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## УЧУВЧИСИЗ УЧИШ АППАРАТЛАРИНИНГ ҚЎЛЛАНИЛИШИ

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**Аннотация:** мақолада замонавий учувчисиз учиш аппаратлари ва уларни қўлланилиш соҳалари ҳақида умумий маълумот берилган, учувчисиз учиш аппаратлари бозорини кўриб чиқиш натижалари, фойдаланувчиларнинг қизиқишлари келтирилган.

**Калит сўзлар:** учувчисиз учиш аппаратлари, кузатув, аерофотосурат, видеотасвир, мониторинг, сигнал узатиш.

## ПРИМЕНЕНИЯ БЕСПИЛОТНЫХ ЛЕТАТЕЛЬНЫХ АППАРАТОВ

**Аннотация:** в статье представлен обзор современных беспилотных летательных аппаратов и областей их применения, результаты обзора рынка дронов, интересы пользователей. Были составлены и проанализированы графики результатов поиска и сделаны выводы.

**Ключевые слова:** беспилотные летательные аппараты, наблюдение, аэрофотосъемка, видео, мониторинг, передача сигналов.

## THE USE OF UNMANNED AERIAL VEHICLES

**Abstract:** the article provides an overview of modern unmanned aerial vehicles and their areas of application, the results of the review of the drone market, the interests of users. Graphs of search results were compiled and analyzed and conclusions were drawn.

**Keywords:** unmanned aerial vehicles, surveillance, aerial photography, video, monitoring, signal transmission.

Учувчисиз учиш аппаратлари (УУА) - бу учувчисиз ҳаво тизими, яъни ўзига хос хусусияти бу бортда учувчининг йўқлигидир.

Учувчисиз учиш аппаратлари (УУА) авиация технологиясининг бир туридир. Учувчисиз учиш аппаратларидан кенг фойдаланиб бошланган давлатларни олиб қарасак фуқаролик секторида тижорат корхоналари ва жисмоний шахслар томонидан қўлланилади, ҳарбий саноат ривожланган баъзи давлатларда эса армияси ва ҳуқуқни муҳофаза қилиш органлари авиацияси комплексларининг бир қисмидир.

Бундай комплекснинг парвози турли даражадаги бошқариш усуллари билан ишлаши мумкин. Бошқариладиган самолётлар билан солиштирганда УУАлар одамлар учун катта хавф туғдирадиган ҳудуларга боришда, шунингдек катта маблағ сарфланадиган жараёнларни кузатиш учун мўлжалланган. УУАга турли вазифаларни офлайн режимда, яъни инсон аралашувисиз бажариш учун тегишли дастурий таъминот ўрнатилиши мумкин.

Дастлаб УУАлар ҳарбий мақсадларда яратилган. Йилдан йилга технология жадал ривожланиб бормоқда. Умуман олганда УУА тарихини тўртта даврга бўлиш мумкин:

1. 1849 йил - XX аср бошлари - УУА яратишга уринишлар ва экспериментал тажрибалар, олимларнинг ишларида аэродинамиканинг назарий асосларини шакллантириш, парвозлар назарияси ва самолётларни ҳисоблаш.

2. Йигирманчи асрнинг боши - 1945 йил - ҳарбий мақсадларда УУАларнинг ривожланиши (қисқа масофа ва парвоз давомийлиги бўлган самолёт-снарядлар).

3. 1945-1960 йиллар - УУАлар классификациясини мўлжалланган мақсад бўйича кенгайтириш ва уларни асосан разведка оператсиялари учун яратиш даври.

4. 1960-йиллар - бугунги кунгача - УУА таснифининг кенгайиши ва такомиллаштирилиши, фуқаролик мақсадларида муаммоларни ҳал қилиш учун оммавий фойдаланиш бошланган давр.

Технологиянинг ривожланиши билан бугунги кунга келиб УУАлар фуқаролик мақсадларида (патрул ва кузатув, юкларни етказиб бериш, аерофотосуратга олиш, видео тасвирга олиш, қишлоқ хўжалиги ва бошқалар) қўлланилиши оммалаша бошлади.

Тактик фронтда ва душманнинг стратегик зонасида бир вақтнинг ўзида разведка ва зарба бериш функцияларини бажариш қобилияти. УУАларнинг нисбатан арзонлиги, тез ва самарали эксплуатация қилиниши жанговар шароитларда оммавий ишлаб чиқариш имконияти мавжудлиги.

Узоқ вақт давомида дронлар - учувчисиз учиш аппаратлари илмий фантастикадан футуристик гаджет ҳисобланарди, аммо бугунги кунда улар билан кимнидир ажаблантириш қийин.

Саноатда ҳарбийлар устунлик қилишда давом этмоқда, бу ишлаб чиқарилган барча дронларнинг учдан икки қисмини ташкил қилади. Улар разведка, алоқаларни тутиб олиш ва нишонларни йўқ қилиш учун дронлардан фойдаланадилар.

Ҳозирга келиб учувчисиз учиш аппаратларининг фойдаланиш соҳалари ёки мақсадларига қараб мантиқий таснифлашлар амалга оширилган.

Илмий соҳада янги билимларни олиш учун учувчисиз учиш аппаратларидан фойдаланилади ва бу билимлар қайси соҳадан эканлиги ва кейинчалик қаерда қўлланилиши муҳим эмас.

Бу янги технология синовлари (жумладан, парвознинг янги тамойиллари) ёки табиий ҳодисаларни кузатиш бўлиши мумкин. УУАларни қўллаш соҳалари таснифланиши қуйидаги 2-расмда келтирилган.

УУАлар хизмат кўрсатувчи фуқаролик соҳалари қуйидагилар:

- қишлоқ хўжалиги - ўсимликларни бегона ўтлар ва ҳашаротлардан тозалаш, ҳайвонларни миттилardan даволаш, подалар миграциясини кузатиш;

- қурилиш - топографик суратга олиш, геодезик тадқиқотлар, ер тузиш, кўп қаватли қурилишни назорат қилиш;

- нефт-газ сектори ва хавфсизлик сектори - нефт ва газ қувурларининг яхлитлигини назорат қилиш, сизиб чиқиш ва электр қуввати узилишларини қидириш ва бошқалар;

- илмий ташкилотлар — атмосфера ва геомагнит ҳодисаларни ўрганиш, янги аэродинамик схемалар ва уларни бошқариш тизимларини синовдан ўтказиш ва бошқалар;

- реклама кампаниялари — тўда технологиясидан фойдаланган ҳолда турли ёруғлик шоулари, реклама роликларини суратга олиш, осмондаги ёзувлар технологиясидан фойдаланган ҳолда одамлар гавжум жойларда маълумотларни узатиш (осмонда чизиш);

- оммавий ахборот воситалари - репортажларни аерофотосуратга олиш;
- шахсий фойдаланиш - ўйин-кулги, аерофотосурат, мусобақалар ва бошқа.

Фуқаролик учувчисиз учиш аппаратларини кўриб чиқишни тизимлаштириш учун бажарилган функциялар мезонига кўра шакллантирилган 5 та катталаштирилган гуруҳлар аниқланди (гуруҳлар фойдаланиш йўналишлари камайиш тартибида келтирилган).

### **1. КУЗАТУВ ВА МОНИТОРИНГ**

Бу гуруҳга объектларни кузатиш, ўлчаш ва бошқа маълумотларни йиғиш билан боғлиқ вазифалар киради. Ушбу гуруҳдаги аппаратлар:

- видеокузатув - саноат объектларини муҳофаза қилиш учун;
- вайрон бўлган ёки хавfli бинолар ичида кичик УУАлар ёрдамида биноларни разведка қилиш ва режалаштириш;
- нефт ва газ объектлари, қувурларни мониторинг қилиш;
- бориш қийин бўлган саноат объектларини (электр тармоқлари, кўприк таянчлари, базалар, шамол турбиналари, антенналар ва бошқалар) видео-фотосуратга олиш;
- хавfli объектлар ва ҳудудларда радиациявий ва кимёвий разведка;
- атмосфера ва сув ҳавзалари юзасининг экологик мониторинги;
- қурилиш объектларини текшириш;
- махсус зондлаш асбоблари ёрдамида фойдали қазилмаларни қидириш;
- табиий офатларни мониторинг қилиш (сув тошқини, вулқон отилиши, қор кўчкиси хавфи мавжуд тоғли ҳудудлар ва бошқалар);
- табиий офатлар натижаларини баҳолаш ва уларнинг оқибатларини бартараф этиш;
- қўриқхоналарда ёввойи ҳайвонларни кузатиш.
- ўрмонларни муҳофаза қилиш хизмати томонидан ўрмон майдонлари мониторинги;
- полиция томонидан белгиланган ҳудудларда патруллик қилиш;
- темир йўл ва автомобил йўлларида ҳаракатни кузатиш, навигацияни назорат қилиш;
- фермерлар ва қишлоқ хўжалиги корхоналари томонидан экинларни назорат қилиш;
- балиқчиликни назорат қилиш;
- ер юзасини харитага тушириш;
- метеорологик кузатувлар;

### **2. ТАҚДИМОТЛАР, РЕКЛАМА, ЎЙИН-КУЛГИ, ИЖОДКОРЛИК**

Кўплаб фирмаларнинг фаолияти туфайли, ушбу учувчисиз ҳаво воситаларидан фойдаланиш дастурлари жадал кенгайиб бормоқда.

Бу гуруҳга қуйидагилар киради:

- тақдимот ёки реклама мақсадида архитектура, табиат, тадбиркорлик объектларини, шунингдек оммавий тадбирларни видео ва суратга олиш;
- УУАлардан реклама ташувчиси сифатида фойдаланиш (масалан, ҳаво кемаси юзасида);
- мактаб ва олий ўқув юртларида ўқув мақсадларида кичик УУАлардан фойдаланиш;
- санъат ёки ўйин-кулги объекти сифатида кичик УУАлардан фойдаланиш.

### **3. ТОВАРЛАРНИ ЕТКАЗИБ БЕРИШ ВА ТАШИШ**



Ушбу иловалар гуруҳининг ўзига хослиги бизга шу тарзда ишлатиладиган УУАларни ҳаво роботлари деб аташ имконини беради. Белгиланган гуруҳдаги УУА иловалари:

- почта жўнатмалари;
- асбоблар, бутловчи қисмлар ва материалларни қурилиш майдончаларига етказиб бериш;
- бориш қийин бўлган объектларда таъмирлаш ишларини бажариш ёки таъминлаш;
- далаларга кимёвий моддалар сепиш ва ўғитлаш;
- хавфли ҳудудларда кабел ётқизиш;
- бориш қийин бўлган жойларга озиқ-овқат, ёқилғи, эҳтиёт қисмлар ва бошқаларни етказиб бериш;
- бахтсиз ҳодисалар ва офатлардан жабрланганлар учун дори воситалари ва тиббий асбоб-ускуналар етказиб бериш;
- офат ҳудудидан жабрланганларни эвакуация қилиш;
- хавфли ҳудудлардан қимматбаҳо моддий бойликларни эвакуация қилиш;
- сувда аварияга учраганларга қутқарув воситаларини етказиб бериш;
- қор кўчкларининг олдини олиш учун тоғларга портловчи мосламаларни ташлаш;
- автоном тарзда ишлайдиган, бориш қийин бўлган қурилмаларни ёнилғи қуйиш ёки қайта зарядлаш (об-ҳаво станциялари, релей станциялари ва бошқалар).

#### **4. СИГНАЛ УЗАТИШ ВА ШУНГА ЎХШАШ ВАЗИФАЛАР**

Бундай иловалар вертолёт ёки аеростатик турдаги УУАлар ёрдамида амалга оширилади:

- алоқа диапазонини ошириш мақсадида радио сигналларни узатиш;
- овозни қайта ишлаб чиқариш учун бортга динамикларни ўрнатиш: буйруқлар, мусиқа ва бошқалар;
- УУАдан лазер нуруни яратиш ёки акс эттириш платформаси сифатида фойдаланиш.
- ёруғлик мосламаларининг ташувчиси сифатида УУАлардан фойдаланиш;

#### **5. Тирик жисмларнинг ҳаракатини назорат қилиш**

Бундай иловаларга қуйидагилар киради:

- УУАдан “чўпон” сифатида фойдаланиш: отлар, қўйлар подалари ва бошқаларнинг ҳаракатини назорат қилиш;
- аэродромлар яқинида қушлар сурувини қўрқитиш.

Ўзбекистон ҳаво бўшлиғида учувчисиз учиш қурилмаларидан фойдаланиш ва уларни Ўзбекистон Республикаси ҳудудига олиб кириш Вазирлар Маҳкамасининг 2014 йил 26 ноябрдаги 322-сонли қарори ва 2016 йил 31 августдаги 287-сон қарори билан тасдиқланган Низомга мувофиқ амалга оширилади.

Қурилмадан фойдаланиш рухсатномаси бевосита Вазирлар Маҳкамасидан олинади. Бундай рухсатни фақат юридик шахс фақатгина идоравий вазифаларни бажариши учун ололади.

Жиноят кодексининг 244-моддасига мувофиқ, учувчисиз учадиган аппаратларни, уларнинг бутловчи ва эҳтиёт қисмларини қонунга хилоф равишда олиб кириш, ўтказиш, олиш, сақлаш ёки улардан фойдаланиш қилмишнинг оғирлик даражасига кўра, 10 йилгача озодликдан маҳрум қилиш билан жазоланади.

2020-йил 9-июн куни Вазирлар Маҳкамасининг “Учувчисиз учиш қурилмаларидан фойдаланиш самарадорлигини янада ошириш чора-

тадбирлари тўғрисида”ги қарори лойиҳаси муҳокама учун жойлаштирилган эди. Лекин бу қарор ҳозирча тасдиқланмади.

Қарор лойиҳасида қайд этилишича, таҳлиллар учувчисиз учиш қурилмалардан тор доирада фойдаланилаётганлигини, уларни иқтисодиётнинг турли йўналишларида самарали қўллаш борасида ишлар тизимли олиб борилмаётганлигини бу борада қатор камчиликлар ва муаммолар мавжудлигини кўрсатмоқда.

Ўзбекистонда ҳозирда иқтисодиёт тармоқларида фуқаро авиациясининг учувчисиз учиш аппаратларидан мақсадли ва самарали фойдаланишга маъсул ташкилот “Геоинноватсиялар маркази” давлат унитар корхонаси ҳисобланади.

#### **ХУЛОСА**

Бугунги кунда, жаҳон аграр соҳасида фаолият юритувчи тадбиркорлар бу қурилмадан жуда кенг фойдаланмоқда. Зараркунанда ҳашаротлар тарқалиши, ўсимликлар касалликлари ёйилган майдонларни ўз вақтида аниқлаш ва профилактикасини амалга ошириш, шунингдек, ёввойи ўсимликлар тарқалган далалар кўламини тез фурсатларда аниқлаш, қурғоқчилик рўй бераётган майдонлари кўламини белгилашда дронлар қўл келмоқда.

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**ҲАРБИЙ ПЕДАГОГИКАНИНГ МЕТОДОЛОГИК АСОСЛАРИ**

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**Аннотация:** Ушбу мақолада педагогиканинг методологик муаммолар ва унинг таркибий тузилиши ҳарбий- педагогик жараённинг қонуниятлари ва тамойиллари ҳақида сўз боради.

**Калит сўзлар:** Педагог, ҳарбий, методология, тадқиқот, фундаментал, метод, фактор, тизим, амалиёт.

Педагогиканинг методологик муаммоларига барча даврларда ҳам алоҳида эътибор қаратилган. Бугун ҳам мамлакатимизда билимнинг бу соҳасига қизиқиш янада кучайиб бормоқда. Ижтимоий ҳаёт давомийлиги ва фан ривожининг юқори обстракция поғонаси мураккаб, ечими бирмунча қийин бўлган саволларни юзага чиқармоқда. Табиийки, уларнинг илми билишнинг эскича ёндашувлари ёрдамида ҳал этилиши анча мушкул. Методология ҳам амалиёт талабларидан ортда қолиши, ижтимоий қадриятларнинг ўзгариш қонуниятларига боғлиқ ҳолда ривожланмаслиги мумкин эмас.

Биринчи навбатда ҳарбий таълим тизимида жорий қилиниши зарур бўлган методларни излаб топиш, уларни ҳарбий жараёнлар амалиётига татбиқ этиш, илмий билиш мантиқини лойиҳалаш, ҳарбий тадқиқотлар самарасини оширадиган техникавий қурилмаларни яратишга эътибор қаратилган. Бошқа томондан, методологиянинг дунёқараш жиҳатлари – чуқур назарий умумлашма, башоратлаш, фан стратегиясини ва унинг мавқеини ошириш Ўзбекистон Республикаси Қуролли Кучлари ислоҳотларига мос равишда амалга оширилмоқда.

Методология – ( юнунча – методлар ҳақида таълимот) ижодий жараён сифатида ҳарбий тизим жараёнининг илмий билиш йўллари ва воситаларининг, илмий тадқиқот қонуниятларининг, уларни таққослаш ва тизимлаштириш замирида юзага келган. Демак, методология ҳарбий жараёнларнинг илмий билиш фаолияти, моҳияти, йўллари ва воситаларининг назарий муаммоларини, шунингдек, ҳарбий жараённинг илмий тадқиқот қонуниятларини ўрганади.

Методология тушунчаси мураккаб ва ҳар доим ҳам бир хилда талқин қилинавермайди. Биринчи навбатда у кенг маънода – фан методологияси сифатида қўлланилиб, барча илмий фанлар учун илмий билишнинг фалсафий таянчи ҳисобланади. Бошқача қилиб айтганда, методология фан сифатида обектив борлиқни билиш ҳақида таълимот (назарияси) дир. Тор маънода эса аниқ илмий фанлар (шу жумладан ҳарбий педагогика) учун илмий билиш назариясини англатади.

Унинг таркибий тузилишини диалектик материализмнинг асосий қонунлари (қарама-қаршилиқлар бирлиги ва кураши, миқдор кўрсаткичдан сифат кўрсаткичга ўтиш, инкорни инкор қилиш), категориялар ( кўриниш ва моҳият, шакл ва мазмун, имконият ва

ҳаққонийлик, сабаб ва оқибат, зарурият ва тасодиф, умумийлик, ўзига хослик, бирлик ва ҳ.к) ва тамойиллар (объективлик, ҳар томонлама таҳлиллаш, ривожлантириш, назария ва амалиётнинг бирлиги, ҳақиқатнинг конкретлиги) ташкил этади.

Унинг асосини ҳарбий – педагогик кўринишлар, уларнинг ўзига хос хусусияти, бошқа ижтимоий кўринишлар билан боғлиқлигининг ўзига хослигини намоён этишга оид ғоялар ташкил этади, ушбу ғоялар қаторига қуйидагилар киради:

- инсон шахси шаклланишининг омиллари;
- тарбия мазмуни, уни ривожлантириш қонуниятлари, инсонлар ҳаёти, ижтимоий тараққиётдаги ўрни;
- баркамол инсон тарбияси;
- шахснинг фаол ва ижодий фаолияти;
- таълим ва тарбияни ҳаёт, демократик қурилиш амалиёти билан боғлиқлиги;
- жамоанинг тарбияловчи роли;
- ватан ҳимояси;
- Ўзбекистон Республикаси Қуролли Кучлар қурилишининг тамойиллари;
- замонавий шароитда уруш ва тинчлик диалектикаси ва ҳ.к.

Унинг асосини ҳарбий- педагогик жараённинг қонуниятлари ва тамойиллари ташкил этади. Шунинг учун ҳам улар амалий амалий ҳарбий-педагогик фаолият ва бўлажак ҳарбий хизматчиларнинг таълим- тарбияси соҳасидаги келгуси тадқиқотларга нисбатан методологик функцияни бажаради.

У ўз ичига қуйидаги ҳарбий- педагогик жараённинг умумий муаммоларини қамраб олади. Улар қуйидагилардир:

- ҳарбий педагогика объекти ва предметининг таҳлили, улар ривожланишини намоён бўлиш йўналишлари;
- ҳарбий педагогика асосий категорияларининг илмий моҳиятини аниқлаш ва характеристикаси, уларни ҳарбий- педагогик билимлар тизимида ўрнини аниқлаш;
- ҳарбий педагогик назарияни лойиҳалаштиришнинг таркибий тузилиши ва услубларига нисбатан талабларни асослаш;
- ҳарбий педагогиканинг бошқа фанлар билан алоқасини тадқиқ қилиш;
- ҳарбий педагогик назария ва ҳарбий хизматчилар таълими ва тарбиясининг амалиёти ўртасидаги боғлиқлигини намоён қилиш ва аниқлаш;
- ҳарбий педагогика ривожланишини прогнозлаш, тадқиқот муаммоларини асослаш, фундаментал ва амалий тадқиқотлар, методик характердаги ишланмалар ўртасидаги ўзаро муносабатларни аниқлаш.

Унинг мазмунига ҳарбий педагогик тадқиқот методлари, уларни турли хил фаолият шароитларида қўллайдиган талаблар ҳақидаги билимлар киради.

Ҳарбий педагогикада фаол равишда назарий таҳлил, кузатиш, эксперимент, суҳбат, ёзма сўров (анкеталаш), таълим олувчи ва тарбияланувчилар фаолияти натижаларини ўрганиш, ҳужжатларни ўрганиш ва бошқа илмий- тадқиқот методларидан фойдаланилади.

Ҳарбий педагогик тадқиқотларда моделлаштириш ва математик-статистик методларини қўллашнинг тажрибаси ҳам қўлланилмоқда.

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**NEW METHODS OF TEACHING RUSSIAN TO STUDENTS IN HIGHER EDUCATION  
INSTITUTIONS**

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The methodology of teaching the Russian language (native) language at the university is an independent pedagogical science. Deep knowledge of methodology is a necessary condition for teacher training. A modern teacher should be well educated: be proficient in the norms of the literary language, have a good knowledge of the content and system of work on the Russian language at the university, the educational possibilities of the subject "Russian language", assimilate the theoretical foundations and principles of teaching the Russian language at the university, know the basic methodological methods of educational work and be able to apply them, know the leading directions in the development of methodology as a science, research of recent decades and problems awaiting their solution.

The modern stage of the development of civilization requires specialists with broad humanitarian thinking, able to build competently professional activities according to the laws of harmonious development. But we are talking not only about the fact that an engineering and technical worker must have a sufficient level of intellectual training in order to be able to ensure the effectiveness of his work. No less important is the fact that it is humanitarian knowledge that gives such priorities as responsibility for universally significant values, worldview self-determination, general cultural competence, personal self-actualization.

Teaching the Russian language should involve all aspects of students' speech activity. Speech activity is an active, purposeful process of transmitting or receiving a message mediated by the language system and determined by the situation of communication. This is a system of skills aimed at solving various communication problems. We are talking about communicative tasks, combined on the basis of the following features: a) the form of speech - oral or written; b) perception or generation of speech. Traditionally, speech activity is divided into 4 types: listening (oral, perception), speaking (oral, production), reading (writing, perception), writing (writing, production).

In modern methodology, there is a desire to bring the conditions of the educational process closer to the conditions of free communication. In this regard, much attention is paid to the development of skills in all four types of speech activity. There is such a term as interconnected learning, which involves the parallel and balanced formation of four types of speech activity based on common language material within their sequential-temporal relationship. Listening, speaking, reading and writing is both a goal and a means of learning. Work on these types of speech activity is carried out in a certain sequence within the framework of a practical lesson or a cycle of classes, in which general language material is mandatory. In the communicative-activity approach, the most common methodological unit of the organization of language material is the topic, which is understood as a fragment of reality reflected in our minds and fixed with the help of language. Within the framework of the topic, certain lexical and grammatical material should be presented

in all types of speech activity, which ensures better assimilation of linguistic material through the activation of auditory, visual and motor analyzers. The formation of communicatively significant skills and abilities is carried out with the help of a series of specially designed exercises, which present the studied lexical and grammatical material on a particular topic.

Practical classes contain a variety of exercises for practicing and consolidating language skills. Imitative, substitution, transformational, reproductive and speech tasks are aimed at the formation of the student's language, speech and communicative competencies in their professional field.

The traditional method of teaching the Russian language in schools and universities paid great attention to literate writing. However, this violated one of the basic laws of psycholinguistics, which is that all types of speech activity in the learning process should be formed in unity and in interconnection. In the 21st century, the anthropocentric orientation of linguistics made it possible to turn to the immediate goal of teaching the language as a means of communication.

The term "listening" is opposed to the term "listening". "Listening" - acoustic perception of the scale. The concept of listening, in turn, includes the perception and understanding of sounding speech. Listening is a complex aspect of speech activity. Many modern ypoel graduates practically do not possess this skill. Mastering listening makes it possible to realize educational, educational and developmental goals. Through listening, we nurture a culture of communication. In addition, human auditory memory develops.

Listening is a powerful tool for teaching a language, which makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. Listening as an action that is part of oral communicative activity is actively used in any oral communication subject to production, social or personal needs. Listening, as feedback from each speaker during speaking, allows you to exercise self-control over speech and know how correctly speech intentions are realized in sound form.

I. A. Zimnyaya identifies the following characteristics of listening as a type of speech activity: listening implements oral and direct communication; it is a reactive and receptive type of speech activity in the process of communication; the main form of the flow of listening is internal, uneven. Listening is the basis of communication, mastering oral communication begins with it. It consists of the ability to differentiate perceived sounds, integrate them into semantic complexes, keep them in memory while listening, perform probabilistic forecasting and, based on the communication situation, understand the perceived sound chain. At the same time, the process of perception takes place at a certain normal pace, characteristic of a given language, from various sources, with natural interference of speech and non-speech nature .

The term listening was introduced into the literature by the American psychologist Brown, in Russia this term was introduced by Z.A. Kochkina in the article "What is listening?" in the 1960s.(before that, the term listening comprehension was used).Working with audio text consists of several stages: pre-text, text and post-text. Let's consider them.

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## ASSESSMENT OF SURFACE WATER AND ESTUARIE QUALITY AND SOIL CONDITION MONITORING

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**Summary:** *Assessing the quality of surface waters and estuaries and monitoring soil health are critical to monitoring and maintaining the health of aquatic ecosystems and ensuring sustainable land management practices. This involves the assessment of various parameters, such as chemical composition, physical characteristics and biological indicators, to determine the overall condition and potential impact on human health and the environment.*

**Key words :** *surface water quality assessment , estuary monitoring , soil monitoring, water pollution, ecosystem health, land use practices*

The ecological characteristics of the quality of surface waters of land and estuaries (widened fan-shaped river mouths) of Ukraine are presented in accordance with the ecosystem principle. Its objectivity is ensured by a wide range of indicators that characterize the abiotic and biotic components of aquatic ecosystems.

A set of indicators for assessing the quality of surface waters is formed by general and special indicators. General indicators include indicators of salt composition and trophosaprobic water (ecological and sanitary indicators). They characterize common ingredients characteristic of aquatic ecosystems, the concentrations of which can change under the influence of economic activities. Special indicators characterize the content of toxic and radiation pollutants in water.

Thus, the system for assessing the quality of surface waters of land and estuaries of Ukraine covers three blocks of indicators:

- block of salt composition indicators;
- block of tropho-saprobological (ecological and sanitary) indicators;
- block of special indicators of toxic and radiation effects.

*Block 1. Assessment of salt composition . This block provides:*

1. determination of the degree of water mineralization (fresh, brackish, salt);
2. determination of the class, group, type of water in accordance with the ionic composition (ratio of main ions) according to the Alekin classification .

As is known, the class of water is determined by the predominant anions, the group by the predominant cations, and the type of water (I÷IV) by the ratio between the ions (in equivalents).

Type I  $HCO_3^- > Ca^{2+} + Mg^{2+}$  ;

II type  $HCO_3^- > Ca^{2+} + Mg^{2+} < HCO_3^- + SO_4^{2-}$  ;

III type  $HCO_3^- + SO_4^{2-} < Ca^{2+} + Mg^{2+}, uuuCl^- > Na^+$  ;

IV type  $HCO_3^- = O$

The classification of waters by ionic composition is given in Table 1.

Table 1 – Classification of water by ionic composition

Class	Hydrocarbonate e(C)									Sulfate(S)									Chloride e(Cl)								
Group	Ca			Mg			Na			Ca			Mg			Na			Ca			Mg			Na		
Type	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III

An assessment of the given waters by the content of salt composition components, which reflects the degree of their anthropogenic pollution with chlorides, sulfates and other ions, is given in Table 2.

Table 2 – Assessment of fresh water quality based on the content of salt composition components

Indicator dm <sup>3</sup>	Water category and quality							
	I	II	III	IV	V	VI	VII	VIII
Sum of ions	>300	300-	501-	751-	501-	1251-	1751-	>2000
Chlorides	<25	25-50	51-75	70-	101-	151-	251-	>500
Sulfates	<25	25-50	51-75	70-	101-	151-	151-	>400

**Block 2. Assessment of water quality in accordance with trophosaprobic criteria.**

Saprobity refers to the degree of saturation of water with organic substances.

Ecological classification of surface water qualities in accordance with tropho-saprobiological (ecological and sanitary) criteria includes the following groups of indicators:

1. *hydrophysiological* – suspended substances, transparency;
2. *hydrochemical* - pH, concentration of ammonium, nitrate, phosphorus, phosphates, dissolved oxygen, permanganate and bichromar nitrogen oxidation.
3. *hydrobiologically e* - phytoplankton biomass, self-purification / self-pollution index (A/R) - the ratio of the gross primary production of phytoplankton to the destruction of organic matter in plankton; self-pollution of waters, deterioration of their quality due to the functioning of aquatic ecosystems, in particular the excessive production of organic matter by aquatic plants (primarily phytoplankton);
4. *bacteriological* – the number of bacterioplankton and saprophytic bacteria;
5. *bioindexation saprobity* – indices in accordance with the Pantle-Bucca and Goodnight-Wigley systems.

To obtain reasonable conclusions, the total number of indicators in this block must be at least 10.

**Block 3. Special indicators (toxic and radiation effects).**

Environmental assessment of the quality of surface waters of land and estuaries of Ukraine according to special indicators of toxic action is carried out on the basis of the presence and content of a chain of ingredients in water (mercury, cadmium, copper, zinc, lead, chromium, nickel, arsenic, iron, manganese, fluorides, cyanides, petroleum products, phenols, surfactants, pesticides).

The assessment of the quality of surface waters according to special indicators of radiation action is carried out according to the following indicators: total  $\beta$ - activity, concentration of strontium - 90 and cesium - 137.

Specific hydrophysical, hydrochemical, hydrobiological and special quantitative indicators are elementary signs of water quality. Complex quantitative characteristics, which are built on the integration of elementary characteristics, are used as generalizing indicators of water quality. Based on elementary and general characteristics, classes, categories and indices of water quality, zones and subzones are determined saprobity, categories and subcategories of trophism.

It should be borne in mind that since wastewater impurities are multicomponent, the toxicity of water is not always accurately determined using physicochemical methods of analysis. If such a threat and uncertainty exists, then in addition to physicochemical methods, it is recommended to use integral biotesting methods. They are based on recording changes in the reaction of living organisms (changes in photosynthesis of algae; changes in the motor activity of ciliates; survival of the crustaceans "Daphnia magna", etc.

Biotesting using the crustacean *Daphnia magna* is recommended as the main method of toxic control.

Both laboratory and portable instruments are being developed for periodic assessment of water toxicity, as well as biological alarms.

The simplest biosignaling device has two aquariums: one contains clean water, and the other is filled with waste water. Hydrobionts (fish, shellfish, crustaceans) are placed in both aquariums. At the same time, fish move from toxic water to clean water, and shellfish close their shells.

Purposeful economic activities, as well as natural disasters, are the main reasons for the deterioration of land quality, soil degradation, reducing their productivity. The most widespread damage to land resources is caused by the processes of soil erosion, desertification, salinization, as well as chemical, bacteriological, epidemiological, and entomological pollution.

Erosion processes are divided into water, wind and agrotechnical. Water erosion manifests itself mainly as a result of soil erosion over an area on slopes steeper than  $4^\circ$ , which causes a sharp degree of soil erosion, as well as due to linear erosion, which forms a gully-gully topography. Wind erosion (deflation) involves blowing away dust particles from the soil.

Environmental control primarily focuses on chemical pollution of soils, since its anthropogenic origin is constantly increasing.

The main sources of chemical contamination of soils are:

- emissions of pollutants into the atmosphere (macro- and microelements, gases, complex organic compounds, etc.) by industrial, energy, and transport enterprises.
- chemical plant protection methods (pesticides) and fertilizers used in agriculture.

In some cases, chemical contamination of soils is associated with water flows.

The distribution of harmful chemical products of technogenesis over the soil surface is determined by meteorological, topographical, geochemical and hydrological factors, the nature of pollution sources, and the ability of soils to adsorb pollutants from the air.

Many of the listed types of soil modification are characteristic of mining processes.

The content and nature of observations of pollution levels and their mapping in various conditions (urban and rural) have specific features.

Depending on the tasks that need to be performed, the following types of observations are distinguished:

1. regime (systematic) – based on the level of chemical substances in the soil for a certain period of time.
2. comprehensive observations of the migration processes of pollutants in systems: atmosphere-soil; soil-plants ; soil-water; soil-bottom sediments.
3. study of vertical migration of pollutants in soil along the profile.

The results obtained on the basis of observations make it possible not only to determine the level of chemical contamination of soils, but also to evaluate trends in the development of processes

Due to uneven pollution of the natural environment, chemical contamination of soils is methodically controlled at the so-called key stationary sites. A key site is a site (1-10 hectares) that characterizes a typical combination of soil conditions and relief conditions, vegetation and other components of the physical-geographical environment. At these sites there is a network of reference sections, points and sampling sites.

In addition to the concept of “key site”, another concept is used to monitor the level of soil contamination - “soil-geomorphological profile” (SGP).

“GPP” is a narrow line-like strip of the earth's surface, cutting the territory along the prevailing wind direction.

Soil-geomorphological profiles and key sites will complement each other. To obtain objective observation results, their correct location is methodologically important . Various methods are used for this.

In accordance with the first method, sites are located taking into account the wind rose, focusing on two or three directions. In the second case, the sites are located at the intersection of the two-kilometer grid lines on the soil map. In the third case, the main wind direction is plotted on the soil map and the radii of the corresponding bearings are drawn.

As a rule, soil samples are taken at a distance of 5-10 km from the source of pollution along the axis of air mass transfer, along the predominant directions of dispersion of emissions, i.e., along soil-geomorphological profiles.

If there is reason to believe that the migration of heavy metals is associated with water flows, then the direction of the rays must be coordinated with the vector of water migration. The total number of study sites is 15...20.

Particularly close attention when monitoring the level of chemical pollution of soils is paid to heavy metals (HM) in comparison with Clarke, their distribution in space and the consequences caused by these changes. These patterns can be most clearly identified on soil-geomorphological profiles cutting the entire territory along the prevailing wind directions.

When studying soil contamination with heavy metals, special soil-technochemical maps are drawn up, which indicate the types, subtypes, types, varieties of soils and the degree of soil contamination with these substances.

Assessing and mapping the degree of soil contamination with various ingredients is carried out on a scale of the degree of soil contamination (in relative units: the ratio of the actual concentration of the pollutant to the maximum permissible concentration in the soil):

- uncontaminated soils – less than 1 (for growing environmentally friendly products);
- slightly contaminated soils – 1-3 (land for general use without restrictions on the structure of crops);
- moderately polluted - 3-5 (land for growing fodder crops);
- heavily contaminated soils – more than 5 (land with limited agricultural purposes).

In addition to this classification, maps are also used that highlight the following ecological classes of soils: unpolluted, environmentally friendly; slightly contaminated (accumulated heavy metals of toxicity class III : barium, vanadium, tungsten, manganese and strontium); moderately contaminated (metals of toxicity class II predominate: boron, cobalt, molybdenum, copper, antimony, chromium); highly contaminated (metals of toxicity class I are common: arsenic, cadmium, nickel, mercury, selenium, lead, zinc, fluorine, beryllium, thallium); heavily contaminated with nitrates; radioactively contaminated.

When collecting samples to study heavy metal content, the following must be taken into account. It has been reliably established that man-made emissions that pollute the soil through the atmosphere are concentrated in the surface layers of the soil. Heavy metals are sorbed, as a rule, in the first 2-5 cm from the surface. Pollution of the lower horizons occurs as a result of soil cultivation (plowing, cultivation, harrowing), as well as due to diffusion and convective transfer through cracks, passages of soil animals and plants. Therefore, the clearest picture of soil contamination with heavy metals can be obtained by taking samples based on soil substances from depths : 0...10 and 0...20 cm on arable land and 0...2.5; 2.5...5.0; 5...10; 10...20 and 20...40 cm on virgin soil or old deposits.

The selected sample is compiled, as a rule, using the so-called “envelope” method. After sampling, the soil is sent to the laboratory for analysis. Each sample is accompanied by a coupon containing the basic necessary information about the soil itself and the conditions of its selection.

This is the essence of the methodology for studying the level of soil pollution, based on sampling and analysis.

At the same time, the state and forecast of soil pollution cannot be based only on sample analyses, since soil is an element of the landscape, and therefore its study is inseparable from the study of all components of natural and anthropogenic complexes, all ways of accumulation of pollutants in natural, rural and urban conditions. For example, in addition to indicators of metabolic processes when monitoring the condition of soil exposed to mining, indicators of mechanical disturbances of the surface and violations of the territorial structure of the cover in the area of work are important . First of all, we are talking about a change in the soil water exchange regime due to deformation of the mountain mass as a result of subsidence. There is, on the one hand, the formation of depression craters, which are accompanied by soil salinization or another form of their degradation, and on the other hand (in the case of independence of groundwater located near the earth's surface) leads to a rise in the level of groundwater and

flooding of territories . These processes are controlled by monitoring the deformations of the earth's surface, the growth of depression, the saturation of underlying rocks with moisture and the level of high water relative to the surface. Control points are located in the center and along the periphery of the subsidence trough. The number of measuring points is determined by the complexity of the trough contour.

On the territories of mining and mineral processing enterprises there are rock dumps. Their surface is also subject to control. In particular, processes that negatively affect adjacent ecosystems, such as wind erosion (deflation), surface wash-off, landslides, etc., are monitored. Measurements of the listed indicators are carried out using specially installed benchmarks, which are exposed or covered up in the event of negative phenomena (in case of erosion ), move or tilt as slopes move.

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**CHAQIRUVGA QADAR BOSHLANG'ICH TAYYORGARLIK HARBIY RAHBARLARIDA O'QUV  
JANGOVAR TAYYORGARLIK KO'NIKMASI VA MALAKALARNI SHAKLLANTIRISH**

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**Anotatsiya:** *Ushbu maqolada harbiy xizmatchilarda ko'nikma va malakalarni shakllantirish harbiy-o'quv tarbiyasida, jangovar faoliyat harbiy faoliyatning shunday turiki, faoliyat jang, urush sharoitida amalga oshiriladi. Dushman, uning jonli kuchi va texnikasi, harbiy inshootlari jangovar faoliyatning ob'ekti hisoblanadi. Shu bilan birga harbiy xizmatchilarda axloqiy-ruhiy xolati o'quv jangovar xolatlarida, jangovar vazifani bajarish davomida uzluksiz axborot-tarbiyaviy ishlari olib borib maqsadga muvofiqligi nazarda tutilgan.*

**Kalit so'zlar:** *Ko'nikma va malakalar, samaradorligi, askar, jangovar, tank, oqibatlar, O'zbekiston Respublikasi Qurolli Kuchlari, favqulodda vaziyatlar, jangovar, harbiy, jang, ma'naviy, sharoit, faoliyat, urush, texnika, qurol-yarog', harbiy xizmatchi, baynalmillik, psixologik, ma'naviy-ma'rifiy, jangovar texnika, to'qnashuvlar.*

**KIRISH QISMI:**

Harbiy xizmatchilarda ko'nikma va malakalarni shakllantirish.

Ko'nikma va malakalar bir tekis rivojlanmaydi. Keyingi mashqlarning samaradorligi asta-sekin tushib boradi, bunga faoliyat sharoitlarining o'zgarishi, jismonan zaiflashish, kayfiyatning yomonlashishi kabilar sabab bo'lii mumkin.

Ko'nikma va malakalarni shakllantirishda askar qiyin va xavfli sharoitlarda ham harakat qilishni o'rgatish katta ahamiyatga ega. Sharoitni askarning eng so'ngi imkoniyatlari darajasida qiyinlashtirish yaxshi natija beradi. Faqatgina jangovar sharoitlarga yaqinlashtirilgan holda o'qitish orqali askarda mustahkam ko'nikma va malakalarni hosil qilish mumkin.

Agar askarda eski faoliyatga nisbatan ko'nikma va malakalar mavjud bo'lsa, yangi faoliyatni amalga oshirish jarayonida ko'nikma hamda malakalarning shakllanishi tez, nisbatan qiyinchiliksiz yuz beradi. Go'yoki eski ko'nikma, malakalarning yangi sharoitlarga ko'chib o'tishi yuz beradi. Lekin, shuni unutmaslik kerakki, eski ko'nikma va malakalar har doim ham askarga yordam beravermaydi. Ba'zan, ular yangi harakatlarni faoliyatni amalga oshirishda halaqit qilishi, qiyinchilik tug'dirishi mumkin.

Traktorchi tankni qiyinchiliksiz boshqarishi mumkin, uchuvchi esa boshqa turdagi samolyotni ham boshqara oladi. Lekin, yangi texnikani o'zlashtirishda, o'sha haydovchi yoki uchuvchi ba'zi harakatlarni eski odatlari bo'yicha noto'g'ri amalga oshiradi. Bu narsa esa ba'zan ko'ngilsiz hodisalarga, halokatlarga olib keladi.

Shularga asosanib, komandir askarlardagi ko'nikmalarning ijobiy va salbiy oqibatlarini to'g'ri baholashi lozim. Qismga yangi turdagi texnikalar kelganda esa eng yaxshi mutaxassislarni ham qayta o'qitish foydadan xoli emas.

Ba'zan ko'nikmalar rivojlanishida quyidagicha holat kuzatiladi: harbiy xizmatchidagi ko'nikma rivojlanishdan to'xtaydi, u ma'lum muvaffaqiyatga erishadi va shu joyda to'xtab qoladi.



**BUNING SABABLARI QUYIDAGILAR:**

1. Harakatlarni bajarishning bu usuli yoki o'qitishning uslubi o'z imkoniyatlarini oxirigacha berib bo'lgan;

2. Harbiy xizmatchida ushbu faoliyatga nisbatan qiziqish so'ngan.

O'qitish usullariga yangi elementlarni kiritish askardagi faollikni oshirib, harakat samaradorligini yaxshilaydi. Ko'nikmalar shakllanishi va rivojlanishi jarayonida uskullardagi zo'riqishlar sekin-asta kamayib boradi, ortiqcha harakatlar yo'qoladi, har xil harakatlar o'rtasidagi vaqt qisqaradi, ko'z bilan ko'rish nazorati kamayib, harakat nazoratining roli ortadi.

Ko'nikma va malakalar quyidagi uch shaklda, bir vaqtda hamda o'zaro ketma-ketlikda shakllantirilsa, yaxshi samara beradi: moddiy predmetlar, nutq va aql-idrok vositasida.

Ko'nikma va malakalarni hosil qilishning moddiylashgan shakli deganda askarning mashg'ulot rejasi, sxema, chizmalar, rasmlar, o'quv modellari, maxsus priborlardan foydalanishi nazarda tutiladi. Bu askar harakatlarini tartibga solishga yordam beradi.

Nutq shaklida esa topshiriqlar og'zaki berilganda qilinadigan ishlar manzarasini va davomiyligini tasavvurda tiklash ko'nikmalari hosil qilinadi. Bunda so'zlar vositasida berilayotgan ma'no topshiriq mazmunini to'g'ri ifodalashi juda muhim. Aqliy shaklda askar ma'lum vazifani bajarish asnosida bo'layotgan va bo'lgusi harakatlarni ongida to'la tiklaydi.

Hozirgi vaqtda harbiy xizmatchilarda ko'nikma va malakalarni shakllantirishda o'quv priborlari va qo'llanmalar-ning ahamiyati nihoyatda katta.

O'quv priborlari o'quv jarayonini jangovar sharoitlarga yaqinlashtirishga yordam beradi. Ko'rgazmali vosita va qo'llanmalar mashg'ulotni osonlashtirib, tinglovchilardagi mavzuga bo'lgan qiziqishni oshiradi.

Trenajyorlar ko'nikma va malakalarni shakllantirishda, shubhasiz katta rol o'ynaydi. Masalan, texnik vositalar yordamida dars jarayonida har xil urush holatlarini hosil qilish, ta'limni real urush holatiga yaqin sharoitlarda olib borishga yordam beradi. Bu o'z navbatida mashg'ulot rahbariga ko'nikma va malakalarning rivojlanish jarayonini kuzatish hamda ushbu jarayonni boshqarish imkoniyatini beradi. Bunda askarlar yo'l qo'yayotgan kamchiliklarni o'z vaqtida tuzatib borish imkoniyati muhim ahamiyatga ega.

Tajriba shuni ko'rsatyaptiki, orttirilgan ko'nikma, malakalar vaqt o'tishi bilan sekin-asta yo'qolib boradi. Shuning uchun ham jangovar tayyorgarlikda ko'nikma, malakalarni mustahkamlovchi mashg'ulotlarga katta e'tibor beriladi.

Takrorlash mashqlarini optimal vaqt oraliqlarida tashkil etish maqsadga muvofiq: qisqa vaqtli doimiy mashg'ulotlar, ahyon-ahyonda o'tkazilib, uzoq davom etadigan mashg'ulotlarga nisbatan ko'proq samara beradi.

Masalan otish tayyorgarligi – jangovar tayyorgarlikning asosiy predmetlaridan biri, harbiy bo'limlarning jangovar malakasini oshirishning tarkibiy qismi. Uning maqsadi – shaxsiy tarkib va harbiy bo'linmalarga qurol-aslahalarni hamisha jangga tayyor holatda saqlash, zamonaviy jang sharoitlarida o'z jangovar vazifalarini bajarish manfaatlarida dushmanga shikast yetkazish uchun oldini olib va samarali o'q uzishni o'rgatishdan iborat.

Chaqiruvga qadar boshlang'ich tayyorgarlik harbiy rahbarlarida o'quv jangovar tayyorgarlik ko'nikmasi va malakalarni shakllantirish davomida asosiy e'tiborni o'quvchi yoshlarni bilim olishi, nazariy olingan ma'lumotlarni amaliy mashg'ulotlar davomida to'g'ri shakllantirilganligi, shu bilan birga ko'nikmalar xosil bo'lganligiga ishonch xosil qilishdan iboratdur.

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**ЗАМОНАВИЙ ҲАРБИЙ ПЕДАГОГИКАНИНГ ПРЕДМЕТИ ВА МАҚСАДИ**

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**Аннотация:** Ушбу мақолада педагогиканинг методологик муаммолар ва унинг таркибий тузилиши ҳарбий- педагогик жараённинг қонуниятлари ва тамойиллари ҳақида сўз боради.

**Калит сўзлар:** Педагог, ҳарбий, методология, тадқиқот, фундаментал, метод, фактор, тизим, амалиёт.

Ҳарбий педагогиканинг объекти - бу ҳарбий хизматчилар ва ҳарбий жамоалардир. Ҳарбий педагогика бу- Қуролли Кучлар таркибини ўқитиш, тарбиялаш, ҳарбий фаолият шароитида бўлинмаларни (шахсий таркибни) ҳарбий операцияларга тайёрлаш тўғрисидаги фандир.

Ҳарбий педагогика - ҳарбий педагогик жараён қонуниятларини, ҳарбий кадрлар ва ҳарбий жамоаларни ўқитиш ва тарбиялаш, уларни жанговар ҳаракатлар ва ҳарбий касбий фаолиятга муваффақиятли тайёрлашни ўрганадиган, педагогика фанининг бир бўлими ҳисобланади.

Ҳарбий педагогиканинг ўзига хос хусусияти шундан иборатки, ҳарбий хизматни биринчи кунлариданоқ ҳарбий хизматчи ёки олий ҳарбий таълим муассасаси курсанти ҳарбий мутахассис сифатида шунчаки ўқимайди ва жанговар руҳда тарбияланмайди, балки ҳақиқий ҳарбийларга хос таълим, ҳарбий хизмат ва жанговар вазифаларни бажариш учун ҳаракат қила бошлайди.

Ҳарбий педагогиканинг бош мақсади - мустаҳкам маънавий-сиёсий, жанговар ва ахлоқий- психологик сифатлар, юқори жанговар маҳоратга эга мард ва қўрқмас Ватан ҳимоячиларини тайёрлашга йўналтирилган жараён ҳисобланади. Ҳарбий педагогиканинг ўзига хос хусусияти шундан иборатки, ҳарбий хизматнинг биринчи кунлариданоқ ҳарбий хизматчи ёки олий ҳарбий таълим муассасаси курсанти ҳарбий мутахассис сифатида шунчаки ўқимайди ва жанговар руҳда тарбияланмайди, балки ҳақиқий ҳарбий таълим, ҳарбий хизмат ва жанговар вазифаларни бажариш учун ҳаракат қила бошлайди. Шунга кўра, ҳарбий педагогик таъсирлар тўғридан тўғри ҳарбий амалий, хизматга йўналтирилган. Яъни, ҳар бир бўлажак ҳарбий хизматчи зудлик билан ҳарбий жамоага мослаша бошлайди ва жамоа таркибига киради, ҳарбий касбий фаолиятни бошлайди ва ўқиш сифати, унинг ҳулқ-атвори, интизоми, тўлиқ шахсий жавобгарликни (ахлоқий, ҳуқуқий,) ҳис қилади.

Қуролли кучлар шароитида ўзига хос аҳамиятни ҳарбий жамоа (бўлинма, қисм) сифатидаги педагогик таъсир объекти эгаллайди. Ҳар бир қисм (бўлинма, рота) жанговар, ижтимоий- сиёсий ва мафкуравий жамоаларнинг ўзига хос мураккаб тизимини ифодалайди. Бўлинманинг жанговар уюшқоқлигида, шахсий таркибнинг маънавий-сиёсий, психологик ва жисмоний тайёргарлигидаги етакчи ролни офицерлар эгаллайди. Ҳарбий жамоадаги ўзаро

муносабатлар қатъий равишда уставлар билан белгилаб қўйилган. Шахсий таркибнинг таълим ва тарбиясидаги муҳим рол бўлинма ҳаётининг барча томони ва фаолиятига жавоб берувчи командирларга тегишлидир. Ҳар бир офицер ҳарбий педагог сифатида ўқитувчи ва тарбиячи, шунингдек, шахсий таркибнинг хизмат фаолиятидаги ташкилотчи ва вазифаларини мувофиқлаштиради. Таълим ва тарбиялаш жараёнида офицерларга сержантлар, аскарлар яқиндан ёрдам берадилар. Бироқ, машғулотлар, ўқувлар, сиёсий-тарбиявий характердаги тадбирларни ўтказиш вақтида етакчи ўринни маъмурий эмас, балки педагогик муносабатларга тегишли бўлади.

Замонавий ҳарбий педагогика ўзида нафақат тегишли билимлар тизимини ифодалайди, балки шахсий таркиб тарбияси, таълими ривожлантириш ва психологик тайёргарлиги самарадорлигини оширишга, аниқлашга қаратилган ташкилий тадқиқот фаолиятни назарда тутди. Ушбу фаолиятнинг билишга оид, ташхисий-прогностик ва илмий-таълимий каби асосий функциялари мавжуд.

Ҳарбий педагогика ҳарбий-педагогик кўриниш ва жараёнлар, улар ўртасидаги боғлиқлик ва муносабатларни ўргана туриб, биринчилардан бўлиб, инсон фактори, жангчининг шахсий сифатлари, таълим ва тарбияни ўзлаштириш қобилиятлари, ички имкониятларига эътиборини қаратади.

Шунинг учун ҳарбий педагогика педагогика фанининг бошқа тармоқларидан фарқли равишда ҳарбий хизматчиларни юқори ахлоқий ва психологик фазилатларни тарбиялайдиган муҳим вазифаларни ҳал этиш билан боғлиқ бўлган тарбия, таълим, маълумот, инсон камолоти, ҳарбий хизматчининг шаклланиши, ўқитиш, тарбиянинг асосий қонунлари ва мақсади, ҳарбий педагогик жараён, ҳарбий муҳит, тарбия турлари (ақлий, ҳуқуқий, иқтисодий, меҳнат, экологик, ахлоқий, жисмоний ва эстетик, жанговар), тарбия услублари, таълим методлари, педагогик-психологик тушунчалар (руҳият, шахс, фаолият, ўз-ўзини англаш, мулоқот, руҳий жараён ва ҳолат, малака, қобилият, жўшқинлик, характер, идрок, диққат, хотира, тафаккур, сезги, ҳиссиёт, ўрганиш ва ўргатиш) ҳарбий педагогик ҳодиса сифатидаги ҳарбий жамоа ҳарбий педагогик тадқиқот ва ҳарбий-педагогик амалиётнинг диққат марказида туради.

Тузилиши нуқтаи назаридан ҳарбий педагогика фан сифатида ҳарбий педагогика методологиясини, ҳарбий педагогика тарихини, ўқитиш назариясини (ҳарбий дидактика), ҳарбий хизматчиларни тарбиялаш назариясини, юқори ҳарбий педагогиканинг жанговар тайёргарликнинг хусусий усулларини ўз ичига олади.

Ҳарбий педагогиканинг ҳарбий хизматчи шахсига оид жиҳати жуда муҳимдир, чунки, шахснинг таркибий тузилиши кўп ҳолларда бўлажак офицерлар ва аскарлар таълим-тарбиясининг натижаларига боғлиқ бўлади. Ҳарбий педагогиканинг таркиби методология, назария ва амалиёт учун тавсиялардан ҳосил бўлади. Унинг мазмунини эса тадқиқот ва ҳаётини кузатишлар натижасида олинган далиллар, категориялар, тамойиллар қонуниятлари, илмий конференцияларда ифодаланган илмий хулосалар; амалий синовдан ўтишга муҳтож гипотезалар; ҳарбий-педагогик ҳаққонийликни тадқиқ қилиш методикалари, шунингдек, ҳарбий-педагогик тадқиқотларни англашга ва уни самарадорлигини дастлабки шарт-шароити ҳисобланган ахлоқий қадриятлар (ҳарбий хизматчи шахсини ҳурмат қилиш, меҳнатсеварлик, мутлақо ҳаққонийлик, ўз ишига танқидий кўз билан қарайдиган жасорат ва ҳоказолар) тизимини ташкил этади.

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**О НЕКОТОРЫХ ОСОБЕННОСТЯХ ВЕДЕНИЕ ИНФОРМАЦИОННОЙ ВОЙНЫ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ**

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**Аннотация:** *В настоящей статье проанализированы основные направления информационного воздействия и особенности ведения информационной войны идеологическим и психологическим способами на сознание человека на современном этапе в области коммуникации.*

**Ключивые слова:** *агитация, дискредитация, глобализация, идеология, идеологическая диверсия, информационная война, информационное воздействие, коммуникация, массмедиа.*

**Аннотация:** *Ушбу мақолада коммуникация соҳасида замонавий шароитда инсонлар онгида ахборот урушларини мафкуравий ва руҳий усуллар ёрдамида олиб бориш хусусиятлари ва ахборот таъсирининг асосий йўналишлари таҳлил қилинган.*

**Калит сўзлар:** *агитация, дискредитация, глобализация, идеология, идеологическая диверсия, информационная война, информационное воздействие, коммуникация, массмедиа.*

**Abstract:** *This article analyzes the main directions of informational impact and the peculiarities of conducting information warfare by ideological and psychological methods in the human mind at the present stage in the field of communication.*

**Key words:** *Agitation, distract, globalization, ideology, ideological sabotage, information warfare, informational impact, communication, media*

До недавнего времени в теории и практике обеспечения национальной безопасности государств основное внимание уделялось военной доктрине. Сегодня уже является очевидным ограниченность данного подхода, так как научно-техническая революция привела к созданию информационного общества, и информация стала основным инструментом воздействия на власть. Современные глобальные тенденции в области коммуникации демонстрируют совершенно новые результаты, практически не доступные в прошлом. Резко возрос объем информации, которую граждане стали получать вне контроля своих национальных правительств. Информация начинает нести в себе как созидательную, так и разрушительную силу.

Чтобы успешно противодействовать идеологическому и психологическому давлению противника, необходимо соблюдать ряд условий. Главное из них заключается в целенаправленном идеологическом воспитании. Другое условие – конкретное разоблачение и срыв любых диверсий идеологического противника. Это может быть достигнуто хорошей организацией контрпропаганды, для чего необходимы знания основных приемов информационной войны. Ниже рассмотрим некоторые из этих методов и приемов.

Ряд западных эксперты отмечают, что зарубежный арсенал информационной войны широко применяет подлоги: полностью сфабрикованные или частично подделанные варианты реально существующих документов, материалов, литературы.

Анализ передач ряд западных станций свидетельствует, что большинство документов, озвучиваемых на студиях, являются подложным материалом. Организаторы информационных войн рассчитывают на то, что слушатели не имеют возможности проверить эти данные [1].

Кроме того, в арсенале информационной войны и идеологических диверсий используется и такой метод, как дискредитация руководящих органов, общественных организаций, политических мероприятий, конкретных лиц, теорий, взглядов и т.д. С помощью дискредитации специалисты информационных войн стремятся подорвать в глазах общественного мнения значимость какого-либо мероприятия, политического решения, конкретной социальной акции.

Обычно выискиваются теневые, негативные стороны объекта дискредитации, затем они гипертрофируются и выдаются за сущность. Объекту дискредитации обычно даются заведомо ложные характеристики, возвышаются его положительные качества.

В практике ведения информационных войн часто используется и так называемый метод барража – способ отвлечения общественного внимания от какой-либо политической реальности или события. Обычно, стремясь обострить внимание к какому-либо событию, органы идеологической пропаганды одновременно начинают шумную кампанию вокруг какого-то незначительного явления, сфабрикованного дела, чтобы затмить истинный объект всеобщего интереса [2].

В настоящее время, в информационной войне в качестве одного из его методов часто прибегают к запугиванию, своеобразному духовному террору, с тем, чтобы подавить у противника волю к сопротивлению, борьбе, достижению цели. Такие акты, как уничтожение населенных пунктов со всем населением — это не просто акты беспримерной жестокости, но и способ запугивания населения, жестокое подавление духа, психологический террор сознания.

В мирных условиях метод запугивания также применяется, правда, в иной форме. Регулярные нашептывания в эфир о минувших страхах, апокалипсические фильмы и книги, устные мрачные пророчества могут порождать у слушателей, читателей, зрителей глубокий пессимизм, чувство обреченности и иррационального страха перед будущим. Такими людьми легче манипулировать, проще управлять, вдальбивать определенные стереотипы политического мышления. Запуганный человек, поддаваясь воздействию «ужасной» информации, психозу угнетающих фактов, становится беспомощным, индифферентным. Страх парализует не только волю, но и мысль, чувства, понимание подлинной реальности. Именно по этому аппарат информационной войны стремится деморализовать людей прогнозами будущего.

Следует отметить, что среди методов информационных войн находится и такое древнее средство, как слухи, представляющие собой искаженную информацию, не имеющую реального основания. Слухи рассчитаны преимущественно на недостаточно закаленных людей, с невысоким уровнем политического сознания. Распространяясь, слухи

имеют тенденцию к гиперболизации, обрастают фантастическими «подробностями», «новыми» данными, «уточнениями» и т.д.

Эксперты информационной войны всегда рассчитывают на то, что для широкого распространения конкретного слуха наиболее желательна обывательская среда и наличие определенной эмоциональной почвы: возбуждение, неопределенности, ожидания каких-то событий и т.д. [3]. Неустойчивые люди, разнося слухи, одновременно заражают и некоторых других ложными представлениями и информацией. Люди принципиальные, идейно зрелые, политически сознательные в корне пресекают появление и распространение слухов.

Более того, методов информационного воздействия имеются и другие, например, кража лозунгов (в сложившиеся понятия, призывы пытаются внести враждебное содержание), создание иллюзорных стереотипов мышления (с помощью религиозных проповедей, пропаганды мистического), подтасовка карт (такие психологические действия, когда события, факты подгоняются под определенную концепцию, версию, точку зрения), наклеивание ярлыков (без всяких доказательств отдельные действия, лица, организации объявляются подрывными, нелояльными, продажными, террористическими и т.д.) [4].

Основе всех этих действий лежит стремление деформировать истину, создать искаженное представление о существующей действительности, внушить людям враждебные идеи и установки.

Использованием этих методов специалисты информационных войн стремятся не только придать своим сообщениям видимость правдоподобности, но и одновременно подсказать, как поступать человеку, какой сделать выбор, на каком остановиться решении.

В информационной войне используются самые различные средства, приемы, способы, в том числе и подрывные, если они могут дать ожидаемый результат: военные демонстрации, террористические и диверсионные акты, дипломатические демарши, политическое давление, экономический саботаж, торговая блокада, пропагандистские, шпионские акции и т.д.

Все эти методы и приемы, организаторы, должны ввести людей в заблуждение, создать у них иллюзорные представления и искаженные взгляды. Шантаж, провокации, обман, клевета, наветы, взвинчивание эмоций, психическая тревога, политическое дезориентирование и многое другое несут стрелы информационной войны [5].

При информационно-психологической борьбе главными объектами воздействия и защиты являются психика политической элиты и населения противостоящих сторон, системы формирования общественного сознания, мнения и принятия решений. Эти действия и являются важнейшим и наиболее действенным элементом информационного противостояния.

В последнее время в научной и политической практике все чаще стало применяться понятие «информационно-психологическая война», как феномена, описывающего определенный тип взаимоотношений между различными государственными и общественными системами.

Тем не менее, само содержание понятия «информационно-психологическая война» (ИПВ) во многом размыто и неоднозначно понимается исследователями данного феномена.

Важнейший вопрос, возникающий при рассмотрении феномена ИПВ, заключается в определении доли «информационного» и доли «психологического» в такого рода войнах и



противостояниях. Зачастую возникают споры о том, какая из составляющих преобладает, и какая должна преобладать в современных ИПВ.

При воздействии на большие массы людей наиболее эффективным оказывается именно психологическое воздействие на них.

Также, психологическое воздействие на массовое сознание возможно по нескольким каналам, наиболее эффективным из которых является канал информационный. Роль информационного канала еще больше повышается в современном мире, характеризующимся резким ростом числа информационных процессов, в которых задействован человек, и увеличением объемов потребляемой людьми информации [6].

Кроме того, в современном мире существуют и другие каналы психологического воздействия, например, наркотики, создание определенных биофизических условий существования, непосредственный гипноз и т. д.

Однако наличие большого количества печатных и электронных СМИ, развитая инфраструктура для передачи информации, рост числа пользователей сети Интернет и другие подобные факторы делают наиболее привлекательным для осуществления психологического воздействия на массовое сознание именно канал информационный.

Более того, что использование информационных каналов для подобного рода психологического воздействия делает эффективность таких операций максимальной, если за критерий эффективности брать скорость изменения массового сознания, масштабность воздействия и соответствие конечного состояния сознания масс желаемому.

Таким образом, сама проблема определения информационной и психологической составляющей в ИПВ превращается лишь в проблему выбора тактики для осуществления единой стратегической задачи.

При решении подобного рода задач значение различных Пиар-технологий существенно возрастает, переходя из вспомогательного аспекта в основной. Пиар-технологии, PR-технологии (от англ. PR, т.е. public relation – связь с общественностью).

Следует отметить, что в середины XX века PR-технологии начали использовать в самых различных сферах – от проведения политических кампаний до улучшения имиджа государства, как среди собственного населения, так и на международном уровне [7].

Прежде всего, следует отметить тот факт, что определение понятия «черного PR» также не вполне адекватно представляется некоторыми исследователями. Зачастую «черный PR» отождествляется с какими-либо незаконными, грязными методами ведения борьбы за умы [8]. Кроме того, единственная трактовка понятия «черного PR», как деятельности, направленной на изменение общественного сознания с помощью своевременного вброса негативной информации, финансируемой из неучтенных или незаконных источников.

Специфика PR заключается в воздействии на общественное сознание с целью его изменения. И нельзя критиковать PR-технологии за то, что в их рамках происходят манипуляции и управляющие воздействия. Если их исключить - исчезнет и PR как феномен современных коммуникативных технологий [9].

Таким образом, можно говорить о том, что специфика методов воздействия на массовое сознание определяется свойствами и спецификой самого массового сознания, а использования PR-технологий в ИПВ само по себе подразумевает задействование технологий психологических манипуляций и управленческих воздействий.

Целом, информационные войны сегодня выступают в качестве мощного дестабилизирующего фактора, способного существенно ослаблять любое не готовое к защите личности, общество, государство и оказывать негативное воздействие на массовое сознание, информационное воздействие как одна из форм идеологической диверсии, направлена на изменение мировоззрения людей, их жизненных ценностей, морально-этических принципов, социальной и личной ориентации, культурных и эстетических норм. Ее цель - изменение поведения людей, влияние на формирование в массовом сознании таких образов, оценок, мнений, установок и стереотипов, в которых заинтересован источник информационно-идеологического воздействия. Таким образом, угроза идеологической диверсии заключается в использовании всего спектра информационных ресурсов для дестабилизации внутривнутриполитической обстановки.

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**THE ROLE OF GENDER DIFFERENCES IN THE PSYCHO-EMOTIONAL STATE OF STUDENTS DURING EXAM STRESS**

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**Annotation.** *This article explores the psycho-emotional state of foreign students during exam stress. The aim of the study is to identify differences in mental tension and personality neuroticism among students during the session. 124 third-year students took part in the study, of which 49 were female students. A questionnaire was used, including questions about mental tension and neuroticism of the individual. The data obtained were analyzed using statistical analysis. The results of the study showed the presence of significant differences between groups of students. Female students experienced a higher level of mental tension and personality neuroticism during exam stress compared to male students. These results indicate the need to develop psychological support and adaptation programs for students in order to reduce psycho-emotional stress and develop strategies for coping with stress. The results of the study can be used by university psychologists to develop psychological support and stress management programs, as well as to ensure better adaptation of foreign students to the learning environment.*

**РОЛЬ ГЕНДЕРНЫХ РАЗЛИЧИЙ В ПСИХОЭМОЦИОНАЛЬНОМ СОСТОЯНИИ СТУДЕНТОВ В ПЕРИОД ЭКЗАМЕНАЦИОННОГО СТРЕССА**

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**Аннотация:** *Данная статья исследует психоэмоциональное состояние иностранных студентов в период экзаменационного стресса. Целью исследования является выявление различий в психической напряженности и невротизации личности у студентов во время сессии. В исследовании приняли участие 124 студента третьего курса, из которых 74 были студентами женского пола. Использовался опросник, включающий вопросы о психической напряженности и невротизации личности. Полученные данные были проанализированы с использованием статистического анализа. Результаты исследования показали наличие значимых различий между группами студентов. Студенты женского пола испытывали более высокий уровень психической напряженности и невротизации личности в период экзаменационного стресса по сравнению со студентами мужского пола. Эти результаты указывают на необходимость разработки программ психологического сопровождения и адаптации для студентов, с целью снижения психоэмоционального напряжения и развития стратегий справления со стрессом. Результаты исследования могут быть использованы*

*психологами университета для разработки программ психологического сопровождения и управления стрессом, а также для обеспечения лучшей адаптации иностранных студентов к учебной среде.*

## **IMTIHON STRESSI DAVRIDA TALABALARNING PSIXO-EMOTSIONAL HOLATIDAGI GENDER FARQLARINING ROLI**

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**Annotatsiya:** *Ushbu maqola imtihon stressi davrida xalqaro talabalarning psixo-emotsional holatini o'rganadi. Tadqiqotning maqsadi sessiya davomida talabalarda aqliy zo'riqish va shaxsiyatning nevrotikasidagi farqlarni aniqlashdir. Tadqiqotda 124 nafar uchinchi kurs talabarlari ishtirok etdi, ulardan 74 nafari ayol talabalar edi. Ruhiiy zo'riqish va shaxsiyatning nevrotizatsiyasi haqidagi savollarni o'z ichiga olgan so'rovnomma ishlatilgan. Topilmalar statistik tahlil yordamida tahlil qilindi. Tadqiqot natijalari talabalar guruhlarida o'rtasida sezilarli farqlar mavjudligini ko'rsatdi. Ayol talabalar imtihon stressi davrida erkak talabalarga nisbatan aqliy zo'riqish va shaxsiy nevrotikatsiyaning yuqori darajasini boshdan kechirdilar. Ushbu natijalar psixo-emotsional stressni kamaytirish va stressni boshqarish strategiyasini ishlab chiqish maqsadida talabalar uchun psixologik qo'llab-quvvatlash va moslashish dasturlarini ishlab chiqish zarurligini ko'rsatadi. Tadqiqot natijalari universitet psixologlari tomonidan psixologik qo'llab-quvvatlash va stressni boshqarish dasturlarini ishlab chiqish va xalqaro talabalarning o'quv muhitiga yaxshiroq moslashishini ta'minlash uchun ishlatilishi mumkin.*

### **RELEVANCE OF THE TOPIC**

Currently, stressful and neurotic conditions have become an integral part of people's lives. The fast pace of modern life and constantly changing conditions have a negative impact on the quality of life. Individuals are susceptible to various stress factors that require constructive ways to cope with stress. The period of study at a higher educational institution is a special stage of adaptation to new conditions, accompanied by stress, anxiety, excitement and various neurotic conditions [1–4]. Students in special learning conditions are a special group susceptible to stress and neurotic conditions. Neurotic conditions arise as a result of stress and conflicts and manifest themselves through individual personality characteristics [5]. According to the research of Kovaleva A.V. [6], students experience symptoms of the vegetative spectrum, depression and anxiety. Various neurotic disorders have a varied clinical picture and should be distinguished from somatic disorders [7]. Research by Nikonova E.A., Banyunes A.M., Khalfina R.R. [8] indicates that stress in student activities is associated with the daily overload inherent in higher education and has an impact on the mental and physical health of students. In addition, every semester is accompanied by exam stress associated with passing exams and semester tests, which can become a traumatic factor for students, according to the research of Andreeva E.A., Solovyova S.A. [9]. In the work of Klimanova V.E. [10] notes that a stress factor for students is taking their studies too seriously. Results of the study by Korotaeva A.E. [11] confirm that neurotic states in students are more often observed with a responsible attitude to studying at the university. Kukso P.A.,

Kukso O.G. [12] note that students with low mental stability are prone to isolation, neurotic states and irritability. In this regard, it is relevant to study the psycho-emotional state of students .

The study was aimed at studying the characteristics of the stress reaction and neuroticism among students of a pedagogical university during the examination period. During this period, students experience increased tension, anxiety and stress due to the need to prepare for and pass exams.

#### **THE PURPOSE OF THE STUDY COULD BE THE FOLLOWING TASKS:**

To determine the level of stress among students of a pedagogical university during the examination session. This may include measuring psychological discomfort, anxiety, levels of physiological manifestations of stress and other indicators.

To study the characteristics of neuroticism in students during exams. Neuroticism refers to the emergence and intensification of neurotic states and symptoms in people under the influence of stress.

To study factors influencing the stress reaction and neuroticism in students of a pedagogical university. This may include analysis of the level of preparation, teaching methods, level of social support and other factors that may affect the psycho-emotional state of students during the exam period.

To offer recommendations and strategies for reducing stress and neuroticism among students of a pedagogical university during the examination session. This may include developing student support programs, stress management training, tips for effective exam preparation, etc.

Conducting such a study may help in understanding the psychological state of students during exam periods and offering appropriate support and assistance measures to reduce stress and improve their well-being.

#### **MATERIALS AND METHODS**

And the study was conducted at the Department of Psychology and Pedagogy at the Bukhara State University of the Ministry of Health of the Republic of Uzbekistan in June 2023. The object of the study were 3rd year students of the Faculty of Biology, a total of 124 people, divided into two groups: the first group consisted of 75 female students, and the second group - of 49 male students . The age of the students ranged from 19 to 22 years.

The following psychodiagnostic techniques were used in the study:

Psychological stress scale PSM-25 (Lemur- Tessier - Fillion ) adapted by N.E. Vodopyanova. This scale is designed to measure the phenomenological structure of the experience of stress and assess the sensations of stress in somatic, behavioral and emotional indicators. The technique was developed in France, then translated and validated in England, Spain and Japan.

Diagnosis of the level of neuroticism of L.A. Wasserman, proposed by Viktor Boyko. This technique is designed to assess the level of neuroticism of a person, that is, a state of emotional instability that can lead to neurosis or a neurotic tendency in behavior. A high level of neuroticism is expressed in increased emotional excitability, irritability, negative experiences, anxiety, tension, hypochondria and difficulties in communication.

To process the empirical data, you used the nonparametric Mann-Whitney U test to determine the significance of differences between groups. To process statistical data, the SPSS-21.0 application package and Microsoft Office Excel 2010 were used. The research results are presented in the form of graphs and tables.

## RESULTS AND DISCUSSION

The results of the study indicate differences in mental tension and level of neuroticism between 3rd year students in different groups.

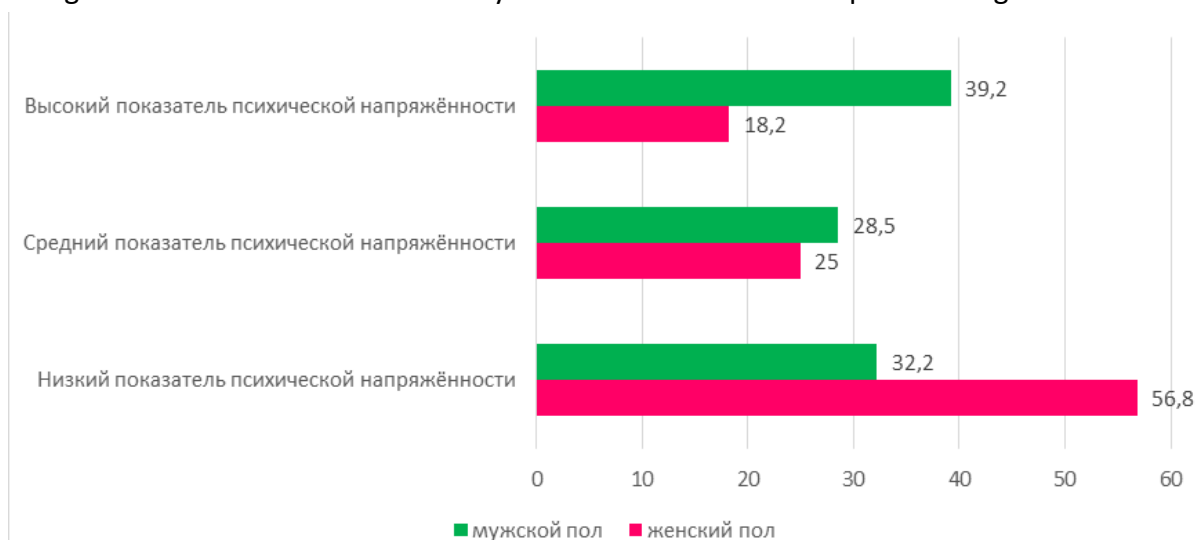
Among the students of group II, it was found that the majority of them (56.8%) have a low level of mental tension and stress. This indicates that they are well adapted to academic loads and do not experience significant stress during the session. It is also noted that 25% of group I students have an average level of mental tension, which is the optimal indicator. However, 18.2% of group I students experience a high level of mental tension, which indicates a state of maladjustment and requires psychological support.

**Figure 1.** Average indicators of the level of psychological stress using the PSM-25 scale among students (obtained by the authors during the study)

On the other hand, high levels of psychological stress were found in 39.2% of students. This indicates that they are experiencing significant psycho-emotional tension and stress in connection with the current examination session. It was also noted that approximately equal numbers of students in group II have low and medium levels of mental tension (32.2% and 28.5%, respectively).

When analyzing the level of personality neuroticism in group I, it was revealed that the majority of them (47.7%) have a low level of neuroticism. This indicates their emotional stability and positive emotional background. 38.7% of students Group I was found to have an average level of neuroticism, and 13.6% had a high level of neuroticism, which indicates high anxiety and difficulties in communication.

The general conclusion from the study is that female students experience higher levels of



psychological stress and have higher neurotic personality compared to male students. This could be due to several possible factors:

**Sociocultural Expectations:** Some societies have stereotypes and expectations associated with the roles and behavior of men and women. It is possible that sociocultural factors contribute to higher levels of psychological distress in women, as they may be subject to greater responsibilities and expectations in various areas of life.

**Biological differences:** Biological differences between men and women, such as hormonal changes, can influence their response to stress. For example, research suggests that levels of the stress-related hormone cortisol may be higher in women.

Strategies for coping with stress: Men and women can use different strategies to cope with stress. Some research suggests that women may be more inclined to express themselves emotionally and seek support, while men may prefer more proactive strategies such as problem solving. Differences in the choice of strategies may influence perceptions and levels of stress. Such results may indicate the need to provide additional psychological support and adaptation programs for students to help them cope with stress and emotional difficulties in the academic environment.

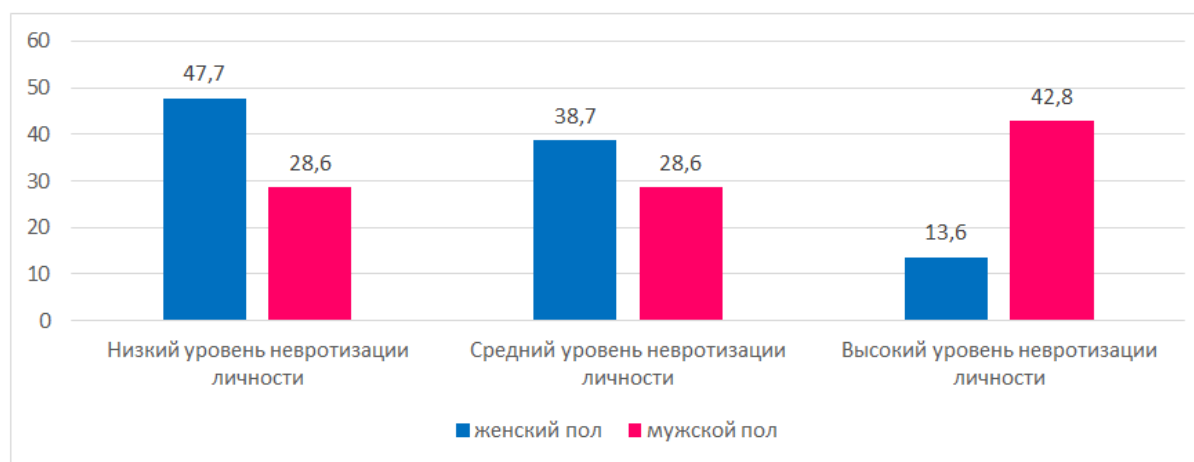
of the second group have a high level of personality neuroticism (42.8%). This indicates significant emotional excitability, a predominance of negative emotional experiences, fatigue, low mood and apathy. An equal distribution was also noted between low and medium levels of personality neuroticism (8 people or 28.6% each).

To test the significance of differences between groups of third-year students, the nonparametric Mann-Whitney U test was used. Based on the empirical research conducted, significant differences were identified between students in relation to mental tension and neuroticism of the individual.

The first significant difference was found in the indicator “Low level of mental tension” between groups of students in a situation of examination stress ( $t = 0.047$ ,  $p < 0.5$ ). Students of group I had a higher rate of low level of mental tension compared to students of group II. This indicates that this group of students is more likely to experience exam stress and psycho-emotional stress during the session.

**Figure 2.** Average diagnostic indicators of the level of neuroticism according to L.A.'s method. Wasserman among students (obtained by the authors during the study)

The second significant difference was found in the indicator “High level of personality



neuroticism” ( $t = 0.000$ ,  $p < 0.5$ ), which was significantly higher among students Group II. This means that students of group II have a more pronounced level of personality neuroticism compared to students of group I.

Thus, the results of the study show that the majority of students in group I have a low level of mental tension and personality neuroticism, while students in group II have higher levels of mental tension. These results highlight the need for psychological support and the development of stress management programs for students in order to reduce psycho-emotional stress and develop strategies for coping with stress in the educational environment of a pedagogical university.

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**VATANPARVAR AVLODNI QANDAY TARBIYALAYMIZ?**

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**Anotatsiya:** *Hozirgi kunda haqiqiy ma'nodagi vatanparvar avlodni tarbiyalash dolzarb masalalardan biri. Binobarin, mamlakatimiz taraqqiyotini, xalqimizni yanada jiplashtirgan uchinchi Renessansni el-yurtimizni yurakdan sevgan, uning taqdirini o'z taqdiri deb bilgan fidoyi insonlargina ta'minlay oladi.*

**Kalit so'zlar:** *Vatanga yuksak muhabbat, ajdodlarimiz, tuyg'u, xizmatlari, mo'g'ullar, buyuk, Jaloliddin Manguberdi, davrini, Najmiddin Kubro, vatanparvar, muqaddas*

Aslida, Vatanga yuksak muhabbat — ajdodlarimizdan bizga meros tuyg'u. Afsonalarga aylanib ketgan Shiroq, To'maris, Spitamen kabi shaxslar yurtimizni himoya qilish, uni dushmandan ko'z qorachig'idek asrash uchun bor kuch va imkoniyatini safarbar etgan, bu yo'lda moliyu jonini, sha'nini, hayoti va oilasini ham ayamagan. Shu bois bunday insonlarning buyuk xizmatlari tarix zarvaraqlarida o'chmas iz qoldirgan.

Keyinchalik, mo'g'ullar bosqini davrida Jaloliddin Manguberdi, Temur Malik kabi xalq qahramonlari Vatan himoyasiga o'tlanib, o'zlaridan bir necha barobar katta qo'shinga qarshi mardonavor jang qilgan, mislsiz jasorat ko'rsatgan. Nafaqat sakardalar, balki Najmiddin Kubrodek o'z davrining din peshvolari, tariqat shayxlari dushmanga qarshi chiqib, xalqning ham mamlakat himoyasiga safarbar bo'lishida katta hissa qo'shgan. Hatto Chingizxon Najmiddin Kubroning yoshi ulug'ligi, el ichidagi hurmati, yetuk shayxligini inobatga olib, unga zarar yetkazmaslikni taklif qilsada, u zot rozi bo'lmagan va "Yo Vatan, yo sharafli o'lim!" shiorini baland tutib, dushman qo'shini bilan so'nggi qoni qolguncha kurashgan. Bu jonfidolliklar besamar ketmay, kelgusi avlodni vatanparvarlik ruhida tarbiyalashda muhim ahamiyat kasb etgan.

Dinimizda vatanparvarlik oliy qadriyat sifatida qaraladi. Jumladan, Payg'ambarimiz sollallohu alayhi vassallam: "Qasamki, Sen (Makka) Alloh taoloning eng yaxshi yerisan va Alloh taoloning zaminida Allohga eng sevimlisan. Sening ahling meni siqib chiqarmaganida, aslo chiqib ketmas edim", dedilar" (Imom Termiziy rivoyati).

Hadisi sharifda bayon qilinganidek, Vatan Alloh taolo tomonidan insoniyatga berilgan ulkan ne'mat, ilohiy muhabbat tuyg'usidir. Uning qadrini biror moddiy boylik bilan o'lchab bo'lmaydi. El-yurt taraqqiyoti va ravnaqi, himoyasi yo'lida nafaqat molu davlat, balki jonlar ham fido qilinadi. Vatanga muhabbat Alloh taolo tomonidan insoniyat fitratiga solib qo'yilgandir. Shu ma'noda inson o'z tug'ilgan go'shasini sevishi, uni obod etishi hamda ko'z-qorachig'idek asrashi, himoya qilishi ham muqaddas va sharafli burchdir.

Islom ilmlarining peshvosi va yirik imomi Ibrohim Adham o'z ibodatlarini tartibga solishda nafsi bilan kurashgani, biroq nafsining Vatanga talpinishiga chora topa olmaganini ta'kidlaydi. U Makkada istiqomat qilib yurgan kezlarda o'zi tug'ilib o'sgan Bag'dodga qaytishdan o'zga iloj topa olmaganini tan olib: "Vatandan ajralishdan ko'ra biror narsani tark qilishga qiynalmaganman", deydi.

Payg'ambarimiz sollallohu alayhi vassallamga ilk bor vahiy nozil bo'lgan kezlari Xadicha onamiz bu hodisadan ajablanib, xavotirlanib, ularni zamonasining olim kishisi Varaqa ibn Navfal oldiga olib boradi. Shunda Varaqa ibn Navfal bu muborak zotga payg'ambarlik missiyasi kelganligini, mazkur yo'l anchayin mashaqqatli bo'lishini, xatto odamlar u kishini Makkadan chiqarib yuborishlari mumkinligini ham aytadi. Shunda Payg'ambarimiz alayhissalom "Ular meni Makkadan chiqarib yuboradilarmi?" deya qattiq iztirob chekadilar. Ushbu misoldan ham Payg'ambarimiz sollallohu alayhi vassallam o'z Vatani — Makka shahriga naqadar muhabbatli ekanliklarini ko'rishimiz mumkin.

Xalqimizda "Vatanni sevmoq imondandir", degan naql bor. Ushbu hikmat mazmunidan har bir insonning o'z tug'ilgan yurtini sevishi, uni ardoqlashi yuksak maqomga ega ekanligini anglash mumkin.

Butun musulmon olamini ilmu ma'rifati bilan munavvar etgan Imom Buxoriy, Imom Termiziy, Abu Lays Samarqandiy, Burhoniddin Marg'inoniy, Abul Mu'in Nasafiy, Qaffol Shoshiy kabi buyuk ajdodlarimiz ham Vatanga bo'lgan kuchli muhabbatlari tufayli o'zlarining taxalluslarini kindik qoni to'kilgan yurt nomi bilan bog'laganlari ham ana shunday e'tirof va e'tiborning o'ziga xos hayotiy ifodasidir. Xo'sh, hozirgi kunda ana shunday an'analarni davom ettirish, xalqimiz, ayniqsa, yoshlarimizni vatanparvarlik hamda milliy qadriyatlarga sadoqat ruhida tarbiyalash uchun nima qilmoq kerak? Bu ezgu va mas'uliyatli ishda quyidagi jihatlarga alohida e'tibor qaratish muhim, deb hisoblaymiz.

Birinchiidan, yoshlar — jamiyat ertasi. Shu bois kelajagimiz vorislarini Vatanga sadoqatli qilib tarbiyalashga har bir inson o'zini mas'ul deb hisoblashi kerak. "Bir bolaga yetti mahalla — ota-ona" degan elimizning azaliy naqli chin ma'noda hayotga ko'chishi shart.

Ikkinchiidan, oiladagi muhit farzandlar tarbiyasida hal qiluvchi ahamiyat kasb etadi. Inchunin, har bir xonadonda mamlakat sha'ni, g'ururini anglatuvchi timsollar, Davlat ramzlari, milliy boyliklarimiz vositasida shunday bir muhit yaratilishi zarurki, ularni ko'rib, his qilib ulg'aygan avlod shu yurt farzandi ekanidan faxrlansin. Uning bir bo'lagi ekanidan iftixor tuysin.

Uchinchiidan, yoshlarda kitobxonlik ko'nikmalarini shakllantirish lozim. Chunki adabiyot o'quvchiga hayotni o'rgatib qolmay, uning qalbida vatanparvarlik, yurtsevarlik, milliy g'urur, adolat, sadoqat, xalqparvarlik tuyg'ularini tarbiyalaydi. Buning uchun, avvalo, har bir oilaga kishiga ziyo ulashuvchi gazeta-jurnallar kirib borishi maqsadga muvofiq. Oila kutubxonasining tashkil etilishi bolani kitobga qiziqtirishda eng yaxshi yo'ldir.

To'rtinchiidan, oila davrasida, ta'lim muassasalaridagi ma'naviyat soatlarida ajdodlarimiz, xususan, yurtimizdan yetishib chiqqan mutafakkir allomalarimizning bebaho va boy ilmiy-ma'naviy merosi bilan yoshlarni tanishtirish, jahon sivilizasiya tarixida o'chmas iz qoldirgan sermahsul ilm ummonidan yosh avlodni bahramand etish orqali yoshlarni dunyoqarashini kengaytirishda, ma'naviy yetuk barkamol inson qilib tarbiyalashdagi muhim vositadir.

Beshinchiidan, yoshlarni ilm-ma'rifatli qilib voyaga yetkazish bilan birga, biror kas-hunarga o'rgatish, farzandlarimizni vatanni, shu elni koriga yaraydigan, jamiyatga foydasi tegadigan, uning taraqqiyotiga o'z hissasini qo'shadigan inson qilib tarbiyalash bugungi kunning asosiy talabidir. Zero, jahon sivilizasiyasiga ulkan hissa qo'shgan buyuk ajdodlarimiz, xususan, Qaffoli Shoshiydek ulug' allomalarimiz nafaqat ilmda peshqadam bo'lishgan, balki, o'z zamonasining mohir hunarmandlari ham bo'lishgan. Qulfsozlikda Qaffol Shoshiyga yetadigan usta hunarmand bo'lmaganligini alohida ta'kidlash lozim. Yoshlarimizni vatanparvarlik hamda milliy qadriyatlarga

sadoqat ruhida tarbiyalashda aynan ajdodlarimizning hayot yo'llari va tajribasidan foydalanish natijaviy samaradorlikning eng maqbul desak, aslo mubolag'a bo'lmaydi.

Oltinchidan, bugungi kunda rivojlangan mamlakatlar qatoridan joy olishning birdan-bir yo'li zamonaviy ilmlarni egallash jarayonida yoshlarimizning peshqadam bo'lishidir. Shu bois navqiron avlod vakillarini mamlakatimizda ilm olish uchun yaratib berilgan shart-sharoitlar va keng imkoniyatlardan to'laonli foydalanishga undashimiz ko'zlagan maqsadlarimizga xizmat qiladi.

Muxtasar aytganda, har tomonlama bilimli, hur fikrli, ma'naviyati boy avlod Vatanni ko'z qorachig'idek asraydi, uning istiqboli uchun borini baxsh etadi.

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12. Ixtiyor ABDURAHMONOV, Imom Moturidiy xalqaro ilmiy-tadqiqot markazi bosh ilmiy xodimi

**ИСПОЛЬЗУЙТЕ АЛГОРИТМ ФУРЬЕ ДЛЯ РЕШЕНИЯ ЛИНЕЙНОЙ ЗАДАЧИ ДЛЯ  
НЕЛИНЕЙНОГО УРАВНЕНИЯ ГИПЕРБОЛИЧЕСКОГО ТИПА**

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**Аннотация:** В данной статье с помощью эллиптических операторов решаются нелинейные дифференциальные уравнения гиперболического типа с граничными условиями с помощью прямого и обратного преобразования Фурье.

В данной работе исследуется следующий вопрос.

Уравнение

$$u_{tt} = L_x u + f(x, t, u(x, t)) \quad (1)$$

$$u(x, 0) = \Phi(x), \quad u_t(x, 0) = \Psi(x). \quad (2)$$

удовлетворяющие условиям

$u(x, t) \in C(R^n \times R^+)$  найдите функцию

Здесь

$$L_x(u) = \sum_{j=0}^h \frac{\partial}{\partial x_j} \left( p_j(x) \frac{\partial u}{\partial x_j} \right)$$

эллиптический оператор,  $p_j(x) \geq 0$

Мы изучаем следующую задачу для случая, когда  $n = 2$ , и при применении этой задачи она доказывается и для случая, когда  $n$  — произвольный предел, а также  $n = 2$ .

этого уравнения

$$u_{tt} = u_{xx} + u_{yy} + f(x, y, t, u(x, y, t)) \quad x, y \in R^2 \quad t \in R^+ \quad (1')$$

$\Omega = R^2 \times R$  так что сейчас

$$u(x, y, 0) = \Phi(x, y) \quad u_t(x, y, 0) = \Psi(x, y) \quad (2')$$

найти решение, удовлетворяющее начальным условиям.

Вот и все

$$u_{tt} = u_{xx} + u_{yy} + f(x, y, t) \quad (3)$$

находим решение уравнения (2), удовлетворяющее начальным условиям. Для этого необходимо решить задачу (1)-(2).

$$u(x, y, t) = v(x, y, t) + w(x, y, t) \quad (*)$$

мы ищем слепого.

Это  $v(x, y, t)$  работает

$$1) u_{tt} = u_{xx} + u_{yy} \quad (4)$$

решение уравнения (2), удовлетворяющее условиям и  $w(x, y, t)$  функции, имеет вид:

$$2) u_{tt} = u_{xx} + u_{yy} + f(x, y, t) \quad (5)$$

$$u(x, y, 0) = 0, \quad u_t(x, y, 0) = 0 \quad (6)$$

решает проблему. При этом  $u(x, y, t)$  пусть уравнение (3) является решением, удовлетворяющим условиям (2).

это в виду, мы решаем эти проблемы с помощью преобразований Фурье. Преобразования Фурье задаются следующими формулами.

$$\bar{F}(\lambda, \mu) = \frac{1}{2\pi} \int \int_{-\infty}^{+\infty} e^{i(\lambda\xi + \mu\eta)} F(\xi, \eta) d\xi d\eta \quad (я)$$

$$F(\lambda, \mu) = \frac{1}{2\pi} \int \int_{-\infty}^{+\infty} e^{-i(\lambda\xi + \mu\eta)} \bar{F}(\xi, \eta) d\xi d\eta \quad (II)$$

Здесь  $F$  преобразование Фурье  $\bar{F}$  является обратным преобразованием Фурье. Здесь показаны решение уравнения (4), удовлетворяющее условиям (2), и решение уравнения (5), удовлетворяющее условиям (6). [6]

(3), удовлетворяющее условиям (2), состоит из суммы решений уравнений (4) и (5)

$$u(x, y, t) = \frac{1}{2\pi} \frac{\partial}{\partial t} \int_0^t \int_0^{2\pi} (\Phi(\xi, \eta) + \Psi(\xi, \eta)) \frac{r}{\sqrt{t^2 - r^2}} dr d\varphi + \frac{1}{2\pi} \int_0^t d\tau \iint_{r \leq t-\tau} \frac{f(\xi, \eta, \tau)}{\sqrt{(t-\tau) - r^2}} d\xi d\eta$$

(7) появится. Если ввести в (7) следующие обозначения.

$$F(t) = \frac{1}{2\pi} \frac{\partial}{\partial t} \int_0^t \int_0^{2\pi} (\Phi(\xi, \eta) + \varphi(\xi, \eta)) \frac{r}{\sqrt{t^2 - r^2}} dr d\varphi;$$

$$G(\tau, u(\tau)) = \frac{1}{2\pi} \iint_{r \leq t-\tau} \frac{f(\xi, \eta, \tau)}{\sqrt{(t-\tau) - r^2}} d\xi d\eta$$

посмотри в мои глаза

$$u(x, y, t) = F(t) + \int_0^t G(\tau, u(\tau)) d\tau, \quad t \in [0; \infty) \quad (8)$$

будет как

Таким образом, основная проблема состоит в том, чтобы найти решение уравнения (1), удовлетворяющее условиям (2). Когда наше уравнение однородно, его решение имеет вид (7), если оно неоднородно, его решение имеет вид (8).

Теперь обратимся к изучению уравнения (8). Для исследования существования и единственности решения уравнения (8) воспользуемся следующей вспомогательной леммой и теоремой.

**Лемма:** пусть  $I \subset \mathbb{R}^+$  — интервал, содержащий нуль и  $t \in I$  —  $W: I \rightarrow \mathbb{R}^+$  непрерывная функция и  $M, \eta \in \mathbb{R}$  для всех,  $M > 0$  и  $\eta > 0$

$$(\beta) \quad W(t) \leq \eta + \int_0^t W(s) ds \text{ пусть неравенство выполнено. В таком случае } \forall t \in I \text{ для с}$$

$$(\beta\alpha) \quad W(t) \leq \eta e^{M|t|} \text{ неравенство актуально.}$$

**Описание:**  $\Omega \in \mathbb{R}, \Omega' \in \mathbb{R}$  открытые множества,  $f: \Omega \times \Omega' \rightarrow \mathbb{R}$  некоторое отражение  $f$  Будем говорить, что отражение удовлетворяет условию Липшица на  $S \times S' \subset \Omega \times \Omega'$  множестве  $x \in \Omega, (S \subset \Omega, S' \subset \Omega')$  если  $\exists M > 0$  оно существует и неравенство выполняется

$x \in S$  равномерно  $\|f(x, x') - f(y, x')\| \leq M\|x - y\|$  для всех. Кроме того, если  $\alpha(x') > 0$  Говорят, что функция удовлетворяет условию Липшица, даже если неравенство  $f$  выполнено  $\|f(x, x') - f(y, x')\| \leq \alpha(x')\|x - y\|$ .

**Теорема:**  $\Omega \in R^2$ ,  $\Omega' \in R^2$  открытые наборы,  $I \subset R$  быть открытым интервалом и принять 0 и  $f: \Omega \times I \times \Omega' \rightarrow R$   $f \in C(\Omega \times I \times \Omega')$  двумерное непрерывное отображение: мы обозначаем  $\Omega \times I \times \Omega'$  точку в  $(x, t, z)$ .  $((x, t, z) = (x_1, x_2, \dots, x_n, t, z_1, z_2, \dots, z_m))$  Пусть функция удовлетворяет  $f$  условию Липшица на  $t, z$  произвольных  $K \subset \Omega, K' \subset \Omega'$  компактах  $K \times I \times K'$  равномерно  $x$  по.

Затем идет интервал между  $z \in K'$  необязательным  $x_0 \in \Omega$  и  $K' \subset \Omega'$  компактным  $I_0 = \{t: |t| < E\}$  для необязательного.

$$(y) \quad f(x(t, z), t, z) = \frac{\partial x(t, z)}{\partial t}, \quad x(0, z) = x_0 \text{ является единственным непрерывным,}$$

удовлетворяющим условию  $I_0 \rightarrow \Omega, t \rightarrow K(t, z)$  Есть отображение. Кроме того,  $I_0 \times K' \rightarrow \Omega$  рефлекторное  $(t, z) \rightarrow x(t, z)$  отображение является непрерывным.

**Теорема :** 1) пусть  $G(x, y, t, u)$  функция удовлетворяет условиям Каратеодори. 2)

$$\|G(x, y, t, u) - G(x, y, t, v)\| \leq C(x, y, t)\|u - v\| \text{ здесь } \int_0^t \left( \int_{R^2} C|x, y, t|^2 dx \right)^{\frac{1}{2}} dt < +\infty$$

$$3) \int_0^t \left( \int_{R^2} |G(x, y, t) \cdot u(x, y, t)|^2 dx dy \right)^{\frac{1}{2}} dt < +\infty$$

$$4) \Phi(x, y), \psi(x, y) \text{ функции и их интегралы Фурье } \frac{1}{2\pi} \int_0^t \int_0^{2\pi} \Phi(\xi, \eta) \frac{r}{\sqrt{t^2 - r^2}} dr d\varphi < +\infty$$

$$\frac{1}{2\pi} \int_0^t \int_0^{2\pi} \psi(\xi, \eta) \frac{r}{\sqrt{t^2 - r^2}} dr d\varphi < +\infty \text{ быть сходящимися.}$$

Тогда решение уравнения (8) существует и единственно.

Доказательство  $u(t) \equiv z(t)$  единственности  $t \in [0; \infty)$ : Пусть уравнение (8) имеет еще одно  $u = z(t)$  решение (вектор-функция)  $t \in [0; \infty)$ , удовлетворяющее условиям (2)  $u(t), z(t)$ .

$$u(t) = u_0 + \int_0^t f(\tau, u(\tau)) d\tau, \quad z(t) = u_0 + \int_0^t f(\tau, z(\tau)) d\tau$$

Для дальнейшего рассмотрения модуль вектор-функции, неравенство Коши, инварианты Лагранжа и условия Липшица

$|f(t, u(t)) - f(t, z(t))| \leq nL|u(t) - z(t)|$  мы используем В результате  $\tau \in [0, t]$  все в порядке

$$\|u(t) - z(t)\| = \left\| \int_0^t f(\tau, u(\tau)) d\tau - \int_0^t f(\tau, z(\tau)) d\tau \right\| \leq \left\| \int_0^t |f(\tau, u(\tau)) - f(\tau, z(\tau))| d\tau \right\| \leq nL \int_0^t \|u(\tau) - z(\tau)\| d\tau$$

$\|u(t) - z(t)\| \leq nL \int_0^t \|u(\tau) - z(\tau)\| d\tau$  мы получаем неравенство. Отсюда  $[0; t]$  следует, что

даже  $u(t) \equiv z(t)$  если мы применим лемму Гронуолла  $[0; t]$  на интервале доказывается так же, как и выше, что доказывает единственность решения.

Существование решения  $[1], [3], [4], [5]$  указано в .

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**ТЕХНИК ХИЗМАТ КЎРСАТИШ ВА ТАЪМИРЛАШ ТЕХНИКАЛАРИНИНГ РИВОЖЛАНИШ  
ИСТИҚБОЛЛАРИ**

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**Аннотация:** *В современных условиях ведения боевых действий при значительном выходе из строя вооружения и техники важное значение в выполнении боевых задач имеет своевременное восстановление вооружения и техники. Рассмотрены перспективные образцы подвижных средств технического обслуживания, ремонта и эвакуации, предназначенные для выполнения задач технического обеспечения боевых действий.*

**Ключевые слова:** *подвижные средства обслуживания, ремонта и эвакуация, техническое обслуживание, ремонт, бронетанковая и автомобильная техника.*

**Аннотация:** *Жанговар ҳаракатларни олиб боришнинг замонавий шароитларида, жанг майдонида қурол-аслаҳа ва техникаларни кўп миқдорда сафдан чиқишини инобатга олган ҳолда уларни ўз вақтида тиклаш муҳим аҳамиятга эга. Техник таъминотнинг вазифаларини бажариш учун мўлжалланган ҳаракатланувчи техник хизмат курсатиш, таъмирлаш ва эвакуация қилиш воситалари кўриб чиқилган.*

**Калитли сўзлар:** *ҳаракатланувчи техник хизмат курсатиш воситалари, таъмирлаш, эвакуация, техник хизмат курсатиш, зирхли танк ва автомобил техникаларини таъмирлаш.*

**Annotation:** *In modern conditions of warfare, with a significant failure of weapons and equipment, timely restoration of weapons and equipment is important in the performance of combat tasks. Promising samples of mobile means of maintenance, repair and evacuation, designed to perform the tasks of technical support of combat operations, are considered.*

**Keywords:** *mobile means of maintenance, repair and evacuation, maintenance, repair, armored and automotive equipment.*

**Texnik ta'minot** - Bu tinchlik va jangovar harakatlarda ta'minot turlarining asosiy qismi bo'lib, u majmuaviy tadbir xisoblanib, qo'shinlarni qurol-aslaha va harbiy texnikalar, raketalar, o'q-dorilar va harbiy-texnik mulklar bilan ta'minlash, ularni texnik soz holatda saqlash, jangovar qo'llashga shay holatga keltirish, shikastlangan qurol-aslaha va harbiy texnikalarni tiklab safga qaytarish; shaxsiy tarkibni texnik va maxsus tayyorgarligini o'z ichiga oladi.

Hozirda dunyo miqyosida sodir bo'layotgan qurolli majoralar, to'qnashuvlar va urushlardagi jangovar harakatlarni o'rganishlar natijalariga nazar tashlaydigan bo'lsak, oxirgi 20 yildagi davlatlar orasidagi qurolli mojarolar va jangovar to'qnashuvlarni (Checheniston - Rossiya Federatsiyasi, AQSh - Iroq va Ukraina - Rossiya Federatsiyasi) o'rganishlar natijasida jang maydonida qurol-aslaha va harbiy texnikalar ko'p miqdorda talofat ko'rib, safdan chiqayotganligini ko'rishimiz mumkin.

Hozirgi zamon taktik harakatlarda nosoz (ishdan chiqqan) qurol-aslaha va harbiy texnikalarni safga qaytarishda katta miqdordagi tiklash ishlarini bajarishlarga to'g'ri kelmoqda. Shu munosabat bilan ushbu ishlarni bajarishga vaqt cheklanganligi sababli, texnik xizmat ko'rsatish va ta'mirlash bo'yicha jo'shqinlikni va tezlikni talab etadi.

Qurol-aslaha va harbiy texnikalarni safdan chiqqishi natijasida nosoz va talofat ko'rgan texnikalarni surati o'smib bormoqda, lekin ularni tiklab safga qo'yish uchun vaqt yetarli bo'lmayapti.

Jang maydonida safdan chiqqan texnikalarni qisqa muddat ichida tiklab ishchi holatiga keltirib safga qaytarish bo'yicha qo'shinlardagi va tezkor bo'g'indagi ta'mirlash-tiklash organlarini tezkork va ishlab chiqarishdagi imkoniyatlarini oshirish talab etmoqda. Shu nuqtai nazardan hozirgi zamon taktik harakatlar tajribasi shuni ko'rsatadiki, barcha jang maydonlarida dushman tomonidan yuqori aniqlikdagi qurollar qo'llanilib jangovar texnikalarning tartibsiz safdan chiqishi sodir bo'lmoqda, buning oqibatida texnikalarni ta'mirlab safga qo'yish suratini oshirish uchun kuch va vositalar hamda vaqt yetmasligini ko'rishimiz mumkin.

Bunday vaqtlarda talofat ko'rgan mashinalarning joylashgan rayonni aniqlash, izlab topish va evakuatsiya qilish tadbirlarini bajarish uchun katta miqdorda vaqt va qiyinchiliklar kelib chiqmoqda.

Jang maylonida texnikalarga texnik yordam ko'rsatish imkoni bo'lmasa, texnikalarni safdan chiqqan joyida joriy ta'mir o'tkazish, yaqin pana joyga yoki ta'mirlash joyigacha evakuatsiya qilish eng maqul usul xisoblanadi. Bu kab vazifalarni bajarish uchun qism va bo'linmalarni ko'chma texnik xizmat ko'rsatish va ta'mirlash vositalari bilan ta'minlash talab etiladi.

Xozirgi vaqtda O'zbekiston Respublikasi Qurlli Kuchlarida qurol-aslaha va harbiy texnikalar asosan sobiq sovet (Rossiya Federatsiyasi) davlatida ishlab chiqarilganligini inobatga olgan holda texnik ta'minot vazifalarini bajarish uchun hozirgi zamon talablariga mos texnikalar namunalari bilan ta'minlash asosiy diqqat e'tiborimiz bo'lganligi sababli Rossiya Federatsiyasi bilan hamkorlikni yo'lga qo'yishga qaratilgan.

Hozirgi zamon talabiga javob beradigan yagona namunadagi harakatdagi ta'mirlash-evakuatsiya vositasidan bir bu texnik yordam mashinasi MTP-A2 xisoblanadi (1-rasim)

Texnik yordam mashinasi MTP-A2 - UAZ, GAZ, ZIL, Ural, MAZ, KamAZ barcha rusumdagi avtomobillardagi nosozliklarni bartaraf etishda,



yoqilg'i, moy va maxsus suyuqliklarni to'ldirish, botib qolgan va ag'darigan texnikalarni chiqarish uchun haydovchilarga ko'maklashadigan, shuningdek og'irligi 10 tonnagacha bo'lgan nosoz texnikalarni transportirovka qilish: yurish qismi

va rul boshqaruvi qurilmasi nosoz bo'lganda varim ortilgan holatda hamda qattin shatak bilan tortib tashish uchun foydalaniladigan mashina x **1-rasim.** Texnik yordam mashinasi MTP-A2

Undan tashqari ushbu mashina nosoz (talofat ko'rgan) turli namunadagi qurol-aslaha va harbiy texnikalarga texnik yordam ko'rsatish bilan cheklanib kolmasdan, evakuatsiya qilish bo'yicha barcha asosiy ishlarni bajara oladi.

Taktik harakatlar vaqtida nosoz texnikalarni katta qismini dala sharoitida tiklash uchun



qo'shinlar bo'g'inidagi tiklash organlarining harakatdagi texnik xizmat ko'rsatish va ta'mirlash ustaxonasi yordamida amalga oshiriladi.

Hozirgi zamon talablariga javob beradigan yagona namunadagi harakatdagi texnik xizmat ko'rsatish va ta'mirlash vositasidan biri bu texnik xizmat ko'rsatish va ta'mirlash ustaxonasi MTO-UB1(2) xisoblanadi (2-,3-,4-5- rasimlar)

MTO-UB1(2) – motoo'qchi va tankchilar batalonlaridagi mavjud qurol-aslaha va harbiy

texnikalar ya'niy T-72, T-80, BMP-1, BMP-2, BMP-3, BTR-70, BTR-80, MT-LB va Ural-4320 texnik xizmat ko'rsatish va ta'mirlash ishlarini bajarish uchun mo'ljallangan.

Uning asosiy kamchiliklaridan biri nosoz (talofat ko'rgan) texnikalarni evakuatsiya qilish imkoniyati yo'qligida.

(5-rasm) REM-KL - g'ildirakli ta'mirlash-evakuatsiya mashinasi rossiyaning sifatli ishlab chiqaruvchi kompaniyasi tomonidan qo'llashni



ga



**4-rasm.** REM-KL - g'ildirakli ta'mirlash-evakuatsiya mashinasi

taklif q ta'mirlash ustaxonasi MTO-UB2

REM-KL mashinaga texnik xizmat ko'rsatish va joriy ta'mir o'tkazishda, shuningdek 16 tonnagacha bo'lgan og'irlikdagi mashinani evakuatsiya qilish ishlarini bajarishda haydovchilarga yordam berish uchun mo'ljallangan.

Mashinaning funksional imkoniyatlari: haydovchiga mashinalarni harakat vaqtida cho'kkan, ag'darilgan, ishdan chiqqan va shikastlangan izlash v.h.k.;

DP-5V, VPXR, RVM-2 priborlari yordamida

radiatsion zararlangan texnikalarga maxsus ishlov berish, kimyoviy va muxandis razvedka olib borish;

shikastlangan mashinalarni evakuatsiya qilish vaqtida yong'inni alanganishini oldini olish va o'chirish;

tiqilgan mashinani to'g'ridan-to'g'ri maksimal 196,2 kN (20 tonna/kuch) kuchlanish bilan chiqarish;

ishga yaroqsiz mashinani transportda tashish holatiga keltirish;

12,0 tonnagacha bo'lgan nosoz mashinani transportda tashish holatiga keltirish va shatakka olib tashish;

16 tonnagacha bo'lgan nosoz mashinani qumli yo'llarda va 22 tonnagacha bo'lgan mashinani qattiq qoplamali yo'llarda yarim ortilgan holatda transportda tashish;

yuk ko'tarish ishlarini manipulyator-kran qurilmasi ishlatgan holda bajarish;

Ural-5323, Ural-4320-31, Ural-4320, KAMAZ-6350, KAMAZ-5350, KAMAZ-4350, KAMAZ-43114, KAMAZ-43101, KAMAZ-4326, Zil-431410, Zil-433410, Zil-131N (131), GAZ-3307 (53A), GAZ-66-11 (66), UAZ-3741 (452A), UAZ-3151 (469) ushbu ko'p maqsadlarda foydalaniladigan avtomobillarni ko'chma xizmat ko'rsatish imkoniyatlaridan (mustaqil o'z joyini o'zgartirishga) foydalanilgan holda shikastlanganlik darajasini tashxis qo'yish yo'li bilan tekshirish, nosozliklar aniqlangan texnikalarni sozlab uning ishchanligini tiklash;

yuqorida nomlari keltirilgan avtomobillarning ta'minlash tizimini yoqilg'i, moy va sovutish suyuqliklari bilan to'ldirish, shuningdek agregat va uzellarni moylash.



5-rasm. BREM-1 umumiy ko'rinishi

Shunday qilib, nosoz (shikastlangan) texnikalarni jangovar qo'llashga (mo'ljallanishi bo'yicha) shay holatga keltirishda qo'shinlarning tarkibiy qismidagi ta'mirlash-tiklash bo'linmalarida ta'mirlash ishlarini o'tkazish texnologik jarayonida REM-KL ustaxonasidan foydalanib yuqori natijalarga erishish kutilmoqda.

Qurol-aslaha va harbiy texnikalarga texnik xizmat ko'rsatish va ta'mirlash ustaxonasi bilan okrug bo'g'inidagi texnik ta'minot bo'linmalarini ta'minlash juda katta e'tiborga ega.

70-yillarning oxirida jangovar mashinalarga jang maydonida va marsh yurish vaqtida texnik yordam ko'rsatishni tashkillashtirish bo'yicha sobiq sovet harbiy mutaxassislari yangi turdagi maxsus texnikani yaratish bo'yicha yagona xulosaga kelishdi. Jang maydonida vazifani bajarish vaqtida talofat ko'rgan texnikalarni xech qanday maxsus texnikalarni jalb qilmagan holda ta'mirlash ishlari bajarish uchun real jangovar harakatlarda ta'mirlash ishlarini bajarishni imkoni pastligini inobatga olgan holda, turli hildagi asbob-uskunalar bilan jihozlangan mutloqo yangi turdagi "Chig'irli" BREM-1 rusumli zirhlangan ta'mirlash-evakuatsiya mashinasi yaratildi.

Sobiq SSSR Mudofaa vazirligining zirhli tank bosh boshqarmasining buyurtmasiga asosan himoyalangan, yuqori o'tuvchan va harakatchan, shuningdek, majmuaviy maxsus jihozlangan mashinani ishlab chiqardi. Texnikaning asosiy vazifalari jang maydonidan talofat ko'rgan mashinalarni evakuatsiya qilib ShMYPga yetkazish, ta'mirlash ishlariga yordam berish, shuningdek, dala sharoitida har xil turdagi yuk ko'tarish ishlarini bajarishdan iborat. Ishlab chiqarilgan ko'p



funksiyali mashina jangovar mashinalar parkini yordamchi texnikalar bilan to'ldirishni qisqartirdi va talofat ko'rgan zirhli texnikalarni ta'mirlash tizimidagi ishlarni soddalashtirdi.

Omsk transport mashina qurilish zavodida yaratilgan ta'mirlash-evakuatsiya mashinasiga OKB-174 deb nom berdi. Yaratilgan tank T-72 shassisidagi maxsus mashinani xar xil turdagi ehtiyot qismlar va jihozlar to'plami bilan jihozlandi.

Tank T-72 bazasida yaratilgan BREM-1 rusumli zirhlangan ta'mirlash-evakuatsiya mashina 1973 yilning martida Nijniy Tagil shahridagi poligonda sinovdan o'tkazildi. 1974-75 yillarda mashinani harbiy mutaxassislar tomonidan tekshirildi. Tekshiruv natijasiga ko'ra ushbu mashinani qurolli kuchlarga qabul qilishni taklif etishdi. 1975 yil 13 iyunda sobiq SSSR Mudofaa vazirining buyrug'i bilan «608-ob'ekt» dagi zirhlangan ta'mirlash-evakuatsiya mashina BREM-1 deb nom bilan qurolli kuchlarga qabul qilindi. Undan keyin yangi na'munadagi mashinalarni yaratish boshlandi.

Tank T-72 bazasida yaratilgan BREM-1 rusumli zirhli ta'mirlash-evakuatsiya mashinasining faqatgina kuchlanish bo'limi va yurish qismi saqlanib qolingan bo'lib, shuningdek uning ayrim agregatlari almashtirilgan. Vazifasidan kelib agregatlar joylashtirilgan va korpusning kompanovkasiga ham o'zgartirishlar kiritilgan. Uchala ekipaj a'zolarini yashovchanligini oshirish maqsadida korpusning old qismiga ishchi organi joylashtirildi. Mexanik-haydovchining ish joyi bo'limning markazida va sal orqasining o'ng tomonida mashina komndiri joylashgan. Takilajchi-ulagmch kerakli boshqaruv organ jamlanmasi bilan korpusning chap bortida komandirning orqasida joylashgan.

Barcha ekipaj a'zolari uchun alohida lyuklar mavjud. Undan tashqari ekipaj a'zolari uchun mexanik-haydovchining orqasida korpusning tag qismida bir dona evakuatsiya lyuk o'rnatilgan. Vaziyatni kuzatish uchun ekipaj a'zolarini lyuklariga optik priborlar o'rnatilgan. Mexanik-haydovchi kunduzi prizmalı pribordan, qorong'u vaqtlarda o'rtada joylashgan pribor o'rniga TVNE-4PA tungi ko'rish priboriga almashtiriladi. Mashina komandiri kichik aylanuvchi minorada joylashgan bo'lib unda ikkita prizmalı va kombinatsiyalangan TKN-3 (kunduzgi va tungi) pribor bilan jihozlangan. Takilajchi-ulagichning joylashgan joyi mashina komandiriga o'xshash faqat uning minorasi aylanuvchi mexanizm o'rnalilmaganligi bilan farq qiladi va TNP-160 to'rta prizmalı pribor bilan jihozlangan bo'lib unda tungi ko'rish pribori o'rnatilmagan.

Mashinaning ortqa qismida motor-transmissiya bo'limida kuchlanish qurilmasining agregatlari joylashgan. BREM-1 zirhli ta'mirlash-evakuatsiya mashinasiga asosiy tank bazasidagi 840 ot/kuchiga ega bo'lgan V-84MS rusumli dizel dvigateli bilan jihozlangan.

70-yillarning o'rtalariga kelib sobiq sovet armiyasiga tank T-72 bazasiga asoslangan holda BREM-1 rusumli zirhli ta'mirlash-evakuatsiya mashinasi kiritildi. Bu mashinaning qabul qilinishi shikastlangan texnikalarni evakuatsiya qilinishi va keyinchalik ta'mirlashga yuborilishni ososlashtirdi. Bunday texnikaga nafaqat tankistlar, turli xildagi zirhli texnikalarni ekspluatatsiya qiluvchi boshqa turdagi qo'shinlarda ham muxtojlik sezildi. Ushbu muxtojlik BREM-2 rusumli zirhli ta'mirlash-evakuatsiya mashinasini ishlab chiqarishga turki bo'ldi.

80-yillarning boshlarida sobiq sovet juda katta miqdordagi piyodalar jangovar mashinasini va yengil zirhlangan texnikalarni ishlab chiqara boshladi. Sababi katta masshtabli qurolli mojoralarda dushman bilan to'qnashuvllarda bevosita qo'llash, shaxsiy tarkibni jang maydoniga olib kirishi va o't bilan qo'llab quvvatlash uchun zarur edi. Lekin shu xarakatlarda shikastlanib safdan chiqqan texnikalarda ta'mirlash ishlarini bajarishda qiyinchiliklar kelib chiqib, maxsus texnikaga muxtojlik sezildi. Ushbu dolzarb muammoni yechish uchun unversal zirhli ta'mirlash-evakuatsiya mashinasi

yo'q edi. BREM-1 rusumli zirhli ta'mirlash-evakuatsiya mashinani "joyida ishlash" bo'yicha tasnifidan kelib chiqib shunga o'xshash yangi mashinaga extiyoj sezildi.

1982 yilda Kiev shahridagi Mudofaa vazirligining Konstruktor-texnolog markaziga BMP-1 bazasida zirhli ta'mirlash-evakuatsiya mashinasi BREM ni ishlab chiqarish uchun buyruq olindi. BMP-1 shassisidagi mashina loyhasini soddalashtirdi, agregatlarni bir xil qilinishi uning ekspluatatsiya qilinishini orzonlashtirdi. O'sha vaqtlarda yangi turdagi BMP-2 texnikalarini ishlab chiqarish natijasida BMP-1dan foydalanishni yakunlash va kelgusida uni ishlab chiqarish qisqartirildi. Shunday qilib eski mashinani o'rniga yangi BREMni foydalanishni taklif etildi. O'sha tashkilotning o'zida ta'mirlash va modernizatsiya qilish jarayonida maxsus uskuna va jihozlarni o'rnatish rejalashtirildi.

Yangi loyihada yaratilgan zirhli ta'mirlash-evakuatsiya mashinasiga BREM-2 deb nom berildi. Ushbu yaratilgan zirhli ta'mirlash-evakuatsiya mashinasi tankchilar va motoo'qchilar qo'shinilarida bir-biriga mos ravishda foydalanildi.



**6-rasm.** BREM-2 umumiy ko'rinishi orqa

BREM-2 dagi bir qator asosiy sifatlari BMP-1ning o'ziga xos xususiyatlaridan olingan. BMP-1ning bazasining asosida zirhli ta'mirlash-evakuatsiya mashinasi ishlangan, shuningdek yangi to'plamdagi asbob-uskunalar mashinaning ichki va tashqi tomonlariga o'rnatildi. Mashinaning kampanovkasiga ko'plab o'zgartirishlar kiritildi. Kuchlanish bo'limi o'sha tarzda korpusning old o'ng tomonida va chap tomonda ikkita ekipaj a'zosining ishchi joyi qoldirildi. Ularning ortida jangovar bo'lim o'rnida yana ikkita ekipaj

a'zosining ishchi joyi qoldirildi, shuningdek mashinaning desant bo'limiga maxsus yig'ma apparaturalar uchun joy ajratildi.

BREM-2 bazali mashinaning korpusi o'qdan himoyalangan uchun zirhlanganligi saqlab qolinib, xar tomondan otilgan o'qotar qurollarning o'qlaridan ekipaj a'zolarini himoyalashga qodir. Mashinaning old tomonining himoyasi kuchaytirilgan.

BREM-2 bazali mashinasining motor-transmissiya bo'linmasida 300 ot/kuchiga ega UTD-20 rusumli dizel dvigatel o'rnatilgan. Ushbu kuchlanish qurilmasi 14 tonna og'irlikdagi mashinani solishtirma quvvatini 22 ot/kuchiniga va shassedda harakatlanishini 65 km/soatga yetkazadi. Gusenitsalarni o'rashi xisobiga suvli to'siqlarni kechib o'tish imkoniga ega va suvda xarakatlanishi 6-7 km/soatga yetkazadi.

BREM-2 bazali mashinaning yurish qismi va kuchlanish bo'linmasi BMP-1 mashinasidagi agregatlardan bir oz farq qiladi. Ishlab chiqarishni soddalashtirish va uning hususiyatini oshirish maqsadida 80-yillarda ishlab chiqarilgan BMP-2 texnikasining ayrim detallari o'rnatildi.

BREM-2 bazali mashinasining ekipaji to'rt kishidan iborat. Dvigatelning chap tomonida biriga qarama-qarshi, mexanik-haydovchi (u xarri



**7-rasm.** BREM-2 umumiy ko'rinishi old

yuk ko'tarish kranni operatori) va komandir. Bortning chap tomonida oldingi jangovar bo'limda elektr uskunalarning va chilangar-payvandlovchi mutaxassis joylashgan. Ba'zi bir ma'lumotlarga ko'ra chilangar ekipaj a'zosiga kirmaydi, uning vazifasini komandir yoki elektr uskunalari mutaxassisi bajaradi. Xar bir ekipaj uchun lyuklar va qopqoqlar o'rnatilgan. Komandir va mexanik-haydovchining lyuklari BMP-1 bazasidagi joyida o'z o'rnida qoldirilgan. Uchinchi ekipajning lyuki o'ng bortning sal ortiga o'rnatilgan.

Komandir lyukiga proyektor va PKM pulemyot o'rnatilgan va ekipaj a'zolarini himoyasini ta'minlash uchun pulemyotga 1000 dona o'q-dori beriladi. Undan tashqari mashinani niqoblash maqsadida 6 dona tutun tarqatuvchi granata uloqtiruvchi qurilma o'rnatilgan bo'lib u tom qismida joylashtirilgan. Dushmanning zirhli texnikalarini yakson qilish uchun RPG-16 rusumli reaktiv granatomet va o'q-dorilari bilan butlangan.

Zirhli ta'mirlash-evakuatsiya mashinasining vazifalari quyidagilar:

shikastlangan yengil zirhlangan texnikalarga texnik yordam ko'rsatish;

texnikalarni botqoqlikdan chiqarish;

10-15 tonna og'irlikdagi texnikalarni shatakka olib ShMYP gacha olib borish;

ta'mirlash ishlarini bajarish va og'ir yuklarni ko'tarish vazifalarini bajarish uchun maxsus jihozlar to'plami bilan butlangan.

150 metrli po'lat arqon bilan jihozlangan chig'iriq mavjud bo'lib u 6,5 tonnagacha yukni tortishga mo'ljallangan. Tortish kuchini oshirish uchun ikkita blok polispast mavjud, uning yordamida 19,5 tonnagacha og'irlikdagi yukni tortish mumkin. Torosni yetkazishda korpusni tepa qismida tuynik bo'lib old qismida ikkita ro'lik mavjud.



Texnikalarni botqoqliklardan chiqarish uchun BREM-2 da yukni tortuvchi chig'iriq va buldozer-tishli pulug bilan jihozlangan. Ish boshlashidan oldin orqa pastki qismidagi sharnirni tushiradi. Pulug tishning asosiy vazifasi o'zining vazni og'irligidagi mashinalarni tortib chiqarish vaqtida mashinani barqarorligini ta'minlaydi. Undan tashqari buldozer-tishli pulug o'zi uchun okop qazish funksiyasiga ham ega. Xarakatlanish vaqtida u yuqoriga ko'tarib ikkita stopor bilan qotiriladi.

Mashinaning korpusi ustida haydovchi va

komandirning lyuklari va bururluvchi kran mavjud. Elektr mexanikli uzatmali ko'taruvchi-kran 270° aylana oralig'idagi yuklash ishlarini bajarish imkoniyatiga ega. Shuningdek 1,5 tonna yukni ko'tarishi va qo'shimcha jihozlar o'rnatilib 7 tonnagach uzaytirish mumkin hamda dala sharoitida texnikalarni (BMP, BTR va yengil zirhlangna mashina)larni alohida agregatlarini almashtirish yo'li bilan ta'mirlash ishlarini



zirhli

**9-rasm.** Harakat vaqtidagi ko'taruvchi kranning holati

bajaradi. Harakat vaqtida kran korpusga burchak ostida ko'yilib ilmog'i tarang qilib tortib qo'yiladi.

Mashinaning korpusini ustida maxsus yonlarga ochiluvchi 1,5 tonnali yuk platformasi mavjud bo'lib u ZEQ larini, xar xil asbob-uskunalarni, detallarni va uzellarni olib yurish imkoniyatiga ega.

Payvandlash ishini bajarish uchun VG-7500 rusumli generatori bo'lib u temir metallarini kesish va payvandlash uchun mo'ljallangan.

1985 yil komissiya tarkibida tekshiruvlardan o'tgandan keyin Qurolli Kuchlarning Quruqlikdagi Qo'shinlariga qabul qilinib, seriyali tartibda ishlab chiqarish boshlandi. Bu texnikani no'ldan ishlab chiqarish uchun juda katta mablag'ni tejab qolish uchun texnik konstruktorlar tomonidan BREM-2 mashinasini BMP-1 ning bazasini kapital ta'mirlash yo'li bilan ishlab chiqardi va uning korpusiga po'lat tishli surgich, chig'iriq va og'ir yuk ko'taruvchi kran o'rnatildi. Shuning evaziga Quruqlikdagi Qo'shinlar juda katta miqdorda yangi turdagi zirhli ta'mirlash-evakuatsiya mashinasi BREM-2 qabul qildi. Qabul qilingan texnikaning kuchi bilan Quruqlikdagi Qo'shinlar dala sharoitida va jangovar vaziyatlarda texnikalarga to'liq texnik xizmat ko'rsatish va ta'mirlash imkoniyatiga ega bo'lishdi.

Sobiq SSSR tarqalgandan keyin ushbu texnikani ishlab chiqarish imkoniyati pasaydi. Yangi zavodda ishlab chiqarilganlarini esa Indoneziya va Ukraina davlatlariga eksport qilindi.

Ta'mirlash-evakuatsiya mashinasi BREM-2 yaratilgandan so'ng texnik xizmat ko'rsatish va



ta'mirlash ishlarini bajarish talablariga to'liq javob beradigan ikkita turi yaratildi. 1980 yillarning oxirida uncha katta o'zgarishlarsiz lekin jangovar og'irligi bo'yicha o'zgartirilgan BMP-3 texnikasi paydo bo'ldi. Keyinchalik qo'shinlarni ushbu BMP-3 turidagi texnikalarga sifatli texnik xizmat ko'rstaish va ta'mirlash ishlarini oshirish maqsadida BREM-L rusumli zirhli ta'mirlash-evakuatsiya mashinasi-yengil texnikasi bilan butlash maqsad ushbu rusumdagi texnika yaratdi. Ushbu BREM-L rusumli zirhli ta'mirlash-

evakuatsiya mashinasi-yengil texnikasini ishlab chiqarish boshlangandan so'ng BMP-1/2 va BREM-2 ta'mirlash-evakuatsiya mashinasini ishlab chiqarishdan butunlay voz kechildi. Lekin sobiq SSSR tarkibida bo'lgan davlatlarda hozirgacha ham ushbu texnikaloardan foydalanilib kelinmoqda.

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-



**ПЕРСПЕКТИВИ И РАЗВИТИЕ ОБРАЗЦЫ ПОДВИЖНЫХ СРЕДСТВ ТЕХНИЧЕСКОГО  
ОБСЛУЖИВАНИЯ И РЕМОНТА**

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**Аннотация:** *В современных условиях ведения боевых действий при значительном выходе из строя вооружения и техники важное значение в выполнении боевых задач имеет своевременное восстановление вооружения и техники. Рассмотрены перспективные образцы подвижных средств технического обслуживания, ремонта и эвакуации, предназначенные для выполнения задач технического обеспечения боевых действий.*

**Ключевые слова:** *подвижные средства обслуживания, ремонта и эвакуация, техническое обслуживание, ремонт, бронетанковая и автомобильная техника.*

**Аннотация:** *Жанговар ҳаракатларни олиб боришнинг замонавий шароитларида, жанг майдонида қурол-аслаҳа ва техникаларни кўп миқдорда сафдан чиқишини инобатга олган ҳолда уларни ўз вақтида тиклаш муҳим аҳамиятга эга. Техник таъминотнинг вазифаларини бажариш учун мўлжалланган ҳаракатланувчи техник хизмат курсатиш, таъмирлаш ва эвакуация қилиш воситалари кўриб чиқилган.*

**Калитли сўзлар:** *ҳаракатланувчи техник хизмат курсатиш воситалари, таъмирлаш, эвакуация, техник хизмат курсатиш, зирхли танк ва автомобил техникаларини таъмирлаш.*

**Annotation;** *In modern conditions of warfare, with a significant failure of weapons and equipment, timely restoration of weapons and equipment is important in the performance of combat tasks. Promising samples of mobile means of maintenance, repair and evacuation, designed to perform the tasks of technical support of combat operations, are considered.*

**Keywords:** *mobile means of maintenance, repair and evacuation, maintenance, repair, armored and automotive equipment.*

**Техническое обеспечение** — совокупность мероприятий служащих для обеспечения войск (сил) вооружением и военной техникой, ракетами, боеприпасами и военно-техническим имуществом, для поддержания их в исправном состоянии и готовности к боевому применению, восстановлению вооружения и военной техники при повреждении и возвращении их в строй; технической и специальной подготовки личного состава. Является составной частью обеспечения военнх (боевх) действий

В ходе изучения результатов боевых действий в вооруженных конфликтах последних десятилетий (в Чеченской Республике РФ, Ираке и Сирийской арабской республике) отмечены факты значительного выхода из строя вооружения и военной техники.

В современных тактических действиях имеется необходимость выполнения большого объема восстановительных работ для возвращения неисправной (поврежденной) техники в строй. При этом стоит отметить, что время на выполнение данных работ ограничено ввиду того, что повышается динамичность и скоротечность современных тактических действий.

В результате, количество вышедшей из строя техники возрастает, а времени на восполнение потерь за счет восстановления неисправных (поврежденных) машин не остается.

В связи с этим, требуется повышение оперативности и производительности ремонтно-восстановительных органов войскового и оперативного звена, способных в кратчайшие сроки в полевых условиях привести вышедшую из строя технику в работоспособное состояние.

В такой ситуации затруднительно определить район сосредоточения поврежденных машин, а мероприятия по отысканию и эвакуации техники отнимают значительную часть времени.

Наиболее рационально проводить текущий ремонт неисправной техники на месте выхода ее из строя, либо, при невозможности оказать техническую помощь, - эвакуировать в ближайшее укрытие или к местам ремонта.

На оснащении подразделений и соединений для выполнения задач технического обеспечения имеются подвижные средства технического обслуживания и ремонта.

Говоря о современных и перспективных образцах техники для выполнения задач технического обеспечения, учитывая, что в настоящее время значительную часть ВВТ, состоящей на вооружении ВС Республики Узбекистан, составляет вооружение советского (российского) производства, определенный интерес представляет для нас техника российского производства.

Одним из современных образцов подвижных ремонтно-эвакуационных средств является машина технической помощи МТП-А2 (рис.1).

МТП-А2 предназначена для оказания помощи водителям в устранении неисправностей автомобилей семейств УАЗ, ГАЗ, ЗИЛ, Урал, МАЗ, КамАЗ, дозаправки их топливом, маслами и спецжидкостями,



1–рис. Машина технической помощи МТП-А2

вытаскивания застрявших и установки на ходовую часть опрокинутых машин, а также для транспортирования неисправной техники массой до 10,0 т.: в полупогруженном положении, в том числе с поврежденными ходовой частью и рулевым управлением, и на жестких буксирах.

Однако, возможности данной машины в оказании технической помощи в восстановлении неисправного (поврежденного) образца вооружения и военной техники ограничены, основные работы связаны с эвакуацией.



Значительная роль в восстановлении неисправной техники в полевых условиях при ведении тактических действий принадлежит восстановительным органам войскового звена, при этом большая часть техники восстанавливается с использованием подвижных средств технического обслуживания и ремонта.

2-р

ремонта МТО-УБ1

Одним из современных подвижных средств технического обслуживания и ремонта является мастерская технического обслуживания и ремонта МТО-УБ1 (рис. 2).

МТО-УБ1(2) предназначен для технического обслуживания и текущего ремонта ВВТ танкового и мотострелкового батальонов, имеющих на вооружении танки Т-72, Т-80, 1, БМП-2, БМП-3, БТР-70, БТР-80, МТ-ЛБ и 4320.

При этом, одним из недостатков считается отсутствие возможностей по эвакуации неисправных (поврежденных) машин. Сложный разноплановый порядок применения мастерской в ходе тактических действий требует от командира хороших организаторских способностей, тактической и технической подготовки.



БМП-  
Урал-

3-рис. РЭМ-КЛ - ремонтно-эвакуационная машина колесная легкая

В качестве одного из таких разработок российскими производителями предлагается использовать РЭМ-КЛ - ремонтно-эвакуационная машина колесная легкая (рис. 3,4).

РЭМ-КЛ предназначена для проведения текущего ремонта, оказания помощи водителям в проведении технического обслуживания, ремонта и эвакуации машин полной массой до 16,0 т.

#### **ФУНКЦИОНАЛЬНЫЕ ВОЗМОЖНОСТИ МАШИНЫ:**

поиск машин, потерявших подвижность от застревания, опрокидываний, повреждений и отказов, потери водителей и т.д.;

проведение специальной обработки, радиационной, химической и инженерной разведки в пределах, обеспечиваемых приборами ДП-5В, ВПХР, РВМ-2;

локализация пожаров поврежденных машин при их эвакуации;



**4-рис.** РЭМ-КЛ - ремонтно-эвакуационная машина колесная легкая

подготовка к вытаскиванию и вытаскивание прямым перемещением застрявших машин с максимальным усилием вытаскивания 196,2кН (20тс);

приведение неработоспособных машин в транспортабельное состояние;

транспортирование буксированием неработоспособных машин массой до 12,0т, приведенных в транспортабельное состояние;

транспортирование в полупогруженном положении неработоспособных машин массой до 16т по грунтовым дорогам и до 22 т по дорогам с твердым покрытием;

выполнение грузоподъемных работ с использованием кран-манипуляторной установки;

выполнение работ по устранению повреждений, восстановлению работоспособности при отказах, обуславливающих потерю подвижности (способности к самостоятельному перемещению), путем диагностики, наладки, регулировки, ремонта или замены отдельных деталей и сборочных единиц автомобилей многоцелевого назначения и автомобилей хозяйственного назначения, следующих марок: Урал и их модификаций, КАМАЗ и их модификаций, Зил и их модификаций, ГАЗ и их модификаций, УАЗ-и их модификаций;

дозаправка топливом, маслами и специальными жидкостями основных агрегатов и узлов перечисленных марок, обеспечиваемых машин.

Выполнение всех перечисленных работ возможно в полевых условиях в любое время года и суток.

Таким образом, в результате применения в технологическом процессе восстановления машин мастерской РЭМ-КЛ, ожидается повышение возможности ремонтно-восстановительных органов войскового звена по приведению неисправной (поврежденной) военной техники в готовность к боевому применению (использованию по предназначению).

Для оснащения подразделений технического обеспечения окружного звена определенный интерес представляют комплекты подвижных мастерских для технического обслуживания и ремонта вооружения и техники.

В начале семидесятых годов советские военные специалисты пришли к выводу о необходимости создания новой специальной техники, предназначенной для оказания технической помощи боевым машинам на поле боя и на марше. Существующий парк различной техники не позволял решать весь спектр существующих задач без привлечения разных средств, из-за чего следовало создать совершенно новую машину, оснащенную набором различного оборудования. С целью создания такой техники был запущен новый проект с шифром «Лебедка», результатом которого стало появление бронированной ремонтно-эвакуационной машины БРЭМ-1 (рис-5).





**5-рис.** Общий вид БРЭМ-1.

По заказу Главного бронетанкового управления Минобороны, промышленность должна была создать защищенную специальную машину с высокой проходимостью и подвижностью, а также с комплексом специального оборудования. Основными задачами этой техники были определены эвакуация поврежденной техники с поля боя с последующей доставкой на пункты сбора, помощь в проведении

ремонтных работ, а также выполнение различных грузоподъемных работ в полевых условиях. Разработка подобной многофункциональной машины позволяла сократить парк вспомогательной техники и тем самым упростить систему ремонта поврежденных бронемашин.

Создание перспективной ремонтно-эвакуационной машины было поручено ОКБ-174 Омского завода транспортного машиностроения. Проект получил заводское обозначение «Объект 608». Задачей инженеров было создание специальной машины с набором различного оборудования, построенной на существующем шасси. С целью ускорения разработки и упрощения эксплуатации в качестве основы для «Объекта 608» было взято шасси серийного основного танка Т-72. Подобная техника уже состояла на вооружении, что позволяло упростить строительство РЭМ, а также облегчало их будущую эксплуатацию за счет унификации по большому количеству агрегатов.

В конце 1972 года был подготовлен комплект документации, необходимый для строительства опытной бронемшины. Строительство «Объекта 608» было поручено заводу №183 (г. Нижний Тагил), производившему танки Т-72.

Ремонтно-эвакуационная машина сохранила силовую установку и ходовую часть базовой машины, однако некоторые ее агрегаты имеют заметные отличия. Заметным переработкам, прямо связанным с выполняемыми задачами, подверглась компоновка корпуса. Обитаемый отсек с рабочими местами всех трех членов экипажа располагается в передней части корпуса. Рабочее место механика-водителя находится в центральной части отсека, справа и со сдвигом назад располагается командир. Место сцепщика-такелажника с набором необходимых органов управления разместили у левого борта и сдвинули назад относительно командира.

Все члены экипажа получили собственные люки в крыше машины. Кроме того, предусматривался один эвакуационный люк в днище, размещенный позади сиденья механика-водителя. Основные люки экипажа оснащены оптическими приборами для наблюдения за обстановкой. Водитель может использовать призматические приборы днем, а в темное время суток средний прибор следует заменять прибором ночного видения ТВНЕ-4ПА. Командир располагает небольшой вращающейся башенкой, в которой имеются два призматических прибора и один комбинированный (дневной и ночной) ТКН-3. Сцепщик-такелажник, как и командир, имеет небольшую башенку, однако она не оснащается механизмами вращения. Сцепщик-такелажник располагает четырьмя призматическими приборами ТНП-160, такими же, как на других люках крыши. Средства для наблюдения

ночью на рабочем месте сцепщика отсутствуют.

Позади машины находится моторно-трансмиссионное отделение с агрегатами силовой установки. Серийные БРЭМ-1 оснащаются дизельными двигателями В-84МС мощностью 840 л.с., что позволяет сохранить основные характеристики на уровне базового основного танка.

В середине семидесятых годов на вооружение Советской армии была принята бронированная ремонтно-эвакуационная машина БРЭМ-1, построенная на базе основного танка Т-72. Появление этой машины позволило заметно упростить эвакуацию поврежденной техники и ее дальнейший ремонт. Было очевидно, что в подобной технике нуждаются не только танкисты, но и другие рода войск, эксплуатирующие различную бронетехнику.

К началу восьмидесятых годов Советский Союз построил большое количество боевых машин пехоты и другой легкой бронетехники. В случае начала полномасштабного вооруженного конфликта с вероятным противником эта техника должна была идти в бой, перевозить солдат и поддерживать их огнем. Естественно, в ходе боев бронемашин должны были получать повреждения и выходить из строя. Для их ремонта следовало использовать специальную технику, однако это было связано с определенными затруднениями. Как и танкисты до недавнего времени, экипажи боевых машин пехоты были вынуждены полагаться на разнообразный парк специальной техники. Универсальная ремонтно-эвакуационная машина при этом отсутствовала. Использование новейших БРЭМ-1 так же не имело смысла ввиду избыточности их характеристик и занятости на своем «месте работы». Как следствие, требовалась новая машина аналогичного назначения.



**6-рис.** Общий вид БРЭМ-2

В 1982 году Конструкторско-технологический центр министерства обороны (г. Киев) получил приказ разработать легкую БРЭМ на базе существующей БМП-1. Применение подобного шасси позволяло упростить проект, а также удешевить эксплуатацию машин за счет унификации агрегатов. Кроме того, в это время производство БМП-1 постепенно сокращалось в пользу более новой БМП-2, а в будущем планировался их постепенный вывод из эксплуатации. Таким образом, старые машины

предлагалось использовать в качестве основы для новой БРЭМ. Комплект специального оборудования планировалось устанавливать в ходе ремонта и модернизации на соответствующих предприятиях.

Проект новой ремонтно-эвакуационной машины, являясь второй современной разработкой в этой области, получил соответствующее название: БРЭМ-2. Таким образом, ремонтные машины для танковых и мотострелковых войск должны были иметь схожие обозначения. В дальнейшем такая «традиция» сохранилась.

В качестве основы для БРЭМ-2 была взята БМП-1, что сказалось на ряде основных особенностей (рис-6,7). Ремонтно-эвакуационная машина сохранила основные черты базовой БМП, однако получила набор нового оборудования, установленного внутри корпуса и за его пределами. Так, компоновка корпуса претерпела некоторые изменения. Силовая установка осталась в передней части корпуса, в правой его части, у левого борта сохранились

рабочие места двух членов экипажа. Позади них вместо боевого отделения располагаются еще два рабочих места, а десантный отсек отдан под машинное отделение с набором специальной аппаратуры. В ходе переделки БМП-1 не должны были лишаться кормовых дверей, что позволило обеспечить более удобный доступ к аппаратуре машинного отделения.

БРЭМ-2 базали машинанинг корпуси ўқдан ҳимояланиш учун зирҳланганлиги сақлаб қолиниб, хар томондан отилган ўқотар қуролларнинг ўқларидан экипаж аъзоларини ҳимоялашга қодир. Машинанинг олд томонини ҳимояси кучайтирилган.

Корпус БРЭМ-2 сохранил противопульное БРОНИРОВАНИЕ базовой машины и способен защитить экипаж от стрелкового оружия при обстреле со всех направлений. Лобовая проекция имеет усиленную защиту. Часть внешних агрегатов, предложенных новым проектом, так же имеет защиту. Во избежание повреждений они выполняются из броневой стали.



Как и у базовой машины, в моторно-трансмиссионном отделении БРЭМ-2 находится дизельный двигатель УТД-20 мощностью 300 л.с. Такая силовая установка обеспечивает удельную мощность на уровне 22 л.с. на тонну веса, благодаря чему скорость 14-тонной машины на шоссе достигает 65 км/ч. Имеется возможность пересечения водных преград вплавь при помощи перемотки гусениц. При этом скорость движения не превышает 6-7 км/ч.

По имеющимся данным, силовая установка и ходовая часть БРЭМ-2 немного отличаются от агрегатов базовой БМП-1. С целью упрощения производства и увеличения характеристик некоторые детали были заменены аналогичными, но взятыми у более новой БМП-2, к началу восьмидесятых поступившей в серию.

Экипаж БРЭМ-2 состоит из четырех человек. Слева от двигателя, друг за другом, размещаются механик-водитель (он же оператор крана) и командир. У правого борта, в районе бывшего боевого отделения, размещаются специалист по электрооборудованию и слесарь-сващик. По другим данным, в экипаж не входит слесарь, а его обязанности должны выполнять командир и специалист по электрооборудованию. Экипаж располагает собственными люками в крыше машины. Люки водителя и командира располагаются на тех же местах, что и в случае с БМП-1. Люк третьего члена экипажа размещен у правого борта, с заметным сдвигом назад. Для наблюдения за обстановкой экипаж имеет перископические приборы. Кроме того, предусмотрено использование приборов ночного видения в темное время суток.

Помимо приборов наблюдения командирский люк оснащается прожектором и установкой для пулемета ПКМ. Для самообороны экипаж БРЭМ-2 может использовать пулемет с боекомплектом 1000 патронов. Кроме того, для постановки дымовой завесы и маскировки своей работы машина может использовать шесть дымовых гранатометов. Для борьбы с бронетехникой противника экипаж имеет реактивный гранатомет РПГ-16 с боекомплектом.



Задачей «Бронированной ремонтно-эвакуационной машины, второй» является оказание разнообразной технической помощи поврежденной легкой бронетехнике. Проектом предусматривался набор специального оборудования, предназначенный для вытаскивания техники из грязи, буксировки к пункту сбора, а также проведения ремонта, в том числе с грузоподъемными работами. Следует отметить, набор специального оборудования машины БРЭМ-2 в определенной мере напоминает комплекс средств БРЭМ-1, что, в

первую очередь, связано с предъявлявшимися требованиями.

Для вытаскивания «засевшей» техники БРЭМ-2 имеет тяговую лебедку и сошник-бульдозер (рис-8). Последний располагается на нижнем лобовом листе корпуса и перед работой должен откидываться на шарнире вниз. Какие-либо приводы не предусматриваются. Основной задачей сошника является обеспечение устойчивости машины при вытягивании сравнительно тяжелого объекта, поскольку сцепление гусениц может быть недостаточным для ее удержания на месте. Кроме того, сошник-бульдозер может выполнять функции оборудования для самоочапывания. В походном положении сошник поднимается вверх и закрепляется при помощи двух стопоров.

На крыше корпуса, у левого борта позади люков водителя и командира, располагается опорно-поворотное устройство крана. Эта система позволяет производить погрузочные работы в секторе шириной  $270^{\circ}$ . На опорно-поворотном устройстве крепится подъемная стрела с электромеханическими приводами. В походном положении стрела укладывается под углом к оси корпуса. При этом она ложится на специальную опору в средней части корпуса и фиксируется на своем месте при помощи растяжки с крюками.



Без дополнительных приспособлений имеющийся кран имеет грузоподъемность на уровне 1,5 т, однако вес поднимаемого груза зависит от вылета стрелы, а максимальный вылет, в свою очередь, ограничивается нагрузкой (рис-9). С помощью специального оборудования грузоподъемность крана, по некоторым данным, может быть увеличена до 7 т. Характеристики крана позволяют в полевых условиях проводить ремонт легкой бронетехники, в том числе с заменой отдельных агрегатов. В частности, имеется возможность замены силовой установки боевых машин пехоты и выполнения иных подобных работ

На крыше машинного отделения располагается специальная грузовая платформа с откидными бортами. Она предназначена для перевозки комплектов ЗИП, различных



инструментов, деталей и т.д. На своей платформе БРЭМ-2 может перевозить до 1,5 т грузов. Кроме того, некоторое оборудование перевозится в кормовой части корпуса. В состав специального оборудования, среди прочего, входит сварочный аппарат, энергоснабжение которого осуществляется от штатного генератора ВГ-7500. Перевозимый комплект инструментов позволяет выполнять различные операции по обслуживанию и ремонту бронемашин, а сварочный аппарат предназначен для резки и сварки деталей из черных металлов.

Проектные работы, строительство и последующие испытания машины-прототипа продолжались в течение нескольких лет. В 1985 году все необходимые проверки были завершены, после чего БРЭМ-2 приняли на вооружение сухопутных войск Советского Союза. Вскоре стартовало серийное производство этой техники. Для экономии времени, ресурсов и финансов ремонтно-эвакуационные машины не строились с нуля. Основой для этой техники становились боевые машины пехоты первой модели, нуждавшиеся в капитальном ремонте. Эту технику отправляли на ремонтные предприятия, где с нее снимали более не нужное оборудование, вместо которого монтировались, сошник, лебедка, кран и т.д.



После распада Советского Союза снизился возможности производство данного типа машин. Ввиду последовавших за этим экономических трудностей далеко не вся подобная техника сохранилась до наших дней и находится в удовлетворительном состоянии. Тем не менее, эксплуатация ремонтно-эвакуационных машин «второго типа» продолжается. Со временем к эксплуатантам такой техники присоединились страна Индонезии.

В 87-м на вооружение была принята БМП-3, отличавшаяся от предшественников рядом параметров, в том числе габаритами и боевой массой. По этой причине вскоре стартовала разработка перспективной БРЭМ на базе новой боевой машины пехоты, которая могла бы полноценно решать все поставленные задачи.

Появление БРЭМ позволило обеспечить своевременный полноценный ремонт боевых машин пехоты первых двух моделей. Однако в конце восьмидесятых годов на вооружение была принята новая БМП-3, не имевшая почти ничего общего с предыдущей отечественной техникой своего класса, а также отличавшаяся большей боевой массой. Планируемое перевооружение войск сказалось и на ремонтно-эвакуационной технике. Со временем была создана машина БРЭМ-Л (рис-10). Тем не менее, появление новых бронемашин не привело к моментальному и полному отказу от БМП-1/2 и БРЭМ-2. Машины этих типов до сих пор используются отечественными вооруженными силами, однако в обозримом будущем их, похоже, ждет списание.

Разработкой новой БРЭМ занимался «Курганмашзавод», ранее создавший базовую БМП-3. Техническое задание подразумевало использование готового шасси, на которое следовало установить набор специального оборудования для решения основных задач. Новая БРЭМ, как и другая техника этого класса, должна была получить возможность вытаскивания и эвакуации поврежденной легкой бронетехники, а также участвовать в

дальнейшем ее ремонте. Характеристики машины должны были позволять обслуживать легкую бронетехнику различных типов, в первую очередь БМП-3. Проект новой ремонтно-эвакуационной машины получил обозначение БРЭМ-Л и собственное имя «Беглянка». Как следствие, БРЭМ-Л получила сошник-отвал, подъемный кран, тяговую лебедку, а также набор различных инструментов и дополнительного оборудования. При этом специальное оснащение машины было адаптировано к работе с техникой последних моделей.

Будучи дальнейшим развитием базовой БМП-3, ремонтно-эвакуационная БРЭМ-Л сохраняет большое количество ее узлов и агрегатов. Также сохраняется общая компоновка, однако отдельные отсеки корпуса претерпевают значительные изменения, связанные с установкой нового оборудования. Так, отделение управления с рабочим местом механика-водителя по-прежнему располагается в середине передней части корпуса. Рядом с ним предусматриваются места для двух других членов экипажа. Боевое отделение корпуса отдается под дополнительные места экипажа и некоторое специальное оборудование. Силовая установка, как и ранее, располагается в корме корпуса и имеет малую высоту.

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**TEXNOLOGIK YONDASHUV ASOSIDA BO'LAJAK CHAQIRIQQACHA QADAR BOSHLANG'ICH  
TAYYORGARLIK FANI O'QITUVCHILARINING KASBIY TAYYORGARLIGINI RIVOJLANTIRISH  
KOMPONENTLARI, MEZONLARI VA KO'RSATKICHLARI**

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**Annotatsiya:** *Ushbu maqolada zamonaviy o'qituvchining kasbiy shakllanishini ta'minlovchi talablar, harbiy ta'lim mashg'ulotlarida yangi pedagogik innovatsion texnologiyalarni qo'llash, bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchilarini kasbiy faoliyatga tayyorlashni asosiy komponentlari o'qitishning maqsad va vazifalari, o'quv materialining mazmuni, o'qitishni tashkil etish metodlari, vositalari, shakllari, o'quv jarayonining yakuniy natijalaridan iborat bo'lgan metodik tizimlar haqida so'z yuritilgan.*

**Kalit so'zlar:** *Innovatsiya, kompotentlar, "Chaqiriqqacha harbiy ta'lim", "Chaqiruvga qadar boshlang'ich tayyorgarlik", mezonlar, tamoyillar, pedagogika, texnologiya.*

Zamonaviy o'qituvchining kasbiy shakllanishini ta'minlovchi talablar ikki guruhga ajratiladi;

- o'qituvchining turli darajadagi muammolarni hal etishga tayyorgarligini ta'minlovchi ijtimoiy, kasbiy va shaxsiy ahamiyatga ega invariant intellektual mahorat,
- individual sifatlarining shakllanishini, tayyorligini ta'minlashga xizmat qiluvchi fundamental bilimlari mazmuni va darajasiga qo'yiladigan talablar.

Bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchilarning kasbiy tayyorgarligi rivojlantirish komponentlarini o'rganar ekanmiz bu sohada olib borilgan ilmiy tadqiqotlarni tahlil qildik.

Bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchilarni kasbiy tayyorgarligini rivojlantirishda quyidagilar muhim hisoblanadi:

- shaxsiy sifatlar va yo'nalganlik (ehtiyoji, qiziqishi, qadriyatlari yo'nalishi, motivatsiya);
- ma'lumot darajasi (bilim, ko'nikma va malakalarini doimiy ravishda boyitishga intilishi va mahorati);
- tarbiyalanganligi darajasi (ma'naviy, estetik, jismoniy, kasbiy, madaniy);
- ijtimoiylashish (kasbiy va ijtimoiy faoliyatini tashkil etishga tayyorligi, bilim olishni davom ettirish, ijtimoiy qoidalar va qadriyatlarni idrok qilish);
- madaniyatlilik (ijtimoiy-madaniy qadriyatlarni idrok qila olishi, intellektual, iqtisodiy va ekologik madaniyati, aqliy, jismoniy va mehnat madaniyati, munosabatlari mazmuni va xulq-atvori).

Tizimli yondashuv texnologiyasi bo'lajak o'qituvchilarining kasbiy shakllanishi muammosini tadqiq qilishning umumilmiy asosi sifatida tadqiq etilgan. Pedagogik va texnik bilimlarning integratsiyasi asosida bo'lajak o'qituvchilarni tayyorlash, uning kasbiy-pedagogik faoliyatini modellashtirish, kasbiy tayyorlash jarayonini standartlash-tirishning metodik asoslari, kasbiy shakllanganlik darajasini baholash metodikasi va pedagogika fanlarining kasbiy shakllantirishdagi imkoniyatlari qarab o'tilgan.

Kasbiy tayyorlash muammolarining nazariy tahlili kasbiy tayyorgarlikni ta'minlaydigan ta'lim

jarayonini modellashtirish, kasbiy faoliyatga tayyorlash texnologiyasini ishlab chiqish va real ta'lim jarayonida joriy etishga zamin yaratdi.

Bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchilarini kasbiy faoliyatga tayyorlashni asosiy komponentlari o'qitishning maqsad va vazifalari, o'quv materialining mazmuni, o'qitishni tashkil etish metodlari, vositalari, shakllari, o'quv jarayonining yakuniy natijalaridan iborat bo'lgan metodik tizim sifatida qarash mumkin.

Ana shundan kelib chiqan holda bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchilarni kasbiy faoliyatga tayyorlash modelini loyihalash jarayoni quyidagi ketma-ketlikda amalga oshiriladi:

- modelni zaruriyatini asoslash

- modelni yaratish

- modelning aniqlashtirish

- olingan model asosida bo'lajak mutaxassisni kasbiy faoliyatga tayyorlash texnologiyasini ishlab chiqish.

Kasbiy faoliyatga tayyorlashning metodologik asosini quyidagi yondashuvlar tashkil etadi: shaxsiy, kompetentli, faoliyatli, kontekstli va boshqalar. Bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchisini kasbiy tayyorlash asoslarini omillar, manbalar, tashkiliy-pedagogik shart-sharoitlar, tamoyillar va yondashuvlar tashkil etadi

Shaxs nuqtai nazaridan yondashuv o'quv jarayonini loyihalash va tashkil etishda bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchilarni tayyorlashda faolligiga tayanishni nazarda tutadi. U bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchi shaxsining o'ziga xosligini e'tirof etishni va ta'lim jarayonida shaxsning ijodiy imkoniyatlarini rivojlantirish uchun shart-sharoitlar yaratishni ko'zda tutadi. Shaxsiy-ijodiy komponent, bir tomondan, bo'lajak mutaxassislarni kasbiy shakllantirish va o'z-o'zini namoyon etish yo'li bilan texnik va texnologik madaniyatni egallashning kreativ mexanizmlarini ochib beradi, boshqa tomondan esa, texnik fikrlash va dunyoqarash asoslarining shakllanganligi darajasini tavsiflaydi.

Faoliyatli yondashuv bo'lajak o'qituvchi shaxsining o'ziga xos xususiyati faoliyat jarayonida shakllanishi va namoyon bo'lishidan kelib chiqadi. O'qitish jarayoni uning barcha asosiy komponentlari, ya'ni ehtiyojlar, motivlar, maqsadlar, faoliyat elementlari, operatsiyalar, muvofiqlashtirish usullari, erishilgan natijalarni nazorat va tahlil qilishning birligi va o'zaro bog'liqligida quriladi. Bu asosiy komponentlar shaxsiy sifatlar asosida talablarda kasbiy kompetentlikni shakllantirish imkoniyatlarini ko'rsatib beradi. Faoliyatli komponent umumkasbiy va maxsus fanlarni o'qitish hamda o'quvchilarni tarbiyalash masalalarini hal etish usullarini o'z ichiga oladi.

Bo'lajak o'qituvchilarni kasbiy faoliyatga tayyorlash jarayonida kompetentli yondashuvni qo'llash ta'lim jarayonining amaliy yo'nalganligini ta'minlash (kasbiy kompetentlikni shakllantirish), shu bilan birga, amaliyotda ko'p uchraydigan muammoli-vaziyatli masalalarni aniqlash, ularni yechish algoritmini tuzish va undan foydalanish, loyihalash faoliyatini tashkil etishga yo'naltiradi.

Texnologik yondashuv asosida "Chaqiriqqa qadar boshlang'ich tayyorgarlikni tashkil etish va uni o'qitish metodikasi" fanini o'rganishda kasbiy faoliyat kontekstida ta'limning mos o'quv maqsadini belgilagan holda o'qitish metodi, shakl va vositalarni qo'llab natijani avvaldan ko'ra bilish, o'qitish, jarayonini qurish imkonini beradi.

Texnologik yondashuvda:

- 1) bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchi faoliyatini nuqtai nazardan yondashadi;
- 2) faol idrok qiladi;
- 3) kasbiy faoliyatga oid bilim, ko'nikma va malakalarni shakllantiruvchi kasbiy vaziyatlarni hal etish kontekstida o'zlashtiriladi;
- 4) ta'limning faol va interfaol metodlaridan foydalaniladi;
- 5) kasbiy komponentlilik belgilari yanada yaqqol ifodalangan o'quv axborotidan foydalanish tajribasini egallaydi;
- 6) o'quv, ilmiy va kasbiy faoliyat integratsiyasi muammosi pedagogik hal etiladi.

Ta'lim jarayonini tashkil etishga texnologik yondashuv asosida "Chaqiriqqa qadar boshlang'ich tayyorgarlikni tashkil etish va uni o'qitish metodikasi" fanini o'rgatish bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchini kasbiy faoliyatga tayyorlash metodikasini nazariy va amaliy asoslarini chuqur bilishini talab etadi.

Bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchilarini kasbiy faoliyatga tayyorlash modelini ishlab chiqish "Chaqiriqqa qadar boshlang'ich tayyorgarlikni tashkil etish va uni o'qitish metodikasi" fanini o'qitishning ma'lum tamoyillarga asoslanadi. Tamoyil deganda asosiy qoidalar, ta'lim jarayonining maqsad va qonuniyatlaridan kelib chiqqan holda, ta'lim jarayoni, mazmuni, tashkiliy shakllari va metodlarini belgilab beruvchi didaktik tizimni tushunamiz.

**Amaliy yo'nalganlik tamoyili** ko'pgina falsafiy, pedagogik, psixologik qoidalarga tayanadi: ta'lim samaradorligi va sifati amaliyotda tekshiriladi, tasdiqlanadi; amaliyot - bu haqiqat mezon, bilish faoliyati manbai va o'qitish natijalarini qo'llash sohasi; to'g'ri yo'lga qo'yilgan o'qitish va tarbiyalash hayotning o'zidan, amaliyotdan kelib chiqadi, u bilan chambarchas bog'liq bo'ladi, bo'lajak mutaxassisni faol o'zgaruvchi faoliyatga tayyorlaydi, o'qitishni hayot, nazariya va amaliyot bilan bog'lash ta'lim mazmuniga, qo'llaniladigan metod va o'qitish shakllariga bog'liq.

**Integrativlik tamoyili** ilmiy-tadqiqotlar va o'quv predmetlarining fanlararo aloqadorligini, umumkabiyl va texnik fanlarni mazmuniy va tuzilmaviy-funksional birligini nazarda tutadi.

**Uzluksizlik va uzviylik tamoyili** Kasbiy tayyorgarlik bosqichlarining zamon va makondagi bog'liqligini, uning butun ta'lim jarayonidagi uzluksizligini ifodalaydi. Bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchini kasbiy faoliyatga tayyorlash jarayonida uzluksizlik tamoyili yangi bilim va ko'nikmalarni bosqichma-bosqich egallash, kasbiy kompetentlikni shakllantirishni hamda shaxsiy ahamiyatga ega sifatlarni rivojlantirishni ko'zda tutadi. Uzluksizlikning ichki mexanizmi uzviylik bo'lib, tayanch bilim va kasbiy ko'nikmalarni shakllantirishda ilgarilab ketish imkoniyatlarini nazarda tutadi.

**Variativlik tamoyiliga** ko'ra bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchilarni kasbiy faoliyatga tayyorlash jarayonida mazmuniy axborotni chuqurlashtirish, kengaytirish, to'ldirishga ruxsat etiladi. O'quv jarayonini tashkil etishda bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchilarning nazariy tayyorgarlik darajasi, qiziqish va moyilliklariga bog'liq ravishda ularga individual topshiriqlarni bajarish imkoniyati beriladi.

**Tabiatga moslik tamoyili** bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchiga tabiatning bir qismi sifatida munosabatda bo'lishni nazarda tutadi. Tabiatga moslik tamoyili asosida o'qitishda bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchining jismoniy, salomatligi holati e'tiborga olinadi, anglashga, muloqotga, ijodga dominantlik (ustunlik) ehtiyojlari qondirilishi uchun sharoit yaratib berishni taqozo etadi. Yuqorida keltirilgan tamoyillardan tashqari, bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchini kasbiy faoliyatga tayyorlash asosiga ta'lim mazmunini tanlash va

tuzilmalashtirish (ilmiylik, tizimlilik va ketma-ketlik, uzviylik, ko'rgazmalilik) hamda ta'lim jarayonini tashkil etish tamoyillari (turli bilish faoliyatlarini optimal birlashtirish; o'qitishning har xil shakl, vosita va metodlarini qo'llash; shaxsning individual sifatlarini hisobga olib o'qitishni optimallashtirish) qo'yilgan.

Shuningdek, oliy ta'lim muassasalarida chaqiriqqacha harbiy ta'lim yo'nalishlarida o'quv jarayonini raqamlashtirish tizimi murakkab jarayon bo'lib, uni shakllanishining konseptual tamoyillari quyidagilardan iborat bo'lishi kerak:

**Maqsadga yo'naltirilganlik tamoyili.** Raqamlashtirgan tizim ta'lim resurslarini taqdim etadi va barcha foydalanuvchilar uchun axborot-ta'lim manbai bo'lib xizmat qiladi. Ta'lim muassasasining axborot-metodik ta'minotini o'z ichiga olgan portal universitet axborot ta'minoti va o'quv -metodik ta'minotini taqdim etadi hamda ta'lim muassasalari, ta'lim xizmatlari buyurtmachilari, ta'limni boshqarish organlari uchun axborot-ta'lim manbai bo'lib xizmat qiladi.

**Integratsiya tamoyili.** Tizim ta'lim muassasaning integrallashgan axborot-ta'lim resurslari yagona manzilda joylashtiriladi, shuningdek ta'lim muassasalari resurslariga alohida murojaat yo'li ham maxsus tarzda ko'rsatiladi.

**To'laqonlilik tamoyili.** Soha bo'yicha o'quv-me'yoriy, metodik hujjatlar, ilmiy faoliyat, tarbiyaviy faoliyat, bitiruvchilar bazasining portalda taqdim etilishi uning to'laqonligini ta'minlaydi.

**Yaxlitlik tamoyili.** Portal markazlashtirilgan boshqaruv orqali axborot-ta'lim resurslarini taqdim etadi va portalning resurslarini rivojlantirish ta'lim muassasalarining resurslarini tahrirlash va joylashtirish yagona tizim asosida amalga oshiriladi.

**Ochiqlik tamoyili.** Ta'lim muassasalarining portali ta'lim sohasi bo'yicha ma'lumotlarni ochiq taqdim etish tizimini yaratadi va birinchi navbatda pedagogik axborot-ta'lim resurslarining ochiqligini ta'minlaydi.

**Ko'rgazmalilik tamoyili.** Portal metodik ta'minotida berilayogan o'quv-ilmiy resurslar matn va vizuallashtirilgan materiallarning ma'lum nisbatini saqlagan holda ilustrasiyalar va kadrlar jamlanmasidan iborat bo'lishi mumkin.

**Erkin boshqarish tamoyili.** Talabalar kompyuter ekranidagi kadrlarning almashishini mustaqil boshqarish, zarur materiallarni istalgan marta ekranga chiqarish va nazorat topshiriqlarini bajarish orqali bilimlarini mustaqil sinash imkoniyatlariga ega bo'ladilar.

**Moslashuvchanlik tamoyili.** Portal o'quv-ilmiy resurslarni o'quv jarayonida ma'lum bir foydalanuvchining ehtiyojlariga moslanishini ta'minlaydi, o'rganilayotgan materialning murakkabligini, uning amaliy yo'naltirilganligini o'zgartirish, foydalanuvchining ehtiyojlaridan kelib chiqib, qo'shimcha ilustrativ materiallarni shakllantirish imkoniyatlariga ega. Shuningdek, tizimni ishlashini yangi talablarga moslashishini ta'minlaydi. Axborot, texnik va texnologik interfeyslarga ega bo'lgan turli tizimlar bilan aloqa qilish qobiliyatining mavjudligi.

**Kompyuter ko'magi tamoyili.** Har bir talaba istalgan vaqtda o'quv materiallarining mohiyatiga qarab kompyuter ko'magiga ega bo'lishi mumkin.

**Uzluksiz rivojlanish tamoyili.** Axborot-metodik ta'minot ma'lumotlarni qayta ishlashning zamonaviy texnologiyalarini ishlatgan holda takomillashib, rivojlanib borish imkoniyatiga ega.

**Modullilik tamoyili.** O'zaro bog'liq va o'zaro bir-birini to'ldiruvchi modullardan foydalanilishni ta'minlaydi va bitta modulni boshqasiga almashtirish tizimning yaxlitligini buzmaydi.

**Ishonchlilik tamoyili.** Tizimning o'ziga xos elementlarini xavfsizligini ta'minlash va himoyalash va tizim barqarorligini nazarda tutadi.

**Ma'lumotlarni ko'p marta foydalanish tamoyili.** Tizimga axborot bir marotaba kiritiladi va bir necha marotaba turli maqsadlarda foydalanishni ta'minlaydi.

**Qulaylik tamoyili.** Tizim o'rnatish, o'rganish va ishga tushirish uchun oddiy va qulay bo'lishi.

**Avtomatlashtirish tamoyili.** Axborotni qayta ishlash texnologik jarayonining barcha bosqichlarida texnik vositalarni ishlatishi hamda qog'ozsiz texnologiyalarni yo'lga qo'yishni ta'minlashi.

**Xavfsizlik tamoyili.** Tizimdagi ma'lumotlarni yaxlitligi va to'liqligini himoya qiladi va ta'minlaydi.

**Mobillik tamoyili.** Axborot-metodik ta'minot tarkibidagi tizimlarning barchasi mobil qurilmalar uchun moslashgan va kerakli vaqtda ixtiyoriy nuqtadan ulanish imkoniyatiga ega bo'lishi mumkin.

Izlanishlarning natijalari ko'rsatadiki, zamonaviy axborotlashgan jamiyat sharoitida oliy harbiy ta'lim muassasalarining raqamli hayotning o'zgaruvchan tabiatiga moslashishi masalasi milliy va xorijiy ilmiy tadqiqotlarda o'z ifodasini yetarli darajada topmagan. Vaxolanki davlat o'z fuqarolarini tinchligi va xavfsizligini ta'minlashda harbiy ta'limni taraqqiyotiga jiddiy e'tibor qaratmog'i darkor.

Shiddatli rivojlanayotgan zamonaviy texnogen maydonda elektron ta'lim muhitini shakllanishi, shuningdek raqamli bilim va ko'nikmalarni to'g'ri o'zlashtirilishi harbiy xizmatchilar va umuman armiyani professionalligi va kasbiy mahoratini oshirishda istiqbollarni belgilovchi omillardan biri bo'lib qolmoqda.

Bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchisini kasbiy faoliyatga tayyorlashning mazmuniy-protsessual komponenti o'quv-bilish faoliyatini tashkil etishdan iborat bo'lib, o'rganilayotgan kurs bo'yicha o'quv jarayoniga joriy etiladi. O'qitish jarayoni o'z mohiyatiga ko'ra, tuzilmashtirilgan ilmiy bilimlar va faoliyat usullarini o'rgatish orqali ta'lim oluvchi shaxsini rivojlantirish maqsadida pedagogik jihatdan tashkil etilgan ijtimoiy jarayondir.

Bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchisini kasbiy faoliyatga tayyorlashning resursli komponenti quyidagi sharoitlarda amalga oshiriladi:

a) texnologik, eksperimental, informatsion va loyihaviy faoliyat sohalarida amaliy ko'nikmalar shakllanishini ta'minlovchi moddiy-texnik baza;

b) ijodiy ko'nikma, texnik fikrlash va ishchanlikning rivojlanishiga imkon beruvchi muhim didaktik vositalar.

"Chaqiriqqa qadar boshlang'ich tayyorgarlikni tashkil etish va uni o'qitish metodikasi" fanining o'quv-metodik ta'minoti esa interaktivlik, muammolilik va amaliy yo'nalganlik sharoitida bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchisi o'quv-bilish faoliyatini boshqarish bo'yicha ko'rsatmalar bilan ta'minlangan.

Shunday qilib, bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchilarining ilmiy bilish va amaliy ko'nikmalarni muvaffaqiyatli egallashiga qaratilgan ta'lim jarayonini tashkil qilishda tashkiliy-pedagogik shart-sharoitlari muhim ahamiyatga ega. Chunki, o'qitish jarayonida bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchida ongliklik, qiziquvchanlik, tartiblilik, birgalikda ijod qilish sifatlari shakllanadi. Aniqlangan tashkiliy-pedagogik shart-sharoitlar "Chaqiriqqa qadar boshlang'ich tayyorgarlikni tashkil etish va uni o'qitish metodikasi" fanini o'qitishda bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchisini kasbiy faoliyatga tayyorlashni ta'minlaydi.

Bizning fikrimizcha, bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchisini kasbiy faoliyatga tayyorlash nuqtai nazaridan qaraganda, laboratoriya -amaliy mashg'ulotlarda individual va juftlikda o'qitish usulini eng samarali deb hisoblash mumkin. Bunda o'qituvchi va bo'lajak chaqiriqqacha harbiy ta'lim o'qituvchisi muloqoti dinamik juftlikda yoki almashinuvchi tarkiblar juftligida amalga oshiriladi. O'quv jarayonida esa o'qitishni tashkil etishning individual shakli muhim hisoblanadi.

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**ЎЗБЕКИСТНДА ЁШЛАР МУТОЛАА МАДАНИЯТИ ЮКСАЛИШНИ ТАЪМИНЛОВЧИ  
СТРАТЕГИК МЕХАНИЗМЛАР ТРАНСФОРМАЦИЯСИГА ДОИР ФИКРЛАР**

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**Аннотация:** Мақолада бугунги кунда жамиятда долзарб ҳисобланган мутолаа маданиятини инновацион тафаккурни шакллантиришнинг асоси эканлиги ва унинг ривожланиш аналари ҳақида муаллифнинг ижтимоий - фалсафий нуқтаи назари баён этилган. Ёшларда мутолаа маданиятини ривожлантиришда кутубхона ва янги ахборот технологияларининг ўрни жараёнларининг аҳолини объектив таҳлил этишга ҳаракат қилинган. Ёшларда мутолаа маданиятини шакллантириш ва ривожлантириш долзарблиги таъкидланган. Ушбу жараёнда кутубхона ва янги ахборот технологияларининг аҳамияти ҳақида фикр мулоҳазалар берилган. Ўзбекистонда мутолаага эътибор аждодларимиздан меърос эканлиги таъкидланган ҳолда, мутолаа ҳодисаси кам ўрганилган соҳалардан бири бўлиб, айниқса ўқувчи-ёшларининг мутолаа маданиятини ва инновацион тафаккурни шакллантириш масаласида янги ахборот технологияларининг ўрни яхлит тадқиқот объекти сифатида ўрганилмаганлиги ҳақида хулоса берилди.

**Калит сўзлар:** *сиёсий ва иқтисодий ислохотлар, кутубхоналар ривожланишининг янги босқичи, мутолаа институтлари, электрон ҳужжатлар, мутолаага эътибор, янги ахборот технологиялари, электрон воситалар*

**РАЗМЫШЛЕНИЯ О ТРАНСФОРМАЦИИ СТРАТЕГИЧЕСКИХ МЕХАНИЗМОВ,  
ОБЕСПЕЧИВАЮЩИХ РОСТ ЧИТАТЕЛЬСКОЙ КУЛЬТУРЫ МОЛОДЁЖИ В УЗБЕКИСТАНЕ**

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**Аннотация:** *В статье рассматривается социально-философская точка зрения автора на проблемы развития и изменения читательской культуры, которая считается актуальной в современном обществе, а также предпринята попытка объективно проанализировать состояние процессов роли чтения и новых информационных технологий в развитии инновационного мышления молодежи. Подчеркнута важность формирования и развития читательской культуры молодежи. Изложены мнения о значении библиотек и новых информационных технологий.*

**Ключевые слова:** *политические и экономические реформы, новый этап развития библиотек, читательские учреждения, электронные документы, внимание к чтению, новые информационные технологии, электронные средства.*

## REFLECTIONS ON THE TRANSFORMATION OF STRATEGIC MECHANISMS THAT ENSURE THE GROWTH OF THE READING CULTURE OF YOUNG PEOPLE IN UZBEKISTAN

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**Abstract:** *The socio-philosophical point of view of the author is described that the culture of reading, considered relevant in society today, is the basis for the formation of innovative thinking and the traditions of its development. objectively analyze the state of the processes of the role of the library and new information technologies in the development of a reading culture among young people. The importance of the library and new information technologies was emphasized. In this process, opinions were expressed about the importance of the library and new information technologies. It was noted that attention to reading in Uzbekistan was inherited from our ancestors, and the phenomenon of reading is one of the least studied areas, especially in the matter of the formation of a reading culture. and innovative thinking of students, it is concluded that the place has not been studied as an integral object of research.*

**Key words:** *political and economic reforms, a new stage in the development of libraries, reading institutions, electronic documents, attention to reading, new information technologies, electronic tools.*

Маълумки, неча асрлардан буён авлоддан авлодга маънавий мерос асосан ёзма манбалар орқали етказиб келинмоқда. Шу боисдан, инсоният маънавий ва илмий меросни авлодларга етказиш мақсадида ёзувни кашф этган эди. Шундан буён ёшлар таълимнинг асосий қисмини ўқиш ва ёзиш ташкил этиб келмоқда.

Қадимги аждодларимиз аксар ҳолда саводхонликни ошириш билан кифояланган бўлсалар, бугунги авлод учун фақат ўқиш ва ёзишни билишнинг ўзи камлик қилади. Ахборот асри деб ном олган XXI асрда атрофимизни шунчалик кўп ахборот ўраб олган ва ушбу ахборотлар шунчалик тез ўзгармоқда-ки, ушбу ахборотлар уммонида бемалол суза олиш учун, уларни тез қабул қилиш, тез қайта ишлаш ва улардан самарали фойдаланиш маҳоратига эга бўлиш талаб этилади.

Бугунги кунда Ўзбекистон Республикасида яратилган ўрта махсус таълим тизимининг муҳим жиҳатларидан бири шуки, бу муассасаларда асосан ўсмирлар таълим оладилар. Ўсмирлик даври эса «инсон ҳаётининг муҳим даври бўлиб, ушбу даврда шахснинг ижтимоийлашув жараёни билан боғлиқ жараёнлар, келгусидаги унинг ҳаёт йўлини белгилаб беради»[1]. Хусусан, унинг касб танлаши, инсонлар билан

мустақил шахс сифатида мулоқотга кириша бошлаши ва бошқа шу каби ҳолатлар айнан ўсмир ёшида юз беради.

«Инсон томонидан жамиятда ҳаёт кечириш имконини берувчи билимлар, нормалар ва кадрятлар тизимининг ўзлаштирилиш жараёни»[2] сифатида ижтимоийлашув бир қанча ижтимоий институтлар томонидан амалга оширилади. Хусусан, оила, таълим муассасалари, маҳалла ва бошқалар шахс ижтимоийлашувининг асосий институтлари ҳисобланадилар. Қадимий кутубхоналар ва замонавий АРМлар ҳам ўзининг жамиятда тутган ўрнига кўра ижтимоийлашув институти вазифасини бажаради.

Шахс ижтимоийлашувининг асосий институти сифатида кутубхоналар доимо бир қанча асосларга эга бўлган. Хусусан, қуйидагилар кутубхоналарни шахс ижтимоийлашувининг асосий институти қилиб белгилаб берган ва ушбу жиҳатлар бугунги кунда ахборот-ресурс марказлари учун ҳам ўз аҳамиятини йўқотмаган:

- кутубхоналар доимо турли кўринишдаги ва жанрдаги босма, аудио ва видео ахборотнинг улкан жамғармасига эга бўлиб келган. Ушбу маҳсулотлар ва ижтимоий тажрибанинг умумлашма шакллариининг асосий вазифаси ёшларнинг ижтимоийлашувларини таъминлашдан иборат;

-кутубхоналар ижтимоий тажрибани ўзида жамғариш билан бирга уларни етказиб бериш вазифасини ҳам бажарадилар, бу эса, уларнинг ижтимоийлашув институти сифатидаги аҳамиятини оширади;

-ижтимоий ахборотни ўзлаштиришнинг асосий усули мутолаа бўлиб, бу шакл-шубҳасиз ижтимоийлашишга кўмаклашувчи жараёнدير;

-ахборот узатишнинг турли шакллариининг фойдаланиш орқали кутубхоналар чуқур қайта ишланган маълумот, билим берадилар, бу эса, тажрибасиз ёшлар учун муҳим аҳамиятга эга бўлади;

-шахс ижтимоийлашувида муҳим аҳамиятга эга бўлган оммавий ахборот воситалари каби, АРМлар ҳам мулоқотнинг барча шакллариининг: шахсий, махсус, оммавий мулоқотдан фойдаланади; бундан ташқари, кутубхоналар фойдаланувчилар билан нафақат тўғри, тескари алоқа қилиш имкониятига ҳам эга;

-АРМлар (болалар, ўсмирлар, ўқув, махсус, илмий, оммавий) шахснинг бутун умри давомида ҳамроҳ бўлиши ва барча даврларда: болалик, ўсмирлик, етуклик, қарилик даврида ҳам ижтимоийлашувга кўмаклашиши мумкин;

-АРМ хизмати ижтимоийлашув юз берадиган барча соҳаларни: таълим, дам олиш, мулоқот жараёнини қамраб олади;

-амонавий АРМлар ижтимоийлашув босқичларига: дунёқарашни шакллантириш, касб танлаш ва шу кабиларга таъсир кўрсатиш имкониятига эга; - АРМларнинг ижтимоийлаштирувчи таъсирининг қатъий эмаслиги, унинг ресурсларига мурожаатнинг эркинлиги, айниқса ўсмирларга таъсир қилиш самарадорлигини оширади;

-кутубхоналарнинг ижтимоийлашув жараёнига таъсири тўғридан-тўғри бўлиш билан бирга, билвосита, кутубхона хизмати, кутубхона мулоқоти орқали ҳам амалга ошиши мумкин ва бу ҳам, ўсмирларнинг қабул қилиш хусусиятига мос келади.

Шахс ижтимоийлашувида муҳим аҳамият касб этувчи кутубхоналар Ўзбекистон ҳудудида дастлаб Аҳмонийлар ҳукмронлиги даврида пайдо бўлган. Тадқиқотчи Э.Охунжоновнинг маълум қилишича, ушбу даврда Аҳмонийлар давлати таркибида бўлган Туронзамин халқлари олд Осие, Юнон, Миср, Ҳинд ва бошқа ҳудудлардаги халқларнинг китобат ва кутубхоначилик ишидаги илғор ютуқларини ўзлаштириш имкониятига эга бўлган. Бу ўз навбатида Марказий Осие ҳудудларида ҳам, «китобларни қўлёзма шаклида кўпайтириш ва китоб мазҳанлари – кутубхоналар ташкил этилишига» олиб келган[3].

Қадимги ва ўрта асрларда ўлкамизда тўрт турдаги кутубхоналар фаолият юритган:

1.Давлат кутубхоналари. Бу ерда асосан давлат фармонлари, сулолар тарихи ва зардуштийлик тарқалган ўлкаларда “Авесто”нинг турли қисмлари ва унга ёзилган изоҳлар сақланган.

2.Жамоат кутубхоналари. Асосан дунёвий китоблар жамғармасидан иборат бўлган (қадимги Ойхоним шаҳридан топилган кутубхонага ўхшаш);

3.Турли диний мазҳабларнинг кутубхоналари. Диний мазмундаги китоб сақланувчи омборлар.

4.Олимлар ва диний уламоларнинг, ўқимишли кишиларнинг шахсий кутубхоналари.

Ушбу давр кутубхоналари ўлкамизда кутубхоначилик иши ва китобхонлик маданиятининг тамал тоши қўйилишига хизмат қилган.

Маълумки, VIII асрда Марказий Осие ҳудудлари араб халифалиги таркибига қўшиб олинади ва ўлкамизда ислом дини тарқала бошлади. Араблар билан кириб келган янги дин ва дунёқараш маҳаллий аҳолининг турмуш тарзига ҳам бир қанча ўзгаришларни киритди. Хусусан, кутубхоначилик ишида ҳам исломлаштириш жараёнини кузатишимиз мумкин.

Қадимдан мавжуд бўлган давлат кутубхоналаридаги зардуштийлик ва бошқа динларнинг қўлёзма асарлари йўқ қилиб ташланиб, Қуръон ва ҳадислар, уларга ёзилган шарҳлар билан тўлдириб борилган. Шунингдек, катта шаҳарлардан тортиб, катта қишлоқ мавзеларигача кўпчилик аҳоли фойдаланиши мумкин бўлган жамоат кутубхоналари мавжуд бўлган. Булар билан бир қаторда мадрасалар ва масжидлар, турли хонақоҳлар қошида кутубхоналар ташкил этилган бўлиб, булар вақф мулки ҳисобланган. Шу боисдан, мазкур кутубхоналарни тадқиқотчи Э.Охунжонов «Вақф кутубхоналари» деб номлашни таклиф этади[4].

Кутубхоналарнинг ушбу кўринишлардаги шакллари чор Россияси босқинига қадар ўлкамизда мавжуд бўлган асосий кутубхоналардан бўлиб қолган. Гарчи, темурийлар даврида маданий ҳаётнинг бошқа соҳалари каби, кутубхоначилик иши

ҳам тараққий этган бўлса-да, шаклан деярли ўзгаришга учрамаган. Мазмунан эса, ушбу даврда кутубхоначилик ва мутолаа маданияти тараққиётида эришилган ютуқларни ҳеч қайси давр билан таққослаб бўлмайди.

XIX аср охирларига келиб, чор Россияси томонидан истило қилинган Марказий Осиёда, европача кўринишдаги китоблар ва кутубхоналар кўпая бошлади. Ўлкада мавжуд бўлган анъанавий кутубхоналар билан бирга, жаҳид мактаблари кутубхоналари, оммавий ва шахсий кутубхоналар каби шарқона миллий кутубхоналар билан бирга, европача оммавий, илмий жамиятлар, ўқув юртлари, ҳарбий қисмлар, хусусий ва жамоа кутубхоналари пайдо бўлди.

XX аср охирларида Қримда пайдо бўлган жаҳидчилик ҳаракати тез орада Марказий Осиёга ҳам етиб келди. Қисқа муддат ичида бу ерларда ҳам жаҳид мактаблари ташкил этилиб, болалар ўқитила бошланди. Шунингдек, мазкур мактаблар учун бир қанча ўқув адабиётлари ва дарсликлар яратилган эди. Ушбу китоблар тўпланиб бориб, кейинчалик мактаблар қошида кутубхоналар, ўлка учун янгича кўринишдаги ўқув кутубхоналари пайдо бўлди. 1917 йилга келиб, Туркистонда 100 га яқин жаҳид мактаблари фаолият юритган[5]. Юқорида айтилганидек, мазкур мактаблар қошида китоб фонди – ўқув кутубхоналари мавжуд бўлган. Чор Россияси билан бирга, Туркистон ўлкасига таълимнинг янги тури –ўрта махсус таълим муассасалари пайдо бўлди. Хусусан, Туркистон ўқитувчилар семинарияси, реал билим юрти ёки Тошкент шаҳар хотин-қизлар билим юрти шулар жумласидандир. Мазкур билим юртлари ўзларининг ўқув кутубхоналарига эга бўлган. Туркистон ўқитувчилар семинариясида эса, 7000 жилдга эга асосий кутубхона фаолият юритган[6]. 1871 йил 30 июлда тасдиқланган «Туркистон ўлкаси ўқув юртларининг кутубхоналарини тартибли сақлаш қоидалари» ўқув юртлари кутубхоналарида хизмат кўрсатиш тизимини тартибга солишга бағишланган. Чор ҳукумати ушбу қоидалар орқали ўқувчи-ёшларнинг китоб ўқишларини тартибга солишга ва назорат остига олишга ҳаракат қилган. Тадқиқотчи Э.Охунжоновнинг маълум қилишича, мазкур қоидалар ўқувчиларнинг эҳтиёжларига мос келмаган ва шу боисдан, турли норозиликларга сабаб бўлган[7]. Чор Россияси томонидан руслаштириш ва мустамлакачилик сиёсати кутубхоначилик тизимида ҳам амалга оширилган. Маълумки, 1917 йилда октябрь тўнтариши амалга оширилиб, ижтимоий ҳаётда кескин ўзгаришлар юз бера бошлади. Хусусан, кутубхоначилик тизимида ҳам бир қанча ишлар амалга оширилган эди. Яъни, 1917–1919 йилларда давлат, жамоат ташкилотлари ва хусусий кутубхоналар национализация қилинди ҳамда халқ таълими бўлимлари ихтиёрига ўтказила бошлади. 1919 йил 14 апрелда Туркистон республикаси халқ комиссарлари кенгашининг «Халқ, шаҳар, жамоат кутубхоналари ҳамда хусусий кутубхоналарни национализация қилиш тўғрисида»ги буйруғи эълон қилинади[8]. Мазкур буйруққа кўра, ўлкадаги барча кутубхоналар Туркистон автоном республикасининг мулки деб эълон қилиниб, маориф халқ комиссарлиги ихтиёрига ўтказилган. Маориф комиссарлигининг Кутубхоначилик бўлими ўлкадаги барча

кутубхоналарни национализация қилиш ва бутунлай янги тизимни бунёд этиш ишларига бош-қош бўлган. Мазкур тизимга кўра, универсал кутубхоналар ва муассасалар қошидаги махсус кутубхоналар ташкил этилди. Махсус кутубхоналар тизимига таълим муассасалари ва илмий муассасалар қошидаги кутубхоналар, жумладан болалар ва ўсмирлар кутубхоналари ҳам кирар эди. Ушбу давр республикамиз кутубхоначилиги тарихида муҳим давр ҳисобланади. Айнан шу даврда кутубхоначилик иши замонавий даражага кўтарилди, китобларни каталоглаштириш, кутубхона-библиография хизмати, ёш ёки касбий хусусиятларига кўра хизмат кўрсатиш, аҳолининг мутолаа маданиятини ўрганиб бориш ва бошқа шу каби бир қатор янгиликлар жорий этила бошланди.

Хусусан, мамлакатимизда мутолаа жараёнини социологик тадқиқ этиш ҳам Россиядаги мутолаа жараёнларининг ўрганилиш тарихи билан узвий боғлиқ. Мустамлака даврида Россиянинг марказий ҳудудларида олиб борилган китоб ўқиш ва унга қизиқишни эмпирик тадқиқотлар орқали ўрганиш анъанаси XX асрда бизнинг ўлкамизга ҳам кириб келди. Қизил инқилобдан олдинги Россия ва унинг мустамлака ўлкаларида китобхонлар аудиториясини ўрганиш амалий социологик тадқиқотларнинг асосий йўналишларидан бири бўлган. Турли тарихий даврларда мазкур муаммога қизиқишнинг юқори бўлишига сабаб шунда эдики, мутолаа кучли мафкуравий таъсир қуролидир. XX асрнинг аввалидан бошлаб маърифатпарварларнинг ташаббуси билан мутолаа жараёнларини тадқиқ этиш ташкилий кўриниш олиб, давлат муассасалари ва тадқиқотчилик жамоалари томонидан амалга оширила бошлади. Бизнинг ўлкамизда эса, жадидчи-маърифатпарварлар жамиятда кутубхоналарнинг ўрни беқиёс эканлигини, ўлкани мустамлака зулмидан, энг асосийси фикр қарамлигидан озод қилишда уларнинг аҳамияти катта эканлигини тўғри тушуниб, турли кутубхоналар ташкил этишга, бунда китобхонлар эҳтиёжларини ўрганишга ва уларни қизиқтирувчи мавзулар ва йўналишлардаги адабиётларни кўпайтиришга ҳаракат қилдилар. Коммунистик мустамлака даврида собиқ марказдаги тадқиқотчилар томонидан амалга оширилган тадқиқотларда республикамиз тадқиқотчилари ҳам кенг иштирок этар эдилар. Бироқ, бу борадаги ташаббус, муаммонинг методологик жиҳатларини ривожлантириш асосан собиқ марказдаги олимларнинг ихтиёрида эди. Ўзбекистонда эса социологик тадқиқотлар асосан кутубхонашунос ёки библиограф тадқиқотчилар томонидан амалга оширилиб, уларнинг илмий изланишларида эмпирик база вазифасини ўтаган. XX асрнинг 70-йилларидан бошлаб тадқиқотлар собиқ иттифоқ давлат кутубхонасининг услубий раҳбарлигида, марказлашган ҳолда олиб борилди. Мазкур тадқиқотлар жуда кўп ҳудудларни қамраб олганлиги билан фарқланади. 80-йилларнинг охирларига келиб эса, тадқиқотлар бошқа ҳудудларда ҳам мустақил амалга оширила бошланди.

1991 йил миллий мустақилликка эришилиши ижтимоий ҳаётнинг барча жабҳаларида бўлгани каби, мутолаа маданиятини тадқиқ этиш ишига ҳам янгича

мазмун касб этди. Аввало, истиқлол натижасида республикамизда социология фани мустақил тараққиёт йўлига кирган бўлса, дастлабки диссертацион илмий тадқиқот ишларидан бири – А.Умаровнинг докторлик диссертация иши айнан мутолаа ҳодисасининг социологик жиҳатларини тадқиқ этишга бағишланди[9]. Ушбу тадқиқот иши мутолаа ҳодисасини комплекс ўрганишга бағишланган бўлиб, Ўзбекистон Республикасида аҳолининг мутолаа маданиятини шакллантириш ҳолати ва истиқболлари кенг ёритилган.

Бироқ ушбу илмий тадқиқот иши республикамиз аҳолисининг мутолаа маданиятини таркиб топтириш ва ривожлантириш борасидаги вазифаларни кенг қамраб ололмаган. Хусусан, аҳолининг ёш ёки жинс гуруҳларига, касбига ва бошқа хусусиятларига кўра ўзига хосликларни тўлиқ очиб бермаган. Шу боисдан, мутолаа маданиятини тадқиқ этувчи тадқиқотчилар олдида бир қатор мажмуавий йўналишлар мавжуд бўлиб, улар қуйидагилардир:

- маданий меъёрлар ва қадриятларга муносабатни ўзида акс эттирувчи китоблар ва кутубхоналар ҳақидаги жамоатчилик фикрини ўрганиш;

- ижтимоий ва маданий контекстда шаклланган ахборот айланиши тузилмасини таҳлил қилиш, ушбу тузилмада замонавий АРМларнинг ўрнини аниқлаш;

- оила, таълим муассасалари ва бошқа ижтимоий институтларда адабиётни ўзлаштириш даражасига кўра китобхонликни шакллантиришни тадқиқ этиш;

- китобхонлар аудиторияси бўлинишини, китобхонлик малакаси ва талабларини, китобхонлик фаоллигини таҳлил қилиш;

- ҳаётнинг турли соҳаларига (иш, ўқиш, дам олиш) мутолаанинг таъсирини ўрганиш;

- янги ахборот технологияларининг мутолаага таъсирини тадқиқ этиш.

Бугунги кунда мутолаа социологияси асосан амалий тадқиқотлар билан чекланмоқда ва бунинг натижасида мутолаа социологиясининг ягона назарияси, «китобхон» тушунчасига ягона ёндашув, тадқиқот услубларида бир хиллик мавжуд эмас. Шунга қарамасдан, ушбу амалий тадқиқотлар келгусида назарий умумлашмалар қилиш учун асос вазифасини ўташи мумкинлигини, тавсифловчи тадқиқотлардан таҳлил қилувчи ва башорат қилувчи ёндашувларга ўтилишини, мутолаа маданияти ва китобхонлик ҳодисасидаги ўзгаришларни ўрганишни таъминлаш имконини беради.

Хусусан, ана шундай мажмуавий тадқиқотлардан бири 2005 йилда Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги томонидан амалга оширилган олий ва ўрта-махсус таълим муассасаларида маънавий муҳитни ўрганишга доир ўтказилган социологик сўров эди[10]. Ушбу сўровда ўқувчи-ёшларга «Сиз ўз билимларингизни ривожлантириш учун одатда қандай йўл тутасиз?» деган савол билан мурожаат этилган ва ушбу саволга жавоблар таҳлили кутубхоналардан ўрта-махсус таълим муассасаларининг атига 17,0% талабалари фойдаланаётганлиги аниқланган. Респондентларнинг деярли ярми (49,4%) мустақил тайёрланишларини

маълум қилганлар. Кутубхоналар эса, ёшларнинг фақат ўқув адабиётларига бўлган талабларини қондираётганлиги аниқланган. «Сиз қўшимча билим олиш учун зарур ўқув адабиётларини қаердан оласиз?» деган саволга жавоблар таҳлили эса, 61,3 фоиз талабалар ўқув адабиётларини айнан кутубхонадан олишларини маълум қилганлар.

Тадқиқот якунига кўра, Марказ тадқиқотчилари томонидан таълим муассасаларига кутубхоналарнинг иш фаолиятини жонлантириш, талаба-ёшларни мазкур муассасаларга кенгроқ жалб этиш бўйича тавсиялар берилган.

Замонавий АРМларнинг асосий хусусиятларидан бири – уларнинг китобхоналарга ахборот олишнинг мумкин қадар барча хизматларидан фойдаланишлари учун имконият яратиб беришдир. Бироқ 2005 йилда кўпгина таълим муассасалари кутубхоналари талаба-ёшларга мавжуд компьютер техникаларидан фойдаланиш имкониятини бермаган. «Сизнинг ўқув даргоҳингизда дарсдан ташқари вақтларда компьютердан фойдаланиш имконияти борми?» деган саволга жавоблар таҳлили шуни кўрсатдики, 60,7% респондентлар «барча имкониятлар бор» деб жавоб берган ҳолда, 28,3 фоизи «компьютер бор, бироқ ундан фойдаланишга рухсат беришмайди» деган жавобни белгилаганлар. Ушбу салбий маънодаги жавоб кўпроқ (42,9%) Тошкент шаҳридаги ЎМТМлар талабалари томонидан кўрсатилган. Шунингдек, Фарғона (39,9%) ҳамда Хоразм вилоятлари (38,0%) ўқувчиларига ҳам мавжуд компьютерлардан фойдаланишга кўп рухсат берилмас экан.

Мазкур жавоблар таҳлили XX аср охирларига келиб ва XXI аср бошларида ёшларнинг кутубхоналарга қатнови камайганлигининг сабабларини тушуниш имконини беради. Яъни, анъанавий кутубхоналар ёшларнинг ахборот олишга бўлган эҳтиёжларини қондира олмай қолган эди ва натижада ёшлар ушбу эҳтиёжни қондиришнинг муқобил вариантларини қидира бошлаганлар. Шу боисдан, 2006 йил 20 июнда қабул қилинган Ўзбекистон Республикаси Президентининг «Республика аҳолисини ахборот-кутубхона билан таъминлашни ташкил этиш тўғрисида»ги ПҚ-381- сон қарори ўз вақтида чиққан муҳим ҳужжатдир. Ушбу қарорга кўра, Маданият ва спорт ишлари вазирлиги тасарруфидаги анъанавий оммавий кутубхоналар ўрнига замонавий ахборот-кутубхона марказлари ва ахборот-ресурс марказлари ташкил қилиниб, ушбу марказлар олдида қуйидаги вазифалар қўйилди:

- замонавий ахборот технологияларидан фойдаланган ҳолда таълим муассасалари ўқувчи ёшларининг таълим олишлари ва аҳолининг мустақил таълим олишларини тизимли ташкил этиш;

- миллий маънавий-ахлоқий кадриятларни кенг тарғиб қилиш, халқнинг маданий-тарихий меросидан баҳраманд бўлишни таъминлаш, шахснинг маънавий баркамол ва ҳар томонлама ижодий ривожланиши учун имкон яратиш;

- янги ахборот технологиялари асосида (маълумотларнинг электрон базалари, интернет-ресурслар) аҳолига ахборот хизмати кўрсатиш;



- маданий, маърифий, ахборот ва бошқа дастурлар ҳамда лойиҳаларни амалга оширишда таълим муассасалари, маҳаллий ўз-ўзини бошқариш органлари, миллий маданий марказлар билан ҳамкорликни ривожлантириш[11].

Ушбу қарорни амалиётга жорий этиш мақсадида кенг қамровли ишлар амалга оширилди. Хусусан, Маданият ва спорт ишлари вазирлигига қарашли 4955 та анъанавий кутубхоналар ўрнида 914 та замонавий ахборот-ресурс марказлари ташкил этилди[12]. 2007 йил май ойига келиб, 914 та АРМдан 343 таси Интернет тармоғига уланган. АРМлар таълим муассасаларининг ички имкониятлари ҳисобидан 743 принтер, 450 сканер, 334 нусха кўчириш ускуналари билан таъминланди. АРМларни мўлжалли равишда компьютер дастурлари ва техникалар билан таъминлаш мақсадида 4354,0 млн. сўмлик дастур ишлаб чиқилди. Лозим бўлган компьютер техникалар миқдори аниқланиб «Халқ сўзи» ва «Народное слово» газеталари орқали тендер эълон қилинди. Мазкур ахборот-ресурс марказлари аҳолининг, айниқса ёшларнинг ахборотга бўлган эҳтиёжларини қондириш билан бирга, уларнинг мутолаа маданиятини оширишга ҳам хизмат қилиши лозим. Бунинг учун эса, ушбу муассасалар замонавий талабларга жавоб берувчи ходимларга ҳам эга бўлиши талаб этилади.

Хулоса қилиб айтганда, республикамизда амалга оширилаётган ислохотлар аҳолининг мутолаа маданиятини оширишга хизмат қилиш билан бирга, мутолаа социологиясининг ривожланишига ҳам хизмат қилади. Бунда, мутолаа социологиясининг мустақил йўналиш бўлиб қарор топишига алоҳида эътибор қаратиш, унинг назарий асосларини бойитиш, амалий тадқиқотларнинг йўналишлари ва кўламларини кенгайтириш, замонавий кутубхоначи ходимларнинг мутолаа социологияси ва психологияси соҳасидаги билимларини ошириш ва мутолаа ҳодисасини кенг ижтимоий-маданий контекстда ўрганиш талаб этилади.

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## THE IMPORTANCE OF AN EDUCATIONAL APPROACH IN THE DEVELOPMENT OF THE EMOTIONAL SPHERE OF STUDENTS OF A SMALL SCHOOL AGE

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**Annotaytsiya:** *Kichik maktab yoshidagi bolani shaxs sifatida shakillanishi. Pivojlanishning ma'lum bosqichi sifatidagi ahamiyati. Kichik maktab yoshidagi bolalar emotsional sohasida oilaning o'ziga hosliklari. Ta'lim jarayonida emotsional barqarorlikning(oilaning ) ahamiyati.*

**Kalit so'zlar:** *Emotsiya, emotsional barqarorlik, ta'lim samaradorligi,*

**Annatatsion:** *The formation of a child's a person of junior school age. Importance as a certain stage of development. Peculiarities of the emotional sphere of children of primery school age. The importance of emotional stability in the educational process.*

**Key word:** *emotion, emotional stability, educational efficiency.*

**Аннотация:** *Личность маленького ребенка школьного возраста шаткая как личность. Важность на определенной стадии развития. Особенности эмоциональной сферы детей младшего школьного возраста. Значение эмоциональной устойчивости в образовательном процессе.*

**Ключевые слова:** *эмоциональность, эмоциональная устойчивость, образовательная эффективность.*

In today's globalization process, there is a growing interest in the human factor and its study. Accordingly, we are witnessing advances in all branches of psychology. In this sense, the psychology of development is also fulfilling the obligations to it, many scientific problems are being solved at the time of the individual-general approach to age periods. The small school age period in particular has its significance in this regard. Many scientists have done research in this direction. An example of this is B.G. Was a theory proposed by Anan'ev, who developed a new methodological style in the study of the human psyche. He distinguished four basic qualities inherent in man: individual, subject activity, personality, and individuality. This style is followed by a cornerstone in the holy shrine of the family. Itimoi and family relations ... one of the foundations of the child's experience is the social character in it, which is formed under the influence of the parent, family. I.e.

### Methods of raising a child in a family according to parenting behavior

Style upbringing	of	Pr otexia	Needs satisf action	Suit ability	Prohi bition	Sanct ion
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Excessive care Show hyperprotection	+	+	-	-	-
From care the dominant hyperprotexius	+	+ -	+ -	+	+
Excess moral responsibility	+	-	+	+ -	+ -
Emotional raddia	-	-	+ -	+ -	+ -
Over austerities	-	-	+ -	+ +	+
Hypoprotection	-	-	-	-	+ -

On the basis of these criteria, it is possible to distinguish between the methods of raising parents' own children in different families. Hyperprotection is the excessive attention of parents to their children, which is manifested in their lack of strength, time and attention for the upbringing of the child. The parent makes this work a way of life, that is, both for the mother and for the father, the child's upbringing becomes an idyll of the meaning of his life. Hyperprotection is the attempt by parents to satisfy all the wishes, wishes and needs of the child blindly, without criticism and consideration; actions aimed at protecting the child from all difficulties and obstacles, fulfilling all his wishes on the spot, pampering him, rejoicing at his simple achievements, not noticing his mistakes. Those who "sacrifice their lives" for their children usually don't realize that they are doing harm to their children without knowing it, as a result, the child becomes impatient in the future, unable to control himself in the crowd, feeling helpless in the ups and downs of life, critical, will remain a man. Especially when the child reaches the age of adolescence, we want to show his aspiration for leadership, because he is a man, critical, wants to be what everyone says even in the circle of friends and peers, and secondly, he actually has such qualities. The point is that in such cases, the parents want to realize their dreams in the form of their offspring, which were not achieved in their life experience before, their upbringing methods are aimed at this, but the child feels that he is helpless in many ways when he gets into different situations of the social environment. starts Hyperprotection, which is superior to care, means paying attention to the child by controlling his every step and behavior rather than pampering. Therefore, various prohibitions and limitations ("it is not possible", "this is not possible") are common in this education method. A child who grows up in such conditions usually cannot be an independent thinker and independent decision-maker, but grows up to be angry and dissatisfied with many things, because he needs constant control, all the instructions of others. He gets used to being shown and

told: he cannot prepare lessons without his mother, he cannot go out without his father, all he gets used to the intervention of adults in his work. Very strong moral responsibility - in this case, the level of demands on the child from the parents is high, but his original desires and needs are not taken into account. Parents think about the future of their child and feel responsible for their behavior, they try to create a person in their personal imagination, to form a personality, sometimes under the control of the child's age, mental or physical capabilities, assignments are also given. For example, in the meaning of "you are our first-born, you should take care of your siblings", he is assigned responsible and difficult tasks such as taking care of the younger members of the family or a sick family member. Emotional rejection - in this, parents raise their child in such a way that they are regularly reminded that he is a worry, an excess burden in their parents' life, and that without him, the life of the parents would be different. If this child is not the only one in the family, but there is another, cheaper, more beloved person, the situation becomes more difficult, "if it wasn't for you..." or looking at the girl: "if only there was a boy in your place" such incidents are often mentioned. Some parents try to hide their emotional rejection of their child, "why don't you like the child?" even though he insists that he really should love him to such questions, the child still feels that it is too much trouble for his parents and wants to become independent as soon as possible, leave them, live separately. No matter how much the mother tries to artificially show her kindness, the child still feels in her heart that they are not sincere. Especially in cases where the father has separated or the father has abandoned him, such a mother's attitude is very hard on the child. At first glance, stubbornness is similar to emotional rejection, but it is more open and severe. Strictness can be in the form of beating a child directly from a young age, insulting, humiliating, or complete indifference to the child's needs, as if not noticing his or her presence. In both cases, the child tries to grow up as soon as possible, to make a living on his own, to get rid of the pressure of his parents. In such a family, it becomes a habit to punish the child for one or another behavior.

adults do not know that the child obeys the parents' judgment because of fear, and that this has bad consequences in the future, even if they know, this method seems effective for them. Methods such as guilt and appropriate punishment become a psychological factor controlling the child's behavior, and he learns to always look for culprits in the future. According to A. Freud's theory, a child sentenced to such a punishment becomes more and more aggressive, grows up as a vindictive person who is determined to take pain from some object (smaller than himself, strangers, animals). . According to data, at least 1% of street children in America are victims of such education in the family. The American scientist S.D. Sherrits (2003) studied the negative effects of such harshness in the family on the behavior of children and parents, and focused on the changes that occur in their character. Physically, they are small and unique, typical of representatives of almost all social strata. Most of the women who were unlucky in life and work or were victims of unhappy love, but gave birth to children, have a tendency to take

their pain from their children, which is increasingly becoming a life skill. Especially under the influence of stress factors, parents (for example, unemployed, homeless, migrants who went to other places in search of work, victims of ethnic or financial conflicts, poor) were born unable to solve their social problems. begins to take revenge on his child. Hypoprotection is a situation in which the parents either do not have enough time to deal with the child, or they leave this work to others. Some parents live like this and do not control their children at all. In the hidden form of hypoprotection, it is as if the parents do something in the name of the child. But in fact, they are only interested in their daily problems. The child analyzes these situations and realizes that he is not needed, that he is superfluous in the family. Today, in many families, the parents themselves do not know the correct approach to child education, or, if they do, the obligations of the standard of living force them to ignore such situations. Otherwise, many parents believe that the approach to their children is the most correct approach. These and similar situations create the atmosphere in the family. Sometimes these manifestations provide a positive environment, and in other cases it is the opposite. This creates psychopathological conditions that increase the neurotic system among children. In turn, the reason is the lack of psychological knowledge and experience, responsibility and a serious approach to child education. Psychological prophylactic knowledge and experience are required from ordinary mothers, and taking into account these needs, we present the "Zunga" method, which is designed to measure the level of the neurotic system, as an application. After all, it is not surprising that this method plays the role of a preventive tool that should be in every family.

#### V.Zunga Test Answer Sheet.

Last name patronymic name. \_\_\_\_\_

numeric. \_\_\_\_\_

**Instructions:** The 10 questions below are reverse graded (2, 5, 6, 11, 12, 14, 16, 17, 18, 20) No, it is not like that 4 points, it must be like that 3 points, correct 2 points, very correct 1 point.

	Situations No	n ot so	Proba bly so	T rue	Ve ry true
	I am depressed, in a state of sadness.				
	In the morning I feel better than ever.				
	I have periods of crying or tears.				
	I have a bad night's sleep.				
	My appetite is not worse than usual.				
	I enjoy looking at, talking to, and				

	hanging out with other attractive looking women.				
	I feel like I'm losing weight.				
	Constipation bothers me.				
	My heart is beating faster than usual.				
	I'm getting tired for no reason.				
	I'm thinking as clear as ever.				
	It is easy for me to do what I know.				
	I feel restless and cannot sit still.				
	I have hope for my future.				
	I'm more nervous than usual.				
	My decision is easy.				
	I feel needed and needed.				
	I live a full enough life.				
	I feel that it would be better for others if I die.				
	Things that always make me happy still make me happy.				

**Analysis of results. Note:** The following 10 questions are reverse graded (2, 5, 6, 11, 12, 14, 16, 17, 18, 20) No not true 4 points, yes 3 points, correct 2 points, very correct 1 point.

1) Correctly evaluated (1, 3, 4, 7, 8, 9, 10, 13, 15, 19) from the sum of cavols

2) Reverse evaluated (2, 5, 6, 11, 12, 14, 16, 17, 18, 20) subtract the sum of questions and add 35 to the result.

$(1 - 2) + 35 = RX$  0 - 40 points in depressive state with low normal there is a depressive state of 40 - 50 points 50 - 60 points have high depression status

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**DIDACTIC GAME AS A MEANS OF SENSORY EDUCATION OF PRIMARY CLASSES.**

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**Annotation:** *in this article, didactic games on sensory education, which contribute to the effective organization of the educational process in primary grades, include in all types of educational activities, since sensory education is the main base on which the comprehensive development of personality is built. In it, the student learns new knowledge much more successfully than in other activities. This is because the game inherently meets the needs of the student, it is understandable and accessible to students.*

**Keyword:** *didactics, student, knowledge, abilities, education, visibility, pedagogical influences, formation, physical, ethical.*

**Аннотация:** *в данной статье дидактические игры по сенсорному воспитанию, способствующие эффективной организации образовательного процесса в начальных классах, включают во все виды учебной деятельности, так как сенсорное воспитание – это основная база, на которой строится всестороннее развитие личности. В ней ученик значительно успешнее усваивает новые знания, чем в других видах деятельности. Это происходит потому, что игра по своей сути отвечает потребностям ученика, она понятна и доступна ученикам.*

**Ключевые слова:** *дидактика, ученик, знания, способностей, воспитания, наглядность, педагогические воздействия, формирования, физический, этический.*

A child in life is faced with a variety of shapes, colors and other properties of objects, in particular toys and household items. Different scientists define sensory education differently. For example, according to Poddyakov, sensory education means purposeful improvement, development of sensory abilities (sensations, perceptions, representations) in children. Zaporozhets A.V. defines sensory education as follows: it is aimed at the formation of the child's processes of sensation, perception, visual representation.

L. A. Wenger understands by sensory education the consistent, systematic familiarization of the child with the sensory culture of a person. Thus, having analyzed the above definitions, we can say that sensory education is purposeful, consistent and systematic pedagogical influences that ensure the formation of sensory cognition in a child, the development of sensory processes (sensations, perceptions, visual representations) through familiarization with the sensory culture of a person.

Sensory education has a great influence on the development of a child's perception and

the formation of his ideas about the external properties of objects: their shape, color, size, position in space, taste, and so on. It is with the perception of objects and phenomena of the surrounding world that cognition begins.

The sensory development of a child literally from the first days of his life is the key to the successful implementation of various activities, the formation of various abilities, the readiness of the child for school.

The success of mental, physical, and aesthetic education largely depends on the level of sensory education, that is, on how completely the child hears, sees, and feels the environment.

That is why it is so important that sensory education is systematically and systematically included in all moments of a child's life, primarily in the processes of cognition of the surrounding life: objects, their properties and qualities. Thus, the problem of the formation of sensory culture is a priority, is of paramount importance in the development of the child and requires close attention.

But, as you know, the main form and content of organizing children's lives is a game, a game is the most favorite and natural activity of preschoolers.

Playing, the child learns touch, perception and assimilates all sensory standards; learns to compare, compare, establish patterns, make an independent decision; develops and learns the world.

I started my work in this area by studying pedagogical literature, analyzing the research of scientists on sensory education of preschoolers. At the beginning of the year, I conducted diagnostics to identify various skills and abilities in children, i.e. I determined the level of readiness of children for learning. The sensory abilities of the babies were tested. I found out that only a small part of them distinguish between basic colors and sizes, and only a few tried to distinguish the shape and distinguished. The purpose of my work is the formation of sensory culture in preschool children by means of didactic play (the formation of ideas about the color, shape, size of objects, location in space, smell, taste, sounds, etc.)

Based on the goal, the following tasks follow:

#### **TASKS:**

To form sensory standards (color, shape, size)

To form the ability to identify the essential features of objects.

To form the ability to compare objects with each other, to look for similarities and differences.

Teach children to determine the quantitative and qualitative relationships of objects.

Development of auditory attention.

Development of fine motor skills of the hands.

Then I decided on the participants of the work: group educators, children, parents. Thus, the stages of my work can be represented as follows:

stage 1 – informational and analytical. At this stage, the first task of the work was solved: Collecting and analyzing information on this problem

Stage 2 – design. At this stage, the following task was solved:

The selection of tasks and diagnostics to identify the level of sensory development of children at the beginning of the project.

Stage 3 – creative. Acquisition and creation of didactic games for the development of sensory skills.

Stage 4 – creating conditions for working with children. At the last stage, the following task was solved: to teach children to accurately, fully and dissect objects, their various properties and relationships (color, shape, size, location in space, to develop sensory processes.

Stage 5 – control and analytical. At this stage, diagnostics was carried out in order to determine the results obtained at the end of the work.

Expected results:

1. Educational:

To foster children's interest in didactic play;

To foster the desire to use didactic play in everyday life;

To educate children's desire to study.

2. Educational:

To teach children to perceive and represent objects and phenomena, analyze them, compare, generalize through didactic play.

3. Educational:

To develop children's ability to determine the properties, signs of the subject;

To develop in children, the ability to use sensory standards and methods of examination of objects;

Develop children's attention and perseverance.

When

working with children, I use various forms of work: individual, group, subgroups.

During the implementation of my work, I chose a system of didactic games: Didactic games and exercises to consolidate the concept of form: "What shapes does it consist of?", "Find an object of the same shape", "Which figure is superfluous", "Make an ornament", "Magic train", "Wonderful bag", "Finish the house", "Mend the pants", "Geometric lotto", "What lies in the bag", "Whose houses are similar?", "Find the same pattern", "Find by touch", "Find by description" and others. Didactic games and exercises to consolidate the concept of magnitude.

"Compare objects by height", "The longest, the shortest", "Arrange colorful mugs in descending, ascending order", "In which box?", "Further – closer", "Harvest", "Pick up a cup to a saucer", "Assemble a matryoshka doll", "Assemble a turret", "Pick up clothes for dolls", "We are building for charging", "Broken ladder", "Sticks in a row" and others.

Didactic games and exercises for fixing the color.

"What color is gone?", "What color is the object?", "Collect beads", Multi-colored lotto",

"Colored trains", "Name the shades of color", "Balloons", "Arrange the shapes by color", "Collect vegetables", "Lay out a sample", "Pick up a neighbor", "From which tree is a leaf", "Fold the pyramid", "Decorate the Christmas tree", "Fold the rainbow", "Striped rug", "Hide the mouse", mosaic games and others. Didactic games for the development of tactile and taste sensations:

"A wonderful bag", "Define by touch", "A handkerchief for a doll", "Recognize the figure", "Find a pair", "Guess what you ate?", "What, what happens?", "Heavy-light", "Warm-cold" and others.

The work was carried out in stages. At first, she taught children to distinguish between sizes and colors, choosing identical ones. I did not associate ideas about color with the word. She developed the children's memory, attention, logical thinking. For this purpose, didactic games were offered: "Make no mistake", "Pick up by color", "Multicolored glades", "Collect beads", didactic material aroused great interest in children, a desire to act. The kids exchanged objects, compared them, made conclusions. Of course, not all children coped with the task. But still some of the children remained indifferent to the abstract material, so they had to use the games of the plot content "Hide the Bunny" and "Hide the Butterfly", the purpose of which is to teach children to generalize objects by plot and color. I have developed a multifunctional panel "Forest Clearing".

Taking into account the peculiarities of children's perception of color, I used red and blue colors first, then yellow and green. When most of the children learned to distinguish between the four main colors, white and black colors were introduced for familiarization. I also tried to pick up toys and objects of intense coloring. The guys learned the simplest mental operations, namely: to compare, to compare colors.

And of course, the implementation of this work was not without the participation of parents. I conducted individual conversations with my parents ("Games and exercises that promote sensory development and upbringing", consultations ("Development of sensory abilities in young children through didactic games", "Didactic play as a means of sensory education of children", parent meetings, questionnaires to identify the level of knowledge of parents about sensory education.

I designed folders for moving (for example, "Didactic sensory games for children 7-10 years old", and also involved parents in the production and purchase of didactic material.

The result of the work done can be seen if we analyze the results of monitoring the level of development of sensory culture in children at the beginning and at the end of the work. It was the use of didactic games that helped me to raise the level of sensory education in children, to form knowledge of sensory development. Through a didactic game, the children get acquainted with sensory standards, with methods of examining objects. The children developed the ability to accurately and fully perceive the properties of objects, learned to analyze and compare objects. The children began to pay more attention to didactic games, they had a desire to play didactic games and use the game in everyday life. Children have become more attentive, diligent, and maintain friendly

relations during games. In addition, parents also learned and expanded their knowledge about what sensory education is, what it means in the development of a child and what role didactic play plays in sensory education.

Therefore, it can be concluded that in order to form a sensory culture in preschool children, it is necessary to systematically conduct classes using didactic games, as well as use didactic play in the free activity of children.

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**TO'G'RI TO'RTBURCHAKDA LAPLAS TENGLAMASI UCHUN SHARTLI KORREKT  
QO'YILGAN MASALA**

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**Annotatsiya:** *Ushbu maqolada to'g'ri to'rtburchakda Laplas tenglamasi uchun qo'yilgan masala shartli korrekt ekanligi ko'rsatiladi. Avvalo qo'yilgan (1)-(4) masala korrekt qo'yilganligini ko'rsatishga harakat qilinadi. Ammo masalaning yechimi turg'un emasligi, ya'ni masala korrekt qo'yilmaganligi kelib chiqadi.*

**Kalit so'zlar:** *Laplas operatori, nokorrektlik, yechim yagonaligi, taqribiy yechim.*

**Abstract:** *In this article, it is shown that the problem posed for the Laplace equation in a rectangle is conditionally correct. First of all, we will try to show that the questions (1)-(4) are correctly stated. But it turns out that the solution of the problem is not stable, that is, the problem is not correctly stated.*

**Key words:** *Laplace operator, incorrectness, uniqueness of solution, approximate solution.*

### KIRISH

Matematik fizika tenglamasiga biror masala qo'yilgan bo'lsa, bu masalaning yechimi albatta, boshlang'ich va chegaraviy shartlardagi funksiyalarga bog'liq bo'ladi. Bu funksiyalar odatda tajriba yo'li bilan aniqlanadi va shuning uchun ham ular aniq topilishi mumkin emas, chunki fizik kattaliklarni o'lchashda muayyan o'lchash xatoligi mavjuddir.

Boshlang'ich va chegaraviy shartlarni hosil qilishda yo'l qo'yilgan xatolar yechimga qanchalik ta'sir qilishini aniqlash ham muhim ahamiyatga egadir. Boshlang'ich va chegaraviy shartlarni ozgina o'zgarishiga yechimni juda katta o'zgarishi ham mos kelishi mumkin. Bu hollarda bunday yechimdan foydalanish amalda yaxshi natijalar bermasligi mumkin.

Agar masalada boshlang'ich va chegaraviy shartlarning hamda tenglama ozod hadining ozgina o'zgarishiga yechimning ham ozgina o'zgarishi mos kelsa, bunday masala yechimi turg'un deyiladi.

Agar matematik fizika masalasining yechimi mavjud, yagona va turg'un bo'lsa, u holda matematik fizika masalasi korrekt qo'yilgan deyiladi. Bu shartlarning istalgan biri bajarilmasa, bunday masalaga korrekt qo'yilmagan masala deyiladi. Ushbu maqolada to'g'ri to'rtburchakda Laplas tenglamasi uchun shartli korrekt qo'yilgan masalaning korrekt ekanligi ko'rib, shartli korrektlikka tekshirilgan va taqribiy yechimi qurilgan.

**ADABIYOTLAR TAHLILI VA METODOLOGIYA**

Korrektlik tushunchasini XX asr boshida taniqli fransuz matematigi Adamar kiritgan bo'lib, keyinchalik uni klassik ma'nodagi korrektlik yoki Adamar ma'nosidagi korrektlik deb ataldi.

Klassik ma'nodagi nokorrekt qo'yilgan masalalarga fizik hodisalarni matematik talqin qilishda duch kelingan, lekin juda yaqin vaqtlargacha bu masalalar matematiklarni qiziqitirmagan. Chunki ular bu tipdagi masalalarni hech qanday fizik hodisalarga bog'liqmas deb hisoblaganlar.

A.N.Tixonovning geofizik tekshirishlarida boshlang'ich va chegaraviy shartlarni interpretatsiyalash muammolari vujudga kelishi natijasida klassik ma'noda nokorrekt qo'yilgan masalalarni tekshirishga zaruriyat tug'ildi va bunday masalalarga qo'yilgan yangi shartlarni Tixonov o'z ishlarida ko'rsatib berdi.

A.N.Tixonov birinchi marta o'z ishlarida nokorrekt masalalarga qo'yiladigan yangi shartlar mos fizik masalalarning mohiyatidan kelib chiqishini ko'rsatgan.

Matematik fizika masalalari shartli korrekt yoki Tixonov ma'nosida korrekt qo'yilgan deyiladi, agar quyidagi shartlar bajarilsa:

1) oldindan ma'lumki, masalaning yechimi mavjud va funksional fazoning berilgan qandaydir M to'plamiga tegishli;

2) masala yechimi M to'plamda yagona;

3) M to'plamda masalaning yechimi berilgan funksiyalarga uzluksiz bog'liq, ya'ni yechimni M to'plamdan tashqariga chiqarib yubormaydigan berilgan funksiyalarning cheksiz kichik o'zgarishiga yechimning cheksiz kichik o'zgarishi mos kelsa;

M to'plam korrektlik to'plami deyiladi va ko'p hollarda bu to'plam kompakt to'plamdan iborat bo'ladi [1].

**MUHOKAMA**

**Masala.**  $D = \{(x, y); 0 < x < a, 0 < y < \pi\}$ , sohada quyidagi shartlarni qanoatlantiruvchi  $U(x, y)$  funksiya topilsin:

$$\Delta^2 u(x, y) = 0 \quad (1)$$

$$\frac{\partial U(x, 0)}{\partial y} = \frac{\partial U(x, b)}{\partial y} = 0, 0 < x < a \quad (2)$$

$$\frac{\partial U(x, 0)}{\partial y} = \frac{\partial U(x, b)}{\partial y} = 0, 0 < x < a \quad (3)$$

$$U(0, y) = U(a_1, y) = 0, 0 \leq y \leq b \quad (4)$$

$$\frac{\partial U(0, y)}{\partial x} = 0 \quad \frac{\partial U(a_1, y)}{\partial x} = f(y), 0 < y < b, \quad (5)$$



bu yerda  $0 < a_1 < a$ ,  $f(y)$  – berilgan funksiya,  $\Delta$  – Laplas operatori.

Avval (1)–(4) masala korrekt qo'yilganligini ko'rsatamiz. [1]. Haqiqatan ham  $f(\varphi) = \varepsilon \cos my$  bo'lganda

$$U_m(x, y) = \varepsilon \frac{\operatorname{sh}mx}{mchma_1} \cos my \quad (6)$$

funksiya (1)–(4) masalaning yechimi bo'lishini bevosita tekshirib ko'rib ishonch hosil qilish mumkin.

Ixtiyoriy  $0 < \varepsilon < 1, c > 0$  sonlar uchun shunday  $N$  son topiladiki  $y \in (0, \pi)$ ,  $x \in (a_1, a)$  uchun  $m > N$  bo'lganda

$$\left\| \frac{U(a_1, y)}{\partial x} \right\|_{L_2(0, \pi)} \leq \varepsilon, \quad \|U_m(x, y)\|_{L_2(0, \pi)} > c$$

bo'ladi. Bunday masalaning yechimi turg'un emasligi, ya'ni masala korrekt qo'yilmaganligi kelib chiqadi.

(1)–(4) masala yechimining turg'unligini harakterlovchi quyidagi teorema o'rinli bo'ladi.

Teorema. Agar  $U(x, y)$  funksiya

$$\|U(a, y)\|_{L_2(0, \pi)} \leq M \quad (7)$$

$$\left\| \frac{U(a_1, y)}{\partial x} \right\|_{L_2(0, \pi)} \leq \varepsilon \quad (8)$$

$$\int_0^\pi \frac{\partial U(a_1, y)}{\partial x} \partial y = 0 \quad (9)$$

shartlarni bajarsa, u holda

$$\|U(x, y)\|_{L_2(0, \pi)} \leq M \frac{\operatorname{sh}\lambda(\varepsilon)x}{\operatorname{sh}\lambda(\varepsilon)a} \quad (10)$$

tengsizlik o'rinli bo'ladi. Bu yerda  $\lambda(\varepsilon)$  son

$$\frac{\operatorname{sh}\lambda a}{\lambda ch\lambda a_1} = \frac{M}{\varepsilon} \quad (11)$$

tenglama ildizi.

Bu teorema [1] maqoladagi 2-teoremaning isbotiga o'xshash isbotlanadi. Ushbu teoremadan (4) korrektilik to'plamida (1)–(4) masala yechimining yagonaligi kelib chiqadi.

**NATIJA.** Faraz qilaylik,  $f(y)$  funksiya  $\delta$  aniqlikda berilgan bo'lsin, ya'ni bu funksiyaning o'rniga uning taqribiy qiymati  $f_\delta(y)$  funksiya berilgan bo'lib,

$$\|f(x) - f_\delta(x)\|_{L_2(0,\pi)} \leq \delta$$

tengsizlik o'rinli bo'lsin. U holda (1)–(4) masalaning (4) korrektlik to'plamidagi taqribiy yechimi sifatida quyidagi funktsiyani olish mumkin:

$$U_{n\delta}(x, y) = \sum_{m=1}^n b_m \frac{\operatorname{sh}mx}{m\operatorname{ch}ma_1} \cos my$$

bu yerda  $b_m$  sonlar  $f_\delta(x)$  funksiyaning Fure koeffitsientlari.

(1)–(4) masalaning aniq va taqribiy yechimlari orasidagi farqni huddi [1] maqoladagidek baholab, quyidagi tengsizlikka ega bo'lamiz:

$$\|U(x, y) - U_{n\delta}(x, y)\|_{L_2(0,\pi)} \leq \delta \frac{\operatorname{sh}nx}{n\operatorname{ch}na_1} + M \frac{\operatorname{sh}(n+1)x}{\operatorname{sh}(n+1)a}$$

**XULOSA.** Ushbu maqolada to'g'ri to'rtburchakda Laplas tenglamasi uchun shartli korrekt qo'yilgan masala masala o'rganilgan. Bu masalaning Adamar ma'nosida nokorrekt ekanligi ko'rsatilib, Tixonov ma'nosidagi korrektlikka tekshirilgan hamda korrektlik to'plaminin yuqori chegarasi berilgan holda masalaning aniq yechimiga intiluvchi taqribiy yechimi qurilgan.

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## TROIS NIVEAUX D'ACQUISITION INITIALE (DE BASE) DE LA LANGUE

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**Annotation:** *L'article relève l'apprentissage communicatif lié à divers aspects de l'organisation de l'enseignement des langues étrangères. Découvre la mise en œuvre pratique d'une maîtrise des langues étrangères orientée vers l'étudiant et individualisée.*

**Mots clés :** *les niveaux, la compétence linguistique, des unités linguistiques, des situations de communication, la compétence socioculturelle, la volonté de communiquer.*

Des exigences détaillées et le contenu de ces niveaux ont été développés pour un certain nombre de langues d'Europe occidentale. En termes de contenu et de volume, «sur le chemin de la langue» et le niveau seuil sont corrélés dans un rapport de 1:2, tout en conservant tous les aspects principaux dans les deux cas. Les matériels utilisés dans l'enseignement doivent former la compétence linguistique (maîtrise du matériel linguistique pour son utilisation sous forme d'énoncés vocaux), la compétence sociolinguistique (la capacité d'utiliser des unités linguistiques en fonction des situations de communication), la compétence discursive (la capacité de comprendre et de réaliser cohérence dans la perception et la génération d'énoncés individuels dans le cadre de formations vocales communicativement significatives), compétence dite «stratégique» (la capacité à compenser les déficiences de la maîtrise de la langue par des moyens verbaux et non verbaux), compétence socioculturelle (le degré de familiarité avec le contexte socioculturel du fonctionnement de la langue), compétence sociale (la capacité et la volonté de communiquer avec les autres).

De manière générale, la mise en oeuvre du programme «Apprentissage des langues pour la citoyenneté européenne» devrait donner aux Européens la possibilité de communiquer librement, d'éliminer les barrières linguistiques et de parvenir à une compréhension et un respect mutuels. Les deux niveaux, sous une forme soigneusement développée, représentent des modèles de maîtrise planifiée (pour une certaine période d'études) d'une langue étrangère comme moyen de communication efficace.

La détermination de niveaux seuils pour un certain nombre de langues d'Europe occidentale a permis de développer des projets à court terme (jusqu'à deux ans) liés à divers aspects de l'organisation de l'enseignement des langues étrangères. Ils se concentrent en particulier sur la création de nouveaux programmes éducatifs différenciés, sur le développement ultérieur d'une approche communicative en relation avec diverses

formes d'éducation, sur la justification théorique et la mise en œuvre pratique d'une maîtrise des langues étrangères orientée vers l'étudiant et individualisée.

### 1.3 L'essence de la méthode communicative d'enseignement des langues étrangères.

Passons aux spécificités d'une langue étrangère. Tout d'abord, un professeur de langues étrangères enseigne aux enfants les méthodes d'activité de la parole. Nous parlons donc de compétence communicative comme l'un des principaux objectifs de l'enseignement d'une langue étrangère. Y.M.Kolker s'attarde en détail sur le point suivant: «Au cours des dernières décennies, il a été d'usage d'opposer l'enseignement traditionnel des langues étrangères aux méthodes communicatives et intensives».

L'enseignement communicatif des langues étrangères est de nature basée sur l'activité, puisque la communication verbale s'effectue à travers «l'activité de parole», qui, à son tour, sert à résoudre les problèmes de l'activité humaine productive dans les conditions «d'interaction sociale» de communication. personnes (I.A. Zimnaya, G.A. Kitaygorodskaya, A.A. Leontyev). Les participants à la communication tentent de résoudre des problèmes réels et imaginaires d'activité commune à l'aide d'une langue étrangère.

A.A Léontiev souligne : «à proprement parler, l'activité de parole, en tant que telle, n'existe pas. Il n'existe qu'un système d'actions de parole inclus dans toute activité – entièrement théorique, intellectuelle ou partiellement pratique.»

Selon le point de vue d'I.A. Zimnaya «l'activité de parole est un processus de communication active, ciblée, médiée par le langage et conditionnée par la situation, d'interaction entre les personnes (entre elles)». Par conséquent, l'auteur conclut que l'enseignement de l'activité de parole dans une langue étrangère doit s'effectuer à partir de la position de formation et d'activité indépendante, déterminée par la plénitude de ses caractéristiques.

La particularité du type d'apprentissage par activité est que, dans son objectif et dans son essence, il est associé avant tout à un type distinct d'activité de parole, nous voyons donc son utilisation généralisée lorsqu'il s'agit d'enseigner la lecture, l'écoute, traduction, etc. Et ce n'est que dans l'une des méthodes que nous connaissons, qui tente d'englober l'enseignement d'une langue étrangère dans son ensemble, à savoir dans la méthode communicative, que l'on retrouve les principaux signes d'un enseignement basé sur l'activité.

Selon E.I. Passov, l'auteur de la méthode communicative, «la communicabilité présuppose l'orientation de la parole du processus éducatif, qui ne réside pas tant dans le fait qu'un objectif pratique de la parole est poursuivi (en substance, toutes les directions du passé et du présent se fixent un tel objectif ), mais plutôt dans le fait qu'il existe un chemin vers cet objectif dans l'utilisation pratique du langage lui-même. L'orientation pratique du discours n'est pas seulement un but, mais aussi un moyen, où les deux sont dialectiquement interdépendants.»

M.B. Rakhmanina se concentre sur ce qui suit : «Le partenariat vocal dépend dans une large mesure du comportement communicatif de l'enseignant, qui, enfin, est

également inclus dans l'aspect de l'orientation vocale de l'enseignement et est dû à la nature active de la communication». En effet, à toutes les étapes de maîtrise de la matière, la communication est enseignée. Mais il y a un certain nombre de points qui nécessitent une formation particulière.

Ainsi, pour la capacité de communiquer, un rôle particulier est joué par : la capacité d'entrer en communication, de la restreindre et de la reprendre ; la capacité de poursuivre sa propre ligne stratégique de communication, de la mettre en œuvre dans des tactiques comportementales contrairement aux stratégies des autres communicateurs; la capacité de prendre en compte à chaque fois de nouveaux (plusieurs nouveaux) partenaires de parole, un changement de rôle des partenaires ou une inversion de la communication; la capacité de prédire de manière probabiliste le comportement des interlocuteurs, leurs déclarations et les résultats d'une situation donnée.

La méthode de communication moderne est une combinaison harmonieuse de nombreuses méthodes d'enseignement des langues étrangères, se situant probablement au sommet de la pyramide évolutive des différentes méthodes pédagogiques. Au stade actuel de l'enseignement des langues étrangères, la plupart des enseignants linguistes considèrent la «communication» comme la plus efficace et critiquent les méthodes traditionnelles qui fonctionnent sur le principe «de la grammaire au vocabulaire pour passer ensuite aux exercices de consolidation». Les exercices créés artificiellement ne forment pas un utilisateur de langue, et une personne qui apprend une langue en utilisant cette méthode préfère rester silencieuse plutôt que de prononcer une phrase incorrecte. Et la «communication», au contraire, vise à «déliier» le langage.

L'approche communicative développe toutes les compétences linguistiques - de l'expression orale et écrite à la lecture et à l'écoute. La grammaire se maîtrise dans le processus de communication dans une langue: l'étudiant mémorise d'abord des mots, des expressions, des formules linguistiques et commence ensuite seulement à comprendre ce qu'ils sont au sens grammatical. L'objectif est d'apprendre à l'étudiant à parler une langue étrangère non seulement couramment, mais aussi correctement. Les règles et la signification des nouveaux mots sont expliquées par l'enseignant à l'aide d'un vocabulaire familier à l'élève, de structures et d'expressions grammaticales, à l'aide de gestes et d'expressions faciales, de dessins et d'autres supports visuels. Des ordinateurs équipés de CD, Internet, des programmes télévisés, des journaux, des magazines, etc. peuvent également être utilisés. Tout cela contribue à éveiller l'intérêt des étudiants pour l'histoire, la culture et les traditions du pays de la langue étudiée.

Dans les cours de langues étrangères, l'enseignant crée des situations dans lesquelles les élèves communiquent à deux, en groupe. Cela rend la leçon plus variée. En travaillant en groupe, les élèves font preuve d'indépendance de parole. Ils peuvent s'entraider et réussir à corriger les déclarations de leurs interlocuteurs. Pendant les cours, l'enseignant assume les fonctions d'organisateur de la communication, pose des questions suggestives, prête attention aux opinions originales des participants et agit comme arbitre dans la

discussion de questions controversées. La différence entre la communication est qu'au lieu de textes et de dialogues pédagogiques spécifiquement adaptés au vocabulaire actif et à la grammaire étudiés, elle utilise comme technique principale une imitation de situations réelles, qui se jouent en classe de manière à susciter une motivation maximale pour la prise de parole chez les étudiants.

Ainsi, au lieu de mâcher sans fin des phrases typiques d'un manuel: «Je m'appelle Michel. Je vis à Paris. «Je suis étudiant», etc., les étudiants qui étudient le thème «Connaissance» commencent effectivement à se familiariser activement et à discuter des questions qui les intéressent. Ce sont principalement des sujets que les étudiants connaissent dans leur langue maternelle qui sont abordés : cela permet de se concentrer spécifiquement sur le développement des capacités communicatives, c'est-à-dire la capacité d'utiliser la langue de manière spontanée. Il est préférable que les sujets soient «chauds» – liés soit à la vie des étudiants eux-mêmes, soit à des aspects de la vie moderne qui intéressent tous (écologie, politique, musique, éducation, etc.). Dans les manuels scolaires occidentaux, en particulier aux niveaux inférieurs, aux niveaux intermédiaire et supérieur, vous trouverez rarement des «sujets» tels que la biographie de V. Hugo ou les réalisations de la physique nucléaire. Ce n'est qu'aux niveaux supérieurs que les styles «livre» et «scientifique» sont introduits. Contrairement aux méthodes audiolinguistiques et autres basées sur la répétition et la mémorisation, la méthode communicative propose des exercices «à fin ouverte» : les élèves eux-mêmes ne savent pas à quoi mèneront leurs activités en classe, tout dépendra des réactions et des réponses. De nouvelles situations sont utilisées chaque jour. Cela maintient l'intérêt des étudiants pour les cours: après tout, tout le monde veut communiquer de manière significative sur des sujets significatifs. La plupart du temps en classe est consacré à l'expression orale (même si la lecture et l'écriture font également l'objet d'une attention particulière). Dans le même temps, les enseignants parlent moins et écoutent davantage, se contentant de guider les activités des élèves. L'enseignant prépare l'exercice, puis, après avoir «discuté» avec les élèves, passe au second plan et agit comme observateur et arbitre. Il est préférable qu'il utilise uniquement la langue cible.

La méthode communicative consiste à comparer le processus d'apprentissage au processus de communication; plus précisément, elle est basée sur le fait que le processus d'apprentissage est un modèle du processus de communication, bien que quelque peu simplifié, mais dans des paramètres de base adéquats, similaires à la communication réelle. Tout ce qui a été dit ci-dessus concernant la méthode d'enseignement communicative de la langue étrangère permet d'affirmer que l'objet de la formation dans ce cas est l'activité de parole dans une langue étrangère.

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## THE TERM OF HISTORY AND ITS DEVELOPMENT IN LITERATURE

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**Abstract:** *This article describes the use of the term history, its development, its place in literature, and its classification.*

**Key words:** *history, event, past, novel, image, society*

Introduction. Today, several works show that the competition between the writer and the historian is outdated, which prompts us to consider a common problem. At the same time, there is serious editorial confusion in terms of genre classification.

We use the term "history" in a broad sense, as specific events or general situations, recognized as anonymous actors, and coming from a more or less recent past, but which can be associated with an identifiable space and time. We use it in relation to individuals.

Research scientist Todorov: in the novel we are interested in, the use of recent history emphasizes the difference between restoring the past and using it. That is why we are not looking for historical truth, and we are not looking for clues that reveal this history. We see the novel here as a "place of memory", a moment in the history of world images.

To do this, first of all, it is necessary to abandon the opposition between memory and forgetting, which includes the assumption of the existence of an objective memory, as if we are talking about a place where images of the past are stored intact. Based on the ideas of the Spanish philosopher Manuel Cruz, we believe that memory is a set of practices aimed at forming the identity of each individual, each society or micro-society. In this sense, it does not store information, but it highlights some, signals or attracts attention.

It is precisely these choices that relate to the notion of originality that we believe post-1975 novels are important to. In the changing present of a democratic transition, we were rendered unreadable by a lack of landmarks.

Santos Alonso notes a "renewed commitment to realism and to the human" in his "transitional" novel. In fact, current reality is often written through subjective perception and transcription of what it is and what causes it. And here we find a concern for morality today in the form of an individualistic and sometimes ironic sensibility.

Material and methods. In the process of identifying this person, Manuel Cruz believes that "to understand the present is to face the past and look forward to the future." It will not be possible to understand the past at the level of society, because the past and the

future are two inseparable sides of the same coin, and it does not clearly perceive its project for the future.

We wanted to present some directions of philosophical reflections on the issue of history in the novel.

In the process of political and intellectual normalization, the reader (-citizen), but before that the writer (-citizen) established new signs of cultural identity very quickly, it was necessary. It was primarily the ethics of secrecy, the collective practices of tertulias or "generations" (from the 27th century, from the middle of the century ...), which became individual after the period of literary solidarity. Then the writer had to redefine the legitimacy of his creative act and strengthen his position in the field of information. In this sense, the restriction of politics changed the writer's methods of intervention.

The new commercial mechanisms of the editorial world forced negotiations to preserve the independence of creativity. They also sparked debates involving publishers, critics, and writers, and the relationship between creative literature and consumer literature.

At the official level, the redefinition of novelistic models has the characteristic of exploiting some novelists, from Eduardo Mendoza to Soledad Puertolas, from Juan Millas to Jesus Ferrero is combined with the increase of sub-genres (detective, investigation, adventure, eroticism, etc.).

If we observe the modes - the initial predominance of the historical story, then the adventure, then the fashion of science fiction or eroticism, the predominance of the investigative story or psychological suspense - all these coexist with an additional specificity where the boundaries move. More often than not, creation happens through general disruption and the bursting of horizons of expectation.

Finally, and here we come to the heart of our problem, the passion we have in the editorial and journalistic world for modern national history has led to the need to determine the position of the writer for or against its use. Some have seen the use of historical fiction or political fiction, or even police chronicles for historical issues. In others, on the contrary, the refusal to write historical memory was clear, creating one of the variants of escapism that defines postmodernism.

For the author, this is a tendency to "escape" from reality, to which one can expect one's commitment. Such non-participation exists in areas other than whether or not to include historical material;

if the past is a way of being in the present, can we really escape it, or is it all just a case of reconstruction?

The writing of history has its own dimension, because memory can be seen as the retrospective consciousness of a person who thinks to be the same as someone who thought at another time in the past. Or because Memory is based on memory, or, as Shoemaker puts it, "quasi-memory," that is, remembering that one has or has had such an experience.

On the other hand, we do not set any event or temporal limit for the upper limit of the so-called recent past. We understand it as any moment before writing.

In questioning the relationship of the recent past to the present, we believe that the more distant the past, the better to take responsibility for it, and conversely, the more recent the past, the better. We don't know if it will be difficult. In retrospect, we can actually adopt the exact opposite attitude: no temptation to blame or blame ourselves, no sense of guilt at all.

For a writer, this is especially important in conflicting or conflicting historical events or situations.

In general, when novelists set out to narrate fragments of history, recalling moments in the process, they approach the way of writing today. And this is true even for the youngest, who have not lived through this period, but feel the need to tell the story in order to adapt to it, and then find themselves in reality.

In addition, the connection of reality to the literary work has other forms. How realistically can you choose to write? How does reality become a literary object? Indeed, reality, even if it is different, remains an obligatory reference for the writer.

Results. Therefore, we clarified that the concept of history does not in itself include the time interval necessary for a past moment to reach a level of history that blurs the boundaries of the past and therefore of history.

We have also seen that the past can be derived from a historical or fictional reference. Finally, we have shown that history can be problematic and not only anecdotal, and that it transcends past and present barriers. After making these considerations, we'll look at some ways to add history.

### **SOME METHODS**

If we consider the inclusion of past history in the novel on a quantitative level, the extreme case is that the entire diegesis takes place in the past, and the narrative is conducted from the perspective of the narrator located in the past. But the story is rooted in the present, and the story can be more or less related to the past. In modern times, a writer may have a direct or almost direct memory of a more or less specific piece of history.

### **DICUSSION**

By the way, we're taking a qualitative approach here. Next, a grade is divided between referring to the period vaguely, introducing events defined by the period, and finally working on these events.

Consequently, our study of the ways in which "history" is embedded in the novel does not involve a frozen image of the past, as if it were a territory to be discovered or preserved. It is a matter of considering them as a stage of construction development.

It should be noted that the mass media have played a decisive role in this regard over the past 25 years. They have become storytelling organs. Indeed, cultural history has become the reservoir from which the culture pages of newspapers are fed, and this is all

the more influential because many of today's novelists have been journalists, critics, or editors.

In conclusion, if we consider the author of a memoir as one of the variants of a historian, we can say that his service to the society is not to aspire to the distant past, but rather to stay in the past.

In this context, the writer performs an important task, while asking ourselves questions about the integration of recent history in the novel, we tried to illuminate how it can be understood by distinguishing the essence of the questions posed to the past.

Todorov talks about "the work of choice and combination, which is directed towards the search for good, not truth". This choice, which everyone makes in creating their own personal mythology, is not easy to achieve at the global level of society today. Therefore, beyond the certainty with which our time is filled, the individual and society at large can decide where the present takes them. Thus, the search for the past does not actually hide the loss of the concept of the future.

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## GROWING PEACH TREES USING DRIP IRRIGATION

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**Abstract:** *A peach tree is a self-fertile fruit tree, so you only need one plant to produce fruit though it may take three to four years before it does so. The deciduous peach tree grows best in full sunlight, acidic and sandy soil, and moderate temperatures. In this article, it is presented that it is possible to obtain a high-quality and high yield with the help of drip irrigation of peach fruit by saving 30-40% of water.*

**Keywords:** *Peaches, cultivation, packaging, dialing, boxing, storage, temperature, caps, basics, vehicles, stairs.*

Favorable soil-climatic conditions for growing peach fruit of the republic, availability of fertile and promising peach varieties, provide the opportunity to obtain a high, abundant and high-quality harvest from them.

The homeland of peach is northern China, and according to information, it spread to Europe through Italy.

Peach fruit has choleric and laxative properties. Its organic acids and essential oils improve gastric secretion and digestion. It whets the appetite. Due to the abundance of minerals in peaches, it is used for the treatment of anemia and gastritis (inflammation of the gastric mucosa). Due to the presence of potassium salt in its composition, it is also recommended for heart diseases.

The peach root system is located close to the surface - only at a depth of 20-50 cm. Peach trees reach an average height of 4 m, and their crown can grow up to 6 m in diameter. Peach leaves are lanceolate, finely toothed along the edges. The flowers are pink or red, almost sessile, open in mid or late April, before the leaves appear on the peach, so from a distance the blooming peach resembles sakura. The peach fruit, usually velvety, can be flat, round or elongated elliptical with a groove on one side. The fruit stone is wrinkled, grooved, with a pointed apex.

Peach trees begin to bear fruit 2-4 years after planting; the fruiting period lasts 10-15 years. Peach, like mangoes and oranges, is one of the most delicious fruits with the finest aroma and refreshing taste. It is related to such fruit trees as almond, from which it differs only in fruits, apricot, serviceberry, quince, chokeberry, plum, rowan, hawthorn, rose hip, cotoneaster, apple tree, pear. We offer you material we have carefully selected on how to grow a peach in your garden and how to properly care for a peach, how to treat a peach

against pests and diseases, how to fertilize a peach throughout the season and how to plant a peach if you have a desire to start propagating it. Planting a peach When to plant The time for planting a peach depends on the climatic conditions of your area. The further south you live, the more advisable it will be to plant peach trees in the fall. In the northern regions, it is better to plant seedlings in open ground in the spring, so that during the spring-summer season the trees will take root well and have time to grow. The conditions of the middle zone make it possible to plant both spring and autumn peach, but it is better to give preference to the latter.



**Figure 1. Footage from the field where the experiment is being conducted.**

For peach, choose an elevated and protected from the wind, but sunny place on the south side of the site. Large trees, shrubs and buildings should not block the seedling from the sun. Place the peach at least 3 m away from other plants. Do not plant peach where strawberries, alfalfa, clover, nightshades and melons grew before it, as it may develop verticillium disease. After the listed plants, peach can be planted on the site only after 3-4 years. Planting in spring The pit for the seedling must be dug in advance - the longer the time passes from digging the pit to planting the tree, the better the quality of the soil. If you are planning to plant a peach in the spring, prepare a hole for it in the fall, six months before planting. The depth of the pit depends on the size of the root system, but, as a rule, a hole for a seedling is dug with a diameter of 50-70 cm, and its depth should be the same. A strong long peg is driven into the bottom of the hole in the center, so long that it protrudes at least half a meter above the surface level.

If the soil on the site is poor, the top layer of soil removed from the pit is mixed with rotted manure, humus or compost in an amount of 5-8 kg, 200-300 g of wood ash, 50 g of superphosphate, 50 g of potassium chloride are added and everything is mixed thoroughly. Only mineral fertilizers and ash are added to fertile soil. The soil with additives is poured in a heap into the center of the hole.

Carefully inspect the roots of the seedling and make sure that they are not over dried or rotting. Annual peach seedlings take root best in open ground. The tree is placed on a mound in the center of the hole, its roots are carefully straightened and the pit is filled with soil. As a result, the grafting site should be several centimeters above the surface of the site. The soil is trampled down from the edges of the trunk circle to the trunk, then the seedling is watered with two or three buckets of water. When the water is absorbed and the earth settles, tie the tree to a peg and mulch the tree trunk with a layer of manure 8-



10 cm thick. Make sure that the mulch does not come into contact with the trunk of the seedling. Autumn planting A hole for a seedling is dug at least 2-3 weeks in advance of autumn planting, but in the fall only ash and mineral fertilizers are mixed with the soil. Soil with fertilizers, just as during spring planting, is poured in a heap into the center of the hole around the peg. Peach is planted in the fall in the same way as in spring, but after planting and watering the seedling, when the soil is dry, the tree is hilled to a height of 20-30 cm, and on the eve of the onset of cold weather, the peach trunk is wrapped in burlap, making holes in it on the south side for ventilation.



**Figure 2. Peach harvesting process.**

The number of watering during the growing season depends on weather conditions, but on average, early peach varieties are watered 2-3 times per season, and late ones - 5-6 times. During a session, from 2 to 5 buckets of water are consumed per tree. Watering is carried out in the early morning or evening. The first time the peach is watered is at the beginning of June, and if the winter was without snow and the spring without rain, then it is better to water the plant at the end of May. The next watering is carried out in the first half of July, and the third - in the first half of August. Try to wet the soil to the depth of the roots - 60-70 cm. It is very important to water 3-4 weeks before harvesting, which will allow the fruits to increase their mass. The amount of water for each m<sup>2</sup> of tree trunk circle is 30-60 liters, depending on the age of the tree. After this, the peach cannot be watered until harvest, otherwise its fruits will become watery and lose their sugar content. Equally important is winter watering of peach, which saturates the soil with moisture and increases the winter hardiness of the tree. Water consumption for moisture-recharging irrigation is 90-100 liters per m<sup>2</sup> of tree trunk circle.

Usually, seedlings are first grown in nurseries, and then, during winter dormancy, seedlings are transplanted to peach orchards. The roots of the seedlings are planted in the open field (without covering). Annual seedlings are usually planted in clumps. Peach seedlings are usually planted in a 6.0 x 6.0 m scheme. In this case, the number of seedlings in 1 ha area will be about 280 pieces. In densely planted gardens (planting pattern 4.0 x 2.0 m), the number of trees per hectare is more than 1,200. Shaping (cutting branches) of peach trees is usually done in the form of a vase. When this shape is given, the sun's light falls well between the fruits and leaves of the tree. Also, methods of shaping peach trees by straightening branches and cutting along the central axis are also widely used.

Depending on the type of peach tree, branch thinning or chemical thinning methods can also be used. Watering peach trees The irrigation coefficient (K.) of peach trees is determined based on the level of evaporation (which changes according to the season) in the conditions of Uzbekistan. The seasonal irrigation rate of peach trees  $m^3/ha$  varies between 4500-7500  $m^3$ , depending on the amount of seasonal rains. The irrigation period begins depending on soil moisture, spring flowering and leafing periods of trees.

Drip irrigation of peach trees works well. In this case, it is recommended to lay 2 rows of irrigation hoses next to rows of large trees, and 1 row of irrigation hoses next to each row of trees in densely planted areas. Between the drippers of the irrigation hose the distance is usually defined as 0.5-0.6 meters. In this case, the water consumption of each dropper is equal to 2-4 l/h. Watering is carried out every 1-3 days, depending on the mechanical composition of the field soil. For watering peach trees, it is recommended to use a drip irrigation system with a dripper attached to the outside of the irrigation hose.

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**SHAXS INSONIY MUNOSABATLAR TIZIMIDA**

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**Annotatsiya:** Ushbu maqolada insoniy munosabatlar jarayonida muloqotning o'рни, oila muhiti va undagi munosabatlar, muloqot texnikasini egallashining ahamiyati, muloqotning qanday kechishi va kimning ko'proq ta'sirga ega bo'lishi, har bir insonning ijtimoiy tajribasi, uning insoniy qiyofasi, fazilatlarini, nuqsonlari ham muloqot jarayonlarining mahsuli ekanligi haqida ma'lumotlar berilgan.

**Kalit so'zlar:** Psixologik ta'sir, verbal ta'sir, paralingvistik ta'sir, noverbal ta'sir, korporatsiya, simpatiya, sotsionomik.

**Аннотация:** В данной статье рассматривается роль общения в процессе человеческих отношений, семейная среда и отношения в ней, значение владения приемами общения, как происходит общение и кто имеет большее влияние, социальный опыт каждого человека, его человеческому образу, качествам, дана информация о том, что дефекты также являются продуктом коммуникативных процессов.

**Ключевые слова:** *Психологическое воздействие, вербальное влияние, паралингвистическое влияние, невербальное влияние, корпорация, симпатия, соционномика.*

**Abstract:** *This article examines the role of communication in the process of human relationships, the family environment and relationships in it, the importance of mastering communication techniques, how communication occurs and who has more influence, the social experience of each person, his human image, qualities, information is given about that defects are also a product of communication processes.*

**Key words:** *Psychological influence, verbal influence, paralinguistic influence, non-verbal influence, corporation, sympathy, socionomics.*

**KIRISH**

Shaxs - ijtimoiy munosabatlar mahsuli deyilishining eng asosiy sababi - uning doimo insonlar davrasida, ular bilan o'zaro ta'sir doirasida bo'lishini anglatadi. Bu shaxsning eng yetakchi va nufuzli faoliyatlaridan biri muloqot ekanligiga ishora qiladi. Muloqotning turi va shakllari turlichadir. Masalan, bu faoliyat bevosita —yuzma – yuz bo'lishi yoki texnik vositalar (telefon, telegraf va shunga o'xshash) orqali amalga oshiriladigan; biror professional faoliyat jarayonidagi amaliy yoki do'stona bo'lishi; subyekt - subyekt tipli (diologik, sheriklik) yoki subyekt - obyektli (monologik) bo'lishi mumkin.

Insoniy munosabatlar shunday o'zaro ta'sir jarayoniki, unda shaxslar munosabatlar shakllanadi va namoyon bo'ladi. Bunday jarayon dastlab odamlar o'rtasida ro'y beradigan fikrlar, xis - kechinmalar, tashvishu - quvonchlar almashinuvini nazarda tutadi.

### **ADABIYOTLAR TAHLILI VA METODLAR**

Odamlar muloqatda bo'lishgani sari, ular o'rtasidagi munosabatlar tajribasi ortgan sari ular o'rtasida umumiylik, o'xshashlik va uyg'unlik kabi sifatlar paydo bo'ladiki, ular bir - birlarini bir qarashda tushunadigan yoki —yarimta jumladan ham fikr ayon bo'ladigan bo'lib qoladi, ayrim xollarda esa ana shunday muloqotning tig'izligi teskari reaksiyalarni - bir - biridan charchash, gapiradigan gapning qolmasligi kabi vaziyatni keltirib chiqaradi. Masalan, oila muhiti va undagi munosabatlar ana shunday tig'iz munosabatlarga kiradi. Faqat bunday tig'izlik oilaning barcha a'zolari o'rtasida emas, uning ayrim a'zolari o'rtasida bo'lishi mumkin (ona - bola, qaynona - kelin va x-zo). O'zaro munosabatlarga kirishayotgan tomonlar munosabatdan ko'zlaydigan asosiy maqsadlari - o'zaro til topishish, bir - birini tushunishdir. Bu jarayonning murakkabligi, kerak bo'lsa, —jozibasi, betakrorligi shundaki, o'zaro bir xil til topishish yoki tomonlarning aynan bir xil o'ylashlari va gapirishlari mumkin emas. Agar ana shunday vaziyatni tasavvur qiladigan bo'lsak, bunday muloqot eng samarasiz bo'lar edi. Masalan, tasavvur qiling, uzoq vaqt ko'rishmay qolgan do'stingizni ko'rib qoldingiz. Siz undan xol - ahvol so'radigingiz, lekin u tashabbusni sizga berib, nimaiki demang, sizni ma'qullab, gapingizni qaytarib turibdi. Bunday muloqat juda bemaza bo'lgan va siz ikkinchi marta o'sha odam bilan iloji boricha rasman salom - alikni bajo keltirib o'tib ketavergan bo'lardingiz. Ya'ni, muloqot faoliyati shunday shart - sharoitki, unda har bir shaxsning individualligi, betakrorligi, bilimlar va tasavvurlarning xilma - xilligi namoyon bo'ladi va shunisi bilan u insoniyatni asrlar davomida o'ziga jalb etadi. Har qanday faoliyatdan zerikish, charchash mumkin, faqat odam muloqotdan, ayniqsa, uning norasmiy samimiy, bevosita shaklidan charchamaydi, yaxshi suhbatdoshlar doimo ma'naviy jihatdan rag'batlantiriladilar. XXI asr bo'sag'asida odamning eng tabiiy bo'lgan muloqotga ehtiyoji, uning sirlaridan xabardor bo'lish va o'zgalarga samarali ta'sir eta olishga bo'lgan intilishi yanada oshdi va buning qator sabablari bor. Birinchidan, industrial jamiyatdan axborotlar jamiyatiga o'tib bormoqdamiz. Axborotlarning ko'pligi aynan inson manfaatiga aloqador ma'lumotlarni saralash, u bilan to'g'ri munosabatda bo'lishni taqozo etdi. Axborot XXI asrda eng nodir kapitalga aylanadi va bu o'z navbatida insonlarga zarur axborotlar uzatilishi tezligi va tempini o'zgartiradi. Ikkinchidan, turli kasb - faoliyat sohasida ishlayotgan odamlar guruhining ko'payishi, ular o'rtasida munosabatlar va aloqaning dolzarbligi axborotlar tig'iz sharoitda oddiygina muloqotni emas, balki professional, bilimdonlik asosidagi muloqotni talab qiladi. Umuman, XXI asrning korporatsiyalar asri bo'ladi, deb bashorat qilayotgan iqtisodchilar ham bu korporatsiya insonlarning o'zaro til topishlariga qaratilgan malakalarning rivojlangan, mukammal bo'lishi haqida gapirmoqdalar. Undan tashqari, bu kabi korporativ aloqa ko'p xollarda bevosita yuzma - yuz emas, balki zamonaviy texnik vositalar - uyali aloqa, fakslar, elektron pochta, internet kabilar yordamida aniq va lo'nda fikrlarni uzatishni nazarda tutadi. Bu ham o'ziga xos muloqot

malakalarining ataylab shakllantirilishini taqozo etadi. Uchinchidan, oxirgi paytlarda shunday kasb - hunarlar soni ortdiki, ular sotsionomik guruh kasblar deb atalib, ularda —odam – odam dialogi faoliyatning samarasini belgilaydi. Masalan, pedagogik faoliyat, boshqaruv tizimi, turli xil xizmatlar (servis), marketing va boshqalar shular jumlasidandir. Bunday sharoitlarda odamlarning ataylab muloqot bilimdonligining oshirilishi mehnat mahsulini belgilaydi. Shuning uchun ham muloqot, uning tabiati, texnikasi va strategiyasi, muloqotga o'rgatish (sotsial psixologik trening) masalalari bilan shug'ullanuvchi fanlarning ham jamiyatdagi o'rni va salohiyati keskin oshdi.

Aslida har bir insonning ijtimoiy tajribasi, uning insoniy qiyofasi, fazilatlarini, hattoki, nuqsonlari ham muloqot jarayonlarining mahsulidir. Jamiyatdan ajralgan, muloqotda bo'lish imkoniyatidan mahrum bo'lgan odam o'zida individ sifatlarini saqlab qolishi mumkin, lekin u shaxs bo'lolmaydi. Shuning uchun muloqotning shaxs taraqqiyotidagi ahamiyatini tasavvur qilish uchun uning funksiyalarini tahlil qilamiz. Har qanday muloqotning eng elementar funksiyasi - suhbatdoshlarning o'zaro bir - birini tushunishlarini ta'minlashdir. Bu o'zbeklarda samimiy salom - alik, ochiq yuz bilan kutib olishdan boshlanadi. O'zbek xalqining eng nodir va buyuk xislatlaridan biri ham shuki, uyiga birov kirib kelsa, albatta ochiq yuz bilan kutib oladi, ko'rishadi, so'rashadi, xol - ahvol so'raydi. Shunisi xarakterliki, ta'ziyaga borgan chog'da ham ana shunday samimiyatli qabulni xis qilamiz. Bu kabi birlamchi kontakt usullari boshqa millat va xalqlarda ham bor, ya'ni bu jihat milliy o'ziga xoslikka ega. Uning ikkinchi muhim funksiyasi ijtimoiy tajribaga asos solishdir. Odam bolasi faqat odamlar davrasida ijtimoiylashadi, o'ziga zarur insoniy xususiyatlarni shakllantiradi. Odam bolasining yirtqich hayvonlar tomonidan o'g'irlanib ketilishi, so'ng ma'lum muddatdan keyin yana odamlar orasida paydo bo'lishi faktlari shuni ko'rsatganki, —mauglilar biologik mavjudot sifatida rivojlanaveradi, lekin ijtimoiylashuvda ortda qolib ketadi. Bundan tashqari, bunday holat boladagi bilish qobiliyatlarini ham cheklashi ko'plab psixologik eksperimentlarda o'z isbotini topdi. Muloqotning yana bir muhim vazifasi - u odamni u yoki bu faoliyatga hozirlaydi, ruhlantiradi. Odamlar guruhidan uzoqlashgan, ular nazaridan qolgan odamning qo'li ishga ham bormaydi, borsa ham jamiyatga emas, balki faqat o'zigagina manfaat keltiradigan ishlarni qilishi mumkin. Masalan, ko'plab tadqiqotlarda izolyatsiya, ya'ni odamni yolg'izlatib qo'yishning uning ruhiyatiga ta'siri o'rganilgan. Masalan, uzoq vaqt termokamerada bo'lgan odamda idrok, tafakkur, xotira, xissiy holatlarning buzilishi qayd etilgan. Lekin ataylab emas, taqdir taqozosi bilan yolg'izlikka mahkum etilgan odamlarning maqsadli faoliyatlar bilan o'zlarini band etishlari u qadar katta salbiy o'zgarishlarga olib kelmasligini ham olimlar o'rganishgan. Lekin baribir har qanday yolg'izlik va muloqotning yetishmasligi odamda muvozanatsizlik, xissiyotga beriluvchanlik, xadiksirash, havotirlanish, o'ziga ishonchsizlik, qayg'u, tashvish xislarini keltirib chiqaradi. Shunisi qiziqki, yolg'izlikka mahkum bo'lganlar ma'lum vaqt o'tgach ovoz chiqarib, gapira boshlasharkan. Bu avval biror ko'rgan yoki his qilayotgan narsasi xususidagi gaplar bo'lsa, keyinchalik nimagadir qarab gapiraverish ehtiyoji paydo bo'lar ekan. Masalan, bir M.Sifr degan olim ilmiy maqsadlarini amalga

oshirish uchun 63 kun g'or ichida yashagan ekan. Uning keyinchalik yozishida, bir necha kun o'tgach, u turgan yerda bir o'rgimchakni ushlab oladi va u bilan dialog boshlanadi. —Biz, deb yozadi u, shu hayotsiz g'or ichidagi tanho tirik mavjudotlar edik. Men o'rgimchak bilan gaplasha boshladim, uning taqdiri uchun qayg'ura boshladim... Shaxsning muloqotga bo'lgan ehtiyojining to'la qondirilishi uning ish faoliyatiga ham ta'sir ko'rsatadi. Odamlar, ularning borligi, shu muhitda o'zaro gaplashish imkoniyatining mavjudligi fakti ko'pinda odamni ishlash qobiliyatini ham oshirarkan, ayniqsa, gaplashib o'tirib qilinadigan ishlar, birgalikda yonma - yon turib bajariladigan operatsiyalarda odamlar o'z oldida turgan hamkasbiga qarab ko'proq, tezroq ishlashga kuch va qo'shimcha iroda topadi. To'g'ri, bu hamkorlikda o'sha yonidagi odam unga yoqsa, ular o'rtasida o'zaro simpatiya hissi bo'lsa, unda odam ishga —bayramga kelganday keladigan bo'lib qoladi. Shuning uchun ham amerikalik sotsiolog hamda psixolog Jon Moreno asrimiz boshidayoq ana shu omilning unumdorlikka bevosita ta'sirini o'rganib, sotsiometrik texnologiyani, ya'ni so'rovnomasida bir - birini yoqtirgan va bir - birini inkor qiluvchilarni aniqlagan va sotsiometriya metodikasiga asos solgan edi. Shunday qilib, muloqot odamlarning jamiyatda o'zaro hamkorlikdagi faoliyatlarining ichki psixologik mexanizmini tashkil etadi. Qolaversa, hozirgi yangi demokratik munosabatlar sharoitida turli ishlab chiqarish qarorlarini yakka tartibda emas, balki - birgalikda chiqarish ehtiyoji paydo bo'lganligini hisobga olsak, odamlarning muomala madaniyati va muloqot texnikasi mehnat unumdorligi va samaradorlikning muhim omillaridandir. Insoniy muomala va muloqotning psixologik vositalari. Odamlar bir - birlari bilan muomalaga kirishar ekan, ularning asosiy ko'zlagan maqsadlaridan biri - o'zaro bir - birlariga ta'sir ko'rsatish, ya'ni fikr - g'oyalariga ko'ndirish, xarakterga chorlash, ustanovkalarni o'zgartirish va yaxshi taassurot qoldirishdir. Psixologik ta'sir - bu turli vositalar yordamida insonlarning fikrlari, hissiyotlari va xatti - harakatlariga ta'sir ko'rsata olishdir. Ijtimoiy psixologiyada psixologik ta'sirning asosan uch vositasi farqlanadi. Verbal ta'sir - bu so'z va nutqimiz orqali ko'rsatadigan ta'sirimizdir. Bunday asosiy vositalar so'zlardir. Ma'lumki, nutq - bu so'zlashuv, o'zaro muomala jarayoni bo'lib, uning vositasi - so'zlar hisoblanadi. Monologik nutqda ham, dialogik nutqda ham odam o'zidagi barcha so'zlar zahirasidan foydalanib, eng ta'sirchan so'zlarni topib, sherigiga ta'sir ko'rsatishni xohlaydi. Paralingvistik ta'sir - bu nutqning atrofidagi nutqni bezovchi, uni kuchaytiruvchi yoki susaytiruvchi omillar. Bunga nutqning baland yoki past tovushda ifodalanayotganligi, artikulyatsiya, tovushlar, to'xtashlar, duduqlanish, yo'tal, til bilan amalga oshiriladigan xarakterlar, nidolar kiradi. Shunga qarab, masalan, do'stimiz bizga biror narsani va'da berayotgan bo'lsa, biz uning qay darajada samimiyligini bilib olamiz. Kuyib - pishib, ochiq yuz va dadil ovoz bilan —Albatta bajaraman!, desa ishonamiz, albatta. Noverbal ta'sirning ma'nosi —nutqsizdir. Bunga suhbatdoshlarning fazoda bir - birlariga nisbatan tutgan o'rinlari, holatlari (yaqin, uzoq, intim), qiliqlari, mimika, pantomimika, qarashlar, bir - birini bevosita xis qilishlar, tashqi qiyofa, undan chiqayotgan turli signallar (shovqin, hidlar) kiradi. Ularning barchasi muloqot jarayonini yanada kuchaytirib, suhbatdoshlarning bir - birlarini yaxshiroq bilib olishlariga yordam beradi. Masalan, agar uchrashuvning dastlabki

daqiqalarida o'rtog'ingiz sizga qaramay, atrofga alanglab, —Ko'rganimdan biram xursandman, desa, ishonasizmi? Muloqot jarayonidagi xarakterli narsa shundaki, suhbatdoshlar bir - birlariga ta'sir ko'rsatmoqchi bo'lishganda, dastavval nima deyish, qanday so'zlar vositasida ta'sir etishni o'ylar ekan. Aslida esa, o'sha so'zlar va ular atrofidagi xarakatlar muhim rol o'ynarkan. Masalan, mashhur amerikalik olim Megrabyan formulasiga ko'ra, birinchi marta ko'rishib turgan suhbatdoshlardagi taassurotlarning ijobiy bo'lishiga gapirgan gaplari 7%, paralingvistik omillar 38%, va noverbal xarakatlar 58% gacha ta'sir qilarkan. Keyinchalik bu munosabat o'zgarishi mumkin albatta, lekin xalq ichida yurgan bir maqol to'g'ri : —Ust - boshga qarab kutib olishadi, aqlga qarab kuzatishadi. Muloqotning qanday kechishi va kimning ko'proq ta'sirga ega bo'lishi sheriklarning rollariga ham bog'liq. Ta'sirning tashabbuskori - bu shunday sherikki, unda ataylab ta'sir ko'rsatish maqsadi bo'ladi va u bu maqsadni amalga oshirish uchun barcha yuqorida ta'kidlangan vositalardan foydalanadi. Agar boshliq ishi tushib, biror xodimni xonasiga taklif etsa, u o'rnidan turib kutib oladi, iltifot ko'rsatadi, xol - ahvolni ham quyuproq so'raydi va so'ngra gapning asosiy qismiga o'tadi. Ta'sirning adresati - ta'sir yo'naltirilgan shaxs. Lekin tashabbuskorning suhbatga tayyorgarligi yaxshi bo'lmasa, yoki adresat tajribalroq sherik bo'lsa, u tashabbusni o'z qo'liga olishi va ta'sir kuchini qayta egasiga qaytarishi mumkin bo'ladi. Muloqot va o'rganish muammolari. Oxirgi yillarda —professionalizm tushunchasi tez - tez ishaltiriladigan bo'lib qoldi. Chunki jamiyatda tub islohotlarni amalga oshirish, mehnat unumdorligini —inson omilini takomillashtirish hisobiga oshirish davr talabi bo'lib qoldi. Ayniqsa, odamlarni boshqarish sohasidagi professionalizmga katta e'tibor qaratilmoqda. Juda ko'pchilik mutaxassislar barcha bajaradigan funksiyalari orasida odamlar bilan til topishish, ularga ta'sir ko'rsatish, ular faoliyatini to'g'ri tashkil qilish va boshqarish eng murakkablaridan ekanligini e'tirof etmoqdalar. Odamlar bilan normal munosabatlarni o'rnata olmaslik, ayniqsa, biznes sohasida amaliy sheriklarning holatlari, kutishlarini aniqlay olmaslik, o'z nuqtai nazariga o'zgalarni professional tarzda ko'ndira olmaslik, —birovni, uning ichki kechinmalari va o'ziga bo'lgan munosabatini aniq tasavvur qila olmaslik amaliy psixologiyada kommunikativ uquvsizlik, yoki diskommunikatsiya holatini keltirib chiqaradi. Bunda odamlar oddiy til bilan aytganda, bir - birlarini tushunolmay qoladilar, shuning oqibatida pishib turgan loyiha yoki yaxshi reja amalga oshmasligi, bir necha oylarga cho'zilib ketishi mumkin. Shuning uchun ham hozirgi zamon ijtimoiy psixologiyasining tadbiiy yo'nalishida, boshqaruv psixologiyasida katta yoshli odamlarni kommunikativ bilimdonlikka o'rgatish, ularda zarur kommunikativ malakalarni hosil qilishga katta ahamiyat berilmoqda. Har bir korxonada, xususiy firma yoki davlat muassasasini boshqaruvchi menedjer, rahbar tayyorlash muammosi ana shu rahbarlarni, boshqaruvchilarni psixologik jihatdan odamlar bilan ishlashga o'rgatish muammosini chetlab o'tolmaydi. Umuman, hozirgi davrda har qanday mutaxassis - vrach, muhandis, o'qituvchi, iqtisodchi, agronom, quruvchi, jurnalist, madaniyatshunos yoki boshqalar ham kommunikativ malakalarga ega bo'lmaguncha, bozor munosabatlari sharoitida tezda jamoaga kirishib, ko'pchilik bilan til topishib, o'z professoinal mahoratini ko'rsata olmaydi.

Har bir ziyoli inson boshqalar bilan hamkorlik qilish mahorati va san'atiga ega bo'lishi kerak. Bu vazifa odamlarni muomala va muloqot etikasiga o'rgatishni har qachongidan ham dolzarb qilib qo'yimoqda. To'g'ri, muloqotga kirishish - ijtimoiylashuv jarayonida barcha sifatlardan oldinroq shakllanadigan qobiliyatlardan, u tabiiy va hayotiy narsa. Bola tili juda yaxshi chiqib ulgurmay, atrofidagilar bilan aktiv muloqotga kirisha boshlaydi. Lekin masalaning paradoksal tomoni ham shunchaki, yillar o'tgan sari ongli, aqlli odam har bir gapini o'ylab gapiradigan, har bir qadamini o'ylab bosadigan bo'lib qoladi, bu uning jamiyatdagi mavqesini belgilovchi vositadir. Bu muloqotga kirishishga ruhan tayyorlanishning ahamiyatini ham odam anglashini taqozo etadi. Shunday qilib, ana shu eng tabiiy va bir qarashda oddiy inson faoliyati shu qadar murakkab va serqirradi, uning mexanizmlarini o'rganish, guruhlarda to'g'ri munosabatlarni tashkil etish va odamlarni samarali muloqotga o'rgatish muammosi bugungi ijtimoiy psixologiyaning muhim masalalaridandir. Ma'lumki, gaplashayotgan odamlar biri gapiradi, ikkinchisi tinglaydi, eshitadi. Muloqotning samaradorligi ana shu ikki qirraning qanchalik o'zaro mosligi, bir - birini to'ldirishiga bog'liq ekan. Noto'g'ri tasavvurlardan biri shuki, odamni muomala yoki muloqotga o'rgatganda, uni faqat gapirishga, mantiqan asoslangan so'zlardan foydalanib, ta'sirdan gapirishga o'rgatishadi. Uning ikkinchi tomoni - tinglash qobiliyatiga deyarli e'tibor berilmaydi. Mashhur amerikalik notiq, psixolog Deyl Karnegi —Yaxshi suhbatdosh - yaxshi gapirishni biladigan emas, balki yaxshi tinglashni biladigan suhbatdoshdir deganda aynan shu qobiliyatlarning insonlarda rivojlangan bo'lishini nazarda [3] tutgan edi. Mutaxassislarning aniqlashlaricha, ishlayotgan odamlar vaqtining 45% tinglash jarayoniga ketar ekan, odamlar bilan doimiy muloqotda bo'ladiganlar 35 - 40% oylik maoshlarini odamlarni —tinglaganlari uchun olarkanlar. Bundan shunday xulosa kelib chiqadiki, kommunikatsiyaning eng qiyin sohalaridan hisoblangan tinglash qobiliyati odamga ko'proq foyda keltirarkan. Shuning uchun bo'lsa kerak, nemis faylasufi A. Shopengauer —Odamlarni o'zingiz to'g'ringizda yaxshi fikrga ega bo'lishlarini xohlasangiz, ularni tinglang deb yozgan ekan. Darhaqiqat, agar siz kuyunib gapirsangizu, suhbatdoshingiz sizni tinglamasa, boshqa narsa bilan ovora bo'laversa, undan ranjiysiz, nafaqat ranjiysiz, balki u bilan aloqani ham uzasiz. O'qituvchi gapirayotgan paytda uni tinglamaslik odobsizlikning eng keng tarqalgan ko'rinishi deb baholanishini bilasizmi? Nima uchun biz ko'pincha yaxshi gapiruvchi, so'zlovchi bo'la olamiz-u, yaxshi tinglovchi bo'la olmaymiz? Psixologlarning fikricha, asosiy xalaqit beruvdi narsa - bu bizning o'z fikr - o'ylarimiz va xohishlarimiz og'ushida bo'lib qolishimizdir. Shuning uchun ham ba'zan rasman sherigimizni tinglayotganday bo'lamiz, lekin aslida hayolimiz boshqa yerda bo'ladi. Tinglashning ham xuddi gapirishga o'xshash texnikasi, usullari mavjud. Ularning turi ham ko'p, lekin asosan biz kundalik hayotda uning ikki usulini qo'llaymiz: so'zma - so'z qaytarish va boshqada talqin etish. Birinchisi, suhbatdosh so'zlarining bir qismini yoki yaxlitida qaytarish orqali, sherikni qo'llab - quvvatlashni bildiradi. Ikkinchi usul esa - sherigimiz so'zlarini tinglab, undagi asosiy g'oyani, o'zimizning talqinimizda ifoda etish. Ikkala usul ham sherik uchun muhim, chunki u sizning tinglayotganingizni, xattoki, undagi g'oyalarga qarshi



emasligingizni bildiradi. Bunday tashqari, biz yaxshi tinglayotgan bo'lib, —Yo'g'-e?, —Nahotki?, —Qara-ya?, —Yasha! luqmalari bilan ham suhbatdoshimizni gapirishga, yanayam o'z fikrlarini oydinlashtirishga chaqirib turamiz. Demak, aslida bizdagi gapirayotgan shaxs yetakchi, u suhbatning mutloq xokimi, degan tasavvur unchalik to'g'ri emas. Yaxshi tinglashda ham shunday kuch borki, u suhbatdoshni sizga juda yaqinlashtiradi, ishonchni tug'diradi. chunki muloqot jarayonidagi eng qimmatli narsa - bu axborotning o'zi. Tinglayotgan odam ma'nili, yaxshi dialogdan faqat yaxshi, foydali ma'lumot oladi. Gapirgan esa aksincha, o'zidagi borini berib, gapirmaydigan suhbatdoshdan —teskari aloqani olib ulgurmay, hech narsasiz qolishi ham mumkin. Shuning uchun muloqotga o'rgatishning muhim yo'nalishlaridan biri - odamlarni faol tinglashga, bunda barcha paralingvistik va noverbal omillardan o'rinli foydalanishga o'rgatishdir. Professional tinglash texnikasiga quyidagilar kiradi: aktiv holat. Bu - agar kreslo yoki divan kabi mebel bo'lsa, unga bema'lol yastanib yoki yotib olmaslik, suhbatdoshning yuzidan tashqari joylariga qaramaslik, mimika, bosh chayqash kabi xarakterlar bilan uning har bir so'ziga qiziqayotganligingizni bildirishni nazarda tutadi; u suhbatdoshga samimiy qiziqish bildirish. Bu nafaqat suhbatdoshni o'ziga jalb qilib, balki keyin navbat kelganda o'zining har bir so'ziga uni ham ko'ndirishning samarali yo'lidir. U o'ychan jimlik. Bu suhbatdosh gapirayotgan paytda yuzda mas'uliyat bilan tinglayotganday tasavvur qoldirish orqali o'zingizning suhbatdan manfaatdorligingizni bildirish yo'li.

#### XULOSA

Agar biz suhbatdoshimizni yaxshi, diqqat bilan tinglasak, bu bilan biz unda o'z - o'ziga hurmatni ham tarbiyalaymiz. Demak, tinglash jarayoni ko'pchilik tasavvur qilgani kabi unchalik passiv jarayon emas ekan. Uning muloqotning samarali bo'lishidagi ahamiyati nihoyatda katta, chunki tinglash qobiliyati gapiruvchini ilhomlantiradi, uni ruhlantiradi, yangi fikrlar, g'oyalarning shakllanishiga sharoit yaratadi. Shuning uchun ma'ruzachi professorning har bir chiqishi va ma'ruzasi agar talabalar tomonidan diqqat bilan tinglansa, bu pedagogik muloqotdan ikkala tomon ham teng yotadi. Agar muloqot jarayonida ishtirok etuvchi ikki jarayon - gapirish va tinglashning faol o'zaro ta'sir uchun teng ahamiyatini nazarda tutsak, bu jarayon qatnashchilarining psixologik savodxonligi va muloqot texnikasini egallashining ahamiyatini anglash qiyin bo'lmaydi. Shuning uchun ham ijtimoiy psixologiyada odamlarni samarali muloqotga ataylab o'rgatishga juda katta e'tibor beriladi. Bu boradagi fanning o'z uslubi bo'lib, uning nomi ijtimoiy psixologik trening (IPT) deb ataladi. IPT - muloqot jarayoniga odamlarni psixologik jihatdan hozirlash, ularda zarur kommunikativ malakalarni maxsus dasturlar doirasida qisqa fursatda shakllantirishdir. Eng muhimi IPT mobaynida odamlarning muloqot borasidagi bilimdonligi ortadi. Amaliy muloqot treningi - IPTning bir ko'rinishi bo'lib, u yoki bu professional faoliyatni amalga oshirish jarayonida zarur bo'ladigan kommunikativ malaka, ko'nikma va bilimlarni hosil qilishga qaratilgan tadbirdir. Guruh va jamoalarda muloqot treningi vositasida muzokaralar olib borish, ish yuzasidan hamkorlik qilish yo'l - yo'riqlarini birgalikda topish, katta auditoriya oldida so'zlashga o'rgatish, majlislar o'tkazish, janjalli, konfliktli holatlarda o'zini

to'g'ri tutish malakalari hosil qilinadi. Bunday asosiy narsa - trening qatnashchilari ongiga birovlarini tushunish, o'zini o'zga o'rniga qo'ya olish, boshqalar manfaatlari bilan o'zinikini uyg'unlashtira olish g'oyasini singdirishdir.

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## CONCEPTUAL BASIS OF IMPROVEMENT OF BANK AUDIT IN COMMERCIAL BANKS.

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**Abstract:** *In this article, the prospective development of the banking system in our country and foreign commercial banks, the effective organization of the audit and analysis of problems directly related to this activity, their solution on a scientific basis, the procedure for the formation of the audit of the capital of commercial banks, the audit of the reduction of the authorized capital of the bank, commercial recommendations on the necessity and advantages of improving the internal audit activity for the management system in banks are given.*

**Key words:** *banking system, internal audit, audit of problems, effective management of assets, authorized capital, liquidity indicator, consolidation, subordination, capital adequacy, cost estimate, high-yield investment.*

New economic relations associated with the gradual transition of the economy of the Republic of Uzbekistan to market relations create the need to organize accounting and auditing and improve their methodology. One of the most important measures aimed at ensuring compliance of all elements of the accounting and auditing system with new economic relations is the organization of internal audit in banks, in particular, improvement of capital audit and its methodology.

In such conditions, it is of particular importance to effectively organize the audit and analysis of problems directly related to the prospective development of the banking system in our republic, and to solve them on a scientific basis. All of these objective processes require the improvement of internal audit methodology in the system of banking, especially commercial banks, researching a set of theoretical-methodical and organizational problems based on market relations and compatible with free economy.

The market economy imposes on the banking system the task of achieving economic stability through the in-depth analysis of the causes of problems in the changing economic infrastructure and the implementation of the measures specified in it. Commercial banks are required to regularly increase their capital, effectively manage their assets, and ensure income growth without reducing the liquidity indicator. In order to rationally manage the bank's activities, it is necessary to regularly improve the economic knowledge of the management staff.

According to the Law of the Republic of Uzbekistan "On Banks and Banking Activities"<sup>1</sup>: "The authorized capital of the bank consists of funds paid by the founders and shareholders of the bank. The minimum amount of authorized capital of banks is determined by the Central Bank».

**In the audit of capital formation of commercial banks, special attention was paid to the following:**

The maximum share of each shareholder's participation in the authorized capital does not exceed the amount specified by law.

The participation of the bank in the authorized capital of other banks is not allowed

Cases of establishment of banks and subsidiary banks with participation of foreign capital, as well as other cases stipulated by legislation

It is not allowed to use loaned and pledged funds and other borrowed funds to form the authorized capital of the bank.

The minimum authorized capital must be paid by the founders of the bank before its registration.

Funds paid for the authorized capital are transferred to the savings account opened in the Central Bank of the Republic of Uzbekistan or other banks. These funds can be used as a deposit.

The minimum amount of authorized capital of banks should not be less than the norm established by the Central Bank.

Auditing of all amendments and additions to the charter of a commercial bank is a somewhat complicated process.

All amendments and additions to the charter of the commercial bank must be registered with the Central Bank of the Republic of Uzbekistan.

The decision on amendments and additions to the bank's charter is adopted by the general meeting of shareholders with the majority of three-fourths of the voting shareholders participating in the general meeting. Voting is carried out on the principle of "one share - one vote".

<sup>1</sup> <https://lex.uz/docs/-4581969>

The audit of the reduction of the authorized capital of the bank examines the following cases:

- as a result of the decrease of the authorized capital, the possibility of violation of the economic norms established by the Central Bank and the requirements for the minimum amount of the authorized capital of the bank, or the situation where the share of any shareholder's participation exceeds the limited amount of the authorized capital established by the law;

- the compliance of the submitted documents with the requirements of the legislation and regulatory documents of the Central Bank;

- that the reduction of the authorized capital may pose a clear threat to the interests of depositors and the financial condition of the bank.

The refusal of the Central Bank to reduce the authorized capital must be justified and sent to the bank in writing within one month after receiving the last necessary document.

According to the amendments to the Law "On Banks and Banking Activities", from September 1, 2023 to January 1, 2025, the minimum amount of authorized capital of banks will be gradually increased:

100 billion soums - until September 1, 2023;

200 billion soums - from September 1, 2023;

300 billion soums - from April 1, 2024;

500 billion soums - from January 1, 2025.<sup>2</sup>

So, as the main reasons for the small weight of these reserves in the capital structure of commercial banks, we must recognize that the value created due to revaluation is subject to property tax and the systematic revaluation procedure has not been developed in our republic.

The absence of subordinated debt obligations in commercial banks indicates the weakness of the position of commercial banks in the market of medium and long-term loans. Because subordinated debt obligations are a convenient and low-cost means of attracting medium and long-term resources to commercial banks.

Commercial banks are primarily short-term lending institutions. Therefore, short-term financing should occupy the main place in their resources. At the same time, there are high-yield investment projects financed by medium- and long-term lending, which force banks to find medium- and long-term resources. Subordinated<sup>3</sup> debt obligations are used as a means of raising such resources.

The fact that there are no transfers to consolidated<sup>4</sup> subsidiaries in the total capital of commercial banks is evident in the activity of our country's banks. Therefore, our banks do

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<sup>2</sup> <https://www.gazeta.uz/oz/2023/06/02/banks/>

<sup>3</sup> <http://arm.sies.uz/wp-content/uploads/2020/11/42.y.Bank-faoliyati-tahlili-oquv-qollanma-T.M.Qoraliyev-T.-2016y..pdf>

<sup>4</sup> <file:///C:/Users/user/Downloads/CAJEI0533.pdf>

not have sufficient practice of establishing credit institutions such as leasing, trust, factoring, and forfeiting companies. However, in international banking practice, it has been proven that the activities of credit institutions established under commercial banks are economically efficient.

Subsidiary enterprises established under banks will not have an independent balance sheet, they will operate on the basis of a fixed cost estimate, and their profit will be added to the bank's profit. The most important thing is that their performance can be expressed in specific indicators. Also, commercial banks have resources as a financial institution, and the possibilities of effective use of these resources will increase. This allows to develop measures to increase the efficiency of their activities.

It was observed that the weight of reserves for compensation of losses that may come from loans in commercial banks in the total capital volume is small. The main reason for this is that when classifying loans issued by commercial banks, their level of risk is relatively low and the amount of overdue loans is small.

In the formation of the capital of commercial banks, achieving its composition at the expense of stable financing sources is one of the main factors of bank capital management.

Before the adoption of the Basel standards, there were a number of problems related to the part of the authorized capital of commercial banks in foreign currency. The following are the main problems in this regard:

1. It is known that the balance sheet of commercial banks is drawn up in the national currency. When capital is invested in a foreign currency, it is reflected in the national currency in the bank balance sheet at the exchange rate of the current period. In this case, the income of the bank should be sufficient to cover the amount of the difference caused by the devaluation of the national currency. Otherwise, the bank is obliged to maintain its net assets in foreign currency equal to the amount of capital in foreign currency.

2. If the foreign currency in the capital is deposited as a deposit in foreign banks, then there is an opportunity to fully preserve the value of the bank's capital. But a foreign bank pays interest on deposits at the market rate. In developing foreign countries, the interest rate of foreign currency deposits is usually very low. So, in this case, the effectiveness of the use of funds deposited in foreign currency will be low.

The minimum level of capital adequacy of commercial banks differs in certain respects from the level provided for in the Basel standards. In our opinion, the main reasons why the requirements for capital adequacy of commercial banks of Uzbekistan differ from the Basel standards in this way are as follows:

1. Existence of some problems in strengthening the capital base of commercial banks. For example, one of the main problems in this regard is the fact that the weight of the authorized capital in the total capital of commercial banks has a tendency to decrease.

2. Absence of deposit insurance system for corporate clients of commercial banks.

The absence of this system increases the need to use bank capital as a means of protecting deposits. In assessing the adequacy of the capital of commercial banks, the issue of taking bank assets to risk occupies a central place.

The methodology developed by the Central Bank of Uzbekistan has two aspects that differ from the Basel methodology.

a) In the methodology developed by the Central Bank, government securities are not differentiated according to the level of risk. In our opinion, government securities should be differentiated according to the level of risk. Because there is always a risk of a decrease in the return on long-term securities of the government;

b) In the current methodology of the Central Bank for risking the assets of commercial banks, the tracts that are recalculated in the Central Bank are not reflected.

This situation arose due to the non-existence of drafts in the banking practice of our country. There are no significant differences in other risk categories.

In the conditions of the market economy, it is important to approach the internal audit, which is a component of management, as a necessary element of control in the important role of the banking system in the country's economy. After all, internal audit helps to assess the financial condition of banks and the quality of services provided by them, to identify market needs, and thus to improve the work efficiency of banks, to create an effective competitive environment for them in the market. Most owners are interested in the availability of an internal audit service, as economic entities need the most optimal tools for obtaining income in the course of business activity and achieving the optimal trajectory of development.

The necessity and advantages of improving the internal audit activity for the management system in commercial banks were explained as follows:

- 1) Low cost compared to external audit;
- 2) Guarantee of continuous compliance with the legislation;
- 3) The possibility of regular use of the service of internal auditors;
- 4) Internal auditors' awareness of the situation in the bank, work and management style, policies adopted by the bank;
- 5) Involvement of highly qualified specialists of bank branches in inspections through auditors;
- 6) The fact that it is a system that supports the promotion of the introduction of advanced technologies and work methods.

According to the analysis, retrospective audit activity aimed at verifying the correct reflection of financial and economic operations in accordance with regulatory documents is not sufficient for making management decisions. Today, users of information hope to receive information from auditors that can be the basis for making economic decisions and reflect the state of the commercial bank. Based on this, in the conditions of transition to market relations, according to the audit process, direction and method, it is necessary to combine tasks in two directions.

In conclusion, it can be said that in order to improve the operation of the internal audit system of commercial banks, we found it appropriate to work in the following directions:

- 1) Regular improvement of the qualifications of internal audit service employees of commercial banks based on the requirements of international standards;
- 2) The employees of the internal audit service should maintain the status of independence in relation to the departments they audit, and free themselves from the influence of the heads of bank departments on the content and scope of the audits;
- 3) To pay special attention to the issues of using methodological rules from other disciplines when conducting audits by auditors;
- 4) To ensure the objectivity of the employees of the internal audit service in the analysis of the audit process and to prepare reasonable conclusions on the audit.

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**СРЕДСТВА НАГЛЯДНОСТИ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ**

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**Аннотация.** В статье дана информация о использовании наглядных пособия на уроках русского языка, обучения школьников, посредством чего их воспитывают и развивают. О полноценном использовании наглядных пособия о том, что через них можно получить информации. Наглядное пособие является одним из показателей общего развития уровня познавательной деятельности ребёнка.

**Ключевые слова.** Ребёнок, наглядность, познают, воспитывают, школьников, овладение, навыков, развития, зрения, речь, внимания, общения, жизнь, формирования.

**Annotation.** The article provides information about the use of visual aids in Russian language lessons, taught to schoolchildren, through which they are educated and developed. About the full use of visual aids and the information that can be obtained through them. A visual aid is one of the indicators of the overall development of a child's level of cognitive activity.

**Keywords.** Child, visibility, learn, educate, schoolchildren, mastery, skills, development, vision, speech, attention, communication, life, formation.

Наглядность как один из важнейших дидактических принципов разрабатывается и реализуется в теории и практике преподавания русского языка на всех этапах развития школьного образования. Основным способом его реализации является использование средств наглядности в учебном процессе. Наглядные материалы могут принести пользу только в том случае, если они органически связаны с содержанием урока в целом, со всеми его компонентами и заданиями. Приступая к использованию средств наглядности, учитель должен осознать, с какой целью он это делает, определить, на каком этапе урока провести с ними работу, как связать данный этап с другими частями урока.

Средства наглядности помогают решить такие задачи, как мобилизация психической активности учащихся; введение новизны в учебный процесс; повышение интереса к уроку; увеличение возможности произвольного запоминания материала; расширение объема усваиваемого материала; выделение главного в материале и его систематизация.

Средства наглядности делятся на: зрительную, звуковую, зрительно-слуховую.

Средства зрительной наглядности. Средства зрительной наглядности включают так называемые печатные средства (таблицы, демонстрационные карточки, репродукции картин, раздаточный материал) и экранные средства (диафильмы, диапозитивы и слайды, транспаранты).

Наиболее распространенным и традиционным средством зрительной наглядности на уроках русского языка являются таблицы. Основная дидактическая функция таблиц - вооружение учащихся ориентиром применения правила, раскрытие закономерности, лежащей в основе правила или понятия, облегчение запоминания конкретного языкового материала. В связи с этим они делятся на языковые и речевые.

В языковых таблицах отражена закономерность, сущность какого-либо правила или понятия, что способствует наиболее быстрому усвоению этого понятия, запоминанию правила, определенной нормы и т.п. Как, например, может быть построена таблица по орфографии, отражающая условия выбора написания букв е- и в корнях с чередованием? Можно в таблице поместить слова с данной орфограммой, проиллюстрировав каждый из корней с чередованием е- и соответствующими примерами. Но можно поступить и по-другому. В таблице зафиксировать только корни, для которых характерно чередование букв е-и (-бер бир-, -дер дир-). Выделить суффикс -а-, служащий условием выбора правильного написания. Ввести соответствующие условные обозначения, использовать цвет для показа разного написания корней. В данном случае в таблице будет представлена модель орфографического правила, его структура, отражающая закономерность выбора правильного написания. Такая таблица не иллюстрирует явление, а помогает осознать его сущность, что способствует активизации познавательной деятельности учащихся, развитию у них логического и абстрактного мышления. Словесные пояснения в таблицах подобного характера либо отсутствуют, либо используются как дополнительный прием.

Речевые таблицы содержат конкретный речевой материал (слова, словосочетания), который требуется запомнить. Примером подобной таблицы является подбор слов (на полях учебника, на специальном стенде, на переносной доске) и предъявление их учащимся с целью уточнения или разъяснения их значений, а также для запоминания их орфографического облика. Другими словами, с помощью речевых таблиц организуется работа по обогащению словарного запаса учащихся и повышению их орфографической грамотности. Одним из способов предъявления подобного речевого материала служат специально разработанные демонстрационные карточки. Это динамичные, подвижные пособия, из которых формируются таблицы. Содержание таблиц - слова (и словосочетания), правописание и произношение которых не регулируются четкими правилами. Демонстрационные карточки объединяются в таблицу, вмещающую не более 6 слов, связанных по тематическому или какому-либо другому принципу.

Таблицы могут быть использованы на этапе осознания, осмысления правил, определений, понятий, на этапе закрепления изученного, при повторении и систематизации материала. Учащимся могут быть предложены следующие виды заданий: ответы на вопросы учителя, с помощью которых учащиеся осознают сущность понятия или правила; составление алгоритма применения правила; грамматическое конструирование по заданной модели; самостоятельное составление таблиц; составление связного высказывания на лингвистическую тему и др.

Картина (репродукция, иллюстрация) служит источником высказываний учащихся при обучении разным видам сочинений: описание внешности человека, описание животного, описание местности. В методике определены принципы отбора картин (репродукций) для работы на уроке: высокое художественное мастерство, доступность для учащихся данного класса, несложность композиции, четкость авторского замысла, соответствие задачам развития речи учащихся, учет материала уроков литературы.

Методика работы с картиной как источником высказывания учащихся варьируется в зависимости от уровня развития и возможностей разных классов, конкретных задач урока, характера высказывания. При этом картину (репродукцию) следует прежде всего анализировать как произведение искусства, не забывая о тех специфических способах отражения действительности, которые свойственны живописи или графике.

Картина (репродукция) используется и в процессе обучения школьников составлению предложений (на заданную тему, по опорным словам и т.п.), а также при написании творческих диктантов. Но и в этих случаях ее методические возможности направлены на то, чтобы помочь учащимся в подборе необходимых речевых компонентов при оформлении высказывания.

Правильно подобранная и методически верно примененная картина (репродукция, иллюстрация) помогает учителю решить целый комплекс учебных задач: ввести и актуализировать определенную лексику; активизировать грамматические формы и конструкции, изучаемые в данное время; научить оформлять специфическое речевое высказывание, в основе которого лежит анализ и описание произведения живописи.

В помощь учителю и учащимся создаются специальные пособия, в которых представлены репродукции картин, изображения произведений скульптуры и архитектуры. Они могут быть использованы для решения перечисленных задач, и прежде всего задач, связанных с развитием речи школьников, с подготовкой ил к устным и письменным высказываниям (описание картины, осмысление впечатлений о картине, рассказ о картине в ходе экскурсии, в рамках сообщения или доклада и т.п.).

Как средство обучения применяется на уроках русского языка раздаточный изобразительный материал, основой которого составляют рисунки (в том числе и сюжетные), помещенные на специальных карточках. Рисунки помогают наглядно комментировать значения слов, стимулируют учащихся к употреблению изученной лексики, дают материал для отработки норм русского литературного языка. Все это позволяет формировать правописных и речевых навыков учащихся проводить в тесном единстве: орфографические задания включаются в задания, связанные с составлением предложений и небольших по объему высказываний на основе изобразительного материала.

Достоинством заданий по карточкам является наличие в раздаточном материале упражнений различной степени трудности, что способствует реализации принципа дифференцированного обучения. Раздаточный материал предусматривает:

1) задания на обогащение словарного запаса учащихся (объяснить значение слова, установить разницу в значении слов, подобрать синонимы, антонимы, родственные слова и т.п.);

2) задания, связанные с обучением школьников точному, правильному употреблению изученной лексики (выбрать из ряда возможных тот вариант, который соответствует в большей степени задаче высказывания);

3) задания, направленные на предупреждение грамматических ошибок (нарушение норм русского литературного языка): образовать те или иные формы, составить словосочетания и предложения, исправить ошибки; составление небольших связных высказываний (сделать подписи к рисункам, выбрать заголовки из ряда возможных, устно описать рисунок и т.п.).

Сказанное позволяет определить основные методические правила применения этого вида наглядности:

Использовать раздаточный материал следует на этапе творческого закрепления изученного материала, когда основные умения и навыки, связанные с освоением материала, у учащихся уже сформированы.

При использовании раздаточного материала необходимо прежде всего активизировать творческую деятельность учащихся.

Необходимо в полной мере реализовать возможности раздаточного материала для организации индивидуальной работы с учащимися.

Работа с карточками занимает 6-8 мин учебного времени.

Создан также раздаточный изобразительный материал, предназначенный прежде всего для уроков развития речи<sup>1</sup>.

В пособиях содержится материал по нескольким наиболее важным разделам программы по развитию речи: тема и основная мысль высказывания; диалог и речевой этикет; письмо; описание; рассказ; рассуждение; официально-деловой стиль речи; описание помещения и т.п. Представлены и рисунки, на которых изображены герои популярных мультфильмов. Рисунок в данном случае становится эффективным

речевым стимулом. Раздаточный материал не копирует кадры мультфильмов, а видоизменяет их, показывает героев в новых ситуациях, в незнакомых обстоятельствах. Задания, которые предлагаются учащимся в процессе работы с карточками, стимулируют их речевую активность: школьники общаются с героями мультфильмов, вступают с ними в диалог, пишут от их имени письма и т.п.

Наглядность – важный дидактический принцип. Он опирается на чувственное познание. Способствует образованию у учащихся представлений и понятий на основе живого восприятия явлений. В нашем случае – явление языка. Средства наглядности используются для решения следующих задач:

- 1) для мобилизации психической активности учащихся;
- 2) для введения новизны в учебный процесс;
- 3) для выделения главного в учебном материале и его систематизации;

Таким образом, средства наглядности используются практически на всех этапах обучения: на этапе объяснения нового материала (представление информации), на этапе закрепления и формирования навыков (обучение учащихся тем или иным действиям), на этапе контроля за усвоением знаний и формированием умений (оценка результатов работы учащихся), на этапе систематизации, повторения, обобщения материала (выделение главного, наиболее важного в изучаемом материале).

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**OZIQ -OVQAT MAHSULOTLARINING KIMYOVIY TARKIBI. QISHLOQ XO'JALIGI OZIQ -OVQAT MAHSULOTLARINI QABUL QILISH VA SAQLASHGA QO'YILADIGAN TALABLAR**

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**Annotatsiya:** *Oziq -ovqat tarkibidagi suv erkin bog'langan holda beriladi. Erkin suv hujayralarda sodir bo'ladigan jarayonlarda faol ishtirok etadi va oson bug'lanadi. Bog'langan suv boshqa oziq -ovqat komponentlari bilan mustahkam bog'langan va katta kuch bilan bug'lanadi. O'simlik va hayvon to'qimalarida erkin suv ustunlik qiladi, chunki ulardan erkin suv osonlik bilan chiqariladi. Oziq -ovqat mahsulotlarini tashish va saqlash vaqtida suv miqdori o'zgarmaydi. Yuqori gigroskopiklik (namlikni yutish qobiliyati) tarkibida ko'p miqdorda fruktoza (asal, karamel) bo'lgan mahsulotlar, shuningdek quritilgan meva va sabzavotlar, choy, osh tuzi bor. Bu mahsulotlar nisbiy namlikda 65-70% saqlanadi. Ko'p mahsulotdagi suv miqdori, qoida tariqasida, yuqori aniqlangan tarkibni ko'rsatuvchi standartlar bilan normallashtiriladi, chunki bu nafaqat mahsulotlarning sifati va saqlanishiga, balki ozuqaviy qiymatiga ham bog'liq. Mineral (kul) moddalar tirik organizmlarda katta ahamiyatga ega. Ular barcha oziq -ovqat mahsulotlarida organik noorganik birikmalar ko'rinishida mavjud.*

**Tayanch sózlar:** *Mineral (kul) moddalar , fruktoza, gigroskopiklik (namlikni yutish qobiliyati), don xususiyatlari, asal, karamel.*

### **KIRICH**

Oziq -ovqat mahsulotlarini tashkil etuvchi moddalar organik, noorganiklarga bo'linadi. Norganik moddalarga suv va minerallar , organik oqsillar , yog'lar , uglevodlar , kislotalar , vitaminlar , fermentlar , ko'nchilik , rang berish , aromatik va boshqa moddalar kiradi.

Bu moddalarning har biri inson tanasi uchun aniq xususiyatga ega: ba'zilari ozuqaviy xususiyatlarga ega (uglevodlar, oqsillar, yog'lar), boshqalari mahsulotlarga ma'lum ta'm, xushbo'ylik, rang beradi va asab tizimining ishida munosib rol o'ynaydi. Suv barcha oziq -ovqat mahsulotlarining bir qismidir, lekin ularning tarkibi boshqacha , oziq -ovqat tarkibidagi suv miqdori ularning sifati va saqlanishiga ta'sir qiladi. Oziq -ovqat tarkibidagi suv ularning kimyoviy, biokimyoviy va boshqa jarayonlarining tezlashishiga yordam beradi, suv miqdori past bo'lgan ovqatlar yaxshiroq saqlanadi. Donning texnologik xususiyatlarini shakllanishini diagramma shaklida ko'rsatish mumkin (1.1-rasm) Shakllangan don

xususiyatlari o'rim-yig'imdan keyin uni qayta ishlash, saqlash va qayta ishlashning ko'plab jarayonlariga hal qiluvchi ta'sir ko'rsatadi, lekin ko'pincha bu jarayonlar natijasida o'zlari o'zgaradi. Shuning uchun tashqi (morfologiya) va ichki (anatomya) tuzilish bilan tanishish don tarkibidagi jarayonlarni chuqur bilishning boshlanishidir. Meva va urug'larning morfologiyasi va anatomiyasi donning texnologik xususiyatlarining muhim qismidir. Morfologik va anatomik don tuzilishida ba'zi xususiyatlari bundan mustasno, don deyarli bir xil. Har qanday madaniyat donasining morfologik xususiyatlarini tavsiflash uchun uning shakli, Bug'doy doni u cho'zilgan, yumaloq oval shaklga ega. Karyopsisda dorsal va ventral tomonlar ajralib turadi. Uning konveks tomoni orqa deb ataladi, va aksincha, tekisroq - qorin. Qorin bo'shlig'ida bo'ylama chuqurchalar mavjud - truba. Tovoqning dorsal tomonining pastki qismida embrion joylashgan. Tuyoqning qarama-qarshi ustki qismida ingichka tuklardan iborat bo'rtma joylashgan - bu to'qima osti o'simtalari. Donning har ikki tomoniga barrel deyiladi.

Donalar uzunligi, kengligi va qalinligi bilan ajralib turadi. Donning uzunligi (D) uning asosi yoki pastki qismi va tepasi orasidagi masofa; kengligi (W) - tomonlar orasidagi eng katta masofa; qalinligi (T) - to'nni orqa va qorinlari orasidagi masofa. Chiziq o'lchamlarning o'zaro bog'liqligi ko'pincha D shartiga to'g'ri keladi  $W < T$ . Boshqa ekinlarning donalari shakli sharsimon (tariq, jo'xori), cho'zilgan (javdar, arpa, sul, guruch), yumaloq yoki donador (makkajo'xori) bo'lishi mumkin. Donning yuzasi silliq (bug'doy), ozgina ajinlangan (javdar), pubescent (sul). Rang berish - oq, sariq, kulrang, yashil, jigarrang, qora. Ba'zi bir donalarda yiv bor - tuxumdon devorlarini yopishtirish joyi. Bug'doy doniga o'xshash mevalar bilan donli o'simliklar haqiqiy don deb ataladigan turlarga tegishli (birinchi guruh). Bug'doy, javdar, arpa, sul. Ikkinchi guruh yoki tariq don: tariq, guruch, makkajo'xori, jo'xori. Ushbu guruhda hech qanday yiv yoki patlar yo'q va umurtqa pog'onasi o'sadi. Donning morfologik xususiyatlari donli mahsulotlar, dukkakli va moyli o'simliklar quyidagi jadvalda keltirilgan. 1.1.

Donli don bu oilaning barcha madaniyatlariga xos bo'lgan anatomik tuzilishga ega: mikrob, endosperma va membranalar. Meva qobig'i (perikarp urug' membranasiga mahkam bog'langan, ammo u bilan birga o'smaydi. Membranali ekinlarda (sul, tariq, jo'xori, guruch) tepada don ham gulli tarozi bilan qoplangan. Meva va urug' membranalari endosperma va mikroblarni tashqi muhitning zararli ta'siridan himoya qiladi. Endosperma ozuqa moddalarining saqlanishidir va embrion yangi o'simlikka hayot baxsh etadi. Ba'zi donli donalarning individual anatomik qismlarining vazn nisbati jadvalda keltirilgan. Meva qobig'i (perikarp karyopsisni tashqi tomondan qoplaydi va uchta qatlam hujayradan iborat: 1 - kariopsis bo'ylab joylashgan va uzunlamasına qatlam deb ataladigan cho'zilgan hujayralarning bir necha qatorlari natijasida hosil bo'lgan epikarpiya; 2 - don bo'ylab joylashgan qalin devorli cho'zilgan hujayralardan tashkil topgan mezokarp (ko'ndalang qavat); 3 - don bo'ylab joylashgan cho'zilgan naychali hujayralar tomonidan hosil bo'lgan endokarp (naycha qatlami). Urug' paltosi (bo'shliq) rang beruvchi moddalarni o'z ichiga olgan pigment qatlami bilan mahkam birlashadigan shaffof qatlamdan iborat. Quyida gialin



yoki shishgan qatlam deb nomlangan strukturasiy porloq qatlam mavjud. Embrion endospermga assimilyatsiya yuzasi bilan bevosita ulashadigan qalqonga ega. Pastki qismida germinal ildizlar, yuqorida - buyrak bilan tugaydigan birlamchi ildiz, oddiy barglar kepikasi bilan qoplangan. Homila turli xil nonlarda mayda va notekis. Ichida endosperm Urug 'po'stlog'iga to'g'ridan-to'g'ri tutashgan va aniq belgilangan, ko'p yoki kamroq oddiy hujayralardan iborat qalinlashgan devorlarni ajratib oling. Bu qatlam bir qator hujayralardan (bug'doy, javdar, jo'xori), boshqalarida - bir nechta (arpa) nonlardan iborat. U aleuron qatlami deb ataladi. Alevron qatlami ostida endospermaning butun ichki qismini egallagan har xil shakldagi katta ingichka devorli hujayralar joylashgan. Ushbu hujayralar turli o'lchamdagi kraxmal donalari bilan zich to'ldirilgan. Har bir donning o'ziga xos ko'rinishi va shakli bor.

Barcha tarkibdagi moddalar don tarkibiorganik (uglevodlar, oqsillar, lipidlar, pigmentlar, fermentlar, vitaminlar) va noorganik (suv, mineral elementlar) ga bo'linadi. Kimyoviy tarkibiga ko'ra, barcha don mahsulotlarining yadrolari kraxmalli o'simlik materiallari guruhiga kiradi, chunki kraxmal ular ichida miqdordagi, dukkakililar - oqsillar guruhiga kiradi, chunki ularda oqsillar ko'payib, moyli o'simliklar tarkibida asosan lipidlar mavjud. Kimyoviy tarkibi turli xil don mahsulotlari jadvalda keltirilgan. Bug'doy (Triticum) eng muhim oziq-ovqat ekinidir. Dunyo bo'yicha don etishtirishda va Rossiyada bug'doy birinchi o'rinda turadi. Bug'doyning bu qiymati uning yuqori hosildorligi, yuqori endosperm miqdori (don og'irligining 80-84%) bilan izohlanadi, bu uni qayta ishlash jarayonida nav navidan yuqori hosil olish imkonini beradi. Bug'doyning oqsil, uglevod va fermentativ kompleksining xususiyatlari ham qimmatlidir. Bug'doy, gliadin va kleykovina oqsil umumiy miqdorining 80% tashkil etadi. Ushbu oqsillar bug'doy tarkibida 1,1: 1-1,5: 1 nisbatda bo'ladi. Shishib, ular quruq vazniga qarab 200-300% suvni o'zlashtiradi va elastik massa - kleykovina hosil qiladi. Kleykovina elastiklik xususiyatlari bug'doy unidan yuqori gözenekli, yuqori sifatli makaron mahsulotlari, xamir ovqatlar va boshqa mahsulotlarni olish imkonini beradi. Bug'doy kraxmal yaxshi shishadi va jelatinizatsiya paytida yopishqoq, nisbatan barqaror pastani beradi. Bug'doy unidan non pishirganda bug'doy shakarni fermentatsiya jarayonlarini saqlab turish uchun ishlatiladi, ammo ularning miqdori unchalik katta emasligi sababli, kraxmalning yaxlitlanishiga olib keladigan bug'doy fermentlari katta ahamiyatga ega. Bug'doyning ob'ektiv ijobiy xususiyatlari uni Rossiyadagi barcha g'alla ekinlari orasida birinchi o'ringa qo'ydi.

Donni saqlash va qayta ishlash ob'ekti sifati uning turlari va nav xususiyatlariga, shuningdek o'simlikning dalada rivojlanishi shartlariga bog'liq.

Don va uning mumkin bo'lgan texnologik xususiyatlaririvojlanish jarayonida ko'plab omillar ta'sirida shakllanadi. Donning texnologik xususiyatlarini shakllanishini diagramma shaklida ko'rsatish mumkin. Shakllangan don xususiyatlariorim-yig'imdan keyin uni qayta ishlash, saqlash va qayta ishlashning ko'plab jarayonlariga hal qiluvchi ta'sir ko'rsatadi, lekin ko'pincha bu jarayonlar natijasida o'zlari o'zgaradi. Shuning uchun tashqi (morfologiya) va ichki (anatomiya) tuzilish bilan tanishish don tarkibidagi jarayonlarni chuqur bilishning

boshlanishidir. Meva va urug'larning morfologiyasi va anatomiyasi donning texnologik xususiyatlarining muhim qismidir. Morfologik va anatomik don tuzilishida xususiyatlari bundan mustasno, don deyarli bir xil. Quyida eng keng tarqalgan ekin - bug'doy donining morfologik tuzilishi keltirilgan. Bu komponentlar deyarli hech qanday mahsulot qismidir. Biz ko'pincha oddiy oziq-ovqat foydalanib, Ibratli komponentlari bilan uchrashadi. makro toifasiga bog'liq moddalar ro'yxati bo'lsin. Birinchidan, u oqsil hisoblanadi. Bu yuqori molekulyar moddalar oqsillar kiradi. Ularning kimyoviy aslida aminokislotalar polimerlar sifatida belgilangan. oqsillar uchun peptitlerini va bepul oshirish. Ikkinchidan, u uglevodlar bo'ladi. Ular polimer va oligomerik bo'lishi mumkin. Bu mono va di-sakkaridleri o'z ichiga oladi. fruktoza va glyukoza - ikkinchi eng yorqin vakillari ishtirok etdi. Uchinchidan, u yog 'bo'ladi. Ular vakili, Ester yog 'kislotalari joyga hurmat bilan turli tarkibi bo'lishi mumkin glitserin. Bu va har qanday kelib chiqishi mahsulot oddiy suv o'z ichiga oladi, hech kimga sir emas. Ko'pchilik kimyogarlar ham macrocomponents uchun suv bor. Lekin, chunki uning vazifalari, u, o'z navbatida, o'z xususiyatlarga ega bo'lgan, alohida, maxsus holatda sifatida qabul qilinadi.

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## THE INFLUENCE OF OMAKOR ON THE INDICES OF LIPID METABOLISM IN CHILDREN HAVING GLOMERULONEPHRITIS WITH NEPHRITIC SYNDROME

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**Abstract:** *The aim of the work was to assess effects of Omakor on the indices of lipid metabolism in children having glomerulonephritis with nephritic form (NF) of chronic glomerulonephritis (CGN).*

**Methods:** *examinations were performed on 62 sick children (34 boys and 28 girls) with NF CGN, mean age  $11,6 \pm 0,17$  years, prescription of the disease  $4,31 \pm 0,31$  years. In 13 children there were impaired functions of the kidneys. In the first group 38 children were given standard therapy; 24 children of the second group were given Omakor 1 capsule a day (in the morning after meal) during 15 days against the background of standard therapy. Indicators of the lipid specter were estimated with a biochemical autoanalyzer «Daytona» from Randox.*

**Results:** *inclusion of Omakor in the complex of standard therapy resulted in a reliable decrease of total cholecterol (TCS) in children with the saved and impaired function of kidneys as compared with the initial values the 1,2 and 1,4 times respectively, triglyceride (TG) – 1,24 and 1,23 times, cholesterol of lipoproteins of low density (CS-LPLD) – 1,32 and 1,64 times. The level of cholesterol of very low density lipoproteins (CS VLDL) had a tendency to decrease, cholesterole of high density lipoproteins (CS HDL) to increase. Such alterations in the patients l.lipid specter of blood serum promoted decreased coefficient of atherogenicity to  $3,26 \pm 0,15$  and  $3,29 \pm 0,83$ . Conclusions: standard therapy NF CGN fails to substantially influence on dyslipoproteidemia. Inclusion of Omakor in the standard therapy promoted a reliably decreased levels of TG, TCS, CS -VLDL and CS-HDL, and as a consequence, atherogeneity coefficient.*

**Key words:** *chronic glomerulonephritis, children, nephritic syndrome, Omakor, lipid metabolism*

### INTRODUCTION

Nephropathies are widespread in pediatric practice and account for 5-7% of common diseases [1]. Chronic glomerulonephritis (CG) is one of the diseases specific to the Central Asian region [2,3], and in many cases is considered one of the causes of end-stage renal failure along with acquired nephropathies. Glomerulonephritis (GN) is the second most common kidney disease in children, behind urinary tract infections. It is the main reason for long-term renal failure (CRF). The most prevalent type of GN is nephrotic syndrome (NS), which drastically lowers ability of organism to adjust [2].

Recent studies have examined the effects of a variety of modifiable and non-modifiable factors on the progression of chronic glomerulonephritis (CGN), with particular focus being placed on the disease's high activity, systemic and intraglomerular hypertension, hyperfiltration, hyperlipidemia, proteinuria, and tubulointerstitial sclerosis [3-5]. Experimental and clinical studies of subsequent years made it possible to deeply study the pathogenesis of CG, that is, as a result of this disease, pathological changes were observed in many tissues and organs. According to some authors [2,4], liver dysfunction leads to changes in metabolism. It should be noted that CG, especially its nephrotic form, is accompanied by impaired lipid metabolism [2]. They are mainly characterized by hypercholesterolemia, hypertriglyceridemia, and this occurs as a result of impaired lipoprotein metabolism in the liver.

Hypercoagulability and severe lipidemia, as manifestations of NS, create real prerequisites for the development of glomerulosclerosis and chronic renal failure [6], which necessitates the search for effective ways to correct these changes. The symptoms characteristic of the nephrotic syndrome of CG are edema and hypercoagulability. Therefore, antihypertensive drugs and anticoagulants are used in medical procedures, which leads to more positive dynamics in elderly patients. A feature of homeostasis in children is that the drugs used sometimes cause complications. Therefore, the development and improvement of new treatment methods is considered one of the urgent problems of pediatric nephrology. In this regard, the drug omakor (Solvay Pharma) is promising, the lipid-lowering effect of which is due to the delay in the synthesis of very low density lipoproteins and the increase in their oxidation in peroxisomes. It contains omega-3, docosahexaenoic and eicosapentaenoic acids, vitamin E. Omacor's capacity to affect platelet aggregation by reducing thromboxane A levels is another advantage. [7,8]. In the literature, we did not find reports on the use of omakor in patients with nephrotic form (NF) of CGN, which served as the basis for this study.

#### **MATERIALS AND METHODS**

62 kids with (34 males and 28 girls) were being watched. The disease lasts  $4,31 \pm 0,31$  years, and the average patient age is  $11,6 \pm 0,17$  years. A drop in hormone dosage or a modification in the treatment plan caused the condition to recur in 16% of the patients evaluated, an infection in 72% of the patients, and an unknown cause in 4% of the patients. The findings of a thorough clinical and laboratory examination performed at the pediatric nephrology department of the first clinic of the Tashkent Medical Academy served as confirmation for the diagnosis in each case. Kidney function was unaffected in 49 youngsters while it was in 13 others. A diagnosis of illness exacerbation was made. Edema was moderate in 80,6% of the examined children; anasarca was observed in 12 children. Hypoalbuminemia and hyperlipidemia occurred in all patients; 50% had hepatomegaly of varying severity. Taking into account the severity of clinical and laboratory parameters, the patients were distributed as follows: with a severe course, 19 (30,6%); moderate, 43 (69,4%).

All patients received standard pathogenetic therapy, including glucocorticoids, heparin, chime agents, diuretics, and other symptomatic agents. In case of frequently recurring variants of the course, cytostatic drugs were additionally prescribed in generally accepted doses. To assess the effectiveness of omacor, the patients were divided into two comparable groups: 38 patients of the first group received standard therapy; 24 patients of the second group, against the background of standard therapy, took omacor 1 capsule of omacor 1 time per day (in the morning, after meals) for 15 days. The lipid metabolism indices of 20 healthy children of the same age served as the control.

Along with the generally accepted clinical and laboratory studies, the concentrations of total cholesterol (TC), triglycerides (TG), and high-density lipoprotein cholesterol (HDL-C) in blood serum were determined in all children on a Daytona biochemical autoanalyzer by Randox. The levels of very low-density lipoprotein cholesterol (VLDL-C) and low-density lipoprotein cholesterol (LNP-C) were obtained by calculation using the generally accepted Friedwald formulas (1972). To determine atherogenicity, the atherogenic coefficient (CA) was calculated, as proposed by A.N. Klimov (1977). Digital material processed by the method of variation statistics.

### RESULTS AND DISCUSSION

In lipidograms of all patients with NF CGN, an increase in the content of total cholesterol, triglycerides, LDL cholesterol, and VLDL cholesterol was recorded in the blood serum. The severity of these changes depended on the severity of glomerulonephritis and the preservation of kidney function. Thus, the content of total cholesterol in patients with preserved renal function and in patients with signs of renal failure increased statistically significantly by 1,86 and 2 times, respectively (table). More pronounced increases (respectively, 2,46 and 2,55 times, ( $P < 0,001$ )) increased the level of triglycerides. The content of VLDL-C and LDL-C in patients with preserved renal function increased by 2,4 and 2,18 times, and in patients with impaired renal function, by 2,5 and 2,34 times. Along with this, there was a tendency to increase the amount of HDL-C, which was associated with multidirectional changes in this indicator. So, out of 62 children with NF CGN, in 14 this indicator decreased by 1,5–1,3 times, in 42 there was a tendency to increase it, and in the rest it remained within the normative values. A mixed kind of hyperlipidemia was present as a result of these changes, which naturally caused a considerable rise in CA: 2,1 times in patients with normal renal function and 2 times in individuals with impaired renal function. These alterations matched the severity of hyperfibrinogenemia seen in the kids whose blood we looked at.

**Lipid profile parameters in children with NF CGN before and after treatment, X±m**

Indications	Control group (n=20)	Before treatment (n <sub>1</sub> =49, n <sub>2</sub> =7)	After treatment	
			Standard (n <sub>1</sub> =31, n <sub>2</sub> =7)	Standard+omacor (n <sub>1</sub> =18, n <sub>2</sub> =6)
Total cholesterol, mg/dl	177,6±8,1	<u>329,8±8,3<sup>a</sup></u> 353,9±31,8 <sup>a</sup>	<u>298,3±7,7<sup>a,b</sup></u> 290,1±13,9 <sup>a</sup>	<u>277,2±10,5<sup>a</sup></u> 254,3±3,2 <sup>a,b</sup>
Triglycerides, mg/dl	120,9±9,4	<u>297,9±8,8<sup>a</sup></u> 307,9±23,3 <sup>a</sup>	<u>268,0±6,4<sup>a</sup></u> 269,4±8,2 <sup>a</sup>	<u>240,4±12,7<sup>a</sup></u> 250,0±14,0 <sup>a</sup>
Cholesterol-HDLP, mg/dl	43,5±1,5	<u>55,1±1,5<sup>a</sup></u> 61,0±5,2 <sup>a</sup>	<u>59,7±2,9</u> 66,1±7,4 <sup>a</sup>	<u>65,9±2,7<sup>a</sup></u> 63,0±9,6 <sup>b</sup>
Cholesterol-VLDLP, mg/dl	24,8±1,9	<u>59,6±1,7<sup>a</sup></u> 61,6±4,8 <sup>a</sup>	<u>53,6±1,3<sup>a,b</sup></u> 53,9±1,6 <sup>a,b</sup>	<u>48,1±2,5<sup>a,b</sup></u> 50,7±5,1 <sup>a,b,v</sup>
Cholesterol-LDLP, mg/dl	98,7±5,6	<u>215,1±7,2<sup>a</sup></u> 231,3±27,6 <sup>a</sup>	<u>185,0±7,1<sup>a</sup></u> 170,1±14,3 <sup>a</sup>	<u>163,1±8,9<sup>a</sup></u> 141,3±12,1 <sup>a,b</sup>
AC	2,6±0,16	<u>5,39±0,24<sup>a</sup></u> 5,22±0,74 <sup>a</sup>	<u>4,57±0,31<sup>a</sup></u> 3,65±0,46 <sup>a</sup>	<u>3,26±0,15<sup>a</sup></u> 3,29±0,83 <sup>a</sup>

Note n1-number of patients with preserved renal function, n2-number of patients with impaired renal function; in the numerator of the values of patients with preserved renal function, in the denominator - with impaired renal function; a-P<0,05 compared to healthy children, b-P<0,05 compared to data before treatment, v-P <0,05 compared with data for patients receiving standard treatment

On the 14th and 15th days of standard therapy, a state of moderate severity with headaches, weakness, swelling on the face, and oliguria were observed in 80,6; 32,3; 51,6; 29; and 19,3% of 31 patients with NF CGN with preserved renal function. Of the 7 patients with impaired renal function, a serious condition persisted in 1, and in the rest it was of moderate severity. All 7 patients complained of weakness, edema on the face and legs (5 patients), and oliguria (3 patients). Despite some improvement in lipidograms, the levels of total cholesterol and triglycerides exceeded the standard values by 1,68 and 2,22 times in children with intact kidney function and by 1,63 and 2,23 times in those with impaired renal function. The content of VLDL-C tended to decrease, while the level of LDL-C decreased statistically significantly by 1,2 and 1,36 times, respectively. The concentration of HDL-C did not change significantly. CA remained high, amounting to 4,57 0,31 and 3,65 0,46, respectively.

Therefore, it can be said that the standard therapy of CGN NF does not have a corrective effect on the lipid spectrum of blood serum, which is manifested by the preservation of high values of all cholesterol fractions, TG and CA levels. This dictates the need for the use of lipid-lowering drugs.

Indeed, taking one Omakor capsule per day after meals in combination with standard therapy pronouncedly reduced the level of cholesterol and triglycerides. So, in groups of sick children with preserved and impaired renal function, the content of OXC significantly decreased relative to baseline values, respectively, by 1,2 and 1,4 times, TG—by 1,24 and 1,23 times, and LDL-C—by 1,32 and 1,64 times. VLDL-C levels tended to fall while HDL-C levels rose. Such changes in the lipid spectrum of the blood serum of patients led to a decrease in CA to 3,26 0,15 and 3,29 0,83. There was a clear trend towards a decrease in the concentration of total cholesterol, cholesterol in very low and low density lipoproteins, and TG in the blood serum compared with the indicators of children who received standard treatment. Apparently, taking omacor for 15 days is not enough; for a more pronounced correction of lipid metabolism in children with NF CGN, it is advisable to administer it for 1-2 months. Omacor did not significantly affect the clinical symptoms of the disease. Of the 24 patients, the state of moderate severity was noted in 16 (66,7%); headache, weakness, facial edema, and oliguria persisted in 16,7; 37,5; 20,8; and 25% of patients, which generally corresponds to the indicators of patients who received standard therapy.

Lipid metabolism disorders in patients with kidney disease have been repeatedly discussed in the literature. Most often, hyperlipidemia is considered a secondary disorder resulting from changes in the filtration function of the kidneys, a defect in the functions of the tubular epithelium, or interstitial lipid metabolism in the kidneys. At the same time, an increase in the level of total cholesterol and TG corresponds to the severity of the clinical course; it is more pronounced in nephrotic syndrome, which may be associated with the progression of atherogenic processes [9]. A pronounced increase in the content of TG and VLDL in patients with NF CGN is mainly due to increased TG synthesis in the liver and their secretion as part of VLDL. On the other hand, low activity of lipoprotein lipase slows down the utilization of VLDL and LDL, which contributes to their accumulation in the blood.

Normally, LDL binds to receptors and is taken up by cells; are included in lysosomes, where proteins are destroyed, and released cholesterol inhibits the activity of hydroxymethylglutaryl I-CoA reductase, the main enzyme of cholesterol synthesis [10]. With a deficiency of receptors, the activity of this enzyme is not suppressed, which leads to an increased synthesis of cholesterol. At the same time, type II hyperlipoproteinemia develops, which is characteristic of NS, in which high values of TG, total cholesterol, VLDL-C and LDL-C are recorded.

According to the literature [10], renal disease causes a drop in HDL-C levels. Only a small percentage of the patients had a drop in it, though, and this sign was generally on the rise. An rise in HDL-C levels is a positive development when viewed from the perspective of anti-atherogenicity. E.V. Kolmakova (1990) asserted that chronic renal disorders hinder HDL elimination and/or catabolism. It should be noted that lecithin-cholesterol-acyltransferase activity found in HDL proteins catalyzes the esterification of free cholesterol, mitigating its atherogenic effects. However, despite the preservation of

standard values of HDL-C and relatively high levels of total cholesterol, cholesterol-LDL, and LDL-C in patients with NF CGN, it is not able to neutralize them, which, apparently, determines the increase in CA in our patients.

The pharmacotherapy of dyslipoproteinemia is quite complex and diverse, especially in patients with kidney damage. The main categories of lipid-lowering medications are divided based on their mode of action: 1) Drugs that prevent the absorption of cholesterol from the intestine (bile acid sequestrants and enterosorbents); 2) Drugs that enhance the catabolism of triglycerides (fibrates); 3) Drugs that enhance lipid metabolism at the cellular level (statins); 4) Drugs that reduce the production of LDL and VLDL (nicotinic acid derivatives and omega-3-polyunsaturated fatty acids — PUFA); 5) In recent years, omega-3 polyunsaturated fatty acids, in particular omacor, have been widely used to correct dyslipoproteinemia [3,5]. They are used for the prevention and complex treatment of various pathological conditions manifested by dyslipoproteinemia. PUFAs 0–3 modify HDL, affecting the fluidity of their lipids and the movement of cholesterol into these particles, as a result of which the removal of cholesterol from the cell is facilitated and an antiatherogenic effect is realized. It reduces the synthesis of chylomicrons in the intestine, facilitates their contact with lipoprotein lipase, reduces the synthesis of triglycerides in the liver, and promotes the release of VLDL from the liver into the bloodstream.

Research by T.S. Voznesenskaya et al. (2003) showed the effectiveness of including F-3 PUFA at a dose of 3-4,5 g/day in the standard treatment of nephrotic syndrome in children. Within a month, there was a significant decrease in the levels of cholesterol, triglycerides, and cholesterol-LDL and an increase in the levels of cholesterol-HDL. The inclusion of PUFA c-3 in the diet of children with chronic renal failure at the rate of 3–7 g per day for 2 months led to a decrease in the level of thromboxane B2 and TG in the blood serum and an increase in bleeding time [11]. Omakor appears to improve the rheological characteristics of the blood by reducing platelet aggregation activity, which favorably influences the pathology's course. Due to an increase in the synthesis of anti-inflammatory eicosanoids, a decrease in the production of pro-inflammatory cytokines, and a reduction in the production of platelet aggregation factor, omecor also has an anti-inflammatory impact.

#### Conclusion

1. CG NF in children is characterized by drastic changes in fat metabolism, especially cholesterol metabolism, and the degree of these changes depends on the severity of the disease and the involvement of the liver in the pathological process.

2. In children with NF CGN, as a result of a violation of lipid metabolism in the blood serum, an "atherogenic type" of hyperlipoproteinemia is established, characterized by a high content of total cholesterol, triglycerides, VLDL-C, and LDL-C against the background of less pronounced changes in HDL-C, which is more typical for patients with impaired renal function.



3. Standard therapy for NF CGN does not have a significant effect on dyslipoproteinemia. The inclusion of Omacor in standard therapy (1 capsule, 1 time per day for 15 days) contributes to a significant decrease in the levels of TG, total cholesterol, VLDL-C, and LDL-C and, as a result, the atherogenic coefficient.

4. Omacor should be prescribed for a longer period of time, since we did not observe any side effects of the drug. Its inclusion in the complex therapy of NF CGN for the correction of dyslipoproteinemia seems appropriate.

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**CONCEPTUAL FOUNDATIONS OF IMPROVING ACCOUNTING IN SMALL BUSINESS  
AND PRIVATE ENTREPRENEURSHIP**

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**Abstract.** *In this article, the basics of organizing the activities of small business and private business entities, the accounting of small business entities and a separate system of its management, the methods of organizing simplified accounting in small businesses, improving the accounting of small business and private business entities and ensuring their effective operation recommendations have been made.*

**Key words:** *small business, business operations, organization owners, investors, regulatory bodies, simplified system, accounting policy, accounting policy, startup income, startup expenses.*

The most effective way to stabilize the economy is to create competition in the business environment. This can be achieved by promoting and supporting small businesses. It is the small business that has the advantages of flexibility and immediate adaptation to the new conditions of the rapidly changing economic market. It has the ability to immediately respond to the smallest changes in the world economy. Small business is the basis of the economy of the most developed countries in the modern world. They make up about 50-70 percent of the country's gross domestic product (GDP).

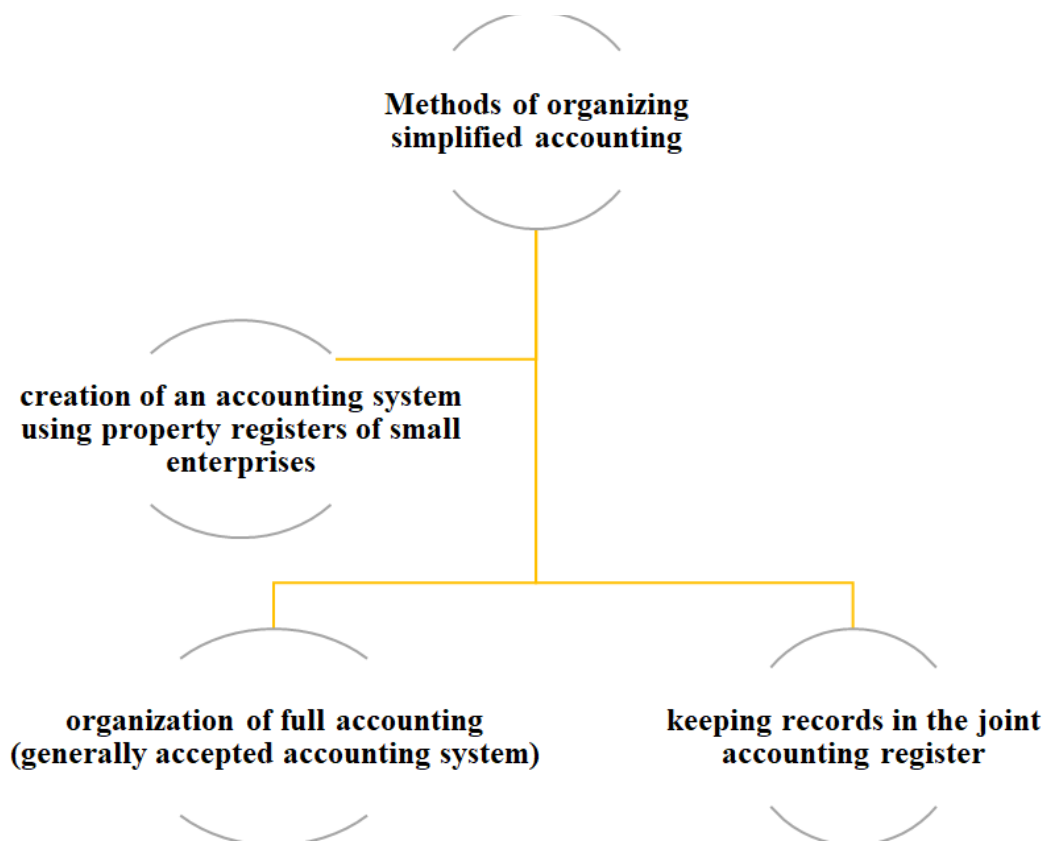
Accounting is carried out by recording information about completed business operations in the organization. The entered data is then processed, based on which reports are prepared, which are then sent to the relevant regulatory authorities and interested users.<sup>5</sup>

Users can be divided into 3 groups: organization owners, investors, regulatory bodies. Among the listed external users, of course, there are investors who can invest in business development, which is especially important for small businesses. Small business representatives must keep accounting, and the choice of accounting system is determined for them at the legislative level.<sup>6</sup>

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<sup>5</sup> <https://factorialhr.com/blog/accounting-concepts/>

<sup>6</sup> <https://moluch.ru/archive/395/87386/>



#### **Methods of organizing simplified accounting in small business enterprises.**

Organization of accounting in small enterprises has the following features:

- division of labor is partially or completely absent in accounting;
- relevant functions are performed by chief accountants or accounting staff;
- tax legislation affects the organization of accounting;
- it is not always possible to adapt existing standard software to the activities of a specific small enterprise.

When organizing accounting for a small enterprise, it is necessary to take into account the specific characteristics of the enterprise and implement the organization in accordance with the current legislation. The form of accounting is chosen independently by the head of a small enterprise, taking into account the needs of production and management.

Accounting for small businesses can be done using a simplified system, because businesses do not perform as many business operations as large enterprises, and the implementation of these operations is not associated with large costs, so operations are possible. Small businesses can use both standard interdepartmental forms and departmental forms for initial accounting of documents. All primary documents received by the accounting department of small business are checked for form and content.

The proposed relationship between the components of the accounting policy and the regional and territorial factors affecting it significantly increases the efficiency of accounting and analytical procedures, as it is possible to implement operational control over the changes that occur as a result. This approach is especially relevant for small businesses that carry out different types of activities that require the use of different

methods of income and expense recognition, and therefore different documents and accounting and budgeting methods. Analyzing the impact of external factors on certain types of activity allows you to quickly respond and reduce or increase certain areas of work to increase your competitiveness.

In order to immediately account for the organization's income, the accounting policy specifies the types of main documents used in settlements with customers, the procedures for filling out these documents and the main records used in settlements with customers, the process and procedure for confirming overdue receivables need.

In conclusion, it can be said that based on the above information, we would like to make the following recommendations in order to improve the accounting of small business and private business entities and ensure their effective operation.<sup>7</sup>

**First**, it is advisable for small businesses and private entrepreneurs to maintain accounts in commercial banks for separate business and personal expenses.

One of the first steps a small business should take is to open a business bank account, which it can do after receiving an employer identification number, or EIN (self-employed individuals can use social security numbers). Business bank accounts have several advantages over personal accounts.

**Second**, the development of the budget by the head of the enterprise. One of the first steps in creating a business plan is to develop a list of income projections and expected expenses, and then compare this budget with actual expenses and income.

**Thirdly**, the choice of the accounting method by the head of the enterprise. Every small business and startup must choose a set of rules to determine when to report income and expenses. This ensures a consistent accounting method for tax purposes. Cash-based accounting can be simpler and easier to manage for small businesses because revenue is recorded when payment is received. Similarly, expenses are deducted when the money actually comes out of the company's account. Accrual accounting records sales at the time a product is shipped or a service is delivered. In a retail setting, sales are recognized at the time of purchase, and in other industries, revenue may not be recorded for weeks or even months after the sale. This requires double-entry bookkeeping. Because accrual accounting takes a long-term view of a business, it usually provides a better picture of a company's financial health.

**Fourthly**, controlling the account of high expenses by the head of the enterprise. Labor costs are the biggest expense for many small businesses. To reduce labor costs, many small businesses outsource work to hourly billing contractors. It can be cheaper because contractors may not need 40 hours a week to do your work and they don't claim benefits. Time tracking software helps executives understand how much certain tasks are costing the business, allowing the business to better budget and find ways to control those

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<sup>7</sup> <https://www.netsuite.com/portal/resource/articles/accounting/small-business-accounting-tips.shtml>

costs. Companies can reduce inventory costs by tracking inventory costs, inventory turnover, inventory wear and other key metrics.

**Fifth**, planning large investments by the head of the enterprise. By constantly monitoring expenses and income, a businessman can determine the best time for large investments and determine the loan he may need to cover expenses. Business credit cards can help an organization build a credit history so it has a better chance of qualifying for financing (and optimal financing terms), including lines of credit and loans, when it needs more capital. Securing these sources of financing is important to a company's overall financial health, with 45 percent of businesses in good financial health taking out loans or credit cards from a bank, compared to companies in poor or below-average financial health. only 3 percent learning Additionally, credit cards offer perks such as business rewards or travel rewards.

**Sixth**, to make sure that the inventory information is correct by the head of the enterprise. A business needs accurate inventory information to prepare financial statements. It must calculate the cost of goods sold for the income statement and the value of inventory on hand for the balance sheet. Physical inventory is tracked by regularly counting items manually or by linking the counts to an inventory management system that, if integrated with a point-of-sale system and accounting software, can automatically adjust numbers as sales occur. Inventory management software not only makes tracking inventory easier, but the data becomes more accurate.

**Seventh**, organization of the financial forecasting process by the head of the enterprise. Financial forecasts help businesses estimate future income and expenses, answer questions such as whether they need financing or whether they need to reduce capital expenditures. Financial forecasts help business managers estimate cash flow and determine when to adjust prices or production plans.

By taking steps to establish strong accounting processes from the start, small businesses and startups increase their chances of success. Research shows that the more often a small business reviews its financial numbers, the better its financial health, which should ultimately lead to long-term success. Although accounting is not the passion of most small business owners, they need to review these important financial indicators frequently to take advantage of growth opportunities and ensure the company's solvency.<sup>8</sup>

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<sup>8</sup> <https://www.netsuite.com/portal/resource/articles/accounting/small-business-accounting-tips.shtml>

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## WAYS TO ACHIEVE INNOVATIVE RESULTS IN OUR COUNTRY IN THE CONTEXT OF THE DEVELOPMENT OF THE DIGITAL ECONOMY

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**Abstract.** *In this article, about the acceleration of the achievement of the Sustainable Development Goals by digital technologies, the integration of digital technologies into all areas of business, ways to use the great potential of digital technologies for development, the principles of the digital economy, the concept of the digital economy, economic growth as a stimulus for the development of an information society based on the knowledge of social networks. suggestions regarding the factor are given.*

**Key words:** *digital transformation, digital technology, digital skills, digitization, inclusion, competence, strategic resource, tangible and intangible economic activity, information explosion.*

Digital technology offers enormous opportunities to accelerate the achievement of the Sustainable Development Goals, but it can also widen socio-economic gaps for those who lack connectivity, affordable devices or the skills to use digital services.<sup>9</sup>

Digital transformation is the process of integrating digital technologies into all areas of business, changing the implementation of economic and social activities. While it is important to recognize that digital technology can bring enormous opportunities, such as accelerating progress towards achieving the Sustainable Development Goals, it also creates socio-economic gaps for those who lack access to the Internet, affordable devices or the skills to use digital services. can expand. Vulnerable people and groups who lack digital skills may be more vulnerable to online risks such as fraud, data breaches, theft and cyberbullying.

"The future is digital and will define how we live, work and interact with each other. Whether technology becomes an empowering force for good or creates more division and exclusion depends on the choices we make now."

To harness the great potential of digital technologies for development and leave no one behind, we must be intentional about driving technology development and national digital transformation in a direction that is both inclusive and sustainable.<sup>10</sup>

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<sup>9</sup> <https://cyberleninka.ru/article/n/tsifrovaya-ekonomika-preimuschestva-ugrozy-i-factory-vliyaniya#:~:text=На%20развитие%20цифровой%20экономики%20оказывают,разработку%20и%20внедрение%20цифровых%20технологий.>

In order to harness the great potential of digital technologies for development and leave no one behind, we must constantly strive to advance technology and guide the national digital transformation in a direction that is both inclusive and sustainable.

Digitization is an important basis not only for development, but also for overcoming crises. Countries that have invested in digital infrastructure in the past have proven to have better resilience to the crisis.

Digital technologies also provide powerful tools and innovative solutions to help solve environmental problems. They are also widely used to promote climate resilience and protect those most at risk from natural disasters. Increasing computing power and more sophisticated modeling enable disaster simulation and recovery planning in climate emergencies. The growing amount of information available is giving us a better understanding and overview of our planet's natural resources and how we can build more sustainable lives and livelihoods, especially for the most vulnerable.

Digital technologies are shaping many areas and sectors of life, benefiting more people and enabling the most vulnerable to earn, learn, stay connected, communicate and provide essential services like education and health better and more efficiently, gives the opportunity to get.

However, digital technologies are not inherently inclusive. We need to design them thoughtfully and use them that way. For this reason, UNDP supports countries that seek to accelerate digital transformation, covering the entire society.

Now, companies need to develop comprehensive competency development programs for the future, which will help employees develop skills to work in new environments.

Employers identify the following competencies that are most in demand: digital skills, creativity, thinking and problem solving, interpersonal skills, awareness and self-management, ability to learn and openness to new things.

Interactions with each other are now reflected in activities in remote settings, the use of flexibility at work, and the active use of services and digital tools. The powers of the future are formed through this focus. But these competencies are also important in today's reality. Digital skills refer to the use of skills and knowledge to remotely equip an employee's workplace, configure or install all services necessary for effective functioning.

Also, there was a need to establish communication with other remote employees (colleagues, as well as suppliers, consumers) and a separate working group in general. The ability to learn quickly and be open to everything is in demand.

The productivity of employees taking into account remote work determines how quickly they adapt to new conditions and how they build their work process "in a new

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<sup>10</sup> <https://www.undp.org/blog/three-ways-digital-transformation-accelerates-sustainable-and-inclusive-development>



way" to achieve a given efficiency vector. The employee's psychological balance can be achieved through self-management skills and awareness of what is happening.

The proposed competencies are more stable and, unlike professional skills, they do not become obsolete. Modern technologies, which develop critical and creative thinking, find application in faster adaptation to rapidly changing conditions and new requirements. But the extent to which such powers are necessary and socially important depends on the employee participating in the work process.<sup>11</sup>

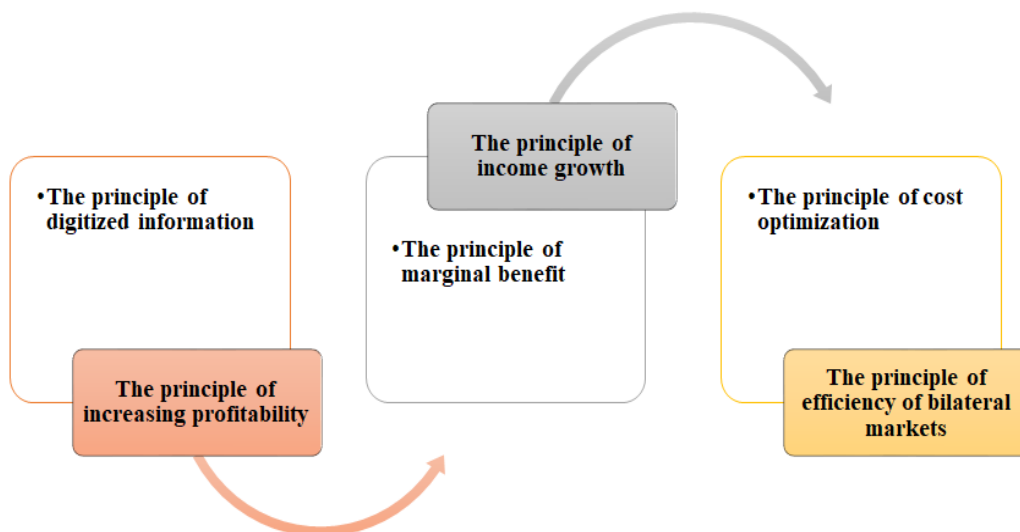
Digital economy is defined as an economy that focuses on digital technologies, i.e. it is based on digital and computing technologies. It essentially covers all [business](#), [economic](#), social, [cultural](#) etc. activities that are supported by the web and other digital communication technologies.<sup>12</sup>

The term was first coined in a book "The Digital Economy: Promise and Peril in the Age of Networked Intelligence" by author Don Tapscott in 1995.

There are three main components of this economy, namely,

- e-business
- e-business [infrastructure](#)
- [e-commerce](#)<sup>13</sup>

#### Principles of digital economy:



Digitized information has become a strategic resource, and network technologies have become the main organizing principle of the entire economy and society. A new generation of digital technologies is now generating unprecedented amounts of data and providing the necessary tools to harness this asset. With all this, the concept of "information explosion" was born in 1975 as an avalanche-like increase in the mass of various information in modern society.

<sup>11</sup>

<https://1economic.ru/lib/112993#:~:text=Работодатели%20выделяют%20следующие%20наиболее%20востребованные,и%20открытость%20новому%205B1%5D>.

<sup>12</sup> <https://www.toppr.com/guides/business-environment/emerging-trends-in-business/digital-economy/>

<sup>13</sup> <https://www.toppr.com/guides/business-environment/emerging-trends-in-business/digital-economy/>

The digital economy follows the principles of increasing profitability along with the continuous growth of tangible and intangible economic activities.

New business models are emerging to take advantage of bilateral markets. A two-way market is a meeting place between two agents interacting through an intermediary or platform. The involvement of both parties is fundamental to the development and success of each platform and to our understanding of the pricing strategies employed by market participants. In the context of the digital economy, two-way markets refer to online platforms. The new model of industrial production ("Industry 4.0") includes short production cycles for mass products, the global fragmentation of value chains, the creation of networks of production possibilities and the blurring of boundaries between producers, sellers and consumers based on decentralization. Profit maximization is a characteristic of the digital economy due to the positive influence of the network platform, and the value of a digital product or service increases with the size of the network without increasing costs.

One effect of the principle of increasing returns is that the costs of production and distribution have little or no relation to the volumes produced, but they must be paid for the initial investment.

The marginal cost of production is correspondingly close to zero, and therefore the digital economy is intensive in terms of intensity, digital products can be reproduced in very large quantities. Investments in platforms are initially high, but then decline as innovation becomes widespread among users. Thus, the return on investment increases.

The market in the digital economy follows a monopolistic or oligopolistic competition model and is often limited to a few large companies emerging through mergers and acquisitions.

Online platforms have encouraged the formation and development of new business models - two-way markets. Binary markets can be found in many industries, mainly in service offerings. Bilateral markets differ from offers in classical markets in their fundamental development.

The platform bears the cost of serving both groups and can collect revenue from each group. The two groups interact with each other and form a network with all the features. In a two-way market with network effects, the value of the platform for any given user depends largely on the number of users in the network. The price of the platform is increasing due to increasing demand from both sides.

The theory of markets is based on the idea of products and services serving two different groups of users, both sides of the market at the same time, through a platform that can be accessed via a computer, smartphone or tablet. One side of the market consists of positive network externalities from consumers using free or free access and services provided to consumers.

Two-way marketplaces are becoming more attractive as the number of users increases, they provide platforms with socio-demographic information, preferences, locations and consumption behavior on the platform.

The other side of the market includes the economic players involved in providing the platform. They benefit from positive network externalities proportional to the number of consumers. On one side of the market, the service price for agents is related to the number and quality of principals on the other. Platforms are funded by commissions or advertising from transactions between the two sides of the market. The business model of an online platform can also be implemented as a non-profit project - a crowdfunding platform or a subcultural community based on the donations of participants.

In conclusion, it can be said that the concept of digital economy can be seen as a stimulating factor of the development of the information society based on the knowledge of social networks, economic growth. Digitized information can represent an economic value and potential that is increasing day by day in strategic importance. The development of the digital economy is changing the way we think about economic development and the future of work. Bilateral markets using online platforms are increasingly gaining trust among entrepreneurs and corporations as an optimal business model.<sup>14</sup>

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## THE ROLE OF THE DIGITAL ECONOMY IN UZBEKISTAN

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**Abstract:** *Today, interest in the concept of the digital economy has grown significantly due to significant changes that have occurred in society and the economy. This article describes reforms aimed at developing the digital economy in Uzbekistan.*

**Keywords:** *Digital infrastructure, infrastructure, smart contract, crypto asset, consulting, blockchain, smart contract, emission, crowdfunding.*

**Annotatsiya :** *Bugungi kunda raqamli iqtisodiyot tushunchasiga bo'lgan qiziqish jamiyat va iqtisodiyotda ro'y bergan jiddiy o'zgarishlar tufayli sezilarli darajada o'sdi. Ushbu maqolada O'zbekistonda raqamli iqtisodiyotni rivojlantirishga qaratilgan islohotlar o'rin olgan.*

**Kalit so'zlar:** *Raqamli infratuzilma, infratuzilma, smart-kontrakt, kripto-aktiv, konsalting, blokcheyn, smart-kontrakt, emissiya, kraud-fanding.*

*Of course, we know very well that the formation of a digital economy requires the necessary infrastructure, large financial and labor resources. However, no matter how difficult it is, if we don't start today, then when?! Tomorrow will be too late. Therefore, an active transition to the digital economy will be one of our main priorities in the next 5 years.*

**Sh.M.Mirziyoyev**

The digital economy is developing in Uzbekistan, as in other countries of the world. The adoption of the decision of the President of the Republic of Uzbekistan "On measures to develop the digital economy in the Republic of Uzbekistan" dated July 3, 2018 No. PQ-3832, identified the most important development tasks, including the following:

- implementation of activities in the field of circulation of crypto assets, including mining technologies, smart contracts, consulting, emission, exchange, storage, distribution, management, insurance, crowdfunding (collective financing) in order to diversify various forms of investment. and entrepreneurial activity;

- training qualified personnel with practical work skills, well versed in modern information and communication technologies in the development and use of blockchain technologies, as well as attracting highly qualified foreign specialists;

- comprehensive development of cooperation with international and foreign organizations in the field of activities on crypto-assets and blockchain technologies, as well as the creation of the necessary legal framework taking into account advanced foreign experience;

- ensure close cooperation between government agencies and business entities in the field of introducing innovative ideas, technologies and developments for the further development of the digital economy.

It should be noted that some elements of the digital economy are already successfully operating in the life of our country. In particular, with the advent of President Sh.M. Mirziyoyev to the leadership of Uzbekistan in 2016, the economy of our republic has undergone dramatic changes. The economy has become open, dynamically developing, innovative, in accordance with the goals of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, as well as the creation of additional conditions for the development of the digital economy, the following have been adopted:

- Resolution No. PQ-3832 of July 3, 2018 “On measures to develop the digital economy in the Republic of Uzbekistan”[1].

- Resolution of the President of the Republic of Uzbekistan “On measures for further modernization of digital infrastructure in order to develop the digital economy” dated November 21, 2018 PQ – No. 4022[2].

- PQ-3832 of the President of the Republic of Uzbekistan dated 07/03/03 “On measures to develop the digital economy in the Republic of Uzbekistan” and blockchain with practical skills in using modern information and communication technologies. Development of technologies and training of qualified personnel in the field of their use.

In accordance with the tasks defined in the State Program for the implementation of the Action Strategy for five priority areas of development of the Republic of Uzbekistan for 2017 - 2021 in the “Year of Development of Science, Education and Digital Economy” and modern information on sectors of the economy and the public administration system. In order to further increase the competitiveness of the republic’s economy through the widespread introduction of digital technologies and the expansion of telecommunication networks, the following tasks have been identified as additional tasks for the further development of the digital economy and e-government:

- By 2023, subject to doubling the share of the digital economy in the country’s gross domestic product, including the introduction of a complex of information systems in production management, the widespread use of software products in financial and economic reporting, as well as automation of technological processes, is carried out intensively;

- Complete modernization of the country's digital infrastructure in 2020-2021 in order to connect all healthcare institutions, schools and preschool institutions, as well as villages and neighborhoods to high-speed Internet and improve the quality of communication services to create and provide access to modern telecommunications services in all regions;

- Creation and integration of state information systems and resources, unification of information in state databases, as well as optimization and regulation of procedures for the provision of public services, suggesting increasing the share of electronic public services to 60 percent by 2022;

- development of "digital entrepreneurship" through the production of software products and the creation of technological platforms; by 2023, the volume of services in this area should triple, and their exports should reach \$100 million;

- widespread introduction of digital technologies at all stages of the education system and increasing the level of digital knowledge necessary for the modern economy, improving educational infrastructure, as well as, as part of the implementation of the "Five Initiatives" project, digital knowledge in all regions of the republic until 2022, the opening of training centers.

In conclusion, it should be said that the qualitative development of economic sectors, the social sphere and the public administration system in the current period of human development and in the near future is directly related to the widespread introduction of digital technologies. Our country's development prospects also depend on the development of the digital economy and the level of digital inclusion. If the goals of the digital economy are realized, great practical results will be evident in all areas, and the well-being of the population will significantly increase.

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**МЕТОДИКА ДОПРИЗЫВНОЙ ПОДГОТОВКИ СТАРШЕКЛАССНИКОВ**

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**Аннотация:** *В данной статье вопрос подготовки молодежи к военной службе остается одним из приоритетных направлений развития Вооруженных Сил Республики Узбекистан. Основные задачи подготовки призывников, такие как укрепление их здоровья, повышение уровня физической подготовки, формирование необходимых знаний, умений и моторики, нет они выполняются в полном объеме, то есть существует нереализованная социальная потребность в повышении уровня физической подготовленности допризывной молодежи, не разработаны методы использования эффективных физических средств отсутствует координация и интеграция различных компонентов допризывной подготовки в образовании, общеобразовательной школе, деятельности структур, направленных на обеспечение развития физической активности допризывной молодежи.*

**Ключевые слова:** *физкультура, курсант, деятельность, срочная служба, общепедагогические условия, сверстники, профессиональные коллективы, профессионально-практическая подготовка.*

Последние годы в теории и методике физического воспитания применяются различные средства и методы спортивной тренировки, что дает возможность эффективно вовлекать детей и юношество в систематические занятия физическими упражнениями. Однако их использование сдерживается из-за недостатка знаний и опыта в области конверсии достижений спортивной тренировки в систему физического воспитания.

При такой постановке вопроса остается не выявленным состав ценностей спортивной тренировки, использование которых обеспечит решение задач допризывной физической подготовки, не выявлены педагогические условия их применения, отсутствуют знания методологического, общетеоретического и методического характера.

Таким образом, появляется научное противоречие между общественной потребностью в повышении уровня физической подготовленности допризывной молодежи, наличием эффективной системы допризывной физической подготовки средствами спортивно-ориентированного физического воспитания, с одной стороны, и невозможностью применения этих средств для решения важной социальной

задачи, с другой, в силу отсутствия модели подготовки старшеклассников к военной службе во вне учебное время, построенной на использовании спортивно-ориентированного физического воспитания, что требует своего разрешения.

На основании результатов сопоставительного анализа компоненто личностной физической культуры студентов первого курса, выявлен ряд факторов, создающих необходимые педагогические условия для проведения допризывной подготовки:

1) имеется устойчивая потребность в развитии двигательных качеств и в улучшении физической подготовленности, что требует организации систематического воздействия достаточно большими физическими нагрузками, возможного только в условиях применения компонентов спортивной тренировки;

2) подавляющее большинство молодежи, связывающей свое будущее с военной деятельностью, понимает профессиональную значимость высокого уровня физической подготовленности и физического развития, что способствует мотивационной и деятельностной поддержке мотивации занятий физическими упражнениями;

3) деятельность в области физической культуры приводит к усилению уровня информированности, исходя из чего необходимо вовлекать допризывников в систематические занятия физическими упражнениями, что позволит улучшить знаниевую составляющую личностной физической культуры и обеспечит поддержку двигательной активности.

Степень понимания ценностей физической культуры у абитуриентов и курсантов первого курса не совпадает по ряду показателей. Режим деятельности в военном училище оказывает позитивное влияние на понимание ( $P < 0,001$ ) выше показателей абитуриентов (12,7 %). Значимость роли физических упражнений, проявляющаяся на более высоком уровне у студентов, обеспечивает стремление к деятельностному поддержанию своей физической формы, становится очевидной важность фактора информационной насыщенности занятий. Выявленный факт желания респондентов заниматься спортивными упражнениями положительно влияет на решение задач профессиональной подготовки.

Установлено, что студенты, для которых доминирующими целями является учеба и будущая профессия, не в состоянии принимать и реализовывать всю совокупность ценностей спорта, однако при этом они готовы применять средства спорта для личностного развития.

В подавляющем большинстве призывники выражают желание служить срочную службу только тогда, когда хотят в дальнейшем стать военными, что требует активизации работы по формированию отношения к служению отечеству как к долгу. Появляется необходимость подключения возможно большего количества институтов воспитания к решению данной проблемы.

Исходя из ответов респондентов, в процессе подготовки допризывников следует применять упражнения, направленные преимущественно на развитие силы и

выносливости, при этом они должны носить многоборный характер, развивать всю совокупность физических качеств, быть профессиональноприкладной направленности и спортивно-ориентированными. Полученные результаты двух последовательно проведенных анкетных опросов и анализ полученных результатов позволили выделить три группы педагогических условий: общепедагогические, организационные и методические.

Общепедагогическими условиями являются:

- признание подготовки старшеклассников к военной службе важнейшей целевой установкой деятельности общеобразовательной школы, в процессе решения которой реализуются различные задачи развития физической подготовки и укрепления здоровья старшеклассников;

- обеспечение интеграционного взаимодействия учебных предметов и внеучебной деятельности по направлениям физической, мотивационной, подготовки старшеклассников к военной службе;

- создание целостного образовательно-воспитательного пространства подготовки старшеклассников к военной службе, реализация в процессе допризывной подготовки системы открытой школы, преодолеваемых трудностей, а это требует формирования постоянно действующей воспитывающей среды и событийного наполнения деятельности школы для привлечения допризывной молодежи;

- становление учительского коллектива единомышленников и их поддержка со стороны руководства учебного заведения;

- обеспечение общественного одобрения активности старшеклассников по подготовке к военной службе (привлечение педагогов, родителей, сверстников, профессиональных сообществ, внешкольных патриотических организаций и др.). Организационные условия качественной реализации задач подготовки старшеклассников к военной службе во внеучебное время могут быть отнесены:

- обеспечение условий для практического применения знаний, умений и навыков при выполнении профессионально-прикладной допризывной подготовки, что является следствием использования деятельностного подхода к процессу формирования личностной физической культуры занимающихся и готовности к службе в рядах вооруженных сил;

- общественная и педагогическая мотивация, поддержка и одобрение активности старшеклассников по подготовке к военной службе, придание значимости социально ценностной деятельности и общественно значимым инициативам в этой области;

- предварительное определение цели профессионально-прикладной подготовки и системе формирования личности и профессионально-прикладной физической культуры и в профессиональной подготовке с установлением этапов и сроков её

реализации, создание программы, в которой определены основные компоненты деятельности;

- применение спортивно-ориентированной системы физического воспитания, ценностей и технологий спорта в целях совершенствования профессионально-прикладной физической допризывной подготовки молодежи;

- преимущественное применение для допризывной подготовки молодежи многоборных форм физического воспитания, построенных в соответствии с закономерностями спортивной тренировки. Реализация общепедагогических и организационных условий может быть обеспечена следующим образом:

- Обеспечение формирования у старшеклассников знаний о методике применения различных физических упражнений для самостоятельного использования средств физического воспитания.

- Развитие личностной потребности в физическом самосовершенствовании повышение уровня сознания и ответственности за охрану спокойствия государства, общества, близких и родных, компонентов

личностной профессионально-прикладной допризывной подготовки.

- насыщение предметного пространства учебного заведения, мест занятий спортом и других помещений информацией, символикой, признаками общественной поддержки качественной подготовки к будущей военной службе.

- Создание в процессе допризывной подготовки системы, развивающей способность к преодолению трудностей, формирование постоянно действующей воспитывающей среды и событийное наполнение деятельности школы, содержания профессионально-прикладной подготовки событиями, имеющими широкий позитивный резонанс в обществе.

- Применение упражнений, направленных преимущественно на развитие силы и выносливости и всей совокупности физических качеств путем применения спортивно-ориентированных упражнений профессионально прикладной направленности.

Использование ценностей, технологий и средств легкой атлетики, гиревого спорта, армейского рукопашного боя, военно-прикладных видов спорта, тяжелой атлетики как эффективных и приемлемых молодежью.

Среди требований, предъявляемых к уровню подготовленности занимающихся, наиболее важными для изучаемого объекта исследования= являются следующие: изучая физическую культуру, ученик должен понимать, какое влияние оказывают оздоровительные системы физического воспитания на укрепление здоровья, знать правила и способы планирования индивидуальных занятий для самосовершенствования и обеспечения собственной допризывной физической подготовки, научиться преодолевать искусственные и естественные препятствия с использованием различных способов передвижения, уметь выполнять приемы защиты и самообороны в естественных условиях жизни и службы в Вооруженных

Силах, и, в конечном счете, подготовить себя к профессиональной деятельности и к службе в Вооруженных Силах Республики Узбекистан.

Основными, определяющими процессуальными компонентами системы допризывной физической подготовки молодежи в спортивно-ориентированном физическом воспитании являются следующие составляющие:

1. Проведение тренировок и системы организованных тренировок как основного способа выполнения физических упражнений и как эффективного способа преобразования физического потенциала человека.

2. Учет основополагающих принципов организационно-методической концепции построения учебной тренировки занимающихся, применения методов и методических приемов, обеспечивающих организацию учебно-тренировочного процесса, учебно-тренировочного занятия, многолетней физической подготовки.

3. Сочетанное применение средств общей и специализированной физической подготовки; Среди организационных ценностей наиболее важное ресурсное значение имеет использование ценностей, технологий и средств легкой атлетики, гиревого спорта, военно-прикладных видов спорта, как эффективных и приемлемых молодежью. Включены в систему подготовки и спортивные соревнования – как ведущий элемент и ценность спортивной тренировки.

Изложенные выше подходы способствовали созданию организационной модели системы спортивно-ориентированной допризывной физической подготовки учащейся молодежи

Эффективность модели подготовки старшеклассников к военной службе во внеучебное время с использованием спортивно-ориентированного физического воспитания многоборного характера подтверждается:

• позитивными изменениями объективных показателей физической подготовленности участников экспериментальной группы относительно исходных показателей и относительно показателей контрольной группы по тестовым заданиям, характеризующим изменения силы, быстроты и выносливости, то есть основных кондиционных физических качеств результаты [выполнения теста «подтягивание» ( $x \pm g$ ) изменяются от  $8,3 \pm 5,1$  до  $11,5 \pm 2,5$ , что характеризует их достоверное ( $t=2,86; P<0,01$ ) увеличение. Достоверно изменились ( $P<0,01$ ) результаты в беге на 100 метров (с  $14,3 \pm 0,7$  до  $13,9 \pm 0,3$ ) и в кроссе на 3000 м (с  $13,7 \pm 0,8$  до  $12,5 \pm 0,79$ ;  $t=2,08$ ;  $P<0,01$ ); качественным отличием состава экспериментальной и контрольной групп на завершающем этапе эксперимента по наполняемости подгрупп, выделяемых в соответствии с полученными средними оценками, являющимися интегральным показателем уровня физической подготовленности [наполняемость подгрупп с оценкой «неудовлетворительно» (16,0% – в контрольной и 2,9 % – в экспериментальной группе,  $\phi^* = 1,79$ ;  $P<0,05$ ), с оценкой «удовлетворительно» (36,0 % – в контрольной и 8,8 % – в экспериментальной группе,  $\phi^* = 2,58$ ;  $P<0,01$ ). Характерной оценкой для контрольной группы является оценка «удовлетворительно»;

для экспериментальной группы – оценка «хорошо» (58,8 %) и в этой подгруппе участников экспериментальной группы достоверно больше, чем в контрольной (28,0 % – в контрольной и 58,8 % – в экспериментальной группе,  $F^* = 2,38$ ;  $P < 0,01$ ); более высоким уровнем соответствия получаемых оценок участниками экспериментальной группы требованиям к военнослужащим на оценку «удовлетворительно» и «хорошо» в момент завершения обучения в 10 классе;

• позитивными изменениями в экспериментальной группе таких субъективных признаков, как устойчивость интереса к военной деятельности, склонность к деятельности в военной области и формирование интереса к ней, что обеспечивает развитие на более высоком уровне мировоззренческо ценностных, мотивационно-потребностных и деятельностно-поведенческих компонентов;

• Оценкой группы экспертов полноты системы по полученным результатам ( $78,2 \pm 11,8$ ), организованности деятельности системы ( $89,7 \pm 8,3$ ); оценки деятельности ( $82,6 \pm 9,9$ ) и комплексной оценки всех компонентов модели ( $83,2 \pm 9,9$ ).

Заключение. Интересы безопасности государства в современных условиях требуют дальнейшего и всестороннего совершенствования Вооруженных Сил, поддержания их в постоянной высокой боевой готовности, из чего следует факт актуальности и неотложности решения проблемы повышения эффективности подготовки старшеклассников к военной службе, которую следует рассматривать как социально-педагогическую и общественно-политическую проблему. Ведущее место среди основных педагогических направлений обязательной допризывной подготовки обучающихся занимает формирование физической подготовленности и психологических и морально-волевых качеств людей допризывного и призывного возраста, так как достижение достаточного уровня физической подготовленности обеспечивает адаптацию призывника к тяготам и лишениям военной службы.

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## EXPRESSIONS OF COMPLIMENTS

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**Abstract:** *In this research paper, we examine the main motivations and linguistic strategies of compliment expressions and consider how they contribute to the formation of social relations.*

**Key words:** *motive, linguistic strategy, social communication.*

### INTRODUCTION

Expressing compliments is a fundamental aspect of human communication. Throughout history, people have used compliments to show appreciation, build rapport, and express admiration towards others. Compliments can take various forms, such as praising someone's appearance, skills, or achievements however, the way compliments are expressed can differ across cultures and social contexts, revealing fascinating insights into the intricacies of human interaction. In this essay, we will explore the underlying motivations and linguistic strategies behind expressions of compliments and examine how they contribute to the formation of social bonds. By analyzing the verbal and nonverbal components of compliments, we can gain a deeper understanding of how language is used to convey positive sentiments and affirm the connection between individuals.

Throughout history, compliments have served as a means of social bonding and as a form of self-expression. In ancient societies, such as ancient Egypt and Greece, compliments were seen as a way to establish hierarchies and social status. Compliments were frequently given by the upper classes to reinforce their power and superiority over others however, during the Renaissance period, compliments began to take on a more romantic and poetic nature. Compliments became an art form, with poets using elaborate language and imagery to praise their subjects. This evolution in the expression of compliments reflects the changing societal values and the growing importance of individuality and emotional connections. Understanding the historical perspectives of compliments helps us appreciate the complexity and cultural significance attached to these seemingly simple gestures of appreciation.

Cultural variations in expressions of compliments are also evident in the choice of words used to convey admiration or praise. In some cultures, direct and explicit compliments may be highly valued, as they are seen as genuine and sincere. For instance, in Western cultures, it is common for individuals to openly express their appreciation for someone's appearance, skills, or achievements by directly stating phrases like "You look

amazing!" or "You did an outstanding job!" however, in other cultures, such direct compliments may be deemed inappropriate or even insincere. Instead, individuals from these cultures may prefer more indirect and modest expressions of praise, focusing on the context and relationships rather than explicitly highlighting the positive aspect.

Gender differences in complimenting behavior can also be observed in the types of compliments given. Research has found that women tend to receive compliments more frequently about their appearance or physical attributes, while men are more likely to receive compliments about their achievements or skills. This discrepancy reflects the societal expectations and stereotypes placed on each gender. Women are often valued for their physical appearance, leading to more compliments centered around their looks. On the other hand, men are often expected to excel in their professional or academic pursuits, resulting in compliments focused on their achievements. While this pattern may be changing as gender roles and expectations evolve, it highlights the persisting gender differences in complimenting behavior. Understanding these differences is critical for promoting equality and combating gender biases in social interactions.

In addition to the aforementioned reasons, compliments have a significant impact on an individual's psychological well-being. When receiving a compliment, people often experience a boost in self-esteem and feel valued and appreciated. This positive reinforcement acts as a motivating factor, increasing their confidence and enhancing their self-perception. Moreover, compliments also have the power to strengthen social bonds and promote a sense of belonging within a community or group. When individuals are recognized and praised for their accomplishments or personal qualities, they tend to feel more connected to others and experience a greater sense of belonging. Furthermore, research has indicated that compliments can even contribute to improved mental health outcomes such as reduced levels of stress and anxiety. By acknowledging someone's strengths and positive attributes, compliments can cultivate a more positive and optimistic mindset, leading to improved overall well-being. Consequently, it is clear that compliments play a crucial role in shaping an individual's psychological state and fostering healthier and more fulfilling relationships.

### **CONCLUSION**

In conclusion, expressions of compliments play a crucial role in social interactions as they serve to uplift and validate others, fostering positive relationships and enhancing self-esteem. Compliments not only allow us to express our admiration and appreciation for others, but also create a sense of camaraderie and connection. While the ways in which compliments are expressed may vary across cultures, the underlying purpose remains the same- to acknowledge and appreciate the unique qualities and achievements of others. It is important to understand the positive impact that compliments can have and to use them genuinely and judiciously. Expressing compliments effectively requires attention to cultural norms, sincerity, and specificity.

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**ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ПРОФИЛИРОВАНИЯ КАК  
МЕЖДИСЦИПЛИНАРНОЙ ОБЛАСТИ ПСИХОЛОГИЧЕСКИХ ЗНАНИЙ**

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**ПСИХОЛОГИК БИЛМИЛАРНИНГ ФАНЛАРАРО СОҲАСИ СИФАТИДА  
ПРОФИЛЛАШНИНГ НАЗАРИЙ ВА УСЛУБИЙ АСОСЛАРИ**

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**Аннотация:** В статье рассматривается одно из новых прикладных направлений в психологии – не инструментальная диагностика лжи, т.е. профайлинг. В настоящее время одним из новых прикладных направлений в психологии является профайлинг. Современное профилирование включает в себя знания, умения и навыки (далее - УИН), разработанные на основе достижений современной психологической науки, с четкой принадлежностью к конкретному предмету. В основе интегративной психотехнологии лежит комплекс знаний в области психологических наук, где объектом общих знаний является личность, ее особенности, поведение и общепсихологические закономерности организации целенаправленной деятельности. Автор приходит к выводу, что профилирование представляет собой область теоретических, методологических, комплексных, научно обоснованных знаний в смежных дисциплинах психологической науки.

**Ключевые слова:** профайлинг, методика, оценка, интеллект, мотивы, возможных действий, психодиагностики, механизм, мимика, анализ, УИН.

**PSIXOLOGIK BILIMLARNING FANLARARO SOHASI SIFATIDA PROFILLASHNING  
NAZARIY VA USLUBIY ASOSLARI**

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**Annotasiya:** *Ushbu maqolada psixologiyaning yangi amaliy yo'nalishlaridan biri - yolg'onning instrumental bo'lmagan diagnostikasi, ya'ni profayling haqida so'z yuritilgan. Hozirgi vaqtda psixologiyaning yangi qo'llaniladigan sohalaridan biri profillashdir (profayling). Zamonaviy profillashtirish ma'lum bir fanga aniq tegishli bo'lgan zamonaviy psixologiya fanining yutuqlari asosida ishlab chiqilgan bilim, ko'nikma va qobiliyatlarni (keyingi o'rinlarda KVQ deb yuritiladi) o'z ichiga oladi. Integral psixotexnologiya psixologik fanlar sohasidagi bilimlar majmuasiga asoslanadi, bunda umumiy bilim obyekti shaxs, uning xususiyatlari, xulq-atvori va maqsadli faoliyatni tashkil etishning umumiy psixologik qonuniyatlari hisoblanadi. Muallif profillash - bu psixologiya fanining tegishliligi bo'yicha fanlarning nazariy, uslubiy, murakkab, dalillarga asoslangan bilimlar sohasi degan xulosaga keladi.*

**Kalit so'zlar:** *profillash, metodologiya, baholash, intellekt, motivlar, mumkin bo'lgan harakatlar, psixodiagnostika, mexanizm, yuz ifodalari, tahlil, ko'nikmalar va qobiliyatlar.*

**ВВЕДЕНИЕ**

В настоящее время в психологической науке развивается множество новых прикладных направлений, одним из которых является профилирование. Методика «профилирования», с практической точки зрения Э.И.Фойгель и А.А.Козуловой, представляет собой методику из прикладных, нулевых, очных психологических методов и приемов визуальной психодиагностики личностно-психологических особенностей конкретного субъекта (характер, поведение, эмоциональное состояние, интеллект, мотивы, ценности, привычки, предпочтения, интересы, склонности, комплексы, слабости, достоинства, установки, убеждения, цели, стратегии, тип психики, социальный статус, способность лгать), используя специальная методика по:

а) оценке, объяснению причин поведения, поведенческих реакций;

б) формулировать гипотезы (вероятные предположения), прогнозирующие и управленческие сценарии развития ситуаций, возможных действий, а также моделей поведения и общения человека в будущем и в определенных ситуациях; в) верифицировать (невербальная диагностика лжи, НВДЛ) [1].

Методологией и инструментами профилирования [2, 3], в том числе для проверки лжи путем анализа ее вербальных и невербальных проявлений, в рамках психологии лжи являются некоторые общенаучные и специальные методы юридической психологии (по целям исследования). Целью оперативной психодиагностики является изучение внешних характеристик и внешности человека,

проникновение во внутреннее психологическое содержание личности и использование индивидуальных возможностей каждого человека для формирования профиля (кто этот человек, как он мыслит), на что он способен, к чему склонен). Этот метод шире, чем практическая характерология, ибо рассматривается не характер, а личность (т.е. индивидуальные особенности). Механизм получения информации аудиовизуальный, бесконтактный и не инструментальный. Инструментальный механизм – оценка с использованием современных технико-информационных средств и технологий психодиагностики. Он формирует структуру одновременных действий профилировщика:

а) Беседа, которая может быть в следующих формах: интервью, психологический анализ материалов, разрабатываемый сценарий специального опроса или выбор конкретных простых вопросов-стимулов для психологического воздействия и дезадаптации личность собеседника во время жестких переговоров (с преступником, террористом, партнером, клиентом или сотрудником). Также могут быть использованы инструментальный и не инструментальный методы изучения и стимулирования, анализ критериев истинности. Пример: специальная система коммуникативного взаимодействия профилировщика с подозреваемыми (пассажирами, посетителями, массами людей, а также участниками уголовного и гражданского процесса);

б) наблюдение, поиск, обнаружение (припоминание), фиксация, запоминание комплекса динамических поведенческих частных зрительно подозрительных вербальных и невербальных внешних проявлений нестандартных реакций (и связанных с ними стимулов) окружающих людей по разным каналам в норме и сразу после интересующего вопроса, по определенным инструментам и навыкам (для работы с каждым каналом свои методы и инструменты). Сигналами эмоционально-психического напряжения являются: - вербально-психолингвистические, паралингвистические признаки, содержание речи (ответы на проверочные вопросы), качество голоса (значение слов, словосочетаний, предложений, тон, голос, высота, скорость речи, заикание, спотыкание и др.) – невербальные, такие как незаметные движения, жесты, детали (почесывания, легкие прикосновения губ и т.п.), позы, порядок действий, межличностная дистанция, мимика, микро мимика, аутентичные эмоции (сообщать вне зависимости от желания владельца - волнение, возможные действия («бегство», «драка», «скрытие») или ложь); – психофизиологические, психоэмоциональные реакции вегетативной нервной системы, внешний вид (одежда, телосложение), взаимодействие с окружающими в процессе общения (артериальное давление, частота сердечных сокращений, потливость ладоней и др.);

в) Анализ, сравнение (сравнение и противопоставление, несоответствие, уверенное и достоверное отличие основного/обычного поведения от девиантного/лживого, а также выявление значимых и незначимых для респондента тем), оценка, решение по всему комплексу неслучайно, повторяющиеся признаки со

всех каналов (из трех основных и трех дополнительных, только дополнительные - не причастность, а стресс, тревога, вероятность ошибки, больше сигналов - точнее вывод о причастности, лжи), диагностика внутреннего состояния, интерпретация, расшифровка информации и внешних проявлений, установление причинно-следственных связей. Сигнал стресса имеет несколько причин: установление контроля и доминирования над собеседником, проявление правдоподобности и честности, застенчивость, неприятность темы/вопроса как провокатора негативные воспоминания о травмирующем событии (есть ли связь с исследуемым событием), снисходительность, с искушение, культурно-этическое происхождение, уровень экстраверсии, степень тревожности и мнительности, переутомление, недавний стресс, физиология (жарко, холодно, зуд в носу и др.), боязнь ситуации (впервые при допросе следователя, боязнь недоверия), присутствие других или ложь о таинстве. Ложь-сигналы — это стресс. Стрессовые реакции не всегда ложь. Нам нужны доказательства не самого факта стресса, а его причин [4];

г) составление псих профиля испытуемого: - базовым профилированием является классификация по психотипу (некоторые признаки могут быть стресс-сигналами лжи); - расширенное профилирование – последующее уточнение и добавление индивидуальных психологических особенностей, присущих только данному человеку, таких как поведение, реакции, легкий кашель. Индивидуально-психологические особенности формируются в процессе жизни, воспитания, социализации, адаптации под влиянием социальной среды и генетики. Они трансформируются в привычный «личный перечень» сигналов преодоления стресса (голос, речь, жесты, беготня и т. д.) и могут варьироваться в зависимости от контекста ситуации, окружения (близких, личных, социальных, общественных), и обстоятельства. Один и тот же сигнал в одной ситуации демонстрирует все, но с разной частотой, выраженностью и т. д. Для одного одно поведение является нормой, а для другого — сигналом лжи. Сигналов много, но нет типичного поведения, закономерностей и некой конкретной единицы. Незнание исходных данных, игнорирование индивидуальных особенностей Брокау несут опасность ложного обвинения (ошибка Отелло), «потери» настоящего преступника. П.Экманн ввел понятие в 1987 г. на основе рассуждений известного американского журналиста Тома Брокау о том, как определить, когда собеседник лжет; «Многие проявления, которые часто указывают на ложь, для некоторых людей являются частью их обычного поведения» [5].

#### **ТАКИМ ОБРАЗОМ, ИНСТРУМЕНТАРИЙ УНИВЕРСАЛЕН:**

а) беседа - способ получения информации, которым пользуются все (все потенциально способны говорить, общаться, и это вообще основной способ сбора информации для юриста);

б) наблюдение – поиск и фиксация внешних проявлений с помощью органов чувств (потенциально есть у всех). Выполнение этого алгоритма требует



общепрофессиональной компетентности в наблюдении (восприятие), замечании (внимание), различении (память) и анализе причины (мышление).

Необходимо поставить вопрос о месте инновационных технологий в системе научно-психологических отраслевых знаний. Современная парадигма профилирования с ее теоретико-методологическими основаниями прошла долгий путь становления и развития на основе прикладных исследований криминалистов, судебных медиков, психиатров, криминальных психологов, криминалистов в области профилирования личности преступника. Именно поэтому они претендуют на свою монополию в сегодняшней Узбекистан. Современное профилирование включает в себя УИН, разработанные на основе достижений современных психологических наук, с четкой принадлежностью к конкретному предмету. В основе интегративной психотехники лежит комплекс знаний психологических наук, где объектом общих знаний является личность, ее особенности, поведение и общепсихологические закономерности организации целенаправленной деятельности.

#### **В ЧАСТНОСТИ, МОЖНО ВЫДЕЛИТЬ СЛЕДУЮЩИЕ ШКОЛЫ:**

а) школы общей психологии (закономерности и психологические имплицитные теории личности: целью является общее понимание личности, а не проверка информации): – бихевиоризм, «стимул-реакция-поведение»: Э.Т.Торндайк, Б.Ф.Скиннер, И.П.Павлов и Д.Б.Уотсон; – Догнитивизм (У.Джеймс, Д.Макклелланд, В.Келлер, У.Вундт, Дж.Пиаже, Г.Фехнер, Э.Б.Титченер, Э.Толмен, Д.Румельхарт, Г.Эббингаз, Н.Хомский, К.Роджерс); – Теория стресса (Г.Селье, У.Кеннон, Стэн Б.Уолтерс, И.П.Павлов); – Теория бессознательного (К.Г.Юнг, З.Фрейд); – теория акцентуаций характера и психотипов личности (К.Г.Юнг, К.Леонгард, Э.Кречмер, А.Е.Личко, С.Л.Рубинштейн, А.Маслоу и Л.Н.Собчек); – Псих эволюционная теория эмоций (Р.Плучик, Г.Келлерман и Х.Р.Конт ), а также эволюционная теория эмоций (утверждение Ч.Дарвина о том, что все эмоции универсальны независимо от пола, расы, национальности и т. д.), и др. теории эмоций ученых-психологов;

б) Школы психофизиологии (В.С.Преревоженский, В.М.Бехтерев, Е.В.Ваське, Л.С.Выготский, А.П.Нечаев, Ю.К.Щербатых, И.П.Павлов, И.А.Ильин, И.А.Церковная, С.Л.Рубинштейн и др.); в) Школы психодиагностики (изучения личности с точки зрения личностных особенностей) в широком смысле, способности к распознаванию (В.Л.Цветков);

г) Школы психолингвистики (изучение речи с момента спонтанных и подготовленных высказываний, не конгруэнтности (противоречие) вербального и невербального каналов);

д) школы социальной психологии: Э.Берн (социальные роли, игры), В. Сатир (модели общения) и др.

е) школы психологии общения;

ж) Школа психологии лжи/правды (П.Экман и О.Фрай) [5, 6, 7, 8]. Опираясь на знания разных отраслей психологии, профилирование позволяет решить глобальную

задачу прогнозирования поведения человека. Поэтому она объективно востребована в любых сферах жизни общества. Такой комплексный межотраслевой подход обуславливает ее универсальный характер как профессионально-прикладной деятельности.

Юридическая психология способна заимствовать научно-допустимые (правовые) рекомендации (психотехники, в том числе профилирующие) в ответ на запросы на право деятельность как помощь в глубоком осмыслении, анализе психической деятельности, состояний личности как объекта право деятельности (поведения субъектов уголовных, гражданских, государственных правоотношений) в различных ситуациях [9].

Во-первых, как частная комплексная, междисциплинарная психологическая дисциплина, она включает и заимствует общие знания из различных отраслей психологических наук (лежащие в основе профилирования) и правовую специфику взаимодействия, делового общения в конкретной сфере деятельности (органы государственной власти, государственные органы, предприятий, учреждений, организаций, объединений международного, образовательного и научно-исследовательского уровня, различных встреч и мероприятий, таких как следственные, процессуальные действия, деловые встречи).

Во-вторых, профессиональная деятельность юриста также опирается на объекты познания, характерные для профилирования. В системе юридических знаний юридическая психология, а именно ее психотехнология и психотехника, в частности профилирующая, призвана решать задачи других юридических дисциплин:

1) Материальное право (уголовное, гражданское): рассмотрение субъективных факторов преступного поведения, структура, мотивационная и эмоционально-волевая сфера, уровень интеллекта и психические состояния преступника (аффекты, стресс, беспомощное состояние);

2) процессуальное право (уголовное, гражданское): поиск и доказывание истины, фактов, подлежащих установлению, т.е. осуществляется в соответствии с психологическими закономерностями познавательных и эмоционально-волевых процессов субъекта (адвоката);

3) криминалистика: разработка следственных версий и тактики производства следственных действий (с использованием психологических знаний и психотехники) и выбор следственных методов. Внешний вид человека является предметом профилирования;

4) криминология: свойства личности как фактор преступности (мотивация, интересы и потребности, характер, правосознание, психофизиология и др. для предупреждения преступности); преступление, личность, поведение преступника являются объектами изучения ряда наук (междисциплинарный характер);

5) Судебная психиатрия, патопсихология и клиническая психология, психофизиология: роль механизмов патологии психики в развитии противоправного

поведения, психофизиологических реакций организма (комплекс судебно-психологического психиатрически-психофизиологическое обследование).

Выводы. Таким образом, профилирование представляет собой область теоретико-методологических, межотраслевых и комплексных, а потому научно обоснованных знаний в смежных дисциплинах психологической науки.

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**РОЛЬ КИШЕЧНОЙ МИКРОФЛОРЫ В ПАТОГЕНЕЗЕ ПОДАГРЫ**

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Американские ученые выяснили, что кишечные анаэробы метаболизируют мочевую кислоту до ксантина или короткоцепочечных жирных кислот, что снижает ее концентрацию в крови. Как сообщается в журнале Cell, уничтожение микробиоты у мышей с дефицитом уриказы — фермента у млекопитающих, который метаболизирует мочевую кислоту, — значительно повышает содержание мочевой кислоты в крови животных, а антибиотики против анаэробных бактерий повышают риск развития подагры у людей. Подагра возникает из-за нарушений обмена пуринов — остатков ДНК и РНК. Пурины метаболизируются до плохо растворимой мочевой кислоты и при нарушенной работе почек (наследственной или приобретенной) или слишком большом поступлении ДНК и РНК с пищей ее соли накапливаются в крови, а затем выпадают в мелкие суставы (излюбленное место — большой палец ноги), вызывая сильную боль.

В европейской популяции распространенность подагры составляет до 2,5 процента, мужчины болеют намного чаще женщин, в США у 14,6 процента населения уровень мочевой кислоты в крови превышает нормальные значения. Существующие методы лечения подагры часто бывают малоэффективны или вызывают нежелательные реакции, снижающие качество жизни. Из-за этого врачи и ученые по всему миру ищут новые способы контроля концентрации мочевой кислоты. Поскольку кишечник играет немаловажную роль в утилизации мочевой кислоты, исследователи обращают все больше внимания на этот орган, как на потенциальную терапевтическую мишень при подагре. Однако биохимический процесс утилизации мочевой кислоты в кишечнике изучен недостаточно.

Команда ученых под руководством Дилана Додда (Dylan Dodd) из Медицинской школы Стэнфордского университета исследовала, как на обмен пуринов и мочевой кислоты влияет кишечный микробиом. Хотя известно, что анаэробные бактерии способны разлагать пурины, предыдущие исследования касались только бактерий почвы. Чтобы идентифицировать кишечные бактерии, потребляющие мочевую кислоту, ученые культивировали филогенетически разнообразную библиотеку штаммов бактерий кишечника человека с мочевой кислотой. Выяснилось, что анаэробы Actinobacteria, Firmicutes, Fusobacteria и Proteobacteria активно потребляют мочевую кислоту, чего не обнаружили у Bacteroidetes.

После этого ученые выяснили, что представители кишечного микробиома метаболизируют мочевую кислоту двумя путями: превращают мочевую кислоту в

ксантин или более полно расщепляют ее до лактата, ацетата, бутирата и короткоцепочечных жирных кислот. У *S. sporogenes* — как типичного представителя своей филогенетической линии — ученые идентифицировали гены, ответственные за экспрессию аммиаклиазы, пептидаз, карбамоилтрансферазы, оксидоредуктазы и амидогидролазы, которые способны восстанавливать и расщеплять связи в молекуле мочевой кислоты и метаболизировать ее до конечных продуктов. Кроме того, два факультативных кишечных анаэроба — *E. coli* и *Enterococcus faecalis* — смогли утилизировать мочевую кислоту только в анаэробных условиях. В целом, филогенетический анализ показал, что гены метаболизма мочевой кислоты широко распространены среди кишечных бактерий четырех типов, 19 семейств и 21 рода.

Чтобы проверить, может ли кишечный микробиом компенсировать дефицит уриказы — фермента, преобразующего мочевую кислоту в свободно растворимый аллантаин у негоминидных млекопитающих, — ученые обработали мышей без этого фермента антибиотиками против бактерий кишечного микробиома. Через несколько дней у них значительно повысилась концентрация мочевой кислоты и произошло острое повреждение почек, характерное для подагрической нефропатии.

После этого ученые проверили, как на развитие подагры у людей может влиять прием антибиотиков — клиндамицина против анаэробных бактерий и ко-тримоксазола против аэробных. Для этого они провели ретроспективное когортное исследование с участием 31 тысячи человек — 7,5 тысячи в группе клиндамицина и 23,5 тысячи в группе ко-тримоксазола. Выяснилось, что нарушение анаэробной части микробиома кишечника увеличивает риск развития подагры у людей. Также они обнаружили, что недостаток пищевых волокон после нарушения микробиома приводит к устойчивому нарушению регуляции метаболизма мочевой кислоты в кишечнике.

Результаты этого исследования на фундаментальном и клиническом уровне показывают, что кишечный микробиом принимает непосредственное и значимое участие в обмене мочевой кислоты, и что его нарушения могут привести к повышению концентрации мочевой кислоты и, как следствие, подагре. В дальнейшем эти знания помогут в разработке новых подходов лечения этой болезни.

Помимо очевидных эффектов и симптомов подагры у нее есть и неожиданные осложнения: после приступов подагры временно повышается риск инфаркта миокарда и инсульта.

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**VOBKENT TUMANIDAGI AYRIM MIKROTOPONIMLARINING TARIXI VA TIL  
XUSUSIYATI**

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**Xayrullayeva Marjona Omon qizi**

*BuxDU o'qituvchisi*

**Annotatsiya:** *Vobkent tumani toponimlarining lisoniy-etimologik hamda morfemik tadqiqiga e'tibor yetarlicha qaratilgan bo'lsa-da, joy nomlari haqida bugungacha amalga oshirilgan tadqiqotlar umumiy, ham lingvistik, ham geografik; tarixiy hamda lingvistik; izohli va etimologik jihatlardan tadqiq etilgan ishlar sifatida to'xtalish o'rinlidir. Shu o'rinda, Vobkent tumanidagi ayrim mikrotoponimlar tarixiga ham to'xtalishni joiz deb bildik.*

**Kalit so'zlar:** *toponim, qavm, urug', morfema, farmant, topoasos, nom, etimologiya, mikrotoponim.*

Noyob o'simlik va hayvonlar, qimmatbaho me'morchilik yodgorliklari muhofaza qilingani kabi tarixdan guvohlik beruvchi geografik nomlar ham himoya qilinishi, ularning kelib chiqish tarixi o'rganilishi lozim. Chunki har bir joyning tarixi va nomining kelib chiqish tarixi bor. O'zbekiston xalqining asl ajdodlari Amu va Sir oralig'ida yashagan sak-massaget, so'g'd, baqtriyaliklardan iborat bo'lgan. Uzoq tarixiy taraqqiyot jarayonida Markaziy Osiyoga Janubiy Sibir, Oltoy, Ettisuv, Sharqiy Turkiston, Ural daryosi bo'ylaridan aholi ko'chib kelib, mahalliy aholiga qo'shilgan, o'troqlashgan. Fanda o'zbek xalqining tarkib topish jarayoni to'rt davrga bo'lib o'rganiladi: Birinchi davr. Eramizdan avvalgi davrdan boshlab, to eramizning V asrigacha hozirgi O'zbekiston hududida, asosan sak, massaget, so'g'd, baqtriya, tohar va eftalitlar yashagan. Ikkinchi davr. VII-VIII asrlarda arablar, X asrda Qoraxoniylar deb atalmish turkiy qabilalarning bostirib kirishi va o'troqlashish jarayoni yuz bergan. Uchinchi davr, XIII-XIV asrlarda mo'g'ullar bilan birgalikda juda ko'p mo'g'ul-turk, boyovut, bahrin, totor, barlos qabilalarining ko'chib kelib, o'troqlashish jarayoni kechgan. To'rtinchi davr. XVI asr boshida Markaziy Osiyoni Shayboniyxon istilo qilganidan keyin o'zbeklarning katta guruhi Dashti Qipchoqdan Markaziy Osiyoga ko'chib kelib, o'troqlashgan. Akademik V.Shishkin Buxorodagi qishloqlarning -mitan, -duvon, -von qo'shimchalari bilan tugashini ko'rsatib, bu qo'shimchalar aholi maskani, qo'rg'on ma'nosida ekanligini, ammo bu qo'shimchalar forsiy yoki turkiy xalqlar tilida yo'qligi, shu sabab nomlari mana shu qo'shimchalar bilan tugaydigan qishloqlar vohaning eng qadimiy joylari ekanligini ko'rsatib o'tadi. Vobkent tumanidagi Avurduvon, Buzunduvon, G'avuzduvon, Armitan, Hajivon, Kashvon, Oromitan kabi joy nomlari shular jumlasidan. Undan keyingi qadimiy qishloqlar kategoriyasiga so'g'dcha -kat (-kand, keyinchalik -kent) qo'shimchasi bilan tugaydigan qishloqlarni kiritish mumkin. Akademik V. Bartold, tarixchi Nasafiy, tilshunos Mahmud Koshg'ariylar "kat", "kand", "kent" so'zi alohida jamoa bo'lib



yashaydigan joy ma'nosida ekanligini ko'rsatishgan. Aslida "kand", "kandan" so'zi fors -tojik tilida o'yilgan, qazilgan ma'nosida bo'lib, keyinchalik obod etilgan ma'nosini anglatib, "kand", "kent" shaklida talaffuz etilgan. Xuddi shunday qishloqlar tumanda anchagina bo'lib, ular qatoriga Vobkent, Kumushkent, Shakarkent, Chorbog'kent, Yangikent, Rohkent va boshqalarni kiritish mumkin. Hozirgi Buxoro qishloqlari tarixiga nazar tashlar ekanmiz, har bir qishloq yuqoridagi davrlardan birining ruhini olib kelayotganligiga guvoh bo'lamiz. Bu qishloqlarning kelib chiqish tarixi to'g'risidagi ilk ilmiy ma'lumotlar vobkentlik mashhur tarixchi Muhammad Narshaxiyning "Buxoro tarixi" asarida (943-944 yillar) keltirilgan. Bu asarining qimmatini shundaki, unda, arablar istilosigacha bo'lgan davrlardagi juda ko'p joy nomlari keltirilgan. O'zbekiston hududida sak qabilalari yashaganligini hisobga olsak, Kumushkent mahallasi hududidagi hozirgi Saktafon (aslida, Sakto'fon, ya'ni "saklar to'pi" ma'nosida) qishlog'i nomi shu qabila nomidan kelib chiqqan bo'lsa, ajab emas. Shuningdek, Toshkent shahrining eng qadimiy ko'chalaridan biri Sag'bon deb ataladi. Etnograf E. Litvinskiy Andijondagi Asaka shahrining nomi ham sak urug'ining nomidan kelib chiqqanligini yozgan. Zarafshon va Qashqadaryo vohalarida, Farg'ona vodiysida So'g'd, So'g'diyona, Al-So'g'd, So'x degan anchagina qishloqlar mavjud. Bu nomlar ham qadimgi so'g'd urug'i nomidan shakllangan. Farg'ona viloyatidagi So'x tumani nomi ham shu etnotoponim bo'lishi kerak. Tuman markazi Vobkent shahriga tutash erda Mug'iyon qishlog'i bor. Narshaxiy Mug'on, Mug'iyon, Mug'lar qishloqlari Buxoroda ko'p bo'lgan, - deydi. "Mug'" so'zi arabchada "otashparast" yoki "g'ayridin" ma'nosida ishlatiladi. Aynan, arablar istilosi davrida "Mug'" deb ataluvchi qishloqlar otashparastlik dinining eng rivojlangan joylari hisoblangan. Arab istilosidan keyin Buxoroda, ayniqsa, Somoniylar sulolasi davrida hunarmandchilikning rivojlanishi uchun keng yo'l ochildi. Hunarmandchilikning kuchli taraqqiy eta borishi bilan ko'pgina aholi maskanlari o'sha joy fuqarlari shug'ullanadigan kasb turi bilan atala boshlandi. Buning dalili sifatida Zargaron, Latifsobungar, Dukchilar, Chitgaron, Sartaroshlar, Halvogaron, Charmgaron, Toqido'z va boshqa qishloq nomlarini ko'rsatish mumkin. Ayniqsa, VIII-XII asrlarda ko'chmanchi arab qabilalariniig Markaziy Osiyoga ko'chib kelib o'troqlashishi bilan Arablar, Arabxona, Arabon, Quyi Arablar, Yuqori Arbon qishloqlari paydo bo'lgan. Ammo, A. Shishkin ta'kidlagandek, arablarning ko'chib kelishi davrini ma'lum bir vaqtga bog'lab qo'yish to'g'ri emas, chunki arablarning Markaziy Osiyoga qachon to'la - to'kis ko'chib kelgani hali ilmiy asosda etarlicha o'rganilgan emas. X asrdan keyin islom dini keng tarqalib, siyosiy kuch sifatida to'la namoyon bo'lganidan so'ng esa ayrim aholi maskanlari avliyo, shayx, mullava boshqa din arboblarning nomlari bilan atala boshlagan va bu jarayon juda uzoq to 20 asrning boshigacha davom etib kelgan. Niyozxo'ja, Xo'japorso, Eshonlar, Maxsumlar, Boboshex (Boboshayx), Raboti Eshon, Shexon (Shayxon), Rabotishex (Rabotishayx), Xo'jalar, So'filar, So'fidehqon kabi qishloq nomlari shu jarayonning natijasi. Qadimda juda ko'p qishloqlar nomiga «rabort», «qo'rg'on» so'zlari qo'shib, bu qo'shimchalar aholi yashaydigan makon ma'nosini anglatgan. Bunday qishloqlar toifasiga tumandagi Xosrabort, Beshrabort, Kaltarabort, Rabotisariq, Qumrabort, Chorrabort, Oqrabort va boshqa nomlarni

kiritish mumkin. XVI asr boshlaridan va XVII-XVIII asrlarda Dashti Qipchoqda (Volga va Dnepr daryolari oralig'idagi erlar) yashovchi ko'chmanchi o'zbek urug'larining katta qismi Markaziy Osiyo, jumladan, O'zbekistonga kelib o'troqlashishi jarayoni avj oldi. Vobkentdagi Saroy, Qatag'an, Nayman, Qo'ng'iroq, Qipchoq, Badoy (Baday), O'zbekon, Totor, Qatag'an, Buchchalar, Mo'rilar, Boylik, Boyqozon, Minglar, Burqut, Qirg'izon, Xitoy, Qalmoqlar (Qalmoqon), Baqalon, Pichoqchi, Bahrin nomlari bilan ataluvchi qishloqlar ana shu o'zbek urug'lari nomidan kelib chiqqan. Ammo tuman hududidagi Xalach, Xargo'sh, Exson, Qipchoq mahalla fuqarlar yig'inlaridagi Bahrin, Saroy, Xalach, Qatag'an kabi urug'lar nomi bilan ataluvchi bir necha qishloqlar mavjudki, bu borada o'quvchida savol tug'ilishi tabiiy. Bunga sabab qilib mazkur urug'larning bir vaqtda ko'chib kelib, tumandagi turli hududlarga o'rnashib yashaganliklarini ko'rsatish mumkin. Etnograf olim A. Grebenkina ma'lumotlariga ko'ra, XIX asrning 70-yillarida birgina Zarafshon vohasining o'zida Nayman urug'ining nomi bilan ataluvchi 63 ta qishloq mavjud bo'lgan (Nayman so'zi mo'g'ulcha "sakkiz", - degan ma'noni bildiradi, ya'ni sakkiz o'g'il turkiy qabilani mo'g'ullar nayman deb atagan). Etnograf N. Aristov nayman qabilasi Sibirdagi Nayma daryosi nomi bilan ham atalgan bo'lishi mumkin, deydi, chunki bu urug', aslida, o'sha erda yashagan va XVII-XIX asrlarda Zarafshon vohasiga kelib, o'troqlashgan. Minglar – o'zbek millati tarkibiga kirgan yirik qabilalardan biri. Ming qabilasining bag'alon urug'i (bo'lagi) ham bor. Hozirgi Kumushkent mahallasi hududidagi Minglar va Bag'alon qishloqlarining yonma-yon joylashganligi ham bejiz zmas. Shuningdek, ayrim joylarda Mingbag'alon degan qishloqlar ham uchraydi. Zahiriddin Muhammad Bobur ming urug'i vakillarini minglig' deb atagan. Qipchoq va Qo'ng'iroq mahallasi hududida Bahrin (yoki Bahrincha) qishloqlari bor. Asli bahrinlar turklashgan mo'g'ul qabilalaridan biri bo'lib, ular mo'g'ullar hukmronligi davrida Dashti Qipchoqdan kelib o'rnashgan. XVIII-XIX asrlarda esa bahrinlarning katta bir qismi Toshkent, Farg'ona va Zarafshon vohalariga kelib o'troqlashgani bois, bu hududlarda ham Bahrin degan ko'pgina qishloqlar mavjud. Ehsan mahallasi hududidagi Boyqozon qishlog'i nomi «Boyovut» - mo'g'ul qabilasining bir urug'i nomidan kelib chiqqan. "Boyovut" mo'g'ulcha boylar, alplar, bahodirlar ma'nosidan kelib chiqqan bo'lib, o'zbekcha va tojikchada Boy, Boydor, Boylar, Boylik, Boyot, Boyqozon, Boyto'pi, Boyho qishloqlari sifatida shakllangan. Vobkent tumanidagi Qo'ng'iroq qishlog'i, Qoraqalpog'iston Respublikasining Qo'ng'iroq tumani, Qozog'iston Respublikasidagi Boyqo'ng'ir nomlari qo'ng'iroq qabilasi nomidan kelib chiqqan. Tuman hududida bir nechta Xalach degan qishloqlar bo'lib, bu nom ham shu nomdagi qabila so'zidan kelib chiqqan. Xalach so'zi Mahmud Qoshg'ariyning "Devonu lug'otit turk", Rashididdinning "Jome at-tavorix" asari va boshqa ko'p manbalarda tilga olingan. Ularda ta'kidlanishicha, xalachlar – turkiy xalqlar orasida eng janubda yashaydiganlaridan biri. Amir Temur "Temur tuzuklari" asarida: "Qaramog'imdagi qirq aymoqdan o'n ikkitasiga tamg'a (alohida imtiyoz beruvchi belgi -muallif) berilsinkim, bular mening xos navvkarlarimdan bo'lib hisoblansinlar",- deydi va shu o'n ikki ulus ichida qipchoq va totor urug'ini ham sanab o'tadi. Hozirgi kunda tuman hududida mazkur urug'larning nomi bilan ataluvchi qishloqlar mavjud. Mo'g'ulistondagi bir vodiy nomi ham

Totor, Tatariston nomi ham shundan olingan. Tumandagi ko'pgina qishloqlar nomi tevarak-atrofdagi tabiat manzaralariga bevosita bog'liq holda vujudga kelgan. Bunday qishloqlar sirasiga Teshiktepa, Teraklik, Tallipushmon. Anjirbog', Adoqariq, Ponob, Kalti, Ko'liodina, Sho'robod, Usuniko'l, Jo'yiadoq, Talligandum, Tallikulux, Bozorjoyi, Chorbog'taka, Oqrabot, Yakkarabot, Yo'lbo'ldi, Rosbadan, Qumbosti, Changaron, Shakaravon, Shakarkent, Saripanja, Registonak, Regdaliyon, Rabotipoyon, Qumrabod, Bodomcha, Chorrabot, Dahana, Chuqurko'cha, Ko'shki Osiyo, Chorbog'kent, Yangikent kabilar kiradi. Vobkent nomining qayerdan va qachon kelib chiqqanligi o'quvchini qiziqtirishi tabiiy. Shu bois fanda mavjud ayrim mulohazalarni bildirishni lozim topdik. Tuman markazi qadimda Vobkana deb atalgan. Ilgari zamonlarda Buxoroda, Vobkentdan tashqari -ana qo'shimchasi bilan tugaydigan bir necha aholi maskanlari bo'lgan. Masalan, Isfana, Zandana (keyinchalik Zandani), Vardana (keyinchalik Vardonze), Shirvana, Karmana, Afshana, Xarkana va hokazo. Vobkent so'zining ma'nosiga kelganda u – Vahobkent, ya'ni Vahob qishlog'i demakdir, degan fikr ham quloqqa chalinib turadi. Akademik V. Shishkin Buxoro qishloqlari nomini kelib chiqish tarixini o'rganar ekan, kishi nomi bilan ataladigan joylarga -kent emas, balki “-obod” so'zi qo'shib ishlatilishini ko'rsatgan. Mo'minobod, Shamsiobod, Ahmadobod, Fathobod, Islomobod kabilar shular jumlasiga kiradi. Shunda Shakarkent, Toshkent, Chimkent, G'azalkent, Rohkent, Yangikent, Vobkent, Kumushkent kabi joylarning kishilar nomiga mutlaqo aloqasi yo'qligi oydinlashadi. Shu nuqtai nazardan Vobkent so'zining Vahob ismiga bog'liq emasligi isbot talab qilmaydigan holat. Vobkent so'zi Vobkentdaryo nomidan olingan bo'lsa kerak degan fikr ham to'g'ri emas. Chunki Zarafshon daryosi o'zining quyi oqimida uchga bo'linib, ulardan biri Shohrud kanali, ikkinchisi Qorako'ldaryo va uchinchisi Xitfar daryosi bo'lgan. Xitfar daryosi keyinchalik Vobkentdaryo nomi bilan yuritila boshlagan. Chunki har bir xalq o'z hududidan oqib o'tgan daryoni o'zi yashab turgan joy nomi bilan atashni ma'qul ko'rgan. Masalan, Sirdaryo qadimda Farg'ona hududida Obi Farg'ona, Toshkentda Nahri Shosh, Xo'jandda Obi Xo'jand deb atalgan. Mashhur arab sayyohi Ibn Battuta “Sayohatlar” asarida XV asrning birinchi yarmida Markaziy Osiyoning madaniy, siyosiy va ijtimoiy hayotini yoritir ekan Vobkent hududini Vabkana sifatida ta'riflab, “Vabkana ariqlar va bog' - rog'lari bo'lgan go'zal shahar ekan”, - deb yozgan. (“Fan va turmush”, 1989 yil, 9-son). Xo'sh, Vabkana so'zining asli ma'nosini qanday tushunish kerak? Bu savolga aniq javob berishni olimlar hukmiga havola qilgan holda, shuni aytish lozimki, har bir joy nomining etimologiyasini aniqlash maxsus ilmiy izlanishlarni talab etadi. Qolaversa, Moskvadek azim shahar va Volgadek buyuk daryo nomlarining kelib chiqishi ma'nosi hanuzgacha fanda ma'lum emas. Narshax yoki Narchoq qishlog'i ham ko'pchilikka tanish. Muqanna boshchiligidagi “Oq kiyimlilar” arablarga qarshi ko'rashganda, shu qishloqdan istehkom sifatida foydalanishgan. Shuningdek, ushbu qishloqda mashhur tarixchi Abu Bakr Muhammad ibn Ja'far Narshaxiy (X asr) tavallud topgan.

Xulosa qiladigan bo'lsak, biz tumandagi qishloq nomlaridan ayrimlarining kelib chiqishi to'g'risida to'xtaldik, xolos. Ular tarixini o'rganish shundan dalolat beradiki, o'zbek millatining tarkib topishi uzoq, og'ir va murakkab jarayonlarda kechgan. Ammo shuni

alohida ta'kidlash lozimki, qishloqning urug' nomi bilan atalishi qadimda u erda faqat shu urug' vakillari yashab kelgan, degan ma'noni bildirmaydi. Chunki har bir qishloqda turli urug' vakillari birgalikda yashayvergan. Shuning uchun ham uni tarixiy va lingvistik tadqiqi bilan birga etimologik tadqiqini ham o'rganish bugungi kun uchun dolzarb masalaga aylanmoqda.

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**OILADA NIKOH OLDI OMILLARINING PSIXOLOGIK XUSUSIYATLARI**

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*Mustaqil tadqiqotchi*

**Annotatsiya:** *Ushbu maqola nikoh oldi omillarining psixologik xususiyatlari ga qaratilgan bo'lib, o'z navbatida oila eng muhim ijtimoiy vazifalarini: insonni yaratish, bolalarni tarbiyalash, odamlarni jismoniy va ma'naviy jihatdan kamol toptirish, ularni ma'naviy birlashtirish, birgalikda xo'jalik yuritishni ta'minlash, o'zaro yordam ko'rsatish, jamiyatning iqtisodiy va ijtimoiy taraqqiyotini ta'minlash demografiya jarayonlarini yaxshilash vazifalari yoritilgan.*

**Kalit so'zlar:** *yosh avlod, barkamol etib voyaga yetkazish, shaxslararo munosabatlar, bolalaridagi inqoroz, oilada nizoli vaziyatlar, mustahkam oila, oila g'amxo'rliqi, oilaning eng muhim ijtimoiy vazifalari, oilaviy munosabat, mamlakat va millat, oila huquqi normalari, ma'naviy tarbiyalash, shaxsiy tavsifga ega bo'lish.*

**ПСИХОЛОГИЧЕСКАЯ ХАРАКТЕРИСТИКА ДРАБРАЧНЫХ ФАКТОРОВ В СЕМЬЕ**

**Аннотация:** *В данной статье рассматриваются психологические особенности добрачных факторов и, в свою очередь, важнейшие социальные задачи семьи: создание личности, воспитание детей, совершенствование людей физически и духовно, объединение их духовно, вместе задачи обеспечения содержания, выделены оказание взаимопомощи, обеспечение экономического и социального развития общества, улучшение демографических процессов.*

**Ключевые слова:** *молодое поколение, взросление, межличностные отношения, кризис у детей, конфликтные ситуации в семье, крепкая семья, семейная забота, важнейшие социальные задачи семьи, семейные отношения, страна и нация, нормы семейного права, духовное воспитание, имеющее личностную характеристику.*

**PSYCHOLOGICAL CHARACTERISTICS OF PRE-MARRIAGE FACTORS IN THE FAMILY**

**Abstract:** *This article focuses on the psychological characteristics of premarital factors, and in turn, the most important social tasks of the family: creating a person, raising children, maturing people physically and spiritually, uniting them spiritually, together the tasks of ensuring maintenance, providing mutual assistance, ensuring economic and social development of society, improving demography processes are highlighted.*

**Key words:** *young generation, bringing to adulthood, interpersonal relations, crisis in children, conflict situations in the family, strong family, family care, the most important social tasks of the family, family relationship, country and nation, norms of family law, spiritual upbringing, having a personal description.*

Jamiyat va davlatning oilaga g'amxo'rliги bizning ijtimoiy siyosatimizning muhim yo'nalishiga aylangan. Oila masalalariga O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev alohida e'tibor berib kelmoqda. Shavkat Mirziyoyevning Oliy Majlisga Murojaatnomasida so'zlagan nutqida yoshlarni oilaga tayyorlash va ularning huquqiy tushunchalarini shakllantirish va ta'lim-tarbiya olish jarayonlariga alohida to'xtalib o'tdi: - "Bir so'z bilan aytganda, bola tug'ilganidan boshlab, 30 yoshgacha bo'lgan davrda uni har tomonlama qo'llab-quvvatlaydigan, hayotda munosib o'rin topishi uchun ko'mak beradigan, yaxlit va uzluksiz tizim yaratiladi. Dunyo tajribasi shuni ko'rsatadiki, yosh avlodni har tomonlama barkamol etib voyaga yetkazish uchun sarflangan sarmoya jamiyatga o'n, yuz barobar ko'p foyda keltiradi.

"Qanchalik qiyin bo'lmasin, biz yoshlar tarbiyasi bo'yicha o'zimizga xos va ta'sirchan, bugungi kunga hamohang usullarni izlab topishimiz kerak. Jondan aziz farzandlarimizni buzg'unchi va zararli g'oyalar, jinoyatchilik, giyohvandlik, loqaydlik, ma'naviy qashshoqlik kayfiyatidan asrashimiz zarur. Bunday salbiy holatlarni bartaraf etishda barchamiz, avvalo, siz, aziz yoshlar faol bo'lishingiz kerak. Xalqimizning ma'naviy qudrati va boqiy an'analarini asrab-avaylash va butun dunyoga tarannum etishga sizlar albatta qodirsiz<sup>15</sup>», – dedi Prezidentimiz Shavkat Mirziyoyev forumda yoshlar bilan ochiq muloqotda.

Shuni ta'kidlash joizki, oilaning muqaddas tushunchasi ko'plab muammolari bilan hamisha tadqiqotchilar aqlu zakovatini to'lqinlantirib kelgan. Chunonchi, sosiologlar oilani yaratish uchun er va xotinning bo'lishi kifoya qiladimi yoki erkak va ayol ittifoqi oila deb nomlanishi uchun farzandlarning ham bo'lishi shartmi, degan muammo ustida bahslashib keladilar. Yuridik jihatdan buning uncha ahamiyati yo'q. Yuristlar esa, boshqa masala xususida – ya'ni, er va xotinning qonunda ko'zda tutilgan tartib va shartlarga rioya etmay tuzgan ittifoqlarini oila deb hisoblash mumkinmi? degan ma'noda bahs yuritadilar. Bunda gap hatto ular birgalikda ro'zg'or yuritib, o'z farzandlarini tarbiyalayotgan bo'lsalar ham qonuniy asosdagi nikohda ro'yxatdan o'tmasdan uzoq vaqt davomida oshkora ravishda erkak va ayolning birgalikda yashab kelishlari haqida ketayapti. Jiddiy gapiradigan bo'lsak, bunday ittifoq nikoh bo'lolmaydi hamda ota-onalarning bolalarga nisbatan huquq va majburiyatlarini istisno etganda, hech qanday yuridik oqibatlarini keltirib chiqarmaydi. Shuning uchun ham fuqarolik nikohi yoki cherkov (masjid) nikoha deb atalgan nikoh yuridik ma'noda oilani dunyoga keltirolmaydi. U faqat onalik va otalik munosabatlarini, ya'ni huquqlarning muayyan hajmi (masalan, ota-onaning istalgan har biri mulkining meros

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<sup>15</sup> Ш.Мирзиёев. Ўзбекистон ёшлари форумида сўзлаган нутқидан, 25 декабрь 2020 йил, 18:00 [сиёсат](#).

bo'lib qolishi bo'yicha bolalar huquqi)ni vujudga keltiradigan qon-qarindoshlik aloqalarinigina yuzaga keltiradi. Birga yashovchi hamxonalar (yuridik nuqtai-nazardan ularni er-xotinlar deb atab bo'lmaydi) bir-birlarining mulkini meros qilib ololmaydilar.

Oila uzoq davom etgan tarixiy taraqqiyot natijasidir, jamiyat tuzilishining obyektiv zarur, ajralmas qismidir.

Ijtimoiy ma'noda oila odamlarning ijtimoiy jihatdan alohida uyushgan guruhlar, ma'naviy, xo'jalik, maishiy va boshqa turmush shartlari hamda manfaatlari bir xil bo'lgan shaxslar ittifoqidir.

Oila eng muhim ijtimoiy vazifalarini: insonni yaratish, bolalarni tarbiyalash, odamlarni jismoniy va ma'naviy jihatdan kamol toptirish, ularni ma'naviy birlashtirish, birgalikda xo'jalik yuritishni ta'minlash, o'zaro yordam ko'rsatish, jamiyatning iqtisodiy va ijtimoiy taraqqiyotini ta'minlash demografiya jarayonlarini yaxshilash vazifalarini bajaradi. Ayni oilada inson xarakterining asoslari, mehnatga, ma'naviy va madaniy boyoliklarga munosabat shakllanadi.

Yangi qurilayotgan oilaning kelajagi ota-onalarning, shuningdek yoshlarning o'zini ham qiziqtiradi. Bunday ma'suliyatli damda yuzaga kelayotgan oila kelajagi qanday bo'lishini bilish uchun ota-onalar, bo'lg'usi kelin-kuyovlar quyidagi nikoh oldi omillariga e'tibor berishi lozim.

Nikoh oldi omillari: oilaviy hayotga yetukligi, ularning oila qurish sabablari, ularning oila qurishgunga qadar bir-birini tanishlik muddati shart-sharoitlari, ularning bo'lg'usi hayot haqida tasavvurlarini kiritish mumkin.

Masalan: nikohda yetuklik deganda oila quruvchi yoshlarning jismoniy, jinsiy, huquqiy, iqtisodiy, ma'naviy-axloqiy, psixologik kabi yetuklik jihatlarini aniqlash mumkin. Psixologlar tavsiyasiga binoan nihoyatda erta (16-17 yoshda) va kech (28-30 keyin) oila qurish maqsadga muvofiq emas. Nihoyatda erta yoshda oila qurish va ikkisini ham yoshi 17-18 bo'lishi, yigitning oila boshlig'i sifatida shakllanishiga salbiy ta'sir qilishi mumkin.

Qiz bola 17, ba'zan 16 yoshda ham onalik, uy bekalik vazifalarini bajarishga tayyor bo'lishi mumkin, ammo 17 yoshdagi yigit hali to'laqonli oila boshlig'i vazifasini bajarishga tayyor bo'lmaydi. Ba'zida bu kelinni kuyovga yetarli darajada hurmat qilmasligiga sabab bo'lishi mumkin.

Kech oila qurishni maqsadga muvofiq emasligi yosh ulg'aygan sari (ayniqsa qizlarda) oila qurish imkoniyatlari pasayadi, ammo turmush o'rtog'i tanlashdagi mezonlar soni keskin ortadi. Har bir "nomzoddan" turli kamchiliklar topilaveradi. Bu masalada shoshilish ham, kech qolish ham xatoliklarga olib kelishi mumkin. Insonning psixologik yetukligi bu o'z oldiga erishishi muqarrar bo'lgan, bunga imkoniyatlari yetarli bo'lgan maqsadlarni qo'yishi, turli yashash sharoitlariga moslashishidir.

Endi nikoh oldi omillarini psixologik tadqiq etamiz.

Juda ko'p bir necha o'nlab, lekin umumlashtirgan holda uch klassifikasiyaga bo'linadi:

1. Sevgi tufayli oila qurish, ya'ni yoshlar bir muddat sevib-sevilib yurganlaridan so'ng, to'y bilan turmush qilib, bir-birlariga yetishadilar.

2. Moddiy manfaatdorlik tufayli oila qurish. Yoshlar turmush qurar ekan ma'lum bir maqsadni ko'zlashlari mumkin, masalan, boylikni, mansabni, moddiy yoki ijtimoiy manfaatdorlikni ko'zlagan holda "Agar shu yigitga turmushga chiqsam, boy-badavlat yashayman" yoki "shu qizga uylansam, uning ota-onasi yordamida ma'lum bir mansab, mavqyega erishaman" yoki "Yolg'izlikdan qutilish" kabilar.

3. Stereopik bo'yicha oila qurish — ya'ni bunday oila qurgan yoshlardan so'ralsa, "Hamma tengdoshlarim o'ylanayotgandi, men ham uyladim" yoki "hamma dugonalarim turmushga chiqishayotgandi, men ham turmushga chiqdim" kabilar. Xo'sh bu oilalarning qay biri mustahkamroq bo'ladi?

Ko'pchilik sevgi deb javob berishi tabiiy, chunki sevgining oila mustahkamligidagi o'rni beqiyosdir. Albatta sevishib turmush qurgan juftlarning aksariyati baxtli hayot kechirishadi. Lekin statistik ma'lumotlarga qaraganda ajralishning aksariyat qismi ham xuddi shunday sevishib oila qurgan juftlarga to'g'ri kelar ekan. Agar o'zaro ahdupaymon qilganlar oila qurganlaridan keyin "Murod — maqsadimga erishdim" deb sevgisini himoya qilishni, uning uchun kurashmasa sevgi nobud bo'ladi, sevgi nomi bilan qilingan orzu-niyatlar sarobga aylanadi.

Ikinchi ya'ni moddiy sababchi? — uning ta'siri bu sabablarni qay darajada amalga oshishiga bog'liq. Ya'ni ko'zda tutilgan narsalarning barchasi ro'yobga chiqaversa, u nikoh mustahkamligini ta'minlashi mumkin. Afsuski oilaviy hayotda hamma narsa ham yigit qizlar kutganidek bo'lavermaydi, natijada ularning turmushi g'urbat-azobga, nizo-janjalga aylanadi, statistik ma'lumotlarga ko'ra eng mustahkam oilalar stereotip bo'yicha oila qurganlarga to'g'ri kelar ekan. Ularda ajralish juda kam, chunki ular "hamma qatori" oila qurishgan qarashsaki hamma ham binoyidek yashayapti. Bular ham yashayverishadi. Birgalikdagi hayot tufayli er-xotin o'rtasidagi bir-birlariga moslashish tushunish bir-biriga mehr yuzaga kelib sevgi darajasiga yetishi mumkin.

Tanishish muddati nihoyatda qisqa (uch oygacha) va juda uzoq (8-10 yildan ortiq) bo'lishi maqsadga muvofiq emas. Shu o'rinda qizlik sha'ni haqida aytib o'tish kerakki u inson ruhiyatidan millat ruhiyatidan kelib chiqadi.

Nikoh oldi omillarida muxabbat ma'lum bir katta o'ringa ega. Muhabbat hislari uch bosqichni bosib o'tadi: a) boshlang'ich, v) anglangan, s) o'zaro hurmat bosqichlari.

Insoniyat bor ekan muhabbat odamni sirli tuyg'ular olamiga yetaklagan, uni yengib bo'lmas to'siqlardan o'tishga, yuksak cho'qqilarni zabt etishga undagan, uni rag'batlantirgan, unga baxtiyor onlarni tuhfa etgan. Hozirgi kunga qadar muhabbat tushunchasiga yagona ilmiy ta'rif-tavsif berilmagan. Hissiyotdagi ayrim bosqichlarga ko'ra muhabbat turini, bosqichini umuman sevgi hislarini bor-yo'qligini aniqlash mumkin.

Alangalangan, ya'ni ikkinchi bosqich quyidagicha:

1. "Birgalik" effekti. Bunday hollarda muhabbat hislarini boshdan kechirayotgan shaxsning ongida, tasavvurida, xayolida doimo sevikli yori gavdalanib turadi. Nima ish qilmasin, qayerda bo'lmasin xayolan u bilan gaplashadi.



2. Idrokning ideallashishi. Bunday hollarda sevilgan inson ideallashgan holda idrok etiladi. Takrorlanmas darajadagi shaxs sifatida nihoyatda chiroyli, aqlli, odobli va o'zga ijobiy xislatlarga ega bo'lgan yigit yoki qiz sifatida idrok etiladi.

3. Al'truizmning keskin ifodalanganligi. Bu bosqichda altruizmning og'irlik markazi muhabbat timsoli bo'lgan qiz yoki yigitga yo'nalgan bo'ladi.

U sevgan qizi yoki yigitini marifaatini o'zining, ota-oniasining, o'ziga yaqin kishilarning marifaatidan ustun qo'yadi.

4. Muhabbat kuchiga cheksiz ishonish. Bunday hollarda muhabbat hislarini boshidan kechirayotgan shaxs o'z sevgilisi bilan birga bo'lishni, tezroq u bilan oila qurishni, umrini oxirigacha u bilan bo'lishni orzu qiladi.

5. Sevgilisida boshqalar ko'rmagan jihatlarni ko'rish, "muhabbat ziyrakligining" namoyon bo'lishidir.

6. Sevgan odamda hayotga muhabbat kuchayadi, hayotni chuqurroq idrok eta boshlaydi, o'zgalarni qalbdan tushunish va rahmdillik hislari paydo bo'ladi va ortadi.

Mijoz bilan muhabbat orasidagi bog'liqlik: xolerik va sangvinik toifadagi yoki ularning aralashuvidan iborat toifadagilar o'zgalar bilan tez va oson til topishadi.

Flegmatik va melanxoliklar esa o'zgalar bilan til topishi ancha qiyin. Ular duch kelgan kishi bilan do'stlashib ketavermaydilar. Ammo do'stlikning qadriga yetib, arzimagan sabab bilan do'stlikdan kechmaydilar. Ularda hissiyot nihoyatda chuqur va pinhona kechadiki, buni boshqalarning tashqi tomondan sezishi qiyin.

Oilashunos, ruhshunoslarning ta'kidlashicha, oila ajralishlarining aksariyati mijozlarning mos kelmasligi, juftlarning bir-birini tushunmasligi oqibatidir. Bir-biriga yaqin yoki bir xil mijozli er-xotinlarda aytilgan fojia bo'lmasligi mumkin. Bundan xolerik mijozli er-xotin mustasno. Bunday er-xotinlar orasida janjalli hollar ko'p bo'ladi. Har bir jinsdagi inson bolasi asta-slekin ulg'ayadi va balog'atga yetadi. Balog'at yoshida inson tabiiy holda o'z juftini topishga va birga hayot kechirishga intiladi yoki boshqacha qilib aytganda inson o'zidan zurriyod qoldirishning asosiy sharti bo'lgan jinsiy hayotga kirib boradi.[4] Tibbiyot ilmi qiz bolalarda jinsiy hissiyot avvalroq (9 yoshda), o'g'il bolalarda esa keyinroq (11-12 yoshda) boshlanadi deb o'rgatadi. Bu yoshdan boshlab insonning jinsiy moyilligi qo'zg'ala boradi. Ayniqsa, 15-18 yoshda bu hissiyot rivojlangan davr bo'ladi. Shu sababli bu yoshda yigit ham, qiz bola ham o'z jinsiy a'zolarini pokiza tutishi, shahvoniy hirsni qo'zg'atuvchi omillardan doim o'zini muhofaza qilishi kerak.

Shu bilan birga oilaviy huquqiy munosabatlarning ular ishtirokchilarining irodasi bo'yicha kelib chiqadi. Bu turdagi huquqiy munosabatlarda ularning subyektlari nafaqat o'zlariga tegishli huquq va majburiyatlarni ko'ngilli ravishda qabul qiladilar, balki, qoida tariqasida, istalgan paytda o'z hohishiga ko'ra ular mazmunini o'zgartirishlari mumkin. Shu jihatdan olib qaralganda er-xotinlarning qonunda o'rnatilgan doiralarda o'z huquq va majburiyatlarini, xususan o'z mulkining u yoki bu haqiqiy tartibotini erkin va teng aniqlashlari asosida nikoh huquqiy munosabatlari oddiy holat hisoblanadi.

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**ОФИЦЕР ФАОЛИЯТИДА ҲАРБИЙ ПЕДАГОГИКАНИНГ АҲАМИЯТИ**

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**Аннотация:** Ушбу мақолада офицер фаолиятида ҳарбий педагогиканинг аҳамияти методологик муаммолар ва унинг таркибий тузилиши ҳарбий-педагогик жараённинг қонуниятлари ва тамойиллари ҳақида сўз боради.

**Калит сўзлар:** педагог, ҳарбий, методология, тадқиқот, фан, метод, технология, жанговар, сафарбарлик, муваффақият.

Ҳарбий педагогика вазифаларини ҳал қилиш, биринчи навбатда, Ўзбекистон Республикаси Қуролли Кучларининг жанговар кучини мустаҳкамлаш, замонавий педагогик фикрлашни шакллантириш манфаатларида инсон омилини фаоллаштириш йўллари билан боғлиқ бўлиб, қўмондонлар (бошлиқлар), ҳарбий жамоаларда ижодкорлик, ҳамжиҳатлик, ўзаро талабчанлик ва шахсий жавобгарлик муҳитини яратиш;

Ҳарбий педагогика фан сифатида қуйидаги вазифаларни ҳал қилади:

ҳарбий педагогик жараённинг моҳиятини, тузилишини, функцияларини ўрганади;

ҳарбий ўқув юртларида ўқув жараёнини ташкил этиш ва такомиллаштириш муаммоларини ўрганади;

ҳарбий педагогик жараённи ташкил этишнинг самарали шаклларини ва ҳарбий хизматчилар ва ҳарбий жамоаларга таъсир ўтказиш усулларини ишлаб чиқади;

ҳарбий педагогик жараён ва ҳарбий хизматни инсонпарварлаштиришга ҳисса қўшади;

ҳарбий кадрларни тайёрлаш, ўқитиш, ривожлантириш ва психологик тайёргарликнинг мазмуни ва технологиясини асослайди;

ҳарбий хизматчиларни ўқитиш ва тарбиялаш жараёнларининг шаклларини аниқлайди ва принципларини шакллантиради;

қўшин турлари ва уларнинг ўзига хос хусусиятларини инобатга олган ҳолда аскарларни тайёрлаш ва психологик тайёргарлик усулларини асослайди;

ҳарбий хизматчиларнинг ўз-ўзини тарбиялаш ва ўз устида ишлаш мазмуни ва усулларини ишлаб чиқади;

ҳарбий ўқитувчи фаолиятининг хусусиятлари ва мазмуни ҳамда унинг педагогик маданияти ва маҳоратини шакллантириш ва ривожлантириш йўллари ўрганади;

ҳарбий-педагогик тадқиқотлар, илфoр ўқитиш ва таълим тажрибаларини умумлаштириш, тарқатиш ва амалга ошириш методикасини ишлаб чиқади;

ҳарбий педагогиканинг тарихий меросидан ижодий фойдаланиш бўйича илмий тавсиялар беради.

Педагогик билимлар офицерга қуйидагиларга имкон беради:

бўйсунувчиларнинг жанговар фаолиятини маҳорат билан ташкил этиш, бўлинманинг жанговар ва сафарбарлик тайёрлигини талаб даражасида сақлаш;

жанговар тайёргарликни муваффақиятли назорат қилиши, шахсий таркибни методик жиҳатдан малакали тайёрлаши;

бўлинмада тарбиявий ишларни самарали олиб бориш, ҳарбий хизматчиларни Ватанни ҳимоя қилишга ахлоқий ва психологик тайёрлашда, Ўзбекистон Республикаси Қуролли Кучларига нисбатан юксак ғурур ва масъулиятни тарбиялаш;

кучли ҳарбий интизомни сақлаш бўйича тадбирларни самарали амалга ошириш, қисмнинг ҳарбий жамоасини жипслаштириш;

бўйсунувчи қисмда ички тартибнинг қатъий бажарилишини таъминлаш, кундалик тартибда хизмат қилиш учун ҳар томонлама машғулотлар ташкил этиш ва ўтказиш;

бўйсунувчи ходимлар билан ишлашни йўлга қўйиш, уларга касбий билим ва услубий кўникмаларни оширишда зарур ёрдамни кўрсатиш;

бўлинма, взвод, баталённи шахсий ўқитиш ва бошқариш усулларини самарали такомиллаштириш;

Офицер расмий вазифаларни бажариш билан бирга бир қатор педагогик функцияларни ҳам бажаради.

Офицер бўйсунувчиларга таълим-тарбия бериш билан бирга уларнинг ҳарбий маҳоратини ошириш, жанговар тайёргарлигини ошириш билан ҳам шуғулланади. У бўйсунувчилари учун бевосита бошлиқ бўлиб, у ҳарбий хизматчилар орасида таълим, Ватан ҳимоячисининг фазилатларини шакллантириш, қонунлар, қоидалар талабларига риоя қилиш, уларнинг интеллектуал ва жисмоний фазилатларини ривожлантириш учун жавобгар шахс ҳисобланади. Бундан ташқари, офицер қарамоғидаги ходимларни ўқитиш ва тарбиялаш амалиётида офицер ва сержантларни (кичик командирларни) ўқитади, уларнинг педагогик фаолиятини ташкил қилади ва бошқаради.

Ушбу қоидалар Ўзбекистон Республикаси Қуролли Кучлари Ички хизмати Низомининг тегишли моддаларида таъкидланган ва кундалик ишларда бажарилиши мажбурийдир, деб белгилаб қўйилган. Ҳарбий касбий фаолиятнинг самарадорлиги кўп жиҳатдан офицернинг ҳарбий жамоанинг етакчиси сифатида ҳарбий педагогика соҳасидаги билим, кўникама ва малакаларнинг мавжудлиги ва уларни талаб даражасида эгаллаганлиги билан белгиланади.

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**РАЗВИТИЯ ВОЕННОЙ АВТОМОБИЛЬНОЙ ТЕХНИКИ**

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**Аннотация:** *Рассмотрены особенности военно-технического характера, влияющие на оптимизацию направлений развития военной автомобильной техники, используемой для укомплектования вновь создаваемых и переоснащения существующих частей и соединений Вооруженных Сил Республики Узбекистана в современных условиях.*

**Ключевые слова:** *Вооруженные Силы, направления развития, военная автомобильная техника, оперативно-тактическая задача, автомобильное базовое шасси, перспективные образцы, вооружение, военная и специальная техника, тактико-технические характеристики, бронированные автомобили, единая военно-техническая политика.*

**Abstract:** *The paper examines the military-technological features that affect optimization of the development trends in military automobiles used to equip newly created units and formations and to re-equip the existing ones in the Armed Forces of the Republic of Uzbekistan in the current conditions.*

**Keywords:** *Armed Forces, development trends, military automobile equipment, operational-tactical task, base automobile chassis, advanced specimens, armaments, military and specialized equipment, performance characteristics, armored vehicles, uniform military- technology policy.*

**ВООРУЖЕНИЕ**

Одной из важнейших задач развития организационных структур воинских формирований в ближайшей перспективе становится последовательное обновление парка вооружения, военной и специальной техники. Особую значимость в области оптимизации направлений развития военной автомобильной техники приобретают исследования, связанные с анализом структуры, состава и содержания задач, возлагаемых на перспективные образцы при подготовке и в ходе современных и прогнозных боевых действий войск.

Своеобразие задач, возлагаемых на военной автомобильной техники, заключается в том, что и в перспективе автомобильные базовые шасси будут относиться к продукции военного назначения, свойства которой не могут характеризоваться в полной мере эффектом от ее применения, а выражаются качеством, интегрально отражающим достигнутые значения тактико-технических характеристик.

То есть за редким исключением особенность шасси состоит в том, что оно не участвует непосредственно в нанесении прямого ущерба противнику посредством воздействия на его ВВСТ, личный состав и инфраструктуру.

Суть оперативно-тактической задачи образцов военной автомобильной техники состоит в том, чтобы переместить (перевезти, отбуксировать, эвакуировать) объект ВВСТ, материально-технические средства и личный состав в заданном количестве, в указанный пункт (район) к установленному времени в объективно сложившихся условиях внешней среды и воздействующих факторов оружия, обеспечить своевременное и в полном объеме применение объектов ВВСТ по назначению в соответствии с требованиями тактико-технического задания к образцу военной автомобильной техники.

В настоящее время в 26 странах мира состоят на вооружении или разрабатываются более 120 типов бронированных автомобилей. Государства, не имеющие собственных разработок, закупают эту технику в других странах, а некоторые государства даже при наличии собственных разработок приобретают значительные партии наиболее удачных образцов бронеавтомобилей за рубежом.

Руководство Министерства Обороны Республик Узбекистан рассматривает разработку бронированных машин как одно из приоритетных направлений повышения боеспособности войск.

Расширение областей применимости защищенных автомобилей возможно при решении ими специальных задач в составе общевойсковых формирований родов войск и видов ВС, Сил специальных операций (ССО), способных обеспечить перевозку личного состава под броневой защитой в районы развертывания и последующего ведения боевых действий.

В перспективе они способны придать войскам необходимые в современных условиях защищенность и маневренность, усилить огневую мощь подразделений и позволяют тесно взаимодействовать с боевыми машинами пехоты и бронетранспортерами.

В обозримом будущем на бронированный автомобиль могут возлагаться такие задачи, как обеспечение:

□ уничтожения живой силы; поражения легкобронированных и небронированных объектов противника;

□ ведения личным составом огня из машины и огневой поддержки его во время спешивания.

Подразделения на бронированных автомобилях будут способны решать задачи, присущие завершающим действиям в бою уничтожение остатков войск противника и овладение территорией с последующим использованием их в качестве поддержки основных сил в зонах, прилегающих к линии фронта (боевого соприкосновения войск).

Могут использоваться в полном объеме в некоторых родах войск, при решении задач в органах управления, частями и подразделениями в разведке, охране и патрулировании, а специально оборудованные для хранения и подвоза оружия, боеприпасов, других материально-технических средств и эвакуации раненых.

Решение подобных задач в районах с особыми условиями эксплуатации.

Вывод реализация указанных мероприятий положительно повлияет на решение задач в области развития основных видов и типов перспективных образцов ВАТ.

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## ТЕНДЕНЦИИ РАЗВИТИЯ ПРОТИВОДЕЙСТВИЯ БЕСПИЛОТНЫМ ЛЕТАТЕЛЬНЫМ АППАРАТАМ И УСТРАНЕНИЕ (УМЕНЬШЕНИЕ) ИХ ВЛИЯНИЯ НА БЕЗОПАСНОСТЬ ГОСУДАРСТВЕННЫХ ГРАНИЦЫ В МИРНЫХ И БОЕВЫХ УСЛОВИЯХ

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**Аннотация:** *Данная статья носит информационный характер, где рассматриваются актуальность системного подхода к борьбе с беспилотными летательными аппаратами вблизи государственной границы. Применение беспилотных летательных аппаратов оказывает влияние на тактический фон что, само по себе является проблемой, которую необходимо решать на государственном уровне.*

**Ключевые слова:** *тенденция, влияния, полет, жизнедеятельность, формирования, авиация, беспилотный летательный аппарат (БЛА), фотография, радио электронная борьба (РЭБ), границы.*

Современное соотношение внешнеполитических сил и сторон в мире, очаги напряженности, локальные конфликты еще раз доказывают актуальность действенных силовых методов. Применения различных по типу и размерам беспилотных летательных аппаратов в тактическом, а в последующем и в оперативно тактическом фоне оказывает существенное влияние на результаты боевых действий.

Современная беспилотная авиация, имея на вооружении от самых больших по размерам и по предназначению БЛА и заканчивая самых маленьких, сконструированных подручными средствами в кустарных условиях играет актуальную и не маловажную роль в достижении цели их применения.

Угроза применения беспилотной авиации с каждым локальным конфликтом возрастает. Зная возможности всех видов наземных и воздушных РЛС по обнаружению и опознаванию воздушных целей, участились случаи применение примитивных БЛА сконструированных подручными средствами в кустарных условиях.

Так к примеру, со стороны боевиков ИГИЛ в Сирии на авиабазе РФ Хмеймим, было запущено с различных сторон аэродрома несколько десятков маленьких, самодельно сконструированных БЛА (дронов), с установленным на них ручных гранат. Нескольким из них удалось долететь до мест стоянок боевых самолетов и взорваться над самолетами, в результате чего был выведен из строя тактический бомбардировщик самолет Су 34. А также нанесён ущерб вооружению и военной

техники, находящейся на небольшом удалении от места взрыва самодельных «дронов-камикадзе».

И это далеко не первый и не последний раз применения БЛА со стороны боевиков.

Хронометраж событий с применением БЛА со стороны боевиков и отражение их атак с мая 2018 года по сегодняшний день:

21 мая 2018 г. Российские силы сбивают беспилотник у авиабазы Хмеймим в Сирии;

21 июля 2018 г. Беспилотник боевиков уничтожили в районе авиабазы Хмеймим;

22 июля 2018 г. Средства ПВО авиабазы Хмеймим уничтожили еще один беспилотник;

28 июля 2018 г. ВКС РФ в Сирии уничтожили запущенный с территории боевиков беспилотник;

30 июля 2018 г. Военные уничтожили запущенный в направлении авиабазы Хмеймим в Сирии дрон;

9 августа 2018 г. На подлете к авиабазе Хмеймим в Сирии уничтожен беспилотник боевиков;

10 августа 2018 г. Российская ПВО сбивает в районе базы Хмеймим два беспилотника боевиков;

11 августа 2018 г. Российские военные сбивают беспилотник в районе базы Хмеймим;

16 августа 2018 г. Системы ПВО на базе Хмеймим уничтожили более 40 беспилотников за месяц;

25 сентября 2018 г. Радиоэлектронный щит: Миниобороны разворачивают в Сирии средства РЭБ;

11 августа 2019 г. Российские военные отразили атаку боевиков на авиабазу Хмеймим. Сирийские СМИ сообщили об атаке беспилотников на авиабазу Хмеймим;

24 сентября 2019 г. Конашенков рассказал о сбитых на подлете к Хмеймиму дронах;

19 января 2020 г. Российская база Хмеймим отразила атаку беспилотников в Сирии;

20 января 2020 г. Российские ПВО сбивают три беспилотника возле Авиабазы Хмеймим;

3 февраля 2020 г. «Панцирь-С» уничтожил приближавшийся к базе Хмеймим беспилотник. СМИ сообщили о двух сбитых беспилотниках рядом с Авиабазой Хмеймим;

23 июня 2020 г. Российские средства ПВО сбивают два дрона боевиков вблизи базы Хмеймим;

10 февраля 2021 г. Российские средства ПВО отразили атаку на авиабазу Хмеймим в Сирии.

Из выше указанного следует отметить что, необходимость борьбы с низколетящими, мало скоростными и малозаметными целями как БЛА с каждым днём возрастает!

Исходя из этого вытекает необходимость борьбы с так называемыми БЛА «дрон-камикадзе».

По мнению экспертов, атаковавшие дроны, российскую авиабазу Хмеймим в Сирии, могли быть произведены только с применением технологий, доступных военным из промышленно развитых стран. Так как создание беспилотников такого класса невозможно в кустарных условиях.

При их разработке и использовании задействовались специалисты, прошедшие специальную подготовку в странах, производящих и применяющих комплексы с беспилотными летательными аппаратами.

Эксперты также обратили внимание на использовавшиеся самодельные боеприпасы, снаряженные поражающими элементами в виде металлических шариков.

Как отметил военный историк Дмитрий Болтенков, беспилотники не имели дистанционного управления и были запрограммированы перед стартом. Ввиду того что, имеющими силами и средствами РЛС ПВО и РЭБ при использовании данного способа появляются определенные трудности и как правило перехватить управление дронами, либо подавить его управление невозможно.

По сведениям источника «Коммерсанта», Атака велась в ночь на 6 января, организована она была боевиками «Ахрар аш-Шам» разношерстного движения салафитов, ставящих целью свержение центрального правительства в Дамаске и создание нового государства, построенного на принципах ислама.

В налете участвовали 13 кустарно собранных беспилотников: 10 в районе Хмеймима и еще три под Тартусом. Управление шестью дронами было перехвачено российскими средствами РЭБ, (это при способе, когда дроны управляются боевиками с земли), причем три из них удалось посадить, (еще три взорвались при посадке). Остальные семь, по заявлению Минобороны, сбили комплексы «Панцирь-С». Позднее Минобороны уточнило, что аппараты были запущены из района Муаззара в юго-западной части зоны дескалации в провинции Идлиб.

Фотографии одного из аппаратов и его боеприпасов, показанные российскими военными, производят впечатление продукции авиамодельного кружка среднего уровня компетентности. Аппараты запускались с дальности около 50 км и использовали GPS-аппаратуру навигации. Боевой нагрузкой служили самодельные боеприпасы. (Вот здесь мнения экспертов расходятся, поскольку выше было упомянуто «Создание беспилотников такого класса невозможно в кустарных условиях»)

Аналогичные аппараты в 2016 – 2017 годах широко применялись боевиками в Западном Ираке против сил международной коалиции и создали им массу проблем. Если сам принцип будет взят на вооружение не только террористическими группами, ограниченными в инженерных возможностях, но и военными крупными стран, то результат может существенно повлиять на облик современной войны.

Проблема борьбы с малоразмерными беспилотниками изучается специалистами войсковой ПВО уже довольно давно. К угрозе со стороны «массированного воздушного микронападения» относятся со всей серьезностью, при этом отмечая недостатки имеющихся в войсках средств ПВО. Кроме того, надо понимать, что тот «размерчик», который продемонстрировали боевики в ночь на 6 января под Хмеймимом, это еще довольно-таки солидный габарит для такого БЛА.

В перспективе необходимо быть готовым, особенно к налету куда меньших аппаратов. Российские военные делят небольшие дроны, на:

- мини-БЛА (до 50 кг);
- микро-БЛА (до 10 кг);
- и нано-БЛА (не более килограмма).

Размеры, низкая эффективная площадь рассеяния и малая скорость затрудняют применение современных комплексов ПВО против таких дронов. Определенные шансы возникают только против относительно крупных аппаратов, а также при использовании не вполне профильных радиолокационных средств, например РЛС артиллерийской разведки, предназначенных для определения трасс снарядов ствольной и реактивной артиллерии.

Также обнаружение БЛА возможно средствами радиотехнической разведки проще говоря, аппарат теоретически выдает себя за счет связи с землей и при работе бортовых радиолокационных средств (если они есть). Однако отмечается, что уровень сигнала небольших аппаратов, а также защита современных боевых БЛА таковы, что задача обнаружения дрона только по его собственной «радиодемаскировке» чрезмерно сложна.

Специалисты прямо пишут, что главным методом борьбы с малыми беспилотниками остается своевременное вскрытие позиций, с которых стартует БЛА и откуда ведется управление полетом, и упреждающее поражение их обычными огневыми средствами.

Для борьбы с малыми беспилотниками в полете требуются новые методы. Очевидным ходом становится совершенствование способов маскировки и рассредоточения войск. Особую роль приобретают средства РЭБ, которые воздействуют на дроны сразу по нескольким направлениям: подавляют или перехватывают каналы связи с наземными пунктами управления, ставят помехи бортовым средствам спутниковой навигации. В отношении малых, а тем более полукустарных образцов средства РЭБ особенно эффективны из-за отсутствия на этих БЛА аппаратуры противодействия.



Фото

некоторых самодельных БЛА примененные со стороны боевиков

Но, как уже отмечено выше, непосредственное поражение мелких дронов современными средствами ПВО крайне сложно, даже если учесть доработки информационных средств (широкополосная радиолокация, новые оптико-электронные системы, сети акустических датчиков и т.п.). Признается практически невозможным использование ракет комплексов ПВО малой дальности, а их стрелково-пушечного вооружения - только после усовершенствования (в частности, введения в боекомплект малокалиберных снарядов бесконтактного программируемого подрыва с поражающими элементами).

Поэтому перспективным направлением российские военные считают создание вооружения «на новых физических принципах». Это комплексы высокочастотного электромагнитного подавления, способные нарушать работы бортовой радиоэлектроники БЛА (и, в частности, уничтожать ее физически). В последние несколько лет в профильной прессе прошли аккуратно сформулированные публикации о российских опытно-конструкторских работах в этом направлении.

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**NUQTAVIY ZARYADNING TEKIS TAQSIMLANGAN ZARYAD BILAN O'ZARO  
TA'SIRLASHISH KUCHINI HISOBLASHDA INTEGRALDAN FOYDALANISH METODIKASI**

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**Annotatsiya:** *Ushbu maqolada nuqtaviy zaryadning tekis taqsimlangan zaryad bilan o'zaro ta'sirlashish kuchini hisoblashda integraldan foydalanish metodikasi haqida fikr yuritildi.*

**Annotation:** *This article discussed the method of using the integral in calculating the force of interaction of a point charge with a uniformly distributed charge.*

**Аннотация:** *В данной статье рассмотрен метод использования интеграла при расчете силы взаимодействия между точечным зарядом и равномерно распределенным зарядом.*

**Kalit so'zlar:** *nuqtaviy zaryad, chiziqli zichlik, kuch.*

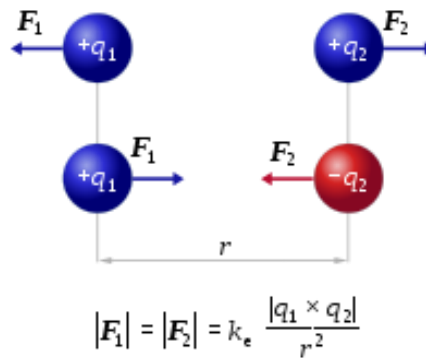
**Key words:** *point charge, linear density, force.*

**Ключевые слова:** *точечный заряд, линейная плотность, сила.*

### **KIRISH**

Nuqtaviy zaryad o'rganilgan masofaga nisbatan o'lchamlari ahamiyatsiz bo'lgan zaryadlangan jismni anglatadi. Bu xuddi moddiy nuqta kabi ideallashtirilgan tushunchadir.

Kulon qonuni fizikaning eksperimental qonuni bo'lib, u ikki harakatsiz, elektr zaryadlangan zarrachalar orasidagi kuch miqdorini aniqlaydi. Tinch holatda zaryadlangan jismlar orasidagi elektr ta'sir kuchi shartli ravishda elektrostatik kuch yoki Kulon kuchi deb ataladi. Qonun ilgari ma'lum bo'lsa-da, u birinchi marta 1785-yilda fransuz fizigi Sharl Augustin de Kulon tomonidan nashr etilgan. Kulon qonuni elektromagnitizm nazariyasini ishlab chiqishda muhim ahamiyatga ega edi, ehtimol uning boshlang'ich nuqtasi deyish ham muqim, chunki u elektr zaryadining miqdorini mazmunli muhokama qilish imkonini beradi.



### 1-rasm. 2 ta zaryad orasidagi o'zaro ta'sir kuchi.

Ikki  $q_1$  va  $q_2$  nuqtaviy zaryadlar orasidagi  $F$  elektrostatik kuchning kattaligi zaryadlar kattaliklarining ko'paytmasiga to'g'ri proporsional va ular orasidagi masofaning kvadratiga teskari proporsionaldir. Bir xil ishorali zaryadlar bir-birini itaradi va qarama-qarshi zaryadlar o'zaro tortishadi(1-rasm).

$$|F| = k \frac{|q_1| \times |q_2|}{r^2}$$

Bu yerda  $k$  Kulon doimiysi ( $k = 9 \times 10^9 \text{ N}\cdot\text{m}$ ).



2-rasm. Sharl Augustin de Kulon

### METODOLOGIYA

Bizga rasmda ko'rsatilganidek to'g'ri burchak ostida bukilgan cheksiz uzun,  $\tau$  chiziqli zichlik bilan zaryadlangan bir jinsli tayoqcha berilgan bo'lsin. Bir jinsli tayoqchanning gorizonta qismi bilan bir to'g'ri chiziqda yotuvchi bukilgan qismidan biror  $a$  masofada joylashgan  $Q$  nuqtaviy zaryadga ta'sir qiluvchi kuchni topish masalasini qarab chiqamiz.

Bu masalani yechish uchun quyidagicha yo'l tutamiz:

Dastlab tayoqchanning vertikal va gorizonta qismlarining  $Q$  zaryadga alohida ta'sir kuchlarini vektor ko'rinishida qo'shib ta'sir qilayotgan natijaviy kuchni topamiz. [1,2]. 1-holatda tayoqchanning vertikal qismning ta'sirini ko'rib chiqamiz. Bunda ta'sirni to'liq namoyon qilish uchun 3-rasmda ko'rsatilganidek qilib chizib olamiz.

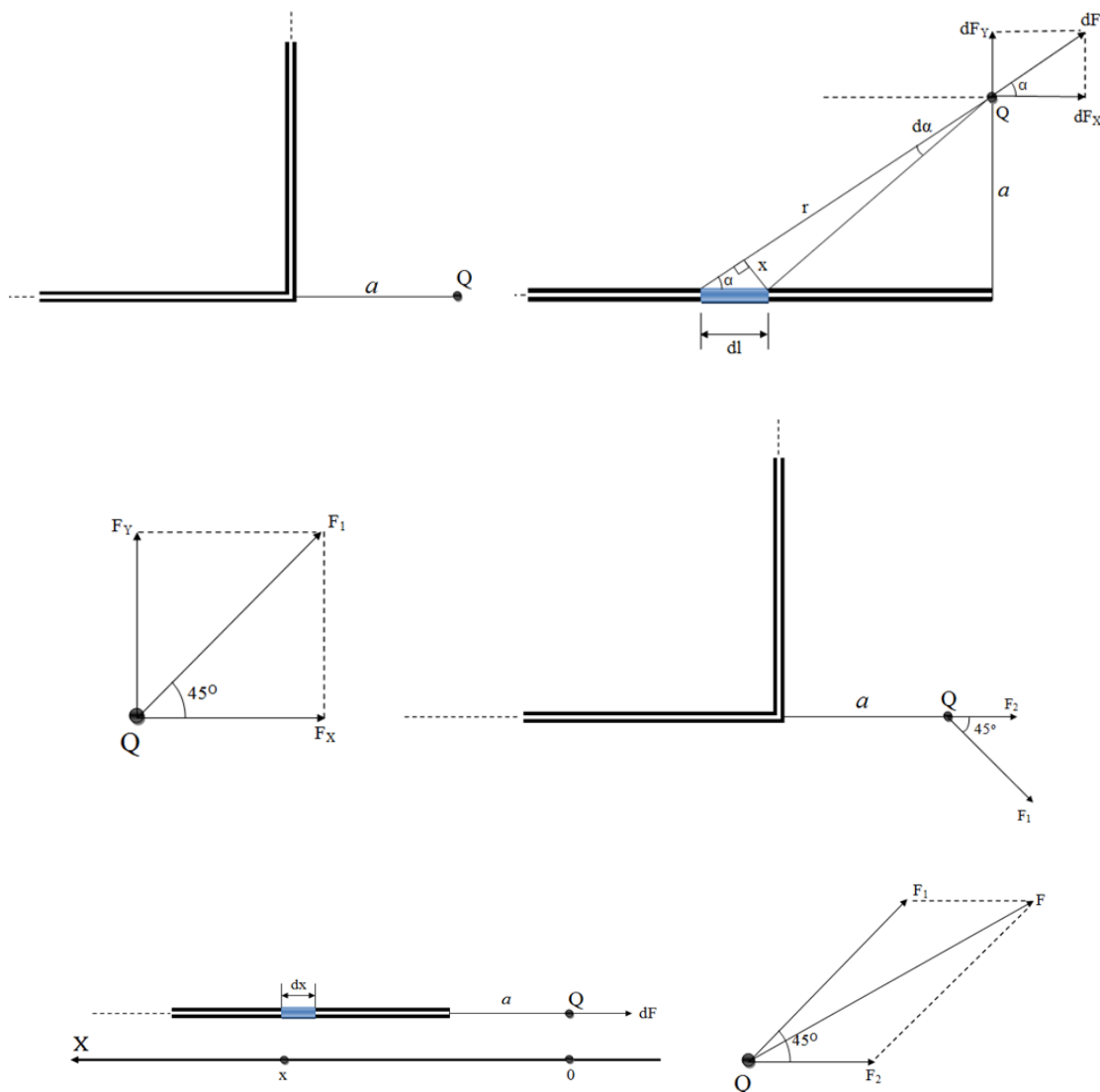
Tayoqchanning dl bo'lagini tanlab olib, uning  $Q$  nuqtaviy zaryadga ta'sir kuchini yozamiz:

$$dF = k \frac{Qdq}{r^2}$$

uning X va Y o'qlariga proeksiyalab olamiz. Bu kuchlarni 3-rasmda ko'rsatilganidek alohida chizib olib,  $F_x$  va  $F_y$  ning natijalovchisi bo'lgan  $F_1$  kuch  $90^\circ$  burchakni teng ikkiga bo'lishini va  $\alpha = 45^\circ$  ekanligini ko'rsatib o'tamiz. Chizmadan ko'rinib turibdiki, to'g'ri burchakli uchburchak uchun burchak sinusini yozamiz,

$$\sin \alpha = \frac{x}{dl}; \sin \alpha = \frac{a}{r}; d\alpha = \frac{x}{r};$$

$\tau = \frac{dq}{dl}$  - uzunlik birligiga to'g'ri keluvchi zaryad miqdoriga teng bo'lgan kattalik bo'lib zaryadning chizig'iy zichligi deyiladi. Bu ifodani inobatga olib, quyidagini hosil qilamiz (3-rasm):



**3-rasm. To'g'ri burchak ostida bukilgan zarydalangan cheksiz tayoqchanning nuqtaviy zaryadga ta'siri.**

$$dF = k \frac{Q\tau}{a} d\alpha \quad \begin{matrix} dF_x = dF \cos \alpha \\ dF_y = dF \sin \alpha \end{matrix}$$



Bunda, dl bo`lak tayoqchanning cheksiz uzun qismida bo`lsa,  $\alpha$  burchak  $0^\circ$  kamayib boradi va akasinch, chekli tarafida bo`lsa,  $\alpha$  burchak  $90^\circ$  gacha ortib boradi.  $0^\circ \leq \alpha \leq 90^\circ$

Zaryadga ta`sir qiluvchi kuchning  $x$  va  $y$  o`qlaridagi proeksiyalarini  $\alpha$  bo`yicha integrallab topamiz.

$$F_x = \int_0^{\frac{\pi}{2}} dF_x = k \frac{Q\tau}{a} \int_0^{\frac{\pi}{2}} \cos \alpha d\alpha = k \frac{Q\tau}{a} \quad F_y = \int_0^{\frac{\pi}{2}} dF_y = k \frac{Q\tau}{a} \int_0^{\frac{\pi}{2}} \sin \alpha d\alpha = k \frac{Q\tau}{a} \quad \tau = \frac{dq}{dx}$$

Bu yerda  $a \leq x \leq a+l$  gacha o`zgaradi, l-tayoqcha uzunligi.

3-rasmdan ko`rinib turibdiki,

$$F_x = F_y.$$

$$F_2 = \int_a^{a+l} dF = kQ\tau \int_a^{a+l} \frac{dx}{x^2} = kQ\tau \left( \frac{1}{a} - \frac{1}{a+l} \right) = k \frac{Q\tau}{a} \quad l \gg a \quad dF = k \frac{Qdq}{x^2}$$

$$F_1 = \sqrt{F_x^2 + F_y^2} = \sqrt{2} k \frac{Q\tau}{a}$$

2-holatda gorizontal qismning ta`sirini qarab chiqamiz. Bunda 3-rasmdan ma`lumki parallelogramning dioganali  $F$  ni topishimiz kerak. Buning uchun kosinuslar teoremasidan foydalanamiz[3,4,5,].

$$F = \sqrt{F_1^2 + F_2^2 + 2F_1F_2 \cos 45^\circ} = \sqrt{5} \frac{kQ\tau}{a}$$

Oxirida hosil bo`lgan formula to`g`ri burchak ostida bukilgan chiziqli zaryadlangan tayoqchanning nuqtaviy zaryadga ta`sirini ifodalaydi. Bunday masalalarni yechish orqali talabada integraldan foydalangan holda masalalarni yechish ko`nikmasi hosil bo`ladi. Shunday masalalarni yechish talabalarga ko`proq o`rgatilsa, o`zlashtirish qiyin bo`lgan Nazariy fizikaning Elektrodinamika bo`limini o`zlashtirishda yengillik tug`diradi.

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## ADVANTAGES OF TAX CREDITS IN INCREASING THE PROFITABILITY OF COMMERCIAL BANKS

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**Abstract:** *This article deals with the changes aimed at creating market relations in the economy of our republic, implementation of monetary and credit policy, deficiencies in the mechanism of taxing the income (profit) of commercial banks and suggestions and recommendations aimed at their elimination.*

**Key words:** *financial policy, budget revenues, budget expenditures, tax policy, commercial banks, monetary policy, income (profit), tax mechanism, expenditure financing, tax burden.*

Changes aimed at creating market relations are being observed in the economy of our republic. Strengthening the independent financial policy of the budget system of the republic, carrying out a consistent tax policy that ensures the replenishment of budget revenues and encourages practical activity, as well as improving the poor financial condition of enterprises and organizations, especially commercial banks, and developing their entrepreneurial and investment activities, is intended to be formed by

Creation of a completely new banking system in the republic will make it possible to conduct an independent monetary and credit policy. The establishment of a two-tier banking system under the leadership of the Central Bank of the Republic of Uzbekistan corresponds to the needs of the republic to achieve economic independence and transition to market relations.

At a time when market relations are gradually forming and developing in the economy, the issues of generating income (profits) of commercial banks and regulating their activities are of particular importance. The formation of income (profit) of commercial banks mainly depends on the wide range of their activities, high-level service methods and several other problems. Today, the formation of the income of commercial banks, ensuring their high income (profit), improving the quality and reliability of the services provided by them, ensuring the liquidity of commercial banks and bank loans and deposits it is necessary to positively solve issues such as reducing the associated risk.

A positive solution to the issue of regulating their activities can be implemented mainly in two different ways. In particular, the Central Bank plays an important role in regulating the activities of commercial banks, and the economic regulations established by it are of great importance. At the same time, one of the most civilized ways to regulate the

activities of commercial banks is taxes. This economic instrument of regulation applies to all economic entities, including commercial banks.

There are several shortcomings in the mechanism of taxation of income (profit) of commercial banks. The intended results cannot be achieved through the use of tax incentives, their effectiveness does not fully meet the requirements of the market economy. The existence of such cases requires the need to continue scientific research in this area.

At the same time, several practical activities on tax doctrine are being conducted in the republic. In the central part of the financial policy, there are issues of gradual reduction of the tax burden on taxpayers, including commercial banks, development of production through tax relief, stabilization and balancing of macroeconomic indicators.

In fact, the trend of gradual reduction in income tax rates can be considered as one of the important things to reduce the tax burden for taxpayers. But despite this, there are various problems regarding determining the object of taxation of republican bank income. Although it has not been long since the tax on the income of commercial banks is fully collected to the budget, it has become clear that there are several shortcomings in this tax mechanism. It is very important to develop some suggestions for analyzing and solving these shortcomings.

There is no doubt that commercial banks must have sufficient income to finance their expenses. A certain part of these revenues is obtained by commercial banks by providing the following paid services:

- providing cash register service to customers;
- preparation and delivery of funds in advance for payment of wages to clients;
- providing customers with financial analysis;
- storage of valuable items of enterprises and residents;
- conclusion of various contracts on behalf of the client and based on his assignment;
- transfer of funds based on the client's order, etc.

We can witness that a lot of progress has been made in this regard in recent years.

To date, separate regulatory documents regulating the taxation of commercial banks have been developed in our country, and a taxation mechanism has been formed. But at the same time, the following are important for further improvement of the mechanism of taxation of commercial banks:

1. For commercial banks, instead of the current income tax, it is appropriate to introduce a profit tax, like other business entities, and to establish a differentiated rate depending on the composition of the income. In order to correctly solve the issues of taxation, when determining the economic nature of the profits of commercial banks, it should be taken into account that at least the following characteristics are characteristic of them:

- although commercial banks are not the owners of the accumulated funds, they

invest these funds in the working capital of other operating economic entities and receive profit in the form of interest. Therefore, interest is the main source of their profit, and a part of it is used to cover transaction costs;

- the profit of commercial banks always has the form of a separate commodity, that is, the form of money. That is why it never loses its commodity substance;

- the peculiarity of the profit of commercial banks is that if in the production sector transaction costs are covered by variable capital, then in commercial banks transaction costs are fully covered by interest. As a result, interest earned in commercial banks is formed as the difference between transaction costs.

2. It is expedient for the Central Bank of the Republic of Uzbekistan to reconsider the issue of payment of the fixed amount of fees for the compulsory reserves of commercial banks. The reduction of this amount leads to an increase in the free resources of commercial banks, which ultimately leads to an increase in the income of commercial banks, as well as an increase in tax revenues.

3. After the transfer of commercial banks to the profit tax, two main tasks are set before them: to provide the state budget with a certain amount of income, and at the same time not to extinguish their interest in the results of their activities. There should be a reasonable ratio between these two tasks so that it can be successfully performed in any situation. If more attention is paid to one of the two tasks, it will lead to failure of both tasks. For this, it is necessary to ensure that the tax rates on the profits of commercial banks are not high.

4. As a result of non-repayment of loans given by commercial banks, there are cases of compensation by sale of mortgaged property. In this case, the enterprise that did not provide the loan obligation when the pledge holder gives the pledge to the bank, after the pledge is sold, the commercial bank is considered the payer of value added tax. Exemption from value added tax on the sale of mortgaged properties is effective in financing the economy by quickly reimbursing resources spent on non-returned loans and re-giving these resources as loans to economic entities.

Analyzing the methods and methods of taxing income (profit), first of all, foreign and Uzbek economists and financial scientists and specialists show the scientific research works on economy, taxes, including taxes on income (profit). important indicators should be given importance. Laws adopted by the Oliy Majlis of the Republic of Uzbekistan, decisions of the Cabinet of Ministers of the Republic of Uzbekistan, normative documents of the Ministry of Finance of the Republic of Uzbekistan and the State Tax Committee of the Republic of Uzbekistan form the basis of the main methods and methodologies for taxation of commercial banks. .

Benefits excluded from the taxable base when calculating income tax in commercial banks are of great importance in their activity. As a result of these benefits, a part of the income of commercial banks is exempted from taxation, allowing them to increase their investment funds, update their fixed assets, introduce new technical means for service and

work performance activities, and use these funds as a source of financial working capital, will have the opportunity to increase.

Benefits excluded from the taxable base when calculating income tax in commercial banks are as follows:

- written, but not received interest on the given loans, where the unpaid interest is written off based on special instructions issued by the Central Bank of the Republic of Uzbekistan.

- the difference between the sale and nominal value of the shares issued by the bank (except for cases where the shares are sold during the formation of the charter capital, and the amount of such a difference is considered an additional investment of the bank);

- dividends received on shares, bonds and other securities belonging to the bank, where dividends are paid at the source of payment in the amount of 15% of the amount of the dividend, except for dividends on state securities and bonds;

- the difference between the sale and purchase prices of bank-owned securities, including government securities.

Also, commercial banks of the Republic of Uzbekistan are entitled to tax concessions according to the Tax Code of the Republic of Uzbekistan and income (profits) from the repair and restoration of cultural monuments;

- on the income from the repair and restoration of historical and cultural monuments;

- on incomes (profits) received from maintenance, repair and reconstruction of public highways;

Factors affecting the income of commercial banks can be divided into the following categories:

- interest received on loans granted (on loans granted to enterprises and organizations and on loans granted to other banks);

- income received from the foreign exchange market and securities transactions;

- commissions received from services rendered to clients and banks;

- received fines and fines;

- other income.

Improvement of taxation of income (profit) of commercial banks should be implemented in several directions. It is appropriate to change the object of taxation in the mechanism of taxation of income: (profit) of commercial banks. "Transition from income tax to tax on profits will create opportunities for production while reducing the tax burden." The increase in the amount of retained earnings will not only strengthen their financial situation, but the main production at their own expense will be created to meet the requirements of an important economic direction. It also leads to the provision of loans to enterprises and organizations and further development of investment activities, which serves as a basis for structural changes in production in terms of production and technology.

Accordingly, we believe that the object of taxation in commercial banks should be their profit, not their income.

Because usually the salary is valid as an expense until it appears as income. Salary can never and never be considered profit from the point of view of the interests of commercial banks. This indicator can be considered as income only for bank employees.<sup>16</sup>

Based on the above, we would like to give the following suggestions and recommendations to increase the profitability of commercial banks<sup>17</sup>:

Encourage customers to use savings accounts and certificates of deposit to increase interest income.

Adjust the fixed deposit interest rate to increase or decrease customer deposits as needed.

Using customer deposits to carry out low-income lending activities such as home mortgages and small business loans.

If the above-mentioned ideas and considerations are applied in the activity of commercial banks, the tax burden will decrease, the profitability, efficiency, and capital adequacy indicators of banks will be higher than the established norms.<sup>18</sup>

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**УДК 614.843.2**

**УСТРОЙСТВА ДЛЯ РАБОТЫ С ПОЖАРНЫМИ РУКАВАМИ**

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**DEVICES FOR WORKING WITH FIRE HOSES**

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**Аннотация:** В статье рассматриваются устройства для очистки напорных пожарных рукавов в процессе тушения пожаров от различных загрязнений, с использованием переносной интенсивной мойки.

**Ключевые фразы:** мойка, интенсивная, нарез подачи воды, напор воды.

**Abstract:** The article discusses devices for cleaning pressure fire hoses in the process of extinguishing fires from various contaminants, using portable intensive washing.

**Key phrases:** washing, intensive, water supply cut, water pressure.

After extinguishing a fire or after training in fire and rescue units, and hose stations, dirty hoses must be cleaned of dirt. To do this, fill the bathtub with water or detergent. The size of the metal bath should be 0.5 m high, 1.5 m wide and 6 m long. The edges of the bath are covered with materials with a lower friction coefficient and a garbage disposal device is installed at the bottom of the bath. After wetting the sleeve in the bath, they are



fed into the sleeve washing machine. The washing machine consists of a centrifugal disk or cylindrical brush and a liquid supply device.

Prompt and intensive cleaning of various contaminants from fire hoses accumulated in the process of extinguishing fires is possible using a portable intensive washing machine. Due to the small weight of the device, the use of compact and mobile equipment is possible directly at the fire extinguishing site.

This article outlines new devices developed by the teaching staff of the Academy of the Ministry of Emergency Situations of the Republic of Uzbekistan for cleaning dirt from fire hoses of various sections (51, 66, 77). Fire hoses become heavily contaminated after fire and rescue operations; to return them to their previous combat position, it is necessary to clean them under an intense flow of water. Cleaning dirt from fire hoses with water is a portable device for washing fire hoses. This device is designed to quickly and effectively clean the surface of a fire hose from various types of contaminants. The device is useful for cleaning the hose most often used in fire and rescue units with a cross-sectional diameter of 51, 66, 77 m and others (Fig. 2).

Intensive washing for fire hoses is convenient during operation; it can be connected to a water supply system, a fire truck and other sources of water supply.

Overall dimensions of intensive washing: length – 28.5 cm, width – 29.5 cm, height – 27.5 cm. (Fig. 1)

The outer and inner parts of the sink were made of 0.8 mm thick metal, the inside was treated with an anti-corrosion coating, and the outside was treated with waterproof paint.

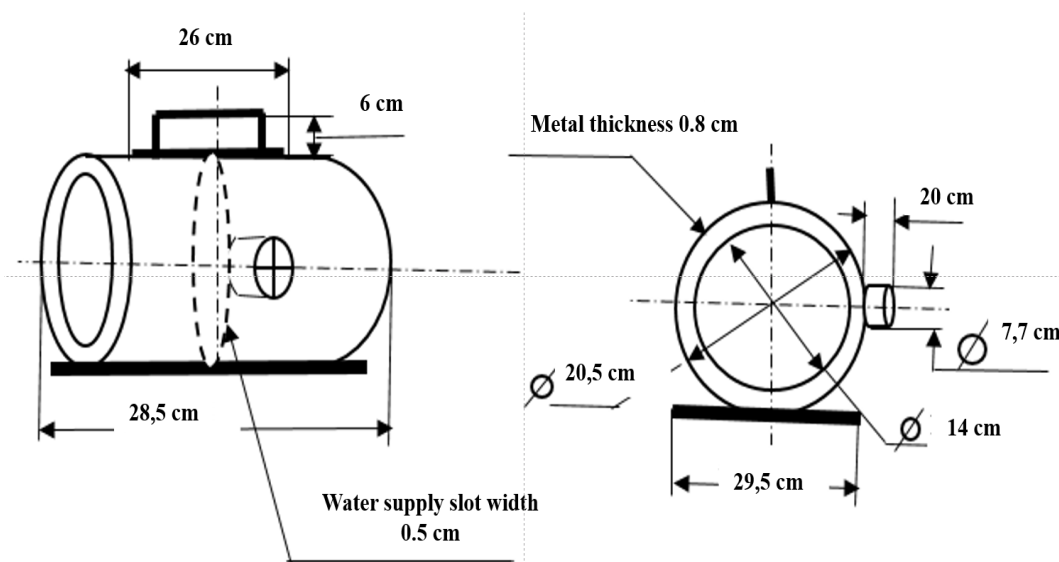


Fig.1. Main dimensions of intensive cleaning fire hose

In the 6.5 cm thick gap between the inner and outer parts, water flows with high pressure depending on the water pressure. The body has two side openings: an outlet (left for supplying a dirty hose) and an inlet (right for receiving a clean hose), for supplying fire hoses with spray threads 0.5 cm wide along the inside with a thread slope of 45° to the left.



Rice. 2. General view of the device for intensive washing of fire hoses.

Water is supplied under pressure from 1.0 to 4.5 atm. from the outer coupling head (GM), when a dirty hose is fed from the left side, under the pressure of water, the hose itself is pushed off and comes out on the right side, we clean it. The sink body is equipped with a handle for ease of carrying and an inlet with a coupling connecting head (GM-77). At the bottom there is a support made of solid metal 0.8 cm thick to support intensive washing. In addition, to ensure that intensive washing remains stable when water is supplied with high pressure, it weighs 25 kg.

Calculation of water consumption, time spent washing one hose and cleaning speed are calculated using well-known formulas [1,2].

The area of the water supply cut inside the sink along the internal diameter is determined by the following formula:

$$\omega = 2 \pi r, \text{ m}^2 \quad (1)$$

where  $\pi$  is the ratio of the circumference to the diameter of the circle,  $\pi=3.14$

$$\omega = 2 * 3,14 * 7 = 43,96 = 0,0044 \text{ m}^2.$$

Water supply speed to devices [1]

$$V = \sqrt{2 gH} \text{ m/c} \quad (2),$$

where  $g$  is the acceleration of free fall of the body,  $g = 9.81 \text{ m/s}$

$H$  – water pressure at the entrance to the sink, m.

Water consumption is determined by the following formula:

$$Q = V \omega, \quad (3).$$

The calculations performed showed the effectiveness of the development, the time for cleaning the dirt of the sleeve is reduced several times, so if manual cleaning using a bathtub and washing machine, the time spent is 5-7 minutes, and with the developed intensive washing device it is only 10 seconds.

Water consumption for manual cleaning using a bathtub and washing machine is 2000 - 3000 l, and for intensive washing it is 130 l/sec.

Thus, the developed cleaning device for washing fire hoses quickly and effectively cleans the surface of the fire hose from various types of contaminants.

It is proposed to equip fire and rescue units with fire hose washing devices included in the set of fire-fighting equipment.

The teaching staff of the Academy of the Ministry of Emergency Situations of the Republic of Uzbekistan continues to improve the fire hose washing device with newer developments.

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УДК: 614.849

**СОВЕРШЕНСТВОВАНИЕ ТЕПЛОДЫМОКАМЕРЫ ДЛЯ ПОДГОТОВКИ ЛИЧНОГО СОСТАВА ГАЗОДЫМОЗАЩИТНОЙ СЛУЖБЫ МЧС РЕСПУБЛИКИ УЗБЕКИСТАН**

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**Аннотация:** В статье рассматриваются особенности применения учебно-тренировочного комплекса (теп- лодымокамера) для подготовки личного состава газодымозащитной службы МЧС Республики Узбекистан. Проведение занятий по его использованию, позволило выявить положительные аспекты данного комплекса, а также имеющиеся недостатки в проведении занятий без дополнительного оборудования теплодымокамеры.

**Ключевые слова:** теплодымокамера (ТДК), средства индивидуальной защиты органов дыхания и зрения (СИЗОД), газодымозащитная служба (ГДЗС).

**IMPROVEMENT OF THE HEAT AND SMOKE CHAMBER FOR PREPARATION OF PERSONNEL OF THE GAS AND SMOKE PROTECTION SERVICE OF THE MINISTRY OF EMERGENCIES OF THE REPUBLIC OF UZBEKISTAN.**

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**Annotation:** The article discusses the features of using a training complex (heat and smoke chamber) for training personnel in the gas and smoke protection service of the Ministry of Emergency Situations of the Republic of Uzbekistan. Conducting classes on its

*use made it possible to identify the positive aspects of this complex, as well as the existing shortcomings in conducting classes without additional heat and smoke chamber equipment.*

**Key words:** *heat and smoke chamber (TDK), personal respiratory and vision protection equipment (RPPE), gas and smoke protection service (GSPS).*

## INTRODUCTION

Improving different models of training in the gas and smoke protection service is one of the important forms of training for personnel of fire departments. When using a heat smoke chamber (TSC) in the annual training process of duty guards and fire extinguishing services, it will always be one of the first directions in the training of EMERCOM employees. If we compare old and recently improved ones according to all standards, TDC differs greatly in equipment, devices, and various load factors on gas and smoke protectors [1].

Every day, gas and smoke protection workers work in a complex and extreme process of specialization of their activities. Constant factors affecting the gas and smoke protector while in the VAT with the use of personal protective equipment for the respiratory and visual organs (at high - temperature loads and high humidity; lack of visibility of the premises; rapid and abrupt change of positions in the fire from one to another, etc. [ 2-4].

The heat and smoke chamber leads, in the process of special and general training of gas and smoke protectors, to the conditions of a real combat situation, which could be a real fire and emergency. A thermal smoke chamber (TDK) is a training complex that simulates a realistic fire situation and facilitates the training of fire control units. Thermal adaptation to elevated temperatures is carried out to create a training effect for both junior and middle management of fire departments [5].

The effective task of the fire protection unit becomes a factor influencing the performance of special work in case of fire, greatly reduces the spread of fires and losses from them, and ensures the safety of firefighters.

Operational efficiency is achieved:

- modern level of development of material and technical equipment;
- professional skills of gas and smoke protection workers;
- a high level of organization of operational-tactical actions of the fire department during a fire or emergency, realizing the capabilities of modern technology.

The need for the development of GSPS are:

- provision of GSPS units with all necessary equipment;
- in increased efficiency and improvement in non-standard GSPS in departments;
- in increasing the effect of the organization for extinguishing fires by the GSPS unit in the VAT using RPE;
- study of preparations using TC, TDK and GSPS bases. [6,7]

Purpose of the study. It is necessary to use the existing training complex (heat-smoke chamber) on the territory of the Ministry of Emergency Situations of the Republic of Uzbekistan to improve the units of the gas fire control system and control them during a fire.

To achieve this goal, the following tasks were set:

1) analyze the training complex and the heat and smoke chamber in the Ministry of Emergency Situations of the Republic of Uzbekistan and assess how they affect the training of employees;

2) find disadvantages or advantages in the operation of this TDK.

Results and discussion

The analysis of the heat and smoke chamber at the Ministry of Emergency Situations of the Republic of Uzbekistan allowed us to conclude that the training of employees is not carried out in full, since there are not enough different simulators for this training. Many fire departments do not have fire training departments and therefore everyone goes to the neighboring city for training. Traveling to a neighboring city requires a lot of time and effort of personnel, and also leads to losses and waste of the unit's budget funds for refueling special equipment and vehicles.

In our opinion, training in the heat and smoke chamber in the unit takes place as usual and without additional novelty, regardless of modern technologies.

We made a comparison with different heat and smoke chambers of different departments and identified many shortcomings in the design of the heat and smoke chamber and the training complex in general. They do not meet all the requirements that modern technology requires.

Conducting training in a smoke chamber is aimed at developing psychological readiness to act in extreme situations. The situations simulated during training are as close as possible to the real conditions of operational-tactical work, including elements of risk, prolonged maximum physical and emotional stress.

- A modern smoke chamber consists of:

- - labyrinth (orientation simulator), on two levels;
- - an area simulating the evacuation of people from elevator shafts;
- - smoke generator using safe smoke;
- - two-way communication systems;
- - video surveillance and tracking systems;
- - systems for creating sound and light effects;
- - supply and exhaust ventilation systems.

- - List of simulation tools and simulators:

- - "victim" simulator;
- - "fire source" simulator;
- - "pipeline section" simulator;
- - "reservoir" simulator;

-- “switch” simulator [8].

To prepare for practicing exercises on orientation, movement and behavior in extreme situations and dense smoke, the construction of a modern “Labyrinth” simulator is required.

In this simulator, gas and smoke protection workers are tasked with negotiating a complex labyrinth in conditions of smoke, limited visibility, and noise exposure. In the process of overcoming a projectile, personnel practice working skills in a smoky environment, and improve the ability to navigate in a complex unfamiliar environment that arises during movement in the presence of external effects of a fire (noise, smoke, light, etc.). The length of the route is 100 - 150 m. The number of different route options is 4.

Based on the results of the study, we identified the main shortcomings in the educational and training complex (thermal smoke chamber):

1) It is necessary to develop a project for the construction of a new building and complex for training GSPS employees;

2) Even though the old heat and smoke chamber prepares employees very well for professional activities, it is necessary to develop a new one with the Labyrinth simulator.

3) Adaptation to psychophysiological stress when rescuing people in an unbreathable environment using a heat and smoke chamber leads to positive dynamics in the preparation of a gas and smoke protector.

### **CONCLUSION**

The most effective tool in the process of training firefighters will be a heat and smoke chamber, but often modern equipment is not available in each division of the special State Fire Service or is located in other neighboring departments of the Ministry of Emergency Situations of the Republic of Uzbekistan. Thus, if we look at the problem more broadly, it is necessary to improve heat and smoke chambers and develop and improve training methods for gas and smoke protectors and fire extinguishing managers in the VAT.

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**DEYKTIK BIRLIKLARNING REFERENSIAL XUSUSIYATLARI**

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**Annotatsiya:** *Mazkur maqolada deyktik birliklarning referensial xususiyatlari olimlarning nazariyalari asosida yoritiladi. Shuningdek, atoqli otlarning referensial jihatlari misollar asosida tahlil qilinadi.*

**Kalit so'zlar:** *refersiya, atoqli otlar, semantik nazariya, belgi, mazmun*

Matnning referensial xususiyati deyxsis nazariyasi bilan bog'liq sanaladi. U.Montegyu, P.Strosenlar fikricha, pragmatikaning tadqiqot predmeti hisoblangan deyktik iboralar ("men", "sen", "bu yerda", "hozir" kabilar) matn mazmunini ochib berishda ahamiyatlidir [1]. Deyksis hodisasi nutqiy tuzilmalarda shaxs, makon, zamonga ishora ma'nolari bilan alohida e'tiborni tortadi. Ulardan makonni ifodalovchi deyktik birliklar (bu yerda, u yerda, shu yerda, o'sha yerda kabi) makon referensiyasida ma'lum makon mo'ljali haqida aniq tasavvur uyg'otadi.

Olimlar referensiya nazariyasini uzoq vaqtlardan buyon tadqiq etib kelayotgan bo'lsa-da, deyktik birliklarning fonologik, kognitiv, pragmatik jihatlari o'z yechimiga yetgani yo'q. Semantik referensiya nazariyasi asoschisi deyxsisni uch tomonlama tadqiq etib, uch unsur: belgi, ma'no va mazmun tartibini belgilaydi [2]. Belgi yoki nom ma'no yordamida mazmunni aks ettiradi. So'z ma'nosi talaffuz qilinayotgan nom bo'lsa, mazmun o'sha predmetning o'zidir. Turlicha qo'llangan nomlar bir mazmunga ega bo'lishi ham mumkin. Masalan, "Aristotel" ismi "Makedonskiyning ustoz"i yoki "Platonning shogirdi" degan ma'nolarni bildiradi. Nomlar borliqdagi aniq mavjud sub'yekt va ob'yektni bildirib keladi. "Pegas", "Gogas", "Odissey" kabi oddiy nomlar ham mavjud bo'lib, ular ma'noga ega (ya'ni, atoqli ot xolos), lekin mazmunga ega emasligi ta'kidlanadi [3].

B.Rassel o'z tadqiqotlarida G.Fregening semantik nazariyasini tanqid qilganligini kuzatamiz, jumladan, olim kundalik nutqda atoqli otlar kam qo'llanilishini hamda atoqli otlarning referenti aniq yakka predmet yoki yakka shaxs deb bo'lmasligini ta'kidlaydi [4]. Bu borada o'zbek tilshunos olimi Sh.Safarov ham agar atoqli otlarning referenti yolg'iz shaxs deb qaralsa, B.Rasselning "Principa matematica" asarining muallifi degan mazmunda tushunishimiz mumkin emasligini, chunki B.Rassel bu asarda hammuallif sanalishini aytadi [4]. Tadqiqotlarda ko'rinadiki, referensiya nazariyasida atoqli otlar o'zida ma'lum ma'no va mazmunni kasb etishi ularni kengroq tadqiq etishni taqozo etadi.

B.Rasselning ishlarida referensiyani yoritishda propozitsional mantiqiy funksiyani qo'llagani kuzatiladi. U "Men odamni uchratdim" (bu yerda qandaydir aniq odamni uchratganini nazarda tutadi), "Men X ni uchratdim va X — bu odam" deb, X o'rniga qandaydir ism qo'yilsa propozitsiya mazmuni chin, agar ism qo'llanilmasa propozitsiya yolg'onligini e'tirof etadi [4].

Lison falsafasi va matematikaning ayrim sohalari bo'yicha tadqiqotlar olib borgan M.Dammit fikricha, semantik nazariya referensiya bilan birga til munosabatlarini ham o'rganadi. Munosabatlar to'g'ri kelgandagina, gap mazmuni haqiqiyliigi, ya'ni ma'noning nutqdagi voqelanishi bilan mos kelishini aniqlaydi va unga ko'ra gaplarning chinligini aniqlovchi ma'no nazariyasining o'zagi, ya'ni yadrosini "referensiya nazariyasi" tashkil etadi deb izohlaydi [5]. Referensiya nazariyasi nutqqa kiritilgan nomlovchi lisoniy birliklarning borliqdagi ob'yektga munosabati, bog'liqligi deb ta'riflanib, referensiya hodisasi mazmuniga so'zlovchining maqsadi, hissiyoti, nutq yo'nalishi, suhbatdoshlarning bilimi, lisoniy faoliyat niyati tushunchalari kiritiladi [1]. So'z va boshqa lisoniy birliklar, eng avvalo, nutqda qo'llash uchun mo'ljallanayotgan predmet va hodisani nomlash, ifodalash uchun xizmat qiladi. Ma'no til birliklarining voqelik bilan munosabatini, referensiya til birliklarining ob'yekt bilan munosabatini aks ettiruvchi hodisa sanaladi.

G.Frege va B.Rassellarning konsepsiyalaridagi farq shuki, G.Frege nom va tagma'noni sinonim tushuncha, nomlar ma'no yordamida ob'yektning denotativ mazmunini ochib beradi deb hisoblaydi. Rassel nazariyasi esa medial mazmunni aks ettirmay, balki bunda propozitsiyalarning aniq konstituyentlari belgilari sifatidagi frazalarning muhokamalaridan kelib chiquvchi mavhum ma'noning muammolarini hal qiladi.

Keyinchalik S.A.Kripke referensiyani tadqiq etish jarayonida uni ikkiga bo'lib so'zlovchi nutqining matni va lisoniy niyati, ikkinchisini – til konvensiyasi deb farqlaydi [6].

Referensiyaning pragmatik konsepsiyalari tilda semantik, nominativ va deyktik nazariyalarga bo'lib o'rganiladi [7]. Ular til birligi va qayd etilayotgan ob'yekt o'rtasidagi bog'lanish qaysi tipdagi munosabatga kirishishiga ko'ra farqlanadi.

Semantik nazariyada referensiya atoqli otlar hisobiga kengayadi. B.Rassel tilshunoslikka atoqli otlar yashirin deskriptiv xususiyatga ega degan fikrni olib kirdi va ularning denotati yagona predmet sifatida qaralishini ta'kidlaydi [8]. Masalan: Abdulla Qodiriy atoqli oti o'zida "O'tkan kunlar" asari muallifi deskripsiyasini yashiradi.

Xulosa qilib aytilganda, atoqli otlar deyktik xususiyatlar kasb etib, bunda bolalar nutqi, kattal nutqida o'ziga xos ifodalanadi. Uning bu jihatlari deyksisning fonologik xususiyatlarini ham tadqiq etishga zamin bo'ladi.

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**BUDGET-TAX POLICY AS A MEANS OF STATE REGULATION OF THE MARKET  
ECONOMY**

<https://doi.org/10.5281/zenodo.10055452>

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**Abstract:** *This article describes tax as the economic basis of state activity, national characteristics of tax systems, practical knowledge of tax policy and tax theory, budget-tax policy as a means of state regulation of the market economy, and suggestions for improving tax policy.*

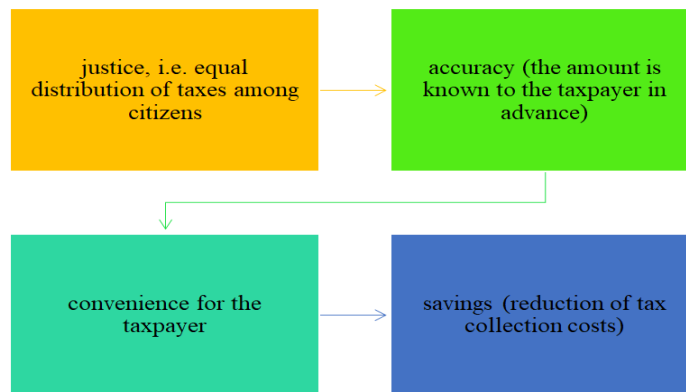
**Key words:** *tax system, tax policy, principle of simplicity, budget expenses, principle of transparency, principle of flexibility, principle of economic neutrality, principle of equality of obligations, principle of convenience, principle of justice, tax rules, tax benefits.*

In order to understand the tax system, it is necessary to analyze the concept of tax and its manifestation in state activities, because tax policy should be based on the theory of taxes.

The history of taxes goes back thousands of years, they are summarized in three stages. The first stage is the formation of taxation in the ancient world and the Middle Ages, characterized by the unsystematic nature of tax payments. In ancient Rome, the amount of tax was determined by the financial status of an individual. The 16th century is famous for the introduction of regalia (forest, coin) in Europe.

Thus, we take tax as the economic basis of state activity. The question arises: can such a value be measured? Yes, they take into account the share of the country's budget expenditures in the total volume of the product created in the country or calculate the share of all tax revenues in GDP (tax burden). How to determine the size of state budget expenditures? Everything depends on the tasks and goals of the state. In fact, tax is of special importance in the state budget. It is the tax policy based on the theory of taxation that determines the tax system.

Tax systems have national characteristics and are formed according to certain principles. The main principles were developed by A. Smith and improved by other scientists.

**RATIONAL TAXATION IS BASED ON THE FOLLOWING PRINCIPLES:**

It should be noted that all the elements that make up the tax system are secondary to themselves. That is, the set of functions and features created in the tax system is primary, and the features and functions of each element of this system are secondary. For example, if the tax is the main carrier of the fiscal function, the tax system as a whole can be socially oriented.

Table-1

**Assessment criteria of the tax system.**

Criterion	Description
The principle of simplicity	The tax system should be simple and understandable. Simplicity means control. It is based on simple and understandable procedures.
The principle of transparency	the amount of taxes and payment terms are public property, and citizens can also use information about the amount of taxes collected and their direction.
The principle of flexibility	The possibility of adjusting the tax system and tax rates, changes in the taxable base, as well as the existence of procedures for their resolution.
The principle of economic neutrality	a factor that takes into account the impact of taxes on the economic network outside the public sector, that is, the question of the impact of taxes on the pooling of resources in the production and supply of private goods. According to the principle of economic neutrality, neutrality taxes are divided into destructive and non-destructive.

The principle of equality of obligations	Differentiation of taxes means that it is not done on the basis of property. The tax should be imposed, firstly, on production, and secondly, on consumption. It is based on two principles: the principle of profit obtained shows the difference. The usefulness of government actions for different types of taxpayers, principle of solvency, which means the actual ability of a citizen to pay taxes.
The principle of convenience	Each taxpayer is notified of the tax, the fees he must pay indicate the universality of taxation.
The principle of justice	Every taxpayer is obliged to participate in filling the country's budget.

When examining the tax system, it is necessary to pay great attention to the study of the network of many relationships that occur between its elements during the operation of the system itself.

Strict compliance with the norms of tax legislation by tax authorities leads to the improvement of tax discipline of taxpayers, which leads to an increase in the rate of tax collection and the relative stability of the formation of state budget revenues. That is, the structure of relations between the elements of the tax system determines the specific characteristics of the tax system.

Thus, the study of the nature and role of the tax system came to the conclusion that a developed economy can be implemented with a competent and well-thought-out tax policy. Tax systems are constantly being improved through reforms, development of taxation mechanisms, promotion of innovation and reduction of tax burden. Only the correct interaction of the functions of taxes, the regulatory tasks of the state and the understanding of the elements of the system ensures the creation of an effective tax system.

Effective functioning of the entire national economy depends on how well the tax system is structured. It is the tax system that has become the main topic of discussion about the ways and methods of reforms, as well as sharp criticism.

The government should change the tax rules and make changes to the tax system. The correct implementation of the policy using regulatory methods is carried out in the public interest of the state.

First, the tax policy of our country requires reforms in the field of tax relations. This is necessary for the formation of an effective tax mechanism, increase of budget revenues of business entities, stimulation of investment processes, implementation of tax control.

The analysis of the tax system of our country showed that:

1. the share of enterprises suffering losses is 10-15% (reduction of depreciation allocations, obsolete fixed assets);
2. decrease in investment attractiveness of foreign investors;
3. there are no clear objectives of the investment policy.

In connection with the above-mentioned conditions, we have come to the conclusion that it is possible to support investment activity for our country by giving incentives to economic sectors and regions. Otherwise, it is necessary to create conditions for self-financing of entrepreneurial activities.

Secondly, a number of measures should be taken to improve the tax system of our country:

- showing regulatory documents in the field of taxes;
- the basis of tax administration is based not only on historical experience, but also on the external and internal environment;
- improving the skills of tax authorities;
- verification of tax legislation;
- introducing a progressive tax rate.

But the system expects the following changes:

1. tax benefits by reducing the income tax paid on capital investments;
2. reduce the tax rate to 5%;
3. patents for individual entrepreneurs without employees;
4. the opportunity for taxpayers to obtain information about the consequences of the agreement concluded with tax inspectorates;
5. improvement of the tax regime system;
7. indexation of excise tax rates;

In conclusion, it can be said that most directions and tools of the tax policy are related to the implementation of the fiscal function of the tax system. It is also important to develop the function of tax regulation using tax incentives.

Analyses show that the increase in tax benefits leads to an increase in tax costs. A number of benefits have a social orientation. Despite the increase in the number of tax benefits, the expected socio-economic result is not being achieved. This leads to a weak implementation of the regulatory function.

A brief analysis of the main trends of changes in the tax system of our country allows us to conclude that the regulatory and social functions of taxes are not sufficiently implemented. For this, it is necessary to reduce the tax benefits for regional and local taxes to the minimum level. It is also necessary to determine the priorities of tax benefits, to develop innovative activities, the securities market, and to support families with many children. Improvement and development of the tax system of our country has a positive effect on the country's socio-economic direction and business activities.

As a result of the research, the following conclusions should be drawn. Development and selection of the optimal theoretical concept of the development of the tax system, its implementation - all this together determines the tax policy.

The tax system in our country has gradually developed and is still being improved. Currently, the tax system serves as one of the main means of regulating the economy and social sphere.

When developing the tax system, it is necessary to take into account the opinions of all participants in tax relations. On the one hand, it is the desire of business entities to minimize taxes, and on the other hand, it is the desire to apply the interests of the state.

One of the most important points for a correct tax policy is the correct determination of the optimal size of the tax burden. For this, it is necessary to carry out serious analytical work to reach a compromise between the state and the taxpayer.

Taxes, like the entire tax system, are a powerful tool for managing the economy. If the state encourages entrepreneurship in some directions based on national interests by determining taxes, tax subjects and objects, tax bases, tax rates, benefits and sanctions, changing tax conditions, and in other directions encourages.

The study of tax regulation tools showed that tax rates and tax credits are the main tools both in our country and abroad. Current tax rates in our country are not very high compared to rates in developed countries. Studying the development trends of the country's tax system allows us to conclude that the social and regulatory functions of taxes are not sufficiently implemented.

Work on the introduction of a single social tax, a single income tax rate, changes in the mechanism of tax collection from taxpayers and simplification of the taxation mechanism is ongoing.

Improving the tax system is necessary to create an effective tax mechanism, increase budget revenues of business entities, stimulate investment processes, and implement tax control. Therefore, it is necessary to revise the tax legislation, introduce a progressive tax rate, increase investment activity and entrepreneurial activity.

Both theoretical and practical problems of the tax system of foreign countries and our country at the current stage of development were considered in the work. And although reforms are being carried out, the tax system of our country still needs further improvement.

Based on the above opinions and considerations, we would like to make the following suggestions and recommendations for the optimization and improvement of the tax policy of our country<sup>19</sup>.

**First**, simplify the tax system and limit benefits. A simpler tax system with a limited number of rates. It is worth noting that in weak countries we should first focus on

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<sup>19</sup> <https://www.imf.org/en/Publications/fandd/issues/2018/03/akitoby>



simplifying taxes, procedures and structures. Simplicity of tax system and legislation is a key principle for weak countries.

Limiting exemptions can reduce the complexity of the tax system and increase revenues by broadening the tax base. Many countries lose large amounts of revenue due to poorly designed incentives, such as expensive tax holidays and other incentives that fail to attract investment. And voluntary concessions create opportunities for corruption.

**Secondly**, formation of optimal options for indirect taxes for goods and services. VAT has proven to be an effective and powerful revenue raiser: countries that impose it tend to generate more revenue than those that do not.

**Third**, introduce comprehensive reforms in tax administration. Successful revenue mobilization cases usually take a more holistic approach to modernizing tax institutions.

**Fourth**, the rational use of information management systems, successful revenue mobilization depends on the use of information management and the power of big data. It can be seen that most of the countries studied have used IT systems to implement revenue generation reforms.

**Fifth**, implementation of audit and verification programs in an expanded manner. A risk-based audit, which relates the likelihood and nature of an audit to the taxpayer's specific risks, is the most effective type in terms of promoting compliance.

These five cases clearly show that large-scale tax revenue mobilization can be achieved and sustained. While reforms should be tailored to individual circumstances, three lessons stand out: tax reform, first and foremost, requires broad social and political commitment; it relies on comprehensive strategies that recognize that taxing what and whom must go hand in hand with how it is taxed; and it should be designed with the longer view in mind.<sup>20</sup>

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## WAYS TO FORM AN INFORMATION CULTURE AND PREVENT IDEOLOGICAL THREATS IN THE ERA OF GLOBALIZATION

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**Abstract:** *no matter how complex the social problems that have arisen in the process of technogenic civilization, humanity has not yet lost faith in the progress of science and technology. Indeed, in recent years, the more intensive development of science as a social institution has begun to require special attention to all factors affecting it.*

*A convenient means of obtaining information and exchanging information in the present time, which is called the “information age”, is the internet. But in this network everything is mixed-build – black with white, evil with goodness. There is no way to control the global network, which has become a large space for information distribution, business and advertising. That is why propaganda of destructive ideas and calls for terror are so common in the “spider web”.*

**This article:** *scientifically investigated the informatization process and the importance of preventing ideological attacks on the global network.*

**Keywords:** *society, globalization, information, ideological immunity, Information Culture, Network, internet, ethics, moral culture, spirituality.*

### INTRODUCTION

The establishment of an independent democratic state based on a market economy after independence, the formation of a civil society with human interests, rights and freedoms, the rule of law and the provision of equality before the law for all citizens of our country is defined as a strategic goal.

The fundamental essence of reforms aimed at modernizing the country and building a strong civil society in the Republic of Uzbekistan is expressed in improving the well-being of the population's lifestyle, raising the political and legal culture and level of citizens to a high level, forming a clear civil position in them. Therefore, in order to make a decision on civil society, the state must gradually transfer some of its functions from the neck to other institutions of society. To do this, it is necessary to create certain conditions, opportunities by the state, and to create mechanisms that require the proper organization of the activities of the self-organizing and managing offices of society.

### MAIN PART

Each new stage of human society requires a new consideration of the attitude to history. New phenomena in spiritual life seem to deny guyoki the concepts and dimensions

that have come into common. However, it should be noted that in history there is a system of universal values and criteria that have passed its test, are characteristic of all eras and peoples, through which the size and template of previously unobserved phenomena is extracted in any new era. At all stages of the development of the personality Society, Youth Education has been and remains one of the most pressing issues. Because as progress progresses, demand and needs continue to increase accordingly. Especially today it is worth noting how great spiritual education is for our young people.

It is known that any person living on this holy land struggles, works all his life to see the happiness, prosperity of his child. Worrying about the future generation, striving to cultivate a healthy, harmonious generation is one of our national characteristics. Today, a favorable atmosphere has been created thanks to the independence for such noble traditions to make a strong decision and develop again. Therefore, from the first steps towards independence of our country, great importance has been attached to the aim of restoring and further raising our great spirituality, improving the national education system, strengthening its national ground, bringing it to the level of World templates and skills on the basis of harmonization with the requirements of the Times.

Today, the issue of raising a harmonious generation in our country is increasingly becoming an integral part of state policy. After all, thanks to independence, various socio-political reforms are being carried out in order to educate a healthy world-minded, spiritually harmonious generation in our country, which are important in educating the younger generation as a person in every possible way. In the current information age, the globalization process is also evident in the information field. That is, informatization is inextricably linked with the processes of globalization. Globalization is a continuous process that strongly admires the socio-political, economic life of society, the world of personality. The conclusion that follows from this is that the presence of an Information Culture in each individual is of practical importance in understanding, understanding and expressing his personal attitude to the essence of what is happening around him, in social, economic and political processes.

It consists of cultural-spiritual views, moral values, traditions, religious-spiritual feelings instilled in a person from an early age. In this branch, he feels his unity with his family, relatives, neighborhood, nationality, land, of which he is a component. As a result, a sense of national pride, patriotism is formed in his mind and soul. In the process, a real civil position is formed in a person. As can be seen from these words, increasing the social political activist of young people is one of the most relevant tasks today.

And the sense of citizenship is formed on the basis of changing the rare blessings of historical heritage, ensuring that the cultural processes of the individual – from generation to generation-are inextricably linked with the future of moral values with the past<sup>2</sup>. One of the main criteria of civil society is the fact that citizens have a high level of consciousness and culture. From this point of view, in civil society, attention and need will be greater for individuals who are active, enterprising, motivated, living only with creativity, the spirit and

mood of creativity. Such a high intellectual potential is inextricably linked with the extent to which freedom of thought is formed. The real economic facilities and opportunities of society created for a person, legal rights, a settled moral and spiritual environment should be harmonized with the fact that his thinking pursues free, progressive and high ideals. According to our scientists, the approach of citizens to social reality on the basis of a new, independent and free thinking has a high indicator. Meanwhile, from the point of view of psychologists and sociologists, the development of a newly formed civil society in many ways requires a correction of the consciousness, character and worldview of the individual.

The development of the human way of life is the reason for the creation of New-new discoveries. A person is faced with various obstacles in the process of innovating, and new inventions will again be created throughout the process of overcoming these obstacles. But in terms of life experiences, a new discovery often arises in the process of solving a particular problem. We are not mistaken to say that the wordless computer is one of the great discoveries of the 20th century. At the request of the period, by today, computer technology has become very advanced.

The need for the internet is increasing every day. As a result, huge changes are taking place in the field of information and communication. In the current threatening times, the spread of the internet over the world of offensive information, destructive ideas, decency-destructive vices are influencing each of the younger generation. In later times, there have been an increasing number of internet hacking callers, and users from the global network for an infamous purpose.

Society has developed and used ethical rules at all stages of its development. As you know, information is essential for Human Development. Therefore, information is the fourth vital element. Information is increasingly becoming a strategic resource, productive power and valuable product of the state in many ways.

Globalism is a necessary result of the civilization of the historical development of mankind, which arose as a result of scientific and technological revolutions, great turns in the development of science, intercivilizational dialogue based on the commonality of planetary phenomena, phenomena of information communication, ideological influences that quickly affect the psyche and aspirations of the spiritual world of the mentality of the peoples of the world.

Globalization has a significant impact on not only the material way of life of a person, but also on his spirituality, spiritual world. The appearance of more than a few million information resources in the virtual space every day is a sign that its harvest is growing every minute. Without denying the advantages of the Global network, one has to talk about its dangers that are giving birth to human culture. These unpleasant inhumane situations are associated with the actions of certain forces to divert public opinion from the right path by using opportunities for qualitative and rapid transmission and dissemination of information on the global network, to convey information to them in order to orient towards the unclean ideas and interests they promote. Unconditionally, the

most active, most of the internet audience for such an effect is young people, whose worldview has not been thoroughly discerned.

Since globalization is a process of increasing the interaction of countries in different regions, then economic and spiritual influences are often observed to coexist. Only, in some cases, they behave in a relatively independent way. Looking at the history of globalization, we observe that even in ancient times, economic and spiritual influences were side by side. For example, in the Middle Ages, our country was influenced by both the West and the East, being at the center of the Great Silk Road. Traders who went from West to East and from east to West also passed through our country.

### RESULTS

Along with trade goods, customs, traditions and rituals of the West and East also began to enter our country. This is how the trend towards globalization occurred.

The East, which is not spiritually inferior to the West, has become a region of why more influence is held. Analysis suggests that economic exposure requires economic enrichment. However, it turns out that spiritual wealth alone is not enough for spiritual influence. For example, Iraq, the oldest land of tamadduns in the world, for the next half century, in the process of globalization, could not significantly influence the countries around it either, let alone distant countries. Studying the processes of spiritual globalization, we came to the conclusion that an important condition for spiritual influence is spiritual activity.

Therefore, today, most of our youth are more passionate about the influence of European and foreign spiritual and cultural currents due to globalization, and the lack of mastery of the principles of our national spirituality based on life-giving high morality is slow. Human dignity, responsibility, freedom to the people are clearly visible in the dress, character, gait of some young people.

No matter how much resistance to change, they will continue to penetrate bari into one life. Especially since there are forces that use the globalization process in the way of their own mercenary goals, the negative aspects in these changes also increase. "Consequently, the goal of such sai-movements, which serve the interests of the main subject and driving forces of the globalization process, is to strike a blow at the traditional way of thinking, which relies on national interests and values, establishing a unified civilizational rule around the world, based on Western templates, economic, social, political and cultural. The hateful aspect of such efforts is that the consequences it can have for other tamadduns, peoples and states, such as in what way it can influence the national interests, traditions and values of countries that have only recently achieved independence, do not concern the forces striving for global domination so much"[1].

In general, in a situation where today's independence is strengthening, the states of self-awareness are growing, political, economic and social cooperation among young people is rising to a new level of quality, it is gratifying that in society there are increasing States of self-awareness among young people, a feeling of loyalty to the motherland

develops, a feeling of readiness to In fact, the study of the way in which cultural and spiritual heritage is promoted among young people in society and the attitude of young people to this cultural and spiritual heritage on the basis of empirical materials imposes a new responsibility in the context of national independence. In such conditions, the national tradition among young people, as well as the commitment to traditions, succession, or, the promotion of a culture associated with a nationwide, universal civilization, are important in the development of universal qualities in the minds of young people. It is also relevant today in youth thought to achieve the formation and development of a unique and appropriate worldview for democratic development and the development of national independence. For this, it is important to ensure the priority of the activities of subordinate organizations in the areas of spirituality, people's education, to strengthen their material and technical base.

As you know, the extensive social, economic development and reforms carried out in our Country, positive results have strengthened the human factor, at this new stage of the development of society, it is necessary to organize the direct participation of young people, all society members in reforms, to form an Information Culture in them, especially the formation of a reading culture. The introduction of modern information, which is obtained through the regular use of methods and tools such as the internet, e-mail, directly into human activities, the creation of new pedagogical technologies that serve to effectively use them, has brought about a serious change in the tahlim system.

The relevance of this article is that informational culture is putting global issues such as providing assistance in different directions to countries that are lagging behind the general progress of the world, focusing more than ever on the human problem, especially its special World, solving complex problems of scientific and technological progress covering all aspects of society and human life.

In our opinion, an in-depth study of the spiritual and moral aspects of society, an analysis of the trend of spiritual processes taking place in the current human society and the possibilities of spiritual life with all their complexities, as well as drawing certain conclusions provide specific opportunities for the Prevention of existing crises.

In this regard, it should be taken into account the return to the moral criteria that form the basis of Eastern spiritual life, the perception of what a great life-giving role they played in the activities and daily life of our ancestors, the achievement of serious careers in spiritual and spiritual directions as a result of choosing such a path of historical progress.

The transformation of the market economy, ownership relations has replaced spiritual creeds, national values with special concepts and approaches. In a circuit where positive negative manifestations of world globalization processes are closing, the moral need has also become rationalized.

In the context of today's globalization, the issue of nurturing a person with yusak spirituality is becoming more relevant. In turn, the process of globalization also has an impact on individual spirituality. The globalization process is characterized mainly by the

development of International Economic Relations, Information Technology and science and technology. Globalization makes new demands on the sharp development of production, the training of suitable specialist personnel. Therefore, with the development of the economy, the training of qualified personnel is inextricably linked. Production is the main participant in the process of training, retraining and improving their qualifications of qualified personnel, while embodying the customer and consumer relations. Production determines the directions of Personnel Training, makes new requirements for their quality, makes its contribution to the financing of the educational sphere.

“After the independence of Uzbekistan, the focus on values increased, the priority of universal values was recognized in our country, and the adaptation and harmonization of national values and interests of the individual to universal requirements remained the main task”[2]. After all, “the awareness of the social importance of values is also associated with the possibility of people being able to correctly imagine their perspective tasks. The presence of a mature social, national consciousness in members of society, the height of spiritual maturation is a factor that enhances the development opportunities of values, increases the social and educational efficiency”[3]. Also, on the basis of universal moral values, above all, cooperation with the countries of the world lies in integrative ties built on the basis of colorfulness inherent in all peoples, nationalities and elates.

#### **DISCUSSION**

The Universal properties of moral culture are expressed mainly in the composition of the following paradigms:

- to have stable common characteristics while maintaining a national moral culture;
- to rely on one's own national moral standards, as well as on the humane aspects of moral relations inherent in other space and time;
- determination of universal values in the moral consciousness of society and the Zamir of moral culture;
- the focus and orientation of morality on universal values that are understood and practiced on the basis of the national spirit. Here, understanding universal values under the framework of the national moral culture is the main criterion, at the same time, having a common quality and characteristics;
- integration of constructive aspects of Moral Law and regulations in addition to certain national moral relations;
- the most characteristic aspect of the age of globalization is the structure of the “Humane map” of the 21st century, which, in the integrity of one moral relationship, will have the property of reflecting the fundamental essence of the modern imagination in the concept of “universal moral culture”.

The realization of the superiority of universal values put the problem of developing a mechanism in front of the world community that guarantees their realization. In our opinion, in the release of national values to the level of universal values, it is necessary to rely on the most important bases of international activity arising from the entire complex



of relations between states. It is necessary to proceed from the impossibility of ensuring one's own safety at the expense of the safety of others, protecting one's own interests at the expense of harm to the interests of others. The recognition of the freedom of recovery of each people is a key landmark in the new world order.

It should be borne in mind that the traditional oriental spiritual and moral criteria for the modern information and communicative system are not alien, and they are important in the formation of a culture of spiritual information of the individual.

According to the above points, in order to protect young people from information attacks, it is necessary, first of all, to form an Information Culture in young people. Then it is obtained to blindly follow various data, misinterpreting them. "The culture of information consumption represents knowledge, ability and competence in sorting information that serves goodness and progress from the Information World"[4].

The Internet is a virtual but objective phenomenon. It is impossible to prevent him from entering our lives. But it is necessary to train young people to use it wisely.

### CONCLUSION

It is not for nothing that the internet is called a "spider web". After all, the cobweb is repelled in the sunlight in such attractive and varied colors that involuntarily a person becomes obsessed with it. On the contrary, where there is no sunlight, it will not even remain a masterpiece of attractiveness. Therefore, it is necessary to compare the site and groups in the mood of despondency, obscenity, fraud, subversion, threatening the stability of society, to the form of the "spider web" in darkness.

In conclusion, young people should have an independent opinion to protect themselves from an information attack. It is also necessary to pay attention to the self-defense of young people in society. First of all, an independent opinion is necessary for each person. Only a person with an independent mind can reach the essence of good or bad information and find strength against them.

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## THE USE OF MULTIMEDIA IN THE TEACHING OF PHILOLOGY AND NATIVE LANGUAGE SCIENCES

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**Annotation:** *the rapid acceleration of scientific and technical progress leads to the rapid hanging and updating of scientific and technical information. In the second half of the 20th century, the pace of the progress of Science reached its peak. In the process, a modern educational system corresponding to the development of society was formed. To date, pedagogical technology has been consistently introduced in the educational system in a number of developed countries of the world. Including in our national education system, information and communication technologies are being used as an effective process in teaching general subjects. Since education is a means of educating and developing students, the acquisition, upbringing and development of knowledge of the younger generation is one whole process, one is carried out without separation from the other.*

**In this article:** *the use of multimedia in teaching philology and native language subjects has been scientifically researched.*

**Keywords:** *native language, lesson efficiency, innovation, multimedia tools, information technology, methodology, speech culture.*

### INTRODUCTION

During the years of independence, the field of education was radically renewed and a huge experience was accumulated in the practical application of advanced methods and methods of teaching. Modern information and communication technologies, educational and laboratory equipment, a modern educational and methodological base are being applied to the educational process. Today, The Times are booming. Hence, the approach to the teaching of general secondary subjects on the basis of the requirements of the time, the application of the most advanced technologies in education is the requirement of the period. This decision, adopted in order to ensure continuity and consistency of teaching general secondary subjects, create modern methodology, improve state educational standards for general secondary and secondary special, vocational education on the basis of a competency approach, develop and introduce into practice a new generation of educational and methodological complexes, will be an important factor in the further development of the educational process.

Since recently, the concepts of "informational explosion", "virtual world" have appeared in colloquial activity. The concepts of cyberspace, cyberspace, cyberspace,

cyberspace are also being absorbed into it. Even the concepts of cyberpedagogy have entered science. These should be considered factors that can positively influence processes such as vision, hearing, which we are used to. Of particular importance here, in addition to reading words clearly and correctly, writing beautifully and without errors, is their ability to penetrate into colorful shapes and looks. In this, it is very openly manifested that it is possible to influence the layers of their meaning in the means of expressive reading of sounds, words, vocabulary and sentences. As a result, the relevant skills and qualifications of the student will be realized in a faster, more convenient and more pleasant way.

### **MAIN PART**

The experience of using multimedia tools in the national educational process of Uzbekistan is taking shape. Because this is a requirement of time at the same time. Along with the traditional opportunities that determine the basis of the social development of progressive information tools in our society, factors such as the ability of people, their creative approach to work, their intellectual activity, their independent improvement of their knowledge and skills are formed. The process of creating information related to the storage, transmission, reception of large volumes of information provides for the development of computer technologies in various spheres of human activity.

To create multimedia technologies, it is necessary to take into account pedagogical, psychophysiological and methodological requirements. Development of the product created in pedagogical requirements in accordance with state educational standards, current curricula; simple, clear, understandable and convenient, taking into account the age, worldview, interests of the student in psychophysiological requirements; and methodological requirements should be developed on the basis of various methods, taking into account the complexity of the acquired level of knowledge in a logical sequence, continuity. In addition, if it is proportioned with technical, aesthetic, didactic and other requirements, scientific, understandable, continuity and integrity are provided, the topic is systematically covered, the interoperability of communication, the holistic unity of teaching, upbringing, development is taken into account, a positive result is achieved in the harmony of demand and performance.

The innovative technologies and techniques currently used in the educational system are of great importance for students to occupy high levels of knowledge and make them think, have their own personal and independent views. Each teacher must thoroughly study and research up to every element of innovative pedagogical technologies that he will apply in the lesson before passing the lesson.

Innovative technologies are the pedagogical process and the introduction of innovations and changes in the activities of the teacher and the student. We see that the approximate stages of studying the topic consist of:

1. The subject and its plan are given;
2. The results of educational activities are mentioned;



3. The topic is briefly touched upon in its importance;
4. The sequence of explanations of the topic should correspond to the goal of the teacher on the basis of a technological project;
5. Problem situations about the topic questions, attracting the attention of readers productivity;
6. In the process of explanation, importance is attached to work with educational literature or distribution matter;
7. Providing an opportunity for the reader to organize the reading and writing of basic concepts from the disseminated matter or educational literature;
8. By checking the level of study of the subject, asking students verbal questions (for example, what is the essence of the concept of analytical geometry?);

Information technology is information management and processing technologies. Usually under this term is understood computer technology. In the field of information technology, work is carried out on activities such as the collection, storage, Protection, processing, transmission of various information through computer networks. One of the modern educational technical tools, the computer is of great importance in our life today. At a time when the XXI century is a century of Information Technology, Information Exchange tools occupy an important place in our lives.

In teaching the native language to students and teaching philological subjects, based on the task of their upbringing and development of harmony, based on the theory of knowledge, based on the recommendations of all close, interconnected subjects, the methodology of teaching the native language develops its principles. These principles are different from universal principles and determine the directions of Educational Labor between the teacher and the student.

The principles of teaching are as follows:

1. The principle of paying attention to the language material, the growth of speech organs, the correct development of speech skills. N utq, the laws of language, although few, show a negative effect on the acquisition of practical speech activity. For example, when phonetic skills are not given sufficient attention, spelling literacy is compromised. The principle of this effect requires ensuring that hearing and viewing are indicative in M-studies conducted from the language, and that the organs of speech should be M-ashqqq (spoken, expressive growth, speaking within).

2. The principle of understanding language meanings (lexical, grammatical, morphemic, syntactic meanings). Understanding a word, morpheme, vocabulary, sentence means determining the connection between certain event-events in existence. The condition for adhering to the principle of understanding linguistic meanings is to study all aspects of language, all linguistic disciplines (grammar, lexicon, phonetics, orthography, Methodism)in a interconnected way. For example, morphology can be learned, mastered only when it relies on syntax. In the study of syntax, however, one relies on morphology, orthography relies on phonetics, grammar, word making, etc. Morphemic analysis of a

word helps to understand its meaning. All sides of the language are interconnected with each other, which should definitely be taken into account when teaching.

3. The principle of growing sensitivity to language. Language is a very complex phenomenon that cannot be kept in mind without comprehending its structure, a consistent system, and, although it is slight, without mastering its laws, similarities. The child collects language materials with speech, reading, hearing, assimilates its laws. As a result, the characteristic of language sensitivity (understanding of language phenomena) is formed in a person.

4. The principle of assessing the expressiveness of speech. This principle provides for literate writing without understanding the phenomena of language, understanding the task of reporting the means of speech culture, as well as understanding its expressiveness (stylistic), and not only its content, but also the emotional coloring of speech and speech units, other artistic-pictorial means of language. To follow this principle, it is required, first of all, to use fiction, as well as other texts in which the methodological features of the language are clearly expressed. This also helps to realize the content of the text and its inherent "subtlety".

5. The principle of mastering oral speech before written speech. This principle also affects the development of a person's speech and serves in the construction of a language teaching methodology. The principles of methodology, like the principles of didactics, help to determine the purposeful activity of the student with the teacher, to choose a favorable direction in their joint work, serve as one of the elements of theoretical justification of the methodology as a science.

Multimedia is an embodied vision of the delivery of educational materials to students based on audio, video, text, graphics and animatronic effects based on the software and technical means of Informatics. Multimedia tools are a set of technical and software tools that allow a person to interact with a computer using a natural environment for himself: sound, video, graphics, texts, animation, etc.

Multimedia is the interaction of visual and audio effects under the control of interactive software using modern technical and software tools, which combine text, sound, graphics, photos, videos in one digital form.

Teaching students based on Multimedia tools has the following advantages:

a) there is an opportunity to master the materials being given deeper, and more perfectly;

b) the passion for close contact with new areas of education is further increased:

c) as a result of the reduction in training time, to achieve the opportunity to save time;

g) the knowledge gained is preserved in the memory of a person for an indefinite period, and the opportunity is achieved to apply it in practice if necessary.

It should be noted that on the way to retraining personnel, such nufu-based organizations as the World Monetary Fund, the World Bank, the commission of the

European Union have extensive experience. We have once again expressed confidence in this, as a participant in seminars and conferences organized by these organizations. First of all, the use of modern computer technologies in the educational process is special.

In its place, there are also some objective problems towards the widespread use of multimedia tools. Of these, the main thing is to produce computer programs that guide the educational materials, laws and other guidelines that students need. In the case of developed computer programs, the use of multimedia elements requires the use of compact discs (laserdiscs). Nowadays, there is no possibility to produce CDs of this appearance in our republic. These require a certain amount to be raised in advance.

In our opinion, the widespread use of modern computer technologies in the process of teaching and retraining students will mature and highly qualified specialists in the future.

Teaching students on the basis of the distance style is one of the most developing directions of the current day and is a system of teaching students with a teacher at a certain distance. The location of the teacher and student at a certain distance requires the teacher to organize educational work on the basis of such tools as computers, sputnik communication, cable television in the course of the lesson. The rapid development of modern computer technology, especially the development of information absorption channels, is making specific historical changes to the telecommunications industry. Combining all educational institutions and companies engaged in business in our country on the basis of a distance style will bring the training process and commercial work to a higher level.

Distance style based training includes the following technologies:

Interactive technologies:

- audioconferences ;
- videoconferences ;
- desktop video conferencing ;
- electronic conferences ;
- sound communications ;
- two-way sputnik communication;
- virtual existence;

Noninteractive technologies:

- printed materials;
- audiocassettes;
- videocassettes;
- one-way sputnik communication;
- television and radio shows;
- floppy disks and CD-ROMs.

Previously, education based on the distant style was intended for jugrographically established schools and academic education. But, the development of modern information

and telecommunication technologies has paved the way for the implementation of the natural educational process at a distance. As a result, teaching on the basis of the distant style began to be widely used in most schools, commercialists and manufacturing enterprises in a fast time, and was another impetus for the use of new styles in teaching. Analysis of the International Council for teaching on the basis of the distance method shows that more than 10 million students are currently studying on this method in the world. In the US, new training centers are being built for the purpose of training on the basis of this method. Thus, they are stepping on olga to train and retrain National personnel based on the demand of the Times.

There are advantages of the Distant style in Aries:

a) creative muxit of teaching. On the basis of most available methods, the teacher trains the Taliban of science, while the student reads only the given material. And on the basis of the proposed distant method, the students themselves search for the information they need from the information bank on the basis of computers and, of course, exchange their experience with others on the basis of their electronic networks. This ensures that students interact well with others, and in its place, such a cocktail encourages education.

b) the possibility of Independent Education. Teaching based on the distance style includes beginner, intermediate, university, correspondence - evening and advanced training stages. Inspectors of different levels of readiness can work on the basis of their own personal lesson schedules and communicate with students of their level.

c) major changes in the workplace. The type of Education based on the distance method provides a favorable environment for millions of people, everyone who is educated without separation from production. Training on the basis of such a method is very much playing a big roll in the training of personnel, that is, without geographical and financial difficulties, the option of Science in its working place is possible.

d) A new and productive means of teaching and learning. Statistics show that teaching based on the distance style is just as fertile as studying separated from production. In addition, Education on the basis of the distance style also deviates from the limit imposed by the University. The advantage of students or students studying on such a basis over others is that they are provided with the best, quality materials and teachers. Based on the teaching and management methodology, the teacher must be free from teaching conditions in the audience.

Based on the educational rules of teaching on the basis of the distance method, tax, inspectors can make a tourist trip on jaxon through the INTERNET type. At the same time, with the change in the style of teaching, its forms are also obliged to change.

Currently, the direct INTERNET access service is used in the electronic database of emails, computer conferences and information for teaching based on the distance style. The development of an informed fast channel gives a new hypermedia system, which embodies the three main internet access services within itself and helps to further improve the user's interface (communication). For example, the availability of maltikast

Technologies, Conference tools, and multimedia computers gave the opportunity to put video conferences on the road over the INTERNET. Thus, such a giant informed Network creates a wide range of conditions, regardless of the time or where it stands for students to receive modern knowledge based on their distant style.

### CONCLUSION

The emergence of the possibility of computer processing of sound and image, which today has become the norm for the processing of texts and mathematical formulas, without a doubt, affects the activities of all mankind.

Language is an important educational tool. A child who has read fiction, newspapers, magazines, raises the best feelings in himself. Occupies a culture of circulation. Since the mother tongue is the main place in the beginner class, it is necessary to educate interest and love for the native language in every student.

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## THEORETICAL BASIS OF THE FORMATION AND DEVELOPMENT OF AGROTURISM ACTIVITY

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**Abstract:** *This article provides the competitiveness of graduates in higher education institutions is studied from a theoretical and practical point of view. In the study, the concepts of competitiveness, competitiveness of higher education and competitiveness of a graduate of a higher education institution were systematized based on the approaches of foreign and domestic scientists. At the same time, the main indicators of the higher education institutions of the Republic of Uzbekistan for 2012-2021 were analyzed and trends of change were evaluated.*

*The factors influencing the level of competitiveness of the graduates of Fergana State University in the specialty they are studying were evaluated by factors combined into 4 groups based on the main parameters determining the prestige of universities.*

**Key words:** *tourism sector, domestic tourism, agrotourism activity, rural tourism, investment mechanism, economic levers, organizational-economic mechanism.*

### INRODUCTION

At the current stage of development, the changes taking place in the social and economic systems of the world show that the development of individual industries is undergoing structural changes in the direct production (service) process simultaneously with the service. One of such sectors is the agro-industrial sector that produces agricultural products and, based on them, necessary products (food, clothing, etc.) that satisfy the basic needs of the population.

The changes taking place, on the one hand, are aimed at ensuring the economically efficient operation of agro-industrial sectors, and on the other hand, they are aimed at ensuring the social development of rural areas (the level of urbanization, infrastructure development, the standard of living of the population, the stability of the demographic situation, etc.).

The main part of structural changes occurring in socio-economic systems is interpreted as a new form of integration processes related to demand and need in these systems, and as a result of these changes, social and economic needs will be fully and effectively satisfied.

The trend of "migration" of the population in the rural areas of the developing countries to large cities also requires the transfer of social relations related to the agrarian sector and rural areas to a new basis. The economic activity within the agro-industrial complex carried out in the rural areas plays an important role in the social development of the regions along with the production of the enterprises.

Integration requiring structural changes is followed by diversification processes in the field. Diversification comes from the Latin word *diversificatio*, which means change, diversity, branching. This process occurs by increasing the volume of production (service) of the accumulated capital, creating new types of products (services), and at the same time directing the activities to ensure penetration into other industries or sectors.

Diversification processes are divided into internal and external diversification according to the scope and space of implementation. Internal diversification of activity means changing the existing conflicts in the system in connection with new goals in the direction of increasing the volume and type of production (service), changing the capacity of enterprises and types of products based on internal changes. Examples of internal diversification include changes in processing, processing and storage of raw materials.

External diversification means the creation of new types of production or entry into the activities of other industries and sectors. As a result of external diversification, cooperation of enterprises related to the main type of activity turns into multifaceted complex complexes. For the economic systems of developed countries, diversification is a qualitatively new situation arising in connection with the internal instability of the market economy. Because the allocation of capital for different products (services) leads to a certain decrease in the amount of profit received from one type of activity.

External diversification is in fact nothing more than the separation of new sources of resultant change, elements that played a subordinate role in the old structure, but when formed in the form of a new structure, they become the main elements, integrators of production. For example, agro-tourism activity in the system of agro-industrial complex has traditionally been a subordinate industry or trade activity, but when combining agro-industrial complex and tourism complex, which includes many types of activities (culture, health, ecology, transport, sports, etc.), a new structural system appears, and its integrator is agrotourism.

The theoretical research on determining the main limits of agrotourism activity within the complex related to agricultural production shows that the main limits of the activity are located between the agricultural production link of the complex and the rural social sphere.

That is, agrotourism activities provide tourists with recreation through direct participation in the agricultural production process, as well as activities in the social infrastructure system related to the stay of tourists in places.

As one of the main reasons for the formation of agrotourism activity, in some studies, it is interpreted as the reduction of jobs as a result of the innovative development of

agricultural branches and fields in connection with the development of science, and the involvement of labor resources freed from the network in the activity of agrotourism, which is considered an adjacent field of the network.

In a number of studies, as one of the main factors in the formation of agrotourism, it is shown that the low level of profitability, which represents the efficiency of the production activity in agricultural enterprises (farms), and the increase of the overall efficiency of the activity by means of agrotourism activity, which is a related field, are shown.

If we take into account that both reasons discussed above are directly related to the social development of rural areas, it is correct to point out that the stability of population migration is ensured by establishing a new form of income-generating entrepreneurship in rural areas as a reason for the formation of agrotourism activity.

Based on the above points, it can be said that the term "agritourism" did not appear without reason, but has traditionally been an integral part of the household in rural areas. Agrotourism activity provides employment to the local population living in the area, and also constitutes a certain share of the profit of agricultural enterprises.

The concept of agrotourism in today's foreign practice is interpreted in the form of a wide and sometimes conflicting variety of definitions, and this reflects the complexity of studying and comparative analysis of information on this type of tourism

Based on the studies of a number of researchers related to the determination of the nature of agrotourism activity, directions for solving the main problems in rural areas were determined during the formation and development of this activity in our country at the present time.

By forming and developing agrotourism activities in rural areas of our country, the following main problems existing in rural areas today will be solved to a certain extent:

1. The process of rapid urbanization in rural areas will slow down to a certain extent.
2. The process of agricultural production is diversified with the creation of new, efficient production (service) processes.
3. Regional ecological problems and environmental protection issues will be solved to a certain extent.
4. Organic tillage will expand.
5. Social problems such as poverty and unemployment will decrease to a certain extent.
6. Rural social infrastructure will be improved.
7. National culture and traditions will be restored.

Based on the above considerations, a number of important conclusions were reached during the study of approaches to the concept of "Agrotourism":

- firstly, agrotourism is a type of tourism, in which the main motive is recreation in rural areas, familiarization with traditional culture existing in natural rural areas;

- secondly, agrotourism refers to the location of tourists in farms, families based on private plots, or hotel complexes in rural areas, where the influence of "popular culture" is not strong, and the national identity has been preserved;

- thirdly, agrotourism brings economic benefits to host entities by creating jobs and income opportunities for the local population;

- fourthly, agrotourism supports environmental protection activities and includes aspects of minimizing the negative impact of tourism on people and the natural environment, which is usually called "sustainable tourism", and at the same time ensuring economic benefits;

- fifth, agrotourism increases the awareness of tourists and local residents about the need to preserve cultural, national, natural and other resources in the area.

Thus, based on the analysis, agrotourism includes the formation and presentation of a complex tourist product (accommodation, food, attractions, recreation services) to tourists, as well as direct participation in the production of agricultural products. means activities related to the organization of destination travel that reflects the natural and national identity of the regions, preserves it, and brings economic benefits to the recipients by creating jobs and income opportunities for the local population.

In our opinion, the nature of agrotourism activity should be understood in a narrow and broad sense. In a narrow sense, agrotourism activities are various activities (sports, recreation, cultural and entertainment) should be understood as implementation.

In a broad sense, agrotourism activity can be considered as a regionally superior activity, adapted to the natural and recreational environment, technologically relevant for other sectors (roads and transport, food supply and trade, folk crafts and cultural events).

Agrotourism activity is a subsidiary branch of the agricultural sector, which provides employment to rural residents and engaged customers with elements of recreation to increase the volume of basic production and personal income of citizens. Recreation means restoration of the potential used by a person in the process of work through rest and health.

In the transition to a market economy, many developing countries, including our country, are experiencing a shortage of financial resources. One of the ways to alleviate these problems to a certain extent is the formation of relatively efficient and self-recovering industries in the national economy. From this point of view, the formation of agrotourism activity as a separate field within tourism can be considered as a field with a high possibility of cost recovery in rural areas with low resource input.

The activity of agrotourism is distinguished from other areas of tourism by the fact that it is based on the minimum costs. In rural areas, especially in the summer season, food and living costs are much cheaper than in cities, allowing you to reduce the price of agrotourism passes by up to two times.

Taking into account that agrotourism activity is an activity that connects separate sectors of the agro-industrial complex, it is recommended to form the composition of the

agro-tourism complex with the correct connection with the agro-industrial complex.

The proposed agro-tourism complex is considered a tourist complex within the agro-industrial complex, and agro-tourism activities from the point of view of dependence will pass from one sector (tourism) to another sector (agriculture) and as a result, the process of external diversification of tourist services will occur.

In recent years, as a result of the changes in the agricultural sector of our country, the release of excess labor resources in the sector and the tendency of migration require the implementation of the above-mentioned changes in the structure of agriculture and its related complex.

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**APPROACHES TO THE PROCESSES OF ORGANIZING AND MANAGEMENT OF AGRO-TOURISM ACTIVITIES AND THEIR CHARACTERISTICS**

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**Abstract:** *The article examines the competitiveness of graduates in higher education institutions from a theoretical and practical point of view. In the study, the concepts of competitiveness, competitiveness of higher education and competitiveness of a graduate of a higher education institution were systematized based on the approaches of foreign and domestic scientists. At the same time, the main indicators of the higher education institutions of the Republic of Uzbekistan for 2012-2021 were analyzed and trends of change were evaluated.*

*The factors influencing the level of competitiveness of the graduates of Fergana State University in the specialty they are studying were evaluated by factors combined into 4 groups based on the main parameters determining the prestige of universities.*

**Key words:** *tourism sector, domestic tourism, agrotourism activity, rural tourism, investment mechanism, economic levers, organizational-economic mechanism.*

## **INTRODUCTION**

In the process of large-scale structural reforms in the development of the tourism sector in our country, the regional organization of agrotourism activities, aspects related to its structure and development, which create the basis for the development of international tourism, and the management of the activities of tourist enterprises within the regional structures, in the development of the regional economy in a macroeconomic balance is important.

One of the tasks of the state in the development of regions with high tourist potential for the organization of agrotourism activities is to create conditions for more fully satisfying the needs of citizens for recreation through the development of tourism and its sectors.

Restoring the physical and spiritual health of the population by taking part in rural areas and agricultural production, this type of activity plays an important role in improving the standard and quality of life of the population, while forming the agro-tourism image of certain regions. Territorial organization and management of agrotourism activity is of primary importance in the development of the tourism sector. Geographical location of



tourist enterprises and objects engaged in agrotourism activity plays a key role in effective use of agrotourism resources available in the regions and in meeting the touristic needs of the country's population.

A broader approach to researching the problems of development and management of agrotourism activities in our country is required. The reason is that the essence, features and directions of agrotourism development have not been sufficiently disclosed even in foreign scientific literature.

When starting any research work, it is necessary to learn the meaning of the basic concepts used in a particular field. It depends on having a conceptual approach and the unity of understanding the essence of certain phenomena and processes, how clearly and clearly the researcher expresses his opinion, explains this or that fact, and how correctly his evidence is accepted by other scientists and specialists. During the implementation of this research, based on the above-mentioned points, an attempt was made to develop a more complete definition of the term "agrotourism" by studying the meaning and essence of the term "agrotourism".

The analysis of the research on the problems and prospects of the development of the service and tourism sector reveals very conflicting interpretations of certain concepts related to agrotourism and its essence by different authors. This is especially true for new areas of tourism, including agrotourism. Currently, there are relatively few scientific studies devoted to the development of agrotourism activities in our country, but there are many differences in the comparative analysis of the definitions of the main concepts given in these scientific literatures.

We will consider the main approaches to the essence of the concepts of "agritourism", "rural tourism", "agricultural tourism", "ecological tourism" and "green tourism".

It should be noted that there are several approaches to considering the essence of the above concepts. One of the most common types of tourism is rural tourism and agrotourism are the same concepts. Ecological tourism is an independent direction of tourist activity. According to another approach, agrotourism and ecological tourism are directions of rural tourism.

In the studies of N. Volodin, he considers the categories "rural tourism" and "agritourism" to be synonymous. According to him, agrotourism involves the temporary stay of tourists in rural areas for the purpose of recreation or participation in agricultural activities.

A.Barlibaev and G.Nasirov understand agrotourism as a type of activity focused on the organization of tourists' recreation in rural areas or small towns, including the provision of residential services with the possibility of labor participation in the private sector and the use of natural, cultural-historical, socio-ethnographic resources .

M.Birzhakov, L.Bitkulova, D.Panova formation of a complex of services for organizing rural tourism, active types of tourism, accommodation, food, recreation, sports activities

(hunting, fishing, acquisition of knowledge and skills specific to residents of rural areas), They consider it a special type of activity that includes organization and presentation to the end user (agro-tourist). At the same time, the authors consider the concepts of "agritourism" and "rural tourism" to be equal.

According to another approach, agrotourism and ecological tourism are directions of rural tourism. Researchers V.Chayka and A.Isaev consider rural tourism as a branch of the tourism industry that uses the natural, cultural, historical, social and other resources of rural areas to create a complex tourist product.

At the same time, these authors state that agrotourism includes all types of recreational activities in rural areas (ecological tourism, agricultural tourism, sports tourism, pilgrimage, etc.). The main criterion for classifying a certain type as rural tourism, these authors define overnight accommodation for tourists in rural areas, including small towns without industrial and high-rise buildings.

According to them, agritourism implies contact with agricultural production, for example, gardening, animal husbandry, farming, etc. This approach distinguishes the directions of tourist activity in rural areas depending on the purpose and content of trips, as well as the motivation of tourists.

There are other approaches to the ratio of rural tourism, agrotourism and ecotourism. According to the approach of Z.Kamilova and S.Laipanov, agrotourism is a direction of ecological tourism, which provides recreation for people on the basis of farm or household. At the same time, these authors consider ecological tourism as a type of tourism based on contact with nature, which does not harm natural complexes, helps to protect the environment and contributes to the improvement of the well-being of local residents.

According to the socio-ecological dictionary, ecological tourism means tourism as a means of getting to know nature and regaining strength in contact with nature. When ecological tourism becomes a mass type, it can act as a means of nature protection or as a factor of its degradation.

The following definition of ecotourism is given in the studies of V. Senin: "Ecotourism is a type of tourism, the main purpose of which is to travel to ecologically clean natural areas."

The International Union for Conservation of Nature defines ecotourism as "...relatively undisturbed natural areas that promote conservation, have a 'soft' impact on the environment, provide active socio-economic participation of local residents, and explore and enjoy natural and cultural attractions." travel with responsibility to the environment", he believes.

Thus, in accordance with the approaches presented in the opinion, ecological tourism has characteristic features as a direction of tourist activity and serves in the following directions:

- preservation of natural and historical-cultural heritage;

- joint use of socio-economic benefits with the local population;
- increase the level of ecological and cultural knowledge of tourists;
- minimization of the impact of tourism activities on the environment, etc.

Application of the concept of "green tourism" implies the use of ecological methods and technologies in the field of tourism. Green tourism is considered by some authors as a socially responsible tourism that is concerned with the cultural well-being of tourist regions, the increasing use of their resources, and the minimization of environmental damage, and is interpreted as synonymous with ecotourism.

A.Yu. Aleksandrova distinguishes such concepts as "tourism in rural areas" and "rural tourism". According to his approach, the term rural tourism in the broadest sense includes all types of tourist activities carried out in rural areas. The main criterion for inclusion in this category is the territorial location symbol. At the same time, the main indicators that are the basis for classifying a certain area as a village are the population density, the size of settlements, the degree of sparseness of settlements, the structure of population employment, the leading directions of economic activity, the lifestyle of the population, etc.

A. Yu. Aleksandrova defines rural tourism as "... rural tourism is a special type of tourism that combines organized and unorganized recreation standards of tourists in rural areas in order to familiarize them with nature, rural lifestyle, farming traditions." is given.

Analyzing the phrase "rural tourism", it can be concluded that all types related to the temporary stay of tourists in rural areas belong to this type of tourism. In the dictionary compiled by S.I. Ojegov, the word "rural" means "related to life and activity outside cities and villages". In turn, the word "agrarian", in this dictionary, means "related to the use of land" and defines the criterion of this type of activity. Therefore, agrotourism implies not only a temporary stay in rural areas, but also participation in agricultural work.

Summarizing the approaches considered above, agrotourism can be defined as follows: "... agrotourism is a temporary stay of tourists in rural areas for the purpose of recreation, participation in agricultural work, contact with nature, familiarization with natural, historical and cultural areas. direction of tourist activity".

in our opinion, agrotourism is a direction of rural tourism, which is related to the stay of tourists in rural areas for the purpose of recreation, and includes the participation of vacationers in agricultural work and their acquaintance with the culture and life of the villagers.

According to our approach, ecological or "green tourism" is a direction of rural tourism that attracts tourists to travel outside urban settlements for recreation, contact with nature, environmental education and training.

Thus, at present, there is no single approach to determine the essence of rural tourism as a direction of tourist activity, due to the insufficient development of this issue in scientific research, as well as the absence of a law on rural tourism at the macro and regional level. At the same time, the development of rural tourism not only requires

favorable changes in the economy of modern villages, but also contributes to the preservation and increase of its cultural wealth and historical heritage.

Summarizing these approaches, rural tourism is an independent direction of tourist activity, including agricultural, ecological (green tourism) and other types of tourism carried out in rural areas.

The processes related to the organization and management of agrotourism activities have been studied by various researchers and scientists, and different approaches to the processes of organization and management of activities have been formed.

The forms of agrotourism activity, the complexity and versatility of its organization are reflected in the management and efficiency of management. In approaches to agrotourism activity and its components, some researchers paid special attention to the integrity of the territory where tourist service enterprises are located, while some researchers attached importance to the connection of tourist resources with the territory.

The fact that the management of agrotourism activity is organized by enterprises belonging to a number of industries and branches located within a single territory and focusing their activities on a single goal shows the need to organize the management process on the basis of a systematic approach.

In the conditions of the modern economy, specialists at any level of management are required to have a broad level of knowledge in the field of management, which forms a strategic content. No individual, enterprise, or even a whole segment of the national economy taken separately has enough opportunities to find and implement a development path that corresponds to the scale of the existing global problems. The analysis of management theory and practice of various economic entities allows establishing the need to apply the following basic scientific approach to management processes.

The main views of methodological approaches to management processes:

Approaches. Content of approaches

Administrative approach. In the administrative approach, the functions, rights, obligations and elements of the management system are regulated by means of regulatory documents.

Iterative manufacturing approach. The iterative manufacturing approach is aimed at constantly renewing the production of goods in order to meet the needs of the market at the lowest possible cost.

A dynamic approach. The object of control is considered in dialectical development, causality and interdependence

Integrative approach. An integrative approach establishes relationships between individual subsystems and management system elements, levels, and management entities.

A quantitative approach. The essence of the quantitative approach is the use of quantitative estimates with the help of mathematical, statistical, engineering calculations, etc

Integrated approach. The integrated approach takes into account technical, economic, social and other aspects of management

Marketing approach. The marketing approach involves directing the management subsystem towards the consumer

Normative approach. Norms in the management process are defined in the normative approach.

A behavioral approach. The behavioral approach involves helping the employee involved in the management process to realize their potential.

Process approach. In the process approach, management processes are considered as a set of interrelated functions

Systematic approach. In the systemic approach, any system is considered as a set of interrelated elements

Situational approach. The situational approach assumes that the application of different management methods in the process is determined by the specific situation.

A functional approach. In this case, a need is considered as a set of functions that need to be fulfilled.

Currently, special attention is paid to the following three approaches, which have made a significant contribution to the development of management theory and practice in tourism, including theoretical research and practical management processes:

1. The situational approach focuses on the fact that the universality of different management methods is determined by the situation, in other words, there is no single, "best" way to manage it due to the inevitability of problems that arise both in the enterprise itself and in its internal and external environment.

2. The systemic approach assumes that the enterprise is considered as a set of interrelated elements, such as personnel, structure, tasks and technology, aimed at achieving various goals in a changing external environment.

3. The process approach considers management as a continuous sequence of interrelated management functions, business processes.

In agrotourism activity, as in other areas of the service sector, management approaches that differ to a certain extent from management processes in material production and are related to a specific situation, process and system are considered more effective.

Within management doctrines, situational management theories gain significant importance. The essence of these theories is explained by the fact that the results of the same management actions in different situations can be significantly different from each other, therefore, in the implementation of all necessary management actions, such as planning, management or control, experts should proceed from the existing situation.

The concept of "situational management theory" was first used by R. Mockler, and the emergence of this concept is explained by the insufficient practical effectiveness of existing management theories.

Later, this theory was developed by a number of researchers (M. Follett, R. Stogdill, P. Drucker, J. Woodward, etc.) and Lawrence and Lorsch, Fidler, Hershey and Blanchard, House and Mitchell situational management models were created.

The main point of the situational approach is the situation, which is a set of specific circumstances that have a strong influence on the outcome of the activity at a certain time. The situational approach does not negate the concepts of traditional management theory, behavioral school, and management science school, and at the same time, it is a way of thinking about organizational problems and their solutions, like the systemic approach of management.

The following basic management principles apply in the situational approach to management processes in agrotourism activities, which are considered a component of socio-economic systems:

1. The principle of correct interpretation of the situation.
2. The principle of using management methods and methods that have shown their effectiveness based on the specific characteristics of a specific situation.
3. The principle of foreseeing possible positive and negative consequences of using a specific method or concept.

Although the situational approach to management processes has practical advantages, some researchers criticize the situational approach based on insufficient theoretical basis, lack of general laws for specific situations, insufficient predictive ability and initiative.

Another approach to the management of agrotourism activity is the systematic approach, and this approach reveals and clarifies the principle of systematic management.

The founder of the systematic approach to management processes in the West is Ludwig von Bertalanffy. The "general theory of systems" created by L. Bertalanfi is the basis of the systematic approach to management processes.

The main task of the concept of the systemic approach is to find a set of laws and principles that explain the behavior, activity and development of various systems, based on the understanding of the system as a set of interrelated elements (parts). The system concept is a set of approaches and methods to the organization and management of system analysis and synthesis, in which the central place is occupied by the concept of the system.

An open system includes factors from the surrounding environment, such as information, energy, materials, capital and human resources, that enter into the activity of the enterprise. In the process of transformation of factors, the company processes these factors, turns them into products or services, which are the results of the company's activities that are released to the external environment. If the activity of the enterprise is effective, additional value is created in the process of processing the incoming factors, as a result of which other results such as increase in profit, market share and sales volume,

implementation of the function of social responsibility, satisfaction of material and moral needs of employees, and development of the enterprise occur.

The management system is regulated by means of feedback between the management object and the subject within the system, that is, appropriate changes are made. The system approach often uses the concept of subsystems that make up the system. Although subsystems are considered parts of integrated complex systems, in many cases they are separate systems themselves.

A number of researchers explain that the advantages of a systematic approach in systems research open up the following opportunities:

reveals the essence of the process as a set of components connected by a single logic and common direction;

- organization of the perception of a complex set of vertical and horizontal relationships of elements within the studied system;

- allows to qualitatively reveal the essence of the integrity of the system as a whole unit.

Taking into account these circumstances, it is important to determine the sequence of operations to achieve the goals of the lower level in the strategy and tactics of the operation. For this, a systematic approach in the form of a "tree of goals" is recommended as the most optimal methodological basis for the logical structure of activities, the ordering of goals in the context of complex relationships, and the clarification of problems. It is known that the goal tree allows to reduce the path to the final goal and on this basis individual tasks.

Another approach that is widely used in the management of agrotourism activities is the process approach, which looks at management processes in the form of interrelated activities or functions.

Based on the views of A. Fayol as a basis for the process approach, a number of researchers put the process approach in the form of a theory. Most representatives of this approach emphasize that the final result of management processes is reflected as management in action.

In the process approach, the management process is presented as a system of sequential and parallel interconnected planning-organization-motivation-control functions, in addition, communication and decision-making processes are connected to the management process. In other words, communication and decision-making are carried out concurrently with successively related management functions.

The possibility of measuring the changes occurring in the processes of agrotourism development is provided in the system of criteria and indicators based on the principles and methods describing public events and quantities, taking into account the following situations:

- determining the development trends and current situation of agrotourism;

- studying the directions and characteristics of agrotourism flows;

- distinguishing and evaluating its quantitative and qualitative characteristics in the development of agrotourism.

The researches of M.B.Birzhakov and I.S.Kabirov occupy a special place among approaches to the processes of organization and management of agrotourism activities. Because in these studies, the formation and development stages of the tourist product were deeply studied, the conditions for organizing tours were systematized, and at the same time, the geography of agrotourism activity was analyzed.

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**ОФИЦЕРНИНГ ПЕДАГОГИК ФАОЛИЯДА МУЛОҚОТНИНГ ЎРНИ**

<https://doi.org/10.5281/zenodo.10055673>

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**Аннотация:** Ушбу мақола, офицернинг педагогик фаолиятда мулоқотнинг ўрни имкониятлари ва таълим бериш жарайёнларида ўзига хос хусусиятлари камчиликлар ва уларнинг бартараф этиш чоралари бўйича тавсиялар келтирилган.

**Калит сўзлар:** офицер, педагог, ўқитувчи, инструктор, мураббий, муассаса, соҳа, интеграция, маърифат, конституция.

Офицернинг педагог сифатида ўз бўйсунувчилари билан таълим, тарбия, ривожлантириш мақсадларига қаратилган касбий мулоқотидир. Бу офицер (бошлиқ, командир, ўқитувчи, инструктор, мураббий)нинг ва бўйсунувчининг таълим-тарбия жараёнидаги профессионал мулоқоти бўлиб, унда ўзаро ахборот алмашинади ва бўйсунувчиларга ўқув-тарбиявий таъсир ўтказилади. Педагогик таъсирнинг самарали кечиши учун ўзаро ҳурмат ва ишончга асосланган икки ёқлама мулоқот юзага келиши лозим.

Педагогик мулоқотнинг муваффақиятли бўлишида офицернинг коммуникатив маданияти муҳим ўрин эгаллайди.

Педагог коммуникатив маданиятга эришиш учун қуйидагиларга аҳамият бериши лозим:

❑ бўйсунувчини ҳурмат ва диққат билан тинглаш маданияти;

❑ ўзига қизиқарли бўлмаса ҳам уни диққат билан тинглаш;

❑ бўйсунувчи зерикаётганлигини сезиб, мавзунини бошқа қизиқарли томонга буриб юбориш;

❑ сўхбатлашишдан аввал бўйсунувчининг кайфиятини кўтаришга ҳаракат қилиш;

❑ умумҳарбий низомлар талабларига мос келадиган мулоқот маданиятини ўзлаштиришни таъминлаш каби мақсадлар қўйилади.

Офицернинг коммуникатив кўникмаси педагогик фаолиятдаги мулоқотда муҳим рол ўйнайди. Коммуникатив кўникма қуйидаги шаклларда намоён бўлади:

❑ Кишилар билан мулоқотда бўлиш кўникмаси.

❑ Бўйсунувчилар билан биргаликдаги фаолиятни самарали ташкиллаштириш кўникмаси.

❑ Мақсадга йўналтирилган мулоқотни ташкиллаштириш ва бошқара олиш кўникмаси.

Барча амалга ошириладиган мулоқот акти англашилган бўлади. Инсонлар ўртасидаги мулоқот жараёнида ҳар бир нарсани эътиборга олиш керак экан, демак томонларнинг бир-бирларини тушунишларига эришиш лозим. Педагогдаги мавжуд самимийлик, бўйсунувчи ҳурматини ва меҳрини қозона олишлик эса унинг шахсий ҳаёт тушунчалари билан боғлиқ бўлади.

Таълим-тарбия жараёни самарадорлигини таъминлашда кундалик ҳаётда ҳам педагог ўз бўйсунувчилари билан бўладиган муносабатларда мулоқотнинг психологик хусусиятларини ёдда сақлаши ва уни амалга ошириш техникасига риоя қилиши лозим.

Офицер-педагог ўз бўйсунувчиларига таълим ва тарбия берар экан, албатта у раҳбар, бошлиқ вазифасини бажаради. Раҳбарлик вазифасини бажаришда унда педагогик маҳорат, муомала малакалари ва ўз касбига хос билим, кўникма ва малакалар шаклланган бўлиши керак.

Маълумки, мулоқотнинг мақсади ва қай даражада амалга оширилишига кўра унинг самарадорлиги ҳақида фикр юритиш мумкин. Яъни мулоқот эҳтиёжларидан келиб чиқиб унинг қондирилиши, муаммо ечими билан боғлиқ вазифаларнинг бажарилишига асосланиб, мулоқотнинг самарали ёки самарасизлиги тўғрисида хулоса чиқарса бўлади. Шахслараро муносабат мулоқотга киришувчиларнинг ўзаро бир-бирларини тушунишга олиб келса, бундай ўзаро муносабатлар самарали ва фойдали ҳисобланади.

Муомалага киришувчи томонларнинг ўзаро бир-бирларини тушунишга олиб келувчи йўл ёки маром ўз навбатида ўша шахсларнинг ўзаро бир-бирларини мавқе бўйича билишни таъминлайди. Мулоқотнинг психологик тизимига кўра уни уч асосий қисмга бўлиш мумкин:

Мулоқотнинг коммуникатив томони, яъни маълумотлар алмашинуви функцияси (муомала субъектларининг ўзаро бир-бирлари билан ахборот, маълумотлар, ҳиссий кечинмалар ва фикр алмашуви жараёни).

Бу жараённинг асосий воситаси бўлиб нутқ хизмат қилади. Маълумки, алоқа воситаси сифатида нутқнинг икки тури фарқланади: ёзма нутқ ҳамда оғзаки нутқ. Оғзаки нутқнинг ўзи диалогик ва монологик турларга бўлинади.

Диалогик нутқнинг мазмуни, унинг характери, давомийлиги мулоқотга киришган кишиларнинг шахсий қарашларига, қизиқишларига, бир-бирларига бўлган муносабатларига, мақсадларига бевосита боғлиқ бўлади.

Монологик нутқ эса бир кишининг бошқа кишига ёки кишилар гуруҳига нисбатан мурожаати бўлиб, фикрларнинг мантиқан тугал бўлиши, гапираётган пайтда грамматик қонун-қоидаларга риоя қилиш кераклиги каби шартлари мавжуд. Нутқ тўғрисида кейинроқ батафсил маълумот берилади.

Одамлар мулоқот жараёнида сўзлардан ташқари турли хил ҳаракатлардан, қилиқлардан, ҳолатлардан, кулгу, оҳанглар ва бошқалардан ҳам фойдаланадилар.

Қилиқлар, мимика, оҳанглар, тўхташлар (пауза), ҳиссий ҳолатлар, кулгу, йиғи, кўз қарашлар, юз ифодалари ва бошқалар ўзаро мулоқотнинг нутқсиз воситалари бўлиб, улар мулоқот жараёнини янада кучайтириб, уни тўлдиради, баъзан эса нутқли мулоқотнинг ўрнини босади.

Гап мулоқотнинг самарадорлиги тўғрисида борар экан, шу ўринда унинг техникаси ҳақида гапириб ўтиш муҳим.

Мулоқот техникаси деганда, унинг самарасини таъминловчи психологик омиллар, воситалар, усуллар тушунилади. Бу шахс ёки гуруҳнинг коммуникатив малакалари ва кўникмалари йиғиндисидан иборат бўлиб, уларнинг жозибали ва таъсирчан чиқишида қўлланиладиган барча ҳиссий-эмоционал ва психологик-характерологик услублардан иборат бўлади.

Шундай техниканинг йўқлиги шахснинг бевосита руҳий кечинмалари ва руҳий ҳолатида намоён бўлади ва унда ҳавотирлик, ҳадиксираш, одамовилик, мулоқотдаги омилик ҳислатларини келтириб чиқаради. Натижада, ўзига нисбатан ишончсизлик, мулоқотдан кўзда тутилган натижага эришишга кўзи етмаслик ва шу каби негатив ҳолатлар намоён бўлиши мумкин.

Бундан ташқари, муомаланинг техникаси деганда, ушбу жараёнда бевосита иштирок этаётган ёки аниқроқ қилиб айтганда, қўлланиладиган нутқий воситалар назарда тутилади.

Маълумки, одамлар ўзаро мулоқотга киришганида, энг самарали ва табиий сўзлашиш воситаси бўлмиш нутқдан фойдаланадилар, унинг таъсирчанлиги ва кучи ўша сўзловчиларнинг малакаларига, тажрибасига ва ҳаётий кўникмаларига, тил бойликларидан қай даражада оқилона фойдалана олишларига боғлиқ.

Ўзбек тили шу қадар жозибали, гўзал ва бойки, нотиклик маҳорати унинг барча имкониятларидан ўз ўрнида ва моҳирлик билан фойдаланишга боғлиқ. Лекин ана шу нутқий мулоқот ўз навбатида уни ҳиссий жиҳатдан тўлдирувчи нутқсиз воситалар билан ҳам бойитиладики, унга ўша сўхбатдошларнинг бир-бирларига нисбатан фазовий жойлашишларидан тортиб, то товушлар, интонациялар, тўхталишлар, оҳанглар ва эмоционал қўллаб-қувватлаш механизмлари киради.

Нутқда ишлатиладиган пауза – тўхталишлар ёки юз ифодалари – мимикаларнинг ўринли ишлатилиши сўхбатдошни руҳан мулоқотдош шеригига яқинлаштиради ёки ноўрин ишлатилган муқомлар, ортиқча ҳаракатлар, ҳиссий кечинишлар уни қониқтирмаслиги, сўхбатдошини эса зериктириши табиий ҳолдир.

Мулоқотнинг интерактив томони, яъни хулқ-атвори бошқарув функцияси (мулоқотга киришувчи томонларнинг ўзаро бир-бирларининг хулқ-атворларига таъсир жараёни).

Мулоқотнинг бу хусусияти кишиларнинг мулоқот жараёнида биргаликдаги фаолиятда бир-бирларига амалий жиҳатдан бевосита таъсир этишларини таъминлайди. Шу туфайли одамлар ҳамкорликда ишлаш, бир-бирларига ёрдам бериш, бир-бирларидан ўрганиш, ҳаракатлар мувофиқлигига эришиш каби қатор

қобилиятларни намоён қилишлари мумкин. Шу тўғрисида педагог бўйсунувчи шахсига мақсадга йўналган ҳолда таъсир кўрсатиши мумкин. Аслини олганда, ҳар қандай мулоқот, агар у бемаъни, мақсадсиз, қуруқ гаплардан иборат бўлмаса, доимо мулоқотга киришувчиларнинг хулқ-атворларини, уларнинг установакаларини ўзгартириш имкониятига эга.

Турли ролларни бажараётган шахсларнинг ўзаро мулоқотлари кутишлар тизими орқали бошқарилади. Масалан, ўқитувчидан маълум ҳаракатларни кутишадими, улар ўқитувчи ролига зид бўлмаслиги керак. Ўз ролига мос ҳаракат қилган, доимо меъёр мезонида иш тутган кишининг ҳаракатлари одобли ҳаракатлар деб аталади. Офицернинг ўз бўйсунувчилари билан мулоқотида ҳам унинг ҳаракатларига қўйиладиган талаблар мавжуд. Бу талаблар умумҳарбий низомлар кўрсатмаларидан, ўқитувчи одоби ҳамда умуминсоний ва миллий одоб-ахлоқ қоидалари мазмунидан келиб чиқади.

Бундан ташқари, офицернинг шахсий обрўси, ҳарбий жамоадаги мавқеи ва бошқа шу каби кўрсаткичлар ҳам шахслараро мулоқотнинг самарадорлигида катта аҳамиятга эга.

Мулоқотнинг перцептив томони, яъни ҳиссиётлар алмашинуви функцияси (мулоқотга киришувчи томонларнинг бир-бирларини тўғрироқ, аниқроқ идрок қилиш ва баҳолашларини таъминловчи жараён).

Биргаликдаги фаолият жараёнида шахсларнинг бир-бирларини тўғри тушунишлари ва аниқ идрок қилишлари мулоқотнинг самарали бўлишини таъминлайди. Олимларнинг аниқлашларига кўра, одамларнинг бир-бирларини идрок қилишлари идентификация, рефлексия ва стереотипизация механизмларидан иборат бўлади.

Идентификация – мулоқот жараёнида суҳбатдошлар бир-бирларини тўғри идрок қилиш мақсадида ўзидаги билимлар, тасаввурлар, хислатлар орқали бошқа бировни тушунишга ҳаракат қилиш, ўзини биров билан солиштириш, ўзларини бир-бирининг ўрнига қўйиб кўришдир.

Рефлексия – мулоқот жараёнида суҳбатдошининг позициясида туриб, ўзини тасаввур қилиш, ўзига бировнинг кўзи билан қарашга интилишдир.

Стереотипизация – одамлар онгида мулоқотлар мобайнида шаклланиб ўрнашиб қолган, кўникиб қолинган образлардан шаблон сифатида фойдаланиш ҳолларидир.

Ушбу тизимнинг ҳар бир томони муомаланинг зарурий ва муҳим таркиблари ҳисобланиб, унинг учинчи бўлаги шахслараро таъсир ўтказиш учун муҳимдир.

Чунки муомалага киришувчи шахслар бир-бирларини яхши тушунишлари учун, аввало, суҳбатдошининг юзи, ҳиссий кечинмаларини идрок қилган ҳолда фикран унинг мавқеида тура билиши, ўзини унинг ўрнида ҳис қилиб, ўзида ҳукм сураётган ҳис-туйғулар доирасида унинг ҳолатига киришга интилиш (идентификация), қолаверса, бу жараёнда индивидуал ва ижтимоий онгда мавжуд бўлган мутлақ

стереотип, онгда ўрнашиб қолган тасаввурлардан фойдаланиши (стереотипизация) ушбу жараён тўғри кечишини таъминлаб туради.

Лекин бу жараёнлар шунчалик тез ва қисқа муддатда кечадики, шахс баъзан ўзидаги ана шундай қиёслашларни онгсиз равишда, ҳаётий тажриба орқали ўрнашиб қолган шаблонлар – қолиплар асосида амалга оширади, шунинг учун айрим ҳолларда мулоқот самарасиз ёки хато кечиши мумкин. Ана шундай хатоликларга олиб келувчи жараён ижтимоий психологияда каузал атрибуция деб аталиб, унинг моҳиятини шахснинг кўпинча ўз ҳиссий кечинмалари ва тасаввурларида ўрнашиб қолган қолиплардан нотўғри фойдаланиш натижаси ташкил этади.

Масалан, ташқи қиёфаси кўримсиз бўлган курсантнинг имтиҳон саволларига жавоб бераётганлигини идрок қилаётган ўқитувчи, негадир, унинг қониқарсиз жавоб бериши, билими етарли эмаслиги ҳақидаги нотўғри тасаввурга эга эканлиги каузал атрибуциянинг айнан ўзидир. Ана шундай жиҳатларнинг олдини олиш ва мулоқотнинг самарадорлигини ошириш мақсадида унинг ижтимоий психологик омилларини ҳисобга олиш ва шу асосда ҳар бир шахснинг ижтимоий билимдонлигини юксалтириш амалий аҳамиятга эга.

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## NIGHT OF ATOPIC DERMATITIS IN CHILDREN KOMORBID LABORATORY - IMMUNOLOGICAL PROPERTIES

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Learn the peripheral blood of children, indicators when the light level is reduced since the children in group 2 and 3 be specific for hemoglobin ( $108,2 \pm 2.3$  g/l  $103,4 \pm 1.2$  g/l), 1-indicators for children while in a group showed a significant decline from the norms of ( $98,2 \pm$  increase of  $1.3$  g/l,  $p < 0,01$ ). Ferritin will determine the amount may be reliable to assess the level of anemia in serum. Regulatory indicators indicators in the group 2 and 3 in children from the lower border of the slightly higher ferritin ( $58,0-150,0$  ng/ml,  $r >$  up to  $0.05$ ) showed 1-and compared to the norms in the group compared to healthy group, while a decrease was observed reliable. The number of outbreaks of disease in healthy children during the period of eosinophilic get all the group gis relatively high uruhga (1 table). Atopic dermatitis, bronchial asthma compared to healthy children in comparison with along with the number eosinophilic night 6.1; 5,1 4,7-fold increased in atopic dermatitis and bronchial asthma ( $p < 0,001$ ) ( $p < 0,001$ ).

### 1-table

#### Check in the peripheral blood indicators of the group

Indicator	group1 ,n=60	group 2, n =35	group 3 n =35	healthy children, n =20
Microcirculations, $10^{12}/l$	$3,3 \pm 0,053$	$3,1 \pm 0,095$	$3,2 \pm 0,053$	$4,13 \pm 0,03$
Hemoglobin, g/l	$98,2 \pm 1,3$ indicator	$108,1 \pm 2,3$	$103,4 \pm 1,2$	$121,4 \pm 1,1$
color index	$0.81 \pm 0,02$	$0,9 \pm 0,01$	$0,89 \pm 0,02$	$0,94 \pm 0,01$
Leykositlars, $10^9/l$	$7,8 \pm 0,14$	$7,4 \pm 0,22$	$7,2 \pm 0,14$	$6,52 \pm 0,17$
Eozinofils	$7,4 \pm 0,21^{**}$	$6,2 \pm 0,32^*$	$5,7 \pm 0,29^*$	$1,21 \pm 0,1$

ECHTmm/s	8,4±0, 52	9,3±0,61	8,2±0,43	6,4±0.4
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Comment:  $r < 0.05-0,001$  compared to healthy children.

Diagnosis of allergic diseases and inflammatory processes markyorlardan traditional one used for comparison and comparative total serum iga levels niqlash. At this markyorD in patients with BA and despite the fact that it will determine, in recent years, the prophecy of qiludim diseaseis not considered the main method of vchi [3,4,5 o'clock].

The most pronounced changes at the level of Iga was observed in the patient group than the healthy group b and his children in all kontsentrasiyasibe several times higher ir (1 table). Atopic dermatitis, bronchial asthma groups when compared with the total iga level mutually komorbid figure 2 and group 3 were observed and most high night because of this the level of iga in children nisbaof recognition 1.2 times higher (1 picture).

## 2-table

### Check the amount of total Iga in children XB/ml

Indicator	group 1, n=50	, group 2 n =30	group 3, n =30	healthy children, n =20
Iga, XB/ml	482,1±68, 5**	341±exte nded to 54.2*	395,2±ext ended to 54.2*	58,3±6,5

Note:  $p < 0,001$ , 1 - group as compared to healthy children and reliability.

This study further changes to komorbid have to solve the progress made by night, accompanied with the increase of the level of Iga mechanism allergizasiya this one, just in case, according to the skin as a result of inflammation in the wall of the bronx high and can be increased. A patient in the detection of high levels of iga in the blood of patients with allergic disease quickly enough to say that this type of night basis.

With bronchial asthma, atopic dermatitis, which happens to be possessing komorbid night that night had an allergic reaction to fast on the number of molecules in a cell of total iga, which is located in the cell membrane of the disease and the characteristics of the allergen, call reseptorlar affairs and is directly related to. The total amount of Iga's on the cells you much less if it is determined or the disease which produced allergens and allergic reactions are not observed, that is, will not show clinical signs of the disease in the patient. An allergic reaction appear to be clinical signs of the disease to be observed both on the cell membrane as well as at least 2 glikoprotein reseptorlar general's iga molecule and the bridge are connected with that form is important. This situation not only the patient develops an allergic reaction in infected cells and only recently uncovered, that is degranulyasiya the process is observed and the disease appears clinic [5, 8, 9].

We study the severity of atopic dermatitis and allergic inflammation of the bronchial iga titr special commercial komorbid observed the progress made by patients with asthma,



we have to identify in the night. The conduct of the tests in the skin, allergic own fabrics using an artificial method of the disease in the call (provokasion allergic tests) and laboratory methods in the conduct of a special allergen tests for Iga-are antitanalar shall determine that. Some pose challenges to the conduct of skin tests in children but, for the same reason we check special in children with Iga-we have antitelo determine the titr. The level of medium and heavy children of atopic dermatitis observed in 60% of the food in relation to your own fabrics with a high level of sensitivity, and this sensitivity study observed a correlation between the progress made by. Study the progress made by the patient to determine which product that has a relatively high sensitivity and therefore the signs of the progress made in the event eliminasiya study transfer the skin by, BA will lead to a sudden decrease in clinical symptoms. Food in relation to the high sensitivity own fabrics be a sucker small youngagi is observed in children [2,3], our observations also our own food to fabrics exactly sensitivity in this age group were observed. Fabrics fabrics are mainly compared to teenagers and adults and develops in them at your own sensitivity your own ingalasion atopiya the only study made progress, but not the tab with respiratory signs can be observed [78, b 74-80].

Special inspections allergologik atdtasdiqlangan 60 children was conducted. The process according to the location of allergic children would be the following groups: allergic skin of the form (ED) with 30 students, the form of allergic skin (ED) and the respiratory form (BA) 30 komorbid night with the kids. The collecting of the anamnesis and examination of the child on special allergologik antitanalarini in their home as a result of the detection of serum iga, at epiderma, dust, and food for own fabrics identified as sensitive (figure 3.4).

Kontsentrasiyalari significant from the aspect of diagnostic blood serum iga's special 1 - in the group 90,4% in children were determined.

Serum iga's own fabrics, fabrics for their food spesifik own diagnostic kontsentrasiyalari important from the aspect of all children 78,3% detected at them, the maximum frequency of identifying children with allergic komorbid technique in the group of the form (1-group) – (90,0%), atopic dermatitis (group 2) and bronchial asthma (3-group) in children infected with (69,5% and 61,6%) were observed. In group 2 fabrics column among the most own food: chicken eggs, cow's milk, wheat flour, bananas, chicken meat. In group 1, while at the same time own fabrics mainly from food, fish, oatmeal, citrus fruits, peach and tomato own fabrics will dominate.

Serum iga's own fabrics, household fabrics kontsentrasiyalari important from the aspect of diagnostic spesifik to own in all children (61.6 %) identify. Of them the maximum level of bronchial asthma (3-group) were observed in children – (83.3%), allergic skin diseases in the form of the progress made by the minimum condition study (2 groups) – (25.9%) were observed.

Bronchial asthma, atopic dermatitis, along with the fold to the data obtained from the diagnostic kontsentrasiyalari important aspect spesifik night's iga food (90,0%) and at

epiderma (80,5%) own fabrics to identify. 1 check-in the patient group among the leading own fabrics at epiderma: people hair, 2 and 3 in the group, while animals yungi, tara meat and mites dominate.

The main mediator involved in the late stages of allergic inflammation in atopic dermatitis inflammation of one – leykotrienlar is. This  $c_4$ ,  $D_4$ , and  $e_4$  leykotrienlar tsistein the reason they fall in the structure tsistein leykotrienlar is called. Leykotrienlar - acid metabolism araxidon 5-engine surge into the group lipoksigenaza [40, b-66; 104, b 42-45].

It has the feature of leykotrien reseptorlar antagonistlari hinder the development of allergic inflammation. Montelukast sodium applying the many tools of the pathogenetic basis of allergic diseases (bronchial asthma, atopic dermatitis) reduces the clinical signs of the remission by extending avoids the recurrence of the disease, to accept glyukokortekosteroidlarni by reduction, reduces the side effects to their body.

Many of the drugs antileykotrien bronchial asthma and allergic giperreaktivligi clinical examination in children and adults showed high efficiency in the treatment of the bronx. Leykotrien reseptorlar of the most used antagonisti - montelukast, if it reduces the signs of BA in children, bronxoprotektiv and anti-inflammatory effect and prevents airway narrowing. Montelukastning the positive effects of the disease and the child in the long term appeared first day (80 weeks) to receive taxifilaksiya of side effects and does not lead to the origin. Montelukast drug in children of age two years can apply. Therapy in infected children with mild bronchial asthma, montelukast with basic medicines ingalyasion glyukokortikosteroid (it perks) when compared with the same positive effectiveness of them flutikazon ta'sirda observed [57, b-124; 168, b-61-69]. At the same time, the number of electrons received montelukast medicines and treatment to patients with bronchial asthma stasionar murojati has reduced costs.

Study bronchial asthma in children with the progress made by the general leykotrienlar amount komorbid night explored in peshob are incomplete, therefore, we peshob in children in this group (non-invasive methods is one of the reason of the case)  $C_4$ ,  $D_4$ , and  $e_4$ , we have to determine the amount of.

As seen from the data in the table, the progress made by children in the study and diagnosed with a ba (group 2 and 3)  $C_4D_4E_4$  from level 6.5 0.9 ng/ml in the range and this average ( $5.2 \pm 0.09$  and  $6.7 \pm 0.15$ ) ng/ml, bronchial asthma with night komorbid the progress made by the study (group 1)  $C_4D_4E_4$  level from 2.99 15.80 ng/ml range and average  $9.3 \pm 0.62$  ng/ml and a high level compared to other organized groups (3.5-table).

### 3-the table

#### Ofcourse leykotrien reseptorlar status in the group ( $C_4D_4E_4$ ), nm/ml

Groups	$C_4D_4E_4$ ng/ml
in group 1 (n=60)	$9,3 \pm 0,62^{**}$
group 2 (n=30)	$5,2 \pm 0,09^*$
group 3 (n=30)	$6,7 \pm 0,15^*$

Sog'lom children (n=30)	0,93±0,042
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Note:  $p < 0,001$ , 1,2,3 - groups as compared to healthy children, and reliability.

In the patient group peshob 1 st and 2  $C_4D_4E_4$  this indicator is high, especially compared to healthy group and the amount of the progress made by the late komorbid study bronchial asthma with the work in 1.6 times higher.

The results obtained from the study bronchial asthma pathogenesis mechanism with the progress made by komorbid leykotrien indicated the presence of night if the night was significantly og'irlashib point of the disease (group 2), patients in bronxospazm, cough, and skin of the character in the long-term bring to be saved. Check this confirmed the results of our clinical.

We leykotrienlar during the research, special indicators and Iga in the peripheral blood between eozinofil korrelyativwe have accomplished ion analysis (3 tables). According to data gathered, the study bronchial asthma with night in the progress made by komorbid peshob tsistinil leykotrienlar  $C_4/D_4/E_4$  I eozinofillar ( $r = +0,67$ ;  $p < 0,0001$ ),  $C_4/D_4/E_4$  (ng/ml) and specific Iga ( $r = +0,71$ ) and SCORAD index and the highest positive correlation  $C_4/D_4/E_4$  ( $r = +0,9$ ) were determined among.

### 5table

#### The relationship between the indicators korrelyativ

Indicators of patients with verified	$C_4/D_4/E_4$ (ng/ml)	$C_4/D_4/E_4$ (ng/ml)	SCOR AD In	Special Iga
	eozinofillar (air/mkat)	Iga special	$C_4/D_4/E_4$ (ng/ml)	SCOR AD index of
the progress made by the study bronchial asthma with night komorbid	0,67	+0,71	+0,9	+0,89

Clinical features of atopic dermatitis in children with ba komorbid night thus consists of the following: patients with a severe degree on scorad index, 65% of the progress made by the study mainly komorbid night, i.e. BA and study the progress made by the children at a time of escalation was observed in the period; total Iga level atopic dermatitis atopic dermatitis and bronchial asthma bronchial asthma with night the komorbid 1.2 times higher compared to the group; serum Iga's food and fabrics at epiderma own spesifik important from the aspect of the diagnostic technique which is the maximum frequency of allergic komorbid the form 1-a were observed in children of the group – (90,0 % and 80,5%);  $C_4D_4E_4$  study bronchial asthma with night komorbid the amount of the progress made by 1.7 and 1.3 times higher than groups 2 and 3 was indicator. The progress made in

the study bronchial asthma with night komorbid by peshob tsistinil leykotrienlar  $C_4/D_4/E_4$  I eozinofillar ( $r=+0,67$ ;  $p<0,0001$ ),  $C_4/D_4/E_4$  (ng/ml) and specific Iga ( $r=+0,71$ ) and SCORAD index and the highest positive correlation  $C_4/D_4/E_4$  ( $r=+0,9$ ) were determined among.

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## ОСНОВНЫЕ ЦЕЛИ ГОСУДАРСТВЕННОЙ ПОЛИТИКИ РЕСПУБЛИКИ УЗБЕКИСТАН В СФЕРЕ МЕЖНАЦИОНАЛЬНЫХ ОТНОШЕНИЙ

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**Аннотация** : В статье раскрываются особенности современного этапа состояния межнациональных отношений как фактора социальной стабильности Республики Узбекистан, вопросы совершенствования законодательства в сфере отношений между нациями, в частности, необходимость принятия Закона о государственном языке в Новой редакции с учетом этнического состава многонационального населения Узбекистана. Утверждается, что принятие «Закона о языке» в Новой редакции будет способствовать как сохранению и передаче будущим поколениям историко-духовного наследия, связанного с узбекским языком, так совершенствованию языковой политики в стране, а также дальнейшему укреплению межнационального согласия.

Подчеркивается, что сохранение сбалансированных межнациональных отношений возможно только на путях углубления демократических преобразований в стране, создания атмосферы толерантности в обществе, повышения культуры межнационального общения.

**Ключевые слова:** *нация, этнический состав, Закон о языке, этнополитика, межнациональные отношения, социальная стабильность, межнациональное согласие, государственная политика, демократизация.*

### ВВЕДЕНИЕ

Для многонациональной Республики Узбекистан, конституционно утвердившей свою государственную независимость и осуществляющей кардинальные реформы по строительству гражданского общества с учетом национальной самобытности региона, вопросы внутривнутриполитического положения, а именно межэтнические и межнациональные отношения приобретают особую актуальность. Особая значимость изучения вопросов, связанных с дальнейшим совершенствованием межнациональных отношений обусловлена не только потребностями дальнейшего развития теории нации и межнациональных отношений, но и требованиями общества и задачами этнополитики, имеющими цель – объединение и сплочение народа, сохранение национальной безопасности и стабильности в Узбекистане и в Центрально-азиатском регионе в целом. Примером событий определенного периода

может служить государство карлуков-караханов, созданное на уровне царства в результате организованности, сплоченности и солидарности тюркских племен в тот период [1]. В настоящее время особо важной становится необходимость дальнейшего развития имеющихся и выработки новых, научно обоснованных подходов по дальнейшему совершенствованию национальной политики, преодолению деформаций прошлого в соответствии с новыми социально-политическими условиями.

## 2. МАТЕРИАЛЫ И МЕТОДЫ

По состоянию на 1 июля 2022 года численность постоянного населения Республики Узбекистан составила 35 603,4 тыс. человек[2]. Крупнейшими этническими группами в Узбекистане, как следует из данных Госкомстата республики, являются узбеки, таджики, казахи, каракалпаки и русские. Численность узбеков составляет более 29 миллионов (84,4%), с 1989 года она выросла более чем вдвое, доля представителей других национальностей в общей структуре населения страны составляет 15, 6 % [3]. Как видим, в результате естественного прироста, а также миграционных процессов и других факторов, доля титульной нации в общем составе населения страны существенно увеличилась. Сложившееся объективное состояние в демографической картине страны не может не влиять на такие сферы общественной жизни, как экономику, политику, общественное сознание. Эти изменения также актуализируют необходимость управления и принятия адекватных решений в сфере межнациональных отношений.

За годы независимости проделана масштабная работа, направленная на реализацию одного из приоритетов государственной политики — обеспечение межнационального согласия и толерантности в обществе, укрепление атмосферы дружбы и чувства единой большой многонациональной семьи, воспитание молодежи в духе любви и преданности Родине, уважения к национальным и общечеловеческим ценностям, расширение культурно-просветительских связей с зарубежными странами.

В 2017 году при Кабинете Министров Республики Узбекистан создан Комитет по межнациональным отношениям и дружественным связям с зарубежными странами, который осуществляет последовательную реализацию государственной политики по обеспечению межнационального согласия и толерантности в обществе.

Вместе с тем в условиях продолжающейся глобализации и трансформации международных и региональных отношений сохраняется ряд актуальных вопросов в сфере межнациональных отношений, требующих своего решения, в числе которых это - налаживание на местах системы и механизмов мониторинга состояния межнациональных отношений как основы для организации деятельности по раннему предупреждению и профилактике возможных разногласий и конфликтных ситуаций в обществе.

По причине того, что «Социальный конфликт является результатом всякой системы, в которой цели ее элементов становятся несовместимыми» [4], соответственно, предупреждение и профилактика возможного конфликта является актуальной в решении вопросов социальной, а в нашем случае, межнациональной стабильности в стране.

За последние годы масштабные мероприятия, направленные на реализацию одного из приоритетов государственной политики - обеспечение межнационального согласия и толерантности в обществе, осуществление положений Конституции Республики Узбекистан, провозглашающих и гарантирующих, что народ Узбекистана составляют граждане Республики Узбекистан, независимо от их национальности [5], обозначили новый уровень развития сферы межнациональных отношений. Так, 23 мая 2017 года принято Постановление Президента Республики Узбекистан об организации деятельности Комитета по межнациональным отношениям и дружественным связям с зарубежными странами при Кабинете Министров Республики Узбекистан, в Положении о котором среди множества функций определено, что Комитет «обеспечивает бережное сохранение благородных традиций межнационального согласия, атмосферы дружбы и сплоченности в обществе, укрепление в сознании каждого гражданина, независимо от его национальности, расы и религиозных убеждений, чувства единой многонациональной семьи»[6].

15 ноября 2019 года Указом Президента Республики Узбекистан утверждена Концепция государственной политики Республики Узбекистан в сфере межнациональных отношений, одним из основных направлений государственной политики Республики Узбекистан в сфере межнациональных отношений является: «дальнейшее укрепление чувства многонациональной большой семьи в обществе, дружбы и согласия между представителями различных наций и народностей, проживающих в республике, воспитание молодого поколения в духе любви и преданности Родине, обеспечение равноправия граждан, недопущение ущемления их конституционных прав и свобод» [7]. Одной из основных целей государственной политики Республики Узбекистан в сфере межнациональных отношений является обеспечение одинаковых прав и свобод граждан, их равенства перед законом без различия пола, расы, национальности, языка, религии, социального происхождения, убеждений, личного и общественного положения.

### **3. РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ**

На состояние межнациональных отношений особое влияние оказывает национально-языковой фактор. Выступая в качестве национального признака народа, язык определяет, характеризует его психологию, традиции, обычаи и культуру и является предметом национальной гордости[8].

Принятие еще в 1989 году Закона о государственном языке способствовало более активному использованию его в системе общественного воспитания,

образования, научной деятельности и других сферах, а также преследовало цель повышение его социальной роли, расширение социальной базы его применения. Как отмечал К.Р.Расулов «Закон о государственном языке вернул через полвека узбекскому языку – языку коренного большинства населения республики статус, без которого он все больше оттеснялся на периферию экономической, общественно-политической и производственной деятельности» [9].

Закон «О государственном языке» в Новой редакции, одобренный сенаторами в июне 2021 года, подробно закрепляет вопросы использования государственного языка в деятельности госорганов и организаций, при обращениях физических и юридических лиц, делопроизводстве, на мероприятиях, в нормативно-правовых документах. Он был разработан во исполнение Указа Президента Республики Узбекистан УП-6084 от 20.10.2020 г. «О мерах по дальнейшему развитию узбекского языка и совершенствованию языковой политики в стране», в котором утверждена Концепция развития узбекского языка и совершенствования языковой политики в 2020-2030 годах, предусматривающая также создание широких и равных возможностей для развития языков всех наций и национальностей, проживающих на территории нашей страны, а также благоприятных условий для изучения ими государственного языка[10]. Из этого следует, что опасения относительно судьбы других национальных языков, а тем более, их ущемления, беспочвенны, более того, выступая с речью на инаугурации глава государства Ш.М.Мирзиёев заверил : «Как Президент Республики Узбекистан хочу особо подчеркнуть: мы в нашей государственной политике и впредь будем уделять приоритетное внимание укреплению и развитию национального самосознания проживающих в республике представителей разных наций и народностей, их языка и культуры, религии, обычаев и традиций» [11].

Принятие Закона «О государственном языке» в Новой редакции даст значительный импульс использованию государственного языка во всех сферах общественной жизни, его развитию и популяризации, в итоге, кардинально повысит роль и авторитет узбекского языка в качестве государственного языка, с одной стороны, и, с другой, будет служить дальнейшей демократизации языковой политики, определению статуса других языков в Республике Узбекистан, недопустимости языковой дискриминации.

Современное состояние межнациональных отношений в Республике Узбекистан выступает одним из факторов, влияющих на национальную безопасность и характеризуется динамизмом и быстротечностью. Если в середине 90-х гг. прошлого столетия, т.е. в первые годы национальной независимости, своеобразным показателем состояния межнациональных отношений в республике был высокий уровень миграции из страны представителей некоренного населения [12], то в настоящее время наблюдается актуализация языкового фактора межнациональных отношений, культуры межнационального общения, роста национального



самосознания, а также создания социально-правовых механизмов регулирования, управления межнациональными отношениями. Особая актуальность изучаемых вопросов определяется тем, что будущее нашего государства и его стабильность находятся в прямой зависимости от решения вопросов в сфере межнациональных отношений, которые пронизывают не только государственно-политическую, но и социально-экономическую, а также духовно-нравственную сферы общественной жизни. Их решение во многом определяет направленность, темпы реформ, возможности динамизации тенденций общественного и национального прогресса, состояние духовно-нравственного самочувствия национальных, этнических групп.

Гуманизм Конституции Республики Узбекистан, а также принимаемых на ее основе указов Президента страны, постановлений правительства и других государственных документов состоит в том, что в них утверждены и находят дальнейшее развитие и совершенствование принцип равноправия всех наций и народностей, составляющих народ Узбекистана.

В настоящее время более чем 35-миллионное население Республики Узбекистан составляют представители более 100 наций и народностей. Пестрота этнического состава населения республики определяется её историческим развитием. Необходимо особо отметить – это принцип определения границ между отдельными национально-территориальными образованиями. Несмотря на искусственное проведение границ и конфликтогенный характер сложившейся ситуации, благодаря взвешенной и демократичной политике в сфере межнациональных отношений, в республике удалось создать благоприятный межнациональный климат, в котором все нации находятся в равноправном положении по удовлетворению национальных потребностей.

Деятельность руководства республики направлена на воспитание в сознании каждого гражданина Узбекистана дружественного отношения к инациональному соседу, недопущения противостояния “мы-они”, преодоления отчужденности, гуманизации отношений между людьми.

Созданные в стране национально-культурные центры способствуют утверждению в стране межнационального согласия. В настоящее время в республике осуществляют деятельность 138 национальных культурных центров, 6 обществ дружбы с зарубежными странами, одним из главных принципов в работе которых является принцип гражданского согласия. Согласно историческим сведениям, сто лет назад на территории республики проживали представители около семидесяти наций, спустя 30 лет эта цифра увеличилась до 91, в 1959 г. - до 113, в 1979 г. достигла 123. Согласно переписи населения 1989 года, в нашей республике проживали представители 136 наций [13].

Возрождение национальной культуры, пропаганда и сохранение лучших морально-этических и нравственных ценностей всех народов, проживающих в Узбекистане, укрепление и развитие связей с исторической родиной всех

национальных диаспор стало возможным благодаря проводимой национальной политике. Сущность ее состоит в обеспечении равноправия всех наций и народностей, проживающих в нашей республике, создание условий для удовлетворения специфических национально-духовных потребностей многонационального населения и укрепления межнационального мира, дружбы и согласия.

#### 4. ЗАКЛЮЧЕНИЕ

Устойчивое развитие общества во многом обусловлено внутренним согласованным развитием его составных элементов, среди которых социальная сфера имеет особое значение. В ней в свою очередь область межнациональных отношений является достаточно тонкой и требующей к себе особого внимания и тщательного изучения. Сложность этой области социальной жизни обусловлена глубинными, фундаментальными механизмами идентификации и самоидентификации человека, в которых переплетены биологические, психологические, политико-экономические и социально-исторические факторы. Управление этой областью с целью установления гармонического развития ее частей является искусством, требующим тщательного изучения и своевременного принятия адекватных политико-правовых решений.

Так, принятие Закона о государственном языке в Новой редакции будет способствовать более активному использованию его в системе общественного воспитания, образования, научной деятельности и других сферах, а также преследовать цель повышение его социальной роли, расширение социальной базы его применения.

Так, утвержденная Концепция развития узбекского языка и совершенствования языковой политики в 2020-2030 годах, предусматривает создание широких и равных возможностей для развития языков всех наций и национальностей, проживающих на территории нашей страны, а также благоприятных условий для изучения ими государственного языка. Дальнейшее совершенствование законодательной основы национального развития, в нашем случае, принятие закона «О государственном языке Республики Узбекистан» в Новой редакции, будет способствовать сохранению и передаче будущим поколениям историко-духовного наследия, связанного с узбекским языком. Вместе с этим, совершенствование языковой политики в стране служит дальнейшему укреплению межнационального согласия.

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**THE FORMATION OF CONCEPTS ABOUT FAMILY IN MYTHOLOGICAL IMAGINATIONS**

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**Resume:** *The article examines ancient myths, legends, and written records that depict not just the natural occurrences associated with gods and divine powers, but also the dynamics of family relationships.*

**Keywords:** *Early cognitive processes, symbolic creativity, history, societal progress, family problems, attitudes, exemplary figures.*

The origins of family and social relationships can be traced back to the earliest periods of human history. Ancient societies sought to comprehend the complexities of real life, the world, and the environment by employing comparative methods. This initial stage of comprehending the world is known as the mythological worldview.

It is an established fact that domestic life and social life have a deep interconnection. Mythology, as the earliest form of thinking among ancient ancestors, goes beyond being mere works of art. It served as a means through which ancient people interpreted and described their understanding of various aspects of life, including domestic life, society, and the natural world.

Mythology encompasses a collection of primal concepts held by ancient humans regarding the universe. This includes beliefs surrounding the universe's creation, the origins of humanity, plants and animals, the emergence of celestial bodies, the causes and nature of natural phenomena, as well as mythical heroes, gods, and deities. Mythology serves as a reflection of ancient humans' unconsciously driven emotional attitudes towards reality. It represents the earliest series of imaginative narratives aimed at explaining the essence of various aspects of nature and social life. While mythical imagery presents a fictional interpretation of reality, those who created and performed these myths regarded them as accounts of actual events that occurred.

The ancient man's ideas about the world, as depicted in myths, were intended to be disseminated across generations through various methods of popularization. The primary means of transmission was through live oral performances, specifically storytelling, where myths were shared and passed down.

In the book "Legends and myths of Ancient Greece" by N.A. Kun, a well-known researcher of myths, we come across the following passage on the subject: "In the beginning there was only eternal, limitless, dark Chaos. It was the source of life in the world. Everything arose from boundless Chaos – the whole world and the immortal gods.

From the Chaos came the goddess Earth – Gaia. It spread wide, powerful, giving life to everything that lives and grows on it. Far below the Earth, so far as far away from us is the vast, bright sky, in immeasurable depths the gloomy Tartarus was born – a terrible abyss, full of eternal darkness. From Chaos, the source of life, a mighty force was born, all revitalizing Love – Eros. The world began to be created. Infinite Chaos gave rise to the Eternal Darkness – Erebus and the dark Night – Nyuktu. And from the Night and the Gloom came the eternal Light – Ether and joyful bright Day – Hemera. The light spread throughout the world, and began to replace each other night and day.” [1.5]

Myths are not only a form of primitive thinking, but over time they become an artistic document, an artistic proof. The mythological-narrative prose work is a kind of generalization, a summary of the real truth. In such a work, it is especially important to understand the artist's mind, to comprehend the essence of existence.

Myths reflect the ideas, beliefs and thoughts of the ancient ancestors about the family and society. If we pay attention to the essence of the old and primitive plots, the issue raised in it is seen in some respects of social significance.

Since myths are the first product of primitive thinking, they depict supernatural forces, gods, deities. As thinking developed, one began to re-understand the world and to draw conclusions by observing events. As a result of labor activity, the artistic thinking of man, who was able to gradually change nature and the world, also developed.

At the heart of myths, legends, fairy tales, short stories and epics are the different views, beliefs, fantasies of ancient people. Their goal was to pass on their experience and skills, exemplary conclusions from life to the next generation as an example. The role of myths is, of course, unique in our observation of the formation of the concept of the family in the time of the primitive community system. Myths are the first, primitive form of thinking, on the basis of which we certainly see the reflection of everyday life and social problems.

It is known that ancient people understood the world through images and analogies. So, the myths reflect the first primitive ideas, views, feelings of our ancient ancestors. Early myths reflected views on the appearance of the sky, the universe, man, nature, and various bodies. In ancient mythological sources, inanimate objects are revived, and things and events are symbolized. The same feature is also seen in the perceptions of the family and the social system.

The myths of the peoples of the world about the creation of the universe and man are common in content. “Uranus - Heaven - reigned in the world. He married the blessed Earth. Uranus and Gaia had six sons and six daughters - powerful, formidable titans. Their son, the titan Ocean, flowing around the earth like a vast river, and the goddess Thetis gave birth to all the rivers that roll their waves to the sea, and the sea goddesses - the oceans. Titan, however, Gipperion and Teiah gave the world children: the Sun - Helios, the Moon - Selena and the rosy Dawn - pink-fingered Eos (Aurora). From Astrea and Eos came all the stars that burn in the dark night sky, and all the winds: the stormy north wind of

Boreas, east Evreux, the humid south Note and the west gentle wind Zephyr, carrying clouds heavy with rain.” [1.5]

In ancient written and oral sources of different peoples, the family has long been compared to nature: the moon to the mother, the sun to the father, the stars to the children, the river to the mother, the streams to the children, the root to the father, the branches to the children, the leaves to the grandchildren, commonly called a family tree. Shajara is an Arabic word meaning tree.

The image of supernatural forces in myths, the symbols of evil and goodness, became more and more formed, and the expression of reality itself became more polished. After this stage of perfection, mythical imaginations were absorbed into the epic. The common feature of the expression of domestic life and social life shows that the ancient existence of this subject is closely connected with myths. Thus, the function of family life, example of social life, advice, instruction, education has long been performed by mythical plots.

In myths, the forces and phenomena of nature were imagined by the people of ancient times to be alive. The transfer of human behavior to inanimate objects is also a feature of family-domestic plots. In particular, the stories of the bride or groom turning into a stone, some other inanimate object, returning to their original state after getting rid of certain spells are still found in the written and oral sources of various peoples. This is animism, which means that inanimate objects are alive. The ancients believed in the existence of souls and spirits and believed that they lived in animate and inanimate nature.

In modern science, the phenomenon known as "taboo" is also common in domestic life and family life. The fact that a couple calls or refers to each other by the name of their first child is also directly related to mythological concepts in ancient times.

In the “Literary encyclopedic dictionary” the myth is defined as follows: “Myths (Greek mythos - storytelling, parable, story) are the product of a collective imagination of the people, which reflects the general truth through personalized things, which is considered to be the whole reality at the level of primitive thinking.” [1.255] Myth is a product of the imagination of the masses, reflecting the fact that the possessors of primitive concepts personalized inanimate objects and that they understood the existence in myths to be true. So, myths are a product of a mythological worldview. The mythological worldview exists not only in myths in the form of narratives, but also in other forms of behavior, rituals, customs, songs, dances, and so on. Myths were also the main source of knowledge for ancient people, a means of satisfying a spiritual need. As artistic and scientific thinking developed, different areas emerged from myths.

The participation of mythological images in ancient plots, the expression of the mythological worldview is clearly visible. Because the constant connection of literature and myths is in the form of direct absorption of myths into literature, indirectly through fine arts, ceremonies, folk festivals, religious beliefs, and in later centuries through the scientific concept of mythology, aesthetics, philosophy and folklore. So, in terms of creation, myths first appeared, but as thinking and speech developed, so did the genres of

folklore. Traditions of folklore have had a direct and indirect influence on written literature.

Even in the works of ancient poets, mythical plots, mythological images are so absorbed that it can be said that these works have ensured the viability of myths. Mythological plots developed first in the form of ceremonies, on the basis of traditions, and then moved on to written literature.

The myths of the Greek people are deeply rooted in the imagination and way of thinking of modern man, forming the basis of universal culture. In fiction, a strong man is likened to Hercules (Heracle in Greek), and a brave and stable woman to the Amazon. The birth of Hercules, the events that took place around him are also described in the family background, surrounded by social and psychological contradictions.[1.20]

One of the myths about Zeus is given in the parable of Aesop: Zeus creates a man and a woman and calls Hermes to his presence and tells them to plant crops and take them to the land where wheat is grown. Hermes executes the command. The Land resists at first, but after Hermes says that Zeus gave the order, he says: "Okay. Let them plow as much land as they need, but they will return what they have received with tears and groans." [3. 188].

In myths, the description of an event is important. Mythological plots are given as an example to real-life people.

The motive of the husband and wife in the Aesop parable for cultivating wheat is also found in Eastern religious traditions. In particular, in Nasiruddin Rabguzi's "Qisasi Rabguzi", it is narrated that Adam planted wheat and Eve planted barley and ate it. [4.27]

Ancient mythological beliefs regarding the origin of the universe and humanity often portrayed the Earth as a mother figure and the sky as a father figure. Additionally, in the primitive imagination of many cultures, the sun was associated with masculinity while the moon was connected to femininity.

In summary, human lifestyles centered around social interactions have long prompted contemplation on domestic matters and societal events. Consequently, alongside metaphorical conceptions of the universe's creation and natural phenomena, observations of domestic life and social relationships have been extensively observed and captured in artistic and aesthetic forms, whether through oral traditions or written accounts.

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**“TEMUR TUZUKLARI” DA MA’RIFAT MASALALARI**

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*Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish institut Farg'ona filiali*

**Annotatsiya:** *Ushbu maqolada jahonga mashhur sarkarda va davlat arbobi Amir Temurning bizga me'ros qilib qoldirgan "Temur tuzuklari" asarida odob-ahloq, iymon, e'tiqod, ta'lim-tarbiya, pand-nasihatlarni o'zida mujassamlashtirgani, umuman Temurning o'z davrda ma'naviyat va ma'rifat masalariga katta e'tibor qaratgani haqidagi ma'lumotlar yoritilgan.*

**Kalit so'z va iboralar:** *imperiya, "Temur tuzuklari", odob-ahloq, iymon, e'tiqod, ta'lim-tarbiya, ma'naviyat, ma'rifat, do'stlik, mehr-shafqat, odamiylik.*

**Аннотация:** *В данной статье произведение всемирно известного полководца и государственного деятеля Амира Темура «Законы Темура» воплощает в себе нравы, веру, убеждения, образование, советы, в целом Темура сведения о том, что он уделял большое внимание вопросам духовности и просветление в его период освещено.*

**Ключевые слова и фразы:** *империя, «правила Тимура», нравы, вера, вера, образование, духовность, просвещение, дружба, доброта, человечность.*

**Annotation:** *In this article, the world-famous general and statesman Amir Temur's work, "Temur's Laws", embodies morals, faith, belief, education, and advice, in general, Temur's The information that he paid great attention to matters of spirituality and enlightenment during his period is covered.*

**Key words and phrases:** *empire, "Timur's rules", manners, faith, belief, education, spirituality, enlightenment, friendship, kindness, humanity.*

Temur yaratgan imperiya jahondagi buyuk imperiyalar orasida alohida o'rin tutadi. U yaratgan imperiyaning buyukligi va qudrati, eng avvalo, uning g'ayritabiiy shaxsiy fazilatlari va iste'dodi bilan belgilanadi.

Amir Temur dunyo miqyosidagi noyob hukmdor bo'lgan Temur davrida Mavorounnahr Markaziy mintaqalarga nafaqat geografik, balki siyosiy, iqtisodiy va madaniy jihatdan ham kirib keldi. Xitoy, Hindiston, Mo'g'uliston, Oltin va Oq O'rdalar, Iroq, Vizantiya va boshqa davlatlar hukmdorlari Temur huzuriga o'z elchixonalarini yubordilar. Uning faoliyati tashqi siyosat va diplomatiya sohasida yaqqol namoyon bo'ldi.

U o'zining noyob shaxsiy fazilatlari va iste'dodi tufayli yollanma harbiydan jahonga mashhur davlat arbobi darajasiga ko'tarilgan va mamlakatni yuksalishga, iqtisodiy, ijtimoiy, siyosiy va ma'naviy tamoyillarni yagona mujassamlashgan ittifoqda birlashtirgan qudratli

davlat yaratishga erishdi. O'rta Osiyo va unga tutash hududlarini yagona markazlashgan davlatga birlashtirganda Temur markazdan ko'chma kuchlarni birlashtirishga xizmat qilgan turli taktik hamda strategik usullarni qo'llagan, ular harbiy kuch ishlatish, diplomatiya, rag'batlantirish choralari va hokazolardan iborat.

Buyuk Sohibqironning murakkab va sharaflil hayot yo'li, serqirra faoliyati zamondosh va keyingi avlod tarixchilari tomonidan bir qator manbalar asosida keng o'rganildi. Mazkur asarlarda uning el-yurt va fuqaroning tashvishi, raiyatparvarlik, to'g'rilik, mehr-muruvvat, xalq qayg'usi bilan bandlik, adolatlilik, donishmandlik, dushmanga shafqatsizlik, qat'iyatlilik, dinu diyonatga chorchash, qo'shnichilik aqidlariga rioya qilish va boshqa insoniy jihatlari haqida ko'plab ma'lumotlar mavjud.

“Amir Temur zamonida yozilgan asarlarni qunt bilan mutolaa qilsak, uning ko'p yaxshi sifatlari bilan tanishamiz. Davlat boshqaruviga oid «Tuzuklar»i bunga yaqqol misol bo'la oladi. «Temur tuzuklari»i bu ulug' insonning ichki olamini, dunyoqarashini, hayotdan olgan saboqlarini qanday talqin etganini, muhim qaror va xulosalarga kelishdan oldin u yoki bu muammoning eng to'g'ri yechimiga olib boruvchi omillarni to'g'ri belgilash qobiliyatini yaqqol namoyon etadi. Unda Amir Temurning ibratli pand-nasihatlari va o'gitlari orqali uning el-yurt va fuqarolar g'ami bilan yashaganligi, doimo xalq ahvolidan boxabar bo'lganligi, uning yaxshi yashashi uchun barcha sharoitlarni yaratishga davlat rahbari sifatida bel bog'laganligini anglash mumkin.”[1]

Buyuk bobokalonimiz, Soxibqiron Amir Temur odob-ahloq, iymon, e'tiqod, ta'lim-tarbiya sohasida o'zi yuksaklikka erishgan siymolardan biri ekanligiga ishonch hosil qilish uchun bobomiz tomonidan yaratilgan odob-ahloqqa oid o'gitlarga, pand-nasihatlarga xamda Sohibqiron haqidagi tarixiy asarlarga, jumladan “Temur tuzuklari” asariga ko'z tashlash kifoya. «Temur tuzuklari» mashhur asarlardan biri bo'lib, bu asarda ibratli, hayotiy pand-nasihatlari va o'gitlar mazmunlilik, kuchlilik, teranligi, ta'sirchanligi, umuminsoniy qadriyatlar asosida yozilganligi bilan ajralib turadi. Amir Temurning o'z davrda ma'naviyat va ma'rifat masalariga katta e'tibor qaratgani ham aynan shu asar orqali isbot etsa bo'ladi. Jumladan Amir Temur tuzuklarida ma'naviy kamolotga erishish yo'li to'g'risida shunday xikmatli so'zni uchratish mumkin: Piri komil Shayx Baxovuddin Naqshbandiyning “Kam yegin, kam uxla, kam gapir” degan pandu-nasihatlariga amal qildim. Arkonu davlatga barcha mulozimlarga ham aytar so'zim shu bo'ldi: “Kam yenglar – ocharchilik ko'rmasdan boy-badavlat yashaysizlar, kam uxlanglar – mukammalliklarga erishasizlar, kam-kam gapiringlar dono bo'lasizlar”. [2:98] Olam-olam ma'no jam bo'lgan ushbu purma'no so'zda inson ma'naviy kamoloti xaqida so'z bormoqda. Ushbu xikmat Amir Temur tomonidan ma'naviy kamolot yo'lida dastur-ul amal sifatida qabul qilingan. Bu xikmatli so'zlar bugun xam o'z ahamiyatini yo'qotgan emas. Zero inson faqatgina kam uxlab ko'p xarakat qilsa va kam gapirib ko'p fikrlasa uning ma'naviy qiyofasi o'sib boradi xamda iqtisodiy va ma'naviy boylikka erishadi.

Asardagi barcha o'gitlar xalqlarni bir maqsad sari birlashtiradigan, jipslashtirgan, muvaffaqiyatlarga erishtirgan, sehrli tarbiyaviy kuchga ega. Temur tuzuklari Sohibqironning

davlatni boshqarish va uni idora qilish, g'olibona harbiy yurishlar qilish, mamlakatda osoyishtalik o'rnatish, fan va madaniyatni rivojlantirish, xalqlar o'rtasidagi buzilmas do'stlik, mehr-shafqat, odamiylik va ahloq-odobni tarbiyalash kabi muammolarni hal qilishga bag'ishlangan ma'naviy qiyofasining maxsulidir.

Amir Temur davrida nafaqat ma'naviyat balki ma'rifat masalariga xam katta e'tibor qaratilganligiga guvox bo'lamiz. Markazlashgan davlatning asoschisi Amir Temur mamlakatda ilm-fan va ta'lim-tarbiya masalariga alohida e'tibor berdi. Natijada, davlatning iqtisodiy va madaniy qudrati yuksaklikka ko'tarildi.

Misol tariqasida aytish joiz madrasalar oliy o'quv yurti vazifasini o'tagan. Ular diniy va keyinchalik dunyoviy bilimlar o'chog'i xisoblangan. Madrasalarda mamlakatning eng atoqli donishmand shayxlari, olimu ulamolari mudarrislik qilishgan, ma'ruzalar o'qishgan. Buning isbotini tuzuklarda xam uchratish mumkin. Jumladan tuzuklarda Har bir shaharda masjidlar, madrasalar, xonaqohlar qurishni, musofir yo'lovchilar uchun yo'l ustida rabotlar bino qilishni amalga oshirdim [2:98] deb ta'kidlanadi. Ko'rinib turibdiki Amir Temur o'z davlati fuqarolarini bilimli bo'lishi uchun davlat siyosati darajasida e'tibor qaratgan. Bundan tashqari rabotlar qurish orqali fuqarolari tinchligi va osoyishtaligi uchun xizmat qilgan. Bu kabi mexanizmni ishlab chiqish uchun faqat ma'naviy kamolatga erishishgan ma'rifatli inson bo'lish kerak. Amir Temur davlati ana shu kabi to'g'ri tashkil etilgan boshqaruv siyosati sabab markazlashgan yirik davlatga aylangan desak mubolag'a bo'lmaydi. Tuzuklarda yozilishicha Amir Temur diniy bilimlar rivojiga xam katta e'tibor qaratgan. Bunga yaqqol misol tariqasida tuzuklarda mavjud quyidagi jumlaning keltirish kifoyadir.

"... Musulmonlar diniy masalalardan ta'lim berib, shariat aqidalari va islom dini ilmlari: Tafsir, Hadis, Fiqhdan dars bersinlar deb har bir shaharga olimlar va mudarrislar tayin qildim" [2:98]. Bu fikrni Amir Temurning diniy va dunyoviy bilimlarni teng ko'rganligi xamda ularni biri ikkinchisini to'ldiruvchi ma'naviy ozuqa ekanligini yaxshi tushunganligini yorqin namunasi sifatida ko'rishimiz mumkin.

"Amir Temur davlatida, xususan uning poytaxti bo'lmish Samarqandda ijodkor insonlar yashashi va ijod qilishi uchun barcha moddiy-maishiy sharoitlar yaratilgan ekanki, jahonning turli joylaridan olimu fuzalolar, muhandislar va hunarmandlar bu yerga oqib kela boshlagan.

Frantsuz olimi Lyangle ham Amir Temurning ilm ma'rifat allomalariga, sohibi hunarmandlarga qanchalik hurmat bilan munosabatda bo'lganligi to'g'risida shunday deydi: «Temur olimlarga seriltifot edi. Bilimdonligi bilan bir qatorda sofdilligini ko'rgan kishilarga ishonch bildirardi. U tarixchilar, faylasuflar, shuningdek, ilm-fan, idora va boshqa ishlarda iste'dodli bo'lgan barcha kishilar bilan suhbatlashish uchun ko'pincha taxtdan tushib, ularning yoniga kelardi. Negaki, Temur bu sohalarga g'amxo'rlik qilishga asosiy e'tiborini berardi».[3]

Xulosa shuki Amir Temur ma'naviyat va ma'rifat masalariga katta e'tibor bergani sabab markazlashgan davlat tizimini yaratdi, shuningdek, iqtisodiy munosabatlarning rivoji

uchun tartib – qoidalarni davlat siyosati tarzida amalga oshirdi. Soliq tizimi, mulkchilikda davlat va jamiyat manfaatlariga asoslanish, ilm – fan, ma’naviyat va ma’rifatga g’amxo’rlik qilish, tashqi siyosatda tadbirkorlik va qat’iyatlikka tayanishda ham o’z zamonasi uchun ko’plab yangiliklar yaratdi va o’zbek davlatchiligi tarixida o’chmas iz qoldirdi. Amir Temur donishmandlar nasihatiga amal qilib, davlat boshqaruvida katta tajribaga ega bo’lib, tashabbuskor insonlarni juda qadrlagan. U shunday deb ta’kidlaydi: “Mening tajribam shuni ko’rsatdiki, tashabbuskor, loqayd odamlardan qat’iyatlilik, tadbirkorlik, hushyorlik, jangovar, mard, qo’rqmaslik kabi fazilatlariga ega shaxs afzalroqdir. Tajribali odam minglab odamlarga ish beradi, u o’z tajribasidan bilib oldi: Qodir Allohning yordami va bandasining tashabbusi bilan g’olib bo’lish mumkin”.

A.Temurning bu so’zlari bugungi kunimizda ham o’z ahamiyatini va ahamiyatini yo’qotgani yo’q. “Temur tuzuklari” hikmatlar omboridir. Uning har bir sahifasida haqiqatning o’zi jaranglaydi, uning har bir satri chuqur ma’no-mazmun bilan sug’oriladi. Barcha tafsilotlarni qamrab olishning iloji yo’qligi sababli, biz ulardan faqat dolzarb bo’lgan va bugungi kungacha o’z ahamiyatini yo’qotmagan ba’zilarini keltiramiz.

Madrasalarda darslar arab, fors, turkiy (o’zbek) tillarida olib borilgan. Arab tili grammatikasini o’rgatishga ko’proq vaqt ajratilgan. Shuning uchun Sa’diy 52 Sheroziyning «Guliston», «Bo’ston», Fariddin Attorning «Mantiq ut-tayr» va boshqalar ham o’qitilgan. Har bir madrasaning vaqfnomasida tolibi ilmlar, mudarrislar va boshqa xodimlarni qabul qilish, o’quv ishlarini yuritish belgilangan<sup>1</sup>. Ulug’bek zamoniga kelib esa matematika, astronomiya kabi fanlar ayniqsa rivoj topdi. Tibbiyot, tarix, adabiyot va shular bilan barobar diniy bilimlarning ham ravnaq topishiga katta e’tibor berildi. Oliy maktab — madrasalar qurildi. Buxoro, Samarqand va G’ijduvonda qurilgan uch madrasada fan taraqqiyotida ilmiy markaz bo’lib keldi. Buxorodagi madrasa peshtoqiga bitilgan quyidagi yozuvlar haligacha ko’zga yaqqol tashlanadi: «Ilm olmoqqa intilmoq har bir muslim va muslima uchun qarzu farzdir». Ulug’bek 1428—1429 yillarda Samarqandda rasadxona qurdiradi. 1437 yilda ana shu rasadxonada «Ko’ragoniy jadvali»ni, ya’ni yulduzlar jadvalini tuzadi. U yaratgan kutubxonada esa fanning turli sohalariga oid 1500 jild kitob mavjud edi. Samarqand shahrida X asrda 17 ta madrasa bo’lib, ularda yirik olimlar dars bergan bo’lsa, XIV— XV asrlarga kelib ular soni yanada ortdi. Tabobat ilmi, tarix, adabiyot va san’at ham rivojlandi. Boysunqur Mirzo davrida saroy kutubxonasi keng rivoj topadi. Uning rahbarligida kitoblarni ro’yxatdan o’tkazish va ilmiy matn ishlari ham olib borilgan. Firdavsiyning «Shohnoma» asarining shu davrda to’liq matni tuzilib, miniatyuralar bilan bezatilgan. Bular XIV asrning ikkinchi yarmi va XV asr Markaziy Osiyo tarixida uyg’onish davri bo’lib tarixga kirgan deya olishimizga asos bo’la oladi.

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**CORPORATE GOVERNANCE AND CORPORATE MANAGEMENT**

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**Abstract:** *the article is devoted to the comparison of two concepts: “corporate governance” and “corporate management”. The work describes the essence of corporate governance and corporate management, identifying the distinctive features of these concepts.*

**Keywords :** *management, management, corporation, corporate governance, corporate management.*

The corporate form of business organization is a relatively new phenomenon. In this regard, the issues of formation of corporate governance and corporate management become particularly relevant.

The corporation is the most common and significant form of organization of large businesses in modern conditions. It is a collection of legal entities and individuals who have united to achieve a goal and form an independent subject of law - a new legal entity. A distinctive feature of a corporation is that its ownership belongs to the shareholders who purchased the shares; the company is not solely owned and requires a completely different way of management influence and control of the owners. When owned property is separated from management, management functions are separated, and there is a need to create a balance between the company's owners and management, i.e. in corporate governance.

Corporate governance is the most important factor in the development and existence of corporations. It consists, first of all, in providing owners with the ability to effectively control and monitor the activities of managers.

But what do researchers mean when they talk about corporate management? Is it different from corporate governance? What is its essence?

Until recently, scientists were of the view that corporate management and corporate governance are synonymous concepts, replacing them with one name. However, their opinion is erroneous, since these are different phenomena that have their own content and their own subject of regulation.

To begin with, we should compare concepts such as “management” and “management”. According to the modern economic dictionary, management is a conscious, purposeful influence on the part of subjects, bodies on people and economic objects, carried out with the aim of directing their actions and obtaining the desired results. In contrast to management, which exists in various systems - technical, technological, biological and social, management is “always the management of only specific people connected by organizational and economic relationships in a specific corporate system (organization, company, enterprise).”

Thus, management is a broader concept than management. This applies to both corporate governance and corporate management.

Corporate management is an “integral part” of the management system and is carried out only by executive bodies (general director, executive director, management personnel, financial manager, commercial director and others). In other words, corporate management is carried out exclusively by company managers. Executive bodies are engaged in the distribution and control of the implementation of production tasks by representatives of middle and lower levels of management, who, in turn, manage employees.

From the point of view of solving strategic issues of the company, corporate management is responsible for developing strategy and making management decisions; it is aimed at the successful functioning of the company in the external environment. Corporate management is responsible for the implementation of the existing strategy and execution of management decisions; it focuses on operational management, that is, it is aimed at resolving all current issues related to the activities of the corporation and the organization of the functioning of the management system.

If the main goal of corporate governance is to ensure the profitability of the company, then the task of corporate management comes down to ensuring the rational organization of production potential in order to achieve high production efficiency. In other words, management must organize the company's work in such a way as to ensure the achievement of the goals of corporate governance.

Corporate management develops the company's capabilities. It provides 3 important business assessments: information delivery, performance indicators and control indicators. These assessments help you understand, manage and grow your business. The corporate management system coordinates the work of the manager, operating personnel, clients, as well as the work of suppliers.

Corporate management is aimed at resolving all current issues related to the activities of the corporation, with the organization of the functioning of the management system and performs such functions as planning, organization, motivation, coordination and control.

Thus, corporate management and corporate governance are different concepts. Their main difference is that corporate governance is broader; management is its “integral part”.

The task of corporate governance is to find a balance between the interests of the company's owners and managers. The main task of corporate management is to resolve all current issues (coordinating the work of managers, operating personnel, clients, as well as the work of suppliers) and ensuring the effective operation of the company.

Effective corporate governance directly depends on the organization of corporate management. It is he who is responsible for implementing the developed strategy and organizing the execution of management decisions.

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**AMIR TEMURNING JISMONIY VA HARBIY TAYYORGARLIKDAGI YENGILMAS  
TAJRIBASI**

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**Annotatsiya.** *Ushbu maqolada muallif tomonidan Amir Temurning jismoniy tarbiya va harbiy sohadagi qarashlari, uning nayzabozlik, chavandozlik, kurash, suzish kabi mashqlar bilan muntazam shug'ullanganligi, "Temur tuzuklari" kabi bir qator tarixiy asarlarda Amir Temur va uning avlodlari jismoniy tarbiyaga alohida ahamiyat qaratganliklari, harbiy jang san'ati ilmini puxta egallaganligi haqida fikr yuritiladi.*

**Kalit so'z va iboralar:** *jismoniy tarbiya, harbiy, nayzabozlik, chavandozlik, kurash, suzish, harbiy jang san'ati, askar, chiniqtirish, tana muvozanati mashqlari, shiddat-tezkorlik, epchillik, chidamlilik, chaqqonlik.*

**Аннотация.** *В данной статье автор описывает взгляды Амира Темура на физическое воспитание и военное дело, его регулярные занятия метанием копья, верховой ездой, борьбой и плаванием, а также тот факт, что Амир Темур и его потомки уделяли физическому воспитанию особое внимание в ряде исторических сочинений, таких как «Уложения Темура», военным считается, что он основательно освоил науку боевых искусств.*

**Ключевые слова и фразы:** *физическая культура, военнослужащие, метание копья, конный спорт, борьба, плавание, воинские единоборства, военнослужащий, фитнес, упражнения на равновесие тела, скорость, ловкость, выносливость, ловкость.*

**Abstract.** *In this article, the author describes Amir Temur's views on physical education and the military field, his regular practice of javelin, horse riding, wrestling, and swimming, as well as the fact that Amir Temur and his descendants paid special attention to physical education in a number of historical works such as "Temur's Tuzuklari", military it is thought that he has thoroughly mastered the science of martial arts.*

**Key words and phrases:** *physical education, military, javelin, equestrian, wrestling, swimming, military martial arts, soldier, fitness, body balance exercises, speed, dexterity, endurance, agility.*

Temuriylar davrini aks ettiruvchi SHarofiddin Ali Yazdiyning "Zafarnoma", Fosih Havofiyning "Mujmal-i Fosihiy", Mullo Salohiddin Toshkandiyning "Temurnoma", ayniqsa, "Temur tuzuklari" kabi bir qator tarixiy asarlarda Amir Temur va uning avlodlari jismoniy tarbiyaga alohida ahamiyat qaratganliklari qayd etilgan. Sohibqironning o'zi bolaligidan

boshlab jismoniy tarbiya va jangovar san'atlarga alohida e'tibor qaratgan. U nayzabozlik, chavandozlik, kurash, suzish kabi mashqlar bilan shug'ullangan. Askarlarini har tomonlama chiniqtirishda qo'llagan daryoni kechib o'tish, suzish, daradagi tog'larning biri ustidan ingichka arqon tortib ikkinchisiga o'tish, tana muvozanati mashqlari, shiddat-tezkorlik, epchillik, chidamlilik, chaqqonlik kabi mashq uslublari ularni jangga tayyorgarliklarini mustahkamlash bilan birgalikda o'zlariga bo'lgan ishonchlarini oshirgan [6].

Amir Temur jismoniy tarbiyaga ham katta e'tibor bergan. SHarqda dilovarlik tarbiyasi, ya'ni yoshlarda mardlik, jasurlikni tarbiyalash asosiy masalalardan sanalgan. Yigitlar bolalikdan merganlik, chavandozlik, suvda suzish, ovchilik, qilichbozlik, shaxmat o'yini kabilarni mohir murabbiylardan o'rganib, bu borada mashq qililar edilar.

Buyuk Temur "Saltanat to'nini kiygach, o'z to'shagimda rohatda uxlash huzur-halovotidan voz kechdim. O'n ikki yoshimdan turli diyorlarni kezdirdim, ranju mehnat tortdim. Har xil tadbirlar qo'lladim, (g'anim) qismlarini sindirdim. Amirlar va sipohiylarning isyonlarini ko'rdim, ulardan achchiq so'zlar eshittim. Lekin sabru bardosh bilan o'zimni eshitmaganko'rmaganga solib, ularni tinchitdim. Qilich ko'tarib jang maydoniga otildim va shu tariqa dunyoda nom chiqardim" yoshlarni mard va jasur, vatanparvar, qurol va qurolsiz jang qila oladigan, epchil, chaqqon, qo'l, oyoq kuchi bilan yiqitish mahoratini egallagan Vatan himoyachilarini ma'naviy kamolotga yetkazishga muhim ahamiyat kasb etadi. Amir Temur davrida kurash, otda yurish san'ati, ko'pkari, ot poygasi, yoy va kamondan otish, ov, chavgon o'yini singari ommaviy mashg'ulotlar va o'yinlar qo'shinlar va xalq orasida keng tarqalgan U o'g'il bolalarni harbiy san'at sirlarini o'rgatish uchun maxsus ustozlar tayinlagan. Bunda faqat qo'shindagilarni emas, balki umumxalqni ham harbiy va jismoniy tarbiyalash jarayoniga e'tibor qaratgan. Bundan tashqari, farzandlari va nabiralari qoldirgan yo'l-yo'rig'ida o'n ikki narsani shior qilib, shunday deydi: "Sayiydlar, ulamo, mashoyix, oqilu donolar, muhaddislar, tarixchilarni sara, e'tiborli odamlar hisoblab, izzat-hurmatlarini o'rniga qo'ydim. Shijoatli kishilarni do'st tutardim, chunki Tangri taolo jasur kishilarni ardoqlaydi. Ulamo bilan suhbatda bo'ldim va pok niyatli, toza qalbli kishilarga talpindim, ularning himmatlaridan ulush tilab, muborak nafaslarini bilan duo-fotiha berishlarini iltimos qildim". Amir Temurning tajribasi nafaqat zamonaviy askarlar tayyorlashda, balki yoshlarni mard, jasur, kuchli, chaqqon, epchil qilib tarbiyalashda ham muhim ahamiyat kasb etadi [2, 5, 11].

Mohir sarkarda va davlat arbobi Amir Temurning tarixiy xizmatlari hamon mutaxassislar tomonidan katta qiziqish va qoniqish bilan o'rganilmoqda. Uning jahon tarixiy taraqqiyotiga qo'shgan hissasini sira inkor qilib bo'lmaydigan jihati, eng avvalo, shundaki, birinchidan, u ulkada uzoq davom etgan ayanchli mug'ul istibdodiga barham berdi; ikkinchidan, parokandalikka yuz tutgan Markaziy Osiyonda yagona markazlashgan davlat barpo etishga erishdi; uchinchidan, O'rta Sharq, Yaqin Sharq va Kichik Osiyo mintaqalaridagi siyosiy beqarorlikka barham berib, ularning xavfsizligini ta'minladi; to'rtinchidan, Mug'uliston ustiga qilgan yurishlari bilan Xitoyning Minь sulolasini mug'ullar solayotgan xavfdan xalos etdi; beshinchidan, Oltin O'rda hoqoni To'xtamish bilan 1391,

1395 yillarda olib borgan ulkan janglari tufayli Rossiyaning mug'ullar zulmidan ozod bo'lishini bir necha o'n yillarga tezlashtirdi; oltinchidan, 1402 yilda Usmoniylar imperiyasi ustidan qozongan g'alabasi Yevropani xalokatdan qutqarib qoldi va uni Yevropa xaloskoriga aylantirdi. Amir Temur jahonning to'rtta mashhur sarkardalaridan biri, kuragi yerga tegmagan buyuk sarkarda, xudo bergan salohiyatini to'la-to'kis namoyon eta olgan, monandi yo'q buyuk armiya qumondoni edi. Jang san'ati, askar tutish qoidalari, jangovar saf tortish kabilar uning "Tuzuklari"da batafsil yoritilgan. Binobarin, harbiy san'at tarixi Temurni jahonning eng buyuk sarkardalaridan biri sifatida tan oladi. Uning harbiy iste'dodi asosan ikki yo'nalishda: mohir harbiy tashkilotchi va atoqli sarkarda tarzida namoyon bo'ladi. Bu o'rinda, Temurning armiyasining quyidagi xususiyatlarini qayd etish mumkin. Birinchidan, Temur armiyasi umumxalq xarakteridagi lashkarlardan iborat emas edi; ikkinchidan, Temur qo'shiniga chorvadorlar qatoridan, kosiblardan, hunarmandlardan va o'troq aholidan askar olingan; uchinchidan, Temur qo'shinida harbiy kuchlarning asosini tashkil qiluvchi otliq asaklar bilan bir qatorda, piyodalardan tuzilgan qismlar ham bo'lgan; to'rtinchidan, Temur SHarqda birichilardan bo'lib, o'z armiyasiga o't irg'ituvchi qurol – ra'd andoz olib kirgan; beshinchidan, sohibqiron tog'li hududlarda jang harakatlari olib boruvchi piyodalardan tuzilgan maxsus qismlarni tashkil etgan; oltinchidan, Temur jahon harbiy san'ati tarixida birinchi bo'lib, qo'shinni jang maydonida yetti qo'lga bo'lib joylashtirish tartibini joriy qilgan; yettinchidan, qo'shin qanotlarini jang chog'ida dushman hujumidan muhofaza qilish va aksincha, g'anim kuchlarini yon tomonidan aylanib o'tib, unga ortdan zarba berish maqsadida tuzilgan otliq qism – kanbulni joriy etgan. Sohibqiron tashkil etgan qudratli va intizomli armiya jahonning o'sha vaqtdagi eng ilg'or armiyasi sifatida keyinchalik buyuk sarkardalar, harbiy mutaxassislar, tarixchi olimlar tomonidan e'tirof etilgan va ta'bir joiz bo'lsa, aytish mumkinki, hozirda ham bu meros ko'plab qo'shinlar uchun andoza vazifasini o'tab kelmoqda. Venger tarixchisi Herman Vamberi, Amir Temurning harbiy salohiyati haqida gapirar ekan, haqli ravishda shunday degan edi: "Binobarin, Temurni CHingiz ila bir safga qo'yib, uni vahshiy, zolim, qaroqchi deb atagan kishilarning fikrlari ikki marotaba xatodir. U, avvalo, Osiyo sarkardasi edi. O'zining g'olib asakarlari va qurollaridan o'z zamonasining taomilicha foydalangan. Uning faoliyati, xususan, dushmanlari tarafidan gunoh hisoblangan ishlari va urushlari, teranroq qaralsa, biror jinoyatga jazo tarzida ro'y bergan" [1, 2, 5, 10].

Tarixdan yaxshi ma'lumki, harbiy jang san'ati ilmini puxta egallagan qadim ajdodlarimiz dushmanni mahv etishda nafaqat kuchli askar va qurollar yordamiga tayanishgan, balki harbiy hiylalardan ham unumli foydalanishgan. Bu usul ayniqsa, oz sonli qo'shin bilan dushmanning ko'p sonli qo'shinini mag'lub etishda juda qo'l kelgan. Buyuk ajdodlarimiz harbiy san'ati, bu san'atdagi harbiy hiylalardan foydalanish haqida so'z borganda birinchi galda betimsol davlat arbobi va sarkarda, Sohibqiron Amir Temur nomi tilga olinadi.

Sohibqiron Amir Temur janglarda turli harbiy hiylalardan foydalangan. "U (odamlarni) chalg'itish qobiliyatiga ega bo'lib, harakatlarida shiddatlik (asari) bor edi. Agar

uning boshiga bexosdan bir (mushkul) ish tushsa, u o'zini go'yo ushbu ishkalgamarg'ub ko'rsatib, (aslida) uni daf qilishga kirishardi. Uning (odamlarni) chalkashtirishidan (bir misol) shuki, agar unda biror makonga nisbatan xohish tug'lsa yoki biror qavm maydonga tushishni istab qolsa, xufyalik va bekinishga yuz qo'yib, qalbaki harakat va o'zini go'llikka solishni talab etardi". Tarixiy manbalarda keltirilishicha, Amir Temur hali davlat tepasiga kelmasdan turib o'zining kam sonli qo'shini bilan tajribali mo'g'ul hukmdori Ilyosxo'janing ko'p sonli lashkariga qarshi kurashayotgan chog'da aynan bir tadbirga tayanib, dushman hujumi xavfini bartaraf etaolgan ekan. Tabiiyki, Ilyosxo'ja va Amir Temur bir-birining ustun va zaif tomonlarini o'rganishga intilgan. Ahvolni bilish uchun Ilyosxo'ja tarafdin Amir Temur huzuriga elchi keladi. Sohibqiron vaziyatdan foydalanib, elchini chalg'itish maqsadida askari saflarini qayta-qayta uning oldidan o'tkazadi. Natijada elchida Amir Temurning qo'shini ko'p ekan degan fikr tug'iladi [3, 4, 7].

Amir Temurning yana bir harbiy hiylasi - u dushman ko'ngliga vahima solish maqsadida otlarga shox - shabba bog'lab, kam sonli qo'shinini jang maydonidan chetroqdaqayta -qayta yugurtiradi. U yerda ko'tarilgan vahimali shovqin -suron, quyuc chang -to'zondan esa dushman askarlarining aqli shoshgan. Tunda esa har-har yerga katta gulxanlar yoqtiradi. Sohibqiron janglarda qo'llagan harbiy hiylalari haqida o'z "Tuzuklar"ida shunday deb yozadi: "Men yana tajribamdan ko'rdimki, g'anim lashkarini yengish qo'shinning ko'pligi bilan emas, mag'lub bo'lish esa sipohning kamligidan bo'lmaydi. Balki /Tangrining/ madadi va bandasining tadbiri bilandir. Chunonchi, men kengashgan va tadbir yuritgan holda ikki yuz qirq uch kishi bilan Qarshi qal'asi ustiga yurdim. Amir Muso va Malik bahodir o'n ikki ming otliq askar bilan qal'a va uning atrofini qo'riqlamoqda edi. Lekin Tangri taoloning yordami yetib, o'zim qo'llagan to'g'ri tadbirlar orqali Qarshi qal'asini egalladim". Bunda Amir Temur o'zini qo'shini bilan boshqa tomonga ketayotgandek ko'rsatib, Amudaryodan o'tadi va u yerda uchragan karvon egalari qasovg'a-salom berib, Xuroson viloyatiga ketayotganini aytadi. Buni eshitgan amir Muso va Amir Husayn qo'shinlari xursand bo'lib, o'yin-kulgu va aysh-ishratga beriladilar va Sohibqiron bu qulay paytdan unumli foydalanib, hiyla bilan qal'ani qo'lga kiritadi. Va yana shunday harbiy hiylalardan biri haqida "Tuzuklar"da shunday deyiladi: "Dashti Qipchoq xoni To'xtamish xonlik talashib, O'rusxondan yengilib, mening panohimga qochib kelgan edi. Uning bilan qo'shin yuborsammikan, yo o'zim borsammikan deb turganimda O'rusxonning elchisi kelib qoldi. Kengashib, elchining ko'nglini ovlab, so'ng ketishga ijozat berishni, o'zi esa Dashti Qipchoq tomon yuzlanib, elchining ketidan lashkar jo'natishni mo'ljalladim, toki elchi xotirjamlik bilan bo'lgan voqealarni O'rusxonning majlisida bayon qilsin, ertasi kuni mening qo'shinim ularning ustiga bostirib borsin. O'ylaganimdek ish tutgandim, tadbirim taqdirga to'g'ri keldi, O'rusxon elchisi bo'lgan voqealarni so'zlab berayotgan paytda, mening qo'rqmas lashkarim nogahon kelgan balodek O'rusxon ustiga yopirildilar. O'rusxon qarshilik ko'rsata olmay, qochishni ixtiyor qildi. Dashti Qipchoq mamlakati menga bo'ysundi" [8, 9, 10].

Amir Temur 1399 yilda Hindistonga qilgan yurishda, Dehli shahrini egallashda ham yana bir harbiy hiylani muvafaqiyatli ishlatadi va g'alaba qozonadi. "Temur ilgari dushmani urushga solish uchun o'zini zaif ko'rsatar edi. Bu savquljeysh (strategiya) hiylasiga bu yerda ham erishdi. Hindistonliklar unga tez hujum qildilar hamda butunlay mag'lubiyatga uchradilar".

Bu haqda Amir Temur "Tuzuklar"da shunday deb yozadi: "Kengashni shundan topdimki, g'anim lashkari dadillanib, (qal'adan) chiqib, saf tortib jang maydoniga kirishi uchun, o'zimni kuchsiz (qo'rqqandek) qilib ko'rsatmoqchi bo'ldim. SHu sababdan lashkardan uzoqroqda xandaq qazdirdim. Lashkarim bilan xandaq ichiga yaxshilab joylashganimdan keyin, lashkarimning bir qismini dushmanga qarshi jangga tashladim. Dushman qarshisiga borgach, o'zlarini kuchsiz ko'rsatib, qo'rqqanday bo'lib chekinishlarini va g'animlarni dadillantirib kelishni buyurdim. Dushman lashkari bu holni ko'rib o'zlarini g'olib hisoblab, gerdayib jang maydoniga chiqqan edilarki, (mening) qahrli lashkarim bilan yuzma-yuz keldilar. Dehli hokimi Sulton Mahmud jangga kirishdi va yengilib tog' tarafga qochdi. Beqiyos xazina va mol-mulki sipohilarimga nasib bo'ldi".

Amir Temur foydalangan harbiy hiylalardan biri haqida Ibn Arabshoh shunday deb yozadi: Mo'g'ullarga qarshi qilingan safarlarning birida Temurbek qismlari g'anim lashkari bilan kutilmaganda yuzma-yuz kelib qoldi. Askarlarda dovdirash va ikkilanish kayfiyati paydo bo'layotganligini payqagan Sohibqiron ularga dushman lashkargohiga qarab yurishni davom ettirishni va yovga ko'rinarli joyda otlardan tushib, ularni o'tloqqa qo'yib yuborishni hamda o'zlariga dam olib, hordiq chiqarishni amr etadi. Muxolif tomon bularni o'z askarlari deb xayol qilib, beparvolik bilan Temurbek yonidan o'ta boshlaydi. Hordiq chiqarib olgan Sohibqiron askarlari otlariga minadi va suron solgan holda g'animning orqasidan zarba beradi.

Muzaffar sarkarda Amir Temur harb san'atining dahosi bo'lgan. Ma'lumki, u shaharlarni vayron qilmasdan, iloji boricha kam talafot berib olishni afzal ko'rgan. Amir Temur harbiy hiyla turlaridan - buyuk va'dadan tortib samimiy nasihatgacha bo'lgan shakllardan mohirona foydalangan.

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**PHYSICOCHEMICAL AND OPERATIONAL PROPERTIES OF ENGINE OIL ADDITIVES**

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**Annotation:** *In recent years, market requirements for oil color have increased, and light oils are in great demand [2, 3]. This means that the color requirements for “dark” additives (which have always been phenolates) automatically increase. Therefore, the discrepancy between the color index and the modern requirements for newly created additives is not a rare phenomenon. In this regard, it was decided to assess not only the efficiency of purification and colloidal stability, but also the color of the developed phenolyte additives of various alkalinity, in comparison with foreign analogues - the additive Oloa-219 (Chevron Oronite, USA) and the additive WFY007-1, produced by WanFY Chemical (China) [4].*

**Keywords:** *naphthalene, additives, sulfur, phenate, viscosity, sulfonate, engine, density, oxidation, dithiophosphate additives, synthetic sulfonate additive, alkaline, engine oils.*

**Purpose of the study.** To date, there is no universal method for assessing the behavior of oil at high temperatures, so it is customary to test oil by several (laboratory and bench) methods.

**Objects and methods of research.** To assess the properties of the studied additives, samples of group "D" - M-10DM oil were prepared, in which the studied additives replaced a commercial sulfur-containing phenate additive. In addition, samples of M-10DM oil were studied with the use of various commercial sulfonate additives to search for the most successful compositions. Taking into account that the other components of the oil were unchanged, the main attention was paid to the assessment of the effectiveness of the studied detergents, which was expressed in determining the high-temperature properties of the tested oil samples with new additives. The evaluation of the high-temperature properties of the oil is one of the most important characteristics of engine oils. When the oil works in the engine, oil oxidizes both in the volume and on the surface of heated parts, as a result, varnish and carbon deposits form on the surface of the parts.

At the first stage, the fundamental possibility of using fuels and lubricants in the technical sphere is determined, taking into account the general design features of the



latter; on the second – the influence of fuels and lubricants on the reliability of equipment itself; on the third – the influence of fuels and lubricants on the running characteristics of machines and mechanisms, and on the fourth – the frequency of maintenance of equipment during its operation on the given fuels and lubricants [3].

**Results of the study and discussion.** Evaluation of the motor properties of the tested samples was determined in accordance with GOST 23175-78. The results are shown in Table 1.

**Table 1. Assessment of the motor properties of oil samples M-10DM on the Folder apparatus according to GOST 23175-78**

Sample № (T=230°C)	Mass fraction of evaporation,%	Mass fraction of the working fraction,%	Mass fraction of varnish,%
1	41,3	57,2	1,5
2	49,7	49,5	0,8
3	45,1	53,1	1,8
4	42,1	56,3	1,6
Sample № (T=240°C)	Mass fraction of evaporation,%	Mass fraction of the working fraction,%	Mass fraction of varnish,%
1	58,0	39,3	2,7
2	57,4	40,7	1,9
3	55,2	41,7	3,1
4	54,5	43,0	2,5

With an increase in the test temperature, the mass fraction of volatility and the amount of varnish on the test cups for the test samples increase. For sample M-10DM prepared with the use of sulfur-containing additive K-36, the critical temperature of lacquering (the temperature at which the amount of lacquer exceeds 3 wt%) is 240°C, for the rest of the samples under study, the critical temperature of lacquering is higher.

The results of tests of the studied samples M-10DM on the installation PZV-R are shown in Table 2. The method is an addition to GOST 5726-53 "Method for determining the detergent properties", includes changes in the design of the PZV installation in accordance with TU (technical requirements) 38 401102-75 "Motor oils. The method for assessing the detergent properties of oils on the PZV-R installation" and differs from the above methods in the specially selected test mode for oils of group D.

**Table 2. Test results for PZV-R**

Sample №	The name of indicators	Unit of measurement	Test Method	Result
M-10DM	Deterge	point	Group	3,5

Sample №1	nt properties		"D" method	
M-10DM Sample №2				3,5
M-10DM Sample №3				3,5
M-10DM Sample №4				3,5

In accordance with TU 38 401102-75, the detergent properties of M-10 DM oil are evaluated by points, i.e. all tested samples pass the PZV-R test for compliance with oils of group "D". The test report on the PZV-R installation is given in Appendix 2 in  $3 \pm 0.5$

Table 3 shows the test results of M-10DM oils on the IKM-40 K installation (in comparison with the commercial oil).

**Table 3. Test results of M-10DM oils on the IKM-40K installation according to TU 38.401.405**

	The name of indicators	Stand of technical documentation	Sample 1	Sample 2	Sample 3	Sample 4	Commercial oil
	Viscosity change,%	Not more 50	35,6	37,2	41,4	39,8	43,3
	Weight loss of liners, mg	Not more 25	18,4	20,3	21,2	19,3	23
	Piston contamination, point	-	3,6	3,2	3,8	3,7	3,9

The test results shown in Table 3 indicate that samples 1-4 meet the requirements of TU 38.401.405 in terms of "Viscosity change,% " and "Loss of liners weight, mg". According to the indicator "piston contamination, evaluation" the tested samples are superior to the reference sample - commercial oil M-10DM.

The tribological properties of the commercial oil M-10DM and the prototype with the involvement of the PDJ-3 additive were studied in accordance with GOST 9490-75, the results are shown in Table 4.

**Table 4. Results of testing oil M-10DM according to GOST 9490-75**

Defined indicators	Commercial oil	M-10DM on PDJ-3
$DI_{,MM}$	0,34	0,33
$P_k, H(krc)$	150	162

Рс, Н(кгс)	168	181
Из, кгс(Н)	48	50,2

Compared to commercial oil, the prototype M-10DM has an increased critical load (162 N, for commercial oil – 150 N), welding load (181 N for the prototype, 168 N for commercial oil), the Iz and DI values are close for the commercial and a prototype of M-10DM oil, which indicates an increased bearing capacity and ultimate load capacity of M-10DM oil with the involvement of an experimental additive PDj-3 in comparison with commercial oil M-10DM.

As a result of tests by standard laboratory, bench, and qualification methods of the studied samples of M-10DM oil using the developed additives PDj-2, PDj-3, as well as with the additive K-36 (reference sample), the following results were obtained.

When preparing the composition of M-10DM oil with additives PDJ-2, PDJ-3 and K-36, it is preferable to use synthetic highly alkaline sulfonates as a sulfonate additive, rather than an oil additive LPC, since the amount of sediment determined in accordance with GOST 11063 in the case of using synthetic sulfonates is reduced.

All tested samples meet the requirements of GOST 8581 for oils of group "D".

When testing prototypes of M-10DM oils, samples prepared using additives PDJ-2 and PDJ-3 (Samples 1, 2, 4) are not inferior, and in some cases exceed the results of a comparison sample - oil M-10DM with the involvement of sulfur-containing additive K -36 (Sample No. 3). For example, the critical temperature of lacquering, determined according to GOST 23175, for sample No. 3 is 240 ° C, for samples 1,2,4 it exceeds the temperature of 240 ° C. When testing samples on the IKM-40K installation according to TU 38.401.405, according to all determined parameters, samples 1,2,4 exceed the values of sample 3. Compared with the commercial oil M-10DM (with the additive K-36 in its composition), the prototype M-10DM with the involvement of the PDJ-3 additive showed improved tribological characteristics.

**Conclusions.** Laboratory and stand test methods of oils have shown the possibility of replacing a sulfur-containing phenate additive with environmentally friendly sulfur-free additives based on alkyl phenols in existing Group "D" oils. Considering that the developed additives meet the requirements of Mid- and Low SAPS oils, their application in these oils is promising.

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## EFFECTIVE ASPECTS OF THE APPLICATION OF INNOVATIVE TECHNOLOGIES IN THE LESSONS OF THE UZBEK LANGUAGE

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**Annotation:** *thanks to independence, the Uzbek land is also undergoing a period of renewal, development, and is rapidly entering the directions of development corresponding to the universal templates of social life. Huge reforms are being implemented in all areas of the national economy, including education. Therefore, nowadays, interest in the application of new innovative pedagogical and information technologies, interactive methods in the educational process is gaining more and more attention. Modern pedagogical and Information Technology teaches that the knowledge that students acquire is solid, that they try to independently research, use additional literature, make a comparative analysis of linguistic materials and draw conclusions on their basis.*

*This article explores the effective aspects of using innovative technologies in Uzbek language lessons.*

**Keywords:** *Uzbek language, innovation, educational efficiency, knowledge and skills, Information Technology, pedagogical skills, innovative technologies, speech, creativity.*

### INTRODUCTION

Solving the existing problems of educating the younger generation as a harmonious person, ensuring the effectiveness of education and upbringing based on modern requirements, achieving its output to the level of world requirements, forming and improving the essence, content of education and upbringing by relying on national and universal values in the upbringing of the younger generation, introducing the rules and laws of the Uzbek language lesson into the life of our people. enrichment based on your rich experience and the search for new facets of it are current problems of today.

### MAIN PART

It is noteworthy that during the years of independence the scope of the Uzbek language has expanded immensely, it is also becoming an active means of communication internationally as the official state language of our republic.

Views about society were noticed in times with different definitions and classifications, but at all times, society and its management certainly required a scientific approach. Therefore, scientific management of society begins with the identification of the

problem of scientific cognition. In a state in which the process of development of human knowledge in society is harmonized with innovative activities, it is classified as putting certain problems and moving on to solving them, and then finding a solution to the emerging new problems. President of the Republic of Uzbekistan Shavkat Mirziyoyev said: "Today we are moving on an innovative development path aimed at radically updating all spheres of life of the state and society... Innovation means the future. It is not for nothing that he argued that if we start building our great future today, we must start it precisely on the basis of innovative ideas, an innovative approach"[1]. In the scientific management of society, the genesis of socio-cultural technologies constitutes the development of Science, the rise of human thought and scientific knowledge. The solution to existing problems in society is associated with innovative activities. The genesis of socio-cultural technologies also arises in close connection with the development of "technologies".

The native language is a huge treasure trove that gives our children the right not only to read and write, but also to have mysterious keys that reveal the possibility of mastering a high culture of speech, creativity and veracity, practical mastery of various fields of Science and inventions in various fields. The native language is also the most basic tool that simultaneously shapes national spirituality and ideology, our cultures and values, and National thinking.

## RESULTS

N.Makhmudov believes that "as language is characterized by an educational purpose, an onomasiological (from content to form) rather than a semasiological (from form to content) approach is important to it. It is better for a language learner to follow the path of choosing a purposeful form of expression of the content known to him than to look for the content of the form in the given language. Therefore, in later times, special attention is paid to the creation of a "functional grammar", an "ideographic grammar", which characterizes the possibilities of the most optimal way of expression of a particular content in linguistics, especially in practical linguistics, that is, based on the principle of "from content to form". In this case, the main goal of language teaching is to teach one's opinion in a completely clear and situational way"[2].



In this, conditions are created for the development, formation, knowledge and upbringing of the individual as a steward, a guide, and not the acquisition of ready-made knowledge, as in traditional education, as a result of which students and students turn from a hearing passive object of the educational process into an active subject. "There is also widespread attention to the issue of the formation of a perfect gizim of Personnel Training based on the rich intellectual heritage of our people and the achievements of modern science, technology and technologies, iqqisadiyot on the basis of universal values. Especially after the independence of the Republic of Uzbekistan, it chose a special path of economic and social development and paid special attention to the issue of training personnel. In this regard, a number of measures were taken and put into practice"[3].

Thanks to the law and independence "on the state language", the prestige of the Uzbek language was restored, wide horizons were opened for its development. Our native language began to be widely used in our republic not only as a means of circulation, communication, but also as a scientific, artistic, official language. The study of the Uzbek language, reading and teaching, publishing scientific, artistic works, educational literature in the Uzbek language has become widespread.

In order for representatives of all nationalities living in Uzbekistan to be treated equally with representatives of local nationalities in the process of study and work, to freely exchange opinions in all areas, it will be necessary to meet the requirements of the international standard of Uzbek language education, to form their competencies and competencies to enter into free communication in accordance with various In this regard, the president of the Republic of Uzbekistan on the implementation of a competency approach to language education, which is being implemented in leading countries of the world and gives effective results, the specially adopted decision of the president of the Republic of Uzbekistan on December 10, 2012 № 1875 "Correcting measures for further improvement of Foreign Language Teaching"and the reforms, the provision of the educational process with educational and methodological literature and modern tools has become extremely important in the field of Education.

It should be noted that this decision caused positive work to be carried out in our country to further improve not only foreign languages, but also language education in general, including the teaching of the Uzbek language, the state language of our Republic.

Teachers take different approaches based on the topic they are teaching. In this situation, teachers will also have to take into account the nature and conditions of students, and even focus on the time and season of the lesson process.

Describing situations in which teaching methods can include, one of these is that the teacher forms a template suitable for students in the leading role in the classroom, in which students work together as a team and are encouraged to make decisions on their own. Either the teacher can also view himself as a member of that team, or the teacher will take full control of the classroom and lead the students, or act in harmony with the

team that is organized in the classroom setting. It can be assumed that all the same are components of teaching methods.

The educational process is of a double nature and is formed from the equal relationship of the teacher and students. The teacher leading this process is the person responsible for the proper organization of the educational process, the correct implementation of educational goals and educational results. It should be remembered that the educational process is not only a mechanism for students to master the basics of science, but also focuses on the content of the individual's general socio-cultural abilities. The requirement of the current period is to achieve a positive result using the interaction of the teacher and students.

*Methods according to the nature of cooperation:*

- inactive-based on the authoritarian activity of the teacher;
- active-consists of student-student cooperation with the teacher;
- will consist of student-student interaction with each other and with the teacher.

*Uzbek as the state language of our republic is taught on the principle of continuity in the following educational stages:*

1. Teaching Uzbek at the stage of general secondary education:

- teaching Uzbek as a mother tongue in the elementary grades of national schools (grades 1-4), middle and upper grades (grades 5-9) ;
- teaching Uzbek as the state language in the primary classes (grades 2-4), middle and upper classes (grades 5-9) of schools where education is carried out in other languages;

2. Teaching Uzbek at the stage of secondary special education:

- teaching Uzbek as a native language in national groups of academic lyceums and professional colleges; - teaching Uzbek as a state language in educational groups of academic lyceums and professional colleges in Russian and Karakalpak languages;

3. Teaching Uzbek at the Higher Education stage:

- teaching Uzbek as a native language in national groups of philological higher education institutions;
- teaching Uzbek as a state language in educational groups of philological higher education institutions in Russian and Karakalpak languages;
- teaching Uzbek as a state language in educational groups of non-philological educational institutions in Russian and Karakalpak languages.

Language education involves mastering a certain amount of knowledge at each stage of Education. And the basis of knowledge to be mastered is language materials consisting of phonetic, lexical, grammatical information indicated in the curriculum, and they are distributed separately for each educational stage in accordance with the requirements of the state educational standard. In the educational process, Students-Students are formed speech skills on the basis of this knowledge. Continuity and continuity of educational content cannot be achieved unless this knowledge is properly shared between stages.



It is known that the educational process forms the basis, core of educational technology and manifests itself as a system consisting of elements such as educational purpose, educational content, student, form of education, method, tools and educator. Structural elements serve to shed light on the general essence of the educational process in mutual unity and connection.

### DISCUSSION

Factors related to the technologization of education Russian scientist S.G.Shapovalenko is defined as:

- "knowledge and mastery of technology;
- acquaintance with the audiovisual fund;
- mastering the technique of using technical means"[4].

The educational process is organized according to several conditions.



They are the following:

- 1) the emergence of social (or personal) needs for the acquisition of education, the acquisition of certain theoretical and practical knowledge;
- 2) The Awakening of the incentive to receive education, to master certain theoretical and practical knowledge;
- 3) specify the content of the student's educational and cognitive activities;
- 4) the presence of factors in establishing the management of the educational and cognitive activity of the student.

The functional structure of educational technology directly serves to fully illuminate the essence of the educational process. That is, this structure in itself expresses an overview (organizational form and internal essence), image of the educational process.

Education forms the basis of human development. In the new century, the prosperity, find, progress of society in every possible way directly depends on the development of education, the improvement of content. At the moment, the globalization of education, the introduction of innovative technologies, a large-scale flow of information make it necessary to regularly update and improve the content of Education. "Innovation is the process and activity of bringing innovation, change to the industry"[5] and "innovation

technology is the process of organizational activity aimed at ensuring pedagogical progress”[6].

In the conditions of rapid modern development, the need for innovative pedagogical activity of society, culture and education, or rather innovative technologies, is determined by a number of factors:

- socio-economic changes that necessitate fundamental changes in the educational system, updates in the educational system, the need to use methodology and technologies in the organization of the educational process in various educational institutions. The innovative orientation of the activities of educators is manifested as a means of renewal of educational policy;

- intensification of humanitarian ideas through changes in the amount and composition of educational subjects in the content of education; by the introduction of new educational subjects that dictate regular organizational innovations in the educational and educational system. In this situation, pedagogical knowledge and position among teachers increase, and the professionalism of educators increases significantly;

- a change in approach to the application and assimilation of innovations by educators. Under conditions when educational processes were required to comply with strict time standards, educators had certain limits not only on the voluntary choice of programs and textbooks, but also on the choice of methods and tools in their pedagogical activities.

Today's innovative pedagogical activity is also noteworthy for having a selective and research character. Therefore, an important area of activity of heads of pedagogical communities, methodological servants of scientific research institutes consists in the analysis and evaluation of innovations created by teachers, the creation of the necessary conditions for the creation and application of their effectiveness.

If we explain simply, the main reason that forces us to resort to innovative activities is the conditions of fierce competition faced by the team of all organizations that carry out educational services. Today, pedagogical teams independently need to carry out competitiveness in the educational system, that is, to monitor and predict the situation, monitor the direction of activity of the main competitors, apply scientific and technological innovations in work activities and independently carry out the aspiration ahead of others.

The goal of innovation is to achieve a high result in return for the money or effort spent. Unlike other miscellaneous spontaneous innovations, innovation constitutes a mechanism of manageable and controllable change.

“In the course of the lesson, not one, several methods can be used, the correct application of these methods increases the scientific-theoretical effectiveness of the training, mentally and scientifically activates the student-students. In various pedagogical situations, the changing and avlmashinib of the thoughts of the activities of the teacher and student-students, of course, also causes changes in the methods of the lesson. This ultimately helps each lesson to be organized in a unique way, in a form not like the others,

and leads to a feeling in student-students of interest in the subject, of striving to advance the Innovations”[7].

### CONCLUSION

In conclusion, in our opinion, innovative activity in the concept of scientific management of society is the resolution of professional-professional tasks within the framework of its professional capacity and competence in such ways as independent self-normalization, self-control, self-organization of elements of Management in the context of personal activity. Therefore, the establishment of scientifically based new conceptual principles of teaching the Uzbek language at the educational stages of our republic, improving the effectiveness of the education of the native language and the Uzbek language are the most relevant tasks today.

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## ИССЛЕДОВАНИЕ КАЧЕСТВЕННЫХ ХАРАКТЕРИСТИК РАЗРАБОТАННОГО УГОЛЬНОГО БРИКЕТА ИЗ МЕСТНОГО СЫРЬЯ И ОТХОДОВ ПРОИЗВОДСТВ

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**Аннотация:** В статье показана разработка брикетирования угольной мелочи с применением композиционных материалов из местного сырья и отходов производств. На основе глубокого исследования структуры и физико-химические свойства выбранных органических и неорганических ингредиентов из местного и вторичного сырья установлены закономерности формирования физико-химических и прочностных свойств угольных брикетов на их основе в зависимости от природы, вида, содержания и соотношение органоминеральных ингредиентов.

**Ключевые слова:** Уголь, композиция, угольные брикеты, отходы, наполнитель, структура, прочность, физико-механические свойства.

### ВВЕДЕНИЕ

На сегодняшний день угольная отрасль – это ведущая базовая отрасль промышленности, которая является неотъемлемой частью топливно-энергетического комплекса Республики Узбекистан.

Запасы природного газа и нефти в республике Узбекистан ограничены, а запасы угля обеспечивают потребности республики на несколько сот лет.

Угольная промышленность Узбекистана имеет 72-летнюю историю. Основу ресурсной базы угольной отрасли республики составляют бурогольное «Ангренское» и два менее крупных каменноугольных месторождения – «Шаргуньское» и «Байсунское». Стоит отметить, что 85% добываемого в Узбекистане угля приходится на разрез «Ангренский».

В три угледобывающих предприятиях ведут добычу угля. Это Ангренское месторождение бурых углей, Шаргуньское и Байсунское месторождения каменных углей.

Бурый уголь – это горючее полезное ископаемое которое образуется из лигнита или из торфа [1].

Бурый уголь отличается от каменного угля внешним видом - она всегда бурая. У неё содержание углерода меньше, а содержания битуминозных летучих веществ

и воды больше. Поэтому бурый уголь легче горит, даёт больше дыма, запаха, а также при реакции с едким калием и выделяет мало тепла. В её составе много воды, поэтому для сжигания его используют в порошке.

Объекты и методика исследования.

В настоящее время из основных путей переработки угольных отходов (отсевы, просыпи, шламы и т.п.), является их брикетирование. Запасы таких отходов ежегодный прирост достигает десятков процентов от общего объёма добываемого угля. По своим качественным характеристикам они не уступают добываемым углям и вполне могут использоваться для получения высококачественного топлива. Особый интерес представляет к переработке и утилизации углеродсодержащих материалов техногенного происхождения. Эффективное решение этой задачи позволяет учитывать вопросы загрязнения окружающей среды и ресурсосбережения [2].

Процесс механической переработки угольной мелочи в кусковое топливо - брикеты, имеющие определенные геометрическую форму, размеры и массу.

Объектом исследования служили бурые углы Ангреновского угольного разреза республики Узбекистан.

В качестве связующего использовали отход масложирового производства (госсиполовая смола) [2].

В качестве наполнителя использовали стебли хлопчатника. Хорошо известно, что хлопчатник - один из основных к настоящему времени хорошо изученных технических растений [3-4].

Для модификации госсиполовой смолы в качестве целевых добавок использовали бентонит.

Бентонит  $Al_2[Si_4O_{10}](OH)_2 \cdot nH_2O$  – относится к группе монтмориллонитовых глин, приурочена к верхнеглянцевым отложениям [5], рН водной суспензии 7-9, химический состав бентонита имеет несколько характерных особенностей.

При исследовании применялся комплекс экспериментальных методов: стандартные методы определения качественных показателей твердых горючих ископаемых. Физико-химические и технологические, спектроскопические анализы. Технологическая характеристика наполнителя топливного брикета (влажность, зольность, сера, азот) определяется по ГОСТ Р52911-2008, ГОСТ 11022-95, 8606-93, 28743-93 соответственно. Ситовый анализ проводился согласно ГОСТ 2093-82. Определение теплотворной способности твердого топлива выполнено по ГОСТ 147-95. Механическая прочность брикетов определяется по ГОСТ 21289-75. Определение водопоглощения брикетов осуществляют согласно ГОСТ 21290-75.

Влажность определяли по ГОСТ Р52911-2008 «Топливо твердое минеральное. Методы определения общей влаги») [6].



## Результаты качественных показателей разработанного топливного брикета

Состав брикета				$W_6^p$ , %		$A_6^p$ , %		$Q_{н.б.}^p$ , kJ/kg		$P_{mbrig}$ , %		$X_{brig}$	
БУК, %	ГС, %	СХ, %	ЦД, %	По НД	факт ич	По НД	факт ич	По НД	факт ич	По НД	факт ич	По НД	факт ич
80	10	9,5	0,5	20	7,0	45	19,5	270	3610	46,6,0	70,0	4,0	2,6
75	12	10,5	2,5		6,9		19,0		3645		70,5		2,5
70	14	11	5		6,88		18,85		3655		76,0		2,2

БУК-буроугольный концентрат; ГС-госсиоловая смола; СХ- стружки хлопчатника; ЦД-целевые добавки (бентонит);  $W_6^p$  - массовая доля общей влаги в брикете, %;  $A_6^p$  - зольность брикетов, %, не более;  $Q_{н.б.}^p$  - низшая теплота сгорания брикетов, kJ/kg, средняя;  $P_{mbrig}$  - механическая прочность, %, не менее;  $X_{brig}$ -водопоглощение брикета, %.

На рисунке показано влияние содержания влаги Ангреноского угля на прочность при сжатии брикетов, полученных при различных давлениях прессования.

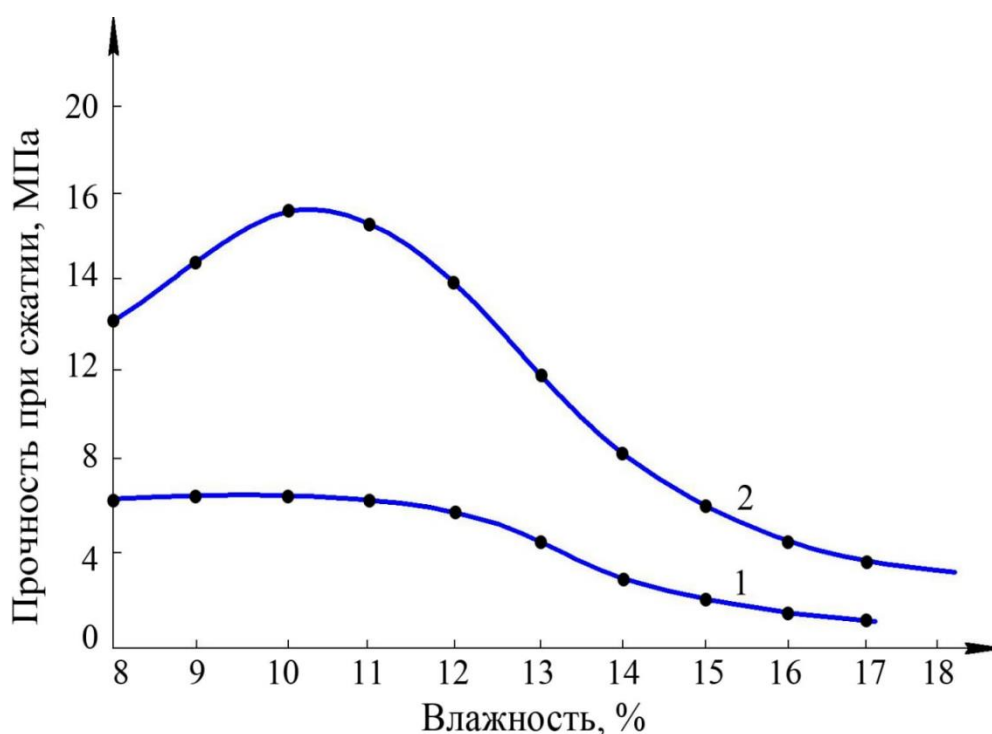


Рис. Влияние содержания влаги Ангреноского угля на прочность при сжатии брикетов, полученных при давлении прессования 60(1) и 160 МПа (2)

Из рисунка видно, что увеличение содержания влаги в угле от 11,5 до 18% ослабляет адгезию между углем и связующим. Это обуславливается из-за резкого нарушения непосредственных адсорбционных контактов в межфазной зоне, что и приводит к снижению прочности. Поэтому считаем что, оптимальной для

брикетирования является влажность воздушно-сухого состояния угля в пределах 10-11%.

Выводы. Таким образом, исследованы технологические характеристики бурых углей Ангреноского месторождения, определяющие возможные направления их дальнейшей переработки. Выявлена неравномерность качественных показателей угля, свидетельствующая о необходимости их усреднения. В результате экспериментальных исследований установлено, что госсиполовая смола удовлетворяет предъявляемым требованиям: обладает высокими адгезионными свойствами, относительной экологической безопасностью, быстро затвердевает, имеет высокую теплоту сгорания, не является дефицитным.

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**НЕКТАРОЗАПАС МЕДПРОДУКТИВНЫХ УГОДИЙ ЮЖНЫХ ОБЛАСТЕЙ  
УЗБЕКИСТАНА И НЕКОТОРЫЕ ТЕОРИЧЕСКИЕ ОСНОВЫ ИХ ИСПОЛЬЗОВАНИЯ.**

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**Аннотация:** В этой статье рассматриваются некоторые теоретические основы распространения и использования растений, богатых медоносной тлей, в южных регионах Узбекистана.

**Ключевые слова:** медопродуктивные растительные, ассоциация, формация, нектар, лекарственного продукта.

**O'ZBEKISTONNING JANUBIY VILOYATLARIDAGI ASAL SHIRAGA BOY  
O'SIMLIKLARNING TARQALISHI VA ULARDAN FOYDALANISHNING BA'ZI NAZARIY  
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**Annotatsiya** Ushbu maqolada o'zbekistonning janubiy viloyatlaridagi asal shiraga boy o'simliklarning tarqalishi va ulardan foydalanishning ba'zi nazariy asoslari yoritilgan.

**Kalit so'zlar:** asal-mahsuldor o'simlik, assotsiatsiya, shakllanish, nektar, dorivor mahsulot.

**NECTAROZAPAS OF MEDPRODUCTIVE LANDS OF THE SOUTHERN REGIONS OF  
UZBEKISTAN AND SOME THEORETICAL BASES OF THEIR USE**

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**Annotation:** *This article discusses some theoretical foundations of the distribution and use of plants rich in honey aphids in the southern regions of Uzbekistan.*

**Keywords:** *honey-producing plant, association, formation, nectar, medicinal product.*

**НЕКТАРОЗАПАС МЕДПРОДУКТИВНЫХ УГОДИЙ ЮЖНЫХ ОБЛАСТЕЙ  
УЗБЕКИСТАНА И НЕКОТОРЫЕ ТЕОРИЧЕСКИЕ ОСНОВЫ ИХ ИСПОЛЬЗОВАНИЯ.**

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Известно что Кашкадарьинская и Сурхандарьинская области является одним из слабо развитых в отношении пчеловодства районов нашей республики. Количество пчелиных семей по дву южным областям составляет около 10 тысяч, что чуть более 10% от общего число в Республике. В этих областях сборы мёда с каждой пчелиной семье намного ниже по сравнению с соседними пчеловодными районами. Однако проведенное нами обследование показывает неисчерпаемость медоносных ресурсов, а достигнутые рубежи по продуктивности не являются пределом. Прежде всего следует отметить большие площади неиспользуемых до настоящего времени мёдопродуктивных угодий. Такие мёдопродуктивные растительные сообщество имеются в долинах реки Аксу, Кызылсу, Катта Урадарья Кашкадарьинской и в бассейнах реки Тупаланг, Сангардак и Обизаранг Сурхандарьинской областей. Большие медоносные ресурсы имеются и в Бабатаге.

Как было выше упомянуто, в зоне чужь распространены некоторые растительные ассоциации или формации со значительным участием медоносных видов. Такими формациями являются выюнквая, сингренвая и партековая с некоторыми

нектаропродуктивными ассоциациями или группами ассоциаций. Нектаропродуктивность отдельных ассоциаций этих формаций составляет 15-20 кг/га.

В зоне адыр наиболее нектаропродуктивны оказались некоторые ассоциации крупнотравно – эфемероидной и крупнотравно – эфемеровоидной формаций (по 80-100 кг/га с аккумуляцией зарослей). Ещё продуктивнее перовские формации (по 190 кг/га).

Нектаропродуктивность различных ассоциаций типа ксерофильная древесная и кустарниковая растительность составляет в 20-30 кг/га. По нашим ориентировочным подсчётам нектаропродуктивность типа горные листопадные леса и кустарники с 1га составляют около 20 кг. Запас нектара в арчевниках не богат. Это зависит прежде всего от обилия медоносных видов. Наиболее нектаропродуктивные в этом типе ферулово – прангосово – арчевая, прангосово – ферулово – арчевая, зизифорово и душицево – ферулово – арчевая ассоциации. Их продуктивность от 20-30 до 40-45 кг/га.

В растительном типе горных лугостепей в качестве кормовой базы для пчеловодства выступает формация крупнотравно – шашировая, нектаропродуктивность ее достигает 25-30 кг/га.

Нами подсчитано, что общий биологический запас нектара дикорастущих мёдоносных растений в Кашкадарьинской области составляет более 4 млн.кг (448077 кг). Специалистами – пчеловодами выяснено, что медоносные пчелы могут использовать только от 33% до 50% запаса нектара на местности.

Кроме того известно, что часть нектара остается в цветках недобранными, а часть используется другими насекомыми-опылителями. Исходя из этого, что из общего биологического запаса нектара местности необходимо рассчитывать на 1/4 его часть. Из этого расчёта в Кашкадарьинской области мы имеем около полутора миллионов кг расчётного нектара (1493592 кг). У дикорастущих медоносов содержание сахара в нектаре составляет приблизительно 50%. Если исходить из этого расчёта, то получится 746796 кг чистого сахара. Как мы уже отмечали, медоносные свойства растений выражать или по количеству выделяемого сахара в нектаре – сахаропродуктивность, или в пересчёта сахара на мёд, условна прибавляя часть сахара на воду, содержащуюся в мёде – мёдопродуктивность.

Таким образом вышеотмечанный показатель сахара можно перевести на мёд – 896155 кг. Разделив возможное для сбора пчёлами количество мёда на годовую потребность в плюс товарный мёд одной пчелиной семьи (90 кг + 30 кг =120 кг), получим число семей, которое можно содержать в хозяйстве. Следовательно, дикорастущие мёдоносные растения данной области позволят содержать 7468 пчелиных семей.

Таким образом же подсчитаны потенциальные мёдоносные ресурсы бахчевых, плодовых культур и люцерны (общая площадь этих культур по области составляет 59560 га). Нектаропродуктивность бахчевых культур считается по 50 кг/га, люцерны по

100 кг/га и плодовых – по 30 кг/га. Отсюда по расчету биологический запас нектара трех вышеупомянутых медоносных угодий составляет 4598000 кг. Отсюда расчетный запас нектара равен 1532666 кг, а в переводе на сахар и мёд будет, соответственно 766333 кг и 919599 кг. Это позволит содержать 7663 пчелиных семьи.

Таким же методом нами рассчитан запас нектара на хлопковых полях этой области. Посевные площади средневолокнистых сортов 132,1 и тонковолокнистых – 31,2 тысячи гектаров. Если исходить из расчёта 41 кг нектара на 1 га, то общий запас его на плантациях средневолокнистых сортов будет более 5 млн.кг (5412000 кг), в пересчете на сахар более 3 млн.кг (3300000 кг) и в пересчете на мёд около 4 млн.кг (3960000 кг), из которого мёдоносные пчелы могут использовать 1320000 кг. Такой запас кормовой базы средневолокнистых сортов хлопчатника позволяет содержать около 2 тысяч пчелиных семей.

На 31 тысяче гектаров возделываемых тонковолокнистых сортов общий запас нектара составляет более 5 млн кг нектара (5084000 кг) или в расчете на мёд 1860000 кг. Одной трете этого запаса – 620000 кг достаточно для содержания 5166 пчелиных семей.

Таким образом мёдоносные ресурсы Кашкадарьинской области позволяют увеличить в перспективе число пчелиных семей до 31297.

Запас нектара выделяемого цветками дикорастущих мёдоносных растений Сурхандарьинской области достигает более 4 млн.кг (4428820 кг). Одна трете этой суммы – равна 1476273 кг, или 738136 кг сахара. В переводе на мёд это составит 885563 кг, что позволяет содержать в перспективе 7379 пчелиных семей. Мёдоносные ресурсы бахчевых, плодовых культур и люцерны, путем подобных расчетов, исчисляется 852000 кг мёда (исходя из 1373200 кг нектара или 686600 кг сахара). Из этого количества считаем, что мёдоносным пчелам доступны только 284 тысячи кг мёда, что позволяет содержанию 2366 пчелиных семей.

В Сурхандарьинской области средневолокнистые сорта хлопчатника занимают 80,6 и тонковолокнистые 61,7 тысячи гектаров.

В 1977 году только сорт Ташкент-1 возделывался на 55737 га, сорт 138-Ф на 25705 га и “Кызил-Раватэтих” на 222 га. Биологический запас нектара на плантациях этих сортов составляет более 3млн (3722808).

Среди тонковолокнистых сортов наибольшую площадь занимал сорт 5904-И (51781 га). Другие сорта занимали: С-6030 – 106 га, С-6035 – 197 га, С-6037 – 4634 га, Термез-7 – 3461 га, Термез-9 – 1602 га, и другие 60 га. Нектарапродуктивность плантаций всех тонковолокнистых сортов по данной области достигает более 9 млн.кг (9509512 кг). Общая количество нектара на плантациях средне и тонковолокнистых сортов превышает 13 млн.кг (13232320 кг), а в пересчете на сахар 5049792 кг, и на мёд 6059750 кг. Одна третья часть этой суммы составит 2019916 кг, а этого количества достаточно для содержания в перспективе 16832 пчелиных семей.

Запас нектара всех нектаропродуктивных угодий Сурхандарьинской области может обеспечить 26577 пчелиных семей.

По нашим ориентировочным подсчетам по двум южным областям медоносные ресурсы достаточны для содержания 58315 пчелиных семей, а это значит, что в этих областях можно увеличить число пчелиных семей еще в 3-4 раза по сравнению с ныне существующими. На основании своих данных мы рекомендуем организовать хотя бы по одному специализированному совхозу в каждой области.

Однако следует обратить внимание на то, что в составлении общего мёдового запаса местности этих областей значительное место занимают хлопковые поля, которые в полной мере использовать в качестве источников мёдосбора в настоящее время затруднительно. Из-за этого, хлопковые поля обрабатываются химическими веществами – вредными для самих пчел.

Учитывая отрицательное действие химикатов на пчел и других насекомых – опылителей, в настоящее время большое внимание уделяется биологическим методам борьбы с сельхозвредителями. С другой стороны, ведутся работы по системному использованию, т.е. внесению гербицидов в почву и т.д. Кроме того умелая организация хозяйства, своевременное оповещение о применении химических обработок полей и быстрое принятие мер предотвращают гибель пчел.

Все эти затруднения со временем будут решены положительно для пчеловодства. И это дает основание полагать, что в будущем южные области нашей республики станут большими поставщиками ценного диетического и лекарственного продукта мёда.

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## ZAMONAVIY VOLEYBOLDA TO'PNI O'YINGA KIRITISH TEXNIKASI

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**Annotatsiya:** *Ushbu maqolada to'pni o'yinga kiritish texnikalari haqida batafsil izohlar, fikrlar berib borilgan. Voleybol texnikasi ikkita katta bo'lim: hujum va himoyadagi texnikalarga bo'linadi. O'z navbatida, yuqoridagi bo'limlar ham texnik usullarning shakli va mazmuniga ko'ra bir qancha guruhlar bo'linadi. Har bir guruhda texnik harakatlarning o'ziga xos bajarish usullari mavjud bo'ladi. Biz bu maqolada hujum texnikasining faqatgina to'pni o'yinga kiritish haqida yoritdik xolos.*

**Kalit so'zlar:** *Voleybol, texnika, o'yinga kiritish, o'yin, usullar, voleybol o'yini, tezlik, yuqoridan, pastdan, sakrab, to'p, to'p tezligi.*

## TECHNIQUE OF PUTTING THE BALL INTO THE GAME IN MODERN VOLLEYBALL

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**Annotation:** *This article provides detailed comments and opinions about the techniques of putting the ball into play. Volleyball techniques are divided into two major sections: offensive and defensive techniques. In turn, the above sections are divided into several groups according to the form and content of technical methods. Each group has its own methods of performing technical actions. In this article, we covered only the technique of attacking the ball.*

**Keywords:** *Volleyball, technique, introduction, game, techniques, volleyball game, speed, up, down, jump, ball, ball speed.*

## ТЕХНИКА ВВОДА МЯЧА В ИГРУ В СОВРЕМЕННОМ ВОЛЕЙБОЛЕ

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**Аннотация:** В данной статье представлены подробные комментарии и мнения о технике ввода мяча в игру. Техника волейбола разделена на два основных раздела: наступательная и защитная техника. В свою очередь, указанные разделы делятся на несколько групп по форме и содержанию технических методов. Каждая группа имеет свои способы выполнения технических действий. В этой статье мы рассмотрели только технику атаки мяча.

**Ключевые слова:** Волейбол, техника, введение в игру, игра, приемы, игра в волейбол, скорость, сверху, снизу, прыжок, мяч, скорость мяча.

## KIRISH

Hozirgi davr taqdiri va uning istiqbolini ijobiy hal qilish qaysi sohada bo'lishidan qat'iy nazar har tomonlama komil insonlarni tarbiyalashda, jismoniy sifatlarni rivojlantirish va albatda bu sifatlarni faol maqsadda shakillantirish kerak. Bu jismoniy sifatlarni o'z-o'zidan vujudga kelmaydi, balki jismoniy tarbiya va sport bilan muntazam shug'ullanish evaziga amalga oshiriladi, albatta bunday tadbirlar mutahasislar maslahati, nazorati va ko'rsatmalari, umuman murabbiy rahbarligi ostida amalga oshiriladi. Aks holda maxsus bilimga ega bo'lmasdan jismoniy mashqlar bilan shug'ullanish ko'ngilsiz natijalarga olib kelishi mumkin.

## ASOSIY QISM

### O'YIN TEXNIKASINING TASNIFI

O'yin texnikasini tasniflash - ularni shakli, mazmuni, qo'llaniladigan usullarning nimaga mo'ljallanganligi, harakatlarning bir-biriga bogliqligi, harakatlarning kinematik va dinamik tuzilishga qarab ma'lum guruhlar va bo'limlarga ajratishdir.

Voleybol texnikasi ikkita katta bo'limga bo'linadi: hujum va hirnoyadagi texnikalarga bo'linadi. O'z navbatida, yuqoridagi bo'limlar ham texnik usullarning shakli va mazmuniga ko'ra bir qancha guruhlariga bo'linadi. Har bir guruhda texnik harakatlarning o'ziga xos bajarish usullari mavjud bo'ladi.

#### **Hujum texnikasi. Holatlar, harakatlanish, dastlabki holatlar**

**Holatlar.** Voleybol o'yinida o'yinchilar to'p bilan qisqa vaqt ichida harakat qilishlari lozim. Shu sababli u yoki bu o'yin sharoitida o'yinchi to'p bilan o'ynashi uchun yuqori tayyorgarlik ko'rishi talab etiladi. Shu maqsadda turli harakat usullarni bajarish uchun turlicha holatlarni egallashi kerak.

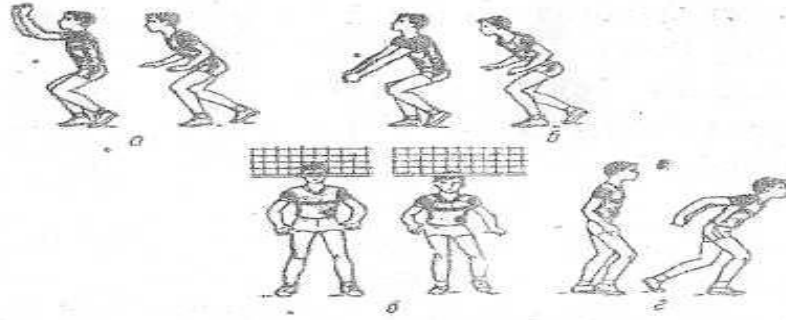


Hujum zarbasini, berish va to'siq qo'yishda – baland, o'yinga kiritilgan to'pni qabul qilishda - o'rta, hujum zarbasini yoki to'siqdan pastlab qaytgan to'pni qabul qilishda - past holatlar egallanadi. Bunda **UOM** (umunniy og'irlik markazi)ning holati navbatdagi harakatning xususiyatiga bog'liq bo'ladi. Shuni ham ta'kidlash o'rinliki, o'yinchining bo'yi va uning koordinaesion qobiliyati UOMga sezilarli ta'sir ko'rsatadi. Shuning uchun ham samarali turish holati shunday bolishi kerakki bunda UOM tezda tayanch chegarasidan chiqarilib, zarur harakatlanish va faoliyat ko'rsatish imkoniyatini bera olsin.

Turish holatlari navbatdagi harakatlarning qo'llanilish xususiyatiga qarab statik (o'yinchining harakatsiz) yoki dinamik (asosiy tayanchni bir oyoqdan ikkinchisiga o'tkazish bilan to'pni qabul qilish, hujum zarbasini berish yoki to'siq qo'yishni kutishda) holatlarda bo'ladi. Bu turish holatlarida qo'llar bel barobarida, barmoqlar kaftlarga qaragan, gavda esa bir oz oldinga egilgan bo'ladi. Gavda erkin holatda bo'lishi kerak.

**Harakatlanish.** O'yinehi ma'lum bir texntk usulni bajarish uehun maydon bo'ylab harakatlanadi. Bunda usul va o'yinning vaziyatiga bog'liq holda, qadam tashlab {oldinga, orqaga, yon tomonga), sapehib, sakrab, yugurib, yiqilib turli harakatlarni amalga oshiradi. Qadam tashlash va yugurish bilan qilinadigan harakatlar birmuneha yumshoq (UOM tebranishining sustligi sababli) bo'ladi, *Yon* tomonga qadamlashdan ko'p hollarda katta bo'lmagan masofani bosib o'tish bilan to'siq qo'yganda, hujum zarbasini qabul qilganda yoki to'siqdan o'z yo'nalishini o'zgartirib qaytgan to'pni qabul qilishda foydalaniladi. Harakat doimo kerakli harakat yo'nalishiga yaqin bo'lgan oyoqdan boshlanadi. Sapehib, sakrab, yugurish bilan bo'ladigan harakatlardan tez javob harakatlarini amalga oshirishda qo'llaniladi. Ko'rib ehiqilgan harakatlardan ko'p hollarda umumiy birlikda ham foydalaniladi

**Dastlabki holatlar.** Dastlabki holatlar u yoki bu texnik usullarni bajarishga tayyorgarlik fazasini belgilaydi. Dastlabki holatlarni egallashning bajarilishi kutilayotgan harakatni bajarish uchun qulay sharoitni va harakatlanishni ta'minlashi darkor. Texnik usulning bajarilishidan qat'iy nazar, dastlabki holallar birmuncha statikligi bilan farqlanadi to'pni uzatishdan oldin, pastdan to'pni qabul qilishda, to'siq qo'yishda va hujum zarbasini berishda. O'yinchi dastlabki holatni soniyaning bir qancha bo'laklariga teng muddatgagina egallaydi.



### TEXNIK HARAkatLAR

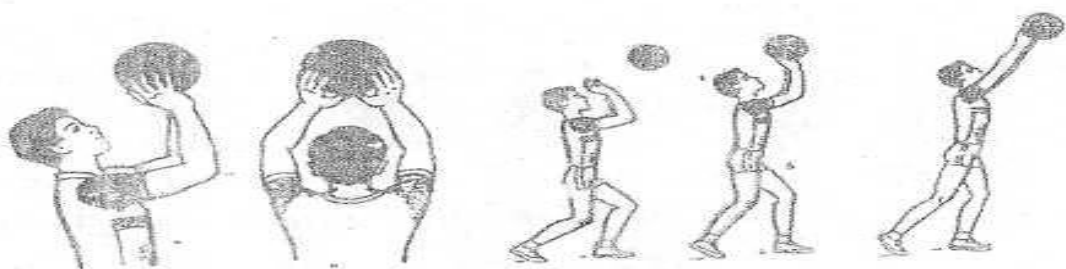
To'p uzatish - bu texnik usul orqali hujumni tashkil qilish va amalga oshirish uchun qulay sharoit yuzaga keltiriladi. To'pni: tayanch holatdan ikki qo'llab, sakrab ikki qo'llab, sakrab bir qo'llab, orqaga yiqilib turib ikki qo'llab uzatish mumkin. Oxirgi usuldan voleybolda kamdan-kam, keskin holat yuzaga kelganda foydalaniladi.

Yo'nalishi bo'yicha to'p uzatishlar (to'p uzatuvchiga nisbatan) quyidagicha bo'ladi: oldinga, o'z ustiga, orqaga.

Uzunligi bo'yicha: uzun - zonalar osha; qisqa - zonadan zonaga; qisqartirilgan - zona doirasida.

Balandligi bo'yicha: baland - 2 m dan yuqori, o'rtacha - 2 m gacha, past - 1 m gacha. Yuqoridagi ko'rsatkichlarga bog'liq holda to'pga sekin, tez va katta tezlanish beriladi. To'pni to'rga yaqin - 0,5 m gacha va uzoq -0,5 m dan ortiq masofada berish mumkin.

To'pni uzatish texnikasi dastlabki holat, qo'lning to'pga qarama-qarshi harakati, amortizatsiya va to'pni yo'naltirishdan iborat bo'ladi. Dastlabki holatdan to'p tomon harakatlangandan so'ng voleybolchi vertikal holatda, oyoqlarining bukilish darajasi to'p yo'nalishining balandligiga va uchish tezligiga bog'liq holda, oyoq kaftlari parallel yoki bir oyoq (asosiy qo'lga nisbatan qarama-qarshi) bir oz oldinda bo'ladi. Qo'llar oldinga chiqariladi, barmoqlar oval shaklini hosil qilgan bo'ladi (3-rasm).



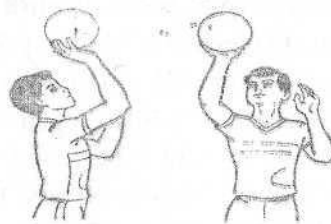
Qo'llar to'p bilan yuz tepasida to'qnashadi. Bunda bosh barmoq asosiy nagruzkani qabul qiladi, ko'rsatkich barmoqlar esa zarba betishda asosiy bo'ladi. O'rta barmoq kamroq ravishda, nomsiz va jimjiloq asosan to'pni yon tomondan ushlab turishga xizmat qiladi. To'pga yo'nalish berishda qo'l, oyoq va gavda mushaklarini kuchlanishi o'zaro birgalikdagi yaxlitlik bilan izohlanadi. Bunda gavdaning UOM birmuncha yuqoriga-oldinga ko'chadi va

gavda massasining og'irligi ikkita oyoqning uchiga tushadi. Qo'llar to'pni uzatish oxirida to'liq to'g'rilangan holatda bo'ladi.

Murakkab hujum kombinatsiyalarni tashkil qilishda, to'p baland berilganda yoki to'pning uchish vaqtini kamaytirish maqsadida sakrab to'p uzatish usulidan foydalaniladi. Bu holatda qo'llar bosh ustidan birmuncha baland ko'tariladi va qo'llarning faol ishlashi hisobiga sakrashning yuqori nuqtasidan to'p uzatiladi. Huddi shu holatda qisqa to'p uzatishda asosiy harakat qo'l barmoqlarining faol ishlashi hisobiga amalga oshiriladi.



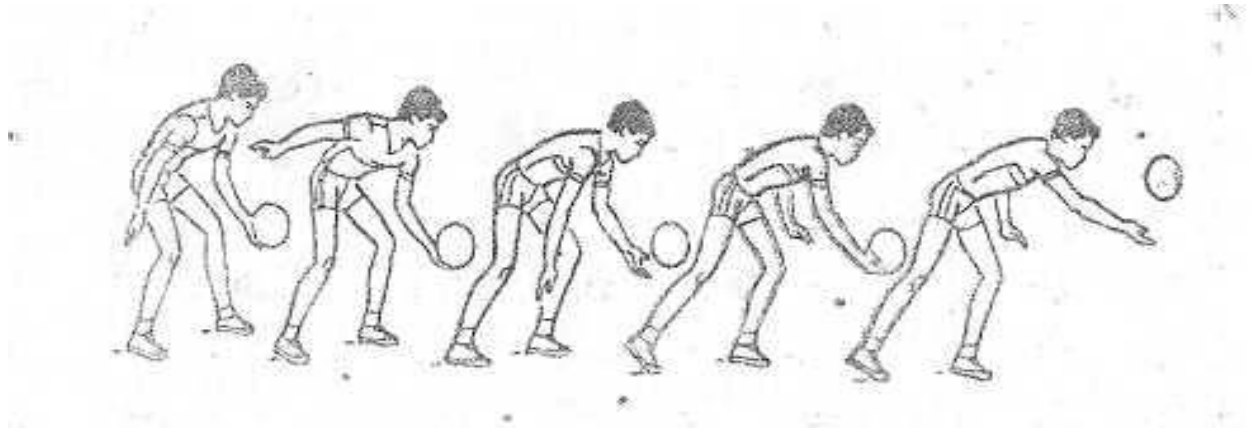
To'pni orqa tomonga (mo'ljalga orqa tomon bilan turganda) uzatishda o'yinchi to'pning tagiga kirib boradi. Bunda qo'lning orqa kaft qismi bosh orqasigacha ko'tariladi. To'p uzatish qo'llarni tirsak qismida bukib-yozish hisobiga bajariladi, gavda orqaga-yuqoriga harakatlanadi, bunda harakat umurtqa pog'onasi ko'krak va bel qismlarining bukilishi hisobiga bo'ladi. Sakrab orqaga to'p uzatish huddi tayanch holatda orqaga to'p uzatish kabi bajariladi. To'p uzatishning eng murakkab usuli bu sakrab bir qo'l bilan to'p uzatishdir. Bu usul to'p to'r ustiga kelib qolgandagi murakkab sharoitda bajariladi. Bu holda qo'l tirsaklarida bukilib, oldinga chiqariladi (6-rasm). Kaftlar oldinga qaratiladi, barmoqlar bukilib, tarang holga keltiriladi. To'p uzatish tirsak bo'g'inining bukib-yozilishi hisobiga bajariladi.



**To'pni o'yinga kiritish.** Bu texnik usul orqali to'p o'yinga kiritiladi. Bu usulning asosiy maqsadi to'pni raqib jamoasiga iloji boricha qiyin qilib berishdir. Shuning uchun bu usul hujum texnikasining vazifasi bo'lib hisoblanadi. To'pni kiritish daslabki holatdan va uchta ketma-ket fazalar: tayyorgarlik (to'pni tashlash, qo'lni silkish), asosiy (zarba berish) va yakunlovchi (qo'lni tushirish va keyingi harakat) fazalardan iborat.

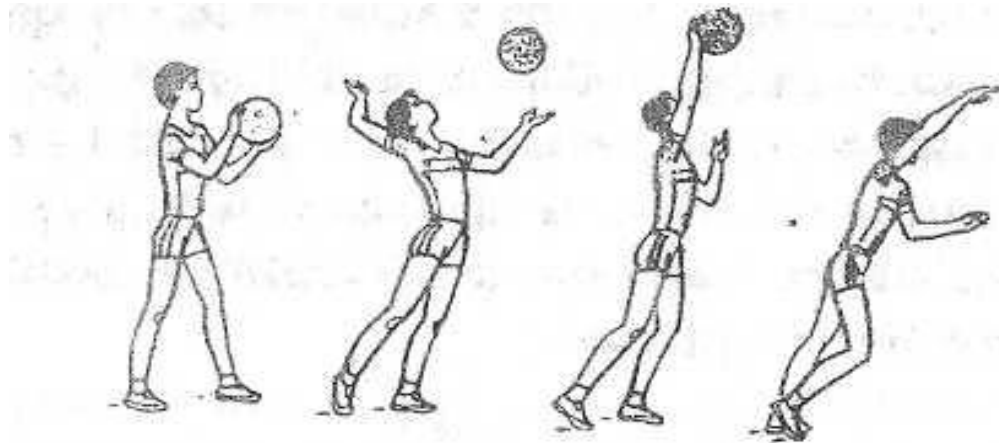
Voleybolda pastdan, to'g'ri, yuqoridan to'g'ri, yondan yuqoridan va sakrab to'g'ri to'p uzatish usullari mavjud. Bu usullarni bajarishda to'pga zarba berish turli tarzdagi ketma-ketlikda bajariladi. Birinchi navbatda to'pga aylanma harakat berish, so'ngra aylanma harakat bermasdan to'p kiritish (bir muncha murakkab bo'lganligi sababli) usullari o'rgatiladi yoki takrorlanadi.

**Pastdan to'g'ri to'p kiritish.** O'yinchi oldinga engashib, oyoqlarini tizza qismida bukkan, bir oyog'ini (zarba beruvchi qo'lga nisbatan qarama-qarshi) oldinga chiqargan holatda turadi.



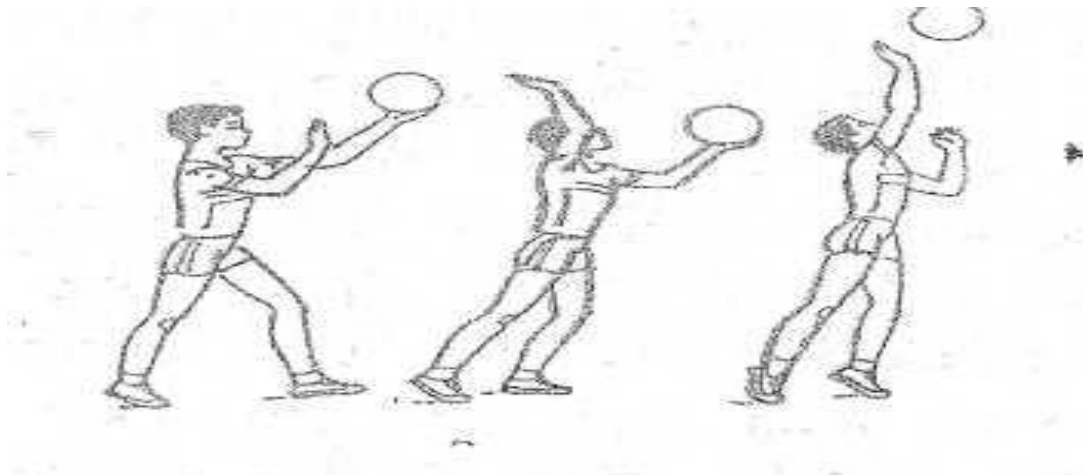
To'p tirsak qismida bir oz bukilgan qo'lda bel barobarida ushlab turiladi. To'p gavdaga nisbatan 20-30 sm oraliqda tashlanadi. Zarba beruvchi qo'l qat'iy ravishda orqaga harakatlantiriladi. Zarba pastdan yuqoriga-to'g'riga bajariladi. O'yinchi bir vaqtning o'zida orqa oyoqni to'g'rilaydi va gavdaning og'irligini oldingi oyoqqa o'tkazadi. Zarbadan so'ng qo'l harakati to'pni kuzatib borish bilan tugallanadi.. Pastdan to'g'ri to'p kiritish aniqligi asosiy uchta omil bilan aniqlanadi: qo'lni silkish (zamax) yo'nalishi bilan - u qat'iy orqaga bo'lishi kerak; to'p tashlash balandligi bilan - u baland bo'lmasligi kerak; to'pga zarba berish - u taxminan bel barobarida amalga oshirilishi zarur.

**Yuqoridan to'g'ri to'p kiritish.** O'yinchi to'rga qaragan holda yuqori holatni egallaydi.

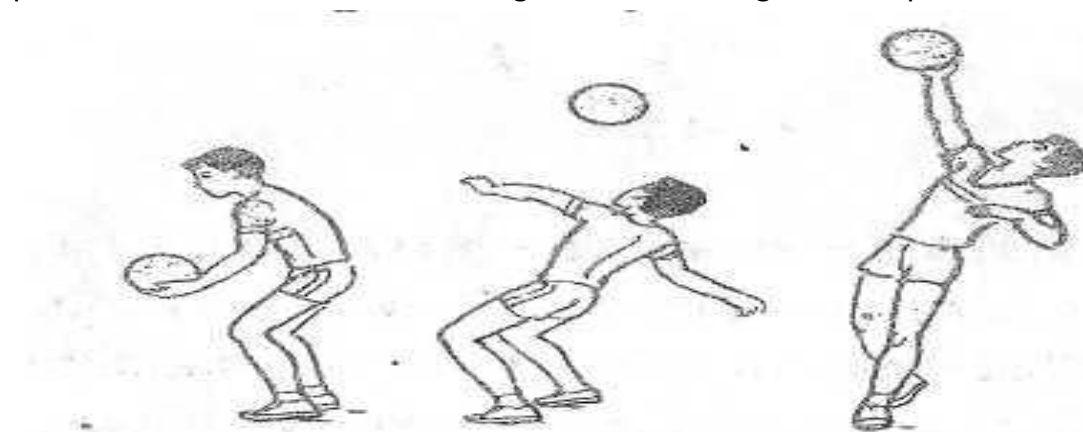


To'p ko'krak sathida ushlab turiladi, bir oyoq oldinga qo'yiladi (zarba beruvchi qo'lga nisbatan qarama-qarshi). To'p 1 m yuqoriga oldinga tashlanib, o'yinchi qo'llari yuqoriga-orqaga harakatlantiradi va zarba beruvchi qo'l yelkasini orqaga-yuqoriga olib boradi. Zarba-to'g'ri qo'l bilan birmuncha oldinda bajariladi. Bu usul ikki xil variantda: to'pga aylanma harakat berib va aylanma harakat bermasdan amalga oshirilishi mumkin. To'pga aylanana harakat bermasdan to'p kiritish usuli birmuncha murakkab usul hisoblanadi. Bu usulda quyidagi elementlarning bajarilishiga qat'iy amal qilish zarur. Bular to'pni qoq o'rtasiga zarba berish; to'p tashlashning nisbatan pastligi (0,5 m **gacha**); . zarba beruvchi **qo'lni** orqaga, nisbatan **qisqa** harakatlantirish; kuchli (tezkor), kaftli (tezlanishli) va

**aldamchi** (sekin) zarbalar berish. Hujum zarbasini 2 yo'l bilan **bajarish** mumkin: to'g'ri (to'rga nisbatan to'g'ri turgan holda) va yon tomon bilan (to'rga nisbatan).



**Yuqoridan yon tomon bilan to'p kiritish.** Yuqoridan yon tomon bilan **to'p** kiritish usulida o'yinchi to'rga nisbatan yon tomon bilan oyoqlarini tizzadan bukkagan holda turadi (10-rasm). To'p 1 m gacha balandlikda yelka ustiga tashlanadi. O'ng qo'l bilan zarba berilganda, u pastdan orqaga harakatlanadi, bunda yelka pastiga tushirilib, gavdaning og'irligi o'ng oyoqqa o'tkaziladi. Zarba zarba beruvchi qo'l orqadan - yuqoriga yoy bo'yicha harakatlantirilib, zarba amalga oshiriladi. Gavda chapga buriladi va og'irlik kuchi chap oyoqqa ko'chiriladi. Bu harakat zarbaning kuchini oshirishga xizmat qiladi.



**Sakrab to'p kiritish.** Hozirda sakrab to'p kiritish usuli keng qo'llanilmoqda. Bu usuldan foydalanishning sabablari shundan iboratki, bu usul tezkorligi, qulayligi, shiddati, raqib jamoadagi qabul qiluvchi barcha o'yinchilar uchun noqulaylik tug'dirishi bilan voleybol o'yinini tubdan o'zgartirib yubordi. Bu usuldan foydalanganda asosan otilgan to'p tezligi shu qadar kuchli bo'ladiki, to'pni o'yinga kiritish orqali ko'plab ochkolar keltirish amalda isbotlandi. Otilgan to'p tezligi 110 dan 134. km/h tezlikda otilishi kuzatilgan. 2018 yil jahon voleybol milliy ligasida Italiya&Serbiya o'yinida Italiyalik Ivan Zaytsev 134. km/h tezlik bilan jahon rekordini yangiladi.

### XULOSA

Xulosa qilib shuni aytish mumkinki, Bu texnik usul orqali to'p o'yinga kiritiladi. Bu usulning asosiy maqsadi to'pni raqib jamoasiga iloji boricha qiyin qilib berishdir. Shuning



uchun bu usul hujum texnikasining vositasi bo'lib hisoblanadi. To'pni kiritish dastlabki holatdan va uchta ketma-ket fazalar: tayyorgarlik (to'pni tashlash, qo'lni silkish), asosiy (zarba berish) va yakunlovchi (qo'lni tushirish va keyingi harakat) fazalardan iborat. Voleybolda pastdan to'g'ri, yuqoridan to'g'ri, yondan yuqoridan va sakrab to'g'ri to'p kiritish usullari mavjud. Bu usullarni bajarishda to'pga zarba berish turli tarzdagi ketma-ketlikda bajariladi. Birinchi navbatda to'pga aylanma harakat berish, so'ngra aylanma harakat bermasdan to'p kiritish (birmuncha murakkab bo'lganligi sababli) usullari o'rgatiladi yoki takrorlanadi.

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### **FRAZEOLOGIK BIRLIKLARNI TIL VA MULOQOTDAGI O'RNI**

<https://doi.org/10.5281/zenodo.10069568>

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**Annotatsiya:** *Ushbu maqola tarjimada milliy va madaniy xususiyatlar doirasida frazeologik birliklarning tavsiflanishi, ularning lugatlarda tarjima qilish masalalariga bagishlanadi.*

**Kalit so'zlar:** *milliy xususiyat, madaniy xususiyat, fraza, leksema, morfema, sintaktik boglanish, lisoniy birlik*

Ma'lum bir lisoniy hamjamiyatda erkin so'z birikmalaridan farqli ravishda qisman yoki to'liq turg'un holatdagi so'z birikmalari frazeologik birliklar deb ataladi. Ushbu iboralar o'ziga xos semantik va sintaktik xususiyatlarga ega bo'lib, boshqa til vakillari, tarjimonlar uchun murakkab sotsiolingvistik masala hisoblanadi, chunki ular ko'pincha tom ma'noda tarjima qilinmaydi va madaniy kontekstlarga bog'liq holda muloqotda ishtirok etadi.

Frazeologik birliklar til va muloqotda muhim o'rin tutadi. Ular ma'lum g'oyalar, tushunchalarni aniqroq va samaraliroq ifoda etish imkonini beradi. Bundan tashqari, frazeologizmlar tilning lingvistik ifodasi va boyishiga hissa qo'shadi, nutqqa tasviriylik va ifodalilik qo'shadi.

Sotsiolingvistik tadqiqotlar frazeologik birliklarning ham semantik, ham sintaktik tomonlarini o'rganadi. Semantik jihatlariga frazeologik birliklarning ma'nosi va qo'llanishi tahlili kiradi, sintaktik jihatlar esa frazeologik iboralarning tuzilishi va grammatik xususiyatlarini o'rganadi.

Tarjima va til o'rgatish sohasida frazeologizmlar masalasi katta ahamiyatga ega. Bir tilni boshqa tilga o'girishda yoki chet tili sifatida o'qitishda ma'no va nuanslarni to'g'ri yetkazish uchun frazeologik iboralarning o'ziga xos xususiyatlarini hisobga olishlari lozim.

Frazeologizmlarning zamonaviy sotsiolingvistik tadqiqi turli tillar va madaniy kontekstlardagi frazeologik birliklar haqidagi bilimlarimizni kengaytirishga qaratilgan. Matnni tahlil qilish va korpus lingvistikasi uchun kompyuter usullaridan foydalanish tufayli bu soha ham faol rivojlanmoqda.

Frazeologizmlarning paydo bo'lishi inson tafakkuri bilan tilning leksik imkoniyatlari o'rtasidagi nomutanosibliklarni kamaytirishga xizmat qiladi. Nemis

frazeologiyasi boy va uzoq tarixga ega. Bunda sof nemis tilidagi frazeologizmlar qatorida chet tilida qabul qilingan, ya'ni international frazeologizmlar ham mavjud. Frazeologik birliklar kelib chiqishi jihatdan juda qadimiy bo'lsada, ularni ilmiy va amaliy tadqiq etish nisbatan yosh hisoblanadi.

Til ilmida frazeologizm, frazeologik birlik, fraza, ibora, idioma kabi atamalar o'rganilib kelingan. Frazeologik birliklarni o'rganish va tadqiq etish tilshunos olimlarni qadimdan qiziqtirib kelgan. XIX asrgacha iboralar lug'atshunoslik tarkibida o'rganilib, bunda ularning faqat ma'nolari va etimologiyasi bayon etilgan. Frazeologiya sohasini o'rganishning bir muncha qiyin tomonlari bo'lib avvalambor tilshunoslikning bir qator fanlari leksikologiya, stilistika, fonetika, grammatika, mantiq, mamlakatshunoslik va tarix kabi fanlar ma'lumotiga suyangan holda o'rganishni taqqazo etadi.

Xulosa qilib shuni aytishimiz mumkinki, frazeologizmlarning asosiy tomoni shundaki, frazeologik birikmalarning bir tildan ikkinchi tilga so'zma-so'z tarjima

qilinmasligidadir, chunki frazeologizmlarning ma'nosi birikma orasida ishtirok etuvchi so'zlarning birlamchi ma'nosiga bog'liq emas.

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**HARBIY-VATANPARVARLIK VA OMMAVIY-MUDOFAA ISHLARINI REJALASHTIRISHGA  
QO'YILGAN ASOSIY TALABLAR**

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**Annotatsiya:** *Oldin o'tilgan mavzularda ta'kidlab o'tganimizdek, Yoshlarning harbiy-vatanparvarlik tarbiyasi umumiy tarbiyaning tarkibiy bir qismi bo'lib, u o'rta maxsus bilim yurtlarida ma'lum bir tizimlar asosida olib boriladi.*

**Kalit so'zlar:** *Harbiy-vatanparvarlik tarbiyasi tizimi, harbiy-vatanparvarlik tarbiyasini perspektiv rejalashtirish, harbiy-vatanparvarlik tarbiyasi tamoyillari, tarbiyaning umumiy va maxsus talablari, «Vatanparvar» tashkiloti, Yoshlar ittifoqi, jismoniy tayyorgarlik, ma'naviy-ruhiy tayyorgarlik, vatan himoyasiga shaylik.*

**BU TIZIMNING ASOSIY TARKIBIY QISMLARI QUYIDAGILARDAN IBORAT:**

Birinchidan: Yoshlarni Vatan himoyasiga ma'naviy-ruhiy, umumta'lim, siyosiy jihatdan tayyorlash uchun zarur bo'lgan bilim, ko'nikma va malakalarni o'zlashtirishga imkon beruvchi fanlar asoslarini o'rganish;

Ikkinchidan: -O'zbekiston qonunlarida ko'rsatib o'tilgan chaqiruvgacha Yoshlar tayyorgarligi;

Uchinchidan: maktabda harbiy-amaliy xususiyatga ega bo'lgan ko'nikma va malakalarni o'zlashtirish bo'yicha sinfdan tashqari maxsus ishlar;

To'rtinchidan: o'rta maxsus bilim yurtlari, «Vatanparvar» va Yoshlar tashkilotlari kuchi bilan yoshlar markazlari klublari va MSSOda tashkil etiladigan o'quvchi yoshlarni maktabdan tashqari harbiy-vatanparvarlik tarbiyasi;

Beshinchidan: o'rta maxsus bilim yurtlariga o'kuvchilarni harbiy-vatanparvarlik ruhida tarbiyalashga jamoatchilik, oila, "Vatanparvar", yoshlar ittifoqi va boshqa sport tashkilotlari tomonidan yordam.

Yuqorida ko'rsatib o'tilgan harbiy-vatanparvarlik tarbiyasi tizimi tarkibiy qismlari bir-birlari bilan o'zaro uzviy bog'langandir.

Shunday ekan, harbiy-vatanparvarlik tizimi -bu turli tadbirlarning majmui, ularni tashkillashning shakl va uslublari, mazmuni, shuningdek, Yoshlarni Ona-Vatanni himoya lash kabi, o'zlarining muqaddas burchlarini bajarishga tayyorlashda yoshlarga bilim berish va ularda amaliy ko'nikma va malakalarni shakllantirish demakdir.

Harbiy-vatanparvarlik tarbiyasi sistemasining samaradorligi, umumiy pedagogik va ular bilan bog'langan bu tarbiyaning o'ziga xos tamoyillarini tartibli ravishda amalga oshirilishiga bog'liq. "Tamoyil" deganda, biz, o'quv-tarbiyaviy jarayon asosida yotgan va

ularni shakl, uslub, mazmun va tashkil etilishini qamrab olgan tayanch qoidalarni tushunamiz.

Shunday qilib, harbiy-vatanparvarlik va ommaviy-mudofaa ishlarini rejalashtirishda, tajribalar va ilmiy tadqiqotlar ko'rsatayotganidek, tarbiyaning umumiy, umumpedagogik va harbiy-vatanparvarlik tarbiyasining o'ziga xos tamoyillariga tayanish lozim.

Biz umumiy tamoyillarga boshqarish va koordinatsiyalash, turg'unlik va o'sish, jadallashtirish va ommalashtirish, shuningdek, harbiy-vatanparvarlik tarbiyasi jarayonini modellashtirishni kiritamiz.

Umumpedagogik tamoyillar orasida har biy-vatanparvarlik tarbiyasi majmuini muvaffaqiyatli tuzish uchun quyidagilarni ajratib ko'rsatish muhimdir: ta'lim berish va tarbiyalash, o'quv va o'qishdan tashqari ishlarni o'zaro aloqadorligini, o'quv-tarbiya jarayonlarini, ob'ekt va subyektlarini birligi va o'zaro bog'liqligi, ularni boshqa fanlar bilan bog'liqligi va boshqalar.

Harbiy-vatanparvarlik tarbiyasini samaradorligi tarbiyaning umumiy tamoyillarini amalga oshirish bilan ham ta'minlanadi.

Ular quyidagilardan iborat:

- maqsadga yo'nalishligi va bosqichma-bosqichligi, har tomonlama yondashish, yosh va shaxsiy xususiyatlarini hisobga olish, jamoa orqali tarbiya, o'quvchi shaxsini hurmat qilish bilan talab qilishni birga olib borish, bolalarni tarbiyalashda o'quv yurtining, oila va jamoatchilikni o'zaro aloqalari va boshqalar;

Harbiy-vatanparvarlik tarbiyasini o'ziga xos tamoyillariga quyidagilar kiradi:

- o'quvchilarning Vatan himoyasiga tayyorgarliklari va intilishlarini shakllantirishga har tomonlama yondoshish;

- harbiy-vatanparvarlik tarbiyasining umumiyliigi va uzluksizligi;

- harbiy-vatanparvarlik tarbiyasining manfaatlari uchun tarbiyani turli foydali-jamoatchilik faoliyat turlari bilan birga olib borish;

- O'zbekiston Qurolli Kuchlari faxriylari va jangchilari bilan har tomonlama aloqalar o'rnatish;

- o'quvchilarni, tuzilishi va mohiyati jihatdan harbiy xizmat xususiyatlarini o'z ichiga olgan faoliyat turlariga jalb qilishdir.

Shunday ekan, harbiy-vatanparvarlik tarbiyasi tizimi, bir qator xususiyatlarga ega ekanligini inobatga olib, uni rejalashtirishda, rejalashtirishni nafaqat yaxlitligini, balki uni turg'unligini ham ta'minlovchi talablarni hisobga olish kerak.

Fuqaro tarbiyasida, faqat pedagogik jarayon nazariyasi emas, balki uning amaliyoti ham murakkab muammolardan hisoblanadi. Bu yo'nalishda aniq natijalarga erishish uchun, pedagogik jamoalar harbiy-vatanparvarlik tarbiyasi tadbirlarini rejalashtirishga qunt bilan va jiddiy tarzda yondashishlari kerak.

Perspektiv, yillik va oylik rejalashtirishni amalga oshirayotgan o'rta ta'lim o'kuv yurtlarining tajribasi diqqatga sazovordir.

**YODDA TUTING:**

Perspektiv rejalashtirish deganda, biz o'quvchilarni yosh xususiyatlarini hisobga olgan holda, ularni o'rta maxsus bilim yurtidagi butun ta'lim davriga mo'ljallangan harbiy-vatanparvarlik tarbiyasining tashkiliy shakl va uslublari, mazmun va vazifalarini belgilashni tushunamiz.

Bu yerda o'quvchilarni faqat yosh xususiyatlari emas, balki u yoki bu sinfdagi ta'lim mazmuni, uning xususiyatlari, o'quvchilarga tarbiyaviy ishlarni ta'sir darajalari, bilim yurtining turi va uning atrofidagi ijtimoiy muhit ham hisobga olinishi kerak.

Perspektiv rejalashtirishning maqsadi-harbiy-vatanparvarlik va ommaviy-mudofaa ishlarining barcha shakl va uslublarini mafkuraviy yo'nalishini ta'minlashdan iboratdir. Qisqacha aytganda, bu o'quvchilarni Vatan himoyasiga tayyorlash borasidagi barcha tarbiya va ta'lim ishlarini samaradorligini oshirishdir.

Perspektiv rejalashtirish bizga qanday imkoniyatlar berishi mumkin?

Birinchiidan, u sinf rahbariga va boshqa tashkilot vakillari tomonidan aynan bir xil bo'lgan tarbiyaviy ishlarni o'tkazilish ehtimolini oldini oladi. Qolaversa, jamoatchilik va o'quvchilarni umumiy harakatlarini oldindan birlashtirishga imkon yaratadi.

Ikkinchiidan, tarbiyaning eng ko'p qo'llaniladigan shakllaridan foydalanishda, o'qituvchi oldiga perspektiv rejalarni mazmun jihatdan boyitish zaruriyatini qo'yadi.

Masalan, o'qituvchi 4-sinfda harbiy-vatanparvarlik mavzusidagi suhbatlarda qanday vazifalar hal etilganligini bila turib, 5-6 sinflarda xuddi shunday suhbatlar mazmunini boyitish imkoniyatiga ega bo'ladi.

Uchinchiidan, harbiy-vatanparvarlik ishlari samaradorligini aniqlashda, bunday rejalashtirish, qanday vositalar bilan erishilganligini belgilashga va kelgusida o'quvchilarni ma'lum bir tarkibi bilan harbiy-vatanparvarlik sistemasini muvaffaqiyatli tuzish imkoniyatini yaratadi. Bu ayniqsa, endigina sinf rahbari etib tayinlangan o'qituvchilar uchun juda muhimdir. Chunki, ularda perspektiv reja va uni amalga oshirish yo'l-yo'riqlari bo'lmasligi, ular o'tgan yillardagi harbiy-vatanparvarlik tarbiyasi xususiyatlari haqidagi ma'lumotlarga ega bo'lmasligi mumkin. Ular uchun o'quvchilarni vatanparvarlik tarbiyasining u yoki bu darajasiga qanday vositalar bilan erishilganligi bo'yicha xulosalar chiqarish imkoni bo'lmaydi, bu esa ushbu yo'nalishda keyingi vazifalarni murakkablashishiga olib keladi.

To'rtinchiidan, perspektiv rejaning bo'lmasligi harbiy-vatanparvarlik tarbiyasini, tarbiyaning boshqa turlari bilan hamkorligini amalga oshirish yo'lida muammolar keltirib chiqarishi mumkin.

Beshinchiidan, perspektiv rejaning bo'lmasligi, vatanparvarlik tarbiyasi kabi muhim ishda subyektiv holatlarni yuzaga keltiradi. Chunki, harbiy-vatanparvarlik tarbiyasi tizimi xususiyatlarini belgilash faqat bir o'qituvchiga berib qo'yilgan bo'lib, bu esa o'z navbatida, bilim yurti ma'muriyati, pedagogik jamoa tomonidan bilim yurtida olib borilishi kerak bo'lgan muhim mafkuraviy ishlarga rahbarlik qilishning susayishiga olib keladi va yana bundan tashqari, perspektiv rejaning bo'lmasligi ta'lim muassasalari tomonidan harbiy-



vatanparvarlik tarbiyasiga rahbarlik qilish darajasi pasayishini keltirib chiqaradi. Bu esa, bilim yurtida olib borilayotgan vatanparvarlik tarbiyasi ishlari haqida obyektiv xulosalar chiqarish imkonini bermaydi.

Rejalashtirishning navbatdagi turi - bu yillik rejalashtirishdir.

#### **YODDA TUTING:**

Yillik rejalashtirish deganda, biz tadbirlar bajarilishi lozim bo'lgan vaqti va uning javobgar shaxslari ko'rsatilib, ma'lum bir o'quv muddatiga mo'ljallangan tashkiliy shakl va uslublar, mazmun va vazifalarning yig'indisini tushunamiz.

Amaliyotda, harbiy-vatanparvarlik ishlarini boshqa ishlarda bo'lgani kabi chorak, yarim chorak, yillik rejalashtirish odat tusiga kirgan. Harbiy-vatanparvarlik ishlarini o'ziga xosligi shundan iboratki, ko'p hollarda ba'zi bir tadbirlarni amalga oshirish uchun, faqat bilim yurtini emas, balki, bir qator boshqa tashkilotlarni ham harakatlari kerak bo'lib qoladi. Shuning uchun ham, bilim yurtida harbiy-vatanparvarlik tarbiyasini yillik rejasi tuzilib, unda oldindan har bir tashkilot va muassasalarning o'rinlari belgilab qo'yilgan bo'lishi kerak.

U quyidagi tadbirlarni o'z ichiga olishi mumkin:

-o'quv jarayonida harbiy-vatanparvarlik tarbiyasini faollashtirish;

-ommaviy harbiy-vatanparvarlik tarbiyasi (jasorat darslari, kechalar, harbiy mavzudagi kinofestivallar, harbiy kitoblar haftaligi, uchrashuvlar, harbiy texnikalar bilan tanishtirish, harbiy qo'shiqlar ko'rigi va boshqalar);

-o'quvchilarni jangovar va mehnat shuhrati joylariga uyushtiriladigan sayohatlarida qatnashish;

-jangovar shuhrat xonasi, muzeylardagi tadbirlar;

-o'quvchilarning harbiy-texnik tayyorgarligini takomillashtirish (to'garaklar, klublar, harbiy-sport turlaridan musobaqalar, harbiy-sport bayramlari tashkil etish);

-harbiy-jismoniy tayyorgarlik (musobaqalar, o'yinlar, uzoqqa yugurishlar, «Alpomish» va «Barchinoy» test sinovlari);

-harbiy-vatanparvarlik tarbiyasi bo'yicha faol o'quvchilar bilan ishlash

(o'qish haqida suhbatlar, yig'ilishlar, tajriba almashtirish harbiy konferensiyalar);

-harbiy-vatanparvarlik tarbiyasi bo'yicha ota-onalar bilan ishlash (ota-onalar konferensiyalarini o'tkazish, to'garak va seksiyalarni boshqarishga ota-onalarni jalb qilish, Vatanni ongli ravishda himoya qilishga o'quvchilarni tayyorlash borasidagi oilaviy tarbiya tajribalarini o'rganish).

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**«ҲАРБИЙ ХИЗМАТЧИЛАР, КУРСАНТ ВА ТАЛАБАЛАР ЎРТАСИДА ТАРБИЯВИЙ ИШЛАР ОЛИБ БОРИШНИНГ АСОСИЙ ЙЎНАЛИШЛАРИ ВА ЎЗИГА ХОС ХУСУСИЯТЛАРИ»**

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**ТАРБИЯВИЙ ИШЛАРНИНГ АСОСИЙ ЙЎНАЛИШЛАРИ:**

1. Ватанпарварлик тарбияси ўз Ватанига мухаббат ва фидокорона содиқлик туйғусини, ўз ҳалқининг қахрамонона тарихига, унинг маънавий меросига юқори фахр ва ифтихорни сингдириш мақсадини кўзлайди. У аскарда қўлда қурол билан ўз Ватанини ҳимоя қилиш учун чиқишга доим тайёр бўлишни шакллантиради.

2. Ахлоқий-маънавий тарбия ўз ичига аскарларнинг онги ва ҳулқида миллий мафқурани, умуминсоний бойликларни мустаҳкамлашни, улар томонидан Ўзбекистон ҳалқи тарихи, маъданияти ва анъаналарини, жаҳон маданияти намуналарини чуқур ўзлаштиришни олади. Шахсий таркибда юқори ҳарбий бурчни англашни, ахлоқ нормаларига қатъий риоя қилиш одатларини, номус, виждон, инсофгарчилик, жамоачилик, ўртоқчилик, ўзаро ёрдам бериш ҳиссиётини, тўғрилиқ ва ростгўйликни, бирга ишлайдиганларга ғамхўрлик билан муносабатда бўлишни, давлат ва ҳарбий мулкка эҳтиёткорлик билан муносабатда бўлишни шакллантиради.

3. Ҳарбий тарбия шахсий таркибда ҳарбий хизмат хусусиятларида шартлашилган сифатларни шакллантиришга қаратилган, улар қўйидагилар: ҳарбий бурч ҳисси, ташаббускорлик, мустақиллик, зеҳн, жанговар фаоллик, мардлик, довюраклик, ҳарбий ишни эгаллашга интилиш ва ҳ.к. Ҳарбий хизматчида ҳарбий хизмат ва жанговар фаолиятнинг ўзига хос хусусиятини акс эттирадиган фикрлаш усули ва ҳулқини ўстириш.

4. Ҳуқуқий тарбия ҳарбий хизматчиларда Ўзбекистон Республикаси Конституциясига, унинг қонунлари ва ҳуқуқий тартибига ҳурматни, бутун хизмат ва ҳаётнинг ўтишида Ҳарбий Қасамёд ва ҳарбий низомлар талабларини қатъий бажаришнинг зарурияти, қонунчиликни мустаҳкамлашда фаол қатнашишга тайёр туришни англашни шакллантириш билан боғлиқ.

Жанговар ҳолатда олиб бориладиган тарбиявий ишларнинг хусусиятлари қўйидагилардан иборат:

1. Ўзбекистон жангчиларида юқори ватанпарварлик, Ватанга севги, қасамёдга содиқликкаби буюк туйғуларни шакллантириш;

2. Жангчилардаги тинч ҳаёт тушунчасини ҳарбий онга айлантириш, уларни ҳарбий ҳаётга кўниктириш, совуққонлик ва тез қарор қабул қилишга;

3. Ҳарбийларда ўз қуролига ва техникага ишонч, уларни яхши ҳолатда сақлаш ва ҳар доим шайлик ҳолатида ушлаб туришга;

4. Шахсий таркибда интизом ва юқори бажарувчанлик, мардлик ва тезкорлик, чидамлилиқ ва топқирчанлик, ҳарбий дўстлик каби туйғуларни шакллантиришга;

5. Шахсий таркибни узлуксиз ва тезкор сиёсий ҳабарлар билан таъминлаб туришни таъминлашга, ҳарбий ютуқларни кенг оммага ёйиш, тажрибалар билан бўлишишга;

6. Шахсий таркибни мафкуравий жаннга тайёрлашга;

7. Жангчиларни ҳамма керакли нарсалар билан таъминлашга;

8. Жангчиларда жисмоний чидамлилиқни ва ҳар ҳил табиий шароитларда ишлашга ўргатишга;

Ҳимояда тарбиявий ишларнинг асосий вазифаси жангчиларда юқори жанговар шайлиқни, чидамлилиқни ва тетиклиқни ушлаб туришга қаратилаган. Жангчиларни ҳаракатланишида шахсий таркибни мобилизация қилиш керак.

Жанговар шароитда тарбиявий иш - бу қисм ва бўлинмалар олдиға қўйилган жанговар вазифани тўлиқ бажариш, ҳар ҳил жанговар жараёнда душманни мағлубиятға учратишда шахсий таркибнинг юқори рўҳий кайфиятини сақлашда командир ва тарбиявий ишлар бўйича командир ўринбосарининг ташкилий фаолиятидир. Тарбиявий ишларнинг услублари ва шаклларининг қисқача мазмуни жанговар шароитдақисм ва қўшинлар вазифасининг мақсад ва ҳусусиятидан, жанговар шароитдан, қўшинларнинг майдондаги ўрганиш даражасидан, шахсий таркибнинг рўҳий аҳволиға, уларнинг жанговар тажрибасидан ва бошқа омиллардан аниқланади, тарбиявий ишларнинг жанговар шароитидаги асосий мақсади: қисм ва қўшинларнинг жанговар тайёргарлиғини ва юқори даражада жанговар қобилияти қилиб таъминлаш, шахсий таркибнинг аскарий интизомини ва юқори-рўҳий психологик ахволини сақлаш, тўлиқ қатъият билан душманни забт этиш ва жанговар вазифани бажаришда аскарларни сафарбар қилиш натижасидир.

Жанговар вазиятда қисм ва бўлинмаларда , шахсий таркиб билан тарбиявий ишлар кенг доирадаги вазифаларни ҳал этади. Жанговар ҳаракатда жанг олиб боришда ва улар олдиға қўйилган вазифани бажаришда, жангчиларни жалб этишда рўҳий-психологик тайёргарлик асосан, боғлиқ бўлади.

Жанговар ҳаракат жараёни вақтида тарбиявий ишларнинг қуйидаги йўналишлари вужудға келади:

• Ҳарбий хизматчиларнинг психологиясини тинч ҳолатдан ҳарбий вазиятға улар тарбиясининг юқори рўҳий-психологик сифатини;

• Доимий жанговар эҳтиёткорлиғини;

• Огоҳлиқни;

• Вужудға келган жанговар вазифани бажаришға тайёргарлиқни хавфли вазиятға ўзгариши.

Жанговар шароитларда тарбиявий ишларни ташкиллаштириш 3 даврга бўлинади:

- Жангга тайёрланиш даври;
- Жанг вақтидаги тарбиявий ишлар;
- Жанговар ҳаракатлар тугаганидан кейинги бажариладиган тарбиявий ишлар.

Жанговар ҳаракатга қатнашган қисм ва бўлинма командирлари шуни эсда тутишлари керакки, фаоллар шахсий таркибининг ярмидан кўпини ташкил этади ва улар жангда ғалабага эришилишини таъминлайдилар, шунинг учун улар ҳар томонлама маълумотга эга бўлишлари керак. Жангчиларнинг жангга киришишлари учун командирлар чақирув орқали кўмаклашиб, ташаббускор бўлишга чақиради. Улар жанг олиб борётган сафдошлари ҳақида маълумот бериб, уларга шахсий намуна орқали жангда ўзларини кўрсата олишларига чақиради.

Шахсий таркибга таъсир кўрсатиш учун жангда қуйидаги усул ва шакллар ишлатилади:

- Шахсий таркибга командирлар намуна бўлишади;
- Ўзаро кўмак бериш, ёрдам бериш учун тажрибали жангчилар маслаҳатлари;
- Чақирувчилар-жанговар варақалар тарқатиш;
- Жангчи, сержантларга давлат мукофотлари ҳақида эълонларни етказиш.

Шахсий таркиб билан ишлашда командирлар ва айниқса, уларнинг тарбиявий ишлар бўйича ўринбосарлари шахсий таркиб билан узлуксиз шахсий алоқада бўлиши кераклигини тажрибалар тасдиқлайди. Жанговар ҳаракатнинг боришида бу талаб янада кучаяди.

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**THE IMPORTANCE OF MODERN INFORMATION TECHNOLOGY IN THE  
PROFESSIONAL ACTIVITIES OF PHYSICAL EDUCATION AND SPORTS SPECIALISTS**

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**JISMONIY TARBIIYA VA SPORT MUTAXASSISLARINING KASBIY FAOLIYATIDA  
ZAMONAVIY AXBOROT TEXNOLOGIYALARINING AHAMIYATI**

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**Abstract:** *At present, the development and widespread use of information and communication technologies is a global direction of global development. With the development of new technologies and the rapid growth of the informatization process in the country, special attention is paid to the organization of information resources in the field of education.*

*This article highlights the ability of physical education professionals to effectively use information technology. The article also scientifically examines the aspects of preparation for the use of modern information technology in the professional activities of physical education and sports professionals.*

**Keywords:** *education, physical education, information technology, pedagogy, sports, modernization, innovation, professional activity, physical training.*

**INTRODUCTION**

With the independence of Uzbekistan, sun opened wide avenues for its economic and social development. From the first day of independence, technical rearmament of all spheres of the Republic, provision of modern technology and technology and the development of telecommunication and computer communication systems that meet international modern requirements have become one of the issues.

With the development of technology, the presence of only one computer for training using technical means remained sufficient. The computer successfully took over the functions previously performed by the TV, video recorder, kinoprojector, diaprojector, etc.



In addition, the quality of information transmission, storage, imaging has increased significantly.

To date, computer literacy has become an important sign of culture, and in the future it becomes a necessity for everyone wherever, on which plot they work. So it is no doubt that computer work, teaching to use a computer, will become a common job in the closest time.

Historically, the issue of education has been the most pressing issue in society, and today it is one of the main issues. Because the education of the members of the society is the decisive force in the whole existence of the society of its time, that is, its development, well-being, enlightenment and spirituality, economic stability, cooperation of the members of the society, peace in the world, joint solution of various problems is calculated. Physical culture, which is an integral part of such a unique system, has a unique role to play in ensuring the full development and activity of members of society. Taking this into account, special attention is paid to physical culture in our country.

Physical culture is a set of special measures, including the physical development of a person by directing the special means and methods of sports and culture, along with the means of physical education in the comprehensive education of the builders of a new society, mature people. Physical culture is a part of the general culture, the development of which depends on the level of socio-economic development of society.

### **MAIN PART**

It is known that the field that forms the social essence of a person in accordance with the needs of society is called the system of public education, and the person who implements it is called a teacher. From time immemorial, attention has been paid to the personal social qualities of teachers, and the requirements for teachers have become more sophisticated and complex, based on the requirements of each era.

"In contrast to the careful development of the methodological development of the lesson, which encourages the teacher to work effectively, educational technology is focused on student activities, which serves to create the necessary conditions for independent learning of teaching materials, taking into account the individual and collaborative activities of students"[1 , 56]. The rapid development of science, engineering, production and technology has opened up new prospects for development in all spheres of society. Mankind's centuries-old experience in the construction of the state and society

has led to the establishment of advanced approaches to the regulation of social relations on the basis of new approaches. At the same time, the social life of the Republic is rapidly flowing information and covering a wide range.



Creating a healthy lifestyle in our society, creating modern conditions for regular physical culture and mass sports of the population, especially the younger generation, strengthening confidence in the will, strength and capabilities of young people through sports competitions, courage and patriotism, motherhood Extensive work is being done to develop a sense of devotion to the motherland, as well as the systematic organization of the selection of talented athletes among young people and the further development of physical culture and mass sports.

One of the most pressing issues facing the education system is the rapid receipt of information, its analysis, processing, theoretical generalization, summarization and delivery to the student. The introduction of pedagogical technology in the educational process serves to positively address the above-mentioned problem. "Therefore, it is necessary to make certain changes in the organization of the teaching process, including the principles of improving the narrative of teaching materials. At the same time, the introduction and use of modern information technologies in the educational process are the most effective ways to achieve this goal.

Informatization of vocational education in the field of physical culture and sports puts new demands on the professional qualities and level of training of specialists. Mastering modern information technologies is one of the main components of a specialist's professional training, which requires the development and implementation of professionally oriented programs and courses aimed at acquiring the necessary knowledge and gaining personal experience in their use in their professional activities.

The goal of education today is for the teacher to have as many ready, rigorously selected, appropriately organized knowledge and skills as possible. Of course, good craftsmen are always expensive. However, the society is not able to work with different



sources of information, which are intellectually advanced, able to independently acquire new knowledge, to solve complex problems of employees independently and rationally.

Modernization of the educational process requires the transition from passive, mainly lecture methods of teaching the material to active group and individual forms of work, the organization of independent research activities of students; this allows you to train a specialist who has a specific personality and organize the activities of students who participate in a variety of settings. This, in our opinion, can help to introduce information computer technology into the learning process.

One of the most important tasks of informatization of education is the formation of an information culture of the specialist, the level of which is determined primarily by knowledge of information, information processes, models and technologies;

second, the ability to apply the tools and methods of information processing and analysis in various activities;

third, the ability to use modern information technology in professional (educational) activities;

fourth, to see the environment as an open information system.

The use of modern information technologies in the education system in the educational process includes computer modeling of educational activities aimed at computer modeling, information, programming of educational activities, associative method, test method, active learning game method, project methods, "non-surrender tasks", situational modeling and others.



“Teaching information computer technology is not just a transfer link between teacher and educator: changing teaching methods leads to a change in the content of learning activities, which is increasingly independent and creative, helping to implement an individual approach to education”[2, 34].

The sharp decline in computer hardware and software development has contributed to the introduction of technologies such as multimedia technologies, Internet technologies, web design into the educational process. Their proper use contributes to the complex development of a person's personality and abilities.

The sharp decline in computer hardware and software development has contributed to the introduction of technologies such as multimedia technologies, Internet technologies, web design into the educational process. Knowledge of modern information

technologies, their skillful use creates real opportunities for the training of specialists with a completely new content, which has not been used before in the educational process.

The content of the main components of information training should be designed to serve as a basis for the formation of an information culture of the physical education and sports specialist in the future. At the same time, the specificity of the field of future professional activity should be reflected in the solution of certain practical problems in the laboratory and practical training.

### CONCLUSION

Ensuring the required level of information culture of the specialist cannot be the goal of a single training discipline; It is necessary to introduce modern information technologies in the teaching of all special disciplines of specialized departments, which requires a high level of professional training of professors and teachers, acquaintance with the potential of these technologies, the ability to use these opportunities in practical and scientific activities. In short, future physical education professionals (students) should see in their own experience the advantages and opportunities of modern information technology in practice, in the process of training, conducting research, and so on.

The use of modern information technologies in the process of educational and educational activities leads to an increase in the effectiveness of training methods, a change in the work activities of athletes, an improvement in their methods of work, a structural change in pedagogical systems. This puts specific tasks in the organization and management of informatization of spiritual and educational processes.

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**РАҚАМЛИ ИҚТИСОДИЁТ ШАРОИТИДА БЕВОСИТА ВА БИЛВОСИТА СОЛИҚҚА  
ТОРТИШНИНГ ЎЗАРО БОҒЛИҚЛИК НАЗАРИЯСИ**

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**Аннотация:** мақолада бевосита ва билвосита солиққа тортишнинг ўзаро боғлиқ назариясини ислоҳ қилиш масалалари муҳокама қилинган. Бевосита ва билвосита солиқларга иқтисодчи олимлар томонидан берилган таърифлар келтирилган. Бевосита солиқларга илмий хулосалар ва таклифлар берилган.

**Калит сўзлар:** Рақамли иқтисодиёт, солиқ тизими, бевосита солиқлар, билвосита солиқлар, фойда солиғи айланмадан олинадиган солиқ, жисмоний шахслардан олинадиган даромад солиғи.

**Аннотация:** в статье рассматриваются вопросы реформирования теории прямого и косвенного налогообложения. Даны определения прямых и косвенных налогов, данные экономистами. Даны научные выводы и предложения по прямым налогам.

**Ключевые слова:** Цифровая экономика, налоговая система, прямые налоги, косвенные налоги, налог на прибыль, налог с оборота, НДС.

**Abstract:** the article discusses the issues of reforming the theory of direct and indirect taxation. Definitions of direct and indirect taxes given by economists are given. Scientific conclusions and suggestions are given on direct taxes.

**Keywords:** digital economy, tax system, direct taxes, indirect taxes, profit tax, turnover tax, personal income tax

**КИРИШ**

Рақамли иқтисодиёт шароитида мамлакатнинг иқтисодиёти юксалиш истиқболлари корхона ва ташкилотларнинг фаолиятига боғлиқ экан, бу тадбиркорлик субъектларининг фаолиятига самарали таъсир этишнинг иқтисодий воситаси сифатида бевосита ва билвосита солиққа тортиш намоён бўлади. Халқаро валюта жамғармасининг 2022 йил апрель охи ҳисоботида кўра, 2021 йилда жаҳон иқтисодиёти 5,4 фоизга, ривожланган давлатлар иқтисодиёти 5,0 фоизга, ривожланаётган давлатлар иқтисодиёти 5,9 фоизга ўсди.

Ўзбекистонда амалга оширилаётган ислохотларнинг янги босқичида эркин ва шаффоф бозор иқтисодиётини шакллантириш устувор вазифа сифатида белгиланган айни пайтда, мамлакатнинг иқтисодий тараққиётини таъминлашда солиқ воситасининг, шу жумладан бевосита ва билвосита солиққа тортишнинг аҳамияти муҳимдир.

Инсоният доимий тартибда тўлашга ўрганиб қолган бевосита ва билвосита солиқларнинг ҳам кўп йиллик ривожланиш тарихи мавжуд бўлиб, солиқ муносабатлари дунёнинг илк цивилизацияси даврлариданоқ шакллана бошлаган. Масалан, илк солиқ йиғими жорий этилиши тарихи милoddан аввалги учинчи минг йилликда қадимги Мисрда шаклланган бўлса, кейинчалик солиқ амалиёти юнон цивилизациясида ривожланди, Марказий Осиё ҳудудларида эса милoddан олдинги биринчи минг йилликнинг бошларидаёқ кўчманчи уруғ ва қабилалар ер майдонлари, сув, ўтлоқлар учун ўзларидан кучлироқ қабилаларга ер солиғи, яъни ўлпон тўлаб турган. Эътибор қаратилиши лозим бўлган жиҳат шундаки, солиқларни жорий этишнинг илк даврлариданоқ уларни адолатли ўрнатиш масаласига алоҳида эътибор қаратилиб, солиқ муносабатларини самарали амалга оширишда муҳим омил бўлиб хизмат қилган.

Ўзбекистон Республикаси Президентининг “2022–2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегияси тўғрисида” 2022 йил 28 январдаги ПФ–60-сон Фармони билан тасдиқланган 2022–2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегиясини “Инсон кадрини улуғлаш ва фаол маҳалла йили”да амалга оширишга оид давлат дастурида, “иқтисодий тармоқларида барқарор юқори ўсиш суръатларини таъминлаш орқали келгуси беш йилда аҳоли жон бошига ялпи ички маҳсулотни — 1,6 баравар ва 2030 йилга бориб аҳоли жон бошига тўғри келадиган даромадни 4минг АҚШ долларидадан ошириш ҳамда «даромади ўртачадан юқори бўлган давлатлар» қаторига кириш учун замин яратиш. Давлат қарзини бошқаришда йилига янги жалб қилинган ташқи қарз миқдори 4,5 миллиард АҚШ долларидадан ошиб кетмаслигини таъминлаш”<sup>21</sup> мақсад қилинган.

Бугунги кунда Ўзбекистонда ва халқаро амалиётда солиқлар иқтисодий моҳияти ва характерида қараб асосан, уч гуруҳга – бевосита, билвосита, ресур ва мол-мул солиқларга бўлиб ўрганилмоқда.

### МЕТОДОЛОГИЯ

Тадқиқотимиз методологияси бўлиб, бевосита ва билвосита солиққа тортишнинг ўзаро боғлиқлик назарияси ҳисобланади. Рақамли иқтисодий шароитида бевосита ва билвосита солиққа тортишнинг ўзаро боғлиқлик назарий масалалар умумлаштирилди. Тадқиқот жараёнида амалий материалларни таққослаш ва гуруҳлаш каби усуллардан фойдаланилиб, хулоса ва таклифлар ишлаб чиқилди.

Бевосита ва билвосита солиққа тортишнинг мазмуни, шакли ва методологияси муаммолари кўплаб олимларнинг ишларига бағишланган бўлиб, Д.Локк, В.Петти, А.Смит, Ф.Якоби, И.Гашенко, И.А.Майбуров, А.М. Соколовская, В.Г. Пансковлар фикри бевосита ва билвосита солиқларнинг таснифланиши мезонларига асосланиб солиқ назариясида ҳам амалиётда ҳам мустаҳкам ўрнашган. Бундан ташқари ўзбек

<sup>21</sup> Ўзбекистон Республикаси Президентининг “2022–2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегияси тўғрисида” 2022 йил 28 январдаги ПФ–60-сон Фармони билан тасдиқланган 2022–2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегиясини “Инсон кадрини улуғлаш ва фаол маҳалла йили”да амалга оширишга оид давлат дастури

олимлари Э.Гадоев, Н.Қўзиева, Н.Ашурова, Ж.Ўрмонов, Б.Кодиров, К.Хотамов ва З.Қурбоновлар ва бошқалар.

Бироқ олимларнинг асарлари назарий хулосалар чуқурлиги ва кўриб чиқиладиган муаммолар ва умумлашмаларнинг аҳамияти билан фарқ қилсада, аммо бевосита ва билвосита солиққа тортишнинг қўллаш амалиётини такомиллаштиришга қаратилган назарий, услубий ва ташкилий масалаларни янада пухта ўрганишга объектив эҳтиёж қолмоқда.

### НАТИЖАЛАР

Солиққа тортишда солиқларни гуруҳларга ажратиб, уларнинг моҳиятини ёритиш энг аввало, Европа мамлакатларида шаклланган. Шу сабабли айрим адабиёт ва тадқиқотларда солиқларнинг тарихий ривожланиш жараёнига ҳамда рус тилидаги талқинига мослаб таржима қилинишига қараб бевосита солиқларни - тўғри солиқлар ва билвосита солиқларни - эгри солиқлар деб ифодалаш учраб туради. Мантиқан қаралганда, солиқларни иқтисодий моҳиятига кўра гуруҳлаганда ҳар иккала тушунча ҳам мазмун-моҳиятига, ҳам қўлланилишига кўра бир хил маънони англатгани боис, солиққа тортишда уларни «тўғри» ёки «бевосита» деб номлаш унчалик аҳамиятли эмас. Чунки тўғри солиқлар деганда ҳам, бевосита солиқлар деганда ҳам айтилган бир гуруҳ солиқлар тушунилади.

Мамлакатда солиқларнинг бевосита ва билвосита солиқларга бўлиниши солиққа тортиш объекти, солиқ тўловчилар билан мамлакатнинг ўзаро муносабатларига боғлиқ бўлади деб ҳисоблаймиз.

Тўғридан-тўғри фойдага ва мол-мулкка қаратилган солиқлар - бевосита солиқлардир. Бевосита солиқларнинг ставкалари оширилса, ривожланиш имкониятлари камая бориб, иқтисодий ривожланишни сусайтиради. Демак бу гуруҳ солиқларнинг ставкалари тўғридан – тўғри рақамли иқтисодиёт билан тўғридан тўғри чамбарчас боғлангандир.

Умуман олганда бевосита ва билвосита солиқлар ягона солиқ тизимини ташкил этиб, бир-бири билан ўзаро боғлангандир. Умумий солиқ суммаси ўзгармаган ҳолда бирининг ставкасини камайтириш иккинчисининг ставкасини оширишни талаб этади.

Солиқ муаммоларига оид илк назарий қарашлар В.Петтининг “Солиқлар ва йиғимлар тўғрисида рисола” (1662), “Донишмандларга сўз” (1664), “Сиёсий арифметика” (1676) каби асарларида берилган. Асосий ғоя давлат ғазнасига қандай қилиб кўпроқ солиқ йиғиш кераклиги яъни солиқларнинг фискал функцияси масаласини ҳал қилиш бўлган.

Солиқларни у ёки бу белгиларига кўра гуруҳлаш орқали чуқурроқ ўрганиш масалалари иқтисодий (солиқларга доир) фикрларнинг ривожланишида муҳим аҳамият касб этган. Ўрта асрлардан эътиборан ҳозирги вақтга қадар ҳам солиқларни гуруҳлашга доир энг йирик қарашлардан бири – уларни иқтисодий моҳиятига кўра тўғри (бевосита) ва эгри (билвосита) солиқларга ажратиб ўрганилади.

Солиқларни «бевосита ва билвосита солиқлар тарзида таснифлашга дунёда биринчи марта англиялик файласуф Д.Локк (1632-1704) томонидан 1692 йилда асос солинган. У барча солиқлар, шу жумладан истеъмол солиқлари охир оқибат ер эгасининг бўйнига тушади»<sup>22</sup> деган хулосани берди. Локкнинг таъкидлашича, савдогар ва барча воситачилар (даромадини қўшиб) маҳсулотни қўлдан қўлга ўтказиб солиқларни охирги истеъмолчидан ундирадилар. Истеъмолчи ишчи, бундай катта солиқ юкини кўтаролмайди, шунинг учун солиқ тўловларни камайтиришни талаб қилади.

Агар солиқ тўловлари шу ҳолатда қолдирса, ишчилар ўзини-ўзи боқа олмай қолади ва унинг таъминоти кейинчалик барибир ер эгасига тушади. Бу эса ўз навбатида ер эгасининг кўчмас мулкига солиқ солиш даражасининг ошишига сабаб бўлади, натижада ер эгаси зарар билан ишламаслиги учун ерни ташлаб кетишга мажбур бўлади. Агар йил охиригача ернинг эгалари бўлмаса солиқни ким тўлайди? Мамлакатда ер эгасидан ташқари савдогар ва воситачилардан солиқ ундириш имкони бўлмаса, унда ер эгасига соф даромаддан келиб чиқиб, ер солиғи тўлаш тўғрисида қарор қабул қилиш ҳуқуқини бериш керакёки ернинг ижара тўловини қисқартириш йўли орқали солиқ юкини кўтариш керак<sup>23</sup> – деб ҳисоблаган.

Джон Локк «тўғридан тўғри ундириладиган солиқни – *directly* охирги (истеъмолчи)га тушадиган солиқларни билвосита солиқлар экан деган хулосага келган. Натижада солиқлар бевосита солиқлар – *direct taxes* ва билвосита солиқларга бўлинган»<sup>24</sup>.

Шундай қилиб Д. Локк томонидан таклиф қилинган солиқларнинг иқтисодий таснифи дастлабки тартибга солиш мезонига асосланган эди.

XVIII аср охирида ушбу тасниф файласуфлар орасида қўллаб-қувватланди. Улар фақат ер эгасининг даромади барча солиқлар тўланадиган соф даромад эканлигига ишонганлари учун ер солиғи тўғри ва яқка тартибдаги солиқ тури эканлиги тан олинган. Бошқа барча солиқлар билвосита ҳисобланган, чунки улар билвосита уларни тўлаши керак бўлганларга тушади. Бевосита ва билвосита солиқ тушунчалари мос равишда, уша даврда *ўтказилмайдиган* ва *ўтказиб бериладиган* солиқ тушунчалари билан боғлиқ эди.

Шундай қилиб XIX аср бошларида бевосита ва билвосита солиқларнинг таснифланиши мезонларига асосланиб солиқ назариясида ҳам амалиётида ҳам мустаҳкам ўрнашди. Солиқларни иқтисодий гурӯҳлаш борасида иқтисодчи олимларнинг фикрлари турлича.

Шотландиялик иқтисодчи А.Смитнинг (1723-1790) фан соҳасидаги буюк хизматларидан бири бу даромад ва харажат турларини биргаликда ўрганди. Бунда у

<sup>22</sup>John Locke Some Considerations of the Consequences of the Lowering of Interest and the Raising the Value of Money. 1692. (Collected Works. 1824,) 88-93 бетлар

<sup>23</sup>John Locke Some Considerations of the Consequences of the Lowering of Interest and the Raising the Value of Money. 1692. (Collected Works. 1824,) 88-93 бетлар

<sup>24</sup> Кулишер И.М. Очерки финансовой науки. Вып.1. – Петрофад: Наука и Школа, 1919. – 121 бет.



харажатларнинг таркибига кирадиган солиқларни алоҳида, тадбиркорлик фойдасини фарқлаб беради.

Маълумки, шу даврда давлатнинг асосий даромад манбаини асосан аҳолидан олинадиган солиқлар ташкил этган. Шу боис бу жараёнларни тадқиқ этишда кўпроқ ана шу нуқтаи назардан ёндошилган.

А.Смитнинг таъкидлашича савдо соҳасидаги монопол ҳукмронлик чакана савдо билан шуғулланувчиларнинг ўрнатилган солиқларни тўлай олмаслиги оқибатида келиб чиқади ва монопол сотувчилар ўз фойдаларини тўлаши лозим бўлган солиқ миқдори даражасигача ошириш имкониятига эга бўлади. Бу ҳолат эса нархнинг монопол даражада кўтарилиши оқибатида солиқ миқдори (юки) сотувчидан харидорга ўтказилади. А.Смитнинг фикрича «Билвосита солиқлар харажатлар таркибига киришини, тадбиркорлик фойдаси ҳамда иш ҳақи солиғи бевосита солиқлар эканлигини асослашда биргаликда бозор шароитининг монополлашуви натижасида товар баҳосининг бир қисми гарчи у тадбиркор (савдогар)нинг фойдаси бўлсада нархнинг монопол даражада ўрнатилиши ҳисобига солиқ оғирлиги сифатида сотиб олувчининг зиммасига, яъни билвосита солиқ сифатида тушишини изоҳлайди»<sup>25</sup> - деб таърифлаган.

Немис файласуф Ф.Якобининг (1743-1819) фикрича «тўғри солиқ бу тўғридан-тўғри тўланиши керак бўлган шахслардан олинадиган солиқлар, билвосита солиқлар эса бу солиқ тўловини бошқалар тўлайдиган солиқдир»<sup>26</sup> - деб таърифлаган.

Рус иқтисодчиси И.Гашенконинг қайд этишича, солиқларнинг иқтисодий таркиби давлатнинг ривожланиш даражасига, унинг молиявий-иқтисодий ҳолатига, ижтимоий муносабатлар шаклига таъсир қилади. Давлат бюджетига ундирилган солиқ турларининг таркиби, эволюцияси давлатнинг ривожланиш даражасини баҳолаш имконини беради. Агар солиқ тизимида билвосита солиқлар устунлик қилса, бу давлат иқтисодий жиҳатдан ривожланмаганлигидан далолат беради. «Агар солиқ тизимида тўғри солиқлар устун бўлса (биринчи навбатда, фуқароларнинг даромад солиғи), бу ҳолат давлатнинг молиявий ва иқтисодий барқарорлигини ифодаловчи энг муҳим белги бўлиб хизмат қилади»<sup>27</sup> - деб таърифлаган.

И.А.Майбуров ва А.М. Соколовскаяларнинг фикрича «солиқлар қайта тиклаш даражасига кўра бевосита ва билвосита солиқларга бўлинади. Бевосита солиқлар - бу жуда кам қайта тикланадиган солиқлар бўлиб, улар бевосита солиқ тўловчининг даромади ёки мулкидан олинади»<sup>28</sup>.

<sup>25</sup>Смит А. Исследование о природе и причинах богатства народов. - М : Эксмо, 2007. - 357 бет.

<sup>26</sup>Озеров И.Х. Основы финансовой науки. - 5-е изд. Вып.1. Учение об обыкновенных доходах. -М.: тип. т-ва И.Д. Сытина, 1917. - 251-252 бетлар.

<sup>27</sup>Гарашенко И.В. Развитие прямого налогообложения в налоговой системе России: теория и практика. Автореферат диссертации на соискание ученой степени доктора экономических наук. - Ростов-на-Дону, 2010. 26-27бетлар

<sup>28</sup> Майбуров И.А. Теория налогообложения./ И.А.Майбуров, А.М. Соколовская. - М.: ЮНИТА-ДАНА, 2020.-591 с.

Рус иқтисодчиси В.Г. Пансков ҳам «солиқларни бевосита ва билвосита солиқларга бўлинишини кўрсатиб ўтган»<sup>29</sup>.

Э.Гадоев, Н.Қўзиева, Н.Ашурова, Ж.Ўрмоновлар «солиқларни бевосита ва билвосита солиқларга бўлиниши бўйича қуйидагиларни эътироф этишган, солиқлар бевосита ва билвосита солиқларга бўлинади. Бевосита солиқлар тўғридан тўғри солиқ тўловчининг ўзи тўлайди, яъни солиқни ҳуқуқий тўловчиси ҳам, ҳақиқий тўловчиси ҳам битта шахс бўлади»<sup>30</sup>.

Б.Кодировнинг фикрича «мамлакат иқтисодиётининг юксалиш истиқболлари корхона ва ташкилотларнинг фаолиятига боғлиқ экан, бу тадбиркорлик субъектларининг фаолиятига самарали таъсир этишнинг иқтисодий воситаси сифатида бевосита ва билвосита солиққа тортишда намоён бўлади. Ўзбекистон Республикасида амалда ислохотларнинг янги босқичида эркин ва шаффоф бозор иқтисодиётини шакллантириш устувор вазифа сифатида белгиланган бўлиб айтилган пайтда, мамлакатнинг иқтисодий тараққиётини таъминлашда солиқ воситасининг, шу жумладан бевосита ва билвосита солиққа тортишнинг аҳамияти муҳимдир»<sup>31</sup>.

Е. В. Богданова, Е. А. Нижникова, Л.М. Чугульковалар «Беларусь Республикасида ҳам билвосита солиқларнинг улушини ошириб бориши долзарб муаммо эканлиги, бевосита солиқларнинг улушини пасайишини қайд этишган»<sup>32</sup>.

Иқтисодчилар К.Хотамов ва З.Қурбоновларнинг фикрича, «Бугунги кунда Ўзбекистонда ва халқаро амалиётда ҳам солиқлар иқтисодий моҳиятига ва характерига қараб асосан икки гуруҳга, яъни бевосита ва билвосита солиқларга бўлиб ўрганилмоқда»<sup>33</sup>.

Шундай бўлсада, солиқ тизимининг бевосита ва билвосита солиқ гуруҳларига ажратилишига бошқача ёндашишлар ҳам учрайди. Россиялик В.Фролова бошчилигидаги бир гуруҳ олимлар солиқларни бевосита ва билвосита солиқлар гуруҳига таснифланишига қўшилмайдилар. Уларнинг фикрича, «солиқларнинг бевосита ва билвосита солиқларга гуруҳланиши фақат солиқ назариясининг қадимий босқичларига хосдир»<sup>34</sup>. В.Фролова бошчилигидаги олимларнинг фикрига кўра, солиқ тизими - мулкӣ солиқлар, алоҳида фаолият турларига қўлланиладиган солиқлар ва иқтисодий фаолиятни назорат қилувчи солиқлар гуруҳига бўлинади. Солиқ тизимининг бундай таснифланишига биз мутлақо қўшилмаган ҳолда уларни бевосита ва билвосита солиқлар тарзида гуруҳланиши назарий жиҳатдан солиқларнинг иқтисодий моҳиятини тўлақонли ёритиб беради деб ҳисоблаймиз.

<sup>29</sup> Пансков В.Г. Налоги и налогообложение: теория и практика. Учебник. Москва: Юрайт, 2021-393с.

<sup>30</sup>Юридик шахсларни солиққа тортиш. Дарслик. / Э.Гадоев, Н. Қўзиева, Н.Ашурова, Ж.Ўрмонов. Т.: IQTISOD-MOLIYA. 2013.-616 б.

<sup>31</sup>Кодиров Б. К. Жаҳон инқирози шароитида бевосита ва билвосита солиқлар асосида Ўзбекистон иқтисодиётини ривожлантириш йўллари.

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<sup>32</sup> Е. В. Богданова, Е. А. Нижникова, Л.М. Чугулькова. Совершенствование налоговой системы Республики Беларусь. Студенческий вестник. Электронный научно-технический журнал Октябрь 2015 года.

<sup>33</sup>Хотамов К., Қурбонов З. Солиқлар таҳлилини такомиллаштириш масалалари. //«Biznes-Эксперт» илмий-амалий, иқтисодий ойллик журнали. : №8(92)-2015.

<sup>34</sup>Под редак. В.Н.Фролова. Какой быт налоговой реформе в России. Екатеринбург: Ассоциация "налоги России", 1993 г. -129 с.

Иқтисодчи А.Исламкулов ўз изланишларида «бюджет даромадларида бевосита солиқлар тушуми барқарорлигини таъминлашга доир масалаларни тадқиқ этиб, бевосита ва билвосита солиққа тортишни оптималлаштириш, фойда ва даромадлардан солиқ ундиришни такомиллаштирган ҳолда, тадбиркорликни ривожлантириш, корхоналар молиявий фаолиятини мустаҳкамлаш ва солиққа тортиладиган даромадларни кенгайтириш ҳамда бевосита солиқлар тушумининг ўсишига эришиш зарур»<sup>35</sup> - деган фикрни билдирган.

Ўзбекистон Республикасининг давлат бюджети даромадлар манбаини шакллантиришда бевосита ва билвосита солиқлар ўртасидаги мақбул нисбатни таъминлашни белгилловчи меъёрларни аниқлаш муаммоси асосий муаммолардан бири бўлиб қолмоқда.

«Бевосита солиқлар – юридик ёки жисмоний шахсларнинг фойдаси ёки даромадига, мол-мулкига, табиий бойликлардан қазиб олганига, фойдаланганига, ишлаб чиқарганига, иш берувчининг ходимлар меҳнатига ҳақ тўлашга доир харажатларига белгиланиб, солиқ тўловчининг даромадидан ёки фойдасидан бевосита давлат бюджетига ёки давлат мақсадли жамғармасига тўланадиган мажбурий беғараз тўловидир»<sup>36</sup>.

#### ТАҲЛИЛ

Бевосита солиқ тўловчилар – зиммасига белгиланган солиқларни тўлаш мажбурияти юклатилган юридик ҳамда жисмоний шахслар ҳисобланади.

Юридик ва жисмоний шахслар ҳамда яқка тартибдаги тадбиркорлар томонидан тўланадиган бевосита ва билвосита солиққа тортишнинг ўзоро боғлиқлик тартибини ўрганиб чиқсак.

Ҳозирги кунда Ўзбекистон Республикасида бевосита солиқлар таркибига фойда солиғи, жисмоний шахслардан олинадиган даромад солиғи, айланмадан олинадиган солиқлар кирса, билвосита солиқлар таркибига эса қўшилган қиймат солиғи, акциз солиғи ҳамда божхона божилари киради (1 расм)

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<sup>35</sup>Исламкулов А.Х. Бюджет даромадларида бевосита солиқлар тушуми барқарорлигини таъминлаш йўллари: и.ф.н. илмий даражасини олиш учун диссертация автореферати. – Т.: БМА, 2012. – 21 б.

<sup>36</sup>Ўзбекистон Республикаси Солиқ кодексига асосан муаллиф таърифи.



### Бевосита ва билвосита солиқларнинг тартиби<sup>37</sup>

Ҳозирги кунда дунёда 23 та давлат бевосита солиқлардан фойдаланмайди, бироқ бу давлатлар билвосита солиққа тортиш мустосно. Бевосита солиқлар тўламайдиган давлатларга Багам ороллари, Кайман, Бруней, Қатар ҳамда Бирлашган Араб Амирликлари мамлакатни мисол келтиришимиз мумкин.

Бевосита ва билвосита солиққа тортишнинг ўзаро боғлиқлигига қарайдиган бўлсак, ҳар бир давлат ўзининг бевосита ва билвосита солиқлар бўйича боғлиқлик нисбатини белгилаб олади. Бу нисбат мавжуд иқтисодий тизимга, ижтимоий тараққиёт даражасига, миллий менталитетига мос келган ҳолда бўлади.

Биз бевосита ва билвосита солиқлар ўртасидаги ўзаро боғлиқликни дунё миқёсида минтақалар бўйича тўртта асосий зонага ажратишимиз мумкин.

#### 1. Австралия, Белиз, Буюк Британия (Шотландиядан ташқари), Ирландия, Канада, Янги Зеландия, АҚШ, Ямайка давлатларида

Бу давлатларда солиқ тушуми бўйича давлат бюджетига бевосита солиқлардан тушуми юқори бўлиб асосан жисмоний ва юридик шахслардан олинадиган даромадлардан ташкил топган. Бу давлатларда билвосита солиқларнинг давлат бюджетига тушуми пастроқ даражада.

#### 2. Европо итиффоқи (27 та аъзо) давлатларда.

Бу давлатларда солиқ тушуми бўйича давлат бюджетига билвосита солиқлардан тушуми юқори ҳисобланади. Бу давлатларда бевосита солиқларнинг давлат бюджетига тушуми пастроқ даражада. Европа итиффоқи давлатларида суғурта ва ижтимоий соҳани молиялаштириш учун катта миқдордаги маблағларни йўналтиришга қаратилган.

#### 3. Лотинамерка (10 та аъзо) давлатларда.

<sup>37</sup> Расм муаллиф томонидан тайёрланган.

Бу давлатларда солиқ тушуми бўйича давлат бюджетига билвосита солиқлардан тушуми юқори ҳисобланади. Агар бу давлатларда истеъмол нархлари ва инфляция даражаси кўтарилса, билвосита солиқлар ставкалари ҳам ошириб боради.

#### **4. Аралаш давлатлар**

Бу ривожланган мамлакатларда қўлланилади яъни даромаларни ўзгаришига қараб солиқ юкини камайтириш, солиққа тортишни соддалаштириш, солиқ маъмуриятчилигини такомиллаштиришга катта эътибор қаратилган. Ушбу тизим бюджетга тўғридан-тўғри тўловлар улушини оширишга йўналтирилган. Аралаш давлатлар солиқ тизимининг асосий солиқ тушуми тадбиркорлик фаолиятидан олинadиган солиқларга тўғри келади. Ривожланган давлатларга Хитой халқ Республикаси Япония, Сингапур, Гонконг ва бошқа давлатлар мисол бўла олади.

#### **Хулоса ва таклифлар.**

Бугунги кунда дунёда 206 та мустақил давлат мавжуд бўлиб, уларнинг солиқ тизими ва солиқ сиёсатига қарайдиган бўлсак ҳар бир давлат ўзининг солиқ механизмидан келиб чиқиб солиқ ва солиққа ториш ишларини амалга ошириб келмоқда. Тадқиқотларимиз натижаларига кўра, рақамли иқтисодиёт шароитида мамлакат иқтисодиётининг барқарор ривожланиши учун кўрилган чора-тадбирлар билан бир қаторда қўшимча равишда қуйидаги таклифлар бермоқчиман.

1. Тадбиркорларга фойда солиқни тўлашни кечиктириш ёки бўлиб-бўлиб тўлаш имконияти ортиқча қоғозбозликсиз ҳолда белгилаш лозим натижада, солиқ тўловчиларга қўлай имконияти берилади. Шунингдек, мансабдор шахс мазкур ҳолат бўйича бўлиб-бўлиб тўлаш имкониятидан календарь йил давомида биринчи марта фойдаланаётган бўлса, унда солиқ қарзига олти ой давомида фоизлар ҳам ҳисобланмаслиги белгиланиши керак. Бу хўжалик юритувчи субъектларнинг молиявий ҳолатини яхшилашга олиб келади.

2. Илк маротаба фойда солиғини тўлашга ўтган айланмадан олинadиган солиқни тўловчилар жами даромади солиқ даври мобайнида илк маротаба ўн миллиард сўмдан ошган солиқ тўловчилар – жорий солиқ даври ва кейинги солиқ даври мобайнида жами даромад юз миллиард сўмга етгунга қадар белгиланган фойда солиқ ставкасини 60 фоизгача пасайтириш мақсадга мувофиқ бўлар эди.

3. Амалдаги жисмоний шахслардан олинadиган даромад солиғи ставкасини сақлаб қолган ҳолда, 1 млн сўмгача даромадларини солиққа тортмаслик тартибини босқичма-босқич жорий этиш. Бунда ушбу тартибни биринчи навбатда кичик бизнес субъектларида ишловчи ходимлар даромадига қўллашни назарда тутиш керак.

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## THE ROLE OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP IN INCREASING THE POPULATION'S INCOME AND ENSURING EMPLOYMENT

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**Abstract:** *In this article, the formation of modern structures that ensure that small business and private entrepreneurship meet the rapidly changing market requirements of the economy, create new jobs its importance in increasing employment and income of the population is highlighted, successful and sustainable development of our country development of entrepreneurship and the population, which are considered priorities attention is focused on current issues of employment.*

**Key words:** *population employment and well-being, global financial and economic crisis, small business, labor market, private entrepreneurship.*

### STRENGTHENING THE ECONOMY OF THE REPUBLIC OF UZBEKISTAN, COMPREHENSIVELY

Accelerating the transition to market relations, especially the developing economy one of the main ways is the development of small business and private entrepreneurship is considered That's why the state is responsible for the development of entrepreneurship support for taking initiative in private entrepreneurship a number of laws, decrees and decisions dedicated to promotion were adopted. The fundamental basis of the economic and social reforms carried out in our country it is difficult to imagine without entrepreneurship, factor and business qualities. FreeThe widespread development of market relations in people's lives and their live is manifested in spiritual and life skills. Small business and support of private entrepreneurship is not only the continuous development of the economy correction of economic relations, development of competition and filling of the consumer market provides economic goals related.

It is aimed at effective protection of the population in our country measures, and high economic growth and employment rates for the well-being of the population provides an increase. In the conditions of the world financial and economic crisis, small business in our country and rapid development of private entrepreneurship, ensuring economic growth, new work it is important to organize places, increase the income and well-being of the population acting as a factor.

Social protection of the population is a good life activity for the population of the state direct purpose guarantees that provide the conditions for is a system. In other words, the social protection system is a market system not from narrow perceptions of efficiency,

but real socio-economic organization based on the purpose of solving efficiency issues should be done. At the same time, social protection is an ongoing process from the system of export relations, the current state of the world economy widely uses its capabilities and develops based on the requirements of the present time goes.

In the conditions of the market economy, enterprises of different sizes can withstand the competition giving, organization of personal labor in enterprises and payment system improvement, as an important direction of organizing work on a scientific basis one of the main factors of increasing labor productivity and efficiency is considered These goals are the work of personnel in small and private enterprises organization, improving its efficiency is separate from complex research represents relevance. Improvement of the system of attracting the population to entrepreneurship and entrepreneurship .Republic of Uzbekistan on additional measures for development

According to the President's Decision: In recent years, attracting a large segment of the population to entrepreneurship and their "Every family is an entrepreneur", "Youth our future" and other social programs total more than 13 trillion soums preferential loans were allocated and coverage of more than 600,000 families was achieved.

Wide involvement of the population, especially young people and women, in entrepreneurship, improvement of the microfinance system and entrepreneurship by the state. The following main directions of support should be put into practice:

the population's interest and interest in doing business increase; aimed at forming the necessary skills in the field of entrepreneurship among the population introduction of the training system, international organizations, non-governmental non-profit organizations are involved in this process wide involvement of organizations and non-governmental educational organizations; microcredit system aimed at supporting entrepreneurship institutional improvement and development;

social programs related to the support of population entrepreneurship in the economy work in harmony and coordination with the ongoing reforms exit; population with entrepreneurial skills and experience and other small expanding their activities by realizing the potential of business representatives and creating a full-fledged system aimed at development; establishment of a comprehensive system of support for entrepreneurship and a single one implementation and coordination by the state organization to put third-party guaranty, insurance policies for small business entities, pledge of property purchased on credit, guarantor of the State Fund for the Support of Entrepreneurial Activities, and provided for by law microloans in the amount of up to 225 million soums based on other types of security is separated. In this case, microloans are for a period of up to 3 years with a grace period of up to 6 months who lives in the neighborhood attached to the assistant governor (located) based on his recommendation to the borrower, horticulture, viticulture and up to 7 years with a grace period of up to 3 years for establishing a lemon farm, for livestock (cattle, sheep, goats) up to 1 year with a grace period of up to 3 years to the recommendations of the assistant mayor assigned to each neighborhood for the term



corresponding district (city) of the Family Business Support Center annual based on the decision based on the justified and effective calculation. It is allocated at the rate of 14 percent.

It is known that the development of small business and private entrepreneurship - ensuring economic growth in our country, creating new jobs, solving the employment problem is considered as an important factor in increasing the income and well-being of the population. Because entrepreneurship in the market economy it is important that it can perform the following tasks: gives the necessary orientation to the market economy; directs the financial and production resources of the population (labor and raw materials); contributes to creating a competitive environment; development in the most necessary directions of scientific and technical development implements; solves the employment problem; alleviates social tension and democratizes market relations; creates an incentive for many people to open their creative possibilities; the labor of socially unprotected groups of the population is used; improves the skills of young personnel and increases their experience in production. Based on this, the development of small business and private entrepreneurship consistent continuation of the path of large-scale reforms and modernization in our republic continues to be one of the main directions.

In recent years, the world financial and economic crisis has also affected the employment of the population. That's it for the reason, to stabilize and accelerate the rate of economic growth and to get out of the crisis developed countries domestic and using external and economic and administrative legal methods. Improving the labor market on a global scale, encouraging entrepreneurship aimed at activating this market, the population allocation of subsidies to increase the level of employment and public works the requirement to implement the program is enough. World financial and economic in Uzbekistan during the crisis regulation of the labor market and comprehensive promotion of small business and private entrepreneurship and development and new work makes it necessary to create places. In fact, small business and private entrepreneurship are not only certain niches in the economy complements it, but also diversifying it to do and at a steady pace solution in ensuring development is important. Small business and private entrepreneurship. As a result of great attention and support from the state, its country's gross domestic product share of the product from year to year is ensured to increase. It is being implemented in Uzbekistan current economic reforms stage further development of small business and private entrepreneurship, giving him wide economic freedom characterized by In this respect As a result, special attention is paid to the development of small business and private entrepreneurship in our country. Because of the development of small business and private entrepreneurship to the issue of the strategic task of the economic policy of our state, the population is considered as a factor of increasing well-being. "Small business is not only a source of income, but creative and intellectual people is also a means of realizing the ability...

The right solution to the problem of employment in increasing the welfare of the population is of great importance. Currently able to work In order to ensure the employment of the population, our state has a new job to encourage business entities that are creating jobs, providing tax and credit benefits; the quality of labor in the labor market and increase competitiveness; the policy of more rapid development of the household, service and service sector is running. With a program of preferential taxes and loans aimed at the rapid development of small businesses goal-oriented policy related to the expansion of support to entrepreneurs

freed funds allowed to expand the production, which, in turn, thousands of new to create jobs gave Including in small business the main part of the created jobs corresponds to the service sector and primarily in rural areas is being created.

The flow of labor resources in Uzbekistan is stable and intensive having a character and hence working capacity is high has the potential to develop various industries. The population one of the priority tasks of the state in providing labor permanent employment of the population and its sectors consists of improving the content. Our solution to this problem some positive in our country results have been achieved. At the moment, there are jobs. The demographic factor has a significant and direct impact on the need continues, as a result of which the rapid growth of the working-age population is maintained. One of the other aspects of the employment issue at the present time that is, the structural changes in the economy with the increasingly intellectualization of labor explained, the trend of intellectualization of labor is increasing in the world, especially in developed countries is going Quality aspects of labor in the process of intellectualization Along with this, the concept of profession has also changed is going on, that is, labor in the process as the main criteria of activity, continuous acquisition of new knowledge, improvement of worker's skills and them such as use in professional activities lies.

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**SMELL AND ITS RESEARCH IN UZBEK LINGUISTICS**

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"The peculiarity of human articulation is that it forms two structures at once in the process of forming an expression, the first of these two structures is a linguistic structure materialized through phonetic units, and the second is paralinguistic structures consisting of non-linguistic units materialized with the help of sound. The intermediate state between formal and substantive structures in both units can be called phonational means" [11, 41]. In our opinion, it is correct to call the units such as tempo, timbre, pitch and voice power belonging to verbal and non-verbal means paralinguistically as phonation means. Precisely, phonation tools should be one of the central issues of paralinguistics.

Professor A. Nurmonov stated that the external side of speech is related to the speech situation, "...various intonation modulation of the voice, speech tempo, sound color" belongs to paralinguistics, "...various gestures, facial expressions, mannerisms of the interlocutor" [7, 214] serves to open the modus content of the information. These refer to non-verbal means, which do not have the intonational structure of the linguistic system paradigm. Intonation and its units refer to the non-verbal system of communication in voice-related positions. That is why it is necessary to recognize them as paralinguistic means, that is, a phenomenon close to language. Sometimes it is best to represent these as an intermediate state. In scientific literature, all tools accompanying speech are called paralinguistic tools. In our opinion, serious differentiation of terms and concepts related to the field, proper grouping of the scientific apparatus related to it on the basis of strict consistency will also help to progress the problem. The relevance of the topic can be seen in the fact that the units of the linguistic system as semiological units mainly serve to express information. Scientific literature, including the works of A. Nurmonov, supports the view that segment units represent only a certain part of information. In this regard, they define that "...other aspects of information are due to filling with information about the character of the voice tact, his physical condition, attitude to all situations, emotional state, and social connection, which allows to distinguish the speaker's voice" [7, 214]. We agree with that. In the process of speech communication, the tone based on the voice of the speakers - the units superimposed on the segment units are phonation tools. The expression of meaning characteristic of the human voice is differentiated even according to its functional and stylistic aspects. These are difficult to express through written form without further explanation. That is why Professor A. Nurmonov's concept in this regard

"...in order to show the full picture of language information, it is felt necessary to comprehensively examine all aspects of speech" [7, 214]. Based on this concept, various forms of expression of units such as concept, concept and blend in the conceptual structure should be the object of research.

Tactile-kinesthetic system of communication. This system includes skin-sensing tools. F. Folsom[12, 14] also recognized nonverbal means of expression related to vision in the tactile-kinesthetic system.

Visual communication system. This part of the work is based on the concept of visuality. It is noted in the scientific literature that "... there are a number of studies focusing on the visual aspect of the text" [9, 157]. In the dictionary of famous terms of O.S. Akhmanova, "kinetic language" belonging to the kinetic language system is the language of gestures; "kinesics" (kinesics) is a field of science that studies a set of body movements based on expressive gestures related to the process of communication and interaction between people, speech apparatus movements are not part of kinesics; "kinetic speech"; "kinemics" is a branch of kinesics that studies the emic structure of the kinetic language relevant units; "kinema" (kiname) - 1) the articulatory aspect of sound perception in psychological phonology, 2) the structural unit of the kinetic language system based on movements and gestures [1, 195] are explained.

In our opinion, non-verbal tools such as gestures and facial expressions are not part of paralinguistics. Because these tools are specific to the visual channel in the non-verbal system, and the principles of information transmission by seeing and recording movement take precedence in them. In this regard, kinesics is related to the visual system of non-verbal means, which has its own internal system. Elements of this system are recognized as phenomena based on the visual paradigm. The principle of vision plays an important role in the classification of non-verbal means.

In scientific literature [12, 35-37] language and speech phenomena related to this system are noted separately. In these units of a special system, each movement of the hand appears as a specific semiotic sign of the language. This language system is not part of our research.

It is known that in linguistics there are cases of dividing the set of various graphic symbols and symbols used in written text into paragraphemics. The phenomenon of paragraphemics, which is part of paralinguistics, is distinguished by its two aspects: it refers to paralinguistics as units of the graphic system, and to the visual system with its signs based on vision.

K.A. Slutskaya's views on paralinguistics explain the importance of paragraphemic tools in visual poetry. The scientist's thoughts about the methodological features of graphic tools used in visual poetry are noteworthy. He stated that "...in Russian linguistics, paragraphemics is a special branch of linguistics based on fonts, writing - "written language". Paragraph devices are concepts of the language system of graphemes, which are phenomena that break the boundary of transparency in the linguistic expression of

graphic substances. Paraphrase means follow verbal speech and express different connotations" [10, 51]. The graphic system of the language and its traditional form have represented concepts such as the personality of its users, and the electronic representation of letters in information technology. This orderly movement of graphemes began to change its font forms in the computer linguistics system. In fact, the deviation of graphemes from the system of written forms is connected with the emergence of visual poems. The transition of graphemic means from the paradigm of traditional system forms to a new system is related to its visual properties. Such characteristics of writing and letters are called paragraphemics in paralinguistics. In the views of K.A. Slutskaya on paragraphemics, it is recognized that these issues do not yet have their clear boundaries, which graphic tools are included in the content of paragraphemics, and there are different views on these issues in linguistics.

In general, visual poetry is considered one of the most important issues in the field of graphics. More precisely, the concept of visual poetry is explained by graphic paralinguistic means. A "vision-based" visual image cannot be imagined without graphic expressions.

In our opinion, paraphrases should be considered as side events within the grapheme system of the language. Paralinguistics is a related system that is part of paralinguistics, these are the departure of graphic forms from the system, deliberately distorted forms of graphic tools that have a visual status that serve the author's communicative purpose.

Such paragraphic forms, paraletters, used in a poetic text or any text, serve to transmit additional information in the process of communication [14,677-680]. In poetic genres, such paragraphic tools are directed to drawing a denotative image, representing a person or object, and describing symbolic signs based on the communicative intention of the creator.

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## FREEDOM AND SOCIAL CONTROL IN SCIENTIFIC RESEARCH

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**Abstract:** *Nowadays, the conflict between freedom of science and social control over it is usually solved by involving both scientists and practitioners in solving issues of science development. When society and public opinion are controlled by such forces, social control also passes into their hands.*

**Key words:** *research, freedom, intellectual, principle, brilliant perspective, norm, conflict, scientific ideas, public opinion.*

Freedom of research activities, scientists should be given the opportunity to independently choose their problems, to decide on which scientific problems and how the resources intended for the development of science should be spent. Otherwise, the possibilities of science will not be fully used. In response, opponents of the idea of freedom of science put forward the principle of social control over scientific activity. According to them, the scientific community should not turn into a "sect" that considers the development of science only as its internal business.

If scientists are given the right to independently determine the goals and directions of scientific research, they can completely forget about "productive" goals, pursuing "intellectual" goals. In this case, in the hands of scientists, science can become a tool to satisfy their interests at the expense of the treasury. As long as society provides funding for science, it has the right to control the development process of science.

Supporters of this principle believe that science has its own logic of development and that only experts and professional scientists can correctly determine its most important and promising directions, including from the point of view of social utility, and that no one but them is capable of evaluating the possibilities of science and ways of implementing its achievements they emphasize.

That is why they believe that society cannot interfere in the internal affairs of science, people who do not related to science should be excluded from the process of making decisions about the development of science, and scientists should have the right to develop knowledge with the help of social funds, but without outside interference [1-3]. The differentiation of science by itself turns most scientists into narrow specialists. While

they are knowledgeable in their field, they cannot adequately assess social needs and tasks arising in practical life, production, economy and politics. Society, through the mechanism of social order, should direct the efforts of scientists to solve tasks that are particularly important for society from a practical point of view. When providing funds for the development of science, society should have the opportunity to determine what these funds are used. Without social control, it is impossible to ensure that science is useful for society.

Currently, the conflict between the freedom of science and the establishment of social control over it is usually resolved by involving both scientists and practitioners in solving the issues of science development. Often, they jointly solve these issues in collegial bodies, expert panels and advisory councils created for this purpose. However, despite this, the conflict between these principles has not disappeared; it remains a place of conflict between the supporters of these principles in solving concrete issues. At times, this conflict becomes particularly acute when it comes to scientific research that may pose certain risks to people or those conflicts with the moral norms and cultural traditions of society. One of the hotly debated issues today is whether scientists should be completely free to choose the goals and means of research, or whether society should limit this freedom in some way. Some believe that no matter how dangerous or harmful scientific knowledge may seem to us, it is impossible to prevent the process of its development. According to them, it is impossible to stop the desire to expand the knowledge inherent in humanity. Moreover, scientific knowledge cannot be harmful in itself: harm can only come from its malicious use.

Society should stop using knowledge in this way. Another group of scientists believes that the freedom to choose the topics of scientific research should be limited, at least because of their cost. Society cannot allow scientists to spend large sums of public money to satisfy their own interests. But the most important thing is that in science research methods and tools that are against humanity and moral standards should be prohibited, experiments whose consequences threaten the existence of humanity in any way, and may lead to ecological, social, genetic and other types of destruction, should be recognized as unacceptable. Based on general considerations, it is necessary to recognize that scientists cannot (and never have) unlimited freedom of scientific research. Universal cultural, first of all, moral values prevail over the interests of the development of science. In addition, this is especially important for modern science, which gives people powerful tools to influence nature and man himself, which scientists could not even dream of before. The freedom of scientific research cannot be applied to scientific experiments that are dangerous for the existence of humankind, without a doubt. This should not be objectionable to reasonable people, including people of science.

Nevertheless, in most cases it is impossible to predict the results and consequences of basic scientific research. It is difficult to predict both the beneficial and harmful changes that they can make in our lives. For this reason, any research cannot be banned outright. In



each case, this issue should be discussed separately and depending on the situation (for example, changes in the living conditions of society, development of culture, new depending on the circumstances related to the emergence of technical and scientific ideas), one or another of his decisions may be revised. In general, the development processes of modern culture give an opportunity to conclude that the existence and development of science today cannot be imagined without one or another form and norms of regulation of research and scientific activity in general [2-9].

Of course, not all the consequences of a major scientific discovery can be predicted. There may be disagreements and errors in their assessment. The ethical assessment of the goals and methods of scientific research can also be controversial. But this situation does not relieve scientists of the obligation to give such assessments and be socially responsible for them.

The issue of social responsibility of scientists became especially important in connection with the creation of atomic weapons. Now, this issue is raised in every case where scientific advances can cause environmental or other disasters. Currently, the idea of social responsibility of scientists is widely recognized.

In practice, the scientists themselves rarely make decisive decisions regarding important social issues that direct science to one or another task.

Would it be appropriate to build a nuclear power plant or some kind of hydroelectric facility?

Is it worth spending unprecedented funds on the creation of interplanetary spaceships?

Is it worth funding the development of new deadly weapons?

In most cases, those in power decide such issues without consulting scientists and without taking into account their recommendations. Here, the principle of social responsibility of scientists should be an important socio-cultural goal for them. If the decisions taken by the authorities contradict the conscience of scientists, they should refuse to participate in the implementation of such decisions and raise their voice of protest. Otherwise, they will be socially responsible for their participation [9-12].

We mentioned social control over science above. But is social control enough?

After all, there are varieties of social forces, including those that drive science to produce results that can benefit some of humanity and harm others. When such forces control society and public opinion, social control also passes into their hands. In this case, they not only do not hinder the directions of scientific research that are not good for humanity, but they themselves encourage them. The arms race is a prime example of this.

The conclusion from the above is that the social responsibility of scientists should be a factor that complements social control and replaces it when society is unable to establish it, and should become an opposing force when society or any other social force monopolizes it and uses it for inhumane purposes.

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**O`ZBEKISTONDA KREDIT-MODUL TIZIMINING O`ZIGA XOS JIHATLARI**

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**Annotatsiya:** Kredit-modul tizimining oliy ta'limga joriy qilinishi o'qitish sifatini oshirish, shaffoflikni ta'minlash, korrupsiyaga barham berish, ta'lim oluvchining haqiqiy bilimni yuzaga chiqarish hamda talabning mustaqil o'qib-o'rganib, o'z ustida ishlashiga zamin yaratadi.

**Kalit so'zlar:** Kredit-modul tizimi, oliy ta'lim, ta'lim sifati, rivojlanish strategiyasi, uslubiy ta'minot.

Insoniyat qadim zamonlardan buyon atrof-muhit va narsa-hodisalarni bilishga harakat qilib keladi. Asrlar osha bilish jarayoni shakllanib, takomillashib, yangi ixtirolar qilinib, orttirilgan bilimlar to'planib, sohaviy ilmning shakllanishiga, keyingi asrlarda esa, alohida fanlarning vujudga kelishiga turtki berdi. Hozirgi kunda kishilik jamiyati bilan bevosita bog'liq juda ko'p fanlar vujudga keldiki, ulardagi bilimlarni o'zlashtirish bevosita ta'lim tizimiga borib taqaladi.

Ta'lim tizimi samaradorligini o'qituvchi saviyasi, talaba ehtiyoji, o'quv adabiyotlari mazmuni hamda mustaqil ta'limni shakllantirishga qaratilgan infratuzilma bevosita ta'minlab beradi. Demak, ilg'or kadrlarni tayyorlash, ularni mehnat bozori talablariga muvofiq raqobatbardoshligini oshirish, ijodiy fikrlaydigan mutaxassislarini yetishtirish o'quv dargohlarida yo'lga qo'yilgan ta'lim berish jarayoni bilan chambarchas bog'liq. Ta'lim-tarbiya jarayonida eng dolzarb masala va vazifalardan biri yosh avlodni to'g'ri tarbiyalash, ta'lim standartlarini o'quv jarayoniga tadbiiq etish orqali yetuk mutaxassislar tayyorlashdan iboratdir. Ta'lim mazmunini isloh qilib, u jahon ta'lim standartlariga muvofiqlashtirishda ilg'or pedagogik va axborot – kommunikasion texnologiyalarni tadbiiq qilish, xorijiy tajribalarni o'rganib, tegishli xulosalar asosida ularni amaliyotga joriy etish, talabalarning dalillarga asoslangan tibbiyot fanlari bo'yicha bilim, ko'nikma va malakalarini oshirishga alohida e'tibor berilgan. Agar bu vazifa amalga oshirilmagan ekan, ta'lim – tarbiya sohasida sifat va samaradorlikka erishish, o'quv jarayonini takomillashtirish masalalari hal qilinmay qoladi.

Kredit-modul tizimining oliy ta'limga joriy qilinishi o'qitish sifatini oshirish, shaffoflikni ta'minlash, korrupsiyaga barham berish, ta'lim oluvchining haqiqiy bilimni yuzaga chiqarish hamda talabning mustaqil o'qib-o'rganib, o'z ustida ishlashiga zamin yaratadi. Bugungi kunda Yevropa kredit tizimi ko'hna qit'aning deyarli barcha oliy o'quv yurtida amaliyotga joriy etilgan.

Kredit-modul tizimining joriy etilishi o'qituvchi va talabaning hamkorlikda ishlashida muhim omil hisoblanadi. Modulli ta'limda pedagog tinglovchining o'zlashtirish jarayonini tashkil etadi, boshqaradi, maslahat beradi, tekshiradi. Talaba esa yo'naltirilgan ob'yekt tomon mustaqil harakat qiladi. Eng katta urg'u ham talabalarning mustaqil ta'lim olishiga qaratiladi.

O'quv jarayonida mustaqil ta'lim olishning ahamiyati ortadi va bu kelajakda mutaxassislarning mustaqilligi, ijodiy tashabbuskorligi hamda faolligini oshirishga olib keladi. Kredit-modul tizimida universitet talabalari har doim o'qituvchi va kursdoshlaridan yordam hamda –maslahat olish imkoniyatiga ega bo'ladi. Bu esa o'zaro hamjihatlikni mustahkamlaydi va jamoada ishlash ko'nikmalarini shakllantirishga xizmat qiladi.

Zamonaviy ta'limni tashkil etishga qo'yiladigan muhim talablardan biri ortiqcha ruhiy va jismoniy kuch sarf etmay, qisqa vaqt ichida yuksak natijalarga erishishdir. Qisqa vaqt orasida muayyan nazariy bilimlarni o'quvchilarga yetkazib berish, ularda ma'lum faoliyat yuzasidan ko'nikma va malakalarni xosil qilish, shuningdek, o'quvchilar faoliyatini nazorat qilish, ular tomonidan egallangan bilim, ko'nikma va malakalar darajasini baxolash o'qituvchidan yuksak pedagogik mahoratni hamda ta'lim jarayoniga nisbatan yangicha yondashuvni talab etadi.

Hozirgi kunda ta'lim jarayonida interfaol metodlar, innovasion texnologiyalar, pedagogik va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish, e'tibor kundan-kunga kuchayib bormoqda. Bunday bo'lishining sabablaridan biri, shu vaqtgacha an'anaviy ta'limda talaba- talablarni faqat tayyor bilimlarni egallashga o'rganilgan bo'lsa, zamonaviy texnologiyalar ularni egallayotgan bilimlarini o'zlari qidirib topishlariga, mustaqil o'rganishlariga, tahlil qilishlariga, xatto xulosalarni ham o'zlari keltirib chiqarishlariga o'rgatadi. O'qituvchi bu jarayonda shaxsni rivojlanishi, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yo'naltiruvchilik funksiyasini bajaradi. Shuning uchun ta'lim muassasalarida zamonaviy o'qitish metodlari, interfaol metodlar, innovasion texnologiyalarning o'rni va roli benihoya kattadir.

Ta'lim-tarbiya jarayoni butun mashg'ulot davomida talabalarning faolligi va qiziquvchanligini muntazam ravishda rivojlantirib borish maqsadini ko'zda tutadi, o'quv omillarini yaratishga asoslangan pedagogik texnologiya talabalarni o'quv yoki o'quv ishlab chiqarish faoliyatiga tezkor jalb qilish imkonini beradi. Bugungi kunda barcha sohalardagi axborotlarning shiddat bilan kirib kelishi oliy ta'lim muassasalarida innovasion jarayonlarni tizimli boshqarishni yo'lga qo'yishni talab etmoqda.

Ma'lumki, bugungi kunda uzluksiz ta'lim tizimi, shu jumladan, oliy ta'lim tizimining raqobatbardosh mutaxassislar tayyorlashdagi rolini oshirish ko'p jihatdan mazkur ta'lim muassasalaridagi innovasion jarayonlarni tizimli boshqarishga bog'liq bo'lib qolmoqda. Chunki innovasion jarayonlarni tizimli boshqarish oliy ta'lim tizimidagi o'quv jarayoni samaradorligini ta'minlash va yuqori salohiyatga ega kadrlarni tayyorlashning muhim omilidir.

Oliy ta'lim tizimida mavjud yoki yangi ehtiyojlarni qondirish uchun yangiliklarni yaratish, joriy etish, o'zlashtirish va foydalanishga doir faoliyat innovasion jarayondir. Mazkur faoliyatning oliy ta'lim tizimida maqsadga yo'naltirilgan o'zgarishlarga olib keluvchi tashkiliy shakli yangiliklar kiritishdir.

Yurtimizda ijtimoiy-siyosiy, ma'naviy-iqtisodiy islohotlarni amalga oshirishga jahon andozalari darajasida bilim olgan zakovatli, har tomonlama barkamol, mustaqil fikrlaydigan, biron bir masalani ongli ravishda, mas'uliyat bilan hal qiladigan, izlanuvchi, yangilikka intiluvchi iste'dodli yoshlar, yuksak malakali mutaxassislar yetkazish, oliy ta'lim tizimida yetuk mutaxassislarni tayyorlash maqsadida mutaxassislik fanlarini o'qitishda o'quv-tarbiya jarayoni sifatini jahon standartlari darajasiga ko'tarish, ta'lim, zamonaviy pedagogik va axborot texnologiyalarining butunlay yangi usullarini joriy etish asosida tashkil etish o'ta muhim shuningdek dolzarb masaladir.

Zamonaviy mutaxassis o'z kasbiy faoliyati sohasidagi yangiliklarni egallab borishi, istiqboldagi taraqqiyot yo'nalishlari hamda yuzaga keluvchi muammolarni yechish yo'llarini ko'ra bilishi lozim. Bunday talablar darajasidagi mutaxassisni tarbiyalash uchun oliy ta'lim muassasalarida ta'lim va tarbiyani zamon talablariga mos ravishda amalga oshirish uchun, o'qitish jarayoniga interfaol ta'lim usullari qo'llab, zamonaviy vositalar majmuasini ishlab chiqish hamda ilmiy – metodik jihatdan asoslash lozim bo'ladi.

Abu Ali ibn Sino nomidagi Buxoro davlat tibbiyot institutida talabalarning bilimi, kasbiy ko'nikma va malakalarini rivojlantirish maqsadida OTMLarda dars jarayonlarini shaffof, maqsadli va reja asosida tashkil etishga erishish, kredit modul tizimini tadbiq etish orqali talabalar mobilligini ta'minlash, innovasion ta'lim texnologiyalari, axborot texnologiyalari va dalillarga asoslangan tibbiyot usullardan foydalanib, dars jarayonini faolligini oshirish, oliy ta'lim muassasi oldida turgan dolzarb masalalar qatoriga kiradi. Shu sabab ham, bugungi kunda ta'lim tizimimizda innovasion pedagogik texnologiyalar faol qo'llanilib kelinmoqda, ayni vaqtda bu o'quv jarayonning yangicha ruhda shakllanishiga keng imkoniyat yaratib bermoqda.

Kredit-modul tizimi dunyoning ilg'or mamlakatlari oliy ta'lim tizimida keng qo'llanilayotgan tizimdir. Ushbu ta'lim tizimining o'ziga xos xususiyatlaridan biri o'quv jarayonida asosiy e'tibor talabalarning mustaqil ishlashiga qaratilganligidir. Talabalarning mustaqil ishlarini tashkil etish, o'quv-uslubiy ta'minotini shakllantirish va takomillashtirib borish muhim ahamiyatga ega. Ushbu bitiruv ishida kredit-modul tizimida talabalarning mustaqil ishlarini tashkil etish va nazoratini amalga oshirish, mavjud muammolar va ularning yechimlari bo'yicha takliflar berilgan. Kredit-modul tizimi joriy etilgan ilg'or xorijiy mamlakatlar oliy ta'lim muassasalari tajribasini, shuningdek Respublikamizdagi kredit-modul tizimida faoliyat olib borayotgan universitetlar faoliyatini o'rganib, ularning yutuqlarini Abu Ali ibn Sino nomidagi Buxoro davlat tibbiyot institutida ta'limni kredit-modul tizimida olib borish jarayonlarida qo'llash, o'ziga xos kamchiliklarini aniqlash hamda tegishli takliflar berishni nazarda tutadi.

O'zbekiston ta'lim jarayonida kredit-modul tizimini joriy etish va rivojlantirish bo'yicha manbalarda keltirilgan, normativ-huquqiy hujjatlar va ilg'or xorijiy tajribalarning qiyosiy tahlili. Hozirgi kunda kredit modul tizimi bo'yicha faoliyat olib borayotgan jahondagi eng ilg'or oliy ta'lim muassasalaridagi ta'lim jarayonlarini organish, respublikamiz oliy tibbiy ta'limiga joriy etishdagi muammo va kamchiliklarini ochib berish kerak.

Hozirgi kunda kredit modul tizimi bo'yicha faoliyat olib borayotgan jahondagi eng ilg'or oliy ta'lim muassasalaridagi ta'lim jarayonlarini organish, kredit tizimi asosida ta'lim jarayonlarini tashkil etish va uning sifatini ta'minlashning innovatsion metodlarini ishlab chiqish, kredit modul tizimida o'quv jarayonining uslubiy ta'minotini tayyorlash tamoyillarini yaratish, kredit modul tizimi asosida ta'lim natijalarini baholash usullarini o'rganish, eng asosiy jihatlar hisoblanadi.

2021-2030 yillarda O'zbekiston Respublikasini innovatsion rivojlantirish strategiyasi asosida OTM/fakultet/kafedra rivojlanish strategiyasini ishlab chiqish, shuningdek, mamlakatimizning barcha sohalarida islohotlarni amalga oshirish, odamlarning dunyoqarashini o'zgartirish, yetuk va zamon talabiga javob beradigan mutaxassis kadrlarni tayyorlashni hayotning o'zi taqozo etmoqda. Respublikada ta'lim tizimini mustahkamlash, uni zamon talablari bilan uyg'unlashtirishga katta ahamiyat berilmoqda. Bunda mutaxassis kadrlarni tayyorlash, ta'lim va tarbiya berish tizimi islohatlar talablari bilan chambarchas bog'langan bo'lishi muhim ahamiyat kasb etadi. Zamon talablariga javob bera oladigan mutaxassis kadrlarni tayyorlash, Davlat talablari asosida ta'lim va uning barcha tarkibiy tuzilmalarini takomillashtirib borish oldimizda turgan dolzarb masalalardan biridir.

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**DIDACTIC METHODS OF FORMATION OF LOGICAL COMPETENCE IN THE PROCESS OF  
TEACHING MATHEMATICS TO PUPILS**

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**Annotation:** *This article examines the criteria for the development of logical competence in students and the didactic conditions for their formation when teaching mathematics.*

**Key words:** *competence, intelligence, logic, methodology, didactics, pedagogical and psychological*

Before determining the didactic conditions of formation of pupils' logical competence in the process of teaching mathematics, it is necessary to solve the issue of assessing the formation of pupils' logical competence.

Competence includes knowledge, skills, education and life experience, attitudes that can be developed by the learner independently in specific life situations. The basis of any competence is knowledge that can be applied in various situations. It is possible to evaluate the developed knowledge and skills of pupils by methods developed by the science of psychology and pedagogy [1]. How to assess competence?

If competence is an ability resulting from acquired knowledge and skills, how can this "ability" be measured? Or how can life experiences and interests relevant to competence be measured? In order to develop an assessment system, it is necessary to consider the individual components (i.e. knowledge and skills) that form the basis for the development of a given competency. The range of situations in which the pupil can apply the knowledge and skills should be identified. To determine the formation of competence, it is necessary to monitor the formation of each component of competence, not "its individual components", because pupils' logical competence is formed by the end of the 6th grade, i.e. as a result of their knowledge and skills, logical thinking, abilities, personal activity and thinking framework [2]. Therefore, the criteria for the formation of pupils' logical competence should be considered the criteria for the formation of all its components, i.e. knowledge and skills, indicators of activity and mastery. Criteria for the formation of knowledge and skills (logical and mathematical) are formed based on the level of knowledge of pupils. To determine the level of formation of pupils' logical thinking, we can

use a diagnostic method to determine their theoretical thinking, in addition, being able to explain and discuss the correctness of their solution.

To determine the formation of learning activity, it is possible to use the diagnostics of formation and all its components developed by psychologists, i.e. such components as learning and cognitive interest, aspiration to a certain goal, learning activity, control and evaluation. It allows to measure the knowledge, skills and qualification of pupils in their activities by modern psychological and pedagogical diagnostic methods, for example, the technique of studying the level of subjective control of various life situations, and to determine the uniqueness of the personality or self-assessment method (the method of benchmarking). Thus, observing the formation of each component of the structure of logical competence, we will develop certain methods with which we can diagnose the level of logical competence of pupils in grades 5-6, and in general we will be able to assess the level of logical competence of pupils in grades 5-6. formation of logical competence in pupils. Consequently, didactic conditions of formation of logical competence should contribute to the formation of each element of the structure of logical competence of pupils of 5-6 grades in the process of teaching mathematics.

The first didactic condition for the formation of logical competence is, of course, the introduction of basic concepts of mathematical logic into the course of mathematics of 5-6 grades in order to develop pupils' logical thinking with the help of mathematics. But the inclusion of additional topics in the curriculum increases the amount of material to be taught and does not ensure the formation of logical thinking, despite the fact that logical thinking is the basis for its development. This means that it is necessary to create special conditions for the development of logical thinking.

The learning process in general secondary school can be divided into two unequal parts. One is from the modes of intellectual activity, and the other from the specific material of the subject being studied. In terms of total volume, the second part is much larger than the first, but to this extent inferior to it in terms of its importance in the development of thinking. Therefore, in order to improve the effectiveness of learning, it is necessary to pay more attention to the formation of pupils' logical methods of theoretical thinking.

In the process of teaching in the traditional system, there are such difficulties as the development of pupils' thinking, linking the process of assimilating a large amount of knowledge with pupils' mastering the methods of intellectual activity. Therefore, in the process of knowledge assimilation it is necessary to create conditions for the development of thinking and human development in general. Thus, the next didactic condition for the formation of logical competence is the clarification of the goals of pupils' learning activities in the process of teaching mathematics, their focus on the development of personal qualities of the pupil in this process. Issues related to the assimilation of educational material often conflict with the development of personal qualities of the learner. On the

one hand, the knowledge acquired by pupils serves as a necessary factor in the development of theoretical thinking, but can serve as a stop or obstacle to development.

Problem-based learning allows effective development of the pupil's personality. Problem-based education is development-oriented, and development is not the acquisition of the sum of knowledge and skills, but the process of reformation of the learner, in this process it is carried out in intellectual, personal, behavioral actions and independent actions. Foreign scientists (J. Lefsted, D. Raven, etc.) recognize education aimed at the development of the pupil's personality, based on the competence approach.

The purpose of developmental (intensive) education is to stimulate the special activity of the pupil and guide him/her to change himself/herself as an educational subject. What distinguishes intensive education from traditional education is the participation of the learner as an active subject. Developmental learning is learning based on the structural structure of science, methods and forms of its organization, and laws of development. In the framework of anticipatory development, the learner independently performs the task. In the framework of sequential development, today the pupil performs the task with the help of the teacher, and tomorrow he/she will be able to do it independently.

Formation of learning and cognitive interest leads to the development of special abilities of pupils, i.e. to the acquisition of creative features in learning activities. In this case, the pupil begins to go beyond the tasks set by the teacher, actively seeks new opportunities for the realization of his abilities, understands and evaluates the results of his activity in a new way. In the process of study is revealed, emphasized and begins to develop intensively a number of features of the subject, forming him as a person, that is, skillfully oriented attitude to existence, conscious choice of life goals, means and methods. of their achievement, a sense of responsibility for the chosen method and the results of their research. So, learning activity is a unique activity, the main purpose of which is the development of the pupil's abilities. Its full realization occurs only in the process of theoretical thinking based on theoretical problems. As a result, independent research and learning takes place in learning activities. If the pupil possesses the technique of learning activity, the teacher should only set him a task and thus arouse his interest in knowledge. Later, the mechanisms of learning activity and the mechanisms of theoretical thinking are formed. The learner gradually begins to master himself in the ways of solving the task and controls the process of its realization. At the same time, a number of processes related to the educational process are carried out automatically.

According to the system-structural approach, learning activity has a common psychological structure inherent in any activity, i.e. purpose-cause-method-result. We believe that this chain can be continued as follows: success-satisfaction-positive motivation-activity-development of personality. We believe that the pupil's activity should include all the above-mentioned components of the psychological structure. Naturally, educational activity has a subject content that distinguishes educational activity from any other activity. Under the activity in the educational process we understand the process of

interaction between the object and the subject, aimed at obtaining new knowledge and information about the activity, focused on the value of the object in relation to the subject.

Planning and realization of motivated learning activities are important components of formed logical competence. Therefore, initiation to activity, internal motives of learning activity, creation of problem situations in pupils' activity, development of pupils' experience of their activity and self-assessment are didactic conditions for the formation of logical competence. In activity not only knowledge and skills are formed, logical thinking is developed, but also personal qualities expressing logical competence, i.e. internal needs and motivation, evaluation of one's abilities in the course of activity, including in a team, communication and relationships. This theory specifies the conditions that ensure the formation of behavior and mental processes at a given high rate.

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## HUMAN CAPITAL IN ECONOMIC GROWTH AND ANALYSIS OF FACTORS AFFECTING ITS POTENTIAL

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**Annotation.** *The development of human capital in the country is a leading factor in ensuring sustainable economic growth and improving the quality of other sectors of the economy. The article examines the place and role of human capital development and its reflection in the development of the country's economy. The main factors influencing the formation of a human resource are considered. Its role in improving economic growth is studied and recommendations are made to increase the potential of human capital.*

**Keywords:** *human capital, economic growth, quality of education, investment, human resources potential, standard of living*

## IQTISODIY O'SISHDA INSON KAPITALI VA UNING SALOHIYATIGA TA'SIR QILUVCHI OMILLAR TAHLILI

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**Annotatsiya.** *Mamlakatda inson kapitalining rivojlanishi barqaror iqtisodiy o'sishni ta'minlash va iqtisodiyotning boshqa sohalari sifatini yaxshilashning yetakchi omilidir. Mazkur maqolada inson kapitali rivojlanishining o'rni va roli hamda uning mamlakat iqtisodiyoti rivojlanishida aks etishi o'rganiladi. Inson resursining shakllanishiga ta'sir qiluvchi asosiy omillar ko'rib chiqiladi. Uning iqtisodiy o'sishni yaxshilashdagi roli o'rganiladi va inson kapitali salohiyatini oshirish bo'yicha tavsiyalar beriladi.*

**Kalit so'zlar:** *inson kapitali, iqtisodiy o'sish, ta'lim sifati, investitsiyalar, kadrlar salohiyati, turmush darajasi.*

## ЧЕЛОВЕЧЕСКИЙ КАПИТАЛ В ЭКОНОМИЧЕСКОМ РОСТЕ И АНАЛИЗ ФАКТОРОВ, ВЛИЯЮЩИХ НА ЕГО ПОТЕНЦИАЛ

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**Аннотация.** Развитие человеческого капитала в стране является ведущим фактором обеспечения устойчивого экономического роста и повышения качества других сфер экономики. В статье исследуется место и роль развития человеческого капитала и его отражение в развитии экономики страны. Рассматриваются основные факторы, влияющие на формирование человеческого ресурса. Изучается его роль при улучшении экономического роста и даются рекомендации по повышению потенциала человеческого капитала.

**Ключевые слова:** человеческий капитал, экономический рост, качество образования, инвестиции, потенциал кадров, уровень жизни

### INTRODUCTION

In progressive countries, investments in human capital are considered an important factor in increasing competitiveness and ensuring economic growth at the micro and macro levels. Improving the quality of human capital, ensuring the consistent implementation of a strategy aimed at increasing the professional skills and experience of people based on continuous education throughout their life, is an important condition for ensuring sustainable economic development [3].

The processes taking place in the global economy clearly show that the balance of influencing factors the socio-economic development of the country is changing. The World Bank noted that in a study of the composition of global national wealth using the example of "141 countries around the world, the share of human capital in its total value was 64%, and over the past 20 years its contribution has grown by 55%. While the share of human capital in national wealth was 70% in high-income countries of the Organization for Economic Co-operation and Development (OECD), its contribution in low-income countries was 41%." [13]. It is the differences in human capital determines differences in the competitiveness of a country's economy on the world market, the well-being of the population as a whole, and human development, in particular, it becomes known that the differences in per capita income between countries are 10-30% [14] and this fact is explained precisely by human capital. It should be noted that today the factors of economic growth are changing. Instead of traditional factors (labor, land, capital, entrepreneurial abilities), factors such as science and education, that is, the intelligence of the nation as a whole, come to the fore.

In any national economy, human capital is a decisive factor of production, an important condition for supporting the national economy and increasing its competitiveness. Currently, human capital is assessed as an important factor in sustainable economic development in countries that have developed during the day. The transition of economic growth from raw materials to innovative sources brings to the surface human capital as the main factor ensuring an increase in national wealth, becoming the main resource for creating added value.

In Uzbekistan, the share of human capital in the structure of national wealth is 62%, while, according to World Bank experts, the share of physical capital in the structure of national wealth across the world averages 16%, natural capital - 20%, human capital - 64% (in such progressive countries as Germany, Japan, Sweden, the share of human capital in the structure of national wealth reaches 80%) [15].

Human capital is one of the most important components of the program of transition to a market economy. In this regard, the issues of developing and ensuring a mechanism for its effective formation in the conditions and requirements of our time acquire particular importance. It is known from the history of many developed countries that in order to achieve economic growth, special attention was paid to improving the quality of human capital, such as the main lever in the formation of statehood. These include countries such as the USA, Japan, China, Singapore, which today account for half of the world's GDP. As a result, the current economic situation both in the world and in our country requires fundamental changes in the structure and composition of human capital, as an invaluable economic resource, through the development of a strategy to improve the quality of its potential.

Many people believe that since the 20th century, the development of countries has been based on technology, which is known from the sources of many academic economists. In particular, in the 21st century, knowledge economy countries have their own particularly important challenges to increase economic growth. In improving these matters, improving the quality of the human factor plays a particularly important role. Thus, due to the current development in our century, new conditions and theories for the formation of human capital are emerging.

The reflection of global developments in this area is clearly visible in our country. The proof is provided by the "New Development Strategy of Uzbekistan for 2022-2026" approved by the President of the Republic of Uzbekistan on January 28, 2022, where the implementation of a fair social policy and the development of human capital is clearly emphasized in the fourth direction. This indicates that the importance of human capital development is considered at the political level and this directly affects the economic position of the country in the world arena.

Consequently, in ensuring the stability of economic growth, factors influencing the formation of human capital in the conditions of technical development play an important role. In this regard, education, health, science, ecology and factors such as income



distribution play an important role in which the full potential of a person is improved. And at the same time, scientists have discovered that the national economy develops where special attention is paid to the mental potential of the human resource.

**Methodology and research.** The effective functioning of the economy most of all depends on how much employees are materially and morally interested in achieving high final results. The general level of education of a worker and his professional qualifications become a decisive factor in economic growth. The shortage of highly qualified personnel directly affects national income production and savings levels [2].

Human capital refers to the acquired knowledge, skills, motivation and energy that are endowed in an individual's mind and which can be used to produce goods and services. The most important forms investments in a person are considered to be general and vocational education, healthcare, migration, access to information (table).

**Table**

**The effectiveness of the influence of factors on the formation of human capital**

<b>Factors</b>	<b>Efficiency</b>
Education and training on the job	the volume of potential human capital increases
Health protection	reduces morbidity and mortality, increases the duration and intensity of use of human abilities
Migration	promote the movement of people to areas where lifestyles improve
Possession of information	his work is well paid

**Results.** Recognition of the importance of human capital is reflected in models of economic growth. For example, in the improved model of R. Solow, along with investments and an increase in the number of employees, the factor of technical progress is also taken into account, which means not only the growing mechanization of production, but also an increase in the labor efficiency of workers, depending on their health, education and qualifications.

In the works of G. Mankiw, D. Romer and D. Weil, capital is divided into physical and human. At the same time, they came to the conclusion that the share of physical capital in income is equal to 1/3, and the share of human capital ranges from 1/3 to 1/2. They also studied the relationship between the educational sphere and the income of the population.. At the same time, the share of the education factor in the growth of national income was, according to E. Denison's estimates, for the USA - 15%, Belgium - 14, Holland - 5, England - 12, Italy and Norway - 7, France - 6, Denmark - 4, Germany - 2% [1].

Like physical capital, the formation of human capital requires significant expenditures both from the individual himself and from society as a whole. The investment will be carried out only if it brings certain benefits. The individual's benefit from investing in

human capital is expressed in an increase in permanent income. In developed countries, there is a steady dependence between the level of education and income received throughout life.

**Discussion.** A. Maddison carried out calculations for a later period. According to his data, in 1973-1984. the contribution of the education factor to the economic growth of the USA was 23.4%, Great Britain - 30.2, Japan - 11.3, France - 27.5, Germany - 5.9% [6]. Calculations show that the contribution of education has increased significantly over recent decades. The importance of human capital is also proven by the experience of the post-war decades. Despite their lack of natural resources, Japan, Taiwan and other Asian countries have achieved significant development success by relying on a well-trained, educated and disciplined workforce. Over the last 25 years of the 20th century. The gross domestic product of the Asian Tigers increased approximately 4 times.

**Conclusions** In the developing world, intellectual ability has become important and the need for the power of an educated and skilled person is increasing. Because the highest scientific and technical discoveries in the world are created by such highly qualified personnel. Also, any discoveries must be used only for the sake of human interests and happiness.

In the modern process of globalization, innovation is one of the most important strategic resources of any country. The successful solution of socio-economic problems, the introduction of new industrial and financial technologies, the development of innovation and investment infrastructure, increasing intellectual competence, the production of export products, import substitution, and the accumulation of foreign exchange reserves are associated with innovation activities to a certain extent. In the modern process of globalization, innovation is one of the most important strategic resources of any country. Successful solution of socio-economic problems, introduction of new industrial and financial technologies, development of innovation and investment infrastructure, increasing intellectual competence, production of export products, import substitution, accumulation of foreign exchange reserves to some extent related to the innovative activities of human resources.

There remains an objective need to create the necessary conditions to ensure changes in the human capital management system due to the prevalence of problems such as the departure of qualified personnel abroad, non-specialized employment of the population, and the mismatch of qualifications with job requirements. In such a situation, it is necessary to develop and implement a mechanism for managing human capital, taking into account the interdependence of the processes of formation and use[4].

Indeed, it is impossible to achieve innovative development without developing human capital. According to well-known economists, an indifferent attitude towards investing in human capital can sharply reduce the country's competitiveness. For a country to develop economically, it is necessary to educate talented people.

Over the years, material and natural resources, industrial and agricultural sectors of the economy, gold, foreign exchange reserves, etc. become an ever-decreasing part of the national wealth. According to some experts, by 2030 they will not be equal to even 10% of the national wealth of developed countries. In other words, the intellectual and spiritual factor is a decisive condition for national wealth, the most important indicator of state power and determines the level of development of society, as a result of which it will become the main lever in economic development [12].

The problem of sources of economic growth is also particularly relevant for modern Uzbekistan, when an active economic policy is being pursued on the world stage. As the experience of developed countries has shown, the possibility of transition to sustainable economic growth in a market economy depends on the most efficient use of human resources

At the same time, it is necessary to carry out reforms to change the educational process, innovation and investment skills, and improve the mentality and culture of the population. Positive human capital (creative or innovative) is defined as human capital that provides a profitable return on investment made in it in the process of development and growth. Positive human capital makes a great contribution to the development of the education system, the growth of knowledge, the development of science, improving public health, improving the quality of information and increasing the economic growth of the country.

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**THE MAIN DIRECTIONS OF FURTHER IMPROVEMENT OF THE PROCESS OF  
DIGITALIZATION OF THE BANKING SYSTEM IN UZBEKISTAN**

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**Annotation.** *The sustainable development of the activities of business entities that are active structural subjects of the socio-economic development of the country is inextricably linked with the banking system, in which the innovative complex of banking services provided to them by commercial banks, including innovative lending, requires the introduction of new digitized quality indicators. This work is devoted to these issues and contains practical suggestions and recommendations for further improving the process of digitalization of the banking system in our country.*

**Keywords:** *commercial banks, banking system, financial assets, digitalization, international standards, digital technologies*

**ОСНОВНЫЕ НАПРАВЛЕНИЯ ДАЛЬНЕЙШЕГО СОВЕРШЕНСТВОВАНИЯ ПРОЦЕССА  
ЦИФРОВИЗАЦИИ БАНКОВСКОЙ СИСТЕМЫ В УЗБЕКИСТАНЕ**

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**Аннотация.** *Устойчивое развитие деятельности субъектов предпринимательства, являющихся активными структурными субъектами социально-экономического развития страны, неразрывно связано с банковской системой, в которой предоставляемый им коммерческими банками инновационный комплекс банковских услуг, в том числе инновационного кредитования, требует вывода на новые оцифрованные показатели качества. Данная работа посвящена именно этим вопросам и содержит практические предложения и рекомендации по дальнейшему совершенствованию процесса цифровизации банковской системы в нашей стране.*

**Ключевые слова:** *коммерческие банки, банковская система, финансовые активы, цифровизация, международные стандарты, цифровые технологии*

**O'ZBEKISTONDA BANK TIZIMINI RAQAMLASHTIRISH JARAYONINI YANADA  
TAKOMILLASHTIRISH YO'LLARI**

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**Annotatsiya.** *Mamlakat ijtimoiy-iqtisodiy rivojlanishining faol tarkibiy sub`yektini hisoblangan tadbirkorlik sub`yektlari faoliyatining barqaror rivojlanishi bank tizimi bilan uzviy bog`liq bo`lib, unda tijorat banklari tomonidan ularga ko`rsatilayotgan innovatsion kompleks bank xizmatlari, shu jumladan, innovatsion kreditlash xizmatlarini yangi raqamlashtirilgan sifat ko`rsatkichlariga olib chiqishni taqozo etadi. Mazkur ish aynan shu kabi masalalarga bag`ishlangan bo`lib, unda mamlakatimizda bank tizimini raqamlashtirish jarayonini yanada takomillashtirish yuzasidan amaliy taklif va tavsiyalar berilgan.*

**Kalit so`zlar:** *tijorat banklari, bank tizimi, moliyaviy aktivlar, raqamlashtirish, xalqaro standartlar, raqamli texnologiyalar*

## INTRODUCTION

Commercial banks are the main link in the economy that supports economic growth by taking financial assets from one entity and placing them in another. The population's need for remote access to modern banking services is growing day by day, which encourages banks to widely use digital technologies, integrate their database with databases of government agencies and other organizations. This has become a key condition for banks to be able to work stably in the financial market for a long time and ensure their profitability.

Banks in Uzbekistan, developing cooperation with international financial institutions, focus on the widespread use of advanced digital technologies in the transformation of their activities using foreign experience and standards [12]. Therefore, in the thesis of the President of the Republic of Uzbekistan Sh. Mirziyoyev "The Strategy of the new Uzbekistan" notes: "For the development of the economy, it is necessary to have a comprehensive and balanced socio-economic development of regions, districts and cities, effective and optimal use of their potential" [2]. After all, having not reached the indicators of sustainable development in the regions, it is logically meaningless to express an opinion on the rise of our national economy and ensuring its level of competitiveness. Therefore, in the current developing period and against the background of deep reforms, a detailed analysis of the socio-economic development of the regions of our republic is more relevant than ever for making important and rational economic decisions.

## MATERIAL AND METHODS

It should be particularly noted that in the development of the digital economy, the supportive policy of the state is of particular importance. To achieve progress, we need and need to master digital knowledge and modern information technologies. This gives us the opportunity to take the shortest path of ascent. After all, today information technologies penetrate deeply into all spheres of the world. To this end, the Decree of the President of the Republic of Uzbekistan dated October 5, 2020 No. UP-6079 "On the approval of the strategy "Digital Uzbekistan - 2030" and measures for its effective implementation approved the "Strategy of Digital Uzbekistan-2030". In order to develop e-commerce and electronic payment systems:

-development of remote banking services through the introduction of information and communication technologies, including remote customer identification systems;

- development of digital infrastructure, expansion of opportunities and scales of connection to e-commerce platforms with personal digital equipment by further increasing the coverage and speed of the worldwide information network of mobile and wired Internet;

- further development of e-commerce and electronic payment systems, as well as improving the information infrastructure in the economy and finance, taking into account the possibilities of accepting and processing payments when providing e-government services;

- creation of a business model of financial supermarkets focused on providing a wide range of banking and non-banking financial services (securities transactions, insurance, etc.) On the same trading platform;

-commercial banks have identified such areas as increasing the volume and quality of customer service through remote banking services (Internet banking, client banking, SMS banking, etc.), including through mobile applications.

At the same time, the Decree of the President of the Republic of Uzbekistan dated May 12, 2020 No. PF-5992 approved the "Strategy for reforming the banking system of the Republic of Uzbekistan for 2020-2025". This strategy considers as one of the priority directions of reforming the banking system the complex transformation of commercial banks with a state share, the introduction of modern banking standards, information technologies and software products, the sale of state-owned stakes in banks to investors with the necessary experience and knowledge on the basis of competitive bidding, as well as the development of commercial banks and enterprises with a state share. at the same time, it was planned to reduce the state's share in the banking sector through reforms.

**Results.** Among the Russian scientists who have made a great significant contribution to the development of modern theory and practice of economic development, we can name such as R.Ayupov, D.Rasulova, D.Rasulev, Z.Mamadiyarov [8]. The characteristic indicators of the digital economy include new production methods, mass cooperation, mass ownership of intellectual property, changing consumption patterns and an open labor market. However, at present, the contribution of the digital economy (Internet commerce, Internet services, content, electronic payments, etc.) to the gross national income of the Republic of Uzbekistan does not exceed 1%. But the development trends of our country show that the aforementioned markets will develop rapidly in the future. Life trends clearly show that other services of the digital economy, including big data, artificial intelligence, machine learning, crowdsourcing, crowdfunding, blockchain and cloud technologies, will also be crucial for the economy of the future and corporate governance.

**Discussion.** Digitalization of the financial sector is an integral feature of the development of the modern world economy. In order for financial market entities to be successful and competitive, it is necessary to follow global trends and be "digital" when

introducing advanced technologies. The fulfillment of this task will lead to a change in the traditional global business models in accordance with the problems of the modern world. Digitalization of the banking sector is a complex and multifaceted process. But its ultimate goal is clear and simple, that is, it is to save resources (time and money) for customers and the banks themselves.

Analyzing the digitalization of the financial sphere as an evolutionary stage in the development of modern society, it is necessary to consider the main stages of its formation. It should be noted that the basis of this process is the active introduction of achievements in the field of financial relations in the field of financial technologies.

The introduction of digital technologies requires a radical change in the business strategy of all sectors of the economy. The high efficiency of the application of innovative solutions forces the financial sector to make changes both in order to strengthen its position in the market and in order to increase the level of interaction with customers and market participants. Credit organizations strive to become financial high-tech corporations that meet the following requirements:

- providing clients with a comprehensive set of services within the financial technology ecosystem;
- increasing information transparency, facilitating the elimination of intermediation in the financial market;
- continuous improvement of digital solutions implemented to ensure real-time performance and security, etc.

The change in the traditional business model is due to the change of a significant part of the information technologies that unite all areas of the bank's activities. This process includes:

1. Considering the need for constant adjustments, doing business and developing a digital strategy based on its mission (high speed of the emergence of digital innovations, legislative changes, etc.).
2. Creating IT-systems or IT-landscape architecture. This stage includes the development of software, computing and telecommunication toolsets built in a specific configuration and ensuring the functioning of operational processes for business units;
3. Development of IT solutions and their implementation.

The development of the bank's digital strategy is based on the identification of key segments of sustainable development: the creation of a digital product, including personalized banking services; ensuring transparent interaction with customers, regulators and partners; the development of the financial ecosystem of partners, the creation of business incubators, etc. (table).



**Table**  
**Key segments of the bank's digital strategy [13]**

Direction	Description
Creating a digital product	The need to meet the requirements and desires of customers increases the customer base and the number of products available to the buyer.
Implementation of direct interaction with the client	The use of remote banking services, including the offer of personalized products and services in real time, activates the customer base and increases the level of customer retention
Development of the partners' financial ecosystem	Creating opportunities for marketing banking products through partner platforms, which allows you to increase the level of the customer base and increase the number of products suitable for each client.
Remote operation with the controller	Automation of internal processes and the absence of unnecessary formalities reduces transaction costs, time and operational risks.
Support for business incubators	The development of an ecosystem of ideas and resources helps to make and implement quick decisions, reducing process costs and increasing customer satisfaction.

The creation of a roadmap for the implementation of a digital strategy using the digital landscape involves the allocation of separate business areas: multi-channel distribution and marketing, integration of services and processes, processing operations, support, data processing, strategy and management. In order to effectively develop these areas of business, banks need to implement a single multi-channel digital platform that will allow them to manage multi-channel services.

To ensure effective integration of services and processes, the API (application programming interface), built on technology, should be used to provide participants with an open data collaboration scheme on mobile devices. In the field of transaction processing, including the functions of inter-product activities (contract transaction management, payments, limits, borrower assessment, regulatory compliance, etc.), as well as all operations related to banking products (current accounts and deposits, lending, stock market transactions, interbank transactions, etc.), processes and it is desirable to strengthen automation in practice.

Collecting, storing and managing customer transaction information is an important part of the banking business. To increase its efficiency, it is necessary to strengthen automation, including determining the volume of basic data in the systems of the landscape, in order to prevent duplication of processes for business units and reduce costs.

It is also advisable to use analytical tools to assess the level of customer satisfaction with services, identifying micro-segments and models of their behavior.

As for the strategy and management of the credit institution as a whole, it is necessary to introduce automated systems that support common corporate functions (strategic planning, mergers and acquisitions management, business process management, methodological support), as well as cross-functionality of innovation management, crowdsourcing and electronic document management. It is important to ensure the possibility of exchanging documents with clients not only with respect to legal entities, but also individuals using electronic digital signatures, as well as the availability of a single repository of documents (contracts, customer documents) printed in digital form.

Technology services are a tool and a driving force for changing business strategy and achieving positive financial results. The activity of a credit institution in this direction reaches a qualitatively new level, allowing it to be made more attractive to the client, and inaction can lead to the displacement of a participant from the market.

**Conclusion.** The importance of commercial banks in the processes of credit provision of all branches and branches of the economy, as well as money management is very great. The level of economic development will largely depend on how well commercial banks cope with the tasks assigned to them. The President of the country Sh .Mirziyoyev emphasized that there are still a lot of problems that need to be solved in this matter. In particular, "due to the inflow of private and foreign capital into the banking system, we will gradually reduce the share of state-owned banks. This will contribute to improving the competitive environment in the industry, comprehensively improving the activities of commercial banks, the quality and culture of lending."

It is necessary to further expand the sphere of banking services through the introduction of new financial instruments and the issuance of bonds, the development of the banking system based on advanced information technologies [1].

At a time when digital and innovative technologies are rapidly being introduced into banking practice, commercial banks should conduct extensive training and appropriate measures to perform the above tasks at the proper level. The result of the activities carried out is closely related to how efficiently and effectively the activities of commercial banks are organized. For the same reason, there is a need to assess the effectiveness of commercial banks. Thus, the assessment of the effectiveness of commercial banks in the new economic conditions and its improvement in the conditions of interbank competition are among the issues of great scientific and practical importance [14].

The process of ensuring that the results of the economic reforms carried out in our country are at the level of demand requires the creation of a system of objective assessment of the effectiveness of commercial banks. The purpose of the new approach to the study of the issues of assessing the effectiveness of commercial banks and its improvement in the context of the development of interbank transactions is to develop proposals and practical recommendations aimed at assessing the effectiveness of

commercial banks and its improvement in the context of interbank competition. To achieve this goal, the following tasks must be implemented:

- research of theoretical ideas about the evaluation of the effectiveness of commercial banks and its improvement in the conditions of interbank competition and the provision of relevant scientific and theoretical conclusions;

- research of methodological bases for assessing the effectiveness of commercial banks and its improvement in the conditions of interbank competition, as well as the formation of scientific conclusions;

- analysis of the current state of evaluation of the efficiency of commercial banks and identification of existing trends;

- analysis of the features of assessing the effectiveness of commercial banks based on advanced foreign experience and development of proposals and recommendations for their application in the banking practice of Uzbekistan;

- assessment of the direction and leverage of factors influencing the assessment of the effectiveness of commercial banks, analysis and development of scientific proposals and practical recommendations aimed at improving the efficiency of commercial banks in the country, etc.

An important practical importance in the sustainable development of commercial banks in the conditions of strengthening healthy interbank competition is acquired by the system of evaluating the effectiveness of their activities. A new approach to the study of the issues of evaluating the effectiveness of commercial banks and its improvement based on the new requirements of interbank competition allows:

- the theoretical views on the essence and significance of the effectiveness of a commercial bank in the conditions of interbank competition are summarized, the definition of the effectiveness of a commercial bank is given - in the form of “competitive results of activity expressing the improvement of the welfare of business owners, the creation and increase of bank value in compliance with banking legislation and prudential regulations”, on the basis of which the scientific apparatus of this concepts and is given expanding;

- a comprehensive classification of commercial banks is proposed, taking into account the allocation of the “efficiency of activity” parameter, which is of practical importance in the regulatory activities of the Central Bank of the Republic of Uzbekistan, as well as from the point of view of owners and investors, in the process of timely taking appropriate measures to prevent the bankruptcy of a commercial bank;

- on the basis of a comprehensive analysis of the results of the activities of commercial banks of the Republic of Uzbekistan in the conditions of interbank competition, trends in the efficiency of commercial banks are determined;

- as a result of the analysis of the advantages and disadvantages of the current methods of assessing the economic condition of a commercial bank, the main indicators

assessing the effectiveness of a commercial bank are selected and scientific and methodological recommendations for their use are developed;

- on the basis of integral indicators, a methodology for evaluating the effectiveness of a commercial bank is being developed, including the calculation of the effectiveness of commercial banks.

In the course of the study, the following conclusions were formulated regarding the prospects for the development of commercial banks' operations in business:

1. The expediency of improving the efficiency of the bank's credit practice by applying to the activities of commercial banks the indicator of satisfaction of business entities with the practice of bank lending and the indicator of their shortcomings in the practice of bank lending is explained:

- by measuring and evaluating the effectiveness of the bank's lending, the activities of the employees of the credit department are evaluated, the degree of involvement and retention of business entities is measured;

- an increase in the experience of business entities and mutual exchange of knowledge is achieved, which leads to an increase in the number of bank customers. As a result, it is possible to increase the bank's income.

2. The results of the study and generalization of advanced foreign experience in improving the practice of crediting business entities by commercial banks have shown:

The existing experience of providing guarantees by commercial banks in the United States in the practice of crediting business entities indicates an improvement in their credit practices; The practice of lending in Bangladesh state-owned banks has been improved by dividing customers into groups with the same opportunities for providing separate banking services and lending; The introduction of Islamic banking, financial and credit practices in the country shows business entities the opportunity to carry out their activities not only within the framework of current legislation, but also in accordance with the requirements of their religion - in honest ways.

3. It is necessary to reduce the weight of banks that have a state share in credit investments allocated by commercial banks. To do this, we offer the following experience in the practice of lending to the Japanese state: firstly, the creation of a special state commercial bank for the implementation of state programs; secondly, the state's share in existing commercial banks should be sharply reduced and completely sold.

4. It is necessary to introduce innovative online lending services into the banking practice of Uzbekistan.

Online lending is widely used in the banking practice of developed countries. Improving this type of services, it is necessary to improve the speed and quality of the Internet, increase the computer literacy of business entities. Because innovative online lending can be expressed in meeting the needs of business entities in the practice of lending without much effort and time.

5. The expediency of increasing the efficiency of lending to business entities by commercial banks is explained by: funds provided to business entities by opening a credit line should be formed on the basis of supply and demand; the total amount of the loan should include expenses related to the registration of a pledge of a business entity; the business plan should be drawn up based on the activities of the business entity; when the Central Bank sets the credit limit, commercial bank branches need to liberalize the loan amount; it is important to take into account the ratio between the repayment of the loan in foreign currency and the loan term.

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## STUDYING THE INFLUENCE OF CONSEQUENCES OF COVID-19 ON THE COURSE OF ANKYLOSING SPONDYLITIS

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**Abstract:** *Target. The purpose of the research was analysis of the level of the cartilage oligomeric matrix protein (COMP) of patients with osteoarthritis according to the current course of the syndrome and to detect changes in the knee joint*

*To improve the treatment of osteoarthritis in patients with osteoarthritis due to the degree of oligomer matrix oxide*

**Materials and methods.** *The research included 50 patients with ankylosing spondylitis who had undergone COVID-19 and 20 patients who did not have a history of COVID-19. All patients underwent an assessment on the BASDAI, BASFI, ASDAS, VAS (pain) scales, as well as biochemical, immunological, instrumental (X-ray, MRI of the pelvis and spine, ECG, ECHOCG) investigations.*

**Results.** *High indices of Lansbury, BASDAI, BASFI, ASDAS and VAS scales were noted in the main group than in the control, which indicates the severity of functional disorders. In the majority of patients of main group bilateral sacroiliitis, enthesopathies, and disorders of cardiovascular function (disturbances of myocardial excitability, electrical conduction, damage of valves, an increase size of chambers) were revealed.*

**Conclusions.** *A direct negative effect of the postponed coronavirus infection on the course of ankylosing spondylitis has been established: the resistance of the disease activity, more pronounced violations of functional activity, as well as disorders of the cardiovascular system.*

**Key words:** *ankylosing spondylitis, COVID-19, functional activity*

### INTRODUCTION

Ankylosing spondylitis (AS) is an autoimmune inflammatory disease with varying degrees of damage to joints, entheses, spine, skin and internal organs. The leading symptoms of the disease are chronic pain in the back and joints, morning stiffness. Since the end of 2019, the coronavirus infection (COVID-19) outbreak has caused serious concern around the world [4]. In the early stage of the pandemic, there was a sharp increase in the incidence of rheumatic autoimmune diseases, in particular the ankylosing spondylitis in patients with COVID-19. Penetrating into various organs and tissues, coronavirus infection leads to endothelial dysfunction, which is the trigger for the development of vascular disorders, including thrombosis [3]. Along with endothelial

dysfunction, coronavirus infection triggers autoimmune mechanisms which underlie the development of hemolytic anemias, immune thrombocytopenias, and systemic diseases.

In recent years, numerous studies have been carried out in the field of studying the influence of a new coronavirus infection on the clinical course of ankylosing spondylitis. In turn, coronavirus infection provokes the development of new clinical manifestations of AS. Given the comorbidity and susceptibility to frequent hospitalizations of patients with AS and postponed coronavirus infection, it is necessary to closely monitor the dynamics of their clinical condition and prevent the development of adverse complications.

### **MATERIALS AND RESEARCH METHODS.**

We studied 70 patients with ankylosing spondyloarthritis, which were divided into 2 groups. The main group included 50 patients with AS who underwent COVID-19 at the age of 20-45 years, of which 8 women (16%) and 42 men (84%). The average age of the patients was  $38.4 \pm 1.2$  years. The average duration of the disease was  $8.3 \pm 1.1$  years. The control group included 20 patients with AS who did not have coronavirus infection in anamnesis. The average age of the patients was  $36 \pm 1.8$  years, the average duration of the disease was  $9.3 \pm 1.1$  years.

All patients were diagnosed with AS in accordance with the AS criteria. The exclusion criteria were clinical manifestations of coronary artery disease, stroke, high hypertension. Confirmation of the transferred coronavirus infection was the results of a quantitative analysis of IgG to SARS CoV-2 carried out by ELISA, as well as a study of a nasopharyngeal smear by PCR.

All patients underwent standard laboratory and instrumental methods for the diagnosis of AS. In an objective study tests were carried out by Otto-Schober, Thomayer, Kushelevsky 1, 2, 3. Clinical signs of disease activity were also assessed, such as the time of morning stiffness, the severity of the pain syndrome, the Lansbury index, the VAS score, and the BASDAI, ASDAS, BASFI questionnaire was also carried out. Patients underwent X-ray examination of peripheral joints, sacroiliac and vertebral joints (apparatus "Multix-Compact-Siemens", Germany), ECG, echocardiography ("Acuson-Aspen-Siemens", Germany, "Envisor-C-Philips", Netherlands). The inflammation markers such as ESR values, levels of C-reactive protein, small circulating immune complexes were taken into account.

Statistical processing of the material was carried out using standard programs.

### **RESULTS**

In the study, the largest share of high and moderate disease activity occurred in the main observation group and amounted to 9 and 39%, respectively, while in the control group, patients with high disease activity were not found, and 15% of patients in this group were in remission. The data indicate the persistence of disease activity in the postcoid period.

Comparative characteristics of the assessment of the scales, as well as clinical and laboratory data of patients in both groups showed high indices of Lansbury, BASDAI, BASFI, ASDAS and VAS scales in the main group than in the control group:  $39.2 \pm 1.4$ ,  $6.2 \pm 0.8$  and



$3.8 \pm 0.7$ ,  $5.8 \pm 0.7$  and  $17.3 \pm 1.1$ ,  $2.4 \pm 0.7$ ,  $3.2 \pm 0.9$  and  $1.8 \pm 0.4$ , respectively which indicates the severity of functional disorders. In 73.4% of the examined patients bilateral sacroiliitis was revealed, enthesopathies - in 96.1%, changes in the heart (disturbances of myocardial excitability, electrical conduction, valve damage, an increase in the size of the chambers) were detected in 68.4% of cases, 48, 3% of which account for the main group of patients.

ESR and C-reactive protein indices in the study and control groups were  $47.3 \pm 2.1$  and  $22.5 \pm 1.6$ ,  $28.6 \pm 3.2$  and  $14.3 \pm 2.1$ , respectively. The values of the indices and laboratory parameters are shown in Table 1.

**Table 1. Clinical characteristics of indicators of the course of AS in patients of the main and control groups**

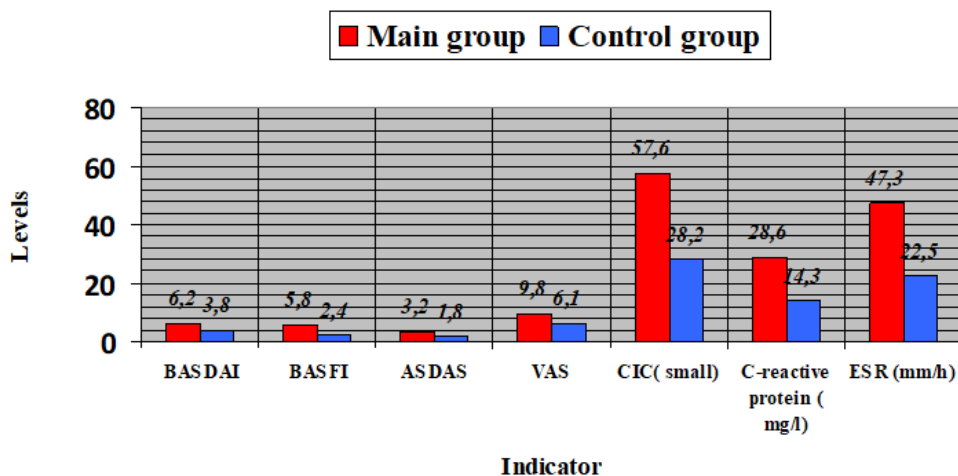
Criteria	Main group(n=50)	Control group (n=20)
Men	42 (84%)	16 (80%)
Female	8 (16%)	4 (20%)
Activity (by ESR)		
Minimum	4(8%)	9 (45%)
Middle	39 (78%)	8 (40%)
High	9(1,8%)	-
Remission	-	3 (15%)
C-reactive protein (mg/l)	$28,6 \pm 3,2$	$14,3 \pm 2,1$
ESR (mm/h)	$47,3 \pm 2,1^*$	$22,5 \pm 1,6$
CIC (small, connected with IgG, units)	$57,6 \pm 1,8^*$	$28,2 \pm 1,3$
VAS, sm	$9,80 \pm 1,6$	$6,1 \pm 0,6$
HAQ	$1,8 \pm 0,6$	$0,8 \pm 0,3$
BASDAI	$6,2 \pm 0,8^*$	$3,8 \pm 0,7$
BASFI	$5,8 \pm 0,7^*$	$2,4 \pm 0,7$
ASDAS (by ESR)	$3,2 \pm 0,9$	$1,8 \pm 0,4$
Cardiovascular disorders	$48,3\%^*$	$20,1\%$
Enthesopathies	$7,6\%$	$2,5\%$

Note: \* - significance of difference between indices of main and control groups,  $p < 0.05$ .

To assess the activity of the disease, we determined the levels of small CICs, which showed the highest results in the main group and confirmed the high level of the inflammatory process in patients who have undergone coronavirus infection. Thus, in the main group, the levels of small CECs showed  $57.5 \pm 1.8$ , while in the control group their

level was  $28.2 \pm 1.3$ . Thus, the data obtained indicate a high level of inflammation in AS patients who have undergone coronavirus infection.

**Graph 1. Comparative characteristics of scales, indices and blood levels of patients of the main and control groups**



## DISCUSSION

On the basis of the results obtained in our study, patients with ankylosing spondyloarthritis who underwent COVID-19 showed persistent activity of the underlying disease, as well as a significant decrease in functional activity. In addition, these patients also had a pathology of the cardiovascular system, which manifested itself in the form of arrhythmias, conduction disturbances, and metabolic disturbances. Thus, coronavirus infection has a direct negative impact on the course of autoimmune diseases, leading to the development of adverse complications.

## CONCLUSIONS

1. Coronavirus infection has a direct effect on the triggering of autoimmune mechanisms, which, in turn, lead to an exacerbation of rheumatic diseases and the persistence of the activity of the process.

2. A direct negative effect of the postponed coronavirus infection on the course of ankylosing spondyloarthritis was established: a higher activity of the disease, which was confirmed by the BASDAI and ASDAS indices, as well as more pronounced impairments in functional activity, confirmed by the BASFI index. There was also a pathology of the cardiovascular system, which was manifested by impaired excitability, myocardial conduction, damage to the valve apparatus and rhythm disturbances. An increase in the levels of small CECs, ESR and C-reactive protein indices confirmed a higher degree of disease activity and inflammatory processes in AS patients who had undergone COVID-19.

3. It is necessary to further study the mechanisms of systemic inflammation in patients with ankylosing spondyloarthritis who have undergone COVID-19 and to develop

an algorithm for treatment and prophylactic measures in order to prevent the development of adverse complications.

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**DEFINITION DES NOTIONS «TACHES», « ACTIVITE » ET « EXERCICE».**

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**Annotatsiya:** Ushbu maqolada til o'rgatish-o'rganish kontekstida ko'p qo'llanadigan uchta atama, mashq, faoliyat va vazifa tushunchalarini ishlatilishi va ular orasida bir qator farqlar muhokama qilinadi.

**Kalit so'zlar:** faoliyat, mashq, vazifa, qobiliyat, tushuncha, ifodalash, farqlash, rivojlantirish.

**Аннотация:** В этой статье обсуждается использование трех часто используемых терминов в контексте преподавания и изучения языка, упражнений, деятельности и задач, а также ряд различий между ними.

**Ключевые слова:** деятельность, упражнение, задание, способность, понимание, выразить, отличие, развивать.

**Abstract:** This article discusses the use of three commonly used terms in the context of language teaching and learning, exercises, activities and tasks, and a number of differences between them.

**Key words:** activity, exercise, task, ability, understanding, express, difference, develop.

Dans le contexte d'enseignement-apprentissage des langues, on utilise principalement trois termes : *exercice, activité et tâche*. Je vais essayer de situer plus précisément ces trois notions en question pour en comprendre la différence. Même si elles s'imbriquent en quelque sorte, il y a pourtant un certain nombre de distinctions parmi elles.

En premier lieu, le terme *d'exercice*, issu de latin *exercitium* « exercice, pratique », est aujourd'hui couramment utilisé. Par extension, le terme s'applique au matériel pédagogique : cahier d'exercices. Mais comment peut-on définir l'exercice en didactique des langues ? L'exercice est : « *un travail précis, avec un objectif spécifique, entrant dans le cadre d'une méthodologie, et destiné, soit à faire acquérir à l'apprenant un savoir ou un savoir-faire, soit à contrôler si ce savoir ou ce savoir-faire ont été acquis. Ce travail peut être d'ordre phonétique, lexical, grammatical ou discursif.* » Tout simplement, c'est une activité langagière qui sert à exercer un domaine particulier. Par rapport aux notions de tâche et d'activité, l'exercice apparaît comme le plus contraint et le plus spécifiquement scolaire. Il est aussi considéré comme la tâche la plus éloignée de la vie réelle [5.107]

En deuxième lieu, on distingue le terme « *tâche* », issu du latin *taxare* « évaluer, estimer, taxer ». Son emploi était jusque récemment réservé au milieu de la recherche,

mais grâce au CERC et sa centralisation privilégiée, il est de plus en plus utilisé. La tâche ne doit pas être nécessairement langagière. Elle peut relever un domaine *personnel* (téléphoner à un ami pour prendre des nouvelles), *public* (acheter un croissant), *éducatif* (jeu de rôle) ou *professionnel* (rédiger un e-mail au fournisseur).

Selon le Cadre, les tâches pédagogiques communicatives « visent à impliquer l'apprenant dans une communication réelle, ont un sens (pour l'apprenant), sont pertinentes (ici et maintenant dans la situation formelle d'apprentissage), exigeantes, mais faisables (avec un réajustement de l'activité si nécessaire) et ont un résultat identifiable (ainsi que d'autres, moins évidents dans l'immédiat) ».[4.121]. Dans la pratique, la tâche responsabilise l'apprenant. En effet, pendant la réalisation de telle ou telle tâche, les élèves ont plus de liberté en comparaison avec un exercice. Il s'ensuit que son évaluation est ainsi plus difficile. Comme nous avons déjà dit plus haut, les tâches exigent plus ou moins d'activités langagières, mais il est privilégié que les tâches amènent les apprenants à s'exprimer en langue étrangère et que les étudiants prennent un rôle actif pour arriver à un certain but. Il est important que la tâche soit signifiante, proche de vie réelle. Dans ce cas-là, on suppose que la motivation des élèves augmente. Ils doivent mobiliser toutes leurs compétences pour arriver à un résultat souhaitable.

En troisième lieu, la notion d'**activité** est aussi souvent utilisée et surtout grâce au CERC (comme c'est le cas d'utilisation du terme tâche). Il faut constater que le Cadre ne voit pas une grande différence entre la notion de tâche et d'activité. On peut dire que l'activité est à mi-chemin entre exercice et tâche.[5.108].

### **Qu'est-ce qui distingue tâche, activité et exercice ?**

Comme j'ai déjà mentionné plus haut, la terminologie utilisée pour ces trois notions n'est pas précise. Parfois, les méthodes actuelles ne distinguent pas entre les termes « exercice » et « activité ». Mais ce n'est pas le cas du CERC qui les distingue assez clairement. Il réserve le terme « exercice » aux exercices *hors contexte*. Selon le Cadre, les exercices formels peuvent appartenir aux types suivants : [CECR 2013. p.115].

-textes lacunaires

-construction de phrases sur un modèle donné

-choix multiples

-exercices de substitution dans une catégorie (par exemple, singulier/pluriel, présent/passé, actif/passif, etc.)

-combinaison de phrases (par exemple, relatives, propositions adverbiales et nominales, etc.)

-traduction de phrases de la L1 vers la L2

-questions/réponses entraînant l'utilisation de certaines structures

-exercices de développement de l'aisance langagière centrés sur la grammaire, etc.

Bien au contraire, la notion d'activité est réservée aux *exercices en contexte*. Le Cadre distingue activités de réception, de production, et d'interaction. On se tournera vers la question de cette typologie ci dessous.

### **En quoi ces notions peuvent-elles présenter quelque utilité pour école ?**

Les enseignants préparent leurs propres exercices ou choisissent parmi les exercices déjà existants et mettent en place les différentes activités pour améliorer les connaissances des apprenants. Mais comment choisir bien parmi tous les exercices, tâches ou activités pour que l'enseignement soit efficace ? Au cas où la tâche serait trop facile à faire, les étudiants s'ennuieront. Par contre, si la tâche est difficile, cela peut aboutir au découragement des étudiants. Utiliser des activités hétéroclites, autrement dit, éviter la monotonie, la fadeur peut apporter un intérêt de la part des étudiants. Sans aucun doute, la motivation représente un des facteurs les plus importants de l'apprentissage. Les apprenants doivent savoir pourquoi ils font telle ou telle activité. Plus une tâche est proche de la vie réelle, plus elle a du sens pour les apprenants. [2.76.]

En préparant les activités pour les apprenants, il faut aussi prendre en compte les expériences de l'enseignant. S'il s'agit d'un enseignant débutant, qui ne connaît pas bien sa classe, je crois qu'il est mieux qu'il se laisse inspirer par des activités déjà inventées et surtout par des activités éprouvées par un public. Avec le temps, l'enseignant gagne en confiance et reconnaît mieux les connaissances et compétences de ses apprenants. Par exemple, pendant mon stage d'enseignement, juste au début, j'ai préparé pour mes élèves les mots croisés. Mon intérêt était d'exercer le vocabulaire qui a été traité par l'article qu'on avait lu ensemble pendant le cours précédent. J'ai préparé les définitions et les apprenants étaient obligés de trouver les mots demandés. Le but n'était pas de comprendre tous les mots dans des phrases proposées, mais de comprendre leur complexité et grâce à elle de trouver des mots demandés. Mais j'ai rencontré quelques difficultés. L'exercice était très difficile pour les apprenants. Ils étaient malheureux parce qu'ils n'avaient pas compris chaque mot dans la définition. Même si nous leur avons expliqué que ce n'était pas important de comprendre tous les mots, qu'il suffisait de comprendre le sens de la définition, mon exercice n'a produit aucun effet. On peut donc voir que le choix d'un exercice ou d'une activité n'est rien du tout facile et captiver l'attention de la classe devient souvent un défi. Dans le processus d'apprentissage, on utilise les exercices le plus souvent en grammaire. Ils servent à l'acquisition d'automatismes. C'est un moyen d'amélioration, mais aussi d'amusement ou de rafraîchissement agréable durant le cours. En règle générale, la plupart des exercices sont également utilisables pour l'appropriation du vocabulaire, par exemple un questionnaire à choix multiples ou les exercices dans lesquels l'apprenant est invité à relier des mots à une définition, à chercher des synonymes, à traduire des phrases, etc. En étudiant n'importe quelle langue, il est aussi important de réviser le lexique déjà appris. Il est vrai que si nous avons appris des mots nouveaux et nous n'en utilisons pas, nous les oublions assez rapidement. Donc, les exercices peuvent faciliter la mémorisation du vocabulaire déjà

appris. Aujourd'hui beaucoup de manuels scolaires, mais aussi un grand nombre de sites Internet proposent une quantité innombrable d'exercices ou d'autres activités. Mais on peut y trouver aussi une variété de textes authentiques à partir desquels l'enseignant peut fabriquer ses propres exercices ou préparer certaines tâches ou activités pour les apprenants.

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## DEFINITION OF THE CONCEPT OF “INTELLIGENTSIA” AND ITS ROLE AND IMPORTANCE IN MODERN SOCIETY

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**Annotation.** *This article examines the concept of “intelligentsia”. The author also explores the role and significance of the intelligentsia in modern society.*

**Key words:** *intelligentsia, modern society, social structure, intelligence, social group.*

### I. INTRODUCTION

Currently, questions about the intelligentsia are the most discussed in the world community. It is noted that the concept of “intelligentsia” (from the Latin *intelligens* - mind, reason, understanding, ability to think) was introduced by Cicero, who understood the intelligentsia as representatives of an educated democracy. [6, P.3-14] Hegel believed that spirit is the closest image of the intelligentsia.

In Russian literature, the term “intelligentsia” from its very appearance in the 1860s carried with it some semantic uncertainty. For example, the first Russian intellectuals appeared in the last third of the 18th century (Radishchev et al.). It is believed that the intelligentsia at that time was formed as a marginal layer (intermediate). Marginality was due to its composition. The intelligentsia is a layer that has created the spiritual wealth of society and lives by selling the products of the activity of its intellect. [11]

In any developed society, the intelligentsia is one of the main components, and a very important part of its social structure. In Soviet literature, it was usually classified as a special social stratum, or social group. Therefore, the study of a given group or community is a necessary direction in the study of social structure, of which it is a systemic element. Also, the role of the intelligentsia is increasing due to the fact that the importance of institutions and systems that must solve social problems in society (education, healthcare, social sphere, environmental protection, etc.) has sharply increased.

### II. MAIN PART

As is known, the social sphere of society absorbs the interests of various social, socio-demographic groups, nations and nationalities, the attitude of society and the individual, working and living conditions, health and leisure. Therefore, the reforms carried out in our country are characterized by their focus on transforming the social sphere of our society. In his Address to the people of Uzbekistan, President Sh.M. Mirziyoyev pays special attention to building a “social state”: “A social state means, first of all, equal opportunities



for realizing human potential, creating the necessary conditions for a decent life for people. This requires high-quality implementation of state policy in the fields of education and healthcare, science and culture, and youth". [9] Here it is especially necessary to point out the processes of implementing social motivation of people, the coincidence of ideas about the meaning and goals of reforms with their real results. When reforming and renovating our society, such important tasks as creating the necessary conditions for each person to realize their rights and potential are set.

It is also necessary to emphasize that in the process of formation and development of national self-awareness, social patterns are reflected, which, in turn, increases interest in the spiritual culture of one's people, in the past and present, in interaction with the cultures of other peoples. After all, a civilized society is built on the basis of advanced culture and science. New scientific solutions and spiritual searches are needed in all spheres of life - industrial, economic, social, moral. Therefore, it is believed that spiritual quests have always been the prerogative of the intelligentsia - the guardians of universal and national spiritual values. The work of the intelligentsia is important and socially significant. Since it contributes to the creative solution of practical problems in a particular area.

The more active its participation in social events, the faster and more organized the transition to civilized forms of social life is. To the selfless deeds of the best representatives of world culture, humanity owes remarkable epoch-making discoveries in science and technology, liberation from many diseases, and masterpieces of literature and art. [10] After all, it is this part of society that is directly engaged in the creation and enhancement of cultural values, that is, intellectual activity. And this is probably why the problems of the formation and development of the intelligentsia naturally attract attention at the research level.

According to some scientists [7, P.67-85], the word "intelligentsia" is a European general scientific term that has been used for two millennia. Derived from the Latin stem meaning "understanding, understanding," it was introduced into scientific use to describe one of the aspects of the cognitive process. In this sense, the word "intelligentsia" was used by ancient thinkers, medieval theologians, as well as modern philosophers. In the course of the development of social thought, its original (epistemological) meaning was supplemented by another (sociological), and this happened without properly filling the defining part of the new term. Therefore, in their opinion, one should distinguish three main meanings of the word "intelligentsia": philosophical-epistemological, sociological and ethical-psychological.

The emergence of a modern understanding of the intelligentsia is associated with the Enlightenment, when it became necessary to delineate the distinction between enlightened people and unenlightened ones. R. Pipes notes that this term in its modern meaning was known in Europe in the first half of the 19th century, and it "was used to designate educated, enlightened, "progressive" elements of society. For example, in the

debates of the Austrian and German revolutionary parliaments in February 1849, conservative deputies used the term «die Intelligenz» for that social group (mainly urban and educated strata) which, due to its outstanding citizenship, deserved disproportionately high parliamentary representation”. [8]

Meanwhile, it is believed that the term “intelligentsia” was introduced into use by the writer P.D. Boborykin in the 60s of the 19th century and moved from Russian to other languages. Therefore, the term “intelligentsia” has a purely Russian concept and it originated in the Russian Empire. P.D. Boborykin declared himself the first to use the word “intelligentsia” in a social sense and claimed that he borrowed this term from German culture, where the word was used to designate that layer of society whose representatives are engaged in intellectual activity. P.D. Boborykin defined the intelligentsia as persons of “high mental and ethical culture,” and not as mental workers. In his opinion, the intelligentsia in Russia is a purely Russian moral and ethical phenomenon. In this understanding, the intelligentsia includes people of different professional groups belonging to different political movements, but having a common spiritual and moral basis. [5, P.71-75]

Thus, studying foreign sources, we can say that the intelligentsia as a social phenomenon goes beyond national boundaries. As a social group, it is an element of the structure of any civilized society. Therefore, we believe that the intelligentsia is a group of people who have special intellectual and spiritual abilities, and also influence the development of culture, science and society as a whole. The definition of intelligentsia can be different in different contexts, and it changes over time to reflect changes in society and its values.

### III. RESULTS AND DISCUSSIONS

From the point of view of sociology, the intelligentsia is considered as a set of people professionally engaged in intellectual work, or part of this set. Therefore, within the framework of the sociological approach, a search is made for criteria that would characterize the intelligentsia as a social community, distinguish and determine its position in the system of social relations.

Therefore, an analysis of the life activity of this social community is still relevant today. Since it is, they, the intelligentsia, that must exert a beneficial moral influence on the broad masses of the people, educate them in the spirit of high moral values, and help overcome aggressive actions in any society.

The President of the Republic of Uzbekistan Shavkat Mirziyoyev, at a meeting held on August 3, 2017 with representatives of the creative intelligentsia of our country, expressed the following thoughts: “In any country, the intelligentsia is focused on preserving and developing its national spiritual culture. Why is it important to preserve national spiritual culture? All cultural and historical monuments are witnesses of their eras. Only they can tell the younger generations about their history, thereby awakening national self-awareness, love for their homeland, respect for its history and culture”. [3] The President

of our country especially focused on the significance of the merits of the creative intelligentsia in increasing the spirituality of our people, noted that at the current stage of our development, along with representatives of all spheres, cultural and artistic figures are also required to be even more active, to put forward and implement new creative ideas and initiatives.

In this sense, it is necessary to emphasize that the intelligentsia as a social group is a heterogeneous mass; it has its own characteristics in its economic situation. For example, under capitalism, the functions of mental labor have become so socially necessary that many professions associated with intellectual work and spiritual production have arisen. And due to the fact that intellectual work became an attributive feature, this made it possible to distinguish the intelligentsia into a certain social group. [4] A. Gramshi believes that in any society there is a specialized group of people who perform an intellectual function. This group is in close connection with other social groups and undergoes complex and very significant changes under the influence of the dominant social group.

Thus, according to A. Gramshi, the intelligentsia is a social stratum (interclass group), i.e. such a group of intellectual workers whose function is the reproduction of culture in forms expressing certain class interests. Just like Veber, who, when analyzing the intelligentsia, proceeded from the peculiarities of its mode of activity. He associated the social concept of the intelligentsia with the presence of an “educated class”, with a set of people of intellectual labor who had high qualifications and the opportunity to receive high salaries, but did not have property. [2, P.177] These characteristics of the intelligentsia became the determining factors for classifying them as the middle class. Max Veber noted that it was this stratum of the middle class that should grow most intensively.

#### **IV. CONCLUSION**

Therefore, from the point of view of modern socio-philosophical analysis of the problem of the intelligentsia and from the point of view of its capabilities, we agree with the opinion that this problem is relevant today regarding the role of the intelligentsia in modern society, the phenomenon of the intelligentsia should be studied from its capabilities to become spiritual a mentor, a “guide”, an ideologist of that part of society that is capable, on the one hand, of stabilizing social relations on the basis of tolerance and partnership, and, on the other, of the dynamic development of modern society on the basis of free competition and the rule of law in the direction of transforming it into a civil society. [1] It is necessary to emphasize here that in the modern period of development of civil society, as well as such a dynamic part of society, the middle class is traditionally classified.

Thus, the intelligentsia, when carrying out skillful policies, can be a powerful force in solving economic, social, and political problems in the life of our society. Therefore, the study of the life activity and development of the intelligentsia is very relevant if we consider it not just from the angle of its place in the social structure of society, but also in connection with the analysis of the characteristics of the lifestyle of this social group. You

should also pay attention to the fact that the processes of formation, development and life of the intelligentsia (as well as other large social groups), while there are common features and patterns, are characterized by many national characteristics in the history of different peoples. The intelligentsia of the Republic of Karakalpakstan can be such an example of the history of the processes of formation and functioning of the intelligentsia.

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**SUN'IY NEYRON TARMOQ YORDAMIDA VIDEO FAYLDAGI INSON TANASINING QAYSI QISMLARI OCHIQLIGINI ANIQLASH ALGORITMLARI TAHLILI**

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**Annotatsiya:** *Ushbu maqolada sun'iy neyron tarmoq yordamida video fayldagi inson tanasining qaysi qismlari ochiqligini aniqlash algoritmlari tahlili hamda uning ahamiyati haqida so'z boradi.*

**Kalit so'zlar:** *Sun'iy, tarmoq, neyron, Uolter Pitts, Uorren Makkalok, elementar funksiyalarini, video, fayl.*

Sun'iy neyron tarmoqlar, shuningdek, neyron tarmoqlari sifatida ham tanilgan, tahlil qatlamlari orqali ma'lumotlarni qayta ishlash uchun mashhur mashina o'rganish usuli hisoblanadi. Algoritmning inson miyasiga o'xshashligi sun'iy neyron tarmoqlarning nomlanishiga turtki bo'ldi. Inson miyasida ma'lumotni qabul qiluvchi dendritlar bilan o'zaro bog'langan neyronlar mavjud. Ushbu kirishlardan neyron aksondan chiqadigan elektr signalini ishlab chiqaradi va keyin bu signallarni akson terminallari orqali boshqa neyronlarga chiqaradi. Inson miyasidagi neyronlarga o'xshab, sun'iy neyron tarmoqlari o'zaro bog'langan neyronlar tomonidan hosil bo'ladi, ular tugunlar deb ham ataladi, ular bir-biri bilan bog'lam deb ataladigan aksonlar orqali o'zaro ta'sir qiladi. Neyron tarmog'ida tugunlar qatlamlarga yig'iladi va odatda keng bazadan boshlanadi. Birinchi qatlam xom ashyodan iborat tugunlarga bo'lingan raqamli qiymatlar, matn, tasvir yoki tovush kabi ma'lumotlar. Keyin har bir tugun tarmoqning bog'lamlari orqali keyingi qatlamiga ma'lumot yuboradi.

Neyron tarmoqlar va sun'iy aqlni o'rganish doirasida juda ham ko'plab, olimlar, tadqiqotchilar hamda muhandislar keng ko'lamli ishlar olib borganlar. Jumladan, neyrotarmoqlarni o'rganishdagi birinchi qadam 1943-yilda neyrofiziolog Uorren Makkalok va matematik Uolter Pittsning sun'iy neyronlar, shuningdek, elektr zanjirlari yordamida neyron tarmoq modelini amalga oshirish haqidagi maqolasini chop etganida qo'yildi. 1949-yilda D.Xebb miyadagi neyronlarning bog'lanish xususiyatlari va ularning o'zaro ta'siri to'g'risida fikrlarini bildirdi, shuningdek, neyron tarmoqni o'rgatish qoidalarini ham taklif qildi. 1957-yilda F.Rozenblatt perseptronlarni tashkil etish va ishlash tamoyillarini ishlab chiqdi, shuningdek, dunyodagi birinchi neyrokompyuterni texnik amalga oshirish variantini taklif qildi. 1958-yil Jon Fon Neyman neyronlarning oddiy funksiyalarini taqlid qiluvchi vakuumli naycha tizimini yaratdi. 1959-yilda Bernard Widrow va Marcian Hoff ADALINE (Multiple Adaptive Linear Elements) va MADALINE (Multiple Adaptive Linear Elements) modellarini ishlab chiqdilar. MADALINE telefon liniyalaridagi shovqinlarni bartaraf qilish uchun moslashtiruvchi filtr sifatida ishlatilgan. Ushbu neyron tarmoq hozirgacha

qo'llaniladi. Xuddi shu yili nevrolog Frenk Rozenblatt perseptron modeli ustida ish boshladi. Rosenblatt tomonidan qurilgan bir qatlamli perseptron hozirda klassik neyron tarmoq modeli hisoblanadi. Rosenblatt kirish signallarini ikkita sinfga ajratish uchun o'z perseptronidan foydalangan. Afsuski, bir qatlamli perseptron faqat cheklangan vazifalar sinfini bajarishi mumkin edi. 1969-yilda M.Minski va S.Papertning "Perseptronlar" kitobi nashr etildi, unda perseptronlar imkoniyatlarining tub cheklanishi isbotlangan. O'zbekiston Respublikasida ham qator olimlar ushbu soha doirasida ishlar olib borganlar, jumladan, akademiklar V.Q. Qobulov, S.S.G'ulomov, professorlar A.T.Shermuhamedov, D.A.Xalilov, tadqiqotchilar Q.Rahimov, I.Tojimatovlarni ilmiy maqolalarida mavzuga to'xtalib o'tilgan.

"Sun'iy neyron tarmoq" tushunchasi birinchi marta o'tgan asrning 40-yillarida fanga kiritilgan. Sun'iy neyron tarmoqda odamlar va hayvonlarning asab tizimining faoliyatini arifmetik mantiqiy darajada modellashtiradi. 1943-yilda neyronning rasmiy modeli ishlab chiqildi. Bunday model cheklangan miqdordagi muammolarni hal qilishga qodir. Rasmiy neyronlarni tarmoqqa birlashtirish orqali bu qiyinchiliklarni bartaraf etish mumkin. Bunday tizimlarning imkoniyatlari ancha kengroq: tarmoqli rasmiy neyronlar an'anaviy ravishda "inson faoliyati" sohasiga tegishli bo'lgan muammolarni hal qilishi mumkin. Masalan, naqshni aniqlash va hatto to'liq bo'lmagan ma'lumotlarga asoslangan qarorlar qabul qilish. Ayniqsa, neyron tarmoqlar insonning fikrlash jarayonlarini eslatuvchi ma'lumotlarni o'rganish va yodlash qobiliyati qiziq. Shuning uchun neyron tarmoqlarni o'rganish bo'yicha dastlabki ishlarda "sun'iy intellect" atamasi tez-tez tilga olingan. So'nggi vaqtlarda sun'iy neyron tarmoqlarga qiziqish tez o'sdi. Ular shu kabi mutaxassislar tomonidan qabul qilindi. Sun'iy neyron tarmoq, aslida, tabiiy asab tizimining modeli bo'lganligi sababli, bunday tarmoqlarni yaratish va o'rganish bizga tabiiy tizimlarning ishlashi haqida ko'p narsalarni o'rganish imkonini beradi. Sun'iy neyron tarmoqlari nazariyasining o'zi o'tgan asrning 40-yillarida biologiyaning so'nggi yutuqlari tufayli paydo bo'lgan, chunki sun'iy neyronlar biologik neyronlarning elementar funksiyalarini modellashtiruvchi elementlardan iborat. Ushbu elementlar miyaning anatomiyasiga mos kelishi yoki mos kelmasligi mumkin bo'lgan tarzda tashkil etilgan. Ushbu yuzaki o'xshashliklarga qaramay, sun'iy neyron tarmoqlari tabiiy miyanikiga o'xshash hayratlanarli xususiyatlarni namoyish etadi.

Video faylda inson tanasining qaysi qismlari ochiqligini aniqlash pozani baholash va ob'ektni aniqlash kabi usullar yordamida amalga oshirilishi mumkin. Sun'iy neyron tarmoqlari, masalan, konvolyutsion neyron tarmoqlari (CNN) bu vazifalarni bajarish uchun o'qitilishi mumkin. Video kadrlarni tahlil qilish orqali neyron tarmoq ochiq tana qismlarini aniqlashi va kuzatishi mumkin. Bu texnologiya turli sohalarda, jumladan sog'liqni saqlash, sport tahlili va xavfsizlik tizimlarida qo'llanilishi mumkin. Sun'iy neyron tarmoqlarining yordamida video fayldagi inson tanasining qaysi qismlari ochiqligini aniqlash uchun, faylga yuklangan video ma'lumotlarini o'qish, tahlil qilish va uni ko'rib chiqish kerak. Sun'iy neyron tarmoqlari bu maqsadga muvofiq algoritmlar va modelni ishlab chiqish uchun yoritilgan xususiyatlar va qoidalar asosida ishlaydi. Ana shu model orqali video fayldagi inson tanasi qaysi qismlarini ochiqlik darajasiga ega ekanligini aniqlash mumkin.

1. Video faylni sinash: Sun'iy neyron tarmoqi, video fayldagi inson tanasining qaysi qismlarini ochiqligini aniqlash uchun birinchi navbatda video faylni sinab ko'radi. Bu sinovlar orqali, tarmoq o'zining modelini o'rganadi va tanalarni aniqlash uchun kerakli ma'lumotlarni to'plash uchun algoritmnini yaratadi.

2. Tanalarning aniqlanishi: Keyin, sun'iy neyron tarmoqi, video fayldagi har bir rasmni o'qib, tanalarning aniqlanishi uchun algoritmlar yordamida sifatli ravishda sinovlar o'tkazadi. Bu sinovlar orqali, tarmoq modeli har bir rasmning ichidagi obyektlarni (tanasini) aniqlaydi va ularning joylashuvi va shakl-nazorati haqida ma'lumotlar to'plash uchun kerakli ma'lumotlarni yig'ib boradi.

3. Natijalar chiqarilishi: Keyingi bosqichda, sun'iy neyron tarmoqi aniqlangan tanalarning joylashuvi va shakl-nazorati haqida ma'lumotlar asosida natijalar chiqaradi. Uning natijasi sifatli va to'g'ri bo'lmasa, algoritmnini yangilab-ketish darajasiga yetkazish mumkin bo'ladi.

Shunday qilib, sun'iy neyron tarmoqi yordamida video fayldagi inson tanasining qaysi qismlari ochiqligini aniqlash algoritmlari tahlili quyidagi bosqichlardan iborat bo'ladi. Bu bosqichlar orqali, tarmoq modelining muvaffaqiyati natijasida inson tanasining ochiq joylashuvi va shakl-nazorati ma'lumotlari yaxshiroq aniqlanib chiqadi.

Ayni davrda sun'iy neyron tarmoqlar va ularni rivojlanish masalalari doimo ko'p o'rganilayotgan va tanqidlarga uchrayotgan dolzarb masalalardan sanaladi. Biroq u oziga xos tezlik va maromda rivojlanib bormoqda. Ayrim insonlarning fikriga qaraganda ancha tez, soha vakillarini fikriga ko'ra sekin rivojlanmoqda. Shunga qaramay, neyron tarmoqlar allaqachon boshqaruv tizimlarida, namunalarni (obrazlarni) aniqlashda, uy ro'zg'ori ishlarida muvaffaqiyatli qo'llanilmoqda. Sog'liqni saqlash tizimida bashorat qilish va diagnostika, ya'ni an'anaviy hisobkitoblar juda qiyin bo'lgan joylarda juda muvaffaqiyatli amalga oshmoqda. Afsuski, bunday muammolar uchun optimal echimlar hali yetarlicha topilmagan. Turli xil yondashuvlarni (shu jumladan neyron tarmoqlaridan foydalanmasdan) qiyosiy o'rganish aniq xulosalarga olib kelmayapti. Ko'rinib turibdiki, bunday vaziyatda barcha mavjud yondashuvlarning imkoniyatlari, zaruriy shartlari va ko'lamini tushunish va intellektual tizimlarni yanada rivojlantirish uchun ularning afzalliklarini maksimal darajada oshirish kerak. Bunday harakatlar sun'iy neyron tarmoqlarni boshqa texnologiyalar bilan birlashtirgan mutlaqo yangi algoritmlarni yaratishni talab qiladi.

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**ИККИ ҚАТЛАМЛИ ТРИКОТАЖ ТЎҚИМАСИНИНГ ТЕХНОЛОГИК  
КЎРСАТКИЧЛАРИНИ ТАДҚИҚ ЭТИШ**

<https://doi.org/10.5281/zenodo.10084861>

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**Мақола:** *устки трикотаж маҳсулотлари учун мўлжалланган икки қатламли трикотаж тўқималарининг технологик кўрсаткичлари таҳлил натижалари келтирилган.*

**В статье:** *приведены результаты анализа технологических параметров двухслойных трикотажных полотен для верхних трикотажных изделий.*

**The article:** *presents the results of the analysis of technological parameters of two-layer knitted fabrics for outerwear.*

Республикада тўқимачилик ва тикув-трикотаж саноатида юқори ва барқарор ўсиш суръатларини таъминлашга, бевосита хорижий сармояларни жалб қилиш ва ўзлаштириш, рақобатбардош маҳсулотларни ишлаб чиқариш ва экспорт қилиш, корхоналарни модернизация қилиш, техник ва технологик янгилаш, такомиллашган “кластер модели”ни жорий қилиш орқали стратегик аҳамиятли лойиҳаларни амалга ошириш ҳисобига юқори технологик янги иш ўринларини яратишга йўналтирилган тизимли ишлар амалга оширилмоқда [1].

Трикотаж тўқималари ассортиментини ва PROTTI русумли 14 класс ясси икки игнадонли машинанинг технологик имкониятларини кенгайтириш мақсадида бир қатлами пресс тўқимасидан, иккинчи қатлами эса 1вариантда пресс тўқимаси, 2 вариантда гладь тўқимаси, 3 вариантда хосилали гладь тўқимасидан ҳосил бўлган икки қатламли трикотажнинг тузилиши ва олиш усули ишлаб чиқилди. Икки қатламли трикотаж тўқимасининг иккала қатлами ҳам чизиқли зичлиги 20 текс х 3 бўлган эга бўлган йигирилган пахта ипидан ишлаб чиқарилган. Бириктирувчи ип сифатида чизиқли зичлиги 70 денье (7,8 текс) бўлган лайкра ипидан фойдаланилган. Икки қатламли трикотаж тўқималарининг технологик кўрсаткичлари стандарт услуби бўйича аниқланиб, олинган натижалар жадвалда келтирилган.

Матонинг юза зичлиги анъанавий тарзда хом ашё сарфи кўрсаткичи ҳисобланади. Маълумки, трикотаж тўқимаси юза зичлигини камайтириш эксплуатацион ва гигиеник хусусиятлари ўзгаришига олиб келади [2-3]. Шунинг учун бир вақтнинг ўзида матонинг хом ашё сарфи ва сифатини тавсифловчи кўрсаткич киритилган. Енгиллаштирилган трикотаж тўқима тузилиши бундай кўрсаткичлар турига киради, унда тўқиманинг юза зичлиги билан бир қаторда қалинлиги ҳам

ҳисобга олинади. Енгиллаштирилган трикотаж тузилишининг кўрсаткичи сифатида ҳажмий зичликдан фойдаланиш мумкин.

Таҳлил натижалари бўйича ҳалқа қадами, ҳалқа қатори баландлиги, горизонтал ва вертикал бўйича зичлик, ҳалқа ипи узунлиги каби технологик кўрсаткичлар аниқланади. У ҳолда бу тузилишнинг енгиллаштирилганлик кўрсаткичини икки ўлчамли омилда эмас (юза зичлиги), балки, уч ўлчамли омилда (ҳажмий зичлик) аниқлаш лозим. Трикотаж тўқимасининг ҳажмий зичлиги ҳажм бирлигига нисбатан тўқимачилик иплари миқдорини кўрсатади.

Жадвал

Икки қатламли трикотаж тўқималарининг технологик кўрсаткичлари

№	Кўрсаткичлар		Икки қатламли трикотаж вариантлари		
			1	2	3
1	Халқа қадами, А (мм)		1,67	1,43	1,43
2	Халқа қатори баландлиги, В (мм)		1,43	1,67/0,9	1,67/1,25
3	Горизонтал бўйича зичлик, P <sub>г</sub>		30	35	35
4	Вертикал бўйича зичлик, P <sub>в</sub>		35	30/55	30/40
5	Халқа ипи узунлиги I, мм	Олд қатлам	5	5,1	5,2
		Орқа қатлами	5	4,9	3,6
6	Трикотажнинг юза зичлиги, M <sub>s</sub> , г /м <sup>2</sup>		459	460	536
7	Қалинлиги, T мм		1,73	1,98	1,8
	Трикотажнинг ҳажмий зичлиги, δ мг/см <sup>3</sup>		265,3	232,3	297,8

Ишлаб чиқилган икки қатламли трикотаж намуналари ичида энг кам ҳажмий зичликга эга бўлган намуна иккинчи вариантдир. Унинг ҳажмий зичлиги биринчи вариантга нисбатан 12,5 % га кам, учинчи вариантга нисбатан эса 21,8 % га камдир. Бундай ўзгаришга икки қатламли трикотажнинг бир қатламини тўқишда пресс тўқима ўрнига глад тўқимасидан фойдаланилганлиги ҳисобига эришилган.

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**TEACHING THE CONCEPT OF FRACTIONS AND FRACTIONS IN ELEMENTARY  
MATHEMATICS CLASSES AS A METHODOLOGICAL PROBLEM**

<https://doi.org/10.5281/zenodo.10092157>

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**Annotation:** *This article describes the classification of tasks performed together by the teacher and students in the primary 3rd grade mathematics textbook, interactive methods and their types, as well as their special importance in increasing the effectiveness of educational work.*

**Key words:** *interactive methods, interactive education, computing skills, assignments, educational games.*

*Interactive methods - by increasing the activity between students and the teacher during the lesson, they serve to activate the acquisition of knowledge and develop personal qualities. The use of interactive methods helps to increase the effectiveness of the lesson. The main criteria of interactive education: conducting informal debates, the opportunity to freely describe and express the educational material, the number of theoretical knowledge acquisition is small, the number of practices is large, the creation of opportunities for students to show initiative, tasks for working as a small group, large group, and class team. it consists of giving, performing written work and other methods, which differ from other methods in that they have their own importance in increasing the effectiveness of educational work.*

*Science is the basis of development. Neither the state nor the society has a future that does not rely on the achievements of modern science and innovative ideas. We can take Uzbekistan to a new stage of development only at the expense of science and enlightenment, intellectual potential, well-educated personnel.*

**Sh. M. Mirziyoyev**

In the world educational practice, the concepts of fractions and fractions, the theoretical foundations of understanding and perception of their content are being researched scientifically, scientifically and methodologically. In primary schools in Finland, scientific and research work is being carried out in the field of strengthening the responsibility of the educational institution and parents in raising the level of knowledge of students, the education of artistic and aesthetic thinking in the USA, and the formation of concepts of information acquisition of students in Germany. Scientific-methodical work is being carried out to improve the integration of information and resources in elementary mathematics classes and to improve them based on an innovative approach.

In the world, improved methods of ensuring the integration of information and resources have been implemented in primary school mother tongue and reading classes. In particular, "Intellect maps" based on foreign experiences in the researches on the implementation of modern teaching in the literacy and education system in developed countries such as Russia, Singapore, Hong Kong, Japan, Finland, USA, Germany, England, France ), there are various methods of personality formation and development, such as "Think and write". Today, on the basis of an integrative approach to all areas of the world, it is aimed at increasing the quality and efficiency of primary education, to raise the level of cultural awareness of those who can freely express their opinions orally and in writing, have high grammatical literacy, developed speech competence. is important.

In ancient times, special symbols were used for basic fractions, and the rest were formed using arithmetic expressions performed on basic fractions. For example, in Egypt, fractions are defined as follows:

half - L\	one fourth — x;
one third — A;	one-sixth — £.

The Romans called 6 ounces - S (the word semis is Latin for half). For example, they wrote seven out of twelve: "S". The modern notation of the fraction (with numerator and denominator) was created in India, where only the decimal point was missing. The current exact inscription of Kasr was written by the Arabs in the 16th century. Brief historical information about the emergence of the concept of fraction and negation Brief historical information about the emergence of the concept of fraction. A fraction (Arabic, - bolak, rarcha) is a mathematical number consisting of one or more parts (parts) of one. A fraction is represented by the ratio of two whole numbers: — or  $n/m$ . Here,  $m$  is called the denominator of the fraction, and  $n$  is called its image. The denominator is written below (or above) the line, and in the case of a figure, above (or on) the line. The denominator shows how many parts a number is divided into, and the numerator shows how many of these parts are in this fraction. For example, in the fraction - the picture is 3 and it shows that the fraction represents three equal parts. If the denominator is 4, it means that the four parts make a b.b whole. The oldest fractions were written in reverse of whole numbers. Ancient symbols represented a part of two, a part of three, a part of four, etc. Egyptians used Egyptian fractions around 1000 BC. About 4,000 years ago, the Egyptians used a slightly different method of dividing numbers by fractions. They used the lowest common denominator to perform operations on fractions with the same image. Their methods produced the same results as modern methods. The Greeks used fractions with the same image. Around 530 BC, the disciples of the Greek philosopher Ryphagor discovered that the square root of two cannot be written as a fraction. Around 150 BC, warrior mathematicians from India wrote the Sthananga Sutra (pronounced Sananga Sutra). This work is written about number theory, arithmetic operations and operations on fractions. The methods of writing one number below another and calculating fractions are found in a work written by Aryab Hatta around the year 499 of our era. In Sanskrit

literature, fractions or rational numbers are always written as a whole number followed by a fractional number. The fractional number is written below the whole number line. Kasming itself is written in two lines. The surat written in the first line was called amsa, and the naxraj written in the second line was called cheda. If the fraction is written without any other sign, it means that this fraction should be added to the whole number above. If a small circle sign is placed on the right side of the fraction, it is understood that this fraction should be subtracted from the whole number. The medieval Moroccan Muslim mathematician Abu Bakr al-Hassar first wrote about the horizontal line dividing the numerator and denominator. al-Hassar in his work: "...for example, if you are told to write three-fifths and one-third of five-thousandths, write like this:

A little later, in the 13th century, writing fractions in this style is also found in the works of Leonardo Fibonacci. Although the Persian mathematician Jamshid al-Koshi claimed to have invented decimal fractions in the 15th century, according to J. Lennart Berggren, he was mistaken. Because decimal fractions are found in the works of Abu'l-Hasan al-Uqlidisi, a mathematician from Baghdad who lived 5 centuries before him, that is, in the 10th century. Although there are different views among the historians of mathematics that al-Uqlidisi was one of the first 231, there is no doubt that he made a great contribution to the concept of decimal fractions. Mathematicians of the East, along with working in the decimal number system, also worked with decimals. The first information about this belongs to al-Koshi, who lived and created in the first half of the 15th century. He easily worked on decimals and thought about the use of commas in numbers (-1442). For example: 25.07 was shown to be written as 358.501 by showing 14.3. Calculated the 16 exact decimal places of  $k$  using regular  $3 \times 228$  numbers drawn inside and outside the circle. 150 years later, F. Viet measured 9 exact rooms using  $3 \times 217$  angles, and in 1597, Van Roumen repeated al Cauchy's result and extended the theory of constants. In general, it was introduced in Eurora in 1585 by the Flemish mathematician and engineer S. Stevin. Even earlier, there was information about decimal fractions. For example, Yan Hui (1261), who lived and worked in China during the Sun Dynasty. One of its examples is  $24.68 * 36.56 = 902.3008$

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**PEDAGOGICAL AND PSYCHOLOGICAL POSSIBILITIES OF FORMING COMMUNICATIVE  
COMPETENCES IN PRIMARY CLASS STUDENTS ON THE BASIS OF THE PIERLS  
INTERNATIONAL ASSESSMENT PROGRAM**

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**Abstract:** *the article talks about the pedagogical possibilities of forming communicative competences in students based on the PIRLS international evaluation program, the teacher's pedagogical abilities and methods of using them in the formation of communicative competences of students from primary grades, the relevance of forming communicative competences in students .*

**Key words:** *educational process, competence approach, communicative competence, pedagogical abilities, communicative ability, pedagogical opportunity, educational success.*

The International Association for the Evaluation of Educational Achievement in the World is an international collaboration of national research institutes, research agencies, scholars and analysts working to evaluate, understand and improve education around the world. A number of works are being carried out on the use of PIRLS international assessment programs aimed at objective assessment of winter literacy. After all, in the global community, it is an important tool in the transition from evaluating whether students have memorized the curriculum to evaluating their competencies, that is, their ability to apply the knowledge they have acquired at school in real life situations, to develop creative and logical thinking skills, and to evaluate it is considered to be.

The Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" stipulates that by 2030, the Republic of Uzbekistan will enter the ranks of the first 30 advanced countries of the world according to the rating of the PIRLS International Student Assessment Program. . Based on this Decree, the strategic goals of the public education system are planned, which are: innovative development of the economy in the general education system, creating the opportunity to receive quality education in accordance with advanced international experience and modern requirements of society; development of human capital is defined as the main factor determining the level of competitiveness of the student in the labor market and in the country as a whole.

The Decree of the President of the Republic of Uzbekistan dated January 28, 2022 No. 60 on the "Development Strategy of New Uzbekistan" for 2022–2026 provides a number of goals and tasks aimed at introducing a number of modern innovations in education:

creation of additional 1.2 million student places in the public education system through the introduction of the national school development program;

granting academic and financial independence to state higher education institutions, including establishing the practice of independent determination of wages, the number of employees, the amount of payment contracts and the form of education by them;

Targeted preparation of 10 potential higher education institutions to enter QS and TNE international ratings by 2026;

to provide open and high-quality education for young people, to ensure that young people receive excellent education at all stages of education, to create conditions for the development of inclusive education in the regions;

allocation of 605 billion soums from the State budget for the implementation of the textbook renewal program in general secondary educational institutions;

By 2026, complete revision and implementation of educational programs and textbooks based on advanced foreign experience;

improving the quality of education in schools, bringing the knowledge and skills of pedagogues to the international level.

In addition, the Law of the Republic of Uzbekistan No. 637 "On Education" dated September 23, 2020, the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 "Measures to organize international research in the field of education quality assessment in the public education system" Among them are Resolution No. 997, Resolution No. 4884 of the President of the Republic of Uzbekistan dated November 6, 2020, "On Additional Measures to Improve the Education System".

Analyzing the demands placed on modern teachers, we found it permissible to quote the views of President Shavkat Mirziyoyev, who said, "It is necessary to form and educate patriotic individuals who can think independently and do good and acceptable work."

Indeed, we cannot create a foundation for young people to become highly qualified specialists without enjoying the achievements of modern science and technology, science in general.

It can be seen from the international experience that, in order to improve the quality of today's education, especially the primary teacher should bring a number of positive and creative qualities to the educational process and be able to imbibe them.

Another aspect of the application of PIRLS research based on international experiences in the educational process is: the development of objective measures and tools that reflect world priorities in the field of education; comparative assessment of the effectiveness of the organization of the country's educational process; to identify the contextual factors that influenced the research results; aimed at solving problems such as having evidence-based information recognized by the international community.

Indeed, in the period of global changes, the development trends of the education quality assessment system at various levels, the participation of the Republic of Uzbekistan in international comparative programs on the assessment of education quality are



considered as an opportunity to increase the potential of the education system. The active penetration of our country into the world community and the widening of the scope of participation in international programs gave impetus to major changes in all spheres of the country's life.

Currently, according to the PIRLS tariff, reading literacy is the ability to understand and use written language forms that are required by society and valued by people, as well as the ability to create meaning from texts in various forms.

PIRLS focuses on the two goals of young learners' learning in and out of the classroom: learning for the arts and learning to acquire and use information.

PIRLS integrates four broad comprehension processes in each of the reading objectives: focusing and finding specific information, making direct inferences, and interpreting and integrating ideas and information, evaluating and critiquing content and textual elements.

In PIRLS, the questions asked about each passage or text serve as a basis for assessing the four comprehension processes. As readers make meaning from text, they provide explanations for ideas or information that are not clearly explained. Summarizing allows readers to go beyond the text. In most cases, the author creates the text so that the reader can make clear or direct conclusions. In addition to simple inferences, students can focus on specific or general meanings or connect details to general themes and ideas when interpreting and combining ideas and information in a text. comprehension of the text, or at least important parts of it, as well as ideas or information outside the text is required.

The content of the texts used in the PIRLS research is up to 1000 words, fiction texts have a main theme, which can be summarized by the student in addition to the given text, informative texts should cover a topic not taken from educational materials. The text does not use any colloquial words or jargon and removes unnecessary technical expressions. The content of the text should correspond to the age characteristics of 910-year-old students, avoid topics that are very specific to certain cultures, and the text should be interesting and enjoyable for schoolchildren of this age, and should not be too familiar for the student.

International comparative programs for the assessment of the quality of education in the creation of national teaching-methodical and measurement materials from the comprehensive analysis of results, assessment of students' reading, natural sciences, mathematical and creative thinking literacy, methodology and assessment criteria of international programs creating an opportunity to use it, it is important to carry out new research on this problem.

As we know, the results of the PIRLS study conducted in different countries are widely discussed by the pedagogical community. Mechanisms for monitoring the achievements of primary school students and the results achieved by them are being introduced, educational technologies and requirements for the educational achievements of primary school students are being reviewed for further improvement. Research on the

literacy of schoolchildren, pedagogical teams and innovative teachers on the basis of international test tasks is aimed not only at evaluating the scientific literacy achievements of students, but also primarily at the formation of reading culture and skills. , this is an important factor for the young generation in every country to get thorough and quality education.

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**СЕМАНТИКО-ТИПОЛОГИЧЕСКИЙ АСПЕКТ ГЛАГОЛОВ СОСТОЯНИЯ УЗБЕКСКОГО И РУССКОГО ЯЗЫКОВ**

<https://doi.org/10.5281/zenodo.10099639>

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**Аннотация.** *Статья посвящена сравнительно-типологическому изучению глаголов физиологического состояния русского и узбекского языков, где особое внимание уделено семантике единиц речи, выражающие состояние человека.*

**Annotatsiya.** *Maqola rus va o'zbek tillaridagi fiziologik holat fe'llarini qiyosiy tipologik o'rganishga bag'ishlangan bo'lib, bunda shaxs holatini ifodalovchi nutq birliklarining semantikasiga alohida e'tibor qaratilgan.*

**Annotation.** *The article is devoted to a comparatively typological study of the verbs of the physiological state of the Russian and Uzbek languages, where special attention is paid to the semantics of speech units expressing the state of a person.*

Глагол - разряд слов, которые обозначают действие или состояние предмета как процесс. Слово «процесс» в данном употреблении имеет широкое значение; под этим словом понимается трудовая деятельность, движение, деятельность органов чувств, мышление, физическое и душевное состояние, изменение состояния (строить, ходить, слышать, мыслить, спать, тосковать, слабеть и т.п.). Мария плачет и грустит (П.): глаголы плачет и грустит выражают состояние, отнесенное к лицу как субъекту этого состояния, а также ко времени. Категория состояния — это класс слов, которые обозначают независимый признак, состояние (душевное, физическое или эмоциональное состояние человека, окружающей среды и природы) и не имеют форм словоизменения (склонения и спряжения), но могут с помощью глагола-связки выражать значение времени. Они обычно отвечают на вопрос *каковó?* и используются, как правило, в качестве главного члена односоставных предложений (предикативного члена составного именного сказуемого). Выделение слов состояния в тексте связано с двумя типами трудностей: Категории состояния свойственна система аналитических форм, поэтому формы прошедшего и будущего времени сослагательного и повелительного наклонения содержат вспомогательные глаголы, которые относятся к словоформе категории состояния. При характеристике категории состояния как части речи основная трудность связана с необходимостью отграничивать эти слова от омонимичных им форм наречий и кратких прилагательных. Ср.: У нас ночью очень светло от звёзд. — Небо сегодня ясно. За окнами весело перекликались женщины. Для разграничения этих частей речи следует опираться на семантику слов, характер их связи с другими словами и функцию в

предложении: семантика: слово обозначает состояние (в самом широком понимании — состояния человека, животного, природы, социальное состояние, состояние социальной установки: можно, надо, нельзя). связь с другими словами: слово не зависит ни от каких слов в предложении. функция: слово является сказуемым в безличном предложении. Впервые термин «категория состояния» ввёл в лингвистику ЛЕВ Владимирович Щербав статье «О частях речи в русском языке» Термин «категория состояния» был принят и выдающимся русским ученым В. В. Виноградовым, давшим подробную и обстоятельную характеристику этой части речи в монографии «Русский язык». Категория состояния — это самостоятельная часть речи, которая обозначает состояние человека, природы, окружающей среды и отвечает на вопросы как? каково? Теперь перейдем к анализу глаголов физиологического состояния узбекского языка. Глаголы физиологического состояния составляют основную лексико-семантическую группу семантического поля этих глаголов. Эти глаголы выражают физическое состояние частей человека и животных. Это физическое состояние выступает как материальная основа значения этих глаголов. Глаголы физиологического состояния являются корневыми и искусственными глаголами и близки по значению к глаголам биологического и психического состояния. Глаголы биологического состояния относятся к одушевленным и неживым предметам, глаголы психического состояния характеризуют психику человека и животных, а глаголы физиологического состояния относительно самостоятельны, выражая в основном внешние физические состояния. С другой стороны, в значении глаголов состояния отражаются определенные физиологические изменения и процессы, происходящие в живых существах и их конкретных органах. То есть физическое состояние человека или животного наблюдается как результат физического изменения или как физическое состояние. Поэтому глаголы состояния в предложениях отражают физическое состояние, возникающее у живых существ в результате физического изменения, или состояние, возникающее как физическое состояние. Итак, глаголы физиологического состояния делятся на такие внутренние типы, как: а) состояние, вызванное физическим изменением, и б) состояние физического процесса. Глаголы физиологического состояния, которые выражают состояние, вызванное физическим изменением. В состоянии, возникающем в результате физического изменения человека и животного, наблюдаются определенные ситуации, происходившие в них. При этом понимается, что переход из одного состояния (или движения) в другое физическое состояние есть результат изменения. куримок, иришмок, ачилмок, эндуремок, кизимок, этилмок, куртурмок, хурпаймок, тумпаймок, ширмок, тиришмок, тушташмок, тулимток, чузилмок; тундлашмок, сургинлашмок, аггирашмок, купирмок, консирамок и др. являются результатом физического изменения. Куримок - бульмок в грустном состоянии: Если я нарисую стрелу, лекарство высохнет из моего тела (Балогардон). Авазхан так говорит, лекарство высохнет из моего тела (Балогардон). Ёришмок - бульмок в счастливом

состоянии: Как только он это сказал, лицо Ортика ака Аша Урова еще больше просветлело (Х-Назир). На лицах людей светились одинаковые улыбки и радость, их лица были полны сужбаг килишмок. (Н. Норматов) Открытые - благоустроенные, в прекрасном состоянии: когда Бог дал много счастья, одна из них закрылась, а другая открылась (М. Исмаили). В глазах Зуннунова Саодатхан как бы еще больше раскрылся (И. Рахим). Глаголы физиологического состояния, выражающие состояние физического процесса Глаголы физиологического состояния, выражающие состояние физического процесса, выражают состояние человека или животного как состояние процесса. От глаголов физиологического состояния, являющихся результатом физического процесса, они отличаются знаком этого процесса. Он также представляет собой переход из одного состояния в другое. Сравнить: тяжело дышат, чимирмок, шиграймок, ачишмок, сузилмок, йигламсирамок, иситмаламок, нозланмок, жимирлашмок, гилайлашмок, йилтирамок, лукилламок. Физический процесс имеет логическое выражение в виде основы и искусственных (существительное -ла(н), прилагательное, мимема -илла, -ира) глаголов физиологического состояния, выражающих состояние: Хансирамок - тез-тез, огир нафас олиш холатида булмок: Несколько сотен человек постоянно в движении, потные, уставшие и задыхающиеся (Ойбек). Дыхание застревает во рту, он задыхается (А. Мухтар). Юльчи взвизгнул и задохнулся и ужалил солдата-казака (Ойбека). Чимирмок - бульмок в состоянии собравшихся вместе, соприкасаясь друг с другом: Муаттар сморщил бровь (А. Какхор). Мукаддам вытаскивает свой прах, хмурится и улыбается (У. Хошимов). Затем он подмигнул больному (Х-Назир). Шиграймок - бульмок в положении немного порезанного и оттянутого в сторону: Белокурый мальчик, лежавший на спине, вероятно, его брат, начал облизывать глаза и он тоже начал облизываться (Н. Фазилов) Ачишмок ~ джизилаган булочка в случае: Он вытер свои воспаленные лица (П. Мумин). Мозг косатки распух, вскрылся, перевернулся на левый бок (М. Исмаили). Сузилмок – бульмок в кокетливом состоянии: Навои смотрит на свой полупьяный купающийся водопад (Ойбек). Когда плывет осень, сжимаются губы, пробуждается любовь (К. Гулом). Плыли бледно-голубые осени Гули (М. Тошматов) Плачет - в смятении: Мурадали свои осени шире раскрыла, цвет сильный, а она плачет! сказал с (А. Кахор). Аллакимийгламсираб говорил (М. Асим). Голос у него был очень странный, казалось, что он плачет (Ф. Мусаджонов). Иситмаламок1 - булмок с высокой температурой, в лихорадочном состоянии: Умарали ночь не было лихорадки (А. Какхор). После вчерашней поездки у него ночью поднялась температура, и он еле дошел до кабинета... (А. Мухтар). Нозланмок - бульмок в кокетливом, кокетливом настроении: Краска работы снова бросилась ему в лицо. Н немного приласкал (М. Исмаили). Он заигрывал чарующим голосом и отвечал (И. Джабборов). Гиляшмок - осенний взгляд сморщился, бульмок в шоковом состоянии: Осень поседела, кажется, перемена сделана, и дыхание уст решило отправиться в дальний путь (А. Кодир):

Когда он строил Ботиралини в Хумсоне, трепетало его тело и трепетало сердце (Хаулом). Каждое слово девушки действовало на его тело, как капли ледяной воды, его тело дрожало (П.Турсун). Эта шутка и, особенно, смех звучали поначалу безобразно, так безобразно, что заставляло дрожать плоть человека (А. Какхор). Мерцающий - бульмок в состоянии излучающего свет: Лицо и суставы Мухаммадраджа блестят от масла (А. Каксор). Лягушка, стоявшая у кромки воды, блеснула спиной, нашла ее и прыгнула к кромке ручья (Ш. Холмирзаев). Они состоят из следующих основных глаголов Глаголы состояния, выделенные по признаку «ҳолат» сема - структурная часть (логический источник) образуют одну из основных, самых крупных семантических областей узбекской глагольной семьи. Узбекский язык состоит из девяти МСУ в семантическом поле глаголов состояния. Самые большие из них – это глаголы физиологического состояния. Эти глаголы делятся на группы по характеру физиологического состояния: состояние, вызванное физическим изменением, и физический процесс, выражающий состояние «физический процесс, глаголы состояния, выражающие состояние»: «кулмок», «юнжимок», «хира тортмок», «шовкин турмок», «Владение логическими выражениями типа «аргумент» и «бесаржанжом» предполагает проведение исследования по данной теме.

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## CONNOTATIVE COMPONENTS AND THEIR PRAGMATIC FEATURES IN MODERN LINGUISTICS

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**Abstract.** *Today, it is widely observed that the information expressed at the word level is studied from the point of view of the linguistic unit entering into the function in a wider context. In this place, the communicative goal, attitude, and aesthetic tasks represented by the linguistic unit were interpreted as an additional (connotative) meaning and a pragmatic meaning. In the article, we focused on connotative components, pragmatic, cultural connotative components, their pragmatic features in modern linguistics.*

**Key words:** *connotation, pragmatic components, cultural connotative components, word combinations, semantic structure.*

A linguistic unit that can be studied in all branches of linguistics is a lexeme. After all, a lexeme is not only a lexical unit, but also an important tool that creates syntactic communication at the morphological level. These cases occur in connection with the denotative meaning of the word. If the denotative meaning of a word means its important lexical unity in the language system, the connotative meaning that is inextricably linked with this meaning further expands the functional possibilities of the word and shows that it is also an important object of methodological investigation. . From the point of view of their use in speech styles, words are divided into two groups: universal words and words specific to certain types of speech. 1. Common words are essentially the basis of the language vocabulary and are used as basic vocabulary units in all types of speech. 2. There are special words for certain types of speech, which are stylistically limited. For example, if book words are used for book speech, there are also stylistic words for oral speech. Also, the use of scientific terms for scientific speech, official terms for official speech, obsolete words, dialectisms, slang and slang, mainly in artistic speech, indicates that the inter-speech distribution of words is the result of linguistic needs. The mentioned comments can be the basis for further in-depth studies of the word, its meaning and the relations of methodological specificity. In addition to the original dictionary meaning, lexemes in the text also have features of figurative use. The meaning that arises through the transfer of meaning is the derived meaning of 329 words. The derivative meaning of the word is understood through the text. Therefore, the meaning of the word can be explained on the basis of the textual use of the lexical units, whether it is the original or derived meaning. Common words, like all lexical units, are tools used in different meanings. At the same

time, pragmatic components can also be part of the semantic structure of a word with an additional (connotative) meaning. This situation is more noticeable when there are associative signs of the word or when the similarities and differences are analyzed.

The use of pragmatic meaning (connotation) in the speech process and the definition of principles for determining additional, often non-verbally expressed meanings led to further development of the communicative-functional paradigm in linguistics. The study of the pragmatic (connotative) meaning expressed by words and linguistic units at the scale of a wide speech and text is complex and has led to the use of this concept in a wider sense compared to earlier times.

Today, the additional meaning (pragmatic, connotative meaning) in the semantic structure of the lexical unit is being researched on the basis of texts that create connotations, separate lexemes representing meaning, word combinations, phraseological units, phrases, proverbs. Thus, on the basis of pragmatic analysis, internal and external pragmatic signs of connotative meaning are determined. Internal signs of connotation are related to the presence of pragmatic components in the lexeme content structure. External pragmatic signs are determined by extralinguistic factors such as the communication situation in a specific communicative act, the character of the relationship between the interlocutors, the proximity of their background knowledge, and the presupposition of communication. Accordingly, different types of connotation are distinguished: on the one hand, the connotation that is expressed through a word and expands its semantic structure, and on the other hand, the connotation that is expressed through the text and creates a meaning.

Analyzing the text and speech from a pragmatic point of view, mastering the rules of speech etiquette in the communication process, cultural organization of the communication process, agreement and disagreement during the conversation, compliance with communication and etiquette standards, practical communication, such as taking into account the characteristics and basic knowledge of the interlocutor leads to the formation of skills. On the other hand, pragmatics defines the rules and parameters of the effective use of language tools. In recent years, the structure of the semantics of the lexical unit, especially the expression of its semantic components representing its subject-logical content in speech, has attracted the special attention of researchers in various fields. One such issue is the expression of pragmatic features in the semantic structure of a lexical unit through connotative components. Pragmatic meaning expressed through connotation in the semantics of lexical units in contemporary linguistics T.V. Likhovidova (1978), N.D. Arutyunova (1979), Ternin (1985), V.N. Teliya (1986), Y.D. Apresyan (1995), A.N. Vstavskiy (2006) and others studied in detail.

In such studies, it is emphasized that the pragmatic features of the connotation expressed through the lexical unit as a specific component of human activity related to cognition, firstly, the use of linguistic signs in communication, speech evaluation functions,



and secondly, they serve as an important tool in teaching communication in foreign languages.

Connotation is realized through a single linguistic unit, phraseological combinations, national realities, in which the integrated, adherent conceptual, text-forming connotation types and their pragmatic features are studied separately.

The connotative component of a lexical unit usually means the subjective attitude towards people and events formed in the mind of a person speaking this language. Such a relationship is expressed through linguistic units and defines a good, bad or neutral pragmatic attitude towards the object in the speech. Evaluative relations of people to objects of real existence are expressed as pragmatic relations in the language system, including lexical units of this language. The study of the evaluative components of the lexical meaning of the word from a pragmatic point of view required the study of a number of unsolved controversial problems. From this point of view, it is extremely important for linguists, translators, and Methodist teachers to determine the types and types of the evaluative component in the pragmatic sense of the lexical unit, to study their participation in the meaning of the lexical unit as a semantic component. Pragmatic relations of a social nature of the speaking person are also involved in the assessment of reality or objects. Such an attitude usually requires compliance with the concepts of norms and certain rules formed in society. There are two types of evaluative component of pragmatic connotation expressed by linguistic units:

1. Rational (intellectual) evaluation of the environment, subject, quality, virtue, phenomena;

2. Emotional assessment of them with the help of human psyche.

A rational evaluation is formed as a result of the realization of the meaning of the word in the detonative aspect. Emotional evaluation is the result of the realization of the meaning evaluation schemes in the connotative aspect. The pragmatically expressed connotative components of the meaning of the word are integrated with each other, that is, in constant communication, but each of them has quantitative peculiarities. Evaluation, along with other components of connotation, serves to increase the expressiveness (pragmatic effect) of the word's meaning, and it is they that serve to express subjective relations more effectively and expressively in the communicative act. In this respect, expressiveness is a pragmatic component of the meaning of words, and it involves choosing words in the process of communication, using them according to the communication situation, and thereby having a communicative effect on the interlocutor.

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**GENESIS AND GENRE COMPOSITION OF UZBEK CHILDREN'S FOLKLORE**

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**Annotation.** *This article discusses the genesis and genre composition of Uzbek children's folklore. Folklore is a mirror of human history. It reflects the origin, identity and spiritual world of a person. Folklore contains everything from the views of adults on social and household life to the joyous melodies and joyful games of children who have become direct participants in this process. Therefore, children's folklore is a component of folklore. Children's oral creativity is distinguished by its specific characteristics, size, genre composition, creativity and performance.*

**Key words:** *folklore, genre, game, song, alla, calendar*

Children's folklore began to be formed in the bosom of folk oral poetic creativity at the first stage of human artistic thinking. There were good reasons for this. Because children also participated in social and household life side by side with adults. They directly observed the labor process of their parents, helped them, became participants in various ceremonies. This intervention allowed children to express their reactions to the events of social life. They began to interfere in the process of artistic creation within the limits of their talents and capabilities. Children expressed their feelings sometimes in the form of play, sometimes in the form of forced labor. Folklorist O. Safarov's opinion about this is justified: "When playing, children were full of passion and sang their joy in lively and sincere tones; and when it was forced labor, they expressed their tired and painful feelings in a sad form due to hard work" [Safarov, 1985, p. 3]. Thus, Uzbek children's folklore began to emerge as a form of social intervention.

We can find the following information about the essence of children's folklore in the National Encyclopedia of Uzbekistan: "Children's folklore - examples of oral creativity. It is usually created by children or adults for them. A component of the folklore genre. Uzbek children's folklore includes alla, fairy tales, pastimes, quick telling, riddles, children's game songs, caressing, teasing, etc. Children's folklore is adapted to a child's listening, telling, playing, singing" [National Encyclopedia of Uzbekistan, letter B, p. 496].

A wise and creative nation has believed in the power of the artistic word in the education of the future generation since ancient times. He created his greatest works with the magic of words. The artistic word sealed the entire cultural heritage of the people and nation for eternity. Even when the essence of writing was not yet understood, people started communicating with each other, had fun, and drew pictures. Our nation has

produced great painters and storytellers. The roots of this distant history are found in folk epics, myths and legends, mother goddesses, and children's games. People's intelligence, age-old dreams, in a word, spirit and will are concentrated in these creations of the people. Folk creativity is the collective wisdom of that people, the product of common art. This art has been effectively used in the development of both physical and spiritual education of the future generation, in training the young soul.

As soon as the child is born, he feels his mother's love through a pleasant smile. This poetry, addressed only to the child, enters the human mind through mother's milk. Later, this poetry begins to be filled with colorful images and different tones. Little by little, what the adults told the children were collected in the form of sayings like "Alla", "Erkalama", "Ovutmachok", "Riddles" and quick sayings, and a great oral artistic work was created for the little ones. This literature took into account all the characteristics of children related to their age and embodied their characteristics. Children's games and songs prepared the ground for their future behavior.

By nature, a child tends to imitate adults. They aim to grow faster by imitating them in their behavior and practical activities. Teaching the child to do useful work at a young age, raising him to be a simple but worthy member of the community through games, songs, and activities, his fast-growing, endless activity for the society directing to useful work has been the most important task before all mankind. The service of children's folklore is incomparably great in this.

Lyrical feelings and poetic images that begin with the mother's communication with the child grow, expand, and divide into types as the child grows. Mother Allalagan - the artist's process of creating poetry is unique - he repeats the words he said today at the beginning of the crib in a different way tomorrow, adds something from himself, and says yesterday richer today. In this way, fairy tales, pastimes, fairy tales, songs, proverbs, and riddles are collected, and a large oral literature called children's folklore appears. It is completely original with its words, melody, rhythm, dynamics, imagery, and it is adapted only to a child - to a child's listening, telling, playing, singing. Children's folklore is the first educational textbook for a child, an inexhaustible treasure of spiritual wealth. Oral poetry created for children is a great pedagogical heritage of the nation, which has served in the education of the young generation for thousands of years.

The mature folklorist scientist O. Safarov did not limit himself to collecting and publishing folklore samples, but decided to determine the scientific theoretical foundations of children's folklore, to check its genesis, genre structure and artistry. The scientist defines children's folklore as follows: "Children's folklore is a unique branch of folk art, which has become an integrated system of poetic genres with games, songs and music, resulting from the combination of the world of children and the world of adults." O. Safarov emphasizes that there is a specific ring of inheritance in the folklore of adults and children. This inheritance is not wrapped in the shell of the muteness of children's folklore to adult folklore, but moves on the basis of independent creative mastering, growth and

enrichment, giving uniqueness to the development of Uzbek children's folklore, including singing. He explains his opinion by the fact that seasonal songs such as "Boychechak", "Chittigul", "Binafsha", "Oppoqijan" passed from adult folklore to children's repertoire at the beginning of the 20th century.

O. Safarov evaluates children's folklore as a phenomenon consisting of three parts according to its genetic basis:

1. Caressing poetry. It includes alla, saying-applause, flirting, caressing, and fun, and emphasizes that caressing was the leitmotif in them. He divides the examples of caressing poetry into two groups according to the purpose of performance, place and age of the child. The first is lullabies, which includes allalas, ethnographic sayings of applause (sung until the age of three), and the second is called kissing songs, caressing, ovutmachag, kyumanchag, rethamchag (sung until the age of 6-7). ) includes such genres.

2. Children's calendar and ritual songs representing it. Some of these songs related to the seasons of spring, summer, autumn, and winter have passed from the repertoire of adults to the repertoire of children due to the demands of socio-political development. In addition, the naked and judgmental genres, which were formed on the basis of animistic and totemistic beliefs of our primitive ancestors, and now have lost their essence, are preserved in the children's repertoire.

3. Songs and games that are the product of children's own creativity and performance.

Children's folklore teaches children the best human qualities - patriotism, love of work, trust in people, loyalty to a friend, the ability to fight against the forces of nature together with adults and overcome them. All these factors cannot be implemented without knowing children's mood, taste, character.

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**YOSHLARNI HARBIY VATANPARVARLIK TARBIYASIDA BA'DIY ADABIYOT,  
KINO-TEATR VA TASVIRIY SA'NATNING TUTGAN O'RNI**

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**Annotatsiya:** *Maqolada o'z vatanining vatanparvarini tarbiyalashda o'zbek adabiyoti, kino va teatr qolaversa o'zbek san'atining imkoniyatlari ko'rib chiqiladi.*

**Kalit so'zlar:** *vatanparvarlik, vatanparvarlik tarbiyasi, o'zbek kinosi, adabiyoti, sa'nati.*

Bugungi O'zbekiston kundan-kunga takomil topib, buyuk qurilishlar maydoniga aylanib bormoqda. YUrtimizning qaysi go'shasiga bormang, har erda, har sohada katta islohotlar olib borilayotganining guvohi bo'lasiz. Muhtaram Prezidentimiz SHavkat Miromonovich Mirziyoev xalqni bo'layotgan islohotlarga inontira olish, rozi qilish, ularning turmush sharoitlarini ko'tarish, ilmni, fanni, san'at va madaniyatni yuksak darajaga olib chiqish borasida sadoqat bilan mehnat qilish lozimligini bot-bot takrorlamoqdalar. Ayniqsa, oliy ta'lim tizimida bo'layotgan islohotlar ham diqqatga sazovordir. Mamlakatimizda ilm-fanni rivojlantirishga bo'lgan e'tibor esa tobora ortib bormoqda. Oliy ta'lim muassasalarida yoshlarga chuqur zamonaviy bilim berish, ularni xalqaro miqyosda raqobatbardosh kadr bo'lib etishishlari uchun zarur shart-sharoitlar yaratish, buning uchun esa oliy ta'lim muassasalarida faoliyat ko'rsatayotgan professor-o'qituvchilar ham o'z ustida tinimsiz ishlashlari, izlanishlari zarur masalalardan biri ekanligi ta'kidlanib kelinmoqda. Hayot bir joyda to'xtab turmaydi. Bugun sodir bo'layotgan yangiliklar, o'zgarishlar, islohotlar insoniyat oldiga bir qator dolzarb vazifalar qo'ymoqda.

Xususan, madaniyat va san'at sohalarini rivojlantirish, jahon miqyosidagi ilg'or tajribalar asosida malakali kadrlar tayyorlash, yoshlarning madaniy saviyasini yuksaltirishga qaratilgan ko'plab qaror va farmonlar imzolanib, hayotga tatbiq etilmoqda. Respublikamizda ayni shu soha bo'yicha malakali kadrlar tayyorlovchi etakchi oliy ta'lim muassasasi sifatida faoliyat ko'rsatayotgan O'zbekiston davlat san'at va madaniyat instituti ham tayyorlanayotgan kadrlarning raqobatbardoshligini ta'minlash borasida alohida ishlar amalga oshirilmoqda. Prezidentimiz qarorida oliy ta'lim muassasalarining, mamlakatimizda amalga oshirilayotgan islohotlardagi ishtiroki, tashabbuskorligi sezilmayotgani ko'rsatib o'tilgan.

Qadim-qadimdan sharqda ilmiy muloqotlar, bahslar, uchrashuvlar, suhbatlar madrasalarda bo'lib o'tgan. Bu borada o'sha zamonning zabardast olimlari barchaga o'rnak bo'lgan, yo'l ko'rsatgan. Muammolar echimini topgan. SHuning uchun ham ota-bobolarimiz ilm ahlini qadrlashgan, e'zozlashgan, davralarning to'riga o'tqazishgan. Bu shuni ko'rsatadiki, fan ishlab chiqarishsiz, ishlab chiqarish fansiz taraqqiy etmaydi. Bu ikki muhim masala birlashgandagina yuksaladi. Insoniyatga foyda keltiradi

Tarixdan ma'lumki san'at va madaniyat bashariyat taraqqiyotining muhim omillaridan biri hisoblangan. Har bir jamiyatning taraqqiyot darajasi o'sha jamiyatda san'at va madaniyatning rivoji bilan belgilangan. Tarixda yashab o'tgan har bir hukmdor yoki davlat arbobi o'z faoliyatida fan, madaniyat va san'at sohasini qadrlagan taqdirdagina u yurtda tinchlik, obodonchilik hamda farovonlik bo'lgan.

Yurtimiz hududlarida IX–XII asrlarda ro'y bergan uyg'onish davri, keyinchalik XV–XVI asrlarda yuz bergan madaniy yuksalishlarda birinchi navbatda o'sha davrdagi hukmdorlarning hissasi beqiyosdir. SHunday ekan bugungi kunda mamlakatimizda san'at va madaniyat sohasining davlat siyosati darajasiga ko'tarilishi ham bejiz emas albatta. So'ngi yillarda hukumatimiz tomonidan chiqarilayotgan farmon va qarorlar ham bevosita ushbu sohani yanada taraqqiy toptirishga xizmat qiladi.

“O'zbekistonda asrlar osha yashab kelayotgan tomosha san'ati an'analari o'rganish, boyitish va targ'ib qilish, teatr san'atini har tomonlama rivojlantirish, moddiy texnika negizini yanada mustahkamlash, mamlakatimizda amalga oshirilayotgan ma'naviy-ma'rifiy islohatlarda teatr arboblarning faol ishtirokini ta'minlash, milliy va umumbashariy qadriyatlarni tarannum etuvchi badiiy barkamol sahna asarlarini yaratish, maxsus ta'lim tizimini zamon talabiga mos holda takomillashtirish, yuqori malakali kadrlarga bo'lgan ehtiyojni to'laroq qondirish maqsadida” qabul qilingan tarixiy farmon san'at ta'lim tizimida o'ziga xos yo'lni belgilab berdi.

Yoshlarni Vatanga muhabbat ruhida tarbiyalash, davlatga munosib fuqarolar etib tarbiyalash masalalari insoniyat tarixi davomida olimlarning diqqat markazida bo'lib kelgan.

Endi bu savol ayniqsa keskin, chunki jamiyatda "axloq tanqisligi" mavjud. Ma'naviy bo'shliq va past madaniyatning xarakterli ko'rinishlaridan biri xalqning ma'naviy qadriyatlaridan biri sifatida vatanparvarlikni yo'qotish edi.

So'nggi yillarda yoshlarning milliy madaniyatdan, o'z xalqining ijtimoiy-tarixiy tajribasidan uzoqlashishi kuzatilmoqda. Vatanparvarlik tarbiyasi muammosi bugungi kunda inson munosabatlaridagi keskinlik darajasining yuqoriligi tufayli ayniqsa dolzarb bo'lib bormoqda.

Ko'rib chiqilayotgan davrda ushbu muammoning paydo bo'lishiga bir nechta omillar yordam beradi: Davlatning rivojlanish yo'li haqidagi fikrga ommaviy axborot vositalarining ta'siri kuchayishi; umumiy davlat, asosiy mafkuraning yo'qligi.

Vatanparvarlik tarbiyasining murakkabligi uslubiy muammolardadir, universal tavsiyalarni ishlab chiqish juda qiyin, chunki bizning mamlakatimiz ko'p millatli va o'z vataniga hurmatni shakllantirishda bu omilni hisobga olish kerak.

Yosh avlodni vatanparvarlik ruhida tarbiyalash har doim zamonaviy maktabning eng muhim vazifalaridan biri bo'lib kelgan, chunki aynan bolalik va yoshlik inson shaxsining faol rivojlanish davri bo'lib, pedagogik ta'sir eng samarali bo'lishi mumkin.

Vatanparvarlik tarbiyasi - vatanparvarlik ongini, o'z Vatanga sadoqat tuyg'usini, fuqarolik burchini va konstitutsiyaviy majburiyatlarini bajarishga tayyorlikni shakllantirishga qaratilgan tizimli va maqsadli faoliyat Vatan manfaatlarini himoya qilish, fuqarolik, vatanparvarlik fazilatlariga ega shaxsni shakllantirish va rivojlantirishga qaratilgan.

Zamonaviy jamiyat taraqqiyotidagi salbiy tendentsiyalar millatchilik tuyg'ularining kuchayishini o'z ichiga oladi. Bolalar va o'smirlar muhitida negativizm, kattalarga namoyishkorona munosabat, ekstremal ko'rinishdagi shafqatsizlik kuchaydi, jinoyatchilik keskin ko'paydi va "yoshroq".

Shu munosabat bilan ta'lim muassasalarining o'z manfaatlarini himoya qilishga tayyor va qodir fuqaro va vatanparvar shaxsni tarbiyalash va rivojlantirish uchun salohiyati, shuningdek, ta'limning samarali vositalarini izlash va rivojlantirish borasidagi savol tug'iladi. Undan foydalanish sifatli natijaga olib keladi.

Bu vositalardan biri kino san'atining ajoyib filmlari bo'lib, ularni tomosha qilish avlodlar o'rtasidagi aloqani, insommi va mamlakatining ijobiy imidjini shakllantirishni, uning kelajagi uchun mas'uliyatni anglashni ta'minlaydi.

Yoshlar tarbiyasida milliy kino mahsulotlaridan foydalanish imkoniyatlari tugamagan. Xulosa qilish mumkinki, yoshlar ko'pincha maxalliy filmlarini, shu jumladan harbiy (vatanparvarlik mavzusidagi) ko'plab filmlarni tomosha qilishadi, ular o'z mamlakati va xalqiga ijobiy munosabatda bo'lishga imkon beradi.

Pedagogik jamoa kino san'atining tarbiyaviy imkoniyatlari, kinoning yosh tomoshabinga idroki va ta'siri, o'quvchilarning bo'sh vaqtlarida kinoning o'zni, yosh avlodning g'oyaviy-axloqiy kamolotiga ta'siri bo'yicha pedagogik yo'l-yo'riqlar bilan shug'ullanadi.

Pedagogik faoliyatda filmlarni tomosha qilish va tahlil qilish tarbiyaviy ta'sir vositasi sifatida qo'llaniladi, chunki ular hissiy va hayajonli tarzda taqdim etilgan keng ko'lamli muammoli vaziyatlarni ta'minlaydi, ular orasida o'qituvchi o'quvchiga bunday yorqin va tushunarli ko'rsata olmaydigan holatlar mavjud.

Kundalik haqiqatda ekranning yordamisiz shakli: kashfiyotlar qahramonligi, sayohat xavfi, harbiy harakatlardagi jasorat va fidoyilik

Yuqoridagilarni umumlashtirgan holda shuni aytish kerakki, pedagogika fani yoshlarni vatanparvarlik ruhida tarbiyalashda salmoqli amaliy tajriba to'plagan.

Biroq jamiyat hayotidagi turli o'zgarishlar tufayli yoshlarni vatanparvarlik ruhida tarbiyalashni tashkil etishda yangicha yondashuvlar zarur. Shu bilan birga, vatanparvarlikning "tabiiy" asoslarini, bu jarayonni shaxsni o'z mamlakatining madaniyati va tili bilan identifikatsiya qilish asosida qurishni esga olish muhimdir.



Yosh avlodni harbiy vatanparvarlik ruhida tarbiyalash har doim barcha shakldagi ta'lim muassasalari pedagoglari va o'qituvchilarining eng muhim vazifalaridan biri bo'lib kelgan va shunday bo'lib qoladi.

XULOSA: Yosh avlodni harbiy vatanparvarlik ruhida tarbiyalashda quyidagi talablarni hayotga tadbiiq qilish maqsadga muvofiq bo'ladi:

- milliy kino san'atini jamiyatning ma'naviy, madaniy-ma'rifiy hayotida, jumladan yoshlarni vatanparvarlik ruhida tarbiyalashda strategik manba sifatida shakllantirish;

- milliy kino sanoatini davlat tomonidan qo'llab-quvvatlash tizimini bozor tamoyillari asosida takomillashtirish, shuningdek, xorijiy kinokompaniyalarni mamlakatga jalb qilish va hamkorlikda filmlar ishlab chiqarishni rivojlantirish;

- milliy kino sanoatini iqtisodiyotning alohida tarmog'i sifatida rivojlantirish, zamonaviy va yuqori texnologik moddiy-texnik bazaga ega infratuzilmani yaratish;

- milliy kinematografiya sohasida kadrlar tayyorlash, kino ijodkorlari va texnik xodimlari malakasini oshirishning samarali tizimini yaratish;

- milliy seriallar ishlab chiqarishni davlat tomonidan rag'batlantirish, animatsion filmlar ishlab chiqarishga yosh multiplikator va animatorlarni keng jalb qilish;

- sohada mualliflik huquqining kafolatli himoya qilinishini ta'minlash, kinoprokat tizimini rivojlantirish va milliy filmlarni jahon kino bozorlariga olib chiqish.

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## ASSESSMENT OF THE QUALITY OF ELECTRICAL ENERGY ACCORDING TO THE POWER OF CONSUMERS

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**Abstract:** *The article discusses the issues of voltage, non-sinusoidality and asymmetry in the presence of several consumers at the point of common connection of the electrical network and the influence of power receivers on voltage distortion, solving the problem, assessing the influence of consumers from the parameters of the equivalent circuit of the electrical network of the studied harmonic for negative sequence currents at the fundamental frequency.*

**Key words:** *power quality, common connection point, voltage deviation and fluctuation, power overrun.*

Electricity has its own characteristics that are different from other types of products. The process of production, transmission and consumption of electric energy is continuous in time, and quality indicators of electric energy depend not only on the producer and supplier of electric energy, but also on the consumers themselves. If the quality of any product does not meet the standards, the consumer has the right to demand compensation for the damage caused to him in the agreed form. As for electricity, the impact of consumers on its quality, the role of consumers in the deterioration of voltage quality and the damage caused by them complicates the procedure [1].

There can be several consumers at the common connection point of the electrical network. In this case, the quality indicators of electricity will be the same for them. In this case, the effect of each of the consumers on the voltage disturbance may be different. If the power quality indicators do not meet the requirements, it is important to correctly assess the impact of each consumer on the power quality indicator and identify the consumers that degrade the power quality indicator to an unacceptable level.

One of the important tasks of electric power is to regulate the quality of electricity according to the characteristics of the three-phase voltage system, such as non-sinusoidality and asymmetry.

Failure to comply with the requirements of the quality indicators of electric energy (EESK), shortening the service life of electrical equipment, failure, increasing wastage of electricity and the appearance of low-quality products, leads to great material damage due to improper operation of relay protection devices.

There are many approaches to the problem of assessing the effect of consumers on voltage disturbances at the common connection point. Some of them allow only a

qualitative assessment of the impact of consumers and determine the positive or negative nature of their impact on the quality of electricity. It allows to create a methodology of consumers that influence the quality of electricity to regulate the quality of electricity.

Voltage characteristics such as voltage distortion, nonsinusoidality, and nonsymmetry are understood to be used to describe the problem of assessing the impact of consumers on the quality of electricity. Voltage distortion is the voltage of n-harmonic constituents or reverse sequence (or zero sequence) voltage.

The method of assessing the impact on the quality of electricity by the power of consumers is given in the normative document used to analyze the causes of the deterioration of the quality indicators of electricity at the common connection point, and is carried out when determining the sources of disturbances with non-sinusoidal voltage and voltage asymmetry:

In this case, it is proposed to distinguish objects that are consumers of electricity, which affect the non-sinusoidal voltage at the common connection point. To identify such objects:

1) the value of  $a$  is determined in percentages by the ratio of the permissible  $S_{рух}$  power of the object to the minimum short-circuit power  $S_{кт.мин}$  at the common connection point.

$$a = \frac{S_{рух}}{S_{кт.мин}} \cdot 100\% \quad (1)$$

Permissible values  $a_{рух}$  of  $a_{рух}$  for a common connection point in electrical networks:

- 6 kV and above -  $a_{рух}$  from 0.3%;
- 0.22/0.38 kV -  $a_{рух}$  should not exceed 0.2%.

If  $a \leq a_{рух}$ , the object in question belongs to the group of electric consumers with an electric current that does not affect the non-sinusoidal voltage at the common connection point.

If  $a > a_{рух}$ , it will be necessary to determine the total installed power of breaking the electric consumer with the nonlinear  $S_{буз}$ , the volt-ampere characteristic, based on the constituents of the object's power.

2) the value of  $a_1$  is calculated in percentages as a ratio of the total installed power of the object's electrical consumers to the minimum short-circuit power  $S_{кт.мин}$  at the common connection point of  $S_{рух}$ :

$$a = \frac{S_{буз}}{S_{кт.мин}} \cdot 100\% \quad (2)$$

If  $a \leq a_{рух}$ , then this object belongs to the group of objects that disturb the electric current, which does not affect the non-sinusoidal voltage in the electrical consumers belonging to it.[4]

If  $a > a_{рух}$ , this object belongs to the group of objects that generate non-sinusoidal voltage at the common connection point of the considered electric consumers.

This method of identifying consumers that violate the quality of voltage does not take into account the probability of significant high harmonics in the operation of even a small power nonlinear consumer when resonance occurs in the network outside the consumer.

Thus, when there are several consumers at the common connection point of the electrical network, the quality indicators of electricity are the same for all consumers, but the impact of each electricity consumer on voltage disturbances may be different. In this case, if the quality of electricity does not meet the requirements of GOST, it shows the need to strictly assess the impact of consumers and develop methods that identify electricity receivers that have a bad effect on the quality of electricity.

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**REACTIVE POWER COMPENSATION**

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**Annotation:** *The main task of power engineers is to provide consumers of electricity and consumers of industrial enterprises with high-quality and uninterrupted electricity. Reactive power compensation is important for improving power quality. Therefore, several methods of reactive power compensation are considered below.*

**Key words:** *reactive power, synchronous compensator, excitation current, capacitor banks, electrical network.*

**Аннотация:** *Основной задачей энергетиков является обеспечение потребителей электроэнергии и потребителей промышленных предприятий качественной и бесперебойной электроэнергией. Компенсация реактивной мощности важна для повышения качества электроэнергии. Поэтому ниже рассматриваются несколько способов компенсации реактивной мощности.*

**Ключевые слова:** *реактивная мощность, синхронный компенсатор, ток возбуждения, конденсаторные батареи, электрическая сеть.*

*In the current period, the main task is to provide electricity to consumers and consumers of industrial enterprises with high-quality and uninterrupted electricity. Reactive power compensation is believed to improve power quality. Currently, electrical loads consume 60-65% of the total reactive power, asynchronous motors 20-25%, overhead power lines, reactors, transformers 10%. Currently, the consumption of reactive power is increasing, in some enterprises the active reactive load is 130%. % in relation to the load Ensuring reactive power balance leads to an improvement in the quality of electrical energy.*

**TECHNICAL MEANS OF REACTIVE POWER COMPENSATION INCLUDE: CAPACITOR BANKS, SYNCHRONOUS COMPENSATORS, STATIC REACTIVE POWER SOURCES WITH VALVES**

**SYNCHRONOUS COMPENSATOR**

*. Widely used as an electric drive for mechanisms operating with a synchronous motor. While consuming active power, it can simultaneously produce reactive power (in overexcitation mode) or consume it (in underexcitation mode). The cost of SM is higher, but lower than the cost of an asynchronous motor of the same power with a compensation device, which allows one to obtain an equivalent voltage regulation effect. The connection diagram for a synchronous motor is the same as for a synchronous compensator.*