bog'langan bo'ladi.

Tovushning ν chastotasi, spektral tarkibi hamda I intensivligi uning ob'yektiv xarakteristikalarini hisoblanadi. Tovushning intensivligi tovush bosimi p_m amplitudasiga to'g'ri proporsional, akustik qarshilikka esa teskari proporsional bo'ladi.

Tovushning spektral tarkibi mazkur tovush qanday chastotadagi tebranishlardan tarkib topganini hamda ular orasida amplitudalar qanday taqsimlanganini ko'rsatadi. Masalan: musiqiy tovush chiziqli spektrga, shovqin esa tutash spektrga ega.

Normal holatdagi kishining qulog'I 20 Hz dan 20 kHz gacha bo'lgan chastotadagi tovushlarni sezadi, ammo uning turli chastotadagi tovushlarga sezgirligi har xil. Odam qulog'I sezadigan ehg kichik bosim $P_0 \approx 3 \cdot 10^{-5}$ Pa, intensivligi esa, $I_0 \approx 10^{-12}$ W/m² bu kattaliklar eshitish bo'sag'asi deyiladi.

Quloqda og'riq hosil qiladigan bosim yoki intensivlik og'riq bo'sag'asi deyiladi. $P_{\max} \approx 30$ Pa, $I_{\max} \approx 10$ W/m² bu bosim va intensivlik chastotaga deyarli bog'liq emas. Kishi qulog'I eshitadigan intensivliklar nisbati $\frac{I_{\max}}{I_0} = 10^{13}$ ga teng, ko'pchilik o'lchov asboblari uchun bu nisbat $10^2 - 10^3$ tartibda bo'ladi.

Eshitiladigan o'rtacha intensivlikni (chastota 1000 Hz bo'lganda) 10^{-4}W/m^2 ga teng deb qabul qilish mumkin. U holda tovush bosimi amplitudasi $P_m = \sqrt{2\rho v l} \approx 0,3$ Pa. bu bosim atmosfera bosimining $3 \cdot 10^{-6}$ qismini tashkil qiladi.

Tovush intensivligini tovush qattiqligi deb ataladigan sub'yektiv kattalik bilan xarakterlash mumkin. Lekin tovushning his etilishi uning chastotasiga bog'liq. Biror chastotada kattaroq intensivlikka ega bo'lgan tovush boshqa chastotadagi kichikroq intensivlikdagi tovushdan kuchsizroq his qilinishi mumkin.

Tovushning qattiqligini tovush intensivligining mazkur chastotadagi eshitish bo'sag'asiga mos bo'lgan I'_0 intensivlikka nisbatining o'nli logarifmi orqali ifodalash maqsadga muvofiq, ya'ni tovushning qattiqligini

$L = 10 \lg \frac{I}{I'_0}$ formula orqali aniqlash mumkin bo'lib, bu kattalik tovush qattiqlik darajasi deyiladi. Uning o'lchov birligi fon deb ataladi. Ba'zida detsibel deb ham ataladi. Chastota 100 Hz bo'lganida eshitish bo'sag'asi $I'_0 = 10^{-8} \text{W/m}^2$ bo'lib, maksimal qattiqlik darajasi $L = 80$ fonga teng bo'ladi.

Shunday qilib tovushning qattiqlik darajasi muayyan chastotadagi tovush intensivligi ana shu chastotadagi eshitish bo'sag'asidan necha marta ortiq ekanligini ko'rsatadi.

Tovushning ob'yektiv xarakteristikasi bo'lgan chastotaga tovush tonining yuksakligi deb ataladigan sub'yektiv xarakteristika mos keladi. Tovush murakkab bo'lmasa, uning yuksakligini miqdor jihatdan baholash mumkin: chastota qancha yuqori bo'lsa, tovush shunchalik yuksak bo'ladi. Tovush murakkab bo'lganida esa, uning yuksakligini faqat sifat jihatdangian baholash mumkin. Chunki, tovush manbalari bir emas, bir qator chastotadagi tovushni chiqarib, energiya har xil chastotadagi tebranishlar orasida ma'lum tarzda taqsimlangan bo'ladi. Muayyan chastotadagi tebranishga boshqa chastotalardagi tebranishlarga qaraganda ancha ko'p energiya to'g'ri kelsa, mazkur chastota asosiy chastota hisoblanib, tovushning yuksakligi ana shu chastota bilan belgilanadi.

Ob'yektiv xarakteristika bo'lib hisoblangan tovushning murakkab spektral tarkibiga tembr deb ataladigan sub'yektiv xarakteristika mos kelib, uni miqdor jihatidan baholab bo'lmaydi.

Quyidagi jadvalda 1000 Hz chastota uchun ba'zi tovushlarning balandliklari va intensivliklari ko'rsatilgan.

	$L, \text{ (dB)}$	$I, \text{ (W/m}^2\text{)}$
Eshitish bo'sag'asi	0	10^{-12}
Pichirlash	20	10^{-10}
Qattiq gapirish	70	10^{-5}
Orkestr tovishi	100	10^{-2}
Og'riq bo'sag'asi	130	10

Bir xil tondagi tovush chiqaradigan turli musiqa asboblari bir-birlaridan tembrlari bilan farq qiladi. Asosiy toni 265 Hz ga teng bo'lgan tovush chiqarayotgan royaldagi tutash va chiziqli spektrlar aralashgan bo'lib, eng ko'p energiya ham 265 Hz ga mos keladi. Demak, tovushning tembrining uning garmonik spektri bilan belgilanib, uning o'ziga xos xususiyatlarini xarakterlaydi. Masalan: royal bilan g'ijjak tovushlarini bir-biridan osongina ajratish mumkin, chunki ular turlicha obertonlarga ega bo'lib, garmonik spektrlari har xil. Tovushning tembrini aniqlash uchun uni garmonik tashkil etuvchilarga ajratish, ya'ni tovushning spektrini aniqlash kerak.

Odam qulog'ining ajoyib xususiyatlaridan biri shuki, u tovushning yuksakligi va amplitudasini sezadi, lekin murakkab tovushdagi fazalar siljisini sezmaydi. Bu xususiyat Om tomonidan kashf qilingan. Tovushning bu xususiyatini konsert zaliga o'tirgan tinglovchilardan turli musiqa asboblarigacha bo'lgan masofalar har xil bo'lishiga qaramay, tovushlarning hamma tinglovchilar tomonidan bir xil his qilinishida ko'rish mumkin.

Kishining qulog'i ikkita bo'lgani tovush manbaining kishiga nisbatan qanday yo'nalishda joylashganini aniqlash imkonini beradi. Bu hodisa binaural effekt deyiladi. Tovush manbaining o'rnini ungacha bo'lgan masofa va vertikal hamda gorizont tekisliklardagi burchaklar bilan aniqlanadi. Gorizont tekislikda kishi burchakni 3° gacha aniqlikda sezishi mumkin. Vertikal tekislikdagi burchak va manbagacha bo'lgan masofa nisbatan ancha noaniq his qilinadi.

Muayyan unli tovushni chiqarganda (u qanday chastotada aytilishiga qaramay), uning spektrida albatta shunday bir yoki ikkita chastota bo'ladiki, past tonlardan yuqori tonlarga o'tganda ular deyarli o'zgarmaydi. Bu chastotalar mazkur unli tovushning formantlari deyiladi. Chunki har bir unli tovush o'zining formantlariga ega bo'ladi.

Biror (masalan, 33 ayl/min) tezlikda tovush yozilgan gramplastinkani kattaroq (masalan, 45 ayl/min) tezlikda aylantirilganda hamma chastotalar, jumladan unli tovushlarning formantlari ham keltirilgan misolda 1,35 marta) ortadi. Mazkur o'zgarish uncha katta bo'lmaganda alohida tovushlar bir oz yuksakroq eshitilsa-da, lekin nutqni tushunsa bo'ladi. Plastinkani yanada tezroq (masalan, 78 ayl/min tezlik bilan) aylantirilsa, hamma tonlarning yuksakligi ortishi bilan birga, nutqni umuman tushunib bo'lmay qoladi, chunki formantlarning chastotalari judayam kuchli o'zgarganidan, bir xil unli tovushlar bir xil unliga aylanadi.

Kishi nutqidagi tovushlarning hosil bo'lishi juda ham murakkab jarayon hisoblanadi: gapirayotganda biz beixtiyor tomog'imizdagi tovush paychalari holatini o'zgartirib, ular orqali havo chiqaramiz. Og'iz bo'shlig'iga chiqayotgan havo oqimi unda avtotebranishlarni hosil qiladi. Og'iz bo'shlig'ining xususiy chastotalari til, tish, lab hamda tanglay holatiga bog'liq bo'ladi. Og'iz bo'shlig'ida tovush rezonansi sodir bo'lib, kuchli tovush chiqadi.

Elastik muhitda tovush chastotasida tebranayotgan har qanday jism tovush Manbai bo'lib qoladi. Ipga osib qo'yilgan yengil sharchani tovush chiqarayotgan kamerton oyoqchalariga yaqinlashtirilganda uning sakrab ketishidan tebranayotgan jisimgina tovush tarqatadi degan xulosaga kelish mumkin. Turli musiqa asboblarida asbob qutisiga mahkamlangan tor, puflab chalinadigan asboblar, hushtaklar hamda odamning tovush chiqaradigan a'zosida esa- muayyan hajmli havo ustuni tovush Manbai bo'lib xizmat qiladi. Radiokarnaylarda tovush muayyan shakldagi tebranuvchi elastic sirt tomonidan hosil qilinadi.

Tovushni hosil qilish va qabul qilish turli xil qurilmalar yordamida amalga oshirilib, ular ikki turga: hususiy chastotalarda ishlaydigan hamda majbur qiluvchi chastotalarda ishlaydigan qurilmalarga ajratiladi.

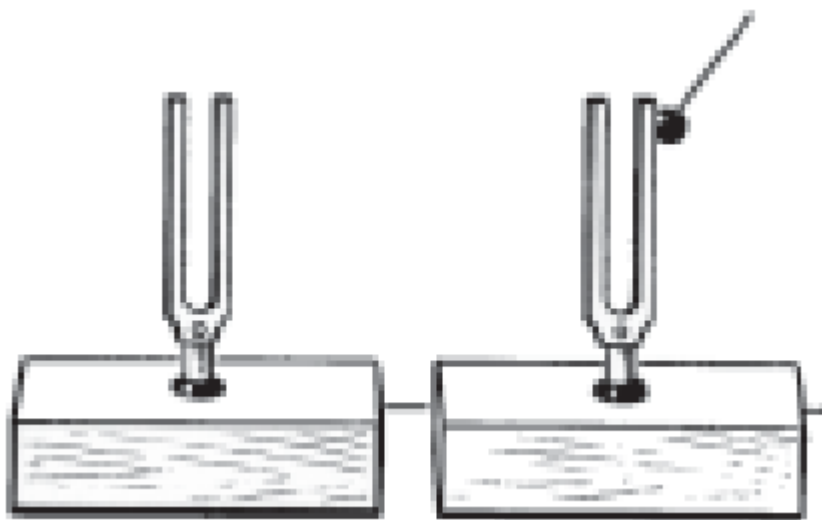
Kamertonlar, torlar va turli xil musiqa asboblarida qo'llaniladigan havo ustunlari hususiy chastotalarda ishlaydi. Torning hususiy tebranish chastotasini uning tarangligini yoki uzunligini o'zgartirish bilan o'zgartirish mumkin. Bundan tashqari, torning qo'zg'atilgan joyiga qarab, hosil bo'ladigan obertonlarning nisbiy intensivliklari, ya'ni tovushning tembri o'zgarishi mumkin. Jismning tovush hosil qilish qobiliyati ko'p jihatdan jism sirtining kattaligiga bog'liq. Tebranayotgan jismning sirti to'lqin uzunligiga nigbatan qanchalik katta bo'lsa, u tovushni shunchalik yaxshi tarqatadi. Sirti kichik bo'lganligi tufayli, tor juda kichik intensivlikdagi tovush hosil qiladi. Ikkala uchi qisib qo'yilgan torni biror buyum bilan urib, bunga ishonch hosil qilish mumkin.

Tebranayotgan torning bir tomonidagi havo siqiladi, ikkinchi tomonida esa siyraklashadi. Bunda tor tebranishi energiyasining asosiy qismi havoda tovush to'lqinini hosil qilishga emas, balki tor yaqinidagi havoni uning bir tomonidan ikkinchi tomoniga "haydashga" sarflanadi.

Kamerton ham kichik intensivlikdagi tovushni tarqatadi. Kamerton oyoqchalari tebranganida energiya deyarli to'laligicha uning yonida joylashgan havo qatlamini bir tomondan ikkinchi tomonga "haydashga" sarflanadi. Bundan tashqari, kamertonning har ikkala oyoqchasi qarama-qarshi fazada tebrangani tufayli ular tomonidan hosil qilingan tovush to'lqinlari bir-birini susaytiradi. Oyoqchalardan birining hosil qilayotgan to'lqini to'sib qolinsa, ya'ni unga karton trubka kiygizib qo'yilsa, tovush kuchayadi.

Torlar va kamertonlar hosil qilayotgan tovush intensivligini orttirish uchun ularni yetarlicha katta sirtga ega bo'lgan tovush tarqatuvchi jisimga mahkamlanadi. Masalan, kamerton tovushini kuchaytirish uchun kamertonni rezonans qutichaga o'rnatiladi. Kamerton tebranishlari quticha devorlariga uzatilib, uning ichidagi havo ustunining majburiy tebranishi vujudga keltiriladi. Natijada kamerton hosil qilayotgan tovushga nisbatan ancha katta intensivlikdagi tovush tarqaladi. Kamerton

tebranishining qutichadagi havo ustuniga uzatilishi samaraliroq bo'lishi uchun rezonans hodisasidan foydalaniladi.



Buning uchun rezonans qutichaning uzunligi kamerton tomonidan havoda hosil qilinayotgan to'lqin uzunligining choragiga teng qilib olinadi. Bu holda qutichadagi havo ustuni tebranishlarining asosiy chastotasi kamerton tebranishlari chastotasiga yaqin bo'lib, akustik rezonans amalga oshadi. Rezonans qutichaning bir tomoni berk bo'lganligidan, bosimning tenglashishi yuz bermaydi, tarqatilayotgan tovush esa katta intensivlikka ega bo'lmaydi.

Foydalanilgan adabiyotlar:

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2. Fizika (Mexanika va molekulyar fizika) “O'qituvchi”. Toshkent-2004
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4. Yosh fiziklar ensiklopediyasi. Toshkent 1989

JISMLARNING SUYUQLIK VA GAZLARDAGI HARAKATI. PUAZEYL FORMULASI. STOKS KUCHI

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BMTI akademik litseyi fizika fani o'qituvchisi:

Kalit so'zlar: Ichki ishqalanish, laminar oqim, turbulent oqim, uyurma, tezlik gradiyenti, suyri shakl, qarshilik kuchi, qovushoqlik.

Annotatsiya: Mavzuda suyuqlik va gazlarning ichki ishqalanishi, laminar va turbulent oqim, qovushoq suyuqlik va gazlar uchun Puazeyl qonuni, Stoks kuchi, gaz va suyuqliklar uchun Reynolds soni, qovushoqlikning kelib chiqish sabablari yoritilgan.

Key words: Internal friction, laminar flow, turbulent flow, clumping, velocity gradient, deformation, resistance force, viscosity.

Abstract: The topic covers internal friction of liquids and gases, laminar and turbulent flow, Poiseuille's law for viscous liquids and gases, Stokes force, Reynolds number for gases and liquids, causes of viscosity.

Ключевые слова: Внутреннее трение, ламинарное течение, турбулентное течение, слипание, градиент скорости, деформация, сила сопротивления, вязкость.

Аннотация: Тема охватывает внутреннее трение жидкостей и газов, ламинарное и турбулентное течение, закон Пуазейля для вязких жидкостей и газов, силу Стокса, число Рейнольдса для газов и жидкостей, причины вязкости.

Ayni bir jism bo'laklari bir-biriga nisbatan harakatlanganida vujudga keladigan va ushbu harakatga to'sqinlaik qiladigan ishqalanish ichki ishqalanish deyiladi. Real suyuqlik va gazlardagi qo'shni qatlamlar bir-biriga nisbatan harakatlanganida ham ichki ishqalanish yuzaga keladi.

Real suyuqliklarda ichki ishqalanish mavjud ekanligi o'zgarmas kesimli gorizonttal quvur orqali suyuqlik oqqanida bosimning kamayib borishida namoyon bo'ladi. Bundan, ishqalanishni yengish uchun tashqi kuchlar, ya'ni quvur uchlariga bosimlar farqi quyilishi zarurligini ko'rish mumkin. Bosimlar farqi kesimlar kesimlar orasidagi masofaga to'g'ri proporsional bo'lib, quvur radiusi orttirilganida bu farq Keskin kamayadi. Shuning uchun keng quvurlarda o'tkazilgan tajribalarda ishqalanish kuchlarini hisobga olmaslik mumkin. Ideal suyuqliklar gorizonttal quvur bo'ylab oqqanida bosimlar farqi bo'lmaydi.

Suyuqlikning quvur devorlariga tegib turgan qatlami unga yopishib harakatlanmaydi. Suyuqlikning ichki qatlamlari quvur devorlaridan uzoqlashgan sari ortib boradigan tezlik bilan harakatlanadi. Ichki qatlamlarning bir-biriga nisbatan

harakati natijasida kattaroq tezlik bilan harakatlanayotgan qatlam kichikroq tezlik bilan harakatlanayotgan qatlama tezlatuvchi kuch bilan, kichikroq tezlik bilan harakatlanayotgan qatlam esa, kattaroq tezlik bilan harakatlanayotgan qatlama tormozlovchi kuch bilan ta'sir qiladi. Bu kuch ichki ishqalanish kuchlari deyiladi. Shuning uchun, suyuqlikni quvur bo'ylab harakatlantirayotgan tashqi kuchlar ish bajarib, bu ishning bir qismi ichki ishqalanish kuchlarini yengish uchun sarflanadi. Ichki ishqalanish kuchlari Nyuton qonuni yordamida ifodalanadi. Nyuton quvur bo'ylab uning devorini ho'llaydigan real suyuqlikning laminar oqimi paytida qatlamlar tezligi kesim bo'ylab quvur o'qiga tomon ortib borishini ko'rsatdi. Bunda qo'shni qatlamlar orasida F_i ichki ishqalanish kuchi vujudga keladi.

$$F_i = -\eta \cdot \frac{d\vartheta}{d\ell} \cdot S$$

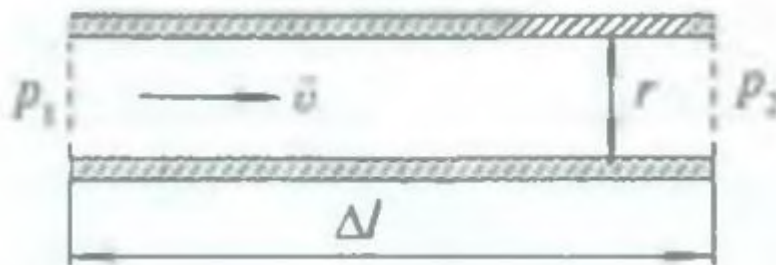
Bu yerda S - bir-biriga tegib turgan qatlamlarning yuza elementi, η – suyuqlikning dinamik qovushoqligi ya'ni, ichki ishqalanish koeffitsiyenti. $\frac{d\vartheta}{d\ell}$ - tezlik gradiyenti bo'lib, suyuqlik oqimi tezligining bir birlik masofadagi o'zgarishini ifodalaydi. “Minus” ishora ichki ishqalanish kuchlari tezlik gradiyentiga teskari yo'nalishda, ya'ni tezlikning kamayib borishi yo'nalishida ta'sir etishini bildiradi. Suyuqlikning qovushoqlik koeffitsiyenti uning tabiatiga va temperaturasiga bog'liq bo'ladi. Temperatura ortishi bilan suyuqlikning qovushoqlik koeffitsiyenti kamayib boradi, ammo gazlarning qovushoqligi temperature ortishi bilan bir oz oretib boradi. Suyuqlikning qovushoqligi gazlarning qovushoqligidan bir necha marta katta bo'ladi. Qovushoqlik tufayli suyuqlikning truba yoki biror o'zandan oqishi qiyinlashadi va uning oqishi qiyinlashadi.

Ichki ishqalanish koeffitsiyentining o'lchov birligi quyidagicha topiladi. $\eta = \frac{F_i}{S \cdot \frac{d\vartheta}{d\ell}} =$

$$1 \text{ П} = 1 \text{ Пуаз}$$

1841 yilda fransuz fizigi Puazyl o'zining suyuqlikning qovushoqligini ifodalovchi quyidagi qonunini kashf qildi: Suyuqlikning truba b o'ylab laminar oqimining o'rtacha tezligi suyuqlikning bosim gradiyentiga, trubaning radiusiga to'g'ri proporsional, suyuqlikning qovushoqlik koeffitsiyentiga teskari proporsional.

Qovushoq suyuqlikning R radiusli gorizontal quvur bo'ylab laminar oqimida oqim tezligi quvur o'qi bo'ylab yo'nalgan bo'lib, u faqat quvur o'qigacha bo'lgan r masofagagina bog'liq. Suyuqlik Ichida o'qi quvur o'qi bilan mos keladigan, uzunligi l va radiusi r bo'lgan silindr shaklidagi hajmni belgilab olamiz. Tashqi tomondan ushbu silindrning yon sirtiga $F_n = 2\eta\pi\ell r \cdot \frac{d\vartheta}{dr}$ kattalikdagi ichki ishqalanish kuchi ta'sir qiladi. Quyidagi rasmda suyuqlik oqayotgan trubaning $\Delta\ell$ uzunlikdagi qismi tasvirlangan (1-rasm). Trubaning radiusi r , suyuqlikning oqim tezligi ϑ , bosimlar farqi $\Delta p = p_1 - p_2$ ga teng bo'ladi.



1-rasm

Puazeyl qonunining matematik ifodasi quyidagicha bo'ladi.

$$\vartheta = \frac{\Delta p}{\Delta \ell} \cdot \frac{r^2}{8\eta}$$

Puazeyl qonunidan foydalanib, vaqtning biror Δt oralig'ida trubadan oqqan suyuqlikning ΔV hajmini aniqlashimiz mumkin.

$$\Delta V = S \vartheta \Delta t = \pi \Delta t \vartheta r^2$$

Ushbu formuladagi ϑ ning o'rniga yuqoridagi tenglikni keltirib qo'ysak, formulamiz quyidagi ko'rinishga keladi.

$$\Delta V = - \frac{\pi r^4}{8\eta} \cdot \frac{\Delta p}{\Delta \ell} \Delta t \text{ bu Puazeyl formulasi.}$$

Puazeyl formulasining ahamiyati juda katta. Naychadan oqib o'tgan suyuqlikning hajmini, naychanning ichki radiusini va uzunligini tajribada o'lchab, kerakli suyuqlikning qovushoqlik koeffitsiyentini aniqlash mumkin. Hatto uning temperaturaga qanday bog'lanishda ekanligini aniqlash mumkin.

Qovushoq suyuqlik nisbatan kichik tezlik bilan harakatlanganda yoki suyuqlik (gaz) tor naylarda harakatlanganda laminar oqim kuzatiladi. Muayyan quvur bo'ylab harakatlanayotgan suyuqlik tezligi muayyan chegaraviy tezlikdan ortganda oqim beqaror bo'lib, laminar oqim turbulent oqimga o'tadi. Bunda oqimning har bir nuqtasidagi tezlik vaqt o'tishi bilan tartibsiz holda o'zgarib turadi.

Turbulent oqimda juda ko'p uyurmalar hosil bo'ladi. Bunda yirik uyurmalar beqaror bo'lib, nisbatan barqarorroq bo'lgan mayda uyurmalar bo'linib turadi. Bunday uyurmalarda qovushoqlik muhim o'rin tutib, buning natijasida ularning energiyalari dissipatsiyalanadi. Oqim tezligi kichik juda bo'lganda oqim chiziqlari mazkur jismni aylanib o'tishda egiladi, lekin suyuqlik qatlamlari aralashib ketmaydi. Oqim tezligi orta borishi bilan turbulentlik paydo bo'ladi, jismni aylanib o'tish murakkablashadi.

Oqim tabiatini tasvirlash uchun O.Reynolds suyuqlik birlik hajmi kinetik energiyasining to'siqni yengishga sarflangan energiyaga nisbatini qo'lladi. Suyuqlik Ichida shar shaklidagi jism harakatlanayotgan bo'lsin. Sharning kinetik energiyasi

$$W \sim \rho R^3 \vartheta^2$$

Vaqt birligi Ichida qarshilikni yengishda bajarilgan ish harakatlanayotgan jismning harakat tezligiga proporsional va quyidagiga teng.

$$A \sim R^2 \vartheta \eta$$

Yuqoridagilardan foydalanib Reynolds sonini keltirib chiqaramiz.

$$Re = \frac{W}{A} = \frac{R\vartheta\rho}{\eta}$$

Oqimning g'alyonlanish uncha katta bo'lmagan kichik tezliklarida oqim laminar tabiatga ega bo'lib, bu hol Reynolds sonining kichik qiymatlariga mos keladi. Oqim tezligi ortishi bilan jaroyon murakkablashadi, oqim turbulent tabiatga ega bo'la boshlaydi. Reynolds sonining qiymati kritik qiymatga yetgach, oqim turbulent xarakterga ega bo'lib qoladi. Masalan: suyuqlik silliq doiraviy quvur bo'ylab oqqanda $Re_{kr} = 2300$ bo'ladi. Reynolds sonining ancha katta qiymatlarida qarshilikni yengishga ketadigan sarf nisbatan kamayib, turbulentlik sezilarsiz bo'lib qoladi.

Bu mulohazalarni suyuqlikning quvurdagi harakatiga qo'llash mumkin. Suyuqlik η qovushoqligining uning zichligiga nisbati kinematik qovushoqlik deyiladi.

$$\nu = \frac{\eta}{\rho}. \text{ U holda Reynolds soni quyidagi ko'rinishga keladi. } Re = \frac{R\vartheta}{\nu}$$

Jism qovushoq suyuqlik Ichida harakatlanganida qarshilik vujudga keladi. Buning sabablari quyidagilar.

1. Jismning shakli suyuqlik oqib o'tishi uchun qulay bo'lsa, va uning harakat tezligi juda kichik bo'lsa, qarshilik suyuqlikning qovushoqligidan kelib chiqadi. Suyuqlikning jismga tegib turgan qatlami uning sirtiga yopishib oladi va u bilan birga harakatlanib, yondoshgan qo'shni qatlamlarni ichki ishqalanish tufayli ergashtirib ketadi. Jismning sirtidan uzoqlasha brogan sari qatlamlarning tezligi kamayib boradi. Shunday qilib, jism tezlik gradiyentiga ega bo'lgan suyuqlik qatlami bilan o'ralib oladi. Bu qatlam chegara qatlam deyiladi. Chegara qatlamda qarshilik kuchlari hosil bo'ladi. Jismning harakat tezligi va o'lchamlari kichik bo'lganda Stoks qarshilik kuchini aniqlagan.

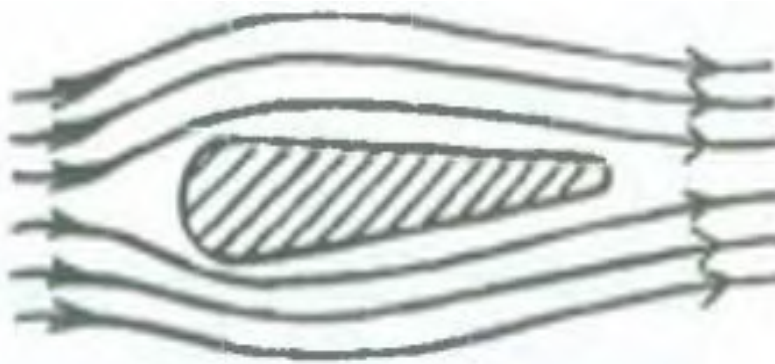
Stoks qonuni quyidagicha: Qarshilik kuchi tezlikning birinchi darajasiga, qovushoqlik koeffitsiyentiga va jismning chiziqli o'lchamlariga to'g'ri proporsional bo'ladi.

Qovushoq suyuqlik Ichida harakatlanayotgan shar uchun, Stoks qonuniga ko'ra, qarshilik kuchi quyidagiga teng:

$$F_S = 6\pi\vartheta\eta r \text{ bu Stoks kuchi formulasi.}$$



a)



b)

2-rasm

2. Qovushoq suyuqlik ichidagi qarshilik kuchlarining vujudga kelishining ikkinchi sababi oqimda uyurmalar hosil bo'lishi. Suyuqlikning jismning butun sirtini sirpanib o'tish tezligi kichik bo'lganida uyurmalar hosil bo'lmaidi. Tezlik orta brogan sari uyurmalar vujudga kela boshlaydi. Uyurmada aylanayotgan suyuqlik statsionar oqimdagi suyuqlikka qaraganda tezroq harakat qiladi. Ammo suyuqlik qancha tez harakat qilsa, undagi bosim shuncha kamayadi.

Demak, Jismning uyurma qilgan orqa tomonidagi bosim old tomonidagi bosimga qaraganda kamroq bo'ladi. Harakatlanayotgan jismning old tomonidagi bosim bilan orqa tomonidagi bosim orasidagi farq jismning harakatiga ko'rsatiladigan qarshilikni yuzaga keltiradi. Demak, Suyuqlik yoki gazda harakatlanayotgan jismga ko'rsatilayotgan qarshilikning asosiy sababi harakatlanayotgan jismning orqasida uyurmalar hosil bo'lishidir. Shuning uchun bu qarshilikni kamaytirish maqsadida jismga suyuqlikning uyurmalanishini yuzaga keltirmaydigan maxsus shakl beriladi. Jismning butun sirtini suyuqlik yoki gazning uyurmalar hosil qilmay sirpanib o'tishi uchun jism mumkin qadar silliq, chiqiq joylari bo'lmagan, old tomoni yumaloqlangan, orqa tomoni uchlik shaklda ishlangan bo'lishi kerak. Yuqordagii rasmdagi suyri shakl bunday talablarga javob beradi.

Uyurmalar yuzaga kelishi bilan bog'liq bo'lgan qarshilik kuchi, tezlik uncha katta bo'lmaganda, tezlikning kvadratiga proporsional bo'ladi. Tezlik tovushning shu suyuqlik yoki gazdagi tezligiga yaqin bo'lganida qarshilik kuchi tezlikning kubiga, tovush tezligidan katta tezliklarda esa, tezlikning kvadratiga proporsional bo'ladi.

Foydalanilgan adabiyotlar:

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BOSHLANG'ICH SINFLARDA MATN USTIDA ISHLASH ORQALI TAYANCH KOMPETENSIYALARNI SHAKLLANTIRISH

Qochqarova Shakarjon Azimboy qizi

Xorazm viloyati Urganch davlat Universiteti tayanch doktoranti

Annotatsiya. Ushbu maqola matnga asoslangan faoliyat orqali boshlang'ich sinf o'quvchilarida asosiy kompetentsiyalarni shakllantirish jarayonini o'rganadi. Tadqiqot turli xil matnlar bilan ishlash o'qish, yozish, tanqidiy fikrlash va tushunish qobiliyatlarini qanday oshirishi mumkinligini o'rganadi. Tegishli adabiyotlarni tahlil qilish va o'qitishning o'ziga xos usullarini qo'llash orqali tadqiqot o'qituvchilar uchun yosh o'quvchilarda ushbu vakolatlarni rivojlantirish uchun samarali strategiyalarni aniqlashga qaratilgan.

Kalit so'zlar: Asosiy kompetentsiyalar, boshlang'ich sinflar, matnga asoslangan faoliyat, o'qish qobiliyatlari, yozish qobiliyatlari, tanqidiy fikrlash, tushunish, ta'lim usullari

Tez rivojlanayotgan ta'lim landshaftida boshlang'ich sinf o'quvchilari o'rtasida asosiy kompetentsiyalarni rivojlantirish tobora muhim ahamiyat kasb etmoqda. O'qish, yozish, tanqidiy fikrlash va tushunishni o'z ichiga olgan ushbu vakolatlar akademik muvaffaqiyat va umrbod o'rganish uchun juda muhimdir. Talabalarni yoshligidan matnga asoslangan faoliyatga jalb qilish bu ko'nikmalarni tarbiyalashda asosiy yondashuvdir. Ushbu maqola ushbu asosiy vakolatlarni yaratish uchun matnli ishlardan foydalanish usullarini o'rganishga qaratilgan bo'lib, erta aralashuv va izchil amaliyot muhimligini ta'kidlaydi.

Ushbu tadqiqot sifatli va miqdoriy tadqiqot metodologiyasini birlashtirgan aralash usulli yondashuvdan foydalanadi. O'qish uchun boshlang'ich sinf o'quvchilarining bir guruhi tanlab olindi, ularning o'qish va yozish qobiliyatlari matnga asoslangan o'quv dasturini amalga oshirishdan oldin va keyin baholandi. O'quv dasturida o'qishni tushunish mashqlari, ijodiy yozish vazifalari va yoshga mos matnlarga asoslangan guruh muhokamalari kabi kundalik mashg'ulotlar mavjud edi. Ma'lumotlar baholashdan oldingi va keyingi testlar, sinf kuzatuvlari va o'qituvchilar va talabalar bilan suhbatlar orqali to'plangan.

Natijalar

Matnli ish orqali boshlang'ich sinf o'quvchilarida tayanch kompetentsiyalarni shakllantirish ularning kelajakda o'rganishlari uchun asos yaratadigan muhim ko'nikmalarni rivojlantirishni o'z ichiga oladi. Bunga qanday erishish mumkinligi haqida umumiy ma'lumot:

1. O'qishni tushunish rejasi:

Maqsad: o'quvchilarning matnlarni tushunishi, izohlashi va tanqidiy tahlil qilishini ta'minlash.

Faoliyat:

Boshqariladigan O'qish:

- Ta'rif: o'qituvchilar ovoz chiqarib o'qiydilar, o'quvchilar esa to'g'ri pacing, ohang va urg'uni modellashtirishga yordam beradilar. Ushbu usul talabalarni yaxshiroq tushunish va ravonlikni rivojlantirishga yordam beradi.

- Maqsad: faol tinglash va jalb qilish orqali matnning tuzilishi, so'z boyligi va chuqur ma'nosini tushunishga yordam berish.

So'roq qilish:

- Tavsif: o'qish mashg'ulotidan so'ng o'quvchilarni matn haqida tanqidiy fikr yuritishga undaydigan turli savollar bering. Bu savollar so'zma-so'z bo'lishi kerak (masalan, "hikoyada nima bo'ldi?") xulosa qilish uchun (masalan, "nima uchun bu belgi shunday harakat qilgan deb o'ylaysiz?").

- Maqsad: o'quvchilarni matn mavzusi, konteksti va oqibatlarini o'rganishga undash, analitik fikrlashni rivojlantirishga yordam berish.

Umumlashtirish:

- Tavsif: o'quvchilarga matnning asosiy g'oyalarini distillashni va ularni o'z so'zlari bilan ifodalashni o'rgating. Bu xulosalar yozishni yoki guruhlarda asosiy fikrlarni muhokama qilishni o'z ichiga olishi mumkin.

- Maqsad: talabalarning muhim ma'lumotlarni aniqlash qobiliyatini oshirish, ularni saqlash va materialni tushunishni yaxshilash.

Bu so'z boyligini rivojlantirish uchun mustahkam reja! Bu erda siz har bir faoliyatni qanday amalga oshirishingiz va yaxshilashingiz mumkinligi haqida ma'lumot:

So'z Devorlari

- Amalga oshirish:

- So'z devori uchun sinfda bo'sh joy ajrating.

- Matnlarda yoki darslarda paydo bo'lganda yangi so'z birikmalarini qo'shing.

Ma'noni mustahkamlash uchun ta'riflar, sinonimlar va tasvirlarni qo'shing.

- Talabalarni yozish yoki gapirish paytida devor so'ziga murojaat qilishga undash.

- Rivojlantirishlari:

- So'zlarni mavzular yoki o'quv birliklari bo'yicha tartibga solish.

- Talabalarga qiziqarli yoki qiyin bo'lgan so'zlarni qo'shish orqali hissa qo'shishga ruxsat bering.

Kontekstli O'rganish

- Amalga oshirish:

- Bir nechta yangi lug'at so'zlari bilan matnni kiriting.

- Notanish so'zlarning ma'nosini aniqlash uchun kontekst maslahatlaridan (masalan, atrofdaagi jumlar, so'z tuzilishi) qanday foydalanishni modellashtirish.

- Talabalarni juft yoki kichik guruhlarda mashq qiling, ularning xulosalarini muhokama qiling.

- Rivojlantirishlari:

-Fikrlash jarayonini namoyish qilish uchun ovoz chiqarib o'ylash strategiyalaridan foydalaning.

- Talabalarga kontekst bo'yicha maslahatlarni buzishga yordam beradigan grafik tashkilotchilarni taqdim eting.

So'z O'yinlari

- Amalga oshirish:
 - Krossvord, so'z qidirish yoki so'z bingo kabi so'z o'yinlari uchun muntazam mashg'ulotlarni rejalashtiring.
 - O'yinlarni hozirda o'rganilayotgan so'z birikmalariga moslashtiring.
 - Rivojlantirishlari:
 - So'z o'yinlarining raqamli versiyalarini ularni interaktiv qilish uchun joriy etish.
 - Talabalar to'g'ri javoblar uchun ball to'playdigan lug'at turnirini yarating.
 - Qo'shimcha Fikrlar:
 - Lug'at jurnallari: o'quvchilar yangi so'zlar, ularning ma'nolari va misol jummlarini yozib oladigan shaxsiy jurnalni yuritishlari kerak.
 - Tengdoshlarni o'qitish: o'quvchilarni bir-biriga yangi so'zlarni o'rgatish uchun devor va kontekst maslahatlaridan foydalanib juftlashtiring.
 - Lug'at muammolari: o'quvchilar kun davomida suhbat yoki yozma ishda ushbu so'zni ishlatishga harakat qiladigan "kun so'zi" bilan tanishtiring.
- Ushbu tadbirlar talabalarni turli yo'llar bilan jalb qiladi, so'z boyligini o'rganishni yanada interaktiv va samarali qiladi.

Yozish Qobiliyatlari

Ushbu reja tuzilgan tadbirlar orqali talabalarining yozish ko'nikmalarini oshirishga qaratilgan. Mana har bir komponentning taqsimoti:

Maqsad:

Fikrlarni yozma ravishda aniq va samarali ifoda etish qobiliyatini rivojlantirish.

Faoliyat:

Kopirayter:

- Maqsad: yozuv tuzilishi va imlosini yaxshilash.
- Usul: o'quvchilar jummlarni yoki qisqa paragraflarni ko'chiradilar. Ushbu faoliyat ularga to'g'ri grammatikani, tinish belgilarini va yaxshi tuzilgan jummlarning umumiy oqimini o'zlashtirishga yordam beradi.

Ijodiy Yozish:

- Maqsad: ijodkorlikni va yozma ravishda o'ziga xos ifodani rivojlantirish.
- Usul: talabalar o'qigan matnlari asosida hikoyalar yoki tavsiflar yozishlari tavsiya etiladi. Bu ularga til haqidagi tushunchalarini ijodiy kontekstda qo'llashga yordam beradi, tushunish va so'z boyligini mustahkamlaydi.

Taqriz:

- Maqsad: hamkorlikda o'rganish va tanqidiy fikrlashni rivojlantirish.
 - Usul: o'quvchilar bir-birlarining ishlarini ko'rib chiqish uchun juftlashgan.
- Ushbu jarayon ularni turli xil yozish uslublari bilan shug'ullanishga, konstruktiv fikr bildirishga va tengdoshlaridan o'rganishga undaydi.

Tanqidiy Fikrlash

- Ushbu tadbirlar talabalarda tanqidiy fikrlash qobiliyatlarini rivojlantirish uchun juda yaxshi. Har bir faoliyatni qanday amalga oshirishingiz mumkinligi haqida bir oz ko'proq ma'lumot:

Solishtiring va kontrast

- Maqsad: o'quvchilarga o'xshashlik va farqlarni aniqlashga yordam berish, ularning tahlilii ko'nikmalarini oshirish.

- Amalga oshirish:

- Grafik tashkilotchilar: turli matnlardagi belgilar, Sozlamalar yoki hodisalar o'rtasidagi taqqoslashni vizual ravishda tashkil qilish uchun Venn diagrammalari yoki T-diagrammalar kabi vositalardan foydalaning.

- Sinf muhokamasi: grafik organayzerni tugatgandan so'ng, o'quvchilar o'z xulosalari bilan o'rtoqlashadigan va matnlar orasidagi chuqurroq aloqalarni o'rganadigan sinf muhokamasini o'tkazing.

Sabab va natija

- Maqsad: o'quvchilarni matndagi hodisalar va natijalar o'rtasidagi bog'liqlikni tushunishga undash.

- Amalga oshirish:

- Matnli dalillar: o'quvchilardan matndagi asosiy harakatlar yoki hodisalarni aniqlashni so'rang, so'ngra ushbu harakatlarning syujet yoki qahramonlarga ta'siri haqida muhokama qiling yoki yozing.

- Bashorat qilish faoliyati: matndagi vaziyatning natijasini o'qishdan oldin, o'quvchilar keyingi sabablarga ko'ra nima bo'lishini taxmin qilishlarini so'rang, so'ngra bashoratlarini haqiqiy natija bilan taqqoslang.

Fikr Qismlari

- Maqsad: o'quvchilarning fikrlarini dalillar bilan ifodalash va qo'llab-quvvatlash qobiliyatlarini mustahkamlash.

- Amalga oshirish:

- Tuzilgan munozara: sinfni matnning ma'lum bir jihati bo'yicha qarama-qarshi fikrlarga ega bo'lgan guruhlariga bo'ling va ularni muhokama qiling, ulardan o'z fikrlarini matndan dalillar bilan zaxiralashni talab qiling.

- Fikr insholari: o'quvchilar mavzu, belgi yoki voqea bo'yicha o'z fikrlarini matndan taqdim etishlari kerak bo'lgan insholarni tayinlang, ularning dalillarini aniq misollar bilan qo'llab-quvvatlang.

Ushbu tadbirlar nafaqat talabalarga matnlar bilan chuqurroq shug'ullanishga yordam beradi, balki ta'limning barcha sohalarida qimmatli ko'nikmalarni rivojlantiradi.

Og'zaki Muloqot

- Maqsad: matnlar haqida munozaralar orqali nutq va tinglash qobiliyatlarini oshirish.

- Faoliyat:

- Guruh muhokamalari: o'quvchilarni o'z fikrlari va matn talqinlarini kichik guruhlarda muhokama qilishga undash.

- Hikoya qilish: tushunish va og'zaki ravonlikni mustahkamlash uchun o'quvchilarga matndan hikoya yoki voqealarni aytib bering.

- Prezantatsiyalar: matn bo'yicha qisqa prezentatsiyalar tayinlang, bu esa talabalarga omma oldida nutq so'zlashga imkon beradi.

Ijtimoiy va hissiy ta'lim (SEL)

- Maqsad: empatiya, o'z-o'zini anglash va ijtimoiy ko'nikmalarni shakllantirish uchun matnlardan foydalaning.

- Faoliyat:

- Rolli o'yin: o'quvchilarga turli nuqtai nazarlarni o'rganish uchun matnlardan sahnalarni namoyish etishlarini so'rang.

- His-tuyg'ularni muhokama qilish: qahramonlarning his-tuyg'ularini va shunga o'xshash vaziyatlarda o'quvchilar qanday his qilishlarini muhokama qilish uchun hikoyalardan foydalaning.

- Hamkorlikdagi loyihalar: guruhlarda ishlash, matn asosida plakatlar yoki taqdimotlar yaratish, jamoaviy ishni rivojlantirish.

Raqamli Savodxonlik

- Maqsad: matnga asoslangan ta'limni rivojlantirish uchun texnologiyani birlashtirish.

- Faoliyat:

- Elektron kitoblar va Audiokitoblar: o'qishni qo'llab-quvvatlash uchun matnlarning raqamli versiyalaridan foydalaning, ayniqsa turli xil o'quv uslublariga ega talabalar uchun.

- Interaktiv o'yinlar: o'qish va yozish ko'nikmalariga qaratilgan ta'lim ilovalaridan foydalaning.

- Tadqiqot loyihalari: talabalar matnlarga oid ma'lumotlarni topish uchun xavfsiz onlayn resurslardan foydalanishlarini so'rang.

Madaniy Xabardorlik

- Maqsad: matnlar orqali talabalarni turli madaniyat va istiqbollari bilan tanishtirish.

- Faoliyat:

- Ko'p madaniyatli kitoblar: talabalarning dunyoqarashini kengaytirish uchun turli madaniyatlardan matnlarni kiriting.

- Madaniy amaliyotlar bo'yicha munozara: matnlarda turli madaniyatlar qanday ifodalanganligini muhokama qiling.

- Qiyosiy tadqiqotlar: turli xil matnlardagi madaniy elementlarni taqqoslang.

Ushbu vakolatlarni matnli ishlarga qo'shib, boshlang'ich sinf o'quvchilari o'qish, yozish, tanqidiy fikrlash va muloqotda mustahkam poydevor yaratishi mumkin. Ushbu ko'nikmalar ularning akademik muvaffaqiyati va shaxsiy o'sishi uchun juda muhimdir.

Ushbu tadqiqot natijalari matnga asoslangan faoliyatni boshlang'ich o'quv dasturiga kiritish samaradorligini ta'kidlaydi. Vakolatlarning yaxshilanishi shuni ko'rsatadiki, matnlar bilan muntazam shug'ullanish maktabning dastlabki yillarida kognitiv rivojlanishda hal qiluvchi rol o'ynashi mumkin. Ushbu natijalar faol va ijtimoiy ta'lim jarayonlarini qo'llab-quvvatlovchi mavjud ta'lim nazariyalariga mos keladi. Shu bilan birga, tadqiqot bunday o'quv dasturlarini muvaffaqiyatli amalga oshirish uchun o'qituvchilarni tayyorlash va resurslarning mavjudligi zarurligini ta'kidlaydi. Turli sinflar o'rtasidagi natijalarning o'zgaruvchanligi shuni ko'rsatadiki, matnga asoslangan faoliyatning samaradorligi o'qituvchi tajribasi va talabalarning motivatsiyasi kabi omillarga ham bog'liq.

Xulosa va takliflar

Xulosa qilib aytganda, boshlang'ich sinf o'quvchilarida tayanch kompetentsiyalarni shakllantirish matnlar bilan tizimli ishlash orqali sezilarli darajada yaxshilanishi mumkin. Tadqiqot matnga asoslangan faoliyat o'qish, yozish va tanqidiy fikrlash qobiliyatlarini rivojlantirishda kuchli vosita ekanligini tasdiqlaydi. Ushbu

tadbirlarning samaradorligini oshirish uchun maktablarga o'qituvchilar malakasini oshirishga sarmoya kiritish, turli xil matnlarga kirishni ta'minlash va hamkorlikdagi o'quv muhitini rag'batlantirish tavsiya etiladi. Kelajakdagi tadqiqotlar bunday aralashuvlarning uzoq muddatli ta'sirini va yosh o'quvchilarni yanada jalb qilish uchun raqamli matnlarni o'quv dasturiga kiritish imkoniyatlarini o'rganishi mumkin.

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PHENOTYPIC AND GENOTYPIC ADAPTATIONS IN THE TRACHEAL SUBTYPE

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Abstract: *Tracheal subtype includes land-dwelling arthropods adapted to breathing with the help of organs called trachea. Another characteristic of animals of this group is the formation of the head due to the fusion of the acron and 4 segments. The head consists of a pair of whiskers and three pairs of mouthparts.*

Key words: *trachea, system, joint, cell, individual*

Myriopoda. Polypods include about 11,000 species of arthropods that live entirely on land. The shape of the body is worm-like, and it mainly consists of two parts, the head and the segments of the body. The number of segments that make up the body of arthropods is different in different groups. For example, simphylls have 14 body joints, pauropods have 11, and some arthropods can have up to 177. The head of arthropods is separated from the body by a clear border, and it consists of an acron and 4 (some 3) segments that merge into a whole. There are whiskers and oral organs on the head. A pair of whiskers, a pair of upper jaws or maxillae. Whiskers are homologous to antennules of crabs. These whiskers are somewhat long, thinly jointed and unbranched. Whiskers perform the function of feeling and smelling. Oral organs of arthropods have different structures in different groups. For example, the upper lip formed by a fold of chitinous skin closes the front of the mouth in symphyllia and lagopods. The inner edges of the upper jaws consist of short plates with two teeth. In most arthropods, both pairs of mandibles consist of a main joint with an articulated jaw palpator and non-articulated masticatory plates. Sometimes both the palp and masticatory plate may be partially reduced. Pauropods and amphipods have one odd plate, the gnathochiliary, after the upper lip and upper jaw. It corresponds to the 1st pair of mandibles of platypuses. In the most advanced groups of arthropods, the segments of the body after the head are homologous. In the body of arthropods, such joints are located alternately. In the body of bipeds, all but the first four joints are joined in pairs. Walking legs of arthropods also consist of a series of joints. The tip of the legs turned into claws. But the first pair of jaws of the legopods is much larger, the main joint is thickened, and the next joint is like a hook. At the base of these legs is a poison gland, the opening of which is opened at the tip of the hook. The poison of the gland affects animals and kills them. Sometimes the poison can also affect a person.

The intestine is a straight tubular foregut that starts from the mouth and is located between the jaws. The mouth opens to the larynx. Mouth cavity is connected with salivary glands. In Kivsyaks, it is in three pairs, and each pair has its own paths. Two pairs of salivary glands open into the oral cavity, and the third pair opens into the gnathochiliarium. There are 3-5 pairs of salivary glands in arthropods and they are formed from ectoderm. Food products are digested and absorbed in the middle 87 intestine. The next intestine is much shorter. Some groups of arthropods are herbivores and feed on decaying leaves, plant remains, and remains of woody parts. And

arthropods feed voraciously and kill a lot of insects. It consists of two pairs of malpighian tubes located in the myxocell. The paths of these tubes open into the intestine at the border of the middle and hind intestines. Excretory organs also include Malpighian ducts, abdominal blood vessels, or lymph nodes located along the abdominal nerve chain. These glands collect undigested solids. Fat cells are also involved in the separation.

Branched and thin tubes consist of visible tracheas. Tracheal tubes begin with stigmas (holes) located primarily on the ventral side. Usually there is one pair of such stigmas in each joint of the body, and in most arthropods there is one pair in each joint. Tracheal tubes are branched and the last tip reaches the internal tissues. Due to the contraction and elongation of muscle fibers, air is exchanged in the tubes.

The circulatory system is developed and consists of the heart and the blood vessels of the arteries that flow from it. The heart consists of chambers located in a metameric order, and each chamber has a pair of ostia. The heart is attached to the back wall of the body with the help of special muscles, and it contracts in a wave pattern from back to front. The vessels coming out of the heart are developed to different degrees in different groups of arthropods. For example, in scolopendras and other arthropods, the veins from the heart go forward to the head, where they enter the abdominal vein, which goes to the ventral side of the body and also gives blood vessels to the legs. Arterial vessels also emerge from the back and sides of the heart, and two pairs of blood vessels go to each segment. In general, the arterial blood vessels branching out from the heart open into the body cavity. From there, through the ostia, the hemolymph passes to the pre-cardiac compartment, and from there to the heart. Blood from the heart moves to the front of the body, and in the abdominal vein to the back.

The nervous system consists of the brain, the prelaryngeal connectives, and the ventral nervous system. The brain has a relatively complex histological structure. This indicates that the number of segments forming the head is greater than the number of head segments. Nerves go from the brain to whiskers, eyes and other organs. The abdominal nerve chain consists of a sublaryngeal nerve node and a pair of ganglia that continue along the body and connect longitudinal nerve vessels. The sublaryngeal ganglion supplies the oral organs with nerves.

Sense organs consist of feeling, smell and eyes. The function of feeling and smelling is performed by the hairs and bundles in the whiskers. Many groups of arthropods have special sensory organs that perform an unknown function, and they are called sensory organs. They consist of small depressions on both sides of the head. The bottom of these pits is thickened with a collection of sensory cells. This organ is supplied with nerves by the brain. Most arthropods have eyes. They can be 2, 4 or more. The eyes are located on the two sides of the head and resemble normal eyes in structure. But the eyes of some arthropods (flycatchers - *Scutigera*) are true faceted eyes.

Centipedes are single-sexed and have a simple sexual system. Gonads are paired, but they fuse together to form odd glands. Ovaries and testes of symphylans, pauropods, and cycads open outward at the second body joint. Both male genital organs and female genital organs are opened to the outside in the pre-anal segment as a genital opening in the lagopods. In men, the legs in this segment have changed and become a

mating organ. And in bipeds, the genital opening opens in the third segment on the front side of the body. There are various methods of fertilization in arthropods. In its simplest form, males deposit their sperm into a droplet of fluid, or spermatophore. It takes seeds with females into the genital tract. Sometimes there is a copulation-like process in which the male injects his seminal fluid into the female's genital opening using modified legs or gonopodia. Fertilized eggs are laid by females in small holes in the soil. Some millipedes, such as the centipede, protect the eggs they lay on the ground by covering them with their bodies.

Since the eggs of arthropods are rich in yolk, division takes place on the surface of the egg. Post-embryonic development proceeds in two ways. The first way is that in some groups, for example, amphibians, the young organism that hatched from the egg looks like an adult animal with full body segments. Its further development will take place without changes, directly. The second way of development is that the number of body segments in a young animal hatched from the egg is not full. They are filled with the formation of a new segment at the end of the body, in front of the anal joint, after each birth of the animal. Such development is called anamorphosis. A young animal (larva) hatched from a biped has three pairs of legs, similar to the larvae of insects. And 12 bipedal larvae emerge from the eggs of arthropods.

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МА'NAVIY MEROS – MA'NAVIYAT RIVOJLANISHINING ASOSI

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Annotatsiya: Ushbu maqolada Tez texnologik taraqqiyot va madaniy siljishlar bilan tavsiflangan dunyoda ma'naviy meros tushunchasi ko'pincha moddiy manfaatlar va yuzaki aloqalar soyasida qoladi. Biroq, ma'naviy merosimizni tushunish va qabul qilish har tomonlama ma'naviy rivojlanish uchun juda muhimdir. Ma'naviy merosning ahamiyati, uning tarkibiy qismlari va uning shaxsiy o'sish va jamiyat farovonligi uchun asos bo'lib xizmat qilishi ko'rib chiqiladi.

Kalit so'zlar: Ma'naviy meros, qadriyatlar, an'analar, jamiyat, ma'naviy sayohat, ma'naviy yuksalish, asrab-avaylash, taraqqiyot.

Аннотация: В данной статье в мире, характеризующемся быстрым технологическим развитием и культурными сдвигами, понятие духовного наследия часто затмевается материальными интересами и поверхностными отношениями. Однако понимание и принятие нашего духовного наследия имеет важное значение для всестороннего духовного развития. Рассмотрено значение духовного наследия, его составляющих и основы для личностного роста и благополучия общества.

Ключевые слова: Духовное наследие, ценности, традиции, общество, духовный путь, духовный рост, сохранение, развитие.

Abstract: In this article, in a world characterized by rapid technological development and cultural shifts, the concept of spiritual heritage is often overshadowed by material interests and superficial relationships. However, understanding and accepting our spiritual heritage is essential for all-round spiritual development. The importance of spiritual heritage, its components, and its basis for personal growth and community well-being are considered.

Key words: Spiritual heritage, values, traditions, society, spiritual journey, spiritual growth, preservation, development.

Ma'naviy meros deganda shaxsning ma'naviy o'ziga xosligini shakllantiradigan jamoaviy e'tiqodlar, amaliyotlar, qadriyatlar va an'analar tushuniladi. U ajdodlar bilimlarni, diniy ta'limotlarni, falsafiy qarashlarni, madaniy marosimlarni va hatto insonning ma'naviy tushunchasiga hissa qo'shadigan shaxsiy tajribalarni o'z ichiga oladi. Moddiy merosdan farqli o'laroq, ko'pincha mulk orqali o'tadigan moddiy merosdan farqli o'laroq, ma'naviy meros nomoddiy bo'lib, qalb va ongda ildiz otadi va ko'pincha hikoya qilish, jamoat amaliyoti va shaxsiy fikrlash orqali uzatiladi.

Ma'naviyat sivilizatsiya paydo bo'lganidan beri insoniyat mavjudligining ajralmas qismi bo'lib kelgan. Madaniyatlar, urf-odatlar va dinlarda ma'naviy meros individual o'ziga xoslik va ijtimoiy qadriyatlarni shakllantirishda muhim rol o'ynadi. Aynan mana shu ma'naviy meros – e'tiqodlar, urf-odatlar, marosimlar va muqaddas matnlarni o'z ichiga oladi - bu odamlar va jamoalar uchun ma'naviy rivojlanishning asosi bo'lib xizmat qiladi. Ushbu merosni tushunish va qabul qilish ilohiy bilan chuqurroq aloqani rivojlantirish, shaxsiy o'sishni rag'batlantirish va jamiyatning umumiy farovonligiga hissa qo'shish uchun muhimdir. Ma'naviy meros shaxsning o'ziga xosligini shakllantirishda hal qiluvchi rol o'ynaydi. O'z ildizlarini tushunish odamlarga tegishlilik va maqsad tuyg'usini rivojlantiradi, bu odamlarga hayotdagi qiyinchiliklarni chidamlilik va ravshanlik bilan boshqarishga imkon beradi. Ma'naviy merosdan olingan ta'limot va qadriyatlar qaror qabul qilish va xulq-atvorni boshqaradigan axloqiy kompasni ta'minlaydi. Bu axloqiy asos rahm-shafqat, hamdardlik va boshqalarga hurmatni rivojlantirishda juda muhimdir.

Ma'naviy meros orqali insonlar asrlar davomida takomillashtirilgan va sinovdan o'tgan abadiy donolikka ega bo'lib, hayotni mazmunli va maqsadli olib borish bo'yicha qimmatli saboqlarni beradi. Ko'plab diniy an'analarda mavjud bo'lgan rahm-shafqat, sevgi va kechirimlilik ta'limotlari ijobiy fazilatlarni rivojlantirish va salbiy tendentsiyalarni engish bo'yicha ko'rsatmalar beradi. Bu ta'limotlar odamlarni o'z egolaridan ustun turishga, kamtarlikni qabul qilishga va moddiy manfaatlardan tashqari oliy maqsadlarni izlashga undaydi. Marosim va urf-odatlar ma'naviy merosning ajralmas qismi bo'lib, ma'naviy yuksalish quroli bo'lib xizmat qiladi. Bu marosimlar - ular namoz, meditatsiya, ro'za yoki ziyoratni o'z ichiga oladimi - odamlarga ilohiy bilan bog'lanish va ichki tinchlikni rivojlantirish uchun tizimli yo'l beradi. Ushbu amaliyotlar bilan shug'ullanish orqali odamlar transsendensiya lahzalarini boshdan kechirishlari, ma'naviy ongni chuqurlashtirishlari va katta ruhiy jamoaga tegishlilik tuyg'usini rivojlantirishlari mumkin. Bundan tashqari, marosimlar va amaliyotlar ma'naviy merosning qadriyatlari va ta'limotlarini mustahkamlashga yordam beradi va ularni ma'naviy sayohatning muhim qismiga aylantiradi. Ular ilohiyga sadoqat, minnatdorchilik va hurmatni ifoda etishning aniq usulini taklif qiladi, shu bilan birga o'z-o'zini aks ettirish va shaxsiy o'sish uchun imkoniyatlar yaratadi.

Ma'naviy merosni asrab-avaylash va yetkazish kelajak avlodlarning uzluksiz ma'naviy kamolotida hal qiluvchi ahamiyatga ega. Moddiylik va dunyoviylik hukmron bo'lgan tez o'zgarib borayotgan dunyoda ma'naviy meros ochiq va dolzarb bo'lib qolishi muhim ahamiyatga ega. Bunga ta'lim, jamoatchilikni jalb qilish va dinlararo muloqotni rivojlantirish orqali erishish mumkin. Bu jarayonda diniy va ma'naviyat yetakchilari muhim rol o'ynaydi, chunki ular ma'naviy meros saqlovchilaridir. Ular ma'naviy ta'limotlarning sofligini saqlash va ularni zamonaviy kontekstlarga moslashtirishga mas'uldirlar. Shunday qilib, ular ma'naviy meros odamlarni ruhiy

sayohatlarida ilhomlantirish va yo‘l-yo‘riq berishda davom etishini ta‘minlashi mumkin. Zamonaviy dunyoda ma‘naviy meros turli tomonlardan, jumladan, ilmiy skeptitsizm, madaniy relativizm va tez sur‘atda, texnologiyaga asoslangan jamiyatning chalg‘ituvchi omillariga duch kelmoqda. Biroq, bu qiyinchiliklar yangilanish va jonlanish imkoniyatlarini ham taqdim etadi. Ma‘naviy meros bilan o‘ylangan va mulohaza yuritish orqali odamlar qadimgi donolikni zamonaviy hayot bilan birlashtirish yo‘llarini topishlari mumkin, an‘analar va innovatsiyalar o‘rtasida uyg‘un muvozanatni yaratadilar.

Xulosa qilib aytganda, Ma‘naviy meros ma‘naviy taraqqiyotning asosi bo‘lib, insonning ma‘naviy sayohatlariga yo‘l ko‘rsatadigan boy va xilma-xil donolik, amaliyot va qadriyatlar merosini ta‘minlaydi. Ushbu merosni qabul qilish va asrab-avaylash orqali biz ma‘naviy yuksalishimizni rag‘batlantirishimiz, ilohiy bilan bog‘lanishimiz va jamiyatning yanada ko‘proq farovonligiga hissa qo‘shishimiz mumkin. Doimiy rivojlanib borayotgan dunyoda ma‘naviy meros abadiy ilhom va yo‘l-yo‘riq manbai bo‘lib xizmat qilib, hayot murakkabliklarida inoyat, kamtarlik va chuqur maqsad tuyg‘usi bilan o‘tishimizga yordam beradi.

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XO`JALIK SUB`EKTLARI VA AHOLI O`RTASIDA SOLIQ INTIZOMINI MUSTAHKAMLASH MEHANIZMLARINI TAKOMILLASHTIRISH

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Annotatsiya. Ushbu maqolada xo'jalik yurituvchi sub'ektlar va aholi o'rtasida soliq intizomini oshirish mexanizmlari ko'rib chiqilgan. Soliq intizomi har qanday iqtisodiyotning barqarorligi va o'sishi uchun juda muhimdir, chunki u davlat daromadlarini samarali to'plashni ta'minlaydi va shu bilan jamoat tovarlari va xizmatlarini taqdim etishga imkon beradi. Ushbu hujjat soliqqa rioya qilish bo'yicha mavjud adabiyotlarni tahlil qiladi, soliq intizomini yaxshilash usullarini baholaydi va amaliy echimlarni taklif qiladi. Tadqiqot amaliy tadqiqotlar, empirik ma'lumotlar va soliqqa rioya qilishni ta'minlashdagi qiyinchiliklar va imkoniyatlarni ta'kidlaydigan nazariy asoslar bilan xabardor qilinadi.

Kalit so'zlar: Soliq intizomi, soliqqa rioya qilish, xo'jalik yurituvchi sub'ektlar, soliqni ijro etish, davlat moliyasi, soliq siyosati, iqtisodiy rivojlanish.

Soliq intizomi deganda xo'jalik yurituvchi sub'ektlar va jismoniy shaxslarning hukumat tomonidan belgilangan soliq qonunlari va qoidalariga rioya qilishlari tushuniladi. Bu mamlakatning muhim tarkibiy qismidir soliq siyosati, chunki u daromadlarni yig'ish jarayoniga va hukumatning davlat xizmatlarini moliyalashtirish qobiliyatiga bevosita ta'sir qiladi. Uning ahamiyatiga qaramay, ko'plab iqtisodiyotlar, ayniqsa rivojlanayotgan mamlakatlarda, soliqqa rioya qilishning past stavkalari bilan kurashmoqdalar, natijada daromadlar sezilarli darajada yo'qotildi. Ushbu maqolada soliq organlari tomonidan amalga oshirilishi mumkin bo'lgan amaliy chora-tadbirlarga e'tibor qaratib, xo'jalik yurituvchi sub'ektlar va aholi o'rtasida soliq intizomini mustahkamlash uchun qo'llanilishi mumkin bo'lgan mexanizmlar ko'rib chiqiladi.

Ushbu tadqiqot turli xil soliqqa rioya qilish strategiyalarining samaradorligini tahlil qilish uchun sifatli va miqdoriy tadqiqot usullarini birlashtirgan aralash usullardan foydalanadi. Ma'lumotlar xo'jalik yurituvchi sub'ektlar va jismoniy shaxslarga tarqatilgan so'rovlar, soliq xodimlari bilan suhbatlar va hukumat hisobotlari va ilmiy tadqiqotlardagi ikkilamchi ma'lumotlarni tahlil qilish orqali to'plandi. Miqdoriy ma'lumotlar naqsh va korrelyatsiyalarni aniqlash uchun statistik vositalar yordamida tahlil qilindi, sifatli ma'lumotlar esa soliq to'lovchilar va soliq xodimlarining munosabati va xatti-harakatlari to'g'risida chuqurroq ma'lumot olish uchun ishlatildi.

Xo'jalik yurituvchi sub'ektlar va aholi o'rtasida soliq intizomini takomillashtirish daromad yig'ishni kuchaytirish, adolatli raqobatni ta'minlash va iqtisodiy barqarorlikni ta'minlashda muhim ahamiyat kasb etadi. Bu erda kuchaytirilishi yoki amalga oshirilishi mumkin bo'lgan bir nechta mexanizmlar mavjud:

1. Soliq protseduralarini soddalashtirish

Soliq protseduralarini soddalashtirish muvofiqlikni oshirish va soliq to'lovchilarga yukni kamaytirish uchun juda muhimdir. Bu erda aytib o'tilgan fikrlarni batafsil tushuntirish:

Raqamli Soliq Topshirish:

- Foydalanuvchilar uchun qulay tizimlar: hukumatlar intuitiv, foydalanuvchilar uchun qulay onlayn soliq topshirish platformalarini amalga oshirishi kerak. Ushbu platformalar soliq to'lovchilarni jarayon davomida bosqichma-bosqich boshqarish, xatolar va chalkashliklarni minimallashtirish uchun ishlab chiqilishi kerak.

- Avtomatlashtirilgan hisob-kitoblar: foydalanuvchidan olingan ma'lumotlarga asoslangan soliqlarni hisoblaydigan avtomatlashtirilgan vositalarni kiritish soliq hisobotlarining murakkabligini sezilarli darajada kamaytiradi. Bu, shuningdek, xatolar va tafovutlarni kamaytirishga yordam beradi.

- Mobil foydalanish imkoniyati: ushbu raqamli tizimlarga mobil qurilmalar orqali kirishni ta'minlash, ayniqsa, yosh soliq to'lovchilar yoki mobil texnologiyalarga tayanadiganlar orasida foydalanishni oshirishi mumkin.

Aniq Ko'rsatmalar:

- Kirish mumkin bo'lgan hujjatlar: aniq, aniq va oson kirish mumkin bo'lgan ko'rsatmalarni taqdim etish juda muhimdir. Ular turli xil ta'lim imtiyozlarini qondirish uchun bir nechta formatlarda (masalan, matn, video va infografika) mavjud bo'lishi kerak.

- Soddalashtirilgan til: soliq hujjatlarida ishlatiladigan til soddalashtirilgan bo'lishi kerak, iloji boricha texnik jargondan qochish kerak, shunda moliyaviy ma'lumotga ega bo'lmagan shaxslar o'z majburiyatlarini osongina tushunishlari mumkin.

- Misollar va shablonlar: umumiy soliq stsenariylari uchun amaliy misollar va shablonlarni taklif qilish soliq to'lovchilarga ko'rsatmalarni o'ziga xos vaziyatlarda qanday qo'llashni tushunishga yordam beradi.

Ushbu chora-tadbirlar soliq protseduralarining murakkabligini sezilarli darajada kamaytirishi, jismoniy shaxslar va korxonalar uchun muvofiqlikni osonlashtirishi mumkin.

2. Kengaytirilgan Soliq To'lovchi Ta'lim

- Targ'ibot dasturlari: soliq to'lovchilarga o'z majburiyatlari va ularga rioya qilishning afzalliklari to'g'risida ma'lumot berish uchun muntazam ravishda seminarlar, seminarlar va jamoatchilikni xabardor qilish kampaniyalarini o'tkazing.

- Ommaviy axborot vositalaridan foydalanish: soliq majburiyatlari va rioya qilmaslik oqibatlari to'g'risida ma'lumot tarqatish uchun turli xil media platformalaridan (ijtimoiy media, televidenie, radio) foydalaning.

3. Muvofiqlikni Rag'batlantirish

- Soliq imtiyozlari va ajratmalar: soliqlarni o'z vaqtida topshirish va to'lash uchun soliq imtiyozlari yoki ajratmalarni taklif qilish, yuridik va jismoniy shaxslarni ixtiyoriy ravishda bajarishga undash.

- Tan olish dasturlari: muvofiqlik madaniyatini rag'batlantirish uchun mos soliq to'lovchilar uchun jamoatchilik e'tiroflari yoki sertifikatlar kabi tan olish dasturlarini tuzing.

4. Kuchaytirishni Kuchaytirish

- Avtomatlashtirilgan Monitoring tizimlari: tranzaksiyalarni kuzatish va potentsial nomuvofiqlikni aniqlash uchun ma'lumotlar tahlili va sun'iy intellektdan foydalaning, bu esa soliq organlariga tezkor harakat qilish imkonini beradi.

- Tekshiruvlar va jarimalar: soliq tekshiruvlari chastotasini oshiring va bajarmaganlik uchun qattiqroq jazo qo'llang, bu esa qochish yoki oldini olishni oldini olishni ta'minlaydi.

5. Shaffoflik va ishonchni mustahkamlash

- Shaffof soliqdan foydalanish: soliq tizimiga bo'lgan ishonchni oshirishi mumkin bo'lgan davlat xarajatlari to'g'risidagi hisobotlarni muntazam ravishda nashr etish orqali soliq tushumlaridan foydalanishning shaffofligini oshirish.

- Adolatli soliqqa tortish: soliq tizimining adolatli, adolatli soliq stavkalari va barcha sohalarida izchil bajarilishini ta'minlash.

6. Moliya institutlari bilan hamkorlik

- Axborot almashish: tegishli ma'lumotlarni almashish uchun banklar va moliya institutlari bilan hamkorlik aloqalarini o'rnatish, soliq organlariga daromad va operatsiyalarni yanada samarali kuzatishda yordam berish.

- Elektron to'lov tizimlari: soliq maqsadlarida osongina kuzatilishi mumkin bo'lgan operatsiyalar uchun elektron to'lov tizimlaridan foydalanishni rag'batlantirish yoki majburlash.

7. Huquqiy va me'yoriy islohotlar

- Modernizatsiya qilingan soliq qonunlari: joriy iqtisodiy haqiqatlarni, shu jumladan daromadlarning yangi shakllarini, elektron tijorat va raqamli operatsiyalarni aks ettirish uchun soliq qonunlarini yangilang.

- Nizolarni hal qilish mexanizmlari: soliq nizolarini hal qilish mexanizmlarini kuchaytirish, kechikishlarni kamaytiradigan va muvofiqlikni rag'batlantiradigan adolatli va samarali jarayonni ta'minlash.

8. Jamiyatni Jalb Qilish

- Siyosatni ishlab chiqishda ishtirok etish: soliq siyosatini ishlab chiqish jarayonida korxonalar va jamoatchilik bilan hamkorlik qilish, soliq majburiyatlariga egalik va mas'uliyat hissini tarbiyalash.

- Teskari aloqa mexanizmlari: soliq to'lovchilarga soliq siyosati va tartib-qoidalari bo'yicha fikr-mulohazalar bildirish uchun kanallarni yaratish, bu esa muvofiqlikka to'sqinlik qilishi mumkin bo'lgan muammolarni aniqlash va hal qilishga yordam beradi.

9. Yuqori xavfli tarmoqlar uchun maqsadli aralashuvlar

- Sektorga xos strategiyalar: mos kelmaslik xavfi yuqori bo'lgan tarmoqlar, masalan, naqd og'ir sanoat yoki murakkab ta'minot zanjiri bo'lgan tarmoqlar uchun moslashtirilgan strategiyalarni ishlab chiqish.

- Muntazam sektor tekshiruvlari: soliqqa rioya etilishini ta'minlash uchun ushbu tarmoqlarda muntazam tekshiruvlar o'tkazing.

10. Xalqaro Hamkorlik

- Axborot almashish shartnomalari: soliq to'lashdan bo'yin tovlash va chegaralar bo'ylab qochishning oldini olish uchun soliq ma'lumotlarini almashish bo'yicha xalqaro shartnomalarda ishtirok etish.

- Global eng yaxshi amaliyotlar: boshqa mamlakatlarda muvaffaqiyatli modellarni o'rganish, soliq boshqaruvi va ijro etishda global ilg'or tajribalarni qabul qilish.

Ushbu mexanizmlarning kombinatsiyasini amalga oshirish orqali soliq organlari xo'jalik yurituvchi sub'ektlar va aholi o'rtasida soliq intizomini sezilarli darajada yaxshilashi mumkin, bu esa daromadlarni yaxshiroq yig'ish va iqtisodiyotni yanada mustahkamlashiga olib keladi.

Topilmalar soliq intizomini mustahkamlash uchun ko'p qirrali strategiya zarurligini ta'kidlaydi. Ijro etish zarur bo'lsa-da, u soliq tizimiga ishonchni mustahkamlash va soliq to'lovchilarning ma'naviyatini yaxshilashga qaratilgan harakatlar bilan birga bo'lishi kerak. Bunga jamoatchilikni xabardor qilish kampaniyalari, soliq topshirish jarayonini soddalashtirish va soliq tushumlaridan davlat xizmatlarini yaxshilash uchun aniq foydalanilishini ta'minlash orqali erishish mumkin. Bundan tashqari, tadqiqot shuni ko'rsatadiki, texnologiya soliq to'lovchilarga o'z majburiyatlarini bajarishni osonlashtirish va soliq organlariga rioya qilishni nazorat qilish va amalga oshirish orqali soliqqa muvofiqlikni oshirishda muhim rol o'ynashi mumkin.

Xulosa va takliflar

Soliq intizomini kuchaytirish soliq siyosatining majburiy va ixtiyoriy muvofiqligi jihatlarini hal qiladigan kompleks yondashuvni talab qiladi. Tadqiqot natijalariga ko'ra, soliq organlari soliq tizimiga ishonchni mustahkamlash, shaffoflikni ta'minlash va muvofiqlikni rag'batlantirishga e'tibor qaratishlari kerak. Soliq ma'muriyatining

samaradorligi va samaradorligini oshirish uchun texnologiya va salohiyatni oshirishga sarmoya kiritish ham muhimdir. Kelajakdagi tadqiqotlar soliq ta'limi dasturlari va raqamli soliq xizmatlari kabi aniq tadbirlarning soliqqa muvofqlik stavkalariga ta'sirini o'rganishi kerak.

Shaffoflik va ishonchni oshirish: hukumatlar soliq tushumlarini yig'ish va ulardan foydalanishda shaffoflikni oshirish uchun harakat qilishlari kerak, bu esa ishonch va muvofqlikni oshirishi mumkin.

Soliq jarayonlarini soddalashtirish: soliq to'lash va to'lash jarayonlarini soddalashtirish soliq to'lovchilarga yukni kamaytirishi va muvofqlikni rag'batlantirishi mumkin.

Texnologiyadan foydalaning: soliq to'lovchilarga deklaratsiyani topshirishni osonlashtiradigan raqamli vositalar va platformalarga sarmoya kiriting va rasmiylar muvofqlikni kuzatadilar.

Balansli ijro: soliq intizomining yanada samarali strategiyasini yaratish uchun qat'iy ijro choralarini ixtiyoriy rioya qilishni rag'batlantirish bilan birlashtiring.

Jamoatchilikni xabardor qilish kampaniyalari: aholini soliqqa rioya qilishning ahamiyati va jamoat tovarlari va xizmatlarini moliyalashtirishda soliqlarning roli to'g'risida ma'lumot berish.

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BYUDJET TASHKILOTLARINI RIVOJLANTIRISH JAMG'ARMASI MABLAG'LARINING SHAKLLANISHI VA SARFLANISHI TARTIBINI TAKOMILLASHTIRISH

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Annotatsiya: Ushbu maqola byudjet tashkilotlari rivojlantirish jamg'armasi mablag'larining shakllanishi va sarflanishi tartibini takomillashtirish masalasini mustahkam qilish yo'llari haqida ma'lumot beradi. Bu jamg'arma mablag'larini mudavvol aniqlash va moliya vazirliklarning faoliyatlarini mustahkam qilish va moliyaviy xarakterini belgilashda asosiy rol o'ynaydigan qismlarni o'z ichiga oladi. Byudjet tashkilotlari xizmatlar ko'rsatish va aholi farovonligini saqlashda hal qiluvchi rol o'ynaydi. Shu sababli, ushbu sub'ektlarda mablag'larni samarali shakllantirish va sarflash ularning rivojlanish maqsadlariga erishish uchun zarurdir. Ushbu tartiblarni takomillashtirish moliyaviy cheklovlar va xizmatlarga bo'lgan turli talablar sharoitida mas'uliyatni oshirish, resurslarni optimallashtirish va strategik o'sish uchun zarurdir. Ushbu izohda byudjet tashkilotlarida mablag'larni shakllantirish va sarflash tartiblarini takomillashtirish bo'yicha asosiy strategiyalar muhokama qilinadi. Byudjet tashkilotlari tarkibida mablag'larni shakllantirish yillik moliyaviy talablarni to'g'ri baholash, moliyalashtirish manbalarini tashkiliy ehtiyojlarga moslashtirish, byudjetni shakllantirish jarayonining ishtiroki va shaffofligini ta'minlashni nazarda tutadi. Mavjud cheklangan resurslarni optimallashtirish uchun byudjet tashkilotlari strategik maqsadlar va xizmatlar ko'rsatish talablaridan kelib chiqqan holda moliyalashtirish bo'yicha so'rovlarini ustuvorlashtirishlari kerak. Ushbu ustuvorlik jarayoni muhim xizmatlar va rivojlanish tashabbuslari etarli mablag' olishiga yordam beradi, shu bilan birga kamroq shoshilinch loyihalar keyinga qoldirilishi yoki qisqartirilishi mumkin. Operatsion ehtiyojlar va tashqi fiskal muhitning dinamik xususiyatini hisobga olgan holda, byudjet tashkilotlari moliyaviy yil davomida tuzatishlar kiritish imkonini beruvchi moslashuvchan byudjetlashtirish amaliyotini qo'llashlari kerak. Bu kutilmagan xarajatlar yoki daromad tanqisligini bartaraf etish uchun favqulodda rejalashtirishni o'z ichiga olishi mumkin, bu esa tashkilotning chidamliligi va moslashuvchanligini oshiradi.

Аннотация: В данной статье представлена информация о путях усиления вопроса совершенствования порядка формирования и расходования средств фонда развития бюджетных организаций. Он включает в себя части, которые играют ключевую роль в определении средств фонда и укреплении деятельности и финансового характера министерств финансов. Бюджетные организации

играют решающую роль в предоставлении услуг и поддержании благосостояния населения. Поэтому эффективное формирование и расходование средств в этих субъектах необходимо для достижения целей их развития. Совершенствование этих процедур имеет важное значение для повышения подотчетности, оптимизации ресурсов и стратегического роста в условиях финансовых ограничений и меняющегося спроса на услуги. В данной записке рассмотрены основные стратегии по совершенствованию процедур формирования и расходования средств в бюджетных организациях. Формирование фондов внутри бюджетных организаций предполагает правильную оценку годовых финансовых потребностей, адаптацию источников финансирования к потребностям организации, участие и прозрачность процесса формирования бюджета. Чтобы оптимизировать имеющиеся ограниченные ресурсы, бюджетные организации должны расставить приоритеты в своих запросах на финансирование на основе стратегических целей и требований к предоставлению услуг. Этот процесс определения приоритетов гарантирует, что критически важные услуги и инициативы развития получают адекватное финансирование, в то время как менее срочные проекты могут быть отложены или сокращены. Учитывая операционные потребности и динамичный характер внешней финансовой среды, бюджетные организации должны применять гибкую практику составления бюджета, позволяющую вносить коррективы в течение финансового года. Это может включать планирование на случай непредвиденных расходов или нехватки доходов, что повышает устойчивость и гибкость организации.

Kalit so'zlar: byudjet, moliya, moliya vazirligi, mablag', mablag'lar tushumi.

Ключевые слова: бюджет, финансы, Министерство финансов, фонды, доходы фондов.

Hozirgi davrda oz sonli sotsialistax mamlakatlarda davlat byudjeti daromadlarining asosiy qismi davlat sektori (ijtimoiy mulk) dan tushadigan mablag'lardan, kooperativlar, xususiy korxonalaridan, aholidan olinadigan turli soliqlardan hosil bo'ladi va asosan xalq xo'jaligini rivojlantirish hamda ijtimoiy-maishiy tadbirlarga sarflanadi.

O'zbekiston Respublikasining davlat byudjeti respublika davlat byudjeti, Qoraqalpog'iston Respublikasi viloyatlar va Toshkent shahar mahalliy byudjetlarini birlashti-radi. O'zbekistonning birinchi davlat byudjeti 1924—25-yillarda tuzilgan bo'lib, uning hajmi 3,64 mln. so'mni tashkil etgan edi.

O'zbekistonda yangi boshlanayotgan yil uchun davlat byudjeti yil yakuni (dekabr oyining oxiri)da O'zbekiston Respublikasi Oliy Majlisi sessiyasida tasdiqlanadi va qabul qilingan davlat byudjeti qonun kuchiga ega bo'ladi hamda amaliyotga joriy

etiladi. O'zbekiston mustaqillikka erishgandan so'ng davlat byudjetining shakllanish xususiyatlari boshqariladigan bozor iqtisodiyotiga o'tish davridagi o'zgarishlar bilan bogliq holda bordi. O'zbekiston Respublikasi davlat byudjeti daromadlarining mutlaq ko'pchilik qismi soliqlar hisobiga olinmoqda.

1995-yilda O'zbekistonda byudjet kamomadi 3 %, 1996-yilda 3,5 %, 1997-yilda 2,2 %, 2000-yilda yalpi ichki mahsulotning 1 % (32,8 mlrd. so'm)ga teng bo'ldi. Amalda bo'lgan qonunchilikka muvofiq tashkil etiladigan byudjetdan tashqari jamg'armalar (ijtimoiy sug'urta jamg'armasi, ish bilan ta'minlashga ko'maklashish jamg'armasi, Kasaba uyushmalari federatsiyasi Kengashi jamg'armasi, yo'l jamg'armasi, O'zbekiston Respublikasi Davlat mul-ki qo'mitasi jamg'armasi, mineral xom ashyo bazasini tak ishlab chiqarish fondi, o'zini o'zi boshqarish mahalliy organlarining maxsus fondlari)ning maqsadli yo'nalishlarini saqlab qolgan holda, 1995-yildan boshlab O'zbekiston Respublikasining birlashgan byudjetiga kiritildi.

O'zbekiston Respublikasi davlat byudjetida jami daromadlar va xarajatlar o'zgarishlarida ishlab chiqarishning rivojlanishi, xo'jaliklar va aholi daromadlarining o'sishi asosiy ahamiyatga ega. O'zbekistonda davlat byudjetini shakllantirish tartibi O'zbekiston Respublikasining 2001-yil 1-yanvardan kuchga kirgan „Davlat byudjeti tizimi to'g'risida“ qonuni (2000-yil 14-dekabr)ga muvofiq olib boriladi.

Budjet tashkilotlarining rahbarlari tovar-moddiy boyliklar va pul mablag'larining to'g'ri hamda o'z vaqtida o'tkazilishi va ulaming kutilmaganda o'tkazilishini ta'minlash uchun javobgardir. Ular boyliklaming haqiqatda mavjudligini qisqa muddatlarda to'liq va aniq tekshirishni ta'minlaydigan sharoitlarni yaratib berishlari shart. Bosh buxgalter tegishli bo'linmalar va xizmatlar rahbarlari bilan birgalikda inventarlash o'tkazishning belgilangan qoidalariga rioya etilishini sinchiklab nazorat qilishga majbur. Tovar-moddiy boyliklarni inventarlash bilan bir vaqtda tashkilotning buxgalteriyasi tegishli barcha schyotlar bo'yicha yozuvlarni korrespondentsiyalanuvchi schyotlar bilan qiyoslagan holda tekshirishi kerak. Masalan, asosiy vositalar bo'yicha foydalanishga qabul qilingan barcha obyektlar hisobga olinganolinmagani; tovar-moddiy boyliklar bo'yicha - barcha kelib tushgan boyliklar kirim qilingan-qilinmagani, chiqib ketganlari esa hisobdan o'chirilgani va unda aks ettirilgani va hokazolar aniqlanishi zarur. Inventarlashni rasmiylashtirish uchun mol-mulk va moliyaviy majburiyatlarni inventarlash bo'yicha birlamchi hisob hujjatlari shakllari qo'llanishi lozim

Byudjet tashkilotlarida hisob ob'ektlari bo'yicha byudjet tashkilotlari buxgalteriya hisobining milliy standartlarini ishlab chiqish. Bu orqali byudjet tashkilotlarida davlat sektori buxgalteriya hisobining xalqaro standartlari talablaridan kelib chiqib o'ziga xos jihatlarni inobatga olgan holda byudjet tashkilotlarida buxgalteriya hisobini tashkil qilish va yuritish bo'yicha uslubiy ko'rsatma ishlab chiqish. Bunda faoliyat turidan kelib chiqib byudjet tashkilotlari buxgalteriya hisobini

tashkil etishlari va yuritishlari yuqori turuvchi vazirlik va idoralar tomonidan yagona tarzda amalga oshirilishi lozim.

Byudjet tashkilotlarida nazoratni tashkil qilish bo'yicha O'zbekiston Respublikasi Vazirlar Mahkamasining 2002 yil 15 noyabrdagi 393-son qarorida taftish va tekshirishni asosiy vazifalari aniqlangan. Byudjet mablag'larini kelib tushishi va sarflanishi, byudjetdan tashqari mablag'lardan foydalanish, davlat mulki bo'lgan mulkdan, daromadlarni taftish hamda tekshirish rejali tartibda, rejadan tashqari tartibda amalga oshiriladi. Byudjet tashkilotlarida rejali taftish va tekshirishlar nazorat taftish bosh boshqarmasi uchun O'zbekiston Respublikasi moliya vaziri, nazorat taftish boshqarmasi uchun esa nazorat taftish bosh boshqarmasi boshlig'i tasdiqlagan yillik ishlar rejasi asosida amalga oshiriladi.

Byudjet tashkilotlarida nazoratni tashkil qilish va o'tkazish bo'yicha nazorat taftish bosh boshqarmasi va nazorat taftish boshqarmasi taftishchilar ishi ustidan uslubiy rahbarlik hamda nazoratni amalga oshiradi, amaliy yordam ko'rsatadi.

Taftish va tekshiruvlarni o'tkazish muddati, taftish guruhi tarkibi, har bir taftish va tekshiruvni aniq vazifasidan, taftish qilinayotgan tashkilotning xususiyatidan kelib chiqqan holda aniqlanadi.

Byudjet tashkilotlarida taftish va tekshiruvlarni o'tkazish muddati – 30 kungacha qilib belgilangan. Birinchi marta belgilangan muddat taftish guruhi rahbari (taftishchi) tomonidan asoslansa, u holda muddati uzaytirilishi mumkin.

Taftishda o'tgan 3 kalendar yili moliyaviy faoliyatini, oldingi taftish o'tgandan keyingi davrni o'z ichiga oladi.

Byudjet tashkilotlari taftish va tekshirilayotganda xarajatlar smetasini bajarilishi taftish qilinadi, bunda kassa va g'aznachilikda ochilgan har bir schyot bo'yicha operatsiyalar bilan bog'liq hujjatlar, o'tgan taftishdan keyingi davrdan hozirgi taftishgacha bo'lgan davr, agar suuiste'molchiliklar aniqlansa, undan ko'proq davrni o'z ichiga olishi mumkin.

Byudjet tashkilotlaridagi mavjud reja, hisobot, statistik ma'lumotlar hamda materiallar batafsil o'rganiladi. Taftish va tekshirishga kirishdan oldin taftish guruhi rahbari o'zining vakolati doirasida tegishli moliya va g'aznachilik organlari rahbarlariga taftish va tekshirish belgilanganligi to'g'risida axborot beradi.

Buxgalteriya hisobining obektlari 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 guruhlarining 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 hisobkitob, valyuta va bankdagi

boshqa schyotlar, korxonaning kassasida qamrab olingan bo'lishi kerak. Shu bilan birga bunday guruhlash ko'pincha yetarli 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.

Buxgalteriya hisobida hujjatlar xarakati, ya'ni tashkil etish yoki boshqa korxonalar,

tashkilotlar, muassasalardan hisobga, qayta ishlashga, arxivga uzatish uchun olinishi ro'yxat bilan tartibga solinadi. Hujjat aylanishi ro'yxatini tuzish ishlarini bosh buxgalter tashkil etadi va hujjat aylanishi ro'yxati korxonada rahbari tomonidan tasdiqlanadi. Ro'yxatni tuzishdan maqsad, hisob ishlarini osonlashtirish, hujjat aylanishini oqilona tashkil etishdan iborat. hujjat aylanishi ro'yxati sxema ko'rinishida rasmiylashtirilishi mumkin. Yoki jadval ko'rinishida bo'lib, qo'yidagi rekvizitlarga ega bo'ladi: hujjat nomi, hujjatni tuzish (nusxa soni, rasmiylashtiruvchi ma'sul, bajarilishga ma'sul, bajarilish muddati)

hujjatni tekshirish (tekshirishga ma'sul, kim keltirishi, keltirish tartibi, keltirish muddati), hujjatni qayta ishlash (kim bajarishi, qayta ishlash muddati) arxivga berish (kim beradi, berish muddati), hamda ro'yxatni tasdiqlash buyrig'i tartib raqami va muddati, korxonada muhri, korxonada bosh buxgalteri va rahbari imzosi .

Korxonada xodimlari hujjat aylanishi ro'yxatiga asosan, ular faoliyatiga taalluqli hujjatlarni tuzadi va takdim etadi. hujjatni o'z vaqtida to'g'ri to'ldirilishi, belgilangan, muddatda takdim etilishi , ulardagi ma'lumotlar ishonchligiga javobgarlik shu hujjatni tuzgan va imzo chekkan shaxsga yuklatiladi. Korxonada bo'yicha hujjat aylanishi ro'yxati bo'yicha ishlar o'z vaqtida bajarilishini bosh buxgalter nazorat etib boradi.

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BUDJET TASHKILOTLARIDA BUDJET MABLAG'LARIDAN FOYDALANISHNING NATIJADORLIGI BO'YICHA HISOB VA NAZORAT TIZIMINI TAKOMILLASHTIRISH

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Annotatsiya: Ushbu maqola budjet tashkilotlarining samarali faoliyati uchun budjet mablag'laridan oqilona foydalanish muhim ahamiyatga egaligi haqida batafsil ma'lumot beradi. Ushbu tadqiqotda budjet mablag'laridan foydalanishning natijadorligini oshirish uchun hisob va nazorat tizimining rolini tahlil qilish, mavjud muammolarni aniqlash va ularni hal etish strategiyalarini ishlab chiqish maqsad qilingan. Tadqiqotda, birinchi navbatda, budjet mablag'lari bilan bog'liq hisob va nazorat jarayonlarining me'yoriy-huquqiy asoslari ko'rib chiqiladi. Xususan, hisob va nazoratning zamonaviy usullari va standartlari, shuningdek, budjet tashkilotlarining hisobot berish mexanizmlari o'rganiladi. Shuningdek, ichki audit va moliyaviy nazoratning effektivligini oshirishga qaratilgan takliflar kiritiladi. Bular qatorida, budjet mablag'laridan foydalanishning nazorat tizimini integratsiyalash va avtomatlashtirish kabi innovativ yondoshuvlar, shuningdek, kadrlarni malakasini oshirish va moliyaviy shaffoflikni ta'minlash strategiyalari keltiriladi. Natijada, ushbu tadqiqot budjet tashkilotlarida hisob va nazorat tizimini takomillashtirishga oid amaliy tavsiyalar ishlab chiqish orqali, budjet mablag'laridan foydalanish samaradorligini oshirishga, kutilayotgan natijalarga erishishga va davlat byudjetining shaffofligini ta'minlashga hissa qo'shadi. Bu esa mintaqaviy va umummilliy iqtisodiyotning barqaror rivojlanishiga xizmat qiladi.

Annotation: This article provides detailed information about the importance of rational use of budget funds for the effective operation of budget organizations. In this study, it is aimed to analyze the role of the accounting and control system, identify existing problems and develop strategies to solve them in order to increase the effectiveness of the use of budget funds. legal bases are considered. In particular, modern methods and standards of accounting and control, as well as reporting mechanisms of budget organizations are studied. Also, proposals aimed at improving the effectiveness of internal audit and financial control are made. Among these, innovative approaches such as integration and automation of the control system of the use of budget funds, as well as strategies for improving the skills of personnel and ensuring financial transparency are presented. As a result, this study will contribute to the improvement of the efficiency of the use of budget funds, the achievement of the expected results and the transparency of the state budget by developing practical

recommendations for improving the accounting and control system in budget organizations. This serves the sustainable development of the regional and national economy.

Аннотация: В данной статье представлена подробная информация о важности рационального использования бюджетных средств для эффективной работы бюджетных организаций. В данном исследовании целью является проанализировать роль системы учета и контроля, выявить существующие проблемы и разработать стратегии их решения в целях повышения эффективности использования бюджетных средств. В частности, изучаются современные методы и стандарты учета и контроля, а также механизмы отчетности бюджетных организаций. Также вносятся предложения, направленные на повышение эффективности внутреннего аудита и финансового контроля. Среди них представлены такие инновационные подходы, как интеграция и автоматизация системы контроля использования бюджетных средств, а также стратегии повышения квалификации персонала и обеспечения финансовой прозрачности. В результате данное исследование будет способствовать повышению эффективности использования бюджетных средств, достижению ожидаемых результатов и прозрачности государственного бюджета путем разработки практических рекомендаций по совершенствованию системы учета и контроля в бюджетных организациях. Это служит устойчивому развитию региональной и национальной экономики.

Kalit so'zlar: Buxgalteriya amaliyoti, byudjet mablag'lari, byudjet tashkilotlari, taqsimlash, byudjet resurslari.

Key words: Accounting practices, budget funds, budget organizations, allocation, budgetary resources

Ключевые слова: Бюджетные ресурсы, бюджетные средства, бюджетные организации, практика бухгалтерского учета, распределение.

Byudjet tashkilotlari resurslarning samarali va samarali taqsimlanishini ta'minlash bilan birga davlat xizmatlarini ko'rsatishga qaratilgan. Shunday qilib, moliyaviy natijalarni kuzatish va javobgarlikni ta'minlash uchun mustahkam hisob va nazorat tizimi juda muhimdir. Ko'pgina byudjet tashkilotlarida buxgalteriya hisobining eskirgan usullari, real vaqt rejimida ma'lumotlarning yo'qligi, ichki nazoratning yetarli darajada yo'qligi, xodimlarning malakasi yetarli emasligi kabi muammolar mavjud. Byudjet mablag'laridan foydalanish samaradorligini oshirishda byudjet tashkilotlarida buxgalteriya hisobi va nazorat tizimini takomillashtirish muhim ahamiyatga ega. Ushbu mavzu bilan bog'liq asosiy fikrlar. Bu muammolar ko'pincha samarasizlik va isrof-garchilikka olib keladi. Zamonaviy buxgalteriya dasturlarini joriy etish moliyaviy boshqaruvni sezilarli darajada oshirishi mumkin. Texnologiya real vaqt rejimida

xarajatlarni kuzatishni osonlashtiradi, hisobot berish jarayonlarini avtomatlashtiradi va ma'lumotlarning aniqligini oshiradi. Bulutli tizimlar operatsiyalarni yanada soddalashtirishi va turli bo'limlar o'rtasidagi hamkorlikni kuchaytirishi mumkin. Muntazam va shaffof moliyaviy hisobot juda muhim. Standartlashtirilgan hisobotlar va boshqaruv panelini ishlab chiqish manfaatdor tomonlarga moliyaviy ahvolni tushunishga va asoslangan qarorlar qabul qilishga yordam beradi. Hisobotning shaffofligi ham jamoatchilik va boshqa manfaatdor tomonlar o'rtasida ishonchni kuchaytiradi. Firibgarlik va noto'g'ri boshqaruvning oldini olish uchun ichki nazoratni kuchaytirish zarur. Bunga muntazam tekshiruvlar o'tkazish, xarajatlarni tasdiqlash uchun aniq siyosatlarini yaratish va buxgalteriya tizimida nazorat va muvozanatni o'rnatish orqali erishish mumkin. Buxgalteriya xodimlarini o'qitishga sarmoya kiritish juda muhimdir. Moliyaviy boshqaruvning eng yangi usullari va qoidalarini tushunish jamoalarga byudjet mablag'larini samaraliroq boshqarish imkonini beradi. Samaradorlik ko'rsatkichlarini amalga oshirish tashkilotlarga byudjet mablag'laridan foydalanish samaradorligini baholashga yordam beradi. Ushbu ko'rsatkichlarni muntazam ravishda baholash yaxshilanishi kerak bo'lgan sohalarini aniqlashi va resurslarning strategik maqsadlarga erishishga yo'naltirilishini ta'minlashi mumkin. Samaradorlikni o'lchash vositalarini joriy etish tashkilotlarga ularning samaradorligini baholash imkonini beradi:

- Asosiy samaradorlik ko'rsatkichlari (KPI): byudjetlashtirish maqsadlari bilan bog'liq KPIlarni o'rnatish moliyaviy natijalarni baholashda yordam beradi.

- Ish faoliyatini muntazam ravishda ko'rib chiqish: davriy tekshiruvlarni o'tkazish maqsadlarga muvofiqlikni ta'minlaydi va yaxshilash uchun yo'nalishlarni belgilaydi.

Buxgalteriya hisobi va nazorat tizimini takomillashtirish uchun quyidagi tavsiyalarni ko'rib chiqing: Protseuralarni standartlashtirish: byudjet tashkilotlarida standartlashtirilgan buxgalteriya tartiblarini ishlab chiqish izchillik va ishonchlikni oshiradi. Manfaatdor tomonlarni byudjetlashtirish jarayoniga jalb qilish javobgarlikni kuchaytiradi. Jamoatchilik bilan muloqot: Byudjet mablag'larini taqsimlash va xarajatlar bo'yicha shaffof muloqot aholi ishonchini kuchaytiradi. Teskari aloqa mexanizmlari: manfaatdor tomonlarning fikr-mulohazalarini birlashtirish takomillashtirish sohalarini ajratib ko'rsatishi va resurslarni taqsimlash bo'yicha qarorlarni kuchaytirishi mumkin. Qonunchilikni qo'llab-quvvatlash: davlat moliyasini boshqarishda mas'uliyat va samaradorlikni kuchaytiruvchi siyosatni himoya qilish. Texnologiya va infratuzilmaga investitsiyalar: xizmatlar ko'rsatishni yaxshilash uchun moliyaviy boshqaruv tizimlari va infratuzilmasini yangilash uchun resurslarni taqsimlash. Muvaffaqiyatli amaliy tadqiqotlarni o'rganish qimmatli fikrlarni berishi mumkin: Muvaffaqiyatli byudjet tashkilotlari ko'pincha buxgalteriya hisobi va nazorati bo'yicha fond samaradorligini oshiradigan innovatsion amaliyotlarni namoyish etadi.

Samaradorlikni o'lchash vositalarini joriy etish tashkilotlarga ularning samaradorligini baholash imkonini beradi: Asosiy samaradorlik ko'rsatkichlari (KPI): byudjetlashtirish maqsadlari bilan bog'liq KPInlarni o'rnatish moliyaviy natijalarni baholashda yordam beradi. Ish faoliyatini muntazam ravishda ko'rib chiqish: davriy tekshiruvlarni o'tkazish maqsadlarga muvofiqlikni ta'minlaydi va yaxshilash uchun yo'nalishlarni belgilaydi. Manfaaddor tomonlarning ishtiroki va shaffofligi Manfaaddor tomonlarni byudjetlashtirish jarayoniga jalb qilish javobgarlikni kuchaytiradi: Jamoatchilik bilan muloqot. Byudjet mablag'larini taqsimlash va xarajatlar bo'yicha shaffof muloqot aholi ishonchini oshiradi. Qayta aloqa mexanizmlari. Manfaaddor tomonlarning fikr-mulohazalarini birlashtirish takomillashtirish sohalarini ajratib ko'rsatishi va resurslarni taqsimlash bo'yicha qarorlarni kuchaytirishi mumkin. Siyosat bo'yicha tavsiyalar Buxgalteriya hisobi va nazorat tizimini takomillashtirish uchun quyidagi tavsiyalarni ko'rib chiqing: Protseaturalarni standartlashtirish: byudjet tashkilotlarida standartlashtirilgan buxgalteriya tartiblarini ishlab chiqish izchillik va ishonchlilikni oshiradi. Qonunchilikni qo'llab-quvvatlash: davlat moliyasini boshqarishda mas'uliyat va samaradorlikni kuchaytiruvchi siyosatni himoya qilish. Texnologiya va infratuzilmaga sarmoya kiritish: xizmatlar ko'rsatishni yaxshilash uchun moliyaviy boshqaruv tizimlari va infratuzilmasini yangilash uchun resurslarni taqsimlash. Muvaffaqiyatli amaliy tadqiqotlarni o'rganish qimmatli fikrlarni berishi mumkin: Muvaffaqiyatli byudjet tashkilotlari ko'pincha buxgalteriya hisobi va nazorati bo'yicha fond samaradorligini oshiradigan innovatsion amaliyotlarni namoyish etadi. Buxgalteriya tizimini samarali o'zgartirgan tashkilotlardan olingan tajriba va saboqlar bilan o'rtoqlashing. Samarali buxgalteriya tizimining ahamiyati Samarali hisob tizimi quyidagilarni ta'minlaydi: Moliyaviy resurslar to'g'ri hisobga olinishi; Byudjet mablag'larini taqsimlash tashkilot maqsadlariga mos keladi; Moliyaviy hisobot o'z vaqtida va mazmunli; Resurslar rejalashtirilgan tarzda isrofgarchiliksiz foydalaniladi.

Buxgalteriya tizimining asosiy komponentlari Samaradorlikni oshirish uchun bir nechta asosiy komponentlarga e'tibor berish kerak: Tranzaksiyalarni yozib olish: Barcha moliyaviy operatsiyalarni to'g'ri va o'z vaqtida qayd etish asosdir. Tasniflash va hisobot berish: Xarajatlarni tizimli ravishda tasniflash shaffoflik va hisobdorlikka yordam beradi. Byudjet nazorati: byudjetlarga rioya etilishini nazorat qilish va tafovutlarni tahlil qilish uchun byudjet nazorati mexanizmlarini amalga oshirish. Mavjud tizimlarda ba'zi qiyinchiliklar mavjud Byudjet tashkilotlari duch keladigan umumiy muammolarga quyidagilar kiradi: Noto'g'ri texnologiya: Ko'pgina tashkilotlar eskirgan dasturiy ta'minotga tayanadi, bu esa samarasizlikka olib keladi. Standartlashtirishning yo'qligi: Turli xil buxgalteriya amaliyotlari moliyaviy hisobotda nomuvofiqliklarni keltirib chiqarishi mumkin. Ko'nikmalarning etarli emasligi: Xodimlarda zamonaviy moliyaviy boshqaruv texnikasi bo'yicha zarur treninglar.

Firibgarlik va noto'g'ri boshqarish xavfi: zaif ichki nazorat mablag'larning noto'g'ri taqsimlanishi va noto'g'ri ishlatilishiga olib kelishi mumkin. Yaxshilash uchun texnologiyani integratsiyalash

Texnologiya buxgalteriya hisobi va nazorat tizimini o'zgartirishi mumkin: Avtomatlashtirilgan buxgalteriya dasturi: tranzaksiyalarni qayd etish, hisobot berish va ma'lumotlar tahlilini avtomatlashtiradigan dasturiy ta'minotdan foydalanish inson xatolarini kamaytiradi va vaqtni tejaydi. Real vaqt rejimida ma'lumotlarga kirish: real vaqt rejimida moliyaviy ma'lumotlarni taqdim etuvchi tizimlarni joriy etish rahbariyatga xabardor bo'lishga yordam beradi. qarorlarni tezda qabul qiladi. Bulutli echimlar: Bular hamkorlikni yaxshilash va moliyaviy ma'lumotlarga istalgan joydan kirish imkonini beradi, moslashuvchanlik va samaradorlikni oshiradi. Ichki nazoratni kuchaytirish Kuchli ichki nazorat xavflarni kamaytirish uchun juda muhimdir: Vazifalarni ajratish: turli xodimlar o'rtasida mas'uliyatni taqsimlash firibgarlikning oldini olishga yordam beradi. Muntazam auditlar: ichki va tashqi auditlarni o'tkazish muvofiqlikni ta'minlaydi va yaxshilash uchun yo'nalishlarni belgilaydi. Tasdiqlash jarayonlari: tasdiqlash bo'yicha aniq ish oqimlarini o'rnatish barcha xarajatlarning asosli va to'g'ri ruxsat etilganligini tasdiqlaydi. Ta'lim va salohiyatni oshirish Xodimlarni o'qitish dasturlariga sarmoya kiritish juda muhim. Uzluksiz malaka oshirish: Doimiy seminarlar va treninglar xodimlarni eng yangi qoidalar va texnologiyalardan xabardor qiladi. Ilg'or tajribalardan xabardorlik: o'qituvchilarning byudjetlashtirish va buxgalteriya hisobi bo'yicha ilg'or tajribalari samaradorligi va mas'uliyat madaniyatini rivojlantiradi.

Xulosa: Xulosa qilib aytganda, byudjet mablag'laridan foydalanish samaradorligini oshirish uchun byudjet tashkilotlarida buxgalteriya hisobi va nazorat tizimini takomillashtirish muhim ahamiyatga ega. Buxgalteriya hisobining mustahkam tizimi samarali ichki nazorat bilan birgalikda to'g'ri moliyaviy hisobotni osonlashtiradi va byudjet cheklovlariga rioya qilishni ta'minlaydi. Zamonaviy texnologiyalar va standartlashtirilgan protseduralarning integratsiyasi operatsiyalarni sezilarli darajada soddalashtirishi, moliyaviy noto'g'ri boshqaruv xavfini kamaytirishi va javobgarlikni yaxshilashi mumkin. Bundan tashqari, xodimlarni o'qitishga sarmoya kiritish va doimiy takomillashtirish madaniyatini oshirish doimiy rivojlanayotgan moliyaviy landshaftga moslashish uchun juda muhimdir. Shaffof muloqot orqali manfaatdor tomonlarni jalb qilish va ularning fikrini so'rash byudjet tashkilotlari boshqaruvini yanada mustahkamlaydi. Pirovardida, ushbu takomillashtirishni amalga oshirish nafaqat resurslar taqsimotini optimallashtirish, balki jamoatchilik ishonchini mustahkamlash, byudjet tashkilotlariga o'z vazifalarini samarali va samarali bajarish imkonini beradi. Ushbu strategiyalarga ustuvor ahamiyat qaratib, byudjet tashkilotlari jamiyat manfaatlariga xizmat qiladigan, yanada mas'uliyatli va mas'uliyatli moliyaviy boshqaruv tizimiga erishishlari mumkin. Budjet tashkilotlarida buxgalteriya hisobi va

nazorati tizimini takomillashtirish byudjet mablag'laridan samarali foydalanishni ta'minlashda muhim ahamiyat kasb etadi. Asosiy vazifalarni hal qilish, texnologiyalarni integratsiyalash, ichki nazoratni kuchaytirish, o'qitishga sarmoya kiritish va manfaatdor tomonlarning ishtirokini rag'batlantirish orqali byudjet tashkilotlari o'zlarining moliyaviy boshqaruv amaliyotlarini sezilarli darajada yaxshilashlari mumkin, bu esa jamoatchilik ishonchini oshirishga va xizmatlar ko'rsatishni yaxshilashga olib keladi. Bu jihatlarga e'tibor qaratgan holda byudjet tashkilotlari o'zlarining buxgalteriya hisobi va nazorati tizimini sezilarli darajada takomillashtirishlari, shu orqali byudjet mablag'laridan foydalanish samaradorligi va samaradorligini oshirishlari mumkin.

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О'ЗBEKISTONDA TASHABBUSLI BUDJET JARAYONI VA UNING TAHLILINI TAKOMILLASHTIRISH

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Аннотация: Ushbu maqola O'zbekistonda budjet jarayonini takomillashtirish, xalqaro tajribalarni o'rganish va amaliy vositalarni qo'llash orqali ijtimoiy-iqtisodiy rivojlanishni ta'minlashda budjetning rolini oshirish masalalarini qamrab oladi. Ushbu ishda dastlab O'zbekiston Respublikasi budjet tizimining asosiy prinsiplari va tashabbusli budjet jarayonining nazariy asoslari o'rganiladi. Shuningdek, mamlakatda amalga oshirilayotgan davlat dasturlari va budjet mablag'laridan foydalanishning samaradorligini oshirish maqsadida yuritilayotgan tashabbuslarning tahlili olib boriladi. Tadqiqotda, shuningdek, budjet jarayonida shaffoflik, hisobdorlik va jamiyat ishtirokining ahamiyati alohida e'tibor qaratiladi. Tadqiqot natijalari asosida, tashabbusli budjet jarayonini takomillashtirishga qaratilgan tavsiyalar ishlab chiqiladi, buning natijasida davlat boshqaruvi va moliyaviy resurslardan foydalanish samaradorligini oshirishga erishish mumkin. Ushbu tadqiqot O'zbekistonning budjet siyosatini yanada samarali va ilg'or qilish orqali iqtisodiy barqarorlikni ta'minlashga xizmat qiladi, shuningdek, jamiyatda ijtimoiy masalalarni hal qilishda budjet mablag'laridan yanada samarali foydalanish imkonini beradi.

Аннотация: В данной статье рассматриваются вопросы совершенствования бюджетного процесса в Узбекистане, изучения международного опыта и повышения роли бюджета в обеспечении социально-экономического развития посредством использования практических инструментов. В данной работе изучены основные принципы бюджетной системы Республики Узбекистан и теоретические основы инициативного бюджетного процесса. Также проводится анализ инициатив, осуществляемых в целях повышения эффективности использования государственных программ и бюджетных средств, реализуемых в стране. В исследовании также подчеркивается важность прозрачности, подотчетности и участия общественности в бюджетном процессе. По результатам исследования разработаны рекомендации, направленные на совершенствование инициативного бюджетного процесса, в результате чего можно добиться повышения эффективности государственного управления и использования финансовых ресурсов. Данное исследование служит обеспечению экономической стабильности, делая бюджетную политику Узбекистана более эффективной и прогрессивной, а также позволяет более

эффективно использовать бюджетные средства при решении социальных проблем в обществе.

Annotation: This article covers the issues of improving the budget process in Uzbekistan, studying international experiences and increasing the role of the budget in ensuring socio-economic development through the use of practical tools. In this work, the main principles of the budget system of the Republic of Uzbekistan and the theoretical foundations of the initiative budget process are studied. Also, the analysis of the initiatives carried out in order to increase the effectiveness of the use of state programs and budget funds implemented in the country is carried out. The study also emphasizes the importance of transparency, accountability and community participation in the budget process. Based on the results of the research, recommendations are developed aimed at improving the initiative budget process, as a result of which it is possible to achieve an increase in the efficiency of public administration and the use of financial resources. This study serves to ensure economic stability by making the budget policy of Uzbekistan more effective and progressive, and also allows more effective use of budget funds in solving social issues in society.

Kalit so'zlar: budget tizimi, tashabbusli budjet, budjet mablag'lari, nodavlat notijorat tashkilotlari, optimallashtirish.

Ключевые слова: бюджетная система, инициативный бюджет, бюджетные средства, негосударственные некоммерческие организации, оптимизация.

Key words: budget system, initiative budget, budget funds, non-governmental non-commercial organizations, optimization.

Davlat mansabdor shaxslarining moliyani boshqarish va byudjet tahlili bo'yicha ko'nikmalarini mustahkamlash tashabbuskor byudjet jarayonining umumiy samaradorligini oshiradi. Bu borada o'quv dasturlari va seminarlar muhim rol o'ynashi mumkin. Boshqa mamlakatlarning muvaffaqiyatli amaliyotlari bilan taqqoslash byudjet jarayonini optimallashtirish usullari haqida qimmatli tushunchalarni berishi mumkin. Xalqaro tajribalarni o'rganish O'zbekistonning o'ziga xos kontekstiga mos keladigan strategiyalarni moslashtirishga yordam beradi. Zamonaviy texnologiyalar va raqamli platformalardan foydalanish byudjetlashtirish jarayonida shaffoflik va qulaylikni osonlashtirishi mumkin. Elektron byudjetlashtirish tizimlari byudjetni tayyorlash va monitoringini tartibga solib, axborotni kengroq auditoriyaga yetkazishi mumkin. Byudjet ijrosini nazorat qilishning mustahkam mexanizmlarini yaratish mas'uliyatni ta'minlaydi va aholining davlat xarajatlariga ishonchini oshiradi. Muntazam tekshiruvlar va ommaviy hisobotlar ushbu javobgarlik tizimini saqlab qolishi mumkin. O'zbekistonda tashabbuskor byudjet jarayonini takomillashtirish ishtirok etish, ma'lumotlardan foydalanish, salohiyatni oshirish va texnologiyalar integratsiyasiga urg'u beradigan ko'p qirrali yondashuvni talab qiladi. Bu nafaqat

byudjet tahlilini yaxshilaydi, balki mamlakatni boshqarish va rivojlanish natijalarini yaxshilashga ham hissa qo'shadi. Fuqarolarning byudjetni ishlab chiqish jarayonida ishtirok etishi muhim ahamiyatga ega. Bu ularning istiqbollari va talablarini hisobga olishni ta'minlaydi, bu esa resurslarni yanada adolatli va samarali taqsimlashga olib keladi. Ommaviy muhokamalar va forumlar byudjetni shakllantirishga sezilarli ta'sir ko'rsatishi, jamiyat a'zolarida mulkchilik tuyg'usini rivojlantirishi mumkin. Ma'lumotlar tahlilidan foydalanish oqilona byudjet qarorlarini qabul qilish uchun juda muhimdir. Bu jamiyat ehtiyojlarini ob'ektivroq tushunishni ta'minlaydi va byudjet mablag'larini ajratish natijalarini baholashga yordam beradi. Ma'lumotlarni to'plashning takomillashtirilgan usullari va samaradorlik ko'rsatkichlarini belgilash byudjet tomonidan moliyalashtiriladigan dasturlarning samaradorligini baholash uchun ajralmas hisoblanadi. Fuqarolar ishtiroki va ma'lumotlarga asoslangan metodologiyalarga e'tibor qaratish orqali O'zbekiston o'zining tashabbuskor byudjet jarayonini yaxshilashi mumkin, natijada davlat xizmatlarini yaxshilash va boshqaruvni yaxshilashga olib keladi. O'zbekistonda tashabbuskor byudjet jarayoni davlat moliyasini boshqarishning muhim elementi sifatida paydo bo'lib, budjetdan ajratmalarning samaradorligini oshirishga qaratilgan. Moliyaviy hisobdorlik, shaffoflik va samaradorlik muammolariga qarshi turish uchun qator islohotlar va takomillashtirish zarur. Quyida O'zbekistonda tashabbuskor byudjet jarayoni va uning tahlilini takomillashtirish bo'yicha asosiy strategiyalar va mulohazalar keltirilgan. Muvaffaqiyatli byudjet jarayoni bir nechta manfaatdor tomonlarni faol ravishda jalb qilishi kerak. Davlat organlari, fuqarolik jamiyati tashkilotlari, nodavlat notijorat tashkilotlari va fuqarolarni jalb qilish turli xil ovozlarni eshitishni ta'minlaydi. Bu yondashuv hukumat amaldorlarining yuqoridan pastga yo'naltirilgan ko'rsatmalarini emas, balki jamiyat ustuvorliklarini aks ettiruvchi byudjetni osonlashtiradi. Aholining turli qatlamlaridan byudjetga bo'lgan ehtiyojlar to'g'risida fikr-mulohazalarni yig'ish uchun muntazam ravishda jamoatchilik maslahatlari, forumlar va seminarlar tashkil etilishi mumkin.

Barcha manfaatdor tomonlar, xususan, mahalliy hukumatlar va fuqarolik jamiyati tashkilotlari salohiyatini oshirishga sarmoya kiritish juda muhim. Bu guruhlar byudjet jarayonida samarali ishtirok etish uchun o'qitish va resurslarga muhtoj. Bunga byudjet savodxonligi, ma'lumotlarni tahlil qilish va munozaralarda mazmunli qatnashishlarini ta'minlash uchun aloqa strategiyalari bo'yicha trening mashg'ulotlari bo'lishi mumkin. Byudjet jarayonida shaffoflikni oshirish ishonch va ishtirokni kuchaytirish uchun muhim ahamiyatga ega. Hukumat byudjet hujjatlarini keng tushunilishini ta'minlash uchun qulay formatda va ko'p tillarda nashr etishi kerak. Bundan tashqari, fuqarolarning byudjet ma'lumotlariga kirishi, xarajatlarni kuzatish va ajratmalarni kuzatish uchun qulay onlayn platforma jamoatchilikni faolroq jalb qilish imkonini beradi. Ma'lumotlar tahlilidan foydalanish byudjet qarorlarini takomillashtirish uchun

muhim ahamiyatga ega. Ma'lumotlarni yig'ish usullari standartlashtirilgan va takomillashtirilgan bo'lishi kerak, bu esa jamiyat ehtiyojlarini yanada to'liqroq tushunish imkonini beradi.

Hukumat maqsadli byudjet qarorlarini qo'llab-quvvatlash uchun demografik, iqtisodiy va ijtimoiy ma'lumotlarni to'playdigan ma'lumotlarni boshqarish tizimlarini joriy qilishi mumkin. Ushbu ma'lumotlarni tahlil qilish orqali qaror qabul qiluvchilar tendentsiyalarni aniqlashlari, o'tgan byudjetlarning ta'sirini baholashlari va kelajakdagi ajratmalarni mos ravishda o'zgartirishlari mumkin. Aniq samaradorlik ko'rsatkichlarini belgilash byudjetdan moliyalashtiriladigan dasturlarni doimiy ravishda baholash imkonini beradi. Muntazam baholashlar muvaffaqiyatlar va yaxshilanishi kerak bo'lgan yo'nalishlarni aniqlashi mumkin, bu esa taqsimotlar jamiyat ehtiyojlariga mos kelishi va foydali natijalar berishiga yordam beradi. Ushbu ko'rsatkichlar ularning dolzarbligi va samaradorligini kafolatlash uchun manfaatdor tomonlar bilan hamkorlikda ishlab chiqilishi kerak. Tashabbusli byudjet jarayonini takomillashtirish uchun fiskal mas'uliyat va barqarorlik tamoyillarini ta'kidlash zarur. Bu byudjetdan ajratmalar nafaqat bevosita ehtiyojlarga asoslangan bo'lishini, balki uzoq muddatli ta'sirlarni ham o'z ichiga olishini ta'minlashni o'z ichiga oladi. Ssenariyni rejalashtirish qaror qabul qiluvchilarga iqtisodiy tebranishlarga tayyorgarlik ko'rishda yordam berishi mumkin, bu esa byudjet choralarning kutilmagan qiyinchiliklarga chidamliligini ta'minlaydi. Samarali aloqa strategiyalari byudjet ma'lumotlarini tarqatish uchun juda muhimdir. Ijtimoiy tarmoqlar, jamoat radiosi va mahalliy axborot byulletenlari kabi turli media platformalardan foydalanish kengroq auditoriyani qamrab olishga yordam beradi. Aniq va ixcham xabarlar fuqarolarga byudjet qarorlari, jarayonda qanday ishtirok etish kerakligi va ularni kiritish muhimligi haqida ma'lumot beradi. Qayta aloqa mexanizmlarini yo'lga qo'yish fuqarolarga byudjet jarayoni va uning ijrosi bo'yicha o'z muammolari va takliflarini bildirish imkonini beradi. Bu so'rovlar, takliflar qutilari yoki raqamli platformalar shaklida bo'lishi mumkin, bu erda fuqarolar xizmat ko'rsatish masalalari haqida xabar berishlari mumkin. Ushbu fikr-mulohazalarni muntazam ravishda ko'rib chiqish va hal qilish byudjetni shakllantirish jarayoniga bo'lgan ishonchni oshirishi va fuqarolarning ovozi qadrlanishini ko'rsatishi mumkin. O'zbekistonda tashabbuskor byudjet jarayonini takomillashtirish manfaatdor tomonlar ishtiroki, shaffoflik, ma'lumotlar tahlili va fuqarolar ishtirokiga urg'u beradigan kompleks yondashuvni talab qiladi. Ushbu strategiyalarni amalga oshirish orqali O'zbekiston o'z fuqarolarining ustuvor yo'nalishlari va ehtiyojlarini aks ettiruvchi yanada mas'uliyatli va samarali byudjetlashtirish jarayonini rivojlantirishi mumkin, bu esa pirovardida davlat xizmatlari ko'rsatishning yaxshilanishiga va jamiyatning hukumat harakatlariga ishonchini oshirishga olib keladi. Ushbu jarayonlarni doimiy tahlil qilish va moslashtirish byudjet tizimining mamlakat aholisining dinamik ehtiyojlariga javob berishini ta'minlaydi.

O'zbekistonda byudjet jarayoni davlat rivoji uchun muhim ahamiyatga ega, chunki u davlat xizmatlari, infratuzilma va ijtimoiy dasturlarga moliyaviy resurslar ajratadi. Boshqaruvni kuchaytirish va fuqarolarning xohish-istaklarini qondirish uchun tashabbuskor byudjet jarayoni va uning tahlilini takomillashtirish muhim ahamiyatga ega. Bu manfaatdor tomonlar ishtirokini kuchaytirish, shaffoflikni oshirish, ma'lumotlar tahlilidan foydalanish va moliyaviy javobgarlikni ta'minlash bilan birga jamiyatni kengaytiradigan innovatsion amaliyotlarni o'z ichiga oladi. Tashabbusli byudjet jarayoni budjetlarni taklif qilish, tasdiqlash va amalga oshirish usullarini, xususan, mahalliy hokimiyat darajasida. O'zbekistonda bu jarayonda moliyaviy boshqaruvni markazsizlashtirish va jamoatchilik ishtirokini rag'batlantirishga qaratilgan muhim islohotlar amalga oshirildi. Shu bilan birga, muammolar, jumladan, shaffoflikning yo'qligi, jamoatchilikning etarli darajada ishtirok etmasligi va mahalliy hokimiyat organlarining byudjetlarni samarali boshqarish imkoniyatlarining cheklanganligi hamon saqlanib qolmoqda. Byudjet jarayonini takomillashtirishning eng muhim jihatlaridan biri bu fuqarolar va boshqa manfaatdor tomonlarni faol jalb qilishdir. An'anaviy yuqoridan pastga yondashuv ko'pincha hukumat va u xizmat ko'rsatadigan jamoalar o'rtasidagi aloqaning uzilishiga olib keladi. Bu tafovutni bartaraf etish uchun O'zbekiston byudjetni birgalikda shakllantirish madaniyatini rivojlantirishi kerak. Bu fuqarolar o'z ehtiyojlari, ustuvorliklari va byudjet mablag'lari bo'yicha tashvishlarini bildirishi mumkin bo'lgan seminarlar, shahar hokimiyati yig'ilishlari va forumlarni tashkil etishni o'z ichiga oladi. Bundan tashqari, mahalliy hokimiyat organlari manfaatdor tomonlarning turli vakilligini ta'minlash uchun fuqarolik jamiyati tashkilotlari va nodavlat notijorat tashkilotlari (NNT) bilan hamkorlik qilishi kerak. Hukumat ushbu sub'ektlarni jalb qilish orqali jamiyatdagi turli guruhlar, jumladan, marginallashtirilgan jamoalar manfaatlarini aks ettiruvchi har tomonlama fikr va mulohazalarni to'plashi mumkin. Tashabbusli byudjet jarayonidagi muvaffaqiyat mahalliy hokimiyat organlarining byudjet takliflarini samarali boshqarish qobiliyatiga ham bog'liq. Bu mahalliy amaldorlarni tayyorlash va resurslarga sarmoya kiritishni talab qiladi.

Imkoniyatlarni oshirish tashabbuslari byudjetlashtirish ko'nikmalariga, moliyaviy boshqaruvga va jamoatchilikni jalb qilish strategiyalariga e'tibor qaratishlari kerak. Seminarlar, onlayn kurslar va murabbiylik dasturlari mahalliy hukumatlarga byudjet tamoyillarini yaxshiroq tushunishga yordam beradi va ularning jamoatchilik ishtirokini osonlashtirish qobiliyatini oshiradi. Bundan tashqari, fuqarolik jamiyati tashkilotlarining malakasini oshirish ham birdek muhim. Ular byudjetni himoya qilish va mas'uliyatni ta'minlashda muhim rol o'ynaydi. Ushbu tashkilotlarga treninglar orqali vakolat berish ularga byudjet ijrosini nazorat qilishda yordam beradi va byudjet qarorlarini yanada samaraliroq qabul qilish uchun himoya qiladi. Byudjet jarayonining shaffofligi ishonch va javobgarlikni kuchaytiradi. Hukumat byudjet hujjatlarini keng

jamoatchilik uchun ochiq va tushunarli formatlarda nashr etish majburiyatini olishi kerak. Bunga hujjatlarni mahalliy tillarga tarjima qilish va murakkab byudjet ma'lumotlarini tasvirlash uchun infografika kabi ko'rgazmali vositalardan foydalanish kiradi. Byudjet shaffofligiga bag'ishlangan onlayn platformaning yaratilishi fuqarolar uchun qimmatli manba bo'lib xizmat qilishi mumkin. Bunday platforma aholiga real vaqt rejimida byudjetdan ajratilgan mablag'lar, xarajatlar va natijalar to'g'risidagi ma'lumotlardan foydalanish imkonini beradi. Axborotga kirish fuqarolarga o'z hukumatlarini javobgarlikka tortish uchun juda muhimdir. Bundan tashqari, hukumat fuqarolarni byudjet qarorlari to'g'risida xabardor qilish va ularning ishtirokini taklif qilish uchun ijtimoiy tarmoqlar, radiolar va jamoat xabarnomalaridan foydalangan holda muntazam aloqa strategiyalari orqali o'z byudjet faoliyatini faol ravishda ilgari surishi kerak. Ma'lumotlar tahlilini byudjet jarayoniga kiritish ma'lumotlarga asoslangan qarorlar qabul qilishga yordam beradigan transformativ yondashuvdir. Demografik tendentsiyalar, iqtisodiy ko'rsatkichlar va ijtimoiy ehtiyojlar bo'yicha ma'lumotlarni to'plash va tahlil qilish orqali mahalliy hukumatlar o'z jamoalarini yaxshiroq tushunishlari va shunga mos ravishda byudjet mablag'larini taqsimlashlari mumkin. Masalan, ma'lumotlarni boshqarish tizimlari shoshilinch moliyalashtirishni talab qiladigan ta'lim, sog'liqni saqlash va infratuzilma kabi muhim sohalarni aniqlashga yordam beradi. Statistik usullar va bashoratli tahlillardan foydalangan holda, mahalliy hukumatlar kelajakdagi ehtiyojlarni oldindan bilishlari va resurslarni faol ravishda taqsimlashlari mumkin, bu esa davlat xizmatlarini yanada samaraliroq ko'rsatishga olib keladi. Bundan tashqari, hukumatning turli darajalari o'rtasida ma'lumotlar almashinuvi muvofiqlashtirishni kuchaytirishi va resurslarni taqsimlashni optimallashtirishi mumkin. Mahalliy va milliy hukumatlar birgalikda ishlaganda va ma'lumotlarni almashganda, ular xizmatlardagi o'xshashliklar va bo'shliqlarni aniqlay oladi, bu esa byudjetni rejalashtirishga yaxlit yondashuvni ta'minlaydi.

Xulosa : O'zbekiston rivojlanishda davom etar ekan, hukumat jamiyatlarning imkoniyatlarini kengaytiruvchi, mas'uliyatni rag'batlantiradigan va barqaror rivojlanishni ta'minlovchi islohotlarga ustuvor ahamiyat berishi kerak. Hamkorlik asosida byudjetlashtirish va ma'lumotlar asosida qarorlar qabul qilish imkoniyatlaridan foydalangan holda O'zbekiston nafaqat resurslarni oqilona taqsimlaydigan, balki fuqarolarning ishonchi va mas'uliyatini kuchaytiruvchi mustahkam davlat moliyasini boshqarish tizimini qurishi mumkin. Bu sa'y-harakatlar orqali xalq har bir fuqarosi byudjet jarayoniga o'z hissasini qo'shish va samarali davlat boshqaruvi samarasidan bahramand bo'lish imkoniyatini his qiladigan kelajakni yaratishga intilishi mumkin. O'zbekistonda tashabbuskor byudjet jarayoni va uning tahlilini takomillashtirish nafaqat davlat moliyasini boshqarishni takomillashtirish, balki yanada inklyuziv va sezgir boshqaruv tizimini rivojlantirish uchun ham muhim ahamiyatga ega. Manfaatdor tomonlarni faol jalb qilish, shaffoflikni oshirish va ma'lumotlar tahlilidan

foydalanish orqali hukumat o'z fuqarolarining ehtiyojlari va intilishlarini aks ettiruvchi byudjet tizimini yaratishi mumkin.

Jamiyatning fikr-mulohazalari va samaradorlikni baholashning integratsiyasi byudjetdan ajratiladigan mablag'larning samarali va mas'uliyatli bo'lishini ta'minlaydi, bu esa davlat xizmatlari va hayot sifatining sezilarli yaxshilanishiga olib keladi. Bundan tashqari, fiskal mas'uliyat va barqarorlikka ustuvor ahamiyat berish mamlakatga jamiyat va atrof-muhitga uzoq muddatli foyda olishni rejalashtirishda darhol ehtiyojlarni qondirish imkonini beradi. Oxir oqibat, mustahkam tashabbus byudjet jarayoni hukumat va uning fuqarolari o'rtasidagi tafovutni bartaraf etishi mumkin, bu esa shaxslarga o'z jamoalariga ta'sir ko'rsatadigan moliyaviy qarorlarni qabul qilishda ishtirok etish imkoniyatini beradi. Ushbu islohotlarni qabul qilish orqali O'zbekiston davlat moliyasini boshqarish, iqtisodiy o'sishni rag'batlantirish va barcha fuqarolar uchun ijtimoiy tenglikni oshirishda ijobiy namuna o'rnatishi mumkin.

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BUDJET TASHKILOTLARIDA BUDJET MABLAG‘LARIDAN FOYDALANISH USTIDAN DAVLAT MOLIYAVIY NAZORATI TIZIMINI TAKOMILLASHTIRISH

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Аннотация: Ushbu maqolada O‘zbekistonning moliyaviy boshqaruv tizimi va budjet tashkilotlarida mablag‘laridan samarali foydalanishni ta‘minlash bo‘yicha kelayotgan muammolarni o‘rganadi. Tadqiqot jarayonida davlat moliya nazoratining nazariy asoslari, vazifalari va yuritilishi nazardan o‘tkaziladi, shuningdek, mavjud tizimning kuchli va zaif tomonlari tahlil qilinadi. Ma‘lumki, budjet mablag‘laridan foydalanish davlat organlari faoliyatining samaradorligi va shaffofligini ta‘minlashda muhim ahamiyatga ega. Shu nuqtai nazardan, ushbu ishda budjet tashkilotlarida barcha mablag‘larning taqsimlanishi, xarajatlar hisobotlari va hisobdorlikni oshirish uchun yo‘l qo‘yilishi kerak bo‘lgan yangilanishlar haqida tavsiyalar beriladi. Tadqiqotda, davlat moliyaviy nazoratini kuchaytirish uchun innovatsion yondashuvlar, texnologiyalar va xalqaro tajribalarni o‘rganish muhim o‘rin tutadi. Shuningdek, nazorat jarayonida jamoatchilik va o‘zaro hisobdorlik tizimini joriy etishning zarurligi ta‘kidlanadi. Tadqiqot natijalari, davlat moliya nazoratining samaradorligini oshirish va budjet mablag‘laridan foydalanishning shaffofligini ta‘minlashga qaratilgan konkret tavsiyalarni o‘z ichiga oladi. Ushbu tadqiqot O‘zbekiston moliya boshqaruvi va davlat resurslaridan foydalanishni yanada samarali qilishga yordam beradi.

Аннотация: В данной статье рассматривается система финансового управления Узбекистана и предстоящие проблемы обеспечения эффективного использования средств в бюджетных организациях. В ходе исследования рассматриваются теоретические основы, задачи и управление государственным финансовым контролем, а также анализируются сильные и слабые стороны существующей системы. Известно, что использование бюджетных средств имеет важное значение для обеспечения эффективности и прозрачности деятельности государственных органов. В этом контексте в настоящем документе даются рекомендации по реформам, которые следует провести для увеличения распределения средств, отчетов о расходах и подотчетности в бюджетных организациях. В исследовании важное место занимает изучение инновационных подходов, технологий и международного опыта по усилению государственного финансового контроля. Также подчеркнута необходимость внедрения системы общественной и взаимной подотчетности в процессе контроля. Результаты исследования включают конкретные рекомендации, направленные на

повышение эффективности государственного финансового контроля и обеспечение прозрачности использования бюджетных средств. Данное исследование поможет сделать управление финансами Узбекистана и использование государственных ресурсов более эффективным.

Annotation: This article examines the financial management system of Uzbekistan and the upcoming problems of ensuring the effective use of funds in budget organizations. In the course of research, the theoretical foundations, tasks and management of state financial control are considered, as well as the strengths and weaknesses of the existing system are analyzed. It is known that the use of budget funds is important in ensuring the efficiency and transparency of the activities of state bodies. In this context, this paper makes recommendations on the reforms that should be made to increase the allocation of funds, expenditure reports and accountability in budget organizations. In the research, the study of innovative approaches, technologies and international experiences to strengthen the state financial control has an important place. It is also emphasized the need to introduce a system of public and mutual accountability in the control process. The results of the research include concrete recommendations aimed at increasing the efficiency of state financial control and ensuring the transparency of the use of budget funds. This study will help to make the financial management of Uzbekistan and the use of public resources more effective.

Kalit so'zlar: moliyaviy nazorat, byudjet tashkilotlari, byudjet mablag'lari, manfaatdor tomonlar, moliyaviy menejment.

Ключевые слова: финансовый контроль, бюджетные организации, бюджетные средства, заинтересованные стороны, финансовый менеджмент.

Key words: financial control, budget organizations, budget funds, stakeholders, financial management.

Moliyaviy nazoratning mustahkam tizimi korrupsiya, noto'g'ri boshqaruv va isrofgarchilikning oldini olishga yordam beradi, bu esa pirovard natijada xizmatlar ko'rsatishni yaxshilashga va davlat natijalarini yaxshilashga olib keladi. Iqtisodiy noaniqlik va fiskal bosim kuchaygan paytlarda hukumatlar javobgarlikning yuqori standartiga ega. Fuqarolar soliq to'lovlari qanday sarflanishi shaffofligini talab qiladi. Davlat moliyaviy resurslarini boshqarish samarali boshqaruv va davlat boshqaruvining asosi hisoblanadi. Davlat moliyasiga qo'yiladigan talablar ortib borayotgani sababli, byudjet mablag'laridan foydalanishda hisobdorlik va shaffoflikni ta'minlash hech qachon bu qadar muhim bo'lmagan. Byudjet tashkilotlari ushbu resurslarni taqsimlash va boshqarishda muhim rol o'ynaydi. Binobarin, budjet mablag'lari ustidan davlat moliyaviy nazorati tizimini takomillashtirish ishonchni o'rnatish, to'g'ri boshqaruvni ta'minlash, milliy rivojlanish maqsadlariga erishish uchun muhim ahamiyatga ega. Davlat moliyaviy nazorati hukumatlarning moliyaviy resurslarini boshqarish

jarayonlari va mexanizmlarini qamrab oladi. Bunga byudjet mablag'lari va xarajatlarini rejalashtirish, ijro etish va ko'rib chiqish kiradi. Asosiy maqsad - davlat mablag'laridan samarali, samarali va axloqiy foydalanishni ta'minlash. Bundan tashqari, xalqaro donorlar va moliya institutlari mamlakatga moliyaviy yordam ko'rsatishdan oldin, yaxshi boshqaruv amaliyotiga ko'proq e'tibor qaratmoqda. Shu sababli, yaxshi faoliyat yuritayotgan davlat moliyaviy nazorati tizimi nafaqat davlat mablag'larini boshqarishni, balki davlat institutlarining jamoatchilik va tashqi manfaatdor tomonlar nazarida qonuniyligini ham oshiradi. Yaxshilashdan oldin davlat moliyasining mavjud asoslarini baholash zarur. boshqaruv. Ko'pgina mamlakatlar zamonaviy davlat moliya nazoratining murakkabliklariga mos kelmasligi mumkin bo'lgan eskirgan amaliyotlarga tayanadi. Ushbu an'anaviy tizimlarda byudjet xarajatlarini har tomonlama monitoring qilish, hisobot berish va audit qilish uchun zarur vositalar mavjud bo'lmasligi mumkin. Joriy jarayonlarni har tomonlama baholash samaradorlik va shaffoflikni ta'minlash uchun bartaraf etilishi kerak bo'lgan kamchiliklarni aniqlaydi. Ko'rib chiqilishi kerak bo'lgan asosiy yo'nalishlar ichki nazorat mexanizmlarining sifati, audit jarayonlarining samaradorligi va o'z vaqtida moliyaviy ma'lumotlarning mavjudligi. Muntazam auditlar muhim ahamiyatga ega, chunki ular belgilangan siyosat va standartlarga muvofiqligini tekshirishga xizmat qiladi. Biroq, ko'pgina tashkilotlar cheklangan resurslar, kam kadrlar bo'lgan auditorlik guruhlar va ularning mazmunli baholash qobiliyatiga to'sqinlik qiluvchi byurokratik to'siqlar kabi qiyinchiliklarga duch kelishadi. Moliyaviy nazoratni yaxshilashning asosiy vositalaridan biri ishonchli audit jarayonlarini amalga oshirishdir. Ichki va tashqi audit funksiyalarini kuchaytirish byudjet tashkilotlarida javobgarlikni sezilarli darajada oshirishi mumkin. Ichki audit risklarni boshqarish, nazorat qilish va boshqaruv jarayonlarini baholashga qaratilgan muntazam va tizimli bo'lishi kerak. Auditorlar o'z vazifalarini samarali bajarish uchun tegishli tayyorgarlik va resurslar bilan jihozlangan bo'lishi kerak.

Bugungi raqamli asrda texnologiya davlat moliyasini boshqarishda shaffoflik va samaradorlikni oshirishda kuchli ittifoqchi bo'lishi mumkin. Bundan tashqari, mustaqil organlar tomonidan o'tkaziladigan tashqi auditlar byudjet amaliyotini xolis baholashni ta'minlaydi. Ushbu tekshiruvlar shaffof bo'lishi kerak, xulosalar fuqarolarga ochiq bo'lishi kerak. Audit natijalarining shaffofligi moliyaviy qonunbuzarliklarning oldini oladi va aholining davlat institutlariga ishonchini oshiradi. Bundan tashqari, audit faqat rasmiy jarayon sifatida xizmat qilmasligi kerak; ular aniqlangan muammolarni bartaraf etish uchun manfaatdor tomonlar amalga oshirishi mumkin bo'lgan amaliy tavsiyalarni taklif qilishlari kerak. Hukumatlar byudjetlashtirish, buxgalteriya hisobi va hisobot berish funksiyalarini birlashtirgan zamonaviy moliyaviy boshqaruv axborot tizimlariga (FMIS) sarmoya kiritishlari kerak. Bunday tizimlar real vaqt rejimida ma'lumotlarni to'plash va hisobot berishni yaxshilaydi, bu esa boshqaruvga resurslar oqimini

kuzatishni osonlashtiradi. Ochiq ma'lumotlar tashabbuslari texnologiya xarajatlarni nazorat qilishni kuchaytirishi mumkin bo'lgan yana bir yo'ldir. Moliyaviy ma'lumotlarning ommaga ochiqligini ta'minlash orqali manfaatdor tomonlar, jumladan, fuqarolik jamiyati tashkilotlari va fuqarolar davlat xarajatlarini monitoring qilishda faol ishtirok etishlari mumkin. Bu umumiy mas'uliyat hissini uyg'otadi va mas'uliyatni jamoaviy targ'ib qilishga imkon beradi. Byudjet taqsimoti va xarajatlarini aks ettiruvchi onlayn boshqaruv paneli ishlab chiqilishi mumkin, bu fuqarolarga soliq pullari qanday sarflanayotganini aniq ko'rish imkonini beradi. Byudjet tashkilotlarida moliyaviy menejerlar ushbu tizimlardan to'g'ri foydalanishlari va ilg'or tajribalarga rioya qilishlari uchun doimiy o'qitish va salohiyatni oshirish muhim ahamiyatga ega. Davlat sektori xodimlarida zamonaviy moliyaviy menejment amaliyotlari bo'yicha zarur ko'nikmalar yoki bilimlar yetishmasligi mumkin. Doimiy seminarlar, seminarlar va onlayn kurslar ularni byudjetni samarali boshqarish uchun zarur bo'lgan ko'nikmalar bilan jihozlashi mumkin. Trening dasturlari xavflarni baholash, qoidalarga rioya qilish va zamonaviy moliyaviy amaliyotlar kabi muhim mavzularni qamrab olishi kerak. Bundan tashqari, ular moliyaviy menejmentda axloqiy me'yorlarning muhimligini ta'kidlashlari kerak. Byudjet menejerlari o'rtasida amaliyot hamjamiyatini yaratish, shuningdek, bilim almashish va tajriba almashishni rag'batlantirishi va malakasini yanada oshirishi mumkin. Mas'uliyatni oshirish uchun byudjet tashkilotlari mas'uliyatini aniq belgilash juda muhimdir. Byudjet jarayoniga jalb qilingan har bir shaxs o'zining o'ziga xos rolini va moliyaviy nazoratga taalluqli harakatlarining oqibatlarini tushunishi kerak. Moliyaviy xodimlar, byudjet menejerlari va auditorlik xodimlarining mas'uliyati batafsil bayon etilgan yozma ko'rsatmalar mavjud bo'lishi kerak. Bundan tashqari, noto'g'ri boshqarish yoki vazifalarni e'tiborsiz qoldirish oqibatlarini aniqlash kerak. Budjet tashkilotlarida faqat taxminlarni belgilashdan tashqari, mas'uliyat madaniyatini rivojlantirish juda muhimdir. Moliyaviy amaliyotlar, qiyinchiliklar va muvaffaqiyatlar haqida ochiq muhokamani rag'batlantirish hisobot muammolari bilan bog'liq stigmani kamaytirishi mumkin. Agar xodimlar tanbeh olishdan qo'rqmasdan tashvish bildirishda o'zlarini qulay his qilsalar, moliyaviy noto'g'ri xatti-harakatlarni maqsadga muvofiqroq hal qilish mumkin.

Audit jarayonlarini kuchaytirish, texnologiyalardan foydalanish, kadrlar tayyorlashga sarmoya kiritish, aniq mas'uliyatni belgilash va jamoatchilik ishtirokini rag'batlantirish orqali hukumatlar davlat resurslarini boshqarish va taqsimlashni kuchaytirishi mumkin. Byudjet jarayoniga jamoatchilikni jalb qilish mas'uliyatni sezilarli darajada oshirishi mumkin. Hukumatlar fuqarolarning byudjetni muhokama qilish va qarorlar qabul qilishda ishtirok etishi mumkin bo'lgan mexanizmlarni yaratishi kerak. Bu jamoatchilik maslahatlari yoki forumlarni o'z ichiga olishi mumkin, bu erda hamjamiyat a'zolari byudjet ustuvorliklari va mablag'lari bo'yicha o'z fikrlarini bildirishi mumkin. Fuqarolik ishtiroki nafaqat shaffoflikni ta'minlabgina qolmay, balki

byudjet ustuvorliklarining jamiyat ehtiyojlariga mos kelishini ham ta'minlaydi. Fuqarolarni byudjetlashtirish jarayoniga jalb qilish orqali hukumatlar resurslarni yaxshiroq taqsimlashga va davlat xizmatlarini ko'rsatishni yaxshilashga yordam beradigan tushunchalarga ega bo'lishlari mumkin. Byudjet tashkilotlarida byudjet mablag'laridan foydalanish ustidan davlat moliyaviy nazorati tizimini takomillashtirish kompleks yondashuvni talab qiluvchi ko'p qirrali vazifadir. Pirovardida, bu yaxshilanishlar jamoatchilik ishonchini mustahkamlash, samarali xizmatlar ko'rsatishni ta'minlash va barqaror rivojlanishni rag'batlantirish uchun muhim ahamiyatga ega. Davlat moliyaviy nazoratining yanada sezgir va mas'uliyatli tizimini ishlab chiqish nafaqat hozirgi fuqarolarga foyda keltiradi, balki kelajak avlodlar uchun ham zamin yaratadi. Kuchli audit jarayonlari: byudjet tashkilotlarida moliyaviy amaliyotni muntazam ravishda baholash, shu tariqa barcha qonunchilik va me'yoriy hujjatlar talablariga rioya etilishini ta'minlash uchun kompleks audit mexanizmlarini joriy etish. Ochiq ma'lumotlar tashabbuslarini qo'llab-quvvatlash uchun zamonaviy texnologiyalardan foydalanishni rag'batlantirish. Bunday yondashuv manfaatdor tomonlarga davlat xarajatlarini samarali monitoring qilish imkonini beradi va byudjet jarayonida fuqarolar ishtirokini kuchaytiradi. Ta'lim va salohiyatni oshirish: byudjet menejerlari va moliya xodimlari uchun moliyaviy boshqaruvning to'g'ri amaliyotlarini tushunish va ular bilan bog'liq xavflarni tushunishni yaxshilashga qaratilgan maqsadli treninglar va resurslarni taklif qilish. Budjet tashkilotlarida mas'uliyat madaniyatini yuksaltiruvchi har qanday noto'g'ri mablag'lar uchun javobgarlik va oqibatlarining aniq chegaralarini belgilash. Ushbu tizimlarning takomillashtirilishi davlat sektori moliyasini boshqarishning yaxlitligini mustahkamlaydi, soliq to'lovchilar resurslaridan samaraliroq va samarali foydalanishga olib keladi va pirovardida aholining davlat institutlariga bo'lgan ishonchini oshiradi. Moliyaviy boshqaruv tizimlariga texnologik yutuqlarni kiritish davlat moliyaviy nazorati samaradorligini sezilarli darajada oshirishi mumkin.

Ta'lim va malaka oshirish orqali salohiyatni oshirish moliyaviy nazoratni takomillashtirishning yana bir muhim tarkibiy qismidir. Zamonaviy moliya boshqaruvi axborot tizimlarini (FMIS) joriy etish real vaqt rejimida ma'lumotlarni kuzatish va hisobot berish imkonini beradi, bu esa byudjet ijrosi jarayonlarini nazorat qilishni osonlashtiradi. Ushbu tizimlar ma'lumotlarni tahlil qilishni osonlashtirishi va ongli qarorlar qabul qilishga yordam berishi mumkin, bu esa byudjet menejerlariga har qanday anomalialarga tezda javob berishga imkon beradi. Bundan tashqari, ochiq ma'lumotlar tashabbuslari moliyaviy ma'lumotlarning jamoatchilikka ochiqligini ta'minlash orqali shaffoflikni rag'batlantiradi va shu bilan fuqarolarning nazorat harakatlarida ishtirok etishini rag'batlantiradi. Ta'lim va malaka oshirish orqali salohiyatni oshirish moliyaviy nazoratni takomillashtirishning yana bir muhim tarkibiy qismidir. Byudjet tashkilotlari xodimlari zamonaviy moliyaviy boshqaruv usullaridan

samarali foydalanish uchun zarur ko'nikma va bilimlarga ega bo'lishi kerak. Yaxshi o'qitilgan ishchi kuchi davlat moliyaviy nazoratining murakkabliklarini engish uchun yaxshi jihozlangan va javobgarlik madaniyatiga hissa qo'shadi, bunda odamlar axloqiy me'yorlarni qo'llab-quvvatlash huquqini his qilishadi. Bundan tashqari, aniq rol va mas'uliyatni belgilash byudjet tashkilotlarida mas'uliyatni oshirish uchun juda muhimdir. Agar shaxslar o'zlarining maxsus vazifalarini va byudjetni boshqarish bilan bog'liq xatti-harakatlarining oqibatlarini tushunsalar, bu faollik va mas'uliyatni oshiradi. Ish faoliyatini monitoring qilish mexanizmlarini amalga oshirish va javobgarlik nishonlanadigan madaniyatni targ'ib qilish moliyaviy boshqaruvga proaktiv yondashuvlarni rag'batlantirishi mumkin. Jamoatchilikni jalb qilish bir xil darajada muhimdir. Fuqarolarda byudjetni muhokama qilish va qarorlar qabul qilish jarayonlarida ishtirok etishi mumkin bo'lgan muhitni shakllantirish mulkdorlik va mas'uliyat hissini shakllantiradi. Jamiyatning ishtirokini rag'batlantirish nafaqat byudjet ustuvorliklarini aholi ehtiyojlari bilan uyg'unlashtiradi, balki hukumat va u xizmat ko'rsatayotgan fuqarolar o'rtasidagi to'siqlarni bartaraf etishga yordam beradi. Islohotlar amalga oshirilgan ekan, davlat moliyaviy nazorati tizimini takomillashtirish iterativ jarayon ekanligini e'tirof etish birdek muhim. O'zgarishlarni kuzatish, baholash va yuzaga keladigan yangi muammolar va imkoniyatlarga moslashish uchun qayta ko'rib chiqish kerak. Hukumatlar o'rganish va takomillashtirishning uzluksiz aylanishiga imkon beruvchi muassasa ichidan ham, tashqarisidan ham fikr-mulohazalarga ochiq bo'lishi kerak.

Xulosa : Xulosa qilib aytganda, davlat moliyaviy nazorati tizimini takomillashtirish aholining davlat organlariga bo'lgan ishonchini mustahkamlaydi, soliq to'lovchilar mablag'laridan mas'uliyat bilan foydalanishni ta'minlaydi va barqaror rivojlanish maqsadlarini qo'llab-quvvatlaydi. Budjet tashkilotlarida byudjet mablag'laridan foydalanish ustidan davlat moliyaviy nazorati tizimini takomillashtirish davlat moliyasini boshqarish samaradorligi, shaffofligi va hisobdorligini oshirish uchun muhim ahamiyatga ega. Hukumatlar xizmat ko'rsatish sifatini yaxshilashga bo'lgan talab ortib borayotganligi sababli, nafaqat fiskal maqsadlarga javob beradigan, balki yaxshi boshqaruv tamoyillarini ham aks ettiruvchi keng qamrovli strategiyalarni qabul qilish juda muhimdir. Islohotlarga bo'lgan dolzarb ehtiyoj har qachongidan ham ko'proq xabardor va faol bo'lgan va davlat resurslarini boshqarishda mas'uliyat talab qiladigan fuqarolarning o'sib borayotgan umidlari bilan ta'kidlanadi. Qattiq auditlar, zamonaviy texnologiyalar, salohiyatni oshirish, aniq belgilangan mas'uliyat va jamoatchilik ishtirokini o'z ichiga olgan yaxlit yondashuvni qo'llash orqali hukumatlar vaqt sinovidan o'tadigan byudjet mablag'larini boshqarish uchun mustahkam asos yaratishi mumkin. Bunday takomillashtirilgan tizimning afzalliklari nafaqat yaxshi moliyaviy natijalarda namoyon bo'ladi, balki davlat institutlariga bo'lgan ishonchni tiklashga, jamiyatning yanada yaxlit va barqaror

bo'lishiga olib keladi. Qutqaruvchi islohot sa'y-harakatlari orqali moliyaviy javobgarlik va shaffoflik maqsadlarini amalga oshirish, mas'uliyatli boshqaruv va davlat xizmatlari ko'rsatish sifatini oshirishga yo'l ochish mumkin.

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BUDJET TASHKILOTLARIDA TOVAR MODDIY ZAXIRALAR HISOBINI TAKOMILLASHTIRISH

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Аннотация: Ushbu maqolada budjet tashkilotlarida tovar moddiy zaxiralarning hisobi va ularning samaradorligini oshirishga qaratilgan muammolar ko'rib chiqiladi. Budjet tashkilotlarining tovar moddiy zaxiralari, xarajatlar strukturasi muhim komponenti bo'lib, ularning hisobini takomillashtirish, davlat moliyasi samaradorligini oshirishga, shuningdek, resurslardan foydalanishni optimallashtirishga yordam beradi. Tadqiqotda zamonaviy hisob yuritish usullari, ichki nazorat va audit tizimlari, shuningdek, avtomatlashtirilgan hisob tizimlarining joriy etilishi muhokama qilinadi. Tovar moddiy zaxiralarning hisobini takomillashtirish uchun zarur bo'lgan normativ-huquqiy asoslar, me'yorlar va metodologiyalar ko'rsatib o'tiladi. Shuningdek, tadqiqot O'zbekiston iqtisodiyotida doimiy ravishda o'zgarayotgan sharoitlarga moslashish va yillik hisobotlar tayyorlash jarayonini samarali qilish uchun yangi yondashuvlarni taklif etadi. Budjet tashkilotlaridagi zaxiralar hisobi ustidan nazorat va tahlilni chuqurlashtirish, buning natijasida xarajatlarni kamaytirish va moliyaviy barqarorlikni ta'minlashga olib kelishi mumkin. Ushbu tadqiqot natijalari budjet tashkilotlaridagi hisobni yanada zamonaviylashtirish, shuningdek, moliyaviy resurslarni boshqarishda yangi metodlarni joriy etishga xizmat qiladi.

Аннотация: В данной статье рассматривается учет товарно-материальных запасов в бюджетных организациях и проблемы, направленные на повышение их эффективности. Товарно-материальные резервы бюджетных организаций являются важной составляющей структуры затрат, которая способствует совершенствованию их учета, повышению эффективности государственных финансов, а также оптимизации использования ресурсов. В исследовании рассматриваются современные методы бухгалтерского учета, системы внутреннего контроля и аудита, а также внедрение автоматизированных систем учета. Показаны нормативно-правовые основы, нормы и методики, необходимые для совершенствования учета материальных запасов товаров. Также исследование предлагает новые подходы, позволяющие адаптироваться к постоянно меняющимся условиям в экономике Узбекистана и сделать процесс подготовки годовых отчетов более эффективным. Углубление контроля и анализа резервных счетов в бюджетных организациях может привести к сокращению расходов и финансовой стабильности. Результаты данного исследования служат дальнейшей модернизации бухгалтерского учета в

бюджетных организациях, а также внедрению новых методов управления финансовыми ресурсами.

Annotation: This article examines the accounting of commodity material reserves in budget organizations and problems aimed at increasing their efficiency. Commodity material reserves of budget organizations are an important component of the cost structure, which helps to improve their accounting, increase the efficiency of public finances, and also optimize the use of resources. The study discusses modern accounting methods, internal control and audit systems, as well as the introduction of automated accounting systems. The regulatory and legal bases, standards and methodologies necessary for improving the accounting of material reserves of goods are shown. Also, the study offers new approaches to adapt to the constantly changing conditions in the economy of Uzbekistan and to make the process of preparing annual reports more effective. Deepening control and analysis of reserve accounts in budget organizations can lead to cost reduction and financial stability. The results of this research serve to further modernize accounting in budget organizations, as well as to introduce new methods in the management of financial resources.

Kalit so'zlar: Moliyaviy boshqaruv, byudjet tashkilotlari, o'z ichiga olgan inventar, xomashyo.

Ключевые слова: Финансовое управление, бюджетные организации, охватывающие запасы.

Key words: Financial stewardship, budget organizations, encompassing inventory, raw materials.

Byudjet tashkilotlaridagi moddiy zaxiralar sog'liqni saqlashdan tortib, ta'lim va infratuzilmagacha bo'lgan turli davlat funktsiyalarini qo'llab-quvvatlaydi. Ushbu zaxiralar tashkilotlarning samarali faoliyat yuritishi uchun zarur resurslarga ega bo'lishini ta'minlaydi. Moddiy zaxiralarni samarali boshqarish byudjet tashkilotlari uchun, ayniqsa, davlat sektori moliyasida hisobdorlik va shaffoflikka bo'lgan talab ortib borayotgan bir sharoitda hal qiluvchi ahamiyatga ega. Inventar, xom ashyo, materiallar va tayyor mahsulotlarni o'z ichiga olgan moddiy zaxiralar davlat organlarining o'z vazifalarini bajarishini ta'minlashda muhim rol o'ynaydi. Ushbu ko'tarilgan tekshiruv ushbu zaxiralarni hisobga olish va boshqarish uchun yanada mustahkam tizimni talab qiladi. Biroq, ushbu tovarlar va materiallarni hisobga olishning an'anaviy usullari ko'pincha samarali boshqaruv uchun zarur bo'lgan aniqlik va real vaqt ma'lumotlariga ega emas. Ko'pgina byudjet tashkilotlarida moddiy zaxiralar qo'lda tizimlar yoki eskirgan dasturiy ta'minot yordamida qayd etiladi, bu esa haqiqiy inventarizatsiya va qayd etilgan ma'lumotlar o'rtasidagi tafovutlarga olib keladi. Bunday nomuvofiqliklar isrofgarchilik, yo'qotishlar va xizmatlarni samarali etkazib bermaslikka olib kelishi mumkin. Shu sababli, ushbu zahiralarni hisobga olish

usullarini takomillashtirish nafaqat operatsion samaradorlikni oshirish, balki aholining davlat muassasalariga ishonchini oshirish uchun ham muhim ahamiyatga ega. Byudjet tashkilotlari moddiy zaxiralarni hisobga olishda ularning samaradorligi va samaradorligiga to'sqinlik qiluvchi bir qancha muammolarga duch kelishadi: An'anaviy hisobot tizimlari ko'pincha davriy qo'lda yangilanishlar bo'yicha, bu eskirgan ma'lumotlarga va inventar darajasidagi o'zgarishlarga sekin javob berishga olib keladi. Turli tashkilotlar moddiy zaxiralarni hisobga olishning turli usullaridan foydalanishi mumkin, bu esa umumiy tahlil va hisobotni murakkablashtiradigan nomuvofiq ma'lumotlarga olib keladi. Qo'lda kiritish va hisobot berish inson xatolariga moyil bo'lib, inventar yozuvlarida noaniqliklarga olib keladi, bu esa materiallarning ortiqcha yoki etishmasligiga olib kelishi mumkin. Byudjet tashkilotlarining ko'pgina xodimlari inventarizatsiyani samarali boshqarish yoki zamonaviy buxgalteriya dasturlarini qo'llash bo'yicha zarur tayyorgarlikka ega bo'lmasligi mumkin, bu esa samarasizlikka olib keladi. Integratsiyalashgan tizimlarning yo'qligi: Ko'p hollarda byudjet tashkilotlari hali ham bir-biri bilan aloqa qilmaydigan siled tizimlarga tayanib, inventarizatsiyani boshqarish va qaror qabul qilishni qiyinlashtiradi. Ushbu muammolarni hal qilish uchun byudjet tashkilotlari moddiy zaxiralarni hisobga olish amaliyotini takomillashtirishga qaratilgan bir qator tashabbuslarni amalga oshirishlari kerak: Integratsiyalashgan boshqaruv tizimlarini joriy etish: zamonaviy korporativ resurslarni rejalashtirish (ERP) tizimlarini qabul qilish materiallarni boshqarishni soddalashtirishi mumkin. Bunday tizimlar real vaqt rejimida inventarizatsiya darajalari haqida ma'lumotlarni taqdim etishi, avtomatlashtirilgan hisobotlarni osonlashtirishi va davlat sektori bo'ylab ilg'or tajribalarni o'z ichiga olishi mumkin. Standartlashtirish jarayonlari: moddiy zaxiralarni hisobga olish va hisobot berishning standartlashtirilgan tartiblarini o'rnatish byudjet tashkilotlari o'rtasida izchillikni yaratishga yordam beradi.

Ushbu standartlashtirish resurslarni yaxshiroq taqqoslash, tahlil qilish va taqsimlashni osonlashtirishi mumkin. Ta'lim va rivojlanishga sarmoya kiritish: xodimlar uchun buxgalteriya dasturlari va inventarlarni boshqarish usullaridan foydalanish bo'yicha keng qamrovli treninglar o'tkazish muhim ahamiyatga ega. Muntazam seminarlar va seminarlar xodimlarning malakasini oshirishi, inventarizatsiyani boshqarish bo'yicha yaxshi amaliyotlarni ilgari surishi mumkin. Ma'lumotlarning aniqligini oshirish: Shtrix-kodni skanerlash yoki RFID texnologiyasini amalga oshirish ma'lumotlarning aniqligini va moddiy zaxiralarni kuzatishni yaxshilashi mumkin. Bunday texnologiyalar inventarizatsiyani avtomatlashtirilgan hisoblash va kuzatishni osonlashtiradi, inson xatosi ehtimolini kamaytiradi. Natijalarni monitoring qilish va baholash: inventarizatsiyani boshqarish bo'yicha asosiy samaradorlik ko'rsatkichlarini (KPI) belgilash byudjet tashkilotlariga ularning samaradorligini baholashga yordam beradi. Muntazam tekshiruvlar va

baholashlar yaxshilanishi kerak bo'lgan sohalarni aniqlashi va shaffoflikni saqlashi mumkin.

Ma'lumotlar tahlilidan foydalanish byudjet tashkilotlariga inventardan foydalanish modellarini tahlil qilish, kelajakdagi ehtiyojlarni bashorat qilish hamda xaridlar va resurslarni taqsimlash bo'yicha asosli qarorlar qabul qilishda yordam beradi. Mobil yechimlarni joriy qilish xodimlarga inventarizatsiyani joyida boshqarish imkoniyatini beradi, bu esa tezroq qaror qabul qilish imkonini beradi va moddiy talablarning o'zgarishiga javob berish qobiliyatini oshiradi. Byudjet tashkilotlarida tovar-moddiy zaxiralar hisobini takomillashtirish nafaqat faoliyat samaradorligi, balki davlat resurslarini boshqarishda mas'uliyatni ta'minlash uchun ham muhimdir. Raqamli transformatsiya davrida texnologiya moddiy zaxiralarni hisobga olishni kuchaytirishda hal qiluvchi rol o'ynaydi. Zamonaviy texnologiyalarning integratsiyasi inventarizatsiyani boshqarishning aniqligi, samaradorligi va shaffofligini sezilarli darajada oshirishi mumkin. Ba'zi muhim texnologik yutuqlarga quyidagilar kiradi: Bu texnologiyalar moddiy zaxiralarni real vaqt rejimida kuzatish imkonini beradi, bu esa tashkilotlarga inventar darajasini aniqlik bilan kuzatish imkonini beradi. Shtrix-kodlarni skanerlash yoki RFID teglarini qo'llash orqali byudjet tashkilotlari inventarni kuzatishda qo'l mehnatini kamaytirishi mumkin. Bulutli yechimlar moslashuvchanlik va foydalanish imkoniyatini ta'minlaydi, bu esa xodimlarga istalgan joydan inventar ma'lumotlariga kirish imkonini beradi. Ushbu tizimlar bo'limlar o'rtasidagi hamkorlikni osonlashtirishi va real vaqt rejimida yangilanishlarni amalga oshirish imkonini berishi mumkin. Noto'g'ri hisobot tizimlari, standartlashtirishning etishmasligi va inson xatosi bilan bog'liq muammolarni hal qilish orqali tashkilotlar inventarizatsiyani boshqarish amaliyotini yaxshilashlari mumkin. Integratsiyalashgan boshqaruv tizimlarini qabul qilish, jarayonlarni standartlashtirish, xodimlarni o'qitishga sarmoya kiritish va zamonaviy texnologiyalarni qo'llash sezilarli yaxshilanishlarga olib kelishi mumkin bo'lgan asosiy strategiyalardir. Doimiy takomillashtirish va innovatsiyalarni o'zlashtirish madaniyatini yuksaltirish orqali byudjet tashkilotlari aholiga yanada yaxshi xizmat ko'rsatishi va moddiy zaxiralardan foydalanishni optimallashtirishi mumkin. Byudjet tashkilotlari rivojlanib, davlat xizmatlarining o'zgaruvchan landshaftiga moslashar ekan, moddiy zaxiralarni samarali boshqarish sifatli xizmatlar ko'rsatish va aholi ishonchini saqlashning muhim tarkibiy qismi bo'lib qoladi. Buxgalteriya hisobi amaliyotini takomillashtirishga ustuvor ahamiyat berish orqali byudjet tashkilotlari ularning joriy va istiqboldagi talablarni qondirish uchun yaxshi jihozlanganligini, samarali boshqaruv va davlat xizmatlarini ko'rsatish uchun zarur resurslar bilan ta'minlanishini ta'minlashi mumkin.

Kadrlarni tayyorlash va malakasini oshirish ushbu tashabbuslarning muvaffaqiyati uchun bir xil darajada muhimdir. Moddiy zahiralarni hisobini yaxshilashga qaratilgan birinchi qadam standartlashtirilgan buxgalteriya amaliyotini joriy etishdan iborat.

Byudjet tashkilotlarining tovar-moddiy zaxiralarni hisobga olish va boshqarishdagi joriy nomutanosibliklari ma'lumotlarning aniqligi va ishonchliligida sezilarli o'zgarishlarga olib kelishi mumkin. Turli tashkilotlarda yagona siyosat va tartiblarni amalga oshirish orqali tashkilotlar moddiy zaxiralar to'g'risida yaxshiroq hisobot berish, kuzatish va nazorat qilishni osonlashtiradigan yaxlit asos yaratishi mumkin. Ushbu standartlashtirish nafaqat izchillikni ta'minlabgina qolmay, balki davlat sektoridagi ilg'or tajribalarni taqqoslash imkonini beradi. Bundan tashqari, texnologiyaga sarmoya kiritish inventarlarni boshqarishni takomillashtirish uchun juda muhimdir. Qo'lda kuzatish va hisobot berishning an'anaviy usullari inson xatosi va samarasizligiga moyil. Korxonalar resurslarini rejalashtirish (ERP) dasturiy ta'minoti kabi avtomatlashtirilgan tizimlarning integratsiyasi operatsiyalarni soddalashtirishi, ma'lumotlarni kiritish xatolarini kamaytirishi va umumiy aniqlikni oshirishi mumkin. Bundan tashqari, Radiochastotani identifikatsiyalash (RFID) kabi texnologiyalar inventar ob'ektlarini real vaqt rejimida kuzatishni ta'minlaydi, ko'rinishni oshiradi va materiallardan foydalanish tashkilot ehtiyojlariga mos kelishini ta'minlaydi. Ushbu texnologiyalarni joriy etish yanada oqilona qarorlar qabul qilishga olib kelishi mumkin, bu esa byudjet tashkilotlariga o'zgaruvchan sharoitlarga tezkor javob berish va resurslarni yanada samaraliroq taqsimlash imkonini beradi. Buxgalteriya hisobi amaliyoti va inventarizatsiyani boshqarish tamoyillari haqida ma'lumotga ega bo'lgan xodimlar ish jarayonida yuzaga keladigan muammolarni hal qilish uchun yaxshi jihozlangan. Uzluksiz kasbiy rivojlanish xodimlarning eng yangi buxgalteriya standartlari va texnologiyalaridan xabardor bo'lishini ta'minlaydi, tashkilotlarda mukammallik madaniyatini rivojlantiradi. Byudjet tashkilotlari xodimlarning malakasini oshirishga ustuvor ahamiyat berish orqali moddiy zaxiralarni boshqarish bo'yicha malakali kadrlarni tarbiyalashi va shu orqali ularning faoliyati samaradorligini oshirishi mumkin. Bundan tashqari, manfaatdor tomonlarning ishtiroki inventarizatsiyani boshqarishni takomillashtirishda hal qiluvchi rol o'ynaydi. Ta'minot zanjiri hamkorlari, xizmat ko'rsatuvchi provayderlar va boshqa tegishli tashkilotlar bilan hamkorlik qilish moddiy zaxiralarni yanada to'liqroq tushunishga olib kelishi mumkin. Inventarizatsiyani boshqarishning ushbu ko'p qirrali yondashuvi ochiq muloqot va muammolarni hal qilishni rag'batlantiradi, natijada zaxiralar bilan ishlash yanada samarali bo'ladi va haddan tashqari buyurtma yoki zaxiralar kamaytiriladi. Bundan tashqari, manfaatdor tomonlarni qarorlar qabul qilish jarayoniga jalb qilish shaffoflik va hisobdorlikni ta'minlaydi, budjet tashkilotlarining moliyaviy amaliyotiga jamoatchilik ishonchini mustahkamlaydi. Doimiy baholash va takomillashtirish doimiy maqsadlar sifatida qaralishi kerak. Inventarizatsiyani boshqarish jarayonlarini muntazam tekshirish va baholash samarasizlik va takomillashtirish sohalarini aniqlashga yordam beradi. Teskari aloqa mexanizmlarini o'rnatish va samaradorlik

ko'rsatkichlaridan foydalanish orqali byudjet tashkilotlari o'z taraqqiyotini kuzatishi va amaliyotiga ma'lumotlarga asoslangan tuzatishlar kiritishi mumkin.

Davlat sarf-xarajatlari ustidan nazorat kuchaygan va samaradorlik zarurati davrida ushbu tashkilotlar o'zlarining umumiy samaradorligini oshirish uchun o'zlarining moddiy zaxiralarini boshqarishga ustuvor ahamiyat berishlari kerak. Inventarizatsiyani boshqarishga yaxlit yondashuvni qo'llagan holda, byudjet tashkilotlari xarajatlarni yaxshiroq nazorat qilishlari, xizmatlar ko'rsatishni ta'minlashlari, shaffoflik va hisobdorlikni ta'minlashlari mumkin. Doimiy takomillashtirish bo'yicha bunday majburiyat ushbu tashkilotlarning o'zgaruvchan sharoitlarga moslashishini va jamoatchilik oldida hisobot berishini ta'minlaydi. Byudjet tashkilotlarida tovar-moddiy zaxiralar hisobini takomillashtirish ko'p qirrali vazifa bo'lib, standartlashtirilgan amaliyotlarni, texnologiyani o'zlashtirishni, xodimlarni o'qitishni, manfaatdor tomonlarni jalb qilishni va doimiy baholashni o'z ichiga olgan strategik yondashuvni talab qiladi. Oxir oqibat, tovarlarning moddiy zaxiralarini boshqarishni takomillashtirishga qaratilgan sa'y-harakatlar nafaqat tashkilotlarning o'ziga, balki ular xizmat ko'rsatadigan aholiga ham foyda keltiradi, davlat mablag'laridan foydalanish va davlat operatsiyalarining yaxlitligiga ishonchni mustahkamlaydi. Inventarizatsiyani samarali boshqarishga sarmoya kiritish davlat xizmatining kelajagiga sarmoya kiritib, yanada samaraliroq, shaffof va mas'uliyatli boshqaruvga yo'l ochadi. Budjet tashkilotlarida hisobdorlik madaniyatini shakllantirish inventarizatsiyani boshqarishning takomillashtirilgan amaliyotini muvaffaqiyatli amalga oshirish uchun muhim ahamiyatga ega. Xodimlar inventarizatsiyani to'g'ri boshqarish muhimligini tushunishlari va o'z rollarini egallashga undashlari kerak. Rahbarlar inventarizatsiyani boshqarish amaliyoti uchun o'zlarini javobgar deb bilish va shaffoflik va aniqlik muhimligini ta'kidlab, bu xatti-harakatni modellashtirishlari kerak. Byudjet tashkilotlarida tovarlarning moddiy zaxiralari hisobini takomillashtirish. Tovar-moddiy zaxiralarni samarali boshqarish byudjet tashkilotlari uchun hal qiluvchi ahamiyatga ega, chunki bu ish samaradorligi va aholiga xizmat ko'rsatish imkoniyatlariga bevosita ta'sir qiladi. Birinchi navbatda davlat mablag'lari hisobidan moliyalashtiriladigan byudjet tashkilotlari har bir dollarning oqilona va shaffof sarflanishini ta'minlashi kerak. Ularning mas'uliyati faqat xizmat ko'rsatishdan tashqari, ishonchli moliyaviy boshqaruv va ularga ishonib topshirilgan resurslar uchun javobgarlikni o'z ichiga oladi. Demak, tovar-moddiy zaxiralar hisobini takomillashtirish nafaqat samaradorlik, balki xalqning ishonchi va boshqaruvi masalasidir. Tovarlarning moddiy zaxiralari budjet tashkilotlari o'z faoliyatini osonlashtirish uchun saqlaydigan materiallar va materiallar zahirasi. Bu ofis jihozlaridan tortib, turli davlat funktsiyalarida qo'llaniladigan maxsus jihozlargacha bo'lgan hamma narsani o'z ichiga olishi mumkin.

Inventarizatsiyani boshqarishni takomillashtirishning birinchi qadamlaridan biri barcha bo'limlarda standartlashtirilgan tartiblarni o'rnatishdir. Ko'pgina byudjet

tashkilotlari inventarizatsiyani boshqarishning zamonaviy tizimlariga ega bo'lmashlari mumkin, bu ularning tovarlarni samarali kuzatish va boshqarish imkoniyatlarini cheklaydi. Bu zaxiralarni kuzatish, hisobot berish va tekshirish bo'yicha yagona ko'rsatmalar to'plamini yaratishni anglatadi. Izchil amaliyotlarga ega bo'lgan holda, tashkilotlar ma'lumotlarning taqqoslanadigan va ishonchliligini ta'minlashi mumkin, bu esa aniq hisobot va tahlilga yordam beradi. Texnologiyaga sarmoya kiritish inventarizatsiyani boshqarish amaliyotini modernizatsiya qilish uchun juda muhimdir. Korxonalar resurslarini rejalashtirish (ERP) tizimini joriy qilish moddiy zaxiralarni real vaqt rejimida kuzatishni osonlashtirishi va hozirda mavjud bo'lgan qo'lda ishlaydigan ko'plab jarayonlarni avtomatlashtirishi mumkin. Bunday tizimlar inventar darajalari, foydalanish stavkalari va qayta tartiblash nuqtalarini ko'rsatadigan keng qamrovli boshqaruv panelini taqdim etishi mumkin, bu esa tashkilotlarga ma'lumotlarga asoslangan qarorlar qabul qilish imkoniyatini beradi. Bundan tashqari, Radiochastotani identifikatsiyalash (RFID) kabi texnologiyalar kuzatuv imkoniyatlarini sezilarli darajada oshirishi mumkin. RFID teglari inventar ob'ektlariga birlashtirilishi mumkin, bu esa real vaqt rejimida zaxiralar darajasi va joylashuvi bo'yicha yangilanishlarni olish imkonini beradi. Ushbu texnologiya inson xatosini kamaytiradi va inventarni qo'lda tekshirishga sarflangan vaqtni qisqartiradi. Xodimlarni inventarizatsiyani boshqarish bo'yicha to'g'ri o'qitishni ta'minlash aniqlik va samaradorlikni oshirish uchun muhimdir. Tashkilotlar ilg'or tajribalarni, inventarizatsiya tizimlaridan foydalanishni va to'g'ri hisob yuritish muhimligini tushunadigan o'quv dasturlariga sarmoya kiritishlari kerak. Doimiy kasbiy rivojlanish xodimlarning inventarizatsiyani boshqarish bo'yicha eng so'nggi vositalar va metodologiyalar bo'yicha yangilanib turishini ta'minlashga yordam beradi. Manfaatdor tomonlarni inventarizatsiyani boshqarish jarayoniga jalb qilish yaxshi natijalarga olib kelishi mumkin. Yetkazib beruvchilar, hamkorlar va boshqa tegishli tomonlar bilan hamkorlik qilish moddiy ehtiyojlar va ularning mavjudligi haqida tushunish va muloqotni kuchaytirishi mumkin. Bunday hamkorlik tashkilotlarga ortiqcha xaridlar yoki zaxiralarni yo'qotishning oldini olishga, xarajatlarni kamaytirishga va kerak bo'lganda resurslar mavjudligini ta'minlashga yordam beradi. Inventarizatsiyani boshqarish amaliyotini muntazam monitoring qilish va baholash mexanizmlarini yaratish uzoq muddatli takomillashtirish uchun juda muhimdir. Byudjet tashkilotlari o'zlarining inventar hujjatlarining to'g'riligini baholash va takomillashtirish yo'nalishlarini aniqlash uchun muntazam ravishda audit o'tkazishlari kerak. Ishlash ko'rsatkichlari jarayonlarni doimiy ravishda takomillashtirish uchun inventarlarning aylanma tezligi, balans xarajatlari va bajarilish stavkalari kabi ko'rsatkichlarni kuzatish uchun ishlatilishi mumkin.

Xulosa: Xulosa qilib aytadigan bo'lsak, byudjet tashkilotlarida tovarlarning moddiy zaxiralari hisobini takomillashtirish standartlashtirilgan amaliyotlarni,

texnologik yutuqlarni, xodimlarni o'qitishni, manfaatdor tomonlarni jalb qilishni va doimiy ravishda takomillashtirish majburiyatini o'z ichiga olgan yaxlit yondashuvni talab qiladi. Ushbu asosiy yo'nalishlarni hal qilish orqali byudjet tashkilotlari o'z faoliyati samaradorligi va mas'uliyatini sezilarli darajada oshirishi mumkin, bu esa pirovardida xizmatlar ko'rsatishning yaxshilanishiga va aholining davlat faoliyatiga ishonchini oshirishga olib keladi. Davlat resurslariga talab ortib borayotgan bir davrda byudjet tashkilotlari inventarizatsiyani samarali boshqarish muhimligini o'z moliyaviy amaliyotlarining asosi sifatida tan olishlari zarur. Taklif etilayotgan takomillashtirish nafaqat davlat resurslarini yanada mas'uliyatli boshqarishga yo'l ochadi, balki tashkilotlarga aholiga samarali va samarali xizmat ko'rsatish bo'yicha o'z missiyasini bajarish uchun imkoniyatlar beradi. Byudjet tashkilotlarida tovar va moddiy zaxiralarni samarali boshqarish va hisobga olish davlat boshqaruvining asosiy jihati bo'lib, davlat faoliyatining samaradorligi va shaffofligiga keng qamrovli oqibatlariga olib keladi. Byudjet tashkilotlari aholiga muhim xizmatlar ko'rsatishda hal qiluvchi rol o'ynaganligi sababli, inventarizatsiyani boshqarish tizimlarining yaxlitligi ularning samarali faoliyat yuritish va o'z majburiyatlarini bajarish qobiliyatiga bevosita ta'sir qiladi. Moddiy zahiralarni kuzatish, saqlash va hisobot berish bilan bog'liq o'ziga xos murakkabliklar ushbu jarayonlarni takomillashtirish metodologiyalarini chuqur o'rganishni talab qiladi.

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"BUILDING RESILIENCE THROUGH WRITING"

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Annotation: *The aim of this article is to highlight the role of writing as a tool for building resilience, emphasizing its benefits for self-expression, emotional processing, and personal growth in navigating challenges.*

Key words: *Resilience, writing, expression, reflection, empowerment, coping, transformation.*

Abstract. Building resilience through writing has emerged as a powerful tool for individuals seeking to navigate the complexities of personal and professional challenges. Writing offers a unique medium for self-expression, reflection, and emotional processing, making it an effective strategy for fostering resilience. Resilience is often defined as the ability to bounce back from adversity, adapt to change, and maintain psychological well-being in the face of stress (Masten, 2014). Engaging in writing—be it journaling, creative writing, or reflective essays—can facilitate a deeper understanding of one's thoughts and feelings, ultimately enhancing an individual's capacity to cope with difficulties.

Research has shown that expressive writing can lead to significant improvements in mental health by providing individuals with a safe space to articulate their experiences and emotions. Pennebaker's studies on expressive writing highlight its therapeutic benefits; participants who wrote about traumatic events reported reduced levels of distress and better overall health outcomes (Pennebaker & Chung, 2011). This form of writing allows people to make sense of their experiences by organizing their thoughts, which can result in emotional catharsis and cognitive clarity. As individuals reflect on their challenges through written word, they often identify patterns or themes that can inform future coping strategies.

Moreover, the act of writing fosters a sense of agency and control over one's narrative. When individuals write about their struggles or aspirations, they engage in a process that empowers them to reinterpret their experiences. This reframing is crucial for resilience because it enables individuals to see challenges not merely as obstacles but as opportunities for growth and learning (Tedeschi & Calhoun, 2004). Through this lens, writing becomes not just an outlet but also a tool for transformation—a way to build resilience by shaping one's story.

In educational settings, incorporating writing into wellness programs has proven beneficial for students grappling with stressors such as academic pressure and personal issues. Creative writing workshops encourage participants to explore their

identities and emotions while providing them with coping mechanisms that promote resilience (Simmons et al., 2016). By creating an environment where self-discovery through written expression is celebrated, educational institutions can foster the development of resilient mindsets among students.

Therapeutic Benefits of Expressive Writing

Expressive writing has emerged as a powerful tool in therapeutic settings, offering individuals a means to process complex emotions, cope with trauma, and enhance mental clarity. This form of writing encompasses various techniques such as journaling, poetry, and narrative therapy, each serving unique functions in emotional healing and self-discovery. Research indicates that expressive writing can facilitate emotional regulation by allowing individuals to articulate their feelings and experiences, thereby alleviating psychological distress (Pennebaker & Chung, 2011). For instance, journaling encourages daily reflection on thoughts and feelings; this practice not only fosters self-awareness but also promotes cognitive processing of challenging experiences. Individuals often find that putting pen to paper enables them to confront and analyze their emotions more effectively than verbal communication alone. Moreover, the act of writing can be cathartic; it provides a safe space where one can express otherwise unvoiced feelings without fear of judgment or repercussion.

Additionally, poetry as a form of expressive writing offers unique therapeutic benefits by utilizing metaphorical language and imagery to explore deeper emotional truths. The artistic nature of poetry allows for creative expression that can resonate on multiple levels—intellectually and emotionally—often leading to insights that straightforward prose may not elicit (Kendall et al., 2017). This approach encourages individuals to engage with their experiences in a nuanced way, fostering resilience as they reframe their narratives. Similarly, narrative therapy emphasizes the importance of storytelling in shaping personal identity; by re-authoring their life stories through written narratives, individuals gain agency over their past traumas and begin to envision more hopeful futures.

Moreover, studies have shown that engaging in expressive writing can lead to significant improvements in mental health outcomes. Participants who engage regularly in expressive writing report reduced symptoms of anxiety and depression compared to those who do not partake in such practices (Pennebaker & Chung, 2011). This is particularly salient for trauma survivors; processing traumatic events through writing allows them to externalize pain rather than internalize it—ultimately reducing the psychological burden associated with unprocessed memories. The impact extends beyond immediate emotional relief; consistent engagement with expressive writing bolsters resilience by equipping individuals with coping mechanisms they can utilize long after they have put down the pen. The therapeutic benefits of expressive writing are profound and multifaceted. Techniques such as journaling and poetry not only

facilitate emotional expression but also serve as catalysts for personal growth and resilience-building. By embracing these methods within therapeutic or self-care practices, individuals can navigate their emotional landscapes more effectively while gaining clarity about themselves and their experiences. As research continues to illuminate the positive impacts of expressive writing on mental health outcomes, it becomes increasingly clear that this accessible form of therapy holds valuable potential for fostering emotional well-being.

Developing a Growth Mindset through Creative Expression:

Developing a growth mindset—the belief that abilities and intelligence can be developed through dedication and hard work—can significantly enhance an individual's capacity for resilience, adaptability, and lifelong learning. One effective avenue for cultivating this mindset is through creative expression, particularly writing. Writing encourages individuals to engage in self-reflection, allowing them to confront challenges, learn from their experiences, and embrace change. When individuals write about their experiences, they are not merely recounting events but actively processing their thoughts and emotions. This reflective practice can help them reframe failures as opportunities for growth rather than insurmountable obstacles (Dweck, 2006). For instance, a simple exercise like journaling can serve as a powerful tool for fostering self-awareness. By dedicating time each day to write about challenges faced and the lessons learned from these experiences, individuals can cultivate resilience and develop a more robust understanding of their capabilities.

Additionally, storytelling—whether through personal narratives or imaginative fiction—can further promote a growth mindset by allowing individuals to explore different perspectives and possibilities. Creative writing prompts that encourage writers to envision themselves overcoming obstacles or transforming setbacks into stepping stones can lead to heightened motivation and optimism. For example, a prompt asking writers to describe a time they faced adversity and how they ultimately grew from it encourages introspection about their journey. Such exercises help reinforce the idea that setbacks are integral parts of personal development (Seligman et al., 2005). Engaging with narratives also provides a safe space for exploring feelings of vulnerability while empowering individuals to envision success in overcoming challenges.

Collaborative writing exercises can foster a sense of community among participants who share similar struggles or aspirations. By exchanging stories and feedback within groups, individuals not only gain diverse insights but also become part of a supportive network that reinforces the notion that growth is achievable through collective effort. For instance, peer workshops where participants share their writings on personal challenges can create an environment where vulnerability is normalized and celebrated. This shared experience affirms the importance of perseverance in the

face of difficulty while promoting empathy among peers—a crucial component in developing resilience.

Importantly, regular engagement with creative writing also builds critical thinking skills as individuals learn to analyze their experiences more deeply. Writing forces one to articulate thoughts clearly and logically—skills that are transferable across various life situations beyond just artistic endeavors (Dweck, 2006). By fostering clarity in thought and expression through writing exercises—such as crafting letters to one's future self or creating detailed character arcs based on personal attributes—individuals practice envisioning possibilities beyond their current circumstances.

In conclusion, creative expression through writing serves as an invaluable tool for developing a growth mindset by enabling individuals to reflect on challenges constructively while embracing change as an inherent part of life's journey. The combination of self-reflection through journaling; imaginative storytelling; collaborative sharing; and critical analysis fosters an environment conducive to personal growth. As individuals engage with these practices regularly, they not only enhance their ability to navigate difficulties but also cultivate optimism about future potentialities—all hallmarks of a resilient growth mindset.

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"THE IMPORTANCE OF READING IN LANGUAGE ACQUISITION"

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Annotation: *The aim of this article is to highlight the critical role of reading in language acquisition, emphasizing its impact on vocabulary enhancement, grammar understanding, cognitive development, motivation for learning, cultural literacy, and social cohesion.*

Key words: *reading, language acquisition, vocabulary, comprehension, motivation, cultural literacy, social cohesion.*

Abstract. Reading plays a crucial role in language acquisition, serving not only as a tool for comprehension but also as a means of enhancing vocabulary, grammar, and overall linguistic proficiency. This abstract explores the significant impact of reading on language development across various age groups and contexts. Research highlights that reading exposes individuals to diverse linguistic structures and vocabulary that may not be encountered in everyday conversation (Krashen, 1985). This exposure facilitates the internalization of language rules and patterns, ultimately accelerating the learning process.

The cognitive benefits of reading are well-documented; it enhances critical thinking skills and promotes better understanding through context. When learners engage with texts, they are compelled to decipher meaning from context clues, which bolsters their inferencing skills—an essential aspect of language comprehension (Nuttall, 2005). Moreover, reading introduces learners to different writing styles and genres, thereby enriching their understanding of language's versatility. This breadth of exposure not only aids in acquiring new vocabulary but also provides examples of correct grammatical structures in use.

Furthermore, reading fosters motivation and engagement with the language learning process. As learners encounter compelling narratives or interesting concepts, their desire to understand and master the language increases (Guthrie & Wigfield, 2000). This intrinsic motivation is vital for sustained learning, particularly in environments where formal instruction may be limited or less engaging. By instilling a love for reading early on, educators can create lifelong learners who actively seek out opportunities to engage with the language.

In addition to enhancing individual linguistic capabilities, reading contributes significantly to cultural literacy. Through literature and informational texts, readers gain insights into different cultures and perspectives. This cultural awareness is especially important in today's globalized world where communication transcends

geographical boundaries. Understanding cultural nuances can improve communication effectiveness among speakers from diverse backgrounds.

Moreover, the benefits of reading extend beyond mere individual gains; they have implications for social cohesion and empathy development within communities. Shared readings can serve as a platform for discussions around social issues, fostering understanding and collective problem-solving among individuals from varied backgrounds.

Cognitive Benefits of Reading for Language Development

Reading is a fundamental activity that significantly enhances language development, with profound cognitive benefits that extend to vocabulary acquisition, grammar comprehension, and overall language skills. One of the primary cognitive processes involved in reading is decoding, which refers to the ability to translate written symbols into spoken language. This process requires readers to recognize words and understand their pronunciation, laying the groundwork for vocabulary growth (Hernandez et al., 2021). As individuals engage with texts, they encounter new words in context, which aids in their understanding and retention. The exposure to varied vocabulary not only broadens a reader's lexicon but also fosters a deeper comprehension of word meanings and nuances. Additionally, reading provides critical insights into grammar by presenting sentence structures and syntactic patterns that are often more complex than spoken language. Through repeated exposure to well-constructed sentences, readers develop an intuitive sense of grammatical rules and conventions (Nagy & Scott, 2000). This implicit learning reinforces their ability to construct grammatically correct sentences when writing or speaking.

Moreover, comprehension—the ability to understand and interpret meaning from text—is another crucial cognitive process that enhances language skills. Effective reading comprehension involves integrating prior knowledge with new information presented in the text, allowing readers to create mental representations of what they read. This integration is vital for understanding figurative language and idiomatic expressions that are often encountered in literature. As readers decode words and comprehend sentences simultaneously, they are also synthesizing information across paragraphs and chapters; this interplay deepens their understanding of narrative structure and argumentation styles found in different genres (Hernandez et al., 2021). Additionally, comprehension encourages critical thinking as readers assess the reliability of information and the intentions behind an author's choices—skills essential for effective communication.

Furthermore, engaging with diverse texts promotes metacognitive skills; readers learn to monitor their own understanding and employ strategies such as re-reading or summarizing when faced with challenging material. This self-regulation further supports language development as individuals become more adept at articulating their

thoughts clearly in both oral and written forms. By navigating various genres—from fiction to academic articles—readers also encounter diverse perspectives on language use which enriches their communicative competence.

Reading Genres and Their Impact on Language Learning

Reading across various genres significantly influences language acquisition by introducing learners to a broad spectrum of vocabulary, syntactical structures, and contextual applications of language. Fiction, for instance, immerses readers in narrative contexts that enhance their understanding of character development, plot progression, and emotional nuance. This genre often employs figurative language and complex sentence structures that can challenge learners while simultaneously enriching their expressive capabilities (Beck & McKeown, 2007). Through exposure to dialogue and descriptive passages, learners not only expand their vocabulary but also develop a sense of rhythm and flow in their speech. Conversely, non-fiction texts present information in a more straightforward manner, focusing on clarity and precision. These texts often utilize specific terminology related to particular fields such as science, history, or technology.

Engaging with non-fiction helps learners acquire subject-specific vocabulary while fostering critical thinking skills as they analyze arguments and data presented by authors (Grabe & Stoller, 2002). Moreover, the logical structure typical of non-fiction writing can aid learners in understanding how to organize their thoughts coherently in both written and spoken forms. Poetry introduces yet another layer to the language learning experience by emphasizing aesthetics and emotional resonance through condensed language forms. The unique use of meter, rhyme schemes, and imagery encourages learners to appreciate the nuances of word choice and sound patterns; this not only enhances phonetic awareness but also fosters creativity in expression. Exposure to varied poetic styles—from sonnets to free verse—challenges learners to interpret meaning beyond literal definitions and encourages them to think metaphorically (Carter & McRae, 1996). Furthermore, playing with language through poetry can lead to greater self-confidence as students experiment with their own writing styles.

Strategies for Incorporating Reading into Language Learning

Incorporating reading into language learning is a powerful strategy that enhances vocabulary acquisition, comprehension skills, and overall language proficiency. Educators and learners can adopt various practical approaches to effectively integrate reading into their language learning routines. One effective method is to select age-appropriate and culturally relevant books that resonate with learners' interests. For younger children, picture books such as "The Very Hungry Caterpillar" by Eric Carle can captivate their imagination while introducing basic vocabulary and sentence structures (Norton & Norton, 2019). For older learners, young adult novels like "Harry

Potter" by J.K. Rowling offer engaging narratives that encourage readers to explore complex themes and diverse character perspectives. Additionally, utilizing graded readers—books specifically designed for language learners at varying proficiency levels—can help scaffold the reading experience (Grabe & Stoller, 2011). These texts allow learners to gradually build confidence as they encounter familiar vocabulary in context.

Guided reading sessions can also be an effective practice for educators aiming to incorporate reading into language learning. During these sessions, teachers can group students based on their reading levels and provide targeted support. This approach allows educators to model reading strategies such as predicting, questioning, and summarizing while encouraging peer discussions that promote collaborative learning. Furthermore, incorporating read-aloud sessions not only helps improve listening skills but also allows teachers to demonstrate pronunciation and intonation patterns essential for effective communication.

Another technique is leveraging technology through digital platforms that offer interactive reading experiences. Websites like Epic! or Reading A-Z provide vast libraries of e-books tailored for different age groups and language levels. These platforms often include audio narration options that enhance comprehension while allowing students to follow along visually. Immersive language environments also play a critical role in integrating reading into language learning. Creating a rich literacy environment in the classroom or at home with labeled objects, immersive signage in the target language, and access to diverse literature promotes a culture of reading among learners (Grabe & Stoller, 2011). Encouraging students to maintain a personal reading journal where they reflect on their readings or summarize stories can further enhance critical thinking skills while reinforcing new vocabulary.

Moreover, incorporating thematic units where readings are aligned with specific topics or cultural themes can deepen understanding and make connections between the language being learned and real-world contexts (Norton & Norton, 2019). Engaging students in discussions about characters' motivations or cultural implications presented in the texts fosters higher-order thinking skills essential for proficient communication.

In conclusion, integrating reading into language learning routines requires thoughtful selection of materials suitable for learners' ages and interests alongside varied instructional techniques such as guided readings and technology use. By fostering an environment rich in literacy opportunities and facilitating engaging discussions around texts, educators can significantly enhance learners' linguistic abilities while instilling a lifelong love of reading.

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"INTEGRATING FILM INTO THE ENGLISH CURRICULUM"

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Annotation: The aim of this article is to advocate for the integration of film into the English curriculum as a means to enhance literary analysis, critical thinking, and cultural awareness among students. It seeks to demonstrate how film can complement traditional texts by engaging diverse learning styles, fostering deeper comprehension of themes and narratives, and developing media literacy skills.

Key words: critical thinking, cultural awareness, media literacy, interdisciplinary connections, empathy, and diverse narratives.

Abstract. Integrating film into the English curriculum offers a dynamic approach to enhancing literary analysis, critical thinking, and cultural awareness among students. Film serves as a powerful medium that can complement traditional texts, providing visual and auditory stimuli that engage diverse learning styles. By analyzing films alongside literature, educators can foster deeper comprehension of themes, character development, and narrative structure. For instance, films like "To Kill a Mockingbird" or "The Great Gatsby" not only bring classic literature to life but also offer contemporary interpretations that provoke discussions about societal issues and ethical dilemmas (Woods & Weller, 2019).

Incorporating film into the curriculum also encourages students to develop skills in media literacy. As they learn to critically evaluate cinematic techniques—such as cinematography, editing, and sound design—they become more adept at discerning how these elements influence storytelling and audience perception (Benson & O'Connor, 2020). This critical engagement with both text and film cultivates an understanding of cross-media narratives, enabling students to appreciate how stories are told across different formats.

Moreover, film can serve as a catalyst for interdisciplinary connections within the curriculum. Analyzing films through various lenses—historical contexts, psychological theories, or social justice frameworks—can enrich students' learning experiences by making connections between literature and real-world issues. This approach not only heightens engagement but also encourages empathy and broader perspectives on complex themes such as identity, power dynamics, and moral ambiguity.

Ultimately, integrating film into the English classroom promotes an inclusive environment where diverse voices and stories are celebrated. By examining films from different cultures or underrepresented communities alongside traditional literature,

educators can provide students with a more holistic understanding of the human experience. This integration not only prepares students for a media-rich world but also empowers them to become critical consumers of content in their everyday lives (Woods & Weller, 2019).

Cinematic Techniques and Literary Analysis

Cinematic techniques play a pivotal role in the storytelling process, and incorporating these elements into literary analysis can significantly enhance students' understanding of narrative structure, character development, and thematic exploration in literature. By examining how filmmakers employ camera angles, lighting, sound, and editing to convey meaning, students can draw parallels to how authors use literary devices to achieve similar effects. For instance, a close-up shot in film is analogous to a detailed character description in literature; both serve to highlight emotions and internal states that might otherwise go unnoticed (Bordwell & Thompson, 2017). This comparative analysis illuminates the ways that different mediums communicate complex ideas. By focusing on aspects such as point of view and perspective—integral components of both cinematic and literary narratives—students can appreciate how filmmakers manipulate visual elements akin to how writers craft their narratives. For example, an overhead shot may suggest a character's vulnerability or isolation, paralleling a passage in a novel where the author describes a character's existential plight through descriptive language. Furthermore, lighting plays an essential role in establishing mood and atmosphere in both films and literature; for instance, chiaroscuro lighting can create tension or highlight moral ambiguity on screen while parallel themes can be explored through dark imagery or symbolism within texts (Bordwell & Thompson, 2017). Sound design also enriches narrative comprehension; a haunting score might underscore moments of despair or dread in film just as poignant prose might evoke similar feelings through carefully selected diction. This multifaceted approach encourages students not only to analyze individual works but also to synthesize their insights across different media forms. When they engage with visual storytelling alongside traditional texts, students cultivate deeper analytical skills that are transferable across disciplines. They learn to scrutinize not only what is presented but also how it is presented—understanding that choices made by both authors and directors serve specific narrative functions. As they dissect films scene by scene while simultaneously reading novels chapter by chapter, students develop an acute awareness of pacing—a critical element that governs reader engagement and viewer attention alike.

Such cross-sectional comparisons foster critical thinking as students begin to ask questions about intent: Why did the director choose this particular angle? How does this choice affect our perception of the character? What themes are emphasized through specific audio cues? These inquiries prompt more profound discussions about narrative

strategies employed in both literature and film. Importantly, this comparative approach nurtures creativity within students; as they become adept at recognizing techniques used by others, they may feel empowered to experiment with their own storytelling practices—whether through writing narratives or creating short films—by applying what they have learned from diverse mediums (Murray & Heffernan, 2020). In sum, teaching cinematic techniques alongside literary analysis enriches the educational experience by providing students with tools for deeper engagement with texts while fostering valuable analytical skills that transcend disciplinary boundaries.

Engaging Students through Multimedia Projects

Engaging students through multimedia projects, particularly in the realm of creating their own film adaptations of literary works or themes studied in class, can significantly enhance their learning experience and deepen their understanding of both literature and the filmmaking process. By having students write scripts based on novels, plays, or poems they have studied, they are encouraged to analyze the source material critically and extract its core themes, character motivations, and narrative structures. This not only cultivates a deeper appreciation for literature but also enhances their writing skills as they learn to convey complex ideas succinctly and creatively (Murray & Gibbons, 2021). Storyboarding serves as another essential component of this project; it allows students to visualize key scenes and transitions while considering elements such as pacing, shot composition, and visual storytelling techniques. This process encourages collaboration among peers as they brainstorm ideas and make collective decisions about how best to represent the literary work on screen.

Furthermore, by engaging in discussions about different film genres—such as drama, horror, or comedy—students can explore how various cinematic styles influence narrative delivery and audience perception (Baker & Tatum, 2022). As they transition from pre-production planning to actual filming and editing, students gain hands-on experience with technology that is increasingly relevant in today's media-centric society. They learn about camera angles, lighting techniques, sound design, and editing software while fostering teamwork skills through group roles such as director, cinematographer, actor, or editor. These experiences not only contribute to their technical proficiency but also nurture problem-solving abilities as they encounter challenges during production that require innovative solutions. Incorporating peer feedback sessions throughout the project allows students to engage constructively with one another's work; critiquing helps them develop analytical skills while also fostering a sense of community within the classroom. The final product—a short film—serves as a tangible representation of their hard work and creativity; hosting a screening event can further build excitement around the project by inviting other classes or family members to watch their films. This celebratory aspect not only boosts student morale but also reinforces the importance of storytelling in multiple formats. Ultimately,

engaging students through multimedia projects centered on literary works empowers them to become active participants in their education rather than passive recipients of information; it invites them to explore creative expression while reinforcing critical thinking skills essential for both academic success and personal growth.

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ZAMONAVIY TA'LIM TIZIMI O'QITUVCHI TOMONIDAN ESHITISHIDA NUQSONI BO'LGAN BOLALARNI O'QITISH VA TARBIYALASH

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Annotasiya: Ushbu maqola eshitish qobiliyati buzilgan bolaning o'quv jarayonini inklyuziv makonda tashkil etish, bunday bolaning sinfdagi qiyinchiliklarini yengishda o'qituvchining didaktik materiallarga alohida e'tibor qaratishi masalalariga bog'ishlangan bo'lib, bu borada mualliflarning tavsiyalari keltirilgan.

Kalit so'zlar: Eshitish qobiliyati buzilgan bolalar, didaktik materiallar, didaktik tamoyillar, inklyuziv ta'lim, SMART sinf xonalari.

Аннотация: Данная статья посвящена вопросам организации учебного процесса слабослышащего ребенка в инклюзивном пространстве, особого внимания педагога к дидактическим материалам в преодолении трудностей такого ребенка на занятиях, а также даны рекомендации авторов в этом направлении.

Ключевые слова: Слабослышащие дети, дидактические материалы, дидактические принципы, инклюзивное образование, SMART-классы.

Annotation: This article is devoted to the organization of the educational process of a hearing-impaired child in an inclusive space, the teacher's special attention to didactic materials in overcoming the difficulties of such a child in the classroom, and the authors' recommendations in this direction are given

Key words: Hearing impaired children, didactic materials, didactic principles, inclusive education, SMART classes.

Eshitishda nuqsoni bo'lgan bolalarni o'qitish va tarbiyalash nazariyasi amaliyotining asosini umumiy: onglilik va faollik, tizimlilik va izchillik, ko'rgazmalilik, ilmiylik, bolalarga individual yondashuv, nazariyaning amaliyot bilan bog'liqligi kabi didaktik tamoyillar tashkil etadi. Maktablarda zaif eshituvchi va kar bolalarning ta'lim muammolarini hal qilish ko'p jihatdan eshitish qobiliyati buzilgan o'quvchi uchun zarur bo'lgan o'qitishning "muvaffaqiyatli yechimlari" tizimini yaratishga bog'liq bo'lib, bu uning ta'lim ehtiyojlariga muvofiq dasturni o'zlashtirish hamda zamonaviy jamiyatda muvaffaqiyatli sotsializatsiya qilish uchun kompetensiyalar ta'minlash imkonini beradi.

Zamonaviy ta'lim tizimi o'qituvchi tomonidan kar va zaif bolalarni o'qitish va tarbiyalashni tashkil etishning turli usullari, vositalari va shakllaridan foydalanishni ta'minlaydi. Bunda inklyuziv ta'lim sharoitida ularni tanlash, tarkib toptirish va maxsus amalga oshirish muhim ahamiyatga ega. Umumpedagogik usullar bir-biri bilan uyg'unlikda maxsus texnika va vositalardan foydalangan holda qo'llaniladi, bu esa o'ziga xos ta'lim texnologiyalarini shakllantirishga yordam beradi.

Ularni amalga oshirish ushbu toifadagi bolalarni o'qitishdagi asosiy qiyinchiliklarni: cheklangan eshitish idroki bilan bog'liq bo'lgan ma'lumotlarni qabul qilish, qayta ishlash; saqlash va ishlatishdagi xususiyatlar; nutqni rivojlantirishning o'ziga xosligi; kognitiv va shaxsiy sohalarni rivojlantirishning o'ziga xos xususiyatlarini hisobga olgan holda amalga oshiriladi.

Eshitish qobiliyati buzilgan bolaning o'quv jarayonini inklyuziv makonda tashkil etish uslublari va usullarini tanlash, tarkibi bir qator omillar bilan belgilanadi, xususan: eshitish qobiliyati buzilgan bolaning tayyorgarlik darajasi, umumta'lim maktabida o'qishi, o'qituvchi, surdopedagog va bolaning otalari o'rtasidagi hamkorlik hamda o'zaro hamkorlikning samaradorligi; ota-onalarning tushdan keyin uyda bola bilan tizimli ishlashga tayyorligi va qobiliyati; kar va zaif eshituvchi o'quvchining bolalar jamoasiga moslashish darajasi va sinfdoshlari bilan hamkorlikni tashkil etish imkoniyati; dars davomida korreksiya ish yo'nalishining ba'zi muammolarini hal qilish zarurati (eshitish-vizual e'tiborni rag'batlantirish; nutq xatolarini va grammatik jihatdan to'g'ri nutq ko'nikmalarini mustahkamlash; so'z boyligini kengaytirish, so'z-iboralarni tushuntirish; xuosalar, diktantlar yozishda, qayta hikoyalar tuzishda alohida yordamni tashkil etish). Eshitish qobiliyati buzilgan bolani inklyuziv makonda o'qitish va didaktika resurslardan foydalanish jarayonida o'qituvchi o'quvchilarning individual xususiyatlarini hisobga olgan holda oldindan tayyorgarlik ko'rishi kerak bo'lgan turli xil vaziyatlar (shu jumladan, ta'limda ham) yuzaga kelmoqda. Maqolada taqdim etilgan tavsiyalar eshitish qobiliyati buzilgan bolaning sinfdagi qiyinchiliklarini yengish bo'yicha o'qituvchining faoliyatini tashkil etishga imkon beradi: eshitishda nuqsoni bo'lgan bolalarning ish sur'ati sekinroq bo'lgani uchun topshiriqlarga, ayniqsa, yozishga ko'proq vaqt ajrating; har qanday o'quv jarayonida ma'lumotni shunday taqdim yetingki, bola uni o'z ko'rish qobiliyatidan foydalangan holda idrok eta oladigan bo'lsin; har bir yangi so'z bolalarning faol nutqqa kirishishi uchun korreksion ishning muayyan vaziyati, tengdoshlari bilan umumiy motivatsiyaga ega

bo'lishi kerak; har qanday vaziyatda ham o'zingiz natijasiga ishonch hosil qilgan ishlarni birinchi o'ringa qo'ying; har qanday vaziyatda ham bolalarni dialogga, muloqot qilishga va muhokama qilishga jalb qiling; faoliyat yoki topshiriqlarni o'zgartirganda, bola sizni tushunayotganiga ishonch hosil qiling (masalan, "nima qilasiz, takrorlang", "bolalarga nima qilish kerakligini ayting" texnikasidan foydalaning). sinfda yuqori darajadagi shovqinlardan saqlanib, o'quv jarayoniga eshitish uchun dam olish turi bo'lgan va sinfdagi barcha o'quvchilar uchun foydali bo'lgan oqilona "dam olish daqiqalarini" kiriting; bolalar tushuna olishlari, mazmuni haqida o'ylashlari uchun savollarni aniq, qisqa qilib qo'ying. Ularga javob berishlarida shoshiltirmang, o'ylash uchun vaqt bering; suhbat yoki dars davomida eshitish qobiliyati zaif bolaga tezkor yordam ko'rsatish usullaridan foydalaning: so'z birikmasini takrorlang, kalit so'zni yoki noto'g'ri tushunilgan so'zni yozing; butun gapni yozing. doskada o'quv materialining bir qismini va yangi lug'atni olib tashlang. Eshitishda nuqsoni bo'lgan bolaga yuz marta eshitishdan ko'ra bir marta ko'rgan yaxshiroq. Iloji boricha illyustrativ materiallardan foydalaning; eshitish qobiliyati zaif bola so'zlovchiga murojaat qila olishi kerak, bu intizomning buzilishi emas, balki zaruratdir (tovushli ma'lumotni idrok etish uchun vizual yordam).

Eshitishda nuqsoni bo'lgan bolalarni o'qitish va tarbiyalashni tashkil etish shakllari ham inklyuziv ta'lim nuqtai nazaridan muhim tarkibiy qism hisoblanadi. Maktabda shakllangan an'anaviy sinf-dars tizimi doirasida eshitish qobiliyati zaif bolalar bilan ishlashning guruh, kichik guruh, juftlik va individual mashg'ulotlar kabi shakllardan faolroq foydalanishni tavsiya etish mumkin. Ishbilarmonlik va rolli o'yinlar, matbuot anjumanlari, dars shaklida, nostandart darslardan foydalanish kar va zaif eshituvchi bolaning imkoniyatlarini so'zsiz kengaytirish bo'ladi. Eshitish qobiliyati zaif bolaning tadqiqot yoki ijodiy loyihalarda (o'qituvchi rahbarligida) mustaqil ishi va ularni himoya qilishi katta imkoniyatlarga ega. Didaktik materiallar ta'lim va korreksion ishlarni rivojlantirishga, muammolarni hal qilishga yordam berishga, og'zaki nutqni idrok etish va takrorlash ko'nikmalarini takomillashtirishga qaratilgan. Muassasada maxsus jihozlar va maxsus didaktik resurslardan foydalanmasdan bu muammolarni hal qilib bo'lmaydi. Maktabda axborot makonini kengaytirish, dam olish korreksion-rivojlantiruvchi mashg'ulotlar uchun maxsus xonalarni ochish, SMART sinf xonalarini tashkil etish maqsadga muvofiqdir. Eshitishda nuqsoni bo'lgan bolalarni o'qitish va tarbiyalashni tashkil etish shakllari ham inklyuziv ta'lim nuqtai nazaridan muhim tarkibiy qism hisoblanadi.

Xulosa qilib aytganda, eshitishda nuqsoni bo'lgan bolalarni o'qitish va tarbiyalash jarayonida umumiy didaktik tamoyillar, inklyuziv ta'lim prinsiplari va maxsus usullar uyg'unligidan foydalanish katta ahamiyatga ega. Ta'lim jarayonida ularning o'ziga xos

ehtiyojlari inobatga olinishi kerak, bu esa o'quvchilarni jamiyatda muvaffaqiyatli sotsializatsiya qilish va ularning bilim olish imkoniyatlarini kengaytirishga yordam beradi. Eshitish qobiliyati zaif bolalar uchun dars jarayonini tashkil etishda qo'llaniladigan maxsus texnika va vositalar, shuningdek, o'qituvchi, ota-onalar va mutaxassislar o'rtasidagi samarali hamkorlik muhim o'rin tutadi. Ushbu yondashuvlar bolalarning ta'lim jarayoniga to'liq qo'shilishiga, bilim olishdagi qiyinchiliklarni yengib o'tishiga va o'z shaxsiy salohiyatini to'liq amalga oshirishiga yordam beradi. Shuningdek, SMART sinflar, maxsus jihozlar va didaktik resurslardan foydalanish, ularning kognitiv va shaxsiy sohalarini rivojlantirishda muhim rol o'ynaydi. Shunday qilib, eshitishda nuqsoni bo'lgan bolalarning ta'lim va tarbiyasi ularning imkoniyatlarini maksimal darajada oshirish uchun barcha zaruriy shart-sharoitlarni yaratishni talab etilishi kerak

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A.QODIRIYNING “MEHROBDAN CHAYON” ROMANINING INGLIZCHA TARJIMASIDA MAQOL VA MATALLARNING IFODALANISHI

Maxliyo Erkinovna Xabibullayeva

G‘arb tillari kafedrasida katta o‘qituvchisi, mustaqil tadqiqotchi, TDSHU

Annotatsiya: Ushbu maqolada A.Qodiriyning nafaqat ko‘p qirrali ijodkor bo‘lganligiga urg‘u beriladi, balki uning o‘z asarlarida asosan nimalarni yoritganligiga ham to‘xtalib o‘tiladi. Bundan tashqari adibning asarlarida qo‘llagan badiiy mahorati uning romanlarida ishlatilgan maqol va matallarining inglizcha tarjimalarida qanday berilganligi va bu aslyatga nechog‘lik mos kelganligi o‘rganiladi va misollar asosida tahlil qilinadi. Mazkur maqolaning maqsadi qilingan tarjimani tanqid qilish emas, balki aksincha uning afzalliklarini o‘rganib unga doir fikr va mulohazalar bildirishdan iborat. Bunda asarning o‘zbek tilidagi variantida berilgan iboralar, maqol va matallar ingliz tilidagi tarjimasi bilan qiyoslab, solishtirib o‘rganiladi va bir qancha fikrlar bayon qilinadi.

Kalit so‘zlari: A.Qodiriy, Mehrobdan chayon, Millatparvarlik va ma‘rifatparvarlik, jadidchilik, durdona asar, maqol va matallar, badiiy usul.

Abstract: In this article, it is emphasized that A.Qadiri was not only a multifaceted creator, but also what he covered in his works. In addition, the artistic skill used by the writer in his works is studied and analyzed on the basis of examples, how the proverbs and sayings used in his novels are given in English translations and how well this corresponds to the original. The purpose of this article is not to criticize the translation, but rather to study its merits and give opinions and comments on it. In this, the phrases, proverbs and sayings given in the Uzbek language version of the work are compared and compared with the English translation, and a number of opinions are expressed.

Key words: A. Qadiri, Scorpion from Mehrob, Nationalism and Enlightenment, Jadidism, masterpiece, proverbs and sayings, artistic method.

KIRISH QISMI

XX asr o‘zbek adabiyotining ulkan namoyondalaridan biri, o‘zbek romanchiligi asoschisi, buyuk yozuvchi va shoir, hamda tarjimon Abdulla Qodiriy serqirra ijodkor sifatida har bir kitobxon yaxshi taniydi. Adibning jadidchilik g‘oyalari bilan sug‘orilgan asarlari asosan millatparvarlik va ma‘rifatparvarlik ruhida yozilgan bo‘lib xalqni uyg‘onishga, fikrlashga, umrini g‘aflatda o‘tkazmaslikka undaydi. “Adabiyot atomdan kuchli, lekin uning kuchini o‘tin yorishga sarflash kerak emas.” deydi

A.Qahhor¹. Darhaqiqat, A. Qodiriy ham o‘z romanlari orqali xalqning milliy ongini uyg‘otmoqchi bo‘ladi va manashunday milliy ruhdagi asarlari orqali millat taqdiriga ijobiy ta’sir ko‘rsatishga harakat qiladi. Adibning orzulari bugungi kunda amalga oshdi desak mubolag‘a bo‘lmaydi. Negaki uning asarlaridan bugungi kunda nafaqat o‘zbek xalqi, balki boshqa millat vakillari ham bahra olayotganini guvohi bo‘lib turibmiz. Sababi adibimiz asarlari bir qancha dunyo tillariga tarjima qilinib. Sharq va G‘arb mamlakatlarida e’tirof etildi. Jumladan “O‘gan kunlar” asari bir necha marta turli tarjimonlar tomonidan ingliz tiliga o‘girildi. “Mehrobdan chayon” asari ham inglizabon kitobxonlar tomonidan iliq kutib olindi.

ADABIYOTLAR TAHLILI

A.Qodiriy asarlarini o‘qib chiqqan bo‘lsangizda yana qaytadan o‘qigingiz kelaverishi va bunga zarurat sezaverishingiz, undan zerikmasligingizning asosiy sababini adibning kuchli adabiy qurol sanalmish “so‘z” qurolidan bekamu-ko‘st foydalanganligida deb tushunaman. Zero, buyuk adibimiz o‘zining quyidagi xikmatlari orqali “So‘z so‘ylashda va ulardan jumla tuzishda uzoq andisha kerak. Tuzilgan jumlaning yozuvchining o‘zigina tushunib, boshqalarning tushunmasligi katta ayb. Asli yozuvchilik aytmoqchi bo‘lgan fikrni hammaga barobar anglata bilishda, oraga anglashilmovchilik solmaslikdadir. Qalam — o‘qlog‘i, adabiyot — ketmon bozori emas. Yo‘sinsiz ravishda xotiraga kelgan har bir so‘zdan jumlar to‘qimoq fazilat sanalmaydi. So‘z qolip, fikr uning ichiga qo‘yilgan g‘isht bo‘lsin, ko‘pchilik xumdonidan pishib chiqqach, yangi hayot ayvoniga asos bo‘lib yotsin”² fikrni tiniq ifodalashda, to‘g‘ri va aniq bir jumla tuzishda so‘zlarni mos tanlash lozimligini ta’kidlab o‘tishi bejizga emas. Chunki adabiyotda obrazlalar badiiy til orqali jonlantiriladi va sizda tasavvur uyg‘otadi.

Yozuvchining asarlarini qaytadan o‘qiganingizda ko‘p yangi-yangi qirralarini kashf etib borasiz va ularga berilgan ta’riflar orqali qahramonlarni ko‘z o‘ngingizda gavdalantirishga musharraf bo‘lasiz. Chunki adib o‘z asarlarida adabiy til me’yorlaridan unumli foydalangan, bundan tashqari ijod mahsullarini turli badiiy milliy koloritlar orqali boyitish bilan birga turli qochiriqlar, kinoya, kesatiq, maqol va matallarni ham o‘rinli ishlata olgan. Bizga ma’lumki, maqollar nutqni bezabgina qolmay, balki asarning yanada ta’sirchanligini, xalqchilligini va o‘ziga xosligini ta’minlaydi. Shu bilan birga so‘z san’atkorlari asarning badiiyligini oshirish, badiiy til ravonligini ta’minlash tinglovchini jalb qila olish maqsadida ham maqol va matallardan foydalanishga harakat qilishadi. Binobarin taniqli tarjimashunos olim G‘. Salomov maqol va matallarga alohida urg‘u berib, ”Agar mendan: tilda ham mo‘jizalar

¹ A.Qahhor adabiyot va hayot haqida.

² Qodiriy A. Adabiyot haqida. Aforizmlar.Ziyouz.uz 27.03.2014

bo‘ladimi?- deb so‘rasalar, men: ha agar bo‘lsa, tilning ”mo‘jizasi” undagi maqol, matal va idiomalardir deb javob qilgan bo‘lar edim”deb yozganlar³.

NATIJALAR VA MUHOKAMA

Biz Qodiriy asarlarining inglizcha tarjimalarini misollar asosida talqin qilarkanmiz, adibning badiiy usullardan nechog‘lik ustamonlik bilan foydalanganliklarini shohidi bo‘lamiz. Keling siz bilan ushbu badiiylikni yozuvchining **“Mehrobdan chayon”** romanining hamyurtimiz, pedagogika fanlari do'ktori, professor I.M.To‘xtasinovning **“The Scorpion from the Altar”** nomli tarjimasida maqol va matallarning talqinini ko‘rib chiqamiz. Masalan “Mehrobdan chayon” asarida adib Mahdumning ba’zi xislatlarini ta’riflab o‘tayotganida albatta uning salbiy tomonlariga ishora qilib: “Oyni etak bilan yashirib bo‘lmaydur”⁴ maqolini ishlatgan. Tarjimon esa uni ”You cannot hide something from other people” deya tarjima qilgan.Ushbu hikmatli so‘zni biz “The moon cannot be hidden by a skirt” shaklida tarjima qilsak ham kitobxon uchun tushunarli bo‘ladi. Navbatdagi misolda adib“Chumchuqdan qo‘rqib tarq ekmagan”⁵deb qo‘rq‘oq odamlarni nazarda tutadi.Tarjimasida esa “Being afraid of a sparrow he did not sew millet”⁶ deb beriladi. Ushbu jumlaning tarjimasiga sew o‘rniga plant so‘zidan ham foydalanish mumkin edi. Keyingi “Qush tilini qush tushunadi”⁷ maqolimiz tarjimada “The poor will always understand the poor” deb berilgan. Ushbu tarjima ma’no jihatidan asliyatga mos tushgan, chunki so‘zma-so‘z tarjima qilinsa “Kambag‘alni har doim kambag‘al inson tushunadi” jumlasida paydo bo‘ladi. Bu albatta “Qush tilini qush tushunadi” maqoliga mos keladi. Yana “Mishiq oftobga tekinga chiqmaydi”⁸ maqoli “Even a cat doesn’t leave on the sun to her warm for nothing” tarzida berilgan. Buni “Even a cat doesn’t sunbathe for free” jumlasida orqali ham ifodalash mumkin deb o‘ylayman. “Qarg‘a qarg‘aning ko‘zini cho‘qimas”⁹ maqoli inglizchaga “Crows don’t pick crow’s eyes” jumlasida orqali to‘g‘ri o‘girilgan. Quyidagi “Ignani tuyadek, xasni xaridek ko‘rasiz”¹⁰ maqoli orqali adib “Qo‘rqqanga qo‘sha ko‘rinar” demoqchi bo‘lsa ajab emas. Mazkur maqolning tarjimasida “You make a mountain out of a molehill” kabi muqobil varianti olingan. Bular badiiy jihatdan ham tasviriy jihatdan ham bir-birlariga mos tushgan. “Ko‘rpangga qarab oyoq uzat”¹¹ jumlasida **“The scorpion from Altar”** da **“Stretch your legs according to your mats”** tarzida berilgan bo‘lsa, Ermakovaning **“Days gone by”** tarjimasida **“Stretch your legs according to the coverlet”** muqobil variant to‘g‘ri

³ Саломов Ф.Рус тилидан ўзбекчага мақол, мatal ва идиомаларни таржима қилиш масаласига доир. Тошкент: Ўзбекистон ССР фанлар академияси нашриёти.-1961.-Bet 3

⁴ Qodiriy A.Mehrobdan chayon.-Toshkent: Sharq.-2015.-Bet 14

⁵ Qodiriy A. Mehrobdan chayon.- Toshkent: Sharq.-2015.-Bet 41

⁶ Qodiriy A.The Scorpion from the Altar.- Toshkent:”Mashhur press”- Bet 38.

⁷ Qodiriy A. Mehrobdan chayon.- Toshkent: Sharq.-2015.-Bet 45

⁸Qodiriy. A.The Scorpion from the Altar.- T:”Mashhur press”- 2019.-Bet 144

⁹ Qodiriy A.Mehrobdan chayon.-Toshkent: Sharq.-2015.-Bet 249

¹⁰ Qodiriy A.Mehrobdan chayon.-Toshkent: Sharq.-2015.-Bet 213

¹¹ Qodiriy A.Mehrobdan chayon.-Toshkent: Sharq.-2015.-Bet 177

tanlangan. Negaki, mats – gilamcha ma’nosini anglatsa, coverlet - ko’rpa ma’nosini bildiradi. Shu sababli ham ba’zi maqollarning muqobillarini tarjimada aynan berish har doim ham to’g’ri bo’lavermaydi.

XULOSA

Xulosa qilib shuni aytish mumkinki, adibimiz asarlari qaysi tilga tarjima qilinishidan qat’iy nazar, kitobxonga o’zida ifodalagan qadriyatlarimizni, urf – odatlarimizni, eng muhimi o’zining milliy ruhini saqlagan holda yetib borishi lozim deb tushunaman. Zero, Qodiriy kuchli badiiy mahorat sohibi bo’lganligi uchun ham asarlarida kinoya, qochiriqlar, chiroyli iboralar, ajoyib maqol va matallardan keng ko’lamda foydalana olgan. Shuni aytish joizki, yozuvchining romanlarining ko’pchilikka manzur bo’lishi va durdona asar sifatida tan olinishiga albatta unda ishlatilgan maqol va matallarning o’rni ham beqiyosdir. Bular asardagi ta’sirchanlikni, hajviy ruhni va shaffoflikni oshirishga xizmat qiladi. Adibning asarlari oddiy xalq tushunadigan sodda tilda yozilgan bo’lsada, undagi badiiylilikni, milliylikni va o’ziga xoslikni ilg’amaslikni iloji yo’qligi hech kimga sir emas. Ammo tarjima jarayonida kuzatilgan ayrim maqol va matallarning noto’g’ri talqin qilinish, tushirib qoldirilishi yoki oddiygina qilib ta’rif berib ketilishi asarning yuksak saviyasiga putur etkazishi mumkunligidan ogoh bo’lmog’imiz va ushbu durdonalarni asramog’imiz darkor.

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PECULARITIES OF PHONETIC STYLISTIC DEVICES IN POETRY

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Abstract: This article provides information about the phonetic analysis of poetry, a relatively new field in phonopoeitics-linguistics, the result of new research. The application of this field through lyrical works lays the groundwork for today's development of the science.

Key words: *stylistic devices, theory of linguistics, phonetic analysis, lyrics, society.*

Introduction: It is known from the theory of linguistics that linguopoeitics is a field formed between linguistics and literary studies. It differs from other fields of linguistics in that the source of research is works of art. Literature is studied in terms of language. Linguopoeitics studies the artistic-aesthetic functions of linguistic units used in artistic works, the connotative function of language.

Artistic language, as a comprehensive object, has the feature of being divided into functional graded parts into fragments. However, in practice, the fragments of this object are given to the analysis of artistic speech. So, artistic speech is a broad concept, the language of artistic work is a form of artistic speech. Since it includes the expressive function of language, it covers all level units of the language system.

Based on this, linguopoeitics is divided into such types as phonopoeitics, lexopoeitics, and syntactic poeitics. The task of linguopoeitics is to study these areas separately and to shed light on their interaction. In particular, at the phonetic-phonological level, the same sounds are repeated in the same syllables, creating the phenomena of assonance (repetition of the same vowels), alliteration (repetition of the same consonants), and serving as a means of creating impressiveness.

Main part: Phonographic stylistics in a literary work is a science between phonetic stylistics and graphic stylistics. Ayub G'ulomov was the first to discuss phonostylistic tools and their use in speech. The scientist points out that there are many stylistic possibilities in phonetic tools, and emotional impact is created by changing the tone and phonetic image of some words.

Phonetic tools in literature: speech sounds, accent, tone, timbre. Graphic tools - letters. In the process of analyzing the literary text, special attention should be paid to the aesthetic properties of phonetic units. The aesthetic possibilities of speech sounds are quickly and easily perceived in the poetic text. Because the poem has a unique attractive tone. This melodiousness is achieved as a result of methodical use of

sounds. In poetry, phonetic methods such as alliteration (repetition of consonants), assonance (repetition of vowels), gemination (folding of consonants) are used. In prose, the above tools are used to lengthen vowels, as well as to increase or decrease sounds.

The main function of phonemes in the language is to differentiate the meanings of words, and it also performs stylistic-expressive and appellative tasks. The listener perceives these features in phonemes through sounds. Consonants differ from vowels according to the place and method of their formation and the number of sounds. Hesitating, repeating, omitting consonants in pronunciation, replacing them in words; and in written speech, it is phonographically important to accurately reflect these pronunciation phenomena.

Phonographically, the number of repetitions of a consonant in a word represents the amount of expressive color it expresses, as a result, the connotative meaning appears. If the doubling of a consonant sound at the beginning of a word indicates a character's lack of speech or overexcitement, the repetition of a consonant at the end of a word means that the word is pronounced too long. Another phonetic method widely used in artistic speech is gemination. In other words, poetic actualization takes place through layering of sounds.

Also, the expression of tone is important in artistic speech. Tools that play an important role in artistic speech:

1. Tone
2. Accent
3. Pause
4. Alliteration
5. Assonas
6. Sound repetition
7. Imitation of sound

Any speech has its own intonation integrity, which consists of the syntactic structure of the speech, the place of words in the sentence, etc.

Conclusion: In short, phonopoetics is a special field of linguistics, the phenomena in it serve the attractiveness of linguistic units and artistic-lyrical works.

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УЛУЧШЕНИЕ КАЧЕСТВА ЭЛЕКТРОЭНЕРГИИ НА ПРОМЫШЛЕННЫХ ПРЕДПРИЯТИЯХ

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Аннотация:

В статье рассматриваются методы и технологии улучшения качества электроэнергии на промышленных предприятиях. Обсуждаются факторы, влияющие на качество электроэнергии, такие как источники энергии, неисправности в электросетях и качество технологического оборудования. Также исследуются современные технологии, включая системы контроля качества, решения для хранения энергии и стратегии оптимизации использования энергии. Приводятся примеры успешных проектов и практические рекомендации для повышения качества электроэнергии.

Ключевые слова: Качество электроэнергии, технологии хранения энергии, системы мониторинга, контроль качества, энергетическая эффективность, промышленные предприятия, оптимизация энергии

Введение

Качество электроэнергии критически важно для эффективной работы промышленных предприятий. Высокое качество электроэнергии способствует надежной и бесперебойной работе оборудования, снижает затраты на его обслуживание и повышает общую эффективность производственных процессов. Цель данной статьи – исследовать факторы, влияющие на качество электроэнергии, и представить современные технологии и стратегии, направленные на его улучшение.

Факторы, влияющие на качество электроэнергии

Источники энергии и их качество: Разнообразие источников энергии (промышленные, возобновляемые, сельскохозяйственные) и их влияние на качество электроэнергии. Например, нестабильность в источниках энергии может привести к колебаниям в напряжении и частоте, что негативно сказывается на работе оборудования.

Неисправности в электросетях: Аварии, короткие замыкания и колебания напряжения в электросетях могут привести к снижению качества электроэнергии. Неисправности в распределительных сетях могут вызывать частые перебои и нестабильность, что влияет на эффективность производственных процессов.

Качество технологического оборудования: Воздействие неисправностей и старения оборудования на качество электроэнергии. Технологическое оборудование, такое как трансформаторы и инверторы, должно быть своевременно обслуживаемым и обновляемым для обеспечения стабильного качества электроэнергии.

Факторы	Воздействие	Технологии	Примеры
Источники энергии	Общая стабильность и качество электроэнергии	Системы контроля качества	Промышленные и возобновляемые источники
Неисправности в электросетях	Проблемы с качеством электроэнергии и частые перебои	Системы мониторинга, хранение энергии	Аварии в электросетях, колебания напряжения
Качество технологического оборудования	Влияние на качество электроэнергии из-за неисправностей	Технологии оптимизации энергии	Обновление и обслуживание оборудования
Энергетическая эффективность	Оптимизация использования энергии и снижение затрат	Интеллектуальные системы управления энергией	Программы энергосбережения, автоматизация

Таблица 1

Современные технологии для улучшения качества электроэнергии

Системы контроля качества и мониторинга: Использование современных систем для постоянного мониторинга и контроля качества электроэнергии. Эти системы позволяют оперативно обнаруживать и устранять проблемы, обеспечивая стабильность электроснабжения.

Технологии хранения энергии: Современные решения для хранения энергии, такие как литий-ионные аккумуляторы и суперконденсаторы, помогают

сглаживать колебания в потреблении и обеспечивать надежное энергоснабжение в периоды пикового спроса.

Технологии оптимизации энергии: Решения для улучшения использования энергии, включая интеллектуальные системы управления энергией, которые позволяют оптимизировать потребление и минимизировать потери.

Технология	Описание	Преимущества	Примеры
Системы контроля качества	Устройства для мониторинга качества электроэнергии	Высокий уровень контроля и стабильности	Онлайн-мониторинг, диагностические системы
Технологии хранения энергии	Решения для хранения энергии, такие как аккумуляторы	Обеспечение стабильности и надежности	Li-ion аккумуляторы, суперконденсаторы
Технологии оптимизации энергии	Решения для повышения эффективности использования энергии	Снижение потребления и потерь	Интеллектуальные системы управления, модернизация оборудования

Таблица 2

Стратегии улучшения качества электроэнергии на промышленных предприятиях

Методы повышения качества: Внедрение систем контроля и мониторинга для обеспечения стабильности и надежности электроэнергии. Например, использование фильтров и стабилизаторов напряжения для защиты оборудования.

Стратегии экономии энергии и повышения эффективности: Разработка программ по энергосбережению и внедрение энергоэффективных технологий. Применение интеллектуальных систем управления для оптимизации потребления энергии.

Рекомендации и лучшие практики: Применение успешных практик и рекомендаций для повышения качества электроэнергии, таких как регулярное техническое обслуживание оборудования и мониторинг его состояния.

Стратегия	Описание	Примеры
Методы повышения качества	Методы для улучшения качества электроэнергии	Внедрение систем контроля и фильтров
Стратегии экономии энергии	Программы и технологии для экономии энергии и повышения эффективности	Энергоэффективные технологии, интеллектуальное управление
Лучшие практики	Рекомендации для повышения качества электроэнергии	Регулярное техническое обслуживание, мониторинг

Таблица 3

Примеры и исследования

Успешные проекты: Примеры успешных внедрений технологий по улучшению качества электроэнергии на промышленных предприятиях. Например, внедрение систем энергоэффективного освещения и оптимизации работы насосных станций.

Статистические данные и анализ: Анализ статистических данных по улучшению качества электроэнергии, результаты исследований и отчеты о проведенных мероприятиях.

Заключение

Основные выводы и рекомендации: Основные выводы исследования, включая рекомендации по улучшению качества электроэнергии на промышленных предприятиях. Подчеркивается важность комплексного подхода к решению проблемы.

Перспективы для будущих исследований: Возможные направления для дальнейших исследований в области повышения качества электроэнергии и разработки новых технологий.

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XALQ OG‘ZAKI IJODIDA BARQAROR EPIK FORMULALAR VA ULARNING DOSTONLARDA NAMOYON BO‘LISHI

Atajonova Shohista Soatboyevna - Magistr

Annatsiya: Maqolada dostonlarda kuzatiladigan barqaror epik formulalar, ularning o‘ziga xos xususiyatlari, turlari misollar yordamida tahlil qilingan.

Аннотация: В статье с помощью примеров анализируются устойчивые эпические формулы, наблюдаемые в былинах, их характеристики, типы.

Annotation: In the article, the stable epic formulas observed in the epics, their specific features, types are analyzed with the help of examples.

Kalit so‘zlar: Doston, barqaror epik formula, obraz, ishqiy-sarguzasht doston, sujet, qolip ifodalar.

Ключевые слова: Эпос, устойчивая эпическая формула, образ, романтически-приключенческий эпос, сюжет, нормативные выражения. Ключевые слова: Эпос, устойчивая эпическая формула, образ, романтически-приключенческий эпос, сюжет, нормативные выражения.

Key words: Epic, stable epic formula, image, romantic-adventure epic, subject, standard expressions.

Xalq ijodi deganda, bevosita ko‘z o‘ngimizda ota-bobolarimizdan bizga meros bo‘lib kelayotgan, millatimizning tarixi, buguni va kelajagini o‘zida mujassam etgan “Alpomish”, “Go‘ro‘g‘li”, “Rustamxon”, “Kuntug‘mish”, “Orzigul”, “Qironxon” kabi muazzam dostonlar, purma’no ertaklar, maqol-matallar, hassos va o‘ynoqi xalq qo‘shiq-lari, afsona-yu rivoyatlar namoyon bo‘ladi. Avlod-dan-avlodga og‘zaki tarzda o‘tib kelayotgan bu tafakkur durdonalari milliy ma’naviyatimizning ajralmas tarkibiy qismi hisoblanadi. Xalq og‘zaki ijodi muttasil harakatdagi uzluksiz jarayon bo‘lib, millat o‘z milliy ma’naviyatini-yillar, asrlar davomida yuksaltirib, boyitib boradi. O‘zbek xalqi o‘zining g‘oyat qadimiy madaniyati va serqirra ijodiy salohiyati bilan jahon tamadduni taraqqiyotiga ulkan hissa qo‘shdi. Birinchi Prezidentimiz I.A.Karimov haqli ravishda yozganidek: “Ajdodlarimiz tafakkuri va dahosi bilan yaratilgan eng qadimgi toshyozuv va bitiklar, xalq og‘zaki ijodi namunalaridan tortib, bugungi kunda kutubxonalarimiz xazinasida saqlanayotgan ming-minglab qo‘lyozmalar, ularda mujassamlashgan tarix, adabiyot, san‘at, siyosat, axloq, falsafa, tibbiyot, matematika, mineralogiya, kimyo, astronomiya, me‘morlik, dehqonchilik va boshqa sohalarga oid qimmatbaho asarlar bizning buyuk ma’naviy boyligimizdir. Bunchalik katta merosga ega bo‘lgan xalq dunyoda kamdan-kam topiladi”[1, B.-30]. Darhaqiqat, xalq og‘zaki ijodi yordamida biz xalqimizning dunyoqarashi, turmush tarzi, orzu-intilishlari, urf-odat va marosimlari, an‘analari-yu o‘zbekona samimiyatini

o'ziga xos tarzda badiiy idrok qilamiz. Ayniqsa, biz buni xalq dostonlari misolida ko'rishimiz mumkin. Xalq dostonlarining badiiy jozibasini oshirishda, albatta, baxshilarning roli katta. Shu boisdan, xalq dostonlarida baxshining badihago'yiligi uning qanchalik mohir aytuvchi ekanligi anglatadi. Ijodkor uslubi va mahoratini belgilab berishda epik formulalar muhim ahamiyatga ega. Epik formula turli dostonlarda turlicha, o'ziga xos tarzda namoyon bo'ladi. Bu esa, o'z navbatida, dostonlarga bo'lgan qiziqishni orttiradi. Barqaror epik formulalar har bir janrda o'ziga xos tarzda namoyon bo'ladi. Ayniqsa, epik formula ishqiy sarguzasht, ya'ni romanik dostonlarda o'ziga xos tarzda namoyon bo'ladi. Barqaror epik formulalar muayyan syujet bilan bog'liq bo'lmagan, lekin xalq baxshilarining epik ongi va epik xotirasini ushlab turadigan, ularni badiha qilishga undab, yo'naltiradigan hodisadir. Shu ma'noda barqaror epik formulalar xalq dostonlarining muhim, yetakchi uslubiy xususiyati hisoblanadilar.

Romanik dostonlarda yoridan, yaqin kishilaridan ayro tushgan qahramon o'z holidan zorlanib, ruhiy iztiroblardan qiynalganda bir epik formulaning ikki xil shakldagi ifodasidan foydalanib, dard-alamlarini bayon etadi. «Malika ayyor» dostonida Go'ro'g'li Avazxonning Torkistondan qaytib kelish muhlatini so'raganda, ichi g'am-tashvishga, hadik va xavotirga to'la Avazxon tilidan quyidagi epik formula keltiriladi:

*Dardliman, dardimni kimga yoramam,
Ayriliq o'tiga bag'ri poraman [2, B.-15]*

Xavf-xatarga to'la safarga otlangan qahramon dilida dard-alam, tashvish ko'p bo'lishi tabiiy. Binobarin, bir tomondan, uzoq va xatarli safar tashvishi, ikkinchi tomondan, suyukli farzandidan vaqtinchalik, balki butunlay ayrilib qolayotgan otaning bezovta ko'ngliga dalda berish istagi, Go'ro'g'lini Go'ro'g'li qilgan, nomini olamga yoygan, Chambil mamlakati va xalqining tinchligi, farovonligini ta'minlashga hissa qo'shgan G'irotdan ayrilib qolishdan tashvishlanayotgan mamlakat sardorining ko'ngil xijilini tarqatish uchun Avaz o'z so'zini yuqoridagi epik formula bilan davom ettiradi. Chunki ana shu vaziyatda Avaz haqiqatan ham dardli qul, ammo u dardini hech kimga ayta olmaydi. Sababi shuki, Zebit cho'lida, Shakar ko'lida Go'ro'g'lining aqlu hushini olgan Malika ayyorni Torkiston degan noma'lum va xatarli mamlakatdan osonlik bilan olib kelib bo'lmasligini u yaxshi biladi. Ammo jonidan yaxshi ko'rgan otasining dardiga malham bo'lish uchun Avaz so'z bergan, va'dani buzish esa epik qahramon sha'niga to'g'ri kelmaydi. Shuning uchun uning butun dardi ichida. Boz ustiga Go'ro'g'li ham farzandidan, ham tulpor otidan ayrilib qolishdan hadiksirab, qachon qaytib kelasan, deb so'rab yotibdi. Demak, bunday hadiksirashdan Go'ro'g'lini qutqarish kerak. Bu vazifani esa epik formulaning ikkinchi misrasi ado

etadi. Mana shu holatda Avazxonning ham bag'ri vaqtinchalik ayriliqdan pora bo'lib yotibdi, agar u tirik qolsa, albatta, qaytadi. Mana shunday ikki tomonlama xavotirli dillarga taskin berish maqsadida epik formuladan keyinoq baxshi Avazning aniq qaytish muddati haqidagi javobini qo'shib yuboradi. Avazning o'n olti oyda qaytib kelishi haqidagi xabari Go'ro'g'li va uning yonidagilarning, shuningdek, doston tinglovchilari dilidagi g'ashlikka barham beradi, ularni xotirjam qiladi[3, B.-56]. Yoki:

“Orzigul” dostonida uzoq ayriliqdan so'ng farzandi Suvonxonni sog'-salomat ko'rgan podshoning nutqi ramziy mazmundagi shunday epik formula bilan boshlanadi:

*Kuygan qulga keng mamlakat tor ekan,
Adashganlar bir-biriga zorekan[4,B.312]*

E'tibor berilsa, formulaning birinchi misrasidagi “kuygan qul” va “tor mamlakat” obrazlari dom-daraksiz ketgan yolg'iz farzand dog'ida kuygan podsho ko'ziga na faqat mamlakat, balki keng jahon ham tor bo'lib ko'rinishi qonuniy hol ekanligini anglatadi. Ana shu mazmun va alamli ohangni yanada kuchaytirish maqsadida epik formulaga ikkinchi mazmundosh misra ham keltiriladi. Ikkinchi misradagi adashib bir-birlarini yo'qotib qo'ygan kishilar obrazlari dastlabki misralardagi obrazlarga o'xshash va hamohangdir. Har ikki misradagi ibratli fikr, hayotiy ma'no birikuvi epik formulada yashiringan ramziy obrazlar vositasida aytiladi.

Noma'lum personajlar kimligi, qayerdan kelganligi, nima maqsadda yurganligini aniqlash maqsadida beriladigan so'rovlar va ularga javob berishda qo'llaniladigan epik formulalar ham mavjud. “Ravshan” dostonida Ravshanni o'z uyiga olib ketgan kampirning qahramonning kimligi, qayerdan kelganligini bilish uchun bergan savollari quyidagi epik formula vositasida boshlanadi:

*Tarzingga qarasam, nodon bolasan,
Mavj urib daryoday to'lib toshasan[5,B.-399]*

Katta hayot tajribasiga ega bo'lgan kampir bir qarashdayoq Ravshanning siyog'i bu ellarga to'g'ri kelmasligini darhol payqab oladi. Buning ustiga Ravshanning g'ayratli yigit ekanligini, ammo hali g'o'riligini ham sezadi. Qahramonning tabiatiga xos bunday xususiyatlar esa dostonidagi boshqa epizodlarda, boshqa personajlar tilidan beriladigan so'rovlarda ham qo'llanilgan. Masalan, “Kuntug'mish” dostonida darvozabonning To'raga beradigan savoli quyidagi epik formula bilan boshlanadi:

*Sening tarzining bu yerlarga kelmaydi, So'ylagil, jon
do'stim, senga yo'l bo'lsin[6, B.-254]*

Yuqorida keltirilgan tahlillardan xulosa qiladigan bo'lsak, barqaror epik formulalar xalqning hayot tajribasida jamlangan quyma poetik misralardan iborat bo'lib, ular baxshilarga jonli ijro jarayonida epik bilim hamda epik xotirani tiklashga, uzluksiz improvizatsiya jarayonida ijroni to'xtovsiz davom ettirishga inkor beradilar va tasvirlanayotgan obrazning holati, voqelik mazmuni bilan ichki ramziy aloqadorlikka ega bo'ladilar. Ularning ayni shu vazifasi tasvir hamda ifodaga ta'sirchanlik bag'ishlaydi.

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DUNYONING ISHLARI INGLIZ TILIDA

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Annotatsiya

Ushbu maqolada O‘tkir Hoshimov qalamiga mansub “Dunyoning ishlari (Such as Life) asarining Mark Ris tomonidan qilingan tarjimasini tahlilga tortilgan. Tarjima, bir qarashda, oddiy ish jarayoniga o‘xshasa-da, asar boshqa tilda qayta yaratilgan ekan, tarjimon ijodiy vazifa bilan band bo‘lib, muallif singari har bir so‘z, birikma, jumlaning ishonchli bo‘lishi uchun butun mas‘uliyatni o‘z zimmasiga oladi. Agar u so‘z zamiridagi muallif ko‘rgan narsani ko‘rmas, u his qilgan narsani tuymas ekan, tarjimada so‘z qanchalik maqbul tanlangan bo‘lmasin, ma’no anglashilmay qolaveradi. Chunki tarjimadagi so‘z har jihatdan asliyat so‘ziga monand bo‘lish bilan birga voqelikka zid bo‘lmasligi kerak.

Kalit so‘zlar: *Dunyoning ishlari (Such as Life)*, bevosita tarjima, milliylik, shakl va mazmun birligi, supa, rayhon, tillaqosh, diydor, surp yaktak, fotiha.

Kirish qismi: Mustaqil O‘zbekistonning umumjahon hamjamiyatiga integratsiyalashishi uchun milliy adabiyot namunalarining ingliz tiliga tarjima qilinishi va ularning dunyo xalqlari e‘tiboriga havola etilishida muhim islohotlarni amalga oshirishga e‘tibor kuchaymoqda. Ayniqsa, adabiyotshunos va tilshunos olimlar oldiga nasriy asarlarni zamonaviy adabiyotshunoslikning yangi yo‘nalishlari vositasida davr ijtimoiy-madaniy munosabatlari bilan bog‘liq holatda o‘rganish, jahon tillariga tarjima qilish, o‘zbek xalqi madaniyatini tarannum etgan romanlarni dunyo xalqlari o‘rtasida keng targ‘ib etish kabi muhim vazifalarni qo‘yadi. Adabiyotshunoslik, tilshunoslik va tarjimashunoslik bo‘yicha amalga oshirilayotgan ilmiy tadqiqotlar sifati hamda ko‘lamini oshirishda “Jahon adabiyotining eng sara namunalarini o‘zbek tiliga va o‘zbek adabiyotining eng yaxshi asarlarini chet tillariga tarjima qilish chora-tadbirlari dasturi” dasturilamal vazifasini bajarmoqda. Shu sababli O‘tkir Hoshimov qalamiga mansub “Dunyoning ishlari” asarining ingliz tiliga tarjimalarini qiyosiy tadqiq etish, tarjimada milliylikning ifodalanishi, tarjimaning haqqoniyligini ilmiy baholash, tarjima asarda tarixiy-milliy manzarani qaytadan yaratish, shuningdek, mazkur muammolarni ilmiy-nazariy jihatdan tahlil qilish dolzarbdir.

“Dunyoning ishlari” - O‘zbekiston xalq yozuvchisi O‘tkir Hoshimov qalamiga mansub memuar qissa bo‘lib asar katta-kichik hikoyalardan iborat, uzoq yillar davomida yozilgan va to‘liq tarzda 2005-yilda "Sharq nashriyoti" tomonidan nashr etilgan. Jumladan 2015-yilda Yangi asr avlodi nashriyoti tomonidan 336 betli qattiq muqovada nashr etildi. Shu yili Meriyus nashriyoti tomonidan 272 betda, 3000 nusxali

qattiq muqovada nashr etildi. Ushbu nashrning ustki qismida qishloq ko'chasiidagi uylar va adibning onasi tasvirlangan.

O'zbekiston xalq yozuvchisi Said Ahmad qissani shunday tariflagan: "Dunyoning ishlari" asarini qissa emas, doston deb atashni istardim. U qo'shiqday o'qiladi. Uni o'qib turib, o'z onalarimizni o'ylab ketamiz. Shu mushfiq, shu jafokash onalarimiz oldidagi bir umr uzib bo'lmas qarzlarning aqalli bittasini uza oldikmi, degan bir andisha, bir savol ko'z oldimizda ko'ndalang turib oladi. Qissa bizni insofqa, insonni qadrlashga, hurmat qilishga chaqiradi.

O'zbekiston xalq yozuvchisi O'tkir Hoshimov XX asr o'zbek adabiyotida o'z o'rni va uslubiga ega bo'lgan adib. Uning asarlari oddiy va xalqchilligi bilan ajralib turadi. Dunyoning ishlari asari ham ana shunday xalqchil asarlar sirasiga kiradi. Asar 2024-yilda tarjimon Mark Riz tomonidan ingliz tiliga o'girilgan.

Jonli va hayotiy tasvirlar, o'zbekona yondashuv va xarakter, qahramonlar o'rtasidagi suhbatlar mutolaa ta'sirini kuchaytiradi. Asar adibning bolalik davridagi voqealari asosida qurilgan. Sovet davridagi oddiy qishloq oilalari, odamlar turmush tarzi adibning onasi bilan uyg'unlashtirib tasvirlangan. O'tkir Hoshimov shu kichik asarida ham dunyoning ishlarini mujassamlashtirgan.

Asosiy qism: Jonli va hayotiy tasvirlar, sof o'zbekona yondashuv va xarakter, qahramonlar o'rtasidagi suhbatlar mutolaa o'quvchini o'z ta'siriga oladi. Nafaqat millat, balki chin insoniylik tarannumi yozuvchi asarlarida yetakchilik qilishi kitobxon uchun tarbiyaviy va hayotiy saboq boladi. Xoh jiddiy, xoh hajviy bolsin O'tkir Hoshimov asarlarida hayot qaynaydi: unda har birimiz o'zimizni, oilamizni, do'st-u yorimizni, hatto hech kimga o'xshamagan onamizni ko'ramiz... Bir inson umrini qamragan roman bolsin, qator novellalardan iborat qissa yoki hikoya bolsin, janridan qat'iy nazar, Otkir Hoshimov asarlarida dunyoning ishlari mujassam. Mutolaa har qanday o'quvchi uchun katta hayotiy xulosa berishiga ishonamiz.

Ma'lumki, har bir xalq madaniyatida o'ziga xos xususiyatlar mavjud bo'lib, ular madaniyatlararo tafovutlarni, ya'ni farqli jihatlarni namoyon etadi hamda tarjima jarayonida tarjimonga qiyinchiliklar tug'diradi. Yozuvching "Dunyoning ishlari" qissasi oddiy va xalqchilligi bilan ajralib turgani bois xorijiy tillarga, shu jumladan, ingliz tiliga ham o'girilgan.

Qissaning Mark Riz tomonidan bevosita o'zbek tilidan tarjima qilingan inglizcha variantini asar asliyatini bilan qiyoslab, o'girmada milliylikning ifodalanishini kuzatamiz:

Asliyatda: ... Shu bodom tagida supa bor edi. Kun botishi bilan onam hovliga ko'loplatip suv separ, kun bo'yi oftobda qizigan er hidi supa oldidagi rayhonlar isiga qo'shilib, ajib bir tarovat taratar, atrof jimjit bo'lib qolar edi.

Tarjimada: *There was supa under that almond tree. As soon as the sun sat down my mother used to water the yard, the smell of the land which had been heated during*

the whole day by the sun gave out a scent with basil, by that bench and everywhere would get silent then .

Asliyat matnida keltirilgan supa etnografizmining ingliz tilida supa tarzida transliteratsiya qilinishi, rayhon o‘simligining basil deb tarjima qilinishi orqali, milliy-madaniy xususiyat kasb etgan so‘zlarni tarjimada berishning ikki xil usulini kuzatamiz. Shuningdek, tarjimada ko‘loplatib aniqlovchisi tushurib qoldirilib, asliyatdagi bo‘rttirib ko‘rsatilgan ko‘p miqdorda suv sepish jarayoni, shunchaki water so‘zi yordamida ingliz tiliga o‘girilishi ekspressivlikning susayishiga olib kelgan.

Tarjimada: *The moon used to stop sailing as if it wanted to listen to this enchants again, stars glanced with sad eyes, and mother used to tell fairy-tales.* Muallif asliyat matnida oymoma va yulduzlarni jonlantirib, bolalarcha erkalangani, o‘ychan ko‘zlarini muloyim tikib turganini ta’sirli ifodalaydi. Kitobxon ko‘z o‘ngida bolakay yuzi gavdalanadi. Xuddi mana shunday jonlantirish badiiy tasvir ifodasi ingliz tili o‘girmasida ham kuzatiladi. Biroq o‘ychan ko‘zlarni sad eyes, ya’ni g‘amgin ko‘zlar, deb tarjima qilinishi natijasida yulduzning g‘amgin ko‘rinishi gavdalanadi. Aslida esa oymomaning ona qo‘shig‘idan bolalarcha zavqlangani, yulduzlarning esa sokinligi anglashiladi. Shu o‘rinda thoughtful eyes birikmasini qo‘llash maqsadga muvofiq bo‘lardi. Asliyat matnida keltirilgan yana bir parchaga e’tibor qaratamiz:

Asliyatda: *Ochil. Ochil. Oq toshlar-a, Men onamni ko‘rayin-a, Diydoriga to‘yayin-a .*

Tarjimada: *Open up; open up, dear white stones. Let me see my mother again. Let me be satisfied of her face*

Tarjima jarayonida shakl va mazmun birligi asar badiiyatini saqlashning muhim unsurlaridan biridir. Tarjimonning vazifasi esa Y.I.Resker ta’kidlaganidek, boshqa til vositasi orqali asliyatning stilistik va ekspressiv xususiyatlarini saqlagan holda uning mazmunini aniq va butunligicha tiklashdir . Tarjima butunligi deganda, olim tarjima tilida mazmun va shakl birligining saqlanishini nazarda tutadi. Yuqorida keltirilgan she’riy parchaning asliyatdagi a-a-a qofiyasi tarjima variantida a-b-a shaklida ifodalangan bo‘lib, birinchi va uchinchi misralar qofiyadorligiga erishilgan, ammo mazmundan yiroqlashilgan.

Asliyatdagi diydor so‘zi biron narsa yoki kishi husnidan to‘yib-to‘yib zavq olish manosini beradi. Xuddi shu diydoringga to‘yayin-a birikmasi ingliz tiliga be satisfied of birikmasi orqali o‘girilgan. Satisfy leksemasi qoniqmoq ma’nosini ifodalaydi. Biroq Kembridj izohli lug‘atida satisfied of – to make someone believe that something is true, ya’ni biror bir narsaning haqqoniyligiga birovni ishontirish, deb izohlangan. Ko‘rinib turibdiki, mazkur ma’no diydorga to‘ymoq ma’nosini ifodalaydi. Odatda, uzoq muddat ko‘rismaganlar, ayniqsa, onalar farzandlarini biror erga jo‘natish oldidan yoki aksincha, uzoq safardan qaytganida uning diydoriga to‘yib olgisi, sog‘inchini shu orqali ifoda etgisi keladi. Bu o‘rinda diydor sog‘inchni, qo‘msashni ifodalovchi ingliz

tilidagi miss so‘ziga ekvivalent bo‘lishi mumkin. Chunki miss – to feel sad that a person or thing is not present degan ma’noni anglatadi. Yuqorida keltirilgan qo‘shiqdan qizaloq onasini juda ham sog‘ingani va uning diydoriga to‘yishni istagani talqin qilinadi. Hozirgi kunda badiiy tarjimaga oid ko‘plab manbalarda badiiy asar mazmun-mohiyatini etkazib berish muhimligi ta’kidlanib kelmoqda. Shundan kelib chiqqan holda keltirilgan she’riy parchani quyidagicha tarjima qilish mumkin:

Open up, open up, open white stones, Let my mother’s face be seen, I have missed that so much .

O‘zbek xalqi azaldan bolajon xalq bo‘lgani bois, farzandni ulug‘ ne‘mat hisoblashadi. Mahallakuy har bir bola tarbiyasiga birdek mas’ul bo‘lib, mehr-muruvvat ko‘rsatishadi. Ikkinchi jahon urushi vaqtlarida ham eng ko‘p etim bolalarni asrab olib, o‘z bolalaridek mehribonchilik qilishgan. Xalqning e’tiqodiga ko‘ra etim bolani boshini silash savob hisoblangan. Quyidagi parchada ham etim bolalar haqida so‘z yuritilgan.

Asliyatda: Ko‘rdingmi, yaxshi o‘smay qolgan. Yetimlarga rahm qilish kerak.

Tarjimada: *You see, it is smaller than others, we must take care of orphans .* Asliyatda keltirilgan rahm qilmoq fe’li insoniylikni ifodalab, ingliz tilida to look after someone or something, birovga g‘amxo‘rlik qilish ma’nosini anglatuvchi take care of frazeologik birligi ekvivalent sifatida tanlangan. Asliyat va tarjima variantida berilgan rahm qilmoq va take care of davlatimiz bosh siyosatiga ko‘tarilgan yosh avlodni tarbiyalash g‘oyasi bilan hamohang, chunki bu orqali yoshlarda insonparvarlik tuyg‘usi shakllanadi.

Asliyatda: Gazetachining ishi bir tomondan uloqchi otga, ikkinchi tomondan omoch tortadigan otga o‘xshaydi. Uloqchi otdek manzilga yuguradi-yu, er haydaydigan otdek har kuni omoch tortadi... .

Tarjimada: *The work of the newspaper editor resembles to two horses: horse in the uloq and horse of plough. He runs to the address like a horse in uloq and ploughs land like a horse of plough...*

Asliyatda ta’kidlangan gazetachi uloqchi otga o‘xshatilib, hamma ishni doim chaqqonlik bilan bajarishini anglatsa, omoch otga mengzalishi uning mehnati og‘irligini bildiradi. Uloqchi ot tarjimada a horse in uloq singari ifodalanib, uloq so‘zi transliteratsiya qilingan. Milliylikni ifodalovchi yana shunday bir misolni ko‘rib chiqamiz. Asliyatda: Oyim kun chiqmasdan turib yo‘laklarni supurardi. Biz aka-ukalar suv sepamiz .

Tarjimada: *Mother would sweep the passages in early dawn. We, brothers watered the street .* O‘zbek xalqida erta sahardan turib, hovlini, yo‘laklarni supurib, suv sepish odat tusiga kirib qolgan va bu bilan xonadonga fayzu baraka kirishiga ishonishgan lgan va bu bilan xonadonga fayzu baraka kirishiga ishonishgan.

Xulosa qismi: Har bir xalqning o‘ziga xos xususiyatlari, milliyligini namoyon etuvchi qadriyatlari, an‘analari mavjud. Bunday milliylikka yo‘g‘rilgan asarlarni o‘zga tilga o‘girish tarjimonidan katta mahorat talab etadi. Tarjimon tilni bilishdan tashqari shu xalq madaniyati bilan yaqindan tanishgan bo‘lishi lozim. Umuman olganda, bir tildan o‘zga tilga o‘girilgan asarlar orqali madaniyatlararo aloqalar mustahkamlanadi, bir-biriga yaqin bo‘lmagan xalqlar yaqinlashib, do‘stlik rishtalari bo‘g‘lanadi.

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THE ROLE OF READING IN LANGUAGE ACQUISITION: A FOCUS ON SCIENTIFIC TEXTS

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Annotation: This article examines the critical role of reading in language acquisition, with a special focus on scientific texts. It highlights how incorporating scientific literature into English language teaching can help students enhance their reading comprehension, vocabulary, and critical thinking skills. The article provides strategies for selecting appropriate scientific texts, scaffolding reading activities, and integrating reading with other language skills. By bridging the gap between language learning and scientific inquiry, educators can foster a deeper understanding of both English and science.

Key words: Reading comprehension, language acquisition, scientific texts, vocabulary development, critical thinking, English language teaching, scaffolding, interdisciplinary learning, academic language, reading strategies.

Reading is a cornerstone of language acquisition, offering learners access to new vocabulary, grammar structures, and cultural knowledge. When it comes to teaching English, the integration of reading activities is essential for building students' language proficiency. However, reading scientific texts can offer even greater benefits, particularly in fostering critical thinking and specialized vocabulary. This article explores the use of scientific reading materials in English language teaching and offers practical strategies for educators to effectively incorporate these texts into their lessons.

The Importance of Reading in Language Acquisition

Reading is one of the most effective ways to acquire language, as it exposes learners to a wide range of vocabulary, sentence structures, and ideas. Through reading, students can see how language is used in different contexts, helping them internalize grammatical rules and develop a more natural feel for the language. In addition, reading enhances cognitive skills such as comprehension, analysis, and inference, all of which are crucial for language development.

When learners engage in reading, they encounter language in a meaningful context, which is different from isolated vocabulary or grammar drills. This contextual exposure helps in the retention of new words and phrases. Scientific texts, in particular, offer rich content and precise language that can help students develop an advanced

understanding of English. For example, scientific texts often include complex sentence structures, technical vocabulary, and logical sequences that can challenge and expand learners' language skills.

Moreover, reading allows students to process language at their own pace. Unlike spoken language, which is fleeting, written language remains on the page, giving learners the opportunity to revisit and analyze it. This can be especially beneficial for scientific texts, where understanding may require multiple readings and careful thought.

Why Scientific Texts?

Scientific texts present a unique opportunity for language learners to engage with complex and meaningful content. These texts often contain rich vocabulary, precise language, and logical argumentation, making them ideal for developing advanced language skills. Moreover, scientific reading materials encourage students to think critically, as they must analyze data, understand theories, and evaluate evidence. By working with scientific texts, students not only improve their language proficiency but also gain valuable insights into the scientific method and the world around them.

Scientific texts can serve as a bridge between language learning and content learning, particularly in contexts where English is taught as a medium of instruction for other subjects. For instance, in a science-focused curriculum, English teachers can use relevant texts to reinforce both language and scientific concepts. This approach, known as Content and Language Integrated Learning (CLIL), has been shown to enhance both language proficiency and subject knowledge.

Another advantage of using scientific texts is that they can help students develop academic literacy, which is essential for success in higher education. Academic literacy involves understanding and producing language that is used in scholarly and professional settings. By reading scientific texts, students become familiar with the conventions of academic discourse, such as how to structure arguments, use evidence, and engage with other scholars' work.

Strategies for Using Scientific Texts in the Classroom

1. Select Appropriate Texts

The first step in integrating scientific reading into language lessons is choosing texts that are both accessible and challenging for students. Educators should consider the language level of their students when selecting texts, ensuring that the material is neither too difficult nor too simple. Texts should also be relevant to students' interests and aligned with the curriculum. For example, articles on environmental issues, technological advancements, or health-related topics can be engaging and informative.

Selecting appropriate texts involves striking a balance between content difficulty and language difficulty. If the text is too challenging linguistically, students may become frustrated and lose motivation. On the other hand, if the content is too

simple, they may not be sufficiently challenged intellectually. Teachers should look for texts that offer both linguistic richness and cognitive complexity, such as articles from popular science magazines, research summaries, or educational websites that explain scientific concepts in clear and accessible language.

It's also important to consider the relevance of the texts. When students can see a connection between the reading material and their own lives or future goals, they are more likely to be engaged and motivated. For instance, students interested in environmental science might be particularly drawn to articles about climate change or conservation efforts. By choosing texts that resonate with students' interests, teachers can make reading a more meaningful and enjoyable experience.

2. Scaffold Reading Activities

To help students navigate complex scientific texts, teachers should provide scaffolding that supports comprehension. This can include pre-reading activities that introduce key vocabulary, activate prior knowledge, and set a purpose for reading. During reading, teachers can guide students through difficult sections by asking questions, providing summaries, and highlighting important information. Post-reading activities, such as discussions or written reflections, allow students to process what they have learned and apply it to other contexts.

Pre-reading activities are particularly important for scientific texts, as they often contain specialized vocabulary that students may not be familiar with. Teachers can introduce key terms before students begin reading, perhaps through vocabulary exercises or by discussing the concepts in simpler language. This prepares students for the text and reduces the cognitive load they face when encountering new words in context.

During reading, teachers can support students by breaking the text into manageable sections and guiding them through each part. This might involve pausing periodically to discuss what has been read, clarify difficult points, and check for understanding. Teachers can also model reading strategies, such as how to infer the meaning of unfamiliar words from context, how to identify the main idea of a passage, and how to distinguish between fact and opinion.

Post-reading activities allow students to consolidate their understanding and make connections between the text and other knowledge. These activities can take many forms, such as summarizing the text in their own words, discussing its implications in small groups, or writing a response that critiques the author's argument. By engaging with the text in multiple ways, students deepen their comprehension and develop their ability to use language in a variety of contexts.

3. Integrate Reading with Other Language Skills

Reading scientific texts should not be an isolated activity but rather integrated with other language skills. For instance, after reading a scientific article, students can

engage in speaking activities where they discuss the content, debate its implications, or explain concepts to peers. Writing assignments, such as summaries, reports, or opinion essays, also provide opportunities for students to synthesize information and express their understanding in English. Listening and viewing activities, such as watching related documentaries or listening to podcasts, can further reinforce the content and language skills.

One effective way to integrate reading with other language skills is through project-based learning, where students work on a project that requires them to use multiple skills. For example, after reading about a scientific topic, students might work in groups to create a presentation or design an experiment related to the topic. This approach not only reinforces the language and content they have learned but also promotes collaboration and critical thinking.

Additionally, integrating reading with writing activities helps students practice organizing their thoughts and expressing them clearly in English. For example, students can write a summary of the text, focusing on the main ideas and supporting details. They can also write a reflection on what they found interesting or challenging about the text. These activities encourage students to think critically about what they have read and articulate their understanding in their own words.

4. Focus on Academic Language

Scientific texts often contain academic language that is essential for students' success in higher education and professional settings. Teachers can focus on teaching these academic words and phrases, helping students understand their meanings and use them correctly in context. Activities such as matching exercises, sentence completion, and contextual guessing can be effective for reinforcing academic vocabulary. Additionally, encouraging students to use this language in their speaking and writing tasks helps solidify their understanding and usage.

Academic language includes not only specialized vocabulary but also the phrases and structures commonly used in formal writing. For example, students need to learn how to express cause and effect, compare and contrast ideas, and present evidence. Teachers can introduce these language patterns in the context of the scientific texts and provide opportunities for students to practice using them in their own writing and speaking.

Another key aspect of academic language is understanding how to use hedging language, which allows writers to express uncertainty or caution in their claims. This is particularly important in scientific writing, where authors often need to qualify their statements to reflect the limitations of their data or the need for further research. Teaching students how to use hedging phrases, such as "the evidence suggests" or "it is possible that," can help them develop a more nuanced and accurate style of writing.

5. Encourage Critical Thinking

One of the key benefits of reading scientific texts is the development of critical thinking skills. Teachers can encourage students to critically evaluate the content by asking questions such as: What evidence supports the author's claims? Are there any biases in the text? How does this information relate to what we already know? These types of questions help students move beyond basic comprehension and engage more deeply with the material. Critical thinking tasks, such as analyzing data or comparing different viewpoints, can further enhance students' cognitive skills.

Encouraging critical thinking also involves teaching

Incorporating scientific texts into English language teaching offers a valuable opportunity to enhance students' reading comprehension, vocabulary, and critical thinking skills. By selecting appropriate texts, scaffolding reading activities, integrating reading with other language skills, focusing on academic language, and encouraging critical thinking, educators can create a richer and more effective learning experience. Ultimately, the use of scientific texts not only improves language proficiency but also broadens students' understanding of the world, preparing them for future academic and professional endeavors.

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ENHANCING ENGLISH LANGUAGE TEACHING THROUGH SCIENTIFIC INQUIRY

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Annotation: This article explores the integration of scientific inquiry into English language teaching as a means of enhancing both language skills and scientific understanding. It discusses how combining these disciplines can create a more engaging and effective learning experience for students. The article offers practical strategies for incorporating scientific themes into English lessons, emphasizing the importance of interdisciplinary learning, hands-on activities, and critical thinking. By blending English language education with scientific inquiry, educators can foster a deeper understanding of both subjects, preparing students for academic and professional success.

Key words: Interdisciplinary learning, scientific inquiry, English language teaching, hands-on activities, critical thinking, language skills, science education, integrated curriculum, communicative competence, project-based learning.

English language teaching has traditionally focused on developing students' skills in reading, writing, speaking, and listening. However, in today's globalized world, there is a growing recognition of the need to integrate language learning with other disciplines, particularly science. Scientific inquiry, with its emphasis on observation, experimentation, and critical thinking, offers rich opportunities for enhancing language education. This article explores how incorporating scientific themes and methods into English language teaching can enrich the learning experience and promote deeper understanding of both language and science.

The Benefits of Integrating Scientific Inquiry in Language Teaching

Integrating scientific inquiry into English language teaching provides numerous benefits for both students and educators. For students, this approach makes learning more relevant and engaging by connecting language skills with real-world applications. It encourages curiosity, problem-solving, and critical thinking—skills that are essential for success in both language acquisition and scientific exploration.

For educators, integrating scientific inquiry into language lessons offers a fresh and dynamic way to teach. It allows teachers to design interdisciplinary lessons that cater to different learning styles and interests, making the classroom more inclusive

and stimulating. Additionally, this approach can help students see the connections between language and science, fostering a more holistic understanding of the world.

One of the key advantages of this approach is that it promotes active learning. Instead of passively receiving information, students are encouraged to engage with the material, ask questions, and seek answers. This not only enhances their language skills but also helps them develop a scientific mindset. By learning how to observe, hypothesize, experiment, and analyze, students gain valuable tools for thinking critically and solving problems in any field.

Moreover, integrating scientific inquiry in language teaching can help students build specialized vocabulary and academic language. Scientific texts and discussions often involve complex terminology and structures, which can challenge students and expand their linguistic abilities. By working with scientific content, students can develop a more precise and nuanced use of English, which will serve them well in academic and professional contexts.

Strategies for Integrating Scientific Inquiry into English Lessons

1. Incorporate Scientific Themes

One of the simplest ways to integrate scientific inquiry into English language teaching is by incorporating scientific themes into reading and discussion activities. Teachers can select texts on topics such as space exploration, environmental issues, or technological advancements, which not only develop reading comprehension but also introduce students to scientific concepts. These themes can serve as a basis for discussions, debates, and writing assignments, encouraging students to explore scientific ideas while practicing their language skills.

For example, a lesson on climate change could include reading an article about global warming, followed by a group discussion on its causes and effects. Students could then write a persuasive essay on what actions should be taken to combat climate change. This approach not only improves their English but also raises their awareness of important scientific issues.

Another way to incorporate scientific themes is through project-based learning. For instance, students could work on a project about renewable energy, researching different types of renewable resources and presenting their findings to the class. This type of activity allows students to use language in a meaningful and purposeful way, while also developing their research and presentation skills.

2. Use Hands-On Activities

Hands-on activities are an excellent way to bring scientific inquiry into the language classroom. Experiments, demonstrations, and simulations can make abstract scientific concepts more concrete and engaging for students. These activities can also provide a context for using language in practical ways, as students discuss their observations, make predictions, and report their findings.

For example, a simple experiment on the properties of water could involve students observing how different substances dissolve in water. They could then describe their observations in English, compare the results, and discuss the scientific principles behind the experiment. This type of activity not only reinforces language skills but also helps students develop a deeper understanding of scientific concepts.

Another hands-on activity could involve building models or creating diagrams to explain scientific processes. For instance, students could create a model of the solar system or draw a diagram of the water cycle, and then explain their work to the class. This not only enhances their understanding of the scientific topic but also gives them practice in using descriptive and explanatory language.

Hands-on activities also encourage collaboration and communication among students. By working together on experiments or projects, students can practice their speaking and listening skills, as well as learn how to express their ideas clearly and listen to others' perspectives.

3. Develop Critical Thinking Skills

Scientific inquiry is inherently linked to critical thinking, as it involves questioning assumptions, analyzing data, and drawing conclusions based on evidence. Teachers can help students develop these skills by incorporating critical thinking tasks into their language lessons. For example, students can be asked to evaluate the reliability of a scientific source, compare different viewpoints on a scientific issue, or design their own experiments to test a hypothesis.

Critical thinking activities can be integrated into reading and writing tasks as well. After reading a scientific article, students could be asked to identify the author's main argument, evaluate the evidence provided, and consider alternative explanations. Writing tasks could include crafting a well-supported argument on a scientific topic or proposing a solution to a scientific problem.

Encouraging students to think critically also involves teaching them how to ask questions. Teachers can model questioning techniques, such as asking "Why?" "How?" and "What if?" questions, and encourage students to use these questions when exploring scientific topics. By developing their questioning skills, students become more active and engaged learners, capable of exploring complex ideas and thinking independently.

4. Focus on Academic Language

Scientific inquiry often involves the use of specialized academic language, which can be challenging for language learners. Teachers can help students master this language by explicitly teaching scientific vocabulary and phrases. This can be done through a variety of activities, such as vocabulary exercises, sentence completion tasks, and contextual guessing games.

For example, teachers can create word lists of key scientific terms and have students practice using them in sentences or matching them with their definitions. They can also provide sentence frames or templates to help students use academic language correctly in their writing and speaking.

Additionally, teachers can focus on teaching language patterns that are commonly used in scientific writing, such as how to express cause and effect, compare and contrast ideas, and present evidence. By helping students develop a strong command of academic language, teachers prepare them for success in higher education and professional settings.

5. Encourage Inquiry-Based Learning

Inquiry-based learning is a student-centered approach that encourages learners to explore questions, solve problems, and conduct investigations. This approach aligns closely with the scientific method and can be highly effective in the language classroom. Teachers can encourage inquiry-based learning by giving students opportunities to conduct their own research, design experiments, and present their findings.

For example, students could be asked to research a scientific topic of their choice, such as the impact of pollution on marine life or the development of new medical technologies. They could then present their research to the class, either through a written report, an oral presentation, or a multimedia project. This type of activity not only develops their language skills but also fosters a sense of curiosity and exploration.

Inquiry-based learning also encourages students to take ownership of their learning. By allowing them to choose their own topics and design their own experiments, teachers empower students to pursue their interests and develop their critical thinking skills. This approach can be particularly motivating for students, as it allows them to engage with the material in a meaningful and personal way.

Integrating scientific inquiry into English language teaching offers a powerful way to enhance both language skills and scientific understanding. By incorporating scientific themes, using hands-on activities, developing critical thinking skills, focusing on academic language, and encouraging inquiry-based learning, educators can create a more engaging and effective learning experience for their students. This interdisciplinary approach not only prepares students for success in their language studies but also equips them with the skills they need to excel in the sciences and beyond.

In a world where science and technology play an increasingly important role, the ability to communicate effectively about scientific concepts is more important than ever. By blending English language education with scientific inquiry, educators can help students develop the linguistic and cognitive skills they need to thrive in the 21st century.

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BRIDGING THE GAP BETWEEN ENGLISH LANGUAGE LEARNING AND MATHEMATICAL CONCEPTS

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Annotation: This article explores the integration of mathematical concepts into English language teaching to enhance students' understanding and application of both disciplines. It highlights how using mathematics as a context for language learning can improve students' academic language skills, critical thinking, and problem-solving abilities. The article offers practical strategies for incorporating math-related themes into English lessons, such as using word problems, mathematical discussions, and project-based learning. By bridging the gap between language learning and mathematics, educators can create a more interdisciplinary and effective learning experience.

Key words: Mathematical concepts, English language teaching, academic language, critical thinking, problem-solving, interdisciplinary learning, word problems, project-based learning, communicative competence, language skills.

Language and mathematics are often viewed as separate subjects, each with its own distinct content and teaching methods. However, there is growing recognition of the benefits of integrating these disciplines in education. Mathematical concepts, with their focus on logic, problem-solving, and precise communication, provide a unique context for language learning. This article explores how incorporating mathematical themes and activities into English language teaching can enhance students' language skills, critical thinking, and overall academic success.

The Importance of Interdisciplinary Learning

Interdisciplinary learning, which combines multiple subjects into a cohesive learning experience, is increasingly valued in modern education. By integrating different disciplines, educators can create more meaningful and relevant learning experiences that reflect the interconnectedness of knowledge in the real world. In the context of English language teaching, integrating mathematical concepts offers an opportunity to enrich students' language learning while also enhancing their understanding of mathematics.

For language learners, interdisciplinary learning can make abstract concepts more concrete and accessible. When students see how language is used to describe and solve mathematical problems, they gain a deeper understanding of both subjects. This approach also encourages students to use language in practical and purposeful ways, which can improve their communicative competence and confidence.

Moreover, interdisciplinary learning promotes critical thinking and problem-solving skills. Mathematics, with its emphasis on logic and reasoning, naturally complements the development of these skills. By working with mathematical concepts

in language lessons, students can practice analyzing information, making connections, and drawing conclusions—skills that are essential for success in any academic or professional field.

Strategies for Integrating Mathematical Concepts into English Lessons

1. Use Word Problems

Word problems are an excellent way to integrate mathematics into English language teaching. These problems require students to read, understand, and solve mathematical problems presented in a narrative form. By working with word problems, students can practice both their language and math skills simultaneously. Teachers can create word problems that align with the students' language level and mathematical understanding, making the content both accessible and challenging.

For example, a word problem might ask students to calculate the total cost of items in a shopping cart, given the prices and quantities of each item. This type of problem not only reinforces mathematical concepts like addition and multiplication but also helps students develop reading comprehension and vocabulary related to shopping, money, and everyday transactions.

To make word problems more engaging, teachers can create scenarios that are relevant to students' lives and interests. For instance, a word problem might involve planning a school event, budgeting for a trip, or calculating the ingredients needed for a recipe. By connecting math to real-life situations, teachers can make the content more meaningful and motivating for students.

2. Encourage Mathematical Discussions

Mathematical discussions provide a valuable opportunity for students to practice using academic language in a meaningful context. In these discussions, students can explain their reasoning, justify their answers, and compare different approaches to solving problems. Teachers can facilitate these discussions by asking open-ended questions, encouraging students to think aloud, and providing sentence frames to support their use of academic language.

For example, after solving a math problem, students could be asked to explain their solution process to the class. This might involve describing the steps they took, explaining why they chose a particular method, and reflecting on any challenges they encountered. By engaging in these discussions, students not only deepen their understanding of mathematical concepts but also develop their ability to use language precisely and effectively.

Teachers can also use discussions to explore the language of mathematics itself. For instance, they might focus on how mathematical terms are used in different contexts, how to interpret symbols and equations, or how to express mathematical relationships using words. By making language a central part of mathematical discussions, teachers can help students develop both their mathematical and linguistic skills.

3. Incorporate Project-Based Learning

Project-based learning (PBL) is a powerful approach that allows students to apply their language and math skills in a meaningful and integrated way. In PBL, students work on a project that requires them to solve a real-world problem, conduct

research, and present their findings. This approach encourages active learning, collaboration, and critical thinking, making it ideal for interdisciplinary education.

For example, a PBL activity might involve students designing a budget for a community event, building a model of a geometric structure, or analyzing data from a scientific experiment. In each case, students would need to use both their mathematical and language skills to complete the project. They might calculate costs, measure dimensions, or interpret data, while also writing reports, giving presentations, and discussing their work with peers.

PBL also allows for a high degree of student choice and creativity. By allowing students to choose their own projects, teachers can tap into their interests and motivations, making learning more engaging and personalized. Moreover, PBL fosters a sense of ownership and responsibility, as students take charge of their learning and work towards a tangible outcome.

4. Focus on Academic Language

Mathematics involves a specific set of academic language skills, including the ability to describe processes, explain reasoning, and articulate relationships between concepts. Teachers can help students develop these skills by explicitly teaching the language of mathematics and providing opportunities for practice.

For example, teachers can introduce vocabulary related to mathematical operations, such as "addition," "subtraction," "multiplication," and "division." They can also teach sentence structures commonly used in mathematical explanations, such as "If you multiply X by Y, you get Z" or "The sum of A and B is C." By providing students with the language tools they need to describe mathematical concepts, teachers can help them develop greater precision and clarity in their communication.

Additionally, teachers can focus on teaching students how to interpret and produce mathematical symbols and equations. This might involve explaining how to read equations aloud, how to describe the relationships between variables, or how to translate word problems into mathematical expressions. By making the language of mathematics explicit, teachers can help students build a strong foundation for understanding and using math in both academic and everyday contexts.

5. Develop Problem-Solving Skills

Problem-solving is at the heart of both mathematics and language learning. Teachers can help students develop their problem-solving skills by providing opportunities for them to work through complex problems, think critically, and collaborate with others. This might involve solving math puzzles, working on group projects, or discussing different strategies for approaching a problem.

One effective way to develop problem-solving skills is through collaborative learning. When students work together to solve a problem, they can share ideas, explain their thinking, and learn from each other. This not only enhances their understanding of mathematical concepts but also helps them develop important communication and teamwork skills.

Teachers can also encourage students to approach problems from multiple angles. For example, they might ask students to solve a problem using different methods, compare the results, and reflect on which approach was most effective. By

promoting flexibility and creativity in problem-solving, teachers can help students become more confident and capable learners.

Integrating mathematical concepts into English language teaching offers a powerful way to enhance students' language skills, critical thinking, and problem-solving abilities. By using word problems, encouraging mathematical discussions, incorporating project-based learning, focusing on academic language, and developing problem-solving skills, educators can create a more interdisciplinary and effective learning experience. This approach not only prepares students for success in both language and mathematics but also equips them with the skills they need to thrive in the 21st century.

In a world where both language and mathematical literacy are essential, the ability to navigate between these disciplines is increasingly important. By bridging the gap between English language learning and mathematical concepts, educators can help students develop the skills they need to succeed in a complex and interconnected world.

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A STUDY ON HOW AI-DRIVEN FEEDBACK TOOLS CAN HELP IMPROVE ACADEMIC WRITING SKILLS IN ENGLISH AMONG NON-NATIVE SPEAKERS.

Barno Qodirova

Abstract: This study investigates how non-native English speakers might enhance their academic writing abilities through AI-driven feedback systems. The goal of the study is to determine how effective these tools are at improving writing competency and general language abilities by looking at how they offer personalized, real-time feedback.

Key words: Feedback Mechanisms; English Writing Enhancement; - Tools for Learning Languages Education Technology; Artificial Intelligence and Writing Proficiency; Writing Accuracy.

Writing for academic purposes is crucial to 2 professional and high education improvement. Because of the variations in grammar, syntax, and style, mastering academic writing can be especially different for non-native English learners. Conventional feedback techniques frequently fail to offer the prompt and thorough direction required for learning in an efficient manner. This paper explores these issues and how AI-powered feedback systems can help non-native writers improve their writing abilities. AI-driven feedback platforms boost content and offer comments using sophisticated algorithms and natural language processing. These technologies enable learners to make quick fixes by identifying grammatical issues suggesting stylistic enhancements, and providing real-time suggestions. These tools include Writefull, Grammarly, and ProWritingAid, as examples. A mixed-methods technique is used in this study to combine quantitative and qualitative data. Participants can compare too. They are essential and learners can use a lot when students know.

Methods

A systematic review of literature from databases like PubMed, Embase, and Google Scholar, published since 2019, was conducted. Studies were included based on relevance to AI's application in academic writing and research, focusing on writing assistance, grammar improvement, structure optimization, and other related aspects.

Results

The search identified 24 studies through which six core domains were identified where AI helps academic writing and research: 1) facilitating idea generation and research design, 2) improving content and structuring, 3) supporting literature review and synthesis, 4) enhancing data management and analysis, 5) supporting editing, review, and publishing, and 6) assisting in communication, outreach, and ethical

compliance. ChatGPT has shown substantial potential in these areas, though challenges like maintaining academic integrity and balancing AI use with human insight remain.

Preliminary research indicates that artificial intelligence (AI)-powered feedback systems greatly improve writing skills. There were noticeable gains in the participants' use of vocabulary, syntax, and overall writing coherence. According to user feedback, these tools not only made faults easier to find and fix, but they also made it easier to understand writing standards and style. Artificial intelligence (AI)-driven feedback solutions have various benefits over conventional techniques, such as customized recommendations and instantaneous feedback. By bridging the knowledge gap between classroom instruction and individual writing practice, these tools give students the tools they need to continue honing their craft outside of the classroom. But there are drawbacks as well, like the limitations of the tools and the reliance on technology. These tools' efficacy depends on how well they fit into a larger educational system that incorporates human supervision and other

Conclusion

AI profoundly revolutionizes research and writing in academia in a number of fields. More widespread use of AI tools in research processes, a focus on moral and open usage, sufficient training for researchers, and striking a balance between the usefulness of AI and human intuition are among the recommendations. In order to handle new issues and ethical concerns with AI's use in academia, ongoing research and development are crucial.

АРАЛАШ САЙЛОВ ТИЗИМИНИНГ ЖАМИЯТНИ МОДЕРНИЗАЦИЯ ҚИЛИШ ВА ДЕМОКРАТЛАШТИРИШДАГИ ЎРНИ ВА АҲАМИЯТИ

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Аннотация: Мазкур мақолада аралаш сайлов тизимининг сиёсий институтларни модернизация қилиш ва демократик жараёнларни мустақамлашга таъсири нуқтаи назаридан роли ва аҳамиятини таҳлил қилинган. Шунингдек, унда бундай тизим фаолиятининг асосий тамойиллари, унинг сиёсий барқарорликка таъсири, ижтимоий-маданий ўзгаришлар ва фуқароларнинг жамият сиёсий ҳаётидаги иштироки кўриб чиқилган.

Калит сўзлар: аралаш сайлов тизими, модернизация, демократия, демократик сайловлар, сиёсий партия, кўппартиявийлик.

РОЛЬ И ЗНАЧЕНИЕ СМЕШАННОЙ ИЗБИРАТЕЛЬНОЙ СИСТЕМЫ В МОДЕРНИЗАЦИИ И ДЕМОКРАТИЗАЦИИ ОБЩЕСТВА

Аннотация: В данной статье анализируется роль и значение смешанной избирательной системы с точки зрения ее влияния на модернизацию политических институтов и укрепление демократических процессов. Также были рассмотрены основные принципы функционирования такой системы, ее влияние на политическую стабильность, социокультурные изменения и участие граждан в политической жизни общества.

Ключевые слова: смешанная избирательная система, модернизация, демократия, демократические выборы, политическая партия, многопартийная система.

THE ROLE AND MEANING OF MIXED ELECTORAL SYSTEM AND MODERNIZATION AND DEMOCRATIZATION OF SOCIETY

Annotation: This article analyzes the role and significance of the mixed electoral system in terms of its impact on the modernization of political institutions and the strengthening of democratic processes. The basic principles of the functioning of such a system, its impact on political stability, socio-cultural changes and citizen participation in the political life of society were also considered.

Key words: mixed electoral system, modernization, democracy, democratic elections, political party, multi-party system.

Аралаш сайлов тизими — бу пропорционал ва можаритар сайлов тизимларининг элементларини бирлаштирган сайловларни ташкил этишга инновацион ёндашувдир. Сайловларнинг ушбу модели дунёнинг турли мамлакатларида фаол қўлланилмоқда ва у жамиятни модернизация қилиш ва демократлаштиришда муҳим рол ўйнамоқда. Аралаш сайлов тизими турли сиёсий кучларнинг вакили ва сиёсий бошқарув барқарорлиги ўртасидаги мувозанатни таъминлайди. Бу эса уни замонавий демократик тизимларда самарали воситага айлантиради.

Аралаш сайлов тизимлари пропорционал ва можаритар сайлов тизимларининг элементларини бирлаштиради. Бу уларга маълум хусусиятлар ва жамиятни модернизация қилиш ва демократлаштиришда муҳим имконият яратади. Жумладан:

Вакилликларнинг хилма-хиллигини ҳисобга олган ҳолда аралаш сайлов тизими сизга вакилликнинг мутаносиб ва аксарият жиҳатларини ҳисобга олишга имкон беради. Бу сайловчиларнинг сиёсий имтиёзларини янада аниқроқ акс эттиришга ёрдам беради. Аралаш сайлов тизимларининг аксарият элементлари алоҳида сайлов округларида жонли сиёсий рақобатнинг пайдо бўлишига ёрдам беради, бу эса вакиллик сифатини оширишга хизмат қилади.

Аралаш сайлов тизимлари барқарор ҳукуматларнинг шаклланишига, мутаносиб элементлар эса сиёсий қарашларнинг кенг доирасини акс эттирувчи парламентларни шакллантиришга имкон беради. Аралаш сайлов тизими сайланган ҳокимиятларнинг қонунийлигини ошириши мумкин, чунки улар вакилликнинг пропорционал ва мажоритар жиҳатларини қондиришга интилишади.

Аралаш сайлов тизимларининг жамиятни демократлаштиришдаги аҳамияти:

- Аралаш сайлов тизими лардаги кўпчилик тизимининг элементлари янада барқарор ва башорат қилинадиган сиёсий тузилмаларни таъминлаш орқали экстремистик ва радикал тенденцияларни ушлаб туришга ёрдам беради;

- Аралаш сайлов тизими аксарият ҳудудлар ва минтақавий хусусиятлар ва манфаатларни ҳисобга олишлари мумкин, бу айниқса кўп миллатли ёки федератив давлатларда ўта муҳимдир. Аралаш сайлов тизими сайловчиларнинг юқори даражадаги сиёсий фаоллигини рағбатлантириши мумкин, чунки улар сиёсий жараёнга таъсир ўтказиш учун турли хил имкониятларни тақдим этади.

сайлов тизимлари сиёсий ҳаётда муҳим рол ўйнайдиган мамлакатларга мисоллар:

Германия Бундестагга сайловлар учун Аралаш сайлов тизими дан фойдаланади, бу ерда мандатларнинг ярми кўпчилик туманларга, қолган ярми эса мутаносиб партиялар рўйхатига ажратилади.

Японияда сиёсий партияларнинг барқарорлиги ва кенг вакиллигига ҳисса қўшадиган Вакиллар палатасига сайловлар учун Аралаш сайлов тизимидан фойдаланади.

Янги Зеландия 1996 йилда сайлов тизимини ислоҳ қилгандан сўнг, янги Зеландия Аралаш сайлов тизимига ўтди, бу эса турли сиёсий гуруҳларнинг ваколатхонасини яхшилашга ёрдам берди.

Аралаш сайлов тизимлари пропорционал ва можаритар сайлов тизимларнинг афзалликларини бирлаштирган, демократик жамиятларда янада мувозанатли ва вакиллик қилувчи сиёсий жараёнга ҳисса қўшадиган мурасали ёндашувни англатади. Аралаш сайлов тизими турли сиёсий кучлар ва жамият манфаатларини янада мувозанатли ифодалашга ёрдам беради. Бу, айниқса, кўп миллатли ва кўшпартияли мамлакатларда жуда муҳимдир. Бунда кенг кўламли фикр ва қарашларни ҳисобга олиш имконияти юзага келади. Аралаш сайлов тизимлари пропорционал ва можаритар сайлов тизимларнинг элементларни бирлаштириб сиёсий беқарорлик хавфини камайтиради ва башорат қилинадиган сиёсий муҳитни таъминлайди. Аралаш сайлов тизими жуда мослашувчан ва маълум бир жамият ёки сиёсий тизимнинг ўзига хос эҳтиёжларига мослаштирилиши мумкин. Бу ижтимоий ва сиёсий муҳитдаги ўзгаришларга самарали жавоб беришга имкон беради. Масалан:

- Канада парламентнинг қуйи палатасига (жамоалар палатаси) сайловлар учун Аралаш сайлов тизими дан фойдаланади. Бу алоҳида сайлов округларида маҳаллий манфаатларни ҳам, миллий сиёсий имтиёзларни ҳам ҳисобга олишга ёрдам беради.

- Шотландия парламентида сайловлар учун Аралаш сайлов тизимидан фойдаланади. Бу минтақавий хусусиятларни ҳисобга олишга ва турли ижтимоий-маданий гуруҳларнинг манфаатларини ифодалашга хизмат қилади.

- Украинада 2020 йилдан бери Украина олий Радага сайловлар учун аралаш сайлов тизимини жорий қилинган. Бу турли сиёсий кучларнинг вакиллигини ошириш ва сиёсий тизим барқарорлигини мустаҳкамлашга қаратилган эди[1].

Аралаш сайлов тизимлари дунёнинг турли мамлакатларида ўз самарадорлигини намоён этишда давом этмоқда ва янада адолатли ва вакиллик сиёсий жараёнига ҳисса қўшмоқда. Уларнинг мослашувчанлиги ва сиёсий ва маданий контекстларнинг хилма-хиллигини ҳисобга олиш қобилияти уларни жамиятларни демократик мустаҳкамлашда муҳим воситага айлантиради. Аралаш сайлов тизимларининг тарихи сайлов жараёнида пропорционал ва можаритар сайлов тизимларнинг жиҳатларини ҳисобга олиш зарурати билан боғлиқ ҳисобланади. Бу ерда уларнинг ривожланишининг баъзи асосий босқичлари:

Аралаш сайлов тизимлари ғояси XIX аср охири — XX аср бошларида сиёсий тизимларнинг вакиллик ва барқарорлигини ошириш учун пропорционал ва можаритар сайлов тизимларнинг афзалликларини бирлаштиришга уриниш сифатида шакллана бошлаган. Ушбу сайлов тизимларининг биринчи мисолларидан бири уларнинг 20-асрнинг бошларида Швейцарияда жорий этилиши бўлиб, унда кўпчилик элементлари ва мандатларни тақсимлашнинг мутаносиб усуллари ишлатилган.

Урушдан кейинги йилларда Европада, хусусан, диктатура ёки можаролардан кейин демократик институтларни мустаҳкамлашга интилаётган мамлакатларда Аралаш сайлов тизими тарқала бошлади. Иккинчи Жаҳон урушидан кейин Германияни мисол қилиб келтириш мумкин, бу ерда Бундестагга сайловлар учун Аралаш сайлов тизими жорий қилинган. Аралаш

сайлов тизими лар турли минтақаларнинг ўзига хос шароитларига мослашган. Масалан, лотин Америкасида улар минтақавий фарқларни ҳисобга олиш ва қонун чиқарувчи органларга турли сиёсий кучларни киритиш учун ишлатилган. ЕХХТ ва Европа Кенгаши каби халқаро ташкилотлар демократик институтларни мустаҳкамлаш ва сайловларнинг қонунийлигини оширишга ёрдам берадиган мамлакатларда аралаш сайлов тизимларини жорий этишни фаол қўллаб-қувватладилар.

Ҳозирги вақтда аралаш сайлов тизимлари бутун дунё бўйлаб турли хил вариантларда қўлланилади. Унда кўпинча пропорционал ва можаритар сайлов тизимларнинг элементлари бирлаштирилади. Бу эса сиёсий ва маданий контекстларнинг хилма-хиллигини ҳисобга олишга имкон беради. Кейинчалик аралаш сайлов тизимлари Осиё ва тинч океанида кенг тарқалди. Масалан, Япония Вакиллар палатасига сайловлар учун Аралаш сайлов тизимидан фойдаланади, бу сайлов жараёнида кўпчилик ва мутаносиб жиҳатларни ҳисобга олишга ёрдам беради.

Канадада аралаш аъзо сайлов тизимлари баъзи вилоятларда ишлатилган. Ушбу тизимлар сиёсий кучлар ва сайловчилар манфаатларининг янада мувозанатли вакиллигини таъминлашга қаратилган.

Янги Зеландияда 1996 йилдаги сайлов ислохотидан сўнг, янги Зеландия парламент сайловлари учун Аралаш сайлов тизимига ўтди, бу сиёсий институтларнинг барқарорлиги ва вакиллигини яхшилашга ёрдам берди.

Аралаш сайлов тизимлари баъзи ривожланаётган мамлакатларда ҳам тажриба қилинмоқда, улар демократик институтларни мустаҳкамлаш ва партиялараро ҳамкорликни ривожлантириш учун фойдаланилмоқда. Аралаш сайлов тизимлари тарихи жамиятлар ва сиёсий тизимларнинг турли ижтимоий ва сиёсий гуруҳларнинг манфаатларини самарали ҳисобга оладиган кўпроқ вакиллик ва барқарор сиёсий тузилмаларни яратишга бўлган доимий истагини акс эттиради.

Аралаш сайлов тизимлари муваффақиятли қўлланиладиган мамлакатларнинг ўзига хос жиҳатлари:

Германияда Бундестагга (федерал парламент) сайловлар учун Аралаш сайлов тизими қўлланилади. Мандатларнинг ярми кўпчилик туманларга ажратилади (бу ерда енг кўп овоз тўплаган номзод ғолиб чиқади), қолган мандатлар еса партияларнинг мутаносиб рўйхатлари бўйича тақсимланади.

Японияда Вакиллар палатасига (парламентнинг қуйи палатаси) сайловлар учун Аралаш сайлов тизимидан фойдаланади. Ушбу тизимда сайловчилар кўпчилик округларда ҳам, мутаносиб рўйхатларда ҳам овоз беришади, бу эса янада мувозанатли вакилликни таъминлайди.

Шотландияда парламентида сайловлар учун Аралаш сайлов тизими дан фойдаланади. У минтақавий хусусиятларни ва турли хил сиёсий қарашларни ҳисобга олишга имкон берадиган аксарият туманлар ва мутаносиб рўйхатларни ўз ичига олади.

Канада баъзи вилоятлари Британия Колумбияси, Қонунчилик сайловлари учун аралаш сайлов тизимларидан фойдаланилади. Ушбу тизимлар янада адолатли ва мувозанатли вакилликни таъминлашга қаратилган.

Швейцария Штатлар Кенгашига (федерал парламентнинг юқори палатаси) сайловлар учун аралаш сайлов тизимидан фойдаланади. Бунга кўпчилик ва мутаносиб элементлар киради, бу ҳам минтақавий манфаатларни, ҳам партиялар рўйхатларининг вакилликни ҳисобга олишга имкон беради.

Венгрия миллий Ассамблеяга (парламентга) сайловлар учун Аралаш сайлов тизими дан фойдаланади. Бу мандатларни тақсимлашнинг кўпчилик ва мутаносиб усуллари бирлаштиришга ёрдам беради, бу эса янада мувозанатли вакилликка ҳисса қўшади.

Испаниянинг Каталония ва Баскония каби баъзи автоном вилоятлари минтақавий сайловлар учун аралаш сайлов тизимларидан фойдаланадилар, бу эса вакилликнинг маҳаллий ва миллий жиҳатларини ҳисобга олишга к.

Полшада Сеймга (парламентнинг қуйи палатаси) сайловлар учун Аралаш сайлов тизими қўлланилади, бу ерда кўпчилик округлар ва мандатларнинг мутаносиб тақсимланиши бирлаштирилади.

Жанубий Кореяда миллий Ассамблеяга сайловлар учун Аралаш сайлов тизими қўлланилади. Бу маҳаллий ва миллий сиёсий имтиёзларни ҳисобга олиш имкониятини яратади[2].

Барчамизга маълумки, Ўзбекистонда ҳам парламент ҳамда давлат ҳокимияти вакиллик органлари фаолиятида изчил янгилашлар, жумладан, давлат бошқарувида сиёсий партиялар ролини янада кучайтириш, вакиллик органларига сайланган депутат ва сенаторларнинг парламент ҳамда маҳаллий вакиллик органлари фаолиятидаги масъулияти ва фаоллигини ошириш борасида тизимли ҳуқуқий ислохотлар кечмоқда.

Жумладан, 2023 йил 18 декабрь куни қабул қилинган «Ўзбекистон Республикасининг айрим қонун ҳужжатларига сайлов ва референдум ўтказиш тартибини янада такомиллаштиришга қаратилган ўзгартириш ва қўшимчалар киритиш тўғрисида»ги қонун билан Сайлов кодекси ва амалдаги етти қонунга сайлов ва референдумни ташкил этиш ҳамда ўтказиш тартибини мамлакатимиз сиёсий ҳаётида амалга оширилган тизимли ислохотлар натижаларига, сиёсий-ҳуқуқий маданияти юксалиб бораётган халқимиз талабларига, шунингдек, ривожланган демократик ҳуқуқий давлатларнинг илғор амалиётига уйғунлаштиришга қаратилган ўзгартириш ва қўшимчалар киритилди.

Сайлов кодексига киритилган янги нормаларга мувофиқ, Олий Мажлис Қонунчилик палатаси депутатлари сайловини аралаш сайлов тизими, яъни мажоритар ва пропорционал сайлов тизими асосида ўтказиш белгиланди. Зеро, бугунги кунда дунёнинг ривожланган мамлакатларида синовдан муваффақиятли ўтган, сайловчиларнинг хоҳиш-истаклари, талабларига тўла жавоб берадиган, сайловни аҳоли учун энг мақбул шаклда ташкил этиш ва ўтказиш тартиблари ҳамда сайлов тизимлари мавжуд. Улар, айниқса, аралаш сайлов тизимидан самарали фойдаланиб келмоқда. Шу сабабли Олий Мажлис Қонунчилик палатаси депутатлари сайловини аралаш сайлов тизими асосида ўтказиш тартиби белгиланган. Жумладан, Сайлов кодексига киритилган ўзгартириш ва қўшимчаларга кўра:

Қонунчилик палатаси депутатлари сайловини ўтказиш учун 75 та ҳудудий бир мандатли сайлов округи тузилади;

Қонунчилик палатаси депутатлигига сиёсий партиялар томонидан кўрсатилган номзодлар рўйхати асосида Қонунчилик палатасига сайлов ўтказиш учун Ўзбекистоннинг бутун ҳудуди ягона сайлов округи ҳисобланади;

Партия рўйхати Марказий сайлов комиссияси томонидан рўйхатга олинганидан кейин, ушбу рўйхатга киритилганлар депутатликка номзод мақомини олади ва уларга гувоҳнома берилади;

Партия рўйхатига киритилган номзодлар ушбу сиёсий партиянинг аъзолари ёки партиясиз бўлиши мумкин. Бошқа сиёсий партиянинг аъзолари ушбу рўйхатга киритилиши мумкин эмас;

депутатликка номзодларни танлаш тартиби сиёсий партиялар томонидан белгиланади;

аёлларнинг сони бир мандатли сайлов округлари бўйича, шунингдек партия рўйхати асосида сиёсий партиядан кўрсатилган депутатликка номзодлар сонининг камида 40 фоизини ташкил этиши керак. Бунда партия рўйхатидаги кетма-кетликда камида ҳар 5 нафар номзоднинг икки нафари аёл киши бўлиши лозим.

Шунингдек, ягона сайлов округи бўйича сайланадиган Қонунчилик палатасининг депутатлик ўринлари ушбу сайловда иштирок этган сайловчилар овозларининг 7 ва ундан кўпроқ фоизини тўплаган сиёсий партиялар ўртасида тақсимланади[3].

Агар сайловда иштирок этган сайловчилар овозларининг 7 ва ундан кўпроқ фоизини фақат битта сиёсий партия тўплаган бўлса, унда депутатлик ўринлари сайловда сайловчиларнинг энг кўп овозини тўплаган иккинчи сиёсий партияга ҳам тақсимланади.

Мамлакатимизда Олий Мажлис Қонунчилик палатаси депутатларининг жорий йил октябрда режалаштирилган сайлови ҳам айнан аралаш сайлов тизими асосида ўтказилади. Бунда Қонунчилик палатасининг 75 депутати аввалгидек бевосита бир мандатли сайлов округларидан, қолган 75 депутат сиёсий партияларнинг сайловда олган овозлари сонига пропорционал тарзда, партия томонидан тақдим этилган депутатликка номзодлар рўйхати бўйича сайланади[4].

Бизга маълумки, сиёсий партиялар аҳолининг энг фаол, дунёқараши, мақсади, фикрлари муштарак бўлган муайян қисмини ўз сафида бирлаштирган ва умумхалқ манфаатлари йўлида сиёсий ҳокимият учун курашадиган сиёсий ташкилот бўлгани боис фуқаролик жамиятининг бошқа институтларидан ажралиб туради. Сиёсий партиялар сиёсий жараёнларнинг фаол иштирокчиси сифатида давлат органларининг шаклланиши ва сиёсий қарорларнинг қабул қилинишида тобора муҳим омилга айланиб бормоқда. Давлат ҳокимиятини эркин ва ошқора, муқобиллик асосида ўтказиладиган сайловлар орқали шакллантириш демократиянинг олий кўриниши ҳисобланади. Сайловлар орқали инсон ва фуқаронинг энг муҳим конституциявий сиёсий ҳуқуқларидан бири рўёбга чиқарилади.

Жамиятимизда мафкуравий хилма-хиллик, кўпфикрлик шаклланиб бораётганлиги сабабли, сиёсий партиялар ўртасида ҳам ўзига хос баҳс-мунозаралар кетмоқда. Бугунги кунда мамлакатимизда 5 та сиёсий партия

фаолият юритмоқда. Ўзбекистон Республикаси Президенти Шавкат Мирзиёев 2019 йил 22 август куни мамлакатимизда фаолият кўрсатаётган сиёсий партиялар раҳбарлари билан учрашувда “Ҳар қандай сиёсий партия замон билан ҳамнафас бўлиб, унинг ўткир талабларига жавоб берган тақдирдагина сиёсий куч сифатида яшай олади”[5], дея таъкидлаган эди.

Сайловлар сиёсий партиялар учун ўзига хос имтиҳон вазифасини ўтайди. Сайловларнинг кўппартиявийлик ва муқобиллик, ошкоралик ва транспарентлик тамойиллари асосида, дунёда умумэтироф этилган демократик стандартларга мос ҳолда ўтиши кўп жиҳатдан сиёсий партияларнинг ушбу жараёнга пухта тайёргарлик кўриши ҳамда чуқур ўйланган янги ғоя ва мақсадлар, дастурлар билан уларда фаол иштирок этишига боғлиқ.

Дунёда сайловларни ўтказишнинг бир қанча турлари мавжуд. Улардан кенг тарқалганлари мажоритар, пропорционал ва аралаш сайлов тизимларидир. Мамлакатимиз парламенти ва маҳаллий кенгашларига сайлов шу вақтга қадар мажоритар сайлов тизими асосида ўтказиб келинган бўлса, сайлов қонунчилигига киритилган сўнгги ўзгартиришларга кўра, парламентимизнинг куйи палатасига сайловларда мажоритар ва пропорционал сайлов тизимларни уйғунлаштириш асосида аралаш сайлов тизимидан фойдаланилиши, шу билан биргаликда маҳаллий кенгашларга сайлов мажоритар тизимда ўтказилиши белгиланди. Ўз навбатида аралаш сайлов тизимида сиёсий партиялар фаолиятига янгича ёндашувларни жорий қилишни тақозо этади[6].

Ушбу мисоллар турли мамлакатлар, жумладан Ўзбекистонда аралаш сайлов тизимларидан фойдаланишга ёндашувларнинг хилма-хиллигини намоён этади, бу сиёсий институтларни муайян сиёсий ва маданий шароитларга мослаштиришга имкон беради ва демократик жараёнларни мустаҳкамлашга ёрдам беради.

Аралаш сайлов тизимлари дунёнинг турли мамлакатларида демократик жараёнларни мустаҳкамлашнинг муҳим воситасидир. Уларнинг мослашувчанлиги ва кўпчилик ва мутаносиб элементларни бирлаштириш қобилияти сиёсий ва маданий контекстларнинг хилма-хиллигини самарали ҳисобга олишга имкон беради. Аралаш сайлов тизимларидан фойдаланиш сиёсий институтларнинг вакилликни, барқарорлигини оширишга ёрдам беради ва Қонунчилик жараёнига кенг кўламли сиёсий қарашларни киритишга имкон беради. Аралаш сайлов тизимини жорий қилиш орқали ҳар бир мамлакат уни ўзига хос шароитларга мослаштиради, бу эса янада адолатли ва вакиллик қилиш имконини беради. Дунёнинг турли минтақаларида аралаш сайлов тизимларидан муваффақиятли фойдаланиш мисоллари уларнинг замонавий демократик амалиётдаги самарадорлиги ва аҳамиятини тасдиқлайди.

Шундай қилиб, аралаш сайлов тизимлари жамиятларни модернизация қилиш ва демократлаштиришда муҳим рол ўйнамоқда, сиёсий барқарорлик, қонунийлик ва фуқароларнинг сиёсий жараёнга жалб этилишини мустаҳкамлашга ҳисса қўшмоқда.

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JAMIYATDA IJTIMOIIY KONFLIKTLARNING O'ZIGA XOS KO'RINISHLARI VA TALQINLARI

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Annotatsiya: Mazkur maqolada jamiyatda ijtimoiy konfliktlarning o'ziga xos ko'rinishlari va talqinlari haqida fikr yuritilgan. Shuningdek, unda ijtimoiy ziddiyat jamiyatdagi turli guruhlar yoki shaxslar o'rtasidagi raqobatdosh manfaatlar yoki bir-biriga mos kelmaydigan maqsadlar natijasi ekanligi, resurslar, hokimiyat yoki ijtimoiy me'yorlarni taqsimlashdagi adolatsizliklar natijasi ekanligi haqida fikr yuritiladi.

Kalit so'zlar: *inson, ziddiyat, ijtimoiy ziddiyat, etnik ziddiyat, mojaro, resurs, sotsiologiya, siyosat, iqtisod, falsafa, manfaat, konsensus.*

СПЕЦИФИКА ПРОЯВЛЕНИЯ И ТРАКТОВКИ СОЦИАЛЬНЫХ КОНФЛИКТОВ В ОБЩЕСТВЕ

Аннотация: В данной статье рассматриваются конкретные проявления и трактовки социальных конфликтов в обществе. Это также предполагает, что социальный конфликт является результатом конкурирующих интересов или несовместимых целей между различными группами или отдельными людьми в обществе, а также результатом неравенства в распределении ресурсов, власти или социальных норм.

Ключевые слова: *человек, конфликт, социальный конфликт, этнический конфликт, конфликт, ресурс, социология, политика, экономика, философия, интерес, консенсус.*

THE SPECIFICS OF THE MANIFESTATION AND INTERPRETATION OF SOCIAL CONFLICTS IN SOCIETY

Annotation: This article examines the specific manifestations and interpretations of social conflicts in society. It also suggests that social conflict is the result of competing interests or incompatible goals between different groups or individuals in society, as well as the result of inequalities in the distribution of resources, power, or social norms.

Key words: *person, conflict, social conflict, ethnic conflict, conflict, resource, sociology, politics, economics, philosophy, interest, consensus.*

Bizga ma'lumki, konflikt tushunchasi ilmiy adabiyotlarda ham, jurnalistikada ham noaniqdir. Konfliktni aniqlashning eng umumiy yondashuvi uni umumiyroq tushuncha sifatida qarama-qarshilik orqali va birinchi navbatda ijtimoiy qarama-qarshilik orqali aniqlashdir. Ma'lumki, har qanday jamiyat taraqqiyoti obyektiv qarama-qarshiliklarning paydo bo'lishi, rivojlanishi va hal etilishi asosida sodir bo'ladigan murakkab jarayondir. Bunga og'zaki xizmat ko'rsatish bilan birga, o'nlab yillar davomida hukmron bo'lgan marksistik nazariya buni bizning jamiyatimizga tatbiq etmadi. Ma'lumki, sotsializmning ideallaridan biri sinfiy qarama-qarshiliklarning yo'qligini ta'kidlaganligidir. 30 yillarning oxirlarida bir qator mualliflar sotsialistik jamiyatning "nizosiz" rivojlanishi, unda antagonistik qarama-qarshiliklarning yo'qligi g'oyasini ilgari surdilar.

Biroq, keyinchalik, bu yozishmalar qarama-qarshiliklar ikki qarama-qarshi tomonning ustun birligi bilan birlashgandagina paydo bo'lishi e'tirof etildi. Muvofiqlik qarama-qarshiliklar hali ham birlik doirasida birlashganda, qarama-qarshilik rivojlanishining ma'lum bir bosqichi sifatida taqdim etilgan. Sotsializmning asosiy qarama-qarshiligini izlayotgan faylasuflarning ko'pchiligi uni ishlab chiqaruvchi kuchlar va ishlab chiqarish munosabatlari, ba'zan ishlab chiqarish va iste'mol, eski va yangi va boshqalar o'rtasidagi qarama-qarshilik deb bilishgan.

U yoki bu qarama-qarshiliklar muammosi ilmiy adabiyotimizda ma'lum darajada rivojlangan. Biroq, konflikt nazariyasi haqida ham shunday deyish mumkin emas. Shu bilan birga, qarama-qarshilik va konflikt, bir tomondan, sinonim sifatida qaralishi mumkin emas, ikkinchi tomondan, bir-biriga qarama-qarshi qo'yish mumkin emas. Qarama-qarshiliklar, tafovutlar zarur, ammo ziddiyat uchun yetarli shart emas. Qarama-qarshiliklar va ularni ko'taruvchi kuchlar o'zaro ta'sir qila boshlaganda, to'qnashuvga aylanadi. Shunday qilib, konflikt tomonlarning qarama-qarshiligida ifodalangan obyektiv yoki subyektiv qarama-qarshiliklarning ko'rinishidir.

Shuni qo'shimcha qilish kerakki, jamiyatdagi ijtimoiy konfliktlar subyektlari bu - mavhum kuchlar emas, balki kosmik yoki boshqa tabiat hodisalari emas, ayniqsa, xayoliy hodisalar (taqdir, shayton, noma'lum narsalar) emas, balki ijtimoiy konfliktlarning subyektlari bu aniq odamlar, shaxslar, guruhlar, ijtimoiy qatlamlar, siyosiy partiyalar yoki davlatlardir.

Ijtimoiy ziddiyat har doim kamida ikkita qarama-qarshi tomonni talab qiladi. Ularning harakatlari odatda bir-birini istisno qiladigan manfaatlarga erishishga qaratilgan va shuning uchun to'qnash keladi. Barcha to'qnashuvlar kuchli keskinlik bilan tavsiflanadi. Bu odamlarning xatti-harakatlarini u yoki bu tarzda o'zgartirishga, moslashishga yoki berilgan vaziyatdan "o'zini himoya qilishga" undaydi. Ilmiy adabiyotlarda, bizning fikrimizcha, ijtimoiy ziddiyatning eng to'liqroq ta'rifini E.M. Babosov bergan deyish mumkin. Ya'ni "Ijtimoiy konflikt (lotincha – to'qnashuv) – turli ijtimoiy jamoalar – sinflar, millatlar, davlatlar, ijtimoiy guruhlar, ijtimoiy

institutlar va boshqalarning to'qnashuvida ifodalangan ijtimoiy qarama-qarshiliklarning keskinlashuvining ekstremal holati. Qarama-qarshilik yoki ular o'rtasidagi manfaatlar, maqsadlar, rivojlanish tendensiyalari o'rtasidagi sezilarli farq bor. Ijtimoiy ziddiyat muayyan ijtimoiy vaziyatda hal qilinishini talab qiladigan ijtimoiy muammoning paydo bo'lishi munosabati bilan rivojlanadi va hal qilinadi. Uning o'ziga xos sabablari bor, uning ijtimoiy tashuvchilari (sinflar, millatlar, ijtimoiy guruhlar va boshqalar), ma'lum funksiyalari, davomiyligi va zo'rvonlik darajasiga ega"[1].

To'g'ri, bu ta'rif masalaning asosiy mohiyatini qamrab olgan holda, konfliktning barcha xususiyatlarini — xususan uning psixologiyasini aks ettirmaydi. Bu xususiyatni Yu.G.Zaprudskiyning "Ijtimoiy konflikt" asarida ham ko'rish mumkin: "Ijtimoiy konflikt – ijtimoiy subyektlarning obyektiv bir-biridan farq qiluvchi manfaatlar, maqsadlari va rivojlanish tendensiyalari o'rtasidagi ochiq yoki yashirin qarama-qarshilik holatidir. "Ijtimoiy konflikt" mavjud ijtimoiy tuzumga qarama-qarshilikka asoslangan ijtimoiy kuchlarning bilvosita to'qnashuvi, yangi ijtimoiy birlik sari tarixiy harakatning o'ziga xos shakli"[2]. Aytilgan narsa odatda to'g'ri, lekin juda keng. Kundalik, oilaviy, ish uchun joy yo'q edi — bir so'z bilan aytganda, "quyi darajadagi" nizolar. Va ularni e'tiborsiz qoldirmaslik kerak.

Jamiyat hayotining turli sohalarini o'rganishda tadqiqotchilar odatda konfliktologik yondashuvdan foydalanadilar. Ijtimoiy tadqiqotlarga bunday yondashuv, masalan, ijtimoiy ahamiyatga ega bo'lgan qadriyatlar ustidan shaxslar va guruhlar o'rtasidagi raqobat nuqtayi nazaridan ijtimoiy jarayonlarga e'tibor qaratadi.

Konfliktning mohiyatini va uning tegishli hodisalardan farqini aniqroq tushunish uchun konflikt chegaralarini aniqlash kerak, ya'ni, uning makon va vaqtdagi tashqi chegaralari. Konflikt chegaralarini aniqlashning uchta jihatini ajratish mumkin: fazoviy, vaqtinchalik va tizim ichidagi.

Konfliktning fazoviy chegaralari konflikt yuzaga kelgan hudud bilan belgilanadi. Ko'rinib turibdiki, bu hudud minimal makondan (masalan, yashash maydonidan) butun dunyoga qadar juda farq qilishi mumkin. Turli miqyosdagi misollar: oshxonadagi janjal — va jahon urushi. Konfliktning fazoviy chegaralarini aniq belgilash, asosan, konflikt ishtirokchilari muammosi bilan chambarchas bog'liq bo'lgan xalqaro munosabatlarda muhim ahamiyatga ega. Yaqin tarixdagi shunga o'xshash holat Tog'li Qorabog', Dnestr bo'yi, Tojikiston, Shimoliy Kavkaz va boshqa joylarda millatlararo nizolar paytida bir necha bor yuzaga kelgan.

Vaqt chegaralari — konfliktning davomiyligi, uning boshlanishi va oxiri. Xususan, uning ishtirokchilarining muayyan vaqtdagi harakatlariga huquqiy baho berish konflikt boshlangan deb hisoblanishi, davom etayotganligi yoki allaqachon tugaganligiga bog'liq. Bu, ayniqsa, mojaroga yangi qo'shilganlarning rolini to'g'ri baholash uchun muhimdir.

Konfliktning boshlanishi, bizning nuqtayi nazarimizdan, boshqa ishtirokchiga (nizolashayotgan tomon) qarshi qaratilgan obyektiv (tashqi) xatti-harakatlar bilan belgilanadi, agar u ushbu harakatlarni unga qarshi qaratilgan deb tan olsa va ularga qarshi tursa. Bu biroz murakkab formula shuni anglatadiki, mojaro boshlangan deb tan olinishi uchun kamida uchta mos shart kerak bo'ladi:

1) birinchi ishtirokchi ongli ravishda va faol ravishda boshqa ishtirokchi (ya'ni uning raqibi) zarariga harakat qiladi. Bundan tashqari, harakatlar orqali biz jismoniy harakatlarni ham, ma'lumot uzatishni ham tushunamiz (og'zaki so'z, bosma, televizor va boshqalar);

2) ikkinchi ishtirokchi (dushman) bu harakatlar uning manfaatlariga qarshi qaratilganligini anglab yetsa;

3) shu munosabat bilan uning o'zi birinchi ishtirokchiga qarshi faol javob harakatlarini amalga oshiradi. Shu paytdan boshlab biz mojaro boshlangan deb hisoblashimiz mumkin.

Yuqorida aytilganlar shuni anglatadiki, agar faqat bitta ishtirokchi harakat qilsa yoki ishtirokchilar faqat aqliy operatsiyalarni bajarsa (xulq-atvorni rejalashtirish, dushmanning harakat yo'nalishi haqida o'ylash, kelajakdagi mojaroning borishini bashorat qilish va boshqalar).

Aslida, boshqa tomon da'vo qilmaydigan faqat bir tomonning harakatlari, hatto tajovuzkor bo'lsa ham, hali konflikt deb atash mumkin emas. Ehtimol, mo'ljallangan dushman bu harakatlarni to'g'ri deb biladi; Ehtimol, u birinchi ishtirokchiga dushmanlik qilishdan qo'rqadi va unga bo'ysunadi yoki u boshqa fikrlarni boshqaradi. Asosiysi, u birinchi mavzuga nisbatan hech qanday chora ko'rmaydi. Ammo bu holatda tomonlar o'rtasidagi qarama-qarshilik sifatida hech qanday ziddiyat yo'q.

Tashqarida jismonan hech qanday tarzda ifodalanmaydigan aqliy harakatlar boshlangan nizoning elementi emas, bu tomonlar o'rtasidagi xayoliy emas, balki haqiqiy qarama-qarshilikni anglatadi. Bog'dagi qo'shnisidan qasos olishni rejalashtirgan Ivan Ivanovich hali mojaroni boshlamagan, faqat uni rejalashtirgan. Qarama-qarshi pozitsiyalar hali ziddiyat emas. Bu tomonlar o'z maqsadlariga erishish yo'lida bir-biriga faol qarshilik ko'rsata boshlaganlarida paydo bo'ladi[3].

Konflikt xalqaro munosabatlardagi tomonlar o'rtasidagi qarama-qarshilik sifatida faqat harbiy harakatlar bilan cheklanmaydi. Diplomatik mojaro, savdo-sotiq, chegara, siyosiy, zo'ravonlik yo'li bilan hal etilmagan bo'lishi mumkin. Biroq, barcha sharoitlarda biz tomonlar o'rtasidagi qarama-qarshilik haqida gapiramiz, ya'ni. o'zaro harakatlar haqida (hatto og'zaki). Shunday qilib, konflikt har doim ikki tomonlama (yoki ko'p tomonlama) xatti-harakatlar sifatida boshlanadi. Qoida tariqasida, undan oldin tomonlardan birining harakatlari sodir bo'ladi, bu ko'p hollarda nizo qo'zg'atuvchini aniqlashga imkon beradi.

Shunday qilib, 1991-yilda Iroq va Quvayt o'rtasidagi mojaroning qo'zg'atuvchisini aniqlash qiyin bo'lmadi. Qo'shni davlatga asossiz hujum uyushtirgan Iroqning agressiv roli BMT va butun jahon hamjamiyatining salbiy bahosiga sazovor bo'ldi.

90 yillarda MDX davlatlarida sodir bo'lgan ko'plab millatlararo nizolarning qo'zg'atuvchisi kim bo'lganini aytish qiyinroq. Dastlabki qadamlarning aniq emasligi, javob harakatlarining chalkashligi, o'zaro ayblovlar, noxolis ma'lumotlar — bularning barchasi konfliktning rivojlanishini kechiktiradi va unga to'sqinlik qiladi. uning tez va og'riqsiz to'xtatilishi haqiqiy aybdorlarni aniqlashga to'sqinlik qiladi.

Aytilganlardan allaqachon ma'lum bo'ladiki, konflikt qarama-qarshiliklarni aniqlash va hal qilish yo'li bo'lib xizmat qiladi. Agar qarama-qarshi kuchlar va ularning manfaatlari ochiq qarama-qarshilikka aylanib ketadigan keskinlikni keltirib chiqarsa, tabiiyki, bu qarama-qarshilik ertami-kechmi barham topishi kerak. Mojaro va uning keyingi yechimi hozirgi boshi berk ko'chadan chiqish yo'llaridan biridir.

Konfliktning funksiyalarini baholashga bunday yondashuv bilan savol tug'iladi: nizo yuzaga kelishi yaxshi yoki yomonmi? Oddiy deb aytish mumkinki, ustunlik nuqtayi nazari har qanday nizolarga aniq salbiy baho berishdir. Darhaqiqat, biz nafaqat kundalik janjal va janjallardan, rasmiy muammolardan, balki keyingi paytlarda jiddiy millatlararo, hududiy, ijtimoiy-siyosiy va boshqa qarama-qarshilik va qarama-qarshiliklardan ham yetarlicha aziyat chekdik. Shu sababli, konflikt odatda jamoatchilik fikri tomonidan nomaqbul hodisa sifatida baholanadi va bu, ehtimol, umuman olganda, hech bo'lmaganda tomonlardan biri uchun shunday bo'ladi[4]. Shu bilan birga, yana bir nuqtayi nazar mavjud bo'lib, unga ko'ra konflikt nafaqat muqarrar ijtimoiy hodisa, balki foydalidir. Hatto konfliktni umuman salbiy hodisa deb hisoblaydigan mutaxassislar ham unda qandaydir ijobiy xususiyatlarni ko'rishadi.

Boshqa bir ilmiy an'ana odatda konfliktni g'ayritabiiy va o'tuvchi hodisa sifatida emas, balki ijtimoiy munosabatlarning doimiy va hatto zarur tarkibiy qismi sifatida ko'radi. Bu an'ana Aristotel, Hobbes, Gyegel, Marks Veberga borib taqaladi. Bu fikrga ko'ra, jamiyatdagi har qanday kamchilik faktining o'zi ziddiyatni keltirib chiqarish uchun yetarli. Har qanday guruhdagi har bir kishi kam resurslardan o'z ulushini va kerak bo'lganda boshqalar hisobiga ko'paytirishga harakat qiladi. Va agar biz hududlar va resurslarni qidirayotganlar orasida yetakchilik, kuch va obro'-e'tibor uchun kurashni aniqlasak, unda mojaro muqarrar! Va bu yerda moddiy ne'matlarga ega bo'lish bilan bog'liq nizo bilan o'xshashlik bo'lmaydi, bu yerda tomonlar har bir kishining ulushi oshishiga ishonch hosil qilishlari mumkin. «Haqiqiy dunyo uchun, — deb yozgan edi R.Darendorf, — turli qarashlar, ziddiyatlar va o'zgarishlarning kesishishi zarur. Aynan ziddiyat va o'zgarishlar odamlarga erkinlik beradi, ularsiz erkinlik mumkin emas»[5].

L. Koserning fikricha, guruh ichidagi ziddiyat uning birligiga yoki birligini tiklashga yordam berishi mumkin. Shuning uchun, faqat shunday maqsadlar, qadriyatlar va manfaatlarga ta'sir qiladigan, guruh ichidagi munosabatlarning qabul qilingan tamoyillariga zid bo'lmagan ichki ijtimoiy mojarolar, qoida tariqasida, funksional jihatdan ijobiydir[6].

Yuqoridagi nuqtayi nazarlarni solishtirganda, ular biroz boshqacha narsalar haqida gapirayotgani aniq. Aslida, ziddiyat foydalidir, chunki u qandaydir tarzda qarama-qarshilikni hal qiladi. Lekin qanday narxda? Tizimni yo'q qilish yoki jiddiy zarar etkazish yoki hatto tomonlardan birini yo'q qilish orqali. Obyektiv ravishda mavjud bo'lgan qarama-qarshilik nizoga olib kelmasa, balki tinch, madaniyatli vositalar bilan bartaraf etilsa yaxshi. Shuning uchun, bizning nuqtayi nazarimizdan, biz konfliktlarning foydaliligi haqida faqat juda aniq holatlarda va bundan tashqari, shartli ma'noda gapirishimiz mumkin.

Boshqacha qilib aytadigan bo'lsak, har bir konflikt qonuniy emas, balki deyarli har bir konflikt u yoki bu huquqiy protsedura bilan yakunlanishi mumkinligini ta'kidlash mumkin. Konfliktning oldini olish, hal qilish yoki tugatishning huquqiy imkoniyatlari, qoida tariqasida, konfliktning huquqiy tabiatiga qaraganda kengroqdir. Biroq, ko'p hollarda konfliktning boshidanoq huquqiy aralashuv uchun qonuniy asoslar mavjud.

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MILLIYMAORIFIDAGI O'ZGARISHLAR O'ZBEKISTONDA SOVET HOKIMIYATINING O'RNATILISHI VA UNING ESKI MAKTAB VA MADRASALARGA MUNOSABATI

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Anatotsiya: Turkiston o'lkasida demokratik o'zgarishlarni amalga oshirishda 1917 yil 14 iyulda Skobelev (Yangi Marg'ilon) da bo'lib o'tgan qurultoy muxim o'rin tutadi. Unda muxtoriyat loyixasi muxokama qilindi. "Muxtoriyat loyixasi"ni ishlab chiqishda jadidlardan Munavvar Qori Abdurashidxonov, Maxmudxuja Bexbudiylar ishtirok etgan. Ushbu xujjatda diniy masalalar qatori maktab va madrasalar masalasiga ham alohida e'tibor qaratildi.

Kalit so'zlar: Rossiya imperiyasi, Munavvar Qori Abdurashidxonov, Maxmudxuja Bexbudiylar, Abdurauf Fitrat, Abdulla Qodiriy, Ubaydulla Xujaev, Polvonniyoz Hoji Yusupov, Tavallo, Chulpon, "Maxkamai Shar'iyah" (Qonunlar palatasi), Xalq Komissarlar Soveti.

1917 yil 27 fevralda Rossiya imperiyasining poytaxti Petrogradga burjua-demokratik inqilob sodir bo'ldi. Buning natijasida Rossiya imperatori Nikolay II taxtdan ag'darilib, uzoq yillar hukmronlik qilgan Romanovlar sulolasining hukmronligiga barham berildi. Mamlakatda ikki hokimiyatchilik shakllandi, ya'ni burjuaziya vakillaridan iborat Muvaqqat hukumat hamda ishchi, dehqon deputatlari sovetlari ish boshladi. Bo'lib o'tgan inqilob birinchi gilda monarxiya siyosiy tuzumiga barham berdi hamda mamlakatning bir qancha sohalariga imkoniyat eshiklarini ochib berdi. Jumladan, Muvaqqat hukumat tomonidan e'lon qilingan "Bayonnoma"ga, shuningdek, Rossiya fuqarolariga "Murojaatnoma"da ham bir qator siyosiy erkinliklarga yo'l ochib berilganligi ta'kidlanadi. Mamlakatda so'z, matbuot erkinligi urnatildi. Turkistonda Rossiya imperiyasi davrida mavjud bulgan turli xil diniy va milliy tazyiqlarga ham chek quyildi. Petrograd voqealaridan so'ng, mamlakatda yangi hokimiyat to'zilib, demokratiya va ijtimoiy adolat sari tomon qadam tashlandi. Mamlakat aholisining ko'pchiligi, uning juda ko'p xalqlari, turli sinflari, ijtimoiy guruhlari, siyosiy partiyalari va ijtimoiy harakatlari inqilobni baland ruh bilan qabul kildilar va uni qullab-quvvatladilar. Inqilobdan so'ng ozodlik, tenglik, mustakillik, adolat shiorlari hayotga joriy qilina boshlandi. Bu jarayonlar asta-sekin Turkistonga ham kirib kelib, bu hol makalliy aholi tomonidan kutarinki ruhda qarshilandi. Mazkur voqealar o'lkadagi milliy uyg'onish jarayoni va xalqning uz-o'zini anglashiga ko'mak berdi. Fevral inqilobi musulmon ruhoniylari hayotiga ham ijobiy ta'sir qildi. Ularning ilgari mavjud bulgan

yuqori mavqelari qayta tiklana boshlandi. Shu bilan birgalikda, Turkistondagi maktab va madrasalar ham o'z mavqeini tiklab ola boshladilar. Imperiya davrida ko'plab siquvlarga hamda cheklashlarga qaramay, ular axoli orasida uz obrusini saqlab qolgan edi. Maktab va madrasalar o'quv dasturlariga dunyoviy fanlarning kiritilishiga maxalliy jadidlar yuqori tashabbus ko'rsatdilar. Ayniqsa, yirik jadidchi va moxir pedagog Munavvar Qori Abdurashidxonovning bu ishda xizmatlari katta buldi. XX asr boshlarida Turkistonda keng shakllangan jadidchilik xarakati maxalliy axolini ma'rifatli qilishga katta xissa qo'shdi. Jadidlar musulmon ruhoniylari, diniy maktablar muallimlari va talabalarini, o'z saflarida birlashtirdilar. Munavvar Qori Abdurashidxonov, Maxmudxuja Bexbudiy, Abdurauf Fitrat, Abdulla Qodiriy, Ubaydulla Xujaev, Polvonniyoz Hoji Yusupov, Tavallo, Chulpon jadidlarning eng yorqin namoyandalaridan edi. Jadid ma'rifatparvarlari 1917 yil fevralidan so'ng boshlangan bevosita demokratik jarayonlarda maxalliy xalqlar siyosiy manfaatlarini ximoya qila boshladilar. Ular o'lkadagi milliy birlik va jipslikni mustaxkamlashga va xar qanday davlatning birinchi galdagi vazifasi bulgan milliy madaniyatni hamda maorif ishini rivojlantirishga, taraqqiy ettirishga astoydil bel bog'ladilar. Jadidlar tashabbusi bilan "Shuroi Islomiya", "Shuroi Ulamo", "Ittixodi tarakkiy", "Turon", "Milliy ittixod", "Milliy istiqlol" kabi tashkilotlar to'zildi.

Bu tashkilotlarning aksariyat asosiy maqsadi va bosh g'oyasi o'lkada milliy, madaniy erkinlik, demokratik tamoyillarni o'rnatishdan iborat bulgan Jadid namoyandalari maxalliy axolining siyosiy ongini ustirish maqsadida Turkistonning ko'plab shaxarlarida gazeta va jurnallar nashr qila boshladilar. Jumladan, Toshkentda "Xurshid", "Sadoi Turkiston", "Turk eli", "Najot", "Kengash", "Shuroi islom" kabi matbuot nashrlari chiqarildi. 1917 yil fevralidagi demokratik jarayonlar Turkistonni ham qamrab oldi. Bu jarayonlar ayniqsa milliy maorif soxasiga ham daxldor bo'ldi, chunki mazkur davrlarda ham o'lka madaniy xayotida chukur ildiz otgan maktab, qorixona, madrasalar mavjud edi. Bu maktablar bilan birgalikda rus-tuzem maktablari, yangi usul maktablari o'lkada faoliyat olib borgan. Turkiston o'lkasida demokratik o'zgarishlarni amalga oshirishda 1917 yil 14 iyulda Skobelev (Yangi Marg'ilon) da bo'lib o'tgan qurultoy muxim o'rin tutadi. Unda muxtoriyat loyixasi muxokama qilindi. "Muxtoriyat loyixasi"ni ishlab chiqishda jadidlardan Munavvar Qori Abdurashidxonov, Maxmudxuja Bexbudiyalar ishtirok etgan. Ushbu xujjatda diniy masalalar qatori maktab va madrasalar masalasiga ham alohida e'tibor qaratildi. O'lkada din ishlarini nazorat qilish maqsadida poytaxtda maxsus "Maxkamai Shar'iyah" (Qonunlar palatasi), viloyatlarda uning bo'limlari, xar bir shaxar va qishloqda esa qozixonalar ta'sis etishni taklif qildilar. Bundan tashqari, dunyoviy ta'lim bilan bir qatorda diniy ta'lim muassasalarining faoliyatiga keng yo'l ochildi. 1917 yil Turkistonda milliy ta'lim tizimini tashkil etish masalasi xal qilinishiiii shart bo'lgan muammolardan biri bo'lib turdi. 14 mayda Toshkentda uqituvchilarning I o'lka qurultoyi bo'ldi. U ta'lim tizimining ahvoli bilan bog'lik bo'lgan kupgina masalalarni muxokama qildi hamda "Turkiston uqituvchilar ittifoqini" tashkil etdi. Qurultoyda ma'ruza qilgan Muvaqqat xukumat Turkiston

qumitasining a'zosi S.Maqsudov, yirik shaqshunos L.Zimin, Farg'ona viloyatining maorif bo'yicha inspektori F.Yegorov maxalliy aholiga ta'lim berish ishida rus-tuzem maktablarining yaroqsiz ekanligini isbotlab berdilar. Shuningdek, qurultoyda eski maktab, madrasalar faoliyatiga ham alohida o'rin ajratildi. Qurultoyda chiqarilgan qarorga asosan o'lkadagi barcha madrasalar uch bosqichga: quyi (adno), o'rta (avsat), yuqori (a'lo) bosqichga bo'linishi lozimligi belgilandi. Avvalgi davrlardagidan farqli o'laroq madrasalardagi uquv-tarbiya ishlarini bevosita mudarrislar kengashi ixtiyoriga o'tdi. Madrasalar ishini nazorat qilish esa, s'ezd qarori bo'yicha, diniy boshqarmaga tegishli deb topildi. 1917 yil 10 sentabrda Toshkent shaxar dumasini rus-tuzem maktablarini milliy maktablarga aylantirish to'g'risidagi loyixani tasdiqlagan. Shu bilan birga дума davlat mablag'i hisobidan 12 ta usuli qadim maktabi ochish haqida qaror chiqargan, lekin Turkiston an'anaviy maktablarining 1917 yil fevralidan keyin erishgan rivojlanish imkoniyatlari bolsheviklar tomonidan oktyabrda amalga oshirilgan davlat to'ntarishi natijasida ro'yobga chiqmadi. Oktyabr to'ntarishidan sung Turkistonda yangi sovet maktablarini tashkil etish vazifasi ilgari surildi. Bu vazifani amalga oshirishda 1917 yilda tashkil etilgan Maorif xalq komissarligining o'rni kattadir. Uning birinchi xalq komissari K.Ya.Uspenskiy bulgan. Mazkur komissarlik zimmasiga barcha maktablar bilan birgalikda diniy maktablarni ham nazorat qilish xuquqi berildi.

1917 yil oktabrida Rossiyada davlat to'ntarishi amalga oshirildi. Shu yilning 25-26 oktabrida bolsheviklar tomonidan Petrogradga Butunrossiya Sovetlarining II s'ezdi bo'lib o'tdi. Unda V.I.Lenin boshliq Sovet xukumati - Xalq Komissarlar Soveti to'zildi. Butun hokimiyat kuchli qurol kuchiga ega bulgan bolsheviklar qo'liga o'tdi. Bu voqea Turkistondagi ijtimoiy xayotga ham ta'sir qildi. Sovet hokimiyatining dastlabki kunlaridanoq bolsheviklar o'lka maxalliy axolisining milliy qadriyatlarini toptash va yuqotishga xarakat qildilar. Ushbu maqsadni amalga oshirish yuzasidan bir qancha qonunlar ishlab chiqildi. Sovetlarning Butunrossiya II s'ezdida qabul qilingan "Yer tug'risida"gi dekretida 1917 yil 26 oktyabrdayok barcha yerlar, shu jumladan, monastir, cherkov, vaqf yerlari umumxalq mulki deb e'lon qilindi. Oktyabr voqealari Turkiston axolisining ko'pchiligida norozilik kayfiyatini uygotdi. Bu voqealarni o'lkadagi muxtoriyat xarakatining vakillaridan bo'lgan Mustafu Chuqay o'g'li quyidagicha tasvirlagan edi: "Xalqni siyosiy xuquqlardan maxrum qilish bilan birga borgan bolsheviklarning noqonuniy ravishda hokimiyatni qo'lga olishlari bizni shoshilinch choralar ko'rishga, xalq irodasini uzurpatorlar qaroriga qarshi qo'yishga majbur qildi". Bolsheviklar so'zda demokratiya, ijtimoiy teng xuquqlilik, millatlarning o'z taqdirini o'zi belgilash huquqi tarafdori edilar. Aslida esa milliy manfaatlar, diniy xis-tuyg'ular, musulmonlarning an'analari va marosimlari umuman hisobga olinmagan. 1917 yil 27 oktyabrda Toshkentda boshlangan qo'zg'alon natijasida 1 noyabrga kelib, Muvaqqat xukumatning Turkiston komiteti ag'darildi. Shu yil 2 noyabrdagi RSFSR Xalq Komissarlar Soveti o'zi qabul qilgan "Rossiya xalqlari xuquqlari Deklaratsiyasi"da Rossiya xalqlarining, shu jumladan,

Turkiston o'lkasi maxalliy axolisining ozodligi, erk va xuquqlari rasman e'tirof etilgan edi. Amalda esa bolsheviklar xukumatining ulug' davlatchilik siyosati olib borildi.

1917 yilning 15-22 noyabr kunlari bo'lib utgan Turkiston o'lkasi ishchi, soldat va dehqon deputatlari Sovetlarining III s'ezdi bolshevistik xukumat (Kolesov boshchiligida) - Turkiston o'lkasi Xalq Komissarlar Sovetini sayladi. Uning tarkibiga 7 bolshevik va 8 ta sul eser vakillar kiritildi. Bu tarkibga butun o'lka axolisining 95 foizini tashkil etuvchi yerli millat axolisidan birorta ham vakil kiritilmadi. Xalq Komissarlar Soveti 1917 yil 22 noyabr (3 dekabr) da "Rossiya va Sharqning barcha musulmon mexnatkashlariga" deb nomlangan murojaat qabul qildi. Bu murojaat 24 noyabrda barcha musulmon xalqlari tillarida nashr qilindi. Murojaatnomada shunday satrlar bor edi: "Sizning din va urf- odatlaringiz, sizning milliy va madaniy muassasalaringiz bundan buyon erkin va daxlsiz deb e'lon qilinadi. O'z milliy turmushingizni erkinlik bilan va baxuzur tuza beringiz. Shunday qilishga xaqlisiz. Bilingizki, sizning xuquqingiz ham Rossiyadagi barcha xalqlarning xuquqi kabi ximoya qilinadi". 1917 yil 26 noyabrda Qo'qonda o'lka musulmonlarining IV favqulodda qurultoyi bo'lib o'tdi. Bu qurultoyda 200 nafardan ziyod Turkistonlik xalq vakillari ishtirok etdi. Kun tartibiga esa o'lkani boshkarish shakli, Turkiston Markaziy musulmonlar sovetini kayta saylash, Turkiston Ta'sis majlisi masalalari qo'yildi. Mazkur qurultoyda Turkiston muxtoriyati tashkil etildi. Bu xususda qabul qilingan qarorda shunday deyilgan edi:

"Turkistonda yashab turgan turli millatga mansub axoli Rossiya inqilobi da'vat etgan xalqlarning o'z xuquqlarini o'zlari belgilash xususidagi irodasini namoyon etib, Turkistonni Federativ Rossiya respublikasi tarkibida xududiy jixatdan muxtor deb e'lon qiladi, shu bilan birga, muxtoriyatning qaror topish shakllarini Ta'sis majlisiga xavola etadi". Shunday qilib, turkistonliklar azaliy orzusiga erishdi, 28 noyabrda tashkil etilgan ushbu davlat nomi "Turkiston Muxtoriyati" deb ataladigan buldi. Qurultoyda Muvaqqat Kengash to'zilib, a'zolar ichidan 12 kishilik iborat xukumat to'ziladigan buldi. Uning 7 foizi yevropalik axoli vakillaridan iborat buldi. Turkiston Muxtoriyati 1918 yil fevralida sovetlar tomonidan kongra botirildi. Muxtoriyatning ag'darilishi turkistonliklar uchun katta yo'qotish bo'ldi. Xalq Komissarlar Soveti tomonidan 1918 yil fevral oyida tasdiqlangan "Turkiston Muxtoriyatini tugatish haqida"gi qaroriga asosan, Turkiston Muxtoriyati xukumatining zo'rlik yo'li bilan tugatilishi bolsheviklar xukumatining maxalliy axoli manfaatlarini mensimaganligidan dalolat beradi. Mana shu tariqa maxalliy axoli sovet hokimiyatini tan olishga majbur buldi.

1918 yilning 20 aprel - 1 mayida Toshkentda V o'lka s'ezdi bo'lib o'tdi. 22 aprelda s'ezd tomonidan olingan telegrammaga asosan bolsheviklar xukumatining rahbarlari Turkistonga "sovetcha asosdagi muxtoriyat" in'om qilishlari bayon qilingan. Ushbu telegramma quyidagi satrlar bilan boshlanadi: "Xalq Komissarlari Soveti o'lkangizning sovet tartiblari asosida muxtoriyat bo'lishini qo'llab-quvvatlaydi, bunga kunglingiz tuq bulsin; . ..sizlar butun o'lkada sovetlarning keng tarmog'ini vujudga keltirasiz, mavjud sovetlar bilan tula hamkorlikda ish olib borasiz". S'ezd delegatlari V.I.Lenin va I.V.Stalin

ko'rsatmasiga muvofik, 30 aprelda "Rossiya Sovet Federatsiyasining Turkiston Sovet Respublikasi haqidagi Nizom" ni qabul qildilar. S'ezd sovet Turkistonining qonun chiqaruvchi oliy organi - 36 kishidan iborat (18 tadan bolshevik va 18 ta so'l eserlar kirgan) Markaziy Ijroiya Komiteti (MIK) ni sayladi. Bolsheviklar hokimiyat tepasiga kelishlari bilan o'lka xalqlari milliy madaniyatini cheklash tomon siyosat olib bordilar. Ular avval boshda, asosan, milliy madaniyat va ma'rifat o'choqlari bulgan eski maktab va madrasalarni tugatish tomon yul tutdilar. Ta'kidlash kerakki, sovet xukmronligining dastlabki yillaridan boshlab Turkistonda eski maktab va madrasalar faoliyati rasman ta'qiqlanmadi. Shu bois, ular o'z faoliyatlarini ma'lum darajada davom ettirib keldilar, biroq maxalliy sovet tashkilotlarining ularga doir aniq ko'rsatmalari yo'qligi sababli markazning o'lka sharoitiga tug'ri kelmaydigan qonunlariga amal qilishiga tug'ri keldi.

Sovet davlati bilan cherkovning uzaro munosabati tamoyillari RSFSR XKSning 1918 yil 23 yanvardagi "Cherkovni davlatdan va maktabni cherkovdan ajratish to'g'risida" gi dekretida belgilab berildi. Mazkur dekret 13 moddadan iborat bo'lib, unda dini davlatdan ajratilishi ta'kidlangan edi. Dekret e'lon kilingandan sung, Toshkent Sovetining ijroiya komiteti Turkiston o'lkasi o'quv yurtlarining bosh inspektoriga o'lkaning barcha o'quv muassasalarida "ularda diniy va aqida predmetlar o'qitishni tuxtatish haqida"⁴ farmoyish berishni taklif etdi. Maktab cherkovdan ajratildi. Xususiy o'quv yurtlarida ham diniy ta'limotlarni o'qitish ta'kiklandi. Maktablarda din o'qitish uchun barcha kreditlar yopib qo'yildi va diniy ta'limotdan dars beruvchi o'qituvchilar xar qanday ta'minotdan mahrum buldilar. Barcha dinlarga mansub o'quv yurtlarining binolari xalq mulki sifatida maxalliy Sovetlarning yoki Maorif xalq komissarligining ixtiyoriga o'tkazildi. Dekretni bajarish baxonasida 1918 yilning fevralidayoq, ya'ni Turkiston Respublikasining siyosiy tizimi rasmiy ravishda tashkil etilmasdan avval asosan yevropalik millatlar vakillaridan iborat, ular boshchilik qilgan sovetlar hamda bolsheviklar tashkilotlari vaqf yerlarini musodara qilish buyicha Rossiya imperiyasi davrida boshlangan ishni oxiriga yetkazdilar. Bu bilan ular madrasalar va eski maktablarni og'ir axvolga solib qo'ydilar.

1918 yil 24 avgustda RSFSR Adliya xalq komissarligining qarori bilan "Cherkovni davlatdan va maktabni cherkovdan ajratish to'g'risida" gi dekretni xayotga tatbiq etish tartibi to'g'risida yuriqnoma tasdiqlandi. U dekretning asosiy qoidalarini aniqlashtirdi. Yuriqnomada cherkovning mulklari tug'risida shunday deyilgan edi: "Cherkov va diniy jamoalarning xudoga sig'inish maqsadida maxsus belgilanmagan mulklari, shuningdek, sobiq sig'inish boshqarmalari mulklari, binolar, yerlar, o'rmonlar, fabrikalar, baliqchilik korxonalari, zavodlar, xovli-joylar, mexmonxonalar, kapitallar va barcha umuman foyda keltiradigan mulklar, ular nimadan iborat bo'lmasin, xozirga qadar sovet qonunchiligi ixtiyoriga olinmagan bulsalar, nomlari qayd etilgan jamoalar va sobiq idoralardan shoshilinch ravishda tortib olinadi". Adliya xalq komissarligining yo'riqnomasida: "Cherkovni davlatdan va maktabni cherkovdan ajratish tug'risida" gi dekretga ko'ra pravoslav, staroobryad, barcha katolik marosimlari, arman-

gregoryan, protestant, iudey (yaxudiy), islom, budda va lamant dinlarining buysunishlari ko'rsatilgan", deya ta'kidlangan edi. Adliya xalq komissarligi tomonidan dekretni bu qadar izoxlanishi noto'g'ri bo'lib, xususan, Turkiston sharoitida mazkur dekretni butun va to'laligicha amalga oshirish mumkin emas edi. O'lkaning ijtimoiy- iqtisodiy va siyosiy sharoitlarining o'ziga xos xususiyatlari inobatga olinmasdan Rossiya markazidagi diniy masalani xal qilish tajribasini mexanik ravishda bu mintaqaga ko'chirib bulmas edi. Bu tajribani e'tirof etgan holda, uni o'ziga xos sharoitda bo'lgan O'rta Osiyoga ijodiy ravishda qo'llash lozim edi.

1918 yil 4 noyabrda Maorif xalq komissarligi mazkur dekretga asosan 38-sonli buyrug'ini e'lon qildi. Buyruqda barcha o'quv yurtlarida dars boshlanishi oldidan va mashg'ulotlardan so'ng ibodat qilishga yo'l qo'yilmasligi, o'quv yurtlaridagi mavjud barcha butlarning ibodatxonalarga topshirilishi qat'iy belgilab qo'yildi.

1918 yil 20 noyabrda Turkiston ASSR Xalq Komissarlar Soveti shu yili 23-yanvarda qabul qilingan dekretga muvofiqlashtirilgan tarzda dekret chiqardi. Unga ko'ra, Turkistondagi diniy maktab va madrasalarda diniy fanlarning o'qitilishi taqiqlab qo'yildi. Bu haqida to'xtalib, jadidchilik xarakatining yorqin namoyandasi Munavvar Qori Abdurashidxonov butun Turkistondagi: "yerli maktablarda din darslarini o'qituv va maktabda ibodatlar qildiruv manqilgan holda, yolg'iz musulmonlar uchun istisno tariqasida din darslarini bermoqa ruxsat etilib, chiqarilgan mazkur buyruq yo xalq orasiga tamom tarqalmagan va yoxud tarqalgan bo'lsa ham, muxtasar bo'lganligi uchun mazmuni yaxshi anglashilmagan",-deb yozgan edi. Xuddi shu mazmundagi buyruq 1918 yil 9 noyabrda Toshkent shahar maorifi bo'limi tomonidan ham chiqarildi. Sovet hukumatining eski maktab, madrasalarga nisbatan aniq ishlab chiqilgan siyosati bo'lmaganligi sababli, bu maktablar ustidan bir vaqtning o'zida bir necha komissarlik nazorat olib bordi. Xususan, Turkiston Millatlar xalq komissarligining nazorat doirasiga eski maktablar va madrasalar kirmagan bo'lsa ham, mazkur komissarlik o'zining 1918 yil 27 noyabrdagi sirkulyari bilan oblastlardagi Millatlar ishlari bo'limlariga oblast axolisi maorifining bir tekis rivojlanishini kuzatib borish, ularni eski maktablardan boshlang'ich umumta'lim maktablariga o'tishga tayyorlash va ko'maklashish vazifasini yukladi. Barcha eski usul maktablariga "usuli satviya" ga o'tishni taklif etdi. Shuningdek, bu muassasalarning vaqf mulklari ustidan nazorat olib bordi hamda madrasalarni islox qilish haqidagi masalani ishlab chiqdi.

Turkistondagi Millatlar xalq komissarligi diniy maktablarni islox qilishni o'z oldiga maqsad qilib qo'ygan edi. Komissarlik diniy maktablarni o'z tasarrufi va ta'siriga olishni Turkiston XKSdan so'raydi, lekin Turkiston XKS 1918 yil noyabr oyida bo'lib o'tgan majlisida bu masala ijobiy xal etilmagan. Mustamlaka Turkistonida oktabr to'ntarishiga qadar musulmon ruhoniylari xalq orasida katta obro'ga ega edi. Buning sabablaridan biri musulmon ruhoniylarining moddiy-moliyaviy, iqtisodiy bazasining mavjudligi bo'lgan. Ular katta hajmdagi vaqf mulki - yer, savdo-sanoat va boshqa mulklarga egalik qilard edi.

Bundan tashqari, musulmon ruhoniylari boshqa diniy xodimlardan, shu jumladan, xristian dini ruhoniylaridan, farqli o'larok faqat diniy ibodatlarni tashkil qiluvchisi bo'lib qolmay, shu bilan birga sud, maorif, ishlarining ham tashkil etuvchisi edilar. Turkistondagi vaqflar masalasi alohida tadqiqot mavzusi hisoblanadi. Vaqfning lug'aviy ma'nosi – bog'lamoqdir¹. Musulmon ruhoniylarining vaqf mulklari tarixiga nazar tashlaydigan bo'lsak, vaqf mulklari VIII asrlardan boshlab vujudga kela boshlaganligini ko'rish mumkin. O'sha davridayoq xalfalar va yirik yer egalari diniy muassasalar foydasiga yer va boshqa mol-mulklarni vaqflarga aylantirganlar. Mashxur fiqhshunos marg'ilonlik olim Burxoniddin Marg'inoniy (XII asr) o'zining "Xidoya" kitobida vaqflar haqida: "Yerning vaqfga aylantirilishi qonuniy deb hisoblanadi, chunki payg'ambarning safdoshlaridan ba'zilar o'z yerlarini vaqfga aylantirganlar"¹, -deb ko'rsatgan edi. Vaqfning mohiyatini aniqlab berar ekan, u yana shuni qayd etadi: "Vaqfga aylantirilgan mulk uning ta'sis etuvchisi tomonidan qaytarib olinishi mumkin emas"^{1 2}. Vaqf sifatida o'rnidan qo'zg'atiladigan va qo'zg'atilmaydigan mulklar vasiyat qilinadi. Ular yer maydonlari, tegirmonlar, hammomlar, bozor maydonlari, tepasi yopik bozorlar, karvonsaroylar, do'konlar, omborlar turar joylar va boshqalar bo'lishi mumkin³. Vaqf daromadlari maktab, madrasa, masjid, musofirxona, yetimxona va kasalxonalar qurishga va ana shu muassasalarda ta'lim oluvchi talaba, mudarris va boshqa turli xizmatchilarni maosh bilan ta'minlashga sarf bo'lgan.

Vaqf yerlari 30 dan ortiq turlarga bo'lingan. Uning eng ko'p tarqalgan turlaridan biri - masjidning yeri bo'lib, ulardan olinadigan daromadlar din xodimlarini tutib turish, xizmat qiluvchi shaxslarni yashashi, diniy tadbirlar o'tkazish, xonaqo (eshonlar uylari), chillaxona⁵ yerlari, qabriston yerlari uchun foydalanilgan. Vaqflar, shuningdek, madrasa, maktab, qozixona, shifoxona, nogironlar uylari, kutubxonalar uchun vasiyat qilinadi. Oktabr to'ntarishidan so'ng Turkistonda vaqf masalalarini xal qilishning murakkab jihatlaridan biri vaqf mol-mulklaridan foydalanish tartibini aniqlashdan iborat bo'lib qoldi. O'lkada sovet hokimiyati o'rnatilgandan keyin vaqflar masalasi Turk Respublikaning Millatlar xalq komissarligi tomonidan 1918 yilning o'rtalarida qo'yilgan edi. Turkiston ASSRda XKSga Millatlar xalq komissarligining ma'ruzasida milliy masalani xal qilish sohasidagi vazifalar bayon qilinib, vaqflar masalasini xal qilishning yullari ham belgilab berildi. Millatlar ishi xalq komissari xaqli ravishda qayd etadi: "O'lka musulmonlarining xayoti xali butun islomga, shariatga asoslangan va bir- biridan juda keskin o'ziga xos maishiy turmush tarzi bilan tafovut qiladi. Ana shu barcha maxalliy sharoitlar, xususiyatlar bilan hisoblash zarur. Axoli qanchalar sovet hokimiyatiga ko'ngil qo'ymagan bo'lsin va yerni sotsializatsiyalash uning manfaatlariga mos bo'lib tushmasin, agar, masalan, endilikda qabul qilingan yerni sotsializatsiyalash usullarini vaqf yerlariga tatbik qilinadigan bo'lsa u xolda faqat axolining xayrixoxligini yo'qotib qo'yish mumkin, biroq xatto jiddiy norozilik vujudga kelishi bilan faol qarshilik ko'rsatishgacha borib yetishi mumkin"¹.

Demak, vaqf mulklarini umumiy asoslarda jadal natsionalizatsiya qilish sovet hokimiyatini mustaxkamlash maqsadlariga zid bulgan.

Oktabrdan keyingi dastlabki yillarning ob'ektiv sharoitlari vaqflarning daxlsizligini qonunlashtirishni talab qildi. Bosh maqsadga erishish uchun ta'sirchan vosita bo'lib musulmonlarning vaqflarga nisbatan azaldan qaror topgan rasm-rusumlari, odatlarini saqlashdan iborat bo'lar edi. Shariat bo'yicha vaqf mol-mulklaridan kelayotgan daromadlar vaqfnomada belgilab qo'yilgan tartibga muvofiq foydalanilar edi. Bu hujjatda vaqfga o'tgan mulklar sanab ko'rsatilar va bu mulklardan kelgan daromadlardan foydalanish tartibi belgilangan edi. Masalan, Toshkent shaxrining Shayxontaxur daxasidagi Qiyot maxallasidagi masjidning vaqfnomasida, vaqfning ta'sischisi Muhammad Solixboy Navruzog'alikov Qiyot maxallasida masjid qurib, ana shu masjid foydasiga 8 ta do'konchani xadya qilgani aytilgan. Ulardan olingan daromad quyidagi tartibda taqsimlangan. Barcha daromadlarning o'ndan bir qismi mutavalli foydasiga va binolarni ta'mirlash uchun berilgan, qolganlari esa tuqqiz qismga bulinishi kerak edi, ulardan to'rt qismi masjid imomi foydasiga, ikki qismi muazzinga, bir qismi masjid qoshidagi maktab muallimiga, qolgan ikki qismi yerga solinadigan paloslar uchun va masjidni yoritishga berilgan. Shunday qilib, masjidlar, shuningdek, madrasa, maktablar hamda boshka diniy, madaniy-ma'rifiy muassasalar vaqflar hisobidan kelgan mablag'lar hisobiga yashagan. Vaqflarni natsionalizatsiya qilish masjid, madrasa, maktablarni, ularning moddiy bazasidan maxrum qilar edi va bu xol faqat ruhoniylardagina emas, balki masjidga qatnovchilar, madrasa talabalari, maktab o'quvchilarida norozilik tug'dirdi. Shunga qaramasdan, diniy masalani va xususan vaqf masalasini xal qilishga extiyotkorona, diqqat bilan yondashilmadi, vaqflarga munosabat sohasida o'z vaqtida tug'ri siyosat ishlab chiqilmadi. TASSR Millatlar xalq komissarligi XKS ga vaqflar masalasini xal qilishning kuyidagi yo'lini tavsiya qiladi: "Vaziyatdan chiqish yo'li Millatlar xalq komissarligi tomonidan mavjud vaqflar ustidan yaqindan kuzatishni qaror toptirishdan iborat bulmog'i kerak. Bunda quyidagi maqsadlar nazarda tutilishi kerak: vaqf ishlari yuzasidan doimiy ravishda tug'ilib turgan shikoyatlar, anglashilmovchiliklarni muxokama qilish va shu munosabat bilan vaqflarni tatqiq etish va suiste'mol qilishlarni aniqlash, shundan keyin endi shu masalaga qiziquvchi axoliga vaqflarni natsionalizatsiya qilish zarurligini tushuntirish oson bo'ladi"^{1 2}. Mazkur ishlab chiqilgan qoida komissarlik tomonidan ishlab chiqilgan qonunlarda o'z ifodasini topdi. RSFSR Millatlar xalq komissarligi tomonidan "Turkiston avtonom respublikasidagi millatlar ishlari bo'yicha oblast va uezdlar komissarlari tug'risida Muvaqqat Nizom" ishlab chiqildi. Nizomning asl nusxasida TASSR Millatlar xalq komissarligining 1918 yil 24 iyuldagi quyidagi mazmundagi rezolyusiyasi mavjud edi: "Markaziy Komitet tasdiq etgunga qadar raxbarlik va ijro etish uchun qabul qilinsin". "Nizom"da komissarlikning joylarda milliy masalani xal qilishdagi vazifalari, majburiyatlari va burchlari, shu hisobdan vaqf masalasini xal qilishdagi "Nizom"da "... musulmon o'quv yurtlari qoshidagi vaqflarga munosabatlarda, shuningdek, boshqa

vaqflarga munosabatlarda Millatlar ishlari bo'yicha oblast komissari^{1 2} moddiy xarakterga ega bo'lgan xar xil da'volar ifoda etilgan barcha shikoyatlarni xal qiladi, prinsipial xarakterdagi masalalar esa respublika Millatlar ishlari komissarligi zimmasiga kiradi"³, - deya ko'rsatilgan edi.

Turkiston ASSRning Millatlar xalq komissarligi tug'risidagi Nizom respublika xukumati tomonidan tasdiqlandi va 1919 yil 8 fevralda "Nasha gazeta" va "Ishtrokiyun" gazetalarida e'lon qilindi. Millatlar xalq komissarligining vazifalari tarkibiga "Respublikaning vaqf mulklarini boshqarish kiradi"⁴, - deyilgan edi. "Nizom"da Millatlar xalq komissarligining vaqflar bo'limini ta'sis etish va uning tuzilishi nazarda tutilgan edi, biroq "Nizom" vaqf mol-mulklarini boshqarish masalasini aniqlashtirmadi. 1919 yil aprel oyida "Nizom"ni qayta ko'rib chiqish bo'yicha komissiya tuzildi va u boshqa masalalar bilan bir qatorda (1919 yil 9, 10, 14 maydagi majlislarida) vaqf masalasini ham muxokama qildi. Millatlar xalq komissarligining vaqflar bo'limi mudiri A. Frey tomonidan ishlab chiqilgan "Turkiston Respublikasining vaqf mulklarini boshqarish va idora qilishni tashkil etish tartibi to'risida Qoida" muxokama qilindi. A. Frey loyihani tuzishda vaqflarning "barcha eski xususiyatlari ularning maishiy turmushini tashkil qilishda saqlab qolinishi zarur", - deb to'ri muloxazani bildirib, biroq vaqf masalasini muxokama qilganda, komissiya a'zolarining fikri boshqacha bo'lgan. Ularning ko'pi: "Sovet hokimiyatining qonunlari bilan xususiy mulk tugatilgan, shu bois vaqf yerlari va boshqa mulklar natsionalizatsiya qilinishi kerak"- deb chiqdilar. Komissiyaning 1919 yil 9 maydagi yotilishida qarorida shunday deyilgan: "Alferov shunday fikrni aytdiki, tilga olingan moddaning matnida vaqf mulklarini tugatish tug'risida gapirib utish juda ham zarurdir, chunki ijtimoiy tamoyil talabiga ko'ra vaqf mulklarini tugatish tug'risidagi masala sovet hokimiyatining navbatdagi vazifasi hisoblanadi, buning ustiga sobiq podsho xukumati o'z mablag'lari hisobiga zararli olimlar shaxsini ushlab turadigan mablag'larni, vaqflarni qonun sifatida zararli deb bilar edi va shu boisdan, sovet hokimiyati vazifasi qatoriga vaqflarni cheklash, tugatishga qaratilgan tadbirlar ko'rishga kirishishi kerak va shunday qilib juda zararli xarakterga ega bo'lgan ularning faoliyatiga qarshilik ko'rsatilishi kerak. O'rtok Alferovning fikrini o'rtok Sushinskiy ham qo'llab chiqdi". "Nizom"dan ko'rinib turibdiki, barcha yerlar, shu jumladan, vaqf yerlari ham natsionalizatsiya qilinib, ular Turkiston Respublikasi Maorif xalq komissarligi ixtiyoriga beriladigan bo'ldi. Bu esa musulmon ruhoniylarining noroziligi va qarshiligini yuzaga keltirgan edi. Sovet hokimiyatining dastlabki yillaridanoq sovet xukumati tomonidan diniy maktablar faoliyatini cheklash maqsadida 1917 yil dekabrda V.I.Lenin imzosi bilan tarbiya va maorif ishlarini diniy maxkama qo'lidan olib, Maorif xalq komissarligi ixtiyoriga topshirish to'g'risida dekret e'lon qilingan edi. Shundan so'ng cherkovni davlatdan, maktabni cherkovdan ajratish to'g'risida dekret, barcha din darslarida o'qituvchilik lavozimini bekor qilish tug'risidagi dekretlar e'lon qilindi .

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МАКТАВГАЧА ТА'ЛИМ TASHKILOTLARIDA MEDIATA'LIMNING AXBOROT OLISHDAGI AHAMIYATI

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Bugungi kunda jahon hamjamiyatida zamonaviy axborot texnologiyalari yuqori darajadagi shiddat bilan rivojlanib, muntazam ravishda bu borada ilg'or yangiliklar va yuksalishlar sodir bo'layotgan sharoitda axborotlarning tarqalish tezligi va jadalligi ayrim holatlarda yorug'lik tezligi bilan taqqoslash mumkin bo'lgan darajaga chiqib borayotganligini qayd qilsa, bo'ladi. Umumjahon miqyosida uzluksiz ravishda teletranslyatsiya faoliyatlarini, radioeshittirish jarayonlarini, ijtimoiy tarmoqlardagi oqimlarni, vloglarni, elektron pochta munosabatlarini va boshqalar shu kabi axborotlarni aylanishiga xizmat qilayotgan tizimlarni namuna sifatida ko'rsatish mumkin.

Shu bois, global darajada ham yoki mahalliy doirada ham yirik masshtabdagi bunday axborotlarni to'g'ri tushunish va ularni ratsional tahlil qilish hamda oqilona idrok etish uchun "mediasavodxonligi" va "mediata'limi" haqida tushuncha va aniq tasavvurga ega bo'lish maqsadga muvofiq hisoblanadi.

Ma'lumki, mediasavodxonligi jahondagi ijtimoiy-iqtisodiy taraqqiyot va ilmfandagi innovatsiyalar natijasida XXI asrda paydo bo'lgan ko'nikmalar va voqeiklardan hisoblanadi. Zero, o'tmishdagi klassik savodxonlik bo'lmish asosan o'qish va yozish qobiliyatlariga ega bo'lgan tizimdan yangicha raqamli yoki axborot savodxonligi sifatida media borasida muayyan malakaga ega bo'lish yoki media kompetensiyasini egallash jarayonida yuzaga chiqqan yo'nalish hisoblanadi.

Ma'lumki, mediata'lim — bu pedagogika nazariyasi va amaliyoti borasida o'ziga xos xususiyatlarga ega bo'lgan, alohida bilim sohasining tarkibiy qismi sifatida qabul qilinadigan zamonaviy ommaviy axborot vositalarini o'zlashtirish uchun talab etiladigan ilmiy-uslubiy va amaliy ko'nikmalarni ta'lim berish faoliyatidir. Xususan, bu faoliyat, adabiyot, tarix yoki matematika kabi boshqa predmetlarni ta'lim berishda axborot vositalaridan yordamchi instrument sifatida foydalanishdan keskin farq qiladi. Shuning uchun, mediata'lim bu — ommaviy axborot vositalarining taqdim qilayotgan mahsulotlarini o'rganish va o'rgatish jarayoni sifatida talqin qilinadi.

Axborot asri hisoblangan bugungi kunda mediata'lim pedagogika sohasidagi o'ziga xos yangi yo'nalish bo'lib, u axborot-kommunikatsiya jarayonini ko'pchilik tinglovchilar va mutaxassislar tomonidan o'rganishni bildiradi. Xususan, bu borada matbuot, televideniya, radio, internet, va boshqalar mediata'lim obyektini hisoblanadi. Ta'lim jarayonida mediata'lim vositalari sifatida ko'pchilik axborot vositalaridan, jumladan, darslik, o'quv qo'llanma, monografiya, nashriyotlar, radio, televideniya, video, kompyuter o'qitish dasturlari va o'yinlar, multimedia, Internet saytlaridan va boshqalardan foydalaniladi.

Mediata'limning mazmuni bu axborot vositalari orqali muntazam beriladigan axborotlarni o'zlashtirish va qayta ishlash, kompyuterlar, modemlar, fakslar, multimedialar va boshqalarni ishlatish orqali zarur bo'lgan axborotni qabul qilish,

uzatish, tayyorlash va izlash bo'yicha ko'nikmalarni shakllantirish faoliyatidir. Chunki, media iborasi lotin tilidan o'zlashgan bo'lib, u axborot tashuvchi vosita sifatida talqin qilingan.

Bugungi kunda mediata'lim shaxsning ommaviy axborot vositalari orqali rivojlanish jarayonini bildiradi. Mediata'lim — bu media mahsulotlarini, xususan, muloqot madaniyatining kommunikativ imkoniyatlarini tanqidiy tafakkur vositasida qabul qilishdan, intepritatsiyalashdan, analiz qilish hamda baholashdan tashkil topadi. Shu bois mediasavodxonlik esa kishilarga televideniya, radio, video, kinomotograf, pressa, matbuot, internet va boshqa shu kabi vositalarni bilish hamda ular bilan ishlash imkoniyatini taqdim qiladi

Zero, turli manbalardan kelayotgan xilma-xil axborotlar oqimidan to'g'ri foydalanishi va o'zining rivojlanishi uchun talab etiladigan axborotlarni yetarli darajada o'rganishi ustuvor hisoblanadi. Chunki, globallashuv avj olib borayotgan bugungi sharoitda axborotlashgan jamiyatda barcha mediaresurslarini chuqur tahlil qilish katta ahamiyat kasb etadi. Jahon tajribasi bo'yicha mediata'limning tahlilidan kelib chiqmoqdaki, tadqiqotchilar, talabalar va mutaxassislar o'zining ta'lim va tadqiqotlar jarayonida asosan internet va televideniya manbalaridan ko'proq iste'foda qilishar ekan.

Shuning uchun jahon amaliyotida mediapedagogikasida medianing tarbiyaviy va ijodiy usullaridan keng foydalanishga ustuvor ahamiyat qaratiladi. Shu bois xalqaro tajribada mediata'lim usullari asosan qator muhim bosqichlarga ajratilganligini ko'rish mumkin. Xususan, medianazariyasining mohiyati va tarixi, tarkibiy tuzilishi va o'qitish media-texnologiyasi, shuningdek, mediamatnlarni qabul qilishni takomillashtirish «o'qish, tushunish, eshitish, tasavvurni boyitish, xotirani rivojlantirish, fikrlar xilma-xilligi va uning turli usullarini, kritik, ijodiy, intuitive, obraz yaratishni rivojlantirish» shular jumlasidan hisoblanadi.

Ma'lumki, media-ta'lim faoliyatini amalga oshirish uchun muayyan darajada tegishli soha bo'yicha professional bilimga, ko'nikmaga va malakaga ega bo'lishi talab etiladi. Xususan, maxsus ixtisoslashgan mediata'lim sohasida zamonaviy nazariy bilimlarga va eng zarur so'nggi axborotlarga ega bo'lishi, motivatsiyalashgan qonuniyatlarga tayanishi lozim. Masalan, ta'lim jarayonida aqliy, visual, sensor, audioga asoslangan faoliyatlar amalga oshirilishi, tezkor mediata'lim sharoitida metodik ko'nikmalardan samarali foydalanish, mediamanbalari va ulardagi axborotlarni ijodiy yondashuv asosida qabul qilish zaruriyat bo'ladi.

Shuningdek, ularning kelib chiqish sabablarini aniqlash, sharoitlarini va harakatini o'rganib tahlil qilish orqali targ'ibot-tashviqot faoliyatlarini olib borish va maqbul bo'lgan natijalarni tanlab olish kerak bo'ladi. Mediata'lim kreativ bo'lishi va unda faoliyat olib borayotganlar ijodiy fikrlashi, mobillashgan va kommunikativ bo'lishi, o'ziga xoslikni namoyon qilishi, kishilar tasavvurini rivojlantirish xususiyatlarini yuzaga chiqarishi lozim.

Global tizimda mediata'limning ahamiyati ko'plab xalqaro tashkilotlar tomonidan e'tirof etilgan. Xususan, UNESKO tashkiloti tomonidan chiqarilgan rezolyutsiyada va tavsiyalarda bugungi kunda olib borilayotgan mediata'limning muhumlighi alohida ta'kidlangan. Shuningdek, media-ta'limning barcha turlarini rivojlantirish qo'llab-quvvatlangan, xususan, elektron, bosma, grafik, media va boshqalar shular jumlasidan.

Mazkur jarayon turli texnologiyalar bilan uzviy bog'liq ravishda rivojlantirilishi qayd qilingan. Bunday holatlarda kishilar o'ziga xos faoliyatlarga yo'naltiriladi. Xususan, mediamatnlarini chuqur tahlil qilib, tanqidiy tushunish va tayyorlashga, media-mahsulotlari bo'lmish matnlarni, video-audio manbalarni izlab topish, ularni siyosiy, iqtisodiy, madaniy xususiyatlarini o'rganish va tasniflashga, media-mahsulotlarining mohiyatini va g'oyasini tushunishga, shaxsiy mediamahsulotlarini tayyorlash, tarqatish va ularga qiziqadigan muayyan auditoriyaga ega bo'lishga, shuningdek, o'rgangan va tayyorlagan media mahsulotlarining hayot tarzini aniqlashga yo'naltiriladilar.

Global jamiyatda media-ta'lim – insonning butun ijtimoiy-iqtisodiy turmushi uchun ustuvor konsepsiyasi sifatida talqin qilinmoqda. Hozirgi shiddatli davrda axborot dunyosida Internet, internet-televideniya, internet-radio, elektron, onlayn-video va boshqa shu kabi axborot resurslarini tarqatish texnologiyalari jadal ravishda yuqori darajadagi sur'atlar bilan taraqqiy etib, kengayib bormoqda.

Bunday axborot resurslarini tahlil va tadqiq qiladigan yoshlar juda katta mas'uliyat bilan yondashib, undan keng foydalanishni ko'zda tutib faoliyat olib borishi kerak bo'ladi. Lekin, bu masala bilan bog'liq ulkan tajribalarni egallash juda murakkab faoliyat hisoblanmaydi. Xususan, bu borada jamiyatda, aholi orasida, dunyoda, yosh avlod ongida, yon-atrofda bo'layotgan voqea-hodisalar va boshqalar borasida tarqatilayotgan yangiliklarni o'zlashtirish jarayoni katta rol o'ynaydi. Shu bois hozirgi vaqtda zamonaviy ta'lim tizimiga oid muhim bir vazifa - yoshlarni turli manbalardan, avvalo, televizor, Internet va mobil telefoni kabi axborot uzatuvchi axborot vositalaridan olinayotgan materiallarni to'g'ri qabul qilib olish ko'nikmasini shakllantirish hisoblanadi.

Har bir jamiyatdagi yoshlar har qanday axborotning sifatini va ishonchligini baholay olishlari, to'g'riligini aniq bilishlari, saralashlari va barcha ma'lumotni tanqidiy yondashuv asosida tadqiq qila olishlari kerak. Shu bilan bir qatorda Internet, televizor, kino, radio, video, mobil telefoni, turli axborotlar keltirilgan slaydlar va suratlar kabi ma'lumotlarni uzatuvchi tizimning jadal rivojlanib borayotganligi kishilarning turmushi sifatini o'zgartirib, ko'plab yangi imkoniyatlarni paydo qilish orqali axborot olish madaniyatida va o'sib kelayotgan yosh avlodning axborot bilan ta'minlashda muammolarni keltirib chiqarmoqda. Mazkur jarayonda mediata'lim faoliyati o'quvchilarni mustaqil fikr yuritishga, ijodkorlik faoliyatini rivojlantirishga, axborot olish, uni qayta ishlash, umumlashtirish va uni ishlab chiqarishga tayyorlab, yoshlarning dunyoqarashi o'zgarishiga, intellektual salohiyati rivojlanishiga va barkamol bo'lishiga zamin hozirlaydi.

Ushbu tahlillardan kelib chiqib, xulosa qilinadigan bo'lsa, bugungi kunda yoshlarning axborot bilan ishlashi, axborotni qidirishi, har xil yolg'on va uyushtirilgan ma'lumotlarga aldanib qolmasliklari, o'zi uchun zarur bo'lgan va to'g'ri axborotlarni ajrata olishi, qayta ishlash va tartibga keltirish salohiyatiga ega bo'lishi, axborotlarning tub mohiyati va mazmunini teran anglashi, hamkasblariga va do'stlariga to'g'ri qonuniy materiallarni uzatishi, mantiqiy to'g'ri fikrlashni o'rganish va tushunish kabilar orqali kishilarda axborot madaniyati shakllanadi. Shu bois har qanday axborotni kim uchun va nima maqsadda tayyorlanganligini anglash katta ahamiyatga ega hisoblanadi.

Ayni paytda, har bir axborot iste'molchisi aloqa o'rnatish va axborot olish sohasida qanday texnik vositalar ishlatilishi to'g'risida umumiy tasavvurga ega bo'lishi maqsadga muvofiq hisoblanadi. Hozirgi globallashtirish avj olib borayotgan jarayonda yoshlarda axborotlarni o'zlashtirish, axborotdagi asosiy xabarni saralash, aloqaning yo'nalishi va uning yashirin ma'nosini to'g'ri tushunish, har qanday axborotni ratsional tahlil qilish ko'nikma va malakalarini shakllantirish mediata'limning barcha bosqichlarida eng ustuvor vazifa bo'lishi lozim.

Foydalanilgan adabiyotlar ro'yxati:

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**MANZARALI QAYRAG‘OCH DARAXTINING
XALQ XO‘JALIGIDAGI AHAMIYATI***Sultonov Xumoyun Mahmudjon o‘g‘li¹**Nazirjonov Ibrohimjon Anvarjon o‘g‘li²**Abdurahmonov Muhammadmo‘yidin Bohodirjon o‘g‘li³**Yulbasov Avazbek Muhtarovich⁴**xumoyunsu@gamil.com³**nazirjonovi@mail.ru²**muhammadmoydinbdurahmonov@gmail.com³**avazbekakayulbarsov@gmail.com⁴**O‘rmon xo‘jaligi ilmiy-tadqiqot instituti**Andijon filiali ilmiy xodimlari*

Annotatsiya: Maqolada qayrag‘och daraxtining xalq xo‘jaligidagi ahamiyati. Respublikamizda xamda dunyo miqyosida yetishtirilayotgan manzarali datraxt haqida qisqacha ma‘lumotlar yoritilgan.

Kalit so‘zlar: qayrag‘och, nihol, ko‘chat, yog‘och mahsuloti, xaq xo‘jaligi, o‘rmon.

Annotation: The article discusses the importance of pine in the country's economy. Brief information about decorative datras grown in our country and around the world.

Keywords: wood, seedlings, saplings, wood products, agriculture, forest

O‘zbekiston tabiati o‘simlik va hayvonot dunyosi, jumladan, noyob manzarali va mevali daraxtlar hamda dorivor o‘simliklarning ko‘pligi va xilma-xilligi bilan ajralib turadi. Bu esa uning atrof-muhit muhofazasi va inson salomatligini ta‘minlashdagi o‘rni va ahamiyatining nechog‘lik katta ekanidan dalolatdir. Sohaga ilg‘or ilmiy-texnika yutuqlarini joriy etish, o‘rmon xo‘jaliklarining moddiy-texnika bazasini mustahkamlash, shuningdek, ekologik turizmni rivojlantirish maqsadida bir qator ijobiy ishlar qilindi. Qonunda o‘rmon xo‘jaligi sohasidagi davlat siyosatining asosiy yo‘nalishlari belgilab berildi. Mazkur yo‘nalishlar o‘rmon xo‘jaligini rivojlantirishga oid davlat dasturlari va chora-tadbirlar ishlab chiqish, tegishli normalarni belgilash va davlat nazoratini amalga oshirish, shuningdek, ilmiy-tadqiqot faoliyati va xalqaro hamkorlikni rivojlantirish kabi muhim jihatlarni qamrab olgan. Bu o‘rmon xo‘jaligini kompleks rivojlantirishga xizmat qiladi. Davlatimiz rahbarining 2017 yil 11 maydagi farmoni bilan O‘rmon xo‘jaligi davlat qo‘mitasi tashkil etilgani bu borada muhim qadam bo‘ldi. O‘rmon xo‘jaligini rivojlantirish maqsadida sohaga oid huquqiy asoslar

yanada takomillashtirilmoqda. Bu borada 2018 yil 17 aprelda yangi tahrirdagi “O‘rmon to‘g‘risida”gi qonun kuchga kirdi.

O‘zbekistonning barcha viloyatlarida ekish mumkin bo‘lgan Qayrag‘ochdoshlar oilasiga mansub barg to‘kuvchi daraxtlar turkumi, manzarali o‘simlik. Asosan, O‘rta Osiyo va Ozarbayjonda o‘sadi. 400-500 yil yashaydi. Qayrag‘och yorug‘ sevar, qurg‘oqchilikka chidamli. Tog‘larning 1500 m gacha baland yerlarida ham uchraydi. O‘zbekistonda Qayrag‘ochning mayda barg Qayrag‘och, silliq Qayrag‘och, bujun Qayrag‘och, dala Qayrag‘ochi, ayniqsa, sada Qayrag‘och keng tarqalgan. Buning bo‘yi 10-15 m, shox-shabbasi qalin, sharsimon, barglari ketma-ket joylashgan, tuxumsimon ko‘rinishga ega.

Qayrag‘och 13 turkum 140 tur, dan iborat. Har ikkala yarim sharda tarqalgan. O‘zbekistonda 2 turkumi 10 turi, uchraydi, shundan 9 turi ekiladi. Sadaqayrag‘och, g‘ujum qayrag‘och, burj yoki O‘zbekiston qayrag‘ochi, po‘kak qayrag‘och va qatrang‘ining ahamiyati katta.

Daraxt turlari to‘g‘risidagi ma‘lumotlar qadimgi zamonlarda o‘simliklardan oziq-ovqat, hayvonlarni ovlash, o‘rmondan noqulay ob-havo sharoitlarida daraxt tanasidan kovaklarga berkinishi bilan bog‘liq bo‘lgan omillar bilan ma‘lum bo‘lgan. Odam ko‘chmanchi holdan o‘troq holga o‘tishi bilan o‘rmon ekinlarini yarata boshladi. Xar xil daraxt turlari, mevali, manzarali va boshqa xillarini ekib, o‘stira boshlandi. Eramizdan avvalgi V asrda qadimgi Yunoniston va qadimgi Rimda zarang, Qayrag‘och, daraxtlarining ko‘chatlari ekila boshlanib, ulardan o‘rmonzorlar barpo qilingan. Bizning eramizga qadar IV asrda yashagan “Teofrastning Issledovaniya orasteniya” degan asarida daraxt va butalar haqida bir qancha ma‘lumotlar bayon etilgan. Keyingi vaqtlarda shved olimi K.Linney o‘simliklarning sun‘iy sistemasini tuzdi va daraxt hamda butalarni aloxida ajratib, ular haqida asar yaratdi. Lekin Teofrast, Linney va undan keyingi botaniklarning asarlarida daraxt va butalarning morfologik, sistematik, biologik xususiyatlari haqidagi, xo‘jalikdagi ahamiyati to‘g‘risidagi tushunchalar sxema tarzida berilgan. Keyingi vaqtlarda o‘simliklarning fiziologiyasi, geografiyasi, geobotanika va boshqa masalalarga oid ma‘lumotlar paydo bo‘la boshladi. Bu xol dendrologiya haqidagi tushunchalarning kengayishiga sabab bo‘ldi. Ilgari tashkil qilingan botanika ekspiditsiyalari dendrologiya haqida anchagina materiallar to‘plashga va ularni o‘rganishga sabab bo‘ldi. Ba’zi shaxarlarda botanika bog‘lari barpo qilindi va daraxt hamda butalar shu bog‘larda o‘stirilib, o‘rganila boshlagan. Qayrag‘och (Ulmus) Turkumi *Qayrag‘och urug‘idan yaxshi ko‘payadi, ildizidan bachkilaydi. Qurg‘oqchilikka chidamli. Uning shox-shabbasi ancha chiroyli. Uni joylami ko‘kalamzorlashtirishda, ayniqsa, qurg‘oqchil hududlarda ekish tavsiya etiladi. Shaharlarda, parklarda, ihota o‘rmonlarida ko‘plab ekiladi. Qayrag‘och ko‘kalamzorlashtirish maqsadida ilgari ekilib kelinadi. Respublikamizda issiq va quruq iqlimga chidamli bo‘lganligi uchun yuqori baholanadi. Yog‘ochi silliq bo‘lib,*

silliq qayrag'ochnikiga o'xshaydi. Undan duradgorlikda, mashinasozlikda, mebel ishlab chiqarishda foydalaniladi. O'rmonshunoslik ishlarida kam qo'llaniladi. Yog'ochi o'zakli, qattiq, pishiq, egiluvchan bo'lib, yaxshi yorilmaydi. U duradgorlikda, mashinasozlikda ko'p ishlatiladi. Eng yaxshi o'tin bo'lib hisoblanadi. Respublikamizda daraxtini yetishtirish Qayrag'och, hajmi urug'lik zahiralarning shakllanish darajasi va ularni yetishtirishning mintaqaviy agrotexnologiyalarining ishlab chiqarilmaganligi bilan belgilanadi. Shu bois **Qayrag'och** ko'chatini biologik xususiyatlarini aniqlash va ularning yetishtirishda samarali usullarini ishlab chiqish bo'yicha ilmiy izlanishlar amalga oshirilmoqda.

Shuniyam takidlash zarurki, Respublikamizda **Qayrag'och** ko'chatlariga bo'lgan talab xom-ashyosiga bo'lgan talabining keskin ortib borishiga qaramasdan **Qayrag'och** ko'chatini yetishtirish texnologiyalari shu vaqtgacha mukammal ishlab chiqilmagan. Shu bois **Qayrag'och** ko'chatlarini yetishtirish agrotexnologiyalarini takomillashtirish hamda o'simliklarning turli tuproq-iqlim sharoitlaridagi bioekologik xususiyatlari o'rganiladi.

Qayrag'och **navlarining** Sadaqayrag'och (*Ulmus densa*) **qayrag'ochdoshlar oilasiga** mansub manzarali **daraxt**. Bo'yi 10-20 m, shoxshabbasi sharsimon yoki ellipssimon. **Bargi** yirik, uz. 3-7 sm, eni 1,5-3 sm, Sho'rlanishga chidamli. Issiqqa va sovuqqa chidamli. Namlikni yaxshi ko'radi va qurg'oqchilikka ham chidamli. Yorug' sevar. O'zbekistonning barcha viloyatlarida ekish mumkin.

Qayrag'och (*Ulmus*) Turkumi *Qayrag'och urug'idan yaxshi ko'payadi, ildizidan bachkilaydi. Qurg'oqchilikka chidamli. Uning shox-shabbasi ancha chiroyli. Uni joylami ko'kalamzorlashtirishda, ayniqsa, qurg'oqchil hududlarda ekish tavsiya etiladi* Amerika qayrag'ochi yoki Oqqayrag'och (*Ulmus americana L.*) nihoyatda katta daraxt bo'lib, bo'yi 40 m ga yaqin. Uning shox-shabbasi stakansimon shaklda. Yog'ochidan chambarak, g'ildirak, egar va turli asboblar uchun dasta ishlanadi. Po'stlog'idan mahalliy hindular pishiq arqon yasashda foydalangan. U issiqqa, qurg'oqchilikka va shahar sharoitida havoning ifloslanishiga chidamli daraxt.

Sariqqayrag'och (*Ulmus fulva Michx.*) oqqayrag'ochdan kichikroq daraxt, bo'yi 20 m ga, diametri 1 m ga yetadi. Bir tanali bo'lib, tubidan shoxlaydi. Xalq xo'jaligida katta ahamiyatga ega.



1-rasm Qayrag'och daraxtlarning navlari bo'icha shaklanishi

Tog' qayrag'och (*Ulmus scabra* Mill.) katta daraxt, bo'yi 30 m, diametri 2 m gacha shoxshabbasi keng qalin, Qayrag'och Yevropa qismida, Qrim va Kavkazda, o'rmon va o'rmondasht mintaqalarida o'sadi. Unumdor, semam o'rmon va bo'z tuproqli yerlarda o'sadi. Yog'ochi silliq bo'lib, silliq qayrag'ochnikiga o'xshaydi.

Respublikamiz sharoitlarida **Qayrag'och** ko'chatlarini yetishtirish texnologiyalari amalda ishlab chiqilmagan. Hozirgacha bu o'simliklarni yetishtirishda Rossiya, va boshqa davlatlarda yaratilgan tavsiyalardan foydalanib kelinmoqda. Respublikamizda hamda Andijon viloyati tuproq iqlim sharoitida hamda avtomobil yo'llarini ko'kalamzorlashtirishda, o'rmon xojaliklarini yanada rivojlantirishga qaratilgan bo'lib o'simliklarning bioekologiyasi o'rganiladi va ko'chatlarini etishtirishning samarali agrotexnologiyasi ishlab chiqilib joriy etiladi. Olingan natijalar asosida manzarali o'simliklar yetishtiruvchi fermer xo'jaliklariga tavsiyalar holida yetkaziladi.

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О‘ЗБЕКISTONDA AGROSANOAT KLASTERLARINI SHAKLLANTIRISHNING MUAMMO VA ISTIQBOLLARI

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Annotatsiya: Mazkur maqolada O‘zbekistonda agrosanoat klasterlarini shakllantirishning muammolari yoritilgan. Xususan, klasterni rivojlantirish bilan bog‘liq tashkiliy-huquqiy, kompleks muammolar tahlil qilinib, hozirgi kundagi agrosanoat klasterlarining sxematik ko‘rinishi keltirib o‘tilgan va fermer xo‘jaliklararo o‘tkazilgan kichik so‘rovnoma asosida mazkur sohadagi muammolar asoslab berilgan.

Kalit so‘zlar: klaster, agrosanoat klasteri, paxta-to‘qimachilik klasteri, raqobatbardoshlik, kompleks muammolar.

Аннотация: В статье рассматриваются проблемы формирования агропромышленных кластеров в Узбекистане. В частности, проанализированы организационно-правовые, комплексные проблемы, связанные с развитием кластера, дано схематическое представление о действующих агропромышленных кластерах в Узбекистане, обоснованы проблемы в этой сфере на основе небольшого опросника среди ферм.

Ключевые слова: кластер, агропромышленный кластер, хлопкомотекстильные кластеры, конкурентоспособность, комплексные проблемы.

Annotation: This article discusses the problems of forming agro-industrial clusters in Uzbekistan. In particular, the organizational and legal, complex problems related to the development of the cluster are analyzed, given a schematic view of the current agro-industrial clusters in Uzbekistan, and the problems in this area are substantiated on the basis of a small survey of farms.

Keywords: cluster, agro industrial cluster, cotton-textile clusters, competitiveness, complex problems.

Jadal sur‘atlarda rivojlanib borayotgan O‘zbekiston uchun milliy iqtisodiyotimizning muhim tarmoqlaridan hisoblanuvchi qishloq xo‘jaligini rivojlantirish va samaradorligini oshirish, agrosanoat majmuiga zamonaviy texnika va texnologiyalarni jalb qilish, sohaning innovativligini oshirish hamda agrosanoat majmui doirasida fan-ta’lim-ishlab chiqarish integratsiyasini ta‘minlash muhim sanaladi. Zero, qishloq xo‘jaligi har doim ham O‘zbekiston iqtisodiyotining asosiy sohalaridan biri hisoblanadi. Qishloq xo‘jaligi mamlakatimizda qishloq aholisini ish bilan ta‘minlash va mamlakat oziq-ovqat zaxirasini shakllantirishning birlamchi omili

hamda milliy iqtisodiy xavfsizlikning muhim elementi sifatida O'zbekiston iqtisodiyotida va agrosanoat majmuida muhim o'rin tutadi. Shu sababli ham, O'zbekistonda agrosanoat klasterlarini shakllantirishni qo'llab-quvvatlash va ularning faoliyatini rivojlantirish qishloq xo'jaligi sohasi samaradorligini oshirish, milliy va mintaqaviy raqobatbardoshlikni oshirish, qishloq joylarda yashovchi aholi bandligini ta'minlash va daromadlarini oshirish hamda uzoq muddatli barqaror iqtisodiy o'sishga erishishda muhim omilga aylanishi mumkin. Shu munosabat bilan, O'zbekistondagi klaster siyosatining o'ziga xos xususiyatlarini o'rganish, agrosanoat klasterlarini shakllantirish va rivojlantirish masalalarini, ayniqsa ushbu sohadagi muammolarni tahlil dolzarb va kun tartibidagi masalalardan sanaladi.

Bugungi kunda mamlakatimizda agrosanoat klasterlarini shakllantirishga va rivojlantirishga hukumat tomonidan katta e'tibor qaratilmoqda. Xususan, Prezidentimiz Shavkat Mirziyoyev 2018-yilning 28-dekabr kuni O'zbekiston Respublikasi Oliy Majlisiga qilgan murojaatnomasida ham iqtisodiyot tarmoqlarini, ayniqsa, qishloq xo'jaligini klaster tizimlari orqali rivojlantirish masalasi haqida to'xtalib o'tgan edi. Shuningdek, 2020-yilning 4-fevral kuni Prezidentimiz qishloq xo'jaligida klasterlar faoliyatini yanada rivojlantirish masalalari bo'yicha yig'ilish o'tkazib, milliy xo'jaligimizda klasterlar faoliyatini yanada rivojlantirish bo'yicha muhim masalalarni ko'ndalang qo'ydi va bugungi kunda O'zbekistonda mazkur yo'nalishlar bo'yicha bir qancha islohotlar amalga oshirilib, muhim tashabbuslar ilgari surilmoqda, bir qancha agrosanoat klasterlari faoliyati yo'lga qo'yilmoqda.

O'zbekistonda so'nggi yillarda qishloq xo'jaligida ishlab chiqarishning klaster usuli yo'lga qo'yilib, klasterlarga ajratilgan qishloq xo'jaligi maydonlarining hajmi ekin turlari bo'yicha paxta-to'qimachilikda 67 foizni, chorvachilikda 8 foizni, mevasabzavotchilikda 7,5 foizni tashkil etmoqda [1]. Umuman olganda O'zbekistonda klaster tizimlarini shakllantirishdan ko'zlangan maqsadlar agroklasterni shakllantirish orqali qishloq xo'jaligining samaradorligini oshirish, eksportni ko'paytirish, sohaning texnik-texnologik ta'minlanganlik darajasini oshirish, klaster ishtirokchilarining moliyaviy holatini yaxshilash hisoblanadi.

Bugungi kunda O'zbekistonda 345 ta qishloq xo'jaligi klasterlari faoliyat olib borib, ularga 1,2 mln.ga qishloq xo'jaligi yer maydonlari birlashtirilgandir. Klasterlarning eng katta ulushi (42%) meva-sabzavotchilik klasteriga xissasiga to'g'ri kelsa, keyingi o'rinlarda paxta-to'qimachilik klasterlari (28), g'allachilik klasterlari (22), sholichilik (6%) va dorivor o'simliklar klasterlari (2%) kelmoqda[2].

O'zbekiston iqtisodiyotini rivojlantirishning hozirgi bosqichida, qishloq xo'jaligida iqtisodiy klasterlarning shakllanishi iqtisodiyotda innovatsion tarmoqlarning ulushini ortishi, agrar sektor samaradorligini, oziq-ovqat xavfsizligini ta'minlash va xalqaro maydonda milliy raqobatbardoshlikni oshirish imkonini beradi.

O‘zbekiston Respublikasining “Innovatsion faoliyat tog‘risida”gi qonuni loyihasida innovatsion klaster tushunchasiga ta’rif berilgan bo‘lsada, qonun loyihasi hali muhokama bosqichidadir[3].

Agrosanoat klasterlarini shakllantirishda boshqa hududiy klasterlarni shakllantirishdagi kabi avvalo hududlardagi birlamchi iqtisodiy muammolarni hal qilish lozimdir. Ya’ni, hududlarning iqtisodiy rivojlanishiga salbiy ta’sir ko‘rsatayotgan omillarni bartaraf etish (ishlab chiqarish omillarining noratsional taqsimlanishi, bozor infratuzilmasining shakllanmaganligi va sh.k.), resurslar (gaz, elektr energiyasi, suv, inson kapitali, investitsiyalar) bilan ta’minlanganlik darajasini oshirish kerak. Zero, ishlab chiqarish omillari yetarli bo‘lmagan taqdirda, nafaqat agrosanoat klasterlarining faoliyatini, balki har qanday iqtisodiy faoliyatni samarali tashkil etishda muammolar yuzaga keladi.

Agrosanoat klasterlari, boshqa iqtisodiy klaster turlari singari, innovatsiyalar asosida rivojlanadi. Mamlakatda qishloq xo‘jaligi klasterlarini rivojlantirish uchun innovatsion sohani rivojlantirish bilan bog‘liq bo‘lgan bir qator murakkab muammolarni hal qilish zarur. Qishloq xo‘jaligi sohasidagi ilmiy-tadqiqot ishlarining xarajatlarini ko‘paytirish, universitetlar va biznes hamkorligini oshirish va mustahkamlash, sohaga axborot texnologiyalarini keng joriy qilish rivojlanishning ustuvor yo‘nalishlaridan bo‘lishi lozim.

O‘zbekistonda agrosanoat klasterlarni shakllantirish va bu jarayonda xorij tajribasidan foydalanish bilan bog‘liq eng dolzarb muammolardan biri mamlakatimizda bu sohaning chuqur tahlil qilinmagani, ushbu masalaga qaratilgan tadqiqotlarning kamligidir. Ya’ni, klasterlarning nazariy asoslarini chuqur o‘rganmay turib ularni shakllantirish ko‘plab tashkiliy va metodologik muammolarni keltirishi, klasterning samarali faoliyat olib bormasligiga olib kelishi mumkin.

Mamlakatimizda agrosanoat klasterlarini shakllantirishda kelajakda yuzaga kelishi mumkin bo‘lgan muammolar qatoriga ko‘pgina o‘tish iqtisodiyoti mamlakatlari singari klasterlarning tub mohiyatini anglamasdan turib ularni shakllantirish, xorijda uzoq davr mobaynida rivojlanib kelgan klasterlarni shakllantirish tajribasini nisbatan qisqa muddatda joriy etishga intilish, klaster tashkil etilishi mumkin bo‘lgan ustuvor tarmoqlarni aniqlanmasdan, barcha tarmoqlarda yoppasiga klasterlarni tashkil etish kabilarni kiritish mumkin. Shu sababli ham O‘zbekistonda agrosanoat klasterlarini shakllantirishda xorij tajribasidan foydalanish uchun, avvalo, uni chuqur o‘rganish, tahlil qilish kerak.

Bundan tashqari, O‘zbekistondagi aksariyat agroklasteralar MChJ asosida tashkil etilgan va odatda bitta firmaga asoslanadi. Biroq, jahon tajribasi va klasterlar rivojlanish nazariyasiga ko‘ra, klaster ko‘plab firmalarning bir-biri bilan o‘zaro raqobatlashishi va hamkorlik qilishi (“coopeting”) natijasidir. Ya’ni, klaster ko‘plab iqtisodiy subyektlarning birgalikda harakat qilish tizimidir. Ammo, agar biz

O‘zbekistondagi agroklasterni nazar solsak, klaster deganda ko‘pgina hollarda bitta ko‘p tarmoqli kompaniya yoki xolding faoliyatini ko‘rishimiz mumkin va bu zamonaviy klaster xususiyatiga mos kelmaydi. Xorijiy mamlakatlarda ham yirik xususiy kompaniyalar klaster yadrosini tashkil etadi va uning asosiy patentchisi, innovation yetkachisi sanaladi. Ammo ular klaster taqdirini hal etmaydi va boshqa ishtirokchilar faoliyatiga aralashmaydi. Mamlakatimizda esa, mavjud agroklasterni faoliyati natijalariga ko‘ra ko‘proq klaster emas, qishloq xo‘jaligi korxonalariga o‘xshaydi. Misol uchun paxta-to‘qimachilik “klaster”i deb atalayotgan MCHJlarni olsak, ular paxta xom-ashyosini yetishtiradi yoki fermerlardan sotib oladi. Olingan xom-ashyoni ip-kalava ko‘rinishida qayta ishlaydi, chigitni qayta ishlash orqali yog‘-moy mahsulotlari ishlab chiqariladi, klaster doirasida yondosh boshqa tadbirlik bilan ham shug‘ullaniladi (g‘allachilik, parrandachilik, chorvachilik, trikotaj mahsulotlarini ishlab chiqarish va sh.k.). Ammo, bu kabi tadbirlarning deyarli barchasi bir korxonaga (ishlab chiqarishi diversifikatsiyalangan korxonaga) tomonidan amalga oshiriladi.

Klasterlar nazariyasiga ko‘ra esa, klaster vujudga kelishi uchun bir hududda raqobatlashuvchi va o‘z davrida hamkorlik qiluvchi, bir-birini o‘zaro to‘ldiruvchi firmalar, yetkazib beruvchilar, xizmat ko‘rsatuvchi korxonalar, ilmiy-tadqiqot institutlari, oliy ta‘lim muassasalar to‘planishi va kritik massani hosil qilishi lozim. Shu sababli ham, mamlakatimizda mavjud agroklasterni tashkiliy va funksional jihatdan klaster deb tasniflash mumkinmi degan baxsli savol vujudga keladi. Shu bilan bir qatorda, xorijiy mamlakatlar tajribasiga nazar solsak, asosan klasterlarning aniq belgilangan chegaralari yo‘qligiga guvoh bo‘lamiz. Ya‘ni klaster ma‘lum hududdagi bir butun tizimdek namoyon bo‘ladi. O‘zbekistonda esa klasterlarga yer hokimliklari tomonidan aniq chegaralangan holatda taqdim etiladi. Shuning uchun ham mamlakatimizda mavjud klasterlarni sun‘iy ravishda tashkil etilgan degan xulosaga kelishimiz mumkindir. Bundan tashqari, aksariyat agroklasterni universitetlar yoki ilmiy-tadqiqot institutlari bilan hamkorlik qilmaydi va laboratoriyalarni ilmiy tadqiqotlarga jalb qilmaydi.

O‘zbekistonda tashkil etilayotgan klasterlar faoliyatiga mahalliy hokimlik organlarining keragidan ortiq aralashuvi ham ularning samarali ishlashiga salbiy ta‘sir ko‘rsatishi mumkindir. Mamlakatimizda tashkil etilayotgan, shakllantirilayotgan agrosanoat klasterlarining deyarli barchasi hukumat va mahalliy hokimiyatlar tashabbusi bilan tashkil etilmoqda va hokimliklar klasterlar uchun yer ajratish, imtiyozli kreditlar olishga yordamlashish, yetkazib beruvchilar va klaster tashkilotlari o‘rtasida shartnomalarni imzolashga amaliy ko‘mak berish, klasterlar va fermerlar o‘rtasida hamkorlikni yo‘lga qo‘yish, ekportni rivojlantirishda asosiy ishtirokchi, klasterlar mahsulotlarini realizatsiya qilishda vositachi bo‘lib kelmoqda. Shuningdek, klasterlarga o‘z faoliyatini tashkil etish uchun bir qancha imtiyozlar, preferensiyalar ham taqdim etilmoqda. Agrosanoat klasterlarini shakllantirish va rivojlantirish

bo'yicha Yevropa tajribasiga qarasak, Fransiya, Ispaniya kabi mamlakatlarda ham davlat va mahalliy hokimiyatlar klasterlar ishini tashkil etish, mintaqada klaster tizimlari vujudga kelishi uchun zarur muhitni, sharoitni shakllantirishda bosh rol ni o'ynaganini ko'rish mumkindir. Ya'ni klasterlar faoliyati hukumat tomonidan qo'llabquvvatlanadi. Ammo O'zbekistonda bu jarayon nisbatan boshqacha shaklda namoyon bo'lib, ko'pgina klasterlarda hokimliklar klasterlarning to'g'ridan-to'g'ri ishtirokchisi sanaladi va fikrimizcha bozor iqtisodiyoti sharoitida davlat ijroiya organining klaster ishtirokchisi sanalishi, raqobat muhitiga salbiy ta'sir qilishi, klaster ishtirokchilariga klaster ishtirokchisi bo'lmagan korxonalariga nisbatan qandaydir ustunlik va afzallik berilishi shu bilan bir qatorda klaster doirasida qaror qabul qilishda muammolar keltirib chiqarib, klasterning boshqaruv samaradorligiga ta'sir etishi mumkin.

O'zbekistonda mavjud agrosanoat klasterlari faoliyatini tahlil qilar ekamiz, hozirgi rivojlanish bosqichida mamlakatimizdagi agrosanoat klasterlarining sxematik ko'rinishi quyidagicha tasvirlash mumkindir: bugungi kunda mamlakatimizda mavjud agroklasterlar hududdagi umumiy klaster tizimini tashkil etmasdan balki yuqorida ta'kidlanganidek, alohida korxonalar misolida faoliyat olib bormoqda. Ya'ni klaster nazariyasida keltirilganidek, klaster hududdagi ixtisoslashuv asosidagi hamkorlik va raqobatning birlashishini aks ettirmasdan, balki qishloq xo'jaligi mahsulotini o'z hududida yetishtirib yoki hamkor fermer xo'jaliklaridan xarid qilib, ularni realizatsiya qiluvchi firma sifatida ishlamoqda. Buning natijasida fermerlar, mahalliy hokimiyat organlari va klaster firmalariaro shunchaki gorizontaal hamkorlik yo'lga qo'yilmoqda. Bu ham mamlakatimiz hududlarida chin ma'nodagi klasterlarni shakllantirish bilan bog'liq muammolardan biri deb aytishimiz mumkindir. Shuningdek, klasterlarning soha doirasidagi uyushmalar, NTTlar bilan hamda universitet va ilmiy tadqiqot institutlari bilan hamkorligi sust rivojlangan.

O'zbekistonda agrosanoat klasteri rivojining hozirgi holatini tahlil qilish maqsadida Qashqadaryo viloyati Kasbi va Nishon tumanlarida faoliyat olib boruvchi "Indorama" (Singapur) klasteri doirasida hamkorlik qiluvchi fermer xo'jaliklari va Toshkent viloyatining Yuqori Chirchiq va Ohangaron tumanidagi klasterlarga birlashtirilmagan bir qancha fermer xo'jaliklari o'rtasida kichik so'rovnomalar o'tkazildi. So'rovnomalar natijasida klasterga a'zo va klasterga a'zo bo'lmagan fermer xo'jaliklarining O'zbekistonda agrosanoat klasterining faoliyati bilan bog'liq fikr va mulohazalari olindi. So'rovnomalar natijasida ham sohada mavjud bir qancha muammolar aniqlandi.

O'zbekistonda agrosanoat klasterini rivojlantirish muammolari (so'rovnomalar natijasiga ko'ra) Natijalarni tahlil qiladigan bo'lsak, so'rovnomada ishtirok etgan 100 foiz fermerlar klasterga ta'rif so'ralganda, "Klaster – MChJ shaklida tashkil etilgan va qishloq xo'jaligi mahsulotlarini fermer xo'jaliklaridan oldindan kelishilgan shartnoma

asosida sotib olib, qayta ishlab sotuvchi firma", shuningdek, 50 foiz respondent "klaster – hokimiyat ko'magida tashkil etilib, xududda yetishtiriluvchi asosiy qishloq xo'jaligi maxsulotlarini realizatsiya qilashga qaratilgan yirik firma" degan fikrni ham bergan. Fikrimizcha savolning javoblarida klasterga to'g'ri ta'rif borligiga qaramasdan, bu kabi ta'riflarning tanlanishi bejiz emas. Chunki, O'zbekistonda hozirgi kunda klasterlar shu shaklda faoliyat olib bormoqda va fermerlar buni o'z javoblari bilan tasdiqlab turibdi. So'rovoma natijasida ko'ra 58 foiz fermerlar O'zbekistonda agrosanoat klasteri ko'p va faoliyati yaxshi yo'lga qo'yilmagan degan bo'lsa, qolgan respondentlar klasterlar faoliyati yaxshi yo'lga qo'yilganini ta'kidlagan. Qiziqarlisi, klasterda ishtirok etuvchi barcha fermerlar klasterga a'zolik ixtiyoriy bo'lishi lozimligini ta'kidlasa, klaster a'zosi bo'lmagan fermerler klasterga a'zolik/a'zo bo'lmashlik masalasini mahalliy hokimiyat hal qilishi lozimligini aytib o'tgan. Shuningdek, so'rovnoma qatnashgan 42 foiz fermerlar O'zbekiston agrosanoat klasterlarini shakllantirishga barcha imkoniyatlarga ega ekanligini aytsa, qolgan qismi O'zbekiston barcha imkoniyatlarga egaligi, ammo, bu imkoniyatlar doim ham to'g'ri foydalanilmasligini keltirib o'tgan. Klaster ishtirokchisi sanaluvchi barcha klaster mohiyatining noto'g'ri talqin qilinishi (100 foiz respondent) mahalliy hokimiyatlarning haddan ziyod aralashuvi (58 foiz respondent) fermer xo'jaliklarining majburiy a'zoligi (58 foiz respondent) sohada korrupsiyaning mavjudligi (8 % respondent) fermer xo'jaliklari klaster doirasida ilmiy tadqiqot institutlari va universitetlar bilan hamkorlik qilmasligini ta'kidlagan va klaster yadrosini fermerlar tashkil etadi deb hisoblaydi.

Klasterda ishtirok etmaydigan fermerlar esa klasterning yadorisi sifatida fermer xo'jaliklari bilan bir qatorda ilmiy tadqiqot institutlari, universitetlarni ham aytib o'tganlar. "Indorama" klasteri doirada ishlovchi fermerlar klasterga a'zo bo'lgach bir qancha yengilliklarga ega bo'lganliklarini keltirgan. Xususan, shartnomaga ko'ra ekin ishlarini tashkil qilish uchun barcha kerakli narsalar va mablag'larning o'z vaqtida berilishi, doimiy ishlovchi ishchilar uchun oylik maoshlarini to'lash uchun to'lovning o'z vaqtida amalga oshirilishi, mavsumiy dehqonchilik paytida qo'shimcha yollanma ishchilarni jalb qilish uchun moliyaviy mablag'larning berilishi shu kabilardandir. Umumiy qilib aytganda, albatta bir nechta fermer xo'jaliklari o'rtasida o'tkazilgan so'rovnoma butun mamlakatdagi holat haqida xulosa qilish uchun yetarli bo'lmaydi. Ammo, hozirgi jarayonlar haqida qisqacha xulosa qilish va holatni o'rganish uchun kerakli bo'lishi tabiiydir.

Umumiy qilib aytganda, o'ylashimizcha O'zbekistonda agrosanoat klasterini shakllantirish va rivojlantirish muammolari avvalo milliy iqtisodiyotni rivojlantirish bilan bog'liq bo'lgan kompleks muammolarga borib taqaladi. Fikrimizda iqtisodiyotimizni liberalizatsiya qilish, bozor mexanizmlarini rivojlantirish, xususiy mulkning daxlsizligini ta'minlasak va bozor munosabatlariga, iqtisodiyotga davlat

aralashuvini kamaytirsak, sog‘lom raqobat muhitini ta‘minlasak hamda eng asosiysi sud-huquq tizimini mustaqilligini ta‘minlay olsak, O‘zbekistonda ham raqobatbardosh klasterlar vujudga kelishi mumkindir.

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AGROSANOAT KLASTERLARINI RIVOJLANTIRISHNING IQTISODIY GEOGRAFIK XUSUSIYATLARI

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Аннотация. Мамлакатимизда иқтисодиётни эркинлаштириш, фан ва техниканинг ривожланиши натижасида барча соҳалар каби аграр соҳада ҳам туб ўзгаришлар содир бўлмоқда. Бу соҳани ривожлантиришга эса давлат ва жамият олдидаги муҳим устувор вазифа сифатида қаралмоқда. Республикаимизда халқаро амалиётда синалган, иқтисодиётни ривожлантириш ва барқарорлигини таъминлашда муҳим аҳамият касб этадиган кластер тизимини жорий этиш, бозор муносабатлари ва тажрибаларини ҳаётга тадбиқ этишга катта эътибор берилмоқда.

Калит сўзлар: агрокластер, бозор муносабатлари, аграр соҳа, агросаноатда самарадорлик, ишлаб чиқариш, хизмат кўрсатиш, барқарорлик, рақобатбардош маҳсулот.

Agrosanoat klasteri geografik mahalliyashtirilgan o'zaro bog'liq xo'jalik yuritish subyektlari, kompaniyalar, asbob-uskunalar va butlovchi qismlar ta'minotchilari, ixtisoslashgan xizmatlar, infratuzilma, ilmiy tadqiqot insti-tutlari, oliy ta'lim muassasalari hamda bir-birini to'ldirib turadigan, alohida kompaniyalar va butun klasterning raqobatli ustunliklarini kuchaytiradigan boshqa tashkilotlar guruhini ifodalaydi.

Mamlakat agrosanoat ishlab chiqarishini klasterlashtirish (cluster) muammosi milliy iqtisodiyotning barcha sektorlarining texnologik modernizatsiyasi tufayli alohida dolzarb ahamiyat kasb etadi. Bunda, mamlakat agra-sanoat majmuining barcha mulk shaklidagi korxonalari (fermer va dehqon xo'jaliklari, xizmat ko'rsatish, qayta ishlovchi korxonalar, kichik biznes va xususiy tadbirkorlik subyektlari va h.k)ni innovatsion rivojlantirish imkoni-yatini oshiruvchi zarur institutsional muhitni yaratishga asosiy e'tiborini qaratadi. Shuning uchun, agrosanoat majmui korxonalarining raqobat faolligini oshirish, ishlab chiqarish omillari uyg'unligining yangi shakllarini izlash, yangi mahsulotlarni yaratish va bozorlarni o'zlashtirishga qaratilgan bo'lishi lozim.

M.Porter mamlakat raqobatbardoshligini alohida firmalarning emas, balki turli tarmoqlarga oid firmalar bir-lashmasi – klasterlarning xalqaro raqobatbardoshligi orqali ko'rish maqsadga muvofiq, xususan, mana shu klasterlarning ichki resurslardan samarali tarzda foydalana olish qobiliyati muhim ahamiyat kasb etadi, deb hisoblaydi.

Raqobatbardoshlikni qaror toptirish bo'yicha iqtisodiy jarayonlarni o'rganishga klasterli yondashuv boshqa qator nazariyalarda ham qo'llaniladi:

- Ye.Lyumer milliy darajadagi savdoni tahlil qilish davomida eksport darajasi yuqori bo'lgan klasterlarni o'rgangan;

- I.Tolenado va D.Sole texnologik sohalarning guruhlariga ta'rif berishda "filerlar" tushunchasidan foyda-langalar;

- Ye. Daxmenning klaster nazariyasi "taraqqiyot bloklari to'g'risida"gi tezisiga asoslanadi;

- V.Feldman tomonidan ishlab chiqilgan nazariyaning afzal tomoni shundaki, u turli mamlakatlardagi diversifikatsiyalangan shakldagi korxonalarni keng ko'lamda empirik tadqiq qilishga asoslanadi.

M. Enrayt tomonidan 160 mintaqaviy klaster o'rtasida olib borilgan so'rovnoma natijalariga ko'ra, klasterlarning taxminan 60%i jahon yoki mahalliy yetakchilar qatoridan o'rin olgani va faqat 20 % i zaif raqobatbar-doshlikka ega ekani ma'lum bo'ldi.

B.O. Dusmatov tomonidan Agroklasterni boshqalardan ajratib turadigan yana bir muhim belgi xo'jalik yurituvchi subyektlarning ishlab chiqarish-kooperatsiya va boshqa o'zaro aloqalari modellarining umumiyliigi, chunonchi, yetakchi (integratsiya qiluvchi) mahsulot (misol uchun paxta-to'qimachilik klasteri) yaqqol ifodalangan omili hisoblangan. B.O.Dusmatov tomonidan Qishloq xo'jaligida kooperatsion-xo'jalik munosabatlarining odatdagi shakllaridan farqli ravishda, agroklasterni tizimlarida innovatsion xizmatlar infratuzilmasi quyidagi xususiyatlari orqali tavsiflangan.

Rivojlangan mamlakatlarda innovatsion iqtisodiyotni shakllantirish va boshqarishda klasterlardan foydalanish bo'yicha ma'lum tajriba to'plangan. Evropa mamlakatlari va AQSHda bu strategiya keng qo'llanilmoqda. Klasterlar Buyuk Britaniya, Gollandiya, Germaniya, AQSH, Daniya, Fransiya, Italiya, Finlyandiya, Hindistonda yaxshi rivojlangan. Daniya, Finlyandiya, Shvetsiya sanoatini klasterlar to'la egallagan. Klaster tuzilmalari Shveysariya, Avstriya, Italiya, Daniya, Hindiston, Koreya, Pokiston, Xitoy, va Turkiya davlatlari engil sanoatida, Germaniyada kimyo va mashinasozlik, Fransiyada oziq-ovqat va kosmetika sanoatlarida muvaffaqiyatli ishlaymoqda.

Klasterlarni shakllantirish jarayoni Janubi-Sharqiy Osiyo, Xitoy, Singapur, Yaponiya, va boshqa mamlakatlarda faollashib bormoqda. Germaniyada yaqin vaqtgacha klasterlar rivojlanishi davlat aralashuvisiz kechar edi. 2003 yilda xukumat klaster tashabbuslariga jiddiy e'tibor qaratdi. Birinchi navbatda, yuqori texnologiyali sohalarni loyihalashda amalga oshirildi. Davlat sanoat va ilmiy markazlar kuchg'ayratini birlashtirishni ko'zda tutmoqda.

Кластер – hududiy konsentratsiyalashuvga asoslangan va texnologik zanjirga bog‘langan tovar va xom ashyo yetkazib beruvchilar, asosiy ishlab chiqaruvchilarni birlashtirgan industrilashgan majmua. Umumiy olganda klasterlashtirish bu bitta geografik hududda konsentratsiyalashgan va ma’lum bir aniq vazifani yechishga qaratilgan firmalar guruhi bo‘lib, ular bir-biri bilan uzviy aloqadagi, jamoviy raqobatlashuvni mustahkamlash maqsadida ishchi kuchlarini o‘zaro birlashtiruvchi jarayondir.

Hududni rivojlantirish uchun klasterli tuzilmalarni shakllantirish qo‘shimcha ish o‘rinlarini yaratish, mahalliy budjet daromadlarini oshirish, vakolatlarni taqsimlash, tadbirkorlik tuzilmalari bilan o‘zaro ta’sirlashish, axborot ayirboshlashni jadallashtirish va yangiliklarni targ‘ib etish, kichik biznes va xususiy tadbirkorlik subyektlarining innovatsion faolligini hamda hududlar innovatsion jozibadorligini yuksaltirish, hududiy iqtisodiyotni diversifikatsiya qilish kabi yangi imkoniyatlarni taqdim etadi.

Tadbirkorlik tuzilmalari uchun klasterlar yirik investitsiya loyihalarida ishtirok etish, qo‘shimcha daromad olish, yangi bozorlarga chiqish, innovatsiyalarni joriy etish bo‘yicha xarajatlarni qisqartirish, innovatsion faoliyatni infratuzilmaviy ta’minlash, xodimlar malakasini oshirish, kichik korxonalarni innovatsion faoliyatga jalb etish va pirovardida raqobatbardoshlikni ko‘tarish omili hisoblanadi. Bunda har bir klaster ishtirokchisi bo‘lgan korxonalar o‘z maqsadini ko‘zlagan holda nafaqat o‘z xo‘jalik faoliyati samaradorligi va raqobatbardoshligini oshiradi, balki tadbirkorlik infratuzilmasini shakllantirishga ko‘maklashgani holda, hududda faoliyat yuritayotgan turli xildagi boshqa korxonalarining iqtisodiy o‘shishiga yordam beradi.

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ACNE AND METHODS OF ITS CORRECTION

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Abstract: The task set before us to write this article was Assessing the prevalence of acne among young people, comparing the awareness of schoolchildren and students regarding acne , analyzing the impact of acne on the quality of life and psychosocial sphere of young people in different age categories. To achieve our goals and objectives, we analyzed and developed a questionnaire for assessing clinical and anamnestic data and psychosocial aspects of the subjects studied based on questions to assess the dermatological quality of life index. The study was open-label, simple and short-term. As a result, we came to the conclusion that the prevalence of acne in the age categories from 13 to 16 years and from 19 to 23 years did not differ significantly (43.8% and 46.4%, respectively). There was no gender advantage for male or female lesions (46% and 44.8%). Respondents in group II are more informed about this disease. Clinical manifestations of acne in the form of itching, burning and pain were more often noted by girls in group II. Compared to schoolchildren, students with acne are more susceptible to affective disorders and are 1.4 times more likely to report a decrease in self-esteem.

Keywords: Acne , treatment.

Introduction . Acne (from ancient Greek ἀκμή - point, height, bloom), or acne is a long-term inflammatory skin disease that occurs when sebum clogs the hair follicle [3] [4]. Typical signs of this condition are comedones , pustules, oily skin, and possible scar formation[5][6][7]. The disease primarily affects the skin with a relatively large number of sebaceous glands, including the face, upper chest and back[8]. The resulting manifestations of the disease can lead to anxiety, low self-esteem and, in extreme cases,

depression or suicidal thoughts[9][10], especially in adolescents. In 80% of cases, the main cause of acne is genetics[6]. The role of diet and smoking is unclear, and neither cleanliness nor exposure to sunlight appears to play a role [6][11][12]. In both sexes, androgen hormones appear to be part of the underlying mechanism, causing increased sebum production[13]. Another common factor is Cutibacterium overgrowth. acnes , which are present on the skin[14]. Treatments for acne include lifestyle changes, medications, and medical procedures. Reducing your intake of simple carbohydrates such as sugar may help[15]. Commonly used medications are applied directly to the affected skin, such as azelaic acid, benzoyl peroxide , and salicylic acid[16]. Antibiotics and retinoids are available in formulations that are applied to the skin and taken orally to treat acne [16]. However, antibiotic resistance may develop as a result of antibiotic therapy[17]. There are several types of oral contraceptives that help women fight acne [16]. Typically, health care providers use isotretinoin only to treat severe forms of acne due to the potentially higher risk of side effects[16][18]. Some of the medical community recommends early and more intensive treatment of acne to reduce the overall long-term impact on people[9].

Goals and objectives of the study: Assessing the prevalence of acne among young people, comparing the awareness of schoolchildren and students regarding acne , analyzing the impact of acne on the quality of life and psychosocial sphere of young people in different age categories.

Materials and methods. A questionnaire was developed to assess clinical and anamnestic data and psychosocial aspects of the subjects based on questions to assess the dermatological quality of life index. The study was open-label, simple and short-term. 614 people took part in the survey: Group I – schoolchildren aged 13 to 16 years (192 people), Group II – students aged 19 to 23 years (422 people). The results were collected through an anonymous online survey, a paper survey during an interactive lecture for students “Clear skin without acne ” and while working in the dormitories of the Altai State Medical University.

Results 78 (40.6%) people in group I were aware of the problem of acne : 26 (30.6%) boys and 52 (48.6%) girls, in group II – 300 (71.1%) people: 99 (60 .7%) boys and 201 (77.6%) girls. Of the respondents in group I, 84 (43.8%) people noted the presence of acne , among them 40 (47%) boys and 44 (41.1%) girls, from group II - 196 (46.4%) people: 74 boys (45.4%), girls – 122 (47.1%). Manifestations of acne in the form of itching, burning or soreness of the skin to varying degrees were noted by 159 (81.1%) students: 56 (75.7%) boys and 103 (84.4%) girls. Among schoolchildren, 59 (70.2%) people indicated the listed symptoms: 25 (62.5%) boys and 34 (77.3%) girls. Depression due to acne was indicated by 1 (1.2%) girl from group I and 17 (8.7%) people from group II: 1 (1.4%) boy and 16 (13.1%) girls. Anxiety was noted by 27 (32.1%) people in group I, of which 3 (7.5%) were boys and 24 (54.5%) girls. In group

II, 90 (46%) people indicated anxiety: 13 (17.6%) boys and 77 (63.1%) girls. Increased irritability was noted by 26 (31%) respondents of group I: 16 (40%) boys and 10 (22.7%) girls and 62 (31.6%) respondents of group II: 37 (57%) boys and 25 (20, 5%) girls. 30 (35.7%) people from the group of schoolchildren do not consider acne a problem: 21 (52.5%) boys and 9 (20.5%) girls and 27 (13.7%) people from the group of students: 23 (30, 7%) boys and 4 (3.3%) girls. The negative impact of acne on self-esteem (from slight to very strong) was detected in 151 (77%) students: 37 (50%) boys and 114 (93.4%) girls. Among schoolchildren, 45 (53.5%) people indicated a decrease in self-esteem due to acne : 23 (57.5%) boys and 22 (50%) girls. In group I, the influence of acne on leisure and social activity was noted by 18 (21.4%) people, of which 4 (10%) were boys and 14 (31.8%) girls. In group II – 67 (34.2%) people: 10 (13.6%) boys and 57 (46.7%) girls. The influence of acne on personal life was noted by 25 (29.8%) respondents of group I: 9 (22.5%) boys and 22 (50%) girls and 61 (31.1%) people of group II: 12 (16.3%)) boys and 49 (40.2%) girls.

Conclusions. The prevalence of acne in the age categories from 13 to 16 years and from 19 to 23 years did not differ significantly (43.8% and 46.4%, respectively). There was no gender advantage for male or female lesions (46% and 44.8%). Respondents in group II are more informed about this disease. Clinical manifestations of acne in the form of itching, burning and pain were more often noted by girls in group II. Compared to schoolchildren, students with acne are more susceptible to affective disorders and are 1.4 times more likely to report a decrease in self-esteem. Girls of both groups are most susceptible to anxiety and depression, boys - irritability. The influence of acne on leisure, social activity and personal life was noted by respondents of both groups; girls in group II more often noted this influence. The most vulnerable group in terms of nosogenic reactions are girls aged 19 to 23 years. Thus, the problem of the relationship between acne and psycho-emotional disorders is medical and social and relevant in modern dermatology and requires the organization of a system of interaction between dermatologists and psychiatrists.

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ANALYSIS OF POSSIBLE ALLERGENS THAT CAUSE ACD IN CHILDREN AT THE AGE OF

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Abstract: The task set before us to write this article was Our study was an analysis of possible allergens that caused ACD in children aged 5 to 17 years. To achieve our goals and objectives, we analyzed the analysis of outpatient records of 26 children with ACD who applied in 2015-2017. There were 15 girls (57.7%), 11 boys (42.3%). 5 (19.2%) children suffered from atopic dermatitis, 2 (7.6%) - strophulus , 8 (30.1%) - food allergies. Some of the children with ACD who applied to the department had another referral diagnosis: perioral dermatitis - in 6 (23.0%), blepharitis - in 2 (7.6%), dyshidrosis - in 2 (7.6%). As a result, we came to the conclusion that Patch testing is the gold standard for diagnosing allergic contact dermatitis. The list of common allergens that cause allergic contact dermatitis in children can vary depending on many factors, such as the environment, and depending on the lifestyle the child leads and what objects he interacts with.

Key words: Allergic contact dermatitis, treatment.

Introduction. Allergic contact dermatitis (ACD) is an adverse skin inflammatory reaction caused by contact with a specific exogenous allergen to which the patient is sensitized. After contact with an allergen, an immunological reaction develops in the skin, manifested clinically by eczematous inflammation. More than 3,700 chemicals can cause the development of ACD. About 60% of patients who consult a dermatologist about allergic skin rashes have at least one positive test reaction, and 46% of patients are diagnosed with "Allergic contact dermatitis." The incidence rates of contact dermatitis in the Russian Federation have tended to gradually increase over

the past ten years. In 2005, the incidence was 884.7 per 100,000, and in 2015 it was 1101.5 per 100,000 in the general population.

The purpose of our study was to analyze possible allergens that caused ACD in children aged 5 to 17 years.

Materials and methods. We conducted a retrospective analysis of outpatient records of 26 children with ACD who applied in 2015-2017. There were 15 girls (57.7%), 11 boys (42.3%). 5 (19.2%) children suffered from atopic dermatitis, 2 (7.6%) - strophulus, 8 (30.1%) - food allergies. Some of the children with ACD who applied to the department had another referral diagnosis: perioral dermatitis - in 6 (23.0%), blepharitis - in 2 (7.6%), dyshidrosis - in 2 (7.6%). Patch testing was carried out on one girl (in Germany) suffering from a severe form of atopic dermatitis. Positive reactions were revealed to cetyl stearyl alcohol, which is part of emollients and creams, lanolin, fusidic acid, and beeswax. Depending on the initial localization of the rash, we identified 5 groups of allergic contact dermatitis (ACD of the skin of the face, perioral area, lips, ACD of the skin of the eyelids, ACD of the skin of the neck and torso, ACD of the skin of the hands and ACD of the skin of the legs).

Results. The causes of contact dermatitis in 8 children localized on the face were the use of fluoride-containing toothpastes, chewing gum, and some cosmetic creams used instead of emollients. The process was more difficult in children with contact dermatitis due to frequent lip licking. ACD in the eyelid area developed in two children after repairs (possible cause - potassium dichromate), in one child - after disinfection of premises due to bedbugs. The substance most often causing ACD of the neck and torso (in 10 children) was nickel sulfate, which is part of metal jewelry, belts, buckles, etc. In three children, ACD of the skin of the hands developed due to cosmetics, nickel, and nail polishes. Two children were diagnosed with ACD while wearing shoes. To make shoes, substances containing rubber (mercaptobenzothiazole, carbo-mixture, thiuram mixture, mercury mixture, black rubber mixture and mixed dialkylthiourea), glues and adhesives, for example, 4-tert-butylphenol formaldehyde resin, can be used. Potassium dichromate is used to produce tanned leather shoes.

Conclusions. Patch testing is the gold standard for diagnosing allergic contact dermatitis. The list of common allergens that cause allergic contact dermatitis in children can vary depending on many factors, such as the environment, and depending on the lifestyle the child leads and what objects he interacts with. Nickel remains one of the most common allergens causing positive reactions in children. It is also important to test children for potential allergens in their frequently used personal items. The search for allergens should also include topical antibiotics, corticosteroids, and antifungals (both self-purchased and prescribed by a doctor) that patients may have used to treat the affected area. This is necessary in order to promptly identify allergies

and thereby, by eliminating contact with the allergen and taking all necessary therapeutic measures, prevent the development of ACD in the child.

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ANALYSIS OF CLINICAL DIVERSITY OF TTM

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Abstract: The task set before us to write this article was analyze the clinical (psychopathological and dermatological) diversity of TTM. Based on psychopathological characteristics, develop a clinical differentiation of the disorder highlighting the types of TTM. To establish patterns of skin status in various psychopathological types of TTM. To achieve our goals and objectives, we analyzed the study included patients who met the criteria for trichotillomania ICD-10 and DSM-5 (20 cases; 3 men, 17 women, including 7 children under the age of 18 years; average age – 26.6 ± 13.2 years). Patients were examined using an interdisciplinary approach by a psychiatrist and a dermatologist (trichologist). Comprehensive clinical assessment of patients included assessment of dermatological and mental status. As a result, we came to the conclusion that no patterns of skin status have been established in dissociative TTM, which may be due to the small number of observations (2 cases). Discussion The study results demonstrate the clinical heterogeneity of TTM.

Keywords: Trichotillomania , treatment.

Introduction Trichotillomania (TTM) is a psychodermatological disorder with auto-aggressive behavior in relation to hair (auto-extraction). The relevance of studying TTM is due to its significant prevalence, underdiagnosis , pronounced impact on quality of life, psychological consequences, as well as the uncertainty of the psychopathological structure.

Aim. To analyze the clinical (psychopathological and dermatological) diversity of TTM. Based on psychopathological characteristics, develop a clinical differentiation

of the disorder highlighting the types of TTM. To establish patterns of skin status in various psychopathological types of TTM.

Materials and methods. The study included patients who met the ICD-10 and DSM-5 criteria for trichotillomania (20 cases; 3 men, 17 women, including 7 children under the age of 18 years; average age – $26.6 \pm 13,2$ years). Patients were examined using an interdisciplinary approach by a psychiatrist and a dermatologist (trichologist). Comprehensive clinical assessment of patients included assessment of dermatological and mental status.

Results. In the analyzed group, 90% of patients (18 cases) suffered autodestruction of hair on the scalp, of which 10% (2 cases) - in combination with trauma to the eyebrows and eyelashes; 2 patients had isolated damage to the eyebrows and eyelashes. The average age of onset of the disease is 20 years. The average duration of the disease is 6.6 years (± 5.4 years). Three psychodermatological variants of TTM have been identified: the most common is compulsive (12 cases – 60%), less often – impulsive (6 cases – 30%), the rarest is dissociative (2 cases – 10%). In compulsive TTM, the clinical picture is dominated by tactile illusions. They are associated with the perception by touch of individual hairs as different from the rest - others (“uneven”, “crimped”, “hard”), which are subjectively perceived as “wrong” and undergo auto-depilation. It is common to experience an increase in anxiety when trying to resist obsession. After hair removal, a feeling of relief is observed with a reduction in anxious affect. In impulsive TTM, hair extraction is implemented within the framework of impulse control disorders. The bodily sensations are sensations in the form of itching “penetrating” the skin with a projection to the base of the hair, compared by patients with “needles” piercing the skin. At the peak of bodily sensations, a feeling of irritation and dysphoria arises, the reduction of which occurs after the act of extraction. The latter is indiscriminate (hair plucking occurs in groups - “tufts”) and is realized according to the type of generalized vital drive, comparable to hunger or thirst. Following the act of self-destruction, a feeling of internal satisfaction, “pleasure” arises. In dissociative TTM, tactile illusions are not typical; patients pull out hair as if unnoticed by themselves (while busy with activities, in a state of detachment, in a drowsy state). In this case, there is an alienation of pathological habitual actions performed “automatically” with amnesia of the auto-aggressive act. When assessing the skin status in patients with TTM, two types of baldness could be distinguished: in the form of diffuse thinning of hair with unclear outlines (in 8 of 18 cases) and localized foci with clearer figured outlines - round and linear (in 10 of 18 cases). The relationship between dermatological clinical manifestations and the type of TTM is traced. Thus, among patients with localized foci with clearer outlines, the compulsive version of TTM was more common (7 out of 10 cases), with vaguely limited areas of diffuse hair thinning - impulsive (5 out of 8 cases). Patients with compulsive TTM more often

carried out pulling out locally in the usual places (where extraction is more convenient, less noticeable, painless). With impulsive TTM, chaotic indiscriminate extraction with the formation of diffuse areas of rarefaction is more typical.

Conclusions: no patterns of skin status have been established in dissociative TTM, which may be due to the small number of observations (2 cases). Discussion The study results demonstrate the clinical heterogeneity of TTM. The identified features of the skin status may be a consequence of the preferred behavioral pattern of autoextraction of hair (a variant of TTM), although this can be clearly judged only from the results of further research.

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INDIRECT ANTICOAGULANTS IN THE FORMATION OF PERSISTENT ERYTHEMA OF THE FACIAL SKIN ROSACEA

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Abstract: The task set before us to write this article was to evaluate the importance of antihypertensive therapy with β - blockers and indirect anticoagulants in the formation of persistent erythema of the facial skin rosacea . To achieve our goals and objectives, we analyzed the comparative dynamics of vascular changes on the skin of the face by measuring the acoustic conductivity of the skin in patients with post-infarction cardiosclerosis and arterial hypertension against the background of antihypertensive therapy. As a result, we came to the conclusion that a timely transition to a combined antihypertensive drug, exforge , will significantly reduce the risk of the formation of persistent erythema and rosacea in patients with a predisposition to the development of this dermatosis.

Key words: Rosacea , treatment.

Introduction: Rosacea is a chronic skin disease manifested by redness of the skin (erythema), telangiectasias (dilation of small blood vessels in the skin), as well as papules and pustules that resemble acne in appearance . The disease has an undulating course with alternating periods of exacerbations and remissions.

Purpose of the study. To evaluate the importance of antihypertensive therapy with β - blockers and indirect anticoagulants in the formation of persistent erythema of the facial skin rosacea .

Materials and methods. A comparative dynamics of vascular changes on the facial skin was carried out using the method of measuring the acoustic conductivity of the skin in patients with post-infarction cardiosclerosis and arterial hypertension against the background of antihypertensive therapy, including β - blockers + indirect anticoagulants for 1 year and 1-5 years with patients with a similar diagnosis taking triple a fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) – which does not have a β - blocker effect. Under observation were 86 patients with signs of rosacea against the background of post-infarction cardiosclerosis and arterial hypertension, who were divided into four groups: study (n=47) and control (n=39). Group 1 – 18 patients with post-infarction cardiosclerosis and arterial hypertension for up to 1 year, took therapy with β - blockers + indirect anticoagulants,

the diagnosis of the erythematous stage of rosacea was confirmed before the appointment of vascular therapy; Group 1 (control) – 13 people with post-infarction cardiosclerosis and arterial hypertension for up to 1 year, taking a triple fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) + indirect anticoagulants, the diagnosis of rosacea was confirmed before prescribing vascular therapy; Group 2 – 12 people with post-infarction cardiosclerosis and arterial hypertension, took therapy with β - blockers + indirect anticoagulants for 1 year, there were no complaints about skin changes before prescribing vascular therapy; Group 2 – 4 people with visually healthy facial skin, with post-infarction cardiosclerosis and arterial hypertension, taking a triple fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) + indirect anticoagulants for 1 year; Group 3 – 38 people, diagnosed with post-infarction cardiosclerosis and arterial hypertension, took therapy with β - blockers + indirect anticoagulants for 1-5 years. Diagnosis of rosacea the erythematous stage was confirmed before vascular therapy was prescribed; Group 3 – 15 people with post-infarction cardiosclerosis and arterial hypertension, taking a triple fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) + indirect anticoagulants for 1-5 years, the diagnosis of rosacea was confirmed before the prescription of antihypertensive therapy, erythematous stage; Group 4 - 21 people with post-infarction cardiosclerosis and arterial hypertension, took therapy with β -adrenergic blockers + indirect anticoagulants, lasting 1-5 years, did not complain about skin changes in the form of redness, hot flashes and burning sensations before the prescription of antihypertensive therapy; 4k group – 7 people with healthy facial skin, post-infarction cardiosclerosis and arterial hypertension, taking a triple fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) for 1-5 years. The study design included measuring and comparing the acoustic conductivity of the skin in patients with post-infarction cardiosclerosis and arterial hypertension against the background of antihypertensive therapy, including β - blockers + indirect anticoagulants for 1 year and 1-5 years with patients with a similar diagnosis taking a triple fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) + indirect anticoagulants for 1 year and 1-5 years. To assess changes in the mechanical parameters of the skin during therapy, an acoustic medical diagnostic device AMDP was used. This device allows you to record changes in the mechanical characteristics of the skin, including acoustic conductivity. According to literature data and reference values, normal values for the skin of the cheek area in 40-60 year old women and men are $V_y = 5.5$ m/s, $V_x = 6$ m/s. Anatomical accuracy of measurements at identical points was achieved using photographs of observed patients at different stages of therapy. All patients underwent changes in skin acoustic conductance before the start of therapy, 1 year after the start of therapy and 6 months after the start of therapy with a fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge).

Results. In patients of group 1, an increase in the acoustic conductivity of the skin was found to be 18% relative to the skin in this area in healthy people. Visually, all patients were diagnosed with the erythematous stage of rosacea. Together with the attending cardiologist, 14 patients in this group were transferred to therapy with the combined drug exforge. When re-measuring the acoustic conductivity of the skin after 6 months. In 10 patients out of 14 taking exforge, a decrease in acoustic conductivity of up to 8% was found, and visually there was regression of vascular changes in the facial skin. The remaining 4 people had a decrease in conductivity of up to 14% during exforge therapy without regression of clinical symptoms. At the same time, in patients of group 1 (control) against the background of antihypertensive therapy, an increase in skin conductivity was found by 3%. Visually, there is a regression of symptoms of persistent erythema. In patients of group 2, during therapy, an increase in acoustic conductivity of up to 18% was diagnosed, the appearance of signs of persistent erythema, a feeling of flushing in the face and a burning sensation when changing temperature and errors in diet in 9 observed, in the remaining 3 - an increase in acoustic conductivity of up to 7% without clinical symptoms of the erythematous stage of rosacea. Together with the attending cardiologist, 10 patients in this group were transferred to therapy with a fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge). During exforge therapy for 6 months, 8 patients experienced regression of clinical symptoms in the form of a decrease in persistent erythema, hot flashes when changing temperature and errors in diet, and a decrease in acoustic conductivity to 7%. In the remaining 2 patients who responded to exforge therapy, conductivity remained with values exceeding up to 10%, as well as manifestations of persistent erythema on the facial skin. In patients of the 2k (control) group, an increase in skin acoustic conductivity was diagnosed by 3% against the background of no signs of persistent erythema. In patients of group 3, an increase in the acoustic conductivity of the skin by 10% was diagnosed. All patients were diagnosed with the erythematous stage of rosacea. Together with the attending cardiologist, 20 people were transferred to therapy with a fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge). In 13 patients, against the background of the proposed therapy, after 6 months. There was a regression of clinical manifestations of the erythematous stage of rosacea and a decrease in conductivity to 3%; in the remaining 7 people, a decrease in conductivity to 7% during exforge therapy without regression of clinical symptoms. In patients of the 3k group, an increase in the acoustic conductivity of the skin was diagnosed by 9%. In patients of group 4, against the background of antihypertensive therapy, an increase in the acoustic conductivity of the skin was diagnosed to 9-11%, and signs of persistent erythema appeared in 8 patients. The remaining 13 had an increase in the acoustic conductivity of the skin - up to 5%, not accompanied by clinical signs of persistent erythema. Together with the

attending cardiologist, 8 patients in this group were transferred to therapy with a fixed combination of drugs amlodipine / valsartan / hydrochlorothiazide (exforge) + indirect anticoagulant. Against the background of the proposed therapy, 4 people experienced a regression of clinical manifestations of persistent erythema within 6 months, in 3 patients there was a decrease in the acoustic conductivity of the skin to 2%, in 1 patient who was torpid to therapy, the conductivity remained up to 7%. In patients of the 4k group, an increase in the acoustic conductivity of the skin by 3% was observed. Thus, in patients taking indirect anticoagulants as part of complex antihypertensive therapy for a period of 1-5 years, the clinically erythematous stage of rosacea was diagnosed . Instrumentally, minor changes in the acoustic conductivity of the skin are noted, which is associated with an improvement in the rheological properties of the skin due to the direct action of indirect anticoagulants. Long-term antihypertensive therapy leads to dilation and stasis of peripheral vessels, including the skin of the face, but is not accompanied by congestion. Thus, the acoustic conductivity of the skin is closest to normal (an increase of only 10%). Patients combining antihypertensive therapy and indirect anticoagulants for less than 1 year have increased acoustic conductivity, which is associated with vascular ectasia (up to 18%). This is explained by the short duration of anticoagulant therapy.

Conclusions. 1. A connection has been established between antihypertensive therapy with β - blockers and indirect anticoagulants in the formation of rosacea . 2. Detection of changes in the physiometric parameters of the skin in patients receiving beta- blockers and indirect anticoagulants as part of complex antihypertensive therapy allows for early diagnosis of the formation of persistent erythema and timely diagnosis of the onset of rosacea or predisposition to it. 3. Timely transition to a combined antihypertensive drug - exforge will significantly reduce the risk of the formation of persistent erythema and rosacea in patients with a predisposition to the development of this dermatosis.

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ANALYSIS OF THE SPREAD OF FUNGAL DISEASES IN PATIENTS IN THE SAMARKAND REGION

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Abstract: The task set before us to write this article was analyze the distribution of mycoses in patients in the Samarkand region. To achieve our goals and objectives, we conducted a retrospective analysis of the structure of visits to the department of dermatovenereology and cosmetology of patients with mycoses for the period 2016-2017. A total of 538 requests for 2016 and 478 requests for 2017. As a result, we came to the conclusion that, according to the results of the analysis of the work of the department of dermatovenereology and cosmetology, it was established that the vast majority of requests among patients with mycotic infections who applied to the department, regardless of gender accounts for onychomycosis of the feet, mycosis of the feet and cases of lichen versicolor.

Key words: Mycoses , onychomycosis of the feet.

Introduction: Mycoses (from ancient Greek μύκης “mushroom”) are diseases of humans and other animals caused by parasitic fungi [3]. There are mycoses of the skin and nails - dermatomycosis (other names borrowed from foreign languages: dermatophytosis , dermatophytosis) and mycoses of internal organs (deep mycoses) [3]. Animals may also experience poisoning from toxins of fungi that infect plant foods - mycotoxicosis . Some mycoses only affect people or animals, while others become infected from animals (for example, microsporia). To treat mycoses, antifungal drugs based on fluconazole are used - it is the basis of many over-the-counter antifungal drugs. Medicines based on amphotericin B are more effective and are used to treat severe forms of the disease. Drugs for the treatment of skin infections: ketoconazole , itraconazole , terbinafine . Vaginal infections caused by *Candida fungi albicans* are treated with tioconazole suppositories and pessaries, infections on the surface of the skin are treated with medicinal ointments.

In the treatment of fungal diseases, medications are used in various forms of release: ointments, creams, sprays, solutions, varnishes, tablets[8].

If there is a secondary bacterial infection, antibiotics may also be used. For prevention, hygiene is required, avoiding contact with sources of infection.

Objective: to analyze the distribution of mycoses in patients in the Samarkand region.

Methods and materials. A retrospective analysis of the structure of requests to the department of dermatovenereology and cosmetology of patients with mycoses for the period 2016-2017 was carried out. A total of 538 requests for 2016 and 478 requests for 2017.

Results. Of the total number of requests for 2016, the number of patients with mycoses confirmed by the results of clinical and laboratory examination was 538 people. The majority were patients with onychomycosis of the feet - 64% (345), lichen versicolor - 16.4% (88), patients with mycoses of the feet - 13.6% (73), inguinal athlete's foot - 2.2% (12), candidal lesions of the skin and nails - 1.3% (7), mycoses of the trunk - 1.6% (9), onychomycosis of the hands - 0.74% (4), mycoses of the scalp - 0% (0). The share of visits to women during this period was 45.2% (243). Among them, the percentage of visits with onychomycosis was 70% (170), lichen versicolor - 16.9% (41), mycoses of the feet - 7.4% (18), mycoses of the trunk - 2.9% (7), onychomycosis of the hands - 0.8% (2), inguinal athlete's foot - 0.4% (1), mycoses of the scalp - 0% (0), candidal lesions of the skin and nails - 1.6% (4). The percentage of visits by men in 2016 was 54.8% (295). The largest percentage of visits were cases of onychomycosis of the feet - 59.3% (175), mycosis of the feet - 18.6% (55), lichen versicolor - 15.9% (47), inguinal athlete's foot - 3.7% (11), candidiasis lesions of the skin and nails - 1% (3), onychomycosis of the hands - 0.67% (2), mycoses of the trunk 0.67% (2), mycoses of the scalp - 0% (0). During the period of 2017, the number of patients with mycoses identified through clinical and laboratory examination was 478 people. The majority were patients with onychomycosis of the feet - 62.6% (299), lichen versicolor - 13.2% (63), patients with mycoses of the feet - 11.9% (57), inguinal athlete's foot - 2.5% (12), candidal lesions of the skin and nails - 1.5% (7), candidal stomatitis - 0.4% (2), mycoses of the trunk - 4.8% (23), onychomycosis of the hands - 1.7% (8), mycoses scalp - 0.2% (1). The share of visits to women during this period was 45% (217). Among them, the percentage of visits with onychomycosis was 60.4% (131), lichen versicolor - 14.3% (31), foot mycoses - 12% (26), mycoses of the trunk - 6% (13), onychomycosis of the hands - 3.7% (8), inguinal epidermophytosis - 1.4% (3), mycoses of the scalp - 0.5% (1), candidal lesions of the skin and nails - 1.8% (4). The percentage of visits by men in 2017 was 55% (261). The largest percentage of visits were cases of onychomycosis of the feet - 64.4% (168), mycoses of the feet - 11.9% (31), lichen versicolor - 12.3% (32), inguinal epidermophytosis - 5.7% (15), candidiasis lesions of the skin and nails - 1.1% (3), candidal stomatitis - 0.8% (2), onychomycosis of the hands - 0% (0), mycoses of the trunk - 3.8% (10), mycoses of the scalp - 0% (0).

Conclusions: thus, based on the results of an analysis of the work of the department of dermatovenereology and cosmetology, it was found that the vast majority of requests among patients with mycotic infections who applied to the department, regardless of gender, were for onychomycosis of the feet, mycosis of the feet and cases of lichen versicolor. The number of cases of onychomycosis of the feet significantly exceeds all other nosologies of mycoses - 64% and 62%, respectively, which remains an urgent problem for the development of effective treatment methods, especially in elderly patients for whom systemic therapy is quite problematic due to possible polypharmacy and the presence of concomitant diseases, incompatible with systemic drugs.

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SUCCINIC ACID IN THE TREATMENT OF SKIN DISEASES

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Abstract: The task set before us to write this article was determination of the clinical effectiveness of the use of drugs containing hyaluronic and succinic acids for skin restoration and prevention of complications after dermatoses. To achieve our goals and objectives, we analyzed and observed 20 women aged 30 to 40 years in remission of atopic dermatitis (2 patients), seborrheic dermatitis (7), rosacea (2), acne (7), eczema (2). As a result, we came to the conclusion that the drug containing hyaluronic and succinic acids is well tolerated, helps accelerate skin regeneration, restore normal skin hydration, and normalize pigment formation. All of the above allows us to consider this procedure an effective method for correcting cosmetic skin defects after suffering from inflammatory dermatoses.

Key words: Succinic acid, hyaluronic acid, treatment.

Introduction: Succinic acid is extracted by processing natural amber, preserving its beneficial chemical/physical properties. It is a white crystalline powder, a natural product of living organisms. Succinic acid, which contains the active ingredient amber, is vital for the human body. It is involved in cellular energy metabolism. It is an ingredient synthesized in our own body and consists of four atoms.

Succinic acid is absolutely harmless to the human body, skin and does not cause allergies. Suitable for all skin types: dry, combination or acne-prone.

Purpose: to determine the clinical effectiveness of using drugs containing hyaluronic and succinic acids to restore skin and prevent complications after dermatoses.

Materials and methods of research: 20 women aged 30 to 40 years were observed in the remission stage of atopic dermatitis (2 patients), seborrheic dermatitis (7), rosacea (2), acne (7), eczema (2). All women received 3 procedures using a combination preparation containing succinic acid in the form of 16 mg/ml sodium succinate and 18 mg/ml hyaluronic acid. The drug was administered intradermally using the papular injection technique with a 30G needle, 2.0 ml per procedure, with an interval of 1 time every 2 weeks. Satisfaction with the results of the procedures was assessed using the International Global Aesthetic Improvement Scale (Global Aesthetic Improvement Scale; GAIS), as well as questioning patients before and after

procedures. We monitored changes in the skin at the structural level using the method of confocal laser scanning microscopy in vivo (CLSM).

Results. All patients showed positive dynamics relative to the initial indicators: a decrease in the severity of hyperpigmentation, more active skin regeneration (compared to similar areas in the same patient), improvement in skin turgor and elasticity, and an increase in the level of skin hydration. During the clinical assessment by patients and doctors of the treatment, it was revealed that the majority of them were satisfied with the result obtained (average GAIS score 2.8 points): 15 patients (75%) rated the result at 3 points, 5 patients (25%) - at 2 points. The scoring scale was also used to assess rosacea (telangiectasia), hyperpigmentation, and dry skin. The assessment was carried out on the following scale: 0 – no sign, 1 – mildly expressed, 2 – moderately expressed, 3 – strongly expressed. There was a decrease in the severity of rosacea (average score before treatment – 1.2, after treatment – 0.2), pigmentation (1.7 and 0.9 points), dry skin (1.1 and 0.1 points). In addition, the effectiveness of the therapy was assessed in each group based on a score of skin tone, heterogeneity of skin color, and moisturizing effect. The assessment was carried out on a 3-point scale, where 3 points - significantly improved, 2 points - improved, 1 point - no changes, 0 points - deterioration. A good moisturizing effect was noted in 18 (90%) patients, moderate – in 2 (10%). When examining the skin using CLSM, a decrease in the area of hyperpigmentation areas was observed, as well as a decrease in its severity, regression of hyperkeratosis, a more uniform arrangement of the fibrous structures of the dermis, and improvement in microcirculation. An increase in skin thickness due to the above processes was also noted. No allergic reactions to the administration of the drug were recorded. No effect or negative dynamics were identified during therapy.

Conclusions. The drug, containing hyaluronic and succinic acids, is well tolerated, helps accelerate skin regeneration, restore normal skin hydration, and normalize pigment formation. All of the above allows us to consider this procedure an effective method for correcting cosmetic skin defects after suffering from inflammatory dermatoses.

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TO CONDUCT A COMPARATIVE CHARACTERISTICS OF STIs IN RELATION TO THESE DISEASES DIAGNOSED IN 2016-2017

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Abstract: The task set before us to write this article was identify the number of patients with sexually transmitted infections (STIs) treated in the department of dermatovenereology and cosmetology in 2017, analyze the structure of STIs for the selected period. Conduct a comparative analysis of these diseases diagnosed in 2016-2017. To achieve our goals and objectives, we conducted a retrospective analysis of the structure of registered cases of infections. As a result, we came to the conclusion that, according to the results of the analysis of the work of the department of dermatovenereology and cosmetology for 2017, it was established that among those who applied to the department, regardless of gender, the predominant number of patients were with anogenital (venereal) warts, then by frequency of applications followed by patients with chlamydial infection

Key words: STIs (sexually transmitted infections), diagnosis

Introduction: It is known that more than 30 different bacteria, viruses and parasites can be transmitted through sexual contact, including vaginal, anal and oral sex. Some STIs can also be passed from mother to child during pregnancy, childbirth, and breastfeeding. Eight pathogens cause the highest incidence of STIs. Of these, four infections - syphilis, gonorrhea, chlamydia and trichomoniasis - are currently curable. The remaining four infections - hepatitis B, herpes simplex virus (HSV), HIV and human papillomavirus (HPV) - are viral in nature and cannot be cured. In addition, there have been recent outbreaks of new infections that can be sexually transmitted, including monkeypox, Shigella sonnei, Neisseria meningitidis, Ebola and Zika viruses, and the return of neglected STIs, particularly lymphogranuloma venereum. They further complicate the provision of adequate STI prevention and control services. STIs have a serious negative impact on sexual and reproductive health worldwide. More than 1 million cases of STIs occur every day. In 2020, WHO estimates that 374 million people were infected with one of the four STIs—chlamydia (129 million), gonorrhea (82 million), syphilis (7.1 million) and trichomoniasis (156 million). In 2016, the number of people infected with genital herpes was estimated at more than 490 million people; However, 300 million women are infected with HPV, the leading cause of

cervical cancer, as well as anal cancer among men who have sex with men. The global number of chronic hepatitis B carriers is estimated at 296 million people. Contracting an STI can have serious consequences that extend beyond the immediate impact of the infection.

Objective: to identify the number of patients with sexually transmitted infections (STIs) treated in the department of dermatovenereology and cosmetology in 2017, to analyze the structure of STIs for the allocated period. Conduct a comparative analysis of these diseases diagnosed in 2016-2017.

Methods and materials: a retrospective analysis of the structure of registered cases of sexually transmitted infections among the assigned contingent in the department of dermatovenereology and cosmetology for 2017 was carried out. A comparative analysis of the incidence of sexually transmitted infections with 2016 was carried out.

Results. In total, in 2017, in the department of dermatovenereology and cosmetology, 73 patients were diagnosed with sexually transmitted infections, confirmed by the results of a clinical and laboratory examination. 49.3% of patients (n=36) had anogenital (venereal) warts, 24.7% (n=18) had genital herpes, 23.3% (n=17) had chlamydial infection, 1.4 % (n=1) had urogenital trichomoniasis, 1.4% (n=1) had primary syphilis, no cases of gonorrhea were identified. Men were more often ill – 62.5% (n=45). 60% (n=27) of male patients were diagnosed with anogenital (venereal) warts, 24.4% (n=11) with chlamydial infection, 13.3% (n=6) with genital herpes, 2.2% (n=1) – primary syphilis. Among women (n=28), who made up 38.4% of the total number of cases, the most common cases were genital herpes - 42.9% (n=12), then the most common were anogenital (venereal) warts - 32.1 % (n=9), chlamydial infection – 21.4% (n=6), urogenital trichomoniasis – 3.6% (n=1). As you know, chlamydia can be of different localizations. Of the total number of cases of chlamydia (n=17), the largest number (n=12) were identified as chlamydial infection of the lower genitourinary tract, which amounted to 70.6%, chlamydial pharyngitis was diagnosed in 4 cases - 23.5%, chlamydial infection of the small organs pelvis in 1 patient – 5.9%. In 2016, 70 patients were diagnosed with STIs. The majority also consisted of requests from patients with anogenital (venereal) warts - 42.8% (n=30), 25.7% (n=18) - chlamydial infection, 25.7% (n=18) - genital herpes, 1.4% (n=1) – urogenital trichomoniasis, 4.3% (n=3) patients with syphilis, 0% (n=0) – gonococcal infection. The proportion of visits by women to patients with STIs during the period under review was 61% (n=43) of all visits to patients with STIs. Among them, 39.5% (n=17) patients had anogenital (venereal) warts, chlamydial infection - 27.9% (n=12), genital herpes -27.9% (n=12) and urogenital trichomoniasis - 2.3 % (n=1), syphilis – 2.3% (n=1). The number of visits by men with STIs in 2016 was 39% (n=27). Among them, the majority were patients with anogenital (venereal) warts - 42.8% (n=13),

chlamydial infection - 22.2% (n=6), genital herpes 22.2% (n=6), syphilis - 7.4% (n=2), urogenital trichomoniasis – 0% (n=0).

Conclusions: thus, based on the results of an analysis of the work of the department of dermatovenerology and cosmetology for 2017, it was found that among those who applied to the department, regardless of gender, the predominant number of patients were with anogenital (venereal) warts, followed by patients with chlamydial infection in terms of frequency of visits. genital herpes and a small amount of urogenital trichomoniasis and syphilis. More often, STIs were diagnosed in males, in contrast to 2016, when the majority of patients with STIs were women. Compared to 2016, the number of patients with STIs increased, the structure of morbidity depending on the identified nosology remained the same, however, the number of patients with syphilitic infection decreased by 3 times. Among women with STIs, the number of cases of diseases caused by human papillomavirus and Chlamydia has decreased trachomatis, and the number of cases of genital herpes has increased.

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TO EVALUATE THE EFFECTIVENESS OF HPV ELIMINATION WHEN USING RECOMBINANT INTERFERON

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Abstract: The task set before us for writing this article was to evaluate the effectiveness of HPV elimination using recombinant interferon alpha-2b in patients with positive HPV tests and no clinical manifestations of infection. To achieve our goals and objectives, we analyzed samples of scraping material from the urethra in men and the cervical canal of women who applied for an appointment at the Dermatovenereology Center . DNA was isolated from the resulting material for subsequent real-time PCR testing for the presence of HPV types 6, 11, 31, 33, 51, 52, 56, 16, 18. As a result, we came to the conclusion that the applied algorithm for managing patients with positive screening tests for HPV and the absence of clinical manifestations of infection showed encouraging results, since in the majority of those examined, HPV disappeared after therapy in an unusually short time. For a more in-depth assessment of the effectiveness of the proposed algorithm, it is necessary to conduct further research in this direction with the involvement of a larger cohort of patients and the formation of a control group.

Key words: Alpha -2b, HPV

INTRODUCTION . Human papillomavirus (HPV) is a common sexually transmitted infection. Almost all people who are sexually active become infected with HPV at one time or another in their lives, and, as a rule, their infection is asymptomatic. HPV can affect the skin, genital area and larynx. Condoms help prevent HPV infection , but they do not provide complete protection against infection because they do not completely cover the skin of the genital organs. HPV usually resolves spontaneously without treatment. In some cases, HPV infection leads to the formation of anogenital warts. In other cases, it can stimulate the development of abnormal cells that become cancer. Cancers caused by HPV can be prevented with vaccines. Because the vaccine does not contain a live virus or its DNA, it cannot cause cancer or other HPV-related diseases. The HPV vaccine is not used to treat HPV infections or diseases caused by HPV, but to prevent the development of cancer. Currently, cervical cancer is the only cancer caused by HPV for which screening tests are available. Such tests are used to detect the disease in the absence of symptoms. The goal of cervical cancer screening is

to detect precancerous changes before they become malignant, when treatment can help prevent cancer from developing. Cervical cancer screening is an important component of regular medical examination of people with a cervix. This includes both women and transgender men who retain their cervix. Cervical cancer is the most common cancer caused by HPV; Other less common cancers in men and women include cancer of the anus, vulva, vagina, mouth/larynx, and penis.

TARGET. To evaluate the effectiveness of HPV elimination using recombinant interferon alfa-2b in patients with positive HPV tests and no clinical manifestations of infection.

MATERIALS AND METHODS. The study included samples of scraping material from the urethra in men and the cervical canal of women who applied for an appointment at the Dermatovenerology Center . DNA was isolated from the resulting material for subsequent real-time PCR testing for the presence of HPV types 6, 11, 31, 33, 51, 52, 56, 16, 18. All study participants and, where possible, their sexual partners were carefully examined to identify clinical signs of HPV infection. Women 83 additionally underwent colposcopy and cytological examination of the cervix. Patients with positive test results for HPV and the absence of manifest forms of infection were given 3 courses of therapy with rectal suppositories with recombinant interferon alpha-2b in combination with antioxidants, 3 million units according to the following scheme for each course: once a day for 10 days at intervals 10 days between courses. Repeated testing for HPV was carried out 1 month after the end of the last course.

RESULTS. The study included 98 patients - 67 men and 31 women. The average age of patients was 27.1 ± 5.4 years, HPV type 16 was most often detected - in 47.0% of cases. In addition, HPV 6 was detected in 40.9%, HPV 18 in 16.7%, HPV 11 in 8.3%, HPV 51 and HPV 52 in 6.1% each. In 56.8% of cases of detection of the virus, only one type was detected, in the remaining 43.2%, two or more types were detected simultaneously. The most common combinations: HPV 16 and HPV 18 – 9.8%, HPV 6 and HPV 16 – 3.8%, HPV 6 and HPV 11 – 3.0%. Positive results of HPV testing upon repeat testing after treatment were obtained in only 3 (4.5%) men and 1 (3.2%) woman. Patients with positive results of control tests were subject to a repeated course of treatment with recombinant interferon alpha 2b and dynamic clinical and laboratory observation.

CONCLUSION. The applied algorithm for managing patients with positive screening tests for HPV and the absence of clinical manifestations of infection showed encouraging results, since in the majority of those examined, HPV disappeared after therapy in an unusually short time. For a more in-depth assessment of the effectiveness of the proposed algorithm, it is necessary to conduct further research in this direction with the involvement of a larger cohort of patients and the formation of a control group.

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STUDYING THE CONDITION OF HAIR FALLS IN PATIENTS WITH HAIR THINNING AND IDENTIFYING MICROMARKERS OF DIFFERENT TYPES OF ALOPECIES

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Abstract: The task set before us for writing this article was to study the condition of hair follicles in patients with hair thinning and to identify micromarkers of various types of alopecia. To achieve our goals and objectives, we analyzed 2110 patients under our supervision for 7 years - 714 men and 1396 women, aged from 21 to 53 years. Of which, androgenetic alopecia accounted for 1169 people - 55.4%, diffuse alopecia - 798 people (37.8%), focal alopecia - 144 people (6.8%). The duration of hair loss ranged from 1 month (mainly in patients with alopecia areata) to 3 years. As a result, we came to the conclusion that miniaturization and deformation of the anagen bulb, an increased number of hairs in the telogen stage, as well as a decrease in the diameter of the bulb relative to the hair shaft are not only the most common, but also universal microscopic signs for all types of hair loss. Aplasia of the bulb, as an extreme degree of dystrophy, and trichomalacia occurred mainly with alopecia areata in a progressive stage. Normal anagen, as a microscopic sign of hair health, was observed in our patients with alopecia, as one would expect, extremely rarely.

Key words: hair follicles, alopecia.

Introduction: Alopecia [1] (literally “baldness” from ancient Greek *άλω πεκία* through Latin alopecia “baldness, baldness”) is pathological hair loss, leading to its partial or complete disappearance in certain areas of the head or torso. The most common types of alopecia include androgenetic (androgenetic), diffuse or symptomatic (effluviums), focal or nested (areata), scarring (scarring) [2][3]. by prevalence

- total [pl] or atrichia [en] (loss and absence of hair on the head (including eyebrows and eyelashes) and even on the entire body);
- diffuse or hypotrichia (thinning and thinning of hair throughout the head or body, including: Unna syndrome [de], anagen baldness [en], telogen effluvium [en], with lichen asbestos);

- focal or cluster (the appearance of areas of complete absence of hair, including: frontal fibrous alopecia [en], temporal triangular alopecia [en]*, ophiasis (band-shaped alopecia) [en]);

for scarring of the hair follicle

- scarring (hair does not grow on scarred skin)[6]:

primary, for example, with pseudopelade (circular atrophic alopecia) [en], Kenko's folliculitis decalvans [de], Pusey's dissecting cellulitis (undermining folliculitis and perifolliculitis of the head) [en], central centrifugal cicatricial alopecia [en], keloid folliculitis (keloid acne) [en];

secondary, for example, with post-traumatic scars, scleroderma, mucinous folliculitis , etc .;

- non-scarring [en], for example: premature (presenile, androgenic) - male pattern baldness of the scalp, associated with the level of male sex hormones in the blood; traction alopecia (manipulative, samurai disease)[en] - usually caused by wearing certain hairstyles that tighten the hair;

- mixed, for example: Piccardi - Lassuere -Graham- Little syndrome [de] - scarring alopecia of the scalp and non-scarring alopecia of the axillary and groin areas, observed with lichen planus [de], a type of lichen planus, can be combined with vulvo -vaginal- gingival syndrome [en] and frontal fibrosing alopecia .

In addition, alopecia can accompany certain diseases - for example, syphilis, ringworm, trichotillomania , progeria , cutaneous myxedema, Fox - Fordyce disease [en], Sjögren-Larssen syndrome [en], radiation sickness, lamellar ichthyosis, etc.

Purpose of the study: to study the condition of hair follicles in patients with hair thinning and to identify micromarkers of various types of alopecia .

Materials and methods of research: under our supervision for 7 years there were 2110 patients - 714 men and 1396 women, aged from 21 to 53 years. Of which, androgenetic alopecia accounted for 1169 people - 55.4%, diffuse alopecia - 798 people (37.8%), focal alopecia - 144 people (6.8%). The duration of hair loss ranged from 1 month (mainly in patients with alopecia areata) to 3 years (mainly in patients with androgenic alopecia). The diagnosis of androgenetic alopecia in women was confirmed by the results of hormonal status. In order to study the condition of hair follicles and determine micromarkers alopecia , a microscope with 60x magnification and the ability to photograph the field of view was used. Hair epilated with tweezers from different areas of the scalp was examined microscopically in each patient .

Results: during the examination, the following pathological changes in hair follicles and hair shafts were identified: miniaturization - 76% (in 1604 patients), reduction in the diameter of the bulb relative to the shaft - 26% (in 549 patients), aplasia of the bulb - 3.2% (in 68 patients), deformity - 43% (in 907 patients), false hypertrophy - 35.6%

(in 751 patients), normal anagen - 1.5% (in 32 patients), telogen - 44% (in 928 patients), trichomalacia – 1.4% (in 30 patients), trichorrhexis – 22.1% (in 466 patients), cuticle porosity – 33.2% (in 700 patients). **Conclusions:** Thus, it was found that miniaturization and deformation of the anagen bulb, an increased number of hairs in the telogen stage, as well as a decrease in the diameter of the bulb relative to the hair shaft are not only the most common, but also universal microscopic signs for all types of hair loss. Aplasia of the bulb, as an extreme degree of dystrophy, and trichomalacia occurred mainly with alopecia areata in a progressive stage. False hypertrophy of the bulb, which develops as a result of hypersecretion of sebum, is a consequence of hyperandrogenism and most often accompanies androgenic alopecia. Changes in the hair shafts in the form of trichorrhexis and signs of cuticle dehydration are most characteristic of diffuse alopecia. Normal anagen, as a microscopic sign of hair health, was observed in our patients with alopecia, as one would expect, extremely rarely.

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ANALYSIS AND ASSESSMENT OF QUALITY OF LIFE IN PATIENTS WITH PSORIASIS

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Abstract: The task set before us for writing this article was Analysis and assessment of the quality of life of patients with acne . To achieve our goals and objectives, we analyzed the study of the quality of life of patients with acne through observation using a questionnaire using the Dermatological Life Quality Index (DLQI) and the APSEA scale. As a result, we came to the conclusion that damage to the facial skin due to acne causes a psychotraumatic state, which is maximally aggravated by interpersonal and socio-psychological relationships, which contribute to a decrease in the quality of life in these patients. Such patients may develop: social phobia , depression, anxiety neurosis. In turn, the degree of negative impact of acne on the quality of life is not comparable with the objective condition of patients: even mild acne can contribute to an increased risk of developing mental illnesses and become one of the causes of suicide in 10-24 year olds.

Key words: Treatment , acne .

Introduction. Acne vulgaris is one of the most common diseases in dermatology, affecting up to 85% of adolescents and 10% of adults. The peak incidence occurs during puberty, the most “fragile” age, when the formation of a person as an individual occurs, affecting all areas of his life. Most adolescents with facial acne complain of preoccupation with social interactions, especially when contacting new people and the opposite sex, increased irritability, and a feeling of inferiority, which can later lead to depression, social maladaptation and self-doubt. This dermatosis is a chronic inflammatory disease of the pilosebaceous structures, manifested by various eruptive elements in the face, back, and upper chest. Depending on the severity, the following forms are distinguished: comedonal , papulopustular , conglobate acne Severe clinical forms often lead to the formation of disfiguring scars that negatively affect a person’s self-esteem. However, regardless of the severity, all rashes are a psychological burden for a person, which is accompanied by stress, depression, anxiety and, as a result, a decrease in quality of life. A special feature of acne as a dermatosis is that it affects exposed parts of the body, and most importantly, the person’s face, which is one of the

main tools of relationships. Consequently, this disease significantly affects the psycho-emotional state of patients and their interaction with the outside world.

Purpose of the study. Analysis and assessment of the quality of life of patients with acne

Materials and methods of research. The study of the quality of life of patients with acne was carried out during observation using a questionnaire using the Dermatological Life Quality Index (DLQI) and the APSEA scale. 25 patients (19-23 years old) were interviewed, 14 women, 11 men. Questionnaire on the psychological and social effects of acne - APSEA (Assessment of Psychological and Social Effects of Acne) contains 15 questions. The first 6 questions have 4 answer options, you need to choose only one of the four for each. The answer is awarded 0, 3, 6 or 9 points. The remaining 9 questions are scored on a visual analog scale from 0 to 10 points. The maximum number of points for the test is 144, the minimum is 0. The higher the score, the more acne disrupts the patient's quality of life. The DLQI consists of 6 main dimensions: symptoms and well-being, daily activities, leisure, work and study, personal relationships and treatment. The maximum score is 30, and the quality of life of patients is inversely proportional to the number of points.

Results of the study and their discussions. In the observed patients, the average APSEA score was 67.6 ± 26.7 . High index values were achieved due to indicators associated with dissatisfaction with one's own appearance and a feeling of awkwardness, psychological difficulties of being in public places, which is comparable to the quality of life of patients with asthma, epilepsy, diabetes, arthritis, and coronary insufficiency. The average value of the DLQI index: 8.75 ± 4.71 , this indicates that the disease has a moderate impact on the patient's life.

Conclusions. Thus, damage to the facial skin due to acne causes a psychotraumatic state, which is maximally aggravated by interpersonal and socio-psychological relationships, which contribute to a decrease in the quality of life in these patients. Such patients may develop: social phobia , depression, anxiety neurosis. In turn, the degree of negative impact of acne on the quality of life is not comparable with the objective condition of patients: even mild acne can contribute to an increased risk of developing mental illnesses and become one of the causes of suicide in 10-24 year olds. Therefore, it is important that healthcare providers treating patients with acne are aware of emerging symptoms of depression to help initiate early mental health interventions when needed.

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YOSHLAR O'RTASIDA GIYOHVANDLIKNI OLDINI OLISH

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Annotatsiya: Giyohvandlik — bu jahon miqyosida jiddiy muammo bo'lib, ayniqsa, yoshlar o'rtasida tarqalishi xavfi katta. Yoshlar, o'zlarining shaxsiy va ijtimoiy hayotida ko'plab o'zgarishlarga duch kelishadi, bu esa ularni giyohvand moddalarga qiziqish va qaramlikka olib kelishi mumkin. Shuning uchun, yoshlar o'rtasida giyohvandlikni oldini olish uchun samarali chora-tadbirlar ishlab chiqish va amalga oshirish zarur.

Kalit so'zlar: giyohvand moddalar, yoshlar, sog'lom turmush tarzi, faol hayot tarzi, salbiy oqibatlar

Yoshlar o'rtasida giyohvandlikni oldini olishning eng muhim yo'nalishlaridan biri ta'limdir. Giyohvandlikning salbiy oqibatlari haqida ma'lumot berish, yoshlarni giyohvand moddalarning zararli ta'siri haqida ogohlantirish muhimdir. Maktablarda va oliy ta'lim muassasalarida giyohvandlikka qarshi ta'lim dasturlarini joriy etish, seminarlar va treninglar o'tkazish orqali yoshlarni ma'rifatli qilish mumkin. Yoshlarni sog'lom turmush tarziga rag'batlantirish, giyohvandlikdan saqlanishda muhim rol o'ynaydi. Sport, san'at va boshqa ijtimoiy faoliyatlar orqali yoshlarni faol hayot tarziga jalb qilish, ularning giyohvandlikka qiziqishini kamaytiradi. Sog'lom turmush tarzi, nafaqat jismoniy, balki ruhiy salomatlikni ham yaxshilaydi. Yoshlar o'rtasida giyohvandlikni oldini olishda psixologik yordam ko'rsatish muhimdir. [5]

Yoshlar ko'pincha stress, tashvish va depressiya kabi ruhiy muammolar bilan duch kelishadi. Ularni psixologik maslahat va terapiya xizmatlari bilan ta'minlash, giyohvandlikka moyil bo'lishini kamaytiradi. Shuningdek, oila va do'stlar bilan ochiq muloqot qilish, yoshlarning ruhiy holatini yaxshilashga yordam beradi. Ijtimoiy dasturlar va loyihalar yoshlar o'rtasida giyohvandlikni oldini olishda muhim ahamiyatga ega. Giyohvandlikka qarshi kurashish uchun jamoatchilikni jalb qilish, ijtimoiy tadbirlar va kampaniyalar o'tkazish orqali yoshlarni giyohvandlikning salbiy oqibatlari haqida xabardor qilish mumkin. Bunday dasturlar, yoshlarni ijtimoiy muammolarni hal qilishda faol ishtirok etishga undaydi. Oila va jamiyat yoshlar o'rtasida giyohvandlikni oldini olishda muhim rol o'ynaydi. [1]

Oila a'zolari o'rtasida ochiq muloqot, ishonch va qo'llab-quvvatlash muhimdir. Oila, yoshlarni giyohvandlikdan saqlashda birinchi himoya chizig'i hisoblanadi. Jamiyat esa, giyohvandlikka qarshi kurashishda o'z hissasini qo'shishi, yoshlarni ijtimoiy faoliyatlarga jalb qilishi kerak. Giyohvandlikka qarshi kurashishda xalqaro tashkilotlar bilan hamkorlik qilish ham muhimdir. Boshqa mamlakatlarning tajribalarini o'rganish va ularni o'z mamlakatimizda qo'llash, giyohvandlikka qarshi kurashishda samarali bo'lishi mumkin. Xalqaro tashkilotlar bilan birgalikda giyohvandlikka qarshi dasturlarni amalga oshirish, yoshlar o'rtasida giyohvandlikni oldini olishda yordam beradi.

Giyohvandlikning salbiy oqibatlari haqida ma'lumot berish, yoshlarni giyohvandlikdan saqlash va ularning salomatligini himoya qilishda muhim ahamiyatga

ega. Giyohvand moddalar iste'moli jismoniy salomatlikka zarar yetkazishi, yurak, o'pka, jigar va boshqa organlarga salbiy ta'sir ko'rsatishi mumkin. Giyohvandlik ruhiy kasalliklar, masalan, depressiya, tashvish va psixoz kabi muammolarni keltirib chiqarishi mumkin. Giyohvand moddalar iste'moli qaramlikka olib kelishi, bu esa odamning hayot sifatini pasaytirishi va ijtimoiy hayotdan chetlatishi mumkin.[2]

Giyohvandlik odamni oilasi, do'stlari va jamiyatdan ajratishi, ijtimoiy izolyatsiyaga olib kelishi mumkin. Giyohvandlik oilaviy munosabatlarga salbiy ta'sir ko'rsatishi, oila ichidagi muammolarni kuchaytirishi mumkin. Giyohvand moddalar savdosi va iste'moli ko'pincha jinoyatchilik bilan bog'liq bo'lib, bu esa jamiyatda xavfsizlik muammolarini keltirib chiqaradi. Giyohvandlik ta'lim jarayoniga salbiy ta'sir ko'rsatishi, diqqatni jamlash qobiliyatini pasaytirishi va akademik muvaffaqiyatni kamaytirishi mumkin. Giyohvandlik ishga joylashish imkoniyatlarini kamaytirishi, ish joyida muammolarni keltirib chiqarishi va ish faoliyatini pasaytirishi mumkin. [3]

Giyohvandlik jamiyatda sog'liqni saqlash tizimiga qo'shimcha yuk keltirishi, bu esa resurslarning yetishmasligiga olib kelishi mumkin. Giyohvandlik ijtimoiy barqarorlikni buzishi, jinoyatchilik va zo'ravonlikni oshirishi mumkin. Giyohvand moddalar iste'moli o'lim xavfini oshirishi, ayniqsa, ortiqcha dozada iste'mol qilinganida. Giyohvand moddalarni in'ektsiya orqali iste'mol qilish, OIV, gepatit va boshqa infeksiyon kasalliklar tarqalishiga olib kelishi mumkin. Ushbu ma'lumotlar yoshlarni giyohvandlikning salbiy oqibatlari haqida xabardor qilish va ularni giyohvandlikdan saqlashda yordam beradi. Ta'lim dasturlarida ushbu ma'lumotlarni taqdim etish, yoshlarning giyohvandlikka qarshi kurashishdagi motivatsiyasini oshiradi.[4]

Xulosa:

Yoshlar o'rtasida giyohvandlikni oldini olish — bu murakkab va ko'p qirrali jarayon. Ta'lim, sog'lom turmush tarzi, psixologik yordam, ijtimoiy dasturlar, oila va jamiyatning roli, shuningdek, xalqaro hamkorlik orqali giyohvandlikning tarqalishini kamaytirish mumkin. Yoshlarni giyohvandlikdan saqlash, ularning kelajagini, ruhiy va jismoniy salomatligini himoya qilishda muhim ahamiyatga ega. Har birimiz, yoshlar o'rtasida giyohvandlikni oldini olishda o'z hissamizni qo'shishimiz zarur.

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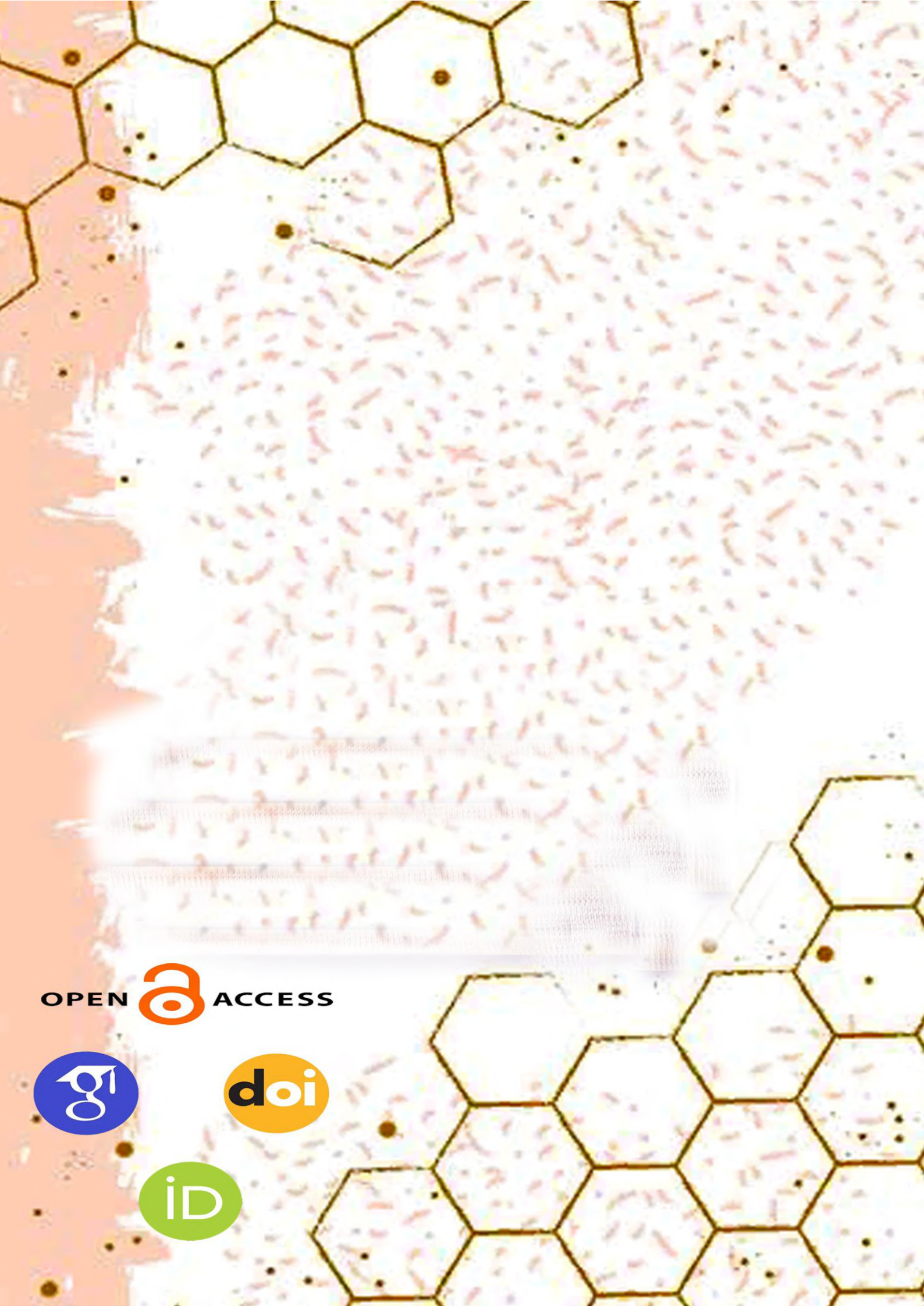
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