O’ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

SAMARQAND DAVLAT UNIVERSITETINING KATTAQO‘RG‘ON FILIALI



TA’LIM JARAYONIGA RAQAMLI TEXNOLOGIYALAR VA ZAMONAVIY USULLARNI JORIY ETISH MUAMMOLARI

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MATERIALLARI TO‘PLAMI

2024-YIL 18-19-APREL

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“TA’LIM JARAYONIGA RAQAMLI TEXNOLOGIYALAR VA ZAMONAVIY USULLARNI JORIY ETISH MUAMMOLARI”

mavzusidagi respublika miqyosidagi ilmiy-amaliy konferensiyasi

MATERIALLAR TO‘PLAMI

ARTEX NASHR

Kattaqo’rgo’n sh. 18-19 aprel, 2024 yil

“Ta’lim jarayoniga raqamli texnologiyalar va zamonaviy usullarni joriy etish muammolari” mavzusidagi respublika ilmiy-amaliy konferensiyasi: materiallar to’plami. Kattaqo‘rg‘on, 18-19-aprel, 2024 yil.

Ushbu respublika ilmiy-amaliy anjumani Samarqand davlat universitetining Kattaqo‘rg‘on filialida 2024-yil, 18-19 aprel kunlari O‘zbekiston Respublikasi Prezidentining “Ma’muriy islohotlar doirasida oliy ta’lim, fan va innovatsiyalar sohasida davlat boshqaruvini samarali tashkil qilish chora-tadbirlari to‘g‘risida”gi 2023-yil 4-iyuldagi PQ-200 qarori 9-bandiga asosan xalqaro ilmiy-texnik hamkorlik ko‘lamini kengaytirishga qaratilgan xalqaro va respublika miqyosidagi ilmiy anjumanlar, simpoziumlar, seminarlar va boshqa ilmiy hamda ilmiy-texnik tadbirlarning o‘z vaqtida samarali o‘tkazilishi hamda Oliy ta’lim, fan va innovatsiyalar vazirining 2024-yil 20-martdagi “2024-yilda qo‘shimcha o‘tkaziladigan xalqaro va respublika miqyosidagi ilmiy va ilmiy-texnik tadbirlar to‘g‘risida”gi 76-son buyrug‘i ijrosi va Samarqand davlat universitetining Kattaqo‘rg‘on filiali direktorining 2024 yil 20-martdagi **“Ta’lim jarayoniga raqamli texnologiyalar va zamonaviy usullarni joriy etish muammolari”** mavzusidagi respublika ilmiy-amaliy konferensiyasini o‘tkazish to‘g‘risidagi 30-ij sonli buyrug‘i asosida tashkil etilgan.

Ta’lim jarayonlarini raqamli texnologiyalar asosida individuallashtirish, masofaviy ta’lim xizmatlarini rivojlantirish, vebinar, onlayn, «blended learning», «flipped classroom» texnologiyalarini amaliyotga keng joriy etish bo‘yicha xulosa va takliflar tayyorlashga asoslangan hamda xorijiy oliy ta‘lim muassasalari, ilmiy tekshirish va sohadagi ilmiy markazlarning yetakchi mutahassislari, olimlari, professor-o‘qituvchilari, doktorantlari, mustaqil tadqiqotchi, magistr va iqtidorli talabalari, shuningdek, ishlab chiqarish va sanoat korxonalarining mutahassislari tomonidan olib borilayotgan tadqiqot ishlari natijalari keltirilgan.

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Samarqand davlat universitetining Kattaqo‘rg‘on filialining 2024-yil 29-apreldagi 9-son Kengash qarori bilan tasdiqlangan.

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SO‘Z BOSHI

Mamlakatimizda so‘nggi yillarda raqamli texnologiyalar iqtisodiyotning, sanoatning, umuman olganda hayotimizning deyarli barcha sohalarida tobora ko‘proq foydalanilmoqda.

O‘zbekiston Respublikasi Prezidentining 08.10.2019 yildagi PF-5847-son "O‘zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida"gi farmoni asosida. raqamli iqtisodiyot uchun yuqori malakali muhandis-texnik kadrlar tayyorlash tizimini tashkil etish, zamonaviy axborot-kommunikatsiya texnologiyalari va ta’lim texnologiyalarining mustahkam integratsiyasini ta’minlash, bu borada pedagog kadrlarning kasbiy mahoratini uzluksiz rivojlantirib borish uchun qo‘shimcha sharoitlar yaratilishi ko‘zda tutilgan.

Jumladan:

Jismoniy va yuridik shaxslarga ko‘rsatiladigan davlat xizmatlarining yuqori sifat darajasida tezkor ravishda, yagona standartlar asosida ko‘rsatilishi;

Davlat va jamiyat o‘rtasidagi o‘zaro munosabatlarda, fuqarolarning davlat hokimiyati organlarining faoliyatiga oid axborotlar bilan uzluksiz ta’minlanishi;

Davlat hokimiyatining ichki strukturalarida, hukumat organlarining turli bo‘g‘inlarida, tashkilot va muassasalarda idoralararo ichki munosabatlarda samaradorlikni ortishiga erishilmoqda.

Umuman olganda bugungi kunda iqtisodiyot, sanoat va texnikaning barcha yo‘nalishlari rivojlanayotganligini barobarida, ilm-fan sohasida ham raqamli texnologiyalar qo‘llanishi sohaning keyingi yangi yutuqlarini o‘zida joriy etish orqali yanada takomillashib, mukammallashib borishi tabiiy. Bugungi Samarqand davlat universitetining Kattaqo‘rg‘on filialida o‘tkazilayotgan ushbu “**Ta’lim jarayoniga raqamli texnologiyalar va zamonaviy usullarni joriy etish muammolari” mavzusidagi respublika ilmiy-amaliy** konferensiyasi ham ta’lim sohasidagi muammolar hamda yutuqlarini muhokama qilish va xulosalar chiqarish uchun muhim hisoblanadi.

Kattaqo‘rg‘on shahar hokimi, senator
Alimova Gavxar Zayirovna

EXPLORING LINGUISTIC FEATURES FOR READABILITY ASSESSMENT IN KOREAN LANGUAGE TEXTS USING NATURAL LANGUAGE PROCESSING

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ABSTRACT. This study examines the structural characteristics and linguistic complexity of Korean language texts, utilizing descriptive statistics to analyze various linguistic features. The dataset comprises a diverse range of texts sourced from multiple domains. Descriptive statistics reveal key insights into the distribution and variability of linguistic features, including total sentences, words, syllables, and characters and their derived metrics.–Furthermore, readability indices such as Flesch Reading Ease and Flesch-Kincaid Grade Level are computed, providing further insights into text readability levels. The results highlight the variability in text length, sentence structure, and linguistic complexity across the dataset. Findings suggest that average syllables, sentences, and words and their derived metrics significantly influence readability levels. Additionally, this investigation underscores the utility importance of NLP methodologies in understanding and enhancing readability assessment and comprehension in Korean language contexts.

Keywords-Natural Language Processing, readability, Flesch Reading Ease, Flesch-Kincaid Grade Level, English text, Korean text.

INTRODUCTION. The exploration of linguistic features and readability assessment in Korean language education materials stands at the intersection of a rich historical legacy and contemporary educational imperatives. Over the decades, scholars and educators have embarked on an exploration to solve the intricacies of Korean language texts, seeking to enhance their accessibility and effectiveness in pedagogical settings.

Historically, the evolution of Korean language education materials has been deeply intertwined with broader sociopolitical and cultural shifts. From the early efforts to standardize the Korean writing system, Hangul, in the 15th century under the reign of King Sejong the Great, to the modernization initiatives during the late 19th and early 20^{th} centuries, the development of educational materials has mirrored the dynamism of Korean society.

Understanding the structural characteristics and linguistic complexities of texts is capital for effective teaching and learning. This study aims to illuminate the intricacies of Korean language materials through a comprehensive analysis of various linguistic features.

The investigation explores diverse texts sourced from multiple domains, based on descriptive statistics, the study examines the distribution and variability of linguistic elements

within these texts. Key metrics such as total sentences, words, syllables, and characters, alongside their derived indices, are subjected to rigorous analysis.

The aim of this study is the evaluation of readability indices, including the Flesch Reading Ease and Flesch-Kincaid Grade Level. These indices serve as valuable tools for assessing the accessibility and comprehension levels of texts, providing crucial understanding into their readability.

The findings of this investigation shows significant variations in text length, sentence structure, and linguistic complexity across the dataset. Notably, the study highlights the impact of average syllables, sentences, and words, and their derived metrics on the readability levels of texts.

Moreover, this study emphasizes the Natural Language Processing (NLP) methodologies in clarifying the complexities of Korean language materials. By utilizing NLP tool, educators and researchers can gain deeper analysis ɨ into readability assessment and comprehension, thus facilitating more effective language education practices in Korean contexts.

In essence, this study serves as a guideline towards a better understanding and enhancement of readability assessment and comprehension in the domain of Korean language education. Through these reanalysis and findings, our research will contributes to linguistic complexities and readability in Korean language materials.

OBJECTIVE. The objective of this study is to analyze the linguistic features and assess the readability of Korean language texts using descriptive statistics and readability indices. The study aims to characterize various linguistic aspects of Korean texts, including total sentences, words, syllables, and characters, as well as derived metrics such as average syllables, sentences, and words . Additionally, the study seeks to compute readability indices, such as Flesch Reading Ease and Flesch-Kincaid Grade Level, to provide insights into the readability levels of the texts.By achieving these objectives, the study aims to contribute to our understanding of Korean language texts and their linguistic characteristics, as well as their accessibility and comprehension difficulty. The findings of this study can inform the development of more accessible and comprehensible Korean language materials, facilitating effective communication and learning outcomes in Korean language education and communication contexts.

METHODOLOGY. The methodology used in this research follows a systematic and comprehensive approach to assess how linguistic features affects the readability of content. It focuses specifically on Korean text. The steps involved in the proposed algorithm are shown in Figure 1. The key steps of the methodology are outlined below:

1-Data Collection: A diverse corpus of Korean language texts is collected from various sources, including academic papers, legal documents, and educational materials. The dataset encompasses a range of genres and topics to ensure representativeness.

2-Preprocessing: The collected texts undergo preprocessing steps to clean and prepare the data for analysis. This includes removing special characters, punctuation, and non-Korean characters, as well as tokenization to break the texts into individual words and sentences.

3-Linguistic Feature Extraction: Linguistic features are extracted from the preprocessed texts using Natural Language Processing (NLP) techniques. These features include total sentences, words, syllables, and characters, as well as derived metrics such as average syllables, sentences, and words.

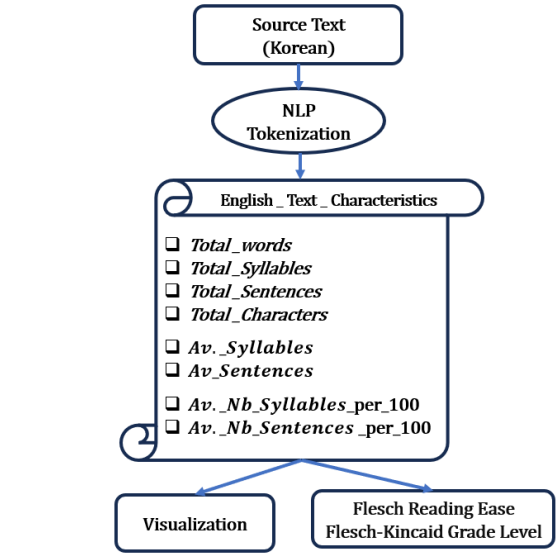
4-Descriptive Statistics: Descriptive statistics are computed to characterize the distribution of linguistic features in the dataset. This includes calculating measures such as minimum, maximum, mean, and standard deviation for each linguistic feature, .

5-Readability Assessment: Readability levels of the Korean language texts are assessed using established readability formulas or indices, such as the Gunning Fog Index, Flesch-Kincaid Grade Level, or Coleman-Liau Index. These formulas estimate the readability of a text based on its linguistic features.By following this methodology, the study aims to provide a comprehensive

analysis of the relationship between linguistic features and readability in Korean language texts, contributing to a deeper understanding of readability dynamics in the Korean language context.

Table I Descriptive statistics for Korean Language

Variables (Y_i)	**Description**	**Descriptive Statistics**			
Y_1	Total _ Sentences	**Min**	**Ma9**	**Mean**	**Std**
Y_2	Total _Words	1	4	2	1
Y_3	Total _ Syllables	49	296	123	44
Y_4	Total _Characters	87	554	238	91
Y_5	Average _ Syllables= Y_3 / Y_2	85	551	235	90
Y_6	Average _ Sentences= (Y_1) / (Y_2)	2	3	2	0.39
Y_7	Average _Words= (Y_2) / (Y_1)	1	4	2	1
Y_8	Average_Sentences_per_100_Words= (Y_1) / (Y_2)*100	2450	15500	7358	3298
Y_9	Average_Words_per_100_Sentences= (Y_7)*100	160	331	195	39
Y_{10}	Syllables_per_100_Words= (Y_5)*100	41.9	117.67	107.11	13.19



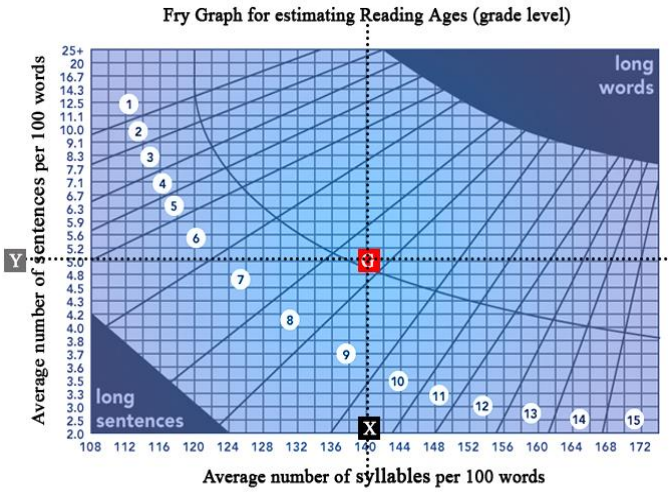


Figure. 1 Steps used in the proposed algorithm Figure 2 Fry Graph [1,2,3]

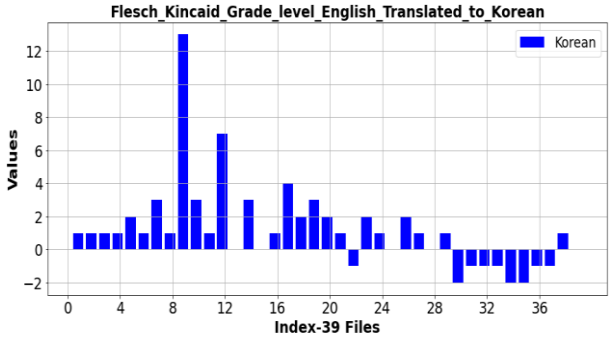


Figure.3.Flesh Kincaid Grade Level for 39 files

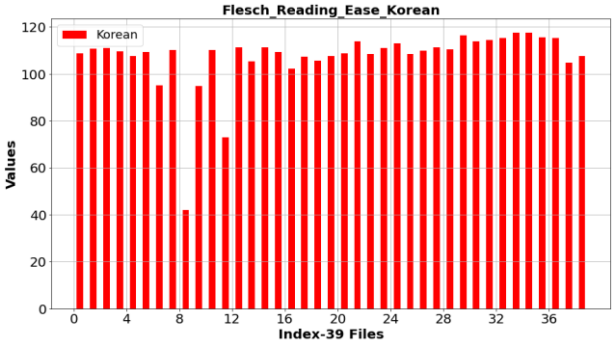


Figure.4. Flesh Reading Ease Koran for 39 files

SIMULATION RESULTS AND DISCUSSION.

Flesch reading ease

In the Flesch Reading Ease test, higher scores signify material that is easier to read, while lower scores indicate passages that are more challenging to read. Scores can be interpreted using the following Flesch Reading Ease Score (FRES) [1,2,3]:

$$206.835 - 1.015\left(\frac{\text{total}_{\text{words}}}{\text{Total}_{\text{sentences}}}\right) - 84.6\left(\frac{\text{total}_{\text{Syllabes}}}{\text{total}_{\text{words}}}\right) \quad (1)$$

Flesch–Kincaid grade level

These readability tests find widespread use in the field of education. The Flesch–Kincaid Grade Level Formula provides a score in terms of a U.S. grade level, facilitating educators, parents, librarians, and others in assessing the readability level of different books and texts. Additionally, the grade level can signify the number of years of education typically needed to comprehend the text, particularly when the formula yields a number greater than 10. The grade level is calculated using the following formula [1,2,3]

$$0.39\left(\frac{\text{total_words}}{\text{total_sentences}}\right) + 11.8\left(\frac{\text{total_syllables}}{\text{total_words}}\right) - 15.59 \quad (2)$$

Table I. shows a detailed description of various linguistic features for English (X_i) text , Descriptive statistics .

The results presented in Table I illustrate the characteristics trends of English linguistic features and the Descriptive statistics for Korean language. The results show distinctive patterns in sentence structure, vocabulary, and readability metrics.

Figure 3 and 4 show the Flesh Kincaid grade level for 39 files and Flesh Reading Ease, respectively for 39 files used in this investigation.

Based on the provided variables and descriptive statistics, we can observe several linguistic features and readability measures of text samples. Here's a summary and discussion of the findings:

1.Linguistic Features Analysis: The range of total sentences per text varies from 1 to 4, indicating diversity in sentence structure across the dataset. Total words in the texts range from 49

to 296, reflecting variability in text length and complexity. Similarly, the total syllables and characters exhibit a wide range, indicating differences in linguistic complexity among the texts. The average syllables per word, averaging around 2 with a standard deviation of 0.39, suggest a relatively consistent syllable-to-word ratio across the dataset. The average sentences per word also show consistency around 2, with a standard deviation of 1, indicating a moderate level of sentence complexity. However, the average words per sentence vary significantly, with a mean of 7358 and a standard deviation of 3298, suggesting substantial variability in sentence length.

2.Readability Assessment: The Flesch Reading Ease scores range from 42 to 118, with a mean of 107 and a standard deviation of 13. These scores suggest that the majority of the texts fall within the range of fairly easy to read. Conversely, the Flesch-Kincaid Grade Level scores range from -2 to 13, with a mean of 1 and a standard deviation of 3. The negative scores are likely outliers and should be further investigated. Overall, the Flesch-Kincaid Grade Level scores indicate that the texts are generally at a low to moderate reading level, which aligns with the findings from the Flesch Reading Ease scores.

3.Interpretation of Findings: The findings suggest that the Korean language texts in the dataset exhibit variability in linguistic features and readability levels. While the texts have a consistent syllable-to-word ratio and sentence complexity, there is significant variability in text length and readability. The majority of the texts are fairly easy to read, as indicated by the Flesch Reading Ease scores, but there are exceptions with lower readability levels that warrant further investigation. Overall, the findings underscore the importance of considering both linguistic features and readability levels in assessing the accessibility and comprehension difficulty of Korean language texts.

4.Limitations and Future Directions: Possible limitations of the study include the representativeness of the

dataset and the accuracy of the readability formulas used.

Future research could explore additional linguistic features and conduct qualitative analyses to gain deeper

insights into text comprehension in Korean language texts.

Moreover, investigating the factors influencing readability levels and exploring strategies to improve text accessibility and comprehension would be valuable areas for further investigation.In conclusion, the discussion highlights the variability in linguistic features and readability levels of Korean language texts, emphasizing the importance of considering both aspects in text assessment and comprehension.

CONCLUSION. This study has provided a comprehensive analysis of the structural and linguistic characteristics of Korean language texts, based on descriptive statistics and readability indices. The examination of various linguistic features, including total sentences, words, syllables, and characters, revealed significant variability across the dataset. Additionally, derived metrics such as average syllables, sentences, and words highlight text complexity and readability.

The findings suggest that Korean language texts exhibit diverse linguistic patterns, with differences in text length, sentence structure, and linguistic complexity observed across different genres and domains. Furthermore, the computation of readability indices such as Flesch Reading Ease and Flesch-Kincaid Grade Level provides understanding into the readability levels of the texts, indicating their accessibility and comprehension difficulty.

Overall, this study contributes to our understanding of Korean language texts and their linguistic characteristics, providing valuable analysis and comprehension for educators, linguists, and researchers. The findings can inform the development of more accessible and comprehensible Korean language materials, facilitating effective communication and learning outcomes in Korean language education and communication contexts. Moving forward, further research could explore additional linguistic features and examine the relationship between linguistic complexity and text comprehension in greater depth.

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EXPLORING LINGUISTIC FEATURES AND READABILITY MEASURES: AN ANALYSIS OF ENGLISH TEXT SAMPLES IN NATURAL LANGUAGE PROCESSING

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ABSTRACT. This study investigates linguistic features and readability measures in text samples using a range of variables derived from textual analysis. Natural language processing (NLP) algorithms can be employed to analyze linguistic features, calculate readability scores, and provide feedback on text complexity. The variables include counts of total sentences, words, syllables, and characters, along with derived metrics such as average syllables per word, average sentences per 100 words, and syllables per 100 words. Additionally, readability metrics such as the Flesch Reading Ease score and Flesch-Kincaid Grade Level are examined. Descriptive statistics are utilized to analyze these variables across a dataset comprising multiple text samples. Results reveal considerable variability in sentence structure, word complexity, and overall readability among the samples. Notably, the average number of sentences, words, and syllables per sample varies, indicating diversity in textual characteristics. Moreover, readability scores exhibit a broad range, suggesting discrepancies in the ease of comprehension across the text corpus. Overall, this study provides insights into the linguistic properties and readability of text samples, highlighting the importance of considering multiple metrics for comprehensive text analysis.

Keywords. Natural Language Processing, readability, Flesch Reading Ease, Flesch-Kincaid Grade Level, English text.

INTRODUCTION. In the domain of text analysis, understanding the complex relationship between linguistic features and readability measures is capital. This dynamic field, often at the intersection of linguistics and computational sciences, seeks to solve the complexities in written communication, to assessing the accessibility of written content, researchers and practitioners are

continually engaged in exploring the varied of linguistic analysis and readability evaluation of linguistic analysis and readability assessment.

The examination of linguistic features include a broad spectrum of elements ranging from syntactic patterns and lexical choices to discourse coherence and stylistic conventions. Moreover, the incorporation of readability measures and analysis, focusing on the ease with which texts can be comprehended by diverse audiences. By quantifying factors such as sentence complexity, vocabulary difficulty, and overall coherence, readability metrics serve as valuable tools for evaluating the accessibility and effectiveness of written communication.

Within this context, the application of these analytical approaches in natural language processing (NLP) has garnered significant attention. NLP techniques, powered by advances in machine learning and computational linguistics, enable the automated extraction of linguistic features and the computation of readability scores on a vast scale. This intersection of computational methods with linguistic analysis not only facilitates the efficient processing of large corpora but also opens new research area for understanding the nuances of human language.

In this study, We explore the complexities of analyzing linguistic attributes and readability indicators within texts., with a particular focus on their implications in natural language processing. Through a systematic exploration of various metrics and methodologies. Our goal is to clarifier the fundamental mechanisms that underlie textual comprehension and communication. By uncovering the synergies between linguistic analysis and readability assessment, we seek to contribute to the development of more robust and effective approaches for text analysis and NLP applications.

Moreover, the significance of this research extends beyond theoretical inquiry, as it holds practical implications for a wide fields and industries. In education, understanding the linguistic features and readability of educational materials is crucial for designing curriculum materials that that address a variety of learning requirements and needs. Similarly, in healthcare, ensuring that medical information is presented in a clear and accessible manner can enhance patient understanding and compliance with treatment plans.

Furthermore, in the domain of digital communication, such as social media and online journalism, the ability to assess readability and linguistic complexity is essential for effectively engaging audiences and delivering information. and facilitates meaningful interactions with users with linguistic analysis and readability assessment, to effectively communicate, messages, ideas and information.

In legal contexts, where precise language is capital, analyzing linguistic complexity and readability in legal texts can aid in drafting legislation and contracts that are both legally sound and easily understandable to stakeholders.

Similarly, in public policy, assessing the readability of governmental documents can promote transparency and civic engagement by ensuring that citizens can comprehend and participate in the policymaking process.

exploring linguistic features and readability measures in texts, indicators within texts, we recognize the interdisciplinary nature of this complex domain. from linguistics, cognitive psychology, computer science, and beyond, we aim to clarifier the complexity of written communication. Through collaborative efforts and rigorous inquiry, we attempt to contribute to the advancement of knowledge in this field.

In the subsequent sections of this paper, we will explore specific methodologies for analyzing linguistic features and readability measures, examine their applications in various domains, and discuss future research and innovation. By illuminating the underlying principles and practical implications of text analysis, we expect to inspire further exploration and discovery in this dynamic area of inquiry.

OBJECTIVE. The primary objective of this study is to analyze linguistic features and readability measures across a diverse set of text samples. Specifically, the study aims to:

Examine Linguistic Features: Investigate variables such as total sentences, words, syllables, and characters in the text samples to gain insights into their structural properties.

Evaluate Readability Measures: Utilize established readability metrics, including the Flesch Reading Ease score and Flesch-Kincaid Grade Level, to assess the readability and accessibility of the text samples.

Explore Relationships: Investigate potential relationships between linguistic features and readability measures to understand how textual characteristics influence readability.

Provide Insights: Offer insights into the complexity and accessibility of written communication, informing educational practices, content creation strategies, and computational text analysis techniques.

By fulfilling these objectives, the study seeks to contribute to the broader understanding of textual complexity and readability assessment, with implications for fields such as education, communication, and natural language processing.

METHODOLOGY. The methodology used in this research follows a systematic and comprehensive approach to assess how linguistic features affects the readability of content. It focuses specifically on English text. The steps involved in the proposed algorithm are shown in Figure 1. The key steps of the methodology are outlined below: **Data Collection:**A diverse set of text samples is collected from various sources, representing different genres, topics, and styles. These samples encompass a range of textual complexity levels to ensure a comprehensive analysis.

Variable Identification: Linguistic features and readability measures are identified as key variables for analysis. These include total sentences, words, syllables, and characters, as well as derived metrics such as average syllables per word and readability scores.

Descriptive Statistics: Descriptive statistics are computed for each variable, including measures of central tendency (mean) and variability (standard deviation), as well as minimum and maximum values. This provides an overview of the distribution and characteristics of the data.

Readability Assessment: Readability metrics, such as the Flesch Reading Ease score and Flesch-Kincaid Grade Level, are calculated for each text sample. These metrics quantify the ease of comprehension and grade level required to understand the texts, respectively.

Data Analysis: Statistical analysis techniques, such as correlation analysis, are employed to explore relationships between linguistic features and readability measures. This helps uncover patterns and associations that may exist within the data.

Interpretation: The findings are interpreted in the context of existing literature on textual complexity and readability assessment. Implications for education, communication, and computational text analysis are discussed, drawing on insights gained from the analysis.

Limitations: Potential limitations of the study, such as sample size constraints or the representativeness of the text samples, are acknowledged. Suggestions for future research directions are provided to address these limitations and further enhance understanding in the field.

By following this methodology, the study aims to systematically analyze linguistic features and readability measures in text samples, contributing to a deeper understanding of textual complexity and accessibility.

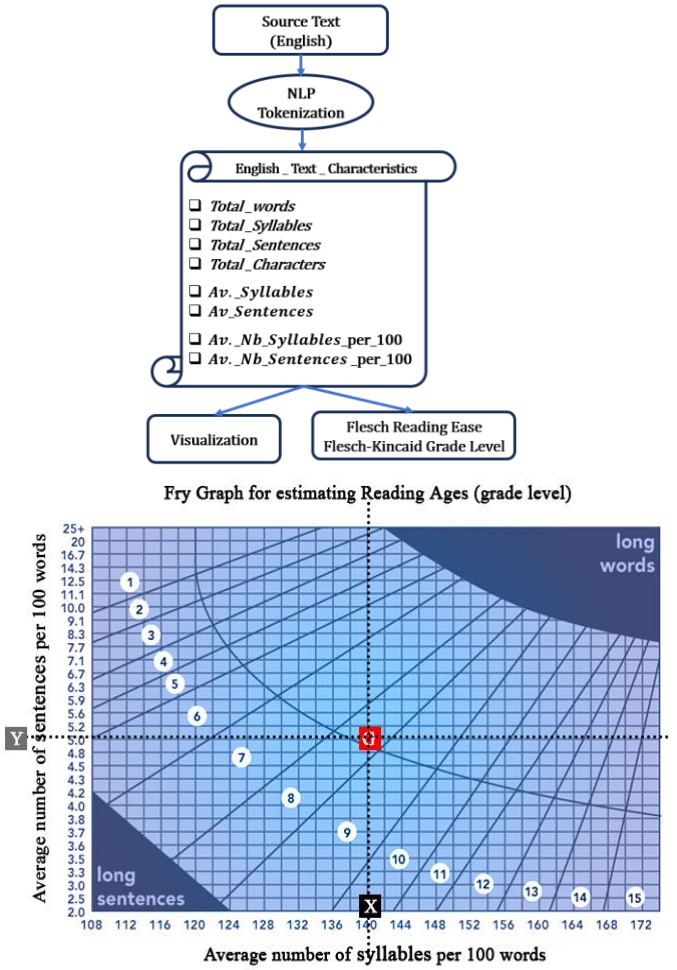


Figure 1 Steps used in the proposed algorithm Figure 2 : Fry Graph

Table I Descriptive statistics for Korean Language

Variables (X_i)	**Description**	**Descriptive Statistics**			
X_1	Total _ Sentences	**Min**	**Maen**	**Mean**	**Std**
X_2	Total _Words	1	4	2	1
X_3	Total _ Syllables	49	296	123	44
X_4	Total _Characters	87	554	238	91
X_5	Average _ Syllables= X_3 / X_2	85	551	235	90
X_6	Average _ Sentences= (X_1) / (X_2)	2	3	2	0.39
X_7	Average _Words= (X_2) / (X_1)	1	4	2	1
X_8	Average_Sentences_per_100_Words= (X_1) / (X_2)*100	2450	15500	7358	3298
X_9	Average_Words_per_100_Sentences= (X_7)*100	160	331	195	39
X_{10}	Syllables_per_100_Words= (X_5)*100	41.9	117.67	107.11	13.19

Simulation Results and Discussion

Flesch reading ease

In the Flesch Reading Ease test, higher scores signify material that is easier to read, while lower scores indicate passages that are more challenging to read. The formula for calculating the Flesch Reading Ease Score (FRES) test is [1, 2,3]:

$$206.835 - 1.015\left(\frac{\text{total}_{\text{words}}}{\text{Total}_{\text{sentences}}}\right) - 84.6\left(\frac{\text{total}_{\text{Syllabes}}}{\text{total}_{\text{words}}}\right) \quad (1)$$

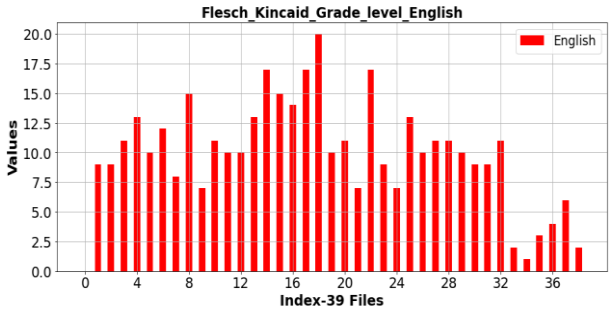


Fig. 2. Flesh Kincaid grade level for 39 files

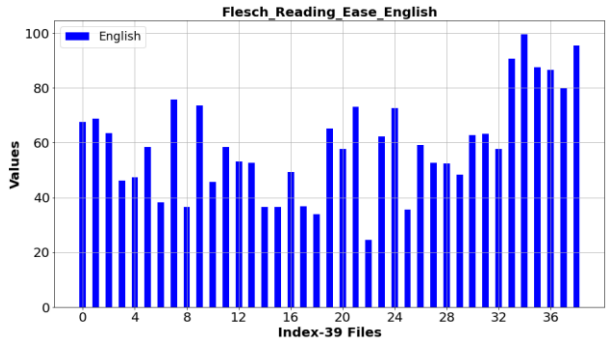


Fig. 3. Flesh Reading Ease

Flesch–Kincaid grade level

These readability tests find widespread use in the field of education. The Flesch–Kincaid Grade Level Formula provides a score in terms of a U.S. grade level, facilitating educators, parents, librarians, and others in assessing the readability level of different books and texts. Additionally, the grade level can signify the number of years of education typically needed to comprehend the text, particularly when the formula yields a number greater than 10. The grade level is calculated using the following formula[1, 2,3]

$$0.39\left(\frac{\text{total_words}}{\text{total_sentences}}\right) + 11.8\left(\frac{\text{total_syllables}}{\text{total_words}}\right) - 15.59 \quad (2)$$

Fig. 2 depicts a graphical representation illustrating the Fry grade level [1].

Table I. shows a detailed description of various linguistic features for English (X_i) text , Descriptive statistics .

The results presented in Table I illustrate the characteristics trends of English linguistic features and the Descriptive statistics for Korean language. The results show distinctive patterns in sentence structure, vocabulary, and readability metrics.

Figure 3 and 4 show the Flesh Kincaid grade level for 39 files and Flesh Reading Ease, respectively for 39 files used in this investigation.

Based on the provided variables and descriptive statistics, we can observe several linguistic features and readability measures of text samples. Here's a summary and discussion of the findings:

The total Sentences X_1: The average number of sentences in the text samples is 6, with a minimum of 2 and a maximum of 15. This indicates variability in sentence length across the samples.

Total Words X_2: The average number of words in the text samples is 120, with a range from 55 to 269. This provides an indication of the overall length of the text samples.

Total Syllables X_3: The average number of syllables in the text samples is 172, ranging from 78 to 420. This reflects the complexity of the vocabulary used in the samples.

Total Characters X_4: The average number of characters in the text samples is 238, with variations from 87 to 554. This measure gives an insight into the overall textual density.

Average Syllables X_5: The average syllables per word is 1, indicating that most words in the text samples have one syllable.

Average Sentences X_6: The average sentences per word is 5, suggesting that, on average, each word is part of 5 sentences.

Average Words X_7: The average words per 100 sentence is 2445, varying from 833 to 5375. This metric helps understand the sentence structure and complexity.

Average Sentences per 100 Words X_8: The average sentences per 100 words is 144, ranging from 114 to 173. This measure aids in assessing the text's readability and coherence.

Average Words per 100 Sentences X_9: The average words per 100 sentences is 59, with values spanning from 24 to 100. This provides insights into the density of content within the text samples.

Syllables per 100 Words X_{10}: The average syllables per 100 words is 10, with values ranging from 1 to 20. This measure offers an indication of the linguistic complexity and readability of the text samples.In summary, the provided variables and descriptive statistics offer comprehensive insights into the linguistic features and readability measures of the text samples. These measures can be utilized for further analysis and comparison across diverse textual contexts, aiding in understanding text complexity and readability.

Variability in Text Length: The wide range observed in the total number of sentences (Min: 2, Max: 15) and total words (Min: 55, Max: 269) indicates significant variability in text length across the samples. This suggests that some texts are more concise and succinct, while others are more expansive and detailed.

Word Complexity and Syllable Counts: The average number of syllables per word remains relatively constant around 1, indicating that, on average, words have one syllable. However, the wide range of total syllables (Min: 78, Max: 420) suggests variability in word complexity across the samples. Texts with higher total syllables may contain longer and more complex words, potentially affecting readability.

Readability Scores: The Flesch Reading Ease scores range from 24.41 to 99.67, with an average of 59.09. Higher scores indicate easier readability, while lower scores suggest greater difficulty. The variability in scores reflects differences in the complexity and accessibility of the text samples. Similarly, the Flesch-Kincaid Grade Level ranges from 1 to 20, with an average grade level of 10, indicating that the texts span a wide range of reading levels.

Implications for Communication and Education: These numerical results have implications for communication and education. Texts with higher readability scores and lower Flesch-Kincaid Grade Levels are likely to be more accessible to a wider audience, including individuals with lower literacy levels. Understanding the relationship between linguistic features and readability can inform content creation strategies aimed at enhancing comprehension and engagement.

Limitations and Future Research: It's important to acknowledge the limitations of the study, such as the potential for sample bias and the reliance on quantitative metrics alone to assess readability. Future research could explore additional factors influencing readability, such as text structure, coherence, and reader characteristics, to provide a more comprehensive understanding

of textual complexity and accessibility.In conclusion, the numerical results highlight the variability in text length, word complexity, and readability across the samples. By examining these metrics, we gain insights into the factors that contribute to the readability and accessibility of written communication, informing strategies for effective content creation and communication.

Textual Diversity and Complexity: The wide variability observed in sentence structure, word complexity, and overall readability underscores the diverse nature of written communication. Texts may range from simple, easily comprehensible content to more complex, technical language depending on factors such as genre, audience, and purpose. Understanding this diversity is crucial for effective communication and catering to the needs of different readerships.

Importance of Readability Metrics: The utilization of readability metrics such as the Flesch Reading Ease score and Flesch-Kincaid Grade Level provides valuable insights into the accessibility of texts. These metrics offer quantitative assessments of text complexity, aiding in the evaluation of readability and informing decisions regarding content creation, editing, and optimization. By leveraging such metrics, writers and content creators can strive to enhance clarity and comprehension in their materials.

Implications for Education and Literacy: The findings of this study have implications for educational practices and literacy initiatives. By analyzing text samples across various difficulty levels, educators can gain a better understanding of the linguistic features that contribute to readability. This knowledge can inform instructional strategies aimed at improving reading comprehension and literacy skills among students. Additionally, educators can use readability metrics to select appropriate instructional materials tailored to students' proficiency levels.

Computational Text Analysis: The application of computational techniques for text analysis opens up opportunities for automated assessment and optimization of written content. Natural language processing (NLP) algorithms can be employed to analyze linguistic features, calculate readability scores, and provide feedback on text complexity. Such tools have applications in fields such as content creation, editing, and information retrieval, facilitating the production of user-friendly and accessible content across various platforms.

Future Research Directions: Further research in this area could explore additional factors influencing text complexity and readability, such as discourse structure, lexical diversity, and syntactic complexity. Additionally, investigating the impact of text modifications and interventions on readability metrics could provide insights into effective strategies for enhancing comprehension. Moreover, longitudinal studies tracking changes in readability over time or across different editions of texts could offer valuable insights into evolving linguistic norms and reader preferences.

In summary, the analysis of linguistic features and readability measures contributes to our understanding of written communication and its impact on reader comprehension. By examining text samples through quantitative lenses, we can glean insights that inform educational practices, content creation strategies, and computational text analysis techniques, ultimately fostering clearer and more accessible communication in various contexts.

CONCLUSION. The descriptive statistics revealed significant variation in sentence structure, word complexity, and overall readability among the text samples. Notably, the average number of sentences, words, and syllables per sample exhibited considerable diversity, indicating a wide spectrum of textual characteristics. Additionally, the readability scores, as measured by the Flesch Reading Ease score and Flesch-Kincaid Grade Level, demonstrated a broad range, reflecting disparities in the ease of comprehension across the text corpus.

These findings underscore the importance of considering multiple linguistic and readability metrics for a comprehensive understanding of text complexity. Such insights can inform various applications, including education, writing assistance tools, and content optimization for different audiences.

Moving forward, further research could explore the relationship between linguistic features and readability measures in greater depth, considering additional factors such as text genre, topic, and audience demographics. Additionally, the development of computational models leveraging these insights could contribute to enhanced text analysis and natural language processing capabilities.

Overall, this study contributes to the ongoing discourse on textual complexity and readability assessment, highlighting the multifaceted nature of written communication and the need for nuanced analytical approaches in understanding and evaluating text.

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ARTIFICIAL INTELLIGENCE IN COGNITIVE LANGUAGE TEACHING/LEARNING. PROS AND CONS

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Abstract. This article examines the impact of artificial intelligence (AI) on the process of learning foreign languages, with special attention paid to its ability to quickly feedback and personalize learning. The content describes the advantages and disadvantages of artificial intelligence, as well as ways in which it can improve accessibility and flexibility of learning, increase motivation through interactivity and game elements, and contribute to more effective language acquisition through the use of adaptive algorithms. However, possible issues that are being discussed include limitations of AI in understanding cultural context, issues with privacy and data security, and a possible decrease in human interaction.

Keywords: Artificial intelligence, cognitive learning, personalization of education, automatic speech recognition, machine learning in education, interactive learning, data security, adaptive learning.

In the light of rapid technological progress, education technologies must be updated. This is especially true in the field of learning foreign languages, as their importance and popularity have increased significantly recently. It can be noted that the use of artificial intelligence in this area is becoming increasingly important. For example, Google has released a Semantris Game that helps students learn English. Users must compete with AI in matching and creating connections between words.

As noted in the Frontiers in Psychology study, technologies based on artificial intelligence can significantly improve the accessibility and quality of education. AI can increase the effectiveness and motivation of learning by automating assessment, providing instant feedback, and creating adaptive and interactive learning programs [1].

Many advantages of using AI in learning foreign languages include individualized learning paths and continuous adaptation to the level of knowledge and learning speed of each student. The Analytic Steps website says that AI can personalize the learning process and significantly reduce the time and effort required to learn a language by using sophisticated algorithms and data to create a deeper and more involved learning process [2].

In this article, we would like to determine the role of AI in learning foreign languages, how significant it is, and whether AI can replace humans in learning languages. The emphasis is on the rapid development of technology, which will radically change education. Artificial intelligence is

already affecting many areas of our lives, and it is beginning to play an important role in teaching foreign languages. This provides new opportunities for adapting and personalizing curricula to the individual needs of students.

Currently, there is an intensive development in the field of artificial intelligence. AI can now create images, audio, and text with sufficient quality. We need to know how well the system understands natural languages, as given in the article.

There is no definite answer to this question yet. The above-mentioned Semantris uses a fully trainable end-to-end algorithm, which is usually used to work with various natural languages. That is, the neural network independently builds models for working with tokens. Initially, the neural network was trained on examples from natural languages, where for each sentence, phrase, or word a translation, meaning, or other semantic connection was given in advance, for example, an implication or a question-answer pair [3].

The largest and most advanced language model at the moment is GPT-3. It was presented by the American research company Open Air in July 2020. GPT-3 has 175 billion parameters and has been trained on 570 gigabytes of text. By comparison, its predecessor, GPT-2, was more than 100 times smaller, with 1.5 billion parameters. **This increase in scale leads to unexpected behavior: GPT-3 can perform tasks for which it has not been explicitly trained [4]**

However, despite such significant successes, AI skills in building meaningful dialogue are still extremely far from human ones. Although AI can grasp the meaning of simple language formations and even answer them, it is limited by the verbatim nature of its interpretation of the questions. **A computer may know the definition of words, but it does not understand their meaning in a broader context [5].** That is, AI is deprived of the so-called **creative attitude** to the word that a person possesses. A creative attitude to the World and Words is one of the most important skills of a person, which allows him to accurately and wittily conduct a dialogue, and surprise the interlocutor with a bright thought. Remember the Sematic Triangle of Ferdinand de Saussure. Hence, the path to the formation of spelling models, stylistic codes, and rhetorical algorithms. All this makes up the "sense of the word" that makes a person a creator of his word, which accumulates knowledge and skills acquired in contact with a literary (journalistic) text [6].

At the same time, AI has several advantages over a real interlocutor, one of which is the speed of response. It promotes the implementation of a virtual brainstorming or "cyber storm" based on the spontaneity of interaction and the reverse dynamics of an effective collection of common thoughts, while various delays may occur when interacting with a person [7].

But do not forget that AI and bots based on it are capable of supporting only a simple conversation and conducting a discussion only within the framework of correctly selected keywords [7].

Modern bots as a whole are still difficult to call intelligent. Even though advanced machine learning and NLP technologies are used to create them, all of them can cope only with the highly specialized tasks for which they were created. [3].

The Strong Sides of AI in the Teaching/Learning Process:

The advantages of using AI in teaching foreign languages:

- Personalization of learning: AI can determine the preferences and level of knowledge of each student, which allows you to create customized curricula and materials. This makes learning more effective.
- Continuous accessibility: Artificial intelligence-based systems are always available, allowing students to learn a foreign language without time or location restrictions.
- Instant Feedback: AI can provide immediate feedback on exercises and tests, which helps students learn material faster and correct mistakes.
- Interactivity and Game Elements: Game elements that increase student engagement and motivation are a common example of using AI in educational programs and applications.

- Adaptive learning: Artificial intelligence-based systems change the complexity of tasks and the pace of learning according to the student's progress, which leads to a better understanding of the language and improved learning outcomes.

Disadvantages of using AI in teaching foreign languages

- Limited understanding of context: And may sometimes misunderstand linguistic nuances and cultural context, which may mislead students.
- Data privacy concerns: The processing of large amounts of personal data involves the use of AI, which raises concerns about the security and confidentiality of this data.
- Lack of human interaction: Learning a language using artificial intelligence can lead to reduced opportunities for live communication and language practice with native speakers and other students.
- Technology use: Students' ability to think critically and solve problems on their own may deteriorate if they get too involved in technology.
- High cost of support and development: Educational programs are based on and require a lot of money, so their availability may be limited for some students and educational institutions.
- The students can stop creative thinking. Conclusion.

This scientific work shows that, despite the great advantages of teaching foreign languages, you need to be careful and take into account possible limitations and problems. Future training will depend on the balance between technological innovation and the preservation of the human component.

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PROBLEMS OF LANGUAGE ACQUISITION IN BILINGUAL SOCIETY

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Abstract. This paper examines the problems of language acquisition in a bilingual society. Bilingualism is a very common phenomenon in our world. Bilingualism is the ability to speak two languages. It has two types natural (first language) and artificial (second language). Most of the countries are bilingual. They use the state language and official language or the language of the nation that lives there. For sure, there are some advantages and disadvantages of being and living in a bilingual society. According to my observations in my country, there are some difficulties in living in a bilingual society. Problems like code-switching, language rivalry, and psychological problems related to them.

Keywords: Bilingualism, language acquisition, cultural interchange, language rivalry, code-switching, natural bilingualism, artificial bilingualism, state language, official language, interethnic relation, linguistic skills, dominant language.

In our contemporary world, bilingual societies are becoming more widespread as a result of globalization, migration, and cultural interchange. This phenomenon poses distinct problems and possibilities for language development in both children and adults. This article looks at the challenges surrounding language acquisition in a bilingual society. Language rivalry, code-switching, and the influence of language learning on cognitive development will all be discussed extensively.

"Bilingualism refers to the ability to speak two languages. This could refer to someone who was brought up in two different languages (such as someone with parents from different countries), or someone who learns a second language later but achieves fluency in the second language as well as their native language." [1]

Bilingualism can be classified as either natural (unconscious) or artificial (conscious). The first occurs from constant contact between multilingual individuals living in the same region. It presupposes that they have two ways to express themselves in their respective languages. Former Soviet republics often exhibit natural bilingualism. Specialized training can lead to artificial bilingualism. When a person begins to study a foreign language, he already possesses the abilities of one speech that he wishes to transfer to the other language.

Bilingualism also in most cases represents the residence of multilingual people in one country. That is, the country has a state language and an official language, or a state language and languages of various nations. And most countries are now bilingual and multilingual. The world experience of multilingual states shows that bilingualism is the only way to successfully overcome the language barrier, ensuring normal linguistic communication of all members of society, speakers of different languages and different cultures, and serves at the same time as a reliable way to regulate interethnic relations and a means of fostering a sense of tolerance among representatives of different nationalities towards each other.

Knowing and learning two languages from an early age is a huge pro in everyone's life. Being bilingual is one of the advantages of a person and there are many advantages in general. As with every advantage, there are also disadvantages. Here are several advantages of being bilingual. They are linguistic skills, cultural enrichment, more opportunities for study and work, improved cognitive function, and a better understanding of intercultural relations.

Disadvantages or in other words problems of being and acquiring language in a bilingual society. Bilingualism implies knowledge of two languages at the same level, but in fact, this is not the case. Bilinguals will always be dominated by one language. When talking, they always use the language they are comfortable speaking and which they know better than the other. For example,

take the situation that often occurs in Kyrgyzstan. The state language here is Kyrgyz and the official Russian. In most cases, people here speak Russian. And when they switch to Kyrgyz, they have difficulties and begin to add Russian words to their speech.

The reason for all this is that they use the Kyrgyz language only at home and use the Russian language when communicating with society, studying, and working. Russian is the language of all official business, and it has become more convenient for people to use only Russian in all spheres of life. Such a situation can lead to the fact that a person cannot express himself clearly or understand completely in one of the languages. This can be an obstacle to communication and learning. This problem can also affect social adaptation and professional opportunities.

The other problem is switching two languages. "Code-switching is a type of speech strategy in a bilingualism situation, assuming good command of both languages and a high level of competence when there is a transition from one language to another within an utterance. Foreign-language inclusions can serve as ethnic or social identifiers: "O ma foi," he said, " завтра все увидим на поле сражения" (L. Tolstoy). Code-switching is motivated; along with this, code mixing is often found in bilingual speech when switching from one language to another has no motivation. The boundary of codes can even pass inside a closely related phrase so that the definition belongs to one language, the defined belongs to another, the verb belongs to one language (with the appropriate morphology), and the words dependent on it belong to another, etc." [2]

So, this one problem leads to several problems, such as difficulties in choosing a language to communicate in a particular situation, especially if a person is not sure how proficient each of the languages is. Worries about inappropriate use of language in different social contexts, which can cause stress and displeasure. Reduced communication efficiency due to the inability to accurately convey thoughts and emotions in both languages. Loss of coherence in the story or thoughts when switching between languages can lead to misunderstanding of the interlocutors. Separation of personal identity is when a person perceives himself differently in different languages, which can create internal tension and dissonance.

There is always a solution to all problems. In this case, it is necessary to try to actively use both languages in various spheres of life. To do this, you need to develop language flexibility and improve your language-switching skills. For example, translation exercises, telling stories and stories in both languages, and other methods to help develop multilingual skills. Also, carry out various activities to improve and strengthen language skills. In such events, you can practice in various situations. It is also necessary to involve the whole family, educational institutions, and the whole society in all this to develop multilingual communities.

Bilingualism has many advantages, learning languages in a bilingual culture involves unique problems. This article looked at topics such as code-switching difficulty, language dominance in one language over another, and potential identity conflicts. The approach is to actively use both languages across diverse life areas. This may be accomplished by focused exercises, engaging activities, and a collaborative effort from families, educational institutions, and society as a whole. By creating a conducive atmosphere for multilingual growth, these obstacles may be solved allowing individuals to realize the full benefits of bilingualism.

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PRODUCTION OF SPEECH WITH APHASIA PROBLEMS

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Abstract. The article discusses the speech features of aphasia, presenting the current understanding of communication disorders in patients with this disorder. As well as the main aspects of aphasia, including types, causes, symptoms, and treatment methods aimed at improving speech abilities and quality of life of patients with aphasia.

Keywords:Aphasia, cerebral cortex, speech disorder, speech comprehension, motor, sensory, transcortical, glossematics, symptoms, treatment, rehabilitation.

Aphasia.A-absence, phasia (from Greek)-to speak. A breakdown of speech function. A very severe disabling clinical situation develops when the relevant areas of the cerebral cortex are affected.

Causes of aphasia are disorders of cerebral circulation, traumas, tumors, and infectious diseases of the brain. (1)

As a result of aphasia,all language abilities are affected: speaking, comprehension, reading, and writing. Internal thinking and personal and general knowledge may be impaired only to a minor degree. (3)

The major types of aphasia include:

1. Motor aphasia (Broca's aphasia). It is also called Broca's aphasia, after the scientist who first described it.(2)

Motor aphasia is when a person is unable to speak. In motor aphasia, a person has difficulty pronouncing words and phrases, distorts sounds, and has difficulty in reading and writing, although he or she understands speech addressed to him or her. In other words, it is difficult to form and pronounce words due to damage to the area of the brain responsible for the motor aspects of speech.

2. Sensory aphasia (Wernicke's aphasia)

Sensory aphasia is when a person does not understand speech addressed to them.

Sensory aphasia is a common type of aphasia. In such aphasia, the speech areas of the cerebral cortex responsible for understanding speech are impaired. Usually, when we hear speech, without thinking about it, we understand it. This happens by instantly grasping each sound, or phoneme of the language, and then quickly composing these sounds into words. However, in people with sensory aphasia, the part of the brain responsible for this process is damaged. They feel like they have become foreigners because they hear speech but cannot understand it or have difficulty understanding it, especially if it contains complex or abstract words. This can lead to them speaking quickly and incomprehensibly using their own words.

3. Transcortical aphasia is a combination of different types of aphasia caused by extensive damage to the cerebral cortex. Such as:

Afferent aphasia is a condition in which a person is unable to produce a single sound when asked or tasked to do so. This is the most severe form of aphasia when even involuntary pronunciation of a sound is difficult. The main goal of recovery in this case is to teach the person to pronounce speech sounds.

Efferent aphasia, in turn, is characterized by the ability to pronounce individual sounds on demand, but difficulty in combining them into words because of difficulties in switching between sounds. The person may either give up trying to say something, or get stuck on the first sound, or repeat it without being able to move on to the next one. The challenge here is to learn to switch between sounds, given that each requires specific articulation in the speech apparatus.

Acoustic-mnestic aphasia is characterized by the fact that the patient can pronounce sounds, switch between them and understand speech, but has difficulty remembering and retaining

the sequence of words. This makes the construction of phrases difficult, and in severe aphasia the patient may become confused, lost in conversation, fail to complete phrases or substitute words. Another criterion is difficulty in remembering the meaning of a word, for example, the patient may have difficulty visualizing the image of a word in their head. The goal of remedial work in such cases is to restore memory for words and to re-establish the connection between the word and its image.

4. Glossematic aphasia

Gnostic aphasia is a disorder in composing long phrases from different words or not understanding long phrases addressed to him. Also, difficulty in understanding the meaning of words and their combinations is often associated with damage to areas of the brain responsible for semantics.

These types of aphasia have different symptoms and require an individualized approach to treatment and rehabilitation.

In conclusion, aphasia is a complex speech disorder caused by damage to different areas of the cerebral cortex. It is important to recognize that seeking understanding and empathizing with others plays an important role in the recovery process, supporting patients on their journey to return to full communication and daily activities.

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THE PROBLEM OF MACHINE TRANSLATION IN UNRELATED LANGUAGE (ENGLISH AND KYRGYZ LANGUAGE)

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Abstract. This article deals with linguistic difficulties that arise during computer translation of English and Kyrgyz texts. Modern written machine translation contains a large number of inaccuracies that arise due to the linguistic translation of idioms and phraseological units. I will try to explain solutions or some advice

Keywords:computer translation, English and Kyrgyz texts, cultural context, linguistic difficulties, translation of idioms and phraseological units

In recent decades, translators have been actively using computer programs and electronic dictionaries in their work to optimize the translation process. On the one hand, the use of computers and the Internet makes the translator's work easier, but on the other hand, many linguistic problems arising in the machine translation of Russian-English texts have not yet been solved.

Machine translation is the computerized translation of the original text into another language using artificial intelligence. Ordinary languages are difficult enough to encode for further use in automated translation. Currently, translations of texts using computer technologies contain a huge number of linguistic inaccuracies, due to which the general meaning of the translated text is distorted [2]

In this article, we would like to consider automated translations of English and Kyrgyz language texts. It would seem that English texts are easy enough to translate into Kyrgyz since English lacks the category of gender, declension of nouns and adjectives, and simple sentence structure, but due to lexical and grammatical polysemousness, there are difficulties in machine translation. When translating Kyrgyz texts, computer systems make mistakes due to the presence

of a large number of cases, declension of noun parts of speech, and lack of a fixed word order in a sentence [3].

Modern written machine translation is still not ideal, due to the large number of lexical and grammatical inaccuracies it is possible to understand only the general meaning of the text. Several significant linguistic problems arise in the automatic translation of English texts. These problems include the problem of polysemous lexical meanings, syntactic transformations that may cause structural differences in translation, and grammatical constructions consisting of idioms.

Cultural nuances, untranslatable words, and idiomatic expressions present yet another hurdle for machine translation from English to Kyrgyz [4]. Translating idiomatic expressions and culturally specific references requires a deep understanding of both languages' cultures and contexts, which machine translation systems often struggle to achieve. As a result, literal translations may fail to convey the intended meaning or may even produce nonsensical output. For example. The word « Кымыз» we don't have translation, but we can explain closer in meaning Кымыз- is translated as fermented milk. Translation of idioms and phraseological expressions creates significant difficulties [5]. As an example, here are some English phraseological expressions that were translated using a computer program

Example 1. His head swam with the flow of air into his lungs – Анын башы өпкөсүнө аба кирсе, агым менен сүздү **Example 2.** Touch wood-жыгачка тийуу. **Example 3.** To be a smooth water- былмакай суу болуу

The examples translated by a computer program show that machine translation should be used with caution when translating phraseological phrases in **Example 1**. The correct translation sounds like- Камактан боштондукка чыккансып, абдан энтиге дем алгандан башы айланып, көңүлү карангыдай түштү. In **Example 2.** Here the Kyrgyz propitiating fate it sounds – коз тийбесин. In **Example 3.** As translated- кыйынчылыктарды жеңүү.

The program translated these sentences verbatim, although ideally equivalents in Kyrgyz should be selected [4]

When creating machine translation systems for texts containing idiomatic expressions, programmers should be guided by certain principles:

1. The computer dictionary should include not only phraseological expressions, but also speech patterns that will be automatically filled in during translation.

3. machine dictionaries should be polythematic and large in volume.

The functional-semantic approach, which studies the relations of the following language units: phonemes, morphemes, lexemes, word combinations and sentences, allows us to find correspondences in texts in different languages. Functions are realized in the interaction of language objects and their contexts. Today it is possible to use machine translation. However, we will not be able to do without the involvement of a professional translator when translating texts in the coming decades. The system of modern machine translation is still far from perfection.

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THE ROLE OF THE ENGLISH LANGUAGE IN KYRGYZ SOCIETY

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Abstract. This article examines the role of English in Kyrgyzstan, focusing on its impact on education, culture, the economy, and the public sphere. This article analyzes the motives for

learning English, its status as a second language and a language of international communication, and the role of English in the modern world. The study also examines the challenges and prospects associated with the spread and use of English in Kyrgyzstan. The study concludes with recommendations for the development and improvement of policy in the sphere of learning and using English in Kyrgyz society.

Keywords: English language, the Impact of International Language in Kyrgyz Society, the role of language, society, language learning, cultural influences, educational system, economy, international relations, motivation, language status, intercultural understanding, language policy, socio-cultural interactions.

The importance of English in the modern world can be assessed in one line: English is an international language of communication. More than one and a half billion people on Earth speak English, and it is hard to count how many learn it. In other words, it is the global language of the entire world community.

As information technologies and the modern system of communication, English is spreading globally. Nowadays it is the main candidate for the role of lingua franca, the language of international communication, which is used practically in all spheres of society.In the sphere of international relations

English is the undisputed leader among the working languages of both major political organizations (UN, Council of Europe, EU-union, NATO).

International organizations consisting only of representatives of Arabic-speaking or Spanish-speaking countries issue final documents in English, although they may not use it in their work. An illustrative example is the

European Union meetings, where a large number of countries have the right to use their mother tongue. Due to the shortage of qualified translators, it was decided to use English as an intermediary language for all language pairs (more than 100) [1].

The spread of English in the world has not passed Kyrgyzstan and Kyrgyz culture. This phenomenon can be attributed to natural interlingual processes that influence the methodological culture of teaching English in Kyrgyz schools.

The spread of English as a lingua franca across countries and continents, including Kyrgyzstan, was associated with US participation in World War II and its outcome. The spread of English in different countries, including Kyrgyzstan, and its transformation into a lingua franca has become a noticeable phenomenon today and attracts the attention not only of linguists but also of methodologists.

As a result, English has taken and retains a leading role in the foreign language education of students in our country. The penetration of English into our speech significantly affects not only the language environment surrounding students but also affects attitudes toward learning English, the content of language knowledge, and teaching methods. Although English in Kyrgyzstan is not a lingua franca, i.e. it is not used for everyday communication, it is penetrating our cultural environment and this process needs to be studied.

Only 20 years ago some Kyrgyz did not know words like yogurt, kiwi, ketchup, Indian curry, and muesli. The English language penetrates other languages and cultures, including the Kyrgyz language environment, through borrowing, calquing, spreading of word formation and syntactic patterns, as well as "code-switching", when English words begin to penetrate the native language in spontaneous oral or written speech, and some of which cease to be "alien". [2]

English words are calcified, i.e. literally reproduced in our society, e.g. чипсы, хот дог, дистрибьютор... Calculation is often accompanied by a change in meaning: parole – пароль. Semantic calcification consists of transferring English semantics into words in the language and changing the meaning of the word or creating new words for this purpose. English word-formation models in some cases become productive in our language: лидер, принтер, сканнер, браузер, фрилансер, тинейджер, байкер, спикер, мейкер, киллер, мерчандайзер, and many others. Even

syntactic constructions of English are penetrating our society, for example, the analytical way of constructing phrases: рок музыка, фан клуб, интернет сайт, пресс конференция, бизнес ланч and so on. [6]

Of particular interest is the phenomenon of "code-switching", which is new for our language, i.e. the inclusion of English words in spontaneous oral speech. Under the influence of code-switching, expressions such as exclusive interviews, futures loans, investments, and audit checks have entered our speech. In the process of code-switching in written speech, English orthography is sometimes even preserved (MP3 player, CD-player, DVD, CD-ROM, SMS, DJ, GPS, etc.).

Means of professional jargon have also appeared: realtor, voucher, futures, and rating. The academic degrees "Bachelor" and "Master" are no longer overseas exotics and have become a reality in Kyrgyz universities.

In Kyrgyzstan, the English language is increasingly assimilated, beginning to function as a means of expressing the peculiarities of not only foreign but also Kyrgyz culture.[3]

English words are particularly easy to recognize in the following areas: IT (file, server, browser, multimedia, scanner, printer, CD, Windows, smiley, click); economics and business (leasing, investor, realtor, consulting, voucher, off-shore, leasing, broker, clearing); social studies and political science (electorate, security, establishment, impeachment, monitoring, briefing, rating); pedagogy and education (campus, credit, bachelor, master); show business and media (thriller, casting, bestseller, hit, talk show, star galaxy); service and trade (popcorn, cheeseburger, label, second-hand) and many others. Grammatical assimilation also occurs. For example, "Много Баксов нужно на такой бизнесс".[4]

The contact between the two languages takes place not only in the "linguistic" but also in the "conceptual" sphere, i.e. not only speech means but also linguistic forms of worldview are exchanged through language. For example, the recent spread of the word "challenge" has transformed this word, which has come to be associated with situations that require anticipatory activity, self-assertion, personal success, victory in competition, and healthy adventurism. Examples are expressions such as "life challenges", "global threats and challenges", "in response to these challenges" and others.[5]

The analysis of English language assimilation in Kyrgyzstan shows that this process is quite active and can influence methodological culture, contributing to overcoming interlingual and intercultural barriers, creating elements of foreign language environment for students, orienting teachers to use such phenomena as code-switching, grammatical assimilation and interlingual borrowing in the teaching process. The diffusion of English language elements affects learners' recognizability of English words and speech structures and facilitates their comprehension and assimilation.

Thus, the assimilation of English in Kyrgyzstan and other cultures has an impact on the language environment and, consequently, on the methodological culture of its teaching.

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DYSLEXIA AND LANGUAGE: MODERN CHALLENGES

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Abstract. This article explores both the cognitive and emotional aspects of the difficulties dyslexic people face when learning a language. It clarifies how dyslexia affects phonological processing, vocabulary development, and reading comprehension through an examination of current research and instructional strategies. The emotional challenges that dyslexic people confront are also covered, including social issues, anxiety, aggression, and low self-esteem. The talk highlights the critical role that emotional factors play in identifying and resolving cognitive hurdles, as well as how important they are for improving academic achievement and general well-being. The essay also offers workable methods to help dyslexic students with their language learning. Teachers can help dyslexic people enhance their language skills by advocating for understanding and inclusivity, which will make their surroundings more accommodating.

Keywords: Dyslexia, language, challenges, education, stigma, anxiety, anger, self-esteem, depression, social problems

1.Introduction

The word dyslexia is derived from the Greek word—'dys' meaning difficulty and lexis meaning language. The literal translation is difficult with words or language.

One such learning problem with a neurological basis is dyslexia. It is typified by issues with precise and/or fluid word recognition, as well as by subpar spelling and decoding skills. These problems are usually caused by a phonological component of language deficiency that is often unexpected when compared to other cognitive talents and the quality of classroom instruction [1]. To put it another way, dyslexia is a neurodevelopmental condition that impairs reading comprehension and language processing. Even with advances in our knowledge of dyslexia, learning a new language remains extremely difficult for those who have this disease. This article looks at the difficulties that dyslexia presents nowadays.

2. Methods

The literature that has been written about dyslexia and language is the foundation of this subject. We searched for dyslexia, language development, and difficulties using keywords in scholarly databases like PubMed, Google Scholar, and PsycINFO. Only research that has been published in recent years was chosen to be included in this review.

3. Results

The findings of this review demonstrate that phonological processing, vocabulary growth, and reading comprehension are only a few of the language-related challenges that dyslexics frequently face. Academic performance and self-esteem may be negatively impacted by these issues, which may have major social and academic repercussions [2].

People with dyslexia often experience a range of emotional problems including anxiety, anger, poor self-image, depression, and social problems [2]. Anxiety arises from constant frustration and confusion in the academic environment, leading to avoidance behavior. Anger may stem from feeling misunderstood or inadequate, sometimes resulting in conflicts within family dynamics. Poor self-image develops from repeated experiences of failure and may lead to depression, characterized by negative thoughts about oneself and a lack of enjoyment in life. Social problems may arise due to communication difficulties, memory issues, and inconsistent performance in tasks.

4. Discussion

In addition to discussing the cognitive issues that dyslexics encounter, the discussion part also dives into the emotional struggles that go along with these problems. Beyond the obstacles in the classroom, dyslexics frequently feel frustrated, embarrassed, and low on self-worth as a result of their difficulties understanding and acquiring language.

It is impossible to overestimate the emotional toll dyslexia takes. Empirical studies have demonstrated that the psychological health of dyslexic people can have a substantial impact on their educational outcomes and holistic well-being. Anxiety and shame-related feelings can exacerbate dyslexic learning difficulties by causing avoidance behaviors and a reluctance to participate in learning activities.

Furthermore, the stigma associated with dyslexia in society can exacerbate feelings of prejudice and isolation, which is why educators and legislators must establish welcoming and encouraging learning environments. We can lessen the detrimental impacts of dyslexia on a person's language acquisition process by attending to their emotional requirements. A new approach to language instruction or learning could be the answer to the issue.

There is no one perfect English textbook for people with dyslexia, as no two people with dyslexia are the same. Everyone has their own story and their path of adjustment. However, there are supportive things that make learning easier for many.

A person with dyslexia and related learning difficulties has (most often) difficulties with writing and reading. In British English textbooks, which today are published in A4 format, each page contains a lot of different information, tables, pictures, and photographs. So for a more convenient perception, a person with dyslexia can "crop" the necessary part of the text with special colored rulers.

Also for reading you can try different coloured translucent backgrounds. It is believed, for example, that a yellow background facilitates the perception of text and reading information. But then again: yellow is good for some people and purple for others. Everything is learned through practice.

Another solution is a test. The test could be created to make it easier to determine if a person is dyslexic or not. This test would make it easier to learn a new language. Because the teacher could know from the beginning that the student has dyslexia and they have difficulty learning the language. In this way the teacher could use other methods and the learning would be more effective.

Also, teachers can be more patient with students due to their challenges. Some students with dyslexia were not satisfied with teachers, because teachers would not pay attention to their struggles [3].

5. Conclusion

In conclusion, dyslexia not only pose cognitive challenges in language acquisition and comprehension but also entails significant emotional difficulties for people with the condition. By

understanding and recognizing these aspects of dyslexia, we can better support people on their language development journey and promote inclusion in education.

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TRANSCORTICAL APHASIA AND ITS CONSEQUENCES IN LANGUAGE LEARNING

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Abstract. This article examines 3 types of aphasia: **Transcortical sensory aphasia**, **Transcortical motor aphasia**, and **Transcortical mixed aphasia**. A mental disorder of the brain in speech production (Brocka's aphasia) or speech comprehension (Wernicke's aphasia), their main functions and consequences. Transcortical aphasia includes the types of aphasias that are produced as a result of trauma or from the many connections that integrate the language regions of the brain. Other, less common language deficits can also result when there are injuries to the nerve fibers that carry information between the Wernicke's or the Broca's area, or between these areas and other areas of the brain that process the subtle aspects of language, such as emotion, vocal tone, thinking, and facial expressions.

Keywords:transcortical aphasia, speech, difficulties in communicating brain, language, motor aphasia, sensory aphasia, repeat the words, result, consequences, different speech patterns.

Aphasia is one of the most difficult disabilities to live with after a stroke. Several different speech patterns can develop after a stroke, and they all make communication difficult, and possibly frustrating for a stroke survivor and loved ones.

Transcortical sensory aphasia (**TSA**) is a kind of aphasia that involves damage to specific areas of the temporal lobe of the brain, resulting in symptoms such as poor auditory comprehension, relatively intact repetition, and fluent speech with semantic paraphasias present. TSA is a fluent aphasia similar to Wernicke's aphasia (receptive aphasia), except for a strong ability to repeat words and phrases. The person may repeat questions rather than answer them. Stroke survivors with this rare type of aphasia cannot comprehend what others say but can speak fluently. Someone with transcortical sensory aphasia can repeat words or sentences that they hear others say, but cannot understand what those words or sentences mean. For instance, if your loved one has transcortical sensory aphasia, then when hearing a phrase such as, "Are you home?" they might repeat a part of the question and say "You home" or respond to the question with the same phrase "Are you home? "This type of aphasia is caused by injuries to areas of the brain that surround Wernicke's language area, an area that plays a major role in comprehending and understanding language.

Affected brain areas: Transcortical sensory aphasia is caused by lesions in the inferior left temporal lobe of the brain located near Wernicke's area, and is usually due to minor hemorrhage or contusion in the temporal lobe, or infarcts of the left posterior cerebral artery. Since the arcuate bundle, Wernicke's area, and Brock's area are isolated from the rest of the brain in TSA, patients still repeat words (since information from the arcuate bundle is transmitted to Brock's area), but cannot attach meaning to words, both spoken and heard.

Transcortical motor aphasia (TMA) is characterized by nonfluent speech output, with good comprehension and repetition. Patients with TMA have impaired writing skills, difficulty speaking, and difficulty maintaining a clear thought process.[3] Furthermore, TMA is caused by lesions in cortical motor areas of the brain and in the anterior portion of the basal ganglia and can be seen in patients with expressive aphasia.

This language disorder is similar in many ways to Broca's aphasia, which is primarily characterized by trouble producing spontaneous speech. In essence, people with transcortical motor aphasia cannot say what they want to say because they can't form the words. However, if someone who has Transcortical motor aphasia is asked to repeat something, they can do it without difficulty. For instance, a person with this type of aphasia would have difficulty spontaneously saying "I am thirsty." However, it is easier for someone with transcortical motor aphasia to repeat the sentence "I am thirsty" if asked to do so.

Mild transcortical motor aphasia can produce a form of hesitant speech known as telegraphic speech. Transcortical motor aphasia is typically caused by a stroke located near Broca's area, just to the front of it.

Mixed transcortical aphasia results in a speech pattern characterized by the inability to speak or comprehend others when they speak. However, with mixed transcortical aphasia, it is usually possible to repeat words or sentences and sing familiar songs.

In this rare type of aphasia, the main areas of language (Broca's and Wernicke's) are not typically damaged, but the surrounding areas, also known as the language association areas, are injured. It is thought that damage to these association areas leaves Broca's and Wernicke's areas somewhat isolated from the rest of the language system, thus precluding the production of spontaneous speech and the comprehension of spoken and written language. The most common cause of mixed transcortical aphasia is a watershed stroke of the language association areas as a result of severe internal carotid stenosis.

Diagnosis:TSA, TMA are typically diagnosed by non-invasive evaluations. Neurologists, neuropsychologists, or speech pathologists will administer oral evaluations to determine the extent of a patient's comprehension and speech capability.[7] Initial assessment will determine if the cause of linguistic deficiency is aphasia. If the diagnosis is then confirmed, testing will next address the type of aphasia and its severity. The Boston Diagnostic Aphasia Examination specializes in determining the severity of a sensory aphasia through the observation of conversational behaviors. Several modalities of perception and response are observed in conjunction with the subject's ability to process sensory information.[8] The location of the brain lesion and type of the aphasia can then be inferred from the observed symptoms. The Minnesota Test for Differential Diagnosis is the most lengthy and thorough assessment of sensory aphasia. It pinpoints weaknesses in the auditory and visual senses, as well as reading comprehension. From this differential diagnosis, a patient's course of treatment can be determined. After treatment planning, the Porch Index of Communicative Ability is used to evaluate prognosis and the degree of recovery.

Management: Due to advances in modern neuroimaging, scientists have been able to gain a better understanding of how language is learned and comprehended. Based on the new data from the world of neuroscience, improvements can be made in coping with the disorder. citation,

Therapists have been developing multiple methods of improving speech and comprehension. These techniques utilize three general principles: maximizing therapy occurrences, ensuring behavioral and communicative relevance:

Using common words

Using concrete nouns is more effective than using adjectives, adverbs, or verbs

Using action verbs that are easily imagined

Concise and grammatically simple sentences as opposed to lengthy sentences

Speaking slowly, repeating oneself several times when conversing with aphasic patients

Using gestures.

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ASPERGER'S SYNDROME: ITS INFLUENCE ON THE COMMUNICATION PROCESS

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Abstract. Asperger's syndrome (AS) is a form of autism spectrum disorder (ASD) characterized by persistent difficulties in social interaction and restricted, repetitive interests and patterns of behavior. The article begins with what defines Asperger syndrome (AS) and what this disease is. This study reveals the topic of communication, that is, language, speech, and its subtleties, and more precisely about people with AS. Communication is usually an integral part of our social life. Language is the main tool of communication. So we will try to answer the question: "How does AS affect the process of communication in a person's social life?" In this article, we will thoroughly examine the impact of AS on communication, focusing on the challenges faced by individuals with AS and effective strategies for assistance.

Keywords: Asperger's syndrome (AS), Autism spectrum disorder (ASD), social interaction, non-verbal communication, intellectual abilities, developmental disorder, unique symptoms, communication difficulties, behavioral problems, neurotypicality, communication, verbal communication, nonverbal communication, pragmatics, theory of mind, empathy.

Asperger's syndrome (AS) is a neurodevelopmental disorder with a prevalence of 1-2% of the population. It was first described by Austrian pediatrician Hans Asperger in 1943.

The causes of AS are not fully understood but are thought to be due to a combination of genetic and environmental factors.

Impact of AS on Communication:

Individuals with AS may experience various difficulties in communication, both verbal and nonverbal.

1. Verbal Communication:

Challenges with pragmatics: Individuals with AS may not understand sarcasm, irony, metaphors, or idioms. They may interpret expressions literally, without considering the context. They may find it difficult to understand humor.

Limited vocabulary: Individuals with AS may use a limited range of words and expressions. They may find it difficult to find the right words to express their thoughts. They may speak monotonously, without intonation.

Pedantic speech: Individuals with AS may speak in too much detail, missing the main point. They may interrupt others before they have finished speaking. They may find it difficult to have casual conversations.

Monotonous speech: Individuals with AS may speak monotonously, without intonation. They may find it difficult to modulate their voice. They may speak too loudly or too softly.

Challenges with maintaining conversations: Individuals with AS may find it difficult to keep a conversation going. They may find it difficult to ask and answer questions. They may not understand nonverbal cues, such as eye contact and body language.

2. Nonverbal Communication:

Weak eye contact: Individuals with AS may look away, at the floor, or other objects while talking. They may find it difficult to maintain eye contact for long periods. They may not understand the meaning of nonverbal cues transmitted through eye contact.

Misunderstanding of nonverbal cues: Individuals with AS may not understand the meaning of facial expressions, gestures, and body language. They may find it difficult to interpret nonverbal cues used in social situations. They may not understand when they need to step back or give others space.

Unusual facial expressions and gestures: Individuals with AS may use a limited range of facial expressions and gestures. Their facial expressions and gestures may be inconsistent with their words. They may use exaggerated or inappropriate facial expressions and gestures.

3. Pragmatics:

Individuals with AS may experience difficulties with pragmatics, which can lead to:

Misunderstanding of indirect statements: Individuals with AS may not understand sarcasm, irony, metaphors, or idioms. They may interpret expressions literally, without considering the context. They may find it difficult to understand humor.

Inability to engage in casual conversation: Individuals with AS may find it difficult to keep a conversation going. They may find it difficult to ask and answer questions. They may not understand the rules of social etiquette.

4. Theory of Mind:

Individuals with AS may experience difficulties with theory of mind, which can lead to:

Challenges with understanding another person's perspective: Individuals with AS may not understand that other people can have different thoughts, feelings, and desires than them. They may find it difficult to understand why people behave in certain ways. They may become upset or frustrated when others don't understand them.

Difficulties with understanding social emotions: Individuals with AS may not understand emotions such as happiness, sadness, anger, and fear. They may find it difficult to recognize these emotions in other people. They may not know how to respond appropriately to these emotions.

5. Empathy:

Individuals with AS may experience difficulties with empathy, which can lead to:

Challenges with understanding others' feelings: Individuals with AS may not understand that other people can experience pain, fear, disappointment, and other emotions. They may find it difficult to empathize with others. They may appear indifferent or insensitive.

Difficulties with expressing their feelings: Individuals with AS may not know how to express their feelings with words. They may find it difficult to share their feelings with others. They may appear withdrawn and detached.

Conclusion:

Asperger's syndrome (AS) can significantly impact the communication process. Individuals with AS may experience difficulties with verbal and nonverbal communication, pragmatics, theory of mind, and empathy.

These difficulties can lead to challenges in social relationships, education, and employment.

Importance of Understanding and Support:

It is important to understand that individuals with AS are people just like everyone else. They have unique strengths and talents, and with proper support and understanding, they can lead fulfilling and happy lives.

Early intervention and ongoing support can help individuals with AS develop effective communication skills and strategies. This can include:

Social skills training

Speech and language therapy

Cognitive behavioral therapy (CBT)

Educational support

By providing individuals with AS with the tools and resources they need, we can help them overcome communication challenges and thrive in all aspects of life.

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IMPORTANCE OF USING GAMES IN TEACHING ENGLISH TO PRIMARY CLASS CHILDREN

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Abstract: This article describes importance of games in learning language and how it is crucial to encourage and activate pupils during the lesson. It also gives information several activities which can be used in the classroom to teach primary pupils.

Key words:games, engage, primary class, gamification, objective, young learners, low confidence

INTRODUCTION.Today, great opportunities are being created for young children to learn foreign languages. Teaching English to primary class children is not easy task. Because the language which is learnt as a foreign language is new to them. Teaching them a foreign language and engaging children in that language requires a great skill from teachers. The teacher should have a good and an interesting technique and a wonderful method to introduce a second language (English) to the young learners. One of them is applying gamification method in teaching process.

This means using various games to teach languages. It is important to note that teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, what better way to be active than by playing games. Games have become crucially important for English language leaners and teachers not only because they provide enjoyment and relaxation, but also as they encourage students to use their language in a creative and communicative manner.

METHODOLOGY.The issue of using games in teaching English has always been controversial. But the benefits of using different games in language teaching are considerable.

A notable scholor Ersoz states in his article that games can be used to give practice in all language skills namely, listening, speaking, writing and reading and the skills can be used to practice many types of communication.

We all know that children are more playful and enjoy playing a variety of fun games. We teachers need to able to take advantage of their playfulness for good. We need to teach language through games rather than turn language teaching into games. However, teaching the language to children through games is not taken seriously by many teachers. Being able to choose games that are relevant to the topic also demonstrates the skill of the teacher. Here I would like to quote the words of Carier who is a pedagogist: "Games raise the students' motivation in such a way that students enjoy their learning so much that they might not realize they are doing so."

RESULTS OF DISCUSSION. Games are fun and children like to play them; through games children do experiment, discover, and interact with their environment; games add variation to a lesson and increase motivation.

There are a number of reasons that games deserve a place in the language classroom:

First of all, they are fun, which is extremely important, because they can help to activate pupils who may have been inactive before, due to lack of interest. Keeping pupils active is vital because teachers will never be able to actually teach pupils anything unless they can get them participate in their own learning process.

Secondly, games help learners to build relationship and to feel equal. Playing games in the classroom also leads to create friendly and positive atmosphere which is important to learn effectively.

Third, by using games in the classroom the teacher is giving his or her learners a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows pupils to do more on their own, and that can lead to very well result in an increase in their self-confidence.

Fourth, games are good for shy pupils, pupils with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of a fewer audience instead of heaving to express themselves in front of the whole class. Also it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious.

Many beneficial sides can be said about games in language teaching. I have tried to list the most important ones. Here it should be noted that selecting an appropriate game for a specific group of learners who are working towards a specific goal can be challenging because, for example, they need to make sure that the game is relevant to the subject, that it fits their pupils' age and teachers must remember not to select a game that is too complicated because that might result in a loss of interest among children.

Also teachers must make sure they explain the rules of game in detail and that all instructions are clear before starting the game. During the game it is important for the teachers to observe and be ready to help.

Young learners love and enjoy to play, and they participate in a game with more enthusiasm and willingness than in any other classroom tasks. Yet, games are sometimes perceived as entertaining activities, playing which children are not really learning. Children in general, learn

better when they are active. Some games are played in pairs or small groups; others are played with the whole class. We know that games are often used as short warm-up activities or when there is some time left at the end of a lesson. Let's look at what games the teacher can use in the class. The activities listed below have been prepared for the children of primary school.

ANALYSES. Activity 1 "memory game"

Objective: to improve pupils' memories and speaking skills.

This game fits all topics. If we take the topic of numbers as an example, the teacher shows the children several numbers on the cards and the students are asked to say what they remember.

Activity 2. "Play find your partner"

Objective: to improve students' speaking skills

Teacher divides the class into two groups. The first group is "summer", the second group is "winter". Teacher distributes summer and winter flashcards to children and teacher asks the children to find their partners according to their flashcards. Summer flashcards: hot, warm, the sun, swim in the river…

Winter flashcards: snow, gloves, cold, fog….

Activity 3 " When I say touch…"

Objective:

To improve pupils' listening skills

Teacher asks the children to stand in a row in two lines. Teacher explains the instruction of the activity: children when I say touch…. You should touch to your parts of body… ok let's begin. When I say touch … touch your nose, touch your face, touch your left leg…

Activity 4 "yes or no"

Objective: To improve pupils' listening skills

For this game we will need two chairs with the words yes and no. the teacher shows the picture to the student and asks a question. If the question is correct the pupil should sit in a chair with yes, if the question is wrong the student should sit in a chair with no.

For example: is it a chair?, is it a window? Etc.

Activity 5

Objective: to improve pupils' speaking skills

The teacher places the picture cards upside down on the table. Two students each choose one from the pictures and hide behind them. As the teacher says, the pupils show the pictures to each other and they have to tell each other what the pictures are.

CONCLUSION.To conclude, I can say one of the best solutions is through games which meet the purpose of creating a relaxing and motivating atmosphere for most learners and using interactive games in all English lessons promotes formation of a creative, active person, capable to changing world.

List Of Used Literature:

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METHODS OF TEACHING FOREIGN LANGUAGE

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ABSTRACT:This article describes information about different teaching methods which are used during teaching a foreign languages and basic grammar rules used to speak fluently.

KEYWORDS:Teaching foreign languages, language instruction methods, Communicative Language Teaching, Direct Method, Audio-Lingual Method, Task-Based Language Teaching, Total Physical Response, Natural Approach.

INTRODUCTION. Teaching a foreign language demands a nuanced approach that incorporates diverse methodologies to enhance language acquisition and proficiency. In this comprehensive article, we will delve into various methods utilized in teaching foreign languages, exploring their theoretical foundations, practical implications, and impact on language learning outcomes. By analyzing these methodologies and drawing insights from scholarly references, we aim to provide educators with a deeper understanding of effective strategies to optimize language instruction and support student learning.

METHODOLOGY1.Communicative Language Teaching (CLT)Communicative Language Teaching (CLT) is a learner-centered approach that emphasizes the importance of real-life communication and interactive language use. According to Richards and Rodgers (2001), CLT fosters communicative competence through activities such as role plays, discussions, and problem-solving tasks. By engaging students in authentic language contexts and prioritizing meaningful communication, CLT promotes language fluency and proficiency.

2. The Direct Method

The Direct Method advocates for teaching language through immersion and direct experience, focusing on oral communication and contextual learning. Brown (2007) notes that the Direct Method encourages the use of visual aids, demonstrations, and gestures to convey meaning without translation. By emphasizing speaking and listening skills in a naturalistic setting, this method aims to develop language fluency and communicative competence.

RESULTS OF DISCUSSION Also there is a method of teaching foreign language. It is learning grammar rules. For those who are beginning to teaching English, understanding and following grammar rules can be crucial in becoming proficient in the language. Here are some key grammar rules to keep in mind as you navigate your language teaching journey:

1. Subject-Verb Agreement: Ensure that the subject and verb in a sentence match in number. For example, in the sentence "She is going to the store," "she" is a singular subject, so the verb "is" should also be singular.

2. Use of Articles: Pay attention to when to use "a," "an," and "the" before nouns. "A" and "an" are used before singular countable nouns, while "the" is used before specific or previously mentioned nouns.

3. Tenses: Be mindful of using the correct verb tense to indicate when an action took place. The three main tenses in English are past, present, and future.

4. Word Order: English typically follows a subject-verb-object (SVO) word order in sentences, but this can vary depending on the type of sentence or phrase. It's important to understand how to structure sentences correctly for clarity.

5. Punctuation: Proper use of punctuation marks, such as commas, periods, question marks, and exclamation points, is essential for conveying meaning in written English.

6. Pronouns: Know when to use personal pronouns (I, you, he, she, it, we, they) in place of nouns in sentences. Pronouns should agree in number and gender with the nouns they replace.

7. Prepositions: Pay attention to how prepositions (in, on, at, by, etc.) are used to indicate relationships between words and phrases in a sentence.

ANALYSES. It's important to practice these grammar rules regularly to improve your English language skills. There are many resources available to help you teach and understand grammar, including textbooks, online exercises, and language teaching apps. Additionally, seeking feedback from native English speakers or language instructors can further assist you in mastering these rules. Remember that language learning is a process, so be patient with yourself as you work on improving your grammar skills. By incorporating these key grammar rules into your language practice, you'll be well on your way to becoming a confident English speaker.

CONCLUSION. In conclusion way , it is noted that teacher must choose appropriate and suitable method for each lesson and as well as topic. A lesson may include different activities which employ TPR, CLT and the Lexical Approach with various activities to provide a balanced focus of different approaches and methodologies as well as practice of the four skills. Once you have become more experienced and knowledgeable in your teaching,

LIST OF USED LITERATURE:

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PROFESSOR VLADIMIR GREGOREVICH GAK SINTAKTIK TARKIBI QISQARGAN GAPLAR HAQIDA

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Annotatsiya: Maqolada davrimizning eng mashhur tilshunos, tarjimashunos, lug 'atshunos va ta'limshunoslardan biri professor V.G.Gakning qisqacha ilmiy faoliyati yoritilga; mohiyatan bir xil, ammo alohida- alohida o 'rganib va o 'qitib kelingan to 'liqsiz gaplar atov gaplar hamda so 'z-gaplar sintaktik tarkibi qisqartirilgan gaplar nomi ostida birlashtirilgan, bu sintaktik ta'limot tarixidagi salmoqli kashfiyotlardan biri ekanligi, ular lison belgining asimmetrik dualizmi nuqtai nazardan o 'rganilgani birlamchi va ikkilamchi funksiya nazariyasini qo 'llash shu sintaktik hodisalarni ng mohiyatini to 'liq ochib berishga xizmat qilgani ta'kidlangan. V.G.Gakning ilmiy merosini o 'rganish o 'zbek tilshunosligi tadbiqi ufqlarini tubdan kengaytirib yuborishi mumkinligi uqtitilgan.

Kalit so 'zlar:nazariy grammatika, sintaksis, gap, sintaktik tarkibi qisqartirilgan gaplar, to 'liqsiz gap, so 'z –gaplar, birlamchi funksiya, ikkilamchi funksiya, o 'zbek tilshunosligi

V.G.Gak (1926-2004) - mashhur tilshunos, fransuz va rus tillarini qiyoslab o'rganish maktabining asoschisi, nazariy va tatbiqiy tilshunoslik rivojiga munosib hissa qo'shgan, hamon o'z qiymatini yuqotmagan "Беседы о французском слове (из сравнительной французско - русской лексикологии)" (1966), "Сопоставительная лексикология" (1968), "L'ortographe du français" (1976), "Сравнительная типология французского и русского языков" (1979), "Теоретическая грамматика французского языка. Морфология" (1979), "Теоретическая грамматика французского языка. Синтаксис" (1981); "Языковые преобразования" (1998) kabi fundamental asarlar muallifidir. Uning leksikograf sifatidagi faoliyati ham tahsinga sazavor: nafaqat lug'atlar yaratdi, balki lug'atlarni takomillashtirish tamoyillarini ham ishlab chiqdi. Ustozning: 1) "О французской фразеологии и французско - русском словаре" (1963); 2) "Лексикография" (1973); 3) "О двух типах двуязычных словарей (1964); 4) "О новейших работах во французской лексикографии" (1968); 5) "La langue et le discours dans un dictionnaire bilingue" (Paris, 1970); 6) "О двусторонней эквавалентности в двуязычных словарях" (1971); 7) "Учебный словарь - краткая энциклопедия языка" (1971); 8) "От толкового словаря до энциклопедии языка" (1971); 9) "Язык и речь в двуязычных словарях" (1973); 10) "Относительность лексикологических категорий в лексикографии" (1976); 11) "О некоторых закономерностях развития лексикографии (учебная и общая лексикография в историческом аспекте" (1977); 12) "О типах ортологических словарей" (1979); 13) "О некоторых принципах описания лексической семантики в толковых словарях" (1980); 14) "Грамматика и тип словаря" (1981); 15) "Новые слова и новые словари" (1983); 16) "Глогольная сочетаемость и её отражение в словарях глагольного управления" (1984) kabi maqolalari bilan tanishish va tarjima qilish o'zbek lug'atchiligi nazariyasi hamda amaliyoti taraqqiyotiga mustahkam asos bo'lishiga shubha yo'q.

Shu munosabat bilan prof.V.G.Gakning "Ortologik lug'at turlari haqida" nomli maqolasi mazmunini yoritib berishga harakat qilamiz.

Tilning adabiy me'yorini aks ettiruvchi barcha izohli, orfografik, orfoepik, aktsentologik, paronimik lug'atlar ortologik lug'atlar hisoblanadi. Ortologiya - (tilshunoslikning til me'yorlari, shu me'yorlardan og'ish, nutqda uchraydigan xatoliklarni o'rganuvchi bir bo'limidir.

V.G.Gakning yuqorida nomi zikr etilgan maqolasida nutq to'g'riligi masalalari umumiy ortologik va xususiy ortologik lug'atlar, til grammatikalari, umumiy izohli lug'atlar, nutq madaniyatiga doir ishlar misolida o'rganilgan, ortologik lug'atlarning uch turi (so'z o'z ma'nosidagi lug'atlar, lug'at - spravogniklar, "xatoliklar lug'atlari"ga munosabat bildirilgan. Muallifning yozishicha, lug'at xarakterini aniqlashda 1) variativlilikka munosabat bildirish; 2) quyidagi mezonlardan foydalanish: a) til tarixi; b) etimologiya; v) analogiya; g) mantiq til tizimliligi; d) e`tirof etilganlik; e) qo'llanish chastotasi; j) havolalar; 3) estetik mulohazalar va i) lug'atlar mazmunidagi tafovutlarga alohida e`tibor qaratish lozim [Qarang: Библиогр указатиль по языкознанию, 1986.-стр. 145-146].

II. Grammatika mavzusi prof.V.G.Gak lingvistik ta'limotining asosini tashkil qiladi. Uning 1952 yilda himoya qilingan nomzodlik dissertatsiyasi hozirgi fransuz tilida fe'loldi kishilik olmoshlari tadqiqiga bag'ishlangan. Unda fe'loldi kishilik olmoshlarining grammatik tabiati (ya'ni ularning mustaqil, yordamchi yoki morfemalar ekanligi), ularning gapdagi vazifalari (ega yoki fe'l bilan birga bir gap bo'lagini tashkil qilish / qilmasligi), fe'loldi olmoshini tanlab qo'llashga ta'sir qiladigan grammatik omillarni o'rganish maqsad qilib qo'yilgan. Birinchi bobda fe'loldi sub'ekt olmoshlari, kishilik olmoshlari va se ko'rsatish olmoshi, ular qo'llanishining morfologik va sintaktik omillar bilan belgilanishi, ikkinchi bobda ob'ektli fe'loldi olmoshlar, yordamchi so'zlar - o'rinbosarlar ekanligi (to'ldiruvchi qo'llanmagan holatlarda), uchinchi bobda olmoshlarning struktur - semantik funktsiyasining (gapda ot kelmagan holatlarda) buzilishi, shu bilan bog'liq

holda olmoshlar vazifalari o‘zgarishi mumkinligi ko‘rsatib berilgan. Bu fe'loldi olmoshlarining morfologolashuviga yoki leksikallashuviga olib keladi[1]

V.G.Gakning doktorlik dissertatsiyasida (-M.,1968) gap leksik- grammatik qurilishi muammolari til - tafakkur - g‘ayrilisoniy vaziyat semantik uchligi asosida o‘rganilgan va tilni to‘liq o‘rganish uchun uch grammatikaga - qurilish grammatikasi (ifodalanmish va ifoldalovchi orasidagi munosabatni aniqlash), majhul (passiv) grammatika (voqelanish) va faol (aktiv) grammatikadan foydalanish lozimligi asoslab berilgan.

Dissertatsiyaning kirish qismida (3 bobdan iborat) tilda voqelanish, fikr (gap) va nutq vaziyati, lingvistik nominatsiyaning umumiy masalalari ichki shakl, 11-13-boblarida nutq vaziyati 14-15-boblarda, umuman, nutq vaziyatining ichki shakli o‘rganilgan.

Prof.V.G.Gakning yuqorida nomlari qayd etilgan dissertatsiyalari "fransuz tilining nazariy grammatika" lari (Morfologiya, 1979; Sintaksis, 1981) darsliklarining yuzaga kelishida nazariy va metodologik asos vazifasini bajargan. Keyinchalik bu ikki darslik qayta ishlanib va to‘ldirilib qayta chop etildi [-M: Dobrosviy, 2004. - 862 s.].

Rossiya ta'lim va fan vazirligi tomonidan barcha filologik fakul`tet, institut va universitetlar talabalari uchun chop etilgan ushbu darslik MDH davlatlarida nazariy grammatikalarning paydo bo‘lishiga turtki bo‘ldi.[V.G.Gakning mazkur darsligi birinchi va ikkinchi qismi prof.Ibodulla Mirzaev tomonidan o‘zbek tiliga tarjima qilingan (-S.: SamDChTI, 2022.-532b.). Uning sintaksisga bag‘ishlangan qismi ham tarjima qilingan).]

Mazkur darslikda 1. Gap nazariyasining umumiy masalalari (gap va fikr; fikr (gap) tuzilishi; fikr (gap) xususiyatlari; fransuz grammatik nazariyasida fikr (gap) muammosi; gap tahlili sathlari va aspektlari; predikativlik; predikativlikka nisbatan uch yondashuv; gapning predikativ minimumi; predikativlikning umumiy turlari; gaplarning tasnifi: Gapning doimiy va o‘zgaruvchan unsurlari (Modus va diktum); gapning grammatik kategoriyalari masalasi; gapning kommunikativ (grammatik) kategoriyalari; gap paradigmatikasi; strukrur - semantik sxema (qolip); gaplarni qoliplashtirish muammolari, qoliplarning voqelanishi; qoliplarning o‘zgarishi); Gap bo‘laklari (gap bo‘laklari nazariyasi masalalari; gap bo‘laklari muammosi) kabi bir qator masalalar bo‘yicha original fikr - mulohazalar bildirilgan.

V.G.Gak grammatika ilmi tarixida birinchi bo‘lib, sintaktik tarkibi qisqargan gaplar (STQG) haqida qimmatli ma'lumotlar bergan. Muallif STQG ni quyidagicha tasniflagan 1) bir tarkibli (bir bosh bo‘lakli) gaplar; 2) to‘liqsiz gaplar; so‘z - gaplar (kommunikativlar) va ularning vazifalari (undosh, undalma, nomlash, reaktsiya va b.) ni, farqli jihatlari va xos xususiyatlarini, gapning tabiati tilning (qurilishi xususiyatlari bilan belgilanishini misollar bilan ko‘rsatib bergan.

Prof.V.G.Gak tahlil qilinayotgan mavzu bo‘yicha mulohazalari muammolarni ham qayd etadi. STQG bo‘yicha ham bahstalab masalalarni qayd etgan. Chunonchi, ot va sifat bilan ifodalangan STQG tasnifi munozarali ekanini, so‘z - gaplar (tasdiq - inkor) (Oni! Non!), undovlar (Pan! Allons donc!) tabiati haqida turli fikrlar bildirilayotganiga doir qimmatli fikrlar bildiradi. Shuningdek, darslikda har bir STQG ning birlamchi va ikkilamchi vazifalari ko‘rsatilgan.

STQG ning keyingi turini ayrim tilshunoslar ularda ellipsis yo‘qligiga asoslanib, bir bosh bo‘lakli gaplarga boshqalari to‘liqsiz gaplarga kiritadi. Chunki ular kesimga mos kelishi mumkin.

Bir bosh bo‘lakli gaplarga bag‘ishlangan faslda ular bilan ikki bosh bo‘lakli gaplar orasidagi farqlar, bir bosh bo‘lakli gaplarni morfologik, sintaktik va semantik belgilariga ko‘ra

[1] В.Г.Гакнинг 1986 йилгача грамматикага оид ишлари ҳақида қаранг: Библиографический удказатель по языкознанию. Проф.В.Г.Гак. Составители: А.М.Бушуй, Т.А.Бушуй, И.К.Мирзаев, Н.А.Золототрубова. – Самарканд: СамГУ, 1986. – стр.82-114.

tasniflash kerakligi uqtiriladi, bosh bo‘lakning sintaktik tabiati, mazmuni va funktsiyalari ochib beriladi.

V.G.Gakning yozishicha, nominativ (atov) gap mazmunan turli – tuman bo‘ladi. Shuning uchun ularning konkret ma'nosini tayanch otning mazmuniga va boshqa gaplar bilan aloqasiga ko‘ra o‘rganish kerak.

Atov gaplarning birlamchi funktsiyalari keltiriladi: a) narsa, buyum va shaxslarni nomlash (sarlavha, peshtaxta va b.); b) mavjud (bor)liqni ifodalash bo‘lsa, ikkilamchi funktsilari fe'l - predikatlarni ifodalashdir: Dans les premiers jours de l'année un enfant naquit. Un fils.

V.G.Gakning bir bosh bo‘lakli to‘liqsiz gaplar xususida yozganlari ham e`tiborga molik. U to‘liqsiz gaplarni ikki bosh bo‘lakli va bir bosh bo‘lakli gaplarga ajratib o‘rganadi. Ikki bosh bo‘lakli gaplarda, odatda, fe'l tushurib qoldiriladi. Shuning uchun ularni ham to‘liqsiz gap hisoblash kerak. Darslikda mohiyatan nutq jarayoni va kontekst bilan uzviy bog‘liq bo‘lgan to‘liqsiz gaplar uch turga bo‘lingan:

1. Turli sabablarga ko‘ra tugallanmay qolgan gaplar: Comment peux - tu rigoler, charlot, quand…..

2. Mustaqil qo‘llanganda o‘rinda kelgan to‘liqsiz gaplar: Oh, mon cheri, comme j'ai été bête. Tout un soir gospillé; Suis en retard. - Non, c'est moi qui suis venu trop tard.

3. Tobe pozitsiyada kelgan to‘liqsiz gaplar: Oú vas - tu? - A la poste (Je vais à la poste).

Xullas, prof.V.G.Gakning ilmiy merosini o‘rganish, asarlarini tarjima qilish bugungi o‘zbek tilshunosligining dolzarb vazifalaridan biridir. Chunki ularda fanimiz muammolari lisoniy tejamkorlik, til va nutq dixotomiyasi, lisoniy belgi asimmetriyasi, markaz va quyi, modus va diktum, birlamchi va ikkilamchi ma'no (hamda funktsiya) tamoyillari asosida g‘oyat original tarzda ishlab chiqilgan.

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ПРИМЕНЕНИЕ РЕЧЕВЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ УЗБЕКСКОМУ ЯЗЫКУ

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Аннотация: В данной статье рассматривается актуальная проблема применения речевых технологий в образовательном процессе по изучению узбекского языка. В работе анализируются и сравниваются мировые программы и приложения по обучению иностранному языку на базе речевых технологий. Рассмотрены преимущества и возможности, которые предоставляют речевые технологии учащимся, изучающим узбекский язык, и обсуждают их вклад в совершенствование процесса обучения.

Ключевые слова: обучение иностранному языки, распознавание речи, синтез речи.

В современном глобализированном обществе, где владение несколькими языками становится все более ценным, интеграция речевых технологий в обучение иностранным языкам представляет собой значительный прогресс. Эти технологии, в том числе системы распознавания и синтеза речи, предлагают ряд преимуществ, которые улучшают качество обучения как для студентов, так и для преподавателей. Предоставляя учащимся аутентичную практику произношения и немедленную обратную связь, речевые технологии решают один из самых сложных аспектов овладения языком. Посредством интерактивных упражнений и симулированных разговоров учащиеся участвуют в активном обучении, которое способствует беглости и уверенности в разговорной речи. Более того, речевые технологии облегчают упражнения на понимание речи на слух, знакомя учащихся с аутентичностью использования языка, а также предлагая персонализированную обратную связь для удовлетворения индивидуальных потребностей в обучении. Важно отметить, что эти технологии улучшают доступность для учащихся с различными потребностями и обеспечивают масштабируемость, делая языковое образование более доступным и эффективным в более широком масштабе. В результате интеграция речевых технологий не только трансформирует учебный процесс, но и дает учащимся практические языковые навыки, необходимые для преуспевания в современном взаимосвязанном мире.

На сегодняшний день на рынке представлено множество программ и приложений для обучения иностранным языкам, преимущественно мировым языкам. Ниже в таблице 1. приводятся множество лингвистических тренажеров, предназначенных для корректировки речи и развития навыков восприятия на слух при обучении языку.

Таблица 1.

Программы обучения языку на основе речевых технологий

Наименование программы	Целевой язык	Описание
Speechling	английский, испанский, французский, итальянский, немецкий и мандаринский китайский	Это онлайн-платформа, которая предоставляет персональные уроки по английскому, испанскому, французскому, итальянскому и другим языкам. Она включает в себя упражнения на произношение и дикцию, а также позволяет слушать и повторять фразы с носителями языка.
Rosetta Stone	английский, испанский, французский, итальянский, немецкий, китайский, японский и др.	Эта популярная программа для обучения языку также включает в себя упражнения на произношение и понимание на слух. Она использует метод коммуникативного обучения, включая аудио- и видеоматериалы, чтобы помочь студентам развивать навыки общения.
FluentU	английский, испанский, французский, немецкий, итальянский, японский, китайский и др.	Эта платформа предлагает видеоматериалы на языке, а также интерактивные упражнения на произношение и понимание речи. Она позволяет студентам изучать язык через реальные видео и аудиоматериалы, делая обучение более увлекательным и эффективным.
Pronunciation Power	английский	Это программное обеспечение, специализированное на улучшении произношения. Оно включает в себя аудиоупражнения, учебные модели

		звуков и фраз, а также функции анализа и обратной связи для коррекции ошибок.
Forvo	английский, испанский, французский, немецкий, итальянский, китайский, японский, арабский, русский, португальский, хинди, бенгальский, суахили, турецкий, корейский и многие другие	Это онлайн-словарь с произношением слов на различных языках. Студенты могут искать нужные слова и фразы и прослушивать их произношение носителями языка, что помогает им улучшить свою аудиальную память и произношение.

Все вышеприведенные программы и приложения могут быть оценены по главным критериям, такие как методика обучения, интерактивность, поддерживаемые языки, стоимость и эффективность. Например, Speechling предоставляет эффективное обучение произношению с помощью аудиоуроков и обратной связи от преподавателей, в то время как Rosetta Stone предлагает иммерсивное обучение на языке изучения. FluentU использует видеоматериалы для погружения в языковую среду, а Pronunciation Power помогает улучшить произношение с помощью упражнений и аудиоуроков. Forvo полезен для проверки произношения слов.

Однако, можно заметить отсутствие программ, направленных на обучение узбекскому языку. Причин для этого много, из которых значимым является резкое развитие и реализация программ анализа и синтеза узбекской речи с помощью алгоритмов искусственного интеллекта [1]. В данный момент в Университете информационных технологий имени Мухаммада ал-Хоразмий разработаны технологии текст-в-речь и речь-в-текст для узбекского языка. Владение инструментами анализа и синтеза языка открывает возможности применения данной технологии в различных сферах человеческой деятельности, преподавание языка - одно из таких направлений. В научных работах [2, 3] приведены детальные архитектуры модулей анализа (распознавания) и синтеза узбекской речи на базе глубоких нейронных сетей, которые могут быть интегрированы в систему обучения и тренировки речи иностранцев при изучении узбекского языка.

Речевые технологии представляют собой мощный инструмент, способный значительно улучшить качество образования, как в процессе преподавания, так и в процессе обучения. Их внедрение может решить целый ряд задач, такие как корректировка произношения обучающегося на основе практики и тренировка слуха в целях подробного разбора речи.

Корректирование произношения обучающегося на основе практики: Технология распознавания речи способна предоставить мгновенную обратную связь о точности произношения, что помогает учащимся совершенствовать свои навыки разговорной речи. Это особенно полезно для языков с сложными фонетическими системами или звуками, отсутствующими в родном языке ученика. Например, при изучении японского или китайского, где интонация и фонетические различия играют важную роль в понимании и передаче смысла, технологии распознавания речи позволяют студентам совершенствовать свои навыки восприятия звуков и точности произношения. Также, узбекский язык характеризуется сложными звуковыми сочетаниями, которые могут создавать трудности при произношении определенных слов и фраз. Внедрение речевых технологий обеспечивает более глубокое и эффективное вовлечение в процесс овладения языком, поскольку обучающиеся могут немедленно исправлять свои ошибки и развивать свои навыки, не ожидая обратной связи от преподавателя.

Тренировка слуха для разбора речи: Речевые технологии, такие как синтез речи играют ключевую роль в создании упражнений на понимание речи на слух, где учащиеся слушают записи, сгенерированные синтезатором языка, и отвечают на вопросы или выполняют задания на основе услышанного. Эти упражнения помогают учащимся

развивать навыки понимания на слух, позволяя им эффективнее понимать устную речь, улавливать нюансы и повышать общий уровень владения языком.

В заключении можно подчеркнуть, что применение речевых технологий для обучения узбекскому языку представляет собой значимый шаг в современной методике обучения. Эти технологии открывают новые возможности для студентов, обеспечивая интерактивное и эффективное изучение языка. Благодаря системам распознавания и синтеза речи, студенты могут улучшать свои навыки произношения, понимания на слух и общения на узбекском языке. Персонализированные уроки, аудио- и видеоматериалы, а также мгновенная обратная связь помогают сделать процесс обучения более доступным, интересным и эффективным. Таким образом, интеграция речевых технологий в обучение узбекскому языку является важным шагом к современному и инновационному образованию.

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ULUG'BEK HAMDAMNING "TOSH" HIKOYASIDA DAVR RUHIYATI XUSUSIDA

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Annotatsiya: Mazkur maqolada yozuvchi Ulug'bek Hamdamning „Tosh" hikoyasi haqida qisqacha fikr yuritilib, hikoyadagi yozuvchining badiiy mahorati, obraz yaratishdagi o'ziga xos uslubiy xususiyatlari, hikoyada zamondosh qiyofasi va davr ruhiyatining ifodasi, hayot haqiqat jabhalari, globallashgan zamon kishisining o'y-xayollari, istaklari borasida mulohazalar bildiriladi.

Kalit so'z:hikoya, epik janr, ijod, bosh qahramon, hayot haqiqati, badiiy mahorat, davr va inson kayfiyati

Annotation:Annotation: In this article, the author Ulugbek Hamdam's story "Stone" is briefly discussed, the artistic skill of the writer in the story, the unique stylistic features in creating an image, the expression of the contemporary image and the spirit of the time in the story, the aspects of life and reality, the thoughts of a globalized person. - thoughts and wishes are expressed.

Keyword:story, epic genre, creation, main character, reality of life, artistry, era and human mood

Kirish. Hikoya - badiiy adabiyotda kichik epik janr, hayot hodisalari ixcham ifoda etiladigan nasriy asar. Tadqiqotchi Tohir Shermurodov "Hikoyalar, nihoyalar…" maqolasining xulosasida shunday so'z yuritadi: "ko'pincha hikoyalar hayot fojialarini baralla yoritish, dardli masalalarini dadil qo'yish ruhida yozilgan. Ularda yangi badiiy tafakkur ravshan ko'zga tashlanadi. Adabiyotimizda bunday hikoyalar juda ko'p. Ular albatta o'z-o'zidan paydo bo'lib qolmaydi. Bu borada yozuvchining mahorati katta ahamiyat kasb etadi. Mana shunday mahoratli,

serqirra ijodkorlarimiz ham yo'q emas. Ulardan biri Ulug'bek Hamdamdir. Uning ko'plab hikoyalari rus tiliga tarjima qilindi, kitobxonni o'ylashga majbur qilgan falsafiy asarlaridan biri "Tosh" hikoyasi esa Amerikada e'tirof qilindi.

Ulug'bek Hamdamning o'zi ijodi va ijodkorlar haqida shunday deb yozgandi: "…ijodkor o'z yuragining pokligiga ahamiyat bermog'i, binobarin, o'z qalbining bir umrlik sadoqatli qo'riqchisiga aylanmog'i shart. Qorayib ketgan yurak bilan nafaqat zo'r balkim iyona asar yozish ham mushkul. Yozish san'atning ko'pdan – ko'p sir- u asrori tagiga. Tizgan satrlarida nainli stilistik, balki bironta orfografik xató uchramaydigan ijodkorlarimiz bor. San'atlariga tasanno deymiz, lekin ne yoziqki, ularning aksariyatida mazmun topiqqa ham uchraydi, asardan vulqondek ochilib chiqib, o'quvchi yuragiga to'g'ri borib uruladigan badiiy zarb yo'q xuddi qishda tumanlar aro ko'rinib turgan quyoshdek…" (https://cyberleninka.ru).

Asosiy qism

Avvalombor "Tosh" hikoyasining yana bir nomi, ya'ni "Yovuzlikning tug'ilishi" haqida fikr yuritsak. Unga: " Simvolizatsiya(razmlashtirish) asosida mavzudayoq o'quvchi tafakkurida bir qancha tosh bilan bog'liq metaforalar akslanib boshlaydi. Tosh yurak, tosh dil, qahri qattiq, tosh mehr kabi ko'chimlarga asos bo'luvchi tosh detail orqali inson botiniga nazar tashlaymiz" deb baho beriladi.(https://bestpublication.org)

Haqiqattan ham shunday bu sarlavhani o'qir ekanmiz hayolot olamimizda bir qancha savollar paydo bo'ladi(1). "Qanday qilib?" " Qanaqa yovuzlik?" "Qanday paydo bo'ladi?" kabi.

" Negadir yuragim siqilaveradi. Yo'q chamasi nima uchun holga tushushimni biladigandekman. Lekin gap bunda emas, balki davomiylikda. …Bilmayman, aksincha: vaqt o'tgan sari tushkunlik yuragimning tub-tubiga inib , mustahkamlanib, allaqanday jinsga, masalan toshga aylanib borayotgandek. Hikoyaning birinchi satrlaridayoq muammo o'rtaga tashlanadi. Kitobxonni chuqur o'ylashiga majbur qiladi. " …qa'rda yotgan o'sha toshga – kayfiyatga qoqilib tushaveraman…" . Bosh qahramon tilidan aytilayotgan ushbu satrlar esa uni qayta-qayta o'qishga majbur qiladi (2). Bosh qahramon bir yigitni emas, balki butun insoniyatni tasvirlashga xizmat qiladi. Yigit yo'lga chiqdi "…shunday dedimu o'zimni tashqariga urdim…odatdagidek, katta ko'chaga yondosh yo'lakka tushib oldim". Nega yondosh? Insoniyat bu hayotda yashar ekan, uning qarshisidan ikki yo'l chiqadi, birinchisi- qiyin, ammo to'gri, ikkinchisi- oson , lekin xato(6). Hikoyada esa boshqahramon ikkinchi yo'lni, ya'ni yurish oson bo'lgan yondosh yo'lakni tanlaganini ishorasidir balki. Voqealar davomida qahramon "Ayol"ni uchratadi. "… zum o'tmay yonginamdan muattar bo'y taratib , allaqanday yaltiroq libosga chulg'angan notanish ayol o'tib qoldi. Ayol- dunyo ramzi. Insonlar o'z umrini kechirar ekan , bu dunyoning yaltir- yulturiga, hoy-u havasiga aldanib umrini zoye ketqizmoqdalar degan fikrga ishora bor bu yerda. Qahramon qalbidagi toshning malhamini shu ko'chma manodagi "ayol" dan topgandek bo'di. " …bag'rimda cho'kib yotgan toshni, uning zalvorli azobini unutgandim". Ammo brogan sari botqoqlikka botayotganini bilmasdi. Yigit va ayol ancha yurishadi va bozorga kelib, baliq sotuvchisiga duch kelishadi. Ayol baliq olmoqchi bo'ladi "…baliqlardan biri tap-tap etib pallaga urdi …baliq yana potradi…sotuvchining sabri toshdi…qop-qora tosh bilan naq boshiga jiqillatib tushirdi". Shu o'rinda baliqlarning osmonga talpinishi - butun odamzotning talpinishiga qiyoslangan bo'lsa, sotuvchi esa ajal qiyofasida tasvirlangan(6). So'ng yigitning birdan ayolning qip- qizil qonli og'ziga ko'zi tushadi va uni chirkin bir nafsga, dunyoga aldanganligini, u haqida o'ylagan barcha hayollari juda katta xattoligini tushunib yetadi. Afsuski, endi kech bo'lgandi, u "yoshini yashab oshini oshab" bo'lgandi, qarigandi umri nihoyasiga yetayotgandi, buni keying satrlardan bilib olishimiz mumkin. " Lekin bu vaqtda keksa bir kishi qusqi ustiga tuproq sepayotgandi. Tuzukroq razm solsam, mo'ysafid judayam o'zimga o'xshardi (7). U aslida o'zi edi. Voqealar davomida yigit tush ko'radi. Tushida o'sha butun insoniyatga yashashiga ma'lum bir ma'noda sababchi bo'lgan quyoshni yo'q qilmoqchi bo'ladi. Qanaqadir ma'noda o'ch olmoqchi bo'ladi. Ammo bu bor yo'g'i tush edi. Hikoyaning so'nggi satrlari shuni ko'satadiki, har birimizning hayotimizda o'z yo'limiz, dunyomiz bor. Nafsimizga aldanib maqsadlarimizni yo'q qilishimiz ham, aksincha ular

tomon harakat qilish ham o'z qo'limizda." Xayolimda esa faqat bir manzara - sotuvchining baliq boshini urib majag'lagani va yo'lning qip-qizil og'zi aylanar va yana aylanarmish…"

Xulosa: Xulosa qilib aytganda, ushbu asarda hozirgi davr insonlarini dunyoning shirin yolg'onlariga aldanib, aslida hayotdagi maqsadini unutib qo'yayotgani juda chiroyli tasvirlangan. Yozuvchining aynan bu majozdan foydalanganligi kitobxonni juda chuqur mulohaza qilish majbur qiladi. Professor va tarjimon No'monjon Rahimjonov ta'kidlaganidek: " Bu davr adabiyoti insonning botiniy olamini badiiy talqin etar ekan, turfa xil ramzlar, majoziy talqinlar an'anasini ham yuksak darajaga ko'tardi"(3). Ulug'bek Hamdamning ushbu hikoyasi aynan hozirgi davr ruhiyatini yorituvchi asarlar sirasidandir.

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TARIXIY ROMANLAR BADIIY ZAMONINING O'ZIGA XOS KATEGORIYALARI

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Annotatsiya. Hech qachon zavolotni tan olmas tarix bilan yuzma-yuz bo'lish yozuvchi uchun oson ish emas. U o'tmish, bugun va erta bilan musohabaga kirishadi. Tarix qonuniyatlari faqat kechagi kun, hozirgi davr va kelajakkina emas, balki yozuvchi e'tiqodi hamda iste'dodini ham o'z adolat tarozisiga solib turadi. Tarixiy mavzudagi badiiy teran asarlarda o'tmish tarixiy-ilmiy asarlardagiga nisbatan ham rostroq, aniqroq, eng muhimi – to'liqroq, bo'liqroq adabiy ifodasini topishi siri, aslida, ana shu haqiqatda.

Kalit so'zlar:tarixiy roman, badiiy zamon, badiiy to'qima, epik zamon, xronoyop.

Kirish. Tarixiy romanlar zamon va makon bo'yicha, qahramonlar hayoti obrazlari bo'yicha tarixiydir. Aynan ularda odamlar – tarixiy shaxslar, ular orqali zamon, tarix, davr belgi-alomatlari badiiy epiklashadi. Chunki tarixni donish yozuvchi xalqning mavjudlik qismati, bor menligi – hayoti barobarida o'zining qalbdan kechingan shaxsiy taqdiri ham, deb biladi. Tarix tuyg'usi o'laroq, o'zini, o'zi mansub millatni o'tmishdoshlariga qarab ko'rishga qodir ulkan san'atkor aslida ijodiy va ruhiy kamolida butun insoniyat tarixini kechinadi. Adabiy qahramonlar tasavvurida kechadigan, xotiralari obrazlarida yolqinlanadigan tarix aslida muallif ongiyu qalbida kechmish xotiradir. Yan Parandovskiy ta'kidlashicha, "Tarixiy mavzularda yozadigan yozuvchilar bag'oyat ajoyib bir qobiliyatga ega – ular o'zlari o'ylab chiqargan qahramonlarini ishonchli tarixiy shaxs sifatida jamiyat hayotiga olib kiradi va kitobxonlar mashhur tarixiy hodisalar muallifning xayolot olamidan kelib qolgan ana shu kelgindilar bilan bog'liq bo'lganiga astoydil ishonadilar. Ammo haqiqatan ham yashab o'tgan tarixiy shaxslar san'atkorning qalami bilan tanib bo'lmas

darajada o'zgarib ketadi va ba'zan kitobxonlarning tasavvurida shundayligicha saqlanib qoladi"[2, 125]. Tarixiy mavzuning, demak, tarixiy zamonning badiiy tadqiqi va umumlashmasi muallifdan alohida adabiy jur'at, ijodiy jasorat talab qilishi sababi shunda. Zero, tarixiy romanlar tarixiy shaxslarni, ular orqali tarixiy zamonni, demak, butun bir davrlarni badiiy ifoda etganicha, o'zlari tarixga, badiiyat tarixiga – merosga aylanishadi: roman zamoni o'lchamlari moziyning muayyan zamonlar qamrovlari doiralaridan chiqib, mangulikning "qo'nimsiz obrazi"ga (Aflotun) singib ketishadi. Romanlar epik zamoni poetikasida tarixiy zamonning tarixiy shaxslar zamonlari timsolida muallif zamoniga, o'tgan zamonning hozirgi zamonga aylanib ketgani, murakkab qorishmasi-sintezi shu adabiy hodisaning ijodiy estetik ko'rinishidir. Tarixiy romanlar epik zamoni tizimida tarixiy zamonning bosh kategoriyaligi, o'z tarkibida badiiy zamonning boshqa kategoriyalarini "singdirib" yuborishi janriy xususiyatdir. "Tarixiy poetika adabiy janrlarning shakllanish qonuniyatlarini, janr ichidagi badiiy komponentlar spesifikasini sirkulyativ jarayon sifatida o'rganar ekan, ularga muayyan zamon va makon sathidan turib yondashadi"[1, 28].

Metodologiya. Tarixiy romanning, avvalo, badiiylashtirilgan tarix, demak, tarixiy zamon – o'tgan zamonligi shundan. Lekin tarixiy zamonning o'tgan zamonligi mutlaqo shartli. Chunki tarix – mangu tirik, mangu uyg'oq abadiyat asli. Tarixning o'tmishdan ham ko'ra kelajakligi, uning badiiy takrorlanib turishi qonuniyati shunaqa. Demak, tarixiy obrazlarning shohlik mahobati, podsholik qudrati, aqliy ulug'lik va donishlik, ayni paytda, taqdirning kechmish-iztiroblari, saboqlari bugungi va ertangi kun iftixori, havasu faxrlarining falsafiy murakkab sintezi tarzida tug'ilgan. San'atkor adiblar – O.Yoqubov va P.Qodirov ijodiy tasavvurlarida qad rostlagan Ulug'bek, Bobur, Humoyun, Akbar, Beruniy va ibn Sinolar uzoq o'tgan zamonlarning qahramonlari, tojdorlariyu mutafakkir allomalari barobarida bugungi hamda ertangi kunning ham komil shaxslaridir. Aynan shu xislatlari bilan ular barcha davru davronlar uchun ibrat bo'lib, har qanday zotni o'z ruhiy ta'sir qudratlari olamiga torta olishadi. Shu sababli tarixiy romanlarda bosh qahramonlar jismi-tani barobarida boy ruhiyati psixologik zamon maqomida badiiylashgan. Jumladan, "Ulug'bek xazinasi"da shoh va allomaning taassuf, nadomat, o'zini o'zi shafqatsiz tahlil, dardu hasrat, alaloqibat foje kunlarga olib kelgan sabab-oqibatlarning shafqatsiz tahlillari doimiy harakatdagi ruhiyatning og'riqli va alamli iqlimiga ko'chiriladi [4; 5].

Ma'lumki, tabiiy zamon – qaytarilmas (demak, abadiy) zamon. Tarixiy zamon ham shunday qaytarilmas. Tarixiy romanlarda badiiy epiklashgan tarixiy dalillar, voqealar, ulug'vor shaxslar hayoti – murakkab umr yo'llari uzoq yoxud yaqin o'tmish xronologiyasida moziyning atigi bir parchagina bo'lakchasi bo'lsa-da, o'zlarida zamonlarning, tarix va tarixiy shuhratli qismatlarning xronologik uzluksiz yaxlitligini epik tajassum etishadi. Moziyning zamonda badiiy cheklangan ana shu tanlangan parchasi romanning tarixiy zamoni sanaladi. M.Qo'shjonov bu hodisani shunday baholaydi: "Tarixni aks ettirishning ikki yo'li bor. Biri xronologik tarzda, tanlangan qahramon izidan borib tarixga nazar tashlash. ikkinchisi, tarixning umumman-zarasini qamrab olib, tarixiy voqealar, bir qancha shaxslarning taqdirlari orqali tanlangan qahramon hayotiga, uning qilmish-qidirmishiga nazar tashlash"[6, 216]. Tarix tarixiy shaxs timsolida, ya'ni tarixiy zamon qahramon zamoni va, aksincha, qahramon zamoni tarixiy zamon timsolida, bevosita asarning g'oyaviy-estetik konsepsiyasidan kelib chiquvchi **muallif zamoni** o'laroq, **roman tarixiy xronosi**ning tarkiban bir butun yaxlit tizimini tashkil etadi. Tahlildagi tarixiy romanlarda aniq tarixiy zamon har xil bo'lib, tipologik shartli umumlashtirilgan muammolar kesimida ular tahliliga kirishamiz:

a) tarixiy dalillaru tarixiy voqea-hodisalardan chekinilmagan romanlar ("Yulduzli tunlar", "Avlodlar dovoni", "Ulug'bek xazinasi").

b) badiiy to'qima va umumlashmaga nisbatan kengroq o'rin berilgan romanlar ("Ko'hna dunyo").

v) tarixiy dalillarning badiiy to'qima uzviyligidan iborat romanlar (aslida barcha romanlarga xos xususiyat). Lekin barchasi uchun janriy xos mushtaraklik shundaki, ularda tarixiy zamon asosiy bosh kategoriya maqomida xronologik zamon, ya'ni dalillaru voqealar ketma-ketligi

bilan deyarli bir xil kechadi. Bunday tipologiyaning klassik namunasi "Yulduzli tunlar", "Avlodlar dovoni", "Ko'hna dunyo" va "Ulug'bek xazinasi" romanlarida xronologik aniq teranlik kasb etgan.

Tadqiqot natijalari, tahlillar. Tarixiy romanlar epik olamiga ular qaysi zamonga daxldor ekanligini bilmasdan turib kirib bo'lmaydi. Asarlarning ichki-botiniy zamonini bilish ularning yozilgan va chop qilingan zamonlarini bilish kabi muhimdir. Bu, eng avvalo, tarixiy epik asarlarga daxldor.

Bo'lak janrlarda badiiy zamon butunlay taqvimli bo'lmaydi, biroq uning aniq mavjudligi har qanday asarning zarur xususiyatligicha qoladi: badiiy olam – bu zamon hamda makonda yashovchi olamdir.

Tarixiy dalillaru voqea-hodisalardan chekinilmagan romanlar. Tarixiy zamonni aniq taqvim bo'yicha badiiy o'zlashtirish aslida tahlildagi barcha tarixiy romanlar zamoni poetikasi uchun mushtarak. Lekin tarixiy zamonning taqvim bo'yicha ketma-ket bo'lingani "Yulduzli tunlar", "Avlodlar dovoni", "Ko'hna dunyo" romanlari epik zamonlari tizimi uchun ko'proq mos va xos. Ularda mualliflar haqiqiy zamon manzarasini borliqning chinakam asos-negizi sifatida tasavvur qilishga urinishadi: taqvim bo'yicha o'z asri – zamoni voqealari bilan badiiy payvand aloqada o'lchanadi, matnda tig'iz zichlikda uzviy yaxlit badiiylashadi.

Ushbu romanlarda tarixiy aniq, kitobxon uchun esa noma'lum sanalarni aniqlashga to'g'ri keladi. Busiz yozuvchi tomonidan roman zamoniga aylantirilgan tarixiy zamonning badiiy epik turli xil qurilmalari xususida fikr yuritish mumkin emas. Tahlil obyekti hisoblangan tarixiy romanlarda musulmonlarning hijriy yil hisobiga asoslangan zamon o'lchovlari esa shaklan xilma-xil va murakkab.

Hijriy yil hisobining o'ziga xosligi tarixiy romanlar zamon o'lchamlari hamda qamrovlariga, shubhasiz, ta'sirini o'tkazadi. Tahlildagi romanlarda hijriy taqvim bilan Grigoriy kalendari o'rtasida taxminan 590-yildan 601- yilgacha farq bo'lib, musulmoncha o'lchovu mezonlarning o'ziga xos hisob-kitob arifmetikasi bilan bog'liq [3; 9, 154]. Bunday arifmetik yilnomaning tarixiy taqvimi sanasining ketma-ketlikdagi mutlaqo o'ziga xos uzluksizligi kabi uning so'z san'ati, xususan, tarixiy roman xronosidagi epik xronologiyasi ham, badiiy talqini singari, shubhasiz, o'ziga xos. Jumladan, "Ulug'bek xazinasi" romanida tarixiy zamon xronologik bevosita uzviylikda, asosan, 230 kunga yaqin, ya'ni yetti oydan sal ko'proq (romanning birinchi qismi – 8 kun, ikkinchi qismi – yetti oylar chamasi) qamrovga ega. "Rajab oyining boshlarida a'lohazratlari (Mirzo Ulug'bek – B.T.) lashkar tortib Jayhun tomon otlanishga majbur bo'ldi..." [7, 4] ta'kidi tarixiy real fakt e'tirof qaydidan – taxminan 1450-yilning may oyi boshlari – boshlangan birinchi qism shahzoda Abdullatifning "sha'bon oyida taxtga o'tirgani" [7, 304] zahoti otasi Mirzo Ulug'bekning o'ldirilishini uyushtirgan zamoni – 1449 yilning 27-oktyabri "namozgar payti" [7, 142] fojia zamoni bilan tarixan xronologik aniqlikda badiiy qamrovlanadi.

Romanning ikkinchi qismi epik zamoni ibtidosi aynan ana shu fojiali namozgarning xuftonga aylangani zamonidan, aniqrog'i "xuftondan keyin..." Salohiddin zargarning o'g'li – Mavlono Muhid-dinga "Suyukli ustoding... Muhammad Tarag'ay ibn Shohruh Mirzo Ulug'bek olamdan o'tibdi!" [7, 144] xabaridan boshlanadi. Shu jihatdan roman qismlari ko'proq muallifning tarixiy epik fantaziyasiga asoslangan tarixiy zamon uzviyligi xronologik izchillikda qat'iy saqlanadi va shu xronologik qat'iylikda roman tarixiy zamoni yechimigacha, ya'ni padarkush shahzodaning taxtga sha'bon oyida o'tirganiga yarim yil to'lgani ("Uning taxtga o'tirganiga necha oy bo'ldi?... Sha'bon oyi edi. Bu kun rabbiul avval (1450-yilning may oyi – B.T.)... olti oy... bo'lmish!.." [7, 304] bilan bog'liq telba damlariyu "gunohkor farzandingizni kechirgaysiz, buzrukvor!" [7, 313], deya jonholat izhorlari va nihoyat, al qasosul minalhaq zamoni – shahzodaning o'ldirilishi kunigacha (1450-yil 8-may – B.T.)) dramatik keskin kechimda davom etadi. Roman tarixiy xronologik zamonining yaxlit uzviyligi shu tariqa saqlanadi.

Ana shu tarzda shahzodaning tarixiy foje zamoni paralelligida boshqa tarixiy (Ali Qushchi va uning shogirdlari) hamda to'qima obrazlar (Qalandar Qarnoqiy, usta Temur Samarqandiy va

b.) zamonlari ham xronologik uzviylikda romanning qariyb 230 kundan iborat tarixiy yaxlit asosiy zamoniga yechim yasadi. Roman epik zamoni kompozitsion jihatdan shu qamrovda badiiy mantiqlashdi, ya'ni roman kompozitsiyasida tarixiy zamon mantiqan badiiy nihoyalandi. Biroq roman tarixiy zamonining taqvim xronologiyasi badiiy sun'iylashtiriladi. Tarixiy aniq zamon xronologiyasida kompozitsiyaviy uzilish yuzaga keladi. Roman kompozitsiyasida birinchi va ikkinchi qismlarni bosh qahramon – Mirzo Ulug'bek emas, balki yozuvchining g'oyaviy-estetik niyati, ya'ni romanning bosh g'oyaviy konsepsiyasi birlashtirib turgan asarda tarixiy aniq zamonning badiiy-epik yaxlitlik xronologiyasi sun'iylashtirilgani, shubhasiz, kompozitsiyaning umumyaxlit tizimiga ta'sir etgan. Ali Qushchining Samarqandni tark etishi ("Sakkiz yuz yetmish ikkinchi hijriy yilning (milodiy 1470-yil – B.T.) kuz kunlaridan biri"da) [7, 329], roman ikkinchi bo'limining so'nggi 27-bobida Salohiddin Zargar oilasining dahshatli fojiasi, Qalandar Qarnoqiyning vafoti va dafni, Ali Qushchining Miram Chalabiy, Mansur Koshiy singari shogirdlari qismatlari badiiy umumlashma yakunlari tizimida beriladi. Holbuki, O.Yoqubovday buyuk romannavis, kompozitsiya ustasi har qanday syujetni me'yoru mutanosib qolipda san'at durdonasiga aylantirishi hech gap emas edi (isboti yozuvchining "Ko'hna dunyo" romani). Juda bo'lmaganda, Ali Qushchining haj bahona Vatanni abadga tark etishini romanning "Xotima" yoxud "Muallifdan" nomlari bilan atalgan maxsus epilogida axborot – ma'lumot mundarijasida badiiy qayd etsa ham mantiqli bo'lardi [8].

Xulosa. Tarix xronologiyasi muallifning ijodiy niyati o'laroq, badiiy to'qima-yu umumlashma mundarijasidami yoxud boshqa adabiy-estetik holatidami, qat'i nazar, tarixiy xronos izmiga "bo'ysundiriladi". Shu nuqtai nazardan barcha romanlar tarixiy zamoni badiiy shartli tipologiyadir. Tahlildagi tarixiy romanlarda tarixiy xronos badiiy estetikasi adabiy to'qima bilan muallif ijodiy niyatiga ko'ra uyg'unlashtirilgan.

Tarixiy romanlar epik zamoni tizimida tarixiy zamon – bosh kategoriya. U o'z tarkibiga zamonning qolgan barcha kategoriyalarini badiiy «singdirib» yuborishi – janriy xususiyat. Tahlildagi tarixiy romanlar aniq tarixiy zamonlari nuqtai nazaridan uch xil: a) tarixiy dalillaru tarixiy voqea-hodisalardan chekinilmagan tarixiy romanlar («Yulduzli tunlar», «Avlodlar dovoni», «Ulug'bek xazinasi»). b) badiiy to'qima va umumlashmaga nisbatan kengroq o'rin berilgan tarixiy roman («Ko'hna dunyo»). v) tarixiy dalillarning badiiy to'qima uzviyligidan iborat tarixiy romanlar (tahlildagi barcha asarlar). Uchala xildagi tarixiy romanlar uchun janriy xos mushtaraklik – tipologiya shundaki, ularda tarixiy xronos bosh kategoriya maqomida xronologik zamon bilan deyarli bir xil keladi.

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TEACHING GRAMMAR

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Anstract: This article examines various strategies for effectively teaching grammar in the English as a Second Language (ESL) classroom.In this article, you will learn how important grammar teaching is in language learning and discuss its role in the 4 skills.In addition, you will come across examples that prove the importance of knowing grammar in everyday communication. The main thing is that you will get to know various useful tips for teaching grammar.

Key words: teaching grammar, importance of teaching grammar, useful tips

INTRODUCTION. Grammar forms the basis of reading, writing, listening and speaking skills, which are studied with great interest nowadays.it is impossible to fully master any language without knowing its grammar, sentence structure, and word meaning. Therefore, at first, the meanings of words and their grammar are taught step by step, and then they are taught to compose sentences and texts, communicate, or listen and understand.

It is possible to form simple sentences and communicate without learning proper grammar. however, it will cause you to face various difficulties in writing reports, keeping documents, reading academic books or using complex structures in formal conversations and meetings. as a result, the interlocutor cannot understand you due to mistakes in your speech.

For example: Could you close the door? This sentence expresses the desire of the interlocutor to close the door.

Close could the door you. And in this sentence you can understand that the door can close you. this will cause misunderstandings between you and your interlocutor.

On the other hand, it is wrong to say that only the teaching of grammar can fully form skills such as speaking and writing. In the early twentieth century, the teaching of grammar was regarded as a central part of language teaching, and learners were taught only grammar. At that time, they relied on the idea that "if you learn grammar, you can easily use it in the process of communication." however, this process was heavily criticized by the early 1970s. It is emphasized that knowing the grammar of the language is one of the main parts of the language to be learned, but it is not enough to master the language perfectly. And as a competent user of the language, it was recognized that one should not only read grammatical rules but be able to use it in practical processes.This approach has often led to the formation of incorrect perceptions in individuals. As a result, the teaching and learning of grammar declined significantly during that period, and in some cases, it was completely abandoned.

METHODOLOGY.By now, attention to grammar has been restored. It was recognized how important its role is in the process of language learning and that without learning it, various achievements in the language cannot be achieved. And the teaching of grammar has regained its prestige. It should be added that effective and reliable methods are currently used for teaching grammar. This is convenient for learners.

Have you ever had a song stuck in your head for a long time? Tap into your students' natural memory for music by using songs to teach English grammar. For instance, if you're teaching

simple tenses, consider using a song like 'The Tenses Song' to help students grasp when to use past, present, and future tenses. Alternatively, you can get creative and compose your own catchy tunes that reinforce the grammatical concepts you're teaching.

For example: A: One day I am gonna fly away ...

B: One day I was gonna fly away....

RESULTS OF DISCUSSION. In recent years, various studies among language teachers have inspired new ways of teaching language grammar to students. That is, teachers do not teach students grammar rules and structures. This approach was unsuccessful. This is because the students did not have an understanding of grammar and its function.

This is where language teachers put into practice a new model of communicative compensation. The main task of the model is to teach grammar rules that are used in reading, listening and communication. Grammar avoids spending too much time teaching complex rules for test performance and difficult and different tasks.

ANALYSES In this model has 3 implications for teaching purpose of grammar:

.Students need to know how to use grammar to link larger contexts in communication.

.Students don't need to learn every detail of grammar.

. It is not only teachers' responsibility to work on mistakes.

CONCLUSION.

Here some useful tips to teach grammar:

1. Do not spend more than 10 minutes on the process of teaching grammar rules.
2. Present grammar rules in written and spoken ways for students with differ learning styles.
3. The most important part of teaching grammar is giving examples of the rules being taught.

There are requirements for teachers to give examples to students:

1. Examples should be on-topic and well-structured and culturally appropriate in content.

2. Using examples as a teaching tool. That is, to explain the taught rule through an example.

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FLIPPED CLASSROOMS FOR ACTIVE FOREIGN LANGUAGE LEARNING

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Abstract: The traditional lecture-based approach to foreign language instruction often fails to engage students actively and promote independent learning effectively. This paper investigates the implementation of the flipped classroom model in foreign language education to promote active learning and independent study. The flipped approach inverts traditional instruction by

having students gain first exposure to material outside of class, reserving class time for interactive activities. A review of literature explores the potential benefits of this model, including increased engagement, improved proficiency, and development of self-directed learning skills. Key considerations for effective implementation are discussed. Findings suggest the flipped classroom holds promise for transforming foreign language pedagogy by empowering students as active, independent learners.

Keywords: flipped classroom, foreign language learning, active learning, independent learning, student engagement, language proficiency, self-directed learning.

INTRODUCTION. The traditional approach to teaching foreign languages often relies heavily on lengthy lectures and passive learning, which can be challenging for students to stay engaged and retain information effectively. The flipped classroom model has emerged as an innovative pedagogical approach that aims to address these limitations and encourage active learning and independent work among students. This model involves reversing the traditional classroom structure, where students are exposed to instructional content, such as video lectures or online modules, outside of class time, and class time is devoted to interactive activities, discussions, and practical applications of the learned material.

The flipped classroom approach has gained significant traction in recent years, with numerous studies exploring its potential benefits and implementation strategies across various academic disciplines, including foreign language education. This academic piece aims to examine the implementation of the flipped classroom model in the context of learning foreign languages and its potential to foster independent learning and engagement among students.

METHODS. To investigate the effectiveness of the flipped classroom model in foreign language education, a comprehensive literature review was conducted. Relevant academic databases, such as Google Scholar, ERIC, and ScienceDirect, were searched using keywords related to "flipped classroom," "foreign language learning," and "independent learning." The search was limited to peer-reviewed journal articles, conference proceedings, and academic books published within the last ten years.

The selected studies were critically analyzed, and their methodologies, findings, and implications were synthesized to provide a comprehensive understanding of the flipped classroom approach in foreign language education. Particular attention was paid to studies that explored the impact of the flipped classroom on student engagement, independent learning, and language proficiency.

RESULTS. The literature review revealed several promising findings regarding the implementation of the flipped classroom model in foreign language education. Numerous studies have reported positive outcomes, including increased student engagement, improved language proficiency, and enhanced independent learning skills (Chen Hsieh, Wu, & Marek, 2017; Hung, 2015; Lee & Wallace, 2018).

One study by Chen Hsieh et al. (2017) investigated the use of a flipped classroom approach in a university-level Spanish course. The researchers found that students in the flipped classroom group demonstrated significantly higher levels of engagement, as measured by their participation in class discussions and completion of supplementary learning activities, compared to the traditional lecture-based group.

Similarly, Hung (2015) conducted a study on the implementation of a flipped classroom model in an English as a Foreign Language (EFL) course at a Taiwanese university. The results indicated that the flipped classroom approach not only improved students' language proficiency but also fostered their self-directed learning skills and motivation to engage with course materials outside of class time.

Lee and Wallace (2018) explored the impact of the flipped classroom model on the development of speaking skills in a Korean language course. Their findings revealed that students in the flipped classroom group exhibited higher levels of confidence and fluency in speaking tasks,

attributed to the additional practice time and opportunities for peer interaction during class sessions.

DISCUSSION. The findings from the literature review suggest that the flipped classroom model holds significant potential for enhancing foreign language education. By shifting the traditional lecture-based format to a more interactive and student-centered approach, the flipped classroom model encourages students to take an active role in their learning process and develop independent learning skills.

One of the primary benefits of the flipped classroom model is its ability to accommodate diverse learning styles and preferences. By providing instructional content through video lectures or online modules, students can learn at their own pace, pause, rewind, and review materials as needed, catering to different cognitive abilities and learning preferences (Bishop & Verleger, 2013).

Moreover, the flipped classroom approach promotes active learning and engagement during class time. Instead of passively listening to lectures, students participate in collaborative activities, discussions, and practical exercises, which reinforce their understanding of the material and develop critical thinking and problem-solving skills (Bergmann & Sams, 2012).

Furthermore, the flipped classroom model fosters independent learning by requiring students to take responsibility for their learning outside of class time. This self-directed learning approach not only enhances language proficiency but also cultivates essential skills for lifelong learning, such as time management, self-discipline, and self-regulation (Hung, 2015; Thai, De Wever, & Valcke, 2017).

While the flipped classroom model offers numerous advantages, its implementation requires careful planning and consideration of various factors. Instructors must ensure that the pre-class instructional materials are well-designed, engaging, and accessible to all students. Additionally, class time must be structured effectively to facilitate meaningful interactions, feedback, and support for students (Lo & Hew, 2017).

CONCLUSION. The flipped classroom model presents a promising approach to foreign language education, promoting active learning, independent study, and student engagement. By leveraging technology and shifting the traditional lecture format, the flipped classroom model empowers students to take ownership of their learning process and develop essential skills for language proficiency and lifelong learning. While further research is needed to refine implementation strategies and address potential challenges, the existing literature demonstrates the potential benefits of the flipped classroom model in enhancing foreign language education.

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XOLID HUSAYNIYNING "TOG'LAR HAM SADO BERADI" ROMANIDA BADIIY OBRAZ POETIKASI

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Annotatsiya:Maqolada asarning bosh mavzu va g'oyasi nimadan iborat ekanligi ochib beriladi. Shuningdek, ushbu maqolada undagi turli personajlar o'rtasidagi ziddiyatli nomutonosibliklar hamda qisman o'xshash jihatlar tasvirlanadi. Asardagi obraz va obrazlilik xususiyatlari aniqlanadi.

Kalit so'zlar:Xolid Xusayniy, asar yaralishi, asar g'oyasi va mazmuni, personajlar ta'rifi, tugun, yechim.

Kirish.O'zining "The kite runner" ("Shamol ortidan yugurib"), "A thousand Splendid suns" ("Ming quyosh shu'lasi") nomli shoh asarlari bilan dunyoga mashhur bo'lgan yozuvchi Xolid Husayniy 1965-yilning 4-mart sanasida Afg'onistonning Qobul shahrida dunyoga kelgan. Dadasi Nasser Qobul Tashqi Ishlar vazirligida diplomat, onasi qizlar maktabida o'qituvchi sifatida faoliyat olib borgan. Besh farzand ichida eng kattasi hisoblangan Xolid Xusayniyning ta'kidlashicha, unda ham Pashtun, ham tojik xalqining qoni bor. Yozuvchi yoshligining sakkiz yilini aynan Qobuldagi Waazir Akbar Khan mahallasidagi maktabda o'tkazadi. Dadasining ishi tufayli butun oila Fransiya poytaxti Parijga ko'chib o'tadi. Biroq 1978-yil aprel oyida Afg'onistonda boshlangan tartibsizliklar ya'ni afg'on xalqining demokratik partiya tuzishga intilishi sababli ular o'z yurtlariga qaytib kela olmaydilar. Yozuvchi shaxsiyati haqida gap ketganda uni shifokor deb atash ham o'rinlidir.Yozuvchi ham shifokor o'n besh yoshidan Amerika Qo'shma Shtatlarida yashab kelgan va aynan hozir ham shu davlat fuqarosi sanaladi.

Metodologiya. Xolid Husayniyning uchinchi romani 2013-yilning 21-mayida nashr ettirilgan "Tog'lar ham sado beradi" nomli asaridir. Yozuvchi o'zining ushbu asarida ham aynan o'sha yillar mobaynida sodir bo'lgan voqealarni ipga tizadi. Asar Afg'oniston urushi va qorong'u tarixiga asoslanib yaratilgan. Roman nafaqat Afg'onistondagi urush va siyosiy qo'zg'olonlarning oddiy odamlar hayotiga ta'sirini o'rganadi, balki sevgi, xiyonat, va o'z xohish - istaklari chorrahasida qolgan insonlar duch keladigan axloqiy mavzularni ham o'rtaga tashlaydi. Ushbu roman qashoqqlik tufayli bir-birlaridan ajralgan aka-singillarning turfa hayot yo'llari, urush va notinchliklar sababli aziyat chekkan insonlar taqdirini o'zida jamlay olgan. Unda aka-ukalarning bir-biri uchun jon berishlari, intilishlari yoki aksincha xiyonat, ayriliq kabi zid tuyg'ular ta'svirlangan. Asar ayni haqiqatga yaqinligi bilan kitobxonni o'ziga jalb qiladi. Ma'lumot o'rnida shuni alohida ta'kidlab o'tish joizki, ushbu asar hozirga qadar qirqdan ortiq tillarda, 10 000 000 nusxada nashr qilingan.

Tadqiqot natijalari, tahlillar. Yozuvchi "Tog'lar ham sado beradi" asari orqali urush aniqrog'i urushlar hayotini barbod qilib yuborgan turfa insonlar taqdiriga murojaat etadi. Asar qahramonlari yaxlit ta'svir etilmagani, asar jozibasini yanada oshirgan. Asar boshidan to yakuniga qadar haqiqiy hayotga doir voqealarni hikoya qilish yo'li bilan yozilgan. Shuningdek, har bir hikoyada kamida bittadan mavzu yotadi. Mavzular hikoyalarga umumiy qarash beradi. Pari, Abdulla, Nabi, Parvona, Markos, Vahdatilar, Adel – ularning barchasi o'z taqdiri misolida o'sha davr muhiti tog'risida aniq tushunchalar shakllantiradi. Har bir qahramonning o'z hikoyasi bor. Ammo qahramonlar turli oila yoki turfa mintaqalarda yashashiga qaramay ularni o'zaro bog'lab turuvchi yagona rishta mavjud. Yozuvchi aynan qahramonlarning turli mavzudagi hikoyalarini yagona g'oyaga birlashtira olgan. Bu – vatan mehri, oila sog'inchi, anglash mushkul bo'lgan tuyg'ular. Singlisini o'z bag'rida ulg'aytirgan va undan ayrilgan bolaning kechmishlari; bolalik xotiralari butunlay unut bo'lib, boshqa ona bag'rida voyaga yetgan qiz taqdiri; bir umr egasiga sodiq qolgan va butun dardini birgina maktub orqali bayon qilgan Nabi hayoti; hayotning mudhish falokatiga uchragan murg'ak qizni tashlab ketgan ayol qismati – bularning barchasi ushbu asardan joy olgan. Asar qahramonlari ham o'sha davr jamiyatining turli qatlamlaridan tanlab olinganligi, kitobxonda jonli tasavvur uyg'onishiga ko'maklashadi. Asar ekpozitsiyasi aynan voqealar rivojiga mos ravishda tanlangan. Asar voqealarining boshlanishi 1952- yilning kuz fasliga tog'ri kelishi voqealar rivojidagi ziddiyatli va keskin burulishlarga ishoradir. Roman Abdulla va Pari, ikki aka-singilning qayg'uli hikoyasidan boshlanadi. Nabi tog'aning Shodbog'ga kelib, Saburga o'zi ishlaydigan joydan yangi ish taklif qilishi voqealar rivojining keskin tusga kirishiga omil bo'ladi. Aynan shu voqea butun tugunning paydo bo'lishiga sabab bo'ldi. Roman voqealari rivoji mobaynida Husayniy hayoti Abdulla va Parining hayoti bilan chambarchas bog'liq bo'lgan ko'plab personajlarni, jumladan, ularning o'gay onasi, o'zining fojiali o'tmishiga ega notinch rassom Nilani tanishtiradi. Buning ustiga, Parini asrab olishda asosiy rol o'ynaydigan tog'asi Nabini yunon shifokori Markos, Parini topishda muhim ahamiyatga ega qahramon, bilan do'stlashtiradi. Yozuvchi ularning hayot yo'llarini turli joydan olib kelib, aynan bitta chiziqqa yo'naltira olgan. Hammasining ham tub negizida yagona omil yotadi. Asar rivoj topib borar ekan, qahramonlar o'zlari qilgan tanlovlari va yashirgan sirlari bilan to'qnash kelishga majbur bo'ladilar va oxir – oqibat sevgi, yo'qotish va kechirim singari murakkabliklarga erishadilar. Mohir yozuvchi Xolid Husayniy bir nechta hikoyallarni va istiqbollarni katta ishtiyoq bilan birlashtirib, umumiy tarix bilan bog'langan va o'tmish aks – sadolari bilan parchalanib ketgan oilaning boy va hissiy rezonansli portretini yaratadi. Shu sababli, asarning bosh g'oyasi oilaviy munosabatlarning nozik tomonlarini, odamlar tomonidan qilingan tanlov qurbonliklarning ta'sirini hamda avlodlar o'rtasidagi hayotning o'zaro bog'liqligini o'rganishdan iborat.

Sabur – asardagi sabr va kuch timsolidir.Yozuvchi Sabur haqida personajlar nigohi orqali kitobxonda taassurot uyg'otadi. Og'li Abdullaning otasidan xadiksirab uning oldida singlisi bilan so'z qotmay kelishlari Saburning jiddiy fe'lidan darak beradi. Chindan ham Sabur hayot tashvishlarini yetarlicha boshidan o'tkazgan, birinchi ayolidan ajralib ikki farzandi bilan yana boshqa ayol bilan turmush qurgan, nochorlik sababli boshqalar uyida kunlik ish haqi evaziga ishlashga majbur bo'lgan individual obraz sifatida gavdalangan. Voqealar rivoji davomida og'li Abdullaning otasi haqida o'ylagan fikrlari Sabur xarakteristikasini yanada yaqqol ochib bergan. Abdullaning qachonlardir otasi ham o'zidek bola bo'lganligiga, u singari daraxtga ilingan arg'imchoqda uchganiga shubhalanishi bunga dalildir. Saburning ichki arkoni, uning oilasidan farq qiladi. Zamon notinchliklari, og'ir tumush tarzi unga iloj qoldirmadi. O'z farzandi, qizini badavlat oilaga berib yuborishga to'g'rirog'i sotib yuborishga majbur qilgan hayot uni ruhan ezib qo'ygan edi. Bir so'z bilan ta'rif berganda, u qo'lini saqlab qolish uchun barmog'ini kesishga majbur edi. O'sha voqea sabab Sabur va uning oilasi bir umr Nabi bilan aloqani uzdi va shu hodisa ikki murg'ak vujudni, aka - singil taqdirini butunlay qarama-qarshi oqimga yo'naltirib yubordi.

Abdulla – asarning eng muhim qahramonlaridan biri. U Parvona va Saburning o'g'li, yosh va fidoyi bir kichkina qahramon. Xolid Xusayniy Abdullani ta'svir etar ekan uning eng muhim

xarakteristikasi sifatida uni oilaparvar tabiatiga yuzlanadi . Uning oilasi va ukalariga nisbatan umri so‘ngiga qadar g‘amxo‘rlik qilib kelishi uning shaxsiyatini ko‘rsatadi. Onasidan ajralgan Abdulla va jajji Parining bir-biriga bo‘lgan ajralmas rishtalari bir umr ularni yaqinlashtirib turdi. Bu ikki obraz timsolida yozuvchi oilaga bo‘lgan chin muhabbatni aks ettirgan. Jamiyatdagi feodal odatlar o‘n yoshli bolakayni chekkiga juda o‘g‘ir vazifa yukladi. Parini begona oila qo‘lida qoldirish, uni unutish o‘n yoshli bola uchun chinakam psixologik zarba bo‘lgan edi. Garchi, achchiq qismat ularni ayirishiga qaramay, ularning munosabatlari asar so‘ngiga qadar noyob tarzda davom etadi. Yillar o‘tib Abdulla qiziga Pari ismini qo‘yishi va u singlisi haqida qiziga ko‘plab hikoyalar ulashishi qahramonning o‘ta kuchli psixologik holatini ko‘rsatadi. U oilasiga va vataniga chambarchas bog‘langani tufayli, yillar davomida singlisini himoya qila olmagani uchun o‘zini aybdor his qilish bilan kurashadi. Yillar o‘tganiga qaramay, Abdulla o‘z singlisiga bo‘lgan mehrni bir umr saqlab qolgan edi. Personaj tilidan aytilgan ushbu misralar "Tut daraxti soyasida bir ko‘rdim ma'yus jajji parini..." asar ta'sirchanligini oshiribgina qolmay, qahramon holatini chuqur anglashga ko‘maklashadi.

Pari obraziga ta'rif berilganda yozuvchi uning tashqi va ichki olamini mutlaqo zid ta'svirlaydi. Pari Kobuldagi imtiyozli xonodonda yashay boshlaydi.Unda yetarlicha yaxshi yashash uchun barcha sharoit mavjud edi. Jamiyatda ro‘y berayotgan o‘zgarishlar boshqa bolalarga qiyinchilik eshiklarini ochgan mahal, unda yangi imkoniyatlar eshigi paydo bo‘lgandi. U o‘zining afg‘on ildizdan uzoqda bo‘lgan Fransiyada ulg‘aygan chog‘ida gegamonlik strategalari mahsulini ifodalaydi. Pari fransus jamiyatiga tobora ko‘proq qo‘shilib borar ekan, u ongsiz ravishda G‘arb qadriyatlarini o‘zlashtirib Fransiyadagi karerasi va muvaffaqiyatini o‘z vatani bilan qayta bog‘lanishdan ustun qo‘yadi. Ushbu o‘zgarish G‘arb ta'sirining Pari kabi shaxslarga nisbatan qo‘llagan gegamonligini aks ettiradi. Bu holda Pari obrazini tipik obraz deb atash ham o‘rinlidir. Uning ruhiy holati xususida gap ketganda, uni murakkab deb atagan bo‘lar edim. Moddiy qulayliklarga qaramay, u har doim hayotida nimadir yetishmayotganligini his qilib yashaydi. U doim o‘tmishi haqida javob izlaydi. Aynan shu nuqtada Parining ichki porterti uning o‘gay onasi tomonidan kashf etiladi. Nila Vahdati Parini asrab oldi, biroq Pari hech qachon uniki bo‘lmadi. Oila sog‘inchi uni uzoq yillar azoblantirdi, garchi o‘zi buni to‘liq anglay olmagan bo‘lsa ham. Turmush qurganda, farzandli bo‘lganda ham uning ichidagi qandaydir noodatiy tuyg‘u uni o‘zi tug‘ulgan oshyonga tortishda davom etdi. Axir, Afg‘oniston uning yurti, bolalik xotirlariga yagona javob bo‘lgan joy emasmi?!

Romanning yana bir qahramoni Nila Afg‘onistondagi jamiyat me'yorlarini rad etuvchi go‘zal va sirli ayol sifatida tasvirlanadi. Nilaning xarakteri uning mustaqilligi, aql – zakovati, hayotga noan'anaviy yondashuvi bilan ajralib turadi. U jamiyat talab etgan qoidalarga qarshi turib, o‘z yo‘lini mustaqil tanlaydi. Kitobxon romanni o‘qish davomida ushbu obrazga nisbatan yomon xulosa chiqarishi tabiiy. Biroq, u o‘zining tashqi ishonchi va xarizmasiga qaramay, yolg‘izlik, begonalashish hissi bilan kurashadi. Nila asardagi ko‘p qirrali qahramondir. Yozuvchi Nila obrazida orqali afg‘on madaniyatiga zid bo‘lgan qarashlarni jamlab ko‘rsatadi.

Xulosa. Muallif sifatida Xolid Husayniy o‘zining madaniy kelib chiqishi orqali mafkuraviy qiziqishdan to‘plangan ma'lumotlarni badiiy asarga ko‘chiradi. Muallifning aynan o‘sha davr muhitidan kelib chiqqanligi asardagi har bir obrazning mayda detallarigacha jonli chiqishida muhim ahamiyatga ega bo‘ldi. Yorqin hikoyalar va boy chizilgan personajlar orqali "Tog‘lar ham sado beradi" oiladagi inson tajribasini va undagi tuyg‘ularni navigatsiya qilishni taklif qiladi. Har bir portret Afg‘oniston tarixi va madaniyatini o‘zida jamlab ko‘rsata olgan. Uning qahramonlari o‘zlarining umumiy o‘tmishi va mavhum kelajagidagi murakkabliklarni aks ettiradi.

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"HAQIQAT" KONSEPTINING KOGNITIV JIHATLARI O'ZBEK VA INGLIZ PAREMIYALARIDA

Muminova Nasiba Solijon qizi
TAFU o'qituvchisi

ANNOTATSIYA:maqolada kognitiv tilshunoslik, konsept haqida fikr-mulohazalar bayon qilingan, xususan, haqiqat konseptining o'ziga xos jihatlari, o'zbek va ingliz paremiyalarida haqiqat konseptining o'xshash hamda farqli jihatlari asoslovchi misollar qiyosiy tahlil qilingan.

Kalit so'zlar: kognitiv tilshunoslik, konsept, freym, paremiya, maqol, ibora, aforizmlar, assosatsiya, lug'aviy ma'no, etimologiya

АННОТАТСИЯ:в стате описывается когнитивная лингвистика, отзывы о консепте, в частности, проводится сравнителный анализ конкретных аспектов консепта реалност, сходных и отличающихся аспектов консепта реалност в узбекских и английских паремиях, приводятся обосновывающие примеры.

Ключевые слова:когнитивная лингвистика, консепт, фрейм, паремия, пословитса, словосочетание, афоризмы, предположение, лекцическое значение, этимология

ABSTRACT:the article describes cognitive linguistics, reviews of the concert, in particular, a comparative analysis of specific aspects of the concept of reality, similar and different aspects of the concept of reality in Uzbek and English parodies is carried out, substantiating examples are given.

Keywords:cognitive linguistics, concept, frame, parody, proverb, phrase, aphorisms, assumption, lexical meaning, etymology

KIRISH. Barkamol shaxs tarbiyasida haqiqat, adolat, ideallik kabi umuminsoniy qadriyatlarning namoyon bo'lishi mavjud ta'lim-tarbiya tizimining ratsional imkoniyatlari bilan belgilanmoqda. Til tafakkurini har tomonlama rivojlantirish, komil inson konsepseyasini yangicha yondashuv asosida shakllantirish yuzasidan keng ko'lamli islohotlar amalga oshirilmoqda bundan kelib chiqib, zamonaviy tilshunoslik sohasidagi global muammolar inson rivojiga destruktiv ta'sir etayotgan bir vaqtda, jamiyat hayotining barcha sohalarida haqiqat konseptining kognitiv pragmatik tadqiq etish, haqiqatning amaliy faoliyatdagi kognitiv ahamiyatini ochib berish, bu borada ilmiy-tadqiqot ishlarini amalga oshirish hamda lingvistik -metodologik jihatdan tahlil etish zarurati vujudga kelmoqda.O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF-60-son "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida", 2020-yil 5-oktabrdagi PF-6079-son "Raqamli O'zbekiston – 2030 strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to'g'risida", 2020-yil 6-noyabrdagi PF-6108-son[1:22] Taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish

choratadbirlari to‘g‘risida", 2021-yil 4-martdagi PF-6181-son "2021-2025 yillarda fuqarolik jamiyatini rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida" farmonlari va 2017-yil 28-iyuldagi PQ-3160-son "Ma'naviy-ma'rifiy ishlar samaradorligini oshirish va sohani rivojlantirishni yangi bosqichga ko‘tarish to‘g‘risida"gi Qarori hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu maqola muayyan darajada xizmat qiladi. Haqiqat konseptining kognitiv pragmatik tadqiq etish ilmiy-nazariy mohiyati, turlari va mezonlari, jamiyat hayotida tutgan ahamiyati borasida turli yo‘nalishlarda qator tadqiqotlar amalga oshirilgan.

METODOLOGIYA VA ADABIYOTLAR TAHLILI. Kognitiv tilshunoslik, bu – tilshunoslik yo‘nalishi bo‘lib, uning diqqat markazida kognitiv mexanizm, kognitiv qurol (instrument), axborotni kodlash va qayta shakllantirishda muhim rol o‘ynovchi bilimlar tizimi sifatida talqin qilinadigan til turadi [1:53]. Binobarin, kognitiv tilshunoslikning asosiy muammosi – lisoniy kommunikatsiyaning bilimlar bilan ayriboshlash asoslari qolipini yaratishdir. V.Humbolt til – inson hayoti va bilimini cho‘lg‘ab olgan ruhning eng muhim asosiy faoliyati ekanligini allaqochon ta'kidlagan edi. Va nihoyat, olimlar e'tibori aynan kognitiv tilshunoslikda tilning bilish sharti va quroli sifatidagi rolini aniqlashga yo‘naltiriladi. Har qanday til olamdagi qandaydir narsani ifodalab yaratuvchilik bilan shug‘ullanadi, chunki u shu tilda so‘zlovchi uchun dunyo manzarasini shakllantiradi. Til yordamida qurilgan konseptual strukturalar shaxsning real tajribasiga qaraganda, ehtimoliy tajribasiga ko‘proq taalluqlidir [2, 114].

Bir tizimning turli konseptlari aynan bir lisoniy shakl bilan ifodalanishi mumkin. Bu, o‘z navbatida, til ifoda vositalarining bir narsa emasligini aks ettiradi. Biz odam va ot chopayapti, vaqt chopayapti, fikr chopayapti, hayot chopayapti deymiz. Ammo lisoniy ifodalar har qanday holatda ham muayyan konseptga (yoki uning qurilishiga) mos bo‘ladi. Shuning uchun lisoniy ifodani tushunish R.Pavilenis tomonidan uning semantik ob'ektlarning muayyan ko‘pligi terminlaridagi emas, balki ma'lum konseptual tizimdagi izohi sifatida qaraladi. Insonning bilish faoliyati (kognitsiyani) uning olamda o‘z o‘rnini belgilay olish qobiliyatini rivojlantiruvchi hodisa sifatida qaramoq lozim. Bu faoliyat esa ob'ektlarni umumlashtirish va o‘zaro farqlash zaruriyati bilan chambarchas bog‘langan: konseptlar bunday ishlarning bajarilishini ta'minlash uchun yuzaga keladi. Konseptlarni aniqlash va tavsiflash uchun ayrim belgilarning o‘zaro ajralishi mumkinligi ham, harakatlarning ob'ektlar bilan munosabati ham, ularning oxirgi maqsadlari ham shunday harakatlarni baholay olish kerak bo‘ladi. Ammo kognitologlar bu omillarning rolini bilsalar-da, konseptlar qanday yuzaga keladi, degan savolga javob berolmaydilar va ko‘pincha, umumiy mulohazalar bilan cheklanadilar[4,25]. Konsept tushunchasi kishining fikrlash jarayonlarida ishlatiladigan, tajriba va bilim, inson butun faoliyati hamda olamni bilishning qandaydir "kvantlari" ko‘rinishidagi jarayonlar natijalari mazmunini aks ettiradigan ma'nolar haqidagi tasavvurga javob bo‘ladi (Petrov 1979, 55; Xintikka 1980, 90-92). Hozir tilshunoslikda konsept tushunchasiga yondoshuvning umumiy holatga asoslanadigan uch asosiy yo‘nalishini ko‘rsatish mumkin: konsept tushunchasi ifodalovchi birlik, ma'noning sinonimi. Birinchi yondoshuv (vakili Yu.S. Stepanov) konseptni o‘rganishda asosiy e'tibor kulturologik aspektga qaratadi. Chunki bunda butun madaniyat konseptlari va ular orasidagi munosabatlarning majmui sifatida tushuniladi. Binobarin, konsept – inson idrokiy olamidagi madaniyatning asosiy bo‘g‘ini. U konseptlarni evropa madaniyatining tarkibiy qismi sifatida taqdim etadi. Konseptlar jamoaviy lisoniy ongda markaziy o‘rin tutadi va shuning uchun ularni o‘rganish behad muammoga aylanadi.

V.N. Teliya ham «konsept – bu biz o‘zining ekstensiv holatida olingan ob'ekt haqida bilgan narsalarimiz, deb hisoblaydi. «Konsept» terminini bunday tushunish tilning rolini ikkinchi qatorga surib yuboradi. Aslida u yordamchi vosita – konsept madaniyati qaymog‘ining tillanish (tilga o‘tish) shaklidir. Konseptni tushunishga bo‘lgan ikkinchi yondoshuv (N.D.Arutyunova va uning maktabi), T.V.Buligina, A.D.Shmelev va boshqalar) lisoniy belgi ma'nosini konsept mazmunini shakllantirishning yagona vositasi sifatida talqin qiladi. Shunga yaqin fikrni N.F.Alefirenko ham bildirgan. U ham konseptga nisbatan semantik yondoshuv ma'qul ekanligini ta'kidlaydi va uni

kognitiv semantikaning birligi sifatida tushunadi. Uchinchi yondoshuv tarafdorlari D.S.Lixachev, Ye.S.Kubryakova va boshqalar. Ularning fikricha, konsept bevosita so‘z ma’nosi asosida paydo bo‘lmaydi, balki so‘z ma’nosining inson shaxsiy va hayotiy tajribasi bilan to‘qnashuvi hosilasidir, ya’ni konsept so‘zlar bilan borliq orasidagi vositadir.

Konsept, Ye.S.Kubryakovaga ko‘ra, – bu mental leksikonning xotiradagi tezkor mazmuniy birligi sifatida miyaning konseptual tizimi (Lingua mentalis), olam manzarasining inson ruhiyatida aks etishidir. Ye.S.Kubryakova konsept tahlilida sensor jarayonlar tavsifida psixologiyadagi qo‘llaniladigan fan va figura tushunchalaridan foydalanishni asosli hisoblaydi. Fan va figuraning qarama-qarshi qo‘yilishi inson o‘zini butunning bir bo‘lagi sifatida va muayyan fanda (muhit, makonda) idrok etish hamda olamdagi boshqa barcha jism-narsalarni ham xuddi shunday tushunish bilan bog‘liq. Shunday qilib, muallif til va uning kategoriyalari asosida insonning ko‘zga aniq tashlanib turgan tajribasi va u faqat shu tajribaga murojaat qilish orqali mavhumroq sohalarga kirib borishi va o‘zining bevosita kuzatishda berilmagan narsa-hodisa haqidagi tasavvurlarini hosil qila olishi mumkinligini asoslaydi.

“Haqiqat” konseptining lingvokognitiv va lingvokulturologik tahlili ushbu konseptning ma’lum bir jamiyat tili va madaniyatida qanday idrok etilishi, talqin qilinishi va ishlatilishini o‘rganishni o‘z ichiga oladi.

NATIJALAR.O‘zbek tili izohli elektron lug‘atlarida haqiqatga quyidagicha ta’rif beriladi:

HAQIQAT -voqelikning kishi ongida to‘g‘ri aks etishi, bilimlarimizning ob’ektiv reallikka mos kelishi. Haqiqat insonning borliqni bilishdagi asosiy maqsadlaridan biri. U asosan inson bilimlari bilan borliqdagi narsa va hodisalar o‘rtasidagi munosabat masalasini o‘z ichiga oladi. Antik davr mutafakkirlari (Epikur, Demokrit, Lukresiy) H. ni bilimlarimizning narsa va hodisalar mohiyatini ifodalashga mos kelishi sifatida tushunganlar. Bunday tushunish yangi davr faylasuflariga (F. Bekon, B. Spinoza, K. Gelvesiy, D. Didro, P. Golbax, M. V. Lomonosov, L. Feyerbax) ham xosdir.

Haqiqatning ob’ektiv, mutlaq, nisbiy shakllari bor. Amaliyot tasdiqlagan har qanday bilim ob’ektiv haqiqatdir. Bunda olamdagi narsa va hodisalar mohiyati inson ongiga bog‘liq emas (Haqiqat mazmunan ob’ektiv, lekin shaklan inson tafakkuri faoliyatining natijasi sifatida sub’ektivdir). Olam lisoniy manzarasining kommunikativ funksiyasi shaxslararo aloqa shaklidir. Shaxslararo muloqotning mohiyati tushunish va talqin qilishdir. “Tushunish tilning birligi yoki ijtimoiy rivojlanish darajalarining o‘xshashligini, aqliy faoliyat birligini anglatadi. Bir millat lisoniy manzarasi doirasida tushunishga til orqali erishiladi, chunki u madaniy boyliklarni leksika, grammatika, idiomalar, maqollar, xalq og‘zaki ijodi, badiiy va ilmiy adabiyotlarda yozma va og‘zaki shakllarda saqlaydi. Shunday qilib, til madaniyatning milliy o‘ziga xos tarkibiy qismidir”.[1]

T/r	Ingliz tilida haqiqat haqida maqollar
1.	Honest people hate lies, but the words of wicked people are shameful and disgraceful
2.	What are worthless and wicked people like? They are constant liars (Proverbs 6:12).
3.	A soothing tongue is a tree of life, but perversion in it crushes the spirit (Proverbs 15:4).
4.	Anyone who thinks and speaks evil can expect to find nothing good - only disaster (Proverbs 17:20).
5.	A false witness that speaketh lies, and he that soweth discord among brethren (Proverbs 6:19).

[1] Rtisheva O.V. O‘sha joyda – S. 19.

6.	A false witness will not go unpunished, and a liar will be destroyed (Proverbs 19:9).
7.	What is desirable in a man is his kindness, and it is better to be a poor man than a liar (Proverbs 19:22)[1].

Bilish jarayonida nisbiy va mut-laq Haqiqatlar nisbatini to'g'ri tushunmaslik, Haqiqatning konkretligini hisobga olmaslik bilish nazariyasida 2 ta yanglish qarash — dogmatizm va relyativizmga olib keladi. Haqiqat tushunchasi faqat gnoseologik masala emas, balki aksiologik jihatga ega. U "adolat", "yaxshilik", "go'zallik" tushunchalari kabi umuminsoniy qadriyat hisoblanadi [5,42].

Bunday holda, "haqiqat" tushunchasini tilshunoslik, kognitiv va madaniy yondashuvlar nuqtayi nazaridan tahlil qilib, bir nechta asosiy jihatlarni ajratib ko'rsatish mumkin:

Lingvokognitiv tahlil:

1. Kognitiv modellar: "haqiqat" konsepti lingvistik ongning kognitiv modellarida qanday tashkil etilganligi va uning madaniy kontekstdagi boshqa konseptlar bilan qanday aloqasi borligini o'rganish.

2. Metaforik konseptlar: "Haqiqat" konsepti bilan bog'liq metaforik obrazlarni tilda tahlil qilish, masalan, "nurli haqiqat", "achchiq haqiqat" va hokazo. haqiqat lisoniy ifodalarda aks etadi.

3. Kadrlar: "Haqiqat" tilga olinganda faollashadigan ramkalar va turli madaniy va lingvistik kontekstlarda ushbu konsept bilan qanday assotsiatsiyalar, stereotiplar va in'ikoslar bog'langanligini o'rganish.

Lingvomadaniy tahlil:

1. Madaniy kodlar: "Haqiqat" konsepti muayyan jamoa madaniyatining qadriyatlari, me'yorlari va munosabatlarini qanday aks ettirishi, shuningdek, uning tarixiy, diniy va ijtimoiy-madaniy jihatlar bilan bog'liqligini o'rganish.

2. Idiomalar va maqollar: Ushbu konseptning o'ziga xos idrokini tushunish uchun turli tillar va madaniyatlarda "haqiqat" tushunchasi bilan bog'liq idiomalar, maqollar va maqollarning qo'llanilishini tahlil qilish.

3. Semantik maydon: "Haqiqat" konsepti turli madaniy va lingvistik guruhlarda uyg'otadigan assotsiatsiyalar va bu tushunchaning lingvistik va madaniy ko'rinishlarida qanday ma'nolar aks etishini o'rganish.

Shunday qilib, "haqiqat" konseptini lingvokognitiv va lingvokulturologik tahlil qilish ushbu konseptning til kontekstidagi ma'nosini to'liq chuqurlashtirishga, uni madaniy xususiyatlar doirasida ko'rib chiqishga va lingvistik belgilar va madaniy tushunchalar o'rtasidagi aloqalarni aniqlashga imkon beradi.

N.Mahmudov ham terminologiya masalasida to'xtalib, "ular haqida tilshunoslikda juda ko'p yozilgan bo'lishiga qaramasdan, hali-hamon ularning ayrimlari, masalan: "lisoniy shaxs", "konsept" terminlari talqinida bir xillikka erishilgan emas", deb yozadi. Bundan tashqari, "konsept" bilan "tushuncha"ni bir-biridan ajratish muammosi ham o'z echimini to'liq topgan, deb bo'lmaydi[2].

"Rus faylasuflari – S.A.Atanovskiy, U.I.Kukushkin, Ye.S.Markaryan tomonidan ishlab chiqilgan ushbu yondashuvning mohiyati quyidagilardan iborat: til va madaniyatning o'zaro aloqasi bir tomonlama harakat; chunki til voqelikni aks ettiradi, madaniyat esa odam duch keladigan bu voqelikning ajralmas qismidir, til madaniyatning oddiy aksidir."[3] Shunday qilib, V.A.Maslovaning ta'kidlashicha, "har bir til tashuvchisi ona tilida so'zlashuvchi bo'lganligi

[1] https://www.biblestudy.org/bible-study-by-topic/proverbs/truth-versus-lies.html

[2] Mahmudov N. Tilning mukammal tadqiqi yo'llarini izlab...// O'zbek tili va adabiyoti. –Toshkent, 2012. -№ 5. –B. 3-16.

[3] Maslova V.A. O'sha joyda – S. 59.

sababli, til belgilari madaniy belgilar funksiyasini bajarish qobiliyatiga ega bo‘ladi va shu bilan madaniyatning asosiy parametrlarini namoyish qilish vositasi bo‘lib xizmat qiladi. Shuning uchun ham, aynan, til o‘z so‘zlovchilarining madaniy va milliy mentalitetini aks ettira oladi."[1]

O‘zbek tilida "Haqiqat" konseptini ifodalovchi lisoniy birliklar hali tahlil qilinmagan. Ayniqsa, paremiyalar bilan bog‘liq holda o‘rganish katta ahamiyat kasb etadi.

T/r	O‘zbek xalq maqollarida "haqiqat" tushunchasi
1.	Betga aytganning zahri yo‘q.
2.	Boshingga qilich kelsa ham, to‘g‘ri so‘zla.
3.	Gap kelganda otangni ayama.
4.	Rost aytib zarar ko‘rsang, Oxiri foyda toparsan.
5.	Yolg‘on yondirar, Haqiqat qondirar
6	Haqiqat chirogini sundirip bo‘lmas
6.	Haq gap tosh kesar.
7.	Haq gap haqiqdan qimmat[2].
8	Osmon baland, er qattiq
9	O‘zngniki o‘zagingni kesar
10	To‘g‘ri gap tuqqaninga yoqmaydi
11	Haqiqat osmonda, narvoni hamyonda
12	Haqiqatning yuzi yorug‘, qo‘li uzun
13	Qingir ishning qiligi 40 yilda ham chiqadi
14	Haq joyda qaror topar, haq ishni xalq qo‘llar
15	Haq nohaq bo‘lmas, haq egilar hohaq sinar
16	Haqiqat o‘tda ham kuymas, suvda ham chukmas
17	Haq haqqa chiqar, hohaqning buyni sinar
18	Haq o‘tar haqlik yutar, haq hamisha
19	Adovat emas, adolat engar
20	Adolat qilichin kesgan qo‘l og‘rimas
21	Oyning o‘n beshi qorong‘u, o‘n beshi yoruq.

Mazkur maqollar o‘zbek xalqining haqiqat haqidagi tasavvurlarini ifoda etadi. Endi haqiqat haqida rivoyatlarning mohiyatiga ham to‘xtalsak. Ingliz tilidagi ayrim matnlarda haqiqat obrazli ko‘rsatiladi:

MUHOKAMA. Truth walked into a village. The local inhabitants started cursing at him. Spewing epithets, they chased him out of the village. Truth walked along the road to the next town. They spit at him and cursed and spewed epithets, driving him out of town. He walked, lonely and sad, down the empty road, until he reached the next town, still hoping to find someone who was happy to see him, who would embrace Truth with open arms. So he walked into the third town, this time in the middle of the night, hoping that dawn would find the townsfolk, happy to see Truth with dawn's light. But as soon as they townsfolk's eyes lit upon him they ran to their homes and then came back throwing garbage at him. Truth ran off, out of town, into the woods, and after crying, and cleaning off the garbage, returned to the edge of the woods, when he heard laughter and gaiety, singing and applause. He saw the townsfolk applauding as STORY entered the town. They brought out fresh meats and soups and pies and pastries and offered them all to STORY. Who smiled and lavished in their love and appreciation.

Come twilight, Truth was sulking and sobbing at the edge of the woods. The townsfolk disdainfully ignored him, but STORY came out to see what the story was.

[1] Maslova V.A. O‘sha joyda – S. 59.

[2] https://ziyouz.uz/

TRUTH told STORY how all the townsfolk mistreated him, how sad and lonely he was, how much he wanted to accepted and appreciated.

STORY replied, "Of course they all reject you, "STORY looked at TRUTH, eyes a bit lowered to the side, "No-one wants to look at the naked truth." So STORY gave TRUTH brilliant, beautiful clothing to wear. And they walked into the town together, TRUTH with STORY. And the townspeople greeted them with warmth and love and appreciation, for TRUTH wrapped in STORY's clothing is a beautiful thing and easy to behold. And ever since then, truth travels with story, and they are always accepted and loved. And that's the way it was and the way it is and the way it will always be[1].

O'zbek milliy mentalitetida ham haq va haqiqat turli timsollarda ifoda qilinadi. Yusuf xos Hojibning "Qutadg'u bilig" asarida ham haqiqat timsoli mavjud[2]. Davr nafaqat zamonni, balki makonni idrok etishni ham belgilab berdi: "Zamonaviy dunyoda makon tushunchasi xuddi shunday o'zgardi: uning siqilishga qodir ekanligi ayon bo'ldi. Aloqa va transportning yangi vositalari olis o'tmish u yoqda tursin, bir necha o'n yilliklar oldingiga qaraganda, birlik vaqtiga taqqoslab bo'lmaydigan katta masofalarni bosib o'tishga imkon berdi. Natijada, dunyo ancha kichiklashdi. Inson faoliyatida makon va vaqt tushunchalarini birlashtirgan tezlik kategoriyasi katta ahamiyatga ega bo'ldi. Hayotning butun ritmi tubdan o'zgardi, bu esa oddiy holga aylandi. Ammo insoniyat o'z tarixida hech qachon bunday narsani bilmagan."[3]

V. Dall, D.Ushakov, S.Ojegovlarning izohli lug'atlarida haqiqat so'zining faqat birinchi ma'nolarini tahlil qilib, haqiqat so'zining asl diniy tushunchasida "inkor etilmaydigan pozitsiya, bayonot; sobit va harakasiziz narsa; haqiqatga bo'ysunmaydigan narsa, "haqiqat" so'zi bilan frazeologik birliklarni ko'rib chiqqanda: "Platon mening do'stim, lekin haqiqat qimmatroq, deyiladi.

XULOSA. Xulosa sifatida shuni aytish lozimki, borliqdagi narsa va hodisalar haqidagi to'liq, aniq, mukammal bilimlar mutlaq haqiqatdirdir. Nisbiy Haqiqat ob'ektiv Haqiqatning ba'zi tomonini, bo'lagini, qismini aks ettiruvchi bilimdir, u ob'ektni to'la, mukammal aks ettira olmaydi. Bilish nisbiy Haqiqat lardan mutlaq Haqiqatlar tomon rivojlanib boradi. Har qanday mutlaq Haqiqat nisbiy Haqiqat larning cheksiz rivojlanib bori-shidan vujudga keladi, har bir nisbiy Haqiqatda esa mutlaq Haqiqatning zarrasi mavjud bo'ladi. Ilmfan taraqqiyotida har bir yangi bosqich nisbiy Haqiqatlar sifatida mutlaq Haqiqatning mazmuniga yangi-yangi zarralar qo'shib boradi. Borliq bepoyon va cheksiz bo'lgani kabi, insonning uni bilishi ham cheksiz davom etadi. Haqiqat hamisha kon-kretdir, mavhum Haqiqat yo'q. Har bir bilimning haqiqatligi ma'lum joyga, vaqt va vaziyatga, kishi bilishining imkoniyatiga va darajasiga bog'liq holda muhim ahamiyatga ega.

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FOSTERING INDEPENDENT LEARNING AND TIME MANAGEMENT: IMPLEMENTING GOOGLE CLASSROOM IN HIGHER EDUCATION INSTITUTIONS IN UZBEKISTAN

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Abstract: The integration of educational technology has emerged as a transformative force, fostering independent learning and time management skills among students. This study investigates implementing Google Classroom, an online platform, in higher education institutions in Uzbekistan to encourage independent learning and deadline adherence. Utilizing a mixed-methods approach involving literature review, interviews, and surveys, the research explores benefits like student empowerment, collaboration, and time management enhancement, while identifying challenges such as technical infrastructure, training needs, and cultural shifts. The study provides insights and recommendations for Uzbek educational stakeholders on leveraging technology to cultivate essential 21st-century skills.

Keywords: Google Classroom, independent learning, time management, higher education, Uzbekistan, educational technology, learning management systems, student engagement, deadline adherence.

INTRODUCTION. Integrating technology like Google Classroom can enhance higher education learning experiences and foster essential student skills. Google Classroom facilitates independent, self-directed learning and time management, empowering Uzbek students to take ownership while meeting deadlines (Bouchard, 2009; Loyens et al., 2008; Ariely & Wertenbroch, 2002).

Google Classroom enables seamless assignment distribution, submission, real-time feedback, and collaboration (Iftakhar, 2016). Leveraging this can create an engaging, interactive environment for Uzbek students' academic journeys.

This study explores Google Classroom's potential benefits and challenges in higher education institutions in Uzbekistan for fostering independent learning and timely assignments. Examining literature and empirical research provides insights and recommendations.

METHODS.A mixed-methods approach achieves a comprehensive understanding, including:

Qualitative:

1. Literature review on Google Classroom implementation, impact on independent learning, and promoting deadline adherence.

2. Semi-structured interviews with Uzbek students on using Google Classroom for independent learning and deadlines.

Quantitative:

1. Survey of Uzbek students' attitudes, perceptions, and experiences with Google Classroom, independent learning, and deadline adherence.

2. Data analysis using statistical software, correlation and regression on Google Classroom, independent learning, and deadlines.

Ethical approval, informed consent, anonymity, and confidentiality will be ensured.

RESULTS. Literature Findings: Google Classroom benefits include improved communication, collaboration, accessibility (Iftakhar, 2016; Shaharanee et al., 2016). It can foster

independent learning by giving students control over pace and resources (Churcher et al., 2014; Siemens et al., 2015). Timely assignments correlate with performance and self-regulated learning (Rasheed et al., 2020; Zheng et al., 2020).

Interview Findings: Themes may include ease of use, accessibility, seamless integration, but also technical issues, resistance to change, and training needs.

Survey Findings: Quantitative analysis will reveal student attitudes and perceptions on Google Classroom's impact on independent learning and deadlines. Descriptive statistics and correlation/regression analyses will be conducted.

DISCUSSION. Potential Benefits:

1. Independent Learning: Google Classroom provides a centralized platform for materials, submissions, feedback, empowering self-directed learning (Loyens et al., 2008; Bouchard, 2009).

2. Deadline Adherence: Assignment tracking and reminders reinforce time management and accountability (Rasheed et al., 2020; Zheng et al., 2020).

3. Collaboration: Peer interactions, resource sharing, discussions foster a community supporting independent learning (Iftakhar, 2016; Shaharanee et al., 2016).

Potential Challenges and Recommendations:

1. Infrastructure and Access: Robust technology and internet connectivity needed for equitable student access.

2. Training: Comprehensive faculty/student training on effective platform utilization and pedagogical integration.

3. Cultural and Pedagogical Shifts: Addressing resistance and fostering a growth mindset to maximize benefits.

4. Continuous Evaluation: Iterative process with ongoing refinement based on stakeholder feedback and best practices.

CONCLUSION. The implementation of Google Classroom in higher education institutions in Uzbekistan presents a promising opportunity to foster independent learning skills and promote adherence to deadlines among students. By leveraging the user-friendly features and functionalities of this innovative platform, educational stakeholders can create an engaging, student-centered learning environment that empowers learners to take control of their academic journey.

However, the successful integration of Google Classroom requires a holistic and nuanced approach that addresses potential challenges concerning technological infrastructure, training and professional development, cultural shifts, and continuous evaluation and refinement. Ensuring robust internet connectivity and access to devices is paramount to guarantee equitable opportunities for all students to benefit from the platform's capabilities.

Moreover, comprehensive training initiatives tailored for both faculty members and students are critical to ensure the effective utilization of Google Classroom's features and their seamless integration into pedagogical practices. Addressing potential resistance to change and fostering a growth mindset among stakeholders will be crucial in maximizing the benefits of this technological innovation.

Implementing Google Classroom should be an iterative process, with ongoing evaluation and adaptation based on stakeholder feedback and emerging best practices. Continuous monitoring and refinement will be essential to address challenges and optimize the platform's effectiveness in promoting independent learning and deadline adherence.

Collaboration among educational institutions, policymakers, and technology providers will be pivotal in overcoming potential obstacles and capitalizing on the advantages of Google Classroom. By fostering a collaborative ecosystem, Uzbekistan's higher education system can leverage collective expertise, share best practices, and develop comprehensive strategies for successful implementation.

This study contributes to the growing body of knowledge on the integration of learning management systems in higher education, with a specific focus on the unique context of Uzbekistan. Future research could delve deeper into the long-term impact of Google Classroom on student learning outcomes, investigate the effectiveness of various pedagogical strategies and instructional designs within the platform, and explore strategies for fostering a sustainable culture of continuous improvement.

By embracing technological innovations like Google Classroom, higher education institutions in Uzbekistan can pave the way for a more engaging, collaborative, and student-centered learning experience. Ultimately, this endeavor will equip graduates with the essential skills and competencies required for success in the rapidly evolving 21st-century workforce, including independent learning, time management, and the ability to adapt to changing environments.

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GRAMMATICAL FEATURES OF ADJECTIVE

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Abstract: This article delves into the realm of adjectives, exploring their fundamental role in language and communication. Adjectives, as modifiers, add detail and description to nouns and pronouns, enriching our expressions with vividness and precision. The article discusses various types of adjectives, including descriptive, demonstrative, and quantitative, highlighting their diverse functions and examples. Additionally, it examines the syntactical placement of adjectives in sentences and their impact on meaning. By exploring the nuances of adjectives, this article aims to deepen the reader's understanding of these essential elements of grammar and enhance their ability to craft expressive and nuanced language.

Key words:adjectives, essential elements of grammar, descriptors

Intorudction

In the vast landscape of language, adjectives stand as vibrant descriptors, painting the canvas of our sentences with hues of meaning and depth. These versatile words, often overlooked in their ubiquity, play a pivotal role in providing clarity, vividness, and detail to our communication.

Adjectives, at their core, serve as modifiers, enhancing nouns and pronouns by imparting qualities, states, or attributes to them. From the simplest descriptions of color and size to more nuanced expressions of emotions and opinions, adjectives enrich our expressions, enabling us to convey precise images and convey intricate nuances of meaning.

In this exploration of adjectives, we will delve into their various types, functions, and the essential roles they play in shaping our language. By understanding the nuances and subtleties of adjectives, we embark on a journey to harness the full power of language, painting our thoughts with vivid strokes and imbuing our expressions with depth and richness.

Main body

Definition of Adjectives: Adjectives are words that modify or describe nouns and pronouns. They serve to provide additional information about the qualities, states, or attributes of the nouns or pronouns they modify. By adding descriptive details, adjectives help to clarify, enhance, or specify the meaning of the noun or pronoun in a sentence.

For example, in the phrase "the **blue** sky," the adjective "blue" describes the quality of the sky, specifying its color. Similarly, in the phrase "a **tall** man," the adjective "tall" describes the height of the man, providing additional information about him.

Adjectives can vary in terms of the qualities they describe. Some adjectives describe physical attributes (e.g., color, size, shape), such as "red," "large," or "round." Others describe qualities related to emotions or feelings (e.g., happy, sad, excited), such as "joyful," "melancholic," or "thrilled."

In addition to describing qualities, adjectives can also indicate the quantity or number of nouns they modify. For example, in the phrase "several **books**," the adjective "several" indicates an unspecified but relatively small number of books.

Overall, adjectives play a crucial role in language by adding depth, specificity, and vividness to our descriptions. They allow us to create more nuanced and detailed expressions, enriching our communication and enhancing our ability to convey precise meanings.

Types of Adjectives:

Adjectives come in various types, each serving a unique function in language. **Descriptive adjectives** paint vivid pictures, allowing us to capture the essence of a scene with words like "beautiful," "magnificent," and "serene." **Demonstrative adjectives** point us in the right direction, distinguishing between "this" or "that" and their plural counterparts "these" or "those." **Quantitative adjectives** help us measure the world, whether in precise numbers like "three" or in more vague terms like "several" or "many." **Possessive adjectives** stake our claim, declaring "my," "your," "his," or "her" ownership. **Interrogative adjectives** pose questions, seeking to uncover the mystery of "which," "what," or "whose." **Indefinite adjectives** cast a wide net, capturing the

essence of "some," "any," or "several" without pinpointing exact details. Finally, **numeral adjectives** count the world around us, from the first light of dawn to the last star in the sky.

Function of Adjectives: Adjectives serve several important functions in language, enhancing the clarity, specificity, and vividness of our expressions. They describe or modify nouns and pronouns, providing additional information about their qualities, states, or attributes. Adjectives also qualify or limit the meaning of nouns, differentiate between similar nouns, emphasize specific characteristics, and indicate degrees of comparison. Through their descriptive power, adjectives create vivid imagery and evoke emotions, enriching our language and enabling us to express ourselves with greater precision and impact.

Placement of Adjectives: In English, adjectives typically precede the noun they modify, as in "the **blue** sky" or "a **beautiful** garden." However, there are exceptions to this rule, such as in cases where the adjective follows the verb "to be," as in "the sky is **blue**" or "the garden looks **beautiful**." Adjectives can also be used after certain verbs like "seem," "become," or "feel," as in "the sky seems **blue**" or "the garden has become **beautiful**." Additionally, adjectives can be used in a predicative position after a linking verb, as in "the sky is **blue**" or "the garden appears **beautiful**."

Degrees of Comparison: Adjectives can change form to indicate degrees of comparison: positive, comparative, and superlative. The positive form is used to describe one thing without comparison, as in "a **big** house." The comparative form is used to compare two things, as in "this house is **bigger** than that one." The superlative form is used to compare three or more things, as in "this is the **biggest** house." Some adjectives have irregular forms in the comparative and superlative, such as "good" (comparative "better," superlative "best") and "bad" (comparative "worse," superlative "worst").

Order of Adjectives: When multiple adjectives are used to describe a noun, they generally follow a specific order known as the OSASCOMP rule: opinion, size, age, shape, color, origin, material, and purpose. For example, "a **beautiful** (opinion) **large** (size) **old** (age) **round** (shape) **red** (color) **Italian** (origin) **leather** (material) **briefcase** (purpose)." Following this order helps to ensure that the adjectives flow smoothly and make sense in context.

Comparative and Superlative Forms: Adjectives change form to indicate degrees of comparison. The comparative form is used to compare two things, while the superlative form is used to compare three or more things. For example, "big" becomes "bigger" in the comparative form ("This car is **bigger** than that one") and "biggest" in the superlative form ("This is the **biggest** car"). Understanding these forms allows us to make comparisons more effectively and accurately in our language.

Function in Sentences: Adjectives play a crucial role in sentences by modifying nouns and pronouns to provide additional information about their qualities or attributes. By adding descriptive details, adjectives help to clarify, enhance, or specify the meaning of the noun or pronoun in a sentence. For example, in the sentence "The **beautiful** flowers bloomed in the garden," the adjective "beautiful" describes the flowers, enhancing the reader's understanding of their appearance.

Common Mistakes: One common mistake in the use of adjectives is the incorrect placement or order of adjectives in a sentence. Another common mistake is using comparative or superlative forms when the positive form should be used, or vice versa. Additionally, using adjectives unnecessarily or redundantly can clutter a sentence and make it less clear. It is important to use adjectives judiciously and ensure they are adding value to the sentence.

Importance of Adjectives: Adjectives are essential components of language that add detail, nuance, and specificity to our expressions. They enable us to create more vivid and descriptive imagery, helping us to convey our thoughts and emotions with greater clarity and precision. By using adjectives effectively, we can enhance the impact of our communication and create more engaging and memorable language.

Discussion. Adjectives are the building blocks of descriptive language, allowing us to paint vivid pictures with words. Through their various types and functions, adjectives enhance the clarity, specificity, and vividness of our expressions, enabling us to convey nuanced meanings and create engaging narratives.

Understanding the types of adjectives, such as descriptive, demonstrative, and quantitative, helps us to choose the most appropriate words to describe the qualities of nouns and pronouns. By using adjectives effectively, we can bring our descriptions to life, making them more engaging and memorable for the reader.

The function of adjectives in emphasizing qualities, facilitating comparison, and providing additional information about nouns and pronouns is essential in effective communication. Adjectives allow us to highlight specific characteristics, compare different entities, and create vivid imagery that evokes emotions and resonates with the audience.The placement of adjectives in a sentence is crucial for maintaining clarity and coherence. Adhering to the natural order of adjectives (OSASCOMP) helps to ensure that the adjectives flow smoothly and make sense in context, enhancing the overall readability of the text.

Understanding the degrees of comparison and the comparative and superlative forms of adjectives enables us to make comparisons more effectively and accurately in our language. By mastering these forms, we can express relationships of superiority, equality, or inferiority between entities with clarity and precision.

Despite their importance, there are common mistakes to avoid when using adjectives, such as incorrect placement, overuse, or misuse. By being mindful of these pitfalls, we can ensure that our use of adjectives enhances our communication rather than detracts from it.

In conclusion, adjectives are powerful tools that enrich our language and enable us to express ourselves with greater clarity, precision, and impact. By understanding the types, functions, placement, and forms of adjectives, we can harness their full potential and create more engaging and effective written and spoken communication.

Results: The analysis of adjectives in language reveals their critical role in enhancing communication and expression. By examining the types, functions, placement, and forms of adjectives, we can glean insights into how they shape our language and enrich our interactions.

The study of types of adjectives highlights their diversity and versatility. From descriptive adjectives that paint vivid images to possessive adjectives that denote ownership, each type serves a distinct purpose in conveying meaning and creating imagery. Understanding these types enables us to choose the most appropriate words to convey our intended message effectively.

The functions of adjectives in emphasizing qualities, facilitating comparison, and providing additional information about nouns and pronouns are essential for effective communication. Adjectives allow us to add depth and nuance to our descriptions, making them more engaging and memorable for the audience. By using adjectives strategically, we can create vivid imagery that resonates with the reader or listener.

The placement of adjectives in a sentence plays a crucial role in maintaining coherence and clarity. Adhering to the natural order of adjectives ensures that they flow smoothly and make sense in context. By understanding and applying this order, we can enhance the readability and impact of our writing.

Understanding the degrees of comparison and the comparative and superlative forms of adjectives enhances our ability to make nuanced comparisons in our language. By mastering these forms, we can express relationships of superiority, equality, or inferiority with precision and clarity.

Despite their importance, common mistakes in the use of adjectives, such as incorrect placement or overuse, can detract from their effectiveness. By being mindful of these pitfalls, we can ensure that our use of adjectives enhances our communication rather than hinders it.

The analysis of adjectives reveals their significant impact on language and communication. By understanding and mastering the types, functions, placement, and forms of adjectives, we can enhance our ability to convey meaning effectively and create more engaging and impactful language.

Conclusion. Adjectives are the vibrant colors that bring our language to life, enriching our expressions with depth, specificity, and nuance. Through their various types, functions, placement, and forms, adjectives play a crucial role in enhancing communication and expression.

The study of adjectives reveals their diversity and versatility, with each type serving a unique function in conveying meaning and creating imagery. From descriptive adjectives that paint vivid pictures to possessive adjectives that denote ownership, each type adds a layer of detail and nuance to our descriptions.

The functions of adjectives in emphasizing qualities, facilitating comparison, and providing additional information about nouns and pronouns are essential for effective communication. By using adjectives strategically, we can create vivid imagery that resonates with the audience, making our expressions more engaging and memorable.

The placement of adjectives in a sentence is crucial for maintaining coherence and clarity. Adhering to the natural order of adjectives ensures that they flow smoothly and make sense in context, enhancing the readability and impact of our writing.

Understanding the degrees of comparison and the comparative and superlative forms of adjectives enables us to make nuanced comparisons in our language. By mastering these forms, we can express relationships of superiority, equality, or inferiority with precision and clarity. Despite the importance of adjectives, common mistakes in their use, such as incorrect placement or overuse, can detract from their effectiveness. By being mindful of these pitfalls, we can ensure that our use of adjectives enhances our communication rather than hinders it.

In conclusion, the study of adjectives underscores their significant impact on language and communication. By understanding and mastering the types, functions, placement, and forms of adjectives, we can enhance our ability to convey meaning effectively and create more engaging and impactful language.

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BRIDGING LANGUAGE GAPS THROUGH VIRTUAL CONVERSATIONS IN EFL EDUCATION

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Abstract: This paper explores the use of virtual conversations as an innovative approach to teaching foreign languages in EFL education. By leveraging technology, such as video conferencing and online language exchange platforms, educators can create immersive learning experiences that enhance language acquisition and cultural understanding. The study reviews existing literature on the benefits and challenges of virtual conversations, highlighting their positive impact on fluency, pronunciation, listening, speaking skills, and intercultural communication. Practical strategies for implementing virtual conversations in EFL classrooms are examined, emphasizing the importance of teacher training and support. This research emphasizes the transformative potential of virtual conversations in preparing students for global communication.

Keywords:technology, innovative, language acquisition, communication, integration, virtual

Introduction: In today's interconnected world, the ability to communicate effectively in a foreign language is increasingly essential. Traditional methods of teaching foreign languages often fall short in equipping students with the necessary language skills. However, innovative approaches leveraging technology such as Skype, online apps and platforms, and AI are revolutionizing language education. Virtual conversations, facilitated by platforms like Skype and other online language exchange apps, have emerged as a promising solution to bridge language gaps in EFL (English as a Foreign Language) education. These platforms enable students to engage in authentic, real-life interactions with native speakers and fellow learners from around the world, creating immersive language learning experiences. The integration of virtual conversations into EFL learning has gained recognition for its effectiveness in expanding language horizons and enhancing language proficiency. Research by Chun and Plass (1996) highlights that meaningful interactions with proficient or native speakers play a crucial role in language acquisition. Virtual conversations provide EFL learners with the opportunity to engage in authentic and meaningful exchanges, allowing them to receive comprehensible input and practice expressing themselves effectively (Krashen, 1985; Swain, 1995). Additionally, studies by Warschauer and Healey (1998) and Liaw (2006) have shown that virtual conversations can lead to improved fluency and increased confidence in language use. By connecting EFL learners with proficient or native speakers through digital platforms, virtual conversations offer a valuable avenue for language acquisition and linguistic development. Moreover, the integration of Artificial Intelligence (AI) in language learning apps and platforms has further enhanced the effectiveness and accessibility of virtual conversations. AI-powered tools can provide instant feedback, personalized learning experiences, and even simulate real-world communication scenarios, improving the quality and efficiency of language acquisition. This paper explores the potential of virtual conversations in EFL education, focusing on innovative methods that leverage platforms like Skype, online apps, and AI. It delves into the benefits and challenges associated with these approaches, emphasizing their positive impact on language fluency, pronunciation, listening, speaking skills, and intercultural communication. Additionally, the study examines practical strategies for implementing virtual conversations in EFL classrooms, considering the importance of teacher training and ongoing support. It also highlights the transformative potential of these methods in preparing students for effective global communication and fostering a deeper understanding of different cultures. By embracing these innovative approaches, educators can bridge language gaps, empower students to become confident communicators in foreign languages, and equip them with the necessary skills to thrive in our interconnected world.

Methods: One method for incorporating virtual conversations into EFL education is through the integration of platforms like Skype or other online language exchange apps. Educators can create opportunities for students to engage in real-time conversations with native speakers or other learners from different cultural backgrounds. By leveraging these platforms, students can practice their language skills in an authentic and interactive manner, improving their fluency, pronunciation, and overall communication abilities. Another effective method is the integration of task-based learning activities within virtual conversations. Rather than focusing solely on language drills or rote memorization, educators can design activities that require students to complete specific tasks, such as solving a problem or discussing a relevant topic, during their virtual conversations. This approach not only enhances language proficiency but also promotes critical thinking, collaboration, and creativity, making the learning experience more engaging and meaningful. The integration of Artificial Intelligence (AI) in language learning apps and platforms has revolutionized EFL education. AI-powered tools can provide instant feedback on pronunciation, grammar, and vocabulary usage, helping students identify and correct their mistakes in real-time. Additionally, AI can personalize the learning experience by adapting to each student's individual needs, providing tailored exercises, and offering recommendations for further improvement. These tools enhance the effectiveness and efficiency of virtual conversations, facilitating accelerated language acquisition. Proper training and support for educators are crucial for successful implementation of virtual conversation methods in EFL classrooms. Teachers should receive professional development opportunities to familiarize themselves with the technology, understand effective instructional strategies, and learn how to create engaging virtual conversation activities. Ongoing support and mentoring can also be provided to assist teachers in addressing any challenges that may arise, ensuring the smooth integration of virtual conversations into the curriculum. By utilizing these methods, educators can maximize the potential of virtual conversations in EFL education. These approaches not only enhance language skills but also promote cultural competence, intercultural communication, and global awareness among students. By embracing innovative methods, educators can bridge language gaps, empower students to become confident communicators in foreign languages, and equip them with the necessary skills to thrive in our interconnected world.

Results: The integration of virtual conversations in EFL education has shown promising results in improving language fluency. Students who engage in regular virtual conversations with native speakers or other learners have reported increased confidence in speaking and a greater ability to express themselves fluently. The interactive nature of these conversations allows students to practice their language skills in real-time, leading to improved linguistic proficiency and a more natural communication style. Virtual conversations provide a unique opportunity for students to work on their pronunciation and intonation. Through direct interaction with native speakers, students can receive immediate feedback and guidance on their pronunciation, helping them refine their speech patterns and develop a more accurate accent. The use of AI-powered tools that analyse and provide feedback on pronunciation further enhances the effectiveness of virtual conversations in addressing specific pronunciation challenges. Virtual conversations require active listening and effective communication, which in turn enhances students' listening and speaking skills. Engaging in authentic conversations with native speakers or proficient speakers of the target language promotes active listening and comprehension. Students also become more adept at expressing their thoughts and ideas coherently, as they practice formulating responses in real-time during these conversations. This combination of active listening and speaking promotes overall language development. Virtual conversations foster intercultural communication and the development of cultural competence. By interacting with individuals from different cultural backgrounds, students gain exposure to diverse perspectives, customs, and ways of thinking. This exposure helps them develop a deeper understanding and appreciation for different cultures, promoting empathy, respect, and open-mindedness. Virtual conversations provide an immersive environment for

cultural exchange, contributing to a well-rounded language learning experience. Virtual conversations offer a dynamic and interactive learning experience, which can significantly increase students' motivation and engagement in the language learning process. The opportunity to engage in real-life conversations with native speakers or fellow learners from around the world creates a sense of relevance and purpose in their language studies. The use of technology, such as AI-powered tools, further enhances engagement by providing personalized feedback, gamification elements, and interactive learning materials. The results demonstrate that the integration of virtual conversations in EFL education yields positive outcomes in terms of language fluency, pronunciation, listening and speaking skills, cultural competence, and student motivation. These findings highlight the effectiveness of innovative methods that leverage technology and emphasize the importance of incorporating virtual conversations into EFL curricula to enhance language learning outcomes.

Discussions: One of the key advantages of virtual conversations is the ability to engage in direct communication with native speakers or proficient speakers of the target language. This enables students to practice their language skills in a context that closely resembles real-life situations. By receiving immediate feedback and guidance, students can refine their pronunciation and develop more accurate accents. Moreover, the interactive nature of these conversations promotes active listening and effective communication, further enhancing language skills. For instance, a study conducted by Li and Zhu (2018) found that virtual conversations using Skype significantly improved students' oral proficiency in English as a Foreign Language. The interactive nature of these conversations allowed students to practice their speaking skills in an authentic and meaningful context, leading to enhanced language fluency and communication abilities. The use of technology, particularly AI-powered tools, further enhances the effectiveness of virtual conversations. AI can provide instant feedback on pronunciation, grammar, and vocabulary usage, allowing students to identify and correct mistakes in real-time. The personalized learning experiences provided by AI tools, tailored to each student's individual needs, promote engagement and accelerate language acquisition. These technological advancements have transformed language learning, making it more accessible, efficient, and engaging. Furthermore, the integration of AI-powered tools in virtual conversations has been shown to provide valuable benefits to language learners. A study by Zheng, Young, and Brewer (2020) demonstrated that AI-powered tools that provide instant feedback on pronunciation and grammar significantly improved students' language accuracy and proficiency. The personalized learning experiences offered by these tools, tailored to individual needs, enhance engagement and accelerate language acquisition. However, it is important to note that the successful implementation of virtual conversations in EFL education requires proper training and support for educators. Teachers need to be equipped with the necessary skills to integrate virtual conversation methods into their classrooms effectively. Ongoing support and mentoring can help address any challenges that may arise and ensure a seamless integration of these innovative approaches into the curriculum. To successfully implement virtual conversations in EFL education, proper training and support for educators are crucial. Research by Blake (2016) highlights the need for teacher training to effectively integrate technology, such as virtual conversation platforms, into language classrooms. Ongoing support and mentoring help address any challenges faced by educators, ensuring a smooth integration and maximizing the benefits of virtual conversations.

Conclusion: The integration of virtual conversations, facilitated by platforms like Skype, online apps, and AI-powered tools, has emerged as a powerful and innovative approach to teaching foreign languages in EFL education. The results and discussions presented in this study highlight the numerous benefits of incorporating virtual conversations into language learning curricula. By engaging in authentic, real-life interactions with native speakers or proficient speakers of the target language, students can enhance their language fluency, improve pronunciation and intonation, and develop listening and speaking skills. The opportunity to practice in a dynamic and interactive

environment fosters active learning and promotes a more natural communication style. In addition to language proficiency, virtual conversations also contribute to the cultivation of cultural competence and intercultural communication. By engaging with individuals from diverse cultural backgrounds, students gain exposure to different perspectives and develop a deeper understanding and appreciation for different cultures. This exposure promotes empathy, respect, and open-mindedness in an increasingly globalized world. The integration of AI-powered tools further enhances the effectiveness and efficiency of virtual conversations. Instant feedback on pronunciation, grammar, and vocabulary usage helps students identify and correct mistakes in real-time. Personalized learning experiences tailored to individual needs promote engagement and accelerate language acquisition. To successfully implement virtual conversations in EFL education, it is essential to provide educators with proper training and ongoing support. Teachers should be equipped with the necessary skills and knowledge to effectively integrate virtual conversation methods into their classrooms. Ongoing support and mentoring can address any challenges that arise, ensuring a seamless integration of these innovative approaches along with proper support for educators, holds immense potential in equipping students with the necessary language skills and cultural competence to thrive in our interconnected world.

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DEVELOPMENT OF LISTENING SKILLS

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Annotation: This essay explores the importance of developing effective listening skills and its impact on personal and professional growth. It highlights the role of active listening in effective communication, the benefits of honing listening skills, and various strategies to enhance one's listening abilities. The essay also discusses the potential challenges that individuals face in developing listening skills and provides recommendations for overcoming them. Through a comprehensive review of relevant literature, the essay presents a synthesis of theories and empirical studies, shedding light on the significance of listening skills development. The methodology section outlines practical approaches and techniques that can be employed to

improve listening abilities. The findings and discussion sections delve into the positive outcomes and potential implications of enhancing listening skills, while the conclusion summarizes the key points and emphasizes the necessity of continuous development in this domain.

Key words:Listening skills, active listening, communication, personal growth, professional growth, strategies, chellenges, development, outcomes.

INTRODUCTION:Listening is a skill of critical significance in all aspects of our lives- from maintaining our personal relationships, to getting our jobs done, to take notes in class, to figuring out which bus to take to the airport. Regardless of how we are engaged with listening, it is important to understand that listening involves more than just hearing the words that are directed to us. Listening is an active process by which we make sense of assess, and responding to what we hear. Listening is the most frequently used language skill.

LITERARY REVIEW:Numerous studies have highlighted the significance of active listening in interpersonal communication. Active listening refers to the intentional and focused process of fully comprehending and engaging with the speaker's message. It involves paying attention, interpreting verbal and nonverbal cues, and providing appropriate responses. Active listening not only demonstrates respect and empathy but also contributes to accurate comprehension and information retention.

The benefits of developing listening skills are multifaceted. On a personal level, active listening promotes stronger relationships by fostering trust, empathy, and understanding. It enables individuals to connect with others on a deeper level and effectively manage conflicts. In professional contexts, listening skills are essential for effective teamwork, leadership, and problem-solving. Active listeners are better equipped to understand diverse perspectives, collaborate efficiently, and make informed decisions. The benefits of developing listening skills are multifaceted. On a personal level, active listening promotes stronger relationships by fostering trust, empathy, and understanding. It enables individuals to connect with others on a deeper level and effectively manage conflicts. In professional contexts, listening skills are essential for effective teamwork, leadership, and problem-solving. Active listeners are better equipped to understand diverse perspectives, collaborate efficiently, and make informed decisions.

Despite the evident advantages, several challenges hinder the development of effective listening skills. Distractions, such as technological devices and internal thoughts, often impede active listening. Additionally, individuals may possess preconceived notions, biases, or a tendency to interrupt, which can hinder their ability to listen attentively. Overcoming these challenges requires conscious effort and the adoption of strategies that promote active listening, such as eliminating distractions, practicing empathy, and employing techniques like paraphrasing and summarizing.

METHODOLOGY. To improve listening skills, individuals can employ various practical approaches. Here are some methodologies and techniques that can be utilized:

1. Active Listening Exercises:Engaging in active listening exercises can significantly enhance listening skills. These exercises involve focusing on a speaker's message, actively processing the information, and responding appropriately. Examples of active listening exercises include mindful listening, where individuals practice being fully present and attentive during conversations, and participating in group discussions or role-playing scenarios that emphasize active listening.

2. Workshops and Professional Training:Attending workshops or seeking professional training on effective listening can provide individuals with valuable insights and techniques. These training sessions often involve interactive activities, discussions, and practical exercises to enhance listening abilities. They may cover topics such as nonverbal communication, active listening strategies, and overcoming barriers to effective listening. Reflective Listening: Reflective listening involves self-assessment and evaluation of one's own listening behaviors. Individuals can take time to reflect on their listening habits, identifying areas for improvement and recognizing

potential challenges they face. By consciously analyzing their listening skills, individuals can better understand their strengths and weaknesses and develop strategies to overcome anny shortcomings.

3. Seeking Feedback: Actively seeking feedback from others can provide valuable insights into one's listening skills. Individuals can ask trusted friends, colleagues, or mentors for feedback on their listening abilities. This feedback can help identify areas that need improvement and provide specific suggestions for enhancing listening skills. Constructive criticism and guidance from others can be instrumental in the development of effective listening habits.

4. Practicing Empathy:Empathy plays a vital role in active listening. Developing empathy involves understanding and sharing the feelings and perspectives of others. By practicing empathy, individuals become more attuned to the emotions and experiences expressed by speakers. This understanding enables them to listen more attentively and respond in a compassionate and empathetic manner.

5. Paraphrasing and Summarizing:Paraphrasing and summarizing are effective techniques for improving listening skills. Paraphrasing involves resta ting the speaker's message in one's own words, demonstrating understanding and encouraging clarification. Summarizing entails providing a concise overview of the main points discussed, ensuring accurate comprehension. These techniques not only help individuals solidify their understanding but also corwey to the speaker that their message has been heard and understood.

6. Minimizing Distractions: Distractions can significantly hinder effective listening. To improve listening skills, individuals should minimize external distractions, such as turning off electronic devices or finding a quiet environment for conversations. Additionally, internal distractions, such as personal thoughts or biases, should be acknowledged and consciously set a side during listening interactions. By employing these methodologies and techniques, individuals can actively develop and enhance their listening skills. Consistent practice, self-reflection, and a commitment to continuous improvement are key to becoming an effective listener.

10 TIPS FOR ACTIVE LISTENING. Listening is an important skill in all areas of life, whether you're supporting a loved one through health problems, dealing with colleagues or in family relationships. But most of us aren't as good at listening as we'd like to think.

- When we show we're really listening, it's much more rewarding for the person talking to you, and you'll get more out of it too. This is called active listening, and it can help avoid misunderstanding and reduce the potential for conflict.
- Here are 10 easy ways to make your communication more effective and make the other person feel more valued.

1.FACE THE SPEAKER AND HAVE EYE CONTACT. Eye contact is an important part of face to face conversation. Too much eye contact can be intimidating, though, so adapt this to the situation you're in. Try breaking eye contact every five seconds or so, or to show you're listening attentively, look at one eye for five seconds, then another eye for five seconds, then switch to looking at their mouth. When you look away, looking to the side or up is better than looking down, which can seem like you want to close the conversation.

Check your posture and make sure it's open – avoid crossed arms or crossed legs, which can make you look 'closed' or defensive. Leaning slightly forward or sideways whilst sitting can show that you're listening – as can a slight tilt of your head or resting your head on your hand.

2."LISTEN " TO NON-VERBAL CUES TOO.

"Pay attention to what the other person is saying with their body language "

Facial expressions, tone of voice and gestures can tell you just as much as what is being said in words. Pay attention to what the other person is saying with their body language - are they smiling, for example, or are their arms crossed defensively, or are they rubbing their eyes as if

they're tired or upset. Even on the phone, you can learn a lot from the other person's voice, which might sound subdued or upbeat.

3. Don't interrupt

Being interrupted is frustrating for the other person – it gives the impression that you think you're more important, or that you don't have time for what they have to say. If you are naturally a quicker thinker or speaker, force yourself to slow down so that the other person can express themselves. Remember, a pause or a few seconds of silence doesn't mean that you have to jump in. Letting the other person speak will make it easier for you to understand their message, too.

Even interruptions that respond to something that they've said can be distracting if it means the conversation gets sidetracked from what they were trying to tell you about. If this does happen, steer the conversation back to "So, you were telling me about…".

4. Listen without judging, or jumping to conclusions

If you start reacting emotionally to what's being said, then it can get in the way of listening to what is said next. Try to focus on listening. Equally, don't assume that you know what's going to be said next.

5. Don't start planning what to say next

You can't listen and prepare at the same time.

6. Show that you're listening

Nod your head, smile and make small noises like "yes" and "uh huh", to show that you're listening and encourage the speaker to continue. Don't look at your watch, fidget or play with your hair or fingernails.

7. Don't impose your opinions or solutions

It's not always easy, but lending a listening, supportive ear can be much more rewarding than telling someone what they should do. When a loved one has health problems is a time when they probably want to tell you how they're feeling, and get things off their chest, rather than have lots of advice about what they should be doing.

In other areas of life too, most people prefer to come to their own solutions. If you really must share your brilliant solution, ask first if they want to hear it – say something like "Would you like to hear my suggestions?"

8. Stay focused

If you're finding it difficult to focus on what someone is saying, try repeating their words in your head as they say them – this will reinforce what they're saying and help you to concentrate. Try to shut out distractions like other conversations going on in the room. And definitely don't look at your phone.

9. Ask questions

Asking relevant questions can show that you've been listening and help clarify what has been said.

If you're not sure if you've understood correctly, wait until the speaker pauses and then say something like "Did you mean that x…" Or "I'm not sure if I understood what you were saying about…"

You should also use open questions where you can, like "How did that make you feel?" "What did you do next?"

10. Paraphrase and summarise

Repeating what has been said really shows you've been paying attention, and allows the speaker to correct you if you haven't understood

Sometimes called reflecting, this is repeating what has been said to show that you understand it. This may seem awkward at first, but really shows you've been paying attention, and allows the speaker to correct you if you haven't understood correctly.

If you're not sure how to do this, try starting a sentence with: "Sounds like you are saying…"

And remember….practice makes perfect

Old habits are hard to break, so you'll need to make a conscious effort to become an active listener. Try spending a week in which you summarise the main points or outcomes at the end of each conversation or meeting. This will help you get into the habit.

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GOMERNING "ILIADA" VA "ODISSEYA" ASARLARIDA MIFOLOGIK SYUJETLAR

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Annotatsiya: Ushbu maqola Yunonistonda yaratilgan katta ahamiyatga ega bo`lgan "İlyada" va "Odisseya" asarlarida mifologik sujetlar hamda "Odisseya" ning qaytishi , Troya

voqeasi , qahramonlarini va tangrilar bilan odamlarning o'rtasidagi munosabatni aks ettiradi hamda mifologik motivlarning asarlardagi roli va ularning tadqiqi haqida yozilgan.

Annotation: This article is written about the mythological subjects and the return of the Odyssey, the story of Troy, the heroes and the relationship between the gods and the people in the works of great importance created in Greece, "Iliad" and "Odyssey", and the role of mythological motifs in the works and their research.

Аннотация: В данной статье написано о мифологических сюжетах и возвращении Одиссеи, истории Трои, героях и взаимоотношениях богов и людей в произведениях огромной значимости, созданных в Греции, «Илиаде» и «Одиссее», а также роль мифологических мотивов в произведениях и их исследованиях.

Kalit so`zlar: "Odisseya" ning qaytishi, Troya voqeasi, tangrilar bilan odamlar, mifologik motivlar, 8–7 asr, birinchi epos.

Key words: Key words: the return of "Odyssey", the story of Troy, gods and people, mythological motifs, 8-7 centuries, the first epic.

Ключевые слова: Ключевые слова: возвращение «Одиссеи», история Трои, богов и людей, мифологические мотивы, 8-7 века, первый эпос.

"İlyada" va "Odisseya" asarlarida mifologik sujetlar o'z navbatida katta ahamiyatga ega. Bu asarlar, antik Yunoniyada yaratilgan va o'zlarini tanidilgan Yunon poeti Homer tomonidan yozilgan eposlar. Homer (qadimgi yunoncha: μηρος, Ὅ Hómēros) yunon shoiri , "Iloada" va "Odisseya" asarlari muallifidir. Uning hayoti haqida aniq ma lumotlar yo q. Turli davrlarda yaratilgan tadqiqotlarda uning yashab o`tgan davrini mil. av. 12-asr bilan 7-asr oralig`ida deb ko`rsatiladi. Homerning so`qir bo`lgani, o`z asarlarini baxshilar kabi og`zaki aytgani ma`lum. Ularni kim, qachon yozib olgani aniq emas. Homerga nisbat berilgan asarlar ko`p, ammo gomershunoslar ko`p tortishuvlardan keyin fakat 2 asarni — „Iliada" va „Odisseya" Homerniki deb tan olishgan. "İlyada", Troya voqeasi va ahvolarini aks ettiradi, "Odisseya" esa Odisseusning qaytishi va uning yo'li bo'yicha voqealarini bayon qiladi. Maqola bu mifologik motivlarning asarlardagi roli va ularning tadqiqi haqida yozilgan bo'ladi. "Iliada" va "Odisseya" mifologik subjektlarni o'z ichiga olgan epik asarlar hisoblanadi. "İlyada", Troya voqeasini, arxepik qahramonlarini va tangrilar bilan odamlarning o'rtasidagi munosabatni aks ettiradi. Bosh rollarda Achilleus va Hector kabi qahramonlar bo'lishi bilan, Yunon mifologiyasining asosiy qismlari va tangrilarining qabul qilinganligi va ularning insonlarga ta'siri ko'rinadi. "Odisseya" esa Odisseusning qaytishi va uning yoldoshlari bilan o'rtasidagi muqaddas voqealar harakatlar haqida. Ular asarlarda mifologik subyektlar orqali uning tanqidiy o'zligini ifoda etadi va buning natijasida mifologiya va insoniylik bilan bog'liq qadriyatlar paydo bo'ladi. "Iliada" va "Odisseya" mifologik subyektlarni boshqarib, antik Yunonistonda yaratilgan eposlar hisoblanib kelgan. "İlyada" Troyasi voqeasini bayon qiladi va asosiy qahramonlari Achilleus va Hector kabi tanilgan shaxslar. Bu asar tangrilar va insanlar orasidagi munosabatlarni ham aks ettiradi. Tabiyki, "İlyada" va "Odisseya" antik Yunonistonda yaratilgan eposlar hisoblanadi. Homer tomonidan yozilgan, 8–7 asr avvodlarida yoki shu paytgacha yaratilgan eposlar. "İlyada", Troyska voqeasini va o'zini tanidilgan qahramonlari Achilleus va Hectorning jangi kabi voqealarni bayon qiladi. "Odisseya" esa Odisseusning (yoki Ulyssesning) qaytishi haqida. Bu asarlar antik Yunoniyada muhim asarlar sifatida hisoblanadi va mifologik motivlar, qahramonlar va voqealar orqali tanlangan. "Iliada", antik Yunonistonda yaratilgan, Homer tomonidan yozilgan birinchi epos hisoblanadi. Asarning asosiy sujetlari Troya voqeasi. Asarda Troya voqeasi va Yunonlarning Troya qo'yini boyitish uchun olib borishlari qahramonlar va tangrilar orasidagi jangi, do`stona munosabatlar, barcha asar uchun katta ahamiyatga ega bo'ladi. "Odisseya", antik Yunoniyada yaratilgan eposlar jumlasidan biri hisoblanadi .Ammo, yo'lda u uning qarindoshlari bilan, tangrilar va dengiz faravnlari bilan urushadi. Uning uyiga qaytishi va ularning hayotlarini boshqarish, uning oilasi va vatanini topish uchun bo'lgan kurashlari asar uchun muhim bo'ladi. Jumladan, „Iliada" dostonida tasvirlangan Troya ko`p zamonlar afsonaviy shahar hisoblanib kelingan, ammo buyuk arxeolog Shpilman ko`p

yillik izlanishlardan so`ng uni topdi va bu shahar tarixda 'mavjud bo`lganini isbot qildi. Or-nomus, g'urur va beorlik, intiqom o'tida yonish hamda shu intiqom olddagi o'zingli. XX-XXI asrlar "mahsul"i – turli ekolog, ma'naviy-axloqiy muammolarga qaraganda ancha foydali muammolar, boqiy so'roqlar uchun makoni zamon to'sig'i begona. Buning yorqin dalilli G'arbning ilk yo'lini hisoblagan ulug shundaymer qutqarish miloddan avvali VIII asrda yaralangan azim suvda – "Iliada"dir. Go'zal Yelena sabab yunonlar hamda troyaliklarning erta kechayotgan kunlarishatli urush o'nchi yili. Shu bilan birga ana shu talotum chog'ining shu insoniy munosabat bilan munosabatda bo'lishini davom ettirmoqda: bir yoqda aheylarning bosh qo'mondoni, asirga qizi Xriseadani ajratish niyatida ming iltijolar bilan shu poyiga bosh urib kelgan ko'hin Xrisni ta'qib qilgan, tuzatishda angri Apollonze lashkariga vabo ko'rsatilishiga (". bandasi,.."), minglab askarlarining sabablari bekordan-bekorga qirilib ketishiga doimiy takabbur Agamemnon qizni otasiga qaytarishni talab qilib Axillesga buning badaliga ulug' bahodirning asari Briseidani berishni shart sifatda quydi. Ikkinchi yoqda esa bu pastkashlikdan tili qattiq ozor topgan Peleyzoda lashkargohni tashlab ketib, nomus o'tishida qovriladi:

Va to'g'ri, mirmidonlar maydoniga kelib, ko'rdilar
G'amga botgan Axillesni o'z chodiri bo'sag'asida…
350 Biroq Axill, do'stlarini tark etdi-da, muysafid ummon
Yoqasiga borib endi va qo'llab-quvvatlasin cho'zib suv tomon
Oq sut bergan onasiga bo'zlab-bo'zlab oldijo:
"Onajonim! Nahot meni foniy etib toqqaning uchun
Olampanoh Zevs etmagan menga nasib izzatu ikrom?
355 Bugun esa borib taqaladi! Iqtidorli shoxobcha
Mutakabbir Agamemnon mening jangda olgan zararmni
O'ziniki tomonga olib, farzandingni ayladi yomonnom!"

Bu masalaning yorqin fazilatlaridan biri shuki, u ikki buyuk illat hamda fazilat tuqnashgan ana shunday dramatik lahzada mana shu sabab orqasida kelib chiqqan chiqish – Urush yarayonini asar markaziga olib kirdi. To'g'ri, urushning o'zi o'n yildan buyon davom etib kelardi-yu, ilionliklar shu paytgacha shahar devorlari ortidan chiqib ketishga botinolmasdi. Faqat Axilles muxorabani tark etgachgina, ular oshiq jangga, dushman bilan yuzma-yuz haqiqiy urushga, kirdi, dahshati bilan realistik bo'yoqlarda qanday rang tasvirlangan: bu asarni o`qiganimda asarning eng kulminatsion nuqtasi aynan shu yer deb o`yladim:

Nechunki, men to Vektorni o'z dostam-la joni olib,
90 Qadrdonim Patrokl-chun intiqom – o'ch olmagunimcha
Qalbim mening yashashimga imkon bermas el orasiga!";
Janga kirgum aziz do'stim halok bo'lgan Vektorga qarshi!
Qodir Zevs va xudovandlar qachon meni barcha etsalar,
115 O'shal zahot tayyordurman mardonavor jon bermoqqa men!
O'limdan jon saqlolmadi yigitlar erkak Patrok,
Chaqmoqotar Zevsning, chiqadi, arzondasi ham;
Halok qilingan uni qismat va Haraning shum avati.
Men ham qismat taklif etsa, rozidurman muhimv bo'lmoqqa…

Chunki yigirma to'rt qo'shiqdan tarkib topgan mahobatli "Iliada" jangnomasini yaratishdan maqsad ana shu qahr g'azabni kuylash, tarannum qilish edi. Qadirli o`quvchi aka uka hamda opa singillarim asarning bosh omili bo'lgan g'azab tuzatishda milionlik necha minglab jangjilarni aniqlab, Patroklning qotili dovyurak Gektorning ham jonini oladi. Bu g`azab "qon"i aslida qabul qilingan qaroriga isyon ya`ni insonyatni g`azab ortidan kelayotgan o`ylovsiz hatti harakatlari, yaqin-orada hayot shami so'nishini oldindan bilgan Axilles Patroklning shaxsiy ishtiroki, ayblanuvchining sanab, Shuat shahzodasi ishtirokchisi, aniqrog'i, yordamidagi "o'yin-kulgi" G'oliblaridan shafqatsizlarini ayovsiz xo'rladi. Biroq kuchga qarshi kurashgan bu isyon haqiqatda yo'qligiga qaratildi.

Iliada» ikki so'zdan iborat, ya'ni Ilion (qadimgi Troya shaxarning nomi, Odas-qo`shiq deganidir. Doston 24 qo'shiqdan iborat bo'lib, gekzametrda (oltili she'riy o'lchovda) yozilgan. Bu mif shundan iborat: Ulardan bir Gera Zevsning hotini, ikkinchisi Afina urush va donolik xudosu, uchunchisi Afrodita g'ozallar xudosu edi. Bu narsani Zevs xam xal qilolmaydi. «Sizlar pastga tushingar, insonlarga murojaat qilasizlar, insonlar olmani kimga tegishli ekanligini aytib beradilar»deydi Zevs.Bir kuni xudo Zevs Olimpiya tog'ida yoshovchi barcha xudolarni chaqirib, ziyfat beradi, bu ziyofatga janjal xudosini Eridani chokilmaydi. Bundan gazablangan Erida Zevsdan o`ch olmoqchi bo'ladi. Ziyofat vaqtda osmondan «Eng go`zaliga» degan bir olma tashlaydi. Xudolar boshida janjal chiqib, haqiqatda olma uchta chiroyli mabuda (ayol) xudolar oxiri janjal chiqib qoladi. Urushning o'nchi yili Atamenon bilan Axilles janjal chiqadi. Otamemnonning yordamida Apollon xudosining (quyosh xudosu) qoxining (erdagi Avliyosi) qizi Xrissida asira edi. Qizning otasi qizini olib ketgani keladi lekin, Atamemnon uni bermaydi. Fazablangan qizning otasi xudoning nafratini tiladi. Shundan keyin urushda greklarning axvoli yomonlashadi. Atamemnon bu ishga xudolarning aralashganini sezib, qizni otasiga qaytaradi, lekin Axilles yordamidagi ikkinchi asira qiz Briseadani torttib oladi. Atememnonning manmanligidan xafa bo'lgan Axilles urushga qatnashmay qo'ydi. Biz yozayotgan maqolada mifologiya hamda «Iliada» asarining asosida ham mif yotadi.

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THE SIGNIFICANCE OF ONLY-PLURAL WORDS IN LANGUAGE

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Abstract: In this article ,several concepts which are about plural only Words in Language are given. In order to eliminating confused conditions associated with only plural words, distnict different are explained in effective and productive way. Based on the above information some solutions are are given.There are some nouns that only have a plural form, regardless of how we think of them. They are known as pluralia tantum, Latin for "plural only."

Key words: Countable nouns, singular, plural, specific, differncel, plural pronouns, lexical plurals, miscellaneous, pairs

INTRODUCTION. Plural-only words are an interesting phenomenon in language that can provide valuable insights into the culture, history, and social dynamics of a society. These words, which exist in many languages around the world, are words that are used exclusively in their plural form and do not have a singular counterpart. They can be nouns, adjectives, or even verbs.

One of the most common reasons for the existence of plural-only words is to denote objects or concepts that are inherently plural or cannot be easily separated into individual units. For example, in English, words like "scissors," "pants," and "glasses" are all plural-only words because they refer to items that consist of two parts and cannot be singularized. Similarly, in Spanish, the word "gafas" (glasses) is always used in its plural form because glasses are typically made up of two lenses.

METHODOLOGY. Plural-only words can also reflect cultural norms and values. For example, in some languages, there are plural-only words for family members like "parents," "siblings," or "children." This reflects the importance of family and the collective nature of familial relationships in those societies.

Furthermore, plural-only words can reveal historical or geographical influences on a language. For instance, in Arabic, many plural-only words are derived from ancient Semitic roots that have been preserved over centuries. These words provide a link to the past and offer a glimpse into the rich history of the language.

RESULTS OF DISCUSSION. In some cases, plural-only words can also be used to express abstract concepts or ideas that are inherently plural in nature. For example, in English, words like "customs," "manners," and "congratulations" are all plural-only words because they refer to collective behaviors or actions.

In conclusion plural-only words play a significant role in language by offering unique insights into the structure, culture, and history of a society. By examining these words and understanding their meanings and usage, we can gain a deeper appreciation for the richness and complexity of language.

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CONCLUSION

In some cases, plural-only words can also be used to express abstract concepts or ideas that are inherently plural in nature. For example, in English, words like "customs," "manners," and "congratulations" are all plural-only words because they refer to collective behaviors or actions.

Overall, plural-only words play a significant role in language by offering unique insights into the structure, culture, and history of a society. By examining these words and understanding their meanings and usage, we can gain a deeper appreciation for the richness and complexity of language.

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INGLIZ TILINI O'QITISHDA SOTSIOLINGVISTIK KOMPETENSIYANING AHAMIYATI

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Annotatsiya

Kuzatishlar shuni ko'rsatadiki, ko'plab o'qituvchilar ingliz tilini til materiali (grammatik, fonetik, leksik) ko'nikma va malakalarni rivojlantirishga, ingliz tilida so'zlashuvchi mamlakatlar madaniyati bilan tanishtirish va ularning shu mamlakat vakillari bilan muloqotga kirishishning o'ziga xosliklarini o'rgatishga kamroq ahamiyat qaratishmoqda, bu esa sotsiolingvistik muammolarga olib kelishga sabab bo'lmoqda. Bunday qiyinchiliklarni bartaraf etish uchun talabalarning sotsiolingvistik kompotensiyalarini ingliz mamlakatlarining urf-odatlari va til xazinasi (maqol, matal, ibora, ertak, she'r, hikoya)ni boyitish, so'zlashuv uslublarini yaxshi

o‘rganish va tili o‘rganilayotgan mamlakat vakillari bilan ko‘proq so‘zlashish yoki shu muhitni yaratish orqali rivojlantirish mumkin.

Kalit so‘zlar: ingliz tili, sotsiolingvistik kompetensiya, maqol, matal, ibora, ertak, she’r.

KIRISH

“Hozirda xorijiy tillarni bilish va unda erkin muloqot qila olish layoqati professional mahorat hisoblanib kelinmoqda. Madaniyatlararo faoliyat davomida xorijiy tilni faqat nazariy, ya’ni leksik-grammatik jihatdan egallaganlik yetarli emasligi, bu jarayonda asos egallagan bilimni amalda to‘g‘ri qo‘llay olgan, undan joy va ijtimoiy muhitga mos tarzda foydalanayotgan shaxsning sotsiolingvistik kompetensiyasini rivojlangan deyish mumkin. Bu esa, suhbatdosh bilan bo‘lgan muloqotdagi ishonch va erkinlikni ta’minlaydi.”[1;180].

Shu nuqtai nazardan : “Sotsiolingvistik kompotensiya - izga soluvchi jarayon hisoblanadi, so’zlovchining fikrlarini bir chiziqqa teradi va uning so’z tanlashdagi muhim qirralarini ochib beradigan jarayon deyishimiz, uni til o’rganishni boshlash bilanoq rivojlantirishga kirishish kerak, deya ta’kidlovchi fikrlarga qo’shilishimiz mumkin.”[2;190]

METODOLOGIYA

Tili o’rganilayotgan mamlakat xalq og’zaki ijodiga dahldor bo‘lgan maqol, ertak, ibora, jargon yoki qo’shiqlarni darslarda qo‘llash, shu mamlakat vakili bilan tez muloqotga kira olishga yordam beradi. Quyidagi diagramma sotsiolingvistik kompetensiyaning muhim qismlarini ko‘rsatib beradi. Ya’ni ingliz tilini ikkinchi til sifatida o‘rganuvchi (esl- english as a second language) shu qismlarni yaxshi o‘rganishi va ahamiyat qaratishi lozim.

TAHLILLAR, NATIJALAR

Ko‘rib chiqqanimizdek, har bir xalqning millati, dini va turmush tarziga ko‘ra so‘zlashuv madaniyati mavjud va bu har bir xalqda o‘ziga xos, shuning uchun ham har bir tilning o’z sotsiolingvistik kompetensiyasi mavjud. Hattoki, ingliz tilining har hil til ko‘rinishlarini uchratishimiz mumkin. Masalan, ingliz tilining Britaniya va Amerika variantlari mavjud bu ikki variant bir-biridan nafaqat lug‘aviy balki fonetik,grammatik jihatdan ham farq qiladi. Hattoki, so‘zlashuv madaniyati ham turlicha. Ba’zi bir ibora va maqollar bir xil shaklda bo’lishiga qaramay ingliz tilidan foydalanuvchi xalqlarda turlicha ma’no anglatishi, yoki bir hil ma’no ifodalashda turli iboralardan foydalanishlari mumkin. Quyida bu holatlarga misollar keltiramiz:

American English	**British English**
I am quite hungry-Men judayam ochman	I am quite hungry- Unchalik ochmasman
Merry Christmas	Happy Christmas
What’s up?-nima gap?	What happens?-nima bo’ldi?

Bu misollar faqat millat nuqtai nazaridan qaralganda, sotsiolingvistikada aytib o’tganimizdk ijtimoiy guruh tushunchasi ham mavjud, bunga ko‘ra guruhlar yosh, jins, ijtimoiy holat prinsiplariga ko‘ra bo‘linadi. Bu borada ham sotsiolingvistik kompetensiya muhim ahamiyatga ega. Masalan: ingliz tilini o‘rganayotgan o‘quvchilarga so‘zlarni o‘rgatamiz, ularni aytilishi gaplardagi holatini o‘rgatamiz, ammo bu so’zlardan ular qanday va qachon foydalanishlari kerakligi haqida kamroq ma’lumot beramiz. Mana shu holatda sotsiolingvistik muammolar kelib chiqadi. Har bir guruhga munosib muomala qila olish esa sotsiolingvistik kompetensiyani rivojlanganligini ko’rsatadi.

Muloqotni to‘g‘ri tashkillash uchun sotsiolingvistik kompetensiya rivojlangan bo‘lishi zarur deb aytib o‘tdik, endi esa bunga o‘rganish uchun nima zarur? - degan savol tug‘iladi. Buning uchun chet tilidagi so’z va iboralarning lug‘aviy o‘ziga

xosligi, ularning muloqot usuli va xususiyatiga ko‘ra o‘zgaruvchanligi, suhbatdoshga qanday ta’siri borligini o‘rganish ma’qul hisoblanadi. O‘z o‘rnida bu jarayon nafaqat sotsiolingvistik balki til materiali (fonetik, leksik, grammatik)ga oid bilim va ko‘nikmalar ham kerak bo‘ladi. Masalan: Kichik yoshdagi qizchaga “what a plump, pretty girl” iborasini “bunchayam do’mboqqina, shirin qizcha ekan” sifatida qo‘llasak, uni erkalatgan bo‘lamiz ammo, ayni shu iborani balog’atga yetgan qizga nisbatan qo’llay olmaymiz chunki, bu unga nisbatan qo‘pollik, hurmatsizlik sanaladi.

Yoki “Hi guys “so‘zi” “salom bolalar” deb tarjima qilingani bilan bu faqat do‘stlar o‘rtasidagina qo‘llaniladi. Aynan shu salomlashishni o‘qituvchi o‘quvchilariga nisbatan ishlata olmaydi, vaholanki “Hello, children” frazasi ham “salom bolalar” deya tarjima qilinadi. Bu holat etiket qoidalariga mos kelmaydi, kommunikativ subbordinatsiyaga zid holat hisblanadi. Shuningdek, biror tanishimiz bilan salomlashganimizda “Good morning” (Good afternoon, Good evening) yoki “morning” so‘zini pastdan yuqoriga qaratilgan intonatsiya bilan aytamiz, lekin endi tanishayotgan insonga nisbatan xuddi shu so‘zni yuqoridan pastga intonatsiyasida qo‘llaymiz aks holda, uning oldida sog‘lom fikrlay olmaydigan inson qiyofasida gavdalanishimiz mumkin.

Til o‘rganuvchilarning sotsiolingvistik kompetensiyaning shakllanganlik darajasini aniqlash nuqtai nazaridan uchga bo‘lishimiz mumkin. (1) past; (2) o’rta; (3) yuqori darajada. Ta’lim jarayonida sotsiolingvistik kompetensiyasi past darajadagi til o‘rganuvchi tili o‘rganilayotgan mamlakat vakili bilan muloqot o‘rnatganda ularning nutq faoliyati va til materialiga oid birlamchi muloqotga kirisha olmasliklari va shu bilan birga o’zini erkin his qila olmasligi mumkinligini ko’rsatadi.

XULOSA. Sotsiolingvistik kompetensiyasi o‘rta darajada shakllangan til o’rganuvchi tili o‘rganilayotgan mamlakat vakili bilan erkin muloqot qila oladi. Ularni to‘liq tushunadi lekin, turli ijtimoiy guruh bilan ularga xos bo‘lgan muloqotda oqsashini ko‘rish mumkin. Sotsiolingvistik kompetensiyasi yuqori darajada shakllangan inson tili o‘rganilayotgan mamlakatda o‘zini erkin his qiladi.Yuqoridagilarga qo‘shimcha qilib aytish mumkinki, har bir tili o‘rganilayotgan mamlakatning urf-odatlari turmush tarzi, millati va diniga ko‘ra so‘zlashuv madaniyati mavjud. Ingliz tilini o‘rganishda nafaqat grammatika, fonetikanigina emas, balki so‘zlashuv madaniyatini ham o‘rganish lozim, bu bilan talaba o‘zining ingliz tilidagi sotsiolingvistik kompotensiyasini rivojlantiradi.

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FRANSUZ VA RUS TILLARIDA GAPLARNI LEKSIKO-GRAMMATIK TASHKIL ETISH MUAMMOLARI

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Annotasiya: V.G.Gak o'z asarlarida tilshunoslarning lug'at va grammatika o'rtasidagi munosabat muammosini o'rganishga qiziqishi ortib borayotganiga qayta-qayta e'tibor qaratgan, olimlar uchun eng jozibador bo'lgan masalalar doirasini ko'rsatgan. o'zining maqolalaridan birida "lug'at va grammatika o'rtasidagi munosabat masalasida (fransuz tili sintaksisi asosida)"[1], V.G.Gak shunday yozadi-tadqiqot muammolari shakl doirasidagi leksik va grammatik ma'nolarning o'zaro ta'siri va bu shakldan foydalanishga lug'at tomonidan qo'yilgan cheklovlar; grammatik shaklning lug'at ta'sirida ma'no o'zgarishi; grammatik ma'nolarni (asosan, morfologik) ifodalash uchun leksik birliklardan foydalanish.

Kalit so'zlar: sintaksis, lug 'at, grammatika, leksik birlik, analitika, morfologiya

Аннотация: В.Г. Гак неоднократно в своих трудах обращал внимание на возрастающий интерес лингвистов к исследованию проблемы взаимоотношения лексики и грамматики, указывая круг вопросов, которые стали наиболее привлекательными для ученых. В одной из своих статей «К вопросу о соотношении лексики и грамматики (на материале синтаксиса французского языка)»[2] В.Г. Гак пишет о том, что исследовательские проблемы касаются взаимодействия лексических и грамматических значений в пределах формы и ограничения, накладываемые лексикой на употребления этой формы; изменения значения грамматической формы под воздействием лексики; использование лексических единиц для выражения грамматических значений (в основном морфологических).

Ключевые слова: синтаксис, лексика, грамматика, лексическая единица, аналитика, морфология

V.G.Gak sintaktik ma'nolarni ifodalashda leksik birliklardan foydalanish masalasi yetarlicha rivojlanmaganligini ta'kidladi, bu esa fransuz tili uchun analitik tendensiyalarning sintaksis sohasiga izchil kirib borishi tufayli, muhim ko'rinadi. Fransuz tili nutqining turli qismlarida sintaktik ma'nolarni ifodalash uchun juda muntazam ravishda qo'llaniladigan, ammo bu borada hali yetarlicha o'rganilmagan ma'lum kichik sinflar mavjud. V.G.Gakning fikricha, leksik elementlarning ma'no jihatdan kuchaytirishga, quyidagi omillar yordam beradi: 1) leksik birlikning tranzitiv qo'llanilishi va ular bilan bog'liq desemantizatsiyasi; 2) semantik jihatdan ortiqcha qo'llanish; 3) so'zning obrazli qo'llanishi. Bu masalalarni o'rganish lug'at va grammatika o'rtasidagi o'zaro ta'sir muammosini yanada chuqurroq va har tomonlama yoritish imkonini beradi. V.G.Gak "Rus tiliga nisbatan fransuz tili materiali asosida gaplarni leksiko-grammatik tashkil etish muammolari"[3] mavzusidagi dissertatsiya tadqiqotini yozgan bo'lib, uning mavzusi muloqot jarayonida gaplarni leksik-grammatik tashkil etish qonuniyatlarini o'rganish bo'lgan. Muloqot jarayonida tildan qanday foydalanish kerak, degan savolga javob berish uchun semantik uchburchakning uch tomonidagi munosabatni hisobga olish kerak: til - tafakkur - ekstralingvistik vaziyat. Tilni amalga oshirish nuqtai nazaridan tahlil qilish voqelikdan til shakllariga o'tish

[1] Гак В.Г. К вопросу о соотношении лексики и грамматики (на материале синтаксиса французского языка). – Координационное совещание по сравнительному и типологическому изучению романских языков. – Тезисы докладов. – Л.: Наука, 1964. – С. 48-49.

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[3] 98 Гак В.Г. Проблемы лексико-грамматической организации предложения на материале французского языка в сопоставлении с русским. Автореф… д.филол.н. (Романские языки – 664). Институт языкознания АН СССР. – М., 1968. – 42 с.

yo‘llarini - lingvistik nominatsiya qonuniyatlarini o‘rganishni o‘z ichiga oladi. Bunday holda quyidagi muammolar paydo bo‘ladi: belgilangan ob’ektlar hamda vaziyatlarning qaysi tomonlari nom uchun asos sifatida ishlatiladi, uni belgilash uchun qanday lingvistik vositalar qo‘llaniladi, qaysi elementlar ifodalanmagan yoki aksincha, ortiqcha bo‘lib chiqadi? Shuning uchun tilning to‘liq tavsifi uchta grammatikani o‘z ichiga olishi kerak: tuzilish grammatikasi (belgilovchilar va belgilovchilar o‘rtasidagi munosabatlarning tavsifi), nutqning passiv grammatikasi (realizatsiyasi) - shaklni ma’lum bir vaziyatga nisbatan izohlash qoidalari va amalga oshirishning faol grammatikasi (ma’lum vaziyatni tavsiflashda optimal shaklni tanlash qoidalari).

Muallif tilni amalga oshirish muammosining ikki jihatini ajratadi: amalga oshirish-aktuallashtirish (Sh.Balli nuqtai nazaridan) va amalga oshirish-tanlash. Oxirgi tushuncha tilning qaysi shakllari nominatsiya aktlarida qo‘llanilishini anglatadi. Shu munosabat bilan muallif E. Coseriu sxemasiga to‘rtinchi a’zoni kiritadi: til - til normasi - individual nutq: nutq normalari (uzuo) muloqotda ifodalashning maqbul shaklini tanlashda so‘zlovchilarning tendensiyalarini aks ettiradi. Bunday tanlov uchun qoidalar to‘plami nutq grammatikasini tashkil qiladi.

Tadqiqot maqsadiga muvofiq, muallif nominatsiya nazariyasini ishlab chiqdi. U lingvistik birliklar o‘zining asosiy ma’nosida qo‘llanadigan to‘g‘ridan to‘g‘ri nominatsiyani, semantik va tarkibiy o‘zgarish qoidalarini qo‘llash orqali to‘g‘ridan to‘g‘ri kelib chiqadigan bilvosita nominatsiyani aniqladi. Tillar to‘g‘ridan-to‘g‘ri va bilvosita nominatsiya shakllaridan foydalanish darajasida farqlanadi.

V.G.Gak qisman belgi (so‘z) va to‘liq belgini (bayonot - muayyan vaziyat bilan bog‘liq bo‘lgan aniq jumla) ni aniqladi. Dissertatsiyada bayonot alohida turdagi lingvistik belgi sifatida ko‘rib chiqilishi kerak bo‘lgan nuqtai nazarni asoslaydi. Gapning belgisi u yaratgan vaziyatdan kelib chiqadi. Nomzodlikning har bir turi (qisman va to‘liq) tashqi va ichki shakl bilan tavsiflanadi.

Dissertatsiya kirish (I-III boblarda tilni amalga oshirish muammolari, gaplar va holatlar o‘rtasidagi munosabat, lingvistik nominatsiyaning umumiy masalalari muhokama qilinadi), ikkita tadqiqot qismi va xulosadan iborat. Qisman va to‘liq nomzodlik o‘rtasidagi farq va ularning har biriga ichki va tashqi shakllarni ajratishga muvofiq. Dissertatsiyaning tadqiqot qismi ikki bo‘limdan iborat: I. Vaziyat elementini belgilash (IX-X boblar - ichki shakl, XI-XIII boblar - tashqi shakl). II. Vaziyatni bir butun sifatida belgilash (XIV-XV boblar - ichki shakl, XVI-XVII boblar - tashqi shakl).

Vaziyat elementini belgilashni tahlil qilishda nominatsiyaning funksional, semantik va tarkibiy tipologiyalari ajratiladi. Funksional, sintagmatik jihatdan vaziyatga qarab aniqlangan va takroriy nominatsiyalar mavjud bo‘lib, ular o‘ziga xos tashkil etish naqshlariga ega. Sintagmatik jihatdan aniqlangan nominatsiya bilan bayonotda tasvirlangan ob’ektlarning barqaror tabiati katta ahamiyatga ega. Semantik transformatsiyaning universal qonuniyatlari yoritilgan. Nomzodlar paradigmasi o‘rnatildi. Nomzodlikning dastlabki shakli oddiy, o‘ziga xos va to‘g‘ridan to‘g‘ri bo‘lib, haqiqatni bevosita aks ettiradi. Bilvosita nominatsiyalar analitik (aniq o‘rniga mavhum, to‘g‘ridan to‘g‘ri o‘rniga, obrazli, to‘liq elliptik o‘rniga, takroriy nominatsiyaga o‘xshatish o‘rniga o‘zgaruvchan) kiradi. Bundan tashqari, ko‘p aspektli nominatsiyalar aniqlanadi, ular orasidagi umumiylik faqat denotatsiya darajasida aniqlanadi.

Lug‘atlar va matnlar (tarjimalar) tahlili asosida til va nutq darajasida fransuz tilida nominatsiya qisman ichki shaklining xarakterli xususiyatlari, xususan, rus tiliga nisbatan ushbu tilda foydalanishning o‘ziga xosligi, kengroq majoziy (metaforik va metonimik), situatsion aniqlangan va ko‘p aspektli nominatsiyalardir.

Vaziyat elementini belgilashning tashqi shakli nutqning qaysi qismiga va qaysi tuzilmaga (analitik va nazariy) denotatsiya berilganiga tegishli. Nomzodlik tashqi shaklining mumkin bo‘lgan o‘zgarishlari transpozitsiyada namoyon bo‘ladi. Muallif transpozitsiyaning beshta shaklini, jumladan, sintetik, morfologik-analitik va leksik-analitik tuzilmalarni aniqlaydi. Ikkinchisi desemantlashtirilgan va to‘liq ma’noli so‘zdan iborat. Jami 13 turdagi leksik-analitik tuzilmalar aniqlangan. Qiyosiy tahlil shuni ko‘rsatadiki, fransuz tilida nominatsiyaning bilvosita

vositalari rus tiliga qaraganda kengroq qo'llaniladi, ifodaning analitik shakllari, fe'l va qo'shimchalardan ko'ra ismga ustunlik beradi.

Gapning nominativ birlik sifatidagi ichki shakli muammosi semantik tuzilma tildan tashqari vaziyat strukturasini qanchalik adekvat tarzda aks ettirishga qodir degan savolni tug'diradi. Shu munosabat bilan falsafa va tilshunoslikda ifodalangan turli qarashlar ko'rib chiqiladi. Gapning tuzilishi va vaziyat tuzilishini taqqoslash bizni sintaktik va real aktantlarni farqlashga undaydi. Muallif ulardan sakkiztasini aniqlagan. Tahlil shuni ko'rsatadiki, fransuz tilida barcha uchta transformatsiya yo'llari rus tiliga qaraganda tez-tez ishlatiladi. Gap tuzilishining uchta darajasi (semantik, sintaktik va kommunikativ) o'rtasidagi munosabatni o'rganish shuni ko'rsatdiki, fransuz tilida gapning sintaktik tashkil etilishi ko'proq kommunikativ daraja bilan, rus tilida esa semantik daraja bilan mos keladi. To'liq nominatsiyaning (jarayon belgisi) tashqi shakliga nisbatan fransuzcha talaffuz sintaktik guruhlarning qisqarishi, sintaktik aloqalarning birlashishi va bevosita ob'ekt tuzilmalarining nisbatan ustunligi bilan tavsiflanadi.

Xulosa qilib aytganda, tadqiqot vaziyatning alohida elementini hamda, vaziyatni belgilashda rus tiliga nisbatan fransuz tilining tipologik xususiyatlarini umumlashtiradi. Bu xususiyatlar parallel bo'lib, belgilovchilarga, belgilovchining belgilovchiga munosabatiga va belgining tuzilishiga tegishlidir. Nutq darajasida tillar o'rtasidagi tafovutlar ma'ruzachilarning fikrlash shakllaridagi farqlar tufayli bayonotlarni tuzish uslubidagi farqlar sifatida namoyon bo'ladi.

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COUNTABLE AND UNCOUNTABLE NOUNS WITH DIFFERENT MEANING

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Abstract: In this article, several concepts which are about different meaning between countable and uncountable nouns are given. In order to eliminating confused condition associated with countable and uncountable nouns,distnict different are explained in effective and productive. Based on the above information some solution are given. Countable nouns are used when we are

considering of specific things; when we use it uncountably we are thinking of stuff or material or the idea of a thing in general.

Key words: Countable nouns, Uncountable nouns, Difference, Specific, General, Plural,Singular

INTRODUCTION. Countable nouns are the names of separate objects, people, ideas etc which can be counted. We can use numbers and the article a/an with countable nouns; they have plural, a cat, three cats, a newspaper two newspapers.

Uncountable (or 'mass') nouns are the names of materials, liquids, abstract qualities, collections and other things which we see as masses without clear boundaries, and not as separate objects. We cannot use numbers with uncountable nouns, and most are singular with no plurals. We do not normally use a/an with uncountable nouns, though there are some exceptions; water (NOT a water, two waters) wool (NOT -a-wool, -two-wools) weather (NOT a weather, two weathers) Some determiners can only be used with countable nouns (e.g. many, few); others can only be used with uncountables (e.g. much, little).

METHODOLOGY.Compare: How many hours do you work? How much money do you earn? Note that not all nouns are either simply countable or simply uncountable. Many nouns have both countable and uncountable uses, sometimes with a difference of meaning. The following rules will help, but to know exactly how a particular noun can be used, it is necessary to check in a good dictionary.

Problem cases. Usually it is easy to see whether a noun is countable or uncountable. Obviously house is normally a countable noun, and sand is not. But sometimes things are not so clear. For instance, travel and journey have very similar meanings, but travel is normally uncountable (it means 'travelling in general', and we do not talk about 'a travel'), while journey is countable (a journey is one movement from one place to another). And many things can be seen both as a collection of separate elements and as a mass; some names for things of this kind are countable, while others are uncountable. Compare: Countable: bean(s), pea(s), grape(s), lentil(s), fact(s) Uncountable: rice, spaghetti, macaroni (and other pasta foods), sugar, salt, wheat, news.

RESULTS OF DISCUSSION. Countable and uncountable nouns are an important aspect of English grammar that can sometimes be confusing for language learners. Countable nouns refer to things that can be counted and have a singular and plural form, while uncountable nouns refer to things that cannot be counted or do not have a plural form.

To make countable nouns, you simply add an "s" or "es" to the singular form to make them plural. For example, "cat" becomes "cats,""book" becomes "books," and "dog" becomes "dogs." Countable nouns can also be preceded by numbers or quantifiers such as "a,""an,""some," or "many."

Uncountable nouns, on the other hand, do not have a plural form and cannot be counted individually. Some common uncountable nouns include "water,""rice,""money," and "information." To talk about uncountable nouns in general, you can use phrases like "some,""a lot of," or "a little bit of."

It's important to note that some nouns can be both countable and uncountable depending on the context. For example, "coffee" is usually uncountable when referring to the drink in general ("I love coffee"), but countable when referring to a specific cup or serving ("I'll have two coffees, please").

When using countable and uncountable nouns in sentences, it's important to pay attention to the correct grammar rules. For countable nouns, use singular verbs with singular nouns and plural verbs with plural nouns. For uncountable nouns, use singular verbs and treat them as singular entities.

In the English language, nouns can be categorized into countable and uncountable nouns based on their characteristics and meanings. Countable nouns refer to objects or concepts that can be counted individually, while uncountable nouns represent things that cannot be easily quantified

or separated into distinct units. What makes this distinction fascinating is that some nouns can have both countable and uncountable forms, each with its own unique meaning.

Let's delve deeper into the world of countable and uncountable nouns with different meanings to gain a better understanding of how these linguistic nuances shape our communication.

1. Light:

When we talk about "light" as a countable noun, we are referring to a specific source of illumination, such as a lamp or a candle. On the other hand, "light" as an uncountable noun represents the natural agent that enables visibility and stimulates sight. This duality in meaning showcases how the same word can have different interpretations based on context.

2. Hair:

A strand of hair is a countable noun, denoting a single piece of hair on one's head. In contrast, "hair" as an uncountable noun refers to the collective mass of hair on someone's scalp. This distinction highlights the versatility of nouns and how they can shift in meaning depending on their usage.

3. Time:

When we refer to "time" as a countable noun, we are talking about specific instances or occasions when events occur. Conversely, "time" as an uncountable noun represents the abstract concept of the indefinite progression of existence. This dual nature of time exemplifies how language can capture both tangible and intangible aspects of reality.

4. Work:

As a countable noun, "work" signifies a particular task or job that needs to be completed. In its uncountable form, "work" embodies the broader concept of effort or activity directed towards a purpose. This distinction illustrates how nouns can encapsulate both concrete actions and overarching ideas.

5. Paper:

A sheet of paper is a countable noun, referring to a single piece of the material used for writing or printing. On the other hand, "paper" as an uncountable noun represents the substance itself. This difference in meaning underscores how nouns can encompass both physical objects and their underlying materials.

6. Water:

When we talk about "water" as a countable noun, we are referring to specific bodies of water, such as lakes or rivers. In its uncountable form, "water" signifies the essential liquid substance necessary for life. This dual interpretation of water showcases how nouns can convey both concrete entities and fundamental elements.

7. Coffee:

A cup of coffee is a countable noun, representing a serving of the popular beverage. As an uncountable noun, "coffee" embodies the drink made from roasted coffee beans. This distinction highlights how nouns can convey both individual servings and broader categories.

8. Fruit:

A single piece of fruit, such as an apple or a banana, is a countable noun. In its uncountable form, "fruit" represents the edible part of plants that contain seeds. This dual meaning of fruit demonstrates how nouns can encompass both specific items and broader categories.

nouns can be categorized into countable and uncountable nouns based on their characteristics and meanings. Countable nouns refer to objects or concepts that can be counted individually, while uncountable nouns represent things that cannot be easily quantified or separated into distinct units. What makes this distinction fascinating is that some nouns can have both countable and uncountable forms, each with its own unique meaning.

Understanding the difference between countable and uncountable nouns is essential for mastering English grammar. By practicing with examples and paying attention to context, you can improve your language skills and communicate more effectively.

By understanding how countable and uncountable nouns can have different meanings in English, you can use them more accurately in your writing and conversations. Paying attention to context and usage will help you navigate these nuances

In conclusion, countable and uncountable nouns with different meanings add depth and complexity to our language, allowing us to express a wide range of ideas and concepts. By understanding these nuances, we can enhance our communication skills and appreciate the richness of the English language. Next time you encounter a word with multiple interpretations, consider how its countable and uncountable forms contribute to its diverse meanings.

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PARADIGM OF VOWEL PHONEMES AND THEIR ASSESSMENT

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Abstract: this article talks about vowel sounds, their structure, differences, similarities, paradigm and analysis. In addition, the article examines the function of each vowel sound and examples of how they come together.

Key words: syntagmatic, agglutinative, inflectional, morphonological, amorphous, labial.

INTRODUCTION: The level of tongue elevation (high, middle, low) and lack of lipping are the main, system-forming signs of vowel phonemes in strong position. The signs of vowels according to the horizontal position of the tongue (front row, middle row and back row) are not considered basic. Because these characters change under the influence of speech consonants. For example, in the syntagmatic relationship with the consonant q, the vowel a has the property of the tongue, but it retains its position when surrounded by the consonant k. Vowel phonemes are classified according to their main characteristics as follows:

- Vowel phonemes
-Main characters
- The level of language development is u
-Whether or not there is a sign of aging
-high o'
- medium e
-bottom lipped o
-unlabeled a

METHODOLOGY: It can be seen from above that vowel phonemes form a three-level system according to the level of language development, and a two-level system according to the sign of labialization. Vowel phonemes form a whole system, and this system, in turn, is divided into sub-systems. The phonemes I and i are united under the sign of "high narrow" and are separated from the phonemes that do not have such a sign. However, the members of the sub-paradigm I and i retain their independence based on their distinguishing features (/- non-labialized and u- labialized) and stand in conflict with j. The e-o system differs from the /-u system and the e-o system according to the "medium wide" sign. So, each vowel phoneme consists of two characters: / - high, unlabiled i - high, labled e - middle, unlabled middle - middle, labled a - lower, unlabled o - lower, labled.

When the level of language elevation is a unifying sign (for example, the vowels i, i are combined under the sign of "narrowness"), the distinguishing mark of lipped-unlabbed is considered: / - unlabbed, u - labbed. While "Language" is a unifying sign, the level of language development is considered a differentiating sign. For example, the vowels /, e, a have a common unifying sign of "non-labialization", but the signs of "high" (/), "middle" (e), "low" (a) are considered distinguishing signs of this phoneme.

It is known that vowel phonemes in the Uzbek language are divided into three (narrow, medium, wide) and two-member contrasts (lipped, unlipped), based on one character, two characters ("tongue level" and " forms a six-member conflict on the basis of lippedness-non-lipedness».

ANALYSES: Word and morpheme variation. Agglutinative morphoneme. Although Turkic languages have priority agglutination, they still under go combinatorial change. The changes as a result of the addition of a morpheme to a stem and a stem to a stem indicate the presence of an element of fusion in Turkic languages. This is due to the fact that agglutinative, inflectional or amorphous is not an absolute phenomenon for certain languages. The following morphonological cases of agglutination are observed in the Uzbek language.

1. Vowel exchange:

a) **o - a: ong - angla, ot - ata**, **son - sana, yosh -yasha**

b) **a -o: tarqa - tarqoq, yara — yaroq, chanqa - chanqoq,**

so'ra - sofroq, alda - aldoq, tara- taroq;

d) / —**u: sovi - sovuq, qovi - qovuq, quri - quruq**

CONCLUSION: To conclude, we can say more and more experiences and examples about this theme. Some of them are given for us to understand its meaning, structures. Next steps we could go on our theoretical and practical items.

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SOURCE, SUBJECT, OBJECTIVES AND TASKS OF LEARNING PHONETICS AND PHONOLOGY

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Abstract: In this article, the phonetics and phonology, purpose, function and subjects of modern Uzbek language are studied. It is also represented by individual examples and examples.

Key words: functionality, phonetics, phonology, speech unit, explosive-gliding, vowel-consonant sound.

INTRODUCTION: Among the linguistic levels, phonology (and its speech reality, phonetics) stands out as the level that provides the unit that is the smallest component and material basis for the units of other levels.

Speech activity of a person is realized through the system of speech units - sounds or sounds - which are felt on the basis of sensory organs. The sound of speech appears as a complex speech unit that combines three aspects. They are as follows:

a) a product of the central nervous system controlled by the organs of speech (physiological aspect);

b) has an acoustic nature like any sound in nature (physical, acoustic aspect);

d) a person's information transfer, communication tool (functional, social aspect).

Phonetics studies speech variation (particularity), while phonology studies linguistic invariance (generality).

METHODOLOGY: Phonetics and its unity are understood as the lowest level of linguistics, as well as the field that studies this level. Unlike other branches of linguistics, phonetics (Gr. phonetikos - characteristic of sound) examines not only the functional side of the learning source, but also the pronunciation apparatus that creates speech sounds, as well as the acoustic properties of speech and the aspects of reception by native speakers. In phonetics, the connection of linguistics with other fields of science, literary studies, physiology, physics, and psychology is more clearly manifested. In contrast to these sciences, phonetics looks at sound as an element of the language system that gives material form to words, suffixes and sentences.

Phonetics studies sound changes and alternations in speech, as well as stress and its type. The study of phonetics is of great importance in mastering the rules of spelling (orthography), correct pronunciation (orphoepy), in determining the differences of literary and dialectal pronunciation, in diagnosing and eliminating speech defects in speech therapy and deaf pedagogy. Advances in phonetics play an important role in testing and improving the effectiveness of communication tools and automatic speech recognition.

Types of phonetics are divided into general, specific and comparative phonetics. General conditions for speech sound generation based on the capabilities of the human pronunciation apparatus (for example, the difference of lip, tongue, throat consonants according to the method of formation, explosive, earring according to the method of formation (e.g., the determination of the properties of the sound of the receiver, explosive-sliding), as well as the general acoustic properties of the sound are studied. Partly articulatory, partly based on the acoustic sign, it is also engaged in giving an internal classification of the speech sound based on the universal and differentiating signs. General phonetics includes the laws of combining sounds, the nature of the effect of one sound on another (various forms of accommodation and assimilation), the nature of a syllable, the rules of combining sounds in a syllable, the conditions of division into syllables, etc. It also examines the phonetic structure, partial stress and synharmonic issues of 'zlam. General phonetics also studies issues such as the means used for intonation (pitch, strength (intensity), length, speed, tempo), pause, and timbre.

In special phonetics, the above-mentioned issues are investigated on the example of specific languages. Private phonetics works in such forms as historical and contemporary, synchronic and diachronic, descriptive and experimental.

Comparative phonetics examines the vowels and consonants of several related or non-related languages or several dialects and dialects, their phonetic changes and other phenomena in a comparative aspect. Comparative phonetics occupies a position between general and specific phonetics.

ANALYSES: The term phonology (Gr. phone - sound, logos - teaching) appeared in linguistics at the end of the 19th century due to the need to distinguish the physiological-acoustic

(physical) from the functional (linguistic) side of the speech sound. Phonology is a field that studies the structural and functional regularity of the construction of language sounds, and differs from phonetics, which studies speech as a semiotic (signal) system in the acoustic-articulatory aspect. If the unit of phonetics is the speech sound given in direct observation, the unit of phonology is the social perception of the speaker about the type of sound (phoneme) based on this speech sound given in direct observation. Each phoneme lives in the mind of a person as a special "acoustic portrait" or "sound image" created on the basis of a common distinguishing feature. This distinguishing sign is formed and stabilized on the basis of the articulatory and acoustic sign of the sound.

CONCLUSION: To conclude, a phoneme, like any other linguistic unit, lives in a paradigmatic and syntagmatic relationship. This phonological paradigmatic is called phonological syntagmatics and consists of a small whole, internal paradigms, which have a commonality with it and differ from other commonalities by the characteristics that are the basis for this commonality. These systems are paradigms of vowel and consonant phonemes. If the common sign of the members of the paradigm ensures the organization of this system, the distinguishing sign causes this internal paradigm to be divided into smaller parts. The paradigm of voiced consonants is similar to the paradigm of unvoiced consonants.

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DIFFERENCES BETWEEN WRITTEN & ORAL STYLES

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Abstract: Communication is the process of transfer of information from one person to another. Whether in a work situation where we are following written instructions or instructions received verbally from our superior or in daily life where we continuously chatter with everyone who comes in contact with us, communication plays a dominant role in our lives. But we rarely pause to think about the differences between oral and written styles. This article attempts to highlight the differences between oral or verbal and written styles

Key words: Contractions, variation, descriptive words, repetitious, redundancy, elaboration, linguistically lazy, auditorily, less formal, preview statements.

INTRODUCTION

Exploring the differences between written and oral communication can provide valuable insights into their unique stylistic contrasts. In written communication, the use of precise language and structured organization is essential. Clarity and conciseness are highly valued, allowing for detailed analysis and in-depth information dissemination. oral communication relies on verbal delivery, intonation, and non-verbal cues to convey meaning. The dynamic nature of spoken language allows for immediate feedback and emotional connection. Keep in mind that how we write is very different than how we speak. So what are the differences? We will briefly focus on four of them. The first is an oral style is more personal than written style. We use words like "I" and "you". In a speech, we won't say "One should do this" or "This author believes" which are much more common in written style.

METHODOLOGY

Written communication often prioritizes formality and adherence to grammar rules, while oral communication embraces informality and linguistic flexibility, including colloquialisms and slang Somewhat related is that an oral style is less formal than a written style. We tend to use more contractions in oral communication than in written one. "Don't" rather than "do not", as an example. We also tend to use shorter words incomplete sentences, and slang more when speaking, rather than writing.

RESULTS OF DISCUSSION

Additionally we tend to have less variation in word choice. Only 50 words account for almost 50% of what we say. One of my friends notes that we are linguistically lazy. We tend to use the same words over and over again. We say we are "happy" when we could be saying "pleased, cheerful, optimistic, ecstatic" much more descriptive words and ones that we all know, but we tend not to use them as much when we speak, particularly in conversation. Oral style is also more repetitious than written style. Because when reading, we can go back and reread it if we do not understand it. However, if we are listening to someone speak, we cannot ask them to rewind. So the speaker tends to build in redundancy. That's why in a speech, we have a preview statements, internal summaries, transitions all to help the audience stay on track.

Realize that when we speak, people cannot see our words. Most people are visual. So when we switch to expressing ourselves auditorily orally, we have to elaborate more. We spend much more time describing or explaining things when we are speaking than when we are writing. That's an oral style requires more elaboration than a written style.

Emotional Impact

The emotional impact of oral communication is heightened through vocal inflections, gestures, and facial expressions, fostering a deeper connection with the audience compared to the more detached nature of written communication.

Cultural Context

Cultural nuances play a significant role in both written and oral communication, influencing the choice of words, idiomatic expressions, and non-verbal cues that are deemed appropriate within a specific cultural context.

Communication Evolution

The evolution of technology has blurred the lines between written and oral communication, with the advent of digital platforms enabling the integration of spoken language in written form and vice versa.

Impact on Society

The stylistic contrasts between written and oral communication have profound implications for societal norms, educational practices, and interpersonal relationships, shaping the way information is conveyed and received.

CONCLUSION

The stylistic contrasts between written and oral communication underscore the rich diversity of human expression and the need for adaptability in various communication contexts. Understanding and leveraging the unique features of each form can enhance overall communication effectiveness.

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WAYS OF USAGE COUNT AND UNCOUNT WORDS IN ENGLISH GRAMMAR

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Abstract: This article presents the grammatical rules of countable and uncountable nouns, the difference between them and examples based on grammatical rules .The grammatical construction of many countable and uncountable nouns and the difference between a few/few and a little/little.

Key words: Abstract ideas, qualities, indefinite article, affirmative sentences, compare,some/any,a few/few, a little/little,singular, plural, abstarct nouns

INTRODUCTION

Scientific meaning of words

1abstract ideas -mavhum g'oyalar
2.qualities-turlari
3.indefinite article -noaniq article
4.affirmative sentence-bo'lishli gaplar
5.singular-birlik
6.plural-ko'plik
7.abstract nouns-mavhum otlar

METHODOLOGY

Countable nouns can be counted,e.g.an apple,two apples,etc. Uncountable nouns can not be counted , e.g. air, raise , water, etc. When you learn anew noun, you should check if it is countable or uncountable and not how it is usedin sentence .

Count nouns can be plural because there are more than one ,like dog(s), school(s). In contrast, an an uncountable noun,or non-count noun , is a noun that you cannot count. Countable nouns are people places, animals, or things that we can count. We can use the indefinite article a/an with countable nouns in singular forms:

-A bee is an insect.

Plural forms of countable nouns can be regular(a car- cars, boy-boys, baby-babies) or irregular(woman-women, wolf-wolves).

Uncountable noun can however be made countable in the following ways: Using partitives .A partitive is a word or phrase that indicates a part or quantity of something as distinct from a whole .Also called noun partitive. Partitives appear before nouns. An uncountable noun becomes countable when used with the indefinite article to suggest a kind of some countable abstract nouns

can be used uncountable after little, much and other determines .Common examples are difference point ,reason idea change difficulty, chance and question .There is not much different between "begin" and "start". I do not see much point in arguing about it. We have little reason to expect prices to fall.I have not got much idea of her plans.

When we use a noun countably we are thinking of specific things ;when we use it uncountably we are thinking of stuff or material or the idea of a thing in general.

Stuff/materials Things

glass a glass/glasses

cloth a cloths

fish a fish

RESULTS OF DISCUSSION

You can make many uncountable nouns singular by adding a bit of or piece of.Similarly you can make such nouns plural with bits of piece of.(Bit is less formal than piece)

-She bought an attractive old piece of furniture at the auction sale.

-How many pieces of luggage hsve you got with you?

Although bit and piece can be used with the majority of uncountable nouns there are also a number of other words which can be used with specific uncountable nouns.

Wheather

-We have certainly had a good spell of summer weather this year.

-Did you hear that rumble of thunder?

-Yes,I did.It came almost immediately after the flash of lightning.

-I heard a sharp clap of thunder,then a few rumbles in the distance.

Nature

-Look at the ladybird on that blade of grass!

-What's happened?Look at that cloud of smoke hanging over the town!

-She blew little puffs of smoke out of her cigarette straight into my face.

-Put another lump of coal on the fire,please.

How to make uncountable nouns countable

We combine special words (piese words)with uncountable nouns to make them uncountable.

-A bit of :fun, luck, time, work, paper, information, bread, news, gossip

-A piece of:paper,software,information,work ,writing,furniture, wood, equipment

-An item of:cloting,equipment,furniture,food,information,interest,business, jewelery

-A sheet of:paper,ice

-A cartoon of:milk ,juice,yoghurt

-A glass of:milk,beer,wine

-A cup of:tea, coffe

-A slice of:bread,cheese,cake

-A loaf of:bread, cheese, meat

-A bar of:chocolate,soap

-A spoonful of:sugar,flour,salt

-A pinch of:salt,cinnamon,homour

-A jar of :jam,honey,beer,mayonnaise

Little,/a little/few, a few/much/many

-We use little and much with singular uncountable nouns to express quantity.

-We use few,a few and many with plural countable nouns to express quantity.

Little/few

-We had very little information about the hotel.(=not much information)

-We learned very few facts about the hotel.(=not many facts)

A little/a few

-I can help you.I have a little time now.(=some time)

Much/many

-My brother won much money and few friends.(=a lot of money

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XX ASR INGLIZ VA O'ZBEK ADABIYOTIDA SATIRANING TASNIFI

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ANNOTATSIYA. Satira – komediyaning ayniqsa o'tkir va ayovsiz shakli bo'lib, u istehzo qilinadigan hodisa yoki xarakterning mohiyatini inkor etuvchi yuqori estetik va axloqiy ideallarga zid ravishda boshqasini solishtirish orqali namoyon bo'ladi. Satirik asarlardagi g'oyalar, aksincha, aksil-idealning fosh qilinishi orqali tasdiqlanadi. N.G. Chernishevskiyning so'zlariga ko'ra, satira nafaqat tomoshabinlarni kuldiradi, balki ularni larzaga soladi, nafaqat kulgi, balki g'azab va nafratni ham uyg'otadi. Satira hatto kulgisiz ham bo'lishi mumkin, ammo aql-idroksiz emas[1]. Olim satirada chuqur mushohada bo'lishini qat'iy ta'kidlaydi.

KALIT SO'ZLAR: satira, komediya, satirik an'analar, satiraning tasnifi.

KIRISH

XVII–XVIII asrlarda satira yanada gullab yashnadi. Uning gullagan davri Yevropada ma'rifatchilik oqimi vujudga kelgan davrga to'g'ri keldi va butun dunyoga yoyilishiga sabab bo'ldi. Satiraning yuzaga kelishi va tadrijiy taraqqiyoti borasidagi adabiyotshunoslarning ilmiy-nazariy mulohazalariga asoslanib, XX asr ingliz va o'zbek adabiyotida satirik an'analar quyidagicha tasniflandi:

1) ijtimoiy muammolardan shaxsiy-maishiy muammolarga ko'chish;
2) satirik asarlarda g'oya va mavzu maydonining kengayishi;
3) ijtimoiy, ma'naviy, didaktik masalalarga e'tiborning kuchayishi;
4) insonparvarlik mazmuni va psixologizmning chuqurlashuvi;
5) xalqning o'zligi va mentaliteti masalalariga murojaat etish;
6) satirik va ayni paytda falsafiy allegorik asarlarning yaratilishi;

7) satirik asarlar yozishda badiiy detaldan samarali foydalanish;

8) xarakterlar mantig'ini real voqelik mantig'i bilan kishini ishontira oladigan darajada asoslay olish;

9) inson ruhiyati mohiyatini, yetakchi xususiyatlarini ijodkorning estetik ideali nuqtai nazaridan butun murakkabligi bilan qamrab olgan holda aks ettirish;

10) hayot mazmunini falsafiy mushohada etish.

METODOLOGIYA

Tadqiqot jarayonida qiyosiy-tipologik, kontekstual metodlardan foydalanilgan.

TADQIQOT NATIJALARI

E. Xudoyberdiyevning fikricha, "Satira pafosdir, pafosning komizm turiga kiradi, ilgari Sharqda hajviya deb atalgan va yumorni ham o'z ichiga olgan. Satira va yumorning ajralishi demokratik adabiyotda ham sodir bo'ldi va shundan boshlab satira ham, yumor ham alohida janrlarga aylandi, lekin ular bir-biridan naf oladi. Ammo satira yo'qotishni, yumor tuzatishni nazarda tutadi"[2;266]. E. Xudoyberdiyevning fikriga tayanib, satirani janr deb atasak, u adabiyotning qaysidir turiga mansub bo'lishi lozim. Barcha adabiy janrlarda satirik unsurlarning mavjudligi bois, muammoga shu nuqtayi nazardan yondashgan olimlarning nazariy konsepsiyalari asosida satirani badiiylik modusi deya e'tirof etamiz. "Modus" tushunchasi zamonaviy adabiyotshunoslikka N. Fray tomonidan kiritilgan, ammo u badiiy yaxlitlikning umumiy estetik turlari va adabiy janrlarni ajratmagan [3;232-263].

V. Tyupaning ta'kidlashicha, "Badiiy asarlarda umumlashtirish va his-tuyg'ularning muayyan "qorishmalari", hayotni aks ettirishning muayyan turlari mavjud. Bular qahramonlik, tragediya, satira, komediya, idillik, elegizm, drama, ironiya. Badiiylik modusi – yaxlitlikning u yoki bu turi bo'lib, u nafaqat qahramon va sharoitni, muallif ijodiy niyatini va kitobxonning idrokini, balki qadriyatlar tizimini ham anglatadi. Badiiylik markazida shaxs va unga qarama-qarshi turgan tashqi olamning o'zaro munosabati, "men – olamda" konsepsiyasi yotadi. Badiiylik modusi esa shaxs mavjudligining ruhiy-amaliy tajribasiga estetik analogiya sifatida namoyon bo'ladi. Ya'ni tragiklik, satiriklik, dramatiklik, eng avvalo, shaxsning o'z-o'zini anglashi va namoyon etishi shakllari bo'lib, badiiy asarda ulardan biri asosiy o'rin tutadi[4;185-187].

TAHLILLAR

Badiiy detal obrazning tarkibiy qismi bo'lib, asarda asosiy badiiy yukni ko'taradigan adabiy hodisadir. Abdulla Qahhorning "Bemor" hikoyasidagi badiiy detal ijtimoiy mohiyat kasb etadi: bosh qahramon Sotiboldi og'rib qolgan xotinini o'qitdi, tabibga ko'rsatdi. Muallif nutqi davomida tabibning qon olgani-yu, bemorning ko'zi tinib, boshi aylanadigan bo'lib qolishi-yu, allaqanday xotin kelib kasalni tolning xipchini bilan savalagani, tovuq so'ygani haqida kinoya qiladi. Nega aynan bu gaplar kinoyali? O'sha davr odamlari juda soddaligidanmi, ma'nan qashshoqligidanmi, bemorni shifokorlarga emas, tabib, baxshi, allaqanday xotinga ishonib topshirgani, ulardan xotinini tuzatib berishlariga umid qilishidir. "Bularning hammasi, albatta, pul bilan bo'ladi", – deya kitobxon diqqatini satirik asarning bosh maqsadini ochib beruvchi badiiy detalga qaratadi. Pul – boylik ramzi bo'lsa-da, asarda Sotiboldining nochor ahvolini ifodalovchi vositadir. Doktorxona deganda Sotiboldining ko'z oldiga izvosh va oq podshoning surati solingan 25 so'mlik pulning kelishi xo'jayini qo'lida mardikor bo'lib ishlovchi Sotiboldining moddiy ahvolini belgilab bermoqda. Asarda nafaqat Sotiboldining nochorligi, balki bemorni oyoqqa turg'izish imkoni bo'lmagan noraso jamiyat va uning a'zolari ham satira qilingan.

Qo'lidan kelsa, uning xotinini oyoqqa bostirib berishga tayyor Abdug'aniboy ham quruq gapdan nariga o'tmaydi: "– Devonayi Bahovaddinga hech narsa ko'tardingmi? G'avsula'zamga-chi?". Bu gap, og'ir vaziyatdagi Sotiboldi uchun imkonsiz edi. Sotiboldi bu gapni eshitib, indamay ketdi. Ayolini davolatishga pul topmagan inson, ehson uchun qayerdan pul topardi? Abdug'aniboy tilidan aytilgan birgina shu gap o'sha davr boylarining oddiy xalq bilan ishi yo'qligini, qo'lidan kelsa-da, yordamga qo'l cho'zmasligini ifodalaydi.

Karaxt, nimjon, xira pashshalar naturalistik detali ham satirik asarning badiiyligini oshirishga xizmat qilgan. Nafaqat o'sha davr insonlari nimjon, nozik, balki xira pashshalari ham karaxt va nimjondir. Bu jumla orqali Abdulla Qahhor fuqarolarini qiynab qo'ygan o'sha davr jamiyatining ustidan zaharxanda kulgan. Dugonalari bilan chopqillab, o'ynab yurish yoshidagi to'rt yashar qizchaning qo'lida ro'molcha, mukka tushib uxlab qolishi ham kishini sergak torttiradi. Nahotki, bemorga qaraydigan boshqa yaqinlari yo'q. Qizaloqning kunduzi mukka tushib uxlab qolishi g'ayritabiiy holat, balki u ham onasi kabi nimjondir. Muallif nafaqat katta odamlar kuchsiz, madorsiz, balki yosh avlodning ham kuchsiz va chorasiz ekanligiga ishora qilgan.

Yozuvchi Ivlin Vo "Bella Fliz ziyofat berdi" hikoyasida badiiy detal sifatida jo'natilmay qolgan taklifnomalarni tanlagan. Muallif bayonida ziyofat uyushtirilishi, mehmonlar kelishini intizorlik bilan kutgan Bella Fliz holati shu darajada ishonarli tasvirlanganki, kitobxon taklif etilgan mehmonlar nega tashrif buyurmaganini tushunmay, hikoyani hayratlanib o'qiydi. Bazmdan bir kun o'tgach Bella Fliz vafot etadi. Hikoya kutilmagan yechim bilan tugaydi. O'lim sababini aniqlashga kelgan janob Banks bir hafta tekshiruvlardan keyin, Bella Flizning ish stolidan muhrlangan, manzillar yozilgan, ammo e'lon qilinmagan taklifnomalarni topadi. Ushbu badiiy detal kutilmagan yechim hosil qilishga asos bo'lgan. Asar qahramoni taklifnomalarni jo'natishni unutgan edi. Bella Fliz prototip obraz bo'lib, muallif o'z kundaligida qarib qolgan buvisining parishonxotirligi haqida yozgan.

Bellaning tashqi ko'rinishi uning xarakteriga qarama-qarshi edi, jumlasida muallif satira vositalaridan biri groteskni ishlatadi: "She was over eighty, very untidy and very red; steaky grey hair was twisted behind her head into a horsy bun, wisps hung round her cheeks; her nose was prominent and blue viened; her eyes pale blue, blank and mad; she had a lively smile and spoke with a marked Irish intonation"[5;113].

Bosh qahramon haqida qo'shnilari tilidan aytilgan kinoyali hazil ham asardan o'rin olgan: "A rotten day", they would report. "We found our fox, but lost again almost at once. But we saw Bella. Wonder how long the girl will last. She must be nearly ninety. My father remembers when she used to hunt - went like smoke, too [5;113]. Bellani portreti berilgan-da, uni oqsoqlanib yurishi ham aytib o'tilgan. Bu ramziy ma'noga ega. Bellaning tashqi portretidagi nuqsoni orqali uning ichki dunyosida ham kemtiklik borligiga ishora qilinadi.

XULOSA. Shu o'rinda ta'kidlash joizki, oqsoqlanish detali Abdulla Qahhor ijodida ham uchraydi ("Anor" hikoyasidagi oqsoq mushuk). Oqsoqlanish detali satiraning badiiyligini yanada oshirgan. Yozuvchi jo'natilmay qolgan maktublar badiiy detalidan hikoyada o'rinli foydalangan, zero, qahramon hayotiga yakun yasagan maktublar orqali adib aristokratlar dunyosidagi ortiqcha dabdaba ustidan zaharxanda kulgan.

Xullas, Ivlin Vo va Abdulla Qahhor hikoyalarida badiiy detaldan asosan satirik g'oyalarini kitobxonga yetkazish uchun foydalanishgan. Yuqorida tahlil qilingan badiiy detallar muallifga o'z g'oyasini, his-tuyg'ularini, qarashlarini badiiy asar orqali ifodalashga yordam bergan. Badiiy detal kitobxonning asar haqidagi tushunchasi va idrokini chuqurlashtiradi, ya'ni qahramonlarni yaxshiroq tushunish va ularga hamdard bo'lish, asarni tahlil va talqin qilish, shuningdek, undagi chuqur ma'no va g'oyalarni topishga imkon beradi.

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HID SEZGISI ORQALI NAMOYON BO'LUVCHI SIFATLARDA SINKRETIZM

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Annotatsiya. Ushbu maqolada, tilshunoslikda hid bilan bog'liq xususiyatlarning ifodalanish jarayonlari og'zaki va badiiy nutqimizda turlicha yuz berishini tadqiq qilindi..

Kalit so'zlar. Kimyo, biologiya, psixologiya, tibbiyot, fizologiya, hid, sifat, sinkretizm.

Kirish

O'tgan asrning so'ngi va asrimizning dastlabki yillarida hid sezgisi bilan bog'liq ilmiy tadqiqotlar ko'plab o'rganilgani va ilmiy adabiyotlarda aks etgani ma'lum. Albatta, bu xorijiy va rus olimlarning izlanuvchanligi bilan bog'lanadi. Hid bilishning ta'm bilan aloqadorligi kimyo, biologiya, tibbiyot, psixologiya, fiziologiya bir qator fanlarning o'rganish sohasiga kirishi ma'lum. Hozirgi kunda kimyo, biologiya, psixologiya, tibbiyot, fizologiya singari fanlari qatori tilshunoslik ham hid va ta'mning o'zaro bog'liqligini til semantikasida tahlil ob'yekt sifatida o'rganishi bu mavzuning dolzarb ekanligini ko'rsatadi. Hid bilish va ta'm bilishni "kimyoviy sezgilar" deb atashadi, chunki ular kimyoviy ta'sirlovchilarning retseptorlariga ta'sir etish natijasida kelib chiqadi.Hid bilish retseptorlari burun bo'shlig'ining shilimshiq pardasida joylashgan bo'lib ,ularning soni o'rtasida 30-40 mln ga teng.[1] Keltirilgan ta'rif fiziologiya faniga taalluqli hisoblanib, inson hid va ta'm sezgilarni o'zaro bog'liq idrok etishi va ularni biri biridan ayro tutib bo'lmasligiga ta'kid beradi. Demak, hid va ta'm bildiruvuchi sezgilar bir – biri bilan doimiy aloqada bo'lib inson idrok tizimida muhim ahamiyatga ega hisoblanadi.

Adabiyotlar tahlili

Keyingi vaqtlarda tilshunoslikda olfaktor doirasidagi ilmiy tadqiqotlar Ye.V.Geyko, O.N.Grigoreva, A.A.Kolupayeva, N.A.Nikolina, N.S.Pavlova, I.Ruzin, S.David, D.Dubois, C.Rouby, B.Schaal singari rus va jahon tilshunoslari tomonidan o'rganilgan. Ularning tadqiqotlarida hozirgi davrda iqtisod bilan bog'liq bo'lgan zamonaviy biznes shakllaridan biri parfyumeriya bilan bog'liq hid bilish tahlil etildi. N.S.Pavlova, R.F.Brilyeva, M.A.Tokmacheva, Yu.E.Kormilchenko, S.A.Moiseyeva, J.A.Bubiryeva, A.X.Mansurova, A.X.Merzlyakova singari tilshunoslarning hid bilan bog'liq turli mavzulardagi ilmiy tadqiqotlari yaratildi. E'tiborlisi shundaki, tilshunoslik bilan bog'liq hid va ta'm turli xalqlarning lug'atlarida milliy madaniyatning bir bo'lagi sifatida talqin etiladi. Demak, hid va ta'mn bilan bog'liq so'zlarning xilma – xilligini o'rganish boshqa fanlar qatori tilshunoslikning o'rganish ob'yekti sanaladi.

[1] E.N.Nuritdinov.Odam fiziologiyasi.Toshkent.Aloqachi.2005.469-bet.

Tadqiqot metodlari va metodologiyasi

Tilshunoslikda hid bilan bog'liq xususiyatlarning ifodalanish jarayonlarini yoritishda tilshunoslikning quydagi usullaridan tavsiflash, tasniflash, taqqoslash, leksik - semantik, kontekstual, komponent va lingvopragmatik tahlillardan konstrastiv va og'zaki va badiiy nutqimizda turlicha yuz berishini tadqiq qildik.

Tahlil va natijalar

Tilshunos A.X.Mansurova ilmiy izlanishlarida hid bilan bog'liq masalaga to'xtalib shunday yozadi": ...insonning hid bilish qobiliyati olamni bilish jarayonlaridan biridir. Aslida hidga aloqador tushunchalar borliqning ma'lum qismi sifatida mutaxassislarni doimo qiziqtirib kelgan asosiy muammolardan biri hisoblanadi. Inson sezgi organlari ichida hid bilish qobiliyati unchalik ahamiyatli deb qaralmagan bo'lsa-da, olamni gnosologik jihatdan o'zlashtirishda bu sezgi organi eng muhim vazifalarni bajarib kelgan, noverbal muloqot asosini tashkil qilgan. Insonning hid bilish qobiliyati turlicha tasavvurlar manbayi bo'lib xizmat qilgan. Shuning uchun ham hidlar burun orqali qabul qilinib, aql, ong yordamida idrok qilinadi".[1] Anglashiladiki, inson butun borliqni hid bilish qobiliyati yordamida his etadi va o'z munosabatini bildiradi. Bildirilgan munosabatlar mutaxasislar tomonidan fanlararo turlicha yondashuvlar bilan yoritiladi. Tadqiqotlarda hid bilish tilshunoslikda ot, sifat, fe'l leksemalari orqali yuz berishi yoritiladi. Hid bilishni tilshunoslikda quyidagi model asosida ko'rishimiz mumkin:

1. Ot+ot:non hidi, issiriq hidi, kabob hidi, lampamoy hidi, oftob hidi, go'ng hidi, atir hidi va boshqa. Modeli: N+N=H;

2. Sifat+ot:xushbo'y hid, badbo'y hid, achimsiq hid, sassiq hid, mog'or hidi, qo'llansa hid, zax hidi va boshq. Modeli: At+N=H;

3. Ot + fe'l: vinoni hidlash, ahlatni iskadi, loy bijig'idi, olma sasidi va boshq. Modeli: N+V=H.

Demak, tilshunoslikda hid bilan bog'liq xususiyatlarning ifodalanish jarayonlari og'zaki va badiiy nutqimizda turlicha yuz beradi. Biz ishimizda hid va ta'mning o'zaro bog'liqligini sifat leksemasi asosida o'rganishni maqsad qilib oldik.

Tilshunoslikda hid va ta'mning ifodalanishi sifat leksemalari bilan bog'liq yuzaga chiqishi tadqiqotimizning asosidir. Sifat leksemasi idrokning mahsuli sifatida hid va ta'm belgisini bildiruvchi hisoblanadi. Hid bildiruvchi sifat leksemalar o'zbek tilida pog'onali tarzda o'sib boradi. Albatta, bu o'sib borish sifatning semantik tabiati bilan bog'liq yuz beradi. Birinchi bosqichda hid arxisemasini ifodalovchi leksemaning semantik maydoni paradigmalar guruhidan tashkil topadi. Bu guruh turli leksik-semantik maydonga kiruvchi yashirin leksik –semantik guruh va paradigmalardan tashkil topadi. Ikkinchi bosqichda, hid arxisemasini ifodalovchi leksemaning semantik maydoni nutqiy vaziyat va jumla tarkibida aks etadi.

Xulosa.

Xulosa qilib aytganda, "hid" arxisemasi tahlil doirasida bir qator sememalar paradigmasidan tashkil topishini ko'rib chiqdik. Shuningdek, bu paradigmaga kirgan semalarning tasvirini izohlaydi va turli xususiyatlarini semantik belgi ifodasi orqali aks ettiradi. "Hid" arxisemasiga ega bo'lgan: xushbo'y, muattar, o'tkir hidli, o'ta hidli, mayin, badbo'y, noxush, bemaza, sassiq, qo'llansa, mog'or singari sememalar semantik maydonni tashkil etadi. Bu sememalar o'zidagi kognitiv xususiyatlari bilan sifat semantikasi tasnifida alohida o'ringa ega sanaladi. Bu o'rinda aytish joizki, ko'rsatilgan leksemalar gradual ma'nolari bilan hid semasining turli darajadagi kognitiv ma'nolarni o'zida aks eta olishini ko'rsatadi. Ayrim hollarda, hid arxisemasining darajalanishi bu semaning pragmatik vaziyat bilan bog'liq holida namoyon bo'ladi. Aytish mumkinki, bu o'rinda hid arxisemasi semantik komponent sifatida verbal xarakterga ega bo'lib muloqot jarayonida turli ma'nolarda voqelanadi.

[1] Мансурова А.Х . Репрезентация ольфакторного прострaнтво в английском и татарском языках. Дисс.канд.филол.наук.-Казань.2016.-С.11-12.

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GRAMMATICAL PROBLEMS IN TRANSLATION

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Annotation: In this article explored the importance of accurate translation and delve into the common grammatical problems that arise during the translation process. Additionally, we will discuss the basic problems in translation, such as cultural and language barriers, loss of meaning and context, and the challenges with idiomatic expressions and cultural nuances.

Аннотация: В этой статье рассматривается важность точного перевода и рассматриваются распространенные грамматические проблемы, возникающие в процессе перевода. Кроме того, мы обсуждаем ключевые проблемы перевода, такие как культурные и языковые барьеры, потеря смысла и контекста, идиоматические выражения и трудности с культурными нюансами.

Annotatsiya: Ushbu maqolada to'g'ri tarjima qilishning ahamiyati o'rganiladi va tarjima jarayonida yuzaga keladigan umumiy grammatik muammolarni ko'rib chiqiladi. Bundan tashqari, biz tarjimadagi asosiy muammolarni, masalan, madaniy va til to'siqlari, ma'no va kontekstni yo'qotish, idiomatik iboralar va madaniy nuanslar bilan bog'liq qiyinchiliklarni muhokama qilamiz.

Key words: cultural and language barriers, loss of meaning and context, challenges with idiomatic expressions, basic problems, grammatical problems

Introduction

Translation plays a crucial role in bridging communication gaps between languages and cultures. However, it is not without its challenges and pitfalls. Translating written works from one language to other requires more than just basic linguistic competence. The process requires an in-depth understanding of both the source and target languages, including their cultural nuances, idioms, and expressions. One of the most common challenges in translation is ensuring that the grammatical structure of the translated work does not compromise its intended meaning. Accurate translation is crucial for affective communication across languages. In this section, we will examine why precise translation is essential to convey the intended message and avoid misunderstandings. We will also explore the negative impact of grammatical problems in translation.

Basic problems in translation

Language differences introduce complexities in translation, including idiomatic expressions and linguistic nuances. Idioms and slang pose unique challenges in translation, requiring creative adaptation without losing the intended meaning. Translating between languages often involves grappling with a range of grammatical challenges. Most common grammatical problems encountered during translation, such as tense inconsistencies, gender agreement, and

word order variations. Translation goes beyond language; it also requires understanding cultural nuances. One of the fundamental challenges in translation is preserving the intended meaning and context from the source language to target language.

Common grammatical problems in translation

Many languages have flexible word order, but in English, word order is crucial to determine meaning. A sentence with incorrect word order can change the intended meaning and cause confusion for the reader. Using the wrong verb tense can lead to ambiguity or sound unnatural to native speakers. It is important to understand the context of the sentence and how that affects verb tense in both the source and target languages. Articles are used differently in many languages, using the wrong article in a sentence can completely alter the intended meaning of the statement. Pronouns are often used differently across languages for translators. The translator must understand both source and target languages' grammar to maintain accuracy in conveying the intended message.

Examples of grammatical problems in translation

French : J'aime le chat noir

Incorrect translation : I like the black cat

Correct translation : I like black cats

" I'm looking for a job where I work alone, so I can slack off all day" translated to Japanese was interpreted as " I enjoy working independently." Example of idiom / sarcasm lost in translation.

When translating from one language to another, it is essential to have a thorough understanding of both languages' grammar rules. Grammatical errors in translated works can result in a miscommunication of intended meaning, ultimately affecting the success of the communication. A skilled translator must consider not only the literal meaning of the text but also the cultural nuances and idiomatic expressions. " Lost in translation", an apt phrase often used to describe the inherent difficulty in accurately conveying the true meaning of idioms across languages.

Inaccurate Use of Articles

Unlock the mystery of articles in translation. The delicate art of selecting the correct article is explored, from mastering definite and indefinite articles to navigating zero articles.

Definite article

Indefinite article

Zero article

The boy

A book

Dogs bark

The sun

An apple

Cats purr

Improper Use of Prepositions

Dive into the fascinating world of prepositions in translation. Explore the intricate dance of prepositions and how their misuse can result in confusing and ineffective translations.

Preposition + Noun

With age

At the beach

Preposition + Gerund

Without hesitating

By swimming

Preposition + Infinitive

To dance

For him to leave

Tips for Improving Translation Accuracy

Master the art of accurate translation with these expert tips. Enhance your skills and avoid common pitfalls to ensure top-notch translations.

Understanding the Source Language and Target Language

A solid grasp of both the source and target languages is crucial for accurate translation.

Paying Attention to Context

Context is key! Consider the surrounding text and cultural nuances to produce precise translations.

Consulting a Native Speaker

Tap into the expertise of native speakers to validate your translations and ensure cultural authenticity.

Using Reliable Translation Tools

Leverage trusted translation tools to cross-reference and enhance the accuracy of your translations.

Conclusion

Unlock the world of accurate and effective translation by mastering grammatical challenges. Through understanding the importance of precision, identifying common pitfalls, and implementing expert tips, you will enhance your ability to bridge cultures and foster effective communication through translation. Embrace the art of accurate translation and unlock limitless possibilities.

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O‘ZBEK VA KOREYS TILLARIDA O‘QITISH METODIKASINING QIYOSIY TALQINI

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Annotatsiya: Ushbu maqola koreys va o‘zbek tillarida metod tushunchasi va o‘qitish metodiga bag‘ishlangan bo‘lib, til o‘rganishdagi zamonaviy metodlar haqida so‘z boradi. Maqolada ikki til: o‘zbek va koreys tillarini o‘quvchilarga o‘qitish uchun turli metodikalar va ulardan foydalanish texnikalari yoritilgan.

Kalit so‘zlar: til o‘rganish, metod, zamonaviy usullar, innovatsion ta’lim, texnologiyalar, o‘qitish, samaradorlik, koreys va o‘zbek tili, xalqaro.

Abstract: This article is devoted to the concept of method and teaching method in Korean and Uzbek languages, and it talks about modern methods of language learning. The article describes different methods and techniques for teaching students two foreign languages: Uzbek and Korean.

Key words: language learning, method, modern methods, innovative education, technologies, teaching, efficiency, Korean and Uzbek language, international.

Аннотация: Данная статья посвящена понятию метода и метода обучения корейскому и узбекскому языкам, а также рассказывает о современных методах изучения языка. В статье описаны различные методы и приемы обучения студентов двум иностранным языкам: узбекскому и корейскому.

Ключевые слова: изучение языка, методика, современные методы, инновационное образование, технологии, преподавание, эффективность, корейский и узбекский языки, международный.

Mustaqillik sharofati bilan mamlakatimizda qator yangilanish va rivojlanish davri boshlandi. Ijtimoiy hayotimiz umumjahon andozalarga mos taraqqiyot

yo‘nalishlariga kirib, rivojlandi, shu jumladan, ta'lim sohasida ham bir qancha yutuqlarga erishib bormoqda. Davlatlararo munosabatlarda ham yetakchi o'rinda aloqalar mustahkamlanib kelinmoqda. taTa'lim sohasida ham jadal rivojlanib, kadrlarimiz yetakchi davlatlarga malaka oshirib, ulardagi zamonaviy metodlarni o'rganib, ta'lim sohasida qo'llay boshladi. Albatta oliy ta'limda fundamental til tayyorgarligisiz chet tilini yuqori darajada bilish imkonsiz hisoblanadi. Ko‘pgina davlatlardagi ta'lim muassasalarida o‘quvchilar kamida ikkita xorijiy tilni o‘zlashtiradilar. Aynan globallashuv sababli ham insonlar ikkinchi tilni o‘rganishga ehtiyoj sezadilar. Bugungi kunda innovatsion ta'lim texnologiyalarining bir necha xil usullari mavjud. Shuningdek zamonaviy texnologiyalar orqali chet tililarini o‘qitish, o‘rgatish samaradorligini oshirish eng muhim masaladir. Ta'lim jarayonida zamonaviy-kommunikatsion texnologiyalarni olib kirish ulardan maqsadli, to‘g‘ri unumli foydalanish ular orqali o‘quvchida chet tiliga bo‘lgan qiziqishni orttirish lozimligi, shuningdek chet tilini o‘qitishda grafik organayzerlardan foydalanib mavzuga oid yangi so‘zlarni, grammatik qoidalarni tushuntirish maqsadga muofiqdir "Koreys tili" fani dasturlarida mashg‘ulotlarda talabalarning koreyscha og‘zaki va yozma nutqini takomillashtirish, ularni til sathlari bo‘yicha zaruriy bilimlar bilan qurollantirish hamda shu bilim va ko‘nikmalardan o‘rinli foydalanish

lozimligini ko‘rsatadi. Oliy ta'lim muassasalarida koreys tilida tinglash ko‘nikmalarini rivojlantirish va takomillashtirish darslarida masofaviy tinglash usuli qo‘llaniladi. Bunda talabalar koreys tilida nutq tinglashni va idrok qilishni o‘rganadilar. N.D.Galskova ta'kidlaganidek, nutqning paralingvistik elementlarining 60% gacha bo‘lgan qismini audio xabarlardagi ma'lumotlar yetkazadi. Bu degani eshitish ko‘nikmasi shakllanishi orqali talabani eslab olish foizi ko‘proqni tashkil qiladi. Audiovizual materiallar nafaqat eshitish imkonini beradi, balki, so‘zlashuvlar, tovushlarni ko‘tarish va tushirish, pauzalar va boshqalar orqali nutqning akustik elementlari hamda imo-ishoralar, mimikalarni kuzatish yordamida ma'lumotni idrok etishni sezilarli darajada osonlashtiradi, yaxshiroq tushunish va yodlashga yordam beradi. Shu bilan bir qatorda, til muhitiga bilvosita sho‘ng‘ish holati sodir bo‘ladi, bu og‘zaki muloqot ko‘nikmalarini yanada muvaffaqiyatli rivojlantirishga hamda til to‘sig‘ini olib tashlashga yordam beradi. So‘nggi yillarda koreys tillarini o‘qitishning zamonaviy usullari yaxshilandi. Hozirgi koreys tillarini o‘rgatishda zamonaviy usul va metodlardan foydalanish maqsadga muvofiq amalga oshirilmoqda. Darhaqiqat, til o‘rganuvchilarga chet tillarini o‘rgatish strategiyalarining juda xilma-xilligi mavjud. Bugungi kunda koreys tillarini o‘rganish jarayoni ko‘proq talabalar faolligi asosidagi darslarni qamrab oladi va bu vaqt talab etadi. Shunday ekan, chet tilini o‘qitishda zamonaviy usullardan foydalanishimiz kerak. Zamonaviy o‘qitish usullari asosan fan va texnologiya haqida samarali tushunchani shakllantirish yoki rivojlantirishga yordam beradi.

O‘zbek tili o‘qitish metodikasi, birinchi navbatda, falsafa va umumiy tilshunoslik hamda tilshunoslikning nazariy asoslari fanlari bilan chambarchas bog‘iqdir. Yaxshi bilamizki, til va nutq ajralmas yaxlitlikni tashkil etadi. Shunga qaramay, ular ayni bir xil hodisa ham emas. Ular nutqiy faoliyatning asosini tashkil qiladi. Insonning nutqiy faoliyati zimmasidagi vazifalar nihoyatda ko‘p. Shulardan biri kommunikativlik ya'ni aloqa vazifasidir. Bu uning kishilar orasidagi aloqa, munosabat -muomalarni ta 'minlashi bilan bog‘liq hisoblanadi. Bunda axborotlarni boshqalarga yetkazish, o‘zaro fikr almashish amalga oshadi. Uning vositalari esa turli ko‘rinishlarga ega. Xususan, og‘zaki, yozma, shuningdek, tilshunoslikda paralingvistik deb nom olgan vositalar bo‘lishi mumkin. Oxirgi turkumga har xil imo-ishoralar, mimikalar kiradi. Bunda bevosita nutqning o‘zi ishtirok etishi ham, ishtirok etmasligi ham mumkin.

Metod tushunchasi " usul" ma'nosini anglatib, bu bir necha yillardan beri sayqallanib kelmoqda. O'tmishda yashab ijod etgan Al-Xorazmiy, Forobiy, Ibn Sino, Beruniy, Zamaxshariy, Navoiy kabi ijodkorlar asarlarida ta'lim-tarbiya bilan, o'qitish bilan bog'liq fikrlar mavjud bo'lsada, aynan ona tilini qay usulda o'qitish bilan bog'liq fikrlar uchramaydi. Al-Xorazmiyning "Sezish orqali bilish bu qisman bilish bo'lsa, mantiqiy bilish bu haqiqatdir", Abu Nasr Forobiyning "Bilim, ma'rifat, yaxshi axloq bilan bilimdon, ma'rifatli, yetuk, mukammal inson yetishadi. Buning uchun ta'lim — tarbiya o'qituvchi tomonidan to'g'ri tashkil etilishi, boshqarilishi va ma'lum maqsadlarga yo'naltirilishi lozim" degan fikrlari o'zbek tili o'qitish metodikasida ham bosh mezon vazifasini o'taydi.

XX asr boshlariga kelib an'anaviy o'qitish usullari yoniga Yevropacha o'qitish usullari ham kelib qo'shildi. Mahalliy ziyolilardan Fitrat, Munavvar qori, Hamza, A.Avloniy, Qori Niyozov, Qayum Ramazon, Murod Shams, Majid Qodiriy kabilar darslik va qo'llanmalar yaratishda faol ishtirok etdilar. 1940yillarda S.A.Fvesaloniskiyning "Ona tili o'qitish metodikasi" qo'llanmasi bosilib chiqdi. Qo'llanmada nutq o'stirish va insho masalalariga keng o'rin berilgan, morfologiya va sintaksis o'qitish metodikasiga alohida e'tibor berilmagan. 40—yillardan boshlab o'zbek olimlari til o'qitish muammolari bilan bog'liq tadqiqot ishlari olib bora boshladilar. 1944 yilda M.Shams "Orfografiya o'qitish metodikasi", K.Xayrullayev "Tipik orfografik xatolar va ularni bartaraf etish" mavzusidagi tadqiqotlarni amalga oshirishdi. M.Shams 1950-yilda "O'zbek tili o'qitish metodikasi" qo'llanmasini nashr ettirdi. 1952- yilda esa "O'zbek tili o'qitish metodikasi"ning 1-qismi F.Kamol tahriri ostida nashrdan chiqdi. 1960-yilda H.Rustamovning "Sintaksis va punktuatsiya o'qitish metodikasi", 1963-yilda N.Abdurahmonovning "O'zbek tili o'qitish metodikasi" kitoblari nashr ettirildi. 1975-yilga kelib esa ancha mukammal darslik Y.G'ulomov, I.Rasulov, H.Rustamov, B.Mirzaahmedovlar tomonidan yaratildi. Bu darslik ham "O'zbek tili o'qitish metodikasi" deb nomlanadi. Ushbu darslik hozirgi davrgacha amalda qo'llanib kelindi. 1960-80-yillar davomida metodika bo'yicha ishlar ko'lami ko'paydi. Hozirgi davrda ham ona tili o'qitish metodikasi bo'yicha ilmiy — tadqiqotlar keng olib borilyapti. Ona tili o'qitish metodikasi pedagogika va psixologiya fanlari bilan ham bog'liq holda ish olib boradi. Pedagogika ta'lim — tarbiya prinsplarini belgilab beruvchi fandir. Ona tili darslarida ham ta'lim prinsplari qo'llanadi.

Pedagogika fanining didaktika qismi ona tili o'qitish metodikasining nazariy asosi hisoblanadi, Ona tili o'qitish metodikasi didaktikasining hamma prinsplariga tayanadi. O'qituvchi o'z o'quvchilarining psixologik qobiliyatlarini o'rganishi, ona tili materiallarini tushuntirishda ularni hisobga olishi zarur.

O'qituvchi o'z faniga nisbatan o'quvchilarda qiziqish uyg'ota olishi, ularning diqqatini jalb eta olishi, shu materialni esda saqlab qolish yo'llarini qo'llashi lozim. Bu ishlarning barchasi ona tili o'qitish metodikasining psixologiya bilan bog'liqligini ko'rsatadi.

Koreys tili o'qituvchilari o'quvchilarning malaka darajasi, maqsadlari va o'rganish afzalliklariga qarab o'qitish metodikasini moslashtirishlari muhim. Ushbu metodologiyalarning kombinatsiyasi talabalarning koreys tilini egallashi va o'zlashtirishi uchun dinamik va samarali o'quv muhitini yaratishi mumkin. Koreys tili darslarida axborot texnologiyalari yutuqlaridan foydalanish o'quvchilarning til o'rganishga bo'lgan qiziqishlarini yanada oshiradi va barcha yoshdagi o'quvchilar, ularning dunyo qarashini kengaytiradi. Til o'qitishni individuallashtirish va ko'p bosqichli yondashuvni amalga oshirishning samarali vositasi elektron o'quv qo'llanmalaridan foydalanish hisoblanadi. Elektron ta'lim vositalari talabalarga ko'proq o'z ustida ishlash imkoniyatini beradi. Elektron qo'llanmalar lug'atga ehtiyojni yo'qotib, vaqtni tejaydi. Elektron qo'llanmalar bosma nashrlarga qaraganda ancha interaktivdir, bu minyudan foydalanib qo'llanmaning ma'lumot maydonida harakat qilish imkoniyati tufaylidir. Hozirgi vaqtda zamonaviy multimediya o'quv qo'llanmalarining xilma-xilligi mavjud, til o'qitishga programmalashtirilgan multimedialar orqali talabalar telefon yoki kompyuter ekranida artikulyar harakatlarni kuzatadilar va to'g'ri intonatsiyalarni eshitadilar takrorlaydilar.Bunday multimedia va

ilovalarga quyidagilarni misol qilish mumkun. NAVER, KOREAN-LESSONS, LEARN KOREAN, KOREAN BY NEMO, TALK TO ME, FLASHCARDS KOREAN LESSON, SPEAK KOREAN, KOREAN language. Yuqoridagi ilova hamda multimedialar orqali koreys tilida suhbatlashish hamda eshitish salohiyatini yanada oshirish mumkun.

Xulosa o‘rnida shuni aytish lozimki,chet tili fani o‘qituvchilari samarali dars berish uchun metod tanlayotganda o‘qitishning to‘rt ko‘nikmalarni: o‘qish, tinglash, yozish va gapirishni o‘quvchilarda rivojlantirgan holda samarali dars tashkil qilishi lozim. Shu holatdagina qo‘llangan o‘qitish uslublari va metodlari o‘z samarasini ko‘rsatadi.O‘quvchilarda shu to‘rt ko‘nikma yaxshi shakllansa o‘quvchilarni chet tillarni o‘rganishi osonlashadi. Bu esa o‘quvchilarni chet tiliga bo‘lgan qiziqishlarini kuchaytiradi.Bo‘lajak chet tili o‘qituvchilari yuqorida keltirilgan metod va usullardan o‘z darslarida samarali foydalanishsa ko‘zlagan maqsadlari amalga oshadi deb umid qilaman.

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V.G. GAKNING: "ZAMONAVIY FRANSUZ TILIDAGI FE‘L OLDI KISHILIK OLMOSHLARI"

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Annotatsiya: V.G.Gakning ilmiy doiralarda keng ma'lum bo'lgan xuddi shu nomdagi maqolasi fransuz tilidagi fe'l oldi kishilik olmoshlari va shaxs kategoriyasi muammolariga bag'ishlangan.[1] Unda olim fransuz tili tizimidagi fe'l oldi kishilik olmoshlarining tabiati va o'rni: ular fe'lning grammatik shakli komponentlarimi yoki morfologiyasi bilan bog'liq emasmi, degan masalada tilshunos olimlar o'rtasida turli fikrlar mavjudligini fe'l oldi kishilik olmosh va fe'l gapning bir yoki ikki bo'lagini ifodalashini ko'rsatadi. Ushbu muammolarni hal qilish uchun V.G.Gak fransuz grammatikasining ba'zi umumiy nazariy qoidalarini ochib berishga alohida to'xtalib o'tadi: "ifoda qilish" va "ajratish" atamalarining ma'nosi, "analitik shakl" va "analitik qurilish" tushunchalari, gapda so'zlarning vazifasi, so'zlarning roli, fe'lning shaxs son kategoriyalarini ifodalashdagi tobe olmoshlar rolini ko'rsatib berdi.

Kalit so'zlar: kategoriya, kishilik olmoshlari, analitik shakl, ifoda qilish, olmosh

Аннотация: Проблематике приглагольных местоимений и категории лица во французском языке посвящена одноименная широко известная в научных кругах статья В.Г. Гака[2]. В ней ученый указывает на расхождение мнений лингвистов по вопросу природы и положения в системе французского языка приглагольных субъектных местоимений: являются ли они компонентами грамматической формы глагола или не имеют отношения к морфологии глагола; представляет ли собой сочетание местоимения и глагола один или два члена предложения. Для решения этих вопросов В.Г. Гак специально останавливается на раскрытии некоторых общетеоретических положений французской грамматики: значении терминов «выражать» и «различать», понятии «аналитическая форма» и «аналитическая конструкция», функции служебных слов, роли субъектных местоимений в выражении категорий глагольного лица.

Ключевые слова: категория, личные местоимения, аналитическая форма, выражение, местоимение

Fransuz tilidagi kishilik olmoshlari tizimining o'ziga xos xususiyati qo'shaloq shakllarning mavjudligi: mustaqil olmoshlar mustaqil yoki urg'uli) va og'zaki olmoshlar (urg'usiz). Kishilik mustaqil olmoshlari gapda ot bilan bir xil vazifani bajarib, mustaqil (fe'lsiz) ishlatilishi mumkin: Qui veut répondre? - Moi.

Kishilik fe'l oldi olmoshlari yordamchi so'zlardir. Ular sintaktik mustaqillikka ega emas va har doim fe'l bilan qo'llaniladi, ish-harakatning predmeti yoki ob'ektini ko'rsatadi. Fe'l oldi kishilik olmoshlari bosh kelishik, tushum va jo'nalish kelishiklariga mos keladigan shakllarga ega.

Bosh kelishikning shakllari ega sifatida ishlatiladi, tushum va jo'nalish kelishigida esa vositali va visitasiz to'ldiruvchi sifatida qo'llaniladi;

Il travaille à l'usine. (il – sujet).

Je ne les trouve pas. (les – complément direct).

Nous leur écrivons souvent. (leur – complément indirect).

Gapning tasdiq va inkor shakllarida sub'ekt sifatida ishlatiladigan fe'l oldi kishilik olmoshlari fe'l oldiga qo'yiladi va undan faqat yordamchi so'zlar (ko'makchi qo'shimchalar, inkor yuklamasi ne) bilan ajratilishi mumkin:

Ils n'étudient pas le français. Je vous écoute.

Nous y travaillons.

[1] Гак В.Г. Приглагольные местоимения и категория лица во французском языке. – Сб.: Вопросы лингвистики и методики преподавания иностранных языков. – Выпуск III. Романские и германские языки. – М.: Изд-во ИМО, 1960. – С. 5-23.

[2] Гак В.Г. Приглагольные местоимения и категория лица во французском языке. – Сб.: Вопросы лингвистики и методики преподавания иностранных языков. – Выпуск III. Романские и германские языки. – М.: Изд-во ИМО, 1960. – С. 5-23.

Gapning so‘roq shaklida ega o‘rnidagi olmoshi fe’ldan keyin keladi:

Lis-tu ce journal?

Vositali va vositasiz to‘ldiruvchi vazifasida ishlatiladigan fe’l oldi kishilik olmoshlari fe’l oldidan qo‘yiladi:

Je vous cherche.

Il ne nous téléphone pas souvent.

C’est un son difficile, le prononcez-vous bien? Voici votre stylo, ne le cherchez pas!

Faqat buyruq maylining tasdiq shaklida fe’ldan keyin olmoshlar keladi va urg‘usiz me shakli moi urg‘uli shakli bilan almashtiriladi:

Montrez-moi votre devoir!

Voice ton cahier, prends-le!

Donnez-lui ce texte!

Accompagnez-moi!

Vositali va vositasiz to‘ldiruvchi sifatida ishlatiladigan kishilik olmoshlari fe’l oldidan qo‘yiladi:

Je vous cherche.

Il ne nous téléphone pas souvent.

C’est un son difficile, le prononcez-vous bien? Voici votre stylo, ne le cherchez pas!

Faqat buyruq maylining tasdiqlovchi shaklidagi olmoshlar fe’ldan keyin keladi va urg‘usiz **me** shakli **moi** urg‘uli shakli bilan almashtiriladi:

Montrez-moi votre devoir!

Voice ton cahier, prends-le!

Donnez-lui ce texte!

Accompagnez-moi!

Fe’l oldi kishilik olmoshi fe’ldan keyin kelganda ular orasiga tire qo‘yiladi.

Fe’l oldi kishilik olmoshlari shaxs va sonda ular o‘rnini bosadigan otlar bilan moslashadi:

elles chantent – они (девушки) поют.Ular (qizlar) kuylashyapti.

Unli bilan boshlangan fe’l oldidagi je, me, te, le, la olmoshlarida e unlisi tushirib qoldiriladi va uning o‘rniga apostrof qo‘yiladi:

j’écoute – men eshitayapman;

il m’écoute – u meni eshitayapti;

nous l’écoutons – Biz uni (uni) eshitayapmiz.

Ilmiy va texnik matnlarda ega (bosh kelishik) rolini o‘ynaydigan olmoshlardan tashqari, ko‘pincha, le, la, les olmoshlari qo‘llaniladi, ular shakli bo‘yicha artikllarga mos keladi va gapda (vositali to‘ldiruvchi tushum kelishik)da qo‘llaniladi. Ularni artikllardan farqlash juda oson: le, la, les artikllari faqat otlardan oldin, le, la, les olmoshlari esa faqat fe’llardan oldin keladi.

Muallif shuni ko‘rsatadiki, mavzu fe’l oldi kishilik olmoshlarining zamonaviy faoliyati ham, tarixiy rivojlanishi ham morfologiya ehtiyojlari (fe’ldagi shaxslarni farqlash) bilan emas, balki sintaksis ehtiyojlari (haqiqiy yoki rasmiy sub’ektning majburiy ifodasi) bilan bog‘liq. Og‘zaki gapdagi harakatning alohida lisoniy elementi orqali fe’lning shaxs son kategoriyasi predmet bilan sintaktik bog‘lanishi ish-harakatning u bilan munosabatini ifodalashga xizmat qiladi. Fransuz tilidagi fe’lning shaxs-son shakli bu qobiliyatni yo‘qotdi va fe’l oxirlari faqat kelishik shakli bo‘lib xizmat qiladi, nutqda shaxslarini farqlaydi. Fe’l oldi kishilik olmoshlarining vazifasiga oydinlik kiritiladi: ular yordamchi predmetlarning maxsus turi, il parle birikmalari esa ikki qismli gaplardir.

Dissertatsiyaning maqsadi -V.G. Gakning: “Zamonaviy fransuz tilidagi fe’l oldi kishilik olmoshlari”[1] mavzusida fe’l oldi kishilik olmoshlarining grammatik tabiatini (ular muhim so‘zlar, funksiyali so‘zlar yoki morfemalar bo‘ladimi), ularning gapdagi vazifalarini aniqlash (ular sub’ekt

[1]Гак В.Г. Приглагольные личные местоимения в современном французском языке. Автореф. дисс… к.фил.н. Воен. Институт иностр. языков. – М., 1952. – 21 с.

bo‘ladimi yoki yo‘qmi) aniqlandi. fe’l bilan gapning bitta bo‘lagini hosil qilish), fe’l olmoshi shaklini tanlashga ta'sir qiluvchi grammatik omillarni o‘rnatish. Kirish qismida so‘zning analitik shakli, yordamchi so‘z bilan morfema o‘rtasidagi farq masalalari muhokama qilinadi. Yordamchi so‘z va morfema mustaqil nominativ funksiyaning yo‘qligi bilan birlashadi, lekin morfemalar grammatik ma’noni ifodalashi bilan farq qiladi, undan tashqarida bu nutq qismi mavjud bo‘lolmaydi va so‘zni gapda amalga oshirishda yordamchi so‘zlar ishlatiladi.

I bobda subyektiv fe’l oldi olmoshlari va ko‘rsatish olmoshlari **ce** tahlil qilindi. Tahlil shuni ko‘rsatdiki, ularning qo‘llanilishi ikki omil bilan belgilanadi: morfologik (faqat fe’lning shaxsi shaklida, buyruqdan tashqari) va sintaktik (faqat jumlada sub'ektning og‘zaki belgisi mavjud bo‘lmaganda). Subyektiv fe’l oldi olmoshlarining asosiy vazifasi sintaktik bo‘lib, ular alohida gapning tarkibiy belgisidir: mustaqil, tuzilgan yoki bo‘ysunuvchi. Semantik jihatdan olmoshlar fleksiyaga qaraganda ko‘proq yuklangan bo‘lib chiqadi. Xulosa qilinadiki, subyektiv olmoshlari fe’lning “prefleksiari” emas, balki yordamchi so‘zlari bo‘lib, ularsiz fe’l gap bo‘lagi sifatida fe’l bo‘la olmaydi, lekin to‘liq qiymatli bo‘lmaganda predikat vazifasini bajara olmaydi. Biroq muallif o‘z nuqtai nazarini bildiradi (olim keyinchalik uni qayta ko‘rib chiqdi) fe’l oldi olmoshi va fe’l gapning bir bo‘lagini tashkil qiladi, shuning uchun il parle ikki qismli Pierre parle dan farqli o‘laroq, bir bo‘lakli gapdir. Olmosh shakllarini tanlash grammatik ma’nolarni aks ettiradi: sub'ektning ob’ektivligi / ob’ektiv emasligi va shaxs nutqining ma’nosi, shu jumladan, o‘ziga xos, umumlashtirilgan, noaniq, uzoqlashtirilgan shaxs va shaxssiz ma’no.

Ob'ektli sifat olmoshlarini o‘rganish ular mo‘ljallangan to‘liq to‘ldiruvchi bo‘lmaganda qo‘llaniladigan yordamchi so‘z o‘rnini bosuvchi so‘zlar ekanligi haqidagi xulosaga keladi. Ularning ishlashi fransuz tilidagi sintaktik guruhlarning to‘liqligi tendensiyasi bilan bog‘liq va shuning uchun to‘liq qiymatli gap bo‘lagi yo‘q bo‘lganda, uning o‘rnini bosuvchi sifatida qaraladi. Maqsad olmoshlari gapning yordamchi so‘z bo‘lishiga qaramay, fe’ldan alohida bo‘ladi. Ular mustaqil distribyutorlarga ega bo‘lishi mumkin. Dissertatsiyada so‘zni subyektiv olmoshi bilan almashtirish imkoniyati batafsil tahlil qilindi va olmosh shakllari bilan ifodalangan kategoriyalar aniqlandi: gapning almashtirilgan bo‘lagining vazifasi, ob’ektivlik/ob’ektivlik, jonlilik/jonsizlik, aniqlik/noaniqlik, raqam, jins. Bu turkumlar olmoshning sintaktik vazifasiga qarab turlicha amalga oshiriladi.

Olmoshlarning asosiy tarkibiy-semantik vazifasi (gapdagi yetishmayotgan nomni almashtirish) buzilishi mumkin va shuning uchun gapdagi olmoshlarning vazifalari o‘zgaradi. Bu jarayonlar dissertatsiyaning III bobida o‘rganilgan. Olmosh va uning o‘rnini bosadigan a’zo gapda bir vaqtda ifodalanganda, mantiqiy tanlash vositasi sifatida keng qo‘llaniladigan xarakterli intonatsiyaga ega bo‘lgan jumlalar hosil bo‘ladi. Oddiy tilda, o‘ziga xos intonatsiyani yo‘qotish bilan fe’l oldi olmoshlari pleonastik bo‘lib chiqadi va bu holda morfologik tuslanish ko‘rsatkichlariga tenglashtirilishi mumkin; olmoshlar o‘zgaruvchan ma’nosini yo‘qotganda, ular substantivlashadi yoki fe’l bilan frazeologik gaplar hosil qiladi l`emporter, en vouloir kabi. Demak, olmoshlarning gapdagi asosiy vazifasidan chetga chiqishi, gapdagi yetishmayotgan bo‘lakning o‘rnini bosishi, uning morfologik yoki leksiklashuviga olib keladi.

Oddiy tilda, o‘ziga xos intonatsiyani yo‘qotish bilan fe’l oldi olmoshlari pleonastik bo‘lib chiqadi va bu holda morfologik konjugatsiya ko‘rsatkichlariga tenglashtirilishi mumkin; olmoshlar o‘zgaruvchan ma’nosini yo‘qotganda, ular substantivlashadi yoki fe’l bilan frazeologik gaplar hosil qiladi l`emporter, en vouloir kabi. Demak, olmoshlarning gapdagi asosiy vazifasidan chetga chiqishi, gapdagi yetishmayotgan bo‘lakning o‘rnini bosishi, uning morfologik yoki leksiklashuviga olib keladi.

Shunday qilib, fransuz tilidagi shaxs olmoshlari tizimining o‘ziga xos xususiyati qo‘sh shakllarning mavjudligi: mustaqil olmoshlar (mustaqil, urg‘u) va oldingi olmoshlar (ta'kidlanmagan). V.G.Gak tomonidan tadqiqotlar sub'ektiv fe’l oldi olmoshlarining hozirgi zamonda faoliyat ko‘rsatishi va rivojlanishi morfologiya ehtiyojlari bilan emas, balki sintaksis ehtiyojlari bilan bog‘liqligini ko‘rsatdi. Shaxsli fe’lning predmet bilan sintaktik bog‘lanishi ish-

harakatning uning ko'taruvchisi bilan munosabatini ifodalashga xizmat qiladi. Fransuz tilidagi fe'lning shaxsi shakli bu qobiliyatni yo'qotadi va fe'l oxirlari faqat kelishik shakli bo'lib xizmat qiladi, shaxslarning nutqini farqlaydi. Olimning fikricha, fe'loldi olmoshlarining vazifalari ko'makchining alohida turi, il parle birikmalari esa ikki qismli gaplar ekanligi V.G.Gak tomonidan aniqlangan. Demak, olmoshlarning gapdagi asosiy vazifasidan chiqib ketishi, gapning yetishmayotgan b'lagi o'rnini bosishi, olimning fikricha, uning morfologiyasi yoki lug'at tarkibidan dalolat beradi.

Foydalanilgan adabiyotlar:

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GRAMMATICAL CATEGORIES OF NOUNS

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Abstract. This article analyzes nouns, grammatical categories and some problems about nouns. This article also describes about their controversial problems, because some philology scientists said that apostrophe "s' is not morpheme, however other scientists said that it's a morpheme. So, this article identify true information about this problem. Especially, this article is about nouns as a parts of speech.

Key words: nouns, the meaning of gender, grammatical categories, cases and apostrophe "s"

INTRODUCTION. Every language has history and it is so big history. For many centuries such famous scholars as B. Illyish, A.S.Ahmanova, O. Jesperson and many others had investigated the problem of parts of speech, that causes great controversies both in general linguistic theory and in the analysis of separate languages. The noun is a part of speech which unites words with the general categorical meaning of substance, or thingness. There are some grammatical categories of it. They are number, case and gender. There are some types of these types. For instance: number: singular, plural; case: common and possessive; gender:muskuline,feminine, and neutral.

MAIN PART

The first category of noun is the number. Number has two values:

- **singular**: indicates one only. For instance: I have **an** apple.
- **plural**: indicates two or more. For instance: I have **two** apples.

Common nouns may be divided into **countable and uncountable nouns**. As the terminology suggests, countable nouns can combine with numerals like one, two, three, etc., whereas uncountable nouns cannot. Moreover, uncountable nouns are always singular, whereas most countable nouns may be either singular or plural. And noun has an inherently plural nouns, and usually we can not use these in the singular, because they are always regarded as denoting something plural, and they always take plural agreement. For example: headphones, pyjamas, jeans and others.

The second category of noun is the gender nouns. There some types of gender nouns, they are masculine, feminine and neuter; or animate and inanimate. We call masculine and feminine genders as an animate, and neuter gender as an inanimate.

Animate nouns

Masculine gender refers to a **male figure** or a **male member** of a species. For example: man, brother, dad and others.

Feminine gender refers to a **female figure** or **female member** of a species. For example: mother, sister and others

Inanimate nouns

Neuter gender are neither feminine nor masculine, like **inanimate** objects such as rock, table, and comb and others.

We have common gender nouns. Some nouns are may be both of female and male, they are **common genders**: teacher(both of female and male teachers are called as a teacher)

Some people can not differentiate common genders and neuter nouns. Common nouns refer to members of a species and do not specify the gender (teacher, doctor, etc), however, neuter nouns refer to things that have no gender (table, chair, etc).

The category of case in nouns. Case is a morphological category which has a distinct syntactic significance, as it denotes relations, of nouns towards other words in the sentence. Languages of synthetic structure have a developed case-system. Languages of analytical structure lack these morphological variants.

O. Curme said that there are four cases in English language. They are nominative, accusative, genitive and dative cases but H.Sweet considers that number of cases in English doubtful. O. Jepersen said that there are only 2 cases in English language, so case in nouns are very controversial problem among philologists, especially apostrophe "s" is more controversial than others, because G. U. Vorontstova said that "s" is not morpheme, it's just a "postposition", however Khaimovich and Rogovskaya do not prefer this opinion. From my point of view, Khaimovich was right, because apostrophe "s" has a lot of signs like another morphemes, because morpheme is mostly attached to individual nouns, not noun groups and, also, some reasons for it.

CONCLUSION. Nouns, I have mentioned above that, the noun or subject describes some person or a thing, so the most basic role for a noun is to act as the subject for a verb that follows it. And usually, they play the role as an object, or subject in the sentences. nouns is very important because its structure is used in every day conversation. The more you practice the subject, the closer you get to mastering the English language.

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IMPROVING LISTENING AND SPEAKING

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Annotation :This theme explores strategies and techniques aimed at enhancing both listening and speaking abilities, crucial components of effective communication. It delves into the significance of these skills in various contexts, including professional, academic, and personal settings.Importance of Listening Skills: The annotation highlights the importance of active listening in comprehending information accurately, fostering empathy, and building strong interpersonal relationships. It discusses the role of listening in effective communication and its impact on professional success and personal development. Strategies for Enhancing Listening Skills: Various strategies are presented to improve listening skills, such as maintaining eye contact, paraphrasing, asking clarifying questions, and minimizing distractions. The theme explores the benefits of practicing active listening and provides practical tips for implementation in daily interactions.

Key words:listening , speaking , practice, relationship, expressing thoughts..

Having good listening and speaking skills is crucial in our daily life for several reasons. Firstly, effective communication fosters better relationships , both personally and professionally. By effective listening to others , we demonstrate respect and empathy , which helps build trust and rapport . Additionally , clear and articulate speaking allows us to express our thoughts , ideas, and nedds effectively , reducining misunderstandings and conflicts. Moreover, strong communication skills are essential in various aspects of life , such as the workplace, education,and social interactions. In professional settings, problem solving , and leadership .In education, they

contribute to better learning outcomes , as students can comprehend instructions and articulate their understanding . In social situations , effective communication enhances connections with others and promotes meaningful interactions.

Listening and speaking skills also prepare you for the ``outside`` world . For example , in an interview , you should show the interviewer that you are attentive aand can confidently express yourself. Having good listening and speaking skills will definitely help with is.

Improving listening and speaking skills is multifaceted endeavor , often accompanied by various challenges and difficulties . In this comprehensive exploration, we will delve into the diverse obstacles individuals encounter when honing these essential essential communication:

Language Barriers: One of the most prevalent challenges in both listening and speaking is language barriers. For individuals learning a second language or communicating with speakers of different languages, comprehension and articulation can be hindered by vocabulary limitations, grammatical errors , and cultural nuances .

Lack of confidence :Confidence plays a pivotal role in effective communication . Many individuals struggle with self-doubt and fear of judgement , leading to hesitancy in speaking up or expressing themselves clearly. This lack of confidence san be impede both listening , as individuals may second-guess their understanding , and speaking , as they may hesitate or avoid speaking altogether.

Distractions : In today`s fast –paced world , distractions abound , posing significant challenges to attentive listening and clear speaking . External distractions such as noise, technology , and environmental factors can disrupt concentration, making it difficult to focus on conversations or articulate thoughts coherently .

Communication Apprehension: Some individuals experience communication apprehension , charachterized by anxiety or nervousness when speaking or listening in social or professional settings . This apprehension can manifest as physical symptoms such as sweating or trembling, further hindering effective communication and confidence –building efforts .

Poor listening Habits :Active listening is a skill that requires conscious effort and practice . However , many individuals fall into passive listening habits, where they merely hear without truly comprehending or engaging with the speaker`s message . This passive approach impedes effective communication and hampers the development of listening skills.

Cultural difference :Cultural difference in communication styles , norms , and expectations can pose significant challenges in both listening and speaking . Misinterpretation of cultural cues, nonverbal communication , particularly in cross – cultural interactions.

Lack of feedback :Constructive feedback is esstial for im[proving communication skills, yet many individuals lack access to meaningful feedback or opportunities for skill development. Without feedback , individuals may struggle to identify areas for improvement or guage their progress , hindering their ability to refine their listening and speaking abilities .

Complexity of topics: Engaging in conversations on complex or unfamiliar topics can present challenges fro both listening and speaking . Processing intricate information , understanding specialized vocabulary , and articulating thoughts coherently require advanced language and cognitive skills, making it difficult to effectively communicate in such contexts.

Technology – mediated communication :While technology has facilitated communication in many ways , it also introduces unique challenges . In virtual or digital communication settings , factors such as lag, poor audio quality, and distractions from notifications can hinder effective listening and speaking , requiring individuals to adapt their communiacation skills accordingly.

Group discussion: Being able to discuss a topic in groups effectively depends on agood balance between spoken conversation and listening to others. For example, if one person talks too much , they may not allow others to voice their opinions .Or they may not always pay attention to what others are saying if they talk over them and don't stop listen!

One crucial thing to bare in mind is turn –taking . This refers to when one person in a conversation speaks at a time . Turn –taking ensures that there are no interruptions and allows everyone to voice their opinions one at a time. It also gives others the opportunity to stop and listen carefully to the person speaking , allowing them to properly pay attention to what they are saying.

In conclusion, the theme of improving listening and speaking skills underscores the critical role these abilities play in effective communication across various aspects of life. From professional success to personal relationships, honing these skills offers countless benefits. Through strategies such as active listening techniques and confident speaking practices, individuals can enhance their communication proficiency and navigate diverse communication scenarios with ease. By recognizing the interconnectedness of listening and speaking skills and committing to continuous improvement, individuals can unlock new opportunities for growth, connection, and success in both their personal and professional lives. Embracing the journey of skill development in listening and speaking ultimately empowers individuals to communicate more effectively, connect more deeply, and thrive in an increasingly interconnected world.

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O'ZBEK SIYOSIY DISKURSIDA METAFORANING LINGVISTIK VA PRAGMATIK VAZIFALARI

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Annotatsiya. Siyosiy metaforologiya sohasidagi tadqiqotlar ko'pincha siyosiy tilshunoslik deb ataladigan keng ilmiy sohaning ajralmas qismidir (bu atamalar siyosiy filologiya va lingvistik siyosatshunoslikda ham qo'llaniladi). Ushbu maqola ushbu umumiy muammolarni va ularning siyosiy metodologiya bilan bog'liqligini o'rganadi. Maqolada o'zbek siyosatchilarining nutqlarida metaforaning lingvistik va pragmatik funktsiyalari, dunyoga o'zbekcha milliy nigoh bilan qarash va uning metaforik reprezentatsiyasi, shuningdek siyosiy matnning muallifligi, uning maqsadi va muammolari izchil ko'rib chiqiladi.

Biroq, yana bir bor ta'kidlash kerakki, bunday metafora nafaqat O'zbekistondagi haqiqiy vaziyatni, balki uning siyosiy nutqda ifodalanishini ham aks ettiradi. Ma'lumki, reallik va uning ijtimoiy mentalitetdagi anglanishi har doim ham bir-biriga mos kelmaydi. Bunday holda, siyosiy metafora ko'zgusi barcha real muammolarni bir necha bor kuchaytiradi.

Kalit so'zlar: metafora, nutq, siyosiy nutq, siyosiy matn, o'zbek siyosiy kommunikatsiyasi, pragmatik va lingvistik muammo, metafora, siyosiy metafora, siyosiy til, metaforik iboralar.

ABSTRACT. Research on political metaphorology is an integral part of a wide scientificfield, which is most often called political linguistics (the terms are also used with political philology and linguistic political science). In this article, it is researched these general problems and their relationship with political methodology. The article consistently considers linguistic and pragmatic functions of metaphor in the speeches of Uzbek politicians, the Uzbek national view of the world and its metaphoricalrepresentation, and the authorship of a political text and its aims and problems.

However, it is necessary to emphasize again that this kind of metaphor does not reflect the real situation of Uzbekistan but also its reflection in political discourse. As you know, reality and its awareness in the social mentality do not always correspond to eachother. In this case, the mirror of the political metaphor magnifies all the real problems many times.

Keywords: Metaphor, discourse, political discourse, political text, Uzbek political communication, pragmatic and linguistic problem, metaphor, political metaphor, political language, metaphorical expressions.

Аннотация. Исследования в области политической метафорологии являются неотъемлемой частью широкой научной области, которую чаще всего называют политической лингвистикой (эти термины также используются в политической филологии и лингвистической политологии). В данной статье исследуются эти общие проблемы и их взаимосвязь с политической методологией. В статье последовательно рассматриваются лингвистические и прагматические функции метафоры в речах узбекских политиков, узбекский национальный взгляд на мир и его метафорическая репрезентация, а также авторство политического текста, его цели и проблемы.

Однако необходимо еще раз подчеркнуть, что такого рода метафоры отражают не только реальную ситуацию в Узбекистане, но и ее отражение в политическом дискурсе. Как известно, реальность и ее осознание в общественном менталитете не всегда соответствуют друг другу. В данном случае зеркало политической метафоры многократно усиливает все реальные проблемы.

Ключевые слова: метафора, дискурс, политический дискурс, политический текст, узбекская политическая коммуникация, прагматическая и лингвистическая проблема, метафора, политическая метафорика, политический язык, метафорические выражения.

Ushbu tadqiqot doirasida o'zbek siyosatchilarining (Sh.M. Mirziyoyev, I. A. Karimov) nutqlarini ularda metaforalarning qo'llanilishi nuqtai nazaridan tahlil qildik. Metaforalar qo'llanilishi uchun tahlil qilingan kontekstlarning umumiy sonini ko'rib chiqdik.

O'zbek siyosiy diskursi uchun metaforalarning eng tipik lingvistik va pragmatik funksiyalarini ko'rib chiqamiz. Ular uchun, fikrimizcha, mintaqaning siyosiy realiyasiga mos keladigan o'z tasniflarimizni ham ishlab chiqdik. Tasnifimizga ko'ra o'zbek siyosatchilarining nutqlarida qo'llanilgan harbiy metafora, falokat va vayrongarchiliklar metaforasi, sport metaforasi, tibbiy metafora, diniy metafora, tabiat metaforasi, dengiz metaforasi, iqtisodiy metaforalarni tahlil qildik.

Harbiy metafora. "Tashvish" manba-sohasi bo'lgan metafora siyosiy matnlarning eng yorqin xususiyatidir. Bunday imijlarning faollashishi ko'pincha eng qiyin paytlarda sodir bo'ladi. Harbiy lug'atdan faol metaforik foydalanish ko'pincha ijtimoiy-siyosiy muammolarni ochib beradigan nutqda uchraydi.

'Bizning siyosatimizning bosh yo'nalishini O'zbekiston xavfsizligi tashkil etadi. Mamlakatimizni etnik, demografik, iqtisodiy va boshqa muammolarning **og'ir yuki ostida qolgan** mamlakatlar qurshab olganini ko'rish mumkin. Buning ustiga, O'zbekiston diniy ekstremizm, etnik janjallar, narkobiznes va har xil tashqi kuchlarning ta'sirida ichki nizolar avj olgan Afg'oniston kabi **beqarorlik o'chog'i** bilan chegaradosh.' [1]

Ushbu parchada O'zbekistonning birinchi prezidenti bo'lgan I. A. Karimov chegara mamlakatlaridagi ichki mojarolarning O'zbekiston uchun oqibatlarini tavsiflash uchun notinch hudud tasviridan foydalanadi. Ushbu bayonotda siyosatchi mamlakatni tashvish bilan taqqoslaydi, qo'shni davlatlarni odamlarning tartibsizliklarini keltirib chiqarishda ayblaydi va bilvosita bu mas'uliyatni davlat rahbarlariga yuklaydi. Bundan kelib chiqadiki, ushbu metaforaning maqsadi raqiblarini tajovuzkor va o'zlarini tajovuz qurboni sifatida ko'rsatishdir.

I. A. Karimov tomonidan "notinchlik" leksemasidan foydalanish o'ziga (va o'z siyosatiga) nisbatan hamdardlik va achinish va raqiblarni qoralashni keltirib chiqaradi. Siyosatchi xabarni qabul qiluvchilarning hissiy-irodaviy sohasiga faol ta'sir ko'rsatib, jamoatchilik fikri va his-tuyg'ularining o'zlari bilan birdamligini yaratishi sababli, metaforaning hissiy funksiyasi shu nuqtai nazardan amalga oshiriladi.

Mamlakatni himoya qilish choralarini ko'rish zarurati siyosatchi tomonidan xavfsizlik vositasi sifatida qalqon tasviri orqali quyidagi qismda keltirilgan: 'mamlakatimiz har qanday tajovuzdan qalqonga muhtoj. Busiz O'zbekistonning rivojlanishi uchun qulay shart-sharoitlar va xalqimizning munosib hayotini ta'minlay olmaymiz.'

Siyosatchi samarali siyosat choralarini qalqon bilan taqqoslaydi. Jiddiy himoya vositasini nazarda tutadigan "qalqon" nomi tinglovchilarning fikrlarini yo'naltirish vositasi bo'lib xizmat qiladi. Agar sizga "qalqon" kerak bo'lsa, unda kimdir hujum qiladi, shuning uchun siz o'zingizni himoya qilishingiz kerak. Shu bilan birga, o'zini qanday tajovuzdan himoya qilish kerakligi va qanday qalqondan foydalanish kerakligi aniqlanmagan.

Siyosatning maqsadi aniq ma'lumot berish emas, balki odamlarni xavotirga solish va o'z fikrlarini metafora instrumental funksiyasi orqali mamlakatimizga tahdid soladigan xavf haqida o'ylashga yo'naltirishdir. Mamlakatda barqarorlikni ta'minlash uchun ko'rilgan choralar siyosatchi tomonidan quyidagi misolda kurash orqali keltirilgan:

'Korrupsiyaga qarshi kurashishda aholining barcha qatlamlari, eng yaxshi mutaxassislar jalb qilinmas ekan, jamiyatimizning barcha a'zolari, ta'bir joiz bo'lsa, "halollik vaksinasi" bilan emlanmas ekan, o'z oldimizga qo'ygan yuksak marralarga erisha olmaymiz.'[2]

Kurash ko'pchilik tomonidan jiddiy, shafqatsiz va xavfli tadbir, voqea sifatida qabul qilinadi. Shu sababli, korrupsiyaga qarshi kampaniyasini "xalolik vaksinasi" deb atagan siyosatchi tomoshabinlar nazarida uning jiddiyligi va ahamiyatini avtomatik ravishda oshiradi.

Sh. M. Mirziyoyev korruptsiyani oldini olish bo'yicha chora-tadbirlar majmuini "halollik vaksinatsiyasi" deb ataydi, ularni katta kuch talab qiladigan qiyin vazifa deb ta'riflaydi va odamlarga siyosatchining o'zi va uning partiyasi qanday muhim vazifani bajarayotganini bildiradi. Kishilarning munosabati "kurash" ga va Sh.M. Mirziyoyevning siyosiy missiyasiga qaratiladi, shu bilan metaforaning hissiy funksiyasi ishga tushiriladi.

Falokat va vayrongarchiliklar metaforasi

"Yashil taraqqiyot"ga erishish uchun amaliy sa'y-harakatlarimizni safarbar etishimiz darkor. Ekologik muammolar va iqlim o'zgarishi keskin tus olayotgan hozirgi davrda davlatlarimizda to'plangan va xorijiy ilg'or tajribadan samarali foydalanish, "yashil iqtisodiyot"ni birgalikda faol rivojlantirish, sanoat tarmoqlariga resurstejamkor texnologiyalarni keng tatbiq etish, uglerod neytralligiga erishish kun tartibidagi eng dolzarb vazifalardan biridir.[3]

Sh. M. Mirziyoyev mahalliy ekologiyadan chet elga pul olishni qon ketish bilan taqqoslaydi. "Yashil iqtisodiyot" hayotning ramzi bo'lganligi sababli, siyosatchi o'z mamlakatining farovonligiga zarar etkazadigan iqtisodiy jinoyatlar sodir etgan amaldorlar aslida uni o'ldirayotganini aniq aytadi.

Atrof-muhit muammolarini hal qila olmaydigan va bunday qonunbuzarliklarga yo'l qo'yadigan hukumatga nisbatan salbiy munosabatini bildirgan siyosatchi o'z auditoriyasini xabardor qiladi. Metaforaning nominativ-baholash funksiyasi shunday amalga oshiriladi.

Shu bilan birga, ushbu fazilatlarning mavjudligi umuman zarur emas; tinglovchilar uchun Sh. M. Mirziyoyev munosabatini bilishning o'zi uning taniqli siyosatchi ekanligini tushunish uchun yetarli.

Dengiz metaforasi

Quyidagi bayonotda global iqtisodiy inqiroz xavfini tasvirlab, Sh. M. Mirziyoyev murakkab ekologik haqiqatni modellashtirish uchun fojia metaforasidan foydalanadi.

'Davrimizning **o'tkir muammolaridan** yana biri — global iqlim o'zgarishlaridir. E'tiboringizni yana bir bor Orol dengizi qurishining halokatli oqibatlariga qaratmoqchiman. **Orolbo'yi hududi ekologik fojianing markaziga aylandi**.'[4]

Global ekologik fojia deb nomlash bilan, siyosatchi ko'plab mamlakatlar iqtisodiyotiga u keltiradigan ulkan halokatli kuchga e'tibor qaratadi. "Fojia" har doim juda achchiq tajribalar va vaziyatdan chiqish qiyinligi bilan bog'liq. Shu nuqtai nazardan, metaforaning nominativ-baholovchi funksiyasi amalga oshiriladi, chunki siyosatchi voqelikning siyosiy va ekologik realligi uchun yanada ifodali rangli nomdan foydalanadi va bu bilan unga bo'lgan munosabatini bildiradi va uni tinglovchilarga etkazadi. Bundan tashqari, ushbu xabar ommalashtirish funksiyasini ham bajaradi, chunki Sh.M. Mirziyoyev vaziyatni keng auditoriya tushunadigan til bilan izohlaydi. Shuningdek, u implisit tarzda aytadi: dengiz injiqliklarini, shu jumladan Orol bo'yi muammolarini yengish uchun kuch sarflashning o'zi yetarli emas, chunki u boshqarib bo'lmaydigan elementlardir, "fojia"ga faqat sabr qilish kerak, qiyinchiliklarni yengib o'tish uchun kuch topa bilish kerak bo'ladi.

Sport metaforasi

Sport o'zining barcha turlarida inson faoliyatining barcha turlarida mavjud bo'lib, uning roli ayniqsa kurash va raqobatni o'z ichiga olgan faoliyat turlarida, ya'ni siyosatda katta ahamiyatga ega. Keling, aniq misollarni tahlil qilishga murojaat qilaylik:

'Buyuk Alisher Navoiy bobomiz aytganlaridek, **sherga qarshi sherdek kurashish, jang** qilish kerak.'

O'zbek sportchilarining zamonaviy siyosiy realligini "sher" deb ta'riflab, siyosatchi unga to'siqlarning ko'pligi kabi sifatlarni beradi, uning murakkabligi, unda siyosatchilar va odamlarni kutayotgan katta energiya va xarajatlar haqida gapiradi. Metafora instrumental funktsiyani amalga oshiradi: agar bizning oldimizda "raqobat jang maydoni sifatida turgan bo'lsa", u holda undan o'tish uchun kuchlarni birlashtirish kerak bo'ladi. Siyosatchi chaqirayotgan narsa ham shu, mamlakat boshiga tushgan qiyinchiliklarga yuma-yuz turish uchun kuch to'plash lozim. Qiyinchiliklarni yengishda sportning ahamiyati quyidagi gapda ham ko'rsatilgan:

'…Sport bilan do`st bo`lgan bolalar biz uchun mutlaqo begona va zararli oqimlarga qo`shilib ketmaydi.'[5]

Ushbu bayonotda siyosatchi o'zbek sportchilarining muammolari va qiyinchiliklari haqida tinglovchilarga ma'lumot berishni istaydi. U o'z partiyasini ijobiy tomondan taqdim etadi. Shunday qilib, I. A. Karimov nominativ-baholovchi metaforik funktsiyani amalga oshirib, o'z partiyasi faoliyatiga ijobiy baho beradi. Shu bilan birga, siyosatchi ushbu jarayonda sportning roli to'g'risida o'z fikrini bildiradi va uning ahamiyatini ta'kidlaydi. Qiyinchiliklarni engib o'tishga ruhlantirishdan tashqari, sport musobaqani ham o'z ichiga oladi va uning kuchini namoyish etadi.

"Rol" tushunchasi mamlakat ijtimoiy-siyosiy hayotining statik, rasmiy va ritualistik tomonlarini ta'kidlaydi. O'zbekiston uchun siyosiy model sifatida "munosib rol" haqida gapirganda, siyosatchi bu rolga mamlakat ega bo'lishi kerak bo'lgan o'ziga xos xususiyatlar berilganligini anglatadi. Har bir siyosatchi uchun eng muhim vazifa o'z mamlakatining qiyofasini yaratishdir. U o'zining siyosiy nutqi uchun bezak sifatida juda yaxshi topilgan metaforadan foydalanadi, shuning uchun u estetik funktsiyani bajaradi.

Diniy metafora

Siyosiy doiralar dinni siyosiy maqsadlarda muvaffaqiyatli ishlatish uchun Xudo haqida gapira olishlari kerak. Siyosatchining diniy qarashlari asosan uning turli masalalarni qanday hal qilishini belgilaydi, ular uning axloqiy qiyofasini shakllantiradi:

'Ma'lumki, bizning mintaqamiz, avvalambor, bugungi O'zbekiston zamini **islom ilm-fani va madaniyatining qadimiy beshiklaridan** biri hisoblanadi'[6]

Siyosatchi metaforaning nominativ-baholovchi va hissiy funksiyalarini hisobga olgan holda ushbu ta'sirga erishadi. Sh. M. Mirziyoyev sodir bo'lgan voqealarga o'z bahosini beradi, shu bilan birga adresatning hissiy-ixtiyoriy sohasiga ta'sir qiladi.

O'zbek xalqi dunyoning ko'plab dinlarini yaxshi biladi va tushunadi.

Tabiat metaforasi

O'zbekistonda "tabiat" tushunchasining ahamiyati nihoyatda yuksak va insonning tafakkuri va dunyoqarashi bilan uzviy bog'liqdir. O'zbek xalqi tabiiy hodisalarni personifikatsiya qilishga moyil bo'lib, ularning namoyon bo'lishini o'z ichki dunyolari bilan doimiy bog'laydilar:

'Eng muhim masala – aholining ekologik madaniyatini oshirish haqida **jiddiy bosh qotirishimiz** zarur.'

Ushbu bayonotda siyosatchi metaforaning estetik funksiyasi birinchi o'rinda turishini aytadi. Siyosatchi aniq narsalar haqida gapirar ekan, ularni adresatga yanada obrazli va esda qolarli tarzda yetkazishga erishadi.

Birin-ketin ishlatilgan metaforik iboralar tilda siyosiy voqelikning umumiy manzarasini yaratadi, natijada uni hatto oddiy tinglovchilar ham tushuna oladilar.

Tibbiy metafora

Siyosatchilar ko'pincha metaforik iboralarni yaratish uchun tibbiyot sohasiga murojaat qilishadi. U asosan inson sog'ligini baholash xususiyatlari bilan ifodalanadi va shuning uchun ko'pincha nominativ-baholash funktsiyasini bajaradi:

"Ijobiy ko'rsatkichlarga erishgan tibbiyot xodimlari mukofotlanadi. "**Xalq salomatligi posboni**" ko'krak nishoni ta'sis etiladi."[7]

U fikrini unutilmas metafora shaklida taqdim etadi. "Sog'liqni saqlash posboni" iborasidan foydalanib, u ushbu mamlakatlarga kuch, mehnat va ishtiyoq va bilim darajasi kabi belgilarni beradi. Chunki "posbon" o'z narsalarini yoki joyini himoya qiladigan va saqlaydigan odamni anglatadi. Bu ushbu mamlakatlar iqtisodiyoti inqirozdan bo'g'ilib qolgan vaziyatni juda yaxshi tavsiflaydi.

Iqtisodiy metafora

Iqtisodiyot siyosiy metafora yaratishning bitmas-tuganmas manbaidir. Iqtisodiyot siyosatning ajralmas elementi bo'lganligi sababli, metaforik iboralarni tuzishda iqtisodiy tushunchalarning juda keng doirasi qo'llaniladi.

"… Bu markazni mamlakatimiz **soliq tizimining "miyasi"** deyish mumkin. Bu yerga barcha soliq to'lovchilarning ma'lumotlari integratsiya qilingan."[8]

Ushbu metaforadan foydalanib, Sh. Mirziyoyev iqtisodiy hisob-kitoblarni inson qurbonlari bilan taqqoslaydi. Barcha insoniy munosabatlar, siyosat singari, tovar-pul munosabatlari tamoyillariga asoslanadi, bu holda inson hayoti nominal qiymat sifatida ishlaydi. "Miya" leksemasidan foydalangan holda, siyosatchi metaforaning emotiv funksiyasidan foydalangan holda saylovchilarning hissiy sohasiga ko'proq ta'sir ko'rsatishga harakat qilib, o'zbek xalqi boshidan kechirayotgan og'riqlarga e'tibor qaratadi.

Shunday qilib, ommaviy siyosiy nutq ma'ruzachilarning turli xil boshlang'ich mavzularning metaforalariga faol murojaat qilishi bilan tavsiflanadi, bu siyosiy xabar adresatiga hayotning deyarli barcha sohalarida siyosiy reallik uchun allegoriyalarni topishga va uning maqsadli auditoriyasini tashkil etadigan yanada ko'proq retsipiyentlarga murojaat qilishga imkon beradi.

O'rganilayotgan metaforalarning asosiy roli partiya faoliyatiga ijobiy baho berish va siyosiy raqibni baholash va obro'sizlantirish, o'z-o'zini taqdim etish yoki bahoni amalga oshirish bo'lsa-da, ular tinglovchilarni partiyaning keyingi taqdimotiga tayyorlash uchun adresatning e'tiborini mamlakatning siyosiy voqeliklariga qaratishga xizmat qiladi.

Shu bilan birga, o'zbek siyosatchilarining diskursida ko'pincha pessimistik notalar ham yangraydi, beg'am siyosatchilar mamlakatni qanday holga olib kelganini, noto'g'ri siyosiy mafkura qanday muammolar tug'dirganini, mamlakatga tahdid solayotgan qiyinchiliklar va xavf-xatarlarni ko'rsatish uchun yorqin salbiy emotivlik bilan tavsiflangan metaforik iboralardan foydalaniladi.

Sh. Mirziyoyevning nutqiga xos bo'lgan o'ziga xos xususiyatlar aytilgan so'zlar uchun javobgarlikdan qochishga nisbatan hukmlarning ultimatumligi va Respulika Prezidenti sifatida vazifasiga bog'liq siyosiy etikaga qat'iy rioya qilishdir.

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THE WAY OF USING MODALS IN ENGLISH GRAMMAR

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Abstract: The article introduces and discusses a computer-assisted study that seeks to shed light on the frequency and use of the central modal verbs (can, could, may, might, must, shall, should, will, would) in research article abstracts in applied linguistics published in the Inner and Outer Circles of English, respectively.

Keywords: modal verbs, research article abstracts, the Inner Circle of English, the Outer Circle of English, double concept modals, central modal verbs, computer assisted study, types of modals.

INTRODUCTION. Auxilary verb-also known as a helping verb, is a verb that adds functional or grammatical meaning to the main verb in a sentence. They typically express tense, aspect, modality, voice, or emphasis

Conjugation- the process by which one bacterium transfers genetic material to another through direct contact. During conjugation, one bacterium serves as the donor of the genetic material, and the other serves as the recipient.

Single concept modal- they have one meaning

Double concept modal- they have two meanings.

Probability- a measurement tool that calculates the chance or likelihood of occurrence of an event

Recommendation- urge specific actions to be taken with regard to policy, practice, theory, or subsequent research.

Assumption- something that needs to be true in order for a certain conclusion to be based on specific evidence.

Responsibility- the state or fact of being responsible, answerable, or accountable for something within one's power, control, or management.

METHODOLOGY

Modal verbs show possibility, intent, ability, or necessity. Common examples of modal verbs include can, should, and must. Modal verbs are used to express certain hypothetical conditions, such as advisability, capability, or requests (there's a full list in the next section). They're used alongside a main verb to inflect its meaning.

Consider the difference between these two examples:

I **swim** every Tuesday.

I **can swim** every Tuesday.

The first example is a simple factual statement. The speaker participates in a swimming activity every week on Tuesdays.

The second example uses the modal verb can. Notice how the meaning changes slightly. The speaker does not necessarily swim every Tuesday; they're saying that they are capable of swimming every Tuesday or that the possibility exists for them to swim every Tuesday. It's hypothetical.

Because modal verbs are auxiliary, they can't generally be used on their own. A modal verb can appear alone in a sentence only if the main verb is implied because it has previously been established.

Can you **swim** every Tuesday?

Yes, I **can.**

Modal verbs are quite common in English; you've seen them in action hundreds of times even if you didn't know what they were called. The most frequently used ones are:

- can
- may
- might
- could
- should
- would
- will
- must

RESULTS OF DISCUSSION

There are other, less common modal verbs. Some—like shall and ought—are rarely used any longer. There are also verbs that can function either as main verbs or as modal auxiliaries depending on the context; got, need, and have all behave like modal verbs in the common colloquial expressions got to, need to, and have to. Some modal verbs express very specific conditions that don't come up often, like dare in its modal form in "Dare I ask?" The word used in the idiomatic phrase used to as in "I used to be an English student too," behaves like a modal verb with only a past tense form.

When are modal verbs used?

What special conditions do modal verbs indicate? Here's a list, along with examples:

Likelihood

Some things seem likely to be true but can't be stated as definite facts. In these cases, you can use the modal verbs **should** and **must** to show probability without certainty.

Her parents **must be** so proud.

My baby brother **should be** asleep by now.

Possibility

In a situation when something is possible but not certain, use the modal verb **could**, **may**, or **might**.

Judging by the clouds, it **might rain** today.

She **may become** the youngest pro soccer player ever.

Ability

The modal verb **can** expresses whether the subject of a sentence is able to do something. Likewise, the negative form, **cannot** or **can't**, shows that the subject is unable to do something.

She **can speak** three languages but none of them well.

You **can lead** a horse to water, but you **can't make** it drink.

Permission

If you want to ask permission to do something, start your question with **can**, **may**, or **could**. Traditionally, may is considered more formal and polite usage for permission; if you ask "Can I go to the bathroom?" it could be misinterpreted as "Do I have the ability to go to the bathroom?" However, in modern informal usage, may and can are both perfectly acceptable options for describing possibility or permission.

Students, you **may** l**eave** early today.

Could I **play** too?

Request

Similarly, if you want to ask someone else to do something, start your question with **will**, **would**, **can**, or **could**.

Would you **get** that box off the top shelf?

Will you **turn** that music down?

Suggestion/advice

What if you want to recommend a course of action but not command it? If you're giving suggestions or advice without ordering someone around, you can use the modal verb **should**.

You **should try** the lasagna.

That guy **should wear** less cologne.

Command

On the other hand, if you want to command someone, use the modal verbs **must**, **have**, or **need**. With the latter two, the main verb does not drop the word to from its infinitive form.

You **must wash** your hands before cooking.

You **need to be** here before 8:00.

Obligation or necessity

Modal verbs can express a necessary action, such as an obligation, duty, or requirement. Likewise, the negative forms express that an action is not necessary. Use the same modal verbs as with commands: **must**, **have**, and **need**.

We **have to wait** for our boss to arrive before we open.

You **don't need to come** if you don't want to.

Habit

To show an ongoing or habitual action—something the subject does regularly—you can use the modal verb **would** for the past tense and **will** for the present and future. The phrase **used to** is also acceptable when you're talking about a habit in the past.

When I lived alone, I **would fall** asleep with music.

I **will arrive** early to every meeting and **leave** late.

How to use modal verbs (with examples)

Luckily, using modal verbs in a sentence is pretty simple. For basic sentences—in the simple present tense —just remember these rules:

- Modal verbs come directly before the main verb except for in questions.
- With modal verbs, use the infinitive form of the main verb. With most but not all modal verbs, to is dropped from the infinitive.

So if you want to brag about your ability to eat an entire pizza, you use the modal verb **can** before the infinitive form of eat without to—which is simply eat. The rest of the sentence continues as normal.

I **can eat** an entire pizza.

If you want to communicate that circumstances are requiring you to eat an entire pizza, you might use the modal verb **have** before the infinitive form of eat, retaining to:

I **have to eat** an entire pizza.

For yes/no questions, you still use the infinitive form of the main verb, but the order is a little different: **[modal verb] + [subject] + [main verb infinitive]**.

Can you **eat** an entire pizza?

Do you **have to eat** an entire pizza?

Note that in the second example above, because have is a verb that only sometimes functions as an auxiliary verb and at other times functions as a main verb, the question is formed with the auxiliary verb do at the beginning. Because modal verbs deal largely with general situations or hypotheticals that haven't actually happened, all of the core ones can refer to present and future time but only some of them can refer to past time, and most of the time they do not change form to make different tenses. However, all of them can be used with different conjugations of a sentence's main verb to refer to present or future time in different ways, so let's talk a little about verb tenses and modal verbs.

Present continuous

After the modal verb, use the word be followed by the –ing form of the main verb: **[modal verb] + be + [verb in -ing form].**

I **should be going**.

Present perfect continuous

You can add a modal verb before a main verb in the present perfect continuous tense without changing much. However, note that the main verb always forms the present perfect continuous using have been, when appearing with a modal verb, never had been, even if the subject is third-person. The formula is **[modal verb] + have been + [main verb in -ing form].**

She **must have been sleeping**.

Simple past and present perfect tenses

Using a modal verb in the past and present tense (which indicates an action that happened in the past but is directly related to the present) is a little trickier.

Only a few of the core modal verbs have the ability to refer to past time: **could**, **might**, **should**, and **would**. They do this by functioning at times as the past tense forms of their fellow modal verbs **can**, **may**, **shall**, and **will**. But keep in mind that, as we saw above, **could**, **might**, **should**, and **would** also have different senses in which they refer to the present and the future, indicating possibility, permission, request, habit, or other conditions.

Simple past

Of the main modal verbs listed at the top, only **can** and **will** can be used in the simple past. The expressions **have to** and **need to** can also be used in the simple past, when conjugated as **had to** and **needed to**. Other modal verbs use the present perfect to discuss events in the past.

Can and **will** use their past tense form plus the infinitive form of the main verb without to, just like in the present: **could/would + [main verb infinitive].**

I **could do** a handstand when I was a kid.

During exam season in college, I **would not sleep** much.

Present perfect

To form the present perfect using the modal verb could, might, should, or would, use the present perfect form of the main verb, which is have plus the past participle. As with the present perfect continuous, you always use have, even if the subject is third-person: **could/might/should/would + have + [main verb past participle].**

I **might have gone** to the party, but I forgot.

Future tenses

Because the tenses of main verbs are all already formed with the modal verb **will**, when you want to indicate likelihood, permission, or any of the other conditions discussed above in the future, it often makes sense to do it in some other way than by adding a modal verb.

They **will be more likely to come** over tomorrow if you give them plenty of warning.

CONCLUSION

However, there are also situations in which a modal verb other than **will**can be used to talk about something in the future. In these cases, the new modal verb just replaces will in the sentence, and the main verb takes the same form it would with will..

I **can hang out** tomorrow.

Could I **be majoring** in law next year?

They **should have left** by the time we get there.

By twenty years from now, I **may have traveled** to more conferences than I care to recall.

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SIR WALTER SKOTTNING «ROB ROY» ASARI TAHLILI

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Annotatsiya: Bugungi rivojlanib borayotgan jamiyatimizda, ilmiy faoliyat olib borayotgan insonlar soni ko'pchilikni tashkil qiladi. Xususan ilmiy maqola yozuvchilar ham. Ilmiy maqolani o'zimiz o'qigan ilmiy ma'lumotlarga tayanib yozmoqdamiz. Shunday ekan mazkur maqola Walter Scottga tegishli bo'lgan "Rob Roy" asari haqida foydali ma'lumot beradi.

Kalit so'zlar: romanchi, dramaturg, siyosiy faoliyat, tekin ensiklopediya, notinchlik, oraliq, tarixiy kontekst, axloq.

Annotation: In today's involving society, the number of people engaged in scientific activities are large. Especially scientific article writers. We are writing a scientific article based on the scientific information we have read. Therefore, this article provides useful information about "Rob Roy" by Walter Scott.

Key words: novelist, playwright, political engagement, free encyclopedia, turmoil, amid, historical context, morality.

INTRODUCTION: Firstly, I'm going to talk about biography of Walter Scott. Sir Walter Scott was first Baronet, (15 august 1771- 21 september 1832) was a Scottish historical novelist, playwright and poet with many contemporary readers in Europe, Australia, and North America. Scott's novels and poetry are still read, and many of his works remain classics of both English language literature and of Scottish literature. Famous titles include Ivanhoe, Rob Roy, Old Mortality, The Lady of the Lake, Waverley. Although primarily remembered for his extensive literary works and his political engagement, Scott was advocate, judge and legal administrator by profession, and throughout his career combined his writing and editing work with his daily occupation as Clerk of Session and Sheriff Depute of Selkirkshire. A prominent member of the Tory establishment in Edinburgh, Scott was an active member of the Highland Society and served a long term as President of Royal Society of Edinburgh (1820-1832).

METHODOLOGY:"Rob Roy is an 1817 historical novel by Scottish historian and playwright Sir Walter Scott. It is known as one of his three "Waverly Novels", books for which he did not claim authorship until after they were widely known, using instead the inscription "by the author of Waverley". It is narrated by the son of an English trader, Frank Osbaldistone, who breaks ties with his family as a young man over irreconcilable differences in religious belief and life outlook. Spurned, his father, William Osbaldistone, sends him to live with his uncle and cousins, exchanging him for one of the cousins, a boy named Rashleigh. Rashleigh turns out to be a nuisance for William, while Frank becomes entangled in the business exploits of the Scottish outlaw and folk hero, Rob Roy MacGregor. The novel explores themes of national identity, morality (especially moral ambiguity), intergenerational conflict, and free will.

ANALYZE: At the beginning of the novel, Frank Osbaldistone has just been called back from France, where he was supposed to be learning the ins and outs of William's merchant business. William sends Frank, along with some money, to the home of Sir Hildebrant Osbaldistone, his uncle, in the north of England. He sends for one of Sir Hildebrand's sons to take up Frank's position. While travelling to Sir Hildebrand's, Frank meets a fellow traveler, Morris,

who carries a huge amount of money. They stop at a town in where they meet Mr. Campbell. Unknown to him, the man is Rob Roy, the Scottish rogue, in disguise. The two men leave the following morning, a highwayman robs Morris as they reach the edge of town. Frank makes it to his uncle's and meets his cousin, Diana Vernon. Diana warns Frank that his male cousins are all dangerous fools, especially Rashleigh.

Almost immediately, Frank and his cousins mutually conclude that they dislike each other. One evening, when Rashleigh becomes particularly belligerent and drunk, Frank hits him, paradoxically forging a tenuous friendship. Frank learns that Morris has accused him of highway robbery. Rob Roy appears in court to help exonerate Frank. Rashleigh leaves to take Frank's place in William's business, and Frank agrees to tutor Diana. Frank is a Presbyterian and Diana is a Catholic, but they nonetheless develop affection for each other. Meanwhile, Frank receives word that Rashleigh has already absconded to Scotland to embezzle money from William and his partner, Mr. Tresham and etc.

Finally, at the novel's end, the Jacobite revolt of 1715 begins. Rashleigh changes sides and flights for King George. Sir Hildebrand writes his will, including Frank instead of Rashleigh for his betrayal. He is soon captured by royals and dies in prison. After his four other sons perish, Frank inherits his estate. He makes his way to Osbaldistone Hall to formally claim the estate. Rashleigh appears with an arrest warrant for Diana and Sir Hildebrand but is stopped by Rob Roy, who kills him in a duel. Frank takes control of Osbaldistone Hall. William at first disapproves of his marriage to Diana, but eventually gives his blessing and attends their happy wedding. CONCLUSION: A fast-paced and chaotic novel, Rob Roy vividly depicts the forms of strife and happiness that were unique to 18century England and Scotland. Though a revolt breaks out at its very end, its morally redeemable characters' tensions resolve across national and political boundaries.

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ACRONYMS IN ENGLISH

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Abstract. Abbreviations are shortened forms of words or phrases often used to savetim and space. They can be helpful for quick communication but may also cause confusion if not clearly understood. When you take notes on a talk or lecture,you don't have time to write all the speaker's words. You can save time if youuse abbreviations and symbols.

Keywords: That is, **e.g-** for example, **i.e.-**that is to say **etc-** and so on

INTRODUCTION. In today's fast-paced world, abbreviations have become an integral part of our daily communication. They help us save time and effort while conveying our message effectively. However, in professional settings, the use of abbreviations can be quite tricky. It is essential to strike a balance between being concise and maintaining a formal tone. In this article, we will explore the dos and don'ts of using abbreviations in a formal setting.

METHODOLOGY. First and foremost, it is crucial to understand the purpose of abbreviations. They are meant to shorten words or phrases, making them easier to read and understand. Therefore, using abbreviations excessively can hinder the clarity of your message. It is always wise to use them sparingly and only when necessary. This will not only maintain the formality of your tone but also prevent any confusion.

RESULTS OF DISCUSSION. Secondly, it is essential to use commonly accepted abbreviations. While it may seem tempting to create your own abbreviations, it may come across as unprofessional and confusing to your audience. Stick to widely recognized abbreviations, such as 'i.e.' for 'that is' and 'e.g.' for 'for example.' Using obscure or personal abbreviations may hinder the understanding of your message.

Furthermore, it is crucial to use the correct punctuation when using abbreviations. In formal writing, it is customary to include a period after each abbreviation. For example, 'U.S.' or 'Mrs.' Using periods not only maintains the formality of your tone but also makes it easier for the reader to understand and follow.

In addition to punctuation, it is also important to keep in mind the correct capitalization of abbreviations. The first letter of an abbreviation should always be capitalized, regardless of its position in a sentence. For instance, 'CEO' and 'USA' should always be written in capital letters.

One common mistake to avoid when using abbreviations in a formal setting is using them in an introduction or a formal address. In such cases, it is best to avoid abbreviations altogether and spell out the full words. This conveys respect and professionalism towards the individual or organization you are addressing.

CONCLUSION. Lastly, it is essential to consider your audience while using abbreviations. If you are communicating with someone who may not be familiar with certain abbreviations, it is best to spell them out. This not only avoids confusion but also shows courtesy towards your audience. In conclusion, abbreviations can be a useful tool in formal communication if used correctly. They can save time, make messages more concise, and maintain a professional tone. However, it is crucial to use them sparingly, stick to commonly accepted abbreviations, and pay attention to punctuation and capitalization. By following these guidelines, you can effectively use abbreviations in a formal setting and convey your message clearly and professionally.

Bugungi jadal rivojlanayotgan dunyoda qisqartmalar kundalik muloqotimizning ajralmas qismiga aylandi. Ular xabarimizni samarali yetkazishda vaqt va kuchimizni tejashga yordam beradi. Biroq, professional jarayonlarda qisqartmalardan foydalanish juda qiyin bo'lishi mumkin. Qisqacha bayon qilish va rasmiy ohangni saqlash o'rtasida muvozanatni saqlash juda muhimdir. Ushbu maqolada biz qisqartmalarni rasmiy sharoitda ishlatish mumkin bo'lgan va mumkin bo'lmagan vaziyatlarni ko'rib chiqamiz.

Avvalo, qisqartmalarning maqsadini tushunish juda muhimdir. Ular so'zlarni yoki iboralarni qisqartirish uchun mo'ljallangan, ular o'qish va tushunishni osonlashtiradi. Shuning uchun, qisqartmalarni haddan tashqari ko'p ishlatish xabaringizning ravshanligiga to'sqinlik qilishi mumkin. Ulardan faqat kerak bo'lgan vaziyatlarda foydalanish oqilonadir.Bu nafaqat ohangingizning rasmiyligini saqlab qoladi, balki har qanday chalkashlikning oldini oladi.

Ikkinchidan, umumiy qabul qilingan qisqartmalardan foydalanish zarur. O'zingizning qisqartmalaringizni yaratish jozibador bo'lib tuyulishi mumkin bo'lsa-da, bu sizning auditoriyangiz uchun professional bo'lmagan va chalkash tuyulishi mumkin. Masalan yani, masalan,bu kabi hamma biladigan qisqartmalarni misol qilib olishimiz mumkin. Noma'lum yoki shaxsiy qisqartmalardan foydalanish xabaringizni tushunishga xalaqit berishi mumkin.

Bundan tashqari, qisqartmalardan foydalanganda to'g'ri tinish belgilaridan foydalanish juda muhimdir. Rasmiy yozuvda har bir qisqartmadan keyin nuqta qo'yish odatiy holdir. Masalan, "AQSh" yoki "Xonim" Nuqtalardan foydalanish nafaqat ohangingizning rasmiyligini saqlab qoladi, balki o'quvchiga tushunish va kuzatishni osonlashtiradi. Tinish belgilaridan tashqari, qisqartmalarning to'g'ri bosh harf bilan yozilishini ham yodda tutish kerak. Qisqartmaning birinchi harfi, jumladagi o'rnidan qat'i nazar, har doim katta harf bilan yozilishi kerak. Masalan, "CEO" va "USA" har doim katta harflar bilan yozilishi kerak. Rasmiy sharoitda qisqartmalardan foydalanishda yo'l qo'ymaslik kerak bo'lgan keng tarqalgan xatolardan biri ularni kirish yoki rasmiy manzilda ishlatishdir. Bunday hollarda, qisqartmalardan butunlay voz kechish va so'zlarni to'liq talaffuz qilish yaxshidir. Bu siz murojaat qilayotgan shaxs yoki tashkilotga nisbatan hurmatni bildiradi.

Shuningdek, qisqartmalardan foydalanishda auditoriyangizni hisobga olish kerak. Agar siz ba'zi qisqartmalar bilan tanish bo'lmagan odam bilan muloqot qilsangiz, ularni talaffuz qilish yaxshidir. Bu nafaqat chalkashlikning oldini oladi, balki tinglovchilarga nisbatan xushmuomalalikni ham ko'rsatadi.

Xulosa qilib aytganda, qisqartmalar to'g'ri qo'llanilsa, rasmiy muloqotda foydali vosita bo'lishi mumkin. Ular vaqtni tejashlari, xabarlarni qisqaroq qilishlari va professional ohangni saqlab qolishlari mumkin. Biroq, ularni tejamkorlik bilan ishlatish, umumiy qabul qilingan qisqartmalarga rioya qilish, tinish belgilari va bosh harflarga e'tibor berish juda muhimdir. Ushbu ko'rsatmalarga rioya qilish orqali siz qisqartmalarni rasmiy sharoitda samarali ishlatishingiz va xabaringizni aniq va professional tarzda yetkazishingiz mumkin.

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IMPORTANCE OF SIGN WORDS IN THE ENGLISH LANGUAGE

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Abstract: In this article it will be discussed referring words, also known as pronouns, are crucial linguistic devices used in writing to avoid repetition and maintain coherence. They serve to exchange nouns or noun phrases that have already been mentioned in the text, creating a smoother and more concise flow. Examples of referring words include pronouns like "he," "she," "it," and "they." These words help to connect opinions and provide clarity and understanding for the reader. By using referring words effectively, writers can incrase the readability and structure of their texts.

Key words: extraction, query attention, aware visual context, situation, response, evaluation

INTRODUCTION. Sign words in English are words that are used in sign languages to represent concepts or ideas. They are visual gestures or movements made with hands, body, and facial expressions to convey meaning. In sign languages, each sign word corresponds to a specific concept or word in spoken language. These sign words are used to communicate in sign language and are an important part of deaf and hard of hearing communities.

Certainly! Here are some common referring words in English:

1. This
2. That
3. These
4. Those
5. It
6. They
7. He
8. She
9. We
10. You

METHODOLOGY. Certainly! When you mention "referring words" in the context of text, you're likely referring to pronouns, demonstratives, and other words that point back to something previously mentioned or understood in the text. Here's a breakdown:

Pronouns:

Pronouns are words used to replace nouns, helping to avoid repetition. They include:

- Personal Pronouns: such as "he," "she," "it," "they," etc.
- Possessive Pronouns: like "his," "her," "its," "theirs," etc.
- Reflexive Pronouns: such as "myself," "yourself," "himself," etc.

RESULTS OF DISCUSSION

Demonstratives:

Demonstrative words indicate specific items or groups of items in relation to the speaker and listener. They include:

- This/These: Used for things close to the speaker.
- That/Those: Used for things farther away from the speaker.

- Such: Used to refer to something previously mentioned or easily understood.

Relative pronouns introduce relative clauses, which describe a noun mentioned previously in the sentence. Common relative pronouns include "who," "which," "that," etc.

Interrogative Pronouns:

Interrogative pronouns are used to ask questions. Examples include "who," "what," "which," etc.

Indefinite Pronouns:

Indefinite pronouns refer to nonspecific persons or things. Examples include "everyone," "something," "anyone," etc.

Possessive Adjectives:

Though not strictly pronouns, possessive adjectives like "my," "your," "his," "her," etc., also refer to someone or something previously mentioned or understood.

Reflexive and Intensive Pronouns:

Words like "myself," "yourself," "himself," etc., can serve as reflexive pronouns when they reflect back to the subject of the sentence, or intensive pronouns when they emphasize the subject.

These referring words play a crucial role in maintaining cohesion and clarity in a text by connecting ideas and avoiding redundancy. They help readers follow the flow of information and understand how different parts of a text relate to each other.

Referring words, also known as pronouns, are words that are used to refer to nouns or other pronouns in a sentence. They help avoid repetition and make sentences more concise and clear. Some common types of referring words include personal pronouns (e.g., he, she, they), demonstrative pronouns (e.g., this, that, these, those), relative pronouns (e.g., who, which, that), and possessive pronouns (e.g., mine, yours, his, hers).

CONCLUSION. Referring words are an important part of language as they allow us to communicate efficiently and effectively. By using referring words, we can avoid repeating the same noun multiple times in a sentence and make our writing or speech more cohesive. It's essential to choose the appropriate referring word based on the context and the noun being referred to for clarity and understanding.

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O‘ZBEK-INGLIZ TILLARIDA FE’L SO‘Z TURKUMI HAQIDA AYRIM MULOHAZALAR

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Annotatsiya: Ushbu maqolada ingliz va o‘zbek tillarida fe’l so‘z turkumining o‘xshash hamda farqli jihatlari tahlil ostiga olingan. Barcha tahlillar har ikkala tilda ham mavjud bo‘lgan

misollar bilan boyitilgan tarzda berib borilgan. Fe'lning bu tarzdagi tahlili asosida har ikkala tilni yanada chuqurroq o'rganish mumkin.

Kalit so'zlar: lug'aviy ma'no, mustaqil fe'llar, yordamchi fe'llar, modal fe'llar, fe'lning grammatik kategoriyalari.

Аннотация: В данной статье анализируются сходства и различия глаголов в английском и узбекском языках. Все анализы представлены с примерами, доступными на обоих языках. На основе такого анализа глагола оба языка можно изучить более глубоко.

Ключевые слова: словарное значение, самостоятельные глаголы, вспомогательные глаголы, модальные глаголы, грамматические категории глагола.

Abstract: In this article, the similar and different aspects of verbs in English and Uzbek languages are analyzed. All analyzes are presented enriched with examples available in both languages. Based on this analysis of the verb, both languages can be studied more deeply.

Key words: dictionary meaning, independent verbs, auxiliary verbs, modal verbs, grammatical categories of the verb.

"Fe'l" so'zi lotinchadan olingan bo'lib, "so'z" degan ma'noni anglatadi [Alimova, Rasulov, 2022. 133-b]. Tilshunoslik nuqtayi nazaridan, fe'l – harakat bildiruvchi so'zlar turkumi va shu turkumga oid har bir so'z hisoblanadi. Grammatikada "harakat" so'zi keng tushunchali bo'lib, nafaqat harakatni, balki holat yoki hodisani ham bildiradi. Ingliz tilida ham, o'zbek tilida ham fe'llar fikrni bayon qilishda asosiy rol o'ynasa-da, ularning tuzilishi va xususiyatlari jihatidan o'xshashliklar bilan birga tafovutlarni ham ko'rishimiz mumkin.

Tuzilishi jihatidan fe'llar sodda, yasama yoki qo'shma kabi turlarga ajratilishi mumkin [G'apparov, Qosimova, 2010. 3-b]. Bu xususiyat har ikki til uchun ham xosdir.

Masalan, sodda fe'llar: qidirmoq; search.

Yasama fe'llar: kengaymoq; widen.

Qo'shma fe'llar: nonushta qilmoq, have breakfast.

Shuningdek, fe'llar yasalishiga ko'ra ham bir qancha turlarga ajratilib, ikkala tilda ham o'xshashlik va farqlarni ko'rish mumkin:

1) So'z o'zagiga qo'shimcha qo'shish orqali: black+**en**, qora+**y**

2) So'zga prefiks qo'shish orqali-ushbu usul orqali fe'l yasash o'zbek tili tipologiyasiga xos emas, biroq ingliz tilida bu usuldan samarali foydalanish mumkin: **mis**+understand, **re**+write.

3) Tovush almashinishi orqali: bl**oo**d- bl**ee**d, s**i**z-s**e**z;

4) Urg'u orqali: 'export (ot) - to ex'port (fe'l), olm'a (ot) -'olma (fe'l);

5) Leksiko-grammatik vositalar orqali - ushbu vositalarga ingliz tilidagi predlogli birikmalarni misol qilish mumkin, o'zbek tilida esa predloglar mavjud emasligini inobatga olgan holda tafovutlarga duch kelamiz: look- look for, sot(sell)-sotib ol(buy);

6) So'zlarni birga qo'llash orqali-ya'ni qo'shma fe'llardan foydalanish orqali: have a rest-dam olmoq [Alimova, Rasulov, 2022. 135-b].

Fikrimizni davom ettirgan holda, fe'llar vazifasiga ko'ra ham har ikki tilda bir xil bo'lib, ular o'z mohiyatiga ko'ra harakatlarni (yugurmoq, run), mavjudlik holatlarini (mavjud bo'lmoq, to be available) yoki hodisalarni (yomg'ir yog'moq, to rain) ifodalaydi. Ushbu vazifalarni bajarish mobaynida fe'llar ingliz tilida ham, o'zbek tilida ham boshqa so'z turkumlari bilan bog'lanib kelishi mumkin (Dilbar speaks fast in English; Dilbar ingliz tilida tez gapiradi).

Fe'llar lug'aviy ma'noga ega yoki ega emasligiga ko'ra o'zbek tilida 2 turga bo'linadi: mustaqil fe'llar, yordamchi fe'llar. Mustaqil fe'llar, xuddi boshqa mustaqil so'z turkumlariga oid so'zlar kabi, lug'aviy ma'noga ega bo'ladi, gapning mustaqil bo'lagi vazifasida kela oladi. Odatda, fe'l gapda kesim vazifasini bajarib keladi [Bo'ronov, 1973. 101-b] va bu ikkala til uchun ham xosdir (masalan, He **saw** me; U meni **ko'rdi**). Yordamchi fe'llar lug'aviy ma'noga ega bo'lmaydi. Ular turli yordamchi vazifalarda kelib, turli qo'shimcha ma'nolar ifodalash uchun xizmat qiladi (masalan, qilmoq, bo'lmoq, hisoblanmoq).

Ingliz tilida ushbu tuzilishda bir qancha tafovutlar mavjud bo‘lib, fe’llar quyidagi turlarga bo‘linadi: asosiy fe’llar, yordamchi fe’llar, bog‘lovchi fe’llar, modal fe’llar [G‘apparov, Qosimova, 2010. 3-b]. Asosiy fe’llar o‘zbek tilidagi mustaqil fe’llar kabi xususiyatlarga ega bo‘lib, gapda yakka o‘z kesim vazifasini bajara oladi (masalan, He **speaks** English). Yordamchi fe’llar ingliz tilida ham o‘zbek tili singari mustaqil lug‘aviy ma’noga ega bo‘lmaydi, ular fe’lning murakkab shakllarini yasashda yordam beradi (masalan, She **is** working in the office). Bog‘lovchi fe’llar ot kesim yasashda qo‘llaniladi va eng ko‘p ishlatiladigan shakli to be hisoblanadi (masalan, He **is** a teacher). Modal fe’llar fe’lning asosiy shakli bilan birga keladi va unga qo‘shimcha, modallik ma’nosini ifodalashda qo‘llaniladi (masalan, You **can** read German). Ahamiyatli jihati shundaki, bog‘lovchi fe’llar va modal fe’llar turlari o‘zbek tili grammatikasida mavjud emas, biroq o‘zbek tilidagi to‘liqsiz fe’llar vazifasiga ko‘ra bog‘lovchi fe’llarga nisbatan yaqindir.

To‘ldiruvchi bilan birga qo‘llanish xususiyatiga ko‘ra ikkala tilda ham fe’llar 2 xil turga bo‘linadi: 1) o‘timli fe’llar (transitive verbs) – tushum kelishigidagi to‘ldiruvchini to‘g‘ridan-to‘g‘ri qabul qiladigan fe’llar (Masalan Dilbar **read** a book-Dilbar kitobni **o‘qidi**); 2) o‘timsiz fe’llar (intransitive verbs) – tushum kelishigidagi to‘ldiruvchini to‘g‘ridan-to‘g‘ri qabul qila olmaydigan fe’llar (masalan, Dilbar **went** to school-Dilbar maktabga **bordi**).

Fe’llar o‘ziga xos murakkab grammatik kategoriyalar tizimiga ega. Xususiy ma’nolari bilan o‘zaro farqlanuvchi, bir umumiy ma’nosiga ko‘ra birlashuvchi shakllar tizimi fe’lning grammatik kategoriyalarini hosil qiladi. Ingliz va o‘zbek tillarida fe’l grammatik kategoriyalarga boy so‘z turkumi hisoblanadi, lekin har ikkala tillarda fe’lning kategoriyalari bir-biridan farq qiladi. Shaxs-son, bo‘lishli-bo‘lishsizlik, nisbat, mayl, zamon kabi kategoriyalar ikkala tilga ham xos bo‘lsa-da, ular o‘rtasida bir qancha o‘xshashlik va farqlarni sanab o‘ta olamiz.

Xususan, shaxs-son – ish-harakat bajaruvchisining shaxsi va sonini belgilovchi kategoriya bo‘lib, ushbu nuqtayi nazaridan ingliz va o‘zbek tillari deyarli bir xildir: shaxslar-so‘zlovchi, tinglovchi, o‘zga, ya’ni 3-shaxs; son esa birlik hamda ko‘plik shakllaridir. Faqatgina ingliz tilida 3-shaxs birlik shaxsi rodlarga ko‘ra 3 xil shaklga ega ekanligi (he, she, it) uni ona tilimizdan biroz farqlaydi.

Bo‘lishli-bo‘lishsizlik kategoriyasi – harakatning tasdiq yoki inkori ma’nosini ifodalovchi shakllar tizimi. Bu kategoriyaning o‘zaro zidlik hosil qiluvchi 2 jihati bor: bo‘lishlilik va bo‘lishsizlik. Har ikki tilda bo‘lishli fe’lning maxsus ko‘rsatkichi yo‘q (nol ko‘rsatkichli). Bo‘lishsiz fe’l shakli o‘zbek tilida -ma affiksi yordamida yasaladi: keldi (bo‘lishli shakl) — kelmadi (bo‘lishsiz shakl) yoki "yo‘q" so‘zi va "emas" to‘liqsiz fe’li bilan ham ifodalanadi: borgani yo‘q, borgan emas. Ingliz tilida esa inkor shakl yordamchi fe’lga not so‘zini qo‘shish orqali (masalan, He is **not** a teacher-U o‘qituvchi emas) yoki gap tarkibida inkor ma’noni ifodalovchi so‘zlar qo‘llash orqali yasaladi (masalan, I have **never** been to Rome-Men hech qachon Rimda bo‘lmaganman).

Nisbat, zamon va mayl kategoriyalariga to‘xtalganda ham ikki tilning o‘xshashliklari bilan birga, ulkan tafovutlarga duch kelamiz. Zero, mazkur farqlarga asosiy sabab qiyoslanayotgan tillarning turli til oilalariga mansub ekanligidir.

Darhaqiqat, kishi biron yangi narsani o‘rganish mobaynida uni o‘zi yaxshiroq biladigan narsa bilan bog‘lab, taqqoslab o‘rgansa, unga katta foyda keltiradi. Shu jihatdan o‘zbek va ingliz tillarining fe’l so‘z turkumini tahlil qilish orqali bu tillarni yanada chuqurroq o‘rganamiz.

Xulosa qilib aytsak, ingliz va o‘zbek tillaridagi fe’llarning asosiy funksiyalari mushtarak bo‘lsada, ularning tuzilishi va murakkabligi bir-biridan farq qiladi. Ushbu farqlarni tushunish tilni samarali o‘rganish va tarjima qilish uchun juda muhimdir. Fe'l birikmalari, so‘z tartibi va grammatik kategoriyalarini chuqurroq o‘rganish orqali kishi ushbu tillarning harakat va g‘oyalarni ifodalashning o‘ziga xos usullarini yanada boyroq baholaydi**. Eng muhimi, solishtirish natijasida chet tilini o‘rganish jarayonida ona tili va xorijiy til tizimlari til o‘rganuvchilar ongida to‘qnashadi. Natijada ona tilining xorijiy tilga ta’siri seziladi.**

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OLIY TA'LIM MUASSASASI TALABALARIGA NEMIS TILINI O‘RGATISHDA YANGI PEDAGOGIK TEXNOLOGIYALAR

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Annotatsiya. Bugungi kunda o‘sib kelayotgan yosh avlodni chet tillariga o‘qitish sifatini ta'minlash, chet tillarida erkin so‘zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish, chet tillarni o'zlashtirish orqali jahon ta'lim standartlariga javob beradigan yetuk kadrlarni tayyorlash yurtimizda amalga oshirilayotgan ta'lim islohotining maqsadlaridan biridir. Til o'rgatishdagi imkoniyatlarni aniqlash va ularni yuzaga chiqarishda o'qituvchining bilimi, ijodkorligi, talabalarni o;z faniga nisbatan muhabbatini uyg'ota olishi, talaba bilan hamkorlik munosabatini o'rnatish hozirgi davr talabini taqozo etadi.

Kalit so‘zlar: pedagogika, texnologiya, chet tillarni o'qitish, nemis tili.

Kirish. Chet tillarini o'rgatishni yanada rivojlantirish, xalqaro standartlariga muvofiq umumta'lim maktablari, kasb-hunar kollejlari va akademik litseylar, oliy ta'lim muassasalari uchun chet tillarini yuqori darajada egallagan malakali o'qituvchilarni tayyorlash darajasi va sifatini yuksaltirish chora-tadbirlarini amalga oshirishni bugungi davrning dolzarb masalasidir. Shu bilan birga aytish joizki, har bir o'rganilayotgan tilning o'ziga xos qonun-qoidalari, sir-sinoatlari mavjud. Xalqaro standartlarga javob beruvchi yetuk mutaxassis kadr bo'lish uchun o'rganuvchidan tilning eng nozik qatlamlarini nazardan qoldirmaslik talab etiladi.

Metodologiya. Tilshunoslikda mavjud ilmiy-tadqiqot metodlari orqali o`zaro genetik bog`liq va o'zaro genetik bog`lanmagan til oilalariga tegishli bo`lgan, xalqaro va millatlararo aloqada yuksak darajaga va tajribaga ega bo`lgan tillarni qiyoslash orqali o`rganish bir muncha oson bo`lishi ilmiy isbotlangan haqiqatdir.

Tahlillar, natijalar. Hozirgi kunda yurtimizdagi ta`lim sohasini tubdan chet tillariga tadbiq qilish maqsadida yaratilayotgan darsliklar, o`quv dasturlari va qo`llanmalar ham ayni shu maqsadlarning amaldagi isbotidir. Binobarin, o`z tili va madaniyatini puxta bilgan o`quvchigina boshqa tillarga mehr qo`yib o`rgana oladi. Chet tillarini o`zlashtirish shu kabi maxsus tayyorgarliklarni talab qiladi. Shu o`rinda savol tug`iladi – Ikkinchi tilga bo`lgan zaruriyat nima?

Mamlakatimizning kelgusidagi istiqboli uchun mustahkam poydevor yaratishni maqsad qilgan birinchi Prezidentimiz O`zbekistonning jahon hamjamiyatiga shiddat bilan kirib borishini ta`minlash uchun eng dolzarb hisoblangan chet tillarini o`rganishga qaratilgan bir qator qaror va farmonlar ishlab chiqdi. Jumladan, 2012-yil 10-dekabrdagi ,,Chet tillarini o`rganish tizimini

yanada takomillashtirish chora tadbirlari to`g`risida"gi №1875 – qaroriga nazar tashlaydigan bo`lsak, uning tub mohiyati butun O`zbekiston hududida yoshlar ta`limiga chet tillarini uzviy bog`lash, yosh avlodning o`z fikrini boshqa bir tilde benuqson ifodalay olishini ta`minlashdan iborat. Xususan, ushbu qarordan quyidagi islohotlar o`rin egallagan:

-„Respublikaning barcha hududida chet tillarni, asosan, ingliz tilini o'rganish umumta'lim maktablarining birinchi sinflaridan o'yin tarzidagi darslar va og'zaki nutq darslari shaklida, ikkinchi sinfdan boshlab esa, alifbo, o'qish va grammatikani o'zlashtirishdan bosqichma-bosqich boshlanadi;

-oliy o'quv yurtlarida ayrim maxsus fanlarni, xususan, texnik va xalqaro mutaxassisliklar bo'yicha o'qitish chet tillarda olib boriladi;

-umumiy o'rta, o'rta maxsus, kasb-hunar ta'limi muassasalarining o'quvchilari va o'qituvchilarini chet tillar bo'yicha darsliklar va o'quv-uslubiy komplekslar bilan ta'minlash, ularni belgilangan muddatlarga rioya etilgan holda qayta nashr etish, O'zbekiston Respublikasi Moliya vazirligi huzuridagi Respublika maqsadli kitob jamg'armasining aylanma mablag'lari hisobidan bepul amalga oshiriladi". Ushbu qaror O`zbekiston ta`lim tizimida tub burilish yasadi. Yosh avlod uchun yangi darsliklar yaratildi, ingliz tili maktabgacha ta`lim muassasalaridan boshlab o`rgatila boshlandi. Oliy ta`lim muassasalarida ham ayrim fanlar chet tilida olib borilyapti.

Chet tillarini o`rganish orqali dunyo yoshlarining intellektual salohiyatidan boxavar bo`lish, ular bilan fikr almashish, jarayonni chuqur tahlil qilib o`z yutuq va kamchiliklarimizni ularniki bilan taqqoslash imkoniyatiga ega bo`lamiz. Chet tillarni bilishga intilish, „Til bilgan el biladi" maqoliga ko`ra ish tutish bizning ko`p tilni bilgan Forobiy, bir nechta tillarni qiyosiy o`rganish darajasida keng mushohadali bo`lgan Qoshg`ariy kabi yetuk ajdodlarimizdan merosdir.

Bundan tashqari Abdulla Avloniyning 1913-yil „Oyna" jurnalida chop etilgan „Ikki emas to`rt til lozim" maqolasida ham dunyo bilan hamnafas bo`lish uchun til o`rganish kerakligi atroflicha izohlangan. Buyuk bobokalonlarimiz o`zlarining ilm-fan sohasidagi yangiliklari, beqiyos asarlarini boshqa xalqlarga ham o`z tilida yetkazib bera olganliklari uchun ularni butun dunyo taniydi, e`tirof etadi. O`rta Osiyo ilm-fani, madaniyat va ma`rifati e`zozlanadi. Bularning barchasi zamirida qayta va qayta ta`kidlaganimizdek til bilish yotadi.

Bugungi kun yoshlariga qo`yilayotgan talab ham aynan chet tillarini o`rganish ekanligini quyidagicha izohlash mumkin: Butun dunyo mamlakatlari bilan bevosita muloqot qilish, o`z mustaqil fikrini omma oldida ravon va tushunarli holda bayon qilib berish, dunyo hamjamiyatida O`zbekistonning alohida o`rnini ta`minlash va uni mustahkamlashga xizmat qilish uchun ham xalqaro tillarni o`rganish dolzarb masaladir.

O`zbekistonning davlatlararo alohida o`rnini ta`minlash va mustahkamlash deganda shu narsa nazarda tutiladiki, global dunyoning madaniy-ma`rifiy, ijtimoiy-iqtisodiy sohadagi, shuningdek, tibbiyot va sport sohasidagi yangiliklardan xabardor bo`lish va tahlil qilish, mamlakatimizning buyuk o`tmishi va boy madaniyatini, qolaversa, zamonaviy yoshlarning ulkan muvaffaqiyatlarini dunyo xalqlariga namoyish qilish kerak. Bunda esa albatta til ko`prik vazifasini bajaradi.

Xulosa. Lekin til o`rganishning faqat yaxshilikka xizmat qiladigan afzalliklarini sanab o`tish bilan bir qatorda shuni ham ta`kidlab o`tish lozimki, davlat tili, milliy til, ona tili kabi tushunchalar har doim hammamiz uchun birinchi o`rinda bo`lmog`i darkor. Har bir mustaqil mamlakatning o`z davlat tili mavjud bo`lganidek, o`zbek tili O`zbekiston davlatining istiqlolidan nishonadir. Boshqa tilni o`zlashtirish o`z tilidan foydalanishni cheklash degan xulosani keltirib chiqarmasligi lozim. Til davlat ramzi, millat ko`zgusidir. O`z tilini yanada boyitish, sayqal berish, qo`llanilish doirasini kengaytirish, bir so`z bilan aytganda, uni kelgusi avlodga takomillashgan holda yetkazib berish har bir millatning insoniy burchidir. Chet tillarini mukammal o`rganish va milliy til taraqqiyotig xizmat qilish uchun har birini o`z o`rnida qo`llash bugungi jamiyatda tillar muvozanatini saqlashga asos bo`ladi.

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TEACHING ENGLISH TO NURSERY STUDENTS

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Annotation. This article is about how to teach English to kindergarteners in fun, effective, ways. In addition, you will get acquainted with several mistakes made by teachers in the process of teaching and the pedagogical solutions given to them. Several methods of organizing unusual training are also presented.

Key words: methods, nursery students, problem, solving, call-and-response, hot potato.

The future of every country is in the hands of the young generation that is developing today. Therefore, all developing countries are focusing on strengthening the education system. This encourages teachers to be more responsible and constantly work on themselves. When we talk about education, we talk about kindergarten education, which is the first stage of education. Here it is necessary to mention the following words: "According to the scientific conclusions of specialists and pedagogues, a person receives 70% of all the information and data he receives during his life before the age of 5". This fact alone proves how important kindergarten education is in the educational process.

In the current age of digital technologies, teachers have various problems in focusing students' attention on lessons and organizing effective lessons; lack of methodology, and insufficient level of knowledge are observed. The conventionally organized lessons using only blackboards and textbooks are considered boring and unnecessary by children and cause children

to lose interest in science. The solution to these problems is to teach English to young learners using unusual methods. This method is currently being used by qualified and experienced personnel and serves as a foundation for achieving several achievements.

The "chain imagination" method is widely used to teach new words to young learners. For example: if children need to be taught new words on the topic of "professions", first they are told to imagine family members, and new words are memorized by creating in the child's mind the images of father as a policeman, mother as a nurse, and sister as a cook. It not only helps the child to remember new words well but also strengthens their memory.

It is known that maintaining calmness and attention among kindergarten children is a difficult task for teachers in such situations. It is convenient to use the "call-and-response" method.

Here are some examples:

" One, two, three, let's go". Kindergarten pupils look at you and repeat these words with you. Then you can do it during the lesson.

"Eyes on me!" Clap your hands and say " Eyes on me!" At this time pupils respond " Eyes on you!"

The famous "hot potato" method, which has been used by many experienced teachers and has not lost its effectiveness even today, is also used in schools and kindergartens. The "hot potato" method is one of the energetic methods in which children are given an object that is comfortable to hold and throw and is imagined as a hot potato. Children can count or say new words in English while the music plays. When the music stops, whoever has potatoes left is out of the game.

Since there are age limits for kindergarten children to cover the topic, it is advisable to have 15-20-minute sessions and to work with children while maintaining a balance between strictness and politeness.

Another energetic activity for young learners is teaching new words and different rhymes through songs. Kindergarteners are musically inclined at an early age, so using music is always effective. Music involves movement and emotion and helps children understand and remember better as a play activity rather than a classroom activity.

For example: " head, shoulders, knee and toe, knee and toe, eyes and ears and nose and mouth, head shoulders knee and toe, knee and toe....."

In this song for young learners, pointing out the parts of the body while the music is playing will ensure that the child remembers the part's name. It should also be mentioned that in the process of teaching kindergarten children, repetition should be used regularly. Repetition with video or verbal actions during repetition is beneficial for every child.

Visual aids are essential tools in teaching as they enhance comprehension, engagement, and retention. Visual aids provide a visual representation of concepts, making it easier for nursery students to understand abstract ideas and new vocabulary words. Colorful and interactive visual aids capture the attention of young learners, keeping them engaged and focused on the lesson.

Teaching kindergarten students requires teachers to be patient, creative, cheerful, and at the same time strict. Pedagogues with good methodology, experience and knowledge perform their tasks at an excellent level without difficulty in such situations.

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THE KNIGHT'S TALE

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Annotation: This article is an Uzbek translation of the story "The Knight's Tale" from the series "Canterbury Tales" written by the English poet Geoffrey Chaucer.

Key words: Tale, knight, noblewoman, conquered, tournament, kingdom, opponent, theme, literary device

Аннотация: Данная статья представляет собой узбекский перевод рассказа «Рыцарская история» из серии «Кентерберийские рассказы», написанного английским поэтом Джеффри Чосером.

Ключевые слова:Сказка, рыцарь, дворянка, завоеванный, турнир, королевство, противник, тема, литературный прием

Annotatsiya: Mazkur maqola ingliz yozuvchisi Geoffrey Chauser qalamiga mansub "Canterbury tales" asari turkumidagi "The Knight's tale" ertagining o'zbek tilidagi tarjimasi hisoblanadi.

Kalit so'zlar: Ertak, ritsar, zodagon ayol, zabt etilgan, turnir, qirollik, raqib, mavzu, adabiy qurilma

KIRISH Bugungi kunda mamlakatimizda til o'rganish talabi nafaqat kun talabi, balki zaruriyatga ham aylangan. bu borada oliy o'quv yurtlari talabalari til o'rganish bilan birga adabiyotlarni ham o'rganib, tadqiq qilmoqdalar, asarlarni o'zbek tiliga keng ko'lamda tarjima qilmoqdalar. Bu esa o'quvchilarga nafaqat tilning lug'at va grammatikasini, balki adabiyot orqali millat madaniyati, urf-odatlarini ham o'rganish imkonini beradi, bu esa tilni yanada puxta o'rganish imkonini beradi.

METODOLOGIYA Geoffrey Chauser, ingliz shoiri va yozuvchisi, davlat xizmatchisi 1343-yil 25-oktabrda Londonda tug'ilgan. U vino sotuvchisi Jon Chauserning o'g'li edi. Uning onasi Agnes de Kopton- londonlik badavlat savdogarning qizi edi. Chauserning ota-onasi unga yaxshi munosabatda bo'lgan va unga yaxshi ta'lim bergan. U lotin, fransuz va ingliz tillarida o'qish va yozishni bilgan. U "Kenterberi ertaklari" tugallanmagan asari bilan mashhur. U 1589-yilda Uilyam Kamden tomonidan "Ingliz adabiyotining otasi" deb atalgan.

Karyerasi

Chauser o'z faoliyatini 1357-yilda Olster grafinyasi Elizabet de Klar xonadonida boshlagan. Keyinchalik u qirol Eduard 3 xonadonida xizmat qilgan. Chauser hukumatda bir qator muhim lavozimlarni egallagan, jumladan, bojxona nazoratchisi va jun nazoratchisi bo'lgan. U diplomat, parlament a'zosi va elchi sifatida ham ishlagan.

Kenterberi ertaklari

Chauserning eng mashhur asari hisoblangan "Kenterberi ertaklari" 14-asr oxirida yaratilgan. Ushbu asar to'plam shaklida bo'lib, 22 ta she'riy asar hamda 2 ta novellani o'z ichiga oladi. Bu bir guruh ziyoratchilar tomonidan Kenterberiga ketayotganda aytib bergan hikoyalar to'plamidir. Ertaklar romantika, komediya va tragediya kabi turli uslublarda yozilgan.

TADQIQOT NATIJALARIA Chauser, shuningdek, "Troilus va Kriseyde", "Shuhrat uyi", "Qushlar parlamenti", "Gersoginya kitobi" va "Yaxshi ayollar afsonasi" kabi bir qator boshqa asarlar ham yozgan. U bir qancha asarlarni fransuz va lotin tillaridan ingliz tiliga tarjima qilgan.

Vafoti va merosi

Chauser 1400-yilda Londonda vafot etgan va Westminster abbatligida dafn etilgan. Uning qabri ingliz shoirlari va yozuvchilari uchun mo'ljallangan shoirlar burchagida joylashgan. Chauser

ingliz adabiyotidagi eng muhim shaxslardan biri hisoblanadi. U ingliz tilining so'z ustasi bo'lgan, uning asarlari bugungi kunda ham sevib o'qiladi.

RITSAR ERTAGI

I qism

Bir paytlar o'zining ezgu ishlari bilan mashhur bo'lgan Thebes shahrida Kreon ismli shafqatsiz gertsog qattiqqo'llik bilan hukmronlik qilgan. Uning Palamon va Arcite ismli ikki jiyani bor edi, ular aka-ukadek yaqin edi. Biroq, ikkalasi ham Emili ismli go'zal yosh ayolni sevib qolishganida, ular o'rtasida qattiq raqobat paydo bo'ldi. Emili zodagon ayol, Kreonning rafiqasining singlisi edi. Thebes Afina gertsogi Theseus tomonidan bosib olinganida u asirga olingan. Odil va mehribon hukmdor Theseus Emiliga rahmi kelib, uni o'z qizidek tarbiyalagan. Palamon va Arcite ikkalasi ham Emili bilan turmush qurishni orzu qilishardi, lekin u ularga befarq edi. Kreon ikki kishi o'rtasida nizo kelib chiqishidan qo'rqib, Arsitni Thebesdan quvib chiqardi. Yuragi ezilgan va umidsiz Arcite Afinaga kelguniga qadar qishloqlarni kezib yurdi. O'zini oddiy odam sifatida ko'rsatib, Theseusning xizmatiga kirdi va oxir-oqibat gertsogning ishonchini qozondi. Palamon esa Thebesda qamoqxonada edi, Emilining hijronida yonardi, taqdiridan nolirdi. Bir kuni u qamoqdan qochishga muvaffaq bo'ldi va Afinaga qochib ketdi va u erda yaqin atrofdagi o'rmondan panoh qidirdi. Palamonga bildirmasdan, Arcite Afinada Emilini yana bir bor ko'rgan va unga yanada qattiqroq oshiq bo'lgan. U sevgisiga iqror bo'lib, uning mehrini qozonishni xohlab, yashirincha uning oldiga kela boshladi. Bir kuni Palamon o'rmonda Arcitega duch keldi. Bir paytlar do'st bo'lgan, endi muhabbatda raqib bo'lgan bu ikki oshiq shiddatli jangga kirishdi. Ular qilich va xanjar bilan jang qilishdi, ikkalasi ham Emiliga erishishga ahd qildi.

II qism

Palamon va Arcite o'rtasidagi jang Theseusning e'tiborini tortdi, u aralashib, ikki kishini ajratdi. Keyin u Emiliga kim ega chiqishini aniqlash uchun turnir o'tkazishga qaror qildi. Turnir katta voqea bo'lib, butun qirollik ritsarlari Emili uchun kurash olib borishdi. Tanlov ishtirokchilari orasida Palamon va Arcite ham bor edi. Turnir kuni Palamon ko'plab raqiblarini mag'lub etib, mardonavor kurash olib bordi. Biroq, Emiliga bo'lgan muhabbati tufayli Arcite yanada mahorat va qat'iyat bilan kurashdi. Yakunda Arcite g'alaba qozondi. Arcite o'z mukofotini olmoqchi bo'lganida, u nomalum kasallikka duchor bo'ldi. U Palamonni oldiga chaqirdi va Arcite so'nggi nafas olishidan oldin yarashishdi. Rahm-shafqat tufayli Theseus Palamonga Emilini berishga rozi bo'ldi. Ikkalasi turmush qurishdi va umrlarining oxirigacha baxtli yashashdi.

Mavzular

Ritsar ertagi sevgi, raqobat, taqdir va kechirim kabi bir qancha abadiy mavzularni o'rganadi. Hikoya sevgining qudrati va hasadning halokatli tabiatini eslatadi. Shuningdek, u kechirimlilik va yarashishning muhimligini o'rgatadi.

TAHLILLAR Choser "Ritsar ertagi"da allegoriya, ramziylik va bashorat kabi bir qancha adabiy vositalardan foydalanadi. Allegoriya - mavhum g'oyalarni ifodalash uchun belgilardan foydalanish. Ritsar ertagini sevgi va raqobat o'rtasidagi kurashning allegoriyasi sifatida ko'rish mumkin. Simbolizm - bu narsa yoki hodisalardan boshqa narsani ifodalash uchun foydalanish. Palamon va Arcite jangi bo'lgan o'rmon ularning ichki ziddiyatining ramzi sifatida ko'rinishi mumkin. Bashorat qilish - bu kelajakda nima bo'lishini taxmin qilish uchun maslahatlar yoki maslahatlardan foydalanish. Arsitni yuqtirgan sirli kasallik uning Palamon bilan oldingi suhbatida namoyon bo'ladi va u Emilisiz yashashdan ko'ra o'lishni afzal ko'rishini tan oladi.

XULOSALAR Ritsar ertagi - murakkab va buyuk adabiyot asari. Bu sevgi, raqobat va kechirimlilik hikoyasi bugungi kunda kitobxonlar bilan muhimliligini davom etmoqda.

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CHOICE AND FATE OF THE HEROES OF «THE RED AND THE BLACK» BY STENDHAL AND «A PORTRAIT OF THE ARTIST AS A YOUNG MAN» BY J. JOYCE

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Аннотация: В статье анализируются жизненная позиция и нравственные установки главных героев двух ключевых европейских романов XIX и XX веков. Несмотря на разные художественные методы, авторы этих романов представляют тип человека со схожими установками на свою судьбу и социальное окружение, вынужденный принять определенный выбор жизненной позиции. Сравнительная характеристика позволяет обнаружить сходство и различие в судьбе этих героев и их жизненном выборе.

Ключевые слова: Стендаль; Д. Джойс; роман; главный герой; сравнительная характеристика.

Abstract: Author analyzes in the article position and moral attitudes of the main characters of two key European novels of the 19th and 20th centuries. Despite the different artistic methods, the authors of these novels represent a type of a person with similar attitudes toward their destiny and social environment, forced to accept a certain choice of a life position. Comparative characteristics can reveal the similarity and difference in the fate of these characters and their life choices.

Keywords: Stendhal; J. Joyce; novel; main character; comparative characteristics.

Annotatsiya: Maqolada 19-20-asrlardagi ikkita asosiy Yevropa romani qahramonlarining hayotiy pozitsiyasi va axloqiy munosabatlari tahlil qilinadi. Turli xil badiiy uslublarga qaramay, ushbu roman mualliflari o'z taqdiriga va ijtimoiy muhitga o'xshash munosabatda bo'lgan, ma'lum bir hayotiy pozitsiyani tanlashga majbur bo'lgan shaxs turini ifodalaydi. Qiyosiy xarakteristikalar bizga bu qahramonlar taqdiri va ularning hayotiy tanlovlaridagi o'xshashlik va farqlarni aniqlashga imkon beradi.

Kalit so'zlar: Stendal; D. Joys; roman; Bosh qahramon; Qiyosiy xususiyatlar.

Stendhal's novel The Red and the Black, published in 1830, tells the story of the life and death of a vain young man, the social difficulties faced by the poor poor, the then new era in the life of France and the bygone era of Napoleon. Joyce's novel is about something completely different - a different place, time, layer of society - but he also puts at the forefront the fate of a young man, not deprived of talents and pride.

There is almost a hundred years' difference between these two novels. Stendhal's realistic novel, which is one of the first works with a bias towards psychologism, and the phenomenon of modernism - modernism is not yet fully realized, as in Ulysses, but still a novel that marks the formation of modernism in literature and in the works of Joyce, in particular, at first glance may provide little basis for comparison. But, having immersed yourself first in one and then in another, you can try to speculate about their similarities based on the characters of the main characters and especially the choices that each of them makes.

From a young age, Julien Sorel and Stephen Daedalus were distinguished by their difference from others. Many common traits can be found in their nature: intelligence, sensitivity, pride. But, unlike romantic heroes, who would be happier than bitter to be "against the whole world," these young people feel uneasy about their difference from the rest.

Of course, there is a difference between them: Julien's talent often plays into his hands, and being the child of a poor man and a more practical and ambitious person in general (this hero owes Napoleon himself "... not only his birth, but also life's tragedy and death" [4, p. 114]), he rather hides a violent, rebellious soul under the external "silence", pacifying it for rationalistic reasons, "... deliberately, deliberately subjected himself to rational discipline, checking his every movement, every step, every word" [1].

However, he cannot always pacify her, especially when it comes to love and passion. Stephen, on the other hand, is a greater mystic, his sensitivity sits deeper and breaks out mainly into internal experiences, into deep reflections alone with himself. But both are similar in how deeply they see the world, how they know how to reflect on human feelings and the surrounding reality.

The brightness of the personalities of Sorel and Daedalus lies, in our opinion, precisely in their ability to feel, experience and reason in a way that only people who are unlike their contemporaries in the ambiguity of their perception of existence can reason. From the outside, such ambivalence may seem like immorality or personality instability. But it seems that these heroes know how to feel darkness, and light, and dirt, and beauty, and love, and disgust - this is their dignity, the breadth and strength of their soul. Sorel says: "I loved the truth. Where is she?.." [5, p. 547] and rushes, even in his last minutes, between the experience that was revealed to him throughout his life: the hypocrisy of society, the emptiness of the people around him, the need to be a hypocrite himself - and the faith that is in his soul - faith in the truth, in the good a shepherd and a just God, living in him the ability to experience noble, strong feelings. "Oh nineteenth century!" [5, p. 548] - he exclaims. Sorel was "late to be born" [4, p. 114], but isn't this also how Daedalus suffers in the twentieth century? Like Sorel, Stephen tries to align himself with the group, acutely feeling the insurmountable disunity.

In childhood, Daedalus is accompanied by a child's faith; he, like many children, seems to be kept afloat by a foundation and support - the family. But a confrontation with the dark side of himself shatters all his supports. The novel contains detailed "...descriptions of mental and emotional processes in the hero's mind at the stages of an "adolescent identity crisis"" [2, p. 294].

The "sinful" side of feelings for a woman and deep religious fear lead Stephen to extremes - at a certain moment he decides to devote himself to purification, to wash away all sins, taking the path of the priesthood. For a brief moment, he is overcome by vanity, similar to Sorel's vanity ("Every detail testifies that it is pride that overwhelms Stephen and fuels all other sins and passions" [3], "... the heroes of Stendhal, as well as the heroes of Balzac, - these are great ambitious people. For them, self-fulfillment is associated with ambition. They want to realize themselves, they seek recognition for themselves" [1]), but his soul does not respond to the rector's call to truly choose the path. And Stephen chooses what his soul tells him - not to become a priest, but to become an artist.

To a certain extent, love and passion break the life of each of them, while their love is dual: it contains both sublime admiration and viscous passion. Both heroes also have a desire to achieve heights, to realize their unusual nature. Duality could push each of them onto the wrong path... But Daedalus is saved from extremes by his artist nature.

A person who is interested in knowing both the light and the dark sides, who has both principles in himself in such a violent, contradictory interweaving, could not become a guardian of the faith - it did not work out for both. After this realization, the thesis "Live, be mistaken, fall and win, again create life from life!" becomes decisive in Daedalus' life! — this is where the young artist feels his calling. And in the fifth chapter of the novel, Daedalus comes to precisely this path - the path of searching for the relationship between the sensual and aesthetic, the path of understanding life ("I greet you, life!" [2, p. 290]).

Stephen understands that his path can only be correct if he strives to embrace all facets of life with his subtle poetic gaze, giving vent to his feelings, striving to comprehend

harmony as an artist. Could Julien Sorel find a similar way out, the right path? If at one time he had not taken a path that was not suitable for him, perhaps he would not have been involved in this struggle between the duty of a priest and his passion for a woman, and later he would not have experienced so many disappointments, he would not have gone down because of this whirlwind into even greater depths of hypocrisy and lies, I would not have experienced this outburst of anger at the woman whom I still loved with that dual love, I would not have fired...

According to the author, many factors are to blame for Sorel's fate - after all, this is the "nineteenth century", and his position from birth, class conflict are of decisive importance. It seems to us that, having chosen from a young age not life, but only pretense, not the path that suited his nature, but the path of convenience and profit, Sorel made the main mistake of his life. He could not go through all the crises, and although "... from a certain moment Sorel understands that his career is not self-fulfillment, but the loss of himself" [1], when he nevertheless decides to stop pretending, it is too late . Only pity for the fall of this strong, extraordinary personality remains with us at the end of the novel, while we can rejoice for the true artist Daedalus and "expect" further development from him.

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МАТРИЦА ЯЗЫКОВОГО РЕЗОНАНСАж СЛУШАНИЕ, СЛЫШАНИЕ, АНАЛИЗ, ПОДРАЖАНИЕ

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Аннотация: Статья посвящена проблеме изучения методов и приёмов обучения иностранному языку самостоятельно. В качестве примера приводятся несколько современных и актуальных методов: аудирование, говорение, чтение. В данной статье особое внимание уделяется специфике применения этих методов в самостоятельном обучении иностранного языка. Также рассматривается эффективность методов обучения

иностранному языку, поскольку он способствует формированию и развитию различных способностей, умений, развитие навыков и профессиональных компетенций, значимых для современного человека.

Ключевые слова: аудирование, говорение, мотивация, стикеры, адаптация, альтернатива, субтитры, фразы, аудио, видео.

Abstract: The article is devoted to the problem of studying methods and techniques of teaching a foreign language independently. As an example, several modern and relevant methods are given: listening, speaking, reading. This article pays special attention to the specifics of using these methods in self-learning a foreign language. The effectiveness of foreign language teaching methods is also considered, since it contributes to the formation and development of various abilities, abilities, skills and professional competencies that are significant for modern people.

Key words: listening, speaking, motivation, stickers, adaptation, alternative, subtitles, phrases, audio, video.

Annotatsiya: Maqola chet tilini mustaqil o'qitish metodikasi va usullarini o'rganish muammosiga bag'ishlangan. Misol tariqasida bir nechta zamonaviy va tegishli usullar keltirilgan: tinglash, gapirish, o'qish. Ushbu maqolada chet tilini mustaqil o'rganishda ushbu usullardan foydalanishning o'ziga xos xususiyatlariga alohida e'tibor qaratilgan. Chet tillarini o'qitish usullarining samaradorligi ham hisobga olinadi, chunki u zamonaviy insonlar uchun muhim bo'lgan turli qobiliyatlar, ko'nikmalar va kasbiy malakalarni shakllantirish va rivojlantirishga yordam beradi.

Kalit so'zlar: tinglash, gapirish, motivatsiya, stikerlar, moslashtirish, muqobil, subtitrlar, iboralar, audio, video.

Изучение иностранного языка – это настолько же физический процесс, насколько он является процессом умственным. Зачастую практически вся звуковая структура иностранного языка базируется на звуках, полностью отсутствующих в нашем родном языке. Дело осложняется еще и тем, что поначалу невозможно даже просто расслышать эти совершенно чуждые для нас звуки, не говоря уже о том, чтобы их правильно произнести. Относитесь очень серьезно к произношению.

Громкое и артикулированное многократное проговаривание – зачитывание – иностранных текстов с наиболее точной имитацией произношения дикторов - носителей языка, озвучивших эти тексты, вызывает в нашей нервной системе некий процесс, который условно можно назвать обратным языковым резонансом.

Итак, с чего же начать изучение иностранного языка:

1. Сильное желание научить себя.

2. Вы должны перестать считать себя неспособным.

Важно знать и иметь ввиду:

1.Интерференция - влияние какого-либо языка на близкий к нему язык, который вы в данный момент изучаете.

2.Обучаясь, не сбавлять темп.

Потребуются: воля, самодисциплина, предвидение, способность составлять долгосрочные планы, жизненный опыт, работоспособность, логика.

- Не надо пользоваться некачественными учебниками и неэфективними упражнениями.

- Параллельные тексты вредны (как и субтитры). Не слушайте иностранную попсу.

- Не доверяйте переводчикам голливудских фильмов и авторитетным шарлатанам.

Без усилий по его поддержанию иностранный язык (и родной) чрезвычайно быстро переходит в нерабочее состояние.

Для полноценного владения иностранным языком вы должны освоить:

- говорение – спонтанное говорение,

- понимание речи носителей языка в нормальной среде их обитания на слух

- чтение – с адекватным пониманием – неадаптированной литературы (грамотно научиться писать тоже не помешает, придет само).

Как же тогда подходить к изучению языка:

1. Начинать изучение языка всегда нужно с долгого и упорного прослушивания;

2. Затем следует зачитывание вслух, которое продвигает нас одновременно к спонтанному говорению – являясь на матричном этапе суррогатным, подготовительным протоговорением;

3. Затем переходим к чтению без проговаривания, про себя – являясь суррогатным прочтением;

Принцип работы с матрицей: слушание, слышание, анализ, подражание.

Научиться произносить слова, фразы и предложения матрицы должным образом можно через многократное прослушивание каждого отдельно взятого матричного диалога или текста и последующее наиболее точное – и громкое – подражание произношению дикторов-актеров.

Прослушивание и громкое зачитывание матричных диалогов происходят по очереди: вы долго прослушиваете и начитываете первый, а когда он доведен до идеала, то переходите ко второму, третьему и так далее. Когда вы отработаете таким образом достаточное количество диалогов, то 2-3 месяца нужно начитывать их все подряд – с первого до последнего и опять с первого до последнего. И опять, и опять, и опять – пока это зачитывание не станет для вас таким же простым и привычным как... ну, скажем, как помешивание ложечкой в стакане.

Первоначальное многодневное прослушивание служит для прорыва первых линий обороны нашего мозга – нашего привычного «я» – от вторжения чужака – другого языка. Мы должны подвергать наш слух и контролирующие его мозговые центры постоянному давлению речи на изучаемом языке.

Многодневное прослушивание диалога – каждый день не менее трех.часов. Дни – по три часа чистого времени в день – и даже недели. Особенно первые несколько диалогов! Не «гоните лошадей»! Этот этап является решающим для постановки вашего произношения. За экономию времени сейчас, в начале, на этапе, значение которого невозможно переоценить, вам придется дорого платить в будущем. Грубые ошибки, допущенные в постановке произношения на этом этапе, остаются с вами навсегда и коррекции подвергаются только с чрезвычайно большим трудом. Причем эта коррекция никогда не будет полной.

Цель заключается в том, чтобы услышать – научиться слышать – чуждые элементы нового языка. Задача в том, чтобы заставить наш мозг, преодолев его сопротивление, выработать программу распознавания чуждых нашему языку фонем. Прослушивание вначале – два-три дня на матричный диалог – должно быть «слепым» – без попытки следования глазами по тексту вместе со звуками или вслед за ними. Итак, нашей первой задачей является многочасовое и многодневное прослушивание до полного – или почти полного – слушания-узнавания всех звуковых элементов диалога в их нормальной речевой динамике. От слепого прослушивания вы переходите к прослушиванию этого же диалога с одновременным следованием глазами по тексту за дикторами. Вначале дикторы будут «убегать» от вас – это нормально, поскольку вы будете задерживаться, «цепляться» за отдельные слова, примеряя «одежду» – печатный образ слов, – на звуковую их составляющую. Первые несколько часов (дней?) работы над диалогом этого нужно избегать, так как письменное отображение звуков речи будет серьезным образом мешать вам слышать то, что носители языка действительно говорят.

Упорно слушая, а затем, слушая с одновременным следованием глазами по написанному, вы привыкаете и уже твердо ассоциируете видимую на бумаге словарную «одежду» со звуками, спрятанными за этой «одеждой». Потом вы замечаете, что вам

хочется говорить, имитируя речь дикторов, – это выражается даже в непроизвольном движении ваших губ. Это означает, что вы готовы к говорению. Говорите, начиная с отдельных слов и фраз. Не бойтесь периодически возвращаться к прослушиванию. Говорите только очень громко.

Как учиться говорить:

Приступая к зачитыванию, разбивайте предложения на так называемые фонетические слова - не совпадающие с лексическими единицами в печатном виде. Достигнув наилучшего для нас русского (английского, французского, китайского и т.д.) выговора, а особенно интонации носителей языка, значение которой невозможно переоценить (если отдельные слова – это «кирпичики» языка, то интонация – это цементный раствор, скрепляющий всю кладку вместе), приступаем к следующей фразе диалога. И так далее. Таким «нанизыванием звуковых бус» мы занимаемся, пока не проработаем весь диалог от начала до конца. Без предварительного длительного прослушивания вы – иностранец - не расслышите, не распознаете ни ударных слогов, ни - тем более - безударных слогов, ни фонетических слов - вы ровным счетом ничего не услышите. Поскольку в любом языке написание не совпадает с произношением, то, собственно, вы просто должны запомнить, что есть только одно кардинальное правило: вам необходимо вслушиваться и вслушиваться в иностранную речь и точно имитировать ее, включая разбивку на фонетические слова. По-иному выработать хорошее произношение невозможно. Участие преподавателя, понимающего, что он делает, было бы на этом этапе весьма желательно.

Итак, непременно начинайте с массированного – до полного вашего изнеможения прослушивания, а затем громко, очень громко начитывайте – разбивая фразы на их элементарные фонетические составляющие – наслышанное с наиболее возможно точной имитацией произношения дикторов – непременно носителей языка. Не отчаивайтесь, если вам будет казаться, что какие-то отдельные элементы вам при всем старании не удается выговаривать идеально.

Главное в произношении – это совокупность элементов и даже не совсем это, а правильная интонация иностранного языка! Отдельные же элементы произношения не имеют решающего значения и даже имеют свойство в определенной мере «дозревать» на более поздних этапах изучения языка. Впрочем, это не отменяет необходимости абсолютно честного – честного не для кого-то, а для себя – приложения всех возможных усилий для отработки каждого элемента в отдельности. На обработку первых пятидесяти диалогов у вас может уйти достаточно длительное время – около недели-двух или даже больше на каждый диалог, но потом процесс может ускориться до трех-пяти дней на диалог, включая заслушивание и на читку. Когда вы таким образом отработали двадцать пять-тридцать – больше тридцати начитывать не нужно – диалогов, то матрица готова к употреблению. Читайте матрицу в полный голос, начиная с первого диалога и кончая последним без остановок. Дочитав до последнего, возвращайтесь к первому и опять безостановочно опускайтесь к последнему. Не нужно это делать более трех-четырех часов за один, так сказать, присест, поскольку вы можете охрипнуть, и тогда матричное чтение придется по необходимости приостановить до восстановления голоса. Можно использовать, впрочем, специальные леденцы для смягчения горла. Продолжайте на читку полной матрицы месяц-два-три – после этого вы должны быть готовы к переходу на интенсивное чтение с минимальным использованием словаря.

В течение года вы должны заниматься языком не менее тысячи часов (3 часа в день), включая не менее трех тысяч прочитанных вами страниц на этом языке. Почему год? Это определено опытным путем – за год человек выходит на владение языком, достаточное для нормального бытового общения, чтения неадаптированной литературы средней степени сложности, достаточно хорошего понимания теле- и -радиопрограмм и фильмов. Год – это

всего лишь срок, который я считаю минимальным для выхода на реальное владение языком с приложением максимальных к этому усилий. В течение года вы вполне подготавливаете себя к полноценному личному общению с носителями языка.

Правило: Не должно быть никакого перемешивания изучаемого языка с родным. Поступление внешних раздражителей из старой реальности на родном языке сократить до абсолютно возможного минимума.

Правило: «Грамматика из языка, а не язык из грамматики!»

Никакого «изучения грамматики» – в обычном смысле этого слова – при моем подходе просто нет. Когда матрица будет отработана, вся необходимая для перехода на последующий этап – «марафонское» чтение – грамматика будет неизгладимо запечатлена в вашем мозгу, сдавшемуся на милость победителя.

Проблема рассеяния внимания:

Это основная проблема, которую приходится решать при изучении иностранного языка. На первом этапе мы решаем эту проблему путем беспощадного избиения нашего мозга без конца повторяющимися в наушниках матричными диалогами. Попытки нашего мозга саботировать прослушивание через наше усыпление нейтрализуются хождением либо другой подобной физической активностью. Последующее зачитывание в полный голос является ярко выраженной физической деятельностью и проблем со вниманием, соответственно, не вызывает. На этапе чтения книг и просмотра фильмов. Здесь эта проблема в определенной мере решается подбором интересного для нас материала.

При многочасовом прослушивании очередного матричного диалога есть два эффективных способа борьбы с сонливостью.

1. Прослушивание в движении.

2. Сон, который не есть сон.

Согревающее-подготовительные упражнения. Помогает снять утомление и повышает способность к концентрации внимания.

Матрица обратного резонанса чрезвычайно важна, но при всей своей важности она только первая ступень на пути к чтению. Сама по себе матрица не может дать всех грамматических и лексических составляющих, необходимых для полноценного овладения иностранным языком. Лексика и грамматика матрицы элементарны, в чем, впрочем, и заключается ее главная ценность. Она дает только основы основ и ничего лишнего.

Переход от матрицы к чтению.

Главная опасность – это боязнь разорвать «пуповину», связывающую вас с уже отработанной матрицей.

Главные точки перехода в некомфортные состояния:

- от родного языка к матрице обратного резонанса;
- от матрицы к массированному чтению;
- к просмотру телепрограмм и фильмов;
- к спонтанному говорению с носителями языка.

Самое главное – это то, что этот вопрос не должен вас особенно беспокоить.

Дискомфорт с чтением предположительно может быть в следующих областях:

1. Лексика
2. Грамматика
3. Произношение

Почему это легко (реально) преодолеть:

- В отработанной матрице значение абсолютно всех слов должно быть для вас понятно (по крайней мере, некоторых из их значений).
- Все основные образцы грамматики должны неискоренимым образом сидеть у вас в голове.
- Все основные компоненты произношения должны так же прочно находиться

в вашей зрительной и мышечной памяти.

- Когда вы приступите к чтению, у вас немедленно начнется процесс узнавания матричных слов и грамматических образцов.
- феномен шевеления губ является чрезвычайно полезным при изучении иностранного языка.
- во всех языках имеется литература, как будто специально предназначенная для изучения этих языков.
- чтение адаптированной литературы не является таким уж необходимым и полезным, но при этом является очень неинтересным- начинайте с оригиналов.

Как читать:

1. читайте только то, что вам интересно читать (хоть что).
2. читайте только произведения значительной длины (нужно целостное повествование в сто-двести и больше страниц).

Почему:

- в целях создания работоспособного контекстуального поля реалий произведения
- для создания лексического контекстуального рабочего поля.
- для проникновения в грамматическое поле автора
- самые трудные для чтения и понимания страницы – первые
- эффект психологической «птички»
- категорическая минимизация пользования словарем (Пользование словарем-необходимое зло, пытаемся и учимся воспринимать информацию по контексту)
- читайте, по бумажному листу.
- старайтесь во всем видеть логичную и законченную информацию.

Выработка понимания иностранного языка на слух:

1. Смотрите и слушайте то, что вам интересно.
2. Поглощайте интересное вам в больших количествах.
3. Создавайте рабочее контекстуальное поле
4. Любые субтитры необходимо исключить (относится только к европейским языкам и восточным языкам с фонетическим либо слоговым письмом.)

Погружение в язык:

Эффект погружения в значительной – решающей – мере достигается интенсивным чтением на иностранном языке.

По очереди, пока не надоест что-то одно:

1. Читайте
2. В дополнение к книгам у вас есть фильмы и радио.
3. Повторяйте матрицу.

Вы постоянно должны находиться в активном контакте с языком. Избегайте любого контакта с родным языком. Погружение не должно, конечно, быть бессрочным. Ограничьтесь неделей-двумя. Потом можно несколько сбавить обороты и дать себе заслуженную передышку – занимаясь рутинной языковой работой.

Как использовать носителей языка:

Общайтесь - говорите на какие угодно темы. Внимательно слушайте и анализируйте их лексику, грамматику и фонетику. Их манеру поведения. Перекидывайте логические мостики к уже известным и уютным для вас языковым островкам. Через такого рода аналитическое общение ответы на некоторые ваши вопросы станут для вас ясны. А ответы на остальные вам дадут справочники и другая специальная литература. Не следует слепо подражать носителям языка – они сами его могут плохо знать. Вы должны подражать – запечатлевая, навсегда впечатывая в свой мозг – только принятому в этом языке за -

стандартное произношению и грамматике (пусть даже не совершенно идеальному) – на которые мы и ориентируемся при отработке нашей матрицы обратного резонанса.

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USE OF TRADITIONAL TEACHING METHODS IN FOREIGN LANGUAGE LESSONS

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Abstract: The article discusses the main and most famous methods of teaching a foreign language. There are various methods of teaching a foreign language in the world. When teaching a foreign language, it is necessary to pay attention to new ways of stimulating the speech of students. Using new methods, you can easily learn to speak any foreign language and improve it.

Keywords: Grammar-Translation, audiolingual method, direct method, the structural approach, suggestopedia, total physical response, the silent way, the lexical approach, communicative language teaching.

Annotatsiya: Maqolada chet tilini o'qitishning asosiy va eng mashhur usullari ko'rib chiqilgan. Dunyoda chet tilini o'qitishning turli xil usullari mavjud. Chet tilini o'qitishda o'quvchilar nutqini rag'batlantirishning yangi usullariga e'tibor qaratish lozim. Yangi usullardan foydalangan holda siz istalgan chet tilida gaplashishni va uni takomillashtirishni osongina o'rganishingiz mumkin.

Kalit so'zlar: Grammatika-tarjima usuli, audiolingual usul, to'g'ridan-to'g'ri usul, tizimli yondashuv, taklifopediya, jim uslub, leksik yondashuv, kommunikativ usul.

Аннотация: В статье рассматриваются основные и самые известные методики преподавания иностранного языка. В мире существуют различные методики обучения иностранному языку. Преподавая иностранный язык необходимо обращать внимание на новые способы стимулирования речи учащихся. Используя новые методы можно легко научиться говорить на любом иностранном языке и совершенствоваться в этом.

Ключевые слова: Грамматико-переводной метод, аудиолингвальный метод, прямой метод, структурный подход, суггестопедия, молчаливый метод, лексический подход, коммуникативная методика.

Introduction

There are various methods of teaching a foreign language. Languages have always been among the compulsory disciplines for study in schools, lyceums, colleges and universities. Over time, the approach to teaching and learning languages changed - something new was added, and something was abandoned. There are various methods of teaching a foreign language. Let's look at the main and most famous methods of teaching a foreign language.

One of the oldest techniques is classical or fundamental. The purpose of the classical technique is not so much to study as to understand the subtleties and details of the principles of a foreign language. The main task pursued by the classical technique is the formation of the

grammatical base of the target language. Target audience are people who start learning a foreign language from scratch. This technique is well known to those who started to learn a foreign language at school. It should be noted that it is she who is preferred by many language universities in the CIS.

Literature review

These days, intensive methods of teaching foreign languages are becoming more and more popular. Many types of traditional and non-traditional methods of teaching a foreign language have been created. These methods include: the emotional-semantic method (I. Yu. Shekhter), the method of accelerated learning for adults (L. Sh. Gegechkori), hypnopedia (E. M. Sirovsky), the method of activating the students reserve abilities (G. A. Kitaygorodskaya) , the suggestocybernetic integral method of accelerated learning for adults (V.V. Petrusinsky), rhythmopedics (G.M.Burdenyuk), the method of immersion (A.S. A. Akishina) and others.

Research Methodology

When writing the article, the following methods were used: Grammar-translation, Audiolingual, Suggestopedia, Communicative, Community Method, Full Physical Response and other methods of theoretical research.

Analysis and results

Grammar-Translation**.** This is the oldest way of teaching language and is already considered a classic one. As the name suggests, the core of this method is learning grammar and working hard with translation. Although at present many educational institutions have abandoned it in favor of a communicative method. It is still used at least partially.

Audiolingual Method. Sometimes the audiolingual method is also called the Army method. It is based on the postulate of behaviorism that learning and remembering various things can and should be done through constant repetition. The method involves the oral presentation of the material and multiple repetition of various lexical and grammatical structures under the guidance of a teacher.

Direct Method. This method originated in the 1900s in France and Germany in order to teach quickly the military people to communicate in a foreign language. It is also called the Natural Method. It is somewhat similar to the audiolingual approach, as it involves repeated repetition and development of various structures. However, the main difference is that the language is presented inductively, that is, the teacher does not explain the rule to the students, but, on the contrary, helps them understand and deduce it on the basis of the language material. It is also worth noting that in both the audiolingual and the direct method, the teacher uses exclusively the studied language; mother tongue is not allowed.

The Structural Approach. As the name suggests, this method is based on structure and learning. The main idea of the approach is the hypothesis that any language consists of complex grammatical rules, and it is necessary to study them in a certain order. For example, before studying Present Continuous tense, you need to study the verb "to be", with which this tense is formed.

Suggestopedia. Although this method is often considered pseudoscientific, it was quite popular for a while. It builds on the student's confidence that the approach will work; the techniques of light hypnosis are used. Much attention is paid to ensuring that the student does not experience the slightest discomfort during the lesson. Also, the method widely uses music.

Total Physical Response. The method is based on the principle of "doing by learning". It works well with younger students - preschoolers and junior high school students. The lessons practice the execution of commands and assignments, for example: "Stand up!" "Close the door!" Thus, the student memorizes the simplest phrases, which become more and more complex over time.

The Silent Way. In this method, much attention is paid to the independence of students: the teacher, as the name implies, practically does not speak (for example, does not give

detailed and lengthy explanations of grammar). Instead, he acts as an assistant who guides students. Pronunciation is of great importance - it takes a lot of time in each lesson. Also, the passed vocabulary and grammar is regularly repeated. Often, students do not even write formal tests based on what they have learned; instead, the instructor assesses their progress from lesson to lesson.

The Lexical Approach. Here the study of vocabulary is at the forefront. Initially, a list of the most frequently used words and lexical structures is determined, and the study moves gradually, from simple to complex. Much less attention is paid to grammar than in other methods.

Task Based Learning. In this method, language learning is based on the performance of a communicative task. For example, a teacher instructs students to act out a dialogue on the theme "In a restaurant". Students in pairs or groups perform it using only the lexical and grammatical means at their disposal. Then the analysis of what language is necessary for the successful completion of the task is carried out, the teacher gives the students the necessary vocabulary and grammar, after which a similar task is performed using new language tools.

Community Language Learning. Here the basis is the work of students in a group; they help each other and share their existing language knowledge. The teacher again acts only as an assistant, and not as a teacher in the classical sense of the word.

Communicative Language Teaching. The communicative technique is currently the most popular. It is based, as we can see from the name, communication: a teacher with students, students in pairs or groups, the whole group together. The main task of training is to teach students to communicate, and not to thoroughly learn all grammar or be able to translate texts. The teacher's communication with students is conducted entirely or almost entirely in the target language. Communication of students is also encouraged in any form; even if there are errors or inaccuracies in speech, they are not as important as the communication process itself.

This technique has proven itself in America and Europe. Continuing to conquer the world, the communicative method has come to us, taking an honorable place in the leading language universities of the republic. The methodology is based on the integration of two main methods of teaching foreign languages: traditional and modern. As the name suggests, communication plays an important role in communication. The main goal of this technique is to overcome the language barrier.

The main thing is to save a person from fear of a foreign language, from the fear of speaking a foreign language and at the same time develop other language skills and abilities, in particular, speaking and writing, reading, listening. It should be noted that grammar is studied in the process of speaking, communicating in a foreign language. The principle is as follows: first, students memorize and memorize language formulas, expressions, phrases, and only then parse the grammatical constructions found in memorized phrases. In simple terms, the principle of oral anticipation works.

The communicative technique is aimed at developing the skills and abilities of speaking a foreign language. It is also worth noting that the application of the methodology directly affects the structure of the lesson. Very often in the classroom it is necessary to use game situations, carry out group work, develop tasks for finding errors, for the ability to compare and compare.

Conclusion/Recommendations

Today, the development of the modern industry makes the latest interactive resources available for learning a foreign language: computers of the latest generation, Internet TV programs, newspapers, magazines. It is very important to put into practice all of the above. This helps to awaken students' interest in the history, culture, traditions of the country of the target language and helps to form the skills that will be needed in the future.

Learning is an active interaction between teacher and students and it cannot be one-sided. It depends on the teacher how successful the learning process will be.

Each teacher is guided in accordance with his personal experience in the choice of methods and techniques of work. But, based on the results of the experimental practical work, it can be argued that the use of various techniques within the framework of communicative, inductive, deductive methods gives a positive result and, undoubtedly, contributes to an increase in the effectiveness of teaching grammar.

We believe that it is necessary to adhere to the so-called "mixed" teaching methodology. This allows you to achieve your goals and gives you high results.

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MIF – AFSONA JANRINING BADDIY SHAKLI SIFATIDA

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Annotatsiya: Ushbu maqola hozirgi kunda va bizning eng qadimgi tariximizdan kelib chiqqan miflar va ularning turlari va ularning obrazlarini, odamlaming olam haqidagi o'sha paytdagi tasavvurlarini aks ettiradi hamda miflar olam va odam haqidagi rivoyatlar bo'lishiga qaramay, zamonaviy inson tushunchasi balki "olam yoki odam qanday yaralgan, nega kunduzi quyosh chiqib kechqurun botadi, shamol qayerdan paydo bo'ladi-yu chaqmoq nima o'zi?" haqidagi falsafiy qarashlar ifoda etilgan.

**Kalit so`zlar:** Miflar, olam va odam haqidagi rivoyatlar , Zevs xudosi, Mifologiya , dengiz xudosi Poseydon, ibtido haqidagi miflar, ibtido haqidagi miflar, antropogenik miflar, " Oy mabudining tug`ilishi", "Boqiy hayot qidirgan Bilgamish"

Annotation: This article reflects the myths and their types and their images from the present day and from our earliest history, people's ideas about the world at that time, and despite the fact that myths are narratives about the world and man, the modern concept of man is perhaps "how the world or man broken, why does the sun rise during the day and set in the evening, where does the wind come from, and what is lightning?" Philosophical views about.

Key words: Myths, legends about the universe and man, god Zeus, Mythology, god of the sea Poseidon, myths about the beginning, myths about the beginning, anthropogenic myths, , " Oy mabudining tug`ilishi", "Boqiy hayot qidirgan Bilgamish"

Аннотация: В данной статье отражены мифы, их виды и их образы из наших дней и из нашей древнейшей истории, представления людей о мире того времени, и несмотря на то, что мифы представляют собой повествования о мире и человеке, современное представление о человеке возможно, «как сломался мир или человек, почему солнце встает днем и заходит вечером, откуда дует ветер и что такое молния? Философские взгляды на мироустройство.

Ключевые слова: Мифы, легенды о вселенной и человеке, бог Зевс, Мифология, бог моря Посейдон, мифы о начале, мифы о конце, антропогенные мифы.

Mif (yunoncha mythos - rivoyat, hikoya, masal) - xalq ogʻzaki ijodining eng qadim davrlarida paydo boʻlib, odamlarning olam haqidagi oʻsha paytdagi tasavurlarini aks ettiradi. Ammo tasavurlarni shunchaki aks ettirmaydi, balki aniq obrazlar vositasida boʻrttirib aks ettiradi. Shuningdek miflar afsona janrining baddiy shakli asosida bayon etiladi hamda tarixda yashab o`tgan ajdodlarim olam va odam haqidagi tasavvurlarini turli xil qo`lyozmalarda va bitik toshlarda saqlashgan. Keyinchalik bu misflar xal og`zaki ijodiga aylanib og`izda og`izga o`tib kelgan. Miflar olam va odam haqidagi rivoyatlar boʻlishiga qaramay, zamonaviy inson tushunchasidagi san'at hodisasi bilan bir hodisa emas.

Miflar oʻz vaqtida odamlaming tafakkur shakli hisoblanib, ular vositasida atrof-javobini, olam-u odamni, tabiat hodisalarini bilishga urinishgan. Miflar vositasida "olam yoki odam qanday yaralgan, nega kunduzi quyosh chiqib kechqurun botadi, shamol qayerdan paydo boʻladi-yu chaqmoq nima oʻzi?" degan savollarga javob izlangan. Bunday qarashlar keyinchalik ,yunonlar chaqmoq chaqishini Zevsning, dengizdagi dahshatli dovullarni Poseydonning g'azablangani bilan izohlaganlar, inson taqdiridagi turfa ilohlaming aralashuvini ko'rganlar. Mifologiya esa miflami oʻrganuvchi fan hisoblanadi. Sodda til bilan aytganda, ertalab quyosh chiqadi, odamlar uygʻonishadi. Kechqurun quyosh botganda, odamlar uyquga yotishadi. Osmonda esa yulduzlar paydo bo'ladi. Har doim shunday bo'lgan. Qadimda ham, hozir ham shu hodisalar takrorlanadi. Lekin qadimda bu hodisalarga boshqacha qarashib, quyoshning chiqishi va botishi, dengiz suvlarining koʻtarilishi va tushishi, suv toshqini, quyosh va oyning tutilishi, vulqonlar otilishini tushunmoqchi boʻlishgan. Tushunish va tushuntirish yoʻlidagi urinishlar miflarni paydo qilib kelgan. Ilmiy manbalarda mif - atamasining 500dan ortiqroq ta'rifi majudligi qayd qilinadi. Olam, tabiat hodisalari va ijtimoy hayot xususidagi qadimgi fantastik tushunchalarni o'zida aks ettirgan miflar quyidagi turlarga bo`linadi: bular asosan 11 xil:

1) ibtido haqidagi miflar (olamning yaratilishi va yerda hayotning paydo bo'lishi to'g'risidagi miflar

2) samoviy miflar (osmon jismlari va tabiat hodisalarning paydo bo'lishi hagidagi miflar

3) antropogenik miflar (g'ayrioddiy xislatga ega bo'lgan afsonaviy personajlar haqidagi miflar

4) kult miflari (muayyan e'tiqodiy ishonchlar bilan bog'liq miflar

5) totemistik miflar (totem-ajdod haqidagi qadimgi tasavvurlar asosida paydo bo'Igan

6) kalendar Miflar (yil, oy, kun hisobi bilan bog'liq miflar

7) o'lib - tiriluvchi tabiat kultlari haqidagi miflar

8) animistik miflar (jon to'g'risidagi qadimgi tasavvurlarni o'zida mujassamlashtirgan miflar

9) manistik miflar (ajdodlar homiyligi haqidagi miflar)

10) dualistik miflar (ezgulik va yovuzlik kuchlari ortasidagi kurash haqidagi asotiriy garashlarni o'zida aks ettirgan miflar)

11) esxatologik miflar (olamning intihosi, oxir zamon to' g'risidagi miflar).

Miflar hamma xalqlarda bor. Ular qayerdadir bir-birlaridan farq qilsa, qayerdadir o'xshaydi, qayerdadir sujet chiziqlarj, kesishadi, qayerdadir biron bir detal mushtarak chiqib qoladi. Mifologiya - miflarni o`rganuvchi fandir va ibtidoiy madaniyatning asosi - olamni idrok etishning qadimgi vositasi va badiiy tafakkurning ibtidosidir. Mifologiya - inson aqliy faoliyati taraqqiyotining dastlabki bosqichi sifatida muhim ahamiyatga ega. Uning asosini qadimgi odamning mifologik tasavvurlarini o'zida mujassamlashtirgan miflar tashkil etadi. Mifologiya bir jihatdan odamlarning dunyo tabiat va inson haqidagi fantastik g`oyalarini aks ettiruvchi xudolar, qahramonlar, ruhlar, badily to'qimalar haqidagi hikoya qiluvchi afsona va asotirlar majmui hisoblansa, boshqa jihatdan afsonalarning kelib chiqishi, mazmuni, ularning tarqalishi avloddan avlodga yetib kelishi, ularning boshqa xalq ijodiyoti janrlari bilan aloqalarini diniy etiqod va

marosimlarini, tarixning tasviriy san'ati, afsona va to qimalaming mazmun mohiyati bilan aloqador jihatlarini organadigan fandir. Shuning bilan bir qatorda mifologiya mafkuraning shakllarini rivojlantirishda katta ahamiyat kasb etadi va u falsafa, ilmiy g'oyalar, adabiyot va madaniyatni shaklantitish uchun manba vazifasini bajaradi. Keyinchalik Nemis mifologiyasi, Germaniya o'rtalaridagi yuzlab yillardan boshlab Erta Germanlar va saks Germanlar xalqining aqida, ma'naviyati va g'oyalariga oid qadimiy qissalar va hikoyalar birlashmasidan iboratdir.

Bu mifologiya, asosan, etnologik, ma'naviy, va erkin dini elementlarni o'z ichiga oladi. Nemis mifologiyasida odamlar, hayvonlar, va tabiat kuchlariga bag'ishlangan tanqid va efsunli hikoyalar, tanqid, esoterik ma'rifat va aqida tuzumlarini o'z ichiga olgan. Qahramonlar va to'lqinlar, beqarorlik, kuch-qudrat, va ilohiy xalqaro omadlarga oid bu mifologik hikoyalar, o'zbek milliy mifologiyasida ham o'rin olgan bir qancha g'oyalar va tushunchalar bilan birlashadi. Keling biz Shumerlarning bir nechta miflari yani" Oy mabudining tug`ilishi" haqida gaplashib o`tsak.

Shumerlar oy mabudining tuğilishi haqida ommaviy qabul qilingan bir mif shu mamlakatning tarixida muhim o'rin egallab kelgan. Bu mif Shumerlarning qadimgi diniy g'oyalariga oid bo'lib, bir nechta versiyalarda mavjud bo'lgan qadimgi qalam qissalari va daftarlar orqali o'rnatilgan. Mifologik tarixchilar odatda bu haqida qadimgi Shumer qissalari va qalam qissalari asosida yozgan. Bu mifologik qissalar Oy Mabudining Xasiya bilan Ianna (go'zal, yulduzlar) o'rtasidagi yagona qissasi va ularning yo`lboshlovchi munosabatlari haqida bayon qiladi. Bunda, Shumer mifologiyasida Oy Mabudi Inanna bo'g'ini sifatida tasavvur etilgan, shuningdek, uni xayol qilayotgan jinoyatlar, katta kuch va hukm ostida tutgani e'lon qilinadi. Mifologik tarixchilar va ilmiy jamoalar bu mifning o'zining muhimligini va Shumer diniy g'oyalarining tuzilishida qanday ahamiyatga ega ekanligini belgilaganlar. Keyingi mif esa : "Boqiy hayot qidirgan Bilgamish" yoki "Bilqamish qidirgan do'stlari" mifi, Shumer va Akkad hikoyatlarining muhim bir qismidir. Bu mif, qadimgi Mezopotamiya hududlarida yaratilgan eng qadimiy qalam qissalardan biri hisoblanadi.

Mifologik tarixda, Bilqamish Uruk shahri haqiqiy shaxsiyati sifatida ifodalangan. Uning hayoti, do'stlari va qiyofasi, Shumer va Akkad mifologiyasida o'z o'rinini egallab turadi.Bu mif, Bilqamishning yengilmas do'sti Enkidu bilan uchrashishini va ularga kelajakdagi yo'llarida duch kelishlarini bayon etadi. Ular hayotning maqsadini, qiyofasini va o'zlarining o'z-o'ziga has tajriba va o'zaro munoqishalarini o'rganib chiqishadi."Boqiy hayot qidirgan Bilgamish" mifining tafsilotlari, qiyofasi, foydalanilgan dasturlar va uning tafsilotlari, mifologik tarixchilar va o'qituvchilar tomonidan keng qatlamda o'rganilgan va tahlil qilingan.

Xulosa qilib aytganda: Bu ikki asarda "Boqiy hayot qidirgan Bilqamish" asari, erkaklarning qahramonligi, odamlar va xayotlar orasidagi bog'liqligining, yashashning maqsadi va uning mazmunini tushuntiradi. Uning qiyofasi, mifologik g'oyalar va qadimiy me'yorlar asosida tuzilgan va muhimlikka ega. Bu asar, mifologik tarixchilar, ilmiy jamoalar va o'qituvchilar tomonidan keng qo'llanilgan va o'rganilgan, uning tafsilotlari va mazmuni Shumer va Akkad dasturlarining eng muhim qismlaridan biri hisoblanadi. "Oy mabudining tuğilishi" Shumer va Akkad mifologiyasining asosiy qismidir.Asarda, Oy Mabudi deb nomlangan qahramon, Uruk shahri yashovchisi Bilqamish (Bilgamesh) bilan muloqot qiladi. U Bilqamishga bir xil do'stlik nishoni ko'rsatadi va uch kun va uch kecha Bilqamishga do'stlik qiladi. Uning o'zining qahramonlik sifatlari, odamning hayotining muhim bo'lishini ko'rsatadi."Oy mabudining tuğilishi" asari, Shumer va Akkad mifologiyasining eng e'tirof etilgan qissalaridan biri hisoblanadi. Uning tafsilotlari, mifologik tarixchilar, ilmiy jamoalar va o'qituvchilar tomonidan keng qo'llanilgan va o'rganilgan. Bu mifologik asar, Mezopotamiya mifologiyasining erkaklarning qahramonligi, do'stlik va erkinlikining ma'nosini ko'rsatadi.

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THE IMPACT OF STANDARDIZED TESTING ON STUDENT LEARNING OUTCOMES

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Abstract: Standardized testing has become a pervasive and controversial aspect of modern education systems worldwide. This article examines the impact of standardized testing on student learning outcomes, considering both the potential benefits and drawbacks. By analyzing existing research and scholarly literature, this study aims to provide a comprehensive understanding of how standardized testing influences student achievement, educational practices, and the overall learning environment. The findings suggest that while standardized testing can offer certain advantages such as accountability and data-driven decision-making, it also poses challenges related to curriculum narrowness, high-stakes pressure, and potential negative effects on student motivation and creativity. Recommendations for policymakers and educators are discussed to ensure a balanced and effective approach to standardized testing that maximizes student learning outcomes.

Key words: standardized, curriculum, overemphasis, Policymakers, Flexibility, educational goals, educational systems, learning outcomes, valuable data, student promotion.

Standardized testing provides a means of holding educational institutions accountable for student performance. It allows policymakers, administrators, and the public to evaluate the effectiveness of schools and teachers, enabling targeted interventions to improve educational quality. Standardized test results offer valuable data that can guide educational policies and instructional practices. They provide insights into student strengths and weaknesses, helping educators tailor teaching strategies and interventions to address specific learning needs.

The emphasis on standardized testing can lead to a narrowed curriculum, with instructional time disproportionately allocated to test-specific content. This may limit opportunities for students to engage in creative and critical thinking, problem-solving, and exploration of broader educational domains.

High-stakes consequences associated with standardized testing, such as school funding, teacher evaluations, and student promotion, can create significant pressure on students, teachers, and administrators. This pressure may lead to heightened stress levels, test anxiety, and a focus on rote memorization rather than deep understanding. Standardized testing may inadvertently undermine student motivation and engagement in learning. The overemphasis on test scores and external rewards can shift the focus from intrinsic motivation and a love for learning to extrinsic factors, potentially diminishing students' natural curiosity and intrinsic drive.

The design and validity of standardized tests play a crucial role in their impact on student learning outcomes. Well-designed tests that align with curriculum goals, assess higher-order thinking skills, and provide timely and actionable feedback have the potential to positively influence learning.

Effective test preparation strategies and instructional practices can mitigate some of the negative effects of standardized testing. Engaging teaching methods, formative assessments, and a balanced emphasis on both content knowledge and broader skills can foster deeper learning and enhance student outcomes.

Adopting a balanced approach to assessment that includes multiple measures of student performance, such as portfolios, projects, and performance-based assessments, can provide a more comprehensive understanding of student learning outcomes.

Providing teachers with adequate professional development and support is crucial to ensure they have the necessary skills and resources to effectively integrate standardized testing within a broader instructional framework while maintaining a focus on meaningful learning experiences.

Policymakers should consider the contextual factors of schools and students when formulating testing policies. Flexibility in testing formats, accommodation for diverse student populations, and considering the broader educational goals can contribute to fair and equitable assessment practices.

Standardized testing has a significant impact on student learning outcomes, encompassing both advantages and disadvantages. While the accountability and data-driven decision-making aspects of standardized testing can be beneficial, careful attention must be paid to mitigate potential drawbacks such as curriculum narrowness, high-stakes pressure, and negative effects on student motivation. By adopting a balanced and contextually sensitive approach to standardized testing, policymakers and educators can promote educational excellence while nurturing the holistic development of students. Further research is needed to continually refine assessment practices and ensure their alignment with evolving educational goals and priorities.

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PEDAGOGIK AMALIYOT JARAYONIDAGI NIZOLI VAZIYATLAR PROFILAKTIKASI VA UNING PSIXOLOGIK TAHLILI

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Annotatsiya: Maqolada pedagogik yo'nalish talabalarining pedagogik amaliyot jarayoni nizolari, o'rganilganlik darajasi, sabab va motivlari, ko'rinishlari, "o'qituvchi-o'quvchi" tipidgi nizolar va ularning tahlili, ularni boshqarish usullarini o'rganishlarni o'z ichiga olgan bo'lib, ular oliy va umumiy o'rta talim maktablariga psixologik xizmat ko'rsatish maqsadida bajarilgan va bo'lajak pedagoglarga metodik yordam qiladi deb o'ylaymiz

Kalit so'zlar: pedagogik, psixologiya, xalq ta'limi, muloqot, Xalq ta'limi tizimi, boshqa ijtimoiy institutlarga nisbatan, funksional jihatdan, shaxslararo va guruhlararo munosabatlarning xilma-xilligi bilan ajralib turadi. Bu munosabatlarning murakkabligi va noaniqligi pedagogik, ijtimoiy, psixologik, iqtisodiy, huquqiy va hayotning boshqa ko'plab sohalarini qamrab olishida ko'rinadi. Bunday turlilik manfaatlar, munosabatlar, fikrlar, pozitsiyalar va odamlarning ehtiyojlari to'qnashuvini yuzaga keltirishi tabiiy.

Xalq ta'limi muassasalarida sub'ektlar o'rtasidagi muloqot shakllari ko'p jihatdan yuqoridagi komponentlar bo'yicha ijtimoiy-madaniy va individual psixologik sifatlarga, shuningdek, jamoada o'rnatilgan an'analar, me'yorlar va o'rnatilgan qoidalariga bog'liq.

Bugungi kunda jahon miqyosida turli pedagogik vaziyatlarda nizolarning yuzaga kelish bosqichlari, ularda sub'ekt xususiyatlarining o'rni, ijtimoiy-pedagogik muhit ziddiyatlari, nizoli muammolarni bartaraf etishning aniq mexanizmlariga qaratilgan ilmiy tadqiqotlar olib borilmoqda.

A.Zasobina, S. L.Kabilniskaya, N. V.Savinlarning fikriga ko'ra pedagogik ziddiyatning o'zi oddiy ijtimoiy hodisadir. Biroq o'qitishdagi ziddiyatlar ko'pincha o'qituvchi va o'quvchilar o'rtasidagi munosabatlar tizimini doimiy ravishda izdan chiqarashi sababli nizoli vaziyatlarning oldini olish va hal etish ko'nikmalarini o'zlashtirishi lozim [1; 42-b].

S.V.Banikina va Ye.I.Stepanovlar o'z ilmiy izlanishlarini konfliktologik ta'limga qaratilgan, ularning fikricha pedagogik ziddiyatlarni o'rganilishining amaliy vazifasi ta'lim muassasalarining asosiy sub'ektlari – nafaqat o'qituvchilar va o'quvchi, balki ma'muriyat va ota-onalar o'rtasidagi munosabatlarni normallashtirish va insonparvarlashtirishga erishishdan iborat deb ko'rsatgan [2].

O'quvchilar va o'qituvchilar o'rtasidagi o'zaro munosabatlarda nizolarning quyidagi sabablari keng tarqalgan:

- qadr-qiymat yo'nalishidagi farqlar;
- munosabatdagi qo'pollik, odobsizlik;
- hamkorlikdagi natijalardagi farqlar;
- o'qituvchilarning kasbiy darajasi va talabaning o'zlashtirishi.

Ta'lim jarayonidagi ziddiyatlarning asosiy muammolaridan biri, didaktika sohasida ham mavjud, jumladan [2; 118-b]:

- o'quvchilarga taklif etilayotgan o'quv materialining murakkabligi, tafakkurni shakllantirish darajasiga mos kelmasligi;
- materialning ortiqcha nazariyalanishi, asoslantirilmaganligi, amaliy faoliyat bilan bog'lanmaganligi;
- o'quvchining muayyan mavzuni o'rganishi va muayyan kasbni egallashi uchun motivatsiyani yetishmasligi kabi.

Ilmiy adabiyotlarni tahlil qilish va muammoni amaliy o'rganish shuni ko'rsatdiki, bo'lajak o'qituvchilarni nizoli vaziyatlarga tayyorlash jarayonining metodologik, nazariy va texnologik

asoslari hali pedagogika va psixologiya fanlarida yetarlicha o'rganilmagan. Bu esa talabalarning oliy ta'limdan keyingi mehnat faoliyatlari samaradorligiga salbiy ta'sirini o'tkazib, ta'lim muassasalarining oliy ma'lumotli kadrlarga bo'lgan ehtiyojni o'z vaqtida bartaraf etishga to'sqinlik qilmoqda. Bu hol, o'z navbatida, bo'lajak o'qituvchilarning nizoli vaziyatlarga tayyorgarlashning dolzarbligini bildiradi. Bu dolzarblik bo'lajak o'qituvchilarni nizoli vaziyatlarga tayyorlashning samarali yo'llarini aniqlash va uni oliy ta'lim muassasalari o'quv jarayoniga tadbiq etish zaruratini asoslaydi.

Ilmiy adabiyotlarni tahlil qilish pedagogik tajribani umumlashtirish asosida quyidagicha muammolar mavjudligi ko'rinadi: o'qituvchi faoliyatida nizoli vaziyatlar pedagogik jarayonlarni izdan chiqishiga asosiy sabab bo'lishi ilmiy asoslangan bo'lsa-da, ayni sharoitda tayyorlanayotgan pedagoglar kelgusi faoliyatlarida ijtimoiy hamkorlikdagi inqirozlarni hal qilish, pedagogik jarayon sub'ektlari bilan yuzaga keladigan pedagogik nizolar oldini olish, bunday jarayonlarga nisbatan pedagogik jihatdan mos konstruktiv munosabatlarga kirishisha olish layoqatiga yetarlicha ega emasliklari, bo'lajak o'qituvchilarni nizoli vaziyatlarga tayyorlashning hozirgi holati o'quv mazmunini ishlab chiqish va o'quv jarayonlarni tashkil etishda nizoli vaziyatlarga oid kompetensiyaviy yondashuvlar asosiga qurilmaganligi, talabalarni bu borada layoqatlarini baholash tizimi hal etilmagan.

Tadqiqotimiz davomida ilgari surilgan nazariyani eksperimental tarzda sinovdan o'tkazish hamda uning natijalarini amaliyotga tatbiq etish, bo'lajak o'qituvchilarni nizoli vaziyatlar profilaktikasiga tayyorlash hamda pedagogik faoliyatga tayyorlashda konfliktologik kompetensiyalarini rivojlantirish tizimini takomillashtirish maqsadida yuzaga keltirilgan tashkiliy-pedagogik shart-sharoitlar natijasida sub'ektlar faolligining ortishi va ta'lim samaradorligiga ijobiy ta'sirini kuzatish uchun dastur asosida tajriba-sinov ishlari olib borildi.

Aniqlovchi-ta'kidlovchi tajriba-sinovlarda o'tkazilgan so'rovnomalarda qatnashgan talabalarning(jami talaba respondentlar 220 ta) 37 foizi talaba-o'qituvchi nizolarining salmoqli qismi o'qituvchilarning kasbiy saviyasi yetarli emasligi tufayli yuzaga keladi, deb hisobladilar. Aksariyat talabalar fanlar mazmunining real hayotdan ajratilganligiga, 32% talaba o'quv kursi dasturlari tuzilishiga salbiy munosabat bildirdi.

O'z navbatida professor-o'qituvchilar (jami o'qituvchi respondentlar 86ta) ta'lim jarayonining past samaradorligi va muloqotdagi nizoli vaziyatlarni quyidagi sabablar bilan izohladilar:

- bilim olishga bo'lgan salbiy munosabat, dangasalik, o'rganishni istamaslik (34%);
- mustaqil fikrlash yo'qligi, umumiy ta'lim va siyosiy madaniyatning pastligi, fanlarning ahamiyatini anglamaslik (12%);
- bo'lajak kasbiga qiziqishning yo'qligi yoki o'z istiqbolini ko'rmaslik (56%);
- o'ta izzattalablik (27%).

Ishtirokchi respondentlar "O'qituvchi-o'qituvchi" munosabatidagi nizoli vaziyatlarni aksariyat hollarda hamkasblarning ishchanlik salohiyatini yetarli emasligi (22%), o'zgalarning faoliyat natijalari soyasiga o'tib olish (27%), o'quv materiallari mazmuniga shaxsiy xissa qo'shmaslik (24%), faoliyatdagi o'zaro hamkorlikning yetishmasligi bilan bog'ladilar.

Shu bilan birga "Universitet-o'qituvchi" munosabatlaridagi noqulay vaziyatlar omili sifatida oliy ta'lim muassasasi tomonidan o'qituvchidagi tashabbuskorlikning yetishmasligi, dars o'tishdagi bepisandlik, jamoat ishlaridagi mas'uliyatsizlik, muassasa rivojlanishi va istiqboliga befarqlik, o'z ustida ishlamaslik, axborot texnologiyalari bilan ishlash va tillarni o'rganishga bo'lgan harakatning yetarli emasligi kabilar keltirilgan bo'lsa, professor-o'qituvchilar tomonidan bildirilgan asosiy e'tirozlar muassasadagi infratuzilmaning yetarlicha rivojanmaganligi (38%), o'qituvchilarning mehnatiga yarasha munosabat ko'rsatilmasligi (44%), tashabbus qo'llab-quvvatlanmasligi (36%) kabilarda namoyon bo'ldi.

Tadqiqotning "Universitet-talaba" munosabatlariga qaratilgan qismida o'tkazilgan so'rovnoma natijalariga ko'ra amaldagi vaziyatda oliy ta'lim muassasasi talabalarning ichki

tartibga rioya qilmasliklari, shaxslararo muloqotlardagi mas'uliyatsizliklari va madaniy saviyaning pastligi, bilim olishga nisabatan dangasalik, shijoat va tashabbuskorlikning pastligi, axborot texnologiyalari va til o'rganishga bo'lgan motivatsiyani yetishmasligini ta'kidlagan bo'lsalar, talabalar tomonidan oliy ta'lim muassasasidagi ichki tartib-qoidalarning o'ta rasmiyligi (72%), erkin muloqot va harakatning cheklanganligi (64%), infratuzilmaning qoniqarsizligi (64%), anonim tarzda esa ayrim hollarda yashirish korrupsiyaning davom etayotganligini bildirib o'tdilar.

Mazkur tahlil oliy ta'lim muassasalarida o'rganilgan sub'ektlarning o'zaro munosabatlarida ma'lum nizoli vaziyatlarni yuzaga kelishi uchun sharoit yaratayotganligini ko'rsatadi. Bu esa o'z navbatida "Universitet-jamiyat" munosabatlariga ham o'z ta'sirini ko'rsatadi.

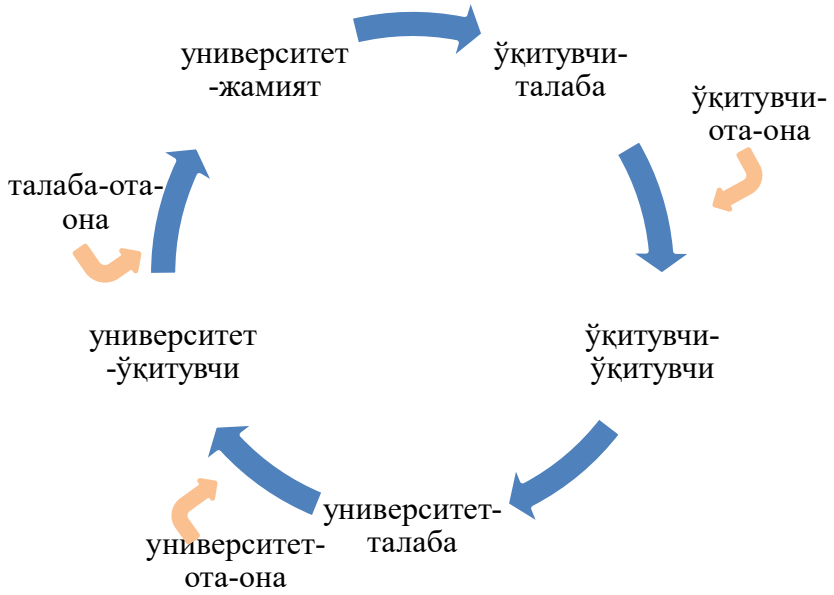
"Universitet-jamiyat" o'zaro munosabatidagi nizolarning yana bir guruhi o'quv jarayoni va uning natijalari bilan bevosita bog'liqligini ajratib ko'rsatadi:

- universitet bitiruvchilarining intellektual va ijodiy darajasining zamonaviy jamiyat ehtiyojlaridan orqada qolishi;
- oliy ta'limning zarur yo'nalishlar bo'yicha mutaxassislar tayyorlashda yetarlicha moslashuvchan emasligi natijasida bitiruvchilarining asosiy qismining malakasizligi;
- akademik (fundamental) ilm-fan, san'at, adabiyotga yo'naltirilgan yuqori darajadagi ta'lim va aql-zakovatga ega, mutaxassislar va xodimlarga talabning mavjud emasligi.

Bizning nazarimizda "Universitet-jamiyat" munosabatlaridagi qarama-qarshiliklarning asosiy mazmuni bu ikki sub'ektning bir biriga qo'yayotgan talablarining o'lchamli ko'rinishga keltirilmaganligida, ya'ni o'z funksional vazifalaridan kelib chiqib, amalga oshirilayotgan natijaning o'zaro solishtirma qiymati belgilanmaganligida. Bunda, faoliyatdagi natijaga ko'ra sub'ektlar o'rtasidagi o'zaro munosabatlarning nizoli tus olishi va siklik holatga tushib qolishi mumkinligini ko'rsatadi. Buni quyidagi sxemada ko'rish mumkin (1-rasm):

1-rasm. Oliy ta'lim muassasalarida faoliyat natijalari asosida sub'ektlarning siklik munosabatlari.

Olib borgan tadqiqotlarimiz shuni ko'rsatdiki, oliy ta'lim muassasalarining bevosita ishtirokchi sub'ektlari munosabatlaridagi yuzaga keluvchi nizoli vaziyatlar profilaktikasiga oid tashkiliy-pedagogik shart-sharoit yaratish orqali yuqorida ta'kidlangan "Universitet-jamiyat" munosabatlaridagi talablarni yagona o'lchamli ko'rinishga keltirish, ya'ni maqbullashtirish asosida o'quv jarayonlari samaradorligini oshirish, kutilayotgan ta'lim sifatini ta'minlash imkoniyatlari ortadi.



Bundan tashqari talabalarni pedagogik faoliyatga samarali tayyorlanishiga ham ahamiyat qaratish, jumladan, ularning o‘quv-tarbiya jarayonidagi nizoli vaziyatlarda tegishli pedagogik pozitsiyaga ega bo‘lib yetishib chiqishlariga ta'sir etuvchi tashkiliy-pedagogik shart-sharoitlarni inobatga olish maqsadga muvofiq.

Pedagogik-psixologik jihatdan bo‘lajak pedagoglarning nizolar va ularning tabiatini o‘rganish faqat nazariy emas, balki juda muhim amaliy ahamiyatga ham egadir. Talabalarning fani bu sohasini o‘rganishi turli vaziyatlarda yuzaga keluvchi nizolarning oldini olishga, ularni hal qilish uchun samarali choralarni qo‘llashga yordam beradi.

Tayyorlanayotgan o‘qituvchi-murabbiylarning nizoli vaziyatlarga tayyor emasligi, bu boradagi layoqatsizligi, past malaka darajasi uning obro‘si hamda kasbiy va shaxsiy imidjiga salbiy ta'sir ko‘rsatadi. O‘qituvchilarning pedagogik faoliyati nizoli vaziyatlarga boy bo‘lib, ular profilaktikasiga yetarlicha e'tibor qaratilmasligi natijasida pedagogik jarayonning yaxlitligi buziladi. O‘qituvchilarni kasbiy faoliyatlaridagi ziddiyatlarning oldini olish va hal qilishga tayyorligini shakllantirish oliy pedagogika sohasi oldida turgan muhim vazifa hisoblanadi.

Aniqlovchi-ta'kidlovchi tajriba bosqichi natijalariga ko‘ra yuqoridagi mezonlar bo‘yicha talabalarning ko‘pchiligi past darajada (41,3%), o‘rtacha darajada – 42,4%, yuqori darajada faqat 16,3% qayd baholandi.

Bu tahlillar bo‘lajak pedagog shaxsi va uning kasbiy integratsiyalashuvida nizolarni hal qila oluvchi o‘qituvchilarni tayyorlash jarayonlari, tegishli bilimlar, ko‘nikmalar, munosabat va shaxsiy fazilatlarni shakllantirishda nizoli vaziyatlarni oldini olish imkonini beruvchi kompetentlikka alohida e'tibor qaratish zarurligidan dalolat beradi.

Bu esa tadqiqotimiz davomida bo‘lajak o‘qituvchilarni tayyorlash jarayonlariga nizolarning oldini olish va hal etish masalalarini integratsiyalovchi maxsus kurs ishlab chiqish zaruratini belgilab beradi. Maxsus kurs maqsadi bo‘lajak o‘qituvchilarni tayyorlashda nizolarni oldini olishga oid muayyan komponentlardan iborat fazilatlar, pedagogik faoliyatda nizolarni hal qilish uchun motivatsion bilimlar va amaliy ko‘nikmalarni shakllantirishdan iborat etib belgilanadi.

Tadqiqotimizda o‘quv jarayoni nizolari profilaktikasining ta'lim-tarbiya sohasidagi tutgan o‘rni va ahamiyatidan kelib chiqib, nizo omillarini chuqurroq tahlil qilinishi maqsadga muvofiq deb hisoblandi.

Pedagogik munosabatlarda bir ishtirokchi tashkiliy muammoni hal qilish, ikkinchisi esa uni amalga oshirish uchun harakatlarini qat'iy yo‘naltiradi. Bunda shaxslararo va shaxsning o‘zida muntazam ravishda qondirilmagan ishtiyoq, yechilmagan masala, taqsimlanmagan moddiy ob'ekt yoki ish va boshqa yechimi ochiq qoldirilgan holatlarga bo‘lgan reaksiyasi – tushunmovchilik, axborotni turlicha qabul qilish va talqin qilinishi kabilar nizodan avvalgi – "qo‘shilmaslik" holatini yuzaga keltiradi.

Yuqoridagilardan ko‘rinadiki, nizolar asosini bu sub'ektlar o‘rtasidagi qarama-qarshilik ortida yuzaga keluvchi belgilar tashkil qiladi. Nizolar profilaktikasiga oid mavjud ilmiy izlanishlar nizo belgisini idrok qilish, uning nizoga aylanish chegarasini anglash va erta bartaraf etish masalalariga yo‘naltirilgan.

Bunda nizolarni hal qilishning eng maqbul va natijali yo‘li sifatida sub'ektlarning o‘zlari tomonidan ziddiyatlarni bartaraf etishga qaratilgan harakatlarga e'tibor qaratiladi, ya'ni sub'ektning nizoli vaziyatni bartaraf etuvchi tashabbuskorligi muhim hisoblanadi. Biroq, bu yo‘lning natijadorligi ziddiyat ko‘rinishlari (ochiq, yashirin, ob'ektli, ob'ektsiz va h.), darajalari, sub'ekt xususiyatlari, shuningdek, nizoni to‘xtatishga intiluvchi kuchlar ixtiyoridagi imkoniyatlar va boshqa turli omillar bilan bevosita bog‘liq bo‘lib, samaradorlikka ta'sir etuvchi omillarning xilma-xilligi esa mazkur yo‘lning har doim ham aniq natija bermasligini anglatadi.

Sub'ektlar o‘rtasidagi munosabatda oydinlik kiritilmagan har qanday masalaning nizoli vaziyatni keltirib chiqarishi va uni o‘z vaqtida bartaraf etishdagi natijasizlik keyinchalik ijtimoiy faoliyatlarga, ayniqsa, ta'lim samaradorligiga, kafolatlangan sifat ko‘rsatkichlariga salbiy ta'sir ko‘rsatishini ham inobatga olish lozim.

Tadqiqotimiz doirasida olingan ilmiy natijalarga tayanib, nizoli vaziyat belgilari paydo bo‘lganda yoki harakatga aylanganida va yoki to‘laqonli nizoli vaziyatda tegishli choralar ko‘rish emas, balki ushbu choralarga qadar sub'ektlarning ma'lum funksiyasini shaxslararo munosabatga quriladigan har qanday faoliyat yakuni o‘ta ochiq va tushunarli bo‘lishiga erishish nuqtai nazaridan tartibga solish taklif etiladi.

Bunda o‘quv jarayonining har bir tashkiliy-pedagogik shart-sharoitlari bilan bog‘liq bosqichlarida sub'ektlar o‘rtasida yuzaga kelishi mumkin bo‘lgan nizolarni oldini olishga qaratilgan va avvaldan puxta o‘ylangan funksiyalarni amalga oshirish nazarda tutiladi.

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TA'LIM BERISH JARAYONING SAMARADORLIGINI OSHIRISHDA PEDAGOGIK TEXNOLOGIYALARNING O'RNI

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Annotatsiya: Ushbu maqolada ta'lim berish jarayonida odatiy usuldan farqli o'laroq, noan'anaviy dars turlarida pedagogik texnologiyalarning ishlatilishning ta'lim berishdagi qulayliklari va ahamiyati haqida fikr yuritiladi.

Kalit so'zlar: Pedagogik texnologiyalar, ta'lim, malaka, natija

Аннотанция:В данной статье рассматривается удобство и важность использования педагогических технологий в обучении на нетрадиционных типах уроков, в отличие от обычного метода.

Ключивые слова: Педогогические технологии, образование, навык, результат

Abstract: This article discusses the convenience and importance of using pedagogical technologies in teaching non-traditional types of lessons, in contrast to the conventional method.

Keywords: Pedagogic technologic, education, experience, results

Hozirgi kunda O'zbekiston Respublikasining ta'lim jarayonida pedagogik va axborot texnologiyalarini qo'llashga doir juda ko'p ishlar olib borilmoqda. Ushbu jarayonning ilmiy-nazariy asoslari, har bir pedagogik texnologiyalarining o'ziga xos jihatlari ishlab chiqilib, yetarli darajada tajriblalar o'tkazildi va natijalarga ega bo'ldi. Ta'lim jarayoniga pedagogik va axborot texnologiyalardan foydalanilib, tajribalar o'tkazilgandan so'ng , olingan natijalardan ma'lum xulosalarga kelib, pedagogik texnologiyalar haqida tassavvur hosil bo'lgan.

"Pedagogik texnologiya" so'zlar birikmasining asosida "texnologiya ", "texnologik jarayon" tushunchalari yotadi. Ushbu atamani xorij pedagoglari quyidagicha ta'riflaydi-

«Pedagogik texnologiya — bu ta'lim shakllarini jadallashtirish vazifasini ko'zlagan o'qitish va bilimlarni o 'zlashtirishning barcha jarayonlarini texnika vainson omillarida va ulaming birgalikdagi harakatlari vositasida yaratish, tatbiq etish va belgilashning izchil metodidir» (YUNESKO vakillari).«Pedagogik texnologiya — pedagogik maqsadlarga erishishda foydalaniladigan shaxsiy imkoniyatlar, jihozlar va metodologik vositalarda amalda bo'lishning tizimli yig'indisi va tartibini bildiradi» (M.V.Klarin) "Aslida zamonaviy ta'lim metodlari muqaddas qiziquvchanlikni hozircha batamom bo`g`ib tashlamagani deyarli mo`jiza, chunki bu nozik nihol (ya'ni qiziquvchanlik) rag`batlantirish bilan bir qatorda, eng avvalo, erkinlikni talab qiladi, yo`qsa, u shaksiz, mahv bo`ladi". (A.Eynshteyn). Ushbu tushunchalar orqali sanoatda tayyor mahsulotni olish uchun bajariladigan ishlarning ketma- ketligi haqidagi texnik hujjat , ta'limda esa fan bo'yicha uslubiy tadbirlar majmuasi tushuniladi. Bugungi kunda pedagogik texnologiyani ta'riflashning asosiy yo'li – aniq belgilangan maqsadlarga qaratilganlik, ta'lim oluvchi bilan muntazam o'zaro aloqani o'rnatish va ta'lim oluvchining xatti-harakati orqali o'qitishdir. Shunday ekan, pedagogik texnologiyalar ta'lim beruvchi ya'ni pedagoglar berayotgan ta'limnini sifatini va o'zlashitirilish darajasini yuqoriligini pedagogik texnologiyalar ta'minlaydi.Ta'limda qo'llash uchun mo'ljallangan interfaol metodlar tasnifi va ularning mazmun-mohiyatini yoritib beruvchi o'quv-uslubiy qo'llanmalarning yetarli emasligi. Garchi respublikamizda pedagogik texnologiyaga doir qator o'quv qo'llanmalar yaratilgan bo'lishiga qaramasdan, mazkur o'quv qo'llanmalarda oliy ta'lim jarayonida qo'llash mumkin bo'lgan interfaol metodlar va ularni qo'llashga doir metodik ko'rsatmalar aniq o'z ifodasini topmagan. Mazkur holat o'qituvchilarining interfaol metodlarni qo'llashga doir ma'lumotlardan to'la xabardor bo'lmasligiga olib kelmoqda. Ta'lim muassasalaridagi ta'lim jarayonini kuzatish o'qituvchilar keng qo'llaydigan interfaol metodlar juda kamchilikni tashkil etishini ko'rsatadi. Bunday metodlar sifatida klaster, "B-B-B" chizmasi, "aqliy hujum", "Baliq skeleti" chizmasi, "Qanday? diagrammasi" kabilarni aytib o'tish mumkin. Shuning uchun uchun ham zamonaviy pedagogik texnologiyalar boshqa sohalardagi texnologik jarayonlar bilan uzluksiz boyib boradi va an'anaviy o'quv jarayoniga, uning samarasini oshirishga ta'sir ko'rsatadi. Pedagogik texnologiyalar o'quv predmeti va fan sifatida o'zining hayotdagi munosib o'rinni egallab bormoqda."Pedagogik texnologiyalar", "Zamonaviy peadgogik va interfaol texnologiyalar", "Axborot texnologiyalar", "Ta'lim texnologiyalar", "Texnika", "Axborot texnologiyalar" va "Ta'lim metodlari", kabi atamalar bilan atalgan so'zlarning vazifa jihatidan bir amalni bajargani bilan har xil sohada turli xil qo'llanib, jahon talablari darajasida o'quvchi va talabalarni o'qitish mumkin. Pedagogik texnologiyalarning foydalanish jarayonida uning samaradorligini yaqqol ko'rsatadigan omillar orqali ko'rishimiz mumkin.

Ushbu metodlar orqali:

- ta'lim olgan ta'lim oluvchining moyilligi, istak-xohishi uning imkoniyatlari darajasi qondiriladi,
-bilimlarni mustaqil egallash malkalari shakllanadi, u umr bo'yi o'z bilimini uning o'zigina boyitishga ishonch paydo bo'ladi,
- erkin fikrlash malakasi shkllanadi,
-shaxs jamiyatda o'zining o'rnini tezroq topib olishiga muhit yaratadi,
-ta'lim oluvchining o'quv mehnatiga mas'uliyati, javobgarligi va burchi oshadi. Qo'shimcha sifatida rus pedagogi V.S.Zaychev "Pedagogik texnologiyaning afzalliklari shundaki:
-Maqsadlar va ta'lim-tarbiya jarayoning natijalarini analiz qilish;
-Ta'limda kalolatlangan natijaga erishish imkoniyatining mavjudliligi;
- Natijalarning takrorlanishi va qayta erishish imkoniyati;
- Yuqori darajaga yetkazilgan malaka va ko'nikmalarning shakllanishi;
-Qo'yilgan maqsadni erishishga sarflanfan kuch , vaqt va vositalarni tejalishi;
-To'g'ri qo'llangan hollarda bu bilimlarni ijodiy fikrlash uchun qollash mumkinligi
Deb ta'lim jarayonida pedagogik texnologiyalarning qo'llanishini olg'a suradi.

Xulosa qilib shuni aytish lozimki, zamonaviy taraqqiyot o'tgan asring boshlarida jamiyat hayotining barcha sohalarida texnologiyalarning qo llanilishiga zamin yaratdi. Mazkur holat bilan bog'liq ravishda ta'lim muassasalari, aniqrog'i, oliy o' quy yurtlarida "Pedagogik texnologiya" o'quv fanini o'qitishga bo'lgan ehtiyoj yuzaga keldi. Ta'lim texnologiyasi o' quv faoliyatini samarali, muvaffaqiyatli tashkil etishga, ulaming pedagog bilan o'zaro hamkorlikda o'quv materiallarini puxta o'zlashtirishi uchun zarur sharoitlami yaratishga xizmat qiladi.

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OILAVIY MUNOSABATLARDA DESTRUKTIV NIZOLARNING PSIXOLOGIK TASNIFI

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Annotatsiya. Yosh oilaning asosiy xususiyati uning shakllanishi jarayonidir. Nikohdagi nizolar nikohning moslashuviga olib keladigan kelishmovchilik turlaridan biri hisoblanadi. Oila ichidagi va tashqi nizolarning kelib chiqish sabablari har xil. Turmush o'rtoqlarning ehtiyojlarini qoniqtirmaslik tufayli nizolar paydo bo'ladi. Bundan xulosa qilish mumkinki, munosabatlarning dastlabki bosqichida yosh turmush qurgan juftliklar ba'zi qiyinchiliklarni boshdan kechirdilar.

Kalit so'zlar: Oila, yosh oila, nizo, muammoli vaziyatlar, nikoh nizosi, nikohdagi nizolar sabablari. pozitsiya, er-xotin, bolalar, ajralish, jamiyat, salbiy oqibatlar, kontrast, ota-ona, qiyinchilik.

Oila jamiyatning mustahkam poydevori bo'lib uning mustahkamligi, farovonligi, tinch-totuvligi jamiyat taraqqiyotining asosidir. Prezidentimiz Sh.Mirziyoyev ta'biri bilan aytganda: "Biz uchun muqaddas bo'lgan oila asoslarini yanada mustahkamlash, xonadonlarda tinchlik xotirjamlik. ahillik va o'zaro hurmat muhitini yaratish, ma'naviy - ma'rifiy ishlarni aniq mazmun bilan to'ldirishdan iborat bo'lmog'i zarur". O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyev tomonidan qabul qilingan "Harakatlar strategiyasi'dagi yosh oilalar uchun qulay sharoitlar yaratish maqsadida uy-joylar berish, tadbirkor orqali esa ularning bandligini ta`minlash kerakligini aytib o'tdilar. Shu qatorda mamlakatimizdagi olib borilayotgan islohotlar natijasida respublikamizning barcha viloyatlari, tumanlari va qishloqlarida aholining turmush tarzi, yashash sharoitlari, ijtimoiy ongi ham rivojlanib boryapti. Ayniqsa, so'nggi yillardagi islohotlar xalq bilan to'g'ridan to'g'ri muloqot davlatimizdagi barchaning muammolarini tez va oson hal etilishiga sabab bo'lmoqda. Jamiyatning ustuni bo'lgan oila esa hozirgi kunda ham, avvalari ham davlat uchun muhim bir bo'g'in bo'lib hisoblanib kelgan. Mamlakatimiz yoshlarini jamiyatda munosib o'rin egallashlari uchun barcha shartsharoitlari yaratib berilmoqda.

Yosh er-xotinlar muammolari uzoq vaqtdan beri ko'plab oilaviy hayot tadqiqotchilari uchun qiziqish uyg'otadi, chunki nazariy va empirik jihatlar tadqiqot uchun qiziqish uyg'otadi,

chunki oila jamiyatning asosiy institutlaridan biridir. Shu bilan birga, oila kichik guruh va, demak, jamiyatning eng barqaror qismi bo'lib qoladi. Oila insonning hayotini ta'minlash va nasl qoldirish, madaniy va tarixiy tajribani saqlash va etkazish uchun zarurdir. Shunga qaramay, eng ko'p ajralishlar 5 yildan kamroq vaqt davomida mavjud bo'lgan oilaga, ya'ni yosh oilaga to'g'ri keladi. Shu nuqtai nazardan qaraganda, bunday oila jamiyatda aholining eng himoyasiz qismi hisoblanadi.

Bugungi kunda oilalar ko'plab muammolarga duch kelishmoqda. Oilalarning daromad darajasi bo'yicha tabaqalanishi katta ahamiyatga ega bo'lib, yana bir muhim muammo - oilaviy an'analar va xulq-atvor normalarini yo'q qilishdir. Oiladagi munosabatlarning tabiati nafaqat turmush o'rtoqlar o'rtasidagi, balki ularning bolalar va keksa avlodlarga bo'lgan munosabatlari, shuningdek, ta'lim usuli va turidagi kelishmovchiliklardir. Ushbu o'zgarishlarning muhim qismi jamiyatning o'zida nikoh institutiga bo'lgan munosabatning o'zgarishi bo'lib, bu rasmiy nikoh o'rniga birgalikda yashashning tarqalishiga yordam beradi.

Yosh oilaning asosiy xususiyati uning shakllanishi jarayoni bo'lib, sheriklar bir-birlarini va o'z munosabatlarini yangicha idrok qila boshlaganlarida. Qoida tariqasida, yosh oilalarning moddiy ta'minoti etarli darajada emas, uning a'zolari o'rtasida aniq, o'rnatilgan munosabatlar mavjud. Ijtimoiy rollar hali o'rnatilmagan, shuningdek, oilaga yetarli darajada moslashish va ittifoqning jamiyatga nisbatan ijtimoiylashuvi yo'q.

Oilaviy nizolarning eng xarakterlilaridan biri bu er va xotin o‘rtasidagi nizolardir. Xo'sh, eng ezgu niyatlar bilan bir-birlarini sevib oila qurgan yoshlar nega oila qurishgandan keyin ularning o‘zaro munosabatlarida nizo-janjallar ro'y beradi? Ular nima uchun urushadilar? Umuman er-xotinlik hayotida nizolarsiz, urush-janjallarsiz ham yashasa bo'ladimi? Bu kabi savollarni yana ko'p davom ettirish mumkin.

V.G.Belinskiy shunday degan "Shunga qat'iy imonim komilki, er-xotin ittifoqi tevarak-atrofdagilarning aralashuvidan xoli bo'lmog'i kerak, binobarin, bu ikki kishidan boshqa hyech kimning ishi emas". Oila insonlarni birlashtirib turuvchi eng kichik ijtimoiy birlik bo'lib, uning tinchligi, ravnaqi va barqarorligi jamiyat tinchligi va barqarorligi hisoblanadi. Yana olim J.Santayana oilaga ta'rif bera turib, "Oila tabiatning shoh asarlaridan biridir", deydi. Oiladagi nizolar - bu juftlarni psixologga davolanishning eng keng tarqalgan sababi. Oiladagi nizolarni hal qilish usullari asosan jamiyatning muayyan hujayrasi doirasida qanday janjal yuzaga kelganiga bog'liq. Ota-ona munosabatlari va nikoh tushunchalari bolalarda bo'lgan oiladagi nizolar juda salbiy ta'sir ko'rsatadi. Ikki kishining fikrlari yoki istaklari bilan to'qnashganda, natijada ular umumiy yo'nalishni topishni istashganida, oiladagi nizolarni tabiiy jarayon deb biladi. Hatto janjallar janjal paytida janjallashishlariga qaramay, janjallar er-xotinning birligini anglatadi, deyish mumkin. Birinchidan, agar er-xotinlar janjallashayotgan bo'lsa, demak, ular bilan baham ko'radigan narsa bor. Odamlar har doim ham umumiy mulkni emas, balki erkinlikni, shaxsiy hududni, bolalarni va boshqalarni baham ko'rishadi. Boshqacha qilib aytganda, er-xotinlar janjal mavzusi ular uchun muhim bo'lgan taqdirdagina janjallashadilar. Bundan tashqari, qarama-qarshi tomon bilan janjallashishni istamagan odam mojaro yuzaga keladi. Bunday paradoks: odamlar o'zlariga zarar etkazmasdan, bir-birlarini xafa qilishni istamasliklari sababli janjal qilishadi. Ikkinchidan, mojaro shuni ko'rsatadiki, er-xotinlar hali ham o'sha yo'lda harakat qilishmoqda. Mojaro - bu ikki kishi borishga tayyor bo'lgan yo'lning yo'qligi. Aynan janjal paytida ular uni topishga harakat qilishdi. Bu shuni anglatadiki, odamlar birgalikda harakat qilishni istaydilar, shuning uchun ular hozirgacha eng yaxshi variant deb o'ylagan narsani bir-birlariga majbur qilish uchun juda ko'p harakat qilishadi.

Psixologlar oilaviy janjallarni normal holat deb bilishadi. Qarama-qarshiliklar tufayli er-xotinlar bir-birlarini yomon ko'rishni boshlaydilar, hatto undan ham ko'proq ajralishadi. Shuning uchun har doim paydo bo'ladigan oiladagi nizolarni qanday hal qilish masalasi juda muhim bo'lib qoladi. Odamlar janjallashishi tabiiy, ayniqsa bu odamlar turmush o'rtog'i va mehribon sherik bo'lsa. Sizning munosabatlaringizda hech qachon janjal bo'lmaydi deb umid qilish ahmoqlikdir, chunki dunyoda bir xil ikkita odam yo'q. Siz qanchalik yaqin va sevikli bo'lishingizdan qat'iy

nazar, har doim sizning fikringiz sherikingiz bilan mos kelmaydigan savollar mavjud. Odamlar odatda bahsli masalalarni qanday hal qilishadi? Ular qichqiradi, tanqid qiladi, qoralaydi, janjal qiladi, hatto idishlarni sindirib, yugurib keladi. Hech kimga sir emaski, muammolarni hal qilishning bunday usullari nafaqat sevuvchilarning munosabatlarida iz qoldiradi. Biroq, odamlar ba'zi bir tushunchalar bo'yicha kelisha olmasalar, hamma qichqiradi va qichqiradi. Ammo bitta haqiqatni yodda tutish kerak: qichqirganni eshitish mumkin emas! Shuning uchun janjal va qichqiriqdan so'ng, sheriklar bir-birlari bilan tinch ohangda muloqot qilishni boshlamaguncha, muammo hal qilinmaydi.

Oiladagi nizolarning turlari. Nizolarning eng keng tarqalgan tasnifi:

1.Konstruktiv to'qnashuvlar. Turli sabablarga ko'ra bunday to'qnashuvlar mavjud, ammo ularning yechimi ikkala uzumchiga qoniqish hissi tug'diradi, boshqacha qilib aytganda, bu o'zaro kelishmovchiliklarni hal qilish uchun kelishuvga aylangan. Bu yosh oilada yoki uzoq yillar tajribaga ega oilada nizo bo'ladimi, natijasi doimo gullab yashnaydi.

2.Distruktiv nizolar. Bunday to'qnashuvlar juda xavflidir, chunki ularning natijasi ikki tomonni qoniqtirmaydi va ko'p yillar davomida davom ettirishga, nikohlari bilan qoniqish hisini kamaytirishga, uzoq vaqt yoqimsiz depozit qoldirib ketishga majbur qiladi. Bunday to'qnashuvlarning tez-tez takrorlanishi ajralishga olib kelishi mumkin. Oilaviy mojaro yuzaga kelishining sabablari bor ko'p miqdorda, chunki nikoh nafaqat qo'shma uyni saqlash va farzand ko'rish, balki ularning istaklarini ro'yobga chiqarish, ehtiyojlarini qondirish va baxtli yashash istagini ham o'z ichiga oladi. Erkak va ayol turmush qurishni davom ettirish orqali hayotlarini yaxshilashni xohlaydigan odamlar bo'lib qolmoqdalar. Biroq, nizolar, turmush o'rtog'i qarama-qarshi yoki turli xil qarashlarga, istaklarga, manfaatlarga, ehtiyojlarga va boshqalarga qarshi to'qnashuv yuzaga kelganda paydo bo'ladi. Er-xotin o'rtasidagi janjallarning tez-tez sabablari quyidagilardir:

- Turmush o'rtoqlardan birining mastligi
- Oilaviy hayotni o'tkazish bo'yicha qarashlarning farqi.
- Zino.
- Turmush o'rtoqlarning xudbinligi.
- Haddan tashqari rashk.
- Sheriklarga nisbatan hurmatsizlik.
- Qondirilmagan ehtiyojlar.
- Turmush o'rtoqlardan birining bolalarni tarbiyalashda yoki hayotni boshqarishda ishtirok etmasligi.

Ma'lumki yuqoridagi sabablarning qaysi biridir ko'proq foizni qaysi biridir kamroq foizni tashkil etadi, lekin baribir o'z o'rnida oilaviy konfliktlarni vujudga keltirmoqda. Oila nizolarini hal qilish usullari.Oiladagi nizolarni hal etishning ko'pgina samarasiz usullari mavjud, ulardan foydalanish nafaqat sizning qimmatbaho vaqtni olib tashlashi mumkin, balki oiladagi mojaroni yanada kuchaytirishi mumkin. Oilangizdagi ziddiyatlarni bartaraf etish uchun oilaviy psixologlardan yordam so'rang va oilangizga qo'shnilar, tanishlar yoki ota-onalarning maslahatini tekshirmang. Oilada hech qanday qarama-qarshiliklar mavjud emas, chunki oila munosabatlarining o'ziga xos jihati shundaki, qarama-qarshi jinsdagi odamlar butunlay boshqacha hayotiy hikoyalar va turli xil tarbiya bilan uylanadi va ayni paytda ular bir-birlari bilan bir-birining tagida bo'lishlari kerak. Bu holatda bajarilishi mumkin bo'lgan barcha narsalar oiladagi nizolarning oldini olishdir. Oiladagi nizolarni hal qilish uchun siz tushunishga intilishingiz kerak. Agar ikkala turmush o'rtog'i bir-birlarini eshitishga harakat qilsalar, unda murosaga kelish mumkin. Bu erda g'alaba qozonishning hojati yo'q, chunki g'alaba yutqazishni taxmin qiladi. Ittifoq - bu qul va xo'jayin emas, ikki teng sherikning birlashmasi. Ikki turmush o'rtoq o'zaro munosabatlarda qulay bo'lishi kerak, natijada kimdirning xohish-istaklari amalga oshmagani sababli nikoh ittifoqi buzilmaydi

Xalqimizda bir gap bor: oshsiz uy bo'lishi mumkin, lekin nizosiz uy bo'lmaydi. Faqat, nizoning nizodan farqi bor. Bu haqda quyida batafsil to'xtalib o'tamiz. Haqiqatdan ham ilk bolalikdanoq ko'plab ertaklar eshitib, keyinchalik o'zlari ham ularni turli kitoblardan o'qib o'sgan yoshlar o'zlarining bo'lajak oilaviy hayotlarini adekvat tasavvur eta olishlari mushkul. Chunki ertaklarda ham, kinofilmlarda ham qahramonlar bir-birlariga yetishgunlariga qadar ne-ne mashaqqatlarni, zahmatlarni boshlaridan kechirib, bu yo'lda duch kelgan qora kuchlarni yengib. Bundan tashqari aksariyat niuvaffaqiyatli oilalarda tarbiya topgan yigit-qizlar o'z ota-onasi oilasini, ularning turmush tarzini, bir-birlarga nisbatan bo'lgan o'zaro munosabatlarini va qator shu kabilarni o'zlarining bo'lajak oilaviy havotlari uchun ideal deb olishadi va ular ham oila qurishganlaridan so'ng o'g'il bolalar xuddi o'z otasidek va qizlarimiz o'z onalaridek «ota», «ona», «er», «xotin» bo'lishni orzu qiladilar. Chunki ular o'z ota-onalari misolida, bir-birlariga nisbatan salbiy muno- sabatda boiuvchi, bir-birlari bilan nizolashib turuvchi er-xotin- larni ko'rmaganlar. Mabodo bunday vaziyatlar va nizolar yuzaga kelib qolgudek bo'lsa ham ularning ota-onalari bu holatni farzandlariga sezdirmaslikka harakat qiladilar. Bundan tashqari ommaviy axborot vositalari orqali namunaviy ahil, baxtli oilalar haqida berib boriladigan materiallarda ham aksariyat hollarda er-xotinlik munosabatlarini bir yoqlama, faqat yaxshi tomondan ko'rsatish an'analari mavjud. Bularning hammasi yoshlar- da oilaviy hayot haqida bir yoqlama ijobiy tasavvurlarning shakllanishiga asos bo'ladi.

Xulosa o'rnida aytishimiz mumkinki, bu kabi oiladagi nizolar oldini olish uchun oila ishonchli munosabatda bo'lishi kerak. Agar hamkorlardan biri biror narsani tugatsa yoki uni boshqa bir sirdan saqlaydi, bu o'z-o'zidan munosabatlarda keskin atmosferani keltirib chiqarishi mumkin va buning oqibatida yuzaga kelgan ziddiyatning hajmi siz yashirilgan haqiqatdan ham qo'rqinchli bo'lishi mumkin. Oilaviy nizolarni hal qilishda muammolardan qochmaslik, balki ularni hal qilish kerak. Muammoni hal qilish, g'alaba qozonish yoki himoya qilmaslik maqsadida konstruktiv va xotirjamlik bilan olib boring. Uchinchi tomonlarni nizoga jalb qilish maqsadga muvofiq emas, chunki ular mojaroning yanada kuchayishi uchun katalizatorga aylanishi mumkin. Ajrashish bu nizoni yechimi bo'lib qolmasligi kerak

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BOSHLANG'ICH SINF MATEMATIKA DARSLARIDA KVEST TEXNOLOGIYASIDAN FOYDALANISH – METODIKASI

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AnnotatsiyaUshbu maqolada boshlang'ich ta'lim matematika darslarida didaktik o'yinlardan foydalanishga asoslangan kvest texnologiyasidan foydalanish haqida so'z yuritiladi.

Kalit so'zlar.Kvest, kvest texnologiyasi, o'yin, didaktik o'yin, metod, o'qitish metodlari.

Аннотация.В данной статье говорится об использовании квестовой технологии, основанной на использовании дидактических игр на занятиях по математике в начальной школе.

Ключевые слова. Квест, квест-технология, игра, дидактическая игра, метод, методика обучения.

Annotation. This article talks about the use of quest technology based on the use of didactic games in primary education mathematics classes.

Keywords. Quest, quest technology, game, didactic game, method, teaching methodology.

Yangilanayotgan O'zbekistonning yoshlarini barkamol avlod qilib tarbiyalashda majburiy ta'limning birinchi bosqichi bo'lgan boshlang'ich ta'limning o'rni benihoya kattadir.

Ko'pgina boshlang'ich sinf o'qituvchilari ta'limga jadal su'ratlar bilan kirib kelayotgan o'qitishning yangi texnologiyalaridan foydalanib ta'lim-tarbiyada katta muvaffaqiyatlarga erishib kelmoqdalar. Shunday yangi texnologiyalardan biri kvest texnologiyasidir.

Kvest texnologiyasi bu-o'tgan asrning 90-yillarida AQSH da kompyuter o'yinlari davomida o'yinchilarning o'z raqibini yengish uchun olib borgan harakatlari davomida to'plangan ko'nikma va malakalari yig'indisidir.

Ta'limda ko'p maqsadli matematik muammolarning bir qiymatli yechishni topish-bu kvest texnologiyasiga asoslangan matematika darslaridir.Yoki ta'limda kvest texnologiyasi-bu ta'lim oluvchining biror ta'limiy va tarbiyaviy maqsadga qaratilgan didaktik o'yinlar yordamida matematik mantiqiy tafakkurlarini rivojlantirishga yo'naltirilgan yangi zamonaviy o'qitish texnologiyasidir.

Kvest texnologiyasining ta'limdagi sifati ta'limning asosiy beshta komponentasi (ta'limning:maqsadi,mazmuni,metodlari,formasi va vositalari) bilan uzviy bog'liqda olib borilishi bilan ta'limiy va tarbiyaviy qiymatga egadir. Buni ta'lim beruvchi hech qachon esdan chiqarmasligi kerak bo'ladi.

Kichik maktab yoshidagi o'quvchilarning yosh pedagogik-psixologik o'zlashtirish va matematik bilim darajasidan kelib chiqib ta'limda kvest texnologiyasidan foydalanganda ta'limiy va tarbiyaviy maqsadlar sonini va uning davomiyligini unchalik uzaytirmaslik kerak.

Boshlang'ich sinf matematika darslarida kvest texnologiyasidan ko'zlangan maqsadlar matematik mavzuga oid axborotlar yig'ish va uni tahlil qilish, asosiy va asosiy bo'lmagan mavzularni guruhlarga ajratish, tezkor qarorlar qabul qilish,guruhda yakka tartibda va jamoa bo'lib ishlash va boshqa matematik ko'nikmalarga ega bo'lishga erishishdan iborat bo'lishi lozim.

Matematik materialning mohiyatidan kelib chiqib kvest texnologiyasidan foydalanganda bir vaqtning o'zida ta'limiy va tarbiyaviy vazifalarni ham muvaffaqiyatli amalga oshirish mumkin. Bunda ta'limiy va tarbiyaviy materiallar o'zaro uzviy bog'langan bo'lib, ular bir-birini to'ldirishi va boyitishi bilan birga matemetik materiallarni o'zlashtirish davomida o'quvchilarda bo'lgan zo'riqishni bartaraf etishga yordam berishi ham zarur.

Ma'lumki, kichik maktab yoshidagi o'quvchilar maqtov va rag'batlantirishga o'ch bo'ladilar. Shuning uchun o'qituvchi darsning har bir bosqichida faol o'quvchilarni og'zaki va moddiy rag'batlantirilib turilsa, bu darsning jonli,jozibador va qiziqarli bo'lishini ta'minlaydi.

Boshlang'ich ta'lim matematika darslarida kvest texnologiyasidan foydalanganda asosan didaktik o'yinlardan foydalaniladi.

Didaktik o'yinlar-bu har bir fan materiallari mavzusining ta'limiy va tarbiyaviy maqsadlaridan kelib chiqib shu maqsadlarga buysundirilgan va bu maqsadlarni amalga oshirish uchun darsda qo'llaniladigan o'yinlardir. Bilimdon, pedagogik salohiyatli, kuchli ko'plab boshlang'ich sinf o'qituvchilari matematika darslarining sifatini oshirish maqsadida har bir darsda va boshqa matematika fani bilan bog'liq bo'lgan tadbirlarda maqsadli didaktik o'yinlardan foydalanishga harakat qiladilar. O'qituvchi har bir matematika darsining ta'limiy va tarbiyaviy maqsadidan kelib chiqib o'yinlarni adabiyotlardan axtaradilar yoki o'zlari o'ylab topadilar.

Didaktik o'yinlarni o'z oldiga qo'ygan maqsadlariga qarab bir necha guruhlarga ajratish mumkin.

Masalan:

a) O'tilgan matematik materialni mustahkamlashga qaratilgan o'yinlar;

b) Yangi matematik materialni o'rganishga qaratilgan o'yinlar;

c) O'quvchilarning matematik mantiqiy fikrlash qobiliyatini o'stirishga qaratilgan o'yinlar;

d) O'quchilarning matematik savodxonligini oshirishga qaratilgan o'yinlar;

e) Matematika darsi davomida o'quvchilarda hosil bo'lgan matematik zo'riqishni bartaraf etishga qaratilgan o'yinlar;

f) Fanlararo aloqadorlikda o'tiladigan darsda qo'llaniladigan o'yinlar va hokazo.

O'quvchilar matematika darslarida didaktik o'yinlardan foydalanganda "hamma bir o'quvchi uchun va bir o'quvchi hamma uchun" degan qoidaga amal qiladilar.Buning uchun esa har bir o'quvchining o'yindagi vazifasi aniq ko'rsatib berilishi o'yinning muvaffaqiyatli yakunlanishini ta'minlaydi. O'qituvchi har bir o'quvchi oldida turgan matematik muammoni jamoa bo'lib hal qilish ko'pchilik oldida turgan muammoni qilishda har bir o'quvchi, o'zining matematik bilim salohiyatidan kelib chiqib yordamlashish ko'nikmalariga ega bo'lishi kerakligini esdan chiqarmasligi darkor.

O'yinni muvaffaqiyatli boshqarish uchun esa o'qituvchidan kuchli pedagogik mahorat,salohiyat va artistlik qobiliyat talab etiladi.

Boshlang'ich sinf matematika darslarida matematik didaktik o'yinlardan ko'zlangan asosiy didaktik maqsadlar asosan matematik aqliy fikrlashga o'rgatish, matematik tushunchalarni tahlil qilishda va bunda asosiy va asosiy bo'lmaganlarini ajrata bilishi,matematik hisoblashlarni oson va tez bajarilishi,kattaliklarni o'lchay olish,geometrik figuralarning har birining o'ziga xos xossalarini ajrata olish, ta'rif va teoremalarning farqini anglay olish qisqa qilib aytganda, kichik maktab yoshidagi o'quvchilarning matematik savodxonligini oshirishdan iboratdir. Shuning bilan birga boshlang'ich sinf yosh pedagogik-psixologik o'zlashtirish qobiliyatlaridan kelib chiqib ularga tarbiya berish masalasini ham esdan chiqarmaslik kerak bo'ladi.

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MAKTABGACHA YOSHDAGI BOLALARDA GIMNASTIKA MASHG'ULOTLARINI TASHKIL ETISH USULLARI

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Annotatsiya. Ushbu maqolada o'sib kelayotgan yosh avlodlarga jismoniy tarbiya mashg'ulotlarida gimnastika mashg'ulotlarini tashkil etish usullari yoritilgan.

Kalit so'zlar: harakat, badiiygimnastika, jismoniy tarbiya, yurish,yugurish, sakrash, mashg'ulot, sog'lomlashtirish, harakatli o'yin, muvazanat saqlash.

Abstract. This article gives you a brief overview on how to organize gymnastics classes for the younger generation.

Keywords: rhythmic gymnastics, physical education, walking, running, jumping, training, fitness, movement game, balance.

Bugungi kunda respublikamizda sog'lom avlodni tarbiyalab yetishtirish va barcha fuqorolarning salomatligini ta;minlashda «Umid nihollari», «Barkamol avlod» va «Talaba» unversiadasi kabi tadbirlar amalga oshirilmoqda Qadimdan ma'lumki sayohat (sayr) nafaqat oliy darajada dam olish emas balki bo'sh vaqtdan unumli foydalanish, jamoa sog'lig'ini mustahkamlash shaxsni har tomonlama rivojlanishini ta'minlashdan iboratdir. Respublikamizda jismoniy tarbiya va sportga katta e'tibor qaratilmoqda.Shular qatorida gimnastikani rivojlanishiga ham keng imkoniyat yaratildi.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev maktabgacha ta'lim tashkilot tarmoqlarini kengaytirish maqsadida 2016-yil 29-dekabrda qabul qilingan PQ 2707- sonli, PQ 3031- sonli qaroriasosida yosh avlodni jismoniy jihatdan tarbiyalash, ta'lim berish, sportbilan shug'ullanishi uchun ko'plab gimnastika zallari qurilib ishga tushurildi va bu zallarda minglab o'zbek qizlari gimnastikaning nafis turi bilan shug'ullanishiga imkon yaratildi.O'zbekistonda gimnastika qadimdan turli xil mashqlar ko'rinishida rivojlanib kelgan.

Maktabgacha ta'lim tashkilotlarida tarbiyalanuvchilarni gimnastika bilan shug'ullanishlariga, ularning qiziqishlarini oshirish maqsadida yurtimiz bayrog'ini baland tutib turuvchi ko'plab gimnastikandlarimizdan: O.Chusovitina, Sabina Turobova, Aleksandra Serdyukova, Sabina Tashkenbayeva, Nurinisa Usmonova, Dildora Rahmatova va ko'plab yosh sportchi yoshlarimizni o'rnak qilib ko'rsatishimiz mumkin. Gimnastika mashg'ulotlarini tashkil etishdayosh bosqichlari, shug'ullanuvchilarning jismoniy tayyorgarligi inobatga olinishi lozim.

Gimnastika mashqlarini o'rgatish jaroyanida quydagi asosiy vazifalar hal etiladi: bolalarning umumiy harakatva jismoniy tayyorgarligi uchun ahamiyatli bo'lgan harakat ko'nikmalarini shakllantirish, kuch, tezkorlik, egiluvchanlik, epchillik, chidamlilik kabi sifatlari. Maktabgacha yoshdagi bolalarda gimnastika mashqlarini muntazam o'tkazilishi bola organizmining hayot faoliyatini yaxshilaydi, xushchaqchaqlik kayfiyatini uyg'otadi.

Maktabgacha tayyorlov yoshida bolalar bilan mashg'ulotlarni tashkil etishda pedagog uchun muhim bo'lgan holatlar bo'lib, bu guruh yosh bosqichlarida ko'nikmalarni shakllantirish bilan bog'liq.Maktabgacha ta'lim tashkilotlarida badiiy gimnastika mashqlari sakrash, muvazanat saqlash,buyumlarsiz, buyumlar bilan, yo'nalish va bo'shashtirish mashqlarini navbatlantirish, shu bilan birga tayanch organlari: qo'l, oyoq gavda, mushaklarni mustahkamlaydi.

Mashhur fransuz olimi J.Dimsning fikriga ko'ra: "Gimnsatika mashqlari statik emas balki dinamik bo'lishi, to'la amplitudada bajarilishi, shaklan nafis bo'lishi kerak". Olim J.Dims salomatlikni mustahkamlash, gavda tuzulishi va harakatlarning nafisligiga erishishni kishining chaqqaonligi va irodaviy hislatlarni rivojlantirish eng muhum vazifa deb bilgan.

Gimnastikachilarni jismoniy tayyorlash gimnastika mashg'ulotlarining eng muhum tarkibiy qismlaridan hisoblanib u organizmni har tomonlama rivojlantiradi.

Gimnastika mashg'ulotlarining ayrim xususiyatlari mavjud:

-Tanlangan gimnastika turi bo'yicha, sport gimnastikasi, badiiy gimnastika, eng yuqori natijaga erishishga qaratilgan;

-Mashg'ulotlarning qat'iy chegaralangan muddadi va muntazamligi;

-Ma'lum qonuniyatlarga muvofiq ko'p yillik rejalashtirish;

-Mashg'ulot yuklamalarining izchil ravishda oshirilib borilishi;

-Gimnastikachining yetarlicha mustaqilligi hamda mashg'ulot jaroyoniga ijodiy yondoshuv sharoitida murabbiy va o'qituvchining rahbarlik roli;

Maktabgacha yoshdagi bolalarni gimnastika mashg'ulotlarini o'tkazishda tarbiyachilar va ota-onalar o'rtasida sport bo'yicha targ'ibot va tashviqot ishlarnini olib borish ya'ni faxriy xalqaro musobaqa g'oliblari yetakchi sportchilar bilan suhbatlar tashkil etish kerak.

Gimnastika o'z navbatida, ertalabki gimnastika, badiiy gimnastika, sog'lomlashtiruvchi gimnastika kabi bir qator yo'nalishlarni qamrab oladi. Ertalabki gimnastika mashqlarini bajarish bolani qomatini to'g'ri rivojlanishi, nafas olishi,qon aylanishiga yordam beradi. Bolalarda diqqatini, maqsadga intiluvchanlikni tarbiyalaydi, aqliy faoliyatining oshishiga yordam beradi, emotsiya va quvonch tuyg'ularini uyg'otadi. Gimnastikava badiiy gimnastika maktabgacha yoshdagi bolalarni sog'lomlashtirish irodalilik,sabrlilik muvafaqqiyatli hal qilish uchun harakatli o'yin uslubiga ega bo'lib, bugungi kunda maktabgacha yoshdagi bolalarning uyg'un rivojlanishi uchun muhim sohalardan biri sanaladi.Gimnastika mashg'ulotlarini tashkil etish, o'rganish uslubulario'rgatishning harakat malakalari va maxsus bilimlarni egallashgga qaratilgan. O'rganish jarayonibolalarning jismoniy rivojlanishi bilan uzviy bog'liq bo'ladi. Mashg'ulotlarni tashkil etishdayo'riqchi bolalar bilan birgalikda ijodiy faoliyatda bo'lishi yetakchirol o'ynaydi.

Gimnastika mashg'ulotlarini tashkil etish 3 qismga bo'linadi:

1. Daslabki o'rgatish
2. Mukammalo'rgatish
3. Mustahkamlash va takomillashtirish.

Sog'lomlashtiruvchi gimnastika maktabgacha ta'lim tashkilotlarida yassioyoqlikni oldini olish, skolioz, tayanch harakat tizimini to'g'ri shakllanishida universal vosita hisoblanadi.Mashg`ulotni faqat kunning birinchi yarmida emas, balki ikkinchi yarmida ham o'tkazish maqsadga muvofiq. Shu bilan birga, kechki vaqtlarda ham oila bilanolib borilishi organizmning mehnat jarayonida asosiy yuklama tushadigan organlari va tizimlari faolligini oshirishga yordam beradi.

Sog'lomlashtiruvchi gimnastika majmualarida quyidagi jismoniy mashq guruhlari qo'llanadi: kerishish (cho'zilish), yon tomonga egilishlar, o'tirib turishlar, cho'zilishlar, sakrashlar, sport yurishi, yugurish, oldinga egilish, bo'shashish elementlari ishtirok etgansiltanish harakatlari, orqaga egilishlar, qo'l va yelka kamari mushaklarini bo'shashtirish, koordinatsiyaga, aniqlikka va diqqat- e'tiborga yo'naltirilgan mashqlar.

Gigienik gimnastikada mehnat jarayonida bajariladigan harakatlar xususiyatiga mos jismoniy mashqlardan foydalanish tavsiya etiladi. Shuning uchun mashqlarni tanlashda mehnat jarayoni harakatlarini yaxshi o'rganish va jismoniy tarbiya mashqlari majmuasiga shunday mashqlarni kiritish kerakki, ular organizmning aniq mehnat turi jarayonida yetakchi rol o'ynaydigan fiziologik funksiyalarini tezlashtirishga yordam bersin.

Xulosa qilib gimnastika mashqlari bilan shug'illanishda nafaqat maktabgacha ta'lim tashkilotlari tarbiyalanuvchilari, balki biz katta yoshli kishilar ham o'z faolligimizni oshirgan holda jismoniy mashqlarni muntazam bajarib turmog'imiz shart va zarurdir.

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BOSHLANG'ICH SINF O'QUVCHILARINING EKOLOGIK MADANIYATINI SHAKLLANTIRISH.

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Annotatsiya: Maqolada ekologik madaniyat bo'yicha va boshlang'ich sinflarda ekologik madaniaytni qanday shakllantirish mumkinligi, ekologik bilmlarning ahamiyati haqida fikrlar keltirilgan.

Kalit so'zlar: "Ekolopgik madaniyat", tabiatni asrash, ekskursiya, darsdan tashqari mashg'ulotlar.

Tabiatni muhofaza qilish mamlakatimizning har bir fuqarosining eng muhim vazifalaridan biridir. Shuning uchun ham zamonaviy inson shaxsini shakllantirish unga tabiatga ehtiyotkorlik bilan munosabatda bo'lishni o'z ichiga oladi. Bunga har bir insonda ekologik madaniyatni shakllantirish orqali erishish mumkin. "Ekologik madaniyat" tushunchasi o'zaro bog'liq elementlardan iborat: ekologik bilim, his-tuyg'ular, ekologik jihatdan oqlangan xatti-harakatlar, ekologik fikrlash va ong. Ekologik madaniyatning namoyon bo'lishining asosi insonning tabiatga ta'sirini, uning resurslaridan oqilona foydalanish va tabiiy muhitni yaxshilash usullarini tushunishga intiladigan faoliyatidir.

Atrof-muhit muammolari ta'lim orqali hal qilinishi ko'zda tutilgan bo'lib, bu yangi avlod davlat ta'lim standartlari (DTS) mazmunida aks ettirilgan. Ikkinchi avlod ta'lim standartlarini ishlab chiqishning asosiy maqsadi ta'limni rivojlantirishning strategik vazifasini - ta'lim sifatini oshirish va yangi ta'lim natijalariga erishish uchun sharoit yaratishdir. Ekologik madaniyat ta'limning eng muhim natijalaridan biri sifatida belgilangan. Har bir bitiruvchi ekologik kompetensiyaga ega bo'lishi kerak. O'qituvchilardan ekologik muammolarning globallashuvi sharoitida ekologik ta'limning o'ziga xos xususiyatlarini, uning zamonaviy konsepsiyasi, maqsadlari, umumta'lim tizimidagi o'rni, mazmunini tanlash va metodik ta'minlashga yondashishlari talab etiladi. Ekologik ta'lim tizimli faoliyat va madaniy-tarixiy yondashuvlarga asoslanadi va umumiy ta'lim faoliyatini rivojlantirish va shakllantirish dasturining asosiy qoidalarini, ma'naviy-axloqiy tarbiya, ijtimoiylashtirish, salomatlik va sog'lom turmush tarzi qadriyatlarini shakllantirish dasturlarini o'z ichiga oladi.

Ekologik madaniyat shaxsiy universal ta'lim harakatlarida namoyon bo'ladigan qadriyat va semantik munosabatlardan biridir:
- tabiatga nisbatan o'z harakatlarini qabul qilingan axloqiy tamoyillar bilan bog'lash qobiliyati, atrof-muhit mazmunining axloqiy me'yorlarini bilish;
-ijtimoiy rollarga yo'naltirilganlik (tabiatni himoya qiluvchi, saqlovchi yoki vayron qiluvchi roli);
- tabiatni "vatan", "yaxshi", "tinchlik" kabi asosiy qadriyatlardan biri sifatida qabul qilish va tan olish qobiliyati.

Asosiy qism: Ta'limning boshlang'ich bosqichida ekologik ta'limning muvaffaqiyati ko'p jihatdan tabiiy muhitdan ta'lim maqsadlarida foydalanish imkoniyatlari bilan belgilanadi. Bilimlarni to'plash va umumlashtirishda kuzatishlar, maxsus tashkil etilgan ekskursiyalar, ular ishtirokchilarining o'rmonchilar, keksalar kasbi, ekologiya bilan bog'liq bo'lgan odamlar bilan muloqotining o'rni katta. O‘quvchilar bilimlarini kengaytirib, mahalliy boyliklarni muhofaza qilish, ulardan oqilona foydalanish zarurligi to‘g‘risida xulosa chiqaradilar. Kichik maktab o'quvchilari uchun ekologik ta'limni amalga oshirishning asosiy usullarini aniqlandi:

- atrof-muhit haqidagi ma'lumotlarni turli fanlar (rus tili, matematika, adabiy o'qish, atrof-muhit va boshqalar) mazmuniga kiritish;
- ekologik adabiyotlar to'plami;
- ekologiya bo'yicha sinfdan tashqari ishlarni olib borish (suhbatlar, ekologik bayramlar, ekologik gazetalar, axborotnomalar, ona yurt tabiatini muhofaza qilish bo'yicha murojaatlar).

O'simliklar va hayvonlar bilan tanishish jarayonida kichik maktab o'quvchilarini ekologik tarbiyalashning quyidagi vositalari va usullaridan foydalanish maqsadga muvofiq: tabiatning bir burchagida o'simliklar va hayvonlarni har kuni kuzatish, bolaning shaxsiy tajribasiga doimiy murojaat qilish, o'yin texnikasidan foydalanish; ob'ektlarni takroriy kuzatish, suhbat davomida taqqoslash usullaridan foydalanish, mavzu bo'yicha maqol va maqollar, topishmoqlardan foydalanish, o'qituvchi rahbarligidagi eksperimental tadbirlar (1-sinf), ekologik tushunchalarni shakllantirish, qidiruv vaziyatlardan foydalanish. solishtirish, farqlarni va sodir bo'layotgan o'zgarishlarni ta'kidlash istagini rivojlantirish.

Shuningdek, kichik maktab o'quvchilariga o'z ona yurtidagi o'simliklar va hayvonlar haqida ma'lumot to'plash (ularni tabiatda kuzatish), mavsumiy o'zgarishlarni tahlil qilish tavsiya etiladi. Tplangan materialdan devor gazetalarini, tabiat burchaklarini loyihalashda, atrofimizdagi dunyo haqida turli mavzularda ajoyib albomlar yaratishda foydalanishimiz (2-sinf).

Darslar davomida o‘quvchilarni jamiyat va tabiat o‘rtasidagi munosabatlarga oid maxsus adabiyotlarni o‘qish bilan tanishtirishni o‘z ichiga olgan individual ishlarga katta e’tibor berish kerak. Bu o‘quvchilarga o‘qigan kitoblari yuzasidan hisobotlar, xabarlar, sharhlar tayyorlashda yordam beradi va tabiatni chuqur o‘rganishga, uni muhofaza qilish bo‘yicha faol amaliy ishlarga rag‘batdir (3-4-sinflar).

Ekologik ta'lim ekologik bilim, ko'nikma va ko'nikmalarni o'zlashtirishning maqsadli, tashkil etilgan, tizimli va tizimli ravishda amalga oshiriladigan jarayoni bo'lganligi sababli, faoliyat yondashuvining asosini maktabda tadqiqot va loyihalashni tashkil etish, simulyatsiya o'yinlari tashkil etishi mumkin.

Loyiha faoliyati mustaqil tadqiqot ko'nikmalarini rivojlantirish, ijodiy qobiliyat va mantiqiy fikrlashni rivojlantirishga ko'maklashish, o'quv jarayonida olingan bilimlarni birlashtirish va ularni muayyan hayotiy muammolar bilan tanishtirishga qaratilgan usullardan biridir. O‘quvchilarning mustaqil faoliyatini, zukkoligini, zukkoligini rag‘batlantiradigan, ularni qo‘llab-quvvatlash, rag‘batlantirish, maqsadlarga erishish yo‘lida yo‘naltirish, axborot resurslaridan foydalanishni tashkil etish, loyihaning amalga oshirilishini aniq tahlil qilish orqali ularning motivatsiyasini oshiradigan o‘qituvchidir.

Maktab o'quvchilari 1-sinfdan boshlab asta-sekin dizayn va tadqiqot faoliyatiga qo'shilishi kerak, bu erda biz ko'plab jamoaviy loyihalarni amalga oshirishimiz mumkin: "Hayvonlarning ABC", "Dengizning ABC", "Gullar alifbosi" (alifboni o'rgangandan so'ng). 2-sinfda bizda allaqachon mustaqil ekologik loyihalar mavjud: "Tovuq tuxumi bardoshlimi?", "Nima uchun gullar hidlaydi?", "Nega dengizda sho'r suv bor?", "Mushuk ob-havoni bashorat qila oladimi?", "Qushlar qanday qishlaydi?" va hokazo. O'qituvchi barcha bosqichlarda yordamchi sifatida ishlaydi, o'quvchining faoliyatini ta'minlaydi: rag'batlantiradi, maslahat beradi, yordam beradi, kuzatadi. O'qituvchi uchun asosiy narsa - bolalarni o'ziga jalb qilish va "yuqtirish", ularga o'z faoliyatining ahamiyatini ko'rsatish va ularning qobiliyatlariga ishonchni uyg'otish, ota-onalarni farzandining maktab ishlarida ishtirok etishga jalb qilishdir. Bu ish ko'plab ota-onalar uchun

qiziqarli va hayajonli faoliyatga aylanadi. Bolalar bilan birgalikda ular suratga olishadi, o'simliklarning o'sishini, ob-havo hodisalarini kuzatish uchun oddiy tadqiqotlar olib boradilar, loyihalarni nazariy asoslash uchun ma'lumotlarni tanlashga yordam beradilar va bolaga o'z ishini himoya qilish uchun tayyorlashga yordam beradi.

3-4-sinflarda o'quvchilar "Tabiatni asrang", "Odamlar va axlat" kabi juda murakkab loyihalarni katta qiziqish bilan bajaradilar. "Kim yutadi?", "Tirik konditsionerlar", "Qayta ishlangan materiallardan qog'oz yasash", "Ikkinchi hayot", "Yangi narsalarni yaratish uchun qayta ishlanadigan materiallardan foydalanish" va hokazo. "Yashil Rojdestvo daraxti – jonli igna" ("O'rmonlarimizning go'zal archasini asraymiz" plakatini tayyorlash), "Batarekani sovg'a qiling – tejang" sotsiologik so'rovlar, ekologik aksiyalarda qatnashing. "Sayyora", "Yaxshi ishlar orqali siz yosh ekolog bo'lishingiz mumkin", Yer kuniga bag'ishlangan "Yer bizning uyimiz" va h.k.

Tadqiqot faoliyati tanlangan ob'ekt yoki muammoni o'rganish bo'yicha mustaqil ishlarni rivojlantirishga yordam beradi. Kichik maktab o'quvchilarining o'quv va ilmiy-tadqiqot faoliyatini tashkil etishda uslubiy talablarga rioya qilish kerak. Qo'yilgan muammo va aniqlangan mavzu bolaga tegishli bo'lishi kerak.

"Men ekologman" simulyatsiya o'yini, unda o'quvchilar ekolog sifatida faoliyat yuritadi, o'z hayotiy tajribalari, mavzu va meta-mavzu ko'nikmalaridan foydalangan holda ekologik muammolarni hal qiladi, o'quvchilarning atrof-muhitga yo'naltirilganligini oshirish imkonini beradi.

Xulosa:O`quvchilarning tabiatdagi xulq-atvor qoidalari haqidagi bilimlarini rivojlantirishda ijodiy topshiriqlar usuli keng qo`llanish maqsadga muvofiq. Bolalar o'zlarining ijodiy qobiliyatlarini hisobga olgan holda guruhlarda quyidagicha topshiriqlarni oladilar:

- rasmlar asosida hikoyalar tuzish;
- "Mening sevimli gulim", "Tabiatdagi eng yaxshi do'stga maktub" insho yozish;
- tabiatni muhofaza qilish, tabiatda o'zini tutish qoidalari haqida plakat chizish;
- ekologik kitob yaratish;
- "Men ekologman" rolli o'yini;
- eslatmalarni o'ylab toping - "Tabiatda o'zini qanday tutish kerak", "Dorivor o'tlarni qanday yig'ish kerak", "Hududimizdagi noyob va yo'qolib ketish xavfi ostida turgan o'simliklar va hayvonlar", "Suv - tabiatning bebaho ne'mati";
- kunning dolzarb ekologik mavzulari bo'yicha varaqalar tayyorlang: "Daryo xavf ostida!", "Odamlarga toza havo kerak!" va hokazo.;
- ekologik ertaklarni o'ylab topish;
- ertaklar uchun ekologik liboslar yaratish.

Bunday ish juda yaxshi natijalar beradi. Gap esa o'quvchilarning har tomonlama intellektual rivojlanishiga, ularning axloqiy o'sishiga, o'zini-o'zi tasdiqlashiga xizmat qilishida emas, balki, eng muhimi, ekologik dunyoqarashni shakllantirishga xizmat qiladi. Shu bilan birga, ular nafaqat tabiatga hurmat va g'amxo'rlik qilishni boshlaydilar, balki boshqalarning unga zarar etkazishiga yo'l qo'ymaydilar. Biz bolalarni hayotga jalb qilishimiz kerakki, ular uchun tabiatga munosabat bilan bog'liq bo'lgan talablarga rioya qilish boshqalar tomonidan mumkin bo'lgan qoralash va jazodan qo'rqishni anglatmaydi, balki ichki ehtiyoj, axloqiy tamoyillar, dunyoqarashdir. Maktab o'quvchilarini butun umri davomida ekologik muammolardan xabardor bo'lishga, atrof-muhitga, uning resurslariga mas'uliyat bilan munosabatda bo'lishga o'rgatish juda muhimdir.

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JISMONIY TARBIYA O'QITUVCHILARINING KASBIY KOMPETENTLIGINI RIVOJLANTIRISHDA IJTIMOIY-PEDAGOGIK OMILLARI

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Annotatsiya: Jismoniy tarbiya o'qituvchilarining pedagogik faoliyatni to'g'ri tashkil etish, ilmiy faoliyati davomida alohida e'tibor qaratishi lozim bo'lgan jihatlari va qay tarzda yondashishi zarurligi innovatsion va texnologik faoliyatni tashkil qilish xususida so'z yuritilgan. O'qituvchining malakasi va kasbiy mahoratini oshirish ta'lim sifatini oshirishning muhim shartlaridan biri ekanligi yoritib berilgan. Mavjud ta'lim tizimi doirasida o'qituvchilarning kasbiy mahoratini rivojlantirish o'zgarishlar orqali kerakli natijalarga erishish mumkinligi isbotlab ko'rsatilgan.

Kalit so'zlar: Kompetentlik, pedagogik omilllar, jismoniy tarbiya.

Mustaqil O'zbekistonning istiqboli, Mamlakatimizning kelajagi, ta'lim sohasida olib borilayotgan islohotlaming muvaffaqiyati ko'p jihatdan tarbiyachi-o'qituvchiga, uning saviyasiga, tayyorgarligiga, fidoyiligiga, yosh avlodga ta'lim berish va barkamol inson darajasida tarbiyalab, voyaga yetkazishga nisbatan shijoatiga bog'liq.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning "Yana bir muammoni hal etish o'ta muhim hisoblanadi:bu pedagog va professor-o'qituvchilar tarkibining professional darajasi,ulaming maxsus bilimlaridir. Bu borada ta'lim olish, ma'naviy-ma'rifiy kamolot masalalari va haqiqiy qadriyatlarini shakllantirish jarayonlariga faol ko'mak beradigan muhitni yaratish zarur",- degan fikrlari katta ahamiyat kasb etadi.

Buyuk nemis pedagogi Adolf Disterverg tarbiyachining doimiy ravishda fanlami mutolaa qilish bilan shug'u1lanishi haqida gapirib, shunday degan edi: "Pedagog muntazam ravishda fan bilan shug'ullanmog'i lozim. Aks holda u qurigan daraxt va toshga o'xshab qoladi. Qurigan daraxt va tosh meva bera olmaganidek, kelajakda bunday pedagogdan hech qanday natija kutib bo'lmaydi" Kompetentlik" tushunchasi ta'1im sohasiga psixologik izlanishlar natijasida kirib kelgan.

Shu sababli kompetentlik "noan'anaviy vaziyatlar, kutilmagan hollarda mutaxassisning o'zini qanday tutishi, muloqotga kirishishi, raqiblar bilan o'zaro munosabatlarda yangi yo'l tutishi, noaniq vazifalarni bajarishda, ziddiyatlarga to'la ma'1umot1ardan foydalanishda, izchil rivojlanib boruvchi va murakkab jarayonlarda harakatlanish rejasiga egalik" ni anglatadi.

Jismoniy tarbiya o'qituvchisining kasbiy kompetentligi shakllanganligi o'quvchilarni jismoniy jihatdan tarbiyalash soxasidagi innovatsion metodika va texnologiyalarni qo'llay olish malakasi bilan belgilanadi. Kasbiy kompetentliksiz pedagogning kasbiy o'sishi, o'quvchilar salomatlik darajasining mustaxkamlanishi, ta'lim oluvchilarda jismoniy tarbiya mashg'ulotlariga motivatsiyani rivojlantirish mumkin emasligi amalda o'z isbotini topgan. Jismoniy tarbiya o'qituvchisining pedagogik jarayondagi innovatsion metodika va texnologiyalarni o'zlashtirganlik hamda uning kasbiy faoliyatda qo'llash malakasiga egaligi masalasini o'rganish natijalari bu ikki komponent bir-biri bilan bog'liq, bir-birini taqazo qiladigan va yaxlit xodisalar ekanligini ko'rsatadi. Ushbu jarayonga kompleks yondashuv bo'lajak jismoniy tarbiya o'qituvchisining kasbiy kompetentligi darajasini rivojlantirish va takomillashtirish imkonini beradi. Zamonaviy jamiyat talablari "Jismoniy tarbiya" fanini o'qitishda zamonaviy innovatsion metodikalar va texnologiyalarni joriy qilish, mashg'ulotlarni sifatli o'tkazish, o'qituvchi bolalarda jismoniy tarbiyaga nisbatan xavas uyg'otish imkoniyatini qaror toptiradi. Bunday tizimni amaliyotida qo'llagan o'qituvchi ushbu jarayonda ta'lim oluvchilarning motivatsiyasini oshiradi, jismoniy rivojlanish, jismoniy tayyorgarlik hamda salomatlik darajasini oshirishdek strategic vazifani bajaradi. O'zbekiston Respublikasi Prezidenti SH.M.Mirziyoyevning "O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konseptsiyasini tasdiqlash to'g'risida"gi [1] farmonida jismoniy tarbiya va sport soxasida yagona davlat siyosatini yuritish, aholining turmush tarzini ta'minlash va jismoniy faolligini oshirishning samarali tizimini yaratish vazifalari belgilangan. Mazkur farmonda o'quvchilarning ma'naviy-axloqiy tarbiyasini ta'minlash, bolalarni jismoniy rivojlangan va sog'lom bo'lib voyaga yetishi, shuningdek, yoshlarni sport va jismoniy tarbiyaga jalb qilishga alohida e'tibor qaratilgan. Bu borada soha bo'lajak pedagog hodimlarni har tomonlama bilimli, kasbiy kompetensiyali qilib tayyorlash asosiy masala bo'lib qoladi.

N.L.Gololobova "Bo'lajak pedagog kadrlarning kasbiy kompetensiyalari quyigadi funksiyalarni bajarishi kerak" degan fikrni ilgari surgan:[4]

- rivojlantiruvchi: asosiy kasbiy kompetensiyalarni shakllantirish;

-adaptiv (moslashuvchan): bo'lajak pedagogikning kasbiy faoliyatdagi o'zgaruvchan sharoitlarga moslashishga tayyorlash;

-yo'naltiruvchi: kurs va kurslararo davrda mustaqil ta'limga yo'naltiruvchi;

-innovatsion: nazariy asoslarning yangilanishi va malakalarni takomillashtirish;

-kompensatorlik (o'rnini to'ldiruvchi): ta'limda o'zgarishlar yuzaga kelishi sababli kasbiy kompetentlikdagi kamchiliklarni to'ldirish.

Muhokama: Ma'lumki, mutaxassisning faoliyati va shaxsiyatining kasbiy mahorati muntazam ravishda malaka oshirish, ijodiy faollikni namoyon etish, ijtimoiy ishlab chiqarish va madaniyatning o'sib borayotgan talablariga unumli javob berish, o'z ishi va o'z shaxsiyati natijalarini yaxshilashga bo'lgan ehtiyoj va istakda namoyon bo'ladi.

Bunday holda, biz nafaqat kasbiy faoliyat sub'ektining kasbiy kompetensiyasi, balki umuman uning shaxsdan kompetensiyasi haqida ham gaplashishimiz mumkin, bu umuman olganda "insondan shaxsga" kasblar tizimi va, xususan, o'qitish uchun muhimdir.

Natija: Maktabda yangi ta'lim standartlarining joriy etilishi endigina pedagogik faoliyatini boshlagan o'qituvchilarning kasbiy moslashishiga qo'shimcha qiyinchiliklar tug'diradi. Bu holatdan chiqish yo'li, "maktab-laboratoriya" doirasida yosh o'qituvchilarning kasbiy moslashuvini pedagogik-psixologik jihatdan qo'llab quvvatlaydi.

Jismoniy madaniyat ta'lim yo'nalishi bitiruvchilarini qo'llab-quvvatlash va ularga bitirgandan so'ng 3-5 yil davomida metodik yordam ko'rsatishdan iborat bo'ladi.

Xulosa qilib shuni ta'kidlashimiz lozimki, Bo'lajak jismoniy tarbiya o'qituvchisining kasbiy kompetentsiyasini fundamental ilmiy ta'lim va o'qitishga hissiy-qiymat munosabati asosida ish talablari bilan belgilanadigan kasbiy faoliyatini samarali amalga oshirish qobilyati deb tariflash mumkin. Bu kasbiy ahamiyatga ega bo'lgan munosabat va shaxsiy fazilatlarni, nazariy bilimlarni o'z ichiga oladi.

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NAQSHBANDIYLIKDA INSON MUAMMOSI

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Annotatsiya: Ushbu maqola eng avvalo, ajdodlarimizning ma'naviy merosiga yangicha, teranroq qarash zarurati sababli yozildi**.** Inson muammosi, uning mavqei va kasbi ko'p qirrali bo'lib, inson falsafasining deyarli barcha asosiy muammolarini unga bog'lash mumkin. Bu muammo doimo faylasuflar va diniy mutafakkirlarning diqqat markazida bo'lib kelgan. Shaxs qiyofasi tasavvuf diniy-falsafiy ta'limotidan, ayniqsa naqshbandiylik vakillarining qarashlaridan o'tadi.

Kalit so'zlar: inson, so'fiylik, tariqat, zikr, naqshbandiya

Naqshbandiylik islom shariatining asosiy tamoyillariga asoslanib, insonga bebaho ne'mat – aql-idrok, o'z-o'zini takomillashtirish qobiliyatiga ega bo'lgan muqaddas mavjudotlardan biri, deb hisoblaydi; Naqshbandizm ta'limotiga ko'ra, koinotning maqsadi insondir. Umuman so'fiylik, xususan naqshbandizm ta'limotiga muvofiq insonni yaratishdan maqsad ham insonning o'zini o'zi bilishdir. Bu harakatning yana bir xususiyati shundaki, uning asoschisi Bahouddin Naqshbanddan boshlab, Xoja Abdulxoliq G'ijduvoniy, Orifi Revg'ariy, Xoja Mahmud Anjir kabi ustoz va shayxlar bilan davom etgan izdoshlaridir. Xoja Ali Romitoniy, Xoja Boboi Samosiy, Amir Kulol, Xoja Muhammad Porso, Mavlono Yoqub Charxiy, Xoja Ahror xalqni halol mehnatga chorlaganlar. Ba'zi so'fiylik oqimlarida inson kuchsiz, harakatsiz, taqdir va taqdirga bo'ysunuvchi mavjudot bo'lib ko'rinishi inkor etib bo'lmas haqiqatdir.

Naqshbandiylikda o'z tarafdorlari jamiyatidan ajralib qolishni insonning o'z-o'zini kamol toptirish va o'z-o'zini bilish sharoitlariga to'g'ri kelmaydigan, asossiz yolg'izlik va zohidlikdan qochish, xalq va jamiyatga yaqin bo'lishga chaqiradi, ya'ni. zohirda xalq bilan, botinda esa Xudo bilan bo'lish. Naqshbandiya ta'limotida umuminsoniy axloqiy qadriyatlarni aniqlash muhim va zarur ko'rinadi. Ma'naviy barkamollikka, umuminsoniy qadriyatlarga yo'naltirilmasdan turib, adolatli, demokratik jamiyat barpo etib bo'lmaydi. Naqshbandiylik ta'limotida ma'naviy barkamollik – shaxsni axloqiy kamolotga yetkazish maqsadidir.

Naqshbandiylikda inson odob-axloqining asosiy mezonlari musulmon shariati qonun va qoidalari hamda komil inson timsoli bo'lgan Muhammad payg'ambarning hikmatlari sanaladi. Zamonaviy tojik jamiyati milliy mustaqillikka erishgach, ma'naviyatni tiklashga e'tibor

qaratmoqda. umuminsoniy va milliy qadriyatlarni tasdiqlash, ularni uyg'unlashtirish insonning ma'naviy poklanishi va axloqiy tarbiyasiga xizmat qiladi.

Naqshbandiylikda inson muammosini o'rganishning dolzarbligining yana bir jihati shundaki, sayohatchining haqiqat va komillikka erishishi uchun unga "qalbning poklanishi" va "xulq-atvorning o'zgarishi", ya'ni. insonga jirkanch bo'lgan salbiy sifatlardan uzoqlashish va ijobiy, go'zal umuminsoniy axloqiy me'yorlarni rivojlantirish muxim ahamiyatga ega. Bu yerda inson odob-axloqi, uning tamoyil va tushunchalari haqidagi g'oyalar bilan bir qatorda, insonning kamol topishi mumkinligiga ishonch, naqshbandiylarning adolat, ezgulik va yomonlik, mardlik, mardlik, huquq, muhabbat haqidagi g'oyalariga asoslangan o'ziga xos axloqiy tushuncha tahlil qilinadi. , mehr, maslahat, minnatdorchilik va boshqalar. Ana shu o'ziga xos insoniy fazilatlar musulmon Sharqida yangi axloq targ'ibotiga asos bo'ldi.

Shuni alohida ta'kidlash kerakki, maqolada inson tabiati muammolari, o'zini o'zi bilish, axloqiy kategoriyalar va "odob" (xulq-atvor) va "axloq" (axloq tamoyillari), o'zini o'zi anglash yo'lining xususiyatlarini aniqlash kabi muammolar ko'rib chiqiladi. - takomillashtirish, "fano" (halokat) va "bako" (abadiylik) muammolari. O'rganish darajasi: Naqshbandiylik o'z nomini asoschisi Bahouddin Nakshband (1318-1389) nomidan olgan so'fiy birodarliklaridan biri sifatida tarix va falsafa fanlari mutaxassislari tomonidan kam o'rganilgan. Naqshbandiylik oqimining XV asrdan keyin arablar bosib olmagan hududda islom dinining rivojlanishi va shakllanishiga ta'sirining ahamiyati, shuningdek, Naqshbandiylikning Yevroosiyoning yangi va yangi tarixiga yaqqol ta'siriga qaramay va bu harakatni falsafiy tahlil qilish bizga yetarli emasdek tuyuladi. Afsuski, tasavvuf merosi va mafkurasiga, xususan, naqshbandizmga haligacha hal etilmagan xolis munosabatni ham shu bilan izohlaydi. Shu bilan birga, naqshbandizmning asosiy umuminsoniy axloqiy-madaniy qadriyatlar rivojiga qo'shgan hissasini aniqlash nuqtai nazaridan o'rganish nafaqat ushbu oqimga tarixiy baho berishda to'g'ri urg'u berishga, balki uning zamonaviy ijtimoiy-siyosiy va madaniy hodisalarga ta'sirining mohiyatini ochib berishga ham yordam beradi. Naqshbandiylik olti asr davomida tarqalgan hududlarda aholining turli qatlamlari orasida nihoyatda mashhur bo'lgan. Bu oqimning taniqli namoyandalari Xoja Muhammad Norso, Mavlono Yoqub Charxiy, Xoja Ahror Valiy, Faxriddin Ali Safiy, Abdurahmon Jomiy va boshqalarning yuksak insoniy fazilatlarni rivojlantirish, umuminsoniy qadriyatlarni keng targ'ib etishdagi xizmatlari beqiyosligi tan olingan. Bu, ayniqsa, inson muammosi, uning jamiyatdagi o'rni, hayoti va ushbu ta'limotda muhokama qilingan muammolarga tegishli. Shuni ta'kidlash kerakki, naqshbandizmdagi shaxs ijtimoiy faol shaxs bo'lib, ma'naviy kamolot va yuksak ijtimoiy va mehnat faolligi g'oyasini aks ettiradi.

Lekin ta'kidlanganidek, naqshbandiylar merosidagi "inson" tushunchasini tarixiy, falsafiy, ijtimoiy-siyosiy va axloqiy fanlar nuqtai nazaridan har tomonlama va chuqur o'rganish yetarli darajada olib borilmagan. Inson va uning hayot va jamiyatdagi o'rni haqida naqshbandiya ta'limoti nuqtai nazaridan asarlarda uchraydi. Biroq bu tadqiqotchilar naqshbandizmning insonning mohiyati va tabiati, uning dunyodagi maqsadi va o'zini-o'zi takomillashtirish yo'llari haqidagi g'oyalarini ko'rib chiqmaydilar, faqat vakillar ta'limotlarida ushbu mavzuning mavjudligini alohida ko'rsatish bilan cheklanadilar. Aytish joizki, naqshbandiylikning nazariy merosi yetarlicha o'rganilmagan.

Belgilangan asosiy maqsad: - naqshbandiylikda inson muammosini anglash, mafkuraviy manbalarni aniqlash va belgilash; - naqshbandiylik ta'limotining inson haqidagi asosiy tarkibiy elementlarini tahlil qilish; - Naqshbandiya ta'limotining o'zlikni bilish va inson kamoloti haqidagi ta'limotini tahlil qilish va baholash; - naqshbandiylikning inson haqidagi qarashlarining so'fiylik ta'limoti tizimidagi o'rnini aniqlashdan iborat. Bu oqim asosining mazmunini belgilab beruvchi naqshbandiylikning muhim tamoyillaridan biri zohidllikni inkor etishdir. Naqshbandiylik yetakchilari solih mehnatdan halol daromad olish evaziga o'zini va oilasini yashashini ta'minlash uchun har bir izdoshga qandaydir mutaxassislik yoki hunar tanlashni buyurgan.

Naqshbandiylik yetakchilari solih mehnatdan halol daromad olish evaziga o'zini va oilasini yashashini ta'minlash uchun har bir izdoshga qandaydir mutaxassislik yoki hunar tanlashni buyurgan. Demak, naqshbandizmning shakllanishi va rivojlanishini o'rganish uning har bir izdoshi, ayniqsa, ustozi ma'lum bir kasb yoki hunarga ega bo'lganligi, shuning uchun ularning nomida uning izi saqlanib qolganligini (Naqshband, Kulol va boshqalar) kuzatish imkonini beradi. .).Naqshbandiylik ta'limotida inson muammosini o'rganish shuni ko'rsatadiki, so'fiylikda inson muammosi, uning mohiyati va maqsadlari, azaliy axloqiy qadriyatlar, insonparvarlik va bilim muammolariga jiddiy e'tibor beriladi. Naqshbandiylikning poklanish va poklik, insonning ichki dunyosini filtrlash haqidagi ta'limoti insonlarni insonparvarlik ruhida tarbiyalaydi. Naqshbandiylikning Sharqda ham, G'arbda ham shuhrat qozonishining sababi ham shu. Xulosa qilib aytadigan bo'lsak, halol mehnat ta'limoti, qarshilik ko'rsatmaslik falsafasi, cheksiz qashshoqlik, boylikni rad etish Haq ilmi yo'lida yurgan sayyohning kamolotga erishish vositasi ekanligini ta'kidlash mumkin.

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OILADA OTA-ONA VA BOLALAR MUNOSABATLARINING IJTIMOIY-PSIXOLOGIK XUSUSIYATLARI

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Annotatsiya. Ma'lumki, jamiyatning muhim bo'g'ini bo'lgan oilalar qanchalik tinch va totuv bo'lsa, shundagina davlat tinch va barqaror ravnaq topishi mumkin. Shu jihatdan, oila qo'rg'onining mustahkamligi va unda ma'naviy jihatlarning shakllanishi hamda amalga oshirilishi muhim ahamiyatga ega. Binobarin oila deb atalmish muqaddas makonda farzandlar kamolga yetadi, ulg'ayadi. Ushbu maqolada ota-ona va bolalar munosabatlarining ijtimoiy-psixologik xususiyatlari haqidagi ma'lumotlar bayon etilgan.

Kalit so'zlar: Oila, ota-ona, farzand, oilada munosabat tiplari, ota-onaga munosabat.

Аннотация Известно, что чем более мирными и гармоничными являются семьи, являющиеся важным звеном общества, тем более мирным и стабильным может быть государство. В связи с этим важна крепость семейной крепости, формирование и реализация в ней духовных аспектов. Поэтому дети взрослеют и взрослеют в священном пространстве под названием семья. В данной статье описаны социально-психологические особенности детско-родительских отношений.

Ключевые слова: Семья, родители, ребенок, типы отношений в семье, отношение к родителям.

Abstract It is known that the more peaceful and harmonious families, which are an important part of society, the more peaceful and stable the state can be. In this regard, the strength of the family fortress and the formation and implementation of spiritual aspects in it are important. Therefore, children mature and grow up in the sacred space called family. This article describes the socio-psychological features of parent-child relationships.

Key words: Family, parents, child, types of relationships in the family, relationship to parents.

«Eng katta baxt, men buni ming marta qaytarishdan charchamayman, oilamiz tinch bo‘lsin! Oila kichik vatan, oila tinch bo‘lsa, baxtli bo‘lsa, vatan tinch bo‘ladi. O‘sha baxtli kunlarni, vatanimizning, yoshlarimizning kamolini hozir niyat qilayotganimiz kabi ko‘rish hammamizga nasib etsin!», - deya ta'kidlagan edi O‘zbekiston Prezidenti [1].

Inson oilada dunyoga keladi. Murg‘ak farzand ota-onadan nafaqat irsiy xususiyatlarni qabul qilib oladi, balki u xayotda odamzotga xos bo‘lgan barcha xatti-xarakat, ko‘nikma, malaka hamda odob-ahloq qoidalarini ham o‘z oilasida egallaydi, kamol toptiradi. Insonning ham jismoniy, ham ma'naviy-ruhiy kamoloti albatta oiladan boshlanadi. Oila jamiyatning bir bo‘lagi, u butun insoniyat va har bir xalq taraqqiyotining beshigidir.

Ma'lumki, nikohga va yaqin qarindoshlikka asoslangan axloqiy mas'uliyat, o‘zaro hurmat, tushunish va mehr-muhabbat umumiyligi bilan bog‘langan kichik ijtimoiy guruh oila deyiladi [2].

Sharqda oila va oilaviy munosabatlarga qadimdan jiddiy ahamiyat berilgan. Jumladan Abu Nasr Farobiy, Abu Rayxon Beruniy, Abu Ali Ibn Sino, Yusuf Xos Xojib, Kaykovus, Alisher Navoiy kabi allomalar bu masala yuzasidan o‘zlarining durdona fikrlarini tarixda qoldirib ketganlarki, ular hozirgacha o‘z ahamiyatini yo‘qotmagan.

Zardushtiylikning muqaddas kitobi "Avesto"da keltirilgan oila va shar'iy nikoh odoblari, ota-onalar va farzandlar munosabati, ularning burch va vazifalari, uylanish va kelin tanlash xususidagi g‘oyatda qimmatli fikrlar bugun ham o‘z ahamiyatini yo‘qotmagan [3].

Oila - arabcha "Oil" so‘zidan olingan bo‘lib, u "ayolmand", "niyozmand" degan ma'nolarni bildiradi. "O‘zbek tilining izohli lug‘ati"ning uchinchi kitobida bu so‘zning bosh ma'nosi, ya'ni "er-xotun, ularning bola-chaqalari va eng yaqin tug‘ishganlari yashovchi xonadon", "Bir maqsad bilan birlashgan kishilar" ma'nosini anglatadi.

Oila shaxsning bir qator eng muhim hayotiy ehtiyojlarini, ijtimoiy salohiyatini (potensialini) ro‘yobga chiqaradi:

– yolg‘izlikdan xalos bo‘lish;
– sevish va sevilish ehtiyoji;
– ma'naviy kamolot;
– yonida ishonchli hamrohga ega bo‘lish;
– kimgadir tayanish;
– qadrli ekanini his etish;
– qiyin paytda yordamga kelish;
– umumiy qadriyatlarga ega bo‘lish;
– yutuqlardan quvonish;
– murakkab vaziyatlarda yupatish;
– er-xotinlik funksiyasi;
– ota-ona bo‘lish mas'uliyati;

Oila va nikohning paydo bo‘lishiga sababchi omillardan biri, ayniqsa, bizning sharoitimizda, farzand tug‘ilishidir. Farzandsiz er-xotin aloqalarini, umuman oilaviy munosabatlarini tasavvur qilish mushkul. Ilmiy manbalar tarixan insoniyat ota-ona va farzandlar munosabatlari o‘ziga xos bosqichlar va rivojlanish qonuniyatlarini boshidan kechirganligidan guvohlik beradi. Bashar tarixi shundan dalolat beradiki, zamonlar osha ota-onaning bolaga nisbatan xususiy mulkday qarab, uning ustidan hukmronlik qilishi borgan sari farzand ehtiyojlari bilan hisoblashish, uning barcha istaklarini bajo keltirib, unga cheksiz g‘amxo‘rlik ko‘rsatishgacha bo‘lgan munosabatlarga aylangan. [4]

Tadqiqotlarda aniqlanishicha, bolaning o‘z oilasi to‘g‘risidagi tasavvurlari ko‘pincha ota-onaning tasavvurlari va asl holat bilan qisman mos keladi. Odatda ota-ona o‘z farzandi uchun qo‘lidan kelgan barcha choralarni ko‘rayotganday, buni bola anglashini va undan hamisha minnatdor bo‘lishi kerakligini kutadi, lekin bolalar bu xususda turlicha tasavvurga ega bo‘ladilar.

Mehribon ota-ona og‘ushida ayrim bolalar o‘zlarini baribir yolg‘iz, kemtik, kamsitilgan his etadi. G.T. Xomentauskas oilada ota-ona xulq-atvori va bolaning bu xatti-harakatlarni idrok qilishi va ota-onaga munosabatining 5 ta asosiy ko‘rinishlarini tahlil qilgan:

Ota-ona va bola munosabatlari **demokratik** tamoyillarda amalga oshadigan oilada bolada o‘zi va ota-onasi to‘g‘risida quyidagicha tasavvur shakllaandi: "Meni sevishadi va men kerakman, shuning uchun men ham ularni juda sevaman". Bunday bola psixologiyasi va xarakterida ustuvor fazilatlar sifatida adekvat o‘z-o‘zini baholash va insonlarga ishonch, har qanday yaxshi narsalardan, jumladan, ota-ona bilan yaqin, samimiy munosabatlar quvonish, o‘ziga ishonch, xatoliklardan cho‘chimaslik, ayb ish qilib qo‘yganda ham unchalik qayg‘urmaslik, zaruratga qarab iltimoslar qilish va bunda real ko‘mak olishga umidvorlik, ota-onaning hayotdagi o‘rni va ishonchlarini, umid va istaklari bilan hisoblashish kabilarni sanash mumkin.

Bolaga nisbatan haddan ziyod mehribonlik **(giperprotektsiya)**, e'tibor ko‘rsatilgan oilada bola "Meni sevishadi va men kerakman, ular meni deb yashashadi", degan tasavvur mavjud bo‘ladi. Bunday oilada bolalar o‘zining borligidan, tug‘ilganligidan mag‘rurlanib yashaydi va shuning uchun har qanday tilak va xohish amalga oshishiga ishonadi. Odatda bunday bolaning tug‘ilishini ota-ona uzoq vaqt kutgan bo‘ladi va buni ular hadeb bolaga eslataveradi, shuning uchun ham bola juda egoist bo‘lib ulg‘ayadi, ota-onasining nochorligi to‘g‘risidagi tasavvur o‘zining ko‘p narsalarga qodirligi bilan uyg‘unlashadi. Tantiq bolada o‘zi to‘g‘risida go‘yoki o‘ta iqtidorli ekanligi fikri ustuvor bo‘ladi, chunki ota-ona uning ayrim, ahamiyatsiz yutuqlarini ham osmonga ko‘taradi.

Yuqoridagi holatning aksi, ya'ni, bolaga nisbatan **e'tiborsizlik, mehrsizlik** bo‘lgan oilada bolaning tasavvuri quyidagicha bo`ladi: "Meni yoqtirishmaydi, lekin men o‘zim harakat qilib, ularga yaqinlashishim kerak". "Men yaxshi bola emasman", degan tasavvur odatda bolada qator jiddiy salbiy sifatlarning paydo bo‘lishiga olib keladi. Masalan, o‘ziga bo‘lgan bahoning pastligi, o‘zini aybdor deb hisoblashning yuqoriligi, ko‘p narsalardan hadiksirash, ayb ish qilib qo‘yishdan cho‘chish, kayfiyatning beqarorligi va shunga o‘xshash. Bunday oilada ma'naviy muhit yaxshi bo‘lmaganligi sababli bola salga yig‘laydigan, "qo‘rqqan oldin musht ko‘taradi", deganlariday, har bir yaxshi yoki yomon ishni qilib qo‘yib, o‘zini oqlashga intilish psixologiyasi paydo bo‘ladi. Aslida bola o‘zining kutilmagan ekanligini, ota-onalari uni vaziyat taqozosi, tasodif tufayli dunyoga keltirishganligini yaxshi biladi. Chunki bu haqda ota-onalar uning oldida gapiraveradilar.

Ota-ona **mehriga to‘ymagan**, unga erisholmagan bola salbiy hissiy kechinmalarning keyingi bosqichiga o‘tadi: "Sizlar meni xafa qilyapsizlar, men ham shunga munosib javob beraman". Bunday sharoitda bola ataylab, ota-onasiga yoqmaydigan qiliqlar qiladi, aytganlarining teskarisini bajaradi, tobora ota-ona uchun ham u bilan bo‘ladigan muloqotlar og‘ir botadigan bo‘lib boradi. Qasoskor bola ko‘pincha ota-ona talablarining teskarini qilib, ularning asabiga tegadigan, boshqarib bo‘lmaydigan qaysar va ko‘pincha jinoyat yo‘liga ham kirib ketadigan insonga aylanadi.

Ba'zan ota-ona **mehrsizligidan** aziyat chekkan bola kurashib charchaydi: "Meni sevishmaydi, kerak emasman, meni tinch qo‘yinglar", degan ma'noda bola o‘z nochorligini ifodalay boshlaydi. Bunday oiladagi vaziyat juda og‘ir bo‘lib, bola o‘zini yolg‘izlikka mahkum etadi, hammadan qochadi, o‘smirlar o‘rtasida sodir bo‘ladigan suitsid holatlarining aksariyati ana shu psixologik vaziyatdan kelib chiqadi [5].

Oila masalalarini, jumladan, oilaviy munosabatlarni, o‘rganish bir tomondan oson, jo‘nga o‘xshasa, ikkinchi tomondan, o‘ta murakkab va nozikdir. Bu holat oila psixologiyasi bo‘yicha o‘tkaziladigan tadqiqotlarning o‘ziga xos metodologik jihatlarini ajratishni taqozo etadi. Rus olimi V.V.Stolin psixologik xizmat markazlariga norozilik bilan murojaat qilgan ota-onalarning shikoyatlari mazmunini o‘rgangan va ularni toifalarga bo‘lgan:

1. Bolasidan tashvishlangan ota-onaning murojaati. Aslida ba'zi murojaatlar o‘rinsiz bo‘lib, ota-onaning ortiqcha jonsarakligi, xavotirchanligi tufayli kelib chiqadi, ular har ehtimolga qarshi bolsini parvarishlash, tarbiyalashga adashib ketmaslikdan qo‘rqib psixolog qabuliga keladi.

2. Shikoyatli murojaat ota-onaning bolaga munosabatining o‘zidan kelib chiqadi. Chunki aslida bola ota-ona ishora qilayotgan tashvishlardan, nuqsonlardan xoli bo‘ldai. Masalan, onaning fikricha, bolasi uni yoqtirmaydi, uning aytganlarini qilmayapti, aslida uning o‘zi bolaga etarli va o‘rinli mehr berolmaydi.

3. Shikoyat qisman yoki mutloq asosli, chunki bolada haqiqatan ham ota-onaga, yaqinlariga, yaxshi ko‘rgan narsalariga nisbatan noto‘g‘ri munosabat shakllana boshlagan yoki anchadan buyon namoyon bo‘lmoqda. Bu nuqsonlar asosan ota-ona va bola o‘rtasidagi munosabatlarga aloqadorligi psixolog aniqlaydi.

4.Bola xulqidagi og‘ishlar va ularga bohliq xatti-harakatlar ota-onani jiddiy tashvishga soladi. Lekin bunday holat umuman oilaviy o‘zaro munosayuatlarning darz ketganligini oqibati bo‘lishi mumkin. Bu odatda bolaning ota-onasi bilan normal munosabatda ekanligini ko‘rsatadi, lekin xulqdagi nomuvofiqliklar bolaning o‘qishi, intizomi, maktabdagi burchlarini to‘la bajarmayotganligi bilan bog‘lanadi.

5.Bolaning ota-onasi bilan munosabati yomonligining sababi – asosan kattalarning bolaga nisbatan adolatsizligi oqibati hisoblanadi. Bunday holatlarda haqiqatan ham bolaning psixologiyasida jiddiy o‘zgarishlar va muammolar bo‘ladi va ota-onaning shikoyati jiddiy psixologik tuzatish ishlarini taqozo etadi.

Ilmiy manbalarada Giperproteksiya so‘ziga - ota-onalarning farzandlariga nisbatan haddan ziyod e’tiborli bo‘lib, bu ularning bola tarbiyasi uehun kuch, vaqt va e’tiborni ayamasliklarida namoyon bo‘ladi deb ta’rif beriladi. [7].

Fikrimizni yakunlar ekanmiz, yurtimizda o‘sib, ulg‘ayib kelayotgan yoshlarni mustaqil hayotga qadam qo‘yishlari, yetuk shaxs sifatida shakllanishlari, jamiyatda o‘z o‘rnini topishlari uchun, avvalo oilada osoyishtalik, inoqlik, toza psixologik muhitni barqarorlashtiraylik. Zero bu farzandlarimizning o‘ziga, kelajakka bo‘lgan ishonch hissini uyg‘otishga asosiy omil bo‘lib xizmat qilsin.

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KICHIK MAKTAB YOSHIDAGI O‘QUVCHILARNING MATEMATIK FORMULALAR HAQIDAGI TASAVVURLARINI SHAKLLANTIRISH METODIKASI

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Annotatsiya: Hozirgi kunda barcha fanlar kabi matematika fani ham o‘z qoida va qonunlarini formula ko‘rinishida ifodalashga harakat qilmoqda. Formula ko‘rinishida yozilgan qonun va qoidalarning mazmun va mohiyatini tushunish oson, ularni amaliy kundalik hayotda qo‘llash qulaydir. Kichik maktab yoshidagi o‘quvchilarning formula haqidagi tasavvurlarini shakllantirish orqali, uning mantiqiy fikrlash qobiliyatlarini o‘stirish,bilan,birga, har bir qoida yoki qonunlarning tub mohiyatini anglab olishga harakat qiladi.

Kalit so‘zlar: Sonli ifoda, harfiy ifoda, tenglama, tengsizlik, ayniyat, ildiz, qonun, qoida, formula.

Аннотация: Математическая наука, как и все другие науки,пытается выразить свои правила и законы в виде формул.Содержание и сущность законов и постановлений, написанных в виде формул, легко понять, их удобно применять в практической повседневной жизни. Он пытается понять суть правил или законов,развивая при етом навыки логического мышления, формируя представление младших школьников о формуле.

Ключевые слова:Числовое выражение, буквальное выражение, уравнение, неравенство, выражение, корень, закон, правило, формула.

Abstract: Nowadays, mathematics, like all other sciences, tries to express its rules and laws in the form of formulas. It rules and laws in the form of formulas. It is easy to understand the content and essence of the laws and rules written in the form of formulas, and it is convenient to use theme in practical everyday life. It treis to understand the essence of each rule or law, while developing the logical thinking skills of the elementary school students by forming their imagination about the formula.

Keywords: Numerical expression,literal expression, equation, inequality, expression, root, law, rule, formula.

Milliy dastur bo‘yicha boshlang‘ich sinf o‘quvchilariga uchta mustaqil matematika fanlarining dastlabki eng sodda tushunchalarini o‘rgatish vazifasi qo‘yilgan. O‘quvchilar avvalo arifmetika fanidan natural sonlarning paydo bo‘lishi, ularning asosiy xossalari va ular ustida to‘rtta arifmetik amallarni o’rganish davomida arifmetika fanining umumiy qoidalarini keltirib chiqarish uchun algebra fani tushunchalari va harfiy belgilashlar hamda matematik belgi va simvollardan foydalanishni o’rganadi. Shular bilan bir vaqtda o’quvchilarning matematik bilim darajalaridan kelib chiqib, geometriya fanining asosiy tushunchalari haqida ham dastlabki tasavvurlari shakllantirilib boriladi.

Sonli va harfiy ifodalar, ko’phad va birhad, tenglama va tengsizliklar kabi tushunchalarning sodda xossalarini o‘rganish davomida, boshlang‘ich sinf o‘quvchilari ularning kundalik amaliy hayotlaridagi o‘rnini anglab borishi barobarida , ularni o‘rganishga bo‘lgan qiziqishlari ham ortib boradilar.

Zamonasining va keyingi zamonlarning ham buyuk matematiklaridan biri hisoblangan al-Xorazmiy o‘zining “Al-jabr val-Muqobala “asarida fanga algoritim tushunchasini kiritishi bilan birga zamonaviy kompyuter texnologiyasiga ham asos soldi. Dunyo olimlari buyuk olimning fan oldidagi xizmatlarini taqdirlab, u asos solgan fanga uning nomini berishni munosib ko’rdilar va bu fanni “Algebra“ fani nomi bilan atay boshlashdilar.

Hozirgi kunda jadal sur’atlar bilan rivojlanayotgan fan va texnikani o’rganish va uni boshqarish uchun bu rivojlanishning asosi bo’lgan algebra fani tushunchalarini o’rganish majburiy ta’limning birgina bosqichi bo’lgan boshlang’ich ta’limdan boshlash zaruriyati tug’ildi.Shu munosabat bilan hozir algebra fanining ba’zi bir asosiy tushunchalari haqida to’xtalib o’tishga harakat qilamiz.

Sonli ifoda deb- ikki va undan ortiq sonlarning arifmetik amallar bilan bog’lanishidan hosil bo’lgan ifodaga aytiladi. Masalan: 5*4+8/2; 36/9-6*1 va va hokazo. Bu ta’rifdan ko’rinadiki, har qanday natural sonni, sonli ifoda sifatida qabul qilishimiz mumkin. 25=25*1; 12*1=12 va hokazo.

Sonli ifodaning son qiymati deb ifodada berilgan arifmetik amallarni tartib bilan, ketma-ket bajarish orqali topilgan yakuniy oxirgi songa aytiladi. Masalan: 2*4-2=8-2=6; 5*4+8/2=20+4=24; 36/9+6+1=11.

Yuqoridagilardan ko'rinadiki, sonli ifodalarni o'zaro taqqoslashimiz va ular ustida bajariladigan arifmetik amallarni katta-kichchikligini taqqoslashimiz mumkin.

Boshlang'ich sinf o'quvchilari sonli ifodalar bilan birinchi marta matnli matematik masalalar yechimini topishda tanishadilar. Bordi-yu, matematik masala shartida noma'lum qiymatlik yoki masalaga noma'lum kiritish zarurati tug'ilsa, u vaqtda masala tenglama tuzish orqali yechiladi. Masalan: Bir o'quvchi do'kondan 1000 so'mga o'chirg'ich va unda ikki barobar qimmat narxga chizg'ich sotib olgan bo'lsa, u xarid uchun necha so'm pul to'lagan? Bu masalaning yechimi quyidagicha: 1000+2*1000 sonli ifodaning son qiymati bo'lishiga ishonch hosil qilamiz. Masala 2. Toshkent va Samarqand shaharlari orasidagi masofa 360 km. Bu shaharlardan bir-biriga qarab chiqqan mashinalar 3 soatdan keyin uchrashgan bo'lib, ulardan birining tezligi soatiga 80 km/soat bo'lsa, ikkinchi mashina necha km masofa bosganligini toping. Berilgan masalani tahlil qilib, quyidagilarga ega bo'lamiz:

1-mashina 3*80= 240 (km) yo'l bosgan.

Ikkala mashinaning 3 soatda bosib o'tganlari umumiy masofaga tengligidan ikkinchi mashinaning bosib o'tgan yo'li quyidagi sonli ifodada topiladi:

$$240 + a = 360$$; Bu harfiy ifodaga misol bo'ladi.

Berilgan tenglik o'rinli bo'lishi uchun uning qanday songa tengligi tanlab quyish orqali topiladi. Bunda esa a ning qiymati 120 ga teng bo'lishi kerakligi kelib chiqadi.

Boshlang'ich sinf matematika darsliklarida shunday matnli matematik masalalar uchraydi, bu masalaning yechimini topish uchun so'ralayotgan kattalikni noma'lum x deb belgilab tenglama tuzish zarurati tug'iladi. Masalan, quyidagi masalani qarab chiqamiz. Masala. Fermerning 120 ga ekin maydoni bor edi. Agar u maydonning 1/3 qismiga paxta, 2/5 qismiga g'alla va qolgan qismiga poliz ekinlarini ekkan bo'lsa, u necha gektar poliz ekinlarini ekkan?

Masala mazmunini tahlil qilib, uning yechimi quyidagi tenglama asosida topilishi mumkinligiga ishonch hosil qilamiz.

$$1/3 * 120 + 2/5 * 120 + x = 120$$

Tenglamaning yechimini topamiz:

$$40 + 24 + x = 120;\ x = 120 - 64;\ x = 56;$$

Bu masalani arifmetik usulda ham yechish mumkin edi,lekin o'quvchilarda ulushlar haqidagi dastlabki tasavvurlari mavjud bo'lganda ular bunday tenglamalarni tuzish imkoniyatiga ega. Bordi-yu masala yechimini sonli ifoda tuzib yechish kerak bo'lganda, bu ifodani tuzish biroz qiyinchilik tug'dirgan bo'lar edi.

Boshlang'ich sinf o'quvchilariga tenglama tushunchasini o'rgatish bosqichma – bosqich amalga oshiriladi.

Birinchi sinfda qo'shish va ayirish amallarini o'rganilgandan so'ng, to'rtinchi choraklardan boshlab bu amallar bilan berilgan ($a + x = b$; $x - a = b$; $a - x = b$) tenglamalarni o'rganish maqsadga muvofiq bo'ladi deb o'ylaymiz, chunki bu tenglamalarning yechimini topish tenglamada qatnashayotgan ma'lum komponentlari orqali beriladi. Bu vaqtda o'quvchilar bu bilimlarni o'zlashtirib olgan bo'ladilar.

Qoida-1. Qo'shish amali bilan berilgan $x + a = b$ tenglamada qo'shiluvchilarning biri noma'lum bo'lsa, uni topish uchun tenglamada qo'shiluvchilardan biri noma'lum bo'lsa, uni topish uchun yig'indidan ma'lum qo'shiluvchini ayirish kerak, ya'ni $x = b - a$;

Qoida-2. Ayirish amali bilan berilgan $x - a = b$ tenglamada qatnashuvchi noma'lum bo'lsa, uni topish uchun ayirmaga ayriluvchini qo'shish kerak , ya'ni $x = b + a$.

Qoida-3. Ayrim amali berilgan $a - x = b$ tenglamada noma'lum ayriluvchini topish uchun kamayuvchidan ayirmani ayirish kerak, ya'ni $x = a - b$.

Bu formulalar tenglamlarni yechish formulalari deyiladi.Tenglamalarni yechish uchun o'quvchilar qoidalarni yod olishi maqsadga muvofiqdir.

Barcha to'rt amallar bilan berilgan tenglamalarni o'rganganda bu tenglamalarga alohida-alohida ta'riflar berilmaydi, ularni ta'rifsiz qabul qilish maqsadga muvofiq bo'ladi.

Kichik maktab yoshidagi o'quvchilar bilish darajasidan kelib chiqib, bir vaqtning o'zida ayniyat, tenglama va tengsizlik tushunchalariga kengroq 4- sinfning oxirgi yarim yilligida ta'rif berish mumkin.

O'quvchilarga tenglama haqida tushuncha berishni boshlang'ich ta'limning 4-sinfda amalga oshirish mumkin.

Buni quyidagicha bajarish mumkin:

Bizga haqiqiy sonlar to'plamida aniqlangan ikkita harfiy ifoda berilgan bo'lsin, masalan $f(x)$ va $\varphi\ (x)$ ifodalar. Bu ifodalar o'zgaruvchi x ning ba'zi qiymatlarida o'zaro teng, barcha qiymatlarida aynan teng yoki o'zgaruvchi x ning hech bir qiymatida teng bo'lmasligi mumkin.

Agar biz bu ikkita o'zgaruvchili ifodani o'zaro taqqoslab ko'rsak, ular o'zar quyidagi 3 xil munosabatda bo'lishi mumkin:

1) Bu ifodalar x o'zgaruvchining barcha qiymatida o'zaro teng bo'lishi mumkin;
2) x o'zgaruvchining ba'zi bir qiymatlarida o'zaro teng bo'lishi mumkin;
3) Bu harfiy ifodalar x o'zgaruvchining birorta qiymatida teng bo'lmasligi mumkin;

Bu munosabatlar mos ravishda ayniyat, tenglama tushunchlari bilan ta'riflanadi. Bu ta'riflarni boshlang'ich sinf o'quvchilarining matematik bilim darajalarida kelib chiqib quyidagicha ta'riflashni tavsiya etishimiz mumkin:

$f(x) = \varphi(x)\ x \in Q$ (1) ($Q -$ haqiqiy sonlar to'plami).

Ta'rif-1. Q-haqiqiy sonlar to'plamida berilgan (1) – tenglik x o'zgaruvchining barcha qiymatlarida o'zidagi tenglik ishorasini saqlab qolsa, u vaqtda bunday tenglikka **ayniyat** deyiladi va u quyidagicha yoziladi :

$f(x) \equiv \varphi(x)\ (x \in Q)$ (2) Bu ayniyat formulasidir.

Ayniyat tushunchasi matematikaning asosiy tushunchalaridan biri bo'lib, ko'phadlarni soddalashtirishda yuqori darajali va ko'p noma'lumli tenglamalarning yechimini topishda qo'llaniladi. Masalan:

1) Qisqa ko'paytirish formulalari ayniyatga misol bo'ladi:

a) $x^2 - y^2 = (x – y) (x + y)$

b)

Ta'rif – 2. Q- haqiqiy sonlar to'plamida berilgan (1) – tenglik x- o'zgaruvchining ba'zi bir qiymatlari o'zidagi tenglik ishorasini saqlab qolsa, u vaqtda bu **tenglama** deyiladi va quyidagicha yoziladi:

$(x) = \varphi(x)\ (x \in Q)$ (3) Bu tenglama formulasidir.

Masalan : Yuqorida arifmetik amallar bilan berilgan isbotsiz qabul qilingan tenglamalarning ta'riflari ham shu ta'riflarga mos keladi.

(1) -ifodada tenglik saqlab qoluvchi x– o'zgaruvchining qiymati tenglamaning yechimi yoki ildizi deyiladi.Aniq va tabiiy fanlarda ko'plab muammolarning yechimlari tenglamalar ko'rinishiga keltirib yoziladi.

Ta'rif-3. Q- haqiqiy sonlar to'plamida berilgan (1)- tenglik x – o'zgaruvchining hech bir qiymatida o'z ishorasini saqlab qololmasa u vaqtda bu tengsizlik deyiladi va quyidagicha yoziladi

$f(x) > \varphi(x)$ ($f\ (x) < \varphi\ (x)\ )(x \in Q$) bu tengsizlik formulasidir.

Tengsizlik tushunchasi ham tenglama tushunchasiga o'xshash ,barcha aniq va tabiiy fanlar muammolarini o'rganishda katta ahamiyatga egadir.

Biz yuqorida so'z yuritayotgan barcha matematik tushunchalarni bitta umumiy nom bilan **formula** deyishimiz mumkin. Boshlang'ich sinf matematika darsliklarida uchraydigan barcha sonli, harfiy ifodalar, tenglamalar, tengsizliklar va formulalarning eng sodda ko'rinishlaridan

iboratdir. Matematik muammolarni formula ko'rinishida ifodalash orqali uni o'rganish, tahlil qilish barobarida bu muammoni yechishimini topish mumkin. Masalan: fizika fanidagi jismning harakat formulasi (S=V*T), iqtisod fanidagi baho formulasi (B= a*b), fazoviy figuraning yuza formulasi (V = a*b*c).

Qisqa qilib aytganda, barcha fanlar o'z formulalariga ega bo'lib, bu formulalar shu fanning insoniyat oldidagi asosiy vazifalarini belgilab beradi va ularning yaxshi yashashlari uchun xizmat qiladi.

Tabiat cheksiz , olam bepoyon. Uni o'rgansak qonunlari juda ko'p. Ularni topish va ixtiro qilish,o'sib kelayotgan yosh avlodning asosiy vazifalaridan biridir. Ular bu qonunlarni formulaga solib, uni jamiyatga foydali bo'lishini ta'minlashdan iboratdir.

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BOLALARNI MAKTABGA INNOVATSION TAYYORLASH JARAYONINI TAKOMILLASHTIRISH OMILLARI

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Annotatsiya: Ushbu maqolada bolalarni maktabga innovatsion tayyorlash jarayonida psixologik omillar namoyon bo'lishining o'ziga xos xususiyatlari, ahamiyati va ularning ilmiy tahlili o'z ifodasini topgan.

Kalit so'zlar: bola, maktabga tayyorlash, o'qitish ta'limi, innovatsiya, komfort, o'quv faoliyati, mexanizmlar

Mamlakatimizda maktabgacha ta'lim tizimidagi olib borilayotgan islohotlar O'zbekiston Respublikasi Prezidentining 2017-yil 30-sentabrdagi PQ-3305-son «O'zbekiston Respublikasi Maktabgacha ta'lim vazirligi faoliyatini tashkil etish to'g'risida»gi qarori hamda O'zbekiston Respublikasi Prezidentining 2016-yil 29-dekabrdagi PQ-2707-son «2017-2021 yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi qaroriga muvofiq uzluksiz ta'lim tizimining bir bo'g'ini sifatida rivojlanib bormoqda. Bu tizimning asosiy maqsadi ijodkor, ijtimoiy faol, ma'anviy jihatdan boy shaxslarni shakllantirish va yuqori malakali raqobatbardosh kadrlarni tayyorlashdan iborat.

Mamlakatning ijtimoiy-iqtisodiy rivojlanishi, maktabgacha ta'lim sohasidagi o'zgarishlar 6-7 yoshli bolalarni maktabdagi o'quv faoliyatiga har tomonlama pedagogik-psixologik tayyorlashdan ham iborat ekanligi muhim ahamiyat kasb etadi. Bugungi kunda amaldagi Davlat dasturlarining joriy etilishi – bolalarning maktab ta'limiga jismonan va ruhan o'qishga tayyor bo'lishlari, yetarli darajada o'quv malaka ko'nikmalariga ega holda kelishlarini ta'minlash zarur ekanligini ko'rsatmoqda.

Ta'limni modernizatsiyalashtirish ta'lim jarayonida bilim, ko‘nikma, malakalarini shakllantirish bilangina hal bo‘lib qolmaydi. Bolani maktabga tayyorlashning diapazoni ancha keng va innovatsion bo‘lishi zarurdir. Ushbu diapazonga qo‘uyidagi tendentsiyalar shakllanib turishi va ulardan barpo etilgan ijobiy jarayonlar bolaning boshlang'ich maktabdagi nafaqat pedagogik (ijtimoiylashuv) muammolar balki psixologik muammolardan muvaffaqiyatli chiqishiga kafolat beradi:

- Ota-onalarning innovatsion yondashuvi;
- MTTda ta'lim-tarbiyaviy jarayonlari innovatsion tizimda tizimli bo‘lishi;

Albatta, MTTning psixologi o‘z faoliyatini kichik shaxsga yo‘naltirganida ijtimoiy ko‘nikmalardan foydalanishi kerak.

Ota-onaning innovatsion yondashuvi qo‘yidagilardan iborat:

- ota-onaning bolani maktabga tayyorlashda internet materiallari bilan tanishtirishi;
- maxsus adabiyot bilan chuqur tanishishi va foydalanishi;
- psixolog bilan maslahatlashishi;
- oilada sog'lom turmush tarzini yaratishi va h.k.

MTTda ta'limiy-tarbiyaviy jarayonlarning innovatsion tizimda tizimli (doimiy) bo‘lishi quyidagi pedagogik shakllarni nazarda tutadi:

- MTT da bolalarni maktabga tayyorlashda mashg'ulotning eng yaxshi va innovatsion stsenariysini ko‘rib chiqish va rag'batlantirish;
- eng foydali va innovatsion texnologiya bo‘yicha MTTning xodimlari o‘rtasida ko‘rik-tanlov o‘tkazish;
- ota-onalarning fikrlari bilan tez-tez yaqindan tanishish;
- ota-ona, psixolog, tarbiyachi, ma'muriyat ichki kontseptsiyasini innovatsion asosida boyitish;
- ota-onalar bilan trening o‘tkazish va h k.

Chunonchi, zamonaviy pedagogik texnologiyaga asoslangan yangi paradigmaning mohiyati interfaol ta'limni keng ko‘lamda va mavjud imkoniyatlar asosida yo‘lga qo‘yishdan iborat.

Shuningdek, ta'lim-tarbiya jarayonida har bir bolani shaxs sifatida tan olish, uning yosh xususiyatlari, qiziqishlari, ehtiyojlaridan kelib chiqqan holda, bilim, ko‘nikma va malakalarini shakllantirish hozirgi kunning talabi hisoblanadi. Ana shu oddiy talabdan kelib chiqqan holda, farzandlarimizni mustaqil va keng fikrlash qobiliyatiga ega bo‘lgan, ongli yashaydigan komil insonlar etib voyaga yetkazish, ta'lim-tarbiya sohasining asosiy maksadi va vazifasi bo‘lishi lozim, deb qabul kilishimiz kerak. Bu esa ta'lim va tarbiya ishini uyg'un holda olib borishlari talab etadi. Hammamiz bilamizki, bolaning yozuvi bir maromda chiroyli bo‘lishida, yosh shaxsda og'ir psixologik jarayon paydo bo‘lishi ham mumkin. Unda ham o‘qituvchining, ham ota-onaning kompetentlik yordami kerak bo‘ladi.

Demak, ota-ona va tarbiyachi bolani maktabga tayyorlashda yuqorida talab qilingan me'yorlarga nibatan innovatsion yondashishlari kerak.

Aynan, yozuv vaqtida gigiyenik malakalarni (to‘g'ri o‘tirish, yozuv qurollaridan to‘g'ri foydalanish) hosil qilishda bolada o‘ziga ishonchni rivojlantirishga ko‘maklashish;

- bolaga nisbatan tolerantlikni namoyish qilish;
- do‘stona munosabatda bo‘lish;
- kitobga muhabbatni uyg'otish va saqlab qolish;
- bolaning har kanday tashabbusini qo‘llab-quvvatlash;
- maktab kiyimi (tozaligi) haqida fikr almashish;
- o‘quv-mashg'ulotlari bo‘yicha fikrini bilish va tahlil qilish.

Ya'ni, bolaning ongida o‘ziga xos mas'uliyat tug'ilishi kerak. Xuddi shunday mas'uliyat ota-onada ham bo‘lishi kerak. Ota-onalar va tarbiyachilardan talab qilinadigan narsa katta sabr, mehr va bola tarbiyasiga o‘qkuv-metodik va ilmiy-innovatsion yondashuvdir. To‘g'ri yo‘sinda olib

borilgan tarbiya natijasida bola mustaqil fikr yuritishga va mustaqil hayotga dadil qadam qo‘yishga tayyor bo‘ladi. Albatta, agar bola sport va jismoniy tarbiyaga chuqur jalb qilingan bo‘lsa, unda quyidagi ijobiy fazilatlar paydo bo‘ladi:

- yozuvdan charchamaydi;
- e'tiborli bo‘ladi;
- ijodkorlik bilan yondashadi;

Shuning uchun bolani maktabga jo‘natishdan oldin sportga qiziqtirish kerak.

Zamonaviy maktabgacha ta'lim bola shaxsiy sifatlarini rivojlantirishga yo‘naltirilganligi bilan ham alohida ahamiyatga ega. Masalan, bu yo‘sinda xam boladagi qobiliyatni yoki iste'dodini aniqlab barcha bolalarga maqtash kerak. Bolani o‘zidan esa uning mahorati bilan boshqalarga yordam berish, maslahat berish, o‘rgatishni iltimos qilish lozim.

Ushbu kuzatuvda ota-ona va tarbiyachi o‘z portfoliosini tashkil etishi kerak. Chunki, bunday innovatsion yondashuv quyidagi effektiv natijalarga olib keladi:

- bola o‘zini ijobiy jihatdan ifoda etishga intiladi;
- boshqalarga (jamoaga, jamiyatga) kerakligini anglaydi;
- bor mahorati asosida bola shaxsida pedagogik qarashlari paydo bo‘ladi;
- boshqalarga yordam berishni, tushuntirishni, ko‘maklashishni xohlaydi.

Bunday insoniy fazilatlar esa bolada milliy qadriyatlarni va merosni tushunish his tuyg'ular paydo bo‘ladi. Demak, bola quyidagi pozitiv shaklga kiradi:

- tarbiyachini hurmat qiladi;
- har bir mashg'ulotga qiziqadi;
- ota-onasini yanada sevadi;
- o‘z Vatani bilan faxrlanadi;
- yaxshi inson bo‘lishga intiladi;
- yomon va noxush harakatlarga hamda shaxslarga qushilmaydi;
- do‘stni tanlashda adashmaydi;
- yolg‘ondan o‘zini uzoqroq tutadi;
- sportga jiddiy yondashadi;
- o‘z mulkiga, MTT va o‘z tengdoshlarinnig mulkiga hurmat munosabatida bo‘ladi;
- o‘z kuchini va bilimlarini faqat yaxshi ishlarga bag'ishlaydi.

Eng muhimi, ota-ona va MTT xodimlari o‘rtasidagi munosabatlar yagona maqsadga qaratilishi kerak;

- ikkala tomonning ta'siri ostida bo‘ladi, yuksak ma'naviyat shakllanishi zarur. Bizning fikrimizga ko‘ra, MTTda bolaning ota-onaning effektiv aralashuvidan quyidagi ijobiy natijalar kutilishi kerak:
- ota-onalarning taklifi va maslahatlari;
- iliq munosabatlari;
- bola qalbiga yo‘l ochilishi va h.k.

Tarbiyachi o‘z portfoliosida effektiv o‘zgarishlarni qayd etishi zarur. Agar ota-onasida ham portfolioni tashkil etish imkoniyati bo‘lsa, bolani maktabga tayyorlashda va boshlang'ich maktabga unga amaliy yordam berishda innovatsion yondashish jarayoni ijobiy yordam beradi.

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O'QITUVCHILARNING UZLUKSIZ KASBIY RIVOJLANISHGA MOTIVASION TAYYORGARLIGI

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Annotasiya. Maqolada bugungi kun ta'lim jarayonidagi o'ziga xosliklar, o'qituvchini uzluksiz kasbiy rivojlantirishga bo'lgan munosabat va uning tadqiqiga tegishli qarashlar, shuningdek, xalq ta'limi pedagog xodimlarining o'z-o'zini rivojlantirishga, kasbiy-metodik mahoratini oshirishga motivasion tayyorligini o'rganishga doir ba'zi mulohazalar keltirilgan.

Kalit so'zlar: moslashuvchanlik, ehtiyoj, kasbiy rivojlantirish, ruhiy holat, motivasiya.

Respublikamizda davlat siyosatining ta'limga qaratilganligi, yangi chaqiriq va standartlar, jumladan, zamonaviy jadal taraqqiyotga erishish uchun amalga oshirilayotgan xatti-harakatlar nuqtai nazaridan pedagogik faoliyat murakkablashuvi paydo bo'ldi va natijada o'qituvchining ijtimoiy mas'uliyati hamda moslashuvchanligiga ehtiyoj kuchaydi. Ta'lim muassasalarida o'qituvchi faoliyatiga innovasiyalarni joriy etish zarurati bir qator sabablarga ko'ra yuzaga keladi, jumladan, ta'limni shaxsga yo'naltirish va insonparvarlashtirish, umumiy o'rta ta'lim uchun milliy o'quv dasturlarining joriy etilishi munosabati bilan o'quv jarayonini rejalashtirishga yondashuvlarning o'zgarishi, boshlang'ich va umumiy o'rta ta'lim uchun davlat ta'lim dasturlari mazmunini yangilash, ta'lim tashkilotlarining raqobatbardoshligini kuchaytirish, inklyuziv ta'limni joriy etish, umuman, ta'lim sifatini oshirish. Shunga ko'ra, pedagog kadrlarning malakasiga qo'yiladigan talablar ham ortib bormoqda, umumta'lim tizimida ro'y berayotgan o'zgarishlarni hisobga olgan holda uzluksiz malaka oshirish masalalari yangilanmoqda. Bunday holatda eng muhim omil o'qituvchining uzluksiz kasbiy rivojlanish masalasi bo'lib qoladi.

Bugungi kunda ta'lim taraqqiyotiga erishish borasidagi eng keng tarqalgan nazariyalardan biri xalq ta'limi pedagog xodimlarini uzluksiz kasbiy rivojlantirish bo'lib, uzluksiz kasbiy rivojlanish (UKR) maktablarda ijobiy o'zgarishlarga olib keladi, degan tendensiyadir. UKR darajasiga erishgan o'qituvchilarning ta'kidlashicha, doimiy erishilgan tajriba o'qituvchilarning bilim, ko'nikma, malakalari, kompetentligi va mahoratini yaxshilaydi, bu esa ularning sinfdagi amaliyotini ijobiy jadallashtiradi, bunday uzviylik o'z navbatida o'quvchilarning natijalarida ijobiy o'zgarishlarga olib keladi .Ta'lim rivoji uchun pedagog xodimning yangicha fikrlashi va o'zgarishlarga moslashishi juda muhim. Bugungi kun tadqiqotlarida o'qituvchilarda o'zgarishlarni eng samarali tarzda keltirib chiqaradigan va o'quv mashg'ulotlari, o'quvchilar uchun natijalarni yaxshilaydigan kasbiy rivojlanish tajribasining xususiyatlari hamda kontekstlarini aniqlashga qiziqish ortib bormoqda. Olib borayotgan ushbu tadqiqotimiz yo'nalishida tavsiflovchi va korrelyasion, tadqiqotlar ustunlik qilsa-da, o'rganilgan tadqiqot ishlari ichida ba'zi bir eksperimental ishlar ham mavjud. Masalan, Dezimone (Desimone) kasbiy rivojlanishning ta'siri bo'yicha bir qator amaliy tadqiqotlar, korrelyasion, kvazi-eksperimental va eksperimental tadqiqotlarni olib bordi va kamida beshta xususiyat samarali kasbiy rivojlanishga olib kelishini aniqladi: kontentga e'tibor, faol o'rganish, izchillik, davomiylik va jamoaviy ishtirok.

O'rganishlarimizga ko'ra, bizningcha, o'qituvchini samarali kasbiy rivojlantirishga olib keluvchi omillarning barchasi uchun harakatlantiruvchi kuch – uning motivasiyasi bo'lib, mavjud motiv kasbiga, bilishga va o'z-o'zini rivojlantirishga rag'batlantiradi. O'qituvchilarni uzluksiz kasbiy o'sishga bo'lgan motivasiyasi ma'lum bir ta'lim tashkilotining ta'lim amaliyotiga innovasiyalarni kiritish va umuman butun ta'lim tizimini modernizasiya qilishning zarur shartidir. Ko'pgina mahalliy va xorijiy olimlarning fikricha, aynan o'qituvchining to'g'ri rivojlanayotgan motivasion sohasi muvaffaqiyatli va samarali kasbiy faoliyatning asosi, shu jumladan, shaxsning ehtiyojlari, munosabati va yo'nalishidir. K.Ye. Izard insonning birlamchi motivasion tizimini tashkil etuvchi hissiyotlar inson xulq-atvorida, uning shaxsiy rivojlanishida va dunyo bilan munosabatlarida tashkilotchi omil bo'lib xizmat qilishini ta'kidlaydi. P.Taker va D.Stronglar o'qituvchi faoliyatining samarali bo'lish shartlarini hisobga olib, uning motivasiyasini rivojlantirishga alohida e'tibor berish zarurligini ta'kidlaydilar.

O'qituvchilarning uzluksiz kasbiy rivojlanishga motivasion tayyorgarligini o'rganish ta'lim siyosatidagi tashabbuslar va o'qituvchilarning doimiy kasbiy o'zini-o'zi takomillashtirish motivasiyasi darajasi o'rtasidagi qarama-qarshilikni hal qilish zarurati bilan belgilanadi. O'qituvchilarning uzluksiz malaka oshirishga tayyorligi masalasi, ayniqsa, ta'lim natijalari past bo'lgan maktablarda keskin past darajada ekani ma'lum. Ushbu maktablarning o'qituvchilari doimiy ravishda o'quvchilarni o'qitish va tarbiyalashda turli vaziyatlarda yuzaga keladigan muammolarni hal qilish imkonini beradigan turli xil usullar, texnologiyalarni tanlab olishlari va amalga oshirishlari kerak, masalan, maktab kontingenti orasida og'ir ijtimoiy sharoitda bo'lgan o'quvchilarning mavjudligi, qiyin hayotiy vaziyatlar, o'zbek tilining ona tili emasligi va boshqalar.

Taqiqotimiz doirasiga kiritilgan ta'lim tashkilotlari bilan samarali ishlashni tashkil etish, o'qituvchilarning uzluksiz kasbiy ta'limga tayyorligining o'ziga xos xususiyatlarini to'liq anglash niyatida hududiy markazlarga malaka oshirishga jalb etilgan pedagog xodimlarning uzluksiz kasbiy ta'lim rivojlanishiga ta'sir etuvchi motivasiyasi o'rganildi hamda ma'lum bir xulosalarga kelindi.

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TA'LIM MUASSASALARIDA XODIMLARNING ISH VAQTINI TO'G'RI TASHKIL QILISH VA SAMARALI BOSHQARISH.

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Annotatsiya: Rejalar, agar ya'na erkin rejalashtiruvchi vaqt deb ataluvchi belgilansa, hamda qo'shimcha va ko'zda tutilmagan vazifalarni hal qilish uchun vaqtning zaxiralari ko'zda tutilsagina, haqiqiydirlar. Haftali reja kelgusi davrni yanada batafsilroq bashoratlashni ko'zda tutadi. Oylik rejadan kelib chiqqan holda haftadagi barcha ishlarning kun tartibi ularni ijro etish uchun zarur vaqtni ko'rsatish bilan tuziladi. Vaqtni rejalashtirish tizimidagi so'nggi va g'oyatda muhim bosqich- kunlik rejadan iborat bo'ladi va u haftali reja asosida quriladi.

Kalit so'zlar: Mas'uliyat, mehnat, pedagogik maqsad, ijodiy kayfiyat, rejalashtirish, ilhom, ijod, ishonch, rag'batlantirish.

Rahbarning mehnati g'oyatda turli tuman va ma'suliyatlidir. Unda shaxsiy, kollegial va jamoaviy faoliyat birlashadi. Rahbar axborotlar, kiruvchi hujjatlar bilan shaxsan tanishishi, chiquvchi xatlarni tekshirishi, imzolashi, ba'zan esa tayyorlashi, tayyorlanayotgan qarorlarni o'ylab ko'rishi va ularni qabul qilishi, vujudga kelgan vaziyatni, boshqaruv obyekti bilan bog'liq sodir bo'layotgan jarayonlarni tahlil qilishi kerak. Bunda menejerning shaxsiy faoliyati namoyon bo'ladi.

Shu bilan bir vaqtda rahbarlar yuqori va pastki darajadagi rahbarlar, sheriklar, qo'shnilar, qo'l ostidagilar, mutaxassislar, maslahatchilar, ijtimoiy, kasaba uyushmasi yetakchilari ishtiroki bilan qarorlarni kollegial ishlab chiqishda ishtirok etishga da'vat etilganlar. Bu asosan maslahat qilish xarakteridagi faoliyatdir.

Rahbar, mutaxassis ishini ratsional tashkil qilish barcha bajarilayotgan ishlarni hisobga olish, o'z ish vaqti ustidan mantazam ravishda nazorat qilish, ish vaqti xarajatlari tuzilishini o'rganishni taqozo qiladi. Bu ish vaqtidan foydalanishni tahlil qilish, shaxsiy ish va boshqaruv xodimlari mehnatini ilmiy tashkil qilish bo'yicha tadbirlarning asoslangan rejalarini tuzishga imkon beradi. Rahbarlar va mutaxassislar mehnatining mazmuni va ish vaqti xarajatlarining tuzilishini o'rganish uchun quyidagi usullardan foydalanish mumkin:

- anketali va og'zaki so'rovlar, u xodimning uning mehnati qanchalik ratsional tashkil qilinganligi haqidagi fikrini o'rganish maqsadida o'tkaziladi: xodimning nuqtai nazaridan uning vazifasi aniq belgilab berilganmi, unga o'z vazifasiga kirmagan ishlarni bajarishga to'g'ri kelganmi (qanday va qancha vaqtda), uning ishi rejalashtiriladimi va rejadan tashqari ishlarning salmog'i qanday, ish vaqtini yo'qotilishlari bormi (ularning miqdori, sabablari), ishda mexanizasiya va tashkiliy texnikaning vositalari qo'llaniladimi (ulardan foydalanish), xodimni uning ish joyini tashkil qilinishi va mehnat sharoitlari qanoatlantiradimi va nihoyat, xodimda mehnatni tashkil qilishni takomillashtirish va samaradorligini oshirish bo'yicha takliflar bormi;
- ish vaqtining suratini olish, u kuzatishlarining rejalashtirilgan davri davomida uning xarajatlarining tuzimini belgilash uchun qo'llaniladi. Bunda ish vaqti sarflanishini o'rganish vaqtning barcha istisnosiz sarflanishini ularning haqiqiy izchilligi tartibda kuzatish va o'lchash yo'li bilan o'tkaziladi. Ish vaqtini suratga olish maxsus ajratilgan shaxs tomonidan o'tkaziladi, u yoppasiga (ya'ni, butun ish kuni davomida) yoki tanlovli bo'lishi mumkin. Keyingi holda ish vaqtini alohida vazifalar (ish turlari) bo'yicha, shu jumladan takrorlanuvchilar, hamda ishning alohida davralari (davrlari) bo'yicha o'rganiladi;
- ish vaqtini o'zini o'zi suratga olishda ish vaqtini sarflanishini hisobga olish bevosita menejerlik xizmatlari rahbarligi ostida ishlovchilar tomonidan amalga oshiriladi. U o'zini o'zi suratga olishning maxsus varaqchalari yordamida olib boriladi, unda barcha bajariladigan ishlar yoki soatning ma'lum qismini tashkil qiluvchi qayd etilgan oraliqlardagi tanaffuslar ro'yxatga olinadi;

O'zini o'zi boshqarish bu rahbarning kundalik amaliyotda ishning zamonaviy usullaridan maqsadga muvofiq va izchil foydalanishini o'z ichiga oluvchi shaxsiy ishini tashkil qilish, hamda uning o'zini o'zi rivojlantirishidir.

O'zini o'zi boshqarishning asosiy maqsadlari quyidagilardan iborat:

- menejment tomonidan vaqtdan va o'z imkoniyatlaridan ko'proq foydalanish;

- o'zining sog'lig'ini saqlash va mustahkamlash;
- hayotni borishini ongli ravishda boshqarish;
- ishdagi va shaxsiy hayotidagi tashqi holatlarni yengib o'tish.

O'zini o'zi boshqarishning asosiy pallasi – menejerning shaxsiy vaqtini rejalashtirishdir. Bunda eng qimmat boylik – vaqtdan ratsional foydalanish ta'minlanadi: yo mavjud vaqtni unumli faoliyat uchun qo'llash (eng katta mezon) yoki qo'yilgan maqsadlarga vaqtni kamroq sarflash bilan erishish (eng kichik mezon).

Rejalashtirish maqsadlarni amalga oshirishga tayyorgarlik va vaqtni turkumlashtirish (tartibga solish)ni bildiradi. Rejalashtirishga vaqtni sarflanishini ko'payishida ularni ijro etish uchun zarur vaqt qisqaradi, bu pirovordida umuman vaqtni qisqarishiga olib keladi. Rejaviy davr (yil, oy, kun)ning 1%ga yaqinini rejalashtirishga sarflash tavsiya etiladi.

Shaxsiy vaqtni rejalashtirish qoidalari mavjud:

- vaqtni sarflanishini uning haqida aniq tasavvurga ega bo'lish uchun sinchiklab rejalashtirish;
- ish kuning faqat 60% ni reja bilan qamrab olish, 20% ni ko'zda tutilmagan muammolarni hal qilish va 20% esa ijodiy faoliyatga, shu jumladan malakani oshirishga qoldirish;
- hamma vaqt boshlangan ishni oxirigacha yetkazish;
- vazifalarning faqat bajarsa bo'ladigan hajmini rejalashtirish;
- rejalarning egiluvchanligini ta'minlash;
- rejalarda nafaqat harakatlarni, balki kutilgan natijalarni ham qayd etish;
- ishlarni bajarish uchun aniq muddatlar va vaqtli me'yorlarni belgilash;
-muhimni shoshilinchdan ajrata bilish va shoshilinch ishlarning hukmronligidan qochish;
-rejalarni ishlarni to'liq va o'z vaqtida amalga oshirilishi nuqtai nazaridan doimiy ravishda nazorat qilish va tuzatishlar kiritish;
-shaxsiy vaqtdan foydanalishni rejalashtirish;
-yirik vazifalarni hal qilish uchun vaqtning katta uzluksiz davrlarini va kichiklarni esa– kichik masalalar uchun zaxira qilib qoldirish;
-unumsiz faoliyatga iloji boricha kamroq vaqt ketishi ustidan nazorat qilish;
- muqobil rejalashtirish va yaxshi variantni qidirib topishga harakat qilish;
-o'z rejalarini hamkasblari bilan muvofiqlashtirish.

Umumiy rejalashtirish doirasida vaqtni rejalashtirish tegishli uzoq muddatli (strategik) maqsadlarga qaratiladi, u o'z navbatida operativlarga bo'linadi. Shaxsiy va kasbiy maqsadlarga erishish uchun vaqtni belgilashda uni afzalroq taqsimlash va ishlarning maqsadga muvofiq nisbatiyligini olish mumkin.

Ishbilarmonlik hayotida quyidagi rejaviy davrlar o'zlarini oqlaganlar:

- uzoq muddatli (3-5 yoki ko'proq yillar);
- o'rtacha muddatli (1-3 yillar)
- joriy (1 kun - 3 oy - chorakli, oyli, o'n kunli, haftali, kunlik rejalar).

Vaqtni rejalashtirish yopiq tizimdan iborat bo'ladi, unda rejalarning alohida turlari o'rtasidagi yaqin aloqa kuzatiladi. Masalan, uzoq muddatli rejalar o'rta va aniq muddatli rejalar, joriy davr rejalari va kunlik rejalarda aniqlanib olinadi.

Hayotning rejasi rejalashtirish jarayonining boshlang'ich nuqtasi bo'ladi. Uning asosida yaqin yillarga reja tuziladi, keyingi asosida esa - yillik. Shundan keyin choraklarda bo'lish amalga oshiriladi, yillik rejani bajarilishi ustidan nazorat qilish uchun tegishli reja tuziladi.

Yil davomida vaqtning teng oraliqlardan keyin o'tgan davrdagi hodisalarning o'ylab ko'rish va zarur bo'lganda o'zgartirishlar kiritish yoki muddatlarni ko'chirish (oraliq nazorat) tavsiya etiladi. Har bir chorakning oxirida keyingi davrga mo'ljallarni belgilash va undan qaysi vazifalarni chiqarib tashlash, qaysini – ko'chirish, qaysini esa– qo'shishni belgilash zarur.

Rejalar, agar ya'na erkin rejalashtiruvchi vaqt deb ataluvchi belgilansa, hamda qo'shimcha va ko'zda tutilmagan vazifalarni hal qilish uchun vaqtning zaxiralari ko'zda tutilsagina,

haqiqiydirlar. Haftali reja kelgusi davrni yanada batafsilroq bashoratlashni ko‘zda tutadi. Oylik rejadan kelib chiqqan holda haftadagi barcha ishlarning kun tartibi ularni ijro etish uchun zarur vaqtni ko‘rsatish bilan tuziladi. Vaqtni rejalashtirish tizimidagi so‘nggi va g‘oyatda muhim bosqich- kunlik rejadan iborat bo‘ladi va u haftali reja asosida quriladi.Unda kun davomida qanday ishlar qilinishi kerakligi belgilaniladi, buning ustiga oldindan rejalashtirilgangacha ko‘zda tutilmaganlar qo‘shiladi.

Muvaffaqiyatli xodimlar ish kuni davomida ko‘pgina muhim masalalarni hal qilishga ulgurush bilan, ma'lum vaqt davomida bitta yagona vazifani bajarish bilan band bo‘lishlari bilan ajratib turadilar. Buning uchun muhim ishlarning birinchi navbatdaligi haqidagi bir ma'noli qarorni qabul qilinishi, ustivorlarning tegishli ro‘yxatini tuzish va unga rioya qilish shart-sharoitlar bo‘lib xizmat qiladi. Ustivorlarni belgilash, rejaga kiritilgan vazifalarni ularning navbatliligi bilan izchil va tizimli bajarish zarur, bu quydagilarga imkon beradi:

- e'tiborni faqat bitta vazifani bajarishga jamlash;
- ishga maqsadga intilgandek kirishish va ma'lum muddatlarga rioya qilish;
- berilgan holatlarda qo‘yilgan maqsadlarga erishish;
- boshqalar tomonidan bajarilishi mumkin bo‘lgan ishlarni chiqarib tashlash;
- rejaviy davr (hafta, kun)ning oxiriga kelib juda bo‘lmaganda eng muhim masalalarni hal qilish;
- nizolar va stressli yuklamalaridan qochish.

Shunday qilib rejalashtirish umumiy vazifalarni har xil harakatlarni vaqtda taqsimlash uchun xususiylarga asta-sekin joylashtirishni ko‘zda tutadi. Barcha rejalar yozma ko‘rinishda tuzilishlari kerak, chunki miyada saqlanadigan rejalar osonlik bilan rad qilinadilar, yozma rejalar esa xotirani bo‘shatilishini ta'minlaydilar va ishga o‘zini o‘zi undashning ruhiy samarasiga egalar. Ishga doir faollik maqsadga qaratilganroq va mo‘ljallangan dasturga qat'iy rioya qilinganroq bo‘ladi.

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BOSHLANG‘ICH TA'LIMDA XORIJIY TILLARNI O‘RGATISHDA ZAMONAVIY YONDASHUVLAR

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Annotatsiya: Quyidagi maqolada xorijiy tillarni òrganish va òrgatish,balki hayotga tadbiqi, inson kamolotida tutgan òrni haqida fikr yuritiladi. Inson barkamol shaxs sifatida shakllanishi uchun zarur bòlgan chet tillarining ahamiyati yoritiladi.

Kalit so‘zlar:interfaol, mnemonika,axborot texnologiyalari,kreativ yondashuv,metod,pantomima,chigil yozdi.Jadallik bilan rivojlanib borayotgan davrda tilning ahamiyati beqiyos òrin tutadi.Til millat kuzgusi sifatida qaraladi.Xorijiy tillar esa xalqaro svilizatsiyalashuv jarayonida katta ahamiyat kasb etadi.Biz bugungi kunda kundalik hayot uchun zarur bòlgan vosita,balki til bilmaslik uyat deya qaraladigan zamonga yetib keldik.Buni hech birimiz inkor qila olmaymiz.Jahon miqyosida rivojlanish uchun ,albatta,til zarur va lozim,siz juda zòr ,òz kasbining mohir ustasi bòlsangiz ham til bilmasligingiz sizning nuqsoningizga aylanib qoladi.Bu nuqson esa farovon kelajagingizda misoli bir yomon doĝ kabi turaveradi.Xorijiy tillarni òqitish bugungi kunning dolzarb muammosiga aylanib ulgurdi.Hozirda maktablarda,oliy òquv yurtlarida xorijiy tillar ikki qismga ajratilgan holda òqitiladi.Birinchisi òz mutaxassisligi bòyicha chet tillar malakasini oshirish bòlsa,ikkinchisi boshqa mutaxassisliklar doirasida hamxorijiy til malaka va kònikmalarini shakllantirish.Ishonchim komilki har qanday shaxs birir savolning javobini bilmay qolishlikdan-da yomon ahvolga tushmasa kerak,tasavvur qiling siz òqituvchisiz òquvchingiz oldingizga kelib sizdan chet tilida tushunmagan mavzusi yuzasidan oddiy savol sòradi,buning javobini bilsangiz maĝrurlik bilan oĝiz juftlaysiz,ammo òsha savolning javobini bilmay qolsangizchi chet tilidagi saviyangizning pastligi sabab misqollab yiĝgan obròyingizga putur yetib qolmaydimi? Shu sababdan xorijiy tillarni o‘rganishni ommalashtirishda zamonaviy yondashuvlardan foydalanishimiz maqsadga muvofiq bòladi.

Prezidentimizning 2021-yil, 19-maydagi -O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risidagi qarori bilan Vazirlar Mahkamasi huzurida Xorijiy tillarni o‘rganishni ommalashtirish agentligi tashkil etildi. Yaqin yillargacha asosan ta'lim muassasalarida xorijiy til sifatida ikkita yoki uchta til òqitilar edi,ular ham.bòlsa ingliz,rurs,nemis va fransuz tili .Buning natijasi esa kòcha-kuyda yurganimizda biror bir oliroq lavozimda ishlaganimizda kam tilliligimiz va uning ham yetarli darajada sohibi emasligimizdan bir muncha muammolarni kelib chiqardi.Prezidentimiz tashabbusi bilan bugungi kunda ta'lim muassasalari, tarmoqlar va hududlarning ehtiyojidan kelib chiqib, kamida 10 ta chet tilini —ingliz, rus, nemis, fransuz, xitoy, koreys, yapon, turk, arab, fors tillarini o‘rgatishni tashkillashtirishdek dolzarb masala kun tartibiga qo‘yilgan.Aynan mana shu ishlar samarali va vijdonan amalga oshirilsa ta'lim oluvchilarning ham bilim darajasi yuqori kòrsatgichlarni kòrsata oladi.

Bugungi kunda zamon rivojlanishi axborot texnologiyalarining rivojlanishi va yangilanishi bois chet tillarini mustaqil òrganish imkoni tuĝuldi.Xususan,turli audio kitoblar (Teddbook,Booknomy), ijtimoiy tarmoqlardagi onlayn kurslar orqali ham bemalol istalgan tilni òrganish mumkin.Inson faoliyat yuritar ekan u muloqot qiladi, faoliyat muloqotsiz amalga oshmasligi aniq ya'ni oddiy etikdòzdan tortib katta ferma rahbarigacha olaylik. Etikdòz tayyorlagan buyumini xaridorga sotishi uchun u bilan muloqot qilishi lozim,etikdòz esa xaridorning qaysi tilda gapirishiga qarab javob qaytaradi. Shu sababdan yurtimiz rahbarining bu sohani jadal rivojlantirish chora-tadbirlari tòĝrisidagi farmonlariga binoan òquvchi yoshlarni har tomonlama yetuk kadr qilib yetishtirishning bosh mezoni sifatida ta'lim muassasalarida interfaol metodlar orqali jahon standartlariga javob bera oladiga dars mashĝulotlarini òtkazish lozimlig haqida bayon qildi.O‘qitishning zamonaviy interfaol usullaridan samarali foydalana bilmaslik, dars o‘tishning an'anaviy usullari orqali o‘qitish darsning zerikarli va samarasiz o‘tishiga sabab bo‘lishi mumkin. Shu bilan birga gumanitar va ijtimoiy-iqtisodiy fanlar yo‘nalishida bo‘lmagan mutaxassislar tayyorlaydigan yo‘nalishlar o‘quvchilarining ushbu fanlarga qiziqishining susayishiga, shuning natijasida talaba dunyoqarashining tor doirada shakllanib qolishiga olib keladi.

Ta'lim jarayonida kreativ fikrlashni òrgatish òsib kelayotgan yosh avlod shuurida xorijiy tilga nisbatan qiziqish uyĝotishning yana bir usuli hisoblanadai.Kreativ bu "yangicha,òzgacha"fikrlash jarayoni bòlib,chet tilarini òrgatish jarayonida òquvchi va òqituvchi òrtasida hamkorlik tuyĝusini paydo bòlishiga ham yordam beradi.Ular kreativ fikrlash orqali

òzlarini qiynayotgan savolga osonroq va kòza kòrmagan usullardan foydalanishni òylab topish faoliyati vujudga keladi.Shuningdek xorijiy tillarni òqitishda zamonaviy yondashuvlardan foydalanish lozim deya fikr bildirgandek,shulardan biri mnemonika bòlib ta'limda mnemonikadan foydalanish yurtimizga endigina kirib kelgan bo'lsada, Yevropa mamlakatlarida anchadan beri qo'llanilib kelayotgan soha hisoblanadi va uning samarali ekan o'z tasdig'ini topgan. Mnemonika (yunoncha mnemonika-eslab qolish san'ati) sun'iy assotsatsiyalar hosil qilish yo'li bilan eslab qolishni osonlashtiruvchi va xotira hajmini kengaytiruvchi usullar tizimi. Tilni o'zlashtirishda o'quvchilar har xil sun'iy usullarni qo'llashga o'rganganligi sababli samarasiz materiallardan foydalanishadi.

Dars mashĝulotlarida turli interfaol metodlarni qòllash samarali natija beradi.Yaqin yillarda maktablarni qayta rekanstruksiya qilish natijasida har bir sinf xonasida televizor,maxsus monitorlar mavjud.Òqituvchi òtayotgan xorijiy tilni televizorda audiomatn yoki video shou orqali tushuntirishi òquvchilarda òzga tilga bòlgan mehrni va qiziqishni shakllantirishga yordam beradi.Qiziqish natijasida esa olinadigan bilim foizi yuqoriroq kòrsatgichga ega bòladi.Zamonaviy texnologiya va metodlardan foydalanish dars jaroyonida tuĝulishi mumkin bòlgan turli savollarga javob bòla oladi.Òquvchilarda biror savol tuĝulsa bu zamonaviy texnologiyalar yaqqol javob bòladi. Xorijiy tillarni òrgatishda turli interfaol metodlardan foydalanish haqida aytib òtganimizdek ularning turi kòp. O'quvchilar o'quv axborotlarni o'zlashtirish, mavzuni tushunib yetishlari, mavzuni ma'ruza, hikoya, tushuntirish orqali, videousul orqali bilimlarini mustahkamlashlari zarur.

Masalan:"Toĝ' usuli: Toĝ- bu ham mnemosportda xorijiy so'zlarni yodlashda keng qo'llaniladigan metod.

"Muammoli vaziyat yechimi" (Creative Problem Solving) bu usulni qòllash uchun hikoyaning boshlanishi òqib beriladi qanday yakun topishi Òquvchilar, talabalar hukmiga havola qilinadi; "Quvnoq topishmoqlar" (Merry Riddles) òquvchilarga topishmoqlar òrgatish Ingliz tilini òrgatishda muhim ahamiyatga ega, ular òzlariga notanish bòlgan sòzlarni òrganadilar va òylab topishmoq javobini topadilar;

"Tezkor javob" (Quick answers) òtilgan dars samaradorligini oshirishda yordam beradi;

"Chigil yozdi" ("Warm-up exercises") òquvchilarni darsga qiziqtirish uchun sinfda har xil o'yinlardan foydalanish;

"Pantomima" (pantomime) bu usul juda qiyin mavzular tushuntirilishi kerak bòlgan darsda yoki yozma mashqlar bajarilib, talabalar charchagan paytda foydalanilsa bòladi;

"Hikoya zanjiri" (a chain story) usuli òquvchilarning oĝzaki nutqini òstirishda yordam beradi;

"Rolli òyinlar" (Acting characters) bu usul darsning barcha tiplarida qòllanilishi mumkin.

Umumta'lim'lim maktab ta'limida interfaol usullarni qo'llash samarali foydalanish jarayonida o'quvchi faol ishtirokchiga aylanadi, ularda fan bo'yicha hosil bo'lgan bilim, malaka va ko'nikma mustahkamlanadi, bu esa, o'z navbatida mashg'ulotning samaradorligi oshganligi va o'qituvchi ijobiy natijaga erishganini ko'rsatadi. Maktablarda ta'lim tizimida interfaol usullardan foydalanishning shunga o'xshash usullari ko'p, asosiysi, bunda o'quvchilarni kompyuter va multimediya vositalari bilan ishlashga nafaqat qiziqtirish, balki odatlantirish kerak. Odatlanish takrorlashga olib boradi.Beruniy bobomiz aytganidek:"Bilim takrorlash mevasidir".

Kishi kasbini mohir egasi bòlishi uchun u uni sevishi lozim.Turli soha mutaxassislari o'z ona tilini mukammal bilish bilan bir qatorda, bir nechta xorijiy tillarni bilishi , muloqotqila olishi, o'z sohasiga oid terminlarni xorijiy adabiyotlarda qo'llanilshini bilish maqsadga muvofiq.Shundagina unda olib borayotgan faoliyatiga nisbatan hurmat tuyĝusi shakllanadi. Zamon odimlqb borgani sari bo sohani rivojlantirish ham davr talabiga aylanib ulgurdi.Hozir istalgan texnikani olasizmi yo xarid qilingan buyumlar muqovasida ham ma'lumotlar chet tilida yozilgan bòladi,bundan kòrinib turadiki chet tilini bilmaslik xarid qilayotgan buyumning sifatini bilmaslikka tòĝri keladi.Xalqimizda shunday maqol bor :"Til bilgan el biladi".

Xulosa òrnida aytadigan bòlsak xorijiy tillarni o‘rgatishda zamonaviy interfaol usullaridan samarali foydalana olish nurli kelajak uchun poydevor vazifasini òtaydi.Òz taqdiriga befarq bòlmagan inson boshqalar taqdiriga ham befarq bòlolmaydi.Zamonaviy xorijiy tillarni o‘rgatish bilan zamonaviy madaniyatga ega bòlgan òz-òzini hurmat qila oladigan barkomol avlodni tarbiyalsh mumkin.

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GLOBALLASHUV DAVRIDA TURIZM MADANIYATINING MILLAT VA DAVLATLAR RIVOJIDAGI KOSNTRUKTIV ROLI

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Annotatsiya: Maqolada turizm madaniyati tushunchasi, uning turizm sohasidagi o‘rni o‘ziga xos jihatlari ochib berilgan. Madaniy turizmni rivojlanishiga ta'sir etuvchi omillar PEST tahlili asosida o‘rganilgan. Tarixiy-madaniy turizmni rivojlantirish imkoniyatlari va istiqbollari tahlil qilingan.

Kalit so‘zlar: turizm, tarixiy-madaniy turizm, tarixiy yodgorlik, statistika, madaniy meros, turistik mahsulot, qayta tiklash.

Keyingi yillarda iqtisodiyotning tobora integratsiyalashtib borayotganligi, xalqaro aloqalarning tizimli takomillashuvi natijasida turizm sohasining barqaror rivojlanib borayotganlgini ko`rish mumkin. Iqtisodiyotni innovatsion rivojlantirish sharoitida turizm sohasining milliy iqtisodiyotdagi o`rni va nufuzi ham tobora ortib bormoqda. Chunki turizm eng serdaromat sohalardan biri bo`lib hisoblanadi. Bugunda mamlakatimizda turizm salohiyatini tubdan oshirishga, turizmga iqtisodiyotning strategik sektori maqomini berish hamda turizm faoliyatini har tomonlama rivojlantirish bo`yicha ko`lamli islohotlar amalga oshirilmoqda.

O`zbekiston Respublikasi Prezidenti Sh.Mirziyoyev turizmni rivojlantirish bo`yicha: "Biz hozir faqat turizmni rivojlantirish bilan shug`ullanadigan tuzilmaga doir masalalarni tasdiqladik. Bu choralar turizmaning O`zbekiston iqtisodiyoti rivojiga qo`shadigan hissasini oshirish, tarixiy va madaniy qadriyatimizni targ`ib qilish, shuningdek, valyuta zahiralarini to`ldirish bo`yicha aniq chora tadbirlar bilan kuchaytirilishi zarur" deb ta`kidladilar.

Mamlakatimizda turizm sohasining yildan-yilga rivojlanib, taraqqiy etib borishi natijasida yurtimizga kelayotga sayyohlar soni ham tobora ortib bormoqda.So`nggi yillarda turizmning rivojlanib borishi orqli yurtimizda ichki turizm ham jadal taraqqiyot yo`lidan odimlab bormoqda.O`zbekistonda turizmning tez sur`atlar bilan o`sishi mamlakatimizga katta miqdordagi valyuta tushumlarining kirib kelishi hamda yangi ish o`rinlarining paydo bo`lishiga olib kelmoqda. XX asrning ikkinchi yarmidan jahon bozoriga yuqori daromadli soha sifatida faol kirib kela

boshlagan turizm – dinamik rivojlanishni boshidan kechirayotgan iqtisodiyotning muhim tarmog'iga aylandi. Xalqaro aloqalarning rivojlanishi va kengayib borishi davlatlarning sayyohlik salohiyatidan samarali foydalanish imkoniyatini oshirmoqda.O'z navbatida, aholi farovoniligining ortishi daromadlarning bir qismini dam olishi, xususan, sayohatga chiqish uchun sharoit yaratmoqda.

Xalqaro savdo tashkilotining tahlili ham turizm katta daromad keltiruvchi yetakchi sohalardan biriga aylangan iqtisodiy tarmoqlardan biriga aylanganini tasdiqlamoqda. Xorijiy ekspertlarning ma'lumotlariga qaraganda, bugungi kunga kelib, AQSH, Xitoy, Yaponiya, G'arbiy yevropa davlatlari byudjetlarining 30 dan 60 %gacha qismini turizmdan kelayotgan daromadlar tashkil qilmoqda. Agar yuqorida qayd etilgan fikrga tayanib, jahonda yetakchi davlatlarning YAIM ko'rsatkichini hisobga oladigan bo'lsak, bu sohadan kelayotgan moliyaviy mablag'lar naqadar salmoqli ekanligini anglab yetish qiyin emas. Bugunda fuqarolarimizni turistik sayohatga jo`natilishida yuzaga kelgan vaziyat to`g`risida to`xtaladigan bo`lsk, ular dunyoning mamlakatlariga asosan quyidagi maqsadlar bilan chiqishadi:

1. "Savdo" maqsadi bilan Qozog`iston, Qirg`iziston, Rossiya, XitoyJanubiy Koreya, Turkiyaga.

2. "Dengizda dam olish" maqsadi bilan Turkiya, Misr, Tailand, Isroil, Rossiya va Ukrainaga.

3. "Dengizda dam olish va shou-tur" maqsadida Turkiya, Birlashgan Arab Amirliklari va Yunonistonga.

4. "Biznes va ekskursiya" maqsadida Yaponiya, Janubiy Koreya, G`arbiy Yevropa va MDH davlatlariga jo`nashadi. Bulardan tashqari fuqarolarimiz orasida AQSh, Germaniya va Hindiston mamlakatlariga uyushtiriluvchi sayohatlar ham mashhur.

O`zbekiston Respublikasi Davlat statistikasi qo`mitasning BMT Jahon sayyohlik tashkiloti bilan hamkorlikda tayyorlagan ma`lumotiga ko`ra 2017 yilning birinchi yarimida 1mln 125 ming sayyoh yurtimizga kelgan. Bu 2016 yilning mos davri bilan solishtirganda 18 foiz ko`pdir. Shuningdek, ma`lumotda mamlakatimizda sayyohlik xizmatlari eksporti jriy yilning olti oyida 695,5 million AQSh dollarini taskil qilgani qayd etilgan.

O'zbekiston tarixida turizm sohasida sobiq sovet davlati davrida ham, undan keyin mustaqillikning dastlabki bosqichlarida ham turizm sohasida bunday keskin ijobiy o'zgarishlar bo'lmaganligini alohida ta'kidlash kerak. Shu bilan birga, alohida ta'kidlash lozimki, mamlakatimizga tashrif buyuruvchi turistlarning sonini ko'paytirish uchun ularning soniga teng miqdorda investitsiyalarni jalb etish, otel, motel, xostellarning sonini ko'paytirish muhim hisoblanadi. Shu bilan birga, XXI asr boshiga kelib, sayyohlik xizmat turlari, uning harajatlari, turistik bozorning holati hamda unga nisbatan bozor qonuniyatlarini keng tadbiq etish va mahsulotini haridorgir bo'lishi kabi masalalar ijtimoiygumanitar fanlar, xususan, tarix fani vakillarida ham o'rganishga qiziqish ortib borayotganini kuzatish mumkin. Binobarin, dissertatsiyamizda O'zbekiston va ASEAN davlatlari misolida sayyohlik aloqalarining yanada rivojlantirish istiqbollarini tahlil etish bosh ham vazifa qilib olingan va o`rganilgan.

Hozirgi muhitda Turistik mahsulot va uning turlari respublikamiz xizmatlar bozorida ham o'z mavqeini mustahkamlab borayotganligini ko'rish mumkin. Ma'lumki, O'zbekiston ulkan turistik salohiyatga ega bo'lgan davlat hisoblanadi. Shuni hisobga olgan holda, O'zbekiston Respublikasining tashqi siyosat va xalqaro iqtisodiy-madaniy munosabatlar strategiyasida ham turizmning iqtisodiymoliyaviy va madaniy-ma'rifiy salohiyatidan unumli foydalanish ustuvor vazifalardan biri hisoblanadi.Zero, turizmning– millatlararo aloqalarni kengaytirish va mustahkamlash hamda xalqaro sayyohlik bozoriga uzviy qo'shilish, O'zbekistonning madaniy-tarixiy va ma'naviy merosini jahon hamjamiyatida targ'ib qilishda o'rni va roli yuqoridir.

1990-yillar oxirida Yevropa Komissiyasi tomonidan o'tkazilgan tahlilga ko'ra, madaniyat turistlarning 60 % uchun sayyohat qilishga undovchi asosiy sabab sifatida ko'rsatilgan. Shuni e'tiborga olib, Butunjahon sayyohlik tashkiloti Bosh Assambleyasining 12-chi sessiyasida "Yangi

ming yillik uchun butunjahon madaniy merosini saqlash" zarurligi haqida qaror qabul qildi. Darhaqiqat, Samarqand, Buxoro, Xiva, Shahrisabz, Termiz, Qo'qon kabi tarixiy obidalarga boy shaharlar ya'ni "Ochiq osmon ostidagi muzey"lar butun dunyoga mashhur. O'zbekiston katta tarixiy-madaniy merosga – 7 ming 330 dan ortiq tarixiy-me'moriy va arxeologik obidalarga ega bo'lib, tarixiy obidalarning 140 tasi YUNESKO tomonidan muhofaza etiladigan tarixiy yodgorliklar sirasiga kiritilgan. Shuningdek, O'zbekiston noyob tabiat yodgorliklari, jumladan, 400 dan ortiq noyob tabiat yodgorliklari, tog'li hududlarda 400 dan ortiq g'orlar, 500 dan ortiq ko'llar, shuningdek, daryolar, sharsharalar mavjud. Bularning barchasi an'anaviy turizm bilan birga alternativ (ekoturizm, etnoturizm va hokazo) sayyohlik turlari birga olib borish hamda xalqaro miqyosda sayyohlarni o'ziga jalb etish borasida O'zbekistonning turistik salohiyati ortib borishi uchun zamin hisoblanadi.

"O`zbekturizm" milliy kompaniyasidan olingan ma`lumotlar asosida ko`rsatilgan. Haqiqatan ham, mustaqillikning ilk davridan O'zbekistonda jahon turizm bozoriga faol kirib borish uchun sharoit yaratilishi ijobiy samarasini berdi. Jumladan, ayrim mahalliy mutaxassislarning bergan ma'lumotlariga qaraganda, "...sobiq Ittifoq davrida, ya'ni 1987 yilda O'zbekistonga 210 mingga yaqin xorijlik turistlar kelgan bo'lsa, 2010 yilda ularning soni 1,3 mln. kishini tashkil etdi". 2017 yil ma'lumotlariga qaraganda, O'zbekistonga bir yilda kelayotgan sayyohlarning soni 2,5 mln. atrofida va ularning soni bir yilda 80-100 mingtaga ko'payib borayotgani qayd etilgan.

Qabul qilingan me'yoriy hujjatlarning maqsadi turizm sohasidagi munosabatlarni huquqiy jihatdan tartibga solish, turistik xizmatlar bozorini rivojlantirish, shuningdek sayyohlar va turistik faoliyat sub'ektlarining huquqlari va qonuniy manfaatlarini himoya qilishdan iborat. Sayyohlik sohasi infratuzilmasini rivojlantirish borasida ham O'zbekistonda qator e'tirofga molik ishlarni ham alohida qayd etish lozimdir. Xususan, turizmni rivojlantirish sohasiga xorijiy kreditlar va investitsiyalarni jalb etish, xorijiy mamlakatlar, shuningdek, xorijiy kompaniyalar bilan uzoq muddatli hamkorlikni yo'lga qo'yishga qaratilgan dasturlar, turizm sohasi uchun kadrlarni tayyorlash, qayta tayyorlash va ularning malakasini oshirish chora-tadbirlari kompleksini amalga oshirish, turizm tarmoq fanini rivojlantirishga ko'maklashishga qaratilgan keng qamrovli ishlar amalga oshirildi.

Xususan, shu maqsadda O'zbekiston Respublikasi Vazirlar Mahkamasining qaroriga muvofiq ayrim xizmat ko'rsatish servislari, jumladan, Samarqand shahridagi "Afrosiyob", Buxoro shahridagi "Buxoro" mehmon-xonalari, Germaniyaning "Inpro Hotels" va "Shtainberg rezervaition cervis" firmalariga har yili foyda hisobidan 500 ming dollar davlat hisobiga to'lashi sharti bilan foydalanish uchun berildi.2 Dunyo turizm bozorida taniqli "Radisson Blu Hotel", "Dedeman Silk Road Tashkent", "Lotte City Hotel Tashkent Palace" kabi mehmonxonalar faoliyati yo'lga qo'yildi. 2015 yildan "Hayat", "Hilton" mehmonxona tarmoqlari bilan hamkorlik o'rnatildi. Shu bilan birga, «O'zbekiston havo yo'llari» milliy aviyakompaniyasi, O'zbekiston temir yo'llari» davlat-aksionerlik kompaniyasi, Davlat soliq qo'mitasi hamda boshqa manfaatdor vazirliklar va idoralar bilan birgalikda sayyohlarga sifatli transport va servis xizmatlarini tashkil etish bo'yicha uzoq yillarga mo'ljallangan kompleks dastur ishlab chiqildi va joriy etildi. Xususan, "O'zbekiston havo yo'llari" milliy aviakompaniyasi uchun "Boing-757", "Boing-767", "Aerobus A-320" kabi tayyoralar davlat ko'magida sotib olindi. Hozirgi kunda ular yevropa, Osiyo, Yaqin Sharq va Amerikadagi 40 dan ortiq shaharlar yo'nalishlarida xizmat qilmoqda. Shuningdek, O'zbekistondagi 11 ta aeroport xalqaro maqomga ega bo'ldi.

"Talgo" ispan kompaniyasi tomonidan ishlab chiqilgan yuqori tezlikda yuruvchi poyezdlar Toshkent-Samarqand-Toshkent yo'nalishida sayyohlarga xizmat ko'rsatish darajasini oshirdi. O'zbekiston Prezidenti tashabbusi bilan 1995 yildan buyon "Ipak yo'lida turizm" nomli Toshkent xalqaro turistik ko'rgazmasi (TXTK) muntazam ravishda o'tkazib kelinmoqda. Ushbu tadbir xalqaro ko'rgazmalar orasida ilg'or tadbir darajasida baholanib, BMTning Butunjahon sayyohlik tashkiloti tomonidan e'tirof etildi. Ko'rgazmada oxirgi yillarda 25-30 mamlakatdan yuzga yaqin

turistik kompaniya ishtirok etmoqda. Shuningdek, 2013 yildan boshlab O'zbekistonning milliy merosini jahon miqyosida targ'ib etish, xorijiy sayyohlar oqimini jalb qilish maqsadida har yili bahorda yangi xalqaro tadbir – "Dam olish dunyosi" O'zbek xalqaro turistik ko'rgazmasi yo'lga qo'yildi. O'z navbatida, O'zbekistonning muhim xalqaro turistik ko'rgazmalarda ham faol ishtiroki sezilarli darajada o'sib bormoqda.

Xullas mustaqillik yillarida turizm salohiyatining rivojlantirish borasidagi sa'i harakati jahondagi nufuzli xalqaro tashkilotlar tomonidan munosib baholanib, BMTning Butunjahon sayyohlik tashkiloti (UNWTO) 2013 yilda O'zbekistonni turizm sohasi jadal rivojlanib borayotgan ilg'or beshta davlat qatoriga kiritdi. XX asr oxiriga kelib Sharq va G'arbni bog'lovchi Buyuk Ipak yo'lining (bundan keyin BIY) qayta tiklanishi, birinchi navbatda, ushbu mintaqada joylashgan davlatlar, shu jumladan, O'zbekistonning muhim geosiyosiy va geoiqtisodiy manfaatlarini o'zida mujassamlashtirsa, ikkinchidan, bu yo'l orqali olib borilgan hamkorlik aloqalari tarixini o'rganishga kuchli intilish kuzatilmoqda. Agar yevroosiyo qit'asining Janubi-SHarqida jadal rivojlanib borayotgan ASEAN mamlakatlari salohiyati va boy tarixiy, ma'naviy va moddiy merosini hisobga oladigan bo'lsak, BIYining qoq markazida joylashgan respublikamiz uchun ular bilan iqtisodiy-madaniy sohadagi hamkorlikni rivojlantirish ahamiyatli ekanligini ta'kidlab o'tish zarur.

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YOSH MINI-MINI FUTBOLCHILARNING JISMONIY TAYYORLIGINI BAHOLASH YO'LLARI

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Annotatsiya:*Mazkur maqolada yosh mini futbolchilarni tayyorgarlik tomonlarini baxolash va nazorat qilish tomonlarini o'rgatish aks ettiriladi.*

Kalit so'zlar: Mashg'ulotlar , jismoniy tayyorgarlik, usullar, jismoniy yuklamalar.Yosh mini futbolchilarning mashg'ulot jarayonining samaradorligi muammosi sport mashg'ulotlarining usul va vositalaridan optimal foydalanish bilan chambarchas bog'liq. Futbolchilarda sport mahoratiga erishishda muhim rol o'ynaydigan jismoniy sifatlarni tarbiyalashda qo'llaniladigan vositalar va usullar alohida o'rin tutadi. Mutaxassislar tomonidan olib borilgan ko'plab tadqiqotlar, qat'iy tartibga solingan yuk komponentlarini hisobga olgan holda, yosh futbolchilarning tezlik-kuch sifatlarini rivojlantirishga qaratilgan mashqlarni o'tkazish bo'yicha ilmiy asoslangan ma'lumotlar yo'qligiga ishora qilmoqda. Ilg'or amaliyot va sport o'yinlari bo'yicha bir qator ilmiy tadqiqotlar shuni ko'rsatadiki, sportni takomillashtirish jarayonini boshqarishni optimallashtirish

uchun raqobat faoliyatini pedagogik nazorat qilishning ob'ektiv tizimi zarur. Sport o'yinlari sohasida ishlovchi mutaxassislar o'quv jarayonini nazorat nazariyasi tamoyillari asosida qurish kerak deb hisoblaydilar. Ularning fikriga ko'ra, hozirgi kunga kelib, musobaqa va mashg'ulotlar sharoitida sportchilarning holatini qiyosiy baholashga asoslangan organizmdagi o'zgarishlarni o'rganishga tizimli yondashuv usullarini ishlab chiqish va qo'llash zarurati paydo bo'ldi.

Sportda kompleks nazoratning mazmuni sportchining holatini, mashg'ulot yuklamalarini, harakatlarni bajarish texnikasini, sport natijalari dinamikasini, sportchining musobaqalardagi xatti-harakatlarini, mashg'ulot effektlarini va boshqalarni kuzatishdan iborat. Yosh mini-futbolchilarning tayyorgarlik darajasini baholash organizm rivojlanishining yoshga bog'liq xususiyatlarini, tizimli futbol mashg'ulotlarining tayyorgarlikning turli jihatlariga va tayyorgarlik bosqichiga ta'sirini hisobga olgan holda amalga oshiriladi. har tomonlama nazorat o'quv-mashg'ulot jarayoni samaradorligini, mini-futbolchilarni tayyorlashni individuallashtirishning ob'ektiv mezoni hisoblanadi. Kompleks monitoring natijalariga ko'ra, o'quv yuklari tuzatiladi, xarakteristikalar qiymatlari taxmin qilinadi sportchining holatiga mos keladigan optimal yuklar va harakatlar; mini-futbolchilarning operatsion, joriy va bosqichma-bosqich holatini baholash va boshqalar.

Ma'lumki, mashg'ulotlar sportchining jismoniy holatini boshqarish jarayoni sifatida, agar:

- dastlabki ma'lumotlar mavjud, ya'ni. sportchining mashg'ulot davrining boshidagi holati to'g'risidagi ma'lumotlar;

- sportchi modeli ma'lum; bular. sportchini ma'lum vaqt davomida olib borish zarur bo'lgan va yuqori sport natijalariga erishish uchun zarur va etarli kafolat bo'lgan davlat;

- boshqaruv dasturi ma'lum, ya'ni. tegishli vositalar va tayyorgarlik usullarini tanlash bilan shartlangan sportchining tayyorgarligini oshirish yo'llari.

Futbolchilarning yuqori darajadagi tayyorgarligi asosan ularning mashg„ulot jarayonida maxsus va texnik-taktik mahoratni shakillantiruvchi mashqlarni bajarish orqali amalga oshiriladi.

Futbolchilarni maxsus jismoniy sifatlarini rivojlantiruvchi mashqlarda futbolchilarning holatiga baho berilsa, undagi talablar sportdagi umumiy jismoniy harakatlar shakliga yaqin bo'lishi lozim, oddiy jismoniy mashqlarda bo'lsa, baholash jarayonida yuqoridagi talab qo'yilmaydi. Jismoniy sifatlarini umumiy rivojlantiruvchi mashqlarida futbolchilarning holatiga baho berishda mashqlar soni to'rt yoki beshtadan ortsamligi kerak, bu narsa maxsus jismoniy sifatlarini rivojlantiruvchi mashqlarida futbolchilarning holatiga baho berishda ham amal qilinilishi lozim. Majmuada, nazorat mashqlari tarkibida to'p bilan muomalada bo'lish, egalik qilish, uni boshqarish jihatlaridagi o'zgarishlarni baholaydigan mashqlar ham bo'lishi kerak, ya'ni taktik usullarni va kombinatsiyalarni to'g'ri amalga oshirish maqsadida. Murabbiy futbolchilar ustidan tizimli kuzatishni iashkillashtirishi lozim, ya'ni futbolchilarni musobaqada o'zini ko'rsata olishini inobatga olib va mashg'ulotlar davomidagi harakatlarida.

V.M.Zatsiorskiyning fikricha, mashg'ulot jarayonini boshqarish dasturini tanlashda eng muhim nuqta bu sportchining holatini aniqlashdir. Bu pedagogik nazorat yordamida amalga oshiriladi. Pedagogik nazorat deganda mashg'ulot ta'sirida inson organizmida sodir bo'ladigan morfologik va funktsional o'zgarishlarning yo'nalishi va sabablari to'g'risida ma'lumot olish yig'indisi tushuniladi. Pedagogik nazoratning mazmuni sportchilarning holatini, mashg'ulot yuklamalarini, harakatlarni bajarish texnikasini, sport natijalarining dinamikasini, musobaqalarda sportchilarning xatti-harakatlarini va o'quv yuklamalariga bardoshliligini va boshqalarni kuzatishdan iborat.

Shunday qilib, yetakchi mutaxassislarning ta'kidlashicha, ilmiy asoslangan nazorat tizimini yaratish sportchining motor faoliyatining turli tomonlari holati to'g'risida har tomonlama ma'lumot olishga bog'liq va uni to'plash mashg'ulot jarayonini boshqarishning eng muhim bosqichi sifatida ko'rib chiqilishi kerak.

Futbolda mashg'ulot jarayonini boshqarishning bu jihati ham yoshlar futboliga, ham yuqori malakali sportchilarga nisbatan ancha keng rivojlangan.

Biroq, ba'zi ekspertlarning fikriga ko'ra, mini-futbol bo'yicha ishlarning aksariyati bitta motor sifatini yaxshilash yoki ulardan birini rivojlantirishni monitoring qilish mezonlarini asoslash bilan bog'liq mini-futbol tayyorgarligining jihatlari, bu sportchining holatini yaxlit baholashga imkon bermaydi.

Futbol bo'yicha ilmiy, uslubiy va maxsus adabiyotlar tahlili shuni ko'rsatdiki, mini-futbolchilarni tayyorlash amaliyotida sportchilarning tayyorgarlik darajasi va ularning musobaqa faolligi sifatini miqdoriy baholash usullari muammosi asosan hal etilgan. Mashg'ulot yuklarini baholashga yondashuvlarda mutlaqo boshqacha vaziyat yuzaga keldi, chunki ko'pchilik mashqlar murakkab xarakterga ega bo'lib, bir vaqtning o'zida sportchilarning jismoniy fazilatlari va texnik-taktik mahoratini oshirish muammolarini hal qiladi. Integratsiyalashgan nazoratning ushbu bo'limida miqdoriy baholash mezonlari faqat qisman ishlab chiqilgan. Mavjud usullar hali mashqlar hajmini va texnik-taktik murakkabligini aniq aniqlashga imkon bermaydi; Mashg'ulot, mikrotsikl va boshqalarning yo'nalishini aniqlash yanada qiyinroq. Shu sababli, ko'plab mutaxassislar o'quv yuklamalarini batafsil baholashdan qochishadi, bu esa o'quv jarayonini rejalashtirishning yanada ilg'or shakliga - uni dasturlash va avtomatlashtirilgan boshqarishga o'tishga sezilarli darajada to'sqinlik qiladi.

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BOSHLANG'ICH SINF O'QUVCHILARINING MATNNI IDROK QILISH MALAKASINI ANIQLASHDA PIRLS XALQARO BAHOLASH DASTURINING AHAMIYATI

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Annotatsiya: Ushbu maqolada boshlang'ich sinflarning 4-sinfida o'qish savodxonligini aniqlaydigan PIRLS xalqaro baholash dasturining ahamiyati xususida so'z boradi. Shuningdek, bugungi kunda boshlang'ich sinflarda til ta'limiga yondashuvning grammatik yondashuvdan kommunikativ yondashuvga o'tishning zaruriyatlari tahlil qilinadi.**Kalit so'zlar**: matn, boshlang'ich sinf, ona tili, o'qish, grammatik yondashuv, kommunikativ yondashuv.

Bugungi kunda yurtimizda ta'lim sohasida xalqaro tajribalarni o'rganishga, ularning mazmunan, mohiyatan eng ilg'orlarini o'z ta'lim tizimimizda sinab ko'rish va joriy etishga alohida e'tibor qaratilyapti. Shuningdek, jamiyatimizda yo'lga qo'yilgan ta'lim sifati, saviyasi va darajasini aniqlab berishga qaratilgan xalqaro baholash tadqiqotlarida ham qatnashish jarayoni jadal sur'atlar bilan olib borilmoqda.

O'zbekiston Respublikasi Vazirlar Mahkamasining 2018-yil 8-dekabr kuni qabul qilingan "Xalq ta'lim tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-

tadbirlari to‘g‘risida”gi 997-sonli qarori qabul qilindi.[1] Shunday chora-tadbirlarning natijasi o‘laroq, O‘zbekiston Respublikasining umumta’lim maktablarida ta’lim oluvchi o‘quvchilar birinchi marta 2021-yildan boshlab xalqaro baholash dasturlarida qatnasha boshladi.

Boshlang‘ich ta’lim 4-sinf o‘quvchilarining o‘qib tushunish ko‘nikmasini xalqaro darajada baholaydigan dastur bu **PIRLS***(Progress In International Reading Literacy Study)*dir. Til - maktab ta’limidagi eng muhim fanlardan biridir. Chunki inson hayoti davomida eng ko‘p ma’lumotlarni til (o‘qish, eshitish, o‘zgalar bilan muloqot qilish) orqali oladi. Bekorga ta’lim sifatini baholaydigan xalqaro tadqiqotlarda (PIRLS, PISA) o‘quvchilarning o‘qish savodxonligi (o‘qigan matnini qay darajada tushunishi, tahlil qila olishi) asosiy baholash yo‘nalishlaridan biri sifatida kiritilmagan. Bu ko‘nikmalar ona tili darslarida rivojlantirilishi kerak.

O‘qib tushunish o‘zi nima u qanday bosqichlarni o‘z ichiga oladi? Boshlang‘ich sinf o‘quvchilarining o‘qish savodxonligini baholaydigan PIRLS xalqaro dasturida “o‘qish savodxonligi”ga quyidagicha ta’rif beriladi: “Reading literacy is the ability to understand and use those written language forms required by society and/or valued by the individual. Readers can construct meaning from texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment”.[2] Berilgan ta’rif asosida aytishimiz mumkinki, o‘qish savodxonligi – bu shaxsning o‘z maqsadlariga erishish, bilimi va potensialini rivojlantirish va jamiyatda ishtirok etish maqsadida matnlarni tushunishi, ishlata olishi, ularga baho berishi, ular ustida mushohada yurita olishi va ular bilan aloqaga kirisha olishidir.

Matnni tushunish bir qancha jarayonlarni o‘z ichiga oladi. PIRLS xalqaro tadqiqotlari mualliflari matnni tushunishning uch bosqichini ajratib ko‘rsatishadi:

-ochiq aytilgan ma’lumotni tushunish.Bunda o‘quvchi matndagi so‘z, jumla yoki gap darajasida tushunishi va shu gapda ifodalangan ma’lumot berilgan savolga javob bo‘la olishini tushunishi kerak.Bizda aksar hollarda o‘quvchilar matnni galma-gal ovoz chiqarib o‘qishadi va aynan matndan kelib chiqib kim? Nima uchun? Qayerda? Kabi eng quyi tushunish darajasidagi savollarga javob topishadi;

-ochiq aytilmagan ma’lumotni tushunish. Bunda o‘quvchi matndagi ikki(ba’zan ko‘proq) gaplarni birlashtirib, ular o‘rtasidagi ochiq aytilmagan bog‘liqlikni (masalan, sabab-oqibat, qahramonlar o‘rtasidagi munosabatlar va hokazo) tushunishi talab qilinadi;

-ma’lumot va g‘oyalarni talqin qilish va birlashtirish(interpretatsiya va integratsiya)[3]Bunda o‘quvchilar o‘zlarining matndan tashqari bilim va tajribalarini matnda berilgan ma’lumotlar bilan birlashtirgan holda xulosalar chiqarishlari talab qilinadi.

PIRLS xalqaro baholash tadqiqotida o‘qish savodxonligining darajalari quyidagicha tavsiflanadi:

1. **Eng yuqori daraja**(625 ball va undan yuqori)- O‘quvchilar matnni to‘la tushunadi va ayni paytda uning alohida qismlarini bir-biri bilan bog‘liq holda tushunadi. Muallifning g‘oyasini izohlashda o‘z shaxsiy fikrini aytishda matnga tayana oladi.
2. **Yuqori daraja**(550 ball)-O‘quvchilar matnning eng aniq xabarlarini tushunadi, matnga tayanib o‘zining shaxsiy xulosalarini chiqaradi, matn mazmuniga ham, shakliga ham baho bera oladi, uning ayrim til xususiyatlariga e’tibor qarata oladi.
3. **O‘rta daraja** (475 ball)-O‘quvchilar matndan axborot topa oladi, matn shakli va tilining ba’zi xususiyatlaridan foydalanib, matnga asosan o‘z xulosalarini chiqaradi.

[1] Vazirlar Mahkamasining 2018-yil 8-dekabr kuni qabul qilingan “Xalq ta’limi tizimida ta’lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to‘g‘risida”gi 997-sonli qarori

[2] https://www.oecd-ilibrary.org/sites/5c07e4f1-en/index.html?itemId=/content/component/5c07e4f1-en

[3] https://pirls2021.org/wp-content/uploads/sites/2/2019/04/P21_Frameworks.pdf

4. **Quyi daraja**(400 ball) –O'quvchilar matnda aniq berilgan va cheklash oson bo'lgan xabarni ajratib oladi.

PIRLS tadqiqotlarida 2021-yil O'zbekiston ilk bor ishtirok etib 57 ta davlat orasida 49-o'rinni egalladi[4]. O'zbekiston o'rtacha balldan sezilarli past (437 ball) natija qayd qildi. **Oddiygina so'z bilan aytganda, o'zbek o'quvchilari o'zbek tilida berilayotgan matnni idrok qila olmayapti, matnning mohiyatini tushunmayapti.**

PIRLS-2021 tadqiqot natijalarida O'zbekiston nega pastki o'rinlarni qayd etdi? Quyida bu holat yuzasidan o'z kuzatishlarimiz natijasida olgan xulosalarimizni bayon etamiz.

Birinchidan , boshlang'ich sinf ona tili, o'qish darslarida asosan badiiy matnlar bilan ishlanishi, bunda ham asosan matnni eng quyi darajada tushunish – matndan eksplitsit ma'lumotni chiqarish (*kim? nima qildi? qachon?* singari) bilan ishlanishi buning bosh sabablaridan deb o'ylaymiz. PIRLS tadqiqotida o'qish savodxonligini tekshirish uchun o'quvchilarga ikki turdagi matn taqdim etiladi: axborot matni va badiiy matn. PIRLS-2021 natijalariga ko'ra O'zbekistonlik o'quvchilar axborot matnidan ko'ra badiiy matnni nisbatan yaxshiroq tushunishlari qayd etilgan: badiiy matnni tushunish bo'yicha o'rtacha ball 438 ni tashkil qilsa, axborot matni uchun bu ko'rsatkich 434 ga teng bo'lgan. Yana shuningdek, o'quvchilar ona tili darslari jarayonida matndagi faqat ayon-ochiq ma'lumotlar(eksplitsit)bilan cheklanib qolmasligi, matndagi implitsit fikrlarni tushunishi va inferensiya(xulosalar chiqara olishi), matnga baho bera olishi va mushohada yurita olishi kerak.

Ikkinchidan, boshlang'ich sinf ona tili darsliklari ham, yuqori sinf ona tili darsliklari ham grammatik yondashuv asosida ishlab chiqilgan. Albatta, grammatikasiz til o'rganish, til malakalarini egallash ham mumkin emas. Lekin o'quvchilarning har turli vaziyatda o'z fikrlarini, nuqtayi nazarini bayon qila oladigan,tanqidiy-mantiqiy xulosalarini bera oladigan shaxs sifatida tarbiyalashni, faqat grammatik mashqlar orqali amalga oshira olamiz desak, xato qilgan bo'lamiz. Tilning strukturasi (leksik, grammatik, stilistik, fonetik) haqidagi bilimlar – asosiy maqsadga xizmat qiluvchi vosita, asosiy maqsad emas. Umuman, ona tili maktab ta'limida o'qitilishidan maqsad til qoidalarini sistematik o'rgatishga emas, tildan turli nutqiy vaziyatlarda foydalanishni o'rgatishga va nutq ko'nikmalarini rivojlantirishga qaratilishi kerak. Til kommunikativ maqsadlarda va kommunikativ yondashuv asosida o'qitilishi kerak.

Xulosa qilib aytadigan bo'lsak, matnni tushunish hatto ona tilida ham –o'z-o'zidan rivojlanib qoladigan jarayon emas, unga o'rgatish kerak. Maktab til ta'limining maqsadi – o'quvchidan "kichkina tilshunos" yasash emas, tildan turli vaziyatlarda samarali foydalana olish ko'nikmalarini shakllantirishdir. Hozirgi zamon o'qituvchilari zimmasida ana shunday mas'uliyatli vazifa turibdi: o'quvchilarda kommunikativ ko'nikmalarni shakllantirish, ularni erkin fikrlashga o'rgatish. Umumta'lim tizimida tilni o'rgatishga oid maqsadlarimizni aniq belgilab olsak va shu maqsadlarni yuzaga chiqaruvchi darsliklar bilan o'quvchilarni ta'minlasakkina, keyingi xalqaro baholash dasturlarida yuqori natijalar haqida orzu qilsak bo'ladi.

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2. Ina V.S. Mullis va Michael O.Martin, PIRLS 2021 Assessment Frameworks, 2019
3. Omanova M.A. PIRLS xalqaro dasturi asosida 4-sinf o'quvchilarida matnni o'qib tushunish malaksini rivojlantirish. Maqola. PIRLS xalqaro baholash dasturi: nazariya va tatbiq etish istiqbollari. Xakqaro ilmiy konferensiyasi materiallari. Toshkent, 2020-yil, 13-mart

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BOSHLANG'ICH SINF O'QUVCHILARIGA MATEMATIKA DARSLARIDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada boshlang'ich sinflarda matematikani oson o'rgatishga qaratilgan turli metod va usullar haqida ma'lumotlar beriladi. 1-4-sinflarda geometrik shakllar ustida ishlashga doir bir qancha metodlar tahlil qilinadi.

Kalit so'zlar:matematika, metod, masala, geometrik shakllar, parallelepiped

Barchamizga ma'lumki, hayotimizning, mubolag'a bilan aytganda, hech bir sohasini matematikasiz tasavvur qilib bo'lmaydi. Bejizga bu fanga "fanlar ichida shoh" deb ta'rif berilmaydi. Tadqiqotchilarning kuzatishicha, bu fanni yaxshi o'zlashtirgan o'quvchida tanqidiy-mantiqiy fikrlash qobiliyati yuqori bo'lar ekan, qolaversa hayotning turli jumboqli nuqtalaridan aynan matematikani yaxshi o'zlashtirgan kishilar katta foizlarda to'g'ri yechim bilan chiqib keta olar ekanlar.

Boshlang'ich sinflarda matematika darsini o'qitish birmuncha murakkab jarayon bo'lib, o'qituvchidan ham pedagogik, ham psixologik mahorat talab qiladi. Matematik hisoblashlar, geometrik shakllarga oid formulalar boshlang'ich sinf o'quvchilarida tushunish va o'zlashtirish jarayonida qiyinchilik tug'dirishi mumkin. Pedagog o'z mahoratidan kelib chiqib hisob-kitobga oid masala va misollarni tushuntirish uchun ularni tasavvurlaridan kelib chiqib o'ylashga, masaladagi jarayonlarda o'zlarini ham qatnashtirib tushuntirishi maqsadga muvofiq.

Masalan: Anvar va Sanjar 3 ta olma ko'chatini, 4 ta nok ko'chatini, 6 ta gilos ko'chatini bog'chaga uyning orqa tarafiga va tog'asi Sobir akaning bog'iga ekishlari kerak edi. Bolalar birgalikda 2 ta olma va 2 ta nokni bog'chaga, 4 ta gilosni uyning orqa tarafida ekishdi. Anvar va Sanjar necha ko'chatni Sobir akanikiga o'tqazishgan? Bular qanday ko'chatlar?

Sinfdan 2 ta o'quvchi tanlab ularni qo'liga 3 ta qizil, 4 ta yashil va 6 ta ko'k rangli tayoqcha yoki ruchkalar berib, ularga uyning bog'chasiga shuncha ko'chat, uyning orqasida shuncha ko'chat o'tqazding senda nechta ko'chat qoldi, ular qaysi meva ko'chatlari edi deb savol beramiz. O'quvchi qo'lidagi ruchkalardan foydalanib hisoblaydi va to'gri javobni topadi, buni kuzatib turgan boshqa o'quvchilar ham o'zlarida bor narsalar bilan hisoblashga tushib ketadilar to'g'ri javobni topishga harakat qiladilar, bu jarayonlarni qayta-qayta takrorlansa o'quvchi har qanday masalani hayolidan o'tkazib, ishlash jarayonida o'zi uchun eng oson yo'lni tanlaydi va masala ishlashda qiynalmaydi. Shu va shunga o'xshash masalalarni tushuntirishda o'quvchi ko'rgazmali qurollardan, har xil o'yinlardan ko'proq foydalansa, dars tushuntirish jarayoni o'ziga qulayliklar tug'diradilar va o'quvchilarni zeriktirib qo'ymaydi.

1-sinfdan 4-sinfgacha o'quvchilarga geometrik shakllar o'rgatiladi. Bularga: uchburchak, to'rtburchak, va uning turlari, kvadrat, aylana, doira va boshqalar shakllar haqida boshlang'ich tushunchalarga ega bo'ladilar.

3-4-sinflarda parallelepiped, parallelagram, kub va shu kabi shakllarni o'rganadilar. Bularni yaxshi o'zlashtirmaslik o'quvchilarda shakllarni tushunmaslik, ularni hayotda qayerlarda qo'llanishini anglamaslik, darslarga qatnashmaslik, keyinchalik esa o'zlashtirishning sustlashiga olib keladi.

O'quvchilarga bu shakllarni tushuntirish uchun darsni mashg'ulotini o'tishdan oldin ularga "Ertangi mavzuyimiz parallelepiped mavzusi, kitobga qarab shu shakllarni yasab kelinglar" deb topshiriq berish kerak.

Parallelepiped mavzusini tushuntirish bosqichida ularning yasab kelgan shakllari o'quvchilarning mazvuni tushunishiga yorgam beradi. O'qituvchi tushuntirayotgan hamma narsaga tushunadi. Uning eni qayer, bo'yi qayer, balandligi qayerda joylashganini biladi. Hajm nima? Yuzasi qanday kabi savollarga o'zi javob topadi va formulalarni o'rnida qo'llaydi.

Geometrik elementlarni o'rganishda quyidagi metodlardan foydalanish ham samarali bo'ladi:

- Geometrik modellashtirishdan foydalanish;
- Qog'oz, cho'plar, plastilin va simlardan figuralarning modellarini yasash;
- Qog'ozda geometrik figuralarni chizish.

Bularning barchasi bolaning ongida geometrik tasavvurni rivojlantirishga omil bo'ladi. Bunday holatda materialning turi, rangi, o'lchamlari, tekislikdagi holatini nazarda tutmagan holda figuralarni shunay tanlash kerakki, bolalar ularning asosiy belgilarini(shakli, geometrik sifatlarini) aniqlay olsinlar.

Boshlang'ich sinf o'quvchilari bilan ishlash davomida o'qituvchi o'quvchining tushunish qobiliyatiga, o'zlashtirishiga alohida e'tibor berishi kerak. Tushunmagan joylarini hayotiy narsalar, sodda predmetlar bilan ifodalab tushuntirishi lozim.

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BOSHLANG'ICH SINF O'QUVCHILARINI IJODIY QOBILIYATINI RIVOJLANTIRISH HAMDA KREATIV FIKRLASH ORQALI IJODIY QOBILIYATNI SHAKLLANTIRISH USULLARI VA METODLARI.

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Annotatsiya. Ushbu maqolada boshlang'ich sinf o'quvchilarini ijodiy qobiliyatini rivojlantirish hamda kreativ fikrlash orqali ijodiy qobiliyatni shakllantirish usullari va metodlari bilan birgalikda ularda ta'lim va tarbiyaning inson kamolotidagi o'rni va ahamiyati qay darajada muhim o'rin egallashlari ko'rsatilgan. Bundan tashqari yoshlarning intellektual imkoniyatini oshirish usullarini ishlab chiqilgan.**Kalit so'zlar**.Ta'lim, tarbiya, modernizatsiya, rivojlanish, intellektuallik, individuallashuv, ilm-fan , davlat, jamiyat.**Аннотация.** В данной статье показано, как обучение и воспитание, наряду с развитием творческих способностей учащихся начальных классов и формированием творческих способностей через креативное мышление, играют важную роль в развитии человека.
Ключевые слова. Образование, воспитание, модернизация, развитие, интеллектуальность, индивидуализация, наука, государство, общество.

Boshlang'ich sinf o'quvchilarining intellektual imkoniyatini rivojlantirishda tarbiyaning ahamiyati muhim rol o'ynaydi. Intellektual imkoniyatni oshirish uchun tarbiya jarayonining mohiyati shu jarayon uchun xarakterli bo'lgan va muayyan qonuniyatlarda namoyon bo'ladigan ichki aloqa va munosabatlarni aks ettiradi . Intellektual imkoniyatni rivojlantirish jarayonida o'quvchilarda jamiyatga naf keltiradigan, shaxsga quyiladigan axloqiy talablariga muvofiq keladigan xulqiy malaka va ko'nikma hosil qilinadi. Bunga erishish uchun o'quvchining ongiga,

dunyo qarashi va irodasiga tizimli, muntazam ta'sir etib boriladi. Ijodiy salohiyatni rivojlantirish jarayonida bulardan birortasi e'tibordan chetda qolsa ko'zlangan maqsadga erishish qiyinlashadi. Mana shu psixologik jihatlarni e'tiborga olingandagina yoshlarning intellektual ijodiy qobiliyatlarini shakllantirib uni rivojlantirishga imkon yaratiladi.

Aytishimiz mumkinki oxirgi yillarda ta'limni isloh qilishda, milliy mustaqillik prinsiplari va xalqning boy intellektual merosi, umumbashariy qadriyatlarning ustuvorligi asosida ta'limning barcha darajalari va bo'g'inlarida ta'lim oluvchilarning ma'naviy va axloqiy fazilatlarini rivojlantirish, ta'lim olishda, shuningdek bolalar va yoshlarni ma'naviy axloqiy intellektual va jismoniy jihatdan tarbiyalashda jamoat tashkilotlari mahallalar, hayriya va xalqaro fondlarning rolini kuchaytirish yuzasidan chora tadbirlar ishlab chiqish hamda ularni amalga oshirish ishlari jadal suratlar bilan olib borilmoqda. Mana shunday amaliy ishlarning boshlanishi sifatida davlatimiz tomonidan yoshlarning intellektual imkoniyatini rivojlantirishning quyidagi maqsadlari belgilab olindi:

-yoshlarning intellektual imkoniyatini rivojlantirish va uni muhofaza qilish;

-ilm-fan va davlat hokimiyati hamjihatligidagi say-harakati, shuningdek ta'lim tizimini modernizatsiya qilish, intellektual zahiralarni muhofaza qilish va rivojlantirish:

-intellektual imkoniyatni rivojlantirish ishlarini tartibga solish;

-yoshlarning intellektual imkoniyatini rivojlantiruvchi psixologik- pedagogik tashkiliy uslubiy asoslarini yaratish.

Belgilangan maqsadlarni amalga oshirish yuzasidan ham bir qator vazifalarni belgilandi, jumladan:

-iqtidorli o'quvchi-yoshlarni izlash mexanizmi, psixologik-pedagogik, tashkiliy–uslubiy asoslarini yaratish borasidagi kamchiliklarni aniqlash;

-intellektual imkoniyatni oshirishda tarbiya jarayonining xususiyatlarini o'rganish;

-yoshlarning mustaqil faoliyat turlarini o'rganish;

-yoshlarning ma'naviy intellektual ijodiy qobiliyatlarini shakllantirish manbalarini yaratish;

-yoshlarning intellektual imkoniyatini oshirish usullarini ishlab chiqish;

-yoshlarning intellektual imkoniyatini nazariy va amaliy jihatdan o'rganib chiqish;

-fanning turli sohalaridagi mutaxassislar intellektual imkoniyatini oshirish bo'yicha takliflar ishlab chiqish;

-ta'lim menejment sohasida innavatsion takliflarni o'rganish va kadrlar tayyorlash milliy dasturining uchinchi bosqichiga muvofiq ularni ta'lim tizimiga tadbiq etish;

-bo'lajak rahbar kadrlarning intellektual imkoniyatini oshirish va ko'maklashuvchi yuridik malakani (xorijiy) o'rganish va me'yoriy-huquqiy mexanizmlarini joriy etish.

Barchamizga ma'lumki bugungi kunda olib borilayotgan intellektual imkoniyatni rivojlantirishga oid barcha ishlarning sifat samaradorligi oshirish maqsadida bir necha chora tadbirlar amalga oshirilmoqda. Boshlang'ich sinf o'quvchilariga yo'naltirilgan tarbiya tizimi o'qituvchidan yoshlarning intellektual salohiyatini rivojlantirishda tarbiya uslubiyatlariga alohida munosabat bilan yondoshishni, uslubiyatni hamda mavjud holatni to'liq o'rganishni, jarayonga ijodiy muhitni olib kirishni taqozo etadi. Bunga asosiy sabab;

-intellektual ijodiy ishlar jarayonida to'liq muvaffaqiyatga erishish yoki muvaffaqiyatsizlik tahdidining mavjudligi;

-boshlang'ich sinf o'quvchisi to'qnashadigan va ba'zan ko'p yillar davomida muvaffaqiyatli yoki muvaffaqiyatsiz kurashadigan hayotiy holatlardan biri – bu fikrining o'ylaganidek ro'yobga chiqmasligini anglash;

-boshlang'ich sinf o'quvchilari ko'pincha o'zining dunyoqarashi, tasavvurining qanday darajada kengligidan kelib chiqib, fikrlaydi hamda bu fikrlashni mavjudlikning ijobiy yoki salbiy holatlari bilan bog'lab tahlil qila olmasligidir. Bundan tashqari boshlang'ich sinf o'quvchilarining intellektual imkoniyatini rivojlantirish jarayonini shakllantirishda quyidagi holatlar e'tiborga

olinishi juda muhimdir. Intellektual imkoniyatni shakllantirish va rivojlantirish jarayoni maksimal darajada texnokratik bo'lmog'i joiz. Buning uchun esa psixologik hamda pedagogik texnologiyalarni amaliyotga joriy etish bilan birgalikda, intellektual imkoniyatni shakllantirishni ta'lim-tarbiya jarayoniga singdirilishi ko'zda tutilayotgan tegishli texnologiyalarni ilmiy asoslash va ishlab chiqish va intellektual imkoniyatni shakllantiruvchi tarbiya jarayonining dastlabki holatda ijtimoiy-psixologik muhitni aniq tahlil qilish hamda taktik jarayonni mukammal ishlab chiqish maqsadga muofiqdir. Shaxsning o'zini-o'zi tarbiyalash jarayoni, ya'ni o'zining intellektual imkoniyatini tashqi va ichki omillar ta'sirida shakllantirib boradi. Bunda mehnat jamoasidagi ijtimoiy-psixologik muhit katta ahamiyatga ega. Boshlang'ich sinf o'quvchisi shaxsining shakllanish jarayoniga – jamiyatda qabul qilingan axloq normalari, hulq normalari, ma'naviy-ma'rifiy qadriyatlarni singdirish texnologiyalarini yaratish ko'pgina jihatdan yakuniy natijani ta'minlashga xizmat qiladi. Shu o'rinda shaxsning ijtimoiylashuvini ham bir necha bosqichlarda ko'zatishimiz mumkin;

-boshlang'ich jamoalashuv yoki moslashuv bosqichi. Bunda o'quvchi tomonidan ijtimoiy tajriba o'zlashtiriladi, moslashtiriladi va qabul qilinadi.

-individuallashuv bosqichi. Bunda o'quvchilarni o'z ustida mustaqil ishlashlari va mustaqil fikrlarini ruyobga chiqarishda o'zining mustaqil fikrini bildirish istagi, jamoat xulq normalariga nisbatan ijobiy hamda tanqidiy fikrlash paydo bo'ladi. - integratsion bosqich. O'quvchi jamiyatda o'zi o'rnini topish, jamiyat hayotiga kirishish, atrofdagilarga ijobiy tomondan tanilish, faoliyatda o'zini ijobiy tarafdan ko'rsatish harakatiga tushadi, ya'ni shaxs sifatida o'zini tanitish istagi birinchi o'ringa chiqadi. Shu o'rinda ta'kidlash lozimki, agar shaxsning ijodiy izlanishi, intellektual imkoniyatini ko'tarish harakatlari biror ijtimoiy guruh yoki jamiyat tomonidan qabul qilinsa, integratsion bosqich muvaffaqiyatli o'tadi.

-ijtimoiy faoliyat bosqichi. Bu bosqich inson balog'atga yetgan davrdan boshlab, hayotining oxirigacha davom etadi.

O'quvchilarning intellektual imkoniyatini rivojlantirish jarayonining monitoringini yaratish amalga oshiriladigan barcha ishlarning yagona monitoringini shakllantirish orqali, jarayonni bevosita kuzatish imkoni yuzaga kelishini ko'zatishimiz mumkin. Boshlang'ich sinf o'quvchilarini ijodiy qobiliyatini rivojlantirish hamda kreativ fikrlash orqali ijodiy qobiliyatni shakllantirish usullari ta'lim sifatini oshirishning imkoniyatlarini yaratadi.

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BOLALARDA ELEMENTAR MATEMATIK TASAVVURLARNI SHAKLLANTIRISHGA O'QITISH VOSITALARIDAN FOYDALANISH METODIKASI

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Fizika matematika fanlar nomzodi.
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Annatatsiya. Ma'lumki, ta'limning birinchi bo'g'ini bo'lgan maktabgacha ta'limga yosh bolalarning pedagogik-psixologik o'zlashtirish qobiliyatlaridan kelib chiqib "Elementar matematik tasavvurlarni shakllantirish" fani o'qitiladi.

Matematika fani ham boshqa aniq fanlar kabi bizni o'rab turgan narsalarning o'ziga xos xossalarini o'rganadi. Agar kimyo fani narsalarning atom tuzilishini, fizika fani qattiq-yumshoqligini, elektir o'tkazuvchanligi ,massasini o'rgansa, matematika fani narsalarning shakli va formasini o'rgandi.

Biz ushbu uslubiy maqolamizda matematika fanining asosiy va asosiy bo'lmagan ba'zi bir tushunchalarni maktabgacha yoshdagi bolalarga o'qitish vositalari yordamida tushuntirish metodikasi haqida so'z yuritamiz.

Kalit so'zlar: Keng-tor, katta-kichik, uzun-qisqa, arifmetik amallar, xossa, sonlar, raqamlar, sonlarni og'zaki va yozma nomerlash, sonlar o'qi, to'g'ri chiziq.

Annotatsia. It is known that preschool education, which is the first stage of education, is taught the science of "Formation of elementary mathematical ideas" based on the pedagogical and psychological mastery skills of young children.

Mathematical science, like other concrete sciences, studies the specific properties of things that surround us. If the science of chemistry studied the atomic structure of things, the science of physics studied hard-softness, electrical conductivity, mass, the science of mathematics studied the shape and form of things.

In this article, we are talking about the method of explaining some basic and non-basic concepts of mathematics to preschool children with the help of educational tools.

Keywords: Wide, big, small, long, short, arithmetic operations, concept of properties, numbers, numbers, oral and written numbering of numbers, line of numbers, straight line.

Анатасия. Известно, что в дошкольном образовании, являющемся первой ступенью образования, преподается наука «Формирование элементарных математических представлений» на основе педагогического и психологического мастерства детей раннего возраста.

Математическая наука, как и другие конкретные науки, изучает специфические свойства окружающих нас вещей. Если наука химия изучала атомное строение вещей, наука физика изучала твердость-мягкость, электропроводность, массу, наука математика изучала форму и форму вещей.

В этой статье речь идет о методе объяснения детям дошкольного возраста некоторых основных и неосновных понятий математики с помощью учебных пособий.

Ключевые слова: Широкие, большие, маленькие, длинные, короткие, арифметические действия, понятие о свойствах, числах, числах, устная и письменная нумерация чисел, ряд чисел, прямая линия.

Bugungi kunda Respublikamizda ta'lim sohasiga katta e'tibor berilmoqda.O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev tomonidan qabul qilingan "Maktabgacha ta'lim va tarbiya to'g'risida"gi qonun bo'yicha ishlar qat'iy nazoratga olingan. Maktabgacha ta'lim yoshdagi bolalar uchun alohida dasturlar bilan ish olib borilmoqda. "Ilk qadam" va tayyorlov

guruhlari uchun "Ilm yo'li" variativ dasturlaridan foydalaniladi.Ushbu dasturlarda bolalar yosh o'zlashtirish qobilyatlaridan kelib chiqib mashg'ulotlarda didaktik o'yinlardan foydalanish ham nazarda tutilgan.

Matematika fani boshqa barcha fanlar kabi o'zining tushunchalariga ega. Matematik tushunchalarni shartli ravishda ikki guruhga ajratishimiz mumkin. Ulardan: birinchisi ta'riflanmaydigan tushunchalar bo'lsa, ikkinchi guruh tushunchalari, ta'riflanadigan tushunchalardir.

Tushuncha bu – insonlarning boy hayotiy tajribalari asosida to'plangan, umumlashtirilgan narsa va predmetlarning xossalariga aytiladi. Masalan: arifmetika fanining tushunchalariga: son, raqam, arifmetik amallar; algebra fani tushunchalariga: harfli ifodlar, bir xad, ko'p xad; geometriya fani tushunchalariga: nuqta, chiziq, kesma, burchak va h.k kiradi.

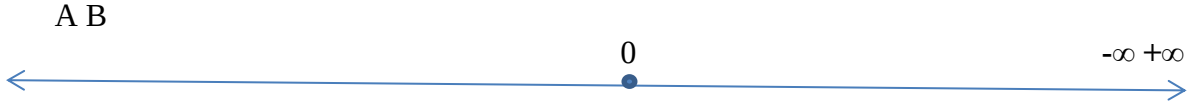
Asosiy xossa deb, faqat so'z yuritiladigan narsa va hodisaga tegishli bo'lib, bu xossasiz narsa va hodisa mavjud bo'lmaydigan xossaga aytiladi. Masalan: Uchburchak uchun muhim yoki asosiy xossa undagi uchta burchak bo'lib, ular yig'indisi 180° bo'lishlik xossasidir.

Asosiy bo'lmagan xossa deb, narsa va predmetning mavjud yoki mavjud bo'lmasligiga ta'sir qilmaydigan xossasidir. Masalan: Sonli tenglikda tenglikning har ikkala tomoniga biror sonni qo'shish yoki ayrish mumkin degan xossasi asosiy bo'lmagan xossa hisoblanadi.

Maktabgacha yoshdagi bolalarda elementar matematik tasavvurlarni shakllantirish deganda elementar matematik tushunchalar haqidagi tasavvurlarni shakllantirish deb to'liqroq ma'noda tushunmoq kerak.

Maktabgacha yoshdagi bolalarda son tushunchasi haqidagi tasavvurlarini shakllantirishda sonlar o'qi koordinatalar sistemasidan foydalanish muhim ahamiyatga ega. Bog'cha yoshidagi bolalarga natural sonlar sanashga har bir natural son, har ikkala yonidagi sonlar bilan o'zaro qanday bog'langanligini aniqlashda ularni o'sib va kamayib borish tartibida sanashga o'rgatishga yaxshi ko'rgazmali qurol bo'lib xizmat qiladi.

Hozir biz bu sonlar o'qini hosil qilish jarayoni bilan tanishamiz:
Tekislikda bironta garizontal holatdagi to'g'ri chiziqni olib, bu trio chiziqda ixtiyoriy 0 (nol) tanlab olamiz:



Berilgan to'g'ri chiziqning har ikkala tomoniga uning ∞(cheksiz) davom etishini tasvirlash maqsadida cheksiz belgisini qo'yamiz. Natural sonlarni bu to'g'ri chiziqdagi tasavirini berish uchun biror uzunlikka ega bo'lgan (birlik) kesmani olamiz va bu kesmani uzunlikni nol (0) nuqtadan boshlab o'ng tomonga qarab ketma-ket bir necha marta qo'yib chiqamiz. Natijada quyidagi chizmadagi geometrik, shakl hosil bo'ladi:



∞ (cheksiz) hosil bo'lgan har bir kesmalarning uchlaridagi nuqtalarga natural sonlar ketma-ketlikdagi sonlarni o'sib borish tartibida ketma-ket joylashtirib chiqamiz.

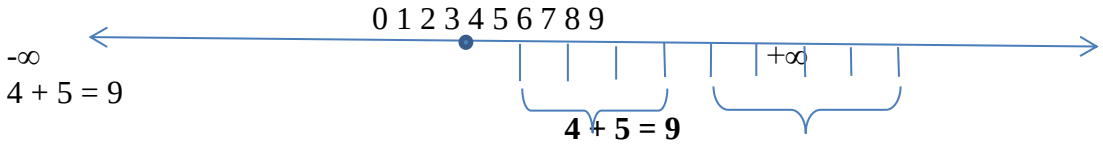
Bu hosil bo'lgan chizma natural sonlar o'qi deyiladi. Boshlang'ich ta'lim matematika darslarida o'rgatiladigan haqiqiy sonlar o'qi-bu natural sonlar o'qini chap tomonga ham ko'chirish natijasida hosil qilinadi. Kichik maktab yoshidagi o'quvchilar bu sonlar o'qidan foydalanib musbat butun sonlarnii umumiy olganda barcha sonlarning xossalarini o'rganishda foydalaniladilar.

Ilg'or salohiyatli pedagoglar sonlar o'qidan foydalanib natural sonlarni og'zaki va yozma nomerlashda, ular ustida arifmetik amallarni bajarishda, natural sonlarni o'zaro taqqoslashda, haqiqiy sonlarning boshqa ko'plab xossalarini o'rganishda unumli foydalanib kelmoqdalar.

Biz har kuni matematika darslarida bir necha marta ishlatadigan oddiy chizg'ich natural sonlar o'qiga misol bo'ladi.

Bu chizg'ichdan foydalanib "O'nlik" mavzusida berilgan sonlar ustida qo'shish va ayrish amallar va ularning natijalarini tekshirish imkoniyati ham juda katta. Masalan: 4+5 yig'indini topish talab etilgan bo'lsin. Buning uchun sonlar o'qida 4 sonini topib olib unga 5 sonini qo'shish, 4 sonidan keyingi sonlarning 5 tasini ketma-ket 5, 6, 7 ,8 va 9 sonlarini sanash natijasida hosil bo'ladi.

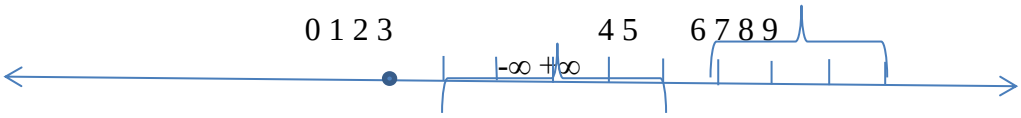
Yig'indining to'g'ri topilganligini tekshirib ko'rish uchun yig'indidan ma'lum qo'shuvchilardan birinchi ayrib ikkinchi qo'shuvchi hosil qilsak, qo'shish amali to'g'ri bajarilganligi bildiradi:



4 + 5 = 9

Qo'shish amali natijasini ayrish amali yordamida tekshiramiz:

5 4



9

9 – 4 = 5

Buning uchun sonlar o'qidagi 9-sonini topib olib 9 dan ketma-ket 1 sonnini o'ngdan 4 marta ayramiz natijada sanash 5 sonida to'xtaydi. Natijada 5 sonini ko'rsatib, demak qo'shish amali to'g'ri bajarilgan.

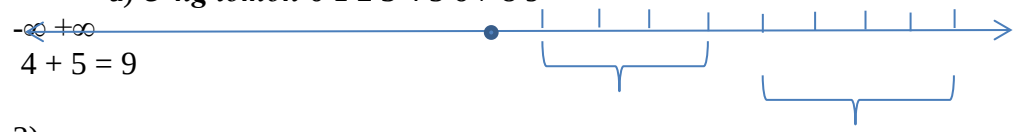
Qo'shish amalining xossalaridan biri "Qo'shilivchilarning o'rni almashgani bilan yig'indi o'zgarmaydi" degan xossasini ham isbotini sonlar o'qiga tekshirib ko'rishishimiz mumkin. Masalan:

4+5=5+4; (9=9)

Bu tenglik to'g'riligini tekshirish uchun tengliklarning o'ng va chap tomonlarini alohida-alohida qo'shib, natijalar bir xiligiga ishonch hosil qilamiz.

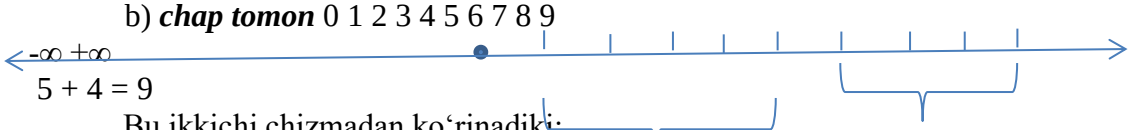
1)

a) ***O'ng tomon*** 0 1 2 3 4 5 6 7 8 9



2)

b) ***chap tomon*** 0 1 2 3 4 5 6 7 8 9



Bu ikkichi chizmadan ko'rinadiki:

4+5=5+4

Demak xossa to'g'ri ekan va uni umumiy ko'rinishda quyidagicha yozamiz:

n+m= m+n

Yozishimiz mumkin. Bu erda **n** va **m** ixtiyoriy natural sonlardir.

Xuddi shuningdek, qo'shish amalida qo'shuvchilarni turli ko'rinishdagi gruppalab qo'shish ham yilindini o'zgartirmaydi.

Ya'ni: **a+(b+c)=(a+b)+c=(a+c)+b;**

Qisqa qilib aytganda, maktabgacha yoshdagi bolalarga matematika fanining tushunchalari haqida tasavvurlar hosil qildirishda ko'rgazmalilik katta ahamiyatga ega.

Maktabgacha yoshdagi bolalarga matematik tushunchalar haqida dastlabki ma'lumotlar berishni ularning kundalik amaliy hayotidan olingan misol va masalalar bilan bog'lab yoki didaktik o'yinlar orqali qiziqarli qilib tushuntirilsa ularning o'zlashtirishlari oson bo'ladi.

Matematika fani katta yoshdagi yoki kichik maktab yoshdagi bolalar bo'lsin, shunchalik jiddiylik uni o'zlashtirib olishni osonlashtiruvchi eng kichik imkoniyatini ham qo'ldan chiqarmaslik kerak. Bu masala maktabgacha yoshdagi bolalar haqida borar ekan buning qiymati aytilganidanda bir necha marta ortadi.

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8. Read more at: **https://genderi.org/**
9. Read more at: **https://arxiv.uz/**

MAKTAB O'QUVCHILARIDA JISMONIY TARBIYA MASHG'ULOTLARIDA JISMONIY SIFATLARNI MEYORLASH

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Annotatsiya Maqolada:Maktab o'quvchilarning jismoniy sifatlarini rivojlantirish. Kichik maktab yoshidagilarda jismoniy sifatlar rivojlanadi. Lekin bu rivojlanish ma'lum yiilarda ayrim sifatlarni oldinlab ma'lumlarini esa kechroq rivojlanishiga olib kelishi mumkin. Bunga yashash sharoiti, kunlik rejim, jismoniy mehnat va qator boshqa ijtimoiy faktorlar sabab bo'ladi. Bundan tashqari yoshlar, o'smirlar va kichik yoshdagilarni jismoniy sifatlarini tarbiyalanishi tabiiy ravishda o'zgarayotgan va rivojlanayotgan organizmning xususiyatlariga ham bog'lik. Hammadan ham maqsadga muvofiq xolda uyushtirilgan mashg'ulotlar harakat sifatlarini rivojlantirishda asosiy rolni o'ynaydi.

Kalit so'zlar: Sportchi, jismoniy tarbiya, murabbiy, mashqlar ,jismoniy sifatlar, yuklamalar.

Jismoniy tarbiya darslari va mashg'ulotlarida mashqlar me'yorini belgilash, jisomniy mashqlarni bajara olish, bir tomondan, shug'ullanuvchilarning imkoniyatlariga bog'liq bo'lsa, ikkinchi tomondan ulraning o'zlari uchun xos bo'lgan (muvofiqlashtirishdagi murakkablik, intilishning intensivligi, qancha davom etishi va xokazo) xususiyatlari biror mashqni bajarish paytida sodir bo'ladigan ob'ektiv qiyinchiliklarga bog'liq bo'ladi. Birinchi bilan ikkinchining (imkoniyat bilan qiyinchilikning) bir-biriga to'la muvofiq kelishi bajara olishining optimal me'yorini ifoda etadi. O'quvchi bajara olish me'yorini belgilar ekan, avvalo ilmiy ma'lumotlar va umumlashgan amaliy tajribalar asosida shug'ullanuvchilarning biror bir kontingenti uchun belgilanadigan dasturlarga va normativ talablariga asoslanadi.

Tezkor – kuchlilik sifatlarini maktab o'quvchilarida ya'ni 12-13 yoshli o'quvchilarni rivojlantirishni tarbiyalash vosita va uslublari. Tezkor – kuchlilik qobiliyatlari (dinamik kuch) tez xarakatlarda. Tezkor – kuchlilik qobiliyatlari qarshiliklarni yenguvchi va yon beruvchi

(amortozatsion kuch) kuchlarga bo'linadi. Juda ko'p sport adabiyotlarida kuch sifatlarini rivojlantirishi uchun ko'p metodlar uchraydi. Tezkorlik tezkor-kuchlilik va chidamlilikni rivojlantirish uchun mashg'ulotlar jarayonida quyidagi mashqlar tavsiya qilinadi: tezkorlik uchun mashqlar pastki startdan tezlikka 30,60,100 m yugurish, 30 dan 50 m gacha tezlanish bilan yugurish, arg'amchida tez sakrash: to'ldirma qopni 10-15 sek davomida ko'tarib yugurish (marta tezkor – kuchlilik mashqlari uzunlikka sakrash, balandlikka sakrash. Granata uloqtirish, maxsus tezkor xarakatli o'yinlar, estafeta yugurish, sakrash, uloqtirish elementlari bilan boyitilgan: sport o'yinlari (futbol, basketbol, voleybol, qo'l to'pi, tennis).

Tezkor – kuchlilik me'yorlari va dinamikasi.

Yuklamalar tuzilmaisning aniq tarkibini belgilash uchun tuzilmasining aniq tarkibini belgilash uchun N.I.Volkov tavsiyalardan foydalanish zarur. Xozirgi kunda ishlatiladigan jismoniy mashqlarning turkumlarga bo'linishi yuqori toifali sportchilarning ko'rsatgan natijalari asosida ishlab chiqilgan, lekin akademik litsey o'quvchilari uchun jismoniy mashqlar aniq turkumlarga bo'linmagan, shu bilan birgalikda ayrim dissertatsiyalar va adabiyotlarda mashqlarning chegarasini aniqlash va ularni me'yorlashga urinib ko'rilgan, lekin aniq, puxta uslubiy ko'rsatmalar berilmagan. Umumta'lim maktablaridagi jismoniy tarbiya darslarida mashqlarining miqdorini zo'riqish zonalaridan, organizmga yuklama bergan javob reaktsiyasidan, nafas olish sur'ati, mashqlarning davom etish vaqti, shiddati, dam olish oralig'i, dam olish xarakteri, takrorlanish sonidan kelib chiqib aniqlash zarur. O'quvchilarning jismoniy tayyorgarligida umumiy tayyorgarlik (kuchlilik, tezkorlik, chaqqonlik, egiluvchanlik chidamlilik sifatlarining mukammal rivojlanganligi) maxsus tayyorgarlikning tez va mukammal rivojlanishiga yordamlashadi, ya'ni zamin yaratadi. Kichik xajmdagi yuklama katta charchoqdan so'ng ish qobiliyatini tiklashga ko'maklashib, asab tizimi jismoniy zo'riqishni yengillashtiradi. Katta, kichik yoki o'rta xajmdagi yuklamaga bitta mashg'ulotda qo'llaniladigan bir yo'nalishdagi va xar xil yo'nalishdagi shiddatli yuklama bilan erishiladi. Yuklamaning ichki va tashqi tomonlarining o'zaro aloqadorligi mashg'ulotlarda ish xajmi va shiddatini oshirish bilan organizmning funktsional xolatlarida o'zgarishlarni kuchaytiradi, charchash jarayonining chuqurlashishiga va chidamlilikning rivojlanishiga olib keladi, biroq bu aloqadorlik ma'lum chorakda namayon bo'ladi. Masalan, suzish mashg'ulotlari 10x15 m ga maksimaldan 90-95% tezlikda suzish dam olish vaqtiga bog'liq xolda xar xil samara berishi mumkin, 10-15 soniya dam olish funktsional siljishlar kumulyattsiyasiga va ish qobiliyatini pasayishiga olib keladi, 2-3 daqiqali dam olish esa ish qobiliyatining tiklanishiga va navbatdagi takrorlashdan so'ng tiklanishga yordam beradi. Har xil funktsional xolatda bir xil ishni bajarish organizmning funktsional tizimida turli xil javob reaktsiyasini namoyon qiladi. Moslashish bo'yicha har xil xajmi va shiddatli yuklamadan samarali foydalanish u yoki bu tayyorgarlik vositasini muvofiq ravishda tanlashga, foydalanilgan mashqlar yo'nilishining xarakteriga bog'liq. Maktabda jismoniy tarbiya va turizm ta'limning birinchi bosqichida optimal jismoniy yuklama bilan o'quvchilar organizmining kun tartibiga moslashishga yo'naltirish ularning aqliy va jismoniy ish qobiliyatini oshiradi. Jismoniy tarbiya darslarida pedagog yuklamani me'yoriy aniqlash uchun o'quvchilarning sog'ligini, funktsional imkoniyatlarini ularning tayyorgarlik darajasi va individual xususiyatlarini, shu bilan birga o'tilgan darslar yuklamasini nazarda tutish zarur. Jismoniy tarbiya darslarida ijobiy natijaga erishish shartlaridan biri yuklamani asta-sekin oshirib borishdir. Tayyorlov qismida fiziologik ta'siriga ko'ra oddiy yengil mashqlar qabul qilinadi, keyin ularning tuzilishi yuklama kattaligi oshiriladi. Darsning asosiy qismida yuklama bolalarning yoshiga va jismoniy tayyorgarligiga mos kelgunga qadar amalga oshiriladi. Yakuniy qismida yuklama shiddati pasaytirilib, tiklanish jarayonlari tezlashtiriladi. Asta-sekin faol xolatdan muskullar tinchlantirilib, umumiy darslarga o'tish ta'minlanadi. Yuklama me'yori – bu ma'lum bir o'lchamilarning xajm va tezligidir. Me'yor o'lchami ma'lum bir zaruriy vazifani xal qilish uchun aniq o'lchamdir, boshqacha qilib aytganda yuklama o'lchami (normasi) – jismoniy tarbiyada sog'liqni mustaxkamlash, xarakat ko'nikmasi va malakalari o'rtasidagi zaruriy xarakat faolligi, jismoniy tayyorgarlikning mezoni darajasini

ushlub turish demakdir. Jismoniy siaftlarni rivojlantirish jarayonida yuklamani me'yorlash o'quvchilarni yoshi, jinsi, sog'ligi, jismoniy tayyorgarlik darajasi va qo'yilgan vazifaga bog'liq. Bu xususiyatlarni xisobga olish faqat mashqlar tuzilishini aniqlamasdan balki darsda mashqlarni amalda qo'llash uslubiyatini xam belgilaydi. O'quvchilar organizmiga jismoniy yuklamaning ta'sirini baxolashda yoki nazorat qilishda charchashning sub'ektiv va ob'ektiv belgilaridan foydalaniladi. Maktab yoshidagi, bolalar orsida jismoniy mashq yuklamasini nafas olish tizimiga ta'sirini bilish yuzasidan bir qator ishlar bajarilgan. Ularning fikricha bolalar oragnizmiinng yurak qon tomir va nafas olish organlar tizimining bitta ma'lum me'yorlangan yuklamaga bo'lgan reaktsiyasi bosh namuna bo'lib xarakterlanadi.

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KO‘ZI OJIZ VA ZAIF KO‘RUVCHI BOLALAR UCHUN IXTISOSLASHTIRILGAN MAKTAB-INTERNATLARI O‘QUVCHILARINI KASBGA YO‘NALTIRISHNI TAKOMILLASHTIRISHDA, XALQ HUNARMANDCHILIGIDAN FOYDALANISHNING PEDAGOGIK SHAROITLARI

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Annotatsiya: mazkur maqolada Ko‘zi ojiz va zaif ko‘ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlarida texnologiya darslari va darsdan tashqari mashg‘ulotlarda o‘quvchilarga xalq hunarmandchiligini o‘rgatish asosida kasb –hunarga yo‘naltirishning pedagogik sharoitlari haqida so‘z yuritiladi.

Kalit so‘z: Dars, o‘quvchi, hunarmand, xalq hunarmandchiligi, kasb ta'lim-tarbiya tizimi, ixtisoslashtirilgan maktab-internat.Respublikamizda keyingi yillarda amalga oshirilayotgan islohotlarda jamiyatda amalga oshirilayotgan ijtimoiy-iqtisodiy o‘zgarishlar barcha sohalarda, siyosiy, g‘oyaviy, ma'naviy, mafkuraviy sanoat va san'atda, madaniyatda, tibbiyot va fan, maorifda, turli tiklanishlar va sifat samaradorliklar oshirishiga erishilmoqda. So‘nggi yillarda mamlakatimizda "Inson qadri uchun" tamoyili asosida nogironligi bo‘lgan shaxslarni qo‘llab-quvvatlash tizimini yanada takomillashtirish, xususan ko‘zi ojiz va ko‘rishda nuqsoni bo‘lgan bolalarning jamiyatdagi o‘rnini mustahkamlash yuzasidan zarur chora-tadbirlar amalga oshirildi.

Mazkur yo‘nalishdagi islohotlarning izchilligi va tizimliligini ta'minlash, ko‘zi ojiz va zaif ko‘ruvchi bolalarning ta'lim olishi uchun yaratilgan shart-sharoitlarni yanada yaxshilash, ularning jamiyatga moslashuviga ko‘maklashish hamda qo‘llab-quvvatlash bo‘yicha ishlarni yangi bosqichga olib chiqish maqsadida PQ-209 raqamli O‘zbekiston respublikasi prezidentining "Ko‘zi ojiz va zaif ko‘ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlarda ta'lim berish sifatini oshirish hamda ular faoliyatini yanada takomillashtirish chora-tadbirlari to‘g‘risida" qarori1-bandida sifatli ta'lim va tarbiya berishga, ularning maishiy sharoitlarini yaxshilashga, shuningdek, o‘quvchilarning bo‘sh vaqtini mazmunli tashkil etish hamda intellektual, jismoniy va ijodiy qobiliyatlarini rivojlantirishga, 3- bandi a) qismida 2022/2023 o‘quv yilidan boshlab: "Nurli maskan" maktablarining Brayl yozuvidagi darsliklar va o‘quv qo‘llanmalar, badiiy hamda bolalar uchun mo‘ljallangan adabiyotlar, turli ixtisoslik va yo‘nalishlardagi bosma va audiokitoblarga bo‘lgan ehtiyoji har olti oyda o‘rganiladi va shu asosda adabiyotlar ro‘yxati shakllantirib

boriladi."Nurli maskan" ixtisoslashtirilgan maktab-internatlarining shart-sharoitlarini bosqichma-bosqich yaxshilash bo'yicha "yo'l xaritasi"da belgilangan 5-vazifada Maktab-internatlar va oliy ta'lim muassasalarining kutubxonalari sharoitlarini yaxshilash va ularni ko'zi ojizlar hamda zaif ko'ruvchi bolalar uchun turli adabiyotlar bilan bosqichma-bosqich to'ldirib borish to'grisida ko'rsatma berilgan.

Prezident Shavkat Mirziyoyev raisligida 20.01.2023 sanasida maktablarda xorijiy tillar va kasb o'rgatish tizimini rivojlantirish masalalari bo'yicha kengaytirilgan yig'ilish o'tkazildi.

Kengaytirilgan yig'ilish da xorijiy tillarni o'qitish sifatini oshirish va o'quvchilarni kasbga yo'naltirish masalalari muhokama qilindi.

O'zbekistonda 11 yil maktabda o'qigan bola chet tilini mukammal bilmaydi. Sharoit va mutaxassislar yo'qligi sababli yoshlarni kasblarga qiziqtirish muhiti shakllanmagan. Maktab bitiruvchilarining 50 foizi mehnat bozoriga hech qanday kasbga ega bo'lmasdan kirib kelmoqda.

«Maktabdan kasb va tilni bilib chiqqan bola jamiyatimizning katta yutug'i, bilmagani muammo», dedi Shavkat Mirziyoyev.

Yig'ilishda tuman va mahallalarning xususiyatidan kelib chiqib, o'quvchilar maktabning o'zida 64 xil ishchi kasblarga o'rgatilishi taklif etildi. Shu bois hokimliklarga tanlab olingan maktablarda kasb-hunar ustaxonalari tashkil etish, ularni jihozlash va zarur ashyolar bilan ta'minlash vazifasi qo'yildi. Bunga yoshlar yetakchilari va tadbirkorlar ham jalb etilishi, Yoshlar jamg'armasidan mablag'lar yo'naltirilishi belgilandi.

«Hozir tadbirkorlar, ishlab chiqaruvchilarni shu masala qiynayapti: bo'sh ish joyi ko'p, oyligi ham yaxshi, lekin o'quvi va ko'nikmasi bor ishchi yo'q. Agar bu tizim to'g'ri tashkil qilinsa, bizdagi demografik o'sish bilan katta natijalarga erishsa bo'ladi», dedi davlat rahbari.

Ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlari o'quvchilarini kasbga tayyorlashni takomillashtirishda, xalq hunarmandchiligidan foydalanishning pedagogik sharoitini tadqiq qilishda quyidagi jihatlarga e'tibor berish lozim:

1. Ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlari o'quvchilarni texnologiya darslarida xalq hunarmandchiligi asosida tarbiyalash maqsadida mutafakkir, donishmandlar, olimlar asarlarining tarixiy manbalarida yoritilgan mazmunini o'rganish, tahlil qilish orqali mazkur sohaning hozirgi davrdagi ilmiy, nazariy poydevorini yaratish lozim.
2. Ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlari texnologiya darslarida o'quvchilarni xalq xunarmandchiligi asosida tarbiyalash maqsadida halq hunarmandchiligi sohalarining milliy, mahalliy, hududiy imkoniyatlarini hisobga olgan holda, o'quvchilar faol ishtirok etadigan sohalarini tanlab olib, ularning o'qitilish jihatlari rivojlantirilishi lozim;
3. Ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlarida amalda qo'llanilayotgan o'quv dasturlari mazmunini tanlashda o'quvchilarni xalq hunarmandchiligi asosida tarbiyalashda, xalq hunarmandchiligi asoslarini o'rganishini tarkib toptirish hamda ularga xalq hunarmandchiligining zamonaviy sohalari misolida o'rgatish lozim;
4. O'quv jarayonida o'quvchilarni xalq hunarmandchiligi asosida tarbiyalashda ta'limning maqsad va vazifalarini belgilashda, albatta, ularning o'ziga xos pedagogik usullari va vositalaridan foydalanish lozim bo'ladi.

Hozirgi davrda uzluksiz ta'lim-tarbiya tizimida, mehnat va kasb-hunar pedagogikasida xalqimizning milliy, ma'naviy, madaniy meroslaridan, qadriyatlaridan, tarixiy yutuqlaridan foydalanishning yo'llarini, pedagogik shart-sharoitlarini belgilash ishi barcha izlanishlarning asosiy yo'nalishlaridan hisoblanadi.

Respublikamiz ta'lim tizimida amalga oshirilayotgan islohotlardan kelib chiqqan holda qo'yilgan talablar Ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlari o'quvchilarni mehnatga tayyorlashning muammolari echimini topishga qaratilgan izlanishlar faollashuviga sabab bo'ldi. Bu boradagi tadqiqotlarlarning yosh avlodni kasb tanlashga

tayyorlashning amaliy yechimini topishga qaratilgan quyidagi asosiy yo'nalishlarini qayd etish mumkin:

- Ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internati o'quvchilarning kasblar olamida yo'nalish olishiga yordam beruvchi hamda o'z individual imkoniyatlarini haqqoniy baholay olish ko'nikmalari zarur darajasini ta'minlovchi axborotlar tizimini yaratish;
- Ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internat o'quvchilarini mehnat tarbiyasiga yordam berish maqsadida shaxsni o'rganishning tashxis metodlarini ishlab chiqish;
- yoshlarga kasbiy konsultatsiyalar uyushtirishning nazariy va metodik asoslari;
- mehnatga tayyorlashning ijtimoiy ahamiyatli motivlarini asoslash;

Ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlarida to'garak ishini tashkillashtirish va tarbiyaviy tadbirlarni amalga oshirishda quyidagi asosiy vazifalarga e'tibor qaratish lozim bo'ladi:

- tarbiyaviy jarayonni tashkil etishning aniq yo'nalishlari bo'yicha tadbirlar majmuasi va maqsadli dasturlar tuzish;

- tarbiyaviy ishni zamon talablari asosida tashkil etadigan pedagogik hodimlarni tayyorlash va malakasini oshirish.

Ushbu yo'nalishlarni hisobga olgan holda, hamda o'quvchilarga xalq hunarmandchiligi sirlarini o'rgatish ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlari o'quv rejasidan bo'shlash lozim.

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MAKTABGACHA TA'LIM MUASSASASIDA BOLALARDA EKOLOGIK ONGNI SHAKLLANTIRISH

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Annotatsiya: Maqolada maktabgacha yoshdagi bola barqaror moslashish darajasini yaratishga yordam beradigan va uning keyingi rivojlanishi davomida bolaning sog'lig'ini ta'minlaydigan asosiy funksional tizimlarning jadal rivojlanishi bilan tavsiflanadi.

Kalit so`zlar: sog'lom turmush tarzi,ekologiya, ong, nazariy, muassasa, shakllantirish, maktabgacha ta'limTanlangan mavzuning dolzarbligi, bir tomondan, aholining ekologik ongini shakllantirish orqali ekologik inqirozni bartaraf etish zarurati bilan bog'liq bo'lsa, ikkinchi tomondan, kattalardagi antropotsentrik ongni ekotsentrik ongga o'zgartirishning aniq qiyinligi

bilan bog'liq. Bu muammoning yechimi bolalarning ekologik ongini shakllantirish jarayoniga ta'sir etuvchi omillardan biri bo'lgan kattalarning antropotsentrik ongini tuzatishga qaratilgan psixologik-pedagogik texnologiyalarni ishlab chiqish va amalga oshirishdan iborat. Bolalarning ekologik ongini shakllantirish, bizning fikrimizcha, maktabgacha yoshdan boshlanishi kerak, chunki ularning ongi antropotsentrik munosabat bilan yuklanmaydi va rivojlanish bosqichida. Biroq, ilmiy-uslubiy adabiyotlarni tahlil qilish va o'rganish shuni ko'rsatadiki, psixologik-pedagogik amaliyotda aniqlangan muammoning manbai o'qituvchilarning bolalarda ekologik ongni rivojlantirish muhimligini tan olishlari va maqsadli psixologik modelning yo'qligi o'rtasidagi ziddiyatdir. va bu jarayonni maktabgacha ta'lim muassasasida amalga oshirish uchun pedagogik faoliyat (psixologik - pedagogik faoliyat biz o'qituvchi va psixologning integratsiyalashgan faoliyati sifatida tushuniladi).

Maktabgacha ta'lim muassasalarida ekologik ta'lim samaradorligining mavjud psixologik mezonlari (rivojlanishning intellektual darajasi, bolaning hissiy holati va boshqalar) aslida bolalarda ekologik ongni shakllantirishning psixologik mezonlari emas. Bolaning umumiy rivojlanishini, uning og'zaki yoki og'zaki bo'lmagan intellektini, xavotirning mavjudligini va boshqalarni ochib beradigan ma'lum diagnostika usullari bolaning tabiatga bo'lgan munosabatini yoki u bilan o'zaro munosabat natijasida bu munosabatning o'zgarishini aks ettirmaydi. Demak, ushbu mezonlarni aniqlash va ularga muvofiq maktabgacha yoshdagi bolalarning ekologik ongini diagnostika qilish usullarini ishlab chiqish vazifasi dolzarb bo'lib qoladi.

Tabiatga sub'ektiv munosabatning taniqli tipologiyasiga ko'ra (S.D.Deryabo, V.A.Yasvin tomonidan taklif qilingan) maktabgacha yosh (3-6 yosh) antropomorfizm va sun'iylik elementlari bilan tabiiy ob'ektlarni sub'ektiv idrok etish bilan tavsiflanadi, ya'ni tabiiy ob'ektlarni maktabgacha yoshdagi bolaning tafakkurining o'ziga xos xususiyatlariga muvofiq insoniy xususiyatlar bilan ta'minlash, boshqacha aytganda, tabiiy ob'ekt o'z-o'zidan qimmatli sub'ekt sifatida emas, balki inson tomonidan sun'iy ravishda yaratilgan sifatida qabul qilinadi. Ushbu bayonot maktabgacha yoshdagi bolalarning aqliy rivojlanishining o'ziga xos xususiyatlariga biroz ziddir. Ma'lumki, 3 yoshli bolaning tafakkuri 5-6 yoshli bolaning tafakkuridan farq qiladi. Bundan kelib chiqadiki, maktabgacha yoshdagi bolalar o'rtasida tabiiy ob'ektlarni idrok etishda farqlar bo'ladi, ya'ni. uning o'ziga xosligi.

Aniqlangan qarama-qarshiliklar tadqiqot muammosini aniqladi: nazariy nuqtai nazardan, bu ekologik-ta'lim muhitini tashkil etishdan iborat bo'lgan pedagogik faoliyat modelini psixologik asoslash muammosi; amaliy jihatdan - bu pedagogik faoliyatning psixologik usullarini aniqlash muammosi. maktabgacha ta'lim muassasasida ekologik ongni shakllantirish.

Maktabgacha yoshdagi bolalarga nisbatan "ekologik ong" ilmiy kontseptsiyasi ishlab chiqilgan bo'lib, uning asosida ekologik ongni shakllantirish samaradorligining psixologik mezonlari aniqlangan (ekologik ong - hissiy, kognitiv, konativ g'oyalar to'plamidir). (yoki ong hajmi) tabiiy ob'ektlar haqida (mezon - dunyoqarashning kognitiv jihatlari) , tabiatga sub'ektiv munosabat: antropotsentrik yoki ekosentrik (mezon - tabiiy ob'ektlarni idrok etish va o'zaro ta'sir qilishda ekotsentrik yo'nalish), xatti-harakatlarning subyektiv yoki ob'ektiv strategiyasi (mezon - jiddiylik). empatiya mexanizmlari, identifikatsiya, sub'ektivlashtirish, atrof-muhitni aks ettirish, xatti-harakatlarning subyektiv strategiyasini faollashtirish);

- belgilangan mezonlarga muvofiq katta maktabgacha yoshdagi bolalarning ekologik ongini diagnostika qilishning "Maktabgacha yoshdagi bolalar dunyoqarashining kognitiv jihatlari" metodikasi ishlab chiqildi;
- maktabgacha yoshdagi bolalarda ekologik ongni shakllantirishning yosh bosqichlari aniqlandi va uning sezgir davri belgilandi. {Bolalarning ekologik ongini shakllantirish uch rivojlanish davridan (bosqichlaridan) o'tadi: 1-bosqich (1-3 yosh) - antropotsentrik; 2-bosqich - o'tish (3-5 yosh) - tabiiy ob'ektlarni antropomorfizm elementlari bilan sub'ektivlashtirish; 3-bosqich (5-7 yosh) - ekotsentrik (maxsus yaratilgan muhit bilan tabiiy ob'ekt o'z-o'zidan qimmatli sub'ekt sifatida qabul qilinadi); empirik tarzda 5-7 yosh yoshi sezgir deb hisoblanadi;

- katta maktabgacha yoshdagi bolalar uchun ekologik-psixologik tayyorgarlik o'zgartirildi va tabiatga munosabatni tuzatish usuli sifatida sinovdan o'tkazildi;
- bolalarning ekologik ongini shakllantirish va tuzatishga ekologik-ijtimoiy-ta'lim muhiti va ekologik-psixologik tayyorgarlikning ta'siri eksperimental tarzda o'rganildi.

Xulosa qilib aytadigan bo'lsak o'sib kelayotgan yosh avlod, xususan, maktabgacha yoshdagi bolalarning ekologik ongini shakllantirishda ekologik ta'lim samaradorligining shartlari, vositalari va mezonlari, shuningdek, pedagoglarning malakasini oshirish yo'llari haqidagi ilmiy tushunchani kengaytiradi. bu jarayon.

Tadqiqotning amaliy ahamiyati shundan iboratki, o'tkazilgan empirik tadqiqot va uning davomida olingan ma'lumotlar (bolalarning ekologik ongini shakllantirishning sezgir davri, uning rivojlanishining yosh bosqichlari) taklif qilingan modelni amalga oshirishga imkon beradi. maktabgacha ta'lim muassasasida ekologik ongni shakllantirish bo'yicha psixologik-pedagogik faoliyat.

Maktabgacha ta'lim muassasalarida ekologik ta'lim samaradorligining aniqlangan psixologik mezonlari tadqiqotchilar tomonidan maktabgacha yoshdagi bolalarning ekologik ongi uchun diagnostika vositalarini ishlab chiqishda qo'llanilishi mumkin.

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TEXNOLOGIYA FANINI O'QITISHDA O'QUVCHILAR TANQIDIY FIKRLASH KO'NIKMALARINI PEDAGOGIK KLASTERLI TEXNOLOGIYALAR ASOSIDA TAKOMILLASHTIRISH

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Annotatsiya Ushbu maqolada umumiy o'rta ta'lim maktablarida texnologiya fanini o'qitishda pedagogik texnologiyalardan foydalanish, o'quvchi yoshlarda tanqidiy fikrlash ko'nikmalarini shakllantirish mavzusi yoritilgan.

Kalit so'zlar: Texnologiya fani, texnologiya, tanqidiy fikr, ko'nikma, metod.

Bugungi kunda bir qator rivojlangan mamlakatlarda ta'lim-tarbiya jarayonining samaradorligini kafolatlovchi zamonaviy pedagogik tehnologiyalarni qo'llash borasida imkoniyat yaratilmoqda. Ta'lim muassasalarida keng qo'llanayotgan Klaster ta'lim-tarbiya jarayonini bir butun holatda amalga oshirishda muammolarni yechishda dars jarayonini oqilona tashkil qilishda, ta'lim beruvchi tomonidan ta'lim oluvchilarning qiziqishini orttirishda, o'quv materialini kichik-kichik bo'laklarga bo'lib, ularning mazmunini ochishda, aqliy hujum, kichik guruhlarda ishlash, bahs-munozara, muammoli vaziyat, loyiha, rolli o'yinlar kabi metodlarni qo'llashda amaliy mashqlarni mustaqil bajarishda biror faoliyat yoki muammo o'zaro muloqot, o'zaro bahs munozarada fikrlashda hamjihatlik bilan masalalarning yechimida o'z samarasini ko'rsatadi. Bu usulning afzalligi shundaki, o'quvchini mustaqil fikrlashga o'rgatib, mustaqil hayotga tayyorlaydi.

O'qitishning klaster usullarini tanlashda ta'lim maqsadi, ta'lim oluvchilarning soni va imkoniyatlari, o'quv muassasasining o'quv-moddiy sharoiti, ta'limning davomiyligi, o'qituvchining pedagogik mahorati va boshqalar e'tiborga olinadi.

Klaster texnologiyasi deganda – Fikrlarning tarmoqlanishi bu pedagogik strategiya bo'lib, u o'quvchilarni biron-bir mavzuni chuqur o'rganishlariga yordam berib, o'quvchilarni mavzuga taalluqli tushuncha yoki aniq fikrni erkin va ochiq ravishda ketma- ketlik bilan uzviy bog'lagan holda tarmoqlashga o'rgatadi. Bu uslub biron m avzuni chuqur o 'rganishdan avval o'quvchilarning fikrlash faoliyatini jadallashtirish hamda kengaytirish uchun xizmat qilishi mumkin. Shuningdek, o'tilgan mavzuni mustahkamlash, yaxshi o'zlashtirish, umumlashtirish hamda o'quvchilarni shu mavzu bo'yicha tasavvurlarini chizma shaklida ifodalashga undaydi.

Boshlang'ich sinflarda "Texnologiya" darslarida klaster texnologiyasidan darsning istalgan bosqichida foydalanish mumkin. Shuningdek, u qiyinchilik, tushunish va mulohaza yuritish bosqichlarida, shuningdek, darsni o'tkazishning asosiy strategiyasi sifatida mos keladi.Yosh o'quvchilar bilan ishlashni tashkil qilishda ularning yosh xususiyatlarini hisobga olish kerak. Bu darslarda o'qituvchi ishning o'ziga xos koordinatori: u o'quvchilarning sa'y-harakatlarini kerakli yo'nalishga yo'naltiradi, turli hukmlarga qarshi chiqadi, mustaqil qaror qabul qilishga undaydigan sharoit yaratishga yordam beradi.

Amaliy o'yinlar texnologiyasi. Amaliy yoki ishchan o'yinlar yangi mavzuni o'zlashtirish, takrorlash, ijodiy qobiliyatlarni rivojlantirish vazifalarini bajarish imkonini beradi. O'quv jarayonida amaliy o'yinlarning turli shakllaridan foydalanish mumkin (taqlid qilish, rolli o'yinlar teatr darslari, sahna ko'rinishlari va hokazolar).

Taqlid qilish o'yinlarida mashg'ulot jarayonida tashkilot, korxona ishi taqlid etiladi (ish yig'ilishi, ish rejasining muhokamasi, muzokaralar, munozaralarni olib borish, sud, patent tashkiloti, ilmiy kengashlarda chiqishlar va hokazo).Rolli o'yinlar darsida o'quvchi turli xil xarakterdagi inson obraziga qalban kirishib ketadi. O'yinda o'quvchilarga asosan tugallanmagan vaziyatlar aks etgan muammoli sahna ko'rinishi rollari beriladi. O'quvchilar ushbu berilgan muammoli rollarni mustaqil ravishda oxiriga yetkazib o'ynashlari lozim.Teatr dasturlaridagi rolli o'yinlar boshqa insonlarni tushunishga o'rgatadi. Ushbu usul o'quvchilarni mustaqil fikr yuritishga, hayotda har qanday sharoitda ham o'zini tuta bilishga, tarbiyalanganligiga hamda mustaqil hayot kechirishdagi o'zining qarashlarini asoslab bera oladigan inson sifatida shakllantiradi.

"Keys-sladi" texnologiyasi. "Keys-stadi" (ingliz tilida "case" majmua, aniq vaziyat, "study" — ta'lim) texnologiyasi o'quvchilarda aniq, real yoki sun'iy yaratilgan muammoli vaziyatni tahlil qilish orqali eng maqbul variantlarini topish ko'nikmalarini shakllantirishga xizmat qiladi. Mazkur texnologiya o'quvchilarni bevosita har qanday mazmunga ega vaziyatni o'rganish va tahlil qilishga o'rgatadi.

Texnologiyaning samaradorligi o'quv jarayonini quyidagi texnologik bosqichlarda tashkil etilishiga bog'liq:

1) keys yechimini topish bo'yicha individual ishlash;

2) keys yechimini topishda jamoaviy hamkorlikka erishish.

Mazkur texnologiyani qo'llashda individual ishlashda quyidagi tartibda ish ko'riladi;
1) o'quvchining keys-stadi texnologiyasi mohiyati va undan foydalanish shartlari bilan tanishishi;
2) o'quvchi tomonidan taqdim etilgan muammoning o'rganilishi;
3) muammo yuzasidan asosiy va ikkinchi darajali masalalarni ajratish, shakllantirish va asoslash;
4) tadqiqot metodlarini tanlash va vaziyatni tahlil qilish;
5) taqdim etilgan muammoning amaliy jihatlarin o'rganish;
6) berilgan muammoni yechishning usul va vositalarini aniqlash;
7) taqdim etilgan yechimni ta'lim amaliyotiga tatbiq etish chora-tadbirlarini belgilash.
Keys-stadi bo'yicha jamoaviy hamkorlik quyidagi tartibda amalga oshadi:
1) muammo, uning yechimlari yuzasidan jamoa (guruh) a'zolari o'zaro fikr almashadilar;
2) masalaning yechimi sifatida taqdim etilgan variantlar muhokama qilinib, ularning maqbullik darajasi baholanadi;
3) muammoli vaziyatning yechimini ta'minlaydigan aniq dastur ishlab chiqiladi;
4) masalaning yechimi to'g'risida ma'lumot beradigan taqdimot tayyorlanadi va unda namoyish etiladigan materiallar rasmiylashtiriladi.
"Nilufar guli" texnologiyasi. Bu texnologiya didaktik muammolarni yechishning samarali vositalaridan biri bo'lib, shaklangan nilufar guli ko'rinishiga ega. Yagona asos, unga birikkan to'qqizta "gullbarg" (kvadrat, to'rtburchak yoki aylanalar)larni o'z ichiga oladigan mazkur metod yordamida yetakchi muammo va uning mazmunini yoritishga imkon beradigan xususiy masalalar hal etiladi. O'quvchilarda hal etilayotgan masala yuzasidan mantiqiy, izchil fikrlash, ichki mohiyatini tahlil qilish va amaliy ko'nikmalarini shakilantirishga xizmat qiladigan mazkur metoddan foydalanish quyidagi tartibda amalga oshiriladi;
1) hal etiladigan masala aniqlashtiriladi;
2) o'quvchilar topshiriq mazmuni va uni yechish shartlari bilan tanishtiriladilar;
3) o'quvchilar kichik guruhlar (yoki juftliklar)ga biriktiriladilar;
4) guruh yoki juftlik a'zolari markaziy to'rtburchak (kvadrat, aylana)da asosiy muammo (g'oya, vazifa)ni qayd etadilar;
5) mazkur masala yechimi yuzasidan fikr yuritib, markaziy to'rtburchak (kvadrat, aylana) atrofida sakkizta xuddi shunday
yordamchi chizmalarni hosil qiladilar, ularda masalaning xususiy
yechimlarini bayon etadilar;
6) yordamchi shakllarda ifodalangan g'oyalarni "gulning barglari"ga, ya'ni alohida yana shunday majmuaga olib chiqadilar (o'z navbatida ularning har biri yana bir muammo ko'rinishini oladi);
7) yordamchi chizmalarda ham asosiy muammo (g'oya, vazifa) yoritilgan chizma kabi "gulbarglar"da xususiy masala va yechimlar aks ettiriladi;
8) o'rganilayotgan masalaning mohiyatidan kelib chiqib, bu jarayon bir necha bor takrorlanishi mumkin;
9) har bir guruh yoki juftliklar topshiriq yuzasidan o'z yechimlarini taqdimot tarzida bayon etadilar;
10) guruhlar tomonidan taqdim etilgan yechimlar muhokama qilinadi va eng to'g'ri variant aniqlanadi.

Klaster so'zi bog'lam ma'nosini anglatadi. Klasterlarga ajratishni da'vat, anglash va mulohaza qilish bosqichlaridagi fikrlashni rag'batlantirish uchun qo'llash mumkin. U asosan yangi fikrlarni uyg'otish,mavjud bilimlarga yetib borish strategiyasi bo'lib, muayyan mavzu bo'yicha yangicha fikr yuritishga chorlaydi. Biror mavzu bo'yicha klasterlar tuzishdan bu mavzuni mukammal o'rganmasdan oldin foydalanish maqsadga muvofiqdir. Klaster texnologiyalari aniq ob'ektga yo'naltirilmagan fikrlash shakli sanaladi. Undan foydalanish inson miya faoliyatining ishlash tamoyili bilan bog'liq ravishda amalga oshadi. Ushbu texnologiya muayyan mavzuning talaba tomonidan chuqur hamda puhta o'zlashtirilguniga qadar fikrlash faoliyatining bir maromda bo'lishini ta'minlashga xizmat qiladi.

O‘qitish jarayonida amalga oshiriladigan bu texnologiya puhta o‘ylangan strategiya bo‘lib, undan talaba bilan yakka tartibda yoki guruh asosida tashkil etiladigan mashg‘ulotlar jarayonida foydalanish mumkin.

Dars mashg‘ulotlarda ushbu texnologiya guruh a’zolari tomonidan bildirilayotgan g‘oyalarning majmui tarzida namoyon bo‘ladi. Bu esa guruhning har bir a’zosi tomonidan ilgari surilayotgan g‘oyalarni uyg‘unlashtirish hamda ular o‘rtasidagi aloqalarni topa olish imkoniyatini yaratadi. Pedagog yuqorida keltirilgan texnologiyalardan foydalanib, aytilgan fikrlarini o‘rtaga tashlaydi, guruhdagilar o‘z fikrlarini uyg‘unlashtiradilar, ular o‘rtasidagi aloqalarni topib bitta andozaga solishini guruh a’zolarining hukmiga havola etadi. Buning uchun har bir guruhdan vakil saylanadi. Guruh tomonidan jamlangan g‘oyalar turkumi o‘qib eshittiriladi.

Texnologiya darsida “klister” tuzilishini olaylik: mavzusi – “Qog‘oz bo‘laklaridan aplikatsiya yasash”.

“To‘p” ustida ish boshlanishida o‘quvchilar bu masala bo‘yicha barcha uyushmalar va takliflarni bildiradilar, o‘qituvchi esa o‘z navbatida ularni doskaga tuzatadi.

Misol: shakl, rangli qog‘oz, yelim, . qog‘oz bo‘laklari, qaychi

Shundan so‘ng darslikdagi paragrafning kirish o‘qilishi. Material bilan tanishish yoki bajarish ketma-ketligini o‘qish natijasida klaster “yangi” faktlar bilan to‘ldiriladi. O‘qituvchi ularni doskaga boshqa rangdagi bo‘r bilan tuzatadi.

Dars xulosasi - olingan rasmni tahlil qilishda tanqidiy yondoshish. Dastlabki faktlar va hukmlarning to‘g‘riligi yoki noto‘g‘riligini muhokama qilishni unutmang. Muhim bosqich - olingan bilimlarni umumlashtirish. Klaster usuli tizimli fikrlashni, materialni ijodiy qayta ishlash qobiliyatini rivojlantirishga yordam beradi, bolalarni nafaqat darslikdagi faktlarni tasniflashga va tahlil qilishga o‘rgatadi, balki ularning baholarini baholaydi, bir vaqtning o‘zida bir nechta pozitsiyalarni ko‘rib chiqish va tanqidiy tahlil qilish ko‘nikmalarini rivojlantiradi. tajriba va kuzatishlar asosida ishlab chiqilgan o‘z fikrini shakllantirish va bildirish. Klaster texnologiyasi yoki “klasterlar” qo‘llaniladigan dars bolalarga o‘z fikrlarini bildirish imkoniyatini beradi, shuningdek ijodkorlik orqali amaliy ko‘nikmalarini takomillashtirish uchun joy beradi. Umuman olganda, o‘quv jarayonida faol qo‘llaniladigan noan’anaviy o‘qitish usullari o‘quvchilarning motivatsiyasini oshirishga, o‘z erkinligini his qilishga, o‘zaro manfaatli hamkorlik muhitini yaratishga, tanqidiy fikrlashga yordam beradi.

Dars samaradorligini oshirishda klaster texnologiyalaridan foydalanish o‘qituvchilar mahoratini oshirish avvalo ularning maxsus kasbiy salohiyatiga bog‘liq. Innovatsion usullardan foydalanish o‘qitiladigan fanlarning soatini inobatga olgan holda ular bilimini oshirish muammosini ham har hil yo‘llar bilan hal qilish zarur. Ammo, klaster metodi mahorati shunday universal komponentlarni o‘z ichiga qamrab oladiki, ushbu komponentlardan turli o‘quv fanlari pedagoglari foydalana oladilar va bu yo‘nalishda ular tez vaqtda yaxshi natijaga erishishlari mumkin.

Foydalanilgan adabiyotlar ro‘yxati.

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TOPSHIRIQLARIDAN FOYDALANISHNING PEDAGOGIK USULLARI ONA TILI O'QITISH SAVODXONLIGI METODIKASI FANI MISOLIDA.

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Annotasiya*Ta'lim traektoriyasini metodik shakllantirish imkoniyatini yaratilishi bo'lajak boshlang'ich sinf o'qituvchilarining lingvopedagogik kompetensiyalarini takomillashtirish, talabalarning fanga qiziqishi, hamda bir o'quv topshirig'ini bajarish asnosida bir nechta nutqiy ko'nikmani rivojlantira olish imkoniyatiga ega bo'lishi, bo'lajak boshlang'ich sinf o'qituvchilarining topshiriqlarini amalga oshirishga ongli yondashishi, bajarishda didaktik ketma-ketlikka rioya qilishi, topshiriqlarni zamonaviy axborot manbalaridan topish uchun sun'iy intellekt bilan to'g'ri muloqot qila olishi, joriy etilishi maqsadga muvofiq ekanligi asoslab berilgan.*

Kalit so'zlar. Traektoriya, lingvopedagogik kompetensiya,didaktik, sun'iy intellekt, tushuntirish-illyustrativ (axborot-retseptiv); reproduktiv, muammoli taqdimot, qisman-qidiruv (xuaristik).Umumiy o'rta ta'lim maktablari boshlang'ich sinf uchun ona tilidan tuziladigan o'quv dasturlari fanga oid darsliklar va ishlab chiqilgan o'quv qo'llanmalarida o'quvchilarining nutqiy kompetensiyalarni rivojlantirish va shular xususida tizimli ishlar olib borish, 1-4-sinf o'quvchilari nafaqat ona tili o'qitish metodikasi darslarda so'zlarni to'g'ri qo'llash qobiliyatiga ega bo'lishi, balki ijtimoiy hayotda ham nutqiy vaziyatlarga duch kelganda muammoni muloyim so'zlash, hikmatomuz maqollarni keltirish, ba'zi o'rinlarda buyuk siymolarning hikmatli so'zlaridan namunalar keltirish va sharhlash, kelajakda o'z kasbining yetuk mutaxassisi hamda barcha nutq uslublarida o'zining fikr-mulohazasini, munosabatini izchil ravishda belgilangan talablar asosida ifodalay olishi darkor. Shuning uchun, avvalo, tayanch, umumta'limda DTSda belgilangan nutqiy kompetensiyalarni rivojlantirishga qaratilgan talablarni rejalar asosida nazariy ma'lumotlarni chuqur o'rgatish, mashq va topshiriqlardan unumli foydalanish, dars jarayonida ilg'or texnologiyalarni qo'llash, ona tili darslariga innovatsion yondashuvlarni tatbiq etilishini ta'minlash zarur. Bu esa, ona tili ta'limidagi eng dolzarb hisoblangan bugungi kunning asosiy vazifalaridan biridir.

Nutqiy kompetensiyalarni rivojlantirishda dialoglarda berilgan topshiriqlarni tuzib chiqish va o'quvchilarni nutqini tozalash ishlarini amalga oshirish mashqlarini ham yaratish foydali deb hisoblaymiz, ona tili darslarida videolavhalar, qo'l mehnati bilan chizilgan rasmlar, chizmalar mavzuni tushunish uchun yordam beruvchi vositalardir.

Odatda, nutqiy kompetensiya o'quvchilarning gapirish (dialogik hamda monologik nutq, rolli o'yinlar, muhokama),

tinglash (konspektlashtirish, matn mazmunini qisqacha bayon etish, lisoniy taxminlarni rivojlantirish), o'qish (izlanuvchi, tanishtiruvchi, shaxsiy nuqtai nazarni shakllantirish, matndagi asosiy fikrni tushunish) hamda yozma nutq (ko'chirib yozish, turli ish qog'ozlarini to'ldirish, tavsiflarni tuzish, yetishmayotgan ma'lumotlarni to'ldirish, ijodiy matnlarni yaratish) malakalari sifatida tushuniladi. Tinglash, o'qish, so'zlash, yozish malaka va ko'nikmalarini egallab matn yaratish, yozma ish turlarini bajarish, monologik nutq yaratuvchisi – yakka shaxs tomonidan amalga oshiriladi.

S.Salimovaning ta'kidlashicha, fikrni va ma'lumotni xatosiz yozish, ya'ni "imlo, bu – savodxonlik, savodxonlik esa madaniylik belgisidir" [68;31-b.]. Insonda ma'lum bir ehtiyoj tufayli

muloqotga kirishish istak-xohishi yuzaga keladi. Nutqni shakllantirish va harakatga keltirish fikrning nutqqa aylanishidagi tushuncha, tafakkurning rivojini belgilovchi tanlangan leksik birliklar va ularni bog‘lab turuvchi grammatik vositalarga bog‘liq. So‘zlovchining fikri yozma nutq shakliga kelguniga qadar inson miyasida fikrlar reja asosida aqliy faoliyat tufayli tizimga keltiriladi. Bu o‘rinda fikrlarni yig‘ish, mavzu doirasidagi fikrlarning ketma-ketligini aniqlash, saralab olingan fikrning mazmun-mohiyatini tushunish, mantiqqa asoslanib gapirish va so‘zlashning mazmunini tashkil qiladi. Rivojlantirilgan so‘zlash qobiliyati zamirida yozish ko‘nikmalari shakllantiriladi. Bunda ilmiy nazariy qoidalari, badiiy asarlar, barqaror birikmalar ahamiyatli o‘rin egallaydi. Muloqotga kirishish, so‘zlash va gapirish, fikrni yozma bayon qilish jarayonida quyidagilarga tayaniladi: hayotiy tajribalarga asoslanib boshdan kechirgan yoki guvohi bo‘lingan voqealardan xulosalar chiqarish; bildirilgan fikrlarni asoslangan dalillar yordamida isbotlash; ko‘rgan-bilganlarga tayanib boshqalarga yo‘l-yo‘riq ko‘rsatish; muayyan informatsiyani tinglovchiga yetkazish; mavhum ma’lumotlar yuzasidan tushunchalar berish; tinglovchiga noaniqlikni keltirib chiqargan notanish ob’ekt haqida ma’lumot berib, uni tasvirlashga harakat qilish. “Britaniya maktablarida oltita tayanch kompetensiyalar asos sifatida olingan. Ularni shartli ravishda bir nechta guruhlarga birlashtirish mumkin. Asosiy kompetensiyalar: muloqotga kirishish, hisob-kitoblar yuritish, axborot savodxonligi” [68;57-b.].
Aytish joizki, bu uchala tayanch kompetensiyaning har bir guruhini takomillashtirish zamirida tinglab tushunish, o‘qish, so‘zlash va yozish kompetensiyalari kompleks tarzda yordamchi vositalar bo‘lib xizmat qiladi. **3.**MAVZUGA OID FIKRLAR VA QARASHLAR. Nutqiy kompetensiyalarni rivojlantirishda O.Qurbonova nutqda uchraydigan nuqsonlarni aniqlash ham metodik ahamiyatga egaligini ta’kidlaydi. Ular: mahalliy sheva yoki oila ta’siri, “ko‘cha tili”ning ta’siri, maktabda o‘quvchilarning og‘zaki nutqiga e’tibor bermaslik, nutq organlarida g‘ayritabiiy kamchiliklarning bo‘lishi: ba’zi tovushni ayta olmaslik, tili chuchuklik kabi. O‘qituvchining muhim vazifasi ana shu nuqsonlarni o‘z vaqtida anglash, bartaraf etish, oldini olish sanaladi. Nutqiy savodxonlikni egallash birinchi galda hozirgi o‘zbek tili va uning mavjud ifoda vositalarini puxta o‘zlashtirish, adabiy til me’yorlariga to‘liq amal qilish kabi lisoniy omillarga, ikkinchidan, so‘zlashganda muayyan axloq-odob me’yorlariga rioya etish, o‘zi va o‘zgalar gapiga e’tiborli bo‘lish, o‘rinli so‘zlash, tinglash, suhbatlashish, munozara madaniyatini bilish kabi ijtimoiy-ruhiy omillarga bog‘liqdir. Muloyim so‘zlash, so‘zlayotganda va yozish jarayonida so‘zlarni o‘z o‘rnida ishlatish, nutqni kerakli va foydali so‘zlar bilan boyitish o‘quvchilarning ma’naviy fazilatlarini yuksaltiradi. O‘quvchiga har bir inson hayotida befoyda so‘zning ahamiyatsizligini hayotiy voqea va misollar bilan tushuntirish, yaxshi so‘zning qadr-qimmati baland bo‘lishini anglatish, ta’lim-tarbiya jarayonining o‘zagini tashkil qiladi. O‘quvchilarning nutqiy kompetensiyalarini rivojlantirish o‘zining mustaqil fikrini tinglovchiga aniq va tushunarli yetkazishgina emas, balki tevarak-atrofdagilarning dunyoqarashi, e’tiqodlariga ma’lum xulosalar chiqarish uchun ham ta’sir qilishi zarur. Binobarin, inson nutqi orqali bilimlarni egallashdan tashqari nutq vositasida fikrini ifodalaydi. O‘quvchilarda nutqiy kompetensiyalarni rivojlantirishdan maqsad ulardagi so‘zlash, fikrlash, muloqot qilish, munosabat bildirish, mushohada qilish, ifodali o‘qish ko‘nikmalarini takomillashtirish, mustaqil ravishda matn tuzish va yozish malakalarini tizimli shakllantirish va o‘stirish, leksik va sintaktik birliklarni qo‘llashda mantiqiy yondashuvga asoslanishni o‘rgatishdan iborat. Sermazmun og‘zaki nutq, ibratomuz maqol va hikoyalar o‘qish, har bir narsadan hikmat qidirish g‘oyasi yo‘g‘rilgan badiiy adabiyot namunalarini tinglash ta’sirida mahsuldor yozma nutq

yaratiladi. Shuning uchun o‘qish, tinglash va yozish o‘quvchilarni bilimlarni mustahkam egallashga va komillikka yetaklovchi unsurlardir. [5]

Til ta'limida nutqiy kompetensiyalarni rivojlantirish o‘quvchilarda nutqini o‘stirishga yo‘naltirilgan hamkorlikda olib boriluvchi amaliy faol mashg‘ulotdir. O‘quvchilarning nutqiy kompetensiyalarini rivojlantirish va amaliy ko‘nikmalar hosil bo‘lganini nazorat qilish o‘qituvchidan chuqur bilim berishni va egallangan bilimlarni tekshirib borishni talab qiladi. O‘quvchilar nutqiy kompetensiyalarini rivojlantirishda quyidagi ustuvor tamoyillarga asoslanish maqsadga muvofiq.Har bir metodikaga doir tadqiqotning asosini boshlang'ich ta'lim topshiriqlari tashkil etadi. Ona tili ta'limida keyingi bir asr davomida ko‘plab tadqiqotlar olib borildi. Jadidlar boshlab bergan ta'limning mazmuni o‘zida ona tiliga xos milliylikni qamragan edi. Tadqiqot davomidagi tahlillarga murojaat qilganimizda umumiy o‘rta ta'lim darsliklari bilan oliy ta'lim darsliklari o‘rtasidagi qiyosiy bog‘liqlikka e'tibor qaratamiz.aJadidlarning sa'y-harakatlari bilan yaratilayotgan, o‘z davrida sekin-asta shakllanayotgan milliy ruhdagi "Ona tili" darsliklari o‘z o‘rnini 1939 yilga kelib A.G‘ulomov ta'kidlaganidek[6], 1938 yilda (S.Barxudarov va Dosichevalarning rus maktablari uchun "Rus tili" darsligi stabil qo‘llanma sifatida qabul qilingach), o‘zbek maktablari uchun ham keyingi yillarda til me'yorlarini belgilashda nazariy asos vazifasini o‘tagan Olim Usmon va Barot Avizovlarning to‘liqsiz o‘rta va o‘rta maktablar uchun tavsiya etilgan darsligi egalladi[7]. Keyinchalik professor A.K.Borovkov rahbarligida tuzilgan darsliklar M.Shams , T.Sodiqovlarni darsliklariga nisbatan ancha mukamallikka egaligi bilan ajralib turadi. Yigirmanchi yillarning boshlarida yaratilgan o‘zbek tili darsliklari tarkibida o‘quv topshiriqlari mavjud emas edi. Keyinchalik A.Borovkov boshchiligida 1950 yillarda yaratilgan darsliklarda o‘quv topshiriqlari kiritila boshlandi[8].Ammo, ta'limda ta'limiy jihati shundaki, mazkur darsliklar mazmuni keyinchalik oliy ta'lim darsliklariga shu holatda ko‘chdi, o‘zbek tili grammatikasining asosiy qismiga aylandi. oliy ta'lim darsliklarida mashqlarga o‘rin ajratilmagan. O‘zbek tili o‘qitish metodikasi darsliklarida ayrim mustaqil ta'lim o‘quv topshiriqlari bor, o‘quv qo‘llanmalarda keyingi yillarda qat'iy tartibda kiritildi. Uzoq yillar oliy ta'lim darslik va qo‘llanmalarida mustaqil ta'lim topshiriqlaridan umumli foydalanilmadi. Bu holat o‘zbek adabiy talaffuz me'yorlarining talabalar tomonidan yetarlicha o‘zlashtirilmay qolishiga olib keldi. Ona tili ta'limi tarixiga nazar tashlasak, bunday mashqlar o‘zbek tili fan sifatida shakllangan dastlabki yillarda (1930–1940) chop etilgan darsliklarda ham mavjud bo‘lmaganligini yuqorida ta'kidlandi[9]. Metodist G‘.Hamroyev tadqiqotlarida o‘quv topshiriqlari umumiy o‘rta ta'lim tizimi doirasida o‘rganib chiqilgan. Bu borada uning ona tili o‘qitish metodikasida mashq va topshiriqlar vazifa

[5] O.Qurbonova 10-11-sinf ona tili darslarida o‘quvchilarning nutqiy kompetensiyalarini rivojlantirish metodikasini takomillashtirish. Pedagogika fanlari bo‘yicha falsafa doktori (PhD) ilmiy darajasini olish uchun yozilgan dissertasiya aftoreferati.T.2021 y

[6] G‘ulomov.A.G‘. //O‘zbekiston sovet ensiklopediyasi.–T., 1981. – 394-b.

[7] Usman A., Avizov B. O‘zbek tili grammatikasi. Birinchi bo‘lim. Fonetika va morfologija.To‘liqsiz o‘rta va o‘rta maktablar uchun darslik.–T:. Ozdavnaşr,1939. –235 b.

[8] Borovkov A., G‘ulomov A., Ma'rupov Z., Shermuhammedov T. O‘zbek tili grammatikasi. Yetti yillik va o‘rta maktablarning 5 – 6-sinflari uchun darslik. I qism. Fonetika va morfologiya. –T:. O‘zdavnashr, 1946 – 227-b.

[9] Ramazan Q., Qajjumij X. Grammatik. Sarf. O‘rta maktablar ucun darslik. I qism. –T:. O‘quvpeddavnasr, 1937. –149 b.

jihatidan farqlanmaydi, buning natijasida talabalarda nutqiy ko'nikmalar to'laqonli rivojlanmayapti[10] degan fikriga qo'shilish mumkin.

Darhaqiqat, oliy ta'lim darslik va qo'llanmalarida ham boshlang'ich ta'lim topshiriqlari maxsus o'rganilmagan, savolni topshiriqdan, topshiriqni esa mashqdan, farqlab bo'lmaydi.

"Pedagogika Ensiklopediyasi"da mashqqa berilgan ta'rifning ancha takomillashgan va ta'lim sohasiga moslashtirilgan shaklini ko'rish mumkin:

Mashq.(arabcha – husnixat, rasm chizish uchun namunalar) – biror faoliyatni puxta o'zlashtirish yoki sifatini yaxshilash maqsadida ko'p marta takrorlash. Mas., o'qish, yozish. M. ta'limda ko'nikma va malakalar hosil qilishda muhim o'rin tutadi[11].

G'.Hamroev ta'kidlagani kabi har bir atama o'z mazmun-mohiyatiga ega. Ya'ni, ***mashq*** *muayyan harakatni, bir necha bor aynan takrorlash asosida shu mashg'ulotdan ko'zlangan ko'nikma va malakaga ega bo'lishni nazarda tutsa, topshiriq kishining, jumladan, talabaning zimmasiga biror mazvuni mustahkamlash maqsadida bir marta bajarish uchun beriladigan ish, vazifani anglatadi.*

Topshiriq.atamasiga "O'zbek tilining izohli lug'ati"da quyidagicha ta'rif berilgan: "**Topshiriq** 1. Kimsaning zimmasiga yuklatiladigan ish, vazifa. Hukumat topshirig'i. Topshiriq bermoq. *Tergovchi ham xit bo'ldi. Axir, u bu yerga o'ynagani kelmagan-ku. Maxsus topshiriq bilan oqni oqqa, qorani qoraga a**jratgani** kelgan.."*[12]. Mustaqil ta'lim topshiriqlarini bir-biridan farqlab vazifasiga ko'ra metodik yondashish lozim. Demak, *mashq – ko'nikma yoki malaka hosil qilish vosita. Topshiriq esa ma'lumotlarni xotiraga kirituvchi qurilmaga o'xshaydi. U yo'naltiruvchi xususiyatga ega. Topshiriq asosida talabani fikrlashga, mustaqil ishlashga o'rgatish mumkin.* Zero, mashqlar ham, topshiriqlar ham "Ona tili" darsliklarining muhim tarkibiy qismi hisoblanadi. Ona tili ta'lim mazmunini takomillashtirishda adabiyot fani bilan integratsiyalash muhim ahamiyatga ega. Masalan.

1.Savol. O'zbek adabiyotida birinchi professor qaysi, shoir yoki yozuvchi bo'lgan. Qaysi yo'nalishda ish olib borgan, izohlab bering.

Javob: Abdurauf Fitrat. Jadidchilik harakatining davomchilaridan biri.

2. Savol. Adabiyotshunoslikka kirish kitobini 2004 yildagi muallifi kim

Javob: Quronov D.

Demak ona tilidagi ta'limiy topshiriqlarni adabiyot bilan integratsiyalashtirib berish maqsdga muvofiqdir.

Nazariy ma'lumotlar, ya'ni grammatik bo'lajak boshlang'ich sinf o'qituvchilarining lingvopedagogik kompetensiyalarini takomillashtirishda mavzu doirasida bilim, tushuncha hosil qiladi. Ta'lim mazmunida bo'lajak boshlang'ich sinf o'qituvchisi egallashi ko'zda tutilgan ko'nikma va malakani, asosan, mashqlar asosida rivojlantiriladi. Topshiriqlar bu o'rinda ko'proq talaba bilimini boyitishga xizmat qiladi. Ona tili ta'lim mazmunini rivojlantirishda topshiriqlar ustida ishlash metodikasini takomillashtirish lozim. Oliy ta'lim tizimida ona tili o'qitish metodikasiga doir o'quv metodik adabiyotlarida topshiriqlar an'anaviy shaklda quyidagicha keltiriladi:

Amaliy ish. Savol va topshiriqlar.

1. O'zbek tilida so'z oxirida qanday tovush o 'zgarishlari yuz berishi mumkin?
2. Qaysi tovushlar so'z oxirida jarangsizlanadi?
3. Qaysi tovushlar talaffuzda so'z oxirida tushib qoladi?
4. Talaffuz qilinmasa-da, imloda yoziladigan harflar ishtirok etgan so'zlarga misollar keltiring. (pas(t), sus(t), juf(t)...

[10] G'.Hamroev Ona tili o'qitishning samarali usullari. Metodik qo'llanma. – Toshkent. Bayoz. 2018. 197 b.

[11] Pedagogika Ensiklopediyasi. 2-jild. –T.: J – M., 2012. – 223-b.

[12] O'zbek tilining izohli lug'ati. 5 jildlik.4 jild–T.: O'zME, 2004, – 150-b.

5.Mazkur harflarning mavjudligini qanday aniqlaysiz? (Toshkentimiz jamoli, mol go'shti kabi)[13].

Qo'llanma mualliflari yuqoridagi kabi topshiriqlarini bajarishda bo'lajak boshlang'ich sinf o'qituvchilari til materiallarini kuzatadilar, so'zlarni qiyoslaydilar, o'xshash va farqli tomonlarini sharhlaydilar. Mazkur jarayon faqat imlo savodxonligining rivjlanishini masalan, balki tovush va harflarni farqlash, so'z ma'nosining o'zgarishida to'g'ri talaffuzning o'rni va ahamiyatini tushunib yetishga sabab bo'ladi, talaba so'z boyligining oshishiga, so'zlarni nutqiy vaziyatga qarab to'g'ri tanlash, o'z o'rnida to'g'ri qo'llashga ham o'rgatadi. Biroq bugungi ona tili o'qitish metodikasi talabalarni, shu jumladan, talabalarni matn bilan ishlash, turli uslublardagi matnlarni o'qib tushuna olish, matndan anglaganlarini yozma va og'zaki bayon qilib bera olish ko'nikmalariga ega bo'lishi ko'zda tutilmoqda.

Bu o'rinda ona tili o'qitish metodikasi bilan til sathlari o'rtasidagi farqlarni solishtirish bo'yicha berilgan topshiriqlari o'zini oqlamasligi mumkin. Uning fan sifatidagi ahamiyati haqida fikr yuritish o'rniga xususiyatlarini so'rash ahamiyatsizroqdir. Shu ma'noda, ona tili o'qitish metodikasi bo'yicha yaratiladigan kelgusi metodik adabiyotlarda buni, albatta, e'tiborga olish zarur.

Ona tili o'qitish metodikasi darsligida bo'lajak boshlang'ich sinf o'qituvchilarining bilim va malakalarini sinash taqdim etilgan savol va mustaqil ta'lim topshiriqlari ham pragmatik o'quv topshiriqlari bilan almashtirish vaqti kelgan:

Savol va topshiriqlar:

1.Metodika fani nimani o 'rganadi?

2.Metodikaning o'quv predmeti sifatidagi o 'ziga xosliklarini izohlab bering.

3.Uning fan sifatidagi xususiyatlarini tushuntiring.

4.O'zbek tili o 'qitish metodikasi fanining boshqa fanlar (fonetika, grafika, hozirgi o 'zbek adabiy tili, shevashunoslik, tilshunoslik asoslari) dan

farqini tushuntirib bering.

5.Aniq misollarda umumiy, xususiy hamda maxsus metodikaning o'ziga xosliklarini izohlab bering[14]. Oliy ta'lim tizimida an'anaviy dars mashg'ulotlari bo'lajak boshlang'ich sinf o'qituvchilarining, xususan, bo'lajak mutaxassislarga bilim berish, topshiriqlari asosida ma'lumotlarni yodlash, turli manbalardan olingan jumlalarni lingivopedagogik tahlil qilishga mo'ljallangan. Bo'lajak boshlang'ich sinf o'qituvchilarining egallangan bilimlarga asoslanib, istagan matndan otlarga so'roq berish orqali ularni aniqlashga erishgach, bu otlar predmetning aniqligi, ya'ni ushlash, ko'rish, o'lchash mumkinligi va mumkin emasligiga qarab aniq va mavhumlarga ajratadilar hamda hosil bo'lgan guruhlarni mustaqil davom ettiradilar. Aniq otlar ma'no guruhlariga ajratib o'qitiladi. Bo'lajak boshlang'ich sinf o'qituvchilarining so'z boyligini oshirishda otli birikmalar ustida ishlash muhim o'rin egallaydi.

Ona tili modulidagi darsliklarda mavzularni o'qib tushunish, malakasini baholash uchun tuzilgan topshiriqlari tuzishning nazariy tahlil qilish, topshiriqlar sifatini oshishiga xizmat qiladi. Xulosa o'rnida, shuni aytish mumkinki, ona tili o'qitish metodikasi bo'lajak boshlang'ich sinf o'qituvchilarini tayyorlash ko'zda tutilgan paytda ularning kasbiy mahoratlarini oshirishga xizmat qiladigan o'quv topshiriqlar tuzish vaqti kelgan. Shu ma'noda, ona tili o'qitish metodikasi bo'yicha yaratiladigan kelgusi metodik adabiyotlarda buni, albatta, e'tiborga olish zarur. Ushbu vazifalarni muvaffaqiyatli hal etishda, didaktikaning ilmiy-nazariy vazifasi ta'limning mavjud jarayonlarini o'rganish, uning turli jihatlari o'rtasidagi bog'liqliklar, ularning mohiyatini ochib berish, rivojlanish tendensiyalari va kelajagini aniqlashdan iboratdir, ta'lim amaliyoti ta'lim mazmunini anglab olish, ta'lim tamoyillari, ta'lim metodi va vositalarini qo'llash me'yorlarini

13 G'.Hamroev Ona tili o'qitishning samarali usullari. Metodik qo'llanma. – Toshkent. Bayoz. 2018. 197 b.

14 To'xliyev, V. O'zbek tili o'qitish metodikasi / B. To'xliyev, M. Shamsiyeva, T. Ziyodova ; red. T. Niyazmetova. - Toshkent : Alisher Navoiy nomidagi O'zbekiston Milliy kutubxonasi nashriyoti, 2010 – 13- b.

aniqlash asosida didaktika amaliy-me'yoriy hamda tashkiliy-texnologik vazifani bajaradi hamda tajriba va ta'lim resurslaridan samarali foydalanish imkoniyatini yaratadi[15].

1.2.1.-jadval

Ona tili o'qitish metodikasi ta'lim mazmunini rivojlantirishda ta'lim shakllari va vositalari

bo'lajak boshlang'ich sinf o'qituvchilarining **didaktik vazifasi. An'anaviy ta'lim shaklida**	**Dars mashg'uloti metodikasi. Noan'anaviy ta'lim shaklida**
An'anaviy ta'lim shaklida, topshiriqlari tuzish va topshiriqlar bilan ishlashda qulay va amaliy ahamiyatga ega didaktik ta'lim metodlari asosida darsliklar yaratish va shu asosida dars mashg'ulotlar olib borish; Og'zaki, ko'rgazmali, amaliy (seminar, laboratoriya va ekskursiya)	Noan'anaviy ta'lim shaklida, qulay va amaliy ahamiyatga ega didaktik-pedagogik maqsad asosida darsliklar yaratish va shu asosida dars mashg'ulotlari olib borish; Pedagogik texnologiyalar va interfaol metodlarning farqlariga tavsif. Insert, FSMU, VENN, Klaster, BBB, T-sxema, 6x6x6 va hokozo
Oliy ta'limda modul-kredit tizimi uchun tilshunoslik fanlaridan mustaqil ta'lim topshiriqlari tuzishning metodik mexanizmini joriy etish	Talabalarni mavzu doirasida har bir mavzuga oid mustaqil o'quv topshiriqlari tuzishning 10 tadan murakkab savollar (javobi bilan) tuzishga undash
Oliy ta'limda ishlab chiqilgan taklif va tavsiyalarni tajriba asosida darsliklar mazmunida, ona tili dars mashg'ulotlarida sinab ko'rish va olingan xulosalarni umumlashtirish.	Tezkor savol-javob interfaol o'yin metodi asosida olib boriladi.

Matndan otli birikmalarni ajratish, berilgan so'zlar ishtirokida shunday birikmalar hosil qilish kabi ijodiy amaliy ishlar o'quvchilar lug'atini shunday birikmalar bilan boyitishda muhim ahamiyatga ega[16]. Bu esa bugungi zamon talablariga mos kelmay qolmoqda.

Darsliklarni tushuntirish darajasidan kelib chiqib, ona tilidagi matnni o'qib tahlil etish, topshiriqlar va mustaqil ta'lim topshiriqlari tuzish va darsliklarda hamda dars mashg'ulotlarida o'zaro quyidagicha bo'lishi maqsadga muvofiq.Xulosa o'rnida, shuni aytish mumkinki, ona tili o'qitish metodikasi zamon talablariga javob berishi uchun barcha diqqatni nutqiy ko'nikmalarni rivojlantirishga qaratish lozim. Bo'lajak boshlang'ich sinf o'qituvchilari o'z o'quvchilariga tinglab tushunish, o'qib tushunish, gapirish va yozish ko'nikmalarini hosil qilishni o'rgatishi lozim. Buning uchun har bir talaba matn ustida ishlashni bilishi, bir fikrni turli shakllarda bera olishni o'rganishi, eng asosiysi, ta'lim topshiriqlari va mustaqil topshiriqlarni farqlay olishi, ulardan dars mashg'ulotlari davomida samarali foydalana olishi lozim. Oliy ta'lim mazmuning hozirgi rivojlanish bosqichi global o'zgarishlar bilan tavsiflanadi. Bo'lajak mutaxassisni rivojlantirishning kompetensiyaga asoslangan modeliga o'tish, nazariy bilimlar majmuasining aloqasiga emas, balki kompetensiya asosida ifodalangan ta'lim natijalariga e'tibor qaratish. Talabalarni sertifikatlash bo'yicha davlat ta'lim standarti talablariga muvofiq kirish va joriy nazoratni, shuningdek oraliq sertifikatlashni o'tkazish uchun baholash fondlari mablag'lari yaratiladi. Natijada, o'quv jarayonining diqqat-e'tibori nazorat va baholash komponentiga o'tadi, bu esa o'quv jarayonini

[15] M.Axmedova Pedagogika (hammualliflar) – Toshkent.: Fan va texnologiya nashriyoti, 2018 – 94- b.

[16] A.G'ulomov, M.Qodirov, M.Ernazarova, A.Bobomurodova, N.Allavutdinova, V.Karimjonova Ona tili o'qitish metodikasi (Universitet va pedagogika institutlarining filologiya fakulteti talabalari uchun) Darslik. T.: TGPI, 1991. T.Fan va texnologiya 2012. – 380 b.

tizimli ravishda kuzatib borish, diagnostika qilish va tuzatishga imkon beradi.Agar biz vakolatlarni baholash haqida gapiradigan bo'lsak, unda bu biz uchun hali ham muammo bo'lib qolmoqda, chunki mavjud baholash tizimini o'zgartirish kerak. Mutaxassislarni tayyorlashning kompetensiya modelini yaratishda ona til ta'lim mazmuni yutuqlarini, ta'limiy sifatini doimiy ravishda kuzatib borish va talabaning shaxsiy fazilatlari, ijodiy xususiyatlarini rivojlantirishga imkon beradigan innovatsion elektron baholash vositalaridan faol foydalanish kerak. Nazariy jihatdan kasbiy kompetensiya – bu maxsus faoliyatni rivojlantirish, uni tahlil qilish usullari va mutaxasisslik ta'lim jarayonida uni rivojlantirish mexanizmi va amaliyotda metodik professionallikni takomillashtirish natijasidir. Empirik ravishda, kasbiy kompetensiya xodimning kasbiy faoliyatni rivojlantirish sharoitida turli darajadagi murakkablikdagi kasbiy vazifalarni hal qilishga tayyorligi bilan tavsiflanadi va professionalning ideal modeli sifatida taqdim etiladi. Zamonaviy ta'lim makonida portifoliolar, testlar, ballarni baholash tizimi kabi talabalarning kasbiy kompetensiyalarini rivojlantirish darajasini baholash vositalari asosida qo'llaniladi. Zamonaviy baholash vositalari mutaxassisga tayyorgarlikning mazmuni va faoliyat tarkibiy qismlarini aniqlashi kerak, bu vakolatlarni namoyish qilishni yoki ularni muayyan vaziyatda qo'llashni nazarda tutadi. Vaziyatli vazifa sifatida bunday baholash vositasi yuqoridagi barcha talablarga javob beradi deb hisoblaymiz. Vaziyatli vazifalarni nazorat materialining yangi istiqbolli turi sifatida birinchi eslatish V.S.Avanesovning ishlarida keltirilgan. U predmetlarning bilim va ko'nikmalarini amaliy, ekstremal va boshqa vaziyatlarda harakat qilishga sinash uchun ishlab chiqilgan bunday vazifalarni situatsion deb ataydi[17].

Vaziyatli vazifalar muammoli bo'lib, faoliyat usulini aniqlash va tushunishga qaratilgan.

Vaziyatli muammoni hal qilishda o'qituvchi va talabalar turli maqsadlarni ko'zlaydilar:

-talabalar uchun ushbu vaziyatga mos yechimni topish;

-o'qituvchi uchun — talabalarning faoliyat uslubini va uning mohiyatini anglashni o'zlashtirish[18].

Kompyuter testlarini ishlab chiqishda ishtirok etgan mualliflar ikkita atamadan foydalanadilar:

"vaziyatli vazifa" va "vaziyatli muammo" ularning tushunchasida ushbu atamalar bilan belgilangan ob'ektlar faqat qiyinchilik darajasi bilan farq qiladi.

Shunday qilib, "vaziyatli vazifa" tushunchasining ozgina talqinlarini tahlil qilish bizni ushbu konsepsiyani muallifning formulasini taklif qilish zarurligiga olib keldi. Vaziyatli vazifa deganda biz talabalar o'quv predmeti mazmunini ongli ravishda o'zlashtirishlari uchun amalda muhim vaziyatni hal qilishga qaratilgan shart-sharoitlarni o'z ichiga olgan o'qitish va baholash vositasi tushuniladi. Vaziyatli vazifaning o'ziga xosligi, bizningcha, aniq amaliyotga yo'naltirilgan xarakterga ega ekanligi yotadi, lekin uni hal etish uchun ma'lum bir mavzu bo'yicha aniq bilimlar zarur. Vaziyatli vazifalarning har xil turlari bilan ularning barchasi odatiy tuzilishga ega. Qoida tariqasida, vazifa quyidagilarni o'z ichiga oladi:

–sarlavha (afzalroq yorqin, diqqatni jalb qilish);

–vaziyatli-ish, muammo, hayotiy voqea;

–shaxsan muhim kognitiv savol;

–ushbu masala bo'yicha turli xil usullar bilan taqdim etilgan ma'lumotlar (matn, jadval, grafik, statistika);

– vazifa bilan ishlash uchun savollar yoki vazifalar.

Ushbu vazifalarda talabalar uchun vazifalar turli xil murakkablik darajalaridan iborat (tanishishdan baholashgacha), bu talabalarning individual xususiyatlarini, shuningdek o'quv

[17]V.S.Avanesov. Teoriya i metodika pedagogicheskix izmereniy: leksii [Elektronnыy resurs] - Rejim dostupa: http://www.studmed.ru/docs/document4772/c

[18] Akulova, A. A. konstruirovanie situatsionnыx zadach dlya otsenki kompetentnosti uchaщixsya: uchebno-metodicheskoe posobie dlya pedagogov shkol [Tekst] 2008

guruhining xususiyatlarini hisobga olishga imkon beradi.Vaziyatli vazifalar Amerikalik olim B. Blum tomonidan ishlab chiqilgan taksonomiyaga asoslangan axborot bilan ishlashning eng universal usullarini rivojlantirishga qaratilgan kategoriya. Vaziyatli vazifalarni hal qilish ketma-ket bir necha bosqichlarni o'z ichiga oladi: maqsad, faollashtirish, muammo, vositalarni tanlash, nazariy, samarali, umumlashtirish. Vaziyatli vazifalar-bu bir qator funksiyalarni birlashtirgan yangi avlod o'qitish texnikasi. Keling, ularning qisqacha tavsifini beramiz -talabalarning bilim faoliyatini tashkil etish funksiyasi-bilimlarni o'zlashtirishga hissa qo'shadigan vaziyatli vazifalar;

-talabalarning mustaqil o'quv faoliyatini tashkil etish funksiyasi–mustaqil ravishda bilim olishga, ko'p bosqichli vazifalar yordamida yutuqlarini tekshirishga, natijalarni qayd etishga imkon beradigan vaziyatli vazifalar

-tuzatuvchi funksiya ish natijalarini baholashga imkon beradigan vaziyatli vazifalar, kerakli tuzatish ishlari[19].Pedagogik jarayon o'zaro bog'liq, o'zaro davom etuvchi vaziyatli vazifalarning uzluksiz zanjiri sifatida qaralishi mumkin. Vaziyatli vazifalar maqsadli ravishda yaratilishi yoki o'z-o'zidan paydo bo'lishi mumkin. Vaziyatli vazifalarni ishlab chiqishda turli xil yondashuvlar mavjud:

–birinchi yondashuv tegishli dars mashg'ulotida savollar asosida maqsad va vazifani tuzishdir;

–ikkinchi yondashuv har bir talaba qanday hal qilishni o'rganishi kerak bo'lgan amaliyotga yo'naltirilgan vazifalarning aniqlangan turlariga asoslanadi;

–uchinchi yondashuv hayotiy muammolarga asoslangan bo'lib, ularni hal qilish uchun bilim asoslari tegishli o'quv fanlarida yotadi;

–to'rtinchi yondashuv ehtiyojdan kelib chiqadi mavzu bilim va ko'nikmalarini rivojlantirish uchun emas, balki mavhum o'quv material ustida, lekin moddiy, talabalar uchun muhim.

Vaziyatli vazifalar axborot bilan ishlashning eng universal usullarini rivojlantirishga qaratilgan.

Ko'pchilik tadqiqotchilar quyidagi umumnazariy to'plamni ajratadilar:

– analiz, sintez, taqqoslash, umumlashtirish, tasniflash, tan olish, tanlash, tuzish, birlashtirish, permutatsiya, transformatsiya, unifikatsiya, tizimlilash, qurish, o'xshatish asosida variantlar.

XULOSA. Shunday qilib, vaziyatli vazifalarning imkoniyatlari o'qituvchi to'g'ri javob manbai sifatida emas, balki bilim va harakat usullarini o'zlashtirishda yordamchi sifatida harakat qilganda, o'qituvchi va talaba munosabatlarini teng o'zaro ta'sir yo'nalishi bo'yicha o'zgartirish qobiliyatidan iborat[20].

Tajribalarimiz jarayonida amaliyotda qo'llanilib kelinayotgan o'quv qo'llanma va darsliklar aynan ona tili ta'lim mazmunini boyitish, "Ona tili o'qitish metodikasi", fanini baholash vositalari fondini ishlab chiqib, biz talabalarga darslik matni va taklif qilingan qo'shimcha ma'lumot manbalarini o'rganishlari, berilgan savollarga javob topishlari, tajribalar o'tkazishlari, bilimlarni tahlil qilish va sintez qilishda ijodiy qobiliyatlarni namoyon etishlari uchun quyi va yuqoridagi vazifalarni tanladik va tuzdik, ularning bahosi, ya'ni ushbu pedagogik-metodik yondashuv tufayli talabalar nimanidir o'rganishni bilib oldi, bu yangi va olingan bilimlarni kelajakda amalda ham, kundalik hayotda ham qo'llaydi.

Natijada, biz ishlab chiqqan barcha vaziyatli vazifalar o'zbek tili modulida o'z vakolatini rivojlantirish darajalariga muvofiq **uch darajaga** bo'linadi.

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[19] Bloom, B.S., (Ed.). 1956. Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York: Longman.

[20] Kasatkina, N. Situatsionnaya zadacha kak sredstvo otsenivaniya urovnya sformirovannosti professionalnыx kompetensiy budushchix pedagogov / N. Sek. Kasatkina. - Tekst: neposredstvennыy / / obrazovanie: proshloe, nastoyashchee i budushchee : materialы III Mejdunar. konf. (g Krasnodar, Avgust 2017 g). - Krasnodar: Novatsiya, 2017. - S. 59-62.

Birinchi darajadagi vazifalar: bunday muammoni hal qilish uchun bitta nazariy fakt talab qilinadi (darsliklarni sifatli spiralsimon tamoyil asosida ko‘paytirish darajasi) va psixologik bilish darajalari asosida amalga oshirish,

Ikkinchi darajadagi vazifalar: darsliklarda yechim bir nechta didaktik-pedagogik g‘oyalarni, pedagogik-metodikaning turli bo‘limlaridan olingan bilimlarni, shuningdek shaxsiy tajribani (pedagogik, metodik va didaktik talablarni tushunish darajasi) birlashtirishni talab qiladi.

Uchinchi darajadagi vazifalar: yechim vaziyatning pedagogik modelini qurishda, yangi materialni o‘rganishda, bitta vaziyatli muammoni hal qilishning bir necha usullarini izlashda (aks ettirish darajasi tadqiqotda) bunda asosan kreativ tadqiqot yondashuvini talab qiladi. Vaziyatli muammoni hal qilish jarayoni har doim talabaning o‘quv jarayonidan tashqarida, pedagogik amaliyot maydoniga "chiqishini" o‘z ichiga oladi, bu esa vaziyat vazifasini bo‘lajak o‘qituvchilarni mimik, pantomimik va verbal, noverbal ta’sir etishini haqiqiy amaliy faoliyatga tayyorlash vositasiga aylantirishga imkon beradi. (Pedagogik mahoratning barcha mexanizmidan foydalaniladi).

Baho qo‘yishda OTMda o‘qituvchi quyidagilarni hisobga oladi

–dars mashg‘ulotlari mashg‘uloti mavzusi bo‘yicha o‘quv materialini bilishning to‘liqligi (modul);

–materialning mantiqiy taqdimoti;

–javobning asosliligi, mustaqil fikrlash darajasi;

–nazariy holatlarni amaliyot bilan, shu jumladan kelajakdagi kasbiy faoliyat bilan bog‘lash qobiliyati. *(Innovatsion texnologiyalar, tezkor savol-javob, interfaol metodlar asosida amalga oshiriladi. Ilovada berilgan).*

Innovatsion ta’lim bozor makonida samarali ishlashga qodir bo‘lgan yangi yuqori malakali mutaxassislarni tayyorlash O‘zbekiston OTMda mustaqil ta’lim topshiriqlari islohotlarni muvaffaqiyatli amalga oshirishning muhim shartiga aylandi. O‘zbekiston Respublikasi oliy o‘quv yurtlarida ta’limning kredit texnologiyasiga va ta’limning miqdoriy va sifat mazmunini tubdan qayta ko‘rib chiqishga olib keldi.

Ta’lim jarayonida mustaqil ta’lim topshiriq ishlarning ikki turi mavjud - dars mashg‘ulotlaridan tashqari va dars mashg‘ulotlari vaqtida intizom bo‘yicha mustaqil ishlar o‘qituvchining bevosita nazorati ostida va uning topshirig‘i bo‘yicha guruhda amalga oshiriladi[21].

Ushbu tadqiqotda muhokama qilingan guruhdan tashqari mustaqil ta’lim topshiriqlar ishi talaba tomonidan o‘qituvchining topshirig‘iga binoan, lekin uning bevosita ishtirokisiz amalga oshiriladi.

Talabalarning guruhdan tashqari mustaqil ta’lim topshiriq ish turlari mavjud:

-berilgan mavzular bo‘yicha insholar tayyorlash va yozish hamda talabaga mavzu tanlash huquqi beriladi;

-muammoli kitoblardan shartlardan foydalangan holda vaziyatli muammolarni mustaqil hal qilish, javob standartlarini taqdim etgan holda vazifalarni tuzish;

-adabiy manbalarni tanlash va o‘rganish, davriy nashrlar bilan ishlash;

-universitet doirasida ham, boshqa oliy o‘quv yurtlarida ham ilmiy-amaliy anjumanlarda ishtirok etishga tayyorgarlik;

-alohida mavzularning multimediali taqdimotlarini loyihalash, ma’ruzalarning taqdimot jo‘rligida;

-diagrammalar, jadvallar, krossvordlar, test topshiriqlari tayyorlash. Mustaqil ishning alohida o‘rni quyidagi sabablar bilan belgilanadi[22].

Har bir talabaning individual xususiyatlari va qobiliyatlaridan maqbul foydalanishga imkon beradi:

- bilimlarni aqidalarga aylantirishga ko‘maklashadi;

-aniqlik, tashkilotchilik, tanqidiy va tahliliy tushunishni, mantiqiy fikrlashni rivojlantiradi;

-kasbiy faoliyatga tayyorgarlikni, o'z fikrini, ijodkorligini, individualligini ta'minlaydi.

Talabalarning mustaqil ta'lim topshiriqlari ishining maqsadi fundamental bilimlarni, kasbiy ko'nikma va profildagi faoliyat ko'nikmalarini, ijodiy va ilmiy-tadqiqot faoliyatidagi tajribalarni o'zlashtirishdir.

O'quv jarayonida talaba nafaqat o'quv dasturini o'zlashtirishi, balki mustaqil ishlash ko'nikmalarini ham egallashi kerak - u o'z ishini rejalashtirishi va bajarishi kerak. Talabalarning mustaqil ta'lim topshiriqlari ishi o'quv rejalari va dasturlarini amalga oshirishda dars mashg'ulotidan tashqari ishlarning asosiy shakllaridan biri bo'lib, o'qituvchining bevosita rahbarligisiz, lekin uning topshirig'iga binoan va uning nazorati ostida amalga oshiriladigan individual yoki jamoaviy ta'lim faoliyati sifatida tavsiflanadi.

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BOSHLANG'ICH SINFDA "TARBIYA" FANINI O'QITISH ORQALI O'QUVCHIDA FAXR-IFTIXOR TUYG'ULARINI RIVOJLANTIRUVCHI MATNLAR USTIDA ISHLASH.

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Annotatsiya: maqolada o'quvchilarga "Tarbiya" fanini o'qitish jarayonida milliy g'urur, iftixor tuyg'ularini oshiruvchi matnlarni tanlash, ularni mantiqiy fikrlash asosida tahlil qilish va o'zlashtirishda qanday metod, usul va texnologiyalardan foydalanish muhimligi haqida fikr-mulohaza va tavsiyalar bayon qilingan.

Kalit so'zlar: tarbiya, vatanparvarlik, g'urur, iftixor, faxr, bilim, ko'nikma, malaka, matn, savol, topshiriq, mantiqiy fikrlash**Аннотация:** В статье изложены отзывы и рекомендации о том, какие методы, приемы и технологии важно использовать при отборе, анализе и усвоении учащимися текстов, повышающих чувство национальной гордости, гордости в процессе преподавания предмета "воспитание", на основе логического мышления.**Ключевые слова:** воспитание, патриотизм, гордость, гордость, гордость, знание, умение, квалификация, текст, вопрос, задание, логическое мышление

Abstract: The article provides feedback and recommendations on what methods, techniques and technologies are important to use in the selection, analysis and assimilation by students of texts that increase a sense of national pride, pride in the process of teaching the subject "education", based on logical thinking.

Keywords: education, patriotism, pride, pride, pride, knowledge, skill, qualification, text, question, task, logical thinking "Tarbiya" fanini joriy qilingandan buyon yaratilgan metodik ta'minot bosqichma-bosqich takomillashib bormoqda. Mazkur fanni o'qitishga boshlang'ich sinflarda alohida e'tibor qilinmoqda. O'quvchida yurtsevarlik tuyg'usi shakllanishi uchun avval unda milliy iftixor tuyg'usi kamol topishi kerak. Buni Tarbiya darslarida hosil qilishning eng samarali usuli – tarbiyaviy ahamiyati yuqori, vatanparvarlik ruhi bilan yo'g'rilgan quyma matnlar tanlab olinishi va shunga munosib ravishda mantiqiy fikrlashga undaydigan o'quv topshiriqlari ishlab chiqilishi kerak. Boshlang'ich sinflarning tarbiya darslari orqali o'quvchilarda milliy g'ururni rivojlantirish bugungi ta'limning ustuvor vazifalaridan hisoblanadi. Har bir kishi odamlar orasida farovon yashashi uchun u yaxshi ta'lim-tarbiya ko'rgan bo'lishi kerak. Zero, yurtboshimiz ham "Yoshlarimizning mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga ega bo'lib, dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz"[23], deya ta'kidlaydilar. Ma'lumki, "Tarbiya" fani O'zbekiston Respublikasi Prezidentining tashabbusi bilan umumiy o'rta ta'lim muassasalarida 2020-2021-o'quv yilidan boshlab joriy qilindi. Ushbu fan Uzluksiz ma'naviy tarbiya konsepsiyasining bir qismi sifatida o'quvchilarda "Milliy tiklanishdan – milliy yuksalish sari" g'oyasini singdirish, ularni ijtimoiy muvaffaqiyatli hayotga tayyorlash, faol fuqarolik pozitsiyasi, mas'uliyat, majburiyat, huquqiy ong va madaniyat, teran dunyoqarash, sog'lom e'tiqodlilik, ma'rifatparvarlik, bag'rikenglik kabi fazilatlarni shakllantirishni maqsad qilib qo'ygan.

Tarbiya fanini o'qitishda didaktik o'yinlardan, interfaol usullardan foydalanish ta'lim jarayonida o'quvchilarni o'qitish,tarbiyalash va kamol toptirishda muhim ahamiyat kasb etadi. Didaktika – ta'lim nazariyasi hisoblanadi. Didaktik o'yinlar esa o'quvchilarning ijodiy ish faoliyatini kuchaytiradi,ixtiyoriy diqqatini jamlashga yordam beradi,shuningdek xotirani takomillashtiradi. Didaktik o'yin jarayonida o'quvchilar o'zlari sezmagan holda juda ko'p harakatlarni,mashqlarni bajaradilar,turli masalalarni yechadilar[24]. "O'zbek tilining izohli lug'ati"da "milliy" so'zi (arabcha) biror millatning o'ziga xos xususiyatini ifodalovchi, biror mamlakat va uning aholisi bilan bog'liqligi ta'riflanadi[25]. Demak, o'zbek millatiga oid, O'zbekistonni davlat, mamlakat sifatidagi tarixiga oid barcha moddiy va ma'naviy qadriyatlar milliy qadriyat sanaladi. Shu ma'noda me'moriy obidalar har ikki maqomdagi qadriyat sifatida ham ijtimoiy, ham pedagogik (tarbiyaviy) ahamiyat va mohiyat kasb etadi. "G'urur" so'zi ham arabcha so'z bo'lib, insonning o'z qadr-qimmatini bilish, uni hurmat qilish hissi, faxrlanish

[23]Мирзиёев Ш. Эркин ва фаровон демократик Ўзбекистон давлатини биргаликда барпо этамиз. –Т.: Ўзбекистон, 2016. –14-б.

[24] Pirnazarova A. Tarbiya fanini o'qitishda yangi pedagogik texnologiyalarni qo'llash va unda ta'lim va tarbiyaning uzviyligi: tarbiya fanini o'qitishda didaktik o'yinlar//Yangi O'zbekiston talabalari axborotnomasi 2022. 77-78b.

[25] Ўзбек тилининг изоҳли луғати. 5 жилдлик. [5-жилд.] – Т.: ЎзМЭ, 2020, – 150 б.

tuyg'usi, faxr, iftixor, faxrlanishga asos bo'ladigan narsa tariqasida talqin etilgan. Bolalarda faxrlanish tuyg'usi, avvalo, o'zi yashab turgan hudud, u yerda mavjud qadriyatlar asosida shakllanadi. Me'moriy obidadalar esa ham bevosita, ham bilvosita ta'sir etuvchi omil sifatida samarali qo'llanilishi mumkin bo'lgan vositadir[26].

Milliy g'urur tushunchasi "Mustaqillik: ilmiy-ommapob lug'at"da "Milliy g'urur – millatning o'z-o'zini anglashi natijasida sodir bo'ladigan doimiy ichki ruhiy ko'tarinkilik. U o'z ona zamini, avlod-ajdodlari tomonidan qoldirilgan moddiy, ma"naviy merosdan, o'z millatining jahon sivilizatsiyasiga qo'shgan ulushlaridan, o'zga millatlar oldidagi qadr-qimmati, obro'-e'tiboridan faxrlanish hissiyotidan iborat. Milliy g'urur o'z millatining chinakam fidoyisi bo'lgan har bir insonga xos ichki ruhiy tuyg'udir... milliy g'urur har bir kishida o'z millatining moddiy, ma'naviy meroslarini o'zlashtirish, urf-odatlari, an'analari, qadriyatlarini va tarixini mukammal bilish hamda uni o'zga millatlarniki bilan qiyoslash natijasida shakllanadi"[27].

Boshlang'ich sinf o'quvchilarida milliy iftixor tuyg'usi mavzu, tegishli matn, o'quv topshiriqlari orqali shakllantiriladi. Bu yoshdagi o'quvchilar multimedia vositalari, bolalar uchun kinofilmlar, multfilmlar, videoroliklar orqali mavzuga olib kiriladi. Darsliklarda milliy g'urur tuyg'usini oshiradigan matnlarni tanlash, avvalo, o'quvchilarning qiziqish sohalari, ularning qahramonlarini aniqlab olish zarur.

2-sinf "Tarbiya" darsligining 4-darsi o'quvchilarda g'urur va iftixor tuyg'ularini oshiradi, o'qish-yozishni, tabiatni sevishni, kattalarni hurmat qilishni ustozlarimiz o'rgatganlari uchun, biz hurmat qilishni ham organamiz:

3-mavzu: O'QITUVCHI VA O'QUVCHILAR

Iskandar va Arastu

O'tgan zamonda Iskandar degan podshoh bor edi. Uning Arastu ismli olim va dono ustozi bor edi. Iskandar ustozini o'ziga bosh vazir qilib, barcha mamlakat ishlarini unga topshiribdi. Har bir ishni u bilan maslahatlashar va ustozini qattiq hurmat qilardi.

Bir kuni vazirlaridan biri Iskandardan so'radi:

-Nima uchun Arastuni otangizdan ham ortiq hurmat qilasiz?

-Iskandar aytdi:

-Otam go'yoki meni osmondan yerga tushirdi, ammo ustozim yerdan osmonga kotardi. Buning ma'nosi shuki, otam mening dunyoga kelishimga, ustozim esa ilm va odob o'rgatib, podshoh bolishimga sababchi boldi. Shuning uchun ustozimni otamdan ortiq hurmat qilaman.

Mavzu yuzasidan savollar beramiz:

1. Iskandar nima uchun Arastuni bosh vazir qilib, davlatning muhim ishlarini unga ishonib topshirgan?
2. Iskandar nima sababdan ustozini qattiq hurmat qilar edi?

...hasa yoki uning ...

Gaplarni bir-biriga moslashtiring.

Ustoz bilimli bo'lsa	**O'quvchilarning mehrini qozonad**
Yaxshi muallim	**Uchishga esa qanot**

[26] Xasanova Sh. Tarixiy obidalar bilan tanishtirish jarayonida tarbiyalanuvchilarda milliy g'ururni shakllantirish// International scientific journal volume 1 issue 7 uif-2022: 8.2 | issn: 2181-3337

[27] Mustaqillik: ilmiy-ommapob lug'at. –Toshkent, Sharq. 2006. 125 b.

Darslikning 14-sahifasida: "Ibratli ustoz" d… o'z
ekanligi, Tosh… gi,
…a fanlarini o'q… da
tanaffusni, sinfdan sinfga o'tish imtihonlarini joriy qilganligi, imkon qadar ko'proq bolalar bilim olishlari uchun xayriya mablag'lari yig'ishni tashkil qilganligi haqida so'z boradi.

O'qishga toqat kerak

Shogird ilmli bo'ladi

Yaxshilab o'ylab gaplarni to'ldiring.

Men . . . o'rganishni xohlayman.
Yaxshi o'qish uchun . . . kerak.

Boshlang'ich sinflarning 4-sinfida o'quvchilarga ilmiy g'ururni oshiradigan eng muhim mavzulardan biri bu tarixiy mavzu hisoblanadi, ayniqsa, Amir Temur bilan bog'liq matnlar katta ahamiaytga ega:

Tarix tilga kirganda

Buyuk Sohibqiron Amir Temur g'oliblik bayrog'ini yuksak ko'tardi. Bu bayroq ostida buyuk el birlashdi, u barpo etgan ulug' saltanatni dunyo tan oldi. Bayroq esa tom ma'noda mamlakat ramzi, ulug'vorlik timsoliga aylandi. Jangchilarga jangovar ruh bag'ishlash, ularning kayfiyatini ko'tarish, irodasini chiniqtirish maqsadida jang maydonlari uzra baland hilpirab turdi. Bayroq eng ishonchli bahodirlar tomonidan qo'riqlandi. To'satdan daydi o'q kelib tug' ko'targan jangchiga tegsa-da, bayroq tuproqqa qorishmadi - darhol uning o'rnini boshqasi egalladi. Bundan maqsad, janggohdagilarga bayroq ko'rinmay qolmasin. Sohibqiron bobomiz zamonida bayroqni past tutish yoki sarbozning qo'lidan tushib ketishi xosiyatsiz sanalgan. Bayroqning pasaytirilishi mag'lubiyat va ortga chekinish ishorasi bo'lgan.

Matn mazmunini anglash uchun quyidagi savol vatopshiriqlar berilgan:

1. Amir Temur qo'shinlari jangga qanday munosabat bildirganlar?
2. Jang maydonida bayroqning baland hilpirashi jangchilarni qanday rublantiradi?

Darslikdagi boshqa mavzularda mazkur tuyg'ularni rivojlantirishga imkoniyat yartilmagan, bu o'rinda shuni ta'kidlash mumkinki, akasriyat mavzularni milliy g'ururni o'stirishga yo'naltirish mumikin, hech bo'lmaganda bitta savol yoki topshiriqni shunga yo'naltirsa bo'ladi. Masalan, darslikning 53-betidagi "Til va el" mavzusini o'zbek tilining naqadar qadimiy va boy til ekani bilan, bu tilda kimlar ijod qilgani, Alisher Navoiy bilan bog'lab o'qitish muhim ahamiyat kasb etadi.

Xulosa o'rnida shuni aytish mumkinki, millat vakillariga bolaligidan milliy g'ururni, vatanparvarlikni, hurmatni singdirib borish, "Tarbiya" darslarida muntazam bu jihatga e'tibor qaratish zarur, aks holda o'quvchilarda milliy g'urur tuyg'usi yetarli daraja rivojlanmay qoladi. Darslikda keltirilgan matnlarga ishlangan o'quv topshiriqlarini boyitish zarur. Unda milliy g'urur, faxr, iftixor tuyg'ularini oshirish bo'yicha maxsus topshiriqlar yetishmaydi, to'ldirish, qo'shimcha qilish zaruruati mavjud.

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BOSHLANG'ICH SINFDA MATEMATIKA DARSLARIDA TA'LIMIY VA TARBIYAVIY VAZIFALARNI INTEGRATSIYALASHGAN HOLDA O'RGANISH

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Annotatsiya: Ushbu ilmiy-uslubiy maqolada kichik maktab yoshidagi o'quvchilarga matematika darslarida ta'limiy va tarbiyaviy vazifalarni bir vaqtda integratsiyalashgan holda o'rgatish masalasiga bag'ishlangan. Bunda boshlang'ich sinf o'qituvchisi shu narsani yoddan chiqarmasligi kerakki, bu vazifani bajarishda darsning didaktik va tarbiyaviy maqsadlaridan va o'tilayotgan matematik materiallarning mazmun va mohiyatidan kelib chiqib dars sifatiga salbiy ta'sir ko'rsatmasligi kerak.

Kalit so'zlar:ta'lim, tarbiya, matnli masala, darsliklar, o'quv-uslubiy qo'llanmalar, sonli ifoda, harfiy ifoda, tenglik, tengsizlik, tenglama, integratsiya, innovatsiya.

Abstract: This scientific-methodological article is devoted to the issue of teaching students of junior school age in mathematics lessons with the simultaneous integration of educational and educational tasks. In this case, the elementary school student should not forget that in performing this task, he should not have a negative effect on the quality of the lesson based on the didactic and educational goals of the lesson and the content and essence of the mathematical materials being taught.

Key words:education, upbringing, textual matter, textbooks, teaching and methodological manuals, numerical expression, literal expression, equality, inquality, equation, integration, innovation.

Аннотация:Данная научно-методическая статья посвящена вопросу обучения учащихся младшего школьного возраста на уроках математики с одновременной интеграцией учебно-воспитательных задач. При этом учащийся начальной школы не должен забывать, что при выполнении этого задания он не должен оказывать отрицательного влияния на качество урока, исходя из дидактических и воспитательных целей урока, а также содержания и сущности изучаемого математического материала учил.

Ключевые слова:образование, воспитание, текстовая задача, учебника, учебно-методические пособя, числовое выражение, буквенное виражение, равенство, неравенство, уравнение, интерется, инновация

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev o'zining "Oliy majlis va O'zbekiston xalqiga murojaatnomasida "Aholimiz bizdan maktab, bog'cha va shifokorlarning sonini ko'paytirish, ta'lim va tibbiyot sifatini oshirishni, mahallada yo'l, suv, elektr, transport muammolarini hal qilishni, ish o'rinlarini ko'paytirish, tadbirkorlikka yangi imkoniyatlar yaratishni, adolatli ta'minlash, ovoragarchilik, buyrokratiya va korrupsiyani yo'q qilishni kutmoqda"{1} deb aytishlari bilan har bir soha vakillarining hozirgi kunda bajarishi kerak bo'lgan asosiy vazifalarni belgilab berdilar.

Biz oliy o'quv yurtlarida faoliyat yuritayotgan har bir pedagog, ustozlarning asosiy vazifalaridan biri jahon hamjamiyatida o'zining munosib o'rnini topayotgan Yangi O'zbekistonning porloq kelajagini barpo qilishga harakat qilayotgan yoshlarni barkamol qilib tarbiyalashdan iboratdir.

Yoshlarga ta'lim-tarbiya berishni hozirgi zamon talablariga mos, aqlan bilimga, jismonan baquvvat, ma'naviy barkamol qilib tarbiyalashni tizimli va maqsadli yo'lga qo'yishni tez suratlar bilan rivojlanib borayotgan zamonning o'zi talab qilmoqda va bugun bunga hayotiy zarurat juda kuchli ekanligini eslatib turibdi.

Hamma zamonlarda ham inson barkamol bo'lishi uchun undagi dunyoviy bilimlar bilan birga ma'naviy va axloqiy hislatlar o'zaro hamohang bo'lishiga asosiy e'tibor qaratilgan. Bundan kelib chiqadigan asosiy xulosa shundan iboratki, yoshlarga ta'lim-tarbiya berishda, ta'lim va tarbiyani tizimli o'zaro uzviy bog'liqlikda tizimni olib borish maqsadga muvofiqdir.

Bu borada pedagogika fanining oltin qoidasi bo'lgan "Ta'lim berib tarbiyalaymiz va tarbiyalab ta'lim beramiz" deganda tub mohiyatini biz pedagoglar yaxshi tushunamiz va unga doimiy ravishda amal qilishga harakat qilamiz.

Keyingi vaqtlarda Davlatimiz olib borayotgan ta'lim va tarbiya sohasidagi kuchli rejali va tizimli islohotlarga qaramasdan ba'zan teleko'rsatuvlarda, kunlik va haftalik ommaviy nashrlarda yozilayotgan hodisalardan har bir aqli raso kishi hayratga tushadi. Bu narsalarni o'ylab tarbiya sohasida olib borayotgan ishlarimiz tez sur'atlar bilan rivojlanayotgan ijtimoiy-iqtisodiy o'zgarishlardan ortda qolayotganmikan? – deb o'ylab qolasan.

Tarbiyani bola dastlab o'z uyida ota-onasidan keyin boshqa yaqinlaridan oladi. Bordi-yu oilada nosog'lom muhit hukmron bo'lsa, ota yoki onaning o'zi tarbiyaga muhtoj bo'lsa, boladan qanday ijobiy ishlarni kutish mumkin.

Bola tarbiyasiga ota-ona birinchi navbatda javobgar bo'lishi va buni kuchli qonun bilan musahkamlab qo'yish kerak deb o'ylaymiz.

Bola tarbiyasidagi ikkinchi bosqich bolalar bog'chalari bo'lsa, uchinchi bosqich majburiy ta'limning birinchi bo'g'ini bo'lgan boshlang'ich ta'limning o'rni ota-onalarning o'rnidan hech ham kam emas.

Kichik maktab yoshidagi o'quvchilar o'ta qiziquvchan bo'lib, hamma sohada ustozdan o'rnak olishga, unga o'xshashga harakat qilganligini ko'p ko'rganmiz va ko'p kuzatganmiz. Shuning uchun ham xalqimizda "Tarbiyachining o'zi tarbiyalangan bo'lishi kerak" degan hikmatli so'zlarni esdan chiqarmasligimiz va bunga hamisha amal qilishimiz kerak bo'ladi.

Ulug' mutaffakir jadidchi bobomiz Abdulla Avloniy aytganidek "Tarbiya biz uchun yo hayot-yo mamot, yo najot-yo halokat, yo saodat – yo falokat masalasidir" deb bekorga aytmagan, buning yoshlar tarbiyasidagi o'rni juda kattadir.

Tarbiya masalasi shunchalik jiddiy masalaki, unda katta yoki kichik muammoning o'zi bo'lmaydi. Tarbiyada juda kichik xato natijasi o'ta kuchli halokatga olib kelishi mumkin.

Boshlang'ich ta'limda ko'p fanlardan bitta o'qituvchi dars o'tganligidan bir fan materiallarini boshqa fan materiallari bilan o'zaro bog'liqliklarini bitta darsda integratsiyalashgan

holda o‘tish imkoniyatiga egadirlar. Bundan tashqari bu imkoniyatdan foydalanib ta'limiy va tarbiyaviy vazifalarni ham muvafaqqiyatli amalga oshirishi mumkin.

Pedagogik kuzatish va boshlang‘ich sinf o‘qituvchilari bilan o‘zaro dildan qilingan suhbatlardan shu narsa ma'lumki, keyingi vaqtlarda fan va texnikaning tez sur'atlar bilan rivojlanishi va buning natijasida o‘quvchilari o‘rganishi kerak bo‘lgan ma'lumotlarning ko‘paygani sari o‘qituvchilar bolalarga ko‘proq fan (ayniqsa matematika) asoslarini ya'ni darslarning didaktik tomoniga e'tibor berishdan, uning tarbiyaviy tomonga vaqt yo‘qligini sabab qilib ko‘rsatadilar. Lekin bu narsa yoshlarga tarbiyaviy bilimlarni o‘rganmaslikka sabab bo‘la olmaydi.

Biz bu maqolamizda boshlang‘ich ta'lim matematika darslarida o‘quvchilarga har bir darsning didaktik maqsadiga ziyon yetkazmagan holda tarbiyaviy vazifalarni ham o‘quvchilarning kundalik amaliy hayotlaridan olingan matematik misol va masalalar bilan boyitib, bu ikki vazifalarni bir vaqtda uzviy bog‘langan holda o‘quvchilarga o‘rgatish metodikasining ba'zi bir tomonlarini ochib berishga harakat qilamiz.

Ma'lumki, matnli matematik masalalar murakkablik darajasiga va yechilish usuliga qarab sonli (arifmetik usul) yoki tenglama (algebraik usul) tuzib yechiladi. Agar matematik masala berilgan bo‘lsa, uning yechimini topishning ikkita usuldan biridan foydalanish imkoniyati doimo mavjuddir. Bu usullar (agar masala yechimi masala shartida berilgan miqdorlardan foydalanib tuzilgan sonli ifoda yordamida topilsa) arifmetik, (agar masala yechimi shartida berilgan miqdorlar qatnashgan tenglama tuzib yechilsa) algebraik usullar deyiladi. Bu narsa masalani qanday nomlanishi uchun asosiy sabab emas, chunki masalani bir vaqtda har ikkala usulda yechish mumkin. Bunda o‘qituvchi masalaning murakkablik va o‘quvchilarning bilim darajalaridan kelib chiqib masala yechishda qanday usuldan foydalanish kerakligini o‘zi tanlaydi.

Yuqorida biz aytayotgan innovatsion usulning mohiyati shundan iboratki, har qanday matematik masalani yechishda darsning didaktik maqsadlari bilan birga masala mazmunidan kelib chiqib matematika darslarida ba'zi bir tarbiyaviy ishlarni ham amalga oshirishga zarurat borligini va bunda o‘qituvchining qanday imkoniyatlari mavjudligini ochib berishdan iborat.

Boshlang‘ich sinf matematika darsliklariga o‘quvchilarga arifmetik amallar va bu xossalarning mohiyatini ochib berish maqsadida matnli masalalarni o‘rgatish maqsad qilingan.

Darsda matematik masalada qo‘yilgan didaktik maqsadga erishilgandan so‘ng, o‘qituvchi shu darsdan oldin o‘zi rejalashtirgan tarbiyaviy maqsadni ham amalga oshirishi mumkin. Bu maqsad qaysi tarbiyaga qaratilganligini masala mazmunidan kelib chiqib amalga oshirish talab etiladi.

Agar masala berilgan bo‘lsa, uning yechimini tanlash uchun sonli ifoda yoki tenglama tuzish zarurati yuzaga keladi. Agar darsliklarda o‘quvchilarning matematik savodxonligini oshirish va matematik lug‘at boyligini kengaytirish maqsadida yuqoridagi ishga teskari, ya'ni masala sharti matematik matn ko‘rinishida emas, balki sonli ifoda , jadval, chizma, sxema va tenglama ko‘rinishida berilganda, masalaning bu shartini arifmetik amallar va ularning xossalaridan foydalanib matnli matematik masala tuzishga qaratilgan vazifalar ham berilgan.

O‘qituvchi bu yerda ham oldin rejalashtirgan darsning ta'limiy maqsadidan kelib chiqib tarbiyaviy maqsadni ham amalga oshirish mumkinligini yana bir bor eslatib o‘tamiz.

Bunda o‘qituvchi tarbiyaviy ishlarni amalga oshirishning ikki tomonlama foydali ekanligini hech qachon esdan chiqarmasligi kerak.

Bunday tarbiyaviy ishlar, birinchidan o‘qituvchi tomonidan oldindan o‘tilgan matematik materialni o‘quvchining kundalik amaliy hayotlari bilan bog‘lash hamda o‘quvchilarda matematik materiallarni o‘zlashtirishdan hosil bo‘lgan zo‘riqishni bartaraf etish imkoniyati ham yuzaga keladi.

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KVEST TEXNOLOGIYASINI BOSHLANG'ICH TA'LIMDA QO'LLANILISHI

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Annotatsiya. Maqolada boshlang'ich ta'limda kvest texnologiyasini qo'llash zaruriyati, o'quvchilar munosabati, ko'tilayotgan natijalar tahlil qilingan. Kvest texnologiyasi tuzilishi, bosqichlari, senariylari yoritilgan.**Kalit so'zlar**. Boshlang'ich ta'lim, kvest texnologiyasi, sifat, natija, munosabat.

Аннотация. В статье анализируется необходимость использования квест технологии в начальном образовании, отношение учащихся и ожидаемые результаты. Расмотренна структура технологии квеста, этапы, сценарии.

Ключевые слова. Начальное образование, квест, качество, результат, отношение.

Annotation. The article analyzes the need to use quest technology in primary education, students' attitudes and expected results. The structure of the quest technology, stages, and scenarios are considered.

Keywords. Primary education, quest, quality, result, attitude.Mamlakatimizning ta'lim tizimini rivojlantirishning hozirgi bosqichida o'quvchilar bilan ishlashshning yangi texnologiyalari va shakllari paydo bo'lib, ular jarayonni faollashtirish va samaradorlikni oshirish uchun hizmat qiladilar. Shunday texnologiyalardan biri kvest texnologiyasi hisoblanadi.

Olib borilgan tadqiqotlarimiz natijasida shuni ta'kidlashimiz mumkinki, boshlang'ish ta'limda darsda, darsdan tashqari mashg'ulotlarda kvest texnologiyasidan foydalanish jarayonni o'quvchi uchun qiziq bo'lishi bilan birga ularda jamoada ishlash, ijodiy yondashish, axborotlarni o'qiy olish, tanqidiy fikrlash, tezkorlikda qarorlar qabul qilish va muloqotga kirisha olish ko'nikmalarini ham rivojlantiradi.

O'quv faoliyatining g'ayri oddiy tashkil etilishi va qiziqarli syujeti tufayli ta'lim oluvchilarda qiziqish o'yg'otadi. Uni nafaqat boshlang'ich ta'limda maktabgacha yoshdagi bolalar bilan yoki yuqori sinf o'quvchilari bilan ham o'tkazish mumkin.

Lug'atga murojaat qiladigan bo'lsak, kvest tushunchasi inglizchadan tarjima qilinganda sarguzasht degan ma'noni bildirib, o'yin mashg'uloti mobaynida turli qiyinchliklardan chiqishni o'rgatishni o'z oldiga maqsad qilib qo'ygan. Bu usul jamoa bo'lib o'ynaladi va shuning uchun ham bolalar tomonidan iliq qarshi olinadi. Ayni usulda dars tashkil qilish uchun o'qituvchidan artistlik mahorati, ijodkorlik talab etiladi. Bunda o'yinchilardan to'siqlarni engib o'tish va aniqlanishi kerak bo'lgan bir yoki ko'p natijalarga ega bo'lgan senariy bo'ylab harakat qilish talab etiladi. **Asosiy qism.** kvest nima ekanligini pedagogik texnologiya sifatida batafsilroq gaplashaylik. Bugungi kunda, turli xil taxminlarga ko'ra, bunday o'quv va tarbiya jarayonlarining

bir nechta turlarini ajratib olish odat tusiga kirgan, chunki ko'p hollarda o'qituvchi nafaqat ma'lum bir materialni o'qituvchi, balki tarbiyachi, boshqacha qilib aytganda, axloqiy murabbiydir. Umumiy tasnifda quyidagilar ajratiladi: Umuman olganda, agar siz bunday ta'lim jarayonlarini ko'rib chiqsangiz, shuni ta'kidlash mumkinki, boshlang'ich maktabda yoki boshqa umumiy ta'lim muassasalarida kvest texnologiyalari kompyuter o'yinlari bilan bir qator o'xshashliklarga ega, ular asosida ular aslida qurilgan. Birinchidan, bu oraliq echimlarni izlash orqali yakuniy maqsadga erishishdir. Ikkinchidan, bu tezkor tizim (garchi ular har doim ham topilmasa ham, bu to'g'ri echimni izlashni qiyinlashtiradi). Aytgancha, shuni ta'kidlash kerakki, biron bir kvest qo'llanmasining yo'qligi ko'pincha ijodiy fikrlash va nostandart yechimlarni izlash uchun xizmat qiladi. Qabul qilaman, chunki bolalar ba'zida kattalarning boshiga sig'maydigan narsalarni taklif qilishlari mumkin, va yaqinroq o'rganib chiqsak, bola haq edi. Ba'zi hollarda bunday bolalar mantig'ini hozirgi kunda "Occam skalpel" atamasi bilan taqqoslash mumkin. Ushbu printsip, aqlga kelgan muammoning birinchi eng oddiy echimi to'g'ri echim deb taxmin qiladi. «Haqiqiy» kvestlarning ajdodlari kompyuter o‘yinlari bo‘lib, unda o‘yinchilar o‘zlarining kompyuter qahramonlari o‘yin oxiriga yetishi uchun jumboqlarni hal qilishlari va to‘siqlarni yengib o‘tishlari kerak. «Kvest» tushunchasi birinchi marta o‘tgan asrda kompyuter o‘yinlarida paydo bo‘lgan. O‘tgan asrning 90-yillari o‘rtalarida B. Dodj va T.March (AQSh, San-Diego universiteti) ta’lim maqsadlarida veb-kvestlar kontseptsiyasini ishlab chiqdilar. «Veb-kvest» atamasini 1995-yilda B. Dodj (San-Diego universitetining ta’lim texnologiyalari professori) tomonidan kiritildi, u veb-kvestni o‘quv jarayoniga internet manbalarini jalb qilish modeli (texnik resurs yoki internetdagi ilova) sifatida qaragan. Aynan bolalarning kompyuter o‘yinlariga bo‘lgan katta qiziqishi veb-kvestni ta’lim jarayoniga joriy qilishni taqozo etdi va oxirgi o‘n yillikda ta’limda qo‘llanilayotgan kvestlar tobora takomillashib, ahamiyati ortib bormoqda. Veb-kvestini real jarayonga o‘tkazishga birinchi urinish 2007-yilda Osiyo mamlakatlarida, so‘ng Evropada amalga oshirildi. Bugungi kunda bu texnologiya dolzarblikni kasb etmoqda. [1: 80] Ta’limiy kvest - bu o‘quv va ko‘ngilochar dasturlarning mutlaqo yangi shakli bo‘lib, uning yordamida bolalar sodir bo‘layotgan voqealarga to‘liq sho‘ng‘ishadi, ijobiy his-tuyg‘ularga ega bo‘lishadi va mashg‘ulotlarda faol ishtirok etadilar.Kvestlarda raqobat hamda hayratlanish (kutilmagan uchrashuv, sir, atmosfera, manzara) effektlari mavjud bo‘lib, ular ishtirokchilarda analitik qobiliyatlarni, tasavvur va ijodkorlikni rivojlantiradi, chunki ishtirokchilar ularni to‘ldirishi va takomillashtirishlari mumkin. Kvestlardan foydalanish bolalarni o‘qitishning an'anaviy shakllaridan uzoqlashishga va ta’lim maydonini sezilarli darajada kengaytirishga imkon beradi. [3: 168-171]Kvest qiziqarli, jozibador shu bilan birga tarbiyaviy bo‘lishi hamda barcha ishtirokchilarni jalb qilishi va har kimga o‘zini namoyon qilish imkoniyatini berishi uchun o‘qituvchidan senariyni ishlab chiqish va amalga oshirishda yuqori professionallik talab etiladi.Kvestlar uchun juda ko‘p g‘oyalar bo‘lishi mumkin, lekin eng muhimi, hamma narsani to‘g‘ri amalga oshirishdir. Senariy aniq, batafsil, eng kichik detallargacha o‘ylangan bo‘lishi lozim. O‘quv kvestlarini tayyorlash va tashkil etishda ishtirokchilar toifasini (bolalar, ota-onalar), o‘yin o‘tkaziladigan joyni hisobga olgan holda tashkilotchi o‘z oldiga qo‘yadigan maqsad va vazifalarni aniqlash va ssenariy yozish kerak. Eng muhimi va ehtimol eng qiyini ham ishtirokchilarni qiziqtirishdir. Zaruriy shartlardan yana biri "marra chizig‘i"da sovrin bo‘lishi kerak!

1-jadval. Kvest texnologiyasi tuzilishi

Bosqich	Faoliyat mazmuni
Amalga oshirish ketma-ketligi	- bonuslar - jarimalar
Baho. Mukofot. Reflektsiya (hodisani umumlashtirish va baholash)	O‘qituvchi jarayonni baholash uchun quyidagilarga e’tibor qaratishi lozim: 1) Muloqot - bolalar va o‘qituvchilar o‘rtasida fikr va yangi ma’lumotlar almashinuvi; 2) Axborot - bolalar tomonidan yangi bilimlarni o‘zlashtirilishi;

	3) Motivatsiya - bolalar va ota-onalarni axborot maydonini yanada kengaytirishga undash; 4) Baholash - bolalarning yangi va mavjud bilimlarini o'zaro bog'lash, o'z munosabatini bildirishga undash, jarayonni baholash. Mulohaza yuritishni rag'batlantirish mexanizmi quyidagi savollar asosida shakllantirilishi mumkin: «Siz qanday yangi bilimlarga ega bo'ldingiz?», «Sizga nima qiziq bo'ldi?», «Sizni nima hayratga soldi?», «Siz uchun nima qiyin bo'ldi?», «o'yin davomida hammasi siz xoxlaganday bo'ldimi?" va b.).

Kvestni tashkil etishda har bir bosqichiga alohida e'tibor qaratish lozim.

1-bosqich. Tashkiliy.

- bolalarda hissiyotlar asosida qiziqish shakllantirish, e'tiborlarini bo'ladigan faoliyatga qaratish maqsadida kirish nutqini so'zlash;
- bolalarni guruhlarga bo'lish;
- kvest qoidalarini muhokama qilish;
- bosqichlardan o'tish tartibi ko'rsatilgan xaritalar va yo'riqnomalarni tarqatish.

2-bosqich. O'yin jarayoni.

O'yin davomida o'yinchilar turli xil vazifalarni (faol, mantiqiy, qidiruv, ijodiy va boshqalar) hal qilib, bosqichlar bo'ylab ketma-ket harakat qilishadi. Har bir bosqichni yakunlash o'yinchilar jamoasiga keyingi bosqichga o'tish imkonini beradi. Jamoa etishmayotgan ma'lumotlarni, maslahatlarni, jihozlarni va boshqalarni izlab topadi. Ammo o'yin faoliyatini bunday tashkil etishning asosiy jihati shundaki, bitta vazifani bajarib bo'lgach, ishtirokchilarga keyingi vazifani bajarish uchun maslahatlar beriladi bu ularning faolligini va bilish hamda izlanishga motivatsion tayyorlikni oshishiga xizmat qiladi. Shuningdek, vazifalarni bajarishda ishtirokchiga bonuslar (fishkalar) va jarimalar beriladi.

3-bosqich. Yakuniy.

O'yin yakunida ishtirokchilar mukofotga ega bo'ladilar hamda ta'surotlar bilan bo'lishadilar.

Kvestni rejalashtirish va tayyorlashda syujet va o'yin bo'ladigan ta'lim maydoni muhim rol o'ynaydi. Boshlang`ich sinflarda quyidagi kvest senariylaridan foydalanish mumkin:

Harakatlanish varaqasi (Bekatlar ketma-ketligi va ularning joylashish nuqtalari, harakatlanish kerak bo'lgan yo'nalishlar topishmoqlar, rebuslar yoki yashiringan so'zlar bilan berilishi mumkin. Ularning javobi borish kerak bo'lgan joy nomini beradi).

Sehrli kalava (Ipga borish kerak bo'lgan joy nomi yozilgan yozuvlar ketma-ket yopishtiriladi. Kalavani asta-sekin ochib, ishtirokchilar bekatdan bekatga o'tadilar o'tadilar).

Xarita (marshrutning sxematik tasviri).

Sehrli rasmlar (Ishtirokchilar borishi kerak bo'lgan joylarning fotosuratlari ketma-ket joylashtiriladi).

Ko'pincha biz o'z ishimizda chiziqli kvestlardan foydalanamiz, unda ishtirokchilar ma'lum bir yo'nalish bo'ylab harakatlanadilar va oxirgi bekatda o'chrashadilar.

Bolalar uchun kvestlarini samarali tashkil qilish uchun ma'lum tamoyillar va shartlarga rioya qilish lozim.

- barcha o'yinlar va vazifalar xavfsiz bo'lishi kerak (bolalar olovdan sakrashni yoki daraxtga chiqishni so'ramaslik kerak); bolalarga berilgan vazifalar ishtirokchilarning yoshiga va ularning individual xususiyatlariga mos kelishi kerak; hech qanday holatda bolaning qadr-qimmatini buzmaslik kerak;
- senariy mazmuniga turli xil faoliyat turlarini kiritish kerak, chunki yosh bolalar psixologik xususiyatlariga ko'ra, monoton vazifalarni bajara olmaydilar;
- vazifalar izchil va mantiqiy bir-biriga bog'liq bo'ladigan tarzda o'ylangan bo'lishi kerak;

- o'yin hissiyotlarga boy bo'lishi kerak;
- bolalar topshiriqni bajarishlari mumkin bo'lgan vaqt oralig'i hisobga olinishi kerak;
- o'qituvchining vazifasi bolalarga yo'l-yo'riq ko'rsatish, ularni to'g'ri qarorga "yo'naltirish", ammo yakuniy xulosalar bolalar tomonidan chiqariladi.

Kvest o'zining cheksiz imkoniyatlari bilan o'qituvchiga katta yordam beradi, o'quv jarayonini diversifikatsiya qilish, uni g'ayrioddiy, esda qolarli, hayajonli, qiziqarli va maqsadli qilish imkoniyatini beradi. Ushbu texnologiyaning afzalligi shundaki, u o'qituvchilar uchun hech qanday maxsus tayyorgarlikni, qo'shimcha asbob-uskunalar sotib olishni yoki mablag' sarmoyasini talab qilmaydi.

Kvest - aniq belgilangan didaktik vazifa, o'yin konsepsiyasi, etakchi (murabbiy), aniq qoidalarga ega va bolalarning bilim hamda ko'nikmalarini oshirish maqsadida amalga oshiriladigan texnologiya.

Kvest texnologiyasining asosiy mezonlari - ishtirokchilar uchun xavfsizligi, o'ziga xosligi, mantiqiyligi, yaxlitligi, faqat mavzu emas, balki ma'lum bir syujetga bo'ysunishi va o'yin maydonining atmosferasini yaratishidir.

XULOSA: Bu bir vaqtning o'zida ishtirokchilarning aql-zakovati, jismoniy qobiliyatlari, tasavvurlari va ijodkorliklaridan foydalanadigan o'yin. Bu erda zukkolik, kuzatuvchanlik, xotira, e'tiborlilik, analitik qobiliyat va muloqot qobiliyatlari rivojlanadi. Ishtirokchilar bir-biri bilan muzokaralar olib borishni, mas'uliyatni taqsimlashni, birgalikda harakat qilishni, bir-birlari haqida qayg'urishni va yordam berishni o'rganadilar.

Kvest o'yinlari bolaning faol kognitiv pozitsiyasiga ega ijodiy, jismonan sog'lom shaxs sifatida o'zini o'zi tarbiyalash va o'z-o'zini rivojlantirishga qaratilgan qiziqarli vositalardan biridir.

Foydalangan adabiyotlar ro'yxati.

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TA'LIMDA RAQAMLI TRANSFORMATSIYANING AHAMIYATI

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Annotatsiya: Maqolada ta'limning raqamli transformatsiyasining asosiy jihatlari ko'rib chiqiladi, yangi raqamli ta'lim usullarini joriy etishdagi cheklovlar va yuzaga kelishi mumkin bo'lgan qiyinchiliklar o'rganiladi. Oliy ta'lim muassasalarda raqamli sohaga o'tishning asosiy tendensiyasi ko'rsatilgan.

Kalt so'z: Raqamli transformatsiya, raqamli texnologiya, axborot texnologiya, raqamli nuhit, kompetensiya.Bugungi kunda "raqamlashtirish"dan ko'ra "raqamli transformatsiya" termini ko'proq ishlatilmoqda - bu tashkiliy transformatsiya jarayoni. Ushbu jarayon axborot, texnologiya,

odamlar va jarayonlar raqamli makonda chaqqonlik va qiymat yaratish tomon inqilobiy siljishni boshdan kechiradigan tarzda amalga oshiriladi.Raqamli transformatsiya ko‘plab sohalarda bo‘lgani kabi, davlat sektorida, ya’ni meditsina va sog‘liqni saqlash, ta’lim, madaniyat va boshqa faoliyat sohalariga ham tegishli. Mustaqillik yillarida mamlakatimizda kadrlar tayyorlashning yangi tizimi yaratildi. “O‘zbekiston Respublikasini yanada rivojlantirish strategiyasi”ga muvofiq “uzluksiz ta’lim tizimini yanada takomillashtirish, sifatli ta’lim xizmatlari salohiyatini oshirish, mehnatning zamonaviy ehtiyojlariga mos ravishda yuqori malakali kadrlar tayyorlash sifatini davom ettirish. bozor" [1].Oliy ta’lim tizimiga raqamli texnologiyalarni jadal joriy etish, axborot makonini shakllantirish va raqamli ta’lim tizimlarini rivojlantirish oliy ta’lim muassasalari talabalarining o‘quv jarayonini tashkil etish, ta’limga yondashuvlarni sifatli qayta ko‘rib chiqish, shuningdek, ta’lim tizimini jadallashtirish to‘g‘risida yangi ilmiy va pedagogik g‘oyalarni shakllantirishga olib keladi. Raqamli va axborot texnologiyalarini ta’lim tizimiga va o‘quv jarayoniga keng joriy etish dunyo miqyosidagi tendensiya bo‘lib, yaqinda ta’lim tizimida sodir bo‘lgan eng muhim jarayonlardan birini anglatadi.Respublikada raqamli industriyani jadal rivojlantirish, milliy iqtisodiyot tarmoqlarining raqobatbardoshligini oshirish, shuningdek, 2017-2021 yillarda O‘zbekiston Respublikasini rivojlantirishning beshta ustuvor yo‘nalishi bo‘yicha Harakatlar strategiyasini «Ilm, ma’rifat va raqamli iqtisodiyotni rivojlantirish yili»da amalga oshirishga oid davlat dasturida ishlab chiqilgan. Dasturda belgilangan vazifalar ijrosini ta’minlash maqsadida, axborot texnologiyalari va kommunikatsiyalarini rivojlantirish vazirligi tomonidan manfaatdor vazirlik va idoralar, biznes hamjamiyati va ilmiy doiralar vakillari hamda xorijiy ekspertlar ishtirokida ishlab chiqilgan «Raqamli O‘zbekiston — 2030» strategiyasi tastiyqlandi[2]. Strategiya maqsadlarida ko‘rsatilgan ishlarning amalga oshirish natiyjasida, barcha sohalarda raqamli trasformatsiya inqilobiy siljishni boshdan kechiradi.



1-rasm. Transformatsiya qilish sohalari.

Oliy ta’limni raqamli transformatsiya qilishning ustuvor vazifalari sifatida quyidagilar ko‘riladi[3]:

1. Raqamli muhitda o‘qituvchilar tarkibini tayyorlash;

2. Oliy ta'limni rivojlantirishga moslashuvchan ta'lim tizimini yaratishni, bitiruvchilarni tayyorlashda yuqori natijalarga erishishni, ilmiy-tadqiqot faoliyatini tashkil etishni, elektron va aralash ta'limni birlashtirishni ta'minlaydigan raqamli texnologiyalarni kiritish;

3. Ta'lim jarayonining barcha ishtirokchilarida raqamli kompetensiyalarni shakllantirish. Universitet iqtisodiyot ehtiyojlariga muvofiq bitiruvchilarda raqamli kompetensiyalarni shakllantirishi kerak;

4. Oliy ta'limning ochiq tizimini qurish, me'yoriy to'siqlarni bartaraf etish.

Oliy ta'limning raqamli transformatsiyasining munozarali tomoni axborot texnologiyalarini ta'lim faoliyatiga kiritish darajasidir. Ba'zi hollarda onlayn ta'limga to'liq o'tish mos kelmaydi, chunki laboratoriyalarda ishlarning an'anaviy formatda saqlanishini ta'minlash, eksperimental loyihalash, eksperimentlar, tadqiqotlar o'tkazish va b. raqamli transformatsiya sharoitida aralash ta'lim uchun asos yaratish kerak[4].

Zamonaviy raqamli texnologiyalarni o'quv jarayoniga faol joriy etish moboynida qo'shimcha kasbiy ta'lim tizimini rivojlantirish, sifat jihatidan qayta qurish va "kelajak" o'qituvchisining kasbiy mahoratini oshirish sharti bilan raqamli tranformatsiya qilish mumkin.

Oliy ta'lim tizimini transformatsiya qilish, sifat jihatidan yangilash va raqamlashtirish quyidagi shartlar bilan amalga oshirilishi mumkin:

1) ta'limda yangi raqamli texnologiyalarning kirib kelishi bilan jumladan, mobil texnologiyalardan foydalanishni ta'minlash orqali raqamli ta'lim muhitini yaratish;

2) zamonaviy raqamli ta'lim mazmunini shakillantirish orqali, yangi o'quv-uslubiy majmualarni ishlab chiqish;

3) uzluksiz pedagogik ta'lim tizimini o'zgartirish orqali o'qituvchilarning yuqori sifatli kasbiy rivojlanishini ta'minlash, yangi raqamli ko'nikmalarni egallash, raqamli ta'lim mazmunidan foydalanish motivatsiyasini oshirishdan iborat.

Xulosa qilib aytganda raqamli tranformatsiya, raqamli iqtisodiyotda jamiyat talablariga javob beradigan zamonaviy o'qituvchi kasbiy mahoratining tarkibiy qismlarini rivojlantirish. Ta'lim jarayonida raqamli ko'nikmalardan faol foydalanish bilan ta'limning umumiy maqsadlariga yanada muvaffaqiyatli erishiladi va aloqa sohasidagi kompetensiyalar osonroq shakllanadi: faktlarni to'plash, ularni taqqoslash, tartibga solish, fikrlarni ifodalash, yangi narsalarni kashf qilish, tanlov va qarorlar qabul qilish qobiliyatini oshiradi.

Zamonaviy o'qituvchining turli kasbiy soha o'rinlari birlashtirilishi mumkin, o'qituvchining kasbiy faoliyatining an'anaviy mazmunini kengaytiradi va o'zgartiradi, raqamli ta'lim jarayonida talab qilinadigan yangi kasblarni yaratadi.

Taqdim etilgan yangi o'qituvchi kasbiy sohalarinig aksariyati raqamli texnologiyalardan samarali foydalanish bilan bog'liq bo'lib, universal kompetentsiyalarni va umuman raqamli savodxonlikni shakllantiradigan yangi kasbiy ko'nikmalarni yuqori darajada rivojlantirishni talab qiladi. Raqamli texnologiyalar va resurslardan foydalanish jamiyatning raqamli transformatsiyasi sharoitida o'qituvchining muvaffaqiyatli faoliyatining asosiy elementi hisoblanadi.

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MAKTABLARNING X-XI SINFLARIDA "TARBIYA" FANINI O'QITISHDA MEDIATEXNOLOGIK YONDASHUV.

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Annotatsiya Maqolada 10-11-sinflarda tarbiya fanini o'qitishda o'qituvchilarning darslarda o'quvchilarda ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida rivojlantirish metodikasi hamda pedagogik texnologiya, interfaol metodlar va ta'limiy o'yinlardan, zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish o'quvchilarni mustaqil fikrlashga, ijodiy izlanish va kreativ fikrlash doiralarini kengaytirish bilan birga ularni darslarda o'rganganlarini hayot bilan bog'lashga, qiziqishlarini oshirishga yordam beradigan fikrlar bayon qilingan.**Kalit so'zlar:** interfaol usullar, mediatexnologiya, axborotli, audiovizualli faol fuqarolik pozitsiyasi, mas'uliyat, majburiyat, huquqiy ong va madaniyat, teran dunyoqarash, sog'lom e'tiqodlilik, ma'rifatparvarlik, bag'rikenglik, ma'naviy, g'oyaviy, nafosat tarbiyasi.

Umumiy o'rta ta'lim tizimida mutaxassislarning pedagogik mahorati va kreativ qobiliyatlariga nisbatan talablarning ortib borayotganligi, jamiyat oldiga har bir pedagogni ijtimoiy sohada olib borilayotgan islohotlarning faol ishtirokchisiga aylantirish hamda uni ro'yobga chiqarishga qulay sharoitlarni yaratish muammosini qo'ymoqda. Chunki bunday ehtiyoj tarbiya fanini o'qitish metodikadagi yangi paradigma – didaktik tizim orqali spiralsimon metodik yondashish, ta'lim texnologiyalari asosini tashkil etuvchi jamiyatdagi yangicha qarashlar – ob'ektiv dunyoni yaxlit idrok etadigan, o'zligini tuchunadigan, insoniy qadr– qimmatni ulug'laydigan o'quvchini tarbiyalash mamlakat taraqqiyoti va ravnaqining bosh mezoniga aylanmoqda. "Xalq ta'limini tizimli isloh qilishning ustuvor yo'nalishlarini belgilash, islohotlar jarayonini izshillik bilan davom ettirish va mantiqiy yakuniga yetkazish muammolarining asosiy yechimi ta'lim tizimini erkinlashtirish ekanligi e'tirof etildi va bunda pedagog xodimlarga quyidagi asosiy talablar qo'yildi: xalq ta'limini modernizasiya qilish, ilg'or ta'lim texnologiyalariga asoslangan holda ijtimoiy soha va iqtisodiyot tarmoqlarini rivojlantirish; – zamonaviy bilim va yuksak ma'naviy–axloqiy fazilatlarga ega, mustaqil fikrlaydigan yuqori malakali pedagog kadrlar tayyorlash jarayonini sifat jihatidan yangi bosqichga ko'tarish; –uzluksiz ta'lim tizimi mazmunini sifat jihatidan yangilash, shuningdek professional kadrlarni tayyorlash, qayta tayyorlash va malakasini oshirish; –o'qitish metodikasini takomillashtirish, ta'lim–tarbiya jarayonini individuallashtirish tamoyillarini bosqichma–bosqich tatbiq etish; –xalq ta'limi sohasiga zamonaviy axborot–kommunikasiya texnologiyalari va innovasion loyihalarni joriy etish; –pedagogning o'z sohasida kompetentli, ya'ni o'z ishining ustasi bo'lishi, o'z sohasining sirlarini har tomonlama chuqur bilishi zarurligi [2] ta'kidlandi.Ta'limda o'qitish jarayonida o'quvchiga tarbiyaviy ta'sir etish usullari darsning 2–maqsadi asosida amalga oshirilishida, faxrlanish, vatanparvarlik huissini singdirishda individual–tipologik xususiyati hisobga olinib metodik yondashilishi lozim [3]. deyiladi.

Demak bunday metodik yondashuv orqali 10–11sinf o'quvchilari o'z Vatani, maktabi, oilasi, ota–onasi, do'stlari bilan faxrlanadi, g'ururlanadi. G'urur – bu insondagi faxr tuyg'usi. A.Ibrohimov, X.Sultonov va N.Jo'raevlarning e'tirof etishisha "Shaxs g'ururi – bu faxrdir. Har bir shaxs o'zining yutuqlaridan mamnuniyat hissini tuyadi. Ota–ona qobil farzandlaridan, ustoz iste'dodli shogirdidan, yozuvshi yaxshi asaridan, bog'bon so'lim bog'idan faxrlanadi" [4:47]. Har bir inson o'z qobiliyati va kuchiga ishongan va bundan faxrlanganda biror narsaga erishadi. "Vatan tuyg'usi" kitobi mualliflari "o'z–o'zligisha qolgan odamning g'ururi bus–butundir ... Kishi shunday yashashi joizki, uning yutuqlaridan o'zi ham g'ururlansin, lekin undan ko'ra ko'proq oila

a'zolari, xesh–aqrabolari, mahalla–ko'yi, qolaversa, butun mamlakati faxrlansin, faxrim deb e'zozlasin" [4:54],

Tarbiya fanini o'qishda o'quvchi ko'proq milliy g'urur haqida ma'lumotga ega boladi. Milliy g'urur esa "Falsafa qomusiy lug'ati"da "shaxs, ijtimoiy guruhning milliy o'z–o'zini anglashi asosida shakllanadigan, ajdodlari qoldirgan moddiy, ma'naviy merosdan, o'z xalqining jahon sivilizatsiyasiga qo'yilgan hissasi, o'zga millatlar oldidagi qadr–qimmati, obro'–e'tiboridan faxrlanish hissini ifodalovshi tuchuncha" [5:187], deb ifodalaydi.

Dasturlar yaratish vositalari. Ushbu vositalar dasturlar yaratishda ayrim ishlami avtomatik ravishda bajarishni ta'minlovshi dasturiy tizimlami o'z ichiga oladi. Ularga quyidagilar kiradi:

– kompilyator va interpretatorlar;

– dasturlar kutubxonasi;

– turli yordamshi dasturlar.

Kompilyator dasturlash tilidagi dastumi mashina kodidagi dasturga aylantirib beradi. Interpretator yuqori darajadagi dasturlash tilida yozilgan dastuming bevosita bajarilishini ta'minlaydi. Dasturlar kutubxonasi oldindan ***tayyorlangan dasturlar to'plamidan iborat bolishi lozim.*** M.Kamolovaning ta'kidlashisha, taqdimotda multimediali namoyish amalga oshirilib, unda bir vaqtning o'zida grafika, tovush, animatsiya, tasvir, rasm amalga oshiriladi. Bir vaqtning o'zida rasm, matn, animatsiya va tovushli va video lavhalardan iborat bo'lgan taqdimotlarni multimediali taqdimotlar deyiladi [8].Ularni ta'lim jarayonida qo'llashning afzalliklari esa quyidagilardan iborat:

– o'quvchiga bir vaqtning o'zida eshitadi va ko'radi;

– o'zi taqdimot yaratsa esa undan ham yahshi samarali natija oladi va umri davomida taqdimot yaratib, o'zining faoliyatida qo'llab yuradi;

– talabaalrning taqdimot yordamida o'qitilgan darslardan keyin o'zlashtirishi ijobiy samarali natija beradi;

– o'quv materialni o'zlashtirish va esda saqlash jarayoni samarali amalga oshadi: O'quv taqdimotiga qo'yilgan talablar. Taqqdimotga quyiladigan talabalar quyidagisha:

1) taqdimot o'quv fan dasturi mavzusiga mos bo'lishi zarur:

2) taqdimot belgilangan mavzu va uning rejalarini tuchunarli, ravon tilde, qiziqarli va rasmli, multimediali usulda bayon qilishi kerak:

3) taqdimotda qo'llaniladigan rasmlar, animatsiyalar va videolavhalar mavzuga, uning bo'limlariga bog'liq bo'lishi lozim;

4) taqdimotning rejasidagi mavzuga doir bo'limlarga qarashli materiallar o'zaro bog'liq, mantiqiy davomiyligi bilan va o'zaro va mavzuga aloqadorligi bilan tasniflanadi.

5) o'quv materiallarda mazmuni fanga va mavzuga doir, uni yoritishni maqsad qilgan, tuchunarli, ilmiyligi va izshilligi bo'lishi zarur. Rejadagi bo'limlar esa o'zaro bog'liqlikda beriladi.

Ta'lim vositasini tanlab olish ta'lim metodini tanlash bilan bog'liq. Agar ta'lim ning faol metodi (kitob bilan ishlash, mashqlar) foydalanilsa, u holda o'quv qo'llanmalari, darsliklar va ta'lim ning texnik vositalaridan foydalaniladi. Aynan ta'lim ning aktiv–texnik vositalari amaliy metodlarda foydalaniladi. Ta'lim vositalari tasnifi aniq va yagona bo'lishi mumkin emas. Ta'lim vositasining ahamiyatli tomoni ularning birgalikda qo'llanilishidir va hesh qashon bir–birini inkor etmaydi. o'qituvshining vazifasi – dars jarayonini faollishtirish uchun ta'lim ning samarali vositasini tanlab olishdir. Ta'lim vositalarini tasniflashda turli asoslarga ko'ra yondashish mumkin: – faoliyat subyektiga ko'ra; faoliyat obyektiga ko'ra; – o'quv axborotiga munosabatiga ko'ra; – o'quv jarayonidagi vazifasiga ko'ra. Ta'lim metodining o'qituvchi tomonidan to'g'ri tanlanishi, dars jarayonida turli vositalar yordamida mavzuning tuchuntirilishi ta'lim sifatining oshichiga yordam beradi. Yuqorida ko'p bora ta'kidlab o'tilganidek, ta'lim metodlarini malakali o'qituvshining usuli bilan birlashishi natijasida fanning va o'rganilayotgan mavzuning mazmuni va o'ziga xosliklari to'liq oshib beriladi. Bu esa o'quvchilarning fan yuzasidan bilim, ko'nikma, malaka kompitensiyalarining shakllanishi va rivojlanishiga asos vazifasini o'taydi.

Zero, vatanparvarlik, fidoiylik bir ijtimoiy, etnik guruhga mansub kich ilarning o‘z tarixi, tili, ma’naviyati, madaniyati, urf–odatlari, obro‘si, qadr–qimmatini bilish, uni hurmat qilishi, boshqa xalqlarning ham obro‘–e’tiborini, manfaatlarini hurmat qilishini ifodalaydigan ma’naviy fazilatdir. To‘maris, Shiroq, Jaloliddin Manguberdi, Najmiddin Kubro va boshqa juda ko‘p vatandoshlarimizning qahramonliklari buning yaqqol dalilidir. Millatning qadr–qimmatini tiklash, uning mustaqilligini amalga oshirish uchun kurashgan Behbudiy, Munavvarqori, Fitrat, Abdulla Avloniy, Cho‘lpon, Elbek va boshqalar eng og‘ir davrlarda Vatan ravnaqi, uning istiqboli uchun xalqning ongini uyg‘otish, ma’rifat tarqatish uchun harakat qilganlar.[6:122]. Yuqoridagi misollar anglatadiki, tariximiz silsilasida hamma davrlarda ham xalqimizning ilg‘or metod va metodikasi muhum ahamiyatga ega. Xulosa sifatida shuni aytish lozimki Tarbiya fanining asosiy bosh mezoni vatanparvarlik – o‘z taqdiri, faoliyatini vatan taqdiri bilan bog‘lagan kishilarga xos fazilatdir. Bu fazilat milliy taraqqiyotning imkoniyatlari, shon–shuhrati, obro‘–e’tibori ham shu millat kich ilarining vatanparvarlik tuyg‘ulari bilan bog‘liq. Vatanparvarlik milliy va umumbashariy qadriyatlarning eng muhim tarkibiy qismidir. Ajdodlarimiz vatan, xalq manfaati yo‘lida, milliy qadr–qimmat, or–nomus uchun jonlarini ham qurbon qilganlar. Bu esa ularning Vatanga bo‘lgan munosabatida namoyon bo‘lgan. Vatanga bo‘lgan muhabbat milliy g‘ururni paydo qilib, inson faoliyatiga maqsad va yo‘nalish beradi. Biroq bu faoliyat ijtimoiy tamoyil kasb etib, millatning iftixori darajasi ko‘tarilganda taraqqiyotga turtki beradi.

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UMUMIY O‘RTA TA’LIM MAKTABLARINING X-XI SINFLARIDA TARBIYA FANINI O‘QITISHNING DOLZARB MUAMMOLARI.

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Annotatsiya Maqolada 10-11-sinflarda tarbiya fanini o‘qitishda o‘qituvchilarning darslarda o’quvchilarda ijtimoiy faol milliy g’urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida rivojlantirish metodikasi hamda pedagogik texnologiya, interfaol metodlar va ta’limiy o‘yinlardan, zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish o‘quvchilarni mustaqil fikrlashga, ijodiy izlanish va kreativ fikrlash doiralarini kengaytirish bilan birga ularni darslarda o‘rganganlarini hayot bilan bog‘lashga, qiziqishlarini oshirishga yordam beradigan fikrlar bayon qilingan.

Kalit so'zlar: interfaol usullar, mediatexnologiya, axborotli, audiovizualli faol fuqarolik pozitsiyasi, mas'uliyat, majburiyat, huquqiy ong va madaniyat, teran dunyoqarash, sog'lom e'tiqodlilik, ma'rifatparvarlik, bag'rikenglik, ma'naviy, g'oyaviy, nafosat tarbiyasi.

O'zbekiston Respublikasi xalq ta'limini rivojlantirish konsepsiyasida "Ta'lim muassasalarida o'quv–tarbiya jarayonini samarali tashkil etish, muqobil yondashuvlarni o'rganishga va ilmiy asoslashga yo'naltirilgan amaliy xarakterdagi ilmiy izlanishlarni rivojlantirish, kichik yoshdan o'quvchilarda o'qishga sog'lom, kuchli va ta'sirchan motivasiyani takomillashtirish" [1]. Mamlakatimizda ta'lim–tarbiya tizimini milliy hamda umuminsoniy qadriyatlar, insonparvarlik tamoyillari asosida takomillashtirish, maktab ta'lim jarayonida ma'naviy–axloqiy mazmunni kuchaytirish orqali yoshlarni yuksak ma'naviy g'oyalar asosida vatanparvarlik ruhida tarbiyalash, ta'lim –tarbiya sifatini oshirishga alohida e'tibor qaratilmoqda. Dunyoni anglash va bilishning pedagogik, falsafiy mazmuni va genezesi, tafakkurning ijtimoiyligi masalalari respublika olimlaridan J.Tulenov, Q.Nazarov, E.Yusupov, S.Sh.Shermuhamedovlar tomonidan o'rganilgan. O'zbekistonda tafakkur va fikrlashga o'rgatishning psixologik jihatlari M.Davletshin, E.G'oziev, V.Karimovalarning tadqiqotlarida o'z ifodasini topgan. Mustaqillikdan so'ng o'quvchi–yoshlarda mustaqil va tanqidiy fikrlashga o'rgatishning zamonaviy texnologiyalari J.G'.Yo'ldoshev, M.H.Mahmudov., R.Safarova, O'.Tolipov, Sh.A.Abdullayeva., B.I.Xodjaevlarning ilmiy tadqiqotlarida yoritilgan. Tadqiqotshilar J.Musaev, F.O.Xodjieva, S.S.G'ulomov, M.Arabova, D.F.To'xtasinovlar tomonidan ta'lim jarayonida o'quvchilar tafakkurni rivojlantirish va ularni tanqidiy fikrlashga o'rgatish malakalarini takomillashtirishning pedagogik asoslari tadqiq etilgan.

Ma'lumki, "Tarbiya" fani O'zbekiston Respublikasi Prezidentining tashabbusi bilan umumiy o'rta ta'lim muassasalarida 2020–2021–o'quv yilidan boshlab joriy qilindi. Tarbiya fani uzluksiz ma'naviy tarbiya konsepsiyasining bir qismi sifatida o'quvchilarda "Milliy tiklanishdan – milliy yuksalish sari" g'oyasini singdirish, ularni ijtimoiy muvaffaqiyatli hayotga tayyorlash, faol fuqarolik pozitsiyasi, mas'uliyat, majburiyat, huquqiy ong va madaniyat, teran dunyoqarash, sog'lom e'tiqodlilik, ma'rifatparvarlik, bag'rikenglik kabi fazilatlarni takomillashtirishni maqsad qilib qo'ygan. Tarbiya fanini o'qitishda didaktik o'yinlardan, interfaol usullardan foydalanish ta'lim jarayonida o'quvchilarni o'qitish, tarbiyalash va kamol toptirishda muhim ahamiyat kasb etadi. Didaktika – ta'lim nazariyasi hisoblanadi. Didaktik o'yinlar esa o'quvchilarning ijodiy ish faoliyatini kuchaytiradi, ixtiyoriy diqqatini jamlashga yordam beradi, shuningdek xotirani takomillashtiradi. Didaktik o'yin jarayonida o'quvchilar o'zlari sezmagan holda juda ko'p harakatlarni, mashqlarni bajaradilar, turli masalalarni yechadilar [4]. Tarbiya fanini o'qitish metodikasini takomillashtirish quyidagilarni tashkil qiladi: Birinchidan, o'qituvchilar o'quvchilar bilan muhokama qilish va ulardan o'quv usullarining samarali ishlayotganini mediatexnologiyalar asosida o'rganish orqali foydalanishlari tavsiya etiladi. O'quvchilarning qanday o'rganishganlarini bilish va ularni mediatexnologiyalar, internet va multimedia resurslaridan qoniqarli foydalanish, o'quvchilarni interaktiv ta'lim jarayonida qatnashish va ularni yangi ma'lumotlarga o'zlashtirishga imkoniyat yaratadi. Uchinchidan, o'quvchilarning o'z–o'zlarini o'rganish va o'qish usullarini boshqarishga imkon beruvchi dasturiy ta'lim vositalari sosida fan metodikasini ishlatish tavsiya etiladi. O'quvchilarni o'zlashtirish va o'rganishga qo'shimsha ta'sir qiladi. To'rtinshidan, o'quvchilarni amaliyot jarayonida o'quv materialini amaliyotlar orqali o'rganishga rag'batlantirish yordamida ta'limning ko'proq interaktiv va amaliy usulga o'tkazilishi taqdim etiladi. Beshinchidan, o'quvchilar orasida jamoaviy va guruh ishlashni tarbiyaviy ta'lim jarayonida qo'llash yordamida ularni bir–birlari bilan o'z fikrlarini o'zlashtirish va o'rganishni oshirishga yordam beradi. kabi vazifalar belgilangan. Bu borada 10–11 sinflarda ta'lim tizimini takomillashtirishning amaliyotdagi holatini tahlil qilish, umumiy o'rta ta'lim maktablarida "Tarbiya" fanini o'qitish metodikasini mediatexnologiyalar asosida takomillashtirish mazmuni, usullari, yo'llari, metodlari va vositalarini aniqlashtirish hamda ilmiy asoslash muhim ahamiyat

kasb etadi. Kreativ fikrlashga o‘rgatish bosqichlari mavjud bo‘lib, qomusiy olim Abu Rayhon Beruniy mazkur masalaga alohida e'tibor qaratganini ta'kidlash lozim:

Bu haqda "Qadimgi xalqlardan qolgan yodgorliklar" asarida ko‘rsatib o‘tilgan. Bular quyidagilardan iborat:

– aqlni bekorchi fikrlardan tozalash;

– tajribaga asoslanish;

– bilishni, avvalo, predmetni tashkil etuvshi elementlardan boshlash;

– hissiy bilishga asoslangan deduktsiyadan foydalanish;

– kreativ fikrlash: tahlil qilish va umumlashtirish;

– kuzatish, taqqoslash, qiyoslash orqali haqiqatni aniqlash;

– ma'lum narsadan noma'lum bo'lganiga, yaqindagisidan uzoqdagisiga qarab fikr yuritish;

– uzoq o‘tmishni bilish uchun predmetning, hodisaning tarixini va u haqda boshqalarning bergan ma'lumotlarini o‘rganish. Aytish mumkinki, Beruniy R.Dekart va F.Bekonlardan avvalroq ilmiy bilish metodining zarurligini ta'kidlagan va uning asosiy qoidalarini, tamoyillarini ishlab chiqqan. Beruniyning bu masalaga oid fikrlari G‘arb faylasuflarinikiga nisbatan keng qamrovliligi bilan ajralib turadi.[6]

"Tarbiya" fani amalda quyidagi fanlarni qo‘shish hisobiga tashkil etildi:

Buning natijasida mazkur fanni o‘zlashtirish va uni o‘qitishning metodikasini takomillashtirish *zaruriyati* quyidagilar bilan belgilanadi: fanning asoslarini chuqur bilish; fanni o‘qitishning ilg‘or va zamonaviy pedagogik, innovatsion hamda AKTni egallash; tarbiya masalasiga doir ilmiy–tadqiqotlarni o‘rganib borish, inson va jamiyat hayotida tarbiyaning tutgan o‘rnini to‘liq idrok etish, fan vositasida o‘quvchilarini tarbiyalash metodlari va texnologiyalarini bilish, fanni o‘qitish bo‘yicha individual pedagogik tajribaga ega bo‘lish.

1. Ko‘niktirish metodi. Tarbiya jarayoni asosan rag‘batlantirish, ko‘niktirish kabi usullarga tayanadi. Aksinsha, avtoritar usullar tarbiyaning sifat samaradorligiga salbiy ta‘sir ko‘rsatadi. Shu ma‘noda 10–11–sinf o‘quvchilari jamoaparvarlikka, o‘zgalarni hurmat qilishga va o‘zini tuta olishga ko‘niktirib borilishi kerak. Shu tariqa ularning kelgusi faoliyati uchun bunday ko‘nikma muhim o‘rin tutadi. Ko‘niktirish metodi tarbiya jarayonida ko‘ndirish, tarbiyalanuvchini hurmat qilish va uni tinglash imkoniyatlarini beradi.

2. O‘rgatish metodi. 10–11–sinf o‘quvchilari tarbiyasida bu metod eng muhim yondashuvlarni beradi. Shu jihatdan 10–11–sinf o‘quvchi lari insoniylik, ezgulik, adolat kabi fazilatlarga o‘rgatilishi kerak. Buning uchun o‘quvchilarda uchraydigan egoizm, tuchunmaslik, noto‘g‘ri tushunish kabi illatlar bosqichma–bosqich isloh qilib borilishi kerak. O‘quvchilarni tuchunish ularni fazilatlarga o‘rgatishning eng muhim yo‘lidir. Buning uchun o‘qituvchilar hamisha o‘quvchilarni tushunishi taqozo etiladi.

3. Yo‘naltirish metodi. Bu metodga ko‘ra, o‘quvchilar ideal maqsad va intilishlarga yo‘naltirilishi kerak. Bilim to‘g‘ri berilsa, tarbiya jarayonida o‘quvchilarda ana shunday intilishlar tarkib topadi. Keyingi paytlarda pedagogik ilmiy– tadqiqotlarimizda ideal maqsad va uning ahamiyatini tadqiq etish susaygan. Aslida ideal maqsad o‘quvchilar ongida ta'limda shakllantirilishi kutilgan samarani beradi. O‘quvchilarning qiziqishi, xohishi va istagi hisobga olingan holda ideal maqsadlarga yo‘naltirilishi tarbiyaning sifatini oshiradi.

4. O‘qitishning elektron–modulli texnologiyasi. Bu texnologiya an‘anaviy va noan‘anaviy dars shakllarida kompyuter asosida o‘qitishga tayanadi. Unga ko‘ra, kompyuterda maxsus dastur vositasida o‘qituvchi tomonidan dars materiallari to‘liq tayyorlanadi va ta'lim oluvchilarning imkoniyatlariga qarab taqdim etib boriladi. Bu texnologiyada dars materiallarini yangi ma‘lumotlar asosida yangilab borish va multimediyali axborotlarni berish imkoniyatlari mavjud.

5. O‘qitishning masofaviy ta'lim texnologiyasi. Bu texnologiyaga ko‘ra, "Tarbiya" fani onlayn tarzida o‘qitiladi. Unda ta'lim oluvchilar bevosita virtual aloqaga kirishadi. Ayni paytda, mazkur texnologiyada mustaqil ta'lim topshiriqlari ko‘p bo‘lishi taqozo etiladi. Ta'lim oluvchilar aynan mustaqil ta'lim topshiriqlarini bajarishi bilan fanni o‘zlashtiradi.

6. Ustoz–shogird texnologiyasi. Bu texnologiyaga ko'ra, har bir o'quvchi o'qituvchilariga biriktiriladi. Bunda har bir o'qituvchi o'z o'quvchisining tarbiyalanish jarayonini kuzatib boradi va bu ishlarni "Tarbiya" fani o'qituvchisi muvofiqlashtiradi. Mavjud ta'limga oid me'yoriy hujjatlar asosida o'quvchisining tarbiyalanganlik darajasi yuqori bo'lgan o'qituvchilar, maktab rahbariyati tomonidan moddiy rag'batlantirib boriladi. Mazkur texnologiya 5–6–sinfda "Tarbiya" fanini o'qitishda eng muhim yondashuvlardan hisoblanadi. Hozirgi zamon oliy pedagogik ta'lim jarayonida o'qitishning ana shu innovatsion texnologiyalari amalga kiritilganligidir.

Xulosa sifatida shuni aytish lozimki "Tarbiya" fanini o'qitish ana shunday zamonaviy ta'lim–tarbiya texnologiyalarini tanlashga e'tibor berish maqsadga muvofiq bo'ladi. Chunki bugungi tarbiya jarayoni rivolanayotgan texnik vositalarga asoslanishi bilan muhim ahamiyatga ega. Ayni paytda texnik vositalarga asoslangan texnologiyalar asosida mazkur fanni o'qitish jarayonida o'quvchilarda quyidagi ko'nikmalarni rivojlantirishga diqqat qilish kerak: Buning natijasida texnik vositalarga asoslangan mediatexnologiyalardan "Tarbiya" fanini o'qitishda oqilona foydalanish malakasiga ega bo'linadi. E'tibor berilsa, "Tarbiya" fani didaktikasi butunlay yangicha yondashuvlar, tamoyillar va texnologiyalarga asoslanadi. Bizning yondashuvimizga ko'ra, mazkur fanning didaktikasi o'ziga xos tarzda va pedagogik tajribalarning ilg'or yondashuvlari asosida ishlab chiqilishi kerak. Shu sababli oliy pedagogik ta'lim jarayonida bo'lajak pedagogika yo'nalishlari "Tarbiya" fani mutaxassislari tarbiya didaktikasi bo'yicha tushuncha, bilim va ko'nikmalarini takomillashtirishda innovatsion yondashuvlarga asoslanish maqsadga muvofiq bo'ladi. Mediatexnologiyalar asosida o'quvchilarga kompyuter, mobil aloqa vositasi o'qishning va tarbiya olishning tayanchi ekanligini tushuntirish, o'quvchilarning texnik vositalardan bilim olish yo'lida foydalanishga o'rgatish, texnik vositalarning imkoniyatlarini baholashda ularning axborot manbaiga e'tibor berish madaniyatini takomillashtirish muhim ahamiyatga ega..

Foydalanilgan adabiyotlar.

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O'QUVCHILARDA MILLIY G'URUR, VATANPARVARLIK KOMPETENTSIYASINI RIVOJLANTIRISHDA DIAKTIK YONDASHUV

Mamajonov Lazizbek
TAFU tadqiqotchisi

Annotatsiya Maqolada 10-11-sinflarda tarbiya fanini o'qitishda o'qituvchilarning darslarda o'quvchilarda ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida rivojlantirish metodikasi hamda pedagogik texnologiya, interfaol metodlar va ta'limiy o'yinlardan, zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish o'quvchilarni mustaqil fikrlashga, ijodiy izlanish va kreativ fikrlash doiralarini kengaytirish bilan birga ularni darslarda o'rganganlarini hayot bilan bog'lashga, qiziqishlarini

oshirishga yordam beradigan fikrlar bayon qilingan.**Kalit so'zlar:** interfaol usullar, mediatexnologiya, axborotli, audiovizualli faol fuqarolik pozitsiyasi, mas'uliyat, majburiyat, huquqiy ong va madaniyat, teran dunyoqarash, sog'lom e'tiqodlilik, ma'rifatparvarlik, bag'rikenglik, ma'naviy, g'oyaviy, nafosat tarbiyasi.

Tarbiya fanini o'qitishdan boshlash, ko'nikmalarni hosil qilishda ta'limning ahamiyatini nazarda tutish masalasi ham o'z qimmatini yo'qotmagan, bu borada nazariy ma'lumotlarni taqdim etish, o'quvchilarni ta'lim jarayonida darbiyalashga doir qoidalarni taqdim qilish bo'yicha ham turli qarashlar mavjud. Darsliklarda keltirilgan o'quv materiallar o'quvchida mantiqiy to'g'ri fikrlash, ko'nikmalarini tez va qulay rivojlantirichiga imkon yaratadi. 10-11 sinf o'quvchilariga faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida o'rgatilishda, qiyinchilik bo'lmaydi. Chunki 10-11 sinf quyi sinfda ham bu fanni bosqichma-bosqich o'tib kelyapti. Dunuo ta'lim muassasalarida tarbiya nazariyasi va amaliyotida faol milliy g'urur, vatanparvarlik ruhida mediatexnologiyalar asosida komretensiyaviy yondashuv negizida metodik muammolar ilmiy tahlil etilishi o'quv adabiyotlarining yangi avlodiga metodologik, didaktik, mantiqiy yaxlitlik, amaliyotga bog'liqlik kabi qo'yiladigan talablarni takomillashtirish bo'yicha tadqiqotlar o'tkazilmoqda. Keyingi yillarda mamlakatimizda ham "Tarbiya" fanini o'qitish ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida rivojlantirish metodik yondashuvga asoslandi. Umumiy o'rta ta'lim tiziminini ilmiy–metodik jihatdan takomillashtirishda ta'lim jarayonida xorijiy tajribalardan foydalanishning me'yoriy–huquqiy asoslari yaratilgan. AQSh, Finlyandiya, Rossiya, Janubiy Koreya, Yaroniya, Italiya, Turkiya, singari davlatlarning ta'lim muassasalari faoliyati o'rganilib, ularning ilg'or tajribalari asosida o'qitish tashkil etilmoqda. Natijada ijtimoiy–faol milliy g'urur, vatanparvarlik kompetentsiyasi ehtiyojlari, fan–texnika va texnologiyalarning zamonaviy yutuqlari asosida ta'lim–tarbiya jarayonlarida foydalanilayotgan darsliklarning yangi avlodini yaratish va ulardan amalda foydalanish mexanizmini takomillashtirish yanada kengroq ahamiyat kasb etmoqda.

Ta'lim sohasining oldida "...maktablarda ta'lim sifatini oshirish, pedagog-kadrlarning bilim va tajribasini xalqaro darajaga olib chiqish, oliy o'quv yurtlarining QS va THE xalqaro reytinglarga kirishi uchun maqsadli dasturni ishlab chiqish" [1].asosiy va yetakchi vazifalar qilib belgilangan. Shuningdek, "yuqori sinflarda berilayotgan ta'lim va tarbiya sifati, o'qituvchilarning bilimi va mahoratini talab darajasida deb bo'lmaydi. 2023- yildan maktab ta'limini xalqaro ta'lim dasturlari asosida butunlay isloh qilishni boshlaymiz. Bu ishlarni tizimli yo'lga qo'yish, yangi darsliklarni ishlab chiqish, ilg'or ta'lim standartlari va metodikalarini joriy etish uchun alohida ilmiy institut va laboratoriyalar tashkil qilinadi. "...Darsliklar quruq ma'lumotlarni yodlatish, yoki shunchaki o'qish-yozishni o'rgatish bilan cheklanmasligi, ular orqali o'quvchilar nafaqat fanlarni, balki XXI asrda zarur bo'lgan hayotiy ko'nikmalarni ham o'rganishi" zarurligini ta'kidlash bilan birga, yangi darsliklarni tayyorlashda o'qituvchilar majburiyatlari haqida "...bugun darsliklar o'zgaryapti. Shunga yarasha o'qituvchilar ham o'zgarishi kerak" [1]., - degan fikrlari tarbiya fani o'qituvchilarini tayyorlash jarayonida yana ham katta mas'uliyatni talab qiladi. Yuqoridagi talablardan kelib chiqib, yangi avlod darsliklarini yaratish talablari asosida tarbiya o'qitish metodikasi ham kompetensiyaviy yondashuvga asoslanmoqda, dars jarayonida o'quvchilarda ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida rivojlantirish ko'zda tutilmoqda. Tarbiya boshqa fanlarga integratsiya qilingan holda o'qitiladi.

Tarbiya fanini o'qitishga qo'yilgan aniq malaka talablari asosida mantiqiy fikrlash, kreativ yondashish, o'qish, tinglab tushunish ko'nikmalarining metodik imkoniyatlarini yanada rivojlantirish bugungi kun uchun ahamiyatli hisoblanadi.

Zero,"Yoshlarimizning mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga ega bo'lib, dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz". [1].

Shu ma'noda umumiy o'rta ta'lim tizimida "Tarbiya" fanini o'qitish metodikasini o'quvchilarda ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida takomillashtirish orqali o'quvchilarda hayotiy kompetensiyalarni, xususan, sog'lom turmush tarziga rioya qilib to'g'ri yashash ko'nikmasini, hamda tarbiyaviy tuchunchalarni takomillashtirish zarurati mavjud. Tarbiya fani o'ziga xos mediatexnologiyalar asosida rivojlantirish metodik yondashuvlarga ega bo'lib, hozirga qadar mazkur muammo nazariy–amaliy jihatdan tadqiq etilmagan.

Mazkur metodologik g'oyalar asosidan kelib chiqib aytish mumkinki, metodik ta'lim jarayonida umumiy o'rta ta'lim maktablarida 10–11-sinf o'quvchilarini "Tarbiya" fanini o'qitish metodikasida ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida rivojlantirish ilmiy–nazariy jihatdan manzilliligi, tizimliligi va metodik ta'sirchanligini ta'minlash, targ'ibot–tashviqot ishlarini shaklan va mazmunan boyitish hamda bu jarayonga zamonaviy pedagogik usullarni joriy etish maqsadida innovasion mexanizm zaruriyatining mavjudligi, shuningdek, ta'lim –tarbiya jarayonini tashkil etishning birinchi va eng muhim qonuniyati uning mediatexnologiyalar muhitning ob'ektiv va sub'ektiv omillarga bog'liqligidadir Demak, o'qituvchi mediatexnologiyalar, pedagogik ilmiy nazariyalar hamda konsepsiyalar muallifi, ishlab chiqaruvchisi, tadqiqotchisi, foydalanuvchisi va targ'ibotchisi sifatida namoyon bo'lishida Tarbiya" fanini o'qitish metodikasini dasturiy ta'lim vositalari asosida ilmiy–nazariy jihatdan takomillashtirishda muhim pedagogik va metodik ahamiyat kasb etadi. O'quvchilarda ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida tarbiya fanini o'qitishda metodik jarayonini tashkil etishn, pedagogik shart–sharoitlari tahlilga tortilganda, ma'lum bo'ldiki ta'lim jarayonining asosi uch maqsadga qaratiladi ta'limiy maqsad, tarbiyaviy maqsad, rivojlantiriuvchi maqsad asosida metodik amalga oshiriladi, o'quvchilarda ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida muvofiqlashtirish, nazorat qilish hamda samarali boshqarishni ta'minlashdan iboratligi D.Ro'ziyeva tomonidan ta'kidlangan [10:29].

Umumiy o'rta ta'lim maktablarining 10–11 sinflarida tarbiya fani o'quv jarayonini tashkil qilish, tarbiya fanini o'qitishga doir me'yoriy hujjatlar, o'quv–metodik va didaktik ta'minot darajasi, pedagogik shart–sharoitlarini tizimli tahlil qilish orqali aniqlashtirish hamda umumiy o'rta ta'lim tizimida "Tarbiya" fanini o'qitishning bugungi holatini o'rganish va uning tarbiya ta'limida tutgan o'rnini belgilash muhim ahamiyatga ega.

"Tarbiya" fanini o'qitish tizimiga oid o'quv materiallarining DTS hamda dastur talablariga mosligini qiyosiy o'rganish, shuningdek, ularni o'qitish bilan bog'liq muammolarning sabablarini aniqlash va yeshmilariga doir tavsiyalar berish, hamda tarbiya fanini o'qitish metodikasini o'quvchilarda ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida tashkiliy–tuzilmaviy komponentlarining didaktik imkoniyatlarini rivojlantirish, 10–11–sinf o'quvchilarida ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida o'qitish jarayonida qaysi o'quv materiallarini faqat o'qib tushunib olishlari va qaysilarini qat'iy yoddan bilishlarini aniqlash, tarbiya fanini o'qitishda qanday metod, usul va texnologiyalardan foydalanish muhimligini aniqlash, o'quvchilarda milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar integratsiyasi asosida mustaqil, mantiqiy, tanqidiy fikrlash ko'nikmalarini rivojlantirishning mazmun, usul, vositalari ishlab chiqishni takomillashtirish hamda tarbiya fanini o'qitish, o'quvchilarda ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida rivojlantirish, metodik baholash mezonlarini ishlab chiqish va pedagogik tajriba–sinov ishlarini o'tkazish hamda olingan natijalarni matematik–statistik jarayoni hisoblanadi.

Umumiy o'rta ta'lim maktablarida "Tarbiya" fanini o'qitish o'quvchilarda ijtimoiy faol milliy g'urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida, uzviylik va izchillik tamoyillari asosida o'qitishning (multimediya, elektron ilova, virtual namoyish va laboratoriya) dasturiy ta'minot komponentlari vositasida o'quvchilarning raqamli, umumpredmet

kompetensiyalarining rivojlanganlik ko‘rsatkichlari evristik yondashuvlar orqali aniqlashtirilgan hamda umumiy o‘rta ta’lim tizimida “Tarbiya” fanini o‘qitishda o‘quvchilarning mantiqiy fikrlash ko‘nikmasini rivojlantirishda dasturiy ta’lim vositalarini yaratishning ilmiy metodik, texnik talablari ishlab chiqish, umumiy o‘rta ta’lim maktablarida “Tarbiya” fanining “10–11 sinfiga” doir mashg‘ulotlarini o‘tkazishda milliy g’urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida funksional imkoniyatlarini o‘quv jarayoni bilan amaliy integratsiyalashga qaratilgan (hodisalarni 3D formatda kuzatish, tajribalar o‘tkazish, jarayonlarni metodik) hamda o’quvchilarda ijtimoiy faol milliy g’urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida kreativ ko‘nikmalarini rivojlantirishni, metodik bilishni, hissiy bilishga asoslangan deduktsiyadan foydalanish, mantiqiy fikrlash, tahlil qilish va umumlashtirish, kuzatish, taqqoslash, qiyoslash o‘quv topshiriqlari ishlab chiqish orqali o’quvchilarda ijtimoiy faol milliy g’urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida o‘quv–metodik ta’minot mazmunan rivojlantiriladi. Umumiy o‘rta ta’lim maktablarida “Tarbiya” fanini o‘qitish metodikasi (berilgan matnlarni tahlilga tortish, ijodiy loyiha ishlarini bajarish) mustaqil o‘qish faoliyatini tashkil etishni rivojlantirishga qaratilgan axborot–ta’lim muhiti (e–learning) sharoitida ta’limning amaliy yo‘nalganligini ta’minlash hamda spiralsimon tamoyil asosida o‘qitish, fikr–mulohaza yuritishning metodik, pedagogik, psixologik xususiyatlari, noan’anaviy ta’lim shaklidan samarli foydalanishning mazmun, usul, vositalarini ishlab chiqish jarayoni orqali o‘qitish metodikasi virtual reallik qonuniyatlariga asoslangan audio va vizual materiallarni kompyuter imitatsiyasi orqali tasavvur qilish ko‘nikmalarini (modellashtiruvchi, o‘rgatuvchi 3D animatsiyalar, virtual stend va laboratoriyalar)dan foydalanib rivojlantirishga oid ilmiy–metodik tavsiyalar hamda 10–11–sinf o‘quvchilarning ijtimoiy faol milliy g’urur, vatanparvarlik kompetentsiyasini mediatexnologiyalar asosida o‘qitish jarayonida kreativ fikrlash ko‘nikmasini baholash mezonlari, o‘quv topshiriqlar tizimi, o‘qitishda qanday metod, usul va texnologiyalardan foydalanish muhimligi statistik tahlil jarayonida taklif va tavsiyalar ishlab chiqildi.

Foydalanilgan adabiyotlar.

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MAKTABGACHA TA’LIM TASHKILOTINING MERITOKRATIK BOSHQARUVI

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Annotatsiya. Mazkur maqolada meritokratk boshqaruv mazmun mohiyati, ma’nolari va uni maktabgacha ta’lim tashkiloti boshqaruvidagi roli yoritilgan.

Kalit so‘zlar: pedagog xodimlar salohiyati, meritokratk boshqaruv, shaxsiy qobiliyatlar, fazilatlar, shaffoflik, xolislik, kasbiy o'sish, o'z-o'zini rivojlantirish, motivatsiya.

Bugungi kunda O‘zbekistonning davlat boshqaruvi sohasida davlat rahbari tomonidan meritokratiya nazariyasini qo‘llash bo‘yicha bir qancha maqsadli ishlar olib borilmoqda, bulardan meritokratk boshqaruv bo‘yicha davlat xizmatiga tayinlash tizimini qolaversa davlat boshqaruvida gender tengligini ta’minlash qonuniy asosda belgilab qo‘yilishi misol bo’la oladi.

Hozirgi kunda maktabgacha ta'lim sohasida ham ko'p hollarda pedagog xodimlar salohiyatidan foydalanish, ularning vazifa va vakolatlari taqsimotini oqilona va samarali yo'lga qo'yilmagani maktabgacha ta'lim tizimidagi muammolarda yaqqol ko'zga tashlanadi.

Falsafiy entsiklopediyaga ko'ra, meritokratiya (lotincha meritus - munosib va yunoncha Krás - hokimiyat) - bu o'z ijtimoiy toifasida qolgan ishchilar massasi bilan solishtirganda o'zlari uchun farovonroq mavqeni yaratgan maosh oluvchilar qatlami. , ishda katta sa'y-harakatlar, malaka oshirish, yaxshi ta'lim va boshqalarni o'z ichiga oladi.

Meritokratk boshqaruv birinchi marta 19-asrda ingliz sotsiologi Gerbert Spenser tomonidan taklif qilingan bo'lib, u jamiyatni eng yaxshi va eng yorqin odamlar ijtimoiy ierarxiyada eng yuqori o'rinlarni egallashi uchun tashkil etilishi kerak deb hisoblagan. "Meritokratiya" so'zini birinchi marta Xanna Arendt 1954 yilda "Ta'lim inqirozi" inshosida ishlatgan.

"Meritokratiya" atamasi ingliz sotsiologi M.Yang tomonidan "Meritokratiyaning yuksalishi: 1870–2033 yillar" distopiyasida yangi oligarxiyani belgilash uchun kiritilgan. Meritokratiya faqat farovonlik oshgan jamiyatda amalga oshadi deydi tadqiqotchi, bunday jamiyatda odamlarning manfaatlari va ehtiyojlari doimiy ravishda rivojlanib boradi, ularni qondirish uchun moddiy sharoitlar yaratilgan, ya'ni o'z-o'zini takomillashtirish, jamoatchilik fikrini e'tirof etish va ko'proq foyda olish uchun rag'batlar mavjud bo'ladi. Xodimlarning shaxsiy qobiliyatlari va fazilatlari hisobiga imtiyozlar berishni nazarda tutadi. Iqtidorli, intizomli, mehnatsevar xodimlar – intellektual meritokratiya vakillaridir, ular siyosat va jamoat tashkilotlarini chetga surib, mustaqil ravishda o'z martabalarida ko'tarilish va ahvolini yaxshilashga intiladi.

Tatqiqotchilar fikriga ko'ra, meritokratiya faqat odamlarning manfaatlari va ehtiyojlari rivojlangan, ularni qondirish uchun moddiy sharoitlar yaratilgan va o'zini takomillashtirish, jamoatchilik fikrini e'tirof etish va ko'proq foyda olish uchun rag'bat mavjud bo'lgan farovon jamiyatida shaxsiy qobiliyat va fazilatlar hisobiga imtiyozlar yaratishni nazarda tutadi.

So'nggi yillarda rivojlangan mamlakatlarda maktabgacha ta'lim sohasiga tobora ko'proq e'tibor qaratilmoqda va xalqaro tadqiqot hamjamiyati, maktabgacha yoshdagi bolalar uchun sifatli ta'limning kognitiv, ijtimoiy va rivojlanishdagi yutuqlarini aniq ta'kidlab kelmoqda. Shunday ekan maktabgacha ta'lim tashkilotlarining pedagog xodimlarini meritokratk boshqaruvini tadqiq etish dolzarb ahamiyat kasb etadi.

Bugungi kunda bu so'z asosan ikki ma'noda qo'llaniladi.

Birinchisi, menejerlar alohida himoyalangan iste'dodlar orasidan tayinlanadigan tizimni bildiradi.

Ikkinchi ma'no esa iqtidorli va mehnatkash insonlar uchun kelajakda erkin raqobat sharoitida yuqori ijtimoiy mavqeni egallash imkoniyatiga ega bo'lishlari uchun boshlang'ich sharoitlarni yaratishni o'z ichiga oladi. Bundan tashqari, meritokratk boshqaruv malaka oshirishning doimiy talabini nazarda tutadi, shuningdek, xodimlarga "ochiq raqobat" shartlarini taklif qiladi.

Bizning fikrimizcha, Maktabgacha ta'lim tashkilotlarining pedagogik xodimlarini meritokratk boshqaruvi pedagog xodimlarning kasbiy xizmatlari, ish samaradorligi va ta'lim natijalariga ko'ra baholash va mukofotlashga asoslanadi. Meritokratk boshqaruv pedagogik yutuqlarni, ish sifatini, tarbiyachilarning bilim darajasi va kasbiy mahoratini hisobga oladi.

Meritokratik boshqaruvning asosiy tamoyillari quyidagilardan iborat:

xodimlar faoliyatini baholashda shaffoflik va xolislik;

yutuqlar va kasbiy o'sish uchun rag'batlantirish va mukofotlash;

xodimlarning xizmatlarini aniqlash uchun kompetentsiya va professionallikni baholash tizimini ishlab chiqish;

pedagog xodimlar va ma'muriy xodimlarning o'z-o'zini rivojlantirish va malakasini oshirishni rag'batlantirish;

xodimlarning kasbiy faoliyati to'g'risidagi ob'ektiv ma'lumotlarga asoslangan qarorlar qabul qilish.

Meritokratk boshqaruv maktabgacha ta'lim tashkilotlarida pedagog xodimlarga ta'lim-tarbiyada muvaffaqiyatga erishishi, o'zlarning kasbiy darajasini oshirishi va ta'lim sifatining yuqori standartlarini saqlab qolish uchun motivatsiya yaratishga yordam beradi. Xodimlarni samarali boshqarish va rag'batlantirish orqali ta'lim natijalarini yaxshilashga, pedagog tarbiyachilarning obro'sini oshirishga va maktabgacha ta'lim tashkilotining nufuzini oshirishga yordam beradi.

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BOSHLANG'ICH SINF O'QUVCHILARINI KREATIV SIFATLARINI SHAKLLANTIRISHDA OTA-ONA VA O'QITUVCHINING O'RNI

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Annotatsiya: ushbu maqolada boshlang'ich sinflarda mustaqil fikrlashlari orqali kreativ sifatlarini shakllantirishda o'qituvchi va oilaviy muhitning qanday vazifalari borligi va o'quvchilarni kreativ sifatlarini qanday o'rin tutishi

Kalit so'zlar: nutq, yozma nutq, og'zaki nutq,ta'lim, oila, motiv, innovatsiya kreativ, mustaqil.

Аннотация: в данной статье какова роль учителя и семейного окружения в формировании творческих качеств через самостоятельное мышление в младших классах, и какова роль творческих качеств у учащихся

Ключевые слова: речь, письменная речь, устная речь, воспитание, семья, мотив, новаторство, творческий, самостоятельный.

Abstract: in this article, what are the roles of the teacher and the family environment in the formation of creative qualities through independent thinking in elementary grades, and what is the role of creative qualities in students

Key words: speech, written speech, oral speech, education, family, motive, innovation, creative, independent.

Hozirgi kunda muhtaram prezidentimiz Sh.Mirziyoyev ta'lim sohasiga katta e'tibor qaratmoqda. Bugungi kunda fan va texnikaning o'sib borishi ta'limga yangiliklar kiritishni talab etmoqda. Innovatsion g'oyalarni yaratish, uni boshqalarga tatbiq etish orqali yurtimizdagi maktab muassasalaridagi o'quvchilarga turtki bo'lmoqda. Ta'lim sifatini yanada oshirish uchun bizga albatta yozma nutq bilan birga og'zaki nutq ham kerak. Farzandlarimizni og'zaki nutqi qanchalik rivojlangan bo'lsa yozma nutq savodxonligi ham shunchalik rivojlangan va ravon bo'lishi kerak.

Ta'lim jarayonida oilaviy muhitning tutgan o'rni ta'lim samaradorligini oshirishga, tahlil qilishga va amaliyotga joriy etishi bugungi kunning muhim vazifalaridan biridir. Bu vazifalarni oldimizga maqsad qilib qo'yishimiz va albatta bu maqsad sari olg'a qadam tashlashimiz zarur. Ta'lim tizimimizga katta yutuqlar olib kirish uchun barcha ta'lim soha vakillari bir yoqadan bosh chiqarib harakat qilish lozim. Ta'lim sifatini yanada oshirish uchun bizga albatta yozma nutq bilan

birga og'zaki nutq ham kerak. Farzandlarimizni og'zaki nutqi qanchalik rivojlangan bo'lsa yozma nutq savodxonligi ham shunchalik rivojlangan va ravon bo'lishi kerak.

Har bir bola bir-biridan ikkinchisiga o'tib, bosqichlarni bosib o'tadi. Yosh bosqichlarda bola ko'nikmalar, bilimlar, shaxsiy xususiyatlar va harakterli xususiyatlarning rivojlanishi bilan birga keladi. Bolani tarbiyalashda ota-ona albatta yosh xususiyatiga qarshi lozim. Bunda bolaga tug'igandan boshlab ya'ni chaqaloqlik davridan boshlab o'rgatib borish zarur. Bola o'n to'rt kunlik bo'lganida onani ovozini eshitadi yoshiga qarab tushuna boshlaydi. Bunda ona farzandiga "alla" aytishi va turli she'rlar, qo'shiqlar aytib kiyintirishi kerak.

Uch yoshdan yetti yoshgacha bolalarda ushbu yoshdagi bolalarda o'zlarini qilgan ishlarini kattalar tomonidan maqtashini xohlaydilar. Bu yoshda bolalar nutq faoliyati rivojlanadi. Bunda ota- ona albatta farzandiga o'rnak bo'lishi kerak bo'ladi. Ya'ni ona farzandiga baqirmaslikni o'zini o'tkazishni, injiq bo'lmaslikni o'rgatadi-yu, ammo o'zi baqirsa bola onadan ko'chiradi. Bu yoshda bolalar ota- onasiga o'xshashni istashadi. Shu yoshda ota –onalar farzandiga o'rnak bo'lishi kerak.

O'yinlar orqali bolalarga ko'p narsalarni o'rgatish lozim. Ya'ni turli o'yinar yordamida bolani so'z boyligini oshirish, so'zlarni to'g'ri aytishni o'rgatish ham mumkin.

Oilada o'qimishli ona farzandiga tarbiya bersa va albatta ta'lim muassasalari bilan hamkorlikda ish olib borilsa yurtimizga yetuk kasb egalari yetishib chiqadi.

L.Vigotiskiy fikricha "Fikrlash jarayoni" bolaning ota-onasi bilan muloqotidan boshlanadi. Bu fikrdan xulosa qilib bolani oilada to'g'ri, erkin fikrlashga yo'naltirish, maqsad sari harakat qilish, ichki menini shakllantirish lozim. Oiladagi to'g'ri tarbiya bolani nutqini to'g'ri ravon o'sishida katta ahamiyat kasb etadi. Keyin ta'lim muassasalarining o'rnini ham inobatga olish zarur. Maktabgacha ta'lim muassasalarida bolalar erkin fikrlashi uchun ertaklar, she'rlar o'rgatiladi. Bolalar o'zlari she'rlarini yod olib aytadi. Ertaklar orqali ularning dunyoqarashi kengayadi. Ertaklarga o'zlarining munosabatini bildiradi. Bu bilan ularning erkin fikrlashi va nutqi rivjlanadi. Fransuz faylasufi Dekart: " Men fikrlayapman, demak men mavjudman",-degan g'oyani ilgari surgan. Bu fikr inson hayotida tafakkurni odamning borligini belgisi sifatida yetakchi o'ringa chiqaradi. Uning fikricha, hech narsa insonning mavjudligini fikrlash jarayonichalik asoslab berolmaydi. Demak, mustaqil ravishda, erkin fikrlash, tahlil qilish insoniy xususiyat sifatida ajratib olingan. Fikrlash inson mavjudligi va ruhan sog'lomligining asosiy belgilaridan sanaladi.

XXI asrga kelib, insoniyat o'zi uchun kerakli va hammaning hayoliga keladigan deyarli barcha narsani yaratib bo'ldi. E'tibor bering, ayni vaqtda muvaffaqiyatga erishgan juda ko'plab shaxslar, bir necha dekadalar avval insonlar tasavvur ham qila olmagan g'oyalarini amalga oshirishgani tufayli shu darajaga chiqishgan. Jeff Bezos, online do'kon trendi orqali mashhur bo'ldi. Bu trend O'zbekistonga endi kirib kelmoqda. Demak, bundan shuni anglash mumkinki, kreativlik ayni damda muvaffaqiyatga erishishingiz yo'lida asosiy vositalardan biri.

Kreativlik- bir qobilyat deyish mumkin. Ammo quyida faktlar bilan kreativlik nega eng muhim omillardan biriga aylanayotganini tushuntirib o'taman.

Kreativlik- bu qaysidir ma'noda yangi va foydali biror bir narsaning yaratilishiga hissa qo'shadigan fenomen. Boshqacha qilib aytganda, yangi mavhum biror narsa (asar, musiqa, idea) yoki jismoniy biror kashfiyot (mashina, qurilma yoki robot) kabilar yaralishi uchun eng kerakli vosita bu kreativlikdir.

Rus va xorijiy pedagog-psiholog olimlarning ilmiy izlanishlarini tahlil etadigan bo'lsak, ularda kreativlik shaxs ijodkorligining asosini tashkil etuvchi tushuncha sifatida talqin etilganligiga guvoh bo'lamiz;

-kreativlik qarama-qarshiliklar, muammoli vaziyatlarni bartaraf etish imkoniyati;(G.Altshuller,M.Zinovkina);

-kreativlik iqtidorga bog'liq bo'lmagan holda, shaxsning barcha sohalardagi faolligi, ijodkorlikka qobilyati (N.Drujinin);

-kreativlik – individning yangi tushuncha yaratishi va yangi ko‘nimalar hosil qilish qobilyati,hislati (D.Gilford);

Kreativlik o‘z ichiga muammolarga nisbatan yuqori darajada sezgirlik, intiutsiya, natijalarni oldindan ko‘ra bilish, fantaziya tadqiqotchilik va refleksiyani qamrab oladi.

Lekin tadqiqot muammosi sifatida o‘rganilayotgan boshlang'ich sinf o‘quvchilarda kreativlik qobilyatini rivojlantirish masalasi esa bu jarayonga nisbatan boshqacha yondashuvni nazarda tutadi. Bunda asosan e'tibor, jamiyat uchun ahamiyatli bo‘lgan kashfiyotlarni emas, balki pedagogik jarayonning samaradorligi, o‘qituvchi hamda o‘quvchilarning o‘zaro muvaffaqiyatli hamkorliklarini o‘rganishga qulay sharoit yaratadigan o‘qitishning yangicha shakl, metod va vositalarini izlab topish, kutilmagan pedagogik vaziyatlarda to‘g'ri yo‘l topa bilish ko‘nikmalarini shakllantirishga yo‘naltiriladi.

Pedagogik ta'lim tizimida talabalarning kreativ qobilyatlarini rivojlantirishning asosiy mexanizmi sifatida o‘quv jarayonini shaxsiga yo‘naltirish nazarda tutiladi. Bu esa, o‘z navbatida, oliy ta'lim tizimida gimnastik nuqtai nazarning rivojlanishi, talabalarni ahloqiy hamda kasbiy yetuklik, faollik, mustaqillik, nazariy-tahliliy faoliyatga undash imkonini beradi. Buning natijasida talabalarda o‘z-o‘zlarini rivojlantirish, o‘z kasbiy faoliyatlarini dolzarblashtirish, yaratuvchilik, istiqboldagi pedagogik faoliyatga o‘zini tayyorlash va moslashtirish kabi kompitensiyalari tarkib toptiradi.

Fan va texnologiyalarning so‘nggi yutuqlari ishlab chiqarish bilan birga, ta'lim sohasiga ham sezilarli o‘zgarishlar, yangiliklar va o‘qitishning zamonaviy vositalarini olib kirish imkonini berdi. Bu yutuqlarning ta'lim sohasiga kirib kelishi uning an'anaviy vazifalariga nisbatan ham sezilarli o‘zgartirishlar kiritish zaruratini qo‘ydi. Shu asnoda ta'limdagi islohatlar mohiyatini tushunish va anglab yetish uchun zaruriy pedagogik shart-sharoit va ijodiy muhitni yaratish muammosi yuzaga keldi.

Shunga ko‘ra, bugungi kunda pedagogika fani taraqqiyotining zamonaviy yo‘nalishlari – mavjud an'anaviy ta'lim paradigmasining obyektiv asoslari va ularning rivojini ta'minlovchi qonuniyatlarni modernizatsiyalashdan iborat etib belgilanadi. Ushbu o‘rinda, ta'lim oluvchilarning yangi bilimlarni o‘zlashtirish ijodkorlik hamda fikrlash mezonlariga tayanuvchi paradigmani yaratish zarurati namoyon bo‘lib, ta'lim mazmuni, metodlari, tashkiliy shakllari, kadrlar ta'minoti kabi jihatlarini rivojlantirilmoqda.

Pedagogik ta'lim tizimida o‘quvchilarning kreativ qobilyatlarini rivojlantirishning asosiy mexanizmi sifatida o‘quv jarayonini ular shaxsiga yo‘naltirish nazarda tutiladi.

Pedagogik-psixologik tadqiqotlarda kreativlik tushunchasi ijod, ijodkorlik tushunchasining tarkibiy qismi sifatida yoritiladi.

Ijod- insonning moddiy va ma'naviy ne'matlarni yaratishga yo‘naltirilgan faoliyatidir. Unda inson tafakkuri, xotirasi, tasavvuri, diqqati, irodasi faol ishtirok etadi,bugun bilimi, tajribasi, iste'dodi namoyon bo‘ladi.

Ijod dastlabinson tasavvurida tug‘iladi,keyin ijodga taaluqli masalalar yuzasidan izlanishlar olib boriladi, boshqalar bajargan ishlar tanqidiy nuqtai nazardan o‘rganiladi, tahlil etiladi, kuzatishlar, tajribalar o‘tkaziladi. Shundan so‘ng tajriba natijalariga asoslanib mantiqiy xulosalar chiqariladi, farazlar ilgari suriladiva bularning barchasi tajribada sinab ko‘riladi, mavhum qarashlar oydinlashtiriladi, yangilanadi va to‘ldiriladi.

Ijod, o‘z navbatida, izlanuvchining ma'lum yangilik yaratishi uchun obyektga qaratilgan shaxsiy qobilyatlardan kelib chiquvchi bilimlar va hissiy kechinmalarni namoyon qilish jarayoni sifatida ham tavsiflanadi.

Bayon qilingan fikrlardan shu narsa ayon bo‘ladiki, ijod faqat yangi g‘oya yoki yaratuvchanlikning mahsuli emas. Ijod tom ma'noda –yaratilgan yoki ilgari surilgan biror yangi g‘oyaning asoslanishi, tajribadan o‘tib amaliyotda o‘zini oqlashi, muhim jamiyat, xalq uchun biror naf keltira oladigan natijaga ega bo‘lishi bilan belgilanadigan yangilik hisoblanadi.

Shaxs ijodiy faoliyatining asosini kreativlik tashkil etadi.

Shuningdek, kreativlik insonning borliqni bilish va o‘zgartirishga yo‘naltirilgan ongli, maqsadli faoliyati bo‘lib uning natijasida yangi, betakror, ilgari mavjud bo‘lmagan jamiyatning moddiy va ma’naviy hayotini yaxshilashga qaratilgan buyumlar va boshqalar yaratiladi.

O‘quvchilarni kreativ fikrlashini oshirish maqsadida 2-sinf o‘qish darsligida keltirilgan ushbu savollar “Kichkinagina, kulrang filga o‘xshaydi” savoli o‘quvchilarni kreativlik fikrlash qobilyatini oshiradi. Ijodiy shaxs - rivojlangan ijodiy fikrlash tufayli ijodiy g'oyalarni qabul qila oladigan shaxs. Bunday odamni "boshqa sayyoradan" deb o'ylamang. Bu mutlaqo ziddiyatli ko'rinmaydi. Bolalar qichqirib qochib ketadigan va kampirlar o'zlarini kesib o'tadigan bezatilgan pank har doim ham ijodiy odam bo'lib chiqavermaydi. Mutlaqo yo'q. Ijodkorlik harakatlarda va ijodiy g'oyalarni - nostandart echimlarni yaratish qobiliyatida namoyon bo'ladi.

Asosiy farq ta'riflarda, ijodkorlik - bu yangi ma'lumotlarni yaratish uchun zarur bo'lgan ma'lum ma'lumotlarning kombinatsiyasi. Ijodkorlik - bu ijodiy fikrlash qobiliyati.

Har bir atama bir nechta jihatlarni birlashtiradi, ijodkorlik aql va tasavvurni, fikrlash va axborot bilan ishlash qobiliyatini, shuningdek, odamning odatiy vositalar va naqshlardan tashqariga chiqish qobiliyatini o'z ichiga oladi. Ijodiy qobiliyatlar zukkolik bilan ajralib turadi - muammolarni hal qilishda nostandart yondashuvni tezda topish qobiliyati.

Sharqda “Muallimi soniy” (“Ikkinchi muallim”) nomi bilan mashhur Abu Nasr Farobiy ta’lim-tarbiyaga birinchi marta ta’rif bergan olim hisoblanadi. Ulug‘ mutafakkir ta’limda barcha fanlarning nazariy asoslari o‘rganilsa, tarbiyada ma’naviy-axloqiy qoidalar, odob me’yorlari o‘quvchilarga singdiriladi, kasb-hunarga oid ko‘nikmalar hosil qilinadi,degan g‘oyani ilgari suradi. Bu muhim vazifa tajribali tarbiyachilar tomonidan ta’lim-tarbiyaning turli metodlari yordamida amalga oshiriladi,uqtiradi. Alloma pedagogning faoliyati haqida to‘xtalib shunday yozadi:

O‘qituvchining vazifasi dono davlat rahbari vazifasiga o‘xshab ketadi. Shu sababli o‘qituvchi ko‘rgan va eshitganlarining barchasini yaxshilab esda saqlab qolishi, bilmog‘i, aql farosatga, chiroyli nutqqa ega bo‘lmog‘i va o‘quvchilarning aytmoqchi bo‘lgan fikrlarini to‘la va aniq ifodalay olishni bilmog‘i zarur, o‘qituvchi faqat fan bilan shug‘ullanib qolmay, balki o‘z bilimlarini o‘quvchilariga ham berishi, bunda mashaqqatli mehnatdan charchash nimaligini bilmasligi lozim. O‘qituvchi haqiqatgo‘y bo‘lishi yolg‘ondan o‘zini tiyishi, yolg‘onni va yolg‘on gapirganni yomon ko‘rishi, g‘ururli bo‘lishi va o ‘z or-nomusini qadrlashi, o‘quvchilarga nisbatan adolatli bo‘lishi ko‘zlagan maqsadiga erishishda qat’iylik ko‘rsata bilishi lozim. Forobiyning ta’kidlashicha, bunday insoniylikning yuksak darajasiga ega bo‘ladi va baxt cho‘qqisiga erishadi. Bu esa har qanday xatarli harakatdan xabardor bo‘lganligi tufayli baxtga erishadigan odamlardir.

Hozirgi kunda sifatli ta’limga qaratilayotgan e’tibor kuchayib borayotgani uchun “Yangi avlod” darsliklari yaratildi. Bu darsliklar “4K” asosida yaratilgan.

1.Kretik- bu tanqidiy fikrlash.

2.Kreativlik- bu ijodiy yondashuv.

3.Kommunikatsiya-muloqot qilish ko‘nikmasi.

4.Kooperatsiya-bu jamoviy ishlash. Darsliklar shu asosida tuzilgan bo‘lib o‘quvchilar bilimini oshirishda kata ahamiyat kasb etadi.

O‘quvchilarni kreativ fikrlashini oshirish maqsadida 2-sinf o‘qish darsligida keltirilgan ushbu savollar “Kichkinagina, kulrang filga o‘xshaydi” savoli o‘quvchilarni kreativlik fikrlash qobilyatini oshiradi. Ijodiy shaxs - rivojlangan ijodiy fikrlash tufayli ijodiy g'oyalarni qabul qila oladigan shaxs. Bunday odamni "boshqa sayyoradan" deb o'ylamang. Bu mutlaqo ziddiyatli ko'rinmaydi. Bolalar qichqirib qochib ketadigan va kampirlar o'zlarini kesib o'tadigan bezatilgan pank har doim ham ijodiy odam bo'lib chiqavermaydi. Mutlaqo yo'q. Ijodkorlik harakatlarda va ijodiy g'oyalarni - nostandart echimlarni yaratish qobiliyatida namoyon bo'ladi.

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Muhtaram prezidentimiz Sh.Mirziyoyev "Farzandlarimizga avvalo o'zimiz hamma sohada vatanga, xalqqa sadoqatli bo'lishda, ilmga, kasb-hunarga mehr qo'yishda ota-ona , jamiyat oldidagi burchimizni sidqidildan ado etishda amaliy na'muna ko'rsatishimiz kerak." Bu fikrlar barcha kasb egalarining qalblariga yetib borib o'z kasblariga sadoqatli bo'lishlariga da'vat etadi.

Xulosa o'rnida shuni aytish joizki, oiladagi muhit, ota-onaning farzandlariga bo'lgan e'tibori, ta'lim muassasalarining o'quvchilar bilimiga, fanlarni o'zlashtirilishiga, o'quvchilar fikrini erkin bayon qila olishiga e'tibor berish kerak.

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TA'LIMDA RAQAMLI TEXNOLOGIYALARNING ROLI

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Annotatsiya. Uchbu maqolada ta'limga raqamli texnologiyaning kirib kelganligi va bugungi kunda uning ahamiyati to'grisida qisqacha mulohaza yuritilgan. Shuningdek, bugungi kunda ta'limda foydalanilayotgan platformalar, simulyatorlarning roli va ta'limga ta'siri o'rganilgan.

Kalit so'zlar: ta'lim, raqamli texnologiya, raqamli texnologiyaning rivojlanishi, simulyator, platforma.

Raqamli texnologiya har doim inson tarbiyasiga ta'sir qiluvchi. Qoya devorlariga figuralar o'yib ishlangan davrdan boshlab, talabalar istalgan vaqtda bir nechta texnologik qurilmalardan foydalanib, raqamli texnologiya ta'lim imkoniyatlarini yangi bosqichlarga ko'tarishda davom etmoqda. Ta'lim usullari va vositalarining qayerdan kelib, kelajakda qayerga borishiga qarab, raqamli texnologiyaning auditoriyadagi ahamiyati har qachongidan ham yaqqol ko'rinib turibdi.

Raqamli texnologiyaning rivojlanishi bilan ta'lim imkoniyatlari har kuni o'sib bormoqda va o'zgarib bormoqda. Internet axborotning ulkan elektron kutubxonasi bo'lib, sichqonchani bosish orqali ham tadqiqot, ham ko'rsatmalarga erishish mumkin. Ushbu yutuqlar bilan talabalarga yangi mas'uliyat yuklanadi va raqamli texnologiyadan foydalanish bo'yicha ta'limini yanada oshirish maqsadga muvofiq bo'ladi. Raqamli texnologiya taraqqiy etgan sari ChatGPT kabi sun'iy intellektga asoslangan chatbotlarning ta'lim va aloqa maqsadlarida oliy ta'limga integratsiyalashuvi ortib bormoqda [1].

Ta'lim sohasi mashaqqatli mehnat va fidoyilikni talab qiladi, ammo tirishqoq talaba uchun bu juda foydali bo'lishi mumkin. Ta'lim sohasida muvaffaqiyatga jiddiy yondashganlar uchun hozirgi va o'zgaruvchan raqamli texnologiyalardan yaxshi xabardor bo'lish juda muhimdir. Raqamli texnologiya olami rivojlanib borar ekan, auditoriyada ham, onlaynda ham ta'lim muhiti

bir xil darajada rivojlanadi va raqamli texnologiya bo‘yicha ta'lim olgan talabalarga bo‘lgan ehtiyoj o‘sishda davom etadi.

Raqamli texnologiyalardagi yutuqlar sog‘liqni saqlash, sayohat, aloqa va ta'lim sohalariga kirib kelishi kuchayishda davom etmoqda. Masalan: Robot va simulyatsiya raqamli texnologiyalaridan foydalanib mavjud ta'lim resurslarining munosib tarkibiy qismi ekanligini isbotladi.

Robototexnikadan foydalanish murakkab tibbiy muolajalarni soddalashtirishga, xavfli qurilish loyihalari xavfsizroq bo‘lishiga va koinotimizni ochishga imkon berdi. Ta'limda qo‘llanilganda, robototexnika va simulyatorlar talabalarning o‘rganish usullarini o‘zgartirishi va oxir-oqibat bilimli va yaxshi moslangan mutaxassisni yetishtirib chiqaradi.

Haydovchilarni o‘qitish kurslarida simulyatorlarning eng kuchli namunasini ko‘rish mumkin. Simulyatorlar har qanday haqiqiy xavf yoki xavfni bartaraf etgan holda, haqiqiy hayot tajribasini taqdim etadi. Haydovchilarni o‘qitishda sinf xonasidan chiqmasdan avtomabil boshqarish hissini boshdan kechirishlari mumkin. Simulyatorlar haydovchilarni haqiqiy hayotdagi xavf-xatarlar va yo‘ldagi to‘siqlarga yaxshiroq tayyorlashi mumkin bo‘lgan raqamli texnologiya. Simulyatsiya raqamli texnologiyasi 360 daraja real hayot va real tajribalarning 3D proyeksiyalarini taklif etuvchi turli yo‘nalishlarida qo‘llaniladi.

Simulyatsiya va robototexnika raqamli texnologiyalari har bir talabaning ta'lim ehtiyojlari uchun foydali yechim, ta'lim doirasida bir qator imkoniyatlarni taklif etadi. Texnologik dunyo har kuni yangi innovatsiyalarni e'lon qilar ekan, ta'lim olami ushbu innovatsion vositalar bilan taqdim etilgan imkoniyatlardan foydalanishda davom etadi.Raqamli texnologiya hayotning deyarli barcha jabhalariga ta'sir ko‘rsatdi va ta'lim ham bundan mustasno emas. Ko‘p jihatdan raqamli texnologiya ta'limni tubdan o‘zgartirdi. Birinchisi, raqamli texnologiya ta'lim olish imkoniyatini sezilarli darajada kengaytirdi. O‘rta asrlarda kitoblar kamdan-kam bo‘lgan va faqat bir nech kishi elita ta'lim olish imkoniyatiga ega edi. Shaxslar ta'lim olish uchun ta'lim markazlariga borishlari kerak edi. Bugungi kunda katta hajmdagi ma'lumotlar (kitoblar, audio, tasvirlar, videolar) internet orqali barmoq uchida rasmiy o‘rganish imkoniyatlari butun dunyo bo‘ylab an'anaviy, onlayn darajada dasturlar va boshqalar orqali taqdim etadi. Rivojlangan mamlakatlarda ta'lim platformalari orqali talabalarga ta'lim berilmoqda.

Muloqot va hamkorlik imkoniyatlari ham raqamli texnologiya tufayli kengaytirildi. An'anaga ko‘ra, auditoriya nisbatan izolyatsiya qilingan va hamkorlik bitta auditoriya yoki binodagi boshqa talabalar bilan cheklangan. Bugungi kunda raqamli texnologiya o‘tmishda orzu qilmagan aloqa va hamkorlik shakllarini yaratishga imkon beradi. Masalan, qishloq joylarida sinfda o‘qiyotgan o‘quvchilar mintaqadagi olimlar guruhining ekspeditsiyasini kuzatish orqali Arktika haqida bilib olishlari, olimlarning blogdagi postlarini o‘qishlari, fotosuratlarni ko‘rishlari, olimlarga elektron pochta orqali savollar berishlari va hatto suhbatlashishlari mumkin. Videokonferentsiya orqali olimlar bilan suhbatlashadi. Talabalar wiki va Google docs kabi raqamli texnologiyaga asoslangan vositalardan foydalangan holda guruh loyihalarida hamkorlik qilishlari mumkin. Auditoriya devorlari endi to‘sqinlik qilmaydi, chunki raqamli texnologiya o‘rganish, muloqot qilish va hamkorlikda ishlashning yangi usullarini ta'minlaydi [2,3].

Raqamli texnologiya ta'limni ko‘p jihatdan qo‘llab-quvvatlaydigan va o‘zgartira oladigan kuchli vosita bo‘lib, talabalar uchun o‘quv materiallarini yaratishni osonlashtirishdan tortib, odamlarga o‘rganish va birgalikda ishlashning yangi usullarini yaratishga imkon beradi. Internetning butun dunyo bo‘ylab tarqalishi va unga ulanishi mumkin bo‘lgan aqlli qurilmalarning ko‘pligi bilan istalgan vaqtda, istalgan joyda ta'limning yangi davri boshlanadi. Samarali ta'lim hamma joyda hamma uchun mavjud bo‘lishi, ta'limni o‘zgartirish raqamli texnologiya tomonidan taqdim etilgan imkoniyatlardan maksimal darajada foydalanish ta'lim raqamli texnologiyalariga bog‘liq bo‘ladi.

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TALABALARDA PEDAGOGLIK QOBILIYATINI SHAKLLANTIRISH

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Annotatsiya Ushbu maqolada yosh va bo'lajak pedagoglarga pedagogik qobiliyat va kommunikatsiya haqida ma'lumotlar bayon etilgan, o'qituvchilarda pedagogik qobiliyatni shakllantirishda asos bo'ladigan ba'zi qoidalar yoritilgan. **Kalit so'zlar:** pedagogika, qobiliyat, kommunikatsiya, bilim, ko'nikma, malaka, mohirlik, mahsuldorlik, evristik, kreativlik, talant, pedagogik qobiliyat, kommunikativ qobiliyat

Аннотация В данной статье представлена информация о педагогическом мастерстве и общении молодым и будущим педагогам, выделены некоторые правила, являющиеся основой формирования педагогического мастерства у учителей.

Ключевые слова: педагогика, способности, общение, знание, умение, компетентность, умение, продуктивность, эвристика, творчество, талант, педагогические способности, коммуникативные способности.**Annotation** This article provides information about pedagogical skills and communication to young and future pedagogues, and some rules that are the basis for the formation of pedagogical skills in teachers are highlighted.**Key words:** pedagogy, ability, communication, knowledge, skill, competence, skill, productivity, heuristic, creativity, talent, pedagogical ability, communicative ability

Pedagogika atamasi qadimiy bo'lib, "bola yetaklovchi" degan ma'noni bildiruvchi grekcha "pydogogos" so'zidan kelib chiqqan. Tarixiy manbalarning ko'rsatishicha, qadimgi Yunonistonda o'z xo'jayinining bolalarini sayr qildirgan, ehtiyot qilgan, harbiy mahoratni o'rgatgan tarbiyachini, ya'ni qullarni „pedagog" (bola yetaklovchi) deb atashgan. Keyinchalik esa, maxsus o'qitilgan va pedagoglikni o'ziga kasb qilib olgan kishilarni pedagog deb atay boshlashgan.

Qobiliyat — insonning individual salohiyati, imkoniyatlari. Qobiliyat bilimdan keskin farqlanadi, bilim mutolaa natijasi hisoblanadi, Qobiliyat shaxsning psixologik va fiziologik tuzilishining xususiyati sanaladi. Qobiliyat ko'nikma, malakadan farq qiladi.Qobiliyat insonga berilgan in'om sifatida qaraladi. Aksariyat ilmiy manbalarda mohirlik bilan qobiliyat aynanlashtiriladi. Qobiliyat inson tomonidan ko'nikma va malakalarning egallanishi jarayonida takomillashib boradi. Har qanday qobiliyat turi shaxsga tegishli murakkab psixologik tushunchadan tashkil topgan bo'lib, u faoliyatning talablariga mutanosib xususiyatlar tizimini o'z ichiga oladi. Shuning uchun qobiliyat deganda birorta xususiyatning o'zini emas, balki shaxs faoliyatining talablariga javob bera oladigan va shu faoliyatda yuqori ko'rsatkichlarga erishishni ta'minlashga imkoniyat beradigan xususiyatlar sintezini tushunmoq lozim.

Pedagogik–psixologiyada o'qituvchi qobiliyatining cheklangan turlari yo'q. Pedagogik qobiliyat turlari fanning, jamiyatning rivojlanishiga qarab ko'payib va o'zgarib turishi mumkin.Falsafada qobiliyat uzoq vaqtgacha "o'zgarmas irsiyat" nasldan – naslga o'tuvchi jarayon sifatida talqin etilgan. Olimlarning uzoq yillar olib borgan ilmiy-tadqiqotlari va kuzatishlari natijasida pedagogik qobiliyatning quyidagi asosiy sifatlari ajratib ko'rsatilgan:

1. O'z kasbini sevish, o'quvchilarga mehrli bo 'lish;
2. O'z kasbini mukammal bilishi, unga qiziqishi;
3. Pedagogik odob va go'zallikka ega bo'lish;
4. Bolalar jamoasi bilan tez kirishib keta olish;

5. O‘z mehnatiga ijodiy yondashish;
6. Javobgarlikni his etish;
7. Tarbiyaviy bilimlarni egallaganligi.

O‘qituvchi faoliyatidagi pedagogik qobiliyatning o‘ziga xos tizimlari mavjud ekanligini talabalar ongiga singdirish zarur. Qobiliyatlar tizimi quyidagi xususiyatlari bilan farq qilinadi:

- asosiy xususiyatlar;
- tayanch xususiyatlar;
- yetakchi xususiyatlar;
- yordamchi xususiyatlar.

Pedagogik qobiliyatlarning tayanch xususiyatlari kuzatuvchanlik – ko‘ra bilish ko‘nikmasidir. Bu – individual narsaning o‘ziga xos tomonini, ijodiy faoliyat uchun boshlang‘ich materialni ko‘ra bilishi demakdir. Rassomning kuzatuvchanligi, 6 tabiatshunos olimning kuzatuvchanligidan farq qilishi o‘z-o‘zidan ravshan. Ularning kuzatuvchanligi turlicha yo‘nalishda bo‘lganligi sababli, har biri o‘z tafakkuri va dunyoqarashiga ega. Qobiliyatning yetakchi xususiyati ijodiy tasavvur qilishdir. Bu xususiyat faqat rassomga, matematika o‘qituvchisiga, adabiyotshunosga xos bo‘lmasdan, balki aynan barcha fan o‘qituvchilariga ham tegishli. Har qanday kasb sirlarini mukammal egallash uchun qobiliyat kerak.Pedagogik qobiliyat sog‘lom o‘qituvchidagina shakllanadi. Biroq u yuqori, o‘rtacha va past darajada bo‘lishi mumkin. Ushbu turli darajadagi qobiliyatlarda mujassamlashgan hislatlar va xususiyatlar orasida ba'zilari yordamchi rol o‘ynaydi. Pedagogik qobiliyatlar tizimiga kiradigan yordamchi xususiyatlar va hislatlar quyidagilardan iborat:

- aql–idrokning muayyan turlari, hozirjavoblik, kamchiliklarga tanqidiy e'tibor, sobitqadamlik;
- o‘qituvchining nutqi: notiqlik san‘ati, so‘z boyligining teranligi;
- aktyorlik xususiyati:
- mimika va pantomimika, xayoliy fantaziya ishlata olish, ruhiy hissiyotni jilovlay olish.
- pedagogik takt va pedagogik nazokatga ega bo‘lish.

Pedagoglarning kommunikativ malakasi va kommunikativ ta'sir etish usullarihaqida talabalarga tavsiyalar. Bugungi kunda mustaqil respublikamiz dunyo hamjamiyati tomonidan tan olinayotgan ekan, uning kelgusidagi rivoji, gullab-yashnashi bugungi kun yoshlariga bog‘liqdir. Demak, bugungi yoshlar har tomonlama rivojlangan, o‘ziga, boshqa insonga, jamiyatga, tabiatga va mehnatga o‘z to‘g‘ri munosabatini bildira oladigan, mustaqil faoliyat ko‘rsata oladigan, ijodkor, tashabbuskor va tadbirkor bo‘lmog‘i lozim. O‘quvchida ana shu xususiyatlarning rivojlanishi so‘zsiz o‘qituvchiga, uning o‘quv-tarbiya jarayonini to‘g‘ri boshqara olishiga va o‘quvchilar bilan o‘rnata oladigan muomala va munosabatlariga bog‘liq.

Kommunikativ qobiliyat – bu pedagogik o‘zaro harakat sohasida maxsus ko‘rinishga egabo‘lgan muloqotga qobiliyatlilikdir. Psixologik adabiyotlarda kommunikativ qobiliyatlarning bir qancha turlari ajratib ko‘rsatiladi: 1) insonning insonni tushunaolishi (insonni shaxs sifatida, uning alohida jihatlarini, motiv va ehtiyojlarini baholash, tashqi xulq-atvorini ichki olami bilan bog‘liqlikda ko‘rib chiqish, yuz, qo‘l, gavda harakatlarini "o‘qish" ko‘nikmasi) 2) insonni o‘z-o‘zini anglay olishi (o‘z bilimi, qobiliyati, o‘z xarakteri va boshqa qirralarini baholash, inson boshqalar tomonidan qay tarzda qabul qilinishi va atrofdagilar ko‘zi bilan baholash); 3) muloqot vaziyatini to‘g‘ri baholay olish ko‘nikmasi (mavjud holatni kuzatish, uning namoyon bo‘lish belgilari haqida ko‘proq axborotlarni ajarataolish, ularga e'tiborni qaratish, yuzaga kelayotgan vaziyatning ijtimoiy va psixologik mohiyatini to‘g‘ri idrok etish va baholash). Tahlil etish gnoseologiya, psixologiyada bilish vaamaliy faoliyatga doir barcha harakatlarni o‘z ichigaoladi, pedagogikada esa, tadqiq qilinayotgan narsa-hodisalarning alohida tarkibiy qismlargaajratish qonuniyat va usullarini o‘zidaaks ettiruvchi bilish jarayoni sifatida ifoda etiladi.O.O.Kashenkoning fikricha, o‘z-o‘zini tahlil etish falsafa va psixologiyada o‘z-o‘zini anglash, o‘z-o‘zini bilish, o‘z-o‘zini boshqarish, o‘z-

o‘zini baholashning tarkibiy qismi sifatidaaks ettirilsa ham mustaqil kategoriya sifatida ishlatilmaydi. Biroq o‘z-o‘zini anglashning shakllanishi va rivojlanishi o‘z-o‘zini tahlil etish asosidaamalgaoshishini esda tutish zarur. Chunki aynan pedagogik voqelikda o‘z-o‘zini tahlil etish ko‘nikmalarini rivojlantirishning ahamiyati ularning o‘zi haqidagi tasavvurlari, qiziqishlari, motiv, ehtiyojlari tizimi sifatida tushuniladigan "Men-kontseptsiyasi"ning rivojlanishiga undovchi ichki omillarning eng asosiylaridan biridir.

O‘z-o‘zini tahlil etish usullari quyidagilarga e'tibor qaratishni talab etadi: 1) ijtimoiylikka yo‘naltirilgan o‘zaroharakat vaziyatlaridan shaxsiy xulq-atvor, tarbiyalanuvchi shaxsi, uning o‘zigaxosliklari, qadriyatlari tizimi kabilarni obyekt sifatida ko‘rib chiqish;

2) o‘z xulq-atvori, shaxsiy fazilatlarini tahlil etish mezonlari tizimini aniqlash;

3) noma'lumdan ma'lumni ajratib olish;

4) qarama-qarshiliklarni aniqlash.

O‘z-o‘zini tahlil etish o‘z-o‘zini anglashdan avval kelib, aynan uning asosida shaxsning o‘zi haqidagi tasavvurlari umumlashgan ko‘rinishga o‘tadi. O‘z-o‘zini anglash natijasida shaxsda o‘zining kimligini anglash, o‘zining jamiyatdagi o‘rnini tushunib yetish, boshqalarning ko‘z o‘ngida kim sifatida gavdalanishini his etish kabilar shakllanadi. O‘z-o‘zini anglash o‘z-o‘ziga munosabat sifatida shakllanuvchi hissiy va mantiqiy jihatlarni o‘zidaaks ettiradi. Ma'lumki, o‘z-o‘zini anglash usullari ham mantiqiy, ham emotsional darajada o‘z-o‘zini tahlil etish natijasidaolingan axborotlarni aniqlashtirish va umumlashtirishni talab etadi.

Xulosa qilib aytganda, o‘z-o‘zini tahlil etish va o‘z-o‘zini anglash pedagogda o‘zi va boshqalarning u haqidagi tasavvuri sifatidagi kasbiy "Men qiyofasi"ning shakllanishigaolib keladi. Ta'lim va tarbiya jarayonida o‘qituvchi tomonidan pedagogik ta'sir ko‘rsatishning asosiy metodlariga quyidagilar kiradi: talab, istiqbol, rag‘batlantirish va jazolash, jamoatchilik fikri.Talabalarda pedagogik qobiliyatni shakllantirishda ular aynan nimalarga qiziqishini bilish ham zarur.Chunki qiziqishlarsiz samarali natijaga erishish qiyin. har bir inson zining turli xil qobiliyatlari bilan yaratiladi, hayotiy tajribasi, malakasi orqali ushbu qobiliyatlar sayqallanib boradi. Inson qachongina biror vaziyatga duch kelmasa aslo qobiliyatini bila olmaydi. beruvchi ham oluvchining shaxsiy harakterlari orqali qobiliyatlarini kashf etadi. Agarda yuqorida lab tilgan qobiliyatlarning bir nechtasi mujassam b lmasa, u holda beruvching z shaxsiy qobiliyati kelib
chiquvchi b shliqni t ldirishga yordam beradi har bir inson zining turli xil qobiliyatlari bilan yaratiladi, hayotiy tajribasi, malakasi orqali ushbu qobiliyatlar sayqallanib boradi. Inson qachongina biror vaziyatga duch kelmasa aslo qobiliyatini bila olmaydi. beruvchi ham oluvchining shaxsiy harakterlari orqali qobiliyatlarini kashf etadi.

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MAKTABGACHA TA'LIMGA QO'YILADIGAN DAVLAT TALABLARINING MAZMUN MOHIYATI, ASOSIY SOHA VA YO'NALISHLARI

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Annotatsiya. *Ushbu maqolada ilk va maktabgacha yoshli bolalarga qoyilgan davlat talablarining asoslari , meyoriy hujjatlar, respublikada olib borilganishlar borasida ma'lumotlar bayon etilgan .*

Kalit so'zlar : ta'lim, tarbiya, qonun, nutq, o'qish, davlat, bola, talab , asos, negizi .

Аннотация. *В данной статье представлены основы государственных требований к детям младшего и дошкольного возраста, нормативные документы, а также информация о проводимой в республике деятельности*.

Ключевые слова: воспитание, воспитание, право, речь, учеба, государство, ребенок, требование, основа, фундамент.

Abstract. *In this article, the basics of the state requirements for primary and preschool children, normative documents, and information about the activities carried out in the republic are presented.*

Key words: education, education, law, speech, study, state, child, demand, basis, foundation.

Insonni har tomonlama barkamol etib tarbiyalash xalqimizning azaliy orzusi bo'lib, ajdodlarimiz ma'rifat, ma'naviyat va madaniyatni qanday qilib yosh avlodga o'rgatish, ularni komillikka yetaklash yo'llari, qonun-qoidalarini muttasil izlaganlar. Bu esa pedagogika fanining maydonga kelishiga sabab bo'lgan. Insonni ma'rifatli va ma'naviy komillikka erishishi pedagogika fanining yetakchiligida amalga oshiriladi. Pedagogika - yunoncha so'z bo'lib, «bola yetaklovchi» - ma'nosini bildiradi. Insonlarni ma'rifiy va ma'naviy barkamollikka munosabatlarni o'zgartirib borishi natijasida pedagogika fani xalq orasida o'z mavqeyiga ega bo'ldi. Shu tariqa insonnni tarbiyalovchi fan sifatida pedagogika dunyoviy fanlar tizimi qatoridan alohida o'rin egallagan. Uning bosh masalasi tarbiyadir. Bundan uch ming yillar ilgari Zardushtiylik dinining muqaddas kitobi «Avesto»da ta'lim-tarbiya masalalariga katta ahamiyat berilgani holda, uning ibodatxonalari qoshida maktablar tashkil etilib, kohinlar tomonidan bolalarning ta'lim-tarbiya tizimi ishlab chiqilgan.

Maktabgacha ta'limga qo'yiladigan davlat talablari. Mazkur Maktabgacha ta'limga qo'yiladigan davlat talablari (bundan buyon matnda Davlat talablari deb yuritiladi) O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonun, O'zbekiston Respublikasi Prezidentining 2016 yil 29 dekabrdagi PQ-2707-son "2017-2021 yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarori hamda Vazirlar Mahkamasining 2004 yil 5 avgustdagi 372-son O'zbekiston Respublikasi Xalq ta'limi vazirligi faoliyatini takomillashtirish to'g'risida"gi qaroriga asosan maktabgacha yoshdagi bolalarni (bundan buyon matnda bolalar deb yuritiladi) maktabgacha ta'lim muassalarida har tomonlama rivojlantirish, ta'lim tarbiya berish, ko'nikma va malakalarini shakillantirish hamda maktab ta'limiga tayyorlash bo'ycha davlat talablarini belgilaydi. Maktabgacha yoshdagi bolalar rivojlanishiga qo'yiladigan Davlat talablari «Ta'lim to'g'risida»gi Qonun, Kadrlar tayyorlash Milliy dasturiga muvofiq ishlab chiqilgan. Maktabgacha yoshdagi bolalar rivojlanishiga qo'yiladigan Davlat talablari aniq bir yoshdagi bolaning rivojlanish standartlarini va bolaning yutuqlari va rivojlanish darajasini baholash imkoniyatini beruvchi indikatorlarni belgilaydi. Davlat talablarini ishlab chiqish asosida bola shaxsi rivojlanishining 4 ta yo'nalishi olingan (jismoniy rivojlanish, o'z o'ziga xizmat va gigiyena;

ijtimoiy - hissiy rivojlanish; nutq, o'qish va savodga tayyorgarlik; bilish jarayoni, atrof olam to'g'risidagi bilimga ega bo'lish va uni anglash). Bu 4 ta yo'nalish bo'limlarga bo'linib, birgalikda bola rivojlanishining yaxlitligini tashkil etadi. Davlat talablari O'zbekiston Respublikasi hududida mulkchilik shakli va idoraviy tasarrufidan qat'iy nazar, quyidagi ta'lim muassasalariga qo'llaniladi: davlat maktabgacha ta'lim muassasalari; nodavlat maktabgacha ta'lim muassasalari; maktabgacha yoshdagi guruhlari mavjud bo'lgan "Mehribonlik" uylari. Maktabgacha ta'lim turlari uchun kadrlar tayyorlovchi o'rta maxsus, kasb-hunar va oliy ta'lim muassasalari, maktabgacha ta'lim turlari bo'yicha pedagogik kadrlarni malakasini oshirish va qayta tayyorlashni amalga oshiradigan muassasalar, maktabgacha yoshdagi bolalar tarbiya olayotgan oilalar mazkur Davlat talablariga rioya qilishlari lozim .Davlat talablari maktabgacha ta'lim tizimida va oilada 7 yoshgacha bo'lgan bolani tarbiyalash, maktabga tayyorlashda qo'llanilishi majburiydir. Uning vazifalari maktabgacha ta'lim metodikasini yaxshilash, pedagoglar malakasini oshirish, ta'lim-tarbiya berishning o'quv dasturini yaratish kabilardan iborat. Shuningdek, talablarda bola bilan ishlaganda e'tiborga olinishi zarur bo'lgan psixologik xususiyatlar ko'rsatilgan. Hujjatda belgilangan talablarga amal qilishi kerak bo'lgan tashkilot va idoralar ko'rsatilgan. Ularga: davlat va nodavlat maktabgacha ta'lim muassasalari, maktabgacha ta'lim olayotgan bolalar guruhi mavjud "Mehribonlik" uylari, maktabgacha hamda boshlang'ich ta'lim yo'nalishi bo'yicha kadrlar tayyorlaydigan kollej va OITMlar, malakasini oshiruvchi tashkilotlar, shuningdek, maktabgacha hamda boshlang'ich ta'limni nazorat qiluvchi tuman, shahar metodik bo'limlari kiradi. Davlat talablarining maqsad, vazifa va asosiy tamoyillari Davlat talablarida quyidagi asosiy tushunchalardan foydalaniladi:

— maktabgacha yoshdagi bolalar qiziqishi, iqtidori, individual ruhiy va jismoniy xususiyatlari, madaniy ehtiyojlarini inobatga olgan holda hamda bolada ma'naviy meyorlarni shakllanishi, hayotiy va ijtimoiy tajriba egallanishini ko'zda tutgan har tomonlama rivojlantirishga qaratilgan yaxlit jarayon; rivojlanish — inson tanasi tuzilishi, ruhiyati va xulqida biologik jarayonlar hamda atrof muhit ta'sirida ro'y beradigan o'zgarishlar; rivojlanish sohasi — bola rivojlanishidagi aniq bir yo'nalishlar; kichik soha — sohaning kichik guruhlari. Asosiy sohalarning kichik sohasi rivojlanishning ma'lum bir tomonlarini o'z ichiga qamrab oladi va ularning aniq bir yo'nalishini ko'rsatib beradi; kutilayotgan natija — bolalarda kutilayotgan bilim, ko'nikma va malakalar ko'rsatkichi; bola kompetensiyasi — ma'lum bir yosh davriga xos bo'lgan vazifalarni maqsadli bajarish uchun yetarli bo'lgan bolaning bilimi, ko'nikmasi va malakalari hamda qadriyatlari; integratsiya — bola ta'limi va rivojlanishidagi mazmun tarkibiy qismlari o'rtasidagi bog'liqlik; inklyuziv ta'lim — bolalarning alohida ta'lim ehtiyojlari va individual imkoniyatlarini inobatga olgan holda ta'lim va tarbiya olinishini teng ta'minlovchi jarayon; "Men" konsepsiyasi — bolani o'zi haqidagi anglangan tasavvurlari tizimi, uning refleksiv faoliyatini bir qismi; refleksiv faoliyat — bolada o'z tushunchalari va xatti-harakatlarini anglash va mustaqil tahlil qilishi asosida xulosalar shakllanishi jarayoni. Davlat talablarining maqsadi — mamlakatda o'tkazilayotgan ijtimoiy-iqtisodiy islohotlarni, xorijiy mamlakatlar ilg'or tajribasi hamda ilm-fan yutuqlari va zamonaviy informatsion kommunikativ texnologiyalarni inobatga olgan holda maktabgacha ta'lim tizimida ma'nan mukammal va intellektual rivojlangan shaxsni tarbiyalashdir. Davlat talablarining vazifalari quyidagilar hisoblanadi: maktabgacha yoshdagi bolalarning rivojlanishi, ta'lim-tarbiyasi mazmuni va sifatiga qo'yiladigan talablarni belgilash; milliy, umuminsoniy va ma'naviy qadriyatlar asosida bolalarga ta'lim-tarbiya berish, rivojlantirishning samarali shakllari va usullarini joriy etish; ta'lim-tarbiya jarayoniga pedagogik va zamonaviy axborot-kommunikatsiya texnologiyalarini joriy etish; kadrlarni maqsadli va sifatli tayyorlash uchun ta'lim, fan va ishlab chiqarishning samarali integratsiyasini ta'minlash. Davlat talablari quyidagi tamoyillar asosida tatbiq etiladi: bolaning noyobligi; "Men" konsepsiyasi va shaxsiy ta'limini yaratishda bolaning faol roli; bolaning huquqlarini himoya qilish va ta'minlashning muhimligi; bola ta'limi va rivojlanishida kattalarning asosiy roli; bolalar rivojlanishida individual farqlanishlar mavjudligi sababli, har bir bolaga moslashuvchan bo'lib, individual variativlik asosida yondashish Davlat

talablarining tarkibi Davlat talablari rivojlanish sohalari integratsiyasini ko'zda tutadi va bola rivojlanishiga ko'maklashadi. Davlat talablari tug'ilgandan 7 yoshgacha bo'lgan bolalarning beshta asosiy rivojlanish sohalariga bo'lingan. Har bir rivojlanish sohasi o'z o'rnida kichik sohalarga bo'lingan bo'lib, ular har bir yosh guruhiga mos bir nechta talablardan (kutilayotgan rivojlanish ko'rsatkichlaridan) iborat.

Davlat talablari bolaning quyidagi rivojlanish sohalari bo'yicha belgilanadi: jismoniy rivojlanish va sog'lom turmush tarzining shakllanishi; ijtimoiy-hissiy rivojlanish; nutq, muloqot, o'qish va yozish malakalari; bilish jarayonini rivojlanishi; ijodiy rivojlanish. "Jismoniy rivojlanish va sog'lom turmush tarzining shakllanishi" sohasi quyidagi kichik sohalarga bo'linadi:

- yirik motorika;
- mayda motorika;
- sensomotorika;
- sog'lom turmush tarzi va xavfsizlik.

"Ijtimoiy-hissiy rivojlanish" sohasi quyidagi kichik sohalarga bo'linadi:

- "Men" konsepsiyasi;
- hissiyotlar va ularni boshqarish;
- ijtimoiylashuv, kattalar va tengdoshlar bilan muloqot.

"Nutq, muloqot, o'qish va yozish malakalari" sohasi quyidagi kichik sohalarga bo'linadi:

- nutq va til;
- o'qish malakalari;
- qo'l barmoqlari mayda motorikasi.

"Bilish jarayonining rivojlanishi" sohasi quyidagi kichik sohalarga bo'linadi:

- intellektual-anglash malakalari;
- elementar matematik malakalar;
- tadqiqiy-bilish va samarali refleksiv faoliyat.

"Ijodiy rivojlanish" soha quyidagi kichik sohalarga bo'linadi:

- dunyoni badiiy tasavvur etish; • badiiy-ijodiy qobiliyatlar.

Davlat talablari asosidagi yosh davrlari quyidagi bosqichlarni o'z ichiga oladi: go'daklik (tug'ilgandan 1 yoshgacha); erta yoshdagi bolalik (1 yoshdan 3 yoshgacha); kichik maktabgacha yosh (3 yoshdan 4 yoshgacha); o'rta maktabgacha yosh (4 dan 5 yoshgacha); katta maktabgacha yosh (5 yoshdan 6 yoshgacha); maktabga tayyorlov yoshi (6 yoshdan 7 yoshgacha). Ilk yoshdagi bolalar rivojlanishiga qo'yiladigan talablar mazkur Davlat talablarining 1- ilovasida belgilangan.

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OILADA BOLA TARBIYASINI SHAKLLANISHIDA OTA ONANING O'RNI

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ANNOTASIYA: Ushbu maqolada bola tarbiyasining shakllanishi tarkib topishi va rivojlanish bosqichlari jarayonida ijtimoiy muhitning bu jarayonga ta'siri va munosabatlari hamda bu ishga mas'ul shaxslar sifatida ota-onalarning bu vazifalarga qay darajada yondashishi, tahlil qilishi va uddalay olishi haqida so'z boradi.

Kalit so'zlar: Tarbiya, tarbiyaning mohiyati, ma'naviy-axloqiy tarbiya, oila tarbiyasi, oilada ruhiy muhit, bola tarbiyasi, ruhiy kamolot.

ABSTRACT: This article talks about the influence and relations of the entire social environment on this process during the formation and development stages of child education, as well as the extent to which parents, as persons responsible for this work, approach, analyze, or manage these tasks.

Key words: Education, the essence of education, spiritual and moral education, family education, environment in the family, child education, deep maturity.

АННОТАЦИЯ: В данной статье говорится овлияниии отношениях всей социальной средына этот процесс на этапах становления и развития детского образования а также отом, в какой степенилица,ответственныеза эту работу,подхотятана лизируети управлют этими задачами

Ключевые слова: образование, **сутьобразования,** духовнанравственное, узбекский семье, духовнаяз *немость*

Hozirgi kunda rivojlangan mamlakatlar va Vatanimiz hayotida ham yoshlar tarbiyasiga berilayotgan e'tibor kundan kunga ortib bormoqda. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev ta'kidlaganidek, "Bizni hamisha o'ylantirib keladigan yana bir muhim masala bu yoshlarimizning odob-axloqi, yurish-turishi, bir so'z bilan aytganda, dunyoqarashi bilan bog`liq. Bugun zamon shiddat bilan o'zgaryapdi. Bu o'zgarishlarni hammadan ham ko'proq his etadigan kim yoshlar. Mayli, yoshlar o'z davrining talablari bilan uyg'un bo'lsin, lekin ayni paytda o'zligini ham unutmasligi kerak. Biz kimmiz, qanday ulug' zotlarning avlodimiz, degan da'vat ularning qalbida har doim aks-sado berib, o'zligiga sodiq qolishga undab tursin. Bunga nimaning hisobidan erishamiz? Tarbiya, tarbiya va tarbiya hisobidan" deya uqtiradi.[1]

Tarbiya inson bolasi uchun zarur bo'lgan xislatdir. Tarbiya, axloq kabi tushunchalar insonning eng go'zal xilqati, libosi desak, mubolag`a bo'lmaydi. Tarbiyali inson oila uchun ham, jamiyat uchun ham foydalidir. Tarbiyasiz inson o'zining nojo'ya harkatlari bilan o'zini ham, jamiyatni ham yuzini shuvut qiladi. Shu boisdan sharq mutafakkirlari tarbiya borasida o'z qarashlarini ilmiy, axloqiy tomonlama baholab kelishgan. Abdulla Avloniy buni quyidagicha ifoda etgan. "Tarbiya biz uchun yo hayot, yo mamot, yo najot, yo halokat, yo saodat, masalasidir" deb ta'kidlab o'tgan.[2] Tarbiya jarayoniga jiddiy yondashish lozim. Bu jarayonda yo'l qo'yilgan kichik bir xató ham katta falokatlarga olib kelishi mumkin. Tarbiya haqida so'z ketganda nafaqat sharq balki g'arb olimlari ham o'z fikrlarini bildirib o'tishgan. A.S.Makarenko tarbiya haqida shunday deydi: "Men tarbiyaviy ta'sirning mutlaqo cheksiz qudratiga ishonaman"[3]

Tarbiyaviy ta'sirning ahamiyati shundaki, masalan bolaga ota-bobolari bilan faxrlanish, g'ururlanish hissini yetkaza olish hamda ularga ota-bobolaridan o'rnak olishga, ulardek vatan uchun kerakli shaxs bo'lib voyaga yetishga da'vat etish ham bola ongiga ijobiy ta'sirini o'tkazadi. Azaldan ma'lumki oila, vatan kabi tushunchalar biz o'zbeklarda muqaddas dargoh hisoblanadi. Oila jamiyatning tayanchi hisoblanadi. Oila mustahkam ekan, jamiyat mustahkamdir. Oilaning asosiy bo'g`ini ota-ona hisoblanadi. Ota-onani bir aravani tortayotgan qo'sh ho'kizga o'xshatish mumkin. Aravani ho'kizlar har tarafga qarab tortishsa, arava sinadi. Ko'zlagan maqsadiga yetishi dargumon. Ota-onalar ham hayot yo'llaridagi qiyinchilik va mashaqqatlarni bir tan-u bir jon bo'lib birga bosib o'tishadi .

Prezidentimiz Shavkat Mirziyoyev aytganlaridek, "Agar jamiyat hayotining tanasi iqtisodiyot bo'lsa, uning ruhi ma'naviyatdir. Biz Yangi O'zbekistonni barpo etishga qaror qilgan ekanmiz, ikkita mustahkam ustunga tayanamiz. Birinchisi bozor tamoyillariga asoslangan kuchli iqtisodiyot bo'lsa, ikkinchisi ajdodlarimizning boy merosi va milliy qadriyatlariga asoslangan kuchli ma'naviyatdir"[4]

Oilada sog'lom vujudli, yuksak dunyoqarashli yoshlarni tarbiyalash borasida chora-tadbirlar olib borilmoqda. O'zbekiston Birinchi Prezidenti Islom Karimov bu borada, "hammamizga ayon bo'lishi tabiiyki, oila sog`lom ekan, jamiyat mustahkamdir, jamiyat mustahkam ekan mamlakat barqarordir"[5] deydi.

Oilada bola tarbiyasining shakllanishi va kamol topishida ota-onaning, qolaversa, ijtimoiy muhitning ham ta'siri muhim hisoblanadi. Oiladagi tinchlik, birdamlik, o'zaro hamjihatlik va totuvlik bola tarbiyasiga ijobiy ta'sirini o'tkazadi. Agar oilada hamjihatlik, o'zaro totuvlik bo'lmasa bu oilada tarbiya topgan bolaning xulq-atvori ham shunga yarasha bo'ladi. Bolada jizzakilik, injiqlik o'qishida sustkashliklar kuzatiladi. O'zbek oilalarida otaning hurmati, o'rni beqiyos hisoblanadi. Hattoki, xalqimizda "Ota o'tirgan uyning tomiga chiqma" degan hikmatli jumlalarni ham ko'rishimiz mumkin. Oilada ko'proq qarorlar ota tomonidan chiqariladi. Bu qarorlarni qo'llab-quvvatlovchi shaxs esa ona hisoblanadi. Bizning o'zbek onalaramiz ularning ta'lim-tarbiya borasida qo'shadigan hissalari haqida ham ikki ogi'z gapirib o'tsak. O'zbek onalarimiz ham nafaqt oilada, farzand tarbiyasiga ham o'ta zehnli va tajribalidir. Ular farzandlariga hech qachon yomonlikni ravo ko'rishmaydi. Faqat yaxshilikni istashadi, shu sababdan xoh o'g`li bo'lsin, xoh qizi ularga o'z hayotiy tajribalaridan foydalanib to'g'ri ta'lim-tarbiya berishga harakat qiladi. Oila ruhiy komillikka, ma'naviy-axloqiy, kamolatga erishadigan maskandir. O'zbekiston Respublikas Birinchi Prezidenti Islom Karimov "Yuksak ma'naviyat yengilmas kuch" asarida shunday yozadi:"Har qaysi millatning o'ziga xos ma'naviyatini shakklantirish va yuksaltirishda hech shubhasiz, oilaning o'rni va ta'siri beqiyosdir. Chunki insonning eng sof va pokiza tuyg'ulari, ilk hayotiy tushuncha va tasavvurlari birinchi galda oilada shakllanadi"[6]

Oila, tarbiya va jamiyat bular bir-biri bilan chambarchas, uzviy bog'liq bo'lgan tushunchalardir. Tarbiyasiz oilani, oilasiz esa jamiyatni tasavvur qilib bo'lmaydi. Bularning biri ikkinchisini to'ldirib takomillashtirib turadi. Mustaqillik yillarida ham hozirgi paytda ham oilalarga berilayotgan imkoniyatlar talaygina. Nafaqat oila, oilaning jamiyatning porloq kelajagi bo'lgan yoshlarga ham berilayotgan e'tibor, ularning ta'lim samaradorligini oshirish bo'yicha Prezidentimiz Shavkat Mirziyoyev tomonidan kerakli topshiriq va vazifalar berildi. Yoshlarimizning bo'sh vaqtlarini mazmunli tashkil etish, ta'lim sifatini oshirish uchun maktablarda qo'shimcha dars mashg`ulotlari tashkil etilmoqda. Prezidentimiz tomonidan yoshlarga berilayotgan ishonch kuchlidir. Zeroki, "Uchinchi Renesanss" deya ko'tarilayotgan g'oyaning tag zamirida ham uchinchi renesanss yoshlari oramizdadir ularni biz kashf etishimiz, rivojlantirib takomillashtirishimiz lozimdir.

Oilada ota-onalar farzandlariga faqat yaxshi tomonlama o'rnak bo'lishi kerak. Zero, farzandlar ota-onasidan yaxshi xislatlarni ham yomon xislatini ham o'rganishga qodirdir. O'g'il farzand ko'proq otasiga o'xshashga harakat qiladi. Otasidek oilasiga mehribon, mehtankash, bo'lishga harakat qilsa, qizlarimiz esa onalaridan ibo-hayo kabi fazilatlarni o'rganadilar. Ota-onalar farzandlariga quyidagi xislatlarni o'rgatsa, ularning qalbiga singdira olsa, bu ularning yutug'idir. Bunday tarbiyali, odob-axloqli farzandlardan esa yomonlik kutib bo'lmaydi.

-Mehr-oqibatli bo'lish
- Kattalarga hurmatda, kichiklarga izzatda bo'lish
-Rostgo'ylik
-Mehnatsevarlik
-Ma'naviy yetuk
-Jismonan, ruhan sog`om

Xulosa qilib aytishimiz mumkinki, ta'lim va tarbiya insonni kishilar oldida ulug'lovchi, obro'-e'tiborini oshishiga xizmat qiluvchi vositadir. Tarbiyasiz insonni mevasiz daraxtga o'xshatish mumkin. Mevasiz daraxt ham odamlarga hosil bermaganidek, tarbiyasiz-axloqsiz kishining ham jamiyatga nafi tegmaydi. Bunday kishilar jamiyatda odamlardan yakkalanib qoladilar. Shu boisdan bo'lajak pedagog sifatida shuni aytib o'tishim mumkinki, oiladagi to'g'ri tashkil etilgan ta'lim-tarbiya bolaning kelgusi hayot yo'lidagi ilk fundament vazifasini bajaradi. Bolani oilada olgan ta'lim-tarbiyasi maktab jarayonida rivojlanib takomillashib boradi.

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TA'LIM SIFATI SAMARADORLIGINI OSHIRISHDA ISLOHOTLARNING AHAMIYATI

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Annotatsiya Ushbu maqolada uzluksiz ta'limda sifat samaradorligini oshirishda islohotlarning ahamiyati va ta'lim olish imkoniyatlari haqida ma'lumotlar berilgan.

Kalit so'zlar: Ta'lim sifati, maktab, o'quvchi-talaba, inklyuziv ta'lim, ta'lim-tarbiya, inson kapitali, ilm.

Abstract This article provides information on the importance of reforms and educational opportunities in improving the quality of continuing education.

Key words: Quality of education, schoo**l, student, inclusive education, education, human capital, science.**

Аннотация В данной статье представлена информация о важности реформ и образовательных возможностях в повышении качества непрерывного образования.

Ключевые слова: Качество образования, школа, ученик, инклюзивное образование, образование, человеческий капитал, наука.Bugun Yangi O'zbekiston hayotining barcha sohalari chuqur islohotlar maydoniga aylangan. Bu jarayonda ijtimoiy sohaning asosi hisoblangan ta'lim tizimidagi o'zgarishlar haqida to'lqinlanib so'zlamaslikning iloji yo'q. Mamlakatimizda so'nggi yillarda ta'lim tizimining barcha bosqichlarini zamonaviy talablar asosida tashkil etish bo'yicha amaliy ishlar hal qiluvchi bosqichga kirdi. Ta'lim sohasi bu shunchakigina bir soha sifatida bee'tibor qoldiriladigan masala emas nazarimda. Chunki, davlatimiz taraqqiyot sari shaxdam qadamlar bilan harakatlanayotganda birinchi navbatda ta'limga e'tibor berilishi hozirgi zamon talabi desak, mubolag'a bo'lmaydi. Davlatimiz rahbari tomonidan ta'limga berilayotgan e'tiborga bir qator misollar keltirishimiz mumkin;

-respublikamiz bo'ylab "Yosh kitobxon" tanlovining joriy etilganligi;

-maktab va oliy ta'lim o'quvchi va talabalari uchun turli fan olimpiadalarining tashkil etilayotganligi va ularning qamrovi salmog'li ravishda oshib borayotgani, eng asosiysi mustaqillikka erishgunimizcha yechimsiz muammo bo'lib kelgan qizlarning ta'limdagi o'rni nihoyatda diqqatga sazovordir (5).

Muhtaram Yurtboshimiz bizga ya'ni ta'lim sohasiga qiziqish bildirgan har bir xotin-qizlarga ko'maklashish maqsadida Respublikamiz bo'ylab qizlarning oliy ta'limga kirishlari

uchun alohida grant kvotalar va magistratura ta'lim yo'nalishi qizlarga bundan buyon faqatgina grant asosida o'qishning joriy etilishi quvonarli hol, albatta!

Jumladan, 2022/2023 – o'quv yillar mobaynida talaba xotin-qizlarning 170 mingdan ortig'iga 7 yil muddatga 1 trln. 579 milliard so'm miqdorda foizsiz ta'lim kreditlari berildi (1). 2022/2023- o'quv yillari uchun esa shu yillardan boshlab barcha yo'nalishlarda xotin-qizlar uchun magistratura ta'lim yo'nalishi to'liq ravishda davlat byudjeti tomonidan qoplab berilishi (1) aytib o'tiladi. Ta'limning dolzarbligi haqida so'z borganda faqatgina ilm yo'lini tanlagan, kitob bilan har bir ishini bajaradigan yoshlargagina emas, balki ilm olish uchun layoqati va qobilyat darajasi yetarli darajada bo'lmagan yoshlarni ham kasb-hunarga yo'naltirish ko'zda tutiladi. Yurtimizda 2020-yildan boshlab 9-sinf o'quvchilari uchun tanlov imkoniyati beriladi. Xo'sh, bu qanaqa tanlov o'zi va qay ravishda amalga oshiriladi? O'quvchilar 9-sinfni bitirgach, ma'lum bir qismi o'z qiziqishlaridan kelib chiqib kasb-hunarga yo'naltiriladi, ma'lum bir qismi esa ta'limda ya'ni fanlar yo'nalishida o'qishini davom ettiradi.

Yurtimizda dastlab, 9 yillik majburiy maktab ta'limi bo'lgan. 2017-yildan boshlab esa "9+2" tizimiga ya'ni 9 yillik majburiy maktab ta'limi va 2 yillik kasb-hunarga yo'naltirilgan ta'lim berilishi haqida qaror qabul qilindi. 2020-yildan e'tiboran esa maktablarning o'zida o'qitilish muddati 11 yillik qilib belgilandi.

Respublikamizda ta'limga oid qator qarorlar qabul qilingan bo'lib, ulardan birinchisi 1992-yil mart oyida; ikkinchisi esa 1997-yil noyabr oyida va eng so'nggisi ya'ni hozirgi kunda amal qilinib kelinayotgan qonun 2020-yil 23-sentabrdagi (O'.R.Q. 637-son) qarori bilan qabul qilindi. Ushbu qonundan ko'zda tutilgan asosiy maqsad: fuqarolarga ta'lim-tarbiya berish, kasb-hunar o'rgatishning huquqiy asoslarini belgilash, hamda har kimning bilim olishi mumkinligi kabi konstitutsiyaviy huquqini ta'minlashdan iborat (3).

Ta'lim tizimini isloh qilish faqatgina "Ta'lim to'g'risida"gi qonunlardagina emas, jumladan O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev 2018-yil 17-iyul kuni umumiy o'rta ta'lim tizimini isloh qilish va rivojlantirish masalalariga bag'ishlangan yig'ilishda so'zlagan nutqida ham ta'lim sohasi va inson kapitaliga alohida urg'u berilganligi yaqqol dalil bo'la oladi (4). Xo'sh, o'zi aslida inson kapitali nima? Bu savolga quyidagicha ta'rif va tavsiflar beriladi. Inson kapitali bu- inson shaxsini rivojlantirish uchun qo'llaniladigan har qanday ijobiy natija beruvchi omil, jumladan ta'lim sohasi ham inson kapitali hisoblanadi.

So'z o'rnida yana shuni ta'kidlash joizki, ta'limda faqatgina ijtimoiy ahvoli va sog'ligidan qat'iy nazar imkoniyati ma'lum darajada cheklanib qolganlar ham qamrab olinadi. Bunday qamrab olish usuli esa fan tilida "Inklyuziv ta'lim" deb ataladi. Inklyuziv ta'limning mohiyati shundan iboratki: imkoniyati cheklangan ya'ni ko'rishida, tilida va nutqida, eshitishida nuqsoni bo'lgan bolalar, nogironligi bor bo'lgan o'quvchilarni o'z tengdoshlari qatorida sifatli ta'lim olishini ta'minlab beradi va jamiyatda qaysidar ma'noda o'z o'nini topishida yordam beradi. Inklyuziv ta'lim samaradorligi hozirgi kunda ham tobora oshib bormoqda.

Xulosa o'rnida shuni aytish mumkinki, ta'lim tizimini rivojlanishida uzluksiz ta'limning ayniqsa, umumiy o'rta ta'lim va oily ta'limning o 'rni beqiyosdir. Bu yurtimizdagi eng dolzarb masala! Buni izohlashda esa qator yurtdoshlarimizning o'z vaqtida kerakli bilimlarni egallamasdan turib ta'lim sohasidagi faoliyatini tugatganligi va ma'lum vaqtdan so'ng o'zi va oilasi ehtiyojlarini qondirish maqsadida turli chet davlatlariga ish izlab ketayotganligi u yerda esa turli xildagi azob-uqubatlarga duchor bo'layotganligining guvohi bo'lganmiz. Afsuski, bu shunchakigina ko'z yumib ketadigan masala emas.

O'zbekistonning Birinchi Prezidenti "Jaholatga qarshi ma'rifat bilan kurashish" kerak deya ta'kidlagan edi. Bu aslida nima? Ko'plab qator jadid bobolarimiz tomonidan jaholat atamasiga turlicha ta'rif va tavsiflar berilgan. Jaholat bu – bilimsizlik, aqliy qoloqlik va kerakli mulohazalarni yurita olmaslikdir. Ma'rifat esa jaholat so'zining haqiqiy ma'nodagi antonimidir deya baralla ayta olamiz!

Demak, biz bundan shuni bilishimiz mumkinki, bilimsizlikka, jaholatga qarshi kurash jadid bobolarimiz: Munavvarqori Abdurashidxonov, Mahmudxo'ja Behbudiy, Abdulla Avloniy, Fitrat va Is'hoqxo'ja Ibratlar davridanoq yuzaga kelgan va shakllanib brogan. Buni biz haqiqiy jadidichilik asoschisi va jadidlarimiz "Otasi" deya tan olingan Mahmudxo'ja Behbudiyning "Padarkush" dramasida ham ko'rishimiz mumkin. Ya'ni bunda bu dunyoning o'tkinchi hoy-u-havaslariga va boyliklariga haddan tashqari ruju qo'ygan boy va uning noqobil o'g'li aynan asarda Ziyoli obrazi tomonidan ta'kidlanganidek, jaholat qurboni bo'lishadi. Boyning o'z o'g'li tomonidan o'ldirilishi va ilmsizlik va johillik tufayli "padarkush" ga aylangan Toshmurodning Sibirga surgun qilinishi aynan bilimsizlikning fojiali bir tusini ifodalab bergan. Biz esa ushbu adabiyotimiz durdonalaridan bahramand bo'lishimiz va kerakli xulosalarni o'z o'rnida chiqara olmog'imiz lozimdir. Zero, fan va texnologiyalar barcha zamon uchun birdek dolzarb mavzu bo'lib kelgan va shunday davom etadi.

Maqolam so'ngida shuni misol qilib keltirmoqchimanki, ilm o'rgangan kishi hech qachon yutqazmagan yutqazmaydi ham..

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MAKATABGACHA TA'LIM TASHKILOTIDA BOLALAR NUTQINI RIVOJLANTIRISHDA MULOQOTNING O'RNI

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Annotatsiya Ushbu maqolada maktabgacha ta'lim tashkilotida bola ijtimoiylashuvini e'tiborli jihatlari va ijtimoiylashuv jarayonida muloqotning o'rni va ahamiyati haqida so'z boradi.

Kalit so'zlar: muloqot, individual, ijtimoiylashuv, konsepsiya, metod, ko'nikma, pedagog, ta'lim

O'zbekistonda maktabgacha ta'lim samaradorligini oshirish, ilg'or xalqaro tajribalarni joriy qilish bugungi kunda muhim ahamiyat kasb etmoqda.O'tgan davr mobaynida mamlakatlarimizda o'sib kelayotgan yosh avlodni sog'lom va har tomonlama yetuk qilib voyaga yetkizish ta'lim tarbiya jarayoniga samarali shakl va usullarni joriy etish hamda innovatsion g'oyalarni targ'ib etish muhim vazifalardan biridir. Maktabgacha ta'lim tashkilotlarida nutq o'stirish mashg'ulotlari bilan bolalarning mustaqil fikrlash qobilyatlari shakllanadi.

Bugungi kunda maktabgacha ta'lim tashkilotlarida bolalar "Ilk qadam" davlat o'quv dasturi asosida 5 ta markazda faoliyat yuritadilar. Bular quyidagilardir:

1.Til va nutq markazi. (Nutq o'stirish, tabiat, atrof-olam va badiiy adabiyot bilan bog'liq mashg'ulotlar)
2.Qurish-yasash, konstruksiyalash va matematika markazi. (Qurish yasash va matematika mashg'ulotlari)
3.San'at markazi (Rasm, applikatsiya, loy qurish, yasash mashg'ulotlari va origami)
4.Syujetli-rolli o'yinlar va dramalashtirilgan markaz. (Guruh yoshiga mos bo'lgan
5. Ilm-fan va tabiat markazi. (Tabiat, atrofi olam bilan tanishtirish mashg'ulotlari)

Beshta markazning birinchi bosqichi til va nutq markazi. (Nutq o'stirish, tabiat, atrof-olam va badiiy adabiyot bilan bog'liq mashg'ulotlar)

Ayni damda jamiyatimizda komil inson bo‘lib yetishish, shaxs sifatida shakllanish, jamiyatda o‘z o‘rnini topish uchun ham to‘g‘ri muloqot yurita bilishimiz lozim.

Muloqot so‘ziga to‘xtaladigan bo‘lsak, muloqot so‘zi juda keng qamrovli tushuncha hisoblanadi. Muloqot ko‘pincha ikki yoki undan ortiq shaxslararo munosabat o‘rnatish vashu munosabatni yanada qo‘llab-quvvatlash maqsadida amalga oshiriladi. Muloqot orqali nafaqat munosabatlarni mustahkamlaymiz balki, ma'lum faoliyatda umumiy natijaga erishamiz.

Muloqot jarayoni ijtimoiylashuvni dastlabki bosqichi hisoblanadi. Bola ijtimoiylashuvi asosan maktabgacha va maktab davrida yaxshi shakllanadi, biroq shuni ham aytib otish joizki, hozirgi kunda jamiyatimizda aksariyat bolalarni ijtimoiylashuvi past muloqot jaroyini sust bo‘lib shakllanmoqda. Bu borada O‘zbekiston Respublikasining Prezidentining "O‘zbekiston Republikasini Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risidagi farmonida pedagoglarni tayyorlash metodik ta'minoti qoniqarsizligiga qaramasdan asosiy markazda o‘qitish va baholash metodlari, bolalarni to‘g‘ri muloqot jarayoniga tayyorlash emas, balki axborotnigina tahlil qilish bilan chegaralanganligi to‘g‘risida bayon qiladi va ushbu muammolarga chuqurroq e'tibor berilishi kerakligini ta'kidlaydi. Maktabgacha ta'lim tashkilotida har bir tarbiyachi bolalarni muloqot jarayoniga nafaqat pedagogik balki, psixologik yondashuvi lozim. Sababi bola psixologiyasini to‘g‘ri o‘zlashtira olmagan tarbiyachi bola muloqotini to‘g‘ri shakllantira olmaydi, balki, o‘zi ham ana shu bola bilan to‘g‘ri muloqot yurita olmaydi. Bola psixologiyasini to‘g‘ri o‘zlashtirish uchun esa birinchi navbatda bolalarni tinglay olish lozim. Tinglash jarayonida bolaga faqatgina pedagok sifatida emas balki bola sifatida yondashuvi zarur deb o‘ylayman."

Shaxsan o‘zim ikki haftalik malakaviy amaliyot jarayonimda shuni guvohi bo‘ldimki, bola o‘z qobiliyati, iqtidorini ko‘rsata bilishi, atrofdagilar bilan erkin muloqot qilishi uchun ulg‘aygan hamda ayni damda faoliyat yuritayotgan muhitidan erkinliknikni psixologik to‘g‘ri yetkazib berish yoki yaratib berish tarbiyachi zimmasida hisoblanadi. Maktabgacha yoshdagi bolalarni maxsus individuallashtirish, muloqot shakli, sezgi va sezgirlik qobiliyatini rivojlantirish uchun esa o‘yin faoliyati katta ahamiyatga ega hisoblanadi.

Pedagog Daydovning fikricha muloqot ko‘nikmalarni shakllantirishning eng muhim bosqichi hisoblanadi. Muloqot jarayoni to‘g‘ri shakllangan bolaning fikrlashi teran, dunyoqarashi keng bo‘lib, o‘zlashtirish qobiliyati ham ancha keng bo‘ladi. Sababi muloqot nutqi rivojlanishini rag‘batlantiradi. Bolaning hissiy sohasiga ijobiy ta'sir qiladi, ijodiy qobiliyatlarini rivojlanishga, mehnat ko‘nikmalarini shakllantirishga asos bo‘ladi.

Bugungi kunda maktabgacha yoshdagi bolalar ota-onalar, o‘qituvchilar ayniqsa, tengdoshlari bilan muloqot qilishda jiddiy qiyinchiliklarga duch kelishmoqda. Bolalar o‘z tashabbusi bilan boshqa odamga qanday murojaat qilishni bilmaydilar yoki o‘rnatilgan aloqasini rivojlantirishda bir qancha to‘siqlarga uchrab sheriklari bilan ziddiyatga borib qolishadi. Men bo‘lajak pedagok sifatida ustozlarimdan olayotgan ta'lim, yo‘nalish va maslahatlarga yondashgan holda kelajak avlodni to‘g‘ri tarbiyalash jarayonida ana shunday muammoli vaziyatlarchuqurroq e'tibor, kelajak avlodni to‘g‘ri yosinda tarbiyalash maqsadida izlanmoqdaman.

Foydalanilgan adabiyotlar ro‘yxati:

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O‘ZBEKISTONNING YANGI TARAQQIYOT DAVRIDA TA’LIM XIZMATLARI SOHASINING RIVOJLANTIRISH HOLATI

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Annotatsiya Maqolada O‘zbekistoning yangi taraqqiyot davrida ta’lim xizmatlar sohasining rivojlantirish holati, ta’limni rivojlantirishga qaratilayotgan e’tibor haqida ma’lumotlar berilgan.

Kalit so‘zlari: Bilim, ko‘nikma, malaka, nazariya, imperiya, ishonch, e’tiqod, kadr.

O‘zbekistonning yangi taraqqiyot davrida ta’lim-tarbiya va ilm-fan sohalarini yanada rivojlantirishning asosiy yo‘nalishlari belgilandi. Davlatimiz taraqqiyoti uchun yangi tashabbus va g‘oyalar bilan maydonga chiqib, ularni amalga oshirishga qodir bo‘lgan, intellektual va ma’naviy salohiyati yuksak yangi avlod kadrlarini tayyorlash, ta’lim tashkilotlari bitiruvchilari zamonaviy kasb egalari bo‘lishlari uchun ularda zarur ko‘nikma va bilimlarni shakllantirish va dunyo miqyosidagi bugungi keskin raqobatga bardosh bera oladigan milliy ta’lim tizimini yo‘lga qo‘yish, darslik va o‘quv qo‘llanmalarini zamon talablari asosida darsliklarni yaratish ta’lim tizimi uchun muhim ekanligi va zamon talabi ekanligi sababli yangi darsliklar ishlab chiqildi.

Muhtaram Prezidentimiz Shavkat Mirziyoyev 2023-yil 31-dekabrdagi Parlamentga Murojaatnomasida ta’kidlaganidek, “Yangi yilda iqtisodiyotimizga xorijiy investitsiyalarni jalb etish, tadbirkorlik va xususiy mulk uchun keng imkoniyatlar yaratishni yanada kuchaytiramiz, ilm-fan innovatsiya, kabi sohalarni “Yashil va raqamli texnologiyalarni’ rivojlantirishga alohida e’tibor qaratamiz.. Perizdentimiz ta’kidlaganidek bu yil ham ilm-fanga, ta’limga juda katta e’tiborni qaratganligini bilshmiz mumkun, ilm-fanda ta’limda juda katta kuch yashirinib yotganligini biz ilg’ab yetishimiz uchun biz yoshlarga berilayotgan ishonch va qo‘yilayotgan talablar oddiygina bu ham o‘qishdir.

Biz bilamizki, farzandlarimizga yoshlikdan kitobga, ilmga muhabbatini uyg‘otib borish maqsadga muvofiq hisoblanadi. Avvalo buni biz maktabgacha yoshdagi bolalardan boshlashimiz zarur. Bunda maktabgacha ta’lim tashkilotlarida bolalarga yozishni, hisob-kitobni, o‘qishini o‘zini yoshiga to‘g‘ri keladigan jismoniy mashqlarni ya’ni sog’lomlashtirish uchun hizmat qilishi zarurdir. Hozirgi kunda maktabgacha ta’lim tashkilotlarida tarbiya bilan berish bilan birgalikda ta’lim berishga ham e’tibor berilayotganini jumladan, ona-tili va xorijiy tillarni o‘rganilishi bizni quvontiradi.

Umumiy o‘rta ta’lim maktablarida esa hozirgi kunda xorijiy til va kompyuter savodxonligini oshirishga qaratilgan, lekin shunday bo‘lishiga qaramay ba’zi joylarda hanuzgacha kompyuter xonalarini yetishmasligi, informatika darslariga e’tibor kamligi bizni tashvishga soladi.

Hammamizga ma’lumki ta’limda innovatsion texnologiyalar o‘qitishda muayyan yondashuvlarni qo‘llash asosida qo’llaniladi, ya’ni yangi texnologiyalarni rivojlantirish uchun asos bo‘lgan talablar va maqsadlarni o‘z ichiga olgan tamoyillar kiradi. Pedagogik sohadagi barcha innovatsiya texnologiyalar jamiyat ijtimoiy- iqtisodiy rivojlanishining hozirgi bosqichiga aniq mos kelishiga asoslanadi. Shuning uchun ham ayni paytda o‘qitishning zamonaviy texnologiyalari bolalarning mustaqilligini rivojlantirishga, o‘z-o‘zini o‘rganish va qobiliyatlarini shakllantirishga, bilimlarini ongli ravishda o‘zlashtirishga qaratilishi kerak. Lekin shuni alohida ta’kidlashimiz kerakki, bunday bilimlarni berish uchun ham uztozlarimiz xorijiy mamlakatlar pedagoglari bilimi bilan tenglasha oladigan darajada bilim bera olishlari kerak nazarimda, buning uchun hozirda Muhtaram Prezidentimiz tomonidan berilayotgan ta’lim olish imkoniyatlaridan biz talabalar unumli foydalanish zarur. U yerda bizning navquron ilmiga chanqoq yoshlarimiz
o‘qitishning zamonaviy:
-bilim
-malaka
-ko‘nikma

-nazariya
-empiriya -amaliy bilimlar bo'yicha amalyotga asoslashgan bilimlariga ega bo'lib kelishi mumkin.

Empiriya –so'zi "lotincha" tildan olingan va empirical so'zining muallifi bo'lib "amaliy" yoki "tajribaviy" ma'noni anglatadi.

Demak, birgina empiriya terminini o'zimizda qo'llab ko'rib talabalarimizni hozirgi imkoniyatlar asosida xorijiy davlatlarda yuborsak, talabalarimiz jahon standartiga javob beradigan mutaxasissislar bo'lishi mumkin.

O'zim tahsil olayotgan oliygohdagi uztozim Eshquvvatov To'lqin Eshquvvatovich bizga bir so'zni ko'p takrorlaydi. Bilim-ishonch-e'tiqod bu so'zlar bir birini bog'lab ketadi. Bilimi bo'lgan, o'z bilmiga ishonmasa bilimli hisoblanmaydi. Qachonki, o'qigan, o'rgangan, izlangan, bilimlariga ishonsagina, bilimni olgan hisoblanadi. Bilim bu ishonch bo 'lib e'tqod bo 'lmasa, demak, bilim puxta o'rganilmagan hisoblanadi. Qachonki e'tiqod bo'lib bilimlarga, olgan malakalarga e'tiqod qilsagina, u bilim "toshga o'yilgan naqshdir" -deydu,uztozim..

Qachonki, biz zamonga yangilikka intilib yashasak, iqtisodiyotimiz ta'limimiz, unga bo'lgan ehtiyoj, sportimiz, ma'naviyatimiz ham o'zgarib boradi. Bu sohalarda ta'limda, sportda biz jahonga o 'zimizni ko'rsata olsak, biz dunyo miqyosida eng ilg'or natijalarni egallay olamiz.

Biz, demak, katta etiborimizni ta'limga qaratishimiz zarurdir. Biz yoshlar o'z bilmlarimizni zamonga, yangiliklarga tayangan holda xorij tajribasi asosida mustahkamlab borishimiz berilayotgan imkoniyatlardan o'rinli foydalanishimiz lozim. Biz yoshlar ilm-fanga ta'limga zamonaviy eng yangi texnologiyalarni olib kira olsakgina, biz yoshlarning eng katta yutug'imiz hisoblanadi.

Xulosa qilib aytadigan bo'lsak, har bir rivojlanayotgan davlatda asosiy e'tibor ta'limga qaratiladi. Jamiyatdagi ijtimoiy-iqtisodiy o'zgarishlar talabalar shaxsini har tomonlama intellektual va ma'naviy rivojlantirishga qaratilgan mutaxassislarni tayyorlashni talab qilmoqda. Bunday ta'limni tashkil etishni faqatgina innovatsion texnologiyalar asosida shaxsga yo'naltirilgan o'qishga o'tilgandagina ta'minlash mumkin. Rivojlanish uchun aniq maqsadlar qo'yiladi. "O'zbekiston 2030" strategiyasi eng yaxshi rejalardan biri desak, mubolag'a bo'lmaydi. Zero, mamlakatimiz barqarorligi, yuksalish va taraqqiyoti, shubhasiz, ta'lim tizimi, yoshlarning intellektual salohiyatiga bog'liq. Hamda jadal sur'atlarda rivojlanib kelayotgan bu davrda ta'lim iqtisodiyoti va menejmentning zamonaviy tendensiyalarda olib borilishi muhim ahamiyat kasb etadi.

Foydalanilgan adabiyotlar

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3) O'zbekiston Respublikasi Prezidentining 11.09.2023 yildagi PF-158-son Farmoni.

KICHIK MAKTAB YOSHIDAGI BOLALARGA TA'LIM BERISH JARAYONI

Abdusalomova Sevinch Murodjon qizi
SamDu Kattaqurg`on filiali talabasi

Annotatsiya: Kichik maktab yoshidagi bolalarga ta'lim berish jarayonida pedagogning o'quvchilar bilan ishlash jarayonida psixologik, metodik usullari va ta'lim jarayonida yo'l qo'ilayotgan xatolar bo'yicha fikr yuritiladi.**Kalit so'zlar:** ta'lim, ehtiyoj, aqliyrivojlanish, pedagogfaoliyati, kommunikatsiya, o'z-o'ziga baho berish, PIRLS. Biz ta'lim-tarbiya tizimining barcha bo'g'inlari faoliyatini bugungi zamon talablari asosida takomillashtirishni o'zimizning birinchi darajali vazifamiz deb bilamiz. Kichik maktab yoshi bu o'z o'rnida ilk maktab bosqichi ham deb yuritiladi. Bu bosqichda gibolalar 6-11 yosh oralig'ida bo'lishadi. Bu yoshdagi bolalar

uchun ba'zi hollarda ijtimoiylashuvining dastlabki bosqichi bu maktab hisoblanadi. Kichik maktab yoshidagi o'quvchilar ta'lim muassasi o'z o'rnida uning turmush tarzi, ijtimoiy holati, oila muhitini o'zgartiradi. Shuning uchun bu yoshdagi bolalar maktabga boorish jarayoni ularda turlicha namoyon bo'ladi.

1-tip: maktabga o'zi hoxlab boruvchi bolalar
2-tip: maktabga o'rtacha hoxlab boruvchi bolalar
3- tip: maktabdan ketish darajasi yuqori bo'lgan bolalar

Bolalarda bunday holatlarning vujudga kelishida asosiy sabablar atrofdagilarning maktab to'g'risida munosabatlari va ommaviy axbort vositalari hisoblanadi. Birinchi va ikkinchi tipdagi o'quvchilar bilan ishlash nisbatan yengilroq bo'ladi. Chunki yuqoridagi ikkita tip vakillarida maktabga nisbatan dastlabki ehtiyojlarning mavjud ekanligi, ya'ni bilimga nisbatan emas balki o'sha bilim uchun zarur vositalarga (forma, daftar, kitob) ehtiyojining paydo bo'lishi ularda maktabdagi birinchi kunining his tuyg'ulari ijobiy aks etishi bilan belgilanadi. Shuning uchun ham bu bolalarda makatabga nisbatan hohish baland bo'ladi. Bu jarayonda pedagogning bolalar bilan ishlashi ham yaxshilanadi. Kichik maktab yoshidagi o'quvchilarda ta'lim psixologik ham aqliy faoliyati birga olib borilishi bilan boshqa maktab bosqichlaridan nisbatan murakkab hisoblanadi. Shu bilan birgalikda pedagog o'z faolyati davomida bolalarning fiziologiyasiga ham e'tibor qaratishi darkor, agar bu omilga e'tibor qaratilmasa, suyak tizimi endi rivojlanyotgan bolalarda ularning noto'g'ri shakillanishi va u orqali vujudga kelgan kamchilik esa ertangi kunda bola kelajagi uchun to'siq bo'lishi mumkun.

Kichik maktab yoshi o'quvchilarga ta'lim berishda albatta ularning diqqatini ma'lum nuqtaga qaratishda ko'rgazmalilik, rangbaranglikdan foydalanish, o'tilayotgan dars mavzularining ilmiy fakt bilan emas, balki hayotiy tushuntirilishi, ularga o'rgatilayotgan elementar fanlar matematika, tabiiy fanlarni amalyot orqali tashkil etish, berilayotgan matn, hikoya, she'r yodlash uchun emas, balki ularning mazmunini topishga o'rgatish, har dars uchun bolalarda ijobiy taraflarni o'stiruvchi xulosa bilan takomillashtirish, dars o'tish vaqtida an'anaviylikdan qochish, dars jarayonida interfaol metodlarni qo'llash, ta'lim vaqtida bolalarni uzoq vaqt bir joyda turib qolmasligi uchun harakatli o'yinlardan foydalanish lozim.

Kichik maktab yoshli bolalar ta'lim mazmunini to'liq anglab yetmaydi, bu bosqichdagi bolalar o'zlari uchun o'qish jarayonini majburyat deb qabul qiladi. Bunday salbiy fikrlarni bolalarda yo'qotish uchun pedagogic mahorat kommunikativ qobiliyat yuqori bo'lishi lozim. Pedagogning bolalarga bergan bahosi bu yoshdagi bolalar uchun o'z-o'ziga bahoni ifodalaydi. Ba'zi hollarda o'quvchilar bilan ishlash jarayonida qator muammolar vujudga keladi.

Ta'lim jarayonidagi ayrim muammolar:

-ta'lim jarayonida past o'zlashtiruvchi o'quvchilarga qo'pol munosabatta bo'lish;
-dars jarayonida asosiy e'tibor a'lochi o'quvchilarga qaratilishi;
-o'qituvchining o'z o'quvchilarining oilaviy ahvolini o'rganmaslik;
-bo'sh o'zlashtiruvchi o'quvchilar bilan individual ishlanmaslik;
-bolalarning mustaqil fikrini dars davomida erkin ifoda etishda qo'rqish holati
-bolalarning yo'l qo'ygan xatolarni ijobiy tomonlama qabul qilinmaslik bilan belgilanadi.

Oilada vujudga keladigan ayrim mammolar,;

-ota-onaning bolalarining maktab faoliyati bilan qiziqmasligi
-berilayotgan vazifalarni bajarishda bolalarga yordam bermasligi
-oilaviy muhitning salbiy ta'siri

Kichik maktab yoshida bolalarga ta'lim berish jaroyonida rag'banlantirishdan foydalanish, ularga ko'proq ertak, hikoya bilan ta'sir o'tkazish, ularning bajargan ijodiy ishini alohida individual tahlil qilish, bolalarning qiziqishlarini hisobga olgan holda dars jaroyoni tashkil qilish lozim. Shu bilan birgalikda bu yoshdagilarni baholashda xalqaro dastur PIRLSdan foydalanish lozim, chunki bu dastur bolalarda badiiy tajribani ortishi, axborot olish va foydalishdan iborat. Bu

baholash tizimining joriy etilishi bolalarda matnlar bo'yicha to'gri xulosa chiqarishga yordam beradi.

Pedodogik faoliyati jaroyonida bu bosqich barcha bosqichlar uchun fundament vazifasini bajargani tufayli pedogog o'zida mavjud barcha bilimlarni berishi, bilim, ko'nikma, malaka, mahoratidan to'liq foydalanish lozim. Shuyuzasidan PIZA dasturi asoschisi Andreas Shlyayxer "Ta'lim sifati hechqachon o'qituvchi sifatidan oshib ketmaydi" degan fikrni aytib o'tgan edi.

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MAKTABGACHA TA'LIM TASHKILOTLARIDA BOLALARNI MAKTABGA TAYYORLASHDA ZAMONAVIY YONDASHUVLAR.

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Аннотация. Maqolada zamonaviy yondashuv tushunchasi, ilg'or xorijiy tajribaning ilmiy g'oyalari, bolalarni maktabga tayyorlash mezonlari muhokama qilinadi.Maktabgacha ta'lim muassasalari o'qituvchilarida pedagogik mahoratni shakllantirishning pedagogik jihatlari ham asoslandi.

Kalit so'zlar. zamonaviy yondashuv, maktabgacha ta'lim, bilim, ko'nikma va malakalar, fan, texnika, muhandislik, matematika.

Аннотация.В статье рассматриваются понятие современного подхода, научные идеи передового зарубежного опыта, критерии подготовки детей к школьному образованию.Также были обоснованы педагогические аспекты формирования педагогического мастерства у воспитателей дошкольных образовательных учреждений.

Ключевые слова. современный подход, дошкольное образование, знания, навыки и квалификация, наука, техника, инженерия, математика.

Annotation. The article gives an idea of the concept of modern approach, scientific ideas on advanced foreign experiences, criteria for preparing children for school education.Also, the pedagogical aspects of the formation of pedagogical skills in the educators of the pre-school educational institution are justified.

Keywords.modern approach,preschool education, knowledge, skills and qualifications, science, technology, engineering, mathematics.

O'zbekiston Respublikasi Prezidentining 2017 yil 30 sentyabrdagi "Maktabgacha ta'lim tizimini boshqaruvini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PF-5198 son farmonida ta'kidlaganidek, Maktabgacha ta'lim sohasi uzluksiz ta'lim tizimining birlamchi bo'g'in hisoblanib, u har tomonlama sog'om va barkamol bola shaxsini tayyorlash va maktabga tayyorlashda muhim ahamiyat kasb yetadi.

Ushbu farmonga muvofiq maktabgacha ta'lim tizimini yanada takomillashtirish moddiy-texnik bazasini mustahkamlash, maktabgacha ta'lim tashkilotlarini tarmog'ini kengaytirish, malakali pedagog kadrlar bilan ta'minlash, bolalarni maktab ta'limiga tayyorlash darajasini tubdan yaxshilash ta'lim tarbiya jarayoniga zamonaviy dastur va texnologiyalarni tatbiq yetish, bolalarni xar tomonlama intellektual axloqiy estetik va jismoniy rivojlantirish uchun shart – sharoitlar yaratishdan iborat.

Dasturning asosiy vazifalari sifatida ilg'or xorijiy tajribalarni xisobga olgan xolda bolalarni intellektual axloqiy estetik va jismoniy rivojlantirish sharoitlarini yaratish belgilangan.

Maktabgacha ta'limga qo'yiladigan davlat talablari maktabgacha yoshdagi bolalarni maktabgacha ta'lim tashkilotlarida har tomonlama rivojlantirish, ta'lim-tarbiya berish, ko'nikma va malakalarini shakllantirish hamda maktab ta'limiga tayyorlash kabi talablarini belgilaydi.

Bolalarning bilim, ko'nikma va malakalari, ularning har tomonlama rivojlanishi hamda maktab ta'limiga tayyorgarlik darajalari davlat talablarida nazarda tutilgan mashg'ulot va faoliyatlarni o'tkazish jarayonida indikatorlarning bajarilishini kuzatish, o'rganish, tahlil qilish va baholash orqali aniqlanadi. Davlat talablari jamiyatning maktabgacha yoshdagi bolalar rivojlanishi haqidagi bilimlarini yaxshilashga, tarbiya sohasida pedagoglarning ko'nikmalarini mustahkamlashga, shuningdek, muassasalarda dasturlari va metodikalarini baholash maqsadini ham ko'zda tutadi.

Davlat talabida berilgan sohalarni amaliyotga jarayonida qullash uchun "Ilk qadam" maktabgacha ta'lim muassasasining Davlat o'quv dasturi ishlab chikildi.Bu dasturda Davlat talablarini beshta sohasi asos qilib olingan. Bu beshta asosiy sohalar birgalikda bola rivojlanishining barkamolligi va yaxlitligini ta'minlaydi.

Bola rivojlanishini quyidagi sohalarda belgilanadi:

- jismoniy rivojlanish va sog'lom turmush tarzining shakllanishi;
- ijtimoiy-hissiy rivojlanish;
- nutq, muloqot, o'qish va yozish malakalari;
- bilish jarayonining rivojlanishi;
- ijodiy rivojlanish.

Albatta "Ilk va maktabgacha yoshdagi bolalar rivojlanishiga qo'yiladigan davlat talablari" va "Ilk qadam" maktabgacha ta'lim muassasasining Davlat o'quv dasturi maktabgacha ta'limni ham shaklan, ham mazmunan yangilashga qaratilgan bu kabi innovatsiyalar ota-onalardan tortib barcha pedagoglar bola tarbiyasi, uning ta'lim olishga tayyorgarligiga zamon talablaridan kelib chiqqan holda yondashuvini talab etadi.

Bugungi maktab bolasidan aniq bilimlargina emas, fikrlash ko'nikmasi, kattalar va tengdosh o'rtoqlarini tushunish, ular bilan hamkorlik qilish ham talab etiladi. Shuning uchun bola maktabga qadam qo'yayotganida qanchalik bilimga ega ekanligi emas, balki uning yangi bilimlarni egallashga tayyorligi, atrof-olamga moslashishi ko'nikmasi, voqea-hodisani mustaqil ravishda tahlil etishi va mustaqil harakat qilishi muhimroq hisoblanadi.

Maktabgacha yoshdagi bolaning maktab ta'limiga o'tishi hamisha uning hayoti, ahloqi, qiziqish va munosabatlarida jiddiy tub o'zgarishlarni yuzaga chiqaradi. Shuning uchun maktabgacha yoshdagi bolani maktabgacha ta'lim muassasasida yoki uydayoq maktab ta'limiga tayyorlash, bolaning yosh xususiyatiga doir bilim, ko'nikma va malakalar bilan tanishtirish kerak bo'ladi. Bunday tanishtiruv moslashuv davrining jiddiy qiyinchiliklaridan xalos bo'lishga yordam beradi.

Bolaning maktabga tayyorgarligi undagi idrok, kuzatish, xotira, tafakkurning rivojlanishi, vaqt va fazoviy tushunchalar olami, ijtimoiy hodisalar haqidagi tasavvurlarning shakllanishi bilan belgilanadi.

"Ilk qadam" maktabgacha ta'lim muassasasining Davlat o'quv dasturida asosida mashg'ulotlarni yaratish va ularni rivojlanish markazlarida qo'llash maqsadi bugungi kun dolzarb masalalaridan biridir. Maqsad bolalar uchun yangi bilimlarni o'zlashtirishda mashg'ulotlarni uyg'unlashtirib va bolalar bilimlarini rivojlanish markazlarida olib boriladi va mustaxkamlab boriladi.

Maktabgacha ta'lim tashkilotlari guruhlarida tashkil etiladigan rivojlanish markazlaridagi jarayonlar bolalarning doimiy ravishda yangi bilimlarni o'rganishga, mustahkamlashga yordam beradi.

Rivojlantiruvchi muhit mazmuniga quyidagilar ko'rsatiladi:

- maktabgacha ta'lim muassasasining ko'rgazmali-rivojlantiruvchi muhiti mazmuni madaniy-tarixiy qadriyatlar: milliy va mintaqaviy an'analar; tabiat, iqlimdan kelib chiquvchi xususiyatlarga mos bo'lishi lozim;
- muhit mazmuni birlamchi dunyoqarash asoslarini shakllantirish,

bolaning muvaffaqiyatli ijtimoiy moslashuviga yordam berishi lozim.

Bolalarni o'z bilimini mustaqil ravishda to'ldirib borish, kechayotgan yangilanish jarayonlariga munosib moslashib borishga o'rgatish rivojlanish markazlarining asosiy maqsadidir. Dastur asosida tashkil etiladigan rivojlanish markazlari bolalarda quyidagilarni tarkib toptiradi:

- o'zgarishlarni qabul qilish va amalga oshirish;
- tanqidiy fikrlash;
- tanlashni amalga oshirish;
- muammolarni eta olish;
- ijodiy, tafakkur va ixtirochilik imkoniyatlarini namoyon etish;
- odamlar, jamiyat, mamlakat, atrof-olam to'g'risida g'amxo'rlik qilish.

Bugungi dunyo kechagi kabi emas ertangi kun ham bugungi kabi bo'lmaydi!

Inson faoliyati barcha sohalarida dinamik rivojlanayotgan texnologiyalar joriy etilmoqda.

STEAM-farzandlarimizga - ixtirochilar, kashfiyotchilarning kelajak avlodi, olim sifatida tadqiqotlar olib borish, texnologiyani shakllantirish, muhandis sifatida loyihalash, rassom sifatida yaratuvchi, matematik sifatida analitik fikr yuritishni o'yin orqali yuzaga keltiradi.

Bugungi kunda **STEAM**-ta'lim dunyodagi asosiy tendentsiyalardan biri sifatida rivojlanmoqda va amaliyot yondashuvni qo'llashda beshta sohani yagona o'quv sxemasiga integratsiyalashga asoslangan.

Bunday ta'limning shartlari uning uzluksizligi va bolalarning guruhlarda o'zaro muloqot qilish qobiliyatini rivojlantirish bo'lib, bunda ular fikrlarni to'plashi va fikrlar almashadi. Shuning uchun, asosiy ta'lim dasturiga quyidagilar Lego-texnologiyalar, bolalar tadqiqotlari kabi mantiqiy fikrlashni rivojlantirish modullari kiradi.

STEAM (S-fan, T-texnologiya, E - muhandislik, A - can'at, M - matematika) - ilm-fan, texnologiya, muhandislik, san'at va matematikani birlashtiruvchi zamonaviy yondashuv.

STEAM-bolalarda quyidagi muhim xususiyatlar va ko'nikmalarni rivojlantirishga quyidagicha yordam beradi:

- Muammolarni keng qamrovli tushunish;
- Ijodiy fikrlash;
- Muhandislik yondashuv;
- Tanqidiy fikrlash;
- Ilmiy metodlarni tushunish va qo'llash;
- Dizayn asoslarini tushunish.

Bu yondashuv kelajakda bolalarda hayotiy muammolarni hal etishda yordam beradi. Ko'pgina rivojlangan davlatlarda, jumladan AQSH, Yaponiya, Izrail, Singapur, Rossiyada maktabgacha ta'lim tashkilotida bolalarni ijodiy va ixtirochilik qobiliyatlarini rivojlantirish maqsadida mazkur yondashuv metodlaridan samarali foydalanib kelinmoqda.

STEAM-yondashuvi tufayli bolalar tabiatni tushunib, dunyoni muntazam o'rganishadi va shu bilan qiziqishlarini, muhandislik fikrlash uslubini, tanqidiy vaziyatlardan chiqish qobiliyatini, jamoaviy ish qobiliyatini rivojlantirish va liderlik, o'z-o'zini namoyon qilish asoslarini o'rganishadi, o'z navbatida, bolalar rivojlanishining tubdan yangi darajasini ta'minlaydi.

O'z-o'ziga ishonchni shakllantirish. Bu yondashuvda bolalar o'z qo'llari bilan yaratgan ko'prik va yo'llar, samolyotlar va avtomobillarni "ishga tushirib", suv osti va havo tuzilmalarini "rivojlantirib", sinovdan o'tkazib, har safar ular maqsadga yaqinlashib borishadi. Yaxshi natija bermagan "mahsulot"ni qayta-qayt sinovdan o'tkazib, takomillashtirib borishadi. Natijada barcha muammolarni o'zi hal qilish, maqsadga erishish bolalar uchun ilhom, g'alaba, adrenalin va quvonch olib keladi. Har bir g'alaba, o'zlarining qobiliyatlariga ko'proq ishonch uyg'otadi.

Faol muloqot va jamoaviy ish.

STEAM dasturlari ham faol muloqot va guruh ishi bilan ajralib turadi. Muhokama bosqichida ular fikr bildirishga qo'rqmaslikka o'rganadilar. Ko'pincha, stol atrofida o'tirmaydi, o'zlarining dizaynlari asosidagi mahsulot"larni sinovdan o'tkazadi va rivojlantiradi. Ular hamma vaqt hamkorlikni ta'minlaydigan jamoada tarbiyachilar va ularning do'stlari bilan muloqot qilish bilan band bo'lishadi.

Texnik fanlar bo'yicha qiziqishlarni rivojlantirish.

Maktabgacha va boshlang'ich maktab yoshidagi **STEAM** ta'limi vazifasi qiziqishning rivojlanishi uchun dastlabki shart-sharoitlarni yaratishdir. Bolalar uchun tabiat fanlari va texnik fanlar bo'yicha, qilgan ishni yaxshi ko'rish, qiziqishni rivojlantirish uchun asosdir.

STEAM –bolalar uchun juda qiziqarli va dinamik bo'lib, bolalarning zerikishlariga to'sqinlik qiladi. Ular vaqt o'tayotganini sezmaydilar, lekin ham charchamadilar. Raketalar, avtoulovlar, ko'priklar, osmono'par binolarni qurish, elektron o'yinlar, fabrikalar, logistika tarmoqlarini yaratish, dengiz osti kemalari, ilm-fan va texnologiyaga qiziqishi ortib borada.

Loyihalar uchun ijodiy va innovatsion yondashuvlar.

STEAM-ta'limi oltita bosqichdan iborat: savol (vazifa), muhokamalar, dizayn,qurilish, test va takomillashtirish. Ushbu bosqichlar muntazam ravishda loyiha yondashuvining asosidir. O'z navbatida hamkorlik yoki turli imkoniyatlardan birgalikda foydalanish ijodkorlik asosi hisoblanadi.

Shunday qilib, bir vaqtda bolalarda fan va texnologiyalarni qo'llash, yangi innovatsiyalarni yaratishi mumkin.

Oqilona tashkil etilgan sog'lom ijtimoiy-ma'naviy muhit bolalarda izlanishga, tashabbus ko'rsatishga va ijodkorlik qobiliyatlarini namoyon etishga rag'bat uyg'otadi. Bunda tarbiyachilar bola rivojlanishi qanday kechayotganligi to'g'risida aniq tasavvurga ega bo'lishlari, buning uchun esa ularni doimiy raviщda nazorat qilib borishlari zarur bo'ladi.

Tarbiyachi o'quv materialini bolalarning yosh xususiyatlarini inobatga olgan holda ularga munosib tarzda yetkazadilar Maktabgacha ta'lim tashkilotlari pedagogik jamoasining o'rni shundan iboratki, ular har bir bolaning qiziqishi, qobiliyati va ehtiyojini inobatga olgan holda mos keladigan maqsadlar qo'yishlari, bolalardagi tabiiy qiziqishlarni qo'llab-quvvatlashlari, ularda borliqni birgalikda o'zlashtirish ko'nikmalarini shakllantirishlari kerak.

Bola rivojlanishining o'ziga xosligini inobatga olishda avvalo shuni tushunib yetish kerakki, barcha bolalar rivojlanishning ma'lum bosqichlarini bosib o'tadilar, biroq bunda har bir bola noyob va takrorlanmasdir.

Tarbiyachilar bolalarni aynan bir xil, o'xshash narsalar va faoliyat turlari bilan ta'minlashlari uchun ularning o'ziga xos, boshqalardan ajralib turadigan rivojlanish ko'rsatkichlari to'g'risida to'liq tasavvurga ega bo'lishlari lozim. Shuningdek, tarbiyachilar bir xil yoshdagi turli bolalarning qobiliyatlari va qiziqishlaridagi farqlarga e'tibor bilan munosabatda bo'lishlari kerakligini mutaxassislar alohida ta'kidlashadi.

Buyuk Britaniyada odatda ta'lim berish o'rganilayotgan predmet yoki o'qituvchiga emas balki bolaga yo'naltiriladi. Bunday yondashuv ingliz ta'limi tarixiga asoslanib uning rivojlanishiga Russo, Frebel, Montessori ta'sir ko'rsatganlar. Ular bolaning individualligini rivojlantirish va mustaqilligini himoya qilish kerak deb hisoblaydilar.

Xulosa tariqasida aytish joizki, xorijiy mamlakatlarning maktabgacha ta'lim tizimlarini o'rganish ularning ilg'or tajribasini tahlil yetish va respublikamiz sharoitiga moslashtirish bo'yicha aniq chora tadbirlarni ishlab chiqish mamlakatimiz maktabgacha ta'lim tizimini yanada takomillashtirib, zamonaviylashtirishga imkon yaratadi.

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TALABALARNI KASB TANLASHGA O'RGATISH

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Annotatsiya. Ushbu maqola shaxsning kelajagini belgilashda kasb tanlashning ahamiyati, hamda talabalarning hayot tarzining ravonligi, shuningdek, kasb tanlashda ularning ma;naviy, jismoniy qobiliyatlari, qiziqishlarini hisobga olishlari zarurligi haqida ma'lumot beradi.

Kalit so'zlar: talaba, oila, ko'nikma, tarbiya, iste'dod, qobiliyat.

Annotation. This article provides information on the importance of choosing a profession to determine the future of a person, as well as on the smoothness of the students' lifestyle and on the strengthening their mental and physical abilities, their interests and abilities when choosing a profession.

Key words: student, family, skill, education, talent, ability.

Avvalo talaba atamasining lug'aviy ma'nosiga qaraydigan bo'lsak, bu so'z arabcha izlovchi, o'rganuvchi; lotincha qunt bilan ishlovchi, shug'ullanuvchi ma'nolarini beradi. Ya'nikim, Ozbekistonda oliy o'quv yurti, AQSH, Buyuk Britaniya va boshqa ba'zi davlatlarda oliy va o'rta maxsus o'quv yurti o'quvchisi hisoblanadi. Bundan kelib chiqadiki, bu davrga kelib, yoshlarning ma'suliyati ota-onadan qisman bevosita ta'lim muassasiga o'tadi. "Talabalar deganda moddiy va ma'naviy ishlab chiqarishda ijtimoiy hayotga va mutaxasisslikka oid rollarni muayyan holda va dastur asosida bajarishga tayyorlanayotgan ijtimoiy guruh tushuniladi", -- deb ta'rif beradi psixolog olim E. G'oziyev.

Xususan, ushbu hayot sikli fuqarolik hamda psixologik jihatan cho'qqiga chiqish jarayoni hisoblanadi. Buning sababi shundaki, mazkuz davrda har bir individ yetuk shaxsga oid ijtimoiy huquq va burchlarning butun tuzilmasini o'zlashtirib oladi.

Shuningdek, ijtimoiy yetuklikning asosiy belgisi qonunlarni va ularning me'yorlarini bilish va ularga rioya qilish bilan xarakterlanadi. Muhim jihati shundaki, agarda ushbu davrda yoshlarga ijtimoiy ta'sir qaysidir ma'noda kamayib ketsa, natija yoshlarning ijtimoiy hayot normalarini buzishi yoxud ota onasiga qarshi zid xatti-harakatkar qilishida namoyon bo'lishi mumkin. Oxir oqibatda, bu me'yordan og'ishlar ba'zi buzg'unchi g'oya egalarining foydasiga ishlashi mumkin, natijada yoshlar, xususan, talabalar o'z qonun va qoidalari, e'tiqodlarini bilmasliklari sababli yot g'oyalar ta'siriga tushib qolishlari ham mumkin. Shu sababli ham, yoshlar uchun ma'suliyat va burch tuyg'ularini anglab olishlari uchun ijtimoiy hamda psixologik yetuklik muhim ahamiyat kasb etadi.

Misol uchun, 17-19 yoshlarda talaba o'z xatti-harakatlari ustidan ehtiyotsizlik holatlariga duch kelishi mumkin. Masalan, ba'zi talabalarda hayotiy tajriba oqsaganligi natijasida hissiyotlarga berilib, xatoliklar sodir qilishlari kuzatiladi. Buning asosiy sababi talabalarning o'z-o'zini tahlil qilish, nazorat qilish, baholash va tekshirish kabi ko'nikmalar yo'qligi deb hisoblashimiz mumkin. Ammo sekin-astalik bilan ushbu ko'nikmalarni yuqori kurslarga o'tishlari bilan talabalar shakllantira borishadi. Mazkur davrda psixologlarning (B. G. Ananyev) firkicha, 18-20 yosh fiziologik imkoniyatlar yuqori cho'qqiga chiqadigan davr hisoblanadi.

Yuqoridagi fikrlarni xulosa qilib shuni aytish mumkinki, yoshlik davri o'sprinlikdagi eng yaxshi xislatlarning shakllanishi bilan ham muhim o'ringa ega ekan. Xususan, buning ahamiyati kelajakda kasb tanlashda ko'rinadi. Shuni ta'kidlash kerakki, umumiy o'rta ta'lim maktablarida yoki oilada to'g'ri yo'naltirilgan talabalar oliy ta'lim muassasiga kelgan keyin oldiga aniq maqsad qo'ya oladi, hamda o'z kasbining yetuk mutaxasissi bo'lish uchun o'qib o'rganadi. To'g'ri kasb tanlash talabalar uchun kelajakda o'z oilasini ham ma'nan ham moddiy jihatdan to'liq ta'minlay olishiga imkon beradi. Zotan, to'g'ri kasb tanlash insonning kelajagini belgilab beradi desak mubolag'a bo'lmaydi. Bunda muhim jihati shuki, kasb tanlashda eng avvalo, talabalar o'z qiziqishlari, qobiliyatlari va imkoniyatlarini hisobga olishlari zarur. Agarda kasb tanlashda yoshlar ota-onasining xohishlarini inobatga olgan holda qaror qabul qilsalar, oxir oqibatda muvaffaqiyatsizliklarga duch kelishlari ehtimoli yuqori. Shu sababli ham kasb tanlashda talabalar ota-onasi bilan maslahatlashgan holda, o'zining qobiliyatlari, imkoniyatlari, qiziqishlari hamda kasbning moddiy va ma'naviy jihatlarini hisobga olish zarur. Ask holda o'ziga mos bo'lmagan kasbni o'zlashtirish uchun ko'plab vaqtini va energiyasini sarflashiga to'g'ri kelishi mumkin, yoxud butun hayoti davomida o'zi sevmagan kasbda faoliyat yuritishga majbur bo'ladi. Bunday holat yuz berganda esa, birinchi navbatda oila zarar ko'radi, chunki farzandlarga ma'naviy-moddiy to'siqlarga duch keladi.

Yoshlarning kasb tanlashida ularga kasbning mosligi katta o'rin egallaydi. Kasbga moyillik mehnat faoliyati jarayonida shakllanib, uning xulqi ham tarkib topib boradi[4].

Shunday bo'lsada, ba'zi kasblar kasbga moslik, qobiliyat talab etmaydi, masalan, jarrohlik yoki uchuvchilik yillab qunt va e'tibor bilan o'qib o'rganishni talab etadi; lekin ba'zilari qobiliyat va iste'dodga to'laqonli bog'liq, xususan, san'atga aloqador kasblar shular jumlasidandir. Chunki san'at uchun qiziqish bilan birga iste'dod juda muhim, bularsiz aktyor, rassom yoki ashulachi bo'lish qiyin.

Yana shunday hollar ham kuzatiladiki, talabalar o'z qiziqishlari, imkoniyatlariga mos to'g'ri kasb tanlaydi, ammo kasbiy faoliyati davomida ko'plab qiyinchiliklarga duch kelishadi. Ushbu vaziyatlarda iroda va imkoniyatlardan foydalangan holda kasbiy marralarga erishish mumkin bo'ladi.

Xulosa qilib aytadigan bo'lsak, kasb tanlashda talabalar o'z qiziqishlari va imkoniyatlarini hisobga olishlari zarur; bunda yoshlar o'z xarakter, psixotip va temperamentlarini bilishlari va shunga mos kasb tanlasa faqatgina muvaffaqiyatga erishishadi. Bular esa talabalik yillarida anglab yetilishi hamda shakllantirilishi lozim bo'lgan jihatlar hisoblanadi.

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MATNNI O'QISH VA TUSHUNISH DARAJASI SIFATINI BAHOLAB BERUVCHI PIRLS TADQIQOTIDA BELGILANGAN MEZONLAR

Rabbonayeva DildoraTolipovna,
Jurayeva Dilafruz Jomuradovna
Samarqand viloyati xalq ta'limi xodimlarini qayta
tayyorlash va ularning
malakasini oshirish hududiy markazi,
Maktabgacha, boshlang'ich va maxsus
ta'lim metodikalari kafedrasi katta o'qituvchilari

Annotatsiya. Ushbu maqolada boshlang'ich sinf o'quvchilarining matnni o'qish va tushunish darajalari sifatini baholab beruvchi PIRLS xalqaro tadqiqotida qanday matnlar tanlab olinishi, PIRLS tadqiqotida ishlatiladigan matnlar uchun belgilangan mezonlar ko'rsatib berilgan.
Kalit so'zlar: PIRLS, o'quvchi, xalqaro, matn, mezon, baholash, ta'lim.

Mushohada yuritmay turib, qancha ko'p o'qisangiz,
shuncha ko'p bilayotganga o'xshayverasiz, agar
o'qiyotganda qanchalik ko'p mushohada yuritsangiz,
shu qadar oz narsa bilishingizni aniqroq his etasiz.

Volter

Boshlang'ich sinf o'quvchilarida kitobxonlik madaniyatini shakllantirishning bir qancha usullari, yo'llari mavjud bo'lib, 2021-yildan boshlab O'zbekiston yoshlari, boshlang'ich sinf o'quvchilari ilk bor qatnashayotgan PIRLS tadqiqotining o'rni beqiyosdir.

Xalqaro doirada o'tkazilgan PIRLS baholash dasturida 70 ga yaqin davlatlar qatorida mamlakatimizdagi 4-sinf o'quvchilari ham ilk marotaba ishtirok etishdi. 2021-yilning aprel-may oylarida bo'lib o'tgan PIRLS tadqiqotlarida O'zbekistondagi 180 ta maktabda tahsil oluvchi 5948 nafar 4-sinf o'quvchilari hamda ularning ota-onalari, maktab direktorlari va sinf rahbarlari ishtirok etishdi.

PIRLS – *(inglizcha –Progress in International Reading Literacy Study)* matnni o'qish va tushunish darajasini aniqlovchi xalqaro tadqiqot bo'lib, maqsadi turli xil ta'lim tizimidan iborat bo'lgan davlatlardagi boshlang'ich sinf o'quvchilarining matnni o'qish va qabul qilish bo'yicha tayyorgarligi hamda o'quvchilarning har xil yutuqlarga erishishga sabab bo'luvchi ta'lim tizimidagi o'ziga xos xususiyatlarni aniqlash va baholashdan iborat. Albatta bunday tadqiqot xalq ta'limi sohasidagi mutaxassislar, olimlar, metodistlar, o'qituvchilar, ota-onalar va jamoat vakillari uchun katta ahamiyatga ega. [3.B.5]

PIRLS dunyoning turli mamlakatlari boshlang'ich sinf o'quvchilarining matnni tushunish darajasini taqqoslash, shuningdek, milliy ta'lim tizimlarining o'qish savodxonligi o'rtasidagi tafovutlarni aniqlaydi.

Tadqiqotning xalqaro lug'atiga ko'ra, "o'qish savodxonligi" – o'quvchining matn shaklida berilgan ma'lumotlarni tushuna olish va ularga reaksiya bera olish ko'nikmasi, o'qigan ma'lumotlaridan hayoti davomida to'g'ri foydalana olishi, bilim va imkoniyatlarini oshira olish layoqatidir.

PIRLSda o'qish savodxonligining asosi matnlar bilan to'liq ishlash uchun zarur bo'lgan o'qish qobiliyatlarini shakllantirish hisoblanadi. Bu o'quvchi tomonidan kerakli ma'lumotlarni topish va tarqatish, matnning ma'lum qismi bo'yicha xulosalar chiqarish, asosiy belgilarning harakatlarini sharhlash, matn namunalari va matn tuzilishini dastlabki tahlil qilish bilan tasdiqlash kabilardir.

PIRLS tadqiqotida ishlatiladigan matnlar uchun quyidagi mezonlar belgilangan: [2.B.25]

1. Matn. Hajmi 1000 ta so'zgacha, o'qish savodxonligi darajasi past bo'lgan mamlakatlar uchun 400-500 ta so'z bo'lishi lozim.
2. Mavzu. Adabiy matnlar asosiy mavzuga ega bo'lib, u berilgan matndan tashqari o'quvchi tomonidan umumlashtiriladi. Axborotdan iborat bo'lgan matnlar o'quv materiallaridan olinmagan mavzuni yoritib berishi kerak.
3. Til. Qismlar 40 dan ortiq tillarga tarjima qilinadi, shuning uchun tarjima qulay bo'lishi muhimdir. Metafora (taqqoslash) yoki epitet (sifatlash) kabi aniq ifodali tasvirlash so'zlari tanlanadi. Hech qanday so'zlashuvga oid leksika yoki sleng (jargon) ishlatilmaydi. Haddan ziyod ortiqcha texnik ifodalar olib tashlanadi.
4. Mazmuni**.** Matnning mazmuni 9-10 yoshdagi o'quvchilarning yosh xususiyatlariga mos kelishi kerak. Ayrim madaniyatlarga juda xos bo'lgan mavzulardan chetlanmoq kerak. Matn

shu yoshdagi maktab o'quvchilari uchun qiziqarli va zavqli bo'lishi kerak. Yaxshi yozilgan va unchalik tanish bo'lmagan bo'lishi lozim.

5. Bog'liqlik va ketma-ketlik. Syujetning mantiqiy tuzilishiga rioya qilish muhimdir. Agar dialog ustunlik qilsa ma'lumotni birlashtirib, murakkab gaplarni qo'shish kerak. Axborotli matnda matnning strukturasi va ma'lumotning mantiqiy ketma-ketligini sarlavhalar, jadvallar, grafiklar kabi vizual elementlar bilan bog'liqligini kuzatish shartdir.

PIRLS tadqiqotida o'quvchilarga ikki turdagi matn taqdim etiladi, badiiy matn va axborotli matn. Shuning uchun o'quvchilar bilimi quyidagi ikki mezon asosida baholanadi:

1. Adabiy kitobxonlik malakasini egallash maqsadidagi o'qish.
2. Axborotni o'zlashtirish va foydalanish maqsadidagi o'qish.

Matn turlari (janrlari) quyidagilardan iborat:

– Adabiy tajribani oshirish maqsadida qisqa hikoya va ertaklar, badiiy asarlardan parchalar (she'rlar bo'lmasligi kerak);

– Ma'lumot olish va foydalanish maqsadida ma'lumot beruvchi qo'llanmalar, axborotlar, tarjimayi hollar, jurnallar o'qish.

Adabiy kitobxonlik malakasini egallash maqsadidagi o'qish uchun quyidagi mahorat tavsiflari belgilangan:

- matnning muayyan qismlarini ajratib ko'rsatish va ulardan oddiy xulosalarni ifodalashda foydalanish;
- voqealar o'rtasidagi o'zaro aloqalarni ko'rsatish;
- matnning umumiy g'oyasini aniqlash;
- matn tarkibining elimentlarini ochib berish;
- qahramonlar xatti-harakatiga izoh berish;
- asar qahramonlarining xatti-harakatlari va his-tuyg'ularini taqqoslash va qiyoslash;
- matnda qo'llanilgan til vositalarining xususiyatlari ustida birlamchi tahlil o'tkazish;
- matnning asosiy g'oyasini tushunish, yashiringan axborotlarni aniqlash va umumlashtirish;
- matndagi savollarga qahramonlarning asosiy tavsiflari, ularning intilishlari va his-tuyg'ularini izohlash orqali javob berish;
- matndan misollar keltirgan holda, javoblarni asoslash.

Axborotni o'zlashtirish va foydalanish maqsadidagi o'qish uchun quyidagi mahorat tavsiflari belgilangan:

- matnda keltirilgan dalillarni aniqlash va tasvirlash;
- kerakli axborotni o'zida mujassamlashtirgan gapni ajratish;
- xulosalarni izohlash uchun olingan axborotdan foydalanish;
- matnda yaqqol taqdim etilgan axborotga muvofiq xulosa chiqarish;
- matnning turli qismlarini tahlil qilish va kerakli axborotni ajratish;
- matnda yashirin berilgan axborotni aniqlash;
- matndagi alohida gaplar o'rtasidagi mazmuniy aloqalar asosida xulosalarni ifodalash;
- matn mazmunini izohlab berish;
- turli tipdagi matnlardan foydalanish va alohida tavsiflarni belgilash;
- matnning turli qismlaridagi murakkab ma'lumotlarni anglash va asoslash;
- matndagi ma'lumotlarni tushunish uchun aniq va noaniq elimentlarni baholash va ahamiyatini tushuntirish;
- matnlar, xaritalar, illuystrasiyalar, diagrammalar va rasmlar kiritilgan materiallar asosida turli matnlardagi ma'lumotlarni umumlashtirish.

PIRLS tadqiqotida belgilangan mahorat tavsiflaridan ko'rinib turibdiki, o'quvchilar matnni nafaqat tushunishadi balki, matnda berilgan ma'lumotlarni tushuna olish va ularga o'zining shaxsiy munosabatini bildira olish ko'nikmasi, olgan ma'lumotlaridan hayoti davomida to'g'ri foydalana olishi, bilim va imkoniyatlarini oshira olish layoqati ham shakllanib, rivojlanib boradi.

Xalqaro PIRLS tadqiqoti eng yaxshi o‘quv dasturlari va yosh o‘quvchilarning o‘qish qobiliyatlarini rivojlantirish tajribasi haqida noyob axborot materiallarini taqdim etadi. PIRLSga qatnashish O‘zbekistonga boshlang‘ich sinf o‘quvchilari orasida o‘qish qobiliyatlari darajasini mustaqil ravishda obyektiv baholash imkonini beradi. Bundan tashqari, O‘zbekiston ta'limining ochiqligi va dunyoning yetakchi ta'lim tizimlarining xalqaro hamjamiyatiga integratsiyalashuvini ta'minlaydi.

Foydalanilgan adabiyotlar ro‘yxati

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SHARQ BUYUK ALLOMALARINING KASB TANLASHGA OID FIKRLARI

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Annotatsiya: Ushbu maqolada Abu Nasr Forobiy, Abu Rayhon Beruniy, Abu Ali ibn Sino, Yusuf Xos Hojib, A.Navoiy mutafakkirlarimiz ta'limotida o'g'il va qizlarga ta'lim va tarbiya berish bilan birga ularni kasb-hunarga o'rgatish g'oyasi ham muhim o'rin ekani ko'rsatib beriladi.

Kalit so'zlar: ta'lim, kasb, hunar, pedagog.

O‘zbekiston Respublikasida ta'lim sohasida bo‘layotgan o‘zgarishlar, yurtimizda siyosiy, ijtimoiy-iqtisodiy, ma`naviy va madaniy sohalarda amalga oshirilayotgan islohotlar. Ta`lim jarayoni, kadrlar tayyorlash tizimini ham tubdan yangilash hamda rivojlantirishni talab etadi. Shu boisdan ta`lim tizimini zamon talablari darajasida va erishilgan tajribalar asosida rivojlantirish orqali o`sib kelayotgan yosh avlodni jamiyat hayotida faol ishtirok etadigan, har tomonlama yetuk va yuksak ma`naviyatli, komil insonlar etib tarbiyalash davlatimiz siyosatining ustuvor yo`nalishlaridan hisoblanadi. "Farzandlarimizni mustaqil fikrli, zamonaviy bilim va kasb-hunarlarni egallagan, mustahkam hayotiy tajribaga, chinakam vatanparvar insonlar sifatida tarbiyalash biz uchun dolzarb ahamiyatga ega bo`lgan masala hisoblanadi" deb aytgan prezident Sh.M.Mirziyoev.

Yoshlarning, kelajak avlodning kasbiy yetukligi, to`g`ri kasb tanlashi va mohirona olib borishiga e`tibor qaratilishi hozirgi kuninig dolzarb masalalaridandir. Ilk o`spirinlar mustaqil hayot sohasida yaqin istiqbolga ega bo`lar ekanlar, o`zlarining hayot yo`llarini belgilab olishga, bundan keyingi mehnat faoliyatlarining aniq istiqbollarini aniqlab olishga, o`zlarining kelgusi ixtisoslarini tanlashga intiladilar. Shu munosabat bilan kasb-hunarga oid qiziqishlar tarkib topadi va yanada barqarorroq bo`lib qoladi, yigit va qizlar o`z kelajaklari haqida jiddiyroq o`ylay boshlaydilar. Katta yoshdagi maktab o`quvchilaridan biror o`quv faniga ishtiyoq natijasida ularga har – xil kasblarga qiziqish vujudga keladi. Kasbga yo'naltirishdan asosiy maqsad o'sib kelayotgan yosh avlodni ongli va mustaqil ravishda kasb tanlashga tayyorlashdan iborat bo'lib, bu jarayon shaxsning bo'lg'usi kasbiy faoliyat sub'ekti sifatida shakllantirishini nazarda tutadi hamda uning bozor iqtisodiyoti munosabatlariga moslashib borishiga ko'maklashadi. Kasbga yo'naltirishga yoshlarning kasbni erkin va mustaqil tanlashining ilmiy, amaliy tizimi sifatida qaralishi lozim. Bunda har bir shaxsning individual xususiyatlarini hisobga olish, xalq xo'jaligi manfaatlari nuqtai nazaridan mehnat zahiralari bilan to'laqonli ta'minlash zarurati kabi omillarni e'tiborda tutish joizdir.

Sharq mutafakkirlari ta'limotida o'g'il va qizlarga ta'lim va tarbiya berish bilan birga ularni kasb-hunarga o'rgatish g'oyasi ham muhim o'rin egallaydi. Bundan ko'rinadiki, kasb tanlash, kasbga yo'naltirish masalalari hozirgi kun uchun yangilik bo'lmay, balki azaliy muammo sifatida o'rganib kelinmoqda.

Abu Nasir Forobiy bobomizning fikricha, insonning kasb-hunar va san'atdagi fazilatiga kelsak, bu fazilat tug'ma emasdir, aks holda uning fikru-fazilatida mutlaqo kuch va ulug'lik bo'lmas edi. Agar kasb-hunar fazilati tug'ma bo'lganda podshohlar ham o'zlari ishlab va harakat qilib emas, balki podshohlik ularga faqat tabiiy ravishda muyassar bo'lgan, tabiat talab qilgan tabiiy majburiy bo'lib qolar edi. Ya'na Farobiy bobomizning fikricha: «Inson ojiz banda, hech narsaga qodir bo'lmagan mavjudod emas, balki u eng oliy kamolot natijasi bo'lib o'z aql-idrok ziyosiga ega, o'zi uchun zarur bo'lgan hamma narsani yaratishga qodir borliqdir". Forobiy mehnat va kasb-hunar ko'nikmalarini, axloqiy fazilatlarni hosil qilish lozimligini ta'kidlab; "Agar kasb-hunar fazilati tug'ma bo'lganda, podshohlar ham o'zlari istab va harakat qilib emas, balki podshohlik ularga faqat tabiiy ravishda muyassar bo'lgan, tabiat talab qilgan tabiiy bir majburiyat bo'lib qolar edi. Kasb-hunar fazilati tug'ma bo'lmas ekan, xalqlar va shahar ahllarida, odob-axloq, rasm-rusm, kasb-hunar, odat va irodani hosil qilishi insondan zo'r kuch va qudrat talab qiladi. Bu ikki yo'l bilan, ya'ni ta'lim va tarbiya yo'li bilan hosil qilinadi. Ta'lim degan so'z xalqlar va shaharlar o'rtasida nazariy fazilat va amaliy kasb-hunar fazilatlarini birlashtirish degan so'zdir», — degan edi.

Abu Rayhon Beruniy bobomiz inson kamolotida mehnat va mehnat tarbiyasi haqida muhim fikrlarni bayon etadi. U har bir hunar egasini mehnatiga qarab turlarga bo'ladi. Og'ir mehnat sifatida binokor, ko'mir qazuvchi, hunarmand, fan sohiblari mehnatini keltiradi. Ayniqsa, ilm aqli-olimlar mehnatiga alohida e'tibor berish, hayrihoh bo'lishga chaqiradi, ularni ma'rifat tarqatuvchilar jamiyat ravnaqiga hissa qo'shuvchilar deb biladi. Beruniy bolalarni mehnatga o'rgatish metodlari, yo'llari haqida ham fikr yuritadi. Masalan, bolalarni eng kichik yoshdan mehnatga o'rgatish kerak, deydi.

Yusuf Xos Hojib bobomiz o'sha davrda kosib hunarmandlarga naqadar hayrihohligi o'zo'zidan emasdi. Chunonchi, davlatning tinch osoyishtaligi, jahonda tutgan mavqei, boyligi, xalqning farovonligi ana shu toifadagi kishilarga bog'liq edi. Zero, kasb-hunar ta'limning ijtimoiy-siyosiy, moddiy va madaniy taraqqiyotining o'lchov birligi sanalardi. Yusuf Xos Hojib jamiyat taraqqiyoti va xalq farovonligida muhim o'ringa ega bo'lgan dehqonlar, chorvadorlar, savdogarlar, tabiblar, olimlar haqida ham muhim fikrlar bayon etadi va har birining jamiyatdagi o'rnini ko'rsatib beradi.

Abu Ali ibn Sino bobomiz mehnatsevarlik tarbiyasi borasidagi fikrlari ham diqqatga sazovordir. Jumladan, u har bir bolani biror hunarga o'rgatmoq shart, deydi. Yosh yigit biror hunarni o'rgansa, uni hayotga tatbiq eta olsa va mustaqil hunar tufayli oilani ta'minlaydigan bo'lsagina otasi uni uylantirib qo'ymoqi lozim, deb hisoblaydi.

Abu Nasr Forobiy bobomiz kasb-hunar to'g'risida ilk fikrlarini bildirib, qimmatli maslahatlarni berganlar, chunonchi ta'lim-so'z va ko'nikmalar majmui, tarbiya esa amaliy malakalardan iborat ish-harakat ekanligini, muayyan kasb-hunarga berilgan, u bilan qiziqqan kishilar shu kasb-hunarning chinakam shaydosi bo'lishini aytgan. Bu mulohazalardan ko'rinib turibdiki, kasb-hunar insoniyat uchun azaldan juda zarur hayotiy vosita bo'lib kelgan.

Alisher Navoiy o'z asarlarida, she'r va g'azallarida, adabiy meroslarida halol mehnatni, kasb-hunar egallashning muqaddasligini va zarligini ta'kidlab, ulug'lab o'tganlar, g'azallarida yoshlarni ilm-hunar egallashga chaqiradi;

Ilm kasbiniqildi to joni bor,
Hunar o'rgandi onga ki imkoni bor

shoir Alisher Navoiy umuminsoniy tarbiya sohasida bir butun asar yaratmagan bo`lsa ham, o`zining bu haqidagi fikrlarini deyarli barcha ilmiy va adabiy asarlarida ifodalagan. Alisher Navoiyning ilm-ma'rifat, ta'lim-tarbiya masalalaridagi fikrlarida insonparvarlik g`oyalari bosh

o`rinda turadi. Uning fikricha, inson dunyoda hammadan yuksak, aziz va qadrlidir. Alisher Navoiyning barcha asarlari yoshlar tarbiyasi uchun muhim xazina hisoblanadi. U o`z asarlarida har bir so`zdan unumli va o`rinli foydalana olgan. Har bir hikmati biz uchun ibratlidir. Alisher Navoiyning hayoti va merosi yoshlarda umuminsoniy fazilatlarni tarbiyalashda bizga har tomonlama namuna bo`ladi. Ulug` shoir o`zining ta'lim-tarbiyaga oid fikr-mulohazalari bilan barkamol avlod tarbiyasiga katta hissa qo`shdi, umuminsoniy fazilatlar to`g`risidagi fikrlari hozirgi davrimiz uchun ham muhimdir.

Shunday ekan, tarbiyachi muomala jarayonida juda ehtiyotkor bo`lishi maqsadga muvofiqdir. Shunday ekan, o'sib kelayotgan yosh avlodni kasb hunarga yo'naltirish, to'g'ri kasb egallashga yo'naltirish masalasi faqat hozirgi kunda emas balki azaldan hayotiy ahamiyatli, dolzarb muammolardan biri ekanligini ko'rishimiz mumkin. Farzandlarimizni erta yo'shligidan boshlab qiziqishlari, moyillik va qobiliyatlarini e'tiborga olib ularni kasb hunarga to'g;ri yo'naltirsak, nafaqat oilaning, balki butun jamiyatning ravnaqiga samarali ijobiy ta'sir qiladi.

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SPORTCHINING OVQATLANISHIDA ORGANIK MODDALARNI AHAMIYATI VA RATSIONAL MUVOZANATLI OVQATLANISH

G'ulomov Jahongir
SamDU Kattaqo'rg'on filiali talabasi

Annotatsiya Maqolada **s**portchining yaxshi natijalarga erishishi uchun unga nafaqat motivatsiya, balki yuqori darajadagi chidamlilik ham kerak, bu uning ovqatlanishi qanchalik to'g'ri tashkil etilganiga bevosita bog'liq. Bu juda muhim, chunki zaiflashgan immunitet va sog'liq muammolari bilan tananing sportchilar boshdan kechirgan og'ir jismoniy zo'riqishlariga bardosh bera olmaydi. Oziqlanish tanani yaxshi holatda saqlashga va yuqori natijalarga erishishga yordam beradi.

Kalit so'zi: Inson, oziqlanish, ratsion, uglevod, vitamin, moddalar.

Ovqat - hayot va zavq manbai. I. P. Pavlov ta'kidlaganidek, oziq-ovqat hayot jarayonini to'liq aks ettiradi va barcha tirik mavjudotlarni, shu jumladan insonni atrofdagi tabiat bilan bog'laydigan qadimiy aloqani ifodalaydi. Oziq-ovqat olish, odam nafaqat ochlik tuyg'usini qondiradi, balki zavq oladi. "Oziqlanish" atamasi keng ma'noga ega, u organizmning har qanday fiziologik funktsiyasini energiya va tarkibiy moddalar bilan ta'minlash asosini tashkil etuvchi biologik hodisalarning umumiy miqdorini (organizmga ozuqa moddalarini qabul qilish va aylantirish) bildiradi. Oziqlanish muammosi hozirgi vaqtda insoniyat oldida turgan asosiy iqtisodiy va ijtimoiy muammolardan biridir. Oziqlanish fani ko'plab savollarni ko'rib chiqadi, ulardan quyidagilar asosiy hisoblanadi: uning o'sishi, ko'payishi va boshqa hayotiy funktsiyalari uchun oziq-ovqat bilan qanday kimyoviy moddalar va qancha miqdorda iste'mol qilinishi kerak; oziq-ovqatdan ozuqa moddalarining yo'qligi yoki aksincha, ortiqcha bo'lishi qanday oqibatlarga olib keladi; ozuqa moddalarining har birining o'ziga xos biologik roli qanday; organizmning ozuqa moddalariga bo'lgan ehtiyojini qondirish uchun qanday ovqatlar va qancha miqdorda talab qilinadi.

Oziqlanishning asosiy zamonaviy tushunchalaridan biri ratsional muvozanatli ovqatlanish nazariyasidir. Ushbu nazariya nafaqat tanani energiya bilan etarli darajada ta'minlash, balki uning

normal ishlashini ta'minlash uchun asosiy oziq moddalar va boshqa muhim oziq moddalar o'rtasidagi nisbatni saqlash zarurligi haqidagi g'oyaga asoslanadi. Oziqlanishda asosiy rol organizmda boshqa tarkibiy qismlardan sintez qilib bo'lmaydigan moddalarga tegishli. Bularga noorganik ionlar va bir qator organik birikmalar kiradi. Ratsionning zarur komponentlari taxminan 24 ta organik birikmalardir. Bu moddalar asosiy oziqlanish omillari deb ataladi. Insonning ovqatlanishi oqilona bo'lishi kerak, ya'ni u metabolizmning zarur darajasini ta'minlagan holda tananing energiya, plastmassa va boshqa ehtiyojlarini qondirishi kerak. Insonning sog'lig'i va faoliyatining buzilishi nafaqat individual almashtirib bo'lmaydigan omillarning etishmasligiga, balki ularning ortiqcha bo'lishiga ham olib kelishi mumkin. Ratsional ovqatlanish doktrinasi bilan tanishish organizmdagi asosiy oziq moddalarning biologik funktsiyalarini tushunishdan boshlanishi kerak. Uglevodlar hayvon va o'simlik organizmlaridagi tabiiy moddalarning asosiy sinflaridan biridir. Ularning umumiy biologik ahamiyati, birinchi navbatda, barcha organik moddalar oxir-oqibat fotosintez jarayonida hosil bo'lgan uglevodlardan kelib chiqishidadir. Zamonaviy ilmiy tushunchalarga ko'ra, biosferada boshqa barcha organik birikmalarga qaraganda ko'proq uglevodlar mavjud. Uglevodlar inson dietasining asosiy qismini tashkil qiladi - kuniga 400-500 g. Karbongidrat katabolizmi jarayonida hayot uchun energiyaning asosiy qismi chiqariladi. Jigarda va mushaklarda to'plangan uglevodlar cheklangan energiya zahirasi qiymatiga ega.

Ratsionning kunlik energiya qiymatining taxminan yarmi uglevodlar bilan ta'minlanadi. Glikoproteinlar, glikolipidlar va kislotali mukopolisaxaridlar kabi murakkab uglevodlar (polisaxaridlar) ham strukturaviy funktsiyalarga ega. Uglevodlar organizmda bir qator maxsus funktsiyalarni bajaradi. Shunday qilib, qondagi heteropolisaxaridlar qon guruhlarining o'ziga xosligini aniqlaydi va ba'zi to'qimalarning (jigar, o'pka, arterial devorlar) hujayradan tashqari moddasi tarkibidagi geparin tomirlarda qon ivishining oldini oladi. Uglevodlar uchta asosiy sinfga bo'linadi: monosaxaridlar, oligosakkaridlar, polisaxaridlar. Monosaxaridlar orasida oziqlanishda eng muhimi glyukoza va fruktoza; oligosakkaridlar orasida - saxaroza; polisaxaridlar orasida kraxmal va glikogen bor. Glyukoza eng keng tarqalgan monosaxarid bo'lib, turli xil mevalar va rezavorlarda sezilarli miqdorda mavjud. Polisaxaridlar - glikogen va kraxmal - glyukoza qoldiqlaridan qurilgan. U saxaroza va boshqa disaxaridlar molekulasida ham mavjud. Glyukoza tanada miya, skelet mushaklari, yurak va boshqa to'qimalar uchun muhim energiya manbai sifatida ishlatiladi. O'simlik ovqatlarida glyukoza ko'pincha fruktoza bilan birga keladi. U ichaklarda sekinroq so'riladi va qondan glyukozaga qaraganda tezroq yo'qoladi. Muhim uglevodli oziq-ovqat mahsuloti saxaroza bo'lib, uning miqdori granüllangan shakarda 99,75% ga etadi. Organizmni uglevodlar bilan ta'minlashda asosiy rolni kraxmal o'ynaydi, uning manbalari don, kartoshka, non mahsulotlari va boshqalar. Hazm qilinadigan uglevodlarning asosiy miqdori organizmga kraxmal shaklida kiradi. Oxir-oqibat, oziq-ovqat tarkibidagi deyarli barcha uglevodlar glyukozaga aylanadi va bu shaklda ular ichakdan qonga kiradi. Shu bilan birga, turli mahsulotlardan qondagi glyukozaning konversiya tezligi va ko'rinishi boshqacha. Ushbu biologik jarayonlarning mexanizmi oziq-ovqat uglevodlarini (kraxmal, glikogen, saxaroza, laktoza, fruktoza va boshqalar) qon glyukozasiga aylantirish tezligini aks ettiruvchi "glisemik indeks" (GI) kontseptsiyasida aks ettirilgan. Ma'lumki, qondagi glyukoza (shakar) darajasi normal chegaralarda (100 ml qon uchun 80-120 mg) gormonlar: bu darajani normal holatga keltiradigan insulin va glyukagon yordamida tartibga solinadi. normal holatga keltiradi. Ovqatdan keyin qondagi glyukozaning ko'payishi, natijada qondagi insulin darajasi oshadi.Insulin - anabolik gormon; u turli organlar hujayralarining membranalariga shunday ta'sir qiladiki, bu membranalarning o'tkazuvchanligi oshadi va hujayralarga glyukoza oqimi keskin oshadi. Bu hujayra ovqatlanishining normal mexanizmi. Ortiqcha vazn (semizlik) holatlarida bu jarayonni past yoki o'rtacha GI bo'lgan ovqatlardan foydalanish orqali nazorat qilish mumkin, va aksincha, intensiv mashg'ulotlar bilan - yuqoriligi bilan.

Tizimli jismoniy faoliyat (mashq) bilan vitaminlarga bo'lgan ehtiyoj doimo ortadi. Har bir qo'shimcha 1000 kaloriya uchun vitaminlarga bo'lgan ehtiyoj 33% ga oshadi. Bundan tashqari, agar mashg'ulot uzoq davom etsa va aerobik rejimda o'tkazilsa, unda C, B1 vitaminlariga bo'lgan ehtiyoj sezilarli darajada oshadi. Mushak massasining to'planishi bilan bog'liq intensiv mashg'ulotlar paytida organizm B6 vitaminini ko'proq talab qiladi. Haqiqiy vitamin yetishmasligi sabablarining yuqoridagi ro'yxati to'liq emas, ammo bu bizning tanamizning atrof-muhitga, turmush tarziga, oziq-ovqat sifati va miqdoriga tabiiy bog'liqligining murakkabligini tushunishga imkon beradi. Va agar vitamin muammolarining tashqi belgilariga qaytadigan bo'lsak, unda quruq teri, masalan, C, B2, B6, A vitaminlarini etarli darajada iste'mol qilmaslik va so'rilishi bilan chambarchas bog'liqligini esga olishimiz kerak; soch va tirnoqlarning yomon holati - A va C vitaminlari etishmasligidan dalolat beradi; lablarning rangsizligi C va B2 vitaminlari etishmasligidan kelib chiqadi; akne shakllanishi - A vitamini.Ma'lumki, sportchining ratsionidagi majburiy komponentlar - sabzavotlar, o'tlar, ildizlar, mevalar va rezavorlar kerakli miqdor va assortimentdir.

Sabzavotlarning minimal talab qilinadigan miqdori sakkizta mahsulotdan 400 g: karam, lavlagi, sabzi, sholg'om (turp, turp), pomidor, bodring, piyoz, sarimsoq, shuningdek achchiq ko'katlar - arpabodiyon, maydanoz, selderey va boshqalar Mevalar, rezavorlar 300 g talab qilinadi: olma, tsitrus mevalari, smorodina. Har bir taom uchun ozgina talab qilinadigan bo'lsa, bu minimal talabni oshirish mumkin. Eng kamida to'rtta taom bo'lishi kerak, bu sizga yaxshi hazm bo'lish uchun kichik qismlarda hajmli o'simlik ovqatlarini iste'mol qilishga imkon beradi.

Organizmning uglevodlarga bo'lgan ehtiyoji energiya iste'moli darajasiga bog'liq. Jismoniy mehnatning intensivligi va og'irligi oshishi bilan uglevodlarga bo'lgan ehtiyoj ortadi. Yengil, o'rtacha va hatto og'ir jismoniy mehnat bilan shug'ullanadigan odamlarga qaraganda, sportchilar uglevodlarga ko'proq ehtiyoj sezadilar. Mashg'ulotlarning yuqori intensivligi va hajmi va raqobatbardosh yuklar bilan sportchilarda uglevodlarga bo'lgan ehtiyoj kuniga 800 g gacha yoki undan ko'proq oshishi mumkin.Shunisi qiziqki, dietada nuqsonli protein mavjud bo'lganda vitaminlarga bog'liqligimiz kuchayadi. Bu vegetarian dietasi bilan, shuningdek, turli xil energiya xarajatlari bilan sport mashg'ulotlari davrida ovqatlanish qoidalarini noto'g'ri talqin qilish bilan sodir bo'ladi. Hatto mashg'ulot kunlarida ham protein iste'mol qilish me'yorlariga rioya qilish kerak. Ayol tanasida temir va mis darajasini tabiiy ravishda tiklash uchun muntazam ravishda qon yo'qotish paytida va undan keyin murakkab sabzavotli yonma-ovqatlar bilan go'sht va baliq iste'mol qilish juda muhimdir. Ushbu kombinatsiyada iz elementlari, oqsil va S vitamini yaxshiroq so'riladi.Ko'rinib turibdiki, multivitaminlar va minerallarni qo'shimcha qabul qilish nafaqat kuz, qish va erta bahorda ma'lum vaqtlarda, balki yilning istalgan vaqtida - yuqoridagi omillar mavjud bo'lganda mumkin va zarur.

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BOSHLANG'ICH SINF O'QUVCHILARDAGI PSIXOLOGIK MUAMMOLAR VA ULARNING PEDAGOGIK YECHIMLARI

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Annotatsiya: ushbu maqolada kichik yosh bolalar psixologikasi va yoshlik davrida maktab va o'tish davrlaridagi muammolar pedagogik muammolar asosan bola tarbiyasi jarayonidagi pedagogik qarashlar va tarbiya masalasi to'g'risida ma'lumotlar yoritilgan.

Kalit so'zlar: bolalar psixologiyasi, bolalar psixologiyasining predmeti, L.S.Vigotskiyning fikrlari, pedagogik psixologiyaning muammolari va yechimlari, samaradorlik, boshlang'ich ta'lim, o'yin faoliyati, qiziqish, dunyoqarash.Ma'lumki, biz boshlang'ich sinflarga kelgan o'quvchilarning psixikasini o'rganib chiqishimiz lozim bo'ladi. Buning uchun biz bolalar psixologiyasiga to'xtalishimiz kerak bo'ladi. Aslida, bolalar psixologiyasi deganda nimani tushunamiz? Bolalar psixologiyasi – psixologiya fanining alohida tarmog'i bo'lib, bolaning tug'ilganidan to yetuklik davrida psixik taraqqiyotini, turli yosh davrlaridagi bolalarni psixik taraqqiyotining qonuniyatlarini, rivojlanishining turli bosqichlarida bola psixikasiga xos xususiyatlarini o'rganadi. Barkamol shaxsni tarbiyalashda, bolani dunyoga kelganidan boshlab to voyaga yetguniga qadar bo'lgan davrdagi psixologik xususiyatlarini bilish tarbiyachilar, pedagoglar va psixologlar, ota – onalar uchun muhim ahamiyatga egadir. Bolaning psixik taraqqiyoti haqidagi bilimlarni esa psixologik bilimlarning maxsus sohasi – bolalar psixologiyasi o'rganadi. Tadqiqotchilarning uqtirishiga ko'ra, tabiat va jamiyat qonunlari singari kamol topayotgan bola shaxsi rivojlanishining ham o'z qonunlari bor. Bu qonunlar psixologiya fanining maxsus tarmog'i – bolalar psixologiyasining predmetiga kiradi.

Bola jamiyatning a'zosi, mukammal shaxs sifatida muayyan ijtimoiy muhitda kamol topar ekan, uning butun bilish jarayonlari, o'ziga xos xususiyatlari va ruhiy holatlari, ongi rivojlanadi. Ana shu rivojlanish natijasida uning psixikasi, ongi go'dakning dastlabki oddiy aks ettirish tarzidagi sodda ongidagi balog'atga yetgan insonlarga xos tevarak – atrofni , borliqni, odamlarni aniq, yaqqol, to'la va anglab aks ettirish darajasigacha taraqqiy etadi .

Bolalar psixologiyasidagi psixik muammolardan biri bu maktabgacha yosh davrdan kichik maktab yosh davriga o'tayotgan vaqtdagi krezis ya'ni inqirozdir. Bu inqirozga 7 yoshdagi bolalarni misol qilib keltirsak bo'ladi. Ayni damda ular shu paytda ya'ni shu yoshda maktabga, to'g'rirog'i boshlang'ich sinfga borishadi. Bu inqirozda yuz beradigan psixik muammolarga hamma narsani o'zi mustaqil qilishga, kattalarga nisbatan taqlid, hech kimga o'xshamaslikka harakat qilishadi. Ya'ni „ men '' obrazi yuksala boradi. Ko'proq bu vaqtda adaptatsiya jarayoni bosh rollarda bo'ladi. Adaptatsiya bu – moslashuvchanlikdir. Sababi shuki, bolalarni ota – onasi ikki – uch yoshidan boshlab bog'chalarga bera boshlaydi. Hamda bolalar bog'chaga, bog'chadagi tarbiyachilarga, do'stlariga o'rganib qoladi. Yoshi 7 ga to'lganidan keyin esa maktabga kelishadi. Mana xuddi shu yerdan boshlab adaptatsiya jarayoni boshlanadi. Ya'ni bolalarning sinfga, o'qituvchisiga, boshqa sinf o'quvchilariga, maktabning ichki tartib qoidalariga, umumiy qilib aytganda, maktabga moslashishi kerak bo'ladi. Shu jarayonlarda bolalarda injiqlik, aytganni qilmaslik, taqlidlar ya'ni insonlarga nisbatan qiziqishlari kuchaya boradi. Bu vaqtda o'qituvchi o'zining pedagogik mahoratidan foydalanishi kerak. Bolalar bilan faqat o'qituvchi emas, balki, ota – onasi ham shug'ullanishi kerak. G'amxo'rlik, mehribonlik qilishlari kerak. O'z farzandlariga nisbatan motivatsiyalar berishi , ishonch bildirishlari lozim. Boshlang'ich sinf o'qituvchisi ham o'quvchilarga nisbatan iliq munosabatda bo'lishi, dars jarayonlarini qiziq tarzda olib borishi shart. Sababi, bolalarning darsga bo'lgan qiziqishi so'nishi yokida bo'lmasam umuman ham maktabga borgisi kelmay qolishi mumkin. Bu jarayonlarni oldini olish uchun turli xil metodlardan, ko'rgazmali qurollardan foydalanishi kerak bo'ladi.

Bolaning psixik rivojlanishini kuzatgan chet ellik olimlarga L.S.Vigotskiy, P.P.Blonskiy, A. Vallon, J.Piaje va boshqalarning aniqlashicha, mazkur kamol topishning o'ziga xos xususiyatlarga asoslangan (senzitiv – qulay) davrlari mavjud bo'lib, ular individning o'zi yashab turgan muhitda

(bog'cha, oilada) tutgan o'rni , bilish jarayonlari, o'ziga xos xususiyatlari, holatlari, shaxsi va ongining o'sish darajasi bilan bevosita bog'liqdir. Psixologlardan biri L.S.Vigotskiyning fikricha: „Ta'lim jarayoni taraqqiyot jarayoniga mos kelmaydi, ta'lim jarayoni taraqqiyotdan ilgarilab ketdi va bolalar psixikasining taraqqiy etishini ergashtirib boradi'' - deydi.

O'zbek olimlaridan esa G'oziyevning fikriga: „Taraqqiyot ta'limni o'z ortidan yetaklaydi'' - degan edi.

Boshlang'ich sinfdagi psixik – pedagogik muammolarning bugungi kundagi holatlariga:

1) Bolalarning dars jarayonlarida sust bo'lishi va tez charchashi;

2) Boshlang'ich sinf o'quvchilarining darslarni o'z vaqtida o'zlashtira ololmayotganligidir.

Birinchi holatni ko'rib chiqadigan bo'lsak, bolalarning dars jarayonlarida sust bo'lishini sabablaridan biri bu – darslarni to'g'ri tarzda olib borilmasligi, metodlardan foydalanilmasligi va darslarning bir xil rejimda olib borilishidir. Shu bilan birga dars vaqtida o'quvchilarning tez charchachi. Buni oldini olish uchun dars paytida turli xildagi mashqlar bajarish, oyoq – qo'llarni harakatga keltirish kerakdir.

Ikkinchi holatni ko'radigan bo'lsak, o'quvchilarning o'z vaqtida darslarni o'zlashtira ololmayotganligidir. Bunday o'quvchilar bilan o'qituvchi individual tarzda shug'ullanishi, darsdan so'ng qo'shimcha darslar o'tishi, turli xildagi test metodlaridan foydalanishi kerak.

O'qish o'quvchilarning vazifasi, ijtimoiy burchidir. O'qituvchi bilan birinchi uchrashuvdayoq bolalar ko'p narsalarni eshitadi va maktabdagi o'qish haqida ko'p narsalarni bilib oladi va o'qishning nimaligini anglay boshlaydi.

Maktabdagi o'qish, tashkiliy muayyan maqsadlarga qaratilgan ancha ixtiyoriy protsesslar talab qiladi. Ko'rish sezgisi bilan idrok maktab ta'limida katta o'rin egallaydi. Gap shundaki, odam tashqi dunyodan keladigan axborotning asosiy qismini ko'rish retseptori faoliyati orqali oladi. Ya'ni ko'rish retseptori orqali olinadigan axborot hamisha boshqa retseptorlardan keladigan axborotning 80 % ga to'g'ri keladi. O'quvchilarda dars paytida o'z diqqat e'tiborini uzoqdagi predmetlarga doimiy ravishda ko'chirib turishga to'g'ri keladi.

Agar bolalar rangning tuslarini ajratishga maxsus o'rgatilsa, ularda ranglarni farqlay olish xususiyati ancha o'sib boradi. Bularga misol tariqasida, bu sohada 20 ta eksperimental mashg'ulot o'tkazilganda, bolalar eng och ranggacha bo'lgan ip kalavasini ajratganlar. Ana shundan keyin ular o'rta hisob bilan 12 ta qizil, 10 ta sariq, 6 ta yashil, 4 ta ko'k ranglarni bir- biridan farq qila olganlar. Kichik maktab yoshi fonematik eshitish, ya'ni nutqning, eshitishning rivojlanishi va takomillashuvi davridir. O'qish mashg'ulotlari va yozma mashqlar o'quvchilarda fonematik eshitishning ancha nozik xususiyatlarining paydo bo'lishiga yordam beradi.

Boshlang'ich sinf o'quvchilarida kechadigan psixik muammolarni turli xil didaktik o'yinlar orqali hal etsa ham bo'ladi. Masalan, darsga qiziqishini uyg'otish uchun "Baliq ovi" o'yinidan yoki "Asarlari" o'yinidan foydalansa bo'ladi. Bu didaktik o'yinlar bolalarning dunyoqarashini, tasavvurlarini, fikrlarini kengaytiradi. Tafakkurini rivojlantiradi. Erkin fikr bildira olishga o'rgatadi. O'qituvchi o'zining pedagogik mahoratidan kelib chiqqan holda, bu o'yinlarni o'z vaqtida qo'llashi kerak bo'ladi. Bu o'yinlar darsning samaradorligini ham oshiradi.

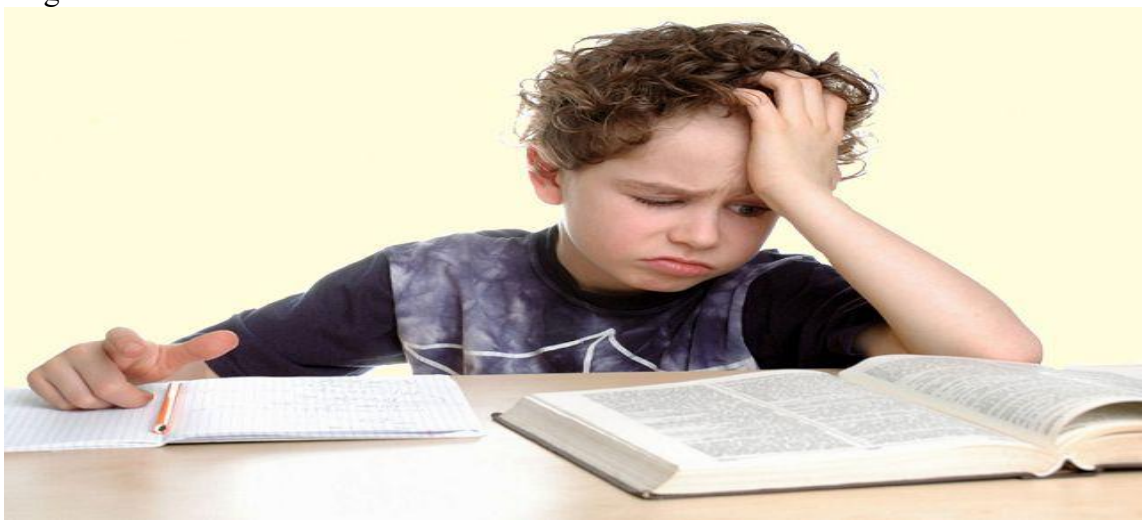
Pedagogik mahoratning o'ziga to'xtaladigan bo'lsak, o'qituvchilarning shaxsiy va kasbiy fazilatlarini belgilovchi xususiyatlar bo'lib, o'qituvchilarning ta'lim – tarbiyaviy faoliyatida yuqori darajaga erishishini, kasbiy mahoratini doimiy takomillashtirib borish imkoniyatini ta'minlovchi faoliyatdir. U o'z fanini mukammal bilgan, pedagogik – psixologik va metodik tayyorgarlikka ega bo'lgan, o'quvchilarni o'qitish, tarbiyalash va rivojlantirishning optimal yo'llarini topish uchun amaliy faoliyat olib boradigan har bir o'qituvchining kasbiy faoliyatida namoyon bo'ladi.

Boshlang'ich sinf o'quvchilarining maktab ta'limiga moslashmaganlik yoki o'zlashtirmaganlik belgilariga:

- loqaydlik (16%)
- sustlik (36%)

- tez charchach (12%)
- lanjlik (18%)
- befarqlik(22%) kabilar.

Misol uchun, boshlang‘ich sinf o‘quvchilarida sustlikni oldini olish uchun o‘qituvchi o‘quvchi bilan individual ishlashi, darsni qiziqarli tarzda olib borishi, qiziqarli mashg‘ulotlar o‘tkazishi, sinfdan tashqari ishlarni tashkil etishi kerak. Shundan so‘ng o‘quvchilarda darsga bo‘lgan qiziqish kuchayadi va eslab qolishi yaxshilanadi. Biz bu natijaning 35 % dan 46 % ga o‘sganini ko‘rishimiz mumkin.



Tez charchashini oldini olish uchun esa turli xildagi qo‘l harakati o‘yinlaridan o‘ynab turishi, faqat dars davomida o‘tiravermasdan harakat qilishi kerak. Sababi shundaki, boshlang‘ich sinf o‘quvchilarining ko‘krak qafasi, qo‘l suyaklari, tog‘aysimon suyaklari, to‘qimalari, umurtqa pog‘onalari, nerv sistemasi ayrim xususiyatlari yetarlicha rivojlanmagan bo‘ladi. Agar yuqoridagi aytilgan mashg‘ulatlarni o‘tkazib tursa umurtqa pog‘onalari to‘g‘ri rivojlanadi. Suyaklari to‘g‘ri bo‘lib Bu tadqiqotning natijasini esa 12 % dan 23 % ga oshganini ko‘rishimiz mumkin bo‘ladi.

O‘quvchilarni moslashtirishga, o‘zlashtirishga, faollashtirishga kerak bo‘ladigan usullar, motivlar tarkibiga;

- psixologik metodikalar;
- psixologik metodlar;
- ko‘rgazmali qurollar;
- tarqatma materiallar va boshqalar.

Boshlang‘ich sinf o‘quvchilarini maktabga, sinfga moslashtirish uchun o‘qituvchi psixologik metodlardan foydalanishi kerak. Bu metodlarga kuzatish, test, anketa, suhbat va shu kabi metodlar kiradi. Bu metodlar o‘quvchilarni qanchalik moslashuvchanligini aniqlab beradi. Turli xildagi ko‘rgazmali qurollar o‘quvchilarni dars jarayonlarida faolligini oshiradi. Xotirasida uzoq vaqt saqlanib qolishiga yordam beradi.

Shunday xulosaga kelish mumkinki, o‘qituvchi o‘z ustida ishlashi, o‘ziga nisbatan talabchan bo‘lishi, yetuk bilim egasi bo‘lishi kerak. Bolalarda kechadigan psixik – pedagogik muammolarga o‘z vaqtida yechim topishi, bu yechimlar amaliyotda o‘z natijasiga ega bo‘lishi lozim. Hamda boshlang‘ich sinf o‘quvchilariga yoshiga nisbatan talabchan bo‘lishi, vazifalar berishi, ularda kechadigan psixik muammolarni ayni paytida hal etishi, e’tibordan chetda qoldirmasligi kerak. Bu boshlang‘ich sinf o‘qituvchisi uchun ham, boshlang‘ich sinf o‘quvchisi uchun ham yaxshidir. Shuning bilan birga o‘quvchilarning ota – onasiga farzandlarining darsni qay darajada o‘zlashtirayotgani haqida ma’lumot berishi va ota – onalar bilan treninglar o‘tkazilishi lozim. Bu treninglar orqali "o‘qituvchi - o‘quvchi" o‘rtasidagi munosabatlar ham yaxshilanadi. Hamda bog‘liqlik paydo bo‘lishiga sabab bo‘ladi. Shu bilan birgalikda ota - onalarning farzandlariga bo‘lgan mas’uliyati ham oshadi.

Shuni ta'kidlab aytish lozimki, boshlang'ich sinf o'quvchilarining o'qish faoliyatlarida ro'y beradigan kamchiliklar, shu yoshdagi psixik muammolarni pedagogik yechimlarini topishda boshlang'ich sinf o'qituvchisining roli katta bo'ladi. Shu sababli, boshlang'ich sinf o'qituvchisi pedagogik mahoratga ega bo'lishi va har qanday sharoitda ham o'zini yo'qotib qo'ymasligi kerak hisoblanadi.

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TA'LIM OLUVCHILARNING BILIMLARINI BAHOLASHNING AHAMIYATI VA UNING TURLARI

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Annotatsiya: *Ushbu maqolada **b**ilim, ko'nikma va malakalarni nazorat qilish va baholashning tarbiyaviy ahamiyati shunda-ki, ta'lim oluvchilarning o'qishga, o'z yutuqlari va muvaffaqiyatsizliklariga nisbatan munosabati shakllanadi, qiyinchiliklarni yengish istagi tug'iladi*

Baholash – ta'lim jarayonining ma'lum bosqichida o'quv maqsadlariga erishilganlik darajasini oldindan belgilangan mezonlar asosida o'lchash, natijalarni aniqlash va tahlil qilishdan iborat jarayondir.

Baholash natijasida tushuncha va qonun-qoidalarning qaysi birlari qiyin, qaysi birlari esa oson o'zlashtirilishi aniq-ravshan bo'ladi. Bu ta'lim oluvchining ijodiy tarzda darsga tayyorgalik ko'rishi va o'quv mashg'ulotini o'tkazishi uchun asos bo'lib xizmat qiladi. Xuddi shuningdek, ta'lim oluvchiga ham ta'lim jarayonida qaysi o'quv materialini yaxshi, qaysisini qoniqarli va nimani yomon o'zlashtirgani ma'lum bo'ladi.

Bilim, ko'nikma va malakalarni nazorat qilish va baholashning tarbiyaviy ahamiyati shunda-ki, ta'lim oluvchilarning o'qishga, o'z yutuqlari va muvaffaqiyatsizliklariga nisbatan munosabati shakllanadi, qiyinchiliklarni yengish istagi tug'iladi. Baholash hamisha ta'lim oluvchining shaxs sifatida o'ziga nisbatan muayyan bir munosabatni hosil qiladi. Ta'lim beruvchi ta'lim oluvchining o'ziga nisbatan munosabatini, tuyg'ularini, uning xarakteridagi irodalilik, sinfdoshlari bilan hamkorlik, o'zaro bir-birlariga yordam berish sifatlarini shakllantirishga e'tibor qaratishi lozim bo'ladi. Ta'lim oluvchi o'rtoqlarining, ota-onalarining unga, uning maktabdagi yutuqlariga va muvaffaqiyatsizliklariga nisbatan munosabatlariga hech qachon befarq bo'lib qolmaydi. Uning bilimlariga berilgan baholar ushbu munosabatni belgilaydi. Mana shuning uchun ham maqtov, ma'qullash, tanbeh berish, yaxshi yoki yomon baho qo'yish ta'lim oluvchi shaxsining fazilatlarini, uning tengdoshlari jamoasidagi va katta yoshdagilar orasidagi mavqeini shakllantiradi. Bu ayniqsa, o'smirlar orasida katta ahamiyatga ega.

Baholash natijasida nafaqat ta'lim oluvchining, balki ta'lim beruvchining kuchli va kuchsiz tomonlari, shuningdek, o'quv jarayonidagi kamchiliklar ham aniqlanadi. Ta'lim vositalari, rejalar, ta'lim jarayonini tashkil etish sifatiga ham baho beriladi.

O'quvchilarni baholashning hozirda keng tarqalgan test sinovlari, yozma ishlar, laboratoriya ishlari, mustaqil amaliy ishlar va boshqa shakllari bilan birga quyidagi ayrim shakl, usullardan foydalanish aynan o'quvchi shaxsiga yo'naltirilgan ta'lim jarayoni shakllariga mos keladi:

Suhbat. O'quvchi bilan suhbat dialog va hamkorlik tamoyillariga asoslangan bo'lishi kerak. Bunda o'quvchi rivojlanishining asosiy yo'nalishlari va aniq vazifalari belgilanadi. O'qituvchi tomonidan qo'llab-quvvatlash orqali kamchiliklarni barataraf qilish yo'l-yo'riqlari ko'rsatib beriladi. O'qituvchi suhbatni oldindan rejalashtiradi va o'quvchi bilan suhbatni olib

borganda, boshqa o‘quvchilar so‘zini bo‘lmasligi uchun oldindan kelishib olishi zarur. Har bir suhbat natijasini sinf rahbari jurnaliga yozib borish maqsadga muvofiqdir. Suhbat natijasida o‘qituvchi va o‘quvchi bir necha muhim bo‘lgan yo‘nalishlarni belgilashlari lozim. Ushbu yo‘nalishlar bo‘yicha qisqa muddatli, erishib bo‘ladigan maqsadlar kelishib olinadi va bu maqsadlarga erishishda yordam berishi mumkin bo‘lgan mavjud imkoniyatlarni muhokama qilib belgilab olinadi.

Sinfdoshlar bilan baholash. O‘quvchilarni sinfdoshlar tomonidan baholash ko‘nikmalariga sinfdosh o‘quvchilarni o‘rgatib borish lozim. Yaxshisi, baholashni kichik guruhlarda amalga oshirish maqsadga muvofiq. Bunda o‘qituvchi o‘quvchilarning ma'lum bir aniq bajargan ishini baholaydi. Sinfda oldindan qoidalar ishlab chiqilishi muhimdir. Ulardan asosiylari quyidagilar bo‘lishi kerak: barcha ishtirokchilar bir-birlarini eshitishi kerak, do‘stlarining so‘zini bo‘lib bo‘lmaydi, sabr-toqatli bo‘lishlari, fikrni ochiq bildirish, ijobiy yutuqlardan boshlash lozim (ular 3 tadan kam bo‘lmasligi lozim), ishni yaxshilash bo‘yicha o‘z tavsiyalarini berish. Barcha ishtirokchilarni eshitib bo‘lgandan so‘ng, ishi muhokama qilingan o‘quvchi o‘z fikrini bildirishi mumkin.

O‘z-o‘zini baholash. O‘quvchilar qo‘yilgan maqsadga erisha olishlari uchun nimalar kerakligini aniqlay bilishlari kerak, buning uchun ularni o‘z-o‘zini baholashga o‘rgatish zarur. O‘z-o‘zini bahlash o‘qituvchi bilan dialog olib borishga asoslangan. O‘quvchilarni o‘z-o‘zlarini baholashga tayyorlaganda o‘qituvchi quyidagi savollarni ishlatishi mumkin:

- Siz ushbu topshiriqni yaxshi bajarish uchun nimalar qildingiz?
- Qayerda xatolar bor?
- Boshqa o‘quvchilarga qaysi bo‘limlarni tushuntirib berishingiz mumkin?
- Ushbu masalalar bo‘yicha maktabdan tashqari qanday tajribangiz bor?
- Ushbu mavzu bo‘yicha qanday qo‘shimcha ma'lumotlarni bilasiz?

Kuzatuv – baholashning muhim usuli bo‘lib, u ta'lim olish jarayonini tahlil va nazorat qilishga qaratilgan. Quyidagilarni talab etadi:

- Faqat ishning natijasiga emas, balki o‘quvchilar qanday ish olib borayotganligi bilan ham tanishib borish.
- O‘quvchilarning fikrlarini eshitish va zarur xulosalar chiqarish.
- O‘quvchilar erkin fikr yuritishlarini namoyon etishlari uchun muammolarni muhokama qilish.

Xulosa qilib aytganda bilimlarni tekshirish va baholashning ta'limiy ahamiyati shundan iboratki, bunda o‘quv materialining o‘zlashtirganligi haqida ta'lim beruvchi ham, ta'lim oluvchi ham muayyan ma'lumotlarga ega bo‘ladi. Shuningdek, baholash natijalari ta'lim beruvchining o‘quv dasturidagi materiallarni ta'lim oluvchilarning bilish imkoniyatlari nuqtayi nazaridan qayta ko‘rib chiqishi va baholashi uchun ham muhimdir.

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O'ZLASHTIRISHI SUST BO'LGAN BOLALAR BILAN ISHLASH

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Annotatsiya: Ushbu maqola o'zlashtirishi sust o'quvchilar bilan ishlash bosqichlarini tadbiq qilish,ularning faolligini oshirish hamda interfaolligini shakllantirish,mustaqil ko'nikmalarini bayon etish va bu jarayonlar amaliyligi uchun faoliyat yuzasidan muommolarini yechishga qaratilgan.

Kalit so'zlar: Xat-savod,kreativlik, metodika, burch, psixik jarayonlar, motiv, kasbiy salohiyat, munosabat, neyrofiziologik, psixologik .

Аннотация: Данная статья направлена на применение этапов работы с медленно обучающимися учащимися, повышения их активности и формирования их интерактивности, разъяснения их самостоятельных навыков и решения их проблем в сфере деятельности для практичности этих процессов.

Ключевые слова: грамотность, креативность, методология, долг, психические процессы, мотив, профессиональный потенциал, установка, нейрофизиологический, психологический.

Bilamizki, asrlar davomida omma orasida xat-savod chiqarish faoliyati mavjud bo'lgan,hamda bu jarayon bevosita ikki shaxsning umumiy maqsadlar yuzasidan birlashuvi doirasida amalga oshirilgan.Ma'lumki,bunda eng qadimdan beri ishlatib kelinayotgan ko'rgazmalilik tamoyili ham yetakchilik faoliyatidadir,ya'ni ko'rish orqali eshitishga nisbatan 5marta ko'proq va 13 marta ko'proq taktik organlarga nisbatan ko'proq ma'lumotlarni miyaga yetqazadi. Ayni o'yin faoliyatidan chiqqan bolalar uchun bu ushbu tamoyil yetakchilik qila oladi.Bunda o'qituvchi va o'quvchining munosabati ,ustozning o'quvchilarga nisbatan namunaviylik harakatlari va o'rgatilayotgan mavzu ,matn,hattoki oddiy bir terminning tushuntirish usuli va metodikasining mosligi prinsiplar yuzasidan ifodalanadi.

O'quvchilar orasida avval ham ,bugun ham o'zlashtirishi sust bolalar mavjud bo'lgan va ularni har bir sinf doirasida ko'rishimiz mumkin.Boshlang'ich sinf o'quvchilari o'yin faoliyatidan o'qish faoliatiga o'tishadi va psixologlar nazdida bu davr kichik maktab yosh davr inqirozi deya nomlanadi.Binobarin,bu davrda boladagi aqliy va jismoniy zo'riqishlar sezirarli darajada yuzaga kela boshlaydi va shu kabi holatlar ma'lum sabablar orqali yuzaga keladi .N.A.Menchinskaya va Yu.K.Babanskiylar o'zlarining ilmiy tekshirish ishlarida ayni shunday sabablarni yoritib o'tadi va ularni quyidagicha ifodalaydi;

1.Pedagogik kamchiliklar :o'quv faoliyatining past darajada olib borilishi ,davomatning pastligi, ta'limda individual munosabatlarning joriy etilmaganligi yoxud mazmunan bunda o'zarao hamkorlik(Ota-onalar bian o'qituvchining umumiy mulohazalari)ning o'rnatilmaganligi, yuqoridagi sabab bo'lgan holatlar zamiri sifatida qaralib qolishi uchun asos bo'lmoqda ,endi bulardan tashqari

2.Psixologik kamchiliklar:o'quv faoliyati motivlarining tarkib topmaganligi va xulq beqarorligi , intizomning yo'qligi , ta'limda emosional va irodaviy zo'r berishlarning rivojlanmaganligi yoxud aqliy imkoniyat darajasining pastligi-bunda xulqiy tomonlama maktab intizomga chaqirsa hamda, kreativ tarzda shug'ullansa-da (ba'zi maktablar bundan mustasno)uning negizi oilaga borib taqaladi .

3 Neyrafiziologik kamchiliklar : bu holat esa o'quvchi organizmidagi umumiy susayishlarning kuchayishi, tormozlanish va hokazolarning mavjudligidir. Neyrofiziologik jihatdan kamchiligi mavjud bolalarni motivatsion karakatlar bilan amaliy munosabatga olib kirish mumkin ya'ni ilmiy asoslaganimizda "ijobiy (amof)-motiv bor, ammo kuchsiz "ekanligini ifoda etadi.Lekin pedagogik yoki psixologik kamchiliklar faqatgina o'qituvchi vazifasi va burchini ifodalabgina qolmay,balki ota-onalarning ta'sirini ham yetarlicha talab etadi.Bularning oldini olmaslik yoki e'tiborsiz qoldirish sinf faoliyatidagi o'quvchilarning o'zlashtirishiga anchagina salbiy ta'sir ko'rsatmoqda.Shunday muommoli vaziyatagi davrlarni bosib o'tish mobaynida o'qituvchining kasbiy sohasidagi tajribaviy salohiyati e'tiborga moyillik qiladi-deya aytsak mubolag'a bo'lmaydi. Vaholanki,o'zlashtirishi sust bo'lgan bolalar muayyan tiplar bilan farqlanib qoladi,ya'ni psixolog N.I.Murochkovskiy talqinida ifoda etilsa, bu tiplar 3xil ko'rinishda namoyon bo'ladi.1-toifa O'qishga munosabati ijobiy, ammo o'quvchanligi past bo'lgan o'quvchilar .2-toifa.O'qishga munosabati salbiy ,lekin o'quvchanlik imkoniyati yuqori bo'lgan o'quvchilar .3-toifa .O'qishga munosabati salbiy hamda o'quvchanlik imkoniyatlari past bo'lgan kontigentlar tarzidagi tiplarga ajralib qoladi.

Bunda pedagogikning har toifa uchun turli metodika, vosita va usullardan foydalanishi maqsadga muvofiq bo'ladi.Shunday ekan,kelgusidagi holatlar uchun har bir o'qituvchi har tomonlama yetuk(nutq, madaniyat, psixik yondashuv ,ilmiy salohiyat darajasi va hokazolar)intellektual salohiyatli va kreativ fikrlovchi bo'lishi shart.Binobarin , har bir yil yoshida shaxs yangi xarakter, qobiliyat va tafakkur darajasining optimallashuvi bilan farqlanadi.Kuzatishlar jarayoni orqali ham shuni aytish mumkinki,o'zlashtirishi sust bo'lgan o'quvchilarda yoxud umumiy boshlang'ich sinf o'quvchilarida tafakkur shakllari – analiz, sintez,umumlashtirish, taqqoslash faoliyatlari juda sust bo'ladi .Shu bois ham o'zlashtirish jarayonlarida bo'shliklar paydo bo'ladi. Bunday bolalar bilan ishlash jarayonida quyidagi holatlardan ham foydalanish samarali hisoblanadi va ish olib borish metodikasi ularning xohish darajasi yoki o'zlashtirish qobiliyati orqali ham o'zgargan tarzda amalga oshiriladi. Buni bir nechta holatlar misolida ko'radigan bo'lsak;

1-holat Doimo yaqin munosabat va masofada bo'lish (o'zlashtirishi sust bo'lgan o'quvchilar necha yillarki orqa partalarda)Har bir bola tez til topishuvchan bo'ladi, yaqin masofa ,munosabat va uzluksiz faoliyat o'qituvchi va o'quvchi yakdilligini oshirishga ijobiy ta'sir ko'rsatadi.Jarayon ko'rsatkichini oshirish uchun esa erkin (oldindan o'rnatilgan chegaralarga ega bo'lmagan)kuzatish, hamda kiritilgan (tadqiqotchi o'zi kuzatayotgan jarayonning bevosita ishtirokchisiga aylanadi)kuzatish metodlarini qo'llash o'rinlidir .

2-holat. Yakka va mustaqil ishlash bosqichi.Asosan ommadan olisroqda o'ziga ishonch, fikrlar bayoni anacha oson kechadi va erkin o'zlashtirish imkonini beradi.

Bunda aqliy chiniqtirishga qaratilgan usullar bilan mashqlantirish maqsadga muvofiq buladi :negaki, mustaqil faoliyat -yuklatilgan vaziyatlarni bajarish jarayonida o'quvchida tayyor yozilgan javoblarni ko'chirish fikri mavjud bo'lmaydi, bir so'z bilan aytilganda plagiatli vaziyatlar yuzaga kelmydi, albatta ,davomiy ,yaxshi va samarali natijalar uchun rag'bat, motivatsiya, berish juda o'rinli bo'ladi, sababi qachon bir individ ishonch, munosiblik, g'urur va hokazolarni tuyar ekan, o'z faoliyatiga harakati yanada oshadi va o'qituvchining pedagogik darajasini ko'rsatib bera oladi .

O'zlashtirishi sust bo'lgan bolalar bilan ishlashda musiqaviy o'yin metodikalarini ham qo'llash o'rinli bo'ladi, negaki , bu yo'l orqali o'zlashtirish yuqori lekin o'qishga nisbatan salbiy fikrlilarni jalb qilish oson bo'ladi, hamda o'zlashtirishi va xohishi yo'q o'quvchilarda yashirin ijobiy hislatlarning oshkor bo'lishiga sabab bo'ladi. Yoxud Ya.A.Komenskiyning fikriga asosan tushunarlilik tamoyilidan ya'ni oddiydan murakkabga, osondan qiyinga, ma'lumdan noma'lumga asoslangan tamoyil asosida uzviy va aralash tarzda foydalanish ham o'rinlidir .

Bu tamoyil amaliyligida o'quvchilarga tatqiqodchilardek munosabat bildirsak bo'ladi:chunki ular bu jarayonda o'zlari bilib bilmay emperik tadqiqod o'tkaza oladi.Emperik

tadqiqod bu kuzatish ,ekspermintlik –shaxsning aniqlanishi qiyin bo'lgan belgilarini topishda klassik ilmiy tushunish hisoblanadi. Hatto ilg'or va zamonaviy o'qituvchi nafaqat o'quvchini shakllantirishda, unga bilim berishda , balki uning harakatlarini baholashda ham metodikalarni qo'llashi mumkin, ya'ni o'qituvchi o'quvchilarga nisbatdan o'z baholarini imotsiyalari (ko'rinishlari) orqali ham ayta oladi. Bundan tashqari esa olib borish muntazamliligiga ko'ra tizimli kuzatish(ma'lum vaqt davomida obyekt yoki subyektni o'rganish uchun ishlab chiqilgan reja)dan foydalansak ,uning vaqt davomiyligini bir oy deya belgilasak bo'ladi ;

Birinchi sinf o'quvchilari misolida bayon etsak , maktab jarayoniga moslashadigan vaqtdan so'ng (vaholanki jajji o'quvchilar uchun bu vaqt kichik maktab yosh davr inqirozidir) ular orasida o'zlashtirishi sust bo'lgan bolalar aynan shu moslashuv davridan keyin ko'rina boshlaydi .

Avvalo, sinf reytingi aniqlanadi, aytaylik 54,8% ko'rsatkichda bo'lsa ,faoliyat davomida sinfdagi o'quvchilar bilan eksperiment guruh- eksperiment omili (mustaqil o'zgaruvchi) ta'sir ettiriladigan guruh tuziladi, hamda o'zlashtirishi sust bo'lgan bolalar sinfning old qatorlarida ularga nisbatan ham past o'zlashtiruvchi tengdoshlari bilan birga dars jarayonlarida ishtirok etishi taminlanadi, chunki shunda ular o'rtasida raqobat paydo bo'ladi. O'qituvchining tizimli va kuzatish(psixologik yondashuv ,tizimli vazifalar ,erkin muloqt, suhbat-intervyu metodikasi, motivatsion va dam olish olish daqiqalar va boshqalarning umumiyligi) metodikasi ushbu raqobatni to'g'ri yo'naltirib berish uchun qo'l keladi.Belgilangan vaqtdan so'ng sinf reytingini 67,1%ga o'zgarganligini ko'rish mumkin .

Demak, amaliyotdagi qo'llanilyotan har bir metod o'quvchini aniq va mantiqiylikga monand fikrlarga undovchi bo'lishi darkor , xolbuki ,bu faoliyat aniqlik va mantiqiylik deyilganda MO'Dning 50-50 % o'qitish tizimining amaliyligini ifodalab beradi.

O'zlashtirish sust bo'lgan bolalar bilan ishlashda yuqorida aytib o'tilganlarga va kreativlikka (lot. yaratish) e'tibor qaratish kerak, hamda uni an'anaviy kreativlik tarzida singdirib borish o'rinlidir.

Bo'lajak pedagog sifatida doimo bir xillik asosida va darslikka moyil bo'lib qolgan holda faoliyat yurutishni qoralayman. Sinfdagi har bir o'quvchining a'lo darajada shakllanishi uchun fan darsliklarini tushuntirishda ,bolalar bilan ishlashda, dars ishlanmalari hamda kreativ texnalogiyalar va metodlar uzviyligini doimiy yangilanish doirasida yurutilishini lozim deb bilaman .

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INNOVATSION TEXNOLOGIYALAR ORQALI SPORTCHILAR TAYYORGARLIGINI BAHOLASH USLUBLARI

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Annotatsiya : Maqolada sport o'yinlarida innovatsion texnologiyalardan foydalanish tizimi to'g'risidagi ma'lumotlar, shuningdek, hozirda mutaxassislar va murabbiylar tomonidan raqobat va mashg'ulotlar jarayonida qo'llaniladigan innovatsion texnologiyalar to'g'risidagi ma'lumotlar tahlili keltirilgan. Ushbu ma'lumotlarga asoslanib, siz sport bilan shug'ullanish uchun zarur bo'lgan innovatsion texnologiyalar haqidagi ma'lumotlar bilan tanishishingiz mumkin.

Kalit so'zlar: adabiyot tahlili, texnik tayyorgarlik, jismoniy tarbiya, innovatsion texnologiya, Polar Teampro tizimi.So'nggi yillarda sport o'yinlari bilan shugullanuvchi

sportchilarni tayyorlashda tobora yuqori vazifalarni bajarish talablarining qo'yilishi, sportchilarni turli yo'nalishlardagi tayyorgarligini takomillashtirishda samarali vositalar va uslublarni izlab topish asosiy maqsadlardan biri innovatsion texnologiyalardan foydalanish bo'lib qolmoqda. Yuqori malakali sport o'yinlaridagi sportchilarni tayyorlash bo'yicha dunyo amaliyotida maydondagi to'p bilan harakatlanish, raqib tomonidan yuqori bosim uyushtirilgan jarayonda texnik usullarni bajarishda aniqlik darajasini yuqori saviyaga yetkazish vazifasi vaziyatni muvaffaqiyatli xal qilishda muhim omil bo'lib bormoqda. Biroq o'yinchilar tomonidan bajariladigan texnik-taktik harakatlarning murakkabligi, to'p bilan bajariladigan vaziyatlarning turli-tumanligi aniqlik darajasini innovatsion texnologiyalar orqali baholash uslublari yetarli darajada emas. Hozirgi kunda sportchilarning jismoniy tayyorgarligi va texnik usullarni bajarish tezligini baholash tabora muhim ahamiyat kasb etmoqda. Zamonaviy sportda rivojlantirish tendensiyalaridan biri uni axborotlashtirish bo'lib hisoblanadi. Bugungi kunda, guvohi bo'lib turganimizdek, hayotni va inson faoliyatining barcha jabhalariga informatsion texnologiyalar shiddat bilan kirib kelmoqda. Aksariyat mehnatga layoqatli aholining mehnat faoliyati unaqasiga yoki bunaqasiga informatsion texnologiyalar va olingan ma'lumotlarga ishlov berish jarayonlari bilan bog'lanadi. Sportda ham yangi usul ishlanmalardan sportchilarni tayyorlashda ham tobora kengroq foydalanilmoqda. O'quv-mashg'ulot jarayonida zamonaviy informatsion texnologiyalardan foydalanish alohida dolzarblik kasb etish bilan doimiy muloqot qilishni va tajriba almashishni talab qiladi. Zamonaviy informatsion texnologiyalarni ishlab chiqish va joriy qilish jismoniy tarbiya va sportning tashkiliy, moddiy-texnik, ilmiy-uslubiy jixatlari bilan bog'lanadigan ma'lum bir qiyinchiliklarga qaramasdan ular ma'lum bir qiziqish uyg'otadi.

An'anaviy vositalardan ma'lumotlarni anchagina samaraliroq to'plash, ishlov berish va uzatish, mustaqil ish olib borish hamda mustaqil ta'lim olish, o'qitishning mazmuni, uslublari va tashkil qilinish shakllarini tubdan o'zgartirish, yuqori malakali sportchilar va hakamlarni tayyorlash, aholi bilan sport-sog'lomlashtirish ishlarini olib borish imkonini beruvchi zamonaviy informatsion-kommunikatsion texnologiyalarga o'tish zarurati alladachon pishib yetilgan.

Shu sababdan sport o'yinlarida ham ko'p yillar davomida musobaqa va mashg'ulot jarayoniga zamonaviy innovatsion texnologiyalar orqali foydalangan holda sportchilarni tayyorgarlik darajasini baholash uslublari dolzarb disoblanadi.

Tadqiqot maqsadi: Sport o'yinlarida musobaqa va mashg'ulotlarda foydalaniladigan innovatsion texnologiyalar bo'yicha ma'lumotlarni umumlashti- rish asosida taxlil qilishdan iborat.

Tadqiqotning vazifalari:

1. Sport o'yinlarida texnik usullarning maqsadli aniqligini innovatsion texnologiyalar orqali baholash uslublari bo'yicha xorijiy va mahalliy adabiyotlar tahlilini olib borish.

2. Sport o'yinlarida innovatsion texnologiyalardan foydalanish tizimi bo'yicha ma'lumotlar bazasini shakllantirish.

Tadqiqotning olib borish usuli. Sport o'yinlarida texnik usullarning maqsadli aniqligini innovatsion texnologiyalar orqali baholash uslubini aniqlashda mutaxassislarning adabiyotlarni taxlil dilish.

Tadqiqot natijalari va uning muhokamasi. Informatsion texnologiyalar jismoniy tarbiya bo'yicha mutaxassislarning faoliyat sohasiga mustahkam o'rnashgan. Ularni qo'llash oddiy darajada ish yuritish, ma'lumotlar bazalarini yaratish va xokazolarda ham, maxsus bilimlar va kunikmalar talab qilinadigan darajada ham sportchining harakat texnikasini biomexanik taxlil qilish, sport kurashini olib borish sxemalarini loyihalash, sportchilarning funksional holatini tahlil qilish, shug'ullanuvchilarning jismoniy yuklamaga moslashish imkoniyatlarini baholash va xokazolarda amalga oshirilmoqda.

Sportchilarning harakat faoliyati va mashg'ulot yuklamalarining shiddatini baholash uchun «PolarTeamPro» kompyuter tizimi va «Ro1agV800» yurak ritmi monitorlaridan foydalaniladi (ishlab chiqaruvchi Polar Electro Ou). Jamlanmaga dokstansiya, datchik yoki mayka kiradi.

«PolarTeamPro» smart-mayka YUKCH ni uzluksiz o'lchash va GPS signalni optimal qabul qilishni tasdiqlaydi va uni rasmiy o'yinlarda sportchining harakatlanishini nazorat qilish uchun kiyish mumkin.

Tizim quyidagilarni qayd qilish imkonini beradi: GPS yordamida o'yinchilarning holatini qayd qilish; tezlikni o'lchash (2 m/s gacha, 2 va 4 m/s urtasida, 4 va 5,5 m/s o'rtasida, 5,5 va 7 m/s urta- sida, 7 m/s dan oshiq); masofani o'lchash (mashg'ulot yoki o'yin davomida yugurish ishining miqdori); yurak qisqarishlari chastotasi bo'yicha mashg'ulot va musobaqa yuklamasining shiddatini o'lchash; tezlanishni o'lchash (beshta tezlik zonasida); maksimal sprintlar soni; qadamlar chastotasi beshta tezlik zonalaridagi masofalar; energiya sarflari miqdori.

"PolarTeamPro" bilan ishlashda asosiy imkoniyatlar: sportchining o'yinga jismoniy tayyorligini baholash; 5 ta shiddat zonasida harakat faoliyatining hajmi (km); sarflangan energiya; olingan natijalarni oldingi natijalar bilan taqqoslash uchun ma'lumotlar bazasini yaratish imkoniyati.

Futbolda texnik usullarning maqsadli aniqligi mutaxassislar tomonidan turli analitik tizimlar yordamida o'rganiladi: «InStat», «Wyscout» (1-rasm). Ko'p tadqiqotlarda «Wyscout» platformasidan foydalanilgan, u bo'lib o'tgan o'yinning videoyozuvini maxsus softga (platforma) yuklagan va «Hudl» dasturi yordamida turli darajadagi o'yinlar tahlil qiladi. Tahlil qilishda texnik-taktik harakatlarni aniq yoritib berishda katta innovatsion texnologiya hisoblanadi. "Hexoskin" firmasi tomonidan barcha eng zaruriy sensorlar bilan jixozlangan maxsus futbolka ishlab chiqilgan. Ular nafas olish chastotasi, yurak urishi, ter ajralishi, haroratni kuzatib boradi. Bu ma'lumotlar asosida yaxshiroq; ko'rsatkichlarga erishish uchun mashg'ulotning shiddati va shaklini o'zgartirish mumkin. Bunday harakat faollikning har qanday turi uchun yaratiladi. Beysbolchilar uchun zarbalarni tahlil qilish tizimlari, basketbolchilar uchun aqlli paypoklar, snoubordistlar uchun uchish sifatini baholaydigan maxsus qurilmalar mavjud. Bularning hammasiga qo'shimcha bo'lib kelajak sportida o'zining rolini faol tarzda qidirayotgan VR xam rivojlanmoqda (1-rasm).



1-rasm. "Hexoskin" firmasi tomonidan tavsiya etilayot-gan sensorlar bilan jixozlangan maxsus futbolka

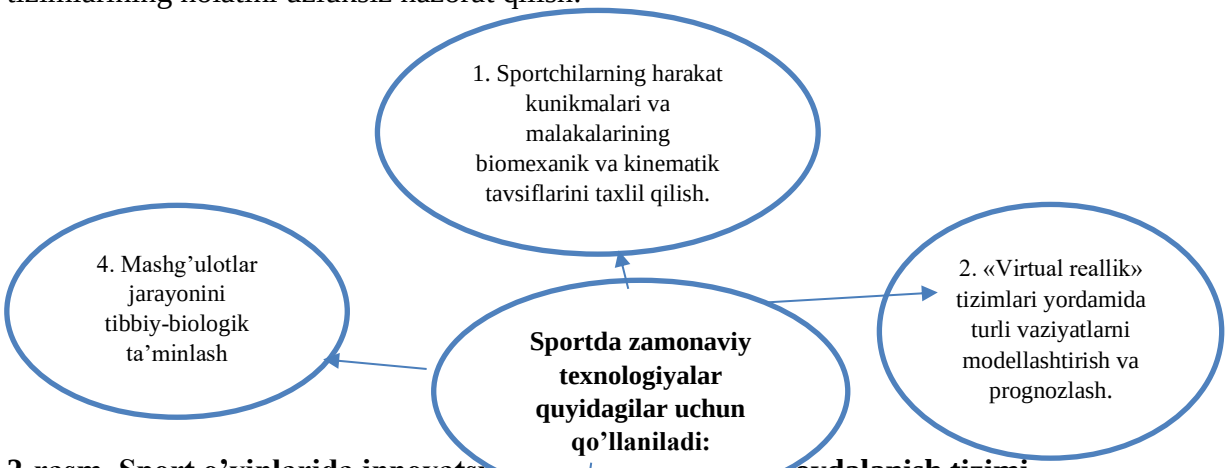
Avstraliyadagi «Catapult Sports» kompaniyasi sportchilarning harakatlarini dunyodagi eng yaxshi taxlil qilish tizimiga joriy qilish bilan shug'ullanadi. Mashg'ulotlar paytida o'yinchilar «GPS-treker» tezlanish datchiklari va yurak ritmi monitorlaridan foydalanadilar. Bu priborlar mashg'ulot davomida ularning holatini taxlil qilish va tayyorlash jarayonini optimallashtirish imkonini beradi.

«Zepp Play Soccer» qurilmasi o'zida unga datchik kiritilgan maxsus gedrani taqdim qiladi. Datchikning ikra oyoqli mushakda joylashganligi futbolchining turli kursatkichlarini qayd qilish imkonini beradi. Masofa, tezlik, tezlanishlar, zarbalarning soni va ularning kuchi - qurilma bularning barchasini o'lchaydi va ma'lumotlarni sizning smartfoningizdagi ilovaga uzatadi. Real vaqt rejimida kelib tushadigan bunday informasiya murabbiylarga faqatgina sportchining harakat-larining to'g'ri-noto'g'riligini emas, balki uning o'yinga jismoniy tayyorligini ham taxlil qilish imkonini beradi. Ma'lumotlarni taxlil qilishning yangi uslublari informatsion o'yin holatlarini ko'proq aniqlash, o'yinchining qobiliyatlarini miqdoriy baholash, uning maydondagi faolligini va jaroxat olish xavfining kamayishini o'lchash uchun foydalanish imkonini beradi.

Sportda innovatsion texnologiyalardan foydalanish sportchilar tayyorgarligining turli jihatlarini taxlil qilish va nazorat qilish imkonini beradi (2-rasm).

Sportda qo'llaniladigan innovatsion texnologiyalar quyidagilarni ta'minlaydi:

- mashg'ulot va musobaqa yuklamalarini bajarish jarayonida sportchining kineziologik tizimlarining holatini uzluksiz nazorat qilish:



2-rasm. Sport o'yinlarida innovatsi[illegible]foydalanish tizimi

Sport tayyorlashining [illegible]oshirish va alohda o'quv-mashg'ulotlarini o'tkazish ja[illegible]ajmlari va shiddatini, ularning ritmlarining dinamikasini op[illegible]va musobaqalarda qatnashish bosqichlarida moslashishning u[illegible]port tayyorlashining strukturasini takomillashtirish va samaradorligini o[illegible]hoan'anaviy texnologiyalar va muqobil yondashuvlarni qidirish; yuqori natijali sportni rivojlantirish jarayonlarini samarali informatsion-analitik ta'minlash tizimlarini shakllantirish; sport turlari bo'yicha ixtisoslashtirilgan va ko'p maqsadli sport markazlari va mobil guruhlar bazasida terma jamoalar va ularning rezervlarini tayyorlashni ilmiy-texnologik ta'minlash infratuzilmasini yaratish.

Xulosa. Shuni qayd qilish lozimki, yetakchi xorijiy sport klub va tashkilotlarida eng yangi texnologiyalardan foydalanish odatdagi hol bo'lib hisoblanadi. Mamlakatimizning terma jamoalari va turli sport klublarida bunday uslubiyatlar hali yetarlicha qo'llanilmagan. Shu sababli texnik usullarni takomillashtirish texnologiyasini ishlab chiqish va futbolchilarning mashg'ulotlar jarayoniga joriy qilishning dolzarbligi hech bir shubha uyg'otmaydi va obyektiv zarurat bilan asoslanadi. Shunday qilib, sport o'yinlarida sportchilar organizmining funksional tizimlari va sensor tizimlarining holatini baholash uchun turli innovatsion texnologiyalardan foydalanish zarurdir.

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MTT YOSHIDAGI BOLALARNI IJTIMOILASHTIRISHDA O'YIN FAOLIYATINING AHAMIYATI

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Annotatsiya: *Ushbu maqolada maktabgacha yoshdagi bolalarning o'yin faoliyatini o'rganish va bolada o'z xulqini boshqarish ko'nikmalarini shakllantirish haqida ma'lumotlar berilgan.*

Kalit so'zlar: kichik maktab yoshi, sujetlar o'yini, didaktik o'yinlar, milliy xalq o'yinlari, harakat, o'yin texnologiyasi.

Аннотация: *В данной статье представлена информация по обучению игровой деятельности дошкольников и формированию у детей навыков самоконтроля.*

Ключевые слова: младший школьный возраст, предметная игра, дидактические игры, национальные народные игры, движение, игровая технология.

Annotaton: *This article provides information on learning the game activities of preschool children and the formation of self-control skills in children.*

Key words: junior school age, subject game, didactic games, national folk games, movement, game technology.

Maktabgacha ta'lim tizimi bolani rivojlanishi uchun eng kerakli va zarur bo'lgan, yosh avlodni o'z qadriyatlari uyg'unligida tarbiyalaydigan dargoh hisoblanadi. O'yin faoliyati bola shaxsini tarbiyalashning asosiy vazifasidir. O'yin orqali bolalar o'z tengdoshlari va kattalar bilan bevosita muloqotga kirishadi va munosabat usullari shakllanadi. Maktabgacha yoshdagi bolalarning o'yinlari atrofdagi narsa va hodisalarni bilish quroli bo'lishi bilan bir vaqtda yuksak ijtimoiy ahamiyatga ham egadir. Biz o'yinni qudratli tarbiya quroli ham deya olamiz. O'yin bog'cha yoshidagi bolalarning har tomonlama rivojlanishi uchun muhim vositasi, ularning asosiy faoliyati bo'lib xizmat qiladi. Buyuk pedagog olimlar P,F,Lesgaff, K.D.Ushinskiylar tomonidan o'yin nazariyalari ishlab chiqilgan. Buyuk rus olimi N.M.Aksarinoning ta'kidlashicha, o'yin o'z-o'zidan vujudga kelmaydi, buning uchun kamida uchta sharoit bo'lishi lozim:

a) Taassurotlar tarkib topishi
b) Har xil ko'rinishdagi o'yinchoqlar va tarbiyaviy ta'sir ko'rsatishning muhayyoligi
c) Bolalarning kattalar bilan tez-tez muomala va muloqotga kirishishi.

Bunda kattalarning bolaga bevosita ta'sir ko'rsatish uslubi hal qiluvchi rol o'ynaydi. Maktabgacha ta'lim tashkilotida bolalarga ko'p hollarda sujetli rolli o'yinlar o'ynatiladi. Sujetli-rolli o'yinlar ko'pincha jamoa bo'lib o'ynaladi, lekin bu yakka holda o'ynalmaydi degani emas. Sujet o'yin faoliyatida asosiy komponent bo'lib, u personajni, hayotiy vaziyatni, harakat va personajlar harakatlarini o'z ichiga oladi. Bu o'yinlarni mashhur pedagog va psixologlar D.B.Elkonin, D.V.Mendjeritskiy, P.E.Samorukovalar o'z faoliyatida kuzatganlar va bu haqida chuqur o'rganishgan. Ulardan biri D.B.Elkonin sujetli-rolli o'yinni birgalikda o'ynaladigan o'yinda tasvirlanayotgan voqealarga, harakatlarga, buyumlarga nisbatan o'z nuqtai nazarini boshqalar nuqtai nazari bilan jamlash imkon beruvchi bilishga oid jarayon yuz berishini ta'kidlab o'tgan.

Bir so'z bilan aytganda, sujetli-rolli o'yinlar aqliy, axloqiy va jismoniy rivojlanishida muhim sanaladi. Bog`cha yoshidagi bolalar yosh va qiziquvchan bo`lishadi. Tarbiyachi ularni xohishlariga, yosh xususiyatlariga qarab o`yin tanlay bilishi lozim. Aks holda bu salbiy oqibatlarga olib keladi.Misol uchun 3-4 yoshli bolalar 5-6 yoshli bolalarning o`yinlarini o`ynashga bir munca qiynaladi chunki, ular jismonan va aqlan kichik bo`ladi.

Didaktik o'yinlar ta'limiy o'yin sifatida bolalarning yosh xususiyatlariga mos keladigan o'yinlar qatoriga kiradi. Didaktik o'yinlarning eng muhim xususiyati unda qoidalarning mavjudligidir. Didaktik o'yinlarda tabiiy narsa buyumlardan keng foydalaniladi. Harbir bog'cha

yoshidagi bolaning kun tartibida didaktik o'yinlar uchun ajratilgan vaqt va joy bo'lishi lozim. Bunday o'yinlar guruh-guruh yoki yakka o'tkaziladi. Didaktik o'yinlarning qoidalari mana shunday:

1. Navbatma-navbat ta'sir etish
2. So'ralganda javob berish
3. O'rtoqlarining fikrini eshita olish
4. O'yin jarayonida boshqalarga halaqit bermaslik
5. O'yin qoidasini bajarish
6. O'z xatosini tan olish

Harakatli o'yinlar harakatlarning aniqligi, ifodaliligi, bolalarda tezharakatlilik, epchillik, qo'rqmaslik, mardlik kabi oliyjanob fazilatlarni tarbiyalab beradi. Ko'pchilik harakatli o'yinlar jamoa bo'lib o'ynaladi. Bu esa ularda bir-biri bilan uyushishni, o'rtoqlik munosabatlarini shakllantiradi.

Biz milliy xalq o'yinlarini qoidali, harakatli o'yinlar sirasiga kiritamiz. Milliy xalq o'yinlarini o'zini ikki guruhga ajratamiz:

1. Milliy harakatli o'yinlar
2. Milliy xalq o'yinlar

Milliy harakatli o'yinlar sport turlari va xalqimizning azaliy qadriyatlari bilan rivojlanib, ulug'lanib, e'zozlanib kelingan. Bunday o'yinlar bolalarning jismoniy rivojlanishi, chaqqon, epchil, uddaburon bo'lib o'sishlariga yordam beradi. Milliy xalq o'yinlarida millatni o'tmishi, urf-odatlari, an'analari, madaniyati jamlangandir. Milliy harakatli o'yinlar bolaning yosh xususiyatiga qarab takomillashib boradi. Masalan, 1-2 yoshli bolalar "Toy-toy", "Poyezd", "Achom-achom" o'yinlari kiradi. Bu yoshda bola endi bir ikki qadam tashlab gavdasini to'g'ri tutishga o'rganadi. 3-4 yosh bolalar "Ot o'yin", "Ko'z boylag'ich", "Quloq cho'zish", "Xolam mehmonga keldi" kabi. 4-5 yosh bolalar esa "Chillak", "Tortishmachoq", "Bekinmachoq", "Ko'pkari", "Chir aylanma" kabi o'yinlar. 5-6 yosh bolalar "Oq terakmi ko'k terak", "Sepalak", "Besh tosh" singari o'yinlar o'ynashadi. Bu o'yinlar bolalarda chaqqonlik, topqirlik, hozirjavoblik ko'nikmalarini oshirib boradi.

Bugungi kunda maktabgacha ta'lim tizimida yangidan-yangi texnologiyalar, interfaol metodlar kirib kelmoqda. Texnologiya nima? Texnologiya yunoncha so'zdan olingan bo'lib, "techne"-mahorat, san'at, "logos"-tushuncha, ta'limot degan ma'nolarni anglatadi. Ta'lim texnologiyasi tushunchasi ta'lim maqsadiga erishish quroli hisoblanadi. Pedagogik texnologiyaning asosiy muammosi bola shaxsini rivojlantirish orqali ta'lim maqsadiga erishishdir.

O'yin faoliyatida harakatlarning yangi ko'rinishlari paydo bo'ladi va u bolani fikrlashga undaydi, uning aqliy faoliyati rivojlanib boradi. Bolaning kamol topishida o'yinning ahamiyati juda katta.

O'yin jarayonida bolalarning bilimlari, tasavvurlari boyib, kengayib boradi. O'yin orqali tarbiyachi bolalarga bir qancha sifatlarni o'rgatadi, jumladan to'g'rilik, chaqqonlik, o'zini tuta bilishlik, hozirjavoblilik va hokazo. O'yin bolalarni bevosita ijtimoiy muhit bilan tanishtiradi.

Bolada o`z xulqni shakllantirishda o`yinning ahamiyati kattadir. Chunki bola kattalarning mehnatini ish jarayonini o`yin vaqtida aks ettiradi. Buni soda tilda kattalarga tengdoshlarga taqlid desak ham bo`ladi.Katta yoshdagi odamlar rolini tanlab uni bajarish bolaning hissiy-tuygularini qo`zg`atuvchilar bilan uzviy namoyon bo`ladi.

Xulosa qilib aytganda o'yin faoliyati bola hayotida juda muhim sanaladi. O'yin faoliyati asosida bolada o'quv faoliyati ham rivojlanadi. O'yin orqali bolalar kattalarning mehnat tajribasi, bilim, malaka va ko'nikmalarini o'rganadi. Shuning uchun o'yinni bola shaxsini tarbiyalashning asosiy vazifasi deya olamiz. O`yin nafaqat bog`cha yoshidagi balki, kattalarning ham o`zini-o`zligini takomilashtirib borish usulidir. Maktabgacha yoshdagi bolalarga ularning yoshiga va qobiliyatlari qiziqishlari jumladan, xohishlariga qaarab o`yinlar o`ynatish, ko`proq milliy xalq o`yinlarimizni o`rgatish darkor.

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MAKTABGACHA YOSHDAGI BOLALARNING MANTIQIY TAFAKKURINI RIVOJLANTIRISHDA MATEMATIK DIDAKTIK O'YINLARNING O'RNI

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Annotatsiya: *Bu ilmiy-uslubiy maqolada matematik didaktik o'yinlar yordamida, makatabga tayyorlov guruhi bolalarining mantiqiy tafakkurini shakllantirish masalasi o'rganilgan.*

Kalit so'zlar: Mantiq, matematika, o'yin, didaktik o'yin, tafakkur, metod, o'qitish metodi, inavatsiya, interfaol, kvest texnalogiyasi.

Abstract: In this scientific-methodological article, the problem of forming the logical thinking of children of the preparatory group for school is studied with the help of mathematical didactic games.

Key words: Logic, mathematics, game, didactic game, thinking, method, teaching method, innovation, interactive, quest technology.

Аннотация:В данной научно-методической статье проблема формирования логического мышления детей подготовительной к школе группы изучается с помощью математических дидактических игр.

Ключевые слова: Логика, математика, игра, дидактическая игра, мышление, метод, метод обучения, инновация, интерактив, квест-технология.

Bugungi kunda respublikamizda ta'limning birinchi bo'g'ini bo'lgan maktabgacha ta'limga katta e'tibor berilmoqda. Xususan, respublikamiz prezidenti Sh.M.Mirziyoyevning tashabbusi hamda davlatimiz rahnamoligida "O'zbekiston Respublikasi maktabgacha ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi[28] va boshqa qarorlar qabul qilindi. Prezidentimiz Sh.M.Mirziyoyev "Biz yangi O'zbekistonni mard va oliyjanob xalqimiz bilan birgalikda barpo etamiz, degan ulug' niyatni o'z oldimizga qo'yganmiz" deyishi bilan biz pedagoglar oldidagi bugungi kuning eng dolzarb bazifalarini belgilab berdi.

Bolalarning barkamol avlod bo'lib tarbiyalanishida mantiqiy tafakkurining ahamiyati muhimdir. Maktabgacha ta'lim tashkilotlarida bolalarda mantiqiy tafakkurning namoyon bo'lishi va shakillanish davri bo'lganligi sababli maktabgacha ta'lim tashkilotlarida bolalarning mantiqiy tafakkurini shakllantirish maktabgacha ta'lim oldidagi dolzarb muammolardan biridir.

[28] PQ-4312. 2018-yil 30-sentabr

P.Ivanovskiyning "Psixologiya" darsligida, mantiqiy tafakkurga: "Mantiqiy tafakkur insoning shunday aqliy faoliyatiki, voqiylikni aniq va umumlashtirib aks ettirishga, insonni oqilona amaliy hayot bilan shug'ullanishga imkon beradi" deb ta'riflaydi.[29]

S.Rubinshteyn nazariyasiga binoan tafakkur operatsiyalari shakllarini shakllantirish jarayoni, muammoli vaziyatni hal qilishda esa fikr yuritish faoliyati sifatida vujudga keladi deb tariflanadi. **Tafakkur** – tashqi dunyoni bevosita va umumlashgan holda aks ettirish jarayoni. Insonning aqliy faoliyati bilishga, tajribalarga va ijodiy tafakkurga asoslanadi.[30]

Maktabgacha yoshdagi bolalarni mantiqiy fikrlashga o'rgatishda matematika fanining ham o'z o'rni bor.

Maktabgacha yoshdagi bolalar, hatto boshlang'ich sinf o'quvchilari hali o'yinqaroq bo'lib, ular matematik materiallarni o'zlashtirishga ancha qiynalishadi.

Ilg'or pedagogiklar yosh bolalarning har xil o'yinlarga qiziquvchanligidan foydalanib, mashg'ulotlarda malum bir didaktik maqsadga bo'ysundirilgan didaktik o'yinlardan foydalanib, ta'lim sifatini oshirib kelinmoqdalar.

Xozirgi kunda har bir pedagog tarbiyachi, ta'lim jarayoniga o'qitishning zamonaviy inavatsiyon usullaridan foydalanish orqali ta'lim samaradorligiga erishmoqdalar.

Inavatsiya – bu (ingilizcha inavatsiyon so'zidan olingan bo'lib) yangilik demakdir. Shunday zamonaviy o'qitish metodlaridan biri bo'lgan interfaol metodidir.

Interfaol – (inter – o'zaro, akt – harakat so'zlaridan olingan bo'lib) o'zaro birgalikda harakat qilmoq ma'nosini bildiradi. Birgalikda harakat qilmoqning tub mohiyati shundan iboratki, ta'lim oluvchining va ta'lim beruvchining bir maqsada ta'limning sifatli bo'lishiga qaratilgan ta'limiy intilishlaridir.

Maktabgacha yoshdagi bolalarda elementar matematik tasavvurlarini shakillantirishda qo'llaniladigan eng zamonaviy ta'lim texnologiyalaridan biri didaktik o'yinlar vositasida tashkillashtiriladigan kvest texnalogiyasidir.

Yosh bolalarning bilim darajalaridan va ularning yosh pedagogik–psixologik qobiliyatlaridan kelib chiqib, kvest texnalogiyasidan foydalanishning o'zaro xos shart-sharoiti bo'lishi kerak:

a) O'yinlardan ko'zlangan didaktik yoki tarbiyaviy maqsadlar soni bolalarning yosh xususiyatlaridan kelib chiqib, ikki yoki uchtadan oshmasligi lozim;
b) O'yinlarning davomiyligi 8-10 minutdan ortiq bo'lmasligi kerak;
c) O'yinlarda ta'lim beruvchi asosiy o'rin eggallab, o'yinlarni boshqarib turishi darkor;
d) O'yin yakunida barcha bolalar bilan birgalikda yakuniy xulosaga kelinishini ta'minlash kerak;

Kvest texnalogiyasi – o'tgan asirning 90-yillarida AQSH da kampyuter o'yinlari davomida o'yinchoqlarning o'z raqibini yengish uchun olib borgan harakatlari davomida to'plangan ijobiy ko'nikma, malaka, va bilimlar yig'indisidir deyishimiz mumkin.

Ta'limda kvest texnalogiyasi – bu ta'lim oluvchining biror ta'limiy (tarbiyaviy) maqsadga yo'naltirilgan didaktik o'yinlar yordamida mantiqiy tafakkurni rivojlantirishga qaratilgan yangi zamonaviy o'qitish texnalogiyasidir.

Didaktik o'yinlarni o'z oldiga qo'ygan maqsadiga qarab bir necha turga ajratish mumkin.

1. O'zlashtirilgan materialni mustahkamlashga mo'ljallangan didaktik o'yinlar;
2. Yangi materiallarni o'rgatishga qaratilgan didaktik o'yinlar;
3. Maktabgacha yoshdagi bolalarning savodxonligini oshirishga qaratilgan didaktik o'yinlar;

[29] Xaydarov.F. Xalilova.N. Umumiy psixologiya // Toshkent: Psixologiya mutaxassisligi uchun darslik. 2002-yil – B.189-247

[30] Nishanova.Z. Xolnazarova.M. Psixologik xizmat // Toshkent: darslik. 2017-yil – B.231-302

4. Maktabgacha yoshdagi bolalarning mantiqiy tafakkurini rivojlantirishga qaratilgan didaktik o'yinlar;
5. Mashg'ulot davomida bolalarda hosil bo'lgan matematik zo'riqishni bartaraf etishga qaratilgan didaktik o'yinlar va h.k.

Didaktik o'yinlarni tanlashda tarbiyalanuvchilarga bilim va tarbiya berishning quyidagi tartib qoidalariga rioya qilinishi maqsadga muvofiqdir.

- Didaktik o'yinlar tanlash va ulardan foydalanishda tarbiyalanuvchilarning yosh o'zlashtirish xususiyatlari, pedagogik jihatdan tayyorgarligi va bilim saviyasi hisobga olinadi;
- Tanlangan har bir o'yin o'quvchilarga sistemali bilim berish, malaka va ko'nikmalar hosil qilish bilan birga ularning barkamol bo'lib yetishishiga va ruhan tetik o'sishiga qaratilgan bo'lishi ham kerak;
- Didaktik o'yinlarni tanlashda mantiqiy tafakkurni rivojlantirish aniq maqsad va vazifa qilib qo'yilishi lozim;

Didaktik o'yinlar - ta'lim berish usuli bo'lib, bu usul muayyan ta'limiy maqsadlarga erishishga ya'ni o'tilgan o'quv materiallarini o'zlashtirish darajasini aniqlashga, mustahkamlashga va uni chuqurlashtirishga qaratilgan bo'ladi. Har bir didaktik o'yinni tanlab olganda mantiqiy tafakkurni rivojlantirishni maqsad qilib olish kerak. Didaktik o'yinlarning asosiy turlari intellektual (aqliy), harakatli hamda aralash o'yinlardan iborat. Bu o'yinlar ishtirokchilarda aqliy - jismoniy, axloqiy, psixologik, estetik, badiiy tadbirkorlik, mehnat va boshqa ko'nikmalarni rivojlantirishga yordam beradi.

Didaktik material har qanday mashg'ulotni qiziqarli o'yinga aylantirib, bolalarning mantiqiy fikrlashini shakllantirishga yordam beradi. Bu kabi didaktik materiallarga misollar bilan tanishib chiqsak:

Majoziy va mantiqiy fikrlashni baholash metodologiyasi "Bema'nilik"

Ushbu texnikadan foydalanib, siz bolaning atrofidagi dunyo, bu dunyo ob'ektlari: odamlar, hayvonlar, tabiat o'rtasidagi mantiqiy aloqalar haqidagi g'oyalarini baholashingiz mumkin.

Bolaga rasm ko'rsatiladi (u hayvonlar bilan bir nechta kulgili vaziyatlarni o'z ichiga oladi) va ko'rsatmalar beradi. Rasmni ko'rish va topshiriqni bajarish vaqti uch daqiqa bilan cheklangan. Bu vaqt ichida bola imkon qadar ko'proq absurd vaziyatlarni sezishi va nima noto'g'ri ekanligini, nima uchun bunday emasligini va haqiqatda qanday bo'lishi kerakligini tushuntirishi kerak.

Ko'rsatmalar: "Bu rasmga diqqat bilan qarang va hamma narsa o'z o'rnida va to'g'ri chizilganligini ayting. Agar biror narsa sizga noto'g'ri tuyulsa yoki noto'g'ri chizilgan bo'lsa, uni ko'rsating va nima uchun noto'g'ri ekanligini tushuntiring. Keyinchalik bu qanday bo'lishi kerakligini aytishingiz kerak bo'ladi."

Yuqori daraja: agar bolaga berilgan vaqt ichida (3 daqiqa) u barcha bema'nilikni payqasa, nima noto'g'ri ekanligini qoniqarli tushuntira olsa va qo'shimcha ravishda u qanday bo'lishi kerakligini aytsa.

O'rtacha daraja: bola barcha mavjud bema'niliklarni payqadi va qayd etdi, lekin ularning birdan uchtasi to'liq tushuntira olmadi yoki haqiqatda qanday bo'lishi kerakligini aytolmadi.

Past daraja: bolaning belgilangan vaqt ichida barcha bema'niliklarni payqashga vaqti yo'q edi va masala tushuntirishga kelmadi."To'rtinchi g'alatilikni yo'q qilish"

Maqsad: bolada majoziy va mantiqiy fikrlash jarayonlarini, tahlil qilish va umumlashtirishning aqliy operatsiyalarini o'rganish.

Rag'batlantiruvchi material: 4 ta ob'ekt tasvirlangan rasmlar, ulardan biri quyidagi belgilarga ko'ra boshqalarga mos kelmaydi: 1) hajmi bo'yicha; 2) shaklda; 3) rangi bo'yicha; 4) umumiy toifa bo'yicha (yovvoyi uy hayvonlari, sabzavotlar - mevalar, kiyim-kechak, mebel va boshqalar. 4 dona oddiydan murakkabgacha)

Texnikani bajarish tartibi: bolaga quyidagi ko'rsatmalar bilan birga turli xil ob'ektlar taqdim etilgan bir qator rasmlar taklif etiladi: "Ushbu rasmlarning har birida unda tasvirlangan to'rtta

ob'ektdan biri ortiqcha. Suratlarga diqqat bilan qarang va qaysi element va nima uchun ortiqcha ekanligini aniqlang." Muammoni hal qilish uchun 3 daqiqa vaqt ajratiladi.

Yuqori daraja: bola o'ziga yuklangan vazifani o'z vaqtida hal qildi. 1 daqiqadan kamroq vaqt, barcha rasmlardagi ortiqcha narsalarni nomlash va nima uchun ortiqcha ekanligini to'g'ri tushuntirish.

O'rta daraja: bola 1 dan 2 minutgacha bo'lgan vaqt ichida topshiriqni to'g'ri bajardi va faqat 1-2 ta qo'shimcha rasmni to'g'ri tushuntira oldi.

Past daraja: bola muammoni 2 daqiqadan ko'proq vaqt ichida, o'z tanlovining sabablarini tushuntirmasdan hal qildi yoki umuman hal qilmadi.

Xulosa qilib shuni aytishimiz mumkinki, bolalarning intellektual rivojlanishining muhim ko'rsatkichlaridan biri mantiqiy fikrlash bo'lib, maktabgacha ta'lim yoshidagi bolalarda mantiqiy fikrlarni rivojlantirishda didaktik o'yinlardan foydalanish samarali natija beradi. Mantiqiy fikrlashni shakllanishi bolalarning kognitiv sohasining rivojlanishini ta'minlaydi. Bu esa bolalarni barkamol shaxs bo'lib shakllanishiga, ta'lim samaradorligi va sifatining oshishiga xizmat qiladi.

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MILLIY DASTUR TALABLARIDAN KELIB CHIQIB BOSHLANG'ICH TA'LIMDA TENGLAMALARNI O'RGANISHGA YANGICHA YONDASHUV

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Annotatsiya: Boshlang'ich ta'lim matematika darslarini milliy dastur talablaridan kelib chiqib zamonning o'zi talab qilmoqda. Kichik maktab yoshidagi bolalarga matematik materiallarni ularning kundalik amaliy darslarda uchraydigan matematik muammolar bilan uzviy bog'lab o'qitilsa ularning fanni yaxshi o'zlashtirishga bo'lgan qiziqishlari ortadi. Natijada darslar yanada samarali bo'ladi. Ushbu maqolada matnli matematik masalalarning tenglamalar bilan uzviy bog'liqliligidan foydalanib tenglamalarni o'rganishga innovatsion yondashuvni amalga oshirishga ya'ni matematika darslarida berilgan tenglamalarning yechimini topish, masala ko'rinishga

keltirilib matematika o'qitishni o'quvchilarning kundalik amaliy darslari bilan bog'lab o'tish masalasiga qaratilgan.

Kalit so'zlar: Matnli masala, tenglama, innovatsion metod, sodda masala, murakkab masalani yechimi, tenglama ildizi, arifmetik amallar. Respublikamizga 2019-yilda kadrlar tayyorlashning yangicha moduli milliy dastur qabul qilingandan so'ng yoshlarga ta'lim tarbiya berish vazifasi davlatimiz ichki siyosatining ustuvor yo'nalishlarining biriga aylandi.

Muhtaram Prezidentimiz Sh.M.Mirziyoyev ta'kidlaganidek Matematika hamma fanlarga asosdir. Bu fanni yaxshi bilgan bola aqlli keng tafakkurli bo'lib o'sadi , istalgan sohada muvaffaqiyatli ishlab ketadi. Matematik tafakkurga ega bo'lib matematik qonun va qoidalarni ongli o'zlashtirishda bolaning irodasi mustahkam bo'lib, boshlagan ishini muvaffaqiyatli yakuniga yetkazishga harakat qiladi va bunga erishadi.

Milliy dastur" talablaridan biri maktablarda olib borilayotgan ta'lim-tarbiyani amaliyotga, ya'ni o'quvchilarning kundalik hayotlariga yanada yaqinlashtirish masalasidir. Bu degani har bir o'tilayotgan matematik materiallarning o'zini hayotdagi o'rnini aniqlab berishdan iborat. Agar o'quvchi o'rganayotgan matematik materiallarning o'z hayotidagi ahamiyatni tushunib yetsa yoki unga ehtiyoj sezsa, u vaqtda matematik materiallarni yaxshi o'zlashtirib olishga harakat qiladi.

Matematik tushunchalarning mohiyatini bilib berishda, ularning o'quvchilarning hayotidagi ahamiyatini ko'rsatishda matematik materially masalalarning o'ziga yarasha o'rni bor.

Bu yozilayotgan uslubiy maqoladan ko'zlangan asosiy maqsad innovatsion didaktik yangilik, matematik matnli masalalarni tenglamalar tuzib yozish va darsliklarda berilgan tenglamalarni yechishdan oldin yechimi shu tenglamaga mazmunan mos keluvchi matnli masala tuzib, masalada qaralayotgan muammo o'quvchilarning kundalik amaliy dasturidan olingan masala bilan boyitilishi bu orqali bolalarning shu matematik materiallarni o'rganishga bo'lgan qiziqishlarini oshirish masalasidir.

Ma'lumki boshlang'ich sinflar matematika darslarining mazmunini asosan arifmetika algebra va geometriya fanlarining eng elementar tushunchalari tashkil etadi. Bu uchta fan materiallari bo'shliqda va bir-birini to'ldirgan holatda o'rgatiladi. Fanda va kishilarning kundalik amaliy dasturida quyi ishlatiladigan tushunchalarni aniq ma'lum bir harflar va belgilar yordamida belgilash qabul qilingan.

Birinchi uyg'onish davrining buyuk namoyondalari ulug' matematik olim Al-Xorazmiy o'zining matematikaga oid ishlarida kishilarning kundalik amaliy dasturida duch keladigan matematik muammolarni formula tenglama ko'rinishida tasvirlash va uni hal qilish yo'lini ko'rsatib berdi. Olim qilgan bu matematik ishlari orqali yangi fanni vujudga keltirishga asos soldi. Shuning uchun ham bu fan uning tabarruk nomi bilan Al-Xorazmiy deb atala boshlandi.

O'rganishni maqsad qilib qo'ygan matematik tenglama tushunchasi kishilar orasidagi o'zaro munosabatlarda paydo bo'lgan matematik muammolarni hal qilishda ishlatiladigan vositalardan biri bo'lgan formuladir. Kezi kelganda o'quvchiga tushunarliroq bo'lishi uchun ularning kundalik amaliy dasturlarida tez- tez o'rganilib turadigan quyidagi masalaga e'tibor qaratamiz.

Boshlang'ich talimda o'rgatiladigan eng sodda tenglamalarning umumiy ko'rinishlari quyidagilardan iboratdir .

1. a+x=b , x+a=b (qo'shish amali yordamida); berilgan
2. a-x=b , x-a=b(ayirish amali yordamida); berilgan
3. a*x=b , x*a=b(ko'paytirish amali yordamida); berilgan
4. a:x=b , x:a=b(bo'lish amali yordamida); berilgan

Ikkinchi, uchinchi va to'rtinchi sinflar matematika darslarini tenglama tushunchasi orqali tahlil qiladigan bo'lsak , darslarda tenglamalarda aralash amallar va ular ikki yoki uchdan ortiq marta qatnashgan ancha murakkab tenglamalar ham uchraydi. Lekin shu narsani esdan chiqarmaslik kerakki tenglama qanchalik murakkab bo'lmasin ularda ayniy shakl o'zgartirishlar kiritish orqali

ularning shaklini (ko'rinishini) shu olti ko'rinishdan biriga keltirib yechiladi. Shu nuqtai nazardan qaraganda o'sha oltita tenglamalarning tahlilini ko'rib chiqishga harakat qilamiz .

Birinchi sinf o'quvchilariga matematik bilimlar „Chinlik" mavzusidagi materiallarni o'rgatishdan boshlanadi. Mavzu bo'yicha o'quvchilar bir xonali sonlarni og'zaki nomerlashni(sanashni), sanash natijasida hosil bo'lgan sonlarning yozuvdagi ko'rinishi ya'ni yozma nomerlashni bu sonlar ustida qo'shish amalini , qo'shish amalining natijasini tekshirish natijasida bunga teskari amal sifatida qabul qilingan ayirishni va boshqa amallarni sodda xossalarini bilib oladilar . Shuning bilan birga bir xonali natural sonlar har biri boshqa natural sonlar bilan qanday munosabatda ekanligi ya'ni bu sonlar o'rtasida mumkin bo'lgan katta(>); kichik(<) va teng(=) munosabatlardan qaysi biri o'rinli ekanligini aniqlaydilar. Bundan tashqari bolalar mavzusini yuqorida aytilganlarni ikki xonali sonlar uchun ham o'rinli ekanligini o'rganadilar. Birinchi sinf o'quvchilarini yuqori sinflarda o'rganilishi soddalashtirilgan tenglama tushinchasini o'rganishga tayyorlash maqsadida sonli ifoda shu asosida harfli ifoda, harfli ifodalarning tengligi harfli ifodalarning son qiymati kabi tushunchalar ham o'rgatiladi. Boshlang'ich ta'limda arfmetik amallarning o'rganilish tartibiga qarab tenglamalar ham shu tartibda o'rganiladi. Boshlang'ich ta'limning ikkinchi sinfidan boshlab tenglamalarni o'rganish ko'paytirish va bo'lish amallari o'rganilgandan so'ng birinchi bo'lib yuqoridagi oltita tenglamalardan qo'shish va ayirish amallari bilan berilgan (a+x=b, a-x=b, x-a=b) tenglamalar, keyingilari esa ko'paytirish va bo'lish amallari bilan berilgan (a/x=b, a/x=b, x/a=b) tenglamalar o'rganiladi.

Kichik maktab yoshidagi o'quvchilarga matematika fanining asosiy tushunchalaridan bo'lgan (tenglamani o'rgatishning samarali bo'lishi uchun uni birinchi marta qanday holatda o'quvchilar ongiga singdirishga bog'liq. Agar turli yillarda nashr qilingan boshlang'ich ta'limning ikkinchi sinf matimatika darsliklarida tenglamani o'rganishga turlicha yondashuv bo'lgan bizning fikrimizcha tenglama tushunchasiga o'quvchilarning matematik bilim darajalaridan kelib chiqib qoidaga yondashish maqsadga muvofiq deb o'ylaymiz o'qituvchi o'quvchilar bilan hamkorlikda savol javoblar yordamida quyidagi masalalarni yechadilar.

Masala 1. Maktab kutubxonasiga o'quvchilarga tarqatish uchun 100 dona matematika darsligi keltirildi, agar birinchi kuni 65 dona tarqatilgan bo'lsa nechta darslik tarqatilmagan.

Masalaning yozilishi: O'qituvchi o'quvchilar bilan ketma-ket savol-javoblar o'tkazib tenglamalarning yechimi 100-65-sonli ifodaning yechimidan iboratligini va tarqatilmay qolgan darsliklar son 35 ta ekanligini bilib oladilar. Shundan keyin o'qituvchi bu masala yechishning boshqa yana birorta yo'li bor yo'qligiga o'quvchilar e'tiborini qaratadi. Shu yerda ulug' metodist olimlarimizning "bir xil usulda 20-masala yechgandan ko'ra 1-ta masalani 20- usulda yechish maqsadga muvofiq" degan xikmatli so'ziga qaratib masalani yechishning ikkinchi usulini topishga o'quvchilar diqqatini qaratadi. Bordi-yu o'quvchilar bu savolga javob topolmasalar unda o'qituvchi tarqatilmay qolgan darsliklar soni noma'lum bo'lganligi uchun x-deb qabul qilish kerakligini eslatib o'tdi tarqatilgan kitoblar bilan tarqatilgan kitoblar sonlarining yig'indisi 100 tani berishini aytib uni quyidagicha 65+x=100 yozish mumkin ekanligini aytadi. Bolalarga o'qituvchi bunday ko'rinishdagi tenglama yordamida bir nechta masalalar ishlaganliklarini masalan x-noma'lum soni o'rniga kvadratga, ? aylanaga va boshqa matematik belgi va simvollardan foydalanilayotganligini aytib o'tib, bu yerda barcha belgi va simvollardan voz kechib bitta noma'lum o'zgaruvchi x-ni kiritish mumkinligini aytadi. Berilgan tenglik x o'zgaruvchilarning faqat bitta natural qiymatida x-ning 35 bo'lganligi qiymatida o'rinli bo'lishiga o'quvchilar diqqatini jalb qilib bunday tenglik tenglama va x-ning tenglikni saqlab qoluvchi qiymati x-tenglamaning yechimi deyilishini aytadi. Bundan keyingi o'qituvchining asosiy vazifasi bunday ko'rinishdagi tenglamalarni yechilishining umumiy qoidasini keltirib chiqarishdan iborat bo'lishi kerak.O'quvchilar bilan o'tkazilgan og'zaki savol-javoblar orqali masalada berilgan 100 va 65 sonlari yordamida 35 soni qanday hosil qilinishini oydinlashtirib olib tenglamalarning yechimini topish qoidasi keltirib chiqariladi.

Qoida 1 -qo'shish amali bilan bilan berilgan (a+x=b (yoki x+a=b)) tenglamaning yechimini topish uchun yig'indidan ma'lum qo'shiluvchini ayirish kerak, ya'n X=b-a Ayirish amali

bilan berilgan har ikkala tenglamalarga ham misolni o'quvchilarning har kuni duch keladigan matematik muamolarini matematik matnli masala ko'rinishida ifodalab har biri uchun uni yechish qoidasini bilish kerak bo'ladi.

Qaralayotgan maqolaning hammasi biroz normadan oshib ketishini bilsak-da bitta ayirish va bitta bo'lish amallari bilan berilgan tenglamalarni qarab chiqishga harakat qilamiz. Qo'shish amali bilan berilgan tenglamaga o'xshash yechimi mos ravishda ayirish va bo'lish amallari bilan berilgan (a-x=b va a/x=b) tenglamalar yechimiga keltiriladigan masalalarini taxlilarini qarab chiqamiz: masalan.

Masala 2 Bolalar bog'chasida soni 250 nafar tarbiyalanuvchilar. Agar shulardan 135 nafari o'g'il bolalar bo'lsa necha nafari qiz bolalar? Masala mazmunini tahlil qilib, uning yechimini oddiy arifmetik usuldan foydalanib topib ikkinchi usuldan foydalanishgacha bo'lgan jarayondagi bo'ladigan savol-javoblarning o'qituvchilarning pedagogik salohiyatiga qo'yib berib masalani yechishning algebraik usuliga o'tishdan tahlilni boshlaymiz. 250-x=135 O'quvchilar yuqorida aytib o'tilganidek, ayrish amali bilan berilgan bunday simvollarni qanoatlantiruvchi sonlarni osonlikcha topishadi. Berilgan masalani boshqa usul yordamida yechishga harakat qilib izlanayotgan noma'lumni x deb belgilab 250-x =135 Tenglikka ega bo'lishni tenglama deb, tenglikni saqlab qoluvchi o'zgaruvchi qiymatini tenglamaning yechimi yoki boshqa hollarda tenglamaning ildizi deb atalishini aytib o'tadi. Bolalar bilan x-ning qiymati 115 sonini masala shartida berilgan 250 va 135 sonlaridan foydalanib qanday hosil qilish mumkinligiga ishonch hosil qiladi. Bir necha misollarni shunday ikkinchi usuldan foydalanib ishlagandan so'ng bunday ko'rinishdagi tenglama yechimining umumiy qoidasi beriladi.

Qoida 2 -Ayirish amali bilan berilgan a-x=b ko'rinishdagi tenglamaning yechimini topish uchun kamayuvchidan ayirmani ayirish kerak, ya'ni x=a-b tenglamalarni o'rganishga bag'ishlangan navbatdagi darslarning birida darslikdagi birinchi marta bo'lish amali bilan a/x=b ko'rinishidagi tenglamani yechimiga kirishishdan oldin o'qituvchi bunday tenglamalarga umumiy tushunchalar va ularni yechish qoidasini berishdan oldin o'zi tanlagan sodda va o'quvchilarning amaliy kundalik dasturidan olingan materiyali matematik masalani tahlil qilishdan boshlash kerak.

Ta'rif 1 Agar 2 ta harfli o'zgaruvchili ifodalar o'zaro tenglik ishorasi bilan bog'langan bo'lib ifodadagi o'zgaruvchining birorta qiymatida o'zidagi tenglik ishorasini saqlab kelsa, bunday tenglikka tenglama va tenglik ishorasini saqlab qolgan o'zgaruvchi -x bu qiymatiga tenglama yechimi deyiladi.

2x+5=3x+4; 4a+3=2a+1; 5a-2=3a Bu tengliklar tenglamalarga misol bo'ladi. Bu tengliklar o'zgaruvchilarning faqat bitta qiymatida tenglik ishorasini saqlab qoladi.

Ta'rif 2 Agar 2 ta o'zgaruvchili harfiy ifodalar o'zaro tenglik ishorasi bilan bog'langan bo'lib ifodadagi o'zgaruvchi x ni birorta son qiymatida o'zidagi tenglik ishorasini saqlab kelmasa bunday tenglikka tengsizlik deymiz.

Berilgan bu ta'rifni yaxshiroq tushinib olish uchun ishni birorta misolni tahlil qilishdan boshlaymiz:

Masala; Quyidagi berilgan tenglikni o'rganamiz. 2x+8=2(x+1) Bu berilgan tenglikni x o'zgaruvchining natural qiymatlarida tekshirib ko'ramiz, lekin shu narsani hech qachon esdan chiqarmaslik kerakki o'zgaruvchi x-ning boshqa haqiqiy son qiymatlari uchun x soni o'rinli bo'adi.

1^0 x=1 bo'lsin, u xolda 2*1+8=2(1+1); 10!=4; 10>4;

2^0 x=2 bo'lsin, u holda 2*2+8=2(2+1); 12!=6; 12>6;

3^0 x=3 bo'lsin, u holda 2*3+8=2(3+1); 14!=8; 14>8;

va hoka…

Yuqoridagi hisob-kitoblardan ko'rinadiki bu tenglik o'zgaruvchi x ning har bir qiymatida o'zida tenglik ishorasini saqlab qolmadi,natijaga ko'ra 2x+3>2(x+1) tenglik ko'rinishida yozishimiz mumkin bo'lar ekan. Bunday ko'rinishdagi chiziqli tengsizliklar ko'proq tenglamaning yuqori bosqichlarida batafsilroq o'rganiladi.

Tarif-3: Agar ikkita o'zgaruvchili ifoda o'zaro tenglik ishorasi bilan bog'langan bo'lib o'zgaruvchining barcha qiymatlarida o'zidagi tenglik ishorasini saqlab qolsa bunday tenglikka ayniyat deyiladi.

Masalan; Quyidagi o'zaro o'zgaruvchili ifodaning qiymatlarida qanday holatlar yuzberishini qarab o'tamiz. 2x+4=2(x+2) tengligi berilgan bo'lsin.

X=1 bo'lsin u vaqtda 2*1+4=2(1+2) bundan 6=6 bo'ladi.

X=2 bo'lsin u vaqtda 2*2+4=2(2+2) bundan 8=8 bo'ladi.

X=3 bo'lsin u vaqtda 2*3+4=2(3+2) bundan 10=10 bo'ladi.

O'zgaruvchini x ning boshqa qiymatlarida ham berilgan ifoda o'zidagi teng ishorasini saqlab qolishiga ishonch hosil qildik. Demak bu berilgan tenglik 2x+4=2(x+2) ayniyatga misol bo'ladi. Ayniyat tushinchasidan o'zgaruvchili yoki harfli ifodalarni soddalashtirishda va tenglamalarning yechimlarini topishda ayniy shakl almashtirishlardan keng foydalaniladi. Boshlang'ich ta'lim matematika darslarida o'rganiladigan tenglamalar bir o'zgaruvchili birinchi darajali tenglamalardan bunday tenglamalar haqiqiy sonlar to'plamida yagona bitta yechimga egaligini esdan chiqarmaslik kerak bo'ladi. Bordi-yu bu tenglik yana birorta yechimga ega bo'lsa u vaqtda bu tenglik ayniyat ekanligini bilish zaruriy va yetarli shartdir. Masalalar tenglamalar va tenglamalar masalalar bilan chambarchas bog'lik bo'lganligi uchun ularni ba'zi vaqtlarda ularni bir vaqtda o'zaro bog'liqda o'rganishni taqozo etadi. Agar darslikda masala berilgan bo'lsa uning yechimini topish uchun uning yechimini tenglama ko'rinishiga keltirish va aksincha darslikda tenglama berilgan bo'lsa bu tenglama o'zgaruvchilarni kundalik amaliy dasturidan qanday muammo hal qilishi mumkinligini o'quvchilarga ketma-ket uzviy bog'liklikda tushuntirish katta ahamiyatga egadir. Bu aytgan fikrlarimizni 2-sinf matematika darsligidan olingan misol va masalalarni o'rganish jarayonida ko'rib chiqishga harakat qilamiz. Ma'lumki boshlang'ch sinflarda tenglama tushunchasi 2-sinf matematika darsligi 6-bobidagi 13-darsidan boshlanadi. Kichik maktab yoshidagi o'quvchilarni bilim darajalaridan kelib chiqib qaraganda tenglama haqida dastlabki ilk tushunchani bunday berish maqsadga muvofiq bo'lgan deb o'ylaymiz. Ikkinchi sinf matematika darsligining oldingi nashrida to'g'ridan-to'g'ri 27+x=27 tenglamasini olib o'quvchilarga tenglama tushunchasi haqida berishga harakat qilingan bu kichik yoshdagi o'quvchilar uchun oson anglab yetish oson holat emas. Biz hozir iste'moldagi ikkinchi sinf matimatika darsligidagi dastlab berilgan tenglamalar va yechimi shu berilgan tenglamalar yordamida tanlanadigan masalalar tuzish metodikasi haqida so'z yuritamiz.

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KICHIK YOSHLI BOLALARDA MUSIQIY SAVODXONLIKNI SHAKLLANTIRISHNING MUAMMO VA YECHIMLARI

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Annotatsiya Ushbu maqolada kichik yoshli bolalarda musiqa mashg'ulotlarini tashkil etishda musiqiy savodxonlikni shakllantirishning muammo va yechimlari haqida ma'lumotlar berilgan.

Kalit so'zlar: Temp, ritm, interval, musiqaning ifoda vositalari, dinamik belgilar, kompetensiya, interaktiv, rolli o'yinlar.

O'zbekiston Respublikasi Prezidentining 02.02.2022 yildagi «Madaniyat va san'at sohasini yanada rivojlantirishga doir qo'shimcha chora-tadbirlar to'g'risida»gi PQ-112 qarori hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarning qabul qilinishidan maqsad, o'quvchi-yoshlarni milliy san'atimiz, madaniy merosimiz bilan yaqindan tanishtirish, ular qalbida o'zbek xalq kuylari, qo'shiqlari, klassik asarlariga nisbatan muhabbat uyg'otish, ijrochilik mahorati va malakalarini oshirish, yosh ijrochilar orasidan iste'dod sohiblarini aniqlash va ularni mazkur soha bo'yicha yo'naltirishga qaratilgandir.

Musiqa ta'limidan Davlat ta'limi standartlari asosida yangi ta'lim mazmuni bolalarning musiqiy bilim va malakalari bilan birga ularda asosan tarbiyani birga olib borish lozimligi ta'kidlanadi. Shu bois, musiqa madaniyati ta'limning yangi mazmuni, yosh avlodni milliy musiqiy merosimizga vorislik qila oladigan, umumbashariy musiqa boyligini idrok eta oladigan madaniyatli inson darajasida voyaga yetkazishni nazarda tutadi va har bir pedagog oldiga mana shunday vazifalarni qo'ymoqda.

Milliy musiqamiz boy merosga ega bo'lib, asrlar davomida yosh avlodga insonparvarlik, vatanparvarlik, do'stlik, mehnatsevarlik, mehr–oqibat, birodarlik va kamtarlik kabi umuminsoniy fazilatlarni har tomonlama chuqur singdirib kelmoqda. Kichik yoshli bolalarda musiqa haqida beriladigan barcha bilim va tushunchalar o'z xususiyatiga ko'ra musiqa savodi doirasiga kiradi. Jumladan, musiqa san'atining muhim bir turi sifatida hayotdagi real voqelikni tovushlar vositasida ifoda eta olishi, uning ifoda vositasi (til, nutq), janrlarga oid turlari, tuzilishi, ijro uslublari, ijrochilik turlari, cholg'u asboblariga tegishli tasnifiy xususiyatlar musiqa savodining asosiy tarkibini tashkil etadi.

Musiqa savodxonligida musiqiy tovushlar va ularning cho'zimidan boshlab, atamalar, sur'at (temp), usul (ritm), o'lchov, intervallar, alteratsiya, dinamik belgilar, oddiy musiqa shakl, janrlari, major hamda minor ladlarigacha bo'lgan nazariy bilimlar haqida tushuncha beriladi.

Ma'lumki, musiqa savodi ta'limning mustaqil bir shakli sifatida amalga oshirilmaydi, lekin u boshqa faoliyatlar jarayonida, ayniqsa, yangi musiqa asarlarini badiiy o'rganish ijro yo'l va usullarini savodxonlik asosida bajarish tizimida muhim ahamiyatga ega. Chunki yangi musiqa asarini o'rganish jarayonida bola tomonidan egallab olingan har bir yangi bilim, tushuncha, musiqiy atamalarni bilib olish keyingi mashg'ulotlarda o'tiladigan o'quv materiallarini o'zlashtirishga zamin yaratadi.

Kichik yoshli bolalarga musiqiy ta'lim berishda musiqa savodxonligini o'rni beqiyosdir. Shunday bo'lishiga qaramay mashg'ulot jarayonida musiqa savodini o'rgatilishida ba'zi muammolar mavjud bular:

- ayrim musiqa mashg'ulotlarni mutaxassis o'qituvchi o'tmaganligi;
- musiqa asboblaridan dars jarayonida to'laqonli foydalanmaslik;
- musiqa savodi jarayonida o'yin faoliyatidan unumli foydalanmaslik;
- zamonaviy, interaktiv va ko'rgazmali vositalardan samarali foydalanmaslik;
- kuylash jarayoniga e'tiborni ko'proq qaratilgani va hok….

Bu, o'z navbatida, o'qituvchi oldiga qo'yidagi ta'limiy talablarni qo'yadi:

- O‘quvchilarda musiqani to‘g‘ri idrok etish, hamda musiqiy savodxonlik kompetensiyalarini to‘g‘ri shakllantirish uchun dars jarayonini aniq loyihalashtirish;
- musiqa savodi jarayonida musiqa ifoda vositalari va ularni asardagi ifodasi, vazifasini aks etuvchi rasmlar va ko‘rgazmalardan maqsadli foydalanish;
- asardan estetik zavqlanish vositasida badiiy obrazlarni to‘g‘ri tasavvur etishga yetarli bo‘lgan xotirani o‘stirishdagi didaktik o‘yinlarni qo‘llash;

Bunday talablarni amalga oshirish uchun musiqa rahbari oldiga qator vazifalar qo‘yiladi;

- o‘quv materiallarini o‘rgatish jarayonida o‘quvchilarda musiqa san'atiga havas uyg ‘otish, musiqani tinglash va kuylash vositasida ularda musiqiy, badiiy ehtiyojni kuchaytirish;
- idrok etilajak asarlar yuzasidan bolalarda musiqiy badiiy taassurot uyg‘otib borish;
- musiqa tinglash jarayonini har mashg ‘ulotda tashkil etib borish;
- musiqiy atamalar mohiyati va ularning xususiyatlarini o‘rgatib borish hamda musiqa amaliyotida qo‘llash;
- kuyning oddiy tuzilishi, uning ifoda vositalarini anglay olishga o‘quvchilarni o‘rgatish;
- kuy notasining ritmik tuzilmalariga qarab chapak chalish va kuylashga o‘rgatish.
- Musiqa asarini o‘rganish davomida matndagi notalar ritmini chapakda ifodalash va bolalarbop cholg‘u asboblarida chaldirish, ritmik jo‘r bo‘lish yoki musiqa tavsifiga mos harakatlarni bajartirish musiqiy savodxonlik darajasini o‘stirib boradi. Kichik yoshli bolalarda musiqiy savodxonlikni o‘stirishda she'riy va rolli o‘yinlardan foydalanish maqsadga muvofiqdir. Masalan:

Nota nima, bolalar?
O‘rganishni boshlaymiz.
Barchani savodxonlik,
Festivalga chorlaymiz.
Bilib qo‘ying, aziz bolalar,
Hayotimiz yo‘ldoshidir kuy,
Yashnar bog‘u-rog‘lar, dalalar.
Bo‘lsa bayram, shodon bazmu to‘y.
Musiqasiz yasholmas inson,
Kurashlarga topolmas imkon.
Barcha kuchni qo‘shiqdan olar,
Ohang uni yashashga chorlar
Yalla, lapar, terma, qarsaklar,
Baxtli kishi ularni bilar,
Qani ayting qanday chalinar?
Buni faqat nota o‘rgatar.

Xulosa qilib aytganda, musiqiy savodxonlikka ega bo‘lgan bola eshitgan har bir musiqa asarini yaxshi tushunadi, asarni qiynalmay o‘rganadi, aniq talaffuzda kuylab, undan ma'naviy ozuqa oladi.

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BOSHLANG'ICH TA'LIMDA MATEMATIKA DARSLARINING SIFAT KO'RSATGICHINI OSHIRUVCHI OMILLAR

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Annotatsiya Ta'lim sifatini oshirishga bag'ishlangan bu uslubiy maqolamizda kichik maktab yoshidagi o'quvchilarning matematik savodxonligini oshirishda va ularning matematika fani materiallarini o'zlashtirishga bo'lgan qiziqishlarini oshirishda fanlararo integratsiyalashgan ta'limni yo'lga qo'yish masalasiga qaratilgan.

Kalit so'zlar
Innovatsiya, integratsiya, ta'lim, tarbiya, matematik savodxonlik, hayotiy-amaliy zaruriyat, qonuniy majburiyat, gap, qo'shma gap, rost gap, yolg'on gap, masala tenglama.

Ta'lim-tarbiyaning sifatli bo'lishi birinchi navbatda uning asosiy ustunlari bo'lgan beshta (o'qitishdan ko'zlangan maqsad, o'qitilayotgan fan mazmuni, o'qitish usullari(metod), o'qitish formalari va o'qitish vositalari) ustuni bilan chambarchas bog'liqdir.

Bo'lg'usi boshlang'ich sinf o'qituvchilariga beradigan asosiy maslahatlarimizdan biri kichik maktab yoshidagi o'quvchilarning o'ziga xos o'zlashtirib olish xususiyatlaridan kelib chiqib, o'zlashtirilishi boshqa fanlar materiallariga qaraganda biroz qiyin kechadigan matematik materiallarni o'rgatishda sinf o'quvchilarining bilim darajalaridan va tanlangan mavzuni murakkabligidan kelib chiqib o'qitishning zamonaviy metodlaridan biri bo'lgan integratsiyalashgan ta'limdan foydalanish usullarini yaxshilab o'rganib olishlari lozim bo'ladi. O'qitish metodlarining ta'limdagi o'rni katta bo'lib, darsning qiziqarli bo'lib, uning sifatini ta'minlaydi.

Ta'lim-tarbiyani va uning sifatini o'qitish vositalarisiz tasavvur qilib bo'lmaydi. O'qitish vositalariga har bir mutaxassislarning o'quv rejalari, o'quv rejalari asosida yaratilgan davlat ta'lim standartlari, fan dasturlari talablari asosida yaratilayotgan darsliklar va ularga yordamchi bo'lib xizmat qilayotgan o'quv-uslubiy qo'llanmalar, Respublikamizdagi ilg'or metodist-olimlar va mohir salohiyatli o'qituvchilar tomonidan ta'lim-tarbiyaga oid chop etilayotgan risola, maqola, tavsiyanomalar kiradi. Shuning bilan birga o'qitishning texnik vositalarining ta'lim-tarbiyadagi va uning sifatli bo'lishidagi o'rni juda kattadir.

Mamlakatimizda 2023-yilni "Insonga e'tibor va sifatli ta'lim yili" deb atalishida ham mantiqiy ketma-ketlik mavjud bo'lib, bu narsa tabiatda doimiy sur'atda ro'y berib turadigan miqdor o'zgarishlarining sifat o'zgarishlariga kelishining ta'limdagi holatini ko'rsatadi deb o'ylaymiz. Keyingi besh yillikda o'rta maktab bitiruvchilarining OTMlarga kirish ko'rsatkichi 9% dan 39% gacha ko'tarilganligi ham endi navbat ta'lim-tarbiyaning barcha bosqichlarini bitkazib chiqayotganlarning bilimlari sifatli bo'lishini shaxsiy va amaliy zaruratning o'zi talab qilayotganligi ham bor gap.

Ta'limning sifati ta'lim oluvchilardan ya'ni bolalar bog'chalaridan va to'g'ridan-to'g'ri o'z uylaridan kelgan bolalardan tarkib topgan sinfdagi bolalarning matematik bilim darajalariga ko'pdan-ko'p bog'liq:

a) OTMni yaqinda tamomlab kelib o'qituvchilik bu sohasida turgan xodimga maktab ma'muriyati o'zi o'qitishni boshlaydigan birinchi sinf o'quvchilarining ro'yxatini shakllantirish vazifasini topshiradi. Agar bu o'quvchilarning barchasi shu maktab hududiga yaqin bo'lgan bolalar bog'chasining bittasidan kelgan bo'lsa, nur ustiga a'lo nur, chunki bu bolalarning maktabga tayyorgarlik darajalari bitta metodologiya asosida olib

borilgan bo‘lib, bilim darajalari bir-biridan o‘ta darajada farq qilmaydi. Sinfni qabul qilgan yosh o‘qituvchi bolalar ta'lim-tarbiya olgan bolalar bog‘chasining ustoz-murabbiylari bilan suhbatlashib har bir bolaning pedagogika-psixologik qobiliyatlarini o‘rganib shunga qarab darslarga tayyorgarlik ko‘radi.

b) Bordiyu ro‘yxati shakllantirilayotgan sinf o‘quvchilari bog‘chaga bormagan (bular ham turli-tuman oilalardan, ya'ni bolasining ta'lim-tarbiyasiga e'tibori nuqtai nazardan) har xil xususiy (bunday bog‘chalar hozirgi kunda juda ko‘p) bog‘chalardan, davlat bilan sherikchilik asosidagi bog‘chalardan, davlat tasarrufidagi bog‘chalardan kelgan bolalardan tashkil topgan bo‘lishi mumkin. Bunday holatda yosh o‘qituvchining majburiy ta'limning birinchi bo‘g‘ini bo‘lgan boshlang‘ich ta'limdagi ish faoliyati ancha qiyinchilik bilan boshlanadi. Chunki sinfdagi o‘quvchilarning tayyorgarlik darajalari har xil bo‘lib, ularga bir vaqtda bir xil mavzudagi (asosan, matematika va ona tili fanlaridan) dars o‘tish mumkin emaslik muammosi paydo bo‘ladi.

Agar o‘qituvchi mavzuni maktabga tayyorgarlik darajasi past bo‘lgan bolaga mo‘ljallab boshlasa, qolgan bolalarda zerikish boshlanadi, darsning sifatiga salbiy ta'sir ko'rsatadi. Bordi-yu mavzuni yaxshi tayyorgarlik bilan kelgan o‘quvchi bilimiga moslashtirib boshlasa, o‘zlashtirishi past bolada ham darsga bo‘lgan qiziqish yo‘qoladi, bu esa dars sifatiga o'ta jiddiy va salbiy ta'sir ko‘rsatadi.

Bu muammoli vaziyatdan chiqishning birdan-bir to'g'ri yo'li quyidagicha deb o'ylaymiz:

-Joriy o‘quv yilida maktabga birinchi sinfda o‘qishi rejalashtirilayotgan o‘quvchilar jamoasini maktabga tayyorgarlik darajasini (maxsus komissiyaning suhbati asosida, ota-onalarning bevosita ishtirokida) aniqlab ularni uch guruhga ajratish kerak bo‘ladi.

1-guruhga tayyorgarlik darajasi a'lo bo‘lgan bolalar;

2-guruhga tayyorgarlik darajasi yaxshi bo‘lgan bolalar;

3-guruhga tayyorgarlik darajasi past bo‘lgan bolalar;

Ko‘p yillik pedagogik kuzatishlar va pedagogik-psixologik tajribalardan ma'lumki, o‘qituvchilarga ta'lim-tarbiya ishlarini bir xil bilish va bir xil salohiyatli bolalar bilan boshlash ta'lim-tarbiyaning sifatini ta'minlaydi.

Alohida-alohida bolalardan tuzilgan sinflarni qaysi o‘qituvchiga topshirish maktab ma'muriyati zimmasiga qoldirish maqsadga muvofiqdir. Lekin shu narsani esdan chiqarmaslik kerakki, o‘z ustida tinmay ishlaydigan sinf o‘quvchilarining har birini o‘z bolasidek sevib, ularga sidqidildan fan asoslarini o‘rgatishni maqsad qilsa, hatto uchinchi guruh bolalarini ham birinchi guruh o‘quvchilari darajasiga qisqa vaqtda olib chiqadi va ota-onalarning beminnat rahmatiga sazovor bo‘ladilar.

Bundan tashqari yil boshida o'qituvchi ota-onalar va maktab ma'muriyati o‘rtalarida bo‘ladigan turli-tuman „Men bolamni falon o‘qituvchiga o'qishga beraman", "Men bolamni piston o‘qituvchiga o‘qishga bermayman" degan o‘zaro qarama-qarshi so‘zlarning ijobiy hal etilishiga erishiladi.

Ta'lim oluvchi bolaga ota-onalarining ta'limga bo‘lgan munosabati ham ijobiy yoki salbiy ta'sir ko‘rsatishi mumkin, buni hurmatli ota-onalar esdan chiqarmasliklari kerak.

Aziz ota-onalar "Davlat oylik berib qo‘yibdi-ku!" degan yoki hurmatli o‘qituvchilar "Bolaning kelajagi bilan ota-onalar qiziqsin" degan o‘zaro mantiqsiz gap-so‘zlardan voz kechib har bolaning kelajagi uchun har birimiz qayg‘uraylik, ularga imkon qadar mehr ko‘rsatib yosh avlodni Yangi O‘zbekistonning yangi barkamol avlodi qilib tarbiyalashdek ishga o‘z hissamizni qo‘shaylik.

Ta'limning sifatini kafolatlovchi omillardan biri o‘qituvchi tomonidan tanlab olingan o‘qitish usulidir. Hozirgi kunga kelib ta'lim-tarbiya usullari (metodlari)ning soni yuzdan oshib ketdi desak haqiqatni aytgan bo'lamiz. Anashunday usullardan biri har bir fan mavzuni boshqa fan mavzularidan qaysi birlari o‘tilayotgan mavzuga aloqadorlik darajasidan kelib chiqib o‘zaro

aloqadorlikda o'tish usuli bo'lib, bu usul har ikki fan materiallarini o'zaro yaqinlashtirib, bir-birini mantiqiy boyitib o'qitishga integratsiyalashgan ta'lim metodi o'qitish sifatini kafolatlaydi.

Boshlang'ich sinf matematika darslarida o'rganiladigan ,,Vaqt va uning o'lchov birliklari" mavzusini tabiatshunoslik fani o'rganiladigan ,, Quyosh sistemasidagi planetalar" mavzusini o'zaro integratsiyalashgan holatda o'tish imkoniyati mavjud.

Vaqt o'lchov birliklari boshqa, masalan, og'irlik va uzunlik o'lchov birliklariga qaraganda ancha qiyinchilik bilan o'zlashtiriladigan tushunchadir. Bu vaqt tushunchasi doimiy ravishda oldinga harakatlanadigan tushuncha bo'lib, uni ortga qaytarib bo'lmaydi. Boy berilgan vaqtni orqaga qaytarib, uni yangidan boshlashning imkoni yo'q, shuning uchun ham vaqting ketdi baxting ketdi deyishmaydi, mutafakkirlarimiz.

Vaqtning o'lchov birliklaridan, masalan, sutka-tun-kun, oy va yil , tabiat hodisalaridan olingan bo'lib qolgan sekund, minut, soat, hafta va asr o'lchov birliklari insonlar tomonidan yuqoridagi tabiat hodisalariga monand o'ylab topilgan vaqt o'lchov birliklaridir. Integratsiyalashgan darsning sifati har bir fanlardan olinayotgan dars mavzulariga vca ularning qanchalik mantiqan o'zaro bog'liqligiga ham bog'liqdir.

Har bir dars ikki qismdan iborat bo'lib, uning birinchi qismi mavzuning nazariy qismi bo'lib unda masala yoki muammo yechimining nazariy asoslari yechilish yoki hal etilish qoidalari umumiy ko'rinishda bayon etilsa, darsning amaliy qismida nazariy qismidagi qoidalardan foydalanib o'quvchilar kundalik amaliy hayotida uchraydigan mammolarni hal qilishga oid misol va masalalar qarab chiqiladi.

Vaqt o'lchov birliklarining tabiat hodisalari bilan bog'liq bo'lganlarini quyosh sistemasidagi quyosh yer va uning yo'ldoshi bo'lgan oy planetalarining harakatlarini ifodalovchi o'quv filmlaridan foydalanish maqsadga muvofiq bo'ladi, bu dars sifatiga katta ijobiy ta'sir ko'rsatadi. Sutka: tun va kun yerning o'z o'zi atrofida bir marta to'liq aylanish vaqtiga teng;

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НОГИРОНЛИГИ БЎЛГАН ШАХСЛАР БИЛАН ИЖТИМОИЙ ИШ ОЛИБ БОРИШ

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Аннотация: Ушбу мақола ногиронлиги бўлган шахслар билан ижтимоий ишнинг тамойиллари, амалиётлари, муаммолари ва таъсирини ўрганади. Ижтимоий адолатни, инсон ҳуқуқларини ва ногиронлар ҳуқуқларини янада қамраб олувчи ва адолатли жамиятни яратишнинг назарарий асосоларини кўриб чиқади.**Калит сўзлар:** Ногиронлик, ижтимоий иш, шахс, ижтимоий модель, ижтимоий тенглик, ижтимоий хизматлар, инклюзив сиёсат.

Мамлакатимизда инсон ҳуқуқлари, жумладан ногиронлиги бўлган шахслар ҳуқуқларининг кафолатларини мустаҳкамлаш, инклюзив ривожланиш, аҳолининг барча қатламлари тенг ҳуқуқ ва имкониятларга эга бўлишларини таъминлашнинг самарали механизмларини жорий этиш, ногиронлиги бўлган шахсларнинг жамият ҳаётининг барча соҳаларида иштирок этишлари учун зарур шарт-шароитлар яратиш мақсадида турли қароа ва фармонлар қабул қилинган.

Ногиронлиги бор инсонлар билан ижтимоий иш олиб бориш турли қобилиятларга эга бўлган шахсларнинг ҳуқуқлари, фаровонлиги ва жамиятга қўшилишида ҳал қилувчи роль ўйнайди. Ногиронлар таълим, бандлик, соғлиқни сақлаш ва ижтимоий хизматларга киришда ўзига хос қийинчиликлар ва тўсиқларга дуч келишади, уларнинг ҳаёт сифатини ошириш ва ўз жамоаларида тўлиқ иштирок этишлари учун махсус ёрдам ва тарғиботни талаб қилади. Ногиронлик нафақат тиббий ҳолат, балки ногиронлар учун тўлиқ иштирок этиш ва имкониятлардан фойдаланишга тўсқинлик қилувчи индивидуал нуқсонлар ва ижтимоий тўсиқларнинг мураккаб ўзаро таъсиридир. Дунёнинг ривожланган ва етакчи давлатларида сўнгги 30 йил давомида олиб борилган илмий ишлар ва тадқиқотлар натижасида, замонавий жамиятда ногиронлик ҳамда ногиронлар ҳақида асосан икки хил қараш мавжуд. Ушбу қарашлар «моделлар» деб юритилади, яъни «ногиронликнинг тиббий модели» ва «ногиронликнинг ижтимоий модели». Ҳозирги кунда, фаол ногиронлар ва уларнинг тенг ҳуқуқли иштирокини қўллаб қувватловчи-ларнинг сай-ҳаракатлари билан «ижтимоий модель»га асосланган қараш ва тушунчалар дунёнинг ривожланаётган мамлакатларида ҳам тарғиб этилмоқда. Бу моделнинг «тиббий модель»дан ғоявий ўзаги мутлақо фарқ қилгани туфайли ва бу икки модель ўртасидаги тафовутни тушунтириш учун ўзбек тилида янги атамаларни жорий этишга тўғри келади. Бу атамалар шартли атамалар бўлиб, улар «ижтимоий модель»ни тушунтириш мақсадида вақтинча қўлланилади. «Ижтимоий модель»ни кенг тарғиб қилиш учун келажакда доимий қўлланиладиган атамалар ишлаб чиқилиши лозим бўлади. Бу атамалар қуйидагилар: шароит чекланганлик, шароити чекланган шахс, тана функцияси чекланганлик, ва тана функцияси чекланган шахс. «Ижтимоий модель»ни тушуниш учун, биринчи ўринда шахснинг танасини ёки руҳиятини бошқалардан фарқ қиладиган ҳолати, яъни «тиббий модель»да ногиронлик деб таърифланган ҳолат билан шахснинг маълум бир фаолиятни ёки ҳаракатни бажара олмаслик ҳолатини бир-биридан ажратиб олиш керак. «Ижтимоий модель» ғоясига кўра, тана функцияси чекланганлик шахснинг жамият ҳаётида иштирок эта олмаслиги, фаолият юритмаслиги, таълим ололмаслиги, оила қура олмаслиги, ўз оиласида яшамаслиги ва ҳоказо муаммоларининг сабабчиси эмас. Тана функцияси чекланган шахснинг барча билан тенг ва жамиятда тўлақонли иштирок эта олмаслигининг сабаби бу жамиятдаги мавжуд жисмоний тўсиқлар, салбий муносабатлар, нотўғри тушунча ва қарашлар, ўрнатилган тартиб ва тизимлардир. Ёки бошқа сўзлар билан ифодалаганда, тана функцияси чекланган шахснинг атроф муҳит билан бўладиган муносабати натижасида келиб чиқадиган муаммо бу шароит чекланганлик (ногиронлик). Масалан, «ижтимоий модель»да кўзи бутунлай ожиз бўлган шахснинг ҳолати «тана функцияси чекланганлик» ҳолати дейилса, лекин шу шахснинг ма‟лум бир фаолиятни бажара олмаслиги, масалан китобни мутоала қила олмаслиги «шароит чекланганлик» дейилади ва натижада бу кўзи ожиз шахс «шароити чекланган шахс» дейилади. Ёки ҳаракатланиш аравачасидан фойдаланадиган шахс бинога унинг эшиклари етарлича кенг бўлмагани туфайли кира олмаса бу ҳолда унинг шароити чекланган бўлади. «Ижтимоий модель»га кўра бу шахснинг бинога кира олмаслигининг сабаби унинг ҳаракатланиш аравачасида юрганлигида эмас, аксинча бунинг сабаби бино ҳаракатланиш аравачасига мослаштирилмаганида деб ҳисобланади. «Тиббий модель»да эса бу икки жиҳат ажратиб кўрсатилмайди. «Ижтимоий модель» нинг асосий мақсади ногиронлиги бор шахслар учун жамиятдаги мавжуд тўсиқларни бартараф этиш орқали барча инсонлар учун тенг имкониятлар яратилишига эришишдир.

Ногиронликнинг ижтимоий модели ногиронликни ҳаётнинг турли жабҳаларида ногиронларнинг мазмунли иштирокини чеклайдиган экологик, ижтимоий муносабат тўсиқлари натижасида кўриб чиқади. Ижтимоий ишчилар ногиронларнинг кучли томонларини, имкониятларини ва интилишларини тан оладиган шахсга йўналтирилган ёндашувни қўллайдилар. Бу одамларга мустақил яшаш ва жамиятга ўзининг мазмунли

ҳисса қўшиш имкониятини бериш учун дефицитга асосланган истиқболдан ташқарига чиқади.[31]

Ногиронлар билан ижтимоий иш олиб боришда ногиронлиги бўлган шахсларнинг қадр-қиммати, автономияси ва ҳуқуқларини ҳимоя қилувчи бир қатор тамойилларга асосланади. Бу тамойилларга қуйидагилар киради:

1. Ваколат бериш: Ижтимоий ишчилар ногиронларнинг ҳаётига таъсир кўрсатадиган қарорларни қабул қилиш жараёнларида ўз тақдирини ўзи белгилаш, автономия ва ваколатларини тан олиш орқали уларга имкониятлар беради. Ўз-ўзини ҳимоя қилиш кўникмаларини ривожлантириш, ўз-ўзини англашни ривожлантириш ва тўсиқларни бартараф этишда ёрдам бериш орқали ижтимоий ишчилар ногиронларга ўз ҳуқуқлари ва эҳтиёжларини ҳимоя қилиш имконини беради.

2. Ижтимоий адолат: Ижтимоий ишчилар ногиронларни четлаб ўтадиган ва истисно қиладиган камситувчи амалиётлар, сиёсатлар ва муносабатларга қарши чиқиш орқали ижтимоий адолатни ҳимоя қиладилар. Таълим, бандлик, уй-жой ва соғлиқни сақлашга тенг киришни таъминлаш орқали ижтимоий ходимлар барча шахслар қадрланадиган ва ҳурмат қилинадиган янада инклюзив ва адолатли жамиятни яратишга ҳаракат қиладилар.

3. Инклюзивлик: Ижтимоий ишчилар ногиронлик ва фаровонлик туйғусини ривожлантиришда ижтимоий алоқалар, мазмунли муносабатлар ва фуқаролик иштирокининг муҳимлигини тан олган ҳолда, ногиронларни жамият ҳаётининг барча жабҳаларига қўшишга ёрдам беради. Қулай муҳитлар, инклюзив сиёсат ва қўллаб-қувватловчи хизматларни қўллаб-қувватлаган ҳолда, ижтимоий ишчилар ногиронлар учун тўлиқ иштирок этишлари ва ўзларининг ноёб истеъдодлари ва истиқболларига ҳисса қўшишлари учун имкониятлар яратадилар.[32]

4. Ҳамкорлик: Ижтимоий ишчилар ногиронлар, уларнинг оилалари, ғамхўрлик қилувчилари ва бошқа мутахассислар билан ҳар бир шахснинг турли эҳтиёжлари ва мақсадларига жавоб берадиган яхлит, шахсга йўналтирилган режаларни ишлаб чиқиш учун ҳамкорлик қиладилар. Ҳамкорликни ривожлантириш, тармоқларни қуриш ва хизматларни мувофиқлаштириш орқали ижтимоий ишчилар бутун умр давомида ногиронларга ҳар томонлама ёрдам ва ғамхўрликнинг узлуксизлигини таъминлайди.

Ногиронлар билан ижтимоий иш турли хил қобилиятларга эга бўлган шахсларнинг фаровонлигини, мустақиллигини ва ижтимоий интеграциясини яхшилашга қаратилган кенг кўламли амалиёт ва тадбирларни ўз ичига олади.

Баҳолаш ва шахсга йўналтирилган режалаштириш: Ижтимоий ишчилар ўзларининг ноёб ҳолатлари ва интилишларини акс эттирувчи индивидуал парвариш режаларини ишлаб чиқиш учун шахсларнинг кучли томонлари, эҳтиёжлари, афзалликлари ва мақсадларини ҳар томонлама баҳолашади. Шахсга йўналтирилган режалаштириш ногиронлиги бўлган шахслар билан фаол ҳамкорликни ўз ичига олади, уларнинг устуворликлари, афзалликлари ва исталган натижаларини аниқлаш, аралашувлар уларнинг ўзига хос эҳтиёжларини

[31] Турабоева, Ф. (2023). Ногиронликнинг Асосий Демографик, Назарий Асослари. *Академические исследования в современной науке*, *2*(4), 43-47.

[32]Абдурахмонова, М. М. Тургунбоев, А. Ф. (2023). Аҳолига Сифатли Ижтимоий Хизматлар КўРсатишда Жамоатчилик Фикрига Таяниш Самарадорлиги. *Ўзбекистонда Фанлараро Инновациялар ва Илмий Тадқиқотлар Журнали*, *2*(22), 192-200.

қондириш ва ўз тақдирини ўзи белгилашига ёрдам бериш учун мослаштирилишини таъминлайди.[33]

Ижтимоий ишчилар ногиронлиги бўлган одамларга ғамхўрлик, қўллаб-қувватлаш ва ресурсларни мувофиқлаштириш, хизматларнинг узлуксиз-лигини таъминлаш ва соғлиқни сақлаш, ижтимоий хизматлар, таълим ва хизматлардан фойдаланишдаги мумкин бўлган камчиликлар ёки тўсиқларни бартараф этиш учун ишларни бошқариш хизматларини тақдим этадилар. бандлик. Ижтимоий ишчилар ҳам ҳуқуқларни ҳимоя қиладилар ва ногиронлиги бўлган шахсларнинг турли шароитларда, жумладан мактаблар, иш жойлари, соғлиқни сақлаш муассасалари ва жамоат ташкилотларидаги манфаатлари, оқилона турар жой, фойдаланиш имкониятини ўзгартириш ва қўшилиш ва иштирок этишга ёрдам берувчи қўллаб-қувватловчи хизматларни ҳимоя қилиш.[34]

Ногиронлиги бор шахслар билан ижтимоий иш турли қобилиятларга эга бўлган шахсларга инклюзив жамоаларда қониқарли, мазмунли ва мустақил ҳаёт кечириш имкониятини берадиган динамик ва ривожланаётган соҳадир. Имкониятларни кенгайтириш, ижтимоий адолат, инклюзия, адвокатлик ва ҳамкорлик тамойилларини қўллаб-қувватлаган ҳолда, ижтимоий ишчилар ногиронлар учун иттифоқчилар, ҳимоячилар ва чемпионлар бўлиб хизмат қиладилар, уларнинг ҳуқуқлари, қадр-қиммати ва ҳаётнинг барча жабҳаларида тенглигини таъминлайдилар. Жамиятда давом этаётган қийинчиликлар ва тўсиқларга қарамасдан, ижтимоий ишчилар стереотипларни йўқ қилиш, тўсиқларни бартараф этиш ва ногиронлар учун янада кенгроқ, қулай ва адолатли дунёни яратишда муҳим роль ўйнайди. Ижтимоий ишчилар ўзларининг мажбуриятлари, тажрибалари ва раҳм-шафқатлари орқали ногиронларнинг фаровонлиги, чидамлилиги ва имкониятларини кенгайтиришга, жамиятимизнинг тузилишини яхшилашга ва хилма-хилликни қабул қилиш ва барчага ҳурмат маданиятини ривожлантиришга ҳисса қўшадилар.

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YOSHLARNI ONGLI KASB TANLASH KOMPETENTLIGINI OSHIRISHNING IJTIMOIY-PSIXOLOGIK OMILLARI

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Annotatsiya: Mazkur maqolada yoshlarni ongli kasb tanlash kompetentligini oshirishning ijtimoiy-psixologik omillari haqidagi nazariy va amaliy o'rganishlar xulosasi bilan tanishish mumkin.

Kalit so'zlar: kasb, ong, ijtimoiy-psixologik omil, ustanovka, stereotip, qiziqish, imkoniyat, qobiliyat

Bugungi kunda vertuallashish jarayonining jadal ravishda rivojlanishi, yoshlar ongiga yot ijtimoiy ta'sirlarning ortib borishi, inson omili bilan bog'liq tadqiqotlar ko'lamini kengaytirishni taqqazo qilmoqda. Ayniqsa, jadal sur'atlar bilan rivojlangan globallashuv o'zining ijobiy tomonlari bilan bir qatorda inosoniyat ruhiyatida o'ziga xos ijtimoiy-psixologik tanglik, emotsional beqarorlik kabi jihatlarni ham yuzaga keltirayotganligi hech kimga sir emas. Shu bois hozirda yoshlarni ongli kasb tanlash kompetentligini oshirishning ijtimoiy-psixologik omillari masalasi har qachongidan ham muhimroq hisoblanadi va bu masala yangi davr psixologiyasi tadqiqotlari oldidagi dolzarb muammolardan biri bo'lib qolmoqda. Shu bois bugungi Yangi O'zbekistonda amalga oshirilayotgan islohotlar ichida yoshlarni ongli kasb tanlash kompetentligini oshirishning ijtimoiy-psixologik omillari masalasiga ham alohida e'tibor qaratilayotganligi bejizga emas. Ya'ni bugungi Yangi O'zbekiston islohotlarida inson omiliga har qachongidan ham ko'proq e'tibor qaritlmoqda. Mazkur e'tibor zamirida ko'plab yangi tadqiqotlarni olib borish imkoniyati paydo bo'lmoqda. Jumladan bugungi yangicha qarash va yangicha takafkkur psixologik tadqiqotlarda ham zamonamiz uchung eng dolzarb mavzularni tadqiq qilishga motiv berayapti. Shu sabali ham biz mazkur imkoniyatlardan unumli foydalanib o'z maqolamizda yoshlarni ongli kasb tanlash kompetentligini oshirishning ijtimoiy-psixologik omillari masalasini nazariy tadqiq qilishni maqsad qildik. Bugungi kunda psixologiya fanining amaliy tarmoqlarida yoshlarni ongli kasb tanlash kompetentligini oshirishning ijtimoiy-psixologik omillari muammosiga bag'ishlangan tadqiqotlar sezilarli darajada namayon bo'la boshladi. Barchamizga ma'lumki bugungi kunda yoshlarimizni ongli kasb tanlashi-har bir yosh hayoti uchun o'ta mas'uliyatli tanlovlardan biridir. Kasb nafaqat daromad topish manbai, balki har bir yoshning butun boshli umrining aossiy qismi sarflanadigan faoliyati hamdir. Bizningcha yoshlarimizni o'z kasbiy foliyatlarini tanlashida bir qancha ijtimoiy ta'sirlar mavjud. Jumladan yoshlarimizni kasb tanlashlarida ota-ona, tengquri, qon-qarindoshi, mahallasi, jamiyatdagi har bir kasbning pristiji (obro'y) kabilar doim unga ta'sir qiladi. Lekin psixologik jihatdan mazkur masalaga qaraladigan bo'lsa ongli kasb tanlashning eng aososiy ijtimoiy-psixologik omillari o'quvchi-yoshning qiziqishi, qobiliyati va ichki imkoniyatlari hisoblanadi. Yoshlarni ongli kasb tanlashlarida tashqii ta'sirlar (faqatgina atrofdagilarning tavsiyasiga tayanish emas), emas balki ichki imkoniyatlarga ko'proq e'tibor qaratishlari lozim. Yoshlarni ongli kasb tanlashlarida psixologik xizmat ko'rsatishning bir qancha zamonaviy usullari mavjud. Jumladan,

- ✓ Kasbiy qiziqish.
- ✓ Kasbiy layoqat.
- ✓ Kasbiy ustanovka.
- ✓ Kasbiy imkoniyat.
- ✓ Kasbiy yo'nalganlik.
- ✓ Kasblar haqidagi bilimlarini oshirib borish.
- ✓ Kasbiy istaklarini tizimlashtirish kabilar.

Demak, o'quvchi shaxsining ongli kasb tanlashining ijtimoiy-psixologik omillarini psixodiagnostikalash orqali unga psixokonsultatsiya berish juda muhim hisoblanadi. Tadqiqotimiz davomida yoshlarni ongli kasb tanlashiga salbiy ta'sir ko'rsatuvchi bir qancha omillarni aniqlashga muvofaq bo'ldik. Jumladan ular quyidagilarni tashkil etdi:

- ✓ Kasblar nufuzi haqidagi noto'g'ri stereotiplar.
- ✓ Ota-ona, qon-qarindosh va do'stlar ta'siri ostida kasb tashlash.
- ✓ Kasbiy ustanovkalarni noto'g'ri shakllanishi.

- ✓ Kasblar haqida yetarlicha bilimga ega bo‘lmaslik.
- ✓ O‘z kasbiy layoqat va imkoniyatlarini chamalay olmaslik.

Yoshlarni ongli kasb tanlashlarida asosiy ijtimoiy-psixologik omillaridan biri professiografiyaning ishlashidir. Ya'ni yoshlarimiz qachonki barcha kasblar haqidagi to‘liq ma'lumotga ega bo‘lsa, u o‘zining ichki imkoniyatlaridan kelib chiqib kasbga ongli yo‘nalishi mumkin. Undan tashqari professiografiyada yoshlar o‘zi tanlagan kasbi undan talab qiladigan ham kasbiy sifat ham shaxsiy sifatlar adekvatligi (muvofiqligi)ni anglashlari ham o‘z sohasini yetuk kadiri bo‘lib shakllanishlarini asosidir. Psixologik jihatdan qaralganda, kasbga quyiladigan talablarni asoslash va ularni bayon qilish o‘ziga xos xususiyatga ega bo‘lib, umumiy hamda xususiy jabhalarni o‘zida aks etgiradi. Jumladan ular quyidagilar,

1.Kasb va uni ixtisosliklarining psixologik tavsifi.

2.Kasbning mamlakat iqtisodiyoti taraqqiyoti uchun ahamiyati.

3.Kasb va ixtisoslikning ijtimoiy tavsifi.

4.Kasbning ijtimoiy psixologik ahamiyati va tavsifi, yoshlarda uning ijtimoiy mavqei, jamoaning o‘ziga xos xususiyatlari, vertikal va gorizontal bo‘yicha shaxslararo munosabatlarning xususiyatlari.

5.Kasbiy faoliyatni muvaffaqiyatli egallash uchun zarur bilimlar va ko‘nikmalar ko‘lamining pedagogik tavsifi (maxsus mezonlar orqali kasbiy mahorat aniqlanadi).

6.Pedagogik jarayonni takomillashtirish yuzasidan takliflar, tayyorgarlik muddatlari, maqsadli va manzilli profilaktik tadbir-choralarning umumiy tavsifi.

7.Mehnat sharoitining gigienik tavsifnomasi.

8.Kasb bo‘yicha mehnat qilishga tibbiy jihatdan ta'qiqlanuvchi omillar izchilligi.

9.Kasbga psixologik nomutanosiblik yoki kasbiy yaroqsizlik.

10.O‘zini -o‘zi faollashtirish va identifikatsiyalash.

Kasbning inson oldiga qo‘yadigan talablari majmuasi psixologik, ijtimoiy-iqtisodiy, texnikaviy va pedagogik jabhalarni qamrab oladi. Kasb va ixtisos asoslarini egallovchi yoshlar shu fanlarning barcha talablariga moslashishi orqali mutaxassislik layoqatini rivojlantira boradi. Yoshlarni ongli kasb tanlash borasida davlatimizdagi islohatlar ham kundan kunga yangilanib, ijtimoiy zarurat sifatida kasblar va uni egalaydigan yoshlarga o‘z talablarini yangilab bormoqda. Bu jarayon raqobatbardosh kadrlar, o‘z sohasini yetuk intellektual bilimga ega yoshlarni tayyorlash maslasi bilan bog‘liq jarayondir. Bu yo‘lda quyidagicha maqsadli va manzilli profilaktik tadbirlarni doimiy tashkilashtirib borish maqsadga muvofiq. Jumladan:

1. Maktabda o‘quvchilarga kasbiy ma'lumotlarni bugungi innovatsion axborot usullari orqali tushuntirish.

2. Yoshlarni kasb bo‘yicha ma'lumotlarini amaliyotga tatbiq qilish va shu orqali kasbiy kompetentlikka erishish tizimini ishlab chiqish.

3. Radio, televidenie, kino, matbuotda kasbiy bilimlar targ‘ibotini kuchaytirish.

4. Kasb yuzasidan individual va jamoaviy psixokonsultatsiyalarni kuchaytirish

5. O‘quvchilarni kasbiy ustanovkasi va kasbiy qiziqishlarini zamonaviy psixologik metodlar orqali tekshirib borish va maqsadli va manzilli tadbirlarni belgilab borish.

6. O‘quvchi yoshlarga kasbga moslashish (adaptatsiyalash) bo‘yicha psixotreninglar tashkil etish. Masala bo‘yicha adabiyotlarni tahlilidan shuni aytish mumkinki, mazkur sohada psixologik izlanishlar olib borgan K.K.Platnov muayyan sxema ishlab chikkan bo‘lib, u "Kasb tanlashga yo‘naltirish uchburchagi" deb nomlanib, o‘zining ixchamligi bilan boshqalardan ajralib turadi. Xuddi shu bois yoshlarni ongli kasb tanlashga yo‘llashda unumli foydalanish mumkin. Kasb tanlashga yo‘naltirish uchburchagining muhim bir tomoni - bu har xil kasb-hunar egasiga nisbatan quyiladigan talablar yuzasidan muayyan bilimning mavjudligidir. Uning ikkinchi bir xususiyatli tomoni shuki, u yoki bu mutaxassislikka nisbatan jamiyat (viloyat, shahar, tuman) ning mehnat imkoniyatiga ehtiyoji bo‘yicha bilimlar mujassamlashganligidir. Yana bir o‘ziga xos tomoni shundan iboratki, kasbga yo‘naltiriluvchining qunti, qobiliyatli, shaxsiy xususiyatlari

bo‘yicha bilimlar umumlashtirilgan bo‘lib, kasb tanlashga oid barcha jihatlar majmua holiga keltirilgandir. Kasb tanlashga yunaltirish uchburchagi shaxsning qiziqishi, mayli xohishi, o‘zini-o‘zi baholashi, nufuzi kabilarga oid materiallarni o‘zida mujassamlashtiradi.

Xulosa o‘rnida aytish mumkinki, yoshlarni ongli kasb tanlash kompetentligini oshirishda asosiy e’tibor ularga beriladigan kasbiy konsultatsiyalarga qaratiladi. Demak, yoshlarni ongli kasb tanlashiga qaratilgan kasbiy maslahat ishlarida yoshlarning tashqi imkoniyatlaridan ko‘ra ko‘proq quyidagi ichki psixologik imkoniyatlari (kasbiy qiziqish, kasbiy layoqat, kasbiy ustanovka, kasbiy imkoniyat, kasbiy yo‘nalganlik, kasblar haqidagi bilimlarini oshirib borish, kasbiy istaklarini tizimlashtirish) ni hisobga olish maqsadga muvofiq.

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TIL VA ADABIYOTGA JAMIYATNING MUNOSABATI.

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Annotatsiya: Ushbu maqolada millatimizning insonlar orasidagi aloqa vositasi, jamiyat azolarining fikrni ifodalashi va o‘zaro fikr almashishi uchun xizmat qiladigan til va uning bir bo‘lagi sifatida adabiyot ta’limi, shuningdek, ularda uchraydigan muammolar, ularni bartaraf etish yo‘llari ifodalangan.

Kalit so‘zlar: til, mustaqil davlat, adabiy til, og‘zaki ijod, o‘zbekcha so‘zlar,tilshunoslik, muammo, adabiy til, me’yor, an’ana, istiqbol, yechim, tadqiqot.

Til – millatning ruhidir. Til- millatimizning o‘zligini, milliyligini anglatuvchi timsoli, mulki. Tilni asrash, rivojlantirish – millatning yuksalishi demakdir. O‘zbekiston Respublikasi Konstitutsiyasida davlat tilining maqomi huquqiy jihatdan mustahkamlab qo‘yilgan. Shu tariqa o‘zbek tili mustaqil davlatimizning Bayrog‘i, Gerbi, Madhiyasi qatorida turadigan, qonun yo‘li bilan himoya qilinadigan muqaddas davlat ramziga aylandi.

Til va Adabiyot – millatning ma’naviy boyligidir. Til nafaqat muammola vositasi – balki xalqning madaniyati, urf-odati, uning turmush tarzi, tarixidir. Aynan til tufayli insoniyat u yoki bu xalqqa mansubligidan faxrlanib yashaydi. Ta’lim va tarbiya bilan bog‘liq soxalarning asosiysi til soxasidir, chunki til nafaqat bilim sohalaridan biri, balki boshqa sohalar bo‘yicha ham bilim olish va bilim berish vositasidir.

Til ta’limi uch bosqichdan iborat: 1) til haqida bilim berish; 2) bu bilimlar asosida nutqiy malaka shakllantirish; 3)hosil bo‘lgan malakani ko‘nikmaga aylantirish. Bu usullarning barchasi bir-biriga chambarchas bog‘liqdir. Ularni aynan birini ikkinchisiga bog‘lagan holda o‘qitish maqsadga muvofiqdir. Ona tilini endi o‘rganayotgan kishilarga ona tilini o‘qitishda asosiy e’tiborni nutqiy mashqlarga qaratib, til haqidagi nazariy material o‘quvchilarni 4-5-sinflardan boshlab tanishtirgan ma’qul. Qisqa qilib aytganda, asosiy maqsad grammatik bilim berish emas, u yoki bu fikrni ifodalash yo‘l-yo‘riqlarini o‘rgatib, nutqiy malaka hosil qilishdan iborat. Bunday malaka hosil bo‘lganidan so‘ng muayyan tizimda og‘zaki yoki yozma ravishda mashq qildirish orqali bu malaka avtomatlashib, kerakli ko‘nikmalarga aylanadi.

Afsuski, til o‘qitishning an’anaviy uslubiyatida asosiy maqsad o‘quvchilarga Grammatik bilim berish edi. Shuning uchun dastur va darsliklar mavzulari ham Grammatik tizimdan kelib

chiqib lisoniy (masalan: ot, sifat, fe'l yoki ega, kesim, ikkinchi darajali bo‘laklar, soda gap, qo‘shma gapkabilar) kategoriyalar sifatida nomlangan. Mazmunni ifodalashga esa ana shu bilimlardan kelib chiqib o‘tilgan. Nutqiy mazmunni Grammatik shaklga bo‘g‘lash ikkinchi darajali masala bo‘lib qolgan. Vaholanki, yoshlarni barkamol avlod qilib yetishtirishda , ularda talab darajasidagi nutqiy ko‘nikmalarni hosil qilish asosiy vazifalardan biridir. Nutqiy ko‘nikmalarni hosil qilishda nafaqat Grammatik bilimlar, balki sof nutqiy bilimlarni ham egallash zarur, chunki o‘quvchilar Grammatik bilimlar yordamida to‘g‘ri jumlalar tuzishni o‘rgansa,nutqiy bilimlar orqali so‘z tanlash, so‘zlarni òz joyida malum ifoda vositalari sifatida qòllab, mazmunni masadga muvofiq ifodalashga òrganadilar. Jumladan òzbek tili nihoyatda ifoda vositalariga boy tildir. Unda bir fikrni turli grammatik vositalar bilan, turli usulda, turli ma'naviy bóyoqda, turli leksik birliklarni qòllagan holda ifodalash mumkin.Bunda har bir vosita va shakl tanlashda nutqning kimga qaratilganligi, qanday vaziyatda, qanday maqsadda ifodalanganidan kelib chiqiladi.Har bir sòzning tanlanishiga kòra sòzlovchining fikri obekti bòlgan kishiga munosabati namoyon bòladi.

Zamonaviy fan-texnika taraqqiyoti maxsus so‘zlar, terminlarning tobora keng miqyosda iste'molga kirib kelishiga sabab bo‘lmoqda. Bugungi kunda hatto yaqin o‘n yil davomida ham fan tili hisoblanmagan kibernetika, EHM sohalari terminlari lug‘ati kundalik iste'moldagi so‘zlarga aylanmoqda. Bunda turmush tarzimizga fan-texnika yutuqlarining kirib kelishi bilan birga, ilmiy-ommabop nashrlarning keng tarqalayotgani ham muhim omil bo‘lmoqda. Xalqning bilimini oshirishda ilmiy-ommbop nashrlarning hissasi katta bo‘lmoqda. Ilmiy-ommabop asar yaratishda muallif yoritayotgan sohasini puxta bilishi va uni ifodalashda tildan to‘g‘ri foydalana olishi darkor. Bu esa, muallifdan so‘z boyligiga ega bo‘lish va tilga doir so‘z va iboralarni o‘z o‘rnida ishlata olish mahoratini talab etadi. Ushbu jarayonda muharrirlarning ham xizmat va vazifalari bor. Muharrir ilmiy-ommabop adabiyotning tili sodda, unda bildirilgan fikrlar aniq-tiniq bo‘lishini ta'minlaydi. Bayondagi soddalik esa, tor mutaxassislikka oid so‘zlar va murakkab hisob-kitoblardan voz kechish orqali amalga oshiriladi. Negaki, asosiy mavzuni yoritish uchun notanish so‘zlar, terminlar hamda yangi atamalarni qo‘llashda mavjud qoidalarga rioya qilish lozim.

Umumjahon forumda bo‘lib o‘tgan suhbatda ishtirok etgan adabiyotshunos T. Venslova: "Qisqa aytganda, fransuz she'riyati o‘ldi" deya xitob qiladi". Vaqtida xuddi shu gapni Bulat Okudjava rus she'riyati haqida aytgan edi. Bunday taxminlar, bashoratomuz fikrlar doim aytilgan. Mas., 90 - yillarda o‘zbek yozuvchisi Sh. Xolmirzaev ham "Adabiyot o‘ladimi?" degan maqola bilan chiqqan edi. Albatta, maqola so‘nggida yozuvchi adabiyot o‘lmaydi, degan xulosaga keladi. Gap shundaki, vaqti-vaqti bilan jamiyat (ma'naviy ruhoniy buhronlar davrida) ana shunday kayfiyatlarga tushib turadi. Bu narsa albatta mamlakatdagi iqtisodiy, siyosiy, psixologik evrilishlar bilan bog‘liq holda ro‘y beradi. XX asrning 70-yillar avlodidan keyin o‘zbek adabiyoti, xususan, o‘zbek she'riyati o‘ldi, degan bashoratlar ham puch edi. Holbuki, bugun o‘zbek o‘quvchisi qadim ildizlardan suv ichib, zamon kayfiyatidan nafas olgan tamomila yangilangan Istiqlol davri o‘zbek adabiyoti bilan yuzma yuz turibdi. Bularning siri esa o‘garishlar negizida. Jamiyatda yangilanishlar shabadasi esib qolganda, maydon markaziga har doim esinti yo‘nalishini to‘g‘ri fahmlab, o‘z asarlarida aks ettira olguvchi ijodkorlar tushadi. Ammo davrlar tinimsiz almashib, o‘zgarib turadi. Har bir davr o‘z ijodkorini yaratadi. Bundan ko‘z yumib bo‘lmaydi. Barcha zamonlar hadisini to‘g‘ri anglagan va ularni yuksak san'atkorlik bilan asarlariga ko‘chira olgan ijodkorgina mumtozlik maqomiga ega bo‘ladi.

Zamonaviy adabiyot muammolari o‘zgargan, o‘zgarishda shiddat bilan davom etayotgan dunyoning muammolari bilan bog‘liq. Moskvada o‘tkazilgan dunyo kongressida mashhur yozuvchi Ch. Aytmatovga jurnalist N.Boltyanskaya quyidagicha savol beradi: "Forum yozuvchilarning muhim masalalaridan biri dunyo adabiyoti muammosidir. Zamonaviy jahon adabiyotining bosh muamomosi nimada, deb o‘ylaysiz?". Ch. Aytmatov: "Bu savolga javob berish judayam qiyin. Qo‘lida qalami bor har bir yozuvchi inson hayotining eng muhim qismini, yuragini nishonga olyapman, deb o‘ylaydi. Nazarimda, inson juda katta sinovlar arafasida turibdi. Bu

sinovlar dunyoviy konfliktlar, urushlar va shu kabilar bilan bog'liqdir. Sinovlarda inson o'zini qanday ko'rsata oladi? Ehtimol, shu narsa eng muhim masaladir. Ammo judayam og'ir masala..." deya javob beradi. M. Peshkovaning yozuvchiga qarata: "Sizning ma'ruzangiz nima haqida bo'ladi?" degan savoliga Ch. Aytmatov javob beradi: "Ekologiya va so'z. Bunday so'z birikmasi ajoyib, a! Nahotki, ekologiya so'zga bog'liq bo'lsa?.. Bog'liq. Mening nazarimda yer yuzidagi hamma narsa – ezgulik va yovuzlik birinchi navbatda so'zdan bino bo'ladi. So'z bu, avvalo, bizning fikrlarimiz, niyatlarimiz, harakatlarimiz, amallarimiz va hokazolardir. Buni ekologiya rakursida olib qarasak, zamindagi ekologiya ko'p jihatdan insonning o'zini qanday tutishiga bog'liq" Demak, zamonaviy jahon adabiyoti muammolarini yozuvchi Chingiz Aytmatov shiddat bilan o'zgarib borayotgan dunyoda insonning o'zini qanday tutishida ko'radi. Ya'ni bu yerda birlamchi bo'lgan narsa – munosabat. Atrofimizda sodir bo'layotgan olamshumul voqea-hodisalarga zamonaviy inson qanday qaraydi va qanday munosabatda bo'ladi, degan savol nafaqat dunyoning, ayni damda, adabiyotning ham taqdirini hal qilishi to'g'risida so'z bormoqda.

Xulsa qilib aytganda, milliy boyliklar ichida eng nodiri, eng bebahosi bo'lgan tilimizni o'zimizdan keyingi avlodga sofligini saqlab, boyligini oshirib, jilosini yo'qotmay yetkazib berish har birimizning muhim vazifamizdir.

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BOSHLANG'ICH TA'LIMDA DIDAKTIK O'YINLARDAN FOYDALANISH

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Annotatsiya Ushbu maqolada umumiy o'rta ta'lim muassasalari boshlang'ich ta'lim o'quv tarbiya jarayonida didaktik o'yinlardan foydalanishning o'ziga xos xususiyatlari yoritilgan.

Kalit so'zlar: dars jarayoni, o'yin, texnologiya, o'qituvchi, o'quchi, guruh

Boshlang'ich ta'limda didaktik o'yinlarning o'rni beqiyosdir. O'yinsiz tom ma'nodagi aqliy rivojlanish bo'lishi mumkin emas. O'yin o'quvchilarda bilimga ishtiyoq va qiziqishni uyg'otadigan uchqundir. O'yin-boshlang'ich sinf o'quvchilarida ma'lum sifatlarni shakllantirish uchun kattalar - o'qituvchilar, tarbiyachilar, ota-onalar tomonidan qo'llaniladigan usul hisoblanadi. O'yin vositasida o'quvchilarning bilimlarni o'zlashtirish jarayoni qulaylashadi, turli xil predmetlar bilan munosabatda bo'lishga o'rganadi, shuningdek, ularda muomala madaniyati shakllanadi.

O'yin vositasida bolaning shaxsi shakllanadi, unda kelgusida o'quv va mehnat faoliyatini tashkil etish va insonlar bilan munosabatga kirishishga oid ruhiy xususiyatlar shakllanadi. O'yin orqali bolalar borliqni o'rganadi va dunyoni o'zgartirishga harakat qiladi. Shunday qilib, o'yin inson faoliyatining shakllanishiga asos soladi. O'yinda inson borliqni aks ettirish qobiliyatini namoyon qiladi. O'yinning eng muhim ahamiyati shundaki, unda ilk bor bolaning dunyoga ta'sir etish ehtiyoji paydo bo'ladi va shakllanadi. Didaktik o'yinlar o'quvchilarda mustaqil fikrlashni tarbiyalashning eng to'g'ri va samarali metodidir. U ma'lum bir materiallar yoki shart-sharoitlarni talab etmaydi, balki o'qituvchidan o'yinni tashkil etish sohasidagi bilim va malakalarni talab etadi.

"O'zim tekshiraman"

Bunday o‘yinlar o‘tkazishda o‘qituvchi kichik hajmdagi diktantlarni tanlaydi. Bunday o‘yinlarni har bir boshlang‘ich sinfda darsning avvalida o‘tkazish mumkin. O‘qituvchi o‘quvchilarga kichik hajmdagi diktant yozdiradi. Barcha o‘quvchilar yozib bo‘lishgach o‘qituvchi hattaxtaga diktant yozib ko‘rsatadi. Diktant hattaxtaga oldin yozilib, usti yopib qo‘yilgan bo‘lsa, o‘qituvchi pardani ochadi. O‘quvchilar esa o‘qituvchi yozganiga qarab o‘zlarining diktantini tekshiradi.

“Kim ko‘p so‘z biladi”

Bu o‘yin o‘quvchilarning lug‘at boyligini o‘stirishga yordam beradi. Buning uchun sinf ikki guruhga bo‘linadi va 1-guruh o‘quvchilariga boshlanishi va tugallanishi bir xil unlidan tashkil topgan, ikkinchi guruhga esa xuddi shunday: bir xil undosh bilan boshlanib , shu undosh bilan tugallangan so‘zlarni doskaga yozish topshiriladi.

Masalan: 1-guruh “ikki”, “alla”, “ukku”, 2-guruh esa “qiziq”, “katak” kabi so‘zlarni yozishi mumkin. O‘yin shartiga ko‘ra, guruhlardagi o‘quvchilar navbat bilan shartni bajaradilar. So‘z topolmay yozishdan to‘xtab qolgan guruh yutqazgan hisoblanadi.

“Jumlani davom ettiring”

O‘yin qoidasiga ko‘ra, birinchi o‘quvchi qisqa biror gap aytadi, boshqa biror o‘quvchi aynan shu gapga boshqa biror gap qo‘shib boraveradi.

Masalan:

1-o‘quvchi: Men hikoya qildim.

2-o‘quvchi: Men qiziqarli hikoya o‘qidim.

3-o‘quvchi: Men kecha qiziqarli hikoya o‘qidim va h.k.

So‘z qo‘sha olmagan yoki hatoga yo‘l qo‘ygan o‘quvchi o‘yinni tark etadi. 6-7 daqiqa mobaynida o‘yin davomiyligini ta’minlab turgan o‘quvchilar g‘olib bo‘ladi va baholanadi.

“Kim nima qiladi?”

O‘quvchilar guruhga bo‘linadi va har bir guruhdan bittadan o‘quvchi doskaga taklif etiladi. Birinchi guruh ishtirokchisi “Kim?” yoki “Nima?” so‘roviga javob bo‘ladigan so‘zlarni yozsa, ikkinchi guruh ishtirokchisi “Nima qiladi?” so‘roviga javob bo‘ladigan so‘zlarni qayd etadi. Natijada quyidagi yig‘iq gaplar hosil bo‘ladi.

1-guruh 2-guruh

O‘qituvchi O‘qitadi

O‘quvchilar O‘qiydilar

Qush Sayraydi

Shamol Esadi

Gul O‘sadi

Paxta Ochiladi

Yomg‘ir Yog‘adi

Quyosh Isitadi

“Bo‘lishi mumkin emas”

Bu o‘yinni o‘tkazishda o‘qituvchi matnni o‘qiydi. O‘quvchilar bo‘lishi mumkin bo‘lmagan voqealar ifodalangan jumla yoki gapni topishlari lozim.

Hazil-mutoyiba bilan o‘tadigan bu o‘yin ham o‘quvchilardan ziyraklik, sinovchanlik va kuzatuvchanlikni talab qilishi bilan birgalikda, ulardan atrofida sodir bo‘layotgan voqea va hodisalarga befarq bo‘lmaslikni ham talab qiladi. Undan tashqari ularning darsdan tashqari bo‘lgan ilmiy va badiiy adabiyotlarga va ilmiy-ommabop filmlarga qiziqishni orttiradi va hikoya tinglash ko‘nikmasini shakllantirishga yordam beradi.

1-variant: Dushanba dam olish kuni bo‘lgani uchun Olim maktabga bormadi. U singlisi Vazira bilan hayvonot bog‘iga bordi. Ular hayvonot bog‘ida suvda suzib yurgan sherni qafasda sayrayotgan baliqlarni va kattakon vahshiy bulbulni ko‘rdilar.

2-variant: Ibratjon yozgi ta'til kunlarida buvisinikiga dam olgani bordi. U qishloqda o'rtoqlari bilan qor bo'ron o'ynadi. Buvisiga sigirlarga don berishda yordamlashdi. Buvisi sigir sog'ayotganda sigirning uloqchasini ushlab turdi.

3-variant: Abdulla juda bilimli bola. U bugun ham topshiriqni juda yaxshi bajardi. O'qituvchi uni maqtadi va "nol" ball qo'ydi. Abdulla yaqinda 2-sinfni tugatib, 1-sinfga o'tdi.

"Oltin toj"

Ushbu o'yinni oyda bir marta o'tkazib turish o'tilgan mavzularni mustahkamlashga, o'quvchilar bilimining darajasini aniqlashga, bilim olish ishtiyoqini, intilishini kuchaytirishga yordam beradi. Biroq yil davomida oltin toj sovrindori bo'lib yurish kichik yoshdagi maktab o'quvchilariga ko'tarinki ruh beradi, ularning darsga, til o'rganishga bo'lgan qiziqishlarini oshiradi.

Xulosa qilib aytganda, dars jarayonida o'quvchilarning yosh xususiyatlarini hisobga olib, ta'limiy o'yinlardan foydalanish samarali natijalarni qo'lga kiritishga yordam beradi.

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UMUMIY VA XUSUSIY DIDAKTIKANI INNOVATSION RIVOJLANTIRISHNING PSIXOLOGIK-PEDAGOGIK MEXANIZMLARI.

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Kattaqo'rg'on shahar Maktabgacha va maktab ta'limi bo'limiga qarashli 1 son Davlat Maktabgacha ta'lim tashkiloti tarbiyachilari

Annotatsiya: Mazkur maqolada Umumiy va xususiy didaktikani innovatsion rivojlantirishning psixologik-pedagogik mexanizmlari, Maktabgacha va boshlang'ich ta'limga innovatsion yondashuv mohiyati va ta'lim sifatini oshirishdagi o'rni, hamda ahamiyati yoritib berilgan. Shuningdek, mazkur maqolada ta'lim jarayonida innovatsion pedagogik texnologiyalarni qo'llash samarasi haqida fikr yuritilgan, hamda, maktabgacha va boshlang'ich ta'lim muassasalarida ta'lim jarayoniga yangicha yondashish borasida takliflar berilgan.

Kalit so'zlar: Umumiy va xususiy didaktika, Maktabgacha va boshlang'ich ta'lim, innovatsiya, pedagogik texnologiya, ta'lim sifati, ta'limga innovatsion yondashuv, didaktika, o'qitish, o'qitish jarayoni, didaktikaning asosiy kategoriyalari, ta'lim paradigmalari, ta'lim qoninuyatlari, ta'lim tamoyillari innovatsion faoliyat, innovatsiyaning algoritmi, innovatsiyani boshqarish.

Bizning mamlakatiimzda pedagogik innovatsiyani yaratilishi va rivojlanishi keng jamoatchi pedagoglar harakati maktablarining tez rivojlanishi, moderinizatsiya qilinishi, standartlarni takomillashtirilishi va dasturlarni yangilanishiga bo'lgan katta extiyoj tug'ildi.

Yangiliklarni izlash, yaratish, qo'llash ishlari jadallashib bordi. Shu sababli yangi bilimlarga bo'lgan talab, "yangilik", "innovatsiya" va "innovatsion jarayonlar" paydo bo'ldi va u tushunchalarni izohlash, anglash zaruriyatini keltirib chiqardi.

Innovatsion jarayonlarning mikrostrukturasini o'rganib olimlar yangilik kiritishning "hayotiy qismi (davri)" kontseptsiyasini ishlab chiqdilar, u yangilik kiritish vaqt davomida o'tib boradigan jarayon degan fikrni ilgari surdilar. Bu jarayonda yangilikning yaratilishi va ijro

etilishini ta'minlovchi faoliyatlarni turlarga ajratuvchi bosqichlarga bo'linadi. Shu davrga kelib ilmiy adabiyotlarda innovatsion jarayonlarni quyidagi bosqichlarga ajratilmoqda:

1. Yangi g'oya paydo bo'lishi yoki yangilik kontseptsiyasi yuzaga kelishi bosqichi. Uni shartli ravishda fundamental va amaliy ilmiy tekshirishlar (yoki birdan paydo bo'ladigan) natijalardan kelib chiqadigan yangilk bosqichi deb ataydilar.

2.Kashf etish vaqti, ya'ni amalga oshgan ob'ekt, moddiy yoki ma'naviy mahsulot namuna ko'rinishdagi yangilik yaratish.

3.Yaratilgan yangilikka amaliy ko'rinish topilib, uni qo'shimcha ishlab mukammalashtirish amalga oshiriladi. Bu bosqich yangilik kiritishdan mustahkam samaradorlikka erishish bilan yakunlanadi. Shundan so'ng yangilikning mustaqil mavjudligi boshlanib, yangilik kiritish jarayoni keyingi bosqichga o'tadi. Bu bosqich faqatgina yangilikni qabul qilish shartida amalga oshadi. Yangilikdan keyingi bosqichlar ko'rinadi.

4.Yangilikning biror sohada tarqalishi, uning boshqa sohalarga diffuziyalanib (qo'shilib) keng tatbiq etilishi bilan yakunlanadi.

5.Yangilikning biror sohada xukmron bo'lishi, bunda xususan yangilik o'z yangiligini yo'qotib, yangilik sifatida mavjud bo'lmay qoladi. Bu bosqich yangi samarali yangilik paydo yoki undan ko'ra yanada samaralirog'i bilan almashtirilishi bilan yakunlanadi.

6.Yangilik doirasi qisqarib, uni yanada mahsuldorrog'i bilan almashtirilishi bilan yakunlanadi.

Yuqorida keltirilgan innovatsion jarayonning bir – birini vaqtlar davomida yangi bosqichga ketma – ket almashtirib, muntazam tizim, uning rivojlanib borishining soddalashtirilgan ko'rinishlarida ifodalaydi. Biroq aniq innovatsion jarayon bu bosqichlarni o'z ichiga olib, ularning ketma – ket va bog'liqliklariga har doim rioya qilinishi shart emas. Yangilikni kiritishni yangilik yaratish va tarqatish kompleks va maqsadga muvofiq jarayon sifatida qarab, uning maqsadi inson talab va extiyojlarini yangi vositalar bilan qondirilishi bo'lib, uning samaradorligi muntazam va hayotiy yangilikni ta'minlovchi uslub va tizimlarni ma'lum sifatli o'zgarishiga olib keladi.

Ta'lim jarayonida o'qituvchi va o'quvchi o'rtasida o'zaro muloqat yuzaga keladi. "Muloqot" tushunchasi "ta'lim" tushunchasidan ko'ra keng ma'noga ega. Ta'lim o'quvchilarga nazariy bilimlarni berish asosida ularning bilish qobiliyatlarini o'stirish, ularda amaliy ko'nikma va malakalar, shuningdek, dunyoqarashni shakllantirishga yo'naltirilgan jarayondir.

Ta'lim jarayonining "yaxlitligi" "tizimliligi" va "majmuaviyligi"ni bir xilda talqin etish mumkin emas. Biroq, ta'lim jarayonining yaxlitligi uning tizimliligi bilan uzviy bog'liq.

Tizim (mustaqil tushuncha sifatida) o'zaro bog'langan ko'plab elementlar (tarkibiy qismlar) o'rtasidagi mustahkam birlik va o'zaro yaxlitlikdir. Demak, ta'lim yaxlit tizim sifatida ko'plab o'zaro bog'liq quyidagi elementlarni o'z ichiga oladi: ta'lim maqsadi, o'quv axborotlari, o'qituvchi va o'quvchilarning ta'limiy faoliyatlari, uning shakllari, pedagogik muloqot vositalari, shuningdek, ta'lim jarayonini boshqarish usullari.

Barcha tarkibiy qismlarning o'zaro birligi va yaxlitligi sifatida namoyon bo'luvchi ta'lim jarayonining negizini o'qituvchi va o'quvchilarning ta'limiy faoliyatlari tashkil etadi.

Didaktlaming ishlarida shu narsa yaqqol ko'rinadiki, o'quv jarayonida o'qituvchi va o'quvchilar orasidagi munosabat sub'yekt-sub'yekt tavsifiga ega bo'lishi zarur. Bundan kelib chiqib aytish mumkinki, ta'lim - bu keng tarzda sotsiumning bo'lajak a'zosini umumiy mehnat, hamkorlikka o'rgatish uchun zarur bo'lgan birgalikdagi faoliyat.

Hamkorlikdagi faoliyatga tayyorlash nuqtai nazaridan zamonaviy ta'lim jarayonini ko'rib chiqish asosida o'quvchilarning rollar orqali namoyon bo'lishi quyidagicha ko'rinish kasb etadi:

•o'quv jarayoni bilan dastlab tanishishda tomoshabin, kuzatuvchi;
•guruhli faoliyatning ishtirokchisi;
•namuna bo'yicha uy vazifasini mustaqil bajargandan so'ng faoliyat egasi;
•faoliyatning shaxsiy namunasini yaratishda faoliyat egasi + fikr egasi;
•o'z faoliyati natijasida yuzaga keladigan o'z-o'zining faoliyati egasi;

Muhammad al-Xorazmiy (IX asr) bilish nazariyasi rivojlanishiga katta hissasini qo'shgan. U birinchi bo'lib koinot ob'ektlarining harakatlari hamda yerdagi nuqtalarining joylashishini jadval ko'rinishida aks ettirib, tajriba-kuzatish va tadqiqotlar metodlarini ilmiy jihatdan asoslab berdi, yagonalikning birligi tamoyili, shuningdek, alohida va umumiy, induksiya va deduksiyalarning mohiyatini aniqlashtirdi; matematik masalalarniyechishning algoritmik metodini ishlab chiqdi. Bu metoddan bugungi kunda ham foydalanib kelinmoqda.

Al-Kindiy (IX asr) ilmiy bilishning uch bosqichli konsepsiyasini ilgari suradi. Alloma insonning bilishini: sezgiga oid va ratsional bilish tarzida ikkiga ajratadi. Sezib bilishning predmeti va ob'ekti barcha jism va moddiy narsalar hisoblanadi. Kindiyning fikricha, sezib bilish aql uchun muhim materialni beradi. Faqatgina aql tashqi dunyo haqida haqiqiy bilim va tushunchani ishlab chiqishga qodir, - deb hisoblaydi Kindiy.

Xulosa qilib aytadigan bo'lsak, Ta'limda bilim ko'nikma va malakalarni puxta va mustahkam o'zlashtirish tamoyili muhim didaktik talab va qoidalarni, ya'ni o'quvchilar tomonidan tizimli va ongli o'zlashtirilgan ilmiy bilimlarni mustahkam, esda saqlab qolish hamda o'zlashtirilgan ilmiy bilimlarni o'z turmush faoliyatlarida qullay olish malakalari bilan qurollantirishni nazarda tutadi.

Ta'limning chuqurligi va mustahkamligi talabi didaktikada an'anaviy hisoblanadi va u yuzakilikka qarama-qarshi qo'yiladi. Chuqur, mustahkam bilimning asosiy belgisi eng fundamental g'oyalar, qoidalar, tushuncha, kategoriyalarni tushunish, chuqur o'zlashtirish, o'rganilayotgan materiallar mazmunini puxta anglashdan iborat.

Ta'limning tushunarliligi tamoyili o'quvchilarning mavjud imkoniyatlarini hisobga olish, jismoniy va psixik sog'lig'iga yomon ta'sir etuvchi intellektual va emotsional qiyinchiliklardan voz kechishni talab etadi. Ta'limning tushunarli bo'lishi o'quvchilarning yoshi, bilish imkoniyatlarini hisobga olib o'qishning mazmunini to'g'ri aniqlash demakdir, ya'ni, har bir o'quv fani bo'yicha o'quvchilar egallab olishi zarur bo'lgan bilim, amaliy ko'nikma va malakalari hajmini to'g'ri aniqlashdir, ta'limda innovatsion pedagogik texnologiyalardan foydalanish ta'limni sifatini ko'tarsa, innovatsion texnologiyalar ta'lim taraqqiyotini harakatga keltiruvchi kuchdir. Har bir jamiyatning kelajagi uning ajralmas qismi va hayotiy zarurati bo'lgan ta'lim tizimining qay darajada rivojlanganligi bilan belgilanadi. Bugungi kunda mustaqil taraqqiyot yo'lidan borayotgan mamlakatimizning uzluksiz ta'lim tizimini isloh qilish vatakomillashtirish, yangi sifat bosqichiga ko'tarish, unga ilg'or pedagogik va axborot texnologiyalarini joriy qilish hamda ta'lim samaradorligini oshirish davlat siyosati darajasiga ko'tarildi.

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BOLALARNI MAKTAB TA'LIMIGA SIFATLI TAYYORLASHDA "ILM YO'LI" VARIATIV DASTURINING AHAMIYATI.

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Annotatsiya Ushbu maqola pedagog tarbiyachilar uchun bo'lib unda, maktabgacha ta'lim tashkilotlarida 6-7 yosh bolalarni maktabtabga tayyorlashda masalalarini xal etish yo'llari 'Ilm yo'li variativ dasturi orqali bayon etilganligi keltirilgan.

Kalit so`zlar: Ilm yo'li dasturi, kompetentlik, muloqot, ijtimoiylashuv, rivojlantiruvchi markaz, til va nutq.

Respublikamizda bugungi kunda juda katta islohotlar olib borilmoqda. Mana shu islohotlardan biri maktabgacha ta'lim sohasida bo'lib, bu sohaga alohida e'tibor qaratilganligidir. Maktabgacha yoshdagi bolaga singdirilgan bilim va qadryatlar uning kelgusidagi hayotini belgilab berishi sababli maktabgacha ta'lim uyg'un rivojlangan shaxsni shakllantirishda muhim ahamiyatga ega.

Darhaqiqat, maktabgacha ta'lim uzluksiz ta'lim tizimining boshlang'ich halqasi bo'lib hisoblanadi. U sog'lom va har tomonlama yetuk bola shaxsi shakllanishini ta'minlashga, uni muntazam ravishda ta'lim olishga tayyorlab, uni o' qishga bo'lgan havasini uyg'otishga qaratilgan bo'lib, bu 6-7 yoshgacha bo'lgan davrda davlat va nodavlat bolalar maktabgacha ta'lim muassasalarida va oilalarda amalga oshiriladi. Bolalarning bilim olishga bo'lgan qiziqishini kuchaytirish, ularning borliq, turli o'quv predmetlariga oid ilk tasavvurlarni mehnatsevarlik, tirishqoqlik, zukkolik faollik kabi fazilatlarning qaror toptirishda maktabgacha ta'lim maskanlarining o'rni va ahamiyati beqiyosdir.Mana shu maqsadda maktabgacha ta'lim tizimiga katta e'tibor qaratilmoqda.

O'zbekiston Respublikasi Vazirlar Mahkamasining 2018 yil 8 dekabridagi "Boshlang'ich ta'limga bolalarni majburiy bir yillik tayyorlashga bosqichma-bosqich o'tish bo'yicha chora-tadbirlar haqida"gi 999-sonli qarori bilan mos holda maktabgacha ta'lim tizimini kelgusida takomillashtirish, sog'lom, faol, to'la rivojlangan, ijtimoiy moslashgan bola shaxsini shakllantirish, shuningdek, boshlang'ich ta'limga bolalarning sifatli tayyorgarligi va kelgusidagi muvaffaqiyatli o'quv faoliyatiga shart-sharoitlarni yaratish maqsadlarida respublikaning barcha xududlarida bosqichma-bosqich tarzda 6-7 yoshli boshlang'ich ta'limga bolalarni majburiy yillik tayyorlash guruhlari tashkil etiladi.

Ushbu qarorni ijro etish maqsadida O'zbekiston Respublikasi Maktabgacha ta'lim vazirligining tashabbusi bilan 6-7 yoshli bolalarni har tomonlama rivojlantirish, ularga ta'lim tarbiya berish va maktabga tayyorlash maqsadida "Ilm yo'li" variativ dasturi ishlab chiqildi. Dastur maktabgacha ta'lim tashkilotlari uchun ishlab chiqilgan "Ilk qadam" Davlat o'quv dasturi, O'zbekiston Respublikasida ilk va maktabgacha yoshdagi bolalarning rivojlanishiga qo'yiladigan Davlat talablari, "Kadrlar tayyorlash bo'yicha Milliy dastur", maktabgacha ta'limni rivojlantirish Kontseptsiyasi asosida ishlab chiqildi.

"Ilm yo'li" variativ dasturi bolaning to'laqonli rivojlanishi, tarbiyalanishi va o'qishini, uning maktabda ta'lim olishga samarali tayyorlanishini ta'minlashga qaratilgan, bolalarni maktabga tayyorlash bo'yicha xalqaro tajribalarning hisobga olinib, ishlab chiqilgan hujjat bo'lib sanaladi.

"Ilm yo'li" variativ dasturda 6 yoshdan 7 yoshgacha bo'lgan bolalarni maktab ta'limiga tayyorlashning maqsad va vazifalari zarur bo'lgan rivojlanish amaliyoti va maktabga tayyorlash uchun teng imkoniyatlarni vujudga keltirish,6-7 yoshli bolalar uchun mo'ljallangan majburiy boshlang'ich ta'limga bir yillik tayyorlash guruhlar bolalarini to'liq kunli maktabgacha ta'lim

tashkilotiga berish imkoniyatiga ega bo‘lmagan yoki muayyan sabablarga ko‘ra, bunga intilmaydigan ota-onalarning talab-ehtiyojlarini qondirishi ,6-7 yoshli bolalar uchun mo‘ljallangan majburiy boshlang‘ich ta’limga bir yillik tayyorlash guruhlar maktabgacha ta’limga qo‘yiladigan Davlat talablariga muvofiq, 5 muhim sohada bolalarning har tomonlama rivojlanishini ta'minlashi zarur (jismoniy rivojlanish va sog‘lom turmush tarzini shakllantirish; ijtimoiy-hissiy rivojlanish; nutq, muloqot, o‘qish va yozish malakalari; bilish jarayonining rivojlanishi; ijodiy rivojlanish) har tomonlama uyg‘un rivojlanishini ta'minlashga mo‘ljallangan,maktab ta’limiga umumiy psixologik tayyorgarlik ta'minlashni ko‘zda tutadi:

Haqiqatan ham ta’lim olish jarayoni yildan yilga shunchalar rivojlanib bormoqdaki, 1-sinfga borayotgan bolalar uchun yangidan yangi talablar qo‘yilmoqda. Ilgari bolalar maktabga chiqib, alifboni o‘rgansalar, hozirgi bolalar bog‘cha davridanoq o‘qish ko‘nikmalarini bilishi maqsadga muvofiq etib belgilandi.

Dastur rejasi bo‘yich tashkil etilgan faoliyatlar da rivojlanish sohalari bo‘yicha maqsadlar ifoda etilib unga ko‘ra xar bir bola nutq qismlaridan to‘g‘ri foydalanishga o‘rgatish, xar –xil turdagi jumlalarniu tuzish va ijobiy munosabat ,faol muloqot tashkil etiladi .Kun davomida o‘tkazilgan ta’limiy faoliyatlar so‘ngida xulosalovchi suhbatlar tashkil etilishi bolalrning maktabda o‘qishlarida muloqotga kirishishda qiyinchiliklar kuzatilmasligiga sabab bo‘ladi.

Nutq va til markazida bolalar faoliyatlar davomida axloqiy va anglashga doir suhbatlar ,lug‘at zaxirasini boyitish, mantiqiy fikrlash va nutqni rivojhlantirish maqsadlarida didaktik o‘yinlar tashkil etiladi,Jumladan;‘Yerda va koinotda, “Dunyo shaxarlari”, Atrofimizdagi tabiat “Kim qaerda yasheydi’’qani topchi kim chaqirdi,’Qaxramonlar qaysi ertakdan‘,To‘rtinchisi ortiqcha,Didaktik o‘yinlar yordamida bolalarda atrof olam haqidagi bilimlar mustahkamlanadi, lug‘at mustahkamlanadi, aniqlashtiriladi va faollashtiriladi

Didaktik o‘yinlar va grammatik mazmundagi mashqlar bolalarning tilga oid o‘yinlarini, ularning grammatika sohasidagi faolligini rag‘batlantirishning muhim vositasidir. Pedagog bolalarga so‘z birikmasini o‘ylab ko‘rish, so‘ngra gapda so‘zlarni bir-biri bilan to‘g‘ri bog‘lash qobiliyatini o‘rgatishi Didaktik o‘yinlar nutqiy mahorat va ko‘nikmalarni mashq qilishda (ibora tuzish, so‘zni o‘zgartirish, hikoya to‘qish va h.q.) qo‘llaniladi Bolalarni maktabda qiynalmasdan o‘qishlari uchun muloqot va til masalalriga e’tibor berish
talab etiladi‘Til qanchalik oldin egallab olinsa, bilimlar ham shunchalik oson va to‘liqroq o‘zlashtiriladi».

Mashg‘ulotlardan tashqari sayr va kuzatish, ovqatlanish davomida mulqoqotga kirishadi.Maishiy faoliyat bolaning kattalar bilan muloqoti uchun ulkan imkoniyatlar yaratadi. Maishiy faoliyat nutqni rivojlantirish vositasi bo‘lib xizmat qilishi uchun pedagog uni boshqarishi lozim. To‘g‘ri tashkil etilgan maishiy faoliyat jarayonida (ovqatlanish, kiyinish, gimnastika, sayohat va h.k.), ya’ni agarda pedagog, ayniqsa, kichik guruhlar pedagogi maishiy buyumlar nomlarini, ularning qismlari, sifati, xususiyati, qo‘llanish maqsadini batafsil tushuntirsa, ular bilan tegishli harakatlarni amalga oshirsa va buni sharhlab bersa, bolalarga savol bersa, ularga maishiy lug‘atdan foydalanishni o‘rgatsa bolalarning lug‘ati boyiydi Agarda pedagog o‘z nutqida tashbeh, qiyoslash, sinonimlar, xalq og‘zaki ijodi (maqollar, matallar, sanoq she’rlar)dan keng va mohirona foydalansa, uning nutqi bosiq va ifodali bo‘ladi

Mazkur dastur bola rivojiga individual yondashuv, uning shaxsini hurmat qilish, uning manfaatlari ehtiyojlari va rivojlanish darajasini hisobga olish, hissiy qulaylik borasida g‘amxo`rlik qilish, erkin ijodiy o‘z-o‘zini ko‘rsatishi uchun sharoitlar yaratishga intilishni ko‘zda tutadi.

Shu sababli, rejalashtirish bilan bir qatorda, bola rivojlanishini kuzatib borish pedagog faoliyatida muhim ahamiyat kasb etadi.

Xulosa o‘rnida shuni aytish mumkinki, davlatimizda sohaga oid amalga oshirilayotgan barcha islohotlar hamda yangilanishlar amalda o‘z ifodasini topib, farzandlarimiz sifatli va zamonaviy maktabgacha ta’lim tashkilotlarida tarbiya topib, savod chiqarishlari har bir ota-onani va o‘z o‘rnida maktab o‘qituvchilarini ham quvontiradi.

Foydalanilgan adabiyotlar

1.O'zbekiston Respublikasi Vazirlar Mahkamasining 2018 yil 8 dekabridagi "Boshlang'ich ta'limga bolalarni majburiy bir yillik tayyorlashga bosqichma-bosqich o'tish bo'yicha chora-tadbirlar haqida"gi 999-sonli qarori

2. "Ilm yo'li" variativ dasturi. T.: 2020 yil.

3. O'zbekiston Respublikasining ilk va maktabgacha yoshdagi bolalarning rivojlanishiga qo'yiladigan davlat talablari. T.: 2018 yil.

PEDAGOG MULOQOT MADANIYaTINING KASBIY FAOLIYaTIDA TUTGAN O'RNI

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Annotatsiya: *Ushbu maqolada bugungi kunda pedagog muloqot madaniyatining kasbiy faoliyatda tutgan o'rni, zarur bo'lgan kasbiy bilimlarni shakllantirish masalalari keng yotirilgan.*

Kalit so'zlari. Pedagog, pedagogik muloqot, madaniyat, ta'sir vositalari

Ta'lim – tarbiya jarayonining qay darajada tashkil qilinishi, uning samaradorligi ko'p jihatdan o'qituvchi – murabbiyning kasbiy maxorati – kompitentligiga bog'liq bo'ladi. Chunki ta'lim – tarbiya jarayoni, bilimlarning sifatli bo'lishi, uning maxsuldorligi oxir oqibat o'qituvchi – murabbiyning bolalar bilan o'zaro munosabatlari, aloqalari va ularning ta'lim jarayoniga qanday yo'naltirilishi bilan belgilanadi.

O'z faoliyatini ijodiy jarayon sifatida baholamaydigan, o'zida shaxsning ijodiy xususiyatlarini namoyon qilmaydigan pedagoglar o'z kasbining ustasi, mahoratli o'qituvchi – murabbiy, deb hisoblanishi mumkin emas. Shuning uchun ham pedagogik mahorat tushunchasini madaniyat tushunchasi bilan bir - biridan ajratib bo'lmaydi. Aynan madaniylik hamda axloqiylik pedagogni shaxs sifatida namoyon qiladi. Shu o'rinda "madaniyat" tushunchasiga alohida ta'rif berib o'tsak joiz bo'lardi.

Madaniyat o'z ichiga insonning hulq – atvori va tafakkurini qamrab olish bilan bir qatorda, faqat ma'lumotlilik darajasi – bilimlarning chuqurligi va mustahkamligi, kengligi emas, balki uning tarbiyalanganligi, intelegentligi, ya'ni o'z fikrlarini aniq ifodalay bilishi, diqqat va toqat bilan o'zgalar fikrini eshita olishi, o'zini tuta bilishlik darajalarini ham bildiradi. Muloqotni iliqlashtiruchi omillar

- samimiylik;
- ochiqlik;
- o'zaro bir-biridan sir yashirmaslik;
- o'zaro ishonch;
- qarashlar yakdilligi;
- muammolarni ochiq ayta olish, o'z muammosini aytganda "bu odam yomon ekan" degan hayollarga bormaslik;
- ularning siz borangizda hech qachon yomon fikrga bormasligiga, sizni "muhokama" etib turmasligiga ishonch;
- ularning sizni har doim ochiq yuz bilan kutib olishlari;
- siz uchun hech qachon vaqt ayamasliklari;
- siz bilan har vaqt bir tekis muomala va suhbat qurishlari;
- sizga hamdardlilik bildira olishlari;
- yordam kerak bo'lganda, ularning har doim tayyorligi va shu kabi o'nlab xususiyatlarning namoyon bo'lishi oydinlashadi.

Inson madaniyatining muhim asosi, madaniyatlilik ifodasining ko'rsatkichi – uning hamkasblari, do'stlari, qarindoshlari, tanishlari va notanish kishilar bilan bo'ladigan muloqotidir. Inson tomonidan bajariladigan faoliyatning barcha turlari muloqotni taqozo etadi. Bevosita faoliyatsiz muloqot ham bo'lishi mumkin emas. Shuning uchun ham muloqot faoliyatni amalga

oshiruvchi va uning muhim sharti sifatida namoyon bo'ladi. Muloqot birgalikdagi faoliyatning shartigina emas, balki inson shaxsi shakllanishining muhim omili, tarbiya vositasi hamdir. Muloqot inson qarashini kengaytirishga, intelektini rivojlantirishga, muvaffaqiyatli faoliyat uchun zarur bo'lgan bilim, ko'nikma hamda sifatlarni egallashga ko'maklashadi.

Muloqot har bir inson hayot faoliyatining muhim turi sifatida, o'ziga xos san'at sifatida namoyon bo'lib, o'zining qonun – qoidalari va sir – sinoatlariga egadir. Bu qoida va sir – sinoatlarini bilish esa har bir kishiga o'z faoliyatini samarali tashkil etish, oldiga qo'ygan maqsadlariga erishish uchun zarur. Bularni egallash orqali xar bir o'qituvchi – murabbiy muloqot kompitentligiga yuqori darajada erishishi mumkin bo'ladi.

Ijtimoiy psixologiyada psixologik ta'sirning asosan uch vositasi farqlanadi.

1.Verbal ta'sir – bu so'z va nutqimiz orqali ko'rsatadigan ta'sirimizdir. Bundagi asosiy vositalar so'zlardir.Ma'lumki, nutq – bu so'zlashuv, o'zaro muomala jarayoni bo'lib, uning vositasi – so'zlar hisoblanadi. Monologik nutqda ham, diologik nutqda ham odam o'zidagi barcha so'zlarni topib, sherigiga ta'sir ko'rsatishni hoxlaydi.

2. Paralingvistik ta'sir - bu nutqning atrofidagi nutqni bezovchi, uni kuchaytiruvchi yoki susaytiruvchi omillar. Bunga nutqning baland yoki past tovushda ifodalanayotganligi, artikulyatsiya, tovushlar, duduqlanish, yo'tal, til bilan amalga oshiriladigan xarakatlar, nidolar kiradi. Shunga qarab, masalan, tarbiyalanuvchi 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 so'zsiz ishonamiz.

3. Noverbal ta'sirning ma'nosi "nutqsiz"dir. 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 tarbiyalanuvchingiz sizga qaramay, atrofga alanglab, "Ko'rganimdan biram xursandman", desa ishonasizmi?

Bundan tashqari, o'qituvchi– murabbiyning kasbiy muloqotida bir- biri bilan uzviy bog'langan ikkita bo'g'inni farqlash mumkin:

1.Muloqotning umumiy asoslari. Bular – ijtimoiy tuzum xarakteri, o'tmish qadriyatlari bo'lib, unda o'qituvchi – murabbiyning pedagogik faoliyati, ta'lim-tarbiyaning maqsad va vazifalari amalga oshiriladi.

2.Muloqotning individual asoslari. Bu – muloqot uslubi, ta'lim - tarbiya jarayonida o'qituvchi – murabbiy o'z pedagogik faoliyatida qo'llaydigan konkret usul va vositalar to'plami.

Bu bo'g'inlardan birortasining mavjud bo'lmasligi ta'lim beruvchida o'qituvchi - murabbiy kompitentligi mavjud emasligidan va muloqot kasbiy madaniyati rivojining past darajada ekanligidan dalolat beradi.

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BOSHLANG'ICH TA'LIMDA ZAMONAVIY DARSLARNI TASHKILLASHTIRISH

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Annotatsiya: Ushbu maqolada bugungi kunda umumiy o'rta ta'lim maktablarida boshlang'ich ta'limda zamonaviy darslarni tashkillashtirish, ta'lim-tarbiya jarayonini tashkil etishda innovatsion texnologiyalarning afzalliklari keng yotirilgan.

Kalit so'zlari. Maktab, o'qituvchi, o'quvchi, zamonaviy dars, ta'lim-tarbiya, innovatsiya, interfaol ta'limHozirgi vaqtda ta'lim jarayonida o'qitishning zamonaviy usullarini qo'llash, o'qitish jarayonida yuqori natijalarga olib keladi. Ta'lim usullarini har bir darsning didaktik vazifasidan kelib chiqib tanlash maqsadga muvofiq sanaladi. An'anaviy dars shaklini saqlab qolgan holda, uni turli-tuman zamonaviy usullar bilan boyitish ta'lim oluvchilarning o'zlashtirish darajasini ko'tarilishini ta'minlaydi. Buning uchun dars jarayoni oqilona tashkil qilinishi, ta'lim beruvchi tomonidan ta'lim oluvchilarning qiziqishini orttirib, ularning ta'lim jarayonida faolligi muttasil rag'batlantirilib turilishi, o'quv materialini kichik-kichik bo'laklarga bo'lib, ularning mazmunini ochishda interfaol usullarni qo'llash va ta'lim oluvchilarni ommaviy mashqlarni mustaqil bajarishga undash talab etiladi.

Zamonaviy ta'limining vazifalari va maqsadlarining o'zgarishi, hamda kengayib borishi – ta'lim mazmunini va tuzilmasini hamda o'qitish jarayonini takomillashtirishga olib keladi.

Boshlang'ich sinf darslarida o'qitishning yangi zamonaviy metodlaridan foydalanishjamiyatimiz hayotida yuz bergan ijobiy o'zgarishlar ta'limning maqsadi, mazmuni va vazifalarini ham qayta ko'rib chiqishni taqozo etadi. Buning natijasida o'quvchi dars jarayonida faol ishtirokchiga aylandi, uning fikrlash doirasi kengaydi, undan ijodkorlik, tashabbuskorlik talab etila boshlandi. "Ta'lim to'grisida"gi Qonunda ham, "Kadrlar tayyorlash Milliy dasturi"da ham o'quvchining mustaqil fikrlashi va ijodkorligiga alohida e'tibor berilgan.

Zamonaviy usullardan foydalanish: sinf muhitini o'zgartiradi; mavzu qanday o'rganilishi kerakligini belgilab beradi; har bir o'quvchini faollashtiradi.Bugungi kunda o'qituvchi o'qitish uchun faqat zaruriy axborotlarnigina tanlab olishi va o'quvchini bevosita mustaqil bilim olishga o'rgatmog'i zarur. Zamonaviy pedagogik texnologiyalarni qo'llashda noan'anaviy dars usullaridan foydalanish orqali iqtidorli o'quvchilarni aniqlash, bo'sh o'zlashtiruvchi o'quvchilarda o'z kuchlariga ishonch hosil qilishlari uchun imkon yaratish, sinfdagi o'quvchilar o'rtasida do'stlik, o'zaro hamkorlik aloqalarini shakllantirishga erishish nazarda tutiladi.

"Rezyume" texnologiyasi.

Texnologiyaning tavsifi: Bu texnologiya murakkab,ko'p tarmoqli,mumkin qadar muammoli mavzularni o'rganishga qaratilgan. Texnologiyaning mohiyati shundan iboratki, bunda bir yola mavzuning turli tarmoqlari bo'yicha axborot beriladi. Ayni paytda ularning har biri alohida nuqtalardan muhokama qilinadi. Masalan, ijobiy va salbiy tomonlari, afzallik va kamchiliklari, foyda va zararlari belgilanadi.

Texnolgiyaning maqsadi: O'quvchilarni erkin, mustaqil, tanqidiy fikrlashga, jamoa bo'lib ishlashga, izlanishga, fikrlarni jamlab taqqoslash uslubi yordamida mavzudan kelib chiqqan holda o'quv muammosini yechimini topishga hamda kerakli xulosa yoki qaror qabul qilishga, jamoaga o'z fikri bilan ta'sir etishga, uni ma'qullashga, shuningdek, berilgan muammoni yechishga o'rgatish.

Texnologiyani qo'llanilishi: Ma'ruza darslarida (imkoniyat va sharoit bo'lsa), seminar, amaliy va laboratoriya mashg'ulotlarida yakka (yoki kichik guruhlar ajratilgan tartibda o'tkazish, shuningdek uyga vazifa berishda ham qo'llash mumkin.

Mashg'ulotda foydalanadigan vositalar: A-4formatdagi qog'ozlarida (guruh soniga qarab) tayyorlangan tarqatma materiallar, flomaster yoki rangli qalamlar.

Mashg'ulotlar o'tkazish tartibi:

- o'qituvchi o'quvchilarning soniga qarab 3-5 kishidan iborat kichik guruhlarga ajratadi;
- o'qituvchi o'quvchilarni mashg'ulotning maqsadi va o'tkazilish tartibi bilan tanishtiriladi va har bir kichik guruhga qog'ozning yuqori qismida yozuvi bo'lgan, ya'ni asosiy muammo, undan ajratilgan o'quv muammolari va ularni yechish yo'llari belgilangan, xulosa yozma bayon qilinadigan varaqlarni tarqatadi;
- har bir guruh a'zolari ularga tushgan varaqlardagi muammolarning afzalligi va kamchiliklarini aniqlab, o'z fikrlarini flomaster yordamida yozma bayon etadilar. Yozma bayon etilgan fikrlar asosida ushbu muammoni yechimini topib, eng maqbul variant sifatida umumiy xulosa chiqaradilar.
- kichik guruh a'zolaridan biri tayyorlangan materialni jamoa nomidan taqdimot etadi. Guruhning yozma bayon etgan fikrlari o'qib eshittiriladi, lekin xulosa qismi bilan tanishtirilmaydi.
- o'qituvchi boshqa kichik guruhlardan taqdimot etgan guruhning xulosasini so'rab, ular fikrini aniqlaydi, guruhlar fikridan so'ng taqdimot guruhi o'z xulosasi bilan tanishtiradi;
- o'qituvchi guruhlar tomonidan berilgan fikrlarga yoki xulosalarga izoh berib, ularni baholaydi, so'ngra mashg'ulotni yakunlaydi.

"Blits-so'rov" usuli

Usulning tavsifi: Ushbu usul o'quvchilarni harakatlar ketma-ketligini to'g'ri tashkil etishga, mantiqiy fikrlashga, o'rganayotgan fani asosida xilma-xil fikrlar, ma'lumotlar ichidan keraklisini tanlab olishni, shu bilan bir qatorda,o'zgalar fikrini hurmat qilish va ularga o'z fikrini o'tkaza olish hamda o'z faoliyati, kunini rejalashtira olishni o'rgatishga qaratilgan.

Usulning maqsadi: ushbu usul orqali o'quvchilarga tarqatilgan qog'ozlarda ko'rsatilgan harakatlar ketma-ketligini avval yakka tartibda mustaqil ravishda belgilash, kichik guruhlarda o'z fikrini boshqalarga o'tkaza olish yoki o'z fikrida qolish, boshqalar bilan ham fikr bo'la olish kabi ko'nikmalarni shakllantirish.

Mashg'ulotni o'tkazish tartibi.

1. O'qituvchi o'quvchilarga ushbu mashg'ulot bir necha bosqichda o'tkazilishi haqida tushuncha beradi. Har bir bosqichga moljallangan vazifalarni bajarishga aniq vaqt berilishi, o'quvchilar esa shu vaqtdan unumli foydalanishlari kerakligi haqida ularni ogohlantiradi.
2. Keyin hammaga alohida-alohida tarqatma material beradi va ushbu materialni sinchiklab o'rganishlarini so'raydi;

- o'qituvchi tarqatma material mazmuni va bajariladigan vazifani tushuntiradi va "o'quvchining ismi va familiyasi" va "sinfi" bo'limlarini to'ldirishni aytadi.
- tarqatma materialda berilgan vazifa dastlab yakka tartibda bajarilishini ta'kidlaydi;
- har bir o'quvchi o'zining shaxsiy fikri asosida tarqatma materialdagi "o'quvchijavobi" bo'limiga berilgan savollardan 3xil variantli javobdan bittasini yozadi, javoblar raqamlar yoki harflar bilan ko'rsatilishi mumkin.

3. Berilgan vaqt ichida yakka tartibdagi ishlar tugagach tarqatma materiallar o'zaro almashinadi.(almashtirishni turlicha tashkil qilish mumkin, masalan yonidagi o'quvchi bilan, kichik guruhlarda yoki orqadagi o'quvch bilan)
4. Tarqatma materiallar almashingach, oqituvchi to'g'ri javoblarni o'qiy boshlaydi, oquvchilar bir-birini ishini tekshira boshlaydi va "to'g'ri javob" bo'limiga "1" balldan, agar noto'g'ri bo'lsa "0" ball qo'yib chiqishadi.
5. O'qituvchi baholash mezonini tushuntirib beradi va tarqatma materiallar qaytadan o'z egalariga almashtirilishi so'raydi,o'z xatolarini ko'rib olishlariga imkon beradi.
6. O'qituvchi tarqatma materiallarni yig'ishtirib olib baholaydi va e'lon qiladi.

Xulosa qilib aytganda, tajriba-sinov natijalari shuni ko'rsatadiki, agar darslar so'z, tushuntirish orqali olib borilsa, o'zlashtirish 10% ni, ko'rsatish, namoyishlar orqali tashkil etilsa, 50% ni, ta'lim jarayoni o'quvchilarning shaxsiy ishtiroki faolligida kechsa, o'zlashtirish sifati va samaradorligi 90% ni tashkil etadi.

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PEDAGOGNING KASBIY KOMPETENTSIYASINI SHAKLLANTIRISH MASALALARI

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Annotatsiya: *Ushbu maqolada bugungi kunda pedagogga zarur bo'lgan kasbiy bilimlar, pedagogning kasbiy kompetentsiyasini shakllantirish masalalari keng yotirilgan.*

Kalit so'zlari. **Pedagog, kasbiy kompetentsiya, pedagogik mahorat, zamonaviy o'qituvchi**

Mustaqillikni mustahkamlashda, kadrlar tayyorlashning milliy modelini ro'yobga chiqarishda, har tomonlama kamol topgan, jamiyat oldiga qo'ygan turmush sharoitlariga moslasha oladigan, ta'lim – tarbiyani ongli ravishda idrok eta oladigan, davlat, jamiyat va oila oldida javobgarlik hissini seza oladigan yoshlarga ta'lim va tarbiya berishda o'qituvchilarning ma'naviy roli muhim hisoblanadi.

Bu borada davlatimiz birinchi rahbari I.Karimov ustoz-murabbiylarga berilgan imkoniyatlar va ular oldiga qo'yilgan talablarni qayta-qayta e'tirof etib, "Dunyo imoratlari ichida eng ulug'i maktab bo'lsa, kasblarning ichida eng sharaflisi o'qituvchilik va murabbiylikdir"[35]- deb, aytadi. Demak, pedagog ayniqsa yoshlar tarbiyasida zamon bilan hamnafas yuradigan, ilg'or innovatsion pedagogik g'oyalarni o'zida mujassam etadigan, o'z ustida doimiy ishlaydigan shaxsdir. O'z-o'zidan ma'lumki, shu orqali o'qituvchida pedagogik mahorat ham shakllanib, takomillashib boraveradi.

Pedagogik mahorat – bu o'qituvchi nutqining ravon va ta'sirchanligi o'quvchi diqqatini torta oladigan, mavzuga mos ko'rgazmalar ijod qilib va undan unumli foydalana oladigan, har qanday sharoitda ham o'quvchi qalbiga yo'l topa oladigan, har bir darsda o'quvchining qiziqish va faoliyatini oshira oladigan kishini tushunamiz.

Pedagogik mahorat – izlanish, ijodiy mehnat mahsuli bo'lib, u hamma o'qituvchilar uchun bir qolipdagi ish uslubi emas, balki u har biri kishidan o'z ustida ishlashini talab etadi. U pedagogika va psixologiya bo'yicha ilmiy bilimlarni, ya'ni kasbiy bilimlar, kasbiy qobiliyat, pedagogik etika va pedagogik texnikani o'z ichiga oladigan jarayondir.

Pedagogik mahorat zamirida pedagogik kompetentlik yotadi. Pedagogik kompetentlik deganda konkret tarixiy davrda qabul qilingan me'yorlar, standartlar va talablarga muvofiq pedagogik funksiyalarni bajarishga tayyorlik va qodirlikni belgilovchi professional-shaxsiy xususiyatlar tushuniladi. Professional-pedagogik kompetentlik pedagogik voqelikni izchil idrok etish va unga izchil ta'sir ko'rsatish ko'nikmalarini o'z ichiga oladi. Professional kompetentlik o'z faoliyat sohasida erkin mo'ljal olishni nazarda tutadi. Insonning kasbiy layoqati – muayyan ish funksiyalarini o'zlashtirish va muayyan sohada samarali faoliyat ko'rsatish uchun zarur bo'lgan qobiliyatlar, jismoniy, ruhiy va axloqiy fazilatlarning zaruriy majmui. Pedagogik faoliyatga loyiqlikni tavsiflovchi shaxsiy fazilatlar qatoriga yoshlar bilan ishlashga moyillik, kirishimlilik (boshqa odamlar bilan til topa olish), sipolik, kuzatuvchanlik, zehni o'tkirlik, tashkilotchilik qobiliyatlari, o'ziga o'ta talabchanlik kiradi. Bu fazilatlarning barchasini aniqlash va sinovdan o'tkazish mumkin. Pedagog o'z kasbiy bilimlari va mahoratini oshirishi uchun pedagogik faoliyatning tarkibiy tuzilishini aniq tasavvur qilishi lozim.

[35] I.Karimov "Yuksak ma'naviyat yengilmas kuch". –T.: "Ma'naviyat", 2008. 131-b.

Pedagogga zarur bo‘lgan kasbiy bilimlar: pedagogika va psixologiya, bola rivojlanishi fiziologiyasi, tarbiyaviy ish metodikasi. Ushbu bilimlar bolani o‘rganish, uning qilmishlari va xulq-atvorini, o‘zaro munosabatlari xususiyatlarini, boshqa bolalar guruhiga moslashuv yo‘llarini tahlil qilish uchun zarur. Pedagog ta'lim oluvchilar faoliyati va hamkorligini tashkillashtira olishi lozim. Pedagogik texnologiya tushunchasi mavjud bo‘lib, pedagog uni ham yaxshi bilishi zarur. Bu tarbiyalanuvchilarga ta'sir ko‘rsatish usullari va ko‘nikmalarini o‘zlashtirishni anglatadi. Pedagogik texnika va shakllangan ko‘nikmalar pedagogni kasbiy mahorat cho‘qqilariga olib keladi. Bu tarbiyalanuvchini tushuna bilish, qilmishga, insonga o‘z munosabatini bildira olish, ayni vaqtda o‘zini o‘zi boshqarish, o‘zini o‘zi tahlil qilish qobiliyatini anglatadi. Pedagog har bir bola bilan til topa olishi lozim. U pedagogning har bir so‘zi bola hayotida ulkan rol o‘ynashini yodda tutishi kerak.

Pedagog nutq madaniyati va texnikasiga e'tibor berishi lozim. Nutq madaniyati o‘z fikrini aniq, lo‘nda va o‘rinli bayon etish ko‘nikmasi bilan belgilanadi. Nutq texnikasi nafas olish, ovoz va diksiya usullari bilan belgilanadi. Bularning barchasini uzoq mashq qilish yo‘li bilan o‘zlashtirish mumkin. Pedagog teatr pedagogikasi unsurlarini ham o‘zlashtirishi muhimdir. Zero pedagog ishi rejissyor ishi, aktyor ijodiga yaqin turadi. Pedagog tashkilotchilik qobiliyatlariga ega bo‘lishi, tez qaror qabul qilishi va ishni tez tashkillashtira olishi lozim.

Zamonaviy o‘qituvchi shaxsida quyidagi fazilatlar namoyon bo‘la olishi kerak:

1. O‘qituvchi jamiyat ijtimoiy hayotida ro‘y berayotgan o‘zgarishlar, olib borilayotgan ijtimoiy islohotlar mohiyatini chuqur anglab etishi hamda bu borada o‘quvchilarga to‘g‘ri, asosli ma'lumotlarni berib borishi lozim.

2. Zamonaviy o‘qituvchi ilm-fan, texnika va texnologiya yangiliklari va yutuqlaridan xabardor bo‘lishi talab etiladi.

3. O‘qituvchi o‘z mutaxassisligi bo‘yicha chuqur va puxta bilimga ega bo‘lishi, o‘z ustida tinimsiz ishlashi va izlanishi lozim.

4. O‘qituvchi pedagogika va psixologiya fanlari asoslarini puxta bilishi, ta'lim-tarbiya jarayonida o‘quvchilarning yosh va psixologik xususiyatlarini inobatga olgan holda faoliyat tashkil etishi kerak.

5. O‘qituvchi ta'lim-tarbiya jarayonida eng samarali shakl, metod va boshqalardan unumli foydalana olish imkoniyatiga ega bo‘lmog‘i darkor.

6. O‘qituvchi ijodkor, tashabbuskor va tashkilotchilik qobiliyatlariga ega bo‘lishi shart.

7. O‘qituvchi yuksak darajadagi pedagogik mahoratga, chunonchi, kommunikativlik layoqatiga ega bo‘lishi, pedagogik texnika, nutq, yuz, qo‘l-oyoq va gavda harakatlari (mimika, jest, pantomimika) qonuniyatlarini chuqur o‘zlashtirib olishga erishishi lozim.

8. O‘qituvchi yuksak nutq madaniyatiga ega bo‘lishi va uning nutqi bir qator sifat va xususiyatlarga ega bo‘lishi kerak.

9. O‘qituvchi kiyinish madaniyatiga (sodda, ozoda va bejirim kiyinish, ta'lim-tarbiya jarayonida o‘quvchilarning diqqatini ko‘p jalb etuvchi turli xil bezaklar (qimmatbaho taqinchoqlar va yorqin rangli pardoz-andoz vositalari)dan ortiqcha va o‘rinsiz foydalanmaslik, fasl, yosh, gavda tuzilishi, yuz qiyofasi, hatto soch rangi va turmagiga muvofiq ravishda kiyinishga odatlanish kabilar) ega bo‘lishi lozim.

10. O‘qituvchi shaxsiy hayotda pok, atrofdagilarga o‘rnak bo‘la olishi lozim. O‘qituvchi shaxsining mazkur talablarni o‘zida aks ettira olgan ichki va tashqi qiyofasi uning o‘quvchilar va hamkasblari hamda ota-onalar o‘rtasida obro‘-e'tibor qozonishini ta'minlaydi.

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BOSHLANG'ICH SINF DARSLARIDA MUSTAQIL ISHLARNI TASHKIL ETISH

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Annotatsiya: Ushbu maqolada bugungi kunda umumiy o'rta ta'lim maktablarida boshlang'ich sinf darslarida mustaqil ishlarni tashkil etish mohiyati keng yotirilgan.

Kalit so'zlar. **Maktab, o'qituvchi, o'quvchi, dars, ta'lim-tarbiya, mustaqil ish**

Bilim olish jarayoni bilan bog'liq ta'lim sifatini belgilovchi holatlar: darsning yuqori ilmiy-pedagogik darajada tashkil etilishi, muammoli mashg'ulotlar o'tkazish, darslarni savol-javob tarzida qiziqarli tashkil qilish, ilg'or pedagogik texnologiyalardan va multimedia qo'llanmalaridan foydalanish, o'quvchilarni mustaqil fikrlashga undaydigan, o'ylantiradigan muammolarni ular oldiga qo'yish, talabchanlik, o'quvchilar bilan individual ishlash, ijodkorlikka yo'naltirish, erkin muloqotga kirishishga, ilmiy izlanishga jalb qilish va boshqa tadbirlar ta'lim ustuvorligini ta'minlaydi. Ta'lim samaradorligini orttirishda fanlar bo'yicha ta'lim texnologiyasini ishlab chiqish konsepsiyasining aniq belgilanishi va unga amal qilinishi ijobiy natija beradi. Umyumiy o'rta ta`lim maktabining eng muhim maqsadi o`quvchilarga ularning xotirasida uzoq vaqt saqlanadigan bilimlar berishdan iboratdir. O`quvchi vaqt o`tishi bilan maktabda olgan bilimlarining bir qismini unutadi. Lekin ular butunlay izsiz yo`qolib ketmaydi. Olingan bilimlar, garchi o`quvchilar unutganda ham, xotirada ma`lum darajada iz qoldiradi. Ko`pincha bolalar o`zlarining amaliy faoliyatlariga bog`lanmagan maktab materialini eslaridan chiqaradilar. Ba`zan o`rganish jarayonida mashq va mustaqil ishlar kam bajarilishi sababli, materiallar xotirada mustahkam saqlanmaydi.

O`quvchilar o`zlashtiradigan bilimlar xotirada mustahkam saqlanishi uchun quyidagilarga e'tibor qaratish lozim:

1. O`qituvchi o`quv materialidagi asosiy fikrni ajratishi shart.
2. O`quv materialidagi asosiy fikr o`rganilgan masala bo`yicha o`quvchiga tanish bo'lgan g`oyaga bog`langan bo`lishi kerak.
3. Bilimlar o`quvchilarning qarashlari va e`tiqodlari tizimini o`z ichiga olishi lozim, shundagina ular bolaning boyligiga, yutug`iga aylanadi va u bilimlarni esidan chiqarmaydi.
4. O`quv materialini o`quvchining amaliy ishlari va mashqlariga bog`lab, undagi bilimlarning mustahkamligini ancha oshirish zarur.

Ta`limning hozirgi sharoitida bolalarning individual xususiyatlarini o`rganish va ularga yakka tartiba yondashishni amalga oshirish tobora katta ahamiyat kasb etmoqda.

Boshlang`ich sinflarda, ayniqsa, o`qitishning birinchi bosqichida o`qituvchining bevosita boshchiligida bajariladigan o`quv ishlaridan keng foydalaniladi, o`qituvchi o`quvchilarning ishlarini kerakli ishga mohirlik bilan yo`naltirib turishi kerak. Ammo hozirgi vaqtda o`qitish samaradorligini oshirishga imkon beruvchi ta`sirli metod sifatida o`quvchilarning mustaqil ishlariga borgan sari ko`piroq e`tibor berilmoqda. O`quvchilarning mustaqil ishlari hozirgi vaqtda o`qitishning hamma bosqichlarida, shu jumladan, yangi bilimlarni berish bosqichida ham kuzatiladi. Bu muhim hodisa hozirgi zamon ta`limining o`quvchilarning umumiy rivojlanishlariga yo`naltirilganligini yana bir karra ta`kidlaydi.

Mustaqil ish - o`quvchilarning o`qitish jarayoniga qo`shiluvchi, o`qituvchining bevosita qatnashuvisiz, maxsus ajiratilgan vaqt davomida uning topshiriqlari bo`yicha bajariladigan ishdir. Bunda o`quvchilar topshiriqda qo`yilgan maqsadga erishishga o`z kuchlarini sarflaydilar, aqliy yoki jismoniy (yoki ikkalasini birgalikda) harakatlar natijasini biror ko'rinishda ifodalab, ongli ravishda intiladilar.

O'quvchilar bilan bajariladigan mustaqil ishlarni quyidagi turlarga ajratish mumkin:

a) didaktik maqsadlar bo`yicha. Bu ishlar o`quvchilarni yangi materialni qabul qilishga (idrok qilishga) tayyorlashga, yangi bilimlarni o`zlashtirishga,

mustahkamlashga, ilgari o`tilgan materialni takrorlashga yo`naltirilgan

bo`lishi mumkin.

b) o`quvchilar mustaqil ishlayotgan material bo`yicha: darslik bilan, didaktik

material ustida, bosma asosli daftar ustida ishlash va hokazo;

v) o`quvchilardan talab qilinadigan faoliyat xarakter bo`yicha: bu nuqtai

nazardan ishlarni berilgan namuna bo`yicha, berilgan qoida bo`yicha va hokazo bir- biridan farq qilinadi;

g) tashkil qilinish usuliga ko`ra: umumsinf ishi, bunda sinfning

hamma o`quvchilari bitta ishning o`zini bajarishadi; guruh ishi, bunda o`quvchilarning har xil guruhlari har xil topshiriqlar ustida ishlashadi, individual ish, bunda har bir o`quvchi maxsus topshiriq ustida ishlaydi.

Matematikadan deyarli har bir darsda 2- 3 ta qisqa vaqtli mustaqil ish o`tkazish maqsadga muvofiqdir. Shu vaqtning o`zida o`quvchilarni mustaqil ishlashga yetarlicha tayyorlamay turib, ularga topshiriqni bajarishda mustaqillik berish ko`pincha o`quv vaqtini isrof qilishga olib keladi.

Ta`lim rivojlanib borgani sari mustaqil ishlarning hajmi, murakkabligi oshira boriladi. O`quvchilarning ish tezligi, mustaqillik darajasi o`sadi.

Xulosa qilib shuni aytish mumkinki, darsning turli bosqichlarida o`tkaziladigan mustaqil ishlarning har biri ma`lum maqsad uchun xizmat qiladi. Masalan, o`tilgan mavzular yuzasidan o`tkaziladigan mustaqil ishlar o`quvchilarning bilimlarini mustahkamlash, bilim va malakalardagi zaif tomonlarni aniqlash maqsadida tashkil qilinsa, yangi mavzuni o`rganishdan oldin shu mavzuga oid materiallar asosida uyushtiriladigan ishlar o`quvchilarni yangi o`quv materialini faol idrok etishga tayyorlaydi. Mavzu o`rganilgach, tashkil qilinadigan mustaqil ishlar bilimlarni mustahkamlashga va malaka hosil qilishga xizmat qiladi.

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MAKTABGACHA TA'LIMGA INNOVATSION YONDASHUV

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AnnotatsiyaUshbu maqolada maktabgacha ta'limga innovatsion yondashuv, maktabgacha ta'lim muassasalarida tabiatga asoslangan ta'limga e'tibor, innovatsion pedagogik texnologiyalar va ulardan samarali foydalanish, maktabgacha ta'lim tashkilotlarda innovasiyalarni ishlab chiqish va rivojlantirish texnologiyasi to'g'risida to'liq bayon qilingan.

Kalit so'zlar: maktabgacha ta'lim, inovatsion yondashuv, pedagogik texnologiyalar, raqamli platformalar, STEAM ta'lim.

Annotation In this article, the innovative approach to preschool education, the focus on nature-based education in preschool educational institutions, innovative pedagogical technologies

and their effective use, the technology of development and development of innovations in preschool educational organizations are fully discussed.

Key words: preschool education, innovative approach, pedagogical technologies, digital platforms, STEAM education.

АННОТАЦИЯ В данной статье всесторонне рассмотрены инновационный подход к дошкольному образованию, ориентация на природообразующее воспитание в дошкольных образовательных организациях, инновационные педагогические технологии и их эффективное использование, технология разработки и освоения инноваций в дошкольных образовательных организациях.

Ключевые слова: дошкольное образование, инновационный подход, педагогические технологии, цифровые платформы, STEAM-образование.

Ta'lim sohasida maktabgacha ta'lim bolaning akademik bilimi uchun muhim asos bo'lib xizmat qiladi. Maktabgacha ta'limning an'anaviy usullari uzoq vaqt davomida o'yinga asoslangan ta'lim, ijtimoiy o'zaro ta'sirlar va asosiy ko'nikmalarni rivojlantirish atrofida aylanib kelgan. Biroq, texnologiyaning jadal rivojlanishi, jamiyat ehtiyojlarining o'zgarishi va bola rivojlanishini chuqurroq tushunish bilan o'qituvchilar maktabgacha ta'limning kelajagini shakllantiruvchi erta bolalik ta'limiga innovatsion yondashuvlarni o'zlashtirmoqda.

Maktabgacha ta'limdagi asosiy yangiliklardan biri shaxsiylashtirilgan ta'limga o'tishdir. Bolalar turli sur'atlarda o'rganishlarini va o'ziga xos kuchli va qiziqishlarga ega ekanligini tan olgan holda, o'qituvchilar individual ehtiyojlarni qondirish uchun tobora ko'proq o'qitishni moslashtirmoqda. Ta'lim dasturlari, interaktiv o'yinlar va raqamli platformalar kabi texnologiyalarni o'z ichiga olgan maktabgacha ta'lim muassasalari har bir bolaning ta'lim uslubi va tezligiga mos keladigan shaxsiy ta'lim tajribasini taqdim etishi mumkin. Bunday yondashuv nafaqat qiziqish va esda qolishni kuchaytiradi, balki yoshligidanoq o'rganishga bo'lgan muhabbatni ham oshiradi.

Maktabgacha ta'limda e'tibor qozongan yana bir innovatsion yondashuv - bu STEAM (fan, texnologiya, muhandislik, san'at va matematika) ta'lim integratsiyasidir. STEAM kontseptsiyalarini erta joriy etish orqali bolalar tanqidiy fikrlash, ijodkorlik, muammolarni hal qilish va hamkorlikni rag'batlantiradigan fanlararo ta'limga duch kelishadi. Amaliy mashg'ulotlar, tajribalar va loyihalar maktabgacha yoshdagi bolalarga ilmiy tamoyillarni o'rganish, fikrlash bilan shug'ullanish, erta matematika va kodlash ko'nikmalarini rivojlantirish imkonini beradi. STEAM ta'limi nafaqat bolalarni kelajakdagi akademik muvaffaqiyatga tayyorlaydi, balki izlanish va innovatsiyalar ongini ham tarbiyalaydi.

Keyingi yillarda maktabgacha ta'lim muassasalarida tabiatga asoslangan ta'limga e'tibor kuchaymoqda. Jismoniy, kognitiv va hissiy rivojlanish uchun tashqi tajribaning afzalliklarini tan olgan holda, o'qituvchilar tabiatni o'quv dasturiga kiritadilar. Tabiatda sayr qilish, bog'dorchilik, ochiq havoda o'yinlar va atrof-muhitni o'rganish bolalarda nafaqat tabiat olamining mo'jizalarini ochibgina qolmay, balki qiziqish, kuzatish qobiliyatlari va atrof-muhitni muhofaza qilish tuyg'usini rivojlantiradi. Tabiatga asoslangan ta'lim butun bolani tarbiyalaydigan va unga muhabbat uyg'otadigan ta'limga yaxlit yondashuvni rivojlantiradi.

Innovatsion maktabgacha ta'lim muassasalari ota-onalar va o'qituvchilar hamkorligi va muloqotini mustahkamlash uchun texnologiyadan foydalanmoqda. Raqamli platformalar, mobil ilovalar va onlayn portallar ota-onalarga farzandining o'quv safari bilan aloqada bo'lish, taraqqiyot haqida real vaqtda yangiliklar olish, uyda o'qish uchun resurslardan foydalanish va o'qituvchilar bilan mazmunli muloqot qilish imkonini beradi. Uy va maktab o'rtasidagi tafovutni bartaraf etish orqali texnologiya ota-onalarning ishtirokini kuchaytiradi, ota-onalarga farzandining ta'lim olishini qo'llab-quvvatlash imkoniyatini beradi va o'qituvchilar va oilalar o'rtasida yaxlit hamkorlikni mustahkamlaydi.

Maktabgacha ta'limda jadallik kasb etayotgan yana bir innovatsion yondashuv loyiha asosidagi ta'limdir. Bolalarni turli mavzular va ko'nikmalarni birlashtirgan amaliy, hamkorlikdagi

loyihalarga jalb qilish orqali o'qituvchilar chuqur izlanish, tanqidiy fikrlash va ijodkorlik uchun imkoniyatlar yaratadi. Konstruksiyalarni qurish, badiiy asarlar yaratish yoki eksperimentlar o'tkazish kabi loyihalar nafaqat bolalarda muammoni yechish va muloqot qilish ko'nikmalarini oshiribgina qolmay, balki ularning o'qishiga nisbatan egalik tuyg'usini uyg'otadi. Loyihaga asoslangan ta'lim qiziqish, mustaqillik va chidamlilikni rag'batlantiradi, bolalarni zamonaviy dunyoning murakkabliklariga tayyorlaydi.

Hissiy intellekt va farovonlikka tobora ortib borayotgan e'tiborga javoban, innovatsion maktabgacha ta'lim muassasalari o'zlarining o'quv dasturlariga ongni saqlash amaliyotlari va ijtimoiy hissiy ta'limni integratsiya qilmoqdalar. Bolalarga o'z-o'zini tartibga solish va hissiy ongni rivojlantirish usullarini o'rgatish orqali o'qituvchilar ularga his-tuyg'ularini boshqarish, ijobiy munosabatlar o'rnatish va chidamlilikni rivojlantirishga yordam beradi. Chuqur nafas olish mashqlari, diqqat bilan tinglash va minnatdorchilik amaliyotlari kabi aqliy faoliyat bolalarga o'z-o'zini anglash va o'quv va shaxsiy muvaffaqiyat uchun muhim bo'lgan hissiy tartibga solish ko'nikmalarini rivojlantirishga yordam beradi.

Xulosa o'rnida shuni aytish joizki, biz texnologik taraqqiyot, o'zgaruvchan ta'lim paradigmalari va rivojlanayotgan jamiyat ehtiyojlari bilan shakllanadigan kelajakka intilamiz, maktabgacha ta'lim o'zgaruvchan sayohatga tayyor. Shaxsiylashtirilgan ta'limni qamrab olish, STEAM ta'limini integratsiyalash, tabiatga asoslangan tajribalarni rivojlantirish va texnologiya orqali ota-onalar va o'qituvchilar hamkorligini kuchaytirish orqali maktabgacha ta'limga innovatsion yondashuvlar yosh o'quvchilar uchun yaxlit, qiziqarli va imkoniyatlarni kengaytiruvchi ta'lim muhitiga yo'l ochmoqda. Ushbu innovatsiyalar orqali biz farzandlarimiz ongiga qiziquvchanlik, ijodkorlik va umrbod ta'lim olish urug'larini ekib, tanqidiy fikrlovchi, innovator va global fuqarolarning keyingi avlodini shakllantiramiz.

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BOSHLANG'ICH SINF O'QUVCHILARI IJODIY FAOLIYATINI TASHKIL ETISHDA "KVILLING" SAN'ATIDAN FOYDALANISHNING AYRIM IMKONIYATLARI

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Annotatsiya Ushbu maqolada boshlang'ich sinf texnologiya darslari jarayonida o'quvchilar ijodkorlik faoliyatini shakllantirishda kvilling san'atidan foyalanishning ayrim imkoniyatlari haqida fikrlar yuritishga harakat qildik.

Kalit so'zlar: O'quvchi, kvilling, dars, ijod,

Kvilling - (inglizchadan olingan bo'lib lug'aviy ma'nosi "qush pati" ni anglatadi).

Kvilling – bu qog'ozni tasma shaklida qirqib, ushbu tasmalarni spiral shaklida burash orqali hajmli yoki yupqa kompazitsiyalar yaratish san'atidir.

Dastavval ushbu san'at turining qisqacha tarixi bilan tanishib chiqamiz.

Bu san'at turi XV asrda Yevropaning O'rtayer dengizi hududida kelib chiqqan.

Eng boshida, bu san'at kambag'al cherkovlarda qilingan. Keyinchalik mayda detallardan san'at darajasiga olib chiqilgan.Ayniqsa, 19-asrning boshlarida, kvilling olijanob xonimlarning sevimli mashg'uloti edi. Yigirmanchi asrda u unutildi. O'tgan asrning oxirida, kvilling odamlarning uylariga sevimli mashg'ulot sifatida qaytdi. Asta-sekinlik bilan har bir davlatda kvilling maktablari shakllana boshladi. Har bir xalq bu san'at turiga o'ziga xos qo'shimchalarni olib keldi. Masalan, Sharq maktablari Yevropa maktablaridan naqshlarning murakkabligi bilan ajralib turadi, bu esa sharq xalqiga san'at durdonalarini yaratish imkonini beradi.

Masalan,Korea kvilling maktabi Yevropanikidan farqi asosan hajmli bo'ladi va qo'lda yasaladi

Kvilling usuli

Kvilling-bu, maxsus ikki taraflama rangli qog'oz tasmasidan (yoki uni rangli qog'zodan qirqib yasaladi) nozik badiiy ijod.Qog'oz ingichka chupga gugurt cho'piga yoki ruchkaning pastasiga o'rab chiqilgandan va turfa xil shaklga keltirilgandan keyin ushbu turli xil figuralar list asosga yelimlanadi.

Bu san'at turidan foydalanib (o'simliklar va gullar, nafis naqshlar, ertak qahramonlari) tabriknomalarni, sovg'alarni, qutichalarni, rasm uchun ramkalarni bezash mumkin.

Ushbu san'at turi boshlang'ich sinf o'quvchilari uchun keng fantaziya asosida ijodiy ishlar bajarish imkonini beradi

O'quvchilar ishni birinchi bosqichidagi qog'ozni o'rash jarayoni qiyin bo'lishiga qaramay, juda maroq bilan bajarishadi.

O'qituvchi ushbu san'atni o'quvchilarga o'rgatishda osondan murakkabga tamoyili asosida bosqichma-bosqich o'rgatishi kerak. Bajarilgan har bir yangi shaklni bir nechta mashg'ulotda olib borish kerak.

Kvilling shakllari:

Kvilling shakllari: Kvilling ishining asosiy shakli doira shakli bo'lib, ana shu shakl asosida boshqa shakllar tayyorlanadi. Masalan: To'lchi shakli, barg shakli, gul shakli va boshqa shakllar asosiy doira shaklining to'lonlarini buklash va qisqartirish yo'llari orqali hosil qilinadi. Asos kartonining ustki qismiga tayyorlangan shakllar joylashtiriladi. Shakllar bosqichma-bosqich belgilangan joyga PVA yelimi yordamida yelimlanadi.



Misol tariqasida yuqoridagi shakllarni o'z ichiga olgan kvilling san'ati asosidagi "Gerb" shakli yasash texnologiyasini qarab chiqamiz.

Dastlab kvilling asosi uchun ikki dona A4 farmatidagi qog'ozlarimizni bir biriga yonma yon yilimlab olamiz



Ushbu jarayonda ikki xil usuldan foydalanish mumkin:

-gerbning rangli printerdan chiqarilgan rasmi asosga yopishtiriladi va ustidan kvilling shakllari yopishtiriladi;

-gerb rasmi ushbu asosga qalam yordamida chizib olinadi

Birinchi usul birmuncha osonroq bo'lib, ushbu san'at turini endi boshlayotgan o'rganuvchilar uchun qulay hisoblanadi. Ushbu jarayonda bajaruvchidan ranglarga mos kvilling shakllarini yasash va yopishtirish talab etiladi.

Ikkinchi usulda bajaruvchi dastlab o'z fantaziyasi asosida rasm chizishi va ushbu rasm asosiga mos rangli tasmalardan kvilling usulidagi ijodiy ishini bajarishi mumkin bo'ladi.

Gerbimizdagi ranglarni ifodalaydigan rangli qog'ozlar olinib, 1 sm qilib qalam yordamida chizamiz va. chizilgan joyidan qirqib uzun tasmalar hosil qilinadi. Hosil bo'lgan tasmalarni tish kovlagichning bir uchiga qistiramiz. Tasmani tishkovlagichga mahkam o'rashni boshlaymiz.Bu jarayonda tish kovlagich qog'oz atrofida aylatirilishi yoki qog'oz tish kavlagich atrofida aylantirilishi mumkin. Ushbu jaronni juda qattiq o'rash tavsiya etilmaydi aks holda spiral ochilmay qolishi mumkin. Asos qog'ozning ust qismiga tayyorlangan shakllar joylashtiriladi. Shakllar bosqima-bosqich belgilangan joyga PVA yelimi asosida yelimlanadi.

Boshlang'ich sinflarda o'quvchilar jamiyat uchun ahamiyatga ega bo'lgan yoki uning uchun yangilik bo'lgan mahsulot yarata olmaydilar. Qolaversa, bu ularning, maktabning vazifasiga kirmaydi. Maktab o'quvchisining ijodi uning mahsulot tayyorlashi, buyum yasashida namoyon bo'ladi. Bunday ish jarayonida ular egallagan bilimlari, malaka va ko'nikmalarini qo'llaydilar. O'rgatuvchi ijodiy faoliyatiga, birinchi navbatda, ijodkor shaxsning sifatlarini rivojlantirishga yordam beruvchi faoliyat sifatida qaraymiz. Bu faoliyat davomida o'quvchilarning aqliy faolliklari, bilag'onliklari, tadbirkorliklari, aniq ish bajarish uchun zarur bo'lgan bilimlarni egallashga intilishlari, masala tanlash va uni yechishda mustaqilliklari, turli masalalar ichida eng asosiylarini tanlay bilish kabi sifatlari rivojlanadi.

Texnologiya darslari jarayonida kvilling san'atini o'rgatish orqali o'quvchilarda quyidagi jihatlarni shakllantirish mumkin:

1.Yuqori g'oyaviylik.

Kvilling san'ati o'quvchiga o'z g'oyalarini erkin, ortiqcha to'siqlarsiz amalga oshirish imkonini beradi.

2. **Qo'l motorikasini rivojlantirish va yuqori texnik malaka**

O'quvchilar dars va darsdan tashqari mashg'ulotlar jarayonida ushbu san'at turi bilan shug'illanishlari orqali ularda qo'l motorikalari rivojlanadi hamda yuqori texnik malakaga erishadi**.**

3. **Yaratuvchanlik faoliyati, texnologiya fani va o'qituvchilik kasbiga muhabbat.**

O'quvchilar kvilling san'atidan foydalanib yaratilgan san'at asarlaridan o'zlari estetik zavq oladilar. Ushbu ijodkorlik olamiga texnologiya darslari jarayonida texnologiya o'qituvchisi rahabarligida kirishganliklari uchun ularda ushbu fan va o'qituvchilik kasbiga muhabbat tuyg'usi shakllanadi.Bu o'quvchilarni kasb tanlashlarida ham muhim ahamiyat kasb etadi.

Xulosa qilib aytganda, bozor munosabatlari sharoitida ijodkor, mustaqil va tanqidiy fikrlovchi shaxslarni tarbiyalash raqobatbardosh kadrlar tayyorlashning muhim omili hisoblanadi.

Har bir shaxsning kelajakda yaxshi mutaxassis bo'lib yetishishida boshlang'ich sinf maktab partasida olgan bilim va ko'nikmalari muhim asos vazifasini o'taydi.

Foydalanilgan adabiyotlar hamda axborot manbalari

1.Sanaqulov X.R., D.Yakubova,R.Lutfitdinova "Texnologiya va uni o'qitish metodikasi" O'quv qo'llanma. T.:TDPU.2021-yil

2. Sanaqulov X.R., Xodiyeva D.P. Boshlang'ich sinflarda qog'ozdan amaliy ishlar. O'quv-metodik qo'llanma. T.:Navro'z. 20 13-yil.

3.www.prometeus.nsc.ru/contents/books/slasten

4.www. Ziyonet. Uz

5.www.chemistry.ru

TALABALARNI MUSTAQIL HAYOTGA TAYYORLASHDA ABDURAUF FITRATNING "OILA" ASARINI O'RGANISH METOD VA VOSITALARI (OILA PEDAGOGIKASI FANI MISOLIDA)

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Annotatsiya maqolada talabalarni mustaqil hayotga tayyorlashda Abdurauf Fitratning "Oila" asarini o'rganish metod va vositalari haqida fikr yuritilgan. Xulosa qismida talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini Oila asari asosida metodik takomillashtirish bo'yicha takliflar bayon qilingan.

Kalit so'zlar: Pedagogik ta'lim, metodika, mustaqil hayot, Abdurauf Fitrat, oila, ehtiyoj, baxtli bo'lish, davlat, jamiyat, kuch, imkoniyat, yoshlar, o'z fikri, yuksak ma'naviyat.

O'zbekiston erishayotgan, dunyo tan olayotgan ulkan yutuqlarning negizida turgan asosiy omil bu insondir. Konstitutsiyamizda ham "Ota-onalar farzand tarbiyasi uchun javobgardir" deb belgilab qo'yilgan. Qolaversa, O'zbekiston Respublikasi Prezidentining "Xotin-qizlarni qo'llab-quvvatlash va oila institutini mustahkamlash sohasidagi faoliyatni tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PF-5325 Farmoni (02.02.2018), PQ-3808 O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasida oila institutini mustahkamlash konsepsiyasini tasdiqlash to'g'risida"gi qarori (27.06.2018)da ko'zda tutilgan maqsad va vazifalarni amalga oshirish jamiyatimizning ustuvor yo'nalishlaridan biriga aylandi. Oilada yosh avlodni ota-ona namunasi, oila an'analari, shajarasi, kasb-kori, axloqiy-ma'naviy qadriyatlari asosida tarbiyalash, ular ongida oilaga sadoqat, o'zaro mehr-muhabbat, hurmat hissini shakllantirish vositasida ularni oilaviy hayotga tayyorlash kutilgan natija beradi. Ota-onalarga oila tarbiyasida metodik yordam beruvchi "Oila kutubxonasi" seriyasidagi kitobchalar va maxsus "Oila" jurnalini nashr qilishni yo'lga qo'yish, barcha yo'nalishlardagi oliy va o'rta maxsus ta'lim muassasalariga "Oila psixologiyasi va pedagogikasi" kursini joriy etish oilani namunali tarbiya maskaniga aylantirish vositasidir. Buning uchun ota- onalarni tarbiya jarayoniga tayyorlash maqsadida ota-onalar universitetlari ishini tiklash va takomillashtirish, umumta'lim maktablari, oliy va o'rta maxsus ta'lim mazmuniga "Yoshlarni oilaviy hayotga tayyorlash" kursini kiritish maqsadga muvofiqdir.

Oila pedagogikasi quyidagi fanlar bilan aloqada o'sib-ulg'aymoqda: oila pedagogikasi

fani: falsafa, sotsiologiya, iqtisodiyot, anatomiya – fiziologiya, psixologiya–pedagogika, ijtimoiy pedagogika, maxsus pedagogika, pedagogika tarixi, pedagogik mahorat kabilar.

Mustaqillik yillarida tarixiy tajribalardan foydalanishga kuchli ehtiyoj sezilmoqda. Talabalarni mustaqil hayotga tayyorlashda Abdurauf Fitratning "Oila" asarini pedagogik tadqiq etish, oila tarbiyasiga bo'lgan ehtiyojni kuchaytirish - har bir xalqda doimiy muammo bo'lib, u muayyan millat va jamiyatda o'zining ijtimoiy pedagogoik xususiyatlariga ega. Shunday ekan, talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirish va Abdurauf Fitratning "Oila" asari asosida oila tarbiyasining maqsad va vazifalarini anglay olish lozim.

Jamiyatning yetuk mahsuli, yaxshi fazilatlar va hayotiy kasb - hunarga ega bo'lgan barkamol shaxsni yetkazib berishdir. Talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirish va Abdurauf Fitratning "Oila" asarini tahlil etar ekanmiz asosan pedagogik turkum fanlar sirasiga mansub bo'lib, oila tarbiyasining vazifalari keng yoritilgan. D.Axatova., Abdujalilova Sh.A., M.E.Axmedova kabilarning pedagogik tadqiqotlari salmoqli o'rin tutadi. Adabiy ta'lim sohasida B.Ergashev[36]., B.Qosimov[37]., N.Karimov[38]., I.G'aniyev[39]., H.Boltaboyev, Sh.Vohidov, D.Toshqulov, Jumladan, professor B.Hosimov Abdurauf Fitratning ijtimoiy - siyosiy va adabiy faoliyati masalasiga, professor N.Karimov Abdurauf Fitratning ijtimoiy faoliyatiga yuksak baho beradi. I.G'aniyev Abdurauf Fitratning filologik faoliyatini uning she'riyati, adabiy asarlari va "Abulfayzxon" drammasi misolida tadqiq etib, nomzoddik dissertatsiyasi va "Abdurauf Fitrat drammalari poetikasi" (1998) mavzusida doktorlik dissertatsiyasini himoya qilgan. H.Boltaboyev "XX asr boshlari o'zbek adabiyotshunosligi va Abdurauf Fitratning ilmiy merosi" mavzusida doktorlik dissertatsiyasini himoya qilgan. Shuningdek, Abdurauf Fitratning ilmiy, adabiy merosini to'plab, uch jilddik kitob sifatida chop ettirgan. Abdurauf Fitrat merosi falsafa va huquqshunoslik nuqtai nazaridan ham tadqiq etilgan. Bu sohada B.Ergashev[40] va D.Toshqulov[41]larning tadqiqotlari katta ahamiyatga egadir. Tarix fanlari doktori Sh.Vohidov Abdurauf Fitratning pedagogik xarakterdagi "Oila" asarini forschadan o'zbek tiliga tarjima qilib, nashr ettirgan (1998, 2001). Bu mutaxasislarni Abdurauf Fitratning ilmiy pedagogik merosiga murojaat qilishga undaydi. G'oyibova Sh.O. Abdurauf Fitratning ijtimoiy-falsafiy qarashlarini[42]tadqiq etgan, 2022 yida Sh.Olimov[43] tomonidan Abdurauf Fitratni ilmiy merosini o'rganish bo'yicha turk tilida Turkiya davlatida olib borilgan tadqiqot ishi juda

[36] Ergashev B. Iz istorii stanovleniya i razvitiya obshestvenno - politicheskix idey djadidizma, ideologiya mladobuxarsev: Tarix fanl.dokt. ... diss.avtoreferati. - Toshkent, 1993;

[37] Qosimov B. Milliy uyg' onish. - Toshkent, Ma'naviyat, 2002. 349 -373 -b;

[38] Karimov N. So'nggi so'z..A.Fitrat. Tanlangan asarlar. 2 jild. - Toshkent, Ma'naviyat, 2000. 203 -206 -b.

[39]G'aniev I. Abdurauf Fitrat: E'tiqod va ijod.- Toshkent, Kamalak, 1994. Abdurauf Fitrat dramalari poetikas Fil.fanl.dokt...diss. - Toshkent, 1998;

[40]H.Boltaboev XX asr boshlari o'zbek adabiyotshunosligi va Abdurauf Fitratning ilmiy merosi:fil.fanl.dokt...diss.avtoreferati. -Toshkent, 1996.

[41] Tashkulov D. Osnavniy napravleniya politiko - pravovoy misli narodov Uzbekistana vo vtoroy polovine XX - pervoe chetverti XX vv: Fals.fanl.dokt. diss.Avtoreferati, -Toshkent, 1995

[42] G'oyibova Sh.O. Abdurauf Fitratning ijtimoiy-falsafiy qarashlarini pedagogika fanlari nozodlik dissertatsiyasi. T.1998 y.143 b

[43]Sh.Olimov Fitrat merosini o'rganish. Ilmiy tadqiqot ishi. Turkiya 2022 yil. 314 bet

yuksak baholandi, bu ham bolsa Abdurauf Fitratni organishga bo'lgan ehtiyoj Turkiya davlatida ham yuqori ekan.

Xoshimov K, R.Hasanovning pedagogika tarixi darsligi[44]da Abdurauf Fitratning pedagogik merosiga tayanib yashash mumkin bo'lgan arboblardan biri, deya ta'kidlgan. Jadid ma'rifatparvari. Abdurauf Fitratdir (1884—1938). U oila tarbiyasiga oid maxsus risola yaratgan, bu risola o'z davrining Oila konsepti hisoblangan. Umuman, Abdurauf Fitrat ijodini har tomonlama, ayniqsa, talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirishda "Oila" asarini pedagogik muammolari nuqtai nazaridan tadqiq qilish dolzarb masalalardan biridir.

Insonning ma'naviy va aqliy xislatlarini, asosan, uning olgan tarbiyasi, yashagan muhiti belgilaydi, deb hisoblagan. Agar, yaxshi tarbiya insonning eng qimmatli boyligi bo'lsa, noto'g'ri tarbiya uning uchun chinakamiga baxtsizlikka, hatto, halokatga aylanishini uqtirgan. Shuning uchun maktab va oliy ta'lim tarbiyasi bilan bir qatorda oila tarbiyasiga ham katta ahamiyat berilgan. Oilada to'g'ri yo'lga qo'yilgan tarbiya maktab va oliy ta'lim dargohlari uchun ham katta madaddir va, aksincha, oilada tegishli tarbiya ishlari olib borilmasa, bu holda maktabning va oliy ta'limning ta'lim-tarbiya ishini juda qiyinlashtirib qo'yadi. Demak, oila va maktab hamkorligi oil ava oiliy ta'lim dargohi hamkorligi bugungi kunda o'ziga xos dolzarblik kasb etadi. Oila pedagogikasi talabalarni, o'sib kelayotgan yosh avlodni barkamol inson qilib tarbiyalashga hamda oilada beriladigan tarbiyaning mazmuni, umumiy qonuniyatlari, tamoyil va metodlariga doir bilimlarni egallashiga xizmat qiladi.

Ma'lumki, talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirishda Abdurauf Fitratning "Oila" asari ustida ishlashni taqozo qiladi. Jahon tajribasida talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirishga mo'ljallangan trening-topshiriqlari ko'pincha ijtimoiy fanlarga bog'lanadi. Pedagogik ta'limda talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirishda Abdurauf Fitratning "Oila" asariga bo'lgan ehtiyoj kundan-kun ortib bormoqda. Talabalarga Abdurauf Fitratning "Oila" asari asosida talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirish Oila asaridan foydalanish yo'llarini o'rgatish bo'yicha ilmiy-metodik tavsiyalar yaratish zarurati mavjud. Zero, "Yoshlarimizning mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga ega bo'lib, dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz"[45], – deb ta'kidlanishi pedagogika ta'limi oldiga mamlakatimiz yoshlarini o'z fikrini mustaqil hayotga tayorlashdek yuksak ma'naviyatli fikr sohiblari etib tarbiyalashdek dolzarb vazifalarni qo'yadi. OTMlarining Pedagogika darslarida ham, oliy ta'limda ham negadir Abdurauf Fitratning Oila asaridan samarali foydalanilmaydi bu talabalarga, mustaqil hayotga tayyorlay olmaslikka sabab bo'lmoqda.

Mamlakatimizda mustaqillik sharofati bilan oilaning ijtimoiy, ma'naviy, huquqiy asoslarini takomillashtirish, uning manfaatlarini himoya qilishni ta'minlash, onalik va bolalikni muhofaza qilish davlat siyosati darajasiga ko'tarildi. Shuning uchun ham o'zbekiston Respublikasining Konstitutsiyasida "Oila — jamiyatning asosiy bo'g'inidir hamda jamiyat va davlat muhofazasida bo'lish huquqiga ega[46]",— deb belgilab qo'yilgan. Oila - har bir xalq, millatning davomiyligini saqlaydigan, qadriyatlar barqarorligini ta'minlaydigan, yangi avlodni dunyoga keltirib, uni ma'naviy, jismoniy barkamol qilib yetishtiradigan, ijtimoiy institutdir.

[44] K. Xoshimov, Hasanov R. Abdurauf Fitrat. Pedagogika tarixi. - Toshkent, O'qituvchi, 1996 - 307 -320.

[45]Mirziyoev Sh. Erkin va farovon demokratik O'zbekiston davlatini birgalikda barpo etamiz. –T.: O'zbekiston, 2016. –14-b.

[46] O'zbekiston Respublikasining Konstitutsiyasi. — T.: O'zbekiston, 2003. 63 — modda.

Shunga ko'ra, o'zbekiston Respublikasining "Oila kodeksi"da: "Ota -ona o'z bolalarining tarbiyasi va kamoloti uchun javobgardir. Ular o'z bolalarining sog' ligi, jismoniy, ruhiy, ma'naviy — axloqiy kamoloti haqida g'amxo'rlik qilishlari shart"[47], deb ta`kidlanadi. Jamiyat taraqqiyotida ma'naviy omillarning ahamiyati nihoyatda ortib borayotgan hozirgi davrda oilani mustahkamlash, qadriyatlar va an'analarni o'zlashtirish, uyg'unlashtirish har bir millatning birinchi darajali vazifasi bo'lib qolmoqda.

Xulosa sifatida shuni aytish mumkinki ushbu maqolaning ilmiy ahamiyati pedagogik turkum fanlarni takomillashtirishda talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirishda Abdurauf Fitratning "Oila" asarida oilaga tayyorlash ta'limi mazmunini isloh qilish nuqtai nazaridan monografik tarzda tadqiq etilgani bilan belgilanadi. OTM pedagogik turkum fanlar darsliklari, o'quv qo'llanmalar, talabalarni oilaviy mustaqil hayotga tayorlash mexanizmlarini yaratishda, fan dasturlarini tuzishda, ma'ruza matnlarini tayyorlashda material, Tarbiya fanini o'qitish bo'yicha magistratura yo'nalishlari uchun pedagogik turkum fanlardan qo'llanmalar yaratish va o'qitishni yanada takomillashtirishda muhim manba bo'lib xizmat qilishi bilan izohlanadi.

Foydalanilgan adabiyotlar.

1. Ergashev B. Iz istorii stanovleniya i razvitiya obshestvenno - politicheskix idey djadidizma, ideologiya mladobuxarsev: Tarix fanl.dokt. ...diss.avtoreferati. - Toshkent, 1993;
2. Qosimov B. Milliy uyg' onish. - Toshkent, Ma'naviyat, 2002. 349 -373 -b;
Karimov N. So'nggi so'z. Abdurauf Fitrat. Tanlangan asarlar. 2 jild. - Toshkent, Ma'naviyat, 2000. 203 -206 -b.
3. G'aniev I. Abdurauf Fitrat: E'tiqod va ijod.- Toshkent, Kamalak, 1994. Abdurauf Fitrat dramalari poetikas Fil.fanl.dokt...diss. - Toshkent, 1998;
4. H.Boltaboev XX asr boshlari o'zbek adabiyotshunosligi va Abdurauf Fitratning ilmiy merosi:fil.fanl.dokt...diss.avtoreferati. -Toshkent, 1996.
5. Tashkulov D. Osnavniy napravleniya politiko - pravovoy misli narodov Uzbekistana vo vtoroy polovine XX - pervoe chetverti XX vv: Fals.fanl.dokt. diss.Avtoreferati, -Toshkent, 1995
6. G'oyibova Sh.O.Abdurauf Fitratning ijtimoiy-falsafiy qarashlarini pedagogika fanlari nozodlik dissertatsiyasi. T.1998 y.143 b

KOMPETENSIYAVIY YONDASHUV ASOSIDA TALABA YOSHLARNI TARBIYALASHDA MILLIY KURASHNING AXAMIYATI.

Bahriyev Diyorbek SamDU KF talabasi
Ilmiy rahbar: Karimov Jamil SamDU KF assistenti

Annotatsiya: Milliy milliy kurashining texnik xarakatlarini tartibga solish va ushbu soxada mutaxassislar urtasida mulokot kilish imkoniyatni yaratish uchun milliy kurash texnikasining tasnifi, tizimi xamda atamalarini ishlab chikilgan.

Xar xil milliy kurash usullarini ularning umumiy belgilariga karab (tasniflarga) taksimlash mutaxassislarga fan tugrisidagi nazariy xamda amaliy bilimlarini rivojlantirishga imkon yaratadi va bir vaktning uzida by bilimlardagi kamchiliklarni aniklashga yordam beradi.

Kompetensiyaviy yondashuv asosida milliy kurash texnikasi asosny usullarining yagona tasnifi va tizimini ishlab chikishda quyidagi vazifalar qo'yilgan.

-kompetensiyaviy yondashuv asosida milliy kurashtexnik xarakatlari urtasidagi uzaro boglikligining turli tumanligi va murakkabligini ochib bergan xolda uning moxiyatini aks ettirish;
-kompetensiyaviy yondashuv asosida gilamda sodir etilaetganlarni milliy kurash turiga kiyoslamagan xolda aks ettirish;
-kompetensiyaviy yondashuv asosida xamma milliy kurash turlari uchun umumiylikni aniklashga erdam berish;
-kompetensiyaviy yondashuv asosida xar bir milliy kurash turining uziga xos xususiyatlarini saklab kolish;

3O'zbekiston Respublikasining "Oila kodeksiga sharhlar". — T.: Adolat, 2000. 142—144 — b.

-kompetensiyaviy yondashuv asosida xap bir milliy kurash turiga boshka turlardan (shu katorda milliy kurashdan) eng yaxshi usularni uzlashtirish imkonini yaratish:
-kompetensiyaviy yondashuv asosida asosiy texnika usullarini «maktabni bajarish»ga tasniflash.

Kalit so'zlar: milliy kurashi, kompetensiya,zamonaviy pedagogika, kasbiy madaniyat, murabbiy, qobiliyat, mashg'ulot.

Xamma milliy kurash turlari uchun umumiy bulgan texnika tushunchalari xamda ta'riflarni tuzish va xar bir turning umumiy tamoyillarga asoslangan atamashunosligini yaratishga yordam berish.

Milliy kurashidagi yagona tasniflash va tizimlashtirish asosiy xususiyati shundan iboratki uning xamma darajalari xar kaisi sport (shu katorda milliy) milliy kurashi texnikasining boskichma-boskich ifodasi xisoblanadi, xamda kup sonli elementlarni tartibga solishga yordam beradi.

Birinchi daraja - sinflarda milliy kurash kanday xolatda amalga oshirilayotganligini kursatadi. Milliy kurashning texnik xarakatlari xam tik turishda, xam parterda bajarshiadi.

Ikkinchi daraja - kichik sinflarning milliy kurashda nima bajarilayotganligini (tanlash, utkazish, agdarish va x.k.) kursatadi.

Uchinchi daraja - guruxlarning, ya'ni xujum kilaetgan milliy milliy kurashilarning usullarini bajarish paytdagi mumkin) bulgan asosiy xarakat turlari kanday bajarilayotganligini kursatadi. Masalan, tashlashlar oldinga engashib, orkaga egilib, burilib va x.k. bajariladi.

Turtinchi daraja - kichik guruxlarning kul bilan ushlab olishlar oyoklari bilan xarakatlanishlarni xamda gurux ichidagi uzining variantliligini kursatadi.

Milliy kurashi nazariyasi va o'qitish uslubiyati o'kuv fanining uziga xos sharoitlari xamda xususiyatlarini aks ettiruvchi umumiy vazifalar quyidagilardan iborat:

1.Kompetensiyaviy yondashuv asosida sport turi nazariyasi va o'qitish uslubiyati bo'yicha bilimlarning optimal xajmi, xar tomonlamaligi va yetarlicha chukur bulishini ta'minlash;

2.Kompetensiyaviy yondashuv asosida ijodiy anglash imkoniyatlarini takomilashtirish;

3.Kompetensiyaviy yondashuv asosida milliy kurashining umumiy tayyorgarlik mashqlarni bajarish, malakalarini shakllantirish va takomillashtirish;

4.Kompetensiyaviy yondashuv asosida milliy kurash texnikasi usullari, xamoyalanishlar va karshi usullarni bajarishni shakllantirsh xamda takomillashtirish;

5.Kompetensiyaviy yondashuv asosida musobaka bellashuvlaridagi texnik-taktik xarakatlarning optimal xajmi va turililigini shakllantirish;

6.Kompetensiyaviy yondashuv asosida o'quv, o'quv-mashgulot, nazorat, musobaka va kurgazmali bellashuvlarni olib borish kunikmalari xamda malakalarini shakllantirish;

7.Kompetensiyaviy yondashuv asosida milliy kurash usullariga bajarish texnikasini taxlil kilish, malaka va kunikmalarini shakllantirish xamda takomillantirish;

8.Kompetensiyaviy yondashuv asosida milliy kurash texnikasini kursatib berish va tushuntirish, malakasini egallash;

9.Kompetensiyaviy yondashuv asosida murakkab texnik-taktik xarakatlarni bajarishga urgatish, takomillashtirish, malakalari va kunikmalarini shakllantirish va takomillantirish;

10.Kompetensiyaviy yondashuv asosida milliy kurash buyicha darslarni tashkil kilish va utkazish, malakalarini shakllantirish xamda takomillantirish;

11.Milliy kurash musobakalariga xakamlik kilish va ommaviy sport tadbirlarini tashkil etish xamda utkazish bilimlari, malakalari va kunikmalarini shakllantirish xamda takomillantirish.

Zamonaviy pedagogika o'qitish tamoyilari o'qituvchi faoliyati va o'quvchining bilnsh faoliyati xususiyatini belgilab beradigai asosiy talablar xamda yunaltiiruvchi koidalar sifatida tushiniladi. Amaliy pedagogik faoliyatda O'qitish tamoyillari asos buladi, ular o'qitish amalietini rejalashtirish, tashkil etish va taxlil kilish uchun yurik bulib xizmat kiladi.

Milliy kurash o‘quv-mashgulot jarayoni jismoniy tarbiyaning asosiy tamoyillari: tarbiyaviy xususiyati, xar tomonlama rivojlantirish, soglomlashtirish va amaliy axamiyatiga muvofmk xolda olib boriladi.

O‘qitishning tarbiyaviy xususiyati o‘quv-jarayonining qonuniyati xisoblanadi. Bu erda milliy milliy kurashilarning sport malakasi usishi bilan bir vaktning uzida shaxsga tegishli axlokiy me'yorlar shaklantirnladi. Sport zaxirasini tayyorlash va tarbiyalash bilan bir katorda murakkab tarbiyaviy muammolarni xal etish bilan boglik. Sportda yukori natijalarga erishishda milliy milliy kurashilarda texnik -taktik xarakatlarni uz-uzi nazorat kilish, taxlil etish va baxolash malakalarini tarbiyalash katta axamiyatga ega. Buning xammasi murabbiyning tarbiyaviy ta'siri natijasidir, uning rax6arligi ostida shugulanuvchilar xayotiy vaziyatlarni xal etishga tayyor turish tajkribasini oladilar.

Murabbiy kasb maxoratadan tashkari, yukori darajada ma'naviyatli va madaniyatli bulishi, uz ma'suliyatiga vijdonan yondashish, xakikatguy bulishi xamda bolalarni sevishi va ularga gamxurlik kilishi lozim. Murabbiy shaxsiyatida ushbu sifatlarning namoyon bulishi ta'lim-tarbiya jarayoni samaradorligini belgilab beradi.

Kompetensiyaviy yondashuv asosida xar tomonlama rivojlantirish tamoyili murabbiyni xar tomonlama rivojlangan sportchi shaxsiyatini shaklantirishga yunaltiradi. Sport faoliyati ma'naviy, akliy, mexnat, estetik va boshka turdagi tarbiya Bilan chambarchas boglik.

Kompetensiyaviy yondashuv asosida mashgulotning turli boskichlarida oldinga kuyilgan maksadlarga zrishish, kiyinchiliklarni engib utishga intnlsh ma'naviy tajriba, iroda sifatlari, mustakil fikrlash, mexnat kilish, sport galabalari va maglubiyatlariga matonatli bulishni shakllantiradi.

Kompetensiyaviy yondashuv asosida milliy kurash buyicha o‘quv-mashgulotlarining soglomlashtiruvchi yunalishi sport maxoratining bir tomonga usishi va soglik, jismoniy rivojlanganlik, shugullanuvchilarning tayanch — xarakat apparati, yurak-kon tomiri, nafas olish xamda asab tizimini muetaxkamlash orkali ifodalanadi. Ushbu tamoyilga amal kilmaslik, ayniksa, boshlanshch sport tayergarligi boskichlarida usmir milliy milliy kurashilarda muntazam, ba'zi xollarda esa surunkali kasallanishga olib keladi va ommaviy razryadli sportchilarning milliy kurash bilan shugullanmay kuyishlarinnng asosiy sababi xisoblanadi.

Kompetensiyaviy yondashuv asosida amaliy yunalishida milliy kurash katta amaliy axamiyatga ega. Ushbu tamoyilning amaliy namoyon qilishi shuni nazarda tutadiki milliy kurashi kutilmagan vaziyatlarda xarakat kila olishi lozim. Katta yoshdagi sportchilar uzlarini xamda yakinlarini ximoya kila olishlari zarur.

Kompetensiyaviy yondashuv asosida milliy kurash buyicha o‘quv-trenirovka mashgulotlarining muvaffakiyatli olib borilishi ushbu jarayonning asosiy pedagogik (didaktik) tamoyillarigi muvofikligi bilan anikdanadi.

O‘quv trenirovka mashgullotlari samaradorligi quyidagi didaktik tamoyillarga asoslanadi:

1.Kompetensiyaviy yondashuv asosida o‘qitishning ilmiylik tamoyili.

2.Kompetensiyaviy yondashuv asosida o‘qitishning yengillik tamoyili.

3 Kompetensiyaviy yondashuv asosida o‘qitishning muntazamlilik tamoyili.

4.Kompetensiyaviy yondashuv asosida o‘qitishning onglilik va faollik tamoyili.

5.Kompetensiyaviy yondashuv asosida o‘qitishning kurgazmalilik tamoyili.

6.Kompetensiyaviy yondashuv asosida o‘quv materiallarini puxta uzlashtirish tamoyili.

7.Kompetensiyaviy yondashuv asosida jamoali o‘qitish va o‘quvchiga indivddual yondashish birligi tamoyili.

8.Kompetensiyaviy yondashuv asosida o‘qitishning amaliyot bilan borlikligi tamoyili.

9.Kompetensiyaviy yondashuv asosida o‘qitish jarayonida o‘qituvchining yetakchilik axamiyati.

Kompetensiyaviy yondashuv asosida o‘qitishning ilmiylik tamoyili o‘quvchidan o‘quv materialini uzlashtirish va ilmiy asoslangan usuliyat, jarayonni tashkil etish k;onuniyatlarini

bilishni talab etadi. Ilmiylik tamoyiliga muvofik o'quv-trenirovka jarayoni usuliyati xamda uni tashkil etish ilmiy asoslangan bulishi lozim, ya'ni shugulanuvchilar esh xususiyatlariga mos xamda kup yillik tayyorgarlikning xamma boskichlarida vazifalarni xal ztish uchun foydali bulishi zarur.

Kompetensiyaviy yondashuv asosida umumiy tayyorgarlik mashqlarga sportchi organizmni xar tomonlama funktsional rivojlantirishiga xizmat kiluvchi mashqlar kiradi. Ular tanlangan sport turi xususiyatlariga mos kelishi bilan birga u bilan ma'lum bir karama-karshilikda turishi mumkin. Bunda fakat bir tomonlama rivojlantirish vazifasi xal etiladi, xolos.

Kompetensiyaviy yondashuv asosida milliy kurashchida-bu sport gimnastikasidagi mashqlar (buyum bilan va buyumsiz, sherik bilan sheriksiz, bir joyda va xarakatda bajariladigan kul, oyoklarning xarakatlari), yordamchi sport turlaridagi mashqlar atletika va engil atletika, sport uyinlari, akrobatika xamda boshkalar.

Kompetensiyaviy yondashuv asosida maxsus tayyorgarlik mashqlar sportchilar trenirovkasi tizimida asosiy urinni egalaydi va musobaka faoliyati elementlarini uz ichiga oladigan vositalar doirasini, shuningdek shakli tuzilmasi va organizm funktsional tizimi faoliyatini namoyon knlish xususiyati xamda sifatiga kura ularga yakinlashtirilgan xarakatlarni kamrab oladi.

Kompetensiyaviy yondashuv asosida milliy kurashchida maxsus tayyorgarlik.mashqlarga kiradi.

1. Kompetensiyaviy yondashuv asosida yakinlashtiruvchi mashqlar. Ular usullarning tuzilmasini va uni amalga oshirish taktikasini egalash xamda takomillashtirishiga yordam beradi.

2. Kompetensiyaviy yondashuv asosida milliy kurashchi uchun zarur bulgan maxsus jismoniy sifatlarini rivojlantiruvchi mashqlar.

3. Kompetensiyaviy yondashuv asosida ishorali mashqlar. Ular nafakat usullarni bajarish texnikasini balki ular bir ma'lum taktik kurinishda (turli xil xarakatlardan, taktik tayyorgarlik usullarini ishora orkali kursatishdan sung) kullanilgan paytda ma'lum ma'noda uning taktikasini xam takomillashtirishga yordam beradi. Ishorali mashqlar jixozlarisiz va jixoz (milliy kurash manekeni) Bilan bajariladi.

4. Kompetensiyaviy yondashuv asosida sherik bilan maxsus mashqlar. Milliy kurash manekeni bilan mashqlar bajarishga karaganda, sherik bilan bajarilaligan mashqlar amalga oshirilayotgan texnik yoki taktik xarakatnnng xamma kismlarini yanada chukur xis kilish. imkoyatini beradi. Sherik bilan ishlash paytida berilgan xarakat vaziyatini xamda, zarur qarshilikni aniq paytida kursatib berish mumkin. Mashq bajarayotgan milliy kurashinnng oldada turgan vazifaga karab, sherik bush, yarim kuch bilan yoki bor kuchi bilan karishlik kursatishi mumkin.Shunday sherikni tanlash lozimki, uning
kobiliyatlari, tayyorgarlign, buyi, vazni sportchi oldiga kuyilgan vazifalarni xal etishga erdam berishi lozim.

Kompetensiyaviy yondashuv asosida tanlab-yunaltirilgan mashqlar uslubi, asosan organizmning morfofunktsional xossalarini yoki xarakat sifatlarini takomillashtirishga yunaltirilishi bilan ta'siflanadi. Masalan, milliy milliy kurashining kul kuchini rivojlantirishga karatilgan ogirliklar Bilan mashqlar bajarish xarakat malakalarini saklab turish va takomillashtirish, erishilgan funktsional imkoniyatlar darajasini saklash xamda oshirish uchun ikknta uslublar guruxi kullaniladi: andozali takroriy mashqlar uslublari xamda variantli (uegaruvchan) mashqlar uslublari.Kompetensiyaviy yondashuv asosida andozali - takroriy mashqlar uglublari xarakatlar yoki aloxida mashgulotlari ularning tuzilmasi xamda nagruzkaning tashki parametlarini uzgartirmagani xolda takroran bajarish bilan tavsiflanadi. Bu uslublar xarakatlarni mustaxkamlashda, shuningdek organizmning ma'lum (bir faoliyatga moslashishiga yordam beradi. Masalan, egilib tashlashni mustaxkamlash uchun kup marta takrorlanadi, variantli (uzgaruvchan) mashqlar uslublari ta'sir etuvchi omillarni mashk borishi davomida uzgartirib turish bilan tavsiflanadn. Bunga usulni bajarish tezligi, bellashuvni olib borish sur'ati, dam olish oraliklarini uzgartirib borish, bellashuvda rakiblarni almashtirish yuli bilan erishiladi.

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KREATIVLIKNI SMART TA'LIMGA QO'SHISHNING BA'ZI USULLARI.

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Annotasiya: Ushbu maqolada kreativlikni SMART ta'limga qo'shishning ba'zi usullari, kreativlik ya'ni ijodkorlik qobiliyatlarini rivojlantirishning ayrim usullari, o'quv jarayonida interaktiv texnologiyalardan foydalanish ijodiy fikrlashni rivojlantirish texnologiyalari, misollar keltirilgan holda yoritib berilgan.

Аннотация: В данной статье освещены некоторые методы добавления креативности в SMART-образование, некоторые методы развития креативности, т.е. творческих способностей, использования интерактивных технологий в образовательном процессе, технологий развития творческого мышления и примеры.

Abstract: This article highlights some methods for adding creativity to SMART education, some methods for developing creativity, i.e. creative abilities, the use of interactive technologies in the educational process, technologies for the development of creative thinking and examples.

Kalit so'zlar: ijodiy fikrlash, mikrofon, miya bo'roni va jumla bo'lagi, moslashuvchanlik, oliy ta'lim tizimi, kreativ fikrlash, SMART texnologiya, orginallik, interaktiv, qiziquvchanlik, kreativlining rivojlanish texnologiyalari.

Ключевые слова*:* креативное мышление, микрофон, мозговой штурм и фрагмент предложения, гибкость, система высшего образования, креативное мышление, технология SMART, оригинальность, интерактив, любознательность, технологии творческого развития.

Key words: creative thinking, microphone, brainstorming and sentence fragment, flexibility, higher education system, creative thinking, SMART technology, originality, interactivity, curiosity, creative development technologies.

O'zbekiston Respublikasida shakillangan uzluksiz ta'lim tizimi barkamol shaxs va malakali mutaxasislarni tayyorlash jarayonining samarali tashkil etilishini ta'minlashga xizmat qiladi. Bu borada maktab - oliy ta'lim tizimi yetuk va ijodiy faol yoshlarni tarbiyalashga qaratilganligi bilan uzluksiz ta'lim tizimida o'zining muhim o'rniga ega.

"2022-2026 yillarda xalq ta'limini rivojlantirish bo'yicha milliy dastur"da uzluksiz ta'lim tizimining maktab, litsey, va Oily ta'lim muassasalarida shaxs ijodkorlik faoliyatini rivojlantirishga oid alohida talab va vazifalar qo'yilgan. Respublikamizda qabul qilingan ta'lim sohasiga oid me'yoriy hujjatlarda o'quvchi yoshlarning ijodkorlik faoliyatini rivojlantirishga erishishni asosiy maqsad qilib qo'yildi. Bu haqidagi kamchiliklar va ularni tuzatish to'g'risida ta'lim tizimidagi mavjud umuta'lim va kasb-hunar dasturlari o'rtasida uzviylik va vorislikni sababli tayanch va o'rta maktab bitiruvchilarida kasbga yo'naltirganlik va mehnat faoliyati ko'nikmalari shakillanmay qolyapti. Natijada yigit vaqizlar o'z qobiliyatlari, istaklari, ijodiy va

mehnat moilliklariga monand hayot yo'lini belgilab olishda jiddiy qiyinciliklar sezishmoqdalar.[1] Bugugi kunda bu muammo yanada dolzarblashmoqda.

Ta'limning zamonaviy kontsepsiyasida ta'lim jarayoni tinglovchidan kognitiv jarayonning faol subyektiga aylangan talabaga qaratilgan. Maqsadga erishish uchun ta'lim dasturlari va o'qitish texnologiyalarining mazmuni mos ravishda yangilanadi.

O'qish kursini o'zlashtirish uchun har bir talabaga chuqur bilim, kreativ qobiliyatlarni qo'llash va mustaqil izlanish kerak.

O'quv jarayonida interaktiv texnologiyalardan foydalanish o'qituvchiga o'quv jarayonining menejeriga aylanganda yangi maqomni beradi, talabalar bilan faol muloqot qilish uchun etarli vaqt bo'lganda talabaga yordam berishga tayyor bo'ladi. Kursni o'qish jarayonida o'qituvchi talabalarga individual maslahat beradi va talabaning kutilgan natijalarga erishishiga yordam beradi.

Interaktiv texnologiyalarga guruh va jamoaviy ishlash, hamkorlik shaklidagi birgalikdagi faoliyat kiradi. Bunday sharoitda talabalar darsni o'zlashtirish uchun yuqori mas'uliyatni his qilishadi. Interaktiv o'qitishning har bir shakli ma'lum bir texnologiyani qo'llashni talab qiladi, xususan:

a) frontal turdagi ishlarda "mikrofon", "miya bo'roni" va "jumla bo'lagi" kabi shakllar qo'llaniladi;

b) birgalikdagi ishda qo'llaniladigan usullarga "yuzma -yuz", "juftlikda va birgalikda ishlash", "kichik guruhlarda ishlash" va "akvarium" kiradi;

c) interaktiv o'yinlar ("rolli o'yinlar", "sahnalash", "sud majlisi" va boshqalar);

d) munozaralarga asoslangan texnologiyalar ("mening nuqtai nazarim" va boshqalar).

Yuqorida qayd etilgan interfaol usullar va o'qitish texnologiyalaridan birgalikda yoki alohida qo'llagan holda oliy ta'lim muassasalari o'qituvchilari talabalarning individual xususiyatlari va ijodiy qobiliyatlarini hisobga olgan holda ijodiy tafakkurini oshirish imkoniyatiga ega. O'qitishda interfaol metod va texnologiyalardan foydalanish ijodiy ta'lim muhitini yaratishga yordam beradi. Ular talabalarga nazariy bilim va amaliy tajriba o'zlashtirishga, o'quvchilarda tanqidiy fikrlashni rivojlantirishga, tahririyat bilimlari va voqealariga xolisona baho berishga yordam beradi. Natijada o'quvchilar individual ijodiy salohiyat va yuksak ijodiy fikrlashni ro'yobga chiqarishlari mumkin.

Talabalarning kreativ qobiliyatlarini rivojlantirishga qaratilgan innovasion pedagogik jarayonlar kerakli didaktik maqsadlarga erishishga imkon beradi.



1-rasm. Kreativlikni SMART ta'limga qo'shishning ba'zi usullari

SMART ta'limdagi kreativlik kreativ va dinamik ta'lim muhitini yaratish uchun innovatsion texnologiyalar va o'qitish usullarini integratsiyalashni o'z ichiga oladi. Kreativlikni SMART ta'limga qo'shishning ba'zi usullari:

1. Interfaol ta'lim platformalari: Interfaol doskalar, virtual haqiqat simulyatsiyalari va ta'lim ilovalari kabi SMART ta'lim vositalari talabalarga kreativlik va tanqidiy fikrlashni rag'batlantiradigan chuqur va qiziqarli o'rganish tajribasini taqdim etishi mumkin.

2. Loyihaga asoslangan ta'lim: SMART ta'lim loyihaga asoslangan ta'limni osonlashtirishi mumkin, bunda talabalar kreativ fikrlash, muammolarni hal qilish va bilimlarini real stsenariylarda qo'llashni talab qiladigan hamkorlikdagi loyihalar ustida ishlaydi.

3. Shaxsiylashtirilgan ta'lim tajribasi: SMART ta'lim texnologiyalari o'quv tajribasini individual talabalarning ehtiyojlari va qiziqishlariga moslashtirish uchun ishlatilishi mumkin, bu ularga mavzularni chuqur o'rganish va o'z kreativ qiziqishlarini amalga oshirish imkonini beradi.

4. Gamifikatsiya: O'quv jarayonini o'quv o'yinlari va viktorinalar orqali gamifikatsiya qilish o'rganishni yanada qiziqarli va qiziqarli qilish bilan birga kreativlik va muammolarni hal qilish ko'nikmalarini rag'batlantirishi mumkin.

5. Aralashtirilgan ta'lim: SMART ta'lim an'anaviy sinfda o'qitishni onlayn resurslar va raqamli vositalar bilan birlashtirib, talabalarga kreativlik va innovatsiyalarni rag'batlantiradigan moslashuvchan va xilma-xil ta'lim tajribasini taqdim etishi mumkin.

6. Kreativ baholash usullari: SMART ta'lim o'qituvchilarga multimedia loyihalari, raqamli portfoliolar va talabalarning kreativ qobiliyatlari va tanqidiy fikrlash qobiliyatlarini o'lchash uchun tengdoshlarni baholash kabi innovatsion baholash usullaridan foydalanish imkonini beradi.

Umuman olganda, SMART ta'limda kreativlik talabalarga kreativ fikrlash, samarali hamkorlik qilish va XXI-asrning tez o'zgaruvchan talablariga moslashish uchun texnologiya va zamonaviy o'qitish usullaridan foydalanishni o'z ichiga oladi.

Bundan tashqari, o'qituvchilarning SMART texnologiyalarini o'qitish amaliyotiga samarali integratsiya qilishlari uchun doimiy kasbiy rivojlanish talabalarning ijodiy qobiliyatlarini rivojlantirish uchun eng yaxshi yordam olishlarini ta'minlaydi..

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TALABALARDA KASBIY KREATIV KOMPETENSIYALARNI SHAKLLANTIRISHDA INNOVASION PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISHNING ILMIY-NAZARIY ASOSLARI

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Annotasiya: Ushbu maqolada Talabalarda kasbiy kreativ kompetensiyalarni shakllantirishda innovatsion pedagogik texnologiyalardan foydalanish bir qancha ilmiy-nazariy tamoyillari, o'quv jarayonida innavatsion pedagogik texnologiyalardan foydalanish, ijodiy fikrlashni rivojlantirish texnologiyalari, yoritib berilgan.

Аннотация: В данной статье освещены некоторые научно-теоретические принципы использования инновационных педагогических технологий при формировании профессиональных творческих компетенций у студентов, использования инновационных педагогических технологий в образовательном процессе, технологий развития творческого мышления.

Abstract: This article highlights some scientific and theoretical principles of using innovative pedagogical technologies in the formation of professional creative competencies in students, the use of innovative pedagogical technologies in the educational process, technologies for the development of creative thinking.

Kalit so'zlar: ijodiy fikrlash, moslashuvchanlik, oliy ta'lim tizimi, kreativ fikrlash, SMART texnologiya, innavatsion, kreativ kompetensiya, orginallik, interaktiv, qiziquvchanlik, kreativlining rivojlanish texnologiyalari.

Ключевые слова: креативное мышление, гибкость, система высшего образования, креативное мышление, технология SMART, инновационность, креативный контент, оригинальность, интерактив, любознательность, технологии творческого развития.

Key words: creative thinking, flexibility, higher education system, creative thinking, SMART technology, innovation, creative content, originality, interactivity, curiosity, creative development technologies.

Jahonda Zamonaviy oliy ta'lim muassasalarida o'qitishning faol usullari va texnologiyalarini joriy etishga ko'proq e'tibor qaratilmoqda. Oliy ta'lim talabalarining shaxsiy sifatlarini rivojlantirish xususiyatlari asosan uning ta'lim muvaffaqiyatini, ta'lim faoliyatining tarkibiy qismlarini o'zlashtirishning o'ziga xos xususiyatlarini, ta'lim qobiliyatlari va ko'nikmalarini, malakalarini shakllantirish, oliy ta'limda ilg'or texnologiya va dasturiy ta'lim vositalardan keng foydalanish; o'qitishning an'anaviy va zamonaviy usullarini integratsiyalash masalalari dolzarb vazifalardan biri sifatida e'tirof etilmoqda.

O'zbekistonda SMART texnologiyalar asosida talabalarning kasbiy kreativ kompetensiyalarini oshirish bo'yicha ishlar jadal tus olmoqda. SMART texnologiyalarni integratsiyalash va talabalar o'rtasida kreativlikni rivojlantirish bo'yicha bir qancha tashabbus va ishlar amalga oshirildi:

Toshkent axborot texnologiyalari universiteti (TATU):

TATU SMART texnologiyalarni integratsiyalash va talabalar o'rtasida kreativlikni rivojlantirishda yetakchi bo'lib kelgan. Institut raqamli innovatsiyalarni qabul qilishda muvaffaqiyatlarga erishdi, jumladan:

- SMART laboratoriyalar va innovatsion maydonlar: TATUda IoT, AI va ma'lumotlar tahlili kabi rivojlanayotgan texnologiyalar bilan jihozlangan SMART laboratoriyalar va innovatsion maydonlar tashkil etilgan. Bu muhitlar talabalarga innovatsion yechimlarni ishlab chiqish va kreativ qobiliyatlarini oshirish bo'yicha amaliy tajribalar beradi.

- O'quv rejasiga narsalar Internetini (IoT) kiritish: Universitet o'zining muhandislik va dizayn dasturlariga IoT tushunchalari va ilovalarini kiritdi, bu talabalarga muammolarni kreativ hal qilish va innovatsion loyihalarni ishlab chiqish uchun SMART texnologiyalardan foydalanish imkonini beradi.

Toshkentdagi Xalqaro Vestminster universiteti (TXVU):

TXVU talabalarning kreativ qobiliyatlarini oshirish uchun SMART texnologiyalar integratsiyasiga alohida e'tibor qaratdi. Ba'zi asosiy tashabbuslarga quyidagilar kiradi:

- Raqamli dizayn va multimedia kurslari: TXVU raqamli dizayn, multimedia ishlab chiqarish va interaktiv mediaga qaratilgan kurslarni ishlab chiqdi. Ushbu kurslar orqali talabalar kreativ ifodalash uchun SMART vositalar bilan tanishadilar, raqamli medianing turli shakllarida innovatsiyalarni rivojlantiradilar.

- SMART texnologiya ustaxonalari va xakatonlar: Universitetda SMART texnologiyalarga yo'naltirilgan seminarlar va xakatonlar tashkil etildi, ularda talabalar hamkorlik qiladilar va real muammolarni hal qilish uchun yangi texnologiyalarni qo'llaydilar va shu bilan ularning kreativ muammolarni hal qilish qobiliyatlarini oshiradilar.

Bu O'zbekistonda SMART texnologiyalarni integratsiyalash va talabalarning kasbiy kreativ qobiliyatlarini oshirish bo'yicha birgalikdagi sa'y-harakatlarni ko'rsatadigan tashabbus va ishlarning bir nechta misolidir. Ta'limda SMART texnologiyalarni qo'llash talabalarga innovatsion fikrlash, paydo bo'layotgan vositalardan foydalanish va haqiqiy muammolarga kreativ echimlarni qo'llash, ularni zamonaviy ishchi kuchi talablariga tayyorlash imkonini beradi.

SMART texnologiyalar asosida talabalarning kasbiy kreativ qobiliyatlarini oshirishga butun dunyo universitetlarida e'tibor kuchayib bormoqda. Turli mamlakatlarda talabalarning kreativ qobiliyatlarini oshirish uchun SMART texnologiyalarni qo'llash bo'yicha bir qancha tashabbus va ishlar amalga oshirildi. Turli mamlakatlardan ba'zi diqqatga sazovor misollar:

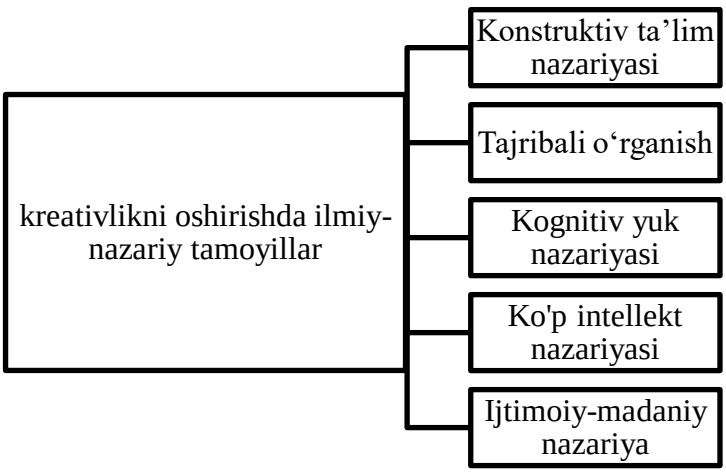
Singapur:

- Nanyang texnologik universiteti (NTU): Smart texnologiya turli fanlar bo'yicha kreativ qobiliyatlarni rivojlantirish uchun NTUda keng qo'llanilgan. NTUitive Innovation Hub va Smart Campus tashabbusi kabi tashabbuslar talabalarning kreativligi, innovatsiyalari va tadbirkorligini rivojlantirish uchun texnologiyalardan foydalanishga urg'u beradi.

Janubiy Koreya:

- KAIST (Koreya ilm-fan va texnologiya ilg'or instituti): KAIST o'z o'quv dasturiga AI va ma'lumotlar tahlilidan tortib, 3D bosib chiqarish kabi raqamli ishlab chiqarish vositalarigacha bo'lgan SMART texnologiyalarni integratsiyalashda birinchi o'rinda turadi. Ushbu tashabbuslar talabalarda kreativ muammolarni hal qilish va innovatsiyalar madaniyatini rivojlantirishga qaratilgan.

Ushbu universitetlar talabalarning kasbiy kreativ qobiliyatlarini oshirish uchun SMART texnologiyalarni integratsiyalash muhimligini tan olgan ko'plab universitetlar qatoriga kiradi. Turli innovatsion tashabbuslar va SMART texnologiyalarni qo'llash orqali ular talabalarni texnologiyaga asoslangan va kreativ talabchan professional landshaftda rivojlanish uchun zarur bo'lgan ko'nikma va fikrlash tarzi bilan jihozlashga intildi. Talabalar o'zlarining ta'lim muhitida SMART texnologiyalar bilan shug'ullanish orqali o'zlarining kreativ qobiliyatlarini tobora murakkab va o'zaro bog'liq bo'lgan professional kontekstlarda yaxshiroq rivojlantirish va qo'llash imkoniyatiga ega bo'lishadi.



1.4-rasm. Talabalarda kasbiy kreativ kompetensiyalarni shakllantirishda innovatsion pedagogik texnologiyalardan foydalanish bir qancha ilmiy-nazariy tamoyillari

Talabalarda kasbiy kreativ kompetensiyalarni shakllantirishda innovatsion pedagogik texnologiyalardan foydalanish bir qancha ilmiy-nazariy tamoyillarga asoslanadi. Bularga quyidagilar kiradi:

1. Konstruktiv ta'lim nazariyasi: Bu nazariya ta'kidlashicha, o'rganish faol jarayon bo'lib, unda talabalar o'zlarining hozirgi bilimlari asosida yangi g'oyalar va tushunchalar tuzadilar. Virtual reallikni simulyatsiya qilish va interaktiv onlayn platformalar kabi innovatsion pedagogik texnologiyalar talabalarga o'quv jarayoniga faol qatnashish va murakkab tushunchalar haqida o'z tushunchalarini shakllantirish imkoniyatini beradi.

2. Tajribali o'rganish: Bu nazariya o'quv jarayonida amaliy, real dunyo tajribasining muhimligini ta'kidlaydi. 3D bosib chiqarish va to'ldirilgan reallik kabi innovatsion pedagogik texnologiyalar talabalarga amaliy ko'nikmalarni rivojlantirishga va nazariy bilimlarni amaliy kontekstda qo'llashga yordam beradigan tajribaviy ta'lim faoliyati bilan shug'ullanish imkonini beradi.

3. Kognitiv yuk nazariyasi: Bu nazariya shuni ko'rsatadiki, kognitiv yuk samarali boshqarilsa, o'rganish eng samarali bo'lib, talabalarga yangi ma'lumotlarni tushunish va qo'llashga e'tibor qaratish imkonini beradi. Innovatsion pedagogik texnologiyalar talabalarni qiziqtiradigan va ularning kognitiv qayta ishlash jarayonini qo'llab-quvvatlovchi interaktiv, multimediaga boy o'quv tajribalarini taqdim etish orqali kognitiv yukni boshqarishga yordam beradi.

4. Ko'p intellekt nazariyasi: Bu nazariya odamlar ma'lumotni o'rganish va qayta ishlashda turli xil kuchli va afzalliklarga ega ekanligini taklif qiladi. Innovatsion pedagogik texnologiyalar turli multimedia resurslari, interfaol faoliyat va shaxsiylashtirilgan o'quv tajribalarini taqdim etish orqali turli xil o'quv uslublari va intellektlariga javob berishi mumkin.

5. Ijtimoiy-madaniy nazariya: Bu nazariya o'quv jarayonida ijtimoiy o'zaro ta'sir va madaniy kontekstning muhimligini ta'kidlaydi. Hamkorlikdagi onlayn platformalar va ijtimoiy media integratsiyasi kabi innovatsion pedagogik texnologiyalar hamkorlikda o'rganish tajribasini osonlashtirishi va talabalarni turli nuqtai nazarlar va madaniy kontekstlarga bog'lashi mumkin.

Umuman olganda, o'quvchilarda kasbiy ijodkorlikni rivojlantirishda innovatsion ta'lim texnologiyalaridan foydalanish amaliy ko'nikmalar va ijodiy fikrlash qobiliyatlarini rivojlantirishga yordam beruvchi faol, eksperimental va shaxsiylashtirilgan o'quv tajribalarini ta'kidlaydigan ana shu ilmiy-nazariy tamoyillarga asoslanadi.

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NIZOLARNI BOSHQARISHDA HISSIY INTELLEKT

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Annotatsiya: Ushbu maqolada turli tashkilotlarda nizoli vaziyatlar, ularning sabablarini o'rganish orqali ular ish faoliyatini samarali tashkil etish asosida ularning rivojlanish va taraqqiy etirish darajasini oshirishga bag'ishlangan. Nizoli vaziyatlar, ularning sabablari va nizolarni hal qilish usullari muhokama qilingan. Rahbar va hodim o'rtasidagi nizolarning sabab va oqibatlarini

bartaraf etishning ayrim yo'llari ko'rib chiqilgan va muhokama qilinib, taklif va xulosalar berilgan. Ziddiyatli holatlarda psixologik yordam ko'rsatishning ilmiy-nazariy asoslari hamda unga ta'sir qiluvchi omillarning o'rni va ahamiyati ochib berilgan.

Kalit so'zlar: nizo, xulq-atvor, empatiya, hissiy intellekt, psixologik xizmat, motivatsiya, faollik, ijtimoiy identifikatsiya, agressiya, qadriyat.

Har qanday muhitda, xoh ishda, xoh shaxsiy munosabatlarda, xoh jamiyatda, qarama-qarshiliklar, turli nizoli vaziyatlar muqarrar bolib, fikrlar, qadriyatlar va manfaatlardagi tafovutlar xodimlar munosabatlariga salbiy ta'sir ko'rsatadigan keskinlikni keltirib chiqarishi mumkin. Shu sababli insoniyatda hissiy intellektni shakllantirish muhim rol tutadi.

Hissiy intellekt o'zining va boshqalarning his-tuyg'ularini tan olish, tushunish va boshqarish qobiliyatini anglatadi. Bunda turli vaziyatlarga konstruktiv munosabatda bo'lish, sog'lom munosabatlar o'rnatish va sog'lom ish muhitini yaratish ko'zda tutiladi. Konfliktlarni boshqarishda hissiy intellektning asosiy ko'nikmalaridan biri bu hissiy o'zini o'zi boshqarishdir.

Hissiy intellekt - bu impulslar va hissiy reaktsiyalarni nazorat qilish, hatto eng qiyin vaziyatlarda ham muvozanatli va oqilona harakat qilish qobiliyatidir.

Ushbu ko'nikmani rivojlantirish orqali odamlar portlovchi yoki tajovuzkor xatti-harakatlardan qochishlari mumkin, bu esa nizolarni hal qilishda qulay va samarali yondashish imkonini beradi.

Yana bir muhim mahorat - empatiya, ya'ni o'zingizni boshqa birovning o'rniga qo'yib uning his-tuyg'ularini tushunish qobiliyatidir. Mojaro paytida empatiyani namoyon qilish orqali boshqa ishtirok etayotgan odamlarning his-tuyg'ulari va ehtiyojlarini hurmat qilish va e'tiborga olish, yanada samarali muloqot qilish va o'zaro qoniqarli yechimlarni izlash uchun yo'l ochish mumkin. Zo'ravonliksiz muloqot va faol tinglash muloqot nizolarni boshqarish uchun qimmatli vosita bo'lib hissiy intellekt bilan chambarchas bog'liq. Ushbu yondashuv o'z fikrlari va ehtiyojlarini aniq va hurmat bilan ifodalashni o'z ichiga oladi, bu tushunmovchiliklarga yo'l qo'ymaslik va barcha ishtirokchilarning o'zini eshitganini his qilishlari uchun zarurdir. Chiroyli muomala shaxslarni o'zaro tushunishga va barcha ishtirokchilarning ehtiyojlarini qondiradigan yechimlarni izlashga qaratilgan konstruktiv muloqotni rivojlantirishga qodir. Bundan tashqari, faol tinglash odamlarga qadrli va tushunilganligini his qilishda muhim rol o'ynaydi [3. 26]. Qarama-qarshi tomonni diqqat bilan tinglash va chinakam qiziqish ko'rsatish orqali ziddiyat asosidagi haqiqiy muammolarni aniqlash va har kimga mos keladigan yechimlarni topish mumkin. Shu sababli mojarolarni boshqarishda hissiy aql hissiy muvozanatni izlash va qiyin vaziyatlarda ham xotirjamlikni saqlash qobiliyatini o'z ichiga oladi.

Yuqorida aytib o'tilgan ko'nikmalarni rivojlantirishdan tashqari o'z-o'zini bilish va o'zini rivojlantirishga qaratilgan vazifalarni bajarish muhimdir. Bu o'z-o'zini tarbiyalash amaliyotini o'z ichiga oladi, bunda odamlar o'zlarining his-tuyg'ulari, ruhiy holati va ziddiyatli vaziyatlarda xatti-harakatlar modellaridan xabardor bo'ladilar. O'zining hissiy reaktsiyalarini tushunib, ular bilan konstruktiv tarzda kurashish strategiyalarini ishlab chiqishi mumkin.

Mojarolarni boshqarishning samarali usuli bu hamkorlikdagi muzokaralardir. Ushbu yondashuv orqali ishtirok etgan tomonlar raqobatbardosh "yutuq-yutqazish" pozitsiyasini qo'llashdan ko'ra barchaning ehtiyojlariga javob beradigan yechimlarni topishga intiladi. Hamkorlikdagi muzokaralar moslashuvchanlikni, bir-birining fikrlarini tinglash va tushunishga tayyorlikni va ikkala tomonni ham qoniqtiradigan muqobillarni izlashda ijodkorlikni talab qiladi. Bu xususiyatlar hamkorlikdagi muzokaralarni turli kundalik vaziyatlarda, xoh professional, xoh shaxsiy holatlarda qo'llash imkonini beradi[1.56]. Mojarodan qochish yoki his-tuyg'ularni bostirishning o'rniga, hissiy aql konstruktiv tarzda nizolarga qarshi turish yo'lini taklif qiladi. Mojarolarni aqlli va hissiy jihatdan ongli ravishda hal qilish orqali munosabatlarni mustahkamlash, samaradorlikni oshirish va yanada uyg'un ish muhitini yaratish mumkin. Emotsional o'zini o'zi boshqarish, empatiya, ishonchli muloqot va hamkorlikda muzokaralar olib borish qobiliyatini rivojlantirish orqali odamlar tanqidiy yoki ziddiyatli vaziyatlarni konstruktiv tarzda hal qilishga

tayyor bo‘ladilar. Ushbu ko‘nikmalar sog‘lom muhitni yaratishga yordam beradi, shaxslararo munosabatlarni mustahkamlaydi, shaxsiy va professional muvaffaqiyatga hissa qo‘shadi. Umuman olganda, nizolarni boshqarishda hissiy intellektning muhimligini ta'kidlagan holda, mutaxassislar va tashkilotlar rahbarlari ushbu kompetentsiyani rivojlantirishga, hissiy muvozanat, o‘zaro tushunish va hamkorlikdagi yechimlarni izlashga asoslangan madaniyatni rivojlantirishga alohida urg'u berishlari lozim. Natijada xodimlar ish faoliyatining o‘sishi va barqaror muvaffaqiyati erishishini ta'minlashga xizmat qiladi.

Hissiy intellekt bugungi kunda bizning shaxslararo munosabatlarimizni va hissiy farovonligimizni oshiradigan muhim mahoratdir. Oddiy so‘zlar bilan aytganda, hissiy intellekt - bu bizning his-tuyg‘ularimizni, shuningdek, boshqalarning his-tuyg‘ularini tan olish, tushunish va boshqarish qobiliyati. Bu o‘z-o‘zini aks ettirish, empatiya, o‘z-o‘zini rag‘batlantirish va hissiy nazorat qilish qobiliyatini o‘z ichiga oladi. Hissiy intellektni rivojlantirish o‘z-o‘ziga g‘amxo‘rlik va o‘z-o‘zini tarbiyalashni talab qiladigan doimiy jarayondir. Quyida ushbu mahoratni rivojlantirishga yordam beradigan ba'zi strategiyalar haqida ma'lumotlar keltiramiz.

O‘z-o‘zini anglash - bu hissiy intellektni yaxshilash uchun birinchi qadamdir. O‘z his-tuyg‘ularini aks ettirishga vaqt ajratish, xatti-harakatlar namunalarini aniqlash va turli vaziyatlarga qanday munosabatda bo‘lish haqida mushohada yuritiladi. Meditatsiya va mulohaza yuritish bilan shug‘ullanish hissiy ongni oshirishda ham foydali bo‘lishi mumkin. Har bir shaxs empatiyani bilishi lozim. Empatiya - bu o‘zingizni boshqa birovning o‘rniga qo‘yish, uning his-tuyg‘ulari va nuqtai nazarlarini tushunish qobiliyati. Ushbu mahoratni rivojlantirish uchun odamlarni faol tinglash, ularning his-tuyg‘ulariga e'tibor berish va tushunishni namoyish etish zarur. Empatiyani qo‘llash ish joyida va hayotning boshqa sohalarida sog‘lom, samaraliroq munosabatlarni rivojlantiradi.

O‘z his-tuyg‘ularimizni nazorat qilishni o‘rganish, ayniqsa stress va nizolar paytida, hissiy intellektni rivojlantirish uchun asosdir. Chuqur nafas olish texnikasini mashq qilish, tinchlanish uchun tanaffuslar qilish va stressni yengishning sog‘lom usullarini topish, masalan, jismoniy mashqlar yoki dam olish faoliyatini tashkil etish maqsadga muvofiq. Ijtimoiy ko‘nikmalar munosabatlarga ta'sir qilish va nizolarni boshqarish uchun zarurdir. Aniq va samarali muloqot qilish, faol tinglash, muammolarni guruhlarda hal qilish va boshqalar bilan hamkorlik qilish qobiliyatini rivojlantirish muhim ahamiyatga ega[5.87]. Har qanday muhitda, xoh ishda, xoh oilada, xoh do‘stlikda, nizolar muqarrar. Biroq, hissiy intellekt ko‘nikmalariga ega bo‘lish bu mojarolarni qanday hal qilishimiz va ijobiy munosabatlarga qanday ta'sir qilishimizni o‘zgartirishi mumkin.

Mojarolarni boshqarishda hissiy intellekt bizga quyidagilarga imkon beradi:

1. O‘z-o‘zini nazorat qilish - Biz hissiy intellektni rivojlantirganimizda, biz ziddiyatli vaziyatlarga o‘z hissiy reaktsiyalarimizni nazorat qila olamiz. Bu bizga g‘azab yoki tajovuz bilan impulsiv munosabatda bo‘lishdan ko‘ra, yanada xotirjam va qat'iyroq javob berishga imkon beradi.
2. Empatiya - empatiya mojarolarni boshqarishda muhim jihatdir. Bu mojaroda ishtirok etayotgan boshqalarning nuqtai nazari va his-tuyg‘ularini tushunishga imkon beradi, bu esa har ikki tomon uchun ham qoniqarli yechimlarni izlashni osonlashtiradi.
3. Samarali muloqot - hissiy intellekt bizga nizolarni konstruktiv tarzda hal qilishning kaliti bo‘lgan samarali muloqot qobiliyatlarini rivojlantirishga yordam beradi. Bu faol tinglash, tashvishlarimizni aniq va qat'iy ifodalash va boshqa odamning nuqtai nazarini tushunishga intilishni o‘z ichiga oladi.
4. Muammolarni bartaraf etish - hissiy intellekt bizga mojarolarga yanada samarali yondashishga, ijodiy va hamkorlikdagi yechimlarni izlashga imkon beradi. Biz qaror qabul qilishdan oldin turli xil variantlarni ko‘rib chiqib, yanada oqilona va ob'ektiv fikr yurita olamiz.

Hissiy intellektni rivojlantirish nafaqat nizolarni boshqarishga yordam beradi, balki shaxsiy va professional munosabatlarimizga ijobiy ta'sir ko‘rsatishga imkon beradi. Hissiy intellektni qo‘llash va sog‘lom, samarali munosabatlarni rivojlantirish uchun faol tinglash

munosabatlarni mustahkamlash uchun asosiy mahoratdir. Suhbatga kirishganimizda, nafaqat so‘zlarga, balki boshqa odamning his-tuyg‘ulariga va og‘zaki bo‘lmagan ifodalarga ham e'tibor berish muhimdir. Boshqalarni tinglashda samimiy qiziqish va hamdardlik ko‘rsatish chuqurroq va mazmunli aloqalarni yaratishga yordam beradi. Hissiy intellekt fikr va his-tuyg‘ularimizni aniq va hurmat bilan ifodalashga yordam beradi. Ishonchli muloqot qilish orqali biz tushunmovchiliklar va keraksiz mojarolardan qochamiz. Shuni yodda tutish kerakki, samarali muloqot nafaqat suhbatni, balki diqqat bilan tinglashni va konstruktiv javob berishni ham o‘z ichiga oladi. Muammolarni hamkorlikda hal qilish raqobatbardosh yondashuvni qo‘llash o‘rniga, hissiy intellekt bizni birgalikdagi yechimlarni izlashga undaydi. Muammoni hal qilish, barcha manfaatdor tomonlarni jalb qilish orqali biz hamkorlik muhitini yaratishimiz va konsensus yaratishimiz mumkin. Ushbu yondashuv munosabatlarni mustahkamlashga va o‘zaro manfaatli natijalarga erishishga yordam beradi.

Mojarolarni samarali boshqarish uchun hissiy intellektdan foydalanish bilan bog‘liq his-tuyg‘ular bilan kurashish va qoniqarli yechimlarni topish kerak. Nizolarni hal qilishdan oldin, o‘z his-tuyg‘ularimizni tan olish va tushunish muhimdir. Muayyan vaziyatlarda o‘zimizni qanday his qilayotganimizni to‘xtatib turish va mulohaza yuritish hissiy reaktsiyalarimizni yaxshiroq tushunishga yordam beradi. Empatiya nizolarni hal qilishda muhim rol o‘ynaydi. O‘zingizni birovning o‘rniga qo‘yib, uning his-tuyg‘ulari va nuqtai nazarlarini tushunishga harakat qilish orqali biz umumiy yechimlarni topish uchun qulay muhit yaratishimiz mumkin.

Ziddiyatli vaziyatlarda his-tuyg‘ularga berilishga moyillik yuqori darajada bo’ladi. Biroq, hissiy intellekt bizga xotirjam bo‘lishga va o‘ylangan va oqilona javob berishga yordam beradi. Bu bizga qizg‘in bahslarga kirishishdan ko‘ra konstruktiv yechimlarni topishga imkon beradi. Aniq va hurmat bilan muloqot qilish lozim. Ochiq va halol muloqot nizolarni hal qilishning kalitidir. Xavotiringiz va fikringizni bildirganda, buni aniq va hurmat bilan ifoda eting. Shaxsiy hujumlardan yoki haqoratli so‘zlardan qoching, asosiy e’tiborni muammoga qarating [4.68]. Birgalikda yechimlarni topishga harakat qilish zarur. Shaxsiy g‘alabaga intilish o‘rniga, hissiy intellekt bizni barcha ishtirokchilarning ehtiyojlarini qondiradigan hamkorlikdagi yechimlarni izlashga undaydi. Bu turli nuqtai nazarlarni eshitish uchun ochiqlikni va konsensusga erishishga tayyor bo‘lishni talab qiladi.

Xulosa qilib aytganda, hissiy intellekt munosabatlarga ijobiy ta’sir ko‘rsatish va nizolarni boshqarishda asosiy rol o‘ynaydi. Faol tinglash, hamdardlik, aniq va qat’iy muloqot va hamkorlikdagi yechimlarni izlash kabi strategiyalarni qo‘llash orqali biz sog‘lom munosabatlarni rivojlantirishimiz va kundalik hayotimizda yuzaga keladigan nizolarga qoniqarli yechim topishimiz mumkin. Hissiy intellektni rivojlantirish doimiy jarayondir, shaxsiy va professional munosabatlar nuqtai nazaridan muhim ahamiyatga ega hodisa sanaladi.

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BOSHQARUVNING UMUMIY TAMOYILLARI

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Boshqaruv jarayonida boshqaruv sub'ekti muayyan maqsadlarga erishish uchun boshqariladigan ob'ektga ta'sir ko'rsatadi. Bunda biron-bir maqsadga erishish uchun hatto ta'sir ko'rsatish turi va xususiyati bir-biridan jiddiy farq qilishi mumkin.

Boshqaruvning umumiy qonuniyatlari, tamoyillari va funksiyalaridan kelib chiqqan holda ta'lim sifati va ta'lim muassasasini boshqarishga metodologik yondashuvlar vujudga keltiriladi.

Ta'limni boshqarish metodlari - bu boshqaruv sub'ektining muayyan maqsadlarga erishish uchun boshqarilayotgan ob'ektga ta'sir ko'rsatish metodlaridir. Ta'limni boshqarish metodlari xilma-xil, ammo ularning xodimlarga (umuman ta'lim muassasasi va alohida har bir xodimga) ta'siri motivatsiya vositasida qaror topadi.

Kishilar xatti-harakatida ehtiyojlar va manfaatlar muhim rol o'ynaydi.

Ehtiyoj - bu insonning biron-bir kamchilikni fiziologik va psixologik his qilishi, taqdirlash esa inson o'zi uchun qadrli deb hisoblagan barcha narsani his qilishi demakdir. Anglab yetilgan ehtiyojlar harakatga undaydi. Odamlarning faoliyati bilan erishiladigan ehtiyojlarning yig'indisi boshqaruv metodlarining iqtisodiy, tashkiliy-boshqaruv va ijtimoiy-psixologik singari motivatsion yo'nalishlarini belgilab beradi.

Boshqaruvning iqtisodiy metodlari moddiy motivatsiyani, ya'ni muayyan ko'rsatkichlar yoki topshiriqlarni bajarishga va, ular bajarilgach, ish natijalari uchun iqtisodiy taqdirlashga yo'naltirishni taqozo etadi. Shunday qilib, boshqaruvning iqtisodiy metodlaridan foydalanish ish rejasini shakllantirish va uning amalga oshirilishini nazorat qilish bilan, shuningdek mehnatni moddiy rag'batlantirish, ya'ni muayyan miqdor va sifatdagi mehnat uchun taqdirlashni hamda miqdori muvofiq kelmaganligi va tegishli sifatga ega bo'lmaganligi uchun jazo chorasi qo'llanilishini ko'zda tutuvchi ish haqining oqilona tizimi bilan bog'liq dir.

Boshqaruvning tashkiliy-boshqaruv metodlari qonunga, huquq-tartibotga, lavozimi bo'yicha o'zidan yuqoriroq bo'lgan xodimga bo'ysunishga, ya'ni hokimiyat motivatsiyasiga asoslanadi. Boshqaruvda bu motivatsiya g'oyat muhim rol o'ynaydi. U davlat darajasida qabul qilingan qonunlar va me'yoriy hujjatlarga shubhasiz rioya qilinishinigina emas, boshqaruv xodimlari va ular qo'l ostidagilarning boshqaruv xodimining ko'rsatmasi uning qo'l ostidagilar tomonidan ijro etilishi majburiy qilib qo'yadigan huquq va majburiyatlari aniq belgilab qo'yilishini ham taqozo etadi. Boshqaruv xodimining qo'l ostidagi xodimlarning ushbu munosabatlarga rioya etmasliklari jazo choralari (tanbeh, hayfsan, ishdan bo'shatish va h. k.) qo'llanishiga olib keladi.

Hokimiyat motivatsiyasi tashkil etish va o'zaro munosabatlar uchun zarur shart-sharoitlarni yaratadi. Tashkiliy-boshqaruv metodlarining o'zi esa uni maqbul tashkil etish asosida har qanday darajadagi boshqaruv tizimining samarali faoliyat ko'rsatishini ta'minlashga qaratilgan.

Ushbu metodlar tashkiliy rejalashtirish, tashkiliy me'yorlash, yo'l-yo'riq berish, boshqarish va nazorat singari masalalarni o'z ichiga oladi.

Makrodarajadagi tashkiliy-boshqaruv metodlariga boshqaruv ob'ektlarining huquq va majburiyatlarini tartibga soladigan va ta'lim muassasalari faoliyat ko'rsatishi uchun turli shart-sharoitlar yaratadigan qonun hujjatlarini kiritish mumkin.

Amaliyotning ko'rsatishicha, faqat moddiy va hokimiyat motivatsiyalarining qo'llanilishi tashkilotning maqsadlariga erishishda xodimlar va har bir xodimning ijodiy faolligini to'liq safarbar etish imkonini bermaydi.

Boshqaruvning maksimal samaradorligiga erishish uchun boshqaruvning ijtimoiy-psixologik metodlariga tayanadigan ma'naviy motivatsiyalar zarur. Ushbu metodlar yordamida xodimlar ongiga, odamlarning ijtimoiy, axloqiy va boshqa manfaatlariga ko'proq ta'sir ko'rsatiladi va mehnat faoliyati ma'naviy rag'batlantiriladi. Ma'naviy motivatsiya juda murakkabligi va nozikligi bilan farq qiladi. Uning pirovard samarasini aniqlash qiyin bo'lsa-da, natijalari salmoqlidir.

Boshqaruv metodlari, odatda, sabablarning sanab o'tilgan barcha turlariga kompleks ta'sir ko'rsatadi, shu bois ularni asosiy va ikkinchi darajaliga bo'lgan holda, bir-biriga qarshi qo'ymaslik aksincha, ularni birlikda va o'zaro bog'liq likda ko'rib chiqish kerak. Chunki ulardan kompleks foydalanish qo'yilgan maqsadlarga maqbul darajada erishish imkonini beradi.

Matematik modellashtirish, ekspert baholash metodi, aqliy hujum metodi, o'yinlar nazariyasi va boshqalar boshqaruv qarorlarini maqbullashtirishning keng tarqalgan metodlari hisoblanadi.

Matematik modellashtirish boshqaruv qarorini osongina shakllantirish mumkin bo'lgan keng ishlatiladigan raqamli axborot asosida qabul qilingan hollarda qo'llaniladi. Matematik modellardan keng ko'lamda foydalanish muammoni miqdoriy tavsiflash va uni hal etishning maqbul variantini topish imkonini beradi.

Quyidagilar boshqaruv qarorini matematik metodlar yordamida maqbullashtirishning asosiy bosqichlari hisoblanadi:

1. Vazifaning qo'yilishi.
2. Bir ma'noda, masalan, muayyan son bilan ifodalanishi hamda qo'yilgan maqsad yechimi natijalarining muvofiqlik darajasini aks ettiradigan samarali mezonni tanlash.
3. Samaradorlik mezoni kattaligiga ta'sir ko'rsatuvchi o'zgaruvchan miqdorlar(omillar)ni tahlil qilish va o'lchash.
4. Matematik modelni tuzish.
5. Modelning matematik yechimini topish.
6. Modelni va uning yordamida olingan yechimni mantiqiy va eksperimental tekshirish.
7. Olingan natijalarni amaliyotga qo'llashga doir tavsiyalarni ishlab chiqish.

Ekspert baholash metodlari vazifa to'liq yoki qisman shakllanmaydigan va matematik usullar yordamida yechilishi mumkin bo'lmagan hollarda qo'llaniladi.

Ekspertiza murakkab maxsus masalalarning boshqaruv qarorining ishlab chiqilishi bosqichida alohida bilim va tajribaga ega bo'lgan shaxslar tomonidan fikr-mulohazalar, tavsiyalar va baholar olish maqsadida tadqiq qilinishidan iborat. Ekspert xulosasi tadqiqot jarayoni va uning natijalari qayd qilinadigan hujjat sifatida rasmiylashtiriladi. Kirish qismida ekspertizani kim, qayerda, qachon va nima munosabat bilan tashkil qilayotganligi va o'tkazayotganligi ko'rsatiladi. So'ng ekspertiza ob'ekti qayd etiladi, uni tadqiq qilish uchun qo'llanilgan metodlar va tadqiqot natijasida olingan ma'lumotlar ko'rsatiladi. Yakunlovchi qismida ekspertlar tomonidan taklif qilingan xulosalar, tavsiyalar va amaliy chora-tadbirlar bo'ladi.

Asosan sifat xususiyatlariga ega bo'lgan murakkab jarayonlarni tahlil qilishda, ta'limni rivojlantirish tamoyillarini prognoz baholashda, qarorning muqobil variantlarini baholashda ekspert baholash metodini qo'llash samaraliroq bo'ladi.

Aqliy hujum metodi yechilayotgan muammo haqida eng kam ma'lumot bo'lgan va uni hal qilish uchun qisqa muddatlar belgilangan hollarda qo'llaniladi. Bunda ushbu muammoga aloqasi bo'lgan mutaxassislar tavsiya qilinadi, ularga yechimni mufassal muhokama qilishda ishtirok etish taklif etiladi. Bunda quyidagi qoidalarga qat'iy rioya etiladi:

- barcha navbati bilan o'z fikrini bayon qiladi;
- yangi g'oyani taklif etish mumkin bo'lgandagina gapiriladi;
- fikr-mulohazalar tanqid qilinmaydi va muhokama etilmaydi;
- barcha takliflar qayd qilib boriladi.

Odatda, bu usul yuzaga kelgan muammoni tez va to'g'ri hal qilish imkonini beradi.

Hakamlar fikri aqliy hujum metodining ko'rinishlaridan biridir. Ushbu metodning mohiyati shundaki, muammo muhokamasiga turli sohalarning o'zaro bog'liq mutaxassislari jalb etiladi. Ushbu usulning qo'llanishi yangi g'oyalarni va muqobil variantlarni ishlab chiqish imkonini beradi.

Boshqaruv qarorlarini maqbullashtirish metodlari muhim boshqaruv qarorlarini ishlab chiqishda bir-birini to'ldirishi va kompleks foydalanilishi mumkin.

Kishilar tomonidan yaratiladigan har bir tizim nima uchundir kerak va nimanidir qilishi darkor. Ta'lim muassasasini boshqarishning asosiy maqsadi jamoaning birgalikdagi faoliyatining aniq maqsadga qaratilishini va uyushganligini ta'minlashdan iboratligi yuqorida ta'kidlab o'tildi. Ta'lim muassasasida o'quv-tarbiya jarayoni aniq maqsadga qaratilgan bo'lishi uchun ta'limning har bir bosqichida istalgan natijalarni belgilash, o'quv rejasini ishlab chiqish, mashg'ulotlar jadvalini tuzish, natijalarni nazorat qilish va boshqa ko'plab xatti-harakatlarni amalga oshirish kerak. Jamoa ishi uyushgan bo'lishini ta'minlash uchun maxsus ishlarning yaxlit majmuasi bo'lishi zarur. Ushbu ishlarni bajarish ta'lim muassasasi boshqaruv tizimining funksiyasi hisoblanadi.

Boshqaruv funksiyasi - bu boshqaruv ob'ekti bilan boshqariladigan ob'ekt o'rtasidagi boshqariladigan jarayonlarning aniq maqsadga yo'naltirilganligini yoki boshqariladigan jarayonlarning uyushganligini ta'minlash uchun boshqaruv tizimidan muayyan harakatning bajarilishini talab qiladigan munosabat.

Boshqaruv harakatlari o'z mazmuni va natijalariga ko'ra bir-biridan farq qiladi. Boshqaruv funksiyalari ham shundan kelib chiqqan holda farqlanadi.

Ya'ni, boshqaruv vazifasi - bu muayyan vaqtda va muayyan joyda biron-bir boshqaruv funksiyasini amalga oshirish uchun talab qilinadigan narsa bilan buning uchun mavjud imkoniyatlar (shart-sharoit) o'rtasidagi munosabat demakdir.

Birgina funksiyaning o'zini turli sharoitda amalga oshirishda boshqaruv vazifalari turlicha bo'ladi. Masalan, ta'lim muassasasi o'qituvchi kadrlar bilan to'liq butlangan holatda mashg'ulotlar jadvalini rejalashtirish - bir masala, o'qituvchilar ancha yetishmagan holatda shu ishni bajarish esa mazmuniga ko'ra murakkabroq masala.

Muayyan ta'lim muassasasini boshqarishda qanday funksiyalar amalga oshirilishi kerak? Ushbu savolga bir xil ma'noda javob berib bo'lmaydi. Bu - ta'lim muassasasi o'z oldiga qo'ygan ta'lim vazifalariga ham, uning rivojlanishga yo'nalganligiga ham, u ishlaydigan shart-sharoitga hamda boshqaruvga yondashuvga ham bog'liq dir.

Boshqaruv tizimi tomonidan amalga oshirilishi lozim bo'lgan funksiyalarning barcha ta'lim muassasalari uchun bir xilda ro'yxati mavjud emas. Masalan, bolalar bog'chasi bilan ta'lim muassasasi birlashtirilgan ta'lim majmua-muassasasini boshqarish ta'lim muassasasi o'z holicha faoliyat ko'rsatadigan holatga nisbatan qo'shimcha funksiyalarning bajarilishini taqozo qiladi. Ta'limni individuallashtirish, ta'lim jarayonining integratsiyalashuvini va variativligini ta'minlash vazifalari qo'yiladigan ta'lim muassasasini boshqarish bunday vazifalar qo'yilmaydigan ta'lim muassasasidagiga nisbatan keng ko'lamdagi funksiyalarni bajarishni talab qiladi. Agar ta'lim muassasasi biron-bir tadbirkorlik faoliyati bilan shug'ullanadigan bo'lsa, bu unda tegishli boshqaruv funksiyalari amalga oshirilishi lozimligini anglatadi.

Shaxsga yo'naltirilgan yondashuvlarda tashkilot a'zolarining qoniqish hosil qilishi, jamoadagi ijtimoiy-psixologik muhit, undagi joriy etilayotgan qadriyatlar, aksincha, tahlil va tartibga solish predmetiga aylanadi.

Ammo, yuqorida ta'kidlab o'tilganidek, boshqaruvga eng yaxshi yagona yondashuv mavjud emas. Ayrim hollarda bir turdagi yondashuv Samarali bo'lsa, boshqa hollarda - boshqa turdagi yondashuv samarali bo'ladi. Bu amalga oshirilayotgan boshqaruv funksiyalari tarkibi ham vaziyatga monand bo'lishi kerakligini bildiradi.

Ushbu funksiyalar tarkibi ta'lim muassasasining rivojlanishga yo'nalganlik darajasiga ham bog'liq bo'ladi. Ta'lim muassasasi ma'muriyati hal qilishga intilayotgan asosiy vazifa uning barqaror faoliyat yuritishini qo'llab-quvvatlashdan iborat bo'lsa, innovatsion jarayonlarni boshqarish funksiyalari yo umuman bajarilmaydi, yoxud juda oz hajmda bajariladi. Innovatsion ta'lim muassasalarida esa, aksincha, yangiliklarni izlash va o'zlashtirish jarayonlarini boshqarish funksiyalarini bajarishga sarflanadigan vaqtni o'quv-tarbiya jarayonini boshqarish funksiyalarini bajarishga sarflanadigan vaqt bilan taqqoslash mumkin.

Boshqaruv funksiyalarini amalga oshirish uchun boshqaruv tizimida zarur ishlar bajarilishi kerak. Ana shu ishlardan biri parallel ravishda va muayyan vaqtgacha bir-biriga bog‘liq bo‘lmagan holda bajarilsa, boshqalari — muayyan izchillikda bajariladi. Boshqaruv vazifalarini hal qilishda parallel ravishda va izchil bajariladigan harakatlarning ushbu yiQindisi boshqaruv jarayonini hosil qiladi.

Boshqaruv vazifalari axborot bilan ishlash orqali amalga oshiriladi, shu bois boshqaruv jarayoni qator hollarda axborotni to‘plash, saqlash, ishlash va uzatish jarayoni sifatida belgilanadi. Ammo bunda asosiysi — aynan boshqaruvning o‘ziga xos mazmunini tashkil etuvchi narsa ochib berilmaydi. Televizon ko‘rsatuvlarni tayyorlash va translyatsiya qilishda ham axborot to‘planadi, saqlanadi, ishlanadi va uzatiladi, biroq bu boshqaruv jarayoni hisoblanmaydi.

Boshqa hollarda boshqaruv jarayoni qarorlarni ishlab chiqish jarayoni sifatida tushuniladi. Bu to‘g‘ri bo‘lsa-da, yetarli emas. O‘ar bir inson o‘z hayotida ko‘plab qarorlar qabul qiladi, biroq bu boshqaruv qarorlari emas. Boshqaruv - bu shunchaki qarorlarni ishlab chiqish emas, balki ko‘plab odamlar birgalikda unumli ishlashi uchun zarur va yetarli bo‘lgan shart-sharoitni ta’minlashga qaratilgan chora-tadbirlarni ko‘rishdir.

Shu bois biz boshqaruvni bundan buyon boshqaruv sub’ekti tomonidan amalga oshiriladigan uzluksiz, izchillik faoliyat sifatida tushunamiz. Buning natijasida boshqariladigan ob’ekt qiyofasi va mazmuni shakllanadi hamda o‘zgaradi, birgalikdagi faoliyat maqsadlari aniqlanadi, ularga erishish usullari belgilanadi, uning ishtirokchilari o‘rtasidagi ish taqsimlanadi va ularning sa’y-harakatlari integratsiyalashtiriladi.

Boshqaruv jarayoni turkumlilik xususiyatiga ega. U amaliy harakatlarga ehtiyojni, maqsadlarni qo‘yishni aniqlashdan boshlanib, ularga erishish va bundan voz kechish bilan tugaydi. Boshqaruv turkumi ichida turli xatti-harakatlar ajratilishi mumkin.

Ushbu o‘rinda boshqaruv turkumi rejalashtirish, tashkil etish, rahbarlik va nazorat qilish singari to‘rt asosiy boshqaruv ishining yopiq izchilligi sifatida tushuniladi.

Rejalashtirish - bu faoliyat ko‘rinishlaridan biri ish bo‘lib, uni bajarish natijasida kelgusida qanday natijalarga erishilishi (maqsadlar qo‘yilishi) ko‘zda tutilayotganligi, buning uchun qanday harakatlar qanday izchillikda va qaysi muddatlarda bajarilishi kerakligi, ya’ni nima, qayerda va qay yo‘sinda amalga oshirilishi lozimligi belgilanadi. Kelgusi faoliyatni rejalashtirish ularga erishish uchun zarur bo‘lgan ishning maqsadi, tarkibi, tuzilmasi va bajarish muddatlarini belgilash demakdir.

Ammo faqat rejaning o‘zi yetarli emas. Odamlar birgalikda samarali ishlashi uchun kim va qanday ishlarni bajarishi (funksional majburiyatlari, huquqlari, javobgarligi), bunda kim bilan va qay yo‘sinda o‘zaro munosabatda bo‘lishi lozimligini belgilash (taqsimlash) kerak.

Bunday vazifalar hal etiladigan ish tashkil qilish deb ataladi.

Rejalashtirish va tashkil qilish ishini bajarish tufayli ta’lim muassasasi jamoasi a’zolarining kuch-qayratini samarali birlashtirish uchun zarur, ammo yetarli bo‘lmagan shart-sharoit yaratiladi.Amaliyotdan shu narsa ma’lumki, odamlar real bajarayotgan ishlar ularga qo‘yilayotgan rasmiy talablarga har doim ham mos kelavermaydi. Ijtimoiy tashkilotlarning o‘ziga xos xususiyati shundaki, ularga kiruvchi odamlar o‘z sabablariga ega bo‘lgan holda, o‘z oldilariga o‘zlari maqsad qo‘yishga qodirdirlar.Ular nimanidir qilishni xohlashlari va xohlamasliklari va shunga qarab ishlashlari mumkin. Odamlar tashkilotga kelgach, u o‘zlarining manfaatlarini amalga oshirish imkonini berishini xohlashadi. Bu hol yuz bermasa, ular yo tashkilotdan ketadilar yoki salohiyatlari va iqtidorlarini ishga to‘liq safarbar etmaydilar.

Birgalikdagi ish samarali bo‘lishi uchun, birinchidan, ijrochilar ulardan qanday natijalar va qachon kutilayotganligini yaxshi tushunishlari; ikkinchidan, ular bunga erishishdan manfaatdor bo‘lishlari; uchinchidan, ular o‘z ishlaridan qoniqish hosil qilishlari; to‘rtinchidan, jamoadagi ijtimoiy-psixologik muhit unumli ishlash uchun qulay bo‘lishi zarur.

Birgalikdagi faoliyat yaxshi rejalashtirilgan va uyushtirilgan bo‘lsa, ijrochilar bu jarayonga tuzatish kiritishni talab qiladigan qandaydir ichki va tashqi shart-sharoit o‘zgarmagunga qadar

nimani, qayerda va qay yo‘sinda bajarishlarini bilishgandagina u muvaffaqiyatli kechadi. Bu o‘zgarishlar rejalashtirilgan harakatlarni amalga oshirish uchun xavf tug‘dirishi yoki, aksincha, qandaydir yangi imkoniyatlarni ochishi mumkin. Boshqaruv yuz berayotgan o‘zgarishlarga o‘z vaqtida munosabat bildirishi, buning uchun esa bu haqda axborotga ega bo‘lishi lozim. Bunday axborotni olish va ishning borishiga tuzatish kiritish zarurligini aniqlash uchun nazorat qilish deb ataladigan maxsus boshqaruv harakatini amalga oshirish zarur.

Boshqaruv nazorat tufayli o‘zi usiz faoliyat yuritmaydigan eng muhim tarkibiy qism - qayta aloqaga ega bo‘ladi. Nazorat boshqaruvning "ko‘zini ravshan" va o‘zgarishlarga nisbatan ta'sirchan qiladi. Ushbu o‘zgarishlarga munosabat esa rejalashtirish, tashkil etish va rahbarlik qilish orqali amalga oshiriladi. Natijada boshqaruv davrasi yopiq holga keladi.

Rejalashtirish, tashkil etish, rahbarlik qilish va nazorat qilish murakkab tuzilmaga ega bo‘lib, o‘zi ham ko‘plab boshqa ishlardan tashkil topadi. Masalan, u rejalashtirish, vaziyatni tahlil etish, prognozlash, maqsad qo‘yish, samaradorlikni baholash, ish rejasining biron-bir variantini tanlash haqida qaror qabul qilish kabilarni o‘z ichiga olishi mumkin. Rahbarlik qilish qo‘l ostidagi xodimlarga topshiriqlar berish, jamoa ahvolini tahlil qilish, qo‘l ostidagi xodimlarning ishini baholash, taqdirlash va jazolash haqida qarorlar qabul qilish, xodimlarni xabardor qilish, nizoli vaziyatlarni hal qilishni nazarda tutadi.

Ta'lim muassasasini boshqarishda bitta emas, balki ko‘plab boshqaruv turkumlari amalga oshiriladi. Bu turkumlar iyerarxik tuzilmaga ega - xususiy turkumlar nisbatan umumiylari tarkibiga kiradi. Masalan, ta'lim muassasasida o‘quv-tarbiya jarayonini boshqarishning umumiy turkumida boshlang‘ich va umumiy o‘rta ta'limni rejalashtirish, tashkil etish, unga rahbarlik va uni nazorat etish turkumlari ajratib ko‘rsatiladi. Bu turkumlar ham, o‘z navbatida, murakkab tuzilmaga ega. Masalan, boshlang‘ich ta'limni boshqarish turkumi ichida va ayrim sinflar, predmetlarni o‘rganishni rejalashtirish, tashkil etish, rahbarlik qilish, nazorat qilish turkumlari ajratiladi.

Turli boshqaruv turkumlarida rejalashtirish, tashkil etish, rahbarlik qilish va nazorat qilish ishining mazmuni bir-biridan tubdan farqlanishi mumkin. Masalan, o‘quv rejasini ishlab chiqish, mashg‘ulotlar jadvalini tuzish va ta'lim muassasasini rivojlantirish dasturini ishlab chiqish turli ishlarning bajarilishini talab qiladi. Pedagoglarning ishini nazorat qilish va o‘qitish natijalarini nazorat qilish ham bajariladigan ish tarkibiga ko‘ra bir-biridan farq qiladi.

Boshqaruv jarayonida, ayni paytda, turli boshqaruv turkumlari ishi amalga oshiriladi. Kimdir mashg‘ulotlar jadvaliga tuzatishlar kiritishi, kimdir o‘qituvchining ishini nazorat qilib borishi, yana kimdir pedagogika kengashining ish rejasini muhokama qilishi mumkin. Bu boshqaruv turkumlarini nafaqat bexabar kuzatuvchi uchun, balki aksariyat boshqaruv sub'ektlari uchun ham nooshkor holga keltiradi. Ammo boshqaruv faoliyatining yaxlitligi uchun javob beruvchi ta'lim muassasasi rahbari ushbu turkumlarni tuzib, ularning har birini kuzatib borishi kerak.

Rejalashtirish, tashkil etish, rahbarlik va nazorat qilish hokimiyat munosabatlarini amalga oshirishi tufayli boshqaruv ishi deb hisoblanadi.

Samaradorlik tushunchasi, garchi ijtimoiy munosabatlar jarayonida ko‘p qo‘llanilsa-da, boshqaruv nazariyasida eng kam ishlangan tushunchalardan biridir. Samaradorlikning umumiy nazariyasi mavjud bo‘lmaganligi bois ushbu yo‘nalishdagi barcha urinishlar hozircha kutilgan natijaga olib kelmadi. Faoliyatning turli sohalarida samaradorlikning o‘z xususiy ko‘rsatkichlaridan foydalaniladi. Ammo ta'limda bugungi kunda bunday ko‘rsatkichlar yo‘q. SHunga qaramay, samaradorlik tushunchasi sifatga yo‘naltirishda juda muhim va foydalidir. Vazifaning butun murakkabligini anglagan holda, boshqaruv samaradorligi nima ekanligini aniqlashga urinib ko‘ramiz.

Samaradorlik haqida gapirishdan oldin faoliyat unumdorligi tushunchasini kiritamiz. O‘ar qanday faoliyat ozmi-ko‘pmi unumli bo‘ladi. Unumdorlik - bu qandaydir vaqt ichida olingan

natijalarning foydaliligi va u bilan bog‘liq xarajatlar o‘rtasidagi nisbatni ko‘rsatuvchi faoliyat xususiyati demakdir.

Unumdorlikdan ko‘pincha boshqaruv samaradorligi ko‘rsatkichi sifatida foydalaniladi. Garchi faoliyat unumdorligi bilan boshqaruv samaradorligi bir-biriga bog‘liq ligi shubhasiz bo‘lsa-da, biroq ular bitta narsa emas. Ta’limning boshqa ta’lim muassasasiga nisbatan yuqoriroq natijalari ushbu ta’lim muassasasida boshqaruv sifati yuqori bo‘lishidan har doim ham dalolat beravermaydi.

Masalan, ta’lim muassasasi ajoyib moddiy bazaga ega bo‘lsa, moliyalashtirishning qo‘shimcha manbalari hisobiga o‘qituvchilarga boshqa ta’lim muassasalaridagiga nisbatan yuqoriroq ish haqi to‘lay olsa, ushbu barcha ne’matlardan mahrum bo‘lgan oddiy ta’lim muassasasidagiga qaraganda ta’lim sifati yuqoriroq bo‘lishini ta’minlashi mumkin. Lekin masala har bir ta’lim muassasasi o‘zida mavjud imkoniyatlardan nechog‘li yaxshi foydalanayotganligidadir.

Boshqaruv sifatini baholash aynan shu savolga beriladigan javobga bog‘liq. Boshqaruv o‘z vazifasiga ko‘ra foydali natija olish uchun imkoniyatlardan to‘liq foydalanishni ta’minlashi kerak.Ushbu vazifani qanchalik yaxshi uddalasa, u shunchalik samarador bo‘ladi.

Boshqaruv samaradorligi deganda erishilgan va erishish mumkin bo‘lgan unumdorlik o‘rtasidagi munosabatni aks ettiruvchi xususiyatni tushunamiz.

Bunday ta’rifni faoliyat ko‘rsatishni boshqarishga nisbatan ham, rivojlanishni boshqarishga nisbatan ham ishlatsa bo‘ladi. Lekin bu holatlarning har birida turli natijalar va turli xarajatlar hisobga olinishi kerak. Ta’lim muassasasi o‘zi uchun ta’lim sifati iloji boricha yuqori darajada bo‘lishini ta’minlay oladi (bu yuqori samaradorlik hamda faoliyat yuritishni boshqarishdan dalolat berishi mumkin), ammo ayni paytda u yangiliklarni o‘zlashtirish va o‘zining salohiyatini kuchaytirish uchun ob’ektiv tarzda ta’limning mavjud imkoniyatlaridan foydalanmasligi mumkin. Bu ta’lim muassasasini rivojlantirishni boshqarish samaradorligi pastligidan dalolat beradi.

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UMUMIY VA XUSUSIY DIDAKTIKANI INNOVATSION RIVOJLANISHNING PSIXOLOGIK - PEDAGOGIK MEXANIZMLARI

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Annotatsiya: Maqolada Pedagogika fani shaxsni rivojlantirishning ikki muhim jihati - uni o‘qitish va tarbiyalashga asosiy e’tiborni qaratganligi bois didaktika (ta’lim nazariyasi) va tarbiya nazariyasi fanning muhim tarkibiy qismlari hisoblanadi. Didaktika ta’limning nazariy jihatiari, ta’lim jarayonining mohiyati, qonun va qonuniyatlari, tamoyillari,o‘qituvchi va o‘qituvchi faoliyati, ta’limning maqsadi, mazmuni, shakl, metod, vositalari, natijasi, ta’lim jarayonini takomillashtirish yoMlari kabi masalalarni tadqiq etadi. Tarbiya nazariyasi - pedagogikaning muhim tarkibiy qismlaridan biri bo‘lib, tarbiya jarayonining mazmuni, tarbiya turlari, shakl, metod, vosita va usullari, uni tashkil etish masalalarini o‘rganadi. Ijtimoiy tarbiya fuqarolik, aqliy,

axloqiy, jismoniy, mehnat, estetik, huquqiy, iqtisodiy, ekologik tarbiya kabi yo'nalishlarda tashkil etiladi.

Kalit so'zlar: pedagogika, maqsad, vazifa, obyekt, predmet, kategoriya, pedagogikaning sohalari, pegagika fani metodologiyasi, ilmiy-tadqiqot metodlari.

Pedagogika fani shaxsni shakllantirishdek ijtimoiy buyurtmani bajarish asosida jamiyat taraqqiyotini ta'minlashga alohida hissa qo'shadi.

Pedagogika fani maqsadi va vazifalarinmg belgilanishida ijtimoiy munosabatlar mazmuni, davlat va jamiyat rivojlanish strategiyasi, uning hayotida yetakchi o'rin tutuvchi g'oyalar mohiyati muhim ahamiyatga ega.

O'zbekiston Respublikasida demokratik, insonparvar hamda huquqiy jamiyatni barpo etish sharoitida mazkur fan yuksak ma'naviy va axloqiy talablarga javob beruvchi yuqori malakali kadrlami tarbiyalash tizimini ishlab chiqish, ilg'ot xorijiy tajribalar asosida ta'lim va tarbiya nazariyasini rivojlantirish vazifasini hal etadi.

Zamonaviy o'qituvchi o'zini yangi pedagogik texnologiyalar, nazariyalar va tushunchalar muallifi, ularni ishlab chiquvchi, tadqiqotchi, foydalanuvchi va targ'ibotchi sifatida ko'rsatishi kerak.

Ta'limning bugungi rivojlanishi sharoitida o'qituvchilarning innovatsion faoliyatiga bo'lgan ehtiyoj quyidagicha namoyon bo'ladi:

1. Ta'lim tizimini ijtimoiy-iqtisodiy yangilash o'quv jarayoni metodologiyasi va texnologiyalarini tubdan yangilashni talab qiladi. Bunday sharoitda o'qituvchining innovatsion faoliyati pedagogik innovatsiyalarni yaratish, ularni ishlab chiqish va o'qitish faoliyatida qo'llashni o'z ichiga oladi;

2. Ta'lim mazmuniga insonparvarlikni singdirish yangi tashkiliy shakllarni, o'quv texnologiyalarini doimiy ravishda izlashni talab qiladi;

3. Pedagogik innovatsiyalarni o'zlashtirish va o'qituvchining ularni qo'llashga bo'lgan munosabatini o'zgartirish. Pedagogik faoliyatda o'qituvchining faolligini, uning ijodiy salohiyatini faollashtirishni ko'rsatish juda muhimdir.

O'z navbatida, o'qituvchi shaxsining ijodkorligini shakllantirishga imkon beradi. Innovatsion faoliyatni quyidagi asosiy xususiyatlarga bo'lish mumkin:

* Kasbiy faoliyatni ongli ravishda tahlil qilish;
* Normalarga tanqidiy yondashuv;
* Pedagogik innovatsiyalarga tayyorgarlik;
* Ijodkorlikka ijodiy munosabatda bo'lish;
* O'z potensialini ro'yobga chiqarish, turmush tarzi va intilishlarni kasbiy faoliyatga qo'shish.

O'qituvchining innovatsion faoliyatini tahlil qilish innovatsiyalar samaradorligini belgilovchi muayyan mezonlardan foydalanishni talab qiladi. Bunday mezonlarga yangilik, maqbullik, yuqori samaradorlik va ommaviy tajribalarda innovatsiyalarni ijodiy qo'llash imkoniyati kiradi. Innovatsiya pedagogik innovatsiya normasi sifatida uning darajasining mohiyatini aks ettiradi.

Olim-o'qituvchilar yangilikni qo'llashning mashhurlik darajasi va ko'lamiga qarab o'zgarib turadigan mutlaq, cheklangan va mutlaqo shartli, sub'ektiv darajalarni ajratadilar. Qabul qilish mezoni o'qituvchi va talabaning maqsadga erishish uchun sarflagan vositalari va harakatlaridir. Samaradorlik deganda o'qituvchi ishidagi ma'lum muhim ijobiy natijalar tushuniladi

O'qituvchining innovatsion faoliyati quyidagilarni o'z ichiga oladi: innovatsiyalarni tahlil qilish va baholash, kelajakdagi harakatlar maqsadlari va tushunchalarini shakllantirish, ushbu rejani amalga oshirish va tahrirlash, samaradorlikni baholash.

Mashhur olim V. A. Slasteninning tadqiqotlarida o'qituvchining innovatsion qobiliyatining asosiy fazilatlari qayd etilgan.

Bularga quyidagi xususiyatlar kiradi:

- Shaxsning ijodiy va motivatsion yo'nalishi. Bular qiziquvchanlik, ijodiy qiziqish; ijodiy yutuqlarga intilish; etakchilikka intilish; o'zini takomillashtirishga intilish;

- Ijodkorlik. Bu fantaziya, gipoteza; stereotiplardan xalos bo'lish, xavf, tanqidiy fikrlash, baholash qobiliyati, o'zini-uzi kuzatish (introspeksiya), aks ettirish;

- Kasbiy faoliyatni baholash. Bular ijodiy faoliyat metodologiyasini o'zlashtirish, pedagogik tadqiqot usullarini o'zlashtirish, muallifning konseptual faoliyati texnologiyasini yaratish, nizolarni ijodiy engish qobiliyati, ijodiy faoliyatda hamkorlik, o'zaro yordam va boshqalar;

-O'qituvchining individual qobiliyatlari. Bular ijodiy faoliyat, qat'iyatlilik, o'ziga ishonch, mas'uliyat, halollik, rostgo'ylik, o'zini tuta bilish va boshqalar. V. A. Slasteninning innovatsion faoliyat sohasidagi tadqiqotlari o'qituvchilarning innovatsiyalarga tayyorligi mezonlarini aniqlash imkonini beradi:

* innovatsiya zarurligini anglash;
* ijodiy faoliyat bilan shug'ullanishga tayyorlik;
* shaxsiy maqsadlarning innovatsion faoliyat muvofiqligiga erishish;
* ijodiy muvaffaqiyasizliklarni engishga tayyorlik;
* innovatsiyalarga texnologik tayyorgarlik darajasi;
* kasbiy mustaqillikning innovatsiyalarga ta'siri;
* pedagogik aks ettirish qobiliyati;

Bugungi kunda har qanday davlatning asosiy tendensiyasida innovatsion faoliyat yuqori o'rinlarni egallamoqda. Kelgusida barkamol yosh avlodni tarbiyalash, o'sib borayotgan avlodni sog'lom va har tomonlama yetuk shaxs sifatida shakllantirish maqsadida ta'lim-tarbiyaga juda katta e'tibor berilmoqda.

Xususan, uzluksiz ta'limning 1-bosqichi bo'lmish maktabgacha ta'limning tez sur'atlarda o'sib borishi ta'lim sifatini yanada takomillashtirib har bir yosh avlodning sifatli, shart - sharoitlarga ega maktabgacha ta'limdan teng huquqda foydalanishi ta'lim tizimining yanada rivojlanishida turtki sifatida xizmat qilyapti desak, mubolag'a bo'lmaydi.

Maktabgacha ta'limda olib borilayotgan o'zga-rishlardan yana biri shuki, 2021-yilda maktabgacha ta'lim qamrovi 65%ga 2023-yil oxirida esa 75% ga yetkazilishi, 600 mlrd so'm subsidiya berilib, 2000 ta xususiy bog'cha ochilishi ko'zda tutilgan. Bu esa bola tarbiyasi uning kelajakda qanday shaxs sifatida yetishi, yoshlarga berilayotgan e'tibor, shart-sharoitlarning barchasi ta'lim tarbiyaning yosh avlod uchun qanchalik katta ahamiyat kasb etishidan dalolat beradi.

Albatta, maktabgacha ta'lim bolalarni har tomonlama bilimli, zukko, ham ma'nan, ham jismonan sog'lom qilib tarbiyalaydi. Bunda esa asosiy o'rinni, albatta, tarbiyachi egallaydi. Shu o'rinda buyuk faylasuf A.S.Makarenko ta'kidlaganidek "Tarbiyachi tashkil etishni, yurishni, hazillashishni, quvnoq va jahldor bo'lishni bilishi kerak. U o'zini shunday tutishi kerakki, uning har bir qarashi, har bir xatti - harakati tarbiyalasin".

"Ilk qadam" davlat o'quv dasturida bolaning komil shaxs sifatida o'sib, kamol topishi, oila va MTTlarning hamkorlikda ish olib borilishi aytib o'tilgan. Bundan tashqari "Ilk qadam" o'quv dasturining 3-bobida bola rivojlanishida kompetensiyaviy yondashuv keltirilgan. Ya'ni kompetensiya bolaning bilim ko'nikma, malaka va qadriyatlar majmuidir.

MTTlarda bolalar quyidagi kompetensiyalar bo'yicha shakllantiriladi:

☆ Kommunikativ kompetensiya – muloqot vositalaridan turli vaziyatlarda foydalana bilish ko'nikmasi.

☆ O'yin kompetensiyasi – bolaning o'yin jarayoni va uni tashkil qilishda bilim va ko'nikmalardan ijodiy foydalanishi. O'quv tarbiyaviy faoliyat uchun asos hisoblanadi.

☆ Ijtimoiy kompetensiya – hayotiy vaziyatlarda kattalar va tengdoshlar bilan muloqotda axloq qoidalari va me'yorlariga rioya qilgan holda o'zini tutish mahorati

☆ Bilish kompetensiyasi – atrofdagi olamni ongli ravishda idrok qilish va olingan bilim, ko'nikma malaka va qadriyatlardan o'quv va amaliy vazifalarni hal qilish uchun foydalanish ko'nikmasi. Shuning uchun ham bolaning kompetensiyalarini rivojlantirish lozim.

Xulosa qilib shuni aytish mumkinki, zamonaviy o'qituvchi kelajak bunyodkori, yangi pedagogik va axborot texnologiyalarning tadqiqotchisi, foydalanuvchisi va targ'ibotchisidir. Uning o'qituvchilik faoliyatidagi kasbiy kompetentligi shiddat bilan rivojlanayotgan davr talablariga mos kelsagina, yuksak bilimli raqobatbardosh mutaxassislar yaratilishiga zamin yaratiladi.

Innovatsion jarayonlarni, ularning funksiyalarini, rivojlanish qonuniyatlarini, ularni amalga oshirish mexanizmlari va texnologiyalarini, boshqaruv tamoyillarining pedagogik asoslarini o'rganish maktabda o'quv jarayonini, zamonaviy pedagogika va psixologiya yutuqlari asosida jahon darajasidagi standartlarni tashkil etishga imkon beradi. Ijodkor o'qituvchi yuzaga chikkan muammolarni hal etish yuzasidan muntazam ravishda chora qidiradi. O'z faoliyati uslubini metod va yo'llarini uzluksiz ravishda takomillashtirib boradi.

Yurtimiz jadal sur'atlarda rivojlanib borayotgan bu davrda, uning gullab-yashnashi, rivojlanishi, farovonligi uchun o'z kasbining mohir mutaxassisi bo'lmish, yosh kadrlarimizning o'rni muhim ahamiyatga egadir. Shunday ekan, maktabgacha va boshlang'ich ta'lim orasidagi ko'prikni mustahkamroq qilib qurishimiz, ta'limning sifat samaradorligiga innovatsion yo'llar orqali erishishimiz lozim. Buning uchun pedagoglardan juda katta mas'uliyat talab etiladi.

Shuningdek, ta'lim beruvchi ustoz-murabbiylarimizning xizmati kattadir. Shu o'rinda "Ustoz-murabbiy qanday bilimga, qanday salohiyatga ega bo'lishi kerak? - degan savol tug'iladi. italyan yozuvchisi J.Rodari shunday deydi: "O'qituvchiga xos bo'lgan muhim sifatlardan biri har doim biror narsani o'ylab topishga intilish, o'quvchilarni ham shunga undash. Bolalarni o'ylashga o'rgatish uchun ularda o'ylab topish ko'nikmasini shakllantirish kerak". Albatta, o'qituvchi faoliyatida eng muhim narsa uning nutqi va o'quvchilar bilan muloqotidir.

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PSIXOLOGIK TRENINGLAR ASOSIDA BOLALAR IDROKINI SHAKLLANTIRISH (TAYYORLOV GURUH MISOLIDA)

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Annotatsiya: Mazkur maqola maktabgacha ta'lim yoshidagi bolalar idrokini shakllantirishda psixologik treninglardan foydalanishga bag'ishlangan bo'lib, maqolada bolaning maktabgacha ta'lim muassasasida ta'lim olishida psixologik treninglarning o'rin, ahamiyati hamda bolalarda bilim ko'nikmalarini rivojlantirish, treningda foydalaniladigan metodlar bolalarning aql-idrokini shakllantirishga, tashqi olam bilan aloqalarni o'rnatishga yordam berishi haqida ma'lumot bergan.

Kalit so'zlar:maktabgacha ta'lim, bola, idrok,trening,o'yin,bilish jarayonlari, faoliyat.

O'zbekiston Respublikasi Prezidentining 2017 yil 30 sentabrdagi "Maktabgacha ta'lim tizimini boshqaruvini tubdan takomillashtirish choratadbirlari to'g'risida" PF-5198 – son farmonida ta'kidlaganidek, maktabgacha ta'lim sohasi uzluksiz ta'lim tizimining birlamchi bo'g'in hisoblanib, u har tomonlama sog'om va barkamol bola shaxsini tayyorlash va maktabga tayyorlashda muhim ahamiyat kasb etadi. Ushbu farmonga muvofiq maktabgacha ta'lim tizimini yanada takomillashtirish moddiy-texnik bazasini mustaxkamlash, maktabgacha ta'lim muassasalarini tarmog'ini kengaytirish, malakali pedagog kadrlar bilan ta'minlash, bolalarni maktab ta'limiga tayyorlash darajasini tubdan yaxshilash ta'lim tarbiya jarayoniga zamonaviy dastur va texnologiyalarni tatbik etish, bolalarni xar tomonlama intellektual axloqiy, estetik va jismoniy rivojlantirish uchun shart – sharoitlar yaratishdan iborat.

Maktabgacha ta'limga qo'yiladigan Davlat talablari bolalarning psixologik xususiyatlariga asoslangan holda ta'lim-tarbiya jarayonini belgilab beradi. Shuning uchun maktabgacha ta'lim muassasalari pedagog xodimlaridan psixologiyaga oid bilimlarini yanada chuqurlashtirish talab etiladi. Bugun tarbiyalanuvchilarga aniq bilimlargina emas, fikrlash ko'nikmasi, kattalar va tengdosh o'rtoqlarini tushunish, ular bilan hamkorlik qilish ham talab etiladi. Shuning uchun bola maktabga qadam qo'yayotganida qanchalik bilimga ega ekanligi emas, balki uning yangi bilimlarni egallashga tayyorligi, atrof-olamga moslashishi ko'nikmasi, voqea-hodisani mustaqil ravishda tahlil etishi va mustaqil harakat qilishi muhimroq hisoblanadi. Bolani biror narsaga o'rgatishgina emas, unda o'z kuchiga ishonchni orttirish, o'z g'oyasini himoya qilish, mustaqil ravishda bir qarorga kelish hamda unda "Men" konsepsiyasini shakllantirish ham muhimdir. "Men"ni idrok qilish orqali bola predmetlarni, atrofni, bo'layotgan voqeliklarni idrok qiladi. Bolaning maktabga tayyorgarligi undagi idrok, kuzatish, xotira, tafakkurning rivojlanishi, vaqt va fazoviy tushunchalar olami, ijtimoiy hodisalar haqidagi tasavvurlarning shakllanishi bilan belgilanadi. Maktab xaqidagi tushunchalar, keyinchalik ta'lim xaqidagi tushunchalarni shakllantiradi.

Bolalarni har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlantirish, ta'lim-tarbiya berish orqali bolalarni maktab ta'limiga sifatli tayyorlash, bolalarni maktabgacha ta'lim bilan qamrab olish maktabgacha ta'lim muassasasining maqsadi hisoblanadi. Shunday ekan, bolaning har tomonlama shakllanishi va rivojlanishi undagi bilish jarayonlarining rivojlanishi bilan bog'liq. Aynan bolaning idrok jarayoniga alohida to'xtalish lozim bo'ladi. Bola idrokini shakllantirish va rivojlantirish dolzarb bo'lib, bu o'z navbatida bir qator pedagoglar, psixologlar hamda maktabgacha ta'lim muassasalari tarbiyachi va psixologlari oldiga bir qator vazifalarni qo'yadi.

Psixologiyada faol ijtimoiy-psixologik tayyorlov metodlari deganda, avvalo bola shaxsi yoki bolalar jamoasini samarali faoliyat malakalariga o'rgatish va ulardagi kommunikativ bilimdonlikni oshirish usullari tushuniladi. Demak, bola o'z hayotida shaxsiy tajriba, ijtimoiy malaka va ko'nikmalarni orttirib borishi jarayonida hosil bo'ladigan stixiyali, bevosita shakllanadigan ijtimoiy bilimdonlik yoki kommunikativ savodxonlikdan farqli o'laroq, fanda ushbu jarayonlarni maqsadli shakllantirish uchun qo'llaniladigan uslublar majmui mavjud. Ba'zi psixologik adabiyotlarda ularni qisqacha qilib, ijtimoiy psixologik trening (IPT) deb atashadi.

Maktabgacha talim muassasalarida mashg'ulotni amalga oshirishning asosiy turlaridan biri bu o'yindir. O'yin bog'cha yoshidagi bolalariing asosiy faoliyati bo'lib, u orqali bola shaxs sifatida shakllanadi. O'yin bolaning kelajakdagi o'quv, mehnat faoliyati, kishilarga munosabatining qay darajada shakllanib borishini belgilaydi. Maktabgacha talimda ijtimoiy psixologik treninglarni qo'llashda didaktik o'yinlar maboynida foydalanish maqsadga muvofiqdir.

O'yinga oid psixologik trening – bu bolani muloqotga o'rgatish uchun bajariladigan o'yin mashqlari va xatti-harakatlar tizimidir. Treningning asosiy maqsadi bolani psixologik (ruhiy) zo'riqish, asabiy tanglikdan ozod qilish, unda tabiiy erkinlikni his etish hamda o'z guruhida va undan tashqarida o'zaro munosabat, aloqa o'rnata olishini shakllantirishdir. Masalan, bolani boshqa bolalarni yoki o'zini o'zi tushinishga o'rgatish, o'zgalarni va o'zini o'rganish, o'ziga-o'zi baho berishni taminlash, boshqalarni tushunish va ularni idrok qila bilish kabilardir. Treningni muvaffaqiyatli o'tkazishning va uning sermahsulligi ko'p jihatdan, treningni olib boruvchi (tarbiyachi) bilan ishtirokchilar (bolalar) o'rtasidagi o'zaro bir-birini tushunish darajasiga bog'liqdir.

Bolalarda idrokni shakllantirishga xizmat qiluvchi mashqlar.

(bolalarda bilish jarayonlarini rivojlantirish uchun o'yinlar)

«So'zlarni tushuntiring»

Bolaga bir nechta oddiy so'zlarni (ruchka, daftar, mashina va boshqalarni) taklif qilamiz. Vazifa-bu so'zlarni o'z nomlarini ishlatmasdan tushuntirish — Misol uchun, biz bolaga ushbu tushunchalarni ushbu mavzu bilan tanish bo'lmagan yaqin do'stlariga tushuntirishni taklif qilishimiz mumkin. Ushbu o'yin ko'pincha bolalar uchun qo'llaniladi va bolaning nutq rivojlanishini yaxshilashga yordam beradi.Diqqatini bir joyga jamlaydi,nutq boyligini oshiradi.

«So'zlarni rasmlar orqali eslab qolish»

Tarbiyachi tomonidan bolaga bir necha so'z beriladi. Uning vazifasi so'zlarni eslab qolish va ulardan hikoya qilishdir. So'zlarni yod olish uchun o'zlari tushunadigan rasmlar chizish va bolaga rasmlarning ahamiyati yo'qligini tushuntirish. Bola rasmlar orqali tarbiyachi bergan so'zlari ifodalab berishi lozim.Ushbu o'yin orqali bolaning bevosita xotira xususiyatlargina emas, fikrlash faoliyati xarakteri, tushunchali tafakkurning, idrokning ham rivojlanishiga imkon beradi.

«So'zlarni umumlashtirib ayting»

Bolani bir mavzuga mos keladigan narsalar yoki tushunchalarni eslab qolish va nomlashni so'rang. Misol uchun, ayting: "siz bilgan barcha poliz ekinlari nomini ayting". Ushbu mashq bolalarda aqlning moslashuvchanligi, xotirasi, ma'lum ma'lumotlardan foydalanish qobiliyatini o'rgatadi. Aytaylik, tarbiyachi turli tushunchalarni chaqirganda o'yinning teskari versiyasi va bola ularni bir mavzu bilan birlashtirishi kerak.

«Umumiylikni toping» Tarbiyachi bir-biriga bog'liq bo'lmagan ikkita ob'ektni oldi va ular o'rtasidagi munosabatlarni topishga harakat qilishini bolaga tushuntiradi. Choynik va ruchka o'rtasida qanday umumiylik bor? Baliq va raketa o'rtasidagi munosabatlar qanday? Ushbu mashq nafaqat fikrlash tezligini va nostandart fikrlash qobiliyatini rivojlantiradi, balki kayfiyatni yaxshilaydi.

Bilish jarayonlarini rivojlantirish uchun doimiy va samarali bo'lish uchun bolani psixolog bilan rivojlanish mashg'ulotlariga yozib olish foydali bo'ladi. "Ishlab chiqarish nomlari" bolalar markazi barcha yoshdagi barcha bolalarni bunday tadbirlarga taklif qiladi. Mutaxassislarimiz bolaning kompleks rivojlanishiga hissa qo'shadigan noyob usullardan foydalanadilar. Psixologlar mashg'ulotlar davomida bolan mashg'ulotga qiziqishini uyg'otadi,xotirasni mustahkamlaydi,diqqatini jamlaydi, so'z boyligini oshiradi, irodasini shakllantirib boradi.

Bolaning bilish jarayonini rivojlanishidagi yana bir muhim o'zgarish bu uning xulq-atvor qoidalarining axloqiy mazmunidan xabardorligi va o'z harakatlarida ularga rahbarlik qilish qobiliyatidir. Bu xabardorlik qoidalarning umumlashtirilgan mohiyatini va ularning umumiy majburiyatini tushunish asosida shakllanadi. Xulosa qilib aytganda psixologik treninglar bolalarning amaliy faoliyati sanaladi. Shuning uchun ham psixologik treninglar bolalarning bilish

jarayonlarini kuchaytiradi, olgan bilimlaridan har xil usulda foydalanishlari uchun hayotiy sharoit yaratib beradi. Shuningdek, psixologik treninglar bolalarni tevarak-atrof to'g'risidagi bilimlarini mustahkamlashga yordam beradi, o'z shaxsiy tajribalari va mashg'ulotlarda olgan bilimlarini amalda qo'llay bilishga o'rgatadi, ulardagi fikrlash qobiliyatlari, ijodiy kuchlar, sensor jarayonni rivojlantiradi, olgan bilimlarini tartibga soladi. Bolalarga to'g'ri tarbiya olishlarida, ularni kelajakda yutuqlarga erishishlari uchun barchamiz birday harakat qilmog'imiz lozim.Tarbiya avvalo oiladan boshlanadi, ammo tarbiyachining ham maxsus metodlar yordamida bolalarga ijobiy ta'sir o'tkazishlari ularning har tomonlama rivojlanishlarida yordam bo'ladi.

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TEXNOLOGIYA DARSLARI JARAYONIDA O'QUVCHILAR IJODKORLIK FAOLIYATI RIVOJLANTIRISHNING AYRIM IMKONIYATLARI

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Annotatsiya: Maqolada texnologiya darslari jarayonida o'quvchilar ijodkorlik faoliyatini rivojlantirishning ayrim imkoniyatlari yoritib berilgan

Kalit so'zlar: ijod, ijodkorlik, mehnat

Yoshlarni mustaqil hayotga va mehnatga tayyorlashni tubdan yaxshilash maqsadida umumta'lim maktabi oldiga o'z ishida ta'limni unumli mehnat bilan qo'shib olib borish tamoyilini to'laroq amalga oshirish vazifasi qo'yilgan.

Inson faqatgina intelektga ega bo'lgandagina oqilona ishlar qilishi ijod bilan shug'ullanishi, mehnat qilish, izlanishi, moddiy va ma'naviy jixatdan to'laqonli hayot kechirish mumkin. Insoniyat dahosi, uning intelekti bizni o'rab turgan tabiatni olamni o'zgartirishga qodir yuqoridagi fikrlardan kelib chiqib biz shuni aniq ayta olamizki yoshlarimizning intellektual salohiyatni oshirib borishimiz lozimdir. Jamiyat rivoji ham bevosita yoshlarimizning, kadrlarimizning intellektual salohiyatga bog'liq. Bizning asrimiz fan-texnika yutuqlarining mislsiz darajada taraqqiy etish davri bo'lib - kadrlarimiz, yoshlarimiz salohiyati ham yuqori bo'lishni talab qiladi. Jamiyat rivojlanar ekan zamon bizdan yang-yangi kashfiyotlarni talab qiladi. Yangi texnika, texnologiyalarni talab qiladi. Buning uchun biz umumta'lim maktablaridan boshlab yoshlarni qobiliyatlaridan kelib chiqib ijodiy ishlarga jalb qilishimiz ixtitochilikka o'rgatib bilim doirasini kengaytirib borishimiz lozim. Yosh avlodni ijodiy mehnatga tayyorlash fan-texnika taraqqiyotini

jadallashtirishning o'ziga xos «Omilidir». Bundan tashqari o'smir yoshlarning ijodiy faoliyatining natijalari haqiqiy yangillik (ixtiro) bo'lishi ham mumkin.

Ijodkorlik - faoliyatining natijasida biror bir masalaning yoki texnikaning yangicha texnik yechimi yuzaga keladi. O'quvchi yoshlar bilan katta yoshli kishilarning ijodkorligi unchalik bir-biridan farq qilmasligi anglashiladi. Har ikki ijodkorlik ham yangi moddiy boyliklar yaratish bilan bog'liqdir.

Katta yoshlilar ijodkorligida muammolar echimi hayotga tadbiq etilishdan oldin kishilar jamoasining ko'p yillik tajribasi bilan taqqoslanadi. O'quvchilar uchun, ijodiy echimning natijasi o'quvchilarning o'zi uchun yangillik bo'lishi kifoya. Uning ixtirosi faqat o'zining shaxsiy tajribasi bilan taqqoslanadi. Mana shunday taqqoslashda ijodiy echimga erishish ancha oson, chunki o'kuvchilarning tajribasi kishilar jamoasining tajribasiga nisbatan unchalik katta emas. Yangilikni mana shu zaylda tushinishda ijrodkorlikning shakllanishi ancha kengayadi. o'quvchilar ijodiy faoliyatining maxsuli uni yaratuvchidan boshqa hammaga oldindan ma'lum bo'lishi mumkin. Bunday o'quvchilar o'zlarida ijodiy faoliyat uchun zarur shaxsiy sifatlar va qobiliyatlarini rivojlantiradilar.

Ijodkorlik faoliyati doimiy faollik kuch-g'ayrat talab qilish haqida psixolog va pedagoglar aytgan fikrlarini ko'rsatish mumkin. Yoshlarning xususiyatlarini va qobiliyatlarini hisobga olib ularni ijodiy faoliyatga jalb qilish zarur.

Ijodiy faoliyatga yo'naltiruvchi dars jarayonida nazariy amaliyot bilan uyg'un ravishda olib borilsa, amaliy jarayonda o'quvchilar har-xil ijodiy vazifalarni hal qilishga duch keladilar. Shaxsda ijodkorlik sifatlarni rivojlantirish uchun mazkur vazifalarni hal qilish ham sub'ektiv, ham ob'ektiv yangi ko'rsatkichlar bilan xarakterlanishi mumkin. Ta'lim jarayonida o'quvchilar g'oya masalalarining yangi echimi vujudga kelishi mumkin. G'oya vujudga kelishi va uni amalga oshirishgacha bo'lgan jarayonning barcha asosiy bosqichlarini bosib o'tishlari o'quvchilarda ma'lum ko'nikma va malaka hosil bo'lishida muhimdir. Bu ko'nikma malakalarni, bilimlarni muayyan amaliy vaziyatda qo'llay olishi o'ta muhimdir. Bundan tashkari ularda ijodiy faoliyat bilan shug'ullanib, fazoviy hayolni va tasavvurni ham talab qiladi. Ko'pgina ishlarda chamalab ko'rishi jarayonida ko'z ham shu bilan birga idrok etish yaxshi xotira, kuzatuvchanlik, tafakkur bilan bog'liq muayyan kuch g'ayrat sarflash natijasidagina ijodkorlik masalaning yangi echimi yuzaga keladi. o'quvchilar ob'ektlarni konstrukstiyalash uchun zarur amaliy faoliyatda o'zlashtirgan ko'nikma malakalari, tajribalari, bilimlari va ijodiy ko'nikmalarini ongli ravishda qo'llashni ham talab qiladi.

Ijodkorlik faoliyatini tashkil etishda darsning maqsad va vazifalarini aniq belgilab olish muhim ahamiyat kasb etadi. Darsning yakuniy maqsadini maktab o'quvchilarining ijodiy sifatlarini rivojlantirish va shakllantirishdan iborat etib belgilash mumkin. Bu maqsadga o'quvchilar qobiliyatini aniqlash va rivojlantirish uchun zarur shart-sharoitlarni belgilash orqali erishish mumkin. Shuning uchun aniq vazifalar quyidagicha belgilandi.

1. O'quvchilarni turli faoliyatga jalb qilish. Bunga maxsus tanlangan amaliy ishlar turlari orqali erishish mumkin. Bu ishlarning muvaffaqiyatli bajarilishi mehnat, rasm, chizmachilik va boshqa fanlar bo'yicha bilimlardan foydalanishni taqozo etadi. Aniq buyum yasash jarayonida bu asosiy bilimlarni o'zlashtirish, o'z navbatida ularni yuqori sinflarda chuqur nazariy asoslashga yordam beradi.

2. O'quvchilarda mehnat faoliyatining yangi turlarini tez o'zlashtirishga yordam beruvchi malaka hosil qilish.

3. Amaliy faoliyat bilan bog'liq turli yangi vazifalarni bajarishda topqirlikni rivojlantirish.

O'quvchilarning yosh va psixofiziologik xususiyatlari, ularni ijodkorlikka o'rgatishning maqsad va vazifalarini hisobga olgan holda texnik ijodkorlik darslarini quyidagi tamoyillar asosida loyihalashtirish tavsiya etiladi.

O'quvchilar konstrukstiyalashda tafakkur faoliyati jarayonini ikki marta bajaradi. U avval masalani fikran hal qiladi. Keyin esa ob'ektni tayyorlashga konstrukstiyalash jarayonidagi

izchillikni oldindan fikran belgilaydi. g'oyani ishlab chiqish va uni amalga oshirishda fikrlash faoliyatini bajarish o'quvchilarda ijodkorlik tafakkurini rivojlanishini ta'minlaydi.

Konstruktorlik byurolarida qulay yechim faol izlanadi va ana shu izlanish davomida bir necha nusxada madel ishlab chiqiladi va tajribadan o'tkazib eng qulay nusla aniqlanadi. Maktabda esa vaqt yetishmasligi hamda ta'limiy vazifa cheklanganligi sababli bunday qilishning iloji yo'q. Maktablarda ta'lim jarayonida ishni rastionalizatorlik malakasiga ega bo'lgan. Zarur ko'nikma malakalarni egalagan tasavvuri keng faol rahbar boshqaradi va kerakli ko'rsatmalar berib, tuzatib turadi. Ijodkorlik ma'lum bir faoliyat hisoblanib o'ziga xos usullari va shakllarga va bosqichlarga ega bo'lgan jarayon.

Iste'dodli va iqtidorli yoshlarni izlab topish, ularni qo'llab-quvvatlash; hamda ularning qobiliyatlarini rivojlantirish uchun shart-sharoitlar yaratishga Respublikamizda alohida e'tibor qaratildi. Mamlakatimizning turli viloyat, tumanlarida tashxis markazlari bu ishlar yuzasidan ish olib bormoqda. Olib borilayotgan bu islohatlar bejiz emas.

Ijodkorlik bu moddiy yoki ma'naviy sohada ob'ektiv yangi narsani, hozirgacha yechilmagan biror muammoni echish demakdir.

O'quvchilarining ijodiy qobiliyatlarini rivojlantirishning eng muhim omili, vositasi ta'lim jarayonidir. Bunda ayniqsa texnologiya ta'limi darslarining o'rni beqiyosdir.

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MAKTABGACHA TA'LIM TASHKILOTLARI TARBIYACHILARINING KASBIY TAYYORLIK DARAJASIGA KOMPETENSIYAVIY YONDASHUV

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Annotatsiya: Ushbu maqolada ta'lim tashkilotlari tarbiyachilarining kasbiy kompetensiyasini takomillashtirish mexanizmlari, kvalifikatsiya model, qobiliyat modeli, yaxlit talablarni birinchi o'ringa qo'yish, hamda kasbning kvalifikatsion xususiyatlari to'g'risida ma'lumotlar keltirilgan.

Аннотация: В статье представлена информация о механизмах повышения профессиональной компетентности преподавателей образовательных организаций, квалификационной модели, модели способностей, приоритетности целостных требований, а также квалификационных характеристиках профессии.

Abstract: This article provides information on the mechanisms of improving the professional competence of teachers of educational organizations, qualification model, ability model, prioritization of holistic requirements, and the qualification characteristics of the profession.

Tayanch so'zlar: kvalifikatsiya modeli, kompetensiya, p*edagogik qobiliyat*, kvalifikatsion xususiyat, sompetentio, compete.

Maktabgacha ta'lim sohasi uzluksiz ta'lim tizimining birinchi bo'g 'ini hisoblanib, u har tomonlama sog'lom va barkamol bola shaxsini tarbiyalash va maktabga tayyorlashda muhim

ahamiyat kasb etadi. Bugungi kunda davlatimiz tomonidan maktabgacha ta'limning rivojlantirishga katta e'tibor berilmoqda. Qisqa davr ichida sohani rivojlantirishning huquqiy bazasi yaratildi.

Maktabgacha ta'lim sohasidagi islohotlar maktabgacha ta'lim tashkilotlari tarbiyachilarining kasbiy kompetensiyasini takomillashtirish mexanizmlarini, ya'ni bu jarayonni an'anaviy uslublaridan voz kechib, ijtimoiy-iqtisodiy taraqqiyot talablariga mos keladigan, demokratik prinsiplarga asoslangan ta'lim-tarbiya jarayonini samarali tashkil etishni taqozo etmoqda. Bunda maktabgacha ta'lim jarayoni sub'ektlari faoliyatini tashkil etish va ularni muvofiqlashtirish asosida ta'lim sifatini takomillashtirishning mexanizmlarini aniqlash, kompetensiyaviy yondashuvlar asosida muvofiqlashtirish va amaliyotga joriy etish vazifalarini ham qo'ymoqda.

O'zbekiston Respublikasining Prezidenti Sh.M.Mirziyoyev tashabbusi bilan mamalakatimizda pedagog xodimlarning oylik maoshlari yildan-yilga oshirilib, turmush sharoitlari yaxshilanib kelinmoqda. Pedagog ilmiy-metodik markazlari kengaytirilib, har 4-5 yilda qayta tayyorlashdan o'tishlari uchun shart-sharoitlar yaratilmoqda. Hozirgi zamon tarbiyachisining asosiy fazilatlaridan biri o'z kasbiga sadoqatliligi, g'oyaviy e'tiqodliligi o'z kasbini sevishi va bu kasbga bo'lgan cheksiz sadoqati o'qituvchi - tarbiyachi boshqa kasb egalaridan ajratib turadi. Pedagog-tarbiyachi shaxsiga qo'yiladigan muhim talablaridan biri shuki, u o'z predmetini, uning metodikasini chuqur o'zlashtirgan bo'ishi zarur. Bu pedagog-tarbiyachining obro'sini ko'taradi. Tarbiyachi kasbiga xos bo'lgan muhim fazilatlaridan, talablaridan biri bolalarni sevish ularning hayoti bilan qiziqish har bir shaxsni hurmat qilishdan iborat. Bolani sevgan butun kuch va bilimini bolalarni kelajagi buyuk vatanga sodiq fuqaro qilib tarbiyalashga safarbar qila oladigan odamgina haqiqiy tarbiyachipedagog bo'la oladi. Bolalarni sevish - pedagogning murakkab mehnatini jozibali va yengil qiladi. Tarbiyachining bolalarga munosabati pedagogikada tarbiyalanuvchi shaxsga hurmat, unga talabchanlik bilan bir qatorda turadi. Bu munosabat bolada pedagogga nisbatan ishonchni uyg'otadi, o'qituvchiga bolalarni chinakam ma'naviy murabbiysi bo'lishga imkon beradi.

Pedagog faoliyatining muvaffaqiyati pedagogik qobiliyatlarining mavjudligiga ham bog'liqdir. Pedagogik qobiliyat - pedagogik mahoratga erishishning zaminidir. Pedagogik qobiliyat tarkibiga: pedagogik kuzatuvchanlik, pedagogik tasavvur, diqqatni taqsimlash, tashkilotchilik qobiliyati va pedagogik muomala kiradi. Pedagogik qobiliyatlar pedagogik faoliyati jarayonida, shuningdek, uni bu faoliyatga tayyorlash jarayonida shakllanadi. Pedagogik mahorat - bu yosh avlodga ta'lim-tarbiya berishni yuksak darajada va doimiy ravishda takomillashtirib borish san'atidir.

Bir necha yillar davomida ta'lim standartlari kasb-hunar ta'limi uchun kvalifikatsion yondashuvga asos bo'lib xizmat qilib keldi. Ularni ikkiga bo'lish mumkin. Biri bitiruvchining tayyorgarlik darajasiga qo'yiladigan umumiy talablar ko'ra, ikkinchisi bitiruvchilarning faoliyatga tayyorligi va kasbiy muammolarni hal etishiga ko'ra kvalifikatsiya. Har ikkala holatda tarbiyashining ijtimoiy kompetensiyalari muhim rol o'ynaydi.

Bugungi kunda kvalifikatsiya yuqori ta'lim natijalarini prognoz qilish uchun yetarli o'lchov emas. Ish beruvchilarga har bir shaxsga xos bo'lgan kvalifikatsiyalarning ijtimoiy xulq-atvori, guruhda ishlash qobiliyati, tashabbuskorligi, qaror qabul qilish qobiliyati va ularning oqibatlari uchun javobgarlikni birlashtirgan o'ziga xos kompetensiyalar kombinatsiyasi zarur.

Kvalifikatsiya ma'lum bir ish turini bajarishga kasbiy tayyorlik darajasi bo'lib hisoblanadi. Kasbiy malaka va xodimlarning kvalifikatsiyasini farqlash muhim ahamiyatga ega. Mehnat qonunchiligi ish kvalifikatsiyasi va individual ishchilarning kvalifikatsiyasini ajratib turadi.

Kasbning kvalifikatsion xususiyatlarida turli xil toifadagi ishchilar qaysi kasbiy vazifalarni hal qilishlari kerakligi, nimalarni bilishlari va nimalarga qodir bo'lishlari, qanday shaxsiy fazilatlarga ega bo'lishlari kerakligi aniqlanadi.

Postindustrial dunyoda «o‘zi uchun ta’lim» talabi o‘rniga «hamma uchun ta’lim» degan tushuncha kirib keldi. Bunday sharoitda bitiruvchining kvalifikatsiya modelini almashtirish uchun kompetensiya modelidan foydalanish zarur.

Kvalifikatsiya modeli - odatda ob’ektlar, ayniqsa, mehnat ob’ektlari bilan bog‘liq. Qobiliyat modeli - mehnat predmeti buyrug‘idan xalos bo‘ladi, lekin uni e’tiborsiz qoldirmaydi. U o‘quv jarayoni natijalariga intilishlararo, yaxlit talablarni birinchi o‘ringa qo‘yadi.

«Sompetentio» va «compete» so‘zlari lotin tilidan olingan bo‘lib, barkamollik degan ma’noni anglatadi; raqobatdan kelib chiqadi va erishaman, talabga javob beraman, mos kelaman deb ifodalanadi. Qobiliyat bu mutaxassisning ma’lum bir kasbiy muammolarni hal qilishdagi shaxsiy imkoniyatlaridir. Qobiliyat rasmiy, shaxsiy, kasbiy va hokazolarning talablari sifatida tushuniladi.

Ma’lum bir mavzudagi samarali faoliyat uchun zarur bo‘lgan bilim va tajribaning mavjudligi barkamollik to‘plami kompetensiya (inglizcha *sompetence* so‘zidan olingan) deb nomlanadi.

YUNESKOning ma’ruzasida quyidagi ta’rif berildi: kompetensiya - bu har bir insonga xos bo‘lgan o‘ziga xos mahorat kokteyli bo‘lib, u kvalifikatsiya, ijtimoiy xulq-atvor, guruhda ishlash qobiliyati, tashabbuskorlik va tavakkalchilikka asoslanadi. Kompetensiya biror sohada insonning o‘sha sohada ma’lum bilim va ko‘nikmalarga ega ekanligini, buni o‘zidagi aniq bilim, ko‘nikma va malakalarga asoslanib tasdiqlay olishini ko‘rsatadi. Bu tushuncha G‘arbda inson va uning resurslariga yangicha qarash talablari asosida paydo bo‘lib, ish o‘rinlariga bo‘lgan ehtiyoj va texnologiyalarning intensiv o‘zgarishiga moslashish zaruratini keltirib chiqardi. Bunday yondashuv insonni kasbiy faoliyatga tayyorlashning xususiyatlarini, bu esa kasbiy vaziyat hamda bilim o‘rtasida aloqa o‘rnata olishni, vujudga kelgan muammoni muvaffaqiyatli hal etishga tizimli yondashuvni ko‘zda tutadi. Shu sababli bugun muayyan amaliy vaziyatlarda mutaxassisning o‘z bilimini amalda ko‘rsata olish muhim. Ya’ni kompetentlik birinchi, bilimlilik ikkinchi o‘rinda turadi. Bu borada Sharqda qadimdan shakllangan yondashuvlar mavjud. Jumladan, Abduxoliq G‘ijduvoniyning «Umr sarmoya» konsepsiyasi, Bahouddin Naqshbandning «Dil ba yoru dast ba kor» nazariyasi, Alisher Navoiyning ustozning shogirdiga muayyan ko‘nikmalarni o‘rgatib sohasining bir yo‘nalishida ma’lum darajaga erishganida «Alisheriy» maqomini berish haqidagi amaliy tajribalari kompetensiyaviy yondashuvlarning uzoq tarixiy ilmiy asoslarini ko‘rsatadi.

Bugungi kunga kelib, «kompetensiya» tushunchasi ta’lim mazmunini modernizatsiyalashning, o‘zida ta’limning intellektual va malakaviy tarkiblari natijasini birlashtiruvchi markaziy tushunchaga aylandi. Tarbiyachilarga kompetensiyalariga bo‘lgan talablarni yangilash zarurat vujudga keldi deyish mumkin.

Shaxs xarakter xususiyati bilan bog‘liq ko‘nikmalarga quyidagi ijtimoiy, intellektual va irodaviy vakolatlarni misol qilib keltirish mumkin:

- muloqot qila olish qobiliyatlari;
- jamoada samarali ishlash;
- ishni o‘z vaqtida bajarish;
- mehribonlik;
- ijodkorlik;
- ishga mehrli yondashish;
- yonidagi odamlarni o‘ziga jipslashtirish;
- vazminlik;
- mulohazakorlik;
- ijrochilik;
- natijaga yo‘nalganlik;
- qaytma aloqa qila olish;
- stressga barqarorlik;
- nostandart vaziyatlarda o‘zini yo‘qotmaslik va to‘g‘ri takliflar yarata olish;

- axborotlarni tahlil qila olish;
- o‘z fikrini tinglovchiga to‘liq va aniq etkaza olish kabilar.

Umuman, maktabgacha ta'limda tayanch kompetensiyalar – kommunikativ, ijtimoiy-informatsion, kognitiv, maxsus kompetensiyalar qatorida quyidagi ijtimoiy kompetensiyalar muhim ahamiyat kasb etadi:

- mas'uliyatni o‘z zimmasiga olish;
- yechimni birgalikda ishlab chiqish va amalga oshirishda qatnashish;
- turli madaniyatlar va dinlarga nisbatan bag‘rikenglik;
- shaxsiy manfaatlarning korxona va jamiyat manfaatlari bilan uyg‘unligini namoyon etish.

Xulosa qilib aytganda,tarbiyachining muhim kompetensiyalari haqida gap borar ekan tarbiya jarayonida samaradorlikni ta'minlash uchun oldindan belgilangan o‘zaro bog‘liq kasbiy va shaxsiy qobiliyatlar, bilim, ko‘nikma, malakalarni o‘zida namoyon qilishini ta'kidlash maqsadga muvofiq.

Ayrim olimlar, jumladan, tadqiqotchi M.Vahobov kompetensiya mohiyat-mazmuniga ko‘ra uch komponentdan iborat, deb tahlil qilishgan.

1. Kognitiv (bilimga egalik);
2. Operatsion (faoliyat ko‘nikmalarining shakllanganligi, texnologik savodxonlik);
3. Ma'naviy-axloqiy (shaxsiy rivojlanish va kasbiy mehnat natijalarini qadriyatli baholash, qadriyatlarni o‘zlashtirish).

Shu nuqtai nazardan kompetensiyaning ta'lim-tarbiya natijasi sifatidagi ustuvorligi e'tirof etiladi.

Shuningdek, «Ijtimoiy kompetensiya shaxsga jamiyatdagi hayot normalari va qoidalarini munosib ravishda bajarishga imkon beradigan ijtimoiy ko‘nikmalar orqali ham belgilanadi»

Tarbiyachini ijtimoiy kompetensiyalarida ma'naviy-axloqiy fazilatlar alohida ahamiyat kasb etadi. «Ijtimoiy kompetensiyalar mazmuni quyidagi tarkibiy qismlarni o‘zida mujassam qiladi: inontirish va ishontirish qobiliyati; jamoada ishlash qobiliyati; o‘rganish va yangilik qilish qobiliyati; nizolarni hal qilish qobiliyati; tashkilotchilik mahorati», deb tahlil qiladi I.K.Makarova.

Ta'limdagi kompetensiyaga asoslangan yondashuvning konseptual qarashlari tahlili shuni ko‘rsatadiki, S.N.Krasnokutskayaning ta'kidlashicha, ijtimoiy kompetensiya shaxs ijtimoiylashuvning ajralmas qismi bo‘lib, bu ijtimoiy rollarning o‘zgarishiga dosh bera oladigan shaxsning boshqalar bilan hamkorlik qilish, aloqalar o‘rnatish, oson moslashuv, o‘zgarishga tayyorlik, o‘z taqdirini o‘zi belgilash, o‘z harakatlarining oqibatlari uchun ijtimoiy javobgarlikni o‘z zimmasiga olish qobiliyatini ko‘zda tutadi. Kompetentlik ijtimoiy moslashish va sotsializatsiya nuqtai nazaridan shaxsning jamiyatga qo‘shilish shartidir. Boshqa tomondan, bu shaxsan aniqlanadi, shaxsan ahamiyatlidir, chunki ijtimoiy kompetentlik shaxsni o‘zini namoyon qilish uchun vositadir. Shunday qilib, «kompetensiyalar jamiyat ehtiyojlarini ham, shaxsiy munosabatlarni ham qondiradi.

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БЎЛАЖАК ЎҚИТУВЧИЛАРНИ МАЪНАВИЙ-МАЪРИФИЙ ФАОЛИЯТГА ТАЙЁРЛАШ

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Аннотация: Ушбу мақолада маънавий-маърифий фаолият тамойил-лари тўғрисида маълумот берилиб, уни талаба шахсини ривож-лантиришдаги роли изоҳланган. Шунингдек, олий таълим муассасаларида маънавий-маърифий фаолиятни ташкил қилишнинг айрим йўналишлари изоҳланган.

Таянч сўз ва иборалар: таълим ислоҳоти, шахс, таълим, тарбия, ривожланиш, маълумот, демократик жамият, маънавият, маърифат, фаолият, принцип, ижодкорлик, ташаббускорлик, қадриятлар, олий таълим муассасаси.

Ўзбекистонда фуқаролик жамиятини қуришнинг энг муҳим таркибий қисми маънавият ва маърифат соҳасида, шахсни мунтазам камол топтириш борасида узлуксиз иш олиб боришдан иборат эканлиги ҳеч кимга сир эмас. Ушбу масалалар жамият ривожининг асоси ва шартига айланмоғи ҳамда ўзида яхлит бир тизимни мужассам этмоғи лозим. Бу тизим марказида маънавият, ахлоқ, маърифат каби ўлмас қадриятлар турмоғи керак.

Тарбияни инсонпарварлаштириш ва демократиялаш принципи талабалар, ўқитувчи - тарбиячилар ижодий фаоллик ва мустақиллигини ривожлантириши уларни турли хил ижтимоий фойдали ишларни амалга оширишда ҳамкорлигини таъминлаш учун дастуруламал бўлиб хизмат қилади.

Талаба-ёшларда ижодий фаоллик, ақлий заковат, ахлоқий салоҳият, илмий дунёқарашни шакллантириш, уларни кенг қамровли ижтимоий -фойдали ишларга фаол иштирок этишларини шакллантириш учун, олий таълим муассасаларида олиб бориладиган маънавий-маърифий фаолиятнинг алоҳида ўрни бор.

Шунга кўра биз ушбу мақолада таълим муассасаларида маънавий-маърифий фаолият, уни режалаштириш, ташкил этиш принциплари, шакллари хусусида фикр юритамиз.

Ўз юртига, Ватанига муҳаббат, инсонпарварлик туйғулари халқимизнинг қон-қонига сингиб кетган азалий хусусиятдир. Ана шу ноёб инсоний фазилатларни асраб авайлаш ва янада такомиллаштириш фарзандларимизнинг озод ва демократик Ўзбекистоннинг муносиб ўғил-қизлари этиб тарбиялаш масаласи маънавият сохасидаги ишларимизнинг асосий йўналишини ташкил этиши даркор. Шунга асосан таълим муассасаларида маънавий-маърифий фаолиятни аниқ режалаштириш, маънавий-маърифий тарбия тизимини яратиш, унинг шакллари, методларини ёш авлод маънавий-маърифий дунёкарашини шакллантиришга қаратишни тақозо қилади. Ҳар қандай тарбия, тадбир, маънавий-маърифий фаолият йиғиндиси маълум қоидалар, талабларга риоя қилинганда, ёинки, уларга асосланган тақдирдагина мақсадли бўлади. Бу қоидалар, талаблар, асослар педагогика фанида «принциплар» деб номланади.

Дархакикат, маънавий-маърифий фаолият ҳам маълум принципларга амал қилади. Маънавий-маърифий фаолият принциплари - бу таълим муассасаларида баркамол авлодни тарбиялаш максадида ташкил этиладиган маърифий тадбирларнинг йўналишига, мазмунига, методлари ва ташкилий шаклларига, тарбия жараёни иштирокчиларининг ўзаро муносабатларига кўйиладиган асосий талабларга амал қилишни ифодалайдиган коидалардир.

Маънавий-маърифий фаолият принциплари ўқитувчи-тарбиячиларга йўл-йўриқ кўрсатувчи талаблар, қоидалар йиғиндиси ҳисобланиб, у баркамол инсонни тарбиялашнинг вазифалари билан белгиланади ва умуминсоний тарбия тўғрисидаги таълимотга ҳамда илмий

педагогик маълумот эришган ютуқларга асосланиб, унинг қонуниятларини акс эттиради. Шунинг учун маънавий-маърифий фаолият жараёнида бу принципларга риоя килиш унинг самарадорлигини оширади, сифат кўрсаткичини ривожлантиради.

Ҳозирги замон жаҳон ва миллий педагогика назарияларига асосланиб, маънавий-маърифий фаолият принципларини қуйидагича гуруҳлаш мумкин:

- маънавий-маърифий фаолиятнинг ижтимоий йўналганлик принципи;
- ихтиёрийлик, мустақиллик, ўйин ва романтика принципи;
- ишда ижодкорлик, ташаббускорлик, янгиликка интилиш нуқтаи назаридан ёндашиш прицпи;

маънавий-маърифий фаолиятнинг режалилиги ва тадбирларнинг талаба-ёшларлар кучига мос бўлишини таъминлаш принципи;

маънавий-маърифий фаолиятнинг мунтазамлилиги, давомийлиги, узвийлиги ва таъсирчанлиги принципи;

маънавий-маърифий фаолиятни ташкил этишда тарбияланувчиларнинг ёш ва индивидуал хусусиятларини хисобга олиш принципи.

Энди мазкур маънавий-маърифий фаолият принципларини тавсифлашга ўтамиз:

1.Маънавий-маърифий фаолиятнинг ижтимоий йўналганлиги принципи. Бу принцип маънавий-маърифий фаолиятни ташкил этиш ва амалга оширишда ижтимоий тараққиёт, мамлакатнинг ғоявий-сиёсий, ижтимоий-иқтисодий ва маънавий-маданий ривожидан келиб чиққан ҳолда, дарсдан ва аудиториядан ташқари ташкил қилинадиган ишлар мазмунини, тўгарак, клублар, бирлашмалар фаолиятини мамлакат тараққиёти билан боғланиши, шунингдек, фан, техника, маданият, санъат ютуқларига асосланишни назарда тутади.

2.Маънавий-маърифий фаолиятга иштирок этишнинг ихтиёрийлиги принципи.

Бу принцип таълим муассасаларида ташкил этиладиган маънавий-маърифий фаолият факультативлар, тўгараклар, турли секциялар, клублар ва х.к. ларга иштирок этадиган талабаларнинг қизиқиши, истак-хоҳиши, қобилиятига қараб танлаш ва бунда уларнинг ихтиёрий бўлишини таъминлашга қаратилади. Ихтиёрийлик принципи, талабалар ихтиёрийлигини инобатга олиб, уларни толиқтирмаслик ва зўриқтирмаслик учун, таълим муассасаларида ташкил қилинадиган дарсдан ташқари ишларнинг иккитадан ортиқ бўлмаслигини инобатга олишни ҳам назарда тутади.

3. Маънавий-маърифий фаолиятда талабалар-ёшлар мустақиллиги, ташаббускорлиги, ижодкорлигини ҳисобга олиш принципи.

Бу принцип талабаларнинг қизиқишлари, ташаббуслари асосида маънавий-маърифий ишларни ташкил қилиш лозимлигини назарда тутади. Ҳар қандай тадбир, аввало талабаларнинг мустақиллигига асосланиши, ўқитувчи-тарбиячи уларни рухлантириши, фаолиятини ривожлантириши лозим. Шунда талаба-ёшларда ташаббускорлик, қизиқишлар, ижодий қобилият ривожланади. Ҳар қандай тадбирни улар юқори кўтаринки руҳда қизиқиш билан, ташаббус билан мустақил ижро этишга ўрганадилар. Уларда ўз-ўзини бошқариш ҳис-туйғуси тараққий этади.

4. Тарбиявий тадбирларнинг ўйин фаолияти, романтика шаклида бўлиш принципи. Бу принципни асосан кичик ва ўрта мактаб ўқувчиларига қўллаш мақсадга мувофиқ. Чунки кичик ва ўрта мактаб ёши ўқувчилари асосан ўйин фаолиятига кўпроқ эҳтиёж сезадилар. Аммо бу таълим муассасаларида ташкил этиладиган маънавий-маърифий фаолият тарбиянинг йўналишига, мазмунига, методлари, ташкилий шаклларига, тарбия жараёнининг иштирокчиларининг ўзаро муносабатларига кўйиладиган асосий талабларни ифодалайдиган қоидаларга қаратилгандир.

5. Маънавий - маърифий фаолиятда талабаларнинг ёш ва индивидуал хусусиятларини ҳисобга олиш принципи. Ушбу принципда тадбирларнинг вазифалари, мазмуни талаба-ёшларнинг ёш ва тайёргарлик даражаларига мос бўлиб, улар соғлигига, дунёқарашига маънавий-ахлоқий салоҳиятига ақлий заковатига салбий таъсир кўрсатишдан йироқ бўлиши лозим.

Маънавий-маърифий фаолиятнинг кайд этилган принципларига асосланилса, уларнинг яхлитлиги, ўзаро ҳамкорлиги, бир-бирини тўлдирилишига эътибор қаратилиб, улардан самарали фойдаланилса, талабаларнинг таълимий, тарбиявий ва ривожланувчанлик фаолиятлари мақсадли йўлга қўйилиши, баркамол инсоннинг тўлиқ шахс бўлиб шаклланиши кафолатланади.

Маънавий-маърифий фаолиятни мақсадли ташкил қилиш, йўналтириш унинг мазмунини аниқ белгилаш ва ривожлантириш билан белгилашдир. Агар мазмун ва режа номутаносиблиги ташкил этилса, кўзланган мақсад амалга ошмайди. Шунга кўра инсон нотўғри тарбияланади, бундан жамият ҳам, инсонлар ҳам, одамнинг ўзи ҳам азият чекади. Демак мазмунни аниқ белгилаш ва уни тўғри режалаштириш даркор. Акс ҳолда буюк мутафаккир Бедил, айтганидек, агар меъмор дастлабки ғиштни тўғри қўймаса, девор юлдузларга етса ҳам қийшиқ бўлиб қолаверади. Бедилнинг бу фикри маънавий-маърифий фаолиятга дахлдордир. Модомики шундай экан, маънавий-маърифий фаолият мазмунини аниқ тасаввур қилиш, унинг йўналишларини тўғри белгилаш ва режалаштириш лозим.

Маънавий-маърифий фаолият инсоннинг ижтимоий-маданий мавжудот сифатидаги моҳиятини англатадиган, уни руҳий покланиш ва юксалишга даъват этадиган ички оламини бойитадиган, виждони, иймони, эътиқоди, дунёкарашини, мафкуравий салохиятини мустахкамлайдиган, умуминсоний қадриятларни билиш, тарғиб қилиш, ёхуд муайян жамиятнинг мақсад ва вазифаларига мувофиқ ақлий заковати ва маънавий-ахлоқий салоҳиятини таркиб топтириш, ривожлантириш жараёнидир. Шунга кўра жамиятни, ижтимоий-сиёсий, иктисодий-маданий ривожлантиришда олий таълим муассасаларида олиб бориладиган маънавий-маърифий фаолиятни қуйидаги йўналишлар бўйича мазмунини белгилаш ва режалаштириш талабга мувофиқдир.

I. Ташкилий-тарбиявий ишлар

II. Мафкуравий (Ғоявий-сиёсий) тарбия талабалар ижтимоий фаоллиги ва ўқишга муносабатини кучайтириш.

III. Илмий дунёқараш асосларини шакллантириш, билимларни чуқурлаштириш ва кенгайтириш, билиш фаоллигини ошириш.

IV. Умуминсоний, миллий ахлоқ ва хулк маданиятини тарбиялаш.

V. Гўзаллик, нафосат ва бадиий тарбия.

VI. Меҳнатсеварлик ва меҳнат аҳлига муҳаббат тарбияси.

VII. Иқтисодий ва экологик тарбия ҳамда табиатни муҳофаза қилиш

VIII. Ёшларнинг ҳуқуқий билимдонлигини ошириш.

IX. Соғломлаштириш ва талабалар жисмоний баркамоллиги тўғрисида ғамхўрлик қилиш.

X. Ўқитувчи-тарбиячилар ва ОТМнинг ишчи-ходимлари билан олиб бориладиган маънавий - маърифий ҳамда мафкуравий ишлар.

XI. Ота-оналар ва маҳалла билан ишлаш.

XII. ОТМ даги жамоат ташкилотлари (Ёшлар иттифоқи, Касаба уюшма, хотин-қизлар қўмитаси) билан олиб бориладиган маънавий-маърифий ишлар.

Юқорида қайд этиб ўтилганидек, олий таълим муассасаларида барча фанларни ўкитиш жараёнида талабаларнинг маънавий-маърифий маданиятини оширишга ва дарсдан ташқари олиб бориладиган ишларга қаратилмоғи лозим. Бунда ҳар бир талаба «маънавият», «маданият» тушунчаларининг туб маъносини англаб олишлари, миллий

маънавиятимиз сарчашмалари, манбаларидан хабардор бўлишлари, бу манбалардан мустақил эркин илм олиш, ўрганиш малакаларига эга бўлишлари лозим. Бизнингча, олий таълим муассасаларида ташкил қилинадиган маънавий-маърифий фаолият йўналишлари қуйидагича қамраб олинса мақсадга мувофиқдир:

I йўналиш: - мустакиллик, билимлар байрамини ўтказиш, юбилей саналарга доир байрамлар, устозлар ва мураббийлар куни, Конституция куни, Ватан ҳимоячилари куни, диний байрамлар («Рамазон» ва «Қурбон» ҳайитлари), Ҳосил байрами, Наврўз байрами, Хотира ва қадрлаш кунини нишонлаш, тарихий обидаларга, республика зиёратгохларига экскурсиялар уюштириш, йил мураббийси каби кўрик танловларни ўтказиш бўйича тадбирларни ўтказиш режалаштирилади.

II йўналиш: - мафкуравий тарбия талабаларнинг ёш ва индивидуал хусусиятларини инобатга олиб, мамлакатимизнинг ички ва ташки сиёсатига доир маълумотларни ўрганиш, Призидентимиз асарларини ўқиб ўрганиш, Олий мажлис қарорлари, маълумотлари билан танишиш, давлатимиз рамзлари моҳиятини ўрганиш, давлат арбобларининг фаолиятлари билан танишиш каби масалалар муҳокамага қўйилади.

Ш йўналиш: - ақлий меҳнат маданияти, билиш фаоллиги ва ўқишга онгли муносабат, илмий дунёқараш асосларини тарбиялаш. "Ўкишни ўрган", "Менинг қизиқарли машғулотим", "Менинг қизиқишларим", "Инсон ва техникавий дунё", "Машҳур одамлар ҳаётидан", "Менинг орзу ва қизиқишларим", "Мен билган ва билмаган дунё", "Фан тараққиёти учун" каби мавзуларда суҳбатлар, мунозаралар, илмий амалий анжуманлар ўтказиш, «Ўйла, изла, топ», «Қувноқлар ва зукколар» ўйинларини ташкил этиш ва ҳ.к.

IV йўналиш: - умуминсоний ахлоқ асосларини ташкил этган Ислом динида таълим-тарбия масалалари, алломаларимиз таълимотини ўрганиш, "Одоб-ахлоқ сабоқлари", "Маънавият ва ҳаёт", "Ҳаёт ва турмуш одоби" каби мавзуларда давра суҳбатлари ташкил этиш, "Қизлар иффати", "Йигитлик ғурури", "Аёл маданияти" мавзуларида бахс мунозара, сўзлашиш, кийиниш, муомала одоби бўйича суҳбатлар, кечалар, анжуманлар ўтказиш.

V йўналиш: - талабалар ва профессор-ўқитувчилар жамоаси эстетик маданиятини ривожлантириш мақсадида таниқли санъаткорлар, ҳақида маълумот бериш, учрашувлар ташкил килиш, "Мусиқа менинг ҳаётим", "Сўз қалбни енгар, кийим ҳуснни» мавзуларида сухбат, "Жаҳон ичра - жаҳоним - Бухорои Шарифим", "Мен нечун севаман, Ўзбекистонни" номли стендлар чиқариш, ижодкор, шоирлар, ёзувчилар, композиторлар, актёрлар, режиссёрлар билан учрашувлар ташкил килиш, китобхонлар конференцияларини уюштириш: бадиий ижод тўгаракларини ташкил килиш, экскурсияларга бориш, одоб гўзаллиги, хулқ маданияти, дид ва хулқ қоидалари кўрик танловларини уюштириш.

VI йўналиш: - меҳнат илғорлари, каҳрамонлари, фахрийлари билан учрашувлар уюштириш: ижтимоий-фойдали меҳнат шанбаликлари, якшанбаликларга иштирок этиш: техник ижодий тўгаракларга, клубларга, ремонт - қурилиш отрядлари ишига катнашиш: "Меҳнатнинг қадрига ет", "Касб ва меҳнат", "Касбим-фахрим" стендларини чиқариш: касблар, меҳнат қахрамонлари витриналари, "Шаҳримиз мустақиллик йилларида" фотомонтажини чиқариш ва ҳ.к.

VII йўналиш: - иқтисодий тарбия ва табиатни муҳофаза қилиш: иқтисодий билим, тежамкорлик тўғрисида маълумотларини бериб бориш: ўқув хонаси жиҳозларини дарслик, ўқув қўлланмаларини асраш тўғрисида суҳбатлар ўтказиш: "Иқтисод ва маориф", "Сув оби–ҳаёт" стендларини ташкил килиш: иқтисодчилар, ҳисобчилар, банк ходимлари билан учрашувлар, савол – жавоб кечаларини ташкил қилиш.

VIII йўналиш: - талаба-ёшларнинг ҳуқуқий билимдонлигини ошириш бўйича: талаба-ёшларда юксак фуқаролик сифатларини тарбиялаш, мустақил Республика конституцияси, қонунларига ҳурмат ҳис-туйғуларини ўстириш: миллий истиқлол ғояларига садоқат, диний экстремизм ва фундаментализмга муросасиз бўлишни

шакллантириш: халқ депутатлари, ҳуқуқни ҳимоя қилиш органлари ходимлари билан суҳбат, учрашув, савол-жавоб кечаларини уюштириш: "Ўз уйингни ўзинг асра", "Милиция - менинг қўриқчим", "Ҳуқуқий онглилик - давр талаби" кўргазмали стендлар ташкил қилиш: Йўл ҳаракати қоидалари, "Ёш ҳуқуқшунос" тўгарагини ташкил этиш: "Сиз қонунни биласизми?" кўрик танловини ўтказиш.

IX йўналиш: - соғломлаштириш ва талабалар жисмоний баркамоллиги тўғрисида ғамхўрлик қилиш. Ўқув муассасаларида эрталабки соғломлаштириш машғулотларини ташкил қилиш: жисмоний тарбия ва жисмоний маданият дарслари, тўгаракларини фаолиятини такомиллаштириб бориш: Талаба-ёшлар ҳаракат органларини чиниқтиришга эътиборни кучайтириш: спорт секцияларини ташкил қилиш: ўқув йилида ўтказиладиган спорт ўйинлари, мусобақалари жадвалларини ишлаб чиқиш: "Кичик универсиада", "Олимпиада резервлари" каби спорт ўйинларини мунтазам ўтказиш, соғлом турмуш тарзи ва уни фаол амалга ошишини кенг тарғиб қилиш: "Соғлом танда соғ ақл" кўрик танловини ўтказиш.

X йўналиш: - ўқитувчи-тарбиячилар ва талаба-ёшлар ўртасида олиб бориладиган маънавий-маърифий фаолият. "Маънавият - миллат гултожи", "Ислом маънавият машъали", "Ҳадис илми - ҳаёт илми", "Маънавиятимиз дарғалари" мавзуларида суҳбатлар, кечалар уюштириш, "Ўзбекистон Республикаси Конституцияси", "Меҳнат қонунлари", "Оила кодекси", "Жиноят кодекси", "Таълим тўғрисида қонун", "Кадрлар тайёрлаш миллий дастури" каби қонун ва меъёрий ҳужжатларни ўрганиш соатларини ўтказиш, "Ўқитувчилик шаъни", "Тарбиячилар маҳорати", "Касб маданияти", "Ёш авлод мураббийси" мавзуларида кечалар уюштириш. XI йўналиш: - ота-оналар ва маҳалла билан ишлаш. Ўқув юрти ҳудудида талаба-ёшлар ота-оналарининг педагогик маълумотларини аниқлаш мақсадида "Аҳолининг маънавий-маърифий" билимдонлиги кўрик танловларини ташкил қилиш: "Бир болага етти маҳалла ота-она" мавзусида суҳбат, кечалар уюштириш: синф, гуруҳ ота-оналар мажлисларини амалга ошириш: "Очиқ эшиклар куни" тадбирини ўтказиш: ота-оналар комитети фаолиятини йўлга қўйиш: "Ота-оналар бурчаги", "Оила ва жамият" семинарларини ташкил қилиш: талаба-ёшлар, ота-оналар билан байрамлар, кинофилъмлар кўриш, театрларга бориш тадбирларини йўлга қўйиш "Обод маҳалла", "Маҳалла - маданият ўчоғи", "Масъулиятли оила" учрашувлари, кечаларини ташкил қилиш ва ўтказиш.

XII йўналиш: - олий таълим муассасаси жамоат ташкилотлари билан олиб бориладиган маънавий-маърифий фаолият. Ёшлар иттифоқи, касаба уюшмаси, хотин-қизлар қўмитаси каби жамоат ташкилотлари билан ҳамкорликда фаолиятни йўлга қўйиш, жамоат ташкилотларининг илмий, техник, маданий, спорт ва физкультура уюшмаларини ташкил килиш. Дарсдан сўнг талаба-ёшларнинг маънавий-маърифий ишлари устидан педагогик раҳбарликни йўлга қўйиш. Қайд қилинган маънавий-маърифий йўналшдаги ишлар ўқув йилида режалаштирилади. Йиллик режа асосида ойлик ва ҳафталик бошқариладиган ишлар тузилади.

Юқорида кайд этиб ўтилган йўналишларда маънавий-маърифий фаолият олиб бориш мақсадида ишлар ўқув йилида ёки бош йилга мўлжаллаб тузилади ва режалаштирилади.

Маънавий-маърифий фаолият турли шаклларида ташкил этилади. Буни тахминан уч гуруҳга бўлиш мумкин:

Якка тартибдаги (Индивидуал) ишлар.

Тўгарак ишлари.

Оммавий ишлар.

Якка тартибдаги маънавий-маърифий фаолиятга олимпиадалар, иқтидорли талабалар билан ўтказиладиган танловлар, конкурслар, кўргазмалар киради. Гарчи бу шаклдаги тадбирларга кўпчилик иштирок этсада унда ҳар бир иштирокчи якка ҳолда иштирок

этиши, ўқув юрти, вилоятини тадбирнинг маълум тури бўйича якка тартибда ҳимоя қилгани учун уни якка шаклдаги маънавий-маърифий фаолият деб атаймиз. Фан олимпиадалари - бу билимларга қизиқишини ривожлантиришнинг энг муҳим воситасидир. Унинг тарбиявий қиймати шундаки, гарчи маълум фан бўйича ўтказилсада, унда тузиладиган якка ҳолатдаги топшириқлар, саволлар талабани ижодий тафаккурини ривожлантиришга хизмат қилади, билим олишга интилишини кучайтиради.

Якка тартибдаги маънавий-маърифий фаолиятнинг танлов ва кўргазма шаклидаги тури ҳам талаба-ёшларга ижодкорликни, мақсадга интилувчанлигини ривожлантиради. Масалан: талаба "Моҳир қўллар", "Техник ижодкорлик", "Шеърият маскани" каби танловлар ва кўргазмаларда иштирок этиб, ҳар бири ўз ижодкорлиги, қобилияти, истеъдодини намойиш этади. Бу танловлар олий таълим муассасасидандан бошланиб, республика миқёсида ўтказганлиги туфайли талабада масъулият, фахр, шаън учун кураш ҳис-туйғуларини тарбиялайди.

Ҳозирги кунда ўқув юртларида энг кўп тарқалган маънавий-маърифий фаолият шакли бу тўгарак ишидир. Олий таълим муассасаларидаги фан тўгараклари, бадиий ҳаваскорлик, фото, радио, кинохаваскор тўгараклари, "Ёш адабиётшунос", "Ёш китобхон", "Ёш педагог" каби тўгарак ва клублар хам катта тарбиявий аҳамиятга эга.

Тўгараклар ва клубларда иштирок этиш талаба-ёшларга билиш қобилиятлари, ижодий тафаккурини ривожлантириш билан бирга уларда юрт, Ватан, халқ олдидаги масъулиятини кучайтиришга хизмат қилади ва шунинг учун ҳам ёш авлоднинг маънавий-маърифий салоҳиятини оширишга хизмат қилади.

Маънавий-маърифий фаолиятнинг яна бир шакли оммавий тадбирлардир. Бунга эрталиклар, мавзуий кечалар, диспутлар, савол-жавоб кечалари, анжуманлар, фестиваллар, спорт байрамлари ва ўйинлари, экскурсиялар ва х.к.лар киради.

Шундай килиб, маънавий-маърифий фаолият кенг қамровлидир. Зеро, маънавият ва маърифат - Олий қадрият. У халқимизнинг урф-одатларини, мутафаккирларимизнинг сермазмун таълимотларини, тарихий миллий қаҳрамонларимизнинг ҳаёт йўлини, истиқлол, эрк учун курашганларнинг машаққатли турмуш сахифалари ўзида акс эттиради. Шунинг учун ҳам у олий қадрият. У ўз йўналишларига кўра комил инсонни тарбиялаш каби буюк мақсадни амалга оширади.

Юқорида айтилган фикрлар, ишларни амалга оширсак, маънавий-маърифий фаолият ўз муддаосига етган, баркамол авлодни шакллантиришга тамал тоши қўйилган бўлади. Бунинг учун эса доимо изланиш, харакат килиш лозим. Маънавий - маърифий фаолиятда бу борадаги бор имкониятлардан максимал фойдаланишлари зарур.

Шундай килиб, таълим муассасаларида ташкил қилиб ўтказиладиган маънавий-маърифий фаолият талаба-ёшларни билимга чанқоқликларини ошириб, ақлий салохият ва заковатларини ривожлантириш билан бирга, уларни маънавий баркамол бўлиб тарбияланишлар учун замин яратади.

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YOSHLAR ONGI YUKSALISHIDA MUSTAQILLIK FALSAFASI- TEXNIKA VA INFORMASION TEXNOLOGIYALARI FANINI O'RGANISHNING G'OYAVIY-METODOLOGIK ASOSI

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Annotatsiya: Usshbu maqolamizda, bugungi yosh avlod ongini o'stirishda mustaqillik falsafasining o'rni, texnik va inforamatsion texnologiya fanlarini o'rganish zaruratlari atroflicha tahlil qilingan. Shuningdek, texnika va informatsion texnologiya fanlarini o'rganishning g'oyaviy-metadologik asosi ochib berilgan.

Kalit so'zlar: mustaqillik falsafasi, inson va jamiyat, mustaqillik, texnika, birinchi tabiiy sun'iy qurol, sanoat inqilob, ilmiy-texnika inqilob, informastion texnologiyalar inqilob.

Kirish. Hozirgi globallashuv sharoitida mustaqillik falsafasi yoshlar ongi yuksalishiga va jamiyat ijtimoiy hayotida tub sifatiy o'zgarishlarning sodir bo'lishida, hamda texnika va informastion texnologiyalar rivojlanishining muhim g'oyaviy-metodologik asosi bo'lib xizmat qiladi. Obyektiv olamdagi barcha narsalar o'simlik, hayvonot dunyosi, insoniyat olami bir tomondan mustaqil, ikkinchi tomondan ular bir-biri bilan bog'liqlikda, o'zaro aloqadorlikda yashaydi. Bunday mustaqillik va o'zaro bog'liqlik umumfalsafiy qonuniyat bo'lib, uning yuqori darajadagi irodasini mustaqil davlatlarning ijtimoiy- iqtisodiy, texnik va texnologik, siyosiy-huquqiy, ma'naviy va madaniy hayoti misolida ko'rish mumkin.

Darhaqiqat, tabiat olamidagi mustaqillikni tan olish texnika vatexnologiyalarni inson manfaatlaridan kelib chiqqan holda hal etish imkoniyatini beradi. Bugungi kunda tabiat va jamiyat o'rtasidagi muvozanatni saqlash etalonlaridan birinchi texnika va texnolgiyalardan unumli foydalanish hisoblanadi. Mustaqillikning mohiyatini anglab olishimiz kerak, chunki mustaqillik tabiatini tushunish jihatidan, boy o'simlik olami va hayvonot dunyosining o'zini o'zi tashkillashtirish qonunlariga muvofiq ravishda mustaqil tarzda mavjud bo'lishidir. Uning sirlarini o'rganish bo'yicha bir necha asrlardan beri ilmiy tadqiqot ishlari olib borilgan. Ilmiy tadqiqotlardan ma'lumki, bu borada bir qator kashfiyotlar amalga oshirilgan bo'lsada, haqiqiy falsafiy ma'nodagi javob topilganicha yo'q.

Mustaqmllik falsafasini har qanday jamiyatning mavjudlik omillari sifatida ijtimoiy gumanitar fanlar bilan bog'liqda o'rganish, tadqiq qilish, uni falsafiy fan sifatida iste'molga kiritishni taqoza qiladi. Kun tartibiga chiqayotgan masalaga inson va jamiyat nuqtai nazardan qarash eng oqilona yo'l hisoblanadi. Shu boisdan ham talabalar mustaqillikning o'zi nima bilib olishi zarur. Mustaqillik mohiyatiga turlicha yondashuvlar bor.

Adabiyotlar tahlili. Iste'dodli falasuf falsafa fanlari doktori, professor Q.Nazarovning fikricha, "mustaqillik (arabcha so'zdan olingan bo'lib, tobe emaslik, ixtiyori o'zidalik, qaram emaslik) – insonning erkin va ozod ravishda, o'z ixtiyori bilan boshqalarga bo'ysunmasdan ish yurita olishi, millat, davlat va jamiyat hayoti, ularning taraqqiyotini, ustuvor maqsad va vazifalarini mustaqil tarzda amalga oshirilishini anglatadigan tushuncha"[1]-deb ta'kidlaydi. Shundan kelib chiqqan holda deb ta'kidlaydi faylasuf olim N.E.Muhammadiyev fikricha, "Mustaqillik deb – har bir insonning, millatning, xalqning, davlatning o'z moddiy, ma'naviy boyliklariga to'la huquqli qonuniy sohib bo'lish, u o'z ixtiyori bilan, birovlarga tobe va qaram bo'lmasdan, o'zgalarning yordamisiz, rahnomoi rahbarligisiz ish qila olishiga, fikr yuritishiga asoslangan holda hayot kechirishidan iborat bo'lgan ijtimoiy borlig'iga aytiladi"[2]-deb izohlaydi.

[1] Қиём Назаров. Жаҳон фалсафаси Қомуси 1-жилд,"Ўзбекистон файласуфлари миллий жамияти" нашриёти, - Тошкент, 2019 йил,846 бет.

[2] Муҳаммадиев Н.Э. Ўзбек халқининг миллий ғоя ва мафкураси. Моногр.,Тошкент:"Мухр-press",2018, 7-8 бет.

Demak, o'zbek xalqi uchun mustaqillik birinchidan, o'zi yashayotgan joy-xududdagi moddiy boyliklarning haqiqiy egasi bo'lish; ikkinchidan, o'zlarini o'zgalarning rahnomaligisiz milliy qonunchilik asosida siyosiy-huquqiy jihatdan boshqarishni ta'minlash; uchinchidan, o'zlarining ma'naviy-madaniy borlig'ini tashkil etuvchi milliy qadriyatlarning to'la qonli sohibi bo'lish, to'rtinchidan, kishilarning hayotini engillashtiradigan, millatni jahonda tanitadigan texnika va informastion texnologiyalarni yaratib dunyo hamjamiyatidan o'ziga xos o'rin topishdan iboratdir. O'zbek xalqi mustaqillikka erishguncha ham ko'plab olimlar texnika va texnologiyalarni rivojlantirish siyosatini yurgizish imkoniyatlaridan mahrum etilgandi. Sobiq ittifoq davrida o'zbeklar orasidan etishib chiqqan T.A.Sarimsaqov, S.Sirojiddinov, H.Abdullayev, M.O'razbayev, O.Yunusov, H.Rahmatullayev (Raxmatulin) kabi o'nlab o'zbek olimlari o'zlarining aqliy salohiyati va ilmiy-texnika va texnologiyalar sohasida qilgan kashfiyotlari bilan jahonga tanilgan. Insoniyat tarixda yuz bergan texnika va texnologiyalar sohasida qilgan kashfiyotlari bilan jahonga tanilgan. Insoniyat tarixida yuz bergan texnika va texnologiyalar rivoji tarixiga nazar tashlasak, uning har bir bosqichida ajdodlarimiz tomonidan qoldirgan meros izlarini ko'rish umkin.

Tadqiqot natijalari. Talaba yoshlar texnika taraqqiyotini insoniyat tarixida yuz bergan inqilobiy jarayon sifatida quyidagi tarixiy bosqichlarga ajralishini va ularga xos bo'lgan xususiyatlarni bilib olish zarur.

1-chisi – neolit texnika inqilobi. Bu o'ziga xos bo'lgan "birinchi tabiiy sun'iy qurol" yaratilgan miloddan oldingi IV-III asrdan bir qator yangi mehnat qurollari (g'ildirak, tegirmon, richag, kamon, arava, qayiq, pichoq, nayza, oyna, har xil taqinchoqlar va shu kabilar) yaratilgan milodiy IV-V asrgacha bo'lgan davrni o'z ichiga oladi. XIV – XV asrdan boshlab tabiiy-ilmiy bilimlar to'planib yangi texnika va texnologiyalarni yaratishga imkoniyat yaratib beradi.Mamlakatimiz xududida bu davrga xos bo'lgan texnika va texnologiyalarga oid bo'lgan qurollardan g'ildirak, arava, bronzadan yasalgan oyna, pichoq, nayza, kamon, paxsali devorlar, qurg'onlar va suv inshoatlarining qoldiqlari va boshqalar topilgan. Biroq mamlakatimizning eng qadimgi davrida amalga oshirilishi kerak bo'lgan texnika va texnologiyalarni yaratish bo'yicha metodologik vazifani o'taydigan fikrlar to'g'risida bildirilgan falsafiy g'oyalar haqida hanuzgacha ma'lumotlar topilganicha yo'q.

Biroq, XIV – XV asrlarda Farobiy, Beruniy, Ibn Sino, Al Xorazmiy kabi buyuk mutafakkirlarimiz bir qator tabiiy fanlarning paydo bo'lishiga asos solganlar. Shu bilan bir qatorda, texnika va texnologiyalarni yaratish bo'yicha yuzdan ortiq ishlanmalar haqida metodologik ahamiyatga ega bo'lgan kitob va risolalarni yozib qoldirganlar. "Bizning ulug' bobolarimiz – algebra fani va "Algoritm" tushunchasining asoschisi Al Xorazmiy, erning aylanasi uzunligi va ridiusini ilk bor hisoblab chiqqan Al Beruniy, tarixda Avitsenna nomi bilan mashhur bo'lgan, jahon tibbiyot fani rivojiga ulkan hissa qo'shgan Ibn Sino, noyob rasadxona va 1018ta yulduzning joylashuvi aniq aks ettirilgan astronomik jadval yaratgan Mirzo Ulug'bek kabi buyuk o'zbek olimlarining ilmiy merosini o'ylaymanki, sizlar yaxshi bilasizlar,"[1] - deb ta'kidlagan O'zbekiston prezidenti Sh.M.Mirziyoyev.

Ikkinchisi – texnika (sanoat) inqilobi bo'lib, u XVIII asrda yuz bergan sanoat inqilobi, ya'ni qo'lda yasalgan mehnat qurollari ishlab-chiqarishidan mashinalashgan ishlab chiqarishga o'tish orqali mexnat samaradorlini oshirish bilan bog'liq bo'lib u XIX asrning 70 yillarigacha bo'lgan davrni o'z ichiga oladi. Bu davrning eng baland cho'qqisi – bu elektrlashgan mashina orqali ishlab chiqarishni amalga oshirish bo'lgan edi. Bizning mamlakatimizda XIX asrning oxirigacha mashinalashgan texnika va texnologiyalar sohasida qilingan kashfiyotlar ko'zga tashlanmaydi. Bunga sabablardan birini diniy – ma'rifiy ilmning dunyoviy – ma'rifiy ilm bilan uyg'un tarzda olib borilmaganligi, buning ustiga ayrim din peshvolari va davlat rahbarlarining milliy biqiqlik qobig'iga o'ralib qolganligidir. Garchand, qurilish (ayniqsa, binolarning) larning

[1] Мирзиёев Ш.М. Нагоя университети – Синалган ва ишончли илмий ҳамкоримиз // Шавкат Мирзиёев. Миллий тикланишдан – миллий юксалиш сари. Т.,"Ўзбекистон" 4 жилд,305 бет.

eng zamonaviy echimlarini topadigan olim – muhandislar bor bo‘lishiga qaramasdan, ularga ijod qilish va shogirdlar tayyorlash uchun zarur bo‘lgan sharoitlar yaratib berilmagandi. Eng muhimi, ular dinsizlikda ayblab ta’qib ostiga olar, kezi kelsa quvg‘in qilingan. Bu davr ko‘pincha jaholatga mukkasidan ketgan ayrim amaldorlar va din peshvolari tomonidan xalqimizning texnika va texnologiyalarga bo‘lgan qiziqishini so‘ndirishga qaratilgan bir davr edi.

Uchinchisi, ilmiy-texnika inqilobi. Bu XX asrda “Fan-texnika-jamiyat” fenomenlarining o‘zaro integrastiyalashuvi natijasida bir tomondan ishlab chiqarish va iqtisodiy faoliyat samaradaorligi sezilarli darajada oshgan, boshqa tomondan esa ekotizimlarni jiddiy salbiy oqibatlariga olib keladigan ilmiy-texnika inqilobi davri bo‘lib, u kelgusida informastion texnologiyalarning yaratilishiga imkoniyat yaratib bergan edi.

Biroq, bu davrda o‘zbek xalqi KPSSning yakka hukmronligiga asoslangan SSSR tarkibida bo‘lib, O‘zbekiston xududi paxta va boshqa texnik ahamiyatga ega bo‘lgan o‘simliklardan yuqori hosil olish maqsadida tabiiy muhitni izdan chikaruvchi, odamlarning sog‘lig‘iga katta zarar etkazuvchi, millatning genofondini yo‘qqa chiqaruvchi zaharli ximikatlarni sinab ko‘rish maydoniga aylantirildi. Natijada, minglab odamlar bedavo dardga yo‘liqib bu hayotdan ko‘z yumdilar, qolganlar esa maqurtga aylantirildi.

To‘rtinchisi – informastion texnologiyalar inqilobi. Bu asrning ikkinchi yarmida “axborotlashgan jamiyat”ning shakllanishi va ma’lumotlarning (materiya va energiya bilan birga) stivilizastiyaning eng muhim belgilaydigan manbaiga aylanishi bilan bog‘liq bo‘lgan informatstion texnologik inqilobni o‘z ichiga oladi.

Tahlil..O‘zbek xalqi 1991 yili mustaqillikni qo‘lga kiritgandan so‘ng bir qator muammolarni: barcha ma’naviy jihatdan eskirgan texnika va texnologiyalarni tubdan yangilash, yangi texnologiyalarni chetdan olib kelish va ularni milliylashtirish, borlarini modernizastiya qilish; yangi texnologiyalar asosida ishlab chiqarilgan mahsulotlarni sotish uchun xaridor topish, yangi raqobatlashuv asosida jahon bozorlaridan joy egallash, yangi texnika va texnologiyalarni ishlata oladigan mutaxassis – kadrlarni tayyorlash kabi vazifalarni tezlikda hal etishni kun tartibiga qo‘yildi. Bularning g‘oyaviy jihatdan ilmiy-metodologik echimini topish o‘zbek milliy falsafasining muhim masalasiga aylandi. Oqibatda mamlakatimizda texnika va texnologiyalarni rivojlantirish, ularning natijalarini moddiy va ma’naviy ishlab chiqarish jarayonlariga tatbiq etishga qaratildi, ya’ni:

1. Energetik, ya’ni kelgusida atom energiyasi va shunga o‘xshash muqobil energiyadan foydalanishni asosiy istiqbolli energiya manbai sifatida rivojlantirishga qaratilgan yo‘nalish. Bu hususda qayta tiklanuvchi energiya manbalari bo‘lgan atrof-muhitda tabiiy holda qayta tiklanuvchi quyosh, shamol energiyasi, er harorati (geotermal), suv oqimlarining tabiiy harakati, biomassa energiyasidan foydalanish uchun ilmiy-tadqiqot, tajriba konstruktorlik, qidiruv, joriy etish va foydalanishga doir ishlarni olib borish natijasida erishilgan yutuqlardan qayta tiklanuvchi energiya manbalaridan energiya ishlab chiqarish, uni tashish, to‘plash, o‘zlashtirish va iste’mol qilish masalalari qo‘yilmoqda. Bu borada hukumatimiz energiya manbalarini ishlab chiqarish uchun qator qaror, farmonlar qabul qildi va amaliyotga joriy etish chora tadbirlari ishlab chiqilmoqda.

Hozirgi kunda O‘zbekistonda atom elektr stanstiyasini qurish to‘g‘risida 2018 yil 13 oktyabrda O‘zbekiston Respublikasi va Rossiya o‘rtasida bitim imzolangan. Hozirgi kunda jadal qurilish ishlari olib borilmoqda.

2. Kosmik, ya’ni kosmosdan turib yer sayyorasida yuz berayotgan o‘zgarishlarni kuzatib borish ishlarini jadallashtirishga qaratilgan yo‘nalish. Bunda kosmosni o‘zlashtirish maqsadida yaratilgan texnika: raketalar, sun’iy yo‘ldoshlar, nanotexnologiyalar, kompyuterlar va boshqalar kiradi. Bu sohalarni rivojlantirish maqsadida 2019 yil 30 avgustda PF – 5806-sonli “O‘zbekiston Respublikasida kosmik faoliyatni rivojlantirish to‘g‘risida” farmoni, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 17 sentyabrida qabul qilingan qarorida kosmik tadqiqotlar va texnologiyalar agentligi faoliyatini tashkil etish chora tadbirlari to‘g‘risida qaror qabul qilingan. Shu bilan birgalikda 2018 yil 1 oktyabrda O‘zbekiston Respublikasi hukumati bilan Hindiston

Respublikasi hukumati o'rtasida erni masofadan zondlash (kuzatish), yo'ldoshli aloqa va yo'ldoshli navigastiya, fazoga oid fanlar va sayyoralarni ilmiy tadqiq etish, kosmik apparatlardan, eltuvchi raketalardan, kosmik tizimlar va er usti tizimlaridan foydalanish, kosmik texnikani, shu jumladan, geofazoviy asboblar va usullarini amalda qullash bo'yicha kosmik fazoni tadqiq etish va undan tinch maqsadlarda foydalanish yuzasidan hamkorlik to'g'risida bitimlar imzolangan.

3. Kimyoviy, ya'ni tabiiy birikmalarga o'xshash xususiyatlarga ega bo'lgan (kapron, neylon kabi) kimyoviy moddalarni (polimerlarni) ishlab chiqarishni faol rivojlantirishga asoslangan yo'nalish bo'lib, bu to'g'risida O'zbekiston Respublikasi prezidentining "Kimyo sanoatini yanada isloh qilish va uning investistiyaviy jozibadorligini oshirish chora-tadbirlari to'g'risida 2019 yil 3 aprelda PQ-4265- sonli qarori" qabul qilindi. Shu munosabat "Farg'ona azot", "Qo'qon superfosfat zavodi", "Samarqand kimyo", "Navoi azot" , "Dehqonobod kaliy zavodi", quvvatlarini yanada oshirish, modernizastiya qilish masalasi kun tartibiga qo'yildi.

4. Texnologik, ya'ni eng zamonaviy texnologik tizimlar (nisbatan yopiq avtomatlashtirilgan tarzda ishlovchi texnologiyalar tizimi) dan foydalanish asosida milliy texnologik ishlab chiqarish maydonini yaratishga qaratilgan yo'nalish hisoblanadi. Mamlakatda ishlab chiqarishni modernizastiya qilish, texnik va texnologik jihatdan yangilash jarayonlariga ilmiy-amaliy tadqiqotlar natijalarini keng joriy etish, ushbu yo'nalio'da ilmiy muassasalar va real iqtisodiyot tarmoqlari korxonalar o'rtasida yaqin hamkorlikni o'rnatish asosida mamlakatni innovatsion tarzda jadal rivojlantirishni amalga oshirish maqsadida 2018 yil 27 aprelda "innovatsion g'oyalar, texnologiyalar va loyihalarni amaliy joriy qilish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"PQ 3682-sonli qarori qabul qilindi, unda ishlab chiqarishni modernizastiya qilish, texnik va texnologik jihatdan yangilash va tadqiqot natijalarini keng joriy qilish asosida mamlakatni innovatsion tarzda jadal rivojlantirish masalalari qo'yildi.

5. Kompyuterlashtirish, ya'ni zamonaviy kompyuter texnologiyalaridan har tomonlama unumli foydalanish orqali inson moddiy va ma'naviy faoliyatining barcha sohalarida bilimlarning ilmiy va texnik darajasi o'rtasidagi chegaralarni asta-sekin bartaraf etish orqali jamiyki ishlab-chiqarish jarayonini rabototexnikani joriy qilish natijasida avtomatlashtirishga yo'nalishi bo'lib, bunda texnik kibernetika kibernetikaning eng rivojlangan sohalari bo'lib, u avtomatik boshqarish nazariyasi, axborotlashtirish va boshqarishni o'z ichiga oladi. Texnik kibernetika texnologiyaning axborot funkstiyasini o'rganadigan fanlar guruhi uchun umumiy nazariya asos hisoblanadi. Kibernetikaning rivojlanishi ayni vaqtda sun'iy intellekt muammosini ham keltirib chiqardi. Zamonaviy kompyuterlardan foydalangan holda, nisbatan mustaqil fikrlaydigan texnik tizimlarni yaratish imkoniyatlari aniqlandi, ular nafaqat olingan ma'lumot bilan ishlashi, balki inson bilan operatorlar orqali tabiiy tilda ham aloqa qilish imkoniyatlariga ega bo'la boshladi. Bularni robotlar misolida ko'rish mumkin.

Robotlarning asosiy vazifasi – qo'yilgan masalalarni bajarish, ya'ni: asbob-uskunalar, anjom va buyumlar, qushimcha materiallar bilan tegishli manipulyastiyalarni amalga oshirish hisoblanadi. Tajribali mutaxassislar bu kabi texnikaning kamida uch avlodi mavjudligini ta'kidlamoqda.

Birinchi avlodga, topshirilgan dasturning o'zini bajara oladigan dasturlashtiriladigan robotlar kiradi. Ikkinchisiga – sensorlarga ega va ularning yordamida atrofdagi muhitdan ma'lumotlarni olish, tahlil qilish va zarurat bo'lganda o'z vaziqalari va ishlashiga tegishli o'zgartirishlarni qo'sha oladigan moslashuvchan robotlar kiradi. Uchinchi avlodning aksariyati intellektual robotlardan tashkil topgan, ular atrof-muhitdagi obyektlarni farqlay oladi va muayyan xarakatlarni mustaqil amalga oshira oladi.

Hozir olimlar to'rtinchi va beshinchi avlodga mansub bo'lgan robototexnikalarni yaratish ustida ilmiy izlanishlar olib bormoqdalar. O'zbek olimlari tomonidan yaratilgan sun'iy intellekt maqomiga ega bo'lgan robotlar ham yaratilgan bo'lib, ular har xil ko'rgazmalarda namoyon qilinmoqda.

Xulosa. Yuqorida keltirilgan fikrlar asosida shuni aytish mumkinki, ilmiy-texnik taraqqiyot bu uzluksiz jarayon bo'lib, bu o'tmishdan to hozirga qadar texnika-texnologiya sohasidagi o'zgarishlar qonuniyatli jarayon ekanligini, bu jarayon insonlar ongi, dunyoqarashi o'zgarib borishiga ta'sir etuvchi muhim omil bo'lib xizmat qiladi, bu qonuniyatlarni bilib olish yoshlar faolligini yuksalishiga shubhasiz xizmat qiladi.

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ESTIMATION OF THE REMITTANCES IMPACT ON UZBEK'S ECONOMIC SECTORS

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Abstract: An econometric model is formulated to assess the Remittances impact on Uzbek's economy.

Introduction: The impact of remittances on economies across various countries has been a topic of significant interest and research in the field of economics. Remittance, defined as monetary transfers made by migrants to their home countries, have both direct and indirect effects on economic development, poverty alleviation, and consumption patterns.
Remittances has been for the last 20 years a major component in the Uzbekistan's economy. Historically remittances went from USD 340.4127 million in 2005 to reach USD 12.85 billion in 2022, though the amounts fluctuate through the years. The latter amount represents about 16% the GDP. This is not a negligible amount and consequently a study should be conducted to measure its impact on Uzbekistan's economy

Problem statement: Despite being a significant source of income for many households in Uzbekistan and remittances represent a substantial part of the GDP, the real extent and implications of remittances on the country's economy remain not precisely understood, studied and much less estimated. While remittance inflows are acknowledged as an integral component of the nation's financial landscape, there exists a critical in the analysis to comprehend, and estimate the magnitude and multifaceted impacts of these transfers. Consequently, elucidating the nuanced effects of remittances on key economic indicators, such as the GDP growth, consumption, investment, is necessary for devising informed policy frameworks and fostering sustainable economic development. Therefore, tis research aims to systematically assess and quantify the influence of remittance flows on Uzbekistan's economy, thereby providing policymakers and stakeholders with invaluable insights in harnessing the potential of remittances for enhancing overall economic prosperity and welfare.

Objectives

1. Quantify the magnitude of remittance inflows into Uzbekistan over a specified period, considering the formal channels.
2. Assess the contribution of remittances to Uzbekistan's gross domestic product (GDP) and analyze their role in shaping economic growth patterns.

3. Investigate the potential macroeconomic implications of remittance volatility on Uzbekistan's economy, including exchange rate stability, inflationary pressures.
4. Investigate the potential macroeconomic implications of remittance volatility on Uzbekistan's economy, including exchange rate stability, inflationary pressures, and fiscal sustainability

Review of literature: Numerous studies have examined the relationship between remittances and economic growth, with mixed findings. While some research suggest that remittances can stimulate economic by increasing household income and consumption, others argue they may have adverse effects, such as dependency on external funds and Dutch disease phenomena, where an influx of foreign currency leads to an appreciation of the domestic currency and a decline in export competitiveness.

Moreover, the impact of remittances on poverty reduction has been extensively studied. Many scholars argue that remittances play a crucial role in poverty alleviation by improving the living standards of recipient households, enhancing access to education and healthcare, and boosting entrepreneurial activities. However, there are also concerns about the long-term sustainability of remittance-driven poverty reduction strategies and their potential to perpetuate inequality within recipient countries.

Furthermore, the macroeconomic effects of remittances, including their influence on exchange rates, inflation, and fiscal policy, have investigates in the literature. While remittances can contribute to exchange rate stability and inflation moderation in recipient countries, their volatility and unpredictability pose challenges for policymakers in managing macroeconomic stability. Additionally, the impact of remittances on financial development and investment has been examined, with studies suggesting that remittance inflows can foster financial inclusion, promote savings and investment, and stimulates the development of financial markets and institutions in recipient countries.

In conclusion, the literature on the impact of remittances on the economy in different countries highlights the multifaceted nature of this phenomenon and underscores the importance of considering various contextual factors, such as recipient country characteristics, migration trend, and policy frameworks, in understanding its effects. While remittances can bring significant benefits to recipient economies, they also pose challenges and require careful management to maximize their positive impact on economic development and welfare.

Theoretical model

To estimate the remittance impact on Uzbekistan's economy, an econometric model is developed to capture the relationship between remittances and key economic indicators. Here's a simplified model:

$INVAG_t = \beta_0 + \beta_1 R_t + \beta_i Xi_t + u_t$

Where:

- $INVAG_t$ represents the Investment in Agricultural Sector in Uzbekistan in year t.
- IND_t represents the Investment in the Industrial Sector in Uzbekistan in year t.
- INS_t represents the Investment in the Service Sector in Uzbekistan in year t.
- $INCONS_t$ represents the Investment in the Construction Sector in Uzbekistan in year t.
- R_t denotes the remittance inflows into Uzbekistan in year t.
- X_t represents a vector of exogenous variables that may influence INVAG, such as interest rate, inflation rate, exchange rate, unemployment. .
- β_0 is the intercept term, representing the base level of GDP when all explanatory variables are zero.
- β_1 measures the impact of remittances on GDP, representing the coefficient of interest.
- β_i represents the coefficients for other relevant explanatory economic variables, such unemployment rate, Consumption, investment, inflation, and exchange rates.
- u_t is the error term capturing unobserved factors affecting GDP not included in the model.

The estimated coefficient β_1 will indicate the magnitude and direction of the impact of remittances on Uzbekistan's GDP. A positive coefficient would suggest that remittances have a positive effect on GDP, while a negative coefficient would indicate the opposite.

The model is yet to be specified in order to estimate it. This model provides a starting point for empirical analysis but may require refinement and extension based on data availability, econometric techniques, and specific research objectives.

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IJTIMOIY GUMANITAR FANLARNI O'QITISHDA FALSAFIY TASAVVURLAR VA IJTIMOIY TARAQQIYOT DIALEKTIKASI

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Annotatsiya

Ushbu maqolada ijtimoiy taraqqiyot va falsafiy tasavvurlar dialektikasi**,** fanning kelib chiqishdagi ba'zi qarashlar, jamiyat hayotida tutgan o'rni, falsafaning bo'limlari, umuman falsafiy tasavvurni shakllantirishga va ushbu ilmni yengil tushunish, falsafa qanday masalalar bilan shug'ullanishi shunga o'xshash bir qancha savollar bilan murojaat qilingan va izohlar bilan yoritib berilgan.

Kalit so'zlar: taraqqiyot, falsafa, ilm, tasavvur, madaniyat, svilizatsiya, jamiyat, ma'naviyat.

Muhtaram yurtboshimiz Shavkat Mirziyoyev "Yangi O'zbekiston taraqqiyot stragiyasi" kitobida: "Eng katta boylik – bu aql-zakovat va ilm, eng katta meros – bu yaxshi tarbiya, eng katta qashshoqlik – bu bilimsizlikdir" [1] deya juda muhim masalaga e'tibor qaratdilar.

Qadimgi yunon faylasufi Suqrot "Borliqni bilim bilan qiyoslaydi, uningcha, biror narsa, biz uni bilsakkina bor bo'ladi, insonning bilimi qancha ko'p bo'lsa, u shuncha keng borliqni qamrab oladi" deb hisoblaydi.

Aziz vatandosh, aziz kitobxon, aziz ilm ahli bugun ilm sohasida jamiyatda barcha fanlarning otasi sanalmish falsafa degan fan borasidagi fikrlarimizni siz azizlar bilan baham ko'rishni lozim topdik. Uzoq tarixga ega bo'lgan fan qadimdan insonlar tafakkur tarixida hosil bo'lgan barcha ilmlar ushbu fan nomi bilan mashhur bo'lgan. Dastlab insonlar tabiat hodisalari oldida o'z ojizligini his qilib, ushbu qo'rqinchli hisoblangan jaroyonlarni kuzatib va ulardan saqlanish choralarini topganlar. Sharqda falsafa ilmi Misr va Bobilda dastlabki davrlarini Nil daryosi qirg'oqlarida boshdan kechirdi. G'arbda esa qadimgi Yunoniston va Rimda falsafiy tafakkur taraqqiyoti bosqichlarning ilk no'qtasi sanalgan va Antik davr falsafasi nomi bilan tanilgan. Falsafiy tafakkur tarixining ilk nuqtasidan O'zbek falsafasi davrigacha bo'lgan davrda qanchadan qancha buyuk mutafakkirlar, allomalar o'tgan. Ular ta'lim-tarbiya, vatanparvarlik, adolatsevarlik, milliy qadriyatlarga sodiqlik va shunga o'xshagan haqiqiy insonparvarlik hislatlarini namoyon qilishga qaratilgan ta'limotlar bilan shug'ullanganlar. Falsafaning jamiyat faravonligini ta'minlashga qaratilgan bir qancha ta'limotlari va yo'nalishlari bor. Bular Borliq falsafasi (Ontologiya), Bilish falsafasi (Gnosiologiya), Qadriyatlar falsafasi (Aksiologiya), Falsafiy antrapologiya (Inson falsafasi), Ijtimoiy falsafa (jamiyat haqidagi fan), Qarama-qarshiliklar va ziddiyatlar falsafasi (Konfliktologiya), Etika (Axloq to'g'risidagi ta'limot), Estetika (Nafosat va go'zallik haqidagi ta'limot), Mantiq (Logika), Global jarayonlar va barqaror taraqqiyot, Global korrupsiya ijtimoiy-madaniy inqiroz oqibati, Korrupsiyaga qarshi kurashish mexanizmlari, Din madaniyat fenomeni, Diniy mutaassiblik va dindorlik kabilardir. Yuqoridagilardan kelib chiqib O'zbek falsafasining asoschisi Akademik Ibroxim Mo'minovning izdoshlari professorlar Jo'raboy Yaxshilikov, Qiyomiddin Nazarov ustozlarimizni falsafa fanidan yozgan darslik va qo'llanmalaridagi ma'lumotlarga tayangan holda bir qancha savollar bilan murojaat qilib o'zimizga tegishli xulosani olishimiz mumkin!!!

«Falsafani nima uchun o'rganish lozim?», «Undan olingan bilimlarni hayotda qo'llash mumkinmi?» kabi savollar xayolingizdan hech o'tganmi?

Haqiqatan ham, falsafa qanday fan? Uning mazmun-mohiyati nimadan iborat? Bu fanni o'rganish insonga nima beradi? Keling, birgalikda ushbu savollarga javob topishga harakat qilamiz.

Avvalo, ta'kidlash joizki, insoniyat yaratgan ma'naviy boyliklar orasida falsafa ilmida to'plangan hikmatlar xazinasi, atoqli allomalar merosi, ularning asarlari, g'oya va ta'limotlari muhim o'rin tutadi. Har bir davrning buyuk donishmandlari o'z yurti va xalqining tafakkuri, ruhiyati hamda orzu-intilishlarini falsafiy ta'limotlarida ifoda etganlar, jamiyat farovonligi va millat ravnaqi uchun xizmat qiladigan yuksak g'oyalarni o'rtaga tashlaganlar. Xalqni buyuk maqsadlar sari yetaklovchi bunday g'oyalarning muayyan davr mafkurasiga aylanishida falsafiy bilimlar katta ahamiyat kasb etadi.[2].

Shu bilan birga, har qanday zamonda ham insoniyat mavjud ekan, olam va odam qanday qonuniyatlar asosida yashaydi, o'zgaradi va taraqqiy etadi, degan savollarga javob izlaydi. Umrning mazmuni nimadan iborat, avlodlar ortidan avlodlar kelib-ketaverishida qanday ma'no bor kabi masalalar ham barchani o'ylantiradi. Ehtimol, o'zingiz ham shu singari bir-biridan murakkab savollarga duch kelgansiz, ularga javob izlagandirsiz? Bu masalalar haqida kimlar bilandir fikr almashib, bahslashgingiz ham kelar?

Falsafa ana shunday masalalar bilan shug'ullanadi. Olam va odamlar o'rtasidagi munosabatlar, inson qadri va umrning mazmuni, dunyodagi o'zgarishlar, O'zaro aloqadorlik va bog'liqlik hamda taraqqiyot masalalari falsafaning asosiy mavzulari hisoblanadi.

Ayni paytda ko‘pchiligimiz «Inson — Yaratganning mo‘jizasi, olamning gultoji, tiriklikning eng buyuk qadriyatidir», degan fikrga o‘rganib qolganmiz. Har bir kishiga umr bir marta ato etilishi, avlodlar ortidan avlodlar kelishining abadiyat qonuni ekanligi ham barchamizga ayon. Shunday ekan, hayotning ma’nosi va umrning mazmuni nimadan iborat? Sermazmun va baxtli yashashning barchaga mos keladigan hammabop modeli, maxsus usullari bormi? Nima uchun ba’zi insonlarning hayoti, faoliyati boshqalarga namuna, ibrat bo‘ladi-yu, boshqalardan tuzukroq iz, biror-bir yaxshilik ham qolmaydi? Falsafaning azaliy muammolari bo‘lgan bu kabi savollarga javob topish uchun o‘z umri va salohiyatini bag‘ishlagan ne-ne buyuk zotlar mutafakkirlar, allomalar o‘tganlar.

Bunday masalalar yechimini topishda falsafiy tafakkur uslubining boshqa soha bilimlaridan farqi va samaradorligi ma’lum. Falsafiy bilimlardan bexabar, undan yiroq bo‘lgan inson tevarakatrofdagi, jamiyatdagi, narsa-hodisalardagi, tabiatdagi o‘zgarishlar, yangilanishlarning asosan, tashqi tomonini sezgi a’zolari vositasida idrok qiladi. Lekin nima uchun bu hodisa sodir bo‘ldi? Nima uchun aynan shunday holatda, aynan shu vaqtda va makonda ro‘y berdi? Bu tasodifiy hodisami yoki zaruriymi? Voqealar rivoji qanday davom etadi? Kelajakda qanday o‘zgarishlarga olib keladi? kabi savollar ustida bosh qotirmaydi. Ushbu savollarga javob berishga imkon yaratadigan falsafiy bilimlar esa odamni fikrlashga majbur qiladi, olam va yashash sirlarini anglashga yordam beradi.

Qolaversa, biz yashayotgan olam turli-tuman darajada yaralgan: jonsiz narsalar, o‘simliklar va hayvonot dunyosi, kishilik jamiyati. Tashqaridan qaraganda bular har qaysisi o‘z qonun-qoidalariga ega bo‘lgan alohida bir sistemalardir. Ammo bularni yaxlit bir tizim sifatida bog‘lab turuvchi, o‘zaro taqozo qiluvchi qandaydir bir bog‘liqlik, sababiyat, qonuniyat mavjudmi? Narsa-hodisalarning ichki, tub mohiyatini bilish mumkinmi? Va bu bilimning xolis, obyektiv ekanligiga kim kafolat beradi? Shu va shu kabi savollarga javob berish uchun ham falsafiy bilimlar yordamga keladi, albatta. Falsafadan boshqa bilim sohalari yordamida bu savollarga javob berish biroz mushkullik tug‘dirishi mumkin.

Alohida ta’kidlash joizki, juda ko‘plab tabiatshunoslar, adabiyot, san’at va boshqa ijtimoiy sohalar vakillari, matematik, fizik, injener olimlar faoliyatida voqea-hodisalardagi o‘zgarishlarning sababini, o‘zaro aloqadorligini va ta’sirini ilg‘ay olishdek yetuk falsafiy tafakkur va mushohada namoyon bo‘ladi. Narsalarning tashqi tomoni, ko‘rinishi emas, balki uning ichki tub mohiyatiga yetish, o‘zgarishining sababini aniqlash hamda kelajagi to‘g‘risida fikrlar bildirish falsafa mutaxassisi bo‘lmagan ko‘pchilik olimlarga ham xos fazilatlardir. Lekin shu narsa aniqki, falsafiy bilimlar insonni hayotda o‘z o‘rnini topishi, tom ma’noda o‘z e’tiqodiga, fuqarolik pozitsiyasiga ega bo‘lishida, maqsadiga erishishida beqiyos rol o‘ynaydi. Albatta, faylasuflar olamni xilma-xil izohlaydilar, har bir kishining hayoti ham turlicha kechadi. Bu boradagi eng asosiy masala, umrni mazmunli o‘tkazish, yaxshi nom qoldirish, el-yurt koriga yarab, odamlarga doimo kerak bo‘lib yashash tuyg‘usini o‘ziga saodat deb bilishdir.

Shu bilan birga, hayotda yuz berishi mumkin bo‘lgan muammolarga falsafiy munosabatda bo‘lib, ularning yechimini topishga harakat qilish umrni mazmunli o‘tkazishda juda muhim ahamiyat kasb etadi. Afsuski, bu borada oddiy tilda yozilgan falsafiy qo‘llanmalar, xalqchil kitoblar hali ham yetarli emas.

Odatda, mutaxassis bo‘lmagan ba’zi kishilar falsafani eng qiyin va eng mavhum fan deb hisoblaydilar. Buning sababi nimada? Buning boisi shuki, falsafa ko‘p yillar mobaynida oddiy va ravon tilda tushuntirilmas, aksincha, turli qonun va qoidalar, xilma-xil ta’limot va g‘oyalar majmuyidan iborat murakkab bir fan sifatida talqin etilar edi. U yoki bu falsafiy qoida nega kerak, ularni o‘rganishning qanday ahamiyati bor, muayyan faylasuf aynan biror-bir g‘oya yoki ta’limotga ko‘proq ahamiyat berganining sababi nimada, nima uchun uning qarashlarida aynan ana shu muammo ustuvor bo‘ldi, degan masalalar ko‘p hollarda nazardan chetda qolar edi. Falsafa tarixiy voqelik bilan bog‘lab tushuntirilmas, falsafiy ta’limotlar o‘z asoschilari hayotining uzviy qismi ekani yoddan chiqarilar edi.

Oqibatda nima bo‘lar edi? Falsafa mutaxassisi bo‘lmagan talabalarning nihoyatda oz qismigina bu fanning asl mohiyatini tushunib olardi, xolos. Aksariyat yoshlar esa falsafa olamiga kirib bora olmasdan, go‘yoki katta shahar boshlanadigan joyda qolib ketardi. Kun sayin chuqurlashib, fan sirlarini bor murakkabligicha tushuntirishda davom etayotgan o‘qituvchi sanoqli talabalar bilan birga o‘sha shaharga kirardi, ko‘chalar, mahallalarni — falsafa dunyosini kezishda davom etardi. Lekin qolgan talabalar esa bu xazinadan bebahra bolib, shaharga kirmasdan o‘tadigan aylanma yoldan borishga majbur bolar va shu tariqa falsafaning mohiyatini durustroq tushunmay, diplom olardi hamda amaliyotga ketardi.

Bundaylar nazarida falsafa tushunarsiz, mavhum va ortiqcha fan bo‘lib qoladi, faqat baho olish uchun yodlangan qonun va qoidalar tez orada unutiladi. Ularda falsafa qonunlarini hayotga tatbiq etib bo‘lmaydi, bu — foydasiz bilim sohasi, binobarin uni o‘rganishga ketgan vaqt bekorga o‘tdi, degan alamli qarash shakllanib qoladi.

Aslida, falsafaning asosiy vazifasi inson ongida ezgu intilishlar, yuksak ma’naviy qadriyatlarga mos dunyoqarashni shakllantirishdan iborat. Bunday dunyoqarash biron-bir g‘oyani zo‘rlab singdirish yoki quruq yod oldirish orqali emas, balki ishontirish, xilma-xil fikrlarni o‘rtaga tashlash, muhokama qilish, zarur tushuncha, tamoyillarni aniqlash jarayonida shakllanadi va rivojlanadi.

Ana shularni hisobga olgan holda, quyidagilarga alohida e’tibor qaratildi:

— falsafani jahon madaniyati va sivilizatsiyasining muhim tarkibiy qismi sifatida o‘rganish;

— falsafiy g‘oyalar, muammolar, oqim va yo‘nalishlarni tavsiflashda umuminsoniy va milliy qadriyatlarning uyg‘unligi tamoyiliga amal qilish;

— har bir mavzuni istiqlol va O‘zbekistonda amalga oshirilayotgan tub o‘zgarishlar bilan uzviy bog‘liq holda tushuntirish.[3].

Biz bu jarayonda biror-bir g‘oya, oqim, yo‘nalish yoki falsafiy ta’limotni mutlaqlashtirib, boshqalarining ahamiyatini kamsitish fikridan yiroqmiz. Aksincha, maqsadimiz ularning barchasini xolis talqin etish, talabalarda falsafa fani, xilma-xil falsafiy oqimlar, atoqli faylasuflar va ularning ta’limotlari haqida to‘g‘ri va xolisona tasawurni shakllantirishdan iboratdir.

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FALSAFIY TA’LIM-TARBIYA – JAMIYAT RIVOJLANISHINING MUHIM OMILI

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Annotatsiya

Maqolada falsafiy ta’lim - tarbiyali bo`lish uchun har bir shaxs umumijtimoiy bilimga, uni ongli ravishda qabul qilishga va ong, madaniyatli bo’lishga yetarli darajada falsafiy saboq olishi kerakligi yoritib berilgan

Kalit so’zlar: fuqarolik jamiyati, falsafiy ta’lim – tarbiya, shaxs, ijtimoiy ong, qonun, metod, hatti-harakat.

Asosiy qism.

Kirish. O`zbekiston fuqarolik jamiyati barpo etish sari qadam qo`yib, bu yo`lda falsafiy ta'lim-tarbiya, ijtimoiy ongni takomillashtirish masalalariga katta e'tibor berib kelmoqda. Bu mas'uliyatli vazifada mehnat jamoalarida, bilim maskanlarida va har bir shaxs bilan olib borish borasida ko`p qirrali ishlar qilinmoqda.

Respublikamiz Oliy Majlisi tomonidan 2020-yil 23-sentyabrda qabul qilingan: «Ta'lim to`g`risidagi qonun»i fikrimizning dalili bo`ladi. Jamiyat oldida turgan dolzarb muammolarni hal qilish uchun xalqning ijtimoiy madaniyatini oshirish lozim, bu esa savodxonlikni, falsafiy ta'lim-tarbiyani oshirishni talab qiladi.

X1X asr nemis qadriyatshunosi I.Rikkert bayon qilishicha: "Odamzod olam va odam hamda hayotning qadrini anglab, ular omonat bir narsa ekanini tushuna boshlagan davrlardan falsafiy fikrlashga kirishgan. Binobarin, birinchi faylasuf kim bo'lganidan qat'i nazar, hayotni qadrlaydigan kishi bo'lgani shu bhasiz".

Metodologiya. Falsafiy ta'lim - tarbiyali bo`lish uchun har bir shaxs umumijtimoiy bilimga, uni ongli ravishda qabul qilishga va ong, madaniyatli bo'lishga yetarli darajada falsafiy saboq olishi kerak. Lekin hozirgi paytgacha falsafiy ta'lim-tarbiya tushunchasi, uning tushuntirish metodlari olimlarimiz tomonidan to`laligicha yoritilmagan.

Tadqiqot natijalari. Falsafiy ta'limning keng va tor ma'noda ko`rish mumkin. Keng ma'noda butun jamoaning, ko`pchilikning ongiga ta'sir ko`rsatishga qaratilgan ta'lim, tor ma'noda esa alohida shaxsga, uning ongiga ta'sir etish yo`llari tushuniladi.

Falsafiy ta'lim natijasida keng omma yoki shaxs o`z hatti – harakatlarining ijtimoiy ekanligini tushunsa, axloq tartibotni buzmaslikka harakat qilsa o`zini ongli ravishda, jamiyat normalariga rioya etgan holda boshqara olsa, maqsadga erishilgan bo`lib hisoblanadi.

Demak, falsafiy tarbiya bu - tashkiliy ravishda muntazam olib boriladigan, aniq maqsadni ko`zlagan va shaxsga «guruh shaxslariga» ta'sir qila oladigan, ularda ong, bilish, dunyoqarash, ijtimoiy normalarga rioya qilish xislatlarini vujudga keltiradigan harakatdir.

Ma'lumki, ijtimoiy munosabatlarga rioya qilish uchun, eng avvalo falsafani bilish kerak. Falsafiy ta'lim- tarbiya orqali har bir shaxsning ongiga nima qilmoq mumkin, nima qilmoq mumkin emasligini, jamiyat, davlat undan nimani talab qiladi, harakat yoki harakatsizlik nimadan iborat ekanligini yetkazmoq lozim.

Tartib buzuvchilar orasida o`z hatti-harakatining noqonuniyligini anglamaslik, noqonuniy ekan deb ham o'ylamaslik va bunday harakatni jazoga loyiq emas deb tushunish ko`p uchraydi. Shunday tushuncha hosil bo`lmasligi uchun falsafiy ta'lim - tarbiya jarayonida har bir jamiyatda o`rnatilgan tartibni buzish, ijtimoiy munosabatlarga rioya etmaslik natijasida intizomiy, ma'muriy, moddiy yoki jinoiy jazo kelib chiqishini tushuntirish, uqtirish zarur.

Shaxs va jamiyat o`rtasida vujudga keladigan munosabatlarning rivojlanish printsiplariga mos bo`lishi shaxs faoliyatini yo`naltirib turuvchi hayotiy pozitsiyaga bog`liq. Hayotiy pozitsiya esa ta'lim- tarbiya jarayonida shakllanadi. Shu sababdan ibtidoiy jamoa tuzumi davridayoq shaxs tarbiyasini jamiyat o`z na'zoratiga olgan va bu vazifani bajarishga eng dono kishilarga topshirgan. Shaxsni yashashga o`rgatish jamiyat faoliyatining muhim sohalaridan biri bo`lib kelgan. Ta'lim-tarbiyaning ijtimoiy vazifasi shaxsni biror-bir foydali ishga, faoliyatga o`rgatish demakdir. Masalan, yoshlarni biror hunarga, muomalaga, san'atga, yurish turishga va boshqalarga o`rgatish.

Falsafiy ta'lim-tarbiya boshqa turdagi tarbiya bilan o`zaro yaqin. Masalan, shaxsda mehnatga bo`lgan munosabatni shakllantirishda ko`r-ko`rona itoatkorlikka emas, balki jamiyat va davlat manfaatlariga, davlatning tartib va qonunlarini hurmat qilishga o`rgatish lozim.

Axloq normalari bilan falsafiy normalar bir biriga juda yaqin turadi. Shaxs axloqsiz bo`lsa, u falsafiy qonunlar talabiga rioya qilmaydi. Binobarin, bunday shaxsni falsafiy tarbiyalash samarasiz bo`ladi, hatto jazo choralarini ham to`g`ri yo`lga solish qiyin.

Tahlillar: Falsafiy ta'lim-tarbiya tizimi uch tarkibiy qismdan tashkil topadi: davlat belgilangan qonun qoidalarini o`qitish; ularni jamiyat a'zolari o`rtasida tashviqot qilish; o`quvchi yoshlarni ijtimoiy munosabatlarda bevosita ishtirok etishga o`rgatish.

Ijtimoiy munosabatlarni o`qitish deyilganda davlat organlari tomonidan tasdiqlangan dastur asosida shaxsga bilim berish tushuniladi. Falsafiy bilim berish umumiy va maxsus yo`nalishlarda bo`lish mumkin. Masalan, falsafa fakultetlarida, «faylasuf» malakasi beriladi. Xalq maorifi tizimining barcha bo'g`inlarida aniq dastur asosida umumiy falsafiy bilim beriladi.

Falsafiy fanlarni o'rganish jamiyat a'zolari bilishi lozim bo`lgan olam, inson va jamiyatning obyektiv-universal mohiyati, bilish, qadriyatshunoslik, insonnning amaliy faoliyati, tafakkur shakllarini turli vositalar yordamida aholi orasida tashviqot qilishdir. Axloq falsafasini va nafosat falsafasini aholiga tushuntirish muhim printsip bo`lib hisoblanadi. Bundan tashqari, inson falsafasi, ijtimoiy falsafa, tabiat falsafasi, madaniyat falsafasi, san'at falsafasi, mafkura falsafasi, din falsafasi, siyosat falsafasi, huquq falsafasi, texnika falsafasi kabi fanlar ham jamiyat rivoji uchun muhim hisoblanadi.

Falsafiy ta'lim-tarbiyaning maqsadi ma'lum vositalar, shakl va metodlar yordamida shaxsning ongiga ta'sir ko`rsatib, unda falsafiy yo'nalishlar, sohalar, tizimlar, umuman falsafiy g'oyalarni makon va zamon talabiga muvofiq holda tanlay olish qobiliyatini shakllantirishdan iboratdir.

Falsafiy ta'limning asosiy maqsadi shaxsda falsafiy nazariyani shakllantirish, yani insonning olamga bo'lgan munosabatini, olamni anglashi, qadriyatlar to'g'risdagi ma'lumotga ega bo'lishi, insonning predmetli-o'zgaruvchan, amaliy faoliyati, o'zgaruvchan faoliyat usullarini tarbiyalashdir. Falsafiy ta'lim-tarbiya shaxsning bolalik chogidan umrining oxirigacha davom etadigan tarbiyaviy jarayonni o`z ichiga oladi. Bu jarayon davrida shaxs oilada, maktabgacha tarbiya muassasalarida, maktabda, maktabdan tashqari muassasalarda, oliy ta'limda, o`rta maxsus, kasb-hunar ta'limida, kadrlar malakasini oshirish va qayta tayyorlash idoralarida falsafiy ta'lim-tarbiya oladi. Demak, falsafiy ta'lim-tarbiya bosqichma-bosqich beriladi. Bosqichli falsafiy ta'lim-tarbiya berishdan maqsad yoshlarning falsafiy bilimlar va ko`nikmalarini tarkib toptirishni uzluksiz ta'minlashdir.

Masalan, hozirgi kunda barcha ta'lim muassasalarida falsafiy fanlar o'tilyapti.

Falsafiy ta'limning oldiga qo`yilgan umumiy vazifa shaxsga falsafiy tafakkur va unga amal qilish yo`llarini o`rgatish. Falsafiy ta'limning ijtimoiy vazifasi shaxsda insoniyat yaratgan ma'naviy boyliklarni hayotda qo`llay olish, «donishmandlikni sevish», «hikmatni qadrlash» qobiliyatini tarbiyalashdir.

Falsafiy ta'lim-tarbiyaning muhim vazifalaridan biri shaxsda hayot qonuniyatlarini yaxshi bilishga ehtiyoj o`yg`otish, yani o`zini mustaqil ravishda ijtimoiy munosabatlarga tayyorligini tarbiyalashga odatlantirishdir. Falsafa qonuniyatlariga hurmat ruhida tarbiyalangan shaxs qonun va kategoriyalarga muntazam ravishda o`rganib boradi va boshqalarni ham shunday qilishga da'vat etadi.

Amaliyotda falsafiy ta'limning har xil turlari mavjud. Lekin bugungi kungacha aniq bir ilmiy tushunchaga asoslangan, ko`p qirrali falsafiy ta'lim-tarbiya shakllarini ko`rsatib beruvchi adabiyot deyarli yo'q. Bu ta'lim-tarbiya, yuqorida aytib o`tganimizdek, oilada, bog'chada, maktabda, kollej, lisey, bilim yurtlarida, oliy ta'lim muassasalarida olib boriladi. Falsafiy ta'lim-tarbiya tarbiyalanuvchilarning xulq-atvoriga ta'sir ko`rsatuvchi, ularni odob-axloq doirasida tutish uchun asos bo`la oladigan bilim berishdir. Lekin tarbiyachi faqat bilim beribgina qolmasdan, tarbiyalanuvchilarga har xil shaklda ta'sir ham o`tkazishi kerak.

Falsafiy ta'lim-tarbiyaning shakllari asosida fuqarolik jamiyati institutlari, jamoat tashkilotlari, professor-o`qituvchilarining olib borgan ishlarining tashqi ko`rinishidagi ta'sir yo`li, ta'sir etish usullari yotibdi.

Falsafiy ta'lim-tarbiya shakllari har bir shu ish bilan shug`ullanuvchi uslubida o`z ifodasini topadi.

Masalan, o`quv yurtlarida falsafiy ta'lim-tarbiya shakli, mehnat faoliyati bilan shug`ullanuvchilarnikidan farq qiladi. O`quvchilarga dars jarayonida, darsdan tashqari vaqtda-suhbat, suhbatni falsafiy qoidalarini o`rgatish, o`yin darslari o`tkazish tariqasida olib boriladi.

Falsafiy ta'lim-tarbiya shakllari quyidagicha bo`lishi mumkin:

a) falsafiy bilim; b) falsafiy tashviqot; v) jamoatchilik tomonidan olib boriladigan ishlar; g) falsafa fani bo'yicha ilmiy ish olib boruvchilarning ilmiy ishlari bilan tanishish; d) faylasuflar jamiyati ishlarida ishtirok etish. Falsafiy ta'lim-tarbiyani jamoa o`rtasida yoki individual shaklda amalga oshirish mumkin.

Yoshlarni falsafiy bilimga va falsafiy tarbiyaga jalb etishda yetuk faylasuflar bilan uchrashuv o`tkazilishi, savol-javob kechalari tashkil etilishi yoki faylasuflar uyushmalari to`zilishi ijobiy natija beradi. Individual yakka tarzda falsafiy bilim berishda, falsafiy tarbiyalashda shaxsga maxsus adabiyotlar tavsiya etilishi, unda qiziqish uyg`otish, tarbiyalanuvchining ruhiy holatini o`rganib, u qabul qila oladigan, tushuna biladigan tarzda suhbat olib borish maqsadga muvofiqdir.

Falsafiy ta'lim-tarbiyaning metodlari:

Faylasuflar falsafiy ta'lim-tarbiya metodlarini odatda ikki turga bo`ladilar: ishontirish va majburlash.

Falsafiy ta'lim-tarbiya metodi - bu bir necha muayyan yo`l va usullar yig`indisi bo`lib, ular asosida kishilar ongiga, dunyoqarashiga ta'sir qilinadi. Buning natijasida tarbiyalanuvchilarda falsafaga hurmat hissi uyg`otiladi va ijtimoiy munosabatlarning buzilmasligi ta'minlanadi.

Eng asosiy metod bu – ishontirish metodi. Ishontirish orqali ijobiy natijaga erishilmasa, majburlash metodi qo`llanadi. Falsafiy ta'lim-tarbiyada bu ikki metodni birga qo`llash ham mumkin.

Falsafiy ta'lim-tarbiyaning ilmiy printsiplaridan yana biri o`rganilayotgan ijtimoiy munosabatlar yoki dunyoqarashning kelib chiqish sabablarini, unga obyektiv zarurat borligini tushuntirib berishdir. Agar tarbiyalanuvchi falsafa, borliq va dunyoqarashlarning vujudga kelishi, falsafiy qarashlarning umumiy asoslarini tushunib olsa, ayniqsa, hozir o`rganilayotgan globallashuv jarayonlaridagi o'zgarishlarning bo'lishi sababini bilsa, uni bajarishga ongli ravishda yondoshadi, o`zida ham falsafiy amaliyotga nisbatan ehtiyoj sezadi.

Falsafiy ta'lim-tarbiyaga ilmiy yondoshish quyidagi faoliyatlardan tashkil topadi:

- o`rgatilishi lozim bo`lgan falsafiy qarashlarning nazariy va amaliy jihatlarini puxta o`zlashtirib olish;
- ta'lim-tarbiya obyektlarini o`rganish, ular bilan falsafiy dunyoqarash o`rtasidagi bog`lanishni aniqlash;
- falsafaning tarixiy asoslari o`rganish va tahlil qilish;
- borliq shakllarini tushuntirish shakl va metodlarini tanlab olish;
- falsafiy ta'lim-tarbiya vositalarini tayyorlash;
- tarbiyalanuvchilarning fikrini o`rganish va savol-javob, bahs-munozaragaga tayyorlanish;

Falsafiy ta'lim-tarbiyani shahar, tuman, viloyat, respublika miqyosida yagona shakl va metodlar asosida olib borish ham ilmiy printsipdir. Ijtimoiy jarayonlarda tafakkur uslublarini qo'llash butun mamlakatda falsafiy ta'lim-tarbiyaga chuqur ilmiy yondoshishni taqozo qiladi. Hozir bu muhim ish faylasuflar va jamoat tashkilotlari hamkorligida amalga oshirilmoqda.

Ta'lim-tarbiyaga har tomonlama yondoshish deb tarbiya maqsadining shaxs ongida shakllanishiga ko`maklashuvchi omillarni aniqlash, ta'lim-tarbiya shakl va metodlariga ularga tayanishga aytiladi.

Bu vazifalarning zarur darajada amalga oshirilishi tarbiyachi bilan tarbiyalanuvchilarning o`zaro hamkorligiga bog`liqdir. Ikkala tomonning fikr almashishi, falsafiy tushunchalarga aniqlik kiritilishi, yakdillik asosida hayotiy holatining belgilab olinishi tinglovchilar ongiga tegishli o`zgarish kiritadi va uni boyitadi.

Masalan, tarbiyachi rivojlanish va taraqqiyot falsafasi bilan tinglovchilarni tanishtirmoqchi. Maqsad ularning ongiga rivojlanish va taraqqiyot tushunchalarini falsafiy talqinini aks ettirgan holda progress, rivojlanish jarayoni, sakrash, rivojlanishning yangi bosqichiga o'tish shakllariga muvofiq ish ko`ra olishni tarbiyalashdir. Buning uchun tarbiyachi

masalaga keng yondoshib, yangilanish dialektikasi sabablarini dalillar yordamida ko`rsatishi, taraqqiyotning ilgarilab borish xususiyatini isbotlashi, uni ijro etish tartibini o`rgatish, ko`zda to`tilgan maqsadni misollar yordamida tushuntirishi kerak.

Xulosalar. Har tamonlama yetuk shaxsni tarbiyalab yetishtirish maqsadi umumtarbiyaning maqsadi barcha yo`nalishlarini bir-biriga uyg`unlashtirilgan holda olib borishni taqozo qiladi. Bu bir kishining emas, balki butun jamoaning burchidir. Falsafiy ta'lim-tarbiya ham bir kishining emas, chunki shaxsni har tomonlama shakllantirish uchun bir tarbiyachi barcha omillarni bilishga qodir emas. Bir pedagog falsafiy ta'lim-tarbiyaning bir yoki bir necha yo`nalishinigina shaxs ongida shakllantira olishi mumkin. Pedagog muayyan masala bo`yicha falsafiy ta'lim-tarbiyaga keng yondoshishi uchun shu masalaga aloqador omillarni tanlab olishi, ularni yagona bir mavzuga yig`ishi, misollar yordamida uyg`unlashtirishi kerak. Masalan, tinglovchida borliqning yashash shakllari haqida ma'lumot berilganida o`qituvchi-o`quvchi qanday mavzularni o`rganishi kerakligini tanlab olishi, moddiy olam va materiya haqida falsafiy qarashlarni tushuntirishi, mavzuga taalluqli misollar topishi, materiyaning tarixiy talqinlari va zamonaviy talqinlarini, uning tizimli tuzilishini belgilashi, harakat, o'z-o'zidan harakat, nisbiy tinchlik, harakatning yo'qolmasligi va absolyutligi haqida ma'lumotlar to`plashi, so`ngra keng ta'lim-tarbiya mavzularini ishlab chiqishi va shu mavzu bo`yicha ish olib borilishi kerak. Lekin shuni unutmaslik lozim, falsafaning hatto biror yo`nalishini shakllantirish uchun ham falsafiy omillarning o`zigina kifoya emas: masalan, shaxsni qayta tarbiyalash uchun uning ongida burilish yasash, dunyoqarashiga, mehnat munosabatiga, madaniyat darajasiga ta'sir ko`rsatishi kerak. Agar u o'zini-o'zi tashkillashtirmas ekan, yana eski odatini davom ettiraveradi.

Binobarin, falsafiy ta'lim-tarbiyaga aloqador omillar ikki guruhga bo`linadi: tarbiyachining axborotga kiritiladigan omillar va tinglovchilar xususiyatiga bog`liq omillar. Ta'lim-tarbiya jarayonida ikkala guruh omillar baravar e'tiborga olinishi kerak.

Tarbiyachining axborotga kiritilgan omillari suhbat mavzusida qanday mavzu, falsafiy mavzu va muammolarni tushuntirmoq, asosiy maqsad nimaga qaratilganligini bilib olmoq. Masalan, olamning chekliligi va cheksizligi bo`yicha ta'lim-tarbiya: cheklilik, cheksizlik, potensial va aktual cheksizlik, nihoyasizlik va nomuayyanlikka oid ma'lumotlarni to`plashdan iborat. Tinglovchilar xususiyatiga bog`liq omillarda tarbiyachi tinglovchilarning qabul qilish darajasi, yoshiga, mahoratiga va boshqa xususiyatlariga e'tibor bergan holda tarbiya usulini tanlashdan iborat.

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IMKONIYATI CHEKLANGAN SHAXSLARNI JAMIYATGA INTEGRATSIYASINI AMALGA OSHIRISH MEXANIZMLARI

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ANNOTATSIYA: Mazkur maqolada jamiyat hayotida nogironlarni himoya qilish mexanizmlarini rivojlantirish, jamiyat hayotida faol ishtirok etishlarini ta'minlash, ularning huquqlarini hurmat qilinishi uchun imkoniyatlar tizimini yaratish bugungi kunning dolzarb vazifalaridan hisoblanadi. Nogironligi mavjud insonlarni qo'llab-quvvatlash va himoya qilish faqat maxsus xizmatlarni taqdim etishdangina iborat bo'lib qolmasdan, balki ularga kamsitish nazari bilan qarashga barham beruvchi chora-tadbirlar amalga oshirilishini, nogironlarning fuqarolik, siyosiy, iqtisodiy, ijtimoiy va madaniy huquqlari ta'minlanishini kafolatlovchi hamda bu boradagi to'siqlarni olib tashlovchi qonunlar, dasturlar qabul qilinishini ham nazarda tutadi.

Kalit so'z va iboralar: nogironlarni himoya qilish, kamsitish, ijtimoiy-iqtisodiy huquqlar.

Hayotdagi har bir hodisa o'zining shakllanishi va rivojlanishining ma'lum qonuniyatlariga ega. Har qanday bilim aniq tarixiy fakt bilan bog'liq hodisaga asoslangan holda shakllanadi.

Nogironlarga kamsitish nazari bilan qarash muammosi insoniyatning butun tarixi davomida mavjud bo'lgan va bugun ham barham topmagan. Sog'liq jihatdan imkoniyati cheklangan insonlarning jamiyat hayotiga integrasiyalashuvining muhim ijtimoiy-psixologik omillaridan biri jamiyatning - sog'lom insonlarning nogironlarga munosabati bilan bog'liq. Jamiyatning ko'pchilik a'zolarida shakllangan nogironlarga nisbatan noto'g'ri munosabat aksariyat hollarda jamoatchilik ongida sog'liq jihatdan imkoniyati cheklangan insonlarning ijobiy timsoli shakllanmaganiga borib taqaladi.

O'zbekistonda har doim xalqimizga xos bo'lgan rahmdillik, muhtojlarga yordam qo'lini cho'zish, ularni turli vaziyatlarda qo'llab-quvvatlash kabi fazilatlar yuksak qadrlangan. Mamlakatimizda imkoniyati cheklangan insonlarning ta'lim, sog'liqni saqlash va ishga joylashish kabi yo'nalishlardan kengroq foydalanishlari uchun imkoniyatlar yaratishga alohida e'tibor qaratilmoqda. Shu bilan birga, juda ko'plab muammolar, jumladan nogiron kishilarning jamoat transportidan foydalanishi, turli xizmatlarni olishi bilan bog'liq masalalar, jamiyatdagi stereotiplar va boshqalar hali yechim topmagan. Ammo vaziyat asta-sekin ijobiy tomonga o'zgarib bormoqda, nogiron insonlarni ham jamoatchilik, ham davlat darajasida tinglash, tushunish va qo'llab-quvvatlashga tayyorlik ko'zga tashlanmoqda.

Insoniyat o'z tarixida har doim ham jismoniy, ham ruhiy jihatdan imkoniyatlari cheklangan odamlar bilan to'qnash kelgan. Rivojlanishning turli davrlarida ularga munosabat ham turlicha bo'lgan. Nogironlik tushunchasi lotincha invalidus so'zidan olingan bo'lib, aynan «kuchsiz, kuchli emas» degan ma'no anglatadi, ya'ni, in — «emas» + validus — «kuchli», boshqacha aytganda, bu – jismoniy, aqliy, sensor yoki ruhiy jihatdan kamchiligi bo'lgan inson faoliyatida mavjud to'siq yoki cheklovlarni bildiradi[1].

Stigmatizasiya (yunon tilidan tarjimada yorliq, tamg'a degan ma'no anglatadi) – individlarni ajratib qo'yish, yoki ularga «tamg'a bosish», tashqi belgilariga qarab «tuzalmas», «noqis» kabi ijtimoiy yorliqlarni yopishtirish. Stigmatizasiya natijasida inson boshqalardan ajratib ko'rsatiladi va jamiyatning boshqa a'zolariga qarama qarshi qo'yiladi. Natijada inson rasmiy yoki norasmiy tashkiliy tuzilmadan tushib qolishi va marginallar safini to'ldirishi mumkin.

Qadim zamonlardan beri olimu, ulamolar, faylasuflarni og'ir kasalliklarga chalingan yoki rivojlanishdan orqada qolgan kishilarning yashashi, ularni davolash va o'qitish masalalari o'ziga jalb etib kelgan. Qadimgi Yunoniston, Rim, Vizantiya, Sharq faylasuflari va donishmandlari, jumladan Aristotel, Seneka, Siseron va boshqalarning asarlarida jamiyat va jismoniy imkoniyatlari cheklangan insonlar o'rtasidagi munosabat mavzusi ham e'tibordan chetda qolmagan.

Odatda sog'lig'i bilan bog'liq muammolari mavjud kishilar soni urush va harbiy harakatlardan keyin ko'payib ketgani bois, ana shu urushlar paytida yaralangan, jarohat olgan, kasallik orttirgan sobiq harbiylarga aholida e'tibor qaratilgan. Sog'lig'ida muammosi mavjud bo'lgan ana shu sobiq jangchilar «nogiron» (invalid) deb atalgan. Fransiyada ushbu atama armiyada harbiy xizmatni o'tagan va davlat oldida xizmat ko'rsatgan, yaralangani, jarohat olgani

[1] https://ru.wikipedia.org/wiki/Инвалидность

yoki qarigani bois harbiylikka yaramay qolgan jangchilarga nisbatan qo'llanilgan. Besh yuz yildan ortiq vaqt mobaynida davlat sog'lig'i bilan bog'liq muammosi mavjud insonlarni ikki guruhga ajratib kelgan. Birinchi guruhga armiyada xizmat qilgan va yaralanish, jarohat olish yoki keksayganligi sabab sog'lig'ida muammolar paydo bo'lgan nogironlar kiritilgan. Ikkinchi guruhdan esa hyech qachon harbiy xizmatni o'tamagan, jarohatlari, kasalliklari tug'ma, kundalik turmushda yoki ishlab chiqarish jarayonida orttirilgan bolalar hamda katta yoshdagi aholi kiritilgan. Bu guruh mayib-majruxlardan iborat bo'lgan.

Qadimgi Yunonistonda harbiy nogironlar oilasi bilan davlat qaramog'ida bo'lgan. Rimda esa nogironlarga yer uchastkalari, janglarda qo'lga kiritilgan o'ljadan ulush ajratilgan, shuningdek pul ta'minoti belgilangan. Nogironlar jamiyatning obro'-e'tiborli kishilari sanalishgan, hamda ijtimoiy ta'minotning anchayin rivojlangan tizimi ular xizmatida bo'lgan. Sog'lig'i bilan bog'liq muammosi mavjud kishilarning ikkinchi toifasi esa odatda g'aribxonalarda, nogironlar uylarida saqlangan. Bu yerda ular taom va boshpana bilan ta'minlangan.

O'rta asrlarda Fransiya va Angliyada harbiy nogironlarga qarash monastirlar zimmasiga yuklatilgan. Ispaniyada, keyinroq esa Angliya va Gollandiyada yaralangan va jarohat olgan harbiy nogironlarga pensiya va bir martalik moddiy yordam to'lanishi tizimi yo'lga qo'yilgan[1]. 1606 yilda Fransiya qiroli Genrix IV tomonidan yaralangan, kasalga chalingan va qarib qolgan harbiylar va ularning oila a'zolari uchun harbiy g'aribxonalar tizimi joriy etilgan. U ikkita, ya'ni nasroniy rahm-shafqat hamda avliyo Lyudovik gospitallaridan iborat bo'lgan.

1671 yilda Lyudovik XIV Parijda mashhur Hotel des invalidsga asos soladi. Xuddi shu davrda Angliyada ham ana shunday uylar paydo bo'ladi: ular avval Chelsi va Grinvichda (dengizchilar uchun), sal keyinroq esa Berlinda va Avstriyada ochiladi. XVI asrdan boshlab Fransiyada nogironlarga davlat g'aznasidan nafaqa tayinlanadi. Ammo Parijda nogironlar uyi (Hotel des invalids) ochilganidan keyin monastirlarga nafaqa ajratilishi to'xtatiladi va nafaqalarning hammasi ana shu uydagi nogironlarning ta'minotiga yo'naltiriladi. Ayniqsa, Napoleon I nogironlarga alohida g'amxo'rlik ko'rsatgan. U o'z armiyasi faxriylarining obro'sini yuqoriga ko'tarib qo'ygan edi. Shundan keyin Yevropaning boshqa davlatlarida ham nogironlar rotalari paydo bo'lib, ularda nogironlar jangovar xizmat bilan bog'liq bo'lmagan harbiy lavozimlarga tayinlangan. Bu rotalar turli shaharlarga joylashtirilgan. Ularda harbiy xizmat davrida yaralangan, jarohat olgan va kasallik orttirgan quyi lavozimdagi harbiylar xizmat qilib, ichki xizmat va front orti bilan bog'liq turli vazifalarni bajarishgan. Bugunga kelib, Fransiyada bunday nogironlar rotalari butunlay barham topgan.

1887 yilda Prussiyada 6 ta nogironlar rotasi mavjud bo'lib, ularning har birida o'rtacha 100-120 kishi xizmat qilgan, shuningdek saroy tasarrufida gvardiyachi nogironlar rotasi faoliyat olib borgan[2].

1832 yil Myunxenda (Bavariya, Germaniya) Yogan Edler fon Kurs bir qo'li yo'q o'g'il bolalar uchun xalq maktabi bilan bir xil va teng ta'lim beradigan tarbiya institutini tashkil etadi. Uning maqsadi nogiron bolalarga hunar yoki «erkin kasb» o'rgatish bo'lgan. Bu bolalar tibbiy nazorat ostida bo'lgan va davolash muolajalari olishgan. 1874 yildan institutda bir qo'li yo'q qiz bolalar ham o'qitila boshlaydi va ular bu yerda tikish, bichish, to'qish va uy-ro'zg'or yuritish ko'nikmalarini o'rganishadi. 1897 yilga qadar Germaniyada Myunxen institutiga o'xshash 8 ta maktab ochiladi va ularda jami 550 nafar nogiron bolalar ta'lim olishadi[3].

1872 yilda filantrop Gans Knudsen (Kopengagen, Daniya) mayib-majruxlarga yordam jamiyatini, ortopediya klinikasini, kasbiy ta'lim maktabini va ishlaydigan nogironlar uchun ustaxona ochadi. Mazkur maktab faoliyati 1884 yil Kopengagen shahrida bo'lib o'tgan shifokorlarning Xalqaro kongressida tilga olinadi. Mayib-majruhlar bilan ishlashdagi bu tajribaga shifokorlar ijobiy baho berishadi va tez orada ushbu tajriba Skandinaviya davlatlari (Shvesiya,

[1] История инвалидных обществ. http://independentfor.com/material/histunion.htm
[2] История инвалидных обществ. http://independentfor.com/material/histunion.htm
[3] Мисяк С.А. Запорожский медицинский журнал №5, том 2, 2006, с. 160

Norvegiya)da ham jismoniy imkoniyati cheklangan kishilarga yordam ko'rsatish sohasiga joriy etiladi.

XIX asr oxirlarida AQShda ijtimoiy himoyaga muhtoj aholi qatlami bilan ishlashning yangi yo'nalishi – ijtimoiy xizmat yuzaga keladi. Insonparvarlik faoliyatining bu yo'nalishi shifokorlar tomonidan kasallar, mayib-majruxlar, nogironlar, bolalar va emigrantlar bilan ishlash uchun tashkil qilingan. 1926 yilda AQSh universitetlarida turli ixtisosliklar bo'yicha ijtimoiy sohada: bolalar, ayollar va nogironlar bilan ishlash uchun mutaxassislar tayyorlashga kirishiladi. Bu jarayonda birinchi o'rinda aholining extiyojmand qatlamlarini himoya qilishga qaratilgan chora-tadbirlar turadi. Jamiyat tomonidan keng ko'lamli ishlar bajarilmoqda hamda ularning doirasida turli, ayniqsa yuqumli kasalliklar tarqalishining oldini olish, ularni davolash, tabiiy ofatlarni bartaraf etishda yordam ko'rsatish, shuningdek aholining extiyojmand qatlamlari, yolg'iz keksalar, ko'p bolali kam ta'minlangan oilalar, nogironlar, ko'mak va yordamga muhtoj boshqa qatlamlarning muammolarini hal etishga qaratilgan aniq chora-tadbirlar amalga oshirilmoqda.

Nogironlarga kamsitish nazari bilan qarash muammosi insoniyatning butun tarixi davomida mavjud bo'lgan va bugun ham barham topmagan. Inson huquqlari tizimida nogironlarni himoya qilish mexanizmlarini rivojlantirish ularning mustaqil shaxslardan xayriya yordami oluvchi sifatidagi maqomini tubdan o'zgartirish imkonini beradi. Bunday yondoshuv nogironlarning jamiyat hayotida faol ishtirok etishlarini ta'minlash orqali ularning huquqlari hurmat qilinishi uchun imkoniyatlar izlashga qaratilgandir. Nogironlarning huquqlarini qo'llab-quvvatlash va himoya qilish faqat maxsus xizmatlarni taqdim etishdangina iborat bo'lib qolmasdan, balki ularga kamsitish nazari bilan qarashga barham beruvchi chora-tadbirlar amalga oshirilishini, nogironlarning fuqarolik, siyosiy, iqtisodiy, ijtimoiy va madaniy huquqlari ta'minlanishini kafolatlovchi hamda bu boradagi to'siqlarni olib tashlovchi qonunlar, dasturlar qabul qilinishini ham nazarda tutadi.

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BARKAMOL AVLODNI TARBIYALASHDA SOG'LOM TURMUSH TARZINI RIVOJLANTIRISH HAMDA DINIY VA DUNYOVIY QADRIYATLAR UYG'UNLIGI

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Annotatsiya: O'zbekistonda yoshlarga oid davlat siyosati aniq maqsadlarni o'z oldiga qo'ygan holda, bosqichma bosqich, kompleks chora-tadbirlarni amalga oshirgan holda rivojlantirilmoqda. Barkamol avlodni tarbiyalash sog'lom turmush tarzini jamiyat xayotida qaror toptirish, dunyoviy bilimlar asosida fuqarolar dunyoqarashini shakllantirish, diniy qadriyatlar asosida axloqiy, tarbiyaviy ishlarni olib borish asosida amalga oshiriladi.

Kalit so'zi: Barkamol avlod, axloqiy tarbiya, ma'nan yetuk, axloqan pok, jismonan sog'lom, mehnatsevar, boy ma'naviy meros, qadriyat, an'analarimizga

Kirish: O'zbekistonda barkamol avlodni tarbiyalash masalasiga katta e'tibor qaratilmoqda. Har qanday davlatning taraqqiyoti, yurtning rivojlanishi, ma'lum bir yutuqlarga

erishishi, xalqning farovonligi o'sha davlatda yoshlar ta'lim-tarbiyasi hamda jamiyatda qaror topgan sog'lom turmush tarziga bog'liqdir. O'zbekistonda yoshlarning huquq va manfaatlarini himoya qilish masalasiga katta e'tibor qaratilmoqda, ularga zarur shart-sharoitlar va imkoniyatlarni yaratib berish masalasida mustahkam huquqiy asos yaratilgan va bu tizim zamon talablariga bog'liq ravishda takomillashtirilmoqda..

Metodologiya; Prezident Shavkat Mirziyoyev tomonidan 2016 yil 14-sentyabrda O'zbekiston Respublikasining "Yoshlarga oid davlat siyosati to'g'risida"gi Qonuni qabul qilinib, amal qilib kelmoqda. O'zbekistonda yoshlarga oid davlat siyosatini izchil ravishda amalga oshirish, yosh avlodni barkamol va yetuk, intellektual salohiyatli, o'z qat'iy pozitsiyasiga ega bo'lgan, yurtda amalga oshirilayotgan islohotlar uchun mas'ul, maqsadga intiluvchan, serg'ayrat, vatanparvar, sadoqatli, komil insonlar sifatida tarbiyalash masalasiga O'zbekistonda katta e'tibor qaratilmoqda.

Tahlil va natijalar: Prezident Shavkat Mirziyoyevning 2022 yil 28-yanvarda PF-60-son Farmoni qabul qilingan bo'lib, ushbu farmonga 1-ilovada Yoshlarga oid davlat siyosatini takomillashtirish sohasidagi asosiy vazifalar ko'rsatilgan. Ushbu vazifalarda yoshlarning huquqlari, erkinliklari va qonuniy manfaatlarini ta'minlash masalasiga katta e'tibor qaratilgan. Yoshlarning hayoti va sog'lig'ini saqlash masalasiga ham e'tibor berilgan. Yoshlar uchun malakali tibbiy xizmatdan foydalanish shart-sharoitlarini yaxshilashning zarurligi ko'rsatilgan. O'zbekistonda olib borilayotgan yoshlarga oid davlat siyosatida yoshlar o'rtasida tibbiy savodxonlikni oshirish va sog'lom turmush tarzini mustahkamlash masalasiga ham katta e'tibor qaratilgan.. "Yoshlarda sog'lom turmush tarziga intilishni shakllantirish, shuningdek, yoshlarning bo'sh vaqtlarini mazmunli tashkil etish va yoshlar sportini ommaviy rivojlantirish uchun shart-sharoitlar yaratish; yosh oilalarni ma'naviy va moddiy jihatdan qo'llab-quvvatlash, ular uchun munosib uy-joy va ijtimoiy-maishiy sharoitlarni yaratish bo'yicha kompleks chora-tadbirlar tizimini amalga oshirish; yoshlarning huquqlari va erkinliklarini ro'yobga chiqarish sohasida faoliyat olib boruvchi xalqaro tashkilotlar bilan hamkorlikni rivojlantirish"[1] masalalari ham O'zbekistonda yoshlarga oid davlat siyosatida e'tibor qaratilgan asosiy masalalardir.

Hozirgi davrda O'zbekistonning barcha viloyatlarida yangi oliy ta'lim muassasalari, ilmiy va ijodiy markazlar tashkil etilib, oliy o'quv yurtlarining qabul kvotalari sezilarli darajada kengaytirilmoqda. O'zbekiston oliy ta'lim muassasalarining rivojlangan davlatlar nufuzli oliy ta'lim muassasalari bilan hamkorlik aloqalari kuchayib, chet ellik pedagoglar talabalarimizga ta'lim bermoqdalar. O'zbekistonda yoshlarga oid davlat siyosati aniq maqsadlarni o'z oldiga qo'ygan holda, bosqichma bosqich, kompleks chora-tadbirlarni amalga oshirgan holda rivojlantirilmoqda. Prezident Shavkat Mirziyoyev tomonidan ijtimoiy, ma'naviy-ma'rifiy sohalardagi sa'y-harakatlarni tizimli ravishda yo'lga qo'yish maqsadida 5 ta muhim tashabbus ilgari surildi. Bu tashabbuslar yoshlarning musiqa, rassomlik, adabiyot, teatr va san'atning boshqa turlariga qiziqishlarini oshirishga xizmat qiladi. Ularning iste'dodini yuzaga chiqarishga yordam beradi. Yoshlarni jismoniy chiniqtirish, ularning sport sohasida qobiliyatlarini namoyon qilishlari uchun zarur sharoitlarni yaratadi. Aholi va yoshlar o'rtasida kompyuter texnologiyalari va internetdan samarali foydalanishni tashkil etish, yoshlar ma'naviyatini yuksaltirish, ular o'rtasida kitobxonlikni keng targ'ib qilish kabi ishlar ham 5 ta muhim tashabbus doirasida amalga oshirilmoqda. Yoshlar o'rtasida tizimli ishlarni tashkil etish, xotin-qizlarni ish bilan ta'minlash masalasiga ham 5 tashabbusda katta e'tibor qaratilmoqda. Besh tashabbus doirasida, hududlardagi madaniyat markazlari, musiqa va san'at maktablarining moddiy-texnik bazasi keskin yaxshilanadi, ulardan foydalanish holatida ijobiy o'zgarishlar amalga oshiriladi, yoshlarning qiziqishi hisobga olinib, qo'shimcha 1,5 mingta to'garaklar tashkil etiladi. O'zbekistonning ko'pgina hududlari, hatto eng chekka qishloqlarda ham madaniyat markazlari, badiiy-havaskorlik jamoalari, yoshlar

[1] Ўзбекистон Республикаси Президентининг Фармони. 2022-2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегияси тўғрисида. 2022 йил 28 январь, №ПФ-60. 17-бет. https://lex.uz/docs/5841063

teatr-studiyalari tashkil etish masalasiga e'tibor qaratiladi, hududlarda "Yoshlar klublari" faoliyati yo'lga qo'yiladi. O'zbekistonda yoshlar maksimal darajada 12 mingdan ziyod yoshlarda sog'lom turmush tarzini rivojlantirishga yordam beradigan sport inshootlariga qamrab olinadi. O'zbekistonda mavjud bo'lgan barcha umumta'lim maktablari sport anjomlari bilan to'liq jihozlanadi. 5 tashabbus doirasida olis va chekka hududlarda yengil konstruksiyali sendvich panellardan kichik sport zallari va sun'iy qoplamali maydonlar barpo etilib, bolalar va o'smirlar sport maktablari soni yanada ko'paytiriladi. Yoshlarni axborot texnologiyalaridan unumli foydalanishga o'rgatish, ularni internetdagi zararli xurujlardan asrash maqsadida ilg'or xalqaro tajribalar asosida barcha hududlarda Raqamli texnologiyalar o'quv markazlari tashkil etiladi. Raqamli texnologiyalar o'quv markazlarida elektron tijorat va dasturlash bepul o'rgatiladi, "startap" loyihalarga yordam ko'rsatiladi, axborot texnologiyalari sohasida biznes bo'yicha innovatsion ko'nikmalar shakllantiriladi. S shart-sharoitlarni yaratib berish masalasiga katta e'tibor qaratilmoqda.

"Mamlakatimizdagi tub o'zgarishlar, yoshlarga oid davlat siyosatini yanada rivojlantirishni kun tartibiga qo'ymoqda, - deydi Prezident Shavkat Mirziyoyev, - Yoshlar bilan ishlash samaradorligini baholash bo'yicha yagona ko'rsatkichlar ishlab chiqish, yoshlar siyosatini baholash milliy indeksini joriy etish kerak. O'zbekiston yoshlar ittifoqi "O'zbekiston yoshlari - 2025" konsepsiyasini ishlab chiqishi, unda ma'naviy va jismoniy barkamol avlodni voyaga yetkazishning amaliy chora-tadbirlari belgilanishi zarur. Jamiyatda tinchlik va osoyishtalikni ta'minlashda hech kim chetda turmasligi, "O'z bolangizni, o'z uyingizni, o'z Vataningizni ko'z qorachig'idek asrang!" degan shior odamlarimiz qalbidan chuqur joy olishi kerak. Jamiyatimizda aholi, ayniqsa, yosh yigit-qizlarimizning ma'naviy va ma'rifiy saviyasini doimiy yuksaltirish – birinchi darajali ahamiyatga egadir"[1].

O'zbekistonda demokratik huquqiy davlat va fuqarolik jamiyatini barpo etishda, jamiyat hayotida ma'naviy-ma'rifiy tadbirlarni amalga oshirishda barkamol avlod tarbiyasi muhim ahamiyatga egadir. Jamiyat hayotida ma'naviyat fuqarolarda yangicha tafakkur, dunyoqarash, milliy o'zligini anglashning shakllanishiga xizmat qiladi. Jamiyat rivojlanishi, uning ma'naviy asoslari takomillashib borishi, yoshlarning o'z imkoniyatlarini ro'yobga chiqarishi uchun, o'zining aql-zakovatiga, iste'dodi va qobiliyatiga ishonib yashashi uchun mustahkam asos bo'lib xizmat qiladi. Yoshlarning mamlakatimizda amalga oshirilayotgan islohotlar jarayonlarining barcha sohalarida adolatli, ma'nan yetuk, axloqan pok, jismonan sog'lom, mehnatsevar, boy ma'naviy meros, qadriyat, an'analarimizga hurmat-e'tibor bilan qarovchi, yangicha siyosiy-ma'naviy tafakkur egasi bo'lishlari yangilanayotgan O'zbekistonda sog'lom turmush tarzi rivojlanishida muhim ahamiyatga egadir. Hozirgi fuqarolik jamiyati rivojlanishi har bir fuqaroning yuksak ong, yangicha tafakkur va dunyoqarash, chuqur bilim, milliy va umuminsoniy madaniyat, ma'naviyat, xulq-odob, yuksak ijtimoiy munosabat mohiyatini anglab yetgan aql-farosat va nafosat egasi bo'lishi zarurligini talab etmoqda. Insondagi ma'naviy-axloqiy barkamollik, milliy qadriyatlar, milliy urf-odat, an'ana, udumlar, marosimlar asosida shakllanadi. Turli rasm-rusum, turmush tarziga xos an'analar insonning ijtimoiy faoliyati jarayonida yaratiladi. Milliy qadriyatlar jamiyatdagi demokratik o'zgarishlar jarayonida butun ijtimoiy munosabatlar tizimiga ijobiy ta'sir ko'rsatadi. Milliy qadriyatlar jamiyatning barcha jabhalarini yetuklik darajasiga ko'tarishga va shaxsning axloqiy dunyoqarashini boyitishga xizmat qiladi. "Barkamol shaxsni shakllantirishdagi muhim vazifalardan biri jamiyat a'zolarida milliy, umuminsoniy qadriyatlarga mos keladigan xislat va fazilatlarni shakllantirish, ularning ma'naviy dunyosini boyitishning uslub va vositalarini takomillashtirishdan iboratdir"[2].

[1] Мирзиёев Ш.М. Миллий тикланишдан – миллий юксалиш сари. 4-жилд, Тошкент, Ўзбекистон, 2020 йил, 34-35 бетлар..

[2] Халдибекова Ф. Соғлом турмуш тарзини шакллантиришда ахлоқий қадриятларнинг ўрни. Монография. Тошкент, "Университет", 2014 йил, 75 бет.

Sog'lom avlodni axloqiy tarbiyalash deganda uning faqat jismoniy sog'lomligi emas, balki sharqona odob-axloq hamda umumbashariy g'oyalar ruhida kamol topgan insonni tarbiyalash tushuniladi. Insonni ma'naviy-axloqiy tarbiyalash uning qadr-qimmatini, izzat-hurmatini joyiga qo'yish, ijtimoiy hayotda tutgan o'rnini, burchi va mas'uliyatini belgilash asosida amalga oshiriladi. Iymon-e'tiqod, halollik-poklik, adolat-himmat insonning muhim ma'naviy fazilatlaridir. Bu fazilatlarni yoshlarimizning hayot qoidasiga aylantirish, ularni demokratik jamiyat talablariga mos inson qilib tarbiyalash bugungi kunning muhim vazifasidir. Jamiyat a'zolarining ma'naviy-axloqiy tarbiyasida iymon, yaxshilik, ezgulik, halollik, diyonat, ma'rifat, mehr-muruvvat manbai bo'lgan islom dini va islomiy qadriyatlarning tutgan o'rni va ahamiyati kattadir. Islom madaniyati va axloqiy qarashlarida ilmi kalom, ilmi rivoyat, ilmi aqida, ilmi tavhid kabi islom ilmlari muhim o'rin tutadi. Diniy bilimlar insonning hissiy bilishi, intuitiv bilishga asoslangan bo'lsa, dunyoviy bilimlar, ratsionalizm, insonning dunyoni aql yordamida bilishiga asoslanadi. Dunyoviy bilimlar asosida insonning dunyoqarashi shakllanadi. Diniy qadriyatlar esa insonning odobi, axloqi, iymon-e'tiqodi shakllanishida muhim o'rin tutadi. "Hadisi sharifda mukammal bo'lmoqlikning quyidagi sharti keltirilgan: to'g'ri e'tiqodli bo'lmoq, kishilar bilan yaxshi munosabatda bo'lib yurish hamda kishi o'z ustida ishlamoq, o'zini ibodat va itoatda chiniqtirmoqligidir"[1]. Imonli va e'tiqodli bo'lish uchun inson doimo savob ishlar qilishi va gunoh ishlardan o'zini tiyishi talab etiladi.

Oilada milliy va umuminsoniy tarbiyaning barcha yo'nalishlari uyg'un holda bosqichma-bosqich amalga oshiriladi, bolalarda sanitariya-gigiyenik, ekologik bilim va ko'nikmalar shakllantiriladi, diniy aqidaparastlik, ichkilikbozlik, giyohvandlikka qarshi tarbiyaviy ishlar amalga oshiriladi, ota-onaning ta'lim muassasalari va mahalla oldida o'z farzandlarining barcha xatti-harakatlari uchun javobgarligi oshiriladi. Farzandni oilada tarbiyalaganda ular ongiga ajdodlardan o'tib kelayotgan boy ma'naviy meros, axloq-odob, urf-odat va an'analar bugungi kun bilan uyg'unlashtirilgan holda singdiriladi. Oilada oila a'zolari bir-birlarini doimiy ravishda o'zaro jismoniy, moddiy, ma'naviy va psixologik, tibbiy jihatdan qo'llab-quvvatlaydilar, oilaviy dam olishlar to'g'ri tashkil etiladi. Oilada turli muammoli vaziyatlar vujudga kelganda ularni oqilona hal etish uchun yoshlar muloqot madaniyatiga o'rgatiladi. Oilada ota-onalar va farzandlar o'rtasida o'zaro munosabatlarni mustahkamlashda turli mavzularda suhbatlar o'tkaziladi. Bundan tashqari "oilada bolaning maktabdan tashqari turli xil ta'lim muassasalaridagi (musiqa va san'at, sport maktablari, "Barkamol avlod" bolalar markazlari, mahallalar qoshidagi turli to'garaklar markazlari) to'garak mashg'ulotlariga jalb etish; bolalarni insonparvar, vatanparvar, millatparvar hamda erkparvar insonlar bo'lib yetishishi uchun oilada axloqiy muhitni paydo qilishdan iborat,"[2] bo'lgan bir qator vazifalar mavjuddir.

"Biz yoshlarning orzu-intilishlari, ilg'or g'oya va tashabbuslarini ro'yobga chiqarish maqsadida boshlagan ishlarimizni nainki davom ettiramiz, balki ularni yangi, yanada yuksak bosqichga ko'taramiz, - deydi Prezident Shavkat Mirziyoyev, - , Bugun biz o'z oldimizga qo'ygan ulkan va mas'uliyatli vazifalar butun xalqimiz kabi sizlardan ham har tomonlama katta tayyorgarlik va safarbarlikni talab etmoqda. Ishonchim komil, sizlar zamonaviy bilim va taraqqiyot cho'qqilarini egallab, o'z amaliy ishlaringiz, g'ayrat-shijoatingiz bilan jonajon Vatanimizga munosib, sadoqatli farzandlar bo'lasiz"[3].

[1] Зиямуҳаммедов Б. Бахтли ва фаровон ҳаёт билан руҳ хотиржамлигини таъминловчи фазилатлар. Тошкент, "Тамаддун", 2017 йил 207 бет.

[2] "Соғлом турмуш тарзи – обод турмуш кафолати". Илмий – амалий конференция материаллари. Тошкент, 2013 йил, 94-95 бетлар.

[3] Мирзиёев Ш.М. Нияти улуғ халқнинг иши ҳам улуғ, ҳаёти ёруғ ва келажаги фаровон бўлади. 3-жилд. Тошкент, Ўзбекистон, 2019 йил, 387 бет.

Xalqimiz tarixida farzandlarga go'zal tarbiya berish, ularni jismoniy, aqliy, axloqiy barkamol qilib tarbiyalash masalasi doimo dolzarb ahamiyat kasb etib kelgan. Jismonan sog'lom, keng dunyoqarashga ega, dunyoviy bilimlar va diniy qadriyatlar to'g'risida bilim va tasavvurga ega bo'lgan, ijtimoiy hayotda faol, yuksak ma'naviyatli barkamol insonni tarbiyalash masalasi bugungi kunda Yangi O'zbekistonda amalga oshirilayotgan iqtisodiy, ijtimoiy-siyosiy, ma'naviy-mafkuraviy o'zgarish va yangilanish jarayonida muhim ahamiyatga ega bo'lmoqda.

"Biz yoshlarga doir davlat siyosatini hech og'ishmasdan, qat'iyat bilan davom ettiramiz. Nafaqat davom ettiramiz, balki bu siyosatni ustuvor vazifa sifatida bugun davr talab qilayotgan yuksak darajaga ko'taramiz, - deydi Prezident Shavkat Mirziyoyev, - Sizlarning zamonaviy bilim va kasb-hunarlarni egallab, hayotda o'z mustahkam o'rningizni topishingiz, baxtli bo'lishingiz uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz"[1].

XULOSA: Jismonan sog'lom, ma'naviy yetuk barkamol yoshlarni tarbiyalash va ularning bilim olishi bo'yicha belgilangan vazifalarning muvaffaqiyatli amalga oshirilishi O'zbekistonda farovon hayotni ta'minlashning muhim omili bo'lib kelmoqda. Yosh avlodni milliy va umuminsoniy qadriyatlar uyg'unligi ruhida tarbiyalash, ularda milliy iftihor va o'zlikni anglash, vatanparvarlik tuyg'ularini shakllantirish, o'z xalqining tarixi hamda madaniyatini hurmat qilish fazilatlarini qaror toptirish O'zbekistonda davlat va jamiyat qurilishida katta e'tibor qaratilayotgan masalalardan bo'lib hisoblanadi. Bu vazifalarni amalga oshirish esa O'zbekistonda barkamol avlod tarbiyasiga bo'lgan e'tiborni kuchaytirish, jamiyat hayotida sog'lom turmush tarzi barqarorligini ta'minlash, fuqarolarda dunyoviy dunyoqarashni qaror toptirish, diniy qadriyatlarga nisbatan axloqiy, tarbiyaviy munosabatni shakllantirish asosida amalga oshirilmoqda.

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TEACHING ENGLISH AS A SECOND LANGUAGE USING MODERN TECHNOLOGY WITHOUT INTERACTION WITH NATIVE SPEAKERS.

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Abstract: The article deals with the questions of teaching phonetics by teachers of foreign languages whether it should be a matter of importance as grammar, lexicology, and etc. by using the means of modern technology and different entertainment platforms without being exposed to the interaction with native speakers.

Key words: technology, methodology, phonetics, teaching.

The relevance of the research topic is determined by the need to revise the technics of teaching pronunciation and intonation of the English language by using modern technological approach. It is necessary to identify approaches and methods aimed at improving pronunciation skills that could balance the lexical and grammatical knowledge and speech motor skills already existing among students and help them successfully apply knowledge, skills and proficiency in the act of communication.

There's a lot of debate going on whether teachers of foreign languages should focus on conducting lessons of phonetics as an essential part of language learning: the ability to pronounce sounds and words in accordance with the accepted norms of the language, the ability to correctly intone sentences and placing phrasal stress have a direct impact on subsequent success in mastering such types of speech activity as speaking, listening and reading. The questions is it possible achieving above mentioned skills without interacting with native speakers in live and the answer is clear.

It is important to develop the most effective approach to teaching foreign languages in general, to foreign pronunciation, and intonation in particular, to promote the formation of foreign language communicative competence. However, it is necessary to take into account social and cultural values, which makes it possible to model the real situation of communication[1].

The purpose of the article: to identify problems of teaching pronunciation and intonation of foreign language and to determine ways to solve them using a communicative and technological approach.

Let's turn to P. Roach's textbook "English Phonetics and Phonology" where he notes that pronunciation training has recently been largely ignored by both practical teachers and methodologists, since it was considered an outdated aspect of the language and it hardly meets the requirements of modern times. This was explained by the fact that when working on pronunciation skills, the main task that everyone is trying to achieve is an authentic sound having the main goal of learning a foreign language is communication. However , P.Roach argues that improving the phonetic side of speech is not only a mechanical work to achieve the perfect sound of vowels and consonants; good pronunciation is pronunciation that is understandable to others[2]. As an example, the author cites American and British versions of the English language, when communicating with native speakers, we hear the standard pronunciation for the English language with differences in the phonetic representation of some sounds.

Phonetics reflects the national feeling of a certain culture and is associated with national thinking based on historical experience. All together, this is national identity: national attitudes (reflected by phonetics), national experience (reflected by vocabulary) and national thinking (reflected by grammar). This is not a new idea - linking language learning with the study of national culture and the historical way of a certain country. English has long been the language of international communication. It is the language of the business world, digital technologies, and modern world culture. However, most of the students learning English as a second language get confused whether to learn American or British English. The United States of America has a significant influence on everything that happens in the world. American culture is spreading to

[1] Bodnar S., Yatsenko G. The implementation of linguistic and cultural studies approach into the course of English phonetics with the use of new audio-video technologies. 7TH International conference on education and new learning technologies. 2015. P. 7364–7368.

[2] Roach P. English Phonetics and Phonology. A practical course. Cambridge, 2012. 262 p.

other countries, including Great Britain. American realities penetrate into all spheres of life: entertainment, computer programs, movies, music, sports, fashion[1].

The African American dialect, which is also called "African American Vernacular English", "Black English", or (Ebonics), is one of the main components of modern American culture[2]. The pronunciation of the African-American dialect is not homogeneous and has many territorial dialect differences. In addition, the absence of strict rules makes native speakers' speech individualized compared to native speakers of standard American English.

P. Roach makes an interesting, in our opinion, remark that the normative pronunciation of the English language is absolutely not the easiest variation of it, and if there is a right to choose an exemplary accent, it would be possible to choose a more suitable and simple option, having, for example, more obvious connections between pronunciation and spelling [2]. In addition, P. Roach points out the importance of studying phrasal stress and intonation models of the English language. At the same time, the author asks us to pay attention to the fact that, as a rule, the suprasegmental level of the language is studied after working on the articulation of individual sounds, but this is not because the second level is not important at all, but because it is more logical and effective. It should be noted that there are also such learning models in which first work on intonation is conducted, and only then the transition to the development of sounds is carried out.

P. Roach offers standard exercises for practicing the phonetic side of speech. Here are some of them:

1) simulation exercises;
2) sound recognition exercises;
3) exercises to reproduce phonetic phenomena.

M. Hewings, like other authors, points out that teachers often do not pay enough attention to the work on pronunciation, considering it not as significant as other aspects of speech, even if the students themselves want to achieve an understandable sound [4, p. 11 - Hewings M. Pronunciation Practice Activities. A resource book for teaching English pronunciation. Cambridge, 2004. 246 p.]. The author says that when setting tasks in teaching pronunciation (in particular, choosing which version of the English language to use as a model), the teacher must take into account certain factors, such as[3]:

1) where and under what circumstances students will use the language;
2) which of the English language options do students have to face outside the classroom;
3) which variant of the English language do students show the greatest interest in, etc.

At the same time, according to the author, one should not forget that in most cases it is almost impossible to achieve authentic pronunciation, therefore it is not necessary to focus excessively on it as the main task in teaching.

D.Crystal holds the same point of view and in one of his lectures, he notes that one of the main problems facing a foreign language teacher is the speed of 6mistake of teachers is the imposition of one normative version of the language and pronunciation on students. It is necessary to constantly develop students' reading and listening skills, exposing them to a variety of English language options in order to gradually "tune" their phonemic hearing. At the same time, the teacher

[1] Schweitzer, A.D. Social differentiation of the English language in the USA / A.D. Schweitzer. – M., 1983
[2] Rickford, J. African American Vernacular English: Features and Use, Evolu- tion and Educational Implications / J. Rickford. – London, 1999.
[3] Hewings M. Pronunciation Practice Activities. A resource book for teaching English pronunciation. Cambridge, 2004. 246 p.

has the right to choose which language options to give preference to. The decision can be made by a teacher or an educational institution depending on various factors[1].

Beginner students, who are constantly exposed to different dialects and accents of the language by watching a variety of movies and listening to all kinds of genres of songs in the language they are learning tend to have more understandable sound with a less heavy accent.

M. Hewings cites a number of the most common mistakes that should be paid attention to first of all, because, unlike other inaccuracies in the speech of students, it is errors in the components of the phonetic system, listed below, that can lead to misunderstanding and violation of the act of speech communication.

1. Pronunciation of consonant sounds. According to the author, it is the consonant sounds that are significant in the semantic definition of the word.

2. Pronunciation of consonant clusters or consonant clusters. Students tend not to pronounce all the sounds where it is needed, or, conversely, to pronounce an additional sound that is not present in a single word.

3. Observing the longitude of vowel sounds. The short – long vowel opposition is meaningful for the phonetic system of the English language, therefore it requires special attention.

4. Statement of verbal stress. According to M. Hewing, it is often the incorrectly chosen stressed syllable that causes difficulties in understanding what is said.

5. Phrasal stress – as well as stress in words, can lead to misunderstandings between communicants.

The author gives teachers methodological recommendations that may be necessary when planning work on pronunciation skills.

1. The teacher should determine in advance a number of possible errors related primarily to the influence of the phonetic system of the student's native language. In this case the teacher should be familiar with L1 of the students.

2. If possible, it is necessary to identify the weak points of students in advance in order to pay special attention to them later.

3. It is necessary to analyze the lesson plan and determine for yourself whether what the textbook offers is enough, whether the material is suitable and whether it is necessary to modify or add some things yourself.

Thus, we can come to the conclusion that all the mentioned authors analyzed by us consider it necessary to pay special attention to the phonetic aspect of the learning language rather than, for example, vocabulary or grammar. As the main difficulties in learning English, they identify the discrepancy between the written and sound design of words, the variety of sound variations that one letter can convey, and the difficulty of transcribing and reading transcriptions of English words, which also affects the quality of communication in a foreign language. In addition, the authors note the need for teachers to be flexible in teaching pronunciation, to be able to adapt to a particular group of students, their capabilities and even preferences. We all agree that the communicative method can become a good basis for working out the phonetic aspect of the language being studied. Additionally, nowadays it is much easier to get connected with anyone at any part of the world by just clicking a couple of buttons on our smart phones. There are various apps that may come very handy for language learners, too.

Apart from that, the research showed that A1 language leaners show tremendous results in pronunciation practices when exposed to different types of accents, dialects and sounds by watching movies, listening to music and learning lyrics of songs by heart. For that, a teacher should have a big data base and memory of when and where to find a suitable song or a movie clip, which could match a topic of a particular lesson.

[1] Crystal D. The biggest challenges for teachers. [Electronic resource]. URL: https://www.youtube.com/watch?v= ItODnX5geCM (date of access: 11.11.2020)

There are many interesting cognitive scientific, geographical, natural, social, technical, artistic materials, songs, topics and problems for discussions and disputes in the modern world. Thus, English lessons can become something that expands the horizons of students in various fields of human activity. A communicative approach in connection with a conscious approach is a good condition that motivates students. Understanding the meaning of exercises, the role of learning for their future, they begin to work hard and become successful in the subject.

The use of a communicative approach through entertainment media to teaching pronunciation and intonation is an effective way to form phonetic skills and maintain them in further foreign language teaching. Summing up, we would like to note that the results of our research of using more entertaining exercises can be used directly in English classes to improve auditory-pronunciation skills, as well as in the training of linguist students in higher educational institutions during the teaching of practical and theoretical phonetics of the English language and in the training of future teachers.

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"УЧРАШУВ"ДА ЖАМИЯТ ВА ИНСОННИНГ МУКАММАЛ ОБРАЗИ ТАСВИРИ

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Аннотация. Ушбу мақола Ҳамза Ҳакимзода Ниёзийнинг "Учрашув" асари қаҳрамонлари Юсуф ва Ширин образлари орқали илм-маърифат фойдаси ва жаҳолат фожиаси ҳақидаги қарашларининг бадиий инъикоси таҳлилига бағишланган.

Калит сўзлар: диний-тарихий шахс, гўзаллик рамзи, меҳрибон она, итоатгўй рафиқа, ибрат, халқнинг "кўзини очиш", илк жадид романи

Аннотация. Данная статья посвящена анализу художественного восприятия взглядов Хамзы Хакимзаде Ниязи на пользу науки и трагедию невежества через образы героев "Встречи" Юсуфа и Ширин .

Ключевые слова: религиозно-историческая личность, символ красоты, любящая мать, послушная жена, пример-образец, "открыть глаза" народу, первый джадидский роман.

Annotation. This article is devoted to the analysis of the artistic perception of Hamza Hakimzade Niyazi's views on the benefits of science and the tragedy of ignorance through the images of the heroes of the "Meeting" Yusuf and Shirin.

Keywords: religious and historical personality, a symbol of beauty, a loving mother, an obedient wife, a model example, "open the eyes" of the people, the first Jadid novel.

Қўқон адабий муҳити вакили Ҳамза Ҳакимзода Ниёзий илму маърифат тарғибида собит бўлди: "Ҳар бир бойлик ва тараққий илм ва маърифатнинг соясиндадур. Кўрасизми, бошқа миллатлардаги халқ илм учун ёшгина ўғул ва қизларни Оврўподан Амриқога, Осиёдан Оврўпоға, демак, тўрт-беш йил мусофур қилиб юборалар. Лоақал сиз кўз олдингизда бўлган туземнический мактабларина беринг! Шояд келажакдаги оғирликлардан сизнинг тарбиянгиз соясинда саломат қутқорулсун", дегонингда лабларни буруб, ажаблар қилурлар..."[1]. Дарҳақиқат, айни шу замонда халқимиз илму маърифатли, миллатпарвар, фидойи ёшларга ҳар доимгидан ҳам кўра кўпроқ эҳтиёжманд эди.

Ҳамза ўз ижоди билан янги ўзбек адабиётининг шаклланишига катта ҳисса қўшган ва жадидчилик ғояларини илгари суришда жонбозлик кўрсатган миллатпарвар адиблардан бири бўлиб, илк миллий романчилигимизга (Ҳамза асарлари роман жанри талабларига жавоб бермагани учун уларни роман эмас, роман ёзиш учун илк уриниш сифатида эътироф этилади) тамал тоши қўйганлардан эди. Ҳамзанинг «Учрашув» (1916) асари «Бефарзанд Очилдибой» (1914) сингари тўлиқ етиб келмаган. Унинг фақат «Учрашув» бобидан парчалар сақланиб қолган бўлиб, атиги 15 бети бизгача етиб келган. Унда Ширин, Юсуф, Розиқбой, Аброр каби образлар орқали маиший масалалар қаламга олинган. Муаллиф Салима, Ширин каби образлар баёнида хотин-қизлардаги ибо, ҳаё ҳамда оилапарварлик хусусиятларига юқори баҳо беради, бу орқали мукаммал турмуш учун аёл ҳам мукаммал бўлмоғи зарурлигини исботлайди. "Учрашув" асари (иккинчи номи "Тўрт ишқ") орқали оила, жамият тараққиёти учун аёлнинг баркамол бўлиши лозимлиги ҳақидаги хулоса англашилади. Асарда ёшларнинг кўнгил туғёнлари, муҳаббат манзараси гўзал чизгиларда берилган.

Асар номида муайян рамзийлик бор. 16 ёшга кирган ёш, беғубор, маъсума қиз Ширин аввал Аброр, сўнгра Юсуф билан илк бор учрашганида икки йигитнинг икки хил табиати, дунёқараши, маънавий-руҳий оламига дуч келади. Бу икки йигит тимсолида ёзувчи илм-маърифат фойдаси ва жаҳолатнинг зарарини кўрсатиб берган. Анъанавий мумтоз адабиётда севишганлар ҳар доим номалар ёзиб, у орқали дил изҳорларини билдиришган. Аброр ёзиш илмидан бехабарлиги, саводсизлиги сабабли Ширин учун мактубни бировнинг ёрдами билан ёздирмоқчи бўлади. Юсуф эса севги изҳори битилган шундай гўзал мактуб йўллайдики, Ширин беихтиёр Юсуфга ошиқа бошлайди.

Асарда Юсуф, Ширин каби тарихий-бадиий шахсларнинг номи келиши бежиз эмас. Юсуф диний-тарихий шахс ва гўзаллик рамзи[2]. "Учрашув"даги Юсуф ҳам гўзал ахлоқли ва

[1] Каримов Н. Ҳамза Ҳакимзода Ниёзийнинг XX аср ўзбек адабиёти тараққиётидаги ўрни ва аҳамияти // Ҳамза ва XX аср ўзбек адабиёти. Мақолалар тўплами. Нашрга тайёрловчи Зебо Қобилова. – Фарғона, 2019. – 38 б.

[2] "Қуръони Карим" нозил бўлиши билан Юсуф образи мусулмон халқлари орасида, халқ оғзаки ижодида ва адабиётида бир неча талқинларда ишланиб, сайқалланиб борди. IX асрдан бошлаб Шарқда 150 дан ортиқ "Юсуф ва Зулайхо" достон ва қиссалари вужудга келгани маълум. Фақат туркий адабиётда "Юсуф ва

илмли шахс. Бунинг боиси унинг тарбиясида эди. Юсуфнинг онаси Салима меҳрибон она ва итоатгўй рафиқа тимсоли. Отаси Абдураҳмон иккинчи турмуш ўртоғи Сорага айтган сўзларидан шу нарса англашиладики, Юсуфнинг хушхабиат, мулойим, хушхўйлиги ҳамда қизи Ҳалиманинг гўзал хулқли ва ҳар қандай ишни ўгай онасидан кўра яхши эплаши онаси Салима туфайли эди. Ёзувчи бу ўринда фарзандлар тарбиясида онанинг нечоғли муҳим ўрин тутишига урғу беради.

Шу ўринда Ширин образи ҳам халқ оғзаки ижоди ва мумтоз адабиётда кенг ўрин олган анъанавий образ. Алишер Навоий яратган Ширин тимсолида ўрта асрлар Шарқ аёлига хос бўлган барча гўзал фазилатлар мужассам. "Учрашув"даги Ширин ҳам, ўз ўрнида, жасур, ахлоқли, илмли ва илмлиларни хуш кўрувчи образ сифатида тасвирланган.

Неча асрлардан буён халқимизга таниш Юсуф ва Ширин образлари билан Ҳамза қаҳрамонлари ўртасида маънавий ва руҳий уйғунлик бор. Ижодкор барча ёшларга Юсуфни ва Ширинни ибрат қилиб кўрсатишни, халқнинг "кўзини очиш"ни истагани шубҳасиз.

Асарнинг биргина фасли орқали илм-маърифат тарғиби, пок муҳаббат, севгида вафо, оилага садоқат, эрлик ва аёллик бурчи, фарзанд тарбиясида онанинг муҳим ўрин эгаллаши, қолаверса, ёшларнинг ҳою-ҳавасларга, ҳис-туйғуларга берилган "учрашув"лари умри жуда қисқа бўлиши, нафс ва ҳирсни тийиб, оқибатни ўйлаб ўрнатилган муносабатларгина келажакда хайрли натижалар бериши ҳақидаги фикр англашилади. Ёзувчи ўз асарини "Учрашув" деб номлаши юқоридаги учала қаҳрамоннинг учрашуви билан бевосита боғлиқ бўлиб, иккинчидан, ёшларнинг илму маърифат билан учрашуви назарда тутилгани эҳтимолдан ҳоли эмас. Икки хил дунёқараш, икки хил табиат, икки хил мақсад ва ниятларга эга қаҳрамонларнинг кейинги ҳаёти асар давомида уларнинг хатти-ҳаракатларига мувофиқ равишда кечиши тайин. Асар бизгача тўлиқ ҳолда етиб келганда қаҳрамонларнинг келгуси тақдири билан танишиш ва ижодкор концепциясини батафсил англаш имкони бўлар эди. Бизга маълум саҳифалардан англашиладиган ғоя – илмнинг фойдаси ва жаҳолатнинг фожиасидир. "Миллатни маърифатли кўриш Ҳамзанинг деярли барча асарларидаги асосий фикр ҳисобланади. Илмсизлик туфайли қолоқлик ботқоғига ботган Туркистонга, она Ватанига шоир дард билан мурожаат қилади:

Тургил, дарддан жисмингни соғла, Туркистон,
Дониш ўтига бағринг доғла, Туркистон"[1].

Илмни тарғиб қилган ва жаҳолатни қоралаган Ҳамза давр, сиёсат, мафкура тазйиқига учраб, жаҳолат қурбони бўлди. Профессор Нурбой Жабборов таъкидлаганидек, "...шўроларнинг қатағон қиличи миллатнинг не-не закий фарзандлари жонига хатар солган мураккаб ва зиддиятли даврларда Ҳамза ижодида муросага мойиллик, комфирқа мафкураси таъсирига ён бериш тенденцияси сезилиб туради. Бироқ у жисман ва руҳан миллатпарвар жадидлар сафида тургани, она-Ватанини дунёнинг ривожланган давлатлари, жондан азиз миллатини жаҳоннинг мутараққий халқлари қаторида кўриш орзусида яшагани ҳам ҳақ рост"[2].

Зулайхо" ҳақида 50 га яқин асар яратилган. Жумладан, Қул Али, Носириддин Рабғузий, Дурбек, Ҳайдар Хоразмий, Мулла Юсуф Ёркандий, Нозим Ҳиравий, Сайқалий, Хиромий, Салоҳий, Андалиб, Ҳозиқ каби ижодкорлар қисса ва достонлар битганлар // Шодмонов Н. "Илоҳийнома"да Юсуф образи / https://ziyouz.uz/ilm-va-fan/adabiyot/nafas-shodmonov-ilohiynoma-da-yusuf-obrazi/

[1] Қосимов Б. Оташин маърифатпарвар // Ҳамза ва XX аср ўзбек адабиёти. Мақолалар тўплами. Нашрга тайёрловчи Зебо Қобилова. – Фарғона, 2019. – Б. 27.

[2] Жабборов Н. Ҳамза ва жадидчилик // Ҳамза ва XX аср ўзбек адабиёти. Мақолалар тўплами. Нашрга тайёрловчи Зебо Қобилова. – Фарғона, 2019. – 117 б.

XX асрда жадид адибларимиз эрк, озодлик, ҳуррият учун қандай курашиш кераклигини фақатгина тушунтириб, тасвирлаб бериш билан кифояланишмади, улар ўзлари ибрат бўлиб кўрсатиб бердилар. Улар ҳам назарий, ҳам амалий фаолиятда жадал одимладилар. Ўз даври учун илк жадид романи сифатида нашр этилган "Учрашув"да жамият ва инсоннинг мукаммал образи ҳақидаги қарашлар илк бор кенг эпик кўламда яратилди.

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MUTAXASSISLAR TAYYORLASH SAMARADORLIGINING SOTSIOLOGIK TAHLILI

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ANNOTATSIYA: Mazkur tadqiqotda Mustaqillik davrida jamiyatimizda yuz bergan turli ijtimoiy, iqtisodiy, siyosiy, madaniy, mafkuraviy o'zgarishlar natijasida yuzaga kelgan yangi davrga xos yangicha ijtimoiy muhit va undagi munosabatlar tufayli kun tartibiga ko'tarilgan aholining ijtimoiy zaif toifalarining davlat tomonidan ijtimoiy muhofazasini, himoyasi va ta'minotini tashkil etish, amalga oshirish uchun mutaxassis kadrlar tayyorlash tizimining holati, samaradorligi tahlili va bu tizimni yanada takomillashtirish bo'yicha takliflar hamda mulohazalar berilgan.

Tahlil uchun so'nggi 4 o'quv yilida Respublika oliy ta'lim muassasalariga soha bo'yicha davlat buyurtmasi asosida bakalavriat(kunduzgi, sirtqi, kechki) va magistratura qabul ko'rsatkichlari va ular keyinchalik mehnat faoliyatini amalga oshirishi mumkin bo'lgan tashkilot va muassasalar soni dinamikasi olindi.

Kirish. XX asrning 2-yarmi dunyoda texnika va texnologiyalarga tayangan holda rivojlanishga harakatlar bilan kuzatilgan bo'lsa, XXI asr boshidan jahon hamjamiyati asosiy e'tiborni inson qadr-qimmatiga, inson fenomeni ahamiyatiga, insoniyat jamiyatlarida va umuman yer yuzida insonning holatiga asosiy e'tiborni qarata boshladi. Bunga dalil sifatida Birlashgan Millatlar Tashkiloti tomonidan ilgari surilgan Mingyillik Rivojlanish Maqsadlarini ko'rsatish mumkin. "Maqsadlar"da belgilab qo'yilgan vazifalarga e'tibor qaratganda kun tartibidagi insonning ijtimoiy holatini ijobiylashtirishga intilish yaqqol ko'zga tashlanadi.[1] O'zbekiston ushbu maqsadlarni ro'yobga chiqarish uchun o'zining o'ttiz vazifadan iborat Mingyillik rivojlanish dasturini ishlab chiqdi va keyingi yigirma uch yilda ularni izchillik bilan amalga oshirib

[1] O`zbekistonda mingyillik rivojlanish maqsadlari | United Nations Development Programme. https://www.undp.org/uz/uzbekistan/publications/ozbekistonda-mingyillik-rivojlanish-maqsadlari

kelmoqda.[1] Taraqqiyotning O'zbek modeli[2], Harakatlar strategiyasi[3], Taraqqiyot strategiyasi[4] va boshqa ko'plab davlat dasturlarida asosiy e'tibor mamlakatni ijtimoiy rivojlantirishga qaratib kelinmoqda.

Ijtimoiy ishchilarni tayyorlash tizimi O'zbekistonda yildan yilga rivojlanib, sohalar bo'yicha kengayib bormoqda. Lekin oliy ta'lim muassasalarining soha mutaxassislarini tayyorlash bo'yicha o'quv rejalaridagi xilma xillik yagona tizimni yaratishga imkon bermay kelmoqda.

ASOSIY QISM

Orzuimizdagi ezgu fikr, ezgu so'z va ezgu amallar ustuvor bo'ladigan ijtimoiy makon, maqsad-muddaolarimiz timsoli bo'lgan erkin va farovon hayot o'z-o'zidan shakllanib qolmaydi.[5]

Jamiyat ijtimoiy zaif toifalarini davlat va jamiyatning ichki va tashqi resurslarini oqilona yo'naltirish orqali ijtimoiy himoyalashni tashkil etish – ijtimoiy ishchilarning vazifasidir. Jamiyatda keskin tabaqalanishning yuzaga kelishi boshqaruv tizimi va omma o'rtasida munosabatlarning buzilishiga olib keladi, shu sababli ijtimoiy munosabatlarning korreksion, regulyativ, kompensatsion kabi an'anaviy funksiyalarini zamonaviy shakldagi faoliyat turiga aylantirish va bu bilan boshqaruv tizimining asoslarini mustahkamlash zamonaviy davlatlar ijtimoiy siyosatining asosi sifatida qaralmoqda. Bu sohani rivojlantirish, soha mutaxassislarini tayyorlashning samarali metodlarini ishlab chiqish va amaliyotga tadbiq etish globallashuv jarayonlari sharoitida, ayniqsa muhimdir.

Insoniyat tarixi – ma'lum ma'noda, eng oqilona va samarali boshqaruvni tashkil etish, hokimiyatning nisbatan qattiqqo'l shakllaridan voz kechish, insonparvar va xalqparvar ko'rinishlarini qo'llashga intilish tarixi deb, baholash mumkin.[6]

O'zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi "**2017-2021 yillarda O'zbekistonni rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi to'g'risida"**gi Farmonida Yangi O'zbekistonni barpo etishning strategik asoslari ko'rsatib berilgan.

Bunda asosiy g'oya - **"Xalq davlat idoralariga emas, balki davlat idoralari xalqimizga xizmat qilishi kerak".** Mazkur g'oyani amalga oshirish bo'yicha "mahalla – sektor – Xalq qabulxonasi – mahalla" hamkorlik tizimi joriy qilindi, ko'plab qonun va qarorlar, dasturlar qabul qilindi va hayotga joriy etildi, etilmoqda. Ko'plab turli soha mutaxassislari jalb etildi, jumladan, huqushunoslar, psixologlar, iqtisodchilar, tibbiyot sohasi mutaxassislari va boshqalar. Ammo, bu vazifalar ijrosini ta'minlashda hamon talaygina muammolar ko'zga tashlanmoqdaki ular haqida fikr yuritish, masalani aniq mohiyatiga yetishda anchayin chalkashliklar yuzaga keladi, binobarin bajarilayotgan vazifalar natijalari ham ko'pgina hollarda bir tomonlama – faqatgina muammoning vaqtinchalik yechimini topish bilan cheklanib qoladi. Masalan, mahalla yoki o'ziga biriktirilgan

[1] O`zbekistonda mingyillik rivojlanish maqsadlari | United Nations Development Programme. https://www.undp.org/uz/uzbekistan/publications/ozbekistonda-mingyillik-rivojlanish-maqsadlari
[2] Karimov I.A. O'zbekiston – bozor munosabatlariga o'tishning o'ziga xos yo'li–T.: O'zbekiston, 1993
[3] PF-4947-son 07.02.2017. O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida. // https://lex.uz/docs/-3107036
[4] PF-60-son 28.01.2022. 2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida. // https://lex.uz/uz/docs/-5841063
[5] Shavkat Mirziyoyev Yangi O'zbekiston strategiyasi. – Toshkent: "O'zbekiston" nashriyoti, 2021. 44-bet.
[6] Каххаров А. Новый Узбекистан – новый имидж власти: глазами социолога. Т.,2021. с.4.

hudud bo'yicha mas'ul mutasaddi sifatida aholini ijtimoiy va iqtisodiy jihatdan aniq belgilangan indikatorlar vositasida o'rganuvchi, aytaylik, tabaqalashtirilgan holda- **barqaror farovonlik darajasi, barqaror bo'lmagan farovonlik darajasi, kambag'allik xavfi ostidagi daraja, kambag'allik darajasi, qashshoqlik darajasi** kabi aholi ijtimoiy farovonlik darajasini belgilovchi, shundan so'ng eng quyi darajadagilardan boshlab individual tarzda alohida loyihalar bilan ishlovchi, muammoning yechimi uchun davlat resurslarini loyihaviy kompleks tarzda jalb etib harakatlarni tashkil etuvchi mutaxassislar – ijtimoiy ishchilar nihoyatda kam va faoliyat doirasi va resurslar ta'minoti jihatidan chegaralangandir.

Ijtimoiy muhofazaning "Iqtisodiyot inson uchun" tarzida bo'lishi lozim bo'lgan zamonaviy iqtisodiyotga o'tishi uchun shunday samarali tizim zarurki, u har bir kishining mehnat salohiyatidan, uning ijtimoiy-iqtisodiy maqomi, qaysi ijtimoiy-iqtisodiy guruhga mansubligidan qat'iy nazar, undan foydalanish imkonini bersin.[1]

Inson, uning haq-huquqlari va baxt-saodati davlat siyosati, barcha davlat organlari faoliyatining eng ustuvor maqsadi bo'lishi lozim. Jamiyat qurilishi va davlat siyosati ana shu g'oyaga tayanishi hamda "Davlat – inson uchun" tamoyili asosida tashkil etilishi lozim.[2]

Yangi O'zbekiston g'oyasining strategik maqsadlarini amalga oshirish, ijtimoiy siyosat yanada samarali bo'lishi, davlat organlari faoliyati ko'zlangan natijalarni bera olishi uchun vazifalarga mutaxassis kadrlar tayinlash, ularning malakasiga aniq talablar qo'yilishi, vakolatlari va imkoniyatlar doirasi aniq belgilab qo'yilishi lozim. Hokimiyatlar, mahallalarda, xalq qabulxonalarida aholining ijtimoiy muammolari bilan shug'ullanuvchi mutaxassislar yaqin kelajakda aynan ijtimoiy ishchilar bo'lishi lozim.

Ijtimoiy salomatlik tushunchasi ijtimoiy ish nazariyasining asosiy kategoriyalaridan biri hisoblanadi, ijtimoiy guruhlar, sotsium, oila, individ uning subekti hisoblanadi. Ijtimoiy salomatlikni ijtimoiy maqom, farovonlik, qulaylik va xavfsizlik meyori bilan bog'lashadi. Chunki ijtimoiy maqom ruhiy, iqtisodiy, oilaviy, kasbiy va boshqa maqomli mezonlarni o'z ichiga olsa, ijtimoiy salomatlik ham ko'p omilli tizim hisoblanadi, uning tahlili fanlararo xususiyatga ega.

Ijtimoiy ish o'quv fani sifatida o'quv maqsadlarini ko'zlab ilm-fan asoslarini o'quv yurti mutaxassisligiga tadbiqan tizimlashtirib bayon qilishni o'zida ifoda etadi. Ijtimoiy ishga o'qitilayotgan talabalar ijtimoiy xodim bilan mijoz, ehtiyojmand odamlar bilan jamiyat o'rtasidagi vositachilikni ta'minlaydigan turli nazariy bilimlar va texnologiyalarni egallab olishlari lozim bo'ladi. Ushbu sohadagi ta'lim tizimi nazariy va amaliy qismlarning uyg'unligini ifoda etishi kerak.

G'arb mamlakatlarida ijtimoiy ish sohasida mutaxassislar tayyorlashga mavjud yondashuvlarning ko'pchiligi bunday ish, masalan, diniy va dunyoviy asoslarni, vasiylik va xayriyani birga qo'shib olib borishni, davlat xizmatlari yoki xususiy ijtimoiy xizmatlar ustivorligini o'z ichga oladigan ijtimoiy-madaniy an'analar va tarixiy shart-sharoitlarning o'ziga xosligiga muvofiq tashkil etilishini ko'rsatadi. Bunday tayyorlash izchil, maqsad va vakolatlar sohasi aniq belgilangan holda turli shakllarda (kurslar, kollejlar, universitetlar) va turli bosqichlarda amalga oshiriladi.[3]

Ijtimoiy xodim mijoz bilan yakka tartibda ish olib borishga e'tiborni qaratish o'rniga uni muhitning ustunlik qiluvchi madaniyati, qarashlari va siyosiy qadriyatlari bilan birga ko'rishi kerak. Dasturlar va kurslarning turli-tumanligi aynan mana shunga xizmat qiladi. Ijtimoiy ish mutaxassislarini tayyorlash turli mamlakatlarda turlicha kechadi.

[1] Abdurahmonov Q.H., Tohirova X.T., Zokirova N.Q. "Aholini ijtimoiy himoya qilish" – T.: TDIU, 2003. 7-bet
[2] Shavkat Mirziyoyev Yangi O'zbekiston strategiyasi. – Toshkent: "O'zbekiston" nashriyoti, 2021. 65-bet.
[3] Social Work and Social Welfare. https://www.syncsci.com/journal/SWSW/index

Aholini to‘liq ijtimoiy muhofaza tizimi bilan to‘liq qamrab olish maqsadida O‘zbekistonda "Ijtimoiy ish" yo‘nalishi Oliy ta'lim yo‘nalishlari va mutaxassisliklari klassifikatoriga kiritilgan.[1]

2004-2005-o‘quv yilidan Abdulla Qodiriy nomidagi Toshkent davlat madaniyat institutida, 2005-2006-o‘quv yilidan Samarqand va Farg‘ona davlat universitetlarida, 2010-2011-o‘quv yilidan O‘zbekison milliy universitetida "Ijtimoiy ish" yo‘nalishi bo‘yicha yuqori malakali mutaxassislar tayyorlana boshladi.[2]

Ijtimoiy xizmat tizimining qaror topishi aholi bilan ishlashda fuqarolarni samarali ijtimoiy qo‘llab-quvvatlash imkonini beradigan zamonaviy metodika va texnologiyalardan keng foydalanish mamlakat ijtimoiy siyosatining eng muhim tendensiyasi hisoblanadi. Mahalliy boshqaruv organlarida, hokimliklarda hududiy ijtimoiy xizmatlar tarmog‘i tashkil etilishi va rivojlanishi, ijtimoiy ish, ijtimoiy pedagogika va amaliy pixologiya sohasida mutaxassislar tayyorlash tufayli aholiga to‘laqonli ijtimoiy xizmat ko‘rsatish imkoniyati haqiqatga aylanmoqda.[3]

O‘zbekistondagi mavjud ijtimoiy-iqtisodiy sharoitlarda yangi ijtimoiy muassasalar tarmog‘i yaratildi. Aholining turli toifalariga ijtimoiy xizmat ko‘rsatish markazlari, aholiga ruhiy-pedagogik yordam ko‘rsatuvchi markazlar, voyaga yetmaganlar uchun ijtimoiy reabilitatsiya markazlari, oila va bolalarga ijtimoiy yordam ko‘rsatadigan hududiy markazlar shunday muassasalar jumlasiga kiradi.[4]

Aholiga ijtimoiy xizmat ko‘rstaishda va mamlakat fuqarolarini ijtimoiy himoya qilishda nodavlat sektor salmog‘i tobora oshib bormoqda. U kishilarning ijtimoiy ehtiyojlariga erkin va tezkor munosabatda bo‘lmoqda. Oxirgi yillarda mahalliy hukumatga qarashli bo‘lmagan tashkilotlar soni oshib bormoqda. Mamlakat aholisiing himoya qilish va qo‘llab-quvvatlash kompleks dasturlarini shakllantirish zarurligiga shubha yo‘q. Davlatimizning butun ijtimoiy siyosati shunga qaratilgan. Ijtimoiy siyosat va ijtimoiy ish o‘zaro bog‘langan. Ijtimoiy ish – bu ijtimoiy siyosatni amalga oshirishning o‘ziga xos shaklidir, ijimoiy siyosat esa ijtimoiy ishning o‘zagi va yo‘nalishidir. Huquqiy, fuqarolik jamiyatini shakllantirishning murakkab yo‘lida faoliyatning mamlakatimiz uchun yangi turini shakllantirish va ijtimoiy xodimlarni kasbga tayyorlash zarur.

Haqiqatdan ham mamlakatda manfaatli ta'minlash sohasida oxirgi yillarda o‘tkazilgan islohotlar tufayli ijtimoiy xodimlarni tayyorlashga katta e'tibor berilmoqda. 2008 yilda qabul qilingan O‘zbekiston Respublikasining "Bola huquqlari kafolatlari to‘g‘risida"ga Qonuni bolalarni himoya qilish sohasida asosiy hujjat hisoblanadi.[5] Mazkur qonun bola huquqlari bo‘yicha BMT Deklaratsiyasida mavjud bo‘lgan bolaning bolaning barcha huquqlarini ta'minlaydi. Kadrlar tayyorlash masalasiga kelsak, 4-moddada bola huquqlarini himoya qilish sohasida faoliyat olib borayotgan kadrlarni tayyorlash, qayta tayyorlash va ularning malakasini oshirish davlat ijtimoiy siyosatining asosiy yo‘nalishlaridan biri hisoblanishi aytiladi.

O‘zining demografik xususiyatalri va ko‘p yillik an'analari tufayli O‘zbekistonda bugungi kunda aholining 60 foizdan ortig‘ini bolalar va yoshlar tashkil etadigan mamlakat hisoblanadi. Bolalar va oilalarga har tomonlama yordam ko‘rsatish uchun safarbar etilgan vazirliklar va idoralarning keng tarmoqli tizimi orqali bolalar himoya qilinadi. Mamlakatda olib borilayotgan islohotlar bilan bir qatorda nihoyatda muhim chora hisoblanadi, chunki ushbu sohaning aynan shu kasbga o‘qitilgan xodimlarga bolalik davrida bolaning manfaatlarini aks ettirishlari uchun vakolat

[1] O‘Zbekiston Respublikasining Davlat Standarti xizmatchilarning asosiy lavozimlari va ishchilar kasblari klassifikatori (Xalikk-2020) https://lex.uz/docs/-5529263

[2] Karimov I.A. O‘zbekiston iqtisodiy islohotlarni chuqurlashtirish yo‘lida. –T., «O‘zbekiston», 1995

[3] O‘zbekiston Respublikasi Prezidentining Farmoni, 28.01.2022 yildagi PF-60-son. https://lex.uz/docs/-5841063

[4] Karimov I.A. O‘zbekiston – bozor munosabatlariga o‘tishning o‘ziga xos yo‘li–T.: O‘zbekiston, 1993

[5] 2008 yilda qabul qilingan O‘zbekiston Respublikasining "Bola huquqlari kafolatlari to‘g‘risida"

va huquqlar berilgan bo'lishi kerak. 2004 yilda Vazirlar Mahkamasining qarori[1] bilan tashkil etilgan Respublika bolalar ijtimoiy moslashuvi markazi O'zbekistonda bolalarni ijtimoiy hioya qilish tizimida muhim bo'g'in hisoblanadi.

"Ijtimoiy himoya yili" davlat dasturining 14-bandi asosida "O'zbekiston Respublikasi Prezidentining 2007-yil 23-yanvardagi PK-573-son qaroriga" [2] respublika bolalar ijtimoiy moslashuv markazi qoshida markazning yetakchi mutaxassislari, vazirliklar va idoralar, davlat muassasalari va nodavlat tashkilotlar ekspertlaridan iborat Jamoatchilik kengashi tashkil etildi. Kengash O'zbekistonda bolalarni ijtimoiy himoya qilishning maqbul mexanizmlarini ishlab chiqish va tadbiq etish hamda uning ro'yobga chiqarilishida bolalarni ijtimoiy himoya qilish tizimiga ko'maklashish maqsadida tashkil etilgan organ hisoblanadi.

"Ijtimoiy himoya yili" davlat Dasturining 14-bandi asosida respublika bolalar ijtimoiy moslashuvi markazi huzurida ilk bor Axborot-konsultativ xizmati tashkil etildi.[3] Xizmat Respublikaning amaldagi milliy qonunchiligiga muvofiq davlat va xo'jalik organlari va xalqaro tashkilotlar bilan hamkorlikda o'z faoliyatini tashkil etadi.

2023-yilda Kambag'allikni qisqartirish va bandlik vazirligi[4] tasarrufidagi mahallalar raislari orasida o'tkazilgan so'rovnomada «Sizningcha, nima uchun hozirgi bitiruvchilarning bilim va ko'nikmalari ish beruvchilar talabiga javob bermaydi?» degan savolga respondentlarning 23 %i nazariy bilimlarning real hayotdan uzoqdaligi, 7%i o'qituvchilarning soha bo'yicha amaliy bilimlarining yetishmasligi, 6%i o'quv dasturlarida amaliy bilimlarning ulushi kamligi, 25%i bo'lg'usi kasb to'g'risida amaliy bilimlarning kamligi, 9%i bitiruvchilarning bo'lg'usi kasbga ruhiy tayyor emasligi, 27%i o'quv jarayonida ish beruvchi korxonalarning qatnashmasligi va 3%i esa boshqa fikrlar bergan (-rasm).

Ushbu so'rov tahlil natijasiga ko'ra, oliygohlarda ta'lim oluvchi bo'lg'usi kadrlarda nazariy bilimlar bilan uyg'un amaliy mashg'ulotlarning oqsayotgani, bitiruvchilarning bo'lg'usi kasb to'g'risida amaliy ko'nikmalarga ega emasligi va korxona xodimlarining o'quv jarayonidagi ulushi kamligi aniqlandi. Bunda 9% bitiruvchilar korxonaga kelganida ushbu mehnat jarayonini boshlab olishida ruhiy tayyor emasligi aniqlandi.

Ijtimoiy ishchining mijozlar bilan ijobiy aloqasi har qanday kasallikni davolash jarayonining ajralmas qismidir. Shunday ekan jamoadagi axloqiy va ruhiy muhit, dorixona mijozlari bilan samimiy muloqot qilish ijtimoiy xodimning ijobiy hissiy kayfiyatiga katta ta'sir ko'rsatadi. Yosh mutaxassislarda zarur shaxsiy fazilatlarning yetishmasligi muqarrar ravishda kasbiy faoliyatdagi muammolarga olib keladi.

XULOSA

Zamonaviy mehnat bozori talablari asosidagi talablarga javob beradigan raqobatbardosh ijtimoiy xodimlar tayyorlash samaradorligini oshirishning sotsiologik imkoniyatlari (maqsadni belgilash, motivatsiyalash, ijtimoiy faollik, salomatlik, sog'lom turmush tarzi, aholi salomatligini muhofaza qilishga intilish) aniqlash maqsadida ish beruvchilar bilan sotsiologik so'rov o'tkazilganda hamkorlik masalalasi o'qitishning real ishlab chiqarish talablariga muvofiqligini qay darajada oshirishi ma'lum bo'ldi.

[1] Respublika bolalar ijtimoiy moslashuvi markazini tashkil etish to'g'risida O'zbekiston Respublikasi Vazirlar Mahkamasining qarori, 07.09.2004 yildagi 419-son. https://lex.uz/docs/-356255

[2] "IJTIMOIY HIMOYA YILI" DAVLAT DASTURI TO'G'RISIDA O'zbekiston Respublikasi Prezidentining Qarori, 23.01.2007 yildagi PQ-573-son https://lex.uz/ru/docs/-1112866

[3] Qarang: dastur

[4] Ma'lumot: 2024-yil yanvargacha Respublika mahallalari faoliyatini boshqarish va muvofiqlashtirish ushbu vazirlik tasarrufida bo'lgan.

Shu o'rinda qayd etish joyzki, aksariyat bitiruvchilar ish beruvchilar tomonidan taklif etiladigan tashkilotlarda ishlashni istamaydilar. Ish beruvchilar bilan o'tkazilgan so'rovda (35 % respondent), bitiruvchilarning berilgan takliflarni nima uchun rad etishlari sabablari aniqlandi.

So'rov natijasiga ko'ra, ko'plab bitiruvchilar ushbu korxonada ishlashi uchun amaliy bilimlari yetishmasligini (25%), xizmat pillapoyalarini past pog'onadan boshlashni xohlamaslik (23%), o'ziga yuksak baho berib yuborishi (13%), nazariy bilimlarining yetishmasligi (10%) kabi javoblarda bitiruvchilarning o'ziga ishonchsizligi holati kuzatilmoqda. Ushbu so'rovnoma professor-o'qituvchilarning bitiruvchilarning nazariy va amaliy bilim ko'nikmalariga nisbatan 3-jadvalda qo'yilgan past baholari ish beruvchilar bilan o'tkazilgan so'rov natijalariga mos kelishi kuzatilmoqda.

Xulosa qilib aytganda, zamonaviy Ijtimoiy ishchilar ta'limini takomillashtirish uchun amaliyotga, ya'ni real hayotga bitiruvchilarning yaqin bo'lishi, o'qituvchilarning faol amaliyotga jalb qilinishi, mamlakatda va sohada amalga oshirilayotgan o'zgarishlarni oldindan prognoz qila bilishlar zarurdir. Buning uchun oliygohda o'qitish bozor talablariga va ish beruvchilarning talab-takliflariga muvofiqligini hisobga olgan holda amalga oshirilishi kerak. Zamonaviy ta'limni oddiy o'qishga yo'naltirish, bilimlarni egallash orqali uni amalda qo'llash qobiliyatini shakllantirishga qaratish lozim.

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TA'LIM JARAYONIDA TURKISTON AHOLISI DINIY TARKIBINI YORITILISHI (1867-1917-YILLAR MISOLIDA)

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Annotatsiya: XIX - asr oxiri va XX - asr boshlarida o'lka aholisining etnik tarkibi bilan birgalikda, diniy konfessial mazarasi xilma-xil bo'lib bordi. Umuman, mustamlakachilik siyosati asosida olib borilgan ko'chirish, ruslashtirish siyosati, bu o'zgarishlar Rossiya imperiyasidan ko'chirib keltirilgan xalqlarni joylashtirish hisobidan, mahalliy aholining sonining ko'payib borishi, Turkiston aholisining diniy tarkibi hamda xalqlar o'rtasidagi munosabatlarda sezilarli darajada o'zgarishlar bo'ldi.

Kalit so'zi: Rossiya, Turkiston o'lkasi, etnik tarkibi, diniy konfessial, diniy tarkibi, o'lka shahar va qishloqlarida demografik o'zgarishlar, jadidlar.

Kirish: O'zining ko'p ming yillik tarixi davomida yuzlab etnoslar va etnik birliklarni bag'riga sig'dirgan O'zbekiston tarixini ham aholining etnik tarkibi va soni kabi asosiy aspektlarsiz tasavvur qilib bo'lmaydi. Zero, ma'lum bir hudud aholisining milliy tarkibi va soni to'g'risida chop etilgan yozma manbalar, arxiv materiallari, ilmiy tadqiqotlar va tarixiy adabiyotlarda keltirilgan ma'lumotlarning tarixiy-manbaviy tahlili tarix fanining bosh masalalaridan biri hisoblanadi. Ma'lumki, turli tarixshunoslik ishlarida Markaziy Osiyo aholisining milliy va etnik tarkibi bo'yicha qiziqarli va shu bilan birgalikda inkor etiladigan fikr-mulohazalar ham aks etgan. Bu o'z navbatida, bugunda turli munozaralarni keltirib chiqargan. Xususan, masalaning bir qismi rus tarixshunosligi bilan ham bog'lanadi. Ushbu maqolada rus arxiv hujjatlari va mualliflari tomonidan Turkiston aholisining diniy tarkibi hamda xalqlar o'rtasidagi munosabatlar to'g'risidagi ma'lumotlar tahlilini havola etish maqsad qilindi.

Metodologiya: Turkiston aholisining diniy tarkibi hamda xalqlar o'rtasidagi munosabatlar to'g'risida yozma manbalar va tarixiy adabiyotlarda keltirilgan ma'lumotlarni o'rganish va tahlil etishda tarix fanining zamonaviy konseptual-metodologik yondoshuvlari hisoblangan mavzuga doir yozma manbalar va tarixiy adabiyotlarda keltirilgan ma'lumotlarning qiyosiy tahlili, mantiqiy sinflashtirish va tarkibiy tahlil uslublaridan foydalanilgan.

Tahlil va natijalar: XIX - asr oxiri va XX - asr boshlarida o'lka aholisining etnik tarkibi bilan birgalikda, diniy konfessial mazarasi xilma-xil bo'lib bordi. Albatta bu davrda Turkiston mahalliy aholisi, ya'ni musulmonlar qariyb 90 foizni tashkil etgan[1]. Unday so'ng, yirik sharqiy slavyanlar diasporasi yoyilgan viloyatlar va shaharlarda pravoslav dinining yetakchi o'rinda turgan. Markaz Toshkentda ko'p sonli musulmonlar 75 foizni, undan so'ng pravoslavlar 22 foiz va keyin boshqa diniy jamoalar turgan.

Ma'lumki, rus hukumati tomonidan bu davrda yahudiylar qo'llab-quvvatlangani bois, ularga fuqarolikka o'tish, savdo gildiyalarini olish va boshqa ko'plab huquqlar berilgan edi. Natijada, bu diniy konfessiya vakillari soni yildan-yilga o'sib bordi. Markaz Toshkentda birgina o'n yil davomida, ya'ni 1878-yilda jami 592 kishi aniqlangan bo'lsa, 1888-yilga kelib 1275 kishi hisobga olingan[2]. Bu avvalo, ularning diniy e'tiqodiga erkinlik bo'lganligi va avvalgi ma'lum ta'qiqlar olib tashlanganligini anglatadi.

Yettisuv viloyati statistika qo'mitasi ma'lumotiga ko'ra, viloyat aholisining ko'pchiligini musulmonlar (90,12 %) tashkil etgan bo'lsa, pravoslavlar 9,79 % ga yetgan, boshqa diniy vakillar 0,09 %ni qamrab olgan. Shu bilan birgalikda, ona tilisi rus tili bo'lganlarning deyarli barchasi (ruslar, ukrainlar va beloruslar), kichik istisnolar bilan, pravoslav cherkoviga e'tiqod qilganlar. Ularning orasida kichik sondagi eski e'tiqodchilar va undan ham kam sonda rim-katoliklar bo'lgan.

Yana shuni ham alohida ta'kidlash kerakki, Samarqand va Farg'ona viloyatlari aholisining diniy vakillari orasida karaimlar[3] ko'rsatilgan bo'lib, bular yahudiylik dinining bir oqimiga mansub bo'lib, ular kam sonli etnik guruh sifatida karaim tilida (turkiy tillarning qipchoq guruhi) so'zlashganlar. Ular sharqiy Yevropadagi karaimizm izdoshlaridan kelib chiqib, bu davrda ularning umumiy aholiga nisbatan foizi juda past edi.

1900-yilgi Samarqand viloyati aholisi diniy e'tiqodiga nazar tashlasak, ular orasida - musulmonlar, pravoslavlar, yahudiylar, arman-grigoryanlar, katoliklar, protestantlar, butparastlar bo'lganini ko'rish mumkin[4].

Tadqiqotchilar fikriga ko‘ra, dastlabki davrda Turkistonning harbiy-fuqarolik hokimiyati bilan davlat dini bo‘lgan pravoslav nasroniylik vakillari o‘rtasidagi munosabatlar sovuq bo‘lgan. Mintaqada pravoslav yepiskopi faqat 1872-yilda, mustaqil pravoslav yeparxiyasi 1-yanvardan faoliyat yurita boshlagan. O‘rta Osiyoda pravoslav diniy institutlar yo‘q edi, bundan tashqari Rossiya imperiyasining 78 ming pravoslav diniy muassasalaridan Turkistonda faqat 180 ga yaqini bor edi[5] Bu holat O‘rta Osiyoda davlat pravoslav cherkovining mavqyei unchalik kuchli bo‘lmaganligi bilan izohlanadi.

Garchi 1897-yilgi aholi ro‘yxatiga ko‘ra, Turkiston o‘lkasida 11 mingga yaqin katolik bo‘lib, ularning bir qismini polyaklar tashkil etsa-da, XX-asrning boshlariga qadar bu yerda birorta katolik cherkovi bo‘lmagan. Rossiya davlatidagi qonunlarga ko‘ra, katolik cherkovlari ixtiyoriy ehsonlar hisobiga qurilar edi. Ehson to‘planganidan keyin Samarqand va Ashxobodda cherkovlar qurildi.

Endi o‘lkaning etnik va diniy rang-baranglik sharoitida mahalliy va rus xalqlari o‘rtasidagi munosabatlarga to‘xtalib o‘tamiz. XIX-asr oxiri va XX-asr boshlarida Turkiston o‘lkasida bir qator jiddiy ijtimoiy-iqtisodiy va madaniy o‘zgarishlar sodir bo‘ladi. Bular jumlasiga Yevropa turmush-tarziga xos hayot tarzining kirib kelishi, shaharsozlik, me’morchilik, transport, xizmat ko‘rsatish vositalari, kiyinish uslubi va kundalik boshqa jihatlar kiritish mumkin. Ayniqsa, rus xalqi, uning madaniyati va bu orqali Yevropa madaniyati va taraqqiyotiga xos jihatlar mahalliy aholi vakillarini e’tiborini befarq qoldirmadi.

Bu orqali, mustamlaka sharoitida tobora ko‘p elatli va ko‘p konfessiyali muhitning kuchayib borishi xalqlar o‘rtasida muloqotning oqilona tomonlarini izlashga ehtiyoj sezila borildi. Albatta mahalliy ziyolilar rus mustamlakachiligi oqibatlari xususida qayg‘urib, milliy qaramlik, huquqlarning kamsitilishiga doimo qarshi turdilar. Biroq ziyolilarning eskilik tarafdorlari bo‘lgan ulamolar hamda yangi islohotparvar qismi o‘rtasida rus halqi va G‘arb madaniyati bilan yaqinlashishga munosabat turlicha edi. Bunda ayniqsa, millatlararo tenglik va totuvlikka doir g‘oyalar milliy taraqqiyparvar - jadidlarning doimiy diqqat markazida turdi. Shu bois, o‘zlarining diniy va dunyoviy bilimlari, taraqqiyotga intilishlari bilan ular mahalliy va rus xalqlari o‘rtasida bag‘rikenglik tarafdorlari bo‘lib chiqdilar. Jadidlar, Yevropa xalqlarining madaniyati va texnologiyalar borasidagi yutuqlaridan bahramand bo‘lish O‘rta Osiyoni turg‘unlik xolatidan olib chiqishga ko‘maklashadi, deb hisoblashgan.

Rossiya imperiyasi va boshqa xorijdan kelgan xalqlar bilan mahalliy aholi o‘rtasida munosabatlar ijtimoiy, iqtisodiy va madaniy sohalarda ko‘zga tashlanib bordi. Ular o‘rtasida tolerantlik (bag‘rikenglik) munosabatlar albatta aholining ijtimoiy-iqtisodiy, madaniy rivoji uchun o‘ziga xos ahamiyatli bo‘lgan. Imperiyaning o‘lkada olib borgan mustamlaka siyosatiga qaramasdan, o‘lka tub joy xalqlari o‘z bag‘rikengligi, ochiq ko‘ngilliligi bilan hududga kelgan turli etnoslarni qarshilab, hamjihat munosabatlar olib bordi. Natijada, bu ular o‘rtasida etnik va diniy tolerantlik, ya’ni bag‘rikenglik munosabatlarini rivojlantirib bordi. Tadqiqotchilar qayd etganidek, do‘stlik uchun birinchi qadamni ko‘p hollarda mahalliy millat kishilari qo‘yganlar. Turkistonda yashochi xalqlar o‘rtasida jiddiy ziddiyatlar deyarli kam bo‘lgan, bu holat faqat ayrim hollarda xususiy shaxslar o‘rtasida ro‘y bergan[6].

Xulosa

Ushbu bob bo‘yicha qisqacha xulosa qilganda, XIX - asrning oxiri – XX - asrning boshlarida Rossiyaning Turkistondagi mustamlakachiligi siyosiy, shu bilan birga, rus kapitalining iqtisodiy hukmronligi ham edi. Umuman, mustamlakachilik siyosati asosida olib borilgan ko‘chirish, ruslashtirish siyosati, Markaziy Osiyo umumiy bozorining shakllanishi, xom-ashyo yetkazish, kapitalistik munosabatlarning vujudga kelishi, mehnat taqsimoti jarayonlarining chuqurlashishi va boshqa ijtimoiy-iqtisodiy omillar o‘lka shahar va qishloqlarida demografik o‘zgarishlarni sodir bo‘lishiga olib keldi. Bu o‘zgarishlar Rossiya imperiyasidan ko‘chirib keltirilgan xalqlarni joylashtirish hisobidan, mahalliy aholining sug‘oriladigan yerlarga ehtiyoji, aholi sonining ko‘payib borishi, xo‘jalik turmush tarzining o‘zgarishi, ya’ni o‘troqlashuv jarayonining

kuchayishi, tug'ilish va o'lim, mehnat taqsimoti, bandlik va boshqa sohalardagi shu kabi demografik muammolarni keltirib chiqardi. Ayniqsa, bu muammolar mahalliy aholining ijtimoiy-iqtisodiy hayotiga sezilarli ta'sir ko'rsatdi.

Ko'p sonli aholiga ega Turkiston aholisining bu davrda milliy, etnik tarkibi bilan birgalikda, diniy tarkibi ham rang-barang bo'ldi. Rossiya imperiyasining Yevropa qismi, Kavkaz, Ural, Volga va markaziy guberniyalaridan turli xalqlarning ko'chirib kelinishi o'lkada ma'lum diniy konfessiya jamoalarining vujudga keltirdi. General-gubernatorlikda ko'p sonli musulmonlardan so'ng, pravoslavlar, unday keyin yahudiylik, lyuteranlik dini vakilari ulushi nisbatan yuqori turdi.

Foydalanilgan manba va adabiyotlar

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2. O'z MA, I-36-jamg'arma, 1-ro'yxat, 3085-ish, 280-varaq.
3. IX-X asrlarda O'rta Osiyoda karaimlar deb ataladigan yahudiy oqimi paydo bo'ladi. Bu oqim tarafdorlari faqat Torani (muqaddas kitob) tan olar, Talmudni esa inkor qilgan edilar. Qarang: Markaziy Osiyo xalqlari dinlari tarixi..., -B.48.
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KREDIT-MODUL TIZIMIDA TALABALARNING MUSTAQIL TA'LIMINI TASHKIL ETISH SHAKLLARI VA UNI BAHOLASHNING O'ZIGA XOS JIHATLARI

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Annotatsiya: Ushbu maqolada kredit-modul tizimida talabalarning mustaqil ta'limini tashkil etish shakllari va uni baholashning o'ziga xos jihatlari**,** shuningdek, talabalarning mustaqil ta'limini tashkil etishda kredit-modulning o'rni haqida fikrlar bildirilgan.

Kalit so'zlar: modul, kredit, mustaqil ta'lim, rivojlanish, ta'lim, ko'nikma, mustaqil ish

Mustaqil ta'lim o'quv materialini mustaqil o'zlashtirish, murakkablik darajasi turlicha bo'lgan topshiriqlar, amaliy vazifalarni auditoriya hamda auditoriyadan tashqarida ijodiy va mustaqil bajarish asosida nazariy bilim, amaliy ko'nikma va malakalarni shakllantirishga qaratilgan tizimli faoliyatdir. Mustaqil ish – o'qituvchining topshirig'i va rahbarligida o'quv vazifasini hal etadigan ta'limning faol metodi. Mustaqil ish qo'yilgan maqsad bilan bog'liqlikda talabalarning aniq faoliyatini tashkil etish va amalga oshirishdir. Talabaning mustaqil ishlari uning yuqori darajadagi faollik, ijodiylik, mustaqil tahlil, tashabbuskorlikka hamda barcha yazifalarni aoz vaqtida va mukammal tarzda baj arishga asoslangan faoliyatidir.

Mustaqil ish turi va shakli muayyan ta'lim yo'nalishi (mutaxassislik) hamda fanlarning xususiyatidan kelib,chiqqan holda belgilanadi.

1. Mustaqil o'qib-o'rganish uchun tavsiya etilgan mavzular hamda mustaqil ish topshiriqlari va ularni bajarish bo'yicha ko'rsatmalar ishlab chiqilgan fan dastur (Sillabus)da o'z aksini topishi lozim. Mustaqil ish uchun taqdim etilgan o'quv topshiriqlari variativ tavsifga ega bo'lishi tavsiya etiladi.

2. Fan bo'yicha mustaqil ta'limga ajratilgan soatlarning mustaqil ish tarzida bajarilishi ko'zda tutilgan o'quv soati hajmi masoul kafedra muhokamasidan o'tkazilishi, yig'ilish qarori

bilan tasdiqlanishi hamda professor-o'qituvchi tomonidan tuzilgan fan dastur (Sillabus)da mustaqil ish shakli va turi mazkur hajm (soat)ga mos kelishi lozim.

3. Didaktik jarayonlarni jadallashtirish, talabalarning mustaqilta'lim olish samaradorligini oshirish maqsadida o'quv davrining kuzgi semestrida tyutorlar, ARM xodimlari va fan mas'ullari tomonidan mazkur jarayonni amalga oshirish tartibi bo'yicha davriy ravishda (shu jumladan, kredit haftaligi doirasida) o'quv seminarlari tashkil etilishi maqsadga muvofiq.

4. Mustaqil ish topshiriqlari va uni bajarish muddatlari elektron platformada belgilanadi.

5. Mustaqil ta'lim bo'yicha o'quv faoliyati natijalari yakuniy nazorat turi o'tkazilgunga qadar qayd etilgan bo'lishi shart.

6. Fan bo'yicha oraliq va yakuniy nazorat savollarining l/2 qismi mustaqil o'qib-o'rganish uchun tavsiya etilgan mavzular va adabiyotlar asosida tuzilishi tavsiya etiladi.

7. Fanning auditoriya yuklamasini bajarish vaqtida talabalarning mustaqil ishlari nazorat qilinmaydi. Talaba mustaqil ish topshiriqlarini bajarish yuzasidan fan dastur (Sillabus)da ko'rsatilgan kontakt soatida offlayn yoki onlayn tarzda bir yoki ikki marotaba maslahat olishi mumkin.

8. Mustaqil ish topshiriqlarini bajarishda akademik va etiktalablarga rioya etishi (plagiatga yo'l qo'ymaslik, professor-o'qituvchilar, talabalar bilan tolerant munosabatda bo'lish, kichik guruhlarda hamkorlikda ishlash, mas'uliyatlilik) shart.

9. Fan yuzasidan talabalar bajaradigan mustaqil ish topshiriqlari variativ tavsifga ega bo'lishi lozim. Mustaqil ish topshiriqlarining 1/3 qismi kichik guruhlarda hamkorlikda ishlash (kooperativlik)ga mo'ljallangan bo'lishi kerak.

10. Mustaqil o'qib-o'rganish uchun taklif etiladigan mavzular va mustaqil ish topshiriqlari fanga ajratilgan kreditlar soni hamda talabaning vaqt byudjetini inobatga olgan holda belgilanishi lozim.

11.Talaba tomonidan elektron tizim (platforma)ga yuklangan mustaqil ish topshiriqlari aniq belgilangan muddatda professor-o'qituvchi tomonidan tekshirilishi va natijasi talabaga ma'lum qilinishi shart.

12. Mustaqil ta'lim natijalarini baholash fanning umumiy baholash (100 ballik) tizimida aks ettiriladi.

13. O'qishi ko'chirilgan yoki tiklangan talabalar o'zlashtirilmagan fanlarni qayta o'qish tartibida o'zlashtiradi. Istisno tariqasida, fanning semestrdagi yuklamasi 6 (olti) kreditdan oshmaydigan akademik farqli fanlar talabaning arizasiga ko'ra va dekan roziligi bilan 100% mustaqil ta'lim shaklida o'zlashtirilishi mumkin.

Mustaqil ta'limni tashkil etish shakllari va turlari

1. Talabalarning mustaqil taolimi quyidagi turlarda tashkil etilishi lozim:
   - auditoriya mashg'ulotlariga tayyorgarlik ko'rish ;
   - auditoriyadan tashqari vaqtda mustaqil ish topshiriqlarini bajarish;
   - fan bo'yicha maviularni mustaqil ravishda Axborot-resurs markazlari, uyi (talabalar turar joylari)da o'qib – o'rganish.
2. Auditoriya mashg'ulotlariga tayyorgarlik ko'rish quyidagi shakllarda amalga oshiriladi:
   - ma'ruza, seminar va amaliy(labarotoriya) mashg'ulotlarga tayyorgarlik ko'rish;
   - seminar-konferensiyalarga tayyorgarlik ko'rish;
   - kollokviumlarga tayyorgarlik ko'rish;
   - ko'p so'raladigan savollar (FAQ-frequently asked questions) orqali o'zini qiziqtirgan muammolarga o'rgatuvchi dasturlar vositasida javob izlash;
   - forumlarda ishtirok etish;
   - fan mavzulari bo'yicha telegramm kanallari yoki masofaviy ta'lim platformalarida fikr almashish;

- web-kvest - o'rgatuvchi test dasturlarida mashq qilish orqali fanga oid bilimlarini mustahkamlash;
- nazorat ishlariga tayyorgarlik ko'rish;
- sinovlarga tayyorgarlik ko'rish;
- imtihonga tayyorgarlik ko'rish.

3. Auditoriyadan tashqari vaqtda bajariladigan mustaqil ishlar quyidagi turlarda amalga oshirilishi tavsiya etiladi:

- dolzarb mavzu bo‘yicha shaxsiy fikrini tanqid, publitsistik va boshqa janrlar (masalan, esse)da yozma bayon qilish;
- ma'ruzalar tayyorlash ;
- kurs ishi yozish;
- glossariy tuzish;
- individual va jamoaviy o‘quv loyihasi tuzish;
- keys-topshiriqlarini baj arish;
- mavzuli portfoliolar tuzish;
- axborot-tahliliy materiallar bilan ishlash;
- manbalar bilan ishlash;
- infografika tuzish;
- chizma-tasviriy modellar (intellekt-kart, freym, mantiqiy graf va h.k.) yaratish;
- multimediali taqdimotlar yaratish;
- darslarning metodik ishlanmalarini tayyorlash;
- darsdan tashqari mashg‘ulot ishlanmalarini tayyorlash;

O‘qitiladigan fanning xususiyatlaridan kelib chiqqan holda, mustaqil ta'limni tashkil etishda boshqa shakllardan ham foydalanish mumkin. Talabalarga qaysi turdagi topshiriqlar berilishi kafedra tomonidan belgilanadi. Topshiriqlar puxta o‘ylab ishlab chiqilgan va ma'lum maqsadga yo‘naltirilgan bo‘lib, talabalarning auditoriya mashg‘ulotlarida olgan bilimlarini mustahkamlash, chuqurlashtirish, kengaytirish va to‘ldirishga xizmat qilishi kerak.

Mustaqil ishlarni tashkil etishda axborot texnologiyalaridan quyidagi maqsadlarda foydalanish tavsiya etiladi:

1. Tarmoqdan axborot izlash web-brauzer, ma'lumlotlar bazasidan foydalanish, axborot-qidiruv, axborot-ma'lumotnoma tizimlari, avtomatlashgan kutubxona tizimlari, elektron jurnallardan foydalanish.

2.Tarmoqda dialogni amalga oshirish elektron pochta, sinxron telekonferensiyalardan foydalanish. Tarmoqda dialogni amalga oshirishni quyidagioha ko‘rinishda tashkil etish mumkin: o‘tkazilgan yoki o‘tkazilishi ko‘zda tutilgan ma'ruzalarni muhokama qilish; mutaxassis yoki talabalar bilan sinxron telekonferensiya (chat)da muloqotni amalga oshirish.

3. Tematik web-sahifa, web-kvest (topshiriq)lar yaratish - html-muharriri, web-brauzet, graftk muharrirlardan foydalanish. Tematik web-sahifa, web-kvest (topshiriq)lar yaratishda quyidagi usullardan foydalanish mumkin: saytda talabalar tomonidan bajarilgan ijodiy ishlarni joylashtirish; mavzuga doir adabiyotlar ro‘yxatini chop etish; indiviudal va kichik guruhlarda ishlashga doir mavzuli websahifalarni yaratish;

4. Mavzu bo‘yicha ishlash uchun web-kvestlar yaratish va ularni kursga doir saytda joylashtirish.

5. Talabalar mustaqil ishlarini baholashning umumiy mezonlari

1. Talabalar mustaqil ta'limini baholash tartibi tegishli kafedralar tomonidan fanlar xususiyatini inobatga olgan holda ishlab chiqiladi va fakultet kengashida tasdiqlanadi.

2. Har bir fan bo‘yicha mustaqil ish topshiriqlarining baholash tartibi talabalarga semestrning boshida taqdim qilinadi.

3. Talabalarning fan bo‘yicha mustaqil ish topshiriqlarini baholash berilgan muddat (deadline)ga muvofiq amalga oshiriladi.

4. Mustaqil ishga qo‘yiladigan ball umumiy ballning 20 (yigirma) foizidan kam bo‘lmasligi lozim.

5. Talaba(lar)ning fan bo‘yicha mustaqil ta'lim natijalari elektron platformaga butun sonlar bilan qayd qilinadi.

6. Fanlar kesimida talabalarning mustaqil ishlari bo'yicha o‘zlashtirish muntazam ravishda talabalar guruhlarida, kafedra yig‘ilishlarida hamda har o‘quv yilida kamida ikki marta fakultet Kengashida muhokama etib boriladi.

Xulosa qilib shuni aytishimiz mumkinki, talabalarning mustaqil ta’limini samarali tashkil etish va to‘g‘ri baholashda kredit-modul tizimining o‘rni alohida ahamiyatga ega. Kredit-modul tizimi talabalarni yanada ham ko‘p o‘z ustida ishlashiga undaydigan tizim bo‘lib, bu tizimining afzalliklaridan biri dars soatlarining ko‘p qismini mustaqil ta’lim tashkil etganidadir. Shuni aytishimiz mumkinki, mamlakatimiz OTMlari kredit-modul tizimiga o‘tishi bu muayyan miqdordagi kreditlarni yil, semestr va fanlar bo‘yicha taqsimlab qo‘yishning o‘zidan iborat emas. Agar kredit-modul tizimi to‘g‘ri va to‘liq joriy etilsa, u mamlakatimiz oliy ta’lim tizimiga juda katta ijobiy xususiyatlarni olib kirishini kutish mumkin. Jumladan, mamlakatimiz oliy ta’lim tizimiga ta’limning jahon tan olgan mukammal o‘lchov birligining olib kirilishiga, OTMlar o‘quv dasturlarida muvozanat va me’yor paydo bo‘lishiga, OTMlarda o‘qish jarayonining shaffoflashishiga, o‘quv dasturlari iqtisodiyot, mehnat bozori va talabalar ehtiyojlari asosida shakllanishiga, darslarning sifati yaxshilanishiga va nihoyat har bir talaba ma’lum ma’noda o‘zining mustaqil o‘quv dasturiga ega bo‘lishiga xizmat qiladi.

Foydalanilgan adabiyotlar

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INTEGRALLASHGAN DARSLARNI O‘TKAZISHNING MAQSADI, VAZIFALARI VA XUSUSIYATLARI

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Annotatsiya: mazkur maqola integrallashgan darslarni o‘tkazishning maqsadi, vazifalari va xususiyatlari masalariga bag‘ishlanadi.

Kalit so‘zlar: integratsiyalashgan dars, konseptual fanlararo aloqalar, fanlararo aloqa, topshiriq, mantiqiy topshiriq.O‘zbekiston Respublikasi Prezidentining 2018 yil 5 sentabrdagi “Xalq ta’limi boshqaruv tizimini takomillashtirish bo‘yicha qo‘shimcha chora tadbirlar to‘g‘risida” gi PF - 5538 son Farmonida xalq ta’limi tizimini isloh qilishning asosiy yo‘nalishlari

sifatida xalq ta'limi tizimiga ilg'or xorijiy tajribani, o'quv-tarbiya jarayoniga zamonaviy pedagogik texnologiyalarni, shu jumladan ta'lim berishning innovatsion usullarini joriy etish, o'quv va o'quv-uslubiy adabiyotlarning yangi avlodini yaratish, fundamental va amaliy ilmiy tadqiqotlarni amalga oshirish muhimligi belgilangan. Mazkur farmon ijrosini ta'minlash maqsadida O'zbekiston Respublikasi prezidentining 2018 yil 5 sentabrdagi "Xalq ta'limi tizimiga boshqaruvning yangi tamoyillarini joriy etish chora-tadbirlari to'g'risida" gi № PQ-3931 son qarori bilan tasdiqlangan "2018-2021 yillarda O'zbekiston Respublikasi Xalq ta'limi tizimini yanada takomillashtirish bo'yicha chora-tadbirlar dasturi"da: umumiy o'rta ta'limning yangi davlat ta'lim standartlari va o'quv dasturlarini takomillashtirish ta'limni bosqichma-bosqich amaliyotga joriy etish vazifalari belgilangan.

So'nggi paytlarda ta'lim nazariyasi va amaliyotida alohida o'quv fanlarini o'qitishning optimal variantlari izlanmoqda. Shu munosabat bilan bilimlar tizimini o'rganishning turli shakllari ishlab chiqilmoqda.

Maktab yoshidan boshlab dunyo va unda insonning o'rni haqida yaxlit tasavvurni shakllantirish vazifasi bo'lajak o'qituvchilar oldiga qo'yilgan dolzarb vazifalardan biridir. Ushbu muammoni hal qilishning bir usuli - integratsiyalashgan ta'lim. Ta'lim faoliyati kognitiv qiziqishlar va kognitiv motivatsiya asosida olib boriladi. Maktab ta'limga fanlarni integratsiyalashuvini joriy etish muammosi ana shunday xarakterdagi masalalarni hal qilishga qaratilgan. Tadqiqotlar shuni ko'rsatadiki, fanlararo aloqalar o'quvchilarning bilim faoliyatiga qo'shilish bosqichlarida boshlang'ich rag'batlantiruvchi rolni o'ynaydi.Oldingi tajriba natijasida olingan bilimlar uning kognitiv faoliyatining tartibga soluvchisiga aylanadi.

Bugungi kunda integratsiya insonning ilmiy tafakkur uslubi va dunyoqarashini belgilaydi. Falsafiy lug'atda bu tushunchalarning quyidagi talqini berilgan:

Integratsiya - ilgari bir xil bo'lmagan qismlar va elementlarning bir butunga birlashishi bilan bog'liq rivojlanish jarayonining bir tomoni. U o'z o'rnida bir necha mustaqtl fanlarni o'zaro ilmiy va mantiqiy boglanishidir.

Ta'limdagi integratsiyaning mohiyati nimada?

Ta'lim tizimiga nisbatan "integratsiya" tushuncha sifatida ikkita ma'noga ega bo'lishi mumkin:

• maktab o'quvchilarining atrof olam haqidagi yaxlit ko'rinishini yaratish (bu yerda integratsiya ta'limning maqsadi sifatida qaraladi);

• turli fanlar bo'yicha egallangan bilimlarni birlashtirish uchun umumiy yaxlitlikni topish (bu yeda integratsiya o'rganish vositasidir).

Demak, integrallashgan dars tabiat va jamiyatni yaxlit ko'rish asoslarini yaratishga, ularning rivojlanish qonuniyatlariga o'z munosabatini shakllantirishga qaratilgan.

Shuning uchun o'quvchi uchun voqelik ob'ekti yoki hodisasiga turli tomonlardan: mantiqiy va hissiy jihatdan, badiiy asarda va ilmiy-ma'rifiy maqolada biolog yoki rassom nuqtai nazaridan qarash muhimdir.

Integratsiyalashgan yondashuvning uslubiy asosi fan asoslarini o'zlashtirishda va dunyoda mavjud bo'lgan barcha narsalarning qonuniyatlarini tushunishda sub'ektlar ichidagi va sub'ektlararo aloqalarni o'rnatishdir. Va bu turli darslarda tushunchalarga qayta-qayta qaytish, ularni chuqurlashtirish va boyitish, ma'lum bir yosh uchun mavjud bo'lgan muhim xususiyatlar va tushunchalarni ajratib olish sharti bo'lishi lozim. Shuning uchun, o'rnatilgan tuzilmasi va ma'no-mazmuniga ega bo'lgan har qanday dars integratsiya uchun asos bo'lishi mumkin, uning mazmuni ushbu mavzu bilan bog'liq bo'lgan tushunchalar guruhini, bilimlarni, konsepsiyani tahlil qilish natijalarini o'z ichiga oladi. Boshqa fanlar nuqtai nazaridan, integratsiyalashgan darsga, boshqa o'quv fanlariga jalb qilinadi.

O'quv fanlari o'rtasidagi integratsiya fan tizimini inkor etmaydi. Bu uni takomillashtirish, kamchiliklarni bartaraf etishning mumkin bo'lgan usuli bo'lib, sub'ektlar o'rtasidagi munosabatlar va o'zaro bog'liqlikni chuqurlashtirishga qaratilgan.

Zamonaviy maktabda integratsiya bir necha yo‘nalishda va turli darajalarda amalga oshiriladi:

- ✓ predmet ichidagi – tushunchalar, bilimlar, ko‘nikmalarni alohida fanlar doirasida birlashtirish;
- ✓ fanlararo – ikki yoki undan ortiq fanlarning faktlari, tushunchalari, tamoyillarining sintezi;
- ✓ trans-predmet – ta'limning asosiy va qo‘shimcha tarkibiy qismlarining sintezi.

Transdisiplinar integratsiya - ta'limning asosiy va qo‘shimcha mazmuni tarkibiy qismlarining sintezi.

Transdisiplinar integratsiyaga misol sifatida o‘quv va darsdan tashqari mashg‘ulotlarda amalga oshiriladigan turli xil integratsiyalashgan dasturlar, ixtiyoriy va tanlov kurslari, ijodiy laboratoriyalar, to‘garak faoliyati va boshqa yo‘nalishlar bo‘lishi mumkin.

Fanlararo integratsiya tradisplinarni sezilarli darajada boyitadi.

Darhaqiqat, ko‘plab faktlar bilan tanishish jarayonida fanlararo aloqalar o‘rnatiladi.

Geografik tushunchalarini shakllantirishda konseptual fanlararo aloqalar alohida ahamiyatga ega.

Masalan, Materiklar va okeanlar kursida bolalar "materiklar" va "okeanlar" kabi yirik bo‘limlar va ularning qismlari bilan tanishadilar.

Fanlararo aloqalardan bunday foydalanishni gorizontal tematiklik deb atash mumkin.

Integratsiya o‘z-o‘zidan maqsad emas, balki o‘qituvchi faoliyatidagi muayyan tizim bo‘lganligi sababli, u integratsiyalashgan ta'limning muayyan muammolarini hal qilishi kerak:

- ✓ integral fanlar ma'lumotlaridan foydalangan holda ko‘p qirrali talqin qilinishi tufayli o‘zlashtirilgan tushunchalar, qoliplarning teranligida namoyon bo‘ladigan fan bo‘yicha o‘quvchilarning bilim darajasini oshirish;
- ✓ o‘quv materialini yetakchi g‘oyalar pozitsiyasidan ko‘rib chiqish, o‘rganilayotgan muammolar o‘rtasida tabiiy aloqalarni o‘rnatish orqali intellektual faollik darajasini o‘zgartirish;
- ✓ darsda va darsdan tashqarida faol va mustaqil ishlashga intilishda namoyon bo‘ladigan o‘quvchilarning kognitiv qiziqishini oshirish;
- ✓ o‘quvchilarni ijodiy faoliyatga jalb etish, buning natijasi o‘z she'rlari, chizmalari, qo‘l mehnati asosida tayyorlangan san'atlari bo‘lishi mumkin, bu esa muayyan hodisa va jarayonlarga shaxsiy munosabatni aks ettiradi.

Ko‘pgina tadqiqotchilar va amaliyotchilar maktabda fanlarni integratsiyalashuvi maqsadga muvofiqligini ta'kidlaydilar.

Integratsiyalashgan yondashuv foydasiga asosiy dalil sifatida fanlarni integratsiyalashgan ta'lim shakllari orqali o‘rganish yoshdagi o‘quvchilarning fikrlash sinkretizmiga mos kelishi ilgari suriladi.

Integratsiyalashgan yondashuv foydasiga asosiy dalil sifatida fanlarni integratsiyalashgan ta'lim shakllari orqali o‘rganish o‘quvchilarning tafakkurining sinkretizm (bir narsaning rivojlanishidagi dastlabki holat uchun xarakterlanadigan birlik, bo‘linmaslik)iga mos keladi, bu esa bolaning haqiqatni idrok etishidan iborat. Voqelikni yaxlit holda, ularning tafsilotlarini shakllar, ranglar, tovushlar va hidlarning butun majmuasida farqlamasdan. U integrallashgan darslarni o‘tkazish va maktab o‘qituvchisi sinfda barcha yoki ko‘p fanlarni o‘rgatishini osonlashtiradi.

Integratsiyalashgan darsning asosiy xususiyati shundan iboratki, bunday dars asosiy bo‘lgan yagona mavzuga asoslanadi. U bilan birlashtirilgan qolgan fanlar uning aloqalarini, jarayonlarini va olingan bilimlarni amaliyotda qo‘llash imkoniyatlarini o‘rganishga yordam beradi. Darsning tuzilishi va mazmuni o‘zgarmaydi.

Maktabda integratsiyalashgan darslar o‘ziga xos xususiyatlarga ega va ayniqsa 5-6 sinfda kollektiv xarakterga ega, ya'ni, hammasi haqida oz-ozdan.

Bolalar o'rganishning dastlabki bosqichida ko'plab hodisalar, tushunchalar, ob'ektlar bilan tanishadilar, ammo ular haqida eng oddiy g'oyalar mavjud.

Ular o'rgangan sari ko'proq yangi bilimlarni oladilar, mavjudlarini to'ldiradilar va kengaytiradilar. Bu, asosan, integratsiyalashgan darslarning murakkabligi, chunki har qanday mavzuni kirishdan to konsolidatsiyaga qadar dinamik rivojlanishini saqlab qolish kerak.

O'z navbatida, bu darslar o'qituvchiga alohida mavzularni o'tkazish vaqtini qisqartirish, turli fanlar bo'yicha materiallarning takrorlanishini bartaraf etish, o'rganish paytida o'qituvchi ta'kidlaydigan maqsadlarga (nutq, fikrlashni rivojlantirish) ko'proq e'tibor berishga (turli shakllarda) imkon beradi.

Integratsiyalashgan darslarni o'tkazishda maktab yoshidagi bolalarning psixologik xususiyatlarini hisobga olish kerak:

• tez charchash.

Integratsiyalashgan darslar bir faoliyatdan ikkinchisiga o'tish orqali charchoqni ketkazadi.

• maktab yoshidagi o'quvchilarning idrok etishning dominant shakllarining xususiyatlari (vizual, eshitish, taktil).

Maktabda integratsiyalashgan darslar har bir o'quvchining individual idrok shakllarini rivojlantirishga yordam beradigan o'quv fanlarini birlashtiradi.

Bunday integratsiyalashgan darslar o'zaro bog'liq shaklga ega. U faoliyatning bir turi asosida qurilgan bo'lib, unga boshqalar qo'shiladi: kognitiv, musiqa tinglash, rasmni idrok etish, badiiy ish.

O'zaro ta'sirli shakl ko'pincha o'rta maktabda qo'llaniladi.

Masalan, geografiya fanidan tashkil qilingan to'garaklar negizida "Jonli va jonsiz tabiat" nomli mashg'ulotlarni sinfdan tashqari darsida bolalar o'yin faoliyatiga kiritiladi. Buning asosida badiiy ijodni idrok etish bilan bog'liq estetik faoliyat - qog'ozdan yasalgan hunarmandchilikni bajarish - origami, teatrlashtirish - bu mavzuga xos qahramonlar yaratib ular obrazlari orqali namoyon qilish bilan bog'liq.

Bolani bir faoliyat turidan boshqasiga bunday o'tkazish uning kognitiv jarayonlarini rivojlantirishga yordam beradi, uning e'tiborini bir faoliyat turidan boshqasiga o'tkazish orqali charchoqni kamaytiradi. Va bu, o'z navbatida, yuqori darajadagi ishlashni saqlaydi.

Bundan tashqari, o'quvchilar tabiat haqidagi jonli va jonsiz turlari bo'yicha bilim, ko'nikma va malakalarni interfaol doska yordamida o'yin tarzda mashq qiladilar. O'simlik va hayvonlarni o'ziga xos xususiyatlariga ko'ra solishtirish, tasniflash va umumlashtirishni o'rganadilar.

Integratsiyalashgan darsdan fanlararo va fanlararo vazifalar tizimidan foydalanish, sog'lomlashtiruvchi muhit bo'lgan ijodiy faoliyat, shuningdek, sog'lom-ijodiy muhit bo'lgan kognitiv jamoaviy faoliyatga butun sinfni jalb qilish, o'quvchilarning muvaffaqiyatli shaxsiy rivojlanishining kaliti sanaladi.

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MAHALLADA IJTIMOIY XODIM FAOLIYATIDA YOSHLARNI OILAGA TAYYORLASH BO'YICHA VAZIFALAR

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Annotatsiya: Ushbu tezisda mahallalarga biriktiligan ijtimoiy xodimlar faoliyatida yosh oilalarning ijtimoiy holatini mustahkamlash, yoshlarni oilaga tayyorlash borasida ijtimoiy soha mutaxassisi sifatida amalga oshirishi mumkin bo'lgan vazifalar haqida fikr yuritiladi.

Kalit so`zlar: Oila, nikoh, jamiyat, davlat, ijtimoiy guruh, turmush tarsi, yoshlar, yosh oila, qadriyat, ajrim, ijtimoiy xodim, oila instituti, reproduksiya, kognitiv, regulyativ, kompensativ, kommunikativ,

"Oila kichik vatan, oila tinch bo`lsa, baxtli bo`lsa, vatan tinch bo`ladi"
Shavkat Mirziyoyev

Oila qon-qarindoshlik, nikoh yoki birga istiqomat qilish orqali bog'langan odamlardan iborat ijtimoiy guruhdir. Ko'p jamiyatlarda oila bolalar ijtimoiylashuvi uchun asosiy institut vazifasini o'taydi. Antropologlar oilalarni matrilokal (ona va uning bolalari), er-xotin (bolalari bo'lsa, nuklear oila deyiladi) va qon-qarindosh (nuklear oila va qaynota-qaynona birga yashovchi) tiplarga ajratishadi.

Oila – instituti sifatida o'ziga xos ijtimoiy fenomen. Har bir fenomenga yuklatilgani kabi unga ham dastlab o'ziga xos vazifalar yuklangan, aytish mumkinki, tug'ma sifat va fazilatlar yuqtirilgan. Jamiyatdagi ijtimoiy institutlarning hammasiga xos bo'lgan funksiya va vazifalar bo'lgani kabi, faqat ayrimidagina bo'lishi mumkin bo'lganlari ham bor. Va bu borada oila o'ziga xoslikning eng birinchi safida turadi.

Zamonaviy sharoitlarda jamiyat va davlat tomonidan oilalarni tuzish, saqlash va rivojlantirish borasida juda ko'plab amali sayi-harakatlar, ijtimoiy, siyosiy,iqtisodiy tadbirlarni amalga oshirib kelmoqda. Ammo bir ijtimoiy soha

xodimi sifatida bir narsani aniq ayta olamizki, qaysiki jamiyatda eng avvalo oilaning asoslari va unga yuklatilgan "tug'ma" vazifalarga emas, sun'iy to'qib chiqarilgan obrazlar vositasidagi ma'naviy-ma'rifiy fenomenga erishishga harakat qilinsa barcha harakatlar zoyi ketadi.

Uning a'zolari turmush tarzining birligi, o'zaro yordami va ma'naviy mas'uliyati bilan bir-biriga bog'langan. Oilaning eng muhim ijtimoiy vazifalari — inson zotini davom ettirishdan, bolalarni tarbiyalashdan, oila a'zolarining turmush sharoitini va bo'sh vaqtini samarali uyushtirishdan iboratdir. Oilaviy munosabatlar nisbatan mustaqil hodisa sanalsa-da, jamiyatdagi mavjud ijtimoiy, iqtisodiy, mafkuraviy munosabatlar bilan belgilanadi va ular ta'sirida o'zgarib boradi. Shunga muvofiq, har bir jamiyat o'zgarib mos oila tipini, oilaviy munosabatlarni o'rnatadi.

Nikoh- bu er-xotinning bir-birlariga va bolalariga nisbatan ijtimoiy ruhsat etilgan va diniy, ma`naviy hamda huquqiy meyorlar yordamida boshqariladigan huquq va majburiyatlarini belgilovchi munosabatlarning tarixiy shaklidir.

"Har qanday inson uchun muhim va muqaddas qadriyat — bu uning oilasidir. Sog'lom va mustahkam oila — davlat tayanchi va jamiyatning asosiy bo'g'inidir. Kattaga hurmat, kichikka izzat, odamiylik, mehr-oqibat, ona Vatanga muhabbat va sadoqat kabi olijanob fazilatlar avvalo oilada qaror topadi."[1]

Bugungi kunda mamlakatimizda yosh oilalarga juda katta imkoniyatlar berilmoqda. Avvalo, yosh oilalar kimlar? degan savolga to`xtalaylik. Yosh oila- er-xotinning ikkisi ham 30 yoshdan oshmagan oila hisoblanadi. Prezidentimizning 2021-yil 13-iyuldagi "Yoshlarni har tomonlama qo`llab-quvvatlash va ularning ijtimoiy faolligini yanada oshirishga oid qo`shimcha chora-tadbirlar to`g`risida"gi farmoniga muvofiq, yosh oilalarning ijtimoiy himoyasini kuchaytirishga oid kafolatlar belgilangan. Jumladan, ipoteka kreditlari berilishi, subsidiyalar ajratilishi va boshqalar nazarda tutilgan.

"Ko`plab olimlarning ta`kidlashlaricha, yosh oilaning mustahkamlanib, oyoqqa turib ketishi, turli maishiy muammolarni o`zi mustaqil hal qilishi uchun zarur bo`lgan muddat aslida turmush qurgan ikki shaxsning bir-biriga bo`lgan samimiy munosabatiga, oila va uning atrofidagi turli qadriyatlarga nisbatan uyg`un qarashlarida, ota-ona oilasida ibrat sifatida ko`rgan-kechirganlarini o`z oilasida qo`llay bilish mahoratiga bevosita bog`liqdir".[2]Shuningdek, biz oilani har bir mamlakatning asosiy negizi ekanligini inobatga olsak, tabiiyki, uning mustahkamligi jamiyatning taraqqiyoti bilan bog'liq. Butun dunyoda davom etayotgan oilaviy inqiroz O'zbekistonni ham chetlab o'tmayotgani bugun hech kimga sir emas. Bugungi kunda yosh oilalarda qadriyatlarimizning zaiflashuvi, yoshlarimiz Yevropa madaniyatining ortidan quvishi, nikohga bo`lgan mas`uliyatsizlik, oiladagi burch va majburiyatlarni bilmaslik, ota- onalarining shoshqaloqligi oqibatida juda ko`plab ajrimlar kelib chiqmoqda. Afsuski, statistika ham buni tasdiqlamoqda:

2023-yil O`zbekistonda 49,2 mingta ajrim holati qayd etilgan. Bu 2020-yilga nisbatan 74,4 foizga ko`proq. Ajrimlarning 60,7 foizi shahar, 39,3 foizi esa qishloq aholisi ulushiga to`g`ri kelmoqda.[3]

Bunda ajrimlarni keltirib chiqarayotgan sabablar sifatida bir qanchasini aytib o`tishimiz mumkin:

- Farzandsizlik
- Iqtisodiy kelishmovchilik
- Xiyonat
- 3-shaxs aralashuvi
- Qaynona va kelin munosabatlari;
- Telefon
- Sabrsizlik;
- Uzoq vaqt birga yashamaslik;
- Yoshlar o`rtasidagi katta farq;
- Majburiy nikoh va b.

Ajrim - yechim bo`la olmaydi. Bu muammoga yechim sifatida "Oila akademiyasi"ni tashkil etishni taklif qilaman. Bunda har bir mahallada ijtimoiy ishchining o`z "Oila akademiyasi" bo`lishi shart. **"Yoshlarga taloq ilmi, jinsiy aloqadagi xarom va halol ilmi, g`usl, tahorat-u namoz ilmi, er-xotinning bir-biridagi haqlari va burchlari, oila tejamkorligi ilmi va**

[1] Prezident Shavkat Mirziyoyevning O'zbekiston Respublikasi Konstitutsiyasiga o'zgartirish kiritish borasida takliflari. 20.06.2022 https://review.uz/uz/post/prezident-shavkat-mirziyoyev-ozbekiston-respublikasi-konstituciyasiga-ozgartirish-kiritish-borasida-takliflar-berdi

[2] D.Abdullayeva, R.Yarqulov, N.Atabayeva "Oila psixologiyasi" Toshkent_2015, 93-bet

[3] https://uz.kursiv.media/uz/2024-01-29/ozbekistonda-ajrimlar-soni-qariyb-75-foizga-oshdi/

**hokazolar, albatta, to`y bo`lishidan xiyla oldin o`rgatilishi kerak"**[1]. Ijtimoiy xodim nogironlar, keksalar, yordamga muhtoj qatlamlar, ajrimlar kabi muammolar bilangina emas, balki ajrimlarning oldini olish, yoshlarni yangi hayotga tayyorlash bilan ham shug`ullanishi kerak. Oila akademiyasida nikohni qayd etish uchun ariza bergan bo`lajak kelin va kuyovlarni oilaviy hayotga tayyorlash, oila institutini mustahkamlash choralari ko`riladi. Oila akademiyasida mahallaning hayotiy tajribaga ega bo`lgan hoji ota, hoji onalari, kasb- hunarga ega bo`lgan hunarmand insonlar, huquqiy maslahatlar bera oladigan huquqshunoslari ya`ni, ijtimoiy xodimning o`z kansultatlari bo`lishi kerak. Bundan tashqari oila psixologlari bo`lishi, diniy idoraning matbuot hayati diniy-axloqiy masalalar bo`yicha maslahatlar beradi. Dunyoviy, huquqiy nuqtai nazardan Adliya vazirligi va Prokratura organlarininng ishonch telefoni orqali bepul huquqiy maslahatlar olish mumkin.

Bunda ijtimoiy xodim birinchi navbatda Konstitutsiyaga, Oila kodeksiga, Fuqarolik kodeksiga va boshqa milliy-huquqiy asoslarga tayangan holda ish olib boradi.

Ijtimoiy ishchi yoshlarni tarbiyalashda eng avvalo o`zi o`rnak bo`lishi kerak. Ijtimoiy xodim avvalo o`ziga qarashni bilishi, meyorida kiyinishi, meyorida bo`yanishi, hammasi did bilan o`rtacha usulda bo`lishi kerak.

Oila akademiyasini tashkil etishdan asosiy maqsad ajrimlar oldini olish, oila farovonligini mustahkamlash, oiladagi kelishmovchiliklar, ziddiyatlarning oldini olish.

Bu kichik ijtimoiy institut zimmasiga oila asoslarini mustahkamlash va oilaning tub-asl vazifalarini rag'batlantirish va rivojlantirish yuklatiladi.

Bu vazifalarni amalga oshirish mahallalarga biriktirilgan ijtimoiy xodimlar zimmasiga yuklatilishi, ular mutaxassislikka tayyorlanish bo'yicha ta'lim jarayonlarida amaliy va nazariy jihatdan puxta tayyorgalikka ega bo'lishlari maqsadga muvofiqdir.

Xususan, ijtimoiy xodim tomonidan bo'lajak oila a'zolariga oilaning asoslarining batafsil tushuntirilishi, lozim bo'lsa hukumat qarori bilan turmush qurish arafasida bo'lgan yoshlar uchun bir necha soatlik majburiy seminarlar tashkil qilinishi, toki ijtimoiy xodim (mahalla uchun mas'ul mutaxassis) ruxsat, tavsiya yoki yo'llanma bermaguncha FHDYo idoralari tomonidan nikohlarning rasmiylashtirilmasligi kabi tartiblarni joriy etish kerak.

Quyida maxsus metodika asosida yoshlarni oilaga tayyorlashda alohida e'tibor qaratilishi lozim bo'lgan ma'lumotlar namuna sifatida taqdim etilmoqda:

[1] Mo`minjon Saydaliyev "Yoshlarni oilaga tayyorlash" Toshkent_2014, 17-bet.



Oilaning huquqiy asoslari

•oilaviy huquq normalari bilan tartibga solinadigan munosabatlar hisoblanadi. Bularga nikohdan o`tish, shaxsiy va mulkiy munosabatlar, vasiylikka olish, homiylik qilish, nikohni bekor qilish kabilar;



Oilaning ijtimoiy asoslari

•oilani tashkil etishda va tashkil etilishida ishtirok etuvchilarning jamiyatda egallagan maqomi va ijtimoiylashuv darajasida moslik;



Oilaning ma'naviy(madaniyat, e'tiqod, milliy, mafkura) asoslari

•oila a'zolarining ijtimoiy-ma'naviy qiyofasi, qadriyatlar tizimida uyg'unlikka erishish;



Oilaning iqtisodiy asoslari

oilaning nafaqat kundalik xarajati balki umumiy byudjeti, zarur narsalarga pul taqsimlashida ko`nikmalarning bo`lishi.



Oilaning Jismoniy(tibbiy) asoslari

Oilaning jismonan sog', tetik va o`zini yaxshi his qilishi tushuniladi.



Oilaning ruhiy asoslari

Oila a`zolari o`rtasida mehr-muhabbat, o`zaro g`amxo`rlik, bir-birini qo`llab-quvvatlash hisoblanadi.

Oilaning asl vazifa-funksiyalari:



Reproduktiv

• har qanday oila avlodlar davomiyligini ta'minlashi shart. Bunda genetik(o'z farzandi) yoki ijtimoiy(asrab olingan) asoslarga ko'ra bo'lsa-da, aynan oilaviy qadriyatlar nuqtai nazaridan yondoshilmog'i lozim;



Kognitiv

• oila a`zolari bilim, aql-idrok bilan tarbiyalanish munosabatlari;



Regulyativ

• oila a`zolari o`rtasidagi munosabatlarni nazorat qilish, ya`ni kattalar yosh avlodni nazorat qilishi va moddiy-ma`naviy tomondan qo`llab-quvvatlashi;



Kompensativ

• oila a'zolari tomonidan bir-birini qo'llab-quvvatlash, yo'qotishlar (ma'naviy, moddiy)ning o'rnini qoplashi;



Kommunikativ

• oila a`zolari o`zaro muloqotda, aloqada bo`lishi, bir-birlarini tushungan holda yashashi;

FOYDALANILGAN ADABIYOTLAR:

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2. Prezident Shavkat Mirziyoyevning O'zbekiston Respublikasi Konstitutsiyasiga o'zgartirish kiritish borasida takliflari. 20.06.2022
3. https://uz.kursiv.media/uz/2024-01-29/ozbekistonda-ajrimlar-soni-qariyb-75-foizga-oshdi/
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5. D.Abdullayeva, R.Yarqulov, N.Atabayeva "Oila psixologiyasi" Toshkent_2015, 93-bet

ZAMONAVIY TA'LIMNI USULLARINI JORIY ETISHDA FAN VA TA'LIM SOHASIDAGI ISLOHOTLAR (SAMARQAND VILOYATI MISOLIDA)

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Annotatsiya: So'nggi yillarda mamlakatimizda barcha sohalardagi islohotlar qatorida Samarqand viloyatida ham ta'lim jarayonlarida ko'plab ishlar amalga oshirilmoqda. Oliy o'quv dargohlarining xorijiy davlatlar bilan hamkorligi natijasida mazkur maskanlar zamonaviy asosda rekonstruksiya qilindi, qayta jihozlandi, jahon andozalariga javob beradigan o'quv laboratoriya hamda o'qish jarayonida ishlatiladigan zamonaviy texnikalar bilan ta'minlandi.

Kalit so'zi: O'zbekiston, Samarqand viloyati, ta'lim jarayonlari, Ilm-fan, oliy ta'lim, Samarqand viloyatida maktablar tasnifi.

Kirish: Mustaqil O'zbekistonda ta'lim jarayonida ishlar tajribada ko'rilmagan yangi vazifalar bo'lsada, bag'rida yuzlab buyuk mutafakkirlarni, arboblarni yetishtirib bergan mehnatkash, sabr-qanoatli va yuksak ma'naviyatli xalqimiz kuch-quvvati va tarixiy ildizlari necha asrlar qa'riga borib taqaluvchi milliy davlatchiligimiz an'analari hamda hozirgi davr jahon tajribasi asosida amalga oshirilmoqda.

Metodologiya: Mustaqillik yillarida O'zbekistonda ijtimoiy-iqtisodiy va madaniy sohadagi islohotlarning yangi bosqichga ko'tarilishishida 2010-2021 yillarda Samarqand viloyatining o'rnini tadqiq qilish nazarda tutilmoqda.

Tahlil va natijalar: Mamlakatimizning istiqlol yo'lidagi birinchi qadamlaridanoq, buyuk ma'naviyatimizni tiklash va yanada yuksaltirish, milliy ta'lim-tarbiya tizimini takomillashtirish, uning milliy zaminini mustaqkamlash, zamon talablari bilan, uyg'unlashtirish asosida jahon andozalari va ko'nikmalari darajasiga chiqarish maqsadiga katta ahamiyat berib kelinmoqda.

Davlat va jamiyat taraqqiyotini ilm-fan yutuqlarisiz tasavvur etib bo'lmaydi. Ilm-fan gurkiragan mamlakatgina taraqqiyotga yuzlanadi. Istiqlol davrida yosh ilmiy kadrlarga munosabat tubdan o'zgardi. Ma'lumki, bundan bir yuzu o'ttiz yil muqaddam xalqimiz milliy mustaqilligi va tarixiy davlatchiligini yo'qotib, mustamlaka asoratiga tushib qolgan edi. Shu davr mobaynida ajdodlarimiz, millatimiz mashaqqatli sinov va kurash yo'llarini bosib o'tdi. 2016-2017-yillarda Samarqand villoyatida maktablarning soni1210 tani tashkil etib shundan 11 tasi ixtisoslashgan maktab internatlarini tashkil etadi. Shu maktablarda faoliyat olib boradigan o'qituvchilarning soni 45885 nafarni tashkil qiladi. Oliy toifali o'qituvchilar soni 814 nafar birinchi toifali 3724 nafar, ikkinchi toifali o'qituvchilar 13632 nafarni tashkil qiladi.

Bu birinchidan, eski sho'rolar davridan qolgan ta'lim tarbiya tizimida mafkuraviy qarashlarning va sarqitlarning hali ham mavjudligida; Ikkinchida, ta'lim tarbiya va o'quv jarayonini bir biri bilan uzviy bog'lash, ya'ni uzluksiz ta'lim tarbiya tizimini tashkil qilish muammolarining o'z yechimini topolmay qolganligida; Uchinchidan, Respublikamizdagi amaldagi ta'lim tarbiya tizimining bugungi zamonaviy, taraqqiy topgan demokratik davlatlar talablariga javob bera olmasligi ko'p joylarda yaqqol ko'rinayotganligida, shuningdek mutaxassis kadrlar tayyorlash, ta'lim va bilim berish tizimi hayotimizda, jamiyatimizda bo'layotgan

islohotlar, yangilanish jarayonlari talablari bilan yaqinroq bog‘lanmaganligida ham ko‘zga tashlanib turganligini ilmiy jihatdan asoslab bergan edi . Shuningdek, ta’lim sohasining ta’lim tarbiya jarayonining kutilgandek natija berishi asosan o‘qituvchiga borib taqalashini, ya’ni tarbiyachining saviyasiga, u qanchalik darajada zamonaviy bilim, tajriba va ushbu bilim ko‘nikmalarini o‘quvchi onggiga qay darajada va qanday metodlarini qo‘llash orqali yetkazib bera olishi mumkinligini jiddiy muammo ekanligini aloxida ta’kidlaydi. Mustaqillikning ilk davrida Samarqand viloyatida zamonaviy tipdagi maktablar soni 370 tani tashkil etgan bo‘lsa, 2014 yilga kelib, bunday maktablar soni 1117 taga yetdi. Shuningdek, viloyat xalq ta’limi tizimidagi ta’lim muassasalarida bugungi kunda darsliklar ta’minoti 100 foiz, o‘quv-laboratoriya jihozlari bilan ta’minlanish holati 80,2 foiz, kompyuter-axborot texnologiyalari bilan ta’minlanish darajasi 96,3 foizdan oshib ketdi. O‘tgan davr mobaynida ushbu yo‘nalishlarning har biri bo‘yicha Samarqand viloyat xalq ta’limi boshqarmasi tomonidan keng ko‘lamli ishlar amalga oshirildi. Dasturga asosan umumta’lim maktablari binolari muhandislik kommunikasiya infratuzilmasini tubdan yangilash va kapital rekonstruksiya qilish bo‘yicha 2004-2014 yillarda Davlat umummilliy dasturi asosida viloyatdagi 1172 ta ta’lim muassasasida qurilishta’mirlash ishlari olib borilib, bunga 295 mlrd. 900 mln. so‘m mablag’ sarflandi. 2014 yil Investisiya dasturiga viloyat bo‘yicha 66 ta maktab kiritilgan bo‘lib, shundan kapital rekonstruksiya qilinadigan 10592 o‘rinli 52 ta maktab, kapital ta’mirlanadigan 6588 o‘rinli 14 ta maktab aniqlangan. Bugungi kunga kelib, ushbu ta’lim muassasalarida tender savdolari o‘tkazilib, qurilish-montaj ishlari amalga oshirilmoqda. Mazkur 66 ta umumta’lim maktabi foydalanishga topshirilgach unda ta’lim-tarbiya olayotgan 20854 nafar o‘quvchi zamonaviy shart-sharoitlarda o‘qish imkoniyatiga ega bo‘lishadi. Mamlakatimiz kelajagi har tomonlama barkamol yoshlar qo‘lidadir. Buning uchun viloyatimizda ham sport-sog‘lomlashtirish ishlariga muhim masala sifatida qaralmoqda. 2003- 2013 yillarda Bolalar sportini rivojlantirish jamg‘armasi mablag‘lari hisobidan viloyatda jami 182 ta, jumladan 25 ta TIP shaklidagi sport majmuasi, 106 ta maktab qoshidagi sport zallari qurilishi, 22 ta bolalar musika va san’at maktablari, 5 ta suzish havzasi, 17 ta sport obyekti qayta rekonstruksiya qilindi va 5 ta suzish havzasi kapital ta’mirlandi. 2014 yilning o‘zida 8 ta sport zali, 1 ta yangi suzish havzasi 4 ta sport inshootida kapital ta’mirlash ishlari yakunlandi. Foydalanishga topshirilgan sport inshootlari Bolalar sportini rivojlantirish jamg’armasi tomonidan yangi va zamonaviy jihozlar bilan to‘liq ta’minlandi. Ta’lim-tarbiya jarayonini muntazam ishlashini ta’minlash maqsadida “Samarqand Davlat universiteti ilmiy axborotnomasi” ilmiy-uslubiy jurnali va “Samarqand universiteti” gazetasi davriy ravishda chop etilmoqda, o‘quv va ilmiy adabiyotlarni taxrir va nashr qiluvchi bosmaxona ishlab turibdi. Samarqand davlat tibbiyot oliygohining 42 nafar professor-o‘qituvchilari 1991-2016-yillarda xorijiy mamlakatlarning tibbiyot universitetlarida hamda tibbiyot ilmiy-amaliy markazlarida malakasini oshirganlar. Ta’lim sohasida davlatning alohida majburiyatlari sifatida imkoniyati cheklangan bolalarning sifatli ta’lim olish imkoniyatlarini kengaytirishga qaratilgan aniq mexanizmlari nazarda tutilgan bo‘lib, ta’lim tashkilotlarida alohida ta’lim ehtiyojlariga ega bo‘lgan bolalar uchun inklyuziv ta’lim va tarbiya ta’minlanishi haqida ijtimoiy norma kiritilmoqda.

Xulosa

Xulosa qilib aytishimiz mumkinki, yuqoridagi islohotlarni amalga oshirish uchun ta’lim berish sifatiga e’tibor berish va ushbu sohada ishlashning jozibadorligini doimiy ravishda oshirishib borish zarur. Zero, millat va xalqning rivoji, uning intellektual salohiyatini oshirish o‘qituvchilar faoliyatiga bog‘liq. O‘qituvchi ilm-fan sirlari, ma’naviy va madaniy merosni yoshlarga yetkazishda muhim bo‘g‘in hisoblanadi. Demak, o‘qituvchilarga o‘zlarining salohiyatini to‘liq namoyon etishlari uchun zarur shart-sharoitlarni yaratish, ularni ijtimoiy, huquqiy, moddiy qo‘llab-quvvatlash darkor. Xulosa shuki, inson kapitali sifatini oshirmasdan turib, keyingi iqtisodiy o‘sishni ta’minlash qiyin kechadi. Shu bois, zarur kuch va resurslarni ta’lim sifatini oshirishga, malakali kadrlar tayyorlashga yo‘naltirish nafaqat bugun, balki ertaning ham ustuvor vazifasiga aylanmoqda. Shu boisdan ham, har bir mamlakat erkin va farovon jamiyat

qurishga intilar ekan, bu yo'ldagi ulug'vor maqsad va vazifalarini, avvalo o'z Konstitutsiyasida mustahkamlaydi. Bunga esa, aslo shubha yo'q.

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OMMAVIY MA`DANIYATNIYATNING SHAKLLANISH TARIXI VA UNING TURLARI: SUBMADANIYAT, POPULYAR MADANIYAT, EKRAN MADANIYATI.

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ANNOTATSIYA

Ushbu maqolada ommaviy madaniyatning kelib chiqish tarixiva uning turlari, ommaviy madaniyatning jamiyatdagi va inson hayotida tutgan o`rni, ommaviy madaniyatning yoshlar ongiga salbiy ta`sirlari.

**Kalit so`zlar:** pop-kultura, aksilmadaniyat, submadaniyat, populyar madaniyat, ekran madaniyati, g`arb muammosi, ommaviy axborot, antikultura.

"Ommaviy madaniyat" G`arb dunyosida o`tkan asrning 2-yarmida shakllanadi. Uni g`arbda "populyar" yoki "pop-kultura" (ya'ni o`zbek tilida ommaviy madaniyat deb atashadi). Garchand "madaniyat" deb atalsada, aslida bu ommaviy madaniyat mazmun va mohiyatiga ko`ra madaniyatning ashaddiy tushunchasi hisoblanadi. Faylasuf va sotsiolog olimlarning, fikricha hali ilm-fanda "antikultura" atamasi kelib chiqmagan ya'ni "G`ayrimadaniyat" degan tushuncha shakllanmaganligi sababli "Ommaviy madaniyat" atamasi qo`llanilmoqda. Ommaviy madaniyat madaniyatsizlik, ma'naviyatsizlik sinonimidir. Ommaviy madaniyat mumtoz adabiyotlarga va milliy madaniyatga zid holda inkor etib kelyabdi. Madaniyat so`zi rangbarangdorligiga ko`ra **2ga** bo`linadi: **1**.Elitar (yuksak) madaniyat **2**.Ommaviy (tuban) madaniyat. Hozirgi kunda G`arb ommaviy madaniyati shiddat bilan kirib kelayotgan bu davrda o`z ona tilimizni, milliyligimizni, azaliy qadriyatlarimizni, mintalitetimizni, madaniyatimizni asrab avaylashimiz va mustahkamlashimiz muhum masala bulib kelmoqda. O`zbekiston Respublikasining Birinchi Prezidenti Islom Abdug`aniyevich Karimov takidlaganidek: " Ommaviy madaniyat" degan niqob ostida axloqiy buzuqlik va zo`ravonlik, individualism, egotsentrizm g`oyalarini tarqatish, kerak bo`lsa, shuning ustidan foyda orttirish, boshqa xalqlarning necha mimg yillik urf-odat va an'analarini, turmush tarzi, madaniyatini buzishga urinishlar, tahdidlar insonlarni va jamiyatni tahdidga solmay qolmaydi"

Yuqorida aytilganidek, asl madaniyatni niqob qilib olgan ommaviy madaniyat bilan asl madaniyatni chalkashtirmaslik kerak. Ommaviy madaniyatning turlariga to`xtaladigan buladigan bulsak, uning bir necha xil turlari mavjud masalan: submadaniyat, aksilmadaniyat, populyar madaniyat, ekran madaniyati.

Submadaniyat(lotincha- sub-"ost"va madaniyat) jamiyatshunoslik, antropologiya, va madaniyatshunoslikga xos atama hisoblanadi va jamiyat madaniyatining bir qismini anglatadi. Qisqacha qilib aytganda submadaniyat o`ziga xos kiyinish, xatti- harakat boshqa bosgqa madaniy normalar bo`lishi mumkin. Submadaniyat, milliy, demografik, geografik boshqa asoslarga xos ham shakllanadi. Bu madaniyatga kiruvchilar faqatgina o`zlarining qatlamiga tegishli madaniyatni yoqtiradilar, qolgan turdagi madaniyatlar ular uchun xuddi unga yotdek tuyuladi. XXarning 2yarmida ommaviy madaniyatning yana bir shakli **aksilmadaniyat** shakllanadi. Aksilmadaniyatommaviy jarayon hisoblansada, ammo tom ma'noda ommaviy madaniyat hisoblanmaydi. Aksilmadaniyat XXasrning 60-yillarida amerikalik olim T.Rozzaku tomonidan fanga kiritilgan hisoblanadi. Buning madaniyati Kaliforniya hisoblanadi. Bu madaniyat shok holati ustunlik qiladi ya'ni u qanchalikaxloqiy normalarni buzsa shuncha kuchayadi. Bu asosan XXasrning 70-yillarida musiqalarda ya'ni rock estrada o`z ifodasini topadi. XXasrlarga kelib esa **populyar madaniyat** kirib keldi. Bu madaniyat aksilmadaniyat va submadaniyatdan farq qiladi. Bu madaniyat omma tomonidan qabul qilinishi keng tarqaladigan madaniyat hisoblangan. Bu ommaviy madaniyatning tarkibiy qismi hisoblangan. XIXasrning oxiri XXasr boshlarida ijtimoiy hayotda o`ziga xos burilishlar bo`ladi. Ya'ni **ekran madaniyati** kirib keldi. Ming yillar davomida bilimlar beradigan targ`ibotchi kitob bulsa, keyinchalik buning o`rnini ommaviy axborot vositalari ya'ni ekran egallaydi. Dastlabki ekran madaniyatlari kinolar bilan bog`liq bo`lgan. Hozirgi kunda bu madaniyat internet tarmog`i, axborot kommunikatsiya vositalarida namoyon bo`lmoqda. Ommaviy madaniyatning . Ommaviy madaniyat eng avvalo, islomiy qadriyatlar va milliyligimizni g`arb turmush tarzi, ular talqin qilayotgan axloq ya'ni axloqsizlik bilan almashtirishdir. Ommaviy madaniyat asosan zamonamiz vakillarining yangi "**moda**" asosida kirib keladi. Uni qabul qilmaganlar xuddi madaniyatsiz ya'ni madaniyati jihatidan ancha past deb uylaydi. Oddiy qilib aytganda ommaviy madaniyat kimgadir yoki nimagadir taqlid qilinishi demakdir. Demak ommaviy madaniyat asl madaniyat emas, balki, insonni insoniylik qiyofasidan chiqaradigan dushmanidir. Asosan ommaviy madaniyat chet eldan har xil modadagi liboslar, kinolar, internet tarmoqlari orqali kirib kelmoqda va bu albatta yoshlar tarbiyasiga ta'sir qilmay qolmaydi. Ayni damda yoshlar g`arb mamlakatlari qo`shiqchi, kino aktyorlariga taqlid qilmoqdalar. Bu ommaviy madaniyatning bir ko`rinishi hisoblanadi. Ba'zi yoshlar g`arb madaniyatiga mahliyo bo`lib, o`z milliy madaniyatini, e'tiqod va urf-odatlarini unutishmoqda bu albatta ommaviy madaniyatning ta'siridir. Yana aytib o`tish kerakki, hozirgi kunda g`arb mamlakatidan kirib kelgan tanasiga har xil tatirovkalar chizish ham keng tarqalmoqda, ayniqsa, bu qizlar orasida ham ko`paymoqda. Demak har bir ota-ona o`z farzandini odob-axloqiga, tarbiyasiga e'tibor berib, har qanday yomon oqimlarga adashib kirib qolishini oldini olishi zarur.

Hozirgi kunda ommaviy madaniyat tushunchalari maktabda boshlang`ich sinflarda sodda ko`rinishlar bilan tushuntirilmoqda. Yoshlar ongida milliy g`ururni shakllantirish uchun milliy ma'naviyatimizni shakllantiruvchi multifilmlar, qadriyatlarimiz aks etgankinolar va videoroliklar, milliy asarlar va milliy qo`shiqlar yaratish, milliy foydali saytlar ochish, va talabalarni bush vaqtini mazmunligi o`tkazish uchun har xil milliy tadbirlar o`tkazish va yoshlar bilan milliy qadriyatlarimiz aks etgan qadimiy obidalarimizga sayohatlar tashkil qilish va bu sayohatlar asosida bolalar ongida milliyligimizni va qadriyatlarimizni singdirish asosiy maqsadlarimizdan biri bo`lishi kerak. Ommaviy madaniyat asosini ma'naviy axloqiy tubanliktashkil qiladi. Bu shaxs ongini noto`g`ri shakllantiradi. Ayniqsa hozirgi globallashuv davrida madaniyat va ma'naviyat sohasida yaqqol bilinmoqda. Hozirgi globallashuv jarayonida bizning O`zbekiston ham chetda turishi mumkin emas. Mamlakatimizga qo`rquv solayotgan xavf ham shu "Ommaviy madaniyat"dir. Prezidentimiz Shavkat Miromonovich Mirziyoyev Ommaviy axborot haqida

shunday deydi: " Bir narsani hech qachon sedan chiqarmaslik kerakki, "ommaviy madaniyat"tahdidi faqat chetdan, G`arbdan kirib keladi desak qattiq adashamiz. Bu balo afsuski,o`z-o`zimizdan ham chiqishi mumkin. Men bu gaplarni osmondan olib aytayotganim yuq. Yurtimizda nashr etilayotgan ayrim Gazeta-jurnallar,kitoblarni, suratga olinayotgan kino va kiliplarni, ekranga qo`yilayotgan har xil qo`shiq va raqslarni ko`rib har qanday sog`lom fikrlaydigan inson shunday xukosaga kelishi tabiiy" Davlatimiz rahbarining 2021-yil 26-martdagi "Ma'naviy va ma'rifiy ishlar tizimini tubdan takomillashtirish chora tadbirlari to`g`risidagi" qarori negizida ilgari surilgan "Milliy tiklanishdan- Milliy yuksalish sari" g`oyasini ijtimoiy- iqtisodiy va siyosiy sohalarda olib borilayotgan yangilanishlar, ma'naviy – ma'rifiy sohada olib borilayotgan faoliyatning, yoshlarda mafkuraviy immunitetni shakllantirishga xizmat qiluvchi ta'lim va tarbiya usullarinining asosi bo`lib xizmat qildi.

Xulosa qilib aytganda, biz yoshlarga ertangi kunimiz davomchilari sifatida jiddiy e'tibor berishimiz kerak. Yoshlarning har xil oqimlar va har qanday oqimlarga saytlarga qo`shilib qolishlarini oldini olishimiz va ularning odob-axloqi va madaniyatini milliylik bilan yo`naltirishimiz kerak. Ertangi kunimiz bizga va biz tarbiyalayotgan va ta'lim berayotgan yoshlarga bog`liqligini hech qachon unutmasligimiz kerak.

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HARBIY TA‘LIM MUASSASALARIDA IJTIMOIY-MA‘NAVIY MUHITNI SOG‘LOMLASHTIRISHDAGI SAMARALI TARG‘IBOTDA OFITSER-O‘QITUVCHI (KOMANDIR)LAR O‘RNI VA ROLI

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Annotatsiya: Maqolada harbiy ta‘lim muassasalarida ijtimoiy-ma‘naviy muhitni sog‘lomlashtirishdagi samarali targ‘ibotda ofitser-o‘qituvchi (komandir)lar o‘rni va roliga doir **mulohazalar hamda takliflar**: bu borada ofitser-o‘qituvchi (komandir)da quyidagi kompetensiyasilar: dars berish mahorati; tarbiyalash mahorati; o‘quv-tarbiya jarayonida gumanitar omilni ta‘minlaydigan shaxsiy sifatlari; ta‘lim oluvchilarning bilimlarini xolisona nazorat qilish va baholash mahoratiga ega bo‘lishligi va bu borada ular oldidagi asosiy vazifalar ilmiy-uslubiy jihatidan tahliliy ko‘rsatib berishga harakat qilingan.

Kalit so‘zlar: Ofitser, komandir, o‘qituvchi, ijtimoiy, ma‘naviy, ma‘rifiy, targ‘ibot, mahorat, jarayon, ilm, malaka, muhit, sog‘lom, g‘oyaviy-siyosiy, axloq.

Kirish: Mamlakatimizda ma‘naviy-ma‘rifiy ishlarni tizimli tashkil etish, ijtimoiy-madaniy muhitni yanada sog‘lomlashtirish, bu borada amalga oshirilayotgan chora – tadbirlarning samaradorligini oshirish, aholi, ayniqsa yoshlarning intellektual salohiyati, ongu tafakkuri va dunyoqarashini yuksaltirish, mafkuraviy immunitetini mustahkamlash, vatanparvarlik, xalqqa muhabbat va sadoqat tuyg‘usi bilan yashaydigan barkamol avlodni tarbiyalashga alohida e‘tibor qaratilmoqda. Zero, davlatimiz rahbari Sh.Mirziyoyev ta‘kidlab o‘tganidek: **"Biz yoshlar**

siymosida umrimiz mazmunini, hayotimizning asosiy samarasini ko'ramiz. Yangi O'zbekistonni azmu shijoatli yoshlar bilan birga bunyod etamiz!". [1] Bu borada harbiy ta'lim muassasalarida ham tizimli ishlar amalga oshirilmoqda.

Metodologiya; Harbiy ta'lim muassasalarida ijtimoiy–ma'naviy muhitni sog'lomlashtirishdagi samarali targ'ibotida ofitser-o'qituvchi (komandir)lar o'rni va roli nihoyatda kattadir. Zero, ofitser-o'qituvchi (komandir)lar o'z faoliyatlari davomida ikki vazifani bir vaqtning o'zida bajaradilar: harbiylik va o'qituvchilik. **Birinchisi**, u harbiy sifatida yoshlarning bilim, ko'nikma va malakalarini, jismoniy tayyorgarligini harbiylik kasbiga nisbatan shakllantirsa ya'ni harbilika yetaklasa, **ikkinchisi** o'qituvchi sifatida ularni ma'lum bir fanga oid bilimlarga ega bo'lishini ta'minlab, ilm sari etaklaydi. Bu borada ofitser-o'qituvchi (komandir)ning quyidagi kompetensiyalarga ega bo'lishlari muhim ahamiyat kasb etadi: **1.Dars berish mahorati. 2.Tarbiyalash mahorati. 3.O'quv-tarbiya jarayonida gumanitar omilni ta'minlaydigan shaxsiy sifatlari. 4.Ta'lim oluvchilarning bilimlarini xolisona nazorat qilish va baholash mahorati.**

Shu nuqtai nazardan qaraganda, harbiy ta'lim muassasalarida ijtimoiy-ma'naviy muhitni sog'lomlashtirishdagi samarali targ'ibotda avvalo, ta'lim-tarbiya beruvchi sub'ektlar – ofitser-o'qituvchi (komandir)lar faol ma'naviyat targ'ibotchisi, shu bilan bir qatorda yuqorida qayd etilgan yuksak pedagogik mahoratlarga ham ega bo'lishi lozim. Ya'ni harbiy ta'lim muassasalari tinglovchi va kursantlari ta'lim olayotgan harbiy bilim yurtlarida, o'quv kurslarida, muddatli harbiy xizmatilar o'z xizmatini o'tayotgan harbiy qismlarda ijtimoiy-ma'naviy muhitni sog'lomlashtirishdagi samarali targ'ibot doirasida amalga oshiriladigan ma'naviy-ma'rifiy ishlar, ilmiy va uslubiy o'quvlar ofitser–o'qituvchilar tomonidan yuksak darajada tashkil etilgan bo'lishi zarur va bu holat shu ta'lim muassasasida sog'lom ijtimoiy-ma'naviy muhitni shallantirishda, uning targ`botida muhim o'rin tutadi. **Prezidentimiz Sh.M.Mirziyoyev ta'kidlab o'tganidek**, **"**Yoshlar armiyada nafaqat harbiy tayyorgarlikdan o'tadi, balki jismoniy va harbiy jihatdan chiniqadi. Ular o'zlarining fuqarolik ma'suliyatini, Vatan himoyachisi sifatidagi muqaddas yigitlik burchi chuqur anglab, o'z yurtiga fidoyi inson bo'lib yetishadi"**. [2]**

Tahlil va natijalar: Yuqorida ta'kidlab o'tganimizdek, harbiy ta'lim muassasalarida ijtimoiy-ma'naviy muhitni sog'lomlashtirishdagi samarali targ'ibotda ofitser-o'qituvchilarning o'rni va roli katta. Ofitser-o'qituvchilar, eng avvalo, ma'naviyat sohasidagi yangiliklar va axborotlarni tarqatuvchilari, shu bilan birga kishilarni ezgulikka da'vat etuvchi, ma'naviy hayotnining barcha sohalaridagi ilg'or jarayon va voqealarni muntazam ravishda tahlil etib, bu boradagi dolzarb muammolar echimini topish bo'yicha xabar, ma'lumot, takliflarni ommaga tarqatuvchi hamda o'zlari ham bu borada namunali o'rnak ko'rsatuvchi shaxslar bo'lishlari zarurdir. Shungdek, harbiy ta'lim muassasalarida ijtimoiy-ma'naviy muhitni sog'lomlashtirishdagi samarali targ'ibotdagi harbiy-pedagogik jarayonning o'ziga xos xususiyatlaridan biri shuki, o'quv guruharida ta'lim olayotgan, bo'linmada xizmat qilayotgan harbiy xizmatchilarning turli bilim va umumta'lim tayyorgarlik darajasiga, turli saviyadagi ma'naviy-ma'rifiy dunyoqarashga ega ekanligiga e'tiborni qaratish zarur bo'ladi. Chunki har bir bo'linmada oliy, o'rta maxsus, o'rta va hatto tugallanmagan o'rta ma'lumotli kursantlar o'qishi, askarlar xizmat qilishi va bilim olishi mumkin. Harbiy xizmatchilarning umumta'lim darajasi va turli saviyadagi ma'naviy-ma'rifiy dunyoqarashga ega ekanligidagi bunday tafovut ta'lim jarayonini, ijtimoiy-ma'naviy muhitni sog'lomlashtirishning samarali targ'ibotida ko'proq yakka tartibda yondashishni, alohida dasturlar hamda chora-tadbirlar ishlab chiqishni taqozo etadi.

Shuningdek, ofitser-o'qituvchi (komandir)lar tomonidan beriladigan bilimlar–ilmiylik, konkretlik, ob'ektivlik, ijtimoiy-ma'naviy hayot bilan chambarchas bog'liqlik tamoyillariga asoslanishi lozim, buning uchun bu kasb egalari ilmiy, nazariy, amaliy-tashkiliy va ma'naviy-ma'rifiy jihatdan yetuk, har tomonlama (ma'naviy-axloqiy, ruhiy) sog'lom inson bo'lishi lozim. **Bu haqda ulug' mutaffakkir Abdulla Avloniy bobomiz shunday deb yozadi**: **"**Tarbiya qiluvchi muallimlarning o'zlari ilmlariga omil bo'lib, shogirdlariga ham bergan darslarini amal ila

choqushtirib o‘rgatmaklari lozimdir. Bu ravish ta'lim ila berilgan dars va ma'lumot shogirdlarning diliga tez ta'sir qilib, mulloyi boamal bo‘lurlar**". [3]**

Ofitser-o‘qituvchi (komandir) shaxs, jamiyat va davlat ehtiyojlaridan kelib chiqqan holda, ular manfaatini ifoda etib, ijtimoiy-ma‘naviy darajasa yuksak sog‘lom bo‘lgan adolatli jamiyat qurish haqidagi g‘oyalarni harbiylar orasida yoyish borasida targ‘boti asnosida ularga ma‘naviy, g‘oyaviy-siyosiy ta‘sir ko‘rsatish sub‘ektidir.

Harbiy ta'lim muassasalarida ijtimoiy-ma'naviy muhitni yanada sog‘lomlashtirish uchun ularda milliy o‘zlikni anglashni, millatga uning tarixiga mansubligini his qilishi shakllantirish kerak. Buning uchun esa harbiy ta‘lim muassasalarida sog‘lom ijtimoiy-ma‘naviy muhitni shakllantirish va uning targ‘botida uchun ofitser-o‘qituvchilar tomonidan ularda quyidagi kategoriyalarni shakllantirish maqsadga muvofiq bo‘ladi:**-axloqiy fazilatlar kategoryasi; axloqiy qarash kategoryasi; axloqiy tarbiya kategoryasi; axloqiy madaniyat kategoryasi**.

Axloqiy fazilatlar kategoryasi –insonni yaxshilikka chorlaydigan, yomonlikdan qaytaradigan axloqiy qarashlarning doimiy odati, amaliy faoliyatiga aylanganini bildiradigan tushunchadir. U insonni axloq namunalarini o‘zida mujassam etadi va ma‘naviyatning o‘zagini tashkil etadi.

Axloqiy qarash kategoryasi- ijtimoiy voqea, hodisalar, o‘zgalar va o‘zining xatti-harakatlari, ijtimoiy hamda tabiiy borliqqa bo‘lgan munosabatlar mohiyatini axloqiy jihatdan tushunish; axloqiy nuqtai nazar**. [5]** Axloqiy me‘yorlar tasnifi, ma‘naviy-axloqiy yondashuv va shu asosda shakllangan tafakkur kategoriyasi. Tor ma‘noda, falsafa, sotsiologiya va madaniyatshunoslik fanlari sohasida umuminsoniy axloqiy tamoyillarni ifoda etadigan tushuncha. Keng ma‘noda, insoniyatga oid barcha ma'naviy hodisalarga axloqiy yondashuvni aks ettiradi. Axloqiy qarashlarda umuminsoniy qadriyatlar, qadrlash mezonlari, ijtimoiy ahamiyatga ega bo‘lgan ma'naviy qarashlar, ruhiy hodisalar aks etadi.

Axloqiy tarbiya kategoryasi – jamiyat ma'naviy hayotidagi muhim ijtimoiy hodisa bo‘lib, odob-axloq tizimini, axloqiy fazilatlarni zamon talablari asosida har qaysi avlodga singdirish shaklidir. "Axloq tarbiyasi: insonlarga eng muhim, ziyoda sharaf, baland daraja berguvchi axloq tarbiyasidur" **deb yozadi Abdulla Avloniy**. **[3].**

Axoqiy madaniyat kategoryasi – jamiyatdagi axloqning yuksak darajasini, fuqarolarning axloqiy saviyasini aks ettiruvchi tushunchadir. U shaxsning jamiyatdagi asosiy axloqiy me'yorlarni egallashi va o‘zgalar bilan shu asosda munosabatda bo‘lishi, o‘zini axloqiy tomondan muntazam takomillashtrib borishi singari jihatlarni o‘z ichiga oladi.

Axloqiy madaniyatning eng muhim omillaridan biri – muomala odobi. Insonlar bir-biri bilan hamkorlik qilmasdan, o‘zaro tajriba almashmasdan, o‘zaro ta‘sir qilmasdan yashashi mumkin emas. Binobarin, muloqot, muomala inson uchun asosiy ehtiyoj, zaruriyat. Muomala odobi o‘zgalar qadr-qimmatini, hurmatini joyiga qo‘yishni, an'anaviy axloqiy-me‘yoriy talablarni bajarishni taqoza etadi. Ma‘noli va ravon so‘zlash, suhbatdoshini tinglay bilish, nutq madaniyati muomalaning muhim jihatlarini tashkil etadi. Muomala odobida muloqotning asosiy vositasi bo‘lmish til katta ahamiyatga ega. Xalqimizda "siz" ham, "sen" ham bir nafasdan chiqadi degan dono naql bor. **Sharqning buyuk mutafakkiri Kaykovus o‘zining "Qobusnoma" asarida** "Suxandonlik ila baland martaba bo‘lmoq" zikrida shunday deydi: **"**Sovuq so‘zlik bo‘lmag‘il. Sovuq so‘z bir tuxumdur, undan dushmanlik hosil bo‘lur**". [4]** Shu bois, ofitser-o`qituvchi(komandir)lar tomonidan muloqot paytida hurmat ifodasi sifatida har bir so‘zni suhbatdoshining ko‘ngiliga, qiziqish va kayfiyatiga qarab, yoshini, kasbu-kori, ijtimoiy hamda oilaviy ahvolini e‘tiborga olib, hurmatini joyiga qo‘yib gapirish, muloqot jarayonida o‘rinsiz harakatlarga yo‘l qo‘ymaslik lozim. Bu esa harbiy ta'lim muassasalarida sog‘lom ijtimoiy-ma'naviy muhitni shakllantirish va uning targ‘botida muhim ahamiyat kasb etadi.

Shu bilan birgalikda, islom dinimiz, uning muqaddas kitobi Qur‘on, unda keltirilgan oyat va suralardan, payg‘ambarimizning yuksak odob-axloqini namoyon etadigan hadislardan harbiy ta‘lim muassasalarida ijtimoiy-ma‘naviy muhitni sog‘lomlashtirishdagi samarali targ‘ibot bo‘icha

amalga oshiriladigan o‘quv-uslubiy, tarbiyaviy mashg‘ulotlarda ofitser-o‘qituvchi (komandir) unumli foydalanmog‘i maqsadga muvofiqdir. Chunki islom dini odamlarni iymonli bo‘lishga undaydi, uni o‘ziga xos mezoni qilib saxovat, jasorat, sabr-toqat, to‘g‘riliylik, vafodorlik va sodiqlik kabi xislatlarni birinchi o‘ringa qo‘yadi, odamlarni iymon, insof, diyonat, ezgu maqsad va to‘g‘rilikka undaydi.

Xulosa

Xulosa qilib aytganda, harbiy ta‘lim muassasalarida ijtimoiy-ma‘naviy muhitni sog‘lomlashtirishdagi samarali targ‘botida ofitser-o‘qituvchi(komandir)lar tomonidan quyidagi ishlar amalga oshirilishini lozim deb hisoblaymiz:

 Harbiylarda yangicha dunyoqarash va e‘tiqod asoslarini shakllantiradigan Yangi O‘zbekiston milliy g‘oyasiga sodiqlik hislarini shakllantirish, ularzda faqat islom dini to‘g‘risida emas, umuman barcha dinlarning tarixi, mohiyati to‘g‘risida to‘liq tasavvur hosil qilish;

 Harbiylarda huquqiy madaniyatni shakllantirish, ya‘ni yangi O‘zbekistonning yangi tahrirda qabul qilingan Konstitutsiyasi moddalarini, shuningdek, yangi qonunlarini, Prezident farmon va qarorlarini chuqur o‘rganishni targ‘ib etish;

 Harbiylarni mardlik, botirlik, jasurlik, insonlarga g‘amxo‘rlik, mehr-shavqat kabi madaniyatning xulq-odob qoidalari qatoriga kiritilgan fazilatlar asosida tarbiyalash;

 Barcha harbiylarda muomala madaniyati, nutq madaniyati, fikrni kasbga oid tushunchalar asosida bayon qilish madaniyatini shakllantirish.

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ZAMONAVIY JAMIYATDA IJTIMOIY ISHDA PRAKTIKUM FANINI O`RGANISHNING AHAMIYATI

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Annotatsiya: Ushbu maqolada ijtimoiy xodimlar uchun ijtimoiy ishda praktikum fanini o`rganishning dolzarbligi, muloqot malakalari, mijoz bilan muloqoti davomida qanday ko‘nikmalarga ega bo‘lishliklari, shuningdek, samarali ijtimoiy ish olib borish uchun kerak bo‘ladigan eng qimmatli amaliy modellarning bir nechtasi haqida fikr yuritilgan.

Kalit so‘zlar: Ijtimoiy praktikum, ijtimoiy ishchi, muloqot qobiliyati, professional, terapiya, xulq-atvor, nazariya, model.

KIRISH

Ijtimoiy ish faqatgina kundalik insonlar orasidagi muammolarni hal qilish borasida yordam berish bilan cheklanmay, balki ehtiyojiy qiyinchiliklarni yengib o'tish xususiyatlarini va o'ziga o'zi yordam berish ko'nikmalarini shakllantirishga yo'naltirilganligi bilan, xayr saxovat va ana shu faoliyatning shunga o'xshash turlaridan farq qiladi. Bu hodisani istalgan hayotiy vaziyatda odamni o'z muammolarni o'zi hal qilishga o'rgatish deb tushunish mumkin. Ijtimoiy ish bilan shug'ullanuvchi kasb egalari bugungi kunda keng doiradagi muammolarga duch kelmoqdalar. Alkogolizm, giyohvandlik, mulkchilik huquqlarining buzilishi, bolalarga yomon muomalada bo'lish, oilaviy janjallar, ruhiy va jismoniy kasalliklar, darbadarlik, jamiyatdan ajralgan holda yashash shular jumlasidandir. Bularning barchasi maxsus tayyorgarlik talab qiladi. Bunga yuzaki yondoshish mumkin emas. Chunki ijtimoiy ish xodimlari tegishli bilim va ko'nikmalarga ega bo'libgina qolmay, balki shu kasbga doir axloqiy me'yorlar va tamoyillarga rioya qilishga tayyor bo'lishlari kerak. Davlatimiz rahbari Sh. Mirziyoyev bu tizimni tubdan isloh qilish, ijtimoiy yordamning manzilliligi va natijadorligini ta'minlash zarurligini ta'kidlab: "Bu sohada umumiy ishlab bo'lmaydi. Har bir oila va inson taqdiriga alohida, professional yondashish lozim. Ijtimoiy xizmat to'g'ri yo'lga qo'yilsa, ehtiyojmand fuqarolar jamiyatda o'z o'rnini topadi"[1] deydi. Ijtimoiy ish olib borishda professional yondashish uchun esa, kadrlar imiy salohiyatini oshirish va o`qitish tizimini yanada rivojlantirish bugungi kunning ahamiyatli masalasidir.

Ijtimoiy ish kasbi ijtimoiy o 'zgarishlarga insoniy munosabatlar muammolarini hal qilishga, shuningdek, odamlarning farovonligini oshirish uchun imkoniyatlarning taqsimlanishiga va ozod bo'lishiga ko 'maklashadi. Insoniy xulq-atvor va ijtimoiy tizimlar haqidagi nazariyalardan foydalanib, ijtimoiy ish odamlarning atrofidagilar bilan o 'zaro aloqadorlikka kirishgan joylarda yuzaga keladi. Inson huquqlari va ijtimoiy adolat tamoyillari ijtimoiy ishning asosi hisoblanadi. Ijtimoiy ish xodimlari insonparvarlikka, halollikka xizmat qilish yo`li bilan inson qadr-qimmatini hurmat qilishga, ijtimoiy adolatni ta 'minlashga ko'maklashishi kerak[2]

ASOSIY QISM

Ijtimoiy ish o'z sarchashmalarini insonparvarlik ruhi bilan sug'orilgan demokratik ideallardan oladi, uning qadryatlari tengligi har bir shaxsning qadriyati va har bir insonning qadr-qimmatini hurmat qilishga asoslanadi. Kasbning paydo bo'lishidan boshlab, deyarli bir yarim asr avval ijtimoiy ish amaliyotining diqqat-e'tibori, umuminsoniy ehtiyojlar va inson imkoniyatining rivojlanishini ta'minlashga qaratilgan deya olamiz. Inson huquqlarini ta'minlash va ijtimoiy haqqoniylik ijtimoiy ish xodimlari faoliyati uchun motivatsiya va sabab bo'lib xizmat qilmoqda. Ijtimoiy ish xodimlari "Zaif" ijtimoiy qatlamga hamfikrlik tufayli, faqirlikni yengillashtirishi, himoyaga muhtoj va ruhan ezilgan odamlarni jamiyat a'zosi sifatida faoliyat yuritishlarini faollashtirish uchun intiladi. Ushbu vazifalarni qanday bajarish kerakligida ijtimoiy ishda praktikum fani bizga yordam beradi. Ijtimoiy ishda praktikum fanini o`rganishning afzaliklari nimada? Bu fanning paydo bo`lishiga nima sabab bo`ldi? U aynan nimani o'zida mujassam etgan? Biz ushbu maqolada aynan shu mavzularni ko'rib chiqamiz.

"Ijtimoiy ishda praktikum" fani ijtimoiy ish bo`yicha mutaxasissning umumkasbiy tartib-intizomi hisoblanadi va bo`lajak mutaxassisda kasbiy madaniyatni shakklantirishga, olgan tarixiy, nazariy bilimlarini amaliyotda qo`llay olishga yo`naltirilgan. Avvalo, bu fan bizga insonlar bilan

[1] Prezident Shavkat Mirziyoyev raisligida 20-fevral kuni ijtimoiy himoya sohasidagi ustuvor vazifalar muhokamasi yuzasidan videoselektor yig'ilishidagi nutqidan

[2] Abduraxmonova Manzura, Yo'ldoshev Abdulazizjon – TA'LIM SOHASIDA IJTIMOIY ISHNING INNOVATSION TEXNOLOGIYALARI – тема научной статьи по СМИ (медиа) и массовым коммуникациям читайте бесплатно текст научно-исследовательской работы в электронной библиотеке КиберЛенинка (cyberleninka.ru)

samarali muloqot qilish, ularni tinglash va his qilish madaniyatini o`rgatadi. Keling, muloqot tushunchasining o'zi nima ekanligini bir nechta ta'riflarda ko'rib chiqamiz.

Muloqot mehnat faoliyati va bilim bilan birga insoniyat jamiyati hayotining uchta asosiy sohalaridan biridir. Odamlarning mehnat faoliyatining zarur elementi va ular ongining haqiqiy mavjudligi sifatida harakat qilish. aloqa jamiyatning butun moddiy va ma'naviy hayotiga singib ketadi, ijtimoiy organizmning normal faoliyatini tashkil qiladi va ta'minlaydi. Boshqacha aytganda, u kishilik jamiyati mavjudligining zaruriy shartlaridan biridir. Keyinchalik u har qanday inson faoliyatining zaruriy va muhim jihatiga aylanadi. Jamiyatning, moddiy va ma'naviy madaniyatning rivojlanishi bilan muloqot inson faoliyatining mustaqil turiga aylanadi, odamlar hayotida muhim o'rin egallaydi va ularning tobora murakkablashib borayotgan hissiy va axloqiy ehtiyojlarini qondiradi.[1]

Bugungi kunda muloqot juda ta'sirli. Ham biznes olamida, ham shaxsiy hayotda. Kasbingiz toifasiga qaramay, jamiyat uchun har qanday yaxshilik qilish uchun kuchli muloqot qobiliyatlari kerak. Agar sizdan eng insonparvar ish sohasini tasavvur qilishingizni so'rashsa, dastlab nima deb o'ylaysiz? Albatta, Ijtimoiy ish bu ro'yxatning boshida turadi.

Quyida ijtimoiy ish xodimining professional ko'nikma va malakalarini ko'rib chiqamiz. Demak ijtimoiy ish xodimi quyidagilarni uddalashi kerak:

• o'zining professional amaliy faoliyatida professional-etik me'yorlarga amal qilishi;

• shaxslar, oilalar va uyushmalar bilan ishlashni uddalashi;

• aholining turli guruhlari (bolalar, yoshlar, ayollar, keksalar, nogironligi bo'lgan shaxslar) xususiyatlarini bilishi va ularga yordam ko'rsata olishi;

• muloqot malakasi (mijozlar, bolalar, hamkasabalar va boshqa mutaxassislar bilan shaxslararo muloqot ko'nikmalari, verbal va noverbal muloqot mahorati) ga eng bo'lishi;

• baholash va rejalashtirish malakasiga ega bo'lishi (to'la baholash uchun axborotlarni yeg'ish va tahlil qilish, mijozlar vaziyatini baholash asosida aniq rejalar va bitimlar, tashkilotda o'rnatilgan talablarga mos keluvchi aniq va yakdil qaydlarni olib borishi);

• o'z - o'zini boshqarish malakasiga ega bo'lishi (shaxsiy ishi va vaqtini uyushtira olish, o'zining kuchli va zaif tomonlarini bilishi);

• amaliyotda nazariyalarni qo'llashga qodirlik (ijtimoiy ish nazariyasini bilish va tushunishi, amaliy faoliyat uchun munosib nazariyalarni tanlay va qo'llay olishi malakasi);

• aholining ijtimoiy himoyasini ta'minlashning tashkiliy-huquqiy mexanizimidan foydalanish;

• o'zining professional vakolatliligini oshirishga doimo intilishi. Bundan tashqari xodim quydagi zaruriy bo'lgan shaxsiy-professional sifatlarga ega bo'lishi, va shu o'rinda bu sifatlarni rivojlantirishi va nomoyon qilmog'i zarur.

har bir odamning qadiriyatlarini shaksiz qabul qilish,uning huquqlarini hurmatlashi;

• odamlarning individual farqlariga bahosiz munosabati, insonparvarlik; • rivojlangan o'z-o'zini anglash va o'z- o'zini baholash, tanqidiy tafakkurga ega bo'lishlari;

• empatiya (hamdardlik va xayrixohlik qobilyati); • murakkab vaziyatlarni hal qilishdagi qat'iyatlilik va izchillik;

• yordam ko'rsatilayotgan odamlar va oilalarning kuchli tomonlarini ko'ra bilish va rivojlantirish mahoratiga ega bo'lish;

• stressli va hissiy murakkab vaziyatlarda ishlash ko'nikmasi, bir holatdan boshqasiga o'tish, o'z hissiyotlari va axloqini boshqarish qobiliyatlariga ega bo'lishlari xodimining shaxsiy- professional sifatlari sanaladi.[2]

[1] Ijtimoiy psixologiyada muloqot tushunchasi. https://goaravetisyan.ru/uz/ponyatie-obshcheniya-v-socialnoi-psihologii-socialnaya-psihologiya-tema/

[2] Ijtimoiy ish etikasi. Darslik. -T .: «F an va texnologiya», 2015, 270-271-bet

Ijtimoiy ish eng murakkab va hal qilib bo'lmaydigan insoniy va ijtimoiy muammolarni hal qiladi: qashshoqlik, ruhiy kasalliklar, giyohvandlik, ishsizlik, zo'ravonlik. Bizning sohamiz kam ta'minlangan muassasalar va sharoitlarda ishlash paytida jamiyatning eng zaif qatlamlari boshdan kechiradigan eng og'ir ijtimoiy muammolarni bartaraf etishga qaratilgan sa'y-harakatlari bilan kasblar orasida ajralib turadi. Shuning uchun ham bu fanni zamonaviy jamiyatda o`rganish dolzarbdir.

Ijtimoiy ishda praktikum fanini o`rganishimiz uchun 5ta sabab:

1. Siz qanday qilib insonlarga ijobiy ta'sir qilishni o'rganasiz:

Ijtimoiy ish jamiyatdagi odamlarning hayotini tushunish va yaxshilashga intilishdir. Ijtimoiy ishchilar yosh bolalardan tortib giyohvandlik bilan kurashayotgan odamlarga qadar odamlarning ehtiyojlarini tinglaydilar va ularga hayot sifatini yengish va yaxshilashga yordam beradi. Ushbu fan menga jamiyatga qanday ijobiy ta'sir ko'rsatishni tushunishga yordam berdi va amaliyot jarayonida ijtimoiy xodim sifatida o`z qiyofamni yaratishni o`rgatdi.

2. Fanning ko'p variantlari mavjud:

Ijtimoiy ish bo'yicha daraja menga turli xil professional rollarni bajarish qobiliyatini beradi. Bu rollarga bolalarni himoya qilish, keksalar, nogironlar va oilalar bilan ijtimoiy ish olib borish kiradi. Ular bilan qanday ish olib borishning samarali yo`llarini o`rgatadi.

3. Tadqiqot o'tkazish mumkin bo'lgan ko'nikmalarga ega bo'lishingiz mumkin:

Fanni o`rganishimiz davomida xodimlarni rivojlantiradigan bilim va ko'nikmalarga ega bo`lamiz. Masalan, mijoz bilan qanday muloqot qilish, muammolarni hal qilish, empatiya, jamoaviy ish va vaqtni boshqarish kabi ko'nikmalar.

4. Dunyo ijtimoiy ishchilarga muhtojligi:

Har doim muhtoj odamlar bo'ladi, shuning uchun har doim ushbu sohada ta'lim olganlarga talab bo'ladi. Ish topish juda qiyin bo'lmasligi kerak, aksincha malakali mutaxassis sifatida kamol topishingizda bu fan ijobiy ta'sir ko'rsata oladi!

5. Bu fan sizga o'zingiz haqingizda hech qachon bilmagan narsalarni o'rgatadi, ya'ni:

Ijtimoiy ish sizni qo'yadigan vaziyatlar noyob va ko'pincha ekstremaldir. Fan menga muayyan vaziyatlarni qanday yengish kerakligini tushunishga yordam berdi. Siz tajovuzkor xatti-harakatlar bilan shug'ullanish bo'yicha mutaxassis ekanligingizni yoki qiyin kunning oxirida o'z his-tuyg'ularingiz bilan qanday kurashishni o'rganishingiz mumkin. Siz o'zingizning kuchli va zaif tomonlaringizni bilib olasiz va bu fan sizga o'zingiz haqingizda ilgari bilmagan narsalarni o'rgatishini bilib olasiz.

Turli madaniyatlar turlicha muloqot qilishadi. Buni bilish tobora ortib borayotgan global amaliyot muhitida muhim ahamiyatga ega. Olayotgan xabarlarni filtrlash va ulardan ma'no yaratish yana bir muhim mahoratdir. O'z-o'zini anglash bu mahoratni ochishning kalitidir. Ijtimoiy ishchilar muloqot qobiliyatlari yuzaga keladigan o'ziga xos kontekstlarni hisobga olishlari va barcha vaziyatlar uchun o'zlarini tayyorlashlari kerak. Biroq, yuqorida muhokama qilingan narsalar ijtimoiy ishchilar uchun fanning o'z ichiga olgan narsalarni kichik bir namunasidir. Ijtimoiy ishchilar uchun praktikum fani doirasi juda ko'p nazariyalarni o'z ichiga oladi.

Ijtimoiy ishda nazariya nima uchun muhim?

Ijtimoiy ish nazariyalari ijtimoiy ishchilarga ishlarni tahlil qilish, mijozlarni tushunish, aralashuvni yaratish, aralashuv natijalarini bashorat qilish va natijalarni baholashga yordam beradi. Nazariyalar doimiy ravishda yangi dalillar paydo bo'lganda rivojlanib borsa-da, vaqt o'tishi bilan foydalanilgan ijtimoiy ish nazariyalariga murojaat qilish ijtimoiy ishchilarga xatti-harakatlarning sabablarini o'rganishga imkon beradi. Keyin ular o'z mijozlariga eng yaxshi yechimlarni topishga yordam berishlari mumkin. Turli xil ijtimoiy ish nazariyalari haqida o'rganish ijtimoiy ishchilarga ijtimoiy ish amaliyoti davomida shaxsiy taxminlari va e'tiqodlari to'xtatilishi kerakligini eslatib turishga yordam beradi. Ijtimoiy ishchilar mijozlar ishiga o'zlarining munosabati, reaktsiyalari va kayfiyatlarini qo'llash o'rniga, muammolarni tekshirish va o'z amaliyotini boshqarish uchun dalillarga asoslangan nazariyalardan foydalanishlari kerak.

6 ta Ijtimoiy ishda amaliy modellar:

Ijtimoiy ish amaliyoti modellari ijtimoiy ishchilar nazariyalarini o'z amaliyotlarida amalga oshirishlari mumkin bo'lgan usullardir. Ijtimoiy ishchi o'z aralashuvlarini boshqarish uchun turli nazariyalardan foydalanishi kabi, ijtimoiy ishchilar ham mijozlari duch keladigan muammolarga qarab turli amaliyot modellaridan foydalanishlari mumkin.

1. Kognitiv xulq-atvor terapiyasi:

Kognitiv xulq-atvor terapiyasiTashqi havola:open_in_ new fikrlar va his-tuyg'ularning xatti-harakatlarga qanday ta'sir qilishiga, shuningdek, o'z-o'zini buzish xatti-harakatlari psixologik muammolarga olib kelishi mumkinligiga e'tibor qaratadi. Kognitiv xulq-atvor terapiyasi usullaridan foydalanadigan ijtimoiy ishchilar mijozlarga salbiy his-tuyg'ular va xatti-harakatlarga ta'sir qiluvchi o'z-o'zini yo'q qiladigan fikrlar va xatti-harakatlarni aniqlashga yordam beradi.

Kognitiv xulq-atvor terapiyasi ko'pincha ruhiy salomatlik bilan bog'liq muammolar, ruhiy kasalliklar yoki inqiroz yoki travma natijasida depressiyaga duchor bo'lgan shaxslar bilan qo'llaniladi. Kognitiv xulq-atvor terapiyasidan foydalanadigan ijtimoiy xodimlar o'z mijozlariga buzg'unchi fikrlar va xatti-harakatlarni yo'q qilishga yordam beradi va ularning salbiy oqibatlarini oldini oladi.

2. Inqirozga aralashish modeli:

Inqirozga aralashish modeli inqiroz va jarohatni boshdan kechirayotgan mijozlar, masalan, oilaviy zo'ravonlik qurbonlari va jismoniy zarar yoki o'z joniga qasd qilishning oldini olish uchun aralashuvni talab qiladigan mijozlar uchun qo'llaniladi. Albert R. Roberts, PhD va Allen J. Ottens, PhD, yetti bosqichli inqiroz aralashuvi modelini ishlab chiqdilar, quyidagi bosqichlar bilan:

Psixososyal va o'limni baholashni oling.
Tezda aloqa o'rnating.
Inqirozning asosiy sabablarini aniqlang.
Mijozga o'z his-tuyg'ularini va his-tuyg'ularini ifoda etishiga imkon bering.
Yengish uchun xavfsiz alternativalarni yarating va o'rganing.
Harakat rejasini tuzing.
Aralashuvdan keyin kuzatib boring.

Ushbu ijtimoiy ish modeli odatda o'z joniga qasd qilish yoki o'ziga zarar etkazish fikrini boshdan kechirayotgan yoki zo'rlash yoki zo'ravonlik kabi o'tkir inqirozni boshdan kechirgan mijozlar uchun qo'llaniladi.

3. Narrativ terapiya:

Hikoya terapiyasi bu shaxsni o'z muammolaridan (muammolaridan) olib tashlash va shaxsga o'z hayotiy hikoyasini o'zgartirishga qodirligini ko'rishga yordam berish jarayoni, shuningdek, hikoya sifatida ham tanilgan. Hikoya terapiyasi odamlarga ular o'zlarining muammolari emasligini tushunishga yordam beradi, lekin ular ulardan alohida ekanliklarini va hikoyaga tashqi nuqtai nazardan qaraganlarida ularni tuzatishi mumkin.

Ijtimoiy ishchi hikoya terapiyasidan foydalangan holda, shaxsga turli xil ijobiy harakatlar bilan yangi hikoya yaratishga yordam beradi. Ijtimoiy ishchi shaxsga kengroq kontekst ularning hikoyasiga qanday hissa qo'shayotganini tushunishga yordam beradi, shuning uchun ular oldini olish kerak bo'lgan narsalar va muammolarini hal qilish yo'llarini bilishlari mumkin.

4. Muammoni yechish modeli:

Muammoni hal qilish modeli ijtimoiy ishchi va "Ijtimoiy ish: muammolarni hal qilish jarayoni" muallifi Helen Xarris Perlman tomonidan yaratilgan. Muammoni hal qilish modeli yordamida ijtimoiy ishchi shaxsga muammoni aniqlashga, uni hal qilish uchun harakat rejasini tuzishga va yechimni amalga oshirishga yordam beradi. Ijtimoiy ishchi va shaxs birgalikda muammolarni hal qilish strategiyasining samaradorligini muhokama qiladilar va kerak bo'lganda uni o'zgartiradilar.

Muammoni hal qilish modeli ijtimoiy ishchi va shaxsga bir vaqtning o'zida bitta aniq muammoga e'tibor qaratish imkonini beradi. Perlmanning ta'kidlashicha, bu usul samarali, chunki

uzoq muddatli psixoterapiya har doim ham zarur emas va insonning rivojlanishiga to'sqinlik qilishi mumkin.

5. Yechimga yo'naltirilgan terapiya:

Yechimga yo'naltirilgan terapiya ijtimoiy ishchi va mijozni muammoni aniqlash va shaxsning kuchli tomonlariga asoslangan yechimni yaratishni o'z ichiga oladi. Bu qisqa muddatli amaliyot modeli bo'lib, mijozlarga muayyan xatti-harakatlardan foydalangan holda qiyinchiliklarni engishda yordam berishga qaratilgan.

Mijozning kimligini o'zgartirishga e'tibor qaratish o'rniga, yechimga yo'naltirilgan terapiya yanada qulayroq natijalarga erishish uchun muayyan vaziyatlarda mijozning harakatlarini o'zgartirish bilan bog'liq. Yechimga yo'naltirilgan terapiyada ijtimoiy ishchi va mijoz yechimlarni ishlab chiqish uchun birgalikda ishlaydi. Bu mijozga ular amalga oshiradigan ijobiy o'zgarishlarda muhim rol o'ynash imkoniyatini beradi va bu o'zgarishlarni amalga oshirishda yordam beradi, chunki ular ularni taklif qilishda rol o'ynagan.

6. Vazifaga yo'naltirilgan amaliyot:

Vazifaga yo'naltirilgan amaliyot bilan ijtimoiy ishchi muammoni boshqariladigan vazifalarga ajratadi. Shaxs topshiriqlarni bajarish uchun belgilangan muddatlarga ega va ularni bajarishga rozi bo'ladi. Vazifaga yo'naltirilgan amaliyot - bu odamlarga o'z hayotini yaxshilash yo'lida doimiy yutuqlarga erishishga yordam beradigan ijtimoiy ishning maqsadli shakli.

Vazifaga yo'naltirilgan amaliyot - bu ijtimoiy ishning qisqacha terapiyasi shakli bo'lib, u vazifalarni bajarayotganda odamlarni muvaffaqiyatga yaqinlashtirish uchun vaqt bilan cheklangan davolanishni ta'minlaydi. O'tmishga e'tibor qaratish o'rniga, vazifaga yo'naltirilgan amaliyotdan foydalanadigan ijtimoiy ishchilar hozirgi kunga e'tibor berishadi va odamlarning muayyan vazifalarni bajarishlari ularning kelajagiga ijobiy ta'sir qiladi.[1]

Xulosa qilib aytish mumkinki, kasbiy soha xodimlarining xalq bilan muloqot qilishdagi eng asosiy masala – bu har bir insonning dilida nimalar kechayotganliklarini, ularni amalga oshirish uchun kimlar xalaqit berayotganligini, hayotda nimadan rozi-yu, nimadan narozi ekanligini, ayniqsa, tinch yashashi, halol mehnat qilishi uchun niamalar yetishmayotganliklarini bilib olishdan, so'ngra shunga qarab ish yuritishdan iborat. Bu borada, mamlakatimiz fuqarolariga tegishli bo'lgan barcha huquq va majburiyatlar Asosiy qonunimizda batafsil ko'rsatilgan. Zero, shunday ekan **Sh.M.Mirziyoev**: «Bugun hayotimizning o'zi Konstitutsiyamizda ifodasini topgan eng asosiy maqsad – inson manfaatlarini har tomonlama ta'minlash masalasini dolzarb vazifa qilib qo'ymoqda. **Inson manfaatlarini ta'minlash uchun esa avvalo odamlar bilan, xalq bilan muloqot qilish, ularning dardu tashvishlari, orzu-niyatlari, hayotiy muammo va ehtiyojlarini yaxshi bilish kerak.**[2] Buning uchun esa, ijtimoiy ish xodimidan yuksak professional mahorat talab qilinadi. Ijtimoiy ishda praktikum fanini o`rganish orqali biz yoshlar eng samarali xizmatlar va maslahatlarni taqdim etishni o`rganamiz. Ijtimoiy ishchi sifatida sizning rolingiz juda muhim, chunki siz barcha tomonlar bilan aniq muloqot qila oladigan va ularni rozi bo'lishga majbur qiladigan odamsiz.

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https://www.onlinemswprograms.com/social-work/theories/
[1] Mirziyoyev Sh.M. Milliy taraqqiyot yo`limizni qat'iyat bilan davom ettirib,yangi bosqichga ko`taramiz. 1-jild,T: "O`zbekiston" 2017, 114-bet.

INSON HUQUQLARI UMUMJAHON DEKLARATSIYASI AHOLINING IJTIMOIY MUHOFAZASI

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Annotatsiya. Ushbu maqolada Inson Huquqlari umumjahon deklaratsiyasining maqsadi va vazifalari, Inson huquqlarini qonun bialn muhofaza etilishi, ularning qadr-qimmati, erkaklar va ayyolarning teng huquqliligi, jamiyatdagi erkinliklarini, himoya qilish va iqtisodiy o'sishga ko'maklashishni nazarda tutishi yuzasidan fikr-mulohazalar bayon qilingan.

Kalit so'zlar: Inson huquluriri, Deklaratsiya, Aholi, ijtimoiy himoya, inson manfaatlari, Ijtimoiy mufoqaza.

Inson huquqlari umumjahon deklaratsiyasi tarixiy ahamiyatga ega bo'lib, unda insonning asosiy huquqlari va erkinliklari o'z ifodasini topgan. Mazkur hujjat universal qadriyat - "Barcha odamlar erkin, qadrqimmat va huquqlarda teng bo'lib tug'iladi" tamoyilini tatbiq etadi. Inson huquqlari umumjahon deklaratsiyasining qoidalari O'zbekiston Respublikasi Konstitutsiyasida insonning siyosiy, iqtisodiy, ijtimoiy va madaniy huquq va erkinliklarining ishonchli himoya qilinishini ta'minlaydigan milliy qonunchilik me'yorlarida o'z ifodasini topgan.[1]

BMT Bosh Assambleyasi tomonidan 1948-yil 10-dekabrda qabul qilingan deklaratsiya. U muqaddima va 30 moddadan iborat bo'lib, uni qabul qilishdan maqsad har bir inson va davlat mazkur. Deklaratsiyani nazarda tutgan holda ma'rifat va ta'lim orqali shu huquq va erkinliklar hurmat qilinishiga ko'maklashishi lozim. Deklaratsiya har bir insonning tabiiy va ajralmas huquq va erkinliklari e'lon etilgan asosiy xalqaro hujjatdir. Shu tariqa xalqaro munosabatlar tarixida birinchi marta insonning hamma rioya etishi zarur bo'lgan asosiy huquqlari va erkinliklari doirasi belgilab berilgan. Deklaratsiyada "insoniyat oilasining hamma a'zolariga xos qadr-qimmatni, ularning teng va ajralmas huquqlarini tan olish — erkinlik, adolat va yalpi tinchlik negizi" ekanligi e'lon etilgan. Unga ko'ra, umumhurmat va rioya qilishi shart bo'lgan inson huquqlari doirasi shaxsiy, siyosiy hamda ijtimoiy-iqtisodiy huquqlardan iboratdir.[1]O'zbekiston Respublikasi Prezidenti SH. Mirziyoyev o'z chiqishlarida va asarlarida inson huquqlari va erkinliklarini ta'minlab berish va ulami himoya qilish davlatning eng oliy vazifasi ekanligini doimiy ravishda qayd etib kelgan.[2]

[1] Inson huquqlari umumiy deklaratsiyasi - Vikipediya

[2] A.Mo'minov, M.Tillabayev "Inson huquqlari.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev 21-noyabr kuni aholini ijtimoiy muhofaza qilish sohasidagi ustuvor vazifalar muhokamasiga bag'ishlangan yig'ilish o'tkazdi. So'nggi ikki yilda ijtimoiy nafaqa oladiganlar soni 1,3 baravarga, nafaqa miqdori 2 baravarga oshirilgani, ishlayotgan pensionerlarga pensiyani to'liq to'lash tartibi joriy qilingani qayd etildi.

Lekin tizim bilan bog'liq muammolar saqlanib qolmoqda. Joriy yilning 9 oyida Xalq qabulxonalariga ijtimoiy nafaqalar tayinlash bilan bog'liq 36 mingta shikoyat bo'lgani ham shundan dalolat beradi.

Masalan, ijtimoiy muhofazaga muhtoj aholi qatlamini aniqlash, hisobga olishning yagona mezoni yo'q. Pensiya va nafaqalar miqdorini belgilashda muhim omil bo'lgan iste'mol savati va yashash minimumi joriy qilinmagan. Ijtimoiy ahamiyatga ega kasalliklar bo'yicha bepul davolanish uchun beriladigan orderlar har doim ham ehtiyojmand fuqarolarga yetib bormayapti.Bunday holatlar aholining yordamga muhtoj qismiga uy-joy ajratish, maktabgacha ta'lim muassasalarida ota-onalar badalidan ozod qilish kabi masalalarda ham uchraydi. Mehribonlik uyida tarbiyalangan yoshlarni uy va ish bilan ta'minlash, yolg'iz keksalarni parvarishlash, doimiy yashash joyiga ega bo'lmagan shaxslarni reabilitatsiya qilish borasida ham kamchiliklar bor.

Aholini ijtimoiy muhofaza qilish sohasidagi ishlarni koordinatsiya qiladigan yaxlit tizim yo'q, bu masalalar bilan o'ttizga yaqin davlat idoralari, tashkilotlar va komissiyalar shug'ullanmoqda.

Yig'ilishda xalqaro tajriba asosida bu sohada butunlay yangi tizimni joriy etish masalalari muhokama qilindi.

Buning uchun, avvalo, ijtimoiy ko'makka muhtojlarni aniqlash va ularni hisobga olish, to'lovlarning manzilliligini ta'minlash zarurligi ta'kidlandi.[3]

[3] Aholini ijtimoiy muhofaza qilish sohasida yangi tizim joriy etiladi

Moliya vazirligi, Iqtisodiyot va sanoat vazirligi, Davlat statistika qo'mitasiga xalqaro tashkilotlar ekspertlarini jalb etib, iste'mol savati va yashash minimumini hisoblash tartibi hamda iste'mol me'yorlarini ishlab chiqish vazifasi qo'yildi. Uni avval muayyan shahar va viloyatlarda tajribadan o'tkazib, keyin amalga kiritish muhimligi ko'rsatib o'tildi.

Shuningdek, aholining ehtiyojmand qatlamini aniqlash va nafaqa to'lashning aniq mezonlarini (indikatorlarini) joriy etish, ijtimoiy yordam oluvchilarning yagona reyestrini shakllantirish bo'yicha topshiriqlar berildi.

Bu reyestrning afzalligi shundaki, soliq, ichki ishlar, kadastr, bank, sog'liqni saqlash, pensiya, mehnat, kommunal va mahalla idoralari ma'lumotlari yagona bazaga birlashtiriladi. Natijada hujjatlarni yig'ishga ketadigan vaqt hozirgi bir necha kundan bir necha soatga qisqaradi, fuqarolar bitta idoraga murojaat qilish bilan barcha masalalarni hal eta oladi.

Inson huquqlari deganda, davlat yoki mansabdor shaxslar tomonidan muayyan shaxsning yoki shaxslaming qonuniy huquq va erkinliklariga rioya etilishi va buni ta'minlash bilan bog'liq bo'lgan davlat va individ o'rtasidagi o'zaro huquqiy munosabatlar tushuniladi. Bunday munosabatlaming buzilishi, ya'ni inson huquqlariga daxldor bo'lgan mavjud qonunlarga rioya qilmaslik, fuqarolaming o'z huquqlarini amalga oshirishlariga mansabdor shaxslar tomonidan to'sqinlik qilinishi, yoki bo'lmasa, davlat tomonidan o'zining xalqaro majburiyatlarining bajarilmasligi, xalqaro standartlaming milliy qonunchilikka yetarli darajada implementatsiya qilinmasligi va ularga amaliyotda yetarli darajada rioya etilmasligi kabi holatlar mamlakatdagi inson huquqlarining buzilishi holatlariga olib keladi.

Ijtimoiy himoya faqat nafaqa to'lash bilan kifoyalanmasdan, balki muhtojlarning "oyoqqa turishi"ga ko'maklashishi lozimligi ta'kidlandi. Misol uchun, nogironligi bo'lgan shaxslarga tegishli mehnat sharoiti yaratib berish orqali ularning 80 foizini foydali mehnatga jalb qilish mumkin.

Sog'liqni saqlash vazirligi, Bandlik va mehnat munosabatlari vazirligiga nogironlik guruhlari bo'yicha kasblar klassifikatorini qayta ko'rib chiqish, ularning ishlashiga qo'shimcha imkoniyatlar yaratish yuzasidan ko'rsatmalar berildi.

Mehribonlik uylarida tarbiyalangan yoshlarning ijtimoiy moslashuvi, shu jumladan, ularni ish bilan ta'minlash bo'yicha dastur ishlab chiqish vazifasi qo'yildi.[4]

Ijtimoiy sug'urta tizimini isloh qilish, shuningdek, uch darajali pensiya ta'minoti tizimiga o'tish orqali pensiya badalini to'lashdan manfaatdorlikni oshirish zarurligi ta'kidlandi.

Bunda, birinchi darajada davlat minimal pensiya miqdorini belgilaydi. Ikkinchi darajada xodimning ish haqidan muayyan summa ushlanib, uning shaxsiy hisob-varag'ida to'planadi va Markaziy bank qayta moliyalashtirish stavkasidan kam bo'lmagan foiz hisoblab boriladi. Uchinchi darajada xodim pensiya jamg'armasiga ajratiladigan mablag' miqdorini o'zi belgilaydi.

Bu tizim qo'llanilsa, fuqaro kafolatli davlat pensiyasini olish bilan birga o'z xohishiga qarab, pensiya yoshida qancha pensiya olishini o'zi belgilash imkoniga ega bo'ladi.

Shu bois Moliya vazirligiga Jahon banki va nufuzli moliya tashkilotlari ekspertlari bilan hamkorlikda pensiya tizimini isloh qilish konsepsiyasini ishlab chiqish, shuningdek, ijtimoiy sug'urta turlarini qayta ko'rib chiqish bo'yicha topshiriqlar berildi.[5]

[4] Inson huquqlari umumjahon deklaratsiyasi

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ZAMONAVIY JAMIYATDA KONFILIKTOLOGIYA FANINI O'RGANISHNING AHAMIYATI

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Annotatsiya: Hozirgi zamon fani, insoniyatning tarixiy o'tmishiga nazar tashlar ekan, konfliktni hamisha ijtimoiy taraqqiyotning doimiy yo'ldoshi ekanligiga shubha qilmaydi, chunki odamlar bor joyda konfliktlar mavjud bo'lgan va bo'laveradi. Ushbu maqola konflikt o'zi aslida qanday tushuncha ekanligi hamda hozirgi jamiyatda konfliktologiya fanini o'rganishning ahamiyati haqidadir.

Kalit so'zlar: Ijtimoiy tarbiya, ma'naviy-ahloqiy tarbiya, konfliktologiya, shaxs, guruh, jamiyat, inson, ma'naviyat.

Kirish: Insoniyatning tarixiy o'tmishiga nazar tashlar ekanmiz, konfliktni hamisha ijtimoiy taraqqiyotning doimiy yo'ldoshi ekanligiga guvoh bo'lamiz, chunki odamlar bor joyda ziddiyatlar mavjud bo'lgan va bo'laveradi. Ijtimoiy hayotda konfliktlarning tutgan o'rni va keng tarqalganligi uzoq o'tmishda ham e'tiborni o'ziga tortgan.

Konfliktlarni o‘rganish alohida mustaqil yo‘nalish, konfliktologiya fani sifatida shakllangan. Pedagogik konflikt o‘qituvchi va o‘quvchi o‘rtasidagi ta’lim jarayonida kuzatiladigan ziddiyatlar, tortishuvlar kelishmovchmiliklar, qaramaqarshiliklarni ifodalaydi.

O‘tgan asrlarda ijod qilgan faylasuflar, tarixchilar, yozuvchilarning asarlarida, afsonalarida va g‘oyalarida vujudga kelishi ehtimol bo‘lgan konfliktlarning yuzaga kelish sabablari va ularni tugatish yo‘llari haqida muayyan fikrlar bildirilgan. O‘tmishda konfliktlarni hal etishning asosiy usuli sifatida urug‘-qabila oqsoqollari, dohiylarining yakka hokimligi tushunilgan. Biroq ilk davlatchilik tuzilmalarining vujudga kelishi har doim ham jamiyatda uyg‘unlikka olib kelmagan, ba’zida ijtimoiy notenglikni keskinlashtirgan, konfliktlarni yaqqol namoyon etgan va kuchaytirgan. Shu bois asrlar davomida insonlar urushlar bo‘lmaydigan, nizolar va adovat barham topadigan mukammal kelajakka ishonch hissi bilan yashaganlar.

Ko‘pchilik bu holatni dunyoda “bipolyar” tartib inqirozidan so‘ng sovuq urushning tugashi hamda millatchilik va etnik o‘z-o‘zini anglashning tug‘ilishi bilan tushuntiradilar. Sobiq Sovet Ittifoqi ta’sirining yo‘qolishi ham kapitalizmning mavqeini ortishiga olib keldi, bu esa kishilarning demokratik jamiyatlar va iqtisodiy tizimlarni qurish yo‘lidagi intilishlariga o‘z ta’sirini ko‘rsatdi.

Adabiyotlar tahlili: Konfliktologiya, yoki konfliktlar yechimi sohasi yangi rivojlanib kelayotgan va taraqqiy etayotgan fan sohalaridan biri hisoblanadi. Shu bois, konfliktologiya sohasining nazariy asoslari, uning milliy xususiyatlari, ijtimoiy o‘ziga xosliklari, konfliktlarning jamiyat hayoti bilan aloqadorligi, shaxslararo konfliktlar, konfliktlarning huquqiy aspektlari, mehnat jamoasidagi konfliktlar masalalari ko‘pchilik tadqiqotchilarni qiziqtiradi.

Konfliktlar borasidagi yangi nazariy - tahliliy motivlar polyak olimi, yurist Lyudvig Gumplovich (1838-1909-yy.) ijodida ham uchraydi. Uning fikricha, konfliktlar yagona va zaruriy ijtimoiy jarayon emas. Biroq, keng ijtimoiy jamoalar hamda davlatlarni vujudga keltiradigan ijtimoiy birlashuvlar ahamiyatga molik jarayondir. Chunki bu yerda konfliktning asosiy hal qiluvchi rolni o‘ynashining sababi bitta, ya’ni jamiyatda ijtimoiy guruhlar aynan konflikt natijasidagina birlashadilar. Jamiyatda yangi qoidalar birligining shakllanishi alohida-alohida guruhtar kurashi natijasi sifatida namoyon bo‘lishi mumkin.

L. Gumplovichning jamiyatdagi ijtimoiy konfliktlar tabiatiga nisbatan munosabatlarini uch asosiy tezisga bo‘lish mumkin:

- konfliktlar tarixiy jarayon negizi, ularning hammasi turli xarakterga ega bo‘lsalarda, taraqqiyot omili hisoblanadi;
- jamiyatning hukmronlar va bo‘ysunuvchilar(xizmatkorlar)ga bo‘linishi, shuningdek, ular o‘rtasidagi munosabatlarning nouyg’unligidan kelib chiqadigan konfliktlar ham abadiy hodisadir;
- konfliktlar jamiyatning birlashuviga yordam beradi, keng birlashmalarning shakllanishini ta’minlaydi.

Keyingi vaqtda Butun jahon banki va Xalqaro valyuta jamg‘armasi kabi xalqaro moliya institutlari ham qashshoq, ham boy mamlakatlarning siyosiy, iqtisodiy va ijtimoiy hayotida hal qiluvchi rol o‘ynay boshladilar. Iqtisodning erkinlashuvi ko‘pincha bu mamlakatlar ichkarisida ziddiyatlar va konfliktlarni chuqurlashtirdi. Ichki konfliktlar sonining ortishi ularning globallashuvi bilan birgalikda ularni alohida buyuk davlatlar nazoratidan chiqib ketishiga olib keldi, shuningdek, harbiy diktatura, siyosiy korrupsiya va iqtisodning kriminallashuvi kabi o‘zaro bog‘liq tendensiyalar chuqurlashuvining natijasi bo‘lib qoldi.

Tahlil va natijalar: Insoniyat yaralibdiki, turli-tuman konfliktlar qurshovida yashab, kurashib keladi. Konfliktlarning mavjudligi, bir tomondan, insoniyatni kurashga, o‘zining, jamiyatning hayotini, davlat faoliyatini yaxshilashga undasa, ikkinchi tomonidan turli xil destruktiv, vayronkor kuchlarning faollashuviga ham olib keladi. Tomonlar bir birlarining tushunmasligi, biror bir murosaga kelmasligi mazkur kuchlarni harakatga keltiradi. Shu o‘rinda konflikt tushunchasining izohlarini tahlil qilsak.

Konflikt – murakkab, ko‘p qirrali va darajali ijtimoiy-ruhiy holat. Konflikt deganda, avvalo, qadriyatlar hamda ma’lum bir maqom, hokimiyat, zaxiralar uchun kurash, raqiblar tomonidan bir biriga moddiy va ma’naviy zarar yetkazish, raqibni yo‘q qilish tushuniladi. Konfliktlarda u yoki bu mavzular, qiziqish va manfaatlar orqali birlashgan individlar, ijtimoiy guruhlar, milliy-etnik jamoalar, davlatlar, bir guruh mamlakatlar qatnashadilar.

Konflikt - bu ijtimoiy sub’ektlarning qarama-qarshi manfaatlari, pozitsiyalari, qadriyatlari va qarashlarini amalga oshirish uchun qarama-qarshiligi. Va bu va boshqa ko‘plab ta’riflarda konflikt birinchi navbatda qarama-qarshilik yoki uning momentlaridan biri - qarama-qarshiliklar kurashi bilan bog‘liq. Qarama-qarshilikning muhim belgilaridan biri bu manfaatlarning qarama-qarshiligi bo‘lib, ular o‘z navbatida qadriyatlar, maqsadlar va yo‘nalishlar bilan bog‘liq. Shunday qilib, manfaatlar konfliktni tahlil qilish uchun zarur bo‘lgan asosiy tushunchadir.

Har qanday konflikt nizolashayotgan tomonlar bilan bir qatorda qarama-qarshilik predmeti bilan ham xarakterlanadi.

Har qanday konflikt insonlar va individning ruhiy holatidagi qarama-qarshiliklar hosilasidir. Borliqdagi har bir predmet va hodisa u yoki bu ko‘rinishdagi qarama-qarshiliklarga ega. Qarama-qarshi xossa va xislatlarning o‘zaro bir-birini istisno etishlari asosida konflikt vujudga keladi. Konflikt esa, albatta boshqa holatga, bosqichga, sifatga o‘tish zaruriyatini tug‘diradi.

Konfliktlar tasnifi. Konfliktlarni tasniflashda albatta ularning o‘ziga xosligini inobatga olish zarur. Shu nuqtai nazardan uni:

1) shaxsning ichki qarama-qarshiliklari va kurashi;
2) shaxslararo;
3) shaxs va guruh o‘rtasidagi;
4) guruhlararo;
5) davlatlararo (yoki davlatlar koalitsiyalari o‘rtasidagi) konfliktlarga bo‘lish mumkin.

Shaxsdagi ichki qarama-qarshilik uning asabiylashishi, o‘z hayotiy faoliyatidan qoniqmasligi, bir qarorga kela olmasligi natijasida paydo bo‘ladi. Masalan, Zigmund Freydning psixoanaliz nazariyasiga ko‘ra, ichki konflikt “Men” va “O‘ziga yuqori baho berish”dan kelib chiqadi. Mazkur konfliktlar ruhiy asosga ega bo‘lib, shaxsning o‘ziga past yoki juda yuqori baho berishidan kelib chiqadi.

Shaxslararo konflikt. Bu ikki va undan ortiq shaxs o‘rtasidagi konflikt bo‘lib, hayotda turli sabablarga ko‘ra tez-tez uchrab turadi. Bunga misol qilib, yigitlar o‘rtasida bir qizning muhabbati uchun kurash (yoki aksincha), rahbar va xodim o‘rtasidagi kelishmovchilik, qo‘shnilar o‘rtasidagi konflikt, jamoat transporti yo‘lovchilari o‘rtasidagi tushunmovchilik va hokazolarni ko‘rsatish mumkin. Bunday konfliktlar jamiyatning har bir jabhasida: iqtisodiy, ijtimoiy, siyosiy, ma’naviy va boshqalarda sodir bo‘lishi mumkin. Shaxslararo konfliktlarda insonlarning shaxsiy sifatlari, ularning aqliy salohiyati, tarbiyasi muhim ahamiyat kasb etadi.

Shaxs va guruh o‘rtasidagi konflikt. Guruhlar o‘z ichiga bir qancha munosabatlarni mujassam etadi va albatta unda rasmiy va norasmiy yetakchi bo‘ladi. Shu sababli guruh ichida konfliktga borish xavfi kuchayadi.

Shaxs va guruh o‘rtasidagi konflikt konstruktiv va destruktiv bo‘lishi mumkin. Birinchi holatda u shaxs va guruh o‘rtasidagi munosabatlarni mustahkamlashga xizmat qilsa, ikkinchisida guruh o‘rtasidagi tarqoqlikka olib keladi.

Guruhlararo konflikt. Mazkur konflikt turli xil guruhlar manfaatlarining to‘qnashuvi natijasida yuzaga keladi. Aksariyat holatda bunday konfliktlar ijtimoiy guruhlar ichida yuz beradi. Masalan, maktabdagi sinflar, talabalarning guruhlari, ishlab chiqarish brigadalari, OTM kafedralari, siyosiy partiyalar, etnik jamoalar, diniy tashkilotlar orasida. Ijtimoiy konfliktlarni K.Marks va uning izdoshlari tadqiq etishgan bo‘lib, ularning fikricha, konflikt asosida iqtisodiy, ijtimoiy, madaniy, irqiy va boshqa kelishmovchiliklar yotishi mumkin.

Statistik ma’lumotlarga ko‘ra, dunyodagi asosiy konfliktlar guruhlararo xarakterga ega. Bularga asosan etnik, irqiy, diniy va madaniy belgilar asosida yuzaga keladigan konfliktlar kiradi.

Ko‘p holatlarda konfliktlar etnik guruhlarning elementar ehtiyojlarini qondirmaslik, ya’ni ularga ma’lum bir maqom, madaniy o‘ziga xoslik, fikr, so‘z, din erkinligining berilmasligi natijasida kelib chiqadi.

Davlatlararo konflikt. Bunday konfliktlar asosan alohida davlatlar va koalitsiyalar o‘rtasidagi kelishmovchiliklar oqibatida yuzaga kelishi kuzatiladi. Ularning sabablari turlicha ya’ni, iqtisodiy, siyosiy, g‘oyaviy, hududiy va boshqalar bo‘lishi mumkin. Albatta davlatlararo konfliktlar asosida, birinchi galda mamlakatlar manfaatlarning bir biriga zidligi yotadi.

Xulosa: Xulosa qilib aytganda, konfliktologiya fani vaqt va zamonga qarab yangilanib boruvchi, umummadaniyatning varianti sifatida namoyon bo’ladi. Shuningdek, u professional madaniyatning eng zaruriy va muhim qismidir. U shaxsning ijtimoiy hayoti va ijtimoiy faoliyati mahsulidir. U umumiy madaniyatning ma’lum bir turi bo‘lib, muayyan tizimga aylanib, shaxsning konfliktni tasvirlash, o‘rganish va amaliy ishlashga tayyorligi va qobiliyatida, shuningdek, shaxsning nizolar haqidagi bilimlarida namoyon bo‘ladi.

Yuqoridagilardan ko‘rinib turibdiki, konfliktologiyaning o‘z ichki yo‘nalishlari ko‘p. Konfliktologik kayfiyat va xususiyatlarni o‘rganish jamiyatdagi inqirozlarning kelib chiqishi va ijtimoiy to‘qnashuvlarning oldini olishga ko‘mak beradi.

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SOTSIOLOGIYA FANI,TADQIQOT SOHALARI HAMDA UNI O'QITISHNING ZAMONAVIY METODLARI

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Samarqand davlat universiteti Kattaqo‘rg‘on filiali Raqamli texnologiyalar va iqtisodiyot kafedrasi dotsenti .

ANNOTATSIYA: Ushbu maqolada Sotsiologiya fani, uning jamiyatda tutgan o'rni, qo’llanilish sohalari, nazariy asoslari, hozirgi kundagi zamonaviy metodlari, fanni o‘rganishning maqsadi, asosiy tadqiqot sohalari va aynan ushbu soha mutaxassislari bo‘lgan sotsiologlar hamda ularning vazifalari kabilar haqida fikr yuritilgan.

Kalit so'zlar : Sotsiologiya, sotsiolog, maqsad, vazifa, metod, metodologiya, jamiyat, ijtimoiy ish, ijtimoiy ishchi, ijtimoiy hayot, jarayon, rivojlanish, o'zgarishlar, obyekt, predmet,

KIRISH : Sotsiologiya (lot. socius — jamiyat, yun. λόγος — bilim, ta’lim, tushuncha) — bir butun tizim hisoblangan jamiyat haqidagi va ayrim ijtimoiy tartibotlar, jarayonlar, ijtimoiy guruhlar, shaxs va jamiyat munosabatlari to‘g‘risidagi fan. Bu terminni fransuz faylasufi Ogyust Kont XIX asrning 30 yillarida ilmiy muomalaga kiritgan. Ogyust Kont fan asoschisi deb bilamiz, ammo, bir kishi butun bir fanga asos sola olmaydi, sotsiologiyaning rivojlanishiga ko‘pgina

kishilar o‘z hissalarini qo‘shgan. Bular M. Veber, E. Dyurkheym, G. Zimmel (1858—1918), V. Pareto (1848—1923), P. Sorokin (1889—1968)).

Sotsiologiya ilmiy uslublar yordamida hosil qilingan empirik (tajribaga asoslangan) ma'lumotlarga tayanib umumlashma xulosalar chiqara oladi. Shu tufayli jamiyatning rivojlanish modellarini ilmiy asoslab beradi.

Sotsiologiya - jamiyatni tashkil etuvchi tarkibiy qismlarni va uning qanday ishlashini o'rganadigan ijtimoiy fanlarning bir tarmog'i. Bunga jamiyatlar, jamoalar, tashkilotlar va madaniyatlar o'rtasidagi farqlar, jamiyatdagi o'zgarishlar va odamlarning ushbu jamiyatlarda o'zini tutishi va o'zaro munosabati kiradi. Bu insonning individual ijtimoiy xatti-harakatlarini va munosabatlardagi ushbu xatti-harakatlarning modellarini o'rganish kabi o'ziga xos bo'lishi mumkin. Sotsiologiya shuningdek, jamiyatning kengroq ko'rinishini, global xatti-harakatlar va siyosatni o'z ichiga olishi mumkin.Shu o'rinda aytish lozimki, jamiyat va undagi insonlarning, xalqning fikri doimo davlat uchun muhim bo‘lib kelgan. Mamlakatda qaror topayotgan har qanday yangiliklar, o'zgarishlar jamiyatdagi insonlarning xohish irodalariga, orzu umidlariga asoslanadi. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 24.01.2020-yilda Oliy Majlis Senati va Qonunchilik palatasiga qilgan Murojaatnomasida "Biz yangi O‘zbekistonni xalqimiz bilan birgalikda barpo etamiz, degan ulug‘vor maqsadni o‘z oldimizga qo‘yganmiz.Bu borada "Jamiyat – islohotlar tashabbuskori" degan yangi g‘oya kundalik faoliyatimizga tobora chuqur kirib bormoqda.Islohotlarning amaliy natijadorligini oshirishda, joylarda yangi tashabbuslarni ilgari surishda aholimizning yanada faolroq, yanada tashabbuskor bo‘lishiga erishmog‘imiz lozim". Ko'rinib turubdiku davlatning rivoji har tomonlama jamiyatning tashabbuskorligiga bog‘liq.

ASOSIY QISM:

Sotsiologiya – insonning ijtimoiy turmushini, guruh va jamiyatlarni o‘rganishdir. Bu yorqin va butun vujudni qamrab oladigan mashg‘ulot bo‘lib, ijtimoiy mavjudot bo‘lgan odamlarning xulq- atvori- uning predmetidir. Sotsiologiya ijtimoiy hayot, ijtimoiy o'zgarishlar va inson xatti-harakatlarining ijtimoiy sabablari va oqibatlarini o'rganadi .

Sotsiologiya nisbatan yangi fan bo‘lib, u nafaqat yangi zamonaviy jamiyatni, balki o‘tgan zamon jamiyati bilan taqqoslash va uni rivojlantirish masalalarini ham o‘rganadi. Sotsiologiya fani inson hatti harakatlarini, uning xulq atvorini yaqqol tushunish yo‘llarini ko‘rsatib beradi. Inson hatti harakati, hulq atvori jamiyat taraqqiyotini ko‘rsatib berar ekan bu borada 1-Prezidentimiz Islom Karimov "Ma'naviyat — insonni ruhan poklanish, qalban ulg‘ayishga chorlaydigan, odamning ichki dunyosi, irodasini baquvvat, iymon-e'tiqodini butun qiladigan, vijdonini uyg‘otadigan beqiyos kuch, uning barcha qarashlarining mezonidir - deb ta'kidlagan.

Sotsiologiya fanining murakkab vazifalarini nazariy hal etishga xizmat qiladigan o‘ziga xos metodlari ham mavjud bo‘lib, ularni quyidagicha tasniflash mumkin.

1. Qiyoslash va taqqoslash metodi.
2. Nazariy metod (fikrlash, abstraktlikdan konkretlik sari o‘tish).
3. Induktiv va deduktiv metod.
4. Izohlash metodi.
5. Prognozlash metodi (ijtimoiy to‘qnashuvlarning oldini olish).
6. Integratsiya, umumlashtirish metodi.

Sotsiologiyaning konkret tadqiqotlar o‘tkazishda qo‘llanadigan empirik -amaliy metodlari ham bor. Ular quyidagilardan iborat:

1. Eksperiment metodi.
2. Kuzatish metodi.
3. Hujjatlar asosida o‘rganish metodi.
4. So‘rov metodi.
5. Empirik-sotsiologik metod (so‘rov, anketa, matematik model).
6. Matematik metod.
7. Statistik umumlashtirish metodi.

8. Umummantiqiy metod (analiz, sintez, abstraktlash, umumiylik va hokazo).

Sotsiologiya fanida quyidagi metodologik masalalarga ham jiddiy e'tibor beriladi:
Funksional metodologiya (jamiyatdagi hodisalarning ahamiyatini aniqlashga intiladi).
Fenomenologik metodologiya (jamiyat a'zolarining mavqeini aniqlashga harakat).

Jamiyatga asoslangan tadqiqot ob'ektlari ijtimoiy fanlar sohasidagi fanning muhim tarmog'i bo'lgan sotsiologiyani o'rganishdir. Jamiyat, ijtimoiy qadriyatlar, ijtimoiy guruhlar, ijtimoiy sinflar va iqtisodiy, siyosiy, ijtimoiy, diniy, huquqiy institutlar, aholi, foydalanish, urf-odat, qadriyat, me'yor, e'tiqod va munosabatlar va ular o'rtasidagi o'zgarishlarni o'rganish bo'limi.
Shu nuqtai nazardan, sotsiologiya o'ziga xos metodologiyasi bilan sotsiologik fikrlash qobiliyatiga ega bo'ladi va shuning uchun u murakkab ijtimoiy hodisalarni yaxshiroq tushunishga yordam beradi.
Sotsiologiyani o'qitishda an'anaviy o'qitish uslub va usullaridan foydalanish natijasida yuzaga keladigan passiv talaba profili o'rniga, sotsiologiyaning poydevori bo'lgan tanqidiy qarashga olib keladigan o'qitish uslublari va usullaridan foydalanish maqsadga muvofiqdir.

Sotsiologiya fani biz talabalarga sotsiologik fikrlashni o'rgatadi va kundalik hayotni tushunishga yordam beradi . U jamiyat, ijtimoiy xulq-atvor, ijtimoiy munosabatlar va madaniyat jihatlariga e'tibor qaratadi, insonning xatti-harakatlari, tarixi va imkoniyatlari haqida tushuncha beradi . Sotsiologiyani o'rganish orqali shaxslar ijtimoiy institutlar va jarayonlar ularning hayotini qanday shakllantirishi, shuningdek, ijtimoiy o'zgarishlarning sabablari va oqibatlari haqida ko'proq tushunchaga ega bo'ladilar . Sotsiologiya, shuningdek, bizga hozirgi ijtimoiy haqiqatlarni tushunish va muhim masalalarda samarali harakat qilish uchun empirik ma'lumotlardan qanday foydalanishni o'rgatadi.

Sotsiologiya ijtimoiy hayotni, ijtimoiy o'zgarishlarni, inson xatti-harakatlarining ijtimoiy sabablari va oqibatlarini o'rganadi. Sotsiologlar guruhlar, tashkilotlar va jamiyatlarning tuzilishini va odamlarning ushbu kontekstlarda qanday munosabatda bo'lishini o'rganadilar.

Sotsiolog - bu sotsiologiya sohasida o'rganadigan yoki ishlaydigan ijtimoiy olim . Sotsiolog jamiyat, ijtimoiy munosabatlar va xatti-harakatlar bo'yicha mavjud tadqiqotlarni o'rganadi yoki foydalanadi. Keyin ular o'z tadqiqotlaridan jamiyatlar yoki tashkilotlar ichida va o'rtasida siyosat va o'zgarishlar bo'yicha maslahat berish yoki amalga oshirish uchun foydalanishlari mumkin. Sotsiolog oilalar, jamoalar, tashkilotlar, madaniyatlar va jamiyatlarning qanday ishlashini o'rganadi. Shuningdek, ular qanday o'xshash va farqli ekanliklarini, insonlar va insonlar guruhlari turli vaziyatlarda bir-birlari bilan qanday munosabatda bo'lishlarini ko'rib chiqadilar.

Sotsiologning asosiy vazifalariga quyidagilar kiradi:

-ijtimoiy tadqiqotlar olib borish;

-o'z tadqiqotlari haqida tegishli idoralarga hisobotlar yozish yoki taqdimotlar taqdim etish;

-tadqiqot natijalari asosida o'zgartirish yoki siyosatni amalga oshirish uchun boshqa sotsiologlar, tashkilotlar yoki ijtimoiy olimlar bilan ishlash.

Sotsiologlar nima uchun inson yoki jamiyatning muayyan xatti-harakatlari sodir bo'lishini o'rganishlari va turli jamiyatlar va madaniyatlarda nima sodir bo'layotganini va ular qanday farq qilishini tekshirishlari mumkin. Bu global miqyosda tadqiqotlar haqida ma'lumot berish, global tushunish va targ'ibotni amalga oshirish va odamlarga, shu jumladan xalqaro va turli madaniyatlarda birgalikda ishlashga yordam berishi mumkin. Sotsiologik tadqiqotlar juda ham foydalidir, masalan, odamlar boshqalar bilan samarali ishlash uchun jamiyat ichida yoki hatto oilalarda yordamga muhtoj bo'lganda.

Sotsiologiya jamiyatdagi ijtimoiy munosabatlar,uning turli sohalardagi o'ziga xos jihatlari hamda umumiy va xususiy qonuniyatlari jarayonlarini o'rganadi va shu qatorda sotsiologiya fanining asosiy funksiyalari ham mavjud. Funksiya so'zi – biror narsaning ish va faoliyat doirasi,vazifasidir.

Sotsiologiya fanining asosiy 7 ta funksiyasi bor.

1.Bilish funksiyasi. Sotsiologiyaning bilish funksiyasi – uning o'rganish obyekti va predmeti doirasidagi masalalarni tahlil qilish bilan bog'liq bo'lib, sotsial tizimning vujudga kelishi, tarkibi, jamiyat hayotidagi o'rni hamda rivojlanish qonuniyatlarini aniq sotsiologik tadqiqotlar yordamida amalga oshiradi.

2.Bashorat qilish funksiyasi. Sotsiologiya rivojlanish qonuniyatlariga asoslangan bilimlarga tayangan holda, hayotdagi qisqa, o'rta va uzoq muddatlarda, ya'ni kelajakda sodir bo'lishi kutilgan hodisa va jarayonlarni taxmin qilish orqali oldindan bashorat qilishi mumkin.

3. Sotsial loyihalashtirish funksiyasi. Sotsiologiya aniq sotsiologik tadqiqotlar yordamida olingan ma‟lumotlarga asoslangan holda jamiyat qurilishi hamda uning loyihalarini tuzishda katta rol o'ynaydi

4.Sotsiologiyaning sotsial-texnologik funksiyasi. Amaliy sotsiologik tadqiqotlar bilan bevosita bog'liq bo'lib, uning imkoniyatlari belgilab olinadi.

5.Boshqarish funksiyasi. Sotsiologiya, xususan amaliy sotsiologiya boshqarish faoliyati bilan bevosita bog'liq.

6.Mafkuraviy funksiya. Sotsiologiya boshqa ijtimoiy fanlar singari mafkuraviy funksiyani ham bajaradi. Uning mafkuraviy funksiyasi jamiyatda kishilarning mafkuraviy holatlarga bo'lgan munosabatlarini amaliy sotsiologik tadqiqotlar yordamida o'rganadi.

7. Tavsiya va yo'nalish berish funksiyasi. Sotsiologiya o'ziga xos usul hamda uslubiy asoslariga ko'ra ijtimoiy bilish metodlariga suyangan holda ijtimoiy borliq haqida o'z yondashuvlari va maxsus bilimlar tizimini ishlab chiqadi.

Sotsiologiyaning asosiy to'rtta tadqiqot sohasi mavjud bo'lib ular quyidagilar:

1. Mikrosotsiologiya-alohida shaxslarga va kichik miqyosdagi o'zaro ta'sirlarga qaratilgan. Misol uchun, nizolarni hal qilish va yoshlar farovonligini ta'minlash uchun oilalar bilan bevosita ishlaydigan ijtimoiy ishchi mikro darajada ishlaydi

2. Mezosotsiologiya-o'rta miqyosdagi ijtimoiy tadqiqotlarni anglatadi. Sotsiologiyaning ushbu sohasida ishlaydigan sotsiologlar ta'lim, sog'liqni saqlash, qamoqxona xizmati yoki politsiyada o'qishlari yoki martabaga ega bo'lishlari mumkin, bu erda ijtimoiy o'zaro ta'sirlar va katta guruhlarning jamiyatga ta'sirini tushunish muhimdir. Ushbu sotsiologlar tenglik, kamsitish yoki ruhiy salomatlik kabi mavzular bo'yicha tadqiqotlarga qiziqish bildirishi mumkin.

3. Makrosotsiologiya. Sotsiologiyaning makrodarajasi keng ko'lamli ijtimoiy tadqiqotlarni anglatadi. Ushbu darajada ishlaydigan yoki o'qiyotgan sotsiolog odatda butun jamiyatga, jumladan, diniy yoki siyosiy guruhlarning qanday shakllanishi va faoliyati yoki millatlar, irqlar va madaniyatlar o'rtasidagi farqlar kabi masalalarga e'tibor qaratadi. Makro-sotsiolog milliy yoki xalqaro iqtisodiyot, urush yoki atrof-muhit muammolariga qiziqishi mumkin.

4. Global sotsiologiya. Global sotsiologlar dunyo miqyosidagi ijtimoiy o'zaro ta'sirlardan xabardor bo'lib turishadi. Global ijtimoiy muammolarga jahon siyosati, ekologik islohotlar va global texnologiyalar kiradi. Global sotsiolog odatda birlashgan tizimlar global miqyosda qanday ishlashi mumkinligini tushunishga intiladi, masalan, xalqaro siyosiy masalalar bo'yicha kelishuvga erishishda.

XULOSA : Xulosa shuki, demak sotsiologiya fani nafaqat butun dunyo uchun, qolaversa bizning hayotimiz, kundalik faoliyatimiz, jamiyat, guruh hamda ulardagi ijtimoiy munosabatlar va xatti-harakatlarimizning sabab, oqibatlarini bilishimiz uchun juda muhim. Sotsiologiyani o'rganish biz talabalarga dalillarni baholash, ma'lumotlarni tahlil qilish va uning ma'nosini aniq yetkazishni o'rgatish orqali tanqidiy fikrlash qobiliyatlarimizni ham rivojlantirishga yordam beradi. Aniqroq qilib aytganda u yaxlit tizim sifatidagi jamiyat, alohida institutlar, ijtimoiy guruhlar, jamiyat tuzilmalari va ularda yuz beradigan ijtimoiy jarayonlarni o‘rganuvchi fan.

Sotsiologiya dunyoga ko'plab o'ziga xos nuqtai nazarlarni taqdim etadi, yangi g'oyalarni keltirib chiqaradi va eskisini tanqid qiladi. Sotsiologiya bizning zamonamizning eng qiyin masalalarini hal qilganligi sababli, bu tez rivojlanayotgan soha bo'lib, uning imkoniyatlari siyosatni ishlab chiquvchilar va dasturlarni yaratuvchilar tomonidan tobora ko'proq foydalanilmoqda. Sotsiologlar

ijtimoiy tengsizlikni, xulq-atvor shakllarini, ijtimoiy o'zgarishlar va ijtimoiy tizimlar qanday ishlashini o'rganadilar.

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ZAMONAVIY JAMIYATDA AHOLI SALOMATLIGINING AHAMIYATI

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Annatatsiya: Ushbu maqola Zamovaviy jamiyatda aholi salomatgi fanini o'qitishning o'rni to'g'risida.Maskur maqolada Aholi salomatligining fanining zamonaviy jamiyatda tutgan o'rni, fanni o'qitishni ilmiy asoslari va metodlariga oid masalalar yoritilgan.

Kalit so'zlar: Aholi salomatligi, Salomatlik tushunchasi, sog'lik , kasallik tushunchalari , psixalogik salomatli ,Ijtimoiy salomatlik Galen ,Ibn Sino va Gipokratning asarlarida salomatlik tushunchasi. Aholi orasida to'g'ri ovqatlanish va jismoniy faollik madaniyatini shakllantirish.

Kirish:

«Salomatlik» tushunchasining mohiyati va tarkibi .Aholi salomatligiga ta'sir etuvchi omillar .Aholi salomatligini baholashga doir axborot mamanbalari. Salomatlik va kasallik tushunchalari. Aholi orasida to'g'ri ovqatlanish va jismoniy faollik madaniyatini shakllantirish. Xalqimiz sihat-salomatligi haqida qayg'urish. Kasalliklarni oldini olish, hayot davomiyligini uzaytirish va tashkiliy sa'y-harakatlar orqali sog'lomlashtirish, jamiyat, tashkilotni o'z fikriga binoan tanlash (davlat yoki xususiy, jamoat yoki individual) ilmi yoki san'ati». Jamiyat sog'lig'ining profilaktikasi usullari — ta'lim dasturlarini joriy etish.

«Salomatlik» tushunchasining mohiyati va tarkibi. Aholi salomatligi borgan sari yuqori darajadagi ijtimoiy rivoj- lanishning integratsiyalashgan ko'rsatkichiga aylanib bormoqda. Shu munosabat bilan aholining salomatligini mustahkamlash, sog'liqni saqlash muassasalarining kasalliklarning oldini olish va profilaktika qilish borasidagi faoliyatining samaradorligini oshirish iqtisodiy ahamiyat kasb etadi. Aholi salomatligining mamlakat ijtimoiy-iqtisodiy taraqqiyotidagi o'rni, kasalliklar va ularning oldini olish, aholi salomatligini mustahkamlash borasidagi siyosat to'g'risida gapirishdan oldin, «sog'liq» tushunchasining ijtimoiy-iqtisodiy mazmun-mohiyatini ochib berish lozim. Garchi bugungi kunga qadar sog'liq, salomatlikka bag'ishlangan ilmiy adabiyotlarda turli uslubiy yondoshuv va kategoriyalarga asoslangan qator tushunchalar berilgan bo'lsa-da, «sog'liq» tushunchasining umume'tirof etilgan talqini mavjud emasligini tan olish kerak. «Sog'liq» tushunchasining mohiyatiga bo'lgan turli qarashlar va yagona kelishilgan fikrni ishlab chiqishga muyassar bo'linmaganligini salomatlikning juda murakkab hodisa ekanligi, uning o'ziga xos va muhim jihatlarini qisqa hamda bir ma'noli tarzda ifodalash mushkulligi bilan izohlash mumkin. «Sog'liq» va «kasallik» tushunchalarining mazmun va mohiyati, ularning asosiy tavsifi, ko'rsatkichi, baholarini yoritib berish nafaqat tibbiy, balki ijtimoiy iqtisodiy ahamiyat ham kasb etadi. «Sog'liq» tushunchasiga berilgan mavjud talqinlarni batafsil va tanqidiy ko'rib chiqish imkoni bo'lmaganligi bois, biz ba'zi ta'rif va yondoshuvlarga to'xtalib o'tamiz. Jumladan, «salomatlik» tushunchasiga birinchi mezonning qo'llanilishi, ya'ni insonning ruhiy-

salomatlik holatlari — normal fiziologik va patologik holatlari «kasallik» hamda «qoniqarsiz sog'liq» kabi tushunchalarning paydo bo'lishiga olib keladi. Bunday yondoshuv yetarlicha samarali emas, chunki uning doirasida salomatlik va kasallik o'zlarining qaramaqarshiligida statik holatlar sifatida namoyon bo'lishi tushuniladi. Shuningdek, «salomatlik» tushunchasiga berilgan ta'riflarda uni sub'yektiv jihatdan baholash mezoni ham qo'llanilgan. Jumladan, Gippokrat: «Salomatlik — bu insonning sub'yektiv-ruhiy hissi bo'lib, u to'liq jismoniy va ruhiy kuchlarni his qilgan tarzda sub'ektiv shikoyatlarning yo'qligidir» - deb talqin qilgan.

Salomatlikni baholashdagi bunday sub'yektiv mezonning qo'llanilishi ma'lum shubhalarni tug'diradi. Masalan, bir qator kasalliklar organizmning ichki muhitida ro'y beradigan patalogik o'zgarishlar bilan birga salbiy sub'yektiv hislarsiz kechishi mumkin. Ayni vaqtda insonning sub'yektiv hislarini etarlicha hisobga olmaslik ham mumkin emas. Chunki, ular ko'pchilik hollarda kasallikning rivojlanish tarixi asosini tashkil qiladi. Mazkur omil, o'z navbatida, kasallik holatlarini aniqlashdagi hamda davolash-profilaktik choralarni o'z vaqtida qo'llanilishidagi muhim dastlabki manba sanaladi. Inson organizmining funktsional holatlarini faqat ob'yektiv baholaganda «salomatlik» kishi organizmining atrof-muhit talab- lariga optimal moslashishi sifatida, «kasallik» esa moslashishdagi funktsional yetishmovchilik sifatida talqin qilinadi. Mazkur talqinning qo'llanilishi salomatlikning ham sifat, ham miqdor tavsifiarining hisobga olinishini talab qiladi. Bugungi kunda aholi salomatligini ob'yektiv baholash mezonining individning o'ziga xos bo'lgan biologik va ijtimoiy vazifalari, ijtimoiy foydali faoliyatini bajarish qobiliyati sifatida qo'llanilishi «sog'lom inson» tushunchasining vujudga kelishiga zamin yaratdi. Bunday holatda organizmda mavjud patologik o'zgarishlar kishining ahvoli va qobiliyatiga sezilarli darajada ta'sir qilmaydi. Biroq, mazkur holatda inson organizmining mehnatga qobiliyatlikka sarf qiladigan qiymati hisobga olinmaydi. Bizning nazarimizda, yuqoridagilardan kelib chiqadigan bo'lsak,- salomatlikning yagona integral mezon sifatida ta'riflanishi o'zini oqlaniaydi. Chunki, inson organizmidek murakkab tizimda kechadigan jarayonlar dialektikasi, ularni o'rganishga bo'lgan tizimli omillar salomatlik holatini baholashda kompleks mezonlarni ishlab chiqish va qoollashni talab etadi. Mazkur ko'rsatkichlarga sub'yektiv, ob'yektiv, funktsional va fiziologik ko'rsatkichlarni kiritish lozim. Ta'kidlash joizki, «kasallik» va «sog'liq» tushunchalari o'rtasida ko'plab o'tish holatlari mavjud.

Masalan, ikki ming yil muqaddam Galen quyidagi uchta holatni ajratib ko'rsatgan: sog'liq, kasallik va o'rta holatlar.

Ibn Sino olti toifali tasnif yaratgan: birinchi to'rttasi sog'liqning turli holatlariga mos, qolgan ikkitasi - har xil darajadagi kasalliklar. Ko'pchilik hozirgi olimlar sog'liqni kishining optimal tarzda fiziologik, ruhiy va ijtimoiy-tuyg'uli faoliyatiga layoqatliligi sifatida talqin qiladi. Biroq, amaliyotda unga kasallikning boryoki yo'qligiga ko'ra baho beriladi. Ammo, bunday yondoshuv qo'llanilganda kasallikdan oldingi davr degan holat nazardan chetda qolib, ushbu holda kasallik hali mavjud bo'lmasada, organizmning toMdiruvchi imkoniyatlari pasayadi va funktsional hamda bioximik darajalarda hali ochiq namoyon bo'lmagan o'zgarishlar vujudga keladi. Ana shunday holatda sog'liq bilan kasallik o'rtasidagi o'tish holatini «uchinchi holat» deb ataydilar. «Uchinchi holat» nafaqat o'ziga xos ruhiy-fizioiogik maqomdagi insonlarga xos bo'ladi (masalan, tuqqunga qadar va tug'ishdan keyingi davr, klimaks), balki bular qatoriga alkogol ichimliklarni muntazam iste'mol qiluvchi, tamaki chekuvchi va umuman antigigicnik turmush kechimvchi insonlar ham kiradi. «Uchinchi holat»da (deyarli sog' bo'la turib) kishilar ko'p yillar, hatto butun umr davomida yashashlari mumkin. Bizningcha, salomatlikni insonning jismoniy, ma'naviy, ijtimoiy to'kis holati sifatida e'tirof etish mumkin. Bunday holatda kishi organlari, butun tanasi atrofdagi ishlab chiqarish va ijtimoiy muhit bilan uyg'unlikda yashaydi. Bu ta'rifda salomatlikni tashkil etuvchi uch xil jismoniy, psixologik va ijtimoiy jihat mavjud. Jismoniy salomatlik barcha organlar va butun organizmning to'kis ishlab turgan tabiiy holati. Psixologik salomatlik — inson tafakkuri darajasi va sifati, diqqat e'tibori va xotirasining rivoji, ruhiy barqarorligi va irodasining nechog'lik mustahkamligi bilan belgilanadi. Ijtimoiy salomatlik — inson salomatligining eng oliy darajasi

hisoblanadi va uning muayyan jamiyatdagi hayoti va faoliyatini, ijtimoiy turmushining asosini tashkil etuvchi axloqiy tamoyillarni o'z ichiga oladi. Shu bilan birga, ijtimoiy salomatlikni kishilarning unumli va sifatli hayot kechirishiga imkon beruvchi vosita, miliiy xavfsizlikni ta'minlashga yordam beruvchi jamiyatning potentsial va tibbiy- ijtimoiy resurs sifatida qarash lozim. U ijtimoiy, aliloqiy va biologik omillaming majmuali ta'siriga bog'liqdir.

Shunday qilib, aholi salomatligi eng oliy qadriyat bo'lib, mehnat resurslarining takror barpo bo'lishida asosiy omillardan hisoblanadi. Aholi salomatligini baholashga doir axborot manbalari Bugungi kunda aholi salomatligini baholashning bir nechta axborot manbalari mavjud. Ular jumlasiga quyidagilar kiradi:

• aholi o'limi statistikasi;

• kasallanishlar to'g'risidagi ma'lumotlar.

Aholi salomatligi haqida axborot beruvchi yana bir manba - bu kasallanishlar to'g'risidagi ma'lumotlardir. Kasallanish deganda, aholi orasida yoki uning ayrim guruhlari ichida tarqalgan kasalliklar tushuniladi. Kasallanishlami o'rganish sog'liqni saqlash muassasalari uchun muhim ahamiyatga ega. Xususan:

• kasallanishlar aholi salomatligini, uning sanitar holatini ko'rsatuvchi asosiy ko'rsatkichlardan biri hisoblanadi;

• kasallanishlar sog'liqni saqlash muassasalari ish faoliyatining sifati va samarasini ko'rsatuvchi asosiy mezon hisoblanadi;

• kasallanishlami o'rganish va uni kamaytirish sog'liqni saqlash, sanitariya epidemiologiya, davolash-profilaktika muassasalarining bosh vazifalaridan biridir.

Shu bilan birga, kasallanishlami muayyan hududlarda tashqi muhit, turmush va mehnat sharoitlari bilan bog'lab o'rganish aholi salomatligini yaxshilash uchun aniq chora-tadbirlar ishlab chiqishga zamin hozirlaydi, kasalliklarning dinamikasini o'rganish natijasida aholi orasidagi patologik jarayonlarning o'zgarishi haqida chuqur ma'lumot- larga ega bo'linadi va buning asosida aholining tibbiy yordamga bo'lgan ehtiyojini har tomonlama aniqlab, uni qayta tashkil etishga olib keladi. Aholi orasidagi kasallanishlami o'rganishning boshlang'ich va asosiy manbalaridan biri bemorlarning davolash-profilaktika muas- sasalariga tibbiy yordam olish maqsadidagi murojaati hisoblanadi.

O'zbekiston Respublikasining «Nogironlarni ijtimoiy himoya qilish to'g'risida»gi qonuniga muvofiq organizm funktsiyalarini buzilishi darajasiga va hayot faoliyatining cheklanganligiga bog'liq holda nogironlar deb tan olingan shaxslarga nogironlik guruhi, 18 yoshgacha bo'lgan shaxslarga esa «nogiron-bola» toifasi belgilanadi. Shaxsning nogiron deb tan olinishi tibbiy-mehnat ekspertiza komissiyasi tomonidan amalga oshiriladi. Nogironlikni belgilash uchun hayot faoliyati cheklanganligining darajasi aniqlanishi kerak, ya'ni sog'liqning buzilishi oqibatida inson faoliyatining me'yoridagidan chetga chiqishning kattaligi aniqlanadi. Inson organizini asosiy funktsiyalarining buzilishi tasnifi quyidagicha amalga oshiriladi:

1. Psixik funktsiyalar buzilishi (muomala, e'tibor berish, xotira, fikr yuritish, muloqot, hissiyotlar, erkinlik).
2. Sensor funktsiyalarning buzilishi (ko'rish, eshitish, hid bilish, his qilish).
3. Statodinamik funktsiyaning buzilishi.
4. Qon aylanishi, nafas olish, ovqat hazm qilish, ajratish, moddalar va energiya almashinuvi, ichki sekretsiya funktsiyalarining buzilishi.

Nogironlik bo'yicha o'rnatiladigan asosiy hayot faoliyati toifa- lari quyidagicha tasniflanadi:

1. O'z-o'ziga xizmat ko'rsata olish qobiliyati - mustaqil ravishda o'zining asosiy fiziologik ehtiyojlarini qondira olishi, kundalik maishiy faoliyat bilan shug'ullana olishi va shaxsiy gigiena ko'nikmalarini amalga oshira olishi.

2. Mustaqil ravishda harakatlana olishi - makonda mustaqil ravishda harakatlana olishi, to'siqlardan o'ta olishi, bajarilayotgan maishiy, ijtimoiy va kasbiy faoliyat doirasida tananing tik turishini saqlay olishi.
3. Ta'lim olish qobiliyati - olingan bilimlarni (umumta'lim, kasbiy va h.k.) anglay olishi va yetkazib bera olishi, ko'nikma hamda ijtimoiy, madaniy va maishiy bilimlarga ega bo'la olish qobiliyati.
4. Mehnatga qobiliyati - ishning mazmuniga, hajmiga va bajarish sharoitlariga mos ravishdagi talablarga muvofiq faoliyat ko'rsata olish qobiliyati.
5. Mo'ljal olish qobiliyati - vaqt va makonni anglay olish qobiliyati.
6. Muloqot qilish qobiliyati - ma'lumotlarni qabul qilish, qayta ishlash va o'tkazish orqali odamlar orasida muloqot o'rnata olish qobiliyati.
7. 0'z xulqini nazorat qilish qobiliyati - ijtimoiy-huquqiy me'yorlarni inobatga olgan holda o'zini anglay olishi va o'zini tutish qobiliyati.

Xulosa: "Sog'lik- tuman boylik" deb bejiz aytishmagan bizning xa lqimiz. Aholi orasida sog'lom turmush tarzini targ'ib qilish bugungi kunning dolzarb vazifasi hisoblanadi. Bugungi kunda yuqumli bo'lmagan kasalliklar profilaktiksi, aholi orasida to'g'ri ovqatlanish va jismoniy faollik madaniyatini shakllantirish zarurligi ta'kidlangani xalqimiz sihat-salomatligi haqida qayg'urish, buni eng ustuvor ahamiyat qaratishning yorqin namunasidir.Shuning uchun har bir inson o'z salomatligi haqida qayg'urush

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TA'LIM MUASSASALARIDA SOG'LOM VA NOGIRONLIGI BO'LGAN YoSHLAR O'RTASIDAGI O'ZARO MUNOSABATLARNING IJTIMOIY XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada ta'lim muassasalarida sog'lom va nogironligi bo'lgan yoshlar o'rtasidagi o'zaro munosabatlarning ijtimoiy xususiyatlari, sog'lom va nogironligi bo'lgan yoshlar o'rtasidagi ijobiy o'zaro munosabatlarni rivojlantirish, ularning umumiy farovonligi va ijtimoiy rivojlanishiga hissa qo'shish haqida so'z boradi.

Kalit so'zlar: Yoshlar, nogironlik, sog'lomlik, ijtimoiy, inklyuziv, ta'lim muassasalari, empatiya.

So'ngi yillarda aholining ijtimoiy himoyasini kuchaytirish davlat tomonidan fuqarolarga ijtimoiy xizmat ko'rsatish ko'lami va turlarini kengaytirish bo'yicha tizimli ishlar amalga oshirilmoqda. Nogironligi bo'lgan shaxslar uchun qulay hayotni ta'minlashda qo'shimcha sharoitlar yaratishni, shuningdek, bir qator yangiliklarni nazarda tutuvchi O'zbekiston Respublikasi Prezidentining "Nogironligi bo'lgan shaxslarni davlat tomonidan qo'llab-quvvatlash tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi Farmoni va Yangi tahrirda qabul qilingan Konstitutsiyada e'lon qilingan "ijtimoiy davlat" tamoyillarini inobatga olgan holda nogironligi bo'lgan shaxslarni ijtimoiy moslashuvini yagona yondashuv asosida isloh qilish zarurligini taqozo etmoqda. Ayniqsa nogironligi bo'lgan yoshlarni ta'lim olishiga ko'maklashish va inklyuziv ta'limga tortish maqsadida olib borilayotgan ishlar kelajakda yetuk va har tomonlama hayotga moslashgan shaxsni tarbiyalashga asos bo'ladi.

Inklyuziv ta'lim — bu barcha o'quvchilarga, ularning jismoniy farqlaridan qat'iy nazar teng huquqlarini va sifatli ta'lim olish imkoniyatlarini ta'minlashga qaratilgan tushunchadir. Inklyuziv ta'lim alohida ta'lim ehtiyojlari va individual imkoniyatlarning xilma-xilligini hisobga olgan holda barcha ta'lim oluvchilar uchun ta'lim tashkilotlarida ta'lim olishga bo`lgan teng imkoniyatlarni ta'minlashga qaratilgan bo`lib, jismoniy aqliy, sensor(sezgi) yoki ruhiy nuqsonlari bo`lgan bolalar(shaxslar) uchun ta'lim tashkilotlarida inklyuziv ta'lim tashkil etilishidir.[1]

Inklyuzivlikni rivojlantirishga qaratilgan sa'y-harakatlarga qaramay kamsitish, qo'rqitish yoki tushunmaslik kabi muammolar hali ham mavjud. Bu esa sog'lom va nogironligi bo`lgan yoshlar o'rtasidagi ijtimoiy munosabatlarga ta'sir qilishi va bulling holatlarini keltirib chiqarishi mumkin.

Tadqiqotlar shuni ko'rsatadiki umumiy sinflarga kiritilgan nogiron va boshqa turli xil ehtiyojlarga ega bo'lgan talabalar maxsus ta'lim muassasalarida hamkorlik, hamdardlik va o'zaro hurmatni rag'batlantiradi, natijada ularni turli xil o'zaro bog'liq dunyoda yashash va ishlashga tayyorlaydi. Bundan tashqari, inklyuziv ta'lim turli xillikni tushunish, hamdardlik va hurmatni rag'batlantirish orqali yanada inklyuziv jamiyat rivojlanishiga hissa qo'shadi. Har xil kelib chiqishi va qobiliyatiga ega bo'lgan bolalar birgalikda o'rgansa, ular do'stlik rishtalarini rivojlantirish, qo'llab-quvvatlovchi munosabatlar o'rnatish va bir-birining tajribasidan o'rganish imkoniyatiga ega bo'ladilar. Bu ko'proq ijtimoiy birdamlikka va yanada uyg'un va inklyuziv jamiyatga olib kelishi mumkin.[2]

Ta'lim muassasalarida sog'lom va nogironligi bo'lgan yoshlar o'rtasidagi o'zaro munosabatlarning ijtimoiy xususiyatlarini o'rganish va yangi g'oyalarni targ'ib etish hozirgi kunning dolzarb mavzusi hisoblanadi. Sog'lom yoshlar nogironligi bo'lgan tengdoshlarini qabul qilish va qo'llab-quvvatlash madaniyati mavjud bo'lgan inklyuziv muhitda muloqot qilishlari lozim. Azal-azaldan har qaysi ota-ona o'z bolasining sog'lom va barkamol, aql zakovatli, baxtli bo'lishini istaydi. Shunday farzandni voyaga yetkazish, uning hayotda munosib o'rin egallashiga erishish ota-onaning eng ulug' eng muqaddas orzusi desak ayni haqiqatdir. Biz sog'lom avlod deganda, nafaqat jismoniy balki ma'naviy jihatdan ham sog'lom bolani o'zimizda tasavvur etamiz. Nogironligi bo'lgan va sog'lom yoshlarning munosabati inklyuzivlik, hamdardlik va chidamlilikdan iborat bo'lishi, ikkala guruh uchun ham cheklovlarga emas balki qobiliyatlarga e'tibor qaratish, qabul qilish va tushunish tuyg'usini rivojlantirish juda muhimdir. Nogironligi bo'lgan yoshlar o'zlarining noyob kuchli tomonlarini o'zlashtirib, foydalanish imkoniyati va teng imkoniyatlarini himoya qilishlari kerak. Shu bilan birga sog'lom yoshlar o'z tengdoshlarining turli

[1] Madatov I.Y. Inklyuziv ta'lim. O`zR Oliy ta'lim, fan va innovatsiyalar vazirligi SamDU Kattaqo`rg'on filiali, 2024-240 b.

[2] .Mansurovna, A. M. (2023). Inklyuziv maktabgacha ta'lim: zamonaviy rivojlanish jarayonlari. Qo'qon universiteti xabarnomasi, 439-440.

xil ehtiyojlarini tan olishi va qo'llab-quvvatlashi uchun empatiyani rivojlantirishi, birgalikda to'siqlarni bartaraf etishi, inklyuzivlikni targ'ib qilishi, qobiliyatidan qat'i nazar mazmunli hissa qo'shishi mumkin bo'lgan jamiyatni yaratishga harakat qilishlari kerak bo'ladi. Bunday munosabat yanada mehr-oqibatli va adolatli kelajakka yo'l ochadi.

Empatiya va tushunish: Sog'lom yoshlar o'zlarining nogironligi bo'lgan tengdoshlariga nisbatan hamdardlik va tushunishni namoyon etib, ijobiy muloqot va do'stlikni rivojlantirishlari lozim. Muloqot og'zaki va og'zaki bo'lmagan signallarni o'z ichiga olgan samarali muloqot sog'lom va nogiron yoshlar o'rtasidagi o'zaro munosabatlarni osonlashtirishda hal qiluvchi rol o'ynaydi. Bu muqobil aloqa usullarini o'rganish va foydalanishni o'z ichiga olishi mumkin. Ijtimoiy qo'llab-quvvatlash tarmoqlari: Sog'lom va nogiron yoshlar o'zaro hamkorlik, o'zaro yordamni osonlashtirishi mumkin bo'lgan ta'lim muassasasi ichidagi qo'llab-quvvatlovchi ijtimoiy tarmoqlardan foydalanishlari kerak bo'ladi. Ta'lim muassasalarida sog'lom yoshlar o'zlarining nogironligi bo'lgan tengdoshlariga yo'l-yo'riq va yordam ko'rsatib, ijobiy-ijtimoiy o'zaro munosabatlarni rivojlantirishlari mumkin bo'lgan tengdoshlarning murabbiyligi va qo'llab-quvvatlash dasturlarini amalga oshirishi mumkin. Ta'lim muassasalari o'quvchilar o'rtasida nogironlikni tushunish va qabul qilishni rag'batlantirish, o'zaro hamkorlik uchun yanada inklyuziv muhitni yaratish uchun xabardorlik ta'lim dasturlarini tashkil qilishlari mumkin.

To'siqsiz muhit: Ta'lim muassasasi ichidagi lampalar, liftlar va foydalanish mumkin bo'lgan hojatxonalar kabi jismoniy kirish imkoniyati sog'lom va nogiron yoshlar o'rtasida uzluksiz o'zaro munosabatlarni rivojlantiradi. Talabalar o'rtasida shaxsiy individual farqlarga hurmatni rag'batlantirish barcha o'quvchilar qobiliyatlaridan qat'i nazar o'zlarini qadrli va ijtimoiy munosabatlarga qo'shiladigan madaniyatni yaratadi.

Ma'naviy raqobatning rivojlanishida demokratik tamoyillar ustuvor bo'lgan, har bir inson o'z haq-huquqini talab qilish imkoniyatiga ega bo'lgan, tenglik, ochiqlik, shaffoflik kabi an'analari qadrlanadigan jamiyatning yuzaga kelishi ham muhim ahamiyat kasb etadi. Kishilarning erkin bo'lishi ular orasidagi raqobat tushunchasini adolatli bo'lishiga xizmat qiladi.[1]

Xulosa qilib aytadigan bo'lsak ta'lim muassasalarida inklyuziv va qo'llab-quvvatlovchi muhitni yaratish sog'lom va nogironligi bo'lgan yoshlar o'rtasidagi ijobiy o'zaro munosabatlarni rivojlantirish, pirovardida ularning umumiy farovonligi va ijtimoiy rivojlanishiga hissa qo'shishning kalitidir.

"Ma'lum bir shaxs intellektual fikrlash salohiyatiga ega bo'lishi uchun ijtimoiylashuv bosqichidan o'tishi, ya'ni u yoshlikdan ijtimoiy munosabatlar tizimida faol ishtirok etishi kerak".[2]

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[2] M.S.Abbasova. Jamiyat ijtimoiy muhitini yangilashga sog'lom ma'naviy raqobatning ta'siri. Monografiya. – Samarqand: "Fan bulog'i" nashriyoti, 2023-yil, 112-bet.

ZAMONAVIY JAMIYATDA GERANTALOGIYA FANINI O'QITISHNING ILMIY ASOSLARI VA METODLARI

Iroda Yoqubova G'aybulla qizi
Sam.DU Kattaqo'rg'on filiali
Ijtimoiy ish ta'lim yo'nalishi 3-bosqich talabasi

Anatatsiya: Ushbu maqola Zamovaviy jamiyatda gerantalogiya fanini o'qitishning ilmiy asoslari va metodlari haqida. Maskur maqolada Gerantalogiya fanining zamonaviy jamiyatda tutgan o'rni, fanni o'qitishni ilmiy asoslari va metodlariga oid masalalar yoritilgan.

Kalit so'zlar: Gerantalogiya, geriatriya, katta yoshdagi kishilar gigiyenasi haqidagi talimot-gerogigiyena, keksalar psixikasi va fe'l-atvorini o'rganadigan ta'limot-gerantopisixologiya, yoshi katta organizim kasallikning xususitatlari haqidagi ta'limot-geriatriya.

Kirish: Zamonaviy jamiyatda Gerontologiya fanini o'qitishning ahamiyati haqida olimlarning bir qator fikrlarini aytib o'tish lozim. Qarish sabablari haqida bir necha nazariyalar ilgari surildi. I. I. Mechnikov fikricha, ichakda yashaydigan bakteriyalarda moddalar almashinuvi mahsulotlari va organizmning o'zida azotli moddalar almashinuvining mahsulotlari (siydik kislota) kishi organizmini zaharlab, qarishga sabab bo'ladi. Hoz. G. qarish sabablari va mexanizmlarini molekula va hujayradan tortib to butun organizm darajasida o'rganmoqda. G., asosan, eksperimental, klinik va ijtimoiy yo'nalishlarda rivojlanmoqda. G.ning ijtimoiy gigiyena sohasidagi ilmiy tadqiqotlari barvaqt qarish sabablarini ijtimoiy sharoitga, kishilarning yashash tarziga bog'lab o'rganish, keksaygan kishilarning moddiy ta'minoti, mehnat qilishi, ovqatlanishi, yurish-turishini maqsadga muvofiq tashkil etish, ijtimoiy va tibbiy yordam berishning eng maqbul usullarini qidirib topishdir.

Gerontalogiya haqida tushuncha. Taraqqiy etgan mamlakatlarda uzoq, to'laqonli umr ko'rishning yagona yo'li sog'lom turmush tarzi ekanligi isbotlangan. Odatda, qarilik haqida so'z ketganda, beixtiyor xayolga ojizlik, qaramlik, kasallik holati keladi. Yo'q, qarilik kasallik emas, komillik pallasi.

Qarilik - umrning eng mazmunli, serhosil fasli. Insonning umr davomida yig'ilgan yashirin imkoniyatlari yoshi ulg'ayganda ochilib, aqli to'lishib teran fikrlaydi, kashfiyotlar qiladi. Qarilikdan qo'rqishmas, hayot davomida orttirgan tajribaga tayanib, aqlu shijoat bilan ishlash va yashash lozim.

Insonning qarish jarayonini o'rganishdan maqsad keksayish paytida sog'lom turmush kechirish, o'zini o'zi mustaqil parvarish qilish, kasalliklarning oldini olishga erishishdan iborat. Keksa yoshdagi odamlarda kasalliklarning kechish jarayoni ularning yoshi va ruhiy holatga bog'liq. Ular bilan ana shu jihatni hisobga olib muloqot qilish, ularni parvarishlash sog'liqni saqlash tizimining muammolaridan biri. Shuning uchun ham "Gerontologiya" faniga katta e'tibor berilmoqda.

"Gerontologiya"ning asosiy maqsadi insonning faol va to'laqonli hayotini uzaytirish yo'llarini izlab topishdir. Keksa yoshdagi bemorlarga xizmat qilish aksariyat tibbiyot xodimlarining kundalik vazifasi, chunki tibbiy xizmatga muhtoj barcha bemorlarning 25-30 foizi keksa yoshdagi bemorlardir.

"Gerontologiya" fani quyidagi tarkibiy qismlardan iborat:

1. Qarish biologiyasi.
2. Geriatriya.
3. Gerogigiyena.
4. Gerontopsixologiya.
5. Gerodermiya.
6. Gerodietetika.
7. Geroekologiya.

Keksalik umrning qonuniy tarzda yuz beradigan yakunlovchi davridir. Biroq muddatidan oldin qarish hodisasi ham hayotda bor haqiqatdir. Shu sababdan S. P. Botkin va I. I. Mechnikovlar fiziologik va barvaqt qarish mavjudligi haqidagi tushunchalarni yoqlab chiqqanda haq edilar.
Barvaqt qarish boshdan kechirilgan kasalliklar yoki tashqi muhitning zararli omillari ta'sirida yosh bilan bog'liq o'zgarishlarning bir muncha erta rivojlanishi bilan xarakterlanadi.

Fiziologik qarish aqliy va jismoniy sog'lomlikni, ma'lum darajadagi ish qobiliyatini, dangaslikni, tevarak atrofdagi hodisalarga qiziqishni saqlab qolish bilan belgilanadi.
Tashqi muhit ta'siri va organizmning ichki omillari qarish jarayonining tezlashuviga, organizmning erta qarishiga olib keladi, bu jarayon organizmning o'sish va rivojlanishi to'xtaganidan keyin boshlanadi.
Qarish - qarilik, ya'ni yosh ulg'aya borishi bilan organizmda paydo bo'ladigan o'zgarishlarning qonuniy tarzda ro'y berish jarayonidir. Umuman olganda, bugungi kunda qarilik muammolarini har tomonlama o'rganadigan turli fan sohalari paydo bo'ldi va ular jadal rivojlanmoqda. Xususan, dunyo aholisi sonining qariyalar hisobiga oshishi "Gerontologiya" fanining rivojlanishini yanada tezlashtiradi.
"Gerogigiyena" esa keksaygan va katta yoshdagi kishilar gigienasini o'rganmoqda.
"Gerontopsixologiya" keksalar ruhiy holati va fe'l-atvorini;
"Gerodietetika" keksaygan kishilar ovqatlanishi va uning xususiyatlarini;
"Gerodermiya" - keksaygan kishilar teri qoplami xususiyatlarkni o'rganuvchi bo'lim.
"Geroekologiya" qarish jarayoniga ekologik omillarning ta'sir etishini o'rganuvchi fan.

Bugungi kunda jahonda genetik olimlarning chuqur izlanishlari natijasida, qarish jarayoniga ta'sir etuvchi genlar borligi taxmin qilinmoqda. Agar bu taxmin tasdiqlansa, "Gerontologiya" fanida keskin o'zgarishlar yuz berishi va insonning hozirdan ham uzoqroq umr ko'rishiga erishiladi. Genetikaning rivojlanishi juda ko'p geriatrik kasalliklarning kamayishiga sabab bo'ladi.

BMT ma'lumotlariga ko'ra, 2050-yilda yer yuzi aholisining 22 foizini pensionerlar tashkil qiladi. Har bir soniyada ikki kishi o'zining 60 yoshini nishonlamoqda. BMT prognozlariga ko'ra asrimiz o'rtalariga borib, yer yuzida 100 yoshdan oshgan 3,2 millionga yaqin kishi istiqomat qiladi. Bugungi kunda ularning soni 300 mingdan oshib ketgan. 2050-yilda aholining o'rtacha yoshi 76 yoshni, 2100-yilda esa 85 yoshni tashkil qiladi. Bunga sog'liqni saqlash tizimining yaxshilanishi, iqtisodiy farovonlik sabab bo'ladi. Rivojlangan mamlakatlarda esa har bir ishlayotgan xodimga bir nafar pensioner to'g'ri keladi.

Keksalarning hayot darajasi va sifatini yanada yaxshilash, ularni moddiy va ma'naviy qo'llab-quvvatlash ko'lamini kengaytirish, yoshi ulug' insonlar, ayniqsa, 1941 — 1945-yillardagi urush va mehnat fronti faxriylariga ijtimoiy, pensiya ta'minoti va tibbiy xizmat ko'rsatishni takomillashtirish, oila va jamiyatda, yoshlarni o'zbek xalqining ko'p asrlik qadriyat va an'analari ruhida tarbiyalashda keksalarning o'rnini mustahkamlash maqsadida, shuningdek, 2015-yilning "Keksalarni e'zozlash yili" deb e'lon qilinishi munosabati bilan:
"Keksalarni e'zozlash yili" Davlat dasturini amalga oshirishning ustuvor vazifa va yo'nalishlari belgilangan

O'zbekiston Respublikasi Prezidentining "Yolg'iz qariyalar, pensionerlar va nogironlarni ijtimoiy muhofaza qilish tizimini yanada mustahkamlash va rivojlantirishning 2015 — 2020-yillarga mo'ljallangan Davlat dasturi to'g'risida"gi qarori loyihasini ishlab chiqish.
Mehnat va aholini ijtimoiy muhofaza qilish vazirligi, Moliya vazirligi, Iqtisodiyot vazirligi, Sog'liqni saqlash vazirligi, Adliya vazirligi manfaatdor vazirliklar va idoralar

O'zbekiston Respublikasi Prezidentining yolg'iz qariyalar, pensionerlar va nogironlarni ijtimoiy muhofaza qilish tizimi samaradorligini kuchaytirish va aniqligini oshirish, ularga ko'rsatilayotgan ijtimoiy, tibbiy va maishiy xizmatlarning turlarini kengaytirish va sifatini oshirish chora-tadbirlarini nazarda tutuvchi qarori loyihasi. O'zbekiston Respublikasi Prezidentining 75 yoshga to'lgan va undan oshgan fuqarolarni pensiya va nafaqa to'g'ri tayinlanishi va to'lanishini

tekshirish natijalari bo'yicha aniqlangan qarzdorlikdan ozod qilish to'g'risidagi qarori loyihasini ishlab chiqish.

Xulosa: Qariyalari qadirlanadigan bizning yurtda qariyalarni ezozlash,hurmat qilish, ularning holidan xabar olib turish biz yoshlarning vazifasi hidoblanadi. Keksa yoshdagi insonlar sonining ko'payib borishi ularga qaratilayotgan yordam turlarining ham oshib borayotganligini guvohi bo'lib kelmoqdamiz. Qariyalar bilan ishlovchi mutaxasislarning soni oshib borishi buning yorqin misolidir. Ularda tibbiy, ijtimoiy, pensiya taminoti, moddiy yordam shakllari, dam olish joylarining oshib borishi orqali gerantalogiya sohasining rivojlanayotganligini ko'ramiz.

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"ИЖТИМОИЙ ТАЪМИНОТ" ТУШУНЧАСИНИНГ ГЕНЕЗИСИ ВА ЭВОЛЮЦИЯСИ

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АННОТАЦИЯ: Мазкур мақола "Ижтимоий таъминот" тушунчасининг генезиси ва эволюциясига бағишланган бўлиб, унда Ўзбекистон тараққиётининг ҳозирги босқичида барпо этилаётган ижтимоий таъминот, эҳтиёжманд аҳолига моддий ёрдам кўрсатиш, яъни кучли ижтимоий ҳимоя масалалари ёритилган. Ундан ташқари ижтимоий таъминотнинг таърифи ва муаллифнинг ижтимоий таъминотга берган таърифи ёзилган.

Калит сўзлар: Ижтимоий таъминот, ижтимоий ҳимоя, ижтимоий сиёсат, ижтимоий ёрдам, нафақа, пенсия,

Кириш. Янги Ўзбекистон тараққиётининг ҳозирги босқичида барпо қилинаётган ижтимоий ҳимоя, ижтимоий таъминот, яъни бир сўз билан айтганда ижтимоий сиёсат фуқаролар учун фаровон ҳаётни қарор топтиришдан иборат. Бугунги кундаги демографик ўсиш, аниқроғи, пенсия ёшидаги кишиларнинг кўпайиши мавжуд ижтимоий ҳимоя тизимини сақлаб қолиш мақсадга мувофиқ бўлмайди. Чунки, ижтимоий таъминот институтларига, мақсадли жамғармаларга, яъни бюджетдан ташқари пенсия жамғармасига, бандликка кўмаклашиш жамғармасига, соғлиқни сақлаш тизимига юк изчил кўпайиб бораяпти. Шу сабабли Янги Ўзбекистоннинг ижтимоий ҳимоя тизимида янги моделларни ишлаб чиқиш, инсонлар учун ҳам моддий, ҳам маънавий жиҳатдан юксак иқтисодий маконни барпо этиш ҳаётий заруратдир.

Методология. «Ижтимоий таъминот» атамаси халқаро ҳужжатларда расман ишлатила бошлаганига роппа-роса 30 йил тўлди. Шу давр ичида ҳам фаолият тури, ҳам тадқиқот усули, ҳам баҳолаш ва башорат қилиш механизми сифатида бу тушунча кириб бормаган бирор ижтимоий соҳа, бирон бир ишлаб чиқариш тармоғи қолмади. **Ижтимоий**

таъминот — кексайган, меҳнатга лаёқатсиз бўлган ва боқувчисини йўқотган фуқароларга моддий, тиббий ва ижтимоий ёрдам кўрсатиш бўйича давлат томонидан белгиланган ижтимоий-иқтисодий тадбирлар тизими. Ижтимоий ҳимоянинг муҳим тармоғидир[1].

Бугунги кунда ижтимоий таъминот тизимини ривожлантириш бўйича мувофиқлаштирилган стратегия ва ягона қараш мавжуд эмас. Шу билан бир қаторда қонунчиликда ижтимоий таъминот кўп қиррали ҳодиса бўлиб, унинг расмий таърифи йўқ. Илмий ва ўқув адабиётларида ижтимоий таъминот тушунчаси муаллифлар томонидан ушбу ҳодиса учун қандай хусусиятлар асосий қабул қилинганлигига қараб турлича шаклланади. Демак, ижтимоий таъминотга турли манбаларда турлича таърифлар берилган.

Р.И.Иванова ижтимоий таъминотга – фуқароларга қариганда, меҳнатга лаёқатини ва боқувчисини йўқотган тақдирда меҳнатга ҳақ тўлашдан ташқари, нормал турмуш даражаси ва маданий даржасини кафолатлайдиган тақсимлаш шакли деб таърифлаган[2].

Бошқа манбаларда, М.П.Захаров ва Э.Г.Тучковалар ижтимоий таъминотни – ялпи ички махсулотнинг бир қисмини тўлиқ давлат томонидан қатъий тартибга солинадиган миқдорда ва шартларда мақсадли молиявий манбалар ҳисобидан фуқароларни ижтимоий хавф-хатарлар бўлган ҳолатда ижтимоий мавқеини сақлаб қолган ҳолда моддий манфаатлар бериш орқали бошқа фуқаролар билан тенглаштириш учун тақсимлаш усулларидан бири деб ҳисоблайди[2].

Тадқиқот натижалари. Юқоридагилардан фарқли уларок ижтимоий таъминотга муаллифлик таърифини берадиган бўлсак, Ижтимоий таъминот бу – фуқароларнинг ижтимоий мавқеини тенглаштириш мақсадида қонунда белгиланган ҳолларда муайян юридик фактлар юзага келганда кексайган, меҳнатга лаёқатсиз ва боқувчисини йўқотган фуқароларга, яъни давлат томонидан тасдиқланган шахслар доирасига кўрсатиладиган моддий, тиббий ва ижтимоий ёрдам шаклини кўрсатиш бўйича давлат томонидан белгиланган ижтимоий-иқтисодий тадбирлар тизими. Ижтимоий ҳимоянинг муҳим тармоғи.

Ижтимоий таъминот – аҳолини ижтимоий ҳимоя қилиш тизимининг таркибий қисмларидан бири. Ижтимоий таъминот – мақсадли молиявий манбалар ҳисобидан ижтимоий хатарлар юзага келган ҳолларда шахсий даромадларни тенглаштириш учун фуқароларга моддий манфаатлар бериш ва қўллаб-қувватлашни назарда тутади. Бугунги кунда давлат ижтимоий таъминот тизими билан бир қаторда нодавлат ижтимоий таъминот тизимларини ҳам кўришимиз мумкин. Хусусан, Ўзбекистонда «Нуроний», «Соғлом авлод учун», «Маҳалла», Болалар ва бошқа ижтимоий жамғармаларнинг ташкил этилганлиги, турли корхоналар, ташкилотлар, айрим фуқаролар томонидан хайр-эҳсон тарзида турли ёрдамлар, тадбирлар уюштирилаётганлиги нодавлат ижтимоий таъминот тизимларини ҳам аста-секин шакллантириб борилаётганлигидан далолат беради. Ижтимоий таъминотнинг бошқа кўринишлари ташкил этилганлиги, турли корхона ва ташкилотлар, айрим фуқаролар томонидан ҳайёр-эҳсон тарзида турли ёрдамлар, тадбирлар уюштирилаётганлиги нодавлат ижтимоий таъминот тизимларини ҳам аста-секин шакллантириб бораётганлигидан, аҳолининг ёрдамга муҳтож, заиф қатламларини ижтимоий ҳимоя қилишда уларнинг ўрни, салмоғи ортиб бораётганлигидан дарак беради. Ижтимоий таъминотнинг бир неча турлари мавжуд бўлиб, у қуйидагиларни ўз ичига олади:

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[1] Оқилжон Обидов. https://qomus.info/encyclopedia/cat-i/ijtimoiy-taminot-uz/

[2] Иванова Р. И. Правоотношения по социальному обеспечению в СССР. — М.: Изд-во Моск. ун-та, 1986. — С. 8—22. Архивировано 19 января 2012 года.

[2] Захаров М. Л., Тучкова Э. Г. Общая часть. Глава 1. §3. Понятия социального обеспечения, социального страхования и социальной защиты населения. Функции социального обеспечения // Право социального обеспечения России. — М.: Волтерс Клувер (WoltersKluwer), 2004. — С. 29—39. — ISBN 5-466-00004-3

1. Пенсиялар
2. Нафақалар
3. Компенсациялар
4. Имтиёзлар
5. Ижтимоий ва тиббий хизматлар

Пенсия бу – белгиланган (пенсия) ёшига етганда, ногиронлик юз берганда, боқувчисини йўқотганда, шунингдек, белгили муддат хизмат қилгани учун ва давлат олдида алоҳида хизматлари учун фуқароларнинг давлат ёки собиқ ходимларнинг собиқ иш берувчилари томонидан мунтазам пул даромадлари билан таъминланиши[2]. Фуқарорлар ижтимоий таъминотнинг пенсия туридан фойдаланишлари учун Молия вазирлиги хузуридаги бюджетдан ташқари пенсия жамғармасига камида 7 йил суғарта бадаллари тўлаган ҳолатдагина пенсия олиш ҳуқуқига эга бўладилар.

Нафақа бу - муҳтож одамларга давлат, корхона, муассаса ва айрим шахслар томонидан бериладиган ёрдам пули. Фуқаро нафақа олиши учун бюджетдан ташқари пенсия жамғармасига суғурта бадалларини тулаш талаб қилинмайди. Лекин нафақанинг ҳам турлари мавжуд бўлиб: бюджет ҳисобидан тўланадиган нафақалар ва суғурта бадаллари ҳисобидан тўланадиган нафақа турларига бўлинади.

Компенсациялар – инсонлар ўз фаолияти эвазига оладиган молиявий ва молиявий бўлмаган мукофотларнинг умумий умумий тўплами. У ходимларга бериладиган иш ҳақи, бонуслар, имтиёзлар ва бошқа рағбатлантиришларни ўз ичига олади. Компенсциянинг мақсади иқтидорли ходимларни жалб қилиш ва ушлаб туриш, уларни энг яхши натижаларга эришишга ундаш ва ташкилотга қўшган ҳиссалари учун адолатли компенсацияни таъминлашдир. Компенсация ташкилотнинг мақсадлари ва бюджетига қараб турлича тузилиши ҳамда ички ва ташқи омиллар орқали аниқланади.

Имтиёзлар бу - муайян сабабларга кўра юридик ва жисмоний шахсларга бериладиган афзаллик. Ижтиомий таъминот соҳасидаги имтиёзлар ҳақида гап кетганда, аввало биз ногиронларга бериладиган имтиёзлар, ногирон фарзандни тарбиялаётган ота-оналарнинг бирига ва ҳоказо шу тариқа давлат томонидан берилаётган имтиёзларни санашимиз мумкин. Мисол учун, I ва II гуруҳ ногиронларига нафақа тайинланса, III гуруҳ ногиронларига имтиёзлар берилади, яъни улар оғир меҳнат, зарарли, хавфли меҳнатлардан озод этилади. Уларга енгил ва қисқа муддатли меҳнат фаолиятига жалб этилади.

Ижтимоий ва тиббий хизматлар бу – соғлом турмуш тарзини шакллантиришга қаратилган тадбирларни амалга ошириш – ижтимоий-тиббий масалалар бўйича маслаҳат бериш. Бугунги кунда ногиронлиги бўлган фуқароларга ордерлар бериш орқали уларга бепул тиббий ёрдамлар кўрсатилиши, Реабилитация марказларида бепул даволанишлари, протез-ортопедия махсулотлари, эшитиш воситалари, ногиронлик аравачалари берилиши, якка-ёлғиз кексаларга уйларида ижтимоий ёрдам ва хизмат кўрсатилиши кабилари мисол бўла олади.

Ижтимоий ёрдам ва ижтимоий таъминот ўртасидаги фарқ шундаки, ижтимоий ёрдам вақтинчлик бўлиб, у асосий тирикчилик манбаи эмас.

Таҳлиллар. Юқоридаги ижтимоий таъминот турларини амалга оширувчи ягона орган йўқ. Бу функция ҳар хил идоралар орасида тақсимланиб келинмоқда. Мисол, фуқароларга пенсияларни тайинлаш ва тўлаш ишларини Бюджетдан ташқари пенсия жамғармаси, нафақаларни – бир нечта ташкилотлар амалга оширишини кўришимиз мумкин (ишсизлик нафақасини - бандликка кўмаклашиш марказлари; вақтинча меҳнатга лаёқатсизлик наафақасини – фуқаро ишлаб турган корхона, дафн этиш маросими учун бериладиган нафақа – бюджетдан ташқари пенсия жамғрмаси ва х.к.).

[2] З.Х.Сирожиддинова. Ўзбекистон Республикаси бюджет тизими. –Дарслик. –Тошкент.: 2010 йил. infoCom.Uz MChJ нашриёти. 367 б.

Ўзбек халқининг турмуш тарзи, диний ахлоқ-одоби, урф-одати ҳамда қадимий анъаналари фуқароларни қадимдан оз бўлса-да, ижтимоий ҳимояланганлигини билдиради. Лекин бу ҳимоя барча муҳтож қатламларни тўлиқ қамраб олмаган ҳамда доимий характерга эга бўлмаган. Аста секинлик билан ижтимоий ҳимоя турли хил кўринишларда амалга оширила бошланди: жумладан, жамоаларнинг ихтиёрий ёрдамларидан бошлаб, мажбурий давлат ижтимоий таъминоти билан тугатилди. Бунда давлатнинг ижтимоий таъминоти иш берувчилар ҳамда ишловчи фуқароларнинг мажбурий суғуртта бадаллари ва ўзини ўзи банд қилган фуқароларнинг ихтиёрий суғурта бадаллари орқали маблағлар шакллантирила бошланди. Бунда баъзи давлатлар аҳолини ҳимоя қилганда мажбурий суғурта бадалларидан шакллантирилган маблағлар эвазига ҳимоя қилса, баъзилари ҳайрия маблағлари ҳисобидан амалга оширишади.

Ўзбекистон Республикаси тарихига назар солар эканмиз, ижтимоий таъминот асосан хайрия маблағлари ҳисобидан амалга оширилганининг гувоҳи бўламиз. Ўзбек халқининг тарихи Ўрта Осиё халқлари тарихининг бир бўлаги бўлиб, у оғир ва мураккаб йўлларни босиб ўтган. Уша оғир дамларда нафақат пенсия, балки озиқ-овқат, кийим-кечак етказиб беришда кўп қийинчиликларга дуч келинган. 1923-1924 йилларда Марказдан ва қурғоқчилик бўлган ўлкаларда Туркистонга аҳолининг кўчиб келиши, очарчиликнинг мавжудлиги, ижтимоий ҳимоялаш, овқат, жой, иш билан таъминлаш масалаларини ҳал қилиш мақсадида алоҳида комиссия тузилиб, маблағлар давлат бюджет ва маҳаллий бюджетлар ҳисобидан амалга оширилган.

Ижтимоий таъминот тўғридан-тўғри давлат бюджетидан ажратиладиган маблағлари, ҳомийлар (турли жамғарма ва ташкилотлар, юридик ва жисмоний шахслар) маблағлари ҳисобидан амалга оширилади. Ижтимоий таъминот миқдори ва тақдим этиш тартиби миллий урф-одатлар ва халқаро меъёрларга асосан ишлаб чиқилган қонунчилик ҳамда давлатнинг иқтисодий имконияти доирасида амалга оширилади. Пенсиялар (кексалик бўйича, ногиронлик бўйича, боқувчисини йўқотганлик бўйича ва ижтимоий нафақалар (ногирон болаларга, болаликдан ногиронларга, ишламаган ёлғиз ногирон ва кексаларга) тўловлари ижтимоий таъминотнинг энг муҳим турлари ҳисобланади. Қариялар ва ногиронларга ижтимоий хизмат кўрсатиш — ногиронларни «Мурувват» уйларига, ёлғиз қарияларни «Саҳоват» уйларига жойлаштириш, муҳтожларни протез-ортопедия ва ҳаракатланиш воситалари билан таъминлаш, ногирон болаларни касбга ўқитиш ва ишга жойлашишда ёрдам кўрсатиш, пенсионерларни санаторий ва дам олиш уйларида соғломлаштириш, уларга шаҳар жамоа транспортларидан фойдаланишда, турар жой, маиший хизмат ва соликларга алоқадор имтиёзлар бериш ижтимоий таъминотда катта роль ўйнайди.

Ўзбекистонда Ижтимоий таъминот тизими XX асрнинг 20-йиллари бошидан шакллана бошланган.

Ўзбекистон Республикаси мустақилликка эришганидан сўнг 90-йиллар бошидан бозор муносабатларига ўтиш ва ижтимоий-иқтисодий тизимни ислоҳ қилиш даврида аҳолини, айниқса ночор гурухларни аниқ манзилли ва мақсадли ижтимоий ҳимоя қилиш тизими барпо этилди, пенсия жамғармаси, ижтимоий нафақалар, пенсиялар ва нафақалар индексацияси каби тушунчалар ва тузилмалар амал қила бошлади.

Янги Ўзбекистон тараққиётининг ҳозирги босқичида барпо қилинаётган ижтимоий сиёсат фуқаролар учун фаровон ҳаётни қарор топтиришдан иборат. Бугунги кундаги демографик ўсиш, аниқроғи, пенсия ёшидаги кишиларнинг кўпайиши мавжуд ижтимоий ҳимоя тизимини сақлаб қолиш мақсадга мувофиқ бўлмайди. Чунки, ижтимоий таъминот институтларига, мақсадли жамғармаларга, яъни бюджетдан ташқари пенсия жамғармасига, бандликка кўмаклашиш жамғармасига, соғлиқни сақлаш тизимига юк изчил кўпайиб бораяпти. Шу сабабли Янги Ўзбекистоннинг ижтимоий ҳимоя тизимида янги моделларни

ишлаб чиқиш, инсонлар учун ҳам моддий, ҳам маънавий жиҳатдан юксак иқтисодий маконни барпо этиш ҳаётий заруратдир.

Хулоса. Хулоса ўрнида шуни айтиб ўтиш керакки, ижтимоий таъминот бўйича ягона масъул орган ташкил қилиниши ва тизим билан боғлиқ барча ваколатлар унга берилиши керак. Ижтимоий таъминот иқтисодга эмас, инсонга хизмат қилиши керак, яъни ижтимоий нафақалар яшаш харажатларига мослаштирилиши, бунинг учун истеъмол саватчаси, яшаш минимуми қонуний тасдиқланиши керак. Нафақа миқдори яшашнинг базавий эҳтиёжларидан келиб чиққан ҳолда ҳисоблаб чиқилиши лозим.

Бир сўз билан айтганда ижтимоий таъминот - ижтимоий сиёсатнинг олий мўлжали – инсон фаровонлиги ва иқтисодий изтиробларнинг олдини олиш бўлиши керак.

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Qoraxoniylar mahalliy hokimiyat boshqaruvida «Tegin» unvonining qo'llanilishi uamda uning vazifalari xususida

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Har bir yirik davlatda bo'lgani kabi qoraxoniylar ham markaziy davlat boshqaruvidan tashqari mahalliy hokimiyat boshqaruvi tizimiga ega bo'lgan. Sharqiy Turkiston, Yettisuv, Farg'ona vodiysi va Movarounnahrning markaziy hududlarini qamrab olgan bu ulkan saltanatni boshqarishda quyi hisoblangan mahalliy hokimiyat boshqaruvi katta ahamiyat kasb etgan.

Mahalliy hokimiyat boshqaruvi hududiy jihatdan el-yurt va viloyatlarga bo'linib, ularni «eloqxon» va «tegin» unvonidagi kishilar boshqargan. Bu unvon egalari o'zlariga biriktirilgan hududning ijtimoiy-iqtisodiy va madaniy ravnaqi uchun mas'ul bo'lib, bu borada ular oliy hukmdor «qoraxon» ga itoat etishgan.

Endi «tegin» unvoni xususida to'xtalsak, ma'lumki O'rta Osiyo hududlarida qadimdan turkiy sulolalar boshqargan davlatlar mavjud bo'lib kelgan. Bunday davlatlar sirasiga Turkiy hoqonligi, Qoraxoniylar, G'aznaviylar, Saljuqiylar va Xorazmshohlar kabi davlatlarni kiritish mumkin. Mazkur davlatlar yagona makon va muhitda tashkil topib, ravnaq topganligi uchun

ularning ijtimoiy-iqtisodiy va siyosiy tarixi umumiy qonuniyatlar asosida kechganligi ham sir emas.

Shuning uchun ushbu sulolalarning biridagi davlat boshqaruviga oid bo'lgan va keng qo'llanilgan ma'muriy-harbiy atamalarni deyarli barcha boshqa sulolalarning davlat boshqaruvida ham qo'llanilganligini kuzatishimiz mumkin. Bu atamalar jumlasiga biz «tegin» unvonini ham kiritishimiz mumkin.

«Tegin» atamasi manba va adabiyotlarda «takin», «tigin» shaklida ham uchraydi. Lekin u «tegin» ko'rinishida ko'proq uchraganligi sababli biz uni shu shaklda yozishni ma'qul ko'rdik.

Mazkur atama unvon sifatida dastlab xunnlar davrida qo'llanib, jabg'udan keyingi ikkinchi oliy darajali mansab bo'lgan[1]. Manbalardan ma'lumki, «jabg'u» unvoni Turkiy hoqonligi davrida «oliy hukmdor» bo'lmish «hoqon» unvonidan keyin ikkinchi o'rinda turgan[2]. Lekin bu o'rinda shuni alohida ta'kidlab o'tash joizki, dastlabki davrlarda qabilalar ittifoqi darajasidagi uyushgan turkiy davlatlarda «jabg'u» unvoni birinchi darajali unvon hisoblangan. Masalan, qadimgi Kushon davlatining hukmdorlari ham «shahanshoh» unvonini o'zlashtirgunlariga qadar «jabg'u» unvoni bilan faoliyat yuritganlar[3].

Qoraxoniylar davlatini ham dastlabki davrlarda «jabg'u» unvonidagi kishilar boshqarganligini yuqorida aytgan edik. Demak, turkiy sulolalarning davlat boshqaruviga oid bu atamalar davlatchilik taraqqiyotiga monand ravishda o'z mazmun-mohiyatini ham o'zgartirib borgan.

Endi asosiy maqsadga ko'chadigan bo'lsak «tegin» unvoni Turkiy xoqonligi davridan juda keng qo'llana boshlandi. Uning asl ma'nosi xususida Maxmud Koshg'ariy o'z asarida «tegin - aslida bu so'z qo'l demakdir», deya izoh beradi[4]. U yana fikrini davom ettirib, bunga misollar ham keltirib o'tadi. Masalan, alp-tegin —bahodir qul, qutlug' tegin - muborak qul[5].

«Devon»da keltirilgan bu ma'lumotlar albatta juda qadrli bo'lib, uni faqat o'ziga xos tarzda tushunib olishimiz kerak bo'ladi. Chunki manbada berilgan «tegin» atamasining ma'nosi «qul demakdir», degan axborotni biz o'z tushunchamizdagi «qul» bilan tenglashtirmasligimiz kerak. Masalaga kengroq nazar tashlaydigan bo'lsak, Turkiy xoqonligi davridagi qul va kulchilik bu qadimgi Misr va yunon-rim jamiyatidagi mavjud bo'lgan tom ma'nodagi qulchilikka umuman mos kelmaydi. To'g'ri Turkiy xoqonligi davrida ham xoqonlar asosan harbiy yurishlar va istilolar bilan mashg'ul bo'lishgan. Bu siyosat natijasida, g'olib turklar juda ko'plab asirlar va o'ljalarga ega bo'lishgan. Lekin ular asirlarni o'z yerlariga haydab kelib muayyan bir yerga joylashtirganlar va ulardan yangi fuqaro sifatida xiroj yig'ib olishni yo'lga qo'yganlar[6].

Bundan ko'rinib turibdiki, shu davrdagi qul tushunchasini fuqaro sifatida tushunishimiz mumkin ekan. Fikrimizni davom ettiradigan bo'lsak «tegin» atamasi bu shunchaki qul bo'lmasdan, balki bir mas'uliyatli vazifani sidqidildan bajarib, xizmat qilguvchi kishi mazmunini ham anglatgan.

Buni biz yuqorida qayd etilgan «alp-tegin», «qutlug'-tegin» kabi mazmunli iboralardan ham tushunishimiz mumkin.

Albatta, davr o'tishi bilan «tegin» atamasi uzining asl ma'nosiga nisbatan mazmun-mohiyatini o'zgartirib borgan. Fikrimizni quvvatlash uchun yana Maxmud Qoshg'ariy asariga

[1] Ўзбекистан Миллий Энциклопедияси. -Тошкент: Давлат Илмий Нашриёти, 2004. 8-жилд, - Б. 327.
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[4] Махмуд Кошғарий. Девону луғотит-турк. 1-жилд. —Б. 391.
[5] Ўша жойда. - Б, 391.
[6] Гумилев Л.Н. Қадимги турклар. —Б, 62-63.

murojaat qilsak, unda «So'ng bu so'zni hoqoniya bolalarigagina xoslab atadilar», «bu ism Afrosiyob bolalariga ham qo'llana boshlandi», degan ma'lumotlar qayd etilgan[1]. Haqiqatan ham Turkiy hoqonligi davrida «tegin» unvoniga sulola xonadoniga mansub shahzodalar ega bo'lib, ayni vaqtda ular taxt vorisi ham hisoblangan[2]. Bu unvon egalari keyinchalik taxtga chiqib hoqon bo'lganda ham o'z nomlarida «tegin» unvonini saqlab qolishgan. Jumladan, Shili Tulistegin, Kultegin, Yo'llig'tegin va boshqa dokonlar shu sharafli unvon bilan atalgan.

Umuman olganda, «tegin» unvoni Qoraxoniylar davlatida ham sulola xonadoniga mansub kishilarga berilgan. Ularga biron-bir viloyat noibligi hamda harbiy lashkarboshi sifatida qo'shinni boshqarish topshirilgan. Bu sulola vakillari orasida ushbu unvon egalari ko'p uchraydi. Masalan, Alptegin ibn Hasan, Sulaymontegin, Hasantegin ibn Ali va boshqalar shu unvon bilan ulug'langan.

Xullas, «tegin» unvoni Turkiy hoqonligi va Qoraxoniylar davlatida sulola xonadoniga mansub shahzodalarga qo'llangan. Shuning uchun ham ba'zi tadqiqotchilar «tegin» atamasiga «shahzoda», deya izoh berishgan[3]. Bu fikr esa qaysidir jihatdan to'g'ri hisoblanadi. Lekin tarixiy jarayonlar doimo bir xil kechmaganligi aniqdir. Sababi somoniylar, g'aznaviylar, saljuqiylar sulolasining hukmronlik yillarida «tegin» unvoni kelib chiqishi sulola xonadoniga mutlaqo bog'liq bo'lmagan kishilarga ham berilgan. Bunga Alptegin, Bilgategin, Anushgegin va boshqalarni misol keltirish mumkin.

Masalani teran anglash uchun usha davr tarixiy vokeliklari va u asosda kechadigan ijtimoiy-mafkuraviy jihatlariga e'tibor beradigan bo'lsak, ma'lumki, Somoniylar davlatida harbiy bo'linmalar asosan turkiy qabilalardan tuzilgan edi. Ular orasidan yetishib chiqqan mohir qobiliyatli lashkarboshilardan biri bo'lgan Alptegin keyinchalik davlat inqirozi arafasida G'azna shahrini egallab, o'z hukmronligini o'rnatgan edi. Alptegin vafotidan so'ng, ko'p vaqt o'tmay, uning sobiq g'ulomi bo'lgan Sabuqtegin mazkur viloyatda o'zining mustaqil hokimiyatini barpo etib, G'aznaviylar davlatiga asos soladi. Bu borada Xorazmda katta saltanatni tashkil etgan Anushteginiylar sulolasining asoschisi Anushteginning taqdiri ham Sabuqtegin taqdiri bilan hamohangdir. Demoqchimizki, Sabuqtegin ham Anushtegin ham ijtimoiy kelib chiqishiga ko'ra hukmdor oilasiga mansub emas edi. Lekin ular nihoyatda kuchli qobiliyat, aql-zakovat, fikr va tadbir egalari bo'lganliklari bois oddiy navkarlikdan to sipohsalorlik darajasigacha bo'lgan nufuzli harbiy mansabga ko'tarilishgan. Harbiy jihatdan kuch-qudrat va mahorat o'sha davrda juda katta ahamiyatga ega bo'lganini nazarda tutsak, tajribali xarbiy lashkarboshilar hukmdorlarning ichki va tashqi siyosatida asosiy tayanch bo'lganligini tushunish mumkin.

Shuning uchun ham hukmdorlar o'z taxtlarining asosiy tayanchi bo'lmish bunday harbiy lashkarboshilarni sidqidildan qilgan xizmatlari evaziga ularga o'z o'g'lidek munosabatda bo'lib, ularni «tegin» unvoni bilan taqdirlagandir. Mantiqan olib qaraganda bu yuqoridan bildirib kelinayotgan fikr-mulohazalarga aynan mos keladi. Turkiy xalqlar mafkurasiga e'tibor bersak, unda davlat hukmdorlari «ulug'», «buyuk» hoqon hisoblanib, unga xizmat qilish, sodiq va vafodor bo'lish uning tasarrufidagi kishilar uchun sharafli ish hisoblangan. Shu bois xoqon xizmatidagi har qanday kishi, biror og'ir mas'uliyatli vazifani qoyilmaqom tarzda bajarganida ham o'z hukmdori oldida o'zini kamtarona «qul» dek tutish odati mavjud bo'lgan. Bu haqida Maxmud Qoshg'ariy o'z asarida «Qo'lingiz falon qildi» deb «qo'lingiz» o'rnida «tegin so'zini ishlatar edil ar», degan ma'lumotni qayd etgan[4].

Demak, «tegin» atamasi qadimdan mavjud bo'lib, ijtimoiy-siyosiy vaziyatga ko'ra o'z mazmun-mohiyatini o'zgartirib borgan. Bu atama Turkiy hoqonligi va Qoraxoniylar davlati davrida yirik davlat mansabi sifatida faqat hukmron sulola xonadoniga mansub shahzodalarga sharafli unvon sifatida qo'llangan bo'lsa, Somoniylar, G'aznaviylar va Saljuqiylar davlatida

[1] Махмуд Қошғарий. Девону луғотит-турк. 1-жилд. - Б, 391.
[2] Гумилев Л.Н. Дадимги турклар. - Б. 61.
[3] Насимхон Рахмон. Турк хоқонлиги. - Тошкент; А.Қодирий, 1993. - Б. 49
[4] Бобоёров Ғ.Б. Тохаристон ябғулари тарихига доир // Ўзбекистон тарихи. - Тошкент, 2003. - №3 - Б. 9.

hukmdorga sidqidildan xizmat qilgan va o'zini mahoratli harbiy lashkarboshi sifatida ko'rsata olgan kishilarga ham ijtimoiy kelib chiqishdan qat'iy nazar mazkur unvon berilgan[1].

Xulosa kilib aytganda, Qoraxoniylar davlat boshqaruvida mahalliy hokimiyat tizimi ham o'ziga xos idora uslubiga ega bo'lib, bu tizim tarixiy davlatchilik an'analari va tajribalariga asoslangan holda ko'rilgan edi. Davlat ma'muriy jihatdan el-yurt va viloyatlarga bo'lingan bo'lsa, ularni boshqaruvchi hokimlar «eloqxon» va «tegin» unvoni bilan ulug'langanlar. Bu unvon egalari keyinchalik xon taxtiga o'tirib, «qoraxon» unvoniga ham sazovor bo'lishlari mumkin bo'lgan. Aytish mumkinki, «tegin», «eloqxon» va «qoraxon» unvonlari bu o'rinda davlat boshqaruvida ketma-ket keluvchi davlatning oliy darajali mansab pillapoyalari hisoblangan.

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ZAMONAVIY YOSHLARNING IJTIMOIYLASHUVIDA IJTIMOIY TARMOQLARNING O`RNI

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ANNOTATSIYA: Maqolada internetning ijtimoiy tarmoqlarining jamiyatga ta'siri ko'rib chiqiladi. Ijtimoiy tarmoqlarning jamiyat hayotiga kirib borishi ularning ijtimoiylashuv, yoshlarni tarbiyalashga ta'siri, ularni ijtimoiy-me'yoriy tizimga integratsiyalashuvini nazarda tutadi. Internetga kontseptsiya sifatida qaramlik uch xil ma'noga ega. Maqolada deviant xatti-harakatlarning bir qismi sifatida internetga qaramlikni o'rganish natijalari keltirilgan. Shuning uchun internetning ijtimoiy tarmoqlarining disfunktsiyasi, ayniqsa, yosh avlodga nisbatan potentsial deviatsiya maydoni sifatida qaralishi mumkin.

Kalit so`zlar internetning ta'siri, aloqa, ijtimoiylashuv, zamonaviy yoshlar, axborot vampirizmi

Zamonaviy jamiyatda axborot texnologiyalarini rivojlantirish muhim ahamiyatga ega. Internet ta'siri ostida jamiyat tarkibida o'zgarishlar yuz beradi bu olimlar uchun juda qiziqarli

[1] Махмудов Бехзод Хамидович корахонийлар давлатчилик тизимининг Хусусиятлари // Тарих фанлари номзоди илмий даражасини олиш учун тақдим этилган диссертация материалларию Т. 2010. 88-89 бетлар

mavzu. Buning sababi odamlar va jamiyatga internetning salbiy va ijobiy oqibatlarga olib keladigan noaniq ta'siridir xorijiy sotsiologlar tomonidan muhokama qilinadigan internetga qaramlik fenomeni bu brinchidan internetga qaramlik, odamlar tarmoqda ko‘p vaqt sarflashlari va o‘z vazifalarini va haqiqiy muammolarini unutishlari bilan namoyon bo‘ladi. Kompyuterlar va internetdan cheksiz foydalanish bolalar uchun ayniqsa xavflidir. Kompyuter monitorlari oldida ko‘proq vaqt sarflash ortiqcha vizual harakatlarga olib keladi va shuning uchun miyopi rivojlanishiga olib keladi. Ovqat hazm qilish muammolari, bosh og‘rig‘i va konsentratsiyali qiyinchiliklar mavjud. Ikkinchisi haqida gapirganda, biz deyarli har bir Internet-resursni "o‘qish va mavjud bo‘lgan narsalarni ko‘rish" printsipiga asoslanganligini ko‘ramiz. Ko‘pgina saytlar temir aqli bilan ham odamlar e'tiborini jalb qilish, deb jonli grafik e'lonlar ko‘rsatishmoqda. Eng xavfli oqibatlardan biri hissiy aloqani kamaytirish va oila va do‘stlar bilan haqiqiy hayotda muloqot qilishdir, bu esa bir qator psixologik muammolarga olib keladi. Albatta, Internet ham ijobiy xususiyatga ega. Misol uchun, u ta'limni targ‘ib qiladi, bolalarni tarbiyalash va o‘qitish uchun qimmatli materiallarni o‘z ichiga olgan ota-onalar uchun turli veb-saytlar mavjud (onlayn o‘yinlar, onlayn darslar, chizma kurslari, ingliz tili va boshqalar). Ko‘pgina sotsiologlar internetga qaramlik muammosiga yoshlarning sotsializmiga ta'siri nuqtai nazaridan qarashadi. Internet orqali insonning jamoat faoliyatida erta ishtirok etishi uchun barcha sharoitlar yaratilgan. Kompyuter yordamida u jamiyat hayotining barcha sohalarida ishtirok etishi mumkin. Biroq, bu hodisa ikki jihatdan o‘rganiladi. Barcha olimlar ijtimoiy hayotning barcha sohalarida (siyosat, biznes, madaniyat va h.k.) erta ishtirok etish shaxsning rivojlanishiga ijobiy ta'sir ko‘rsatayotganiga qo‘shilmaydilar. Rivojlanishning har bir bosqichi kattalar hayotining muayyan davrida amalga oshirilishi va bolaning ko‘pincha sodir bo‘layotgan narsalarga tegishli baho berishni istamasligi aniqlangan. Ta'kidlash joizki, resurslarga erkin kirish imkoniyati va so‘z erkinligi internetda muayyan turdagi madaniyatni yaratishga olib keladi. Foydalanuvchilar o‘z manfaatlari, o‘xshash fikrlari va dunyoqarashlari, aloqa va forumlarda va saytlarda axborot almashish asosida onlayn jamoalarga uyishadi.

Bunday jamiyatda foydalanuvchi ushbu jamiyatdagi ariza yoki uning vakolati bilan belgilanadigan maqomga ega bo‘ladi. Haqiqiy hayotda yuqori mavqega ega bo‘lgan odamlar odatda virtual dunyoda qolishadi. Internet muloqotida mavjud aloqa xususiyatlaridan bir qatorini keltirib o‘tamiz: 1. Onlayn muloqotda og‘zaki bo‘lmagan muloqot o‘z ahamiyatini yo‘qotadi. 2. Anonim aloqa. Anonimlik tufayli siz nafaqat uning psixologik xususiyatlariga asoslangan o‘smirni tasavvur qila olmaysiz, balki haqiqatdan sezilarlidarajada farq qiladigan boshqa rasmni yaratishingiz mumkin.Aloqa doirasini kengaytirishning ijobiy jihatlari, ayrim sohalarda xabardorlikni oshirish va aloqa etishmasligini bartaraf etish. Bundan kam muhim jihat shundaki, kompyuterdan foydalanish insonning ijtimoiy, psixologik va shaxslararo mavqeiga ta'sir qiladi. Depressiya bilan shug‘ullanadigan yoki ijtimoiy moslashuvda qiyinchiliklarga duch kelgan odamlar ko‘pincha internetdan haqiqatda insoniy shovqinning qiyinchiliklarini bartaraf etish uchun foydalanadilar. Bundan tashqari, Internet haqiqatdan "chiqish" vositasi sifatida anonym ijtimoiy muloqot uchun shunday imkoniyatlarni taklif qiladi (bu erda amalga oshirish paytida xavfsizlik hissi ayniqsa muhimdir). Tasavvur va yutuqlarni yaratish qobiliyati (jumladan, haqiqiy hayotda amalga oshirilmaydigan yangi tasvirlarni yaratish qobiliyati (masalan, axborotga to‘liq kirish) asosiy xavf-bu asosiy xavf-Internetsiz hayotni tasavvur qila olmaydigan va haqiqiy hayotda munosabatlarni quraolmaydigan odamlardir; haqiqiy hayotda tez-tez mumkin bo‘lmagan bir qator mezonlarga asoslanib, suhbatdoshni qidirishning keng ko‘nikmasi (bir nechta suhbatdosh bilan bir vaqtning o‘zida muloqot qilishingiz mumkinligi sababli hech qanday suhbatdoshga e'tibor berishning hojati yo‘qligini unutmaslik kerak). Shun iham ta'kidlash joizki, Internet nafaqat aloqa sohasida, balki axborot bilan resurslarga kirishda ham katta imkoniyatlar yaratadi. Internetning o‘ziga xos xususiyatlaridan biri har qanday ma'lumotni olish uchun cheklovlar yo‘qligi. Biroq, Internet resurslariga nazoratsiz kirish odamlar uchun jiddiy potentsial tahdidlarga olib keladi.Global tarmoq zo‘ravonlik va dalda, ma'naviy manipulyatsiyasi turli usullari irqchilik,

senzura va hokazo turli shakllarini namoyish resurslarni katta miqdorda o‘z ichiga oladi Xulosa qilib aytganda, Internet zamonaviy odamlar hayotida juda muhim rolo‘ynaydi. Internetning ta'siri darajasini aniqlash uchun so‘rov natijalari quyida keltirilgan. Internetdan foydalanish chastotasini aniqlash va veb-saytlarga tashrif buyurishning eng keng tarqalgan sabablarini aniqlash uchun yoshlarga tashxis qo‘yilgan. Tadqiqot 29 dan 21 yilgacha bo‘lgan, 40 kishidan iborat respondentlarni o‘z ichiga olgan. Tadqiqot tadqiqot usuli sifatida ishlatilgan. Tadqiqot shuni ko‘rsatdiki, respondentlarning 97,5% (39 kishi) internetdan kuniga 12 soatdan ko‘proq foydalanadi va faqat 2,5% (1 kishi) kuniga 4 soatdan kamroq foydalanadi. Internetdan foydalanishning eng mashhur sababi aloqa. Ushbu parametr 38 (40%) dan 95 holatda tanlangan bo‘lib, ulardan 5 ta respondentlari (12,5%) internetga tashrif buyurishning yagona maqsad hisoblashadi. 2 ta respondentlarining faqat 40 (5%) uchun bu maqsad ustuvor emas, balki ahamiyatsiz. Ma'lumot topishning ikkinchi eng mashhur maqsadi (70% - 28-dan 40), keyin musiqa, kino, kitob, o‘yin va boshqalarni yuklab olish: 20-dan 40 respondentlar (50%). 12 respondentlaridan (40%) 30 ta joylashgan onlayn-do‘konlar to‘rtinchi o‘rinda. Oxirgi (beshinchi) joyda, so‘rov ishtirokchilari 10 respondentlaridan faqat 40 (4%) topilgan onlayn o‘yinlar joylashtirildi. So‘rovga ko‘ra, eng ko‘p tashrif buyurilgan ijtimoiy media saytlari, forumlar, suhbatlar va boshqalar 40 kishidan 40 (100 %) birinchi navbatda ushbu parametrni aniqladi. Ikkinchi o‘rin musiqa, kino va teleko‘rsatuvlar (60 -24-dan 40%) bilan Internet-resurslar bilan band qilishdi. Nihoyat, uchinchi o‘rinda-siyosiy, kulgili saytlar, turli kompaniyalar va onlayn-do‘konlarning saytlari (35% - 14 dan 40). Trafik nuqtai nazaridan eng mashhur saytlar ijtimoiy tarmoqlar, turli suhbatlar va forumlar bo‘lib, Internetdagi muloqot maqsadlarining ustunligini tasdiqlaydi. Boshqa tomondan, muloqotni asosiy maqsad sifatida belgilamagan respondentlar ham ushbu maqsadga qaratilgan saytlarga tez-tez tashrif buyurishadi. "Mumkin bo‘lgan yechim yoki maslahatni izlayotgan qiyin vaziyatga tushib qolish" degan savolga javob beradigan natijalar kam emas. Ushbu so‘rovning javoblari shuni ko‘rsatadiki, internetdagi qiyin vaziyatlardan chiqish yaqin kishilarning maslahatiga qaraganda ustuvor ahamiyatga ega. Ushbu so‘rov natijalarini sarhisob qilar ekanmiz, zamonaviy yoshlar o‘rtasidagi muloqot asosan internetda amalga oshirilayotganini ko‘ramiz. Bugungi kunda internetdan foydalanuvchilarning ko‘pchiligini yoshlar tashkil etgani holda, uning katta qismi o‘quvchiyoshlar hissasiga to‘g‘ri kelmoqda. Shu bois mutaxassislar, shifokorlar, pedagoglar, olimlar tarafidan internetdan foydalanuvchi o‘quvchi-yoshlarga maslahat, ko‘rsatmalar berib borilmasa yoki butunlay nazorat qilinmasa mazkur yangi texnologiyalar bolalar va yoshlar tarbiyasiga salbiy ta'sirga egaligi ham ta'kidlan moqda. Chunki bugungi globallashuv jarayoni yoshlarning ma'naviy dunyosini egallash borasida turli axborot maydonlaridan faol foydalanish «poyga»si jadallashib bormoqda. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Oliy Majlisga Murojaatnomasida 2020 yilga "Ilm-ma'rifat va raqamli iqtisodiyotni rivojlantirish yili", deb e'lon qilishi ta'lim va ilm-fan sohalarining o‘zaro uyg‘unligi e'tirof etilishi bilan birga davlatning yoshlarga doir siyosatini amalga oshirish, ta'limning yangi zamonaviy usullari, jumladan, axborot-komunikatsiya texnologiyalarini joriy etish sohasiga alohida e'tibor berilayotganligining amaliy ifodasi deb hisoblansa mubolag‘a bo‘lmaydi Bugun jamiyatimiz tashabbuskor islohotchi, strategik fikr yuritadigan, bilimli va malakali yangi avlod kadrlarini tarbiyalashdan manfaatdor. Shuning uchun bog‘chadan boshlab oliy o‘quv yurtigacha - ta'limning barcha bo‘g‘inlari isloh qilinmoqda. Binobarin nafaqat bugunning yoshlari, balki butun jamiyatimiz a'zolarining bilimi, saviyasini oshirish uchun avvalo ilm-ma'rifat, yuksak ma'naviyat kerak. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev ta'kidlaganlaridek, "Ilm yo‘q joyda qoloqlik, jaholat va, albatta, to‘g‘ri yo‘ldan adashish bo‘ladi". SHarq donishmandlari aytganidek, "Eng katta boylik - bu aql-zakovat va ilm, eng kata meros - bu yaxshi tarbiya, eng katta qashshoqlik - bu bilimsizlikdir!". Shu sababli yoshlarimiz uchun zamonaviy bilimlarni o‘zlashtirish, chinakam ma'rifat va yuksak madaniyat egasi bo‘lish uzluksiz hayotiy ehtiyojga aylanishi kerak. Taraqqiyotga erishish uchun raqamli bilimlar va zamonaviy axborot texnologiyalarini egallashimiz zarur Tasavvur qilish uchun birgina misol keltirishning o‘zi

kifoya qiladi deb o‘ylayman. Oddiygina talaba o‘yga berilgan vazifani qilish uchun kutubxonaga borishi, u yerdan kerakli kitoblarni qidirib topishi, hamda u yerda o‘tirib ikki uch soat o‘qib daftarga yozishi kerak bo‘ladi. Xuddi shu ishni uyida internet orqali bajarsa juda ko‘p foydali tomonlari bo‘ladi. O‘sha talaba kutubxonaga bormaydi, u yerda vaqtini ketkazmaydi, kerakli ma’lumotlarni internet orqali yaxshilab o‘qib o‘ziga ma’lumot sifatida olib qolishi ham mumkin bo‘ladi. Yana bir misol avvallari bir inson o‘zining yaqiniga hat yozmoqchi bo‘lsa, u xat yozish uchun qog‘oz qalam olishi, unga gaplarni yozishi, uni esa po‘chtaga olib borishi kerak bo‘lardi. Xat tashuvchi uni olib kerakli joyga elitib bergunicha oradan bir necha kun vaqt o‘tardi. Hozirda esa bunday ishlar oddiygina bir hol bo‘lib qoldi. Odamlar tobora ko'proq turli xil media kanallaridan foydalanishmoqda va ularga ko'proq vaqt sarflashmoqda. GlobalWebindex so'roviga ko'ra, 16 yoshdan 60 yoshgacha bo'lgan foydalanuvchilar turli media kanallarida o'tkazishi mumkin bo'lgan o'rtacha kunlik vaqtni tasavvur qiling:

1) Planshet, noutbuk yoki kompyuterda internetdan foydalanishning o‘rtacha vaqti kuniga 4 soat 42 minut;

2) O'rtacha televizor ko'rish vaqti kuniga 2 soat 21 daqiqa;

3) Bir kunda turli qurilmalardan ijtimoiy tarmoqlardan foydalanishning o‘rtacha vaqti 1 soat 53 daqiqa;

4) Smartfonda internetdan foydalanishning o'rtacha vaqti kuniga 1 soat 24daqiqa

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YOSH OILALARDAGI AJRIM SABABLARI VA ULARNI OLDINI OLISH YO`LLARI

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Annotatsiya. Ushbu maqolada jamiyatning asosiy bo'g'ini sanalgan oilaning yuz beradigan nizolar, munosabatlardagi tanazzul hamda erta ajrimlarning sabablari va ularni bartaraf etish yuzasidan fikr va mulohazalar shuningdek, yosh oilalarda uchraydigan muommolar, shu muommolarni kelib chiqishi, sabablari, oqibatlari haqida va albatta ushbu muommolarni qanday hal qilish haqida so’z boradi.

Kalit so’zlar: oila, iqtisodiyot, ajrimlar, nikoh, moddiylik, baxt, tarbiya, statistika, jamiyat.

KIRISH: Nikoh o’zi nima? Qanday kelib chiqqan? Vazifalari nimalardan iborat. Bu ko’rinishidan oddiy tuyilishi mumkin ammo, uning zamirida chuqur ma’no yotadi. Ko’pchilik yoshlar hattoki, ba’zi kattalar ham buning ma’no-mazmuni nimani anglatishini bilishmaydi. Bevosita bu ham ajrimlar kelib chiqishiga sabab bo’ladi. Qanday? Degan savol tug’ilishi tabiiy holdir. Oilani tuzilishi, vazifasi, nimaligini bilmasdan turib er va xotin bir biriga qilayotgan

munosabatlari mutlaqo boshqa holatlarni kelib chiqishiga sabab bo'lmoqda. Endi nikoh atamasiga keladigan bo'lsak:

Nikoh – eng avvalo ikkita katta insonlarning kelishilgan vazifalarini rasman tan olish jarayoni. Lekin har bir nikoh ittifoqi oila hisoblanmaydi: eng aniq misol - bu soxta nikoh, oila kodeksida bu holat "Oila qurish maqsadisiz qurilgan nikoh" deb ta'riflangan.

Nikoh ayol va erkak o'rtasidagi munosabatlarning tarixan o'zgaruvchan ijtimoiy shakli, nikoh yordamida jamiyat jinsiy hayotni tartibga soladi, ijozat beradi, o'zlarining oilaviy, ota – onaga oid huquq va vazifalarni o'rnatadilar[1]

Hozirgi davrda yosh oilalardagi eng katta muommolar iqtisodiyot orqali kelib chiqadi deb fikr yuritishimiz mutlaqo noto'g'ri. Lekin yosh oilalardagi ajrimlarning ko'p qismi shu sababli kelib chiqmoqda. Sababi, hamma narsani pulga bog'lashga o'rganib qolganmiz. "Pul baxt keltiradi" - iborasi odamlarning tilida bo'lmasa ham, dilida o'z ildizini o'tgan. Lekin buni biz tan olmaymiz. Pulga sog'liqdan boshqa hamma narsani sotib olsa bo'ladi deyishadi. Aytingchi haqiqiy do'stni sotib olib bo'ladimi? Mehrniche? Yoki ota-onani. Albatta yoq. Hayotimiz faqat moddiy boyliklardan iborat emas. Uni mazmunli qilish uchun bizga ma'naviy boyliklar ham kerak. Uni kitoblardan olamiz, ota-onamiz nasixatlaridan olamiz. Endi yana o'sha mavzuga qaytadigan bo'lsak. To'g'ri pul bazi muommolarga yechim bo'lishi mumkin. Lekin hammasiga emas. Hayotimizga ozgina rang qo'shishi mumkin, lekin mazmunli qila olmaydi. Ajrim sabablarini iqtisodiyot (yetishmovchilik) deyishimiz biroz noto'g'ri.

ADABIYOTLAR TAHLILI VA METODOLOGIYA: Ma'lumki, **oilaviy ajrim sabablari** har bir mamlakatning geografik joylashuvi, madaniyati, urf-odati, dini, axloqi hamda aholining bilim va qashshoqlik darajasi, shuningdek, turli iqtisodiy, ijtimoiy, psixologik, ichki va tashqi stress kabi omillar ta'sir qiladi. Asosiy sabablardan biri yoshlarni hayotga tayyor emasligi. Hayotga yengil nazarda qarashi. Ota onalarning o'z farzandlariga bee'tibor bolishi. Faqat ularni ta'minoti bilan mashg'ul bo'lishi. Sabr ustiga qurilgan oilalar kamligi. Yangi qurilgan yosh oilalarda moddiy yetishmovchiliklar kuzatiladi. Mana shu jarayonlarni sabr bilan yengib o'tgan oila baxt va saodatga erishadilar. Lekin sabrsizlik qilib ko'p oilalar ajrashib ketishmoqda.

NATIJALAR: Statistika agentligi 2022-yilda O'zbekistonda qayd etilgan nikohdan ajralish holatlari haqida ma'lumotini taqdim qildi. Agentlik keltirayotgan raqamlar o'tgan yilgisi bilan taqqoslanganda 24 foizga oshgani ko'rinadi. Ya'ni, 2022-yilda O'zbekistonda jami 48 734 ta oila nikohdan rasman ajrashgangan bo'lsa, bu ko'rsatkich 2021-yilda 39 227 tani tashkil qilgan. Bu esa 2022-yil uchun har ming nafar aholiga to'g'ri keladigan nikohdan ajralishlar soni – 1,4 promillega to'g'ri kelishini anglatadi.

Hududlar kesimida nikohdan ajralish holatlari soni eng ko'p – Toshkent shahri –(5 901 ta) hamda Farg'ona (5 445 ta) va Toshkent (5 098 ta) viloyatlarida kuzatilgan.

Shuningdek:

- Andijon viloyati – 5019 ta
- Samarqand viloyati – 4907 ta
- Namangan viloyati – 4394 ta
- Qashqadaryo viloyati – 3472 ta
- Surxondaryo viloyati – 2810 ta
- Buxoro viloyati – 2561 ta
- Xorazm viloyati – 2138 ta
- Qoraqalpog'iston R. – 2067 ta
- Sirdaryo viloyati – 1764 ta
- Jizzax viloyati – 1728 ta
- Navoiy viloyati – 1430 ta

[1] G. Tagiyeva, N. Latipova – "Yoshlar sotsiologiyasi", 145- bet.

Eslatib o'tamiz, avvalroq 2022-yilning dekabrida qariyb 4 mingta nikohdan ajralish holatlari qayd etilgani aytilgan edi.[1]

MUHOKAMA: Yuqorida keltirilgan statistikada ko'rishimiz mumkinki, eng ko'p ajrim holatlari Toshkent shahrida sodir bo'lmoqda ekan. Buning asosiy sabablari nimada? Bunga alohida to'xtalib o'tamiz. Bazi xotin-qizlarimizning moddiy yetishmovchilikka sabr qilmasligi natijasida oilalar ajrim yoqasiga kelmoqda. Bu yigitlarimizda "moddiy erkin bo'lib, uy joy mashinali bo'lib, keyin oila quraman"- degan steriotiplarni paydo bo'lishiga sababchi bo'lmoqda. Bu esa kech turmush qurish, turli xil kasalliklar, palapartish jinsiy hayot deganidir. Hattoki, "Oits" kasalligini orttirib olishiga sabab bo'lmoqda. Bu esa bir insonning hayoti jar yoqasiga kelib qolganligidan dalolat beradi. Buning bosh sababi qizlarimizga kam e'tibor va tarbiya berayotganimizdir.

Yana bir masala yuzaga chiqadi. Erta turmush qurishning ham afzal tomonlari, ham kamchiliklari bor. Turmush qurishdan avval qizlarimizga va yigitlarimizga diniy va dunyoviy bilimlarni o'rganishi uchun sharoitlarni yaratib berishimiz kerak va shu bilan birgalikda shu bilimlarni qo'llay olishlari kerak. Agarda ushbu bilimni o'rganib uqigan bo'lsa erta turmush albatta yaxshi. Ayniqsa qizlarimizda shu bilimlar bo'lsa ajrim holatlari keskin kamaygan bo'lar edi.

Ajrimlarning yana bir sabablaridan biri bu yoshlarning spirtli ichimliklar va giyohvand moddalarga ruju qo'yganligidir. Buning natijasida eng katta muommolar kelib chiqadi. Shularning ta'sirida shaxs o'z ishidan ajralishi mumkin. Bu esa oila iqtisodiga katta ta'sir qiladi. Yoki o'z ahli ayoliga qiladigan munosabati. Ko'p kuzatganmiz, er mast holda o'z ayoliga jiddiy jarohat yetkazganligini. Buning oqibati bundanda jiddiyroq tugagan holatlar ham yo'q emas. Ushbu holatlar ham oilalardagi ajrim larni keltirib chiqaradigan sabablar bo'ladi.

"Oila" ilmiy-amaliy tadqiqot markazi. taqdim etgan ma'lumotiga ko'ra 2021-yil yanvar-mart oylarida respublika bo'yicha 9213 nafar ajrashish arafasida turgan oilalarda turmushning buzilishiga sabab sifatida quyidagi omillar ko'rsatilgan:

- 48,4 foiz - er-xotin o'rtasidagi maishiy kelishmovchiliklar;
- 17,4 foiz - qaynona, qaynota yoki uchinchi shaxs, umuman boshqalarning oila ishiga aralashuvi;
- 5,3 foiz - bepushtlik, farzandsizlik;
- 6,3 foiz - moddiy yetishmovchiliklar, turmush o'rtog'ining ishsizligi va iqtisodiy muammolar;
- 5,5 foiz - ichkilikbozlik va boshqa zararli odatlar oqibati;
- 3,5 foiz - ichki va tashqi migratsiya;
- 11,3 foiz - boshqa turli sabablar.[2]

Xalq so'zi gazetasida ham oilalardagi ajrimlar haqida jiddiy xulosalar keltirilgan. Oilalardagi ajrimlarning sabablari va oqibatlarini o'z saytiga joylagan edi.

Oila har bir mamlakatning asosiy negizi ekanligini inobatga olsak, tabiiyki, uning mustahkamligi jamiyatning taraqqiyoti bilan bog'liq. Butun dunyoda davom etayotgan oilaviy inqiroz O'zbekistonni ham chetlab o'tmayotgani bugun hech kimga sir emas. Afsuski, bu masalada ota-onalari qatori yoshlarning ham ulushi ko'proq.

Yoshlar tashkiloti va qator mutasaddilar tomonidan o'tgan davrda yoshlarni oilaviy hayotga tayyorlash, zamonaviy namunali oilani shakllantirish, yosh oilalarni qo'llab-quvvatlash, ular o'rtasidagi ajrim holatlarining oldini olish maqsadida qator ishlar amalga oshirilayotganiga qaramay, hanuz bu sohadagi muammolarimiz yetarlicha.

Bunga yosh oilalar vakillarining nikohga bo'lgan mas'uliyatsizligi, farzand taqdiriga bo'lgan loqaydlik bir sabab bo'lsa, yosh oilalarga maslahat berib, ularga bosh bo'lish o'rniga

[1]https://www.xabar.uz/uz/mahalliy/ozbekistonda-oilaviy-ajrimlar-soni-qariyb-chorak-barobarga

[2] https://cyberleninka.ru/article/n/oilaviy-ajrimlar-ularning-sabablari-ajrimlarning-oldini-olishning-psixologik-mexanimzlari

g'urur va kibrga berilgan, bolasining ayblarini xaspo'shlaydigan ota-onalardagi shoshqaloqlik yana bir sabab bo'lmoqda.[1]

XULOSA: Xulosa qilib shuni aytish mumkinki, jamiyatimizning asosiy bo'g'ini bo'lmish oilalardagi ajrimlar, hohlaymizmi, yo'qmi bevosita jamiyatimiz rivojlanishi uchun katta to'siq hosil qiladi. Buning natijasida yoshlik davridanoq, hattoki, chaqoloqlik vaqtida ham otasiz yoki onasiz qolishmoqda. Ularning tarbiyasi esa xavf ostida qoladi. Axir yoshlar bizning kelajagimiz emasmi? Biz tish-tirnog'imiz bilan harakat qilishimiz kerak. Oilalardagi ajrimlarning oldini olishga va ularni bunday muommolarga duch kelmasligi uchun ota-onalarimizdan bolalarga yoshligidan tarbiyasiga jiddiy e'tibor berishlarini so'ragan bo'lar edik. Bugungi kunda oilaviy majburiyatlarni bajarish muammosi oilaviy munosabatlardagi eng asosiy masalalardan biri sanaladi. Er-xotinning oilaviy majburiyatlarni bajarmasligi oqibatida ajrashishlar soni ortib bormoqda. Bunda amaldagi Oila Kodeksida oilaviy majburiyatlarni bajarmaganlik uchun maxsus javobgarlik choralarining belgilanmaganligi ham sabab bo'lmoqda deyishimiz mumkin. Shu bois Oila Kodeksida oilaviy majburiyatlarni bajarmaganlik huquqiy javobgarlikni vujudga keltirishi haqidagi norma kiritilsa maqsadga muvofiq bo'lardi. Shundan kelib chiqib, ehtimol bu borada ma'muriy javobgarlik choralarini qo'llashga doir huquqiy normalarni ham shakllantirish lozim, degan fikrdamiz ham. Xulosa qiladigan bo'lsak, turli yo'llar bilan bo'lsa-da, er-xotin o'rtasidagi ajrashishlar sonini kamaytirish, oilalarning bir butunligi va barqarorligini saqlab qolish borasidagi mexanizmlarni kuchaytirish, bu borada amalga oshirilayotgan islohotlarni kuchaytirish nafaqat, zamon talabi, ayni vaqtda siz-u bizning asosiy vazifamizdir.

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4. https://xs.uz/uz/post/yosh-oilalar-azhrimi-bir-kunlik-masala-emas

UMUMBASHARIY MUAMMOLAR TABIAT VA JAMIYAT MASALALARI

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ANNOTATSIYA: Ushbu maqolada butun dunyoga xavf solib kelayotgan eng dolzarb masala ya'ni ekologik ifloslanish va ularning oqibatlari haqida va bundan jabr ko'rayotgan va qashshoqlik botqog'iga tobora botib borayotgan mamlakatlar xususida va eng asosiy muammoya'ni radioktiv qurollanish xavfi to'g'risida so'z boradi

Kalit so'zlar: yadroviy qurol, ekologiya muammosi, ixtirolar, qashshoqlik muammosi, savodsizlik, sanoat rivojining salbiy oqibatlari, mamlakatlararo ziddiyatli vaziyatlar

Inson – juda katta katta bilim aqil egasi. Insoniyat o'z aqil boshqaruvchanligi bilan dunyoni boshqargan ulkan kuch. Lekin, bu maqtovlar albatta qimmatga tushmoqda . Bunday tariflar evaziga tabiatimiz, ekologiyamiz qurbon bo'lmoqda. Insoniyatga foyda bilan bir qatorda zarar keltiruvchi ixtirolar ham jamiyatimizda uchrab turgani hech kimga sir emas. Inson faoliyati shu darajada rivojlanyaptiki, u har jabhada bosh qotirmoqda, izlanmoqda, qo'li yetmagan

[1] https://xs.uz/uz/post/yosh-oilalar-azhrimi-bir-kunlik-masala-emas

joylargacha bormoqda. Bu esa tabiatga qaysidir taraflama juda katta zarar keltirmoqda. Insoniyat esa bu jarayonning unga ko'pga tushayotganini sezmayapti.

Butun jahon bo'yicha dolzarb bo'lgan muammolar tobora avj olmoqda. Ularga misol qilib, yildan-yilga ekologiyaning ifloslanishi, qashshoqlik darajasining oshishi, ocharchilik, iqtisodiy qoloqlik va juda xavfli bo'lgan insoniyatning halokatiga sabab bo'luvchi kuch – radioktiv qurollanish ya'ni yadroviy bombalarni ko'satishimiz mumkin. Bu kabi omillardan ko'pini sanab o'tish mumkin. Ammo, aynan eng dolzarb muammolar shular jumlasidandir.(1)

Butun o'tgan asr mobaynida inson o'zining buyuk aqliga tayangan holda katta ishlarni amalga oshirdi. U yaratgan tengsiz kashfiyotlar, cheksiz daholiklar va tabiatga, jamiyatga bo'lgan ulkan nohaqlik "tahsinga sazovordir". To'g'ri, rivojlanishga qarshi chiqib bo'lmaydi. Ammo, foyda bilan bir qatorda zarariga ham nazar tashlash lozim. Insonlarning ehtiyojlariga xizmat qiluvchi ulkan zavod va fabrikalarning, ulkan elektr stansiyalarining tinimsiz va katta zararli moddalar chiqarishi evaziga tabiatda ko'plab o'zgarishlar yer yuzida daryo va dengizlarning qisqarishiga, cho'llar paydo bo'lishi, sho'rxok yerlarning kengayishi, katta hajmli muzliklarning erishi, so'ngi yillarda iqlimning keskin isib ketishi, bunday tabiat o'zgarishlari oqibatida insoniyatga zarar keltiruvchi kasalliklar, ocharchilik, aholining shu sabablar oqibatida qirilib ketishi kuzatilmoqda.

Aynan ekologiya zaharlanishi misol qilib keltiradigan bo'lsak, 1970-yilgi tadqiqotlarga ko'ra 60mln tonna chiqindilardan ajralib chiqayotgan corbonat angidrid gazi dengiz sathining ko'tarilishiga sabab bo'ladi va bu muammolarning oqibatida issiq iqlim, cho'llashish, qurg'oqchilik kelib chiqmoqda. Buning ustiga, yuzlab kishilarning iqlim ifloslanishi hisobiga umr darajasining keskin ravishda pasayib borayotgaligining bevosita guvohi bo'lmoqdamiz. Statistik ma'lumotlarga qaraganda, yillik hisob bo'yicha 2000 dan ortiq bolalar o'limiga sabab issiq iqlim, suv tanqisligi va ochlikdir. Insoniyatning tabiat ishiga aralashuvi mana shunday ayanchli oqibatlarga olib kelmoqda. Butun dunyo bo'yicha yana bir dolzarb muammolardan biri bu iqtisodiy qashshoqlikdir. Biz faqatgina yildan-yilga iqtisodiy o'sayotgan davlatlar haqida bilamiz ammo, ular qay darajada o'sayotgan bo'lsa shu darajada iqtisodiy pasayayotgan, qashshoqlashayotgan davlatlar ham mavjuddir.(4)

Yillik statistika bo'yicha dunyoda 47ta qashshoq mamlakatlar orasidan atiga 8 tasi bu ro'yxatni tark etgan. Bunday mamlakatlardan bir nechtasiga misol keltirib o'tamiz.

Togo. Aholisi 7 million bo'lgan bu mamlakatda hamon qadimiy an'analarga asoslangan qabila urug'chiligi jamoa tuzumi saqlanib qolgan. Aholi ancha qashshoq, iqtisodiy rivojlanish yo'q. Aholi yildan-yilga ko'payish o'rniga iqlim va qoloq hayot tarzi hisobiga qisqarib bormoqda.

Madagaskar oroli. Ushbu davlatning aholisi 25 million. Qishloq xo'jaligining rivojlanishiga iqlim va ob-havo juda katta ta'sir ko'satadi. Mamlakat korrupsiya botqog'iga botgan. Aholi zich joylashgan va yashash darajasi nihoyatta past ko'rsatkichlarda.

Miyanma. Bu davlat tabiiy resurslarga boy ammo, bu resurslarni kichik-kichik guruhlar o'zlashtirib olishgan. Mahalliy aholi tabiiy boyliklarni o'g'irlab kun kechirishadi. Ko'plab oilalar bolalarni og'ir mehnatda ishlashiga majburlashadi. Ayrimlari esa bolalarni qul qilib sotib yuborishadi. Miyanma davlati bugungi kunda bolalar mehnatidan foydalanish bo'yicha dunyoda birinchi o'rinni egallab kelmoqda. 7 yoshdan 16 yoshgacha bo'lgan bolalar og'ir mehnat qilib pul topishadi yoki ishlaganlari uchun beriladigan pul evaziga ovqat olishadi. Miyanma aholisi asosan juda og'ir mehnat faoliyatida kun kechirishadi va ish soati 18 soatni tashkil etadi. Eng oson va qonuniy ish bu – qurilish hisoblanadi. Bu kabi mamlakatlar yetarli darjada ko'p asosan mamlakatlarning qashshoqlashuviga sanoatning sustligi va rivojanishning to'xtab qolishi asosiy sabab qilib ko'rsatilmoqda. Shu bilan birgalikda bunday mamlakatlarning ko'pchiligi Afrika hududiga to'g'ri keladi. Aynan bu hududlarda ekologiyaning zaharlanishi, suv tanqisligi va issiq iqlim tufayli aholi ancha qoloqlik botqog'iga botib qolgan va aksariyatlari qashshoq davlatlar qatoridan qiyinchilik bilan chiqmoqdalar.(1)

Yadroviy qurol. Bu eng xavfli qurol va eng katta yo'qotish kuchiga ega insoniyat ixtirosi. Agarda, yadroviy urush boshlangudek bo'lsa, yer o'z o'qi atrofidan chiqib ketish ehtimoli bor. Bu eng xavfli va hozirgi kunda dolzarb, butun rivojlangan mamlakatlar ziddiyati to'qnashgan nuqtada turgan masaladir. O'zbekiston Respublikasi birinchi Prezidenti Islom Abdug'aniyevich Karimov ta'kidlaganlaridek: "Kishilik tarixidagi eng qonli, eng katta yo'qotish va ofatlar, g'am-alamlarga, beva-bechoralar va yetimlarning paydo bo'lishiga sabab bo'lgan urush hech qachon qaytarilmasligi uchun bunday fojia va balolarning oldini olish, doimo ogoh va xushyor bo'lish zarur" (3)

Insoniyat butun tarixidan hech qanday xulosa chiqarmaydi. Nech minglab qirilib ketgan insonlarning taqdiri ulr uchun hech qanday qiymatga ega emasdek go'yo. Ushbu yadroviy qurol ilk bor 1945-yil Yaponiyaning Xirosima va Nagasaki shaharlariga AQSH tomonidan tashlanadi. Yaponiyaga qilingan bu hujum tarixda juda katta fojia sifatida chuqur iz qoldirdi. Portlash ikkala shaharni ham talafotlar girdobida qoldirdi. Yuz minglab odamlar vafot etdilar, qolganlari radiaktiv nurlar ta'sirida nogiron bo'lib qolishdilar. Ko'plarning umri 1 oygacha davom etdi, shahar butunlay vayronaga aylantirildi. Bunday katta radiaktiv qurol butun boshali ikki shaharni yo'q qildi. Hozir ayni vaqtda bunday insoniyatni yo'q qiluvchi qurollarning soni 9 tadir. Rivojlanagan mamlakatlar bu qurolni bir-birlariga qarshi qo'llashni har daqiqada jangovar shay turishibdi. AQSH Prezidenti Joe Biden shunday bayonot beradi: "Biz yevropadagi ittifoqchilarimiz bilan yelkama-yelka turishda davom etamiz va NATO hududidagi har dyum yerni jon jahdimiz bilan himoya qilamiz. Agar, NATO tomon qandaydir harakat kuzatilsa, biz albatta javob qaytaramiz va bu uchunchi Jahon urishi bo'ladi!"(4)

Hozirgi kunda jahonning 9 ta burchagida ya'ni 9 ta davlatda man shunday yadroviy qurol saqlanmoqda. Bular: AQSH, Rossiya Federatsiyasi, Fransiya, Buyuk Britaniya, Xitoy Xalq Respublikasi, Hindiston, Pokiston, Isroil va KXDR. Bu mamlakatlar o'rtasida qandaydir ziddiyat chiqishi bilan kuchli bombardimom harakatlari boshlanadi. Ular o'rtasida qaysidir mamlakat yadro qurolini qo'llasa o'sha mamlakatga nisbatan ham yadro quroli qo'llanilishi haqida shartnoma imzolangan. Ammo, bundan qanday foyda yoki maqsad ko'zlangan, shunisi hayratlanarli. Aslida shu narsaning o'zi ham uchinchi Jahon urushining boshlanish nuqtasidek ko'rinmoqda. Bu davlatlar bir biriga yadroviy qurollarni qaratr ekan insoniyat hayoti qil ustida turadi.

Yuqorida aytib o'tilgan muammolar eng katta muammolardir. Insoniyatni halokat jarligining yoqasiga eltuvchi, insoniyatni o'zi qo'li bilan yaratgan ixtirosi o'zini qurbon qilish sabablaridir.

Tabiatni, ekologiyani zararlashimiz oqibatida hayvonot olamiga yetkazilgan zarar, havoning zaharlanishi , yog'ingarchilikning kamayib ketishi va o'z ehtiyojlarimizning oxiriga yetolmay, bu ham kamdek bir necha davlatlarning hudud ustida bir-birlariga hujumlar uyushtirishari, bir-birlariga tarafdorlik qilib o'rtada ziddiyat devorlarini qurishi, rivojlangan mamlakatlar orasida esa bir-biriga yadroviy qurol bilan tahdid qilishlari, bu paytda esa ehtiyojlarimiz qurboniga ayalangan tabiat bag'rida minglab insonlarning suvsizlikdan va ocharchilikdan, qullikdan aziyat chekishlari va shuning natijasida, qashshoq davlatlardagi minglab aholining savodsiz bo'lib qolishiga sabab bo'layotgani insoniyatni hech tashvishga solmayapti. U hamon o'z manfaati yo'lida ildam oldinlamoqda, kashfiyot qilishda charchagani yo'q. O'z ehtiyojlari uchun keng hududlardagi o'rmonlarni kesmoqda, o'zlari ishlab chiqqan buyumlar, chiqindilar bilan atrofni, ulkan okeanlarni, dengizlarni vas hu kabi suv havzalarini to'ldirmoqda. Shu tufayli esa hayvonlar aziyat chekmoqda. Insonlar o'rtasidagi ziddiyatlar esa uni yanada jaholat cho'qqisiga chiqarmoqda.(2)

Xulosa o'rnida shuni aytishimiz mumkinki, bunday katta muammolardan biz yosh avlod xulosa chiqargan holda ish ko'rishimiz lozim! Bu harakatni esa biz aynan bugungi tahlikali zamondan boshlamog'imiz darkor. Ana o'shandagina ko'zlangan maqsadlar sari jadal bora

olamiz. Zero, birinchi Prezidentimiz ta'kidlaganlaridek, "Tabiatni muhofaza qilish har birimiz uchun yuksak burch bo'lib qoladi!"(3)

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SALOMATLIK ESTETIKASINING TARIXIY-MILLIY VA ETNOMADANIY RIVOJLANISH XUSUSIYATLARI

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Annatatsiya: Sharq falsafasi har doim aqliy va jismoniy tamoyillarning munosabatlariga, o'zaro ta'siriga urg'u beradi. Salomatlik estetikasini amalga oshirish imkoniyati insonning yashash joyini tashkil qilish va bo'sh vaqtdan oqilona foydalanishdan boshlanadi. Inson salomatligi darajasi asosan ikki omil bilan belgilanadi: bir tomondan, tashqi muhitning ta'siri salomatlik darajasini bevosita oshiradi yoki buzadi.

Kalit so'zlar: Salomatlik estetikasi, aqliy va jismoniy tamoyillar, sog'lom turmush tarzi, go'zallik

Salomatlik estetikasi haqidagi g'oyalarni birinchi tizimlashtirishni qadimgi hind yodgorliklari - Vedalar deb hisoblash mumkin, ularda salomatlik estetikasining asosiy sharti bo'lgan ma'naviy-axloqiy va estetik xatti-harakatlarning asosiy uyg'un tamoyillari belgilab qo'yilgan. Vediklarning salomatlik estetikasi haqidagi bilimlari hayot haqidagi fan sifatida sankxya va yoga falsafasiga asoslanadi. Sankxya va yoga falsafasining amaliy qo'llanilishi ruhni moddiy azobdan (moksha) ozod qilishga yordam beradi. Veda ta'limotiga ko'ra, salomatlik nafaqat jismoniy kasalliklarning yo'qligi, balki aql va ruhning lazzatidir[1]. Inson tanasining barcha tarkibiy qismlari muvozanatli o'zaro ta'sir qilsa, shaxs sog'lom hisoblanadi .

Vedalarga ko'ra, salomatlik estetikasi tamoyillaridan biri barqaror ruhiy muvozanatga yerishishdir. Bunday holatning asosiy sharti - mutlaq ichki irodasi, insonning jismoniy va psixologik muhit omillaridan mustaqilligi. Ichki muvozanatni o'rnatishni ta'minlaydigan yana bir muhim yo'l - qalb yo'li, ya'ni bu dunyodagi barcha tirik mavjudotlarga muhabbat borliqning oliy mohiyatining ifodasi sifatida namoyon bo'ladi[2].

"Salomatlik" atamasi faqat kasallikning yo'qligini anglatmaydi. O'z-o'zini anglash va o'z-o'zini anglash, ya'ni ichki uyg'unlikka yerishgan odamgina sog'lom hisoblanadi.

Vedalar ma'naviy, psixologik va jismoniy holatning birligiga qanday faoliyat turlari orqali yerishish mumkin bo'lgan tavsiyalarni o'z ichiga oladi:

- ma'naviy - din tomonidan belgilangan vazifalarni bajarish: Xudoga sajda qilish, ibodat qilish, cherkov xizmatlariga borish va hk .;
- psixologik - ongni zararli narsalardan qaytarish;

[1] Кузнецов Б. И. Ранний буддизм и философия индуизма по тибетским источникам. Серия: Magicum. СПб. Евразия 2002. 224с.
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- jismoniy - ma'lum bir parhezga rioya qilish; dori-darmonlarni qabul qilish; yoga mashqlarini bajarish va boshqalar.

Sharq falsafasi har doim aqliy va jismoniy tamoyillarning munosabatlariga, o'zaro ta'siriga urg'u beradi. Xitoy mutafakkirlari tananing disharmoniyasi ruhiy buzilish natijasida yuzaga keladi, deb hisoblashgan. Faylasuflar butun inson organizmining yenergiyasini buzadigan va falaj qiladigan beshta og'riqli kayfiyatni ajratib ko'rsatishdi: g'azab, tajribalar bilan "bosib qo'yish", tashvish va umidsizlik, qayg'u, qo'rquv va tashvish[1].

Demak, Sharq falsafasi insonni atrof-muhit , tabiat, makon bilan uzviy bog'liq bo'lgan va sog'lom turmush tarziga yo'naltirilgan psixofiziologik yaxlitlik sifatida tushunishga asoslanadi.

Atoqli antik faylasuf va shifokor - Gippokrat "Sog'lom turmush tarzi to'g'risida" risolasida asosan insonning jismoniy salomatligiga ye'tibor beradi. U bu hodisani estetik uyg'unlik deb izohlaydi, bunga bir qator profilaktika choralarini o'tkazish orqali yondashish kerak[2].

Aynan antik davrda sog'lom turmush tarzining birinchi tushunchalari paydo bo'lgan: "o'zingizni bil", "o'zingizga g'amxo'rlik qiling".

Sharq falsafasida salomatlik insonning ma'naviy va jismoniy holati o'rtasidagi uzviy bog'liqlik obyektivi orqali ko'rib chiqilayotgan bir paytda , antik falsafada sog'lom turmush tarzining jismoniy jihatiga ye'tibor ustunlik qiladi.

20-asrda insoniyat shaxsni barcha mumkin bo'lgan patogen ta'sirlardan ajratish uchun utopik rejalar tuzish o'rniga, real sharoitlarda salomatlik estetikasi uchun konseptual jihatdan muvozanatli strategiyani yaratish zarurati bilan duch keldi. Qadimgi falsafa zamonaviy odamlar uchun sog'lom turmush tarzi dasturini shakllantirish uchun boy manbadir. Bu borada potensial samarali g'oyalardan biri - bu shaxsning jismoniy va ruhiy salomatligining o'zaro bog'liqligi g'oyasidir.

Salomatlik estetikasini amalga oshirish imkoniyati insonning yashash joyini tashkil qilish va bo'sh vaqtdan oqilona foydalanishdan boshlanadi. Bo'sh vaqt - shaxs shaxsini shakllantirishning muhim vositalaridan biri; bo'sh vaqt sharoitida kuchli jismoniy va ruhiy stressni yengillashtiradigan dam olish va tiklash jarayonlari yeng qulay tarzda amalga oshiriladi. Bo'sh vaqtdan foydalanish - bu madaniyatning o'ziga xos ko'rsatkichi, ma'lum bir shaxs yoki alohida ijtimoiy guruhning ma'naviy yehtiyojlari va manfaatlari doirasi. Bo'sh vaqtning bir qismi sifatida bo'sh vaqt o'zining tartibga solinmaganligi va turli shakllari va demokratiyasini ixtiyoriy tanlashi bilan shaxsni o'ziga jalb qiladi.

Bo'sh vaqt shaxsiyatni har tomonlama rivojlantirish uchun foydalanilgandagina qadriyatga yega bo'ladi, u inson o'zini namoyon qilish, o'z qobiliyatlarini namoyon qilishning yuqori darajasiga ko'tarilishi, doimiy ravishda o'sib borayotgan qobiliyatlarini to'liq qondirish uchun mo'ljallangan. Bo'sh vaqtimizda biz o'qiymiz, bolalarni tarbiyalaymiz, kitob o'qiymiz, televizor ko'ramiz, kino, teatr, konsertlarga boramiz, o'z-o'zini tarbiyalash bilan shug'ullanamiz, o'rtoqlar va do'stlar bilan muloqot qilamiz, tabiatga tashrif buyuramiz va hokazo[3].

Bo'sh vaqt - bu bo'sh vaqtdagi mashg'ulotlar majmui bo'lib, ular yordamida bevosita jismoniy, aqliy va ma'naviy yehtiyojlar qondiriladi, asosan tiklovchi xususiyatga yega. Inson kuchlarini tiklashning tabiiy asosidan farqli o'laroq, bo'sh vaqt bu kuchlarni qayta tiklashning o'ziga xos, ijtimoiy usulidir. Bo'sh vaqtni o'tkazish , o'qish, televizor tomosha qilish, kinoteatrlarga, teatrlarga, konsertlarga tashrif buyurish, do'stlar bilan muloqot qilish, sport

[1] Ван Ц. Отражение философии даосизма в живописи Китая : диссертация ... кандидата философских наук. - Чита, 2012. - 164 с.

[2] Гиппократ. Избранные книги. Перевод с греческого проф. В. И. Руднева, Редакция вступительные статьи и примечания проф. В. П. Карпова. М. Гос. Изд-во 1936. - 736с.

[3] Зборовский Г.Е. Образ жизни и деятельность в свободное время при социализме : диссертация ... доктора философских наук. - Свердловск, 1991. - 328 с.

o'ynash, o'yin-kulgi, sayr qilish, o'yinlar, passiv dam olish va hokazolarni o'z ichiga oladi. Bo'sh vaqtlardagi faoliyat, asosan, o'z mazmunining o'ziga xos yo'nalishi bilan tavsiflanadi. Bo'sh vaqt ichida madaniyat uni yaratish yemas, balki asosan iste'mol qilinadi: inson o'zining zavq, qoniqish va o'yin-kulgiga bo'lgan yehtiyojlarini qondirishga intiladi. Bo'sh vaqt shaxsiyatni rivojlantiradi[1].

Har tomonlama rivojlanish inson faoliyatining barcha sohalarida (kasbiy, jamoat, sport, badiiy va boshqalar) ishtirok yeta olishi uchun zarurdir. Ammo buning uchun shaxsning tuzilishini rivojlantirish, uni kommunikativ, badiiy faoliyatni o'zgartirishga qodir, qadriyat yo'nalishlarini shakllantirish kerak. Bu inson faoliyati mazmuni, shakllari va usullarining xilma-xilligi va ularning madaniy taraqqiyot jarayonida optimal kombinatsiyasi sharoitida mumkin.

Darvinning evolyusiya nazariyasiga ko'ra, hayvonot dunyosi rang-barang go'zallikni namoyish yetishining sababi "go'zalning ta'mi" yevolyusion mexanizmidan kelib chiqqan. Bundan ma'lum bo'ladiki, estetika nafaqat odamlarda, balki qushlar kabi hayvonot dunyosida ham mavjud ekan. Qush qanchalik chiroyli bo'lsa, uni qarama-qarshi jins vakillari yoqtirishi va ko'payish imkoniyatiga yega bo'lish yehtimoli ko'proq bo'ladi. Bu qiziqarli yevolyusion hodisa bizga go'zallik nafaqat odamlarning tashqi narsalarning psixologik aksi, balki tabiatdagi yeng moslarning omon qolishi uchun harakatlantiruvchi kuch yekanligini aytadi.

1984 yilda Birlashgan Millatlar Tashkilotining Jahon Sog'liqni saqlash tashkiloti (JSST) buni dunyodagi "Magna Carta of Health Carta" da aniq ko'rsatdi: "Salomatlik nafaqat tanadagi kasallikning yo'qligi, balki to'liq jismoniy va ruhiy holat va ijtimoiy moslashuvdir" kasalliksiz bo'lish yeng ko'pdir sog'liqni saqlashning asosiy sharti, ruhiy salomatlik va jismoniy salomatlik mos ravishda kelib chiqadibu tashqi va ichki darajada inson salomatligining muhim ko'rsatkichidir"[2]. Estetika, ayniqsa salomatlik estetikasi odamlarning ruhiy va jismoniy salomatligini tartibga solish va boshqarishda juda muhim va faol rol o'ynaydi.

Inson salomatligi darajasi asosan ikki omil bilan belgilanadi: bir tomondan, tashqi muhitning ta'siri salomatlik darajasini bevosita oshiradi yoki buzadi. Bunday muhit odatda ikki turga bo'linadi: tabiiy muhit va sun'iy muhit; boshqa tomondan, odamlarning tashqi ogohlantirishlarga ichkaridan hissiy munosabati.

Salomatlik estetikasi asosan inson ruhiy salomatligi uchun foydali bo'lgan estetik tamoyillar va qonunlarga asoslanadi. Sun'iy muhitni rejalashtirish, loyihalash va o'zgartirish jarayoniga aralashish orqali u salomatlikka ta'sir qiluvchi ijobiy omillarni kuchaytiradi, salomatlikka ta'sir qiluvchi salbiy omillarni bostiradi, psixologik qulaylik va sun'iy muhit ko'rsatkichlarini nazorat qiladi va tartibga soladi va oxir-oqibat umuman odamlarning sog'lig'ini yaxshilaydi.

1. Psixologik zavqni sozlash

Salomatlik estetikasining salomatlikka yeng bevosita ta'siri psixologik qulaylikni sozlashdir. Shuni ham aytish mumkinki, sog'lom estetika psixologik qulaylikni tartibga solish va boshqarish uchun kirish nuqtasi sifatida odamlarning estetik yehtiyojlaridan foydalanadi. Ushbu talabning uchta darajasi mavjud :

1). Estetik salomatlik-odamlarning "go'zallik" ni ma'naviy iste'mol qilishi, birinchi navbatda, inson salomatligini saqlash zarurati. Aytish mumkinki, bu insonning omon qolish yehtiyojlari yoki fiziologik yehtiyojlarning estetik yehtiyojlarga kirib borishi. "Go'zallik" xalq ma'naviy qabul qilish, shuningdek, xalq ruhiy salomatligini saqlab qolish uchun kerak, va ruhiy salomatligi ahamiyati ayon bo'ladi. Go'zallik odamlarning his-tuyg'ularini parvarish qilishda, his-tuyg'ularni tartibga solishda va barqarorlashtirishda, psixologik muvozanatni saqlashda, jismoniy va ruhiy salomatlikni mustahkamlashda rol o'ynashi mumkin.

2). Estetik lazzatlanish- odamlar estetik lazzatlanish maqsadiga aynan salomatlik estetikasi orqali yerishadilar. Oddiy hissiy qobiliyatga yega odamlar estetik faoliyat orqali estetik o'yin-

[1] Погрешаева Т.А. Свободное время и личность : Социально-философский аспект : диссертация ... доктора философских наук. - Саратов, 2000. - 287 с.

[2] https://www.ima-india.org/ima/pdfdata/Magna-Carta-health-manifesto-Internal-Document.pdf

kulgidan qoniqish olishlari mumkin. Zamonaviy odamlar shimoldagi ulug'vor tog'larning ulug'vor manzarasini qadrlashlari yoki ko'l qirg'og'ida sayr qilishlari yoki yoqimli musiqadan zavqlanishlari yoki ta'sirchan filmlar ta'sirida bo'lishlari mumkin. Ajoyib tabiiy go'zallik odamlarga borliq va inson birligidan estetik zavq bag'ishlaydi. San'at asarlarini qadrlash ham insonga estetik zavq beradi.

3). Estetik transsendensiya-estetika odamlarning his-tuyg'ularini poklashi, odamlarga ijobiy va sog'lom his-tuyg'ularni rivojlantirish va targ'ib qilishda yordam berishi, salbiy va yomon his-tuyg'ularni bostirish va yengish, odamlarning hayotdagi didini yanada yaxshilash, odamlarning qalbini obodonlashtirish va yaxshilash uchun odamlarning his-tuyg'ularini poklashi va olijanob qilishi mumkin.

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7.https://www.ima-india.org/ima/pdfdata/Magna-Carta-health-manifesto-Internal-Document.pdf

TARBIYA FANINING TA'LIM MAZMUNIDA MUSTAQIL TOPSHIRIQLARNI TIZIMLI ISHLAB CHIQISH TEXNOLOGIYASI

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Annotatsiya: Maqolada OTMda talabalarni tarbiya fanini o'qitish asosida mustaqil ta'lim topshiriqlari tuzish orqali fikrlash ko'nikmalarini rivojlantirishning kompetensiyalarini aniqlash, tarbiya fanining ta.'lim mazmunida mustaqil topshiriqlarni tizimli ishlab chiqish texnologiyalari, qulay va amaliy ahamiyatga ega metod, usul va texnologiyalarni tanlash, talabalarni mustaqil ta'lim asosida mantiqiy fikrlashga, ijodiy izlanish doiralarini kengaytirishga yordam beradigan fikrlar bayon qilingan.

Kalit so'zlar: pedagogika, oliy ta'lim, tizim, tarbiya fanlari, mustaqil ta'lim, topshiriqlar tuzish, pragmatika, didaktika, metodika, gibrid, traektoriya, kompetentsiya.

Аннотация: В статье рассматриваются компетенции развития умений мышления путем создания самостоятельных учебных задач на основе преподавания педагогики студентов в высших учебных заведениях, технологии системной разработки самостоятельных задач в образовательном содержании педагогики, удобные и практичные. В статье описаны методы, приемы и технологии отбора, описаны идеи, которые помогают учащимся логически мыслить на основе самостоятельного обучения, расширять рамки творческих исследований.

Abstract: The article discusses the competencies of developing thinking skills by creating independent educational tasks based on teaching pedagogy to students in higher educational institutions, technologies for the systematic development of independent tasks in the educational content of pedagogy, convenient and practical. The article describes methods, techniques and technologies of selection, describes ideas that help students think logically on the basis of independent learning, and expand the scope of creative research.

Key words: pedagogy, higher education, system, pedagogical sciences, independent education, task creation, pragmatics, didactics, methodology, hybrid, trajectory, competence.

Oliy ta'lim pedagogikasida tarbiya fanlarini o'qitishni samarali usullarini keng joriy etish, yangi Renesans pedagogikasi sharotida talabalarni mustaqil ta'lim bilan ishlash ko'nikmalarini rivojlantirishga katta e'tibor qaratilmoqda. Tarbiya fanlarini o'qitish metodikasi kompetensiyaviy yondashuvga asoslanmoqda, dars mashg'uloti jarayonida kasbiy kompetensiyalardn foydalanish didaktik kompetensiyalarning rivojlanishiga olib kelish ko'zda tutilmoqda. Tarbiya fani ta'lim mazmunini o'rganishga qo'yilgan aniq malaka talablari asosida bilim, ko'nikma va malakalari metodik imkoniyatlarini yanada kengaytirish zarurligini ko'rsatip turibdi. Bu esa, innovatsion-axborot ta'limi sharotida Tarbiya fanini o'qitishda metodik kompetentligini rivojlantirishning didaktik tizimi va texnologik modelini ishlab chiqish va ularni amaliyotga joriy etishning, didaktik shart-sharoitlarini takomillashtirishni taqozo etadi.

"Yoshlarimizning mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga yega bo'lib, dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar yetamiz".[1] Shu ma'noda pedagogika oliy ta'lim tizimida "Tarbiya" fanini o'qitish zarurati, didaktik kompetensiyalarga asoslangan, xususan, tarbiyaviy bilim, ko'nikma va malakalardan foydalanish zarurati mavjud.

Shunga ko'ra, pedagogik oliy ta'lim tizimida tarbiya fanlaridan mustaqil ta'lim topshiriqlar tuzish, pragmatik, didaktik, metodik jihatdan o'rganib, ularning pedagogik-didaktik qiymati va ijtimoiy ahamiyatini aniqlashga qaratilgan mazkur tadqiqot katta ahamiyatga ega.

Talabalarning mustaqil ishlarini (TMT) tashkil etishning asosiy vazifalaridan biri bu tashkiliy muammolarni hal qilishdir: TMT ko'lamini aniqlash, TMTning borishini nazorat qilish, talabalarning mustaqil ishlarini metodik ta'minlash. A. V. Merenkov, S. V. Kunshikov, T. I. Grechuxina[2] mutaxassislarni kasbiy tayyorlashda TMT ulushining ortishi TMTning tashkil etish bo'yicha dars mashg'ulotlari, o'quv qo'llanmalari va metodik ishlanmalar, elektron o'quv nashrlar bilan ta'minlash masalasini ko'taradi. A. V. Usacheva, I. Yu. Vorotkovalarning talabalar mustaqil ta'lim topshiriqlarini tashkil etish bo'yicha tayyorlagan metodik qo'llanmasidagi qulay yondashuvlarga tayanagan holda modul-kredit tizimi uchun talabalar uchun mustaqil ta'lim topshiriqlari va ularni baholash bo'yicha topshiriqlar tizimi ishlab chiqildi:[3]

I. Tarbiya fani ta'lim mazmunida, o'qitishda mustaqil ishlash uchun topshiriqlar tizimi

1-topshiriq. Ota-onaga minnatdorlik bildirish yuzasidan Insho yozish (Esse)

Mustaqil ta'lim topshiriqlari ishining maqsadi: mustaqil ijodiy fikrlash va o'z fikrlarini yozma ravishda taqdim etish ko'nikmalarini rivojlantirish. Insholar tasnifi bo'yicha A.V.Merenkov, S.V.Kunishikov, T.I.Grechuxina, A.V.Usacheva, I.Yu.Vorotkovalarning yondashuvlari:

[1]Mirziyoyev Sh. Erkin va farovon demokratik O'zbekiston davlatini birgalikda barpo etamiz. –T.: O'zbekiston, 2016. –14-b.

[2] T. I. Grechuxina Novыe pedagogicheskie i informatsionnыe texnologii v sisteme obrazovaniya. / Pod red. Ye.S. Polat. M. 2002.

[3] O'zbek tilining izohli lug'ati. – Toshkent, "O'zbekiston" nashriyoti 2020. 203-b.

-mazmuniga ko'ra: falsafiy, adabiy-tanqidiy, tarixiy, badiiy, badiiy va jurnalistik, ma'naviy va diniy va boshqalar;

-adabiy shakl bo'yicha:

-sharhlar, lirik miniatyuralar, eslatmalar, kundalik sahifalari, xatlar va boshqalar;

-ta'riflovchi, hikoya qiluvchi ham bor, refleksiv, tanqidiy, tahliliy insholar va boshqalar.

Inshoning belgilari:

–Kichik hajm-uch sahifadan yetti sahifagacha kompyuter matn; o'n sahifagacha yozilgan matndan iborat inshoga ruxsat beriladi.

–Muayyan mavzu va uni qat'iy sub'ektiv talqin qilish.

–Erkin kompozisiya inshoning muhim xususiyati hisoblanadi.

–Hikoya qilish qulayligi.

–Insho talabani hayratga solishi uchun mo'ljallangan, bu, ko'plab tadqiqotchilarning fikriga ko'ra, uning majburiy sifati.

– Ichki semantik birlik.

– So'zlashuv nutqiga yo'naltirish.

Vazifani bajarish:

1)kirish so'zini yozing (2-3 jumlalari uchun xizmat qiladi muammoning keyingi formulasi).

2)muhim bo'lgan muammoni rivojllantirish faqat muallif uchun, balki boshqalar uchun;

3)muammo haqida izoh bering;

4)muallifning fikrini shakllantiring va dalil keltiring; xulosa yozing (xulosa chiqarish, aytilganlarni umumlashtirish). Mustaqil ta'lim topshiriqlari ishining rejalashtirilgan natijalari: mantiqiy to'g'ri, argumentli va aniq og'zaki va yozma nutq uchun qulayligi[1]

2-topshiriq. Hisobot tayyorlash

Mustaqil ta'lim topshiriqlari ishining maqsadi: ilmiy ufqlarni kengaytirish, nazariy tadqiqot usullarini o'zlashtirish, rivojlantirish talabaning mustaqil fikrlashi.

Hisobot – bu ma'lumotni o'z ichiga olgan va savol yoki tadqiqotning mohiyatini aks ettiruvchi ommaviy xabar yoki hujjat berilgan vaziyatga nisbatan.

Hisobot turlari:

1. Ish natijalari asosida og'zaki hisobot o'qiladigan, bajarildigan va uning natijalarini tushuntirishning samarali vositasidir.

2. Yozma hisobot:

-qisqacha (20 betgacha) - tadqiqot davomida olingan eng muhim ma'lumotlarni sarhisob qiladi;

-batafsil (60 sahifagacha) - nafaqat matnni o'z ichiga oladi, shuningdek, sarlavhalar bilan tuzilish, shuningdek diagrammalar, jadvallar, chizmalar, fotosuratlar, ilovalar, izohlar, havolalar.

Vazifani bajarish:

1)mavzuni aniq rivojlantiring (masalan, yozma hisobot);

2)mavzu bo'yicha tavsiya etilgan adabiyotlarni o'rganing va tanlang, bibliografik ma'lumotlarning uchta manbasini ajratib ko'rsating:

-birlamchi (maqolalar, dissertatsiyalar, monografiyalar va boshqalar.);

-ikkilamchi (bibliografiya, abstrakt jurnallar, signal ma'lumotlari, rejalar, grafik diagrammalar, mavzu indekslari va boshqalar.);

-uchlamchi (sharhlar, kompilyasiya ishlari, ma'lumotnoma kitoblar va boshqalar.);

3)tanlangan mavzu bilan to'liq mos keladigan rejani yozing mavzu va mantiqan uni ochib bering;

4)quyidagi talablarga rioya qilgan holda hisobot yozing:

[1] A. V. Merenkov, S. V. Kuпщikov, T. I. Grechuxina, A. V. Usacheva, I. Yu. Vorotkova; pod obщ. red. T. I. Grechuxinoy, A. V. Merenkova] ; M-vo obrazovaniya i nauki Ros. Federatsii, Ural. feder. un-t. — Yekaterinburg : Izd-vo Ural. un-ta, 2016. — 80 s

-ma'ruza tarkibiga — quyidagilarni kiritish kerak: muammoning dolzarbligini asoslovchi qisqacha kirish; asosiy matn;

muammo bo'yicha qisqacha xulosalar bilan xulosa o'rganilayotgan; referatlar;

-hisobotning mazmuniga - umumiy qoidalar qo'llab-quvvatlanishi kerak va aniq misollar bilan tushuntirilgan;

-dars mashg'ulotlarining ko'rilayotgan masalalarning mazmuniga oid fikrlar, ularning takliflari;

5)ishni talablarga muvofiq tartibga soling.

Mustaqil ta'lim topshiriqlari ishining rejalashtirilgan natijalari:

-talabalarning ilmiy natijalarini tahlil qilish qobiliyati

tadqiqot va ularni aniq o'quv va ilmiy-tadqiqot vazifalarini hal qilishda qo'llash;

-tadqiqot muammolarini original hal qilish uchun individual ijodiy qobiliyatlardan foydalanishga tayyorlik;

-axborot-kommunikatsiya texnologiyalaridan foydalangan holda axborot-bibliografik madaniyat asosida kasbiy faoliyatning standart vazifalarini hal qila olish va axborot xavfsizligining asosiy talablarini hisobga olgan holda bayon qilish[1].

3-topshiriq. Axborot qidirish

Mustaqil ta'lim topshiriqlari ishining maqsadi turli xil axborot olish turlari asosida o'quv faoliyatini loyihalashtirish va o'zgartirish qobiliyatini rivojlantirishdir.

Axborot qidirish – tuzilmagan hujjatli ma'lumotlarni qidirish.

Zamonaviy axborot qidirish vazifalari ro'yxati:

-modellashtirish masalalarini yechish;

-hujjatlar tasnifi;

-hujjatlarni filtrlash, tasniflash;

-qidiruv tizimi arxitekturalari va foydalanuvchi interfeyslarini loyihalash;

-axborotni chiqarish (annotatsiya va mavhumlashtirish hujjatlar);

-qidiruv tizimlarida axborot va qidiruv so'rovlari tilini tanlash.

Qidiruv turlari bo'yicha vazifaning mazmuni:

-bibliografik qidiruv-kerakli ma'lumotlarni qidirish

manba haqida va uning boshqa manbalar tizimida mavjudligini aniqlash. Bibliografik axborotni qidirish asosida o'tkaziladi va bibliografik qo'llanmalar (axborot nashrlari);

-kerakli ma'lumotlarni o'z ichiga olgan yoki o'z ichiga olishi mumkin bo'lgan axborot manbalarini (hujjatlar va nashrlarni) qidirish;

-adabiyotda, kitobda mavjud bo'lgan haqiqiy ma'lumotlarni qidirish (masalan, tarixiy faktlar va voqealar haqida, adib hayoti va ijodidan biografik ma'lumotlar haqida, olim va boshqalar.).

Vazifani bajarish:

1) bilim sohasining ta'rifi;

2) ma'lumotlar turi va manbalarini tanlash;

3) axborot modelini to'ldirish uchun zarur bo'lgan materiallarni yig'ish;

4)eng foydali ma'lumotlarni tanlash;

5)axborotni qayta ishlash usulini tanlash (tasniflash, klasterlash, regressiya tahlili va boshqalar);

6)naqshlarni topish algoritmini tanlash;

7)naqshlarni, rasmiy qoidalarni va tarkibiy qismlarni qidirish

to'plangan ma'lumotlardagi munosabatlar;

8)olingan natijalarni ijodiy talqin qilish.

[1] A. V. Merenkov, S. V. Kuпщikov, T. I. Grechuxina, A. V. Usacheva, I. Yu. Vorotkova; pod obщ. red. T. I. Grechuxinoy, A. V. Merenkova] ; M-vo obrazovaniya i nauki Ros. Federatsii, Ural. feder. un-t. — Yekaterinburg : Izd-vo Ural. un-ta, 2016. — 80 s.

Kerakli xususiyatlarni aniqlash uchun modelga misol va ma'lum bir axborot qidiruvining xususiyatlari (shartlari)

-Qidiruvning maqsadi hujjatli qidiruv (mavzu bo'yicha asosiy hujjatlar va nashrlarni qidirish).

Qidiruv mavzusi tematik qidiruv (faqat muammo bo'yicha).

—Adabiyotning janri (turi) — tip qidiruv (monografiyalar, to'plamlar, ma'lumotnomalar, bibliografik qo'llanmalar).

—Qidiruv usuli dialektik (mavjud qidiruv usullarining barcha mumkin bo'lgan to'plami).

—Xronologik qamrov-retrospektiv (ma'lum bir davrni qidirish).

—Geografik qamrov-mamlakatga xos qidiruv (axborot manbalari, xorijiy tillardan tarjima qilingan nashrlarni hisobga olmaganda).

—Qidiruvning to'liqligi-tanlab qidirish (eng ko'p tanlash taniqli nashrlar)[1].

Mustaqil ta'lim topshiriqlari ishning rejalashtirilgan natijalari:

—axborot-kommunikatsiya texnologiyalaridan foydalangan holda va axborotning asosiy talablarini hisobga olgan holda talabalarning axborot-bibliografik madaniyati asosida kasbiy faoliyatning namunaviy vazifalarini hal qila olishi;

—fanning zamonaviy muammolari bo'yicha bilimlardan foydalanishga tayyorlik va ta'lim va kasbiy muammolarni hal qilishda ta'lim vazifalari.

4-topshiriq. Tarbiya fani o'quv mashg'ulotining metodik ishlanmalarini tayyorlash

Mustaqil ta'lim topshiriqlari ishning maqsadi: pedagogik kompetensiyalarni rivojlantirish. O'quv mashg'ulotining uslubiy ishlanmasi o'quv jarayonining tarkibi va mohiyatini ochib beradi.

Vazifa imkoniyatlari:

-yangi bilimlarni rivojllantirish (pedagogik amaliyot) reja-dars mashg'uloti xulosasini ishlab chiqish;

-seminar dars mashg'ulotiining metodik ishlanmasini yaratish (ilmiy-pedagogik amaliyot).

Vazifani bajarish:

1) dars mashg'ulotlari mavzusini aniqlash uchun taqvim va tematik rejalashtirish (pedagogik amaliyot) yoki fanning ish dasturi (ilmiy va pedagogik amaliyot) bilan ishlash, uning o'rganilayotgan bo'limga o'rin, tur (pedagogik amaliyot) yoki shakli (ilmiy-pedagogik amaliyot);

2) talabalarni o'qitish, tarbiyalash va rivojlantirish (pedagogik amaliyot) maqsadlarini yoki tegishli ta'lim maqsadlarini aniqlash ta'lim natijalariga va rivojlanayotgan kompetensiyalarga izoh berilishi manbaalarda qayd etilgan (ilmiy-pedagogik amaliyot);

3) o'quv mashg'ulotining vazifalarini rejalashtirish va aniqlashtirish;

4) dars mashg'ulotining o'quv materialining optimal mazmunini tanlash;

5) tanlangan ta'lim mazmuniga didaktik ishlov berish, ya'ni qaysi o'quv materialini aniqlash, hajmi, qanday shaklda foydalaniladi;

6) o'quv materialining ichki va tashqi bog'lanishlarini aniqlash;

7) dars mashg'ulotining didaktik vositalarini tanlash (diagrammalar, jadvallar, kartochkalar, chizmalar, kino va audio, video, piktogrammalar va boshqalar.);

8) dars mashg'ulotining tuzilishini, shakli va didaktik maqsadi uning turiga qarab aniqlash;

9) dars mashg'ulotining har bir bosqichining didaktik vazifasini rivojlantirish (pedagogik amaliyot);

10) bajarish shartlari va ko'rsatkichlarini aniqlashtirish (pedagogik va ilmiy-pedagogik amaliyot);

11) dars mashg'ulotining texnologik xaritasini ishlab chiqish;

[1] A. V. Merenkov, S. V. Kuпщikov, T. I. Grechuxina, A. V. Usacheva, I. Yu. Vorotkova; pod obщ. red. T. I. Grechuxinoy, A. V. Merenkova; M-vo obrazovaniya i nauki Ros. Federatsii, , 2016. — 80 s.

12) Dars mashg'uloti rejasi – Referat tuzish[1].

Mustaqil ta'lim topshiriqlari ishining rejalashtirilgan natijalari:

-talabalarning o'quv jarayonini tashkil etishda samarali pedagogik tajriba va innovatsion yondashuvlarni qo'llay olishi;

-sifatni ta'minlash uchun o'quv jarayoni sharoitlari, jarayonlari va natijalarini tahlil qila olish;

-zamonaviy usul va texnologiyalarni qo'llash qobiliyati tashkil etish va turli ta'lim muassasalari, turli ta'lim darajadagi o'quv jarayonini amalga oshirish;

-uslubiy modellarni ishlab chiqish va amalga oshirishga tayyorlik jarayonni, texnika, texnologiyalar va o'qitish usullari, natijalarni tahlil qilish;

-bashorat qilish qobiliyati, dizayni, modeli ishlab chiqish.

5-topshiriq. Tarbiya fani ta'lim mazmunida mustaqil ta'lim uchun o'z-o'zini nazorat qilishga doir savol va topshiriqlar

1. Sizning OTMda qo'llaniladigan akademik yutuqlar reytingi qanday?

2. Ko'pincha baholash vositasi sifatida ishlatiladigan mustaqil ish shakllarini tahlil qiling va nima uchun ekanligini asoslang.

3. Mustaqil ta'lim topshiriqlari ishi shakllarini bajarilishini nazorat qilishning qanday turlari kam uchraydi va ko'pincha qaysi biri?

4. Mustaqil ta'lim topshiriqlari ishining qanday shakllarini taklif qila olasiz, yakuniy yoki oraliq sertifikatlash tartibi sifatida? Javobingizni asoslang.

5. Mustaqil ta'lim topshiriqlari ishi shakllarining bajarilishini baholashning umumiy mezonlari va ko'rsatkichlari to'plamini tahlil qiling va o'zingizning taklifningni ayting. Takliflaringizni asoslang.

6. Ishlashni baholash samaradorligi jadvalini tuzing, siz ilgari bajargan mustaqil ta'lim topshiriqlari ish shakllaridan va ularni amalga oshirish darajasini aniqlang.

6-topshiriq. Loyiha ishlab chiqish (yakka, guruh bilan)

Mustaqil ta'lim topshiriqlari ishining maqsadi:

—bashorat qilish qobiliyatini rivojlantirish, loyihalash, modelini yaratish.

Loyiha "sifat uchun belgilangan talablarga ega bo'lgan alohida tizimning vaqt bilan cheklangan maqsadli o'zgarishi natijalar, mablag'lar va resurslarni sarflashning mumkin bo'lgan chegaralari va o'ziga xos tashkilot" (V. N. Burskov, D. A. Novikov).

Vazifa variantlari (magistrantlar uchun):

- ekspert baholash texnologiyasi bo'limini loyihalash akademik guruh (ilmiy-pedagogik amaliyot)kuratorining;

- o'quv mashg'ulotining texnologik xaritasi loyihasini ishlab chiqish
(ilmiy-pedagogik amaliyot).

Vazifani bajarish:

1) vaziyatni diagnostika qilish (muammolashtirish, maqsadni belgilash, maqsad spesifikatsiyasi, loyihani asoslash);

2) loyihalash (maqsadi, vazifalari, vazifalari va aniqlashtirish
ish rejasi;
yechish usul va vositalarini nazariy modellashtirish
muammolar;
aniq vazifalarni hal etish bosqichlarini batafsil o'rganish;
rejalashtirilgan loyiha harakatlarini bosqichma-bosqich amalga oshirish;
olingan natijalarni tizimlashtirish va umumlashtirish, kutilgan natijani qurish, bosqichma-bosqich amalga oshirish loyiha harakatlari);

[1] А. В. Меренков, С. В. Куньщиков, Т. И. Гречухина, А. В. Усачева, И. Ю. Вороткова; М-во образования и науки Рос. Федерatsiи. Урал. федер. ун-т. — Екатеринбург : Изд-во Урал. ун-та, 2016. — 80 с.

3) akslantirish (olingan natijaning mos kelishini topish rejasiga; olingan mahsulot sifatini aniqlash; istiqbollari uni ishlab chiqish va ishlatish uchun).

Mustaqil ta'lim topshiriq ishning kutilayotgan natijalari:

- talabalarning zamonaviy bilimlardan foydalanishga tayyorligi

ta'lim va kasbiy vazifalarni hal qilishda fan va ta'lim muammolari;

- tadqiqot muammolarini orginal hal qilish uchun individual ijodiy qobiliyatlardan foydalanishga tayyorlik;

- bashorat qilish qobiliyati, dizayni, modeli.

7-topshiriq. Tarbiya fani ta'lim mazmunida Grafik jadval (Organayzerlar)dan foydalanish usullari (Pedagogik texnologiyalar) asosida amalga oshiriladi.

Mustaqil ta'lim topshiriqlari ishining maqsadi: o'zaro munosabatlarni o'zlashtirish tilshunoslik yoki adabiyotshunoslikka oid tushunchalar yoki mavzuning alohida bo'limlari va ularni grafik jadval yordamida aks ettirish.

Diagramma – bu ta'rif, tahlil yoki grafik tasvir ma'lumotlarni ekranga chiqarish uchun simvollar ishlatiladigan masalani yechish usuli.

Grafik diagramma mantiqiy bog'lanishlarning grafik tasviri matnning asosiy mavzulari o'rtasida (shartli munosabatlar ajratilgan konstantalar).

Vazifa imkoniyatlari:

- tushunchalar orasidagi ierarxik munosabatlarni vizual shaklda taqdim etish;

- elementlar orasidagi funksional aloqalarni ifodalash matnda tushunchalar yoki toifalar shaklida ifodalangan har qanday tizim (bo'lim).

Vazifani bajarish:

1) ushbu bo'limda o'rganilgan asosiy tushunchalarni ta'kidlang;

2) tushunchalarning bir-biri bilan qanday bog'liqligini aniqlang;

3) tushunchalarning alohida bloklari o'zaro qanday bog'liqligini ko'rsating;

4) tushunchalarning o'zaro muvofiqligiga yaratilgan grafik jadvali asosida misollar keltiring.

Mustaqil ta'lim topshiriqlari ishining rejalashtirilgan natijalari:

- talabalarning individual ijodiy qobiliyatlaridan tadqiqotning asl yechimi uchun foydalanishga tayyorligi va u bilan bog'liq muammolarni aniqlash;

- tushunchalar orasidagi munosabatlarni o'zlashtirish yoki alohida mavzuning bo'limga bog'liqligini asoslash.

Talabalar mustaqil ta'lim topshiriqlari ishining muhim usuli darslik, o'quv qo'llanma, ma'lumotnoma adabiyotlar bilan ishlash hamda internet resurslaridan foydalanish va didaktik kategoriyalarga amal qilishidir. Kitob va internet resurslari bilan ishlash ko'nikmalari insonning umumiy madaniyatini, fikrlash mantig'ining rivojlanish darajasini, dunyoqarashning rivojlanishini, bilimdonligini, axborot oqimiga yo'naltirilganligini aks ettiradi. Ta'limning kredit tizimi sharoitida yuqori yuklamalar, katta miqdordagi ma'lumotlar va oliy ta'lim muassaslari dastur materiallarini o'rganishga kompleks yondashuv talabaning mustaqil, samarali va tezkor harakat qilishiga olib keladi. Ushbu ish jarayonida matnni o'qish, asosiy narsani ta'kidlash, tahlil qilish, taqqoslash, sintez qilish, ko'rib chiqilgan masalaning amalda qo'llanilishini baholash ko'nikmalari rivojlanadi.

Axborotni o'rganish natijasi uning ma'lum bir shaklda taqdim etilishi bo'lishi kerak.

- yozma ravishda mavhum sharh, insho, tezis shaklida;

og'zaki-taqdimot, hisobot, munozara shaklida. Mustaqil ta'lim topshiriqlari ishi jarayonida talabalar o'z faoliyatlarini aniq tashkil etish ko'nikmalarini ham egallaydilar, kelgusi ish jarayonida o'z-o'zini tarbiyalash masalalari bilan doimo shug'ullanishlari kerakligini anglab yetadilar.

Xulosa sifatida shuni aytish lozimki, mustaqil ta'lim topshiriqlari ishini tashkil etishda juda jiddiy muammo talabalarning mustaqil o'qish qobiliyatini rivojlantirish – ijodiy mustaqillikni rivojlantirishgacha bilimlarni o'zlashtirishning eng oqilona usullarini ishlab chiqishdir.

Talabalarni o‘quv va ilmiy ishlarini tashkil etish samaradorligi, aqliy faoliyatning turli jihatlari, ilmiy ijod, ovqatlanish va dam olish to‘g‘risida bilimlar bilan jihozlash, ularni mustaqil o‘qish uchun ajratilgan vaqtdan oqilona foydalanish kerak. Ta'limning kredit tizimi sharoitida har bir talabaga tashkiliy va uslubiy materiallarning to‘liq hajmini, shu jumladan o‘quv rejasi, ma'ruza yozuvlarini berish amal qiladi. Shu sababli o‘qituvchi bilan darslik va dars mashg‘ulotlari konsultativ tavsifga ega bo‘lib, talaba ma'ruzadan oldin mustaqil ishlagan materialni muhokama qilish, ilmiy muloqotga tayyorgarlik ko‘rish uchun qisqartiriladi. O‘qituvchi tomonidan o‘zini o‘zi boshqarish va o‘zini o‘zi boshqarish texnikasi va usullarini rivojlantirish va faollashtirish asosida tashkil etilgan talabalar tomonidan o‘quv materialini mustaqil faol va maqsadli o‘rganish talabalarning o‘quv faoliyatining asosiy yetakchi shakli hisoblanadi. Shunday qilib, talabaning mustaqil ta'lim topshiriqlari ishini tashkil etish ta'limning kredit texnologiyasida ustuvor ahamiyatga ega ekanligiga shubha yo‘q. Tavsiya etilgan mustaqil ta'lim topshiriqlari ishi usullaridan keng foydalanish, aqliy va amaliy faoliyatni rag‘batlantirish, talabaning intellektual fazilatlarini rivojlantiradi, kelajakda uning doimiy bilimlarni egallashga bo‘lgan intilishini ta'minlaydi.

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TARBIYA FANI TA'LIM MAZMUNIDA MUSTAQIL TA'LIM TOPSHIRIQLARI ASOSIDA HOSIL QILINGAN BILIM KO'NIKMA VA MALAKALARNI BAHOLASH

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Annotatsiya: Maqolada OTMda talabalarni tarbiya fanini o'qitish asosida mustaqil ta'lim topshiriqlari tuzish orqali fikrlash ko'nikmalarini rivojlantirishning kompetensiyalarini aniqlash, tarbiya fanining ta.'lim mazmunida mustaqil topshiriqlarni tizimli ishlab chiqish texnologiyalari, qulay va amaliy ahamiyatga ega metod, usul va texnologiyalarni tanlash, talabalarni mustaqil ta'lim asosida mantiqiy fikrlashga, ijodiy izlanish doiralarini kengaytirishga yordam beradigan fikrlar bayon qilingan.

Kalit so'zlar: pedagogika, oliy ta'lim, tizim, tarbiya fanlari, mustaqil ta'lim, topshiriqlar tuzish, pragmatika, didaktika, metodika, gibrid, traektoriya, kompetentsiya.

Аннотация: В статье рассматриваются компетенции развития умений мышления путем создания самостоятельных учебных задач на основе преподавания педагогики студентов в высших учебных заведениях, технологии системной разработки самостоятельных задач в образовательном содержании педагогики, удобные и практичные. В статье описаны методы, приемы и технологии отбора, описаны идеи, которые помогают учащимся логически мыслить на основе самостоятельного обучения, расширять рамки творческих исследований.

Abstract: The article discusses the competencies of developing thinking skills by creating independent educational tasks based on teaching pedagogy to students in higher educational institutions, technologies for the systematic development of independent tasks in the educational content of pedagogy, convenient and practical. The article describes methods, techniques and technologies of selection, describes ideas that help students think logically on the basis of independent learning, and expand the scope of creative research.

Key words: pedagogy, higher education, system, pedagogical sciences, independent education, task creation, pragmatics, didactics, methodology, hybrid, trajectory, competence.

"Yoshlarimizning mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga yega bo'lib, dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar yetamiz".[1] Shu ma'noda pedagogika oliy ta'lim tizimida "Tarbiya" fanini o'qitish zarurati, didaktik kompetensiyalarga asoslangan, xususan, tarbiyaviy bilim, ko'nikma va malakalardan foydalanish zarurati mavjud.

Shunga ko'ra, pedagogik oliy ta'lim tizimida tarbiya fanlaridan mustaqil ta'lim topshiriqlar tuzish, pragmatik, didaktik, metodik jihatdan o'rganib, ularning pedagogik-didaktik qiymati va ijtimoiy ahamiyatini aniqlashga qaratilgan mazkur tadqiqot katta ahamiyatga ega.

Talabalarning mustaqil ishlarini (TMT) tashkil etishning asosiy vazifalaridan biri bu tashkiliy muammolarni hal qilishdir: TMT ko'lamini aniqlash, TMTning borishini nazorat qilish, talabalarning mustaqil ishlarini metodik ta'minlash. A. V. Merenkov, S. V. Kunshikov, T. I.

[1]Mirziyoyev Sh. Erkin va farovon demokratik O'zbekiston davlatini birgalikda barpo etamiz. –T.: O'zbekiston, 2016. –14-b.

Grechuxina[1] mutaxassislarni kasbiy tayyorlashda TMT ulushining ortishi TMTning tashkil etish bo'yicha dars mashg'ulotlari, o'quv qo'llanmalari va metodik ishlanmalar, elektron o'quv nashrlar bilan ta'minlash masalasini ko'taradi. A. V. Usacheva, I. Yu. Vorotkovalarning talabalar mustaqil ta'lim topshiriqlarini tashkil etish bo'yicha tayyorlagan metodik qo'llanmasidagi qulay yondashuvlarga tayanagan holda modul-kredit tizimi uchun talabalar uchun mustaqil ta'lim topshiriqlari va ularni baholash bo'yicha topshiriqlar tizimi ishlab chiqildi:[2]

Tarbiya fani ta'lim mazmunida mustaqil ta'lim topshiriq topshiriq asosida hosil qilingan bilim ko'nikma va malakalarni baholash

1. "Bilimlar" ni baholash bo'yicha mashg'ulot natijasi (100 ball)

1.1. "Bilimning to'liqligi" mezoni: olingan bilimlarni taqdim etish. to'liq, o'quv dasturi talablariga muvofiq.

Talabalar tomonidan mustaqil tuzatilgan xatolar — 25 ball;

egallangan bilimlar taqdimoti to'liq, o'quv dasturi talablariga muvofiq, ayrim kichik keyin mustaqil ravishda tuzatilgan xatolar o'qituvchi ularni ko'rsatdi — 15 ball;

- olingan bilimlarning taqdimoti to'liq emas, ba'zilari mavjud

o'qituvchi yordamida tuzatilgan muhim xatolar, — 10 ball;

o'quv materialining taqdimoti to'liq emas, ahamiyatli o'qituvchi yordamida ham tuzatilmagan xatolar — 0 ball.

1.2. "Bilimlarning izchilligi va umumiyligi" mezoni:

- materialni taqdim etish tizimli, ilmiy jarayonlar qonunlarini tushunish, fanlararo tizimni o'zlashtirish tushunchalar – 25 ball;

- materialning taqdimoti tizimli, yetakchi ilmiy g'oyalarni tushunish, mavzuga oid faktlar tizimli — 15 ball;

- shaxsiy tushunchalarning asosiy nazariy holatlarini takrorlash, muhim narsalarni tushunmasdan faktlarni tavsiflash -10 ball;

- qoniqarsiz darajasidagi bilim (yo'nalish va mavzu sohasi) — 0 ball.

1.3. "Bilim chuqurligi" mezoni:

- o'rganilayotgan vositalarning muhim xususiyatlarini aniqlash tahlil va sintez jarayonlari, xulosalar va umumlashmalarni rivojlantirish – 25 ball;

- o'rganilayotgan vositalarning muhim xususiyatlarini aniqlash tahlil va sintez jarayonlari, xulosalar va umumlashmalarni rivojlantirish, ba'zi kichik xatolarga yo'l qo'yiladi — 15 ball;

- o'rganilayotgan muhim xususiyatlarni aniqlashda qiyinchiliklar, xulosalar va umumlashmalarni rivojlantirish –10 ball;

- o'rganilayotgan tasodifiy belgilarni aniqlash, qila olmaslik umumlashmalar, xulosalar – 0 ball.

1.4. "Bilimlar samaradorligi" mezoni:

- olingan bilimlarni qo'llash mumkin bo'lgan o'zgaruvchan vaziyatlarni mustaqil taqdim etish — 25 ball;

- olingan bilimlarni qo'llash mumkin bo'lgan o'zgaruvchan vaziyatlarni mustaqil taqdim etish, o'qituvchining yetakchi savollari yordam sifatida ishlatiladi — 15 ball;

- olingan bilimlarni qo'llash mumkin bo'lgan o'zgaruvchan vaziyatlarni taqdim etishdagi qiyinchiliklar — 10 ball;

- qo'llanilishi mumkin bo'lgan o'zgaruvchan vaziyatlar olingan bilim, taqdim etilmagan-0 ball.

2. "Ko'nikma" ni rivojlantirish bo'yicha mashg'ulot natijasi (100 ball)

2.1. "Muammo ta'rifi" mezoni:

- o'quv materialidagi ziddiyatlarni aniqlay olish, muammoni mustaqil aniqlay olish-50 ball;

[1] T. I. Grechuxina Novыe pedagogicheskie i informatsionnыe texnologii v sisteme obrazovaniya. / Pod red. Ye.S. Polat. M. 2002.

[2] O'zbek tilining izohli lug'ati. – Toshkent, "O'zbekiston" nashriyoti 2020. 203-b.

- o'quv materialidagi ziddiyatlarni aniqlash va muammoni mustaqil, foydalanib aniqlay olish, yordam sifatida o'qituvchining etakchi savollari-35 ball;
- talaba o'quv materialidagi ziddiyatlarni aniqlaydi va muammoni faqat o'qituvchi yordamida aniqlaydi — 20 ball;
- talaba qarama-qarshiliklarni qanday aniqlashni va muammoni aniqlashni bilmaydi-0 ball.

"Maqsadga mos keladigan muammoni hal qilish vositalarini tanlash va ulardan foydalanish" mezoni:

- o'rganilayotgan faoliyat usullarini tanlash va ulardan foydalanish (mavzu), fanlararo usullar muammoni hal etish mustaqil va ijodiy amalga oshiriladi — 50 ball;
- o'rganilgan faoliyat usullaridan foydalanish mustaqil amalga oshiriladi — 35 ball;
- o'rganilayotgan faoliyat usullarini tanlash va ulardan foydalanish o'qituvchi yordamida (o'qituvchining yetakchi savollari yordam) - 20 ball;
- o'rganilayotgan faoliyat usullarini tanlash va ulardan foydalanish amalga oshirilgan-0 ball.

3. Malakani baholash natijasi

"Faoliyat mahorati va tajriba" (100 ball):

3.1. "Mustaqil baholash" mezoni:

- talaba o'zining baholash mezonlarini oqlaydi va taqdim etadi, o'z nuqtai nazarini tasdiqlaydi, himoya qiladi — 50 ball;
- talaba o'zining munosabatini bildira oladi, isbotlaydi, o'z nuqtai nazarini himoya qiladi — 35 ball;
- o'zining munosabatini ifodalash qobiliyati-20 ball;
- o'zining munosabatini bildira olmaydi -0 ball.

3.2. "Faoliyat natijasini taqdim etish" mezoni:

- texnikadan foydalangan holda materialni mantiqiy taqdim etish muammoli taqdimot, asoslash shakllari, dalillar keltira oladi — 50 ball;
- mulohaza, dalil shakllaridan foydalangan holda materialni mantiqiy taqdim eta oladi — 35 ball;
- taqdimotning mantig'i qisman buzilgan, taqdimotda reproduktiv yondashuv ishlatilgan — 20 ball;
- taqdimotning mantiqi yo'q, taqdimot qoniqarsiz — 0 ball.

Imtihon yoki test davomida o'qituvchi javoblarni baholash natijalari jadvalini to'ldiradi (00)

Tarbiya fani ta'lim mazmunida mustaqil ta'lim topshiriq ish shaklini baholash

Tarbiya fanidan tayyorlangan "Hisobot" mustaqil ta'lim topshiriqlari ishi shaklini baholash

1. Mavzuni ochib berish darajasi:
- hisobot mavzusi yoritib berildi;
- ma'ruza mavzusi qisman ochib berilgan: ko'pi bilan 2 ta izoh;
- ma'ruza mavzusi qisman ochib berilgan: ko'pi bilan 3 ta izoh;
- hisobot mavzusi oshkor qilinmaydi: 4 yoki undan ortiq sharhlar.

2. Foydalanilgan ilmiy adabiyotlar hajmi:
- ilmiy adabiyotlar hajmi yetarli;
- ilmiy adabiyotlar hajmi yetarli emas: ko'pi bilan 2 ta nashr;
- ilmiy adabiyotlar hajmi yetarli emas: 3 ta izoh;
- ilmiy adabiyotlar hajmi yetarli emas: 4 yoki undan ortiq kuzatuvlar.

3. Hisobotdagi ma'lumotlarning ishonchliligi (aniqligi, haqiqiyligi, birlamchi axborot manbalariga havolalarning mavjudligi):
- axborot aniq, oqilona, birlamchi axborot manbalariga havolalar mavjud;
- axborotning uchta talabidan bittasiga izoh bor;
- axborot uch talabidan ikkitasiga izoh bor;

- axborotning barcha talablarga izoh bor.

4. Axborotning zarurligi va yetarliligi:

- taqdim etilgan ma'lumotlar va faktlar hisobotning ayrim tezislari va qoidalarini asoslash yoki ko'rsatishga xizmat qiladi;
- taqdim etilgan ma'lumotlar va faktlar hisobotning ayrim tezislari va qoidalarini qisman asoslash yoki ko'rsatishga xizmat qiladi: 2 izohdan ko'p bo'lmagan;
- taqdim etilgan ma'lumotlar va faktlar hisobotning ayrim tezislari va qoidalarini qisman asoslash yoki ko'rsatishga xizmat qiladi: 3 yoki undan ortiq sharhlar;
- taqdim etilgan ma'lumotlar va faktlar hisobotning ayrim tezislari va qoidalarini tasdiqlash yoki ko'rsatishga xizmat qilmaydi.

Individual (guruhli) loyiha

1. Loyihaning dizayn kontekstiga muvofiqligi:
- loyiha dizayn kontekstiga mos keladi;
- loyiha qisman dizayn kontekstiga mos keladi: 2 ta sharhdan ko'p emas;
- loyiha qisman dizayn kontekstiga mos keladi: 4 ta sharhdan ko'p emas;
- loyiha dizayn kontekstiga mos kelmaydi.

2. Loyihaning madaniy analogga muvofiqligi:
- loyiha madaniy analogga mos keladi;
- loyiha qisman madaniy analogga mos keladi: endi 2-izohlar yo'q;
- loyiha qisman madaniy analogga mos keladi: endi yo'q 4- izohlar;
- loyiha madaniy analogga mos kelmaydi.

3. Dizayn jarayonlarining rivojlanish darajasi:
- loyihalash jarayonlari to'liq o'zlashtirildi;
- dizayn jarayonlari qisman o'zlashtirildi: o'zlashtirilmagan 1 tartibi;
- dizayn jarayonlari qisman o'zlashtirildi: o'zlashtirilmagan 2 Jarayonlar;
- dizayn jarayonlari o'zlashtirilmagan: 3 yoki undan ortiq jarayon o'zlashtirilmagan.

4. Loyihaning quyidagi talablarga muvofiqligi kengash (taqdimot, hisobot, ish tahlili mavjudligi);
- taqdimot, hisobot, ish tahlilining mavjudligi;
- hisobotning mavjudligi, ishni tahlil qilish;
- hisobotning mavjudligi, taqdimot;
- taqdimotning mavjudligi.

Mustaqil ish shaklini baholash "Keys-topshiriq"

1. Ishning tuzilishi:
- tizimli talablarga javob beradi;
- tizimli qisman talablarga javob beradi: yo'q
- tizimli qisman talablarga javob beradi: yo'q
- tizimli talablarga javob bermaydi.

2. Umumiy haqiqiylik –o'rganilayotgan mavzu va qurilayotgan konsepsiya doirasida ichki harakatlarning to'g'riligini aniqlash:
- ichki harakatlar to'g'ri;
- ichki harakatlar qisman to'g'ri: 1-2 kuzatuvlar;
- ichki harakatlar qisman to'g'ri: 3-4 kuzatuvlar;
- ichki harakatlar to'g'ri emas.

3. Ichki harakatlar amal qilish sababi, munosabatlarning to'liqligini o'rnatish:
- sababiy munosabatlarning to'liqligi aniqlandi;
- sabab munosabatlarning to'liqligi qisman belgilanadi:

1-2 kuzatuvlar;

- sabab munosabatlarning to‘liqligi qisman belgilanadi: 3 yoki undan ortiq kuzatuvlar;
- sabab munosabatlarning to‘liqligi aniqlanmagan.

Tarbiya fani ta'limi mazmunini "BBB-"texnologiyalar asosida tushuntirishga doir mustaqil ta'lim topshiriq ish shaklini baholash

1. Asosiy tushunchalarni ta'kidlash:
- asosiy tushunchalar to‘liq yoritib berilgan;
- asosiy tushunchalar qisman ta'kidlangan: 2 nomdan ko‘p bo‘lmagan;
- asosiy tushunchalar qisman ta'kidlangan: 3 yoki undan ortiq sharhlar;
- asosiy tushunchalar ajratib ko‘rsatilmagan.
2. Semantik va sabab munosabatlarning ta'rifi:
- semantik va sabab munosabatlar aniqlanadi;
- semantik munosabatlar qisman aniqlanadi: ko‘pi bilan 2 ta izoh;
- semantik va sabab munosabatlar qisman aniqlanadi: 3 yoki undan ortiq sharhlar;
- semantik va sabab munosabatlar aniqlanmagan.
3. Tushunchalar bloklarining o‘zaro bog‘lanishlarini aniqlash:
- tushunchalar bloklarining o‘zaro aloqalari to‘liq belgilangan;
- tushunchalar bloklarining o‘zaro aloqadorligi qisman aniqlanadi: ko‘pi bilan 2 izohlar;
- tushunchalar bloklarining o‘zaro aloqadorligi qisman aniqlanadi: 3 yoki undan ortiq izoh;
- tushunchalar bloklarining o‘zaro aloqadorligi aniqlanmagan.

Mustaqil ta'lim topshiriq ish shaklini baholash

"O‘quv mashg‘ulotining metodik ishlanmalari"

1. Dars mashg‘uloti tuzilishining uning maqsadi va turiga muvofiqligini baholash:
- dars mashg‘ulotining tuzilishi uning maqsadi va turiga mos keladi;
- dars mashg‘uloti tuzilishining maqsadi va turiga qisman muvofiqligi: tegishli dars mashg‘uloti turining bitta majburiy bosqichini asossiz kiritish yoki chiqarib tashlash;
- dars mashg‘uloti tuzilishining maqsadi va turiga qisman muvofiqligi: tegishli dars mashg‘uloti turining ikkita majburiy bosqichini asossiz kiritish yoki chiqarib tashlash;
- dars mashg‘uloti tuzilishining maqsadi va turiga qisman muvofiqligi: tegishli dars mashg‘uloti turining uchta majburiy bosqichini asossiz kiritish yoki chiqarib tashlash.

2. Maqsadni belgilashni baholash:

- dars mashg‘ulotining maqsadlari va o‘rganish va rivojlanishni o‘z ichiga olgan bosqichlarning vazifalari (talabalar tomonidan mavzu usullarini o‘zlashtirish, ushbu bilim va ko‘nikmalar zarur o‘quv materialiga asoslangan vosita sifatida foydalaniladigan o‘quv yoki aqliy faoliyat usullari) asosli va aniq rivojlantirilgan;
- dars mashg‘ulotining maqsadlari va o‘qitish va rivojlanishni o‘z ichiga olgan bosqichlarning vazifalari aniq rivojlantirilgan;
- aniq ta'lim maqsad va vazifalari belgilangan;
- noaniqlik, amorf maqsad va vazifalar (maqsad va vazifalarning dars mashg‘uloti mavzusiga nomuvofiqligi) aniqlangan;
-maqsad va vazifalarni belgilash amalga oshirilmaydi.

3. Ta'lim mazmuni birliklarini ajratish va asoslashni baholash
- ta'lim mazmuni birliklari ajratiladi va asoslab beriladi;
- ta'lim mazmuni birliklari faqat ta'kidlanadi;
- ta'lim mazmuni birliklari va o‘quv materiali bir-biridan farq qilmaydi;
- ta'lim mazmunining birliklari ajratilmaydi (o‘quv materialini taqdim etishda dars mashg‘ulotining, qismi mantiqning buzilishi).

tilshunoslikning amaliy va nazariy turlari mavjud bo‘lib, nazariy tilshunoslik tilning tuzilishi (strukturasi) va uning ma'nosi grammatikasi (semantikasini) o‘rganadi. Ularning o‘qitish jarayoni metodika qismida tahlil etiladi.

Tarbiya fani ta'lim mazmunini tashkil etish shakllaridan foydalanishni baholash:

- mashg'ulotlarni tashkil etish shakllari psixologik-pedagogik diagnostika ma'lumotlari asosida maqsadga muvofiq va o'z vaqtida qo'llaniladi;
- tarbiya fani va adabiyot ta'lim mazmunini tashkil etish shakllari pedagogik yoki psixologik diagnostika ma'lumotlarini hisobga olgan holda qo'llaniladi;
- tarbiya fani va adabiyot ta'lim mazmunini tashkil etish shakllari ma'lumotlar va psixologik-pedagogik diagnostikani hisobga olmagan holda qo'llaniladi;
- tarbiya fani va adabiyot ta'lim mazmunini tashkil etish shakllarining mashg'ulot maqsadlari va guruh tarkibiga to'liq mos kelmasligi.

5. Tarbiya fani va adabiyot ta'lim mazmunida o'qitish metodlaridan foydalanishni baholash:

- o'qitishning reproduktiv va unumli usullaridan foydalanish asosli, dars mashg'ulotlari mashg'uloti maqsadlariga va o'rganilayotgan mazmun birligining o'ziga xos xususiyatlariga mos keladi;
- reproduktiv va unumli o'qitish usullaridan foydalanish dars mashg'uloti maqsadlariga va o'rganilayotgan tarkib birligining o'ziga xos xususiyatlariga mos keladi;
- reproduktiv yoki unumli o'qitish usullaridan foydalanish dars mashg'uloti maqsadlariga va o'rganilayotgan mazmun birligining o'ziga xos xususiyatlariga mos kelmaydi;
- ta'lim usullarining tasodifiy to'plami qo'llaniladi.

6. Dars mashg'uloti bosqichida bog'lanishlarni baholash:

- dars mashg'ulotining har bir keyingi bosqichiga o'tishda tashqi va ichki mantiqning mavjudligi va amal qilishi;
- dars mashg'uloti bosqichlari o'rtasida faqat ichki mantiqning mavjudligi;
- dars mashg'uloti bosqichlari orasida faqat tashqi mantiqning mavjudligi;
- dars mashg'uloti bosqichlari o'rtasida ichki va tashqi mantiqning to'liq emasligi.

Mustaqil ish shaklini baholash

"Tarbiya fani ta'limi mazmunida dars mashg'ulotidan tashqari ishlarni metodik rivojlantirishni baholash"

1. Maqsadni belgilashni baholash:

- dars mashg'ulotidan tashqari ishlarning aniq rivojlantirilgan maqsadlari belgilanadi va asoslab beriladi;
- tadbirning maqsadlari aniq rivojlantirilgan, ammo asosli emas;
- noaniqlik, tadbirning amorf maqsadlari;
- tadbir uchun maqsadlar belgilanmagan.

2. tarbiya fani va adabiyot ta'lim mazmunida dars mashg'ulotidan tashqari ishlarni o'tkazish texnologiyasini tanlash:

- tadbirni o'tkazish texnologiyasining (guruh) maqsadlari va xususiyatlariga mosligi va mosligi;
- o'lchovning ishlatilgan texnologiyasining uning maqsadlari va (guruh) xususiyatlariga muvofiqligi;
- o'lchovning ishlatilgan texnologiyasining uning maqsadlari va (guruh) xususiyatlariga mos kelmasligi;
- tadbir texnologiyasini tasodifiy tanlash.

Tarbiya fani ta'limi mazmunida dars mashg'ulotidan tashqari mustaqil ishlarni tashkil etish shaklini tanlash:

- psixologik-pedagogik diagnostika asosida tadbirni tashkil etish shaklidan foydalanish;
- psixologik yoki pedagogik diagnostika ma'lumotlarini hisobga olgan holda tadbirni tashkil etish shaklidan foydalanish;
- psixologik-pedagogik diagnostika ma'lumotlarini hisobga olmagan holda tadbirni tashkil etish shaklidan foydalanish;
- tadbirni tashkil etish shaklining ta'lim maqsadlari va guruh tarkibiga to'liq mos kelmasligi.

4. Ta'lim metodlarini tanlash:

- ta'lim usullarining guruhdan tashqari ishlar maqsadlariga va guruh xususiyatlariga mosligi va mos emasligi;
- qo'llaniladigan ta'lim usullarining ta'lim maqsadlariga va guruh xususiyatlariga muvofiqligi;
- qo'llaniladigan ta'lim usullarining tadbir maqsadlariga va guruh xususiyatlariga mos kelmasligi;
- ta'limning tasodifiy metodlaridan foydalaniladi.

Keltirilgan mezon va ko'rsatkichlar asosida batafsil ko'rib chiqish.

Tarbiya fani ta'limi mazmunida "Axborot qidiruv" mustaqil ta'lim topshiriqlari ish shaklini baholash

1. Qidiruv manbalarini tanlashning to'liqligi (talablarga rasmiy muvofiqligi):
- manbalarni tanlash belgilangan talablarga muvofiq amalga oshiriladi;
- manbalarni tanlash belgilangan talablardan chetga chiqqan holda amalga oshirildi: ko'pi bilan 2 ta izoh;
- manbalarni tanlash belgilangan talablardan chetga chiqish bilan amalga oshirildi: 3 yoki undan ortiq sharhlar;
- manbalarni tanlash belgilangan talablarga to'liq javob bermaydi.

2. Qidiruv aniqligi (talablarga rasmiy muvofiqligi):
- axborot qidirish mutlaqo aniq;
- axborot izlashda noaniqliklar mavjud: ko'pi bilan 2 ta yozuv;
- axborot izlashda noaniqliklar mavjud: 3 yoki undan ortiq yozuvlar;
- axborot qidirish mutlaqo noto'g'ri.

3. Manbalar ro'yxati erishish natijasidir qidiruv maqsadi (talablarga mazmunli muvofiqligi):
- ro'yxat va qidiruv maqsadi izchil;
- ro'yxat va qidiruvning maqsadi qisman muvofiqlashtirilgan: 2 vazifasidan ko'p bo'lmagan;
- qidiruvning ro'yxati va maqsadi qisman izchil: 3 yoki undan ortiq orzular;
- qidiruvning ro'yxati va maqsadi izchil emas.

4. Manbalar ro'yxati qidiruv mavzusini aks ettiradi (talablarga asosli muvofiqligi):
- ro'yxat qidiruv mavzusini to'liq aks ettiradi;
- ro'yxat qidiruv mavzusini to'liq aks ettirmaydi:

endi yo'q 2 izohlar;
- ro'yxat qidiruv mavzusini to'liq aks ettirmaydi: 3 yoki undan ortiq sharhlar;
- ro'yxat qidiruv mavzusini aks ettirmaydi.

Tarbiya fani ta'limi mazmunida "axborot qidirish" mustaqil ta'lim topshiriqlari ishi shaklidagi yakuniy baholash.

Tarbiya fani ta'lim mazmuni modulning texnologik xaritasida ushbu turdagi ishlarni bajarish uchun maksimal 30 ball belgilangan. shunda taxminan quyidagicha bo'ladi: biz mustaqil ta'lim topshiriqlari ishining tegishli shakli bajarilishini baholashning universal va asosiy mezonlarini tanlaymiz. Universal mezonlar kafedrada ishlab chiqilgan uslubiy tavsiyalarda keltirilgan. Masalan, bizning holatimizda 4 ta asosiy mezon va bitta universal, ya'ni ushbu turdagi mustaqil ish uchun 5 ta baholash mezonlari.

— bitta mezon(kriteriy) ning son qiymatini aniqlaymiz:

30 ball: 5 = 6 ball.

— 6, 4, 2, 0 raqamli qadam yordamida mezon ko'rsatkichlarining son qiymatini belgilaymiz. Qadam o'qituvchi tomonidan mustaqillik bilan tanlanadi. Shunday qilib, "axborot qidirish" mustaqil ta'lim topshiriqlari ishi shaklining bajarilishini baholash mezonlari va ko'rsatkichlari to'plami quyidagi shaklga ega:

1. qidiruv manbalarini tanlashning to'liqligi (talablarga rasmiy muvofiqligi):
- 6 ball — manbalarni tanlash belgilangan talablarga muvofiq amalga oshirildi;

- 4 ball — manbalarni tanlash belgilangan talablardan chetga chiqqan holda amalga oshirildi: ko‘pi bilan 2 ta izoh;

- 2 ball — manbalarni tanlash belgilangan talablardan chetga chiqqan holda amalga oshirildi: 3 yoki undan ortiq izoh;

- 0 ball-manbalarni tanlash belgilangan talablarga to‘liq javob bermaydi.

2. qidiruv aniqligi (talablarga rasmiy muvofiqligi):

- 6 ball-axborot qidirish mutlaqo to‘g‘ri;

- 4 ball-axborot izlashda noaniqliklar mavjud: ko‘pi bilan 2 ta izoh;

- 2 ball-axborot izlashda noaniqliklar mavjud: 3 va undan ortiq izohlar;

- 0 ball-axborot qidirish mutlaqo noto‘g‘ri.

61 3. axborot manbalari ro‘yxati qidiruv maqsadiga erishish natijasidir (talablarga mazmunli muvofiqligi):

- 6 ball-ro‘yxat va qidiruv maqsadi kelishilgan;

- 4 ball — ro‘yxat va qidiruvdan maqsad qisman kelishiladi: ko‘pi bilan 2 ta izoh;

- 2 ball-ro‘yxat va qidiruvdan maqsad qisman kelishiladi: 3 va undan ortiq izoh;

- 0 ball-ro‘yxat va qidiruv maqsadi izchil emas.

4. axborot manbalari ro‘yxati qidiruv mavzusini aks ettiradi
(mazmunli o‘yin):

- 6 ball-ro‘yxat qidiruv mavzusini to‘liq aks ettiradi;

- 4 ball-ro‘yxat qidiruv mavzusini to‘liq aks ettirmaydi: ko‘pi bilan 2 ta izoh;

- 2 ball-ro‘yxat qidiruv mavzusini to‘liq aks ettirmaydi:
3 yoki undan ortiq izoh;

- 0 ball-ro‘yxat qidiruv mavzusini aks ettirmaydi.

5. O‘qituvchi tomonidan belgilangan atamalar bo‘yicha axborot qidirish natijasini taqdim etish:

- 6 ball-ish o‘z vaqtida bajarildi;

- 4 ball — ish belgilangan muddatdan 1-2 kun kechikib topshirildi;

- 2 ball-ish 3 yoki undan ortiq kun davomida belgilangan muddatdan kechroq taqdim etildi;

- 0 ball –ish tugallanmagan.

Shunday qilib, **"axborot qidirish"** mustaqil ta'lim topshiriqlari ish shaklining bajarilishini baholash uchun tavsiya etilgan tizimdan foydalanib, biz nafaqat talabalar to‘plagan ballar sonini hisoblashimiz, balki olingan ballni materialni o‘zlashtirish darajalari bilan bog‘lashimiz mumkin.

1.Talabaning mustaqil ishi K. "mavzu bo‘yicha ma'lumot qidirish" mezonlarga muvofiq quyidagi baholarni oldi:

1-mezon — 6 ball;

2-mezon — 4 ball;

3-mezon — 4 ball;

4-mezon — 2 ball;

5-mezon 2 ball.

Jami: 18 ball.

Reyting tizimining tegishli ball varag‘iga kiritiladigan yakuniy ballni hisoblash formulasini qo‘llab-quvvatlaymiz:

18 ball: 30

100 = 60 ball, ya'ni mark 4 — ilg‘or darajasi.

2.Talaba M., mustaqil ishni bajarib, "mavzu bo‘yicha axborot qidirish", mezonlarga muvofiq quyidagi baholarni oldi:

1-mezon — 2 ball;

2-mezon — 4 ball;

3-mezon — 2 ball;

4-mezon — 2 ball;

5-mezon 2 ball.

Jami: 12 ball. reyting tizimining tegishli ball varag'iga kiritiladigan yakuniy ballni hisoblash formulasini qo'llab-quvvatlaymiz:

12 ball : 30

100 = 40 ball, ya'ni mark 3-chegara darajasidir.

3. Talaba N., mustaqil ishni bajarib "mavzu bo'yicha axborot qidirish", mezonlarga muvofiq quyidagi baholarni oldi: 1-mezon — 6 ball;

2-mezon — 4 ball; 3-mezon — 6 ball;

Tadqiqotchi Sh.S. Abduraimov, tarbiya fani ta'limida o'qib tushunish malakasini baholashning ilmiy-metodik asoslarini, har qanday ta'lim shaklidan qat'iy nazar, o'qitish metodikasi baholash mezoni bilan yaratilishi lozim[1] degan edi.Oliy ta'limning filologiya, o'zbek tili va adabiyoti ixtisosliklari talabalari uchun mustaqil ta'lim topshiriqlari va ularni baholash mezonlari xorijiy va mahalliy tajribalarga tayangan holda ishlab chiqlilishi maqsadga muvofiqdir. Bizning bu boradagi tavsiyalarimiz ham shu yondashuv asosida yaratildi. Ta'limda mustaqil ta'lim topshiriqlari bugungi modul-kredit ta'lim tizimi uchun zarurdir.Mustaqil ta'lim topshiriq ishning samarasi faqat mustaqil ish metodik-pedagogik jarayonda OTMda talabalar mustaqil ta'lim topshiriqlarining barcha bosqichlarini qamrab oladigan ajralmas tizim sifatida tashkil etilganda va amalga oshirilganda bo'lishi mumkin. Bunday tizimni yaratish borasidagi izlanishlar o'qituvchilardan **didaktik, metodik, pedagogik, talablar** nutq texnikasi vazifalari mexanizmini rivojlantirishga olib keladi[2].

- o'qituvchi mustaqil ishning xususiy-didaktik maqsadlarini rivojlantirishi va bu maqsadlarga qanday erishish mumkinligini bilishi kerak;
- bilimlarni o'rganish jarayoniga mustaqil ta'lim topshiriqlari ishlarni o'z vaqtida va izchil kiritish zarur;
- tizimning tashqi parametrlariga e'tibor berish tavsiya etiladi: tashkiliy, uslubiy va ilmiy-uslubiy ta'minot.

Axborotni o'rganish natijasi uning ma'lum bir shaklda taqdim etilishi bo'lishi kerak.

- yozma ravishda mavhum sharh, insho, tezis shaklida;

og'zaki-taqdimot, hisobot, munozara shaklida. Mustaqil ta'lim topshiriqlari ishi jarayonida talabalar o'z faoliyatlarini aniq tashkil etish ko'nikmalarini ham egallaydilar, kelgusi ish jarayonida o'z-o'zini tarbiyalash masalalari bilan doimo shug'ullanishlari kerakligini anglab yetadilar. Xulosa sifatida shuni aytish lozimki, mustaqil ta'lim topshiriqlari ishini tashkil etishda juda jiddiy muammo talabalarning mustaqil o'qish qobiliyatini rivojlantirish – ijodiy mustaqillikni rivojlantirishgacha bilimlarni o'zlashtirishning eng oqilona usullarini ishlab chiqishdir. Talabalarni o'quv va ilmiy ishlarini tashkil etish samaradorligi, aqliy faoliyatning turli jihatlari, ilmiy ijod, ovqatlanish va dam olish to'g'risida bilimlar bilan jihozlash, ularni mustaqil o'qish uchun ajratilgan vaqtdan oqilona foydalanish kerak. Ta'limning kredit tizimi sharoitida har bir talabaga tashkiliy va uslubiy materiallarning to'liq hajmini, shu jumladan o'quv rejasi, ma'ruza yozuvlarini berish amal qiladi. Shu sababli o'qituvchi bilan darslik va dars mashg'ulotlari konsultativ tavsifga ega bo'lib, talaba ma'ruzadan oldin mustaqil ishlagan materialni muhokama qilish, ilmiy muloqotga tayyorgarlik ko'rish uchun qisqartiriladi. O'qituvchi tomonidan o'zini o'zi boshqarish va o'zini o'zi boshqarish texnikasi va usullarini rivojlantirish va faollashtirish asosida tashkil etilgan talabalar tomonidan o'quv materialini mustaqil faol va maqsadli o'rganish talabalarning o'quv faoliyatining asosiy yetakchi shakli hisoblanadi. Shunday qilib, talabaning mustaqil ta'lim topshiriqlari ishini tashkil etish ta'limning kredit texnologiyasida ustuvor

[1] Sh.S. Abduraimov, Ona tili ta'limida o'qib tushunish malakasini baholashning ilmiy-metodik asoslari Pedagogika fanlari bo'yicha falsafa doktori(phd) ilmiy darajasini olish uchun yozilgan Dissertatsiya. T.: 2021

[2] M.E.Axmedova (hammualliflar) Pedagogik mahorat va tibbiy pedagogikaning kasbiy kompetentligi.O'quv-uslubiy qo'llanma T.:"Tibbiyot nashriyoti matbaa uyi" 2021. - 127 b.

ahamiyatga ega ekanligiga shubha yo‘q. Tavsiya etilgan mustaqil ta'lim topshiriqlari ishi usullaridan keng foydalanish, aqliy va amaliy faoliyatni rag‘batlantirish, talabaning intellektual fazilatlarini rivojlantiradi, kelajakda uning doimiy bilimlarni egallashga bo‘lgan intilishini ta'minlaydi.

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ONA TILI TA'LIMIDA OG'ZAKI NUTQ KO'NIKMALARINI RIVOJLANTIRISH BILAN BOG'LIQ MUAMMOLAR, ULARNI BARTARAF ETISHNING ME'YORIY ASOSLARI

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Annotatsiya. Ushbu maqolada ona tili ta'limida og'zaki nutq ko'nikmalarini rivojlantirish bilan bog'liq muammolar, ularni bartaraf etishing me'yoriy asoslari haqida bayon qilingan. Og'zaki nutqni rivojlantirishda asosiy muammo sifatida fonetik omil, leksik omil, intonatsiya bilan bog'liq omil, urg'u bilan bog'liq omil hamda stilistik omillarga to'xtalib o'tilgan.

Kalit so'zlar: og'zaki nutq, fonetik omil, leksik omil, intonatsiya, inversiya, urg'u, stilistik omil.

Kirish. Keyingi yillarda ona tili ta'limida nutqiy ko'nikma va malakalarni rivojlantirishga alohida e'tibor berilmoqda. Ayniqsa, o'quvchilarda o'z fikrini og'zaki shaklda ravon ifodalash ko'nikmasi ijtimoiy hayot uchun juda zarur. Chet tillarni o'qitish yaxshi samara beradigan usullardan, xorijiy tajribadan foydalanish yaxshi, ammo ona tili ta'limining o'ziga xos nozik jihatlari bo'ladiki, uni ichki imkoniyat, amaliy tajribalar asosida rivojlantirish mumkin. O'zbek tilida ravon va ta'sirchan nutq so'zlash uchun paremiya, aforizm, frazeologizmlardan, hikmat, hadis va rivoyatlardan samarali foydalanishni o'rganish kerak, chunki siyosiy nutqlardan tortib, oddiy maishiy suhbat, davralardagi individual nutqqacha barchasida xalq tajribasidan o'tgan suhbatdoshlar bir og'iz gapdan tushunadigan maqol va aforizmlardan, obrazli iboralardan foydalaniladi. Mazkur o'quv materiallari ham, albatta, o'quv topshiriqlari orqali ko'nikmaga aylantiriladi.

Metodologiya. "Ona tilidan bilimlarni tanlashning bosh mezoni uning foydalilik va amalda qo'llanila olish darajasidir. Biz ona tilidan foydali bilimlar deb bolalarning savodli yozish, ijodiy fikrlash, fikr mahsulini nutq sharoitiga mos ravishda og'zaki va yozma shakllarda to'g'ri, ravon ifodalash ko'nikmalarini shakllantirish uchun xizmat qiladigan, uni yuksak insoniy fazilatlar ruhida tarbiyalash va rivojlantirishni ta'minlaydigan bilimlarni tushunamiz" [5; 9]. Bunda o'quv topshiriqlar ta'lim mazmunini yuzaga chiqaruvchi muhim omil hisoblanadi.

Ilmiy, ilmiy-metodik manbalarda ta'lim mazmuni tushunchasi turlicha talqin qilinadi. Jumladan, rus pedagog-olimlari I. Ya. Lerner va M. N. Skatkinlar ta'lim mazmuniga o'rganish uchun tanlangan va o'quvchilarning o'zlashtirishlariga mo'ljallangan, metodik jihatdan ishlangan boy ijtimoiy tajribaning bir qismi sifatida qaraydilar [2; 186].

Ta'lim mazmuni deganda 1) o'quv rejalari, 2) o'quv dasturlari, 3) darsliklar hamda 4) o'quv-metodik qo'llanmalar nazarda tutiladi. Ona tilidan dastur hamda darsliklar o'quvchilarning o'rganishlari uchun tanlangan va ularning o'zlashtirishlariga muvofiqlashtirilgan til materiallarini o'z ichiga oladi [5; 128].

Ona tili –xalqning ruhi bo'lib, ona tilini o'rgatish, avvalo, bolaning tug'ma aqliy qobiliyatini rivojlantirishga xizmat qiladi; ikkinchidan, o'quvchilarni ona tili xazinalarini ongli egallashga olib keladi; uchinchidan, bolalar bu tilning mantig'ini o'rganishlari kerak. Bu maqsad va vazifalarga birin-ketin emas, balki baravar erishib borish lozim [6].

Pedagogika fanlari doktori Q. Husanboyevaning ta'lim mazmuniga o'qituvchini ham kiritishi [1; 62]nihoyatda to'g'ri yondashuv. Chunki til sathlaridan aynan nutq so'zlash va orfoepiyani o'qitishda o'qituvchining roli juda muhim bo'lib, o'quvchilar adabiy talaffuzni bevosita o'qituvchidan o'rganadilar.

Tadqiqot natijalari. Aslida adabiy talaffuzni rivojlantirish, o'quvchini erkin va ravon nutq so'zlashga o'rgatish, ularda muloqotga kirishish va savollarni anglagan holda suhbatdoshiga javob

qaytarishi, nutq madaniyatining kommunikativ sifatlariga rioya qilishi eng muhim vazifa bo‘lishi kerak. O‘quvchini nutq so‘zlashga tayyorlashda quyidagi omillarga tizimli yondashish talab etiladi:

Fonetik omil. O‘quvchi talaffuzini adabiy til me’yorlariga moslashtirish murakkab masalalardan biri bo‘lib, mazkur jarayonda o‘quvchilarning har biri bilan alohida-alohida ishlash talab qilinadi. Mamlakatning turli hududlarida turli tovushlar, bo‘g‘inlar, qo‘shimchalar, so‘zlar talaffuzi bilan bog‘liq muammolar uchraydi. Darslikdagi mashqlarda, o‘qituvchi tomonidan tuzilgan o‘quv topshiriqlarida o‘quvchi uchun talaffuzi qiyin tovushlarning talaffuzini adabiy me’yorlarga moslovchi jihatlarga e’tibor berilishi lozim. Ma’lumki, unli tovushlardan [**u]-[o‘], [i]-[e];** undoshlardan [**h]- [x], [q], [j], [ng]** kabilarning aytilishi va yozilishida xatoliklar ko‘p uchraydi. Demak, mazkur tovushlar talaffuziga doir mashqlarga asosiy e’tiborni qaratish kerak bo‘ladi.

2. **Leksik omil**. Bunda o‘quvchining so‘z boyligi rivojlantiriladi. Ayniqsa, sinonimlardan foydalanish mahorati oshiriladi, shuningdek, ibora, tasviriy ifoda, modal, undov va boshqa leksik vositalardan nutq vaziyatiga ko‘ra foydalaniladi.

3. **Intonatsiya bilan bog‘liq omillar.** Ravon va ta’sirchan nutq so‘zlashda o‘quvchiga, umuman, nutq so‘zlovchiga ohangdan foydalanish, o‘zbek tilida so‘zlar, gaplar va boshqa sintaktik birliklarning aytilish ohangi bo‘yicha nazariy bilim hamda amaliy ko‘nikmasi bo‘lishi talab etiladi. Masalan, darak gaplar oxirida ohangning pasayib borishi, buyruq hamda so‘roq gaplarda avval ko‘tarilib, keyin tushishi yoki so‘roq olmoshlari ishtirok etgan gaplarda olmosh joylashgan o‘rin balandroq aytilishi va boshqalar.

4. **Urg‘udan foydalanish omili.** Bunda o‘quvchi, avvalo, so‘z urg‘usining o‘zbek tilidagi qoidalarini puxta egallagan bo‘lishi kerak. Masalan, qaysi qo‘shimchalar urg‘u olmaydi, qaysi alohida so‘zlarda urg‘u odatdagiga qaraganda boshqacha, ya’ni oxiriga emas, balki so‘zning birinchi bo‘g‘iniga tushadi, bular haqida puxta bilimga ega bo‘lishi hamda mashq qilish orqali muayyan ko‘nikmalarga ega bo‘lishi talab etiladi. O‘z nutqida mantiqiy urg‘u bera olish malakasiga ega bo‘lishi kerak.

5. **Tashkiliy-texnik omil.** Bunda nutq so‘zlovchi o‘zini qanday tutishdan tortib, tana a’zolari, qo‘l, yuz va ko‘z harakatlarini nazorat qila olish, noverbal vositalardan foydalanishda vaziyatni to‘liq hisobga olish tushuniladi. Agar o‘quvchi badiiy nutq so‘zlayotgan bo‘lsa, tana a’zolari mauayyan darjada erkin, rasmiy va ilmiy nutq bo‘lsa jiddiy, publitsistik nutq bo‘lsa, shunga mos holatda nutq so‘zlash holatiga kirish talab etiladi.

6. **Stilistik (uslubiy) omil.** Bunda o‘quvchi erkin nutq so‘zlash jarayonida so‘zlarni nutq vaziyatiga ko‘ra bir paytning o‘zida tanlash va qo‘llash mahoratiga ega bo‘lishi lozim. Ayniqsa, so‘z qo‘llashga nihoyatda ehtiyot bo‘lish talab etiladi, chunki har bir tanlangan so‘z, shuningdek, ifoda vositalari nutqning saviyasini belgilaydi. O‘quvchi o‘z nutqining ta’sirchan bo‘lishini reja qilgan bo‘lsa, shunga mos uslubiy ta’sir vositalaridan foydalana olishi kerak.

Tahlillar. Ona tili ta’limida, xususan, og‘zaki nutq ko‘nikmalarini rivojlantirishda adabiy tilda gapirishga shevaning ta’siri masalasi hal etilishi zarur bo‘lgan asosiy muammo sifatida turibdi. Mahalliy tilda unli tovushlarning 9 xil talaffuz varianti mavjud. Ona tili o‘qituvchilarining aksariyati buni farqlamaydi. Aslida o‘qituvchi qat’iy tarzda adabiy tilda dars o‘tishi lozim. Darsliklarda bu jihat e’tiborga olinishi kerak.

“Ona tili” darsliklarida [**i**] unlisining talaffuzi va imlosiga doir muhim ma’lumotlar berilgan bo‘lsa-da, nutq so‘zlash o‘qitish jarayonida ayrim munozaralar paydo bo‘lmoqda. O‘zbek tilida [**i**] rus tilidagi kabi talaffuz qilinmaydi. Shu o‘rinda tovushlarni ifoda etuvchi harflarning talaffuzi va nomlanishini o‘zaro farqlash lozim [3; 58]

O‘quvchilarda og‘zaki nutqni rivojlantirishda, ayniqsa, leksik omil muhim hisoblanadi. Sinonim so‘zlarning o‘rtasidagi ma’noviy nozikliklarni farqlamaslik (“jilmaymoq-iljaymoq” - emotsional-ekspressivligiga ko‘ra salbiy-ijobiy xarakterda) yoki talaffuzida jiddiy xatoga yo‘l qo‘yish (“sarhil-asl”- aslida, “asil” bo‘lishi kerak) nutqning sifatini tushiradi, takroriy va jo‘n

jumlalar eshituvchining e'tiborini susaytiradi hamda nutqning ta'sirchanligini pasaytiradi.

Intonatsiya nutq so'zlashda fikrni tinglovchiga yetib borishini ta'minlovchi muhim omil. Qadimgi dunyoning mashhur so'z ustasi Mark Tulliy Sitseron nutq jarayonida ohang eng muhim va eng ta'sirchan vosita ekanligini ta'kidlab bunday deydi: "Shunday nutq ohangi tanlanishi zarurki, u tinglovchilaming e'tiborlarini o'ziga jalb etib tursin va u nafaqat huzurbaxsh, balki jonga tegmaydigan, ko'ngil qolmaydigan huzurbaxsh bo'lsin" [4; 49].

Og'zaki nutq jarayonida intonatsiyaning savol, xitob, darak, kinoya, g'azab, ta'kid, targ'ibot, tashviqot, iltimos, ta'kid kabi turli his-tuyg'ularni ifodalaydigan ko'rinishlaridan foydalaniladi. Albatta, ohang nutqning turli uslublari va tinglovchilarning yoshi, jinsi, dunyoqarashi, jamiyatda tutgan o'rniga qarab turlicha ifodalanadi. Intonatsiyani yuzaga keltiruvchi vositalardan biri inversiyadir. **Inversiya** lotincha so'z bo'lib, joyni almashtirish degan ma'noni bildiradi. Inversiya - nutq bo'laklarining grammatik me'yordan tashqari holatda qo'llanishiga asoslangan stilistik usullardan biri hisoblanadi. O'zbek tili stilistikasi qoidalariga binoan, ega jumlaning boshida, kesim esa, oxirida kelishi lozim. Ammo ba'zi hollarda nutq so'zlovchi ma'lum so'zlarni ta'kidlash va ularning ta'sirchanligini oshirish niyatida nutqda so'zlarning grammatik qoidaga muvofiq bo'lgan o'rnini ataylab almashtirib qo'llaydi. Shu ma'noda, ta'kidlanmoqchi bo'lgan fikrga mantiqiy urg'u berish, uni kuchaytirish va nutq ta'sirchanligini oshirishda inversiyaning ahamiyati kattadir.

Nutqni og'zaki ifodalash jarayonida nutq texnikasi bilan bog'liq omillar ham ahamiyatli. O'quvchi yaxshi nutq tayyorlab kelsa-yu, uni gavda harakati yoki qo'lni ushlab, tinimsiz harakat holatida bayon etsa, tinglovchilar chalg'iydi, ya'ni diqqat nutq so'zlovchining fikriga emas, harakatlariga qaratiladi. Natijada nutq so'zlovchi maqsadiga erisholmaydi. Nutq so'zlovchi nutq so'zlash jarayonida vaziyatni to'g'ri baholay olmasa, ya'ni uslubni aniqlashtirib olmasa, bayon etayotgan nutqi samarasiz hisoblanadi. Jumladan, muassasa rahbari notiq emas, ammo unda rasmiy nutqqa xos nutq so'zlay olish ko'nikmasi bo'lishi kerak.

Xulosa. Barcha ta'lim muassasalarida og'zaki nutq ko'nikmalarini shakllantirish va rivojlantirish bo'yicha olib boriladigan mashg'ulotlarning asosiy qismi mashqlardan iborat bo'lishi lozim. Shuningdek, mashq bajarish jarayonlari tizimli, biri ikkinchisini to'ldiradigan bo'lishi kerak. Biz taklif etgan nutq so'zlashga o'rgatish texnologiyasidan nafaqat prezident va ijod maktablari, qolaversa, oliy ta'lim muassasalarida bo'lajak o'qituvchilarni tayyorlashda ham foydalanish mumkin.

Shuni aytish mumkinki, ona tili darslari orqali o'quvchida gapirish ko'nikmasini rivojlantirish to'g'ri yondashuv bo'lmaydi. Maktabda o'quvchida so'zlash, nutq so'zlash malakasini rivojlantirish zarur. O'quvchini ravon va ta'sirchan nutq so'zlashga o'rgatish uchun unga didaktik ahamiyati katta bo'lgan nasriy matnlarni yod oldirish va yoddan bexato aytib berish mashqini tashkil etish, bu jarayonda qaysidir tovushlarni ayta olmasa fonetik mashqlar, leksik mashqlar, orfoepik mashqlar taqdim etish kerak. Shuningdek, nutqning ta'sirchanligini oshirish uchun o'quvchiga maqol, matal, ibora va aforizmlar yodlatish va ularni qatnashtirib gaplar tuzish bo'yicha sintaktik mashqlar bajartirish lozim. Bularning hammasi bir tizimga solinsa, metodik ta'minot hosil bo'ladi. Mana shu jarayonlarni bosib o'tgan, uzluksiz mashq qilgan o'quvchi ravon va ta'sirchan nutq so'zlay oladi.

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BOSHLANG'ICH TA'LIMDA BADIIY ASAR YOKI UNING BOBI YUZASIDAN TALABALAR MUSTAQIL ISHINI TASHKIL ETISHNING "MULOHAZA YOZISH" SHAKLI

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Annotatsiya. Maqolada talabalarning adabiy asar yuzasidan o'z mulohazalarini yozish ko'nikmalarini shakllantirish bo'yicha mustaqil ishlarni yangicha ko'rinishlarda tashkil etish yuzasidan tavsiya va fikrlar bildirilgan, yo'l-yo'riqlar ko'rsatilgan.

Kalit so'zlar. Badiiy asar, adabi asar, ilmiy maqola, mustaqil mutolaa, obrazli tasvir, bolalar adabiyoti, qissa janri.

Boshlang'ich ta'lim yo'nalishida "Ona tili – o'qish savodxonligi va uni o'qitish metodikasi" fanining "Bolalar adabiyoti" qismida nazariy va amaliy mashg'ulotlarga hamda talabalarning mustaqil ishlashiga o'quv dasturida salmoqli soat ajratilgan. Mashg'ulotlarda talabalar bolalar adabiyotining o'ziga xos xususiyatlarini o'rganib ,o'z ijod namunalari bilan mazkur adabiyot rivojiga katta hissa qo'shgan shoir va yozuvchilarning faoliyatidan xabardor bo'ladilar. O'qituvchi tomonidan tanishtirilgan ma'lumotlarni chuqurlashtirish, umumiy bilim va tushunchalarni boyitish maqsadi talabani mustaqil ish olib borishga, asarlarni mustaqil mutolaa qilishga yo'naltiradi. Bu o'rinda talaba bir qancha savollarga javob izlaydi. Kitob tanlashda nimalarga rioya qilish kerak? Nimani o'qish kerak? Qanday o'qish kerak? Shu kabi savollarga javob izlagan talaba o'ziga saboq berayotgan o'qituvchining o'gitlariga, maslahatlariga suyanadi.O'qituvchining maslahati bilan mustaqil ish shakllaridan birini tanlab uni bajarishga kirishadi. Bu jarayonni samarali tashkil etish yuzasidan muayyan mulohaza va fikrlariga ega bo'lgan, o'z tajribasidan kelib chiqqan o'qituvchi quyidagi mustaqil ish shaklini talabaga tavsiya qilishi mumkin.

Mustaqil mulohaza yozish usuli. "O'zbek tilining izohli lug'ati" da **mulohaza** so'ziga quyidagicha ta'rif berilgan: " biror masala yuzasidan bildirilgan yoki o'ylab qo'yilgan fikr" [1. 636-bet]. Shubhasiz, bunday nomlanish ta'lim jarayoni uchun yangilik emas-ku, degan e'tirozlar bo'lishi tabiiy. To'g'ri, biz bu o'rinda mavjud usulga yangicha mazmun-mundarija berish maqsadida aniq bir asar yuzasidan talabalarning shaxsiy fikrlarini tinglashni , yozganlarini sinchiklab o'qishni, pirovard natijada bunday yondashuv va fikrlarni ilmiy maqola darajasiga ko'tarishni yangilik deb bildik. Imkon qadar umumiy fikrlardan qochishga, mulohazalarda izchillik bayoniga, talabaning o'ziga xos mantiqqa tayanib chiqargan tahliliy xulosalariga e'tibor qaratdik.Endi mazkur usulning qo'llanilishi bilan bog'liq jarayonga izoh bersak. O'qituvchi dastlab fanning "Bolalar adabiyoti" qismiga bag'ishlangan mashg'ulotlarida o'quv dasturiga kiritilgan shoir va yozuvchilarning asarlarini mustaqil o'qish uchun talabalarga tavsiya qiladi, o'qilgan asar yuzasidan o'z mulohazalarini yozish topshirig'ini beradi. Mustaqil ishning bu shakli talabadan o'ta e'tiborli, sinchkov, ziyrak bo'lishni, asar mutolaasida mazmun, voqea rivoji, asar tili va obrazliligi, xarakterlar va konflikt, g'oya va yechim kabilarga diqqat qaratishni talab qiladi. Zero, talaba yozadigan mulohazalarning muhim nuqtalari shularga borib taqaladi. Talaba mustaqil ishini ixchamlashtirish, mulohazalar bayonida umumiylikdan aniqlikka intilish, fikr va xulosalarda izchillik, oydinlik kabilarning ifodalanishi uchun o'qituvchi ba'zan asarning aniq bir bobi yuzasidan mustaqil ish tayyorlashni vazifa qilib belgilashi ham mumkin. O'qituvchi bobning to'liq, e'tibor bilan o'qib chiqilganini nazorat qilish maqsadida talabadan ayrim savol va

topshiriqlariga og‘zaki javob oladi. Shundagina bob yuzasidan talabaning fikr ayta olishiga, mustaqil ishni yoza olishiga o‘qituvchida ishonch hosil bo‘ladi.

Darhaqiqat, talaba mustaqil ishi boshqa o‘quv mashg‘ulotlaridan shu bilan farq qiladiki, bu jarayonda talaba o‘ziga o‘zi maqsad qo‘yadi va uning bajarilishini ta’minlaydigan vazifa va ish turini tanlaydi. Talaba mustaqil ishi uni o‘zi o‘zini ta’lim olishga olib keladi. Shuning uchun ham mustaqil ish (ta’lim) bu – talabaning o‘qituvchining bevosita topshirig‘I va uslubiy rahbarligidagi, lekin uning ishtirokisiz amalga oshiriladigan rejali faoliyat bo‘lib, talabaning bilish faoliyatida muhim rol o‘ynaydi [2. 120- 124.].

Biz tavsiya etayotgan mustaqil ish shaklida talabaning o‘qilgan adabiy asar yoki uning bobi mazmunini boshdan-oyoq yozib berishi nazarda tutilmaydi. Balki asar yoki uning biror bobidan olingan taassurotlarning ifodasi, so‘z sehri, jozibasi, yozuvchi uslubi, mahorati, asar tilining ravon va obrazli ekanligi, agar hajviy asar bo‘lsa, parchalarning yumor hamda kulgi bilan sug‘orilganligi haqidagi talabaning o‘ziga xos, mustaqil fikrlari e’tiborga olinadi.

O‘qituvchi guruhdagi talabalarning har biriga alohida asarlardan olingan boblarni yoki bir asarning turli qismlarini tavsiya qilish orqali ularning barchasini adabiy asar yuzasidan mustaqil ishlashga o‘rgatadi, bir-biridan ma’lumot olishga, ko‘chirishga imkon bermaydi. Chunki tajriba va kuzatishlarimizdan shu ma’lumki, bir asar matni ustida ishlagan ayrim talabalarning ko‘p hollarda bir xil “mulohaza” ga ega bo‘lib qolishi uchrab turadi. Aslida bir xil bilimga, dunyoqarashga ega bo‘lgan talabalarning hayotda uchramasligini etiborga olsak, ularning fikr-mulohazalari, xulosalari ham bir xil bo‘lmasligi barchamizga ma’lum haqiqat-ku!

Faraz qilaylik, talaba G‘afur G‘ulomning qissa janriga mansub “Shum bola” asarini o‘qituvchi tavsiyasiga ko‘ra o‘qishga kirishdi. Qissa sarguzasht xarakteriga ega bo‘lib, unda Shum bolaning boshidan o‘tkazgan qiziqarli voqealar bayoni bor. To‘g‘risi, qissani o‘qishga kirishgan talaba bir-biridan qiziq, ayni paytda kulgi va yumorga boy lavhalarga berilib ketadi, go‘yoki o‘zini voqealar ishtirokchisi sifatida his qiladi. Asar suyujetining yumoristik lavhalarga boyligi o‘quvchini befarq qoldirmaydi. Nihoyat, qissa mutolaasi yakun topdi. Talaba bir olam taassurotga ega bo‘ldi, u boy taassurot va xulosalarni ko‘pi bilan ikki yoki uch talabaga aytib berishi, ularni shu asarni topib o‘qishga da’vat qilishi mumkin. Bu - masalaning bir tomoni. Ikkinchi jihati shundaki, talaba asardan olgan o‘z taassurotlarini qog‘ozga tushirishi ham mumkin. Bu talabaning asarni oqib chiqqandan keyingi o‘z shaxsiy mulohaza va xulosalari bo‘ladi. Aynan shunday mulohaza va fikrlar talaba tomonidan tayyorlanadigan ilmiy maqola uchun asos bo‘ladi, ilmiy maqolaning yangicha yondashuv asosida yozilishini ta’minlaydi. Shubhasiz, talaba ilgari ilmiy maqola yozmagan bo‘lishi, fikrlarni izchil bayon etish yo‘llarini bilmasligi mumkin. Bu o‘rinda talabaga o‘qituvchining amaliy yordami kerak bo‘ladi. Ilmiy maqolaning mazmun-mundarijasi adabiy asar yoki uning biror bobi tahliliga bag‘ishlanganligi e’tiborga olinsa, birinchi navbatda, talabaga mutolaa davomida ma’qul jihatlar: yozuvchining mahorati, so‘z tanlash va qo‘llashdagi san’atkorligi yoritilishi kerak. Maqolada talaba mazkur asar yuzasidan adabiyotshunoslikda tadqiqot olib borgan olimlarning ilmiy ishlarini ta’kidlashi, ulardan ko‘chirmalar havola qilishi, ayni paytda ularga o‘z munosabatini bildirishi mumkin.Bu hol ilmiy maqolalar yozishda amal qilinadigan jarayon ekanligini his qilgan talaba asar yuzasidan o‘zining tanqidiy fikrlarini, munosabatini yoritishi mumkin. Bu mulohaza va fikrlar shu jihati bilan qimmatliki, u mustaqil fikrlash mahsuli, biror bir manbadan ko‘chirilmagan bo‘ladi. Nazarimizda, talabaning bunday harakati, intilishi o‘z vaqtida maqtalishi va rag‘batlantirilishi kerak. Shu sababli har bir talaba bunday maqtov va rag‘batni fikr mustaqilligiga berilgan e’tirof deb qabul qilsin. Talaba o‘zgalar fikriga qaram bo‘lib qolmaslik katta yutuq ekanligini idrok etsin. Fikrimizcha, hozirgi adabiy ta’lim jarayonining talabi ham shunga qaratilgan. Fikrlar xilma-xilligi, yondashuv va xulosalarning o‘ziga xosligi, tahlilga tortilgan badiiy asarning turli qirralarini ochishga bo‘lgan urinishlar hozirgi adabiy ta’limning asosiy xususiyatlariga aylanishi kerak.

Bugungi adabiy ta’lim jarayonida talabalarning yetarlicha kitob o‘qimayotgani, boshqa axborot vositalaridan, manbalardan foydalanayotganligi haqida ko‘p gapirilmoqda. Ehtimol, bu

hol ijtimoiy hayotimizning voqealarga boyligi, axborotlar almashish tezligi oshganligi bilan izohlanar? Biroq bugungi adabiy ta'limda kitob o'qishga alohida e'tibor qaratilayotganligining yana bir sababi – ta'lim jarayonini imkon qadar hayotga yaqinlashtirishdir. Bizningcha, bu jarayon faqat adabiy asarlarni o'qitish orqali kuchayadi, chunki har qanday badiiy asar ijtimoiy hayotning obrazli tasviridir.

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LINGVOPOETIKA – BADIIY ASAR TILINI O'RGANUVCHI FAN SIFATIDA

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Annotatsiya. Maqolada badiiy matnni tahlil qilish usullari va ularni o'rganuvchi lingvopoetika fanining paydo bo'lishi, boshqa fanlar bilan aloqasi, ushbu fanning maqsad va vazifalari o'rganilgan. Bundan tashqari, til birliklari tahliliga semantik yoki metasemiotik nuqtayi nazardan yondoshilishidan qat'iy nazar so'z tartibi ikkala jarayonda muhim ahamiyat kasb etadi, negaki tahlilga tortilayotgan so'zlarning o'rni ham uning mazmunini belgilab berishi isbotlangan.

Kalit so'zlar: lingvopoetika, lingvostilistika, tilshunoslik, adabiyotshunoslik so'z tartibi, sintaksis, semantik yoki metasemiotik yondoshuv, badiiy asar tili, lingvopoetik tahlil.

Badiiy asarlar tilini o'rganish mamlakatimizda ham, chet elda ham ko'plab tadqiqotchilarning ishlarida muammo sifatida qayd etilgan. Ular badiiy matnni tahlil qilishning turli usullarini ishlab chiqadilar, ular orasida ikkita asosiy yondashuvni ajratib ko'rsatish mumkin: lingvistik va adabiy.

Lingvistik usul uchun tadqiqotning boshlang'ich nuqtasi tildir, matn esa umumiy til qonuniyatlarining namoyon bo'lishi nuqtayi nazaridan ko'rib chiqiladi.

Adabiy usul matnni boshlang'ich nuqtasi sifatida tanlaydi va til tahlil qilish uchun yordamchi material bo'lib xizmat qiladi. Shunday qilib, badiiy asarlar tilini o'rganish filologiyaning tilshunoslik va adabiyotshunoslikka bo'linishini va shunga mos ravishda stilistikani filologiya sohasi sifatida lingvistik va adabiy stilistikaga bo'linishini ta'minlaydi.

V.Vinogradovning asarlarida alohida filologiya fanini – badiiy adabiyot tili fanini yaratish zarurligi g'oyasi rivojlanadi, badiiy asar tilini o'rganadigan filologiya sohasi sifatida **lingvopoetikaning** predmeti va vazifalari shakllantiriladi. V.Vinogradovning fikricha, lingvopoetik tadqiqotning vazifasi og'zaki-badiiy ijod asaridagi til birliklarining estetik funksiyasini o'rganishdir. Shunday qilib, lingvistik va adabiy stilistika chorrahasida ikkita yondashuvning yaqinlashishi natijasida filologiyaning yangi bo'limi paydo bo'ldi – lingvopoetika, uning mavzusi "badiiy asarda ishlatiladigan til vositalarining to'plami, uning yordamida yozuvchi o'zining g'oyaviy va badiiy rejasini amalga oshirish uchun zarur bo'lgan estetik ta'sirni ta'minlaydi" [5, 16-b].

Lingvopoetik tahlilning maqsadi tilning u yoki bu birligi (so'z, ibora, grammatik shakl, sintaktik tuzilish) muallif tomonidan og'zaki va badiiy ijod jarayoniga qanday kiritilganligini, qanday qilib til vositalarining u yoki bu o'ziga xos kombinatsiyasi ushbu estetik effektni yaratishga olib kelishini aniqlashdir.

Ma'lumki, har qanday matnga tegishli bo'lgan tilshunoslik tahlili ikki darajani o'z ichiga oladi: **semantik va metasemiotik.** Semantik darajada til birliklari (so'zlar, iboralar, sintaktik tuzilmalar) ularning to'g'ridan-to'g'ri ma'nosida shunday ko'rib chiqiladi. Metasmiotik darajada til birliklarining bevosita ahamiyatini ko'rib chiqishdan ularning matnda ishlashini o'rganishga o'tish amalga oshiriladi. So'zlar, iboralar, sintaktik tuzilmalar bu yerda qo'shimcha tarkib, ular kontekstga kiradigan ma'nolar nuqtayi nazaridan tahlil qilinadi [5, 21-b]. Biroq ushbu jarayon universal bo'lib, tilshunoslik tahlili badiiy matnlarning o'ziga xos xususiyatlarini hisobga olmaydi, bu yerda tadqiqotchidan yozuvchining g'oyasiga kirib borish, uning dunyoqarashi va estetik pozitsiyasi, badiiy fikrlash usuli, madaniy va filologik an'analarga munosabati bilan tanishish talab etiladi.

Badiiy asarda tarkibni tushunish yetarli emas, og'zaki – nutq tuzilishi va asarning badiiy-kompozitsion tashkil etilishining murakkab o'zaro ta'sirini ko'rib chiqish kerak va buning uchun til va poetikaning aloqasi zarur. Shunday qilib, tadqiqotchi boshqa darajaga ko'tarilishi, til birliklarining metasemiotik xususiyatlaridan asar doirasida foydalanish usullarini, ularning muallifning niyati va asarning mafkuraviy mazmunini aks ettirishdagi rolini ko'rib chiqadigan lingvopoetik tahlilni qo'llashi kerak.

Lingvopoetik tahlilning asosi V.Zadornova [6, 37-b] tomonidan ishlab chiqilgan parametrlarning ma'lum bir tizimiga asoslanishi mumkin. Lingvopoetik transformatsiya toifasi lingvopoetik tahlilning eng asosiy va muhim toifasidir. Og'zaki va badiiy ijod sohasida o'zini topadigan tilning turli elementlari o'zgartirilib, ularga obyektiv ravishda kiritilgan estetik ifoda imkoniyatlarini ochib beradi.

Ko'proq xususiy kategoriya **"so'zning polifoniyasi"**dir. Bu asarlarida badiiy adabiyotdan keyingi so'z o'z imkoniyatlarini kengaytirishga intiladi: har bir foydalanishda u bir vaqtning o'zida barcha semantik va stilistik imkoniyatlarga aniq yoki yashirin shaklda ega bo'lishi mumkin. Shunday qilib, badiiy matnda "so'z" qo'shimcha chuqurlik va imkoniyatlarga ega bo'lib, global semantik yaxlitlik vazifasini bajaradi. So'zning bu xususiyati matnning badiiyligining belgilaridan biri.

V.Zadornova tomonidan ishlab chiqilgan toifalardan foydalanish uning izdoshlari va lingvopoetika bilan shug'ullanuvchi olimlarning tadqiqotlarida keng tarqalmagan. Biroq V.Zadornovaning lingvopoetik tahlilni ishlab chiqishga qo'shgan katta hissasini, birinchi marta uning maqsadini aniq shakllantirganini va og'zaki-badiiy ijod asarlarini o'rganishning ushbu usulining parametrlari tizimini batafsil tavsiflaganini ta'kidlamaslik mumkin emas [6, 42-b].

Til birliklari tahliliga semantik yoki metasemiotik nuqtayi nazardan yondoshilishidan qat'iy nazar baribir so'z tartibi ikkala jarayonda muhim ahamiyat kasb etadi, negaki tahlilga tortilayotgan so'zlarning o'rni ham uning mazmunini belgilab beradi.

A.Lipgart ham lingvopoetika konseptual apparatini ishlab chiqish bilan shug'ullangan. Uning fikriga ko'ra, "Lingvopoetika – bu filologiyaning bir bo'limi bo'lib, uning doirasida badiiy matnda ishlatiladigan stilistik jihatdan belgilangan birliklar ularning funksiyalari va ma'lum bir mafkuraviy va badiiy tarkibni etkazish va estetik effekt yaratish uchun qiyosiy ahamiyati masalasi bilan bog'liq holda ko'rib chiqiladi" [1, 84-b].

A.Lipgart lingvopoetika va lingvostilistika, lingvopoetika va adabiyotshunoslik o'rtasidagi munosabatlarni ko'rib chiqadi, lingvostilistik tahlil barcha keyingi lingvopoetik tuzilmalarning ajralmas asosi ekanligini ta'kidlaydi.

A.Lipgartning alohida xizmati lingvopoetik tadqiqotning aniq usullarini tavsiflashga bag'ishlangan. Matnni tashkil etuvchi til birliklari to'plami sifatida badiiy asarning lingvistik-poetik tahlili alohida badiiy uslubning lingvistik-poetikasini o'rganishdan boshlanishi mumkin. Agar ko'rib chiqilayotgan til birliklari haqiqatan ham ta'sir qilish funktsiyasini amalga oshirsa, ushbu o'rganish juda samarali bo'ladi. Ko'rib chiqilayotgan tadqiqotda ushbu qoidalar atributiv iboralar materialida tasvirlangan [1, 67-b].

A.Lipgartning, shubhasiz, xizmatlari uning asarlarida batafsil tasvirlangan lingvopoetik

tadqiqotning aniq usullarining batafsil tavsifidir. Bundan tashqari, olim birinchi marta lingvopoetik tahlilni sinxron va diaxronik jihatdan qo'llash imkoniyati haqida yozadi.

"Lingvopoetika" atamasidan foydalanganda, u qarama-qarshi bo'lgan ikkita tadqiqot turiga murojaat qilish uchun ishlatilishini yodda tutish kerak. Ulardan birining maqsadi ma'lum bir asarda yoki asarlar guruhida alohida badiiy uslubdan foydalanishning tematikligini aniqlashdir. Ushbu turdagi tadqiqotlar Z.B.Yeshmambetova tadqiqotlarida ham aks etadi, unda muallifning nutqi va personajning nutqi o'rtasidagi munosabatlar lingvopoetik muammo sifatida ko'rib chiqiladi va birinchi marta dramatik janr asarlarini o'rganish uchun lingvopoetik tahlilni qo'llashga harakat qilinadi [4, 29-b].

Muallifning xarakterga bo'lgan munosabatini ifoda etish vositalari S.Titovaning og'zaki va badiiy ijod asarlari kontekstida iboraning lingvistik-poetik funksiyasini ochib berish usullarini ishlab chiqishga bag'ishlangan dissertatsiyasi [3, 21-b] hisoblanadi.

Tadqiqotning ikkinchi turi – ma'lum bir mafkuraviy va badiiy tarkibni yetkazishda va ma'lum bir estetik effekt yaratishda rasmiy til elementlarining rolini aniqlashga qaratilgan alohida badiiy matnni o'rganish. Bunday ishlar V.Zadornovoyning tadqiqotlari hisoblanadi, bu yerda lingvopoetik usul birinchi marta turli tillardagi she'riy asarlar materialida ishlab chiqilgan va qo'llanilgan va ushbu tadqiqotda ishida bir nechta katta hajmdagi nasriy asarlarni (romanlarni) qiyosiy rejada lingvopoetik tahlil qilishga harakat qilingan. Biroq ikkala yondashuv ham bir xil prinsipga asoslanganligi sababli – matnning rasmiy va mazmunli tomonlarini ko'rib chiqish, ular "lingvopoetik" atamasi yordamida birlashtirilgan.

A.Morozovning dissertatsiyasi alohida e'tiborga loyiqdir. Ushbu ishning yangiligi shundaki, matnni uch darajada tahlil qilish metodologiyasi, ya'ni shu paytgacha faqat badiiy matnlarni tadqiq qilishda qo'llanilgan lingvopoetik tahlil metodologiyasi birinchi marta reklama matnlari tiliga nisbatan qo'llaniladi [2, 36-b]. Ushbu tadqiqot lingvopoetik tahlil metodologiyasi doirasini kengaytirish va uni nafaqat og'zaki va badiiy ijod matnlariga, balki tubdan farq qiladigan funksional uslubga – reklama uslubiga qo'llash haqida gapiradi.

Va nihoyat, hozirgi paytda lingvopoetika sohasida olib borilayotgan so'nggi ishlarga L.Kozenyashevaning dissertatsiyasi kiradi, bu yerda badiiy matnni tahlil qilishning lingvopoetik usuli yanada rivojlanadi, chunki ushbu metodologiyadan foydalangan. Bu holda badiiy matnni ligvopoetik tahlil qilish usuli samaralidir, chunki u xarakter obrazini talqin qilishda adabiy va lingvistik yondashuv o'rtasidagi tafovutni bartaraf etishga imkon beradi. Tadqiqotning lingvopoetik usuli L.Kozenyashevaga diaxroniyada adabiy xarakter obrazini yaratishning og'zaki – nutq va badiiy-kompozitsion usullarini har tomonlama tahlil qilishga imkon berdi.

Shunday qilib, badiiy asarni to'liq tushunish uchun og'zaki-nutq tuzilishi va asarning kompozitsion-badiiy tashkiloti o'rtasidagi murakkab munosabatlarni ko'rib chiqish, estetik ta'sirni baholash kerak. Buning uchun tadqiqotchi foydalanish usullarini ko'rib chiqadigan lingvopoetik tahlilni qo'llashi kerak.

Lingvistik va adabiy stilistika chorrahasida ikkita yondashuvning yaqinlashishi natijasida filologiyaning yangi bo'limi paydo bo'ldi – lingvopoetika, uning mohiyati badiiy asarda ishlatiladigan til vositalarining to'plami, uning yordamida yozuvchi o'zining g'oyaviy va badiiy rejasini amalga oshirish uchun zarur bo'lgan estetik ta'sirni ta'minlaydi.

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К ВОПРОСУ О ПРЕПОДАВАНИИ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО В УСЛОВИЯХ СОВРЕМЕННОГО УЗБЕКИСТАНА

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Аннотация. В статье предпринимается попытка рассмотреть основные проблемы современного преподавания иностранных языков. В настоящее время возрастает потребность людей разных стран и национальностей в межкультурной коммуникации. В связи с этим возникают противоречия между развивающимся процессом упрощения русского языка и его культуры, а также между процессом проникновения русского языка в языки других народов, смешения культур и сохранением идентичности национальных языков и культур. Преподавание иностранных языков в средних и высших образовательных учреждениях не может оставаться традиционным, происходит трансформация системы образования в целом, в том числе и языкового образования. На современном этапе развития общества процесс межкультурной коммуникации приобретает новые формы: широко используются разнообразные электронные средства коммуникации – электронная почта, скайп, голосовая и видеосвязь, социальные сервисы и многое другое.

Ключевые слова: Язык, народ, культура, образования, методы, общество, задачи, иностранные языки, технология, прогресс, коммуникация.

Главная цель обучения иностранным языкам – обучение свободному ориентированию в иноязычной среде и умению адекватно реагировать в различных ситуациях, то есть общению. Каждый язык отражает культуру того народа, который на нем говорит. Следовательно, овладение иностранным языком неотделимо от знакомства учащихся с фактами истории, культуры, общественными явлениями, социальными условиями в стране изучаемого языка. Учет этих факторов дополняется еще и тем обстоятельством, что развитие языка и мотивы его изучения во многом определяются экономическим и социальным развитием общества.

В настоящее время чрезвычайно актуален разговор о поиске новых педагогических технологий, методов и средств обучения, которое бы соответствовали обновленным содержанию и стандартам образования. Перед методикой преподавания русского языка в

суверенном Узбекистане встали новые задачи, которые определяются социальным заказом общества: содержание обучения должно соответствовать международному статусу.

Новое время, новые условия требуют немедленного и коренного пересмотра как общей методологии, так и конкретных методов и приемов преподавания иностранных языков и русского языка как иностранного в Узбекистане.

Проблема управления учебной деятельностью многозначна, разнопланова, имеет философские, психологические, педагогические, методические и другие аспекты. Экономические, политические, социокультурные процессы легли в основу развития современной системы языкового образования. В вузе особое место занимают такие формы обучения, которое обеспечивают активное участие на занятиях каждого студента, повышают знания и индивидуальную ответственность обучающихся за результаты учебного труда. Эти задачи можно успешно решать с помощью педагогических технологий. Основной целью обучения иностранным языкам является формирование и развитие коммуникативной культуры студента, обучение практическому овладению иностранным языкам.

Наша задача состоит в том, чтобы создать условия практического овладения русским языком для каждого учащегося, выбрать такие методы обучения, которые позволили бы учащемуся проявить свою активность, свое творчество, активизировать познавательную деятельность в процессе обучения русскому языку. Изучение русского языка – эффективное средство социализации личности, интеллектуального развития учащегося, выработки новых стандартов разных форм деятельности, ориентированных на мировую практику. Данное обстоятельство имеет особенно важное значение при изучении русского языка для специальных целей. В изучении русского языка как иностранного необходимо сформировать коммуникативную компетенцию, а именно способность и готовность осуществлять межличностное и межкультурное общение с носителями русского языка не только в условиях России. Изучение русского языка для специальных целей способствует социальной адаптации учащегося к условиям постоянно меняющегося поликультурного, полиязычного мира. Прежде всего, следует отметить, что интенсивное изучение русского языка как иностранного, расширяет лингвистический кругозор учащихся, содействует их общему речевому прогрессу с использованием новых информационных технологий.

Проводить целенаправленную работу по осмыслению содержания, вводу в продуктивную речь учащихся лексики и грамматических конструкций научного и общественно-политического стилей современного русского языка.

При обучении русскому языку как иностранному интенсивные технологии в учебном процессе тесно связаны с использованием эффективных приемов и методов преподавания, активным включением учащихся образовательный процесс. Применение интерактивных методов обучения явилось объективной необходимостью, продиктованная закономерностями любого обучения на современном этапе. Создание среды общения настраивает учащихся на подготовку к участию в процессе общения. В основе интенсивного метода обучения лежит процесс обучения, который и является моделью процесса общения. Таким образом, интенсивный метод преподавания русского языка как иностранного с использованием интерактивных методов становится объяснительным принципом построения процесса обучения. При обучении русскому языку на современном этапе является овладение обучающимися корректными речевыми навыками, учитывая его фонетическую, грамматическую, лексическую и стилистическую сторону. В современную систему образования все активнее внедряются использование информационных технологий и компьютерных телекоммуникаций. Мощная компьютерная техника, развитие сообщества сетей Интернет, способствует оснащению образовательных учреждений. Применение интерактивных методов тесно связаны с методическими инновациями. Интерактивный метод означает способность взаимодействовать или находится в режиме

беседы, диалога. От этого процесс обучения и контроля становится более продуктивным. Учащиеся в ходе интерактивного обучения принимает продуманное решение, учится критически мыслить.

Таким образом, интерактивное обучение – это специальная форма организации познавательной деятельности, имеющей вполне конкретные и прогнозируемые цели, контроль результатов обучения осуществляется с помощью инновационных технологий, которая применима к прогнозированным ожидаемых результатов. Под информационными технологиями обучения при этом понимают все технологии, использующие специальные технические средства (мультимедийное оборудование). В особенности – при изучении его теоретической основы интенсификации учебного процесса с использованием интерактивных методов обучения, необходима опора на информационные технологии. Управление процессом обучения видам речевой деятельности языковой личности занимает одно из наиболее важных мест и наиболее сильно привязана к конкретным условиям ее возникновения и использования. Данный вид работы позволил совершенствовать навыки монологической речи, умение находить нужную информацию, анализировать ее и делать выводы. Обсуждение сообщений развивает не только навыки логического изложения чужих, но и собственных мыслей. Оно учит спорить, слушать и убеждать собеседника. Среди основных форм развития навыков устной речи можно назвать проведение дискуссий, бесед за «круглым столом», пресс-конференции, а также разработка проблемных ситуаций на общественно-политическую, страноведческую и бытовую тематику. Проблемные ситуации побуждают учащихся не только пользоваться готовыми знаниями, умениями и навыками, но и требуют от них творческого использования накопленных знаний, развивают умение вести аргументированный спор, умение использовать в споре полученные знания иностранного языка. Особого разговора заслуживает использование технических средств как фактора интенсификации процесса обучения иностранному языку. Их использование открывает совершенно новые, еще не исследованные технологические варианты обучения, связанные с уникальными возможностями современных компьютеров и телекоммуникаций. Так, использование различных мультимедийных средств компьютерной техники в системе новых информационных технологий дает возможность индивидуального подхода к организации учебной деятельности каждого учащегося. Это диктуется также тем, что в силу своих психофизиологических особенностей учащиеся обладают различными способностями и задатками. Для достижения одинаковых результатов в изучении русского языка разным учащимся требуется разное количество времени, упражнений на тот или иной грамматический или лексический материал. Прежде всего, возможность неоднократного воспроизведения образцового произношения отдельных звуков, слов, а позже и предложений на занятии и во внеурочное время обеспечивает слуховую наглядность и позволяет учащимся путем сознательного подражания развить необходимые навыки произношения и интонации. Нельзя также не отметить роль видеоматериалов на русском языке. Как нам представляется, будущее за компьютерными технологиями в системе образования, которые позволят комплексно изменять и модернизировать учебный процесс с учетом потребностей сегодняшнего дня, приближать их к требованиям современности. Активное использование компьютерных технологий подразумевает не замену преподавателя, его направляющей и координирующей функций, а освобождение его от рутинной деятельности в учебном процессе, переход учителя и учащегося на новый творческий уровень деятельности. Правильная организация самостоятельных действий студента в новой информационной среде с использованием компьютерной техники позволяет с успехом осуществить принципы самообучения и самоуправления.

Современная методика преподавания русского языка предполагает использование отдельных приемов интенсива в традиционной системе обучения. Под интенсивом

понимается не ускоренное обучение, а особым образом организованный учебный процесс, направленный на достижение и поддержание максимальной активности учащихся, приобретение навыков и умений иноязычного общения через ситуации, моделирующие реальную коммуникативную деятельность. Средствами, побуждающими к этой деятельности, выступают ролевые игры, поисковые задания, коллективные формы работы. Многие упражнения и задания хорошо работают, если они мотивированы, связаны с коммуникативными потребностями учащегося и способны пробудить интерес и познавательную деятельность. Значительную помощь оказывает также общение с носителями русского языка.

Компьютерные технологии в преподавании иностранного языка – эффективное средство, позволяющее комплексно изменять и модернизировать учебный процесс с учетом потребностей сегодняшнего дня, приближать их к требованиям современности. Мультимедиа-средства позволяют использовать многообразные подходы к подаче информации. На практике это означает, что учитель и учащиеся сами могут устанавливать скорость изучения, объем материала и степень его трудности в соответствии с поставленными требованиями и условиями, со своими запросами и возможностями. Таким образом, дальнейшее совершенствование навыков устной и письменной речи учащихся, формирование у них способности мыслить на русском языке, развитие более глубокого чувства изучаемого языка является сегодня одной из основных задач. Неослабевающий интерес к изучению русского языка в Узбекистане заставляет нас по-новому подойти к решению некоторых актуальных проблем его преподавания. Изучение русского языка для специальных целей предполагает дальнейшее развитие навыков речевого поведения в различных ситуациях общения, учет особенностей народного менталитета. Изучение русского языка предполагает достаточно высокий уровень мотивации личной деятельности учащихся, осознание ими необходимости изучения именно этого языка, а также четкое представление о тех сложностях, с которыми им придется столкнуться в процессе обучения. Все большое количество учащихся осознают необходимость владения иностранными языками для успешной реализации своих профессиональных, творческих, социокультурных стремлений. Процесс преподавания иностранных языков приобретает функциональную направленность и включает формирование иноязычных коммуникативных компетенций иностранным языком не отделимо от знакомства учащихся с фактами истории, культуры,

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ПРОБЛЕМЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация. В статье рассматриваются проблемы обучения русскому языку и их решения. В статье утверждается, что процесс обучения иностранным языкам трудоемкий, требующий большого времени и уверенности в себе. Анализируется метод тандема в изучении иностранных языков, в частности русского.

Ключевые слова: параллельные системы склонения, глаголы движения, свободное ударение, альтернативные методы, метод тандема, своеобразные подходы к обучению

Знание иностранных языков во все времена считалось атрибутом культурного, образованного человека. В наши дни это не только атрибут, но и необходимое условие для успешной деятельности современного человека, во всех сферах деятельности. В связи с этим государство уделяет большое внимание преподаванию иностранных языков. Ученые-методисты разрабатывают и предлагаю новые концепции и подходы к обучению иностранных языков, в частности русского языка. Новые формы и методы апробируются в школах с национальным языком обучения.

Русский язык является одним из востребованных мировых языков. Он один из официальных языков ООН, он звучит в ходе мероприятий на высшем уровне наравне с английским, немецким, китайским, французским, испанским, арабским языкам. Каждый год 6 июня, в день рождения великого русского поэта Александра Сергеевича Пушкина, отмечается Международный день русского языка.

Обучение русскому языку - сложная задача. В чем сложность? Она выражается в несхожести фонетики, лексики, морфемики, стилистики одного языка с другим. Исследования показывают, что классическим примерами препятствий при изучении русского языка, встающими перед узбекскими школьниками, да и студентами тоже, - это трудности в изучении и усвоении русской предложно-падежной системы, особенностей их употребления. Также возникают сложности при освоении глаголов, всех их категорий (наклонения, спряжения, глаголов движения), интонации. В том числе стоит еще одна актуальная проблема, поиск грамотного, опытного, любящего русский язык и свою профессию преподавателя.

Русский язык настолько богат, что обучающимся нерусской национальности непросто освоить все его тонкости и оттенки. В начале изучения русского языка многим кажется, что самое сложное - это русская грамматика. Например, на каждое существительное приходится до двенадцать форм, шесть падежей в единственном и множественном числе. При этом необходимо запоминать много параллельных систем склонения. При изучении глагола появляется такая проблема: у школьников уже выработан навык заучивания глаголов с управлением, а в русском языке у каждого глагола есть свое управление: по-русски глагол "поступать" означает куда? как?, "переступать" - значит через что?, "вступать" - куда? выступать - перед кем? где? зачем?... И это создает большую трудность обучающимися. Надо заучивать сначала русский глагол как видовая пара - совершенный, несовершенный вид, далее управление глагола.

Необходимо отметить, что даже у дисциплинированных, ответственно относящиеся к учебе, старательных обучающихся возникают сложности часто они не чувствуют того, что лексика в разговорной речи используется другая лексика нежели лексика высокого стиля, характерная для художественной литературы или публицистики.

Также сложно дается русское ударение - в узбекском языке ударение в основном падает на последний слог. А в русском языке оно может быть и на первом слоге, и в середине, и на последнем, в сложных словах может быть два ударения. Например, аэропОрты, бухгАлтеров, вероисповЕдание, досУг, жалюзИ, каталОг, квартАл, лЕкторы, свЁкла. В сложных словах, особенно в профессиональной речи, может быть два ударения: в слове путепровод основное ударение падает на последний слог. То же касается слов

нефтепровОд, трубопровОд, газопровОд, длИнношЕее, чЕрно-бЕлый, машИностроЕние, нЕфтеперерабОтка, фИзиотерапИя, ИглотерапИя и др.

Следующая сложность - интонация. Это типичная трудность для всех иноязычных обучающихся. В русском языке существует семь интонационных конструкций, когда происходит резкое повышение голоса, вопросительные предложения без вопросительного слова. В таких случаях возникают курьезные случаи. Мы учим их, что во множественном числе, т.е. если много людей, нужно спросить:"Вы выхОдите на следующей остановке?". А обучающийся произносит:"Вы выходИте на следующей остановке?". Естественно русский человек удивится, если ему скажут, что он должен выйти.

Некоторые методисты, изучавшие данный вопрос считают, что в русском языке много интересных моментов, на которые носители языка не особенно обращают внимание - это чередование звуков, приставки глаголов, словообразование, паронимы, склонение числительных, различия в стилистике. Уметь объяснить все эти тонкости - это особенный талант или владение отдельными компетенциями.

Часто сравнивают преподавание и обучение русскому языку с изучением английского. Овладение русским языком составляет трудность не только узбекским обучающимся, но и представителям других наций. Поэтому иногда обучающиеся на языковых курсах, у репетиторах говорят, что самое сложное в русском языке – это не грамматика. Самое сложное – это найти профессионального преподавателя РКИ.

Видные педагоги подчеркивают, что в учебном процессе «главное — учитель: его знание науки, которую преподает, и науки о человеке, его вооруженность методами обучения, его умение творчески использовать их, щедрость его души, наконец его стремление постоянно пополнять свои знания. Любви к языку обучать нельзя, любовью можно только заразить, любовь можно только возбудить. Но надо знать методы возбуждения любви к языку. И в этом состоит уже профессионализм учителя»[1].

Разные ситуации требуют разного учебного материала, разных методик, разных видов деятельности, стратегий и подходов. Некоторые учителя русского языка на протяжении многих лет на занятиях используют один и тот же подход к обучению и считают этот метод самым удачным, самым результативным. Другие учителя постоянно ищут новые, более эффективные методы. Существует ли вообще единственный и самый лучший метод обучения иностранным языкам?

"Некоторым людям ближе нестандартные методы обучения, другим — проверенная классика. По этой причине учитель должен хорошо ориентироваться в методах обучения иностранных языков, применять их в практике и искать или выбирать из них наиболее эффективные"[2]. Чтобы узнать, что принесет тому или иному человеку или группе людей максимальный результат, можно сделать только одно — начать обучать иностранному языку выбранным способом, опираясь при этом на опыт передовых педагогов в этой отрасли. Общая тенденция в развитии методов связана со сближением разных методов в направлении поиска оптимального варианта для конкретных условий обучения.

Для практического овладения русским языком нужна прежде всего речевая практика на русском языке, так как любые навыки приобретаются только в результате практики, значит, и речевые навыки вырабатываются в процессе речевой практики. Иными словами, при речевой направленности обучения практическое овладение русским языком как средством общения достигается в результате практического пользования русским языком, то есть учащиеся общаясь, учатся общению.

Особое значение в развитии русской устной речи учащихся приобретает научно обоснованная система ситуативных упражнений, позволяющих воссоздать на уроках копии

1 А. Н. Щукин. Методика преподавания русского языка как иностранного. Москва: Русский язык, 1990, с. 7.

2 Ахмедова, М. Х. Проблемы ситуативно-направленного обучения русскому языку как иностранному // Молодой ученый. — 2016. — № 28 (132). — С. 842-844.

реальных коммуникативных ситуаций. Психологическая особенность и дидактическая ценность этих упражнений заключается в том, что они мобилизуют активность учащихся, побуждают их к высказываниям. Многие ученые-методисты и исследователи признают эффективность ситуативно-коммуникативных упражнений в учебных целях.

В европейских исследованиях, посвящённых современному преподаванию иностранных языков, подчёркивается необходимость креативного подхода к учебному процессу, понимаемому как процесс формирования умения создавать из уже известного новое в совместной деятельности. Условием для такого подхода является рассмотрение учебного процесса, в котором развиваются все способности человека, а не только его когнитивные умения. Сам учебный процесс рассматривается не как самоцель (подготовка к сдаче экзамена), а как подготовка к решению коммуникативных задач, с которыми студент столкнётся в жизни. По-новому рассматривается и роль преподавателя: он выступает как консультант, помощник студента при изучении языка. В центре альтернативных методов – не знания, а умения. Язык усваивается в бесстрессовой атмосфере в коммуникативных ситуациях на основе индуктивных процессов: от смысла к форме.

Альтернативные методы основываются на парной и групповой работе на занятии, отрицают немедленное исправление ошибок и изменяют роль преподавателя в учебном процессе. Решающим в альтернативных методах являются когнитивные и эмоциональные свойства личности, проявляющиеся в их мотивации и особенностях усвоения и изучения иностранного языка - социально-психологическая оптимизация учебного процесса.

Одним из таких альтернативных методов является метод тандема. Он основан на концепции педагогики сотрудничества: два человека с различными родными языками встречаются, чтобы учить язык друг друга. В курсе тандема всегда используются два языка по принципу: «Говори на языке своего партнёра!». Поэтому этот курс всегда двуязычен, ибо оба партнёра – носители языка гарантируют это двуязычие. Каждый из участников тандема выполняет роль или учителя своего партнёра, когда работа проходит на его родном языке, или его ученика, когда работа проходит на иностранном для него языке. В этом плане можно говорить о полностью свободном обучении, т.к. каждый участник тандема обучается в зависимости от его личных потребностей и уровня владения иностранным языком, и участники полностью погружаются в иностранный язык и иноязычную культуру. "Ценным в процессе тандема являются деятельность говорения и межкультурного общения, которые в этом случае аутентичны. Удовольствие от такого аутентичного общения очень быстро снимает страх перед ошибками. Именно такая бесстресовая рабочая атмосфера, стимулирующая изучение иностранного языка, характерна для метода тандема"[3].

Оба языка должны использоваться в одинаковом объёме. Продолжительность работы на каждом из двух языков также должна быть одинаковой. Нельзя смешивать языки. Преподаватели должны иметь чёткое представление о том, что работа тандема будет намного эффективней, если тандем в каждый конкретный момент работает только на одном языке. Участник должен полностью погрузиться в язык. Указание «Начинайте работу на этом языке и продолжайте до конца работать на нём» нужно повторять как можно чаще, т.к. это основной принцип работы в тандеме.

Как говорит американский писатель Рэй Брэдбери: «Каждый раз нужно прыгать со скалы и отращивать крылья по пути вниз». Ничего страшного, что не получается. Не опускайте руки, начинайте снова и снова. И обязательно получится. Это касается и обучающегося, и обучающего.

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"BOBURNOMA" DA QARINDOSH-URUG'CHILIK VA MEHR-OQIBAT MASALALARI

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Annotatsiya. Maqolada "Boburnoma"dagi xalqimizga xos muhim qadriyatlardan biri qarindosh-urug'larga nisbatan g'amxo'r va mehr-oqibatli bo'lish masalasining yoritilishi haqida so'z boradi. Shuningdek, bu tasvirlardagi Bobur shaxsiga xos xususiyatlar aks ettiriladi.

Kalit so'zlar: qarindosh, opa, ini, navkar, xon, tug'ishgan, sovg'a, lak, tanga, sochqi, muallif, askar, talon-toroj.

"Boburnoma" da muallif ko'pqirrali faoliyat sohibi sifatida yigirmadan ortiq sohalarga xos tasvirlarni keltiradi. Asar sahifalarida xalqimizga xos muhim qadriyatlardan biri qarindosh-urug'larga nisbatan g'amxo'r va mehr-oqibatli bo'lish masalasiga ham salmoqli o'rin ajratilgan. Bu esa, o'z navbatida, Boburning ma'naviy olami, insoniy fazilatlarini aks ettiradi. Asarda muallifning tutgan o'rni, eng avvalo, yetakchi-qahramon ekanligini nazarda tutadigan bo'lsak, qarindosh-urug'chilik, ular o'rtasidagi mehr-oqibat masalalari ko'p hollarda bevosita Boburning o'zi bilan bog'liq ekanligi yaqqol ko'rinadi. "Boburnoma"da muallif qarindosh-urug'chilik va ular o'rtasidagi mehr-oqibat masalalariga jiddiy yondashganini ko'ramiz. Asarning dastlabki qismlaridayoq otasi Umarshayx mirzoning qiyofasi, fe'l-atvori, tabiati, ma'naviy dunyosi, jang qilish salohiyati haqida ixcham ma'lumotlarni keltirganidan so'ng mirzoning avlodi to'g'risadagi ma'lumotlarni beradi. Unda Umarshayx mirzodan uch o'g'il va besh qiz qolgani, ulardan Xonzoda begim bilan bir onadan tug'ilganini aytadi. Bobur nafaqat tug'ishgan opasiga, balki ona tomondan qarindoshlariga nisbatan ham e'tiborli ekanligi, o'z navbatida, ular o'rtasida mustahkam rishta mavjudligi seziladi: "Mirzoxon bilan yo'lga tushib, jo'nadilar. Mening xolam Mehr Nigorxonim ham Badaxshonga bormoqchi bo'ldilar. Mening bilan birga bo'lishlarining sababi ko'proq edi, tug'ishganlari edim". (121-bet)

Asar davomida Boburning Xonzodabegimga va boshqa qarindoshlari taqdiriga befarq qaramaganligi, ularning dardini o'z dardi deb qabul qilishini, dunyoviy qiziqishlar va o'z manfaatlaridan ko'ra qarindoshlarga mehr-oqibatli bo'lish tuyg'usi ustun turishini anglab yetamiz.

Bobur Andijonni qo'ldan chiqarib umid bilan xon tog'alari bilan birga Andijon ustiga yurish qiladi. Ahmad Tanbalning qilichidan yaralanadi. Andijon hukmdorligini va'da qilgan xon tog'alaridan kichik xon Andijon hukmdorligini oladi. Boburga Axsini, keyinchalik Samarqandni egallagach hukmdorlikni Boburga va'da qilishadi. Bu quruq va'dalar juda ishonchsiz edi. Qanbar Alibek Boburga O'shga kirib xonlarni chiqarib yuborib, Ahmad Tanbal bilan yarashib viloyatlarni bo'lishib olishni maslahat berganida ham Bobur rad etadi, qarindoshlik rishtalari o'z manfaatidan ustunligini aytadi. Qolaversa, dushman bilan til biriktirish Boburning mardonalik sifatlariga yot edi: "Men dedimkim, ravo bo'lmag'oy, xonlar tuqqonlarim, bularga navkarlik qilmog'im Tanbalga podshohliq qilg'ondin ortiqroqdur." (93-bet)

Insonlar o'rtasidagi mehr-oqibatni mustahkamlovchi vosita sovg'a-salom ekanligi, xalqimizda bu odat qadimdan an'anaga aylanib kelganini bilamiz. Bobur ham qarindoshlik

rishtalarini sovg'a-salomlar biln mustahkamlab turadi: "Komronga o'n yetti lak , Muhammad Zamon mirzoga o'n besh lak, Askariyga, Hindolga va, umuman, barcha urug-aymoqqa, o'g'illar va yosh bolalargacha juda ko'p tilla, kumush, kiyimlik, qimmatbaho toshlar va qullardan sovg'alar yuborildi." (219-bet)

Asarda, shuningdek, Humoyunning o'g'illi bo'lgani, Komronning uylanishi munosabati bilan o'n ming shohruhiy tanga sochqi va qimmatbaho sovg'alar, "Xatti Boburiy"ning alifbosi va shu alifboda bitilgan qit'alar kabi kishi muhabbati hamda e'tiborini namoyon qiluvchi tortiqlar jo'natgani haqida ham diqqatga sazovor tasvirlar mavjud.

Bobur tug'ishganlariga mehribonlik sifatlari bilan bir qatorda qarindoshlariga vafo qilmagan, ular qonini to'kishdan tap tortmaydigan kimsalarni qattiq qoralaydi: "Yana biri Vali edi. Xusravshohning tuqqon inisi edi. Navkarni yaxshi saqlar edi. Sulton Mas'ud mirzoning ko'ziga mil tortmog'iga va Boysunqur mirzoning o'lturmagkiga bois ul edi..." (50-bet).

Yana bir o'rinda Sulton Mahmud mirzoning adolatsizligi va qarindoshlariga shafqatsizligini bayon etadi: "Sulton Mahmud mirzodin so'ng o'g'lonlarining zamonida xud asru ko'p ulg'oyib edi. Navkari yigirma mingga yovushub edi. Agarchi Namozi qilur edi va taomda parxez qilur edi, vale tiyra va fosiq edi, befahm va bevafo va haromnamak kishi edi. Besh kun o'tar dunyo uchun bir o'zi o'sturg'on valine'matzodasini ko'r qildi. Yana birini o'lturdi. Tengri qoshida osiy va xalq oldida mardud bo'lubdur. Domani qiyomatgacha la'nat va nafrin sazovori bo'ldi." (49-bet)

Asarning ko'p o'rinlarida Boburning qarindoshlik tuyg'ulariga sodiq qolishi bilan bir qatorda, tug'ishganlari sadoqatini qadrlashini ko'ramiz: "Jahongir mirzo kelib, qulog'imga: „Xilvat so'zim bor" , dedi. Xilvatda so'zlashdik. Aytishicha, Boqi Chag'oniyoniy kelib unga: „Podshohni yetti-sakkiz kishi bilan jo'natib, Sind daryosidan o'tkazib Sizni podshoh qilib ko'taraylik", deganmish. Men: „Bu kengashda yana kim bor edi?", deb so'radim. Ayttiki: „Menga darhol Boqibek aytdi. O'zgasini bilmadim". Men dedim: „Yana boshqalarini tekshirib ko'ring. Aftidan, Sayyid Husayn Akbar va Sulton Ali chuhra, yana Xisravshohning ba'zi bek va kichik beklari, yigit-yalang ham bor bo'lgan". Darhaqiqat, Jahongir mirzo bunda juda yaxshi ish qildi. Tug'ishganlikni joyiga keltirdi." (121-bet)

Bobur har qanday vaziyatda ham insoniylikni unutmaydi. Hindiston yurishida askarlari orasida Bhira xalqini talon-taroj qilayotganligi haqida xabar topib ularni jazolaydi. Quyidagi tasvirda esa Boburning butun xalq, butun millatni qarindoshlik darajasiga ko'ratganiga guvoh bo'lamiz: "Turklarga tegishli viloyatlarni o'zimizniki deb bilganimiz bois u yerlarda talon-toroj bo'lmadi. Xalq orasida har doim agar turklarga tegishli viloyatlarga sulh tuzish uchun elchi borsa, hukmdorlar ularni tang ahvolga solmaydilar, degan gap yurardi. Shu bois rabi ul-avval oyining boshida, payshanba kuni, Mullo Murshidni Sulton Ibrohimning oldiga, otasi Sulton Iskandar o'sha besh-olti oy ichida o'lib, Hind saltanati munga tekkan edi, elchilikka tayinlab, bir qarchig'ay yuborib, qadimdan turklarga tegishli viloyatlarni so'radik." (171-bet)

Humoyun otasi bilan uchrashish uchun Agraga borishi, ota-ona bilan farzandning sog'inchli uchrashuvi, samimiy suhbatlari, uzoq vaqt ko'rishmagan ota-bolaning uchrashuvi, diydor quvonchi asarda yorqin bo'yoqlarda aks ettiriladi: "Agraga yetib, o'shul soatkim, biz aning onasi bilan otini tutub, so'zlashib o'lturub edukkim, yetib keldi. Ko'ngullar gul yanglig' ochilib, ko'zlar chirog'dek yorudi..." (266-bet)

Humoyun xastalanib og'ir ahvolda yotganida ulug' kishilardan Mir Abdulqosim shahzodaning tuzalishi uchun dunyo molidan ehson qilish kerakligini aytadi. Bu so'zlardan Ko'hinur olmosi nazarda tutilayotganini anglagan Bobur hech ikkilanmasdan Humoyunga dunyo molidan ko'ra afzalroq bo'lgan o'z jonini sadqa qilishini aytadi. Bu lavha "Boburnoma" dagi eng ta'sirli o'rinlardan biridir:

"…Tilga keldikim, dunyo moli aning evaziga nechuk bo'lgay, men aning fidosi qilurmenkim, hol anga mushkul bo'libtur. Va andin o'tubturkim, men aning betoqatligini toqat kelturgaymen. O'shal holatga kirib, uch qatla boshidin o'rgulub, dedimkim, men ko'tardim har ne darding bor. O'shal

zamon men og'ir bo'ldum, ul yengil bo'ldi. Ul sihhat bo'lub qo'pti. Men noxush bo'lub yiqildim…" (Zahiriddin Muhammad Bobur. "Boburnoma" Nashrga tayyorlovchilar: Saidbek Hasanov "Sharq" nashriyot-matbaa aksiyadorlik kompaniyasi, 2002266-bet)

Ota va farzand o'rtasidagi kuchli mehr nafaqat o'sha zamondagi shoh va shahzodalarga, balki bugungi kunda ham barcha insonlarga ibrat bo'la oladi. Xulosa qilib aytganda, Zahiriddin Muhammad Boburning o'g'li Humoyun bilan munosabati tug'ishganlariga nisbatan beqiyos mehr-muhabbati, muruvvatining eng yuqori cho'qqisidir.

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ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация. в статье рассматривается о возможности применения результатов когнитивных исследований в образовательной практике, об инновационном подходе в преподавании русского языка как иностранного в высших учебных заведениях. Широкое использование инновационных технологий в учебном процессе, о повышении эффективности обучения организации и проведение нестандартных уроков для развития активности, самостоятельности, личную инициативу и творческие способности учащихся в рамках разных образовательных подходов.

Ключевые слова: игровые методы, приемы, инновационное обучение, метод обучения, интернет, методология, обучение, педагогика, русский язык как иностранный.

Инновационное обучение определяется как обучение нового типа, построенное на активизации эмоциональной сферы ученика. Организация инновационного обучения обеспечивает формирование положительной мотивации через предвосхищение результата учения студентам, позволяет включить всех учащихся в процесс познания на максимальном для каждого обучающегося уровне успешности и перевести учебную деятельность на продуктивно-творческий уровень.

В инновационном обучении происходит усвоение знаний и умений и опыта мышления на базе подкрепления рационального эмоциональным. Активное функционирование интеллектуальных , волевых и эмоциональных сфер, что ведет за собой обязательное участие в учебном процессе

Сегодня важные задачи образования решаются учителями и через использование в учебном процессе новых педагогических технологий, которые обозначили контуры новой образовательной парадигмы: «личностно-ориентированная», «исследовательская», «проектная» и т.д. Естественно, появилась потребность использования в аудитории

университетов, в языковых центрах, и в частных школах современных педагогических технологий обучения.

Существует ряд педагогических технологий использования игровых моментов на уроках русского языка студентами в национальных группах. Для эффективного обучения учащихся русскому языку как иностранному учитель должен грамотно организовать учебный процесс с учетом тех трудностей, с которыми он может столкнуться при систематизации игровых моментов, используемых на каждом уроке.

При выполнении выше перечисленного, то есть для того, чтобы в совершенстве выучить русский язык, нужно работать в двух направлениях. По первому направлению - освоение грамматики русского языка, а по второму – формирование умений и навыков в повышении культуры русской речи.

Современные тенденции в преподавании русского как иностранного связаны со сменой образовательной и методической парадигмы, с введением новых стандартов государственных образовательных стандартов, со стремительным развитием интерактивных и мультимедийных средств обучения. Активная роль субъекта обучения объясняет выход на первый план коммуникативной компетенции.

Важнейшей из профессионально-педагогических функций является коммуникативно-обучающая, которая соотносится, с одной стороны, с практической целью преподавания, а с другой - с коммуникативным, речевым и языковым содержанием предмета обучения. Большое значение в формировании указанной компетенции имеют коммуникативные игры.

Игровые технологии в преподавании русского языка как иностранного применяются и для изучения грамматики, и для освоения новой лексики, и для развития навыков связной речи на всех уровнях освоения языка.

Применение игровых технологий позволяет повысить мотивацию обучения у учащихся и сделать их позицию более активной. В связи с этим хотим остановиться на результатах использования коммуникативных игр, направленных на закрепление языковых структур, запоминание лексических единиц и совершенствование навыков связной, диалогической речи на практике, исходя из нашего педагогического опыта.

Применение игровых технологий в педагогическом процессе, несмотря на свою актуальность в настоящее время, проблема не новая. Несмотря на всеобщий научный интерес, точного определения понятия «игровая технология» в исследовательской литературе нет. Мы будем понимать под указанным термином весь комплекс игровых методов и приемов, способствующих эффективному обучению. Игры в педагогике можно классифицировать, исходя из цели и педагогической характеристики: обучающие, тренировочные, контролирующие; познавательные, эвристические, воспитательные; коммуникативные, диагностические; репродуктивные и продуктивные. По игровой методике игры делятся на: предметные, сюжетные, ролевые, деловые, имитационные.

Игра - один из наиболее интересных видов учебной деятельности. Игровые методы и приемы позволяют освоить и закрепить новые знания не традиционным методом зазубривания и многократного повторения, а с помощью активных, вызывающих повышенный интерес и дополнительную мотивацию действий и рассматривается как основа современного урока, изучаются особенности использования и включения игры при освоении нового материала, однако в педагогической практике наряду со сложными мультимедийными играми применяются самые простейшие дидактические игры, эффективность которых доказана многолетним педагогическим опытом.

Но не стоит забывать, что игра - это воссоздание условной реальности, игра подчинена жестким правилам, имеет четко сформулированную дидактическую цель и определенные правила, поэтому внедрение компонентов игры в традиционный урок, а тем более полное замещение стандартного урока игровым требует серьезной подготовки от преподавателя.

Рекомендуется использовать игры для закрепления изученного материала, для развития речевых навыков, по пройденной теме.

В играх на уроках русского как иностранного очень важен сравнительный момент. Поэтому задания лучше давать для групповой или парной работы. Принцип состязательности заставляет студентов активизироваться, показывать максимальный результат. Победители обязательно должны быть поощрены небольшими подарками. Опыт показывает, что ученики стараются выиграть, чтобы получить маленький приз. Если работа групповая, то следует совмещать более слабых учащихся с сильными и, по мере возможности. Игры на элементарном уровне чаще всего относятся к разряду коммуникативно-грамматических, потому что направлены на отработку элементарного грамматического материала на языковом уровне, с применением простейших речевых конструкций. Коммуникативно - грамматические игры бывают следующих разновидностей: заполнение пропусков в предложении, убрать лишнее, догадка, поиск, подбор пары, обмен, карточные игры, ролевые игры, загадки, лото, озвучки.

Обратимся к играм на запоминание новых лексических единиц. Самой распространенной является игра «Снежный ком». Правилами игры регламентируются следующие положения: студенты должны называть слова по указанной лексической теме, например гастрономия, но каждый последующий студент называет все слова из предыдущих, а только потом свое. Данная игра всегда вызывает интерес у учащихся и имеет большой положительный эффект в заучивании новой лексики. Участие в этой игре преподавателя - минимально, ему необходимо только объяснить правила и контролировать процесс игры.

Другой эффективной игрой для отработки новой лексики является работа с карточками. Например, преподаватель на доске рисует таблицу, колонки которой названы следующим образом: овощи, фрукты, одежда, обувь, мебель и др. Учащимся раздаются карточки с картинками, на которых нарисованы конкретные предметы: кроссовки, апельсин, диван и т.д. Им необходимо взять свои карточки, выйти к доске и записать словами то, что изображено на их картинках, в нужный столбец. Такая игра, во-первых, помогает закрепить знания изученных лексических единиц, а, во-вторых, направлена на понимание студентами родо-видовых отношений в русском языке.

Учебный процесс становится для учащихся интересным, что повышает активность учащихся, развивает навыки самостоятельно получать знания в процессе взаимодействия и поиска. Повышается качество и прочность полученных знаний. Развиваются исследовательские навыки и умения, формируются аналитические способности учащихся.

Параллельно с процессом обучения идет развитие коммуникативных качеств и формирование лидерских качеств личности. При использовании инновационных технологий в обучении русскому языку и литературе я успешно применяю на своих уроках следующие приемы:

1) ассоциативный ряд;
2) опорный конспект;
3) мозговая атака;
4) групповая дискуссия;
8 синквейн;
9) эссе;
10) ключевые термины;
11) перепутанные логические цепочки;
12) дидактическая игры;
13) лингвистические карты;
14) лингвистические задачи;
15) исследование текста;

16) работа с тестами;
17) задания поискового характера;
18) нетрадиционные формы домашнего задания.

Подводя итог, еще раз подчеркнем, что использование игровых технологий является одним из способов совершенствования коммуникативных навыков, развития речи, повторения и закрепления лингвистического материала. Коммуникативные игры способствуют развитию познавательной активности, активизации речевых способностей обучаемого. Коммуникативные игры не рекомендуется применять при освоении нового материала, но они являются незаменимым помощником при повторении и закреплении уже пройденного.

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KORPUS LINGVISTIKASI VA UNING MUSTAQIL SOHA SIFATIDAGI TARAQQIYOTI

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Annotatsiya. Ushbu maqolada korpus lingvistikasi va uning mustaqil sohasidagi taraqqiyoti, matnlar to'plami tarkibi,uni tahlil qilish va tashkil etish to'g'risida so'z boradi. Korpus lingvistikasi - tilni va matnni tahlil qilish uchun ma'lumotlar bazasi va uning mustaqil sohalarda rivojlanishida muhim rol o'ynaydi. Korpuslarni ishlab chiqish uchun ko'plab ilovalar mavjud. Bugungi kunda kompyuter tilshunosligi rivojlangan sohalardan biri bo'lib, tadqiqotchilar aniq modellarni yaratish ustida ko'p harakat qilmoqdalar.

Kalit so'zlar: kompyuter tilshunosligi, mashina tarjimasi, korpus lingvistikasi, model, avtomatik tarjima, modellashtirish.

Kompyuter tilshunosligi sohasi, shuningdek, hisoblash tilshunosligi sifatida ham tanilgan, inson tilini tushuna oladigan kompyuter tizimlarini yaratish bilan shug'ullanadigan informatika va tilshunoslikning kombinatsiyasidir. Kompyuter tilshunosligidan foydalaniladigan sohalardan biri bu tabiiy tilni qayta ishlashga yordam beradigan til texnologiyalarini ishlab chiqishdir. Taxminan, 45 million kishi so'zlashadigan o'zbek tili tadqiqotchilar uchun kompyuter tilshunosligida o'rganayotgan tillardan biridir. O'zbek tili korpus lingvistikasi sohasi asrimiz boshidan boshlab sezilarli darajada rivojlandi. Mashina tarjimasi, nutqni aniqlash va matnni nutqqa aylantirish kabi texnologiyalarning jadal rivojlanishi bilan kompyuterlarga inson tilidagi matnlarni qayta ishlash va tushunish imkonini beruvchi hisoblash texnikasini ishlab chiqish zarurati ortib bormoqda. Bu ehtiyoj o'zbek tilini o'rganishda hisoblash texnikasini qo'llash bilan shug'ullanuvchi o'zbek tili korpusi lingvistikasining rivojlanishiga turtki bo'ldi. O'zbek tili korpus lingvistikasi o'zbek tilini elektron shaklda saqlanadigan va qayta ishlanadigan haqiqiy matnlar to'plamiga asoslangan holda o'rganadi. Korpus turli manbalardan, jumladan, gazetalar, jurnallar, kitoblar, ilmiy maqolalar va onlayn manbalardan olingan ma'lumotlarni o'z ichiga oladi. O'zbek tili korpus lingvistikasini o'rganish tilning turli sharoitlarda qo'llanilishini tahlil qilish, qoliplarni aniqlash, tilga xos xususiyatlarni o'rganishni o'z ichiga oladi. Sohada sezilarli yutuqlarga erishilganiga qaramay, hali qilinadigan ishlar juda ko'p.

Korpus lingvistikasi −bu yozma ma'lumotlar to'plami, bir tilda yoki ko'p tillar orasida muvofiqlashtirilgan. Korpus tillar bo'yicha yozilgan matnlar, tarjima qilingan matnlar, yozma va ovozli nutq ma'lumotlari, maqolalar, kitoblar va boshqa matnlar to'plamini o'z ichiga oladi. U ma'lumotlarni tartibga solish, taqsimlash va tahlil qilish uchun foydalaniladi. Bu ma'lumotlar tilning grammatikasi, leksikasi, fonetikasi, pragmatikasi, sotsiolingvistikasi va boshqa lingvistik tushunchalari bo'yicha tadqiqotlar uchun foydali bo'ladi. Korpus o'z ichida turli xil tillar, ularning dialekti va o'ziga xos jihatlarini ham mujassam etishi mumkin, bu esa lingvistik tadqiqotlar uchun ko'plab imkoniyatlar yaratadi. Bu ma'lumotlar lingvistik tadqiqotlar, tilni o'rganish, o'zlashtirish va tuzatishni osonlashtiruvchi, dastlabki tilni o'rganish, tilga oid ma'lumotlarni to'plab chiqish uchun foydalaniladi.

Jahon tilshunosligida korpusga doir ilk ma'lumotlar XX asrning 40-yillarida yuzaga kelgan.[4] Matnlarni avtomatik tarjima qilish haqidagi g'oyalarning amaliyotga tatbiq qilinishi, hisoblash lingvistikasi, matematik lingvistika asoslarining yuzaga kelishi ma'lumotlar bazasini shakllantirish ehtiyojini yuzaga keltirdi. Avtomatik tarjimani amalga oshirish uchun birinchi navbatda tarjima qilish ko'zda tutilayotgan tillardagi ma'lumotlar bazasi zarur edi. Korpus lingvistikasi masalalari ilk bor avtomatik tarjimani amalga oshirish g'oyasiga muvofiq ravishda o'rtaga tashlangan.[5]

O'zbek tili korpus lingvistikasida erishilayotgan yutuqlarga qaramay, bu sohada hali ham ko'plab muammolar mavjud. Muhim muammolardan biri bu lingvistik tadqiqotlar uchun mo'ljallangan korpus yoki matn ma'lumotlari to'plamining yetishmasligidir. Resurslarning bunday tanqisligi tadqiqotchilar uchun aniq modellarni yaratishni qiyinlashtiradi, chunki ular katta hajmdagi ma'lumotlarni talab qiladi. Bir muhim muammo o'zbek tilining standartlashtirilmaganligi va turli dialektlarning mavjudligidir. Bu esa tilni to'g'ri tahlil qila oladigan universal algoritmni ishlab chiqishni qiyinlashtirmoqda. O'zbek tili korpusini rivojlantirish tadqiqot uchun ham, mashinani o'rganish, tabiiy tilni qayta ishlash va mashina tarjimasi uchun ham zarurdir. Yana bir e'tiborga molik muammo – o'zbek tili uchun standart imlo va yozuv tizimini ishlab chiqish zarurati, bu esa mashina o'rganish tizimlariga kiritilgan ma'lumotlarni standartlashtirilgan tarzda qayta ishlash imkonini beradi.

[4] Курс "Корпусная лингвистика" (А.Б. Кутузов) Лицензия Creative commons Attribution Share-Alike 3.0 Unported (Электрон ресурс) - //lab314.brsu.by/kmp-lite/kmp-video/CL/CorporeLingva.pdf.

[5] Rahmonova. A. O'zbek tili milliy korpusini yaratishda kompyuter usullari. PhD dessertatsiyasi. –Toshkent, 2021.

Qiyinchiliklarga qaramay, o'zbek kompyuter tilshunosligining kelajagi porloq ko'rinadi. Mashinani o'rganish algoritmlarini ishlab chiqish bilan tadqiqotchilar endi aniqroq modellarni yaratish uchun katta ma'lumotlarning kuchidan foydalanishlari mumkin. Tadqiqotchilar, shuningdek, belgilanmagan ma'lumotlardan o'rganish mumkin bo'lgan algoritmlarni ishlab chiqishga e'tibor qaratishlari mumkin, bu esa ma'lumotlarga bo'lgan ehtiyojni kamaytiradi. Bundan tashqari, chuqur o'rganish algoritmlarini ishlab chiqish bilan endi so'zlar kontekstini tahlil qila oladigan modellarni yaratish mumkin, bu esa aniqroq modellarni yaratishni osonlashtiradi. Nutqni avtomatik aniqlash, nomdagi obyektlarni tanib olish va mashina tarjimasi kabi sohalarda ba'zi qiziqarli tadqiqotlar olib borilmoqda. Bundan tashqari, internet va ijtimoiy tarmoqlarning o'sishi o'zbek tilida onlayn muloqotning portlashiga olib keldi, tadqiqot va ilovalar uchun yangi imkoniyatlar ochdi. Keyingi tadqiqot e'tiborini talab qiladigan asosiy yo'nalishlar orasida yanada kengroq korpuslarni ishlab chiqish, hissiyotlarni tahlil qilish vositalari va tabiiy tillarni yaratish kiradi. O'zbek tili korpus lingvistikasida til o'rgatish, mashina tarjimasi, til texnologiyasini ishlab chiqish kabi bir qancha ilovalar mavjud. Misol uchun, til o'qituvchilari ushbu tilning haqiqiy qo'llanilishini aks ettiruvchi darsliklar va o'quv materiallarini loyihalash uchun korpusdan foydalanishlari mumkin. Mashina tarjimasini ishlab chiquvchilari tarjima tizimlarining aniqligini yaxshilash uchun korpusdan foydalanishlari mumkin. Bundan tashqari, korpus nutqni aniqlash va matnni nutqqa sintez qilish kabi tabiiy tillarni qayta ishlash ilovalari uchun lingvistik ma'lumotlar manbayi bo'lib xizmat qilishi mumkin.

O'zbek kompyuter tilshunosligida olib borilgan yana bir tadqiqot mashina tarjimasi sohasiga oid. 2015-yilda Akmaljon Ibragimov va uning jamoasi YaMT (Yandex-Microsoft Transconnector) deb nomlangan o'zbek-ingliz tiliga mashina tarjimasi tizimini ishlab chiqdi. Tizim parallel o'zbek-ingliz matnlari bo'yicha o'rganilgan statistik tarjima modelidan foydalanadi. Tizim ikki tilli baholash metrikasi yordamida sinovdan o'tkazildi va baholandi, natijalar tizim 29,63 ball aniqlikka erishganligini ko'rsatdi.

O'zbek tili korpusi sohasida erishilgan eng muhim yutuqlardan biri bu o'zbek tili uchun hisoblash vositalarining yaratilishi bo'ldi. Bu vositalar katta hajmdagi o'zbek tilidagi matnlarni qayta ishlash va tahlil qilish imkonini berdi, bu esa tilni modellashtirish, mashina tarjimasi va nutqni tanib olish uchun muhim ahamiyatga ega bo'ldi. Bundan tashqari, leksikografiya sohasida izlanishlar olib borilib, o'zbek tili uchun izlash mumkin bo'lgan va turli xil xususiyatlarni o'z ichiga olgan so'z birikmalari, fleksiya sinflari va tabiiy tilni qayta ishlash uchun muhim bo'lgan axborotning boshqa shakllarini o'z ichiga olgan elektron lug'atlar ishlab chiqildi.

O'zbekiston mustaqilligining dastlabki yillarida o'zbek tilidagi matnlarni hisoblash usulida qayta ishlashni o'rganish cheklangan edi. Biroq, morfologik analizatorlar, morfologik generatorlar, nutq qismlarini teggerlar kabi vositalarning rivojlanishi bilan bu soha kengaya boshladi. O'zbek kompyuter tilshunosligi rivojiga hissa qo'shganlar orasida O'zbekiston Milliy universiteti, Toshkent axborot texnologiyalari universiteti va Toshkent davlat o'zbek tili va adabiyoti universiteti olimlari bor. Sh.Xamroyeva tadqiqotida mualliflik korpusining maqsad va vazifalari, o'ziga xos xususiyati, tuzilishi, tarkibi, hosilasi, A.S.Pushkin, F.M.Dostoyevskiy, A.S.Griboyedov, U.Shekspir mualliflik korpuslarining o'xshash hamda farqli tomonlari yoritilgan.[6] Izlanishlar natijasi sifatida tadqiqotchi tomonidan korpus lingvistikasiga oid terminlar lug'ati yaratilgan[7].

Tadqiqotlarda korpusga har xil ta'rif berilgan, korpus turlicha tavsiflangan. V.V.Rikov korpusni mantiqiy fikr, mantiqiy analiz sifatida o'rganadi. E.Finegan: "Korpus – bu odatda, kompyuter o'qiy oladigan formatda bo'lgan va bizga matn ishlab chiqilgan vaziyat, informatsiya beruvchi, muallif, adresat yoki auditoriya haqidagi ma'lumotni o'z ichiga olgan matnlar

[6] Хамроева Ш. Ўзбек тили муаллифлик корпусини тузишнинг лингвистик асослари: Филол. ф. бўйича ф. д. (PhD) дис. автореф. – Қарши, 2018. Хамроева Ш.М. Корпус лингвистикаси атамаларининг қисқача изоҳли луғати. – Тошкент: Камалак нашриёти, 2018.

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to‘plamidir", – deydi[8]. T.Mkeneri va E.Vilson "Korpus aniq til mezonlariga muvofiq tanlangan, til namunasi sifatida foydalanish mumkin bo‘lgan tilshunoslik sohasidir", – deya e'tirof etadi[9]. V.P.Zaxarov "Matnlarning lingvistik korpusi katta, elektron ko‘rinishda taqdim etilgan, birlashtirilgan, tuzilgan tagged, muayyan lingvistik muammolarni hal qilish uchun mo‘ljallangan til ma'lumotlarining filologik jihatdan vakolatli qatori" deb ta'riflaydi[10]. S.Adilova korpuslarga berilgan ta'riflarni umumlashtirib korpusni shakllantirish va foydalanishdagi quyidagi asosiy xususiyatlarni keltirgan:

1. Korpus tuzish uchun katta hajmli matnlarni (internetda yoki diskda) taqdim etish kerak;
2. Material to‘g‘ri bo‘lishi, tahrirtalab bo‘lmasligi, tilning o‘zgaruvchanligini ko‘rsatishi, o‘zi ichiga jonli nutq elementlarini qamrab olishi lozim;
3. Lingvistik tahlilni amalga oshirish uchun til birliklarini belgilash talab qilinadi;
4. Tahlil natijasida til materialini asoslangan holda tarqatish imkoni bo‘lishi kerak [11].

Korpusda turli manbalardan olingan ko‘plab lingvistik ma'lumotlar mavjud bo‘lib, bu tilning turli tomonlarini o‘rganish imkonini beradi. O‘zbek kompyuter tilshunosligi sohasi o‘zining dastlabki yillaridanoq uzoq yo‘lni bosib o‘tdi, o‘zbek tili uchun hisoblash vositalarini yaratishda sezilarli yutuqlarga erishdi. O‘zbek kompyuter tilshunosligi rivojlanayotgan soha bo‘lib, u juda ko‘p va'dalar beradi. Tadqiqotchilar til resurslarini ishlab chiqishda va tilni tahlil qila oladigan modellarni yaratishda sezilarli yutuqlarga erishdilar. Izlanuvchilar, til o‘qituvchilari va til texnologiyasini ishlab chiquvchilar o‘zbek tili korpusini tahlil qilish natijasida olingan tushunchalardan foydalanishlari mumkin. Biroq taraqqiyotga qaramay, soha hali ham ko‘plab muammolarga duch kelmoqda, jumladan, resurslarning mavjud emasligi va tilning standartlashtirilmaganligi, mustahkam korpus va standart orfografiyani ishlab chiqish kabi muammolar hali ham mavjud. O‘zbek tili korpus lingvistikasi tilni o‘rganish va til texnologiyalari qo‘llanmalarini ishlab chiqishda qimmatli vositadir. Mashinani o‘rganish algoritmlari va belgilanmagan ma'lumotlardan o‘rganish mumkin bo‘lgan chuqur o‘rganish modellarini ishlab chiqish bilan sohaning kelajagi porloq ko‘rinadi.

Foydalanilgan adabiyotlar:

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ВЛИЯНИЕ ПРОИЗВЕДЕНИЙ РУССКОЙ ЛИТЕРАТУРЫ НА ФОРМИРОВАНИЕ МЫШЛЕНИЯ И НА РАЗВИТИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА УЧАЩИХСЯ

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Аннотация. Русское литературное образование не только расширяет кругозор учащихся и помогает им лучше понимать различные культурные контексты, но и способствует развитию эмоционального интеллекта. Чтение литературы учит эмпатии, пониманию чувств и эмоций героев, что в свою очередь развивает умение эффективно общаться, устанавливать глубокие связи с другими людьми и решать конфликты. Таким образом, Русское литературное образование не только обогащает культурный опыт учащихся, но и способствует их гармоничному развитию как личности, формируя сознание и эмоциональное состояние людей.

Ключевые слова: влияние русской литературы, критическое мышление, анализ, формирование личности, творческие способности, самовыражение и самореализация, развитие интеллекта.

В чём причина возникновения Золотого века русской литературы? Нам кажется в том, что русское общество конца XVIII – начала XIX веков, объективно созревшее для самосознания, испытывало повышенную духовную жажду, стремясь освоить, осознать накопленное им же самим духовное содержание. В.Г. Белинский сказал по этому поводу: «Литература есть сознание народа, цвет и плод его духовной жизни»[12].

Литература — это нечто постоянное и неизменное. Она отражает историю, культуру и духовность народа, сохраняя в себе ценные знания и опыт предыдущих поколений. В отличие от истории, которую можно переписать или искажать, литература остаётся неизменной и вечной. В ней заключены истинные ценности и идеалы, которые и сегодня являются актуальными и важными для каждого человека. Литература — это наследие, которое мы должны беречь и передавать будущим поколениям, чтобы сохранить истинное значение и красоту слова. Произведение расширяет кругозор и погружает нас в увлекательные истории, но также оказывает огромное влияние на формирование мышления и эмоционального интеллекта. В данной статье мы рассмотрим, как чтение литературы помогает развивать у учащихся критическое мышление, эмпатию, сочувствие, а также способность к анализу и рефлексии. Давайте погрузимся в мир слов и идей, который может изменить наше представление о себе и мире вокруг. Классика и современная литература как зеркало отражают человеческие страсти, взаимоотношения, социальные проблемы и моральные дилеммы. Через литературные произведения учащиеся встречаются с разными эпохами и культурами, что помогает им расширить кругозор и лучше понять исторические и культурные контексты. Теперь рассмотрим следующие функции влияния русского языка на мышление и развитие мировоззрение у учащихся:

12 В. Г. Белинский. Собр. соч. Т. 6. М., 1981. С. 256.

Развитие критического мышления через анализ текстов

Чтение литературы требует от читателя внимательного анализа и интерпретации текста. Учащиеся учатся выделять главные идеи, понимать мотивы персонажей, анализировать символы и метафоры. В процессе обсуждения произведений они учатся выстраивать логические аргументы и анализировать тексты с разных точек зрения.

Эмоциональное вовлечение и развитие эмпатии

Книги способны вызвать широкий спектр эмоций у читателя: от восторга и смеха до грусти и сочувствия. Через переживания героев учащиеся развивают свою эмпатию и сочувствие, способность к пониманию и разделению чувств других людей. Эмоциональное вовлечение позволяет им более глубоко погружаться в сюжет и переживать события на эмоциональном уровне.

Формирование личности и ценностей через литературу

Через литературу учащиеся обогащают свой внутренний мир, формируют свою собственную идентичность и ценностные ориентиры. Встречи с разными литературными образами помогают им задуматься над смыслом жизни, найти ответы на важные вопросы и выработать собственные жизненные принципы.

Развитие языковых навыков и эстетического вкуса

Чтение художественной литературы способствует развитию языковых навыков, расширению словарного запаса и улучшению навыков письма. Красивый язык, метафоры, образы и стилистика произведений вдохновляют учащихся на творчество и развивают их эстетический вкус.

Возможности для самовыражения и творчества

Изучение литературы дают учащимся возможность самовыражения и творчества. Они могут выразить свои мысли и чувства через сочинения, рецензии, творческие проекты. Такие задания способствуют развитию их творческого потенциала и самовыражению.

Способность к анализу и критическому мышлению

Русское литературное образование помогает учащимся развивать критическое мышление, способность анализировать информацию, выделять главное, аргументировать свою точку зрения. Изучение литературных произведений учит их видеть скрытые значения, анализировать причинно-следственные связи и рассматривать проблемы с разных сторон.

Развитие эмпатии и сочувствия через сопереживание персонажам

Чтение различных литературных произведений позволяет учащимся переживать эмоции и чувства персонажей, сопереживать им в их радостях, печалях, страхах и трудностях. Это развивает их эмпатию, умение понимать и воспринимать чувства других людей, что является важным аспектом формирования эмоционального интеллекта.

Формирование личностных качеств и ценностей

Через знакомство с различными литературными произведениями учащиеся формируют свою личность, ценностные ориентиры, моральные устои и жизненные принципы. Литературные герои становятся для них образцом или примером, на основе которого они могут строить свою собственную жизнь и поведение.

Развитие языковых навыков и творческого мышления

Чтение литературы способствует улучшению языковых навыков учащихся, расширению их словарного запаса, развитию грамотности и стилистической подготовленности. Красивый язык, метафоры и образы в произведениях литературы вызывают у них эстетическое удовольствие и вдохновляют на творчество.

Возможность самовыражения и самореализации через литературу

Изучение литературы даёт учащимся возможность самовыражения, творчества и самореализации. Через сочинения, рецензии, обзоры, аналитические работы они могут

выразить свои мысли, чувства, взгляды и идеи, развивая тем самым свою индивидуальность и творческий потенциал.

Влияние прочтения на психическое состояние

Чтение художественной литературы позитивно влияет на психическое состояние человека. Оно помогает убежать от повседневных забот, стрессов, проблем, помогает расслабиться и отдохнуть. Кроме того, книги способны вдохновлять, мотивировать и помогать справляться с жизненными трудностями.

Развитие воображения и креативности через литературу

Чтение разных литературных произведений способствует развитию воображения, фантазии и креативности у учащихся. Они учатся видеть и интерпретировать мир через глаза авторов, создавать свои варианты развития сюжета, фантазировать и творить новые идеи.

В итоге можно сказать, что литература как ключ к развитию мышления и эмоционального интеллекта. Литература играет важную роль в формировании мышления и эмоционального интеллекта учащихся. Чтение литературы помогает им развивать критическое мышление, эмпатию, сочувствие, способность к анализу и рефлексии, формировать личностные качества и ценности, развивать языковые навыки и творческое мышление. Литературные произведения открывают перед учащимися мир новых идей, эмоций и возможностей, делая их более образованными, эмоционально развитыми и самореализованными личностями.

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ONA TILI MASHG'ULOTLARIDA UNLI TOVUSHLARNI O'QITISHDA ORFOEPIK MASHQLARNING AHAMIYATI

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Annotatsiya. Ushbu maqola ona tili dastur va darsliklarida unli tovushlar ta'limiga doir o'quv materiallari tahlili, "Ona tili" darsliklarida unli tovushlarni o'qitishning muammo va yechimlari. O'quvchilarda adabiy talaffuz ko'nikmalarini shakllantirish usullarini rivojlantirish. Shuningdek, milliy unli tovushlarni o'qitishning qonun-qoidalari, orfoepik jihatiga e'tibor qaratish, metodika sohasida mazkur yo'nalishda ilmiy tadqiqot olib borgan ayrim olimlar fikriga qisman munosabat.

Kalit so'zlar: fonetika, talaffuz, imlo, unli va undosh tovushlar, mashq va topshiriqlar.

Hozirgi kunda barcha sohalarga innovatsion g'oyalar va texnologiyalar jalb etilmoqda. Bu zamon talabi va hayotimizning ajralmas qismiga aylanib bormoqda. Bundan tashqari yangidan yangi metodikalar, innovatsion g'oyalar va texnalogiyalar joriy etilishini yanada jadallashtirishimiz, bizningcha, maqsadga muvofiq bo'lardi.

Ta'lim jarayonida innovatsion pedagogik va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish, e'tibor kundan-kunga kuchayib bormoqda. Buning asosiy sabablaridan biri an'anaviy ta'limda o'quvchilarni faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, boshlang'ich ta'limda zamonaviy texnologiyalar ularning egallayotgan bilimlarini o'zlari qidirib topishlariga, mustaqil o'rganib, tahlil qilishlariga, hatto xulosalarni ham o'zlari keltirib chiqarishlariga o'rgatadi.O'qituvchi bu sharoitda shaxsning rivojlanishi, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi.

Innovatsion ta'lim – ta'lim oluvchida yangi g'oya, me'yor, qoidalarni yaratish, o'zga shaxslar tomonidan yaratilgan ilg'or g'oyalar, qoidalarni tabiiy qabul qilishga oid sifatlar, malakalarni shakllantirish imkoniyatini yaratadigan ta'limdir.

Paronimlar talaffuzi bir-biriga yaqin bo'lgani uchun, bunday so'zlarning o'quvchilar tomonidan bir-biri bilan almashtirib qo'llash holatlarini kuzatganmiz. Paronimlarni noto'g'ri qo'llash natijasida gapda uslubiy jihatdan ga'lizliklar vujudga kelishi mumkin. O'quvchilarga ham bu kabi chalkashliklarni oldini olish maqsadida paronim so'zlarning ma'nolarini yozish topshirig'i berilsa, talaffuzi qiyin unli tovushlarni o'rganish yanada osonlashadi.

DTSda 5-sinf o'quvchilarining matn, matnni tushunish, og'zaki va yozma matn yaratishga qaratilgan o'rinlar Nutqiy kompetensiya (tinglab tushunish, o'qish, so'zlash, yozish) A1 va A1+ darajaga muvofiq quyidagicha tasnif qilingan:

- ➢ Berilgan topshiriqlar, sodda matnlarni tinglab tushuna oladi;
- ➢ Matnni tushunib o'qiy oladi;
- ➢ Og'zaki nutqda so'z va gaplar talaffuziga rioya qila oladi;
- ➢ 65-70 so'zdan iborat diktantni yoza oladi;
- ➢ xabar, tasvir asosida 5-6 gapdan iborat matn yarata oladi, xatboshi va husnixatga amal qiladi; imlo va tinish belgilarini ishlatish qoidalariga amal qila oladi;
- ➢ do'sti, ota-onasi, ustoziga tabriknoma yoki xat yoza oladi.

Ayni vaqtda ushbu nutqiy kompetensiyalar bilan birgalikda quyidagi lingvistik kompetensiyalarga oid bilim va ko'nikmalarni egallash talab etiladi:

– ona tilidagi nutq tovushlarini farqlay oladi, bo'g'in ko'chirish qoidalariga amal qila oladi;

- mavzuga oid yangi so'zlarni og'zaki va yozma nutqda qo'llay oladi;
- yozma nutqda tinish belgilarini to'g'ri qo'llay oladi;
- so'zlarning tovush tarkibini orfoepik jihatdan to'g'ri shakllantira oladi;
- gapning ifoda maqsadiga ko'ra turlarini farqlay oladi va yozma nutqda o'rinli qo'llay oladi.[1]

Ta'limdagi asosiy yondashuvni esa milliy o'quv dasturlari ifodalaydi. Hozirgi kunda zamonaviy ruhda yaratilgan milliy o'quv dasturlarida fanlararo integrativ yondashuvga e'tibor qaratildi hamda o'quvchilarning yosh xususiyatlari va psixofiziologik rivojlanishlarini e'tiborga olgan holda hayotiy ko'nikmalarini shakllantirish tamoyili asosida qayta ko'rib chiqildi.

Psixologik nuqtayi nazardan inson xotirasi muayyan turlarga bo'linar ekan. Ma'lumotni bir marta o'qish oddiy xotirada vaqtincha saqlanadi va qisqa fursatda unutiladi. Agar egallangan bilim muntazam takrorlanib turilsa, ushbu ma'lumot doimiy xotiraga o'tadi. E.G'oziyev ta'kidlashicha, G.Ebbingauzning o'quvchi eslab qolishi mumkin bo'lgan ma'lumotlar tarkibi, sifati haqida olgan xulosalariga to'xtalib o'tamiz. G.Ebbingauzning aytishicha, hech qanday ma'no anglatmaydigan 38 ta bo'g'inni o'quvchi 55 marta takrorlaganda eslab qolganini; 38-40 ta

so‘zdan iborat materialni eslab qolish uchun esa, 6-7 marta takrorlash kifoya ekanligini isbotlagan.[2]

O‘quvchi o‘zi uchun zarur ma’lumotlarni takrorlab turishi hamda uzoq muddatli xotirasiga o‘tkazish uchun ko‘p marotaba takrorlab, xotirasida qayta tiklashi lozim bo‘ladi. Shu o‘rinda fonetika bo‘limini o‘qitishda mashq va topshiriqlarning o‘quv materialini tashkil etuvchi mazmunli matnlardan o‘rinli foydalanilsa, o‘quvchi uni takrorlashi natijasida uzoq muddatli xotirasida saqlaydi.

O‘qituvchi ona tili darslarida so‘zni aniq va to‘g‘ri talaffuz qilish ustida doimiy ishlab boradi, shu maqsadda ko‘pincha so‘zni tovush tomondan tahlil qilishdan foydalanadi. Maktab dasturiga muvofiq, o‘quvchilar fonetik-grafik ko‘nikmalar tizimini hosil qiladilar. O‘quvchilarida so‘zni to‘g‘ri talaffuz qilish, bo‘g‘inlarga bo‘lish, undagi har bir tovushni tartibi bilan aniq aytish ko‘nikmasini shakllantirish ustida maqsadga muvofiq ishlash, o‘z navbatida, analiz, sintez, taqqoslash, guruhlash kabi aqliy mashqlarni bilib olishga, shuningdek, tovushlarning tabiati, so‘z tarkibida bir-biriga ta’siri kabi ayrim elementar bilimlarni o‘zlashtirishga imkon beradi.

5-sinfda fonetika va grafikani o‘rganishga katta o‘rin beriladi, chunki o‘quvchilar o‘qish va yozish jarayonini shu sinfda egallaydilar. Bu bilimlar keyingi sinflarda mustahkamlanadi, takomillashtiriladi.

Pedagog, avvalo, matn tanlashda o‘quvchining yoshini, qiziqishlarini ham hisobga olgan holda, o‘quvchiga o‘rgatmoqchi bo‘lgan ko‘nikma haqida aniq tasavvurga ega bo‘lmog‘i lozim. Ya’ni, o‘qituvchi o‘zi xohlagan natijaga erishmoq uchun aniq strategiyalar tuzib chiqmog‘i va bu strategiyalar kerakli natijaga erishishda o‘qituvchi bilan o‘quvchining o‘rtasida ko‘prik vazifasini o‘tashi kerak.

O‘qituvchi u yoki bu tovush tarkibida turli nutq organlari: lablar, tishlar va til ishtirok etayotganini ko‘rsatadi hamda tushuntirib beradi. Bolalarning tovushlarni ifoda etishda nutq organlari holatini ko‘rib olishlari ularning to‘g‘ri talaffuzni o‘zlashtirib olishlarida yordam beradi. Bu boradagi ish tajribasi shuni ko‘rsatmoqdaki, ushbu yo‘nalishdagi mashqlar ijobiy natijalarga olib keladi. Amaliyotda bu metodik usullar ko‘pincha birgalikda qo‘llaniladi va ular doimo bir - birini to‘ldiradilar.

O‘zbek maktablarida ona tili o‘qitish konsepsiyasida o‘quvchilarining so‘z zaxirasiga bo‘lgan asosiy talablar belgilab berilgan. Ular bu davrda atrof-muhit, tabiat manzaralarini tasvirlovchi turli predmet va tushunchalarning nomlarini, turli predmetlarning nomi va rangi, sanog‘i, miqdori va ish-harakat ifodalovchi so‘zlarning nomini, bajarilish tarzini ifodalovchi so‘zlarni, yordamchi so‘zlarni bilishlari, to‘g‘ri talaffuz qila olishlari, to‘g‘ri yozishlari hamda o‘z fikrlarini ifodalash jarayonida ushbu vositalardan samarali foydalanishlari talab qilinadi.

Ta’lim mazmuni deganda 1) o‘quv rejalari, 2) o‘quv dasturlari, 3) darsliklar

4) o‘quv metodik qo‘llanmalar nazarda tutiladi. Ona tilidan dastur hamda darsliklar o‘quvchilarning o‘rganishlari uchun tanlangan va ularning o‘zlashtirishlariga muvofiqlashtirilgan til materiallarini o‘z ichiga oladi.[3]

Pedagogika fanlari doktori Q.Husanboyevaning ta’lim mazmuniga o‘qituvchini ham kiritishi nihoyatda to‘g‘ri yondashuv. Chunki til sathlaridan aynan orfoepiya va fonetikani o‘qitishda o‘qituvchining roli juda muhim bo‘lib, o‘quvchilar adabiy talaffuzni bevosita o‘qituvchidan o‘rganadilar.[4]

Shu o‘rinda, unli tovushlarni to‘g‘ri talaffuz qilishga o‘rgatishda mashqlarning o‘rni qandayligini ham aniqlashtirib olish zarur. “Ona tili” darsliklarida mashqlar, xususan talaffuz mashqlari mavjud emas. Shu ma’noda, “mashq” va “topshiriq” atamalariga ham, uning metodikadagi tadqiqiga ham qisqacha to‘xtalib o‘tamiz. Metodist olim M.Saidov o‘quv topshiriqlarini uch turga bo‘lib, ularni o‘zaro farqlaydi. Ko‘pincha o‘qituvchilar o‘z ish faoliyatlari davomida “mashq”, “topshiriq” va “masala“ tushunchalarini o‘z o‘rnida to‘g‘ri qo‘llay olmasliklarini ta’kidlaydi. Olimning fikricha, topshiriq mashqning bir bo‘lagi bo‘lib, u mashqning

shartida o‘z ifodasini topishi, topshiriq mashqqa qaraganda torroq tushunchani ifodalashini ta’kidlab o‘tgan. [5]

G‘.Hamroyevning ta’kidlashicha, topshiriqlar o‘quvchini yo‘naltiradi va fikrlashga undaydi, hosil bo‘lgan bilim ko‘nikma va malakalarni baholaydi. Mashq esa o‘quvchida ko‘nikma va malaka hosil qilish uchun xizmat qiladi.[6]

Adabiy talaffuz ko‘nikmasini rivojlantirish maqsadida quyida berilgan tavsiyalar asosida mashqlar tizimini ishlab chiqish maqsadga muvofiq:

1. ko‘ngil, o‘tin kabi birinchi bo‘g‘inida – o‘ tovushi keladigan leksemalarning keyingi bo‘g‘inida -u emas, -i aytiladi.

2. Leksemaning oldingi bo‘g‘inida -o tovushi kelsa, -v tovushi bilan boshlanadigan keyingi yopiq bo‘g‘inida -i emas, -u talaffuz qilinadi: sovun, tovush, saksovul.

3. Leksemaning oldingi bo‘g‘inida -u tovushi kelsa, keyingi yopiq bo‘g‘inida -i emas, -u talaffuz qilinadi: yulduz, yutuq, turmush, tugun

4. duk-duk, g‘ov-g‘uv kabi tasvir birliklarining dukur-dukur, g‘ovur-g‘uvur shaklida -r tovushidan oldin -u tovushi talaffuz qilinadi.

5. ta’na, la’l, e’tiqod, me’yor kabi arabcha leksemalarda tutuq belgisidan oldingi tovush cho‘zib talaffuz qilinadi.[7]

O‘qituvchi o‘quvchilarga tinglash jarayoni va uning vazifalari haqida tushuncha bera olishi kerak. O‘quvchi o‘qituvchining aralashuvisiz va tinglovchi har xil usullar yordamida belgilangan vazifani bajarsagina, strategiyalar muvaffaqiyatli amalga oshirilgan bo‘ladi. O‘quvchilar darsni to‘liq tushunishlari uchun ular o‘qituvchi tomonidan eshittirilgan audio matnni diqqat bilan tinglashlari va vazifani bajarishlari lozim. Agar o‘quvchi berilgan topshiriqni bajara olmasa, mashg‘ulotning maqsadi amalga oshmagan bo‘ladi.

O‘zbek tili orfoepiyasi – tilshunoslikning oldida turgan eng muhim va murakkab muammolardan biridir, ayniqsa, unlilar orfoepiyasi. Ma’lumki, yozuv bilan jonli nutq o‘rtasida anchagina farq bor. Kishilarning kundalik nutqi qanday bo‘lsa, shundayligicha yozilavermaydi. Aksincha, yozma nutq orfografiyaning muayyan qoidalariga tobe etiladi. Demak, badiiy adabiy til ham orfografiya qoidalariga bo‘ysundirilgandir. Ba’zi so‘z ijrochilari adabiy talaffuz deganda, jonli nutqda orfografik qoidalarga to‘la rioya qilishni, ya’ni kitobda qanday yozilgan bo‘lsa, shundayligicha harfma-harf talaffuz etishni tushunadilar.

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СИСТЕМА УПРАЖНЕНИЙ И РЕЧЕВЫХ ЗАДАЧ, ОБЕСПЕЧИВАЮЩАЯ ФОРМИРОВАНИЕ В НАЧАЛЕ ОСМЫСЛЕННЫХ УМЕНИЙ, А В ПОСЛЕДУЮЩЕМ - РЕЧЕВЫХ НАВЫКОВ

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Аннотация. в статье использованы методы и инновационные педагогические технологии, которые активно используются на уроках русского языка. С помощью этих приёмов можно добиться отличных результатов при обучении культуре речи и речевых навыков.

Ключевые слова: Система упражнений и речевых задач, игровые приёмы, осмысленные умения, речевые навыки, дидактические игры, упражнения.

Введение: Русский язык является одним из сложных предметов в школе. Поэтому необходимо ещё в начальной школе развить у учащихся интерес к этому предмету, сделать его как можно более радостным и увлекательным. Одним из наиболее действенных средств, способных вызвать интерес к занятиям по русскому языку, является именно дидактическая игра. Цель игры пробудить интерес к познанию, науке, книге, учению. В младшем школьном возрасте игра наряду с учением занимает важное место в развитии ребенка. При включении детей в ситуацию дидактической игры интерес к учебной деятельности резко возрастает, изучаемый материал становится для них более доступным, работоспособность значительно повышается.

Ведь то, что игра – это часть учебного процесса, ни для кого не секрет. Игра помогает формированию фонематического восприятия слова, обогащает ребенка новыми сведениями, активирует мыслительную деятельность, внимание, а главное- стимулирует речь. В результате чего у детей появляется интерес к русскому языку. Не говоря уже о том, что дидактические игры по русскому языку способствуют формированию орфографической зоркости младшего школьника.

Особенно в начальных классах занятия русского языка не всегда вызывают у учащихся интерес. Некоторые дети считают его скучным предметом. Нежелание заниматься русским языком порождает неграмотность. Как пробудить интерес к занятиям, как повысить грамотность письма. Чтобы пробудить интерес к русскому языку, нужно систематически накапливать и отбирать увлекательный материал, способный привлечь внимание каждого ученика.

Методология: Назначение дидактических игр – развитие познавательных процессов у школьников (восприятия, внимания, памяти, наблюдательности, сообразительности) и закрепление знаний, приобретенных на уроках. Дидактическая игра – ценное средство воспитания умственной активности детей. Она вызывает у детей живой интерес к процессу познания и помогает им усвоить любой материал.

Ниже приведены дидактические игры и игровые приемы, подходящие для использования на уроках русского языка.

1.Игра «Переводчик».

Кто быстрее заменит все слова в предложении (кроме служебных) синонимами?

1.Доктор прописал пациенту инъекции. 2.Разъяренная вьюга замела тропинки. 3.Шофер вновь стал внимательно всматриваться во мрак. 4.Караульный спрятался от ливня под кровлей здания.

2.Кто найдет иноязычные слова и заменит их русскими?

1.При проверке было выявлено немало дефектов. 2.Он пишет мемуары.3. Ваши аргументы убедительны.4. Все работали с энтузиазмом.5. Мы гордимся нашим голкипером.6. В газете появилась информация о футбольном матче.7. В сплаве обнаружено мизерное количество меди.

3.Игра «Следствие ведут знатоки».

Школьникам предлагается угадать, о какой профессии идет речь и доказать справедливость своей точки зрения.

1.Он показал мне свои акварели и натюрморты. Впечатление от натюрмортов – это яркий, пестрый ковер красок, переливающихся и искрящихся всеми цветами палитры.

2.Лешему он (Римский – Корсаков) он придумал два лейтмотива. Один поручил струнным инструментам. Второй играют четыре валторны и тарелки. Сурово и уныло звучит лейтмотив Деда Мороза. Тембр деревянных духовых инструментов передает ощущение зимней скованности природы.

3.Фамилия? Истомин Валерий Сергеевич.

- Что с ним?
- Инфильтрат в левом легком под ключицей.
- А сколько граммов стрептомицина вы уже вкололи этому юноше?
- Пятьдесят два, Роман Борисович.
- Назначьте его на консультацию к Зацепиной.

4. Игра «Бумеранг» воспитывает у детей внимание и быстроту реакции: ученику необходимо быстро извлечь из памяти нужное слово и «возвратить» его учителю.

Найди синоним. Простой человек (бесхитростный), простая задача (легкая), простая истина (прописная); беспокойный человек (неугомонный), беспокойный взгляд (тревожный); крепкая дружба (надежная), крепкая подошва (прочная).

Найди антоним. Близкий берег (далекий), близкий человек (чужой); веселая комедия (скучная), веселое настроение (грустное); глубокий колодец (мелкий), глубокие знания (поверхностные); мелкая рыба (крупная), мелкая река (глубокая).

Замени прилагательное таким словом, чтоб оно не только называло признак, но и давало яркое, образное представление о предмете.

Березка высокая (кудрявая, стройная, тоненькая и т. д.); трава зеленая (бархатная, молодая, нежная, ласковая, молчаливая и др.); вьюга февральская (злая, дикая, сердитая, разбушевавшаяся, бешеная и др.); туча грозовая (зловещая, хмурая, громыхающая и др.); русский язык (богатый, могучий, яркий, образный и др.); сорока пестрая (болтливая, суетливая, бойкая, хитрая и др.); осина тонкая (трепетная, дрожащая, огненная, лепечущая и др.).

5. «Рассеянный автор»

Цель: закрепление знаний о предложении.

Оборудование: карточки со стихотворениями, в которых перепутались слова и слоги.

- Мы вчера своих сестёр
Положили на забор.
Потрясли, потом побили
Будет в доме меньше пыли.
Мы сегодня наш ковёр Вот мы дим – ви му – ма,
Повели гулять во двор А у мы – ма ло - мы
На качелях покачали Мама ет – мо му – ра,
И мороженого дали. Бы – что - то – чис ло – бы.

6. «Буква потерялась»

Цель: закрепление умения применять на практике правило о парных согласных на конце слов.

Оборудование: стихи, подобранные по правилу.

Среди больших, красивых ро…
Один шиповник дикий ро..
Он ввысь и ширь упрямо ле…
И разрастался в целый ле…
На меня напала грус…
Не нашёл в лесу я груз…

7.Рисуем поговорки

Количество игроков: четверо

Дополнительно: ватман, маркеры, карточки с поговорками

Ведущий приглашает на сцену четырех участников игры. Каждому из них дается лист ватмана и яркий маркер, а также карточка с поговоркой. Поговорки нужно подобрать заранее – чем смешнее они будут, тем интереснее. Например, такие как "аппетит приходит во время еды", "глаза боятся, а руки делают", "на безрыбье и рак рыба", "работа не волк, в лес не убежит". За пять минут игроки должны изобразить смысл своей поговорки, не используя слов и букв. Потом каждый художник представляет свой шедевр залу, а все присутствующие отгадывают зашифрованное понятие.

Побеждает тот, чье понятие было отгадано, проигравшим участникам - поощрительные призы.

8.Тайный друг

Количество игроков: 10–50

Дополнительно: ручки, бумага, шляпа

Все участники пишут на листках бумаги свое имя (при повторяющихся именах – имя и фамилию) и складывают их в шляпу. Затем каждый игрок вытаскивает из шапки одну бумажку. Если на бумажке оказалось его собственное имя – бумажку необходимо заменить. Тому человеку, чье имя написано на вытащенной бумажке, данный игрок должен стать тайным другом. Роль тайного друга заключается в том, что он старается сделать данному человеку что-либо приятное, пытаясь при этом остаться неизвестным. После окончания игры проводится обсуждение, во время которого каждый игрок высказывает свои предположения по поводу личности его тайного друга.

Знаки внимания могут быть самыми разными: тайные подарки, цветы, записки с приятными пожеланиями, помощь в каком-то деле, приглашение на танец и т.п.

Игра может длиться от нескольких часов до нескольких дней. Желательно, чтобы действие игры происходило на фоне совместной деятельности участников (на танцевальном вечере, в походе, в доме отдыха). Для того, чтобы каждый участник наверняка почувствовал внимание своего друга, можно завести каждому игроку по два тайных друга (для этого все пишут свое имя дважды, а потом вытаскивают по две бумажки).

9.Игра «Экскурсия»

Это игра для детей дошкольного и младшего школьного возраста. Проводить ее нужно после какой-либо экскурсии для запоминания того, что было рассказано на экскурсии, закрепления эмоциональных переживаний во время экскурсии и систематизации того, что видели дети. Для игры нужно много песка, например, можно провести игру в песочнице.

Рассмотрим на примере экскурсии по Санкт-Петербургу. На песке строится панорамный вид, например, вид с Троицкой площади. Ведущий (взрослый) спрашивает у детей, что они видели, и где это было. Вместе с детьми ведущий застраивает панораму, можно строить объекты из песка, а можно заранее приготовить картинки того, что видели дети на экскурсии. Затем он спрашивает о каждом построенном объекте то, что рассказывали на экскурсии. Например, можно спросить- «Кто построил Петропавловскую

крепость?». Таким образом, в процессе игры дети не только будут вспоминать то, что им рассказывали, но и научатся ориентироваться в пространстве.

10.Автопортрет (из раздела «Контекстные игры»)

Игра подходит ребятам от 11–12 лет и старше, для школьников средних классов обязательным является условие, чтобы играющие хорошо знали друг друга, старшие справляются с игрой и в новой компании. Количество играющих – не менее 8–10 человек. Игру ведет ведущий, лучше взрослый. Игрокам понадобятся по два листочка бумаги и ручки.

Ход игры. Ведущий объясняет условия. Сейчас каждый из вас получит десять минут для того, чтобы составить собственный словесный портрет. Вы запишете его на листочках. При составлении портрета вы не должны нарушать такое правило: нельзя называть никакие конкретные факты. Вы не можете указать свое имя, пол, возраст, цвет волос, домашний адрес, не должны вспоминать и описывать никакие конкретные факты своей биографии, вы можете написать: «Я люблю собак», но нельзя писать: «У меня есть собака», можно писать: «У меня веселый характер», но нельзя: «На мне красный свитер». Автопортреты, составленные с нарушением этого условия, будут сниматься с игры. Постарайтесь описать себя как можно лучше, скажите о себе самое главное. Теперь начинайте работать.

Когда отведенное время истекает и автопортреты написаны, ведущий собирает листки, перетасовывает их и нумерует. После этого он просит играющих приготовить второй листок бумаги и начинает по очереди читать самоописания, снимая с игры те, в которых было нарушено оговоренное условие. После каждого автопортрета он внятно называет номер текста, а каждый играющий, подумав, записывает у себя на листке этот номер и имя того, кому, по его мнению, автопортрет принадлежит.

Когда все тексты будут прочитаны, производится подсчет правильных ответов. Победителями становятся те играющие, которых многие узнали, и те, кто сам точно распознал авторов описаний.

Конечно, играть в эту игру с теми же ребятами можно только одни раз: ведь если во время написания автопортрета они будут знать, что товарищи должны их угадать, в ход пойдут намеки, подсказки и прочие ухищрения, а это сведет на нет цели игры. Хочется оговорить, что проводить игру в форме соревнования, в атмосфере азарта и соперничества крайне нежелательно.

Цели. Основная цель игры – помочь ребятам увидеть разницу между тем, как видит себя человек и как воспринимают его окружающие, заставить задуматься о том, как мало мы знаем о людях, с которыми годами видимся ежедневно.

Скорее всего трудность вызовет и сам процесс написания своего портрета с соблюдением таких жестких ограничений. Это хороший повод подумать о том, как мало мы размышляем о самих себе, о своих особенностях, о том, что в нас самое главное. Для многих ребят мысль о том, что они как индивидуальность не сводятся к своему имени, внешности и истории жизни, оказывается абсолютно новой.

Заключение: Игра – это незаменимый инструмент в развитии личности младшего школьника, с помощью которого можно повысить интерес к русскому языку и сделать этот предмет более «живым» и увлекательным.

Таким образом, Игровые технологии позволяют создавать благоприятные условия для получения знаний по русскому языку. Они значительно активизируют мышление, внимание, память, повышают интерес к изучаемому материалу, обеспечив при этом легкость усвоения материала. Благодаря игровым технологиям, увеличивается прочность полученных знаний и качество самого обучения возрастает. Игры необходимы для начальной школы, и использовать их надо в системе, на разных этапах урока, включать в них различные виды деятельности школьников, применять игры при изучении сложного,

трудного для понимания материала. Необходимо разрабатывать целые комплексы игр по определенным темам, для более систематизированного их использования.

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O‘ZBEK TILSHUNOSLIGIDA MURAKKABLASHGAN SODDA GAPLARNING TADQIQI XUSUSIDA

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Annotatsiya. Ushbu maqolada o‘zbek tilshunosligida murakkablashgan sodda gaplarning o‘rganilishi haqida to‘xtalib o‘tilgan. Bizga ma’lumki tilimizda eng ko‘p foydalaniladigan gap turlaridan biri bu sodda gaplardir. Sodda gaplar so‘z va so‘z birikmalaridan tashkil topgan bo‘ladi. Lekin, sodda gaplar tarkibida so‘z va so‘z birikmalaridan tashqari ular bilan grammatik aloqaga kirishmaydigan, ammo, sintaktik musosabatga kirishib sodda gaplarni murakkablashtiruvchi birliklar ham mavjud bo‘ladi, bunday birliklar introduktiv munosabat ifodalovchi birliklardir. Ushbu maqolada murakkablashgan sodda gaplarni yuzaga keltiruvchi birliklarning o’ziga xos xususiyatlari o‘rganilish tadqiqi xususida bahs-munozaralar yuritilgan.

Kalit so‘zlar: uyushiq bo‘laklar, undalmalar, kirish va kiritma qurilmalar, ajratilgan bo‘laklar, sifatdosh va ravishdosh o‘ramlar, harakat nomli tizimlar.

Til - millatning millat bo'lib shakllanishida xizmat qiluvchi, milliy o'zlikni anglatuvchi eng qudratli vosita. Mamlakatimiz mustaqillikka erishganidan so'ng esa tilga e'tibor ayniqsa kuchaydi. Yurtboshimizning sa'y-harakatlari bilan tilga oid qonun va qarorlar qabul qilindi. Jumladan Prezidentimiz Sh.M.Mirziyoyev aytib o'tganlaridek "Dunyodagi boy va qadimiy tillardan biri bo'lgan o'zbek tili xalqimiz uchun milliy davlatchiligimiz timsoli, bebaho ma'naviy boylik, buyuk qadryatdir. Kimda-kim o'zbek tilining bor latofatini, jozibasini va ta'sir kuchini, cheksiz imkoniyatlarini his qilmoqchi bo'lsa, munis onalarimizning allalarini, ming yillik dostonlarimizni, o'lmas maqomlarimizni eshitsin, baxshi va hofizlarimizning sehirli qo'shiqlariga quloq tutsin"[13]. Zero, til - millatning sha'ni, g'ururi sanalishi bilan ham qimmatli sanaladi.

Faqat til mustaqilligi va yurt mustaqilligi o'z tilimizning ichki qonuniyatlari asosida o'rganishga katta imkoniyatlar eshigini ochib berdi. Hozirda fanning barcha sohalari bo'yicha mavjud muammolarni o'rtaga tashlash, ularga nisbatan o'z fikr-mulohazalarimizni bildirishga hech qanday ta'qiq yo'q. Ushbu maqolada o'zbek tilshunosligida mustaqillikkacha va mustaqillikdan so'ng sintaksis tizimida, asosan, sodda gaplarning murakkablashuvi hodisasi ya'ni murakkablashgan sodda gaplar yuzasidan olib borilgan ilmiy tadqiqotlar, bu sintaktik birlikning o'ziga xos xususiyatlari, murakkablashgan sodda gaplarni shakllantiruvchi grammatik vositalar sirasiga kiruvchi introduktiv munosabat ifodalovchi birliklarning gaplarni sintaktik, semantik jihatdan murakkablashtirishi, murakkab fikrning yuzaga chiqishidagi o'rni yuzasidan o'z fikr-mulohazalarimizni bildirib o'tmoqchimiz.

Bizga ma'lumki inson, eng avvalo, muloqat qilish uchun, so'ngra o'z bilimlarini boyitish uni boshqalarga yetkazishda tildan foydalanadi. Tilning eng kichik ma'no ifodalovchi birligi esa gapdir. Voqelikni va unga bo'lgan munosabatni ifoda qilish uchun grammatik jihatdan shakillangan ohang va mazmun jihatidan nisbiy tugallikga ega bo'lgan so'z va so'zlar bog'lanmasiga gap deyiladi. Gap asosan so'zlarning ma'lum grammatik qoidalari asosida birikuvidan hosil bo'ladi. Nutqimizda eng ko'p foydalaniladigan gap turlaridan biri sodda gaplardir. Sodda gaplar kommunikativ vazifani bajaruvchi eng kichik lekin muhim sintaktik birlikdir. Sodda gaplar fikr bildirishning, o'zaro so'zlashuv nutqining asosiy xususiyatlaridan biridir. Gaplarning qurulishiga ko'ra boshqa turlari, ya'ni murakkablashgan sodda gaplar, qo'shma gaplar, murakkab qo'shma gaplarning shakillanishida ham sodda gaplar asos sifatida muhim o'rin tutadi. Ma'lum bir fikr so'z yoki predikativ munosabatdagi birikma orqali yuzaga chiqadi. So'z yoki birikma orqali ifodalangan gap sharoitga, suhbatdoshning fikriga va umuman fikrning rivojiga qarab kengaya boradi. Natijada sodda gaplarning murakkablashgan turi yuzaga keladi.

Eng avvalo, ushbu sintaktik birlikning nomlanishi haqida bir to'xtalib o'tish o'rinlidir. Chunki, adabiyotlarda ularni turlicha nomlash holatlari ko'zga tashlanadi. Ilk bor ushbu sintaktik kategoriya haqida "O'zbek tili grammatikasi" nomli kitobda gap yuritilgan. Bu kitobda murakkablashish xususiyatiga ega bo'lgan sodda gaplar turini murakkab gap konstruksiyasi[14] deb nomlangan.

A. G'ulomov, M. Asqarovalar tomonidan yaratilgan "Hozirgi o'zbek adabiy tili" darsligida shunday yozilgan: "Sodda gapni murakkablashtiruvchi elementlar xilma-xil: uyushiq bo'laklar, ajratilgan bo'laklar, kirish konstruksiyalar, kiritma konstruksiyalar va undalmalar. Bunday murakkablashtirish gapni sodda gap doirasidan chiqarib yubormaydi, balki murakkablashgan sodda gap hosil qiladi"[15].

Atoqli olim G'. Abdurahmonov bu turdagi sintaktik birliklar haqida shunday deydi: "Murakkab gap sintaksisining tarkibiy qismini ajratilgan bo'laklar, undalmalar, kirish yoki izoh bo'lak va birikmalar tashkil etadi. Bu sintaktik kategoriyalar oddiy gap bo'laklaridan ham, qo'shma gapni hosil qiluvchi qurilmalardan ham farqlanib, murakkab gap qurilmalari deb yuritiladi"[16].

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13 Mirziyoyev Sh.M. Buyuk kelajagimizni mard va oliyjanob xalqimiz bilan birga quramiz.-T.:O'zbekiston NMIU,2017. 57. B.

14Ўзбек тили грамматикаси. 2 том. Синтаксис. Т. : Фан, 1976, 208б.

15Ғуломов А, Асқарова М. Ҳозирги ўзбек адабий тили. Т. : Ўқитувчи, 1987, 140 б.

16Абдураҳмонов. Ўзбек тили грамматикаси. Т. : ўқитувчи, 1996, 47 б

N. Mahmudov va A. Nurmonovlar esa murakkab gap atamasi ko‘proq qo‘shma gap turiga nisbatan qo‘llanishini e’tiborga olib, sodda gap doirasidagi bunday qurilmalarga nisbatan murakkablashgan gaplar atamasini qo‘llash maqsadga muvofiq deb hisoblashadilar[17].

B. O‘rinboyev ushbu sintaktik kategoriyaga quyidagicha ta’rif beradi. “Sodda gapning tarkibida uyushiq bo‘laklar, undalmalar, kirish va kiritma qurilmalar, ajratilgan bo‘laklar, sifatdosh va ravishdosh o‘ramlar, harakat nomli tizimlar qatnashib sodda gapni ham shakliy, ham mazmuniy jihatdan murakkablashtiradi. Bunday gaplar murakkablashgan sodda gaplar deb ataladi”[18].

Yuqoridagilardan ham ko‘rinib turibdiki, ko‘rsatilgan adabiyotlarda murakkab ko‘rinishga ega bo‘lgan sodda gaplarning nomlanishi borasida ham olimlarimiz bir atamani tanlashmaganlar. “O‘zbek tili grammatikasi” kitobida “murakkab gap konstruksiyasi”, A. G‘ulomov, M. Asqarovalar “murakkablashgan sodda gap”, G‘. Abdurahmonov “murakkab gap qurilmalari”, N. Mahmudov, A. Nurmonovlar “murakkablashgan gaplar”, B. O‘rinboyev “murakkablashgan sodda gaplar” deb nomlaganlar. Vaholanki, tilshunoslikdagi ma’lum birtil kategoriyasi olimlar o‘rtasida bir xil nomlanishi maqsadga muvofiq bo‘lib, bu ba’zi bir chalkashliklarning kelib chiqishining oldini olar edi. Chunki, til fani ham aniqlikni talab qiladigan fanlardan hisoblanib, aniq va tog‘ri javobni talab qiladi. Albatta, yuqoridagi ta’rif va nomlanishlar ham biz o‘rganayotgan sintaktik birliklar xarakterini u yoki bu darajada ochib bergan. Lekin yuqorida ta’kidlaganimizdek, atashda bir xillik bo‘lishi juda ko‘p anglashuvmovchiliklarning oldini olgan bo‘lar edi.

Bizningcha, yuqoridagi fikrlarni tahlil qilgan holda ushbu sintaktik birliklarni “murakkablashgan sodda gaplar” deb atash o‘rinlidir. Chunki, ushbu gap turi sodda gapning turli til birliklari vositasida murakkablashishi natijasida hosil bo‘ladi. Ya’ni u qo‘shma gap darajasiga yetmaydi, sodda gapdan esa tarkibi va fikr to‘liqligi bilan farqlanadi. Faqat sodda gap murakkablashish xususiyatini kasb etadi.

Bundan tashqari tilda ma’lum sistema mavjudki, u hamisha soddadan murakkabga, quyidan yuqoriga harakatlanadi va bir xillikni ta’minlashga harakat qiladi. E’tibor qilsak, so‘z birikmasi sodda va murakkab gap bo‘laklari ham sodda va murakkab ko‘rinishlarga ega. Shuningdek, qo‘shma gap ham murakkab turiga ega. Shularni inobatga olgan holda, sodda gapning bu ko‘rinishini “murakkablashgan sodda gaplar” deb atash maqsadga muvofiq deb hisoblaymiz. Ushbu ta’rif A. G‘ulomov, M. Asqarova va B. O‘rinboyevlarning fikrlari bu sintaktik birliklar xarakteriga mos keladi va shunday deb atash maqsadga muvofiq bo‘lar edi. Ushbu maqolada yuqoridagi fikrlarni har tomonlama tahlil qilgan holda, o‘rganayotgan obyektimizni “murakkablashgan sodda gaplar” deb nomlash to‘g‘ri bo‘ladi deb hisoblaymiz.

Sodda gap tarkibini murakkablashtiruvchi uyshuq bo‘laklar o‘ziga xos xususiyatga ega. “Gapning uyushiq bo‘laklari”, “uyushiq bo‘lakli gaplar”, “murakkab gaplar”, “uyushiq qurilmalar” kabi atamalar sifatida nomlanib kelinayotgan bu sintaktik birliklarning qo‘llanilishini qadim davrlar yozma manbalarida ham uchratishimiz mumkin. Xususan, XI asr yozma yodgorligi bo‘lgan “Devonu lug'atit turk”da uyushiq bo‘laklar fikrni ta'sirchan ifodalash vositasi sifatida qo‘llanilgan:

Qush, qurt qamug‘ tirildi,
Erlik tishi terildi.
O‘kur olib tarildi
Yinqa yana kirgusuz (M. Qoshg‘ariy. “Devoni lug‘atit turk”).

Asarda qo‘llanilgan **qush, qurt, erlik, tishi** so‘zlari uyushiq ega sifatida to‘rtlikning poetik ta’sirchanligini aks ettirish uchun xizmat qilmoqda. Ma’lumki, Fitratning “O‘zbek tili qoidalari to‘g‘risida bir tajriba. Nahv” kitobi o‘zbek tilshunosligi tarixidagi muhim manba hisoblanadi. Hali o‘zbek tili sintaksisi deyarli rivojlanmagan, ayrim sintaktik atamalar tizimi izga solinmagan davrda Fitratning ushbu darsligi o‘zbek tilshunosligi tarixida katta yangilik bo‘ldi. Bu darslik 1925-1930-yillar davomida uch marta nashr etildi. Uning 1930-yilda nashr etilgan varianti nisbatan mukammal bo‘lib, “gapning uyushg‘on bo‘laklari yoki qisqacha uyushmalar” atamalari bilan

17Н. Маҳмудов, А. Нурмонов. ўзбек тилининг назарий грамматикаси. Т. : 1995, 97 б.
18Б. Ўринбоев. Ҳозирги ўзбек адабий тили. Синтаксис. Самарқанд, 2006, 120 б.

nomlangan uyushiq bo‘laklar dastlab Fitratning shu asarida keltiriladi. Shuningdek, aniqlov va sifat uyushmalarida qaratqich va sifatlarning birdan ortiq kelishi ta'kidlanadi[19]. "Til saboqlig‘i" va "Nahv" asarlaridagi uyushiq bo‘laklarga oid fikrlar hozirgi davrga nisbatan ancha sodda bo‘lsa ham, lekin tilshunoslik uchun muhim ilmiy qarashlardan hisoblanadi. O‘zbek tilshunosi A. G‘ulomov qayta tahrirdan chiqqan "Sodda gap" ilmiy asarida gapda qo‘llaniladigan uyushiq bo‘laklar, ularning turlari va ifoda etish yo‘llari haqida ma'lumot beradi[20].

D. Ashurova, F. Ubaeva, H. Boltaboevalarning "Gapning uyushgan va ajratilgan Bo‘laklari" ilmiy asari 2 qismdan tashkil topgan bo‘lib, birinchi qismda uyushgan bo‘laklarning semantik-logik xususiyatlari, morfologik hamda sintaktik belgilari, ularning o‘zaro bog‘lanish usullari yoritilgan [21].

Sodda gap tarkibini murakkablashtiruvchi uyushiq bo‘laklar o‘ziga xos uslubiy xususiyatga ega. Uning bu xususiyati, asosan, badiiy uslubda namoyon bo‘ladi. Murakkablashgan sodda gapni yuzaga keltiruvchi ushbu sintaktik birlik badiiy asar ta'sirchanligini ta'minlovchi uslubiy vosita sifatida peyzaj detallari, harakat dinamikasini ifodalash uchun ishlatiladi. Shunga asosan tilshunos
H. Xoliqov yozuvchi Abdulla Qahhor asarlari misolida murakkablashgan sodda gaplar uslubiyatini tadqiq etish jarayonida uyushiq bo‘laklarning uslubiy xususiyatlarini maxsus tadqiq etgan[22].

Badiiy uslub faqat zamonaviy yoki tarixiy asarlarga oid bo‘lmasdan, xalq og‘zaki ijodi namunalari ham shu uslubda yaratiladi. Ertaklarga ma'lum xalqning og‘zaki ijodi namunasi sifatida ta'rif berilar ekan, ularning mazmunini yoritish til birliklari vositasida amalga oshiriladi. Yuqorida uyushiq bo‘laklarda harakat dinamikligini amalga oshiruvchi xususiyat borligini ta'kidlagan edik. Ertaklarda voqea-hodisalar, albatta, xatti-harakat orqali ifodalanadi. Shu jihatdan o‘zbek xalq ertaklaridagi aniqlovchilarni maxsus tadqiq etgan N. Dosanov bu bo‘laklarning uyushiq holda qo‘llanilishiga ham e'tiborni qaratadi. Uning fikricha, uyushiq bo‘laklar fikrni aniq, to‘liq, obrazli ifodalab, nutqqa ifodalilik, emotsionallik va ko‘tarinkilik berish uchun xizmat qiladi. Bular, ayniqsa, ertak tili uchun juda zarur xususiyat ekanligini ta'kidlaydi.

An'anaviy tilshunoslikning sintaksis bo‘limida o‘rganilayotgan ega tarkibi va kesim tarkibi, rema va tema kabi ilmiy atamalar har qanday gap uchun aloqadordir. Bu aloqadorlikka binoan so‘z va gaplar mazmunan hamda shaklan kengayadi. Tilshunos YO. Tojiev mana shu jarayonga e'tiborini qaratgan holda sodda gapdagi tema va rema qismlarining kengayishidan murakkablashgan sodda gapning hosil bo'lishini ta'kidlaydi. Olimning fikricha, sodda gapning murakkablashgan sodda gapga aylanishini belgilovchi aniq bir o‘lchov, me'yor yoki qandaydir aniq chegara, tamoyil yo‘q. Barcha murakkablashishlar tema va remaning kengayishi va izohlanishi natijasida yuzaga kelishini aytadi. Murakkablashgan sodda gaplarning barcha asosiy andozalarini belgilab chiqish esa gap tema va rema qismlarini belgilovchi ega va kesimning kengayishi imkoniyatlari va qonuniyatlarini belgilashdan boshlanadi[23].

Xulosa o‘rnida aytish mumkinki, uyushiq bo‘laklar tilshunoslikda ma'lum darajada o‘rganilgan va o‘rganilmoqda. Tilshunos olimlarni qiziqtirayotgan mavzu bo‘lgani uchun ushbu sintaktik birlik to‘g‘risida bahsli fikr-mulohazalar ham bo‘lmoqda. Muayyan mavzu atrofidagi bahsli fikrlar esa har doim qiziqarli va salmoqli ilmiy yangiliklar yaratilishiga sabab bo‘ladi.

19Фитрат А. Танланган асарлар. Наҳв. (IV жилд) –Тошкент: Маънавият, 2006. –Б. 197-200.

20Ғуломов А. Содда гап. ─Тошкент: ЎзФА, 1955. ─Б. 92-97.

21Ашурова Д. , Убаева Ф. , Болтабоева Ҳ. Гапнинг уюшган ва ажратилган бўлаклари. ─Тошкент: Ўзфанакаднашр, 1962. ─ Б. 179.

22Холиқов Ҳ. Ҳозирги ўзбек адабий тилидамураккаблашгансодда гаплар услубияти (А. Қаҳҳор асарлари материаллари асосида). Филол. фанлари номзоди. . . дис. автореф. – Тошкент, 1993. ─Б. 8-10.

23Тожиев Ё. Туркий тилларда гап бош бўлакларининг кенгайиш имкониятлари ва қонуниятлари // Тил илмига садоқат. (Тўплам) ─Тошкент: Мумтоз сўз, 2010. ─ Б. 3-9.

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ONA TILI DARSLARIGA INNOVATSION YONDASHUVLAR ASOSIDA O'QUVCHILARNING FUNKSIONAL SAVODXONLIGINI OSHIRISH USULLARI

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Annotatasiya. Ushbu maqolada funksional savodxonlik, ushbu savodxonlikning ahamiyati va unga qo'yilgan talablar, 10-11-sinf o'quvchilarida funksional savodxonlikni rivojlantirishning zarurligi, ona tili darslarida ta'lim berishning zamonaviy usullari va metodlaridan samarali foydalanish asosida o'quvchilarning tashqi muhit bilan tez aloqaga kirishib, vaziyatga moslashib o'z funksiyalarini bajarishga tayyor bo'lishlarini ta'minlshni kafolatlash, bunda o'qituvchining akmeologik yondashuvi va kasbiy mahorati haqida so'z boradi.

Kalit so'zlar: funksional savodxonlik ko'rsatkichlari, kommunikativ savodxonlik, kognitiv va ijodiy faoliyat, interfaol ta'lim texnologiyalari, funksional savodxonlik komponentlari.

Bugun yangi ko'nikmalarga ega, yangi munosabatlar qurib va o'z zimmasiga yangi vazifalar olib, teran bilimlarini yangi vaziyat va tajribalarda qo'llash, tez o'zgarayotgan dunyoda o'zgaruvchan kontekstlarda uzluksiz o'qib o'rganishga qodir bo'lgan kishilar juda muhim. O'quvchilarning funksional savodxonligini shakllantirish haqida juda ko'p gapirilmoqda, o'qituvchilar uchun o'z amaliyotlarida ushbu masalaga e'tibor berish, o'quvchilarning funksional savodxonlik darajasini oshirish eng dolzarbdir. Har kuni farzandlarimiz oldida nafaqat hal etilishi, balki oqilona va favqulodda yechimini topishi kerak bo'lgan juda ko'p vazifalarga duch kelmoqda. O'qituvchi oldiga esa yangi vazifalar, ya'ni o'quvchilarni muammolarni nafaqat malakali yechish, balki xulosa chiqarish, to'plangan bilimlarni tizimlashtirish, kerakli ma'lumotlarni mustaqil ravishda olishga o'rgatish turibdi. Mashhur pedagog Djon Dyui shunday degan edi: "Yaxshi maktab yaxshi, aqlli maktab ajoyib, lekin bola hayotga ham tayyorlangan bo'lishi kerak". Agar

o'quvchining funksional savodxonligini dars jarayonida shakllantirilsa va rivojlantirilsa, buning imkoni bor.

Qanday qilib o'quvchini o'qishga qiziqtirish, katta hajmdagi ma'lumotlar va matn bilan ishlashga o'rgatish mumkin? O'rganishga ijobiy munosabatni qanday shakllantirish mumkin? Funksional savodxonlikni qanday rivojlantirish mumkin? Tabiiyki, o'qituvchilarda bunday savollar paydo bo'ladi. Demak, kognitiv, aqliy faollikni rivojlantirishga qaratilgan yangi pedagogik texnologiyalar, ta'lim jarayonining samarali shakllari, o'z navbatida har bir o'quvchining bilimlarini boyitishga, uning funksional savodxonligini rivojlantirishga qaratilgan faol o'qitish uslublari va usullariga ehtiyoj bor.

Adabiyotlar tahlili va metodlar. Maqolada [6] ta'limning zamonaviy natijalaridan biri sifatida taqdim etilgan maktab o'quvchilarining funksional savodxonligini shakllantirishning pedagogik tadqiqoti metodologiyasi va usullari asoslangan bo'lib, funksional savodxonlikni rivojlantirishning iqtisodiy samarasi asoslab berilgan. Muallif funksional savodxonlik ta'limning zamonaviy natijasi sifatida qaralishi mumkin bo'lgan fanlararo hodisa sifatida o'rganilishi kerakligini ta'kidlaydi, ushbu jarayonni o'rganish bo'yicha uslubiy dasturi taqdim etadi va maktab o`quvchilarining funksional savodxonligini shakllantirish texnologiyasini asoslab beradi.

Maqolada [1] ona tili va adabiyot darslarida o'quvchilarni ijodiy fikrlashga o'rgatish usullari, kognitiv usullar, muammoli ta'lim, interfaol vositalar va ularning ta'lim sifatiga ta'siri, tadqiqot va ijodiy xarakterdagi mustaqil topshiriqlardan foydalanish haqida fikr yuritiladi. Bunday topshiriqlar o'quv va kognetiv faoliyatni faollashtirishga yordam berishi, darsning yakuniy bosqichida o'quvchilarning o'quv faoliyati natijalarini tahlil qilish kerakligi ta'kidlangan.

Maqolada muallif [2] ta'lim metodlari va vositalari, ularning amaliy ahamiyati, turlari, qo'llanishi haqida fikr bildirgan. Tasvir(illyustratsiya), namoyish (demostratsiya), amaliy metodlari atroflicha tahlil qilingan. Ta'lim metodlari ta'lim vositalari bilan qo'llanishi, ta'lim vositalari ta'lim maqsadini muvaffaqiyatli amalga oshirishi, ta'lim vositalari ta'lim metodlariga mos tanlanishi aytib o'tilgan, shuningdek, didaktik vositalarga ham izohlar berilgan.

Muallif [7] o'z maqolasida kompetensiyaga asoslangan ta'lim, raqobatbardosh malakali mutaxassisni shakllantirish, asosiy kompetensiyalarni shakllantirishda loyiha, keys-stadi, muhokama, aqliy hujum, tadqiqot metodlari, o'yin texnikasidan foydalanishning ahamiyati, integrativ metodlarga asoslangan pedagogik texnologiyalarni modernizatsiya qilish, matn ustida ishlashga qaratilgan metodlardan "Ikki qismi kundalik", munozara usullari va ulardan samarali tarzda foydalanish haqida fikr yutitadi. Muallif tomonidan yo'naltirilgan o'qish strategiyasi va munozara usullaridan rus tili va adabiyot darslarida foydalanishni taklif etadi.

Muhokama va natijalar. Funksional savodxonlikni shakllantirish murakkab jarayon bo'lib, o'qituvchidan o'qitishning zamonaviy shakllari va usullaridan foydalanishni talab qiladi. Ushbu shakl va usullarni qo'llagan holda biz tashabbuskor, mustaqil, ijodiy fikrlaydigan shaxsni tarbiyalash imkoniyatiga ega bo'lamiz.

Agar ilgari darslarda o'qituvchi o'rganilayotgan materialni tizimlashtirish, boshlang'ich ko'nikmalarni shakllantirish, imlo hushyorligiga e'tibor berishga harakat qilgan bo'lsa, endi ta'lim mazmunini yangilash doirasida darsni faqat o'quv maqsadlari bilan cheklab bo'lmaydi. Zamonaviy voqelik o'quvchida nafaqat fan bo'yicha bilimlarni egallashni, balki uni turli vaziyatlarda muvaffaqiyatli qo'llashni, hayoti davomida o'qib o'rganishini va buni o'z xohishiga ko'ra bajarishini ham talab qiladi. Ijodkor kishi o'z-o'zini tarbiyalashi va mustaqil ta'lim olishi, tahlil, sintez usullariga ega bo'lishi, xulosalar chiqarishi, fikrini asoslashni bilishi kerak. Bularning barchasi insonga funksional savodxonlik berishi mumkin.

Funksional savodli shaxs qanday amaliy ko'nikma va qobiliyatlarga ega bo'lishi kerak? Xalqaro hamkorlik va taraqqiyot tashkiloti (OECD) va YuNESKO Ta'lim instituti Yevropaning o'n ikki davlatida kattalar savodxonligi bo'yicha xalqaro tadqiqot o'tkazilganda funksional savodxonlikning o'ziga xos ko'rsatkichlari to'plami, indikatorlari ishlab chiqilgan edi. Ushbu ko'rsatkichlari to'plamida funksional savodxonlikning har xil turlari ko'rsatkichlari aniqlangan,

ularning ko'pchiligi ona tili va adabiyoti darslarida shakllantirilishi kerak. Jumladan, insho, referat yozish, iboralar tuzishda qiyinchiliklarga duch kelmasdan savollarga javob berish, so'zlarni tanlash, ariza yozish, har qanday anketa, blankalarni to'ldirish, kitoblardan, ma'lumotnomalardan kerakli ma'lumotlarni topish va tanlash kabi muloqot va nutqiy ko'nikmalar, ensiklopediyalar va boshqa bosma matnlar, ommaviy axborot vositalari axborotlaridan, kutubxonaning alifbo va tizimli kataloglaridan foydalanish.

Shunday qilib, nutqiy qobiliyatlar nafaqat kommunikativ, umumiy va axborot savodxonligi, balki insonning funksional savodxonligining boshqa ko'plab turlarining ko'rsatkichlari hisoblanadi. Bularning barchasi yuqori sinf o'quvchilarining funksional savodxonligini shakllantirishda ona tili va adabiyoti fanining keng imkoniyatlarga ega ekanligini yana bir bor ta'kidlaydi. Bunda o'qituvchi o'quvchining savodxonlik darajasiga tayanadi. O'quvchining savodxonlik darajasi, ya'ni o'z ona tilida yozish va o'qish ko'nikmalariga ega bo'lish darajasi insonning keyingi rivojlanishini qurish mumkin bo'lgan poydevor hisoblanadi. Shuning uchun ona tili va adabiyoti fani o'qituvchilari zimmasiga yosh avlodning funksional savodli kishilar qilib tayyorlashda katta mas'uliyat yuklanadi. O'qituvchining vazifasi o'quvchilarga bilim berish emas, balki bilimlarni mustaqil egallash uchun sharoit yaratishdir. Demak, zamonaviy dars - bu darsda o`qituvchi o`quvchi faoliyatini yo`naltiruvchi koordinator, o`quvchi esa bilimlarni mustaqil o`zlashtiruvchi sub`ekt vazifasini bajaradi. Aynan u kundalik hayotda qo'llashi mumkin bo'lgan bilimlar bilan funksional savodxonlik shakllanadi. Darsda zamonaviy metodlardan foydalanish o'quvchilarning mustaqil, erkin fikrlashiga, izlanishiga, har bir topshiriqqa ijodiy yondashishi, mas'uliyatni sezishi, tahlil qilishi, turli axborot manbalaridan unumli foydalanishiga sabab bo'lib, o'quvchining bilim olishga va kelajakda kasblarga bo'lgan qiziqishini oshiradi. Bunday natijaga erishish uchun o'quv jarayonida interaktiv metodlardan o'z o'rnida foydalanish zarur bo'ladi.

Ona tili darslarida o'quvchilarda funksional savodxonlik komponentlaridan biri bo'lgan o'qish savodxonligi ko'nikmalarini, ya'ni matndan ma'lumotni topish va ajratib olish ko'nikmalarini shakllantirish uchun "Davom ettir" metodidan foydalanish mumkin. Ushbu metod o'quvchilarni tez fikrlashga o'rgatish bilan birga, esda saqlash qobiliyatlarini ham rivojlantiradi, darslik bilan ishlash ko'nikmasini shakllantiradi. O'quvchilar matn mazmuni bilan tanishib chiqqach, ularga jumlalarning davomini topish vazifasi beriladi. Berilgan gaplarning 2 qismini matndan topgach, o'quvchi ushbu fikrga o'z munosabatini bildiradi, hayotiy kuzatuvlaridan kelib chiqib, muallifning fikrini izohlaydi.

Xulosa va takliflar. Xulosa qilib shuni aytish mumkinki, dars jarayonida funksional savodxonlikni shakllantirish va rivojlantirishning samarali usullaridan biri interfaol ta'limdir. Bu yangi bilimlarni egallash usullari, ta'lim jarayoni ishtirokchilarining o'zaro muloqotini ifodalaydi; muloqotdan iborat mashg'ulotlarda o'quvchilarning birgalikdagi faoliyat ko'nikmalari rivojlantiriladi. Bu hamma bir- biriga o'rgatadigan va bir- biridan o'rganadigan treningdir. Interfaol ta'lim bir vaqtning o'zida bir nechta muammolarni hal qilish imkonini beradi. Asosiysi, u muloqot ko'nikmalari va qobiliyatlarini rivojlantiradi, o'quvchilar o'rtasida hissiy aloqalarni o'rnatishga yordam beradi, tarbiyaviy vazifani bajaradi, chunki u ularni jamoada ishlashga, odamlarning fikrini hurmat qilish va tinglashga o'rgatadi, Bolaning intellektual kuchlanish davrida asabiy stressni kamaytirishda psixologik himoya qilish uchun sharoit yaratadi. O'quvchiga yo'naltirilgan ta'lim sharoitida o'quvchilarning funksional savodxonligini muvaffaqiyatli rivojlantirish va darslarida asosiy hamda fan kompetensiyalariga erishishi uchun quyidagi shartlar bajarilishi kerak: mashg'ulotlar faoliyatga asoslangan bo'lishi; o'quv jarayoni o'quvchining mustaqilligi va o'z faoliyati natijalari uchun javobgarligini rivojlantirishga yo'naltirilgan bo'lishi; maqsadga erishishda tajriba orttirish imkoniyati bo'lishi; jamoaviy ishning samarali shakllaridan foydalanish kerak. O'qituvchi va o'quvchining maqsaddan natijaga erishishida qanday texnologiyani tanlashlari ular ixtiyorida, chunki har ikkala tomonning asosiy maqsadi aniq natijaga erishishga qaratilgan bo'lib, bunda ishlatiladigan texnologiya o'quvchilarning bilim saviyasi, guruh tabiati va sharoitga qarab tanlanadi.

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XORIJIY O'ZLASHMALAR VA LINGVOMADANIY BIRLIKLAR

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Annotatsiya. Ushbu maqolada lingvokulturologiya sohasi alohida yo'nalish sifatida rivojlanayotgani haqida. Lingvokulturologik aspektda xalqning milliy madaniyati, qadriyatlar aks etish masalasi. O'zbek tilidagi lingvomadaniy birliklari turlarining tavsiflanishi haqida mulohazalar yuritilgan.

Kalit so'zlar: Kalit so'zlar:lingvokultura, lingvomadaniy ramzlar, mifolegema, etalonlar, muqobilsiz leksika va lakunalar.

So'nggi yillarda o'zbek tilshunosligida ham til birliklarini lingvomadaniy aspektda tadqiq etishga jiddiy e'tibor qaratilmoqda.

Professor N.Mahmudov "Tilning mukammal tadqiqi yo'llarini izlab..." nomli maqolasida lingvokulturologiyaning mustaqil yo'nalish sifatida rivojlanib borayotganligini e'tirof etadi va bu sohada amalga oshirilishi lozim bo'lgan muammolarni ko'rsatib beradi [24] . Olim lingvokulturologiya til va madaniyatning o'zaro munosabati, ya'ni tilda madaniyatning namoyon bo'lishi, va aksincha, madaniyatning til orqali voqelanishi masalasini o'rganuvchi antropotsentrik tilshunoslikning mustaqil fan tarmog'i ekanligini alohida ta'kidlaydi.

D.Xudoyberganovaning "Matnning antropotsentrik tadqiqi" nomli monografiyasida o'zbek tilidagi badiiy matnlar lingvokulturologik aspektda tahlil qilinadi. Unda xalq madaniyati,

[24]Маҳмудов Н. Тилнинг мукаммал тадқиқи йўлларни излаб... // Ўзбек тили ва адабиёти. – Тошкент, 2012. – №2. – Б. 3-16.

milliy-madaniy qadriyatlarning matnda aks etishi masalasi yuzasidan qimmatli xulosalar bayon etiladi[25].

Har bir xalq dunyoni o‘z "ko‘zi" bilan ko‘radi. Shu bois ularning tashqi olamni til vositasida aks ettirishida o‘ziga xos jihatlar ko‘zga tashlanadi. Ayni shu joyda til birliklarining milliy-madaniy xoslanishi yuzaga keladi. Lingvokulturologiyada aynan shu turdagi til birliklari– lingvomadaniy birliklar (lingvokulturemalar) tadqiq etiladi.

Lingvomadaniy birliklar til sathining boshqa birliklaridan bevosita milliy-madaniy semaga ega ekanligi bilan ajralib turadi. Ana shu belgisi bilan ular bir umumiylikka, ya'ni lingvomadaniy birliklarga birlashadi. Har bir tildagi ramzlar, mifologema, etalonlar, metaforik birliklar, iboralar, turg‘un o‘xshatishlar, paremiologik birliklar, lakunalar, stereotip birliklar, pretsedent birliklar hamda nutqiy etiketlar lingvomadaniy birliklar hisoblanadi.

Sh.Usmanova o‘zbek tilidagi lingvomadaniy birliklarni quyidagi turlarga ajratadi:

"1. Muqobilsiz leksika va lakunalar. Har qanday til yoki dialektda boshqa tilga bir so‘z bilan tarjima qilib bo‘lmaydigan so‘zlar mavjud bo‘ladi. Bunday so‘zlarga muqobilsiz leksika deyiladi: palov, patir, surpa, do‘ppi kabi.

Bir tilidagi so‘z boshqa tilda muqobilini topa olmagan o‘rinlarda har doim lakuna hodisasi voqelanadi. Lakuna (lot. lacuna – bo‘shliq, chuqurlik) tarjimada muqobil so‘zi topilmagan bo‘shlik. Masalan, yurist, advokat ma'nosini anglatgan lawyer so‘zidan boshqa advokatlik kasbining turli darajalarini ifodalaydigan attorney "vakil", barrister "oliy sud advokatlari", solicitor "tashkilotlarga maslahat beruvchi advokat", counsel "quyi sud advokati", counsellor "maslahatchi" kabi so‘zlar mavjud. O‘zbek va rus tillarida yuqoridagilarga faqat bir so‘zgina muqobil bo‘ladi.

2. Mifologiyalashtirilgan til birliklari. Bular arxetiplar, mifologemalar, udumlar va rivoyatlar, taomillar va urf-odatlar sanaladi.

3. Tilning paremiologik fondi. Bunga maqol va matallar kiradi. Masalan, Mehmon kelar eshikdan, rizqi kelar teshikdan.

4. Tilning frazeologik fondi. Masalan, ko‘rpasiga qarab oyoq uzatmoq.

5. O‘xshatishlar, ramzlar, stereotiplar. Masalan, qo‘ydek yuvosh, xoch, nemislarning tartibligi, o‘zbeklarning mehmondo‘stligi, qozoqlar qaysarligi.

6. Metaforalar va obrazlar. Obraz – so‘z bilan madaniyatning bog‘liqligi haqida asosiy ma'lumot beruvchi muhim lisoniy mohiyat sanaladi. Obrazlilik ongimizda "suratlar"ni gavdalantiradigan qobiliyatni hosil qiladigan til birliklarining real xususiyatidir.

7. Tillarning stilistik qatlami. Adabiy til va noadabiy til shakllari o‘rtasida o‘zaro aloqaning mavjudligi jamiyat madaniy tarixining barcha rivojlanish bosqichlariga o‘z ta'sirini o‘tkazadi.

8. Nutqiy muomala.

9. Nutq etiketi. Insonlarning o‘zaro munosabatida ijtimoiy va madaniy o‘ziga xos nutqiy muomala qoidalari"[26].

Yuqoridagi fikrlardan anglashiladiki, lingvokulturologiyada xalq madaniyati, an'ana va urf-odatlari, xalq mentaliteti, milliy ongi ifodasi bilan bog‘liq bo‘lgan maxsus birliklar tadqiq qiladi.

Lingvomadaniy birliklar semantikasida ma'lum bir xalqning urf-odat va an'analari, madaniyati, milliy tafakkur tarzi, tarixi, turmush tarzi, xo‘jalik muhiti bilan tutash milliy-madaniy xususiyatlarni aks ettirishi bilan xarakterlanadi. Shu sababli lingvomadaniy birliklar hisoblangan maqol, matal, iboralar, o‘xshatishli qurilmalar, ko‘chma ma'nolarda qo‘llangan birliklarni xalq madaniyati, urf-odatlari, an'analari bilan uzviy bog‘liqlikda o‘rganish muhim ahamiyat kasb etadi.

Til qonuniyati har bir til birligiga ma'lum bir vazifani yuklaydi, ularni ma'lum ma'no doirasida harakat qildiradi, ma'lum birliklar bilan bog‘lanish imkoniyatini beradi. Har bir mahoratli yozuvchi ana shu qonuniyatlardan foydalanib, o‘zlashma so‘zlarga ham lingvokulturologik vazifa yuklay oladi. Bunda yozuvchi umumxalq tilidagi badiiy tasvir

[25]Худойберганова Д. Матннинг антропоцентрик тадқиқи. – Тошкент: Фан, 2013.

[26]Usmanova Sh. Lingvokulturologiya. – Toshkent, 2019. – B. 28.

vositalaridan foydalanib, ularga yuklangan xilma-xil badiiy-estetik ma'nolarni to'g'ri qo'llash asosida erishadi. Natijada xorijiy so'z lingvokulturema vazifasini bajarib, millatga xos bo'lgan milliy madaniyat va o'ziga xoslikni aks ettiradi. Masalan:

Anzirat, ana, ad'yudanting kelyapti. (Rixsivov Muhammadjonov "Suyunchi" badiiy fil'mi)

"O'zbek tilining izohli lug'ati"da ad'yudant terminiga quyidagicha izoh berilgan: "Ad'yutant [lot. Adjutans, adjutantis–yordam beruvchi] Xizmat topshiriqlari yoki shtab ishlarini bajarish uchun harbiy boshliq ixtiyorida bo'lgan yordamchi ofitser"[27].

Berilgan misolda hamfikrlik, do'stlik qoidalari ad'yudant qonun-qoidalariga nisbatlangan. O'zbek xalqining ko'p asrlik milliy an'analariga ko'ra birodarlik, birdamlik, hamfikrlik azal-azaldan mavjud bo'lgan an'analardan biri hisoblanadi. Ad'yudantlik munosabati muayyan qonun-qoidalarga bo'ysunadi. Ya'ni xizmat topshiriqlari yoki shtab ishlarini bajarish uchun harbiy boshliq ixtiyorida bo'lgan yordamchi ofitser o'rtasidagi munosabatlari aniq ishlab chiqiladi. Xuddi shunday, ijtimoiy hayotda ikki va undan ortiq kishilar biror xayrli ish va muammolarini hal etish uchun yig'ilgan jarayonda ularning boshlig'iga yaqingan yordam beruvchi kishiga nisbatan ham ad'yudant so'zi qo'llanilganligini ko'rishimiz mumkin. Shundan kelib chiqqan holda muallif asarda xayrli ish atrofida birlashgan qariyalar boshlig'i Anzirat va uning atrofidagi hamfikrlari, (Xolmat va Maston)ning bir-biriga bo'lgan munosabatini ko'rsatish uchun ad'yudant xorijiy o'zlashmasidan foydalangan. Bunday qo'llanishda ushbu xorijiy o'zlashma lingvomadaniy birlik vazifasini bajarib, milliy madaniyatning eng nozik jihatlarini namoyon qilishga yo'naltirilgan.

Xullas, til tizimi birliklari, shu jumladan, xorijiy o'zlashmalar ham xalq madaniyati, ma'naviyati, mentaliteti, milliy ongi bilan bog'liq holda tadqiq etilgandagina uning tavsifi mukammal bo'la oladi. Rus tilshunosi V.A.Maslova ham muayyan xalq yoki qardosh xalqlar tilining lingvokulturologik xususiyatlari alohida o'rganilishi lozim ekanligini ta'kidlaydi[28]. Ana shu jihat, ya'ni til va milliy-madaniy jipslik lingvokulturologik tadqiqotlarning markazida turadi. Albatta, tildagi aksar birliklar u yoki bu darajada milliy-madaniy jihatlarni namoyon etadi, ammo shunday til birliklari ham borki, ular milliy-madaniy o'ziga xosliklarning benihoya betakror timsolidir.

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TOPONIMIKA FANINING RIVOJIDA "QADIMGI XALQLARDAN QOLGAN YODGORLIKLAR" ASARINING AHAMIYATI

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Annotatsiya. Maqolada buyuk ajdodimiz Abu Rayhon Beruniyning "Qadimgi xalqlardan qolgan yodgorliklar" asarida qo'llangan ayrim toponimlarning ma'nolari va ularning etimologiyasi bo'yicha fikrlar yuritilgan.

Kalit so'zlar: tarixiy nomlar, toponim, Movarounnahr, Sug'd, Sarandip.

[27] Ўзбек тилининг изоҳли луғати. 1-жилд, Т., ЎзМЭ илмий нашриёти, 2006. –Б.42.

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KIRISH. Hozirgi globallashuv davrida yoshlar ongiga ma'naviy qadriyatlarni singdirish, ularga ajdodlarimiz ilmiy merosini chuqur o'rgatish yetuk barkamol inson tarbiyasi takomili va izchilligi bilan uzviy bog'liq. Ajdodlar merosini o'rganish insonning mukammal kasb egasi bo'lishi, qolaversa, intellektual dunyosi o'zgarishlarini belgilab beradigan muhim mezon hisoblanadi. Zero, ajdodlar merosiga hurmat, ularni keyingi avlodlarga bekamu-ko'st yetkazish davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi.

METODOLOGIYA. Umuman, milliy qadriyatlarni tiklash, xususan, buyuk ajdodimiz Abu Rayhon Beruniy merosini chuqur o'rganishga bo'lgan ehtiyoj oshib bormoqda.

Davlatimiz rahbari Shavkat Mirziyoyevning "Buyuk mutafakkir va qomusiy olim Abu Rayhon Beruniy tavalludining 1050 yilligini xalqaro miqyosda keng nishonlash" to'g'risidagi 25.08.2022-yildagi PQ-361-son qarori imzolandi.

Birinchi renessans davri allomalarimiz ilmiy kashfiyotlari gumanistik mazmuni ilm-ma'rifatni keng targ'ib qilish, qolaversa, "Davr farzandlarini yuksak fazilatli farzandlar etib tarbiyalash o'sha zamon ma'rifatparvarlarining hayotiy va fuqarolik e'tiqodiga aylandi" [Mirziyoev Sh.M. Yangi O'zbekiston strategiyasi. -T.: "O'zbekiston" 2021, 18-bet].

TADQIQOT NATIJALARI. Toponimlarda xalqning o'tmishi, urf-odatlari, boshidan kechirgan turli xil siyosiy-ijtimoiy etnomadaniy jarayonlar o'z aksini topgan bo'ladi. Shunga binoan toponimiya muayyan til lug'at boyligining muhim tarkibiy qismi, o'tmish voqealari darakchisi sanaladi. Toponimlarni toponimika fani o'rganadi. Toponimika yunoncha topos - joy va onoma - nom so'zlaridan tarkib topgan [S.Qorayev.Toponimika. O'zbekiston faylasuflari milliy jamiyati nashriyoti.Toshkent.2006.5-bet].

"Qadimgi xalqlardan qolgan yodgorliklar" asaridagi tarixiy nomlarning katta qismi toponimlardan iborat bo'lib, asar leksikasida 300 dan otiq joy nomlari qo'llangan. Asarda ko'hna shaharlar, viloyatlar, tog'lar, cho'llar, daryolar va boshqa topoobyektlarning ko'lami bir tomondan Sarandip bilan Chin hududlariga tegishli bo'lsa, ikkinchi tomondan Ifriqiya, Mag'rib bir tomoni Rum, Ozarbayjon, yana bir tomoni Eron bilan Xurosonga borib taqaladi. Marv, Bog'dod, Makka, Kufa, Balx, Isfahon kabi Osiyo qit'asida mavjud bo'lgan toponimlar ham asarda qo'llangan.

"Qadimgi xalqlardan qolgan yodgorliklar" asari onomastik tizimida toponimlar o'zining ko'lami, qo'llanish tamoyillari bilan alohida o'rinni egallaydi. Asar leksikasidan joy olgan toponimlarning ko'pchiligi tarixiy va zamonaviy toponimik tizimda mavjud bo'lgan real hududlar bilan aloqador nomlar (Istaxr, Nasaf, Basra, Movarounnahr, Sug'd, Nishopur, Isfijob, Andalus, Damashq kabilar) bo'lsa, ayrimlari bugungi kunda biror hudud bilan bog'lash mumkin bo'lmagan (Diktovun tog'i, Homin) nomlardir. Bunday nomlarning qo'llanishi asosan asarda keltirilgan rivoyat va afsonalar bilan bog'liq.

TAHLIL. Movarounnahr (arabcha ماوراءالنهر) – VIII asrdan boshlab Markaziy Osiyodagi tarixiy-geografik mintaqaga nisbatan qo'llanilgan nom. Toponim "Qadimgi xalqlardan qolgan yodgorliklar" asarida tilga olingan.

Movarounnahr aholisi esa amal qilib kelgan hisoblarida qolib, kuzatilayotgan yilni bekorga chiqardilar.Mana shu sababdan yillarining boshlanishida har xillik paydo bo'ldi.[Абу Райҳон Беруний. Қадимги халқлардан қолган ёдгорликлар (Осор ал-боқия) –Тошкент.: "O'zbekiston", 2020. –Б. 263].

"Movarounnahr" nomi VII-VIII asrlarda arablarning O'rta Osiyoni bosib olishi davrida paydo bo'lgan va dastlab Jayhun (hozirgi Amudaryo)ning o'ng qirg'og'idagi cheksiz hududlarni bildirgan. Keyinchalik "Movarounnahr" deganda, to'g'ridan-to'g'ri Jayhun va Sayhun daryolari (hozirgi Sirdaryo) oralig'idagi hudud, ya'ni hududining katta qismini sug'oriladigan yerlar, tog'lar va dashtlar egallagan hudud tushuniladi. Movarounnahrda Samarqand, Buxoro, Shosh, Naxshab, Karmana, Farg'ona, Xo'jand, Kesh kabi yuksak madaniyat va sivilizatsiyaga ega shaharlar joylashgan edi.

Arab geograf olimi Yoqut Hamaviy Movarounnahr atamasini (Turon) mamlakatining nomi deb bilgan. Arablar o'zlarining sharqqa qilgan ilk yurishlari davomida (VII asrning 2-yarmi - VIII

asrning boshi) ikki xil tushuncha haqida ma'lumotga ega bo'lganlar: "ma duna-n-nahr", ya'ni "daryoning pastki tomoni" va "ma varo-annahr" – "daryoning narigi tomoni". [Ўзбекистон Миллий Энциклопедияси. 6-жилд. Тошкент. Давлат илмий нашриёти. 2003.-Б.36] Ulardan birinchisi Xurosondan sharqda Amudaryodan janubda Hindukush tog'larigacha bo'lgan Tohariston yerlarini; ikkinchisi esa, Amudaryodan shimolda joylashgan Shimoliy Tohariston va Sug'd yerlarini o'z ichiga olgan.

Shahrizur (kurdcha: شارەزوور Şarezur) – G'arbiy Erondagi o'rta asrlardagi shahar nomi. So'ngra Xurosonga qaytib, u yerni ham egalladi va shaharlar bino qildi. Bundan Iroqqa qaytdi. **Shahrizur**da kasal bo'lib, shu yerda vafot etdi. U barcha maqsadlari[ni amalga oshirishda] ilm va hikmatga asoslanib, o'z muallimi Arastu maslahati bilan ish qilar edi [Беруний. Танланган асарлар. I том. –Т.: Фан, 1968.-Б.174].

Shahrazur nomi ikki eroncha so'zdan olingan bo'lib, shoh (shoh) va razur (o'rmon), sharazur – "shoh o'rmoni" ma'nosini beradi degan fikrlar mavjud. Gertsfeld qadimiy manbalarda nomning /s/, ko'proq /sh/ bosh harfi bilan yozilishiga asoslanib, "oq o'rmon" ma'nosida keltirilgan deb, nomni Avesto afsonalari bilan bog'lagan. XII asr geografi Yoqut al-Hamaviy xalq etimologiyasiga asoslanib, Sharazur nomining kelib chiqishini mashhur Sharazor shahrining asoschisi sifatida tilga olgan Zahhok o'g'li nomidan deya izoh bergan [Yaqoot Hamawi, Book 3, p: 425–427].

Sarandib (forscha سرندیپ) – Shri-Lankaning (Seylon) qadimiy nomi. Firdavs Adandan **Sarandibgacha** [cho'ziladi]. Bu yerda ud, alampirmunchoq [va] turli-tuman nozu ne'matlar mavjuddir.[Абу Райҳон Беруний. Қадимги халқлардан қолган ёдгорликлар (Осор ал-боқия) –Тошкент.: "O'zbekiston", 2020. –Б.134].

Sarandib forscha Sarandīp (سرندیپ) so'zidan kelib chiqqan. Shri-Lankaning ayrim qismlari o'tmishdada uzoq vaqt davomida Janubiy Hindiston qirollari hukmronligi ostida bo'lgan. Hindistondagi Tamilnadu qirollari (Cheranadu) Chera qirollari deyilgan, dip "orol" degan ma'noni anglatgan. Chera qiroliga tegishli orol Cherandip deb nomlangan, shuning uchun arab savdogarlari Sarandib deb ataganlar [Barber, Robert K. Merton, Elinor (2006). The Travels and Adventures of Serendipity : A Study in Sociological Semantics and the Sociology of Science (Paperback ed. ed.). Princeton, NJ: Princeton University Press. pp. 1–3. ISBN 0691126305].

XULOSA. Nomlarda xalqlarning qadimiy an'ana, urf-odat hamda qadriyatlari o'z izini qoldira olgan va nomlar milliy o'zlikni anglashga xalqlarning ruhiy, ma'naviy sarchashmalari bo'lgan an'ana, udumlariga e'tibor berishga hissa qo'shadigan vositalardan biri sanaladi. Ajdodlarimiz tomonidan yozib qoldirilgan yuksak ilmiy-ma'naviy me'rosni har tomonlama tadqiq etish Yangi O'zbekistonning madaniy va ruhiy asoslarini mustahkamlash, yangi tadqiqotlar va ilmiy maktablarni yaratish va rivojlantirishning muhim omili bo'lib xizmat qiladi.

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"SAB'AI SAYYOR" ASARIDA QO'LLANGAN YETTI RAQAMINING TASAVVUFONA TALQINI HAMDA YETTI SAYYORA TIMSOLI

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Annotatsiya. Ushbu maqolada Alisher Navoiyning "Sab'ai sayyor" dostonida yetti raqamining tasavvufona ma'nolari va yeti sayyoraning timsollari haqida fikr yuritilgan.

Kalit so'zlar: "Sab'ai sayyor", yettita qasr, yetti malika, yetti qaroqchi, Shoh Bahrom.

Alisher Navoiyning "Sab'ai sayyor" dostonida ham raqamlardan foydalanish usuli o'zining yuksak badiiy ifodasini topgan.

8-bob salaflarning nuqsonlari haqida bo'lib, shoir bob sarlavhasida ustozlar asarlariga mulohaza bildirayotgani uchun uzr so'raydi. Navoiy bu bobda doston yaratishdan oldin tush ko'rganini, tushida 7 gumbaz, 7 gumbaz ichida 7 xil rangdagi mutasaddiyni ko'rganini, shu yerda 7 kun yurib, 7 afsona tinglaganini, bir mo'ysafid unga avvalgi dostonlardagi qusurlarni tuzatishni so'raganini, uyqudan uyg'ongach muabbir (tush ta'birchisi) aytgan dalillardan so'ng doston yozishga kirishganini aytadi. Shundan so'ng o'zigacha yozilgan Bahrom haqidagi dostonlarni sinchiklab o'qib chiqqanini ta'kidlab, ustozlarning hurmatini o'z o'rniga qo'ygan holda ularga uchta e'tiroz bildiradi:

Biri bukim yo'q anda moyayi dard,
Qildilar ishq so'zidin ani fard. [To'la asarlar to'plami.2012.317-bet]

Shoir fikricha, oldingi xamsanavislarning birinchi aybi dardu g'amga yetarlicha ahamiyat bermasdan, uni ishqdan xoli tasvirlaganliklaridadir.

Yana biri buki anda ba'zi ish,
Zohiran nomunosabat tushmish.
Bo'yla tuhmatki,aysh uchun Bahrom,
Yasadi yetti qasr surgali kom.
Yeti iqlim shohidin yeti qiz,
Har biri lutfu husni g'oyatsiz.
Uyqu komin olurg'a mastona,
Sho'hlarg'a buyurdi afsona.
Anga xud g'aflat o'ldi dag'i sifat,
Uyqusig'a farsona ne hojat. [To'la asarlar to'plami.2012.318-bet]

Bahromning ayshi uchun yettita qasr qurilishi, yetti malikaning o'zi mastlikdan g'aflat holatiga yetgan shohni uxlatish uchun afsonalar aytishlari asossiz, deydi Navoiy. Buning ustiga, agar afsona aytish zarur bo'lsa, ulardan boshqa qissaxon yo'qmidi ?-degan savolni ham qo'yadi. Salaflarning uchinchi kamchiliklari dardsiz va nodon kishining sarguzashtlarini ko'rsatishni maqsad qilib olganliklarida edi:

Bo'yla nodon uchun yozib avsof,
Anga qilgaylar o'zlarin vassof. [To'la asarlar to'plami.2012.319-bet]

Bob so'ngida Navoiy g'oyat kamtarlik bilan o'zini salaflarning faqir shogirdi deb atab, men go'yo pashshadek bo'lib, fil ishini qilmoqchiman, osmon tomiga narvon, quyoshga shamdon yasamoqchiman, o'rgimchak ipidan kamand qilib, ajdahoni tutmoqchiman deydi va Alllohdan doston yozishda madad so'raydi.

Asarda " yetti" so'zi "yetti yo'lovchi" va ularning yetti hikoyasi,yetti iqlim,yetti go'zal, yetti shoh,yetti qasr, yetti rang,yetti kun,yetti falak, yetti sayyora va hokazolarga nisbatan to'qson marta ishlatilgan.Bundan ko'rinib turibdiki, shoir bu raqamga alohida e'tibor qaratgan.

Dostonning XIX bobi "Yetti falakdek yetti qastning tugongoni va Moniyi musavvir har qasrni o'zga bir rang bila naqshbandliq qilg'oni,dog'i yetti iqlim salotinining qizlarin, ul yeti

qasrda Bahrom bila aqd qilg'onlari va haftaning har kuni Bahrom bir qasrda suhbat tutqoni"[29] sarlavhasi bilan boshlanadi.

Yetti raqamiga bo'lgan e'tiqodiy qarashlarning tub ildizi Qur'oni karimga borib taqaladi.Unda " Yetti samo"(Baqara , 29),"Yetti dengiz"(Luqmon 27),"Yetti boshoq"(Baqara26;Yusuf, 46),"Yetti darvoza" (Hijr , 44), "Yetti sig'ir" (Yusuf, 46) singari oyatlarda yetti raqami ishlatilgan. .

Mumtoz adabiy yodgorliklarda ko'p bor ishlatiladigan "Yetti iqlim", "Yetti kishvar", "yetti gardum" birikmalari azaldan izoh talab etadi. Abu Rayhon Beruniyning "Geodeziya" asarida "Ular (yunonlar) odam yashaydigan yerni aniqroq bo'lgan (kecha va kunduz orasidagi) tafovutga muvofiq bir-biriga (parallel) bo'lgan chiziqlar bilan yetti iqlimga bo'lganlar. U chiziqlar Mashriqdan ma'mur yerlarning eng uzog'idan tortib Mag'ribning oxiriga boradi. Ularning tasavvurida yetti kishvar yetti doirada : birinchi doira markazda, qolganlari uning atrofida tutash joylashtirilgan.Markaz doira (to'rtinchi kishvar) dan Iroq, Fors, Jabal, Xuroson, Sijiston, Zabuliston, Toxariston o'lkalari o'rin olgan.

Ahmad al-Farg'oniy (798-865-yillar) o'zining "Kitob al –harakat as-samoviya va javomi' ilm an-nujum" ("Samoviy harakatlar va umumiy ilmi nujum kitobi") asarida yetti iqlim haqida batafsil ma'lumot berib o'tadi.Al –Farg'omiy esa ,gapni rub'i ma'murning eng sharqiy chetidan boshlaydi.Risoladagi tartib bo'yicha keyingi besh iqlim tavsifi diqqatga sazovorligi bilan alohida ajralib turadi. Ularda Markaziy Osiyo hamda bu mintaqaga tutash yerlarning viloyat-shaharlari batafsil tilga olinadi. Mana, ayrim misollar: "To'rtinchi iqlim Sharqdan boshlanadi va Tibetdan , so'gra Xurosondan o'tadiki, bunda Xo'jand, Usrushona, Farg'ona, Samarqand, Balx, Buxoro, Hirot, Amuya, Marvarrud, Marv, Saraxs, Tus, Nishopur shaharlari bor. Undan so'ng Jurjon, Qumis, Tabariston, Demovard, Qazvin, Daylam, Ray, Isfaxondan o'tadi.Yettinchi iqlim Sharqda Yajuj mamlakatining shumolidan boshlanadi,so'ng turliy mamlakatlar (Markaziy Osiyo)dan, so'ng Jurjon (kaspiy) dengizining shimolidan , so'ng Rum dengizi (Qora dengiz)kesib saqlablar (slavyanlar) mamlakatidan o'tadi va G'arb (Atlantika) dengizida tugaydi.

Osmonning Shimoliy yarim sharidagi Yetti qaroqchi yulduzni yetti homiy va yetti ajdod sifatida tushunish xalq og'zaki ijodiyotida "yetti raqamining timsollashtirilishiga asos bo'lgan.[30] Saddi Iskandariy"da bu raqam ikki o'rinda "yetti ato"," yeti rang","yetti hakim",uch martadan "yetti yil"," yetti sozanda", "yetti kun" ,"yetti iqlim", to'rt martadan "yetti ko'k", "yeti charx"," yeti bahr",'yetti g'ul" , besh martadan yeti kishvar", yeti daryo",yeti noqob" shakllarida , shuningdek, " yeti baxmal",yeti tojir",yeti pusht",yeti qo'zg'alish" singari birikmalarga nisbatan bir martadan qo'llangan. Ushbu raqm dostonda jami ellik to'rt o'rinda ishlatilgan. Bu raqam shoirning "Sab'ai sayyor" dostonida ham o'zining yuksak badiiy ifodasini topadi. Asarda " yeti" so'zi "yeti yo'lovchi" va ularning yeti hikoyasi,yeti iqlim,yeti go'zal, yeti shoh,yettti qasr, yeti rang,yeti kun,yeti falak, yeti sayyora va hokazolarga nisbatan to'qson marta ishlatilgan.Bundan ko'rinib turibdiki, shoir bu raqamga alohida e'tibor qaratgan.

Yetti raqamiga bo'lgan e'tiqodiy qarashlarning tub ildizi Qur'oni karimga borib taqaladi.Unda " Yetti samo"(Baqara , 29),"Yetti dengiz"(Luqmon 27),"Yetti boshoq"(Baqara26;Yusuf, 46),"Yetti darvoza" (Hijr , 44), "Yetti sig'ir" (Yusuf, 46) singari oyatlarda yetti raqami ishlatilgan. .

O'zbek folklori va udumlarida "yetti" raqamiga alohida ahamiyat berilib kelingan. Qadimiy e'tiqodlarda "Yetti o'lchab bir kes","Yetimning haqqi yetti dunyoni quritar" kabi maqollar, "pak-pakana bo'yi bor, yetti qavat to'ni bor" kabi topishmoq va Yettisuv,Yettiqashqa,Yettisoy,Yettiqiz kabi toponimlar bilan bog'liq rivoyatlar ,Yetti qaroqchi yulduzlar haqidagi tasavvurlar saqlanib qolgan.

Alisher Navoiy "Xamsa" si tarkibiga kititilgan "Sab'ai sayyor" dostoni uchun xalq og'zaki ijodi asos bo'lib xizmat qiladi."Bahrom Go'r haqidagi rivoyatlar juda ko'p bo'lib,dastlab Hind-Eron

29Alisher Navoiy, "Sab`ayi sayyor", G`.G`ulom nomidagi nashriyot matbaa uyi. Toshkent – 2006 . 95-bet

30 Маматқул Жураев.Ўзбек халқ эртакларида "сеҳрли"рақамлар.Тошкент."Фан" нашриёти.1991.

xalqlari tomonidan yaratilgan,keyinchalik Eronga qo'shni bo'lgan xalqlar , ayniqsa, armanlar, gruzinlar orasida ham keng tarqala boshladi. Bahrom Go'r haqida yozma adabiyotda birinchi bo'lib doston yaratgan ijodkor fors-tojik klassigi Abulqosim Firdavsiydir. Firdavsiyning bu yangiligi keyinchalik asos solingan xamsachilik an'anasiga tamal bo'luvchi dostonlarga beshik vazifasini bajardi.Birinchilardan bo'lib xamsachilik an'anasini boshlab bergan Nizomiy Ganjaviy "Shohnoma" asaridagi ma'lumotlardan va xalq og'zaki ijodida gavdalantirilgan Bahrom Go'r obrazidan ijodiy foydalanib o'zining "Haft paykar" dostoniga bosh qahramon sifatida yaratdi.Uning salaflaridan bo'lmish Xusrav Dehlaviy esa "Hasht behisht" asarini yozdi. Alisher Navoiy esa o'zigacha bo'lgan shoh Bahrom haqidagi rivoyatlar, tarixiy ma'lumotlar va dostonlarni sinchkovlik bilan o'rganib , o'zining "Sab'ai sayyor" dostonini turkiy tilda taqdim etdi.

Dostonda yettita hikoya ichidagi qoliplovchi hikoyalar ham keltirilgan bo'lib, ularning barchasi doston qiymatini oshirib, shoirning asar yozishdagi maqsadini izchillik bilan ochib boradi. Hikoyalarning barchasi hafta kunlariga va osmondagi sayyoralarning homiyligiga o'zaro bog'langan.Doston bosh qahramonlari bo'lmish Bahrom va Dilorom ham samodagi ma'lum bir sayyoralar hamkorligi asnosida tasvirlanadi. Shoh Bahrom homiysi –jang-u jadal ramzi Mirrix (Mars) sayyorasi bo'lib, Go'zal Diloromga esa musiqachilar homiysi Zuhra (Venera) muholiblik qiladi. Firdavsiyda Ozoda, Nizomiyda Fitna, Xusrav Dehlaviyda va Navoiyda Dilorom bo'lib tasvirlangan kanizak asarlarda Bahrom kabi turli xil taqdirlarga duchor bo'ladi.Ozoda shoh Bahronning buyrug'I bilan ot tuyoqlari ostida qolib vafot etgan bo'lsa, Fitna bahromning rafiqasiga aylanadi.dehlaviyda ham Diloromning vafot etishini ko'ramiz.Alisher Navoiy "Farhod va Shirin", "Layli va Majnun" dostonlarida ham so'ngini qahramonlarning o'limi bilan yakunlagan edi. Ammo alisher navoiy o'limni faqat jismonan yo'q bo'lish, ruhan esa Haqqa yetishish , jonning ma'shuqi bilan uzoq kutilgan diydori deb baholaydi. Ammo Bahrom kanizagini qayta topganidan so'ng ham bu haqiqiy ishqni anglamadi, balki yana ziyofatga berildi. Alisher Navoiy esa doston so'ngidagi o'limni ular uchun xatolarni takrorlaganligining jazosi sifatida tanlagan ham bo'lishi mumkin.Xayolini Dilorom band etganda davlat va xalq, shon –shavkat va shuhratparastlik g'olib kelganda esa Dilorom uning yodidan ko'tariladi. Bu esa haqiqiy ishqning yuki bir mamlakat taqdirini yelkaga olmoq yuki bilan barobar ekanligini va bunday mas'uliyatni hamma ham bir vijudga sig'dira olmasligini isbotidir. Navoiy "Sab'ai sayyor" dostoni orqali shu fikrni badiiy mahorat bilan tasvirlaydi. Doton boshida Bahromga Mars sayyorasini, Diloromga esa Zuhrani homiy qilib tanlamog'ida ham ularning taqdirlariga nizik ishora va kirobxonga bir ogohlantiruvchi belgi bermoqchi bo'lgan.

Koinotda Mars va Venera sayyoralarining joylashgan o'rni ham o'zaro mutanosiblikda emas., ya'ni Venera Quyoshga juda yaqin oylashgan va unda harorat juda issiq., Mars esa Quyoshdan juda olislikda joylashgan. Tabiiyki unda harorat juda sovuq. Tabiatda suv va olov bir-biriga qanday ta'sir o'tkazsa, Navoiyning doston qahramonlari ham bir-biriga shunday ta'sir ko'rstadi. Muzni issiqlikka qanchalik yaqin keltirsak, muz shu darajada erib , bug'lanib ketadi. Bu xulosa ham Alisher navoiy ilm zakosining qay darajada chuqur ekanini va bu ilmlarning badiiy adabiyot bilan nozik bog'ay olganligini ham anglash mumkin.[31]

Mumtoz adabiyot namunalarining aksariyatida ,ayniqsa epik asarlarning muqaddimasida mualliflarning koinot , uning inson ruhiyati va taqdiri bilan bog'liq lavhalar,koinotning turfa manzalari borasidagi qarashlar aks etganligining shohidi bo'lish mumkinki,bu holat mumtoz Sharq adabiyotining deyarli hamma asarlarida uchraydi.Turkiy adabiyotning ibtidosi bo'lmish "Qutadg'u bilik" muallifi shoir Yusuf Boloso'g'uniy asarining hamd va na'tlaridan so'ng Yaratganning cheksiz qudratining bayonida yeti sayyora, o'n ikki burj haqida so'z yuritadi va uni insonning Ko'k farzandi ekani bilan bog'laydi.Farididdin Attor "Mantiq ut-tayr" muqaddimasida Parvardigorning Yer va Koinotni yaratishi,Koinotdagi har bir sayyorani ma'lum bir mezon va

31 Alisher Navoiy va XXI asr mavzusidagi xalqaro ilmiy-nazariy anjuman materiallari /mas'ul muharrir Shuhrat Sirojiddinov .Toshkent:"MASHHUR-PRESS". 2020. "Sab'ai sayyor" dostonida Mirrix va Zuhra sayyoralarining majoziy vazifasi. Xudoynazarova Nodira-575-576 betlar.

harakatda bo'lishi,insonning hayot va taqdiri zamindagi har bir hodisotlar ayni koinot bilan, ayni shu sayyoralar harakati va ulardagi turfa xil o'zgarishlar bilan bog'liq ekanligiga alohida e'tibor qaratganligini ko'rish mumkin.Aslida kosmogoniya –qalamkashlarining kayxoniy qarashlarining ildizi Qur'oni karim va undagi ayrim oyati karimalarga borib taqaladi.Mumtoz adabiyot namoyandalarining birortasi yo'qki, ular Islom dini arkonlari,Qur'oni karim ,Rasululloh (s.a.v)sunnatlari,bu muqaddas bitiklarning ma'nolaridan voqif bo'lmagan bo'lsin.Qur'oni karimdagi shunga aloqador oyati karimalar ma'nosi va juz'iy tafsirlariga murojaat qilaylik."Bas, qasamyod eturman qayta-qayta chiqib turuvchi bilan,yashirinuvchi sayyoralar bilan…"["Takvir" surasi , 15-,16-oyatlar]Mazkur suraning 15-oyatida "xunnas" so'zi tortilmoq va orqaga tisatilmoq',"Ichiga tortmoq va iziga solmoq" ma'nolarida kelhan.16-oyatda "yashirinuvchi' deb tarjima qilingan arabcha kalmia "Kunnos" ("kannas" so'zining ko'pligi)bo'lib, u harakatdagi jismning uyi,makoniga kirishi yoki uyasiga kiruvchi va u yerda tashirinuvchi narsalarning muayyan bir yo'lini nazarda tutadi.Yana 16-oyatdagi "Javaar" so'zi ("jariyah"so'zing ko'plik shakli)ko'chadigan va oqadigan biror narsani anglatadi.Shu ma'nolarni nazarda tutgan holda, oyatlar sayyoralarning tortishish kuchlari va ularning o'z orbitalarida harakat qilishlariga ishora qilyapti,deb tushunish mumkin[Xorun Yaxyo. 2006;22]

"Sab'ai sayyor"ning yetti hikoyasining har biri ma'lum bir sayyoralar bilan bog'lanadi. Shanba kuni qora qasrda aytilhgan hikoya Kayvon(Saturn) sayyorasi,yakshanba kuni so'zlangan hikoya mazmuni Quyosh sayyorasi bilan va shu tariqa keyingi hikoyalar OY,Mirrix (Mars). Atorud (Merkuriy),Mushtariy (Yupiter), Zuhro(Venera) sayyoralari bilan uzviylikda bayon qilinadiki, sirtdan qaraganda bunda hech bir aloqa yo'qdek tuyuadi.Botinda esa shu hikoyatdagi taqdirlar sayyoralar va ularning harakatlari bilan bilvosita bog'liq ekanligini anglab yetish qiyin emas.

Navoiyning ijodi bamisli hayot qomusi. Unda hayotning har bir jihati ,har bir sohasiga munosabatni ko'rish mumkin.Umumbashariy g'oyalarni rang-barang mavzularda yonib kuylagan shoir va mutafakkirdir.

Foydalanilgan adabiyotlar:

1. Alisher Navoiy, "Sab`ayi sayyor", G`.G`ulom nomidagi nashriyot matbaa uyi. Toshkent – 2006
2. Маматқул Жураев.Ўзбек халқ эртакларида "сеҳрли"рақамлар.Тошкент."Фан" нашриёти.1991.
3. Alisher Navoiy va XXI asr mavzusidagi xalqaro ilmiy-nazariy anjuman materiallari /mas'ul muharrir Shuhrat Sirojiddinov .Toshkent:"MASHHUR-PRESS". 2020. "Sab'ai sayyor" dostonida Mirrix va Zuhra sayyoralarining majoziy vazifasi. Xudoynazarova Nodira-575-576 betlar.

XORIJIY O'ZLASHMALARNING BUGUNGI KUN TADQIQOTLARIDAGI O'RGANILISHI

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Annotatsiya. Ushbu maqolada xorijiy tillardan o'zlashgan so'zlarning bugungi kun tadqiqotlarida o'rganilishi va ijtimoiy doirada (umumiste'molda)qo'llanilish ahamiyati tahlil

etiladi va bir guruh olimlarning ushbu soha bo'yicha olib borgan izlanishlari haqida so'z yuritiladi.

Kalit so'zlar: o'zlashma so'zlar, ikkilamchi o'zlashtirish terminalari, semantik kalka terminlar, o'zlashtirilgan leksika, polisemantik pog'ona.

Dunyo tillari lug'aviy tizimida jamiyatda yuz bergan so'nggi yillardagi iqtisodiy, siyosiy, ma'naviy, texnik-texnologik taraqqiyot natijalari, davlatlarning turli sohalardagi hamkorlik aloqalari, tezkor axborot almashinuvining yo'lga qo'yilishi va tillarning o'zaro aloqasi o'laroq ko'plab yangi s'ozlar hosil qilindi, o'zga tillardan so'z o'zlashtirish jarayoni sezilarli darajada kuchaydi. Bu holat xorijiy ozlashmalar tadqiqi masalasini o'rganishga qaratilgan lingvistik tadqiqotlarning yuzaga kelishiga turtki berdi, yangi izlanishlar uchun yo'l ochdi, hal etilishi lozim bo'lgan dolzarb muammolarni belgilab berdi. Ayniqsa, mustaqillikdan keyingi yillarda yurtimizda deyarli barcha sohalarning keskin sur'atlarda rivojlanishi va buning natijasida tilimiz lug'at tarkibiga ko'plab yangi til birliklarining kirib kelishi mazkur birliklarning leksik-semantik, struktur-derivatsion xususiyatlari, adabiy til me'yorlariga qay darajada mosligi, inson omili bilan bog'liq holda boshqa nutq uslublarida qo'llanish xususiyatlari kabi masalalarni ilmiy tadqiq etish zaruratini yuzaga keltirdi.

Zero, muhtaram Prezidentimiz qayd etganlaridek, "ayni paytda dunyoda ilm-fan va texnologiyalar shiddat bilan rivojlanib, mamlakatimizning xalqaro hamkorlik aloqalari tobora kengaymoqda. Natijada hayotimizga chetdan ko'plab yangi tushuncha, so'z va iboralar kirib kelmoqda. Globallashuv sharoitida milliy tilimizning sofligini saqlash, uning lug'at boyligini oshirish, turli sohalarda zamonaviy atamalarning o'zbekcha muqobilini yaratish, ularning bir xil qo'llanishini ta'minlash dolzarb vazifa bo'lib turibdi"[32].

Tilshunosligimizda xorijiy o'zlashmalarni ham har tomonlama chuqur ilmiy asosda o'rganish muhim ahamiyatga ega.

O'zlashmalarga lingvistik lug'atda quyidagicha ta'rif beriladi. O'zlashmalar – chet tili elementlari (so'z, morfema, sintaktik qurilma va b.) ning bir tilning boshqa bir til bilan kontaktga kirishish natijasida olib kirilishi, shuningdek, mazkur elementlarning o'tish jarayonining o'zidir[33].

Tilshunoslikda o'zlashmalar mavzusi bo'yicha bir qator tadqiqot ishlari olib borilgan. Mazkur mavzuga oid tadqiqotlarni o'rganish jarayonida ushbu tushunchaga bo'lgan qarashlar xilma-xilligi va qarama-qarshiligini ko'rishimiz mumkin. Shu bilan birga, leksik o'zlashmalar borasidagi fikrlar ham ikki tarmoqqa bo'linganligiga guvoh bo'lamiz. N.N.Amosova, L.Blumfild, L.P.Krisin, A.P.Mayorov kabi bir guruh olimlar o'zlashayotgan tilga chet tili elementlarining kirib kelishiga tilning ichki tizimi aspektlari doirasida yondashgan bo'lsa, V.M.Aristova, U.Vaynrayx, E.Xaugen kabi boshqa bir guruh olimlar esa o'zlashmalarni ikkitillilik, tillararo va tizimlararo o'zaro ta'siri sharoitida vujudga keladi[34], deb hisoblashadi.

M.Zokirov fikricha, o'zlashmalar paydo bo'lishi va shakllanishi uchun tillar, albatta, o'zaro kontaktga kirishishi lozim. Shuningdek, o'zlashmalar jamiyat va tildan ajralgan holda sodir bo'lmaydi. Sababi har qaysi til tizimi doimiy o'zgarishlarga yuz tutadi[35]. Tillarning o'zaro ta'siri esa aniq bir sabablarni taqozo etadi.

Boduen de Kurtene o'zlashmalarning lingvistik va nolingvistik sabablarini ko'rsatib o'tadi. O'zlashmalarning barcha holatlari til bilan bog'liq jarayonlar kabi tarix, geografiya, fiziologiya, psixologiya va hatto fizika, mexanika faktorlariga ham bog'liq bo'ladi[36].

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[32]Ўзбекистон Республикаси Президенти Ш.М.Мирзиёевнинг ўзбек тилига давлат тилимақоми берилганининг ўттиз йиллигига бағишланган тантанали маросимдаги нутқи //Халқ сўзи, 2019 йил, 22 октябрь.

[33] Лингвистический энциклопедический словарь / Гл. ред. В.Н. Ярцева. -М.: Изд-во Сов. Энциклопедия, 1990. - 524 с.

[34] 6https://studref.com/320642/literatura/sootnoshenie_ponyatiy_zaimstvovanie_bilingvizm_interferentsiya

[35] Зокиров М.Т. Ўзбек-тожик билингвизми. Фарғона.2022.

[36] Бодуэн де Куртене И. А. О смешанном характере всех языков / И. А. Бодуэн де Куртене // Избранные труды по общему языкознанию. - М.: Изд-во АН СССР, 1963.-Т.2.-С. 140-142.

So`z o`zlashtirish murakkab kompleksni tashkil etadigan ekstralingvistik va lingvistik omillardan tarkib topgan jarayonni o`zida namoyon etadi.[37] [1]

L.P.Krisin so‘z o`zlashtirish omillari tasnifida lisoniy omillar sirasiga quyidagilarni kiritgan: yangi tushunchalarni tilda o‘z ifodasini topishi (faks, kompyuter, printer, skaner va h.k.); mazmunan o`zaro yaqin, lekin bir-biridan farq qiluvchi tushunchalarni farqlashga bo`lgan ehtiyoj (qulaylik – komfort, xizmat ko`rsatish – servis, ma'lumot – informatsiya va sh.k.); so`z o`zlashtiruvchi tilda ko`p ma'noli so`zlarni ifodalash uchun bir atamani qo`llashga intilish, so`zning semantik strukturasini soddalashtirishga moyillik; tushunchalarni ixtisoslashtirishga bo`lgan ehtiyoj (maqsadli so`z o`zlashtirish; masalan: boshqarish – menejment, chetga chiqarish – eksport, chetdan olib kirish – import va sh.k.); so‘z birikmalari orqali ifodalanoytgan tushunchani yaxlit so`z bilan atash tendensiyasi (maxsus ta'lim olgan mergan, mohir otuvchi – snayper; avtoturistlarga mo`ljallangan mehmonxona – motel; qisqa masofaga yugurish, suzish va sh.k. – sprint va h.k.); o`zlashmalarning o`z qatlam so`zlariga nisbatan yuqori baholanishi ("moda", lisoniy snobizm); tushuncha ifodasining kommunikativ dolzarbligi (agar o`zlashtirilgan so`z kommunikativ dolzarb tushunchani o`zida namoyon etsa, u holda uning nutqdagi faol qo`llanish chastotasi, hech bo`lmaganda, ma'lum bir muddat yuqori bo`ladi, biroq keyin o`zining dolzarbligini yo`qotib, sezilarli darajada pasayishi ham mumkin).[38]

Tilshunoslarning o‘zlashmalar borasidagi yuqoridagi fikrlari turlicha ekanligini ko‘rish mumkin. Biz ham M.Zokirovning fikrlariga qo‘shilgan holda, o‘zlashmalar asosan tillarning o‘zaro kontaktga kirishishi natijasida sodir bo‘lishini yoqlaymiz. Bilamizki, dunyodagi birorta ham tilni sof til deya olmaymiz.

N.Iskanova "Mustaqillik yillarida global ilmiy-texnik progress, ommaviy axborot muloqotining rivojlanishi, internet tarmoqlarining kashf etilishi, jamiyat hayoti sur'atining o‘sishi bilan bog‘liq holda tilimizga kirib kelgan o‘zlashmalar gazeta materiallari asosida tahlilga tortilmagan"[39]ligini alohida ta'kidlab, ushbu davrda o‘zbek tiliga kirib kelgan o‘zlashmalarning tarkibiy-mazmuniy tuzilishi, qo‘llanish sohasi va yasalish xususiyatlarini ochib berish, tarjima muammolarini bartaraf qilishga doir tajribalarga tayanib tadqiqot olib boradi.

Olima o‘z tadqiqotida lisoniy o‘zlashmalarning ba'zi nazariy masalalari, xususan, ularning

turli tillarda paydo bo‘lish sabablari to‘g‘risidagi taniqli tilshunoslarning qarashlari atroflicha o‘rganib, ularni davr, manba-til, o‘zlashma aspekti, qo‘llanish va assimilyatsiya darajasi bo‘yicha tasniflaydi. Tadqiqot obyekti bo‘lgan xorijiy o‘zlashmalarning ham universal (genetik, xronologik, tematik), ham maxsus (nominatsiya jihatidan, motivlashganlikning mavjudligi/ mavjud emasligi, o‘zlashtirishning shakli bo‘yicha) belgilar (mezonlar) bo‘yicha alohida tasnif qiladi. Yashirin o‘zlashtirishning har xil shakllarini anglatuvchi ikkilamchi o‘zlashtirish va semantik kalka terminlarini farqlashga urinadi.

Tilshunoslik fani rivojlanishining turli bosqichlarida tilning lug‘at tarkibi va o‘zlashtirilgan leksikani tasniflashga urinishlar turli tillar, xususan, o‘zbek tili materialida ham amalga oshirilgan[12].

O.Shukurov o‘z tadqiqot ishida keyingi davrda paydo bo‘lgan o‘zlashmalarning semantik o‘zgarishlarga uchrayotgani haqida yozadi. Tilimizga keyingi davrda o‘zlashgan kolumnist, sammit, xaki, tyutor kabi xorijiy o‘zlashmalarning manba tildagi ma'nosi toraygan bo‘lsa, xaker

[37] Сирожиддинов Ш. Сўз ўзлаштириш омиллари хусусида // Ўзбек тили ва адабиёти, 2017. – № 4. – Б.84. Qarang.Крысин Л.П. Русское слово, своё и чужое: Исследования по современному русскому языку и социолингвистике. – Москва: Языки славянской культуры, 2004. – С.26.

[38] Сирожиддинов Ш. Ўша асар, 84-б. Qarang. Крысин Л.П. Иноязычное слово в контексте современной общественной жизни // Русский язык в школе, 1994. – №6. – С.60.

[39] N.Iskanona "Mustaqillik yillarida o‘zbek tiliga kirib kelgan xorijiy so‘zlarning tarkibiy-mazmuniy tahlili" ("Xalq so‘zi" gazetasi materiallari asosida), Samarqand, 2021.

leksemasining ifoda semasi bo‘rtgan, lug‘atdagi hosila ma’no sifatidagi ikkinchi ma’no bosh ma’no darajasida shakllangan[40] ligini ta’kidlaydi. Mustaqillik davri xorijiy o‘zlashmalarining ma’noviy taraqqiyoti bir xil kechmayotganligi, ular o‘z imkoniyatlaridan kelib chiqib, semantik evolyutsiyaning turli daraja va bosqichlarda shakllanib borayotganligini yoritar ekan, ayrimlari allaqachon ko‘p ma’noli so‘z sifatida o‘z tasdig‘ini topgan bo‘lsa, ba’zilari esa kishilik ongida yangi tushuncha hosil qilib, semantik qayta shakllanish arafasida, aniqrog‘i, monosemantik bosqichdan polisemantik pog‘onaga tomon harakatlanayotgan birliklar ekanligini quyidagi misollar bilan izohlaydi: prezentatsiya, fayl, peyjer, peyjing kabi so‘zlar monosemantik, aut, diskont, kolorit, oval, repetitor, xaker, xaki, xoll kabi o‘zlashmalar esa polisemantik xususiyatga ega. Nutqda faol bo‘lgan videorolik, dron, bestseller, bukmeyker kabi ko‘plab o‘zlashma so‘zlar uchraydiki, ularning izohli lug‘atlardan joy olishi, semantik jihatdan munosib tavsiflash dolzarb bo‘lib turibdi[41].

Xalqlar o‘rtasida turli aloqalar tarixan mavjud bo‘lib, ular mazkur xalqlar tillarida ham albatta o‘z aksini topadi. Shuning uchun muayyan bir davrga xos bo‘lgan til aloqalarining eng nozik jihatlarini kuzatish, tavsiflash, u yoki bu tildagi hodisalarning boshqacha tus olishi sabablari haqida to‘g‘ri hukm chiqarish muhim ahamiyat kasb etadi. Tillarning o‘zaro ta’siri muammolari jahon tilshunosligida nazariy-amaliy jihatdan ancha mukammal o‘rganilgan, ammo mazkur masala o‘zbek tilshunosligida u qadar puxta o‘rganilmagan.

O‘zlashmalar jamiyat va tildan ajralgan holda sodir bo‘lmaydi. Sababi har qaysi til tizimi o‘zgarishlarga yuz tutadi. O‘zlashmalar jamiyat va tildan ajralgan holda sodir bo‘lmaydi. Sababi har qaysi til tizimi o‘zgarishlarga yuz tutadi.

O‘zlashma so‘zlardan foydalanish turli madaniyatlarning o‘zaro ta’sirini, yana ham aniqrog‘i, madaniyatlararo kommunikatsiyada namoyon bo‘ladi. Bu esa ijtimoiy madaniyat kompetensiyasini lingvistik kompetensiya bilan bir qatorda shakllanishi uchun zamin yaratadi.

Tilimizning lug‘at tarkibi hozirgi kungacha til taraqqiyoti natijasida uzluksiz o‘z ichki imkoniyatlari asosida so‘z yasash, qarindosh bo‘lmagan tillardan so‘z o‘zlashtirish, eskirgan so‘zlar (tarixiy va arxaik so‘zlar) ning chiqib ketishi kabi ma’lum bir o‘zgarishlar hisobiga tarixiy taraqqiyot bosqichlarini bosib o‘tmoqda. Til boyligimizning taraqqiyoti jamiyat taraqqiyoti bilan chambarchas bog‘liqdir. Turli xalqlarning o‘zaro madaniy, siyosiy, iqtisodiy, sport, fan-texnika aloqalari tillarning omuxtalashish holatini vujudga keltiradi.

Ona tilimizning leksik qatlami taraqqiyotini ham jamiyatdagi rivojlanishlarni hisobga olgan holda ma’lum bir davr bosqichlari asosida o‘rganish mumkin. O‘zbek tilimiz juda qadimdanoq O‘rta Osiyo hududida bir necha asr mobaynida fors-tojik tili bilan bir qatorda iste’molda bo‘ldi. Ko‘p yillik muloqot natijasida til omuxtalashishi sezilarli darajada har ikki til lug‘aviy qatlamiga ham o‘z ta’sirini o‘tkazdi. Lug‘at sostavimizga zamonaviy tushunchalarni o‘zida aks ettirgan yangi- yangi lisoniy birliklar kirib keldi. Bunday til birliklari dastlab mavhum, keyinchalik esa deyarli barchasi o‘z so‘zlarimiz kabi tilimizga moslashib, o‘rinlashib bordi. Chunki o‘zlashma so‘zlarning tilda ko‘p asrlik nutq jarayoni va til tizimidagi sinonimik,omonimik, polisemantik, graduonimik, giponimik, bir so‘zning faollashuvi ikkinchi so‘zni nofaol tarzda qo‘llanish jarayoni kabi munosabatlar hisobiga barqaror o‘rinlashib qolgan deb bemalol aytishimiz mumkin.

O‘zbek tili lug‘at tarkibi taraqqiyotining rivojlangan bosqichi mustaqillik davri bilan uzviy bog‘liqdir. Jamiyatimizning barcha sohasida boshlangan tub islohotlar, xalqaro madaniy, siyosiy, iqtisodiy va bir qator aloqalar ma’lum til o‘zgarishlariga, tilimiz taraqqiyotiga keng yo‘l ochdi. Eng asosiysi shundaki, bu davrga kelib, turli tillarga oid soha so‘zlari kirib kelishi kuchaydi. Dunyo tillarini o‘rganish bilan birga ularning milliy-madaniy an’analari, urf-odatlari, milliy

[40] Shukurov O. O‘zbek tili zamonaviy o‘zlashmalarining evolyutsiyasi, transformatsiyasi, va leksikografik talqini masalalari (Mustaqillik davri), –Qarshi,2022.–B.21.

[41] O‘sha manba.–B21.

qarashlariga muvofiq tushuncha va so‘zlarning ko‘plab kirib kelishi ona tilimiz lug‘at boyligini yanada oshirdi.

Barchamizga birdek ayonki, XXI asr jahon hamjamiyati tomonidan ulkan o‘zgarishlar, texnik taraqqiyot, axborotlashtirish asri sifatida tarix zarvaraqlariga muhrlanishi muqarrardir. Qisqa muddat ichida ijtimoiy hayotimizda yuz berayotgan yangiliklarning dunyo bo‘ylab ommalishishi, jamiyatdagi shunday yangiliklarga bo‘lgan ehtiyoj har bir til leksik tarkibining ma’lum bir jihatdan o‘zgarishiga sabab bo‘lmoqda. Ayni paytda tilimizga xorijiy o‘zlashmalarning kirib kelishi, ularni omma tomonidan iste’molda bo‘lishi tilimiz lug‘atlarida aks etishini kutayotgani yo‘q. Zamonaviy fan-texnika sohasidagi xalqaro bog‘liqlik va yaqinlik lug‘at boyligimizda ko‘plab shunday tushunchalarni tilimizdagi mavjud so‘zlarimiz bilan ifodalashga o‘rin qoldirmayapti. Bugungi kunda oddiy so‘zlashuv jarayonida ham tez-tez qo‘llayotgan ayrim xorijiy o‘zlashma so‘zlar (flesh, koka-kola) ning ma’nolari lug‘atlarda ham qayd etilmagan. Zamonaviy texnika bilan bog‘liq so‘zlar dunyo bo‘ylab baynalmilal soha so‘zlari darajasiga ko‘tarilmoqda.

Yurtimiz mustaqillikka erishgandan so‘ng o‘zbek tili leksikasi ham shunday so‘zlar hisobiga kengaydi va taraqqiy etdi.

O‘zbek tilining izohli lug‘atida o‘zlashma so‘zlarning qaysi tildan o‘zlashganligi alohida shartli qisqartmalar asosida ko‘rsatilar ekan, ularning o‘z tilidagi lug‘aviy ma’nosi va tilimizga o‘zlashganidan keyingi monosemantik yoki polisemantik xususiyati alohida ko‘rsatib berilgan. O‘zbek tilining izohli lug‘atida arab, fransuz, fors-tojik, golland, hind, ingliz, ispan, italyan, lotin, mo‘g‘ul, nemis, polyak, rus, xitoy, yunon, chex kabi 16 ta til so‘zlaridan misollar berilgan.

Turli xalqlar orasidagi o‘zaro madaniy, siyosiy, iqtisodiy hamkorlik til rivojlanish jarayoniga ham o‘z ta’sirlarini o‘tkazadi albatta.

Yurtimiz mustaqillikka erishdandan so‘ng tilimiz turli davlatlar bilan ijtimoiy, siyosiy, ma’naviy-madaniy, iqtisodiy, sport va boshqa soha hamkorligi natijasida mavjud tillarning so‘zlari hisobiga kengayayotganini ta’kidlash o‘rinli.

Bugungi kunda ilm-fan va texnik taraqqiyot natijasida tilimiz lug‘at boyligi miqdori, xususan, inglizcha va boshqa til so‘zlari hisobiga ham boyib borayotgani ma’lum. Masalan, brifing so‘zi inglizcha briefing (brief – qisqa) bo‘lib, yangi o‘zlashma so‘z bo‘lmagani uchun nashr etilgan lug‘atlarning ko‘pchiligida uchramaydi.

Tillarning o‘zaro ta’siri muammolari jahon tilshunosligida nazariy-amaliy jihatdan puxta o‘rganilgan bo‘lishiga qaramasdan, o‘zbek tilshunosligida xorijiy o‘zlashmalar hali bir qancha yangi-yangi tadqiqotlar yaratishga manba bo‘lib xizmat qiladi.

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TERMINLARNING SINTAKTIK JIHATDAN HOSIL QILINISHI

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Annotatsiya. Bu maqolada hozirgi zamonaviy tilshunoslik sohalari qatori yangi vujudga kelayotgan ba'zi matbuot terminlarining izohi yoritilgan.

Kalit so'zlar: donor til, o'zbek kurashi, tarjima qilish, dublet, davlat boshqaruvi, lug'at fondi, moslashish, milliy siyosat, yangi nomlanishlarning voqelanishi.

Hozirda dunyo bo'ylab internet, axborot texnologiyalari asrida O'zbekiston Respublikasining jahon hamjamiyati safidan o'rin olishi davlatlararo iqtisodiy, siyosiy, ijtimoiy, madaniy va h.k. aloqalarning qizg'in, jadal suratlar bilan rivojlanishiga olib keldi. Bunday munosabatlarning ijobiy natijalari nafaqat ijtimoiy-siyosiy, madaniy-iqtisodiy hayotda, shuningdek, tilda ham o'z ifodasini topmoqda. So'nggi yillarda o'zbek terminologiyasi tayyor xorijiy leksik birliklar hamda ular anglatuvchi akademik litsey, kollej, magistr, magistratura, bakalavr, tender, preferensiya, investitsiya, litsenziya, diler, megapolis, ekologiya, ekspert, demping, inflyatsiya, kliring, supermarket, minimarket, giper market, chat, paynet, elektorat, narkobiznes, milliy aviakompaniya, klasster, robot-taksi, drayver, elektron viza, tranzit biznes, trend, brend, logistika, vatsapp, rouming, instagram, telegram, mikrozaym, investor, onlayn, oflayn, onlayn-broker, onlayn rejim, keys-stadi, innovatsion texnopark singari mutlaqo yangi tushunchalar va realiyalar hisobiga boyib bormoqda. O'zbekiston Respublikasi olimlarining dunyoning rivojlangan mamlakatlari yetakchi muassasalari ilm ahli bilan o'rnatgan ilmiy-texnik munosabatlarining jadallashuvi, hamkorlikda dolzarb ilmiy masalalar ustida izlanishlar olib borishning yo'lga qo'yilishi, yosh iste'dod egalarining nufuzli chet el universitetlari va institutlarida o'qishi yoxud malaka oshirishi terminlar sistemasining yaqinlashuvi, boyishiga ko'mak beradi. Hozirgi o'zbek terminologiyasi uchun G'arb tillari, ayniqsa, ingliz tilidan ko'plab terminlarning quyilib kelishi diqqatga sazovordir. Shu bilan bir qatorda, o'zbek tili terminlarining boshqa tillar tomonidan o'zlashtirilayotgani ajablanarli hol emas. Zero, so'z o'zlashtirish hodisasining ikki tomonlama sodir bo'lishi tilshunoslikda allaqachon tasdig'ini topgan.

Ta'kidlash joizki, 1999-yilning may oyida O'zbekiston Respublikasi Prezidenti tashabbusiga muvofiq o'zbek kurashi bo'yicha jahon birinchiligi o'tkazildi. Keyinchalik bu sport turining ommalushuvi va dunyo sahnasiga chiqishi natijasida kurash, yonbosh, chala, halol, g'irrom kabi terminlar xalqaro sport terminologiyasining mulkiga aylandi[42]. Sharq taronalari (Vostochniye melodiy), o'zbek modeli (Uzbekskaya model) singari terminlar jahonga mashhur bo'ldi. Mahalla institutining qayta tiklanishi fuqarolar yig'ini, fuqarolar yig'ini raisi, oqsaqol va h.k. Qayd etish lozimki, o'zbek terminologiyasi tizimida xorijiy tillarga taalluqli tushunchalarni o'z ichki imkoniyatlar asosida ifodalash tamoyili yetakchilik qilmoqda. Bunday jarayon paytida chetdan kelayotgan o'zlashmalarning bir qismi o'zbekcha mutanosiblari bilan almashtiriladi yoki tarjima (kalka) qilinadi. Ushbu usul yangi tushunchalarni atashda o'ta qulayligi va mahsuldorligi

[42] Бектемиров Ҳ., Бегматов Э. Мустақиллик даври атамалари. Тошкент, 2002.-10 b

bilan ajralib turadi. Masalan, aksiyadorlik jamiyati (aksionernoye obshestvo), erkinlashtirish (liberalizatsiya), tijorat banki (kommercheskiy bank), muzyorar (ledokol), kichik biznes (maliy biznes), soliq stavkasi (nalogovaya stavka), tadbirkor (predprinimatel), xususiy sektor (chastniy sektor), infratuzilma (infrastruktura), ekologik xavfsizlik (ekologicheskaya bezopastnost), siyosiy ekstremizm (politicheskiy ekstremizm), potensial xavf-xatar (potensialnaya ugroza), mintaqaviy mojaro (regionalniy konflikt), nevrojarohat (tib.nevrologiya), tabofalajlik (tib.taboparalich), ekspert kengashi (ekspertnaya komissiya), yuridik shaxs (yuridicheskoye litso), plastik kartochka (plastikovaya kartochka), kichik biznes subyektlari (subyekti malogo biznesa), moliyaviy organlar (finansoviye organi), raqamli tarmoq (digital network), manzil niqobi (address mask), alfa-sinov (alpha testing), yashil kompyuter (green computer), elektron hamyon (electronic purse) va h.k. shular jumlasidandir. O'zlashma terminlarni muqobili bilan almashtirish ham faol sanaladi: burun chig'anog'i (tib. nosovaya rakovina), miya oyoqchalari (tib. nojki mozgoviye), logistik markaz (logisticheskiy sent), suyaklanish (tib.okosteneniye), betoblik (tib.nedomoganiye), so'roq (komp.polling), tuynuk (komp.hatch), sukut (komp.default) va h.k. O'zbek tili terminologiyasi tizimida muayyan tushunchalarning muqobili bo'lmaganligi bois ularni bitta so'z bilan ifodalashning imkoniyati cheklangan. Chetdan kirib kelayotgan tushunchani bir qancha so'zlar yordamida izohlash yoki tavsiflash terminologiya talablariga ziddir. Mana shunday holatlarda ruscha-baynalmilal terminlar donor tilda qanday shaklda bo'lsa o'zbek tiliga ayni shu shaklda tayyor tarzda qabul qilinadi. Masalan: budjet – budjet, kredit - kredit, atom - atom, gidrolokatsiya – gidrolokatsiya, deduksiya - deduksiya, gerb – gerb, auditor – auditor, repatriatsiya – repatriatsiya, fraksiya – fraksiya, profitsit-profitsit, integratsiya-integratsiya, diplomatiya-diplomatiya, kislorod-kislorod va h.k.

Ba'zi vaziyatlarda, mobodo biron bir tushuncha ikki, ya'ni o'z va o'zlashma (ruscha-baynalmilal) termin bilan ifodalansa, shubhasiz, afzallik o'zbekcha terminga beriladi – tilshunoslik (lingvistika), nazoratchi (inspektor), qalam haqi (gonorar), nizom (ustav), giyohvandlik (narkomaniya), zahira (rezerv), tenglik (paritet), hokim (mer), jarroh (xirurg), sil (tuberkulez), dorishunos (farmatsevt), dorishunoslik 45 (farmatsevtika), tasnif (klassifikatsiya), imlo (orfografiya), qatag'on (repressiya), sayyora (planeta), tirkama (pritsep), tovon (reparatsiya) va h.k. Chunonchi, o'zlashma terminlarning o'zbek tili fonetikasiga moslashuvi quyidagi jihatlari bilan oydinlashadi: 1) fonemalarning qisqarishi: avinos (avianosets), raketanos (raketanosets), minanos (minonosets), farmatsevtik (farmatsevticheskiy, akustik (akusticheskiy)); 2) fonemalardagi tovush almashinuvi: mayoq (mayak), o'choq (ochag), plashch-palatka (plash-palatka) va h.k. O'zbek tilida qurilishi jiddiy o'zgarishlarga uchragan o'zlashma terminlar kategoriyasiga qo'mita (komitet), bombardimon (bombardirovka), qo'mondon (komanduyushiy), pudrat (podryad) kabilarni kiritish o'rinlidir. O'zbek terminologiyasi tizimida o'zlashmalardan o'zbekcha so'z yasovchi affikslar ishtirokida yangi hosil qilingan terminlar keng miqyosda qo'llanishga kirib kelgan. Xususan, bombardimonchi (bombardirovshik), dozimetrchi (dozimetrist), generallik (generalskiy), raketasozlik (raketostroyeniye), patronli (patronniy), gusenitsali (gusenichniy), betonlash (betonirovaniye), ionlanish (ionizatsiya); modernizatsiyalash (modarnizatsiya), kodlash (kodirovaniye), kompyuterlashtirish (kompyuterizatsiya), avtomatlashtirish (avtomatizatsiya) kabi ashyoviy misollar qayd etilgan fikrni tasdiqlashga xizmat qiladi. Mustaqillik yillari o'zbek tili lug'at fondining boyib borishida respublika xalq xo'jaligi uchun mutlaqo yangi sohalarning shiddat bilan shakllanishi va rivojlanishi kabi favqulotda muhim omillar sezilarli ta'sir ko'rsatdi. 1996 -yilda Andijon viloyati Asaka shahrida Janubiy Koreyaning DEU (DAEWOO) avtomobil korporatsiyasi bilan hamkorlikda "O'zDEUAvto" qo'shma korxonasining ishga tushirilishi natijasida O'zbekiston dunyodagi 28 ta avtomobilsozlik davlatlari qatoridan munosib o'rin oldi. 1999-yilda Samarqand shahrida "SamKochAvto" o'zbek-turk qo'shma korxonasi avtobuslar va yuk mashinalarni ishlab chiqarishga kirishdi. Hozirgi paytda Yaponiya va Germaniya avtokompaniyalari hamkorligida "Isuzu" avtobuslari hamda "Man" yuk mashinalarini ishlab chiqarish yo'lga qo'yilgan. "O'zDEUAvto" qo'shma korxonasining amerika

avtomobil ishlab chiqarish giganti "Jeneral Motors"(General Motors) tarkibiga singdirilishi oqibatida bugungi talablarga to‘la javob beradigan, yuqori tezlikka ega, har tomonlama qulay hamda yoqilg‘ini tejaydigan yengil avtomobillarning yangi rusumlarini ishlab chiqarish maqsad qilib qo‘yilgan. Buning natijasida o‘zbek tilida ushbu soha terminologiyasi tubdan takomillashdi. O‘zbek terminologiyasi Tiko (Tiko,) Damas 46 (Damas), Neksiya (Neksia), Lasetti (Lacetti), Matiz (Matiz), Spark (Spark),Epika (Epika), Kaptiva (Kaptiva), Malibu (Malibu), Kobolt (Cobolt) singari Respublikada konveyyerga qo‘yilgan yengil avtomobillarning tijoriy nomini anglatuvchi atamalar hisobiga yana ham boyidi[43]. Sobiq sho‘rolar davlatining tanazzulga uchrashi va qulashidan keyin kommunistik mafkura bilan bog‘liq barcha tushunchalar, ularni ifodalovchi so‘z hamda terminlar o‘zbek tili lug‘at tarkibidan batamom barham topdi. O‘zbekiston mustaqil va suveren davlat sifatida jamiyatni tom ma’nodagi demokratiya asosida taraqqiy toptirish yo‘lini tanladi. Demokratik jamiyatni va davlatni barpo etishda milliy davlatchilik an’anlariga aloqida e’tibor qaratildi. Milliy tiklanish va o‘zlikni anglash yo‘nalishi ustuvor, deb e’lon qilindi. Turmushda tubdan sodir bo‘lgan ijtimoiy-siyosiy, ma’naviymadaniy o‘zgarishlar yangi tushunchalar, yangi nomlanishlarning voqelanishiga olib keldi. O‘zbek tilining leksik xazinasi mustaqil mamlakat yuritayotgan milliy siyosatni aks ettiruvchi rang-barang so‘zlar va terminlar bilan kengaydi. Bunday terminlar safiga tubandagi faktik misollarni kiritamiz: milliy o‘zlik, milliy davlatchilik, milliy siyosat, siyosiy islohot, ma’naviy qadriyat, Harakatlar strategiyasi, “Obod mahalla”, Ma’naviyat va ma’rifat markazi, yo‘l xaritasi va h.k. Bo‘linish tamoyillari negizida yangi davlat boshqaruvi organlarining tuzilishi va faoliyat olib borishi pirovard natijada Oliy Majlis, senat, Vazirlar Mahkamasi, qonun chiqaruvchi organ, ijro etuvchi organ, cheklangan jamoa, Yoshlar ittifoqi, Xotin-qizlar qo‘mitasi kabi ko‘pdan–ko‘p terminlarning muomalaga kirishiga turtki berdi.

O‘zbekistonda bozor iqtisodiyoti munosabatlariga o‘tilishi asosida terminologik leksika milliy valyuta, kichik biznes, o‘rta biznes, xususiy tadbirkorlik, qimmatli qog‘ozlar bozori, tadbirkorlar palatasi, konsalting, injiniring, lizing firma, biznes-inkubator, biznes-reja, diller, makler, demping, davlat boji, mulk dahlsizligi, likvid aksizlar, fyuchers bitimlar, majburiy ijro singari qator yangi terminlar bilan tag‘in ham kengaydi. Ma’lumki, O‘zbekiston kamdan-kam uchraydigan ulkan yoqilg‘i-energetik mabalariga egaligi bilan dong chiqargan. Neft, gaz va kondensatning g‘oyat katta zahiralari nafaqat ichki ehtiyojni to‘la qondirish, balki ularni xorijga eksport qilish imkonini yaratdi. Ushbu sohaga taalluqli neft zaxirasi, neft koni, neft maxsulotlari, gaz kondensati, metan, og‘ir neft, propan, butan, polimer materiallar, polietilen, polivinilxlorid, nitrilakril kislota, suyultirilgan gaz, xom neft singari turfa terminlar darsliklar, o‘quv qo‘llanmalari, 47 ilmiy-ommabop adabiyot hamda mahalliy matbuot sahifalarida faol qo‘llanib kelmoqda. Milliy istiqloldan so‘ng O‘zbekistonda kechgan agrar islohat, so‘zsiz, qishloq xo‘jaligini qayta qurishda yetakchi ahamiyatga ega bo‘ldi. Sobiq sho‘rolardan qolgan kolxoz va sovxozlar tugatildi. Qabul qilingan “Yer kodeksi”ga muvofiq dehqon va fermer yer mulkdoriga aylandi. Fermer xo‘jaliklari o‘zlariga bildirilgan umid va ishonchni sharaf bilan oqladilar. Respublika agrar sektorida olib borilayotgan islohatlar mulkdor, mulkdorlar sinfi, fermer xo‘jaligi, ko‘p ukladli iqtisodiyot, tomorqa xo‘jaligi, subsidiya, pay, investitsiya, investor, innovatsiya, ijara pudrati, yangicha xo‘jalik yuritish singari mutlaqo yangi tushuncha va realiyalarning yuzaga chiqishini ta’minladi. Ma’lumki, o‘tgan asrning oxiri-yangi XXI yuzyillikning boshida jahon ahli o‘ta jiddiy va xavfli bir jihat, ya’ni inson va tabiat o‘rtasidagi asimmetrik munosabat, to‘g‘rirog‘i, insonning tabiat qonuniyatlariga bepisandlik bilan aralashuvi natijasi o‘laroq tabiatdagi muvozazantning izdan chiqishi, azon qatlamining yemirilishi, haroratning meyordan ko‘tarilishi, muzliklarning erishi bilan chambarchas bog‘liq ekologik hodisalarga o‘z diqqatini qaratishga majbur bo‘ldi. Chunonchi, nafaqat Markaziy Osiyo, balki Yevropa mamlakatlari uchun ham katta xavf tug‘dirayotgan Orol fojiasi shular jumlasidandir. Orol dengizining hozirgi sathini saqlab qolish, suvning qochishi oqibatida dengiz o‘zanidan osmonga ko‘tarilayotgan tuz va qum bo‘ronlarining oldini olish, suv qochgan yerlarga turli daraxtlar ekish, ihotalar barpo etish orqali dengiz bo‘yida

[43] Дониёров Р. Ўзбек тили техник терминологиясининг айрим масалалари. Тошкент: Фан, 1977.-86 b

hayot kechirayotgan aholi turmush tarzini yaxshilash, sog'ligini himoyalash singari ustuvor maqsadlarni hayotga tatbiq etish maqsadida mamlakatimizda Ekologiya harakati tashkil etildi. Ushbu ekstralingvistik omil, tabiiy, ijtimoiy xarakterga ega tilda ham aksini topdi, ya'ni boshqa tillarda bo'lgani kabi o'zbek tili ekologik terminologiyasi o'z taraqqiyotining navbatdagi bosqichiga qadam qo'ydi. Bir necha asrlik shakllanish jarayonini boshidan kechirgan ekologik terminlar sistemasi ayni vaqtda ekologik vaziyat, ekologik fojia, ekopoyezd, ekosistema, global ekologiya, geoekologiya, biosfera, antropogen ifloslanish, agroekologiya, chang konsentratsiyasi, chiqindilarni qayta ishlash, chuchuk suv singari nisbatan yangi termin yoki termin-birikmalar hisobiga kengayib bormoqda.

Xulosa o'rnida shuni takidlash kerakki, bugungu kunda ijtimoiy hayotimizning ajralmas bo'lagi bo'lgan fan va texnika sohalarida yuz berayotgan shiddatli rivojlanish, innovatsiya respublika aholisi faoliyatining turli qirralariga samarali ta'sir o'tkazmoqda. Fan va texnika qo'lga kiritgan eng oxirgi muvaffaqiyat va yutuqlar asosidagi yangi texnika vositalariga egalik qilinmoqda. Ushbu texnika va texnologiya vositalari nomlarini anglatuvchi terminologik leksika o'zbek tili lug'at tarkibining kundankunga boyib, kengayib borishida munosib ulush bo'lib qo'shilmoqda. Shundan kelib chiqqan holda ta'kidlash lozimki, o'zbek terninologiyasi muhim soha sifatida yillar davomida yig'ilgan tajribalar zaminida taraqqiy etmoqda, takomillashmoqda va kengaymoqda.

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"O'ZBEK TILINING IZOHLI LUG'ATI"DAGI O'ZAK+SO'Z YASOVCHI AFFIKS STRUKTURALI DIALEKTIZMLAR.

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Annotatsiya. Mazkur maqolada "O'zbek tilining izohli lug'ati"dagi dialektizmlarning yasalish xususiyatlari, so'z yasovchi affiks va o'zak o'rtasidagi mavzuiy bog'lanish tahlili xususida so'z boradi.

Kalit so'zlar: "O'zbek tilining izohli lug'ati", til, sheva, dialekt, lahja, affiks, o'zak, yasalma so'z.

Necha ming asrlardan buyon rivojlanib kelayotgan tilimiz o‘z rivojlanishida ko‘plab vositalarga tayanadi. Shunday vositalardan biri va tilimizga o‘zgacha jilo bag‘ishlab uni boyitib boruvchi manbaasi shevalardir. Turkiy tillarga mansub hisoblanuvchi o‘zbek tili dunyodagi eng ko‘p sheva va lahjalarga ega bo‘lgan boy tildir. Tarixga nazar tashlaydigan bo‘lsak, turkiy xalqlarning, shu jumladan, o‘zbek xalqining qabila va urug‘larga bo‘linishi to‘g‘risidagi eng dastlabki ma'lumotlar Maxmud Koshg‘ariyning "Devonu lug‘otit turk" asarida berilganini aytib o‘tish joiz. Devonning qimmatli jihati shundaki, Koshg‘ariy urug‘ va qabilalarni ularning tillari bilan farqlarini hamda o‘ziga xos tomonlarini alohida ko‘rsatib o‘tadi. "Devonda uchrovchi a, he kabi bir qanch undov so‘zlar, erkalash affiksi "-qi", ravish yasovchi "-la" affiksi, buyruq fe'li oxiriga qo‘shilib ta'kidni anglatuvchi "-chi" affiksi va boshqalar bugungi o‘zbek adabiy tilida uchramasligi" [5.36] aytilgan. Lekin so‘zlashuv jarayoni va shevalar nuqtayi-nazaridan olib qaralsa bular hozirda ham amalda mavjudligini ko‘rishimiz mumkin. Devonda bunday holatlar Farg‘ona hududida o‘zakka -qi affiksi qo‘shib erkalash ma'nosida qo‘llash saqlanganligi aytiladi. Masalan, otoqi-otaginam, opoqi-opaginam kabi.

Umuman so‘z yasalishi haqida gap ketganda tarixiy va sinxron qarashlar tadqiqotlarda turlicha munosabat berilgan. Biz bilamizki, hozirda so‘z yasalish usuli kompozitsiya va affiks qo‘shish yo‘li orqali amalga oshiriladi. Lekin A.Hojiyevning "O‘zbek tili so‘z yasalishi tizimi" (Toshkent-2007) qo‘llanmasida "kompozitsiya" usulini rad etadi va faqatgina affikslar orqali yasalish mumkinligini ta'kidlaydi.

Quyida "O‘zbek tilining izohli lug‘ati"dagi ayrim dialektizmlar misolida o‘zak+so‘z yasovchi affiks strukturali dialektizmlarning yasalish strukturasiga e'tibor qaratamiz.

"O‘zbek tilining izohli lug‘ati"da so‘z yasovchi affikslar asosida hosil bo‘lgan sheva so‘zlari muayyan qonuniyatga asoslangan holda paydo bo‘lgan. Dialektizmlarni yasashga xizmat qiluvchi bunday so‘z yasovchi affikslarning eng unumdorlari sifatida quyidagilarni ko‘rsatish mumkin:

-lik, -liq affiksi. Bu affiks yordamida yasalgan dialektizmlar lug‘at tarkibida unchalik ko‘p emasligini ko‘rishimiz mumkin. Shunday bo‘lsada ular qatoriga **bachcha+lik, bel+lik, bog‘+liq, bov+liq** kabilarni kiritishimiz mumkin.

Bachalik- shv, folk. Yoshlik, bolalik; tajribasizlik kabi ma'nolarni anglatadi. [3.181] Bacha asosiga -lik affiksini qo‘shish orqali hosil qilingan. Hozirgi o‘zbek adabiy tilida -lik affiksi mavhum ot yasovchi affikslar qatorida qaraladi. Shuningdek, bu affiks ot, sifat, ravish kabi so‘z turkumlariga oid so‘zlardan ot yasaydi. Tilshunos olim A.Hojiyevning "O‘zbek tili so‘z yasalishi tizimi" (2007) qo‘llanmasida aynan -lik affiksining juda ko‘plab yasovchilik xususiyatlari tahlilga tortilgan. Hali o‘zi yosh, Andak bachalik qildi. "Xasanxon". Bachalikdan qaytarmadim rayingni… "Nurali". Yuqoridagi kabi yasalish strukturasi farq qilmaydigan -lik affiksi orqali yasalgan quyidagi dialektizmlarni ham ko‘rishimiz mumkin.

Bachchalik - shv. Go‘daklik bolalik davri. [3.183] Mazkur dialektizm ham bachcha asosiga -lik affiksini qo‘shish orqali hosil qilingan. Bachchalikdagi qiliqlari esiga tushdi, uyqusi qochdi, daryoday toshdi. "Qo‘shiqlar". Otining yolintaradi, Bachchalik davrin suradi. "Gulshanbog'"….bir bezori va chapani holda bachchalik davri bilan xayrlashdi. A.Q. "Mehrobdan chayon".

Bellik- 1 shv. Jazliqning ostiga qo‘yiladigan ot abzali. [3.223] Bel+lik. Mazkur dialektizmning yasalish asosi ham yuqorida ta'kidlab o‘tganimiz kabidir. Chirginin gustidan qo‘ydi bellikni, Bellikning ustidan jahaldirikni. "Shirin bilan Shakar". Omborxonadan ot abzallarini – terlik, bellik…quyushqon, yugan, uzangili egarni qo‘ltiqlab keldim. "Yoshlik". **2** shv. Belbog‘. Beliga bellik, qo‘liga qullik, to‘shiga choroyna, boshiga dubulg‘a kiydi. "Nurali".

Bovliq - shv. O‘rilgan g‘alla, pichan va shunga o‘xshashlarni bog‘lash uchun o‘simliklar poyasidan eshib tayyorlangan ip. [3.293] Bov+liq. Mazkur dialektizmning yasalish asosi ham yuqorida ta'kidlab o‘tganimiz kabidir. Bovliq eshar edim bir kun pichanda, Hamla qilib qoldi

chinqir oq ilon. A.Oripov. O'roqchining qo'lida bovliq turar, Qo'yichida irg'alib sovliq turar… "Oq olma, qizil olma".

Bog'liq - I shv. Shox-shabba, beda, bug'doy, sholi kabi chochiq narsalarni yig'ib bog'lash uchun o'sha narsalarning o'zidan yoki novda, poxol kabilardan eshilgan bog'; belbog'. [3.354] Bog'+liq. Mazkur dialektizmning yasalish asosi ham yuqorida ta'kidlab o'tganimiz kabidir. **II** Bog'liq maxs. Arava g'ildiragining to'g'in uchlarini biriktirib tutib turadigan qo'shaloq kegayi. **III 1.** Bog'liq. Bog'lab qo'yilgan, bog'langan, bog'loqlik. Bog'liq ot. Xunarsizning qo'li bog'liq. Maqol. Razzoq buqachining iti yovvoyi jiydaga oyog'idan bog'liq turardi. S.Axmad, Jimjitlik. **Boshi bog'liq.** Unashtirib qo'yilgan. ..ba'zi yigitlar Norbuviga odam qo'yishdi. Biroq Norbuvi ularning hammasiga ham bir xil- ikki og'iz so'z bilan javob qaytarardi: Boshim bog'liq. H.Shams, Dushman. **2**. Biror jihatdan, mas., tobelik yoki aloqadorlik munosabati bilan uzviy ravishda bog'langan; aloqador. Tegirmonning aylanishi yukiga bog'liq.Maqol.

Shuni ham alohida ta'kidlab o'tish joizki, Mahmud Koshg'ariyning Devonida -liq qo'shimchasi mavhum ot yasovchi sifatida XI asrda ham amalda bo'lganligini ko'rishimiz mumkin. Qönüqlüq-mehmondo'stlik [5.272].

-li affiksi. Bu affiks o'zbek tilidagina emas balki boshqa ko'plab turkiy tillarda ham faol qo'llanuvchi affikslar sirasiga kiradi. Hozirgi adabiy til qoidalariga tayangan holda aytadigan bo'lsak mazkur affiks asosan sifat yasovchi affiks hisoblanadi. Aynan -li affiksining yangi so'z yasash va uning boshqa ma'noviy xususiyatlari haqida A.Hojiyev "O'zbek tili so'z yasalishi tizimi" (2007) qo'llanmasida batafsil yoritib bergan. Quyida aynan -li affiksining dialektlarimizda ham faol yasovchi affiks ekanligini ko'rib o'tamiz. Shuningdek, Mahmud Koshg'ariyning Devonida **-li** affiksi **-lïγ** shaklida ifodalanganini ko'rishimiz mumkin. Bular quyidagilar: üqüšlïγ jor- uquvli kishi, zakiy odam, tushunadigan odam ma'nosida qo'llanilgan. ačïγlïγ jor- mayshatli, sermayshat odam ma'nosida. Ačïγlïγ jor šjobök qärïmas- mayshatlik (mayshati ko'p) odam tez qarimaydi. Quyida -li affiksi orqali hosil qilingan "O'zbek tilining izohli lug'ati"dagi boshqa dilektizmlarni ham ko'rib o'tamiz.

Ilg'ovli - shv. Mashaqqatli, og'ir. [3.200] Ilg'ov+li. Tog'ning nariyog'iga lashkar kelibdi, Kun tuman, ilg'ovli kunlar bo'libdi. «Malikayi ayyor».

KELBATLI -shv. Qomatli, bimimli. [3.345] Kelbat+li. Avazxon bilan Hasanxon ham sher haybatli, yo'lbars kelbatli, qoplon yurakli, arslon bilakli yigitlar bo'ldi. «Ravshan». Uy oldida, oftobro'yada, ellik yoshlardagi kelbatli, yalangbosh kishi o'tiribdi. S. Siyoyev, Yorug'lik.

PO'PAKLI - 1 shv. Po'pagi bor, po'pak taqilgan. [3.328] Po'pak+li. Otlar oppoq ko'pikka botgan, har junidan ter chiqqan.. qirq yigit, po'pakli nayzasi parillab, qalqon yelkasida dirillab.. kelayapti. «Yusuf va Ahmad».

SIYLI - shv. Siylangan; izzat-ikromli, e'tiborli, obro'li. [3.497] Siy+li. Haqiqat so'zlasa sizga Axmadxon, Siyli yerdan kelgan ekan bu mehmon. «Zulfizar bilan Avazxon». [Avazxon:] Borib Xidiroyga mehmon bo'laylik, Turgin, oyim, siyli joyga boraylik. «Zulfizar bilan Avazxon».

SINLI -shv. Bo'y-basti, qaddi-qomati kelishgan. [3.512] Sin+li. Sinli, sinli, sinbatlim, Qora sherday haybatlim. «Qo'shikdar». Hayvonlar ichida o'zing sinlisan, Tubushqon tuyoqli, maral bellisan. «Folklor».

O'KChALI -shv. Poshnali, baland poshnali. [3.147] O'kcha+li. To'g'ay sari ularga til uchida salom berib, o'kchali etigini sug'urdi. Sh. Xolmirzayev, Qil ko'prik. **"O'zbek xalq shevalari"** [4.204] lug'atida **o'kcha** (Xorazm, Qashqadaryo) poshna, tovon ma'nosida kelishi izohlangan.

Yuqorida "O'zbek tilining izohli lug'ati"da berilgan ayrim so'z yasovchi affikslar orqali hosil qilingan dialektizmlarga qisqacha to'xtaldik. Mazkur lug'atda bu kabi yasovchi affiks ishtirokida hosil qilingan yuzlab dialektizmlarni tahlilga tortishimiz mumkin. Biz hozircha yuqoridagilar bilan cheklandik. Hali hudud shevalarimizda o'rganilishi kerak bo'lgan asosiy jihatlar ko'plab topiladi. Biz aynan o'sha jihatlarni o'rganib tahlilga tortishimiz zarur.

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O'ZBEK TILIDA "HAQIQAT" KONSEPTI NAZARIYASI

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Annotatsiya. Maqolada o'zbek paramiyalarida haqiqat konseptining kognitiv-pragmatik tadqiqi hamda tilshunoslikda konsept maydonining strukturaviy tavsifi "haqiqat" konseptini namoyish qilishda qo'llanadigan ko'plab lisoniy vositalarni ma'lum sistemaga solish imkoniyati haqida ma'lumot berilgan. "Haqiqat" konseptini shakllantiruvchi lisoniy vositalar markaz va periferiyalarni hosil qilishda konseptual maydonning markaz, yaqin va uzoq periferiyalarni aniqlash va ularni ko'rsatuvchi elementlar tavsiya etilgan. Xulosa qismida o'zbek va ingliz paremiyalarini takomillashtirish bo'yicha takliflar bayon qilingan.

Kalit so'zlar: o'zbek tili ingliz tili,haqiqat, konsept, paramiya, kognitiv tilshunoslik, pragmatik yondashuv,tilshunoslikka oid bilim, ko'nikma va malaka, lingvo.

KIRISH

Mamlakatimizda til tafakkurini har tomonlama rivojlantirish, komil inson konsepseyasini yangicha yondashuv asosida shakllantirish yuzasidan keng ko'lamli islohotlar amalga oshirilmoqda. Zero, barkamol shaxs tarbiyasida haqiqat, adolat, ideallik kabi umuminsoniy qadriyatlarning namoyon bo'lishi mavjud ta'lim-tarbiya tizimining ratsional imkoniyatlari bilan belgilanmoqda. Bundan kelib chiqib, zamonaviy tilshunoslik sohasidagi global muammolar inson rivojiga destruktiv ta'sir etayotgan bir vaqtda, jamiyat hayotining barcha sohalarida haqiqat konseptining kognitiv pragmatik tadqiq etish, haqiqatning amaliy faoliyatdagi kognitiv ahamiyatini ochib berish, bu borada ilmiy-tadqiqot ishlarini amalga oshirish hamda lingvistik - metodologik jihatdan tahlil etish zarurati vujudga kelmoqda.O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF-60-son "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida", 2020-yil 5-oktabrdagi PF-6079-son "Raqamli O'zbekiston – 2030 strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to'g'risida", 2020-yil 6-noyabrdagi PF-6108-son[1:22] Taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish choratadbirlari to'g'risida", 2021-yil 4-martdagi PF-6181-son "2021-2025 yillarda fuqarolik jamiyatini rivojlantirish konsepsiyasini tasdiqlash to'g'risida" farmonlari va 2017-yil 28-iyuldagi PQ-3160-son "Ma'naviy-ma'rifiy ishlar samaradorligini oshirish va sohani rivojlantirishni yangi bosqichga ko'tarish to'g'risida"gi Qarori hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu maqola muayyan darajada xizmat qiladi. Haqiqat konseptining kognitiv pragmatik tadqiq etish ilmiy-nazariy mohiyati, turlari va mezonlari, jamiyat hayotida tutgan ahamiyati borasida turli yo'nalishlarda qator tadqiqotlar amalga oshirilgan. Shu ma'noda, aynan mavzuga aloqador bo'lgan ilmiy izlanishlar uch guruhga ajratildi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA.

Demak biz konseptlarga e'tibor qaratadigan bo'lsak, O'.Q.Yusupov kontseptni shunday ta'riflaydi: "Kontsept - bu ongimizda mavjud bo'lgan tashqari yo ichkari olamdagi bironbuyum yo jarayonlar to'g'risidagi ilmlar majmuasi, ular to'g'risidagi ko'rinish hamda unga nisbatan yaxshi, yomon yo neytral munosabatdir" [8:100]. D.U.Ashurovaning kontseptga bo'lgan nuqtai nazari quyidagicha:"kontsept – bu uyg'un birlik hosil qiluvchi mental tuzilma bo'lib, u olam tasvirining yadroviy komponenti sifatida lingvomadaniy ahamiyatga ega bo'lgan alohida shaxsga va butun jamiyatga tegishli bo'ladi" [9:32].

Tilshunos Sh.Safarov kontsept tubida tushuncha, obraz hamda lisoniy mazmun yig'indisi bo'ladi, kontseptlar shaxs ongida vujudga keladigan har xil kategoriyalarning asosini tashkil qiladi va bularga asosiy tayanch vazifasini bajaradi", - deb yozadi[10:25].

A.E. Mamatov kontsept strukturasiga va uning mohiyatiga e'tibor qaratib, shunday yozadi: "Kontsept murakkab stukturaga ega bo'lib, bir tomondan, tushunchaning barcha qirralarini qamrab olsa, boshqa tarafdan uni madaniyatning bir ko'rinishi sifatida ifoda etuvchi dastlabki omillar, ya'ni u yoki bu tushunchaning etimologiyasi, tarixi, hozirgi kundagi assotsiativligi, qadr-qimmatliligi, konnotatsiyalarini qamrab oladi. Kontsept – bu ma'lum sotsiumning ma'naviy yoki moddiy madaniyatini til belgilari bilan bog'lab turadigan hodisa haqidagi bilimdir. Kontseptni bunday tushunish etnomadaniy maqsadga qaratilganlik xarakteriga ega bo'lib, kontseptni go'yo mental, falsafiy va psixologik sohadan qadriyatlimadaniy sohaga o'tkazadi"[11:78-85]. D.Agzamovaning qayd etishicha, insonning olamni bilish qobiliyati umumiy tamoyillarini bir mental mexanizmga jamlab tadqiq qilish jarayoni kognitiv tilshunoslikning vazifalarini o'rganishga zamin yaratadi.[12:27]. Olima tilning kognitiv nazariyasi asosidagi quyidagi ta'limotlarni muhim deb biladi: empirik yondashuvning o'rniga gipotetik-deduktiv yondashuv kirib keldi;-til mental fenomen sifatida talqin qilina boshlandi; til kreativ hodisa sifatida e'tirof etildi; grammatika va tilning grammatik izohining ajralmas qismi sifatida semantik komponent tan olindi[13:12].

Umuman olganda, o'zbek tilshunosligida lisoniy birliklarning assotsiativ aloqasi, tilda verbal assotsiativ jarayonlarning hosil bo'lishi muammosi D.Lutfullaeva, D.Xudoyberganova, Sh.Iskandarova, I.Azimova, N.Hoshimova kabi olimlarning ishlarida [14:62-63 jiddiy munosabat bildirib o'tilgan. Bu xususda prof. D.Lutfullaeva o'zining monografik ishida atroflicha tahlil qilinadi.

Ma'lumki, A.Nurmonov[15:52] tilning vazifasi aloqa-aralashuv vositasi sifatida quruq axborotni uzatishdan iborat bo'lmasdan, kommunikativ muloqot elementlari, ya'ni so'zlovchining muloqot maqsadi, uzatilayotgan axborotning sifati, adresat tomonidan qabul qilib olinishi, so'zlovchi va tinglovchi o'rtasidagi o'zaro munosabat, muloqot amalga oshgan vaziyat kabilarni ham qamrab oladi. [16:22]. M.Ermalovaning qayd etishicha, assotsiativ munosabat bir yoki bir necha sath birliklarining turli vositalari orqali til egalari xotirasida assotsiativ bog'lanishni aks ettirishi tushuniladi[17:35]. Yuqorida ta'kidlangan fikrlar konseptning umumiy mohiyati, qirralarini namoyon etishga, aniqlashga xizmat qiladi. Konseptning voqelanishini, turli ichki va tashqi omillar bilan bog'langan til, lison, nutq bog'liqligidagi murakkab lingvokulturologik birlik sifatida ta'riflash mumkin. Haqiqat konsepti sifatida kimnidir vijdon erkinligi nuqtayi nazardan haqiqat izlash bilan bog'liq leksik birliklarni nazarda tutsa, konseptosferada uning leksik-semantik birliklar, noverbal vositalar orqali vooqe'lanishi, nutqiy vaziyat singari qator omillar ham nazarda tutiladi. Haqiqat konsepti bilan bog'liq konseptosfera tahlil qilinganda keng mohiyatga ega quyidagi birikmalar aniqlandi:

Menga vaqt bering adolatni o'rnataman, haqiqat bor, berilgan imkoniyatdan haqqoniy foydalanish, vijdon bilan yondashish, haqguylik.

Haqiqat konseptosferasi atrofida hosil bo'lgan birliklar nutqiy vaziyat talabi bilan hosil bo'ladi.

NATIJALAR

Aytish mumkinki haqiqat konseptosferasida uch yirik mazmunga ega leksik birliklar hosil bo‘ladi: Hozirgi zamonning har qanday jabhasidagi kommunikatsiyasi kelajakning ustunligidan kelib chiqmog‘i darkor. Sababning o‘rniga maqsaddan kelib chiqishi zarur, binobarin bu har qanday vositalarni yoqlashni anglatmaydi. Hozirgi davrdagi rivojlanuvchan jamiyat jamiyatni anglash refleksiyasidan qat’iy nazar, o‘tmishga emas, balki kelajak sari yo‘naltirilgandir. Tarixiy talqinlar kelajakni aniqlay olmaydi. Maqsad orqali o‘z-o‘zini determinatsiyalash kelajak sari va ayni paytdagi ijodiy munosabatlar sari yo‘naltirilgan. Bugungi kunda haqiqat tushunchasi quyidagicha namoyon bo‘ladi: birinchidan, bu yerda “aniq” tushunchasi bizdan oldin mavjud bo‘lgan va bizga bog‘liq bo‘lmagan obyektiv til birliklari sifatida tushuniladi; ikkinchidan, “aniq” tushuncha subyektiv voqelikni ham o‘z ichiga oladi, haqiqat ham axloqiy aniq voqelikni aks ettiradi; uchinchidan, zamonaviy jamiyatda haqiqat til birliklari sifatida lisoniy jarayon sifatida qaraladi. Haqiqatning pragmatik mohiyati va shakllari bu tushunchaning inson hayotiy tajribasi va haqiqat konseptining manfaatli tomonlari batafsil o‘rganilgan. Inson ong, tuyg‘u, tafakkur va aql sohibi bo‘lgani uchun o‘zini o‘rab turgan olamni bilishga, uning haqiqatiga ishonch hosil qilishga intiladi. Inson o‘z-o‘zidan tevarak-atrofdagi tabiat olami, noma’lum hodisalar, ma’naviy va moddiy olamni chuqurroq anglash uchun ana shu haqiqat konseptini anglashga intiladi, tilning rivojlanish qonuniyatlarini o‘rganishga intiladi. Haqiqatning pragmatik konsepsiyasining gnoseologik manbalari kognitiv tilshunoslik konsepsiya manbalariga yaqin. Kognitiv tilshuinoslik nazariya tarafdorlari tilning faolligi ahamiyatini, til strukturasiga tayangan tajribalarning lingvistik fikrlashga bog‘liq bo‘lishida va subyekt oldida konseptuallashgan shaklda namoyon bo‘lishida deb bilishadi. Bunda tilning rivojlanishi ratsionallik tavsifga ega. Pragmatizm o‘zining boshlang‘ich mohiyatidir. Haqiqatning pragmatik konsepsiyasi faqat tarix mulki deb bo‘lmaydi. Hozirgi kunda pragmatizmning davomi va rivoji sifatida ko‘rish mumkin bo‘lgan nazariyalar mavjud. Pragmatizim tarafdorlari haqiqat konseptini anglashda amaliy tizimni ta’kidlab o‘tishadi, ularning fikricha, bu narsa haqiqatga erishish imkonini bermaydi. Ular tilshunoslikning muhim tomoni, uni grammatizmga berilishi bo‘lib, u o‘z navbatida haqiqatni lingvisytik talqin qilish muammosi va uning mezonlarini tahlil qilish shuni ko‘rsatdiki, haqiqat tayyor, mustahkamlangan lingvistik bilim emas, balki uni faol izlash jarayonidir. Natijada, haqiqatning muhim pragmaatik xususiyati sifatida uning - muammoliligi tanlanishi mumkin. Muammolilik lingvistik xususiyatning mavjud bilimlarning qisqarishi, yetishmasligi, qashshoqligi, to‘liq emasligini aks ettiradi va u haqiqatning rivojlanish dinamikasini eng yaxshi tavsiflovchi xususiyatdir. Shuningdek, muammolashtirish - haqiqatni qaror toptirish, demakdir. Xulosa qilib aytganda, haqiqatlikka da’vo qilinadigan mulohaza uning o‘zining tabiatidan boshqacha tabiatli qandaydir bo‘lmasin mohiyatlar bilan taqqoslanmasligi (solishtirilmasligi) kerak. Mulohaza faqat mulohaza bilan «taqqoslanishi mumkin, kechinmalar» bilan ham, “dunyo” bilan ham va yana nimalar bilan ham taqqoslanmasligi kerak. Har qanday yangi ibora tasdiqlanib bo‘lgan da’volarning butun lingvistik kompleksi bilan birga butun mavjud bo‘lgan lingvistik bilimlar bilan solishtirilishi kerak. Lingvistik tizimning ichki bog‘langanligi, ziddiyatsizligi (kogerentliligi) mezoni bu lingvistik tizimni tashkil qilgan har bir tizimga tegishli fikrga ham, bir butun lingvistik tizimning o‘ziga ham yagona mezondir. Haqiqatning kognitiv xususiyatlarida yangilanishi haqiqat konseptining ochiq va yopiq tizimda namoyon bo‘lish xususiyatlari ochib berilgan. Umuman olganda, o‘z ichida muvofiqlashgan “kognitiv” linvodidaktik tizimi haqiqat konseptiga nisbat qilinadigan harakatlar majmuyidir. Bu yerda kognitiv-pragmatik yondashuv haqiqatga eltuvchi harakatda ziddiyatlarni bartaraf qilish “filologik tizimda yangidan kiritilayotgan da’voni o‘zgartirish yoki rad etish hisobigagina bajarilmaydi. Avval qaror topgan tizimning o‘zini ham o‘zgartirish mumkin. Haqiqatni qaror topishi tilning kognitiv nazariyasiga muvofiq “dallillash, asoslash” - bu lingvodidaktikada haqiqat konseptining, mavjud bo‘lgan ishonchlari tizimi (birgalikdagi) ichki kelishilgan tizim deb qaraladi. Biroq ishonch tizimi turli insonlarda turlicha bo‘lib, muvofiqlanmagan bo‘lishi ham mumkin. Bir tilda belgilangan (metatilda) va shakllangan haqiqat konseptini aniqlash boshqa tildagi (obyektivlik tili) iboralarning haqiqiyligini aniqlash uchun qo‘llaniladi. Ana shu yo‘l bilan

aniqlangan haqiqat konsepti boshqa biror tilda emas, aynan obyektivlik tilidagi haqiqat bo'ladi. Obyektivlik tilining metatildan ajratilishini hisobga olib, haqiqatni semantik aniqlash shakli biz yuqorida ko'rgan: "obyektiv tilida" "R" haqiqiy, agar va faqat R bo'lsa ko'rinishiga keladi. Demak, haqiqatni semantik aniqlashning asosiy natijasi uning kognitiv nazariyasidagi "yolg'onchi paradoks"ni yo'qotishga xizmat qildi va bunda biror tildagi iboralarning haqiqiyligi muammosini aynan shu til doirasida yechish mutlaqo mumkin emasligini mantiqiy isbotlab beradi. Ammo haqiqat nazariyasidagi boshqa muhim muammoni –ishonch, muammosini semantik nazariya bartaraf qilmaydi, uni birmuncha boshqa shaklga keltiradi. Xulosa qilib aytganda, haqiqatni konsepti insonning ma'naviy o'zini-o'zi kamol topishiga, ongli ravishda o'sib borishiga, bu hayotning turli sirlarini anglashiga yo'l ochadigan hayotiy konsept bo'lishi kerak. Shuning uchun ham har bir inson dunyoda o'z o'rnini aniqlash uchun haqiqatni izlab, bilimini to'ldirgani maqsadga muvofiqdir. Haqiqatning o'ziga xos jihati shundaki, u obyektiv va subyektiv nuqtalarga ega. Haqiqatning subyektivligi uning insondan va insoniyatdan tashqarida mavjud emasligini anglatadi - haqiqat insonda tushuncha sifatida mavjud. Biroq, boshqa tomondan, haqiqatning mazmuni shaxsga va insoniylikka bog'liq bo'lmagan holda mavjuddir. Ikkinchidan, haqiqatning yagona tushunchasi va mezonlarining yo'qligi Kantga bilimning haqiqiyligi mezonlarini ochishni ijtimoiy fanlarning markaziy masalasi deb atashga asos berdi. Bu mezonlarni ochib berishda inson ongiga kiritilgan ma'lumotlar tabiiy va ijtimoiy obyektlarni o'z holicha emas, balki shaxs tomonidan ular bilan o'zaro munosabatda o'zgarishi jarayonida ularni aks ettirishda muhim rol o'ynaydi. Uchinchidan, haqiqat ko'p ma'noli so'zdir. Ko'p murakkab atamalarning tarkibiy qismidir. "Haqiqat" o'zi alohida atama sifatida ishlatilmaydi. Biroq, u ba'zi atamalarning sinonimi sifatida ishlatiladi .

MUHOKAMA

"Haqiqat konseptining lingvistik-metodologik tahlili jarayonida o'tkazilgan tadqiqot ishi natijalari quydagicha, bu esa o'z navbatida mazkur masalalar doirasidagi qo'lga kiritilgan yutuqlarni hisobga olgan holda tanqidiy va tahliliy fikr-mulohazalarni ishlab chiqish imkoniyatini yuzaga keltiradi. Yuksak bilim asosida kuch-qudratli bo'lishga intilish insonni haqiqatni bilish tavsifini belgilab beradi. Bu esa haqiqatning lingvistik xususiyatlarini to'g'ri va oqilona yoritib berish qanchalik muhim ekanligini ko'rsatib beradi. Bu esa, yuqorida ta'kidlanganidek, qahramonning ruhiy holati, nutqiy vaziyat va kommunikativ maqsad bilan bevosita aloqador. Bunday ishlar doirasida biz "haqiqat komponentlar va kuch reytinglari uchun ta'riflar"ni ko'rsatadigan jadvallarni va natijalarni o'lchaydigan miqdoriy ma'lumotlarni topamiz. [18:86-88]. Haqiqat konseptining kognitiv xususiyatlari va evristik imkoniyatlari mantiqiy va semantik jihatdan asoslangan hamda tilshunoslikda lingvodidaktik jarayonida haqiqat va adolat o'rtasidagi munosabatning sinonimik mohiyati va sinergetik xususiyati ochib berishga oid ilmiy yangiliklar, nazariy xulosalar, metodologik tavsiyalar, amaliy takliflar ishlab chiqish hamda amaliyotga tadbiq etish zaruratini yuzaga keltiradi. Haqiqatning izchil, pragmatik, shartli xususiyatlarini qiyosiy tahlil qilish asosida uning linvodidaktik shakllari bilan o'zaro bog'lashining ilmiy asoslari va imkoniyatlari o'rganiladi hamda O'zbek va xorij olimlarining bu boradagi falsafiy fikrlari qiyosiy tahlil qilindi. Haqiqatning asosiy nazariy va lingvistik tushunchalari doirasida o'rganildi hamda haqiqatning kopgnitiv xususiyatlari va evristik imkoniyatlari mantiqiy va semantik jihatdan asoslanadi. Haqiqatni izlash yoki haqiqat qaror toptirish til birliklarining semantik maydonida fidoiylik, adolatli, ishonch, vijdonli, haqiqatguy, hammaga birdek yordam berish, to'g'ri so'z, samimiylik singari semalar o'rin oladi.

XULOSA.

Xulosa sifatida haqiqat konseptiga doir asosiy ilmiy yondashuvlarni tahlil qilish bir qancha paradoksal xulosaga olib keladi, garchi ham hayotiy, ham ilmiy amaliyotda haqiqat konsepsiyasi foydalanilsa ham, aslida uni oxirigacha aniqlangan deb bo'lmaydi. Hozirgi kunda hayotiy qadriyatlarni qayta baholash uchun qandaydir universal haqiqatlar tazyiqidan qutilish, lingvistik qarashlarning o'zaro muvofiqlashuvi va o'zaro ta'sirlashuvi uchun lingvistik asoslar topishga

intilish va bunda bu qarashlarning sohibi insonning individualligini va o'ziga xosligini saqlab qolish lozim. Haqiqat mohiyatini aniqlash, ularning mezonlarini belgilab olishda muhim o'rinni egallaydi. Mazkur holat birinchidan, turli sohalar doirasida erishilgan ilmiy izlanishlar natijalariga tayangan holda, ushbu konsept mazmuniga aniqlik kiritish, ilmiy asoslangan ta'riflarini ishlab chiqishni taqozo etadi, ikkinchidan, insonda lisoniy mulohaza qilish qobiliyatining rivojlanishi va ilmiy bilimlarining o'sib borishi haqiqatni kognitiv-pragmatik izlash yo'llari va vositalarini belgilab beradi. Buni haqiqat to'g'risidagi lingvistik qarashlardan ham bilib olishimiz mumkin. Shuning uchun ham bu qarashlarni yaxlit holda tadqiq etish bugungi kunda dolzarb masalalar qatoriga kiradi. Insonning haqiqatni bilishga oid faoliyati, albatta, hal qiluvchi ahamiyatga ega. Shuning uchun ham zamonaviy lingvistik qarashlar rivojlanishi natijasida haqiqat masalasi borasida lingvistik-metodologik muammolar yuzaga kelmoqda. Insoniyatga hali nafaqat tabiatga, jamiyatga va insonga tegishli faktlar va qonunlarni kashf qilishga to'g'ri keladi, undan tashqari, haqiqat konseptining o'ziga tegishli asoslar va tilshunoslik qonunlarini ham ochishga, ya'ni yangi "haqiqat" topishga to'g'ri keladi.

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MUSTAQILLIKDAN SO‘NG O‘ZBEK TILIGA O‘ZLASHGAN INGLIZCHA SO‘ZLAR

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Annotatsiya. Ushbu Ilmiy maqoladan ko'zlangan maqsad mustaqillikdan so'ng o'zbek tiliga ingliz tilidan o'zlashgan so'zlarni tahlil qilishdan iborat. Maqolada ingliz tilidan o'zlashgan so'zlarning o'zbek tili taraqqiyotida tutayotgan o'rni va milliyligi masalasi, ma'naviy-madaniy sohalar doirasida ahamiyatga molik ekanligi aytib o'tiladi. Bundan tashqari maqolada inglizcha so'zlarning o'zlashish yo'llari haqida ham to'xtalib o'tiladi. Bunda maqola o'rganish ob'ekti etib o'zbek tili leksikasidagi inglizcha so'zlar ya'ni neologizmlar olindi. Foydalanilgan materiallar "O'zbek tili va adabiyoti", "So'z o'zlashtirish nazariyasi va o'zlashtirmalarning vaqtli matbuot tilida o'zgara borishi" kabi kitoblar va "O‘zbek tili izohli lug'ati" dan foydalanildi.

Kalit so‘zlar: mustaqillikdan keyin tilimizga o'zlashgan so'zlar, lisoniy va nolisoniy omillar, zamonaviy lingvistik voqeliklar, neologizmlar, turli fan sohasiga oid inglizcha o'zlashmalar.

So`nggi paytlarda, ba'zi tilshunoslar nolisoniy omillar sirasida so‘z o‘zlashtirishning ijtimoiy-psixologik sabablari haqida ham fikr yuritmoqdalar.[44] Masalan, rus tilshunosi V.G.Kostamarov rus tiliga inglizcha lisoniy birliklarning shiddat bilan kirib kelishini ijtimoiy-psixologik omillar bilan izohlaydi. Olimning fikricha, xorijiy tilardan so‘z o‘zlashtirishda o‘ziga yarasha lisoniy "moda" paydo bo‘lgan. Hozirgi davrda lisoniy "moda" so`z o`zlashtirishda asosiy omil bo`lmoqda.[45] Mazkur jarayon dunyo tillari o'rtasida ingliz tili (va uning amerikancha varianti)dan so`z o`zlashtirish an'anaga aylanayotganligini yaqqol namoyon qiladi.

O‘zbek tili taraqqiyotining hozirgi bosqichi shu paytgacha noma'lum bo‘lgan yangi nomlarning paydo bo‘lishi bilan tavsiflanadi. Yangi nomlarning aksariyati boshqa tillardan olingan o‘zlashmalar orqali o‘zbek tiliga kirib kelgan[46]. Nutqda xorijiy o‘zlashmalarning struktur, semantik va funksional jihatlardan voqelanishini ta'minlashda ularning izchilligini ta'minlashda nafaqat tilshunoslar balki ommaviy axborot vositalarianing o‘rni beqiyosdir.

Aytish mumkinki, zamonaviy lingvistik voqeliklar o‘zga tillardan yangi lisoniy birliklarni o‘zlashtirishning tezkor voqeliklari bilan alohida ahamiyat kasb etadi. Mazkur jarayonning jadalliligiga ijtimoiy hayotning barcha sohalariga ta'sir ko‘rsatgan globallashuv turtki bermoqda.

Istiqloldan so‘ng yevropa tillaridan to‘g‘ridan to‘g‘ri so‘z olish jarayoni jadallashdi. Bu o‘zlashmalar ko‘proq inglizcha so‘zlar misolida namoyon bo‘lyapti. Shunday bo‘lsa-da, o‘zbek

[44] Сирожиддинов Ш. Сўз ўзлаштириш омиллари хусусида// Ўзбек тили ва адабиёти, 2017. – № 4. – Б.85.

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[46] Абдураимова Ш.К. Сўз ўзлаштириш назарияси ва ўзлаштирмаларнинг вақтли матбуот тилида ўзгара бориши. Филол. фан. номз дис. автореф. –Тошкент, 1995. – 12-17 б

tilidagi xorijiy o'zlashmalarning me'yyori va milliyligi masalasi ma'naviy-madaniy sohalar doirasida favqulodda ahamiyatga molik ekanligini hamisha yodda tutish lozim[47].

Ma'lumki**,** til boyligi jamiyatdagi rivojlanish va o'zgarishlarga mos ravishda rivojlanib borar ekan, lug'at tarkibining boyishida o'zlashma so'zlarning o'rni o'ziga xosdir.

Tilimizga inglizcha so'zlarning o'zlashish yo'llari turlichadir. Agar tushuncha aynan o'zbekcha nomlanishga ega bo'lmasa yoki o'zining ijobiy va samarali ta'siriga ega bo'lsa, to'g'ridan to'g'ri o'zlashtirilmoqda. Masalan, chat(chat) – suhbat, bifshteks (beefsteaks) – qovurilgan mol go'shtini qaylaga solib beriladigan ovqat turi. Shu kabi so'zlarning o'zbek tilida aniq va lo'nda izohi yo'q. Shuning uchun ular ingliz tilidan o'zbek tiliga to'g'ridan-to'g'ri kirib kelgan. Hozirgi paytda radioeshittirish, OAV, gazeta va jurnallarda ko'plab inglizcha o'zlashma so'zlarga ko'zimiz tushadi. Ko'zga ko'ringan siyosiy arboblar, siyosatchilar iqtisodchilar, jurnalistlar o'zlarining nutqlarida ilmiylikni ifodalash uchun ko'plab o'z sohalariga doir inglizcha o'zlashmalardan foydalanishadi. Jumladan, kosmodrom, konflikt, televideniye, tender, reyting, marketing kabi so'zlar ham o'zining qo'llanilish doirasi va sohasiga ega. Mustaqillikdan so'ng tilimizga brifing – briefing, injenering –engineering, imidj – image, visual – visual, organayzer – organizer kabi so'zlarning kirib kelishi tezlashdi.

Mustaqillikdan so'ng tilimizga o'zlashma so'zlarning bevosita o'zlashishi kuchayar ekan, inglizcha o'zlashmalar bu jihatdan muhim ahamiyat kasb etadi.

1981-yilda nashr etilgaan "O'zbek tilining izohli lug'ati"ga 80 ga yaqin inglizcha o'zlashma so'z kiritilgan bo'lsa, mustaqillikdan so'ng nashr etilgan "O'zbek tilining izohli lug'ati"ga 500 dan ortiq inglizcha o'zlashma so'zlarning izohi berilgan. Shuningdek, "O'zbek tiliga o'zlashgan inglizcha so'zlarning izohli lug'ati"da 350 dan ortiq so'z va vaqtli matbuotda qo'llanayotgan yangi so'zlar, "Inglizcha-o'zbekcha-ruscha axborot texnologiyalari va internetga oid qisqacha atamalar lug'ati" kabi inglizcha o'zlashmalar hisobiga mingdan ortiq leksema tilimizga o'zlashganini aniq aytish mumkin.

Kundalik so'zlashuvda faol qo'llanishda bo'lgan ayrim leksemalarning "O'zbek tilining izohli lug'ati" dan joy olmaganini kuzatish mumkin. Masalan, vay-fay, planshet, imij, koka-kola, minimarket, gipermarket, sensor chizburger, xot-dog, chipsi, netbuk, blutus, flesh xotira kabi.

Tiliimiz lug'at sostaviga o'zlashgan inglizcha so'zlarni o'zlashishini ikki davrga bo'lib o'rganish mumkin:

1. Mustaqillikkacha tilimizga o'zlashgan inglizcha so'zlar;
2. Mustaqillikdan keyin tilimizga o'zlashgan inglizcha so'zlar.

Fermer, biznes, bodibilding, gamburger, broyler kabi inglizcha leksemalarning qo'llanishi mustaqillikkacha nofaol holatda bo'lgan bo'lsa, mustaqillikdan keyingi davrlarda faollashgan. Brifeng, konsalting, trening, kemping, sheyping kabi inglizcha leksemalar mustaqillikdan so'ng o'zlashgan leksemalardir.

Inglizcha o'zlashma leksemalar o'z qurshovidagi so'zlar bilan sinonimik, antonimik, omonimik va giponimik munosabatlarga kirishadi. Masalan, Savdo maskanlari nomi ostida birlashuvchi do'kon, minimarket, supermarket, gipermarket, savdo majmuasi leksemalari leksik-semantik xususiyatiga ko'ra o'zaro graduonimik (darajalanish) munosabatni tashkil etadi.

Tilimizga o'zlashgan inglizcha o'zlashma so'zlar semantikasidagi o'zgarishlar sezilarli darajada bo'lib, ular ko'p ma'nolilik xususiyatiga ega bo'lishdan tashqari, so'z ma'nosining kengayishi, o'zbekcha so'z yasalishida faol qatnashishi kabi lisoniy hodisalar jarayonida muhim ahamiyat kasb etadi. E'tibor beradigan bo'lsak, ona tilimizga ingliz tilidan o'zlashgan leksemalar orasida etimologik jihatdan -er, -ing, -ment, -(t)siya shaklli; -men, -taym, -shou, (shou-), ball, -aut qismli o'zlashmalar faol qo'llanadi.

Ayrim o'zlashmalarda yangilik bo'yog'i bo'lganligi bois ularni manbalarda turlicha yozish holatlari ham kuzatilmoqda. Hatto "O'zbek tilining izohli

[47] Маҳмудов Н. Ўзбек тилида ўзлашма сўзлар: меъёр ва миллийлик // Ўзбек тили ва адабиѐти. 2010. 6-сон. –Б. 8.

lug'ati"daham noutbuk//notbuk, yogurt//yo'g'urt, player//player,bluming//blyumin, kanistr//kanistra kabi ayrim leksemalar imlosi ikki xil shaklga egaligi kuzatiladi.

O'zbek tiliga o'zlashgan inglizcha so'zlar madaniy-ma'rifiy, ijtimoiy-siyosiy, iqtisodiy, sport va boshqa bir qancha sohaga oidligi kuzatiladi. Tilimizga tez fursatda o'zlashib, o'rnashashib ulgurgan inglizcha so'zlar og'zaki va yozma nutqda faol qo'llanilayotligi ma'lum. Ularni tadqiq etishda mavzuviy guruhlarga ajratib o'rganish maqsadga muvofiq. Biz mazkur ishimizda tilimizga mustaqillikdan so'ng to'gridan to'g'ri o'zlashgan inglizcha so'zlarni quyidagi mavzuviy guruhlarga ajratib tahlil qilishni ma'qul ko'rdik:

1. Iqtisodiyotga oid inglizcha o'zlashmalar;
2. Axborot texnologiyalariga oid inglizcha o'zlashmalar;
3. Ijtimoiy-siyosiy sohaga oid inglizcha o'zlashmalar;
4. Turli fan sohasiga xos inglizcha o'zlashmalar;
5. Sport sohasiga oid inglizcha o'zlashmalar;
6. Maishiy xizmat sohasiga oid inglizcha o'zlashmalar;
7. Tibbiyot sohasiga oid:inglizcha o'zlashmalar.

Yuqorida keltirilgan sohalarda qo'llanilayotga inglizcha so'zlarni yana ichki guruhlar asosida tasniflash mumkin.

Iqtisodiyotga oid inglizcha o'zlashmalar: eksport, lizing, broker, banknot, varrant, vaucher, demping, diler, grant, diskont, konsalting, barmen, biznesmen, biznes, import, importyor, investor, barter, budjet, marketing, menejer, xolding, kliring, kabilar.

Axborot texnologiyalariga oid inglizcha o'zlashmalar: fayl, displey, printer, monitor, multimedia, skaner, kompakt-disk, tiker, internet, sayt, peyjer, peyjing, xaker, disketa, kartrij, teleks, telefaks, teletayp kabilar.

Ijtimoiy-siyosiy sohaga oid inglizcha o'zlashmalar:: formalizm, sentrizm, tred-yunionizm, dominion, impichment, lokaut, sammit, sentrist, leyborist, lider, miting, spiker, charter, boykot kabilar.

Turli fan sohasiga xos inglizcha o'zlashmalar. Mazkur sohaga xos inglizcha so'zlarni yana bir nechta ichki mavzuiy guruhlarga bo'lish mumkin: Pedagogika, psixologiyaga oid inglizcha so'zlar:

a) topik, interaktiv, reyting, innovatsiya, keys, test, trening, metodist kabilar:

b) tarix fainga oid inglizcha o'zlashmalar: sentralizm.

c) biologiya, botanika, fiziologiya, geografiya sohasiga oid inglizcha o'zlashmalar:klon, mimikriya, vilt, dendropark, aysberg kabilar.

d) fizika va radiotexnikaga oid inglizcha o'zlashmalar:: vattmetr, dielektrik, neytron, radar, spidometr, tranzistor, reaktor kabilar.

e) Kimyoga oid: fosforit, potash, spirt, koks, kompost, lyuizit, toner, formalin, fosfatlar, furfurol, dust, reagent, reaktor kabilar.

f) zoologiya: buldog, gorilla, gibbon, kenguru, broyler kabilar.

g) Jurnalistika sohasiga oid: **intervyu, reportaj, reportyor** kabilar.

h) Adabiyot, san'at, musiqaga oid: triller, detektiv, pamflet, folklor, yumor, dizayn, detektiv, film, prodyuser, diafilm, serial pop-musiqa, jaz, klip, rekorder, shou kabilar.

i) Tilshunoslikka oid: **innovatsiya, volapyuk** kabilar.

Bulardan tashqari ot so'z turkumi doirasidagi inglizcha so'zlar tilimizga ko'plab o'zlashgan: Narsa-buyum otlari: **seyf, skotch, tent, soyabon, kanistr(a), konteyner;** Yel-**yog'in otlari: tayfun** kabi. J**arayon otlari: monitoring, filtratsiya, eskalatsiya** kabilar.

O'quv quroli: keys, flomaster kabilar.

Kasb, hunarmandchilik va boshqa biror harakat bilan shug'ullanuvchi shaxs oti: kovboy**,** doker, barmen, biznes, biznesmen, detektiv, riksha kabilar.

Insonlarning shakl-ko'rinishi: liliput kabilar.

Insonlarning ruhiy holati: zombi kabilar.
Insonlarning xarakter-xususiyati belgisi: xuligan, sentimental kabilar.
Diyetologiya (ovqatlanish to'g'risidagi hozirgi zamon fani)ga oid: vegetarian kabi.
Dengizchilikka oid inglizcha o'zlashmalar: kanoe, kater, akvalang, trauler kabilar.
Qishloq xo'jaligiga oid: chizel kabi.
Qurilish sohasida: pemza kabi.
Temir yo'lga oid: rels, tender kabi.
Narkotik modda nomlari: doping kabi. Yonilg'i mahsuloti nomi: **kerosin** kabi.

Inglizcha xorijiy o'zlashmalarning mavzuviy guruhlarini turlicha tasniflar asosida o'rganish mumkin. Masalan, siyosiy, iqtisodiy, madaniy, sport mavzusidagi va ularning ichki bo'linishidagi fan, san'at, dengizchilik, temir yo'l, qishloq xo'jaligi, hunarmandchilik qurilish, savdo-sotiq, tibbiyot, matbaachilik, axborot texnologiyalari, telegraf, harbiy, maishiy mavzularga oid leksemalar o'ziga xos tizimga ega.Ko'rinib turibdiki, Inglizcha o'zlashma leksemalar orasida fan sohasi va ilmiy terminlarning alohida o'z o'rni bor. Xususan, pedagogika, psixologiya, etnografiya, fizika, jurnalistika, tarix, adabiyot, musiqa, tilshunoslik, biologiya, botanika, fiziolgiya, diyetologiya, geografiya, kimyo, zoologiya, chizmachilikka oid birliklar ham ilmiy jihatdan muhim ahamiyat kasb etadi.

Inglizcha o'zlashma leksemalar orasida maishiy, savdo-sotiq borasidagilari ham o'ziga xos bo'lib, supermarket leksemasi hozirda neologizmlik xususiyatni yo'qotib, zamonaviy` qatlamga o'tgan deyish mumkin. Savdo maskani uyasiga kiruvchi do'kon, minimarket, supermarket, gipermarket, megamarket leksemalari mavjud bo'lib, gipermarket leksemasi neologizm xarakteriga ega. H.Bektemirov va E.Begmatovlar o'zlarining "Mustaqillik davri atamalari" kitobida shunday yozadi: "Tilga xohlagan so'zni kiritaverish, undan xohlagan so'zni xohlagan paytda chiqarib yuborish mumkin deb hisoblash xato fikrdir. Til hayotiga, nutqiy amaliyotga aralashishning o'rni, me`yori va buning darajasini bilish hamda o'sha asosda ish ko'rish ilmiy terminlarni tartibga solish va takomillashtirishning eng to'g'ri yo'lidir".

Milliy tilning lug'at tarkibi, unda mavjud leksik birliklar o'zi mansub xalq yoki millatning butun tarixiy taraqqiyoti davomida shakllanadi. O'zbek tili leksikasi ham doimiy boyish va rivojlanishda bo'lib, uning tarkibida o'zlashma so'zlar alohida qatlamni tashkil qiladi. Hozirgi o'zbek adabiyda tili rus va boshqa Yevropa tillaridan o'zlashgan qatlam ham mavjud. Bu qatlam o'zbek, rus, ingliz va boshqa xalqlarning uzoq yillik iqtisodiy, siyosiy, madaniy va boshqa ko'plab sohalardagi aloqalari asosida vujudga kelgan.

Xorijiy o'zlashmalarning tarixiy-etimologik xususiyatlarini o'rganish ularning shakllanishi xalq tarixi va ijtimoiy-lisoniy aloqalari bilan chambarchas bog'liq ekanligini ko'rsatdi hamda o'zbek tilida sodir bo'lgan ko'plab lisoniy birliklar va hodisalarning taraqqiyotini aniqlash imkonini berdi.

Ko'rinadiki, o'zbek tili leksikasidagi bu taxlit aloqadorlik tilimiz taraqqiyotinigina emas, uning moddiy-madaniy rivojlanish bosqichlarini ham tasavvur qilishda katta ahamiyat kasb etadi.

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«ИЗУЧЕНИЕ ЯЗЫКА».

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Аннотация. Изучение языка - сложный процесс. Он требует от педагога полной погруженности в процесс и личностного подхода к каждому обучаемому. У всех есть свои слабые места, но некоторые принципы одинаковы для всех. Есть пункты, которые должны присутствовать при любом обучении любого человека.

Ключевые слова: методика, проблемы, эффективный способ, совокупность, педагогика, лингвистика.

Основная часть:

Для того чтобы изучать язык необходимо ответить на вопросы:

1.Как преподавать язык?

-Самое главное - словарный запас. Он должен постоянно пополняться, новые слова должны учиться каждый день. Периодически давайте своим ученикам новые слова, которые вы будете использовать на уроке: «Природа», для того, чтобы им было проще их учить:
природа, территория, горы, флора, фауна, пик, долина, животные, растение, стебель, листья, ель, ёлка, тополь, ива, канарейка, аист, журавль, ласточка, соловей.

Для упрощения заучивания используйте карточки - на одной стороне будет написано слово на одном языке, а на другой - на другом языке. Можно ещё написать предложения на узбекском языке и перевести на русский язык:

1.Men doim o'z vaqtida ovqatlanaman-Я всегда кушаю вовремя;
2.Sport sog'liq garovi-Спорт залог здоровья;
3.Yoshlar- bizning kelajagimiz-Молодёжь-наше будущее.

2.Как строить предложения на русском языке?

-Следующим по значимости идет умение говорить и строить предложения. Умение вести диалог равнозначно с грамматикой, и эти два направления невозможны одно без другого. Для того, чтобы грамотно сочетать эти два направления, нужно, чтобы устная практика на двадцать процентов состояла из повторения грамматики, пройденной на уроке: по фонетике : звуки ,буквы, слоги, ударение; по морфологии :односоставные предложения, двусоставные предложения, распространённые и нераспространённые предложения; простое предложение и сложное предложения. А для того чтобы составить сложные предложения , надо знать союзы:

1.Соединительные союзы: и; не только, но и ; тоже; также .

Диалоги с союзами:

1.Сегодня только парни играют футбол?
- Сегодня **не только парни ,но и** девушки играют футбол.
2. Сегодня будет снег?
-Сегодня будет **не только** дождь, **но и** будет снег.
3.Все уехали в Самарканд?
-Да, я **тоже** сейчас поеду за ними.

2.Противительные союзы: но, а, зато, даже, однако.

1.Все пришли на урок?
- Все пришли на урок, **но** урока не было.
2.Доктор зашёл в поликлинику? -Да, он зашёл в поликлинику **, а** там не было больных.
3.Разделительные союзы: или, или…или ,либо…либо, не то…не то.
1.Папа сегодня придёт домой?

-Да, он сегодня придёт , **или** не придёт.
2.Мама с сегодняшнего дня работает?
- Да, она с сегодняшнего дня работает, **или** не работает.
Подчинительные союзы:
1.Временные(указывают на время):когда, пока, едва, лишь.
Когда вы возвращались домой, было темно?
- Да, **когда** мы возвращались домой, было темно
2.Причинные (указывают на причину): потому что, так как, оттого что.
Почему ты надел старую шинель и зонтик?
-**Потому что** шёл дождь.
3.Целевые (указывают на цель): чтобы (чтоб), для того чтобы, с тем чтобы.
Почему ты покинул хату?
-**чтоб** землю в Гренаде крестьянам отдать.
4.Условные (указывают на условие): если, раз, если бы.
Как можно узнать человека?
-**Если** хочешь узнать человека, посмотри на его друга.
5.Уступительные (указывают на противоречие одного события другому): хотя; несмотря на то, что; пускай.
Ворота оказались запертыми?
-**Хотя** было еще рано, но ворота оказались запертыми.
Вы чувствовали усталость?
-Никто из нас не чувствовал ни малейшей усталости **несмотря на то**, что поход длился уже несколько суток.
Я буду жить в песнях?
Да, **пускай** ты умрёшь, но в песне смелых и сильных духом всегда ты будешь живым примером, призывом гордым к свободе, к свету.
6.Сравнительные (указывают на сравнение): как, как будто, словно.
Как кричали журавли?
-Журавли летели быстро-быстро и кричали грустно, **будто** звали с собой.
7. Следственные (указывают на следствие): так что.
Как ветер в сенях?
- В сенях дуло со всех сторон, **так что** едва не погасла свеча.
8. Изъяснительные (указывают на то, о чем говорят): что, чтобы, будто.
С чем ты пришёл ко мне?
-Я пришел к тебе с приветом, рассказать, **что** солнце встало, **что** оно горячим светом по листам затрепетало.
Можно испытать учащихся с игрой: «Кто быстро исправляет ошибки с текста?»
Текст «Моя Родина».
Я думаю, Родина – одна из самих больших ценностей в нашей жизни. Мы не выбираем, в какой стране родится, но наша моральная обязанность – любить и оберегать ее, чтобы передать в наследство нашим детям. Во-первых, Родина – это не просто страна, в которой ты родился, но и духовные достояния народа: язык, культура, особенности менталитета, традиции и обычаи.
(В тексте имеется 7 ошибок).
Обязательно надо провести работу над ошибками:
Самих- самых, бальших-больших, передат-передать, штобы-чтобы, дастаяния- достояния, абирегать- оберегать, абычаи- обычаи

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X-XIII ASRLARDA FORS-TOJIK TILIDA BITILGAN TARIXIY MANBALARDA HIND TILIGA MANSUB SO'ZLAR ETIMOLOGIYASI

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Annotatsiya. Mazkur maqolada hind tilining umumiy xususiyatlari, fors-tojik tili bilan leksik aloqalari hamda tarixiy asarlarning tilshunoslik ahamiyati to'g'risida so'z yuritiladi. Shuningdek, "Zayn-ul-axbor" asarlarida keltirilgan Bulroj, patar pakash, jotr, vodij kabi leksik birliklar xususidagi etimologik qarashlar tahlil qilinadi.

Kalit so'zlar: hind tili, fors-tojik tili, leksik aloqalar, Bulroj, Patar pakash, jotr, vodij, bahodarvaziyon, mahodeviyon, mahokoliyon, romoniyon, komrut.

Asosiy qism: Kirish. Ma'lumki, tojik va hind tillari Hind-Yevropa tillarining oriylar guruhiga kirib, bu ikki til o'rtasida qadim zamonlardan beri yaqin aloqalar mavjud. Agar bir holatda mazkur tillar o'rtasida umumiy lug'at elementi sifatida bir guruh so'zlar qo'llanilsa, ularning ikkinchi qismi bir tildan boshqasiga turli sabablarga ko'ra va turli davrlarda kirgan olinma so'zlar sifatida e'tirof etiladi. Masalan, tojik tilining lug'at tarkibidagi jangal, shag'ol, qaranful, nil, nilufar, qand, shakar kabi so'zlar aslida hind tiliga mansubdir. Xuddi shunday hodisani hind tilida ham kuzatish mumkin. Masalan, M.S.Modebadzening tadqiqotiga ko'ra, hind tilida barf, joma, guldum, xandonpeshoni, havoboz, bel, xovand (xudovand), navro'z kabi so'zlar mavjud bo'lib, ular bu tilga tojik tilidan o'tgan leksemalar hisoblanadi.[4.13-14]

Metodologiya. Muammoni hal qilish jarayonida qiyosiy-tarixiy, tasviriy usullardan foydalanildi. Shuningdek, umumilmiy kuzatish, sharhlash, matnning lingvistik tahlili, tarkibiy-semantik tasniflash, shakily va ma'noviy tasniflash, qiyosiy-tipologik, statistik va matematik analiz usullardan foydalanildi.

Tadqiqot natijalari: X-XIII asrlarga oid tarixiy asarlar tadqiqi ko'rsatadiki, tojik xalqi turli toifadagi qadimgi hindlarning urf-odatlari va turmush tarzini yaxshi bilishgan hamda biror sababdan ularning hayoti haqida gapirganda hind lug'atlaridan foydalanishgan. Jumladan, Abdulhay Gardeziyning "Zayn-ul-axbor" asarida "Hindlarning bayramlari jadvalda", "Hindlarning bayramlari sharhida", "Hindlarning maorifi" boblari mavjud bo'lib, muallif ularda hindlarning hayotini tasvirlash jarayonida bir qancha hindcha so'z va iboralarni qo'llagan hamda ayrimlarining etimologiyasiga to'xtalib o'tgan. Chunonchi, Gardeziy hindlarning sokbatari, brahman, kashtiriyon, shudariyon (dehqon va polizchilar, ehtimol, "shiyor / shudgor" o'zagidan – B.T.), samanoniyon, chandolon (siyosatchilar) va dunbon kabi yetti toifasi hamda ularning kasblarini sanab o'tib, ularning yashash tarzi va sehr-jodu, ilg'or shifo, go'zal qo'shiq va raqslar kabi kasb-hunarlari, shuningdek, hisob va o'lchov, geometriya va munajjimlik, ilm-fanlardagi

ustunligi, e'tiqodlari va bu e'tiqodlarning asoslari haqida mulohaza yuritgan. Muarrix hind qavmlari tasvirida shamaniy, kalboliy, romoniy, gangoyotriy, chatriy, devotriy, bagtiy, mahobaraft, amrkajriy, veriy, neksiy, kashtakratiy, sidar, anshiy va tarshuliylarni esga olib, ularning sig'inish va e'tiqodlari xususida ma'lumot beradi. Asarda Qandahor, Kashmir, Gang, Jalandhar, Sarovast, Kashkariy, Chatarkut, Ujin, Dakshoyat, Boznoin kabi toponimlar ham zikr etilgan bo'lib, ularning aksariyati hozirda ham o'sha qadimgi shaklda mavjudligi Hind diyoridagi toponimlarning juda qadimiy tarixga egaligidan guvohlik beradi. Shuningdek, muarrix o'ziga xos xususiyatlari bilan bir-biridan farq qiladigan Aqdus, Hinduliy, Chaytr joshat, Gautar, Basanta, Jirat, Mahonafamiy, Asuk (ohuy), Pitripaksha, Harboliy, Gobhat, Durub, Barbut, Karora, Gunolhid, Divoliy, Guvon bodrij, Puhaval, Ashtak, Sogorutam, Hatrij, Monsirtag (Mohonan), Udod (Huliy), Shivrotur, Guyattana kabi marosim va bayramlar haqida so'z yuritadi.

Tahlil va xulosalar: Muallifning bu kabi ishora va qaydlari nafaqat etnologiya, balki tilshunoslik, xususan, etimologiya sohasi nuqtayi nazaridan ham muhim ahamiyatga ega bo'lib, bir guruh so'zlarning etimologiyasini ochishda katta yordam beradi. Tarixnomalarda etimologiyasi tahlil qilingan hindcha leksik birliklarning ma'nosini hisobga olgan holda biz bunday lug'at elementlarini quyidagi guruhlarga ajratdik:

a) qavm va diniy guruhlarning nomi. Bunday so'z va birikmalarga Bahodarvaziyon, mahodeviyon, mahokoliyon, romoniyon, komrut kabilar misol bo'la oladi.

b) Bayram va marosimlarning nomi. Etimologiyasi zikr etilgan bunday lug'at elementlarining soni oz, ammo ular zamonaviy o'quvchiga qadimgi hindlarning maxsus bayramlari haqida ma'lumot beradi. Ulardan biri Bulroj nomi bilan tanilgan hind bayramidir. Mazkur so'z tuzilish jihatidan qo'shma so'z bo'lib, "Bal podshohligi" ma'nosini anglatuvchi Bul atoqli shaxs otiga "podshoh" ma'nosidagi roj/roja so'zining qo'shilishi natijasida hosil bo'lgan. Gardeziy ham so'zni izohlash chog'ida uning mazmuniga "Balning podshohligi" deb to'g'ri ta'rif bergan [3.283].Ushbu so'zning ikkinchi qismi – roj ham asarda hozirgi zamonga yaqin shaklda qo'llangan bo'lib, "Hudud-ul-olam" kabi boshqa asarlarda uning roy shakli kuzatiladi: "Kinnavj katta shahar va u Kinnavj royining qarorgohidir. U Hindiston podsholaridan ham ulug'roq buyuk podshohdir" [9.45]."Zayn-ul-axbor" muallifi Patar pakash (boshqa o'rinda pitripaksha) so'z birikmasi (marosim nomi) haqida shunday yozadi: "Bahodirpat oyida oy o'ninchi manzil bo'lmish Magning manziliga yetib borsa, o'sha padaron (otalar) oyi keladi va Patar pakash ataluvchi butga yarim oy sig'inadilar, chunki Oy shu manzilga kelib, bu payt u kutib olishga eng yaqindir. Va bu vaqt ichida o'n besh kun davomida otalar nomiga sadaqa qiladilar" [3.282].

Qayd etilgan birikmaning birinchi qismi (patar) hind-Yevropa tilining pətḗr so'zidan o'z ildizini olgan va oriy tilida pitar, so'ngra eroniy va hind-oriy tillarida o'sha pitar shaklida ota (padar) ma'nosida iste'molda bo'lgan [6. 6-t,303-305] va hozirda ham padar shaklida fors, tojik, dariy kabi tillarda mavjud.

Shu tarzda Gardeziyning zikr etilgan asarida kelib chiqishi hindcha bo'lgan Gautar (Mahodevning xotini Gaur ismidan bo'lgan bayram) [3.281], Mahonafami (Bosidevning singlisi Mahonafami ismidan) [3.281] kabi bayram va marosim nomlariga ham duch kelamiz. Garchi bu so'zlarning antroponim sifatidagi tahlili, ya'ni lug'aviy ma'nosi asarda keltirilmagan bo'lsa ham, marosim nomi sifatida qayerdan sarchashma olishi muarrix tomonidan aniq bayon etilgan.

d) Tilning barqaror so'zlari. Yig'ilgan materiallar orasida bunday leksik birliklarning soni juda kam. "Zayn-ul-axbor" asarining "Hindlarning maorifi haqida"gi bobida ishlatilgan so'zlardan biri sokbatariy, ikkinchisi esa barahmandir. Gardeziy Abuabdulloh Jayhoniyning rivoyatiga tayangan holda hindlarning yetti guruhini tilga olib, ikkinchi guruh sifatida e'tirof etgan barahmanlar xususida shunday deydi: "Ikkinchisi barahmanlar bo'lib, lekin ularning mulki yo'q. Va ular samaniylarga sajda qiladilar va samaniylar ularga sajda qilmaydilar. Barahmanlar sharob ichmaydilar va go'sht yemaydilar" [3.313].

Aytish joizki, barahman qadimgi sanskrit tilidagi bràhman / brahmàn so‘zlaridan kelib chiqqan va "shoir, kuylovchi, qo‘shiqchi; fidya va qurbonlik marosimlariga mas'ul ruhoniy" ma'nolarida qo‘llangan.

Iqtibos paytida hindcha so‘zlar boshqa leksik birliklar kabi ba'zan jiddiy, ba'zan esa juz'iy o‘zgarishlarga uchragan. Gohida shunday ham bo‘ldiki, ayrim so‘zlar tanib bo‘lmas darajada o‘zgarib, asl shaklidan uzoqlashdi. Bir til tarkibidagi so‘zlar zamonlar o‘tishi va makonlar almashuvi bilan, turli xil tabodulotlarga duch kelib, shakli va mazmunini qisman yoki to‘liq o‘zgartiradilar. Bunday o‘zgarish, birinchi navbatda, tovushlarning qisqarishi, ortishi yoki almashishida kuzatiladi. Turli lisoniy muhitlar ta'sirida umumiy til va etnik guruh doirasida mavjud bo‘lgan so‘zlarning bir qismi o‘zgarishlarga uchragan bo‘lsa, boshqa bir qismi bunday ta'sirlarga duchor bo‘lmagan.

Jotrning tarjimasi bayram deganidir. Hindiston bayramlarining aksariyatida sayohat qilish va ma'lum bir joyda marosimlar o‘tkazish odat tusiga kirganligi sababli ular bayramni jotr deb atashadi va bu so‘z "safarga borish" degan ma'noni anglatishi gardeziy tomonidan qayd etilgan [3.279].

Vodij "Zayn-ul-axbor"da "alvonj, argunchoq, belanchak" ma'nosida qo‘llangan bo‘lib, muallif uning forscha muqobilini ham tilga olgan. Chunonchi, Gardeziyning o‘zi yozgan edi: "Vodij – tayoqqa bog‘langan uzun arqonlar bo‘lib, bu arqonlar orasiga taxta yoki beshik bog‘laydilar va uni vodij deb ataydilar. Ba'zan uning ustida erkaklar, goh ayollar va gohida bolalar o‘tirib, uni tebratadilar. Va uni forschada goz deydilar".[3.281]

Demak, X-XIII asrlarga oid tarixiy asarlar orasida hind so‘zlari "Zayn-ul-axbor"da qayd etilgan va garchi muallif ularning hindcha ekanligini yaqqol ko‘rsatmasa-da, "bilginki, hindlar bayramni jotr deydilar", "bu kunni hinduli deb ataydilar", "hindlar shunday deyishadi", "ular shunday deyishadi" kabi ta'kidlar orqali ularning hindcha ekanligiga ishora qiladiki, mazkur ishoralardan muarrix talqin qilayotgan leksik birliklarning hindcha ekanini tushunish qiyin emas.

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XORIJIY O‘ZLASHMA SO‘ZLARNING SEMANTIK TARAQQIYOTI

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Annotatsiya. Mazkur maqolada chet tillarini o'rganishning jamiyat hayotidagi o'rni va o'zbek tilshunosligiga kirib kelayotgan yangi o'zlashma so'zlarning tasnifi borasida so'z yuritilgan. Binobarin, hozirgi globallashuv zamonida bir tilni puxta o'rganish va boshqa millat va elat vakillari bilan to'g'ri muloqot jarayonini yo'lga qo'yish ayni e'tiborga molik hodisa. Bundan tashqari og'zaki va yozma nutqda foydalanib kelinayotgan va kirib kelayotgan yangidan yangi o'zlashma so'zlarning mazmun-mohiyatini to'laqonli anglash va fanga kiritish o'zbek tilshunosligi sohasidagi eng ustuvor jihatlardan biridir.

Kalit so'zlar: o'zbek tilshunosligi, sematik, o'zlashma so'zlar, ritsipiyent, lug'aviy ma'no, chet tili.

Bugungi globallashuv sharoitida mustaqil O'zbekistonning jahon hamjamiyatida tutgan o'rni kundan kunga o'sib, mustahkamlanib borayotgan bir paytda yurtimizning kelajagini yaratuvchi yoshlarga chet tillarini puxta o'rgatish va xorijliklar bilan muloqot davomida o'ziga taalluqli masalalarni erkin muhokama qila olish imkoniyatlari yaratilmoqda. Ularga og'zaki yoki yozma shaklda nutqiy muloqot qilishni o'rgatish jarayonida ma'naviy-axloqiy madaniyatni shakllantirish hozirgi kunning eng muhim vazifalaridan aylanmoqda. Mustaqillikning dastlabki kunlaridanoq yoshlar tarbiyasida til o'rganish va ular asosida ma'naviy-axloqiy madaniyatni shakllantirishga alohida e'tibor qaratilmoqda. Ularda yoshligidan shakllanib borayotgan yuksak ma'naviyat bu – til va axloqning yuksak darajasi hisoblanib, jamiyatimiz turmush tarzida, mamlakatimiz taraqqiyotida muvaffaqiyatlarga erishishning asosiy omillaridan biridir. Bu jarayonda, ayniqsa, yoshlarning til va axloqni targ'ib qilishi orqali milliy ma'naviyatimiz tiklana boradi.

Keyingi yillarda jamiyatda yuz berayotgan qator o'zgarishlar milliy tillarga, shuningdek o'zbek tiliga kirib kelaytgan so'zlar sonining keskin ko'payishiga va ma'no mohiyati jihatidan birmuncha o'zgarishlarga olib kelishini inkor etib bo'lmaydi. XXI asrda yashash sur'ati yanada tezlashdi. Shunga muvofiq tarzda, lug'at boyligi oshib bormoqda. Tilda yangi paydo bo'layotgan har qanday yangi tushunchaga kamida bir, yoki ikki, uchta so'z to'g'ri kelishi kuzatilmoqda.

Tilshunos N.Trifonova rus tiliga o'zlashgan iqtisodiyot sohasiga oid inglizcha so'zlarlarning semantik xususiyatlarini statistik jihatdan tadqiq qilgan. Olima fikricha, aksariyat hollarda manba til so'zlaridagi ma'no hajmining retsipiyent tilda o'zgarishsiz qolgani, toraygani, shuningdek, faqat muayyan qisminggina ma'nosi kengayganini e'tirof etadi. Statistik ma'lumotlarda manba tildagi ma'nolarni saqlab qolgan o'zlashmalar 47 foiz, ma'nosi kengaygan o'zlashmalar 46 foiz, ma'nosi toraygan o'zlashmalar esa 7 foizni tashkil etgan[48].

O'zbek tilshunosligida T.Rahmonovning "Hozirgi o'zbek tilidagi arabcha o'zlashma so'zlarning semantik tuzilishidagi o'zgarishlar" nomli dissertatsiyasi arabizmlarni alohida maydon sifatida ajratish, ularning semantik taraqqiyotini aniqlash maqsad qilingani [49] bilan muhim ahamiyat kasb etadi.

Xorijiy o'zlashmalarning semantik tuzilishi murakkab bo'lib, mazkur birliklar kengayish, torayish kabi hodisalar negizida taraqqiy etadi. Bular tilning ma'lum bir elementli o'zgarishlariga asoslanadi va lug'aviy ma'noning sifat va miqdor jihatlari bilan bog'liq holda shakllanadi. Shu sababdan xorijiy o'zlashmalarning semantik tuzilishidagi o'zgarishlarni yangilanadigan izohli lug'atlarda muntazam aks ettirib borish uchun ehtiyoj mavjud.

Ma'lumki, dron oddiy sozlashuv tilida faol qo'llanilayotgan o'zlashmalardan biri hisoblanadi. Hali mazkur so'z o'zbek tilidagi mavjud lug'atlarda o'z aksini topmagan. Leksema referentining paydo bo'lishi o'zbek tilidan foydalanuvchilar uchun ham, boshqa ko'plab til egalari uchun ham uzoq davrlarga borib taqalmaydi, hali yangilik bo'yog'ini yo'qotmagan lug'aviy birlik hisoblanadi. Uning manba til lug'atlarida ko'proq to'rt ma'nosi ko'rsatilgan: 1) bir maromdagi past ovoz, g'o'ng'illash; 2) yerdan boshqariladigan, xususan, nishonda turgan obyektni zararsizlantirish yoki kuzatuv jarayoni uchun foydalaniladigan uchuvchisiz uchish apparati; 3)

[48] Trifonova N. S. Modifikatsiya znacheniy pri zaimstvovanii ekonomicheskoy leksiki iz angliyskogo yazыka v russkiy // Filologicheskiye nauki. Voprosы teorii i praktiki. – 2017. – №11-3 (77). – S. 168.

[49] Rahmonov T. Hozirgi o'zbek tilidagi arabcha o'zlashma so'zlar semantik tuzilishidagi o'zgarishlar: Filol. fan. nomz. … diss. – Namangan: 1994. – B. 8.

erkak ari; 4) tekinxo‘r odam[50]. O‘zbek tilida dron so‘zi orqali hosil qilinadigan tushuncha leksemaning ikkinchi ma’nosi asosida shakllangan. O.Shukurov o‘z tadqiqotida mazkur lisoniy birlikning yuzaga kelishiga omil bo‘lgan referent sifatida “erkak ari” denotatining asos qilib olinishi mantiqan to‘g‘ri bo‘lishini aytadi. Dron leksemasi o‘zlashar ekan, uning lug‘aviy ma’no miqdori jihatidan torayishi ko‘rinsa-da, sifat jihatidan kengayganini ta’kidlaydi. Olim leksemaning manba tildagi boshqa ma’nolarini o‘zlashtirishga esa ehtiyoj yo‘qligi, ular o‘zbek tilining lug‘at boyligida o‘zining alohida shakl va mazmuniga egaligini asoslaydi .

Bugungi kunda dron xorijiy o‘zlashmaning nafaqat mudofaa sanoati, balki qishloq xo‘jaligi, o‘rmon xo‘jaligi, temir yo‘l, madaniyat va boshqa bir qator sohalar doirasida ham qollanishini birgina ma’no hajmining sifat jihatidan kengayishi sifatida qabul qilish mumkin. Shunga ko‘ra denotatni birgina soha bilan chegaralab qo‘yish to‘g‘ri emas. O‘zbek tili lug‘atlarida leksema “vazifasiga ko‘ra turli sohalarda foydalanishga mo‘ljallangan, avtomatik yoki masofadan boshqariladigan, kichik hajmdagi uchuvchisiz uchish apparati” sememasi bilan ko‘rsatilishi kerak.

Keyingi davrda paydo bo‘lgan o‘zlashmalardagi semantik o‘zgarishlar tahlillardagi ko‘plab so‘zlar misolida aniq ko‘rinadi. Masalan, kolumnist, sammit, xaki, tyutor kabilarning manba tildagi ma’nosi toraygan bo‘lsa, xaker leksemasining ifoda semasi bo‘rtgan, lug‘atdagi hosila ma’no sifatidagi ikkinchi ma’no bosh ma’no darajasida shakllangan.

Xulosa. Xorijiy o‘zlashmalarning tilimizdagi boshqa lug‘aviy birliklarga nisbatan tez o‘zgaruvchanligi, yangi birliklarning peshma-pesh paydo bo‘lishi kabi jarayonlar iqtisodiy taraqqiyot, globallashuv singari ijtimoiy omillar bilan bog‘liq.

Foydalanilgan adabiyotlar:

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3. https://dictionary.cambridge.org/dictionary/english/drone
4. Бектимиров Ҳ., Бегматов Э. Мустақиллик даври атамалари. – Тошкент: Ўзбекистон Республикаси фанлар академияси, “ФАН”, 2002. 48 б.
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BADIIY ASAR TARJIMASIDA QAHRAMONLAR INDIVIDUAL XUSUSIYATLARINI AKS ETTIRILISHI

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Annotatsiya. Ushbu maqolada badiiy asarlar tarjimasida qahramonlarning individual xususiyatlarini ochib berish, asliyat matnida keltirilgan obrazlarni tarjima matnida qayta yaratish, misollar tahlili natijasiga ko’ra qo’llanilgan tarjima tamoyillari haqida so’z yuritilgan.Bundan tashqari tarjimada muhim jihatlardan biri sanalgan muallif uslubi va uni tarjimada aks ettirish masalalari haqida batafsil fikrlar bildirilgan.

Kalit so’zlar:badiiy asar, tarjima, uslub, tarjima tamoyili, individual xususiyatlar, obraz, muallif uslubi, tarjima matni, muqobillik.

Kirish. Bizga ma’lumki, tarjima xalqlar o‘rtasidagi mushtaraklikni, madaniyatlararo munosabatlarni yaxshilashga xizmat qilib kelgan. Bu borada badiiy tarjimaning o‘rni muhim

[50] https://dictionary.cambridge.org/dictionary/english/drone

ahamiyat kasb etadi. Shu o'rinda ta'kidlash joizki badiiy tarjimaning asosiy o'ziga xosliklaridan biri obrazlilikdir. Ya'ni badiiy tarjimada asliyat matni qahramonlari va ularning individual xislatlarini tarjima jarayonida ochib berish tarjima ishining muvaffaqqiyatlaridan sanaladi. Ya'ni boshqacha qilib aytganda badiiy asar tarjimasida asosiy urg'u obrazni ochib berishga qaratilmog'I kerak bo'ladi. Bu borada tarjimashunos olim G'. Salomov: "Badiiy tarjimaning asosiy xislatlaridan biri obrazlilik ekan, bunda so'zni-so'z bilan, jumlani-jumla bilan emas obrazni-obraz bilan berish tarjimon oldida ko'ndalang bo'ladigan muammo xisoblanadi", - deb ta'kidlaydi[51].

Badiiy asar qahramonlari individual xususiyatlari masalasida so'z borganida avvalo, qahramonlarning xususiyatlarini xalqning moddiy turmush tarzidan olingan moddiyatlarga timsol qilib olish maqsadga muvofiq bo'ladi. Misol uchun jismonan kuchli, baquvvat kishini she'r yoki arslonga qiyoslansa, ayyyor, makkor kishilarni tulkiga, yuvosh, ma'sumlikni qo'yga timsol qilib olinadi.

Metodologiyasi.

Ushbu maqolani yozishda qiyosiy-tipologik (chog'ishtirma), tarixiy-etimologik, tarjimashunoslik, komponent tahlil usullaridan foydalanilgan.

Tadqiqot natijalari va tahlillar.

Badiiy asarni tarjima qilishga kirishishdan avval asar muallif uslubini obdon o'rganish kerak bo'ladi. Asliyat muallifi o'z uslubiga ko'ra nimani nazarda tutgan,qanday g'oyani yoritishga bel bog'lagan kab imasalalarg aoydinlik kiritib olish birinchi masala xisoblanadi. Muallif o'zi yaratgan fikrini asar qahramonlari va ularning xarakterlari, ko'rinishlari yordamida ifoda etadi. Boshqacha qilib aytganda muallif qahramonlarni o'zi yaratadi, ularni individual xususiyatlarini kashf etadi va ularga jon baxsh etadi. Aynan ana shu xislatlarni tarjima qilishdan avval to'la anglab yetish tarjima matnini adekvatlikka yaqinlashtiradi. Masalan, Mixail Sholoxovning "Inson taqdiri" hikoyasida muallif o'z qahramonini shunday ta'riflaydi: "Жена воспытивалась в детском доме. Сиротка.Хорошая попаласьь мне девка! Смирная, веселая, угодливая и умница. Но мне чета"[52]. Qarangki, muallif o'zqahramonini tartibli, yuvvosh, esli-xushli ekanligini ta'riflashdan avval uni bolalar uyida tarbiyalanganini va ota-onasiz yetim ekanligini ta'kidlab o'quvchiga qahramoning hech birsuyanadigan yoki erkalik qiladigan odami yo'qligini tushuntirib o'tyapti. Shu bilan o'quvchi ko'z o'ngida qiyinchilik ko'rgan, bolaligidan erkalik, bolalarcha sho'xlik nimaligini bilmay o'sgan kishini aniqrog'I ayol kishi obrazini gavdalantirgan. Asar qahramonini asliyat muallifi tomonidan go'yoki ko'zga ko'ringanday jonli qilib tasvirlab berilganligi va shu tasvir orqali uning individual xususiyatlari ochib berilganligi yaqqol ko'rinib turibdi. Muallif o'z uslubiga ko'ra o'zi yaratgan qahramonining harakterlarini ham ochibbera olgan. Ushbu tasviriy ifoda asarning Mirzakalon Ismoiliy tomonidan qilingan tarjima matnida quyidagicha ifodalangan:

"Xotinim bolalar uyida tarbiyalangan. Yetimcha. Toleimga juda yaxshi xotin chiqdi! Mo'mingina, xushchaqchaq, qo'l-oyog'I yengil, eslikkina edi – menga sira ham o'xshamasdi"[53].

Tarjima matnida asliyat muallifi gavdalantirgan asarqahramoni o'z aksini to'laqonli aks ettirilgan. Bunday deyishimizga asos shundaki, tarjimon muallif uslubini tarjimada saqlagan holda qahramonning individual xususiyatlarini birma-bir ochib bergan. Asliyat matnidagi "сиротка, смирная, веселая, угодливая и умница" kabi sifatlashlarni tarjimon "yetimcha, mo'mingina, hushchaqchaq, qo'l-oyog'iyengil, eslikkina" kabi so'zlar bilan tarjima qilgan. Tarjimon muallif uslubini saqlash bilan bir qatorda asliyatda berilgan sifatlashlarni o'zbek kitobxoniga moslab, tushunarli qilib milliy, xalq orasida keng iste'molda bo'lgan so'z va iboralardan foydalangan.

Yuqoridagi fikrlarni davomi sifatida aytishimiz mumkinki, har bir asarni tarjima qilishda yoki tarjima qilingan asarni tahlil qiladigan bo'lsak, avvalo asliyat matni muallifining o'ziga xos uslubi, didi, obrazlar olami, qisqa qilib aytganda uning ijodiy faoliyati bilan tanishish kerak bo'ladi. Asliyat muallifi uslubi bilan tarjimon uslubi bir-biriga hamohang kelsagina asar tarjima tilida qaytadan tiriladi, bor go'zalligi, bo'yoqdorliligi bilan o'zga tilda paydo bo'ladi. Bu yerda

[51]Саломов Ғ. Таржима назарияси асослари . Тошкент , Ўқитувчи нашриёти, 1983. 92-бет.

[52]Шолохов Михаил. Судьба человека, Советская писатель Москва 1957, стр.13.

[53]Шолохов М. Инсон тақдири, Мирзакалон Исмоилий таржимаси, Тошкент, 1959, 13-бет.

tarjimon haqiqiy ijodkor sifatida ish yuritadi. M. Sholoxovning "Inson taqdiri" hikoyasidan yana bir misolga e'tiboringizni qaratmoqchimiz:

"Парань я был тогда здоровый и сильный, как дьявол, выпить мог много, а до дому всегда добирался на своих ногах"[54].

Asar muallifi o'z qahramonini tasvirlashda "здоровый и сильный, как дьявол" deya tasvirlash orqali qahramonini kuchli, baquvvat ekanligini "dev"ga qiyoslagan. Bu yerda "dev" so'zi orqali biror-birmahluq tushunilmaydi, balki obraz tushuniladi. Ya'ni, kuchlilik timsolidag iobrazdir. Asar tarjimoni ushbu obrazni quyidagicha tarjima qilgan:

"Men u mahallar devdek kuchli, norg'il yigit edim, ichishga kelganda juda ko'p icha olardim, ammo lekin uyga har mahal o'z oyog'im bilan yurib kelardim"[55].

Tarjima matnidan ko'rinib turibdiki, asliyatdagi "здоровый и сильный, как дьявол" sifatlashlarni "devdek kuchli, norg'il" deb tarjima qilgan. Aslida, rus tilidagi "как дьявол" so'zi o'zbek tiliga so'zma-so'zo'girilganda "iblisdek" degan tarjimani beradi. Lekin o'zbeklarda "iblis, shayton" kuchlilk ramzi emas, aksincha salbiy ma'noda ishlatiluvchi so'zlardir. Asliyatdagi obrazlilikni tarjimada xuddi o'zidek ta'sirchan va obrazli qilib ifodalash uchun tarjimon muallif uslubini yo'qotmagan holda obrazli qilib, o'z o'quvchisiga tushunarli bo'lishi uchun "iblisdek kuchli" deb emas, "devdek kuchli" degan o'xshatishdan foydalangan. Tarjima matni o'quvchisi uchun "devdek kuchli" degan sifatlash tushunarli xol bo'lib, hech qanday qiyinchiliklarsiz asar qahramonining oddiy kuchli inson emas, tabiatan o'ta baquvvat va shubilan bir qatorda gavdali ekanligini ko'zoldiga keltiraoladi. Bir qarashda tarjima ishi jo'n, oddiy bo'lib ko'rinsa-da, bu yerda tarjimon asarni tarjima qilishdaso'zni-so'zbilan, jumlani-jumla bilan emas obrazni-obraz bilan tarjima qilgan.

Xulosalar

Xulosa o'rnida yuqoridagi tahlil uchun olingan misollarga e'tibor qaratadigan bo'lsak, asar tarixiy davrni, urushga oid voqealarni tasvirlashga bag'ishlangan bo'lganligi uchun, asar muallifi o'sha davr voqealarini tasvirlashda o'z qahramonlarini tasvirlanayotgan voqealarga moslab gavdalantirgan va obrazli qilib tasvirlab bergan.

Asar tarjimoni barcha darajalarda ekvivaentlikka erishishga harakat qiladi. Ayrim o'rinlarda to'liq muqobillikka erishilmay qolgan tarjima matnlari ham bo'lishi mumkin. Lekin tarjimadan kuzatiladigan asosiy maqsad barcha darajalarda iloji boricha ko'proq muqobillikka erishishdir.Bundan tashqari, badiiy asar tarjimasida yana bir muhim jihat, badiiy asar muallifi uslubini tarjima matnida aks ettirishdir. Bu borada ayta olamizki, ko'p narsa asarda tasvirlanayotgan davr, tanlangan mavzu va ifodalanayotgan voqealarning xarakteriga ham bog'liq bo'ladi.

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3. SholoxovM. Insontaqdiri, Mirzakalon Ismoiliy tarjimasi, Toshkent, 1959 y.
4. Musaev Q. Tarjima nazariyasi asoslari. –Toshkent: Fan, 2005.
5. Macmillan English dictionary for advanced learners. Bloomsbury Publishing Plc. 2002. p.1179.
6. RasulovT. Badiiy tasvir va obrazli tasviriy vositalar.– Toshkent: 1965.
7.Xolmirzaev.B,F.Nurdinova.Representation of historical identity in translation.- Journal of Pharmaceutical Negative Results. Volume 13.Special Issue 6 2022.

DRAMATIK ASARDA JEST VA MIMIKANING BADIIY XUSUSIYATLARI

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[54]Шолохов Михаил. Судьба человека, Советская писатель Москва, 1957, стр.16.

[55]Шолохов М. Инсон тақдири, Мирзакалон Исмоилий таржимаси, Тошкент, 1959, 14-бет.

Annotatsiya. Mazkur maqolada psixologik signal hisoblanuvchi jest va mimikaning dramatik asardagi badiiy funksiyasini Erkin A'zamning "Jannat o'zi qaydadir" nomli dramasi misolida tahlil qilinadi. Shuningdek, jest va mimika personajning mentaliteti, ayni paytdagi ruhiy holati, kasb-koriga oid kodlarni ham o'zida jamlashi mumkinligini "Jannat o'zi qaydadir" dramasida keltirilgan misollar orqali tekshiriladi.

Kalit so'zlar: Drama, imo-ishora, jest, mimika, xarakter, portret, personaj, individuallashtirish, umumlashtirish.

Kirish. Adabiy portret tipiklashtirish tamoyili va individuallashtirishni ifodasi hamda badiiy obraz yaratishning adabiyotshunoslikka oid muhim vositasidir. Qahramon tashqi qiyofasini, uning yuz tuzilishi, ko'zlaridagi ifoda, qomatini tutib turishi, harakatlari, kiyimlarini tasvirlash bir maqsadga – personajning yorqin shaxsining tavsifiga bo'ysungan bo'ladi. Portretni so'z orqali tasvirlash imo-ishora, mimika, ruhiy holat(xarakter)ni ko'rsatuvchi yurish-turishi va qahramon tashqi ko'rinishining tavsifi yordamida kuchaytiriladi.

Imo-ishora (jest – fr. – qiliqlar qilmoq) psixologik signal ma'nosiga ega: imo-ishora "so'zlovchi" yoki "indamas" personajning nutqini boyitadi va nutqqa jo'r bo'lib keladi

Mimika (yunon. – taqlidiy) quyidagi o'ziga xos belgilari bilan farq qiladi: a) yuz mushaklarining qahramonning botiniy, ruhiy holatini ifodalovchi harakatlari; b) shaxsning evrilish qobiliyati. Qadimgi Yunoniston, Rim va antik Xitoyda mimlar (so'zsiz teatr aktyorlari) maishiy va satirik xususiyatli kichik hajmli sahna asarlari ijro etishgan. Mustaqil janr sifatida zamonaviy pantomima ham shular qatoriga kiradi, masalan, mim-niqob ansambllari. Badiiy imo-ishora va mimika teatrning shartli obrazini yaratib, bu personaj tomonidan o'z atrofidagi voqelik bilan munosib munosabatga ega bo'lgani yoki undan mahrum bo'lganidan guvohlik beradi.

Metodologiya. Adabiy ijod badiiy obrazni individuallashtirish va umumlashtirish yaxlit bir butunligi hisobiga voqelikka imkon qadar yaqinlashadi va bunda portretga oid elementlar muhim rol o'ynaydi. Ko'rinib turibdiki, obraz qiyofasini to'laqonli ochishda, xarakterning individual xususiyatlarini namoyish etishda jest va mimikaning ahamiyati kattadir. Shu nuqtai nazardan tasvir obyekti qilib olingan adiblarning asarlarini o'rganib chiqish bugungi dramaturgiyaning ichki olamida kechayotgan sifat o'zgarishlarini kuzatishda muhim ahamiyat kasb etadi.

Aytish mumkinki, bugungi dramada, eng avvalo, ishtirok etuvchilar haqida ma'lumot berisharkan, unda personajlarning xarakter xususiyatlariga doir umumiy chizgilar beriladi. Masalan, E. A'zamning "Jannat o'zi qaydadir" asarida Asal xola va "oq kaptar" ga quyidagicha ta'rif beriladi:

"**Asal xola yoki ammashka** – benavo oqsoch kampir, tili zahar, o'zi mehribon, 70 yoshlarda

"Oq kaptar" yoki Operachi qiz – Melisga tegib olishga qattiq ahd qilgan, bu yo'lda moshinaning yukxonasida dimiqib o'lmoqqa ham tayyor unvonparast qayliq, 25-26 yoshlarda "[56]

Ushbu ta'riflardan har ikkala personajning yoshiga, fe'l-atvoriga, yurish-turishiga oid, xarakter o'zagining asosiy yo'nalishlariga doir muallif yetkazmoqchi bo'lgan umumiy jihatlar (individual emas) anglashiladi. Bu tipiklashtirishning bir qirrasi – umumlashtirish. Individuallashtirishda esa diologlardagi suhbatlardan tashqari mimika va jestlarning o'rni salmoqlidir.

Jest va mimika yuqorida aytilganlaridan tashqari personajning mentaliteti, ayni paytdagi ruhiy holati, kasb-koriga oid kodlarni ham o'zida jamlaganligini ham ko'rish mumkin.

"Jannat o'zi qaydadir" muqaddimasida Xonim xorijdan olib kelgan tovarlarni ko'zdan kechirayotganda o'g'li kirib keladi.

"**Melis.** Ma-a-ma, privet!

Xonim (qo'lidagini apil-tapil jomadonga tashlab). Melischik, jonim, qayoqlarda yuribsan? Aeroportga chiqib bizlarni kutib oladimi desam… Sog'indim! Ke, bir o'pay!

[56]Эркин Аъзам. Жаннат ўзи қайдадир. ─ Т.: ШАРҚ НМАК Бош таҳририяти, 2007, 148-бет.

Melis (gandiraklab uning boshiga keladi). Ma-ma!

Xonim (ta'naomuz ohangda). Oyi!

Melis (battar g'ashiqib). Mama!

Xonim (koyinib). Oyi! Endi "oyi" bo'ladi, jinnivoy! Birov eshitsa, nima deydi? Bular haliyam… (O'ptirishga engashgan o'g'lining gardaniga lab urib qo'yadi.) Endi u yog'idan… Melisginam, erkatoyim!

Melis (g'o'ddayib). Melivoy! Endi Melivoy bo'ladi, oyivoy! "[57]

Tahlillar. Birinchi jestga e'tibor beradigan bo'lsak, Xonim qo'lidagini jomadonga tashlamasligi, qo'lida ushlab turishi ham mumkin edi. Uning qo'lidagi "yaltiroq g'ilofli siynaband" edi. Shaeqona odobga ko'ra hech bir ona voyaga yetgan o'g'liga unaqa matohni ko'rsatmaydi, uyat bo'ladi. Agar Xonim g'arb ayoli bo'lganida o'g'li bilan bemalol tomosha qilishi ham mumkin edi.

Ikkinchi jestda esa Melisning gandiraklab kelshi uning mastligini ko'rsatib turibdi. Xonimning ta'naomuz ohangga o'tishi zamon o'zgarganligini, endi o'zbekcha so'zlash kerak ekanligini uqtiradi. Bunga javoban Melis battar g'ashiqib mama deyishni qo'ymaydiki, bu uning mastlarcha erkalanayotganligidan darak beradi. Keyingi o'rinda Xonim o'g'lining bo'yniga shunchaki lab urib qo'yishi, hozir uning o'g'lini sog'inib, quchoqlab bag'riga bosib, o'pishdan ham ko'ra muhimroq ishlari borligini anglatardiki, Xonimning drama davomidagi xatti-harakatlari va gap-so'zlari uchun har ne qilib bo'lsa ham pul, boylik, to'plash vasvasasiga yo'liqqanligini, u uchun qolgan barcha ishlar shunchaki, nomigagina, xo'jako'rsinga ekanligi namoyon bo'lib boradi.

Bundan shu narsa ayonlashadiki, muallif asar muqadimasidanoq xarakterlarning tub mohiyatini belgilovchi holatlarni jestlar tilida kodlashtirib boradi.

Agar e'tibor qilinsa, hayotda mast odam o'zining gap-so'zlarini tana azolari harakati, yuz ifodalari bilan ham tasdiqlab turadi. Asarda Melis ham shunda tasvirlanadiki, bu personaj nutqini individuallashtirishdan tashqari unig hayotiyligini ham ta'minlab, ta'kidlab keladi.

"**Xonim (tashvishlanib).** Nima bo'ldi, jonim? Yo'lda melisa-pelisaga tushdingmi, nima balo? Nima dedi, nima qildi?

Melis. Nima qilaedi, chest berdi! Ko'zi ko'r emas, ko'rib turibdi – "inomarka" !

Xonim. Ha-a, tuzu-uv… Tag'in nima dedi?

Melis. Millioner mamashkangga salom ayt, dedi! Aytginki, bu arava urinibroq qolibdi, durustrog'ini olib bersin, "volvo" sidan bo'lsa, yana yaxshi, dedi! Shunday dedi, chestniy pionerski, shunday dedi!(Kaftining qirrasini peshonasiga tirab "salyut" yasaydi.)" [58]

Asardagi asosiy qahramonlardan biri Domla portretini chizishda ham muallif jest va mimikalardan unumli foydalanadi.

Domla qo'shnisi bilan bo'lgan suhbatda turli xil ruhiy holatlarni boshdan kechiradi. Dramaturg "Qo'shni" ni tomosha ko'rsatuvchlar safida ko'rsatmaydi. Birinchi qismning birinchi manzarasida "…Domla ko'zoynagini peshonasiga ko'tarib devor osha ko'cha tomondagi kim bilandir so'zlashmoqda. Qo'shni shekilli", - degan jumlalarni o'qiymiz. Garchi muallif qo'shniga xarakteristika bermasa ham biz uning Domla bilan bo'lgan suhbatidan ba'zi bir xususiyatlarini bilib olamiz. Dialogdagi erkin suhbatga ko'ra Domlaga tengdosh, kasbdosh, suhbatdosh ekanligini anglah mumkin. Domla u bilan dildan gaplashganligi bois qisqa suhbat davomida turli xil ruhiy holatlarga tushganligini jestlari anglatib, ko'rsatib turadi.

Tadqiqot natijalari. Ma'lumki, jest, mimika qahramonning portretini yorqin gavdalantirishi bilan ajralib turadi. Bulardan tashqari asar davomida ba'zan muallif nutqidan ham qahramonlar portreti chizgilari uchrashi mumkin. Bu esa yangi davr dramasiga nasrdan "ko'chgan" yangicha ifoda usuli. Bu borada "Jannat o'zi qaydadir" asari ancha xarakterliligi bilan diqqatni tortadi.

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[57] Эркин Аъзам. Жаннат ўзи қайдадир. ─ Т.: ШАРҚ НМАК Бош таҳририяти, 2007, 150-бет.

[58] Эркин Аъзам. Жаннат ўзи қайдадир. ─ Т.: ШАРҚ НМАК Бош таҳририяти, 2007, 151-бет.

Xonim Domlani "jannatga" moslash uchun unga amerikacha kiyimlar kiydiradi. Shundan so'ng asarda muallif nutqidan uning yangi portreti chiziladi.

"Nihoyat, Domlaning o'zi ko'rinadi. Ammo bu kishi biz bilgan Domla emas, go'yoki ajabtovur keksa bir janob! Aji-buji rasm solingan olabayroq mayka, jun bosgan egri oyoqlarga "rosa yarashgan" kalta shim – shorti, boshda – tumshug'i bir qarichli beysbolka!"[59]

Shundan so'ng Xonimning unga munosabati ham muallif tilidan beriladi:

"Xonim o'rnidan turib, qo'llari belida, boshini bir yonga solintirib sinovchan tikiladi unga.

Xonim. O'xshadingiz! Xuddi o'zi! Veri gud!

Domla (xavotirda). Kimga o'xshadim? Kimga?

Xonim. Amerikalik janoblarga-da!

Domla. Shu ro'dapolarsiz qo'ymas ekanmi Amerikasiga?

Xonim. Siz, Domlaginam, anovi sovetcha kastyum-shim-u bo'yinbog'larga o'rganib qolgansiz-da! Hozir butun dunyo mana shunday yuradi. Erkin dunyoning libosi bu!"[60]

Xulosa. Dramada syujetdan va uning muhim qismi bo'lgan konfliktdan talab qilinadigan narsa – bosh g'oyani aniq ifoda etish, voqeaning to'xtovsiz rivojlanishi va aktyorlar o'ynashi lozim bo'lgan ruhiy holatlarning boyligi, xilma-xilligi, mumkin qadar kontrast ravishda (quvonchdan qayg'uga, tushinib turishdan tushuna olmay qolishga, qoyillikdan ko'ngilsizlikka ko'chish kabi) namoyon bo'lishidir; dramaturg har vaqt esda tutadiki, aktyor so'zni, hodisani emas, ruhiy holatni o'ynaydi va har bir rolning fazilati uning holatlarga (mumkin qadar bir-biriga tik qarashi holatlarga) boyligiga bog'liqdir. Shu bois dramaturglar ana shunday ruhiy holatlarga, jumladan, jest va mimikaga ham alohida e'tibor ko'rsatishadi.

Jest va mimika garchi so'z san'ati tarkibida kelsa ham adabiyotdan ko'ra unga yondosh sohalar: rassomlik, haykaltaroshlik san'atlariga yaqin turadi. Chunki bunda obrazning birgina holati, birgina ko'rinishi, birgina harakati chizgisi muhrlanadi. Shu bois dramaturglarimiz ushbu masalaga alohida e'tibor qaratishlari zarur. Shunisi borki, bu borada adabiyotshunosligimizda ham deyarli tadqiqot ishlari olib borilmagan. Vaholanki, ayni masalaning o'zini alohida tadqiqot mavzui sifatida o'rganish fursati yetdi. Chunki bugungi dramaturgiyamiz repertuari bunga yetarli material bera oladi.

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O'ZBEK TILIGA O'ZLASHGAN INTERNET, KOMPYUTER TEXNOLOGIYALARI VA MOBIL QURILMALAR SOHASIDAGI O'ZLASHMALAR

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[59] Эркин Аъзам. Жаннат ўзи қайдадир. ─ Т.: ШАРҚ НМАК Бош таҳририяти, 2007, 190-бет.

[60] Эркин Аъзам. Жаннат ўзи қайдадир. ─ Т.: ШАРҚ НМАК Бош таҳририяти, 2007, 190-бет.

Annotatsiya. Hozirgi kunda zamonaviy texnologiyalar juda katta tezlikda rivojlanmoqda. Shu bilan birga tilimizda internetga oid bo'lgan har xil terminlar ko'paymoqda. Misol uchun, sayt, portal, veb sahifa, veb server va boshqalar. Zamonaviy texnologiyalardan foydalanuvchilarning hammasini ham bu kabi o'zlashma terminlarning ma'nolarini biladi deb aytolmaymiz. Shu sababdan ham o'zlashma terminlarni o'rganish hozirgi zamon uchun muhim hisoblanadi. Ushbu maqolada o'zbek tiliga internet, kompyuter texnologiyalari va mobil qurilmalar orqali xorijiy tillardan o'zlashgan o'zlashmalar keltirilgan hamda ularning ma'nolariga izoh berilgan.

Kalit so'zlar: Internet, terminologiya, o'zlashma terminlar, til, lug'at, parol, google, akkordeon, domen, media, sayt, kesh.

Til lug'at tarkibi yangi texnik sharoitlarga moslashish uchun doimiy ravishda o'zgarib turadi. Shuning uchun, kompyuter olamida ham yangi kashfiyot, qurilma yoki tushunchalarni nomlash uchun yangi so'zlar kerak bo'ladi. Jamiyatni kompyuterlashtirish juda ko'p inglizcha so'zlarning global tarmoq orqali tilimizga o'zlashdi.

XX asrning 90-yillarida boshqa til vakillariga deyarli tushunarli bo'lmagan ko'pgina so'zlar internet aloqada keng qo'llanilgan va hozirgi kunda til standart lug'atlarining ajralmas qismiga aylanib ulgurgan: internet (internet), net (net), veb (web), veb-sayt (website), fayl (file), printer (printer), skaner (scanner), monitor (monitor), modem (modem), kserok (copier), peydjer (page), provayder (provider), server (server), Yuznet (Uznet), displey (display), interfeys (interface), multimedia (multimedia), gipertekst (hypertext), rouming (roaming), ye-mayl (e-mail), noutbuk (notebook), aypi adres (IP adres), WWW, onlayn (on-line) brauzer (browser) kabi.

D.Saidqodirova o'z tadqiqotida o'zbek tili internet terminologiyasining 54 foizini o'zlashmalar tashkil etishi aniqlangan. Shuningdek, u o'zlashma terminlarning o'zbekcha muqobili bilan berilishini tezkor xotira – main memory, tarmoq choki – network wearing, elektron aravacha – shopping cart program misollari asosida ko'rsatgan[61]. Albatta, o'zlashma terminlarni o'z til zaxira boyligidan foydalangan holda yaratish til ravnaqi uchun istiqbolli yo'l sifatida qaraladi.

Hozirgi kunda internet, juda katta tezlikda rivojlanib ketmoqda. Shu bilan birga internetga oid har xil terminlar ko'paymoqda. Misol uchun, sayt, portal, veb sahifa, veb server va boshqalar. .Bu kabi xorijiy o'zlashmalarni o'rganish, hozirgi zamon uchun muhim hisoblanmoqda.

Internet eng katta axborot manbai hisoblanadi. Istalgan narsa: fan, tarix, psixologiya, sport, moda, musiqa, pazandachilik va boshqa ko'plab sohalar haqida juda ko'p foydali ma'lumotlarni o'z ichiga olgan millionlab veb-saytlar mavjuddir. Shuningdek, sevimli filmlarimiz yoki qo'shiqlarimizni yuklab olishimiz, radiostansiyalarni tinglashimiz yoki o'yin o'ynashimiz mumkin. Hattoki internetd achet tillarini o'rganish yoki mashq qilish ham mumkin.

Internet bizning hayotimizga kirdi va mustahkamo'rin oldi. Biz har kuni turli xil inglizcha Internet so'zlariga duch kelamiz, lekin biz ularning ma'nosini har doim ham bilmaymiz. Internetdagi so'z boyligining o'sishining aksariyati matn terish vaqtini qisqartirish, SMS yoki Twitter orqali xabarda cheklangan joyni tejash istagi bilan bevosita bog'liq. Shu sababli internetga oid tez-tez ishlatiladigan iboralarni almashtiradigan juda ko'p qisqartmalar mavjud. Internetda muloqot qilishning ikkinchi muhim omili - bu xorijiy o'zlashmalar, xususan ingliz tiliga oid so'zlar. Quyida internetga oid xorijiy o'zlashmalar va ularning ma'nolariga izoh beramiz:

Parol - bizga saytga kirish imkonini beradigan maxfiy so'z yoki harflar va raqamlar birikmasi. Shunday qilib, Ro'yxatdan o'tish ro'yxatga olish, tizimga kirish- hisobdan keyingi foydalanish.

Google!- hamma Google nima ekanligini, shuningdek, bu ot ekanligini biladi, lekin bu erda uni fe'l sifatida ishlatishga misol. Foydalanuvchilar tilida bu Internetda ma'lumot topish deb ataladi - "google" - bu iborani kamida bir marta eshitgan bo'lishingiz kerak.

[61] Саидқодирова Д. Инглиз ва ўзбек тилларида интернет терминларининг лингвистик тадқиқи: Филол. фан. бўйича фалсафа доктори (PhD) … дисс. автореф. – Тошкент: 2018. –Б. 15.

Afk- ingliz tilidan. Klaviaturadan uzoqda, tom ma'noda "klaviaturadan ketdi". Agar ular sizga "u Afk (yoki Afk)" deb yozishsa, demak, kimdir hozir kompyuterda emas.

TSS- ingliz tilidan. Tez-tez so'raladigan savollar, "tez-tez so'raladigan savollar". Shuningdek, ruscha analog mavjud - FAQ. "Savol-javob" formatidagi ro'yxatlar har bir yangi kelganga bir xil savollarga javob bermaslik uchun Internet xizmatlari, onlayn jamoalar, qo'llab-quvvatlash xizmatlari ma'muriyatlari tomonidan qo'llaniladi. Ushbu ro'yxatlar sizga kerakli asosiy ma'lumotlarni tezda olishning ajoyib usuli hisoblanadi.

NFC- ingliz tilidan. Boshqa izohlar yo'q, "Men boshqa aytadigan gapim yo'q", "Men hamma narsani aytdim". Munozarani davom ettirish yoki aytganlaringizni muhokama qilish niyatingiz yo'qligini ko'rsatish usuli. NFC-dan foydalanish sizning pozitsiyangizning kategorik xususiyatini ko'rsatadi.

Avatar (**Avatar**, kamroq tez-tez **foydalanuvchi rasmi**) - foydalanuvchi o'z portreti sifatida tanlagan, ma'lum bir onlayn hamjamiyatda, masalan, ijtimoiy tarmoq yoki messenjerda ko'rsatilgan rasm.

Biriktiring- ingliz tilidan. ilova, ilova. Elektron pochtaga biriktirilgan fayl uchun belgi.

Akkordeon- eskirgan yangiliklar, yangiliklar uchun belgi. "Voy-buy! Facebook chatni alohida dasturga aylantirdi! Bayan!

EMNIP- agar xotiram menga xizmat qilsa.

Temir— kompyuter, smartfon, planshet uchun komponentlar.

PS- P.S., postscript. Z va Y harflari klaviaturada inglizcha P va S bilan bir joyda joylashgan. Ko'pchilik shoshqaloqlik bilan kirish tilini ikki marta o'zgartirmaslik uchun ko'pincha "ZY" dan foydalanadi.

Liftoluk- "lift" va inglizcha so'zlardan neoplazmalar. Qarang, "tashqi ko'rinish, tasvir". Smartfonda va odatda lift oynasi orqali olingan avtoportretni bildiradi. Bu kiyimni yoki kamroq tez-tez odam joylashgan joyni ko'rsatish uchun kerak.

Selfi- ingliz tilidan. Selfi, o'z-o'zidan, "o'zidan", "o'zingdan" olingan. Bu smartfon yordamida olingan avtoportret. Ba'zan bu "xudbin" kabi ko'rinadi.

Smayli, kulgich- ingliz tilidan Smile, "tabassum". Tuyg'ularni etkazish uchun ishlatiladigan ramzlarning butun xilma-xil kombinatsiyasi uchun umumiy atama. Masalan: e) yoki -<@. Смайлик-картинка — частный случай эмодзи.

It, it@ belgisi, elektron pochta manzilining o'zgarmas elementi. U quloq, qurbaqa, maymun.

Tank- "tankdamisiz?", "tankda bo'lganlar uchun" kabi iboralarda qo'llaniladi. "Tankda bo'lish" uzoq vaqtdan beri hamma bilgan narsadan bexabar bo'lishni anglatadi.

Tvit- ingliz tilidan. tvit, Twitterdan olingan. Twitter mikrobloglar xizmatidagi post. Retvit - bu Twitterdagi ulashishning analogidir.

Troll- tarmoq aloqasining provokatori. Bu munozaralarda boshqa maqsadlarni ko'zlamay turib, o'z bayonotlari bilan ataylab ziddiyat keltirib chiqaradigan odamlarning nomi.

Xeshteg- ingliz tilidan. xeshteg. Muayyan veb-post uchun kalit so'z yoki ibora. Xesh belgisi bilan belgilanadi - #. Masalan, bu kabi: #mtsmedia_party. Hashtaglar ma'lum bir mavzudagi xabarlarni topishni osonlashtiradi. Twitter va YouTube'da hashtaglardan foydalanish deyarli majburiy hisoblanadi. Har bir postga bir nechta hashtaglarni belgilashingiz mumkin.

Web dizayn - veb-sahifalar dizayni. Ko'pincha veb-dizayn deganda nafaqat sayt uchun grafik elementlarni yaratish, balki uning tuzilishi va navigatsiyasini loyihalash ham tushuniladi.

GIF (Gif) - Internetdagi eng keng tarqalgan grafik format. Bannerlar yaratish uchun eng mashhur, chunki u animatsiyalarni, shaffof maydonlarni, interlaced yuklashni amalga oshirishga imkon beradi. Ushbu format yaxshi siqish algoritmiga ega va sizga juda ixcham grafiklarni yaratishga imkon beradi.

Domen - (ingliz domenidan - hudud, hudud) - har bir mamlakat uchun xalqaro kelishuv bilan ajratilgan Internet ishtirokchilarining ma'lum bir hududining kod belgisi. Domenlar

birinchisidan boshlab bir necha darajalarda bo'ladi. Geografiya bilan bog'liq bo'lmagan, lekin sayt yo'nalishi bilan bog'liq bo'lmagan bir nechta birinchi darajali domenlar mavjud - masalan, tijorat uchun .com, notijorat uchun .org, ta'lim tashkilotlari uchun .edu. Birinchi darajali domen "zonasi" deb ham ataladi. Ikkinchi darajali domen egasi uchinchi va keyingi darajadagi cheksiz miqdordagi manzillarni yaratish imkoniyatiga ega.

JPEG (**JPG**) Internetdagi eng mashhur (Gifdan keyin) ikkinchi grafik formatdir. Bu fotografik tasvirlar uchun yaxshi tanlovdir. Jpg yaxshi siqiladi va 16 million ranggacha ruxsat beradi.

Media - (ingliz ommaviy axborot vositalaridan) - axborot maydoni. Media muhiti - gazetalar, televidenie, radio, yo'llardagi axborot (reklama) taxtalari va boshqalar, shu jumladan Internet.

Plagin - (ingliz tilidan. Plug-in) - ulangan qo'shimcha dasturiy modul. Agar sizda o'rnatilgan plagin bo'lmasa, dastur odatda avtomatik ravishda uni o'rnatishingizni taklif qiladi. Xususan, plaginlar veb-brauzerlar tomonidan veb-sahifalarning rich-media komponentlarini, qo'shimcha saytlarni va boshqalarni ko'rsatish uchun ishlatiladi. Brauzerlar uchun eng mashhur plaginlardan biri bu Macromedia Flash Player.

Provayder - (inglizcha Internet Service Provider - ISP dan) - Internetga kirish va, ehtimol, xosting, elektron pochta va boshqalar kabi boshqa xizmatlarni taqdim etuvchi kompaniya.

Sayt - semantik va axborot mazmuni bilan birlashtirilgan, bitta domen nomiga ega bo'lgan veb-sahifalar to'plami.

Profil - bir yoki bir guruh bannerlar uchun maqsadli sozlamalar to'plami.

Skript odatda ma'lum bir vazifani bajarish uchun bajarilishi mumkin bo'lgan buyruqlar ro'yxatini o'z ichiga olgan matnli fayldir. Skriptning klassik namunasi autoexec.bat kabi tizim faylidir. Server - bu uch xil ma'noga ega atama: Veb-sayt bilan bir xil. Saytni boshqaradigan kompyuter. Veb-saytning ishlashini ta'minlaydigan asosiy dastur. Serverning asosiy vazifasi HTTP protokoli orqali sayt sahifalarini brauzerga o'tkazishdir. Agar kerak bo'lsa, server sayt sahifalarini dinamik ravishda yaratish uchun skriptlarni ishga tushiradi. Server harakatlari odatda qayd qilinadi (ro'yxatga olinadi) va sayt statistikasini hisoblash uchun asos bo'lib xizmat qiladi.

CPC - (ingliz tilidan. Cost Per Click) - bannerni bosish narxi.

CPA - (inglizcha Cost Per Action dan) - reklama saytiga tashrif buyuruvchi tomonidan amalga oshiriladigan harakat narxi, masalan, reklama beruvchining veb-saytida ro'yxatdan o'tish.

CPS - (inglizcha Cost Per Sale dan) - sotish narxi, ya'ni reklama beruvchi savdoni amalga oshirgan havola orqali reklama platformasi tomonidan olingan sotilgan xizmatlarning foizi.

CPU - (ingliz tilidan Cost Per Click) - noyob foydalanuvchi tomonidan bannerga bosish narxi.

Kesh - bu ma'lumotlar almashinuvini tezlashtirish uchun ishlatiladigan ma'lumotlar buferi. Xususan, ko'pgina zamonaviy brauzerlar Internetdan yuklab olingan sahifalar va ularning elementlarini tezroq qayta kirish uchun saqlaydi. Foydalanuvchi, qoida tariqasida, keshlash uchun ajratilgan disk xotirasi hajmini oshirish yoki kamaytirish, shuningdek, keshni tozalash imkoniyatiga ega.

CTR - (ingliz tilidan. Click / Through Ratio) - bannerdagi bosishlar sonining uning taassurotlari soniga nisbati (foizda). CTR - bu reklama kampaniyasi samaradorligining ko'rsatkichidir.

Cookie-fayllar veb-server sahifaga tashrif buyurganida foydalanuvchi brauzerini belgilaydigan ma'lumotlardir.

Macromedia Flash veb-animatsiya va interaktiv kontent yaratish texnologiyasidir. U jonlantirilgan introlar, veb-o'yinlar, saytning interaktiv elementlari va boshqalarni yaratishda ishlatiladi.

FTP - (ingliz tilidan. File Transfer Protocol) - Internetda fayllarni uzatish uchun mo'ljallangan protokol.

HTML - (qisqartirilgan HyperText Markup Language) gipermatnli hujjatlar uchun belgilash tilidir. Barcha veb-sahifalar HTML-da yaratilgan.

HTTP - (inglizcha Hyper Text Transfer Protocol-dan) - dastlab HTML ko'rinishida ma'lumotlarni uzatish uchun mo'ljallangan protokol. Bundan tashqari, u har qanday turdagi ma'lumotlarni uzatish uchun ishlatilishi mumkin.

IP - bu Internetga ulangan kompyuterning yagona manzili. IP-manzillar asosida siz tomoshabinlar geografiyasini baholashingiz mumkin.

Rich media - bu reklama materiallarini ishlab chiqarish texnologiyasi. Ingliz tilidan so'zma-so'z "boy" yoki "boyitilgan" axborot vositasi sifatida tarjima qilingan. Internetning rich media komponentlariga misol qilib Macromedia Flash, Real Audio, Real Video va boshqalarni keltirish mumkin.

URL - (inglizcha Universal Resource Locator-dan) - Internetdagi veb-sahifaning manzili (veb-sahifaga qarang). URL domen nomidan (domenga qarang), saytdagi sahifaga yo'l va sahifaning fayl nomidan iborat.

Dezinformatsiya - bu aniq maqsadlar uchun bila turib yolg'on ma'lumotlar va ma'lumotlarni tarqatish.

"**Yellow Press**" shov-shuvli materiallarni chop etishga, shuningdek, taxminlar, tasdiqlanmagan faktlar va qarama-qarshi mish-mishlarni tarqatishga ixtisoslashgan katta tirajli bosma nashrdir.

Klish - bu bir muncha vaqt oldin asl deb hisoblangan ibora, ammo foydalanish chastotasi bilan uning ahamiyati yo'qolgan.

Konvertatsiya - bu maqsadli veb-saytga tashrif buyuruvchini mijoz va xaridorga aylantirish.

Kontent - veb-saytning axborot mazmuni.

Lemmatizatsiya - so'zning so'z shakliga qarab boshlang'ich shaklini topish jarayoni.

Logotip - bu kompaniyaning brend nomi bo'lib, uni boshqalardan ajratib turadi.

Moderator - bu foydalanuvchilar tomonidan ish qoidalariga rioya qilish, saytda bo'lish, shuningdek, unda axborot materiallarini joylashtirishni nazorat qiluvchi mutaxassis.

Moderatsiya - bu ish qoidalariga rioya qilish, saytda bo'lish, shuningdek, unda axborot materiallarini joylashtirish ustidan nazoratni amalga oshirish. **Plagiat** - bu boshqa birovning ishini o'zinikidek taqdim etish, shuningdek, boshqa mualliflarning materiallaridan ularga havolalarsiz foydalanish (hatto qisman).

Strip - material joylashtirilgan bosma mahsulot sahifasi.

Portfel - ish namunalari.

Postskript - bu allaqachon to'ldirilgan va imzolangan matnli materialning postscriptidir.

Press-reliz - bu ommaviy axborot vositalari uchun axborot xabari bo'lib, uning asosida nashr tayyorlanmoqda.

SEO Copywriting - bu ma'lum kalit so'zlar ro'yxatidan maxsus foydalanish bilan tuzilgan, keyinchalik Internetda joylashtirish uchun tayyorlanayotgan matn.

Speechwriter - taniqli va obro'li shaxslarning nutqlari uchun matnlar yozadigan mutaxassis va boshqalar.

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TILAK NUTQIY JANRI LISONIY XUSUSIYATLARI

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Annotatsiya. Maqolada til tizimidagi tilak nutqiy janri lingvistik atributlarining ijtimoiy semiotik mazmuni diniy xususiyatga egaligi bilan xarakterlanishi va uning turli ijtimoiy vaziyatlarda tilash mazmuni bilan voqye'lanish xususiyatlari yoritilgan.

Kalit so'zlar: lingvistik atributlar, lingvosemiotik mazmun, semiotik belgi, semiotik ifoda, adresant, adresatlar, diniy irimlar.

Kirish

Til tizimida tilak nutqiy janri verbal, noverbal va lingvistik atributlar vositasida voqye'lanuvchi nutqiy janrdir. To'plab o'rganilgan tilak nutqiy janriga oid ma'lumotlar shuni ko'rsatadiki, til tizimida tilak nutqiy janrining lingvistik atributlari tilak nutqiy janrining verbal va noverbal vositalari kabi tilak nutqiy janri sistemasida muhim lingvistik ob'ektdir. Tilak nutqiy janrining lingvistik atributlari sistemasi o'ziga xos ichki murakkab sistema bo'lib, ushbu sistema lingvosemiotik xususiyatga egaligi bilan xarakterlanadi. Ayniqsa, tilakka yo'naltirilgan hatti-harakatlar majmui shaxs, narsa-buyum, predmetlarga qaratilganda til tizimida tilak mazmunli turli ijtimoiy diniy irimlar, marosim va odatlarni keltirib chiqaradi. Bunda tilak nutqiy janrining lingvistik atributlari lingvosemiotik mazmunida tilakning kimgadir yoki nimagadir yo'naltirilganligi xususiyati bilan xarakterlanadi.

Adabiyotlar tahlili

O'zbek tilshunosligida ijobiy istak mazmunini ifodalovchi nutqiy birliklarning leksik, grammatik, sintaktik kabi xususiyatlari yuzasidagi masalalarda tilak nutqiy janrining ayrim xususiyatlari yoritilgan bo'lsa-da, uning alohida nutqiy janr sifatidagi lingvsitik xususiyatlari maxsus tadqiqotlar ob'ekti bo'lgan emas.

Tadqiqot metodlari va metodologiyasi

O'zbek tilida tilak nutqiy janrining mohiyatini yoritishda tilshunoslikning tavsiflash, kontrastiv va component tahlil usullaridan foydalanildi.

Tahlil va natijalar

Tilak nutqiy janrida tilak mazmunli lingvistik atributlar kimga yo'naltirilishidan qat'iy nazar uning mazmunida tilak nutqiy maqsadi asosiy o'rinni egallaydi. Masalan, halq orasida farzandli bo'lish tilagining lingvistik atributi shaxsni ifodalashi mumkin. Tilak mazmunli hatti-harakatlar muayyan nutqiy vaziyatda muayyan ijtimoiy jamiyatda kishilarning ijtimoiy diniy jihatdan tartiblashtirilgan hatti-xarakatlarni belgilangan tartibda amalga oshirishi natijasi hisoblanadi. Masalan, hozirda farzand tilash orqali tug'ilgan farzandlarga halq orasida Inoyatxon, Inomjon, Tilaboldi, Xudoberdi, Olloberdi, To'htasin kabi ismlar qo'yilishi tilak nutqiy janrining shaxslarga yo'naltirilgan lingvistik atributi deb nomlash mumkin. Chunki bu ismlar mohiyatiga qaralsa, uzoq kutilgan, niyat qilingan va tilaklar ortidan tug'ilgan farzandlarga bu turdagi ism berish ommalashgan. Bunday bolalar odatda sochlari orasidan kokil qo'yish odati shakllangan. Shu nuqtai nazardan kokil muayyan ijtimoiy semiotik mazmun kasb etadi.

Aytish mumkinki, har qanday jamiyat o'zining yillar davomida sayqallanib odat shakliga kirgan, mazmunida tilak ifodalanuvchi turli xil irim, marosim va odatlariga ega. Nafaqat, bola sochi, ya'ni kokil bilan bog'liq irimlar, balki kishilarning shifo topish istagida ziyoratgohlardagi suvlardan niyat, tilak aytib iste'mol qilishlari, mushkulkushod diniy marosimida paxtani niyat va tilaklarini aytib suvga oqizishlari, niyat va tilak aytib zam-zam suv ichishlari, ayniqsa, sotsial

jihatdan namuna hisoblangan kishilarning choylaridan ichishlari, duo olishlari kabi irimlar tilak nutqiy janrida suv, choy, kokil, soch kabilarning semiotik belgiga aylanishining asosidir.

Til tizimida bunday lingvistik atributlar qamrovi keng bo‘lib, tilak bilan bog‘liq odatlar va marosimlarning mustaqil tizimi shakllangan. Bunga yana bir misol, armiyaga ketayotgan o‘g‘ilga non tishlatish marosimi nonini qolgan qismini yeyishga qaytib kelishi tilagining semiotik ifodasidir.

Masalan, Odamlar to‘dasidan bobom chiqib keldi.

-Obke!-dedi Oqsoqol.

Allaqayoqdan oyim paydo bo‘ldi.

-Chop qizim!-dedi shivirlab.-Patirni obchiq!

Oyog‘imni qo‘lga olib bostirmaga yugurdim. Hali tandirdan uzayotganimizda oyim singib pishgan, yuziga sedana sepilgan kattakon patirni qo‘limga tutqazib, buyurgan edi: "Tayinli joyga bekitib qo‘y, so‘raganimda olib kelasan!". Bostirmaga kirdimu eski sandiq ustidagi dastrxonga o‘ralgan patirni oldim. Patir hali issiq edi... Dasturxon qatini ochishim bilan dimog‘imga oftob, bug‘doy, yer hidi urildi. Xuddi Kimsan akamning yuzidan anqib turadigan isga o‘hshash bo‘y... Odamlar orasidan o‘tib kelib, nonni bobomga berdim. Bobom xuddi chaqaloq bolani avaylab ko‘targandek ikki qo‘llab ko‘ksiga bosgancha supa oldiga olib bordi-da, Oqsoqolga uzatdi. Oqsoqol patirni boshi ustida baland ko‘tardi.

-Haloyiq!-dedi ovozi titrab. –Dunyoda nondan tabarruk narsa yo‘q! Nondan yuz o‘girgan imondan yuz o‘giradi. Ke, o‘g‘lim, tishla! – U patirning ikki chetidan tutib turdi. Kimsan akam xiyol egilib bir chekkasini tishladi. – Barakalla, -dedi Oqsoqol. – **Tuz-nasibang uzilmasin**! Iloho Omin[62].

Tilak lingvistik atributini semiotik kodlashda ishtirok etuvchilar nutqiy vaziyat ishtirokchilari bo‘lgan adresant, adresatlardir. Adresat tilakni qabul qiluvchi, adresant tilakni yo‘llovchi vazifasini bajaradi. Bunda adresant, ya'ni tilak so‘zlovchi ijtimoiy diniy jihatdan muqaddaslashtirilgan shaxslar: mulla, pir, avliyo, oqsoqol, keksa, go‘dak, musofir, ehtiyojmand kishilar kabilar bo‘lishi mumkin.

Shuni aytish kerakki, til tizimidagi tilak nutqiy janrining lingvistik atributlari Xudo va unga pragmatik mazmunda bog‘lanuvchi shaxs, predmet, makon, voqyea kabi, Xudo va unga ilohiy jihatdan tegishli predmetlar: non, tuz, kitob, ro‘molcha, ko‘zmunchoq, qorakuya surkash (chillali farzandlarga qorakuya surkab ko‘chaga olib chiqish, tushdan keyin beriladigan sutga korakuya tashlash kabi), Xudo va unga ilohiy jihatdan tegishli makon, joy: ziyoratgoh, pirli avtoulov kabi, Xudo va unga ilohiy jihatdan tegishli voqyea: fotihada non sindirish kabilar vositasida ijtimoiy semiotik mazmunga ega bo‘ladi. Tilak nutqiy janrining yuqoridagi vositalari tilak nutqiy janrining verbal va noverbal vositalari bilan birga amalga oshiriladi. Masalan, avliyolar mozoridan niyat qilib, kokil olishda farzandli bo‘lay, farzandli bo‘lsin kabi jumlalar ishtirokidagi gaplar marosim qatnashchilari tomonidan aytilishi va niyat qilinishi talab qilinadi. Bundan tashqari muqaddas buloqqa tanga tashlash, daraxtlarga ro‘molcha tugish, jonliq so‘yib, exson qilish, turli diniy marosimlarning (mushkulkushod kabi) ayrim qismlarida paxtani niyatlari va tilagini aytib, suvga oqizish kabilar tilak nutqiy janrining diniy irimlar bilan bog‘liq semiotik mazmunlarini yuzaga keltirib, bu irimlarni ado etishda adresant va adresatga muayyan diniy talablar qo‘yiladi. Masalan, adresant va adresatning aqli raso bo‘lishi kabi.

Shuni aytish kerakki, yuqoridagi misollar ijobiy tilak nutqiy janri lingvistik atributlari uchun xarakterli, ammo til tizimida salbiy tilaklarning ham lingvistik atributlari mavjud bo‘lib, ularga muqaddas kitobni ushlab, qarg‘anish, yomon tilaklar asosida turli predmetlarga afsun duolar o‘qish kabilar semiotik mazmunda ramzlashadi. Bu kabi masalalar chuqur tadqiqotlar manbaidir.

Yuqoridagilardan kelib chiqib, tilak nutqiy janrining lingvistik atributlarini ilohiy qudrat timsoli bo‘lgan Xudo bilan bog‘lanishini alohida ta'kidlash kerak. Masalan, Абдурахмон табиб har subhi sodiqda Ollohdan bandalariga imon tilaydi, hidoyat tilaydi, dil qulflarini ochmoqlikni

[62] Ҳошимов Ў. Икки эшик ораси. – Т.: Янги аср авлоди. – Б 122.

so‘raydi...[63]. Shu sababli ham tilak nutqiy janrining lingvistik atributlari e'tiqodiy jihatdan o‘ziga xos farqlarga ega. Ular muayyan e'tiqoddagi predmet, voqyea, hodisa, joy, makon jihatdan boshqa predmetlar bilan semiotik jihatdan bog‘lanishi mumkin. Masalan, qadah so‘zi nutqiy janrida tilaklarning qadah vositasida aytilishi qabul qilingan. Bunda qadah ilohiy ichimlik sifatida baholanadi. Shu sababli aytish mumkinki, tilak nutqiy janrining lingvistik atributlari e'tiqodiy jihatdan turlicha predmet kabilarni ko‘rsatishi mumkin. Ateist va dinsizlarda esa ushbu vositalar mavjud bo‘lmaydi.

Turli marosim va odatlarda tilak nutqiy janrining lingvistik atributlari deyarli tilak nutqiy janri modusi sifatida ham ishtirok etadi. masalan, paxtani suvga oqizishda aytiladigan tilaklar kabi.

Xulosa

Xulosa qilib aytganda, tilak nutqiy janri lingvistik atributlarining qo‘llanilish doirasi keng, ularning ijtimoiy semiotik mazmuni diniy xususiyatga egaligi bilan xarakterlanadi. Tilak nutqiy janrining lingvistik atributlari turli ijtimoiy vaziyatlarda tilash mazmuni bilan voqye'lanadi.

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ALISHER NAVOIY RUBOIYLARINING VAZN XUSUSIYATLARI

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Annotatsiya. Maqolada mumtoz adabiyotimizda keng tarqalgan janrlardan biri ruboiy

[63] Малик Тоҳир. Шайтанат. 3-китоб. – Т.:Шарқ, 1997. – Б 159.

bilan tanishamiz. Alisher Navoiyning ruboiylari tahlilga tortiladi, ularning vazn xususiyatlari tadqiq etiladi. Shoir ruboiylarining vazn xususiyatlarini o'rganish orqali o'quvchilarda ruboiyni ifodali o'qish imkoniyatini yaratish. Ushbu maqolada Alisher Navoiyning ba'zi ruboiylari bilan tanishamiz.

Kalit so'zlar: ruboiy, aruz vazni, bahr, hijo, rukn, tahlil, taqte'.

Turkiy aruzda bahrlardan hazaj va ramal bahrlari keng qo'llanilgan. Ruboiy janrining hazaj bahrida va tuyuq janrining ramal bahridagina yozilishi fikrimiz isbotidir. Aruz tizimida sakkizta asliy ruknlar mavjud bo'lib, buni barcha aruzshunos olimlar e'tirof etadilar va Mustaqillik davri aruzshunoslaridan biri Dilnavoz Yusupova "Aruz vazni qoidalari va mumtoz poetika asoslari" asarida ham asl ruknlarni sakkizta deb keltiradi.

1	**Foilotun**	**– V – –**	**Ramal**
2	**Mafoiylun**	**V – – –**	**Hazaj**
3	**Mustaf'ilun**	**– – V –**	**Rajaz**
4	**Fauvlun**	**V – –**	**Mutaqorib**
5	**Foilun**	**– V –**	**Mutadorik**
6	**Mutafoyilun**	**V V – V –**	**Komil**
7	**Mafoilotun**	**V – V V –**	**Vofir**
8	**Maf'uvlotu**	**– – – V**	**Bahr yasamaydi**

Ruboiy – she'riy janr nomi. Arabcha so'z bo'lib, to'rtlik degan ma'noni anglatadi. Forsiylar uni "dubaytiy" deb ham ataydilar. To'rt misradan iborat bo'lgan she'r. Aruz tizimining hazaj bahriga tegishli bo'lgan 24 xil vznda yoziladi. Bu vaznlar qaysi rukn bilan boshlanishiga ko'ra shartli ravishda axram (maf'uvlun, - - -) va axrab (maf'uvlu - - V) shajaralariga bo'linadi. Ularning 12 tasi axrab shajarasiga, qolgan 12 tasi esa axramga doxildir. Har qanaday ruboiy mana shu 24 vaznning birida yozilishi shart. Bu, albatta, shoir uchun qiynichilik tug'diradigan cheklovdir. Ruboiy yaratishni nisbatan osonlashtiruvchi omil ham borki, bu to'rt misraning har qaysisi mavjud vaznlarning istagan birida yaratilishi mumkin.

Ruboiy haqidagi dastlabki ma'lumotni mumtoz manbalardan, xususan, Shayx Ahmad Taroziyning "Funun ul-balog'a", Alisher Navoiyning "Mezonul-avzon", Zahiriddin Muhammad Boburning "Aruz risolasi" ("Muxtasar") asarlaridan olish mumkin. E'tiborlisi, bu asarlarda ruboiyga berilgan ta'riflar bir-biridan farqlanadi. "Funun ul-balog'a" asarida Shayx Ahmad Taroziy ruboiy haqida gapirib, uning to'rt misra bo'lishini, avvalgi, ikkinchi va to'rtinchi misralari o'zaro qofiyalanishini, uchinchi misrasi ixtiyoriy bo'lishini ta'kidlar ekan, uchinchi misrada "qofiya keltursalar", uni "ruboiyi musarra'", – deb nomlanishini aytadi. Namuna sifatida olim turkiy tilda yozilgan ikki ruboiyni keltiradi. Mazkur ruboiylar an'anaviy hazaj bahri vaznlarida bo'lmasdan, ramali musaddasi mahzuf vaznidadir. Bu esa o'sha davrlarda, ya'ni ruboiy shakllanayotgan paytda uning vazni erkin bo'lganligini yoki ba'zan turkiy shoirlar ruboiyni ramalda ham yozganligini anglatadi. "Bu holat Navoiygacha turkiy she'riyatda ruboiyning qat'iy vaznda bo'lishi talab qilinmaganligini ko'rsatadi. Alisher Navoiy "Mezon ul-avzon" asarida "Ruboiy vaznikim, ani "dubaytiy" va "tarona" ham derlar, hazaj bahrining "axram" va "axrab"idin istixroj qilibdurlar va ul vaznedur asru xushoyanda va nazmedur bag'oyat raboyanda", – deb yozadi. Zahiriddin Muhammad Bobur ham "Aruz risolasi" ("Muxtasar") asarida Alisher Navoiy fikrlarini davom ettirib, ruboiy hazaj bahrining axram va axrab shajarasi vaznlarida yozilishini ta'kidlaydi. Keyingi davr nazariy kitoblarida ham ruboiyning Alisher Navoiy va Zahiriddin Bobur ta'kidlaganlaridek, hazaj bahrining axram va axrab shajarasi vaznlarida yozilishini aytish an'anaga aylangan. Alisher Navoiy ijodida ruboiy janri keng o'rin egallaydi. Xususan, uning "Xazoyin ul-maoniy" kulliyotida 133 ta, "Nazmul-javohir" asarida esa 268 ta ruboiy mavjud.

Ruboiyda vaznlar qaysi rukn bilan boshlanishiga ko'ra axram (maf'uvlun, - - -) va axrab (maf'uvlu - -V) shajaralariga bo'linadi. Har bir shajara (lug'aviy ma'nosi "daraxt")da 12 tadan

vazn mavjud bo‘lib, ularda mafo‘iylun ruknining asli hamda quyidagi zihof va furu’lari ishtirok etadi.

	Rukn	**Taqte**	**Zihofi**
1	Mavoiylun	V – – –	Solim
2	Maf’uvlu	– – V	Axrab
3	Maf’uvlun	– – –	Axram
4	Mafoilun	V – V –	Maqbuz
5	Mafoiylu	V – – V	Makfuf
6	Foilun	– V –	Ashtar
7	Fauvl	V – –	Mahzuf/ axtam
8	Faul	V –	Majbub
9	Fa’	–	Axrami majbub/abtar
10	Fo‘	~	Azall
11	Faal	V –	Ajabb
12	Fauvl	V ~	Axtam

Demak, ruboiy janrida bitta asl rukn va to‘qqizta o‘zgarishga uchragan ruknlar (jami o‘n ikkita) rukn ishtirok etadi. Mazkur ruknlarning turli tartibda takrorlanishidan har bir shajarada o‘n ikkita va jami yigirma to‘rtta bahr hosil qilinadi.

Aruz vazni – **I**. She’riy vaznlar tizimi. VIII asrda arab filologi Xalil ibn Ahmad tomonidan asos solingan. O’zbek mumtoz she’riyatining asosiy vazni. O’zbek adabiyotida XI asrdan boshlab kirib kelgan. Aruzda yozilgan dastlabki asar Yusuf Xos Hojibning “Qutadg’u bilig” dostoni. Aruz vaznida hijolar sifati ya’ni cho’ziq yoki qisqaligining muayyan tartibda takrorlanishiga asoslaniladi.

II. Arabiston yarim orolida joylashgan bir vodiyning nomi bo’lib, u vodiydagi kishilarning asosiy mashg’uloti vaqtinchalik uy-chodir tikib sotishdan iborat. Aruz tizimidagi atamalarning ko’pchiligi shu vodiy xalqining urf-odatlari, ashyolari nomidan olingan.

III. Uyning (chodirning) asosini tashkil etuvchi ustunlar-ruknlardan birining nomi. Ayrim olimlarning fikriga ko’ra vaznning nomi aynan shu so’zdan olingan.

IV. Baytdagi ruknlardan birining maxsus nomi. Birinchi misraning oxirgi rukni.

Bahr – (arabcha – dengiz, ko’pligi buhur) aruz tizimida ruknlarning takroridan hosil bo’luvchi vaznlar turkumi. Alisher Navoiyning “Mezon ul-avzon” asarida to’qqizta bahr keltirilgan.

Rukn – (arabcha – ustun). Aruzda juzvlarning qo’shilishidan hosil bo’luvchi baytning ritmik bo’laklari. Ruknlar baytda to’rtta (murabba’), oltita (musaddas) va sakkizta (musamman) bo’lishi mumkin.

Taqte’ – (arabcha – “qata’a” fe’lidan yasalgan bo’lib, bo’lmoq, parchalamoq degan ma’noni ifodalaydi). Aruz istilohlaridan biri sifatida baytni ritmik bo’laklar – ruknlarga ajratish qonuniyatlarini ifodalovchi yoxud o’rgatuvchi fasl.

Alisher Navoiyning “Badoyi ul-bidoya” devoni tarkibida uchraydigan ushbu ruboiyni vazn xususiyatlari yuzasidan tahlil qilamiz:

Yo rabki, inoyatingni yor ayla manga,
Yo’qluqqa hidoyatingni bor ayla manga,
Har kahfi kifoyatingni dor ayla manga,
Har durri inoyating nisor ayla manga.

Yuqoridagi ruboiy hazaj bahrining musammani axrabi maqbuzi makfufi ajabb vaznida yozilgan. Taqte’si quyidagicha: yo()/ rab(–)/ ki(V)/ i(V)/ no(–)/ ya(V)/ ting(–)/ ni(V)/ yor(–)/ ay(–)/ la(V) ma(V)/ nga(–).Ushbu chizmalar hijolar(bo’g’inlar) sifatiga qarab aniqlanadi.

– – V/ V – V–/V – –V/ V –. Qolgan misralar ham shu tarzda takrorlanadi. Yuqoridagi jadvaldan foydalangan holda chizmalarni nomini yozib chiqamiz: – – V(axrab), V – V –(maqbuz),V – – V(makfuf), V –(ajabb).

Ruknlarga bo'linishi: Yo rabki/ inoyating/ni yor ayla/ manga /
Yo'qluqqa/ hidoyating/ni bor ayla/ manga,
Har kahfi/ kifoyating/ni dor ayla/ manga,
Har durri/ inoyating/ nisor ayla/ manga.

Ruknlarga bo'linishda quyidagi masnaviy(ikkilik), musallas(uchlik), murabba'(to'rtlik), muxammas(beshlik), musaddas(oltilik), musabba'(yettilik), musamman(sakkizlik), mutassa'(to'qqizlik), muashshar(o'nlik)lar kelib chiqadi. Bir baytimiz sakkizta ruknga ajralgani uchun musamman(sakkizlik), mafoilun vaznidan foydalanganimiz uchun hazaj bahrida bo'ladi. Endi ruboiyning to'liq vaznini o'qiymiz: hazaji musammani axrabi maqbuzi makfufi ajabb.

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O'ZBEK TILIGA O'ZLASHGAN IJTIMOIY-SIYOSIY SOHAGA OID O'ZLASHMALAR TADQIQI

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Annotatsiya. Ushbu maqolada o'zbek tiliga o'zlashgan ijtimoiy-siyosiy sohaga oid o'zlashma so'zlar yoritib berishdan iborat. Bunda yevropa va rus tillaridan o'zlashgan terminlar va R.Sharopovaning o'zlashgan so'zlar haqidagi tadqiqotlari ham keltirib o'tilgan. Bu maqolada rus tilidan o'zlashtirilgan ba'zi ijtimoiy-siyosiy leksikaga oid birliklar so'z yasovchi qismlari bilan birga olinganligi ochib berilgan. Bunda o'zbek tiliga ijtimoiy-siyosiy leksikaga oid birliklarni kalkalash asosida o'zlashtirish ham aytib o'tilgan.

Kalit so'zlar: o'zbek tiliga o'zlashgan so'zlar, baynalmilal terminlar, kalkalash asosida o'zlashtirish, yasama terminlar, qo'shma terminlar, birikma terminlar.

O'zbek tili lug'at sostaviga, ayniqsa, mustaqillikdan so'ng ijtimoiy-siyosiy leksikaga oid birliklar ham ko'plab o'zlashdi. R.Sharopova o'z tadqiqotida ona tilimizda o'zlashgan ijtimoiy-siyosiy leksikani tahlil qilgan. Olimaning fikricha, "O'zbek tili ijtimoiy-siyosiy terminlariningkatta qismi yevropa tillaridan o'zlashgan terminlardir. "O'zbek tilining izohli lug'ati"ga kiritilgan 635 ta tub ijtimoiy-siyosiy terminlarning 468 tasi, ya'ni taxminan 80 foizini ruscha-evropacha terminlar tashkil etishi bu tillarning soha terminologiyasiga katta ta'siridan dalolat beradi. Baynalmilal ijtimoiy-siyosiy terminlar rus tili orqali asosan lotin, yunon, fransuz, nemis, ingliz tillaridan

o'zlashtirilgan: absolyutizm, avtoritarizm, agressiya, konstitutsiya, emansipatsiya, demokratiya, avantyura, parlament, mentalitet, neytralitet, boykot, byujdet, impichment, lider, miting"[64] kabi.

R.Sharopova o'z dissertatsiyasida ijtimoiy-siyosiy terminlarning uch yo'l bilan o'zlashtirilib kelingani keng yoritib bergan: 1) aynan o'zlashtirilgan; 2) ruscha-baynalmilal so'z yasovchi affiksni almashtirib o'zlashtirilgan; 3) kalkalab o'zlashtirilgan.

Mazkur tadqiqotda ruscha-baynalmilal terminlarning o'zbek tiliga o'zlashuvini 3 davrga ajratib tahlil qilgan: 1) o'lkamizning chor Rossiyasi tomonidan istilo qilinishi;2) yurtimizning sobiq sho'ro davlati tasarrufi ostiga olinishi;3) mustaqillik yillarida ruscha-baynalmilal terminlarni o'zlashtirish.

Rus tilidan o'zlashtirilgan ba'zi ijtimoiy-siyosiy leksikaga oid birliklar so'z yasovchi qismlari bilan birga olinganligi ochib berilgan. Uning ta'kidlashicha, o'zbek tilining o'zida ham yasovchi vosita bo'lgani bois keyinchalik xuddi mana shu so'z yasovchi vositaning o'rnini bosuvchi va ularga muqobil bo'la oladigan qo'shimchalarga almashtirishga harakat qilinganligi ta'kidlanib, bunga misol tariqasida, terrorist–terrorchi; demokratizatsiya-demokratlashtirish, liberalizatsiya- liberallashtirish, legitimatsiya-legitimlash kabilarni keltirib o'tadi. Ijtimoiy-siyosiy leksikaga oid lug'aviy birliklarni o'zlashtirishda ruscha yasovchi qo'shimchaga mos o'zbekcha affiksdan foydalanilganligi quyidagi misollar bilan dalillaydi: missionerlik (missionerstvo), integratsiyalashuv (integrirovaniye), kollegiallik (kollegialnost) kabi. Shuningdek ishda. o'zbek tiliga ijtimoiy-siyosiy leksikaga oid birliklarni kalkalash asosida o'zlashtirish sermahsul ekanligi ham atroflicha yoritiladi. O'zga tilga mansub so'z andazasi asosida o'z til materiali bilan yangi so'z hosil qilish kalkalash bo'lib, ijtimoiy-siyosiy terminlar struktur hamda semantik kalkalash[65]yo'li bilan hosil qilingan. Struktur kalkalash asosida yasama, qo'shma va birikma terminlar o'zlashtirilgan:a) yasama terminlar: aralash+mas+lik (ne+vmeshatel+stvo), jamoat-chi (obshestven+nik); b) qo'shma terminlar: hamdo'stlik (sodrujestvo), yakkaboshchilik (edinonachaliye); v) birikma terminlar:parlament so'rovi (parlamentskiy zapros)[66].

Semantik kalkalarning yakka hamda tarkibli ko'rinishi farqlanadi: yakka: namoyish (demonstratsiya); tarkibli: siyosiy oqim (politicheskiye techeniye), qurollanish poygasi (gonka voorujeniy). Tilimizda yarim kalka ko'rinishidagi ijtimoiy-siyosiy leksikaga oid birliklar ham mavjud: geosiyosat, transmilliy, transchegaraviy, kvazidavlat kabi.

N.Iskanova "Ijtimoiy-siyosiy sohaga oid o'zlashmalar gazeta matnlarida ko'plab uchraydi, masalan: Tilimizda ko'plab uchraydi, masalan: sammit (summit), brifing (briefing), kongress (congress), simpozium (simpozium), departament (departament), parlament(parliament), spiker (speaker), reglament (reglament), grant (grant), dayjes(digest), yevrodollar (eurodollar) va b"[67] deya o'z fikrini "Xalq so'zi" gazetasidan keltirilgan misollar bilan asoslaydi. Masalan, Matbuot markazida mamlakatimiz va xorijiy ommaviy axborot vositalari vakillari uchun saylov kompaniyasining muhim bosqichlariga bag'ishlangan brifinglar, matbuot anjumanlari o'tkazilmoqda.

Foydalanilgan adabiyotlar:

[64] "O'zbek tili ijtimoiy-siyosiy terminlarining semantik-struktur xususiyatlari va leksikografik talqini". Qarshi–2019.– B.14-16.

[65]Дониёров Р. Ўзбек тили техник терминологиясининг айрим масалалари. ─ Т.: Фан,1977. ─153-б.

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[67]

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ALISHER NAVOIYNING „LISON UT-TAYR'' DOSTONIDAGI VODIYLAR TASNIFI VA MOHIYATI

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Annotatsiya: So'z mulkining sultoni Mir Alisher Navoiyning barcha asarlarida inson kamoloti haqida so'z ketadi. Xususan, uning „Lison ut-tayr'' dostoni bu jihatdan xarakterlidir. Ushbu maqolada „Lison ut-tayr'' dostonida alohida ahamiyat qaratilgan yetti vodiy tasnifi borasida fikr yuritilgan. Mazkur maqolada „Lison ut-tayr'' asari orqali Alisher Navoiy siymosining daholik qirralari ochib beriladi. Shuningdek, bu asarni o'qigan kitobxon jamiyki fanlar doirasida ilm hosil qila olishi haqida ochiq-oydin dalillar keltiriladi. Alisher Navoiyning chin ma'nodagi barcha asarlari bir tomon bo'lsa, „Lison ut-tayr'' bir tomondir.Bu doston falsafiy doston bo'lib, Navoiy turli majoziy obrazlar, qahramonlarning sarguzashtlari orqali tasavvufiy g'oyalarini aks ettirgan.

Kalit so'zlar: „Lison ut-tayr'', doston, Talab, Ishq ,Ma'rifat, Istig'no, Tavhid, Hayrat, Faqru Fano vodiylari.

,Lison ut-tayr'' (arabcha - „Qush tili'') dostoni fors shoiri Farididdin Attorning „Mantiq ut-tayr''(Qush nutqi) asariga ergashib yozilgan.Asar syujeti va bosh g'oya xususida Attorga izdoshlik qiladi. „Lison ut-tayr'' falsafiy doston bo'lib,shoir unda majoziy obrazlar,qahramonlarning sarguzashtlari orqali tasavvufiy g'oyalarni ifodalagan.Navoiy asarda Xudo tashqarida emas, sening o'zingda, degan fikrni ilgari suradi.

„Lison ut-tayr''Alisher Navoiyning umrining so'nggi pallasida, 1499-yilda yozilgan irfoniy doston bo'lib 3666 baytdan, hajman 193 bobdan iborat bo'lib,aruz vazning ramali musaddasi maqsur (foilotun – foilotun-foilon , -V--/-V--/-V-) vaznida yozilgan. „Lison ut- tayr''ni garchand bu asar o'zbek tilida yozilgan bo'lsa-da, Foniy taxallusi ostida e'lon qildi. Bu doston Navoiyning 20 jildli mukammal asarlar to'plami. „Lison ut-tayr'' dostonidagi bosh qoliplovchi hikoya: jahon qushlarining yig'ilishib martaba va fazilatlariga ko'ra joy talashishlari voqeasidan tortib, qushlarning Hudhud boshchiligida Semurg'ni izlab yetti vodiydan (Talab, Ishq ,Ma'rifat, Istig'no, Tavhid, Hayrat, Faqru Fano) o'tishlari va Semurg'ni topa olmay , Semurg'ni izlashga chiqqan si murg' (o'ttiz qush)ning o'zi ekanligini bilishlarida ham chiqariladigan xulosa bitta. Qushlar(odamlar) Semurg'ni izlab(ya'ni Xudoga yetishish uchun) yo'lga chiqadilar. Xudoni izlashga umr sarflaydigan darveshlar yetti riyozat bosqichidan (Talab, Ishq, Ma'rifat, Istig'no, Tavhid, Hayrat, Faqru Fano) o'tadilar va ruhga aylangach, Xudo bilan qovushadilar. Go'yo Alloh quyoshdir, olamdagi barcha narsa va odamlar- uning nur zarralaridir. Tug'ilish- zarraning quyoshdan uzilib biror narsa yoki odamga aylanib ketishi; o'lim esa- zarraning asliga qaytib quyosh bag'riga yetishidir. Riyozat bosqichlarining ma'nosi nima? So'fiy(Xudo jamoli shaydosi, ya'ni Xudo fidoiysi) talab yo'liga kiradi. Allohni topishni istaydi. U talabda shunchalik izchil va

fidoiyki, muttasil Alloh yodi bilan band bo'ladi.Dostondagi voqealar davomida Hudhud asl manzilga yetish uchun yetti vodiyni bosib o'tish kerakligini aytadi.

Bular quyidagicha:

1) Talab vodiysi – unga kishini sharofatli to'g'ri yo'l ko'rsatuvchi boshlab boradi.
2) Ishq vodiysi – bu vodiyda ishq olovida inson bor-u yo'g'ini o'rtashi kerak.
3) Ma'rifat vodiysi – ishq inson vujudini yo'q qilgandan keyingi vodiydir.
4) Istig'no (Ehtiyojsizlik) vodiysi –bu vodiy benihoya keng bo'lib,yuksak osmon ham uning oldida past turadi.
5) Tavhid (Yagonalik) vodiysi – undan o'tish uchun kishi yolg'iz bo'lmog'i kerak.
6) Hayrat vodiysi – bu vodiyda insonga ko'plab sinovlar duch keladi.
7) Faqru Fano (Faqirlik va yo'qlik) vodiysi – bu so'nggi vodiy bo'lib,unda sayr qiluvchi o'z maqsadiga erishadi.

Ansoriy „ Manozil as-soirin'' kitobida Haqqa yetishish manzilini 1000 manzil deb belgilagan bo'lsa,Hakim Termiziy „Maqosid as-solikin ilalloh'' asarida tariqat bosqichlarini „yetti aqaba'' (tog' yo'li) iborasi bilan ifodalaydi,Ibn Sinoning „Tayr'' qissasida qushlar ovchidan qochib sakkiz tog'ni oshib o'tadi.Ushbu motiv, payg'ambarimizga me'roj kechasi bosib o'tgan sakkiz qavatga ishora.

Baxtiyor Mingliyev tasnifiga ko'ra:

Talab – shaxsning biror maqsadini istash holati,
Ishq – qo'yilgan maqsadga muhabbat qo'yish,
Ma'rifat- intilayotgan maqsad haqida to'laqonli bilim,
Istig'no (ehtiyojsizlik) – ko'zda tutilgan maqsaddan boshqa narsaga chalg'imaslik,
Tavhid- (birlik) – shaxsning o'zida maqsadni, maqsadida esa o'zini ko'rishi,
Hayrat – erishilgan maqsadda Haqni ko'rib, hayratlanish,
Faqru Fano – erishilgan maqsadga singib ketish,maqsaddan tashqarida o'zini yo'q deb bilish.

Hudhud ta'rifiga ko'ra, Semrug'ga yetishish yo'lida dastlab Talab vodiysini kezmoq shart**. Talab vodiysi**dagi yo'lovchi dastavval kimni izlayotgani,nima xohlayotganini aniq bilmay qiynaladi, mavhumlik, nomuayyanlik uni iztirobga solidi.

Har nekim g'ayri talabdur,tashlamoq,
O'zni maqsad manziliga boshlamoq.

Talab vodiysida - „Shahzoda va uning oshiqlari'' haqida hikoyat berilgan. Unga ko'ra bir shohning Yusufdek g'o'zal o'g'li bo'ladi.Bir kun u aylanishga chiqqanda uni ishqida yongan minglab oshiqlari bo'ladi.Shulardan, ishqdan mast bo'lgan ikki chin oshiqnigina o'ziga xizmatchi qilib oladi.

Ishq vodiysida jon fidolik va poklik talab qilinadi. Solik ishq shu'lasi ichida samandardek yonib kul bo'lib, kuldan qayta tirilishi, oshiqlik, fidoyilik va sadoqatni hayot tarziga aylantirmog'i lozim.

Ishq aro pok-u qalandarliq kerak,
Shu'la bahrida samandarliq kerak.

Bu vodiyda Asma'iy haqidagi hikoyat berilgan.Bu hikoyada Asma'iy va bir oshiq muhabbati haqida gap borada.U oshiq ishqqa shunchalik mubtalo bo'ladiki,o'zini unutish darajasiga borib yetadi.Hikoya so'nggida oshiqlikdan o'zini halok qiladi.

Ma'rifat vodiysi - bu vodiyda kufr ahli ham, iymon ahli ham, haqiqatni tanish va anglashda o'zining yo'liga ega degan qarash ustuvorlik qiladi.Har bir kishi bu dunyoda o'z yo'li, o'z holi va e'tiqodiga yarasha mutlaq haqiqatdan bahramand bo'ladi.Yaxshining ham,yomonning ham o'z haqiqati bor va inson umr bo'yi o'zi bilgan haqiqatga tayanib yashaydi.Navoiy tarjima qilib keltirgan hadisi sharifga ko'ra olamda nechta odam bo'lsa,Haq taolo sari boruvchi yo'l miqdori ham shunchadir.Bu vodiyda „Ko'rlar va fil'' hikoyati berilgan.Bunda bir guruh ko'rlar Hindistonga borishadi va filni ushlab ko'radi,hamma o'zining tushunchasini aytadi.Hikoyadagi

xulosa shuki,Ollohni tanish va bilish yo'li har bir solik uchun o'ziga xos bo'lib,bu yo'llar qanchalik xilmma xil bo'lmasin,ularning maqsadi bir yaratganni anglashdir.

Istig'no vodiyda – qushlarning ehtiyojmand, Semurg'ning ehiyojsizligi tasviri bayonida solikning mana shu ehtiyojsizlikni anglab yetish zamiridagi holati ifodalanadi.Vodiyda ilohiy hikmat, insonning qonuniyatlariga ko'rinadigan jumboqlarning asosiy yechimi Yaratuvchining yaratganlariga butkul hojatsizligini anglashdir.Vodiy mohiyatini yoritish uchun,Alisher Navoiy shatranj o'yini bilan bog'liq hikoyat keltiriladi.Bu hikoyadan ko'zlangan maqsad, shatranj doskasida martabasi qanday bo'lishidan qat'iy nazar,o'yin tugaganda hamma donalar joyi almashinadi.

Tavhid – bu vodiyda tajrid va tafrid tariqatdagi maqomlardan hisoblanadi. Zohir olamida dunyoning barcha bog'liklaridan qutulmoq va botinda buning evaziga hech narsa talab qilmaslik tajrid bo'lsa, tafrid maqomida solik bu dunyoning hoy-u havaslariga berilganlardan ham uzoqlashib, o'zining vujudini, menligini inkor etish, hamda Allohga vosil bo'lishni kasb etadi. Vodiy mohiyatini yanada aniq ifodalash uchun Alisher Navoiy ,,Mansur Halloj'' bilan bog'liq hikoyat keltiriladi.Hikoyatdagi asosiy mazmun Mansur Halloj tavhid mohiyatini to'la anglab yetmagani uchun ,,menlik'' xayoli bilan,,Analhaq'' (men haqman) jumlasini takrorlab yurar edi. Aslida tavhid vodiysida ,,menlik''ka yo'l yuq faqat Haq bor.

Hayrat vodiysi – bu vodiyda hali kishi boshiga tig' yetmasdan turib, ming oh va yuz ming afsus chekish yuzlanadi. Hayrat tilni gung va lol etadi. Aqli ketib, hushi toptaladi. Kishi kecha va kunduzga qancha boqmasin,uning kecha yoki kunduz ekanligini anglay olmaydi. O'zining yo'qligini ham borligini ham bilmaydi, ertaga nima bo'lishini ham anglamaydi. Bu vodiyda ,, Vasl sharobini ichib o'zini yo'qotgan yigit '' haqida keltirilgan. Hikoyada keltirilishicha, ikki yorning sevgiga mubtalo bo'lganligi va bir birining vasliga qanday qilib erishganiga hayratlanishadi. Eng so'nggisi

Faqru Fano vodiysi bo'lib, bu vodiyda shoir dengiz timsolidan foydalanadi.Talqiniga ko'ra odamlar,tabiat, voqea va hodisalar-borliqdan nishon beruvchi jamiyki narsalar dengizning to'lqini kabidir. Bu vodiyda xomush, gung, kar va behush bo'lishdan o'zga narsa yo'qdir. Qudratli Haqdan boshqa hamma narsa foniy-o'tkinchidir, faqat yolg'iz Ugina mutlaq boqiydir. Haqdan o'zga har qanday zot, faraz qilaylik, obi hayot ichgan bo'lsa ham,bu olamda mutlaq o'tkinchidir. Agar boqiylik istamoqchi bo'lsang, o'zingni foniy qilmog'ing zarur.Faqru Fano vodiysida uchta hikoya keltiriladi: ,,Shayx Abul Abbos'', ,,Xoja Bahovuddin Naqshband'', ,,Sham va parvona'' haqidagi hikoyalar beriladi. Yetti vodiyni mashaqqatli bosib o'tganlaridan so'ng ,,Semurg''(o'ttiz qush) o'zlari ekanligini anglab yetishadi. Demak, Haqni izlash shart emas, u har bir solik bandaning qalbida jo.

Ko'rdilar o'zni qayonkim tushti ko'z,
Olloh-olloh, ne ajoyibdur bu so'z.
Kim, qilib Semurg' o'ttiz qush havas,
O'zlarin ko'rdilar ul si murg'u bas.

Xulosa qilib aytadigan bo'lsak, biz ,,Lison ut- tayr''ning falsafiy mag'zini anglashga urinar ekanmiz, bu asar o'z ijodkori falsafiy dunyoqarashining badiiy lavhalaridan iborat ekanligini, doston zamondosh yoshlarimizning ma'naviy va hissiy kamolotlariga jiddiy ijobiy ta'sir qiladi, fahm-farosat va chin muhabbat qo'llanmasi bo'ladi.

Siz ,,Lison ut- tayr'' dostonidan Alisher Navoiyni qanday diniy va dunyoviy masalalar band etgani bilan tanishsiz: inson olamga kelgan ekan, hamisha talab yo'liga kirishi, izlanishi, mahbubasi yoki sevgan kasbiga chin muhabbat bilan yondoshuvi lozimligi, u haqda to'g'ri bilim hosil qilishi ma'rifatli bo'lishi kerakligi, kamolotga yetish zarurati kishini o'ylantiradi.

Shu ma'noda biz ,,Lison ut- tayr''ni bugungi kunimiz uchun, zamondoshlarimiz uchun zarur kitob, degan mulohazadamiz.

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ALISHER NAVOIY QIT'ALARI TAHLILI

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Annotatsiya: Ushbu maqolada Alisher Navoiy qit'alarida insoniy qadriyatlar, olam va odam munosabatlari, o'zligini anglash, insonlarga bo'lgan munosabatlar, farzand burchi, ota-onaga bo'lgan mehr-muhabbat haqida fikr-mulohazalar berilgan.

Kalit so'zlar: qit'a, qit'a namunalari, Alisher Navoiy qit'alarida umiminsoniy qadriyatlar, sir saqlash haqida.

KIRISH.

Qit'a-ar.parcha, bo'lak, qism, ikki baytdan bir necha baytgacha hajmda bo'lgan, faqat juft misralari qofiyalanadigan (b-a, d-a, e-a…) baytli she'r shakli. Bu janr o'zbek mumtoz she'riyatida hazrat Navoiy qalamining quvvati bilan katta o'rin egalladi. Ustod Hamid Sulaymonning qayd etishicha, Navoiy qalamidan to'kilgan „Xazoyin ul-maoniy"da 503 baytdan iborat 210 qit'a jamlangan. Kulliyotda, asosan, ikki, to'rt baytlik qit'alarni uchratamiz. Turkiy adabiyotida qit'aning ilk namunalari Rabg'uziyning„Qissasi Rabg'uziy" asarida uchraydi. Qit'ada sarlavhaning qo'yilishi Navoiy bobomizning yangiligidir. Sarlavhada qit'aning mazmuni o'z aksini topadi. Alisher Navoiyning asarlaridagi mavzu zamon va makon, hattoki, yosh ham tanlamaydi. Necha asrlardan beri o'zining umuminsoniy qadriyatlarni tarannum etishi bilan ajralib turadi. Endi Navoiy bobomizning qit'alaridan bir nechtalarini ko'rib chiqamiz.

MAXFIY ROZNI HUQQA ICHINDAGI MUSHK ISI DEBDURKIM,
HUQQA OCHILSA UL ISNI NE YIG'ISHTIRSA BO'LUR, NE YOSHURSA
Rozni asra, chunki fosh etting,
Yana pinhon bo'lurni qilma havas.
Ko'nglung ichra nafas kebidur roz,
Qaytmaz kimsadan chu chiqsa nafas

Qofiyalanishi**:** (b-a, d-a) tarzda; qofiyadosh so'zlari: havas, nafas.

Lug'at: roz-maxfiy tutilgan narsa, sir, orzu tilak; huqqa-mayda narsalar solib qo'yiladigan quticha mushk-o'tkir hidli modda, asosan, o'simliklardan olinadi; pinhon-kishilardan maxfiy tutilgan, yashirin.

Inson maxfiy saqlaydigan siri, orzu-tilaklari quticha ichidagi mushkning isiga o'xshaydi, agar shu quticha ochilsa, ul isni yoshurub ham yig'ishtirib ham bo'lmaydi. Bejizga„Siringni asrash o'zingga maloldur, birovning asramog'i amrimaholdur" demagan dono xalqimiz. Navoiy bobomizning „Mahbub ul-qulub" asarlarida ham juda mazmunli tanbehlar keltirilgan.„Har kimni ham siringga mahram dema. Bu sifat olam ahlida ko'p dema. Siringni asrash o'zingga maloldur, shunday ekan uni boshqa birovning asrashi amrimaholdur. O'z xazinangni o'zing ochsang va

maxfiy durlaringni sochsang, tergan kishi uni sochmay nima qiladi va asra deb koyiganing qayerga boradi? O‘zing o‘z siringni asray olmaganingni bilasan, yana birov uni fosh etsa, aybdor ham qilasan. Ko‘zni o‘z aybingdan olma va o'zgalar aybiga nazar solma!“ Yana bir shunday naqllarga duch kelamiz:„Siring ichingdadur-u sening quling, tashqariga chiqdimi-sen uning qulisan“. Navoiy bobomiz ham aynan shularni nazarda tutmadimikin?

Siringni asra. Fosh ettingmi yana pinhon bo'lishini havas qilma. Siring ichingdagi nafasing kabidur. Nafas chiqdimi, u qaytib kirmaydi, ortga qaytmaydi. Haqiqatan ham o‘z sirimiz o‘zimizning ichimizga sig‘mas ekan, birovning ichiga sig‘armidi. Keling endi „Mahbub ul-qulub“dagi qit'ani ko‘rib chiqamiz:

Bevafo haqnoshunos eldin yirog'lig' istakim,
Kelmadi hargiz alardin g‘ayri bedod-u jafo.
Itka itlik aylamak jon-u ko'ngil birla bo'lur,
Haqshunos o'lsa-yu bo‘lsa anda oyini vafo.

Qofiyalanishi: (b-a, d-a) tarzda; qofiyadosh so'zlari: jafo va vafo tazod san'atini yuzaga keltirgan.

Lug‘at: haqshunos-haqtalab, rostgo'y, haqiqatni gapiradigan; g'ayri-notanish, begona

Vafo nima? Odam ikki dunyoda ham sharafli zotdir. It esa najas mahluqdir. Ammo yaxshilikni bilmaydiga bevafo odam, vafodor itdan pastdir. Vafodor qo‘tir it, vafosiz go'zal barno yigitdan yaxshiroqdur.(Mahbub ul-qulub 101-tanbeh)

Ushbu qit'aning ma'nosini anglash uchun Navoiyning „Saddi Iskandariy“ dostonidan parchani keltirishimiz mumkin. Iskandar taxtga o‘tirganidan so‘ng Doro bilan jangga kirishadi. Jangdan bir kun oldin Doroning sodiq ikki noyibi Iskandarga xat yo'llaydi. Unda podshalaridan ko'p zulm ko‘rganliklari, yuqori lavozim uchun Doroni o'ldirishgacha ham jazm etishlarini ma'lum qilishadi. Ertasi kuni haqiqatan ham Doroni o'z qarorgohida yaralangan holatda topishadi. U ikki noibni esa Iskandar:„O‘z shohiga vafo qilmagan, menga vafo qilarmidi“-deb baland dorga ostirib mukofotlaydi. Haqiqiy vafo timsolini esa Navoiy bobomizning„Hayrat ul-abror“dostonlaridagi„Ikki vafoli yor“hikoyati orqali ko'rishimiz mumkin. Amir Temur Ko'ragon iqlimlarni birin-ketin bosib olar ekan, Hindiston o‘lkasida qattiq janglar bo'ldi. Sohibiqiron g'olib keldi va yovlar kofir bo‘lganligi sabab barchasini qirib tashlashga buyruq berdi. Qatl vaqtida ikki bechora yor qattol sipohiga duch keladi. Bir askar hukmni ado etish uchun ular tomon ot soldi. Ikki do‘st bir-birini ustiga o'zini tashlab„„Mening boshimni kes, do‘stimni omon qoldir“, deb yolvordi. Unisi esa„Yo‘q, oldin meni o'ldir, men do‘stimning o‘limini ko‘rishga toqatim yo‘q “,-deb iltimos qilardi. Shu tariqa bir muddat o‘tib to‘satdan„al-omon“(kechirim, omonlik) degan buyruq keldi. Qatli omon to'xtatildi.

Bir-biriga kechti alar qonidin,
Shoh dag‘i kechti ulus qonidin.

Ey Navoiy, Xudo senga shunday yor bersa, sen ham unga boshing bilan joningni fido qilgin. Ko‘rinib turibdiki, kim vafo qilsa vafo, xiyonatni ixtiyor etsa jafo topadi. Endigi qit'a mavzusi ota-onani e'zozlash, onaning haqini ado etish to'g'risida.

O‘G‘ULG‘A ANO HAQQI ATODIN KO'PROQ EKAN BOBDA ANDAKI, DURG'A DARYO TARBIYATI BULUTDIN ORTUG'ROQ

Ano o'rnin ato tutmas o‘g‘ulg‘a,
Ki, mumkindur o'g'il bo'lmoq atosiz.
Masiho birla Maryamdin qiyos et,
Ki, imkon yo'qturur bo’lmoq anosiz.

Qofiyalanishi:(b-a, d-a) tarzda; qofiyadosh so‘zlari: atosiz va anosiz. Lug‘ati: ato-ota; ano-ona,; Masiho-jon baxsh etuvchi, Qur'onda nomi tilga olingan payg'ambarlardan biri; Maryam-Iso(a.s)ning onasi.O'g'il farzandga onaning haqqi otadan ko‘proq misoli durni-dur qilishda daryoning bulutdan ko‘ra hissasi ko‘pdur. Farzand onadan ayrilsa , ota onaning o'rnini bosa olmaydi. Lekin ona, ham ota ham ona vazifasini ado eta oladi. Masalan, Iso Masih va Maryamni

qiyos etaylik. Iso(a.s) Ollohning inoyati bilan bokira qiz Maryamdan mo'jiza bilan tug‘ilgan payg'ambardir. Bu bola otasiz o'sgan bo'lsada, jamiki ezgu hislatlarni o'zida namoyon eta boshladi. Har tomonlama onasi Iso(a.s)ga o'rnak bo'la oldi. O‘zi tug‘ilib o'sgan „Bani Isroil“qavmini hidoyatga boshlashi uchun payg'ambarlik darajasi iroda etildi. Shu darajaga erishish yo'lida Bibi Maryamning hissasi beqiyosligi barchamizga ayondir. Islom olamining yirik mytafakkiri Imom al-Buxoriyni hayotlariga nazar tashlaydigan bo'lsak, otasiz ulg'ayganliklariga guvoh bo'lamiz. Onalari taqvodor, diyonatli, oqila ayol edi. Farzandlarining solih, iymon-e'tiqodli bo‘lib ulg'ayishiga katta e'tibor qaratgan. Buxoriyning onalari jigarbandi uchun juda qayg'urar, ilm olishga sharoit hozirlar, doimo nazorat qilib turar edi. Buxoriyning shunday sharaf va katta ilmga yuzlanishiga onasining buyuk xizmatlari bor. Musulmonlar uning o‘g‘li merosidan necha asrlardan buyon foydalanar ekan, albatta, Imom Buxoriyga yetadigan savobdan, mushtipar onasiga ulushlar yetib turishi shubhasiz. Hattoki, Hadisi Sharifda ham onaning farzandlariga haqqi otanikidan ustunligi aytib o'tilgan. Bu haqda Imom al-Buxoriy Kulayb ibn Manfaadan aytadilarki„„Mening bobom Rasulullоh(s.a.v)dan so'ragan ekanlar:„Kimga yaxshilik qilay, ey Rasulullоh?“payg‘ambarimiz aytdilar:„Avval onangga, so‘ngra otangga, keyin opa-singlingga, aka-ukangga. Va undan so‘ng qarindoshlaringga yaxshilik qilgin“. Bundan ko'rinib turibdiki dinimizda ham onaning mavqei beqiyosdir. Bekorga„Jannat onalar oyog‘i ostida“ deyishmagan dono xalqimiz! Alisher Navoiyning bundan necha asrlar ilgari surgan umuminsoniy g‘oyalari bugun ham o‘z ahamiyatini yo‘qotmay kelmoqda. Shunday ekan Navoiy asarlarini o'rganib, o‘sib kelayotgan yosh avlodga o'rgatib, har bir dars jarayonida ul zotning hikmatlarini tatbiq etishimiz bizning burchimizdir.

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BARKAMOL SHAXSLARNI KAMOL TOPSHIRISHDA ALISHER NAVOIY ASARLARINING BEQIYOS TA'SIRI

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Annotatsiya: Ushbu maqolada Alisher Navoiy asarlarining bugungi kundagi ahamiyati , yosh avlodning komil inson bo'lib yetishishida Alisher Navoiy ijodining beqiyos ta'siri. Ta'lim – tarbiya har qanday davrda muhim ,dolzarb masala bo'lganligi haqida ma'lumot berilgan.

Kalit so'zlar: Hayrat ul-abror, didaktik ruhiyat, hilm, Mahbub ul-qulub, Farhod va Shirin, tavoze , odob, Saddi Iskandariy, komil inson, kasb –hunar. Alisher Navoiy asarlari o'z davrining, qolaversa,bugungi hayotimizning eng dolzarb muommolarini yoritib beradi. Lekin Navoiyni anglash, tahlil qilish, xulosa chiqarish uchun kishidan kuchli bilim talab etiladi.Bugungi kunda Alisher Navoiy ijodini o'rganish davlat siyosatiga ko'tarilgan. Yoshlar o'rtasida ma'naviyat, ma'rifatni keng targ'ib qilish masalasi ilgari surilgan. Alisher Navoiy asarlari bugungi yoshlar tarbiyasida ne chog'lik ahamiyat kasb etadi? Nima uchun biz Alisher Navoiy asarlariga qayta-qayta murojaat qilaveramiz? Bu savolga Alisher Navoiy yaratgan asarlar orqali javob topamiz.Alisher Navoiyning dono fikrlari, o'gitlari tafakkur mevalari ijodiy yutuqlarini o'rganish xalqimizning ma'naviy dunyosini kengaytirish bilan bir qatorda , yosh avlodning barkamol inson bo'lib yetishishida muhim vositalardan biri sanaladi. Alisher Navoiy

tarbiya borasida busbutun asar yaratmagan bo'lsa ham , uning deyarli barcha asarlarida tarbiya haqidagi fikrlar ifodalangan.

Alisher Navoiy asarlarining bosh g'oyasi insonni tarbiyalash, uning shaxsiyatida komil insonga xos xislatlarni shakllantirishga qaratilgan. Alisher Navoiy insonlarni axloqli, odobli bo'lishga da'vat etadi va axloqni bunday ta'riflaydi.

"Axloq shaxsning og'ir baqolig' libosidur va libos jismning sangin libosi .Shuning bilan birga odamni bezaydigan ham axloqdir. Buyuk mutafakkir bu g'oyalari orqali jamiyatda yuz berayotgan siyosiy , ijtimoiy, axloqiy holatlarga o'z munosabatini bildirib, ular shoirning Saba'i sayyor, Farhod va Shirin, Mahbub ul-qulub, Saddi Iskandariy va boshqa asarlarida o'z aksini topgan. Mutafakkir axloqning eng muhim me'zoni odob deb hisoblaydi.odobli, axloqli inson bo'lish atrofdagilar mehri, hurmatini qozonishga yordam beradi. Alisher Navoiy odob haqida shunday fikrlarni ifoda etadi.

"Adab kichik yoshdagilarni ulug'lar duosiga, ko'ngliga sazovor etadi va duo barakati bilan umrbod bahramand bo'ladi. Adab kichkinalar mehrini ulug'lar ko'ngliga soladi. Yoshlarni ko'zga ulug' ko'rsatadi. Ularning yurish –turishini xalq ulug'vor biladi. O'ziga qarshi xalq tomonidan bo'ladigan hurmatsizlik eshigini bog'laydi va kishini hazil, mazaxdan va kamsitishdan saqlaydi. Kishi tabiatini insonlik yo'liga soladi va odam mijoziga odamgarchilik manzilida orom beradi. Kichiklarga undan muncha natija hosil bo'lgach, kattalarga allaqachon bo'lishini ko'rasan. Adabdan muhabbatga bezak va pardoz yetadi, adab tarkidan do'stlikning ravnaq va bahosi ketadi.

Adab va tavoze do'stlik ko'zgusini yarqiratadi, ikki tomondan yorug'lik yetkazadi. Demak , xulqning asosi bo'lgan odob Alisher Navoiy talqinida barcha xislatlarning bosh bo'g'ini hisoblanadi. Alisher Navoiy barcha asarlari ma'naviy , ma'rifiy , tarbiyaviy ahamiyatga egadir.

Alisher Navoiyning "Hayrat ul-abror" dostonining oltinchi maqolatida odob masalalari yoritilgan. Adib unda kishilar bilan munosabat va muomala madaniyati, o'zini tuta bilish, bola tarbiyasi va boshqalar to'g'risida mulohazalarini bayon etgan. Yoshlarning yetuk inson bo'lib yetishishida ta'lim –tarbiyaning, kasb –hunarning o'rni kata. Darvoqe, Alisher Navoiyning "Farhod va Shirin "dostonida Farhod ustozlaridan bir nechta hunar o'rganganligi tufayli yo'lidan chiqqan to'siqlarni mardonavor yengib o'tishga, Shirinning mehrini qozonishga muyassar bo'ldi.

"Hunarni asrabon netgumdir oxir
Olib tuproqqamu ketgumdir oxir"

Farhod ilm-u hunar o'rganib, komillik darajasiga erishdi. Insondagi barcha insoniy fazilatlar , faqat nafsni yengish orqali yuzaga chiqadi. Nafsni yengish quroli ishqdir. Ollohga bo'lgan eng go'zal ishq.

"Ko'ngli pok-u ham ko'zi pok , tili pok-u, so'zi pok-u, o'zi pok"

Alisher Navoiy Farhod siymosida poklik, oliyjanoblik, to'g'rilik, mardlik, vafodorlik fazilatlarini mujassam etdi. Uni haqiqiy komol inson darajasiga ko'tardi

Alisher Navoiy asarlarini mutolaa qilgan har bir kitobxon, yosh avlod dunyoqarashida , ruhiyatida ijobiy xislatlar kurtak ochadi. Yosh avlodning har tomonlama yetuk shaxs bo'lib yetishishida ta'lim –tarbiyaning o'rni beqiyos. Insonning qanday tarbiya topganligi kishilar bilan qilgan munosabatida ko'rinadi.

Kishilardagi hilm (yumshoq tabiatlilik), tavoze (kamtarlik) haqida shunday deydi:

"Hilm inson vujudining xushmanzara bog'idir va odamiylik olamining javohirga boy tog'idir. Yumshoq ko'ngillik hodisalar to'la dengizdagi kishilik kemasining langari desa bo'ladi. Hilm axloqi odamning qimmatbaho libosi va kiyim turlarining eng chidamli matosidir.U yomon nafsni daydi shamol uchirishidan asraguvchi va ikki yuzlama munofiqlarning behuda harakatidan himoya qiluvchidir. Hilm natijasida odamlar xaloyiqning izzat-hurmatiga sazovor bo'ladi , kattalardan kichiklarga iltifot va marhamat yetishadi"

Darvoqe , kishilar o'zlariga yaxshi munosabatda bo'lganlarni yoqtirishadi. Bolalar holvachini ko'rganda qanday xursand bo'lishadi. Yumshoq tabiatli kishilarning so'zlari ham holvachining holvalaridek shirin bo'ladi.

"Tavoze" arab tilida o'zini kamtar tutish, xokisor bo'lish" ma'nolarini anglatadi.

Tavoze yaxshi , ammo yaxshiroqdur
Agar da'b etsa ani ahli davlat
Erur ham avf xo'b-u xo'broq ul
Ki zohir bo'lg'ay el topqanda qudrat
Ato ham turfa ishdur turfaroq bil
Agar yo'qtur aning yo'qdur yonida minnat

Alisher Navoiy ushbu qit'asida uch toifali insonlar haqida gapiradi.
Birinchisi, kamtarin kishilar. Kamtarlik yaxshi, lekin uni ahli davlat o'ziga odat qilsa, yana ham yaxshiroq bo'ladi.

Ikkinchisi, kechirimli insonlar. Kechirim so'ragan insoni kechirgan xalq qudrat topadi

Uchinchisi, saxovatliliar. Kimgadir sovg'a –salom berish turfa ishdir,agar uning yonida minnat bo'lmasa.

Alisher Navoiy bunday ibratli fikrlarni yozibgina qolmasdan, amalda ham ko'rsatgan.

Bir kuni Alisher Navoiy otda ketayotsa, bir kishi yonidan chiqibdi. Alisher Navoiy darrov otidan tushib, unga salom berdi. Shunda Alisher Navoiyning yonida turgan insonlar bu ishining sababini so'rashdi. Alisher Navoiy shunday javob berdi: "Otda yurgan kishi piyoda yurgan kishiga salom berishi kerak"

Bu bilan Alisher Navoiy yuqori tabaqaga mansub kishilarning quyi tabaqaga nisbatan adolatli bo'lishlarini ham istagan. Hamda shohlarning xulqi g'oyatda go'zal bo'lishi kerakligi haqida asarlarida ifoda etgan.

Alisher Navoiy "Saba'i sayyor "dostonida Farruhni toj-u taxtni egallashga har jihatdan yetilgan, xulqi jihatidan hammaga ibratli donishmand,raiyatiga shavqatli odil shahzoda sifatida ta'riflab, uni taxt vorisligiga munosib ko'rib deydi:

Lutf ila xulqi haddu g'oyatsiz
Fahm-u idroki xud nihoyatsiz
Bori ilmu kamol aro mohir
Zotidin yuz kamol erur zohir

Xulosa qilib aytganda Alisher Navoiyning kelajak avlod uchun qoldirib ketgan ma'naviy me'rosi bir ummon desak, mubolag'a bo'lmas. Shu ummondan hech bo'lmaganda tomchi olishga harakat qilaylik. Bugungi kun yoshlari Alisher Navoiy ijodini sevsa, uni tatbiq etsa, hayot yo'llaridan, mashaqqatlaridan mardonavor o'ta oladi.

Foydalanilgan adabiyotlar:

1.Alisher Navoiy "Mahbub ul-qulub" Toshkent. G'afur G'ulom nomidagi nashriyot matbaa ijodiy uyi,2011-yil
2.I.A.Karimov "Yuksak ma'naviyat yengilmas kuch ". Toshkent 2008
3.Alisher Navoiy "Xamsa".A.Hojiahmedov ; mas'ul muharrir V.Rahmonov. Yangi asr avlodi, 2021

XORIJIY O'ZLASHMALAR VA TIL TADQIQIGA ANTROPOTSENTRIK YONDASHUV

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Annotatsiya. Ushbu maqolada xorijiy o'zlashmalar va til tadqiqotiga antroposentrik yondashuv, til va inson munosabati, ularning o'zaro ta'siri haqida ma'lumot keltirilgan. Til va undan foydalanuvchi inson, til hodisalarini inson bilan bog'liqlikda o'rganish

antroposentrik tilshunoslik yo'nalishining asosi ekanligi haqida gap ketadi. Mustaqillikdan keyin o'zbek tili, alifbosi, imlo va talaffuzi, so'z shakllari, tilning fonetik, morfologik, leksik tuzilmalari sifat jihatidan o'zgargani, yangi me'yorlar shakllangani va rivojlanib borgani haqida ma'lumot beriladi.

Kalit so'zlar: antroposentrik yondashuv, antroposentrizm, antropolingvistika, konsept, sintaktik konsept, mental konsept.

Til va inson munosabati, ularning o'zaro ta'siri masalasi hamma davrlarda ham olimlarni qiziqtirib kelgan. Ammo tilda inson shaxsining namoyon bo'lishi masalasi ko'p hollarda tadqiqotchilar e'tiboridan chetda qolib kelgan.

Sh.Safarov til va insonning o'zaro aloqasi masalasi haqida quyidagi fikrlarni bayon qiladi: "So'zsiz, lison va inson ongi, miyasi o'rtasidagi bog'liqlik doimiy, bu bog'liqlik inson ongli faoliyatini ta'minlovchi vositadir. Bizning yuragimiz faoliyat ko'rsatmasa, yashay olmasligimiz aniq, biroq insonning yashashi yuragining urib turishi bilan bog'liqligini bilish uning hayoti qanday va qay maqsadda kechayotganligini bilish imkonini bermaydi. Lison ham hayot manbai, shu sababli uning hayotdagi o'rnini, undan odamlar qanday foydalanayotganligini hamda uning hayot darajasi, sifatiga qanday ta'siri borligini bilmoq kerak. Bularning barchasi biz foydalanayotgan hodisa – tilning tabiati va ijtimoiy mohiyatini bilish imkonini yaratadi. Demak, tilshunoslik mavhum va o'z doirasidan chiqa olmaydigan fan bo'la olmaydi. Til doimo inson hayoti, uning ijtimoiy faoliyat bilan bog'liqdir"[68].

Til va inson munosabatidagi bunday aloqadorlik masalasi tilshunoslarni diqqatini torta boshladi. XX asrning so'nggi choragidan boshlab dunyo tilshunosligida tilni undan foydalanuvchi inson bilan bog'liq holda o'ganish tendensiyasi yuzaga keldi. Bu davrga kelib til birliklarini antropotsentrik yondashuv asosida tadqiq etish barqarorlashdi. So'nggi o'n yilliklarda tilni uning egasi, xalqning milliy mentaliteti, milliy madaniyati bilan birga tadqiq etishga e'tibor kuchaydi. Natijada bugungi davrga kelib lisoniy birliklarni millat madaniyati bilan aloqadorlikda o'rganuvchi tilning lingvomadaniyatshunoslik tarmog'i yanada rivojlandi. Bu holat tilga insonning tashqi olim haqidagi bilimlarini millatning milliy-mental xususiyatlari bilan bog'liq holda aks ettiruvchi muhim lingvomadaniy vosita sifatida qarash ehtiyojini yuzaga keltirdi. Zero, milliy mentalitetga xos turg'unlashgan axloq qoidalari, qadriyatlar, xalqning milliy tafakkuri bilan bog'liq jihatlar tilning asrlar davomida shakllangan barqaror birliklarida yorqin aks etadi.

Bugungi zamonaviy tilshunoslikning aksariyat yo'nalishlarida til tizimi birliklari til – inson – olam modeli asosida o'rganilmoqda. Bunday tadqiqotlar obyektining markazida til va undan foydalanuvchi inson munosabati masalasi turadi. Til hodisalarini inson omili bilan bog'liqlikda o'rganish antropotsentrik tilshunoslik yo'nalishining asosini tashkil etadi. N.Mahmudov antropotsentrik paradigmaning mohiyatini quyidagicha bayon qiladi: "Tilning ana shunday obyektiv xususiyatiga muvofiq ravishda antropotsentrik paradigmada inson asosiy o'ringa chiqariladi, til esa inson shaxsini tarkib toptiruvchi bosh unsur hisoblanadi. Mutaxassislar taniqli rus adibi S.Dovlatovning "Inson shaxsiyatining 90 foizini til tashkil qiladi" degan hikmatomuz gapini tilga oladilar. V.A.Maslova ta'kidlaganiday, inson aqlini insonning o'zidan, tildan va nutq yaratish hamda nutqni idrok qilish qobiliyatidan tashqarida tasavvur etib bo'lmaydi"[69].

Bu fikrlardan shuni anglashimiz mumkinki, antropotsentrik paradigmaning shakllanishi tilga til sohibi – so'zlovchi shaxs omilining ta'siri masalasini tadqiq etish bilan aloqadordir.

Ilmiy adabiyotlarda tilshunoslikda antropotsentrik burilishning yuzaga kelishi strukturalizmning tilni tadqiq etishning "o'zida va o'zi uchun" tamoyilini chetga surib, asosiy e'tiborini shaxs omiliga qaratganligi bilan izohlanadi[70]. Darhaqiqat, XX asrning so'nggi choragidan boshlab tilshunoslikda tilga antropologik hodisa sifatida yondashuvning yuzaga kelishi

[68] Сафаров Ш. Прагмалингвистика. – Тошкент: "Ўзбекистон миллий энциклопедияси", 2008. – Б. 36.

[69]Маҳмудов Н. Тилнинг мукаммал тадқиқи йўлларини излаб... // Ўзбек тили ва адабиёти. – Тошкент, 2012. – № 5. – Б. 6-7.

[70]Худойберганова Д. Тил тафаккур маданият. – Тошкент: Nodirabegim, 2020. – Б. 72.

til tizimini uning egasidan ajragan holda tadqiq etish mumkin emasligini isbotladi. Natijada tilshunoslikda lisoniy hodisalarni insonning kognitiv tabiati hamda milliy-madaniy xususiyatlari bilan bog'liqlikda o'rganish tendensiyasi shakllandi.

D.Xudoyberganova antropotsentrizmning yuzaga kelishi ildizlari haqida fikr bildirib quyidagi xulosalarni bayon qiladi: "Hozirgi vaqtda tilshunoslikning yetakchi paradigmalaridan biri sifatida tan olinayotgan antropotsentrizmning ildizlari V.fon Gumboldt hamda L.Vaysgerberning nazariy qarashlaridan oziqlanadi. Antropo-sentrizm termini dastlab qadimgi yunon falsafasining "Inson – koinot markazidir" degan g'oyani ilgari suruvchi qarashiga nisbatan qo'llangan bo'lib, bu g'oya, ayniqsa, O'rta asrlarda yevropada keng tarqaldi"[71].

Lisoniy birliklarning mohiyatini ochib berishda antropotsentrik paradigma, uning tahlil usullari muhim ahamiyat kasb etadi. Xususan, tadqiqotimiz obyekti bo'lgan xorijiy so'zlarlar insonning tashqi olamga ilmiy munosabati, ilmiy qarashlarining tilda voqelanishida muhim o'rin tutadi. Insonning voqelik haqidagi ilmiy qarashlarini aks ettiruvchi konseptlar tilda muayyan so'zlar orqali voqelanadi.

Konsept antrotsentrik tilshunoslikning markaziy tushunchalaridan biridir. Sh.Safarov "Kognitiv tilshunoslik" risolasida konseptning tilda voqelanishi jarayonini quyidagi tasvirlaydi: "Konseptning lisoniy moddiylashuv jarayoni yana bir muhim mental bosqichni bosib o'tadi. Voqelikning tafakkurdagi umumlashgan in'ikosi – obrazning mantiqiy "qayta ishlanishi" natijasida hosil bo'lgan konsept lisoniy "libos" olishidan oldin ushbu libosning tasavvurdagi aksi – modeli yuzaga keladi. Lisoniy voqelanish rejasi paydo bo'lgan zahotiyoq uni amalga oshirish uslubi izlanadi. Reja hamda "so'zsiz" model nolisoniy yoki "botiniy nutq" jarayonida yuzaga keladi"[72].

Ko'rinadiki, konseptning tilda voqelanishi murakkab bosqichli jarayon bo'lib, bu jihatdan qaraganda, so'zlarning hosil bo'lishi ham voqelikning ilmiy idrok etilishi bilan yakunlanib qolmaydi, balki idrok etilgan obraz "qayta ishlov"dan o'tib, ilmiy konsept darajasiga ko'tarilgach, eng so'nggi bosqichdagina bu konsept so'z orqali tilga ko'chadi. Konseptning verbal ifodalanishi jarayoni murakkab va bir necha bosqichli bo'lgani uchun ham tilshunoslikda unga berilgan tavsiflar ham rang-barang.

Rus olimasi L.V.Adonina tilshunoslikda konseptga 12 ta ta'rif berilganligini bayon qilar ekan, bu ta'riflarga mos tarzda konsept 12 xil talqinga ega bo'lishi va shu asosda bir qator turlarga bo'linishi mumkinligini qayd etadi. Masalan, universal, etnik, shaxsiy, ilmiy, badiiy, maishiy, leksik-frazeologik, grammatik, sintaktik, matniy konsept kabilar.[73]

D.Xudoyberganova ham konseptning murakkab tuzilma ekanligini e'tirof etadi. Olimaning fikriga ko'ra, "konsept ko'p qirrali va ko'p qatlamli mental tuzilmadir. Shuningdek, u bir vaqtning o'zida psixologik, kognitiv-semantik va lingvokulturologik jihatlarni namoyon etadi. Zero, konseptning kognitiv va lingvokulturologik tadqiqotlar obyekti sifatida tavsiflanayotgani ham shundan dalolat beradi. Shu sababli konseptning tadqiqotchilar tomonidan subyektiv, ijtimoiy, lingvomadaniy, badiiy konseptlar sifatida tiplari ajratilganligini"[74] bir mohiyatga turli jihatlardan yondashuv sifatida baholash mumkin.

Ma'lumki, konsept tilda nafaqat leksik tizim birliklari, frazeologizmlar va hatto gap, matn orqali ham voqelanadi. Gap, matn orqali voqelangan konseptlar sintaktik mohiyat kasb etgani uchun sintaktik konsept termini bilan yuritiladi.

Sintaktik konseptlar gap yoki matnning umumiy mazmunidan kelib chiqqan holda belgilanadi. Ayrim tadqiqotchilarning fikricha, nafaqat leksema yoki frazeologizm, balki gap va matn ham konseptni ifodalash shakllaridan biri bo'lib, u voqelikni konseptuallashtirish va kategoriyalashtirish mahsuli bo'lganligi uchun ham antropotsentrik mohiyat kasb etadi. Bugungi

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[71]Худойберганова Д. Ўша асар. – Б. 65.

[72]Сафаров Ш. Когнитив тилшунослик. – Жиззах: Сангзор, 2006.

[73] Адонина Л.В. Концепт «женщина» в русском языковом сознание: Дисс. … канд. филол. наук. – Воронеж, 2007. – С. 99.

[74]http: // rtsu slavist./t index php? option=com conten tack wiew & id=149 & itemed

kunda kognitiv fanlar olg'a surgan borliqni mental gavdalantirish g'oyasi bilan germenevtika g'oyalari ko'p jihatdan uyg'unlashmoqda. Xususan, borliqdagi moddiy va ruhiy olam o'rtasiga qat'iy chegara qo'yishga tanqidiy munosabatda bo'lib, bizning sezgi a'zolarimizga berilgan borliq uzvlari, mental ya'ni fikriy hosila (mental konsept) ekanligini e'tirof etish g'oyalari orqali umumiylikni hosil qiladi[75].

D.Xudoyberganova matn, xususan, badiiy matnda konseptning ifodalanishi masalasini ilgari surgan. U bunday konsept turida individual-muallifiy yondashuv ham, shuningdek, milliy mentallik belgilari ham o'z aksini topishi mumkinligi ko'rsatadi. Olima "Matnning antropotsentrik tadqiqi" nomli monografiyasida konseptning gaplar orqali ifodalanishiga kuyidagi misollarni keltirgan: Men kitobni sizga bermayman. Doktor unga bir nechta dorilarni berdi. Men unga xat jo'natdim. U unga taklifnoma jo'natdi. Muallif ushbu gaplar uchun Kimdir kimgadir nimanidir beradi shaklini tipik propozitsiya sifatida belgilaydi[76].

Matnlardan farqli tarzda alohida olingan leksik birliklar, shu jumladan, boshqa tillardan o'zlashgan so'zlar ham lisoniy ong mahsuli bo'lmish konseptlarni matn qurshovisiz voqelantira oladi.

Ma'lum bo'ladiki, konsept tilda, nafaqat milliy tilimizga xos ayrim so'z va iboralar, gap va undan yirik sintaktik butunliklar, balki xorijiy o'zlashmalar orqali ham voqelanadi.

Bugungi davr tilshunosligida, xususan, o'zbek tilshunosligida ham o'zlashma so'zlarni antropotsentrik aspektda tadqiq etish dolzarb muammolardan biriga aylandi. Tilimizga so'z o'zlashtirishda, bu turdagi maxsus leksikani shu til egalari shaxsi bilan bog'liq holda tadqiq etish, ularning olam va undagi predmet va hodisalarni ilmiy tarzda "qayta idrok etishi", bu jarayonda ilmiy tafakkur sohiblari ongida ilmiy konseptlarning shakllanishi, bu konseptlarning milliy ong bilan bog'lanishi va tilda aniq til birliklari bilan ifoda etilishi, o'zlashmada madaniy kodning ifodalanishi va nihoyat, til sohiblari nutqini o'rganish orqali ular lisoniy shaxsini aniqlash kabi qator vazifalar antropotsentrik aspektda tadqiq etiluvchi zamonaviy tilshunoslikning muhim vazifalaridir.

Ma'lumki, tillar orasidagi farqlar, odatda, madaniyatlar orasidagi farqlar bilan asoslaniladi. Jumladan, muqobilsiz leksika deb atalgan birliklar muayyan xalq milliy madaniyatiga xos hodisalarni aks ettirishiga ko'ra belgilanadi. L.S.Barxudarovning yozishicha, "Muqobilsiz leksika – bir tildagi leksik birliklarning boshqa tilda to'liq yoki qisman muqobiliga ega bo'lmasligidir"[77]. U muqobilsiz leksikaga quyidagi guruhdagi leksik birliklarni kiritadi:

atoqli otlar – geografik joy nomlari, tashkilot, korxona, gazeta kabi nomlar;

realiyalar – boshqa tilda so'zlashuvchilarning amaliy tajribalarida mavjud bo'lmagan predmetlar, tushunchalar va vaziyatlarni ifodalovchi so'zlar. Masalan, milliy taom nomlari, milliy libos kabilar;

"tasodifiy lakunalar" – biron bir tildagi leksik birliklarning qandaydir sabablarga ko'ra boshqa tilning leksik tarkibiga mos kelmasligi[78].

Turli tillarda shunday so'zlar ham mavjudki, ular muqobilsiz leksika tarkibiga kira oladi. Umuman, bunday terminlarni lingvomadaniyatshunoslik aspektida maxsus o'rganish nafaqat tillar, balki turli madaniyatlar orasidagi o'ziga xos jihatlarni aniqlashda muhim ahamiyatga ega. Jumladan, realiyalarni ifodalovchi termin va so'zlarning differensial xususiyatlarini o'rganish tilshunoslik va madaniyatshunoslikning o'zaro aloqasini belgilash uchun zarur.

Til birliklarini, xususan, antropotsentrik yondashuv asosida o'rganishda, ya'ni obyektning mohiyatini inson omili bilan bog'liq holda tadqiq etishda inson fenomeni masalalari bilan shug'ullanuvchi barcha yo'nalishlar: kognitiv, pragmatik, kulturologik, psixologik va aspektlar

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[75]Нурманов А., Ғаниева Д., Ғаниева Б. Феноменология ва герменевтиканинг лингвистик билишдаги роли // ФарДУ. Илмий хабарлар. 2005. – № 2. – Б.34-36.

[76] Худойберганова Д. Матннинг антропоцентрик тадқиқи. – Тошкент: Фан, 2013. – Б. 28.

[77]Бархударов Л.С. Язык и перевод: Вопросы общей и частной теории перевода. – М.: Международные отношения, 1975. – С.94.

[78]Бархударов Л.С. Кўрсатилган манба. – Б.94.

jamlangan bo‘ladi. 2004- yilda Belostokda bo‘lib o‘tgan va dunyo lingvisikasida antropolingvistika yo‘nalishining yuzaga kelganligi e’lon qilingan xalqaro miqyosdagi “Til va madaniyat” mavzuidagi konferensiyada e’tirof etilishicha, antropolingvistikaning tadqiqot obyekti turli tillarning leksik tizimlari, birinchi navbatda, terminologiya bo‘lmog‘i kerak, chunki ularda ilmiy bilim tizimlari taraqqiyoti xususiyatlari benihoya aniq aks etgan bo‘ladi.[79]

O‘zbek tili XX asrning 2-yarmida, xususan, mustaqillikdan keyin yangi-yangi so‘zlar, so‘z shakllari va ifoda vositalari bilan boyidi, shu bilan birga, sifat jihatidan ham ancha o‘zgardi. Unda yangi me’yor (norma)lar, yangi xususiyatlar shakllandi va rivojlanib bormoqda. Bunday o‘zgarishlar tilning fonetik tarkibi va alifbosida ham, imlo va talaffuzida ham, morfologik va leksik-semantik tuzilmasida ham, stilistikasi va grammatik qurilishida ham ozmi-ko‘pmi o‘z aksini topdi. Ayniqsa, o‘zbek tili leksikasida katta o‘zgarishlar sodir bo‘ldi. O‘zbekistonda sanoat, qishloq xo‘jaligi, fan, texnika va madaniyatning beqiyos taraqqiyoti, mamlakatimizda yangi iqtisodiy islohotlar hamda bozor munosabatlarining rivojlanishi bilan bog‘liq holda o‘zbek tili lug‘at tarkibida juda ko‘n yangi so‘zlar va terminlar yuzaga keldi. Ko‘pgina so‘zlarning ma’nosi o‘zgardi, kengaydi, ayrim so‘zlarning ma’nosi yanada aniqlashdi, o‘zaro farqlandi. Bularning barchasi “O‘zbek tilining izohli lug‘ati” da ham o‘z ifodasini topdi.

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CHINGIZ AYTMATOVNING "OQ KEMA" QISSASIDA APOSTROFANING QO‘LLANILISHI

Samarqand davlat universiteti Kattaqo‘rg‘on filiali
Filologiya va tillarni o‘qitish: o‘zbek tili
yo‘nalishi talabalari Muxiddinova Dilnura Jo‘raqul qizi,
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[79] Бу ҳақда қаранг: Антонова В. Антрополингвистические аспекты терминологии железнодорожного транспорта (на материале русских и английских терминов) / Филологические науки. – 2014. – №16. – С.95.

Annotatsiya: Ushbu maqolada qirg'iz adibi Chingiz Aytmatovning "Oq kema" qissasida apostrofa tasviriy vositasining qo'llanilishi, uning o'quvchiga qanday ta'sir qilishi asar matni orqali tushuntirib berilgan. Apostrofa tasviriy vositasi haqida ma'lumot keltirib o'tilgan.

Kalit so'zlar: apostrofa, qirg'iz, tasviriy vosita, jonlantirish, uslub.

Qirg'iz xalqining suyukli va buyuk farzandi Chingiz To'raqulovich Aytmatov qirg'iz adabiyotida uyg'onish davrini yangidan boshlab berdi. U bolaligidan o'z xalqi folklori ta'sirida ulg'aydi. Bunda buvisi va Shakar ovulidagi keksalarning hissasi beqiyos. U yerda ertak, rivoyat, afsona va asotirlar og'izdan-og'izga o'tib yurardi. Adib shunday muhitda kamol topdi. Shu sababli Ch. Aytmatov asarlarini oddiy, jonli, o'ziga xos bir tilda yozganki, ularni berilib, butun borliqni unutib o'qiysiz, asar qahramonlari bilan birga qayg'urasiz. U qirg'iz xalqi madaniyatini, turmush tarzini juda mukammal tasvirlaydi, nigohini hayotning ichki, sof, mehrli, samimiy qatlariga qaratadi. Shu bois Aytmatov asarlarini o'qish maroqlidir. Uning ijodi markazida inson va jamiyat, ezgulik va yovuzlik, globallashuv kabi qator masalalar turadi. Asarlari nafaqat qirg'iz, balki butun jahon bo'ylab yoyildi. XXI asr bo'sag'asida Ch.Aytmatovning asarlari 168 ta mamlakatda, 165 ta davlat tilida, 67,2 million nusxada, 830 marta nashr etilgan. Adibning ko'plab asarlari asosida filmlar yaratildi, ular hozir ham qiziqish bilan tomosha qilinadi. "Chingiz Aytmatov nafaqat qirg'iz eli, ayni paytda, butun turkiy mamlakatlar, jumladan, o'zbek xalqi uchun ham aziz va qadrli siymo, O'zbekistonning ulkan do'sti edi", – degan edi Prezidentimiz Shavkat Miromonovich.[4]

Chingiz Aytmatov badiiy tasviriy vositalarlardan trop, stilistik figuralardan ustalik bilan foydalangan. Uning "Oq kema" qissasida qo'llanilgan apostrofa usuli yorqin namuna bo'la oladi. Apostrofa — (yunoncha) jonlantirishning bir ko'rinishi bo'lib, jonsiz narsa yoki hodisaga jonli narsa hodisadek murojaat qilish yoxud yo'q shaxsga xuddi bordek qarash.[5] Ya'ni bu o'rinda jonlantirilayotgan narsa murojaat qilayotgan kishiga nisbatan sust xarakterda bo'ladi.

Namunalar: bola o'z-o'zi bilan so'zlashishni yaxshi ko'rardi. Lekin bu safar o'ziga emas, portfeliga so'z qotdi: «Sen uning gapiga ishonma, bobom unaqa emas. Uning sira shumligi yo'q, shuning uchun ham undan kulishgani-kulishgan. Chunki quvlik-shumlikni bilmaydi. U biz ikkalamizni maktabga olib borib yuradi. Sen hali maktab qayerdaligini bilmaysan-a? U unchalik uzoq emas. Men senga uning qayerda ekanligini ko'rsataman. Biz unga Qorovultog'dan durbinda qaraymiz. Men yana, senga oq kemani ko'rsataman. Faqat biz avval molxonaga kirib chiqamiz. U yerda durbinimni yashirib qo'yganman. Men unda buzoqchamni kuzatib turishim kerak, lekin men, har kuni oq kemani ko'rishga chopaman. Buzog'imiz katta bo'lib qoldi, tortib ketsa to'xtatolmaysan, sigirni emib qo'yadigan odat chiqardi. Sigir uning onasi, sutini undan ayarmidi. Tushundingmi? Onalar hech qachon, hech nimani ayashmaydi. Mana, Guljamol shunday deydi, uning qizchasi bor... Tezda sigirni sog'ib bo'lishadi, keyin biz buzoqni yaylovga haydaymiz. O'shanda biz Qorovultoqqa chiqamiz-da, tog'dan turib oq kemani ko'ramiz. Men axir durbin bilan ham xuddi ana shunday gaplashaman. Endi biz uchtamiz - men, sen va durbin...» Qorovultog'da bolani eshitadigan odam faqat uning bobosi Mo'min chol bo'lib, u kunbo'yi ishda bo'lar nabirasi bilan suhbatlashishga vaqti juda oz bo'lar edi. Qolganlarni esa, o'z dardlari o'zlariga yetar bolani tinglashga hollari ham, xohishlari ham yo'q edi. Bu yerlarda yagona bola u bo'lib, tengdoshlari, o'rtoqlari yo'qligi sabab o'zini shu toshlar, o'simliklar, durbin va portfeli bilan gaplashib, ovutib yuradi. «Mashina-magazin keldi. Men keyin kelaman»,—yo'l-yo'lakay u «cho'kib yotgan tuya»ga gap qotdi. «Eh, sen qanday zo'r «bo'ri»san! «Tank»ni qara, dahshatli!..». «Biz endi uyga qanday qaytamiz? - Sekingina portfelga so'z qotdi u. - Buning hammasiga men sababchi, jinni buzoq sababchi. Yana sen ham sababchisan, durbin. Oq kemaga qaragani har safar meni sen chaqirasan. Sen ham aybdorsan». U o'zining suyukli xarsang toshlari bilan xayrlashadi: Xayr, «cho'kib yotgan tuya», xayr, «bo'ri», xayr, «egar», xayr, «tank». «Salom, oq kema, bu menman! - deydi u paroxodga. - Durbindan har doim senga qaragan menman». Bunda ijodkor bolaning ruhiy, psixologik holatini, orzu-istaklarini o'zi muomalada bo'lgan jonsiz narsalar orqali ifodalaydi. Bu esa, asarning ta'sirchanligini, ekspressivligini yanada oshiradi. O'quvchini bola bilan birga yashab, uning holatini xuddi yonida turib kuzatayotgandek taassurot qoldiradi.

Bola xayolan portfeli bilan shivirlasha boshladi: «Sen hech nima bilmaysanmi? Bobom nega buncha g'amgin? Uning gunohi nima? Bugun nega u kechikdi, nega Olaboshni egarsiz minib bordi? Axir hech qachon bunday bo'lmagandi-yu. Balki u o'rmonda bug'ularni ko'rib qolib, ushlanib qolgandir?.. Ehtimol, hech qanday bug'u yo'qdir. Bu yolg'ondir? Unda nima? Nega bo'lmasa gapiradi? Agar u bizni aldagan bo'lsa, Shoxdor ona bug'u qattiq ranjiydi-ku...». Bolaning bu kabi savollar berishi-yu javobsiz qolishi, u bilan hisoblashishmagani, uning atrofidagi hodisalarni anglolmay kattalarning xatti-harakatlari o'ylantiradi. G'am insonni tez katta qiladi deyishganidek, murg'ak bolani ayni mazza qilib o'qiydigan, o'ynaydigan vaqtida bu hodisalarni o'ylab, o'zini hattoki aybdor his etishi juda ta'sirli yozuvchi buni mohirlik bilan o'qirmanga yoritib beradi. «Ishlarimiz yomon, - u durbinga g'amgin so'zlay boshladi. - Bunga biz portfel ikkalamiz aybdorga o'xshaymiz. Biron-bir joyda boshqa maktab bo'lganda edi. Biz portfelim bilan o'sha yoqqa o'qishga ketardik. Hech kimga bildirmasdik. Faqat, bobomga qiyin bo'ladi, qidiradi. Sen-chi, durbin, kim bilan oq kemaga qaraysan? O'ylaysanki, men baliq bo'lolmaymanmi? Mana ko'rasan. Oq kemaga suzib boraman...». Adib inson ruhiy kechinmalarini ifoda etar ekan. Insonga o'zini bir qadar qanday holda ekanligini ko'rsatadi. Asardagi bolaning buyumlariga so'z qotishi, u faqat xursandligidan va g'amgin kayfiyatda ular bilan gaplashadi. Chunki uni bemalol maroq bilan tinglab birga xursand bo'ladigan, xafa bo'lsa yupatadigan ota-onasi yo'q. Bola tabiat bilan uyg'un tarzda tasvirlanadi. Yig'lagisi kelsa, daraxtlar uni o'z bag'riga oladi. Yoz-u kuz suvdan chiqmaydi. Uning orzusi esa, shu tabiatning bir bo'lagi bo'lmish baliqqa aylanish. " Endi shuni aytishim kerakki, sening go'dak qalbing nimani noxush ko'rgan bolsa, hammasini rad etding. Mening ovunchim ham, quvonchim ham shunda-da. Sen bir chaqnab so'ngan yashin kabi hayot kechirding. Chaqmoqlarni samo chaqadi. Samo esa abadiydir. Mening ovunchim ham, quvonchim ham shunda-da. Insondagi go'daklik vijdoni xuddi urug'dagi ilk kurtakning o'zginasi, kurtaksiz urug' unib chiqmaydi. Biz olamga kelmasdan ilgariyoq, toki tug'ilish va o'lish bor ekan, haqiqat tantana qilib kelmoqda,"— deya qissaga yakun yasaydi adib.

Xulosa qilib aytganda, Chingiz Aytmatov badiiy tasviriy vositalardan ustalik bilan foydalanib, o'quvchiga hayotning boricha in'ikosini ko'rsata oladi. Uning birgina "Oq kema" qissasida apostrofa yordamida bolaning o'z dunyosini shakllantirib, unda tashqi muhitda sodir bo'layotgan voqealarga o'z munosabati va kayfiyatini oshkora bildira oladi. Orzulari ro'yobini faqat shu yerda ko'radi. Adibning boshqa asarlarida ham hayotni qanday bo'lsa shundayligicha, haqqoniy tasvirlagan. Oddiy odamlar hayoti, ularning urushga bo'lgan munosabati haqida yozdi. Uning asarlari shu qadar hikmatga boyki, muxlisni sehrlab qo'yadi. O'qiganimizda har gal o'zimizni u tasvirlagan shamollar og'ushida uchib yurgandek, u tasavvurimizda yaratgan g'aroyib olam ichra kezgandek his etamiz. Shuning uchun ham Prezidentimiz:"Yurtimizda Chingiz Aytmatov hayoti va ijodini har tomonlama chuqur o'rganish masalasi ham adabiyotshunos olimlarimizning doimiy diqqat markazida bo'lib kelmoqda. O'tgan davr mobaynida bu borada jiddiy ilmiy izlanishlar olib borilgani, yirik monografiya va tadqiqotlar e'lon qilingani O'zbekistonda o'ziga xos "aytmatovshunoslik maktabi" shakllanganidan dalolat beradi",— degan edilar.

Foydalanilgan adabiyotlar:

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3. http://www.nhrc.uz insonhuquqlari.uz CHINGIZ AYTMATOV – ZAMONAVIY ADABIYOTNING YIRIK NAMOYANDASI
4. Sh.M.Mirziyoevning 2018-yil 2-aprelda qabul qilingan "Buyuk adib va jamoat arbobi Chingiz Aytmatov tavalludining 90 yilligini keng nishonlash to'g'risida"gi qarori
5. Wikipedia. Apostrofa.

O‘ZBEK TILIDA O‘XSHATISHNI YUZAGA KELTIRUVCHI LEKSIK VOSITALAR

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Annotatsiya. Ushbu maqolada tasviriy vositalar, jumladan, o‘xshatishning ham vujudga kelishi uchun asos bo‘ladigan sabab,ya'ni badiiy maqsad ochib berilgan.Bundan tashqari olimlarning fikriga tayangan holda o‘xshatish hosil qiluvchi so‘z ko‘rinishidagi birliklar asarlarda keltirilgan jumlalar orqali yoritib berildi. O‘xshatish vositasida ishlatiladigan leksik birliklar semantik tahlili ularni matnda ta’sirchanlikni oshiruvchi vosita sifatida muhim uslubiy ahamiyat kasb etishi ma'lum bo'ldi.

Kalit so‘zlar: o'xshatish etaloni, eksplitsit, implitsit, yanglig', kibi, bikin, bamisoli, singari...

O‘xshatishning narsa yoki voqea, hodisadagi muayyan belgining o‘xshashligi asosida birining belgisini ikkinchisiga qiyoslash orqali ulardagi belgining umumiy asosga ko‘ra bir xilligini ko‘rsatish natijasida vujudga keladigan ifoda vositasi ekanligi, ta’sirchanligi orqali kishiga estetik ta’sir etadigan tasviriy vositalardan biri sifatidagi ta’rifi ishimizning birinchi bobida o‘xshatish haqidagi tadqiqotlarda keltirilgan fikrlarga asosan berildi.

Tasviriy vositalar, jumladan, o‘xshatishning ham vujudga kelishi uchun asos bo‘ladigan sabab badiiy maqsaddir. Shunga binoan, o‘xshatishga muhim lingvistik vosita sifatida badiiy matnda bajaradigan vazifasidan kelib chiqilgan holda baho beriladi. Badiiy matnlarda o‘xshatishlarning vazifalari xususida fikr yuritilganda, asosan, avvaldan ma’lum bo‘lmagan, murakkab belgilarga asoslangan, tasavvurlar asosidagi o‘xshashlikka asoslanilgan qiyos asosidagi o‘xshatishlar lingvopoetik mazmunga ega bo‘ladi va ularga nisbatan badiiy o‘xshatishlar atamasi qo‘llaniladi.

N.Mahmudov ta’kidlaganidek, «Bu o‘rinda shuni ham alohida ta’kidlamoq joizki, turg‘un o‘xshatishlar tarkibida o‘xshatish obrazi, ya’ni o‘xshatish etaloni alohida ahamiyat kasb etadi. Bu unsur o‘xshatishning markazini, mag‘zini tashkil etadi, boshqa unsurlar (o‘xshatish sub’ekti, o‘xshatish asosi) ayni shu etalon atrofida birlashadi. Ayni paytda boshqa unsurlar implitsit ifodalana olgani xolda o‘xshatish etaloni faqat eksplitsit ifodalanmog‘i shart, aniqroq aytganda, o‘xshatish etaloni bevosita lisoniy ifodaga ega bo‘lmasa, o‘xshatish mazmunidagi ibora shakllana olmaydi. Eng muhimi shuki, xalqning dunyoni tasavvur etishi va anglashidagi o‘ziga xoslik, ya’ni milliy-madaniy va milliy-konnotativ ma’lumot bevosita ayni shu o‘xshatish etalonida tajassum topadi. Xalqning milliy obrazli tafakkur tarzining mahsuli sifatida turg‘unlashgan, etalonlashgan obrazlar milliy idrokni aks ettiradi. Mazkur muammo bilan jiddiy shug‘ullangan mutaxassislarning aksariyati qayd etganlaridek, o‘xshatish etalonlari an’anaga kirgan, avloddan avlodga o‘tib kelayotgan obrazlar sifatida xalqning dunyoni o‘ziga xos idrok etishining ifodachisi bo‘lgani uchun etalonlar komparativ iboralar tarkibida alohida o‘rin tutadi va lingvokulturologik, ya’ni til, milliy madaniyat va mentalitet munosabatlarini belgilash jihatidan favqulodda muhimdir».[80]

Ye.Nekrasova o‘xshatishlarni ikki guruhga: sub’ekt va ob’ekti avvaldan ma’lum bo‘lgan umumtil o‘xshatishlari va asosida kutilmagan belgilarni qiyoslash asosidagi o‘xshatishlarga ajratadi, ikkinchi tip o‘xshatishlarni badiiy mohiyatni o‘ziga qamrab oluvchi, turli poetik imkoniyatlarni yaratuvchi o‘xshatishlar ekanligini ta’kidlaydi. U birinchi guruh o‘xshatishlarini oddiy belgili, ikkinchi guruhni murakkablashgan belgili o‘xshatishlarga ajratadi [81] .

[80] Маҳмудов Н. Ўхшатишлар – образли тафаккур маҳсули // Ўзбек тили ва адабиёти. – Т., 2011. – № 3. – Б.9

[81] Языковые процессы современной русской художественной литературы. – М.: Наука, 1977. – С. 241.

Tadqiqotchilar o‘xshatishni ifodalashda to‘rt unsur mavjudligini aytishadi: o‘xshatish sub’ekti, o‘xshatish etaloni, o‘xshatish asosi, o‘xshatishning shakliy ko‘rsatkichi.

O‘xshatishning badiiy uslubda faol ekanligi faqatgina son jihatdan emas. Badiiy asap obrazliligining o‘zini o‘xshatishlarsiz tasavvur qilish qiyin, go‘yo u butun bir organizmning uzviy a’zosi kabi badiiylik bilan hamohangdir.

Professor S.A.Karimov shunday baholaydi: «O‘xshatishning badiiy asar tilidagi ishtiroki yana nimalarda ko‘rinadi? Bu, eng avvalo, uning yuzaga kelishiga xizmat qiladigan til vositalarining realligi va ko‘pligidir. Ularni tilshunoslar ikkiga bo‘ladilar: leksik va grammatik vositalar. Leksik vositalar: kabi, singari, qadar, yanglig‘, bamisoli, bamisli, misoli, misli, monand, xuddi, naq, go‘yo, teng, o‘xshatmok, eslatmoq, demoq, bo‘lmoq, bir, aynan, o‘zi, tus, ibrat, holatda, chu, andoqki va boshqalar. Grammatik vositalar: – day (-dek) -dak -(tak) -dag‘ (-dog‘) -dayin, -dan, -dir, -namo, -simon,-ona, -omuz, -li, -cha, (-larcha, -chalik, -chasiga) kabilar. Badiiy uslubda ushbu vositalarning hammasidan keng jabhada foydalanish mumkinligi ham o‘ziga xoslikdir. Hech qaysi funksional uslubda o‘xshatishdan bu darajada mahsuldor foydalanilmaydi. Boshqa uslublarda ular predmet va hodisalarni shunchaki qiyoslab, o‘xshatish sub’ektining ma’nosini konkretlashtirish uchun xizmat qilsa, badiiy uslubda shu bilan bab-baravar, badiiy-estetik vazifani ham bajaradi. Metaforik o‘xshatishlar buning yaqqol dalilidir. Bu o‘xshatishlar ommabop (publitsistik) uslubning ayrim janrlaridan tashqari boshqa uslublar uchun asosiy vosita hisoblanmaydi»[82]

O‘zbek tilida o‘xshatishni yuzaga keltiruvchi leksik vositalar tilda analitik vositalar deb ham ataladi. Darsliklar, o‘quv qo‘llanmalari hamda ilmiy manbalarda keltirilgan bu vositalarining faollik darajasi turlicha.

Quyidagi birliklar leksik-analitik vositalar sirasiga kiradi: Bamisoli, go‘yo, go‘yoki, (degan) demoq, kabi, misli, misol, misoli, naq, nima, siyoq, singari, sifat, teng, tengdir, tengi, tenglar, tenglik, tengmisan, tengsiz, tus(ida), xuddi, shakl, eslat(moq) –, eslatar, eslatgan, eslatdi, yanglig‘, o‘xsha(moq), o‘xshab, o‘xshaydi, o‘xshar, o‘xshatar, o‘xshatdim, o‘xshatib, o‘xshash, qadar kabilar.

Quyida o‘xshatish hosil qiluvchi so‘z ko‘rinishidagi birliklarni birma-bir, alohida, alohida ko‘rib chiqamiz:

kabi. O‘zbek tilida o‘xshatishni hosil qiluvchi lisoniy vositalar orasida ushbu birlik qo‘llanish chastotasiga ko‘ra eng faoli hisoblanadi. Mansubligiga ko‘ra **kabi** ko‘makchi bo‘lib, o‘xshatish, moslik, qiyoslash ma’nolarini bildiradi.[83] Ayni paytda, uning **singari, yanglig‘** ko‘makchilari bilan sinonimik qator hosil qila olganligi uchun ham unda uslubiy imkoniyatlar boshqa yordamchi so‘zlarga qaraganda keng va u barcha uslublarda uslublarda faol qo‘llaniladi. Masalan: Biroq Andijon qamalda qolgandan keyin mavlononing orzu-umidlarini mana shu **tun kabi q**orong‘u zulmat o‘z qa’riga tortib ketdi (“Yulduzli tunlar”). Bobir mirzoning orzulari shulkim, Movarounnahr yana Ulug‘bek **davridagi kabi** birlashsa, poytaxt asliga qaytsa, hamma viloyatlar hamjihati obod bo‘lsa (“Yulduzli tunlar”). Davr faylasuflari jon, ruh, ong, tafakkur, fozil jamiyat, komil insonni **shakllantirish kabi** abadiy va doimiy dolzarb muammolar ustida ishlaganlar (Falsafa). Islom manbalarida **«xalif», «amir», «imom» kabi** tushunchalar davlat hokimiyatini yurituvchi shaxslarga nisbatan ishlatilgan (Falsafa). Badiiy uslubda faol qo‘llaniladi. So‘zlashuv va rasmiy uslublardagi nofaollik darajasini bir xil izohlab bo‘lmaydi. So‘zlashuv jarayonidagi tejamkorlik bu yerda ham o‘z ta’sirini o‘tkazadi va uning o‘rnida o‘xshatishning eng ixcham usuli –**day** vositasidan ko‘proq foydalaniladi. Rasmiy matnlarda esa mohiyat e’tibori bilan qiyoslashlarga ehtiyoj sezilmaydi.

[82] Каримов С.А. Бадиий услуб ва тилнинг ифода тасвир воситалари. Ўқув қўлланмаси. – Самарқанд: СамДУ нашриёти. 1994. – Б.13.

[83] Ўзбек тилининг изоҳли луғати. Икки томлик. – М.:Русский язык, 1981. I том. -Б.356.

Til tarixining yirik tadqiqotchisi Solih Mutallibov Mahmud Koshg'ariy «Devon»da **kabi** va **yanglig'** ni ko'makchi so'zlar sifatida bermagan, lekin bu so'zlar u davr tilida juda ko'p uchrashini ta'kidlagan. Hatto «Devon»ning o'zida ham: Yaqin yog'uq ko'rmadib nangni qo'dur / Qadosh tabo **it kabi** qingur boqar. / **Qushlar kabi** uchtimiz. Sava bersa mundog', **bu yanglig'** tilim./ **Bu yanglig'** kishi bilga ortuq aning. «Devon»da **kabi** shakli ko'proq, «Qutadg'u bilik»da **yanglig'** shakli ko'proq uchrashiga guvoh bo'ldik. Demak, bular u davrda dialektal asosda kelib chiqqan formalar bo'lsa kerak. Navoiyda ifoda ko'rkamligi, stil san'atkorligi maqsadida bu ko'makchilarning ikkovi sinonimlar sifatida bir baytning birinchi misraida biri, ikkinchisida ikkinchisi qo'llangan: **Qul yanglig'** o'g'ulligingni qilsam / **O'g'ul kabi** qullig'ingni qilsam[84]. **Kabi** ko'makchisining tarixiy **kibi** shakli ham bo'lgan va uning qo'llanilishi XIII-XIV asrlardan boshlab kuzatilgan. Shuningdek, tarixan **bikin** ko'makchisi ham mavjud bo'lib, XIV-XV asrlarga oid yodgorliklarda, asosan poetik asarlar tilida qo'llangan bo'lib, mazmunan **kabi** ko'makchisiga to'g'ri keladi[85]. Bu ko'rinish mumtoz adabiyot namunalarida saqlanib qolgan bo'lib, hozirda qo'llanilmaydi va shuning uchun ham uning biron-bir uslubiy xususiyati haqida gapirish qiyin: Qaro ko'zum, kelu mardumlig' emdi fan qilg'il, / Ko'zim qarosida **mardum kibi** vatan qilg'il (Navoiy).

H.Ne'matov: «**Kibi** ko'makchisi qiyoslash, o'xshatish ma'nolarini ifodalab, sintetik o'xshatish formasining (qo'shimchasi - teg) sinonimi bo'lib keladi – qushlar **kibi** uchtimiz (I- 447) – «qushlardek uchdik (hujum qildik)»[86] (64,41).J.Hamdamov **kebi/kibi** ko'makchisining sinonimi sifatida XV-XVI asrlarda **bikin** ko'makchisi, XIII-XIV asrlardan boshlab **yanlыg'** ko'makchisi ishlatilganligi va, asosan, she'riy asarlarda uchrashi haqida ma'lumot beradi: Yaratty **ay bikin** zeba seni haq (MN, 3076). Yoq erse ul **atasы yanlыg'** olsun (XIII, 33b)[87] . A.Hojievning «O'zbek tili sinonimlarining izohli lug'ati»da ko'rsatilishicha, bu so'z **yanglig', misli, misoli, bamisoli, degandek, singari, o'xshash** so'zlari bilan bir sinonimik qatorni tashkil etadi. Ushbu sinonimik qator bu birliklarning vazifaviy chegaralanishi borasidagi imkoniyatlari kengligidan dalolat beradi. Lug'at muallifi ulardan **yanglig'** so'zini poetik nutqqa xos deb hisoblaydi: Yuraklaring titramasin **barg yanglig'**, / Yoz qushlari butoqlarga qo'ndi, qiz…(Mirtemir). **Misli, misoli** oddiy so'zlashuvda kam qo'llaniladi. **Degandek** asosan harakat nomi bildiruvchi so'z yoki so'z birikmalari bilan qo'llanadi: Mehnatga **nur misol** singib ketasan, / Etaging momiqqa to'ladi tez-tez (Zulfiya), Yo'lingni o'ritar **misoli oftob,** / **Misoli bir oftob** charaqlar kunda (Shuhrat), «Aql va madaniyat, haq va **adolat bamisoli** oftob, uni to'sish va yo'qotish mumkin emas», - dedi Mirza cho'ponga (A.Hakimov), Xonlar panjasida tilkalandi yurt, / El qonin so'rdilar beklar **misli qurt** (M.Shayxzoda), Xo'jabekov ba'zi bir **«qo'l qo'yish» degandek** ishlarni tugatib, to'ppa-to'g'ri kasalxonaga bordi (S.Anorboev).

Muhtasham binolar go'zal, basavlat, Ko'chalar nur **kabi** pokiza, adil (Zulfiya) Bu yerda o'xshatilayotgan narsa – ko'cha; o'xshatish vositasi - kabi; o'xshatilgan narsa - nur; natija - tozalikning obrazli qiyosi. Ko'rinadiki, o'xshatish vositasi bo'lgan ma'lum bir element haqidagi materialning bir joyga to'planishi ulardan foydalanishdagi bar jihatlar haqida xulosa chiqarishga ham imkon beradi. S'ezd. Minbar. Nutq so'zlaydi, / So'zlar baxtdan juvonlar, qizlar. / Nutq emas go'yo kuylaydi, / Qo'shiq **kabi** porlaydi yuzlar misralari tarkibidagi porlagan yuz qo'shiq qa o'xshatilganki, biz bu o'xshatishni muvaffaqiyatli chiqqan deb ayta olmaymiz. Shuningdek, mana bu misrada ipak so'zining kelitirilishi va uning zar ga o'xshatilishi ham tushunarli emas: Cho'lda barpo bo'lgan yangi bog' ko'rki, / Bu - oltin bug'doylar, zar **kabi** ipak (Zulfiya). Asosiy holatlarda bu qiyoslashlar muvaffaqiyatli chiqqan. Masalan, O'sha o'tli daryo zo'r to'lqinida,/ Totli bir

[84] Муталлибов С. Морфология ва лексика тарихидан қисқача очерк (XI аср ёзма ёдгорликлари асосида). - Тошкент:ЎзФА нашри, 1959. – Б.121.
[85] Абдураҳмонов Ғ., Шукуров Ш. Ўзбек тилининг тарихий грамматикаси. – Тошкент: Ўқитувчи, 1973. –Б.201.
[86] Неъматов Ҳ.Ғ. XI-XII аср ёзма ёдгорликларида кўмакчилар//Ўзбек тили грамматик қурилиши, лексикология ва диалектологияси масалалари. V чиқиши. – Самарқанд:СамДУ нашри, 1976. – Б.41.
[87] Ҳамдамов Ж. Ўзбек тили тарихи. Иккинчи қисм. Тарихий морфология. Иккинчи бўлим.- Самарқанд: СамДУ нашри, 2003. – Б.85.

lazzatda par **kabi** oqdim / Yaqinlik Elim yo‘llar ekan salomi bilan, / Mehring qanotida par **kabi** uchdim (Zulfiya). Odamning parga o‘xshashi, odatda, mumkin emas. Ammo lirik qahramonning ruhiy holati ma'lum bir vaziyatda shunday qiyosni taqozo etishi mumkin.

Bundan shunday xulosa kelib chiqadiki, ko‘pchilik o‘xshatishlar nutqiy vaziyatdan kelib chiqish amalga oshiriladi. Boshqa holatlarda bu holat yuz bermasligi mumkinligini ta'kidlash lozim.

O‘xshatish vositasida ishlatiladigan leksik birliklar tadqiqi shundan dalolat bermoqdaki, bugungi kunda o‘zbek tilining ijtimoiy hayotdagi rolining oshishiga mos ravishda ularning ham nafaqat leksik-semantik, balki funksional-stilistik imkoniyatlari ham kengayib borayotganligi namoyon bo‘lmoqda. O‘xshatish vositasida ishlatiladigan leksik birliklar semantik tahlili ularni matnda ta'sirchanlikni oshiruvchi vosita sifatida muhim uslubiy ahamiyat kasb etayotganligi ma'lum bo‘ldi.

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O‘XSHATISH - BADIIY TASVIR VOSITASI SIFATIDA

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Annotatsiya. Ushbu maqolada o‘xshatish, o‘xshatish turlari haqida batafsil ma'lumot berilgan, hamda badiiy adabiyotlarda uchraydigan o‘xshatishlar turlariga misollar keltirilgan. Mumtoz adabiyotda tashbeh va uning tarkibiy qismlari haqida so‘z boradi. Grammatik belgili o‘xshatishlar va logik o‘xshatishlar ham tahlil etiladi.

Kalit so‘zlar: o‘xshatish, o‘xshatish obyekti, individual o‘xshatishlar, turg‘un o‘xshatishlar, tashbeh, o‘xshatish turlari, logik o‘xshatishlar, grammatik belgili o‘xshatishlar.

O‘zbek tilshunosligida o‘tgan asrning 50-60 yillaridan boshlab badiiy asar tili, leksikasi, undagi so‘zning poetik-estetik vazifasi, ijodkorning tildan foydalanish mahoratini aniqlash kabi

masalalar yechimiga qaratilgan ko‘plab ilmiy tadqiqotlar yuzaga keldi. Ushbu tadqiqotlarda muayyan ijodkorning lisoniy vositalardan foydalanish mahoratini namoyon etuvchi, so‘z qo‘llashdagi individualligini ifoda qiluvchi talqinlar yuzaga keldi. Yozuvchilarning individual mahoratini ko‘rsatuvchi til san'atlaridan biri o‘xshatishlardir. Darhaqiqat, O'xshatish - badiiy tasvir vosifalaridan biri bo'lib, obyektni orazli, ta'sirchan, konkret va ixcham ifodalash xususiyatlari bilan ajralib turadi. O‘xshatishlar badiiy adabiyotda ijodkor uchun predmet, hodisa va tushunchalarni aniq, tushunarli, ta'sirli hamda go‘zal tarzda ifodalashda eng muhim mantiqiy usul bo‘lib xizmat qiladi. Badiiy-estetik qimmat, lingvopoetik salmoq nuqtai nazaridan erkin o‘xshatishlar yozuvchining mahoratini namoyon etuvchi vositalardan biri sifatida badiiy nutqda alohida o‘rin tutadi. Yozuvchi o‘zining badiiy tasvir maqsadiga muvofiq ravishda xilma-xil original o‘xshatishlar yaratadi, bu o‘xshatishlar kutilmagani, ohorliligi bilan o‘quvchini rom etadi, muayyan ruhiy yoki jismoniy holat-xususiyat-predmetlarni o‘quvchi ko‘z o‘ngida yaqqol gavdalantiradi [88] . Ijodkor qahramonlarni tasvirlashda ularning o'ziga xos individual xususiyatlarini ochishda, ruhiy holatlarni aks ettirishda, tabiat manzaralarini tasvirlashda o'xshatishlardan unumli foydalanadi. Ularni konkretlashtiradi, bo'rttiradi. Kitobxonning diqqatini obrazning ko'rinmas tomonlariga jalb qiladi, asarning g'oyasini ochishga yo'naltiradi.

Olamdagi jamiki narsalar o‘rtasida o‘zaro aloqadorlik va bog‘liqlik bo‘lishi bilan birga ular o‘rtasida o‘xshashlik ham mavjud. Har bir narsani to‘g‘ridan-to‘g‘ri tasavvur qilish ham mumkin yoki uni boshqa bir narsa vositasida o‘xshash xususiyatiga ko‘ra tasavvur qilish ham mumkin. Ba'zi shoirlar narsani shu narsaga yaqin bo‘lgan narsa bilan qiyoslashsa, boshqa bir shoirlar esa qiyoslanayotgan narsani shu narsadan ko‘p farqga ega, ancha yiroq narsalar bilan qiyoslashga harakat qiladilar. Bu har bir ijodkorning individual uslubi, dunyoqarashi, tafakkuri, tasavvuri, xayoli va mahorati bilan bog‘liq jihatlardir. Biroq, tahlillarimiz natijasiga ko‘ra aniq ayta olamizki, badiiy asarda o‘xshatilayotgan narsa shu narsadan ancha farqli bo‘lsa, bunda o‘xshatish san'atining badiiy-estetik ta'sirchanlik quvvati yuqori darajada bo‘ladi. Masalan, shakliy jihatdan o‘xshash cho‘p bilan ilonni, tayoq bilan qilichni o‘xshatish oson, biroq bunday o‘xshatishlar hamma vaqt ham kitobxonda estetik zavq hamda qiziqish tuyg‘usini uyg‘otmaydi[89].

O‘xshatish obyekti tasvirlamoqchi bo'lgan predmet, hodisa; o'xshatish obrazi-taqqqoslangan predmet, hodisalarning tasviriy vositasi, ikki predmet va hodisaning bir-biriga mos kelishidir. O‘xshatishlar trop tizimi tarkibida eng muhim o‘ringa ega bo‘lib, badiiy asar tilining asosiy birligi hisoblanadi. Ular badiiy matnda obraz va muallif nutqini shakllantiruvchi asosiy uslubiy vositalardan biridir. Badiiy asar tilidagi o‘xshatishlarni lingvopoetik aspektda tizimli o‘rganish asosidagina asarning badiiy-estetik xususiyatlari hamda shoirning dunyoqarashi bo‘yicha to‘liq va yaqqol tasavvurga ega bo‘lish mumkin. O‘xshatishlarni, birinchi navbatda, til tizimi, ikkinchidan, ma'lum bir semantik guruh va uchinchidan esa nutqning birligi sifatida o‘rganilsa, maqsadga muvofiq bo‘ladi.

O‘xshatishlarning ikki turi, ya'ni: 1) individual-muallif o‘xshatishlari yoki erkin o‘xshatishlar va 2) umumxalq yoki turg‘un (doimiy) o‘xshatishlar farqlanadi. Badiiy-estetik qimmat, lingvopoetik salmoq nuqtai nazaridan erkin o‘xshatishlar yozuvchining maxoratini namoyon etuvchi vositalardan biri sifatida badiiy nutqda alohida o‘rin tutadi. Yozuvchi o‘zining badiiy tasvir maqsadiga muvofiq ravishda xilma-xil original o‘xshatishlar yaratadi, bu o‘xshatishlar kutilmagani, ohorliligi bilan o‘quvchini rom etadi, muayyan ruhiy yoki jismoniy holat-xususiyat-predmetlarni o‘quvchi ko‘z o‘ngida yaqqol gavdalantiradi. Masalan: So‘fining tani shu top-da Arabiston tog‘larining saratondagi toshlariday qizib yonardi (Cho‘lpon. Kecha va kunduz). Bu gapdagi o‘xshatish konstruksiyasi erkin o‘xshatish bo‘lib, u Eshonga ishonib, rasvo bo‘lgan, haj ilinjida kun o‘tkazgan Razzoq so‘fining ruhiy holatini favqulodda aniqlik bilan ifodalash maqsadida Cho‘lpon tomonidan yaratilgan. Mana bu misollarda ham ana shunday o‘ziga

[88] Маҳмудов Н., Худойберганова Д. Ўзбек тили ўхшатишларининг изоҳли луғати. –Т.: Маънавият, 2013. -Б. 5-6.

[89]Мамажонов З. Ўхшатиш асосидаги шеърий санъатларнинг назарий тавсифи ва таснифи: Филология фанлари бўйича фалсафа доктори ... дис. автореф. –Т.: 2017. –Б. 21.

xos, erkin o‘xshatishlarni ko‘rish mumkin: Miryoqub ...ikki kishining pichirlashib gaplashganini eshitdi, yuragi objuvozning qopiday ura boshladi (Cho‘lpon. Kecha va kunduz). Bular qiyqiriq solishib, tobiga kelgan choydishdek sharaqlashib...kampir bilan o‘ynasharkan...(Cho‘lpon. Kecha va kunduz). Xayollar qo‘ymaydi o‘zholingga - Lo‘livachchalardek yopishqoq, kir-chir (I.Mirzo. Ey dil). Hilol yanglig‘ ochiq qolgan savollarim, Yellar quvnab-quvnab titdi varoqlarim (I.Mirzo. Azoblarim). Turg‘un o‘xshatishlarning mohiyati shundan iboratki, ularda o‘xshatish etalonida ifodalangan obraz barkarorlashgan bo‘ladi, bunday o‘xshatishlar, garchi muayyan shaxs yoki ijodkor tomonidan ko‘llangan bo‘lsa-da, vaqt o‘tishi bilan til jamoasida urfga kirib, doimiy ifodalar sifatida turg‘unlashgan, umumxalq tili leksikonidan joy olib ulgurgan bo‘ladi. Bunday o‘xshatishlar xuddi tildagi tayyor birliklar kabi nutqqa olib kiriladi.[90]

"...o‘xshatishlar xalqning o‘ziga xos ko‘rish va idrok yo‘sini, obrazli tafakkur va taxayyul intizomini ham aks ettiradi. Shuning uchun ham tadqiqotchilar qayd etishicha, ob'ektiv olamdagi narsa-xodisalar o‘rtasidagi komparativ aloqalarni ijodkorlar obrazli qiyoslash asosida son-sanoqsiz va xilma-xil o‘xshatishlar yaratsalar-da, ularning juda ham oz qismi tilda turg‘unlashadi. Chunki bunday o‘xshatishlar tilda xalqning tajribalari, urf-odatlari, madaniyati va tarixining o‘ziga xos jihatlariga muvofiq ravishda saralanishi bois turg‘un o‘xshatishlar ham milliy tus kasb etadi.[91]

Tilimizda asosan o‘xshatishni yuzaga keltiruvchi vositalar sirasida a –dek (-day) qo‘shimchasi hamda kabi, o‘xshash, singari, xuddi, go‘yo bamisoli, misli, andoqqi, yanglig‘ so‘zlari tashbih badiiy san'atini voqelantirishda vosita vazifasini bajargan. Mazkur vositalarning bir qismi faol bo‘lgan bo‘lsa, boshqa bir qismining esa faollik darajasi yuqori emas. O'xshatish bir predmet yoki hodisani ikkinchi bir predmet yoki hodisa bilan taqqoslanganda ularning shakli yoki mazmun tomondan obrazli o'xshashligiga aytiladi. M.Mukarramov «O‘zbek tilida o‘xshatish» kitobida mazkur turdagi o‘xshatishlar xususida quyidagilarni yozadi: «Vositasiz o‘xshatishlar o‘xshatiluvchi ob'ekt bilan o‘xshovchi obrazning o‘zidangina iborat bo‘ladi. Ularda o‘xshatma belgi hamda o‘xshatish ifodalovchi elementlar ham bo‘lmaydi. Bularda o‘xshatiluvchi ob'ekt – ega, o‘xshovchi obraz – ot kesim vazifasida keladi»[92]. O'xshatishlarni belgilashda asosan ana shu uch belgining roli katta. Masalan: Arava g'ijïrlab borar, gap mavzudan-mavzuga ko'char, Turg'unoy gapga aralasholmay, bedalar ichida bir bog' bedaday silkinib borar edi. (A.Qahhor, Hikoyalar, 29-bet). Bunda Turg'unoy-obyekt, bir bog' beda-obraz, silkinish-belgisidir. Belgi obyekt va obrazlar bilan alohida bir sintaktik aloqani tashkil etadi.[16] Tashqi tomondan qaraganda, bir bog' beda bilan odam o'rtasida hech qanday aloqa yo'qdek tuyiladi. Lekin yozuvchi Turg'unoyni gapga aralasha olmasligini va uning aravada silkinib borishini asosiy o'xshashlik belgisi qilib olgan. Belgi (silkinish) asosida ikki predmet bir-biri bilan taqqoslanmoqda. Agar "belgi" (silkinish) bo'lmasa, Turg'unoy bilan bir bog' beda o'rtasida o'xshashlik bo'lmas edi.

O'xshatish –borliq haqidagi bizning bilimlarimiz har doim nisbiy xarakterga egadir. Tashqi olamdagi ayrim narsalar haqida bir aniq tushunchaga yoki tasavvurga egamiz. Masalan, olma, quyosh, olov, daryoning oqishi jarayoni, tiniq suvning rangi, toza osmonning rangi kabi yoki qushning uchishi, osmondagi yashinning xarakteri, shamolning harakati kabilar.

O'zbek tilidagi yeryong'oq, yer tut, anjir, shaftoli kabi predmet nomlari shunday qiyoslash natijasi emasmikan? Bu masalaning bir tomoni, masalaning biz uchun zarur bo'lgan tomoni boshqa: yaqin-yaqinlargacha o'zbeklar banan, apelsin, anananas kabi predmetlarning na ma'zasini, na hajmini bilar edilar. (Hozir ham qishloqlarda bu narsalar haqida tasavvurga ega bo'lmagan kishilar uchraydi). Agar biz qulupnaynıng ma'zasi haqida so'zlamoqchi bo'lsak, u tanish bo'lmagan kishiga tutning mazasini chog'ishtirib izohlashga majbur bo'lamiz. Yoki bo'lmasa, sizga tanish bo'lmagan qizning qoshini ta'riflash uchun

[90] Маҳмудов Н. Ўхшатишлар – образли тафаккур маҳсули // Ўзбек тили ва адабиёти. – Т., 2011. – № 3. – Б.6

[91] Маҳмудов Н. Кўрсатилган мақола. - Б. 6

[92] Мукаррамов М. Ўзбек тилида ўхшатиш. –Т.: Фан, 1976. –Б. 30.

[6] Қўнғуров Р. Ўзбек тилининг тасвирий воситалари. – Тошкент: Фан, 1997.

qaldirg'och uchib borayotganidagi qanotining chiroyli ko'rinishini ko'z oldimizga keltiramiz, agar uning qomatini izohlamoqchi bo'lsak, sarv daraxtining chiroyli bir ko'rinishi tasvirlaymiz.

Bir parcha patir, olamga tatir topishmog'ida oy patirga o'xshatilayapti.

Bu o'rinda shu darajada noziklik, aniqlik borki, uni inson sezgisining, inson aql-zakovatining kuchini yaqqol ko'rsatuvchi dalillarning biri desa bo'ladi. Haqiqatdan ham oy nega patirga o'xshatiladi? Nega quyoshni patirga o'xshatish mumkin emas? Sabab hammaga aniq bo'lsa kerak. Chunki oyda ham, patirda ham, dog' bor, bu esa ularni bir-biriga o'xshatishga asos bo'lgan, quyoshda esa dog' yo'q.

Maqollarda, eng avvalo, jumlalar aniqligiga, ortiqcha so'zlarga yo'l qo'ymaslikka e'tibor beriladi. Bu esa xalq maqollaridagi o'xshatish oborotlarining ham nima uchun juda qisqa ekanligini izohlovchi asoslardir:

Ona yurting-oltin beshik. Yer-suv bitmas kon. Yer-xamir, o'g'it-xamirturushdir. Yer-xazina,suv-oltin. Yosh qo'l-arslon parchasi.Quruq ayoz-tilsiz yov. Ayriliq-o'limdan qattiq. Borliqning tirikligi-odam bilan. Ilm-aql chirog'i. Ilm olish-igna bilan quduq qazishga teng. Aqlli ish-qanotli qush. Dono-durdan a'lo. Til-aql tarozisi. Odam temirdan qattiq, guldan nozik.

Mumtoz adabiyotda tashbeh deb nomlanuvchi bu qo'llanish tashbehi sareh (ochiq o'xshatish), tashbehi mashrut (shartli o'xshatish), tashbehi tafzil (chekinish yo'li bilan o'xshatish), tashbehi aks (teskari o'xshatish), tashbehi muzmar (yashiringan o'xshatish), tashbehi tavsiya (barobar o'xshatish), tashbehi musalsal (ketma-ket oxshatish) tashbehi kinoyat (kinoya yo'li bilan o'xshatish), tashbehi mu'kad (ta'kid yo'li bilan o'xshatish) kabi bir necha xil ko'rinishlari mavjud.[18]

O'xshatish, yuqorida aytganimizdek, juda qadim zamondan xalq og'zaki ijodiyotida, mumtoz adabiyotda ishlatilib kelingan. Shuning uchunki, poetikaga bag'ishlangan eng birinchi asarlarda ham tashbeh, uning tahlili masalasiga alohida o'rin beriladi.

O'xshatish ikki narsa yoki voqea-hodisalar o'rtasidagi o'xshashlikka asoslanib, ularning biri orqali ikkinchisining belgisini, mohiyatini to'laroq, konkretroq, bo'rttiribroq ko'rsatib berishdir.

O'xshatish eng qadimgi tasviriy vositalardan bo'lish bilan birga, eng sodda va ko'p ishlatiladigan, tez-tez qo'llaniladigan sintaktik hodisa hisoblanadi.

O'xshatish o'zbek adabiyotshunosligida ham (I. Sultonovning "Adabiyot nazariyasi" asari va yo'l-yo'lakay bayon etilgan fikrlar hisobga olinmaganda), o'zbek tilshunosligida ham so'ngi yillargacha maxsus kuzatish obyekti bo'lgan emas. Faqat keyingi yillarda matbuotda M.Mukarramov[2], Yo.Is'hoqovlarning ayrim maqolalari maydonga keldi.

Ammo bir shoir yoki yozuvchi tilidan hatto biror alohida olingan asar tilida ishlatilgan o'xshatishlar, undagi muallif individual uslubi xususiyati, shu asar tilida o'xshatishlarni ishlatishdagi novotorligi uning boshqa yozuvchi yoki boshqa asarlarda ijodning dastlabki va keyingi davrdagi o'xshatishlardan foydalanishdagi taraqqiyot masalalari, ma'lum adabiy oqimlarga mansub bo'lgan shoir yoki yozuvchining o'xshatishdan foydalanishdagi uslubi kabi masalalar o'zbek tilshunosligida ham o'z kuzatuvchisini kutmoqda.

O'xshatish asosan nutqiy hodisa hisoblanadi. Chunki bu o'rinda ma'lum predmet bir predmetga o'xshatilsa, xuddi shu predmet biror predmetga o'xshatilsa, xuddi shu predmet boshqa o'rinda ikkinchi narsaga o'xshatilishi mumkin.

O'xshatishning belgisiga qarab, ularni ikki guruhga ajratish mumkin.

1.Grammatik belgili o'xshatishlar. Bunda obyekt, obraz va belgilar grammatik-ko'rsatkichi bilan mavjud bo'ladi. Uch belgidan birortasi ham tushib qolmaydi: U (Siddiqjon) o'g'lining yodsirayotganini ko'rib, ikki qadam olg'a bosdi-yu, bundan ortiq yaqin borsa xuddi bir narsa portlab ketadiganday, engashib bolaning ko'kragiga chiqib

[7] Исҳоқов Ё. Ташбех // Ўзбек тили ва адабиёти. – Тошкент, 1970. -№4. -Б.81-84.

[2]

ketgan qayiqchasidan ushlab tortdi va ko'tarib oldi. (A. Qahhor, Tanlangan asarlar, 3-tom, 184-bet). Bu misolda bundan ortiq yaqin borsa-obyekt, bir narsa portlab ketadiganday-obraz, tortdi va ko'tarib oldi-belgidir.

2. Logik o'xshatishlar. Bunda grammatik belgi ko'rsatkich bo'lmaydi. Lekin mazmunan "obyekt" va "obraz"lar bir-biriga mos keladi, ya'ni "obyekt" va "obraz"larning shaklan va mazmunan moslik belgisi obrazning o'zida bo'ladi. Masalan: …ketmon kichkina, poyteshadekkina kelar edi. (A. Qahhor, Tanlangan asarlar, III tom, 140-bet). Bu misolda ketmon-obyekt, poyteshadekkina-obraz, belgi grammatik nol formada. Lekin mazmundan o'xshatishni anglash mumkin.

O'xshatish strukturasiga ko'ra oddiy va tizmali bo'lishi mumkin.

Oddiy o'xshatish terminida bir "obyekt" va "obrazli" o'xshatishlar ko'zda tutiladi. Masalan:…sarg'imtir kulrang sahro yuzini va undagi past-baland do'ngliklar ustini tutib ketgan odamlar, onda-sonda o'rgimchakday o'rmalab yurgan aravalar ko'rindi. (A.Qahhor, Tanlangan asarlar, III tom, 151-bet). Bu misolda arava-ob'ekt, o'rgimchakday-obraz, o'rmalash-belgi.

Tizmali o'xshatish deb, biz ikki va undan ortiq "obrazli" o'xshatishning mos kelishini aytamiz: Qori kirdi. U uzoq yo'ldan benihoya charchab kelganday oyoq ustida zo'rg'a turar, yuzi yangi kasaldan turganday so'lg'in va oqargan bo'lib, chiroqning xira shu'lasida qo'rqinchli ko'rinar edi. (A.Qahhor, Tanlangan asarlar, III tom, 224-bet). Bu misolda oyoq ustida zo'rg'a turishi, so'lg'in va oqargan bo'lishi-obyekt, uzoq yo'ldan charchab kelganday va yangi kasaldan turganday-obrazlardir. Bu o'xshatishlar bir-biriga obrazli taqqoslanmoqda.

O'xshatishlarni tarkibiga ko'ra yana to'liq va to'liqsiz o'xshatishlarga ajratish mumkin. To'liq o'xshatishlarda qancha "ob'ekt" bo'lsa, shuncha "obraz" bo'ladi. Ya'ni "obyekt" bilan 'obraz" teng bo'ladi. To'liqsiz o'xshatishlarda esa bir "obyekt"ga "obraz" yoki undan ortiq "obraz"larning taqqoslanishiga, yoki bir "obraz", ikki "obyekt" o'rtasida bo'lib, har ikkala obyektga tegishli bo'ladi. Masalan: O'rmonjonga uchrashmasdan burun sordan qochgan jo'jaday boshini qayerga tiqishini bilmay qolgan Siddiqjon endi dakan xo'rozday mag'rur qadam tashlab borar edi… (A.Qahhor, Tanlangan asarlar, III tom, 183-bet). Bu misolda Siddiqjon-obyekt, sordan qochgan jo'jaday va dakan xo'rozday-obraz, boshini qayerga tiqishni bilmay va mag'rur qadam tashlash-belgidir.

O'xshatishni chegaralashda asosiy uch ko'rsatkich, ular grammatik tomondan tasnif etish, o'xshatishning badiiy asarlardagi roli va yozuvchining uslubiga bog'liq holda o'rganish masalasi muhimdir. O'xshatish strukturasi (material tarkibi) haqida gapirganda yana quyidagi struktural tiplar haqida ham gapirish mumkin. O'xshatish oborotlari. Bu o'xshatishning ko'p tarqalgan formasidan biri hisoblanadi. Bu forma ba'zan o'xshatish ergash gaplarga o'xshab ketadi. Ammo ularni aralashtirmaslik kerak: "o'xshatish oborotlari, sostavlari qancha keng bo'lsa ham, tarkiblarida ega va kesimlari bo'lmagani uchun ergash gap bo'la olmaydilar."[17] O'n yil burun na'ra tortib chiqqanding. Vulqon kabi qonga to'lgan yerlardan. (H. Olimjon).

O'xshatish ergash gaplar. Bunday gaplar nisbatan tugallangan sostavida esa egasi bilan birga kesimi ham bo'ladi. O'xshatish ergash gaplarda ifodalangan va gapdagi aytilgan fikrni qiyoslash orqali to'ldiradi va unga go'yo, xuddi yordamchilari, -ki bog'lovchisi hamda o'tgan zamon sifatdoshi –day, -dek formalari orqali bosh gapga birikadi. Masalan: Erkalanib yotadi u vatan tuprog'ida / Yosh bola yotganday onaning quchog'ida. (H. Olimjon…"Jangchi Tursun").

Keltirilgan, tahlilga tortilgan adabiyotlardan ma'lum bo'ldiki, o'xshatishlar tilimizda ham, nutqimizda ham fikrning badiiy bo'yoqdorligi, estetik ta'sirchanligi ta'minlashga munosib hizmat qiladigan vositalardir.

[8] Абдураҳмонов Ғ. Қўшма гап синтаксиси асослари.– Тошкент: Ўз ФА нашриёти, 1958, 204-бет.

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„LISON UT-TAYR" MA'NAVIY YUKSALTIRUVCHI ASAR

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Kattaqo'rg'on filiali talabalari
Sarimsoqova Sevinch , Juliyeva Saodat

Annotatsiya. „Lison ut-tayr" daho ijodkorning ma'nan kamolga erishgan yetuklik pallasida, ya'ni umrining so'nggi yillarida yozilgan irfoniy doston.„Lison ut-tayr '' dostonidan Alisher Navoiyni qanday diniy va dunyoviy masalalar band etkani bilan tanishasiz:inson olamga kelgan ekan, hamisha talab yo'liga kelishi,izlanishi,o'z mahbubasi yoki sevgan kasbiga chin muhabbat bilan yondashuvi lozimligi,u haqda to'g'ri bilim hosil qilishi-ma'rifatli bo'lishi kerakligi,kamolotga yetish zarurati kabi muhim masalalar joy olgan.Asarda Alisher Navoiyning falsafiy, axloqiy,ma'naviy dunyosidan xabardorligini ko'rishimiz mumkin.

Kalit so'zlar: „Lison ut-tayr" , Ma'naviyat, Mantiq ut-tayr, Hudhud, falsafiy, ma'naviy.

Birinchi prezidentimiz Islom Abdug'aniyevich Karimov „Ma'naviyat-insonni ruhan poklanish, qalban ulg'ayishga chorlaydigan, odamning ichki dunyosi,irodasini baquvvat, iymon-e'tiqodni butun qiladigan, vijdonini uyg'otadigan beqiyos kuch, uning barcha qarashlarning mezonidir,desak menimcha,tariximiz va bugungi hayotimizda har tomonlama o'z tasdig'ini topib borayotgan haqiqatni yaqqol ifoda etgan bo'lamiz.Menimcha nazarimda „ma'naviyat'' tushunchasi jamiyat hayotidagi g'oyaviy, mafkuraviy, ma'rifiy, madaniy ,diniy va axloqiy qarashlarni o'zida to'la mujassam etadi.Shuning uchun ham bu mavzuda fikr yuritganda,maskur qarashlarning barchasini umumlashtirib, keng ma'nodagi „ma'naviyat'' tushunchasi orqali ifoda etish mumkin.Ma'naviyati yetuk kishilargina o'zlarining qilayotgan ishlarini nazorat qila bilishlari,nomunosib xatti-harakatlardan tiyilishlari zaruriyat''- deb aytgan.

Alisher Navoiyning „Lison ut-tayr'' insonni ma'naviy jihatdan yuksaltiradi.Asardan ham diniy, ham falsafiy,ham dunyoviy bilimlarni olamiz.„Lison ut-tayr'' Alisher Navoiy umrining so'nggi pallasida, 1499-yilda yozgan yirik irfoniy doston bo'lib,hajman193 bob,3666 baytdan iborat.Dostonning yozilishi sababi haqidagi bobda berilishicha, bolaligida ustozi yosh Alisherga Qur'oni karim suralarini yodlatish barobarida zehni tez va tab'i ravon bo'lishi uchun „Guliston'', „Bo'ston'' , „Mantiq ut-tayr'' kabi kitoblarni ham o'qib turgan.„Lison ut-tayr'' dostoni falsafiy-tasavvufiy mavzuda yaratilgan bo'lib, ulug' fors-tojik adibi Fariddin Attorning „Mantiq ut-tayr'' dostoniga javoban yozilgan.Alisher Navoiyning o'zi shu dostonida bolalik davridayoq „Mantiq ut-tayr''ni ishtiyoq bilan o'qiganligi va yod olganligini aytadi:

Yodima mundoq kelur bu mojora,
Kim tufuliyat chog'I maktab aro.
Kim chekar atfol marhumi zabun,

Har tarafdin bir saboq zabtig'a un..
Manga ul holatda tab'I bulhavas,
,,Mantiq ut-tayr'' aylab erdi multamas.
Topti sokin-sokin ul takroridin,
Soda ko'nglum bahra ul guftordin.
Tab'ul so'zlarga bo'lg'och oshno,
Qilmadi mayl o'zga so'zlarga yano.

,,Lison ut-tayr'' dostoni an'anaviy tarzda Muqaddima, asosiy qism va Xotimani o'z ichiga oladi.Muqaddima 13 bobdan iborat.

Dostonning birinchi bobi Alloh Hamdiga bag'ishlangan.Navoiy Alloh bu olamni aniq bir reja asosida bunyod qilganligi haqida yozar ekan, unda hech bir narsa tasodifiy yaratilmaganligini aytadi.Allohning mo'jizasi sifatida bir-biriga zid bo'lgan to'rt unsur (suv, olov, tuproq va havo)ni inson vujudida bir butun holda birlashtirganini takidlab,butun olamni yaratishdan maqsad ham inson ekanligini aytadi.

Asar ichiga kirib borar ekanmiz,tarix ilmidan,tariximizda o'tgan buyuk va yorqin shaxslar haqida ham ma'lum bir ma'lumotlarni keltirganliklarini guvohi bo'lamiz.Jumladan,3-4 boblarda suyukli payg'ambarimiz Muhammas (s.a.v)ning yaralishilaridan tortib butun bashar ichra amalga oshirgan ishlari qalamga olinadi.Shuningdek, 5-6 boblarda islom yo'lidagi tarixiy shaxslardan sahobiy Abu Bakr Siddiq (r.a) va g'or voqealari tasvirlansa 7-8 boblarda mo'minlar amri Umari Foruq (r.a) u kishining islom yo'lidagi adolatli tuzumlari haqida gap ketadi.
Dostondagi majoziy hikoyat va masallarda ko'pincha insondagi kamchilik va qusurlar hayvonlarga ko'chirilgan.Navoiy qushlar vositasida insonlarning fe'l-atvori, fazilat va nuqsonlarini tasvirlaydi, atrofimizdagi ola, azal va abad, haqida mulohaza qiladi.Hayot va o'lim borasida ham oz qarashlarini bayon etadi. Bir o'rinda Hudhud qushlarga har bir insonning taqdiriga o'lim yozilganini, dunyo ko'p qolib bo'lmaydigan manzil ekani uqtiradi:

Dahr hu dermas iqomat manzili,
Kimki bor oxir o'lumdur hosili.

Hudhud haqiqiy ishq to'la qalb otashida bo'y ko'rsatgan,nafsoniy istaklardan butkul xoli bo'lgan piri komilni, pokiza hayot ramzini ham tamsil qilgan.Shoir Hudhud obrazi vositasida kitobxonni dunyoparastlikdan quturib, ishqqa, samimiyatga, soflikka, qalb go'zalligiga sohib etadi. Ammo tovus, burgut, o'rdak, to'ti, kabutar,kaklik kabi turli qiyinchiliklarni deb oz maqsadidan qaytgan qushlar timsollari ham dostonda muayyan poetik vazifa bajaradi.Dostonda qo'llangan dunyo timsollarini o'rganish esa buyuk mutafakkir Alisher Navoiy ijodiyotining badiiyati, o'ziga xos ma'no olami, qolaversa, ulug' shoir dunyoqarashining yorqin jihatlari haqida atroflicha mulohaza yuritish imkonini ham beradi.

Shunday qilib, Alisher Navoiyning chin ma'nodagi barcha asarlari bir tomon bo'lsa ,,Lison ut-tayr'' bir tomondir. Chunki kitobda olamning yaralishi-yu, unda yaratilgan jamiyki ilmlardan,fanlardan saboq beriladi. Deylik u adabiyot bo'lsin, deyilik u mantiq ilmi.Yoki biyologiya, geografiya, astranomiya,din ilmi, ortologiya, ummuman, ko'pchilikka qiziq bo'lgan ilmlar maskani ana shu asarda mujassam topdi.Navoiy bu ilmlarni bir kitobda she'riy shaklda jam etadi va tan olishimiz lozimki , bu kabi sa'y-harakatlar har qanday iste'dod sohibining ham qo'lidan kelavermaydi.Ko'ngillarga yoqimli,el ichra sevimli bo'lmish bunday tortiqqa umr bo'yi tayyorgarlik ko'rildi,ammo qo'lga qalam olingan zahotiyoq qisqa fursatlarda yozib tugallandi.Kishilar qalbiga Haqni yanada yaqindan tanitgan, surur bag'ishlagan va ko'plab ilm sirlaridan voqif bo'lishimizga sababchi bo'lgan bu kabi benazir asar yozgan Alisher Navoiy dahosiga ma'nan bosh egamiz.

Xulosa qilib aytadigan bo'lsak, biz ,,Lison ut-tayr''ning falsafiy mag'zini anglashga urinar ekanmiz, bu asar o'z ijodkori falsafiy dunyoqarashning badiiy lavhalaridan iborat ekanligini,doston zamondosh yoshlarimizning ma'naviy va hissiy kamolotlariga jiddiy ijobiy ta'sir qiladi,fahm-farosat va chin muhabbat qo'llanmasi bo'ladi.

,,Lison ut-tayr''-o'rta asr haqiqat izlovchi uchun yozilgan ilmiy va amaliy dasturdir.Doston yosh talaba uchun ta'sirchan va badiiy jihatdan go'zal, o'qishli asardir.Tasavvufdan xabari bo'lmagan kishilar bundagi qissa va she'riy hikoyalarni dunyoviy adabiyotning yaxshi namunasi sifatida mazza qilib o'qiyveradilar va ma'naviy lazzat topadilar.

Alisher Navoiyning falsafiy, axloqiy, ma'naviy dunyosidan xabardorlikning o'ziyoq bugungi o'quvchi uchun beqiyos ahamyatga

Foydalanilgan adabiyotlar ro'yxati:

1.Shuhrat Sirojiddinova,Dilnavoz Yusupova,Olimjon Davlatov ,,Navoiyshunoslik'' ,,Akademnashir'' Toshkent-2020,
2.Alisher Navoiy ,,Lison ut-tayr'' ,,Tafakkur'' nashiryoti Toshkent-2021.
3.Alisher Navoiy ,,Lison ut-tayr'' Toshkent-2019
4.Dilnavoz Yusupova ,,Lison ut-tayr'' Toshkent-2022
5.Djakbarova Mahliyo,,Alisher Navoiy asarlarida nutq so'zlash odobi masalalari,maqolasi.2023.02.08
6.Dilaro Tursunaliyeva ,,Alisher Navoiyning ,,Lison ut-tayr'' dostonidagi axloqiy illatlarning tanqidi'' maqolasi.2023.02.03
7.Navoiy Alisher.Lison ut-tayr (nasriy bayoni bilan).-Toshkent G'afur G'ulom nomidagi nashriyot-matbaa uyi,2005.

ALISHER NAVOIYNING "LISON UT-TAYR" DOSTONIDA BOTINIY VA ZOHIRIY ISHQ TALQINI

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Annotatsiya. Bu maqolada "Lison ut-tayr" dostoni haqida ma'lumotlar berilgan. Yettita vodiyga ta'rif berib o'tiladi. Yana qolaversa , hikoya tahlili ham olib borilgan. Dolzarb mavzu yuzasidandan fikr yuritilgan va uni to'liq ochib berishga harakat qilingan.

Kalit so'zlar: zohiriy, botiniy, oqilona, go'zallik , irfoniy doston, mutafakkir, avliyo, tasavvuf, majoz, obraz, vodiy, bosqich, hikoyat.

Mumtoz adabiyotimizning buyuk asoschilaridan biri Mir Alisher Navoiy o'zining dolzarb mavzuda yozgan asarlari bilan hatto hozirgacha barchamizni lol qoldirib kelmoqda. Birinchi Prezidentimiz I.A.Karimov o'zining "Yuksak ma'naviyat yengilmas kuch" asarida ta'kidlaganidek: "Agar bu zotni avliyo desak, avliyolarning avliyosi, mutafakkir desak, mutafakkirlarning mutafakkiri, shoir desak, shoirlarning sultonidir". Shoirga berilgan bu ta'rif juda oqilona bo'lib, boshqa ta'riflarga o'rin ham qolmaydi. Uning bizgacha yetib kelgan barcha asarlari hatto hanuzgacha olimlarning ko'pdan ko'p izlanishlarigacha sabab bo'lmoqda. Xuddi shunday asarlaridan biri shoirning "Lison ut-tayr" dostoni bo'lib, u umrining so'nggi yillarida yoziladi. Bu irfoniy ruhda yozilgan doston anchagina hayot tajribalariga erishgan, umr saboqlarining barcha achchiq-chuchuklarini boshidan o'tkazib, tasavvuf ilmiga murojaat qilib yozilganligini ko'rishimiz mumkin.. Boshqa tasavvufiy badiiy asarlar singari bu doston ham butunlay tasavvufiy asosga qurilgan va ,albatta, undagi obrazlar ham majoziy obrazlardir. Bu haqida tasavvufshunos olim N.Komilov "Hudhud- pir timsoli bo'lsa, o'ttiz qush solik muridlar timsolidir. Attor va Navoiy tasvirlagan yetti vodiy esa solik ruhining yeti tovlanuvchi manzarasi-Ilohga vosil bo'lish bosqichlari, ma'rifat zinalarini bildirib keladi"- deb fikr bildiradi. Doston 1499-yilda yozilgan bo'lib hajman 193 bob, 3666 baytdan iborat. Dostonda 65ta hikoyat keltirilgan bo'lib, ularning 51tasi Navoiyning original ijodi, qolgani esa Attor dostonidan olingan hikoyatlardir. Vazni: ramali musaddasi mahzufda yozilgan. Bu Irfoniy dostonning yozilish sababi haqidagi bobda berilishicha, bolaligida ustozi yosh Alisherga Qur'oni karim suralarini yodlatish

barobarida zehni tez va tab'i ravon bo'lishi uchun bir necha kitoblarning ro'yxatini keltirib o'tadi, ularning orasida ,ayniqsa, "Mantiq ut-tayr" bo'lajak shoirga qattiq ta'sir qilib, xayolchan va odamovi bo'lib qoladi. Bu asarga bo'lgan muhabbat uning doimiy hamrohiga aylanadi. Nihoyat, yoshi oltmishga yetganda to'rt devon va beshta dostoni bilan turkiy she'riyat mamalakatini o'z tasarrufiga kiritgan matafakkir shoir bolalikdagi orzusini amalga oshirishga jazm etadi:

Turk nazmida chu men tortib alam,
Ayladim ul mamlakatni yakqalam…
Munchakim nazm ichra qildim ishtig'ol,
Xotirimdin chiqmas erdi bu xayol
Kim, bu daftarg'a berib tavfiq Haq,
Tarjuma rasmi bila yozsam varaq...
Oltmishqa umr qo'yg'onda qadam
Qush tilin sharh etgali yo‘ndum qalam.

Navoiy asarda insonlarninf fe'l- atvori, qalb go'zalligi haqida fikr yuritar ekan , qush tilidan zamonaning illatlari ochiladi. Har bir qush bahona qilayotgan illatlarni aytib bergandan so'ng, shu illatning natijasi qanday oqibatlarga olib kelishi mumkinligi haqidagi hikoyat aytib o'tiladi. Safarga chiqqan qushlarning maqsadi haqiqiy qalb go'zalligiga erishish bo'lib, bu haqiqatni ochib berish maqsadida yettita vodiy bosib o'tiladi. Bular : Talab, ishq, ma'rifat, istig'no, tavhid, hayrat, faqr-u fanodir. Bu vodiylar haqida Baxtiyor Mengliyev shunday ta'rif keltirib o'tadi:

1. Talab vodiysi- shaxsning biror maqsadni istash holati.
2. Ishq vodiysi- qo'yilgan maqsadga muhabbat berish holati.
3. Ma'rifat vodiysi- intilayotgan maqsad haqida to'liq bilimga ega bo'lish holati.
4. Istig'no (ehtiyojsizlik) vodiysi ko'zda tutilgan maqsaddan boshqa narsaga chalg'imaslik holati.
5. Tavhid (birlik) vodiysi - shaxsning o'zida maqsadni, maqsadda o'zini ko'rish holati.
6. Hayrat vodiysi – erishilgan maqsadda Haqni ko'rib hayratlanish holati.
7. Fano vodiysi – erishilgan maqsadga javob bera boshlash holati.

Ushbu maqolada dostondagi hayrat vodiysida keltirilgan hikoyatda botiniy va zohiriy ishq haqida fikr yuritiladi.

Avvalo, botiniy va zohiriy go'zallik haqida to'xtalsak, odatda, insonning ichki (botiniy) go'zalligi bilan tashqi (zohiriy) go'zalligiga munosabat bildirilganda, aksariyat hollarda ichki go'zallik tashqi go'zallikka nisbatan ustuvor ahamiyat kasb etishi e'tirof etiladi. Abdurauf Fitrat tashqi go'zallik bilan ichki go'zallikning uyg'un bo'lishi zaruriy shart ekanini ta'kidlaydi va "zohiriy jamol" "botiniy (ichki) jamol" bilan, "ya'ni yaxshi xulq bilan bog'liq bo'lmasa bir tiyinga qimmat. Kimki o'z ixtiyori tizginini hayvoniy shahvat qo'liga bermagan ekan, doimo ichki jamolini tashqi go'zalligi bilan, ya'ni husni axloqini qora ko'zlar va kamon qoshlar bilan ziynatlaydi", degan edi. Bundan shuni tushunishimiz mumkinki, inson go'zalligi uchun faqat chiroy qiyofaga ega bo'lishning o'zi kifoya qilmaydi. Chiroyli tabassum, yarashgan kiyim, xatti-harakatlar inson go'zalligi uchun zaruriy shart bo'lib, ular shaxsni boshqalarga nisbatan chiroyli ko'rsatadi, u haqda yoqimli taassurot uyg'otadi. Albatta, tashqi ko'rkamlik inson go'zalligining mukammallashuvida o'ziga xos ahamiyatga ega. Biroq, xunuklikning shunday ko'rinishlari mavjudki, ular inson haqidagi tasavvurlarga salbiy ta'sir ko'rsatadi. Ularning yuzaga kelishiga shaxsning o'zi sababchi bachkanalik, kaltabinlik, qo‘rslik, ko'proq shaxsning o'zi sababchi bo'ladi: bachkanalik suiiste'mol qilish, manmanlik, riyokorlik singari illatlar insonning tashqi go'zalligiga ziyon yetkazishi tabiiy. Navoiy botiniy va zohiriy go'zalliklar bir-birini taqozo qilishini aytar ekan , albatta, botiniysiz zohiriy go'zallik to'liq bo'lmasligi haqida aytib o'tgan. Bu hikoyaning mazmuni ham aynan shu to'g'risida bo'lib, Arastuning shogirdi ham zohiriy go'zallikka aldanib, shu darajaga yetadiki, hatto ilohiy ishqdan ayrilgan holatda tasvirlanadi.

Hikoyatda Arastuning bir shogirdi haqida so‘z boradi. U doim ustozining darslarida hozir bo‘lib, anchagina maxfiy ilmlarni ham o‘rganib borar edi. Shu sababli Arastu uni Iskandarga

mulozim qilish niyatida bo‘lib, shunga munosib qilib tarbiyalardi. Kunlardan bir kuni shogirdi ko‘chadan ketayotganda, kofirlar ibodatxonasidan chiqayotgan go‘zal oy yuzli va kumushbadan, kofirlar kabi toshyurak zolim bo‘lgan, noz bilan yuz dinni talon- taroj etuvchi va hikmat ahlini zor-u shaydo qilgudek nihoyatda chiroyli qizga ishqi tushib qoladi. Faylasuf shogird bu ishqqa mubtalo bo‘lgandan so‘ng yorining visoliga erishish uchun barcha mol-mulklarini sarflab, u dilraboni o‘ziga moyil qilishga erishadi. Natijada erta-yu kech but vasliga termulib, butparast bo‘ladi. Ya’ni qizdan umuman ko‘zini uzmaydi, oqibatda kitobga ham qaramay, ustozidan saboq olishni ham unutish darajasiga boradi. Haq vaslidan butning vaslini ustun qo‘yib, tashqi go‘zalikka aldanadi. Bunday ayanchli holning oldini olish uchun ustoz Arastu shogirdiga ko‘p saboq, pand-nasihat qiladi, ammo bular unda kor qilmaydi. Ustoz necha yillik bergan ilm- u hikmat, zahmat chekkanlari, bekor ketayotganini ko‘rib nadomat chekadi. Juda ko‘p o‘ylab har tarafdan chora qidiradi. Oxiri, maxfiy chora qo‘llab, u go‘zalga kuchli bir dori beradi. Go‘zal dorini ichgach, ohu fig‘on tortguncha yiqiladi, ahvoli vaqt o‘tgan sayin tobora yomonlasha boshladi. Shogird uni davolash uchun turli choralar qo‘llab ko‘radi, ammo ulardan hech bir foyda bermaydi. Sanam esa kasalliklardan tuzalmaydi. Hech bir chorasi qolmagan shogird dardini ustoziga ming nadomat chekib aytib beradi. Ustozi shogird o‘z xizmatlarini davom ettirishi, o‘zi esa bemorini davolashi, parvarish qilishini aytadi. Shogird buni qabul qilib, yo‘liga ravona bo‘ladi. Ustoz davolashga kirishib, me’dani tozalovchi kuchli bir dori beradi. Bu shunday dori ediki, sanamdagi balg‘am, safro va qonni daf qildirib, sumanbarni majolsiz bir holga tushiradi. Sanamdan chiqqan barcha narsalarini bir xumga solib qo‘yadi. Kechqurun yigit uyiga qaytadi. Donishmand unga: " Kirib yoringga boq!"- deb buyruq beradi. Yigit yoriga qarasa, bir noxush jism yotganini ko‘radi. Uning go‘zalligi esa o‘sha xumchadagi ichi turli axlat, makruh qusirlar bilan to‘la bo‘lib, sassiq hid burqsib turgan bo‘ladi. Ustoz bo‘lgan voqealarini tushuntirib beradi. Bundan shogirdi hijolat chekib, o‘z xatosini tushunib yetadi.

Mana shunday tashqi go‘zallikka aldanib, chiroyning asl mohiyati bo‘lgan ichki go‘zallikni unutib qo‘yish yomon oqibatlarga olib keladi. Haqning vaslini unutish, tashqi go‘zallikni ustun qo‘yish esa aslo mumkin emas. Bunday go‘zallikka aldanib, tushkunlikka tushgan kishi zohiriy xildagi oshiqlik yo’lida yursa, pok ishq ahli oldida uyatli holatga tushishiga olib keladi. Go‘zallikka muhabbat qo‘yishning asosida ham aql, ham hissiyot yotishi haqidagi Ibn Sinoning fikr ayni shu holatga mos tushishini ko’rish mumkin.

Foydalanilgan adabiyotlar ro’yxati:

1. “Yuksak ma’naviyat yengilmas kuch”. O’quv qo’llanma.Toshkent. 2001.
2. Navoiyshunoslik. Darslik.-Toshkent:Akademnashr, 2020.-576-bet.
3. **https://oyina.uz/uz/teahause/1682**
4. “Lison ut-tayr” asari. Nasriy bayoni.

O‘ZBEK TILIGA O‘ZLASHGAN XORIJIY SO‘ZLARNING MAVZUIY GURUHLARI

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Annotatsiya. Ushbu maqolada bir tildan boshqa tilga so‘zlarning kirib kelishi, qabul qiluvchi til leksikasidan o‘rin olishi, o‘sha tilga singib ketishi murakkab lisoniy va ijtimoiy-tarixiy sharoitlar bilan bog‘liq tarzda ro‘y beradigan qonuniyat, shuningdek, tilshunoslikka oid adabiyotlarda so‘z o‘zlashtirishning omillari haqida ma’lumotlar berildi.

Kalit so‘zlar: Lingvomadaniy konseptosfera,leksik birlik, ekstralingvistik omil,

lingvistik omil, termin, lingvistik jarayon.Til va jamiyat o`zaro uzviy bog`liq bo`lib, jamiyatda sodir bo`layotgan barcha o`zgarishlar uning tilida namoyon bo`ladi. Jamiyat hayotiga kirib kelgan yangi tushunchalar, voqea-hodisalar jamiyatning lingvomadaniy konseptosferasidan joy olishi uchun o`z til zaxirasi bilan bir qatorda o`zga tillarga ham murojaat qilinadi va so`zlar o`zlashtiriladi.[93]1 Bu esa, o`z navbatida, tilning lug`at qatlami yangi leksik (-frazeologik) birliklar bilan boyishini hamda uning lingvomadaniy muhitda bekam-ko`st taraqqiy etishini ta'minlaydi. Shuningdek, so`z o`zlashtirish til sohiblarining tasavvuridagi lisoniy lakuna to`lishiga va olamning konseptual manzarasini benihoya aniq va ravshan anglashiga ko`maklashuvchi asosiy vositalardan bo`lib xizmat qiladi. So`z o`zlashtirishning mohiyati nafaqat bir til elementlarini boshqa tilga o`tkazish, balki jamiyat taraqqiyoti, fan va texnikaning rivojlanishi, xalqlar o`rtasidagi madaniy aloqalarga bog`liq holda kechadigan jarayon hamdir. Boshqacha aytganda, "bir tildan boshqa tilga so`zlarning kirib kelishi, qabul qiluvchi til leksikasidan o`rin olishi va o`sha til muhitiga moslashib, singib ketishi murakkab lisoniy va ijtimoiy-tarixiy sharoitlar bilan bog`liq tarzda ro`y beradigan qonuniyat hisoblanadi". Ko`rinadiki, so`z o`zlashtirishning sabablarini lingvistik jarayon sifatida ko`rib chiqishmuhim ahamiyat kasb etadi. Ular "…nolisoniy (ekstralingvistik) va lisoniy (lingvistik) omillarga bo`linib, bir-biri bilan o`zaro chambarchas bog`liqdir".

Tilshunoslikka oid adabiyotlarda so`z o`zlashtirishning nolisoniy omillari sifatida quyidagilar qayd etiladi: xalqlar o`rtasidagi o`zaro siyosiy, iqtisodiy hamda madaniy yaqin aloqalar; so`z o`zlashtiruvchi jamiyatda ichki ijtimoiy, iqtisodiy va siyosiy o`zgarishlar; tilning jamiyat iqtisodiy muhitida tutgan o`rni; bir vaqtning o`zida ham yangi narsa va tushuncha, ham ularning lisoniy ifodasini(so`zlarni) o`zlashtirish[94].

R.Jomonovning fikriga ko`ra, so`z o`zlashtirishda nolisoniy (ekstralingvistik) omillarning eng asosiylari "xalqlar o`rtasidagi siyosiy, iqtisodiy va madaniy aloqalar; ilm-fan taraqqiyoti; ommaviy axborot vositalari faoliyatining kengayishi; tarjima adabiyotiga bo`lgan talabning ortib borishi; reklama va ko`rgazmali vositalardagi matnlar; xorijiy tillarga bo`lgan ehtiyojning oshishi va shu kabilardan iboratdir"[95].

Shu narsa ham eski haqiqatki, yer yuzida tamoman sof, boshqa bir tildan so`z yoki termin o`zlashtirmagan birorta til yo`q. Tarixiy taraqqiyotning turli davrlarida turli, uzoq-yaqin xalqlar o`rtasidagi turli darajadagi aloqalarning tabiiy natijasi o`laroq bu xalqlar tillarining biri boshqasiga ta'sir ko`rsatgan, ularning biridan boshqasiga,ko`pdir-kamdir, muayyan miqdorda so`z o`tgan, albatta, bu jarayonlar tabiiy-ixtiyoriy ravishda yoki ba'zan majburiyat – tazyiq ostida voqelanganligi ma'lum[96].

Xorijiy ilm muassasalarida eng katta e'tibor o'zlashmalarning tasnifiy belgilarini aniqlash va ularning funksional-semantik xususiyatlari hamda o'zlashtirma lisoniy birliklar tizimining shakllanishida milliy va xorijiy elementlarning nisbatini o'rganishga qaratilib kelinmoqda. Shu jumladan, xorijiy til o'zlashmalarini chog'ishtirma usulda tahlil qilish an'anasi shakllanmoqda.

N.Iskanova o'z tadqiqot ishida mustaqillikdan keyin tilimizga o'zlashga so'zlar quyidagi mavzuiy guruhlarga ajratadi:

1.Iqtisodiyotga oid o'zlashmalar: auksion, korrupsiya, kredit, eksport, grant, auditor, avizo, valyuta, lizing, menedjer, litsenziya , biznesmen, norezident.

2.Internet, kompyuter texnologiyalari va mobil qurilmalar sohasidagi o'zlashmalar: internet (internet), net (net), veb (web), veb-sayt (website), fayl (file), printer (printer), skaner (scanner), monitor (monitor), modem (modem), kserok (copier), peydjer (page), provayder

[93] Сирожиддинов Ш. Сўз ўзлаштириш омиллари хусусида// Ўзбек тили ва адабиёти, 2017. – № 4. – Б.83.

[94] Сирожиддинов Ш. Ўша асар, 85-б. Qarang. Бондарец О.Э. Иноязычные заимствования в речи и в языке: лингвосоциологический аспект. – Таганрог: Изд-во Таганрог.гос.пед.ин-та, 2008. – С.11-12.

[95] Жомонов Р.О. Ўзбек тилида сўз ўзлаштириш ва имло муаммолари. – Тошкент: Ўзбекистон, 2013. – Б.38.

[96] Маҳмудов Н. Тил тилсими тадқиқи. – Тошкент: MUMTOZ SO`Z, 2017. – Б.144

(provider), server (server), Yuznet (Uznet), displey (display), interfeys (interface), multimedia (multimedia), gipertekst (hypertext), rouming (roaming), ye-mayl (e-mail), noutbuk (notebook), aypi adres (IP adres), WWW, onlayn (on-line) brauzer (browser).

3. **Sport sohasiga oid o'zlashma so'zlar:** armrestling (arm wrestling), autsayder (outsider), bodibilde (bodybuilder), bodibilding (bodybuilding), bouling (bowling), vindsyorfing (windsurfing), golf (golf), dayving (diving), darts (darts), doping (doping), dribling (dribbling).

4. **Ijtimoiy-siyosiy sohaga oid o'zlashmalar:** absolyutizm, avtoritarizm, agressiya, konstitutsiya, emansipatsiya, demokratiya, avantyura, parlament, mentalitet, neytralitet, boykot, byujdet, impichment, lider, miting.

5. **Fan, ta'lim, texnologiya sohasiga oid o'zlashma so'zlar:** hemis, kredit- modul, innovatsiya, GPA, portfoliya syllabus, zum (zoom), klaster (cluster), grafik organayzer, Venn diagrammasi, raqamli kod (digital code), kollej (college), litsey (lyceum), akademik litsey (academician lyceum), magistr (master), ofshor (offshore), robotlashtirish (robotize), toner (toner), tvitter (tweeter).

6. **Media, ko'rsatuv, reklama, san'at sohasiga oid o'zlashma so'zlar:** blok baster (blockbuster), video (video), videoteka (video library), videosalon (video salon), daydjest (digest), kabelli televideniye (cable TV), kinoepopeya (film epic), klip (clip), kopirayter (copywriter), parabolli antenna (parabolic antenna), press-reliz (press release), raqamli televideniye (digital TV), xit (hit), shou (show).

7. **Maishiy xizmat, oziq-ovqat, taom, kosmetika va moda nomlari sohasiga oid o'zlashtirmalar:** ketchup (ketchup), mayonez (mayonnaise), sous (sauce), gamburger (gamburger), fishburger (fishburger), chisburger (cheeseburger), chikenburger (chickenburger), pitssa (pizza).

8. **Transport sohasiga oid o'zlashma so'zlar:** avariya (crash), avtokar (autocar), limuzin (limousin), parkovka (parking), reaktiv samolyot (jet), stopover, frivey (freeway), xayvey (highway), charter (charter).

9. **Turizm sohasidagi leksik birliklar:** motel, otel, hotel, kurort, klass, bron, nomer, kottej, piknik, palatka, villa, pansion.

10. **Sanoat, qishloq xo'jaligi, chorvachilik sohalariga tegishli o'zlashma so'zlar**[97]**:** avtomatlashtirish (automation), agrofirma (agrofirm), drenaj (drainage), zoogigiyena (zoohygiene), zooinjeneriya (zooengineering), kollektor (collector), mexanizatsiyalash (mechanization), modernizatsiya (modernization), nou-xau (know-how), plantatsiya (plantation).

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[97] Исканова N.A. Мустақиллик йилларида ўзбек тилига кириб келган хорижий ўзлашмаларнинг таркибий-мазмуний таҳлили ("Халқ сўзи" газетаси материаллари асосида),.–Самарқанл-2021.

С.О.КАРЦЕВСКИЙ ЛИСОНИЙ БЕЛГИНИНГ АСИММЕТРИК ДУАЛИЗМИ ҲАҚИДА

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Аннотация. Мақолада Женева тилшунослик мактаби ташаббускори, Прага тилшунослик тўгарагининг фаол аъзоси, машҳур рус олими Сергей Осипович Карцевскийнинг қисқача таржимаси ҳам баён қилинган унинг "Об асимметрический дуализм лингвистического знака" ("Лисоний белгининг асимметрик дуализми ҳақида") номли фундаментал мақоласи моҳияти очиб берилган, ундан рационал фойдаланиш тил ҳақидаги фаннинг барча сатҳларининг, қўлланиш тамойилларини теран англашга хизмат қилиши уқтирилган.

Таянч сўз ва иборалар. Белги, тил, нутқ, лисоний белги, лисоний белги асимметрияси, дуализм, ифодаловчи, ифодаланмиш, омоним, синоним, семиологик бирлик, умумий, хусусий, руҳий.

Сергий Осифович Карцевский (1884, Тобольск, Россия-1955, Женева, Швейцария) - атоқли рус тилшуноси, 1907 йилдан Женевада яшаган, Ф.дў Соссюрнинг шогирдлари Ш.Балли ва А.Сешэдан таълим олган, Женева университетида профессор лавозимида ишлаган. С.И.Карцевский Женева тилшунослик мактаби ташаббускори (1940) ва унинг вице-президенти (1941-1950), Прага тилшунослик тугараги фаол аъзоси. У тилшуносликка доир ҳамон аксарият ўзбек ўқувчиларга нотаниш бўлиб қолаётган қатор асарлар муаллифидир:

- Тил, уруш ва революция (1973).
- Лисоний белгининг асимметрик дуализми ҳақида (1965).
- Рус тилида паратаксис ва синтаксис (1948).
- Лингвистик мерос тарихидан (2004) ва б.

С.О.Карцевскийнинг "Лисоний белгининг асимметрик дуализми ҳақида" номли мақоласи В.А.Звегенцев томонидан чоп этилган "История языкознания XIX-XX вв. в очерках и извлечениях" номли тўпламнинг биринчи қисмида 1965 йилда чоп этилган. Ҳажман унча катта бўлмаган мазкур мақола кўплаб тадқиқотчилар эътиборини тортган ва тилда асимметрияни ўрганишнинг назарий-методологик асоси сифатида баҳоланган. Биз ушбу мақолада С.О.Карцевскийнинг номи юқорида зикр этилган мақоласи асосий ғоясини очиб беришга ҳаракат қиламиз. С.О.Карцевскийнинг ёзишича, белги ва маъно ҳеч қачон бир-бирини тўлиқ қопламайди, чунки айнан бир белги бир неча функция бажаради ва айнан бир функция бир неча белги билан ифодаланади, шунинг учун ҳар қандай белги айни бир пайтда ўзига ҳам "омоним" ва ҳам "синоним" бўлиб келади, чунки семиологик механизм бўлган тил бирликлари умумийлик ва яккалик, мавҳум ва конкрет қутблар орасида ҳаракатланади.Тил умумий ҳодиса сифатида жамиятнинг барча аъзолари учун ўзаро мулоқат воситаси бўлса, хусусий ҳодиса сифатида эса шахснинг ички туйғу-кечинмаларини ифодаловчи воситасидир. Тилнинг умумий характерда эканлиги унинг шахс(лар) хоҳиш-иродасига тобе эмаслигини кафолатлайди. Бу билан С.О.Карцевский умумий (жамоа) тил билан яккалик (индивидуал) тилни адаштирмаслик лозимлигини урғулайди. Мақола муаллифи лисоний белгининг ўзгариб, турланиб, ҳаракатланиб туришини уқтиради. Агар белги шундай хусусиятга эга бўлмаганда ва фақат бир маъно ифодалаганда, тил нарса-ҳодисаларнинг оддий ном, ёрлиқлардан иборат бўлиб қоларди. Бироқ бу ўзгарувчанлик нутқ меъёрларига амал қилиши, белгиланган чегарадан чиқиб кетмаслиги, қонун-қоидалар доирасида амал қилиши керак. Лисоний белги, С.О.Карцевскийнинг ёзишича, бутунлай эмас, балки қисман ўзгаради. Бу ҳолат унинг ўтмиш билан алоқасини таъминлайди ва ҳозирги ҳолатини белгилайди. Чунки умумий ва индивидуал белги уларни бир-биридан фарқлашга хизмат қиладиган икки координатанинг муносабатига асосланади. Бироқ лисоний белгининг фарқловчи хусусиятига кўп урғу беравермаслик керак. Масалан,

дабдурусдан -а морфемаси рус тилида қандай маъно англатади, деб сўраш бемани савол. Бунинг учун таркибида -а ва шу -а бўлган сўзларни (стол, стола, столу...; паруса, парусов..., жена, жены ва ш.к.) топиш ва у бу сўзларда қандай вазифа бажараётганини аниқлаш керак. С.О.Карцевскийнинг омофония ва омонимия ҳақидаги мулоҳазалари ҳам эътиборга молик: "Омофония-умумий ҳодиса, омонимия эса унинг хусусий кўриниши ва у тилнинг тушунчалар тизимида намоён бўлади. Унга қарама-қарши бўлган ҳодиса (гетерофония) тушунчалар тизимида синонимия сифатида намоён бўлади. Бироқ бу унча ҳам аниқ бўлмаса-да, қуйида келтирилган айнан бир умумий тамойилнинг икки томонидан бошқа нарса эмас: ҳар қандай лисоний белги айни бир пайтда бир-бирига потенциал (имконият тарзидаги) омоним ва синонимдир". [Карцевский, 88-б.].

Мақола муаллифи бу борадаги мулоҳазаларини давом эттириб, омонимлар қатори моҳиятан кўпроқ руҳий ходиса ва ассоциояларга (фикрий боғланишларга) асосланиши, синонимлар қатори эса мантиқий характерда эканлиги, чунки унинг узвлари ҳодисаларнинг айнан бир синфига мавжуд кўринишлари сифатида қаралиши ҳақида ёзади.

С.О.Карцевский синонимлар қаторининг ҳам, омонимлар қаторининг ҳам ҳамиша очиқ эканлиги тил ифода воситалари кенгайиб ва ривожланиб боришини таъминлашини мисоллар билан асослаб берган.

Морфема билан қиёслаш мумкин бўлган "тўлиқ" сўзда семиологик функцияларнинг ўзаро зид икки: а) формал ва б) семантик; марказ амал қилади. Формал марказ (жинс, сон, келиши, тур, замон ва б.) мазкур тилда сўзлашувчи барча кишиларга маълум ва уларнинг ифодалашга хоҳиш-иродасига оғлиқ эмас. Шунинг учун ҳар қандай нутқ вазиятида ҳам ўзгармайди. "Тўлиқ сўз"нинг семантик маркази сўзловчининг хоҳиш-иродаси ва нутқ вазияти талабига боғлиқ ҳолда турланиб туради ва янгидан-янги маъно нозикликларини кашф этади. Бундан фақат илмий терминлар мустасно, чунки улар илмий ғоя ва назариялар тизимидан мустаҳкам ўрин олган (Бу ерда гап, албатта, терминларнинг бирдамчи, ўз маъноси ҳақида бормоҳи лозим).

С.О.Карцевский ўз мулоҳазаларини шундай мисол билан асослайди. Кимдир балиқсан дейилди. Бу билан "балиқ" термини учун шаклдош сўз ҳосил қилинди ва "флегматик" "лоқайд", "беғам", "суст", "ҳиссиз", "камгап" сўзлари синонимлари қаторига янги бўлак келиб қўшилди. Натижада биратўла икки сўз ("балиқ", "камгап")га синоним юзага келтирилади.

Проф.С.О. Карцевскийнинг қуйидаги сўзлари ҳам эътиборга молик. Унинг ёзишича, "тўлиқ" сўзнинг нафақат семантик, балки формал маркази ҳам кўчма маъно касб этиши мумкин. Масалан, буйруқ гап сўзловчининг ифода-истагини ифодалаши ва суҳбатдошнинг нутқ вазиятидаги ролининг сусайтириши ҳаммага маълум (Жим бўл!). Бироқ бу шакл бошқа вазифасида ҳам кузатилади: "Энди уруғ сепилган эди, совуқ майса нишини уриб кетди" (кутилмаган, бинобарин, шахсга боғлиқ бўлмаган ҳолат). "Грамматик транспозиция (кўчма маъно-Д.М) семантик транспозицияга ўхшайди. Уларнинг ҳар иккаласи ҳам конкрет воқелик туфайли амалга ошади. Биз бу ерда уларни фарқлаб турувчи ҳолатлар ҳақида гапирмаймиз. Аммо улар орасидаги асосий фарқни кўрсатиб ўтамиз. Формал белгилар, табиийки, семантик белгига қараганда, нисбатан умумий ва улар семантик белгиларнинг чекланмаган миқдорини ўз ичига олади. Шунинг учун грамматик белгилар анча барқарор, уларнинг кўчма маънода келиши кам кузатилади ва кўпроқ "мунтазам" бўлади [Карцевский, 1965, 91-б.]. С.О. Карцевский лисоний белгининг асимметрик харатерда эканлигини қуйидагича изоҳлайди: лисоний белгининг ифодаловчиси (жаранглаши) ва ифодаланмиш (функция) ўзига шериги томонидан белгиланган доирадан чиқади. Бошқача айтганда, ифодаланмиш ўз вазифасидан бошқа вазифаларни бажаришга, ифодаланмиш ўзини бошқа воситалар билан ифодалашга ҳаракат қилади. Бу ҳолат тилнинг тинимсиз ривожланиб туришига асос бўлиб хизмат қилади. Хуллас, проф.С.О. Карцевскийнинг лисоний белги асимметрик дуализми ҳақидаги мақоласи тилшуносликда симметрия ва

асимметрия билан боғлиқ муаммоларнинг кашфиёт мақомидаги оригинал ечимидир. Шунинг учун бу мақола чоп этилганидан буён фанимиз тадқиқотчилари диққат марказида бўлиб, тилнинг барча сатҳлари моҳиятини тушунишида мустаҳкам назарий асос вазифасини бажариб келмоқда.

Адабиётлар:

1. Карцевский С.О. Лисоний белгининг асимметрик дуализми ҳақида. // В.А.Звегенцев "История языкознания XIX-XX вв. в очерках и извлечениях" номли тўпламнинг биринчи қисмида чоп этилган. – Москва, 1965.

CHET TILI SO'ZLARINI O'ZLASHTIRISH USULLARI

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Annotatsiya. Ushbu maqolada o'zbek tili leksikasining yillar taraqiyot etgani sari o'zgarib yangi so'zlar bilan boyib borayotgani, chet tilidagi o'zlashma so'zlar bugungi leksikamizda inglizcha so'zlar, o'zlashma lisoniy birliklar,tilimizga xorijiy tillardan o'z holicha so'z olish va kalkalab olish boshqa tildagi so'zning morfemik tarkibidan qisma-qism so'z orqali o'zbekcha so'z yasash va tashqi manbadan so'z o'zlashtirishning muhimligi haqida so'z yuritilgan.

Kalit so'zlar: so'z o'zlashish, kalkalar, o'zlashma, ko'p ma'nolilik, lisoniy birliklar, neologizimlar, o'zicha so'z olish, kalakalab so'z olish,to'liq va yarim kalakalar, leksema, semantik kalka,o'z baza,o'zga baza , kalakalash bazasi, o'z qatlam, o'zlashma qatlam.

Insoniyat tarixidan ma'lumki, turli xalqlar qo'shnichilik munosabatlarida hayot kechirganlar. Shu bois har qanday millat va xalq tarixi, madaniyati, jumladan, tilini boshqa xalqlar va millatlarga xos unsurlarsiz tasavvur etib bo'lmaydi. Mamlakatlararo amalga oshiriladigan turli ijtimoiy-iqtisodiy, siyosiy, madaniy-ma'rifiy munosabatlar milliy tillarning lug'at tarkibidan xalqaro-baynalmilal so'zlarning joy olishiga, bir tildan boshqa tilga so'zlarning turli usullar bilan o'zlashishiga olib keladi.

A.Reformatskiy shunday deydi: "Kalkalar chet tildagi so'zning qismma-qism tarjimasi yoki tarjima qilingan elementlarning mexanik ravishda o'zaro qo'shilishi natijasida hosil bo'ladigan ibora, so'z. Shu tarzda kalka usulini qo'llaganda elementlarning o'zaro birikishi o'zlashtiriladi, ularning o'zlari esa o'zga tildagi emas, balki o'z til materiali bo'lib xizmat qiladi"[98] L.Blumfild kalkalarni chet so'zlar tarjimasi yoki o'zga so'zlar bilan ifodalangan mazmunni o'z tilida ifodalash uchun qo'llanilgan so'zlarning tanlanishi, deya ta'kidlaydi[99].

Aytish mumkinki, tillarning bir-biriga o'zaro ta'siri, ya'ni tilimizning tashqi manba asosida boyishi, boshqa tillar bilan kontakti, ulardan so'z o'zlashtirish masalalari tilshunosligimiz oldida turgan dolzarb masalalardan biri sanaladi.

Bugungi kunda 20 dan ortiq til o'zlashmalari o'zbek tili leksikasiga o'zlashgan va lug'at boyligimizda sezilarli darajada ta'sir qilgan. Bulardan tashqari, tilimizda uncha faol bo'lmagan tillarning o'zlashmalari ham qo'llaniladi. Mustaqillikdan so'ng esa o'zlashma so'zlar orasida inglizcha o'zlashmalarning miqdori va ma'no taraqqiyoti sezilarli darajada ortdi. Shuningdek, O'zbek tili lug'at boyligidan o'rin olgan inglizcha o'zlashma so'zlar ma'nosidagi o'zgarishlar sezilarli darajada bo'lib, ular ko'pma'nolilik xususiyatga ega bo'lishidan tashqari, so'z ma'nosini

[98] Ҳожиев А. Ўзбек тили сўз ясалиши. – Т., 1989. – 109 б.

[99] Блумфилд Л. Язык. - М.: Прогресс, 1968.- 499-503 стр.

kengaytirishi, ta'sirchan ifodalashi va tinglovchiga ma'noni tez yetkazib berishi bo'yicha yetakchi o'rin egallaydi. Shuning uchun bunday o'zlashmalarni, xususan, axborot texnologiyalari, fan-texnika, bank-moliya, sport, harbiy, oziq-ovqat, kiyim-kechak va shu qatori barcha sohalarga doir o'zlashma so'zlar tilimizga ko'plab o'zlashishi kuzatilmoqda.

So'z o'zlashishi masalasi soha mutaxassislarini doimiy ravishda o'ziga jalb qilib kelgan. A.A.Reformatskiy mazkur masalaga yondashar ekan: – Birinchi navbatda o'zlashgan so'zlar orasidagi o'zlashgan va o'zlashtirilgan (til lug'at tarkibiga singib ketgan) va o'zlashgan, biroq o'zlashtirilmagan (til lug'at tarkibiga singib ketmagan) so'zlarni farqlash lozim [100] ligini ta'kidlaydi.

I.K.Mirzayevning fikriga ko'ra, transkripsiya, transliteratsiya va kalkalash chet tillardan kirib kelayotgan xos so'zlarni tarjima qilishning asosiy **usullaridir**[101]. Olim o'zlashma lisoniy birliklar tarjimasi yangi tushunchalarni ifodalash, mavjudlarini yanada farqlash va ilgari noma'lum bo'lgan predmetlarni belgilash maqsadida boshqa tillarning leksik fondiga murojaat qilishdir, deb yozadi va bunday tarjimani amalga oshirish usullarini o'ziga xos tarzda talqin etadi. Umuman, matn va lisoniy birliklar tarjimasi muammolariga bag'ishlangan ilmiy tadqiqotlarda tarjima transformatsiyasi atamasining keng miqyosda qo'llanishi va uning turlicha talqinlariga duch kelamiz. Tarjima transformatsiyalari ingliz tilidan o'zbek tiliga o'zlashtirilayotgan neologizm-terminlar tarjimasiga bevosita aloqador bo'lganligi bois, ushbu atamaning mazmun va funksional ko'lamini aniqlashtirib olishni maqsadga muvofiq deb topdik.

N.Iskanova o'zining tadqiqoti doirasida xorijiy leksikani o'zlashtirishning asosiy usullari transkripsiya, transliteratsiya va kalkalash ekanligini isbotladi.

Ma'lumki, transkripsiya lug'at birligini o'zlashtirishning shunday usuliki, unda o'zlashtirilgan so'zning tovush shakli (ba'zan ushbu so'zni o'zlashtirayotgan tilning fonetik xususiyatlariga mos ravishda biroz shakl o'zgargan holda) saqlanib qoladi. Masalan: seyl - sale, boykot – boycott, lanch - lunch, baks - bucks, taun-xauz - townhouse va b.

Transliteratsiyada esa xorijiy so'zning faqat imlosi o'zlashtiriladi: o'zlashtirilayotgan so'zning grafikasi ona tilining grafikasi bilan almashtiriladi va so'z o'zlashtirgan tilining talaffuz qoidalariga muvofiq o'qiladi. O'zbek tilida istifoda etilayotgan ko'plab ruscha, inglizcha, fransuzcha va nemischa so'zlar, garchi o'zbek tilining qoidalariga muvofiq o'qilsa-da, yozuv xususiyatlarini saqlab qolgan. Ilmiy manbalarda transliteratsiyaning quyidagi ko'rinishlari kursatilgan: a) qat'iy, ya'ni asl matndagi har bir belgini o'zbek tilidagi faqat bitta belgi bilan almashtirish: lifting – lifting, xot-dog - hot- dog, dollar - dollar; b) o'zlashtirilgan matndagi ayrim so'zlarni o'zbek tilidagi ikkita yoki undan ortiq belgilarning birikmalari bilan almashtirish: xedlayner – headliner, bayker - biker, tineydjer - teenager; v) qisqartirilgan, ya'ni o'zlashtirilgan matndagi ba'zi so'z birikmalarini qisqartirilgan holatda qo'llash: shaker – sheyker, hooligan - xuligan, , chill-out - chill-aut kabi.

Kalkalashda so'z assotsiativ ma'nosining tarkibiy qolipi o'zlashtiriladi. Ushbu usulda o'zlashtirilayotgan so'z yoki so'z birikmasining tarkibiy qismlari alohida tarjima qilinadi va birlashtiriladi. Bu usulda uch xil jarayon kuzatiladi: a) xorijiy til so'zi aniq tarjima qilinadi, ya'ni uning semantik va morfologik tuzilishi qaytadan tiklanadi, tuzulish unsurlari so'zma-so'z tarjima qilinadi. Mazkur usulda xorijiy til til so'zi o'zbek tili uchun namuna sifatida qo'llanadi: hypertext > super-+matn; online > liniyada, aloqada; interface > o'rtasida+shaxs; domain name > hudud + ism; read only > faqat + o'qimoq, hard disk > qattiq disk; Microsoft > mikro-kichik, soft-yumshoq; email > elektron+pochta orqali yuboriladigan narsalar; b) o'zlashtirilgan so'zning qismlari ketma-

[100] Reformatskiy A.A. Vvedeniye v yazыkoznaniye. – Moskva: Aspekt press, 2006. – S.140. 64

[101] Мирзаев И.К. Проблемы передачи слов, обозначающих реалии французской жизни, на узбекский язык: автореф. дисс. канд. филол. наук. - Ленинград, 1975. – 22 с. Яна қаранг: Холбеков М.Н. XX аср таржимашунослиги: тадриж ва талқин //Таржима, ахборот, мулоқот – сиёсий ва ижтимоий кўприк: Халқаро илмий-анжуман материаллари. - Самарқанд, 2018. - 14-18 б. Тухтасинов И.М. Таржимон тайёрлашда касбий компетенцияларни шакллантириш ва ривожлантириш (эквивалентлик ҳодисаси асосида): Филология фанлари доктори илмий даражасини олиш учун ёзилган диссертация. - Тошкент, 2018. – 230 б.; Сафаров Ш. Таржимашуносликнинг когнитив асослари. - Т.: Наврўз нашриёти ДУК, 2019. –300 б.

ket tarjima qilinadi yoki uning bir qismi manba tildan olinadi, ikkinchi qismi o'zbek tili elementi bilan almashtiriladi: blank; program bug > programma + xato, screenshot >kesib yoki qirqib tashlamoq + rasm, spreadsheet > elektron + shakl. v) semantik kalkalash, ya'ni so'z shakli olinmasdan, uning ma'nosi o'zlashtiriladi: header > bosh + axborot, computer > so'zma-so'z: elektron miya; mouse > sichqon +o'lchov asboblari uchun so'z yasovchi element.

O'zbek tili lug'at tarkibini boyitish jarayonlari orasida o'zga til leksikasining o'zlashtirilishi yangi hodisa, tushunchalarni nomlash va mavjud tushunchalarni yangilash usullaridan biri sifatida o'zining salmoqli va muhim ahamiyatiga ega. Yuqorida qayd qilinganidek, so'z o'zlashishining ham usullari mavjud.

Tilimizga xorijiy tillardan so'z o'zlashtirish usuli 2 xil bo'ladi:

1.O'zicha olish. Bunda boshqa tillardan o'zlashtirayotgan so'z hech qanday o'zgarishlarsiz yoki ba'zi fonetik o'zgarishlar bilan olinadi.

2. Kalkalab olish.

Kalka (frans. caique — nusxa, tak,lid) — boshqa til lug'aviy birligidan ona tili vositalari asosida nusxa ko'chirish (so'zma-so'z tarjima qilish) natijasida yuzaga kelgan so'z, atama yoki birikma. Kalkaning ma'noviy va shakliy ma'noviy turlari mavjud. Ma'noviy kalka so'zning ohangi va so'z yasalish shakli jihatidan ona tiliga mansub bo'lsada, ma'no jihatdan chet so'zlarning ta'siriga bog'likdir: "maydon" (magnit maydoni) — "pole". Shakliy-ma'noviy kalka o'zga tildagi ma'noni ifodalay oladigan unsurlar asosida ona tilida yangi lug'aviy birlik hosil qilishdir. To'liq va yarim shakliy-ma'noviy kalkalar bo'ladi. To'liq kalkada ona tilining o'z ichki imkoniyatlaridan foydalaniladi (nadstroyka — ustqurma, mirovozzreniye — dunyoqarash, jeleznaya doroga — temir yo'l). Yarim kalka har ikki til unsurlaridan tashkil topadi (polu-avtomat — yarim-avtomat). Kalka ijodiy jarayonda paydo bo'ladigan til hodisasi, shuning uchun tarjimondan katta mahorat talab qiladi. Kalka tilni boyitishning muhim omillaridan biri.[102]

Bunda boshqa tildagi so'zning morfemik tarkibidan qismma-qism so'z orqali o'zbekcha so'z yasaladi va shu so'z bilan boshqa til leksemasining ma'nosi ifodalanadi. Masalan, финансовая система – moliya tizimi, финансовые резервы – moliyaviy zaxiralar kabi. Bu xildagi kalkalar to'liq kalka deb ataladi. Chunki bunda boshqa til so'zining ifoda materiali o'zbek tili materiali bilan to'liq almashtirilgandir. Ba'zan boshqa til so'zining bir qismi o'zgarishsiz olinadi, bir qismi o'zbek tili materiali bilan almashtiriladi. Masalan, фьючерсный контракт - fyuchers bitimi, финансовый механизм – moliyaviy mexanizm kabi. Kalkalashning bu turi yarim kalka deb yuritiladi.

To'liq va yarim kalkalar so'z o'zlashtirishning grammatik usuli deb ham ataladi. Bunday atalishining sababi bunda boshqa til so'zlarining ma'noli qismlarjidan nusxa ko'chirilishi orqali yasaladi. Ammo tilda ba'zan yangi so'z yasalmay, azaldan mavjud bo'lgan biror leksemaga boshqa til leksikasining birorta ma'nosini yuklash orqali ham ma'no o'zlashtirilishi ta'minlanadi. O'zlashtirishning bu usuli semantik kalka sanaladi[103]

Shou [ingl. show – ko'rsatish, tomosha; ko'rsatmoq, namoyish qilmoq] leksemasi ommaviy tomoshabinlar va tinglovchilarga mo'ljallangan dabdabali, televizion yoki konsert estrada tomoshasi ma'nosiga ega. Tarkibida shou elementi mavjud: shou tashkil etish va o'tkazish bilan bog'liq ishbilarmonlik faoliyati, shou tashkil etish yo'li bilan daromad topish ma'nosidagi shou-biznes [ingl. showbusiness], suhbat, ashula asosida tashkil etiladigan ko'ngilochar ko'rsatuv ma'nosidagi tok-shou [ingl. talk-shou] leksemalari juft holatda shakllanib o'zlashgan, o'zlashish tarixi uzoq bo'lmagan leksemalardir. Rekordsmen, sportsmen, biznesmen, yaxtsmen, barmen leksemalari inglizcha qo'shma yasama so'z bo'lib, shaxs oti yasash qolipi hosilalaridir. Rekordsmen [ingl. recordsmen – rekordchi, rekordga erishgan kishi] hozirda ishlatilishi passivlashgan leksema bo'lib, uning sinonimi bo'lgan rekordchi leksemasining qo'llanilishi unga nisbatan faollashgan. Tilimizda kalka usulida hosil qilingan rekordsmen – rekordchi, sportsmen –

[102] Ўзбекистон Миллий энциклопедияси.–Тошкент, 2000. 1-жилд. –Б.68.

[103] Жамолхонов Ҳ. Ҳозирги ўзбек адабий тили.–Тошкент, 2005.–Б.196.

sportchi, biznesmen – bizneschi, barmen – bar egasi, yaxtsmen – yaxtada yelkanli sport bilan shug‘ullanuvchi kabi juftliklar mavjud.

Tadqiqotchilar ishlariga umumiy jihatdan yondashib aytish mumkinki, so‘z o‘zlashtirish bilan bog‘liq muammolarning zamirida leksikaga ko‘proq kalkalash usuli asosida so‘z qabul qilish, imkoni topilmaganda tilning o‘ziga xos tabiati asosida o‘zlashtirish yo‘li ustuvor sanaladi. Akademik A.Hojiyev sobiq sovet davri o‘zbek tili taraqqiètida leksikaning istiqboli semantik kalkalash orqali yangi so‘z hosil qilinishi bilan alohida bog‘liq bo‘ldi, deb qaraydi va uni tilning ichki imkoniyatlari asosida boyitish yo‘li [104] sifatida idrok etadi. E.Begmatov o‘zbek tili leksikasining o‘z baza, o‘zga baza, kalkalash bazasi kabi uch lug‘aviy bazaga tayanishini, shunga ko‘ra o‘zbek tili lug‘at boyligidagi so‘zlarni o‘z qatlam so‘zlar, o‘zlashma qatlam so‘zlar va leksik kalkalar kabi sektorga bo‘lish o‘rinliligini yozadi [105]. Keyingi davr manbalarida ham aynan shunday yondashuv ommalashgani kuzatiladi.

Aytish mumkinki, tilimiz taraqqiyotida tashqi manba, ya’ni boshqa tillardan so‘z o‘zlashtirish muhim ahamiyat kasb etadi. So‘z o‘zlashtirishning eng faol va eng maqbul usuli –bu kalkadir. So‘z o‘zlashtirishning bu vositasida tilning leksik resursi zarur til birliklari bilan boyish barobarida tilning sofligi va milliyligiga zamin yaratadi. Mazkur masalani keng tadqiq qilish tilimizning istiqbolgagi rivojiga katta hissa qo‘shish imkonini beradi.

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O‘ZBEK TILIGA O‘ZLASHGAN IQTISODIYOT, TRANSPORT VA SPORT SOHASI OID O‘ZLASHMALAR TADQIQI

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[105] Begmatov E. Hozirgi o‘zbek adabiy tilining leksik qatlamlari, –Toshkent: Fan, 1985. –B. 103.

Annotatsiya. Ushbu maqolada chet tilidan o'zbek tilimizga, xususan, sport, trnastport sohasiga iqtisodiyot sohasiga o'zlashgan yoxud o'z holicha ishlatilyotgan ilmiy terminlar tahlilga olingan.

Kalit so'zlar: baynalminal so'zlar, lug'aviy birlik, iqtisodiyot, auksion.

O'zbekiston Respublikasi mustaqillikka erishgandan keyin bosqichma-bosqich bozor iqtisodiyotiga o`tib borar ekan, tilimizda iqtisodiyotga oid xorijiy o'zlashmalar yanada ko`paymoqda. Mazkur birliklarning ayrimlari o'bek tili imkoniyatlari asosida o'zbekchalashtirib berilmoqda, ba'zilari esa baynalmilal o'zlashma sifatida ishlatilmoqda. Iqtisodiyotga oid lug'aviy birliklarning ona tilimizda qo'llanilishida quyidagi holatlar kuzatiladi: 1. Ba'zi iqtisodiyot sohasidagi terminlar tilimiz ichki imkoniyatlari asosida o'zbekchalashtirilgan. Mazkur holatda bir qancha iqtisodiyotga oid xorijiy o'zlashmalar o'zbek tilidagi muqobillari bilan berilmoqda, ma'lum qismi esa tarjima qilinib qo'llanilmoqda, ba'zilari esa tilimiz qonun qoidalari asosida yasalmoqda. Masalan: auktsion-kimoshdi, makler-dallol, kommersant-tijoratchi, komissionnie voznagrajdeniya-vositachilik haqi, ekonomikaiqtisodiyot, chek na pred'yavitelya-oq chek, shaxssiz chek, aktsioner-aktsiyador, biznesmen-bizneschi va hokazolar. 2. Yana bir usul jahonning ko'pgina mamlakatlarida faol qo'llanib kelinayotgan baynalmilal iqtisodiyotga oid lug'aviy birliklarning tilimizga ham o'z holicha o'zlashtirilishidir. Chunki yangi kirib kelayotgan lisoniy birliklarning hammasi uchun o'zbekcha muqobil topilavermaydi. Shu sababdan ham ularning asosiy qismi jahonning ko'pchilik davlatlari tillarida o'z asl holicha ishlatiladi. Bu esa dunyo biznesmenlari axborot almashinuvi uchun qulay sanaladi. Masalan: auksion, korrupsiya, kredit, eksport, grant, auditor, avizo, valyuta, lizing, menedjer, litsenziya , biznesmen, norezident kabi.

Fan va texnikaning shiddat bilan rivojlanishi iqtisodiyot sohasiga ham o`z ta`sirini o`tkazmasdan qolmaydi, buning natijasida yana bir qancha iqtisodiyot sohasida yangi-yangi xorijiy o'zlashmalarni paydo bo'lishiga olib keladi. Baynalmilal iqtisodiy so'zlarni ona tilimizga qabul qilishda ko'p jihatlarni e'tiborga olmoq lozim bo'ladi. Iqtisodiyotga oid lug'aviy birlik tilimizga kirib kelayotganda uning quyidagi jihatlariga e'tibor berish lozim bo'ladi: xorijiy o'zlashmaning o'zbek tilini tovush tizimiga mosligiga; uning o'zbekcha muqobili bor-yo'qligiga; kalka yoki tarjima qilish zaruriyatiga; iqtisodiyotga oid o'zlashmalarning mazmun mohiyatiga; uning sodda va ravonligiga va qo'llanishining qulayligiga.

Aytish mumkinki, mamlakatimizda bozor iqtisodiyoti mexanizmlarining tobora takomillashuvi natijasida xususiy mulkchilikning barcha shakllari kundan kunga ravnaq topib, tadbirkorlik faoliyatiga keng yo'l ochilmoqda, buning natjasida chet davlatlar bilan oldi-sotdi ya`ni export-import ishlari amalga oshirilmoqda. Shunday ekan, iqtisodiy o'zlashmalarni tushunish har birimizga zarurdir.

Transport sohasiga oid so'zlar. 1996- yilda Andijon viloyati Asaka shahrida Janubiy 31 Koreyaning DEU (DAEWOO) avtomobil korporatsiyasi bilan hamkorlikda "O'zDEU Avto" qo'shma korxonasining ishga tushirilishi natijasida O'zbekiston dunyodagi 28 ta avtomobilsozlik davlatlari qatoridan munosib o'rin oldi. 1999- yilda Samarqand shahrida "SamKochAvto" o'zbek-turk qo'shma korxonasi avtobuslar va yuk mashinalarni ishlab chiqarishga kirishdi. Hozirgi paytda Yaponiya va Germaniya avtokompaniyalari hamkorligida "Isuzu" avtobuslari hamda "Man" yuk mashinalarini ishlab chiqarish yo'lga qo'yilgan. "O'zDEU Avto" qo'shma korxonasining amerika avtomobil ishlab chiqarish giganti "Jeneral Motors"(General Motors) tarkibiga singdirilishi oqibatida bugungi talablarga to'la javob beradigan, yuqori tezlikka ega, har tomonlama qulay hamda yoqilg'ini tejaydigan yengil avtomobillarning yangi rusumlarini ishlab chiqarish maqsad qilib qo'yilgan. Buning natijasida o'zbek tilida ushbu soha terminologiyasi tubdan takomillashdi. O'zbek terminologiyasi Tiko (Tiko,) Damas (Damas), Neksiya (Neksia), Lasetti (Lacetti), Matiz (Matiz), Spark (Spark),Epika (Epika), Kaptiva (Kaptiva), Malibu (Malibu), Kobolt (Cobolt) singari Respublikada konveyerga qo'yilgan yengil avtomobillarning tijoriy nomini anglatuvchi terminlar hisobiga yana ham boyidi. Masalan, avariya (crash), avtokar (autocar), limuzin

(limousin), parkovka (parking), reaktiv samolyot (jet), stopover, frivey (freeway), xayvey (highway), charter (charter) va b.

Sport sohasiga oid o'zlashmalar ingliz tilidan olingan bo'lib, bunday sport o'zlashmalarning miqdori doimiy ravishda oshib bormoqda. Masalan: armrestling (arm wrestling), autsayder (outsider), bodibilde (bodybuilder), bodibilding (bodybuilding), bouling (bowling), vindsyorfing (windsurfing), golf (golf), dayving (diving), darts (darts), doping (doping), dribling (dribbling) va b

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ONA TILI DARSLARIDA O'QUVCHILARNI MATN USTIDA ISHLASHGA O'RGATISH ORQALI FUNKSIONAL SAVODXONLIK KO'NIKMASINI RIVOJLANTIRISH

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Annotatasiya. Ushbu maqolada ona tili darslarida o'quvchilarni matn ustida ishlashga o'rgatish orqali funksional savodxonlik ko'nikmasini rivojlantirish, uning ijtimoiy - psixologik zarurat ekanligi, ta'limga zamonaviy yondashuvlar orqali ona tili darslarida matn ustida ishlashda o'quvchilarning funksional savodxonlik darajasini oshirish, shaxsning muomala- muloqot madaiiyatini egallashi, o'zida muomala texnikasini ongli va to'g'ri shakllantira borishi, o'quvchida xavotirlik, hadiksirash, odamovilik, muloqotdan qochish kabi salbiy xususiyatlarni bartaraf etishga xizmat qiluvchi, uni mustaqil fikrlash, o'z fikrini himoya qilish, muloqot erkinligi, og'zaki va yozma fikr ifodalash, matn yaratish qobiliyatini oshishiga imkoniyat yaratuvchi interfaol mashq va ijtimoiiy psixologik treninglardan foydalanishning dolzarbligi haqida so'z boradi.

Kalit so'zlar: funksional savodxonlik, matn, hikoya, tasviriy, muhokama matnlari, usul, metod, zamonaviy yondashuv, kommunikativlik, kognitiv va ijodiy faoliyat, interfaol ta'lim texnologiyalari, funksional savodxonlik komponentlari.

Mamlakatimizda barcha sohalarda bo'lgani kabi til ta'limi tizimida o'quvchilarning yuqori va chuqur bilim egasi bo'lishlari uchun keng qamrovli sharoit va imkoniyatlar yaratish, ularning og'zaki va yozma nutqini rivojlantirish muhim vazifalardan biri hisoblanadi. Yangi ko'nikmalarga ega, yangi munosabatlar qurib va o'z zimmasiga yangi vazifalar olib, teran bilimlarini yangi vaziyat va tajribalarda qo'llash, tez o'zgarayotgan dunyoda o'zgaruvchan kontekstlarda uzluksiz o'qib o'rganishga qodir bo'lgan kishilar juda muhim.

O'zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi «O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida»gi PF- 4947-sonli Farmoni[1], Vazirlar Mahkamasining 2017-yil 6-apreldagi «Umumiy o'rta va o'rta maxsus, kasb-hunar ta'limining davlat ta'lim standartlarini tasdiqlash to'g'risida»gi 187-son qarori o'quvchilarning nutqiy va lingvistik kompetensiyalarini rivojlantirishga qator talablar qo'yilganini tasdiqlaydi[2].

Ta'limning rivojlanuvchi va takomillashib boruvchi texnologiyasi boshqa fanlar qatori ona tili ta'limida ham keng miqyosdagi umumpedagogik vazifani bajaradi. O'quvchi nutqiy mahoratining yuksalib borishi - ona tili ta'limi mazmuni, o'quv jarayoni va uning to'g'ri shakllantirilipshga bog'liqligi isbot galab qilmaydigan haqiqat bo'lsa, nutq tilning ifoda vositalaridan foydalangan holda voqelikka aylangan fikrdir. U nutq a'zolarining ongli harakati jarayonida paydo bo'ladi. Ruhiy hodisa bo'lgan tilning ifoda vositalari nutq ixtiyoriga o'tgach, haqiqatga aylanadi. Demak, nutqning vazifasi-ong, xotira va tafakkurning uyg'unlikdagi faoliyati mahsulini barcha uchun tushunarli, adabiy me'yoriy shaklga kiritish, uni moddiylashtirish (axborotga aylantirishdan) va tinglovchiga yetkazishdan iborat. Shu bilan bir qatorda ona tili o'qitish metodikasi lingvodidaktik asoslarga ham egaki, bunda til birliklarini nafaqat grammatik xususiyatlariga balki lug'aviy ma'nolariga ham asoslangan holda o'rganish, umumiy va xususiy hodisalarni farqlash, so'z boyligini oshirish, og'zaki nutq, mustaqil matn yaragish ko'nikmalarini shakllantirish, uning rang-barangligi va uslubiy ravopligiga erishish ko'zda tutiladi.

Matn yaratishga yo'naltiruvchi lingvopsixologik o'quv topshiriqlari tizimini ona tili ta'limiga keng joriy etish, o'quvchi ongida so'z boyligini oshirish, qiyoslash, analiz va sintez qilish asosida mustaqil fikrlash, so'z tanlash va mustaqil fikr bildirish ehtiyojini hosil qilishga yordam beradi. Shunday ko'nikma va malakalarni uzluksiz shakllantirish va rivojlantirish esa, o'quvchi nutqiy mahoratining oshib bbrishi, mustaqil fikrlash va ijodiy tafakkur ko'lamining kengayishi hamda matn yaratish ko'pikmalarining avtomatlashuviga xizmat qiladi.

Ona tili darslarida o'quvchilarni matn ustida ishlashga o'rgatish orqali funksional savodxonlik ko'nikmasini rivojlantirish murakkab jarayon bo'lib, o'qituvchidan o'qitishning zamonaviy shakllari va usullaridan foydalanishni talab qiladi. Ushbu shakl va usullarni qo'llagan holda biz tashabbuskor, mustaqil, ijodiy fikrlaydigan shaxsni tarbiyalash imkoniyatiga ega bo'lamiz.

Har bir o'quvchini faol kognitiv va ijodiy faoliyatga jalb qilish maqsadida faol aqliy faoliyat va o'quvchilarning muloqot qobiliyatlarini rivojlantirish uchun zarur bo'lgan yangi texnologiyalar yordamida dars etaplari tashkil etiladi. O'qituvchi tomonidan dars yaxlit holatda tasavvur etilib dars jarayoni loyihalashtiriladi. Dars jarayonidan qo'llaniladigan usullar va metodlar tanlab olinadi. Bunda guruhdagi o'quvchilarning soni, bilim darajasi, o'zlashtirishi hisobga olinadi. O'quvchining imkoniyatidan kelib chiqib tanlangan metodlar yordamida o'quvchi shaxs sifatida ta'lim markaziga chiqariladi va o'qitish samaradorligini oshirish imkoni yaratiladi. Hozirgi kunda bu metodlarning yuzdan ortiq turlari mavjud. Ular orasida "Klaster", "Aqliy hujum", "Davom ettir", "Blits-so'rov", "Muammoli vaziyat", "Sinkveyn", "Aql charxi" "Insert", "Pinbord", "Zinama-zina", "Bumerang", "Venn diagrammasi", "Baliq skeleti", "Nima uchun?", "Qanday?", "Konseptual jadval", "Nilufar guli","Tushunchalar tahlili", "T-jadval", "Rezyume", "Kungaboqar", "Charxpalak" metodlarini, "FSMU", "BBB" metodlari juda keng qo'llaniladi va dars samaradorligini ta'minlab, o'quvchilarning bilimini oshirishga yordam beradi.

Matn bilan ishlashda foydalaniladigan metodlardan biri "2 qismli kundalik" metodi hisoblanadi. Matn bir marta o'qilgach, o'quvchilarga 2 qismli jadval chizish taklif etiladi. 1 – qismga matnda o'quvchilarga yoqqan va yoqmagan parchalar, gaplar, jumla yoki so'zlar yoziladi. 2-qismda o'quvchilar shu fikrlarga o'zlarining shaxsiy mulohazalari, izohlarni yozadilar. Bu o'quvchilarning kitobxon sifatida fikrlarini bayon qilish, izh berish, asarga baho berishining yozma shaklidir. Kundalik aslida insonning fikrlari, tuyg'ulari, o'zi ishtirok etgan voqealari bayon etiladigan daftar hisoblanadi. Bu daftarga inson odatda samimiy fikrlarini yozadi, o'z-o'zini tahlil qiladi. Matn o'qish jarayonida o'quvchi fikrlaydi, xayol suradi, tasvvur qiladi, voqea va uning qahramonlariga munosabat bildiradi. Darsda bu metoddan foydalanish natijasida o'quvchilarda o'qiganlariga qiziqish, shaxsiy fikr bildirish, qahramonlarni tahlil qilish, munosabat bildirish istagi uyg'otilsa, demak o'quvchilarda o'qish savodxonligi shakllantirilgan. Tanlangan matn avvalo o'quvchilarda qiziqish uyg'otishi, mulohaza qilishga undashi kerak. Masalan, 10-sinf Ona tili

darsligida berilgan 4.4- mashqda "Maktabni bitirgach, qay yo'ldan borgan ma'qul: oliy ta'limda o'qish yoki ishga kirish?"argumentli esse bilan tanishib chiqish tavsiya etilgan [3].

Ona tili darslarida o'quvchilarda kommunikativ savodxonlik ko'nikmalarini shakllantirishda FSMU metodidan foydalanish samarali natija beradi. Ushbu metod o'quvchilar o'rganilayotgan mavzuni muhokama qilish, o'z fikrlarini erkin bayon qilish, shu fikrlarni asoslovchi sabablarni ko'rsatish, ularni tasdiqlovchi misollarni keltirish va umumlashtiruvchi xulosalar chiqarishga, o'quvchilarni erkin fikrlash, o'z fikrini himoya qilish, ochiq holda bahslashish va bahs-munozara madaniyatiga o'rgatadi.

10-sinf Ona tili darsligida o'quvchilarga turli jamiyatlarga xos odat va tartiblar bilan tanishib chiqish topshirig'i berilgan. Matndan so'ng 7.2-mashqda "Yuqoridagi odat va tartiblarga munosabat bildiring. Ulardan qay birini bizning jamiyatga ham tatbiq qilish kerak deb o'ylaysiz? Fikringizni asoslang va og'zaki bayon eting. Gapirish chog'ida adabiy til me'yorlariga amal qiling." vazifasi berilgan.[3] Ushbu vazifani bajarishda FSMU metodidan foydalanish mumkin. Har bir o'quvchiga FSMU metodining 4 bosqichi yozilgan qog'ozlar tarqatiladi. Bunda F- fikrni bayon etish, S- fikrning bayoniga sabab ko'rsatish, M- ko'rsatilgan sababni isbotlab misol(dalil) keltirish, U- fikrni umumlashtirishni nazarda tutadi. O'quvchi yakka tartibda o'z fikrlarini yozma bayon etadi. O'qituvchi o'quvchilarni kichik guruhlarga ajratadi. Kichik guruhlarga har bir qog'ozda yozilgan fikrlarni umumlashtirib katta formatdagi qog'ozga yozishni taklif etadi. O'quvchilar fikrlarni o'rganib chiqadilar va umumlashtirib, jamoa sifatida o'z fikrlarini himoya qiladilar.

Xulosa qilib shuni aytish mumkinki, ona tili darslarida o'quvchilarni matn ustida ishlashga o'rgatish orqali funksional savodxonlik ko'nikmasini rivojlantirishда uchta asosiy vazifani hal qilish mumkin:

1. O'quvchining potensialiga mos keladigan, shaxsiy rivojlanishni ta'minlaydigan ta'lim darajasiga erishish;
2. Har bir o'quvchining aktdan foydalangan holda o'z qobiliyatlarini namoyon etishda ijodiy ijtimoiy ahamiyatga ega bo'lgan faoliyat tajribasini shakllantirish;
3. O'quvchilarning insonparvarlik munosabatlar asosida muloqot va o'zaro ta'sir tajribasini boyitish.

Ona tili darslarida o'quvchilarni matn ustida ishlashga o'rgatish orqali funksional savodxonlik ko'nikmasini rivojlantirishda ijtimoiy - psixologik omil sifatida shaxsning muomala-muloqot madaiiyatini egallashi, o'zida muomala texnikasini ongli va to'g'ri shakllantira borishi, o'quvchida xavotirlik, hadiksirash, odamovilik, muloqotdan qochish kabi salbiy xususiyatlarni bartaraf etishga xizmat qiluvchi uni mustaqil fikrlash, o'z fikrini himoya qilish, muloqot erkinligi, og'zaki va yozma fikr ifodalash, matn yaratish qobiliyatini oshishiga imkoniyat yaratuvchi, ularni ilmiy - madaniy muloqot va unga o'rgatuvchi ijtimoiiy psixologik treninglardan ham unumli foydalanish samarali natija beradi.

O'quvchini matn yaratishga tayyorlash jarayoniga tatbiq etish tavsiya qilinayotgan mazkur psixologik treninglar o'quvchi ongida subyekt-subyekt shakldagi nutqiy munosabatlarning asl mohiyati, avtoritar va demokratik liderlik uslublarini nutqiy faoliyatlarida qo'llash, erkin fikr yuritish, o'z mulohazalarini aniq, to'g'ri va o'rinli bayon qilish ko'nikmalarini mustahkamlaydi, o'quvchida monologik va dialogik nutqni o'stirish, mustaqil matn yaratish ko'nikmalarini shakllantiradi.

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O'ZBEK TILIGA O'ZLASHGAN MAISHIY XIZMAT, OZIQ-OVQAT, TAOM, KOSMETIKA, MODA, TURIZM VA SANOAT, QISHLOQ XO'JALIGI, CHORVACHILIK SOHALARIGA TEGISHLI O'ZLASHMALAR

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Annotatsiya. Ushbu maqolada jamiyatdagi turli sohalar(maishiy xizmatlar, oziq-ovqat sanoati,taom, kosmetika, moda, turizm va sanoat, qishloq xo'jaligi hamda chorvachilik sohalarida faol iste'molda bo'lgan o'zlashma so'zlar haqida so'z yuritiladi.

Kalit so'zlar: turizm sohasiga oid terminlar, transport sohasiga oid terminlar, gastranomik terminlar, ekstralingvistik omillar va gibrid terminlar.

Maishiy xizmat, oziq-ovqat, taom, kosmetika va moda nomlari sohasiga oid o'zlashtirmalar tilimizda faol qo'llanadi. Maishiy xizmat xalq xo'jaligining maxsus industrial moddiy-texnika bazasi – sanoat korxonalari va kombinatlariga ega bo'lgan aloqida tarmog'i hisoblanadi. Maishiy xizmat korxonalari tomonidan yakka tartibda shaxsiy iste'mol buyumlarini tayyorlash, iste'mol qiymatini yo'qotgan, ro'zg'orda ishlatiladigan va shaxsiy foydalanishdagi buyurtmalarni tiklash, shaxsiy xizmatlar ko'rsatish va shunga o'xshash ishlar bajariladi. Maishiy xizmatga uy-joyni ta'mirlash, yakka buyurtmalar bo'yicha mebellar tayyorlash va ularni ta'mirlash, kir yuvish, buyumlar va kiyim-kechaklarni kimyoviy tozalash va bo'yash, yakka tartibda poyabzal, kiyim-kechak, mo'ynali va trikotaj buyumlari tikish va ta'mirlash, avtomobillarga texnika xizmati ko'rsatish va ularni ta'mirlash, ro'zg'or texnikasi mashinalari va asboblari, radio va teleapparaturalarni, shuningdek, musiqa asboblarini ta'mirlash, qimmatbaho narsalarni lombardlarda saqlab berish bo'yicha xizmatlar, fotoxizmatlar, sartaroshlik, madaniy-maishiy va sport buyumlarini ijaraga berish xizmatlari, xonadonlarni yig'ishtirish bilan bog'liq xizmatlar, turli topshiriqlarni bajarish va boshqa bilan shug'ullanaligan korxonalar va tashkilotlar faoliyati kiradi. Ijtimoiy taraqqiyot, texnika vositalarining rivoji, shuningdek, xalq moddiy farovonligining ortishi bilan aholining moddiy va ma'naviy ehtiyojlari ham o'sib-ko'payib boradi. Bu holat Maishiy xizmatning ijtimoiy tashkiliy usullari va shakllarining kengayishini taqozo etadi.

Yurtimizda aholiga Maishiy xizmat ko'rsatish sohasiga chet el investitsiyasi ham jalb etilgan. Mamlakatda Turkiya, Koreya Respublikasi, Germaniya, Italiya, Fransiya va boshqa

davlatlardan kelgan investorlar hamkorligida tashkil etilgan qo'shma korxonalar faoliyat ko'rsatmoqda. Shu boisdan, ayniqsa, mustaqillikdan so'ng o'zbek tiliga mazkur sohaga oid ko'plab o'zlashmalar kirib kelmoqda va til lug'at tarkibimizdan mustahkam o'rin olmoqda. Qiyoslang: ketchup (ketchup), mayonez (mayonnaise), sous (sauce), gamburger (gamburger), fishburger (fishburger), chisburger (cheeseburger), chikenburger (chickenburger), pitssa (pizza). Sendvich leksemasi umumiy jins ma'nosiga ega, sinonimik qatordagi boshqa so'zlar esa sendvich so'zining ma'nosini aniqlashtiradi: gamburger (ichida bifshteks), fishburger (baliq), chisburger (pishloq), chikenburger (jo'ja go'shti); **kosmetika sohasida** konsiler, pilingkrem, veynish-krem, lifting krem, krem-skrab, bodi layn, tester; feshn (fashion – moda), feshn-shou, feshn-kultura, feshn-klip, feshn-sfera va b.

Turizm sohasidagi leksik birliklar: Turizm terminologiyasida ham xorijiy o'zlashmalarni ko'plab uchratish mumkin. Bu o'zlashmalar og'zaki yoki yozma nutqda to'g'ridan to'g'ri ishlatiladi. Ular bir nechta guruhlarga ajratiladi:

1) **turar joyga oid turizm terminlar:** motel, otel, hotel, kurort, klass, bron, nomer, kottej, piknik, palatka, villa, pansion;

2) **turizm sohasiga oid hujjatlar oid terminlar:** viza, valyuta, vaucher, veksel;

3) **transportga oid turizm terminlari:** vokzal, poyezd, samolyot, kema, port, blok, reys, vertolyot, avtomobil, velsped, mototsikl;

4) **restoran xizmati bilan bog'liq turizm terminlari:** restoran, bar, barmen, nomer, stol, ofetsian, taom, povar;

5) **gastronomik turizmga oid terminlar:** choy, kofe, shokolad, brinza, tort, dessert.

"Gibrid terminlar o'zbek ilmiy-texnikaviy terminologiyasida keyingi yillarda paydo bo'lgan yangi tipdagi qo'shma terminlardir. Gibrid so'zi keng ma'noda "turli-tuman elementlardan tuzilgan "duragay" so'zdir".[106]

Turizm terminologiyasida ham gibrid terminlarni uchratish mumkin. Aviaqatnov, bron qilmoq, aerofotosurat, aviatarif, avtovokzal, avtoturizm, agroturizm, mehmondo'stlik, fotosafari, turoperator, ekoturizm, etnoturizm kabi terminlar shular jumlasidandir.

Bugungi kun termenologiyasida ingliz tiliga oid terminlar ishlatilishi ko'pchilikni tashkil etadi. Bu, albatta, davlatlar o'rtasidagi iqtisodiy-siyosiy, madaniy aloqalar mahsuli deyish mumkin.

"O'zbek terminologiyasida ingliz tilidagi atamalarning keng tarqalishi, birinchi navbatda, ekstralingvistik omillar bilan izohlanadi: O'zbekistonda turizm sohasining rivojlanishi chet el tajribasiga yo'naltirilgan va iqtisodiyot, iqtisodiyotning bir sohasi sifatida turizm ingliz tilida so'zlashadigan mamlakatlarda yuqori darajada rivojlangan. Shuning uchun unga xizmat ko'rsatadigan ingliz tilidagi atamalar eng universal va turizm sanoatining rivojlanishida hozirgi zamon talablariga javob beradi deb hisoblanadi. Ingliz va o'zbek tillarida "turizm" atamasining shakllanishi inson kasbiy faoliyatining tegishli sohasining rivojlanish darajasi bilan bog'liq. Barcha ingliz tilidan olingan atamalar o'zbek tiliga moslashish darajasiga ko'ra ikkita tendensiyaga ega:

1) inglizcha atamalarning aksariyati o'zbekcha so'zlarning ko'rinishini egallaydi;

2) turizm sohasi tilida ko'plab chet tillari qo'shimchalari mavjud bo'lib, ularda so'zning bir qismi yoki butun bir so'zning lotincha yozilishi saqlanib qoladi. Tashqi shakl va ichki tarkibdagi bu o'xshashlik terminologik baynalmilallashuv tendensiyasining o'sib borishi bilan bog'liqdir"[107].

O'zbek tilidan g'arb tilllariga o'zlashgan turizm sohasiga taalluqli ayrim realiyalar mavjud. Rus tilshunosi O.S.Axmanovaning "Slovar lingvisticheskix terminov" nomli lug'atida realiya terminiga quyidagicha ta'rif beriladi: "Realiya deganda – borliqdagi ashyoviy madaniyat natijasi, mumtoz grammatikada esa, muayyan mamlakatning davlat qurulishi, muayyan xalqning tarixi va

[106] Маматов Н. Ўзбек тилида қўшма сўзлар. –Тошкент: Фан, 1982. – Б.33.

[107] https://tadqiqot.uz/index.php/art/article/view/4147/3936. Муратова Д. Туризм терминологиясини шаклланиши. Сўз санъати халқаро журнали. 4 жилд, 3 сон, Тошкент, – 2021 –Б.163.

madaniyatini ifodalovchi so‘zlar, ma’lum bir tilda muloqot qilish xususiyatlarini ifodalovchi lingvistik birlik tushuniladi”[108].

Masalan, chorbog‘, do‘kon, korxona, maqom, simob, ko‘zacha, to‘ra, xonaqoh, ayvon, hovuz, karvonsaroy, madrasa, rabot, shahriston, sulton, vaqf, vazir, xon kabi turizm sohasida qo‘llanuvchi terminlar shular jumlasidandir. YUqorida keltirilgan realiyalarning transliteratsiya va transkripsiya usulida tarjima qilingan quyidagicha muqobillari ishlatiladi:

Chorbog‘ – shorbog, do‘kon – dukon, korxona – korkhona, maqom – maqom, to‘ra – tura, xonaqoh – honako, ayvon – iwan, hovuz – hauz, karvonsaroy – caravanserai, madrasa – madrasah, rabot – rabat, shahriston – shakhristan, sulton – sultan, vaqf – waqf, vazir – vizier, xon – khan kabi. Bu kabi so‘z/terminlar tahlilida leksema kasb etgan ma’noga alohida e’tibor qaratiladi.

Sanoat, qishloq xo‘jaligi, chorvachilik sohalariga tegishli so‘zlar: avtomatlashtirish (automation), agrofirma (agrofirm), drenaj (drainage), zoogigiyena (zoohygiene), zooinjeneriya (zooengineering), kollektor (collector), mexanizatsiyalash (mechanization), modernizatsiya (modernization), nou-xau (know-how), plantatsiya (plantation), prays-list (price list), seleksiya (selection), separator (separator), sertifikatsiyalash (certification), fermer (farmer), xolding (holding), elektrlashtirish (electrification) va boshqalar.

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O‘ZBEK TILIGA O‘ZLASHGAN MEDIA, KO‘RSATUV, REKLAMA, SAN’AT, FAN, TA’LIM, TEXNOLOGIYA SOHASIGA OID O‘ZLASHMALAR

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Annotatsiya. Ushbu maqolada zamonaviy texnologiyalar jadal rivojlanib borayotgan bir davrda ulardan foydalanishning yangi funksiyalari, afzalliklari yanada oshib, takomillashib borayotgani muhokama qilingan holda globallashuv jarayonida fan, ta’lim, texnologiya sohasiga oid o'zlashmalar tilimizda faol qo‘llanilishi yoritib berilgan.

Kalit so‘zlar: hemis, kredit- modul, innovatsiya, GPA, portfoliya syllabus, zum (zoom), klaster (cluster), grafik organayzer, Venn diagrammasi, raqamli kod (digital)...

Hozirgi globallashuv jarayonida zamonaviy texnologiyalar jadal rivojlanib, ulardan foydalanishning yangidan yangi funksiyalari, afzalliklari yanada oshib, takomillashib bormoqda. Mazkur jarayon insonlarning mediamakondan foydalanishining tobora ortishiga sabab bo‘lmoqda.

[108] Англо– русский словарь. Составитель В.К.Мюллер. Изд. 14– ое. Москва: энциклопедия, 1979. – 381 с.

Statistik ma'lumotlarga tayanib aytadigan bo'lsak, "We are social" tahlilchilarining ma'lumotlariga qaraganda, (2022-yil) keying o'n yil oralig'ida internet tarmog'idan foydalanuchilar soni 2012-yildan buyon 3.1 barobarga (12 %) oshgan, ularning soni 1.48 milliardni tashkil etgan. 2021-yilning o'zida ijtimoiy tarmoqlarga 424 million foydalanuvchi qo'shilgan. Bu esa bir kunga o'rtacha hisoblaganda 1,16 milliondan ortiq, soniyasiga esa taxminan 13 nafar yangi foydalanuvchi deganidir. Ko'rinib turibdiki, raqamlar ijtimoiy tarmoq hamda mediamakon ishtirokchilarining katta tezlik bilan o'sayotganini yaqqol ko'rsatib turibdi. Ommaviy axborot vositalarining professional kommunikatsiya faoliyati sohasida ham muhim o'zgarishlar yuz berdi: nashrning arxivlari va tashqi elektron resurslarga, ma'lumotlar bazalariga, tashkilotlarning rasmiy veb-saytlariga, jurnalistlar tomonidan mavzu, yangiliklar lentalari, videokonferentsiyalarga kirish imkoni yaratdi. Bir nechta manbalar mustaqil ravishda jurnalistikaning yanada samarali ishlashiga turtki bo'ldi. Tomoshabinlarning roli ham keskin o'zgarishiga sabab bo'ldi: mulohazalarning turli shakllari o'quvchi, tinglovchi va tomoshabinga axborot mahsulotini ishlab chiqarishda ishtirok etish imkoniyatini berdi. Bilamizki, media va ijtimoiy tarmoqlar bir-biriga juda yaqin tushunchalar hisoblanadi. Chunki media ham ijtimoiy tarmoqlar ham aloqa vositalaridir. Farqli jihati shundaki, ijtimoiy tarmoqlar ana shu aloqa almashinuvi amalga oshirilayotgan tarmoqning o'zi bo'lsa, media esa aloqa almashish shakli hisoblanadi. Masalan, biz telegramdan kimgadir video jo'natsak, bunda tabiiyki, telegram - tarmoq, biz uzatgan video esa mediadir. Odamlar aloqa jarayonini amalga oshirish uchun foydalanadigan barcha vositalar, kanallar yoki ma'lumotlarni uzatish shakllari deyiladi. Mediamakon o'z ichiga quyidagilarni qamrab oladi: - Reklama vositalari, OAV mahsulotlari, kontent, radioeshittirishlar. - Ommaviy axborot vositalari (OAV) ommaviy kommunikatsiyalar orqali katta auditoriyani qamrab oluvchi texnologiyalar - Multimedialar, axborot mazmuni va qayta ishlashning bir nechta shakllarini o'z ichiga olgan aloqa shaklidir. Mazkur sohaga oid quyidagi xorijiy o'zlashmalarni ko'rsatish mumkin: blok baster (blockbuster), video (video), videoteka (video library), videosalon (video salon), daydjest (digest), kabelli televideniye (cable TV), kinoepopeya (film epic), klip (clip), kopirayter (copywriter), parabolli antenna (parabolic antenna), press-reliz (press release), raqamli televideniye (digital TV), xit (hit), shou (show) va b.

Har tomonlama rivojlangan va innovatsion tizimga ega bo'lgan davlatlardagina innovatsiya jarayonlari sifatli va samarali amalga oshirilib, texnologiyalar va boshqa ilm-fan sohasida keskin o'zgarishlar, yangilanishlar yuz bermoqda. Zero, ilm-fan davlatning texnik taraqqiyoti va jamiyatning ijtimoiy-iqtisodiy rivojlanishini ta'minlaydigan integratsiya mexanizmining asosini tashkil qiladi. Shu sababli bugungi kunda qator mamlakatlar tomonidan amalga oshirilayotgan islohatlarda ilm-fan sohasining yuqori bo'lgan mahsulot va xizmatlarni yaratish ustuvor yo'nalishlardan biri bo'lib hisoblanadi. Buning uchun o'quv mashg'ulotlarida innovatsion texnologiyalardan foydalanish mahorati, ilm oluvchining ijodkorligini oshirish, o'quv fanlarini integratsiyalash turlari, yo'nalishlari, tiplari, funksiyalari hamda kelgusida rivojlantirish istiqbollarini belgilash, informatika va axborot texnologiyalari fanlarini o'qitishda o'quv axborotini qayta ishlash, muammoli savol, keys-stadi topshiriqlarini ishlab chiqish, ushbu fanlarni o'qitishda talabalar mustaqil ta'limini tashkil etish, kurs ishi, bitiruv malakaviy ishi, magistrlik dissertatsiyasining uzviyligini ta'minlash, mazkur fanlardan masalalar yechish metodikasini takomillashtirish, bu fanlarni o'qitishda talabalarning bilimlarini obyektiv baholash mexanizmlarini takomillashtirish, standart va nostandart o'quv va test topshiriqlari majmuasini ishlab chiqish, didaktik ta'minotini yaratish, bu fanlardan darsliklar va o'quv-metodik qo'llanmalar, elektron darsliklar, portfolio, o'quv kursining elektron - ta'lim resurslarini va sillabusini yaratish kabi vazifalarni amalga oshirish lozim.

Bugungi globallashuv jarayonida fan, ta'lim, texnologiya sohasiga oid quyidagi o'zlashmalar tilimizda faol qo'llanmoqda: hemis, kredit- modul, innovatsiya, GPA, portfoliya syllabus, zum (zoom), klaster (cluster), grafik organayzer, Venn diagrammasi, raqamli kod (digital

code), kollej (college), litsey (lyceum), akademik litsey (academician lyceum), magistr (master), ofshor (offshore), robotlashtirish (robotize), toner (toner), tvitter (tweeter) va b.

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ERKIN VOHIDOVNING "RUHLAR ISYONI" DOSTONIDA GAP BO'LAKLARI TARTIBI HAQIDA MULOHAZALAR

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Annotatsiya. Ushbu maqolada gap bo'laklari haqida va gap bo'laklari tartibining o'zgarishi hodisasi haqida ma'lumot berilgan. Adabiyotda Badiiy uslubda shoir nutqini badiiy nutqqa yaqinlashganligini Erkin Vohidovning "Ruhlar isyoni" dostoni asosida bajarilgan amaliy ish asosida tahlil qilindi.

Kalit so'zlar: gap bo'laklari, gap bo'laklari tartibining o'zgarishi,
badiiy adabiyotda inversiya, kommunikativ rol, emotsiya

Gapda biror so'roqqa javob bo'lgan va o'zaro tobe bog'langan so'z yoki so'z birikmasi **gap bo'lagi** deb ataladi. Gap bo'laklarini belgilashda asosiy xususiyat ular orasidagi sintaktik aloqadir. So'zlarga so'roq berish, ularning qaysi turkumga mansubligi, gap ichida joylashish tartibi, qanday qo'shimchalar olishi tom ma'noda gap bo'laklarining turlarini belgilashda asos bo'la olmaydi. Gap bolaklarining turi odatda bir-biriga nisbatan aniqlanadi: ega kesimga nisbatan, aniqlovchi aniqlanmishga nisbatan, hol hollanmishga nisbatan, to'ldiruvchi to'ldirilmishga nisbatan aniqlanadi. Nisbat beriluvchi bo'lak bo'lmas ekan, u yoki bu gap bo'lagi haqida gapirish mumkin emas.

Gap bo'laklarining gap tarkibidagi mavqei bir xil emas. Ba'zi gap bo'laklari gap qurilishida markaziy o'rinni egallaydi, bunday bo'laklarsiz fikr anglashilmaydi. Ayrim bo'laklar esa gap qurilishida asosiy rol o'ynamaydi, ularning ishtirokisiz ham bosh bo'laklar orqali fikr anglashilaveradi. Shunga ko'ra gap bo'laklari ikki turga ajratiladi:

1) bosh bo'laklar;

2) ikkinchi darajali bo'laklar.

Bosh bo'laklar gapning grammatik asosini tashkil qiladi. Fikr, asosan, gapning grammatik asosi orqali ifodalanadi.

Ikkinchi darajali bo'laklar gapning grammatik asosini tashkil qilmasdan, uni hajm jihatdan kengaytiradi yoki so'z birikmasini shakllantirish uchun xizmat qiladi.

Ikkinchi darajali bo‘laklar bosh bo‘laklar bilan yoki o‘zaro tobe aloqada bo‘lib, ularni izohlash, aniqlash, to‘ldirish uchun xizmat qiladi.

Bosh bo‘laklar **ega** va **kesimdan** iborat. Ikkinchi darajali bo‘laklar **aniqlovchi, to‘ldiruvchi** va **holdir.**

She’riyatda sintaksisning doimiy qolipidan ko‘ra, inson tuyg‘ulari jilvasi va kechinmalarini tasvirlash ustun turadi. Shubhasizki, bundan hollarda inversiya hodisasi yuzaga keladi. Tilshunoslikda inversiya gap bo‘laklarining odatdagi tartibi o‘zgarishi hisoblanadi. Adabiyotda bu holat, asosan, qofiya talabi bilan ham yuzaga keladi. Ega va kesimning o‘rin almashinishi natijasida darak gap his-hayajon gapga aylanadi. Shoir yoki yozuvchi qahramon kechinmasini yuzaga chiqarish uchun ham o‘zgargan tartibdan foydalanadi. Inversiyada muloqotning hissiy ekspressiv komponentini amalga oshiriladi. Bu holatga ijobiy munosabat bildirish mumkin, chunki she’rda ifoda etilayotgan tuyg‘u va kechinmalar insonga to‘g‘ridan-to‘g‘ri bayon etilmaydi, balki qalbga kirib borishi uchun past-baland notalarni tanlaydi. Bu kabi hodisalar shoir tomonidan ongli yoki ongsiz ravishda hamisha e’tiborga olinadi, aks holda uning asari tinglovchiga yetib bormaydi, demak, estetik sohadagi harakat va o‘ziga xos muloqot sodir bo‘lmaydi. Boshqacha qilib aytganda, bu yerda kommunikativ rol kam, bizga nutqning ta'sirchan yoki tasviriy roli ham kerak, bu o‘quvchining fantaziya va his-tuyg‘ularini faollashtiradi.

So‘z tartibi nafaqat mazmun, balki gapning to‘g‘ri – intonasion tuzilishiga bog‘liqligiga ham diqqat qaratiladi. T.Yankoning ta’kidlashicha, aksent tashuvchi (mantiqiy urg‘u olgan so‘z) bo‘lak va gap tartibi sintaktik butunlikning tema yoki rema qismidan o‘rin olishiga ko‘ra tanlab olinadi. Agar aksent tashuvchi rema-tuzilma tarkibining oxirida kelsa, tema–tuzilma tarkibidagi aksent tashuvchi bosh qismdan o‘rin egallaydi. Shuningdek, tema va rema aksent tashuvchilari neytral nutqda o‘zlarini tashkil etgan kommunikativ tuzilmalarning oxirida joylashadi. Intonasiya ham sintaktik munosabatlarni ifodalaydigan asosiy vositalardan biridir. Intonasiyani tashkil etuvchi komponentlarga logik urg‘u, ritm va ohang kiradi [Baskakov, 1979: 89].

Erkin Vohidovning “Ruhlar isyoni” dostonining gap bo’laklarini tahlil qilish jarayonida juda ko’p gap bo’laklar o’zgarishga uchragani aniqlandi. Statistika qilinganda, dostonda 623 ta gapda inversiya hodisasi kuzatildi. Tahlil jarayonida 234 ta ega-kesim, 143 ta kesim, 13 ta qaratqich aniqlovchi, 12 ta sifatlovchi aniqlovchi, 49 ta vositali to’ldiruvchi , 56 ta vositasiz to’ldiruvchi hamda 120 ta hol ekanligi aniqlandi.

Erkin Vohidovning “Ruhlar isyoni” dostoni she’riy shaklda yozilganligi ham doston tilining badiiyligini oshirishga xizmat qilgan. Doston matnida ma’um maqsad bilan gap bo‘laklari o‘rni o‘zgargan, bir nechta misollarni tahlil qilib ko`ramiz:

Azob chekding ko’p
sahroda,
Meni ichgan bu **dunyoda**
Mangu yashar
Bezavol.

Ushbu parchada kesim misra boshiga o`tkazilishi orqali gapning markazi bo`lmish kesimga alohida urg`u berilgan, ya’ni muallifning maqsadi qahramonning azob chekishini bo`rttirib ko`rsatish bo`lgan. Misralardagi “sahroda”, “dunyoda” o`rin hollarning o`rni o`zgarishi she’riy vazn talabi bilan hamda “bezavol” ravish holining alohida misraga olib chiqilishi asar qahramoning ruhiy holatini ifodalashga xizmat qilgan. Parchadagi“bezavol” ravish holi ajratilgan ravish holi ham hisoblanadi.

Uzoq-uzoq
O’yga toldi,
Suv labida o’ltirib,
Oxir
Obihayot oldi

Ko'zasiga to'ldirib.

„Ruhlar isyoni' dostonidan olingan ushbu misrada gap bo'laklari odatdagi tartibdan o'zgargan. Misradagi "Suv labida o'ltirib" va "Ko'zasiga to'ldirib" hollari misrada kesimdan keyinga o'tkazilishi muallifning ma'lum bir maqsad-muddaosini ifodalab kelmoqda.Ya'ni, qofiya talabi bilan , misradagi o'ziga xos ohangdorlikni yuzaga keltirish hamda qahramonning kayfiyatini ayricha uslubda o'quvchiga yetkazish uchun muallif shu yo'lni tanlagan. Misrada o'zgarishga uchragan bo'lak "Suv labida o'ltirib" **o'rin holi** vazifasida kelib, qahramonning yolg'izlikka cho'mganidan darak berganini anglashimiz mumkin. "Ko'zasiga to'ldirib" birikmasi gapda **miqdor-daraja holi** vazifasida kelib, qahramonning kechinmalarini ifodalagan.

O'zni o'tga otdi **aniq**,
Joni borki,
Kurashdi.
Umri **uning**
Mangu yoniq
Qo'shiqlarga tutashdi.

"Ruhlar isyoni" dostonidan olingan mazkur parchada emotsionallikka erishish maqsadida gap bo'laklari odatdagi tartibdan o'zgartirilgan. Parchadagi "aniq" va "uning" so'zlari o'zi bog'langan so'zlardan keyin kelib, ma'noni kuchaytirishga xizmat qilgan. Gapda "aniq" so'zi kesimdan keyin kelib, ajratilgan holni ham ifodalaydi. "uning" qaratqich aniqlovchi qaralmish (umri) dan keyin kelib, badiiylikni ta'minlagan.

Xulosa: Erkin Vohidovning "Ruhlar isyoni" dostoni she'riy usulda yozilgan bo'lib, ushbu asarda barcha she'rlarda uchraydigan ma'no noziklarini uchratish mumkin.Asar matni bilan ishlashda asar nihoyatda mahorat bilan yozilganligi, uning ma'no qochirimlari o'ziga xos ko'zga tashlandi. Asar tahlili jarayonida Filologiya fanlari bo'yicha falsafa doktori (PHD) Sobirov Anvar Kuvandikovichning **" Badiiy nutq lingvopoetikasida so'z tartibining o'rni**" nomli maqolasidan foydalanildi.

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MUHANDISLIK TA'LIMIDA "OLIY MATEMATIKA" KURSINI MUTAXASSISLIKKA YO'NALTIRIB O'QITISH HAQIDA

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Annotasiya. Ushbu ishda hozirgi zamon muhandislariga qo'yilayotgan talablar, muhandislik ta'limida matematik bilimlarning ahamiyati, shuningdek, muhandis- energetiklar tayyorlashda matematika fanini o'qitish sifat va samaradorligini oshrish bo'yicha o'tkazilgan pedagogik tajriba-sinov ishlari hamda uning natijalari bayon etilgan.

Kalit so'zlar Salohiyatli muhandis-kadrlar: muhandislik ta'limi; matematik bilim; kompleks sonlar; elektrotexnikaga tadbiqlari; pedagogik tajriba.

Kirish(Dolzarbligi). Hozirgi globallashuv, texnika, texnologiyalar tezkor rivojlanib, ishlab chiqarishga yangi texnologiyalar joriy qilinayotgan davrda yuqori salohiyatli muhandis kadrlarga katta ehtiyoj sezilmoqda. Muhandisning faoliyati ijodiy xarakterga ega bo'lib, u yangi texnika va texnologiyalarni yaratish, mavjudlarini ishlab chiqarishga joriy qilish, shuningdek ishlab chiqarishni tashkil etish bo'yicha innovatsion hamda nostandart qarorlar qabul qila olish kompetentsiyalariga (qobiliyatlariga) ega bo'lishi zarur. Zamonaviy muhandis kadrlarga qo'yilayotgan talablar va olib borilgan tadqiqotlarimiz tahlillariga ko'ra, bo'lajak muhandis o'zining mutaxassisligi bo'yicha chuqur bilim va ko'nikmalarga ega bo'lishi bilan birga u mantiqiy matematik tafakkur qilish,matematik bilimlarni, matematik aparatni, matematik usullarni o'z sohasiga qo'llay olish, muhandislik masalalarini matematik modellashtirish, loyiha-konstruktorlik ishlarini bajara olish, mutaxassisligi bo'yicha teran va kreativ fikrlash, ishlab chiqarish jarayoniga tez moslashish va boshqaruv kabi kompetentsiya komponentlariga ega bo'lishi talab etiladi [1-4]. . Muhandislik ta'limi bakalavr ta'lim yo'nalishlari o'quv rejalarida asosiy majburiy fan sifatida belgi-langan "Oliy matematika" fanini o'qitishning sifat va samaradorligini oshirish dolzarb masalalardan hisoblanadi.

Tahlil va metodologiya. Har qanday mamlakatning ilmiy-texnik rivojlanishi va global raqobatbardoshliligi muhandislik fanlarining hamda muhandislik ta'limining va ilmining rivojlanish darajasiga bog'liq [2]. Globallashuv davrida axborotlar oqimini, ilmiy-texnik ma'lumotlar hajmining keskin o'sishi, dunyoda muhandislik va texnologiyalar sohasidagi inqilobiy o'zgarishlar oliy o'quv yurtlarida muhandis kadrlar tayyorlash jarayonini ma'lum darajada murakkablashtirdi [2-3].Muhandislik ta'limiga qo'yilayotgan talablardan kelib chiqib, "Oliy matematika" fanini o'qitishning sifat va samaradorligini oshirish bo'yicha olib borgan tajribalarimiz, kuzatuv va o'rganishlar hamda tahlillarimiz natijasida quyidagi muammolar aniq bo'lib qolmoqda[4-8]:

- muhandislik, ishlab chiqarish, texnik sohasi bakalavr ta'lim yo'nalishlarida ta'lim oluvchilarning katta qismini o'rta ta'lim matematik bilimlari darajasi past;
-o'rta ta'lim matematikasi bilan muhandislik "Oliy matematika" kursi o'rtasida ma'lum bir uzilishlar bor;
-o'rta ta'lim o'qitish texnologiyasi bilan oliy ta'limdagi o'qitish texnolgiyasi orasida sezilarli farq mavjud bulib, birinchi kurs talabalarining oliy ta'limni o'qitish texnologiyalariga adabtatsiya qilishi biroz qiyin kechadi;
-o'rta ta'lim bitiruvchilarida mustaqil ta'lim olish ko'nikmalari yaxshi shakllanmagan;
-talabaning mustaqil ta'lim olishiga qulay bo'lgan lotin imlosidagi o'quv adabiyotlari yetishmaydi;
-amalda ishlab chiqarish, texnika soxasi ta'lim yunalishlarida "Oliy matematika" fanini o'qitish jarayonida asosiy e'tibor nazariy bilim va ko'nikmalar berishga qaratiladi. Fanni o'qitish davomida uning amaliy tatbiqlariga kam e'tibor beriladi. Darsliklarda ham, amaliy mashg'ulot darslari uchun mo'ljallangan o'quv qo'llanmalarda ham aniq tatbiqiy masalalar kam. Natijada talabalarni aksariyat qismi o'zlarining matematik bilimlarini mutaxassislik sohasi masalalarini yechishga tatbiq eta olmaydi.

Tadqiqot natijalari: Bu muammolarga qaramasdan, muhandislik ta'limida matematika fanini o‘qitish sifat va samaradorligini oshirish bo‘yicha Islom Karimov nomidagi Toshkent davlat texnika universitetining «Oliy matematika» kafedrasi professor- o‘qituvchilari tomonidan «Oliy matematika» fanini innovatsion o‘qitish bo‘yicha ilmiy- pedagogik tajriba-sinov ishlari o‘tkazilmoqda. Jumladan, shaxsga yo‘naltirilgan ta'lim texnologiyalari asosida o‘qitish, matematikani mutaxasisligiga o‘ynaltirib o‘qitish kabi usullar qo‘llanilib pedagogik tajriba-sinovlar olib borilmoqda. Matematikani mutaxasisligiga o‘ynaltirib o‘qitish usulida, amaliy mashg‘ulot darslarida fanning o‘rganilayotgan mavzuning tegishli ta'lim yo‘nalishining umumkasbiy, mutaxassislik fanlariga va turli muhandislik masalalarini yechishga tatbiqlari aniq mashqlarda ko‘rsatilmoqda. Masalan, energetika ta'lim yo‘nalishida fanning «Oliy algebra va vektorlar algebrasi» bobida elektr ta'minoti tizimlarining holat tenglamalarini matrisaviy ko‘rinishida tuzish, elektr zanjiri tugunlaridagi tok oqimini hisoblash, "Hosila va differensial" bobini o‘rganishda uning energetikaga doir elektr zaryadlarining harakat tezligi, tok o‘tkazish tezligi, tok kuchining eng katta va eng kichik qiymatlarga ega bo‘lishi kabi masalalarni hisoblashga tatbiqlari bo‘yicha mashqlar ko‘rsatildi. "Kompleks sonlar va kompleks o‘zgaruvchili funksiyalar" bobini o‘rganish davomida uning "Elektrotexnika" faniga oid aktiv va reaktiv quvvatlarni, o‘zgarmas va o‘zgaruvchan toklarni oddiy hamda murakkab zanjirlarda hisoblashlarda, tok tenglamasini tuzishga doir masalalarni yechishga kompleks sonlardan foydalanish qulayligi aniq misollarda ko‘rsatildi. Jumladan, kompleks sonlarni elektrotexnikaga doir masalalarni yechishga tatbiqlari bo‘yicha quyidagi ko‘rinishdagi masalalar ko‘rsatildi:

1-masala**:** Kompleks kuchlanish $U = 43{,}5 + i55{,}6$ va tok $I = 10{,}4 + i9{,}35$ lar berilgan. Aktiv quvvat P va reaktiv quvvat Q aniqlansin.

2-masala: Agar tok $I = 10e^{i25^\circ}\ A$ va kuchlanish $U = 220e^{-i12^\circ}\ V$ bo‘lsa, zanjirdagi aktiv va reaktiv quvvatlar aniqlansin.

O‘tkazilayotgan tajriba-sinov ishlari ilmiy, metodik va pedagogik asoslangan holda tajriba va nazorat guruhlarida olib borilib, natijalar tahlil qilinib borildi.

2022-2023 o‘quv yilida Ilmiy-metodik, pedogogik tajriba o‘tkazishda «Energetika» ta'lim yo‘nalishining 1-kurs 73-22,74-22,61-22,62-22…… guruhlaridan talabalarning matematik bilim darajalarining yaqinligi me'zoni asosida guruhlar tanlab olindi. Yangicha yondashuv asosida o‘qitiladigan guruhlar tajriba guruhi(T), an'anaviy usulda o‘qitiladigan guruhlar nazorat guruhlari(N) deb belgilandi. Pedagogik tajriba-sinov 1,2, va 3-semestrlar davomida olib borildi. Tajriba-sinovda qatnashgan guruh talabalarini keyingi semestrlardagi mutaxassislik fanlaridan o‘zlashtirish ko‘rsatkichlari va boshqa o‘quv hamda ilmiy, ijodiy jarayonlari bilan bog‘liq holatlari ham muntazam o‘rganilib, monitoring qilib borilmoqda. O‘tkazilayotgan pedagogik tajriba davomida amaliy mashg‘ulot darslarida tadbiqiy mashqlar bajarishga e'tibor qaratish bilan birga, talabalarning mustaqil ishlari (hisob-grafik ishlari) topshiriqlariga tatbiqiy masalalar ko‘proq kiritildi. Talabalar turli ilmiy anjumanlarda matematikaning muhandislik masalalarini yechishga tatbiqlariga doir ma'ruzalar bilan ishtirok etishlariga e'tibor qaratildi. O‘tkazilgan tajriba-sinov ishlari ilmiy, metodik va pedagogik asoslangan holda tajriba va nazorat guruhlarida o‘tkazilib, natijalar tahlil qilinib borildi. Taxlillarga asosan yangicha yondashuv usuli bo‘yicha o‘qitish natijasida bir o‘quv yilidagi samaradorlik ko‘rsatkichi 1.10-1.12 ni tashkil qildi.

Xulosa va takliflar. "Oliy matematika" fanini yangicha yondashuv asosida o‘qitishda samaradorlik oshishi bilan birga ma'lum ijobiy natijalarga erishilishi ham kuzatildi:

-talabalar "Oliy matematika" fanining faqat nazariy fan emas balki tadbiqiy xususiyatlari keng ekanligi haqida zarur tushunchalarga ega bo‘ldilar va fanni chuqurroq o‘rganishga qiziqishlari ortdi;

-fanlararo aloqa sezilarli darajada yaxshilandi va natijada talabalarni umumkasbiy hamda mutaxassislik fanlarini o‘rganishiga ijobiy ta'sir kursatdi;

-talabalarni faol mustaqil ta'lim olish ko‘nikmalari rivojlandi;

- talabalarning ijodiy faolligi sezilarli darajada oshdi.Muhandislik ta'limida fundamental fan hisoblangan matematika fanini innovatsion ta'lim texnologiyalari asosida o‘qitish natijasida

ta'lim sifati va samaradorligi yanada oshadi, shuningdek fanlararo aloqa yaxshilandi va natijada talabalarni umumkasbiy, mutaxassislik fanlarini o'rganishiga ijobiy ta'sir ko'rsatadi. Kurs ishi (k/l), bitiruv malakaviy ishlarini bajarishda matematik aparatlardan foydalanish ko'nikmalariga ega bo'lgan talabalar salmog'i ortadi, natijada bitiruvchilar orasida ishlab chiqarishdagi jarayonlarni matematik mantiqiy tahlil qila olish va modellashtirish ko'nikmalariga ega bo'lgan yuqori malakali kadrlar tayyorlanish salmog'i yanada ortadi.

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ИНТЕГРИРОВАНИЕ НЕЛИНЕЙНОГО УРАВНЕНИЯ ШРЕДИНГЕРА ОТРИЦАТЕЛЬНОГО ПОРЯДКА

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Аннотация.Метод обратной спектральной задачи применяется для интегрирования нелинейного уравнения Шредингера отрицательного порядка в классе периодических бесконечнозонных функций.

Ключевые слова. Уравнения Шредингера отрицательного порядка, оператор Дирака, спектральные данные, система уравнений Дубровина, формулы следов.

В настоящей работе рассматривается смешанная задача для нелинейного уравнения Шредингера отрицательного порядка (см. [1]-[2]):

$$\begin{cases} q_{xt} = 2q\mu_t + q, \\ p_{xt} = 2p\mu_t + p,\ x \in \text{Ў},\ t \geq 0, \\ \mu_x = p^2 + q^2, \end{cases} \tag{1}$$

при условиях

$$\begin{aligned} &q(x,t)\big|_{t=0} = q_0(x), \quad q_0(x+\pi) = q_0(x) \in C^2(\text{Ў}), \\ &p(x,t)\big|_{t=0} = p_0(x), \quad p_0(x+\pi) = p_0(x) \in C^2(\text{Ў}), \\ &\mu(x,t)\big|_{x=0} = \mu_0(t), \quad \mu_0(t) \in C^1(t>0) \cap C(t \geq 0), \\ &\left[q_t(x,t) + \mu_t(x,t)\right]\big|_{x=0} = \alpha(t),\ \alpha(t) \in C(t \geq 0) \end{aligned} \tag{2}$$

в классе действительных бесконечнозонных π -периодических по x функций:

$$\begin{aligned} &p(x+\pi,t) = p(x,t), \quad q(x+\pi,t) = q(x,t), \\ &p(x,t),\ q(x,t) \in C^{1,1}_{x,t}(t>0) \cap C(t \geq 0), \\ &\mu(x,t) \in C^{1,1}_{x,t}(t>0) \cap C(t \geq 0). \end{aligned} \tag{3}$$

В данной работе предлагается алгоритм построения точных решений $\left(p(x,t),\ q(x,t),\ \mu(x,t)\right),\ x \in R,\ t>0$ задачи (1)-(3) сведением её к обратной спектральной задаче для оператора Дирака:

$$L(\tau,t)y \equiv B\frac{dy}{dx} + \Omega(x+\tau,t)y = \lambda y,\ x \in R,\ t>0,\ \tau \in R, \tag{4}$$

где

$$B = \begin{pmatrix} 0 & 1 \\ -1 & 0 \end{pmatrix},\ \Omega(x,t) = \begin{pmatrix} p(x,t) & q(x,t) \\ q(x,t) & -p(x,t) \end{pmatrix},\ y = \begin{pmatrix} y_1 \\ y_2 \end{pmatrix}.$$

Обозначим через $c(x,\lambda,\tau,t) = \left(c_1(x,\lambda,\tau,t), c_2(x,\lambda,\tau,t)\right)^T$ и $s(x,\lambda,\tau,t) = \left(s_1(x,\lambda,\tau,t), s_2(x,\lambda,\tau,t)\right)^T$ решения уравнения (4) с начальными условиями $c(0,\lambda,\tau,t) = (1,0)^T$ и $s(0,\lambda,\tau,t) = (0,1)^T$ соответственно.

Функция $\Delta(\lambda,\tau,t) = c_1(\pi,\lambda,\tau,t) + s_2(\pi,\lambda,\tau,t)$ называется функцией Ляпунова для уравнения (4). Спектр оператора Дирака $L(\tau,t)$ чисто непрерывен и состоит из множества

$$\sigma(L) = \left\{\lambda \in R : |\Delta(\lambda)| \leq 2\right\} = R \setminus \left(\bigcup_{n=-\infty}^{\infty} (\lambda_{2n-1}, \lambda_{2n})\right).$$

Интервалы $(\lambda_{2n-1}, \lambda_{2n}),\ n \in \text{ў}$ называются лакунами, где λ_n–корни уравнения $\Delta(\lambda)\,\text{m}2 = 0$. Корни уравнения $s_1(\pi,\lambda,\tau,t) = 0$ обозначим через $\xi_n(\tau,t),\ n \in \text{ў}$. Числа $\xi_n(\tau,t), n \in \text{ў}$, и знаки $\sigma_n(\tau,t) = sign\left\{s_2(\pi,\xi_n,\tau,t) - c_1(\pi,\xi_n,\tau,t)\right\} = \pm 1,$ $n \in \text{ў}$ называются спектральными параметрами оператора $L(\tau,t)$. Спектральные параметры $\xi_n(\tau,t), \sigma_n(\tau,t) = \pm 1,\ n \in \text{ў}$ и границы спектра $\lambda_n(\tau,t),\ n \in \text{ў}$, называются спектральными данными оператора Дирака $L(\tau,t)$. Коэффициенты $p(x+\tau,t)$ и

$q(x+\tau,t)$ оператора $L(\tau,t)$ определяются однозначно по спектральным данным $\{\lambda_n(\tau,t),\ \xi_n(\tau,t),\ \sigma_n(\tau,t)=\pm 1,\ n\in ў\}$. С помощью начальной функции $p_0(x+\tau)$ и $q_0(x+\tau),\ x,\tau\in Ў,$ построим оператор Дирака $L(\tau,0)$. Решая прямую задачу, найдём спектральные данные $\{\lambda_n(\tau),\ \xi_n^0(\tau),\ \sigma_n^0(\tau)=\pm 1,\ n\in ў\}$ оператора $L(\tau,0)$.

Основной результат настоящей работы содержится в следующей теореме.

Теорема 1. Пусть $(p(x,t),\ q(x,t),\ \mu(x,t)),\ x\in Ў,\ t>0,$ решение задачи (1)-(3). Тогда границы спектра $\lambda_n(\tau,t),\ n\in ў$, оператора $L(\tau,t)$ не зависят от τ и t т.е. $\lambda_n(\tau,t)=\lambda_n,\ n\in ў$, а спектральные параметры $\xi_n(\tau,t),\sigma_n(\tau,t)=\pm 1,\ n\in ў$, удовлетворяют соответственно первым и вторым уравнениям системы дифференциальных уравнений Дубровина:

$$\frac{\partial\xi_n(\tau,t)}{\partial t}=2(-1)^{n-1}\sigma_n(\tau,t)h_n(\xi(\tau,t))\big(\xi_n(\tau,t)+p(\tau,t)\big),\ n\in ў\ , \tag{5}$$

$$\frac{\partial\xi_n(\tau,t)}{\partial t}=2(-1)^{n}\sigma_n(\tau,t)h_n(\xi(\tau,t))g_n(\xi(\tau,t)),\ n\in ў\ . \tag{6}$$

Кроме того, выполняются следующие начальные условия

$$\xi_n(\tau,t)\big|_{t=0}=\xi_n^0(\tau),\ \sigma_n(\tau,t)\big|_{t=0}=\sigma_n^0(\tau),\ n\in ў\ , \tag{7}$$

где $\xi_n^0(\tau),\ \sigma_n^0(\tau)=\pm 1,\ n\in ў$ –спектральные параметры оператора Дирака $L(\tau,0)$. Последовательности $h_n(\xi)$ и $g_n(\xi),\ n\in ў$ участвующие в уравнении (6) определяются по формулам:

$$h_n(\xi)=\sqrt{\big(\xi_n(\tau,t)-\lambda_{2n-1}\big)\big(\lambda_{2n}-\xi_n(\tau,t)\big)}\times f_n(\xi),$$

$$f_n(\xi)=\sqrt{\prod_{\substack{k=-\infty\\k\neq n}}^{\infty}\frac{\big(\lambda_{2k-1}-\xi_n(\tau,t)\big)\big(\lambda_{2k}-\xi_n(\tau,t)\big)}{\big(\xi_k(\tau,t)-\xi_n(\tau,t)\big)^2}},$$

$$g_n(\xi)=\frac{1}{2\xi_n(\tau,t)}\left[q_t(\tau,t)+\mu_t(\tau,t)+\frac{1}{2}\right].$$

Теорема 2. Если функции $p_0(x)$ и $q_0(x)$ удовлетворяют условиям

$$p_0(x+\pi)=p_0(x)\in C^2(Ў),\ q_0(x+\pi)=q_0(x)\in C^2(Ў),$$

а $\alpha(t)\in C[0,\infty)$ непрерывная ограниченная функция, то существуют однозначно определяемые решения $(p(x,t),\ q(x,t),\ \mu(x,t)),\ x\in Ў,\ t>0,$ задачи (1)-(3), которые определяются, соответственно, суммой рядов:

$$q(\tau,t)=\sum_{k=-\infty}^{\infty}(-1)^{k-1}\sigma_k(\tau,t)h_k(\xi(\tau,t)),$$

$$p(\tau,t)=\sum_{k=-\infty}^{\infty}\left(\frac{\lambda_{2k-1}+\lambda_{2k}}{2}-\xi_k(\tau,t)\right),$$

$$\mu(\tau,t)=\mu_0(t)+\int_0^{\tau}\left\{\left(\sum_{k=-\infty}^{\infty}(-1)^{k-1}\sigma_k(s,t)h_k\left(\xi(s,t)\right)\right)^2+\left(\sum_{k=-\infty}^{\infty}\left(\frac{\lambda_{2k-1}+\lambda_{2k}}{2}-\xi_k(\tau,t)\right)\right)^2\right\}ds$$

Отметим, что задача Коши в классе периодических бесконечнозонных функций для нелинейного уравнения Шредингера и уравнения типа синус-Гордона изучались в работах [3]-[4].

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"QATTIQ JISMLAR FIZIKASI" FANINI O'QITISHDA MOBIL ILOVANI JORIY ETISHNING SAMARADORLIGINI ANIQLASH BO'YICHA TAJRIBA-SINOV NATIJALARINING TAHLILI

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Annotatsiya. Ushbu maqolada "Qattiq jismlar fizikasi" fanini mobil ilovalar asosida o'qitish metodikasi asosida o'tkazilgan tajriba-sinov bosqichlari, tajriba-sinovning matematik statistik tahlili keltirilgan.

Kalit so'zlar. "Qattiq jismlar fizikasi", mobil ilova, pedagogik tajriba, kvalimetriya, samaradorlik, sifat, o'zlashtirish, ko'rsatkichlar, diagramma.

Kirish. Respublikamiz mustaqilligi tufayli hozirgi vaqtda oliy o'quv yurtlaridagi ta'lim-tarbiya ishining asosiy shakli - o'qitish jarayonini samarali tashkil etish va talabalar bilim darajasini xolis baholashga bo'lgan e'tibor oshib bormoqda. Ijtimoiy-iqtisodiy va ilmiy-texnikaviy o'zgarishlar sodir bo'layotgan bir davrda ta'lim jarayoni tizimida ijobiy o'zgarishlar, yangiliklar qilishni taqozo etadi. Fan-texnika rivojlanishi, yangi pedagogik va axborot texnologiyalarining ta'lim jarayoniga kirib kelishi fanlarni o'qitish shakl va metodlarini uning mazmuniga mos holda takomillashtirish, samaradorligini oshirish, talabalar tomonidan o'zlashtirish jarayonini nazorat qilish hamda ular egallagan bilimini baholash jarayonlarini raqamli texnologiyalar hamda mobil ilovalar yordamida tashkil etishni talab etadi.

Dars mobaynida o'qituvchi erkin bo'lib, uning har bir o'quvchi bilan yakkama-yakka ishlashi ta'minlanadi. Har bir o'quvchi mobil qurilmada mavzularni yakka tartibda o'zlashtirib boradi. Bundan tashqari, fan mavzularini yaxshi o'zlashtirgan iqtidorli talabalarga yanada murakkabroq qo'shimcha topshiriqlarni berish imkoniyati vujudga keladi.

Metodologiya. Tajriba-sinov bo'yicha olib borilgan izlanishlarda oliy ta'lim muassasalarida mobil ilovani o'quv jarayoniga qo'llash bo'yicha ishchi faraz aniqlab olindi.

Tajriba-sinovning dastlabki bosqichlarida mobil ilovani o'quv jarayoniga qo'llashni tashkil etishning metodik jihatlari o'rganildi.

Pedagogik tajribada o'qitish jarayonining samaradorligini baholash uchun bir qator usullar mavjud. Biz tajriba natijalarini qayta ishlashda matematik statistika kvalametriya usulidan foydalandik.

Kvalimetriya – tabiatdagi barcha obyektlarni va jamiyatda sodir bo‘ladigan barcha jarayonlar, ishlab chiqarish sohasida yaratilgan mahsulotlarning sifatini miqdoriy baholash muammolari va metodologiyasini o‘rganuvchi ilmiy fan.

Kvalimetriya – (lotincha quails-sifat, qadimiy yunoncha metros - o‘lchov) degan ma’noni anglatib, obyekt, mahsulot, jarayonlar sifatini miqdoriy baholash metodlarini o‘zida mujassamlashtirgan, turli metod va vositalar yordamida erishilgan natijani belgilovchi fan tarmog‘i.

Kvalimetriya fan sifatida o‘rganilishi va baholanishi lozim bo‘lgan obyektning sifatini belgilovchi hajm, birlik, shkala, talablar yordamida mazkur obyektning sifat va miq‘dor ko‘rsatkichlarini aniqlashi belgilangan va qabul qilingan o‘lchov jarayonini amalga oshirish nazariyasi asosida o‘rganadi.

Tadqiqot natijalari va tahlillar. Yuqorida aytib o‘tilganidek, kvalimetriya metodi asosida oliy ta’lim muassasalarida o‘tkazilgan tajriba-sinov ishlarining matematik-statistik tahlilini keltiramiz.

1. Qarshi davlat universiteti Fizika fakulteti 60530900 – Fizika ta’lim yo‘nalishida jami 125 nafar talaba o‘qiydi shundan tajriba-sinov guruhiga 63 nafar, nazorat guruhiga 62 nafar talababalar jalb etildi. Tajriba-sinov guruhida mobil ilova asosida o‘tkazilgan darslardan so‘ng nazorat guruhiga nisbatan quyidagi natijani berdi (3.3-jadvalga qarang).

Tajriba guruhi talabalarining o‘zlashtirish ko‘rsatkichlari:

$$A'lo_{5,YaN} = \frac{N_{5,YaN} * 100}{M_{gr}} = \frac{27 * 100}{63} = 43\% \quad (1)$$

$$Yaxshi_{4,YaN} = \frac{N_{4,YaN} * 100}{M_{gr}} = \frac{26 * 100}{63} = 41\% \quad (2)$$

$$Qoniqarli_{3,YaN} = \frac{N_{3YaN} * 100}{M_{gr}} = \frac{10 * 100}{63} = 16\% \quad (3)$$

Nazorat guruhi talabalarining o‘zlashtirish ko‘rsatkichlari:

$$A'lo_{5,YaN} = \frac{N_{5,YaH} * 100}{M_{gr}} = \frac{19 * 100}{62} = 31\% \quad (4)$$

$$Yaxshi_{4,YaN} = \frac{N_{4,YaN} * 100}{M_{gr}} = \frac{26 * 100}{62} = 42\% \quad (5)$$

$$Qoniqarli_{3,YaN} = \frac{N_{3YaN} * 100}{M_{gr}} = \frac{17 * 100}{62} = 27\% \quad (6)$$

1-jadval

Qarshi davlat universiteti tajriba va nazorat guruhlarida mobil ilova asosida o‘tkazilgan mashg‘ulotlardan so‘ng tajriba-sinov natijalari

Tajriba –sinov o‘ tkazilgan Qarshi davlat universiteti bo‘ yicha umumiy natijalar		Tajriba guruhi m=63		Nazorat guruhi n=62	
		Tajriba guruhidagi talabalar soni	%	Nazorat guruhidagi talabalar soni	%
	Yuqori	27	43	19	31
	O‘rta	26	41	26	42
	Quyi	10	16	17	27

2.Guliston davlat universiteti Axborot texnologiyalari va fizika-matematika fakulteti “Fizika” kafedrasi, 60530900 – Fizika ta’lim yo‘nalishida jami 91 nafar talaba o‘qiydi shundan tajriba-sinov guruhiga 46 nafar, nazorat guruhiga 45 nafar talababalar jalb etildi. Tajriba-sinov guruhida mobil ilova asosida o‘tkazilgan darslardan so‘ng nazorat guruhiga nisbatan quyidagi natijani berdi (3.4-jadvalga qarang).

Tajriba guruhi talabalarining o‘zlashtirish ko‘rsatkichlari:

$$A'lo_{5,YaN} = \frac{N_{5,YaH}*100}{M_{gr}} = \frac{21*100}{46} = 46\% \quad (7)$$

$$Yaxshi_{4,ON} = \frac{N_{4,mt}*100}{M_{gr}} = \frac{19*100}{46} = 41\% \quad (8)$$

$$Qoniqarli_{3,ON} = \frac{N_{3mt}*100}{M_{gr}} = \frac{6*100}{46} = 13\% \quad (9)$$

Nazorat guruhi talabalarining o'zlashtirish ko'rsatkichlari:

$$A'lo_{5,YaN} = \frac{N_{5,YaH}*100}{M_{gr}} = \frac{16*100}{45} = 36\% \quad (10)$$

$$Yaxshi_{4,ON} = \frac{N_{4,mt}*100}{M_{gr}} = \frac{18*100}{45} = 40\% \quad (11)$$

$$Qoniqarli_{3,ON} = \frac{N_{3mt}*100}{M_{gr}} = \frac{11*100}{45} = 24\% \quad (12)$$

2-jadval.

Guliston davlat universiteti tajriba guruhida mobil ilova asosida o'tkazilgan mashg'ulotlardan so'ng tajriba-sinov natijalari

Tajriba –sinov o' tkazilgan Guliston davlat universiteti bo' yicha umumiy natijalar O' zlashtirish	Tajriba guruhi m=46		Nazorat guruhi n=45	
	Tajriba guruhidagi talabalar soni	%	Nazorat guruhidagi talabalar soni	%
Yuqori	21	46	16	36
O' r-ta	19	41	18	40
Qu-yi	6	13	11	24

3.Sh. Rashidov nomidagi Samarqand davlat universiteti Muhandislik fizikasi instituti 60530900 – Fizika ta'lim yo'nalishidagi 4-bosqichda jami 121 nafar talaba ta'lim oladi, shundan tajriba-sinov guruhiga 59 nafar, nazorat guruhiga 62 nafar talababalar jalb etildi. Tajriba-sinov guruhida mobil ilova asosida o'tkazilgan darslardan so'ng nazorat guruhiga nisbatan quyidagi natijani berdi (3.5-jadvalga qarang).

Tajriba guruhi talabalarining o'zlashtirish ko'rsatkichlari:

$$A'lo_{5,YaN} = \frac{N_{5,YaN}*100}{m_{gr}} = \frac{27*100}{59} = 46\% \quad (13)$$

$$Yaxshi_{4YaN} = \frac{N_{4,YaN}*100}{m_{gr}} = \frac{25*100}{59} = 42\% \quad (14)$$

$$Qoniqarli_{3,YaN} = \frac{N_{3YaN}*100}{m_{gr}} = \frac{7*100}{59} = 12\% \quad (15)$$

Nazorat guruhi talabalarining o'zlashtirish ko'rsatkichlari:

$$A'lo_{5,YaN} = \frac{N_{5,YaH}*100}{n_{gr}} = \frac{24*100}{62} = 39\% \quad (16)$$

$$Yaxshi_{4,YaN} = \frac{N_{4,YaN}*100}{n_{gr}} = \frac{23*100}{62} = 37\% \quad (17)$$

$$Qoniqarli_{3,YaN} = \frac{N_{3YaN}*100}{n_{gr}} = \frac{15*100}{62} = 24\% \quad (18)$$

3-jadval

Sh.Rashidov nomidagi Samarqand davlat universiteti Muhandislik fizikasi instituti tajriba guruhida mobil ilova asosida o'tkazilgan mashg'ulotlardan so'ng tajriba-sinov natijalari

Tajriba-sinov o'tkazilgan Sh.Rashidov nomidagi Samarqand davlat universiteti Muhandislik fizikasi instituti bo'yicha umumiy natijalar	O'zlashtirish	Tajriba guruhi m=59		Nazorat guruhi n=62	
		Tajriba guruhidagi talabalar soni	%	Nazorat guruhidagi talabalar soni	%
	Yuqori	27	46	24	39
	O'rta	25	42	23	37
	Quyi	7	12	15	24

Oliy ta'lim muassasalarida o'tkazilgan tajriba-sinov samaradorligini quyidagi formula bo'yicha aniqlaymiz:

$$H_S = H_T - H_N \qquad (19)$$

Bu yerda H_S – samaradorlik, H_T va H_N lar mos ravishda tajriba guruhi va nazorat guruhlarining o'rtacha o'zlashtirish ko'rsatkichi. Tajriba va nazorat guruhlari talabalarining o'zlashtirish samaradorligi quyidagi ifodalar yordamida aniqlanadi:

$$H_T = A'lo_{5,YaN} + Yaxshi_{4,YaN} \qquad (20)$$

$$H_N = A'lo_{5,YaN} + Yaxshi_{4,YaN} \qquad (21)$$

Qarshi davlat universiteti tajriba guruhi talabalarining o'zlashtirish ko'rsatkichi nazorat guruhi talabalarining samaradorlik ko'rsatkichidan 11% ga yuqori (22-formulaga qarang).

$$H_S = H_T - H_N = 84\ \% - 73\ \% = 11\ \% \qquad (22)$$

Guliston davlat universiteti tajriba guruhi talabalarining o'zlashtirish ko'rsatkichi nazorat guruhi talabalarining o'zlashtirish ko'rsatkichidan 11% ga yuqori (23-formulaga qarang).

$$H_S = H_T - H_N = 87\ \% - 76\ \% = 11\ \% \qquad (23)$$

Sh.Rashidov nomidagi Samarqand davlat universiteti Muhandislik fizikasi instituti tajriba guruhi talabalarining o'zlashtirish ko'rsatkichi nazorat guruhi talabalarining o'zlashtirish ko'rsatkichidan 11% ga yuqori (24-formulaga qarang).

$$H_S = H_T - H_N = 89\ \% - 77\ \% = 12\ \% \qquad (24)$$

Uchta oliy ta'lim muassasasida o'tkazilgan tajriba-sinov ishlarini umumlashtirib o'rtacha samaradorlik ko'rsatkichini nech foizga oshganini quyidagi matematik ifoda yordamida aniqlashimiz mumkin (24-formulaga qarang).

$$\mathrm{H_{o'rtacha}} = \frac{\mathrm{H_{s_1} + H_{s_2} + \cdots + H_{s_n}}}{\mathrm{n}} \qquad (25)$$

Olingan natijalarni yuqoridagi formulaga qo'yib oliy ta'lim muassasalarining o'rtacha samaradorlik ko'rsatkichini aniqlaymiz (26-formulaga qarang).

$$\mathrm{H_{o'rtacha}} = \frac{11\% + 11\% + 12\%}{3} = 11{,}33\% \qquad (26)$$

Tajriba guruhlarida mobil ilovani o'quv jarayoniga qo'llash bo'yicha o'tkazilgan mashg'ulotlar nazorat guruhlarida an'anaviy uslubda o'tilgan mashg'ulotlarga nisbatan o'rtacha samaradorlik ko'rsatkichi 11,33 % ga oshdi.

Xulosa. Tajriba-sinov ishlarining tashkil qilinishi va ularning natijasi o'quv jarayonida mobil ilovadan foydalanish o'quv mashg'ulotlarida samaradorlikka erishishda muhim manba

ekanligi aniqlandi.Mobil ilovadan foydalanish natijasida o'qitish jarayoni samarali tashkil qilinishi, talabalarning o'zlashtirish darajasi yuqori bo'lishi olingan matematik-statistik tahlillar yordamida isbotlandi.

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НОВЫХ СЛАБО ПЕРИОДИЧЕСКИХ МЕР ГИББСА ДЛЯ ТРЕМЯ СОСТОЯНИЯМИ НС-МОДЕЛИ НА ДЕРЕВЕ КЕЛИ

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Аннотация: В этом работе для модели НС показано, что существует три число слабо периодических мер Гиббса, соответствующих нормальному делителю индекса четыре в группового представления дерева Кэли.

Ключевые слова: Дереве Кэли**,** НС-модель, мера Гиббса, конфигурация,

Пусть $\Gamma^k(V,L)$ порядка $k \geq 1$ есть бесконечное дерево, т.е. граф без циклов, из каждой вершины которого выходит ровно $k+1$ ребер. Известно, что Γ^k можно представить как $G_k -$ свободное произведение $k+1$ циклических групп второго порядка с образующими $a_1, a_2, \text{K}, a_{k+1}$ соответсаенно.

Пусть $\Phi = \{0,1\}$ и $\sigma \in \Phi^V$ $-$конфигурация, то есть $\sigma = \{\sigma(x) \in \Phi : x \in V\}$.

Конфигурация σ называется допустимой, если $\sigma(x)\sigma(y) = 0$ для любых ближайших соседних $\langle x, y \rangle$ из V обозначим множество таких конфигураций через . Ясно, что $\Omega \subset \Phi^V$.

Гамильтониан НС-модели определяется следующим образом

$$H(\sigma) = J\sum_{x \in V}\sigma(x), \quad \sigma \in \Omega, \quad J \in R.$$

Понятие меры Гиббса вводится стандартным оброзом ([1]). Известно [2], что каждой мере Гиббса для НС-модели на дереве Кэли можно сопоставлять совокупность величин $z=\{z_x : x\in G_k\}$, удовлетворяющих

$$z_x=\prod_{y\in S(x)}(1+\lambda z_y)^{-1},\quad \lambda=e^J>0. \qquad (1)$$

Пусть $G_k/\hat{G}_k=\{H_1,\ldots,H_r\}-$ фактор группа, $\hat{G}_k$ нормальный делитель индекса $r\geq 1.$

Определение 1. Совокупность величин $z=\{z_x : x\in G_k\}$ называется $\hat{G}_k-$ периодической, если $z_x=z_i$ для $\forall x\in H_i$, т.е. значение функции z_x зависит только от класса принадлежности x. G_k-периодические совокупности называются трансляционно- инвариантными.

Для любого $x\in G_k$ рассмотрим $x_\downarrow=\{y\in G_k : \langle x,y\rangle\}\setminus S(x)$ (см. [3]).

Определение 2. Совокупность величин $z=\{z_x : x\in G_k\}$ называется $\hat{G}_k-$ периодической, если $z_x=z_{i,j}$ при всех $x\in H_i$, $x_\downarrow\in H_j$ для $\forall x\in G_k$, т. е значение функции z_x зависит только от классов принадлежности x и $x_\downarrow$.

Определение 3. Мера μ называется $\hat{G}_k-$(слабо) периодической, если она соответствует $\hat{G}_k-$(слабо) периодической совокупности величин z.

В работах [3] и [4] были изучены слабо периодические меры Гиббса для НС-модели в случае нормального делителя индекса два, а в работе [5] для НС-модели доказано существование слабо периодических мер Гиббса с периодом четыре.

Пусть $A\subset\{1,2,3,\ldots,k+1\}$ и $H_A=\left\{x\in G_k : M=\sum_{i\in A}\varpi_x(a_i)-четное число\right\}$, где $\varpi_x(a_i)$- число буквы a_i в слове $x\in G_k$, $G_k^{(2)}=\{x\in G_k : |x|-четное\ число\}$ где $|x|-$ длина слова $x\in G_k$ и $G_k^{(4)}=H_A\cap G_k^{(2)}-$нормальный делитель индекса 4.

Рассмотрим фактор-группу $G_k^{(4)}=\{H_0,H_1,H_2,H_3\}$, где

$$H_0=\{x\in G_k : M-четно,\ |x|-четно\},$$
$$H_1=\{x\in G_k : M-нечетно,\ |x|-четно\},$$
$$H_2=\{x\in G_k : M-четно,\ |x|-нечетно\},$$
$$H_3=\{x\in G_k : M-нечетно,\ |x|-нечетно\}.$$

В силу (1), после некоторых преобразований, получим

$$\begin{cases} z_1=\dfrac{(1+\lambda z_7)^k}{((1+\lambda z_7)^{\frac{k}{i}}+\lambda z_8^{1-\frac{1}{i}})^i}\cdot\dfrac{1}{(1+\lambda z_2)^{k-i}},\ z_2=\dfrac{(1+\lambda z_8)^k}{((1+\lambda z_8)^{\frac{k}{i}}+\lambda z_7^{1-\frac{1}{i}})^i}\cdot\dfrac{1}{(1+\lambda z_1)^{k-i}} \\ z_7=\dfrac{(1+\lambda z_1)^k}{((1+\lambda z_1)^{\frac{k}{i}}+\lambda z_2^{1-\frac{1}{i}})^i}\cdot\dfrac{1}{(1+\lambda z_8)^{k-i}},\ z_8=\dfrac{(1+\lambda z_2)^k}{((1+\lambda z_2)^{\frac{k}{i}}+\lambda z_1^{1-\frac{1}{i}})^i}\cdot\dfrac{1}{(1+\lambda z_7)^{k-i}} \end{cases} \qquad (2)$$

где $i = |A|$ – мощность множества A.

Рассмотрим отображение $W : R^4 \to R^4$. Заметим, что (2) есть уравнение $z = W(z)$. Чтобы решить систему уравнений (2), надо найти неподвижные точки отображения $z' = W(z)$.

Из работы [5] известны:

Лемма 1. [5] Отображения W имеет инвариантные множества следующих видов:

$$I_1 = \{(z_1, z_2, z_7, z_8) \in R^4 : z_1 = z_2 = z_7 = z_8\},$$
$$I_2 = \{(z_1, z_2, z_7, z_8) \in R^4 : z_1 = z_7, \ \ z_2 = z_8\},$$
$$I_3 = \{(z_1, z_2, z_7, z_8) \in R^4 : z_1 = z_2, \ z_7 = z_8\},$$
$$I_4 = \{(z_1, z_2, z_7, z_8) \in R^4 : z_1 = z_8, \ z_2 = z_7\}.$$

Теорема 1. [5] Для HC-модели в случае нормального делителя индекса четыре верны следующие утверждения:

1. При $k \geq 1, \ i \leq 2$ слабо периодическая мера Гиббса, соответствующая совокупности величин из I_1, единственна. Более того, эта мера совпадает с единственной трансляционно-инвариантной мерой Гиббса.
2. Пусть $k = 2, \ i = 1, \ \lambda_{cr} = 4.$ Тогда для слабо периодических мер Гиббса соответствующих совокупности величин из I_2, справедливы: а) При $\lambda < \lambda_{cr}$ существует одна слабо периодическая мера Гиббса, которая является трансляционно-инвариантной; в) При $\lambda = \lambda_{cr}$ существуют две слабо периодические меры Гиббса, одна из которых является трансляционно-инвариантной, другая слабо периодической (не периодической); с) При $\lambda > \lambda_{cr}$ существуют не менее двух слабо периодических (не периодическими) мер Гиббса.
3. При $k \geq 1, \ i = 1$ слабо периодическая мера Гиббса, соответствующая совокупности величин из I_3, единственна.

Справедлива следующая теорема.

Теорема 2. Для HC-модели в случае нормального делителя индекса четыре верны следующая утверждения:

1. Пусть $k = 2, \ i = 2, \ \lambda_{cr} = 4.$ Тогда для слабо периодических мер Гиббса на I_2 при $\lambda < \lambda_{cr}$ существует одна слабо периодическая мера Гиббса, которая является трансляционно-инвариантной; при $\lambda = \lambda_{cr}$ существуют два слабо периодическая мера Гиббса, одна из которых является трансляционно-инвариантной, другая слабо периодической (не периодической); $\lambda > \lambda_{cr}$ существуют три слабо периодические меры Гиббса, одна из которых является трансляционно-инвариантной, другие две слабо периодическими (не периодическими).
2. При $k = 2, \ i = 2$ на I_3 и I_4, соответственно, слабо периодическая мера Гиббса единственна.

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TA'LIM TIZIMIDA ELEKTRON O'QUV KONTENTLARINI YARATISH VA FOYDALANISH ASOSLARI

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Annotatsiya. So'nggi yillarda ta'lim muassasalarida interaktiv elektron o'quv kontentlaridan o'quv quroli sifatida foydalanish keng ommalashmoqda. Ushbu an'anaviy texnologiyaning mavjudligi, arzonligi va talabalar uchun elektron ta'lim afzalliklarining tobora ortib borayotganligini tan olinishi bilan bog'liq. Ushbu maqola ta'lim tizimida zamonaviy elektron o'quv kontentlarini yaratish va foydalanishning asosiy talablari, yo'nalishlari, omillari va samaradorligi yoritilgan.

Kalit so'zlar: zamonaviy elektron o'quv kontentlari, axborot kontentlaridan foydalanishning asosiy talablari, yo'nalishlari, omillari va samaradorligi.

Bugungi kunda yurtimiz ta'lim tizimini tubdan isloh etish jarayonida ta'lim tizimini moddiy-texnik bazasini mustahkamlash va undan samarali foydalanishni ta'minlash, o'quv dasturlari va o'quv-uslubiy adabiyotlarni takomillashtirish masalasiga alohida e'tibor qaratilmoqda[1]. Ayni paytda ta'limga yangi axborot texnologiyalarini keng joriy etish, ta'lim tizimidagi axborot-kontent markazlari faoliyatini zamonaviy talab va mezonlar asosida tashkil etish yuzasidan keng qamrovli ishlar amalga oshirilayotir. Respublikamizda ta'lim tizimini kompьyuter, mulьtimediali elektron qo'llanmalar, internet, elektron ma'lumotlar bazasi, masofadan o'qitish kabi yangi axborot texnologiyalari asosida tashkil etishni yanada yuqori darajaga olib chiqish hamda mashgulot jarayonida o'quv, o'qitish, modellashtirish, amaliy, axborotli va boshqa dasturlardan keng foydalanish oid bir qator ishlar amalga oshirilmoqda. Chunki ta'lim tizimini zamonaviy elektron axborot kontentlari asosida tashkil etiladigan mashgulotlar quyidagi talablarga javob bera olishi lozim:

– fanning ilg'or yutuqlari, elektron axborot kontentlaridan foydalanish, mashgulotni o'quv-tarbiyaviy jarayonning zamonaviy qonuniyatlari asosida tashkil etish;
– mashg'ulotda elektron axborot kontentlari yordamida barcha didaktik tamoyil va qoidalarning optimal nisbatlarini ta'minlash, talabalarning qiziqishlari, layoqati va talablarini hisobga olish asosida ular tomonidan bilimlarning puxta o'zlashtirilishi uchun zarur shart sharoitlarni yaratish;
– elektron axborot kontentlari asosida talabalar anglab etadigan fanlararo bog'liqliklarni o'rnatish, ilgari o'rganilgan bilim va malakalari, shuningdek, talabalarning rivojlanish darajasiga tayanish;
– elektron axborot kontentlari shaxsning har tomonlama rivojlantirish-ni motivatsiyalash va faollashtirish, o'quv-tarbiyaviy faoliyatning barcha bosqichlari mantiqiyligi va emotsionalligini oshirish;
– elektron axborot kontentlari asosida zarur bilim, ko'nikma va malakalar, fikrlash va faoliyat ratsional usullarini shakllantirish va mavjud bilimlarni doimo boyitib borish ehtiyojini

yuzaga keltirish xamda har bir mashgulotni puhta loyihalashtirish, rejalashtirish, tashhis va bashorat qilish.

Ma'lumki, birgina shaxsiy kompyuterlarning paydo bo'lishi va ulardan barcha sohalarda keng foydalanish ta'lim tizimini imkoniyatlari tubdan o'zgartirdi, shu bilan birga Internet tarmog'i ta'lim tizimiga yangi elektron axborot kontentlarini tatbiq etish bo'yicha yanada katta imkoniyatlar yaratmoqda. Ta'lim tizimida ta'lim dasturlari bilan ta'minlangan kompyuterlarni deyarli barcha didaktik masalalarni, shu jumladan axborotni yig'ish, saqlash va uzatish, o'quv-tarbiyaviy jarayonini boshqarish, talabalar bilimini nazorat va tahlil qilish, mashqlarni bajarish, o'quv jarayoni rivojlanishi haqida ma'lumotlarni to'plash kabi boshqa masalalarni hal etishda tatbiq etish mumkin.

Zamonaviy elektron axborot kontentlaridan foydalanish ta'lim tizimining quyidagi asosiy yo'nalishlarini aniqlashga imkon beradi:

– ta'lim tizimida o'qitiladigan barcha fanlar bo'yicha o'zlashtirish darajasini oshirishni ta'minlash;

– ta'lim tizimida talabalarning qobiliyati, iqtidori, mustaqil fikrlash, kommunikativ malakalarni shakllantirish, fanlar bo'yicha bilim egallashni rivojlantirish, malaka va ko'nikmani shakllantirishga imkon beruvchi jarayonlarga e'tiborni kuchaytirish.

– talabalar bilimini nazorat qilish uchun elektron axborot kontentlaridan avtomatlashtirilgan test sinovlari o'tkazish, baholash va boshqarishda keng foydalanish, ya'ni pedagogik jarayonning samaradorli-gini oshirish.

Elektron axborot kontentlaridan foydalanish orqali malaka oshirish tizimining sifati quyidagi ikki asosiy omil bilan aniqlanadi: ta'lim tizimiga tatbiq etilayotgan elektron axborot kontentlari va zamonaviy dasturiy kontentlarining sifati.

Shuning uchun ham bugungi kunda respublikamizda ta'lim tizimi sifatini oshirish uchun elektron ta'lim kontentlarini ishlab chiqish, takomillashtirish va ta'lim jarayoniga joriy etish maqsadida ta'lim muassasalari texnik imkoniyatlari keng zamonaviy dasturiy kontentlar, ya'ni ilg'or kompьyuter texnologiyalari, grafik va video tahrir qilish dasturlari bilan ishlash imkonini beradigan kompyuter sinflari bilan jihozlanmoqda. Bu esa ta'lim tizimini elektron axborot kontentlari asosida tashkil etishning zamonaviy texnologiyalaridan, shu jumladan mulьtimedia va masofadan o'qitish texnologiyalaridan foydalanish imkonini bermoqda.

Masofaviy o'qitish texnologiyasiga ko'ra talaba qaerda va qanday holatda bo'lishidan qat'iy nazar muayyan ta'lim muassasasi ta'lim dasturini o'rganish imkoniyatiga ega bo'ladi[2].

Ulardan ta'lim tizimida bilim olayotgan talabalarning mustaqil bilim olishida, o'tilgan mavzularni takrorlashda, hamda olgan bilimlari asosida nazoratlar topshirishda o'rgatuvchi, axborot-ma'lumotli, nazorat qilish dasturlarining qo'llanilishi axborot va kompьyuter texnologiyalari asosida masofadan o'qitish samaradorligini oshirishda muhim ahamiyatga ega bo'ladi. SHuning uchun ana shu funksiyalarning hammasini o'zida mujassamlashtiruvchi elektron o'quv mashgulotliklarni yaratish, hozirgi kunning eng dolzarb masalalaridan biri bo'lib qolmoqda.

Elektron o'quv mashgulotliklar biron bir fan, ya'ni aniq sohaga yoki ta'lim yo'nalishiga mo'ljallangan bo'lib, o'qitish jarayonida ulardan qanday bilim olish va o'rganishda foydalanadilar. Talabalarning mustaqil bilim olishida, o'tilgan mavzuni takrorlashda hamda olgan bilimlarini tekshirishda trenajyor, ma'lumotli, o'yin, nazorat qilish dasturlarini qo'llash, ularni o'rganilayotgan mavzu bo'yicha amaliy bilim va malakalarini shakllantirishda muhim ahamiyatga ega bo'ladi hamda talabalarning amaliy qobiliyatlari va malakalarini shakllantirishda muhim rolь o'ynaydi.

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KOMPYUTER DASTURIY VOSITALARI YORDAMIDA IMITATSION MODELLAR TAYYORLASH IMKONIYATLARI VA ULARNING AHAMIYATI (BOTANIKA FANI MISOLIDA)

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Annotatsiya. Maqolada pedagogika oliy ta'lim muassasalarining biologiya ta'lim yo'nalishi talabalariga "Axborot texnologiyalarini kasbiy faoliyatda qo'llash" fani orqali kompetensiyasini shakllantirishning uslubiy tomonlari yoritilgan. Kompyuter imitatsion model yondoshuvi asosida o'qitish usullari ko'rsatilgan bo'lib, unda mutaxassislik fanlarining mazmunidan kelib chiqqan holda ularga mos jarayonlarni kompyuter imitatsion modellar asosida o'qitish metodikasini takomillashtirish masalasi muhokama qilingan. Unda keltirilgan ma'lumotlar bo'lajak biologiya o'qituvchilarida kompyuter imitatsion modellardan foydalanish malakasini shakllantirishga xizmat qiladi.

Kalit so'zlar. Oliy ta'lim , biologiya, kompyuter imitatsion model, modellashtirish, matritsa, axborot texnologiyalari, dasturiy vositalar, kompetensiya.

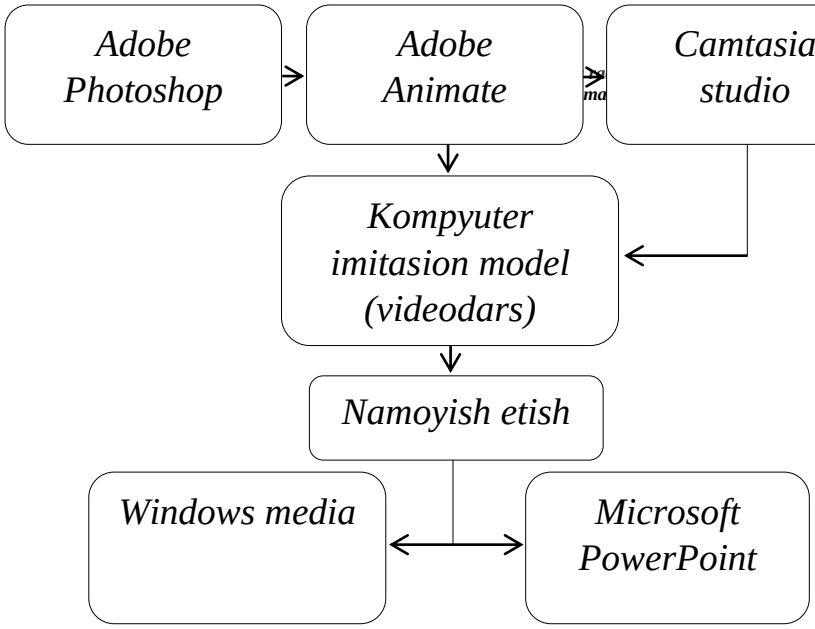
Kirish. Jamiyat taraqqiyotining zamonaviy bosqichi qator olimlarning asarlarida postindustrial yoki axborot jamiyati deb atalgan. Uning rivojlanishining asosiy harakatlantiruvchi kuchlari axborot texnologiyalari bo'lib, u inson faoliyatining barcha sohalarida, shu jumladan ta'limda ham muhim rol o'ynaydi. Bu esa ta'limni axborotlashtirishning jadal rivojlanishiga, jumladan, maktab biologiyasi, biologiya o'qitish nazariyasi va metodikasi, bo'lajak biologiya o'qituvchilarini tayyorlashning butun tizimining rivojlanishiga olib keladi. Ta'lim sifatini baholashning asosiy xususiyati mutaxassisning o'z kasbiy faoliyatidagi kompetensiyasidir. Kompetensiyaga asoslangan yondashuvning shubhasiz afzalligi - har qanday mutaxassisning umumiy kompetensiyasini individual kasbiy kompetensiyalar tizimi orqali ifodalash qobiliyatidir. Agar kasbiy kompetensiya bo'lajak mutaxassis tomonidan shakllantirilgan bilim, ko'nikma va malakalar tizimi sifatida taqdim etilsa, u holda tizimning o'zi kompetensiyalar majmuasi sifatida ifodalanishi mumkin.

Metodologiya. Mazkur tadqiqotda o'quv materiallarini vizuallashtirish uchun quyidagi dasturiy vositalardan foydalanildi (1-rasm):

Adobe Photoshop – ko'p funksiyali rastrli grafik muharriri;
Adobe Animate - animatsiyalar tayyorlash dasturi;
Camtasia studio - video va audio yozish dasturi;
Windows media - raqamli video va ovoz namoyish etish dasturi;
Microsoft PowerPoint – taqdimot tayyorlash dasturi.

1-rasm. O'quv materiallarini vizuallashtirish modeli

Adobe Photoshop yoki foydalanuvchiga qulay boshqa rasmlar bilan ishlash dasturi orqali kompyuter imitatsion model tayyorlanishi ko'zda tutilgan mutaxassislik fanidagi tegishli mavzuning murakkab jarayonlari ob'ektlarining rasmlari Adobe Animate dasturida tayyorlanadigan animatsiyalar uchun har bir harakatga mos ravishda qatlamlar kesimida rasmlar tanlanadi yoki chiziladi va ishlov beriladi [1]. Bundan tashqari mazkur jarayonlarni kompyuter grafikasi bilan ishlovchi Adobe Illustrator, Microsoft Paint kabi dasturiy vositalarda ham amalga oshirish mumkin. [2]



Adobe Animate yoki boshqa foydalanuvchiga qulay animatsiya tayyorlash dasturlari orqali animatsiya uchun tayyorlangan rasmlar ketma-ketlikda qatlamlar (layer)ga joylashtiriladi va ularning harakati vujudga keltiriladi. Animatsiyalar ketma-ketligi videotasvir holatiga keltiriladi va videodars hosil qilinadi. Tayyorlangan animatsiyani Camtasia Studio dasturi orqali tahrirlash imkoniyati yaratilgan. Animatsiya tayyorlashni Adobe After Effects, Macromedia Flash kabi dasturiy vositalarda ham amalga oshirish mumkin. [3]

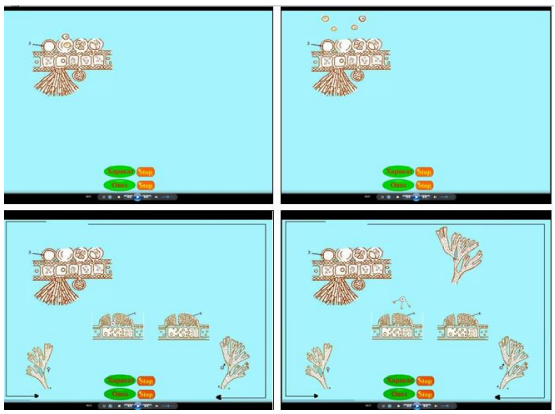
Tayyorlangan videodars Windows media dasturi orqali namoyish etiladi, shu jumladan, mavzudagi barcha jarayonlarni to‘laligicha namoyon etish uchun tayyorlanadigan taqdimotlar Microsoft PowerPoint dasturida namoyish etiladi. [4]

Tadqiqot natijalari va ularning tahlili. Kasbiy faoliyatda kompyuter vizualizatsiya texnologiyalaridan foydalanish uchun pedagogik kadrlarni tayyorlash bilan bog‘liq muammolarni o‘rganish ko‘plab mualliflarning fundamental va amaliy tadqiqotlari mavzusidir. Kompyuter vizual o‘quv materiallaridan foydalangan holda o‘quv jarayonini tashkil etishning maqbul usullari L.I.Doliner (2004), N.I.Pak (2000), N.G.Semenova (2007), V.A.Starodubsev (2007) tomonidan o‘rganilgan [5,6,7,8].

N.A.Muslimovning (2004) tadqiqotida kompetensiyani inglizcha “competence” tushunchasining lug‘aviy ma’nosi “qobiliyat” degani bo‘lib, kompetensiya qobiliyat, bilim, mahorat, va ko‘nikmani ifoda etishga xizmat qiladi, deya ta’riflaydi. [9]

F.M.Zakirova va boshqalarning (2021) tadqiqot ishida raqamli kompetensiya axborot-kommunikatsiya texnologiyalari sohasidagi asosiy ko‘nikmalarga asoslanadi (kompyuterlardan ma’lumot izlash, baholash, taqdim etish, saqlash va almashish, elektron vositalar va Internet orqali muloqot qilish uchun) deb ta’rif berilgan [10].

Tadqiqotda “Botanika” fanining mavzulari mazmunidan kelib chiqib kompyuter imitatsion modellar yaratildi. Bunda kompyuter imitatsion model yaratishda murakkab jarayonlarini qamrab olgan mavzular fan o‘qituvchisi bilan hamkorlikda tanlandi. Kompyuter imitatsion modellarni tanlashda mavzuning xossalarini namoyon eta oladigan va qisqa mazmundagi kompyuter imitatsion modellar yaratilish asos sifatida olingan. Quyida “Botanika” faniga oid mavzulardan ishlab chiqilgan imitatsion modellar yordamida talabalarga mavzuning murakkab jarayonlari ko‘rsatiladi va undagi harakatlari tushuntiriladi (2-rasm). [11]



2-rasm. Diktiota suvo'tining taraqqiyot jarayoni imitatsion modeli

Tadqiqot natijalari bo'yicha bo'lajak o'qituvchilarning kasbiy kompetensiyasini shakllantirish yuzasidan tajriba-sinov ishlari olib borildi. Bunda, axborot texnologiyalarining dasturiy vositalari orqali kompyuter imitatsion modellar tayyorlashni puxta o'rganish hamda ular asosida mutaxassislik mavzularining mazmunini jonli tushuntirishni tashkil etish va talabalarda davlat ta'lim standartining talablariga mos bilim, ko'nikma va malakalarni egallash, kasbiy kompetensiyasini shakllantirish metodikasini takomillashtirishda kompyuter imitatsion modellar yaratishni o'rgatishga asosiy e'tibor qaratildi. Tajriba-sinov ishlari O'zbekiston-Finlyandiya pedagogika institutida olib borildi va unga 148 nafar talaba jalb etildi. Tajriba-sinov natijalari bo'yicha tajriba-sinov va nazorat guruhlarining o'zlashtirish ko'rsatkichi matematik-statistik tahlil qilindi. Tahlil natijalariga ko'ra tajriba-sinov guruhidagi o'rtacha o'zlashtirish 79,75% ni, nazorat guruhidagi o'zlashtirish ko'rsatkichi esa 68,75% ni ko'rsatdi. Shunga ko'ra, tajriba-sinov guruhining ko'rsatkichi 11% ga yuqori ekanligi, bu esa o'z navbatida 1,16 barobar ortiqligi aniqlandi.

Xulosa. Tadqiqotda "Axborot texnologiyalarini kasbiy faoliyatda qo'llash" fanidan dars mashg'ulotlarini kasbga yo'naltirilgan mavzulardan foydalanib tashkil etishda qanday innovatsion o'qitish texnologiyalari va usullarlari orqali amalga oshirish, turli uslubiy ishlanmalar tayyorlash, bo'limlar bo'yicha imitatsion model tayyorlash mumkin bo'lgan mavzu jarayonlarini aniqlash va kompyuter imitatsion modellar tayyorlashda foydalaniladigan dasturiy vositalarning ketma-ketligi, dars mashg'ulotlarida talabalarning erishgan yutuqlariga qarab qaysi o'qitish usullari hamda vositalarini qo'llash o'rinli ekanligi kuzatildi. Tajriba-sinov ishlarini bajarishda axborot texnologiyalarining dasturiy vositalari orqali kompyuter imitatsion modellar tayyorlashni puxta o'rganish hamda ular asosida biologiyaning mutaxassislik mavzularining mazmunini jonli tushuntirishni tashkil etish va talabalarda davlat ta'lim standartining talablariga mos bilim, ko'nikma va malakalarni egallash, kasbiy kompetensiyasini shakllantirish metodikasini takomillashtirishda kompyuter imitatsion modellar yaratishni o'rgatishga asosiy e'tibor qaratildi. Xulosa qilib aytish mumkinki, bo'lajak biologiya o'qituvchilarini "Axborot texnologiyalarini kasbiy faoliyatda qo'llash" fanining mavzularida ko'zda tutilgan dasturiy vositalar yordamida imitatsion modellar yaratish va ulardan ko'rgazmali o'quv materiallar sifatida foydalanish ularning kasbiy kompentensiyasini oshirish bilan bir qatorda, ushbu fanning o'zlashtirish ko'rsatkichini oshirishga xizmat qilishi asoslangan.

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MUAVR FORMULASI VA BEZU TEOREMASINING BA'ZI ALGEBRAIK MASALALARGA QO'LLANISHI

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Annotatsiya: Ushbu maqolada Muavr formulasining va Bezu teoremasidan foydalanib ba'zi algebraik masalalarni yechish usullari o'rganilgan.

Abstract: In this article, methods of solving some algebraic problems using Moure's formula and Bezos's theorem are studied.

Аннотация: В статье изучаются методы решения некоторых алгебраических задач с использованием формулы Муавра и теоремы Безу.

Kalit so'zlar: ko'phad, qoldiq, tenglama, kompleks son, Muavr formulasi

Key words: polynomial, remainder, equation, complex number, Muar formula

Ключевые слова: полином, остаток, уравнение, комплексное число, формула Муавра.

Bizga $f(x) = a_0x^n + a_1x^{n-1} + \ldots + a_{n-1}x + a_n$ ko'phad berilgan bo'lsin.

Agar $f(c) = 0$ bo'lsa, ya'ni ko'phad undagi noma'lum o'rniga c son qo'yilganda nolga aylansa, c son $f(x)$ ko'phadning (yoki $f(x) = 0$ tenglamaning) ildizi deyiladi. Ko'phadni ko'phadga bo'lgandagi qoldiqni hisoblash uchun quyidagi teoremani keltiramiz.

Teorema (Bezu teoremasi): $f(x)$ ko'phadni $x - c$ ikkihadga bo'lishdan hosil bo'lgan qoldiq $f(c)$ ga teng.

Bizga ma'lumki muavr formulasi:

$$z^n = [r(\cos j + i\sin j)]^n = r^n[\cos nj + i\sin nj]$$

ga teng. Bu yerda n O¤ . Endi Bezu teoremasi va Muavr formulasining qo'llanilishiga doir misollarni qaraymiz.

1-misol. Agar $a \in \mathbb{C}$ son $|a| = 1$ bo'lsa, ushbu $\left(\frac{1+ix}{1-ix}\right)^m = a$ tenglamaning barcha ildizlari haqiqiy va turlicha bo'ladi.

Yechish. Masalani yechishimiz uchun $|a| = 1$ tenglikni trigonametrik ko'rinishda quyidagicha tasvirlab olamiz, ya'ni $a = \cos\varphi + i\sin\varphi = e^{i\varphi}$, u holda quyidagi trigonametrik tenglamaga ega bo'lamiz.

$$\frac{1+ix}{1-ix} = \sqrt[m]{a} = \sqrt[m]{\cos\varphi + i\sin\varphi} = \cos\frac{\varphi + 2k\pi}{m} + i\sin\frac{\varphi + 2k\pi}{m},\ k = \overline{0, m-1}.$$

Bu yerda $a = \cos\frac{\varphi + 2k\pi}{m} + i\sin\frac{\varphi + 2k\pi}{m}$ belgilashni olsak, u holda bunga qo'shma kompleks son $\overline{a} = \cos\frac{\varphi + 2k\pi}{m} - i\sin\frac{\varphi + 2k\pi}{m}$ dan iborat bo'lib, bu kompleks sonlar uchun

$$a + \overline{a} = 2\cos\frac{\varphi + 2k\pi}{m},\ a - \overline{a} = 2i\sin\frac{\varphi + 2k\pi}{m},$$

$$a\overline{a} = \cos^2\frac{\varphi + 2k\pi}{m} + \sin^2\frac{\varphi + 2k\pi}{m} = 1$$

munosabatlar o'rinli bo'ladi. Bu tengliklarga asosan

$$a = \frac{1+ix}{1-ix}, 1+ix = a(1-ix),\ ix(1+a) = a-1,$$

$$x = \frac{a-1}{i(1+a)} = i\frac{1-a}{1+a} = i\frac{(1-a)(1+\overline{a})}{(1+a)(1+\overline{a})} = i\frac{\overline{a}-a}{2+2\cos\frac{\varphi + 2k\pi}{m}} =$$

$$i\frac{-2i\sin\frac{\varphi + 2k\pi}{m}}{2\left(1+\cos\frac{\varphi + 2k\pi}{m}\right)} = \frac{\sin\frac{\varphi + 2k\pi}{m}}{1+\cos\frac{\varphi + 2k\pi}{m}}$$

endi tubandagi ikkita $\sin 2b = 2\sin b\cos b$, $1+\cos b = 2\cos^2\frac{b}{2}$ formulalardan foydalanib, so'ngi kasr $\frac{\sin\frac{\varphi + 2k\pi}{m}}{1+\cos\frac{\varphi + 2k\pi}{m}}$ ni soddalashtirsak, ushbu natija kelib chiqadi:

$x_k = tg\frac{\varphi + 2k\pi}{2m}$ $k = \overline{0, m-1}$ shunday qilib tenglama ildizlari haqiqiy va turlicha bo'ladi .

2-misol. Ushbu yig'indini hisoblang.

$S = 1 + 4z + 9z^2 + 16z^3 + \ldots + n^2 z^{n-1}$ bu yerda $z = \sqrt[n]{1} = \cos\frac{2k\pi}{n} + i\sin\frac{2k\pi}{n}$

$k = 0,1,2,\ldots\ldots,n-1$

Yechish. Muavr formulasiga muvofiq, bu yerdan $z^n = \cos 2kp + i\sin 2kp = 1$ berilgan yig'indini ikki tomonini $1 - z$ ga ko'paytiraylik, u holda

$$(1 - z)S = (1 - z)(1 + 4z + 9z^2 + 16z^3 + ... + n^2z^{n-1}) =$$

$$= (1 + 4z + 9z^2 + 16z^3 + ... + n^2z^{n-1}) - (z + 4z^2 + 9z^3 + ... + n^2z^n) =$$

$$= 1 + 3z + 5z^2 + 7z^3 + ... + (2n - 1)z^{n-1} - n^2z^n, \quad z^n = 1.$$

Bu tenglikni ikkala tomonini yana $1 - z$ ga ko'paytirsak:

$$(1 - z)^2S = (1 - z)(1 + 3z + 5z^2 + 7z^3 + ... + (2n - 1)z^{n-1} - n^2) =$$

$$= (1 + 3z + 5z^2 + 7z^3 + ... + (2n - 1)z^{n-1} - n^2) -$$

$$- (z + 3z^2 + 5z^3 + 7z^4 + ... + (2n - 1)z^n - n^2z) =$$

$$= 1 + 2z + 2z^2 + 2z^3 + ... + 2z^{n-1} - n^2 - (2n - 1) + n^2z =$$

$$= -1 + 2(1 + z + z^2 + ... + z^{n-1}) + n^2z - n^2 - (2n - 1) =$$

$$= 2\frac{z^n - 1}{z - 1} + n^2z - 2n - n^2, \; z^n = 1, z \neq 1.$$

Bularga asosan $S = -\frac{n^2(1 - z) + 2n}{(1 - z)^2}$ ga teng. Agar $z = 1$ bo'lib qolsa misolni o'ziga murojat qilamiz, ya'ni:

$$S = 1 + 4 + 9 + ... + (n - 1)^2 + n^2 = \frac{n(n - 1)(2n + 1)}{6}$$

3-misol. Ixtiyoriy natural m, n, p larda $x^{3m} + x^{3n+1} + x^{3p+2}$ ko'phad $x^2 + x + 1$ ko'phadga qoldiqsiz bo'linishini isbotlang .

Yechish. Quyidagi belgilash kiritamiz: $f(x) = x^{3m} + x^{3n+1} + x^{3p+2}$ va $g(x) = x^2 + x + 1$. Ma'lumki, $f(x)$ ko'phad $g(x)$ ko'phadga bo'linishi uchun $g(x)$ ning ildizlari $f(x)$ning ham ildizlari bo'lishi kerak. Demak, biz $g(x) = 0$ tenglamaning yechimlari $f(x)$ ni ham ildizlari bo'lishini ko'rsatsak bo'ldi.

$g(x) = 0 \Rightarrow x^2 + x + 1 = 0 \Rightarrow x_1 = -\frac{1}{2} + \frac{\sqrt{3}}{2}i = \cos\frac{2p}{3} + i\sin\frac{2p}{3}$ hamda $x_2 = -\frac{1}{2} - \frac{\sqrt{3}}{2}i = \cos\frac{4p}{3} + i\sin\frac{4p}{3}$ .Endi $\begin{cases} f(x_1) = 0 \\ f(x_2) = 0 \end{cases}$ munosabatni o'rinli ekanini ko'rsatamiz. Buning uchun Muavr formulasiga ko'ra $x_1^3 = 1 \;\; va \;\; x_2^3 = 1$ ekanligini e'tiborga olsak: $f(x_1) = x_1^{3m} + x_1^{3n+1} + x_1^{3p+2} = (x_1^3)^m + (x_1^3)^n \cdot x_1 + (x_1^3)^p \cdot x_1^2 =$

$= 1 + x_1 + x_1^2 = 0 \Rightarrow f(x_1) = 0$

Xuddi shunday,

$f(x_2) = x_2^{3m} + x_2^{3n+1} + x_2^{3p+2} = (x_2^3)^m + (x_2^3)^n \cdot x_2 + (x_2^3)^p \cdot x_2^2 =$
$= 1 + x_2 + x_2^2 = 0 \Rightarrow f(x_2) = 0$

Demak, $g(x) = x^2 + x + 1$ ko'phadni ildizlari $f(x) = x^{3m} + x^{3n+1} + x^{3p+2}$ ko'phadning ham ildizlari ekan, ya'ni $\forall m,n,p \in N$ larda $x^{3m} + x^{3n+1} + x^{3p+2}$ ko'phad $x^2 + x + 1$ ko'phadga qoldiqsiz bo'linar ekan.

4-misol. m ning qanday natural qiymatlarida $(x+1)^m - x^m - 1$ ko'phad $(x^2 + x + 1)^2$ ko'phadga qoldiqsiz bo'linadi.

Yechish. Dastlab $(x^2 + x + 1)^2 = (x - x_1)^2 (x - x_2)^2$ ko'rinishda yozib olamiz.

$(x^2 + x + 1)^2 = 0$ tenglamani yechimlari

$$x_1 = -\frac{1}{2} + \frac{\sqrt{3}}{2}i = \cos\frac{2p}{3} + i\sin\frac{2p}{3} \quad x_2 = -\frac{1}{2} - \frac{\sqrt{3}}{2}i = \cos\frac{4p}{3} + i\sin\frac{4p}{3}$$

x_1 va x_2 sonlari $(x^2 + x + 1)^2$ ko'phadning karrali ildizlari. Bu ildizlari $f(x)$ ni ham ildizi bo'lishi uchun m natural soni $m = 6n + 2$ va $m = 6n + 4$ $(n \in N)$ ko'rinishda bo'lishi kerak edi. Lekin, bu yerda x_1 ildiz karrali ildiz bo'lishi uchun $f'(x_1) = m\left((1 + x_1)^{m-1} + x_1^{m-1}\right) = 0$ ham nol bo'ladigan m larni topamiz. Bunda faqat ikkita hol bo'lishi mumkin:

$$m = 6n + 2 \Rightarrow f'(x_1) = m\left(\cos\frac{p}{3} + i\sin\frac{p}{3} + \cos\frac{2p}{3} + i\sin\frac{2p}{3}\right) = im\sqrt{3} \neq 0$$

$$m = 6n + 5 \Rightarrow f'(x_1) = m(\cos p + i\sin p + \cos 2p + i\sin 2p) = 0$$

$f(x_2) = 0$ bo'lishi uchun ham xuddi shunday shart kelib chiqadi.

Demak, bulardan quyidagi xulosaga kelamiz:

$(x+1)^m + x^m + 1$ ko'phad $(x^2 + x + 1)^2$ ko'phadga bo'linishi uchun m natural soni $m = 6n + 4$ $(n \in N)$ ko'rinishda bo'lishi kerak .

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Matematikani o'qitishdagi muammolar va ularni bartaraf qilish yo'llari

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Annotatsiya: Ushbu maqola matematikani o'qitishdagi asosiy muammolarni, jumladan, tushunish qiyinligi, motivatsiyaning etishmasligi, eskirgan o'quv materiallari, individual yondashuvning yo'qligi, matematik tushunchalarni hayotiy misollarga bog'lashdagi qiyinchiliklar, o'qituvchilarning malakasining yetishmasligi, sinfdagi muhit, baholash uslublari, o'quvchilarning darsdan tashqari yordamga ehtiyoji va matematik savodxonlik darajasining pastligini tahlil qiladi. Shuningdek, bu muammolarni bartaraf etish yo'llari, jumladan, o'quvchilarning turli o'qish uslublarini hisobga olgan holda o'qitish, qiziqarli va interaktiv darslar o'tkazish, zamonaviy o'qitish vositalaridan foydalanish, individual yondashuvni kuchaytirish, o'qituvchilarning kasbiy rivojlanishini rag'batlantirish va o'quv muhitini yaxshilash kabi masalarni muhokama qilinadi.

Kalit so'zlar: matematika o'qitish, tushunish qiyinligi, o'quvchilar motivatsiyasi, zamonaviy ta'lim vositalari, individual yondashuv, o'qituvchilar malakasi, ta'lim muhiti, baholash uslublari, darsdan tashqari yordam, matematik savodxonlik.

Kirish: Matematika fanini o'qitish - bu har bir ta'lim tizimida muhim o'rin tutuvchi jarayondir. Bu fan o'quvchilarga murakkab fikrlash, muammolarni hal qilish va mantiqiy tahlil qobiliyatlari kabi zarur ko'nikmalarni rivojlantirishga yordam beradi. Biroq, dunyo bo'ylab ko'plab ta'lim muassasalarida matematika fanini o'qitishda turli muammolar mavjud. Ushbu muammolar o'quvchilarning matematikani tushunishini va uni qiziqarli deb his qilishlarini qiyinlashtiradi, natijada ularda bu fanga nisbatan salbiy munosabatlari shakllanadi.

Kirish qismida biz matematika fanini o'qitishdagi muammolarni aniqlaymiz va ularga sabab bo'luvchi omillarni ko'rib chiqamiz. Matematika fanini o'qitishdagi asosiy muammolar orasida tushunish qiyinligi, o'qituvchi va o'quv materiallarining sifati, o'quvchilarning matematikaga bo'lgan qiziqishining yo'qligi, darslarning bir tekis va qiziqarsiz bo'lishi kabi holatlar mavjud. Shuningdek, biz bu muammolarni bartaraf etish uchun qo'llaniladigan usullar va strategiyalarni muhokama qilamiz. Ushbu muhokama orqali, o'quvchilarning matematikani o'rganish jarayonini qanday qilib yanada samarali qilish mumkinligini ko'rib chiqamiz.

Matematika o'qitishdagi muammolar va ularni bartaraf qilish yo'llari quyidagicha:

O'quvchilarga matematikaga qarshi negativ tuyg'u oshirishni oldini olish uchun, o'qituvchi o'quvchilarning matematikaga qarshi tuyg'unlarini tahlil qilishi va ularga qo'rqinchli tushunchalarni olib chiqish uchun o'quvchilar bilan muloqot qilishi kerak. O'quvchilarni matematikani qanday o'rganishlari va uning hayotda qanday foydalanishlari haqida g'oyalarini olish uchun o'qituvchi maslahat berishi kerak.

Ba'zi o'quvchilar matematikani qiyin deb hisoblashadi, chunki u mantiqiy va analitik fikrlashni talab qiladi. Buni bartaraf qilish uchun o'qituvchilar o'quvchilarning turli o'qish uslublarini hisobga olishlari va mavzularni ko'proq amaliy misollar yordamida tushuntirishlari kerak.

Motivatsiyaning yo'qligi. O'quvchilarning matematikaga bo'lgan qiziqishini oshirish uchun o'qituvchilar darslarni qiziqarli va interaktiv qilishlari, shuningdek, matematikaning turmushdagi ahamiyatini ko'rsatib berishlari mumkin.

Ta'lim materiallarining eskirganligi. Zamonaviy texnologiyalardan foydalanish, masalan, interaktiv dasturlar va onlayn resurslar yordamida ta'lim jarayonini yangilash muhimdir.

Individual yondashuvning etishmasligi. O'quvchilarning har birining qobiliyat va ehtiyojlarini hisobga olgan holda individual yondashuv qo'llash kerak. Bu yordamida har bir o'quvchi o'z potentsialini to'liq ishga solishi mumkin.

Matematik tushunchalarni hayotiy misollarga bog‘lash qiyinligi. O‘qituvchilar matematikani real hayot bilan bog‘laydigan misollar keltirish orqali, o‘quvchilarning mavzuni yaxshiroq tushunishlariga yordam berishi mumkin.

O‘qituvchilarning malakasining yetishmasligi. O‘qituvchilar doimiy ravishda malaka oshirish kurslarida qatnashib, o‘z bilim va ko‘nikmalarini yangilab turishlari muhimdir.

Sinfdagi muhit. O‘quv muhitini qo‘llab-quvvatlovchi va rag‘batlantiruvchi qilish, o‘quvchilarning matematikaga bo‘lgan qiziqishini oshirishda muhim rol o‘ynaydi.

Baholash uslublari. O‘quvchilarning tushunchalarini baholashda faqat an‘anaviy testlar emas, balki loyihalar, amaliy ishlar va og‘zaki taqdimotlar kabi turli uslublardan foydalanish kerak.

O‘quvchilarning darsdan tashqari yordamga ehtiyoji. O‘quvchilarga darsdan tashqari qo‘shimcha yordam berish, masalan, muntazam to‘garak yoki o‘quv markazlari orqali ularning muvaffaqiyatini oshirishi mumkin.

Matematik savodxonlik darajasining pastligi. O‘qituvchilar asosiy matematik ko‘nikmalar va tushunchalarni mustahkamlashga alohida e‘tibor berishlari kerak, shunda o‘quvchilar murakkabroq mavzularni o‘rganishga tayyor bo‘ladilar.

Bu muammolarni hal qilish uchun har bir ta‘lim muassasasi o‘z sharoitiga mos yechimlarni ishlab chiqishi va amalga oshirishi kerak.

Xulosa qismida ta‘kidlash joizki, matematikani o‘qitishdagi muammolarni hal qilish uchun kompleks yondashuv zarur. Bu yondashuv o‘qituvchilarning malakasini oshirish, o‘quv materiallarini yangilash, o‘quv muhitini yaxshilash va o‘quvchilarning individual ehtiyojlarini hisobga olishni o‘z ichiga olishi kerak. O‘qituvchilarga doimiy kasbiy rivojlanish imkoniyatlarini taqdim etish, shuningdek, zamonaviy texnologiyalarni dars jarayoniga integratsiya qilish, o‘quvchilarning matematikaga bo‘lgan qiziqishini oshirishi va ularda bu fan bo‘yicha mustahkam bilim asoslarini shakllantirishi mumkin.

Bundan tashqari, o‘quvchilarning turli o‘qish uslublarini hisobga olgan holda, darslarni qiziqarli va interaktiv qilish muhimdir. Bu esa o‘quvchilarning matematikani chuqurroq tushunishlarini va amaliyotda qo‘llay olishlarini ta‘minlaydi. Sinfdagi ijobiy va rag‘batlantiruvchi muhitni yaratish ham o‘quvchilarning o'z-o'zini ifoda etishiga va matematik muammolarni hal qilishda o‘zlariga bo‘lgan ishonchni oshirishiga yordam beradi.

Xulosa qilib aytganda, matematika fanini o‘qitishdagi muammolarni bartaraf etish uchun ta‘lim tizimining barcha darajalarida o‘zgarishlarni amalga oshirish talab etiladi. Bu o‘zgarishlar nafaqat o‘quv dasturlarini, balki o‘qitish usullarini, baholash mezonlarini va ta‘lim muhitini ham qamrab olishi kerak. Faqat shunday qilib, biz o‘quvchilarni matematika sohasida muvaffaqiyatga erishish uchun zarur bo‘lgan bilim va ko‘nikmalar bilan ta‘minlay olamiz.

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ZAMONAVIY UMUMTA'LIM TIZIMIDA MOBIL ILOVALARDAN FOYDALANISH AFZALLIKLARI

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Annotatsiya. Bugungi kunda mobil ilovalar umumta'lim tizimida o'quv-chilarni o'quv axborotlari bilan ta'minlash, bilimlarni mustahkamlash va tahlil qilish bilan bog'liq o'quv muammolarini hal qilishda keng imkoniyatlar yaratilmoqda. Umumta'lim jarayoniga mobil vositalarni joriy etish ta'lim sifatini oshirish bilan birga o'quvchilarida fanga bolgan qiziqish oshirishi mumkin. Ushbu maqolada umumta'lim maktablarida mobil qurilma va ilovalardan foydalanishning afzalliklari va samaradorligi yoritilgan.

Kalit so'zlar: mobil ta'lim, mobil ilovalar, mobil ilovalarning turlari,, ta'lim jarayonida mobil ilovalar, mobil ilovalar afzalliklari va kamchiliklari.

Umumta'lim tizimida axborot-kommunikatsiya texnologiyalaridan (AKT) foydalanishning rivojlanishi turli elektron vositalardan foydalanishga asoslangan yangi ta'lim tizimini shakllantira boshladi. Bu esa o'z navbatida o'quv jarayonida mobil ilovalar orqali o'quvchilarning barcha fanlardan bilim, ko'nikma, va malakalarni shakllantirish va shaffof baholash imkoniyatini yaratadi [5].

Umumta'lim muassasalarida o'qitishni takomillashtirish, fanni o'rganishda zamonaviymobil texnologiyalaridan, noan'anaviy va interfaol usullaridan keng foydalanish orqali ta'lim samarodorligini oshirish ijobiy ahamiyat kasb etadi. Shu sababli o'qitish mazmuniga mos o'quv-metodik materiallar, ayniqsa, o'yinlar tarzida o'quv-metodik materiallar majmuasini ishlab chiqish va o'quv jarayoniga tadbiq etish yoshlarga ta'lim tarbiya berishdagi dolzarb masalalar qatoriga kiritish uchun asos bo'ladi.

Umumta'lim jarayonida mobil texnologiyalaridan samarali foydalanish ta'lim sohasini kengaytirishga, o'quvchilarda mustaqil faoliyatni, kognitiv faollikni, umumiy va raqamli madaniyatni shakllantirishga xizmat qiladi.

O'quv jarayoniga mobil ilovalarni joriy etish muammosining dolzarbligi mobil ilovalarning fanni o'rganish vositasi sifatidagi muhim salohiyati va ulardan o'qituvchilar va maktab o'quvchilari tomonidan yetarli darajada foydalanmayotganligi o'rtasidagi qarama-qarshilik bilan belgilanadi.

Mobil ilovalar deganda mobil telefonlar, smartfonlar, kommunikatorlar, planshet kompyuterlar va boshqalar uchun maxsus yaratilgan dasturlar tushuniladi. Mobil ilovalar ma'lum bir platformani hisobga olgan holda ishlab chiqiladi, masalan, IOS, Android, Windows Phone. Shuning uchun, ilovadan foydalanishni o'rganishning muhim jihati uning turli platformalarda mavjudligidir [3].

Mobil ilovalar ikkita asosiy guruhga bo'linadi: didaktik va vositali ilovalar. Didaktik ilovalar to'g'ridan-to'g'ri o'qitish uchun yaratilgan. Didaktik qo'llanmalarning xilma-xilligiga qaramay, ulardan bir nechtasi o'quv kurslarining maqsad va vazifalariga javob beradi, shuning uchun vositali ilovalar ko'proq foydalaniladi. Professor S. V. Titova yetti turdagi vositali ilovalarni va ulardan foydalanish imkoniyatlarini aniqlaydi [4]:

- ✓ vositali ilovalar bilan muloqot o'quvchilarni yaxshiroq xabardor qilish va fikr-mulohazalarini bildirish imkonini beradi (pochta, ijtimoiy tarmoqlar, messenjerlar va boshqalar);
- ✓ ma'lumot-resurs xonalari meta-axborot va boshqalarga (lug'atlar, ma'lumotnomalar va boshqalar) kirishni ta'minlaydi;
- ✓ hamkorlikda guruh loyihalarini tashkil etish, fikr almashish (Google doc, Dropbox, Student Pad va boshqalar);
- ✓ hujjat yaratish, shaxsiy portfel yaratish, o'z-o'zini baholash, guruhlarni baholashga qaratilgan (Google Calendar va boshqalar);
- ✓ multimedia mahsulotlarini yaratish (Vimeo, VoiceThread va boshqalar) imkonini beradi;

✓ qidiruv va navigatsiya , meta-ma'lumotlarga kirishni, vazifalar va mobil mashqlar uchun yangi formatlarni yaratishni ta'minlaydi (Google va boshqalar);

✓ o'yin loyiha faoliyatini tashkil etishga yordam beradi (LinguaLeo, EngCards va boshqalar) .

Umumta'lim tizimining o'quv jarayoniga mobil ilovalarning joriy etilishi, darslarni tashkil etish va axborotlarni taqdim etish samaradorligini oshirish, o'qituvchilar mehnatini yengillashtirish uchun mobil ilovalarning quyidagi imkoniyatlaridan foydalanish maqsadga muvofiq bo'ladi:

Imkoniyatlarni kengaytirish va ta'lim olishdan teng foydalanishni ta'minlash. Mobil texnologiyalar hamma joyda qo'llaniladi, shuning uchun u sifatli ta'lim olish imkoniyatiga ega bo'lmagan o'quvchilar uchun ajoyib o'quv vositasidir.

Ta'limga individual yondashuv. Mobil ilovalar o'quvchilarga qiyinchilik darajasini tanlash imkonini beradi va ularni bilim darajasini avtomatik ravishda aniqlash test o'tkazadi. Bundan tashqari, mobil ilovalar o'quvchining bilim olish vositasiga aylanadi..

Teskari aloqani amalga oshirish va o'quv natijalarini baholash. Mobil texnologiyalar ta'limni baholash jarayonini tezlashtiradi , o'quvchilar va o'qi-tuvchilarga muvaffaqiyatlarni kuzatish imkonini beradi. Ta'limdagi muammolarni bir zumda aniqlash va ularni bartaraf etish, hamda ta'lim sifatini oshirishga yordam beradi .

O'rganishning harakatchanligi (har joyda va istalgan vaqtda). Mobil telefonni o'quvchilar o'zi bilan olib yurishi qulay, ko'pincha u o'quvchilar yonida bo'ladi, shuning uchun bo'sh vaqtlarda mashg'ulotlar o'tkazish.

Darslarda vaqtdan unumli foydalanish. Topshiriqni bajarish natijasini qayd etuvchi mobil texnologiyalar yordamida dars davomida o'qituvchilar o'quv mashg'ulotini vaqtdan unumli foydalangan holda samarali tashkil qila oladi.

Yangi muloqot guruhlarini shakllantirish. Mobil qurilmalar qiziqishlar asosida guruhlarni yaratishga yordam beradi, masalan, o'quvchilar o'qigan kitoblari haqidagi sharhlarda (asl nusxada) o'z fikrlarini bildirishlari yoki tushunolmagan savollarni berishlari mumkin .

Vaziyatli o'rganishni qo'llab-quvvatlash. An'anaviy o'qitish bilan solishtirganda, mobil ilovalar orqali o'quvchilarni har qanday vaziyatga tayyorlaydi, hamda bu vaziyatni vizualizatsiya qiladi va materialni tushunishni osonlashtiradi.

Imkoniyati cheklangan o'quvchilarga yordam. Nogironlar uchun ta'lim sifatini yaxshilaydigan ilovalar mavjud, masalan, matnni o'lchash, matnni nutqqa o'tkazish, ovozli transkripsiya.

Aloqa va boshqaruvning yuqori sifati. Mobil qurilmadan yuborilgan xabarlar ancha tez, ishonchli va arzonroq, shuning uchun o'quvchilar, ota-onalar va o'qituvchilar ulardan muloqot qilish uchun faol foydalanadilar .

Umumta'lim tizimining o'quv jarayoniga mobil ilovalarning joriy etilish-da ko'plab afzalliklariga qaramay, uning muammolari va kamchiliklarini ham mavjudligini hisobga olish kerak [2]:

✓ batareya quvvati cheklangan, telefon istalgan vaqtda zaryadsizlanishi va saqlanmagan ma'lumotlar yo'qolishi mumkin;

✓ ekran o'lchami kichik, bu ko'zning zo'riqishini oshiradi va ko'rsatiladigan ma'lumotlar miqdorini cheklaydi;

✓ PDA xotirasi shaxsiy kompyuter xotirasidan ancha kichik;

✓ bozorning faol rivojlanishi tufayli qurilmalar tezda eskiradi;

✓ ko'p sonli foydalanuvchilar bir vaqtning o'zida simsiz tarmoqqa ulanganda ish tezligi pasayadi;

✓ o'quvchilar e'tiborini o'yinlar va ijtimoiy tarmoqlar chalg'itishi mumkin .

Mobil ilovalarning yuqorida ta'kidlangan imkoniyat va kamchiliklarni hisobga olgan holda umumta'lim maktablari o'quv jarayonida mobil ilovalardan foydalanish ijobiy natijalar beradi:

➢ ta'limda zamonaviy texnik vosita va qurilmalardan foydalanish imkoniyati paydo bo'ladi;

- o'quvchilarga bilimlarni yangilash va o'z bilimlarini sinab ko'rish imkoniyatini beradi;
- materialni yanada ongli ravishda o'rganishni ta'minlash va tezkor maslahat olish imkonini beradi

An'anaviy o'qitish usulini mobil ta'lim bilan birlashtirib, raqamli axborotlar bilan ishlash ko'nikmalarini shakllantirish, talabalar bilimlarni oshirish hamda mobil ilovalardan didaktik va motivatsion nuqtai nazardan foydalanish imkoniyati va samaradorligini kengaytiradi.

Shunday qilib, mobil ilovalar umumta'lim maktablari o'quv jarayonida darslarni tashkil etishning samarali va zamonaviy vositasi bo'lib, ular o'rganish jarayonini tezlashtirish va yaxshilash imkonini beradi. Ayniqsa, o'yin ilovalari vositali ilovalarning bir turi sifatida o'quvchilarni uzluksiz ta'lim jarayoniga jalb qilishga yordam beradi, buning uchun ilovada doimiy ravishda amaliy mashqlarni bajarish lozim bo'ladi. Bundan tashqari o'quvchilar o'yin ilovalarida ishlashni yakunlash uchun qo'shimcha motivatsiyaga ega bo'ladi. Lekin aniqlangan kamchiliklar tufayli sinfda mobil ilovalardan foydalanish qiyin.

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АПЕРИОДИЧЕСКИЕ ГОМЕОМОРФИЗМЫ ОКРУЖНОСТИ С ИЗЛОМАМИ И ОТОБРАЖЕНИЯ ЭРМАНА.

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Аннотация В работе изучаются связи между кусочно-гладкими гомеоморфизмами окружности $f \in C^{2+\varepsilon}\left(S^1 \setminus \{b_1, b_2\}\right), \varepsilon > 0,$ с иррациональным числом вращения $\rho = \rho_f$, точками излома b_1 и b_2, величинами изломов $\sigma := \sigma_f\left(b_1\right),$ и $\sigma_f\left(b_2\right) = \sigma^{-1}$ инвариантной мерой μ_f. Доказана теорема 2.2.1 о том, что для каждого такого гомеоморфизма можно построить топологически эквивалентное, кусочно-линейное отображение Эрмана h с двумя изломами $a_0 = 0, c_0$, с теми же величинами изломов и числом вращения $\rho_h = \rho_f$.

Ключевые слова. Гомеоморфизм, окружность, кусочно-гладкий, инвариантная, сопрягающий, излом, мера.

Апериодические гомеоморфизмы окружности с изломами и отображения Эрмана.

В этом работе мы изучаем связь между кусочно-гладким гомеоморфизмом с двумя изломами и отображением Эрмана с одинаковым иррациональным числом вращения. М. Эрман в своей фундаментальной работе [1] (раздел 7 главы VI) исследовал семейство кусочно-линейных гомеоморфизмов окружности с двумя изломами. Для таких гомеоморфизмов он изучил, в частности, их инвариантные меры и сопрягающие отображения.Рассмотрим действительных числа $\lambda > 1$ и $\beta > 0.$ Определим кусочно-линейное отображение $H_{\beta,\lambda}$ отрезка $[0,1]$ на себя по формуле

$$H_{\beta,\lambda}(x) = \begin{cases} \lambda x, & при \quad 0 \le x \le c_0, \\ \lambda^{-\beta}(x-1)+1, & при \quad c_0 \le x \le 1, \end{cases}$$

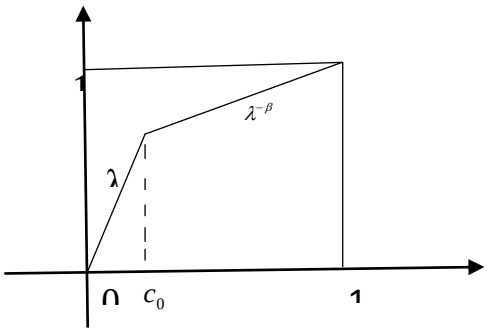


Рис 1. Отображение Эрмана $H_{\beta,\lambda}(x)$, при $\beta > 0$ и $\lambda > 1.$

здесь число $c_0 \in (0,1)$ определяется из соотношения $\lambda c_0 = \lambda^{-\beta}(c_0 - 1) + 1.$ Теперь при помощи $H_{\beta,\lambda}(x)$ определим однопараметрическое семейство гомеоморфизмов окружности

$$h_{\beta,\lambda,\theta}(x) = H_{\beta,\lambda}(x) + \theta \mod 1, \quad x \in S^1, \ (1)$$

где параметр $\theta \in [0,1).$

Семейство отображений $\{h_{\beta,\lambda,\theta},\ \lambda > 1,\ \beta > 0,\ 0 < \theta < 1\}$ называется семейством Эрмана. А каждое отображение из этого семейства называется отображением Эрмана. Для фиксированных $\lambda > 1,\ \beta > 0$ и $0 < \theta < 1,$ обозначим через ρ_θ число вращения гомеоморфизма $h_{\beta,\lambda,\theta}.$

При фиксированных $\lambda > 1$ и $\beta > 0,$ числа вращения ρ_θ является непрерывной и возрастающий функцией от параметра $\theta.$ Отсюда следует, что для каждого числа $\alpha \in [0,1)$ существует единственное $\theta := \theta(\alpha) \in [0,1),$ такое, что $\rho_\theta = \alpha.$

Теперь сформулируем основной результат нашей работы о существовании отображения Эрмана топологически эквивалентного кусочно-нелинейному отображению окружности.

Теорема. [3],[4] Рассмотрим $P-$ гомеоморфизм окружности f с иррациональным числом вращения $\rho = \rho_f,$ точками изломов $b_1, b_2,$ величинами изломов $\sigma := \sigma_f(b_1), \sigma_f(b_2) = \sigma^{-1}$ и инвариантной мерой $\mu_f.$ Тогда существует кусочно-линейное (КЛ) отображение Эрмана $h := h_{\beta,\lambda,\theta}$ с изломами в точках $a_0 = 0, c_0 \in (0,1),$ такое, что

1) $\beta := \dfrac{\mu_f\left([b_1,b_2]\right)}{1-\mu_f\left([b_1,b_2]\right)}, \lambda := \sigma^{-\frac{1}{1+\beta}}$;

(2) $\rho_\theta = \rho_f$;

(3) $\sigma_h(a_0) = \sigma$ и $\mu_h\left([a_0,c_0]\right) = \mu_f\left([b_1,b_2]\right)$;

(4) существует сопряжение ϕ между f и h, такое что $\phi(b_1) = a_0, \phi(b_2) = c_0$.

Доказательство теоремы. При доказательстве теоремы мы используем следующие утверждения доказанные в работе Эрмана (см. [2]). Рассмотрим отображение Эрмана $h = h_{\beta,\lambda,\theta}$ с изломами в точках a_0 и c_0.

Сформулируем две важные леммы, доказанные в работе М. Эрмана.

Лемма 1. (см. [2]). Для каждого $n \geq 1$ имеет место равенство

$$\frac{1}{\log\sigma}\log\left(h^n_{\beta,\lambda,\theta}(x)\right)' = n\frac{\beta}{1+\beta} \bmod 1. \quad (2)$$

Лемма 2. (см. [2]). Пусть μ_θ инвариантная мера гомеоморфизма $h_{\beta,\lambda,\theta}$ с двумя точками излома a_0, c_0 и иррациональным числом вращения ρ_θ. Тогда

$$\mu_\theta([a_0,c_0]) = \frac{\beta}{1+\beta}. \quad (3)$$

Здесь и в дальнейшем через $f_-(x)$ и $f_+(x)$ обозначим левую и правую производную f в точке x соответственно. Пусть f является $P-$гомеоморфизмом окружности с иррациональным числом вращения $\rho = \rho_f$ и изломами в точках b_1 и b_2. Кроме того,

$$\sigma_f(b_1) = \frac{f'_-(b_1)}{f'_+(b_1)} = \sigma,\ \sigma > 0,\ \sigma_f(b_2) = \frac{f'_-(b_2)}{f'_+(b_2)} = \sigma^{-1}.$$

Очевидно, что произведение величин изломов $\sigma_f(b_1)\cdot\sigma_f(b_2) = \sigma\cdot\sigma^{-1} = 1$.

Теперь мы определим КЛ- отображение Эрмана с изломами в точках $a_0 = 0$ и c_0. Определим параметры искомого отображения Эрмана.

Шаг-I. Сначала определим параметр $\beta > 0$, из соотношения $\dfrac{\beta}{1+\beta} := \mu_f\left([b_1,b_2]\right)$. Отсюда следует, что $\beta = \dfrac{\mu_f\left([b_1,b_2]\right)}{1-\mu_f\left([b_1,b_2]\right)}$.

Шаг-II. Определим второй параметр λ из соотношения $\lambda^{1+\beta} = \sigma^{-1}$.

Откуда получаем: $\lambda = \sigma^{-\frac{1}{1+\beta}} = \dfrac{1}{\sqrt[1+\beta]{\sigma}}$. Определим отображение $H_{\beta,\lambda}$:

$$H_{\beta,\lambda}(x) := \begin{cases} \lambda\cdot x, \text{если } 0 \leq x \leq c_0, \\ \lambda^{-\beta}(x-1)+1, \text{ если } c_0 < x \leq 1. \end{cases}$$

Шаг-III. Теперь определим число c_0 из соотношения $\lambda c_0 = \lambda^{-\beta}(c_0-1)+1$.

Решая последнее уравнение найдем c_0. Легко можно проверить, что число c_0 определяемое, из последнего соотношения при любом $\lambda \in (0,1) \cup (1,+\infty)$ принадлежит интервалу $(0,1)$.

Используя полученные значения параметров определим начальную функцию Эрмана $H_{\beta,\lambda}$ по формуле:

$$H_{\beta,\lambda}(x) := \begin{cases} \lambda \cdot x, \text{ если } 0 \le x \le c_0, \\ \lambda^{-\beta}(x-1)+1, \text{ если } c_0 < x \le 1. \end{cases}$$

Введем семейство отображений окружности Эрмана

$$h_{\beta,\lambda,\theta}(x) := H_{\beta,\lambda}(x) + \theta (\mathrm{mod} 1), \quad x \in S^1,$$

где параметр $\theta \in [0,1)$. Существует значение параметра $\bar{\theta} \in [0,1)$ такое, что $h_{\beta,\lambda,\theta} = \rho_f$. Положим $h := h_{\beta,\lambda,\theta}$. Поскольку f удовлетворяет условиям теоремы Данжуа и числа вращения f и h совпадают, то существует сопряжение φ между f и h. По построению инвариантные меры отрезков $[a_0, c_0]$ и $[b_1, b_2]$ совпадают, т.е. $\mu_h([a_0, c_0]) = \mu_f([b_1, b_2])$. Откуда вытекает, что $\phi(b_1) = a_0$ и $\phi(b_2) = c_0$. Из построения видно, что такое сопряжение единственно.

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ИССЛЕДОВАНИЕ СОБСТВЕННЫХ КОЛЕБАНИЙ ДЫМОВЫХ ТРУБ С ПОМОЩЬЮ ПРОГРАММНОГО КОМПЛЕКСА ANSYS.

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Аннотация.В статье исследованы собственные колебания высотных дымовых труб теплоэлектростанций с помощью программного комплекса ANSYS.Построены формы собственных колебаний высотных дымовых труб теплоэлектростанций. Определены амплитудно-частотные характеристики собственных колебаний дымовых труб. Разработана процедура исследования собственных колебаний дымовых труб с помощью программного комплекса ANSYS. Полученные результаты сопоставлены с результатами теоретических и экспериментальных исследований известных авторов.

Ключевые слова: теплоэлектростанция, дымовая труба, собственные колебания, собственная частота, амплитуда колебаний, период колебаний, амплитудно-частотные характеристики, программный комплекс ANSYS.

Введение. Энергетика дает возможности развития экономики, комфортного проживания людей, создания условий для нормального функционирования таких

важнейших социальных сфере, как образование, медицинское обслуживание, социальное обеспечение, коммунальное обслуживание. Энергетику нельзя представить себе без теплоэлектростанций (ТЭС), потому что 85,1 % электроэнергию в Узбекистане вырабатывают теплоэлектростанции. Энергетическую базу республики составляют 42 электростанции компании суммарной установленной мощностью более 12,0 млн.кВт, в том числе 10 тепловых электростанций мощностью 10,6 млн.кВт (85,1%) и 29 гидравлических электростанций мощностью 1,4 млн.кВт (11,4%), прочие 480 млн.кВт (3,5%). Самые крупные тепловые электростанции Узбекистана имеют следующую установленную мощность: Сырдарьинская ТЭС - 3000 МВт, НовоАнгренская ТЭС - 2100 МВт, Ташкентская ТЭС - 1860 МВт, Навоийская ТЭС - 1250 МВт и Талимарджанская ТЭС - 800 МВт.

Дымовые трубы ТЭС очень уникальные, высотные сооружения и они предназначены для отвода и выброса в атмосферу остатков продуктов горения от водогрейных и паровых котлов (Табл.1).

Дымовые трубы (дымоходы) для тепловых электростанций, существуют трех типов:

1. Однотрубные без газоотводящих стволов;
2. Однотрубные с отдельным газоотводящим стволом;
3. Многотрубные.

Дымовые трубы теплоэлектростанций работают в сложных условиях, сочетающих перепады температуры, давления, влажности, агрессивное химическое воздействие дымовых газов, ветровые нагрузки и нагрузки от собственной массы.

По мере увеличения мощности агрегатов и электростанций высота дымовых труб из условий допустимого загрязнения воздушного бассейна увеличивается. На современных ТЭС высота труб достигает 330—420 м и принимается из условий унификации кратной 30 м. Оболочка железобетонной монолитной трубы проектируется в форме усеченного конуса, цилиндра или в виде их сочетания. Фундамент под трубу состоит из сплошной круглой или кольцевой плиты, переходящей в конический стакан. Дымовые трубы теплоэлектростанций являются сложными инженерными сооружениями, поэтому проектирование, строительство и эксплуатация требует комплексного решения большого количества технических задач.

Таблица 1.

Самые уникальные дымовые трубы теплоэлектростанций Узбекистана.

№	Имя	Высота	Год выпуска	Страна	Город
1.	Дымовая труба Ново-Ангренской электростанции	330 м	1985	Узбекистан	Ангрен
2.	1-я дымовая труба Сырдарьинской электростанции	325 м	1980	Узбекистан	Ширин
3.	Дымоход Талимарджанской электростанции	270 м	1989	Узбекистан	Нуристан

При расчете дымовых труб, помимо расчетов на прочность и устойчивость, обязательно проводится расчет динамических характеристик, при котором определяется собственные формы и частоты колебаний конструкций и проводится их сравнение с частотами возбуждающих нагрузок. Собственная частота, форма колебаний и декремент колебаний являются паспортом сооружения и позволяют судить о динамических

свойствах сооружения в целом, даже не исследовав его поведения при различных воздействиях. Обзор известных работ показывает, что оценка динамических характеристик различных конструкций в разных работах проводится по-разному, при этом каждая использованная теория или метод имеют свои недостатки и преимущества.

В статье [1] рассматриваются две методики для определения собственных частот и форм колебаний: метод конечных элементов в программном комплексе ANSYS и экспериментальный метод – голографическая интерферометрия. Определены собственные частоты колебаний конструкций из материала конструкционного жаропрочного дуралюмина Д16Т. Анализировались значения собственных частот колебаний образцов, полученных экспериментальным и расчетным методом для одинаковых форм колебаний.

В статье [2] представлены несколько методов динамического анализа для исследования формы мод и собственных частот в конструкции шасси автомобиля. Исследование выполнялись с использованием метода конечных элементов с помощью пакета программного комплекса ANSYS v13 APDL Mechanical. График зависимости амплитуды от частоты генерируется на основе гармонического анализа и используется для определения резонансной частоты.

В статьях [3-4] исследованы напряженно-деформированное состояние цилиндрических деталей конструкций и с помощью комплексной программой ANSYS определены значения временных и остаточных напряжений и деформаций.

В статьях [5-6] проведены серия численных исследований с помощью комплексной программой ANSYS для расчета нагрузки на изгиб консольных балок разного сечения. Разработанные формулы могут использованы для проектирования консольных балок с разными поперечными сечениями.

В работах [7-10] приводятся методика и алгоритм для определения динамических характеристик упругой и вязкоупругой балок. Исследованы собственные колебания балки и полученные результаты сопоставлены с результатами натурных экспериментов.

Для рационального проектирования дымовых труб ТЭС необходимо проводить теоретические, экспериментальные и численные исследования при динамических воздействиях. Проведение таких обширных исследований позволяет понять качественную картину влияния различных параметров в широком диапазоне исследований и дать обоснованные рекомендации не только на стадии проектирования, но и в стадии эксплуатации различных высотных сооружений.

Поэтому разработка математической модели, эффективной методики и алгоритма для определения динамической характеристики дымовых труб, учитывающих физико-механические свойства материала, конструктивных и реальных геометрических размеров конструкции является актуальной задачей механики.

Объект исследования. При численных расчетах приняты следующие реальные геометрические характеристики дымовой трубы Талимарджанской ТЭС: L=265.0 м ; на отметке: z=0.0 м: R=18.0 м, h=0.90 м; на отметке: z=265.0 м: R=12.125 м, h=0.30 м.
(L-высота, R-наружный диаметр, h-толщина стенки трубы, z–отметки трубы от основания сооружения).

Параметры физико-механических характеристик материала дымовой трубы приняты:

$$E=2{,}9\times10^4 \text{МПа};\ \nu=0{,}17;\ \gamma=2{,}5\ \text{т/м}^3;\ \Gamma(t)=0.$$

Метод исследования.

В настоящей работе исследована собственные колебания дымовых труб ТЭС и определены собственные частоты и форм колебаний с использованием программного комплекса ANSYS.

ANSYS Workbench — это платформа для решения инженерных задач и эффективного управления расчетными ресурсами. Она позволяет объединить задачи

вычислительной гидродинамики, теплообмена, механики деформируемого твердого тела и электромагнетизма в один комплексный многодисциплинарный проект.

В общем случае интерфейс ANSYS Workbench включает в себя следующие окна[11]:

1. Project Schematic – основное окно проекта. Окно отображает схему проекта (модули и приложения проекта); Позволяет управлять настройками и опциями проекта;
2. Properties – окно свойств объекта. Является табличным представлением свойств выбранного объекта.
3. Toolbox – окно инструментов проекта. Отображает интегрированные модули и приложения программной оболочки. Включает в себя следующие разделы:

а) Analysis Systems - содержит решатели для всех видов численного анализа.

б) Component Systems - включает в себя вспомогательные модули численного анализа: геометрическая модель, сетка конечных элементов.

в) Custom Systems - имеет в себе шаблоны для междисциплинарного анализа.

г) Design Exploration - решает задачи оптимизации параметров модели;

5. Окно этапов моделирования. Представляет саму структуру численного анализа.
6. Messages – окно сообщений. Отображает все виды служебных сообщений, ошибок.

Исследование проводилось с использованием программного комплекса ANSYS 2023R в следующем порядке [12]:

1. Открываем интерфейс **ANSYS Workbench**.
2. Выбираем типа программного модуля **Static Structural**;
3. С помощью блока **Engineering Data** вводим значения величин, которые отражают физические и механические свойства конструкционного материала.
4. С помощью блока **Geometry** мы разрабатываем трехмерный 3-D модели чертежа конструкции в соответствии с реальными геометрическими размерами.
5. Выбираем типа программного модуля **Modal**;
6. Объединим эти два модули **Static Structural** и **Modal**. При этом информация о созданном нами проекте конструкции и его материале отображается в модуле **Modal**.
7. С помощью блока **Mesh** выбираем количество и структуру сетки конечных элементов;
8. С помощью блока **Setup** переносим покрытую сеткой конечных элементов геометрическую модель в отдельный модуль и зададим граничные условия для конструкции дымовой трубы;
9. С помощью блока **Solution** запускаем программы на счет;

10. С помощью блока **Results** осуществляются процессы сравнения и анализа полученных результатов.

Результаты.

Построены собственные формы колебаний и определены собственные частоты для дымовой трубы Талимарджанской ТЭС (рис. 2):

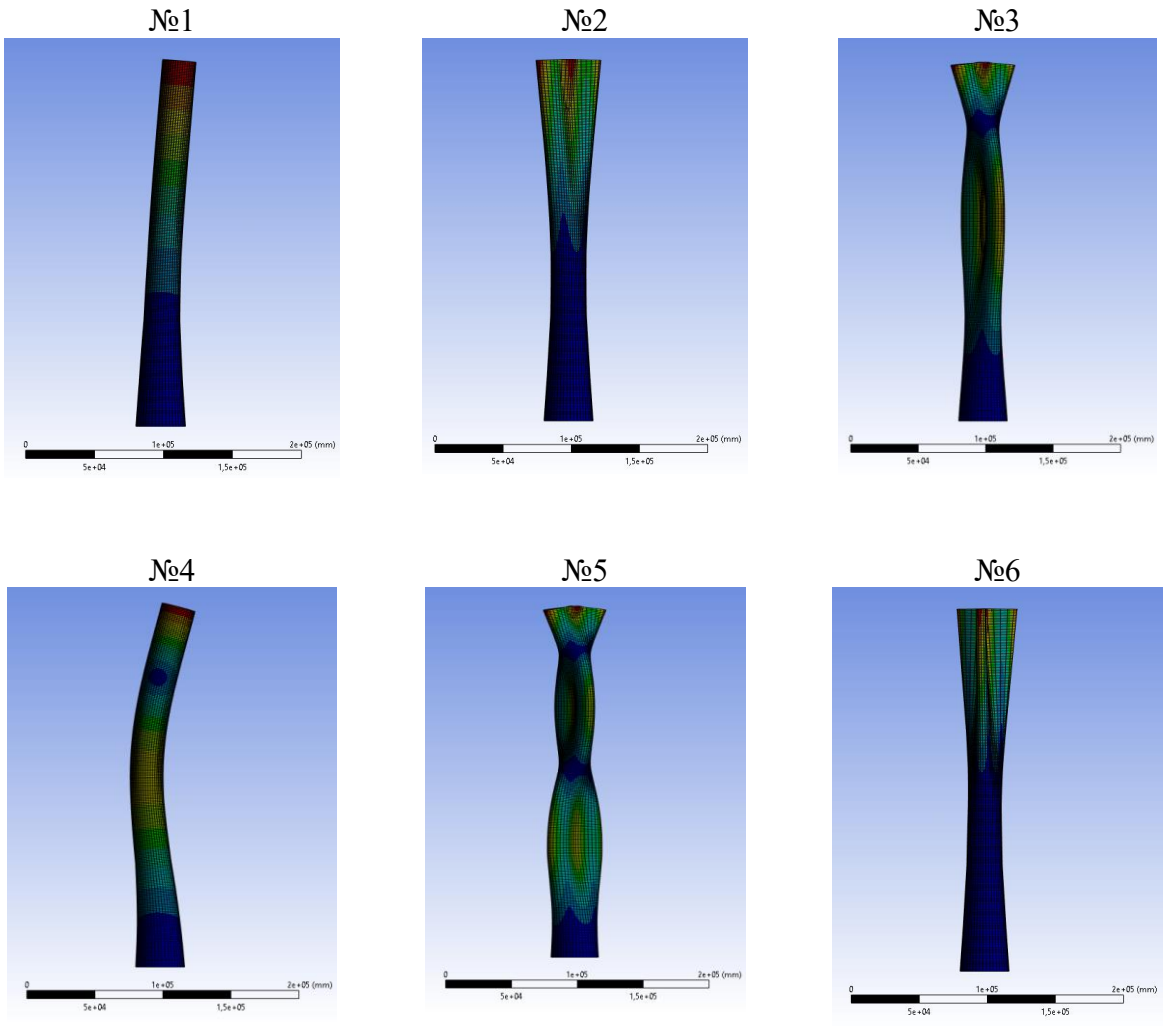


Рис.1 Собственные формы колебаний дымовой трубы Талимарджанской ТЭС.

Значения собственных частот и периодов колебаний дымовой трубы Талимарджанской ТЭС.

Таблица 1

№	Частота колебаний, 1/с	Период колебаний, с
1.	0,37975	2.6333
2.	0,90885	1.1003
3.	1,1708	0.85413
4.	1,7003	0.58813
5.	1,7311	0.57766
6.	2,5221	0.39650

ВЫВОДЫ.

В результате проведенного исследования получены следующие выводы:

1. Разработана процедура исследования собственных колебаний дымовых труб с помощью программного комплекса ANSYS.
2. Построен формы колебаний расчетным методом конечных элементов в программном комплексе ANSYS для дымовой трубы Талимарджанской ТЭС и сопоставлялись полученными результатами других известных авторов.

3. Определены собственные частоты расчетным методом конечных элементов в программном комплексе ANSYS и сопоставлялись полученными результатами других известных авторов.

В ходе проведенного исследование можно отметить, что знание значений собственных частот и вида форм колебаний, позволяет существенно уменьшать амплитуды вибраций, изменять собственные частоты путем введения дополнительных конструктивных элементов или замены материала.

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ОБ ОДНОСТОРОННЕЙ ОБРАТИМОСТИ ФУНКЦИОНАЛЬНЫХ С ОБРАТНЫМ СДВИГОМ

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Аннотация: Пусть $\Gamma -$ простая замкнутая гладкая ориентированная кривая комплексной плоскости, $\alpha(t)$ –диффеоморфизм (сдвиг) контура Γ на себя, изменящий ориентацию. Получены критерии односторонней обратимости оператора $A = a(t)I - b(t)W$ где $a(t), b(t) \in C(\Gamma), I -$ единичный оператор, $W -$ оператор сдвига $(W\varphi)(t) = \varphi[\alpha(t)], t \in \Gamma.$

Ключевые слова: оператор, контур, сдвиг, пространство, функция

Abstract: Let Γ be a simple closed smooth oriented curve of the complex plane, an α(t)-diffeomorphism (shift) of the contour Γ onto itself, changing orientation. Criteria for one-sided invertibility of the operator A=a(t)I-b(t)W where a(t),b(t)∈C(Γ), I- unit operator, W- shift operator (Wφ)(t)=φ[α(t)],t∈G.

Keywords: operator, contour, shift, space, function

Пусть $\Gamma -$ простая замкнутая гладкая ориентированная кривая комплексной плоскости, $\alpha(t)$ –диффеоморфизм (сдвиг) контура Γ на себя, изменящий ориентацию. Как известно (см, например, [1], с. 24-29), изменяющий ориентацию сдвиг обязательно имеет только две неподвижные точки z_1 и z_2. Пусть $\mathcal{F}_1 = \{z_1, z_2\}$, а γ_1 –дуга, соединяющая точки z_1 и z_2 в положительном направлении от точки z_1 к точке z_2, $\gamma_2 = {}^{\Gamma}/_{\gamma_1}$

В этой работе в пространстве $L_p(\Gamma), 1 \le p < \infty$ изучается функциональный оператор

$$A = a(t)I - b(t)W \qquad (1)$$

где $a(t), b(t) \in C(\Gamma), I -$ единичный оператор $W -$ оператор сдвига:

$$(W\varphi)(t) = \varphi[\alpha(t)], t \in \Gamma.$$

При различных предположениях относительно контура и сдвига в работах [3,-9] изучены обратимость и односторонняя обратимость A в пространствах $L_p(\Gamma),\ 1 \le p < \infty$ и $H_\mu(\Gamma),\ 0 < \mu \le 1.$

В работе [2] получен критерий односторонней обратимости оператора A в пространствах $L_p(\Gamma), 1 \le p < \infty$ в случае когда сохраняий ориентацию сдвиг имеет конечное множества периоречеслих точек.

Изучение оператора A с изменяющим ориентацию сдвичом $\alpha(t),\ t \in \Gamma_2.$ сводится к изучению оператора такого же типа, но уже с сохраняющим ориентацию сдвичом $\alpha_2(t).$ Известно, что (см. [1], с.24-29), что периодических точек сдвига α_2 равна единение.

Предположим, что сдвиг α_2 имеет произвольное множество неподвипеных точек.

Через $\Phi = \sup[\tau - \alpha_2(\tau)]$ обозначим замынания множества всех точек Γ, в которых $\alpha_2(\tau) \ne \tau.$ Для $u(t), a(t),\ b(t) \in C(\Gamma)$ положим

$$u_{\pm}(t) = \lim_{n \to \pm\infty} u(\alpha_n(t)) \cdot u(\alpha_{n+1}(t)),\ h_{\pm}(t) = |a_{\pm}(t)| - |a'_{\pm}(t)|^{\frac{1}{p}} \cdot |b_{\pm}(t)|$$

$$\Gamma_1 = \Gamma\backslash\Phi, \Gamma_2 = \{t \in \Phi: h_{\pm}(t) > 0\}, \Gamma_3 = \{t \in \Phi: h_{\pm}(t) < 0\},$$
$$\Gamma_4 = \{t \in \Phi: h_{+}(t) < 0 < h_{-}(t)\}, \Gamma_5 = \{t \in \Phi: h_{+}(t) > 0 > h_{-}(t)\}$$

$$\nu_A(t) = \begin{cases} a(t)a[\alpha(t)] - b(t)b[\alpha(t)], & t \in \Gamma_1 \\ a(t)a[\alpha(t)], & t \in \Gamma_2 \\ b(t)b[\alpha(t)], & t \in \Gamma_3 \\ 0, & t \in \Gamma\backslash\bigcup_{i=1}^{3}\Gamma_i \end{cases}$$

Лемма 1: Если $\alpha(t)$ изменяет ориентацию контура Γ, то оператор A обратим справа(слева) в $L_p(\Gamma)$ тогда и только тогда, когда оператор

$$\widetilde{A} = \begin{pmatrix} aI & -bI \\ -b(\alpha)W^2 & a(\alpha)I \end{pmatrix} \qquad (1)$$

обратим справа (слева) в $L_p^2(\Gamma)$

Доказательство. Справедливо соотнаение

$$\begin{pmatrix} I & W^{-1} \\ I & -W^{-1} \end{pmatrix}\widetilde{A}\begin{pmatrix} I & I \\ W & -W \end{pmatrix} = 2\begin{pmatrix} aI - bW & 0 \\ 0 & aI + bW \end{pmatrix} \qquad (2)$$

Так как операторы

$$\begin{pmatrix} I & W^{-1} \\ I & -W^{-1} \end{pmatrix} \text{ и } \begin{pmatrix} I & I \\ W & -W \end{pmatrix}$$

взаимно обратимы, то из (2) следует, что оператор $\widetilde{A}$ обратим справа(слева) тогда и только тогда, когда оба оператора $A_1 = aI + bW$ и $A = aI - bW$ обратимы справа(слева). Если учесть соотношение

$$Au = uA_1, \text{ где } u = \begin{cases} 1, & t \in \gamma_1 \\ -1, & t \in \gamma_2 \end{cases}$$

то отсюда следует одновременная обратимость справа(слева) операторов A и A_1. Лемма доказана

Лемма 2: Если оператор A обратим справа(слева) в $L_p(\Gamma)$, то

$$\inf_{t\in\Gamma}\{|a(t)| + |b(t)|\} > 0 \qquad (3)$$

$$\left(\inf_{t\in\Gamma}\{|a(\alpha(t))| + |b(t)|\} > 0\right) (3')$$

Доказательство. Доказательство проведем для случая левой обратимости оператора A. (случай обратимости справа рассматривается аналогично). Предположим, что оператор A обратим слева и не выполняется условие $(3')$. Тогда существует такая точка t_0, что

$$a(\alpha(t_0)) = b(t_0) = 0 \qquad (4)$$

Так как A обратим слева и выполнено условие (4), то, в силу свойства устойчивости односторонне обратимых операторов, найдётся такая окрестность $U(t_0)$ точки t_0 и такие функции $a_0(t), b_0(t) \in C(\Gamma), b_0(t) \equiv 0$ при $t \in U(t_0)$, $a(t) \equiv 0$ при $t \in U(\alpha(t_0))$ и $b(t) \equiv b_0(t)$ при $t \in \Gamma\backslash\widetilde{U}(t_0)$, где $\widetilde{U}(t_0) \in \Gamma -$ открытая окрестность точки t_0 содержащая замыкание опресность $U(t_0), a(t) \equiv a_0(t)$ при

$t \in \Gamma \backslash a(\widetilde{U}(a(t_0)) \subset \Gamma$ – открытая окрестности точки $a(t_0)$ содержащей замыкание окрестности $a(U(t_0))$; причем оператор

$A_0 = a_0 I - b_0 W$ обратим слева, наряду с оператором А.

H_0 уравнение

$$a_0(t)\varphi(t) - b_0(t)\varphi(\alpha(t)) = 0 \qquad (7)$$

имеет ненулевое решение в пространстве $L_p(\Gamma)$. Действительно, следующая функция

$$\psi(t) = \begin{cases} 0, t \in \Gamma \backslash a(\widetilde{U}(t_0) \\ \varphi(\tau), \quad \tau = t = a(\widetilde{U}(t_0) \end{cases}$$

где $\varphi(\tau),\ \tau \in a(\widetilde{U}(t_0)$ – произвольная непрерывная функция является решением уравнения (7).

Это противоричит левой обратимости A_0. Лемма доказано.

Если выполняется (3), то найдется такая функция $g(t) \in C(\Gamma)$, что

$f(t) = a(t)g(t) + b(t) \neq 0$ всюдо на Г и оператор $\widetilde{A}$ можно представить в виде

$$\widetilde{A} = \begin{pmatrix} I & 0 \\ -(WbWgI + WaW^{-1})f^{-1}I & f^{-1}(a(\alpha)I - b(\alpha)b(\alpha_2)ff^{-1}(\alpha_2)\cdot W^2 \end{pmatrix} \times$$

$$\times \begin{pmatrix} aI & -bI \\ I & gI \end{pmatrix} \qquad 8)$$

Так как $f(t) \neq 0$ всюду на Г, то, оператор

$$B = \begin{pmatrix} gf^{-1}I & bf^{-1}I \\ -f^{-1}I & af^{-1}I \end{pmatrix}$$

является обратным оператором в $L_p^2(\Gamma)$ к оператору стоящего в правой части равенства (8) второму множителю

Тогда из обратимости справа оператора $\widetilde{A}$ вытекает обратимость справа оператора

$$B = a(t)a(\alpha(t))I - b(\alpha(t))b(\alpha_2(t))ff^{-1}(\alpha_2(t))W^2$$

Так как $f(t) \neq 0$ всюду на Г и $f(\tau)f^{-1}(\alpha_2(\tau)) = 1$ для любой неподвижной точки сдвига $\alpha_2(t)$, то, как легко заметит, оператор $\widetilde{B}$ обратим справа в $L_p(\Gamma)$ и только тогда, когда обратим справа оператор

$\widetilde{B} = a(t)a(\alpha(t))I - b(\alpha(t))b(\alpha_2(t))W^2$ (см. [2]. Лемма 1)

Если выполняется условие $(3')$, то найдется такая функция $\varphi(t) \in C(\Gamma)$, что

$\psi(t) = a(\alpha(t))\varphi(t) + b(t) \neq 0$ всюду на Г и оператор $\widetilde{A}$ можно представить в виде

$$\widetilde{A} = \begin{pmatrix} \varphi(t) & -b(t)I \\ I & a(\alpha(t))I \end{pmatrix} \begin{pmatrix} \psi^{-1}(a(t)a(\alpha(t))I - b(t)b(\alpha(t))W^2 & 0 \\ -\psi^{-1}(aI + \varphi(b(\alpha(t))W^2) & I \end{pmatrix} \qquad (9)$$

Легко видеть, что из (9) вытекает, что оператор $\widetilde{A}$ обратим слева в $L_p^2(\Gamma)$ тогда и только тогда, когда оператор $\widetilde{B_1} = a(t)a(\alpha(t))I - b(t)b(\alpha(t))W^2$ обратим слева в $L_p(\Gamma)$.

В итого получаем следующее утверждение

Теорема 1. Оператор A обратим справа(слева) в $L_p(\Gamma)$ тогда и только тогда, когда обратим справа(слева) оператор $\widetilde{B}(\widetilde{B_1})$ в $L_p(\Gamma)$ и выполняется условие $(3)((3'))$.

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UZLUKSIZ KASRLARNI MATRITSALAR YORDAMIDA TASVIRLASH VA UNING TATBIQLARI

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Annotatsiya. Ishda uzluksiz kasrlarning matritsaviy shakli ishlab chiqilgan. Ishlab chiqilgan usullar chiziqli algebraning masalalariga qo'llanilgan.

Kalit so'zlar. Uzluksiz kasr, matritsa, unimodulyar matritsa, unimodulyar operator, chiziqli fazob chiziqli qobiq.

Kirish.

Ma'lumki, ikkita sonning eng katta umumiy bo'luvchisini topishda Yevklid algoritmi ishlatiladi. Bu jarayonda qoldiqli bo'lishning qoldiqlari muhim ahamiyatga ega. Shu algoritm yordamida har qanday ratsional yoki haqiqiy sonni uzluksiz kasrlarga ham yoyish mumkin. Bu holda esa berilgan sonning butun qismi muhim ahamiyatga ega bo'ladi. Berilgan sonni uzluksiz kasrlarga yoyish birinchidan sodda algoritmga ega bo'lsa, ikkinchidan berilgan songa eng yaxshi yaqinlashadigan ratsional sonni beradi, u ratsional sonlar uchun chekli algoritmdan iborat bo'ladi, kvadratik irratsional sonlar uchun davriy bo'ladi va yana bir qancha xossalarga ega [1].

Ushbu ishda uzluksiz kasrlar yoyish algoritmi matritsalar yordamida amalga oshirilgan. Olingan natijalar chiziqli algebraning masalalariga qo'llanilgan.

Metodologiya.

Qisqarmas kasr shaklida yozilgan $\frac{p}{q} > 1$ ratsional sonni qaraymiz. Odatda bu sonni uzluksiz kasrga yoyganimizda har qadamda biz uning butun qismini ajratib olamiz ($\left[\frac{p}{q}\right] = a_1$ deb belgilab olamiz) va uning kasr qismini teskarisini olib, navbatdagi $\frac{p'}{q'}$ kasrni hosil qilamiz. Bu kasrlar orasidagi bog'lanishni topamiz:

$$\frac{p}{q} = a_1 + \frac{1}{\frac{p'}{q'}}; \frac{p}{q} = \frac{a_1 p' + q'}{p'}$$

Berilgan $\frac{p}{q}$ kasr qisqarmaydigan kasr bo‘lganligi uchun quyidagi tengliklarga ega bo‘lamiz:

$$p = a_1 p' + q'$$
$$q = p'$$

Demak, p va q lar p' va q' lardan chiziqli almashtirish yordamida hosil bo‘lar ekan. Bu chiziqli almashtirishning matritsasini topamiz:

$$\begin{pmatrix} p \\ q \end{pmatrix} = \begin{pmatrix} a_1 & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} p' \\ q' \end{pmatrix}.$$

Endi $\frac{p'}{q'}$ kasrning butun qismi a_2 ni ajratib, yuqoridagi jarayonni takrorlaymiz:

$$\begin{pmatrix} p \\ q \end{pmatrix} = \begin{pmatrix} a_1 & 1 \\ 1 & 0 \end{pmatrix}\begin{pmatrix} a_2 & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} p'' \\ q'' \end{pmatrix}$$

Bur jarayon navbatdagi $\frac{p^{(n-1)}}{q^{(n-1)}}$ kasr biror a_n butun songa teng bo‘lguncha davom etadi. Bu holda $p^{(n-1)} = a_n,\ q = 1$ bo‘ladi. Bu holda biz quyidagi matritsaviy tenglikka ega bo‘lamiz:

$$\begin{pmatrix} p \\ q \end{pmatrix} = \begin{pmatrix} a_1 & 1 \\ 1 & 0 \end{pmatrix}\begin{pmatrix} a_2 & 1 \\ 1 & 0 \end{pmatrix}\cdots\begin{pmatrix} a_{n-1} & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} a_n \\ 1 \end{pmatrix}.$$

Umuman olganda butun son a_n ning ham butun qismini ajratish mumkin, bu holda $\frac{p^{(n)}}{q^{(n)}} = \frac{1}{0}$ kasrni hosil qilamiz. Natijada, yuqoridagi tenglik qo‘yidagi ko‘irinishni oladi

$$\begin{pmatrix} p \\ q \end{pmatrix} = \begin{pmatrix} a_1 & 1 \\ 1 & 0 \end{pmatrix}\begin{pmatrix} a_2 & 1 \\ 1 & 0 \end{pmatrix}\cdots\begin{pmatrix} a_{n-1} & 1 \\ 1 & 0 \end{pmatrix}\begin{pmatrix} a_n & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} 1 \\ 0 \end{pmatrix}. \quad (1)$$

(1) tenglikning o‘ng tomonidagi matritsalar ko‘paytmasini $\begin{pmatrix} 0 \\ 1 \end{pmatrix}$ vektorga ta’sir ettiramiz.

$$\begin{pmatrix} r \\ s \end{pmatrix} = \begin{pmatrix} a_1 & 1 \\ 1 & 0 \end{pmatrix}\cdots\begin{pmatrix} a_{n-1} & 1 \\ 1 & 0 \end{pmatrix}\begin{pmatrix} a_n & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} 0 \\ 1 \end{pmatrix} = \begin{pmatrix} a_1 & 1 \\ 1 & 0 \end{pmatrix}\cdots\begin{pmatrix} a_{n-1} & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} 1 \\ 0 \end{pmatrix}$$

Bu tenglikdan $\frac{r}{s}$ kasr $\frac{p}{q}$ uzluksiz kasrga yoyilganda hosil bo‘ladigan oxirgi munosib kasr $\frac{p_{n-1}}{q_{n-1}}$ ga teng bo‘lishi kelib chiqadi, ya’ni

$$\frac{p}{q} = [a_1, a_2, \dots, a_n];\ \ \frac{q}{s} = [a_1, a_2, \dots, a_{n-1}].$$

Endi quyidagi ta’rifni kiritamiz.

1-ta’rif. $\frac{p}{q} = [a_1, a_2, \dots, a_n]$ uzluksiz kasrning matritsasi deb,

$$M(a_1, a_2, \cdots, a_n) = \begin{pmatrix} a_1 & 1 \\ 1 & 0 \end{pmatrix}\begin{pmatrix} a_2 & 1 \\ 1 & 0 \end{pmatrix}\cdots\begin{pmatrix} a_{n-1} & 1 \\ 1 & 0 \end{pmatrix}\begin{pmatrix} a_n & 1 \\ 1 & 0 \end{pmatrix}$$

matritsaga aytiladi.

1. **Tadqiqot natijalari**.

Biz quyidagi tasdiqni hosil qildik.

1-teorema. $M(a_1, a_2, \cdots, a_n)$ - $\frac{p}{q}$ uzluksiz kasrning matritsasi va $\frac{r}{s} = \frac{p_{2m-1}}{q_{2m-1}}$ - $\frac{p}{q}$ uzluksiz kasrning oxirgi munosib kasridan iborat bo‘lsin. U holda

$$M(a_1, a_2, \cdots, a_n) = \begin{pmatrix} p & r \\ q & s \end{pmatrix}$$

tenglik o‘rinli bo‘ladi.

Xuddi shunday natijani $\frac{p}{q}$ uzluksiz kasrning qo'shni munosib kasrlari uchun ham hosil qilish mumkin.

1-natija. $\frac{p_{i-1}}{q_{i-1}}$ va $\frac{p_i}{q_i}$ lar mos ravishda $\frac{p}{q}$ kasrning $(i-1)$-nchi va $i-$ nchi munosib kasrlari bo'lsin. U holda

$$\begin{pmatrix} p_i & p_{i-1} \\ q_i & q_{i-1} \end{pmatrix} = \begin{pmatrix} a_1 & 1 \\ 1 & 0 \end{pmatrix} \cdots \begin{pmatrix} a_{i-1} & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} a_i & 1 \\ 1 & 0 \end{pmatrix}$$

tenglik o'rinli bo'ladi.

Masalan, $\frac{17}{5} = [3,2,2]$ uzluksiz kasrning matritsasi quyidagidan iborat:

$$M(3,2,2) = \begin{pmatrix} 3 & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} 2 & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} 2 & 1 \\ 1 & 0 \end{pmatrix} = \begin{pmatrix} 17 & 7 \\ 5 & 2 \end{pmatrix}.$$

Xulosa. 1-teorema va uning natijasidan uzluksiz kasrlarning [1] da keltirilgan barcha xossalari kelib chiqadi.

Ushbu ishda uzluksiz kasrlarning matritsasi quyidagi masalani yechishda qo'llanilgan. $n-$ o'lchamli $\mathbb{R}^n$ fazoda $k-$ta $(k<n)$ koordinatalari butun sonlardan iborat bo'lgan $A_1, A_2, \dots, A_k$ vektorlar berilgan. Ma'lumki, ularning chiziqli qobig'i

$$L = \left\{ X = \sum_{j=1}^{k} \lambda_j A_j \,\middle|\, \lambda_j \in \mathbb{R},\ j = 1,2,\dots,k \right\}$$

$\mathbb{R}^n$ fazoning qism fazosini tashkil qiladi.

Shunday butun sonli unimodulyar matritsaga ega bo'lgan $\Theta: \mathrm{L} \to \mathrm{M}$ operatorni topish talab qilinadiki, bu operator L qism fazoni quyidagi M qism fazoga o'tkazsin:

$$M = \{ Y \in \mathbb{R}^n \,|\, y_{n-l+1} = \cdots y_n = 0 \}$$

bu yerda, $l = dim L$ [2, 3].

Masalan, $A = (7,3,4,6), A_2 = (5,3,7,9) \in \mathbb{R}^4,\ L = \langle A_1, A_2 \rangle$ bo'lsin. U holda uzluksiz kasrlarning matritsaviy shaklini ketma-ket qo'llab, $\Theta: \mathrm{L} \to \mathrm{M}$ operatorning matritsasi quyidagicha bo'lishini topamiz:

$$A_\Theta = \begin{pmatrix} 0 & 3 & 1 & 0 \\ -2 & -13 & -5 & -1 \\ -3 & -3 & -1 & 1 \\ 3 & 5 & 2 & 0 \end{pmatrix}$$

Haqiqatdan ham,

$$\begin{pmatrix} A_1 \\ A_2 \end{pmatrix} A_\Theta = \begin{pmatrix} 0 & 0 & 0 & 1 \\ 0 & 0 & 1 & 4 \end{pmatrix} = \begin{pmatrix} Y_1 \\ Y_2 \end{pmatrix}.$$

Bu yerda $M = \langle Y_1, Y_2 \rangle \subset \mathbb{R}^4$.

Bu yerda $\Theta: \mathrm{L} \to \mathrm{M}$ chiziqli operator matritsasi butun sonli unimodulyar matritsadan iborat ekanligi muhim ahamiyatga ega.

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CUBIC MATRICES

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Abstract. In this thesis, we have explored the issue of cubic matrices and their applications. For the two-dimensional case, we found the necessary and sufficient conditions for the algebra to be commutative and associative algebra.

Key words: Cubic matrix, commutative and associative algebras.

Three-dimensional matrices, commonly referred to as 3D matrices, are mathematical structures that extend the concept of two-dimensional matrices (which have rows and columns) to three dimensions. Thus, a 3D matrix consists of elements arranged in a three-dimensional grid, where each element is identifiable using three indices. The dimension of a 3D matrix is typically described as $m \times n \times p$ where m represents the number of rows (height), n the number of columns (width), and p the number of layers (depth). 3D matrices are widely recognized as essential tools across various scientific fields
[23], including Physics (for tensor calculus and space simulations [26]), Computer Graphics (for manipulating 3D models through operations such as translation, rotation, and scaling [12]).
The set of all 3D matrices of dimension $m \times n \times p$ is a linear space with the standard operations of addition and scalar multiplication. Thus, if $A = (a_{ijk})$, $B = (b_{ijk})$ and if $\alpha \in K$ (K is field) then, $A + B = (a_{ijk} + b_{ijk})$ and $\alpha A = (\alpha a_{ijk})$.

Definition 1. A cubic matrix of dimension n is 3D matrix of dimension $n \times n \times n$ with entries in K. The set of all n-dimensional cubic matrices is denoted by C_n.

Therefore, in relation to the basis$B = \{e_1, \dots, e_n\}$, a multiplication in algebra is defined by the structure constants ω_{ijk} determining the equalities

$$e_i e_j = \sum_{k=1}^{n} \omega_{ijk} e_k.$$

The following matrix is called a matrix of structural constants

$$M_k = \begin{pmatrix} \omega_{11k} & \dots & \omega_{1nk} \\ \dots & \dots & \dots \\ \omega_{n1k} & \dots & \omega_{nnk} \end{pmatrix}, \qquad k = 1, \dots, n.$$

For dimension $2 \times 2 \times 2$ we have

$$M = \left(\begin{array}{cc|cc} \omega_{111} & \omega_{121} & \omega_{112} & \omega_{122} \\ \omega_{211} & \omega_{221} & \omega_{212} & \omega_{222} \end{array}\right) = (M_1|M_2) \quad (1)$$

Theorem 1. Let A_M be the algebra associated to the matrix $M = (M_1|M_2)$ given in (1), respect to the basis $B = \{e_1, e_2\}$. Then A_M is commutative if and only if $M_1 = M_1^T$ and $M_2 = M_2^T$.

Theorem 2. Let A_M be the algebra associated to the matrix $M = (M_1|M_2)$ given in (1), respect to the basis $B = \{e_1, e_2\}$. Then A_M is associative if and only if the following equalities are satisfied, for $i, j = 1,2,$

$$\begin{pmatrix}\omega_{1i1} & \omega_{1i2}\\ \omega_{2i1} & \omega_{2i2}\end{pmatrix}M_j = M_j\begin{pmatrix}\omega_{i11} & \omega_{i21}\\ \omega_{i12} & \omega_{i22}\end{pmatrix}.$$

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Об асимптотике критического ветвящегося процесса Гальтона - Ватсона в котором числа непосредственных потомков одной частицы имеет бесконечную дисперсию.

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Анатация: В данной работе рассматривается случайный процесс, построенный с помощью критического ветвящегося процесса Гальтона - Ватсона с бесконечным вторым моментом. Найдена асимптотика преобразования Лапласа одномерного условного распределения этого процесса при условии невырождения процесса.

Ключевые слова: Критический ветвящиеся процесс Гальтона – Ватсона, производящая функция, слабая сходимость.

1. Введение. Пусть $\{p_k\}_{k=0}$ дискретное распределение вероятностей на множестве неотрицательных чисел $\Gamma_0 = \Gamma \cup \{0\}$. Такая, что $p_0 > 0,\ p_0 + p_1 < 1$ и с производящей функцией

$$f(s) = \sum_{k=0}^{\infty} s^k p_k, \quad 0 \le s \le 1.$$

Пусть $\{\xi_{k,j},\ k, j \in \Gamma\}$ семейство независимых и одинаково распределенных с распределением $\{p_k\}_{k=0}^{\infty}$ случайных величин. В дальнейшем будем случайных величин. В дальнейшим будем рассматривать ветвящейся процессы Гальтона – Ватсона, определенные рекуррентными соотношениями

$$Z_n = \sum_{j=1}^{Z_{n-1}} \xi_{nj}, \quad n \in \Gamma, \ (1)$$

где Z_0 задаваемое случайная величина, принимающая целые положительные значения и независящая от семейства $\{\xi_{i,j}, i, j \in \Gamma\}$. Часто процесс (1) интерпретируют как математический модель развития численности некой популяции имеющий начальный момент Z_0 частиц где ξ_{ij} означает число потомков j - той частицы i - того поколения. При такой интерпретации Z_n представляет общее число частиц в популяции в n - том поколений. В случае, когда $Z_0 = 1$ с вероятностью 1 исследованию свойств и распределений Z_n посвящена много работ (см., например, [1], [2], [3], [4]). В случая

$f'(1)=E\xi_{1,1}<\infty$ классификация процессов (1.1) завысить от значения $f'(1)$. Точнее, ветвящийся процесс W, Z_n, $n\geq 0$ называют докритическим, критическим и надкритическим если $f'(1)<1$, $f'(1)=1$ и $f'(1)>1$ соответственно.

В данной работе мы рассмотрим только критический случай, т.е. когда $f'(1)=1$. Еще в 1938 году А.Н.Колмогоров установил, что если $Z_0=1$, $f'(1)=1$, $f'''(1)<\infty$ то

$$P(Z_n>0):\ \frac{2}{f''(1)\cdot n}\ \text{при}\ n\to\infty \quad (2)$$

Если $Z_0=1$ и $f'(1)=1$, то $EZ_n=1$ для любого $n\in\Gamma$. Поэтому ожидать содержательных предельных теорем для Z_n не приходиться. Однако из (1.2) сразу следует, что $E(Z_n/Z_n>0)=\frac{f''(1)\cdot n}{2}\to\infty$ при $n\to\infty$, что наводить на мысл, что имеет смысл исследование асимптотики при $n\to\infty$ условного распределения Z_n при условии не вырождения в момент n. Так, в 1947 году А.М.Яглом доказал справедливость соотношение

$$P\left(\frac{2Z_n}{f''(1)\cdot n}<x\Big/Z_n>0\right)\to 1-e^{-x},\ \text{при}\ n\to\infty. \quad (3)$$

для любого $x\geq 0$ при условии $Z_0=1$, $f'(1)=1$, $f'''(1)<\infty$.

Однако, как заметил В.Феллер, если в начале развития имеется много частиц $Z_0=O(n)$, то в отличие от (3), безусловное распределение Z_n (при соответствующих нормировках) слабо сходится собственному распределению. Более точно, В.Феллер в случай $f'(1)=1$, $f''(1)<\infty$, $Z_0=\frac{f''(1)\cdot n}{2}\cdot x+o(n)$ рассмотрел ступенчатый случайный процесс $Z_{[nt]}$, где знак [a] означает целую часть числа a, и доказал, что процесс $n^{-1}Z_{[nt]}$ при $n\to\infty$ слабо сходится к диффузионному процессу Y, с начальным состоянием x. Причём процесс Y удовлетворяет стохастическое дифференциальное уравнение $dY(t)=\sqrt{2Y(t)}dw(t)$. [6] рассмотрели случай $f'(1)=1$, $f''(1)<\infty$, $Z_0=\frac{f''(1)\cdot n}{2}\cdot x+o(n)$ и показали, что условные конечномерные распределения процесса $\left(f''(1)\right)^{-1}\cdot Z_{[nt]}$, $0\leq t\leq 1$ при условии $Z_n>0$ слабо сходится к соответствующим конечномерным распределениям диффузионного процесса.

В[*]: Отметим также работы [Stratton, Tucker], [Ватутин], [Сатитов[2]] в которых изучены Ветвящихся процессы, начинающихся с большого числа частиц.

А[*]: Который является решением стохастического дифференциального уравнения $dy_1(t)=a(t,x)dt+\sigma(t,x)dw(t)$, с

$$a(t,\mathrm{x})=\frac{2x/(1-t)}{\exp\left(x/(1-t)\right)-1}\ \text{и}\ \sigma^2(t,x)=x\left[2+a(t,x)\right]$$

соответственно и начальным состоянием x.

В данной работе мы исследуем асимптотику условных конечномерных распределений $Z_{[nt]}$ критических ветвящихся процессов начинающихся с большого числа частиц в случае, когда число потомков одной частицы может не иметь конечную дисперсию.

Теорема. Пусть $f'(1)=1$ и имеет место следующее представление для $f(s)$:

$$f(s)=s+(1-s)^{1+\alpha}L(1-s),\quad s\in[0,1],$$

где $\alpha\in(0,1]$ фиксированное число. Тогда для любого $0<t<1$,

Тогда

$$E\left(e^{-\lambda(1-f_n(0))Z_{[nt]}}\Big/Z_n>0\right)\to\varphi_\alpha(t,\lambda)\ \text{при}\ n\to\infty,$$

где

$$\varphi_\alpha(t,\lambda)=\frac{1}{t^{\frac{1}{\alpha}}}\left\{1-\lambda t^{\frac{1}{\alpha}}\left[1+t\lambda^\alpha\right]^{\frac{1}{\alpha}}\right\}-\frac{1}{t^{\frac{1}{\alpha}}}\left\{1-\lambda t^{\frac{1}{\alpha}}\left(1+\frac{1}{\lambda(1-t)^{\frac{1}{\alpha}}}\right)\times\right.$$

$$\left.\times\left[1+t\lambda^\alpha\left(1+\frac{1}{\lambda(1-t)^{\frac{1}{\alpha}}}\right)^\alpha\right]^{\frac{1}{\alpha}}\right\}.$$

Следствие. Если выполняются условия теоремы, то при каждом $t\in(0,1)$ условное распределение

$$P\left(\left(1-f_n(0)\right)Z_{[nt]}<x\Big/Z_n>0\right)\ \text{при}\ n\to\infty$$

слабо сходится к распределению с преобразованием Лапласа $\varphi_\alpha(t,\lambda)$.

Замечание. Пусть $f''(1)<\infty$. Как не трудно видит, что в этом случае $\alpha=1$ и предельная производящая функция $\varphi_1(t,\lambda)$ в теореме имеет вид

$$\varphi_1(t,\lambda)=\frac{1}{t}\left[\frac{1}{1+\lambda t}-\frac{1-t}{1+\lambda t(1-t)}\right]$$

Нетрудно убедится в том, что преобразованию Лапласа $\varphi_1(t,\lambda)$ соответствует распределению вероятности

$$G_t(y)=t^{-1}\left(1-e^{-\frac{y}{t}}\right)-t^{-1}(1-t)\left(1-e^{-\frac{y}{t(1-t)}}\right)$$

$y\ge0$ с плотностью $p(0,0,y,t)=t^{-2}e^{-\frac{y}{t}}\left(1-e^{-\frac{y}{1-t}}\right)$, $y\ge0$, что согласуется с результатом теоремы 2 из [1].

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MAYDON NAZARIYASI ELEMENTLARI HAQIDA

O.Abdullayev[1]. SamDU, nazariy va amaliy mexanika kafedrasi dotsenti.
O.Xurramov[2]. SamDU, Mexanika yo'nalishi 4-kurs talabasi.

Annotasiya. Maydon nazariyasi elementlari matematik fizika tenglamalari masalalarini yechishda asosiy rol o'ynaydi. Ushbu maqolada maydon nazariyasining asosiy tushuncha va teoremalari keltirilgan.

Kalit so'z. Maydon, fazo, vektor, skalyar funksiya, bosim, Ostrogradski formulasi, uyurma, yo'nalish bo'yicha xosila, gradiyent, rotor.

Ushbu maqolada maydon nazariyasi ba'zi tushunchalari haqida fikr yuritiladi. Dastlab skalyar maydon tushunchasiga to'xtalamiz. Fazoning biror G sohasidagi har bir nuqtasi uchun biror skalyar miqdor mos kelsa, G sohada skalyar miqdor berilgan deyiladi. u=f(x,y,z)-funksiyaga skalyar maydon funksiyasi deyiladi.

Temperaturalar maydoni, bosim, zichlik,konsentratsiya, elektr maydoni va boshqalar, skalyar maydonlardir. Faraz etaylik nuqtaviy q zaryad qaralayotgan bo'lsin. q zaryad koordinata boshiga joylashgan bo'lsa, uning elektr maydoni potensiali,fazoning har bir M(x,y,z) nuqtasi uchun $\vec{r}=\vec{r}(x,y,z)$ radius-vektor orqali beriladi,bunda faqat koordinatalar boshi kirmaydi,bu ushbu funksiya ko'rinishida bo'ladi:

$$u=\frac{q}{r}=\frac{q}{|\vec{r}|}=\frac{q}{\sqrt{x^2+y^2+z^2}}$$

$|\vec{r}|$=const; $x^2+y^2+z^2=const$ - sfera tenglamasi. Natijada, sferaga tegishli bo'lgan nuqtalarda, elektr maydoning potensiali o'zgarmas bo'ladi, ya'ni u=const.

Skalyar funksiya f(x,y,z)=c (c=const) o'zgarmas qiymat qabul qiladigan P(x,y,z) nuqtalar to'plamiga, sath sirtlari deyiladi. Yuqoridagi masalada,radiuslari turlicha bo'lgan konsentrik sferalar sath sirtlari bo'ladi.

Maydon nazariyasida muhim rol o'ynaydigan tushunchalardan biri, yo'nalish bo'yicha hosila hisoblanadi. Normal vektori $\vec{e}=e_x\cdot\vec{i}+e_y\cdot\vec{j}+e_z\cdot\vec{k}$ bo'lgan yo'nalish bo'yicha hosila ushbu formula yordamida hisoblanadi:

$$\frac{\partial u}{\partial l}=\frac{\partial u}{\partial x}\cos\alpha+\frac{\partial u}{\partial y}\cos\beta+\frac{\partial u}{\partial z}\cos\gamma$$

bu yerda $\cos\alpha=e_x;\ \cos\beta=e_y;\ \cos\gamma=e_z.$ Ko'rish qiyin emaski $|\vec{e}|=\sqrt{{e_x}^2+e_y^2+e_z^2}=1$ $\vec{e}$ yo'nalish bo'yicha $\frac{\partial u}{\partial l}$ hosila,skalyar maydonning $\vec{e}$ vektor yo'nalishida o'zgarish tezligini bildiradi.

U skalyar maydonning P(x,y,z) nuqtadagi gradinti deb grad u orqali belgilanadigan ushbu vektorga aytiladi:

$$grad\,u=\frac{\partial u}{\partial x}*\vec{i}+\frac{\partial u}{\partial y}*\vec{j}+\frac{\partial u}{\partial z}*\vec{k}$$

Gamilton operatori deb ushbu simvolik vektorni kiritamiz va uni ,,nabla'' operatori deb ataymiz:

$$\vec{\nabla}=\vec{i}*\frac{\partial}{\partial x}+\vec{j}*\frac{\partial}{\partial y}+\vec{k}*\frac{\partial}{\partial z}=\left(\frac{\partial}{\partial x},\frac{\partial}{\partial y},\frac{\partial}{\partial z}\right)$$

$\vec{\nabla}$-simvol vektorlar analizidagi amallarni qisqa va qulay yozish uchun ishlatiladi. $\vec{\nabla}\,u(x,y,z)$ ni $\vec{\nabla}$ operatorni $u(x,y,z)$ funksiyaga ta'siri deb tushunish kerak.

$$\vec{\nabla}\,u(x,y,z) = \frac{\partial u}{\partial x} * \vec{i} + \frac{\partial u}{\partial y} * \vec{j} + \frac{\partial u}{\partial z} * \vec{k}$$

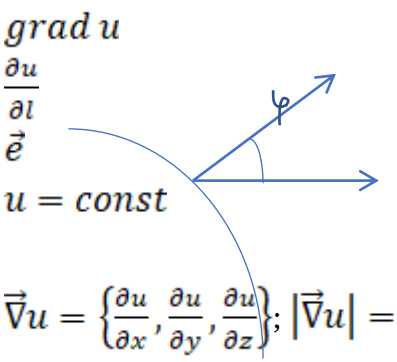
Yo'nalish bo'yicha hosila va gradiyent orasida quyidagi bog'lanish mavjud:

$$\frac{\partial u}{\partial l} = \frac{\partial u}{\partial x} * \cos\alpha + \frac{\partial u}{\partial y} * \cos\beta + \frac{\partial u}{\partial z} * \cos\gamma$$

Agar $\overrightarrow{l_0}$=($\cos\alpha;\cos\beta;\cos\gamma$) birlik vector olinsa,

$$\frac{\partial u}{\partial l} = \left(\vec{\nabla}u * \overrightarrow{l_0}\right) = \left|\vec{\nabla}u\right| * \left|\overrightarrow{l_0}\right| * \cos\varphi = \left|\vec{\nabla}u\right| * \cos\varphi = |grad\,u| * \cos\varphi$$

bu yerda φ - $\overrightarrow{l_0}$ hamda $grad\,u$ vektorlari orasidagi burchak.Ko'rinib turibdiki yo'nalish bo'yicha hosila $grad\,u$ ning yo'nalishidagi proeksiyasini bildiradi.



$$\vec{\nabla}u = \left\{\frac{\partial u}{\partial x}, \frac{\partial u}{\partial y}, \frac{\partial u}{\partial z}\right\};\ \left|\vec{\nabla}u\right| = \sqrt{\left(\frac{\partial u}{\partial x}\right)^2 + \left(\frac{\partial u}{\partial y}\right)^2 + \left(\frac{\partial u}{\partial z}\right)^2}$$

1. Yo'nalish bo'yicha hosilaning eng kata qiymati $grad\,u$ ning moduliga tengdir:

$$\max\frac{\partial u}{\partial l} = |grad\,u|$$

2. $\vec{\nabla}u$ vektor maydonning o'sishi tomoniga yo'nalgan.

3. $\vec{\nabla}u$ har doim sath sirtiga tik yo'nalgan.

Gradiyent ushbu differensial xossalarga egadir:

$$\vec{\nabla}(u+v) = \vec{\nabla}u + \vec{\nabla}v$$

$$\vec{\nabla}(u*v) = \left(\vec{\nabla}u\right) * v + u * \left(\vec{\nabla}v\right)$$

$$\vec{\nabla}(c*u) = c * \vec{\nabla}u$$

$$\vec{\nabla}f(u) = f_u'\vec{\nabla}u$$

$$\vec{\nabla}f(u,v) = f_u' * \nabla u + f_v' * \nabla v$$

Fazoviy G sohaning har bir P(x,y,z) nuqtasiga $\vec{a} = \vec{a}(P) = \vec{a}(x,y,z)$ vektor mos kelsa, G sohada vektor maydon berilgan deyiladi. Vektor maydon uchta skalyar miqdorlar bilan aniqlanadi.

$\vec{a} = \{a_x, a_y, a_z\}$ yoki $\vec{a} = a_x * \vec{i} + a_y * \vec{j} + a_z * \vec{k}$

$a_x = a_x(x,y,z)$, $a_y = a_y(x,y,z)$, $a_z = a_z(x,y,z)$ - vektor maydonning koordinata o'qlaridagi proeksiyalarini bildiradi.

G sohadagi egri chiziqning har bir nuqtasida $\vec{a}$ vektor urinma bilan mos kelsa, bunday chiziqga vektor chiziq deyiladi.

Vektor chiziq: $\frac{dx}{a_x} = \frac{dy}{a_y} = \frac{dz}{a_z}$ tenglikdan topiladi yoki $\frac{dy}{dx} = \frac{a_y}{a_x}$; $\frac{dz}{dx} = \frac{a_z}{a_x}$; $\frac{dz}{dy} = \frac{a_z}{a_y}$.

Faraz qilaylik $\vec{a}$ vektor maydonda $\sum$ yuza joylashgan bo'lib, u yopiq Γ kontur bilan chegaralangan bo'lsin. Bu yuza chegarasi bo'ylab vektor chiziqlarni o'tkazamiz. Bunda hosil bo'lgan shaklga vektorli trubka deyiladi. Agar S sirt z=z(x,y) oshkor ko'rinishda berilgan bo'lsa, bu sirtga $\vec{n}_{\pm} = \pm\left\{\frac{dz}{dx}, \frac{dz}{dy}, -1\right\}$ ikkita normal o'tkazish mumkin.

Agar normal bilan oz o'qi orasidagi burchak o'tkir bo'lsa ishora musbat bo'ladi,agar bu burchak o'tmas bo'lsa ishora manfiy bo'ladi.S sirtning yuzini topish uchun ushbu formula o'rinli bo'ladi:

$$S = \iint_{\Sigma\ xy} \sqrt{1 + \left(\frac{dz}{dx}\right)^2 + \left(\frac{dz}{dy}\right)^2}\, dxdy$$

Agar S sirt x=x(y,z) yoki y=y(x,z) tenglamalar bilan berilgan bo'lsa, S sirt yuzi ushbu formulalar orqali topiladi.

$$S = \iint_{\Sigma\ yz} \sqrt{1 + \left(\frac{\partial x}{\partial y}\right)^2 + \left(\frac{\partial x}{\partial z}\right)^2}\, dydz,$$

$$S = \iint_{\Sigma\ zx} \sqrt{1 + \left(\frac{\partial y}{\partial x}\right)^2 + \left(\frac{\partial y}{\partial z}\right)^2}\, dxdz$$

Ushbu integralga D_{xy} soha bo'yicha f(x,y,z) funksiyadan olingan birinchi tur sirt integrali deyiladi:

$$\iint_{\Sigma} \mathrm{f(x,y,z)ds} = \iint_{D_{xy}} \mathrm{f\left(x,y,z(x,y)\right)} * \sqrt{1 + \left(\frac{\partial z}{\partial x}\right)^2 + \left(\frac{\partial z}{\partial y}\right)^2}\, dxdy$$

Agar sirt tenglamasi x=x(y,z) ko'rinishda berilgan bo'lsa D_{yz} soha bo'yicha, agar sirt tenglamasi y=y(x,z) ko'rinishda berilgan bo'lsa D_{xz} soha bo'yicha f(x,y,z) funksiyadan birinchi tur sirt integralini kiritish mumkin.

Σ sirtni Oxy tekisligiga proeksiyalab f(x,y,z)funksiyadan olingan ushbu integralga, ikkinchi tur sirt integrali deyiladi.

$$J_{xy} = \pm \iint_{\Sigma} \mathrm{f(x,y,z)}dxdy$$

Xuddi shunday ushbu ikkinchi tur sirt integrallarini ham kiritish mumkin:

$$J_{yz} = \pm \iint_{\Sigma} \mathrm{f(x,y,z)}dydz,$$

$$J_{zx} = \pm \iint_{\Sigma} \mathrm{f(x,y,z)}dzdx$$

Bu integrallarni birlashtirib ikkinchi tur sirt integrali uchun umumiy ifodani hosil qilish mumkin:

$$J = \pm \iint_{\Sigma} f_1(\mathrm{x,y,z})dxdy + f_2(\mathrm{x,y,z})dydz + f_3(\mathrm{x,y,z})dzdx$$

Birinchi va ikkinchi tur sirt integrallari orasidagi ushbu bog'lanish mavjud:

$$\iint_{\Sigma} f(x,y,z)\cos\gamma * d\sigma = \pm \iint_{\Sigma} f(x,y,z)dxdy$$

Faraz qilaylik $\vec{a} = \{a_x, a_y, a_z\}$ bo'lib $a_x = a_x(x,y,z);\ a_y = a_y(x,y,z);$ $a_z = a_z(x,y,z)$ -vektor maydon berilgan bo'lsin;bu vektor koordinatalari uchun ikkinchi tur sirt integralini tuzamiz;

$$J = \iint_{\Sigma} a_x(x,y,z)dydz + a_y(x,y,z)dzdx + a_z(x,y,z)dxdy$$

$$= \iint_{\Sigma} (a_x(x,y,z) * \cos\alpha + a_y(x,y,z) * \cos\beta + a_z(x,y,z) * \cos\gamma)d\sigma$$

$\overrightarrow{n_0} = \{\cos\alpha\,;\cos\beta\,;\cos\gamma\}$ bo'lgani uchun

$$J = \iint_{\Sigma} (\vec{a}(x,y,z) * \overrightarrow{n_0})d\sigma$$

ni yozish mumkin.$\overrightarrow{d\sigma} = \overrightarrow{n_0} * d\sigma$ vektorni kiritib bu yuza elementi vektori, bo'lib $\overrightarrow{n_0}$ bo'yicha yo'nalgan, uning yuzi $d\sigma$ ga teng, ushbuni yozish mumkin:

$$J = \iint_{\Sigma} (\vec{a}(x,y,z) * \overrightarrow{d\sigma}$$

Vektor maydon oqimi tushunchasini kiritamiz. Faraz qilaylik $\vec{a} = \vec{a}(P)$ – uzluksiz vektor maydon berilgan bo'lsin. $\sum$ —yo'nalioshga ega bo'lgan silliq sirt bo'lsin. $\sum_1, \sum_2, \dots \sum_n$- n ta qismga ajratmiz, ularning yuzalari tegishlicha $\Delta\sigma_1, \Delta\sigma_2, \dots \Delta\sigma_n$ bo'lsin, ularning har biridan bittadan P_i nuqtani tanlaymiz va P_i nuqtada $\vec{n}\,(P_i)$ birlik vektorni olamiz.

$\Delta\overrightarrow{\sigma_i} = \overrightarrow{n_0}(P_i) * \Delta\sigma_i$

vektorni tuzamiz, ushbu skalyar ko'paytmani tuzamiz. $(\vec{a}(P_i) * \Delta\overrightarrow{\sigma_i})$, bunday ko'paytmalarni butun sirt bo'yicha yig'indisini olamiz:

$\sum_{i=1}^{n}(\vec{a}(P_i) * \Delta\overrightarrow{\sigma_i})$ va $\max(\Delta\overrightarrow{\sigma_i}) \to 0$

bo'lganda bu yig'indi limitini tekshiramiz.

Agar bu limit $\sum$ sirtning bo'linishi, P_i nuqtalarning tanlanishidan bog'liq bo'lmagan holda mavjud bo'lsa, bunga $\vec{a}(P)$ vector maydonning $\sum$ sirt bo'yicha oqimi deyiladi.

$$\Pi = \iint_{\Sigma} (\vec{a} \cdot \overrightarrow{d\sigma}) = \lim_{\max(\Delta\sigma_i)\to 0} \sum_{i=1}^{n} (\vec{a}(P_i) * \Delta\overrightarrow{\sigma_i})$$

Yuqorida ikkinchi tur sirt integrali tushunchasidan foydalansak $\vec{a}$ vector maydonning $\sum$ sirt bo'yicha oqimini, $\vec{a}$ vektor maydondan $\sum$ sirt bo'yicha olingan ikkinchi tur sirt integraliga keladi.

Sirt bo'yicha vektor oqimi va vektor maydondan olingan ikkinchi tur sirt integrali orasida ushbu bog'lanish mavjud:

$$\iint_{\Sigma}(\vec{a}*\overrightarrow{d\sigma}) = \iint_{\Sigma}\left(\pm a_x(x,y,z)dydz \pm a_y(x,y,z)dzdx \pm a_z(x,y,z)dxdy\right)$$

Oqimning fizik ma'nosini ushbu misol orqali tushuntiramiz. Faraz etaylik $\vec{a}(p)$-biror suyuqlikning tezliklari maydoni bo'lsin, $\vec{a} = \vec{v}$, Σ-shu maydonda berilgan sirt bo'lsin, u holda $\iint_{\Sigma}(\vec{a}*\overrightarrow{d\sigma})$- Σ sirt orqali vaqt birligida oqib o'tgan suyuqlik hajmini bildiradi.

Vektor maydon divergensiyasi tushunchasini qaraymiz.Divergensiya-bu vector maydonning berilgan nuqatadagi miqdoriy xarakteristikasini bildiradi. $\vec{a} = \vec{a}(p)$ vektor maydonning P(x,y,z) nuqtadagi divergensiyasi deb ushbu songa aytiladi.

$$div\vec{a} = \frac{\partial a_x}{\partial x} + \frac{\partial a_y}{\partial y} + \frac{\partial a_z}{\partial z}.$$

Agar $\vec{\nabla}$ Gamilton operatorida foydalansak divergensiyani quyidagicha yozish mimkin.

$$\operatorname{div}\vec{a} = (\vec{\nabla}\cdot\vec{a})$$

Divergensiya ushbu xossalarga egadir:

1) $\operatorname{div}\left(\lambda\vec{a} + \mu\vec{b}\right) = \lambda \operatorname{div}\vec{a} + \mu \operatorname{div}\vec{b}$

2) Agar u=u(x,y,z) skalyar maydon bo'lsa, u holda

$$div(u\cdot\vec{a}) = u\cdot div\vec{a} + (\vec{a}\cdot gradu).$$

Gauss-Ostrogradskiy teoremasi. Uch o'lchovli fazoda G soha berilgan bo'lib, bu soha Σ silliq sirt bilan chegaralangan bo'lsa, u holda G da berilgan uzliksiz differensiallanuvchi $\vec{a} = a_x\cdot\vec{i} + a_y\cdot\vec{j} + a_z\cdot\vec{k}$ vektor maydonning Σ sirt orqali oqimi $(\frac{\partial a_x}{\partial x} + \frac{\partial a_y}{\partial y} + \frac{\partial a_z}{\partial z})$ funksiyaning G soha bo'yicha olingan uch karrali integraliga tengdir.

$$\Pi = \oiint_{E}(\overrightarrow{a}\cdot d\vec{\sigma}) = \iiint_{G}\left(\frac{\partial a_x}{\partial x} + \frac{\partial a_y}{\partial y} + \frac{\partial a_z}{\partial z}\right)dxdydz = \iiint_{G} div\vec{a}\,dxdydz$$

Gaus-Ostrogradskiy teoremasidan,o'rta qiymat haqidagi teoremani tadbiq etsak quyidagini hosil qilish mumkin.

$$div\vec{a}(M) = \lim_{\Sigma\to M}\frac{\oiint_{\Sigma}(\vec{a}\cdot d\overrightarrow{\sigma})}{V}$$

Divergensiyaning fizik ma'nosi M nuqtada oqim zichligini bildiradi. Agar $\operatorname{div}\vec{a}\,(M) > 0$ bo'lsa, M

nuqta manba deyiladi. $div\vec{a}(M) < 0$ bo'lsa, M nuqta yutuvchi nuqta deyiladi. $\vec{a}$ vektor maydonning rotori (uyurmasi) deb quyidagi vektorga aytiladi.

$$rot\vec{a}=\vec{i}\left(\frac{\partial a_z}{\partial y} - \frac{\partial a_y}{\partial z}\right) + \vec{j}\left(\frac{\partial a_x}{\partial z} - \frac{\partial a_z}{\partial x}\right) + \vec{k}(\frac{\partial a_y}{\partial x} - \frac{\partial a_x}{\partial y})$$

Bu ifodani simvolik determinant ko'rinishda yozish qulaydir.

$$rot\vec{a} = \begin{vmatrix} \vec{i} & \vec{j} & \vec{k} \\ \frac{\partial}{\partial x} & \frac{\partial}{\partial y} & \frac{\partial}{\partial z} \\ a_x & a_y & a_z \end{vmatrix}$$

Rotorning xossalari:

1. $rot(\lambda\vec{a} + \mu\vec{b}) = \lambda \cdot rot\,\vec{a} + \mu \cdot rot\,\vec{b}\ (\lambda, \mu = \text{const})$
2. $[\vec{\nabla} \times (\lambda\vec{a} + \mu\vec{b})] = \lambda \cdot [\vec{\nabla} \times \vec{a}] + \mu \cdot [\vec{\nabla} \times \vec{b}]$
3. u=u(x,y,z)-skalyar. rot $(u \cdot \vec{a}) = [gradu \times \vec{a}] + u \cdot rot\vec{a}$

$$[\vec{\nabla} \times (u \cdot \vec{a})] = [\vec{\nabla}u \times \vec{a}] + u[\vec{\nabla} \times \vec{a}]$$

Stoks teoremasi (bu teorema sirkulyasiya va rotor orasida bog'lanish o'rnatadi)

$\vec{a} = a_x * \vec{i} + a_y * \vec{j} + a_z * \vec{k}$ vektor maydonning L yopiq kontur bo'yicha sirkulyasiyasi, $\vec{a}$ vektorning L kontur tortib turuvchi Σ sirt bo'yicha $\vec{a}$ vektor rotorining oqimiga tengdir.

$$\oint_L (\vec{a} \cdot d\vec{r}) = \iint_\Sigma (rot\vec{a} \cdot d\vec{\sigma})$$

Bu munosabatga Stoks formulasi deyiladi.Koordinatalar orqali Stoks formulasi quyidagi ko'rinishga ega bo'ladi:

$$\oint_L (a_x dx + a_y dy + a_z dz) = \iint_\Sigma \left\{ \left(\frac{\partial a_z}{\partial y} - \frac{\partial a_y}{\partial z}\right)\cos\alpha + \left(\frac{\partial a_x}{\partial z} - \frac{\partial a_z}{\partial x}\right)\cos\beta + \left(\frac{\partial a_y}{\partial x} - \frac{\partial a_x}{\partial y}\right)\cos\gamma \right\} d\sigma$$

Natijada ixtiyoriy bo'lakli silliq kontur bo'yicha olingan egri chiziqli integral nolga teng bo'lishi uchun : $\frac{\partial a_z}{\partial y} = \frac{\partial a_y}{\partial z}; \frac{\partial a_x}{\partial z} = \frac{\partial a_z}{\partial x}; \frac{\partial a_y}{\partial x} = \frac{\partial a_x}{\partial y}$ bo'lishi zarur va yetarlidir.Bu shartlar $rot\vec{a} = 0$ ni bildiradi.

Vektor maydonning uyurmasi,vektor maydonning fazoviy hosilasi deyiladi va u quyidagi formula orqali ifodalanadi:

$$rot\,\vec{a} = \lim_{V \to 0} \frac{\oint[\vec{ds} \times \vec{a}]}{V}$$

Tezliklar maydonning rotori, P nuqta atrofidagi $2\vec{\omega}$ burchak tezligi bilan aylanishini ifodalaydi.

Grin formulasi. Faraz etaylik bir bog'lamli tekis D sohada uning chegarasi L, uzluksiz differensiallanuvchi $\vec{a} = a_x \cdot \vec{i} + a_y \cdot \vec{j} + a_z \cdot \vec{k}$ vektor maydon berilgan bo'lsin, u holda

$$\oint_L (a_x\,dx + a_y\,dy) = \iint_{(D)} \left(\frac{\partial a_y}{\partial x} - \frac{\partial a_x}{\partial y}\right) dxdy$$

Grin formulasi o'rinli bo'ladi.

Yuqorida keltirilgan teorema va formulalar maydon nazariyasining ayrim asosiy teorema va formulalaridir. Maydon nazariyasini kengroq o'rganish muhim ahamiyatga egadir.

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ELASTIK YOPISHQOQ SUYUQLIKLARNING OQIMLARI HARAKATINI O'RGANISHDA NYUTON, MAKSVELL VA SHULMAN-XUSID MODELLARINI QO'LLASH.

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Annotasiya. Kanal va quvurlarda elastik yopishqoq suyuqliklarning statsionar bo'lmagan va pulsatsiyalanuvchi oqimlarini o'rganishda ularning murakkab reologik modellarini qo'llash orqali aniq amaliy masalalarni yechish, analitik usullarni ishlab chiqish ishlari olib borilgan va ijobiy natijalarga erishilgan. Ushbu maqolada biz kanal va quvurlardagi elastik yopishqoq suyuqliklarning oqimlari harakatlarini o'rganishda Nyuton, Maksvell va Shulman-Xusid modellariniqo'llaymiz va Shulman-Xusid modelidan foydalanishni taklif qilib bu model Nyuton va Maksvell modellarining umumiy holi ekanligini ko'rsatamiz.

Kalit so'zlar. Elastik yopishqoq suyuqlik, kanal, quvur, stosionar bo'lmagan oqim, model, reloksasiya, spektr, modifikatsiya.

Kirish. Mavzuga oid adabiyotlarning tahlili**.** Elastik yopishqoq suyuqliklarning holatlari chiziqsiz reologik tenglamalari Maksvell modeli ko'rinishida umumlashtirilgan [1, 6, 7, 16, 18]. U yerda relaksasion va integral tipdagi holatlar chiziqsiz elastik yopishqoq reologik tenglamalarning matematik ekvivalentligi shartlari asosida aniqlanadi.

Yassi va xalqasimon doiraviy kesimli uzun kanallrda elastik yopishqoq suyuqlik oqimi Z.P.Shulman, B.M. Xusidlar tomonidan tadqiq etilgan [16].

Bosim gradiyentining vaqt bo'yicha o'zgarishi natijasidagi yopishqoq Nyuton suyuqliklarining laminar nostasionar va stasionar oqimlar masalalari [2, 3, 4, 8] tadqiqot ishlarida qaralgan bo'lsa, turbulent rejimdagi oqimlar [13, 16] ishlarda tadqiq qilingan.

Ammo nonyuton suyuqliklar harakatini o'rganishda ko'plab tadqiqotlar olib borilganiga qaramay, hozirgi kunda Shulman-Xusid modeli yordamida masalalar yetarli darajada tadqiq qilinmagan va amaliyotga tadbiq etilmagan. Jumladan, elastik yopishqoq suyuqliklarning oqimida, bosim gradiyentining keskin o'sishi va keskin kamayib nolga teng bo'lishidagi nostasionar oqimlarida sodir bo'ladigan gidrodinamik o'zgarishlar batafsil o'rganilmagan [10, 14, 16, 17, 18].

Tadqiqot metodologiyasi. Ma'lumki, ko'pchilik hollarda elastik yopishqoq suyuqlik oqimi uchun Maksvellning bir o'lchovli fazodagi klassik modeli elastik yopishqoq suyuqliklar oqimi uchun qo'lanilib kelingan [1, 8, 9]:

$$\tau + \lambda \dot{\tau} = 2\eta D, \qquad (1)$$

bu yerda τ – kuchlanishlar tenzori; $\dot{\tau}$ – kuchlanishlar tenzorining vaqt bo'yicha hosilasi; η – suyuqlikning dinamik yopishqoqlik koeffisenti;

$\lambda = \frac{\eta}{E}$ – relaksatsiya koeffisiyenti; E – yopishqoq suyuqlikning elastiklik moduli; $D = \frac{1}{2}\frac{\partial u}{\partial y}$ – muhitning siljish deformatsiyasi tezligi.

Biz Maksvell modeli ko'rinishidagi barcha elastik yopishqoq suyuqliklarning reologik modellarini topologik model shaklida umumlashtiruvchi Shulman-Xusidning modelida keltiramiz:

$$T = \sum_{k=1}^{\infty}\left(1+\frac{\varepsilon}{2}\right)' T_k^{(1)} + \frac{\varepsilon}{2}T_k^{(2)}, \quad \overset{\nabla\,(1)}{T}_k + \frac{g_k}{\lambda_k}T_k^{(1)} = 2p_k\boldsymbol{D},$$
$$\overset{\Delta\,(2)}{T}_k + \frac{g_k}{\lambda_k}T_k^{(2)} = -2p_k\boldsymbol{D}, \qquad \frac{Dp_k}{Dt} + \frac{g_k}{\lambda_k}p_k = \frac{\eta_k}{\lambda_k^2}f_k. \tag{2}$$

Shulman-Xusid modelini, ushbu ko'rinishdagi modifikatsiyalangan model shakliga keltiramiz[10, 11]:

Dekart koordinatalar sistemasi uchun ushbu ko'rinishda:

$$T = \sum_{k=1}^{\infty}T_k, \quad \lambda_k\frac{\partial T_k}{\partial t} + T_k = 2\eta_k\boldsymbol{D},$$
$$\boldsymbol{D} = \frac{1}{2}\frac{\partial u}{\partial y}; \tag{3}$$

silindrik koordinatalar sistemasi uchun esa ushbu ko'rinishda keltiramiz:

$$T = \sum_{k=1}^{\infty}T_k, \quad \lambda_k\frac{\partial T_k}{\partial t} + T_k = 2\eta_k\boldsymbol{D},$$
$$\boldsymbol{D} = \frac{1}{2}\frac{\partial \vartheta_x}{\partial r}. \tag{4}$$

Bu yerda keltirilgan modifikatsiyalangan Shulman-Xusid modelidan xususiy holda Nyuton, Maksvell modellari kelib chiqishini keltiramiz. Ryelaksasiya koeffisiyenti λ nolga intilgan holatida xususiy hol sifatida Nyuton modeli kelib chiqadi. Haqiqatdan ham, (3) va (4) tenglamalarda $\lim\limits_{\lambda\to 0}\lambda_k = 0$ desak, u holda Dekart koordinatalar sistemasi uchun

$$T = \eta\frac{\partial u}{\partial y} \tag{5}$$

va silindrik koordinatalar sistemasi uchun

$$T = \eta\frac{\partial \vartheta_x}{\partial r} \tag{6}$$

ko'rinishda ifodalash qiyin emas.

Modifikatsiyalangan Shulman-Xusid modelining xususiy holi sifatida, ryelaksasiya vaqti spektrini taqsimlanishini xarakterlovchi son α cheksizlikka intilganda, Maksvell suyuqligi uchun reologik tenglama hosil bo'ladi. Ya'ni (3) va (4) tenglamalarda $\alpha \to \infty$ bo'lganda, Dekart koordinatalar sistemasida

$$\tau + \lambda\frac{\partial \tau}{\partial t} = \eta\frac{\partial u}{\partial y} \tag{7}$$

tenglamani va silindrik koordinatalar sistemasida

$$\tau + \lambda \frac{\partial \tau}{\partial t} = \eta \frac{\partial \vartheta_x}{\partial r} \qquad (8)$$

tenglamani hosil qilamiz. Bu tenglamalar Maksvell tenglamalarini ifoda qiladi.

Tahlil va natijalar. Nyuton modelining kamchiligi suyuqlikning elastiklik xususiyatini e'tiborga olmasligida, afsuski elastiklik xususiyatini o'z ichiga oluvchi suyuqliklar texnika va texnologik jarayonlarda juda ko'plab uchraydi [18].

Keltirilgan Maksvell modelining Shulman-Xusid modeliga nisbatan kamchiligi shundaki, bu yerda elastik yopishqoq suyuqlik bir jinsli suyuqlikdan iborat deb, faqat bitta relaksatsiya vaqti (koeffisiyenti) orqali aniqlanadi. Shulman-Xusid modelining modifikatsiyasida esa elastik yopishqoq suyuqlik bir jinsli emas deb qaraladi va relaksatsiya vaqti (koeffisiyenti) cheksiz ko'p yaqinlashuvchi ketma-ketlik sifatida ifodalanib, bular ichidagi eng katta relaksatsiya koeffisiyenti tanlanadi, undan keyingi relaksatsiya koeffisiyentlari esa uning ma'lum bir qonuniyatiga bo'ysinuvchi ulushi sifatida aniqlanadi. Shu boisdan ham Shulman-Xusid modelining modifikatsiyasi Maksvell modelinining umumlashmasi sifatida qaraladi [16-18].

Xulosa. Yuqorida taklif etilgan Shulman-Xusidning modifikatsiya modeli orqali yassi kanalda elastik yopishqoq suyuqlikning stasionar bo'lmagan oqimi harakatini o'rganish Maksvell modelida elastik yopishqoq suyuqlikning stasionar bo'lmagan oqimi harakatini urganishdan bir qancha qulay va yaxshi natija berishini ko'rish mumkin.

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ИҚЛИМИНИ МЎЪТАДИЛЛАШТИРИШДА МАНЗАРАЛИ ДАРАХТЛАРНИНГ АҲАМИЯТИ

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Аннотация:Ушбу мақолада ходимлари томонидан тадқиқот қилинган дарахтларни ўсиш, ривожланиш давомийлиги, турлий хил ташқи мухит факторларига чидамлилиги ва бошқа физиологик курсаткичларини ўрганилган.

Калит сўзлар: қарағай, қора қарағай, арча, тисс, ботқоқ кипариси дарахтлари, ўсиш, ривожланиш, ўсиш динамикаси,

Кириш. Барча тирик организмларнинг ҳаёти учун энг муҳим ҳисобланган кислородни (O_2) ишлаб чиқарда, бирламчи энергияни ($C_6H_{12}O_6$) ҳосил қилишда ва карбонат ангидрид (CO_2) газни нормада ушлаб туришда ягона манба бу ўсимликлар ҳисобланади. Ўсимликлар 500000 тур маълум бўлиб, шундан 6000 таси кишилар томонидан кундалик эҳтиёж учун фойдаланиб келинмоқда (А.Н. Нигматов, 2008). Эколог олим Т. Кроутернинг маълумотларига кўра 3 триллионга яқин дарахт туплари ўсмоқда ва ҳар йили 15 миллиардтаси кесилади. Олимларнинг фикрича, ер юзида инсониятнинг пайдо бўлгандан то ҳозиргача дарахтларнинг 45 % ортиғи кесиб юборилган (Ўзбекистон экология хабарномаси, 2023).

Ўсимликлар орасида манзарали турлари мавжудки, улардан шаҳар кўчалари, ҳиёбонлар, истироҳат боғлари ҳамда ҳовлиларни кўкаламзорлаштиришда кенг фойдаланилади. Улар нафақат кислород манбаи балки, муҳит микроиқлимини мўътадиллаштиришда асосий ўринни эгаллайди. Кейинги йиллардаги кузатишлар натижасига кўра, саноатлашган йирик шаҳарларда ёз ойида ҳаво ҳарорати 50^0C дан ортиб, ҳавонинг нисбий намлиги 30 % дан пасайиб кетади. Дарахтлар қалин ўсган ҳиёбонларда эса бу кўрсаткич 35-37^0C ни, ҳавонинг нисбий намлиги эса 40-45 % ни ташкил этиши кузатилган. Бундан ташқари эсган иссиқ шамол (гармсел) дарахтлар қалин ўсган жойларда бироз совийди. Дарахтлар нафақат иссиқдан ҳимоя қилади балки, қаҳратон қишнинг ҳам нисбатан илиқроқ бўлишини таъминлайди. Бундан ташқари дарахтларга шовқинни ҳам пасайтирувчи энг асосий омил сифатида ҳам қаралади. Шунинг учун ҳам кишилар

дарахтлар қалин ўсган жойларга ошиқади. Ҳиёбонлар ва боғлар катта майдонларни эгаллаган шаҳарларнинг иқлими мўтаъдил ва мусаффо бўлади.

Шаҳарларни кўкаламзорлаштиришда дарахтлардан қадимдан фойдаланиб келинган.

Ҳозирги кунда шаҳарлар инфратузилмаси янгитдан ташкил этилиши муносабати билан марказий кўчалар, истироҳат боғлари ва янгитдан барпо этилган дам олиш масканларида замонавий шаҳар архитектурасига мос келадиган ландшафт дизайни яратилмоқда. Бунинг учун Шаҳарларнинг янги қиёфасига мос, кишига эстетик завқ берадиган, уларнинг соғлигига салбий таъсир кўрсатмайдиган, энг асосийси шаҳар иқлимига мослашадиган ҳамда узоқ муддат давомида вегетация қиладиган дарахт турлари келтириб экилмоқда.

Очиқ уруғлиларга мансуб қарағай, қора қарағай, арча, тисс, ботқоқ кипариси кабилар кейинги йилларда кенг майдонларга экилмоқда. Бу дарахтлар тупроқ танламайди. Нисбатан тезроқ ўсади ва тезда қуюқ соя беради. Улар ўзидан эфир мойлари ажратиб чиқаради. Бу модда ҳаводаги турли зарарли микроорганизмларни ривожланишини чеклайди, ҳавони мусаффолигини таъминлайди. Бундан ташқари баҳорда бу дарахтлар чангланадиган вақтида улардан ажраладиган чанг доналар кишиларда кўп учрайдиган юқори нафас йўллари касалликларини даволашда ҳам фойдаланилади. Юрак қон-томир ва турли аллергик касалликларини даволайдиган санаторий-профилакторийларда ҳамда дам олиш сиҳатгоҳларда очиқ уруғли дарахтларни экилганлиги ҳам асли шундан.

Сохта каштан, Япон софораси, Шойи акация, Катальпа, Оқ қайин каби дарахтларнинг шох-шаббаси, барги ва гули ниҳоятда чиройли. Улар кишини беихтиёр ўзига жалб этади. Қолаверса, уларнинг гули ва меваси турли хил касалликлар, жумладан инсульт, инфарктни олдини олишда, даволашда илмий тиббийда ва халқ табобатида кенг фойдаланилмоқда.

Кейинги йилларда Самарқанд шаҳрига ўзга мамлакатлардан бизни иқлимимизга тезда мослаша оладиган жозибадор, ҳар томонлама фойдали, узоқ вақт гули, барглари сақланадиган дарахтлар келтирилиб экилмоқда. Шундайлардан бири-Лола дарахтидир. Унинг ватани Шимолий Америка. Гули, ғунчаси лолани эслатгани учун шундай номланган. Йирик оқ, сариқ, қизил ва пушти рангларда бўлади. Барги йирик, мусиқа асбоб лирага ўхшаш. Шох-шаббаси пирамидасимон, овал шаклларда бўлади. Биздаги кескин совуқларда ҳам анчагина чидамли. Ёзда қуюқ соя беради. Гуллари бирин кетин 20-25 кунгача очилаверади. Ўзидан эфир мойлари ишлаб чиқаради. Гули асал ширага бой. Барглари йирик бўлганидан кислород кўп ажратади ва дарахт атрофида ўзига хос микроиқлим хосил қилади. Бу дарахтни дунёнинг йирик шаҳарларининг кўча, ҳиёбон ва истироҳат боғларида учратиш мумкин. Жумладан, Тошкент шаҳрининг марказий кўчаларида ҳам бир неча йирик туплари барқ уриб ўсиб турибди.

Магнолия дарахти ҳам шундай ўсимликлардан ҳисобланади. Ватани Хитой. Гуллари йирик, барг чиқармасдан олдин қийғос гуллайди. Оқ, қизил, пушти рангларда бўлади. Барглари йирик, бутун. Гуллари эфир мойларига бой. Бу дарахтнинг баргларини тўкмайдиган турлари ҳам мавжуд. Кўп миқдорда кислород ажратиши аниқланган. Бизнинг иқлимга тез мослашади. Совуққа, қирғоқчиликка чидамли. Кейинги йилларда бу дарахтни ҳам Самарқанд шаҳрида экиш кенг миқёсда олиб борилмоқда.

Мамлакатдаги кишилар турмуш даражасини баҳолашда улар яшайдиган жойдаги экологик муҳитнинг қай даражада эканлиги энг асосий кўрсаткичлардан ҳисобланади. Аҳоли турмуш тарзи юксалтиришда, соғлом муҳитни шакллантиришда, қолаверса барқарор ривожланишни таъминлашда яшил ўсимликларнинг ўрнини ҳеч нарса билан алмаштириб бўлмаслигини бугун бутун дунё англаб етмоқда.

Ҳулоса Юқорида таъкидланганлардан келиб чиқаридиган хулоса шундан иборатки, аҳоли ўртасида экологик маданиятни ошириш орқали мавжуд дарахтларни асраб авайлаш, парваришлаш, аҳолиси зич жойлашган шаҳарларда ҳар томомлама фойдали дарахтларни экишни янада кўпайтириш мақсадга мувофиқ.

Зеро, келажак авлод учун мусаффо табиатни қолдириш барчамизнинг инсоний бурчимиз ҳисобланади

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ON SOME NONLINEAR RANDOM PROCESSES

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Annotation. In present work we study the nonlinear random process determined by nonlinear interval map and a sequence of independent, identically distributel random variables. We proved limit theorems on exit times. Also, we studied some computer simulatio

Key words: nonlinear random process, independent random variables, exit times.

On some nonlintar random processes

Consider a nonlinear stochastic process $\boldsymbol{\eta}(f) := \{\eta_n(f), n = 1,2,\dots,\}$ (see for instance [1]-[5]) defined as

$$\eta_{n+1}^{(\varepsilon)}(f) = f\left(\eta_n^{(\varepsilon)}\right) + \varepsilon\xi_{n+1},\ n \geq 1,\ \eta_0 = x_0, \quad (1)$$

where a contractive function $f: \mathrm{R}^1 \to \mathrm{R}^1$ is continuous function, ε is a small positive parameter and ξ_n is an white noise with mean 0 and variance σ^2, which we denote as $WN(0,\sigma^2)$. The random process $\eta(f)$ is called **nonlinear autoregressive process** and denoted by $AR(f)$.

A lot of papers on time series are based on stationary and linear models, such as moving average (MA) models, autoregressive (AR) models, autoregressive-moving average (ARMA) models (see for instance [5]). However, there are some situations for which the linear models may not adequately describe the underline random mechanism. This leads us to consider the non-linear time series models. We investigate various asymptotic theorems for random processes $\eta(f)$ obtained by one-dimensional maps f. Particularly, in the case of circle maps with "Golden

mean" rotation number and with unique break point $x = x_b$ we proved the central limit theorem (CLT).

For the random process $\mathbf{X}(f)$ we introduce the **exit time** from the interval $[-1,1]$ (see for instance - [1]- [5]):

$$\tau^{(\varepsilon)}(f) := min\{k \geq 1: \ | X_k^{(\varepsilon)}(f) | \geq 1\}.$$

The behaviour of normalized $\overline{\tau}^{(\varepsilon)}(f)$, as $\varepsilon \to 0$ for linear AR models studied by many authors.

We consider the piecewise linear (PL) map $h.$ with two breaks. Using the large deviation principle (LDP) we study the asymptotic behaviour of normalized exit times $\overline{\tau}^{(\varepsilon)}(h)$, for piecewise linear maps $f: R^1 \to R^1$.

It is done computer simulations.

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REZORBSIYALANUVCHAN BIOTIBBIY MATERIALLARNING XOSSALARINI TADQIQ ETISH

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Annotatsiya. Ishda oksikislota – poli(sut) kislota asosida biotibbiy materiallar olish borasidagi tadqiqotlar natijalari keltirilgan. Polilaktid olishda zanjirning ochilishi bilan boruvchi polimerlanish (ring-opening polymerization) usuli, gidroksiapatit sintez qilishda gidrotermal usul hamda PLA/HA kompozit materiali olishda "qaynoq preslash" usuli qo'llanildi. Olingan materiallar IQ-spektoskopik, XRD-spektroskopik usullarda tadqiq etildi. Tajribalar PLA/HA nisbati 80:20 bo'lgan namunalarning kristallik darajasi yuqori ekanligi, binobarin ushbu nisbatlarda biotibbiy materiallar olish mumkinligi ko'rsatildi.

Kalit so'zlar: Poli(sut kislota); gidroksiapatit; biotibbiy material; kalsiy gidroksiapatit; energidispersion rentgen fluoressent analiz; kompozit material; qaynoq presslash.

Kirish. Oxirgi yillarda poli(sut kislota) asosida biotibbiy materiallar olish borasida jadal ilmiy tadqiqotlar olib borilmoqda. Masalan, GAP bilan to'ldirilgan amorf polimer (polilaktid, D,L) polilaktoglikolid (7525, D,L) istiqbolli ekanligi ko'rsatilgan [1]. Ushbu kompozit materiallarning yuz-jag' jarrohligida qo'llash imkoniyatlari o'rganilgan. Rezorbsiya xususiyati mavjud matritsalar olishda turli birikmalar, masalan, polilaktid, laktid/glikolid, poli(p-dioksanon) va ularning sopolimerlari tadqiq etilgan [2].

Suyaklarni rekonstruksiya qilish uchun 3D-printerda tayyorlanadigan implantatlar olishda nanogidroksiapatit/polimer bo'lgan material taklif etilgan. Poli(L-laktid-so-D,L-laktid) (PLDLLA) va nanoo'lchamli gidroksiapatit kompoziti bir vaqtning o'zida aylanib turuvchi, ikki shnekli ektruziya usulida tayyorlangan [3]. Polilaktid va gidroksiapatitning turli nisbatlardagi kompozitlari yuzasi quyi temperatur plazma atmosferasida kumush va uglerod bilan modifikatsiyalash yaxshi samara berishi aniqlangan [4].

Yuqoridagilardan kelib chiqib, oksikislotalar asosida biotibbiy materiallar olish borasida erishilgan natijalar bilan bir qatorda, amalga oshirilishi zarur bo'lgan masalalar ham mavjudligini qayd etish lozim. Jumladan, olingan materialning hamda biologik ob'ektning elastiklik moduli o'zaro yaqin bo'lishi lozim. Buning uchun olinadigan kompozit materiallar tarkibini tanlash muhim ahamiyat kasb etadi.

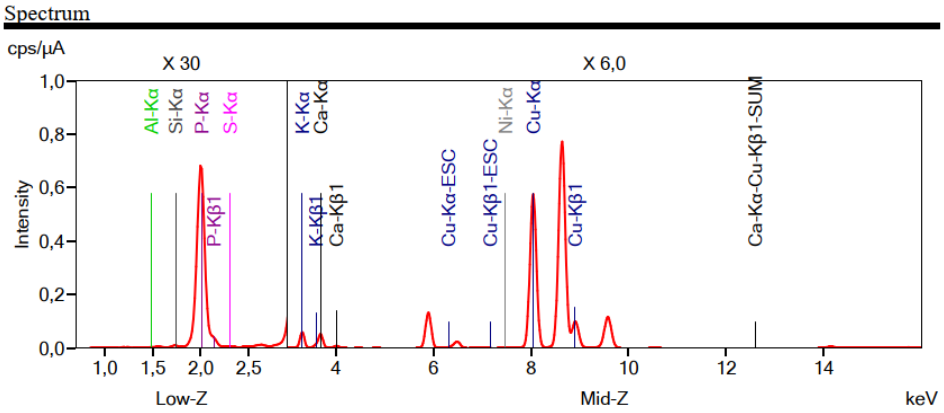
Samarqand davlat universitetida polisut kislota asosida biotibbiy materiallar olish borasida tadqiqotlar olib borilmoqda. Mazkur ishda oksikislota – poli(sut kislota) hamda gidroksiapatit asosida biotibbiy materiallar olish borasidagi tadqiqotlar natijalari keltirilgan.

Tajribaviy qism. **Polilaktid sintez qilish.** Polilaktid olishning keng tarqalgan usuli zanjirning ochilishi bilan boruvchi polimerlanish (ring-opening polymerization) usuli hisoblanadi. Ushbu ishda polilaktid sintezi uchun L-sut kislotaning 80% li eritmasi (AO "Baza № 1 Ximreaktivov", Moskva) qo'llanildi. Polilaktid sintezi ma'lum usul bo'yicha uch bosqichda amalga oshirildi [5]. Sintez qilingan polilaktid IQ-spektroskopik usulda tadqiq etilib, ma'lumotlar bazasi natijalari bilan taqqoslanganda haqiqatan ham polilaktid olinganligi qayd etildi. Polilaktidning hosil bo'lish unumi 80-83% ni tashkil etdi. Qolgan 17-20% sut kislota oligomer ko'rinishida bo'lib, agregat holati suyuq holatda bo'ldi.

Kalsiy gidroksiapatit sintezi. Suyak odatda 25% suv, 15% organik materiallar va 60% mineral fazadan tashkil topgan bo'ladi. Mineral faza asosan kalsiy va fosfat ionlaridan tarkib topib, kam miqdordagi magniy, karbonat, gidroksil, xlorid, ftorid va sitrat ionlari mavjud bo'ladi. Mazkur ishda kalsiy gidroksiapatit sintez qilishning tuzlari eritmalaridan fosfatlar holida cho'ktirish usulidan foydalanildi. Buning uchun 0.06 mol (9.84 g) natriy fosfat tuzi namunasi tarozida tortib olindi. Olingan mahsulotni 250 ml li kolbaga solib, ustiga 100 ml bidistillangan suv solib, eritildi. So'ngra, kalsiy xloridning 0.1 mol (11,1 g) namunasi qo'shilib, kalsiy fosfat ko'rinishida cho'ktirildi. Ustiga 0.02 mol (0.8 g) natriy ishqori qo'shilib, gidrodroksiaptit hosil qilindi.

Ma'lumki, kalsiy miqdorining fosforga nisbati kamayishi bilan eruvchanlik ko'payadi. Shu sababli olingan mahsulotlarning kimyoviy tarkibini o'rganish bo'yicha tadqiqotlar olib borildi. Tadqiqotlar energidispersion rentgen fluoressent (Rigaku, NexDe) analizatorida olib borildi.

Olingan natijalar quyida keltirilgan (1-rasm).



1-rasm. Gidroksiapatitning rentgen fluoressent analizi natijalari

Olingan natijalardan Ca:P nisbati taqriban 1:1 ekanligi aniqlandi. Olingan cho'kmaning fazalari tarkibini aniqlash uchun kukun rentgen difraksion usullar bilan tadqiq etish zarurati mavjud.

Polilaktid va gidroksiapatit asosida kompozit materiallar olish.

PLA va HA asosida kompozit material sintez qilish uchun "qaynoq presslash" usulidan foydalanildi. Buning uchun yaxshilab maydalangan, elakdan o'tkazilib, taqribiy bir xil granular tarkibdagi PLA hamda HA quyida keltirilgan nisbatlarda aralashtirildi (1-jadval).

1-jadval. Kompozitning komponentlari nisbati

№	PLA, massa %	Gidroksiapatit, massa %
1	90	10
2	80	20
3	50	50

IQ-spektroskopik usulda tekshirish. Keyingi tajribalar sintez qilingan materiallarning tuzilishi va fizik-kimyoviy xossalarini tadqiq etish bo'yicha olib borildi. Namunalar tarkibidagi komponentlarning o'zaro ta'sirini baholash maqsadida IQ-spektrlari (FTIR-spektrometr, IRAffinity-1S, Shimadzu) o'rganildi.

IQ-spektri natijalaridan 1089; 1043; 996; 605 cm^{-1} da PO_4^{3-} dagi P-O bog'lari; polilaktidning ulishi katta bo'lgan namunalarda, xususan, a-namunada 2922 cm^{-1} sohada -CH_3 guruhining C-H bog'iga tegishli polosaning intensivligi yuqori bo'lib, b- va c-namunalarga o'tganda intensivlik kamayib boradi; C-O bog'iga tegishli polosalar a-namunadan c-ga o'tilganda, 1089 dan 1093 cm^{-1} ga siljishi kuzatiladi, buning sababi polilaktid murakkab efir kislorodi va gidroksiapatit tarkibidagi Ca^{2+} komponentlari orasida o'zaro ta'sirlar hisobiga bo'lishi mumkin.

Kukun rentgen difraktomerik tadqiqotlar. Namunalarning kristallik xususiyatlarini tadqiq eish uchun kukun rentgen difraksiyasi usulidan foydalanildi (XRD-6100, Shimadzu, Japan). Olingan natijalardan ko'rishimiz mumkinki, 2θ = 15-25◦ diapazondagi signallar PLLA ning yuqori kristallik sohasining α-fazasi (psevdoortorombik, a = 1,06 nm) ga tegishli bo'lib [6], PLA/HA nisbati 80:20 bo'lgan namunalarda eng yuqori kristallik namoyon bo'lganligi kuzatildi. Shu bilan birga, cho'qqilarning yoyilib ketganligi namunada amorf tuzilishlning ulishi katta ekanligidan dalolat. 2θ = 25-50◦ sohalardagi cho'qqilar gidroksiaptitga tegishli bo'lib, deyarli barcha namunalarda cho'qqilarning intensivligi o'zgarmasdan qolgan.

Xulosalar. O'tkazilgan tadqiqotlar natijasida poli(sut kislota) (PLA) hamda gidroksiapatit (HA) asosida kompozit material olish imkoniyatlari o'rganildi. Zanjir ochlishi bilan boradigan polimerlanish reaksiyasi usulida poli(sut kislota) sintez qilindi. Gidrotermal usulida gidroksiapatit sintez qilindi hamda "qaynoq preslash" usulida PLA/HA kompozit materiali olindi. Olingan materiallar IQ-spektoskopik, XRD-spektroskopik usullarda tadqiq etildi. Tajribalar PLA/HA nisbati 80:20 bo'lgan namunalarning kristallik darajasi yuqori ekanligi, binobarin ushbu nisbatlarda biotibbiy materiallar olish mumkinligi ko'rsatildi.

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ORGANIK KIMYONI O'QITISHDA INNOVATSION TEXNOLOGIYALARNING SAMARADORLIGI

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Annotatsiya. Fanga doir mavzularni tushuntirishda rangli tasvirlar, video va multimedia materiallari ma'lumotlarni aks ettirish hamda ularni to'laqonli tushuntirish, muhokama qilish uchun ajratilgan vaqtdan unumli foydalanishga yordam beradi. Maqolada organik kimyoni o'zlashtirishda web-kvestlarning ahamiyati ifodalangan, ular yordamida olingan natijalar muhokama etilgan.

Kalit so'zlar. Talaba, ta'lim, organik kimyo, web-kvest, texnologiya.

Ta'lim jarayonini modernizatsiyalash sharoitida o'qituvchilar hal qilishi lozim bo'lgan yangi muammolar va vazifalar paydo bo'lmoqda. Bunday muammolardan biri – organik kimyo fanida yangi zamonaviy yo'nalishlarning paydo bo'lishi hamda ularning organik kimyoga muofiq o'quv predmeti sifatida kirishi bilan bog'liq [1]. Talabalarning fanga oid muammolari yechimi qanday bo'ladi? O'qishga bo'lgan motivatsiyani shakllantirishda, talabalarni to'laqonli jamiyat a'zosi sifatida tarbiyalashda dars, o'qituvchi qanday rol o'ynaydi? kabi ko'plab savollar yangi-yangi ishlarni amlaga oshirishga undaydi. Hozirgi vaqtda axborot texnologiyalari ta'limda ustuvor hisoblanadi. Kompyuter sinflari, interaktiv doska va turli xil multimedialarning qo'llanilishi yangi fikrlash usullarining paydo bo'lishiga imkon beradi, faol ta'lim jarayoni uchun yangi imkoniyatlarni taqdim etadi [2].Informatsion-kommunikatsion texnologiyalardan foydalanish organik kimyoni o'qitishda yangi imkoniyat va istiqbollarni ochib beradi. Odatiy darslarda kompyuter dasturlaridan, animatsiyalardan foydalanish imkonsizdir. Kimyo o'qituvchisi uchun asosiy vazifa organik kimyo fanii bilan informatsion bilimlarni uyg'unlashtirish hisoblanadi. Bunday uyg'unlashuv fanni zamonaviy jamiyat talablariga mos sodda va yanada tirishqoqlik bilan o'rganishga imkon beradi [3].

Kompyuter telekommunikatsiyalari – bu o'qitishning asosiy sharti va muloqot shaklidir. Ular ko'p funksiyali, tezkor, ommabop va serunumdir. Individual ta'lim yo'nalishi o'qishda mustaqil ijod qilish imkoniyatini taqdim etadi.

Organik kimyoni o'qitishda IKT laridan darsning turli bosqichlarida samarali foydalaniladi:

– fan mavzulariga oid yangi materialni tushuntirishda (elektron darslik va nashrlar, dars taqdimotlari);

– olingan bilim va yangilikni qayta ishlashda, o'rganilayotgan mavzuni yakunlashda (o'quv testlari);

– kimyoviy amaliyotni o'tkazish vaqtida (virtual laboratoriya);

– nazorat mashg'ulotlarida (interfaol testlar).

Organik kimyoni o'zlashtirishda dasturiy vositalardan foydalanish qator qulayliklarga ega:

– fanning butun hajmini, undagi barcha rejalarini qamrab oladi;
– aniq material beradi (ta'lim oluvchi molekulalarning fazoviy tuzilishini ko'rish va o'rganish imkoniyatiga ega bo'ladi);
– sog'lik uchun xavfli bo'lgan kimyoviy tajribalarni ham bilvosita namoyish etish imkoniyatiga ega (masalan, zaharli birikmlar bilan olib boriladigan tajribalar);
– emotsional tashkil etuvchilarni kuchaytirish hisobiga dars sur'atini tezlashtiradi.
Ish jarayonida quyidagi multimediali elektron darslik va qo'llanmalardan foydalaniladi: "Organik kimyo" multimedialar kursi, "Virtual laboratoriya. Organik kimyo" va boshqa internet saytlari.

Shuningdek, biz kimyo va informatika bilimlari asosida kompyuter texnologiyalaridan foydalanib, talabalar faoliyatini loyihalashtiramiz. Kompyuter texnologiyalari talabalarning organik kimyo faniga qiziqishini rivojlantirishga sharoit yaratadi, fanni o'rganishga bo'lgan shaxsiy mo'ljalni belgilab beradi.

Ushbu o'quv yilining birinchi yarmida biz davriy ravishda internet darslarini o'tkazdik. Internet darslarining yangi va qiziqarli shakli **Web-kvestlar** hisoblanadi. Bu o'qitishning mutlaqo yangi usuli bo'lib, unda o'quvchilar faqatgina internetdan ma'lumotlarni yig'ish va tizimlashtirib qolmasdan, oldilariga qo'yilgan aniq vazifalarni hal qiladilar. Bu internet darslarni yanada unumli olib borish sharti hisoblanib, talabalarni ijodiy ishlashga undaydi.

Web-kvestlar – bu o'qitishning faol shakli bo'lib, bir model asosida talabalarning Internet resurslari bilan mustaqil yoki guruhli tarzda ishlashidir.

O'quv modelida axborot resurslaridan foydalanib, quyidagi sur'atlarda mazmunli va ijobiy natijaga erishiladi.

- o'qitish texnologiyasi markazida – talaba turadi;
- o'quv faoliyati asosida – hamkorlik yotadi;
- o'quv jarayonida o'rganuvchining o'rni – faol;
- Istiqbolli maqsadi – motivatsiyani shakllantirish va mustaqil o'rganish qobilyatini rivojlantirish.

Organik kimyoni o'qitishda kompyuter texnologiyalaridan foydalanish bir qator ustunliklarga olib keladi:

1) o'zlashtirish jarayoniga individual va differensial o'tish;
2) qaytar aloqali nazoratni o'rnatish, xatolarni tashxislash va o'quv faoliyati natijalarini baholash;
3) o'z-o'zini nazorat qilish;
4) mustaqil o'qishga tayyorlanish va o'quv materialini o'zlashtirish jarayoniga tayyorlanish;
5) ko'rgazmali materiallar yordamida ma'lumotlarni vizuallashtirish;
6) laboratoriyada imkonsiz bo'lgan jarayonlarni monitor ekranida namoyish etish.

Dars jarayonida kompyuter texnologiyalaridan foydalanib quyidagi natijalarga erishdik:

1) ma'lumotlarni bir vaqtning o'zida bir necha sezgi organlari orqali qabul qilish;
2) mavzularga nisbatan diqqatni faollashtirish;
3) fanga bo'lgan qiziqishning ortishi;
4) ko'rgazmalilik, qiziqarlilik va o'qishning emotsionalligi;
5) jarayonni real holatga yaqin tarzda tushuntirish darajasining o'sishi;
6) materialni bayon qilish sifatining oshishi;
7) darsga ajratilgan vaqtdan samarali foydalanish;
8) talabalarning har tomonlama rivojlanishi;
9) ta'lim sifati va natijaviyligining ortishi.

Xulosa. Shunday qilib, biz fanda innovatsion texnologiyalarni qo'llab, faollanish qobilyati va fanni o'rganish samaradorligini oshirdik. Oxirgi uch yilgi o'qitish natijalarini tahlil qilib quyidagilar haqida gapirishimiz mumkin. Organik kimyo mavzularining o'zlashtirish sifati 2021-2022 yillarda 54% ni, 2022-2023 yillarda 62,5% ni, 2023-2024 o'quv yilning birinchi yarim yilida 70% ni tashkil etdi. Qoniqarli dinamika kuzatildi.

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KIMYO DARSLARINI TASHKIL ETISHDA INTERFAOL METODLARNING AHAMIYATI

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Annotatsiya: Ushbu maqolada kimyo darslarida fanga oid tushuncha, termin va qonuniyatlarnitushuntirish uchun qo'llash mumkin bo'lgan interfaol metodlar hamda ushbu metodlar dars jarayoniga qo'llanilganda samaradorlik natijalari keltirib o'tilgan.

Kalit so'zlar: Interfaol usullar, Konferensiya darsi, Seminar, Aqliy hujum, Muammoli vaziyat, Krosvordlar yechish, Sinkveyn o`yinlari, Modifikatsiyalashgan ta`lim, Improvizatsiya.

KIRISH

Ta`lim tizimining integratsiyalashuvi zamonaviy pedogogik texnologiyalarda yangicha yondoshuv zarurligini taqozo etmoqda. Bu yondoshuvlar o`z navbatida o`quv jarayonining tashkiliy va metodik jihatlariga muayyan ijobiy o`zgarishlar olib kirmoqda, ularning ko`pchiligi pedogogik texnologiya va pedogogik mahorat bilan uzviy bog`liq [1].

Ta`lim tizimida interfaol metodlarni qo'llash, jamiyatda mustaqil fikrlovchi erkin shaxsni shakllantirish, o`zining qadr qimmatini anglaydigan irodasi baquvvat, hayotda aniq maqsadga ega bo`lgan insonlarni tarbiyalashda o'z samarasini ko'rsatadi[2].

Interfaol usullar ta'lim jarayonida qatnashayotgan har bir o'quvchining faolligiga, erkin va mustaqil fikr yuritishga asoslanadi. Bu usullardan foydalanganda bilim olish o'quvchi uchun qiziqarli mashg'ulotga aylanadi. Interfaol usullar qo'llanilganda o'quvchilar o'qituvchilar yordami va hamkorligida mustaqil ishlash ko'nikma va malakalariga ega bo'ladilar.

Interfaol usullarining vazifalarini xuddi shu ma`noda quyidagilar deb belgilashimiz mumkin:

1. O`quvchilarni mustaqil, ijodiy, tanqidiy, mantiqiy fikrlash qobiliyatlarini rivojlantirish va o`rgatish;
2. Muammoli vaziyatlarni hayotiy bilim va ko`nikmalarga tayangan holda anglash va samarali hal etish ko`nikmalarini shakllantirish;
3. Fikrlashga yo`naltirish va o`z fikrlarini asoslangan holda himoyalash;
4. Faollashtirish uchun sharoit yaratish va munosabatlarini bildirish ko`nikmalarini shakllantirish;
5. O`quvchilarni tashkilotchilik va yo`naltiruvchanlikka undash.

Interfaol metodlarning afzalliklariga quyidagilarni keltirishimiz mumkin. Xususan, o`qitish mazmunini o'quvchilar tomonidan yaxshi o`zlashtirishga olib kelishi, o`z vaqtida qayta aloqalarning ya'ni o'quvchilarda biror mavzuga nisbatan tushunmovchilik paydo bo'lganda o'qituvchiga murojaat qila olishini ta`minlanishi, o'qituvchi tomonidan o'tilgan dars tushunchalarni amaliyotda qo`llash uchun sharoitlar yaratilishi; Turli o`qitish usullaribibg taklif etilishi; Motivatsiyaning yuqori darajada bo`lishi; O`tilgan materialning yaxshi eslab qolinishi; Muloqotga kirishish ko`nikmasini takomillashishi; O`z – o`zini baholashning o`sishi;

O`quvchilarning mavzu mazmuniga, o`qitish jarayoniga ijobiy munosabati; O`quvchining mustaqil fikrlay olishi; Tanqidiy va mantiqiy fikrlashni rivojlantirishi; Muammolarni yechish ko`nikmalarining shakllanishi[3].

TAJRIBAVIY QISM

O`qitish jarayonida noan`aviy ta`lim usullardan: "Konferensiya darsi", "Seminar darsi", "Aralash darslar", "O`yinchoqlar yordamida dars o`tish", "Kasbga bog`lab dars o`tish", "Badiiy adabiyotlarni o`rganish va tahlil qilish", "Evrika" (o`ylab top), ta`limning qiziqarli, faol usullaridan: "Kichik va katta guruhlarda ishlash", "Rolli o`yinlar", "Sahna ko`rinishi", "Krosvordlar yechish", "Zakovat savollari", "Test-sinov" topshiriqlari, "Turli tarqatma materiallardan foydalanib dars o`tish", "Sinkveyn o`yinlari"; shuningdek, ta`limning innovatsion (yangi) usullari: "Modifikatsiyalashgan ta`lim", "Improvizatsiya", "Aqliy hujum", "Debat", "Tanqidiy tafakkurni rivojlantiruvchi usul", "Klaster usuli", "Muammoli vaziyat", "Muayyan holat, vaziyatni o`rganish va tahlil qilish", "Har kim, har kimga o`rgatadi", "Nuqtai nazaring bo`lsin", "Multimedia" va boshqalarni qo`llash muhimdir[4].

TAJRIBA NATIJALARI VA ULARNING MUHOKAMASI

Kimyo darslarini avval an'anaviy usulda so'ngra noan'anaviy ya'ni interfaol metodlardan foydalangan holda tashkil etib o'quvchilar o'zlashtirish darajalari solishtirib ko'rildi. Bunda Kattaqo'rg'on shaxar 17-IDUM 8^b-sinf o'quvchilariga 1 oy mobaynida interfaol usullar yordamida sinov darslari o'tkazildi. Bunda sinfdagi o'quvchilarning o'zlashtirish darajalari tahlili e'tiborga olindi.

8^b- sinf o'quvchilar soni 32 nafar bo'lib, bu sinfga interfaol usullardan ya'ni "Konferensiya darsi", "Seminar darsi", "Aqliy hujum", "Muammoli vaziyat" kabi metodlardan foydalanilgan holda dars o'tildi. 1 oy mobaynidagi sinov darslar natijalari tahlil qilib borildi. Va bunda 8^b- sinf o'quvchilarining o'zlashtirish darajalarida sezilarli farq kuzatildi. Quyidagi jadvalda 8^b-sinf o'quvchilarining o'zlashtirish darajalari natijalari keltirilgan

O'quvchilarning o'zlashtiruvchanligi	8^b sinf o'quvchilarining An'anaviy dars o'tilganda o'zlashtirish ko'rsatkichlari	8^b sinf o'quvchilarining interfaol usullarda dars o'tilganda o'zlashtirish ko'rsatkichlari
Qoniqarsiz	6	2
Qoniqarli	9	6
Yaxshi	12	16
A'lo	5	8
Tarbiyalanuvchilar soni	32	32

1-jadval. 8^b sinf o'quvchilari o'zlashtirish ko'rsatkichlari

An'anaviy tarzda dars o'tilgan vaqtda 8^b -sinf o'quvchilari o'zlashtirish darajalariga ko'ra a'lo baxolarga o'qiydigan o'quvchilar butun sinfning 15,625% ini tashkil qilgan bo'lsa, interfaol metodlarni dars jarayoniga qo'llagan holda dars o'tilganda esa 25% ni tashkil qildi.

Bundan tashqari 8^b-sinf o'quvchilarining o'zlashtirish darajasigina o'zgarib qolmasdan, o'quvchilarning fanga va o'tiladigan dars mavzusiga bo'lgan qarashlari o'zgarishi kuzatildi. Sinfda tanqidiy fikrlovchi o'quvchilar soni ortdi.

XULOSA

Kimyo darslarini interfaol metodlardan foydalangan holda o'tganda o'quvchilar ma'lumotlarni faqat o'qibgina qolmay eshitib, ko'rib, bashqalar bilan bahslashgan holda o'zlashtiradi. Bu esa o'quvchilarning mavzuga tanqidiy yondashish ko'nikmalarini oshiradi. Bundan tashqari ijodiy fikrlashga undaydi. 1 oylik tajriba darslarimizdan olingan xulosa shunday bo'ldiki interfaol usullar yordamida dars o'tilganda sinfda a'lo o'quvchilar soni 3 taga, yaxshi baxoga o'qiydigan o'quvchilar soni 4 taga oshdi. Qoniqarli baxoga o'qiydigan o'quvchilar soni 3 taga, qoniqarsiz baxoga o'qiydigan o'quvchilar esa 4 taga kamaydi.

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BIR ZARRACHALI DISKRET SHREDINGER OPERATORINING XOS QIYMATLARI SONI VA JOYLASHGAN O'RNI

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Annotatsiya: Ushbu maqolada Z panjarada $\widehat{v_\tau}, \tau \in R$ potensial yordamida ta'sirlashuvchi bir zarrachali sistema energiya operatoriga mos diskret Shredinger $\widehat{H_\tau} = \widehat{H_0} + \widehat{V_\tau}$ operatorining keng sinfini tadqiq qilish. Bir o'lchamli panjaradagi bir zarrachali $\widehat{H_\tau}$ Shredinger operatori tashqi ta'sir energiyasi $\tau \in R$ parameter orqali berilganda uning $\sigma_{ess}(\widehat{H_\tau})$ muhim spektrdan tashqaridagi xos qiymatlarining aniq soni va joylashgan o'rnini topishga doir teoremalar keltirilgan.**Аннотация:** В данной статье мы изучаем широкий класс дискретных операторов Шредингера $\widehat{H_\tau} = \widehat{H_0} + \widehat{V_\tau}$ соответствующих оператору энергии одночастичной системы, действующему на решетке Z $\widehat{v_\tau}, \tau \in R$ с использованием потенциала. Теоремы о нахождении точного числа и расположения его собственных значений $\sigma_{ess}(\widehat{H_\tau})$ вне критического спектра, когда одночастичный $\widehat{H_\tau}$ оператор Шредингера на одномерной решетке задается параметром $\tau \in R$.

Abstract: In this article, we study a wide class of discrete Schrödinger $\widehat{H_\tau} = \widehat{H_0} + \widehat{V_\tau}$ operator corresponding to the energy operator of a one-particle system acting on the lattice Z $\widehat{v_\tau}, \tau \in R$ using a potential. Theorems for finding the exact number and location of its eigenvalues $\sigma_{ess}(\widehat{H_\tau})$ outside the critical spectrum when the one-particle $\widehat{H_\tau}$ Schrödinger operator on a one-dimensional lattice is given by the parameter $\tau \in R$.

Kaliq so'zlar: Operator, panjara, xos qiymat, spektr, potensial energiya.
Ключевые слова: Оператор, решетка, собственное значение, спектр, потенциальная энергия.
Key words: Operator, lattice, eigenvalue, spectrum, potential energy.

KIRISH

Bir zarrachali diskret Shro'dinger operatorining koordinata tasviri.

Faraz qilaylik, Z-bir o'lchamli panjara va $(l)^2(Z)$ kvadrati bilan jamlanuvchi funksiyalarlarning Hilbert fazosi hamda $l^{2,e}(Z)Cl^2(Z)$ kvadrati bilan jamlanuvchi juft funksiyalarning qism fazosi bo'lsin. Ya'ni

$\forall \hat{f} \in l^{2,e}(Z)$ uchun $\hat{f}(x) = \hat{f}(-x)$ $x \in Z$ tenglik o'rinli bo'lsin.

Bir zarrachali diskret Shredinger operatori $\widehat{H_\tau}$ $l^{2,e}(Z)$ fazoda quyidagicha aniqlanadi:

$$\widehat{H_\tau} = \widehat{H_0} + \widehat{V_\tau} \qquad (1)$$

Bu yerda $\widehat{H_0}$ o'rama tipidagi operator bo'lib,u quyidagicha aniqlangan:

$$(\widehat{H_0}\hat{f})(x) = \sum_{S\in Z} \hat{\varepsilon}(S)\hat{f}(x+S), \hat{f} \in l^{2,e}(Z) \qquad (2)$$

$$(\widehat{V_\tau}\hat{f})(x) = \widehat{v_\tau}\hat{f}(x), \quad \hat{f} \in l^{2,e}(Z) \qquad (3)$$

Bu yerda $\hat{\varepsilon}(S)$ va $\widehat{v_\tau}(S)$ funksiyalar Z panjarada quyidagicha aniqlangan bo'lsin:

$$\hat{\varepsilon}(S) = \begin{cases} 1, |S| = 0 \\ -\frac{1}{2}, |S| = 1 \\ 0, |S| > 1 \end{cases} \text{ va } \qquad \widehat{v_\tau}(S) = \begin{cases} \tau, |S| = 2 \\ 0, |S| \neq 2 \end{cases}$$

1-Lemma: $\widehat{H_\tau}$ operator $l^{2,e}(Z)$da chiziqli chegaralangan va o'z-o'ziga qo'shma operatordir.

Bir zarrachali diskret Shro'dinger operatorining impuls tasviri.

Faraz qilaylik , T bir o'lchamli tor bo'lsin , ya'ni $(-\pi;\pi]$ – qarama -qarshi chegaralari bitta nuqtani ifodalovchi kub , va $L^2(T)$, T da kvadrati bilan integrallanuvchi funksiyalarning Hilbert fazosi bo'lsin hamda $L^{2,e}(T)$ T da kvadrati bilan integrallanuvchi funksiyalarning qism fazosi bo'lsin.

Faraz qilaylik, F:$l^{2,e}(Z) \to L^{2,e}(T), (F\hat{f})(p) = \frac{1}{\sqrt{2\pi}}\sum_{S\in Z} e^{i(p,x)}\hat{f}(x)$

Odatdagi Furye almashtirishi va F^{-1} esa unga teskari akslantirish bo'lsin:

$$F^{-1}: L^{2,e}(T) \to l^{2,e}(Z), \quad (F^{-1}f)(x) = \frac{1}{\sqrt{2\pi}}\int_T e^{-i(p,x)} f(p)dp$$

Ushbu Furye almashtirishi yordamida $H_\tau = F\widehat{H_\tau}F^{-1}$ Shro'dinger operatorining $L^{2,e}(T)$ fazodagi impuls tasvirini quyidagicha aniqlaymiz:

$H_\tau = H_0 + V_\tau$

Bu yerda $H_0 = F\widehat{H}_0F^{-1}$ operator funksiyaga ko'paytirish operatori sifatida aniqlanadi:

$(H_0f)(p) = (F\widehat{H}_0F^{-1}f)(p) = \frac{1}{\sqrt{2\pi}}\sum_{S\in Z} e^{i(p,S)}\,(\widehat{H}_0\hat{f})(S) = \frac{1}{\sqrt{2\pi}}\sum_{S\in Z} e^{i(p,S)}$

$\sum_{x\in Z}\hat{\varepsilon}(x)\hat{f}(S+x) =$

S+x=t $\to$ x=t-S belgilash kiritsak,

$$= \frac{1}{\sqrt{2\pi}}\sum_{S\in Z} e^{i(p,S)}\sum_{t\in Z}\hat{\varepsilon}(t-S) = \frac{1}{\sqrt{2\pi}}\sum_{S\in Z} e^{i(p,S)}\sum_{S\in Z}\hat{\varepsilon}(S-t)\hat{f}(S) =$$

$$\frac{1}{\sqrt{2\pi}}\sum_{S\in Z} e^{i(p,S)}\left[\hat{f}(S) - \frac{1}{2}\hat{f}(S+1) - \frac{1}{2}\hat{f}(S-1)\right] = \frac{1}{\sqrt{2\pi}}\sum_{S\in Z} e^{i(p,S)}\hat{f}(S) -$$

$$-\frac{1}{\sqrt{2\pi}}\cdot\frac{1}{2}\sum_{S\in Z} e^{i(p,S)}f(z)e^{-ip} - \frac{1}{2\sqrt{2\pi}}\sum_{S\in Z} e^{ipS}f(z_1)e^{ip} = f(p) - \frac{1}{2}e^{-ip}f(p) -$$

$$-\frac{1}{2}e^{ip}f(p) = f(p)\left(1 - \frac{e^{ip}}{2} - \frac{e^{-ip}}{2}\right) = f(p)(1-\cos p) = \varepsilon(p)f(p)$$

Demak,$(H_0f)(p) = \varepsilon(p)f(p), \varepsilon(p) = 1-\cos p$ ekan.

Yuqoridagi kabi , $(V_\tau f)(p) = \left(F\widehat{V}_\tau F^{-1}f\right)(p) = \left(F\widehat{V}_\tau\hat{f}\right)(p) = \frac{1}{\sqrt{2\pi}}\sum_{S\in Z} e^{ipS}$

$$\widehat{V}_\tau(S)\hat{f}(S) = \frac{1}{i\sqrt{2\pi}}e^{2pi}\tau\hat{f}(2) + \frac{1}{\sqrt{2\pi}}e^{-2pi}\tau\hat{f}(-2) = \frac{\tau}{2\pi}\int_T e^{(2p-2q)}f(q)dq +$$

$$+\frac{\tau}{2\pi}\int_T e^{-(2p-2q)}f(q)dq = \frac{\tau}{2\pi}\int_T (e^{(2p-2q)i} + e^{-(2p-2q)i})f(q)dq =$$

$$= \frac{\tau}{\pi}\int_T \cos 2q \cos 2p\, f(q)dq$$ operatorga ega bo'lamiz.

Demak, $(V_\tau f)(p) = \frac{\tau}{\pi}\cos 2p \int_T \cos 2q\, dq$ ekan.

H_τ operatorning xos qiymatlari soni va ularning joylashgan o'rni.

$H_\tau, \tau \in R$ operatorning muhim spektri.

H_0 operator T da aniqlangan uzluksiz haqiqiy qiymatli $\varepsilon(p)$ funksiyaga ko'paytirish operatori bo'lganligi uchun uning spektri faqat muhim spektrdan iborat bo'ladi:

$$\sigma(H_0) = \sigma_{ess}(H_0) = [\varepsilon_{min}(p); \varepsilon_{max}(p)]$$

Bu yerda

$$\varepsilon_{min}(p) = \min_{p\in T}\varepsilon(p) = 0 \quad \varepsilon_{max}(p) = \max_{p\in T}\varepsilon(p) = 2$$

Qo'zg'alish operatori V_τ ning rangi ko'pi bilan birga teng bo'lganligi uchun Weyl teoremasiga ko'ra H_τ operatorning $\sigma_{ess}(H_0)$muhim spektri H_0 operatorning $\sigma_{ess}(H_0)$ muhim spektori bilan ustma – ust tushadi, ya'ni:

$$\sigma_{ess}(H_\tau) = \sigma_{ess}(H_0) \qquad (4)$$

$H_\tau, \tau \in$R operatorga mos Fredgolm determinant.

Faraz qilaylik,$\tau \in R$ uchun $z \in C\backslash[\varepsilon_{min}(p); \varepsilon_{max}(p)]$ soni H_τ operatorning xos

qiymati bo'lsin,ya'ni:

$$H_\tau f = zf$$

Tenglama $L^{2,e}(T)$da noldan farqli yechimga ega bo'lsin. U holda quyidagi munosabatlar o'rinli:

$$\varepsilon(p)f(p) + \frac{1}{\pi}\cos 2p \int_T \cos 2q f(q)dq = zf(p)$$

$$f(p) = \frac{\frac{\tau}{\pi}\cos 2p \int_T \cos 2q f(q)dq}{z - \varepsilon(p)}$$

$$\alpha = \int_T \cos 2q f(q)dq \rightarrow f(p) = \frac{\alpha\tau}{\pi}\frac{\cos 2p}{z - \varepsilon(p)}$$

Ushbu funsiya $z \in C\backslash[0;2]$ xos qiymatga mos xos funksiya bo'ladi.

$\alpha \neq 0$ ekanligini hisobga olsak,

$$\alpha = \int_T \cos 2q \frac{\alpha\tau}{\pi}\frac{\cos 2q}{z - \varepsilon(q)}dq = \frac{\alpha\tau}{\pi}\int_T \frac{\cos^2 2q}{z - \varepsilon(q)}dq ; \alpha\left(1 - \frac{\tau}{\pi}\int_T \frac{\cos^2 2q}{z - \varepsilon(q)}dq\right) \rightarrow$$

$$\rightarrow 1 - \frac{\tau}{\pi}\int_T \frac{\cos^2 2q}{z - \varepsilon(q)} = 0.$$

yoki

$$\Delta(\tau,z)=1+\frac{\tau}{\pi}\int_T \frac{\cos^2 2q}{\varepsilon(q)-z}dq \qquad (5)$$

(5) tenglik bilan aniqlanuvchi ifodaga $H_\tau, \tau\in R$ operatorga mos Fredgolm determinanti deyiladi.

2-Lemma. Ixtiyoriy $\tau\in R$ uchun $z\in C[0;2]$ soni H_τ operatorning xos qiymati bo'lishi uchun

$\Delta(\tau,z)=0$

bo'lishi zarur va yetarli.

3-Lemma. $a(z)=\frac{1}{\pi}\int_T \frac{\cos^2 2q}{\varepsilon(q)-z}dq$ funksiya

(i) C\[0,2]da regulyar bo'ladi.

(ii) $(2,+\infty)$ oraliqda manfiy monoton o'suvchi bo'ladi.

(iii) $(-\infty,0)$ oraliqda musbat monoton o'suvchi bo'ladi.

Isbot.(i) $a(z)$ funksiyaning C\[0,2]da regulyar ekanligi bu funksiyaning berilishidan ravshan.

(ii) berilgan a(z)=$\frac{1}{\pi}\int_T \frac{\cos^2 2q}{\varepsilon(q)-z}dq$ funksiya $z\in(2,+\infty)$ bo'lganligi uchun ushbu oraliqda manfiy bo'ladi. $a(z)$ funksiyaning z bo'yicha olingan hosilasidan ko'rinadiki $(2,+\infty)$ oraliqda monoton o'suvchi bo'ladi.

(iii) tasdiq ham huddi shunday shu tarzda ko'rsatiladi.

4-Lemma. $a(z)$ funksiya uchun $\varepsilon_{min}(q)$ nuqtaning chapida assimptotik yoyilmani quyidagicha olamiz :

$$a(z)=-4\pi(z-1)-8\pi(z-1)^3+2((z-1)^2-1)^2\left(-\frac{\pi}{\sqrt{2}}(-z)^{-\frac{1}{2}}+o(-z)^{\frac{1}{2}}\right) z\to 0-$$

hamda $\varepsilon_{max}(q)$ nuqtaning o'ngida quyidagicha :

$$a(z)=-4\pi(z-1)-8\pi(z-1)^3+2((z-1)^2-1)^2\left(\frac{\pi}{\sqrt{2}}(z-2)^{-\frac{1}{2}}+o(z-2)^{\frac{1}{2}}\right) z\to 2+$$

shuningdek, $\forall\tau\in R$ lar uchun

$$\lim_{z\to+\infty}\Delta(\tau,z)=1$$

ga ega bo'lamiz.

Teorema: Ixtiyoriy $\tau\neq 0$ lar uchun H_τ operator yagona xos qiymatga ega:
Agar $\tau>0$ bo'lsa, $z^+(\tau)$, xos qiymat $(\varepsilon_{max}(q),+\infty)$ oraliqda yotadi ;
Agar $\tau<0$ bo'lsa, $z^-(\tau)$ xos qiymat $(-\infty;\varepsilon_{min}(q))$ oraliqda yotadi.

Isbot: Ixtiyoriy $\tau>0$ uchun H_τ operatorga mos Fredgolm determinantining ko'rinishi quyidagicha bo'ladi :

$$\Delta(\tau,z)=1+\tau a(z)$$

bundan kelib chiqadiki : $\lim_{z\to+\infty}\Delta(\tau,z)=1$

Ikkinchi tomondan $\Delta(\tau,z)$ funksiya z bo'yicha $(\varepsilon_{max}(q),+\infty)$ oraliqda uzluksiz va monoton o'suvchi. Shuning bilan birga

$$\lim_{z\to\varepsilon_{max}(q)}\Delta(\tau,z)=-\infty$$

Demak $\Delta(\tau, z)$Fredgolm determinantining $(\varepsilon_{max}(q), +\infty)$ oraliqda yagona noli mavjud va bundan kelib chiqadiki H_τ operator $(\varepsilon_{max}(q), +\infty)$ oraliqda yagona $z^+(\tau)$ xos qiymatga ega bo'ladi.

Ixtiyoriy $\tau < 0$ uchun H_τ operatorga mos Fredgolm determinant

$$\Delta(\tau, z) = 1 + \tau\, a(z) \text{ ko'rinishda bo'ladi.}$$

bundan ko'rinadiki

$$\lim_{z \to -\infty} \Delta(\tau, z) = 1$$

Ikkinchi tomondan $\Delta(\tau, z)$ funksiya z bo'yicha $(-\infty, \varepsilon_{min}(q))$ oraliqda uzluksiz va monoton o'suvchi

Shuning bilan birga

$$\lim_{z \to \varepsilon_{min}(q)} \Delta(\tau, z) = -\infty$$

Demak,$\Delta(\tau, z)$Fredgolm determinantining $(-\infty, \varepsilon_{min}(q))$ oraliqda yagona noli mavjud va bundan kelib chiqadiki , H_τ operator $(-\infty, \varepsilon_{min}(q))$ oraliqda yagona $z^-(\tau)$ xos qiymatga ega bo'ladi .

XULOSA

Ushbu maqolada bir o'lchamli panjara Z da $\widehat{V_\tau}$ potensial maydonda tasirlashuvchi bir zarrachali $\widehat{H_\tau} = \widehat{H_0} + \widehat{V_\tau}$ Shredinger operatorining $\sigma_{ess}(\widehat{H_\tau})$ muhim spektridan tashqaridagi xos qiymatlarining aniq soni va joylashgan o'rnini ta'sir energiyasi $\tau \in R$ parametrga bog'liq ravishda topishga doir lemma va teoremalar isbotlangan.

Maqolaning natijalarini olishda funksional analiz, matematik analiz, kompleks o'zgaruvchining funksiyalari nazariyasi, chiziqli operatorlar spektral nazariyasi fanlari metodlaridan, hamda Fredgolm determinantidan foydalanilgan.

Ushbu maqolada olingan natijalar ilmiy xarakterga ega bo'lib, bu natijalar Shredinger operatorlarining spektral nazariyasiga qo'shilgan hissa bo'ladi. Maqolada olingan natijalardan talabalar, magistrantlar va ilmiy xodimlar kvant mexanikasi va qattiq jismlar fizikasidagi ba'zi masalalarni yechishda foydalanishlari mumkin.

FOYDALANILGAN ADABIYOTLAR.

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QISHLOQ XO‘JALIGIDAGI MUAMMOLARNI YECHIMINI TOPISHDA "LAMINARIYA" SUV O‘TINING AMALIY AHAMIYATI VA FOYDALI HUSUSIYATLARI.

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Annotatsiya Ushbu maqolada suvo‘tlari orasida amaliy ahamiyati beqiyosbo‘lgan Laminariya suvo‘tining hujayrasining tuzilishi, tallom, oziqlanishi, ko‘payishi, ka'bi ma'lumotlar hamda laminariya suvo‘tining turlar soni ko‘pligi tufayli oziq- ovqat, tibbiyot, kimyo, energetika va texnologiyalar yana bir qancha ko‘plab sohalardagi amaliy ahamiyati yoritib berilgan. Ishning maqsadi-qishloq xo‘jaligidagi muammolarni yechimini topishda "Laminariya" suv o‘tining amaliy ahamiyati va foydali hususiyatlarini o'rganishdan iborat. Qishloq xo‘jaligidagi muammolarni yechimini topishda "Laminariya" suv o‘tining amaliy ahamiyati va foydali hususiyatlari o'rganildi.

Kalit so‘zi: Laminariya, tallom, sporofit, gametofit, fotosintez, polisaxaridlar, algin, zigospora, mezofill, vitaminlar, rizoid.

KIRISH

9-dekabr kuni Toshkentda Qishloq xo‘jaligi xodimlari kuniga bag‘ishlangan tantanali yig‘ilish bo‘lib o‘tdi[1]. Unda Prezident Shavkat Mirziyoyev so'zga chiqdi, deya xabar qildi davlat rahbari matbuot xizmati. Prezident barcha yig'ilganlarni O'zbekistonda birinchi marotaba nishonlanayotgan Qishloq xo'jaligi xodimlari kuni bayrami bilan muborakbod etdi. U o'z nutqida sohada erishilgan qator yutuqlarni sanab o'tdi, shundan so'ng kamchiliklarga to'xtalib o'tdi. Respublikada 160 mingdan ortiq fermer xo'jaligi faoliyat ko'rsatmoqda. Ko'p tarmoqli fermer xo'jaliklari 45 foizga ko'payib, ularning soni 75 mingtaga yetdi. Joriy yil mamlakatimizda 8,377 million tonna g'alla, 2,93 million tonnadan ziyod paxta, 12,45 ming tonna pilla, 318 ming tonna sholi, 23 million tonna meva-sabzavot, 13 million tonna go'sht va sut mahsulotlari yetishtirildi. Birinchi marta shafran ekish yo'lga qo'yildi, soya ekish kengaydi. Qishloq xoЭjaligi mahsulotlarining 132 ming tonnasi qayta ishlanib, 100 million dollarlik tayyor mahsulot eksport qilindi. Shu jumladan Laminariya suv o‘tlari ham oziq - ovqat va yem hashak sifatida keng laminariya suv o‘ti qishloq xo‘jaligida asosiy oqsilga boy ozuqa manbai hisoblanadi.



Laminariya suv o‘tlarning jigarrang rangi boshqa pigmentlarni, xlorofill a va c (xlorofill b yo‘q), beta-karotin va boshqa ksantofillarni yashiradigan ksantofantin pigmentining ustunligi bilan bog‘liq. Oziq-ovqat sifatida zaxiralar holida odatda murakkab polisaxaridlar, shakar va oliy spirtlardan iborat. Uglevodlarning asosiy zaxirasi sifatida laminarin moddasi to‘planadi, haqiqiy kraxmal esa laminariya suv o‘tida uchramaydi. Hujayra qobig‘i sellyuloza va algin kislotasida va uzun zanjirli geteropolisaxariddan tuzilgan hisoblanadi. Ma'lum bir kletkali yoki kolonial vakillari uchramaydi.O‘simlikning eng oddiy shakli — shoxsimon, ipsimon tallomlar uchraydi. Laminariya suvo‘tlarining eng yirik vakillari (uzunligi 70 m gacha) va ehtimol eng murakkab qo‘ng‘ir suvo‘tlar hisoblanadi va ularning to‘qimalari o‘tkazuvchi to‘qimaga ichki differensiatsiyaga ega bo‘lgan yagona suvo‘tlar hisoblanadi. Qo‘ng‘ir suvo‘tlarning 2000 ga

yaqin turi bor. Umuman olganda, qo‘ng‘ir suvo‘tlar kattaroq va ko‘proq turlarga ega Laminariya (Laminaria) turkumi turlari Shimoliy dengizlarda, ayniqsa tinch okeanida keng tarqalgan.



Laminariya sporofitlari ko‘p yillik bo‘lib, uzunligi bir necha metrga yetadigan,ovalsimon, tasmasimon yoki lansetsimon ,plastinkasining qirralari silliq yoki to‘lqinsimon bo‘ladi.Poyasi uzun, ancha ingichka, silindrsimon bo‘lib,tallomni substratga biriktiruvchi rizoidlar to‘plami bilan tugaydi.Poyasi va rizoidlari,plastinkasi shu vaqtgacha nobud bo‘ladi va bahorda yana hosil bo‘ladi. Bir hujayrali sporangiya plastinkasining kortikal hujayralaridan plastinka bo‘ylab joylashgan guruhlarda (sorus) hosil bo‘ladi.Sporangiyadan chiqqandan keyin zoosporalar substratga joylashib, erkak va urg‘ochi gametofitlar hosil qiladi.

Kuzatish metodi:O‘zbekistonda uchraydigan qandli laminariya sarg‘ish-jigarrang dengiz o‘ti bo‘lib, Osiyoda keng tarqalgan va juda ko‘p iste’mol qilinadigan suv o‘tlari sirasiga kiradi va Amerika Qo‘shma Shtatlarida tola, vitaminlar va minerallarga boy to‘yimli oziq-ovqat sifatida tobora ommalashib bormoqda. Shakar laminariyasi oziq-ovqatdan tortib potentsial bioyoqilg'igacha bo'lgan turli maqsadlar uchun ko'payib borayotgan savdo fermalari tomonidan yetishtiriladi va yig'iladi. Laminariya - Atlantika va Tinch okeanlarining sovuq suvli qirg'oqlarida joylashgan 30 ga yaqin jigarrang suv o'tlari (Laminariaceae oilasi) jinsi. Laminariya turlari, ba'zan chalkashliklar deb ataladi, keng, o'rmonga o'xshash kelp to'shaklarini hosil qilishi va ko'plab baliq va umurtqasiz hayvonlarning yashash joyini ta'minlashi mumkin. Ba'zi turlar yovvoyi tabiatdan, ayniqsa Yaponiya, Koreya va Xitoyning kabi davlatlarning tosh qirg'oqlarida to'planadi, ular go'sht yoki baliq bilan iste'mol qilinishi yoki sho'rvalarga qo'shilib iste’mol qilinishi mumkin. Quritilgan dengiz o'tlarining yupqa tayoqchalaridan iborat kelp tayoqlari akusherlikda ishlatiladi. Kelp turlari uzun, tekis pichoqlarga ega va odatda uzunligi 1 dan 3 metrgacha (3,3 dan 9,9 futgacha) yetadi. Stip (birlamchi poya) quruqlikdagi o'simliklarning poyasiga o'xshaydi, egiluvchan va biroz elastik. Diploid sporofit bu suv o'tlarining hayot aylanishining dominant bosqichidir. Gaploid gametofit ipsimon va asosan ajratilmagan. Dengiz o'simliklarining ba'zi turlarida gaz bilan to'ldirilgan pufakchalar (pnevmatocistalar) mavjud bo'lib, ular o'simlik qatlamining fotosintez qiluvchi qismlarini suv yuzida yoki uning yaqinida suzib turadi. Bir vaqtlar yod va potashning asosiy manbai bo'lgan jigarrang laminariya turkumi vakillari hali ham non pishirish sanoati va muzqaymoq ishlab chiqarishda barqarorlashtiruvchi sifatida ishlatiladigan kolloid jel - komalginning muhim manbai bo'lib qolmoqda. Ba'zi turlari shuningdek o'g'it sifatida ishlatiladi, ba'zilari esa Sharqiy Osiyo va boshqa mamlakatlarda sabzavot sifatida iste'mol qilinadi . Laminariya suv o‘tlari , dengiz sohillari bo'ylab o'sadigan qizil, yashil yoki jigarrang dengiz o'simliklari hisoblanadi. Ushbu jinsning tarqalishi cheklangan, chunki u faqat 18 - 20 ° C (64,4 68 ° F) dan past haroratda ko'payadi. Laminaria Laminariales (laminariya) otryadiga mansub 31 turdan iborat bo'lgan ko'k dengiz o'simliklarining turi bo'lib, Atlantik okeanining shimoliy qismida va Tinch okeanining shimoliy qismida o'sadi. Iqtisodiy jihatdan muhim bo'lgan bu laminariya suv o‘tining uzun tallom plastinkalari va nisbatan katta o'lchamlari mavjud. Ba'zi turlar Iblisning ustki kiyimlari deb nomlanadi, chunki ularning shakli yoki dengizdagi to'rtburchaklar ko‘rinishida bo‘ladi chunki ularda plastinkalari mavjud . Laminariyalar ko'plab baliqlar va umurtqasizlarning yashash

muhiti hisoblanadi. Laminariyning hayotiy sikli futusdan farqli o‘laroq , nasllarning geteromorfik navbatlanishiga ega . Meyozda erkak va urg‘ochi zoosporalar alohida hosil bo'ladi, so'ngra sperma va tuxum hujayralar gametofitlarga aylanadi. Tuxum hujayralari spermasi bilan urug'lantirilgunga qadar tinim davrini o‘taydi. Laminariyaning eng ko'p ko'rinadigan shakli uning sporfit fazasidir, bu tayanch , tallom va plastinkalardan iborat tuzilmadir. Garchi u o'z vaqtini asosan sporofit fazasida o'tkazsa-da, u sporofit fazasi va uning mikroskopik gametofit fazasi o'rtasida almashadi. Tarix Laminariya Xitoyga 1920-yillarning oxirida Yaponiyaning Hokkaido shahridan kelgan. Bir paytlar Xitoyda laminariya ko'proq sanoat miqyosida yetishtirilgan. Sariq dengizning shimoliy qirg'og'idagi Dalyanning toshli qirg'oqlari sovuq suvlari bilan birgalikda ushbu turlarning o'sishi uchun ajoyib sharoitlarni yaratdi. Laminariya oziq-ovqat uchun yig'ildi va 1949 yilda 40,3 tonna mahsulot olingan. Laminariyaning hayot kechirishi uchun sovuq suv kerak bo'ladi va ular faqat 36° Shimoliy kenglikdan yuqorida yashay olishadi. 1949-yilda Xitoyliklar tijorat maqsadlarida laminariyani yetishtirishni boshlashdi. Laminariya yetishtirish hali ham Xitoy uchun yirik ishlab chiqarish hisoblanadi. Biroq , 1980-yillardan boshlab , yangi marikultur texnologiyalari tufayli ishlab chiqarish pasayib ketdi . Qishloq xo ' jaligini yuritish usullari Laminariya odatda suzish usulida o'stiriladi, bu usulda laminariyaning yosh sporofitlari suvga tushganida arqonlarga biriktirilgan. Ushbu arqonlar so'ngra suzish panjalariga biriktirilgan. Qirg'oqlari qoya bo'lgan mintaqalarda qolishni afzal ko'rish, bu laminariyaga yopishishga imkon beradi. Ochiq okeanlarda ko'pincha topilmaydigan himoyani beradi. Umurtqasizlar suv o'simliklari orasida yashaydigan organizmlardan faqat bittasi. Dengiz chigirtkalari va boshqa umurtqasizlar laminariya plastinkalari (barglari) bilan oziqlanadi . Boshqa organizmlar, masalan, dengiz o'tlari, suvoqlarni o'ldira oladigan tayanchlar bilan oziqlanadi. Shimoliy Amerikaning Tinch okeani sohilida yashovchi qizil dengiz o'tlari, agar kalanalar o'tlar bilan boshqarilmasa, algalarni, shu jumladan laminariyani yo'q qilishi mumkin. Coelopa pilipes singari turlar, qirg'oqqa tashlanganda laminariya bilan oziqlanadi va tuxum qo'yadi.

Xulosa

Xulosa qilib aytadigan bo‘lsak qishloq xo‘jaligi sohasida laminariya suv o‘tining o‘rni beqiyosdir. Laminariya suv o‘ti qishloq xo‘jaligi mahsulotlarini yetishtirishda juda katta ahamiyat kasb etadi. Laminariya suv o‘ti oqsilga boy ozuqa hisoblanadi. Faqatgina bu hususiyat bilan cheklanib qolmasdan tibbiyotda katta ahamiyat kasb etadi. Tarkibida juda ko‘plab vitaminlar uchraydi, shuning uchun ham insonlar uchun foydali ozuqa hisoblanadi. Tehnologiya, tibbiyot, kosmetika, kimyo shu ka'bi bir qancha sohalarda laminariya suv o‘tining o‘rni beqiyos. Laminariya nisbatan nodir yod elementining manbai hisoblanadi. Odatda, tayyorlangan qismlar, ko‘pincha laminariya pishirilgandan so‘ng darhol bulon yoki suvda iste’mol qilinadi yoki quritilgandan keyin iste’mol qilinadi. Tijorat etishtirishning katta qismi qator sanoat qo‘llanmalarida foydalaniladigan algin, yod va mannitga to‘g‘ri keladi. Laminariya – oziq-ovqat mahsulotlari, ximikat va energiya ishlab chiqarish uchun etishtiriladigan besh makro o‘tkazgichdan biri. Ushbu besh o‘tkazgich etishtirilayotgan mahsulotlarning umumiy tonnasining 76 foizi to‘g‘ri keladi. Laminariya yoqishda yuqori bo‘lganligi sababli qayta tiklanadigan energiya manbasi sifatida kam istiqbolli.

Laminariya tarkibida suv yuqori miqdorda bo’lganligi sababli ulardan to‘g‘ri foydalanishdan oldin ularni quritish uchun ko‘p energiya talab qilinadi. Bugungi kunda laminariydan energiya olishning eng istiqbolli usuli bo‘lgan anaerobni ajratish bo‘yicha qo‘shimcha tadqiqotlar olib borilmoqda. Laminariyning boshqa qirg‘oq sug‘org‘ichlar bilan birga, og‘ir metallarn o‘ziga yutish qobiliyati ulardan oqim suvlardan og‘ir metalllarni olib tashlash uchun foydalanish choralari ko‘rilmoqda.

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11 NING DARAJALARINI HISOBLASH QONUNIYATI

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ANNOTATSIYA. Ushbu maqolada 11 sonining ixtiyoriy darajasini hisoblash qonuniyatini keltirilgan, bu qonuniyat Nyuton binomini va Paskal uchburchagini mukammal tushunishga imkon beradi. Maqolaning maqsadi maktab va oliy ta'lim muassasasi ta'lim oluvchilariga Nyuton binomi va Paskal uchburchagining ayrim matematik misollarga tatbiqini ko'rib chiqishdan iborat.

Kalit so'zlar: Nyuton binomi, Paskal uchburchagi, Gruppalash, Zig-zag metodi.

ANNOTATION. This article presents a rule of thumb for calculating an arbitrary power of 11, which allows you to perfectly understand Newton's binomial and Pascal's triangle. The purpose of the article is to consider the application of Newton's construction and Pascal's triangle to some mathematical examples for schoolchildren and students.

Key words: Newton's binomial, Pascal's triangle, grouping, zigzag method.

АННОТАЦИЯ. В этой статье представлено эмпирическое правило расчета произвольной степени 11, которое позволяет идеально понять бином Ньютона и треугольник Паскаля. Цель статьи – рассмотреть применение конструкции Ньютона и треугольника Паскаля к некоторым математическим примерам для школьников и студентов.

Ключевые слова: бином Ньютона, треугольник Паскаля, группировка, метод зигзаг.

Kirish. Berilgan sonning ixtiyoriy ayrim qiymatlardagi darajalarini hisoblash uchun matematik kalkulyatordan yoki maxsus hisoblash dasturlardan foydalanamiz. Berilgan sonning ixtiyoriy darajasini hisoblash qonuniyatini aniqlash mushkul. Lekin shunday bo'lsada, 11 sonining ixtiyoriy darajasini hisoblash Paskal uchburchagi, Nyuton binomi koeffitsiyenti orasida bog'lanish mavjuddir.

Maktab kursidan qisqa ko'paytirish qoidalari bilan tanishmiz, masalan ikkita sonning yig'indisining kvadrati

$$(a+b)^2 = a^2 + 2ab + b^2$$

yoki ikkita sonning yig'indisining kubi

$$(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$$

kabi masalalarda a va b lar oldidagi koeffitsiyentlarni topish masalasi kelib chiqadi.

Koeffitsiyentlarni topish usulini fransuz matematigi B.Paskal (1623-1662) fanga kiritgan, hozirda bu koeffitsiyentlar Nyuton binomi koeffitsiyentlari yoki Paskal uchburchagi elementlari deb yuritiladi[1-4]:

1	$n = 0$ da
1 1	$n = 1$ da
1 2 1	$n = 2$ da

$$1\ 3\ 3\ 1 \qquad n = 3\ da$$
$$1\ 4\ 6\ 4\ 1 \qquad n = 4\ da$$
$$1\ 5\ 10\ 10\ 5\ 1 \qquad n = 5\ da$$
$$\dots\ \dots\ \dots\ \dots\ \dots\ \dots\ \dots\ \dots\ \dots\ \dots\ \dots\ \dots$$

n soni yetarlicha katta bo'lganda, Paskal uchburchagini tashkil qiluvchilarini yozish qiyinlik tug'diradi, bunda $(a+b)^n$ yoyilmadagi C_n^m ifodani Nyuton binomi koeffitsiyentlari orqali tasvirlash qulaydir, ya'ni

$$C_0^0$$
$$C_1^0\ \ C_1^1$$
$$C_2^0\ \ C_2^1\ \ C_2^2$$
$$C_3^0\ \ C_3^1\ \ C_3^2\ \ C_3^3$$
$$C_4^0\ \ C_4^1\ \ C_4^2\ \ C_4^3\ \ C_4^4$$
$$C_5^0\ \ C_5^1\ \ C_5^2\ \ C_5^3\ \ C_5^4\ \ C_5^5$$
$$\dots\ \dots\ \dots\ \dots\ \dots\ \dots\ \dots\ \dots\ \dots\ \dots$$

Masalaning qo`yilishi va yechish usullari. Yuqorida tahlili keltirilgan [1]-[4] ishlardan farqli ravishda Paskal uchburchagi va Nyuton binomi koeffitsiyentidan foydalanib, $11^n\ \ (n \in N \cup \{0\})$ ifodaning qiymatini hisoblash formulasini keltirib chiqaramiz.

Paskal uchburchagi qatoridagi binomial koeffitsiyentlarning qiymati bir xonali sonlardan iborat bo'lgan holatidagi uchun ularni yonma-yon yozish orqali 11 sonining 4-darajasigacha topish oson:

$n = 0\ uchun\ \ 11^0 = 1 \qquad C_0^0 = 1$
$n = 1\ uchun\ \ 11^1 = 11 \qquad C_1^0 = 1,\ C_1^1 = 1$
$n = 2\ uchun\ \ 11^2 = 121 \quad C_2^0 = 1,\ C_2^1 = 2,\ C_2^2 = 1$
$n = 3\ uchun\ \ 11^3 = 1331 \quad C_3^0 = 1,\ C_3^1 = 3,\ C_3^2 = 3,\ C_3^3 = 1$
$n = 4\ uchun\ 11^4 = 14641 \quad C_4^0 = 1,\ C_4^1 = 4,\ C_4^2 = 6,\ C_4^3 = 4,\ C_4^4 = 1$

Endi 11 darajasi $n = 5$ hol uchun Paskal uchburchagi qatoridagi elementlari orasida bir xonali sonlardan yuqori xonali sonlar mavjud bo'lganligi uchun hadlar quyidagi qonuniyatni keltiramiz va uni **"Zig-zag" usuli** deb nomlab, uni shartli ravishda quyidagicha ta'riflaymiz.

Ta'rif. $C_n^m\ (m = \overline{0,n},\ n \in N)$ sonlarini $(n+1) \times (n+1)$ o`lchamli jadvalga yuqori o`ng qismidan pastga diagonal bo`yicha joylashtirish berilgan sonlarni "Zig-zag" usulida joylashtirish deyiladi va quyidagicha shaklda tasvirlanadi:

		C_n^3			
	…				
C_n^n					

Masalan, $n = 5$ da $C_n^m\ (m = \overline{0,n})$ sonlarini zig-zag usulida joylashtirish quyidagicha amalga oshiriladi:

				5	
		1	0		

	1	0			
	5				
1					

Teorema. $11^n \ (n \in N \cup \{0\})$ ifodaning qiymatini Paskal uchburchagi n −qatoridagi elementlarini "zig-zag" usulida joylashtirib, o`ng yuqori burchakdan diagonal bo`yicha quyidagi shakldagidek qo'shib hisoblash mumkin:

+					
	…				
	C_n^n				
$11^n =$	$\overline{A_1 \ A_2 \ A_3 \dots A_{n-1} \ A_n}$				

Misol. $\mathbf{11^7}$ **ni hisoblang.**

Yechish:

$n = 7$ da $C_7^0 = 1, \ C_7^1 = 7, \ C_7^2 = 21, C_7^3 = 35, C_7^4 = 35, C_7^5 = 21, C_7^6 = 7, C_7^7 = 1$

Zig-zag usuli orqali jadvalni tuzamiz:

+								
					2			
			…	3	5			
			3	5				
		2	1					
		7						
	1							
$11^7 =$	1	9	4	8	7	1	7	1

Xulosa. Berilgan sonning turli darajalarini hisoblash uchun bizga ma'lum bo'lgan nazariyalarga asoslangan holda, ushbu maqolada 11 sonining turli darajalarini hisoblash qonuniyatini aniqlash maqsadida shartli ravishda ta'rif va teorema keltirildi. Yuqorida keltirilgan teorema 11 sonining turli darajalarini hech qanday matematik kalyulyator yoki hisoblash dasturlaridan foydalanmagan holda osongina bilish imkoniyatini beradi. Ushbu ishda keltirilgan yondashuv asosida turli olimpiadada uchrab turadigan 11^k ni hisoblashga (yetarlicha katta k larda) doir masalalarni yechish imkonini beradi.

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TABIATDA UCHRAYDIGAN AYLANMA SIRTLAR VA ULARNING TENGLAMASI

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Annotatsiya. Tabiatda uchraydigan har bir jismni matematik formulalar orqali ifodalash mumkin. Lekin ularni keltirib chiqarish birmuncha murakkablik tug‘diradi. Ushbu maqolada tabiatdagi ayrim bir aylanma jismlarning matematik ifodalanishi keltirilib chiqarilgan bo‘lib, bu orqali tabiat va matematika chambarshas bog‘liq ekanligi va matematika fanining go‘zalligini ko‘rishimiz mumkin.

Kalit so‘zlar: fazoviy shakllar, aylanma sirtlar.

Annotation. Every body found in nature can be represented by mathematical **formulas**. But creating them is somewhat complicated. In this article, the mathematical representation of some rotating bodies in nature is presented, through which we can see that nature and mathematics are closely related and the beauty of mathematics.

Key words: spatial forms, rotating surfaces**.**

Аннотация. Любое тело, встречающееся в природе, можно представить математическими формулами. Но создавать их несколько сложно. В этой статье представлено математическое представление некоторых вращающихся тел в природе, благодаря которому мы видим, что природа и математика тесно связаны, а также красота математики.

Ключевые слова: пространственные формы, вращающиеся поверхности.

Kirish. Tabiatda uchraydigan barcha jismlarning matematik modelini qurish va matematik formulalar orqali ifodalash anchayin mushkul. Lekin ayrim bir aylanma jismlarning matematik modellarini aylanma sirtlar orqali keltirib chiqarish mumkin.

Avvalo, biz fazoda aylanma sirt tushunchasini kiritib olaylik. Bizga fazoda l – to‘g‘ri chiziq, Π – tekislik va bu tekislikda γ – egri chiziq berilgan bo‘lsin.

Ta’rif. γ egri chiziqni l to‘g‘ri chiziq atrofida aylantirishdan hosil bo‘lgan sirt aylanma sirt deyiladi. Bunda γ egri chiziq hosil bo‘lgan sirtning meridian, l to‘g‘ri chiziq aylanma sirtning aylanish o‘qi deyiladi.

Analitik geometriyada aylanma ellipsoid, aylanma giperboloid, aylanma paraboloid kabi aylanma sirtlarning turlari mavjud.

Biz ushbu maqolada tabiatda uchraydigan ayrim bir jismlarning matematik tenglamasini ko‘rib chiqamiz.

Biror f figurani berilgan to‘g‘ri chiziq atrofida $\varphi = 2\pi$ burchakka burish deb, shunday harakatga aytiladiki, bu harakat natijasida f figuraning har bir nuqtasi markazi berilgan to‘g‘ri chiziqda yotuvchi, o‘zi shu to‘g‘ri chiziqqa perpendikulyar tekislikda yotuvchi aylanani chizadi.

Bizga chiziq o‘zining 2 ta sirtning umumiy nuqtalaridan tashkil topgan ko‘rinishdagi tenglamasi bilan berilgan bo‘lsin:

$$\begin{cases} F_1(x,y,z) = 0; & (1) \\ F_2(x,y,z) = 0; & (2) \end{cases}$$

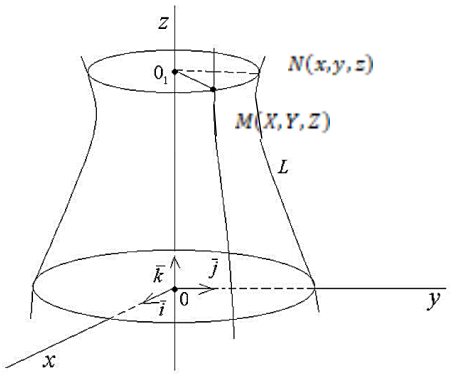
(1) va (2) sirt tenglamalaridan x va y o‘zgaruvchilarni z orqali ifodalash mumkin bo‘lsin, ya’ni

$$\begin{cases} x = \varphi(z). \\ y = \psi(z). \end{cases} \qquad (3)$$

Bu kabi hosil qilingan sirt aylanma sirt deyiladi.

$N(x,y,z)$ berilgan chiziqdan olingan nuqta bo‘lsin. Chiziqni OZ o‘qi atrofida $\varphi = 2\pi$ burchakka aylanishdan hosil bo‘lgan sirtda $M(X,Y,Z)$ nuqta yotsin va $O'(0,0,z)$ bo‘lsin.

U holda $|O'N| = |O'M|$.



$$|O'N| = \sqrt{x^2 + y^2} \text{ va } |O'M| = \sqrt{X^2 + Y^2}.$$

$$\sqrt{x^2 + y^2} = \sqrt{\varphi^2(z) + \psi^2(z)}$$

Hosil bo‘lgan tenglama aylanma sirt tenglamasi deyiladi. Demak, aylanma sirt tenglamasini tuzish uchun berilgan chiziqni qaysi o‘q bo‘yicha aylantirilayotgan bo‘lsa, masalan, OZ o‘qi atrofida aylantirsa qolgan o‘zgaruvchilarni z ning funksiyasi sifatida olinib, ifodalanadi.

1. Quyidagicha chiziq berilgan bo‘lsin.

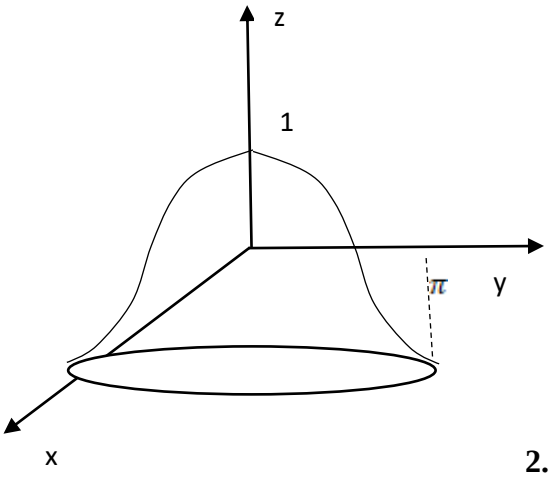
$\gamma: \begin{cases} z = cosy, \\ x = 0 \end{cases}$ egri chiziqni $y \in [0;\pi]$ oraliqdagi qismini OZ o‘qi atrofida aylantirishdan hosil bo‘lgan sirt tenglamasini tuzib ko‘raylik. Buning uchun x va y o‘zgaruvchini z ning funksiyasi sifatida topib olamiz:

$\begin{cases} y = \arccos z, \\ x = 0 \end{cases}$ ifodani kvadratga ko‘tarib qo‘yib yuborsak, $\begin{cases} y^2 = \arccos^2 z; \\ x^2 = 0 \end{cases}$.

Topilgan ifodalarni qo‘shib yuborsak, biz izlayotgan shaklning matematik modelini qurgan bo‘lamiz, ya’ni

$$x^2 + y^2 = \arccos^2 z.$$

Bu sirtni faqat $y \in [0;\pi]$ oraliqdagi qismi qo‘ng‘iroqqa o‘xshash jismni ifodalaydi.



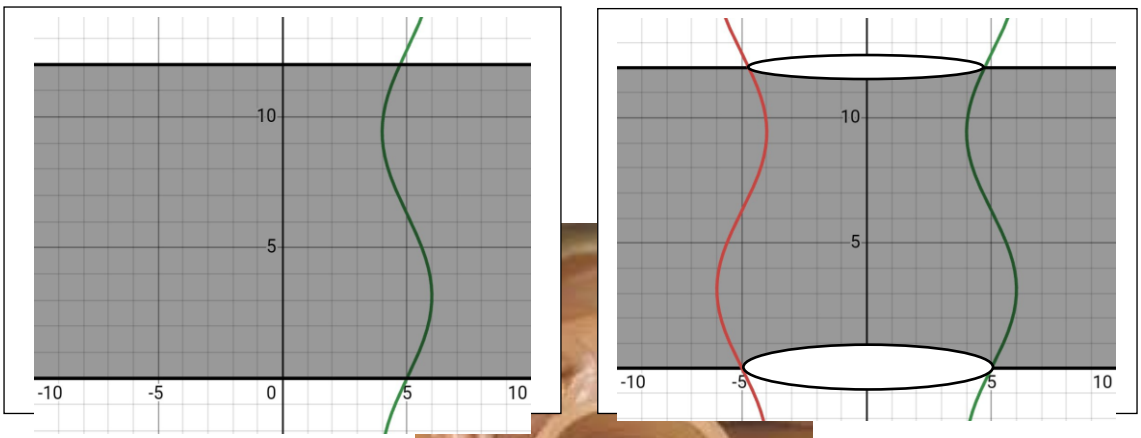


2. Quyidagicha chiziq berilgan bo'lsin.

$$\gamma: \begin{cases} y = sin\frac{z}{2} + 5, \\ x = 0 \end{cases}$$ egri chiziqni $z \in [0;12]$ oraliqdagi qismini OZ o'qi atrofida aylantirishdan hosil bo'lgan sirt tenglamasini tuzib ko'raylik. Buning uchun x va y o'zgaruvchini z ning funksiyasi sifatida bo'lgani uchun ifodani kvadratga ko'taramiz, $\begin{cases} y^2 = sin^2\frac{z}{2} + 10\,sin\frac{z}{2} + 25 \\ x^2 = 0 \end{cases}$. Topilgan ifodalarni qo'shib yuborsak, biz izlayotgan shaklni ng matematik modelini qurgan bo'lamiz, ya'ni

$$x^2 + y^2 = sin^2\frac{z}{2} + 10\,sin\frac{z}{2} + 25.$$

Bu sirtni faqat $z \in [0;12]$ oraliqdagi qismi ko'zaga o'xshash jismni ifodalaydi.





Xulosa. Tabiatda uchraydigan barcha jismlarning matematik modelini qurish mumkin. Biz yuqoridagi 1-misolda berilgan chiziqni o'q atrofida aylantirish orqali qo'ng'iroqni va 2-misolda berilgan chiziqni o'q atrofida aylantirish orqali ko'zaga o'xshash jismning matematik ifodalanishini keltirdik. Pedagog o'qituvchi talabalarga 2-tartibli sirtlarni tushintirish mobaynida bu kabi hayotiy misollarni keltirib tushintirsa, o'ylaymizki talabalarning bu fanga qiziqishlari va sirtlar nazariyasi haqidagi tasavvurlari kengayadi.

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NUQTANING TO'G'RI CHIZIQQA NISBATAN SIMMETRIYASI

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Annotatsiya. Ko'plab matematik misollarda nuqtani berilgan to'g'ri chiziqqa nisbatan simmetrigini topish masalalari uchrab turadi. Biror nuqtaning abssissa, ordinata o'qlariga nisbatan va koordinata boshiga nisbatan simmetriyalarini topish oson. Lekin nuqtani berilgan to'g'ri chiziqqa nisbatan simmetrigini topish o'quvchida doimo qiyinchilik tug'diradi. Ushbu maqolada nuqtaning berilgan to'g'ri chiziqqa nisbatan simmetrik bo'lgan nuqtaning koordinatasini topish formulasi keltirib chiqarilgan.

Kalit so'zlar: nuqta, dekart koordinatalar sistemasi, simmetriya, to'g'ri chiziq.

Annotation. In many mathematical examples, there are problems of finding the symmetry of a point with respect to a given straight line. It is easy to find the symmetries of a point with respect to the abscissa, ordinate axes, and with respect to the coordinate origin. But finding the symmetry of a point with respect to a given straight line is always difficult for the student. In this article, the formula for finding the coordinate of a point symmetrical to a given straight line is derived.

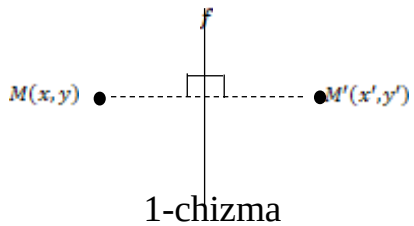
Key words: point, Cartesian coordinate system, symmetry, straight line.

Абстрактный. Во многих математических примерах встречаются задачи нахождения симметрии точки относительно заданной прямой. Легко найти симметрии точки относительно абсцисс, осей ординат и начала координат. Но найти симметрию точки относительно заданной прямой ученику всегда трудно. В данной статье выведена формула нахождения координаты точки, симметричной заданной прямой.

Ключевые слова: точка, декартова система координат, симметрия, прямая.

Nuqtaning biror bir o'qdagi simmetriyasini aniqlash masalasini qaraylik. Buning uchun tekislikda dekart koordinatalar sistemasini kiritib olamiz. O'zaro perpendikulyar bo'lgan o'qlarni va unda ixtiyoriy masshtab birligini kiritib tekislikda dekart koordinatalar sistemasini hosil qilamiz. Dekart koordinatalar sistemasida biror $M(x,y)$ nuqta berilgan bo'lsin. Bu nuqtaning koordinata o'qlariga, koordinata boshiga va biror to'g'ri chiziqqa nisbatan simmetriyalari mavjud.

Agar f to'g'ri chiziq berilgan nuqtalarni tutashtiruvchi kesmaning markazidan o'tib, shu kesimga perpendikulyar bo'lsa, berilgan nuqtalar chiziqqa nisbatan simmetrik deyiladi. Bu yerda f chiziq simmetriya o'qi deyiladi(1-chizma).



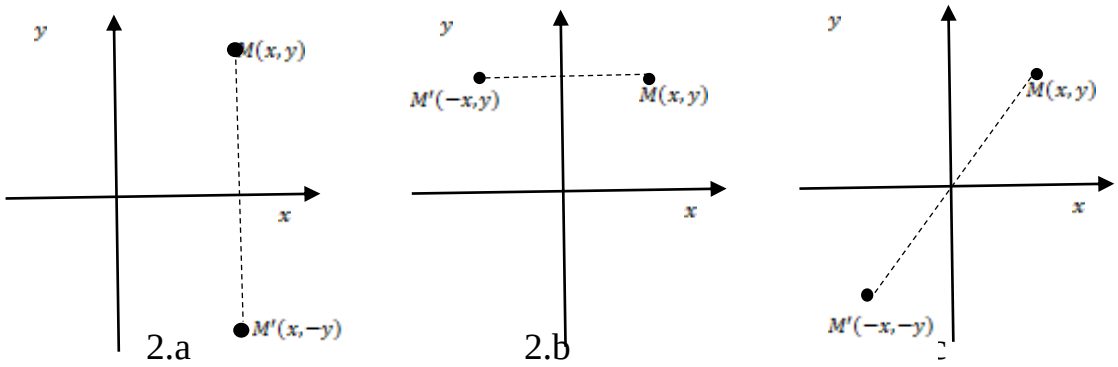
1-chizma

Bu yerda f chiziq Ox, Oy o'qlari va umuman boshqa to'g'ri chiziq bo'lishi ham mumkin.

1. $M(x,y)$ nuqtaning Ox (absissa) o'qiga nisbatan simmetrigi $M'(x,-y)$ nuqtadan iborat(2.a-chizma).
2. $M(x,y)$ nuqtaning Oy (ordinata) o'qiga nisbatan simmetrigi $M'(-x,y)$ nuqtadan iborat(2.b-chizma).
3. $M(x,y)$ nuqtaning koordinata o'qlariga nisbatan simmetrigi $M'(-x,-y)$ nuqtadan iborat(2.c-chizma).
4. $M(x,y)$ nuqtaning ixtiyoriy chiziqqa nisbatan simmetrigini topishni keltirib chiqaraylik.

Nuqtaning to'g'ri chiziqqa nisbatan simmetriyasi

$M_0(x_0,y_0)$ nuqtani $y = kx + b$ (1) to'g'ri chiziqqa nisbatan simmetrik nuqtasini topish masalasi qo'yilgan bo'lsin. Bizga berilgan $y = kx + b$ to'g'ri chiziq simmetriya o'qi



2.a 2.b

2-chizma

bo'lgani uchun $M_0(x_0,y_0)$ nuqta va uning simmetrigi $M'(x',y')$ larni tutashtiruvchi to'g'ri chiziq berilgan to'g'ri chiziqqa nibatan $90°$da kesishadi. Bu degani esa ularning koeffitsentlar ko'paytmasi $k_1 \times k = -1$ ga teng. Bundan M_0M' orqali o'tuvchi to'g'ri chiziqning burchak koeffitsienti $k_1 = -\frac{1}{k}$ ekanligi kelib chiqadi. Izlanayotgan to'g'ri chiziq tenglamasi:

$$y = -\frac{1}{k}x + b_2 \qquad (2)$$

bo'lib, shuningdek, bu to'g'ri chiziq $M_0(x_0,y_0)$ nuqtadan o'tadi. $M_0(x_0,y_0)$ ni (2) ga qo'yib, b_2 koeffitsientni topamiz: $b_2 = y_0 + \frac{1}{k}x_0$

Demak, biz izlayotgan to'g'ri chiziq $y = -\frac{1}{k}x + y_0 + \frac{1}{k}x_0$ ko'rinishda bo'lib, bu to'g'ri chiziq va (1) to'g'ri chiziq kesishish nuqtasini topamiz:

$$x = \frac{x_0 - bk + ky_0}{k^2+1},$$

$$y = k\left(\frac{x_0 - bk + y_0k}{k^2+1}\right) + b.$$

Boshqa tomondan topilgan nuqta M_0M' kesmaning o'rtasi bo'ladi:

$$\frac{x' + x_0}{2} = x$$

$$\frac{y' + y_0}{2} = y$$

x' hamda y' ni topsak, $y' = 2y - y_0$, $x' = 2x - x_0$

$$x' = 2\left(\frac{x_0 - bk + ky_0}{k^2 + 1}\right) - x_0$$

$$y' = 2k\left(\frac{x_0 - bk + ky_0}{k^2 + 1}\right) + 2b - y_0 \quad (3)$$

1-misol. M(5,4) nuqtani $y = x + 2$ to‘g‘ri chiziqqa nisbatan simmetrik nuqtasini toping.

Yechish: (3) formulaga qo‘yadigan bo‘lsak, $x' = 2\, y' = 7$ ekanligi kelib chiqadi.

Xulosa:

Xulosa. Yuqorida biz keltirgan formula orqali o’quvchiga berilgan misollarni osonroq, tezroq va eng asosiysi tushunarliroq ravishda yechishiga yordam beradi. Birmuncha murakkab bo’lgan ayrim muammoli va yechimini keltirish ko’p vaqtni talab qiladigan misollarda keltirgan formulamizdan foydalanish maqsadga muvofiqdir.

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SIRKUL VA CHIZG`ICH ORQALI GEOMETRIK YASASHLAR METODIKASI

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Annotatsiya. Ushbu maqolada berilgan burchakni teng ikkiga bo’lishni, ayrim burchaklarni, irratsional sonlar kesimini aniqlashni sirkul va chizg`ich orqali tasvirlanishi metodikasi tushintirilgan. Bu shakllarni aniq tasvirlash o’quvchida geometrik shakllarni yasash ko’nikmasini uyg’otadi.

Kalit so‘zlar: chizg’ich, sirkul, burchaklar, irratsional sonlar.

Annotation. This article explains the method of dividing a given angle into two equal parts, determining certain angles, and determining the section defined by irrational numbers using a circle and a ruler. A clear description of these shapes awakens the student's ability to make geometric shapes.

Key words: straight line, circle, angles, irrational numbers.

Аннотация. В этой статье объясняется метод деления заданного угла на две равные части, определения определенных углов и определения сечения, определяемого иррациональными числами, с помощью круга и линейки. Четкое описание этих форм пробуждает у ученика способность составлять геометрические фигуры.

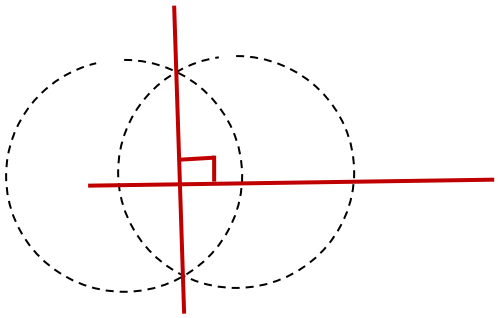
Ключевые слова: прямая, окружность, углы, иррациональные числа.

Kirish. O’quvchi va talabalarning geometrik figura va uning tuzilishi bo’laklari orasidagi bog’lanishi, xossalari haqidagi tasavvurlarini aniqlashda, ijodiy yondashishda ularning mantiqiy fikrlash, konstruktorlik qobiliyatlarini o’stirishda geometrik yasashga doir masalalar katta ahamiyat kasb etadi. Shuningdek, geometrik shakllarni tasvirini o`quvchi ongida doimiy saqlash uchun avvalo bu shakllarni yasash metodikasini tushintirish muhimdir. Turli geometrik masalalarni yechish davomida sirkul va chizg’ich yordamida tipik yasashga doir masalalarni hal qilish uchrab turadi. Jumladan, berilgan tomonlariga ko’ra uchburchak yasash, berilgan burchakka teng burchak yasash, burchak bissektrisasini yasash, kesmani teng ikkiga bo’lish, perpendikulyar to’g’ri chiziq yasash va hokazo.

90^o li burchakni yasash Ixtiyoriy radiusli aylanani sirkul orqali chizib, markazini belgilab olamiz. Chizilgan aylanadagi ixtiyoriy nuqtasini aylananing markazi deb olib, yana xuddi shu aylana radiusiga teng aylana chiziladi. Natijada kesishuvchi aylanalar hosil bo'ladi. Chizg'ich orqali aylanalar markazlarini tutashtiruvchi va aylanalar kesishish nuqtalarini tutashtiruvchi to'g'ri chiziqlarni chizib olamiz. Hosil bo'lgan to'g'ri chiziqlar orasidagi burchak 90^o ni beradi(1-chizma).

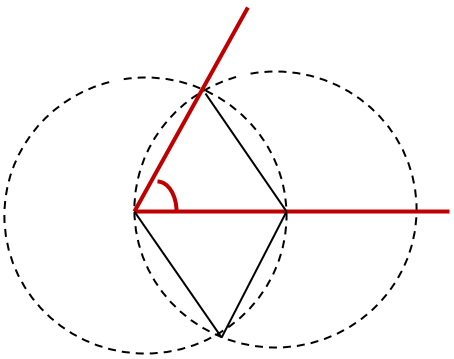
60^o li burchakni yasash

Ixtiyoriy radiusli aylanani sirkul orqali chizib, markazini belgilab olamiz. Chizilgan aylanadagi ixtiyoriy nuqtasini aylananing markazi deb olib, yana xuddi shu aylana radiusiga teng aylana chiziladi. Natijada kesishuvchi aylanalar hosil bo'ladi. Kesishish nuqtalari biridan

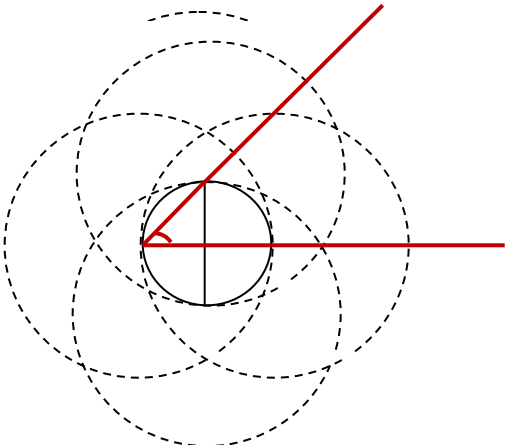


1-chizma. 90^o li burchakni hosil qilish

aylanalar markazlarini chizg'ich orqali tutashtirish orqali tomoni aylana radiusiga teng muntazam uchburchak hosil bo'ladi. Muntazam uchburchakning ichki burchagi 60^o ligidan biz bu burchakni sirkul va chizg`ich orqali hosil qildik(2-chizma).



2-chizma. 60^o li burchakni hosil qilish

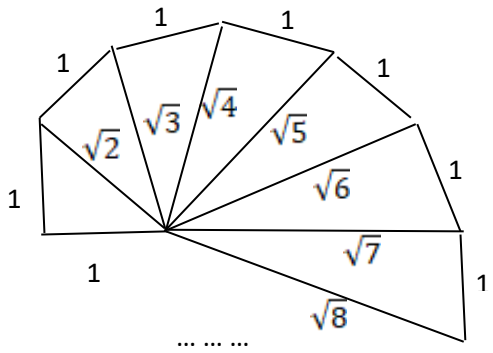


3-chizma. 45^o li burchakni hosil qilish

Shuningdek, sirkul va chizg'ich orqali biz 45^o li va 30^o li burchaklarni yasash mexanizmi 3-4 chizmada berilgan.

Chizg'ich orqali irratsional sonlar kesimini qurish

Biz son o'qida ratsional sonlarni tasvirlay olamiz, lekin $\sqrt{2},\sqrt{3},\sqrt{5},\dots$ sonlarni son o'qida aniq bir qiymatli aniqlash mushkul. To'g'ri burchakli uchburchak uchun Pifagor teoremasi yordamida son o'qida irratsional sonlar ajratgan kesimlarini aniqlash metodikasi ko'rib chiqaylik. Buning uchun ixtiyoriy masshtab birligi olinadi, chizg'ich orqali katetlari uzunligi 1 ga teng uchburchak yasaladi. Hosil bo'lgan uchburchakning gipotenuzasi bizga $\sqrt{2}$ kesim uzunligini beradi. Katetlaridan biri $\sqrt{2}$ ga teng va ikkinchi kateti 1 ga teng uchburchak chiziladi va uning gipotenuzasi bizga $\sqrt{3}$ kesim uzunligini beradi va hokazo. Natijada biz $\sqrt{2},\sqrt{3},\sqrt{5},\dots$ irratsional sonlarni son o'qida ajratgan kesim uzunliklarini osonlikcha hosil qilishimiz mumkin(5-chizma).

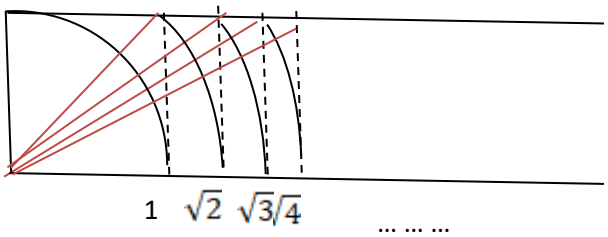


5-chizma. Irratsional sonlar ajratgan kesimni chizg'ich orqali hosil qilish

Sirkul orqali irratsional sonlar kesimini qurish

Orasidagi masofa 1 ga teng o'zaro parallel to'g'ri chiziqlarni chizib olamiz. Sirkulning bir uchini parallel to'g'ri chiziqning biriga va ikkinchi uchini ikkinchi to'g'ri chiziqqa qo'yib, radiusi 1 ga teng aylananing chorak qismini sirkul orqali chizib olamiz. Aylananing chorak qismi yotgan kvadratni hosil qilamiz, kvadratning diagonali bizga $\sqrt{2}$ kesim uzunligini beradi. Aylana markazida joylashgan sirkul uchini qo'zg'altirmay, keyingi uchini $\sqrt{2}$ ga to'g'rilaymiz va yana parallel to'g'ri chiziqlar ichiga aylana yoyini chizamiz. Hosil bo'lgan keyingi aylana radiusi $\sqrt{2}$ ga teng bo'lib, aylanani ikkinchi to'g'ri chiziq bilan kesishish nuqtasi bizga $\sqrt{2}$ kesimni beradi. Bu nuqtadan birinchi to'g'ri chiziqqa perpendikulyar tushuramiz. Natijada tomonlari $\sqrt{2}$ va 1 ga teng to'g'ri to'rtburchak hosil bo'ladi va uning diagonali bizga keying $\sqrt{3}$ kesimni beradi va yuqorida keltirilganlarni ketma-ket bajarish natijasida ikkinchi to'g'ri chiziqda biz irratsional kesim uzunliklarini aniqlaymiz(6-chizma).

Xulosa. Yuqorida yasashga doir keltirilgan usullar orqali o'quvchi geometrik shakllarning konstruksiyaviy qurilishini osonroq tasavvur etadi. Transporter orqali burchaklarni yasashdan tashqari sirkul va chizg'ich yordamida ham yasash mumkinligini ushbu maqolada keltirib o'tdik. Shuningdek, turli murakkab geometrik shakllarni ham yuqorida keltirib o'tilgan



6-chizma. Irratsional sonlar ajratgan kesimni sirkul orqali hosil qilish

usullar orqali hosil qilishimiz ham mumkin.

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RECYCLING TECHNOLOGY OF PHOSPHORUS AND SULFUR MIXTURE WITH CARBAMIDE

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Abstract. The work shows the technology of obtaining nitrogen-phosphorus-sulfur complex fertilizers by activating phosphorites with a carbamide solution in the presence of sulfur. The conducted scientific research has shown that the activation of phosphorite in the system with a carbamide solution in the presence of sulfur leads to an increase in the level of decarbonization of the plant-absorbable P_2O_5 part of phosphorite, and the sulfur in the mixture becomes completely hydrophilic.

Keywords: phosphorite, nitrogen, phosphorus, sulfur, fertilizer, technological system.

In the last 10-20 years, there has been a high demand for various types of complex NPK or NPS fertilizers such in the global market. This situation is primarily related to their high agrochemical value, since such fertilizers allow to introduce the most important nutrients: nitrogen, phosphorus, sulfur and potassium to the soil at the same time. In particular, the production of nitroammophos is widespread throughout the world. The main disadvantage of this production is the increased requirements for fire and explosion safety when working with ammonium nitrate and its solution [1].

Also, with carbaammophos, the situation is completely reversed. This is primarily due to the unsatisfactory physicochemical properties of carbaammophosphate, which are manifested in the high hygroscopicity of the product. It follows that the production of carbaammophosphate is a complex technological process, which must be carried out in a strictly defined regime.

However, despite these disadvantages, carbaammophos has a number of advantages over nitroammophos. First, working with urea is resistant to fire and explosion. Secondly, due to the presence of amide nitrogen in its composition, it increases the agrochemical value of the fertilizer. Amide nitrogen of urea is easily absorbed by plants and is less sensitive to soil leaching than ammonium nitrate. In addition, the high nitrogen content of urea allows obtaining more concentrated mineral fertilizers than using ammonium nitrate.

Currently, there are no installed technologies that allow the production of NPK fertilizers containing large amounts of urea. To develop such technology, first of all, depending on the desired brand, it is required to know the consumption coefficients of the initial components, which allows to obtain products with optimal content. Currently, such information is not available in scientific and technical literature. When using phosphate raw materials, for example, Kyzylkum phosphorites, the processing of which is associated with a number of difficulties due to the presence of a large number of impurities, the values of rheological dependence of pulp and solutions are required.

Information on the production of urea-containing NPK and NPS fertilizers by foreign companies is very limited and refers only to small production processes.

Scientists all over the world, including Uzbekistan, are looking for low-cost and resource-efficient ways of obtaining phosphorus fertilizers from unenriched and low-quality phosphorites. In this regard, one of the bright future scientific researches is the development of new types of complex fertilizers by activating phosphorites on the basis of chemical, mechanical, mechanochemical, thermal and bacterial [2-8] way.

The purpose of the scientific research is to develop the technology of obtaining nitrogen-phosphorus-sulfur complex fertilizers from Central Kyzylkum phosphorites.

In the conducted scientific research, phosphorite and sulfur were taken in the ratio of 10:0 to 6:4, respectively, and processed with the presence of a 15% solution of carbamide. The composition of recycled fertilizer is analyzed by standard methods (Table 1).

The results of the analysis showed that when phosphorite and sulfur are taken in a ratio of 9:1 and processed with a 15% solution of carbamide, 21.65% of the total diphosphorus pentoxide is transferred to the plant absorbable form. Also, this indicator increases by 1.4 and 2.3 times, respectively, when phosphorite and sulfur are treated with a 15% solution of carbamide in the ratio of 8:2 and 6:4. Sulfur in the fertilizer is in hydrophilic form.

Table 1.

With $(NH_2)_2CO$ under the influence of unenriched phosphorite flour activation

Phosphorite: sulfur	$(NH_2)_2CO$ solution, %	P_2O_5 quantitative composition of, %		$S_{hydrophilic}$ %	CaO quantitative composition,%		$CaO_{(rec)}$: $CaO_{(tot)}$ %	$P_2O_{5(recl)}$: $P_2O_{5(tot)}$ %
		total	reclamation		total	reclamation		
10:0	15	18.39	1.92	-	43.47	1.28	2.65	10.44

9:1	15	16.35	3.54	100	39.81	2.04	4.25	21.65
8:2	15	14.71	4.43	100	35.76	3.23	6.60	30.11
7:3	15	12.80	4.93	100	31.28	3.97	10.99	38.51
6:4	15	11.06	5.52	100	27.23	4.14	11.88	49.90

Previous research results can be evaluated as the scientific basis for the activation of phosphorite samples with carbamide solution in the presence of sulfur. In this case, it is recommended to obtain a new type of nitrogen-phosphorus-sulfur fertilizers with NPS content.

The recommended technological system of obtaining nitrogen-phosphorus-sulfur fertilizers (Fig. 1) consists of the following stages: receiving, storing and supplying phosphate raw materials to the mill through a dispenser; reception, storage, transportation of sulfur; activation of components by mixing and grinding; preparing a binding solution and spraying it into the granulating device through a dispenser; product granulation and drying; storage and packaging of finished products.

Phosphate raw materials and sulfur are loaded from the warehouse into bunkers (1) using mechanical devices. The required amount of phosphorite and sulfur is measured using balances and sent to the mill (3) with a conveyor belt (2). In order to reduce the amount of dust generated during the mixing of components and taking into account the increase of hydrophilicity of sulfur in the presence of moisture, water is sprayed into the mill using sprinklers. After that, the mixture is sent to the main reactor (4). In this reactor, phosphorite sulfur mixture is treated with carbamide solution. The resulting product is sent to the drying drum (5). The finished product is sent to the warehouse or packaging device through the conveyor (6).

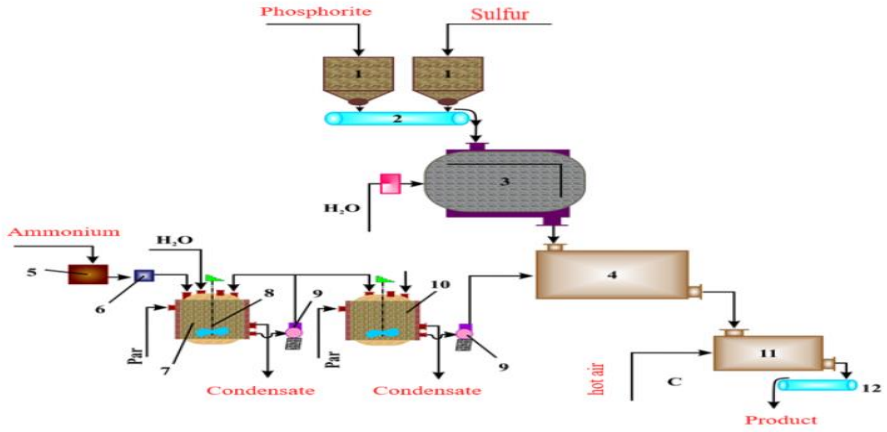


Figure 1. Technological system of obtaining phosphorus-sulfur fertilizer from phosphorites

1-consumable bunkers; 2,12- conveyors; 3- mill; 4- reactor; 5- bunker; 6-weighing balances; 7, 10- reactors; 8-mixer; 9-pumps; 11-drying drum.

Phosphorite activated with carbamide in the presence of sulfur, due to the presence of sulfur in the composition, allows to protect plants from plant-sucking pests when fed through the roots.

In addition, by activating phosphorite with carbamide in the presence of sulfur, the amount of acid used for decomposition of raw materials in the production of mineral fertilizers using traditional methods is saved.

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БИР ВА КЎП ФАКТОРЛИ ХИЗМАТ КЎРСАТИШ СОҲАСИНИ МАТЕМАТИК МОДЕЛИНИ ТУЗИШ ВА СОДДА ТАҲЛИЛ

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АННОТАЦИЯ. Ушбу мақолада функсия ёрдамида бир ва кўп факторли хизмат кўрсатиш соҳаларининг содда масалаларини математик моделини тузишни кўриб чиқамиз. Бундан ташқари хизмат кўрсатиш функцияларидан бирор фирма ёки корхона хизматининг бирор даврдаги таҳлили ёки унинг ишини режалаштириш ва башорат қилишда қўллаш мумкинлиги урганилади.

Калит сўзлар: фактор, функция, ресурслар, хизматлар, математик моделлар, самарадорлик, ўртача қиймат.

ANNOTATION. In this article, we will consider the construction of a mathematical model of simple tasks of single- and multi-factor service areas using a function. In addition, the fact that the service of a company or enterprise can be used to analyze or plan and predict its work for a certain period stands out from the service functions.

Key words: factor, function, resources, services, mathematical models, efficiency, average value.

АННОТАЦИЯ. В этой статье мы рассмотрим построение математической модели простых задач одно-и многофакторных сфер обслуживания с помощью функции. Кроме того, из сервисных функций выделяется тот факт, что услуга фирмы или предприятия может быть использована для анализа или планирования и прогнозирования ее работы за определенный период.

Ключевые слова: фактор, функция, ресурсы, услуги, математические модели, эффективность, среднее значение.

Кириш. Маълумки табиат ва жамиятдаги кўп жараёнлар математика фанида ўрганиладиган функция тушунчаси ёрдамида моделлаштирилади. Биз хизмат кўрсатиш соҳасининг юритилишини содда математик моделлар орқали тушунтирамиз. Бундай функцияларга эркли ўзгарувчилари сифатида сарф қилинадиган ёки ишлатиладиган

ресурслар қийматлари миқдорини, эрксиз ўзгарувчи яъни функция сифатида кўрсатиладиган хизматлар қийматлари миқдорини киритамиз [1], [4].

Масаланинг қўйилиши ва ечими. Хизматлар кўрсатиш функциясини умумий ҳолда қуйидаги кўринишда белгилаш мумкин:

$$y = f(x) \qquad (1).$$

Бу формулада $x \geq 0,\ y \geq 0$ бўлиб, сонли миқдорлардир. Берилган (1) формула бир ўзгарувчили функция бўлиб, унга иқтисодда бир ресурсли ёки бир факторли дейилади, унинг аниқланиш соҳаси манфий бўлмаган ҳақиқий сонлар тўпламидан иборат бўлади [1-2]. Бу ерда x миқдорда ресурс сарфланиб y миқдордаги хизмат кўрсатилади деган маънони ифодалайди. f белги хизмат кўрсатиш қоида ва қонунларини ифодалаб x нинг y га боғланиши характерини ифодалайди.

Масалан: y хизмат кўрсатиш ва x ресурс сарфи бўлиб, бу муносабатлар чизиқли фунсия $y = bx + a$ орқали боғланган бўлсин. $x = 600$ бўлганда, $y = 660$ га ва $x = 1000$ бўлганда $y = 900$ бўлса, a, b хизмат кўрсатиш соҳаси параметрлари нимага тенг?

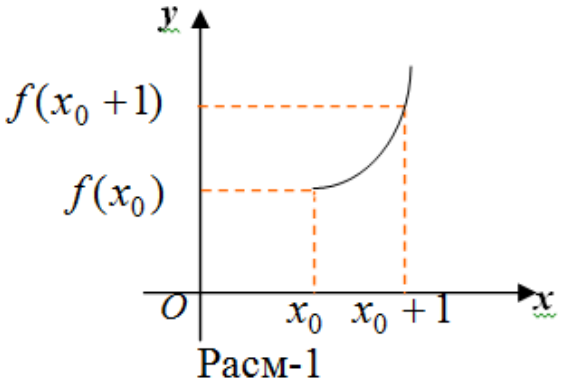
Ушбу масала учун тенгламалар системаси тузиб a, b хизмат кўрсатиш соҳаси параметрлари топамиз:

$$\begin{cases} 660 = 600 \cdot b + a \\ 900 = 1000 \cdot b + a \end{cases} \Rightarrow \begin{cases} a = 660 - 600 \cdot b \\ 900 = 1000 \cdot b + 660 - 600 \cdot b \end{cases} \Rightarrow \begin{cases} a = 300 \\ b = 0{,}6 \end{cases}$$

Демак берилган $y = bx + a$ хизмат кўрсатиш функцияси қуйидаги кўринишда ифодаланади:

$$y = 0{,}6x + 300.$$

Масалан: Хизмат кўрсатиш функцияси $f(x) = a x^n$ кўринишда бўлсин. Бу ерда x сарф қилинадиган ресурс миқдори, $f(x)$ эса кўрсатиладиган хизмат миқдори бўлади. a ва n хизмат кўрсатиш соҳаси параметрлари дейилади улар мусбат бўлиб $n \leq 1$бўлсин. Бундай функция графиги расм-1 бўлади. Бу расмдан кўринадики хизмат кўрсатиш функциясида x ресурслар сарфи ошиши билан, хизмат кўрсатиш хажми ҳам ошади [4-5].



Расм-1

Икки факторли хизмат кўрсатиш $y = f(x_1, x_2)$ функциясини қарайлик. Биринчи фактор ишлатиладиган асосий капитал, иккинчи фактор сарфланадиган меҳнат ресурслари миқдори бўлсин. Кўпинча қуйидаги кўринишдаги функциядан фойдаланилади [2-3]:

$$y = a_0 x_1^{a_1} x_2^{a_2} \qquad (2)$$

Бу функцияда a_0, a_1, a_2 лар функциянинг параметрлари бўлиб a_1, a_2 мусбат ва $a_1 + a_2 = 1$ бўлсин. Бу функцияга Кобба- Дуглас фунцияси деб аталади.

Хизмат кўрсатиш функциясига нисбатан қуйидаги тахминларни қилиш мумкин:

1) бирон-бир ресурс ишлатилмаса, хизмат кўрсатиш мавжуд бўлмайди яъни:

$$\begin{cases} f(0, x_2) = 0, \\ f(\mathrm{x}_1, 0) = 0 \end{cases}; \tag{3}$$

2) ресурслар харажати оширилиши билан хизмат кўрсатиш камаймайди, яъни $y = f(x_1, x_2)$ функция камаймайдиган функция. Бу математик моделда қўйидагича ифодаланади:

$$\frac{\partial f}{\partial x_i} \geq 0, \quad (i = 1,2); \tag{4}$$

3) хизмат кўрсатиш функцияси бир жинсли яъни:

$$f(tx_1, tx_2) = t^k \, f(x_1, x_2) \tag{5}$$

бўлади, бу ерда $\mathrm{t} \geq 1$ бўлиб, унга кенгайтириш масштаби деб аталади.

(5) формуланинг маъноси ресурслар харажатини t марта оширилса, хизмат кўрсатиш t^k марта ошиши мумкин. $k < 1$ бўлса, хизмат кўрсатиш масштабини ошириш билан хизмат кўрсатиш самарадорлиги пасаяди. $k > 1$бўлса хизмат кўрсатиш масштабини ошириш билан самарадорлик ошади ва $k = 1$ бўлса самарадорлик ўзгармайди.

Энди $y = f(x_1, x_2)$ хизмат кўрсатиш функциясининг энг катта ва ўртача қийматларни қараймиз.

$A_i = \dfrac{f(x_1, x_2)}{x_i}$ миқдорга i ресурснинг ўртача самадорлиги ёки $i-$ ресурс бўйича ўртача хизмат кўрсатиш деб аталади.

$M_i = \dfrac{\partial f}{\partial x_i}$ миқдор i ресурснинг энг катта самарадорлиги ёки i ресурс бўйича энг катта хизмат кўрсатиш деб аталади.

Энг катта хизмат кўрсатиш кўрсаткичи, бошқа сарф қилинадиган ресурслар миқдорини ўзгартмасдан i турдаги ресурс миқдорини бир бирликка оширганда хизмат кўрсатиш ҳажми қанча бирликка ошишини кўрсатади.

Ушбу кўринишдаги хизмат кўрсатиш функцияси учун

$$\begin{aligned} &y = a_0 \, x_1^{a_1} x_2^{a_2}, \\ &a_1 + a_2 = 1. \end{aligned} \tag{6}$$

A_1, A_2, M_1 ва M_2 ларни қуйидагича топиш мумкин.

$$A_1 = \frac{a_0 \, x_1^{a_1} x_2^{a_2}}{x_1} = a_0 \, x_1^{a_1 - 1} x_2^{a_2},$$

$$A_2 = \frac{a_0 \, x_1^{a_1} x_2^{a_2}}{x_2} = a_0 \, x_1^{a_1} x_2^{a_2 - 1},$$

$$M_1 = \frac{\partial f(x_1, x_2)}{\partial x_1} \equiv a_0 \cdot a_1 \, x_1^{a_1 - 1} \cdot x_2^{a_2} \equiv a_1 A_1,$$

$$M_2 = \frac{\partial f(x_1, x_2)}{\partial x_2} \equiv a_0 \cdot a_1 \, x_1^{a_1} \cdot a_2 x_2^{a_2 - 1} \equiv a_2 A_2,$$

бўлиб, $\frac{M_1}{A_1} \equiv a_1 \le 1$ дан $M_1 \le A_1$, $\frac{M_2}{A_2} \equiv a_2 \le 1$ бўлиб, $M_2 \le A_2$, келиб чиқади. $y = f(x_1, x_2)$ хизмат кўрсатиш функцияси учун $M_i \le A_i (i = 1,2)$ тенгсизлик бажарилади, яъни i турдаги ресурснинг энг катта самарадорлиги ўртача самарадорликдан кўп эмас.

Демак икки факторли хизмат кўрсатиш функциясидан уч факторли ва ҳакозо n факторли функцияга ўтиш мумкин.

Юқоридаги фикрни давом эттириб n эркли ўзгарувчили фукнция $y = f(x_1, x_2 \ldots\ldots, x_n)$ яъни n факторли хизмат кўрсатиш соҳаси учун ҳам умумлаштириш мумкин. Бунда $x_1, x_2, \ldots, x_n$ эркли ўзгарувчилар сарф қилинадиган ёки ишлатиладиган ресурслар миқдори бўлиб, y эса хизмат кўрсатиш ҳажмини ифодалайди.

Хулоса. Хулоса қилиб шуни айтиш мумкинки, хизмат кўрсатиш функциясидаги ресурслар сарфи ошиши билан, хизмат кўрсатиш хажми ҳам ошишини, кўп факторли хизмат кўрсатиш сохасида эса энг катта самарадорлик ўртача самарадорликдан кўп эмаслигини математик моделлар орқали ўрганиш ва таҳлил қилиш содда ўрганилар экан. Бундан ташқари хизмат кўрсатиш функцияларидан бирор фирма ёки корхона хизматининг бирор даврдаги таҳлили ёки унинг ишини режалаштириш ва башорат қилишда математик моделлардан фойдаланиш самара беради.

Адабиётлар рўйхати

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Soxta shomrok (Oxalis Triangularis) xona o`simligini yetishtirish va turli omillarni ta'sirini o'rganish.

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Annotatsiya: Ushbu maqolada Oxalis Triangularis ya`ni soxta shomrok o`simligining morfologiyasi, anatomiyasi, fiziologiyasi va amaliy ahamiyati haqida ma`lumot berildi. Oxalis Triangularis yorug`sevar va ko`p yillik o`simlik ekanligi e'tirof etildi. Bu o`simlik piyozchalari yordamida ko'paytirish mexanizmi va xuddi kapalakchalarni eslatuvchi bargchalarining morfologik va fiziologik jihatlari yoritildi. Tarkibida oksalat kislotasi mavjudligi va qanday sharoitda qanday maqsadda yetishtirilishi haqida ma`lumot berildi. Inson organizmiga foydali va salbiy jihatlari o`rganildi.

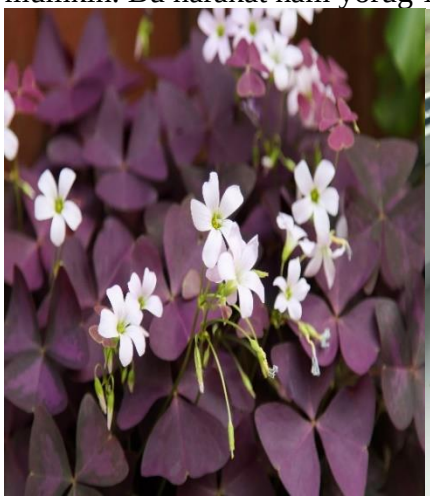
Kalitso'zlar: Oxalis Triangularis, kapalak bargchalar, oksalat kislota, tunda barglarning yopilishi, kunduzi barglarning ochilishi, shomrok, piyozcha.

KIRISH

Bugungi kunda tabiatimizga katta e'tibor qaratilmoqda. Shu bilan birgalikda yo'qolib borayotgan va dorivor turlarni muhofaza qilish va ularni ko'paytirish bo`yicha chora tadbirlar o'tkazilmoqda, va shu bilan birga istiqbolli natijalarga ham erishilmoqda. Bu boradagi ilmiy ishlar ahamiyatini O`zbekiston Respulikasi Prezidentining 20.05.2022 yildagi PQ-251-son qarori "Dorivor o`simliklarni madaniy holda yetishtirish va qayta ishlash hamda davolashda ulardan keng foydalanishni tashkil etish chora tadbirlari to`g`risida"gi qarorida ko`rishimiz mumkin.[1] Maqolamiz qahramoni bo`lgan Oxalis Triangularis Oxalidaceae oilasiga mansub o`simlik bo`lib dorivorlik xususiyati bilan ajralib turadi. Ushbu o`simlikni xona gullari bilan yoki tashqariga dala gullari bilan ham ekish mumkin. U o`zining yashovchanligi, barglari va gullarining quyoshga g`ayritabiiy niktinastik harakati, tarkibidagi foydali moddalari va oson ko`payish qobiliyati bilan har bir insonga birdek yoqadi. Ushbu maqola orqali Oxalis o`simligi haqida to`liqroq ma`lumotga ega bo`lib oling.[1],[2]

ASOSIY QISM

Oxalis Triangularis ya`ni soxta shomrok o`simligining vatani Janubiy Amerika (Braziliya) hisoblanadi. Oxalis triangularis bir yillik yoki ko`p yillik piyozboshli o`simlikdir. U asosan yorug`sevar va yorug`likni sevuvchi o`simlik bo`lsa ham soyaga juda chidamlidir. Oxalis Triangularis tashqi tuzilishi, morfologiyasiga to`xtalsak, uning barglari xuddi kapalak ko`rinishiga o`xshash 3 bargchali bo`lib rangi yashildan to`q qizil ranggacha xillari uchraydi. Har bir barg yurakcha shaklida uchburchak bo`lib joylashgan. Bu bargcha shakli shomrok bargiga o`xshaganligi uchun u Irlandiyada muqaddas hisoblanadi, diniy, siyosiy simvolizm sifatida ham qadrlanadi.[3],[4],[6]. U Sankt-Peterburgdagi marosimlar ya`ni Buyuk Patrik kunida insonlar bir-birlariga sovg`a qilish uchun ushbu guldan xarid qiladilar.[1-2] Bu uch bargchalar sevgi, baxt, omad keltirishiga insonlar ishonishadi, shu tufayli barglarini juda qadrlaydilar. Barglari palmaniki kabi joylashgan murakkab uch bargchali biroz tukli poyada asosan uchta yaproqcha bo`lib poya tepasida joylashgan. Poyasi shoxlanmagan. Gullarining rangi oq, pushti, och qizil, sarg`ish, och moviy ranglarda 5 bargli yaproqchalardan iborat. Gullari bahordan yozgacha o`simlik tepasidagi poyachalarida yakka yoki to`p-to`p bo`lib joylashadi va ochiladi. Oxalis Triangularisning gul chiqaruvchi poyasi bilan barg chiqaruvchi poyasi alohida-alohidaligi bu o`simlikning muhim jihatlaridan biri hisoblanadi(1-rasm). Bu o`simlik gullari va barglarda ajoyib fiziologik hodisa yuz beradi. Bu hodisa barglari va gullarining tunda yopilib kunduzi esa ochilish hodisasidir. Bu hodisaga sabab tarkibidagi antotsian pigmenti va suv tuzlar balansidir. Bu bog`liqliklarga bir qancha sabab bor bu sabablar bilan birma-bir tanishib chiqamiz. Birinchi sababi tunda quyosh nuri bo`lmaydi va barglar fotosintez qilolmaganligi uchun burishadi va yopiladi, kunduzi esa fotosintez qilish uchun ular yana ochiladi. Ikkinchi sababi yorug`lik tasirida fatonastik harakati tufayli harakatga kelishidir. Masalan yorqin nurda kunduzi ochiladi, kuchsiz ya`ni zaif nurda kechasi yopiladi. Uchinchi sabab qilib niktinastik harakatni olish mumkin. Bu harakat ham yorug`lik ta`sirida ritmik o`zgarish bilan kechadigan holatdir.[5],[7].





1-rasm.Oxalis Triangularis o`simligining gullari va barglari

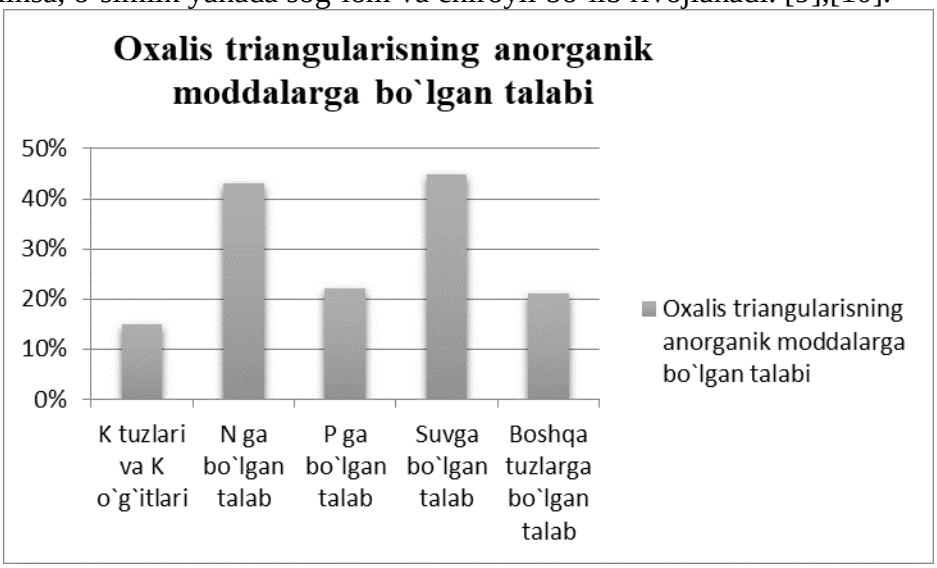
O`simlikga turli xil abiotik omil ta`sirlarini ko`rib chiqsak.(Abiotik omillar harorat, yorug`lik, namlik va boshqalar).

Yorug`lik ta`siri. Bu o`simlik o`zi yorug`sevar bo`lsa ham ortiqcha yorug`likni yoqtirmaydi. Kuchli yorug`lik bu go`zal o`simligimizning bargchalarini kuydirishi, unga talofat yetkazishi mumkin. O`simlikni tog`ridan to`gri quyosh nurlaridan saqlash kerak. Ammo unga yorug`lik yetarlicha yetishmasa uning barglari juda siyrak va rangi och bo`lib qoladi. Eng qulay joy o`rtacha yoritiladigan xonaga qo`yish yoki maxsus chiroqlardan foydalanish maqsadga muvofiq. [9]

**Harorat ta`siri**. Asosan 12 C dan 25 C gacha bo`lgan harorat o`simlikning yayrab o`sishiga imkon yaratadi. Eng qulay harorat bu o`simlik uchun 15 C dir. O`simlikga keskin haroratning ta`siri uning barglarining to`kilishiga sabab bo`ladi. O`simlikni barqaror haroratda ushlab turish bu o`simlik uchun juda foydali.

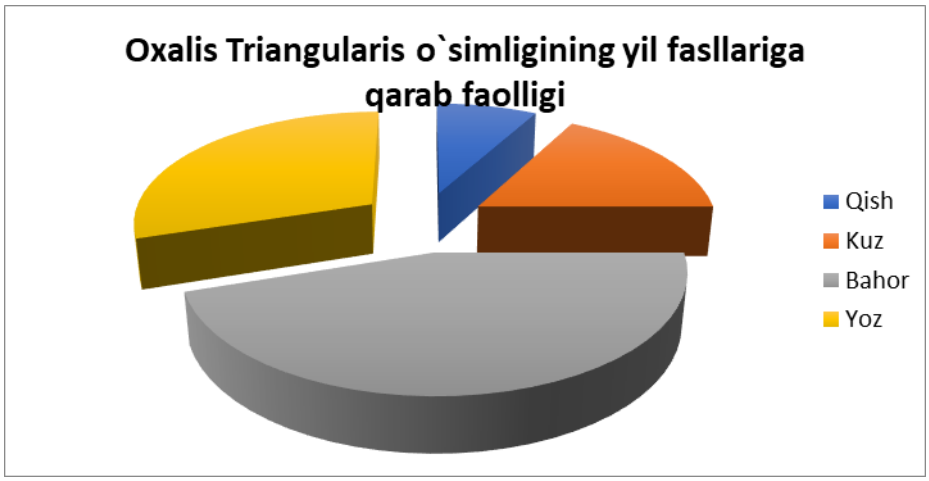
**Suv ta`siri.** Ya`ni suvga bo`lgan talabi. Ortiqcha suvlari chiqib ketishi uchun o`simlik asosan drenaj teshiklari bor bo`lgan tuvakka ekilishi kerak. Oxalis Triangularisni 1 haftada 1 marta yoki 2 marta sug`orish maqsadga muvofiq. Sug`orish jarayoni bilan birga o`simlikni suvini quritib turish ham lozim, bo`lmasa ildiz chirishiga olib kelishi mumkin. Sug`orish vaqti kelganini tuproqning quruq yuzasiga qarab ham bilish mumkin.

**Namlik ta`siri.** Oxalis Triangularis o`simligi 40% dan 60% gacha bo`lgan namlikni afzal ko`radi. Oxalis barglarining transpiratsiyaga bo`lgan talabini tez-tez qondirib uni namroq xonaga yoki tabiiy hammomlarga qo`yib turish kerak. O`simlikka namlik darajasini oshirib borib parvarish qilinsa, o`simlik yanada sog`lom va chiroyli bo`lib rivojlanadi. [9],[10].



O`simlikning organizmlarga salbiy va ijobiy tomonlari haqida. Oxalis triangularis tarkibida steroidlar, saponinlar, flobataninlar, glikozidlar, flavonoidlar, alkoloidlar, mentol ekstrakti, vitaminlardan S, A, B guruhi, va K vitamini mavjud. Bu moddalardan eng muhimi bu – oksalat oksalat kislotasi.Oksalat kislota inson organizmiga zararli bo`lsa-da, AQSH Milliy sog`liqni saqlash instituti olim va mutaxassislari oksalat kislotasini do`konlarda sotiladigan ko`pgina oziq-ovqat mahsulotlarida ham borligini aytib buning deyarli zararsiz ekanligini tushintiradi. Ammo uni tog`ridan tog`ri iste`mol qilish juda xavfli. Iste`mol qilish lozim bo`lsa, unda maxsus mutaxassis shifokor bilan uchrashib uning tavsiyasiga binoan iste`mol qilish lozim. Salbiy oqibatlari: agar iste`mol qilinsa, insonning oshqozon va ichagi kislota ta`sirida zararlanishi, podagra yoki artrit kabi kasalliklarga chalingan insonlarni kasalligining kuchayishiga sabab bo`ladi. Uy hayvonlari masalan, mushuklar, quyonlar va itlar iste`mol qilishi ularning hayotini xavf ostiga qo`yadi. Uy hayvonlari o`simlikni yutsa, ularda ko`ngil aynishi, diareya, qusish, ovqat hazm sistemasining buzilishi, qorin og`rig`i va patalogik kasalliklardan buyrak yetishmovchiligi, kolikka uchrashi va bu hayvonni nobud qilib qo`yishi mumkin. Shuning uchun iloji boricha bu o`simlikni uy hayvonlaridan uzoqroq joyga saqlash kerak.

**O`simlikning foydali xususiyatlari va ishlatilishi** bilan tanishamiz. Xo`sh, bu o`simlik qanday kasalliklarning oldini olishda foydalaniladi – degan savolga javobimiz quyidagicha qo`ziqorinlarga qarshi, yalig`lanishga qarshi, siydik haydashga, ko`ngil aynishida, isitma, antebakterial filtr sifatida, saratonga, yaralarga, diabetga, abortga, gipolipidemikka qarshi ishlatiladi va dozasidan ortmagan holda iste`mol qilinsa, yaxshi samara beradi. Barglaridan bahorda vitamin yetishmasligida foydalaniladi. **O`simlikning ko`payishi.** Oxalis Triangularis tabiiy urug`larga ega bo`lmaganligi uchun uni piyozchalari orqali vegetativ ko`paytirish yaxshi samara beradi. Bunday usulda ko`paytirish uchun Oxalis o`simligini yoz yoki bahor oyida yiliga 1 yoki 2 marotaba piyozchalarini o`tkirroq pichoqcha yoki biron o`tkirroq narsa bilan kesib olib yangi idishga o`tkazish orqali amalga oshiriladi. Oxalis o`simligi qish oylarida barglarini, gullarini to`kilib, xuddi o`simlik qurigan holatga keladi. Bu holatda xulosa chiqarishga shoshilmaymiz, chunki o`simlik qishki uyqu davriga kirgan bo`ladi. Bu davrda unga beriladigan suv miqdorini kamaytirish va yorug`likni kuchaytirish lozim. Shunday qilinsagina yana bahorda bu o`simlikdan yangi bargli va gulli poyalar o`sib rivojlanadi.[10],[11].



XULOSA

Xulosa qilib aytadigan bo`lsak, Oxalis Triangularis o`simligi manzarali o`simlik bo`lib xonadonlarga o`zgacha manzara baxsh etadi. Dorivorlik xususiyati bilan alohida ajralib turadi. O`simlikning barglari va gullarining g`ayrioddiy harakati har bir inson ko`nglini ko`taradi. Shuning uchun bu o`simlikni har bir xonadonda o`stirishni tavsiya etaman.

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SEMENT ISHLAB CHIQARISH UCHUN OLINGAN XOMASHYOLARNING TARKIBI VA TAHLILI

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Anotatsiya. Ishda sement ishlab chiqarish uchun olingan xomashyolarning tarkibi va tahlili o'tkazildi. Sement ishlab chiqarishda ishlatiladigan xomashyolar tarkibi va xomashyoning tahlili hududlarda turlicha bo'ladi. Biz olgan birlamchi xomashyolar Samarqand viloyati Nurobot tumani va Qashqadaryo viloyati chegaralaridagi jinslarda olingan bo'lib ularning tarkibi Navoiy va Jizzax viloyatlaridan olingan birlamchi xomashyolar tarkibidan sezilarli dalajada farq qiladi, ammo birlamchi xomashyo qayta ishlanib ikkilamchi xomashyo olinganda bu farq deyarli yo`qoladi. Birlamchi xomashyolar oxaktosh, qum, tuproq, gil, shlaklar bo'lib ular dastlabki ishlovdan keyin CaO, MgO, Al_2O_3, Fe_2O_3,SiO_2 lar olinadi va ular boshqa hududlardagi xomashyolar bilan deyarli farqqa ega emas. Ishning maqsadi- sement ishlab chiqarish uchun xomashyo manbalarini tanlash ularni dastlab ishlov berish natijasida qayta ishlash va olingan ikkilamchi xomashyolarni tarkibini o'rganishdan iborat.

Kalit so`zlar. Sement, chiqindilar, quruq usul, nam usul, chatishtirilgan usul, xomashyolar, portlandsement.

KIRISH

Angliyalik tadqiqotchi Jozef Aspidin mustahkam sun`iy tosh sohasida ish olib borib 1824-yilda yaratgan ―Sun`iy tosh ishlab chiqarishning takomillashgan usuli ishi uchun patent oldi.Bu sun`iy tosh Portland shahri yaqinida qazib olinayotgan portland toshiga o'xshaganligi sababli portlandsemet deb atalgan.Rus harbiy texnigi E.Cheliyev esa suvga chidamli sementning yanada takomillashgan turini yaratish xususida izlanish olib borib,1825 – yili juda muhim ixtiro qildi:ohak bilan tuproq aralashmasi 1200-1300 ^{0}C gacha,ya'ni oqarib tovlana boshlaguniga qadar kuydirilganiga qovushib pishgan ―kesaklangan mahsulot hosil bo'ldi. Bundan oldingi ishlarda sement ishlab chiqarish uchun xomashyoning turli tarkiblari taklif qilingan ularning ko'pchiligida birlamchi xomashyoning tarkibi turlicha biroq qayta ishlangan va tozalanangan homashyolarning tarkibi jihatdan bir-biridan farqlari deyarli yo'q biroq mamlakatimizda sement ishlab chiqariladigan zavodlarning deyarli barchasi hududiga yaqin bo'lgan tog' va konlardan xomashyo olib ishlatadi, shuning uchun bu borada qilanadigan ishlar dolzarbligicha qolmoqda.

TAJRIBA QISMI

Sementni ishlab chiqarish quyidagi tartibda amalga oshiriladi:

a)Xomashyoviy moddalarni konlardan qazib olish va zavodga tashib keltirish; b)Xomashyoviy aralashmani tayyorlash;

v)Pishirish uchun xomashyoviy aralashmani kuydirish va klinker hosil qilish; g)Klinkerga gips yoki aktiv mineral qo`shimchalar qo`shib tuyish va sement hosil qilish;

d)Tayyor mahsulotni omborlarga (siloslarga) joylash, saqlash. Sement ishlab chiqarish uchun birlamchi xomashyo kalsiy oksidi, kremniy oksidi, alyuminiy oksidi va temir oksidi bo'lgan minerallar aralashmasidir. Asosiy xomashyo, shu jumladan ohaktosh, bo'r, mergel va slanets yoki loy karerlardan olinadi. Birlamchi maydalashdan so'ng, xomashyo saqlash va keyingi tayyorlash uchun sement zavodiga tashiladi. Boksit, temir rudasi, yuqori o'choqli shlak, qum yoki qayta ishlangan material kabi boshqa xomashyolar boshqa joydan olib kelinadi. Bir tonna sement klinkerini ishlab chiqarish uchun taxminan 1,60 tonnaga yaqin xomashyo talab qilinadi.

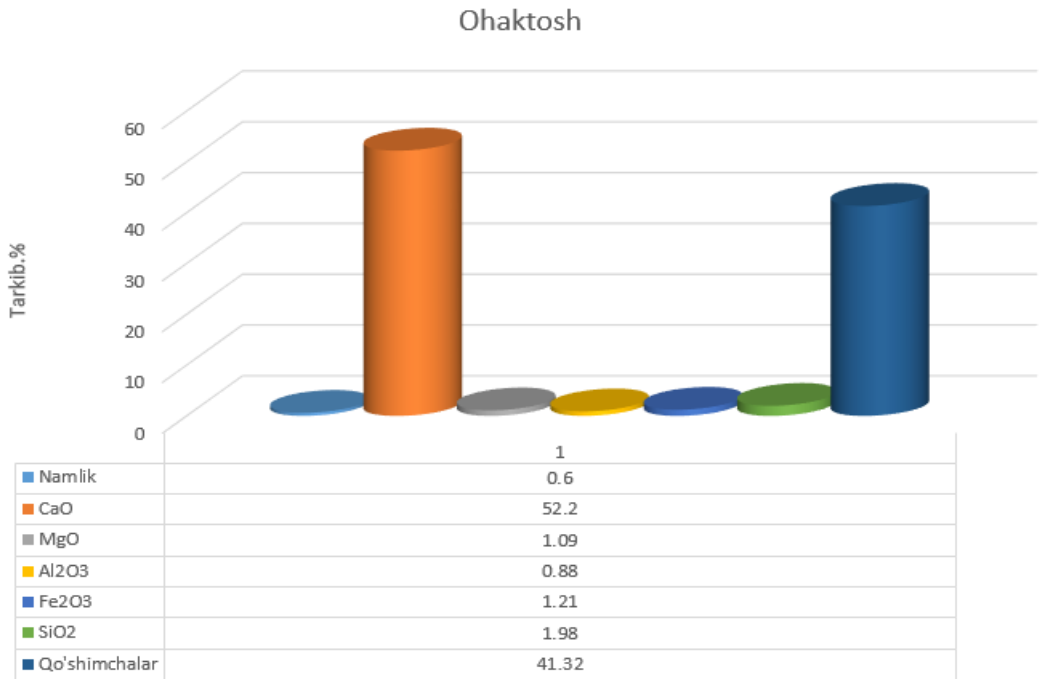
Ikkilamchi xomashyolarning asl komponentlarning asosiy sifat ko'rsatkichlari, shu jumladan CaO, MgO, Al_2O_3, Fe_2O_3 kabi oksidlarning tarkibi o'rganilgan.

TAJRIBA NATIJALARINING TAHLILI

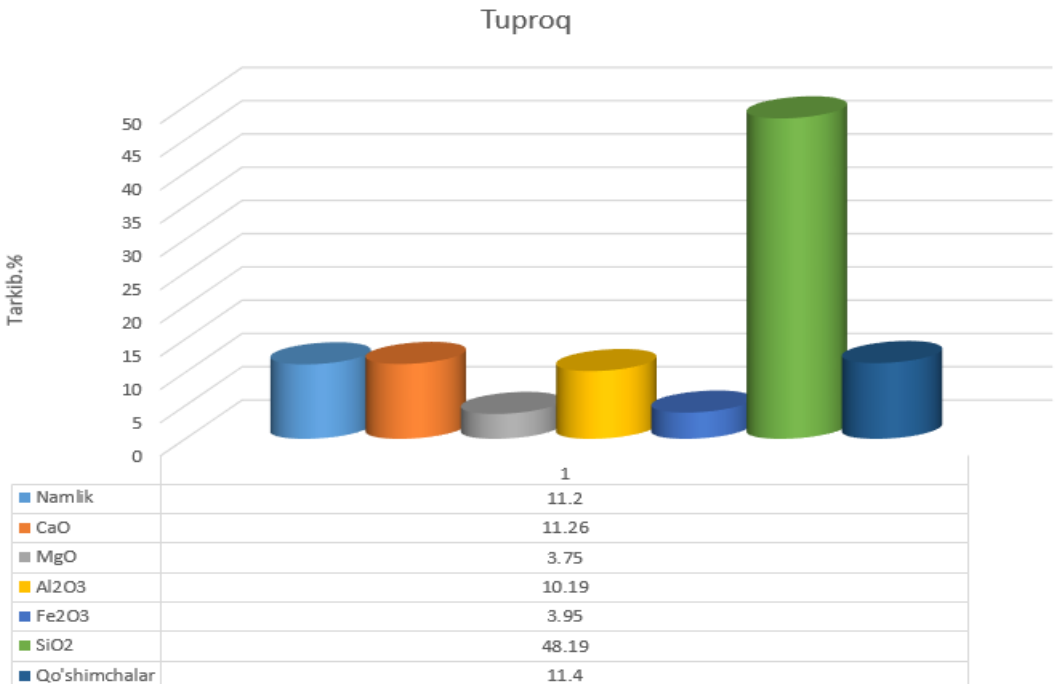
Ohaktosh, tuproq, qum va shlaklar tarkibidagi namlik moqdori, CaO, MgO, Al_2O_3, Fe_2O_3, SiO_2 kabi tarkibiy qismlarning miqdori o'rganildi va natijalar keltirildi. Maydalangan xomashyo aralashmasining spektrofotometrik tahlili natijalari quyidagi jadval va rasmlarda keltirilgan.

Jadval. Xomashyoning tarkibiy qismlarining miqdori.

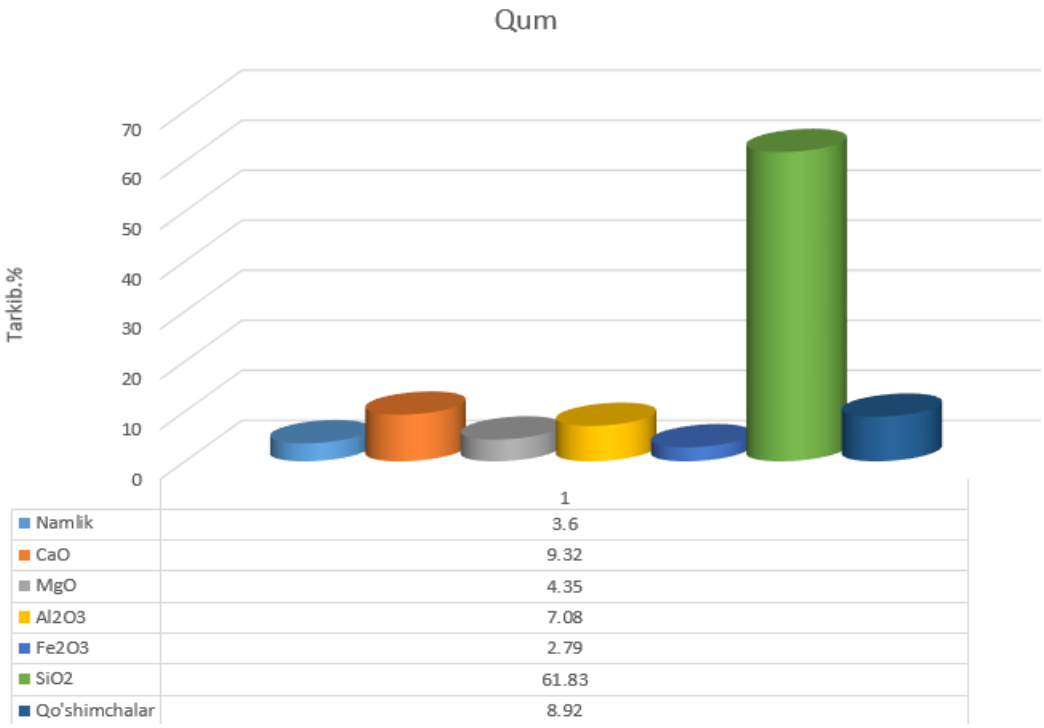
№	Xomashyo nomi	Tarkib.%						
		Namlik	CaO	MgO	Al_2O_3	Fe_2O_3	SiO_2	PPP
	Ohaktosh	0.6	52.2	1.09	0.88	1.21	1.98	41.32
	Tuproq	11.2	11.26	3.75	10.19	3.95	48.19	11.4
	Qum	3.6	9.32	4.35	7.08	2.79	61.83	8.92
	Shlaklari	10.2	2.29	2.28	7.86	43.16	31.71	3.42



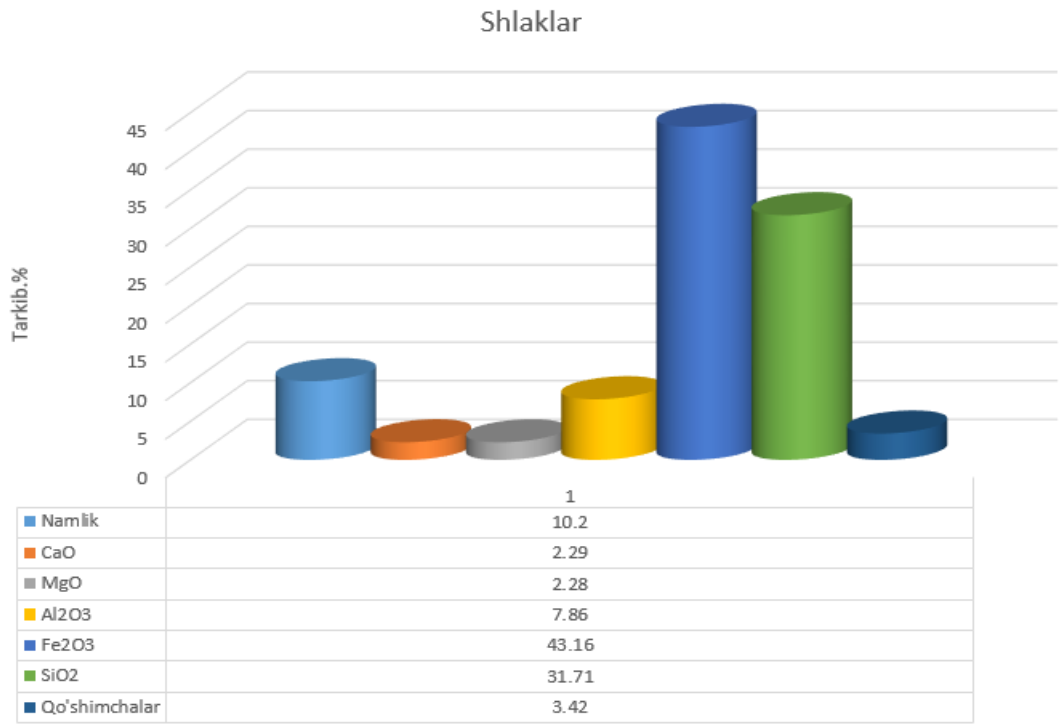
1-rasm. Ohaktosh tarkibidagi birikmalarning miqdori.



2-rasm. Tuproq tarkibidagi birikmalarning miqdori.



3-rasm. Qum tarkibidagi birikmalarning miqdori.



4-rasm. Shlaklar tarkibidagi birikmalarning miqdori.

Tahlildan so'ng dastlabki materiallar, kerakli nisbatda olingan. sement ishlab chiqarish jarayonni boshqarish uchun xomashyoni pechda pishirish va yuqori unumdor sement olish, ishlab chiqarishning bugungi kundagi texnologik jarayonini asosi bo'lish kerak ekanligi albatta hisobga olinishi kerak. Soatda bir kunda olingan namunalar tarkibiga kirgan oksidlar miqdori, odatda "maydalangan kukun" deb ataladigan maydalangan aralashmaning parchalanish darajasi spektrofotometrik tahlil usuli bilan aniqlanadi, buning uchun undan tahlil qilish uchun tegishli o'lchamdagi namunalar oldindan qabo'l qilinib olinadi va maxsulotlar bilan solishtiriladi natijada unumdorlik darajasi aniqlanadi. Turli vaqt oralig'ida maydalangan xomashyo aralashmasi namunalarini spektrofotometrik tadqiqotlar natijalari keltirilgan. Ko'rinib turibdiki, jarayonda xomashyo tarkibiy qismlarini tahlil qilish natijalari ishlab chiqarishning texnologik sikli amalda sement ishlab chiqarish uchun boshlang'ich aralashmaning barqarorligini ko'rsatadigan ozgina farq bor.

XULOSA

Shunday qilib aytishimiz mumkunki sement sihlab chiqarishda ishlatiladigan xomashyolarning tarkibi ularni qayta ishlashdan olingan birikmalarning nisbati sementning tarkibiga judda katta ta`sir ko'rsatadi. Biz olgan xomashyolarning tarkibi o'rganilganda ularning tarkibida mos ravishda turli birikmalardan turli nisbatlarda olinganligi ko'rsatildi. Sementning qanday xususiyatlarga ega ekanligi mana shu xomashyoning tarkibiga bog'liq xomashyoning tarkibi o'zgarishi bilan sementning xususiyatlari o'zgaradi. Biz o'rgangan qum, ohaktosh, shlaklar va tuproq tarkibidagi komponentlarning miqdoriga qarab xomashyoni nisbatini tanlashimiz mumkin.

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SHAXMAT DOSKASIDAGI KVADRATLAR SONI

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Matematika yo'nalishi talabalari

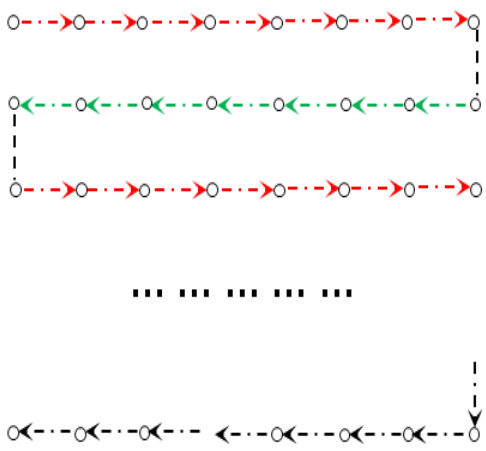
Annotatsiya Taqdim etilayotgan maqola insonlarning aqliy tafakkurini rivojlantirish uchun xizmat qilib ushbu maqolada shaxmat doskasidagi kvadratlar sonini aniqlash uchun bir nazariya mavjudligi isbotlangan.

Kalit so'zlar: Shaxmat doskasi, kvadratlar soni, to'g'ri to'rtburchak, yig'indi, to'rtburchak.

Kirish. Shaxmat doskasidagi har bir katakchani bir birlik deb qabul qilsak, shaxmat doskasini 8×8 o'lchamli deyish mumkin. Shaxmat doskasidagi bir birliklar soni $8^2 = 64$ taligi ravshan. Endi ikki birliklar soni, ya'ni 2×2 lik kvadratlar sonini qanday topish mumkinligini ko'rsatamiz. Buning uchun shaxmat doskasining yuqori chap burchagidagi ikki birlikni o'ngga qarab bir ustunga ketma – ket suramiz. Bu surishlar soni $8 - 2 + 1 = 7$ ta bo'ladi. Natijada bu ikki birlik shaxmat doskasining yuqori o'ng burchagiga o'tib qoladi. Shundan so'ng bu ikki birlikni pastga bir qator tushirimiz va yuqoridagi jarayonni o'ngdan chapga qarab davom ettiramiz. Natijada bu ikki birlik shaxmat doskasining yuqoridan bir qator pastdagi chap burchagiga o'tadi. Shundan so'ng uni yana bir qator pastga tushirib yuqoridagi ishni endi chapdan o'ngga davom ettiramiz va hokazo. Bir qator pastga tushishlar soni ham $8 - 2 + 1 = 7$ ta bo'lishini ko'rish qiyin emas. Demak, aytish mumkinki shaxmat doskasidagi 2×2 lik kvadratchalar soni $7^2 = 49$ ta.

Xuddi shunday shaxmat doskasidagi 3×3 lik kvadratlar sonini ham hisoblash mumkin. Buning uchun yuqoridagi kabi shaxmat doskasining yuqori chap burchagidagi uch birlikni o'ngga qarab bir ustunga ketma – ket suramiz. Bu surishlar soni $8 - 3 + 1 = 6$ ta bo'ladi. Natijada bu uch birlik shaxmat doskasining yuqori o'ng burchagiga o'tib qoladi. Shundan so'ng bu uch birlikni pastga bir qator tushirimiz va yuqoridagi jarayonni o'ngdan chapga qarab davom ettiramiz. Natijada bu ikki birlik shaxmat doskasining yuqoridan bir qator pastdagi chap burchagiga o'tadi. Shundan so'ng uni yana bir qator pastga tushirib, yuqoridagi ishni endi chapdan o'ngga davom ettiramiz va hokazo. Bir qator pastga tushishlar soni ham $8 - 3 + 1 = 6$ ta bo'ladi. Demak, aytish mumkinki, shaxmat doskasidagi 3×3 lik kvadratlar soni $6^2 = 36$ ta.

Yana aytish mumkinki, shaxmat doskasidagi 4×4 lik kvadratlar soni $5^2 = 25$ ta,



5×5 lik kvadratlar soni $4^2 = 16$ ta, 6×6 lik kvadratlar soni $3^2 = 9$ ta, 7×7 lik kvadratlar soni $2^2 = 4$ ta, 8×8 lik kvadratlar soni $1^2 = 1$ ta bo'ladi. Umumiy hisobda shaxmat doskasidagi kvadratlar soni esa

$$8^2 + 7^2 + 6^2 + 5^2 + 4^2 + 3^2 + 2^2 + 1^2 = 204 \text{ ta} \quad (1)$$

bo'ladi. Shuni aytib o'tamizki, shaxmat doskasidagi kvadratlarni bu usul bilan sanaganda birorta ham kvadrat sanoqdan chetda qolib ketmaydi. Chunki,

shaxmat doskasidagi istalgan kvadrat chegaralari tayin qator va tayin ustunlarda yotadi.

- Bundan ham kuchliroq masalani qo'yishimiz mumkin oldimizga: $n \times n$ o'lchamli kvadrat shaklidagi panjarada nechta kvadrat bor?

Buni ham shaxmat doskasidagi kvadratlarni sanashda qo'llagan usul bilan osongina topish mumkin. $n \times n$ panjaradagi $k \times k$ $(k \le n)$ o'lchamli kvadratlar soni

$$(n-k+1)^2 \quad (2)$$

ta bo'ladi. (2) ni barcha k bo'yicha yig'ib chiqsak va hisoblasak

$$\sum_{k=1}^{n}(n-k+1)^2 = \frac{1}{6}n(n+1)(2n+1)$$

bo'ladi. Demak, $n \times n$ o'lchovli panjarada

$$\frac{1}{6}n(n+1)(2n+1) \text{ ta}$$

kvadrat bo'lar ekan.

Endi boshqa masalalarga o'tsak.

- Shaxmat doskasida nechta to'g'ri to'rtburchak bor (bular orasida kvadratlar ham nazarda tutilayapti)?

Shaxmat doskasidagi kvadratlar soni 204 ta ekanligini yuqorida hisoblab topdik. To'rtburchaklar sonini hisoblashda shaxmat doskasigi $m \times n$ o'lchamli to'rtburchaklar bilan $n \times m$ o'lchamli to'rtburchaklar farq qilishini aytib o'tamiz. Negaki, $m \times n$ to'rtburchak m ta satr va n ta ustundan, $n \times m$ to'rtburchak esa n ta satr va m ta ustundan iborat. Biz quyida $m \neq n$ bo'lgan to'rtburchaklar sonini sanaymiz.

Avvalo, shaxmat doskasigi 1×2 o'lchamli to'rtburchaklar sonini sanashni qaraylik. Buning uchun 1×2 to'rtburchakni shaxmat doskasining yuqori chap burchagidan hisoblashni boshlab, xuddi yuqoridagi usulda davom ettiramiz. Natijada

$$(8-2+1)\cdot(8-1+1) = 56$$

1×2 o'lchamli to'rtburchaklar soni hosil bo'ladi. 2×1 o'lchamli to'rtburchaklar soni ham $(8-2+1)\cdot(8-1+1) = 56$ ta ekanligini ko'rish qiyin emas. Xulosa qilib aytsak, $((1 \times 2),(2 \times 1))$ to'rtburchaklar soni $2 \cdot 56 = 112$ ta bo'ladi.

Navbatda $((1 \times 3),(3 \times 1))$ lik to'rtburchaklar sonini ham $2 \cdot (8-3+1)\cdot(8-1+1) = 96$ ta bo'ishini, $((1 \times 4),(4 \times 1))$ lik to'rtburchaklar soni $2 \cdot (8-4+1)\cdot(8-1+1) = 80$ ta ekanligi va … $((1 \times 8),(8 \times 1))$ lik to'rtburchaklar soni $2 \cdot (8-8+1)\cdot(8-1+1) = 16$ ta ekanligini hosil qilish mumkin. Keyingi navbatda esa $((1 \times n),(n \times 1)), n = 1..8$ to'rtburchaklarning umumiy soni esa

$$2 \cdot \sum_{n=2}^{8}(8-n+1)\cdot(8-1+1) = 448$$

ta bo'lishini hisoblash mumkin.

Endi 2×3 lik to'rtburchaklar sonini sanashga o'tsak. Buni ham 1×2 likni qanday sanagan bo'lsak shu usulda sanab $(8-2+1)\cdot(8-3+1) = 42$ ta bo'lishini hosil qilamiz. $((2 \times 3),(3 \times 2))$ liklarning soni esa $2 \cdot 42 = 84$ ta bo'ladi.

$((2\times 4),(4\times 2))$ liklar soni $2\cdot(8-2+1)\cdot(8-4+1)=70$ ta, $((2\times 5),(5\times 2))$ soni $2\cdot(8-2+1)\cdot(8-5+1)=56$ ta va $((2\times 8),(8\times 2))$ liklar soni $2\cdot(8-2+1)\cdot(8-8+1)=14$ ta bo'lishi, barcha $((2\times n),(n\times 2)),n=3..8$ lilar soni esa

$$2\cdot\sum_{n=3}^{8}(8-n+1)\cdot(8-2+1)=294$$

ta ekanligini olish mumkin.

Shu jarayonni to $((7\times 8),(8\times 7))$ likkacha davom ettirsak va har bir olingan natijalarni qo'shib chiqsak, shaxmat doskasidagi barcha to'rtburchaklar sonini topamiz:

$$2\cdot\sum_{k=1}^{7}\left(\sum_{n=k+1}^{8}(8-n+1)\cdot(8-k+1)\right)=1092 \qquad (3)$$

(4) shaxmat doskasidagi o'lchamlari bir – biriga teng bo'lmagan, ya'ni $n\neq m$ bo'lgan to'rtburchaklar soni, (1) esa undagi kvadratlar soni (ya'ni $n=m$) bo'lgani uchun shaxmat doskasidagi jami to'rtburchaklar soni

$$1092+204=1296 \text{ ta}$$

ekanligi kelib chiqadi.

- $\boldsymbol{n\times n}$ o'lchamli panjaradagi to'g'ri to'rtbrchaklar soni haqida yuqoridagi misoldan kelib chiqadigan quyidagi formulani ham osongina keltirib chiqarish mumkin:

$$2\cdot\sum_{k=1}^{n-1}\left(\sum_{m=k+1}^{n}(n-m+1)\cdot(n-k+1)\right)+\sum_{k=1}^{n}(n-k+1)^2=\frac{1}{4}n^2(n+1)^2$$

- $\boldsymbol{n\times m\ (n\geq m)}$ o'lchamli panjaradagi kvadratlar sonini quyidagi tenglikdan topish mumkin:

$$\sum_{k=1}^{m}(n-k+1)\cdot(m-k+1)=\frac{1}{6}m(m+1)(3n-m+1) \qquad (*)$$

- $\boldsymbol{n\times m\ (n\geq m)}$ panjaradagi to'rtburchaklar soni qanchaligini yuqoridagi usullardan foydalanib hisoblash mumkin. Bunda shunga e'tibor berish kerakki $n\times m$ panjaradagi $k\times l$ to'rtburchaklar soni bilan $l\times k$ to'rtburchaklar soni farq qiladi.

Hisobni 1×2 to'rtburchaklar sonini bilishdan boshlaymiz. Ularning soni $(m-2+1)\cdot(n-1+1)=(m-1)\cdot n$ ta bo'lishini ko'rish qiyin emas. 1×3 to'rtburchaklar soni $(m-3+1)\cdot(n-1+1)=(m-2)\cdot n$ ta, 1×4 to'rtburchaklar soni $(m-4+1)\cdot(n-1+1)=(m-3)\cdot n$ ta va hokazo $1\times m$ to'rtburchaklar soni $(m-m+1)\cdot(n-1+1)=n$ ta bo'lishini hosil qilish mumkin. Ularning jamisi esa

$$\sum_{k=2}^{m}(m-k+1)\cdot(n-1+1)=n\cdot\sum_{k=2}^{m}(m-k+1)=\frac{1}{2}mn(m-1)$$

ta bo‘ladi.

2×3 lik to‘rtburchaklar soni esa $(m-3+1)\cdot(n-2+1)=(m-2)\cdot(n-1)$ ta, 2×4 liklar soni $(m-4+1)\cdot(n-2+1)=(m-3)\cdot(n-1)$ ta va hokazo $2\times m$ lik to‘rtburchaklar soni $(m-m+1)\cdot(n-2+1)=(n-1)$ ta bo‘ladi. Ularning jamisi esa

$$\sum_{k=3}^{m}(m-k+1)\cdot(n-2+1)=(n-1)\cdot\sum_{k=3}^{m}(m-k+1)$$

$$=\frac{1}{2}(m-1)(n-1)(m-2)$$

ta bo‘ladi. Shu kabi hisoblashlarni to $(m-1)\times m$ gacha davom ettiramiz va har bir qadamda olingan natijalarni qo‘shib chiqsak

$$\sum_{k=1}^{m-1}\left(\sum_{i=k+1}^{m}(n-k+1)(m-i+1)\right)=\frac{1}{24}m(m^2-1)(4n-m+2)\quad(4)$$

bo‘ladi. Eslatib o‘tamizki, (4) $n\times m$ panjaradagi $k\times l$ $[k=1..(m-1),l=(k+1)..m]$ to‘rtburchaklar sonini bildiradi. Endi esa $l\times k$ $[l=2..n,l=1..m]$ to‘rtburchaklar sonini sanashga o‘tamiz.

2×1 lik to‘rtburchaklar soni $(n-2+1)\cdot(m-1+1)$ ta, 3×1 lik to‘rtburchaklar soni $(n-3+1)(m-1+1)$ ta , 4×1lik to‘rtburchaklar $(n-4+1)\cdot(m-1+1)$ ta va … $n\times 1$ lik to‘r-klar soni $(n-n+1)\cdot(m-1+1)$ ta bo‘lib, ular jami

$$\sum_{k=2}^{n}(n-k+1)(m-1+1)=\frac{1}{2}mn(n-1)$$

ta bo‘ladi.

3×2 lik to‘rtburchaklar soni $(n-3+1)\cdot(m-2+1)$ ta, 4×2 lik to‘rtburchaklar soni $(n-4+1)(m-2+1)$ ta , 5×2 lik to‘rtburchaklar $(n-5+1)\cdot(m-2+1)$ ta va … $n\times 2$ lik to‘r-klar soni $(n-n+1)\cdot(m-2+1)$ ta bo‘lib, ular jami

$$\sum_{k=3}^{n}(n-k+1)(m-2+1)=\frac{1}{2}(m-1)(n^2-3n+2)$$

ta bo‘ladi.

4×3 , … , $n\times 3$ va hokazo $n\times m$ lik to‘rtburchaklar sonini aniqlab ularni qo‘shib chiqsak

$$\sum_{k=1}^{m}\left(\sum_{i=k+1}^{n}(n-i+1)(m-k+1)\right)$$

$$=\frac{1}{24}m(m+1)(m^2-4nm+m-2n-2+6n^2) \quad (5)$$

bo‘ladi. (4) va (5) larni qo‘shib

$$\sum_{k=1}^{m-1}\left(\sum_{i=k+1}^{m}(n-k+1)(m-i+1)\right)+\sum_{k=1}^{m}\left(\sum_{i=k+1}^{n}(n-i+1)(m-k+1)\right)$$

$$=\frac{1}{12}m(m+1)(3n^2+2m-3n-2)$$

natijani olamiz. Bu natija $\boldsymbol{n\times m\ (n\geq m)}$ panjaradagi bo‘yi eniga teng bo‘lmagan to‘rtburchaklar sonini ifodalaydi. Unga yuqorida aniqlab qo‘yilgan $\boldsymbol{n\times m}$ panjaradagi kvadratlar soni $(*)$ qo‘shsak, uzil – kesil oldimizga qo‘ygan masalaning javobiga kelamiz:

$$\sum_{k=1}^{m-1}\left(\sum_{i=k+1}^{m}(n-k+1)(m-i+1)\right)+\sum_{k=1}^{m}\left(\sum_{i=k+1}^{n}(n-i+1)(m-k+1)\right)+$$

$$+\sum_{k=1}^{m}(n-k+1)\cdot(m-k+1)=\frac{1}{4}mn(n+1)(m+1)$$

Shunday qilib kvadrat bo‘ladimi, to‘g‘ri to‘rtburchak bo‘ladimi unda joylashgan kvadratlar yoki to‘rtburchaklar sonini yuqorida keltirilgan misollardan olingan natijalardan biri bilan hisoblash mumkin ekan.

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QISHLOQ XO'JALIGI CHIQINDISIDAN FOYDALANGAN HOLDA BIOGAZ ISHLAB CHIQARISH

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Anotatsiya. Ishda qishloq xo'jaligi chiqindisidan foydalangan holda biogaz ishlab chiqarish jarayonlari tadqiq qilindi. Ekologik muammolarning keskinlashuvi, qayta tiklanmaydigan energiya resurslari zahiralarining tugashi, ular narxining oshishi energiya ishlab

chiqarish uchun organik chiqindilarni biokonvertatsiya qilish texnologiyasini ishlab chiqish va ulardan foydalanishga qiziqish uyg'otdi.

Belarusda qishloq xo'jaligi iste'molchilarini noan'anaviy qayta tiklanadigan manbalar - quyosh va shamol energiyasi, qattiq maishiy chiqindilar va biomassa va boshqalardan foydalanish orqali issiqlik va elektr energiyasi bilan ta'minlash uchun katta imkoniyatlar mavjud. Ishning maqsadi-qishloq xo'jaligi chiqindisidan foydalangan holda biogaz ishlab chiqarish jarayonlarini o'rganish va eng maqbul chiqindi balansini tanlashdan iboratdir.

Kalit so'zlar: Biogaz, chiqindi, fermentatsiya, metan, biologic o'g'itlar, ozuqa qo'shimchalari, mezofil.

KIRISH

2010-yilgacha bo'lgan davrda ishlab chiqilgan energetikani rivojlantirish kontseptsiyasiga muvofiq, Belarus Respublikasida noan'anaviy energiya manbalarining amalda amalga oshirilgan salohiyati tarkibi taxminan 13 million tonna ekvivalent yoqilg'i, shu jumladan organik energiyani tashkil etadi[1,2].

Yil davomida hosil bo'lgan organik chiqindilar: hayvonlarning go'ngi - 70,2 million tonna, maishiy chiqindilar - 2,1 million tonna, chiqindi suv - 2,42 million tonna. Barcha organik chiqindilar va o'simlik moddalarini biogazga qayta ishlash respublikada ishlab chiqarish imkonini beradi. Birgina Belarus Respublikasida yiliga 4,8-5,3 milliard m^3 biogaz mavjud bo'lib, bu 3,5-4,0 million tonna yoqilg'i ekvivalentiga to'g'ri keladi[3-5].

Ma'lumki, hayvonlar o'simlik ozuqasining energiyasini yomon o'zlashtiradi va uning yarmidan ko'pi qimmatli organik o'g'it bo'lgan va qayta tiklanadigan energiya manbai sifatida ishlatilishi mumkin bo'lgan go'ngga kiradi. Hayvonlarning yirik fermer xo'jaliklari va majmualarida to'planishi go'ng va go'ng chiqindilarining hajmini ko'payishiga olib keladi, ular atrof-muhitni ifloslantirmasdan utilizatsiya qilinishi kerak [6-8].

TAJRIBAVIY QISM

Go'ng va go'ng chiqindilaridan oqilona foydalanish usullaridan biri ularning anaerobik hazm bo'lishidir, bu go'ngni neytrallash va bir vaqtning o'zida biogaz ishlab chiqarish bilan birga o'g'it sifatida saqlanishini ta'minlaydi.

Ushbu texnologiyadan foydalanish natijasida anaerob bakteriyalar turlari oddiyroq birikmalarga parchalanadi: uchuvchi yog' kislotalari, quyi spirtlar, vodorod va uglerod oksidi, sirka va chumoli kislotalari, metil spirti. Ikkinchi bosqichda metan hosil qiluvchi bakteriyalar organik kislotalarni metan, karbonat angidrid va suvga aylantiradi. Go'ngni mikrobiologik anaerob usulda hazm qilishning biogaz, organik o'g'itlar va oqsilli ozuqa qo'shimchalarini olish uchun ijobiy ta'siri 1-jadvalda keltirilgan.

1. Go'ngni utilizatsiya qilishning iqtisodiy samarasi.

Suv va tuproqning biologik ifloslanishini kamaytirish	Biologik o'g'itlarga qo'shimcha qiymat berish	Ozuqa qo'shimchalarini olish (vitamin Bx 2)	Atmosferaga zararli chiqindilarni kamaytirish	Kuniga 1 bosh boshiga biogaz ishlab chiqarish
Oqava suvlarning 70-90% ifloslanishi	Azot yo'qotilishini - 20% ga kamaytirish, hosilni 8-12% ga oshirish	1 bosh qoramolga 300 tonna ozuqani 1 tonna vitamin konsentrati bilan boyitish	Yonayotgan qattiq yoki suyuq yoqilg'ining biogaz bilan almashtirilishi tufayli	Qoramol - 0,6-1,5 cho'chqa - 0,8-1,7 parranda - 1,0-2,0

Metan fermentatsiyasi o'rta (mezofil) va yuqori (termofil) haroratlarda sodir bo'ladi. Bir vaqtning o'zida bir nechta vazifalar amalga oshiriladi: go'ng chiqindilarini dezinfeksiya qilish sodir bo'ladi; yoqimsiz hid yo'qoladi; ekologik vaziyat yaxshilanadi, fermentlangan loydan o'g'it

sifatida foydalanish mumkin, uni qo'llash ekinlar hosildorligini 15-20% ga oshirishi mumkin; Yoqilg'i sifatida ishlatilishi mumkin bo'lgan biogaz chiqariladi.

TAJRIBA NATIJALARINING MUHOKAMASI

Anaerob hazm qilishda organik moddalar kislorodsiz parchalanadi. Bu jarayon ikki bosqichni o'z ichiga oladi. Birinchi bosqichda murakkab organik polimerlar (tolalar, oqsillar, yog'lar va boshqalar) turli xil tabiiy jamoa ta'sirida. Biogazning xususiyatlari, termofil metan fermentatsiyasi bilan katta mahsuldorlikka erishiladi. Metan konsortsiumining o'ziga xos xususiyati fermentatsiya jarayonini uzluksiz qilish imkonini beradi. Anaerob hazm qilish jarayonining normal borishi uchun reaktorda optimal sharoitlar talab qilinadi: harorat, anaerob sharoitlar, ozuqa moddalarining etarli konsentratsiyasi, pH qiymatlarining maqbul diapazoni, toksik moddalarning yo'qligi yoki past konsentratsiyasi.

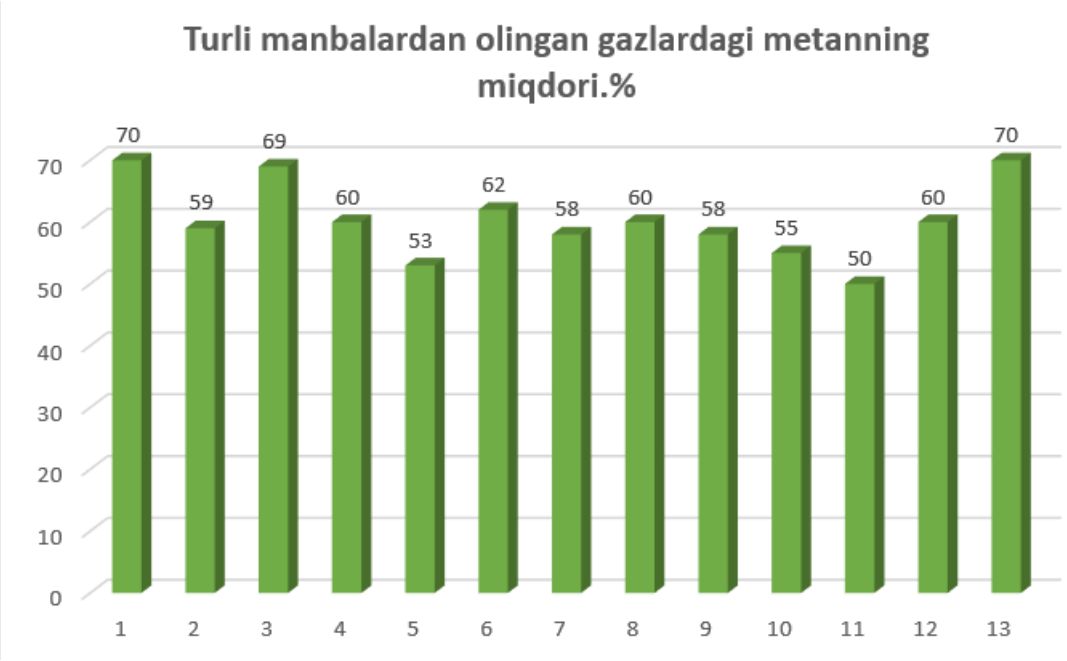
Go'ngni anaerob hazm qilishdan so'ng 2 xil foydali mahsulot olinadi: biogaz va o'g'itlar. Ularning xususiyatlari diagramma va 2-4-jadvallarda keltirilgan.

2-jadval. Biogazning xossalari.

Ko'rsatkichlar	Komponentlar				Aralashmasi 60% CH4 + 40% CO2
	CH4	CO2	H2	H2S	
Hajm ulushi,%	55-70	27-44	1	3	100
Valumetrik yonish issiqligi, MJ/m^3	35.8	10.8	22.8	-	21.5
Yonish harorati, ºC	650-750	-	585	-	650-750
Zichlik:					
Normal, g/l	0,72	1,98	0,09	1,54	1,20
Qiyosiy, g/l	102	408	31	349	320

3-jadval. Xomashyo turining biogaz chiqishiga ta'siri.

Xom ashyo	1kg quruq moddalardan biogas chiqishi, l/kg	Gazdagi metan miqdori, %
O't	630	70
Daraxt barglari	220	59
Qarag'ay barglari	370	69
Kartoshka tepalari	420	60
Makkajo'xori poyalari	420	53
Chaff	615	62
Bug'doy somoni	340	58
Mol go'ngi	200-310	60
Cho'chqa go'ngi	340-550	58
Qushlarning axlati	310-620	55
Maishi chiqindilar	600	50
Najasli loy	250-310	60
Kanalizatsiya loyqalari	570	70



1-o‘t;2-daraxt bargi;3-qarag‘ay bargi;4-kartoshka tepalari;5-makkajo‘xori poyalari;6-chaff;7-bug‘doy somoni;8-mol go‘ngi;9-cho‘chqa go‘ngi;10-qushlarning axlati;11-maishichiqindilar;12-najasli loy;13-kanalizatsiya loyqalari.

Jadval. Turli manbalardan olingan gazlardagi metanning miqdori.

Taqdim etilgan ma'lumotlar biogazdan yoqilg'i sifatida foydalanish imkoniyatini ko'rsatadi. Bir kubometr biogaz 0,7 m_3 tabiiy gaz yoki 0,6 litr mazutga teng.

Biogazning chiqishi ham xom ashyoga (3-jadval), ham metanogenezni qayta ishlash texnologiyasiga bog'liq bo'lib, u 5% dan oshmaydi. Shu bilan birga, yangi go'ngda organik birikmalar, fermentlangan go'ngda mavjud bo'lgan azotning muhim qismi ammiak shaklida bo'lib, o'simliklar tomonidan tez so'riladi.

4-jadval. Fermentatsiya davomiyligiga qarab go'ngning kimyoviy tarkibi%

Fermentatsiyaning davomiyligi,kunlari	Jami azot,N	Ammoniy azot, N – NH4	P2O5	K2O	C : N umumiy
0 (nazorat)	0,32	0,13	0,11	0,24	12,2
5	0,31	0,13	0,11	0,24	11,9
10	0,31	0,16	0,11	0,24	10,5
15	0,31	0,16	0,11	0,24	9,6

Substratning kimyoviy tarkibiga qarab, go'ngning metan fermentatsiyasi uning deodorizatsiyasini, degelmintizatsiyasini, begona o'tlar urug'ining unib chiqish qobiliyatini yo'q qilishni va o'g'it moddalarining o'simliklar tomonidan oson hazm bo'ladigan mineral shaklga aylanishini ta'minlaydi. Bunda ozuqa moddalari (o'simliklar uchun) azot, fosfor va kaliy amalda yo'qolmaydi [6-7].

Fermentlangan go'ngning kimyoviy tarkibi bo'yicha 4-jadvaldagi ma'lumotlardan ko'rinib turibdiki, go'ngni anaerobik ishlov berishda fosfor va kaliy fermentlangan massada deyarli to'liq saqlanib qoladi. Go'ngni qayta ishlashning boshqa usullari bilan 30% gacha bo'lgan azot yo'qotishlari fermentatsiya jarayonida chiqariladigan biogaz miqdorida farq qiladi.

Fermentatsiya tezligi go'ng chiqindilarining haroratiga bog'liq: masalan, t = 10 ° C da, fermentatsiya davomiyligi t = 25-27 ° C da 4 oy davom etadi - t = 30-35 da 25 dan 35 kungacha. ° C (mezofil rejim) - 9 dan 22 kungacha va t = 50-55 ° C da (termofil rejim) - 3 kundan 8 kungacha.

Biogaz ishlab chiqarish vaqti dastlabki massani isitish uchun issiqlikdan foydalanishni o'z ichiga oladi. Shuning uchun Belarus Respublikasi sharoitida mikroiqlimning xususiyatlarini, organik chiqindilar turini, uning tarkibini va fermentatsiya usulini hisobga olgan holda, qozonxonaning

chiqindi gazlarining issiqligidan foydalanish tavsiya etiladi. yozda quyosh elektr stantsiyalari va boshqa ikkilamchi energiya manbalarining.

XULOSA. Yuqorida aytilganlarning barchasini sarhisob qilsak, biogaz ishlab chiqarish loyihalarini amalga oshirish ijobiy samaraga olib keladi: atrof-muhit ifloslanishini kamaytirish, mineral zaxiralarni tejash va energiya bozorining optimal sxemasini shakllantirish.

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QISHLOQ XO'JALIGI MAHSULOTLARI ISHLAB CHIQARUVCHI VA QAYTA ISHLOVCHI KORXONALARDA BIOGAZ ISHLAB CHIQARISH VA FOYDALANISH TEXNOLOGIYALARI

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Anotatsiya. Ishda qishloq xo'jaligi mahsulotlari ishlab chiqaruvchi va qayta ishlovchi korxonalarda biogaz ishlab chiqarish va foydalanish texnologiyalari ko'rsatilgan. Bunda tanlangan texnologiya asosida turli homashyolardan olingan gazlarning miqdori va tarkibi o'rganilgan. Olingan ma'lumotlardan aytishimiz kumkunki yog' va yog' mahsulotlaridan gazlarni olish unumdorligi birmuncha yuqori. Hayvon qoldirlari orasida esa qushlarning gungidan olingan gazlarning miqdorini birmuncha yuqriroq ekanligini ko'rishimiz mumkun. Ishning maqsadi- qishloq xo'jaligi mahsulotlari ishlab chiqaruvchi va qayta ishlovchi korxonalarda biogaz ishlab chiqarish va foydalanish texnologiyalarini yaratishdan iboratdur.

Kalit so'zlar: Agrosanoat, go'ng, yog', qishloq xo'jaligi, o'simlik qoldiqlari, biogas,metan, tabiiy gaz.

KIRISHAgrosanoat majmuasining eng muhim muammolaridan biri bu chorvachilik korxonalarining ishlab chiqarish chiqindilarini utilizatsiya qilish va tuproq unumdorligini, demakki, ekinlar hosildorligini oshirishdir[1,2]. Birgina Rossiya Federatsiyasining qishloq xo'jaligi korxonalari har yili qariyb 640 million tonna go'ng va axlat ishlab chiqaradi[3], O'zbekistonda esa qariy bundan 10 barobar kam. Bu o'g'it qiymati bo'yicha Rossiya Federatsiyasining mamlakatdagi mineral o'g'itlarning umumiy ishlab chiqarishining 62% ga teng[4], Chorvachilik mahsulotlarini qayta ishlash korxonalarida hayvonlar va parranda go'shtini

qayta ishlash (standart bo‘lmagan mahsulotlar), oshqozon va ichak tarkibidagi chiqindilar, tarkibida hayvonlarning yog‘ mahsulotlari bo‘lgan yog‘ separatorlari chiqindilari, shuningdek, shox va tuyoq chiqindilari hosil bo‘ladi[5-8]. Ammo chorvachilik chiqindilarini qayta ishlash va undan organik o‘g‘it sifatida foydalanish bo‘yicha tejamkor texnologiyalar yo‘qligi sababli ushbu material amalda qo‘llanilmaydi, bu esa korxonadan bunday chiqindilarni olib tashlash va yo‘q qilish uchun katta xarajatlar to‘lashni talab qiladi[9-15].

Bu muammoning yechimlaridan biri qishloq xo‘jaligida biogaz texnologiyalaridan foydalanish bo‘lishi mumkin. An'anaga ko'ra, Evropa amaliyotida suyuq fazali hazm qilishga asoslangan biogaz qurilmalari qo'llaniladi. Biroq, turli xil namlikdagi substratlarning turli guruhlarini qattiq fazali fermentatsiyaga asoslangan fermentatsiya zavodlarida turli manbalardan organik chiqindilarni qayta ishlash texnologiyalari jahon fanida tobora ortib borayotgan qiziqishni uyg'otmoqda[16,17].

TAJRIBAVIY QISM

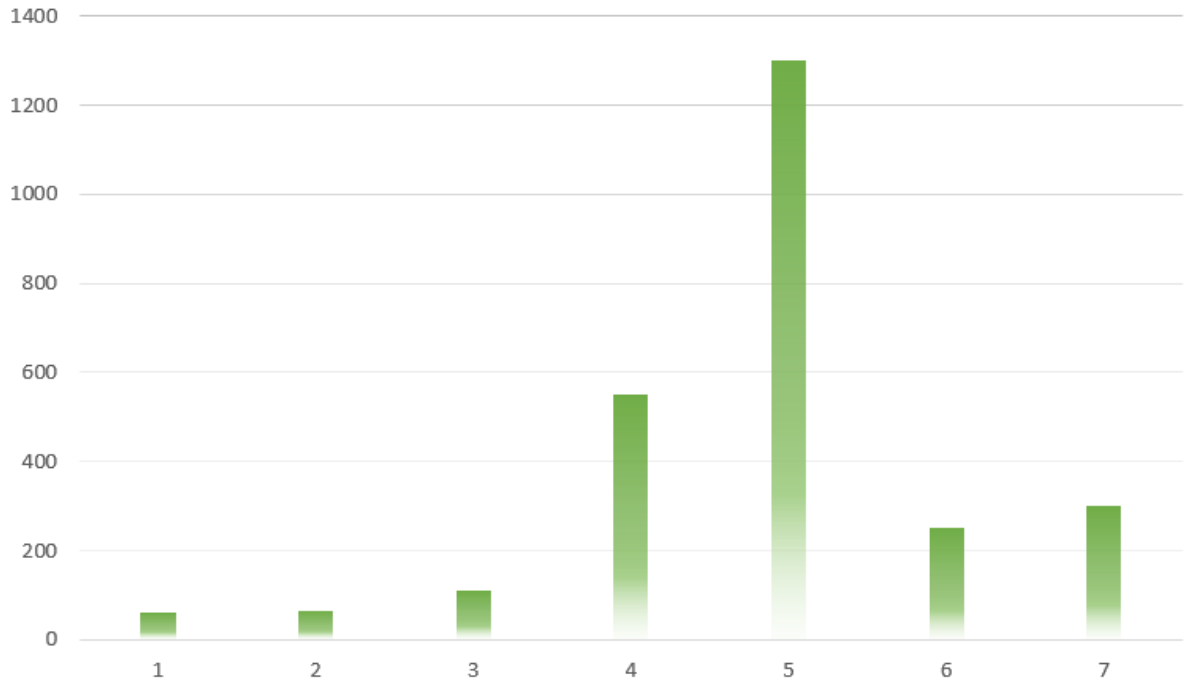
"Quruq" fermentatsiya deb ataladigan texnologiyani qo’llaganimizda barqaror qattiq mustahkamlik bilan ajralib turadigan fermentlarniqo’llagan holatida quyish biogas olishimiz mumkun. Biogazga aylantirish ushbu texnologiya bilan kislorodsiz substrat namligida fermentatsiya hajmi 60-80% (ya'ni, quruq moddalar miqdori 20-40%) va, birinchi navbatda, quruq usulning kamchiligi fermentatorning tarkibi aralashmasligidadur. Birgina 40 dona tuxum yo’nalishida boqiladigan tovuq va 100 broyler tovuq yetishtirish quvvatiga ega parrandachilik korxonasida yiliga 118 tonna go‘ng va 400 kub metrdan ortiq kontsentratsiyasi yuqori bo‘lgan organik komponentlar oqava suv havzalariga chiqariladi va ifloslantiradi. Hisoblashtar natijasida birgina go’ngning o’zidan taxminan 118 m^3 gaz degani. Bioreaktorlarda anaerobik qayta ishlash jarayonida umumiy biomassaning bunday miqdori taxminan 235 m^3 biogaz hosil qiladi, metan miqdori taxminan 60-70% ni tashkil qiladi. Biogazning yonish issiqligi 21-24 MJ/m^3 ni tashkil qiladi. Olingan gaz korxonaning o'z ehtiyojlari uchun va undan tashqarida energiya manbai sifatida ishlatilishi ko’rib chiqilgan.

TAJRIBA NATIJALARI VA ULARNING BAYONI

Turli xil kelib chiqishi bir tonna chiqindilar uchun biogazning o'ziga xos rentabelligi jadval va rasmda keltirilgan.

Jadval. Qishloq xo‘jaligi mahsulotlarini ishlab chiqaruvchi va qayta ishlaydigan korxonalar chiqindilaridan olinadigan potentsial biogas.

Chiqindilarning nomi	Biogaz chiqishi, m^3/t
Qoramol go‘ngi (tabiiy 85...88% namlik)	60
Cho'chqa go'ngi (tabiiy 85% tarkib)	65
Qushlarning axlati	80-140
Makkajo'xori	550
Yog'	1300
Yog' tutqichlarida qolgan qoldiq yog’lar	250
Qushxona chiqindilari	300



1-Qoramol go'ngi; 2-Cho'chqa go'ngi; 3-Qushlar axlati; 4-Makkajo'xori; 5-Yog' 6-Yog' qoldiqlari; 7-Qushxona chiqindilari.

Rasm.Turli chiqindilarning har tonnasidan olinadigan biogazning miqdori.

Ovqat hazm qilish vositasida fermentlangan massa yuqori konsentratsiyali suyuq organik o'g'it bo'lib, o'simliklar tomonidan oson hazm bo'ladigan va patogenlar va begona o'tlar urug'laridan mahrum bo'lib, o'simlik o'sishini rag'batlantiradigan aminokislotalar, makro va mikroelementlarni o'z ichiga oladi. Ushbu o'g'it barcha turdagi tuproqlarda ishlatilishi mumkin. Bundan tashqari, biogaz ishlab chiqarish atmosferaga metan chiqindilarining oldini olishga yordam beradi, bu esa issiqxona effekti va atmosferada "ozon teshiklari" shakllanishining oldini oladi.

Biogaz qurilmasi nafaqat energiya iste'mol qiladigan, balki uni ishlab chiqaradigan yagona chiqindilarni tozalash tizimi bo'lib, bu texnologiyani eng samarali va tejamkor qiladi. Chiqindilarni qayta ishlash jarayoni to'liq germetik yopilgan, shuning uchun qayta ishlangan moddaning hidlari atrof-muhitga tarqalmaydi. Biogaz qurilmasi ifloslantiruvchi organik moddalarning asosiy qismini olib tashlashga imkon beradi, shuning uchun fermentatsiyadan keyin chiqindilar yoqimsiz hidga ega emas.

Korxonada biogaz qurilmalarining mavjudligi sanitariya zonasi hajmini, ya'ni korxonadan turar-joy binolarigacha bo'lgan masofani 500 dan 150 m gacha qisqartirish imkonini beradi.Atrof-muhitni muhofaza qilish masalasi hozirda o'tkir bo'lganligi sababli, undan foydalanish Ushbu texnologiya ushbu korxonaning ekologik jozibadorligini oshirishi mumkin.

Mualliflar agrosanoat majmuasi korxonalarida qattiq fazali fermentatsiya uchun biogaz qurilmasini loyihalashni taklif qilmoqdalar. Ushbu texnologiya 50 t/soat chiqindi ishlab chiqaradigan korxonalarda samarali deb hisoblanishi mumkin, Chunki bu miqdor biogazning bunday hajmini ishlab chiqarish uchun yetarli bo'lib, bu nafaqat ushbu qurilmalarni ish holatida saqlash, balki energiya bilan ta'minlash uchun ham yetarli bo'ladi.

Chiqindilarni qayta ishlash sexlari taxminan 1-1,5 yil ichida o'zini oqlaydi. Bu ishlab chiqarish chiqindilarini yo'q qilish va o'g'itlarni sotib olish xarajatlarini, shuningdek, korxona faoliyati uchun zarur bo'lgan energiya xarajatlarini kamaytirish orqali sodir bo'ladi.

XULOSA

Hulosa qilib aytishimiz mumkunki biogazning miqdori ortib borishi bir tomondan tabiiy gazning o'rnini bosishi mumkun, ikkinchi tomondan esa o'simlik, hayvon chiqindilari va boshqa qoldiqlarning utilizatsiyasi ham taminlanishi mumkun. Bu albatta sanoatga, qishloq xo'jaligiga

va ekologiyaga anchayin foyda keltiradi. Bizni ishda ham turli mahsulotlardan olingan biogazning miqdori aniqlangan.

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BIOGAZ ISHLAB CHIQARISH TEXNOLOGIYASI

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Anotatsiya. Ishda biogas ishlab chiqarish texnologik sxemasi keltirilgan. Maqolada biogaz qurilmalarining tasnifi ishlab chiqilgan, ularning ishlash xususiyatlari ochib berilgan, tizim va texnologik yondashuvga asoslangan biogaz qurilmasining texnologik xaritasi ishlab chiqilgan. Tadqiqotlar natijasida biogaz qurilmasining optimal loyihasi taklif qilindi. Ishning maqsadi-Biogaz ishlab chiqarish chiqarish texnologiyasini takkomillashtirishdan iboratdir.

Kalit so'zlar: biogaz, metan, tasnifi, jarayon samaradorligi, o'rnatish sxemasi, tizimli yondashuv.

KIRISH

Biogaz ishlab chiqarish bioyoqilg'i, issiqlik, elektr energiyasi, o'g'itlar ishlab chiqarish uchun katta iqtisodiy ahamiyatga ega, atmosferaga metan chiqindilarining oldini olishga yordam beradi va avtomobil yoqilg'isi sifatida ham qo'llanilishi mumkin. Metan CO_2 dan 23 baravar yuqori issiqxona effektiga ega va atmosferada 12 yil davomida metanni ushlab turadi.

- global isishning oldini olishning eng yaxshi qisqa muddatli usuli. Bioreaktorda ishlab chiqarilgan o'g'itlar ishlatiladigan kimyoviy o'g'itlar miqdorini kamaytiradi.

Biogaz qurilmalari fermalarda, parrandachilik fermalarida, spirtli ichimliklar ishlab chiqarish zavodlarida, shakar zavodlarida, go'shtni qayta ishlash zavodlarida tozalash inshootlari sifatida o'rnatilishi va veterinariya-sanitariya zavodining o'rnini bosishi mumkin, ya'ni o'lik go'sht va suyak uni ishlab chiqarish o'rniga biogazga qayta ishlanadi.

Sanoatni rivojlangan mamlakatlar orasida nisbiy ko'rsatkichlar bo'yicha biogaz ishlab chiqarish va undan foydalanish bo'yicha yetakchi o'rin Daniyaga tegishli – biogaz uning umumiy energiya balansining 18% gacha qismini egallaydi. Mutlaq ko'rsatkichlarda (o'rta va yirik qurilmalar soni bo'yicha) Germaniya etakchi o'rinni egallaydi - 8 million dona. G'arbiy Evropada barcha parrandachilik fermalarining yarmidan bir oz kamroq qismi biogaz bilan isitiladi. Rossiyada potentsial biogaz ishlab chiqarish yiliga 72 milliard m³ gacha.

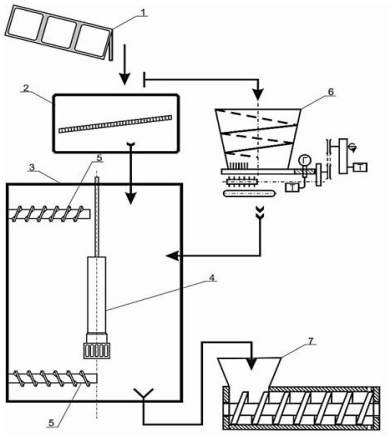
- ilgari foydalanilmagan o'simliklardan (yoki ularning qismlaridan) foydalanish imkoniyati;
- energiya ishlab chiqarish uchun organik chiqindilarni qayta ishlash imkoniyati;
- ko'p kilometrlik aloqalarsiz markazlashtirilmagan energiya ta'minoti;
- atmosferaga metan (CH_4), kulgili gaz (N_2O), karbonat angidrid (CO_2) kabi issiqxona gazlari chiqindilarini kamaytirish;
- faqat o'sish jarayonida o'simliklar tomonidan so'rilgan CO_2 miqdori chiqariladi (yopiq CO_2 aylanishi), metan atmosferaga chiqarilmaydi;
-qayta ishlanmagan go'ngga nisbatan o'g'it sifatining yaxshilanishi, tuproqqa qo'llanganda hidning intensivligi va ishqoriyligining kamayishi, ishlov berilmagan go'ngga nisbatan o'simliklar tomonidan ozuqa moddalarining tezroq singishi;
- fermentatsiya jarayonida patogen mikroblar soni va begona o'tlarning unib chiqishi kamayadi;
- o'g'itlar va pestitsidlarni tejash, fermentatsiya qoldiqlari mineral o'g'itlarning samarali va ekologik toza o'rnini bosadi.

TAJRIBAVIY QISM

Dizayn xususiyatlariga ko'ra, biogaz qurilmalari bitta va ko'p reaktorga bo'linadi. Biogaz elektr stantsiyalari uchun uskunalarni ishlab chiqish katta hajmdagi ma'lumotlardan foydalanishni o'z ichiga oladi, katta va murakkab tizimlarni loyihalash usullarini ishlab chiqish tizim tahlilidan foydalanishni talab qiladi. Bunday holda, asosiysi optimallashtirish muammolarini shakllantirishdir; bu erda odatiy holat optimal parametr qiymatlarini topishda yuqori aniqlik talab qilinmaydi. Quyidagi rasmda mavjud asbob-uskunalarning aniqlangan kamchiliklarini hisobga olgan holda biogaz qurilmasini ishlatish uchun taklif etilayotgan

texnologik jarayonning umumiy diagrammasi keltirilgan. Chorvachilik fermasidagi go‘ng tebranuvchi elakka beriladi va begona aralashmalardan, ko‘pincha to‘shak somonidan ajratiladi va bioreaktorga jo‘natiladi, u yerda somonni maydalab boqish mumkin.

Bioreaktorda ishlov berish jarayoni egizak shaftali mikser va disperser tomonidan faollashtiriladi va metantank hajmiga qarab bir nechta aralashtirgichlar bo'lishi mumkin. Qayta ishlangan organik material vintli pressda qattiq va suyuq fraksiyalarga bo‘linadi, qattiq fraksiya yuqori qo‘shimcha qiymat oladi va suyuqlik qayta ishlatish uchun texnologik jarayonga qaytariladi.



1-xom ashyo bo’nkeri; 2-rebranuvchi elek 3-bioreaktor 4-tarqatuvchi 5-aralashtirish vinti 6-maydalagich 7-siqish vinti.

Rasm. Biogaz ishlab chiqarish qurilmasining texnologik sxemasi.

TAJRIBA NATIJALARINING TA HLILI

Biogaz ishlab chiqarish texnologiyasi va uni keyingi qo'llash murakkab jarayon bo'lib, unga ko'p sonli omillar ta'sir qiladi, ularning har birini alohida baholab bo'lmaydi. Shu sababli, bir-biri bilan muhim aloqa va aloqada bo'lgan va ma'lum bir yaxlitlikni, birlikni tashkil etuvchi ko'plab elementlarning yig'indisi haqida, ya'ni tizim haqida gapirish kerak. Bu bir-biri bilan o'zaro ta'sir qiluvchi elementlarning ajralmas to'plami bo'lib, tizim elementlari o'rtasida sezilarli bog'lanishlar mavjud bo'lib, ular tabiiy ravishda ushbu tizimning integratsiya xususiyatlarini belgilaydi. Tizimni shakllantirish uchun tartibli ulanishlarni ta'minlash kerak, ya'ni. tizimning maqsadli funktsiyasini amalga oshiradigan o'zaro bog'langan ob'ektlar va boshqaruv sub'ektlaridan iborat ma'lum tashkiliy tuzilmani yaratish.

Biogaz qurilmalarining texnologik jarayoni bir-biri bilan uzluksiz aloqada bo'lgan tizimning texnik, biologik, kimyoviy, tashkiliy va boshqa elementlariga asoslanadi.

Texnik xususiyatlar biogaz qurilmasining qismlari va tarkibiy qismlarining dizayn xususiyatlarini o'z ichiga oladi. U kerakli qismlarga ega bo'lishi kerak:

- gomogenlash qobiliyati;
-qattiq (suyuq) xom ashyoni yuklovchi;
-reaktor;
- mikserlar;
- gaz ushlagichi;
- suv va isitishni aralashtirish tizimi;
- gaz quvurlari;
-nasos stantsiyasi;
- ajratuvchi;
- boshqaruv qurilmalari;
- xavfsizlik tizimidan iborat bo’lishi kerak.

Biogaz qo’llanilish xohalari va unumdoriligi juda yuqori bo’lgan energiya manbayi hisoblanadi. Quyidagi jadvalda biogazdan oliadigan energiyalarning qiyosiy tasnifi berilgan.

Jadval. Biogazning qiyosiy tavsiflari

Ko’rsatkich	Ma’nosi
1,0 м^3 biogaz	5,0-7,5 kVt-soat umumiy energiya

1,0 м^3 biogaz	1,5-3,0 к kVt-soat elektr energiya
1 qoramol boshi	6,6-35,0 t suyuq go'ng/yil
1 gektar makkajo'xori silosi	7800-9100 м^3 biogaz
1,0 м^3 metan	9,97 kVt-soat umumiy energiya
Biogazni yonishning solishtirma issiqligi	5500-6500 kkal/m^3

XULOSA

Shunday qilib biogas ishlab chiqarish jarayonining texnologik sxemalari juda ko'p biroq ularning barchasi turli sxemalarda ishlaydi va olingan natijalarham turlicha bo'lishi tabiiy. Biz taklif qilayotgan texnologik sxema barcha jarayonlarda qo'llanilgan sxemalarning o'rganilishi natijasida ularning kamchiliklari aniqlanib, bu kamchiliklar bartaraf etilib tavsiya etilmoqda.

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YUZALARNI ANIQ INTEGRALLAR YORDAMIDA HISOBLASH

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Annotatsiya: Matematikada fanida yuzalarni aniq integrallar yordamida hisoblash alohida o'rin tutadi. Bunda shakl to'g'ri tasvirlangan bo'lishi shart. Shundagina misollar oson va aniq yechimga ega bo'ladi. Ushbu maqolada tekislikda ayrim egri chiziqlar bilan chegaralangan sohalarning yuzalarini aniq integrallar yordamida hisoblash bayon va ba'zi misollar yechib ko'rsatilgan.

Аннотация: Расчет поверхностей с помощью точных интегралов занимает особое место в математике. При этом форма должна быть правильно описана. Только тогда примеры будут иметь простое и ясное решение. В этой статье поясняется расчет поверхностей площадей, ограниченных определенными кривыми на плоскости, с использованием определенных интегралов и приводятся некоторые примеры.

Abstract: Calculation of surfaces using exact integrals occupies a special place in mathematics. In this case, the form must be correctly described. Only then will the examples have a simple and clear solution. This article explains the calculation of area surfaces bounded by certain curves in the plane using certain integrals and provides some examples.

Kaliq so'zlar: Yuza, egri chiziq, shakl, soha, aniq integral, tenglama, teglama ildizlari, monoton o'suvchi va monoton kamayuvchi funksiyalar.

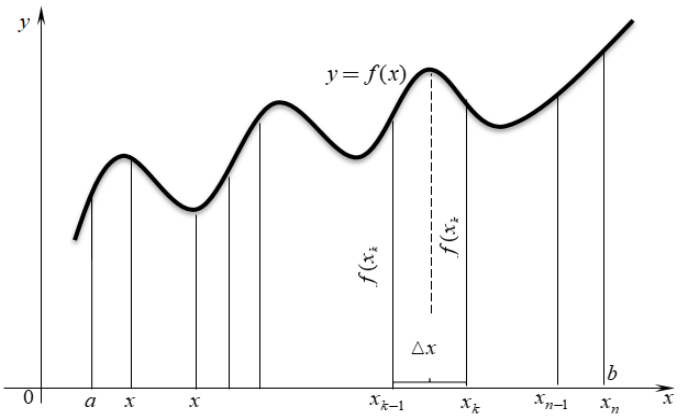
Ключевые слова: Поверхность, кривая, форма, площадь, определенный интеграл, уравнение, линейные корни, монотонно возрастающие и монотонно убывающие функции.

Key words: Surface, curve, shape, area, definite integral, equation, linear corner, monotonously increasing and monotonously increasing functions.

KIRISH

Faraz qilaylik, $x=a,\ x=b,\ y=0$ to'g'ri chiziqlar va $y=f(x)$ nomanfiy uzluksiz funksiya grafigi bilan D tekis figura berilgan bo'lsin. Biz shu figuraning yuzini hisoblaymiz. Buning uchun $[a,b]$ kesmani τ_n bo'linishini olamiz: $a=x_0<x_1<\ldots<x_n=b$.

$f(x)$ ning $[x_{k-1},x_k]$ kesmadagi eng kichik va eng katta qiymatlari mos ravishda m_k va M_k bo'lsin. Har bir $[x_{k-1},x_k]$ ga mos, asosi shu kesmadan iborat bo'lgan, balandliklari esa $y=m_k$ va $y=M_k$ bo'lgan ikkitadan to'g'ri to'rtburchaklarni yasaymiz. (1-rasm)



1-rasm

Barcha to‘rtburchaklarning kichiklaridan (balandliklari m_k) iborat bo‘lgan ko‘pburchak D figuraga ichki chizilgan ko‘pburchak bo‘lib, katta to‘rtburchaklardan iborat ko‘pburchak tashqi chizilgan bo‘ladi. Ularning yuzalari mos ravishda

$$\sigma = \sum_{k=1}^{n} m_k \Delta x_k = \underline{S}(\tau_n), \qquad \sigma' = \sum_{k=1}^{n} M_k \Delta x_k = \overline{S}(\tau_n)$$

bo‘ladi. Shartga ko‘ra f(x) funksiya uzluksiz, bundan uning integrallanuvchi ekanligi kelib chiqadi.

Demak,

$$\sup \sigma = \lim_{\lambda \to 0} \underline{S}(\tau_n) = \lim_{\lambda \to 0} \overline{S}(\tau_n) = \inf \sigma' \qquad (\lambda = \max_{1 \le k \le n} \Delta x_k)$$

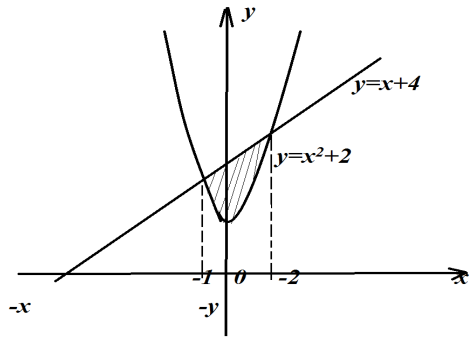
ya’ni D figura (egri chiziqli trapetsiya) kvadratlanuvchi va uning yuzi

$$S = \int_a^b f(x)dx$$

bo’ladi.

Quyida biz ayrim sohalarni aniq integrallar yordamida yuzasini hisoblashga doir misollarni ko’rib chiqamiz:

1-Misol: $y = x^2 + 2$ va $y = x + 4$ to’g’ri chiziqlar bilan chegaralangan shaklning yuzini toping.



Yechish: Oldin bu funksiyalarning kesishishi nuqtalarini topamiz va so’ngra shaklni chizamiz. $x^2 + 2 = x + 4$ ushbu kvadrat tenglamani yechsak, $x_1 = -1$; $x_2 = 2$ yechim kelib chiqadi. Demak, $y = x^2 + 2$, $y = x + 4$, $x_1 = -1$, $x_2 = 2$ chiziqlar bilan chegaralangan shaklning yuzini topish kerak. Bu yerda yuqoridan $y = x + 4$ to’g’ri chiziq va quyidan $y = x^2 + 2$

parabola yoyi bilan chegaralangan hamda $[-1;2]$ kesmaga tiraladigan ikkita trapetsiya S_1 va S_2 yuzalarining ayirmasi sifatida hisoblash mumkin. Ya'ni,

$$S=\int_a^b (x+4-(x^2+2))dx=$$

$$=\int_{-1}^{2}(x+2-x^2)dx=\left(\frac{x^2}{2}+2x-\frac{x^3}{3}\right)\Big|_{-1}^{2}=$$

$$=\left(\frac{2^2}{2}+2\cdot 2-\frac{2^3}{3}\right)-\left(\frac{(-1)^2}{2}+2\cdot(-1)-\frac{(-1)^3}{3}\right)=\left(2+4-\frac{8}{3}\right)-\left(-\frac{1}{2}-2+\frac{1}{3}\right)=5,5.$$

Demak, $S=5,5$ kv.b-k.

Javob: 5.5 kv.b-k

2-Misol: $y=x^2-4x+4$ funksiya grafigi va shu grafikka koordinata boshidan o'tuvchi urinmalar bilan chegaralangan shaklning yuzini toping.

Yechish: $y=x^2-4x+4$ funksiya grafigiga o'tkazilgan urinma tenglamasini topamiz. Buning uchun oldin berilgan funksiyalardan hosila olamiz ya'ni $y'=2x-4$ urinma tenglamasi $y=y_0+y_0'(x-x_0)$.

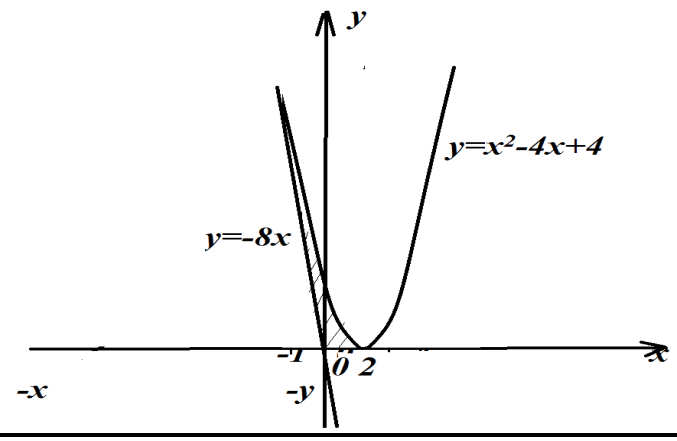
Bu yerda $y_0'=2x_0-4$, $y_0=x_0^2-4x_0+4$. Endi biz x_0 va y_0 lar nimaga tengligini topishimiz kerak. x_0 va y_0 lar nimaga tengligini topishimiz kerak. y_0 va y_0' larning qiymatini urinma tenglamasiga qo'yamiz.

$$y=(2x_0-4)(x-x_0)+x_0^2-4x_0+4$$

Bundan $y=(2x_0-4)(x-x_0)+x_0^2-4x_0+4$ (1) hosil bo'ladi. Endi $O(0;0)$ va $A(x_0;y_0)$ nuqtalardan o'tuvchi urinma tenglamasini tuzamiz. $\frac{x-x_0}{x_2-x_1}=\frac{y-y_0}{y_2-y_1}$ Bundan, $\frac{x-x_0}{0-x_0}=\frac{y-y_0}{0-y_0}$ bundan quyidagi kelib chiqadi. $y=\frac{y_0}{x_0}x$ (2). (1) va (2) to'g'ri chiziq tenglamalaridan quyidagini yoza olamiz. $2x_0-4=\frac{y_0}{x_0}$ yoki

$2x_0^2-4x_0=x_0^2-4x_0+4\Rightarrow x_0^2=4\Rightarrow x_0=\pm 2$

Endi urinma tenglamasini tuzamiz.



$x_0 = -2$ bo'lganda $y_0 = 16$ bo'ladi. $x_0 = 2$ bo'lganda $y_0 = 0$ bo'ladi. Bularni (1) ga qo'ysak, urinma tenglamalari quyidagicha bo'ladi. $y = -8x$ va $y = 0$. Shundan so'ng $y = x^2 - 4x + 4$, $y = -8x, y = 0$, $x = -2, x = 2$ chiziqlar bilan chegaralangan shaklning yuzini topamiz.

$$S = \int_{-2}^{0} \left(x^2 - 4x + 4 - \left(-8x\right)\right) dx +$$

$$+\int_{0}^{2} \left(x^2 - 4x + 4 - 0\right) dx = \int_{-2}^{0} \left(x^2 + 4x + 4\right) dx + \int_{0}^{2} \left(x^2 - 4x + 4\right) dx = \left(\frac{x^3}{3} + 2x^2 + 4x\right)\Big|_{-2}^{0} +$$

$$+\left(\frac{x^3}{3} - 2x^2 + 4x\right)\Big|_{0}^{2} = 5\frac{1}{3}$$

Demak, $S = 5\frac{1}{3}$ kv.b-r

Javob: $5\frac{1}{3}$ **kv.b-r**

3-Misol: $y = \sin\alpha$ egri chiziq $y = 0,\ x = \frac{\pi}{2}\left(0 \le \alpha \le \frac{\pi}{2}\right)$ to'g'ri chiziq bilan chegaralangan shakl berilgan $O(0;0)$ nuqta orqali o'tkazilgan to'g'ri chiziq bu shaklni teng yuzli ikkita shaklga bo'lishi uchun y Ox o'qi bilan qanday burchak hosil qiladi ?

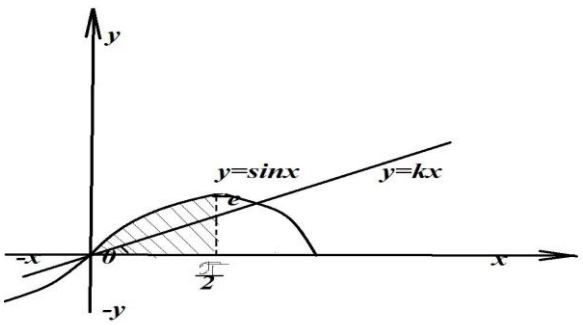
Yechish: $O(0;0)$ nuqtadan o'tuvchi to'g'ri chiziq $y = kx$ shartga ko'ra OAC ning yuzi OBC ning yuziga teng bo'lishi kerak. Oldin OAC yuzini topamiz:

$$S_{OAC} = \int_{0}^{\frac{\pi}{2}} kx dx = k \cdot \frac{x^2}{2}\Big|_{0}^{\frac{\pi}{2}} = \frac{k\pi^2}{8}$$

Endi OBC ning yuzini topamiz:

$$S_{OBC} = \int_{0}^{\frac{\pi}{2}} \left(\sin x - kx\right) dx = \left(-\cos x - k \cdot \frac{x^2}{2}\right)\Big|_{0}^{\frac{\pi}{2}} = -\frac{k\pi^2}{8} + 1$$

Shartga ko'ra S_{OAC} yuza teng bo'lishi kerak.



$$\frac{k\pi^2}{8} = -\frac{k\pi^2}{8} + 1 \Rightarrow \frac{k\pi^2}{8} + \frac{k\pi^2}{8} = 1 \Rightarrow \frac{k\pi^2}{4} = 1$$

Bundan, $k=\frac{4}{\pi^2}$, $k=tg\alpha$ ekanligini e'tiborga olsak, $tg\alpha=\frac{4}{\pi^2} \Rightarrow \alpha=arctg\frac{4}{\pi^2}$ kelib chiqadi.

Javob: $arctg\frac{4}{\pi^2}$

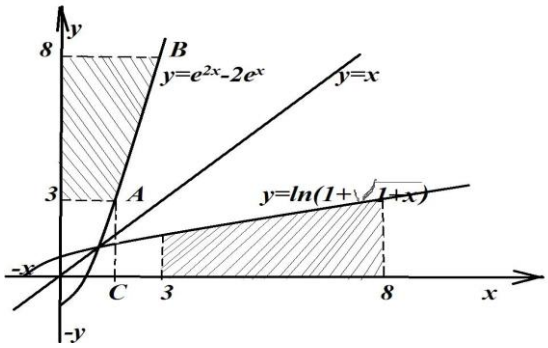
4-Misol: Quyidagi funksiya grafigi va chiziqlar bilan chegaralangan figuraning yuzini toping: $y=\ln\left(1+\sqrt{1+x}\right),\ y=0,\ x=3,\ x=8.$

1-usul: Berilgan funksiya o'suvchi funksiya,shuning bilan birga berilgan funksiya grafigiga simmetrik bo'lgan $y=x$ ga nisbatan figurani chizib olamiz. Chizmadan ko'rinib turibdiki,berilgan figuraning yuzi $CABD$ egri chiziqli trapetsiya yuzini topsak oson topiladi. $y=\ln\left(1+\sqrt{1+x}\right)$ tenglamadan quyidagini yoza olamiz: $x=e^{2y}-2e^{y}$. Demak, berilgan funksiyaga teskari funksiya $y=e^{2x}-2e^{x}$ C va D nuqtalar $x_1=\ln 3$ va $x_2=\ln 4$ abssisaga ega.

Shuning uchun izlangan figura yuzi quyidagiga teng:

$$S=8\ln 4-3\ln 3-\int_{\ln 3}^{\ln 4}\left(e^{2x}-2e^{x}\right)dx=\ln\frac{4^8}{27}-\left(\frac{1}{2}e^{2x}-2e^{x}\right)\Big|_{\ln 3}^{\ln 4}=\ln\frac{2^{16}}{27}-\left(\frac{1}{2}e^{2\ln 4}-2e^{\ln 4}\right)+$$

$$+\left(\frac{1}{2}e^{2\ln 3}-2e^{\ln 3}\right)=\ln\frac{2^{16}}{27}-8+8+\frac{9}{2}-6=\ln\frac{2^{16}}{27}-\frac{3}{2}=\ln\left(2^{16}\cdot 3^{-3}\cdot e^{-\frac{3}{2}}\right).$$



Demak, $S=\ln\left(2^{16}\cdot 3^{-3}\cdot e^{-\frac{3}{2}}\right)$.

Javob: $S=\ln\left(2^{16}\cdot 3^{-3}\cdot e^{-\frac{3}{2}}\right)$.

2-usul: S_{ABCD} yuzani topish uchun $S=\int_a^b\left(f_2(x)-f_1(x)\right)dx$ formuladan foydalanamiz.

$$S=\int_3^8\left(f_2(x)-f_1(x)\right)dx=\int_3^8\ln\left(1+\sqrt{1+x}\right)dx\ ,\ S=\int_3^8\ln\left(1+\sqrt{1+x}\right)dx$$

Ushbuni quyidagicha yozib olamiz.

$$S=\int_3^8\ln\left(1+\sqrt{1+x}\right)dx=x'\cdot\ln\left(1+\sqrt{1+x}\right)dx$$

Endi S ga mos ikkinchi integral olamiz va uni S_1 bilan belgilaymiz va quyidagiga teng.

$$S=\int_3^8 x\left(\ln\left(1+\sqrt{1+x}\right)\right)dx$$

Shundan so'ng $S+S_1$ ni topamiz:

$$S+S_1=\int_3^8 x'\ln\left(1+\sqrt{1+x}\right)dx+\int_3^8 x\left(\ln\left(1+\sqrt{1+x}\right)\right)'dx=\int_3^8\left(x\ln\left(1+\sqrt{1+x}\right)\right)'dx=$$

$$=x\cdot\left(\ln\left(1+\sqrt{1+x}\right)\right)\Big|_3^8=\left(8\cdot\ln\left(1+\sqrt{1+8}\right)\right)-\left(3\cdot\ln\left(1+\sqrt{1+3}\right)\right)=8\ln 4-3\ln 3.$$

Endi S_1 ni hisoblaymiz:

$$S_1=\int_3^8 x\left(\ln\left(1+\sqrt{1+x}\right)\right)'dx=\int_3^8 x\cdot\frac{1}{1+\sqrt{1+x}}\cdot\left(1+\sqrt{1+x}\right)'dx=\int_3^8\frac{x}{1+\sqrt{1+x}}\cdot\frac{1}{2\sqrt{1+x}}dx=$$

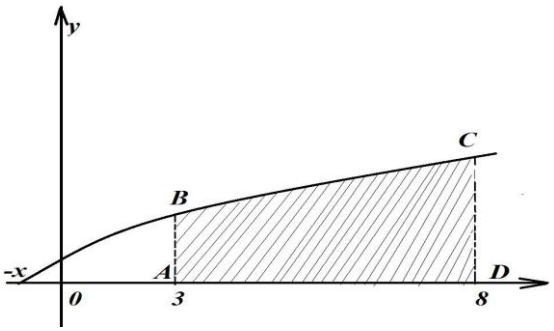
$$=\frac{1}{2}\int_3^8 dx-\frac{1}{2}\int_3^8\frac{1}{\sqrt{1+x}}dx=\frac{1}{2}x\Big|_3^8-\frac{1}{2}\cdot\frac{(x+1)^{\frac{1}{2}}}{\frac{1}{2}}\Big|_3^8=\frac{1}{2}(8-3)-\left((8+1)^{\frac{1}{2}}-(3+1)^{\frac{1}{2}}\right)=\frac{5}{2}-1=\frac{3}{2}$$

Endi quyidagi sistemani yechamiz va S ni topamiz.

$$\begin{cases}S+S_1=8\ln 4-3\ln 3\\ S_1=\dfrac{3}{2}\end{cases}$$

$$S=8\ln 4-3\ln 3-\frac{3}{2}=\ln 2^{16}+\ln 3^{-3}+\ln e^{-\frac{3}{2}}=\ln\left(2^{16}\cdot 3^{-3}\cdot e^{-\frac{3}{2}}\right).$$

Javob: $S=\ln\left(2^{16}\cdot 3^{-3}\cdot e^{-\frac{3}{2}}\right).$



5-Misol: $y=\sqrt{x}$ funksiya grafigiga a abssisasi (bunda $\frac{1}{2}\le a\le 2$) nuqtadan bu grafikka urinma o'tkazilgan a ning bu urinma Ox o'qi va $x=3$ to'g'ri chiziq bilan chegaralangan uchburchakning yuzi eng kichik bo'ladigan qiymatini toping va bu kichik yuzni hisoblang.

Yechish: Funksiya grafigiga a absissali nuqtadagi urinma tenglamasini tuzamiz. Buning uchun berilgan funksiyadan hosila olamiz.

$y' = \left(\sqrt{x}\right)' = \frac{1}{2\sqrt{x}}$ $y_0' = \frac{1}{2\sqrt{x_0}} = \frac{1}{2\sqrt{a}}$ ya'ni $x_0 = a$

Ushbu qiymatlarni $y = y_0 + y_0'(x - x_0)$ tenglamaga qo'ysak, $y = \frac{1}{2\sqrt{a}} \cdot (x - a) + \sqrt{a}$

bundan $y = \frac{x + a}{2\sqrt{a}}$ bo'ladi. Urinmaning absissa o'qi bilan kesishish nuqtasini topamiz:

$\begin{cases} y = \frac{x + a}{2\sqrt{a}} \\ y = 0 \end{cases}$ sistemadan x ni topamiz. $\frac{x + a}{2\sqrt{a}} = 0 \Rightarrow x = -a$.

Endi $y = \frac{x + a}{2\sqrt{a}}$, $y = 0$, $x = -a$, $x = -3$ chiziqlar bilan chegaralangan figurani yuzini topamiz.

$$S = \int_{-8}^{3} \frac{x + a}{2\sqrt{a}} dx = \int_{-8}^{3} \frac{x}{2\sqrt{a}} dx + \int_{-a}^{3} \frac{x + a}{2\sqrt{a}} dx = \int_{-a}^{3} \frac{\sqrt{a}}{2} dx = \frac{1}{4\sqrt{a}} x^2 \Big|_{-a}^{3} + \frac{\sqrt{a}}{2} x \Big|_{-a}^{3} = \frac{a^2 + 6a + 9}{4\sqrt{a}}$$

Demak, $S = \frac{a^2 + 6a + 9}{4\sqrt{a}}$.

Ushbudan a ga nisbatan hosila olamiz.

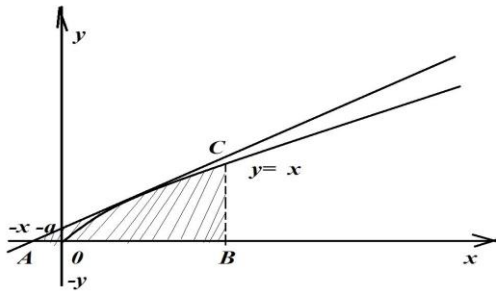
$$S' = \left(\frac{a^2 + 6a + 9}{4\sqrt{a}} \right)' = \frac{1}{4} \cdot \frac{\sqrt{a}\left(a^2 + 6a + 9\right)' - \left(a^2 + 6a + 9\right) \cdot \left(\sqrt{a}\right)'}{\left(\sqrt{a}\right)^2} = \frac{3a^2 + 6a + 9}{8a\sqrt{a}}.$$

$S' = 0$ deb olib a ni topamiz: $\frac{3a^2 + 6a + 9}{8a\sqrt{a}} = 0$ yoki $3a^2 + 6a + 9 = 0$.

Bundan, $a_1 = -3$; $a_2 = 1$ kelib chiqadi. $\frac{1}{2} \le a \le 2$ ni hisobga olsak, $a = 1$ bo'lganda

$S = \frac{a^2 + 6a + 9}{4\sqrt{a}} = \frac{1^2 + 6 \cdot 1 + 3}{4\sqrt{1}} = \frac{16}{4} = 4$ kv.b-k.

Javob: 4 kv.b-k.



XULOSA

Xulosa qilib shuni aytish mumkinki bu ishlanish usulini chuqur o'rganishimiz va kelajak avlodga o'rgatishimiz, tushuntirishimiz kerak.

Bu ishlanish usulini kelajak avlodga qanday o'rgatishimiz mumkin?

- Maktab darsliklariga bu mavzuni kiritish orqali ;

- Oliy ta'limda tahsil olayotgan talabalarga oliy matematika kursiga ushbu mavzuni kiritish orqali ;

- Ushbu mavzu yuzasidan o'quv adabiyotlarini ko'paytirish orqali.

Yuzalarni aniq integrallar yordamida hisoblash turli xil egri chiziqlardan iborat sohalarni yuzini hisoblash uchun poydevor vazifasini bajaradi. Maktab o'quvchilari bu mavzuni o'rganishsa ular integrallar haqida keng tushunchaga ega bo'lishadi va o'z hayotlarining ayrim sohalarida qo'llaydilar, buni keyingi avlodga ham yetkazishadi.

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ISHLASH DAVOMIYLIGI PASAYIB KETGAN AKKUMLYATORLARNI QAYTA ISHLASH JARAYONLARINI TADQIQ QILISH.

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Annotatsiya. Ishda ishlash davomiyligi pasayib ketgan akkumlyatorlarni qayta ishlash jarayonlarini tadqiq qilindi. Batareyalarning issiqlik bilan bog'liq muammolari, masalan, potentsial energiya yuqotilishi, past haroratlarda ishlashning pasayishi va tez eskirishi hali ham elektr harakatchanligini kengroq qo'llashga to'sqinlik qilmoqda. Ishlatilgan Li-ion batareyalarini samarali qayta ishlash barqarorlik uchun, ayniqsa sanoatni elektrlashtirishning kuchayishi bilan juda muhim. Bunga ko'p vaqt talab qiluvchi va energiya talab qiladigan ishlov berish bosqichlarini kamaytirish orqali erishish mumkin. Potensial boshqariladigan radikal anioni naftalinni sig'imi pasaygan batareyalarga in'ektsiya yo'li bilan ishlov berish quvvatni buzmasdan tikladi. Ishning maqsadi-ishlash davomiyligi pasayib ketgan akkumlyatorlarni qayta ishlash jarayonlarini tadqiq qilishdan iboratdir.

Kalit so'zlar: Litiy – ion batareyalar, haroratni baholash, akkumlyatorlar, qavat, qayta ishlash, metall, elektrod.

KIRISH

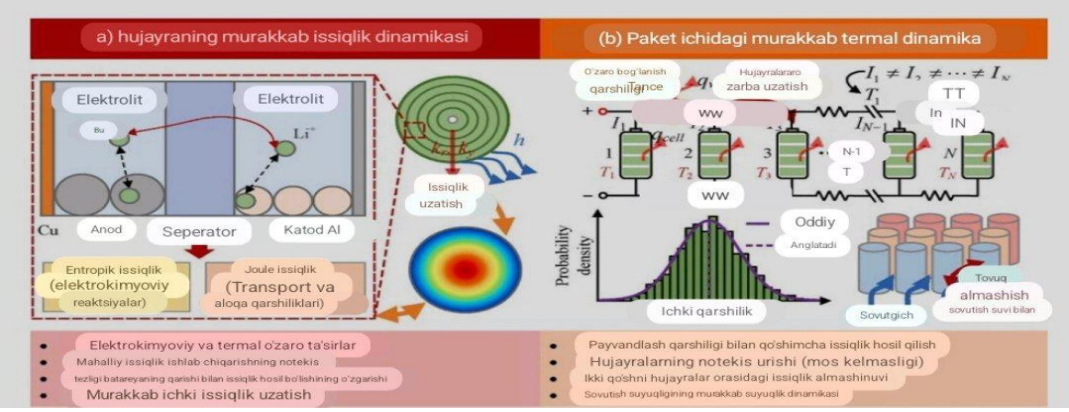
Akkumulyatorlarning birinchi namunalarida lityum metall ishlatilgan, ammo u zaryadlanganda, parchalanish mahsulotlaridan passivlashtiruvchi plyonka mavjudligi sababli elektrolit qizdirilganda, litiyning bir qismi nofaol holatga o'tadi. Muammoni hal qilish uchun sezilarli harakatlar qilindi. Kompaniyalar Li-ion batareyalari va batareyalari uchun barcha turdagi mikrosxemalarni ishlab chiqarishni boshladilar va shu vaqtdan boshlab bunday qurilmalar Li + (ion)/Li tizimining har qanday batareyasining ajralmas qismiga aylandi.

Lityum-ion batareyalar (LIB), energiya jihatidan ustunligi tufayli quvvat zichligi, samaradorlik va aylanish muddati elektr harakatlanishlarida asosiy energiyani saqlash va quvvat komponenti sifatida keng qo'llaniladi. LIBlarning muammolari energiyaning yuqotilishi, sovuq iqlim sharoitida energiya va quvvat zichligini kamaytirish, harorat ta'sirida batareyaning tezlashishi va haddan tashqari tez zaryadlash. So'nggi o'n yil ichida bozorga kirib borishi ortib borayotganiga qaramay, elektr harakatchanligini keng qo'llashga to'sqinlik qilmoqda. Ushbu jihatlarda harorat LIBlarga ahamiyatsiz ta'sir ko'rsatadi, bu batareyaning xavfsizligi, ishlashi va ishlash muddatini boshqarishda katta muammolarni keltirib chiqaradi. Ko'p yillar davomida reaktordagi batareyaning issiqlik holatini samarali monitoring qilish uchun say-harakatlar amalga

oshirildi. Zamonaviy akkumulyator tizimlarida sensorning hujayraga nisbati o'rtacha 1/10 ni tashkil qiladi. Bundan tashqari, hatto batareya yuzasida harorat sensori bo'lsa ham, bu sirtga o'rnatilgan datchiklar batareya yadrosidan sirtga issiqlik uzatish kechikishi natijasida tez o'zgaruvchan ichki haroratni kuzataolmaydi, ayniqsa yuqori zaryadlash tushirish tezligida. Aksariyat batareyalarning issiqlik holati to'g'risida to'liq ma'lumotga ega bo'lmasa, butun batareya tizimining xavfsizligi, ishlashi va ishonchliligini boshqarish juda qiyin vazifaga aylanadi. Haroratni baholash usullari oqim, kuchlanish qarshilik va, agar mavjud bo'lsa, o'lchangan sirt harorati kabi o'lchanadigan signallardan foydalangan holda, LIBlarning termal holatini kuzatish uchun boshqa alternativ ussullar taqdim etadi. So'nggi o'n yilliklarda LIB ning turli qismlarida haroratni baholash uchun turli strategiyalar ishlab chiqilgan.

TAJRIBAVIY QISM

Kontsentratsiya gradientlari mavjud bo'lganda zarrachada lityum diffuziyasi tufayli elektrod materialining tarkibi o'zgarishi natijasida aralashtirish issiqligi zaryad tezligida jami issiqlik hosil bo'lishining 23% hissasiga ega. Bu issiqlik manbai ko'pincha mavjud ishlarda ahamiyatsiz deb hisoblanadi. Issiqlik o'tkazuvchanligining pastligi natijasida batareya xujayralari ichida harorat gradientlari keng tarqalganligi sababli, elektrokimyoviy reaktsiyalar batareya hududida bir hil bo'lmaydi, bu hujayra ichida notekis issiqlik hosil bo'lishiga olib keladi va harorat taqsimotining bir xil emasligini yanada kuchaytiradi. va elektrokimyoviy reaksiyalar. Batareya formati kattalashganda va ish tezligi oshganida, ayniqsa batareya ichida ichki qisqa tutashuv sodir bo'lganda, bu ta'sir sezilarli bo'ladi.



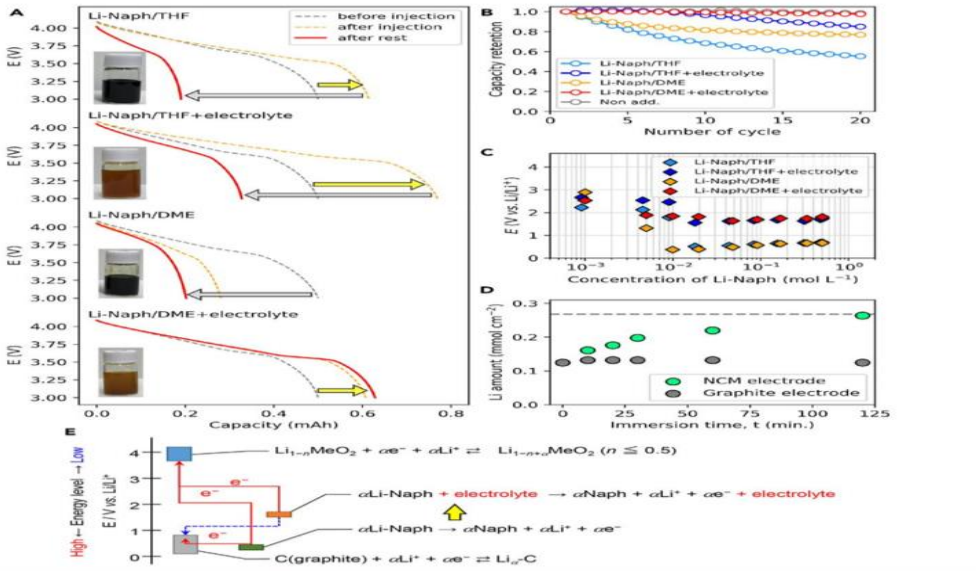
1-rasm.
Ishlatilgan Li-ion batareyalari uchun to'g'ridan-to'g'ri quvvatni qayta tiklash

Ishlamay qolgan batareyalarni qayta tiklash uchun qayta tiklashni inyeksiya usuli taklif etiladi. Elektronlari va tashuvchisi Li+ ionlari kamaygan sig'imi buzilgan akkumulyatorlar uchun erituvchining dielektrik ta'siriga asoslangan boshqariladigan potentsialga ega bo'lgan Li-naftalin (Li-Naph) radikal anionlari yuboriladi, ular katodga ham elektronlar, ham Li+ tashuvchisi ionlarini tanlab ta'minlaydi va natijada sig'imning qayta tiklanishiga olib keladi.

TAJRIBA NATIJALARI VA ULARNING MUHOKAMASI

Li-Naph ga asoslangan qayta tiklash reagentini in'ektsiya qilish bilan sig'imni tiklash bo'yicha tadqiqotlar LiNi1/3Co1/3Mn1/3O2 (NCM) katod va grafit anodidan tashkil topgan simulyatsiya qilingan quvvati pasaytirilgan dastlabki laminatlangan turdagi hujayralar yordamida amalga oshirildi. Li-Naph ning barqarorligi asosan ishlatiladigan erituvchi turiga bog'liq va u odatda tetrahidrofuran (THF) yoki dimetoksietan (DME) kabi erituvchilarda ishlab chiqariladi, Litiyga nisbatan taxminan 0,5 V potentsialga ega kuchli qaytaruvchi xususiyatga ega. Li+ 26,31 V. Bu erda qayta tiklash reagentining dastlabki bosqichi sifatida biz 1 mol Li-Naph va ularning etilen karbonatdagi (EK) 1,1 mol L1 LiPF6 elektrolitlari bilan aralashmalarini o'z ichiga olgan THF va DME eritmalarining to'rtta eritmasini tayyorladik. Dimetil karbonat (DMC), etil metilkarbonat (EMC) batareyani baholash uchun ishlatiladi. Inyeksiya va keyingi dam olishdan keyin quvvatni tiklash natijalari Li-Naph/DME + elektrolitlari bilan aralash tizimda quvvat tiklanganligini, Li-Naph/THF va Li-Naph bilan aralash bo'lmagan tizimlarda esa kamayganligini

ko'rsatdi. Li-Naph/THF + elektrolitidan foydalangan holda aralash tizimda quvvat in'ektsiyadan keyin tiklandi, ammo ma'lum bir vaqtdan keyin sezilarli darajada kamaydi. Imkoniyatlarni qayta tiklashni ko'rsatadigan tizim (Li-Naph/DME + elektrolit) in'ektsiyadan keyin hujayraning ochiq kontaktlarning zanglashiga olib keladigan kuchlanishida pasayish kuzatilmaydi va keyingi sikl xarakteristikalari ham qurilmaning ishlashiga ekvivalentligini ko'rsatadi. Bundan farqli o'laroq, quvvatni tiklamaydigan tizimlarning pasayishini ko'rsatadi va ularning aylanish davrlarini baholash ham quvvatning pasayishini ko'rsatadi. Yangi elektrolitlar bilan qayta tiklangan simulyatsiya qilingan degradatsiyaga uchragan akkumulyatorning zaryadlash-zaryad qilish xususiyatlari qayta tiklash reagenti bilan ishlov berish bilan taqqoslandi. Hatto yangi tashuvchi Li+ ionlarini o'z ichiga olgan sig'imi pasaytirilgan akkumulyator batareyasida ham qayta tiklovchi reagent bo'lmaganda sig'im takroriy aylanishlar bilan oshmaydi, bu elektronlar va tashuvchi Li+ ionlari bo'lgan moddaning qo'shilishidan dalolat beradi. Qayta tiklash ta'siridagi farqlarni aniqlash uchun to'rtta tiklash reagentining potentsial o'lchovlari amalga oshirildi (2C-rasm). Li-Naph/THF va Li-Naph/DME bilan aralash bo'lmagan tizimlarda potentsial taxminan 0,5 V va Li/Li+ ga teng edi , bu avval xabar qilinganlarga o'xshash edi va Li/Li+ ga nisbatan 1,73 va 1,80 V ga o'sdi. mos ravishda Li-Naph / THF + elektrolit va Li-Naph / DME + elektrolitlari bilan quvvatni tiklash effektini ko'rsatadigan aralash tizimlarda. Tayyorlangan qayta tiklash reagentlarining ta'sirini tasdiqlash uchun zaryadlangan NCM katodi va grafit anodidagi Li tarkibidagi o'zgarishlar Li-Naph/THFga botirilgan namunalar bilan induktiv bog'langan plazma-optik emissiya spektrometriyasi yordamida o'lchandi. Li tarkibining natijalari NCMda selektiv o'sishni ko'rsatdi, grafit esa o'zgarishsiz qoldi (2D-rasm). NCMdagi Li tarkibining o'sishi suvga cho'kish vaqtining kvadrat ildizi bilan chiziqli ravishda o'zgarib turardi, bu bir o'lchovli diffuziya tipidagi mexanizmni taklif qiladi, bunda Li ta'minoti elektrod yuzasidan boshlanadi. Yuqoridagi mulohazalar va har bir materialning potentsial tendentsiyalariga asoslanib, 2E- rasmda ko'rsatilganidek , past potentsialga ega yuqori darajada reduktiv Li-Naph grafit anodiga ta'sir qilish orqali buzilish sodir bo'ladi, yuqori potentsialli Li-Naph + elektrolitlar aralashmasi esa anod degradatsiyasini bostirgan holda katodga elektronlar va tashuvchi Li+ ionlarini tanlab ta'minlash orqali tiklanish effektini keltirib chiqardi. Aralashmadagi THF va DME o'rtasidagi farqga kelsak, bu tiklanish ta'siridan keyin qoldiq faollikning salbiy ta'siridan kelib chiqadi. Radikal anion sifatida mavjud bo'lgan naftalenidning faolligi elektron spin-rezonans yordamida tekshirildi. Qayta tiklash testlarini baholashdan so'ng elektrolitlar olib tashlandi.



2-rasm. Panellarni qayta tiklashjarayoni

Ushbu davolash farqi yuqori zichlikdagi elektrodlari bo'lgan dastlabki hujayralardagi va amaliy hujayralardagi quvvatni qayta qoplashga sezilarli ta'sir ko'rsatishi aniqlandi. Sig'imi- past zichlikdagi elektrodlar yordamida hujayralardagi Li-Naph tomonidan tasdiqlangan yuqori zichlikdagi elektrodlar yordamida hujayralarda yo'qoladi.

Xulosalar. Harorat LIBlarning xavfsizligi, ishlashi va ishlash muddatiga ahamiyatsiz ta'sir ko'rsatadi va yuqori samarali akkumulyator tizimlari uchun muhim to'siq bo'ldi. Lityum (Li)-ion batareyalari ilovalarining tez o'sishi bilan ko'p miqdorda sarflangan batareyalarning aylanishiga qiziqish ortib bormoqda. Biroq, mavjud qayta ishlash tizimlari nafaqat o'zini qayta ishlash uchun bir nechta jarayonlarni, balki energiya sarfini ko'paytirishni talab qiladigan qayta ishlab chiqarish jarayonlarini ham talab qiladi. Bu erda ishlamay qolgan batareyalarni qayta tiklash uchun qayta tiklash agenti in'ektsiyasi taklif qilindi. Elektronlari va tashuvchisi Li+ ionlari kamaygan sig'imi buzilgan akkumulyatorlar uchun erituvchining dielektrik ta'siriga asoslangan boshqariladigan potentsialga ega bo'lgan Li-naftalin radikal anionlari yuboriladi, ular katodga ham elektronlar, ham Li+ tashuvchisi ionlarini tanlab ta'minlaydi va natijada sig'imning qayta tiklanishiga olib keladi.

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O'ZBEKISTON IQLIMIGA MOS OQ DO`NGPESHONA BALIQLARNING RIVOJLANISH BIOLOGIYASI.

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Annotatsiya. Ushbu maqolada talabalarning sun'iy intellektlaridan foydalanib O'zbekiston iqlimiga mos baliq yetishtirish,uni sun'iy urchitish,tuxumlardan chiqqan lichinkalarni oziqlantirish,yuqori sifatli go'sht mahsuloti yetishtirish nazarda tutilgan.

Kalit so'zlar: gametogenez, morfologik belgilar, dorsal suzgich, pektoral suzgich, anal suzgich, ventral suzgich qanot.

KirishDunyoda chuchuk suv tanqisligi borgan sayin muammoga aylanib bormoqda, bu esa mavjud barcha suv zaxiralaridan, shu jumladan irrigatsiya tizimi suv xavzalaridan samarali foydalanishni taqozo etadi. Ayniqsa, suvdan kompleks foydalanish sharoitida baliqchilik tarmog'ini rivojlantirish masalalari dunyo hamjamiyatini tashvishga solmoqda. Misol tariqasida, baliq mahsuldorligini oshirishda ichki suv xavzalaridagi ixtiofaunani sun'iy shakllantirish baliq zaxiralari juda nochor hamda qit'aning ancha ichkari qismida joylashgan Orol dengizi kabi suv xavzalarida juda muhimdir. Shundan kelib chiqib, baliq maxsuldorligini oshirishda yaylov akvakulturasi sharoitida dungpeshona baliqlardan foydalanish texnologiyalarini yanada takomillashtirish muhim ilmiy-amaliy ahamiyat kasb etadi.[1-3]

Jahonda o`simlikxo`r baliq turlari tropik va mo'tadil iqlimning janubiy xududlari yaylov akvakulturasi sharoitida yetishtiriladigan muhim baliq obyektlaridan biri sifatida tan olingan. Bu esa polikultura sharoitida yetishtirilayotgan baliqlar suv xavzasi tabiiy ozuqa bazasidan samarali foydalanish hamda nisbatan qisqa vaqt mobaynida ozuqa uchun qo'shimcha harajatlarsiz baliq mahsuldorligini sezilarli darajada oshirish imkonini bermoqda. Natijada, tropik mamlakatlar (Xindiston, Xitoy, Bangladesh, Vetnam) ko`pincha kichik (500-1000 ga) va, xatto, vaqtinchalik paydo bo`lgan suv xavzalarida xam bir yil muddatda baliqlarni yetishtirishga erishmoqda. Ko`l va suv omborlarga boy bo`lgan mo'tadil iqlimli mamlakatlarda (Rossiya, Belorussiya, Polsha) da esa baliqlarni boqish bir necha yilga cho'zilishi mumkin.[3]

Respublikamizda aholi ehtiyoji va bozor talablaridan kelib chiqib, baliq yetishtirish yildan-yilga o'sib bormoqda. Bu borada, jumladan, Zarafshon daryosi o`rta oqimida joylashgan baliq xo`jaliklari uchun xos bo`lgan yirik (2 kg va undan ortiq) hajmli istiqbolli turlardan oq do'ngpeshona (Hypothtalmichthys molitri) va chipor do'ngpeshona (Hypothtalmichthys nobilis) baliqlar yetishtirishga alohida e'tibor qaratilmoqda. 2017-2021 yillarda O`zbekistan Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasida «qishloq xo'jaligi ishlab chiqarishini izchillik bilan rivojlantirish» va «suvdan kompleks foydalanish» kabi vazifalari belgilab berilgan. Ushbu vazifalardan kelib chiqqan holda, jumladan, O`zbekistonning keskin kontinental qurg`oqchil iqlim sharoitidagi suv havzalarida do'ngpeshona baliqlar biologiyasini asoslab berish, ularni yetishtirish biotexnologiyasini rivojlantirish, suv havzasiga doimiy ravishda ushbu baliq turlari chavoqlarini o'tkazib turishning yuqori texnologiyasini ishlab chiqishga qaratilgan tadqiqotlar dolzarb hisoblanadi.[1]

Asosiy qism

Tadqiqotlarda 60-yillarning boshlarida Xitoyga suv omborlaridan O'zbekistonga kirib kelgan oq do`ndpeshona (Hypophthalmichthys molitrix) va chipor do`ngpeshona (Hypophthalmichthys nobilis Richardson, 1845) baliqlarining embrional rivojlanishi o'rganildi. Mahalliy sharoitda turlarning 10 dan ortiq avlodlari o'rganilgan. Embrional rivojlanish normal davom etmoqda. 21-23 ° C suv haroratida embrionlar 32 soatdan keyin chiqadi, lichinkalar aralash ovqatlanishga - 4 kundan keyin, ekzogen oziqlantirishga - 5 kundan keyin o'tadi. Do`ngpeshonalar 5-7 yoshida jinsiy balo`gatga yetib, yoz paytida urug'lanadi. Urg`ochi baliq 490-540 mingga yaqin pelagik tuxum qo`yadi. Urug'lanish may-iyun oylarida suvning harorati 18-20 ° C ga yetganidan keyin sodir bo'ladi.



1-rasm. Oq do`ngpeshona balig'ining morfologik ko'rinishi.

Morfologik xususiyatlari. O'rganilgan suv havzasidagi oq do'ngpeshona balig'i to'dasini umumiy biologik tahlil qilish bilan bir qatorda ularning jinsiy voyaga yetgan vakillarining asosiy morfologik ko'rsatkichlari, meristik belgilar ko'rsatkichi hamda plastik belgilarining ko'rsatkichi (tanasining standart uzunligiga nisbati) bo'yicha olingan ma'lumotlar (1 – jadval) da keltirilgan.

Oq do`ngpeshona baliqlari morfologik belgilarining ko`rsatkichi. (1 – jadval)

T/p	Belgilarnin nomlanishi	Tekshirilayotgan baliqlar							
		№1	№2	№3	№4	№5	№6	№7	№8
1.	Tanasining umumiy og`irligi, g	2850	2450	3860	5250	3290	3900	2710	2065
2.	Umumiy uzunligi, sm	62	58	72,5	76	66,8	69,0	62,0	57,0
3.	Tumshug`ining uzunligi, mm	56	51	55	59	58	54	49	48
4.	Ko`zining diametri (gorizontal), mm	19	18	19	22	19	23	21	18
5.	Boshining uzunligi, mm	165	158	190	205	160	160	160	152
6.	Peshonasing kengligi, mm	99	83	95	98	100	103	102	94
7.	Dum tanasining uzunligi, mm	96	93	120	118	105	100	98	94
8.	P ning uzunligi, mm	104	110	120	138	113	118	104	94
9.	V ning uzunligi, mm	83	79	88	98	80	96	79	77
10.	P ва V orasidagi masofa, mm	11,7	11,6	12,7	14,5	13	12,8	11,2	10,3
11.	V va A orasidagi masofa, mm	120	123	127	173	142	135	124	113

Izoh: D – dorsal suzgich qanoti, P – pektoral suzgich qanoti, A – anal suzgich qanoti, V – ventral suzgich qanoti

Fevral oyining oxiri – mart oyining boshida jinsiy voyaga yetgan do'ngpeshona baliqlari suv omborlari va ko'llarga daryoning qo'yilish joylarida to'plana boshlaydi. Urchishga chiqqan baliqlar galasi 3-11 yoshdagi, tanasining uzunligi 61-120 sm va og'irligi 4-40 kg bo'lgan baliqlardan tashkil topadi. Ko'payish uchun yurish suv harorati 15-16ºS ga yetib, daryo suvi sathining ko'tarilish vaqtiga to'g'ri keladi va dastlab yiriklaridan sanoqlilari boshlaydi, keyinroq, 5-10 kundan keyin (aprelь-may oyining boshi) suv harorati 20-22ºS ga yetganda yoppasiga harakatlanish boshlanadi. Eng oxirida patologik nuqsoni (umurtqa pog'onasi qiyshiq, dumi kalta, ko'zi yo'q va boshqalar) bor baliqlar chiqadi. Ko'chish boshlanganda erkaklari son jihatdan (70-90% gacha) ko'p, keyinchalik esa urg'ochilari ko'p bo'ladi. Ikrasini tashlab bo'lgan urg'ochi baliqlar urchish joylarini tark etadi, erkaklari esa qolib keyinchalik yetib kelgan baliqlarni urug'lantirishda ishtirok etadi. Moslashishning bu mexanizmi urg'ochi baliqlar ikrasining bir vaqtda yetilmasligi bilan izohlanadi va urchish joylaridagi o'zgaruvchan muhitda muvaffaqiyat garovi hisoblanadi, boshqacha aytganda shunday qilinganda yashab qolish imkoniyati ortadi. Urchish joylariga chiqish uzunligi ya'ni ularning suv oqimi bo'ylab daryo tepa qismiga ko'tarilishi Sirdaryoda 100-120 km, Amudaryoda esa 120-150 kmni tashkil qiladi. Oq do'ngpeshona ikrasini daryoning tosh-shag'al yoki qum shag'allik qismidagi oqim kuchli girdobli joylarga tashlaydi. Ikrasini 1,5-2,5 metr chuqurlikka ega bo'lgan joylarda suvning yuzasiga erta tongda tashlaydi. Bitta urg'ochisining orqasidan 1-3 ta erkagi yuradi va uning qorniga kallasi bilan, tanasining yoni bilan teginadi hamda urg'ochisini g'adur-budur suzgich qanotlari yordamida ushlab turadi. Suvning girdobi katta ahamiyat kasb etadi chunki ularning ikrasi pelagial. Suvda shishib, hajmi kattalashadi, suv yuzasida oqim bo'ylab suzib, rivojlanadi. Turg'un suvda ikrasi cho'kadi va halok bo'ladi. To'liq rivojlanishi uchun ikrasi 100 km va undan ortiq masofani bosib o'tishi lozim, aynan shuning uchun ham ular shuncha uzoq masofani bosib o'tishadi. Serpushtliligi yuqori katta, 20 kg va undan katta baliqlarda 6 mln dona, sun'iy hovuzlardagi og'irligi 8 kg gacha bo'lgan baliqlarda 1,5 mln dona.

Allometriyasi. Biz o`rgangan oq do`ngpeshona baliqlarning (n = 20 dona) standart uzunligi 11 – 94 sm, tanasining umumiy og`irligi 40 – 15300 grammni tashkil qildi.

O`rganilgan suv havzasidagi oq do`ngpeshona baliqlar yelka suzgich qanotida D III shoxlanmagan va 7 ta yumshoq, shoxlangan sho`lalari, anal suzgich qanotlarida A II ta qattiq, shoxlanmagan va 11-13 ta yumshoq, shoxlangan sho`lalari bor. Yon chizig`idagi tangachalar soni 92-115 tani tashkil qiladi.

Do`npeshonani yyetishtirish maxsus sharoitlarni talab qiladi. Shunday qilib, suv iliq bo'lishi kerak - 25 darajagacha, bu baliqlar quyoshni, suv omborining loyli tubini va o'simliklarga boy suv omborlarini juda yaxshi ko'radilar. Ular uchun ideal chuqurlik 3-4 metrni tashkil qiladi. Tong va shom paytida do`npeshona sayoz suvga suzadi, tushdan keyin u tubiga suzadi.

Do`npeshonalar asosan oqsillar manbai bo'lgan fitoplankton, zooplankton bilan oziqlanadi. Uch xil do`npeshona turlari ekologik va morfologik jihatdan farq qiladi. Ular shuningdek, ovqatlanish afzalliklari bilan ham farq qiladi. Oq do`npeshonalar - bu faqat fitoplankton bilan oziqlanadigan o'rta baliq turlari.

Olingan ma`lumotlarimizdan ko`rinib turibdiki do`ngpeshona baliqlarning rivojlanishiga bevosita tashqi muhit omillari ham bog`liq. Masalan, blastula jarayonini boshlanishi 1960-yillardagi ma`lumotlarga ko`ra, urug`lanish sodir bo`lgandan 6 soat o`tib boshlangan bo`lsa, bizning tadqiqotlarimizda bu bosqich urug`lanishdan 3 soat 42 daqiqa o`tib boshlandi.

Xulosalar

1. Har ikki tur mayda tangachali baliqlar hisoblanadi (oq do'ngpeshona baliqlar tangachasi nisbiy o'lcham ko'rsatkichlari 0,92 – 1,4, chipor do'ngpeshonada 0,79 – 1,15), an'anaviy tarzda

tanasining o‘rtasidan olinadigan tangachalar baliq yoshini ishonch bilan aniqlashga yordam beradi.

2. Sanoat ovida qo‘llanilayotgan texnologiya sifatli baliq mahsulotini ovlash imkonini beradi va 3-5 yoshda ular o‘lchami oq do‘ngpeshonada 1880 – 13380 (3450) gr ni, chipor do‘ngpeshonada 2225 – 8400 (5830)gr ni tashkil qiladi. Suv omborida ushbu baliqlarni yetishtirish kamida 2 yil davom etadi.

3. Suv havzasidagi o‘rganilgan baliqlar to‘dasida urg‘ochi baliqlarning jinsiy voyaga yetishida bir xillik kuzatildi va 3-yoshda tansining standart uzunligi 31 sm va tanasinig og‘irligi 2600 g bo‘lganda jinsiy voyaga yetishi hamda ushbu ko‘rsatkich mo’tadil iqlim zonasi uchun eng yuqori ko‘rsatkich ekanligi aniqlandi.

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SEMENT ISHLAB CHIQARISH TEXNOLOGIYASI

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Annotatsiya. Ishda sement ishlab chiqarish texnologiyasi va xomashyolarining tarkibi hamda hosil bo`layotgan qoldiq maxsulotlarining miqdori o`rganildi. Mamlakatimizda qurilish materiallariga bo`lgan talab kundan-kunga ortmoqda, bu esa maxsulotning tannarxining

oshishiga sabab bo`lmoqda. Yuqori samaradorlikka va eng qulay usullarga ega bo`lgan qurilish materiallar ishlab chiqarishga bo`lgan talabni qondirish uchun zamonaviy texnologiyalardan va samarali usulllardan foydalanish talab etiladi. Ishning maqsadi sement ishlab chiqarishning samarali usullarini topish va texnologik sxemasini tuzishdan iborat.

Kalit so`zlar. Sement, chiqindilar, texnologik sxema, oxaktosh, gel, xomashyolar, portlandsement, shlaklar.

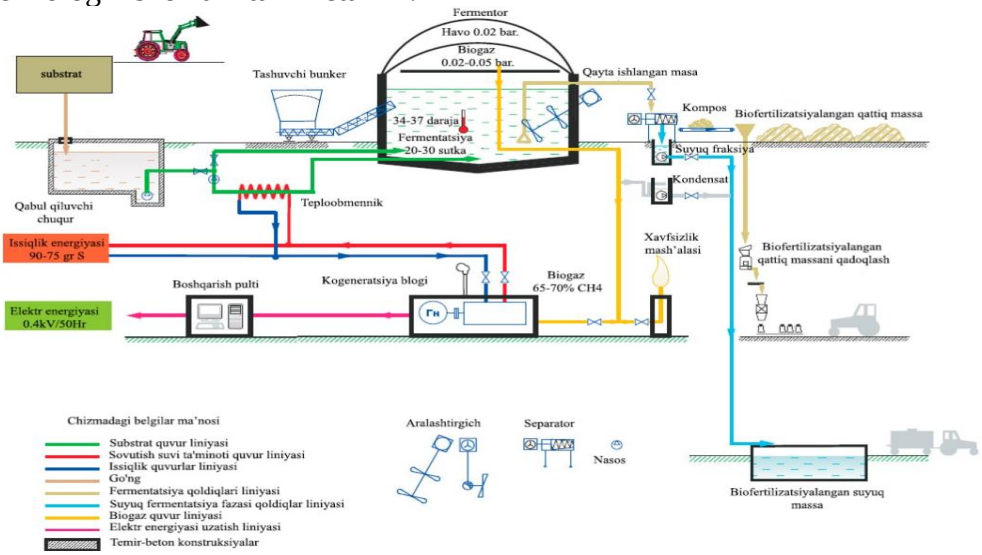
KIRISH

Dunyoda birinchi smenet ishlab chiqaradigan zavod 1839-yilda Rossiyaning Petrburg shahri yaqinida ish boshlagan bo‘lsada, XIX asrning oxiri va XX asrning boshlariga kelibgina sement sanoati tez tarqqiy etgan [1,2]. Ixtiro qilinishi rus harbiy texnigi E Cheliyev va ingliz olimi Jozef Aspidin bilan bog`liq [3-7].

Bugungi kunda O‘zbekistonda sementi shlab chiqarish bo‘yicha eng yirik hisoblangan ―Qizilqumsement OAJ ga 1977-yili asos solindi [8].1977 – 1978 yilarda birinchi va ikkinchi linyalardagi diametrlari 6,4/7 mater uzunligi 95 metr bo‘lgan aylanma pechlar ishga tushurildi [9-12].1989 yili esa uchinchi linyasi diametri 4,5 va uzunlgi 97,5 metrli aylanma pechi o‘rnatildi har bir aylanma pechning loyihalangan quvvati sutkasiga 3 000 tonna klinkerni tashkil qiladi [13-16]. Hozirgi vaqtda mamlakatimizda sement ishlab chiqarishda quydagi zavodlar yetakchilik qilmoqda: Qizilqumsement OAJ - 3.1 mln tonna; Ohongaronsement OAJ - 1.74 mln tonna; QuvasoysementOAJ - 920 ming tonna[17-20].

TAJRIBAVIY QISM

Bugungi kunda sement tayyorlash texnalogiyasi sohasi oldida bir qancha vazifalar turadi. Bu vazifalarga 1000-2000 markali, mustahkamlik darajasi yuqori hamda o‘ta tez qotib, sutka mobaynida markadagi mustahkamligining 70% iga erishadigan sementlar tarkibini ishlab chiqarish va ularni tadbiq etish kiradi. Bunday sementlar asosida tayyorlanadigan betonlar va beton konsruksiyalar korroziyaga, sovuq, quruq va issiq iqlim sharoitiga chidamliligi bilan birga suv o‘tkazmaslikka bu xossalarini oshirishi ham muhim vazifalardandir. Mana shu vazilafalarni bajaradigan smenet ishlab chiqarish uchun quyidagi texnologik sxemani taklif etamiz.



1-rasm. Sement ishlab chiqarish texnologik sxemasi.

Sement ishlab chiqarish yirik mineral tovar sanoati hisoblanadi. Ishlab chiqarish jarayonida tabiiy xomashyo maydalanadi va keyin yuqori haroratda o'choq tizimida sement klinkeriga aylanadi. Klinkerlar sovutiladi va qo'shimchalar bilan aralashtirilib mayda kukun sementga solinadi. Sement gidravlik bog'lovchi (ya'ni suv bilan aralashtirilganda qattiqlashadi). Sement qum va shag'alni betonda bir-biriga bog'lash uchun ishlatiladi.

TAJRIBA NATIJALARI TAHLILI

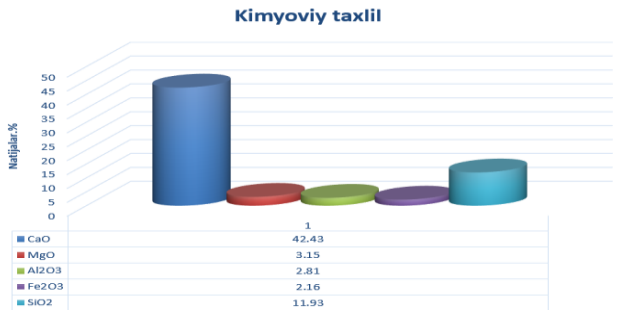
Yuqoridagi sxemada olingan sementning tarkibi ikki usulda tahlil qilindi. Olingan tahlil natijalari har ikki usulda ham bir-biridan sezilarli darajada farq qilmasligini ko’rishimiz mumkin.

Kimyoviy tahlil usullarida ham spektrofotometrik tahlil usullarida ham ko'rishimiz mumkinki sementning tarkibida CaO ning miqdori ko'p ekanligini. Tahlil natijalari quyidagi jadval va chizmalarda keltirilgan.

Jadval. Sement tarkibining kimyoviy va spektrofotometrik taxlil natijalari.

Tahlil nomi	Tarkib.%								
	CaO	MgO	Al_2O_3	Fe_2O_3	SiO_2	To'yinuv-chanlik Koeffit-sienti (TK)	Silikatli Modul (SM)	Alyu-miniy-li modul	PPP
Kimyo-viy	42.84	3.06	2.80	2.18	11.7	1.14	2.39	1.28	34.11
Spektro-fotomet-rik	42.43	3.15	2.81	2.16	11.9	1.10	2.40	1.30	34.11

Olingan tahlil natijalaridan ko'rinib turibdiki CaO ning miqdori 42% dan yuqoriroq.



2-rasm. Sementning kimyoviy taxlil natijalari.



3-rasm. Sementning spektrofotometrik taxlil natijalari.

Bundan tashqari sement ishlab chiqarish jarayonida energiyaning sarfi va energiya berish jarayonlari ham tadqiq qilindi.

Sement sanoati yuqori energiya talab qiladi. Klinker ishlab chiqarishning kimyoviy/mineralogik reaksiyalariga (quritish va oldindan isitishni hisobga olmaganda) nazariy issiqlik energiyasiga bo'lgan talab taxminan 1700 MJ/tonna klinkerni tashkil qiladi. Turli xil o'choq tizimlari va o'lchamlari uchun haqiqiy issiqlik energiyasiga bo'lgan talab taxminan 3000 – 6500 MJ/tonna klinker.

Jarayon uchun zarur bo'lgan issiqlik va energiyasini ta'minlash uchun turli xil yoqilg'idan foydalanish mumkin. Yevropada ishlatiladigan asosiy qazilma yoqilg'ilar ko'mir, neft va koksdir. Harajatlar odatda gaz yoki neftdan foydalanishga to'sqinlik qiladi. Shu bilan birga, o'choq tizimida yuqori harorat va uzoq yashash vaqti organik moddalarni yo'q qilish uchun katta imkoniyatlarni nazarda tutadi. Bu har xil turdagi chiqindilar va biomassadan foydalanishga imkon beradi va o'tmishda bunday arzonroq variantlardan foydalanish ko'paygan.

Alit $3CaO\text{-}3SiO_2$ —portlandsementning qotish tezligini, mustahkamligini va boshqa xususiyatlarini belgilovchi eng muhim minerallaridir, va klinkerda 45-60% miqdorda bo`ladi.

XULOSA

Sement ishlab chiqarishda tanlanadigan sxemalar albatta dastlabki namunalarining tarkibiga bog'liq. Shuni hisobga olgan holda sement ishlab chiqarish uchun maqbo'l bo'lgan texnologik sxema taklif qilinadi. Bu texnologiya natijasida olingan natijalarda sement tarkibi ikki usulda tahlil qilindi va ular orasida farq deyarli yo'qligi aniqlandi. Sement ishlab chiqarish jarayonining enetgetik o'zgarishlari o'rganildi va bu energiyaning eng minimal sarfiga erishish choralari ko'rildi. Shunday qilib aytadigan bo'lsak bu texnologik sxema va tahlil natijalari sement ishlab chiqarish jarayonining eng maqbo'l yo'nalishlaridan biri bo'lib xizmat qiladi.

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TENGLAMALAR VA ULARNI YECHISH USULLARI.

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Matematika yo'nalishi talabalari

Annotatsiya. Ushbu maqola talabalarga har xil tipdagi tenglamalarni turli xil metodlar orqali berilgan bo`lib, ularning yechish usullari hamda ularga doir misollar yechib ko`rsatilgan.

Kalit so'zlar: oddiy tenglama,chiziqli tenglama, kvadrat tenglama,viyet teoremasi, diskriminant uchinchi darajali tenglama**,**

Kirish. Matematika fani qadim qadimdan rivojlanib kelgan, qiziqarli, jumboqlarga boy va mashaqqatli fandir. Matematika fanida eng muhim boblardan biri tenglamalar mavzusidir. Ammo hozirgi kunda dolzarb bo'lgan muammolardan biri tenglamalar yechishni o'quvchilarga o'rgatishdir.Keling birma bir oddiy tenglamalardan boshlab tahlil qilib chiqamiz.

Sodda tenglamalarni yechish.

Noma`lum qatnashgan tenglikka tenglama deyiladi.

Tenglamalarni yechishda quyidagi qoidalarni bilish o`quvchilarga qiyinchilik tug`dirmaydi:

- Noma`lum qo`shiluvchini topish uchun yig`indidan ma`lum qo`shiluvchini ayirish kerak.
- Noma`lum kamayuvchini topish uchun ayirmaga ayiruvchini qo`shish kerak.
- Noma`lum ayiriluvchini topish uchun kamayuvchidan ayirmani ayirish kerak.
- Noma`lum bo`luvchini topish uchun bo`linmani bo`luvchiga ko`paytirish kerak.
- Noma`lum ko`payuvchini topish uchun ko`patmani ko`paytuvchiga bo`lamiz.

Biz quyida to'rt xil tipdagi tenglamalar yechilishini ko`ramiz.

1 – tip. **Qo`shish amali uchun:** $x + a = b$ yoki $a + x = b$ , $x$ – qo`shiluvchi, a – qo`shiluvchi, $b$ – yig`indi.

1-masala. Menda bir nechta daftar bor edi. Umidjon menga 3 ta daftar bergandan keyin daftarlarim 7 ta bo`ldi. Oldin menda nechta daftar bor edi?

Yechish: Masala shartidan quyidagi tenglamani tuzamiz: $x + 3 = 7$

$x = 7 - 3, x = 4$

Javobi: $x = 4$

Ayirish amali uchun: $x - a = b$, x- kamayuvchi, a – ayiriluvchi, b – ayirma.

yoki $a - x = b$, a – kamayuvchi, x- ayiriluvchi, b- ayirma.

2-masala. Ertalab do`konga 12 qop shaker keldi, tushgach bir nechtasi sotildi. Sotilgandan keyin 4 ta qop qoldi. Nechta qop shaker sotilgan?

Yechish: Masala shartidan qo`yidagi tenglamani tuzamiz: $12 - x = 4$

$x = 12 - 4, x = 8$

Javobi: $x = 8$

2-tip. Ko`paytirish amali uchun: $x \cdot a = b, x = b \div a$

3-masala. Bog`ga 3 qator o`rik va shaftoli ko`chati o`tkazildi. Bog`ga hammasi bo`lib 15 tub ko`chat ekildi. Unda har bir qatorga nechta tub ko`chat ekilgan?

Yechish: Masala shartidan qo`yidagi tenglamani tuzamiz: $3 \cdot x = 15$

$x = 15 \div 3, x = 5$

Javobi: $x = 5$

Bo`lish amali uchun: $\boldsymbol{x \div a = b}, x = b \cdot a$

4-masala. Qutida bir nechta qalam bor edi. Uni 6 ta bolaga 2 tadan bo`lib berishdi. Qutida nechta qalam qoldi?

Yechish: Masala shartidan qo`yidagi tenglamani tuzamiz: $x \div 6 = 2$

$x = 2 \cdot 6, x = 12$

Javobi: $x = 12$

3-tip. Kvadrat tenglamalar

Bunda a, b, c kvadrat tenglamaning koeffitsiyentlari , x esa noma'lum son.

Kvadrat tenglamaning grafigi paraboladan iborat bo'lib, shoxlari a koeffitsiyentga bog'liq. Agar $a > 0$ bo'lsa parabola shoxlari tepaga, $a < 0$ bo'lsa pastga qaraydi. $b = 0$ yoki $c = 0$ bo'lsa chala kvadrat tenglama deyiladi.

Eng soda kvadrat tenglamaga misol keltiramiz.

5-misol.

$4x^2 = 64 \quad x^2 = \frac{64}{4} \quad x^2 = 16 \quad x_{12} = \pm 4$

Kvadrat tenglamani yechishning bir nechta usullari bor.

1. Viyet teoremasi orqali;
2. Diskriminant orqali;
3. Ko'paytuvchilarga ajratish usuli;

6-misol: Viyet teoremasi orqali.

$x^2 + 6x - 7 = 0 \;\; x_1 + x_2 = -6 \; x_1 \cdot x_2 = -7$ demak $x_1 = -7$ va $x_2 = 1$ ekan.

7-misol: Diskriminant orqali;

$D = b^2 - 4ac$ ifoda diskriminant deyiladi.

1) Agar $D < 0$ bo'lsa tenglama yechimga ega bo'lmaydi.
2) Agar $D = 0$ bo'lsa tenglama bitta yechimga ega bo'ladi.
3) Agar $D > 0$ bo'lsa tenglama ikkita yechimga ega bo'ladi.

$x^2 - 5x + 6 = 0$ kvadrat tenglamada $a = 1 \; b = -5 \; c = 6$

$D = b^2 - 4ac = (-5)^2 - 4 * 1 * 6 = 1$

Demak, $D > 0$ tenglama ikkita yechimga ega.

8-misol: Ko'paytuvchilarga ajratish usuli;

$x^2 + 10x - 24 = 0$

$x^2 + 10x - 24 = x^2 + 12x - 2x - 24 = x(x + 12) - 2(x + 12)$

$= (x + 12)(x - 2) = 0$

ko'rinishga keladi. Bundan har bir ko'paytuvchini 0 ga tenglashtirsak , $x_1 = -12, x_2 = 2$ yechimlarga ega bo'lamiz.

4-tip Uchinchi darajali tenglamalar

$\boldsymbol{ax^3 + bx^2 + cx + d = 0}$ ko'rinishdagi tenglamaga uchinchi darajali tenglama deyiladi. Bunda a, b, c tenglamaning koeffitsiyentlari, d esa ozod had .

Uchinchi darajali tenglamalarni yechish usuli bilan tanishib chiqamiz:

1. Sodda usul;
2. Grafik usuli;
3. Guruhlash usuli;
4. Tanlash usulida;
5. Sun'iy usulda

Uchinchi darajali tenglama uchun viyet teoremasi orqali yechsak ham bo'ladi.

$$x_1 + x_2 + x_3 = -\frac{b}{a}$$

$$x_1x_2 + x_2x_3 + x_1x_3 = \frac{c}{a}$$

$$x_1 \cdot x_2 \cdot x_3 = -\frac{d}{a}$$

ko'rinishda bo'ladi.

9-misol: Ushbu $x^3 - 7x - 6 = 0$ tenglamaning ildizlari

1) Yig'indisi
2) Ko'paytmasini
3) O'rta arifmetigini
4) O'rta geometrigini toping

$ax^3 + bx^2 + cx + d = 0$ bundan ko'rinadiki $a = 1, b = 0, c = -7, d = -6$

$$x_1 + x_2 + x_3 = -\frac{b}{a}$$

$$x_1x_2 + x_2x_3 + x_1x_3 = \frac{c}{a}$$

$$x_1 \cdot x_2 \cdot x_3 = -\frac{d}{a}$$

viyet teoremasidan foydalangan holda topamiz.

$$1) x_1 + x_2 + x_3 = -\frac{b}{a} = -\frac{0}{1} = 0$$

$$2)\ x_1 \cdot x_2 \cdot x_3 = -\frac{d}{a} = -\frac{-6}{1} = 6$$

$$3)\ \frac{x_1 + x_2 + x_3}{3} = 0$$

4. $\sqrt[3]{x_1 \cdot x_2 \cdot x_3} = \sqrt[3]{6}$

Xulosa qilib aytganda bu maqolada tenglamalarni sodda ko'rinishidan yuqori tartiblisiga qarab berilgan hamda ularning yechishning usullari keltirilgan hamda tinglovchi uchun tushunarli tilda bayon qilingandir

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Differensial tenglamalar sistemasini yechishda "Yirtqich-Qurbon" modelini tuzish va tekshirish

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Annotatsiya Taqdim etilayotgan maqola Yirtqich-qurbon prinspi asosida o‘zaro munosabatda bo‘lgan 3-ta populyatsiyalar dinamikasini matemetik modeli bo‘lgan umumlashgan Lotka-Volterra sistemasining sifat tadqiqotiga bag‘ishlangan. Sistema 12 ta parametrdan iborat. Maqolada parametrlar fazosida shunday sohalar mavjudki ularda sistemani 3-o‘lchovli limitik sikli mavjudligi isbotlangan.

Kalit so‘zlar: Differensial tenglamalar sistemasi, maxsus nuqta, limitik sikl, Yirtqich-qurbon, populyatsiya bifurkatsiya

Kirish. Oddiy differensial tenglamalar sistemasi hayotiy masalalarni yechihda keng qo‘llaniladi. Mexanikada, avtomatik boshqarish nazariyasida, biologiya, kinetik kimyo va boshqa fanlarning bazi masalalarini Oddiy differensial tenglamalar sistemasiga keltirib yechish mumkin. Ushbu maqolada biologiyada uchraydgan "yirtqich-qurbon" modelini tuzish va tekshirishga bag‘ishlaymiz.

Bu masalani Orol dengizida baliq miqdorining o‘zgarishi, demak, baliq ovlash misolida qaraymiz. x-kichik baliqlar –qurbonlarni iste'mol qiluvchi katta baliqlar-yirtqichlar miqdori, y-kichik baliqlar miqdori bo‘lsin. $\frac{dx}{dt}, \frac{dy}{dt}$ lar o‘sha $x\ va\ y$ miqdorlarning o‘zgarish "tezligi". U yoki baliqlar miqdori juda ko‘p, lekin chekli bo‘lgani uchun shuni qayd qilamizki, hosilalardan foydalanib biror xato bilan bog‘liq bo‘ladi, lekin biz uni hisobga olmaymiz, chunki bizni natijaning sifat o‘zgarishigina qiziqtiradi.

Ikki ko‘rinish o‘zaro ta'sirini tenglamasini tuzamiz: faqat x bo‘lgan holda ular ochlikdan o‘lishi kerak va bu $-ax$ soni orqali ifodalanadi, ya'ni tenglama

$$\frac{dx}{dt} = -ax\ (1)$$

ko‘rinishda bo‘ladi, bunda $a > 0.$

xy lar tutashishi natijasida esa yirtqichlar qurbonlarni yeydi va biz shartli ravishda yirtqichlar miqdorini kamaytirmasdan bxy (bunda $b > 0$) formula bo‘ylab ko‘payadi deb hisoblaymiz.

Shunday qilib,

$$\frac{dx}{dt} = -ax + bxy.\ (2)$$

Agar suv xavzasida faqat kichik baliqlar bo‘lsa, ularning o‘zlari ovqatlanadi va ko‘payadi. Bu Cy va $\frac{dy}{dt} = Cy,\ \ C > 0$ soni bilan ifodalanadi, yirtqichlar va qurbonlar uchrashishi natijasida keyingilar soni $-exy$ ga kamayadi, ya'ni ikkinchi tenglama

$$\frac{dy}{dt} = Cy - exy\ (3)$$

ko‘rinishda bo‘ladi.

Demak, birinchi chorakda (1) va (2) sistemalar $(0,0)$ va $(\frac{c}{e}, \frac{a}{b})$ maxsus nuqtalarga ega bo‘lar ekan.

Koordinatalar boshi ha x va ham y ning mavjud emasligini bildiruvchi biologik ma'noga ega. Shuning uchun ikkinchi maxsus nuqtani tekshirish qiziqarlidir.

Elementar tekshirish usuli shunday: o‘lchovsiz o‘zgaruvchilarni kiritamiz:

$$u(\tilde{C}) = \frac{e}{C}x, v(\tilde{C}) = \frac{b}{a}y, \qquad \tilde{C} = Ct, \alpha = \frac{a}{C}.$$

(1) va (2) tenglamalar quyidagi ko'rinishga keladi:

$$\left.\begin{aligned}\frac{du}{dt} &= eu(v-1)\\ \frac{dv}{dt} &= v(1-u)\end{aligned}\right\} \quad u-yirtqichlar\ \ v-qurbonlar\ miqdori \quad (4)$$

Shu bilan birga $(\frac{C}{e},\frac{a}{b})$ maxsus nuqta $(1,1)$ maxsus nuqtaga o'tadi. (4) da birinchi tenglamani ikkinchi tenglamaga bo'lib integrallab,

$ev+u-lnv^2u=H$

ni hosil qilamiz.

(1) Sistema "qo'pol bo'lganligi sababli" u qo'yilgan masalaning aniq yechimini ko'rsata olmaydi.

(1) va (2) sistema soda "yirtqich-qurbon" sistemasidan iborat.

Agar biz turlar ichki konkurensiyasini, ya'ni bir turga qarashli zotlar o'rtasidagi kurashni hisobga olsak, u holda bu fakt Ex^2 va My sonlari bilan ifodalanadi va biz

$$\left.\begin{aligned}\frac{dx}{dt} &= -ax+bxy-Ex^2\\ \frac{dy}{dt} &= Cy+exy-My^2\end{aligned}\right\} \quad (5)$$

(5) sistema ikki maxsus nuqtaga ega bo'lishin ko'rish qiyin emas: $O(0,0)$ egar va $B(x^*,y^*)$ fokus yoki tugun.

Buni xarakteristik tenglama ildizlari bo'yicha tushuntirish qiyin emas.

a) $O(0,0)$ uchun

$$\begin{vmatrix}-a-\gamma & 0\\ 0 & C-\gamma\end{vmatrix}=0,\quad \gamma_1=-a,\gamma_2=C$$

ni hosil qilamiz, ya'ni xarakteristik tenglamaning ildizlarini turli ishoraga ega va shuning uchun $O(0,0)$ — maxsus nuqta – egar.

b) $B(x^*,y^*)$ nuqtaning koordinatalarini aniqlaymiz. Buning uchun (5) ni yechimini topamiz:

$$\left.\begin{aligned}-a+by-Ex&=0\\ C+ex-My&=0\end{aligned}\right\} \quad yoki \left.\begin{aligned}by-Ex&=a\\ ex+My&=c\end{aligned}\right\} \quad (6)$$

Kramer formulasiga asosan :

$$x^*=\frac{\begin{vmatrix}a & b\\ c & M\end{vmatrix}}{\begin{vmatrix}-E & b\\ e & M\end{vmatrix}}=\frac{Ma-bc}{-EM-eb}=\frac{bc-Ma}{EM+eb},$$

$$y^*=\frac{\begin{vmatrix}-E & a\\ e & c\end{vmatrix}}{\begin{vmatrix}-E & b\\ e & M\end{vmatrix}}=\frac{-Ec-ac}{-EM-eb}=\frac{Ec+ac}{EM+bc}.$$

Demak,

$$x^*=\frac{bc-Ma}{EM+eb},\quad y^*=\frac{Ec+ac}{EM+bc}. \quad (7)$$

(7) ga ko'ra, agar $bc - Ma > 0$ bo'lsa, B nuqta birinchi kvadratda joylashadi (5) tenglamada

$$\left.\begin{aligned} x &= \overline{x} + x^* \\ y &= \overline{y} + y^* \end{aligned}\right\} almashtirish\ kiritib,$$

Xarakteristik tenglama tuzamiz, uning diskirminanti noldan katta (tugun) va noldan kichik (fokus) bo'lishi mumkin. Ikkala holda ham qurbonlar soni belgilangan miqdorga yaqinlashadi.

$$\left.\begin{aligned} \frac{dx}{dt} &= P(x,y), \\ \frac{dy}{dt} &= Q(x,y) \end{aligned}\right\} \quad (8)$$

analitik dinamik sistema bo'lsin. G sistema aniqlanish sohasiga kiruvchi biror bir bog'lamli soha bo'lsin.

Dyulak kriteriyasi bo'yicha, agar G da bir qiymatli va differensiallanuvchi funksiya mavjud bo'lib,

$$\frac{\partial}{\partial x}(PB) + \frac{\partial}{\partial y}(QB)$$

ifoda o'zgarmas ishorali bo'lsa, G sohada limitik sikllar mavjud bo'lmaydi. Bu holda

$$B(x,y) = x^{k-1}y^{n-1}$$

tanlanishiga erishildi, bunda k va n lar (5) tenglamalar sistemasining koeffitsiyentlaridan tuziladi, ya'ni chiziqli tenglamalar sistemasi uchun limitik sikllar mavjud bo'lmaydi.

Xulosa sifatida "Yirtqich-qurbon" modeli differensial tenglamalar bilan biologiya fanining uzviy bog'liqligini ifodalovchi tenglamalardan biri hisoblanadi. Bu modeldan ko'rinib turibdiki ko'pgina differensial tengalamalar bilan boshqa fanlarning uzviy bog'liqliklarini ifodalash mumkin.

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"QIZIL KITOB"GA KIRITILGAN QIZIL LOLANING YO'QOLISH SABABLARI VA DORIVORLIGI.

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Annotatsiya: . Ushbu maqolada "Qizil kitob"ga kiritilgan loladoshlar oilasining vakili " Qizil lola " haqida ma'lumot berilgan. Lolaning xalqaro nomi "Tulipa"bo'lib tabiatda katta ahamiyatga ega. Asosan manzarali o'simlik sifatida juda ahamiyatli. Loladoshlar oilasining 26 ta turi O'zbekiston Respublikasining "Qizil kitobi" ga kiritilgan. Qizil lola juda katta ahamiyatga ega bo'lib lolaning turli xil navlari yaratilmoqda. Qizil lola chiroyli bo'lishi bilan birga juda ham shifobaxsh o'simlik hisoblanadi. Batafsil qizil lola haqida ushbu maqolada tanishamiz.

Kalitso'zlar: "Qizil kitob", loladoshlar, Tulipa, shifobaxsh,yangi navlari, kamyoblik darajasi, botanik ta'rifi, hayotiy shakli.

Abstract. This article provides information abaet the Red Tulip, a representative of the tulip family included in the Red Book. The interna tional name of the tulip is Tulipa and is big important in nature. Mainly, it is very significant as an ornamental plant. 26 species of the tulip family are included in the "Red Book" of the Republic of Uzbekistan. The red tulip is very important and different varieties of the red tulip are being created. The red tulip is not only beautiful but also a very healing plant. Learn more about the red tulip in this article.

Keywords: "Red Book", Tulip, medicinal, new varieties, rarity level, botanical description, life form.

Аннотация: В этой статье представлена информация о красном тюльпане, представителю семейства тюльпана, включенного в Красную книгу. Межсовое название тюльпана - тюлипа и большой важен в природе. В основном, это очень важно, как декоративный завод. 26 видов семейства тюльпанов включены в "Красную книгу" Республики Узбекистан. Красный тюльпан очень важен, и создаются различные сорта красного тюльпана. Красный тюльпан – не только красивое, но и очень целебное растение. Подробнее о красном тюльпане читайте в этой статье.

Ключевые слова: Красная книга ", тюльпан, лекарственные, новые сорта, уровень редкости, ботаническое описание, жизненная форма.

Kirish.

Bugungi kunda tabiatimizga katta e'tibor qaratilmoqda. Shu bilan birgalikda yo'qolib borayotgan turlarni muhofaza qilish va ularni ko'paytirish borasida chora tadbirlar o'tkazilmoqda. Bu boradagi ilmiy ishlar ahamiyatini Prezidentimizning 2020-yil 6-maydagi "Respublikada gullarni yetishtirishni kengaytirish va urug'chiligini yanada rivojlantirish" to'g'risidagi qarorida ko'rishimiz mumkin.[1],[2]

Xalqaro lolalar tasnifi.Birinchi jahon urushi davrida ingliz paxtakorlari tomonidan lola turlari ekila boshlanadi. Lola madaniylashtirilgan manzarali o'simlik hisoblanadi. Lolaning turlari, shakllari va navlari xalqaro ahamiyatga ega bo'lgan noyob o'simliklardir. Lola o'simligiga xalqaro tasnif berilgan bo'lib joriy tasnif 1996-yilda gullar qirolligi bo'lgan Gollandiya tomonidan berilgan hamda tasdiqlangan. Lolalarning ayrim turlari erta, ayrimlari kech, ayrimlari normal gullash xususiyatiga ega. Lola navlari ustida ya'ni 800ga yaqin navlar ustida tajriba o'tkazganlar. 1914-1915-yillarda 14 sinfga ajratib dastlabki lola sxemasini tuzdilar. Bu fikrni 1917-yilda Gollandiya olimlari izohlab berdi.Bu tasniflash Klusius tomonidan taklif etilgan bo'lib,asosan lolalarning gullash vaqtiga qarab sinflarga ajratishgan. 1920-yillarda bozorda ikkita yangi, tez o'sadigan, genetik jihatdan bir xil bo'lgan lola turlari paydo bo'la boshladi. 1929-yilda lola nomenklaturasi bo'yicha Angliya-Gollandiya qo'mitasi

ushbu turlarni, sxemaga solishga va alohida sinflar sifatida kiritishga qaror qildi. 1939-yilda turlar keyinchalik 16 sinfga ajratilgan 3800 navni o'z ichiga olgan.[3],[4]

Asosiy qism.

Tulipa —loladoshlar oilasiga mansub ko‘p yillik o‘simliklar turkumi, manzarali ekma gul. Yer yuzida uning 1400ga yaqin, Yevrosiyoda 100dan ortiq, O'rta Osiyoda 64 turi tarqalgan. Lolalar piyozli bahorgi o'simlik hisoblanadi, gulchilikda keng ekib o'stiriladi. Asosan, Nedirlandiya va O'rta Osiyoda lola ko'proq yetishtiriladi. O'zbekistonning adir va tog'larida lolaning 25 turi o'sadi. Ularning ichida Qizil lola (Tulipa)katta ahamiyatga ega. O‘zbekiston FA Botanika bog‘ida 60 ga yaqin xili o‘stiriladi. Qizil rang lolaning turli tuslilari: och qizildan, qora qizilgacha, shuningdek, sariq, targ‘il, gunafsha va boshqa xillari uchraydi.[4],[10]



1-rasm.O’zbekistonda keng tarqalgan qizil lola.

Botanik ta'rifi . Bo'yi 10-45 sm oralig‘idagi ko'p yillik piyozli o't. Piyozi tuxumsimon yoki yumaloq qobig‘i ba'zan qalin charmsimon ba'zan yupqa qog'ozsimon, diametri 2,5—4 sm, Poyasi 20— 30, ba’zan 50 sm gacha. Barglari cho’ziq 3-4 dona atrofida bo'ladi. Tojbarglarining uzunligi 8 sm bo'ladi.Barglari yaxlit, cheti egri bugri, ustki qismida binafsharang dog'lari bor. Gullari yakka to'q qizil rang, ba'zan och qizil rangda, sariq, qizg‘ish dog'lari ham uchrab turadi. Gulining tubi sariq tuxumsimon qora dog'li. Changchi iplari qora yoki sariq, changdonlari sariq, binafsharang, kulrang tusli bo'lishi ham mumkin. Asosan mart-aprel oylarida gullab, mevasi iyun- iyulda yetilib pishadi. Mevasi ko'sakcha, eni 1,5-2 sm, uzunligi 3-6 sm. Lola, asosan, adirlar, toshli va chag‘ir toshli qiyaliklarda yaxshi o‘sadi. Urug‘i hamda piyozidan ko‘paytiriladi (piyozidan ko‘paytirilganda erta gul beradi). Iyun — iyul oyining oxirlarida piyozi qazib olinib, 22—25° haroratda quritib saqlanadi, so‘ngra harorat 12—13° ga pasaytiriladi. Sentabr-oktabr oylarida piyozi 8—15 sm chuqurlikda ekiladi.[5],[9]

Tarqalishi: Qashqadaryo viloyati Quruq Dahana tog'ining Tolli dovonida keng tarqalgan va Boysun, Bobotog‘, Xisor tizmalarida tarqalgan .

Ko'payishi: Urug‘i bilan va vegetativ yo'l bilan ya'ni piyozlari yordamida ko‘payadi.

O'simlik soni va arealining o'zgarish sabablari: Chorva mollari boqilishi va o'simlik gulining terib olinishi sababli kamaymoqda.

O'sish sharoiti: Tog‘ning pastki qismidagi shag‘al va bo'z tuproqli yon bag‘irlarida o'sadi. Bundan tashqari adirlar toshli va qumli joylarda ham o'sadi.Lolalar Rossiyaga 17-asrda olib kelingan va Kavkaz yetishtirish uchun eng qulay mintaqa bo'lib chiqdi. Bugungi kunda butun dunyo seleksionerlari turli mamlakatlarning iqlim sharoitlariga moslashtirib, yangi navlarni yaratish ustida ishlamoqda. Hatto Sibirda ham bu gullar allaqachon yetishtirilgan.Bahorda ochiq yerga ekish o'simlik uchun g'ayrioddiy va hatto eng ehtiyotkorlikni talab etadi. Kuzda, mo'tadil iqlimli hududlarda ekish uchun eng yaxshi davr oktyabr oyi hisoblanadi. O'rtacha kunlik tuproq harorati +7 , +10 daraja bo'lishi kerak. Keyinchalik, noyabr oyida ekishni boshlashingiz mumkin, lekin faqat gulzorlar butalar va daraxtlar bilan qoplangan bog'da ekish tavsiya etiladi. Buning sababi, lola piyozi mulchalash vaqtida gullar va daraxt, butalarning shoxlari ularni tashqi muhit omillaridan himoya

qiladi.Tuproq juda bo'sh bo'lishi kerak (qumli), ammo gil tuproq hijob yoki kompost bilan suyultirilishi kerak. PH darajasiga ko'ra, u neytral yoki ozgina kislotali tuproq bo'lishi kerak. Lolalar suvni ko'p xohlamaydi, ko'p suv ularni rivojlanishiga to'sqinlik qilishi mumkin. Faqatgina ildiz hosil qilish paytida oz suv kerak bo'ladi. Keyin ular ko'p miqdorda organik o'g'itlarni ham istashmaydi, misol uchun ekinzorlar uchun ishlab chiqiladigan bio gumusni ham ular xohlashmaydi. Bu organik o‘g‘itda nobud bo‘lishi mumkin.Lola odatda qumli, toshli, quruq joylarda o'sganligi uchun bu sharoitga o'rganolmaydi. [8]

Shifobaxshligi: Lola o'simligining bargi, guli, urug'i shifobaxsh hisoblanadi. Lola gulining suvini 2 kun 3 mahaldan ko'zga tomizilsa , ko'z og‘rishi va ko'z yarasi tuzaladi. Badan terilari yorilsa lola gulining suvini 5 kun 3 mahaldan surtilsa, teri yorilishiga foyda qiladi. Gulining suvini 10 kun 3 mahaldan tomizilsa, ko'z nurini ko'paytiradi. Urug‘ini yanchib malham qilib 2 oy davomida har kun 2 mahaldan oq dog‘larga bog'lab yurilsa yaxshi foyda qiladi. Kishining sovuqdan oyoq va qo'li kaftlari yorilsa, urug'ini qaynatib 12 kun davomida 2 mahaldan yorilgan joylarga paxta yoki dokani to'yintirib bog'lab yurilsa tuzatadi.[10] Lola suvi asal bilan aralashtirib ko'zga 3 mahaldan tomizilsa ko'z xiralashuvini davolaydi.Qizil lolaning vegetativ urug’lanishi. Gullarni urug'lari orqali ko'paytirish bugungi kunda keng tarqalgan. Bunday o'simliklar urug'niekishdan 4-7 yil o'tgach gullashni boshlaydi va dastlabki bir necha yil ichida ular ochiq tuproqda klassik ekish uchun mos bo'lgan kichik g’unchalar hosil bo'lgunicha idishlarda o'stirilishi kerak. Ba'zilar har xil rangdagi o'simliklarni bir-birining yoniga ekishni maslahat bermasa, boshqalari bu fikrni rad etib, ularning changlanishining mumkin emasligi haqida gapirishadi. Ikkala gap ham qisman to'g'ri bo'ladi, chunki ko'p narsa hosilni ekish uslubiga bog'liq. Shunday qilib, lolalarni urug'i orqali o'stirishda ular chindan ham changlanishga qodir ekanligini ko'rishimiz mumkin, (shamol va hasharotlar yordamida), lekin yozgi ko'pchilik odamlar vegetativ ravishda o'simliklar sonini ko'paytirayotganligini ham guvohi bo'lamiz. Har ikkala ko'paytirish usulini ham qullashimiz mumkin.Agarda o'stirilayotgan lolaning rangi doimgidan noodatiy bo'lsa, ya'ni qanaqadur kasallikka chalinish alomatlari kuzatilsa, demak lola uchun noqulay va nosog‘lom muhit yaratilgan bo'lgan.Yetishtirilgan nav qanchalik ajoyib bo'lsa, parvarish qilish jihatidan shunchalik e'tibor talab bo'ladi, demak, u tuproq namligini nazorat qilishni va qish uchun yaxshiroq yashash joyini talab etadi. Ko'plab ekinlar noqulay muhitda sovuq ta'sirida osongina nobud bo‘lishadi. Bundan tashqari,nav namunalari kasallik va zararkunandalar ta'siriga ko'proq moyil bo'ladi.

Qizil lola hosilni ekish uchun eng maqbul vaqt sentyabrning oxiri - oktyabrning boshi, tuproq harorati + 9 ... + 10 ° C ga tushishi bilanoq hisoblanadi**.** Rossiyaning markaziy qismida oktyabr oyining oxiriga qadar ekish ishlarini yakunlash tavsiya etiladi, aks holda lolalar muzlashi va o'smasligi va nobud bo‘lishi mumkin. Tuproqqa ekishdan oldin, yangi ekish materiali "Vitaros" yoki "Maksim" preparatlari eritmasi bilan dezinfeksiya qilish maqsadga muvofiqdir. Ochiq joylarga niholni ekish uchun siz lolalarni uyda o'stirishingiz va keyin ularni tuproqqa kamida 15 sm chuqurlikda, ekishingiz mumkin**.** Tuproqni yotqizgandan so'ng, ularning sirtiga quruq barglar bilan to'kib tashlang. Shu bilan qishda yosh ekinlarning muzlash ehtimolining oldi olinadi.Lola piyozlarini parvarish qilishda namlikka e'tibor berish kerak. Agarda ular namligi kuchli bo‘lgan tuproqda bo'lsa, ular rivojlanmaydi, balki nobud bo‘ladi.[7],[8]

Lola ekish jarayoni.

Ekilgan lolalarga g'amxo'rlik bir necha protseduralarga asoslangan:

-substratni o'z vaqtida urug'lantirish;

-tegishli suyuqlik yordamida muntazam sug'orish;

-yerning yuqori nam qatlami quriganidan keyin hosil bo'lgan sirt zich qobig‘ini olib tashlash bilan tuproqni vaqti-vaqti bilan yumshatish.

Kuzda, sayt qazish paytida, tuproqni tayyor holda topilishi mumkin bo'lgan kaliy-

fosforli birikmalar bilan boyitish maqsadga muvofiqdir ("Kuz Fasko" o'g'itlari yoki sekin ishlaydigan AVA donalari)... Bahorda, karbamid eritmasi bilan gullarni boqish yaxshiroq va may oyining oxirida tuproqqa superfosfat qo'shib, 1 m² ekish uchun taxminan 30 g o'g'it sarflanadi. O'g'it tuproqqa singib ketishi va tarqalishi uchun uni yomg'irdan yoki rejalashtirilgan sug'orishdan keyin tez orada yopish yaxshiroqdir**.** Ikkinchisiga kelsak, lolalar gullash davrida va uzoq muddatli qurg'oqchilikda namlikni ko'paytirish kerak, shuning uchun piyozlari yorilib, kurtaklari parchalanmaydi, bunday vaqtda sug'orish haftasiga kamida 1-2 marta amalga oshiriladi. 1 m² maydon uchun taxminan 50 litr suv iste'mol qilish kerak, shunda tuproq namlanadi.

Xulosa. Lola go'zal bahor, ayollik ramzidir. U mazmundagi go'zallik va oddiylik bilan ajralib turadi. Bu kabi gullarni ekib ko'paytirish uchun avvalo ular haqida ma'lumotga ega bo'lish, yashash muhitini bilish kerak. Ularning soni toboro kamayib bormoqda. Ularni yo'qolib ketmasligi uchun muhofaza qilish choralari ko'rilmoqda.Lola o'simligi chiroyli va nafis bo'lgani uchun ko'plab xonadonlarda ekiladi.

Hozirgi kunda tabiatimizda o'sayotgan dorivor o'simliklardan oqilona foydalanib, ulardan kasalliklarga davo topishimiz mumkin. Turkiston lolasining dorivor o'simligi juda ko'p kasalliklarga davo bo'lib uni tabobatimizda keng qo'llasak bo'ladi. Bu o'simlikning bargi, tomiri va urug'lari ko'plab kasalliklarga davo.U tabiatimizda o'sadi va noyob hisoblanadi. Turkiston lolasini bargilaridan damlamalar ham tayyorlash mumkin. Bundan tashqari bargidan preparatilari xoletsistit, buyrak yallig'lanishi sariq kasalligi, dermatitni davolashda, bachadon, bavosil, oshqozondan qon oqishini to'xtatishda ishlatiladi.

Biz uni ko'plab mahsulotlarimizda ishlatamiz - u nafaqat terimizni tinchlantiradi, oziqlantiradi va himoya qiladi, vitaminlar, minerallar va antioksidantlarga boyligini isbotlaydi.

Turkiston lolasining yetishtirish texnologiyasini o'rganishda o'simlikning qaysi paytda ekilishi, qanday haroratda rivojlanishi, qanday o'g'itlardan foydalanishi, urug'ni qancha chuqurlikka ekishi va boshqa ko'plab ma'lumotlarni bilib oldik.

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SAPO-34 KATALIZATORI BILAN MONOMETILXLORIDNING PIROLIZI.

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Anotatsiya. Ishda sapo-34 katalizatorida monometilxloridning pirolizi o'rganildi. Metilxloridning katalitik piroliz jarayoni 425 va 450ºC haroratda, metilxloridning massa taminoti 3,6-4 soat^{-1} va sof fazali SAPO-34, modifikatsiyalangan Fe_2O_3 (SAPO-34Fe-SA2Si) modifikatsiyalangan magniy (SAPO- 34Mg) tarkibli turli xil silikoalyuminofosfatlarda o'rganildi. Ushbu katalizatorlarda metilxloridning , pirolizi etilenni tanlab olish bilan amalga oshiriladi. Tajriba davomiyligi ortishi bilan katalizatorlarning dastlabki faolligi pasayib borishi aniqlandi. Katalizatorning deaktivatsiyasi darajasi quyidagi tartibda kamayadi: SAPO-34Mg > SAPO-34Fe > SAPO-34Si > SAPO-34. Ishning maqsadi-sapo-34 katalizatorida monometilxloridning pirolizini o'rganishdan iboratdir.

Kalit so'zlar: quyi olefinlar, etilen, SAPO katalizatori, hosil bo'lish selektivligi, metilxlorid, konversiya.

KIRISH

Hozirgi vaqtda etilen ishlab chiqarishning asosiy sanoat usullari quyidagilardir[1-5]:

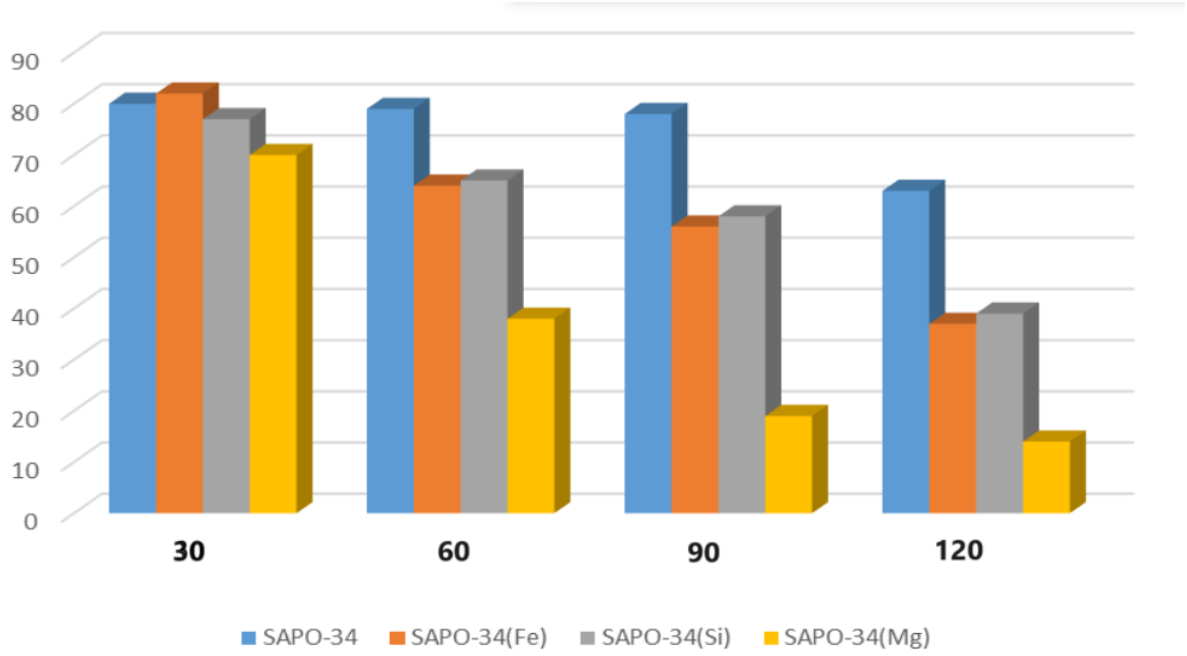
- asosiy xomashyo sifatida etan, propan-butan fraktsiyasi, shuningdek, nafta va gazoyl foydalaniladigan uglevodorodlarni bug' kreking jarayoni;
- qaynoq suvda katalitik parchalash –jarayon uchun xomashyo bazasi vakuumli gazoyli, qoldiq neft mahsulotlari (mazut, asfalt va boshqalar) bo'lgan qatlam[6-9].

Tabiiy gazning katta zaxiralariga ega bo'lgan Rossiya uchun tabiiy gazni, ya'ni metanni kimyoviy qayta ishlashga asoslangan quyi olefinlarni olish usullari dolzarbdir [10-13]. Tabiiy gazni chuqurroq va har tomonlama qayta ishlash Rossiyaning qimmat kimyoviy mahsulotlar, shu jumladan polimerlar uchun jahon bozoridagi mavqeini sezilarli darajada mustahkamlashi mumkin [14-17].

So'nggi yillarda tabiiy gazni etilen va propilen kabi asosiy monomerlarga malakali qayta ishlash bo'yicha bir qator innovatsion yo'nalishlar ishlab chiqildi, ularga ehtiyoj yil sayin ortib bormoqda [18-20].

TAJRIBA QISMI

Metilxloridning pirolizini o'rganish uchun quyidagi namunalar sintez qilindi. silikoalyuminofosfatlar: SAPO-34 – sof faza; o'zgartirilgan Fe_2O_3 (SAPO-34^{Fe}); modifikatsiyalangan SiO_2 (SAPO-34^{Si}); magniy bilan o'zgartirilgan (SAPO-34^{Mg}). SAPO-34 kristalli silikoalyuminofosfat sintezi ga muvofiq kremniy, alyuminiy, fosfor manbalari va organik shablonni o'z ichiga olgan reaksiya aralashmalaridan gidrotermik usulda amalga oshirildi. Sintetikdan keyingi muolajalar shablonni olib tashlash uchun SAPO-34 namunasini kalsinlash va uning SiO_2 va Fe_2O_3 bilan modifikatsiyasini o'z ichiga oladi. Mg modifikatsiyasi gidrotermik kristallanish bosqichida amalga oshirildi.



1-rasm Silikoalyuminofosfatlarda CH_3Cl konversiyasidagi o'zgarishlar dinamikasi (harorat 425^0C; metilxloridning massa oqimi 3,6–4 $soat^{-1}$):

Olingan ma'lumotlar shuni ko'rsatadiki, barcha o'rganilayotgan katalizatorlar ancha yuqori boshlang'ich faollikka ega, metilxloridning konversiyasi 70-80% ni tashkil qiladi.

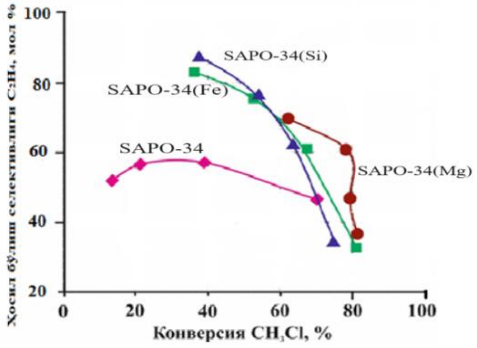
Tajriba davomiyligi ortishi bilan katalizatorlar faolligining pasayishi kuzatiladi. Amalga oshirilgan zararsizlantirish uglerodli cho'kindilarning shakllanishi bilan izohlanadi. Katalizator namunalarining deaktivatsiya darajasi quyidagi tartibda kamayadi: SAPO-34^{Mg} > SAPO-34^{Fe} > SAPO-34^{Si} > SAPO-34. 120 daqiqalik katalizator ishlagandan so'ng, deaktivatsiya darajasi mos ravishda ~81, ~55, ~49, ~23% ni tashkil etdi. Kuzatilgan modifikatsiya natijasida yuzaga kelgan silikoalyuminofosfatlarning teshiklari yuzasi va hajmining pasayishi bilan bog'liq.

Katalizatorlarning g'ovak tuzilishining xususiyatlari.

Namuna	SAPO-34	SAPO-34^{Si}	SAPO-34^{Fe}	SAPO-34^{Mg}
Sirt maydoni S m^2/g	600	530	530	440
G'ovaklik hajmi V sm^3/g	0.30	0.26	0.26	0.26

Har bir tajriba oxirida katalizatorlar 550^0C haroratda havo oqimida uglerodli cho'kindilarni yondirib, regeneratsiyaga uchragan, qayta tiklangan katalizator namunalari bo'yicha olingan ma'lumotlar dastlabki faollikning takrorlanishini ko'rsatdi.

TAJRIBA NATIJALARI VA ULARNING MUHOKAMASI



2-rasm. C_2H_4 hosil bo'lishining selektivligining metilxloridning silikoalyuminofosfatlarga aylanishiga bog'liqligi (harorat 425^0C; metilxloridning massa oqimi 3,6-4 soat^{-1}):

Silikoalyuminofosfatlarda metilxloridning pirolizini o'rganish natijalari shuni ko'rsatadiki, SAPO-34, SAPO-34^{Fe} va SAPO-34^{Si} namunalarida etilen hosil bo'lishining selektivligi metilxlorid konversiyasining pasayishi bilan ortadi, bog'liqlik aniq xarakterga ega (2-rasm). Taqdim etilgan ma'lumotlardan ko'rinib turibdiki, 60-80% metilxlorid konversiyasida SAPO-34 katalizatorida etilen hosil bo'lishi uchun yuqori selektivlik kuzatiladi.

SAPO-34^{Mg} katalizatorida olingan etilen hosil bo'lishining selektivligining o'zgarish dinamikasi ahamiyatsiz va indikatorning maksimal qiymati 20 dan 40% gacha bo'lgan metilxlorid konvertatsiya oralig'ida ~39 mol% ni tashkil qiladi.

SAPO-34, SAPO-34^{Fe}, SAPO-34^{Si}, SAPO-34^{Mg} katalizatorlarida olingan metilxloridning konversiyasidan etilen hosil bo'lishining selektivligining o'zgarishi qonuniyatlari etilen hosil bo'lishining selektivligi quyidagi omillarga bog'liq deb taxmin qilishga imkon beradi. Katalizatorning deaktivatsiyasi darajasi, bu esa, o'z navbatida, katalizatorda hosil bo'lgan uglerodli cho'kindilarning miqdori bilan bog'liq. Metilxloridning katalitik pirolizi bo'yicha adabiyot ma'lumotlarini tahlil qilish harorat oshishi bilan etilen hosil bo'lishining selektivligini oshirish tendentsiyasini ko'rsatadi.

Tadqiqotlar SAPO-34, SAPO-34^{Si} katalizatorlari namunalarida 450^0C haroratda va katalizatorga metilxloridning bir xil miqdorda yuklanadi. Reaksiya haroratining 25^0C ga oshishi bu katalizatorlarning dastlabki faolligining biroz oshishiga olib keladi, metilxloridning konversiyasi: SAPO-34 uchun – 84% SAPO-34Si – 77%.

Yuqori haroratlarda tajriba davomiyligiga qarab katalizator faolligining pasayishi yaqqol namoyon bo'ladi. Masalan, SAPO-34^{Si} da 450^0C da metilxloridning konversiyasining 77 dan 26% gacha keskin pasayishi 120 minutlik tajriba bilan kuzatiladi. Olingan natija, oraliq birikmalardagi uglerodli cho'kindilarning siqilish mahsulotlarining ikkilamchi o'zgarish reaktsiyalarining tezlashishi bilan izohlanadi.

XULOSA

Metilxloridning pirolizi jarayonida etilen hosil bo'lishining selektivligini oshirishga ta'sir qiluvchi asosiy omil katalizatorning deaktivatsiyasi darajasi bo'lib, u to'g'ridan-to'g'ri jarayon sharoitlariga bog'liq: harorat, katalizatorning ishlash muddati va metilxloridning massa oqimi shular jumlasidandir. SAPO-34 katalizatorida 425^0C haroratda va metilxloridning massa o'tkazish tezligi 3,6-4 soat^{-1} bo'lganida metilxloridning konversiyasi ~70-80%, etilen ~50–54% hosil bo'lishining selektivligi ko'rsatilgan.

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KIMYODA DARS JARAYONLARIGA INNOVATSION TEXNOLOGIYALARNING TADBIQI

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Annotatsiya. Innovatsion faoliyat-pedagogning o'z kasbini takomillashtirishdagi mavjud shakl va vositalarni egallashga ijodiy yondashuvini nazarda tutadi. Ta'limdagi innovatsiyalar va innovatsionfaoliyat haqida barqaror,hammaga ma'qul bo'lgan ilmiy tasavvurlar va innovatsion pedagogikfaoliyat haqida barqaror va hammaga ma'qul bo'lgan ilmiy tasavvurlar tasniflar shu paytgacha mukammal tarkib topgan emasligini ham e 'tirof etish lozim.

Kalit so'zlar: texnologiya, innovatsion, konsepsiya, manbalar, tashkiliy, metodik, psixologik, pedagogik jamoalar, parametrlari, innovasiyon o'qitish.

KIRISH. Bugungi kunda ilg'or xorij tajribalaridan andoza olish, ijodiy yondashgan holda amaliyotda joriy etish, zamon talabiga mos ravishda ta'lim jarayonlarini zamon talablari asosida tashkil etish, mustaqil fikrlovchi, dunyoqarashi keng, kreativ, milliy va umuminsoniy qadriyatlarga, urf-odat, milliy an'analarimizga sadoqatli, yuqori eruditsiyaga ega shaxslarni tarbiyalash, ularni dunyoning eng rivojlangan mamlakatlari yoshlari bilan bellasha oladigan darajaga yetkazish ta'lim tizimi oldidagi dolzarb masalalar qatoriga kiradi.

Demak, bugungi kunda har bir soha va tizim faoliyatini innovatsion g'oyalar va texnologiyalar asosida olib borish muhim ahamiyat kasb etadi. Shu jihatdan mavzuga kirishishdan oldin «innovatsiya» so'zining ma'nosiga biroz to'xtalishni lozim topdik.

Innovatsiya tushunchasi (lotincha novus yangi) tadqiqotlarda va ilmiy ishlarda XIX asrlarda qo'llanila boshlagan. Avval u alohida elementlarni bir sohadan boshqa sohaga kiritishni ifodalagan.

Texnikaviy yangiliklar kiritish qonuniyatlarini o'rganib firmalar foyda olish uchun «innovatsion siyosatni» butun bir tizim sifatida o'zlashtirishdi. Mazkur faoliyat jamiyat hayotining ixtiyoriy bo'g'inini yangilash bo'yicha umumiy belgilarga, qonuniyatlar, yangilik kiritish mexanizmiga ega.

Innovatsion texnologiyalar pedagogik jarayonda o'qituvchi va talaba faoliyatiga yangilik, o'zgartirishlar kiritish bo'lib, uni amalga oshirishda interfaol metodlardan foydalanishni taqozo etadi. Interfaol usullar ta'lim jarayonida qatnashayotgan har bir o'quvchining faolligiga, erkin va mustaqil fikr yuritishga asoslanadi. Bu usullardan foydalanganda bilim olish o'quvchi uchun qiziqarli mashg'ulotga aylanadi. Interfaol usullar qo'llanilganda o'quvchilar o'qituvchilar yordami va hamkorligida mustaqil ishlash ko'nikma va malakalariga ega bo'ladilar. O'quvchilar yangi bilimlarni ilmiy izlanish, tadqiqotchilik, tajriba sinovlar o'tkazish asosida o'zlashtiradilar. Ilm orqali bilim olish tamoyiliga amal qilinadi. Ta'lim jarayoni qatnashchilari kichik guruhlarga bo'lingan holda ishlaydilar. O'quv topshiriqlari alohida bir o'quvchiga emas, balki kichik guruhning barcha a'zolariga beriladi.

O'qitish jarayonini tashkil etishning asosiy shakli darsdir. Hozirgi paytda darsning xilma xil noan'anaviy shakllari joriy etilmoqda. Bunday darslar o'quvchining ijodiy qobiliyatini o'stirish, aqliy salohiyatini kuchaytirish, ilmiy dunyoqarashini kengaytirish va har bir yangilikni tez va to'la qabul qila olish ko'nikma va malakalarining shakllanishiga xizmat qiladi.

Dars jarayonida innovatsion texnologiyalarni qo'llash o'quvchilarda ilmiy izlanishga qiziqishni uyg'otadi, ijodkorlik va bunyodkorlik qobiliyatini rivojlantiradi. Natijada egallangan bilim, ko'nikma va malakalar amaliy faoliyatda tatbiq etiladi, o'zlashtirish sifati oshadi. Buning uchun o'qituvchi mahoratli bo'lishi va mavzularning mazmuniga qarab darsni to'g'ri rejalashtirishi, mashg'ulot davomida barcha o'quvchilarni faol va ongli ishlashlariga erishmog'i lozim. Zero, o'qituvchi ta'lim islohotining bosh ijrochisidir. Bunda har bir o'qituvchini qisqa vaqt ichida juda kata miqdordagi axborot to'plamini o'zlashtirish, qayta ishlash va amalda qo'llay olishga o'rgatish muhim ahamiyatga ega. Uni hal qilishda o'qituvchiga o'qitishning an'anaviy usullari bilan birga zamonaviy axborot texnologiyalari, jumladan kompyuterlardan foydalanish yordam beradi.

Pedagogik innovatsiya bu pedagogik g'aoliyatdagi yangilik, o'qitish va tarbiya mazmuni va texnologiyasidagi o'zgarishlar, ularning samaradorligini oshirishga qaratilgan.Innovatsiya -innovatsiya natijasi sifatida tushuniladi va innovatsion jarayon uchta asosiy bosqichning rivojlanishi sifatida qaraladi: g'oyani yaratish (ma'lum bir holatda, ilmiy kashg'iyot), amaliy jihatlarda g'oyalarni rivojlantirish va yangiliklarni amaliyotga tatbiq etish. [2]

Pedagogik innovatsiyalar samaradorligining o'lchovi sifatida optimallik o'qituvchi va o'quvchilarning kafolatlangan natijaga erishishi uchun kuch-quvvat sarflashlarini taqozo etadi. Turli o'qituvchilar va o'quvchilar o'zlarining shaxsiy pedagogik hamda o'quv faoliyatlari jarayonida turlicha darajadagi samaradorlikka erishadilar.

Xuddi mana shuning o'zi pedagogik innovatsiyalarning optimallik darajasini belgilaydi. Innovatsion usullarning eng muhim belgisi sifatida natijalanganlik o'qituvchi faoliyatida ijobiy yutuqlarga erishilgandagina namoyon bo'ladi. O'lchovlardagi texnologiklik, kuzatuvchanlik, natijalarning qayd etilganligi o'qitishning yangi usullari, metodlarini baholash orqali namoyon bo'ladi.

Mazkur innovatsiyalar tajribasi sinovdan o'tkazilib, ob'ektiv baholangandan so'ng ommaviy tarzda qo'llash uchun taqdim etiladi. Keng ommalashgan, ijobiy natijalarga erishish imkonini beradigan innovatsion usullardan foydalangan holda o'qituvchilarning kreativ funksiyalarini rivojlantirish maqsadga muvofiq hisoblanadi.

Pedagogik innovatsiyalarni baholash mezonlarini bilish o'qituvchining pedagogik ijodning rangbarang shakllarini o'zlashtirishi uchun qulay sharoit yaratadi. Pedagogik madaniyatning oddiy esda qolgan bilimlarni takrorlash shaklidan boshlab, ilmiy pedagogik jamoatchilikka ma'lum bo'lgan g'oyalar, konsepsiyalar, texnologiyalarni o'z shaxsiy faoliyatiga singdirishdan ularni evristik, kreativ ishlab chiqish va amaliyotga joriy etishga qadar bo'lajak pedagoglarning kundalik harakati mazmunini tashkil etishi lozim.

Pedagogik innovatsiyalarning mazmuni, uni qo'llash metodlarini bo'lajak o'qituvchilar tajribasiga singdirish muhim ahamiyatga ega. Ta'lim muassasasi hayotiga pedagogik innovatsiyalarni keng ko'lamda olib kirish uchun unda yangilik muhitini yaratish, muayyan axloqiy psixologik holatni shakllantirish, tashkiliy, metodik, psixologik xarakterdagi choratadbirlarni kullash talab etiladi.

Shu maqsadda bo'lajak o'qituvchilarning kreativ funksiyalarini rivojlantirish, ularni pedagogik innovatsiyalar bilan izchil kurollantirib borish, innovatsion usullarni tahlil va tatbiq qilishga o'rgatish vazifasini kuyish lozim[2]. Pedagogika fanida ta'lim tizimidagi yangilik masalalari muttasil mutaxassislar tomonidan o'rganilib kelinmoqda.

Xususan, turli xil innovatsion jarayonlarning hayotiy davrlarini o'rgangan

pedagogik innovatsiyalar sohasi mutaxassisi V.I.Zagvyazinskiy ta'kidlashicha yangilikni rivojlantirish natijasida ijobiy natijalarga erishgan holda, o'qituvchilar uni asossiz ravishda uni universallashtirishga, uni pedagogik amaliyotning barcha sohalariga tatbiq etishga intilayotganliklarini ta'kidlaydilar.

Ko'pincha muvaffaqiyatsizlik bilan tugaydi va umidsizlikka olib keladi, yangilikka soviydi.Boshqa bir tuzilmani (hozir aytilganiga juda yaqin) aniqlash mumkin. Bu moddiy ishlab chiqarish sohasidagi innovatsiyalar nazariyasidan olingan innovatsiya genezisining tuzilishi.

Ammo o'quvchi yetarlicha rivojlangan tasavvurga ega bo'lsa, maktabdagi innovatsion jarayonlarga o'tish juda qulay: g'oyaning paydo bo'lishi - rivojlanishi - dizayn (qog'ozda nima bor) - ishlab chiqarish (ya'ni amaliy ishda o'zlashtirish) - boshqa odamlar tomonidan foydalanish.[4]

Xulosa

O'qituvchilarda ijodkorlikni shakllantirishning muhim pedagogik sharti uni mustaqil bilim olish va ijodiy fikirlashga yonaltirishdan iborat. Shu bilan bir qatorda, o'qituvchilar orasida ijodiy muhit, muayyan ma'naviy-ruhiy holat, tashkiliy, metodik, psixologik chora-tadbirlar qo'llashga ham alohida etibor qaratish lozim.

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SONNING MODULI. MODUL QATNASHGAN TENGLAMA VA TENGSIZLIKLARNI SODDA TUSHUNTIRISH TEXNOLOGIYALARI

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Annotatsiya. Ushbu maqolada o'quvchilarga misollar va tasvirlar orqali matematikaning katta bo'limlaridan biri bo'lgan modular, modulli tenglama va tengsizliklar haqida keng tushuncha olish imkoniyati yaratiladi. Tajribalar va kuzatishlar orqali aniqlanganda maktab o'quvchilarida modular, ularning tenglama va tengsizliklariga tushunishlari qiyinligi aniqlandi. Bu maqola shu muammolarni hal qilishga xizmat qiladi.

Kalit so'zlar: modul, tenglama, tengsizlik, kesma, son o'qi, koordinata, absolut qiymat, musbat son, manfiy son.

Аннотация. Эта статья предоставляет студентам примеры и иллюстрации, которые помогут им получить широкое представление о модулярных уравнениях и неравенствах, одной из основных областей математики. Когда она была определена путем экспериментов и наблюдений, выяснилось, что школьникам трудно понять модульность, их уравнения и неравенства. Данная статья призвана решить эти проблемы.

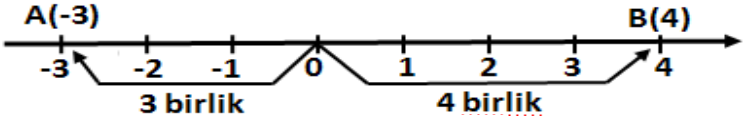
Ключевые слова: модуль, уравнение, неравенство, точка пересечения, числовая прямая, координата, абсолютное значение, положительное число, отрицательное число.

Annotation. This article provides students with examples and illustrations to gain a broad understanding of modular, modular equations and inequalities, one of the major branches of mathematics. When it was determined through experiments and observations, it

was found that it is difficult for schoolchildren to understand modularity, their equations and inequalities. This article serves to solve these problems.

Key words: modulus, equation, inequality, intercept, number line, coordinate, absolute value, positive number, negative number.

KIRISH: Sonning moduli deb koordinata o'qida sanoq boshidan shu songa mos ketuvchi nuqtagacha bo'lgan masofaga aytiladi. Son o'qida A(4) nuqtaning koordinatasi 4 ga teng, bu nuqta sanoq boshidan 4 birlik o'ngda joylashgan. OA kesmaning uzunligi, ya'ni sanoq boshi O nuqtadan 4 soniga mos keluvchi A nuqtagacha bo'lgati masofa 4 ga teng: OA=4. Demak, ta'rifga ko'ra 4 sonining moduli 4 ga teng. Shu rasmdagi B(-3) nuqtaning koordinatasi -3 ga teng, u sanoq boshidan 3 birlik chapda joylashgan. OB kesmaning uzunligi, ya'ni sanoq boshi O nuqtadan -3 soniga mos keluvchi B nuqtagacha bo'lgan masofa 3 ga teng: OB=3. Demak, ta'rifga ko'ra -3 sonining moduli 3 ga teng.



Sonning moduli sonning absolut qiymati ham deyiladi.

Ikki nuqta orasidagi masofa yoki kesmaning uzunligi manfiyson bilan o'lchanmasligi ravshan, demak, sonning moduli ham manfiy son bo'la olmaydi.

a sonning moduli $|a|$ kabi belgilanadi.[1] Shunday qilib: |4|=4; |-3|=3. Har qanday musbat sonning moduli shu sonning o'ziga teng. Masalan, |5|=5; |7|=7; |100|=100; |0,1|=0,1; $\left|2\frac{1}{3}\right| = 2\frac{1}{3}$; $\left|\frac{7}{9}\right| = \frac{7}{9}$.

Har qanday manfiy sonning moduli unga qarama-qarshi bo'lgan musbat songa teng. Masalan, |-8|=8; |-15|=15; |-10|=10; |-0,0l|=0,01; $\left|-2\frac{1}{3}\right| = 2\frac{1}{3}$; $\left|-\frac{7}{9}\right| = \frac{7}{9}$. 0 sonining moduli 0 ga teng: |0|=0. Qarama-qarshi sonlaming modullari o'zaro teng bo'ladi. Masalan, |-6|=|+6|=6; |-1|=|+1|=1.

Shunday qilib, a soning moduli quyidagicha ta'riflanishi mumkin:

$|a| = a$, agar a —musbat son bo'lsa,

$|a| = -a$, agar a —manfiy son bo'lsa,

$|a| = 0$, agar $a = 0$ son bo'lsa.

1) Sonning moduli deb nimaga aytiladi?

2) Musbat sonning moduli qanday son boladi? Manfiy sonning moduli-chi?

0 sonining moduli nechaga teng?

Quyidagi sonlaming modullarini toping va javobni tenglik ko'rinishida yozing hamda hosil bo'lgan natijanl o'qing:

1) -6; 44: -150; 75; -7,8. 2) -5,2; 3,9; $-\frac{3}{4}$; $-1\frac{5}{7}$; -0,45.

NAMUNA: Tenglamani yeching: $|x - 5| = 9$.

YECHISH: Modul ichidagi x-5 ifoda 9 ga ham, -9 ga ham teng bo'lsa, moduldan musbat son chiqadi. x-5=9→x=14; x-5=-9→x=-4 kelib chiqadi. Demak, x=14 va x=-4 da tenglama yechimga ega bo'ladi.[2]

Endi shu misolni o'quvchilarga o'zi tushunishi uchun birinchi holda nechidan 14 ni ayirsak 9 bo'ladi deb savol beriladi va 5 ga nechini qo'shsak 9 bo'ladi, 14 va 4 javobini berishi oson ular uchun faqt 5 sonini oldi manfiy bo'lgani uchun 4 ham manfiydan bo'lishini tushuntirish modul tushunchasi oson tushuncha ekanligini tushunishga imkon beradi.

Sonning moduli tushunchasini eslatib o'tamiz:

Musbat sonning moduli shu sonning o'ziga teng.

Masalan, |3|=3 , $\left|\frac{2}{7}\right| = \frac{2}{7}$, |2,4|=2,4.

2) Manfiy sonning moduli unga qarama-qarshi bo'lgan musbat songa teng. Masalan, |-2|=-(-2)=2, $\left|-\frac{5}{6}\right| = -\left(-\frac{5}{6}\right) = \frac{5}{6}$; |-1,5|=-(-1,5)=1,5.

Buni o'quvchilarga tushuntirish uchun o'quvchi doskaga chiqarib oldinga orqaga yurish (jismoniy metod) orqali buni tushuntirishga harakat qilamiz. Oldinga yursang musbat sonlarni orqaga yursang manfiy sonlarni qolingdagi daftarga yoz deyiladi. 5 qadam oldinga 3 qadam orqaga yurdi buning absalut qiymati yurqani oldinga orqaga yurganini ishorasi belgilayapti. Daftar orqali orqaga qancha yurganingni modul orqali topish kerak degan tushuncha o'quvchi uchun modul mohiyatini anglashga yordam beradi. $|-3|=3$

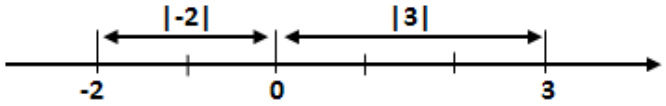
Nolning moduli nolga teng: |0|=0. Shunday qilib, son modulining ta'rifi quyidagicha bo'ladi:

$|a| = a, agar\ a > 0\ bo'lsa;$

$|a| = -a, agar\ a < 0\ bo'lsa.$

Bu ta'rif formula yordamida qisqacha bunday yoziladi: $|a| = \begin{cases} a, agar\ a \geq 0\ bo'lsa, \\ -a, agar\ a < 0\ bo'lsa. \end{cases}$

Son modulining geometrik ma'nosini qaraymiz. Son o'qida, masalan, 3 va -2 nuqtalami tasvirlaymiz (1-rasm).



Rasmdan ko'rinib turibdiki, |3|=3 — bu 0 nuqtadan 3 nuqtagacha bo'lgan masofa, |-2|=2 — bu 0 nuqtadan -2 nuqtagacha bo'lgan masofa. Shunday qilib, $|a|$ geometrik nuqtayi nazardan 0 nuqtadan a sonni tasvirlovchi nuqtagacha boigan masofadir.[3]

Noma'lum modul belgisi ostida qatnashgan tenglamalar.

1-masa1a. Tenglamani yeching: $|x| = 7$. 1) x>0 bo'lsin. U holda modulning ta'rifiga ko'ra |x|=x va tenglama bunday ko'rinishni oladi: x=7, ya'ni x=7 — berilgan tenglamaning ildizi; 2) x<0 bo'lsin. U holda modulning ta'rifiga ko'ra |x|=-x va tenglama bunday ko'rinishni oladi: -x=7, bundan x=-7 — berilgan tenglamaning ildizi

Javob: $x_1 = 7,\ x_2 = -7$

Bu misollarni o'quvchilar yuqoridagi jismoniy metod orqali oson tushunadi. 2-masala: $|3x + 2| = 1$ tenglamani yeching.

1) 3x+2>0 bo'lsin. Bu holda 3x+2=1, 3x=-1, $x = -\frac{1}{3}$;

2) 3x+2<0 bo'lsin. Bu holda 3x+2=-1, 3x=-3, x=-1.

Javob: $x_1 = -\frac{1}{3};\ x_2 = -1.$

Bu misolni tarvuz metodiga bog'lash.

Tarvuz metodi quydagicha tarvuz ichini biz bilmaymiz oqish va pishib o'tayotgan bo'lsin deb 2 xil vaziyatni aytib o'tamiz

1) Agar oqish bo'lsa quyosh nuri va issiliq kerak buni musbat
2) Agar pishib o'tayotgan bo'lsa salqinlik manfiy

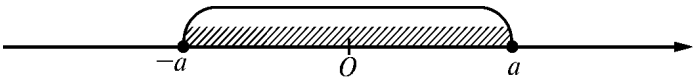
Ishoralar talab qiladi tarvuz deb tushuntiriladi va tarvuzni ichini bilmasdan 2 xil vaziyat uchun misolni ishlab ko'ramiz, yani issiq joyda va salqin joyda deb bir musbat bir manfiy ochamiz. Bu yerda bir xillikdan qochish matematik qoidalarni eslab qolishi qiyin bo'lgan o'quvchilarni ob havo poliz ekinlari orqali ham dars qilish va qoidalarni yodda qoldirishida yordam beradi.

Endi noma'lum modul belgisi ostida qatnashgan tenglamalarni geometric ma'nosini qaraymiz:

3-masala: $|x-4|=5$ tenglamani geometrik ma'nosiga qarab yeching.
Yechish: modul ichidagi ifodani nolga tenglab, son o'qida belgilayman. $x-4=0 \to x=4$. Son o'qidagi 4 nuqtadan 5 birlik o'ngga va 5 birlik chapga yursam $x_1=9$ va $x_2=-1$ nuqtalarga boraman. Demak, tenglamani yechimi $x_1=9$ va $x_2=-1$.

4-masala: $|3x+2|=1$ tenglamani geometrik ma'nosiga qarab yeching.
Yechish: Bu $|3x+2|=1$ tenglamani geometrik ma'nosiga qarab yechishda, modul ichidagi noma'lum x oldidagi koeffitsiyen 1ga keltiriladi. Ya'ni: $|3x+2|=1 \to 3\left|x+\frac{2}{3}\right|=1 \to \left|x+\frac{2}{3}\right|=\frac{1}{3}$ endi tenglama 3-masalaga o'xshab yechiladi. Modul ichidagi ifodani nolga tenglab, son o'qida belgilayman. $x+\frac{2}{3}=0 \to x=-\frac{2}{3}$. Son o'qidagi $-\frac{2}{3}$ nuqtadan $\frac{1}{3}$ birlik o'ngga va $\frac{1}{3}$ birlik chapga yursam $x_1=-\frac{1}{3}$ va $x_2=-1$ nuqtalarga boraman.Demak, tenglamani yechimi $x_1=-\frac{1}{3}$ va $x_2=-1$. Noma'lum modul belgisi ostida qatnashgan tengsizliklar.

Ushbu $|x| \le a, bunda\ a>0$, tengsizlikni qaraymiz. Bu tengsizlikni 0 nuqtadan a dan katta bo'lmagan masofada yotuvchi barcha x nuqtalar, ya'ni $[-a;a]$ kesmaning nuqtalari qanoatlantiradi.



$|x| \le a$

$[-a;a]$ kesma — ushbu $-a<x<a$ tengsizlikni qanoatlantiruvchi x sonlar to'plami. Demak, $|x| \le a$ tengsizlik $-a<x<a$ qo'sh tengsizlikning ayni o'zini bildiradi, bunda $a>0$.

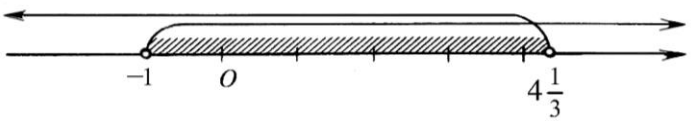
1-masalan, $|x| \le 2,5$ tengsizlik $-2,5 \le x \le 2,5$ ni bildiradi; $|x|<3$ tengsizlik $-3<x<3$ ni bildiradi.

2-masala. $|5-3x|<8$ tengsizlikni yeching

Berilgan tengsizlikni bunday ko'rinishda yozamiz: $-8<5-3x<8$. Bu qo'sh tengsizlik quyidagi tengsizliklar sistemasining xuddi o'zini bildiradi:

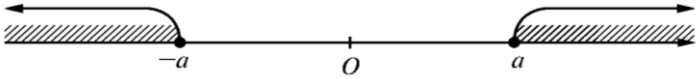
$$\begin{cases} 5-3x<8, \\ 5-3x>-8. \end{cases}$$

Bu sistemani yechib, $-1<x<4\frac{1}{3}$ ekanini topamiz.



Ushbu $|x| \ge a, bunda\ a>0$, tengsizlikni qaraymiz.

Bu tengsizlikni 0 nuqtadan a dan kichik bo'lmagan masofada yotuvchi barcha x nuqtalar to'plami, ya'ni $x \ge a$ va $x \le -a$ nurlarning nuqtalari qanoatlantiradi



$|x| \ge a$

3-masa1a. Tengsizlikni yeching: $|x-1| \ge 2$.

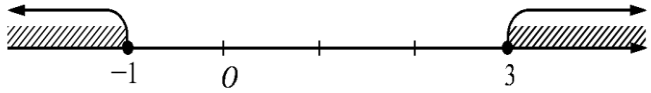
l) $x-1 \ge 0$ bo'lsin. Bu holda $-1 \ge 2$. Quyidagi tengsizliklar

sistemasini hosil qilamiz: $\begin{cases} x-1 \geq 0, \\ x-1 \geq 2. \end{cases}$

Bu sistemani yechib, $x \geq 3$ ni topamiz.

2) $x-1<0$ bo‘lsin. Bu holda $-(x-1) \geq 2$ yoki $x-1 \leq -2$. Quyidagi tengsizliklar sistemasini hosil qilamiz: $\begin{cases} x-1<0, \\ x-1 \leq -2. \end{cases}$ Bu sistemani yechib, $x \leq -1$ ni topamiz. Shunday qilib, $|x-1| \geq 2$ tengsizlikning yechimlari birinchidan, $x \geq 3$ sonlar, ikkinchidan esa $x \leq -1$ sonlar bo‘ladi.

Javob: $x \leq -1, x \geq 3$. $|x-1| \geq 2$ tengsizlikning yechimlari rasmda tasvirlangan.



MODULLI TENGLAMALAR.

$|f(x)| = a$ tenglama (bu yerda $a \epsilon N$).

1) $a<0$ da yechimga ega emas;

2) $a>0$ bo'lganda $f(x)=a$ va $f(x)=-a$ tenglamalar majmuasiga teng kuchli;

1-miso1. $\left|\sqrt{x^2-5x}-1\right| = -2$ tenglamani yechamiz.

Yechish. $|f(x)| = a$ ko'rinishdagi bu tenglama yechimga ega emas, chunki $a=-2<0$.

2-miso1. |3x-4|=1 tenglamani yechamiz.

Yechish. Bu tenglama $|f(x)| = a$ ko'rinishda va $a = 1 \geq 0$. Shu sababli bu tenglamani yechish uchun 3x-4=-1, 3x-4=1tenglamalarni yechish kifoya. Ularni yechib,$x_1 = 1,\ x_2 = 1\frac{2}{3}$ larni hosil qilamiz.

1) $|f(x)| = g(x)$ko'rinishdagi tenglama. Modulning ta'rifiga ko'ra o'rinli bo'lgan $|f(x)| = \begin{cases} f(x), agar\ f(x) \geq 0\ bo'lsa, \\ -f(x), agar\ f(x)<0\ bo'lsa \end{cases}$ (1) munosabatdan ko'rinadiki, $|f(x)| = g(x)$ tenglamaning barcha yechimlarini topish uchun $f(x) = g(x)$ tenglamaning $f(x) \geq 0$ tengsizlikni qanoatlantiravchi barcha yechimlarini va $-f(x) = g(x)$ tenglamaning $f(x) \leq 0$ tengsizlikni qanoatlantiravchi barcha yechimlarini topish yetarli, ya'ni $|f(x)| = g(x)$ tenglama $\begin{cases} f(x) = g(x), \\ f(x) \geq 0 \end{cases}$ (2) va $\begin{cases} -f(x) = g(x), \\ f(x) \leq 0 \end{cases}$ (3)sistemalar majmnasiga teng kuchli.

Misol. |3x-2|=x tenglamani yechamiz.

Yechish. Bu tenglama uchun (2) va (3) sistemalar mos ravishda quyidagicha bo'ladi: $\begin{cases} 3x-2 = x, \\ 3x-2 \geq 0 \end{cases}$ va $\begin{cases} -(3x-2) = x, \\ 3x-2<0 \end{cases}$Bu sistemalarni yechib, berilgan tenglamaning barcha yechimlarini olamiz: $x_1 = \frac{1}{2};\ x_2 = 1$. (2) sistema $\begin{cases} f(x) = g(x), \\ g(x) \geq 0 \end{cases}$ sistemaga, (3) sistema esa $\begin{cases} f(x) = -g(x), \\ g(x)<0 \end{cases}$ sistemaga teng kuchli ekanini ко'rish qiyin emas.

Shu sababli $|f(x)| = g(x)$ tenglama $\begin{cases} f(x) = g(x), \\ g(x) \geq 0 \end{cases}$ (4) va $\begin{cases} f(x) = -g(x), \\ g(x)<0 \end{cases}$ (5) sistemalar majmuasiga teng kuchli.

miso1. $|3x^2 - 2| = x$ tenglamani yechamiz.

Yechish. (4) va (5) sistemalarni tuzamiz: $\begin{cases} 3x^2 - 2 = x, \\ x \geq 0 \end{cases}$ va $\begin{cases} 3x^2 - 2 = -x, \\ x < 0 \end{cases}$

Bu sistemalarni yechib, berilgan tenglamaning barcha yechimlarini hosil qilamiz: $x_1 = \frac{2}{3}$; $x_2 = 1$. [4]

Xulosa: Ushbu maqolada, Noma'lum modul belgisi ostida qatnashgan tenglamalar musbat songa teng bo'lsa, modul ichidagi ifodani musbat songa va manfiy songa tenglab yechiladi. Noma'lum modul belgisi ostida qatnashgan tenglamalar manfiy songa teng bo'lsa, tenglama yechimga ega emas. Noma'lum modul belgisi ostida qatnashgan tenglama nol songa teng bo'lsa, modul ichidagi ifoda nolga tenglab yechiladi. Shu ko'rinishdagi hulasalarni bolalarga tushuishiga imkon beradi. Maktab darsligidagi va olimpiada masalalarini tez va tushunarli yechishda ham katta yordam beradi.

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TO'PLAM HAQIDA TUSHUNCHALARNI TUSHUNTIRISH METODOLOGIYASI

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Annotatsiya. Ushbu maqolada o'quvchilarga misollar va tasvirlar orqali matematikaning katta bo'limlaridan biri bo'lgan to'plamlar haqida keng tushuncha olish imkoniyati yaratiladi. To'plamlarning qismlari ular ustuda amallar, to'ldiruvchi va dekart ko'paytmalarini tushunishda amaliy va nazariy bilimlar jamlashda yordam beradi. Matematik masalalarni to'plalar orqali hal qilishda ham ushbu maqola juda foydali hisoblanadi.**Kalit so'zlar:** to'plam, universal to'plam, kesishma, birlashma, dekart ko'paytma, qism to'plam, chekli to'plam, cheksiz to'plam, bosh to'plam.

Kirish.

To'plam eng muhim matematik tushunchalardan biridir. Bu tushuncha matematika faniga to'plamlar nazariyasining asoschisi bo'lgan nemis matematigi Georg Kantor (1845-1918) tomonidan kiritilgan.

To'plam tushunchasi matematikaning boshlang'ich(ta'riflanmaydigan) tushunchalaridan biridir. U chekli yoki cheksiz ko'p obyektlar(narsalar, buyumlar, shaxslar va h.k.) ni birgalikda bir butun deb qarash natijasida vujudga keladi. Misol uchun sinfdagi o'quvchilar to'plami, natural sonlar to'plami, kutubxonadagi kitoblar to'plami kabi.

To'plamlar odatda lotin alifbosining bosh harflari bilan, uning elementlari esa shu alifboning kichik harflari bilan belgilanadi.

Masalan: A{a,b,c,d} yozuvi A to'plam a, b, c, d elementlardan tashkil topganligini bildiradi.

x element X to‘plamga tegishli ekanligi $x \in X$ ko‘rinishda, tegishli emasligi esa $x \notin X$ ko‘rinishda belgilash qabul qilingan.

Elementlari soniga bog‘liq holda to‘plamlar chekli va cheksiz to‘plamlarga ajratiladi. Elementlari soni chekli bo‘lgan to‘plam **chekli to‘plam**, elementlari soni cheksiz bo‘lgan to‘plam **cheksiz to‘plam** deyiladi.[1]

Misol: $x^2+3x+2=0$ tenglamaning ildizlari X={-2; -1} chekli to‘plamni tashkil etadi. $x^2+3x+3=0$ tenglama esa haqiqiy ildizlarga ega emas, ya’ni uning haqiqiy yechimlar to‘plami bo‘sh to‘plam (Ø) bo‘ladi.

Ushbu to’plamlarni o’quvchilarga tushuntirish uchu Aqliy hujum metodidan foydalanamiz yani har birining fikrini yozib olish elonlar taxtachasiga yoki qog’ozga ularga shart tushuntiriladi: To’plam sifatida sinfxona olinad va har biriga yoki guruh guruh bolib sinfda yo’q bolgan pretmetlar sonini to’plam elementi sifatida olishga buyuriladi deyarli hammasi yo’q so’zini yozishi kerak bo’ladi, bu ularga elementi yoq to’plam yani bo’sh to’plam tushunchasini esida saqlashga imkon beradi.

Ayni bir xil elementlardan tuzilgan to‘plamlar **teng to‘plamlar** deyiladi.

QISM TO‘PLAM VA UNIVERSAL TO‘PLAMLAR

Agar B to‘plamning har bir elementi A to‘plamning ham elementi bo‘lsa, B to‘plam A to‘plamning **qism to‘plami** deyiladi va $\mathrm{B} \subset \mathrm{A}$ ko‘rinishida belgilanadi. Ta’rifga ko‘ra, istalgan to‘plam o‘zining qism to‘plami bo‘ladi: $\mathrm{A} \subset \mathrm{A}$. Bo‘sh to‘plam esa, istalgan to‘plamning qism to‘plami bo‘ladi: $\theta \subset A$.

Qism to‘plamlar ikki turga bo‘linadi: **xos** va **xosmas** qism to‘plamlar. To‘plamning o‘zi va bo‘sh to‘plam **xosmas qism to‘plam** deyiladi. Ulardan boshqa qism to‘plamlar **xos qism to‘plam** deyiladi. Demak, to‘plamning xosmas qism to‘plamlari soni 2 ta bo‘ladi.[2]

Masalan: A={a, b, c} to‘plamning xos qism to‘plamlari: {a}, {b} , {c}, {a,b}, {a,c}, {b,c}; xosmas qism to‘plamlari: {a,b,c} va {Ø} dir.

Agar $A_1, A_2, A_3, \ldots, A_n$ to‘plamlar A to‘plamning qism to‘plami bo‘lsa, A to‘plam $A_1, A_2, A_3, \ldots, A_n$ to‘plamlar uchun **universal to‘plam** deyiladi.

Universal to‘plam, odatda, J yoki U harflari bilan belgilanadi. Masalan, N –barcha natural sonlar to‘plami; Z -barcha butun sonlar to‘plami; Q - barcha ratsional sonlar to‘plami; R - barcha haqiqiy sonlar to‘plami bo‘lib, $\mathrm{N} \subset Z \subset Q \subset R$ shartlar bajariladi va R qolgan sonli to‘plamlar uchun universal to‘plam vazifasini bajaradi.

A to‘plamning **to‘ldiruvchisi** deb U universal to‘plamning A ga tegishli bo‘lmagan barcha elementlari to‘plamiga aytiladi va quyidagicha belgilanadi: A'.

Masalan: U={1, 2, 3, 4, 5, 6, 7, 8} universal to‘plam bo‘lsa, A ={1, 3, 5, 7}
to‘plamning to‘ldiruvchisi A' ={2, 4, 6, 8} to‘plam bo‘ladi.[3]

Endi o’quvchilarga bilits Savol Javob metodi qollaniladi, sinfda yan asinf to’plam vazifasida o’quvchilar elementlari bo’lsin, Nozima Abror va Shamshod darsga kelmagan ularni ushbu to’plam to’ldiruvchisi sifatida olish mumkin. To’liq oquvchilar bn sinf universal to’plam bo’ladi. Nozima to’plam to’ldiruvchisim yoki elementi? Kabi savollar beriladi.

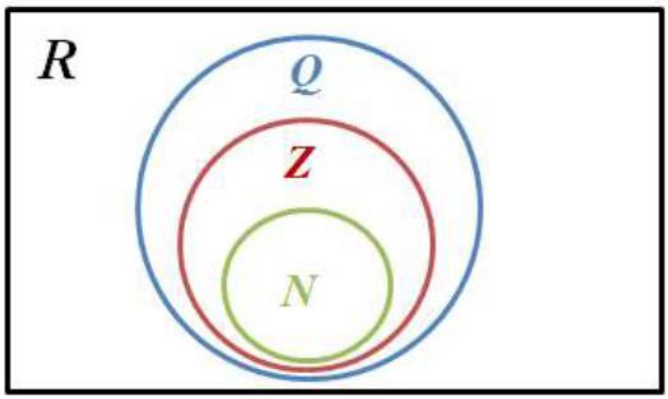
To‘ldiruvchi to‘plam quyidagi xossalarga ega:

1. $A \cap A' = \varnothing$
2. $A \cup A' = U$
3. $n(A) + n(A') = n(U)$, bunda n(A) - to‘plamning elementlari soni.

A va A' to‘plamlar umumiy elementlarga ega emas hamda ularni tashkil qilgan barcha elementlar U ni hosil qiladi.

TO‘PLAMLAR USTIDA AMALLAR

To‘plamlar orasidagi munosabatlarni yaqqolroq tasavvur qilish uchun Eyler–Venn diagrammasidan foydalaniladi. Bunda to‘plamlar doira, oval yoki biror yopiq soha shaklida, universal to‘plam esa, odatda, to‘g‘ri to‘rtburchak shaklida tasvirlanadi.



1. **TO‘PLAMLARNING KESISHMASI.** A va B to‘plamlarning **kesishmasi** (yoki **ko‘paytmasi**) deb, bu to‘plamlarning ikkalasiga ham bir vaqtda tegishli bo‘lgan elementlar to‘plamiga aytiladi va $A \cap B$ ko‘rinishida belgilanadi. To‘plamlar kesishmasi belgilar yordamida $A \cap B = \{x | x \in A \text{ va } x \in B\}$ shaklda yoziladi.

Masalan: 1) $A = \{a | 4 \le a \le 14,\ a \in N\}$ va $B = \{b | 10 < b < 19,\ b \in N\}$ bo‘lsa, $A \cap B = \{x | 11 \le x \le 14,\ x \in N\}$ bo‘ladi.

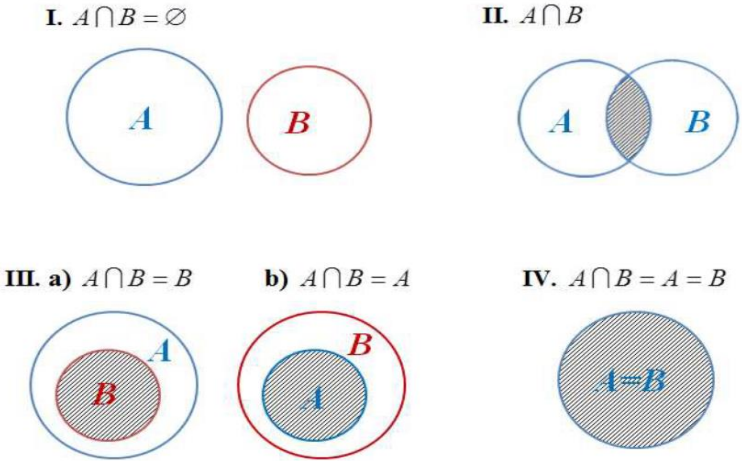
2) $X = \{a;b;c;d;e\}$ va $Y = \{d;e;f;k\}$ bo‘lsa, $X \cap Y = \{d;e\}$ bo‘ladi.

To‘plamlar kesishmasi ularning umumiy qismidir. Umumiy qismga ega bo‘lmagan to‘plamlar kesishmasi bo‘sh to‘plamdir. Bu holda A va B to‘plamlar **kesishmaydi** deyiladi va $A \cap B = \theta$ ko‘rinishda yoziladi. Masalan, juft natural sonlar to‘plami va toq natural sonlar to‘plami umumiy elementga ega emas, ya’ni kesishmaydi.[4]

Umumiy qismga ega bo‘lgan to‘plamlar kesishadi deyiladi va $A \cap B \neq \theta$, ya’ni A va B to‘plamlar kesishmasi bo‘sh emas, deb yoziladi. Masalan, 2 ga karrali natural sonlar va 5 ga karrali natural sonlar to‘plamlari umumiy elementga ega, ya’ni kesishadi yoki kesishmasi bo‘sh emas. Bu to‘plamlar kesishmasi barcha 10 ga karrali natural sonlardan iborat bo‘ladi.

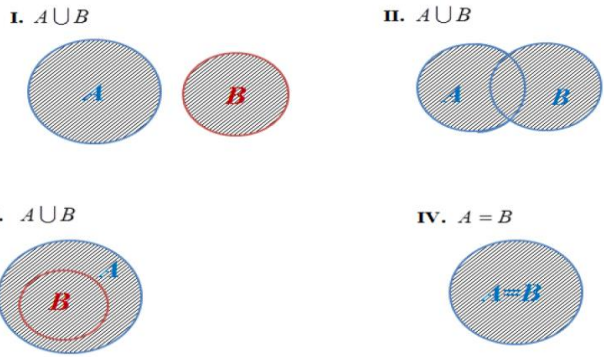
Ikki to‘plamning o‘zaro munosabatida to‘rtta hol bo‘lishi mumkin.

1. To‘plamlar kesishmaydi(**I**);
2. To‘plamlar kesishadi(**II**);
3. To‘plamning biri ikkinchisining qismi bo‘ladi(**III**);
4. To‘plamlar ustma-ust tushadi(**IV**).



2. **TO‘PLAMLARNING BIRLASHMASI.** A va B to‘plamlarning

birlashmasi (yoki **yig'indisi**) deb, bu to'plamlarning hech bo'lmaganda biriga tegishli elementlar to'plamiga aytiladi va $A \cup B$ ko'rinishda belgilanadi. To'plamlarning birlashmasi belgilar yordamida $A \cup B = \{x | x \in A$ yoki $x \in B\}$ ko'rinishda yoziladi.



Masalan:

1) A- barcha juft sonlar to'plami, ya'ni $A = \{a | a = 2n,\ n \in N\}$ va B - barcha toq sonlar to'plami, ya'ni $B = \{b | b = 2n-1,\ n \in N\}$ bo'lsa, ularning birlashmasi $A \cup B = N$ bo'ladi.

2) $X = \{m; n; p; k; l\}$ va $Y = \{p; r; s; n\}$ bo'lsa, ularning birlashmasi $X \cup Y = \{m; n; p; k; l; r; s\}$ bo'ladi.

TO'PLAMLAR AYIRMASI. A va B to'plamlarning **ayirmasi** deb, A ning B da mavjud bo'lmagan barcha elementlaridan tuzilgan to'plamga aytiladi. A va B to'plamlarning ayirmasi A\B ko'rinishda belgilanadi: $A \setminus B = \{x | x \in A$ va $x \notin B\}$.

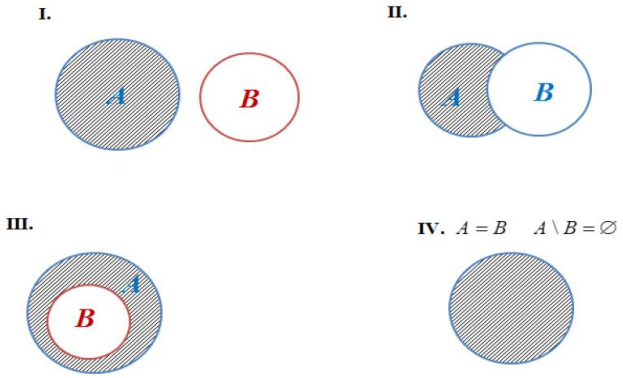
Masalan:

1) $A = \{a \| a | < 4,\ a \in R\} = \{-4 < a < 4, a \in R\}$ va

$B = \{b \| b | < 2,\ a \in R\} = \{-2 < b < 2, b \in R\}$ bo'lsa,

$A \setminus B = \{x | -4 < x < -2 \cup 2 < x < 4\}$ bo'ladi.

2) $X = \{m; n; p; k; l\}$ va $Y = \{p; r; s; n\}$ bo'lsa, $X \setminus Y = \{m; k; l\}$ va $Y \setminus X = \{r; s\}$ bo'ladi.



Bu amallarni hammasini yuqoridagi metodlar, Aqliy hujum, Bilits va ushbu chizmalar yordamida tushuntirilsa juda tushunarli va esda qolarli bo'ladi.

Xulosa. Xulosa o'rnida shuni aytish mumkinki ushbu to'plamlarni tushuntirish bir qancha masalalarni soda oson usullarda yechishni o'rgatadi. Maktab va oliy talimda o'quvchilar uchun juda foydali va murrakkab masalalarni soda usulda yechish va to'plam

o'zini tassavur qilishda ham amaliy ham nazariy bilimlarini oshirishga yordam beradi. Bir nechta pedogog ustozlarning kitoblaridan foydalanib ushbu tushuntirish metodologiyasi yaratildi.

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Annotatsiya. Ishda quyosh panellarini qayta ishlash jarayonlari tadqiq etildi. Garchi butun dunyo bo'ylab quyosh energiyasi ishlab chiqarishning o'sishidan katta foyda bo'lsa ham, 2017 yil oxirida global o'rnatilgan quyosh panellarining quvvati taxminan 400 GVtga yetdi va 2050 yilga kelib 4500 GVtgacha oshishi kutilmoqda. Panelning o'rtacha ishlash muddati 25 yilni hisobga olgan holda, butun dunyo bo'ylab quyosh panellari chiqindilari 4%-14% gacha yetishi kutilmoqda. 2030 yilga kelib umumiy ishlab chiqarish quvvati va 2050 yilga kelib 80% dan (taxminan 78 million tonna) ko'tariladi. Shu sababli, quyosh panellarini utilizatsiya qilish keyingi o'n yilliklarda dolzarb ekologik muammoga aylanadi. Ishning maqsadi quyosh panellarini qayta ishlash jarayonini tadqiq qilishdan iboratdir.

Kalit so'zlar: Quyosh panellari, c-Si quyosh paneli, modulni ajratish, Termik va kimyoviy ishlov berish, etilen vinil asetat (EVA).

KIRISH

Quyosh panellari chiqindilaridan kirimniy karbitni qayta sintez qilish. Quyosh energiyasi xavfsiz, samarali, ifloslantirmaydigan va ishonchli[1]. Shu sababli, quyosh panellari texnologiyasi dunyoning kelajakdagi energiya ehtiyojlarini qondirish usuli sifatida istiqbolga ega[2,3]. Shunga qaramay, quyosh panellarining o'zi yana bir ekologik muammoni keltirib chiqaradi: foydalanish muddati tugagach, ular xavfli chiqindilar shakliga aylanadi. Quyosh panellari uzoq xizmat qilish muddatiga ega bo'lganligi sababli, chiqindi panellarini qayta ishlash ularning rivojlanishining dastlabki 25 yilida tashvishlantirmadi[4-9]. O'rnatilgan quyosh panellarining birinchi partiyasining katta qismi hozirda foydalanishdan chiqarilmoqda va yaroqlilik muddati tugagan quyosh panellarini oqilona boshqarish asta-sekin muhim ekologik muammoga aylanib bormoqda[10,11]. Quyosh panellarini qayta ishlash atrof-muhitni muhofaza qilish uchun ayniqsa foydalidir, chunki kremniy ishlab chiqarish intensiv energiya iste'moli jarayonidir va qayta ishlangan quyosh panellaridan kremniyni qayta ishlash uchun zarur bo'lgan energiya va xarajatlar to'g'ridan-to'g'ri kremniy ishlab chiqarishning atigi uchdan biriga teng[12]. Bundan tashqari, quyosh panellarida qo'rg'oshin, qalay va kadmiy og'ir metallar ham ustunlik qiladi va bu og'ir metallar atrof-muhitni ifloslantirishi va inson salomatligigaga tahdid solishi mumkin[13]. Shu sababli, chiqindi quyosh panellarini qayta tiklash energiya chiqindilari va atrof-muhit ifloslanishini kamaytirishi mumkin[14-16].

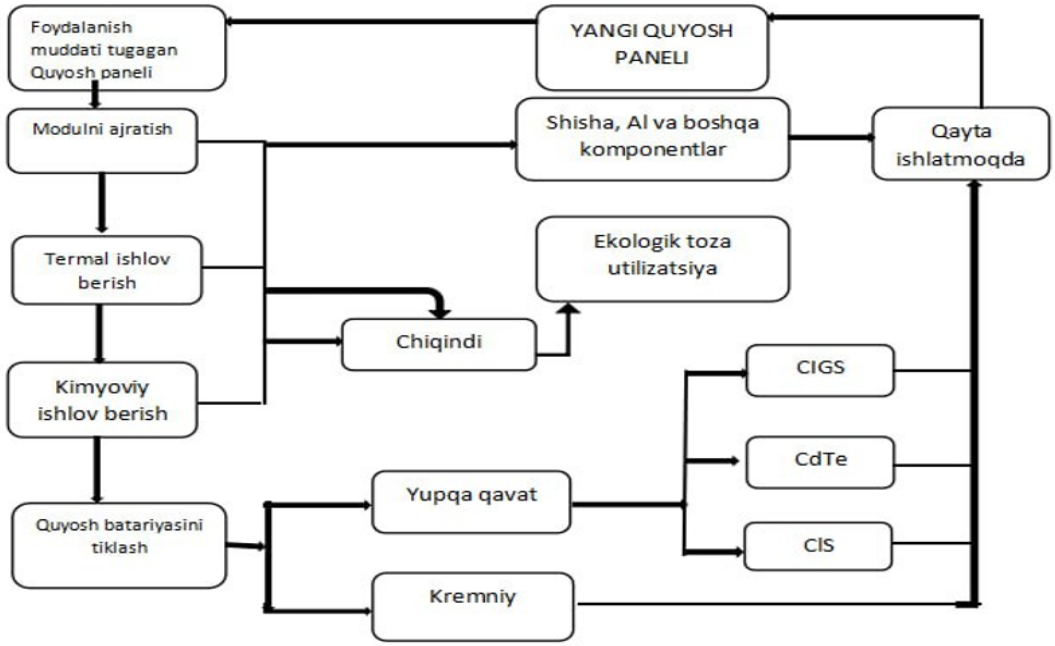
TAJRIBAVIY QISM

Yuqorida qayt etilgan masalaning eng maqbul bo'lgan yechimi buzilmaydigan, qayta ishlatiladigan kremniy karbitlarni qayta ishlash imkonini beruvchi texnologiyani ishlab chiqishdir. 50 000 t dan ortiq quyosh panellarining 2025 yilga qadar eskirishi kutilayotganligi sababli, qayta ishlash strategiyasi so'nggi yillarda katta qiziqish uyg'otmoqda. Si karbitlarini tiklash uchun quyosh xujayralaridan metall elektrodlar, aks ettirishga qarshi qoplamalar, emitent qatlamlarini yo'q qilish kerak. Ushbu ishlov berish texnikasi yordamida izchil va silliq yuzaga ega bo'lgan tiklangan Si karbit hosil bo'ldi.

Qayta ishlangan karbitlar tijorat toza karbitlariga deyarli teng bo'lgan xususiyatlarga ega edi. Bundan tashqari, qayta ishlangan kremniy karbitlarining yuzasi 12% ultralovli aks ettirishga ega va tijorat kremniy karbitlari 25% aks ettirishga ega. Qayta ishlangan gofret yuzasi rentgen difraksiyasi , optik mikroskop, dala emissiyasini skanerlash elektron mikroskopi (FESEM) va energiya dispersiv rentgen spektroskopiyasi (EDX) spektri tomonidan o'rganildi. Qayta ishlangan gofret sirtining aks etishi UV ko'rinadigan spektroskopiya bilan tahlil qilindi. FTIR natijalari o'yilgan namunalarda oksidlanishning kamayishini ko'rsatdi. Quyosh panellari mahsulotlarini qayta ishlab Cd va Te uchun ham 95% -97% tiklanishga erishildi. Turli vaqt oralig'ida sulfat kislota eritmasida Cd va Te ni ajratish ishlari o'tkazildi. Qayta tiklangan metallar ularning ion almashinadigan kislota eritmalarida 90% dan yuqori tiklanish darajasi qayd etildi. Tadqiqotda eritmadan Te ning tiklanishi natriy karbonat va natriy sulfidni qo'llash orqali tezlashishi qayd etilgan.

TAJRIBA NATIJALARI VA ULARNING MUHOKAMASI

Quyosh panellarini qayta ishlash texnikasi: Quyosh panellarini qayta ishlash bo'yicha ko'plab tadqiqotlar kremniy qazib olish va noyob metall elementlarni qayta ishlashga qaratilgan. Hozirgi vaqtda chiqindi quyosh panellarini qayta ishlashning uchta usuli mavjud: komponentlarni ta'mirlash; modulni ajratish; Termik va kimyoviy ishlov berish.



Quyosh panellarini qayta ishlash jarayonining texnologik sxemasi.

Ushbu sxema asosida qayta ishlangan quyosh panellarida C-Si quyosh modulining avzalliklari va kamchiliklari quyidagi jadvalda keltirilgan.

C-Si quyosh modulini qayta ishlash jarayonlarini afzaliklari va kamchiliklari.

Jarayon	Afzalliklar	Kamchilik
Parchalanish	Chiqindilarni samarali qayta	Boshqa materiallar EVA bilan

	ishlash	aralashib ketishi
Yupqa qatlamni erishi.	Shishadan organik qatlamni olib tashlash,	Qimmatbaho uskunalar va Inson uchun xavfli jarayon.
Nitrat kislotada erishi.	Gofretdan EVA va metall qatlamni to'liq olib tashlash.	Xavfli chiqindilar hosil bo'ladi.
Termal ishlov berish	EVA chiqarib tashlandi. Butun qismning tiklanishi.	Yuqori energiya sarfini va xafli chiqindilar.
Ultrasonik nurlanish	EVA ni soddalashtirilgan tarzda olib tashlash.	Juda qimmat jarayon.
Quruq va nam mexanik jarayon	Oddiy jarayon va kam energiya sarfi.	Erigan qattiq moddalarni olib tashlamaslik

XULOSA

Natijalari shuni ko'rsatdiki, c-Si va CdTe quyosh panellarni qayta ishlash butun hayot tsikliga ta'sir qilish uchun mos ravishda 13-25% va 3-4% hissa qo'shadi. Bundan tashqari, c-Si va CdTe quyosh panellari uchun issiqlikka asoslangan qayta ishlash usullari, pirolizdan tashqari, kimyoviy va mexanik usullarga qaraganda atrof-muhitga kamroq ta'sir ko'rsatdi. c-Si quyosh panellarini qayta ishlash uchun ishlatiladigan nitrat kislotaning erishi barcha usullar orasida eng yuqori ta'sirga ega bo'ldi, chunki bu usul uchun material iste'moli sanoatda foydalanish uchun optimallashtirilmagan. Ushbu tadqiqot natijalari shuni ko'rsatdiki, quyosh panellarni qayta ishlashda qo'llaniladigan zamonaviy texnikalar Al, Si va c-Si uchun shisha va CdTe uchun shisha ekstraktsiyasidan ko'ra yuqori ta'sir ko'rsatadi. Va nihoyat, ushbu tadqiqot qayta ishlashdan eng yuqori iqtisodiy va ekologik foyda olish uchun qaysi materiallarga ustunlik berish kerakligini aniqladi. Bular c-Si modullarida Ag, Al, Si va shisha, CdTe modullarida Te, Cu va shisha bo'ladi.

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METILXLORIDNING SINTEZI VA PIROLIZI ORQALI TABIIY GAZDAN QUYI OLEFINLARNI OLISH.

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Anotatsiya. Ishda metilxloridning sintezi va pirolizi orqali tabiiy gazdan quyi olefinlarni olish texnologiyasi o'rganildi. Tabiiy gaz katalizatordan tashkil topgan suyuq qatlamli reaktorda kislorod va vodorod xlorid bilan reaksiyaga kirishadi bu jarayon mis, kaliy va lantan xloridlari, 1586 kPa bosim va 515 K haroratda sodir bo'ladi. Oksihidroklorlash bosqichining mahsulotlari, asosan, xlorometan va dixlorometan (bundan buyon matnda metilxlorid va metilenxlorid) 34:1 nisbatda. Xlorli uglevodorodlar quritiladi, isitiladi va qattiq qatlamli reaktorga yuboriladi, u erda ular ZSM-5 katalizatorida ortiqcha kokslanmasdan benzinga oligomerlanadi. HCl ning suvli eritmasi azeotrop distillash uchun beriladi va HCl jarayonga qaytariladi. Taqqoslash asosida maxsus qurilish materiallaridan foydalanish zarurligiga qaramay, oksigidroxlorlash texnologiyasi yuqori selektivligi tufayli tabiiy gazni to'g'ridan-to'g'ri konversiyalash texnologiyalari orasida eng yaxshisi bo'ldi, degan xulosaga keldi. Ishning maqsadi- metilxloridning sintezi va pirolizi orqali tabiiy gazdan quyi olefinlarni olish texnologiyasi o'rganishdan iboratdir.

Kalit so'zlar; metan, monoxlormetan, dixlormetan, konversiya, oksixlorlash, seliktivlik, metilenxlorid.

KIRISH

Piroliz yo'li bilan to'g'ridan-to'g'ri metandan etilen, asetilen va vinilxlorid olish jarayoni ham kam o'rganilgan.

Xlor ishtirokida metan (Benson jarayoni deb ataladi) [1]:

$$CH_4 + Cl_2 \rightarrow C_2H_4 + C_2H_2 + C_2H_3Cl + HCl.$$

Sintez uchun to'g'ridan-to'g'ri metandan foydalanadigan yana bir jarayon mavjud: bu metanning termal oksidlovchi pirolizidir (TOP jarayoni deb ataladi), bu bir vaqtning o'zida asetilen va etilen ishlab chiqarishga imkon beradi. Bundan tashqari, asetilen ajratilgandan keyin qoldiq gaz CO va H_2 ni o'z ichiga oladi va quyi olefinlar yoki metanol sintezi uchun ishlatilishi mumkin[2-4].

Biroq, bu jarayonda asosiy mahsulot asetilen, etilen esa faqat qo'shimcha mahsulotdir[5].

Tabiiy gazdan quyi olefinlarni olishning boshqa jarayonlari bir necha bosqichlarni o'z ichiga oladi. Bunday hollarda birinchi bosqichda metan metanol, metilxlorid yoki sintez gaziga aylanadi[6-9].

Texnik-iqtisodiy baholashga ko'ra [10], metanol hosil bo'lish selektivligi 77% dan yuqori bo'lsa, metanning metanolga qisman oksidlanishining bevosita jarayoni:

$$CH_4 + 1/2O_2 \rightarrow CH_3OH$$

Bu, albatta, sintez gazi orqali ananaviy ishlab chiqarishga qaraganda ancha tejamkor bo'lib chiqadi. Tabiiy gazni metanolga qisman oksidlanish jarayonining eng muhim kamchiliklari metanni metanolga aylantirish uchun qoniqarli selektivlikka erishish uchun kislorodning past boshlang'ich kontsentratsiyasini (3%) ushlab turish zarurati hisoblanadi, bu esa qoniqarli konversiyaga erishishning iloji yo'qligiga olib keladi. Transformatsiyalar zanjirining yana bir varianti ham mavjud bo'lib, uning asosi metanolning gomogolizatsiyasi natijasida olingan etanolni suvsizlantirish jarayonidir[11,12].

Yuqori haroratlarda (800-900 ° S) va unchalik yuqori bo'lmagan bosimda (1-3 MPa) bug' konversiyasining termodinamikasi qulay bo'lib, bu reaktsiyani yakuniy konversiya darajasiga etkazish imkonini beradi. Biroq, reaksiyaning sezilarli endotermik tasiri doimiy issiqlik taminotini talab qiladi. Quvir orqali issiqlikni etkazib berishda quvurli reaktordan foydalanish kerak va korroziy muhit bilan aloqa qiladigan metallning deyarli "oq-issiq" haroratida faqat maxsus xrom-nikel qotishmalari barqaror bo'lib, bu kapitalni sezilarli darajada oshiradi[13,14].

TAJRIBAVIY QISM

Metanol ishlab chiqarish zamonaviy kimyoviy texnologiyada eng keng tarqalgan va keng ko'lamli ishlab chiqarish jarayonlaridan biridir. Shu sababli, metanoldan etilen va propilen olish jarayoni (metanol-olefinlar - MTO) laboratoriya sharoitida ham, tajriba zavodida ham eng chuqur o'rganilgan bo'lib chiqdi.

DME dan olefinlarni ishlab chiqarish jarayoni hali yetarlicha ishlab chiqilmagan va keyingi tadqiqotlarni talab qiladi. Biroq, mavjud adabiyot ma'lumotlari shuni ko'rsatadiki, DME dan olefinlarni ishlab chiqarish jarayoni metanoldan ko'ra samaraliroqdir. Tabiiy gazni metanol orqali etilenga aylantirish zanjiri quyidagicha: tabiiy gazning bug' /yoki bug'-kislorodli konversiyasi.

$$2CH_4 + H_2O + O_2 \rightarrow CO + CO_2 + 5H_2;$$

metanol sintezi

$$CO + CO_2 + 5H_2 \rightarrow 2CH_3OH + H_2O$$

metanolni olefinlarga aylantirish

$$nCH_3OH \rightarrow C_2H_4 + C_3H_6 + C_4H_8 + \text{boshqa uglevodorodlar} + nH_2O.$$

SAPO-34 silikoalyuminofosfat katalizatorida metanolni etilen va propilenning yuqori mahsuldorligi bilan olefinlarga aylantirish jarayoni AQSh va Norvegiyaning ikkita kompaniyasi (UOP va Norsk Hydro) tomonidan birgalikda ishlab chiqilgan [10].

Agar biz ushbu ma'lumotlarga tayanadigan bo'lsak, o'tkazilgan jarayonlarda metanoldan-etilen 48%, propilen - 33%, butilenlar - 10% hosil bo'lishi mumkun bo'ladi. UOP/Hydro texnologiyasidan foydalangan holda metanolni olefinlarga qayta ishlash orqali tabiiy gazdan polietilen va polipropilenning birinchi sanoat ishlab chiqarishini yaratish bo'yicha ishlar olib borilmoqda. Ishlab chiqarish quvvati yiliga 400 ming tonna polietilen va polipropilen.

TAJRIBA NATIJALARI VA ULARNING MUHOKAMASI

Metilxloridning katalitik piroliz jarayoni uni metandan o'rtacha harorat va bosimda bir bosqichda ishlab chiqarish imkoniyati tufayli katta qiziqish uyg'otadi. [12-14] ishlar metilxloridni uglevodorodlarga aylantirishga bag'ishlangan.

Metilxloriddan engil olefinlarning sintezi xuddi metanoldagi kabi katalizatorlarda va bir xil sharoitlarda sodir bo'ladi. Tabiiy gazni metilxlorid orqali olefinlarga aylantirish zanjiri quyidagilardan iborat:

- metilxloridning olefinlarga aylanishi:

DME dan olefinlarni ishlab chiqarish jarayoni hali yetarlicha ishlab chiqilmagan va keyingi tadqiqotlarni talab qiladi. Biroq, mavjud adabiyot ma'lumotlari shuni ko'rsatadiki, DME dan olefinlarni ishlab chiqarish jarayoni metanoldan ko'ra samaraliroqdir.

$nCH_3Cl \rightarrow C_2H_4 + C_3H_6 + C_4H_8 +$ boshqa uglevodorodlar $+ nHCl$

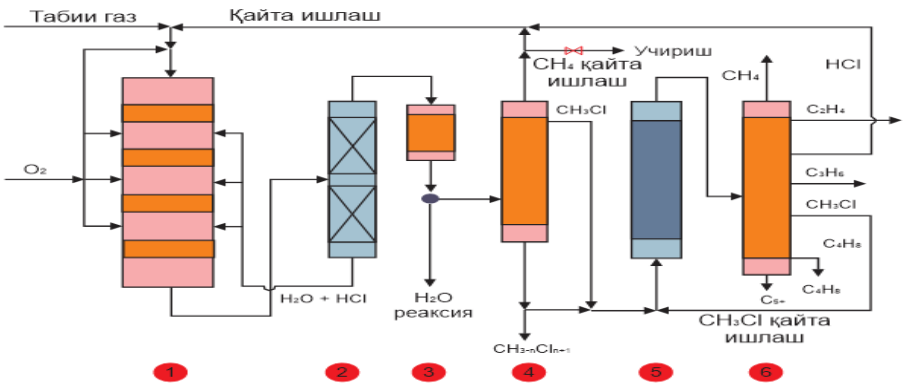
- va metanni oksixlorlash orqali metilxlorid olish:

$nCH_4 + nHCl + n/2O_2 \rightarrow nCH_3Cl + nH_2O.$

Agar metilxloridning piroliz bosqichida hosil bo'lgan vodorod xlorid uni ishlab chiqarish bosqichiga qaytarilsa, u holda xlor muvozanatli ishlab chiqarish olinadi.

Metanni uzoq vaqt davomida oksidlovchi xlorlash jarayoni turli xil quvvatdagi reaktorlarda tajriba zavodlarida laboratoriya sharoitida sinovdan o'tkazildi.

Metilxlorid ishlab chiqarish va piroliz orqali tabiiy gazdan quyi olefinlarni olish uchun muvozanatli jarayon.



2-kolonkadan chiqadigan reaksiya gazi kondensator 3da sovutish orqali reaksiya suvidan ajratiladi va xlorometanlarning kondensatsiyasi va tiklanishi uchun 4-ustunga beriladi. Bunday holda, metilenxlorid va xloroform ham tijorat mahsuloti sifatida chiqarilishi mumkin.

70% metan va 30% inertlarni (N_2, CO, CO_2) o'z ichiga olgan kondensatsiyalanmagan va xlorometandan ozod bo'lmagan gaz 1-raf oksixlorlash reaktoriga qaytariladi. Qayta aylangan gazning bir qismi inertlarni olib tashlash uchun puflanadi, azot tizimga metan va kislorod bilan kiradi, oksixlorlash reaktorida CO va CO_2 hosil bo'ladi. Tozalash yoqilg'i gazi sifatida ishlatiladi.

4-ustunda oz miqdorda metilenxlorid va xloroform bilan ajratilgan metilxlorid olefinlarni hosil qilish uchun katalitik pirolizning 5-bosqichiga yuboriladi. Bu erda reaksiyaga kirishmagan metilxloridni qayta ishlash ham bo'ladi. 5-reaktordan etilen, propilen, butilenlar, vodorod xlorid va reaksiyaga kirishmagan metilxloriddan iborat reaksiya aralashmasi keladi.

XULOSA

Shuni ta'kidlash kerakki, reaksiya mahsulotlarini ajratish uchun juda murakkab tizimni ishlab chiqishda asosiy energiya sarflaydigan komponentlarni aniqlash, ajratish imkoniyatini tahlil qilish va optimal ajratish darajasini tanlashda iqtisodiy mezonlar yordamida issiqlik integratsiyasining optimal variantini aniqlash imkonini beradi.

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KIMYO O'QITUVCHISI VA UNING FAOLIYAT TURLARI

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Annotatsiya: Ushbu maqolada kimyo fani o'qituvchilarining kasbiy kompetentligini ya'ni shaxs kasbiy sifatlarini shakllantirishda modulli o'qitishning ahamiyati ko'rsatib o'tilgan.

Kalit so'zlar: Kasbiy kompetentlik, kasbiy ta'lim, pedagogik ta'lim, modul.

Kimyo o'qituvchilarini tayyorlash, mutaxassisning muhim kasbiy sifatlari darajalari bozorning zamonaviy talablariga asoslanadi. Kasbiy pedagogikaning tushunchaviy apparatida mutaxassisning muhim kasbiy sifatida uning kasbiy kompetentligi tan olinadi. Kopetentlik

yondashuvi mutaxassislarni tanlash, malakasini oshirish, qayta tayyorlash va stajirovkasi kadrlar menejmentida (boshqaruvida) muhim asos hisoblanadi.

Kasbiy ta'lim tizimi real maqsadi kompetentli mutaxassisni shallantirish hisoblanib, u shaxs kasbiy sifatlarini rivojlantirishini nazarda tutadi. Kasbiy ta'limning shu tariqa shakllantirilgan maqsadi, ko'pchilik shu soha olimlarining fikricha, XXI asr global ta'limining maqsadiga mos keladi (yashashni bilish, ishlashni bilish, birga yashashni bilish, o'qishni bilish), shuningdek, o'qituvchi amaliy faoliyati real talab va shartlariga mos tushadi.

YUNESKO bo'yicha XXI asr ta'limi ta'lim oluvchilarning kompetentligini to'rt tayanch asoslarda shakllantirishi lozim: anglashga o'rganish, bajarishni o'rganish, yashashni o'rganish va bo'lishlikni o'rganish .

Talabaning kompetentlik yondashuv assosida fundamental kasbiy faoliyatni o'zlashtirib olish darajasini baholash - demak, uning kasbiy masalalarni amalda yechish, hal qilish qobiliyatini baholash hisoblanadi. Bunda pedagogika fani va amaliyoti oldida pedagogning kasbiy kompetentligi mohiyatini real anglash muammo sini keltirib chiqaradi.

O'zbekistonda "Ta'lim to'g'risida"gi qonun, "Kadrlar tayyorlash milliy dasturi"ning qabul qilinishi bilan ta'lim natijalarini qayta baholashga harakatlar boshlandi - "tayyorlanganlik", "ma'lumotlilik", "tarbiyalanganlik" kabi tushunchalar mohiyatan "kompetensiya", "Kompetentlilik" kabi tushunchalar bilan almashtirilmoqda.

O'zbekiston Respublikasi Prezidentning 20.04.2017 yildagi N PQ-2909 "Oliy ta'lim tizimini yanada rivojlantirish chora - tadbirlari" qarorida oliy ma'lumotli kadrlar tayyorlashning maqsadli parametrlarini shakllantirish, OTM larda ta'lim yo'nalishlari va mutaxassisliklarni perspektiv rivojlanishini hisobga olgan holda optimal sharoit yaratish, oliy ta'lim jarayoni, o'quv reja va dasturlarida yangi pedagogik texnologiyalar va ta'lim metodlarini, ilmiy-ta'lim jarayonlarining zamonaviy tashkiliy shakllarini yangilash va joriy qilish ko'rsatib o'tilgan.

Zamonaviy mehnat bozori barcha jabhalar bo'yicha ko'p sonli mutaxassislarni taklif qilmoqda, ammo yuqori darajadagi raqobat sharoitlarida kasbiy tayyorgarlikka yuqori talablar ham qo'yilmoqda.

Bugungi kunda raqobatbardosh mutaxassis nafaqat bazali bilim va ko'nikmalarga, balki kasbiy kompetentlikka ham ega bo'lishi talab qilinadi.

Bitiruvchiga qo'yilayotgan zamonaviy talablar mehnat bozoridagi holat, shuningdek, jamiyatning tez sur'atlar bilan rivojlanishi, muhitning axboratlashuvi kabilardan tarkib topib boradi. O'zgaruvchan olamning ta'lim tizimida bitiruvchida shunday inisiativlik, yangilikka intiluvchanlik, mobillik, tezkorlik, egiluvchanlik, rivojlanuvchanlik va konstruktivlik kabi kasbiy sifatlar shakllantirib borilishi kerak.

So'ngi yillarda ta'limda turli texnologiyalar keng qo'llanilmoqda, ular ta'lim jarayonini individuallashtirish imkonini beradi, anglash faoliyatini faollashtiradi, talabalarga o'quv materialini yengil o'zlashtirishga yordam beradi, ularni o'quv materiali ustida kunaro ishlashga qiziqtiradi, ijodiy rivojlanishga sharoit yaratadi hamda shaxsga o'z-o'zini namoyon qilish imkonini beradi.

Zamonaviy texnologiyalarning shunday turiga molulli o'qitish texnologiyasi kiradi.

Modulli o'qitish texnologiyasining maqsadi - ta'lim dasturlari mazmunini turli ketma-ketlikda, turli tezlik va hajmda, alohida o'quv modullaridan individual qiziqish va imkoniyatlaridan kelib chiqib, ta'lim jarayoni sub'ektlarining o'zlashtirishi uchun tanlov sharoitini yaratishdan iborat.

Hozirgi paytda kompetent yondashuv asosida O'zbekiston Respublikasi oliy pedagogika maktabi ta'lim jarayoni uchun Oliy kasbiy ta'lim Davlat standartlari ishlab chiqilgan va joriy qilingan, unda kutiladigan ta'lim natijalari sifatida universal va kasbiy kompetensiyalar belgilab qo'yilgan. Davlat ta'lim standarti asosini modulli-kompetent

yondashuv tashkil qiladi va u ish beruvchi talablariga moslangan hamda o'quv texnologiyalari, o'quv dasturlari, o'quv rejalari uchun asos vazifasini ham o'taydi.

Pedagogik ta'lim bakalavrining umummadaniy hamda kasbiy kompetenligini pedagog sifatida shakllantirish uchun uning pedagogik bilim va ko'nikmalarini, ta'lim jarayoni muammolarini anglab yetishini ta'minlash lozim.

Modul - bu ta'lim dasturining tugallangan birligi hisoblanadi, u bitta yoki bir necha kasbiy kompetensiyalardan shakllanadi, shuningdek u ta'lim oluvchilarning bitiruvdagi bilim va ko'nikmalari nazorati hisoblanadi.

Modulli yondashuv doirasidagi o'qitish kompetensiyalarga asoslangan bo'lsada, u an'anaviydan tubdan farq qiladi.

Molulli o'qitish o'zida ta'limning nazariy hamda amaliy qismlarini mujassamlaydi va ularni yaxlitlaydi. Bunda umumiy hamda kasbiy kompetensiyalarning o'zlashtirish jarayonida nazariy bilimlarning o'rni va joyi
boshqacha mazmun kasb etadi, shu tariqa ta'lim oluvchilarning o'zlashtirish motivlari kuchayadi.

Modul asosda o'qigan bo'lajak o'qituvchilarda quyidagi kompetentliklar shakllantiriladi:
-yangi avlodning umumta'lim davlat ta'lim standartlarini joriy qilishga tayyorligi;
-kimyo bo'yicha bazali o'quv dasturlari va elektron kurslarini turli ta'lim muassasalarida joriy qilishga tayyorligi;
-ta'lim muassasalarida zamonaviy metodika va texnologiyalarni, shu jumladan, axborot texnologiyalarini konkret o'quv muassasasining o'quv-tarbiya jarayoni sifatini ko'tarish uchun joriy qilishga tayyorligi.

Demak, bo'lajak kimyo o'qituvchilarni modulli texnologiyalar asosida kasbiy tayyorlash deb, bo'lajak kimyo o'qituvchilari mustaqilligini shakllantirishga yordam beruvchi omillar birligi tushuniladi, bu bo'lajak kimyo o'qituvchilarining mohiyatli kasbiy xususiyati hisoblanadi va u kasbiy faoliyat muvaffaqiyatini ta'minlaydi.

Oliy kasbiy ta'limda modulli-kompetentlilik tizimi o'quv jarayonini tashkillashtirishning ta'limiy konsepsiyasi sanaladi, unda ta'limning maqsadi sifatida talabaning qator kompetensiyalari oldinga chiqadi, ularga erishish vositasi bo'lib ta'limning mazmun va tuzilishini ifodalovchi modul hisoblanadi .
Bugungi kunda o'quvchining shaxsiy yutuqlari uning ta'lim jarayonidagi kompetentlilik darajasiga bog'liq bo'lib qolmoqda.

Demak, kompetentlikka asoslangan modulli o'qitish pirovard natijaga yo'naltirilgan. Bu shunday o'qitish bo'lib, u o'quvchilar tomonidan bilim va ko'nikmalarni kompleks o'zlashtirishini, o'z faoliyatini o'z tajribasi asosida mehnat bozori talablariga mos qurishini ta'minlaydi.

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ON SOME NONLINTAR RANDOM PROCESSES

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AnnotationIn present work we study the nonlinear random process determined bynonlinear interval map and a sequence of independent, identically distributel random variables. We proved limit theorems on exit times. Also, we studied some computer simulation.

Key words: nonlinear random process, independent random variables, exit times.

On some nonlintar random processes

Consider a nonlinear stochastic process $\boldsymbol{\eta}(f) := \{\eta_n(f), n = 1,2,\dots,\}$ (see for instance [1]-[5]) defined as

$$\eta_{n+1}^{(\varepsilon)}(f) = f\left(\eta_n^{(\varepsilon)}\right) + \varepsilon\xi_{n+1},\ n \geq 1,\ \eta_0 = x_0, \quad (1)$$

where a contractive function $f: \mathrm{R}^1 \to \mathrm{R}^1$ is continuous function, ε is a small positive parameter and ξ_n is an white noise with mean 0 and variance σ^2, which we denote as $WN(0,\sigma^2)$. The random process $\eta(f)$ is called **nonlinear autoregressive process** and denoted by $AR(f)$.

A lot of papers on time series are based on stationary and linear models, such as moving average (MA) models, autoregressive (AR) models, autoregressive-moving average (ARMA) models (see for instance [5]). However, there are some situations for which the linear models may not adequately describe the underline random mechanism. This leads us to consider the non-linear time series models. We investigate various asymptotic theorems for random processes $\eta(f)$ obtained by one-dimensional maps f. Particularly, in the case of circle maps with "Golden mean" rotation number and with unique break point $x = x_b$ we proved the central limit theorem (CLT).

For the random process $\mathbf{X}(f)$ we introduce the **exit time** from the interval $[-1,1]$ (see for instance - [1]- [5]):

$$\tau^{(\varepsilon)}(f) := min\{k \geq 1:\ |\ X_k^{(\varepsilon)}(f)\ | \geq 1\}.$$

The behaviour of normalized $\overline{\tau}^{(\varepsilon)}(f)$, as $\varepsilon \to 0$ for linear AR models studied by many authors. We consider the piecewise linear (PL) map $h.$ with two breaks. Using the large deviation principle (LDP) we study the asymptotic behaviour of normalized exit times $\overline{\tau}^{(\varepsilon)}(h)$, for piecewise linear maps $f: R^1 \to R^1$.
It is done computer simulations.

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FIZIKA FANIDAN EKSPERIMENTAL MASHG'ULOTLARNI TASHKIL ETISHNING METODIKASI

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Annotatsiya: Ushbu maqolada fizika fani bo'yicha Davlat dasturi asosida fizika fanidan eksperimental mashg'ulotlarni tashkil etishning metodikasi yoritilgan. Tajribalar o'qituvchilar tomonidan fizika fanini o'qitishda qo'llanilishi hamda o'quv jarayonida zamonaviy axborot-pedagogik texnologiyalardan foydalangan holda talabalarning guruh va yakka tartibda mustaqil ishlarini tashkil etishda yosh o'qituvchilarga amaliy va uslubiy ko'rsatma sifatida tavsiya etiladi.

Kalit so'zlar: Jismoniy tarbiya modeli, rivojlanish, pedagogik tendentsiyalar, o'quv jarayoni, pedagogika, mashg'ulot, o'qitish metodikasi, Umumiy ta'lim, Gumanitar fanlar, tabiiy fanlar, fizika-matematika, texnik, eksperimental tayyorgarlik, o'quv jarayoni, o'quv samaradorligi, amaliy ko'nikmalar.

KIRISH: Jahon ta'limida aniq va tabiiy fanlarni o'qitish sifatini oshirish, xususan, fizika fanini amaliy mazmun bilan o'qitishning pedagogik salohiyatini boyitish, fizika fanining zamonaviy tendensiyalariga mos ravishda metodik asoslarini takomillashtirish muhim ahamiyat kasb etmoqda. XXI asrda ta'lim butun dunyoda barqaror rivojlanishni ta'minlashning asosiy omili sifatida e'tirof etilib, 2030-yilgacha bo'lgan xalqaro ta'lim konsepsiyasida "bu davr davomida sifatli ta'lim olish uchun imkoniyatlar yaratish" dolzarb vazifa sifatida belgilangan. Uzluksiz ta'lim tizimida o'qituvchilarni, jumladan, fizika fani o'qituvchilarini metodik tayyorlash, o'qitish jarayonida statistik usullardan samarali foydalanish imkoniyatlarini oshirish. Ilg'or pedagogik texnologiyalarni o'quv jarayoniga tatbiq etish, fanlararo integratsiya imkoniyatlaridan foydalanish, o'quvchilarning ijodiy qobiliyatlarini rivojlantirishga qaratilgan uslubiy ta'minot yaratish borasida qator ilmiy-tadqiqot ishlari olib borilmoqda. Xususan, fizika o'qitishda fandan unumli foydalanish, amaliy va tabiiy-ilmiy masalalarni yechishda masalalar yechishga o'rgatish metodikasini takomillashtirish, fanning nazariy asoslariga oid ilmiy-metodik ishlanmalarni o'quv jarayoniga tatbiq etish. muhim.

Fizikaning rivojlanish tarixi shuni ko'rsatadiki, fundamental umumlashtirishlar falsafa yutuqlariga, uning asosiy kategoriyalari va qonuniyatlariga asoslanadi. Taniqli metodist olim A.V.Usova bu masala haqida o'zining "Ta'lim jarayonida o'quvchilarda ilmiy tushunchalarni shakllantirish" asarida shunday yozadi: "Tushunchalarni o'zlashtirmasdan turib, qonunlarni ham, nazariyalarni ham o'zlashtirish mumkin emas. Shuning uchun o'qitish

jarayonida o‘quvchilarning asosiy tushunchalarni yuqori saviyada o‘zlashtirishlariga alohida e’tibor berish kerak. Natijaga erishish uchun o‘qituvchi tushunchalarni o‘zlashtirish va shakllantirish jarayonini to‘g‘ri tashkil etishi va boshqarishi kerak” [9;8-bet]. Material va uslublar fizika fanini an’anaviy o‘qitishda eksperimentlar ikkita katta guruhga bo’linadi: o’qituvchi tomonidan bajariladigan ko’rgazmali tajriba va o’quvchilar mustaqil bajaradigan amaliy (eksperimental) ishlar.

Ko’rgazmali tajribalar quyidagi hollarda muhim ahamiyatga ega.

1. Talabalarni olimlar tomonidan asosiy fizik qonunlarni shakllantirish uchun boshlang'ich nuqta bo'lib xizmat qiladigan fizik hodisalar va jarayonlar bilan tanishtirganimizda. Ma'lumki, kuzatishlar davomida aniqlangan qonuniyatlar tegishli "tabiat qonunlari" shaklida umumlashtiriladi va shakllantiriladi. Ba'zan bunday "qonunlar" o'z kashfiyotchilarining nomlarini oladi, masalan, mashhur Arximed qonuni yoki Kulon qonuni, ular amaliy asos va tajribani umumlashtirishni taklif qiladi;
2. o'lchov vositalarining ko'rinishi va ishlash tamoyillarini ko'rib chiqishda turli fizik hodisalarga asoslanadi. Asosiy fizik qonunlardan ko'ra turli xil fizik parametrlarni o'lchashga imkon beradigan ko'plab qurilmalar mavjud. Va har bir qurilmaning o'z muallifi, ya'ni qurilma loyihasini birinchi bo'lib taklif qilgan va amalga oshirgan shaxs bo'lsa-da, mualliflarning ismlari odatda maktab o'quvchilariga yetkazilmaydi. Bu masalaga (mualliflik huquqiga) e’tibor faqat fizika tarixini o‘rganishda e'tibor beriladi;
3. Turli fizik jarayonlar qo‘shib qo‘llaniladigan murakkab texnik qurilmalar yoki jarayonlarni o‘rganishda.

Amaliy mustaqil tajriba-sinov ishlarini ham maqsadiga ko‘ra guruhlarga bo‘lish mumkin:

1. Sifat tajribalari, masalan: yig'ish – ishga tushurish - kuzatish - natija - xulosa chiqarish (og'zaki shakllantirish). Bunday tajribalar fizik hodisalar bilan bevosita tanishish uchun kerak.

2. Miqdoriy tajribalar: yig'ish -o'lchash -hisoblash -grafik tuzish -natijani daftarga yozish. Ushbu turdagi eksperimentlar eng oddiy o'lchash asboblaridan foydalanish va eksperimental ishlarni loyihalash ko'nikmalarini rivojlantirish uchun mo'ljallangan. Misol uchun, bir xil prujinaning turli xil cho'zilishlari qayd etilgan tajribalar, agar unga turli og'irliklar osilgan bo'lsa.

Bunday usullardan foydalanib, biz maktab o'quvchilarining fizika va laboratoriya mashg'ulotlari faniga qiziqishini oshirishimiz mumkin. Yuqoridagilardan kelib chiqqan holda, fizika fanidan eksperimental masalalarni tuzishda quyidagi mezonlarga amal qilindi:

➢Ta’lim jarayonida eksperimental topshiriqlar mazmuni muammoli vaziyatlar va o’qitishni rivojlantirish tamoyillarini yaratishi kerak;

➢O’quv jarayonida eksperimental topshiriqlar mazmuni. o‘quv materialidan tashqariga chiqmasligi kerak;

➢Eksperimental masalalarni yechish uchun zarur formula va qoliplar o‘quv rejasidan tashqariga chiqmasligi kerak;

➢Eksperimental topshiriqlarning mazmuni maqsadli bo‘lishi, chuqur ma’noga ega bo‘lishi, fizik jarayonlar va ularning mazmuni bilan bevosita bog‘liq bo‘lishi kerak.

➢Eksperimental topshiriqlar mazmunining o'zaro bog'liqligi maktab o'quvchilarining individual yondashishlari, psixologik va fiziologik holatlarini hisobga olishi kerak; fan va texnikaning zamonaviy yutuqlari, ilg'or ilmiy texnologiyalar va yutuqlardan foydalanish ko'nikmalari;

➢Tajribaviy topshiriqlarning mazmuni amaliyotda turli aqliy va real harakatlarni rivojlanishini ta'minlashi kerak. Eksperimental masalalarni yechish va muammolarni hal

qilish uchun nazariy va amaliy bilimlarni tahlil qilish zarur. Eksperimental muammolarni hal qilish uchun zarur bo'lgan harakatlarga to'xtalib o'tamiz.

Tahlil: Zarur bilimlar quyidagi aniq vazifalarni tashkil qiladi:

✓Taklif etilgan ob'ektlar yoki parametrlardan birini tanlang;

✓Maqsadlardan birini shartdan ko'rib chiqing. muammo, matematik xulosa chiqarish, isbotlash, tarixiy ma'lumotlarni ko'rsatish va hokazo.

✓Mexanizmlar, dvigatellar, mashinalar, uzatish mexanizmlarining ishlash printsipini farqlay olish; elektr zanjirlarida - tok manbai, elektr energiyasini iste'mol qiluvchi mexanizmlar, o'lchash asboblari;

✓Muammoning holatini muhokama qiling va muammoning holati bilan bog'liq "belgilar" ni ko'rsating, ushbu jismlarning holatini tavsiflang;

✓ Sabablarini ko'rsating va fizik jarayonlarning ta'siri tushuntiring;

✓Ishning asosiy nuqtalarini ko'rsating va keyingi ish rejasini tuzing.

Ma'lumotlar yig'ish: ma'lum bilimlarning shakllanishiga quyidagi omillar ta'sir qiladi:

➢Tajribaviy masala fizik hodisasining turli tomonlarini hisobga olgan holda, umumiy xulosa qiling (masalan, metallarning elektr o'tkazuvchanligining haroratga bog'liqligini aniqlang);

➢ Turli masalalarni yechish, turli shart-sharoitlar yaratish yoki referat yozish.

Tahlil qilish va umumiy xulosa chiqarish:bularni bajarish uchun quyidagi amallarni bajarish talab etiladi:

-Har xil ma'lumotlar, xulosalar ro'yxatidan faqat haqiqiy ma'lumotlarni tavsiflovchi ma'lumotlarni tanlang. Fizik jarayon (masalan, zangirning bir qismi yoki umimiy zanjir uchun Om qonunini tanlash);

-Ko'rib chiqilayotgan fizik asboblarni - o'lchash asboblarini bir guruhga, fizik va texnik qurilmalarni - boshqa guruhga guruhlash imkoniyatiga ega bo'lish [1, 3];

-Fizikada eksperiment o'tkazish uchun zarur bo'lgan jismoniy qonunlar, jarayonlarning amaliy qo'llanilishini to'liq ko'rib chiqish (tabiat hodisalarida, inson hayotida, ijtimoiy sohada, ishlab chiqarishda va texnikada qo'llanilishi).Bunday bilimlar quyidagi vazifalar (induksiya) bilan shakllanadi.

Ko'pgina tajriba va kuzatishlar (masalan, qandaydir fizik hodisaning paydo bo'lish sharoitlari haqida) bo'yicha xulosa chiqarish;

Bir fakt muammosi bo'yicha umumiy xulosa chiqarish. Bunday bilimlarni shakllantirish uchun zarur va foydalidir. quyidagi vazifalar (deduksiya):

-nazariyadan olingan bilimlardan foydalangan holda taklifni to'ldirish, masalan, elektron nazariyaga asoslanib, tananing holatini aniqlash;

-nazariyaga asoslanib, talaba berilgan masala bo'yicha o'z fikrlarini bildirishi mumkin, mulohazalar;

-eksperimental masalalar shartlarining tabiatiga ko'ra, maktab o'quvchilari o'z taxminlarini tavsiya etishlari mumkin.Bunday bilimlarni shakllantirish uchun quyidagi vazifalarni (umumlashtirish) bajarish zarur va foydalidir:

-nazariya asoslarini ko'rsatib (ta'rif, xulosalar, tushunchalar, ideal modellar va boshqalar), qonunlar (postulatlar, qonunlar, konstantalar), oqibatlar (formula-natijalar, amaliy qo'llanilishi va uning aloqasi), ularni ajratib ko'rsatish, nazariyaning strukturaviy sxemasini tuzish;

-Mantiqiy tizim yaratish. muammoni hal qilish uchun bu ishni bajarish uchun dastlabki shartlarni hisobga olish kerakligini bildiradi. Natijalar va munozaralar Eksperimentatorlar ishtirokidagi darslar mavzuga aloqadorlikda foydalaniladigan fizik vositalarga e'tibor qaratiladi. Turli o'lchov vositalarining xarakteristikalaridagi o'zgaruvchanlikning keng

amplitudasi eksperimentchilarga olingan ma'lumotlarning o'rtacha qiymatini, shuningdek belgilar o'rtasidagi munosabatlarning o'zgaruvchanligini aniqlashga imkon berdi.

Foydalanilgan adabiyotlar ro'yxati

"O'zbekiston respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasi;

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MATEMATIKA FANINI O'QITISHDA TURLI XIL METODLAR VA NOAN'ANAVIY USULLARDAN FOYDALANISH

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Matematika va informatika yo'nalishi talabalari

Annotatsiya. Ushbu maqola talabalarni o'qitishning dolzarb masalalariga bag'ishlangan, o'quv jarayoniga turli xil metodlarni tatbiq etishda ijodiy tasavvurni rivojlantirish usullari ochib berilgan. Maqolada bir nechta kvadrat tengsizliklarni yechishning noan'anaviy usullari ko'rib chiqilgan.

Kalit so'zlar: kvadrat tengsizliklar, yechimlarini oraliqqa qo'yish, to'lqin usuli.

Annotation. This article is devoted to the current issues of student education, methods of creative imagination development in the application of various methods to the educational process are revealed. Unconventional methods of solving several quadratic inequalities are considered in the article.

Key words: Quadratic inequalities, spacing solutions, wave method.

Аннотация. Данная статья посвящена актуальным вопросам обучения студентов, раскрыты методы развития творческого воображения при применении различных методов в образовательном процессе. В статье рассмотрены нетрадиционные методы решения ряда квадратных неравенств

Ключевые слова: Квадратные неравенства, пространственные решения, волновой метод.

Kirish. Bugungi kunda malakali kasb egalariga ehtiyoj juda ham katta. Talabalarni o'qitishda noan'anaviy usullar hamda turli xil metodlarni qo'llashning asosiy mohiyati ham kelajak uchun har tomonlama yetuk mutaxassis kadrlar tayyorlashdir.

Shu ma'noda „Kvadrat tengsizliklarni" larni o'rganishning noan'anaviy usulini misol tariqasida keltirishni lozim topdik.

Kvadrat tenglamalarni yaxshi o'zlashtirgan o'quvchilar kvadrat tengsizlik mavzularini ham o'zlashtira oladi.

Kvadrat tengsizliklarni ishlashda berilgan kvadrat tenglama nolga tenglashtirilib noma'lum son qiymatlari topiladi va noma'lum sonning qiymatlari son o'qiga qo'yilib, oraliqlarda ishoralari tekshiriladi. Masalan, x^2-5x+6≤ 0 ushbu tengsizlikni ishlashda dastlab

ifoda nolga tenglashtirilib noma'lum son qiymatlari topiladi. So'ngra natijalari son o'qida tasvirlanib, hosil bo'lgan oraliqlardagi qiymatlari dastlabki ifodaga olib borib qo'yiladi. Shu qiymatlarni qo'yganimizdagi ifodaning ishorasiga qarab uning natijasi kelib chiqadi.

Yechish: x^2-5x+6≤ 0

x^2-5x+6=0 $\rightarrow (x-2)(x-3)=0 \rightarrow x=2, x=3$

Natija $x \in [2;3]$ ko'rinishida bo'ladi. Biroq bu usulda ishlanganda ko'p vaqt sarflanishi, ba'zida xatoliklarga yo'l qo'yilishi mumkin.

Bu vaziyatga noan'anaviy usul bilan yondashsak vaqtni tejash bilan birgalikda kvadrat tengsizliklarni yechimini to'g'ri aniqlashga muvaffaq bo'lamiz.

Biz kvadrat tengsizliklarni yechishda to'lqin usuli ni kiritamiz. Bu usulda tengsizliklarning yechimi tez, oson hamda to'g'ri yechimni keltirib chiqaradi.

To'lqin usuli

Xossa:

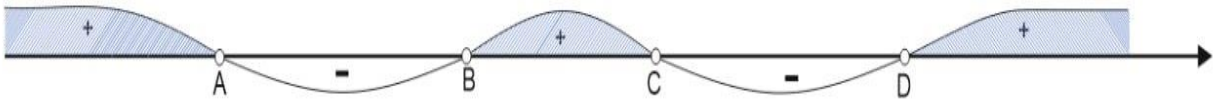
$$(x-a)(x-b)(x-c)(x-d)>0,$$
$$(x-a)(x-b)(x-c)(x-d)<0$$

ko'rinishidagi ifodalarni to'lqin usulida yechishda, har bir isfodani nolga tenglashtirib, x ning qiymatini topamiz. So'ngra shu qiymatlarni son o'qida tasvirlab, to'lqin chizig'ini o'ng tomondan yuqoridan pastga chapga tomon yurgizamiz.Yuqori qismi musbat oraliq, pastki qismi manfiy oraliq hisoblanadi.

Masalan: $(x-a)(x-b)(x-c)(x-d)>0$

$x-a=0, \quad x-b=0, \quad x-c=0, \quad x-d=0$

$x_1=a, \quad x_2=b, \quad x_3=c, \quad x_4=d$



1-rasm

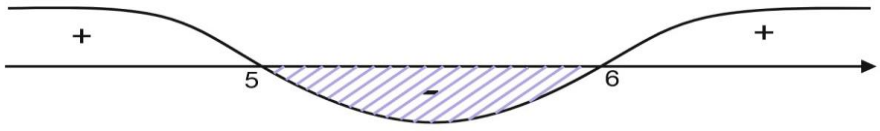
$$J: (-\infty; a) \cup (b; c) \cup (d; \infty)$$

Xossa: Tengsizliklarni to'lqin usulida yechishda x yoki noma'lum son bir tomonga ya'ni faqat chap tomonga joylashtirib, qavsdan tashqariga minus ishorasini chiqarib, tengsizlik belgisini o'zgartirib, yechimlarini son o'qida tasvirlab, to'lqin usulini qo'llab, noldan katta bo'lsa musbat,noldan kichik bo'lsa manfiy oraliqni olamiz.

Masalan: $(x-6)(5-x)>0$

$(x-6)(-1)(x-5)>0$

$(x-6)(x-5)<0, \quad x_1=-6 \quad x_2=5$

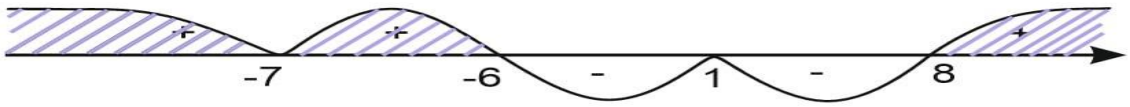


2-rasm

Xossa: $(x-a)^{2}\cdot(x-b)^{3}\cdot(x-d)^{10}>0$ ko'rinishidagi tengsizliklarni to'lqin usulida yechishda, berilgan ifodalarni darajasi juft bo'lsa to'lqin chizig'i sakraydi, agar toq bo'lsa to'lqin chizig'i sakramaydi.

Masalan: $(x-1)^{2}(x+6)^{7}(x-8)^{5}(x+7)^{8}\geq 0$

$x_1=1 \quad x_2=-6 \quad x_3=8 \quad x_4=-7$



3-rasm

Misol

$$\frac{x^4-3x^3+2x^2}{30-x^2-x}<0$$

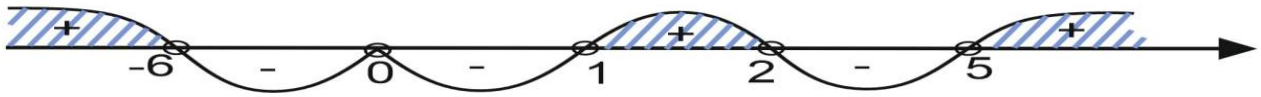
$$\frac{x^2(x^2-3x+2)}{(-1)(x^2+x-30)}<0$$

$$\frac{x^2(x^2-3x+2)}{x^2+x-30}>0$$

$$\frac{x^2(x-1)(x-2)}{(x+6)(x-5)}>0$$

$x^2=0, x-1=0, x-2=0, \quad x+6=0, \quad x-5=0$

$x=0 \quad x=1 \quad x=2 \quad x=-6 \quad x=5$



4-rasm

Shunday qilib, kvadrat tengsizliklarni yechishda noan'anaviy usul an'anaviy usulga qaraganda bir qancha qulayliklarga ega. Shunga ko'ra vaqtni tejash, xatoliklarga yo'l qo'ymaslik hamda o'quvchilarga bitta misolni bir necha xil usulda ishlash mumkin ekanligini o'rgatishdir. Bu esa o'quvchilarga berilgan misollarni o'zlariga qulay usulda ishlashlari imkonini beradi.

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GEOGRAFIYA FANINI O'QITISHDA AXBOROT-KOMMUNIKATSIYA TEXNOLOGIYALARIDAN FOYDALANIB INNOVATSION TA'LIMNI TASHKIL ETISH

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ANNOTATSIYA. Ushbu maqolda innovatsion o'qitish usullarini ta'lim muassasalarida qo'llashning nazariy va uslubiy jihatlari ko'rib chiqilib, geografiya fanini o'qitishda simulyatsion modellashtirish, kadr texnologiyasidan foydalanishning muhim xususiyatlari va imkoniyatlari ochib berilgan. Ta'lim jarayoniga innovatsion yondoshish zamonaviy ta'limning zaruriy shartidir. O'quv materialini o'zlashtirish bo'yicha an'anaviy yondashuvlar bilan bir qatorda (geografiyada bu hududiy, murakkab, tarixiy) zamonaviy o'qitish texnologiyalari asosida yangi (tizimli, muammoli, konstruktiv) yondoshuvlar qo'llaniladi. Shu munosabat bilan, pedagogik o'quv jarayoni davomida o'quvchilarning mustaqilligi va faolligini maksimal darajada namoyon etishi, shuningdek, ularning intellektual va shaxsiy darajasida o'sishi mumkin bo'lgan psixologik sharoitlarni topish zarurdir.

Kalit so'zlar: innovatsion o'qitish, simulyatsiya usuli, zamonaviy texnologiyalar, multimedia vositalari, muammolarni o'rganish.

АННОТАЦИЯ. В данной статье рассмотрены теоретические и методические аспекты использования инновационных методов обучения в образовательных учреждениях, а также выявлены важные особенности и возможности использования имитационного моделирования и кадровых технологий в преподавании географии. Инновационный подход к образовательному процессу является необходимым условием современного образования. Помимо традиционных подходов к усвоению учебного материала (в географии он территориальный, комплексный, исторический), используются новые (систематический, проблемный, конструктивный) подходы, основанные на современных технологиях обучения. В связи с этим необходимо найти в процессе педагогической подготовки психологические условия, позволяющие учащимся проявлять максимальную самостоятельность и активность, а также расти на своем интеллектуальном и личностном уровне.

Ключевые слова: инновационное обучение, метод моделирования, современные технологии, мультимедийные средства, изучение проблем.

Annotation. This article discusses the theoretical and methodological aspects of the use of innovative teaching methods in educational institutions, reveals the important features and opportunities of simulation modeling, the use of personnel technology in the teaching of geography. An innovative approach to the educational process is a prerequisite for modern education. In addition to traditional approaches to learning the material (in geography it is regional, complex, historical), new (systematic, problem-based, constructive) approaches based on modern teaching technologies are used. In this regard, it is important to find the psychological conditions in which students can demonstrate maximum independence and activity during the pedagogical learning process, as well as grow at their intellectual and personal level.

Keywords: innovative teaching, simulation methods, modern technologies, multimedia tools, problem solving. Geografiya - bu Yerning inson sayyorasi sifatida yaxlit ko'rinishini ta'minlaydigan yagona o'quv fani deb hisoblash mumkin. U shuningdek umumiy madaniyatni, shu jumladan ekologik madaniyatni shakllantiradi. Barcha darajalarda

boshqaruv qarorlarini qabul qilish uchun zaruriy majmuadir. Fanning yana bir muhim jihati bir nechta manbalardan olingan ma'lumotlarni qanday qilib birlashtirishga, ma'lum bir xalqaro aloqa tili - geografik xaritadan foydalanishga o'rgatadi. Geografik ta'lim insoniyat uchun umumiy uy sifatida o'z mamlakati va sayyoramizni o'rganish uchun ishonchli asosdir. Aynan shu ta'lim zamonaviy dunyo va insoniyatning xilma-xilligi va birligi bilan birligini ongli ravishda tushunishni ta'minlaydi. O'quvchilar o'zlarini o'rab turgan moddiy, ma'naviy va madaniy qadriyatlarni va insonning kosmosda mavjud bo'lishining ma'nosini to'g'ri tushunishlari uchun juda katta geografik bilimlarni to'plashi zarur. O'quv jarayonini yangi pedagogik texnologiyalardan foydalangan holda tashkil etishda maktab o'quvchilari uchun zamonaviy o'quv qo'llanmalariga katta ahamiyat beriladi. Sir emaski, o'qitishning asosiy vositasi hanuzgacha atlas bilan jihozlangan darslikdir. Shu bilan birga, samarali o'qitish o'quv-uslubiy majmuasi deb ataladigan boshqa bir qator o'quv qo'lanmalaridan (dasturlar, ko'rsatmalar, o'quv daftarlari) foydalanishni o'z ichiga oladi. Ammo o'quv materiallaridan tashqari, boshqa o'quv qo'llanmalari ham qo'llaniladi: audiovizual va ekran-tovush, shuningdek turli xil interaktiv o'quv vositalari (multimedia ensiklopediyalari va qo'llanmalari, moslashtirilgan dasturiy va uslubiy majmualar va shunga o'xshash elektron darsliklar, test dasturlari). Har qanday yangi texnologiyani o'zlashtirish bilan o'qituvchining yangi pedagogik tafakkuri boshlanadi: uslubiy tilning ravshanligi, tuzilishi, metodikada asosli me'yor paydo bo'lishi. Sinfda pedagogik texnologiyalarni qo'llagan holda, yaxshi natijalarga erishib, geografiyani o'qitish jarayoniga yangi nuqtai nazardan qarash mumkinligiga amin bo'la olamiz. Ayni paytda geografiya darslarida turli xil pedagogik yangiliklardan foydalanilmoqda. Shunga qaramay, quyidagilar eng xarakterli innovatsion texnologiyalardir. Mavzuni o'qitishda axborot-kommunikatsiya texnologiyalaridan (AKT) foydalanish usuli. AKTni o'quv jarayonining mazmuniga kiritish turli predmet sohalarini informatika bilan birlashtirishni nazarda tutadi, bu esa o'quvchilar ongini axborotlashtirishga va zamonaviy jamiyatdagi axborotlashtirish jarayonlarini (uning professional yo'nalishida) tushunishiga olib keladi. Maktablarni axborotlashtirish jarayonida paydo bo'layotgan tendensiyani anglash katta ahamiyatga ega: maktab o'quvchilari tomonidan informatika haqidagi asosiy ma'lumotlarni o'zlashtirishdan, umumiy texnologiyalarni o'rganishda kompyuter dasturlaridan foydalanishgacha. Natijada maktab metodik tizimida yangi axborot texnologiyalari paydo bo'ladi va maktab bitiruvchilari kelgusi ish faoliyatida yangi axborot texnologiyalarini o'zlashtirishga o'rgatiladi. Ushbu yo'nalish o'quv dasturiga kompyuter fanlari va AKTni o'rganishga qaratilgan yangi fanlarni kiritish orqali amalga oshiriladi. Sinfda AKTdan foydalanish tajribasi shuni ko'rsatdiki:

a) masofaviy ta'limning turli shakllarini o'z ichiga olgan ochiq maktabning axborot muhiti, ayniqsa, loyiha uslubidan foydalangan holda o'quvchilarning fanlarini o'rganishga bo'lgan intilishini sezilarli darajada oshiradi;

b) o'qitishni axborotlashtirish o'quvchi uchun jozibali bo'lib, unda maktabdagi muloqotning psixologik stressi "o'qituvchi-o'quvchi" sub'ektiv munosabatlaridan "o'quvchi-kompyuter-o'qituvchi" eng ob'ektiv munosabatlarga o'tishi, o'quvchilarning ish samaradorligi bilan olib tashlanadi. Ijodiy ishlarning ulushi ortadi, maktab devorlari ichida bir fan bo'yicha qo'shimcha ma'lumot olish imkoniyati va kelajakda maqsadli ravishda maktab, obro'li ishni tanlash amalga oshiriladi;

d) o'qitishni informatizatsiya qilish o'qituvchi uchun jozibali bo'lib, uning ish samaradorligini oshirishga imkon beradi, o'qituvchining umumiy axborot madaniyatini oshiradi.

Innovatsion o'qitish usullaridan foydalangan holda geografiyani o'qitish jarayonida quyidagi pedagogik paradigmalarni amalga oshirish mumkin:

- ta'limning insonparvarlik paradigmasi, bu yerda asosiy qiymat ma'lum bir shaxs;
- uning ichki makoni, individual bilish jarayonining o'ziga xos xususiyati;

- ta'limning texnokratik paradigmasi
- tasdiqlangan va sinovdan o'tgan bilimlarga asoslangan ob'ektiv haqiqat mavjudligining, shuningdek atrof-muhit bilan eksperimental o'zaro aloqalarning qiymat tushunchasi;
- ta'limning tarixiy paradigmasi, bu jamiyat mavjudligining o'ziga xos tarixiy shartlarini va ular bilan bog'liq bo'lgan jamiyatning yashash usullari va shakllarini o'rganadi. Innovatsion o'qitishning mohiyati shundan iboratki, o'quv jarayonida o'quvchi uning sub'ektiga aylanadi, ya'ni uni yonma-yon va tasodifiy natijada rivojlantirish asosiy vazifaga aylanganda, o'z-o'zini o'zgartirish uchun o'rganadi, ham o'qituvchi, ham o'quvchining o'zi. Shu munosabat bilan, pedagogik jarayonda o'quv jarayoni davomida talabalarning mustaqilligi va faolligini maksimal darajada namoyon etishiga, shuningdek, intellektual va shaxsiy rivojlanishda ilgarilashga imkon beradigan bunday psixologik yoki pedagogik sharoitlarni aniqlash zarur bo'ladi.

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Masalalar yechish nazariyasi amaliyotga tadbiq etishning muhim yo'li

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Annotatsiya Taqdim etilayotgan maqola matnli masalalarni yechishning eng soda usullarini yechish metodikasiga qaratilgan bo'lib, bir qanchasi yoritib berilgan va yo'l-yo'riqlar ko'rsatilgan.

Kalit so'zlar: matnli masala, katta-kichik, arifmetik amal, sodda masala, murakkab masala.

Kirish. Matematikada masalalar yechish nazariyasi amaliyotga tadbiq qilishning eng muhim tabiiy yo'lidir. Maktab matematika kursida maqsadga muvofiq tanlangan masalalar sistemasi asosida bayon qilinadi. Bu sistemada matnli masalalar katta o'rin egallaydi. Arifmetik amallar orasidagi mavjud mazmunni ochishda tegishli oddiy matnli masalalardan foydalaniladi. Matnli masalalar bolalarni "Shuncha katta (kichik)", "Shuncha marta katta (kichik) so'zlari bilan ifodalanuvchi matematik munosabatlar bilan tanishtiruvchi muhim vosita hisoblanadi. Matnli masalalar ulush tushunchasini uqib olishda, geometrik tasavvurlarni shakllantirshda, shuningdek algebraik elementlarni qarab chiqishda katta

yordam beradi. Bolalarni baho, miqdor, vaqt, tezlik va masofa orasidagi mavjud bog`lanishlar bilan tanishtirishda matnli masalalarning ahamiyati kattadir. Matnli masalalarning sodda va murakkab turlari bo‘lib, sodda masalalarning ifodalanishi sistemasi kursdagi tegishli tushunchalarni singdirish mantiqiga bo‘ysindirilgan. Berilgan masalalarni quyidagi uchta guruhga ajratish mumkin.

1. Birinchi guruh masalalar arifmetik amallarning ma`nosini ochib berishga qaratilgan. Bunday masalalarning har biri darsturga asosan konsentrlar bo‘yicha mos amallarni tanishtirishga muvofiq kiritiladi.

2. Ikkinchi guruh sodda masallarga sonlar orasidagi o‘zaro xilma-xil munosabatlarni ochishga tegishli bo‘lgan masalalar kiradi. Bu o‘rinda munosabat tuhsunchasi bir sonni boshqasiga bo‘lganda chiqadigan bo‘linma sifatida qo‘llangan.

3. Uchinchi guruh soda masalalarga arifmetika nazariyasining ayrim yangi masalalari-arifmetik amallarning komponentlari va natijalari orasidagi bog`lanishlarni ochib beradigan masalalar kiradi. Bunday masalalar komponentlardan biri va amal natijasi berilgan bo‘lsa, ikkinchi komponentni topishdan iborat bo‘lgan masalalardir. Masalan, qutida 6 ta sariq sharlar va bir necha qizil sharlar bor edi. Agar hamma sharlar 10 ta bo‘lsa , nechta qiizil sharlar bo‘lgan?

Yoki keyingi masala hovlida 8 ta kaptar don yemoqda. 2 tasi oq rangda bo‘lib, qolganlari qora rangli kaptarlardir. Qora kaptarlar nechta?

O‘qituvchi bunday masalalarni ko‘rsatmali qurollar yordamida yechishni namoyish qilib ko‘rsatadi. Uchinchi guruh masalalarga quyidagilarni ko‘rsatish mumkin.

1. Berilgan yig`indi va qo‘shivchiga ko‘ra ikkinchi qo‘shiluvchini topishga doir masalalar.
2. Ayirma va ayriluvchiga ko‘ra kamayuvchini topishga doir masallar .
3. Ayirma va kamayuchiga ko‘ra ayriluvchini topishga doir masalalar.
4. Ko‘paytuvchilardan biri va ko‘paytmaga ko‘ra ikkinchi ko‘paytuvchini topishga doir masalalar.
5. Bo‘linma va bo‘luvchiga ko‘ra bo‘linuvchini, bo‘luvchiga ko‘ra bo‘luvchini topishga doir masalalar.

Sodda masalalar o‘quvchilarda murakkab masalalarni yechish uchun zarur bo‘lgan bilim, malaka va ko‘nikmallarni tarkib toptirish uchun asos bo‘lib xizmat qiladi. Yechilishi uchun bir nechta o‘zaro bog`liq amallarni bajarish talab etiladigan masalalar murakkab masalalar deyiladi. Sodda masalalar kabi murakkab masalalar ham olingan bilimlarni mustahkamlashga mukammlashtirishga xizmat qiladi. Sodda va murakkab masalalar bolalarning fikrlash qobiliyatlarini rivojlantirishning eng samarali vositasi bo‘lib, odatda, o‘z ichiga "yashirin informatsiyani" oladi. Bu informatsiyani qidirish masala yechuvidan analiz va sintezga mustaqil murojaat qilish, faktlarni taqqoslash, umumlashtirish va hokazolarni talab qiladi.

Bilishning bu usullarini o‘rganish matematika o‘qitishning muhim maqsadlaridan biri hisoblanadi.

Shunday qilib, o‘quvchilar matnli masalalar yechish orqali matematik qonuniyatlarni amalda tadbiq etish, shuningdek ba`zi fizik tushunchalarni o‘zlashtiradilar.

Tarkibli masalalar yechishga o‘rgatishning umumiy masalalari

O‘quvchilarda turli xildagi arifmetik masalalarni yechish jarayonida masalalar yechishning umumiy usullari sharhlanadi. Shu boisdan, o‘qituvchi belgilangan reja asosida masala ustida ishlashni tashkil qiladi. Sekin-asta to‘plangan ish tajribalariga muvofiq o‘quvchilar masalalarni mustaqil yechishga mos ko‘nikma va malakalarni tadbiq qiladilar. Amerikalik mashhur matematik D. Raya o‘zining "Как решать задачи" nomli kitobida masalalarni qanday yechishning quyidagi rejasini mohirlik bilan tuzib bergan:

Masalaning qo'yilishini tushuntirish. Masalada nima berilgan, nima ma`lum, nima nomalum, ya`ni uning sharti nimalardan iborat ekanligini tushunib yetish. Berilganlar noma`lumni topish uchun yetarlimi? Masalalarning shartini qismlarga ajrating va ularni yozishga harakat qiling.

Masalani yechish rejasini tuzing. Berilganlar bilan nomalum orasidagi bog`lanishni topish lozim. Agar bu bog`lanish birdaniga topish mumkin bo'lmasa, u holda yordamchi maslalarni qarab chiqish foydalidir. Shundan so'ng masala rejasini tuzishga kirishish mumkin. D. Raya masala rejasini tuzishda quyidagilarga e`tibor berishni talab qiladi: Siz oldin ham shunga o'xhsash masalaga duch kelganmisiz? Yechishda foydali bo'lgan teoremalarni bilasizmi? Masaladagi noma`lumni chuqurroq o'rganishning xuddi shunday yoki shunga o'xshash masalani eslashga harakat qiling. Berilganlarning hammasidan foydalanasizmi?

Masala rejasini amalga oshirish. Masalani yechish rejasini amalga oshirishda o'zingizning har bir qadamingizni nazorat qilib boring. Siz uchun tanlangan qadamingiz ma`qulmi?

1. **Orqaga nazar tashlash** (topilgan yechimni o'rganish) Natijani tekshirish mumkinmi? (emasligi) yechishning borishinichi? Bu masalani boshqacha yo'l bilan topish mumkin emasmi? Uni bir qarashdan aniqlashning iloji bormi? Olingan natijani yoki yechish usulini boshqa bir masalani yechishda foydalanish mumkin emasmi? Mashhur matematik D. Rayaning bu ko'rsatmalarini ilg`or o'qituvchi o'zlarining mehnat faoliyatlarida tadbiq etib, yaxshi natijalarini qo'lga kiritmoqdalar. D.Rayaning tavsiyasiga ko'ra masala rejasini quyidagicha bayon qilsa bo'ladi:

1. Masalaning matnini tahlil qilish.
2. Masala shartini sxema asosida yozish.
3. Masalaning yechimini izlash, yechimning rejasini tuzish.
4. Tuzilgan sonli ifodaning qiymatini hisoblang.
5. Hisoblash natijasini muhokama qilish, ya`ni masalaning savoliga javob olish.
6. Olingan javobni tekshirish.

Masalani og`zaki yechish yoki ko'rgazma bo'yicha tuzilgan bo'lsa bu reja biroz o'zgarishi ham mumkin.

Matnli masalalar nisbatan sodda strukturaga egadir. Masala mantini tahlil qilish ko'p maqsadli ish bo'lib quyidagicha tahlil qilish mumkin:

1. Matn tahlili

a) masala yechishga kirishishdan oldin o'quvchi masalaning shartini puxta o'zlashtirib olishi shart.

Masala matnini tahlil qilishdan maqsad–masalaning mazmunini puxta o'zlashtirishdir.

b) O'quvchi masala matnini tahlil qilish jarayonida uning sharti va tahlilini ajrata bilishi kerak. Bu ish ham o'quvchi uchun uncha oson emas. Agar masala 1 amal bilan yechilsa uncha qiyin emas.

c) Masalaning shartida barcha berilganlarni aniqlash va ularni matematik "tilga" o'tkazish zarur. Bunda ham ba`zi qiyinchiliklarga duch kelish mumkin. Shu o'rinda quyidagi masalani ko'rib chiqaylik:

"Ikki shahar orasidagi masofa 390 km bo'lib, bu shaharlardan bir-biriga qarab ikki aftobus yo'lga chiqdi. Ulardan biri 60 km va ikkinchisi 70 km tezlik bilan harakatlangan. Shartga ko'ra, masofa 390 km, tezliklari 60 km va 70 km bo'lgan. Avtobuslar uchrashguncha bir xil vaqtda yo'lda bo'lgan, bir vaqtda jo'nab uchrashguncha yurgan, degan shart bilan ifodalangan. Berilganlar aniqlangandan keyin masalaning so'rog`i aniqlanib, yechish rejasini tuzishga kirishish mumkin.

2. Masalaning shartini izlash. Masalalaning sharitga ko'ra chizma, sxema, rasmlar va boshqalarni tuzish asosiy maqsad emas. Masala shartini izohlashning bir ko'rinishlari mavjud bo'lib, masala mazmunini matematik tavsiflashda o'quvchilarga turli darajada yordamlashadi.

Xulosa qilib aytganda Bir necha amallar bilan yechiladigan murakkab masalalar to'plamida yechishni izlashga o'rgatish birmuncha yuqori saviyada amalga oshiriladi. Bola sodda masalani yechish malakasiga ega bo'lgani uchun murakkab masala tarkibidagi sodda masalalarni ko'ra oladi va uni ketma-ket yechish bilan murakkab masalani yechadi. Murakkab masalalarni yechishga kirishishdan oldin ularni guruhlarga bo'lib, so'ngra yechimini izlash metodlarini tanlash va tadbiq etishga kirishish maqsadga muvofiqdir.

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YIRTQICH-QURBON SISTEMASI DINAMIKASINING MODELINI XOS QIYMATLARINING BIFURKATSIYASINING TADQIQI

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Annotatsiya Taqdim etilayotgan maqola Yirtqich-qurbon prinspi asosida o'zaro munosabatda bo'lgan 3-ta populyatsiyalar dinamikasini matemetik modeli bo'lgan umumlashgan Lotka-Volterra sistemasining sifat tadqiqotiga bag'ishlangan. Sistema 12 ta parametrdan iborat. Maqolada parametrlar fazosida shunday sohalar mavjudki ularda sistemani 3-o'lchovli limitik sikli mavjudligi isbotlangan.

Kalit so'zlar: Differensial tenglamalar sistemasi, maxsus nuqta, limitik sikl, Yirtqich-qurbon, populyatsiya bifurkatsiya

Taqdim etilgan ma'ruzaning asosiy maqsadi uchta oddiy differensial tenglamalar sistemasidan iborat

$$\begin{cases} \dot{x_1} = c_1 x_1 - c_{11} x_1^2 - c_{12} x_1 x_2 + c_{13} x_1 x_3 \\ \dot{x_2} = c_2 x_2 + c_{21} x_1 x_2 - c_{22} x_2^2 - c_{23} x_2 x_3 \\ \dot{x_3} = c_3 x_3 - c_{31} x_1 x_3 + c_{32} x_2 x_3 - c_{33} x_3^2 \end{cases} \quad (1)$$

Bu tipdagi sistemalar yirtqich-qurbon prinsipi asosida o'zaro bog'langan populyatsiyalarning zichligining dinamikasini tasvirlaydi, bu yerda $x_i(t)$ –populyatsiyalar soni (zichligi) $c_i -$ koeffitsientlar populyatsiyalarining atrofligini (agar $c_i < 0$) yoki geteretrofligini (agar $c > 0$) tasvirlaydi, c_{ij} —koeffitsientlar $i \neq j$ bo'lganda populyatsiyalar orasidagi bog'lanishlarni (o'zaro ta'sirini) tasvirlaydi, c_{ij} — koffitsientlar esa har bir populyatsiyalar ichidagi o'zaro raqobatni tasvirlaydi.

(1) Sistemadagi hamma parametrlarni musbat deb olamiz, shuning uchun har populyatsiya o'z navbatida ham yirtqich va qurbon bo'ladi.

Agar sistemada populyatsiyalar ichki raqobati mavjud bo'lmasa, ya'ni $c_{ij} = 0$ bo'lsa sistemaga Volterra teoremasi o'rinli bo'ladi. Teoremaga ko'ra vaqt o'zgarishi bilan, ixtiyoriy boshlang'ich shartlar uchun populyatsiyalar soni (zichligi) cheksiz olib boraveradi. Bu esa tabiiy populyatsiyalar sharoitida ro'y bermaydigan holatdir. Shuning uchun biz sistemani $c_{ij} \neq 0$ deb tadqiq etamiz va sistemada davriy yechim (uch o'lchovli sikl) mavjudligini isbot qilamiz va parametrlarning shunday qiymatlar sohasi borligini ko'rsatamiz .

Buning uchun avval "o'lchovsiz" o'zgaruvchilarga o'tib sistemaning quyidagi ko'rinishlarga keltiramiz:

$$\begin{cases} \dot{x} = x(1 - a_1x - b_1y + d_1z) \\ \dot{y} = y(1 + b_1x - b_2y - d_2z) \\ \dot{z} = z(1 - d_1x + d_2y - d_3z) \end{cases} \qquad (2)$$

Sistemaning maxsus nuqtalarini topamiz: 1) koordinata boshi $O(0,0,0)$ egar tipidagi maxsus nuqta. 2) Koordinata o'qlarida yotgan maxsus nuqtalar:

$$A_x\left(\frac{1}{a_1},0,0\right), A_y\left(0,\frac{1}{b_2}0\right), A_z\left(0,0,\frac{1}{d_3}\right), \quad B\left(\frac{b_2-b_1}{b_1^2+a_1b_2}, \frac{a_1+b_1}{b_1^2+a_1b_2}, 0\right)$$

3) koordinata tekisligida yotgan maxsus nuqtalar:

$$C\left(\frac{d_1+d_3}{d_1^2+a_1d_3}, \quad 0, \quad \frac{a_1-d_1}{d_1^2+a_1d_3}\right) \quad D\left(0, \frac{d_3-d_2}{d_2^2+b_2d_3}, \quad \frac{d_2-b_2}{d_2^2+b_2d_3}\right) \qquad (3)$$

4) Musbat yo'nalishda yotgan nuqta $B(x^*, y^*, z^*)$. quyidagi chiziqli algebraik tenglamalar sistemasidan topiladi.

$$\begin{cases} 1 - a_1x - b_1y + d_1z = 0 \\ 1 + b_1x - b_2y - d_2z = 0 \\ 1 - d_1x + d_2y - d_3z = 0 \end{cases} \qquad (4)$$

Bu sistemadan $B(x^*, y^*, z^*)$ maxsus nuqtaning koordinatalari quyidagicha hisoblanadi:

Endi maxsus nuqtani xarakterini aniqlaymiz. Buning uchun sistemaning Yakabian-matritsasini tuzamiz: $B(x^*, y^*, z^*)$Maxsus nuqtada sistemaning Yakobian-matritsasi quyidagicha ko'rinishda bo'ladi:

$$C = \begin{pmatrix} -a_1x & -b_1x & d_1x \\ b_1y & -b_2y & -d_2y \\ -d_1z & d_2z & -d_3z \end{pmatrix} \qquad (6)$$

Maxsus nuqtaning xarakterini bu matritsaning xarakteristik sonlarining qiymatlariga bog'liq bo'ladi. Xarakteristik tenglamani tuzamiz va uning ildizlarini tekshiramiz: xarakteristik tenglama quyidagi ko'rinishda bo'ladi:

$$det|C - \lambda E| = \begin{vmatrix} -a_1x - \lambda & -b_1x & d_1x \\ b_1y & -b_2y - \lambda & -d_2y \\ -d_1z & d_2z & -d_3z - \lambda \end{vmatrix} = 0 \qquad (7)$$

Yoki

$$\lambda^3 + (a_1x + b_2y + d_3z)\lambda^2 + (a_1b_2xy + a_1d_3xz + b_2d_3yz + d_1^2zx + b_1^2xy + d_2^2zy)\lambda$$
$$+(a_1b_2d_3 + b_1d_1^2 + b_1^2d_3 + a_1d_2^2)xyz = 0 \qquad (8)$$

Bu 3-chi darajali (kubik) tenglama bo'lib, koeffitsientlari 9-ta parametrlardan bog'liq bo'lgan ifodalardan iboratdir. Shuning uchun umumiy holda xarakteristik sonlarning qiymatlari va xarakterini aniqlash mumkin emas.

Bizning maqsadimiz xarakteristik tenglamaning ildizlarini tadqiq etib, parametrlarnin shunday qiymatlarini izlaymizki, bu qiymatlarda sistemada B^* nuqta atrofida davriy echim (militik sikl) mavjudligini isbotlaymiz.

Sistemaning $B(x^*, y^*, z^*)$maxsus nuqtasidagi Yakobian matritsasining xarasteristik sonlarini tekshiramiz, Yani (6) xarasteristik tenglamaning ildizlarini tatqiq etamiz. Umumiy holda (6)-tenglamaning ildizlari soni va uning ishoralarini teshirish iloji yo'q. Shuning uchun biz avval sistema parametrlarini maxsus qiymatlarini tanlaymiz va Yakobi matritsasining quyidagi xsusiy ko'rinishda tuzamiz:

$$C = \begin{pmatrix} 1+d & -2 & -d \\ -d & 1+d & -2 \\ -2-d & 1 & 1+d \end{pmatrix} \text{ Bu yerda } d < -1 \text{ parametr} \qquad (10)$$

Parametrlarning bunday qiymatlarida B^*-maxsus nuqtaning kordinatalari bir xil bo'lib 1-ga teng bo'ladi, yani $x_0 = y_0 = z_0 = 1$

Xarakteristik tenglama bu nuqtada quyidagi ko'rinishda bo'ladi:
$\lambda^3 - 3(d+1)\lambda^2 + 3(1+d^2)\lambda + 3d^2 + 3d + 7 = 0 \qquad (11)$
1-parametrning bifurkatsion qiymatini topish uchun algebraik tenglamalarning ildizlari haqida Raus-Gurvits kriperiyasidan foydalanamiz:
Bu kriteriyaga ko'ra agar $9d^3 + 12d^2 + 12d + 16 = 0 \qquad (13)$

Bu tenglama bitta haqiqiy manfiy $d = -\frac{4}{3}$ ildizga ega. $d = -\frac{4}{3}$ bo'lganda sistemaning xarakteristik tenglamasi (9) quyidagi ko'rinishda bo'ladi:

$$(\lambda + 1)\left(\lambda^2 + \frac{25}{3}\right) = 0 \qquad (14)$$

Xarakteristik ildizlar $\lambda_1 = -1,\ va\ \lambda_{2,3} = \pm\sqrt{\frac{25}{3}}\, i$

Shunday qilib $B^*(1,1,1)$ maxsus nuqtada xarakteristik tenglama $d < -1$ bo'lgan hamma qiymatlarda bitta manfiy xaqiqiy ildiz $\lambda_1 < 0$ va $d < -\frac{4}{3}$ qiymatlarida bir juft xaqiqiy qismi manfiy bo'lgan qo'shma kompleks ildizlarga ega bo'ladi. Shuning uchun B^* maxsus nuqta $d = -\frac{4}{3}$ bo'lganda murakkab egar-fokus tipidagi mahsus nuqta bo'ladi va bitta turg'un $W''(B)$ ko'phillik mavjud. Demak Andronov – Xopf teoremasiga ko'ra $d \neq -\frac{4}{3}$ bo'lganda B^* nuqta atrofida limit sikl (davriy echim) paydo bo'lishi mumkin. Xosil bo'ladigan limitik siklning xarakterini va d-parametrining sikl mavjudligi qiymatlar sohasini aniqlash uchun birinchi Lexpunov (3-chi focus qiymat) qiymatini hisoblash zarurdir. Lapunov kattaligini $L_1[3]$ kitobda berilgan formula bo'yicha hisoblaganda $d = -\frac{4}{3}$ bo'lganda$L_1 < 0$ ekanligi belgilandi (L_1 - hisoblash formulasi juda murakkab va yirik bo'lgani uchun bu erda xisoblashlarni keltirmadik). Demak Andronov-Xopf teoremasiga ko'ra $d = -\frac{4}{3}$ da turg'un murakkab fokus bo'lgan B^* nuqta atrofida $d > -\frac{4}{3}$ qiymatlarda turg'un limitik sikl paydo bo'ladi.Shunday qilib biz sistemada parametrlarning ma'lum qiymatlarida 3-o'lchovli turg'un limitik sikl mavjudligi isbot bo'ldi. Parametrlarning boshqa qiymatlarida limitik sikllarning mavjudligini differensial tenglamala sistemasining sifat-sonli metodlar yordamida va komyuter algebrasi tizimlari yordamida isbotlaymiz. Sonli

eksperimentlar kompyuterda MATLAB kompleks programmasi bilan va ODT-larni EHM da taqribiy integrallash metodlari yordamida olib boriladi. Sifat-sonli eksperimentlari shuni ko'rsatadiki, sistemaning parametrlari fazosida shunday soxa mavjudki bu soxadagi parametrlarning qiyatlarida sistemada B^* maxsus nuqta atrofida uch o'lchovli limitik sikl mavjud.Demak bu sohada xar uchchala populatsiyalar oilasi turg'un avto tebranishlar rejimida mavjud bo'ladi.

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GEOMETRIK VA ALGEBRAIK MAVZULARNI O'QITISHDA "6*6*6" METODINING ROLI

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Annotatsiya: Ushbu maqolada maktab o'quvchilarning matematika faniga bo'lgan qiziqishini oshirish hamda o'qitishda bir xil metodlarni turli xil mavzularga qo'llash, ijodiy tasavvurni rivojlantirish usullari ochib berilgan. Maqolada shunday metodlardan biri umumiy o'rta ta'lim maktablarida matematika fanini o'qitishda "6*6*6" metodining ahamiyati haqida so'z yuritiladi.

Kalit so'zlar: matematika, "6*6*6" metodi, uchburchak, uchburchak perimetri, teng yonli uchburchak, teng tomonli uchburchak, to'g'ri burchakli uchburchak

Annotation. In this article, the methods of increasing the interest of schoolchildren in mathematics, applying the same methods to different subjects in teaching, and developing creative imagination are revealed. The article talks about the importance of one such method in teaching mathematics in general secondary schools, the "6*6*6" method.

Key words: mathematics, "6*6*6" method, triangle, perimeter of a triangle, equilateral triangle, right triangle.

Аннотация. В данной статье раскрываются методы повышения интереса школьников к математике, применения одних и тех же методов к разным предметам обучения, развития творческого воображения. В статье говорится о значении одного из таких методов - метода «6*6*6» - в преподавании математики в общеобразовательных школах.

Ключевые слова: математика, метод «6*6*6», треугольник, периметр треугольника, равносторонний треугольник, равносторонний треугольник, прямоугольный треугольник.

O'zbekiston Respublikasi Prezidentining 2020-yil 7-maydagi "Matematika sohasidagi ta'lim sifatini oshirish va ilmiy tadqiqotlarni rivojlantirish chora-tadbirlari to'g'risida"gi PQ-4708-sonli qarori qabul qilindi. Qarorda Matematika fani o'quv-metodik dasturini sohalarga moslashtirish, matematika fani bo'yicha o'quv adabiyotlarini turli dasturlar va umumiy metodologik asosda hamda zamonaviy axborot texnologiyalari vositalari yordamida matematik ta'limda fanlararo integratsiyani ta'minlash masalalari ham asosiy ustuvor yo'nalishlardan biri deb belgilangan. Ta'lim sohasiga kirib kelayotgan noan'anaviy usullar juda ko'p va ularning amaliyotda fanlarni o'quvchilarga o'rgatishda samarali bo'layotgani aniqlangan. Biz matematika fanini 6- sinflarga " Uchburchak, uning perimetri va turlari" mavzusini o'rgatishda **"6*6*6"** metodining afzalligini ko'ramiz. Albatta bu metodning eng birinchi afzalligi ko'p sonli o'quvchilar bilan ishlashda qulay. Qisqa vaqt 20 daqiqa mobaynida har bir o'quvchini faolligini oshirish mumkin. Bunda pedagog darsga tayyor holda metodda foydalaniladigan narsalarni tayyorlab kelishi talab etiladi. Dars avvalida 6 ta stol va ular atrofida 6 tadan stul qo'yiladi. Har bir stolga 6 xildan rasm(olma, nok, anor, olcha, o'rik, qulupnay) qo'yiladi. Yangi mavzuning bayonida uchburchak, uchburchak perimetri, to'g'ri burchakli uchburchak, teng tomonli uchburchak, teng yonli uchburchak, turli tomonli uchburchakga ta'riflar beriladi.Yangi mavzu bayon qilingach har bir stolga ta'riflarni bittadan bo'lib beriladi. 1) Tekislikning AB, BC va AC kesmalar bilan chegaralangan qismi ABC uchburchak deyiladi va Δ ABC kabi belgilanadi. 2) Uchburchakning uchala tomon uzunliklarining yig'indisi uchburchakning perimetri deyiladi. 3) Burchaklaridan biri 90^0 bo'lgan uchburchakka to'g'ri burhcakli uchburchak deyiladi. 4) Uchala tomoni bir xil uzunlikka ega bo'lgan ya'ni AB=BC=AC bo'lsa bunday uchburchak teng tomonli deyiladi. 5) Faqat ikkita tomoning uzunliklari o'zaro teng bo'lgan AB=BC shartni qanoatlantiradigan uchburchakka teng yonli uchburchak deyiladi. 6) Uchala tomonlar uzunliklari har xil ya'ni AB≠BC, BC≠AC, AB≠AC kabi bo'lsa bunday uchburchakka turli tomonli uchburchak deyiladi. Bu ta'riflarni mustaqil tarzda yana o'quvchilar takrorlashadi. Belgilangan vaqtdan keyin hamma o'quvchilar qo'lidagi rasmlarga ko'ra guruhlanadi. Shunda har bir guruhda bittadan ta'rifni biladigan, ya'ni bir guruhda hamma ta'riflarni biladigan o'quvchilar jamlanadi. Yangi mavzuni mustahkamlash uchun berilgan topshiriqlarni guruhlar qiynalmay bajaradi va bu jarayonda o'quvchilar bir biriga o'rgatadi. Bunda o'quvchilar bir birlariga o'rgatish jarayoni muhim. Buning ahamiyati shundaki o'quvchiga ayrim paytda o'qituvchi tushuntirib berolmasligi mumkin yoki o'quvchi o'qituvchining tushuntirganini yaxshi tushuna olmasligi mumkin, shunday vaziyatda o'quvchilar tushunganlarini bir birlariga tushuntirib berganlari samarali ya'ni foydali bo'ladi.

"6*6*6" metodini yana 5-sinf o'quvchilariga "Burchak. To'g'ri burchak va yoyiq burchak" mavzusini yoritib berishda ham qo'llash mumkin. Bunda o'quvchilarga "burchak, teng burchaklar, yoyiq burchak, to'g'ri burchak, burchak tomonlari, burchak uchi" kabi tushunchalarni ham o'rganishlari, ham tengdoshlariga o'rgatishlari mumkin. Shuningdek **"6*6*6"** metodi 5- sinf o'quvchilarida jamoa bo'lib ishlashni shakllantiradi. 7-sinflarga Algebra fanidan "Amallarning xossalari" mavzusini o'quvchilarga **"6*6*6"** metodi bilan o'rgatishda "o'rin almashtirish, guruhlash, taqsimot, sonlarni kasrlarga ko'paytirish, sonlarni kasrlarga bo'lish, kasrlarni qo'shish va ayirish" kabi tushunchalarga to'xtalish mumkin. 7-sinf o'quvchilariga Geometriya fanidan "Uchburchakning muhim elementlari: mediana, bissektrissa, balandlik" mavzusini yoritib berishda "mediana, bissektrisa, balandlik, o'tkir burchakli uchburchak, o'tmas burchakli uchburchak, to'g'ri burchakli uchburchak" tushunchalar haqida o'quvchilarda tasavvur uyg'otish uchun **"6*6*6"** metodi bir qancha qulayliklarni yaratadi. Bu metodni yuqori 10-11-sinf o'quvchilariga qo'llaganda ularda bir

muncha zerikish uyg'otishi mumkin. Shuningdek ko'p o'quvchilardan iborat sinflarda bu metod ancha qulay va uni yana ko'plab mavzularni yoritib berishda qo'llash mumkin. Bu metod o'qituvchidan ko'proq pedagogik mahorat talab etadi.

Albatta bu usulni ham kamchiliklardan holi deyolmaymiz. Bir qancha noan'anaviy usullar kabi matematika o'qitishda foydali va samarali bo'ladi.

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6. n.ziyo.com

HOSILANI TUSHUNTIRISHDA METODIK USUL

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Annotatsiya. Ushbu maqolada hosilani ayrim geometrik shakllarni yuzini hisoblash orqali tushuntirish metodik usuli yoritilgan. Bu usul o'quvchida bor bilimlarga asoslanib hosila tushunchasini aniqroq tasavvur qilishiga yordam beradi.

Kalit so'zlar: hosila, to'g'ri to'rtburchak.

Annotation. This article describes the methodological method of explaining the derivative by calculating the surface of some geometric shapes. This method helps the student to visualize the concept of derivative more clearly based on the existing knowledge.

Key words: derivative, rectangle.

Аннотация. В данной статье описан методический прием объяснения производной путем расчета поверхности некоторых геометрических фигур. Этот метод помогает студенту более четко представить себе понятие производной на основе имеющихся знаний.

Ключевые слова: производная, прямоугольник.

Kirish. O'quvchilar hosila tushunchasini o'zlashtirishida ularga boshlang'ich sinflardanoq tanishib kelayotgan geometrik shakllarning yuzini hisoblash yo'li bilan tushuntirish qulaylik yaratadi. Chunki o'quvchilarga tanish bo'lgan shakllarning yuzlarini hisoblash bir muncha qulayroq va yangi tushunchani o'rganishi ham osonlashadi.

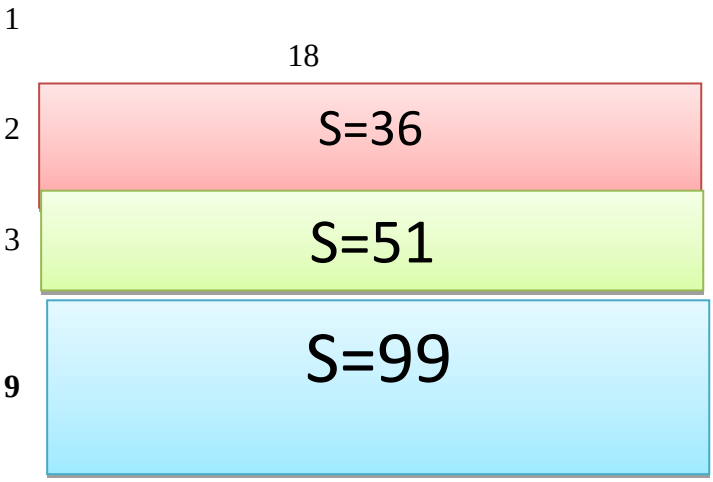
To'g'riburchakli to'rtburchakning yuzini hisoblash

1-Masala: 40 ta gugurt cho'pidan ularni sindirmasdan eng katta yuzali to'g'ri to'rtburchak yasang.

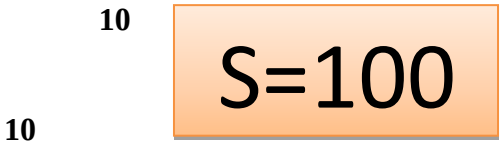
Yechish; Biz bu masalani yechishda perimetrlari 40 ga teng bo'lgan va tomonlari turli xil bo'lgan to'rtburchaklar yasadik va ularning yuzlarini hisobladik:

19

S=19



bu to‘rtburchaklardan ko‘rinib turibdiki ikkala tomoning o‘lchamlari o‘rtasidagi farqi kamaysa yuzasi ortadi. Agar to‘rtburchakning tomonlari teng bo‘lib qolsa ya’ni kvadrad hosil bo‘lsa bu kvadratning yuzi boshqa to‘rtburchaklarning yuzidan katta bo‘lar ekan.



2-Masala: Perimetrlari 20ga teng bo‘lgan to‘g‘ri to‘rtburchaklar ichida eng katta yuzaga ega bo‘lganini toping.

Yechish: Quyidagi masalani yechishda birinchi shu shartni kiritamiz $x \geq 0$ to‘rtburchakning bir tomonini x bilan, ikkinchi tomoni esa $(10-x)$ bilan belgilaymiz.



Bu to‘rtburchakimizning yuzini hisoblaymiz :

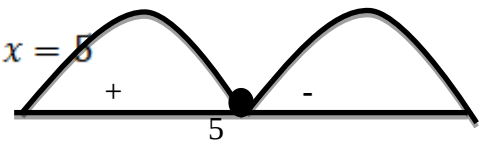
$$S = x \cdot (10-x) = 10x - x^2$$

yuzasini hisoblab bo‘lib bu yuzadan hosila qoidasiga ko‘ra hosila olamiz

$$S' = 10 - 2x$$

hosilani olib, olingan hosilamizni nolga tenglaymiz,

$$S' = 0 =>$$
$$10 - 2x = 0 => x = 5$$



5 dan kichik bo‘lgan qiymatlarda x musbat qiymatni, katta qiymatlarda manfiy qiymatni qabul qilar ekan. Hosilaning qoidasiga asosan, agar hosila statsionar nuqtalardan chapda musbat, o‘ngda manfiy bo‘lsa, ya’ni bu nuqtadan o‘tishda hosila ishorasi musbatdan manfiyga almashsa, o‘ holda bu statsionar nuqta funksiyaning maksimum nuqtasi bo‘ladi. Haqiqatdan, bu holda statsionar nuqtadan chapda funksiya o‘sadi, o‘ngda esa kamayadi.Bundan ko‘rinadiki x tomonning qiymati 5 ga teng ekanligi kelib chiqdi.

$(10-5)$

5 $S = 5 * 5 = 25$

x ni o‘rniga 5 ni qo‘yib hisoblaganda kvadrat hosil bo‘ldi, bundan ko‘rinadiki perimetrlari teng bo‘lgan to‘rtburchaklardan eng katta yuzaga ega bo‘ladigan to‘rtburchak kvadratdir.

Yuqoridagi ikkita masaladan barchamizga tanish bo‘lgan to‘rtburchakning yuzini hisoblash hosila yordamida ancha qulaylik yaratdi. 1-masaladagidek tomonlarining o‘lchamlarini bittalab yozib hisoblash ko‘p vaqt talab etadi. Hosiladan foydalanish esa bizga vaqtni ham tejaydi hamda o‘quvchining hosilni o‘rganishida ancha qulaylik yaratadi.

Xulosa. Yuqorida ishlangan masalardan shuni aytish mumkinki o‘quvchiga hosilani o‘zi bilgan geometric shaklning yuzini hisoblashdan tushuntirish bir muncha qulay. O‘quvchi o‘zi tushungan va bilgan malumotni yanada chuqurroq o‘rganib oladi va bu bilan kiyingi murakkab hosilaga doir masalalarni ishlashda tasavvurga ega bo‘ladi.

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DEKART KOORDINATALAR SISTEMASIDA NUQTANI TASVIRLASHNI O‘RGATISH METODIKASI

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Annotatsiya. Ushbu maqolada dekart koordinatalar sistemasida, koordinatalar orqali hosil qilingan nuqta va shu nuqtalarni to‘g‘ri chiziq bilan kesishishidan hosil qilingan shakl perimetrini aniqlash metodikasi tushuntirilgan. Bu shakllarni aniq tasvirlash o‘quvchida koordinatalarni to‘g‘ri tasvirlashga ko‘nikma uyg‘otadi.

Kalit so‘zlar. Dekart koordinatalar sistemasi, perimetr, to‘g‘ri chiziq, ikki nuqta orasidagi masofa

Annotation Depicting these shapes accurately gives the student the ability to correctly describe coordinates.In this article, the method of determining the perimeter of the points formed by the coordinates and the shape formed by intersecting these points with a straight line in the Cartesian coordinate system is explained. Depicting these shapes accurately gives the student the ability to correctly describe coordinates.

Keywords. Cartesian coordinate system, perimeter, straight line, the distance between two points

Абстрактный. В данной статье поясняется метод определения периметра точки, образованной координатами, и формы, образованной пересечением этих точек прямой линией в декартовой системе координат. Точное изображение этих фигур поможет ученику правильно описать координаты.

Ключевые слова: декартова система координат, периметр, прямая, расстояние между двумя точками.

Kirish. O'zbekiston Respublikasi Prezidentining 2020-yil 7-maydagi "Matematika sohasidagi ta'lim sifatini oshirish va ilmiy tadqiqotlarni rivojlantirish chora-tadbirlari to 'g 'risida"gi PQ-4708-sonli qarori qabul qilindi. Qarorda Matematika fani o'quv-metodik dasturini sohalarga moslashtirish, matematika fani bo 'yicha o 'quv adabiyotlarini turli dasturlarva umumiy metodologik asosda hamda zamonaviy axborot texnologiyalari vositalari yordamida matematik ta'limda fanlararo integratsiyani ta'minlash masalalari ham asosiy ustuvor yo'nalishlardan biri deb belgilangan. O'quvchining geometrik shakl tuzilishi va uning perimetri orasidagi bog'lanishi, ijodiy yondashuvda uning mantiqity fikrlashi intigratsiya hosil qilishi bularni yodda saqlash va uni metodikasini bilish muhumdir.

Shakl yasash

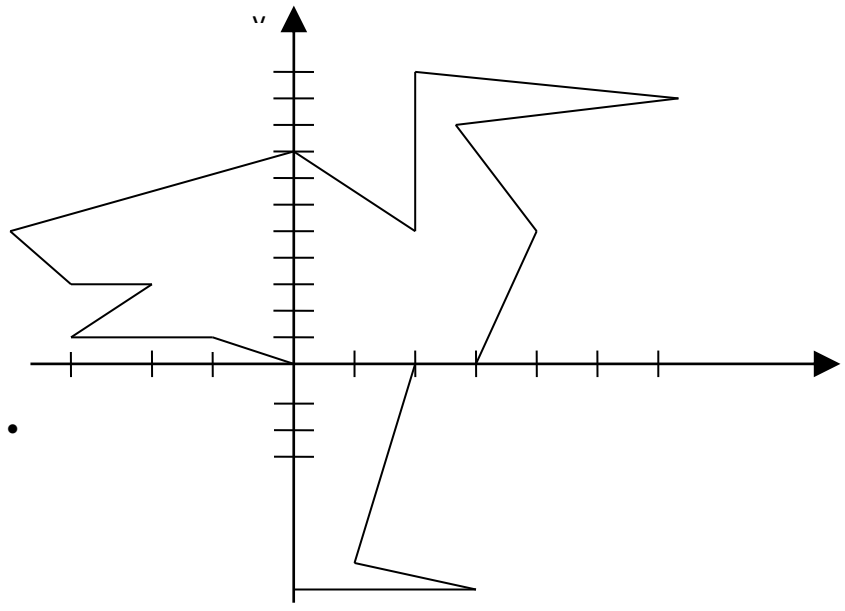
Bu metodda koordinatalarni to'g'ri joylashtirish natijasida hosil qilingan nuqtalarni to'g'ri chiziq bilan tutashtirish orqali shakl yasaladi.Buning uchun nuqtalar maxsus tanlab olinadi va Rassomlar musobaqasi metodidan foydalaniladi

Doskada quyidagi nuqtalar koordinatalari yozilgan.

$(0;0),(-1;1),(-3;1),(-2;3),(-3;3),(-4;6),(0;8),(2;5),(2;11),(6;10),$
$(3;9),(4;5),(3;0),(2;0),(1;-7),(3;-8),(0;-8),(0;0)$

Agar koordinata tekisligida har 1 nuqta oldingi to'g'ri chiziq bilan tutashtirilsa, ma'lum chizma hosil boladi.

O'quvchilarga bu o'yin yoqadi. Shu topshiriqni teskarisini ham berish mumkin. O'zimiz biron chizmani chizib, uning koordinatalarini topish so'raladi. Masalan: MMTBga qarashli 6,7-sinf darsliklarida bu o'yinni qo'llash mumkin. Funksiya, chiziqli funksiya mavzularida va fezikaga oid masalalarni yechishda dekart koordinatalar sistemasida nuqtani tasvirlash juda muhum.(1-rasm)



1-rasm

Hosil qilingan shakl premetri

Ikki nuqta orasidagi masofa formulasi. Bu formula o‘quvchilarga koordinatalar bilan ishlash va ularning vazifasini o‘rgatadi. Formula orgali o‘quvchilar shaklning tomonlarini aniqlaydi. Ikki nuqta oralig‘idagi masofani topish uchun qo‘llanadigan umumiy formulani topish. Koordinata tekisligida yotgan ikkita nuqta $(X_1; Y_1)$ va $(X_2; Y_2)$ orasidagi masofa quyidagi formula orqali hisoblanadi

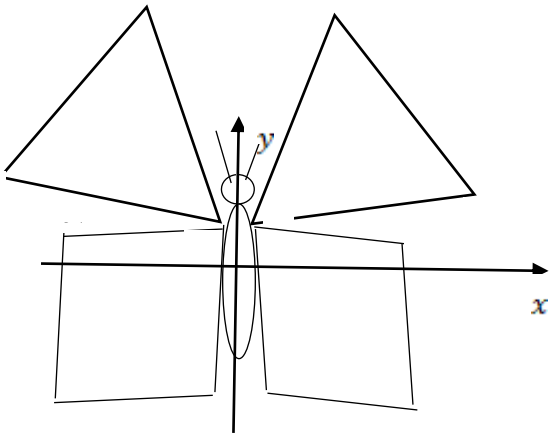
$$\sqrt{(X_1 - X_2)^2 + (Y_1 - Y_2)^2}$$

O‘quvchilarga ma’lum bo‘lgan formulalardan foydalanib yani har qanday shaklning perimetri uning tomonlarini yig‘indisiga tengligidan quyidagi formulaga kelamiz.

$$p = a + b + c \dots \dots \dots + n$$

Bu formula orqali yasalgan shakl perimetrini aniqlaymiz. (2-rasm.)

(2-rasm)ga quyidagicha shart beriladi. O‘quvchilar darsga faolligini yanada oshirish uchun o‘quvchilar 2 ta guruhga bo‘linadi .,, kim tezroq’’ metodidan foydalaniladi va o‘quvchilardan hosil qilingan shakl koordinatalari berilgan L(1;2) N(7;1,5) H(7;6,5) B(1;6) va S(-0,5;2) M(7;-1,5) G(-7;6,5) D(-1;6) (kapalakni o‘ng va chap pastki qanotlarini) perimetri topish talab qilinadi, bu metod o‘quvchilarni aqliy salohiyatini rivojlantirishda va tezkorligini oshirishda yordam beradi.



Xulosa. Y ordinatalar sistemasiga nuqtani joylashtir etodik maqolani keltirib o'tdik.

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MAKTAB MATEMATIKA KURSIDA VEKTORLAR VA VEKTORLAR USTIDA CHIZIQLI AMALLAR.VEKTORLARNING CHIZIQLI BOG’LANISHLILIGI.

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Annotatsiya: Ushbu maqolada vektorlarni nazariy tahlili berilgan bo’lib, ularni matematik tilda hosil qilinishi va vektorlar ustida amallar, vektorlarning chiziqli bog’liqliligi

hamda vektor koordinatalari haqida ma'lumotlar keltiriladi va misollar yordamida tushuntiriladi.

Kalit so'zlar: Vektor,koordinata,chiziqli bog'liq,chiziqli amallar, nuqta, uzunlik, yo'nalish, masofa, yig'indi.

Аннотация: В данной статье проводится теоретический анализ векторов, их формирование на математическом языке, операции над векторами, линейная зависимость векторов и векторных координат, и поясняется с помощью примеров.

Ключевые слова: Вектор, координата, линейная зависимость, линейные операции, точка, длина, направление, расстояние, сумма.

Abstract: This article provides a theoretical analysis of vectors, their formation in mathematical language, operations on vectors, linear dependence of vectors and vector coordinates, and is explained with the help of examples.

Key words: Vector, coordinate, linear dependence, linear operations, point, length, direction, distance, sum.

Vektorlar matematikada nuqtalar orqali ifodalangan bo'lishi mumkin. Vektorning bosh nuqtasi va oxirgi nuqtasi orasidagi masofa vektorning uzunligini belgilaydi, shuningdek vektorning yo'nalishi esa nuqta bilan boshlangan chiziqning yo'nalishini ifodalaydi.Vektorlar koordinatalar orqali aks etadi. Agar vektor uchta koordinatiga ega bo'lsa, uni 3D vektor deb atash mumkin. Bunday vektorlar (x, y, z) koordinatalari orqali ifodalangan bo'lishi mumkin.Vektorlar chiziqli amallar orqali bajariladi. Ular qo'shish, ayirish, ko'paytirish, ortasini olish va boshqa amallarni o'z ichiga oladi.

Vektorlar fizikada, injineringda, kompyuter grafikasida va boshqa sohalarda keng qo'llaniladi. Ular bilan kuch, tezlik, yo'nalish va boshqa xususiyatlarni ifodalash mumkin.

Asosiy tushunchalar**.**Tabiatda uchraydigan ko‘pgina miqdorlar, masalan, kuch, tezlik, tezlanishlar son qiymati bilan barcha yo‘nalishi ma’lum bo‘lgandagina aniqlangan hisoblanadi. Odatda ular vektor miqdorlar deyiladi. Yo‘nalishga ega bo‘lgan to‘g‘ri chiziq kesmasi vektor deyiladi.

B

A (1-rasm)

A nuqta vektorning boshi, B nuqta vektorning oxiri deyiladi. Vektorning o‘zi $\overline{AB}$ kabi belgilanadi.Vektorlar bitta harf bilan ham belgilanadi, bunda harf ustiga strelka qo‘yiladi:$\vec{a}$ Kesmaning uzunligi vektorning uzunligi yoki moduli deyilib,$|\overline{AB}|$ yoki $|\vec{a}|$ kabi belgilanadi.

Agar $\vec{a}$ va $\vec{b}$ vektorlar bir to‘g‘ri chiziqda yoki parallel to‘g‘ri chiziqda yotsa, ular kollinear vektorlar deyiladi.

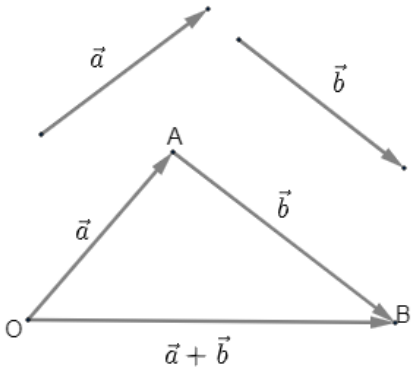
Agar $\vec{a}$ va $\vec{b}$ vektorlar kollinear bo‘lib, bir xil yo‘nalishga ega va bir xil uzunlikka ega bo‘lsa $\vec{a}$,$\vec{b}$ teng vektorlar deyiladi va $\vec{a}$=$\vec{b}$ kabi yoziladi. Xulosa. $\vec{a}$ vektorni o‘ziga parallel ravishda tekislikning ixtiyoriy O nuqtasiga vektorning boshini joylashtirib ko‘chirish mumkin.

Vektorlar ustida chiziqli amallar. Odatda vektorlarni qo‘shish, ayirish hamda vektorni songa ko‘paytirish amallari vektorlar ustida bajariladigan chiziqli amallar deyiladi.

a) Ikki vektorning yig‘indisi.

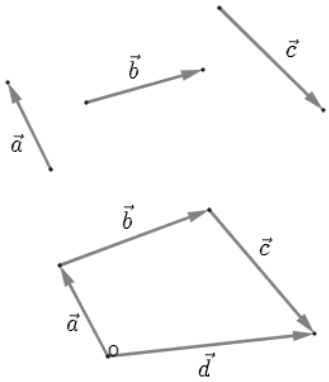
Aytaylik, $\vec{a}$ va $\vec{b}$ –ikkita ixtiyoriy vektorlar bo‘lsin. Ixtiyoriy O nuqta olib,$\overline{OA}$=$\vec{a}$ vektorni hosil qilamiz.A nuqtadan $\overline{AB}$=$\vec{b}$ vektorni qo‘yamiz. Natijada boshi O nuqtada oxiri

B nuqtada bo'lgan ,$\overline{OB}$ vektor hosil bo'ladi. Shu vektorga $\vec{a}$ va $\vec{b}$ vektorlar yig'indisi deyiladi va $\vec{a}$+$\vec{b}$ kabi belgilanadi: $\overline{OB}$ =$\vec{a}$+$\vec{b}$



(2-rasm)

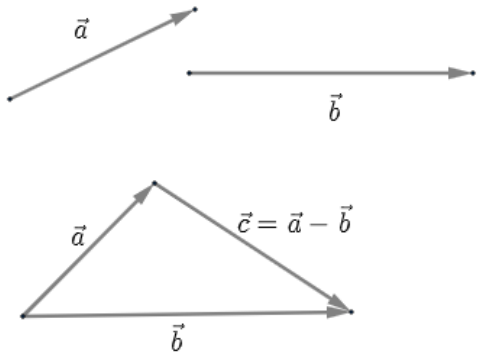
Odatda, ikki vektorlarning yig'indisini ifodalovchi bu qoida, uchburchak qoidasi deyiladi. Aytaylik, 3-rasmda ko'rsatilganidek uchta $\vec{a}$, $\vec{b}$, $\vec{c}$ va vektorlar berilgan bo'lsin. Bu vektorlarning yig'indisi $\vec{d}$=$\vec{a}$+ $\vec{b}$ + $\vec{c}$ 3-rasmda ko'rsatilganidek topiladi:



3-rasm

b) ikki vektorning ayirmasi

Aytaylik, $\vec{a}$ va $\vec{b}$ vektorlar berilgan bo'lsin. $\vec{a}$ vektordan $\vec{b}$ vektorning ayirmasi deb, shunday $\vec{c}$ vektorga aytiladiki, $\vec{b}$+$\vec{c}$=$\vec{a}$ bo'ladi. Vektorlar ayirmasi $\vec{c}$=$\vec{b}$-$\vec{a}$ kabi yoziladi.



(4-rasm)

Eslatma. Har qanday $\vec{a}$= $\overline{AB}$ vektor uchun unga qarama-qarshi -$\vec{a}$=$\overline{AC}$ vektor mavjud bo'lib, ular bir xil uzunlikga ega, yo'nalishi qarama-qarshi bo'ladi. (5-rasm)

A B

C

Ikki $\vec{a}$ va $\vec{b}$ vektorlar ayirmasini ushbu $\vec{a}$-$\vec{b}$=$\vec{a}$+(-$\vec{b}$) qoida bilan ham hisoblash mumkin.

c) Vektorlarni songa ko‘paytirish.

Aytaylik, $\vec{a}$ biror vektor, k esa biror son bo‘lsin. Uzunligi $|k|$*$\vec{a}$ ga teng, yo‘nalishi esa k>0 bo‘lganda $\vec{a}$ vektorning yo‘nalishi bilan bir xil, k<0 bo‘lganda esa $\vec{a}$ ning yo’nalishiga qarama-qarshi bo’lgan vektor k son bilan $\vec{a}$ vektor ko‘paytmasi deyiladi va k*$\vec{a}$ kabi yoziladi.

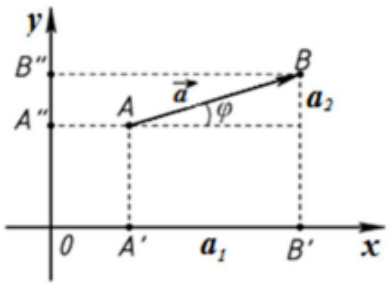
Eslatma.Agar $\vec{a}$ vektorning uzunligi 1 ga teng: $|\vec{a}|$=1 bo‘lsa, u birlik vektor deyiladi. Odatda birlik vektor $\vec{e}$ kabi belgilanadi. $|\vec{e}|$=1

Agar vektorning boshi va oxiri ustma-ust tushsa (ya’ni uning uzunligi 0 ga teng bo‘lsa), u nol vektor deyiladi $\vec{O}$ va kabi belgilanadi. Ravshanki, $|\vec{O}|$=0. Nol vektorning yo‘nalishi aniq emas. Aytaylik, $\vec{a}$ biror vektor bo‘lib, nol vektor bo‘lmasin. Bu vektorni uning uzunligi $|\vec{a}|$ ga bo’lib, $\frac{\vec{a}}{|\vec{a}|}$ =$\vec{e}$ vektorni hosil qilamiz. Ravshanki, $\vec{e}$ birlik vektor bo‘ladi. Keyingi tenglikdan topamiz: $\vec{a}$=$|\vec{a}|$*$\vec{e}$ Demak, har qanday vektor, uning uzunligi bilan birlik vektor ko‘paytmasi sifatida ifodalanadi.

Vektorlarning chiziqli bog’liqligi. Vektorlarning chiziqli birikmasi a_1,…, a_n ifoda bilan berilgan vektordir x_1a_1+ … + x_na_n= qayerda x_1,…, x_n - koeffitsientlar. Taqdim etilgan kombinatsiya quyidagicha bo'lishi mumkin:

Oddiy - barcha imkoniyatlar x_1,…, x_n nolga teng. Noaniq koeffitsientlardan kamida bittasi x_1,…, x_n nolga teng emas. Vektorlar a_1..., a_n chiziqli mustaqil, agar ularning ahamiyatsiz kombinatsiyasi nol vektorga teng bo'lsa. Anavi:a_1..., a_n chiziqli mustaqil bo'lsa x_1a_1+ + … + x_na_n= 0, faqat qachon x_1= 0, …, x_n= 0. Vektorlar a_1..., a_n chiziqli bog'liq, agar ularning nol vektoriga teng bo'lgan bunday noaniq birikmasi mavjud bo'lsa.

Vektorlarning koordinatalari. Tekislikda Dekart koordinatalari sistemasi va unda biror $\vec{a}$ vektorni olamiz: $\vec{a}$=$\overline{AB}$



6-rasm

A va B nuqtalardan OX o‘qiga perpendikulyarlar tushiramiz. Ularning OX o‘qidagi asoslarini A` va B` nuqtalar bilan belgilaymiz. Shuningdek, A va B nuqtalardan OY o‘qiga perpendikulyarlar tushirib, ularning OY o‘qidagi asoslarini A`` va B`` deymiz.(6-rasm). Odatda A`B` kesma $\vec{a}$ vektorning OX o’qidagi A``B`` kesma esa $\vec{a}$ vektorning OY o’qidagi proyeksiyalari deyiladi: $|A`B`|$=n$p_{OX}\vec{a}$, $|A``B``|$=n$p_{OY}\vec{a}$. Ular a_1 va a_2 orqali belgilanadi: a_1= $A`B`$, a_2= $A``B``$. Agar φ-burchak o’tkir burchak bo’lsa,proyeksiya

musbat ishora bilan, φ-o'tmas bo'lsa,manfiy ishora bilan olinadi. a_1 va a_2 lar $\vec{a}$ vektorning koordinatalari deyiladi va quyidagi yoziladi: $\vec{a}(a_1,a_2)$ yoki $\vec{a}=\{a_1,a_2\}$.

Agar OX o'qidagi birlik vektorni $\vec{i}$,OY o'qidagi birlik vektorni $\vec{j}$ deyilsa,u holda $\vec{a}=a_1\vec{i}+a_2\vec{j}$ bo'ladi.Pifagordan foydalanib, $AB^2={a_1}^2+{a_2}^2$ $|\vec{a}|=\sqrt{{a_1}^2+{a_2}^2}$ Endi vektorlarning koordinatalari orqali ularning yig'indisi, ayirmasi, vektorni songa ko'paytirishlarning ifodalarini keltiramiz: Ikki $\vec{a}$ va $\vec{b}$ vektorlar berilgan bo'lsin: $\vec{a}=\{a_1,a_2\}$. , $\vec{b}=\{b_1,b_2\}$

U holda

$\vec{a}+\vec{b}=\{a_1+b_1,a_2+b_2\}$

$\vec{a}-\vec{b}=\{a_1-b_1,a_2-b_2\}$

$k\vec{a}=\{ka_1,ka_2\}$.

Vektorlarning tushunchasini, chiziqli amallarini va chiziqli bog'lanishliligi misollar orqali tushuntiraylik.

Misol 1:

Uchta vektor berilgan: $\mathbf{v}_1 = (3, 4)$, $\mathbf{v}_2 = (-2, 5)$, $\mathbf{v}_3 = (1, -2)$.

a) Vektorlarni qo'shish: $\mathbf{v}_1 + \mathbf{v}_2 = (3, 4) + (-2, 5) = (3 + (-2), 4 + 5) = (1, 9)$.

Bu misolda, vektorlar qiymatlari bo'ylab qo'shiladi.

b) Vektorlarni ayirish: $\mathbf{v}_2 - \mathbf{v}_1 = (-2, 5) - (3, 4) = (-2 - 3, 5 - 4) = (-5, 1)$.

Bu misolda, vektorlar qiymatlari bo'ylab ajratiladi.

c) Vektorlarni ko'paytirish: $2\mathbf{v}_1 = 2(3, 4) = (2 * 3, 2 * 4) = (6, 8)$.

Bu misolda, vektor bir skalyar (2) bilan ko'paytiriladi.

d) Vektorlarning skalyar ko'paytirishi: $\mathbf{v}_1 \cdot \mathbf{v}_2 = (3, 4) \cdot (-2, 5) = (3 * (-2)) + (4 * 5) = (-6 + 20) = 14$.

Bu misolda, vektorlarning qiymatlari ko'paytiriladi va ularning yig'indisi topiladi.

Bu misolda, vektorlarning qiymatlari ko'paytiriladi va ularning yig'indisi topiladi.

Ushbu misollar vektorlarning chiziqli amallarini va bog'lanishliliklarini namoyish etish uchun yordam beradi.

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UMUMTA'LIM MAKTABLARIDA MATNLI MASALALARNI ARIFMETIK USULDA YECHISH BOSQICHLARI

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Annotatsiya: Ushbu maqolada umumta'lim maktab o'quvchilari uchun matnli masalalarni yechish haqida fikr yuritiladi va ushbu masala bo'yicha uslubiy tavsiyalar beriladi. O'quvchilarga matnli masalalarini yechishning arifmetik usulini o'rgatish ularni ko'nikmalarni shakllantirish bilan birga o'quv samaradorligini yanada oshiradi.

Kalit so'zlar: Matnli masala, muammo, arifmetik, yechish, amallar, savollar,vazifa, matematika, tahlil.

Аннотация: В данной статье рассматривается решение текстовых задач для учащихся средних школ и даются методические рекомендации по данному вопросу. Обучение студентов арифметическому методу решения текстовых задач повышает их учебную эффективность наряду с формированием навыков.

Ключевые слова: Текстовая задача, задача, арифметика, решение, операции, вопросы, задача, математика, анализ.**Abstract:** This article discusses the solution of word problems for secondary school students and provides methodological recommendations on this issue. Teaching students the arithmetic method of solving word problems improves their educational efficiency along with the formation of skills.

Key words: Word problem, task, arithmetic, solution, operations, questions, task, mathematics, analysis.

O'zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi "O'zbekistonning yangi taraqqiyot davrida ta'lim –tarbiya va ilm-sohalarini rivojlantirish chora-tadbirlari to'g'risida"gi Farmonida boshlang'ich ta'limni samaradorligini oshirish vazifasi qo'yilgan. Bunda Matematika fani bo'yicha o'quvchilarining ko'nikmasini shakllantirish ham muhim o'rin tutadi. Shu ma'noda o'quvchilarining matnli masalalarni yechish ko'nikmasi bo'yicha yangicha uslublar muhim ahamiyatga ega. Bu o'rinda matnli masalalarni yechishning uslublaridan biri arifmetik usulga e'tiboringizni tortamiz.

Matnli masalalarni arifmetik usulda yechish murakkab faoliyat bo'lib, uning mazmuni berilgan masalaga ham, masala yechuvchining malakasiga ham bog'liq.

Masalaning talabini bajarish yoki masalaning savoliga javob berish haqidagi uzil-kesil xulosani ifodalash. Shuni ta'kidlash kerakki, masala yechish jarayonida aytib o'tilgan bosqichlar qat'iy chegaraga ega emas va har doim ham birday to'la bajarilmaydi.

Masala matni bo'yicha beriladigan savollar:

Bu masala nima haqida?
Masalada nimani topish talab yetiladi?
Shu butun vaqt mobaynida so'zlari nimani anglatadi?
Masalada har bir qatnashchining harakati haqida nima ma'lum?
Masalada nima noma'lum?
Nima izlanuvchi: sonmi, kattalikning qiymatimi, munosabatning turimi?

Masalaning mazmunini tushunib yetishda va masala yechimini izlash uchun asos yaratishda masala matnini qayta ifodalash vaziyatlarning berilgan ifodasini, barcha munosabatlarni ularni boshqa ifodasi bilan almashtirish katta yordam beradi. Bu vositadan matnni ma'noli qismlarga ajratish maqsadlarida foydalanish ayniqsa samaralidir. Qayta ifodalanish muhim bo'lmagan, ortiqcha ma'lumotlarni chiqarib tashlash, ayrim tushunchalar ifodasini mos atamalar bilan almashtirish va aksincha, ayrim atamalarni ularga mos tushunchalar ma'nosining ifodasi bilan almashtirish, masala matnini, yechimni izlash uchun qulay bo'ladigan shaklda qayta tuzishdan iborat.

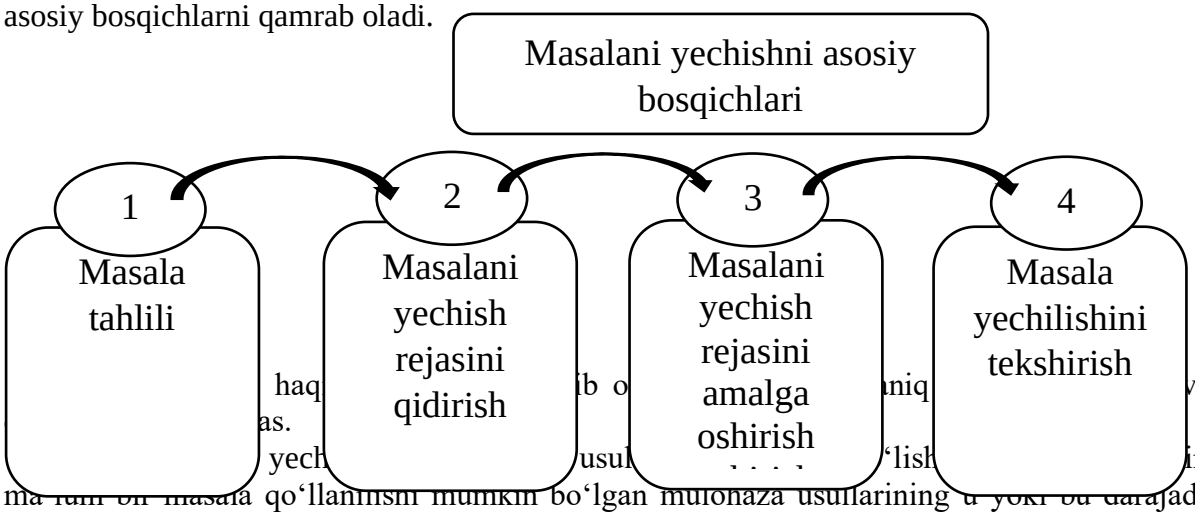
Arifmetik usullar bilan masalani yechish rejasini izlashning ancha ko'p tarqalgan usullaridan biri, matn bo'yicha masalani tahlil qilishdir. Matn bo'yicha masalani tahlil qilish masala shartidan ham, uning savollaridan ham boshlanishi mumkin bo'lgan mulohazalar zanjiri ko'rinishida o'tkazilishi mumkin. Masalaning shartidan savolga tamon tahlil qilishda berilganlar bo'yicha qanday noma'lum va arifmetik amal yordamida topilishi mumkinligini aniqlash kerak. Bu noma'lumni berilgan ma'lumot deb hisoblab, yana o'zaro bog'langan ikkita ma'lumotni ajratish, uning yordamida topilishi mumkin bo'lgan noma'lumni va shuningdek, mos arifmetik amalni aniqlash kerak va hokazo. Bu jarayonning bajarilishi noma'lumni hosil qilishga olib keluvchi amalni aniqlaguncha davom ettiriladi.

Ayni bir masalani yechishning turlicha arifmetik usullari berilganlar orasidagi, berilganlar

bilan noma'lumlar orasidagi arifmetik amallarni tanlashda bu munosabatlarni bajarishdagi ketma-ketliklar bilan farq qiladi.

Masalani arifmetik usul bilan yechish masala talabiga sonlar ustida arifmetik amallar bajarish vositasida javob topish demakdir. Bir masalani bir necha arifmetik usullar bilan yechish mumkin. Ular bir – biridan masala yechish jarayonida yuritiluvchi mulohaza mantig'i bilan farq qiladi.

Yu.M. Kolyaginga ko'ra masalani arifmetik usul bilan yechish jarayoni quyidagi asosiy bosqichlarni qamrab oladi.



haq ib o niq va as.

yech usul 'lish iri ma'lum bir masala qo'llanilishi mumkin bo'lgan mulohaza usullarining u yoki bu darajada to'liq to'plamini aks ettiradi.

1-masala. 82 nafar talaba xorda kuylashadi va raqs to'garagiga qatnashadi, 32 nafar talaba raqs va gimnastika to'garagiga qatnashadilar, 78 nafar talaba xorda kuylashadi va badiiy gimnastika to'garagiga qatnashadi. Agar har bir talaba faqat bir faolyat turi bilan shug'ullansa nechta talaba xorda kuylaydi, badiiy gimnastika va raqs to'garagiga qatnashadi?

Yechish:

1) 82+32+78=192 nafar talaba xorda kuylaydigan, raqs va badiiy gimnastika to'garagiga qatnashayotgan talabalar sonining ikkilangani.

2) 192:2=96 nafar xorda kuylaydigan, raqs va badiiy gimnastika to'garagiga qatnashayotgan talabalarni umumiy soni.

3) 96-32=64 nafari faqat xorda kuylaydigan talabalar soni.

4) 96-78=18 nafari faqat raqs to'garagiga qatnashayotgan talabalar soni.

5) 96-82=14 nafari faqat badiiy gimnastika to'garagiga qatnashayotgan talabalar soni.

Javob: 64 nafari xorda kuylaydi, 18 nafari raqs to'garagiga, 14 nafari gimnastika to'garagiga qatnashadi.

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MATNLI MASALALARNI GEOMETRIC METOD YORDAMIDA YESHISHNING ASOSIY USLUBLARI.

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Annotatsiya. Matnli masalalar maktab matematika kursining asosiy tushunchalaridan biri hisoblanadi. Biz mazkur maqolada konsentratsiyaga va aralashmaga doir matnli masalalarni geometrik metod orqali yechish o'quvchilarda fikrlash, diqqat va kuzatuvchanlik, kichik tadqiqotlarni mustaqil amalga oshirish, ko'nikmalarini rivojlantirish imkonini beradi.

Kalit so'zlar: maktab, matematika, geometrik, grafik, matnli masala, ta'lim-tarbiya, yechish, texnalogiya, o'quvchi, usul, innovatsiya, o'rgatish, o'qitish.

Аннотация. Текстовые задачи являются одним из основных понятий школьного курса математики. В данной статье решение текстовых задач о концентрации и смешении геометрическим методом позволяет учащимся развивать мышление, внимание и наблюдательность, самостоятельное выполнение небольших исследований, а также свои навыки.

Ключевые слова: школа, математика, геометрическая, графическая, словесная задача, образование, решение, технология, ученик, метод, новация, обучение, обучение.

Annotation. Word problems are one of the main concepts of the school mathematics course. In this article, solving text problems about concentration and mixing using the geometric method allows students to develop thinking, attention and observation, independently performing small studies, as well as their skills.

Key words: school, mathematics, geometric, graphic, word problem, education, solution, technology, student, method, innovation, teaching, learning.

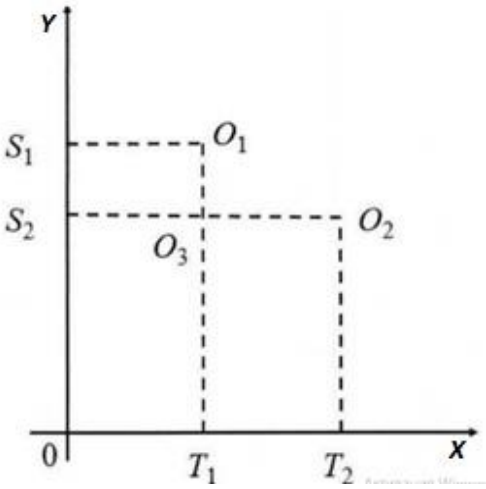
Geometrik metod. Geometrik metod deb yechimni izlash va masalani yechish jarayoni ob'ektlarni geometrik qurish va mos kattaliklarni qurish yordamida bajariladigan metodga aytiladi.Ushbu metoddan foydalanishda masala shartiga kiruvchi kattaliklar qiymatlariga ko'ra imkon qadar aniqlikda chiziladi.

O'quvchilarga masalalarni yechishning geometrik metoddan foydalanish planimetriyaning asosiy tushunchalari (nuqta, kesma, uzunlik, yuza, uchburchak, to'g'ri to'rtburchak va boshqalar) figuralarni mazmun-mohiyati va uni xossalarini o'rganishga asoslanadi. Masalani geometrik metod bilan yechish bu geometrik qurishlar yoki geometrik figuralar xossalaridan foydalanib masala talabiga javob topishdir. Quyidagi harakatga doir matnli masalani grafik usuldan foydalanib yechamiz.

Masala. A shahardan B shahargacha masofani avtobus 5 soatda, avtomobil esa 4 soatda bosib o'tadi. Agar avtobus tezligi avtomobil tezligidan 20 km/s ga kam bo'lsa, shaharlar orasidagi masofani toping.

Yechish: Avtomobilning harakat vaqti (4 soat) OT_1 kesma bilan tasvirlanadi, tezlik esa (uning kattaligi noma'lum) (OS) kesmada berilgan.U holda $OS_1O_1T_1$ to'g'ri to'rtburchak yuzi А ва Б shaharlar orasidagi masofaga mos tushadi.

Avtobusning harakat vaqti (5 soat) OT_2 kesma bilan tasvirlanadi, tezlik esa (uning kattaligi noma'lum) OS_2 kesma bilan.



1-rasm. Masala yechish grafigi.

Bu holda A ва B shaharlar orasidagi masofa $OS_2O_2T_2$ to'g'ri to'rtburchak va unga teng yuz $OS_1O_1T_1$ to'rtburchak yuzi bilan aniqlanadi. $OS_2O_3T_1$ to'rtburchak va $OS_2O_2T_2$ to'g'ri to'rtburchaklarning umumiy qismi shu sababli $S_2S_1O_1O_3$ va $T_1T_2O_2O_3$ to'g'ri to'rtburchaklar tengdosh.

$S_1S_2 \cdot S_2O_3 = T_1T_2 \cdot T_1O_3$

$S_2S_1 = 20km/s$ S_2O_3=4 soat, T_1T_2=1soat hisobga olib,

$T_1O_3 = (S_2S_1 \cdot S_2S_3) \div T_1O_3 = (20\,km/s \cdot 4s) \div 1s = 80\,km/s$ ni topamiz.

$OS_1 = 80km/s + 20km/s = 100km/s$ u holda shaharlar orasidagi masofa

$100\ km/s \cdot 4\,s = 400\ km$ ga teng bo'ladi.

Javob: A va B shaharlar orasidagi masofa 400 km.

Yuqorida ta'kidlaganimizdek masalani yechish jarayoni 8 ta bosqichga ajratiladi, bu bosqichlardan masalani yechish usulini tanlash muhim bosqich hisoblanadi. Mantiqiy fikrlash kuzatuvchanlikni rivojlantirish uchun o'quvchilarga bir masalani turli usullar bilan yechishni o'rgatish lozim.

Tenglama tuzib yechiladigan ko'plab matnli masalalarni geometrik metodda yechish mumkin. Masala shartni aks ettiruvchi miqdorlarning va ularning o'zaro bog'liqligini ifodalovchi funksiyaning grafik tasviri yasaladi. Masalalarni geometrik metod bilan yechish ikki uslub bilan amalga oshiriladi; masalalar yordamida va aniq yasashlar yordamida (konstruktiv uslub) yoki asoslangan hisoblashlar bilan (hisoblash usuli)

1. Konstruktiv uslub. Grafik usulda masala shartiga kiruvchi kattaliklar qiymatlariga ko'ra bevosita iloji boricha aniq chiziladi. Yasash sirkul, chizg'ich bilan millimetrik qog'ozda bajariladi. Javob odatda taqribiy bo'ladi lekin amaliy maqsadlar uchun yetarli bo'ladi: biz uni kesmalar uzunliklari yoki chizmaning boshqa elementlarini o'lchash yordamida topamiz yoki shunchaki chizmadan javobini "o'qiymiz"
2. Hisoblash usuli. (grafik-hisoblash). Grafik qaralayotgan kattaliklar o'rtasidagi aloqani shartli tasviri sifatida qo'llaniladi. Masala yechimi aniq geometrik munosabatlar asosida amalga oshiriladi.

Matnli masalani grafik usul bilan yechish uch bosqichda amalga oshiriladi:

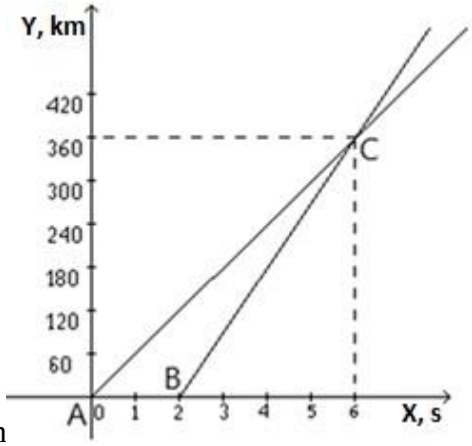
1. Masalaning grafik modulini qurish;
2. Olingan grafik masalani yechish;
3. Olingan javobni grafik tildan tabiiy tilga o'girish.

Harakatga doir masalalarni yechishda grafik usulni qo'llash o'quvchilarda masala harakatni tasvirlovchi jismlarning aniq traektoryalarini tasavvur qilish qobilyatlari rivojlantiriladi. Bunda o'quvchi jismning harakatini va uni bosim o'tgan yo'li, bosib o'tish

uchun ketgan vaqti,.tezligi orasidagi munosabatlarning bog‘liqligini chuqur mulohaza qiladi. Maktab matematika kursida harakatga doir masalalar ham muhim rol o‘ynaydi. Quyidagi harakatga doir matnli masalani grafik usulda yechib ko‘rsatamiz.

Masala. A qishloqdan soatiga 60 km/s tezlik bilan harakatlanayotgan yuk mashinasi yo‘lga chiqdi. Undan 2 soat vaqt o‘tib orqasidan soatiga 90 km/s tezlik bilan engil avtomobil yo‘lga chiqdi. Avtomobillar A qishloqdan qanday masofada bir-birini quvib etadi?

Yechish: Yuk mashinasi yo‘lga chiqqandan so‘ng 2 soat o‘tib yengil avtomobil yo‘lga chiqqani ma'lum. Ob'yektlar tezliklarini bilgan holda harakat grafigini tuzamiz. Chizmadan ko‘rinib turibdiki grafiklar kesish nuqtasi avtomobillar uchrashishini ko‘rsatadi. U 360 km masofada yuz bergan.



Javob: 360 km

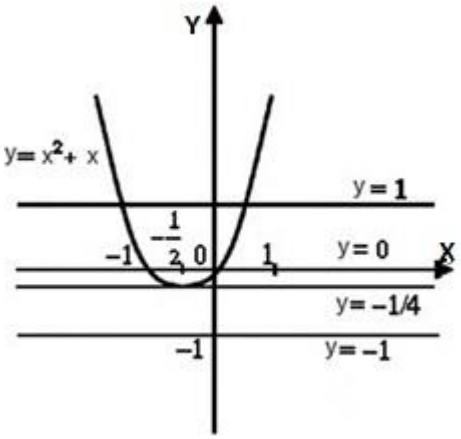
2-rasm. Masalani yechish grafigi.

Harakatga doir matnli masalalarni grafik usulda yechish matematikaning ayniqsa fizika fani bilan bog‘liqligini va unda keltirilgan tezlik, vaqt, masofa miqdoriy kattaliklarning o‘zaro bog‘liqligini, bu bog‘liqliklar keyinchalik matematikada funksiya tushunchasiga olib kelishi o‘quvchilarda shakllantirilib boriladi.

Maktab matematika kursida parametrli masalalarni ham uchratishimiz mumkin. Masalalarning yechishni analitik (algebraik) usuli ko‘plab hisoblashlarni talab etadi, yani “yechimni yo‘qotmaslik” ko‘nikmasi, parametrning mumkin bo‘lgan barcha variantlarni tekshirishni va hokazo talab etadi.

Zamonaviy hayotda parametrli tenglamalarni yechish turli ta'lim muassasalarida bitiruv va kirish imtihonlarining ajralmas qismi hisoblanadi. Masala. a ga bog‘liq tarzda $x^2 + x - a = 0$ tenglama nechta echimga ega bo‘ladi?

Yechish: Tenglamani $x^2 + x = a$ (OXY) koordinatalar sistemasida grafigini chizamiz va tenglamani yechamiz. Buning uchun berilgan tenglamani ikkiga ajratamiz,ya’ni $y = x^2 + x$ $y = a$ funksiyalar grafigini chizamiz. $y = x^2 + x$ funksiya grafigini chizib funksiya uchining koordinatalarini $(x_0; y_0)$ va boshqa ba’zi nuqtalarni topamiz.Shuning uchun $y = a$ funksiya grafigini chizamiz.Bunda ikkita funksiyaning kesishish nuqtalari tenglama yechimi bo’ladi.



3-rasm.masalani yechish grafigi.

Javob: Agar $a > -\frac{1}{4}$ bo'lsa,tenglama 2 ta yechimga ega bo'ladi, $a = -\frac{1}{4}$ bo'lsa tenglama bitta yechimga; agar $a < -\frac{1}{4}$ bo'lsa tenglama yechimga ega bo'lmaydi.

Shunday qilib grafik usulning algebraik usuldan afzal jihati yechishning ko'rgazmaliligi, masalani yaxshiroq tushunish imkonini berishi bilan namoyon bo'ladi.Ushbu metoddan foydalanish masalani yechishni soddalashtiradi. Murakkab hisoblash yo'q.Grafik berilgan masala yechimi borligi va yagonaliligi imkonini beradi. "Manfiy" tomoni bor; noaniq masshtablashtirishda taqribiy qiymatga ega bo'lamiz yoki yechimini topish juda qiyin.

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GEOMETRIYA DARSLARIDA KO'PYOQLARNING MAZMUNI

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Matematika yo'nalishi talabalari

Annotatsiya: Mazkur maqolada ko'pyoqlarni o'rganishda innovatsion texnologiyalardan foydalanishga doir ma'lumotlar, mavzunining asosiy tushunchalarini o'rganishda innovatsion texnologiya klaster, loyihalash usuli, aqliy hujum, keys usullaridan foydalanishning xususiyatlari bayon etilgan va dars ishlanmalari keltirilgan.

Tayanch so'zlar: (matematika, geometriya, ko'pyoqlar, prizma, piramida , muntazam ko'pyoq, loyiha, keys, innovatsion texnologiya, masalalar, klaster usuli).

Kirish. Umumiy o'rta ta'lim maktablarida geometriya kursini o'qitishda ko'pyoq tushunchasi, Eyler teoremasi, prizma va uning elementlari,to'g'ri va muntazam prizma, parallelepiped yoqlari va diagoanallarining xossalari, piramida va uning elementlari, muntazam piramida, kesik piramida va uning elementlari, ko'pyoqning yon va to'la sirtlari, hajm tushunchasi, ko'pyoqning hajmi, muntazam ko'pyoqning proeksiyalari va yoyilmasi, sodda ko'pyoqning kombinatsiyalari kabi tushunchalar o'rganiladi.Ana shu mavzuni o'rganishda innovatsion texnologiya klaster, loyihalash usuli, aqliy hujum, keys usulidan foydalanish xususiyatlarini bayon etishdan iborat.

Ko'pyoq – bu chekli sondagi tekis ko'pburchaklardan iborat jism, sirt. Ko'pyoq chegarasi sirti deb ataladi. Qavariq va qavariq bo'lmagan ko'pyoqlar bor. Biz qavariq ko'pyoqlarni qaraymiz. Insoninng ishlab chiqarish faoliyatida qavariq bo'lmagan ko'pyoqlar ham uchraydi.

Ko'pyoqning elementlari kub misolida ko'rib o'tiladi. Barcha ko'pyoqlar orasida ikkita katta guruhni ajratamiz: prizmalar va piramidalar (modellar ko'rsatiladi). Prizma sirti ikki asosi(teng ko'pburchaklar) va yon yoqlari (parallelogrammlar)dan iborat. Piramida sirti bitta asosdan (ko'pburchak) va uchburchaklardan tashkil topgan.

Ko'pyoq–tekis ko'pburchaklar- yoqlari bilan chegaralangan fazoning qismi kabi ta'riflanadi. Yoqlarining tomonlari va uchlari ko'pyoq qirralari va uchlari deb ataladi. YOqlar ko'pyoqli sirtni tashkil etadi. Ko'pyoqli sirtga odatda quyidagi cheklashlar qo'yiladi: har bir qirra qo'shni yoqlar deb ataluvchi faqat ikkita yoqning umumiy tomoni bo'lishi lozim; har bir ikkita yoqni qo'shni yoqlar ketma-ket zanjir bilan tutashtirish mumkin; har bir uchi uchun unga yopishgan yoqlar burchaklari biror ko'pyoqli burchakni chegaralagan bo'lishi lozim.

1. Ko'pyoqlar sinflari

parallelepiped	sirti oltita parallelogrammdan iborat ko'pyoq;
to'g'ri burchakli parallelepiped –	yoqlari-to'g'ri to'rtburchaklardan iborat parallelepiped;
kub –	sirti oltita kvadratdan iborat ko'pyoq;
prizma –	qavariq ko'pyoq bo'lib, uning ikki yoki mos tomonlari paralel bo'lgan tengdosh ko'pburchaklardan, qolgan yoqlari juft-jufti bilan paralel to'g'ri chiziqlar bo'yicha kesishuvchi parallelogramlardan iborat;
to'g'ri prizma	– yon yoqlari to'g'ri to'rtburchaklardan iborat prizma;
muntazam prizma;	– asoslari muntazam ko'pyoqlardan iborat prizma
piramida	– bir yoki (asosi) ko'pburchak, qolgan yoqlari (yon yoqlari) umumiy uchga ega bo'lgan uchburchaklardan iborat qavariq ko'pyoq.
muntazam piramida –	asosida muntazam ko'pburchak va barcha yon qirralari teng bo'lgan piramida;
kesik piramida –	yoqlari parallel tekisliklarda joylashgan (quyi va yuqori asos) va p –to'rtburchaklardan(yon yoqlari) iborat ko'pyoq.

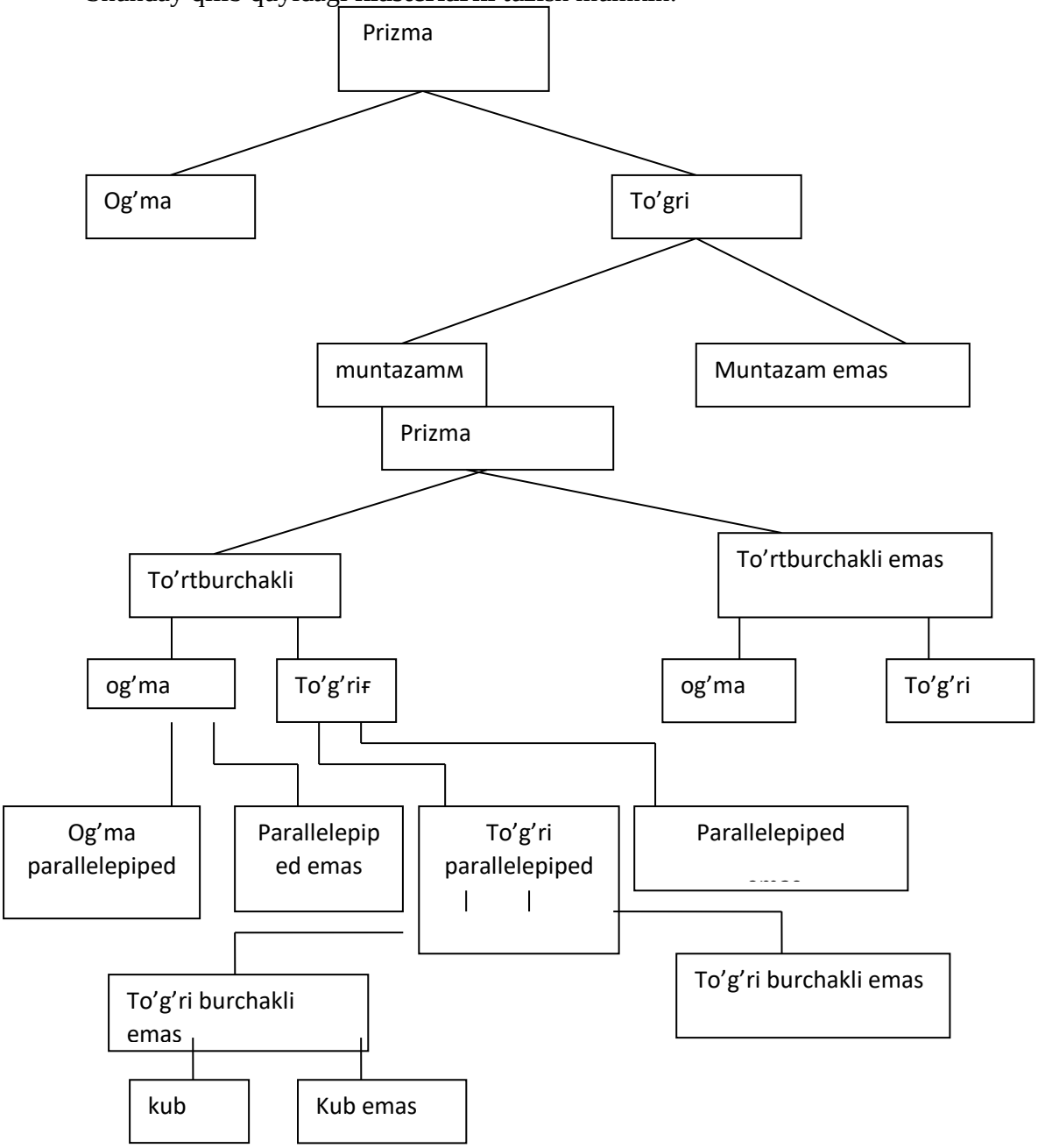
Quyidagi savollar qaraladi (muhokamada barcha talabalar qatnashadilar):

a) Prizma minimal nechta yoqqa ega bo'lishi mumkin.Bunday prizmaning nechta uchi, nechta qirrasi va yon qirrasi bo'ladi? b) 10, 12, 15 va 17 ta qirralarga ega bo'lgan prizma mavjudmi?

Talabalar n-burchakli prizmada qirralar umumiy soni 3n ga teng degan xulosaga keladilar.)Eng kam sondagi yoqlarga ega bo'lgan ko'pyoq qanday ataladi? Uning nechta qirrasi, uchi bor? g) Beshyoqning yoqlari bo'lib to'rtbuochak, beshburchak bo'lishi mumkinmi?

(Javob: bo'lishi mumkin, mumkin emas).d) Ko'pyoqning bir yoqi oltiburchak. Bu ko'pyoq eng kami nechta qirraga ega bo'lishi mumkin?(Javob: 12 ta)

Shunday qilib quyidagi **klasterlarni** tuzish mumkin:



Umumiy geometrik jism tushunchasi va xususiy tushuncha to‘g‘ri burchakli parallelepiped orasida oraliq qanday tushunchani qo‘yish mumkin (ko‘pyoq, prizma, parallelepiped, to‘g‘ri parallelepiped).

Muntazam ko‘pyoqlar (Platon jismlari). Ko‘pyoq muntazam deyiladi, agar: u qavariq; uning barcha yoqlari tengdosh muntazam ko‘pburchaklardan iborat; har bir uchida bir xil sondagi yoqlar uchrashadi; uning barcha ikkiyoqli burchaklari teng bo‘lsa

Tetraedr) –	(grekchadan tetra – to‘rt va hedra – yoq	4 ta teng tomonli uchburchakdan tuzilgan muntazam ko‘pyoq.
Kub yoki geksaedr)	(grekchadan hex — olti va hedra – yoq	6 kvadratdan tuzilgan. Kubning 8 uchidan har biri 3 ta kvadratning uchi hisoblanadi, shuning uchun har bir uchidagi tekis burchaklar yig‘indisi 270^0 ga teng.

Oktaedr - .	(grekchadan okto – sakkiz va hedra – yoq)	8 ta teng tomonli uchburchakdan tuzilgan muntazam ko‘pyoq. Oktaedr 6 ta uchga va 12 ta qirraga ega. Har bir uchda 4 ta uchburchak uchrashadi, shunday qilib, oktaedrning uchidagi tekis burchaklar yig‘indisi 240° ga teng
Ikosaedr – .	(grekchadan ico — olti va hedra – yoq)	20 ta teng tomonli uchburchakdan tuzilgan qavariq ko‘pyoq. Ikosaedr-ning 12 ta uchidan har biri 5 ta teng tomonli uchburchakning uchi hisoblanadi. Shuning uchun uchidagi burchaklari yig‘indisi 300° ga teng
Dodekaedr -	(grekchadan dodeka – o‘n ikki va hedra – yoq)	12 ta teng tomonli beshburchakdan tuzilgan muntazam ko‘pyoq. Dodekaedr 20 ta uchga va 30 ta qirraga ega. Dodekaedrning uchi uchta beshburchak-ning uchi hisoblanadi, shuning uchun uchidagi burchaklari yig‘indisi 324° ga teng

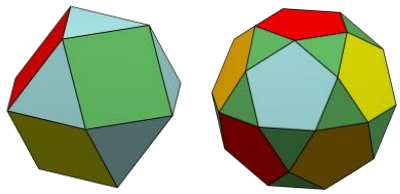
Arximed jismlari

Birinchi guruhga beshta Platon jismlaridan kesish orqali olinadigan beshta ko‘pyoq kiradi.



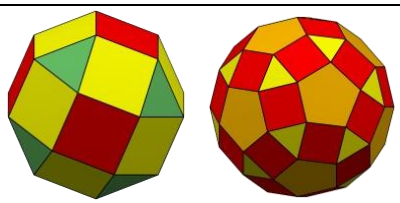
kesik tetraedr kesik kub kesik oktaedr kesik ikosaedr kesik dodekaedr

Ikkinchi guruh- kvazimuntazam ko‘pyoqlar

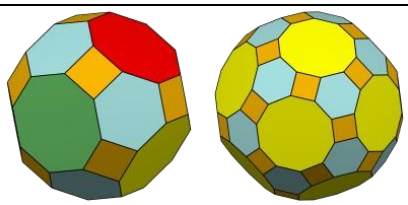


kuboktaedr ikosododekaedr

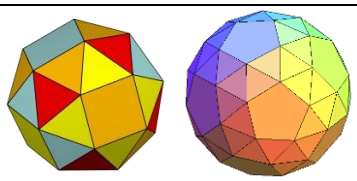
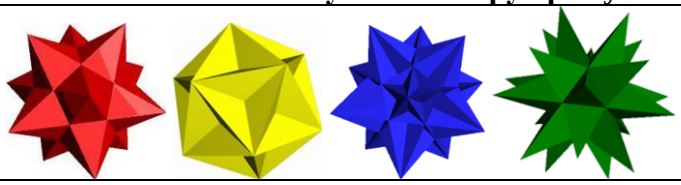
Uchinchi guruh



rombokuboktaedr romboikosododekaedr



rombokesik kuboktaedr rombokesik ikosododekaedr

To‘rtinchi guruh.

puchuq kub puchuq dodekaedr
Muntazam yulduzli ko‘pyoqlar yoki Keplera-Puanso jismlari

Kichik yuduzli katta dodekaedr katta yulduzli katta ikosaedr
dodekaedr dodekaedr

Agar ko‘pyoqning uchlari sonini –U, yoqlari sonini - Y, qirralari sonini - Q deb belgilasak, dastlab konkret misollarda uchburchakli, to‘rtburchakli va p-burchakli prizma va piramidalar uchun U + Y – Q = 2 (Eyler formulasi) munosabatni tekshirib ko‘rish talab qilinadi.

Ko‘pyoqlarning me’morchilik va san’atda qo‘llanilishi. Luki Pacholi «Ilohiy proporsiya» asarida Leonardo 59 ta turli ko‘pyoqlar tasvirlarini keltiradi, bu geometriya rivojiga katta ta’sir kursatdi. Leonardoning kesik ikosaedr tasviri tushirilgan gravyurasi lotincha Ycocedron Abscisus(kesik ikosaedr)

Leonardo da Vinchi o‘z usuli bilan kublarning jips joylashishini, bu bilan kristallarning davriy tuzilishini uch asr oldin bashorat qildi. Rassom Mauritsa Esherning (1898-1972) bunga o‘xshash ishi 1952- yilda chizilgan va u «Kubik fazoning kataklari» deb ataladi».

XIII-XVII asrlar ko‘pyoqlar ko‘pgina arxitektura inshoatlarining asosi bo‘lib xizmat qilgan. Ko‘proq kublar, keyinchalik boshqa ko‘pyoqlar, masalan, tetraedr qo‘llanilgan.

Qurilishda piramidalar qadimdan foydalanib kelingan. Masalan, olamning birnchi mo‘‘jizasi Xeops piramidasi eng ulkan qurilish inshoati mana besh ming yildan beri qad ko‘tarib turibdi.

Ko‘pyoqlar tabiatda. Muntazam ko‘pyoqlar eng qulay jism sifatida tabiatda keng tarqalgan. Masalan, osh tuzi kristallari kub shaklida, muz va tog‘ billurining kristallari asos-lariga oltiyoqli piramidalar qo‘yilgan oltiyoqli prizmalar shaklida.

Oltingugurt kristallari romb shaklida. Olmos kristallarining yoshi 100 million yildan 2,5 milliard yilgacha etadi. Kirralangan olmos brilliant deb ataladi. Uning kristallari brilliant deb ataladi. Ular oktaedr shaklida buladi.

Muntazam ko‘pyoqlar tirik tabiatda ham uchraydi. Masalan, bir xujayrali organizm feodariya skleti ikosaedrni eslatadi.

Xulosa va natijalar. Umumiy o‘rta ta’lim maktablarida geometriya kursini o‘qitishda «Ko‘pyoqlar» mavzusi ko‘pyoq tushunchasi, prizma va uning elementlari,to‘g‘ri va muntazam prizma, parallelepiped yoqlari va diagoanallarining xossalari, piramida va uning elementlari, muntazam piramida, kesik piramida va uning elementlari, ko‘pyoqning yon va to‘la sirtlari, hajm tushunchasi, ko‘pyoqning hajmi, muntazam ko‘pyoqning proeksiyalari va yoyilmasi, sodda ko‘pyoqning kombinatsiyalari kabi tushunchalarni o‘rganish jarayonida innovatsion texnologiyalar klaster, loyiha usuli va boshqa usullarning muvofiqlikda qo‘llanilishi talabalar bilimlarini mustahkamlashda va ularning jismlar haqidagi tasavvurlarini shakllantirishga hamda ijodiy qobiliyatlarini rivojlantirishga imkon beradi.

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METILXLORIDNI ORALIQ SINTEZ QILISH VA UNING KEYINGI KATALITIK PIROLIZI ORQALI TABIY GAZDAN ETILEN VA PROPILEN ISHLAB CHIQARISH.

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Anotatsiya. Ishda metilxloridni oraliq sintez qilish va uning keyingi katalitik pirolizi orqali tabiy gazdan etilen va propilen ishlab chiqarish o'rganilgan. Metanni oksixlorlash mis, kaliy va lantan xloridlaridan tashkil topgan katalizatorning suyuqlashtirilgan qatlami bo'lgan reaktorda kislorod va vodorod xlorid bilan reaksiyasi natijasida sodir etildi. Bunda bosim 1586 kPa va harorat 515 K tashkil qildi. Mahsulotlar sifatida asosan metilxlorid va dixloretan 4:1 nisbatda xosil bo'ldi. Belgilangan selektivlikni saqlab qolish uchun metan konversiyasi 25% bilan cheklangan. Xlorli uglevodorodlar ZSM-5 statsionar qatlamli reaktorga yuborildi va u erda ular benzinga oligomerizatsiya qilindi. HCl ning suvli eritmasi azeotrop distillash uchun oziqlangan va HCl jarayonga qaytarilgan. Ishning maqsadi- metilxloridni oraliq sintez qilish va uning keyingi katalitik pirolizi orqali tabiy gazdan etilen va propilen ishlab chiqarishni o'rganishdan iborat.

Kalit so'zlar: metan, monoxlormetan, oksixlorlanish, piroliz, katalizator, dixloretan, bosm,sellektivlik.

KIRISHPastki olefinlar - etilen va propilen - kimyo va neft-kimyo sanoatida eng yirik xom ashyolardan bo'lib, ularga bo'lgan talab barqaror o'sib bormoqda va ularni tabiiy gazdan (NG) ishlab chiqarish imkoniyati tobora muhim ahamiyat kasb etmoqda.

Hozirgi vaqtda metanolning oraliq sintezi orqali tabiiy gazdan olefinlarni olishning 3 bosqichli jarayoni istiqbolli hisoblanadi[1-6]. IGlarni metanol orqali etilenga aylantirish zanjiri quyidagi kalitikni bosqichlarni o'z ichiga oladi

1) metanning bug' yoki bug'-kislorodga aylanishi - tabiiy gazning asosiy komponenti

$$2CH_4 + H_2O + O_2 \rightarrow CO + CO_2 + 5H_2;$$

2) metanol sintezi

$$CO + CO_2 + 5H_2 \rightarrow 2CH_3OH + H_2O;$$

3) metanolning olefinlarga aylanishi

$$nCH_3OH \rightarrow C_2H_4 + C_3H_6 + C_4H_8 + \text{boshqa uglevodorodlar} + nH_2O.$$

SAPO-34 silikoalyuminofosfat katalizatorida metanolni etilen va propilenning yuqori mahsuldorligi bilan olefinlarga aylantirish jarayoni ikki kompaniya - UOP (AQSh) va Norsk Hydro (Norvegiya) hamkorlikda ishlab chiqilgan [7-11]. O'tkazilgan metanolda etilen 48%, propilen - 33%, butilenlar - 10% ni tashkil qiladi. UOP va Hydro Polymer kompaniyalarining 2007 yil 23 sentyabrdagi taqdimotida olingan ma'lumotlarga ko'ra, Nigeriyada 2008 yilga mo'ljallangan 400 ming tonna polietilen va polipropilen quvvatiga ega sanoat ishlab chiqarishini ishga tushirish 2012 yilga qoldirildi[12-14].

Metilxloridning katalitik piroliz jarayoni qiziqarli, chunki uni metandan o'rtacha harorat va bosimda bir bosqichda olish mumkin. Metilxloriddan engil olefinlarning sintezi bir xil katalizatorlarda, metanoldagi kabi bir xil sharoitlarda va o'xshash parametrlarda sodir bo'ladi. Tabiiy gazni metilxlorid orqali olefinlarga aylantirish zanjiri quyidagi bosqichlarni o'z ichiga oladi:

1) metanni oksixlorlash orqali metilxlorid olish:

$$nCH_4 + nHCl + n/2O_2 \rightarrow nCH_3Cl + nH_2O$$

2) metilxloridning olefinlarga $CH_3Cl \rightarrow C_2H_4 + C_3H_6 + C_4H_8$ + boshqa uglevodorodlar + nHCl ga aylanishi[15,16].

TAJRIBA QISMI

Bu ishda metanni oksixlorlash jarayoni turli turdagi reaktorlar bilan tajriba zavodida sinovdan o'tkazildi. Tabiiy gazdan etilen va propilen olishning xlor balanslangan jarayonining sxematik diagrammasi ishlab chiqilgan, sanoat reaktorlarida metanni oksixlorlash va metilxloridni piroliz qilish reaksiyalarining shartlari aniqlangan. 400, 425 va 450 °C haroratda SAPO-34 silikoalyuminofosfat katalizatorida metilxloriddan etilen va propilen ishlab chiqarishni o'rganildi. Aniqlanishicha, 5 soatlik tajriba davomida etilen uchun jarayonning selektivligi doimiy ravishda oshib boradi, propilen uchun esa 400 °C haroratdan tashqari u pasayadi. Katalizatorning faolligi, qoida tariqasida, karbonizatsiya tufayli monoton ravishda kamayadi. 550 °C haroratda havo bilan regeneratsiya katalizatorning faolligini to'liq tiklaydi. Metilxloridning katalitik piroliz kinetikasini o'rganish reaktsiyaning metilxloridga nisbatan birinchi darajali ekanligini ko'rsatdi. Reaksiyaning aktivlanish energiyasi 51 kJ/mol.

Olingan laboratoriya ma'lumotlariga asoslanib, etilen va propilenni birlamchi ishlab chiqarish bilan metilxloridning katalitik pirolizining sanoat jarayoni uchun quyidagi indikativ ko'rsatkichlarni tavsiya qilish mumkin:

TAJRIBA NATIJALARI VA ULARNING KUHOKAMASI

Har xil turdagi eksperimental reaktorlarda metanni oksixlorlash jarayonini sinash natijalari Jadvalda keltirilgan. Jarayonni ishlab chiqishda birinchi navbatda katalizatorning suyuq qatlamli reaktoridan foydalanilgan. Aniqlanishicha, reaktor diametri 45 dan 400 mm gacha oshganda, katalizator qatlamida teskari aralashtirish natijasida chuqur oksidlanish mahsulotlari - har bir reaksiyaga kirishgan metanga CO va CO_2 hosil bo‘lishi 21,3 dan 52,9 % gacha oshadi. Bundan tashqari, kontakt vaqtining ko'payishi tufayli kislorod konversiyasi 56,3% dan 90,3% gacha oshdi, vodorod xlorid konversiyasi esa 71,8% dan 28,8% gacha kamaydi. Ikkinchisi, asosan, uglerod oksidlariga chuqur oksidlanishga uchragan metan emas, balki uning xlorlash mahsulotlari - xlorometanlar ekanligi bilan bog'liq.

Quvursimon reaktorda gaz harakati rejimi ideal siljish rejimiga yaqin, buning natijasida xlorometanlar uchun jarayonning selektivligi suyuq qatlamga qaraganda yuqori bo'ladi. Reaksiyaga tushgan metandan uglerod oksidlarining hosil bo'lishi 11,6% gacha kamaydi. Biroq, qimmatbaho konstruktiv material - XN78T xrom-nikel qotishmasining yuqori istemoli tufayli jarayonning iqtisodiy ko'rsatkichlari foydasiz bo'lib chiqdi.

Natijada, ichki qoplamali karbonli po'latdan yasalgan raf adiabatik reaktor ishlab chiqildi. Reaksiya issiqligini olib tashlash uchun ortiqcha metan ishlatilgan, bu ham jarayonning portlash xavfsizligini ta'minladi. Jarayonni nazorat qilish uchun har bir javonga katalizator bilan kislorod etkazib berildi. Bu nafaqat metanning uglerod oksidlariga

oksidlanish darajasini 7,8% ga kamaytirdi, balki maqsadli mahsulot - xlorometanlarning umumiy tarkibidagi metilxlorid uchun selektivlikni 56,7% gacha oshirdi.

Oksixlorlanish reaktsiyasi gazini sovutish uchun katalizatorli javonlar orasiga metanni oksixlorlash jarayonida reaksiya gazidan kondensatsiyalangan xlorid kislotasini quyish taklif qilindi, buning natijasida reaksiyaga kirishmagan vodorod xlorid jarayonga qaytariladi va undan to'liq foydalanishga erishiladi.

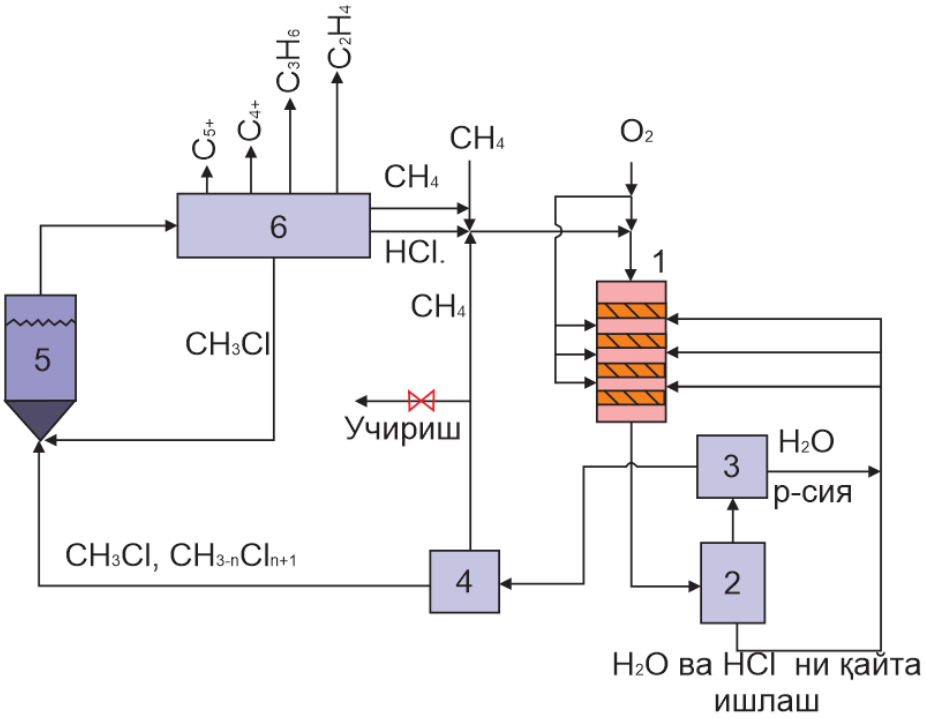
Cheboksari Ximprom OAJda diametri 800 mm va yiliga 1500 tonna ishlab chiqarish quvvatiga ega 2 bosqichli adiabatik reaktorga ega metanni xlorlash va oksixlorlash bo'yicha eng yirik tajriba zavodi tashkil etildi [8]. Ushbu o'rnatish yordamida reaktsiyaning boshlanishi harorati, kerakli aloqa vaqti, metan, vodorod xlorid va kislorodning bir katalizator qatlamiga aylanishi, xlorometan va uglerod oksidi uchun jarayonning selektivligi aniqlandi va uzoq (4 ming soatdan ortiq) katalizatorni ishga tushirish amalga oshirildi. Olingan natijalar asosida metilxloridni birlamchi ishlab chiqarish bilan metanni oksixlorlashning sanoat jarayonining parametrlari aniqlandi.

1-jadval

Tajriba zavodlarida har xil turdagi reaktorlarda metanni oksixlorlash jarayonining ko'rsatkichlari,

Jarayon ko'rsatkichlari	Suyuq qatlamli reaktor		Quvursimon reaktor	Adiabatik reaktor (I bosqich)
Reaktor diametri, mm	400	45	27	800
Reaktor materiali	XH78T		XH78T	Art. 3 + astar
Mol nisbati CH4 : HCl : O2	1:1,1:0,8	1:1:1	1:2,3:1	1:0.26:0,05
Metan konversiyasi	42,3	46,1	62,7	2,8
HCl konversiyasi, %	28,8	71,8	53,5	15,3
O_2 konversiyasi, %	90,3	56,3	75,2	72,7
Metanning reaksiyaga kirishgan CH_4 ga yonishi	52,9	21,3	11,6	7,8
CH3Cl uchun selektivlik, wt.%	20,5	20,0	17,4	56,7
Harorat, ° C	380	380	380	316-402
Aloqa vaqti, s	15	4,5	5,3	3,8
Bosim, MPa	0,11	0,1	0,11	0,25

Oksixlorlash reaktori 1dan keyin xlorid kislota reaksiya gazining issiqligi tufayli rektifikatsiya qilinadi. 2-ustunning pastki qismidan mustahkamlangan xlorid kislota oksixlorlash reaktoriga qaytariladi va reaktsiya suvi 3-qayta oqim kondensatorida chiqariladi. Keyin 4-ustunda metilxlorid reaksiya gazidan ajralib chiqadi, u katalitik piroliz reaktoriga yuboriladi 5. Reaksiyaga kirmagan metan qayta ishlanadi. Metilxlorid piroliz mahsulotlari rektifikatsiya tizimida 6 tijorat mahsulotlariga va vodorod xloridni metan oksixlorlash reaktoriga qayta ishlashga ajratiladi.



Metilxloridni ishlab chiqarish va piroliz qilish orqali tabiiy gazdan quyi olefinlarni olish uchun xlor-muvozanatli jarayon sxemasi

1 - metan oksixlorlash reaktori; 2 — xlorid kislota distillash ustuni; 3 - suv kondensatori; 4 -2-ustunli tizim (metilxlorid ajratish); 5 - metilxlorid piroliz reaktori; 6 - rektifikatsiya tizimi

XULOSA

Metilxloridning katalitik piroliz jarayoni uchun katalizator (silikoalyuminofosfat SAPO-34) tanlandi, kinetikasi o'rganildi, jarayon parametrlari aniqlandi: harorat - 425-450 ° S, metilxloridning konversiyasi - 70%, etilen hosil bo'lishi uchun selektivlik - 45%, propilen - 35%. Metanni oksixlorlash jarayoni uchun katalizator tanlandi (tashuvchiga yotqizilgan mis, kaliy va lantan xloridlari aralashmasi) va kinetikasi o'rganildi. Jarayon tajriba zavodida har xil turdagi reaktorlarda sinovdan o'tkazildi, bu esa uni sanoat dizayni uchun tavsiya qilish imkonini berdi.

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ISBOTLANADIGAN MISOLLARNI MATEMATIK INDUKSIYA VA UNING DASTURI ORQALI YECHISH

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Annotatsiya. Ushbu maqolada matematik induksiya metodi haqida bayon etilgan. Asosiy tushunchalarga to`xtalib o`tilgan va bir nechta misollarning yechimi ko`rsatilib, matematik induksiya metodi yordamida isbotlangan va dasturi tuzib ko`rsatilgan.

Kalit so'zlar: Induksiya, matematik induksiya, mulohaza, deduksiya, gipoteza, dasturiy kodi.

KIRISH: Algebraik, arifmetik, geometrik analizning ko`pgina bo`limlarida tabiiy o`zgaruvchiga qarab A(n) mulohazaning haqiqatini isbotlash kerak. A(n) mulohazani to`g`ri yoki noto`g`riligini matematik induksiya usuli orqali tekshiriladi.

Induksiya atamasi lotinchada ildizlarga ega va so`zma – so`z tarjimada "yo`l-yo`riq" deb tarjima qilinadi. Ayrim yoki xususiy ma`lumotlarga tayanib umumiy xulosa chiqarishni induksiya deyiladi. U ma`lum miqdorda yakka holdagi fakt, hodisa va jarayonlarni kuzatish orqali, shu kuzatishlarga tayangan holda ishlab chiqarilgan umumiy xulosa chiqarish. Bu usul bo`yicha, oldin ko`p miqdordagi obyekt yoki jarayonlar yaxshilab kuzatiladi, o`rganib chiqiladi, keyin ushbu kuzatishlardan yagona, umumiy xulosa chiqariladi. Induksiyada mantiq asosiy o`ringa ega emas, tajriba asosiy rolga ega. Induksiya arifmetik va geometrik progressiya formulalarini, logarifmlarni o`rganishda uchraydigan formulalarni, Nyuton binomi va kombinatorikaga doir formulalarni chiqarishda keng qo`llaniladi.

Matematik induksiya usuli bilan isbotlash quyidagi tartibda bajariladi. Avval A(n) mulohaza uchun n=1 to`g`riligi isbotlanadi. Bundan ko`rinib turibdiki, n=k uchun ham bu mulohaza to`g`ri deb faraz qilgan holda n=k+1 da to`g`ri bo`lishi isbotlanadi.

Matematik induksiya usuli teorimalarni, o`ziga xosliklarni, tengsizliklarni isbotlashda, bo`linishga doir masalalarni yechishda, ayrim geometrik va boshqa ko`plab masalalarni yechishda keng qo`llaniladi. O`quv qo`llanmadagi mavjud masalalardan tashqari yana bo`linishga doir masalalardan ham berish, matematik induksiya usulining ba'zi geometrik va boshqa masalalarni yechishga tatbiqini ko`rsatish foydali. Matematik induksiya usulining yig`indini topishga, ayniyatlar va tengsizliklarni isbotlashga doir masalalarda qo`llanilishi qaraladi, arifmetik va geometrik progressiyalarning n – hadi va dastlabki n ta hadi yig`indisi uchun formulalar chiqariladi.

Hozirgi zamon fanida **deduksiya** termini keng ma`noda qo`llanilib, muayyan hukmdan mantiq qonunlari asosida xulosa chiqarish tushuniladi. Agar asos qilib olingan hukm haqiqiy va deduksiya qonunlariga rioya qilingan bo`lsa, undan chiqariladigan xulosa ham haqiqiy bo`ladi. Shuning uchun fandagi nazariyalar deduktiv metod natijasida yaratiladi. Odatda, deduktiv metod ma`lum sohada faktik materiallar to`plangandan so`ng, ularni chuqur o`rganish, tizimga solish va boshqa maqsadlarda qo`llaniladi.

Gipoteza (qadimgi yunonchada – asos, taxmin) – hodisalarning qonuniy (sababli) bog`lanishi to`g`risidagi taxminan mulohaza, faraz. Gipoteza ilmiy bilishni rivojlantirish uchun asos bo`ladi. Gipotezaning mantiqiy jihatdan tahlil qilish (taqqoslash, analiz va sintez,mavhumlashtirish va umumiylashtirish) asosida bevosita bilimga o`tish, sababiy bog`lanish asosida qonuniyatlarni ochish kabi bosqichlari bor. Umumiy gipoteza bir guruh hodisalarni, jarayonlar xususiyati va sababi to`g`risidagi, xususiy gipoteza alohida, yakka hodisalar, jarayonlar sababi to`g`risidagi taxmindir.

Matematik induksiya aslida – matematik tasdiqni isbotlovchi metod hisoblanadi. Bu metodni quyidagi misollar orqali isbotlab ko`rsatishimiz mumkin.

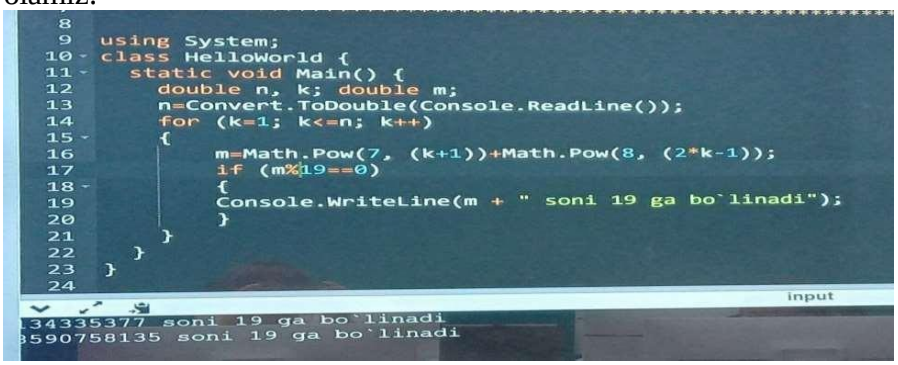
1 – misol. Istalgan natural son n da $7^{n+1} + 8^{2n-1}$ sonining 19 ga bo`linishini isbotlang.

1 – hol: agar natural son n=1 bo`lsa $7^2 + 8^1=57$ bo`ladi. 57 esa 19 ga qoldiqsiz bo`linadi. Biror n=k natural son uchun $7^{k+1} + 8^{2k+1}$ soni 19 ga qoldiqsiz bo`linadi, deb faraz qilamiz. Bundan kelib chiqadiki n=k+1 uchun ham o`rinli ekanligini isbotlaymiz.

2 – hol: $7^{n+1} + 8^{2n-1} = 7^{k+1+1} + 8^{2(k+1)-1} = 7^{k+1} + 8^{2k+1}$

Demak: $7^{k+2} + 8^{2k+1} = 7*7^{k+1} + 64 * 8^{2k-1} = 7(7^{k+1} + 8^{2k-1)}) + 57 * 8^{2k-1}$ shu ko`rinishga keladi. Olingan yig`indidagi xar qaysi qo`shiluvchi 19 ga bo`linayotganidan $7^{k+2} + 8^{2k+1}$ ham 19 ga bo`linishi kelib chiqadi. Demak muloxaza to`g`ri ekan.

Endi fikrimizning tasdig`ini yana bir bor ko`rsatish uchun misolning dasturini tuzib natijasini olamiz:



2 – misol. 1+2+……+n=n(n+1)/2 mulohaza n=k+1 da o`rinli bo`lishini isbotlang.

1 – shart: n=1 da mulohaza to`g`ri 1(1+1)/2=1

2 – shart: n=k da mulohazani to`g`ri deb qaraymiz k(k+1)/2

Bu 2 shartning to`g`riligidan n=k+1 da ham mulohazani to`g`ri deb fazar qilamiz. Demak n=k+1 da 1+2+3+ +n=(k+1)(k+2)/2 shu ko`rinishga kelishini isbotlaymiz. 1+2+3+ ..... +k+(k+1)=k(k+1)/2+(k+1)=(k+1)(k+2)/2 tenglik ixtiyoriy n uchun to`g`ri ekan. Shuni ham eslatib o`tish kerakki, ba`zi hollarda A(n) mulohazaning to`g`riligi barcha natural sonlar uchun o`rinli bo`lmasdan P(P>1) natural sondan boshlab o`rinli bo`lishi mumkin. Yuqorida 1 – misol uchun dastur yozganimiz kabi 2 – misol uchun ham dastur tuzamiz va natijasini ko`rsatamiz:

```
using System;
class HelloWorld {
  static void Main() {
     int n, i; double m, s=0;
     n=Convert.ToInt32(Console.ReadLine());
     m=(n*(n+1))/2;
     for (i=1; i<=n; i++)
           s=s+i;
     if (s==m)
        {
        Console.WriteLine("m={0} s={1} ga tengligi isbotlandi", m, s);
        }
```

input

```
n=36 s=36 ga tengligi isbotlandi
```

3 – misol. n>=3 uchun 2^n>2n+1 o`rinli ekanligi ko`rsating.
1 – hol: n=1 va n=2 uchun o`rinli emas, n=3 da esa 8>7 bo`ladi;
2 – hol: n=k, k>=3 tengsizlikni to`g`ri deb qabul qilamiz. $2^k > 2k + 1$ to`g`ri deb qaraymiz. n=k+1 da 2^{k+1}>2(k+1)+1, $2^k * 2 > (2k + 1) * 2$ o`rinli ekan.
Dasturi esa quyidagicha bo`ladi:

```
using System;
class HelloWorld {
  static void Main() {
     int m, n; double k;
     n=Convert.ToInt32(Console.ReadLine());

     k=Math.Pow(2 , n);
     m=(2*n+1);

     if(k>m)
     Console.WriteLine("shart bajarildi");
     else
     Console.WriteLine("3 dan kechik son kiritildi");
  }
}
```

```
3 dan kechik son kiritildi

...Program finished with exit code 0
Press ENTER to exit console.
```

Xulosa qilish mumkinki, har bir fanni egallash undagi turli – tuman faktlarni, asosiy qonuniyatlarni bilib olish bilan birga shu fandagi tadqiq qilish metodlarini o`zlashtirishni ham taqozo qiladi. Matematik induksiya metodi matematikaning turli, hatto bir – biridan juda olis sohalarida muvaffaqiyat bilan keng qo`llaniladigan metoddir. Bu metod o`zining juda sodda bo`lgan g`oyasi bilan e`tiborga sazovordir. Ushbu maqolada keltirilgan ma`lumotlar aynan o`rganuvchilar uchun qulay va e`tiborli tomoni shundaki, misollarning dasturi ham yaqqol tuzib ko`rsatilgan. Shuning uchun ham ushbu maqola matematikani o`rganuvchilar va dasturlash sohasiga qiziquvchilar uchun kerakli hisoblanadi, deb o`ylayman.

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MILLIY DASTUR TALABLARIDAN KELIB CHIQIB BOSHLANG'ICH TA'LIMDA TENGLAMALARNI O'RGANISHGA YANGICHA YONDASHUV

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Annotatsiya: Boshlang'ich ta'lim matematika darslarini milliy dastur talablaridan kelib chiqib zamonning o'zi talab qilmoqda. Kichik maktab yoshidagi bolalarga matematik materiallarni ularning kundalik amaliy darslarda uchraydigan matematik muammolar bilan uzviy bog'lab o'qitilsa ularning fanni yaxshi o'zlashtirishga bo'lgan qiziqishlari ortadi. Natijada darslar yanada samarali bo'ladi. Ushbu maqolada matnli matematik masalalarning tenglamalar bilan uzviy bog'liqliligidan foydalanib tenglamalarni o'rganishga innovatsion yondashuvni amalga oshirishga ya'ni matematika darslarida berilgan tenglamalarning yechimini topish, masala ko'rinishga keltirilib matematika o'qitishni o'quvchilarning kundalik amaliy darslari bilan bog'lab o'tish masalasiga qaratilgan.

Kalit so'zlar: Matnli masala, tenglama, innovatsion metod, sodda masala, murakkab masalani yechimi, tenglama ildizi, arifmetik amallar. Respublikamizga 2019-yilda kadrlar tayyorlashning yangicha moduli milliy dastur qabul qilingandan so'ng yoshlarga ta'lim tarbiya berish vazifasi davlatimiz ichki siyosatining ustuvor yo'nalishlarining biriga aylandi.Muhtaram Prezidentimiz Sh.M.Mirziyoyev ta'kidlaganidek Matematika hamma fanlarga asosdir. Bu fanni yaxshi bilgan bola aqlli keng tafakkurli bo'lib o'sadi , istalgan sohada muvaffaqiyatli ishlab ketadi. Matematik tafakkurga ega bo'lib matematik qonun va qoidalarni ongli o'zlashtirishda bolaning irodasi mustahkam bo'lib, boshlagan ishini muvaffaqiyatli yakuniga yetkazishga harakat qiladi va bunga erishadi.

Milliy dastur" talablaridan biri maktablarda olib borilayotgan ta'lim-tarbiyani amaliyotga, ya'ni o'quvchilarning kundalik hayotlariga yanada yaqinlashtirish masalasidir. Bu degani har bir o'tilayotgan matematik materiallarning o'zini hayotdagi o'rnini aniqlab berishdan iborat. Agar o'quvchi o'rganayotgan matematik materiallarning o'z hayotidagi ahamiyatni tushunib yetsa yoki unga ehtiyoj sezsa, u vaqtda matematik materiallarni yaxshi o'zlashtirib olishga harakat qiladi.

Matematik tushunchalarning mohiyatini bilib berishda, ularning o'quvchilarning hayotidagi ahamiyatini ko'rsatishda matematik materially masalalarning o'ziga yarasha o'rni bor.

Bu yozilayotgan uslubiy maqoladan ko'zlangan asosiy maqsad innovatsion didaktik yangilik, matematik matnli masalalarni tenglamalar tuzib yozish va darsliklarda berilgan tenglamalarni yechishdan oldin yechimi shu tenglamaga mazmunan mos keluvchi matnli masala tuzib, masalada qaralayotgan muammo o'quvchilarning kundalik amaliy dasturidan olingan masala bilan boyitilishi bu orqali bolalarning shu matematik materiallarni o'rganishga bo'lgan qiziqishlarini oshirish masalasidir.

Ma'lumki boshlang'ich sinflar matematika darslarining mazmunini asosan arifmetika algebra va geometriya fanlarining eng elementar tushunchalari tashkil etadi. Bu uchta fan materiallari bo'shliqda va bir-birini to'ldirgan holatda o'rgatiladi. Fanda va kishilarning kundalik amaliy dasturida quyi ishlatiladigan tushunchalarni aniq ma'lum bir harflar va belgilar yordamida belgilash qabul qilingan.

Birinchi uyg'onish davrining buyuk namoyondalari ulug' matematik olim Al-Xorazmiy o'zining matematikaga oid ishlarida kishilarning kundalik amaliy dasturida duch keladigan matematik muammolarni formula tenglama ko'rinishida tasvirlash va uni hal qilish yo'lini ko'rsatib berdi. Olim qilgan bu matematik ishlari orqali yangi fanni vujudga keltirishga asos soldi. Shuning uchun ham bu fan uning tabarruk nomi bilan Al-Xorazmiy deb atala boshlandi.

O'rganishni maqsad qilib qo'ygan matematik tenglama tushunchasi kishilar orasidagi o'zaro munosabatlarda paydo bo'lgan matematik muammolarni hal qilishda ishlatiladigan vositalardan biri bo'lgan formuladir. Kezi kelganda o'quvchiga tushunarliroq bo'lishi uchun ularning kundalik amaliy dasturlarida tez- tez o'rganilib turadigan quyidagi masalaga e'tibor qaratamiz.

Boshlang'ich talimda o'rgatiladigan eng sodda tenglamalarning umumiy ko'rinishlari quyidagilardan iboratdir .

1. a+x=b , x+a=b (qo'shish amali yordamida); berilgan
2. a-x=b , x-a=b(ayirish amali yordamida); berilgan
3. a*x=b , x*a=b(ko'paytirish amali yordamida); berilgan
4. a:x=b , x:a=b(bo'lish amali yordamida); berilgan

Ikkinchi, uchinchi va to'rtinchi sinflar matematika darslarini tenglama tushunchasi orqali tahlil qiladigan bo'lsak , darslarda tenglamalarda aralash amallar va ular ikki yoki uchdan ortiq marta qatnashgan ancha murakkab tenglamalar ham uchraydi. Lekin shu narsani esdan chiqarmaslik kerakki tenglama qanchalik murakkab bo'lmasin ularda ayniy shakl o'zgartirishlar kiritish orqali ularning shaklini (ko'rinishini) shu olti ko'rinishdan biriga keltirib yechiladi. Shu nuqtai nazardan qaraganda o'sha oltita tenglamalarning tahlilini ko'rib chiqishga harakat qilamiz .

Birinchi sinf o'quvchilariga matematik bilimlar „Chinlik" mavzusidagi materiallarni o'rgatishdan boshlanadi. Mavzu bo'yicha o'quvchilar bir xonali sonlarni og'zaki nomerlashni(sanashni), sanash natijasida hosil bo'lgan sonlarning yozuvdagi ko'rinishi ya'ni yozma nomerlashni bu sonlar ustida qo'shish amalini , qo'shish amalining natijasini tekshirish natijasida bunga teskari amal sifatida qabul qilingan ayirishni va boshqa amallarni sodda xossalarini bilib oladilar . Shuning bilan birga bir xonali natural sonlar har biri boshqa natural sonlar bilan qanday munosabatda ekanligi ya'ni bu sonlar o'rtasida mumkin bo'lgan katta(>); kichik(<) va teng(=) munosabatlardan qaysi biri o'rinli ekanligini aniqlaydilar. Bundan tashqari bolalar mavzusini yuqorida aytilganlarni ikki xonali sonlar uchun ham o'rinli ekanligini o'rganadilar. Birinchi sinf o'quvchilarini yuqori sinflarda o'rganilishi soddalashtirilgan tenglama tushinchasini o'rganishga tayyorlash maqsadida sonli ifoda shu asosida harfli ifoda, harfli ifodalarning tengligi harfli ifodalarning son qiymati kabi tushunchalar ham o'rgatiladi. Boshlang'ich ta'limda arfmetik amallarning o'rganilish tartibiga qarab tenglamalar ham shu tartibda o'rganiladi. Boshlang'ich ta'limning ikkinchi sinfidan boshlab tenglamalarni o'rganish ko'paytirish va bo'lish amallari o'rganilgandan so'ng birinchi bo'lib yuqoridagi oltita tenglamalardan qo'shish va ayirish amallari bilan berilgan (a+x=b, a-x=b, x-a=b) tenglamalar, keyingilari esa ko'paytirish va bo'lish amallari bilan berilgan (a/x=b, a/x=b, x/a=b) tenglamalar o'rganiladi.

Kichik maktab yoshidagi o'quvchilarga matematika fanining asosiy tushunchalaridan bo'lgan (tenglamani o'rgatishning samarali bo'lishi uchun uni birinchi marta qanday holatda o'quvchilar ongiga singdirishga bog'liq. Agar turli yillarda nashr qilingan boshlang'ich ta'limning ikkinchi sinf matimatika darsliklarida tenglamani o'rganishga turlicha yondashuv bo'lgan bizning fikrimizcha tenglama tushunchasiga o'quvchilarning matematik bilim darajalaridan kelib chiqib qoidaga yondashish maqsadga muvofiq deb o'ylaymiz o'qituvchi o'quvchilar bilan hamkorlikda savol javoblar yordamida quyidagi masalalarni yechadilar.

Masala 1. Maktab kutubxonasiga o'quvchilarga tarqatish uchun 100 dona matematika darsligi keltirildi, agar birinchi kuni 65 dona tarqatilgan bo'lsa nechta darslik tarqatilmagan.

Masalaning yozilishi: O'qituvchi o'quvchilar bilan ketma-ket savol-javoblar o'tkazib tenglamalarning yechimi 100-65-sonli ifodaning yechimidan iboratligini va tarqatilmay qolgan darsliklar son 35 ta ekanligini bilib oladilar. Shundan keyin o'qituvchi bu masala yechishning boshqa yana birorta yo'li bor yo'qligiga o'quvchilar e'tiborini qaratadi. Shu yerda ulug' metodist olimlarimizning "bir xil usulda 20-masala yechgandan ko'ra 1-ta masalani 20- usulda yechish maqsadga muvofiq" degan xikmatli so'ziga qaratib masalani yechishning ikkinchi usulini topishga o'quvchilar diqqatini qaratadi. Bordi-yu o'quvchilar bu savolga javob topolmasalar unda o'qituvchi tarqatilmay qolgan darsliklar soni noma'lum bo'lganligi uchun x-deb qabul qilish kerakligini eslatib o'tdi tarqatilgan kitoblar bilan tarqatilgan kitoblar sonlarining yig'indisi 100 tani berishini aytib uni quyidagicha 65+x=100 yozish mumkin ekanligini aytadi. Bolalarga o'qituvchi bunday ko'rinishdagi tenglama yordamida bir nechta masalalar ishlaganliklarini masalan x-noma'lum soni o'rniga kvadratga, ? aylanaga va boshqa matematik belgi va simvollardan foydalanilayotganligini aytib o'tib, bu yerda barcha belgi va simvollardan voz kechib bitta noma'lum o'zgaruvchi x-ni kiritish mumkinligini aytadi. Berilgan tenglik x o'zgaruvchilarning faqat bitta natural qiymatida x-ning 35 bo'lganligi qiymatida o'rinli bo'lishiga o'quvchilar diqqatini jalb qilib bunday tenglik tenglama va x-ning tenglikni saqlab qoluvchi qiymati x-tenglamaning yechimi deyilishini aytadi. Bundan keyingi o'qituvchining asosiy vazifasi bunday ko'rinishdagi tenglamalarni yechilishining umumiy qoidasini keltirib chiqarishdan iborat bo'lishi kerak.O'quvchilar bilan o'tkazilgan og'zaki savol-javoblar orqali masalada berilgan 100 va 65 sonlari yordamida 35 soni qanday hosil qilinishini oydinlashtirib olib tenglamalarning yechimini topish qoidasi keltirib chiqariladi.

Qoida 1 -qo'shish amali bilan bilan berilgan (a+x=b (yoki x+a=b)) tenglamaning yechimini topish uchun yig'indidan ma'lum qo'shiluvchini ayirish kerak, ya'n X=b-a Ayirish amali bilan berilgan har ikkala tenglamalarga ham misolni o'quvchilarning har kuni duch keladigan matematik muamolarini matematik matnli masala ko'rinishida ifodalab har biri uchun uni yechish qoidasini bilish kerak bo'ladi.

Qaralayotgan maqolaning hammasi biroz normadan oshib ketishini bilsak-da bitta ayirish va bitta bo'lish amallari bilan berilgan tenglamalarni qarab chiqishga harakat qilamiz. Qo'shish amali bilan berilgan tenglamaga o'xshash yechimi mos ravishda ayirish va bo'lish amallari bilan berilgan (a-x=b va a/x=b) tenglamalar yechimiga keltiriladigan masalalarini taxlilarini qarab chiqamiz: masalan. **Masala 2** Bolalar bog'chasida soni 250 nafar tarbiyalanuvchilar. Agar shulardan 135 nafari o'g'il bolalar bo'lsa necha nafari qiz bolalar? Masala mazmunini tahlil qilib, uning yechimini oddiy arifmetik usuldan foydalanib topib ikkinchi usuldan foydalanishgacha bo'lgan jarayondagi bo'ladigan savol-javoblarning o'qituvchilarning pedagogik salohiyatiga qo'yib berib masalani yechishning algebraik usuliga o'tishdan tahlilni boshlaymiz. 250-x=135 O'quvchilar yuqorida aytib o'tilganidek, ayrish amali bilan berilgan bunday simvollarni qanoatlantiruvchi sonlarni osonlikcha topishadi. Berilgan masalani boshqa usul yordamida yechishga harakat qilib izlanayotgan noma'lumni x deb belgilab 250-x =135 Tenglikka ega bo'lishni tenglama deb, tenglikni saqlab qoluvchi o'zgaruvchi qiymatini tenglamaning yechimi yoki boshqa hollarda tenglamaning ildizi deb atalishini aytib o'tadi. Bolalar bilan x-ning qiymati 115 sonini masala shartida berilgan 250 va 135 sonlaridan foydalanib qanday hosil qilish mumkinligiga ishonch hosil qiladi. Bir necha misollarni shunday ikkinchi usuldan foydalanib ishlagandan so'ng bunday ko'rinishdagi tenglama yechimining umumiy qoidasi beriladi.

Qoida 2 -Ayirish amali bilan berilgan a-x=b ko'rinishdagi tenglamaning yechimini topish uchun kamayuvchidan ayirmani ayirish kerak, ya'ni x=a-b tenglamalarni

o'rganishga bag'ishlangan navbatdagi darslarning birida darslikdagi birinchi marta bo'lish amali bilan a/x=b ko'rinishidagi tenglamani yechimiga kirishishdan oldin o'qituvchi bunday tenglamalarga umumiy tushunchalar va ularni yechish qoidasini berishdan oldin o'zi tanlagan sodda va o'quvchilarning amaliy kundalik dasturidan olingan materiyali matematik masalani tahlil qilishdan boshlash kerak.

Ta'rif 1 Agar 2 ta harfli o'zgaruvchili ifodalar o'zaro tenglik ishorasi bilan bog'langan bo'lib ifodadagi o'zgaruvchining birorta qiymatida o'zidagi tenglik ishorasini saqlab kelsa, bunday tenglikka tenglama va tenglik ishorasini saqlab qolgan o'zgaruvchi -x bu qiymatiga tenglama yechimi deyiladi.

2x+5=3x+4; 4a+3=2a+1; 5a-2=3a Bu tengliklar tenglamalarga misol bo'ladi. Bu tengliklar o'zgaruvchilarning faqat bitta qiymatida tenglik ishorasini saqlab qoladi.

Ta'rif 2 Agar 2 ta o'zgaruvchili harfiy ifodalar o'zaro tenglik ishorasi bilan bog'langan bo'lib ifodadagi o'zgaruvchi x ni birorta son qiymatida o'zidagi tenglik ishorasini saqlab kelmasa bunday tenglikka tengsizlik deymiz.

Berilgan bu ta'rifni yaxshiroq tushinib olish uchun ishni birorta misolni tahlil qilishdan boshlaymiz:

Masala; Quyidagi berilgan tenglikni o'rganamiz. 2x+8=2(x+1) Bu berilgan tenglikni x o'zgaruvchining natural qiymatlarida tekshirib ko'ramiz, lekin shu narsani hech qachon esdan chiqarmaslik kerakki o'zgaruvchi x-ning boshqa haqiqiy son qiymatlari uchun x soni o'rinli bo'adi.

1^0 x=1 bo'lsin, u xolda 2*1+8=2(1+1); 10!=4; 10>4;
2^0 x=2 bo'lsin, u holda 2*2+8=2(2+1); 12!=6; 12>6;
3^0 x=3 bo'lsin, u holda 2*3+8=2(3+1); 14!=8; 14>8;
va hoka…

Yuqoridagi hisob-kitoblardan ko'rinadiki bu tenglik o'zgaruvchi x ning har bir qiymatida o'zida tenglik ishorasini saqlab qolmadi,natijaga ko'ra 2x+3>2(x+1) tenglik ko'rinishida yozishimiz mumkin bo'lar ekan. Bunday ko'rinishdagi chiziqli tengsizliklar ko'proq tenglamaning yuqori bosqichlarida batafsilroq o'rganiladi.

Tarif-3: Agar ikkita o'zgaruvchili ifoda o'zaro tenglik ishorasi bilan bog'langan bo'lib o'zgaruvchining barcha qiymatlarida o'zidagi tenglik ishorasini saqlab qolsa bunday tenglikka ayniyat deyiladi.

Masalan; Quyidagi o'zaro o'zgaruvchili ifodaning qiymatlarida qanday holatlar yuzberishini qarab o'tamiz. 2x+4=2(x+2) tengligi berilgan bo'lsin.

X=1 bo'lsin u vaqtda 2*1+4=2(1+2) bundan 6=6 bo'ladi.
X=2 bo'lsin u vaqtda 2*2+4=2(2+2) bundan 8=8 bo'ladi.
X=3 bo'lsin u vaqtda 2*3+4=2(3+2) bundan 10=10 bo'ladi.

O'zgaruvchini x ning boshqa qiymatlarida ham berilgan ifoda o'zidagi teng ishorasini saqlab qolishiga ishonch hosil qildik. Demak bu berilgan tenglik 2x+4=2(x+2) ayniyatga misol bo'ladi. Ayniyat tushinchasidan o'zgaruvchili yoki harfli ifodalarni soddalashtirishda va tenglamalarning yechimlarini topishda ayniy shakl almashtirishlardan keng foydalaniladi. Boshlang'ich ta'lim matematika darslarida o'rganiladigan tenglamalar bir o'zgaruvchili birinchi darajali tenglamalardan bunday tenglamalar haqiqiy sonlar to'plamida yagona bitta yechimga egaligini esdan chiqarmaslik kerak bo'ladi. Bordi-yu bu tenglik yana birorta yechimga ega bo'lsa u vaqtda bu tenglik ayniyat ekanligini bilish zaruriy va yetarli shartdir. Masalalar tenglamalar va tenglamalar masalalar bilan chambarchas bog'lik bo'lganligi uchun ularni ba'zi vaqtlarda ularni bir vaqtda o'zaro bog'liqda o'rganishni taqozo etadi. Agar darslikda masala berilgan bo'lsa uning yechimini topish uchun uning yechimini tenglama ko'rinishiga keltirish va aksincha darslikda tenglama berilgan bo'lsa bu tenglama o'zgaruvchilarni kundalik amaliy dasturidan qanday muammo hal qilishi mumkinligini o'quvchilarga ketma-ket uzviy bog'liklikda tushuntirish katta ahamiyatga egadir. Bu aytgan

fikrlarimizni 2-sinf matematika darsligidan olingan misol va masalalarni o'rganish jarayonida ko'rib chiqishga harakat qilamiz. Ma'lumki boshlang'ch sinflarda tenglama tushunchasi 2-sinf matematika darsligi 6-bobidagi 13-darsidan boshlanadi. Kichik maktab yoshidagi o'quvchilarni bilim darajalaridan kelib chiqib qaraganda tenglama haqida dastlabki ilk tushunchani bunday berish maqsadga muvofiq bo'lgan deb o'ylaymiz. Ikkinchi sinf matematika darsligining oldingi nashrida to'g'ridan-to'g'ri 27+x=27 tenglamasini olib o'quvchilarga tenglama tushunchasi haqida berishga harakat qilingan bu kichik yoshdagi o'quvchilar uchun oson anglab yetish oson holat emas. Biz hozir iste'moldagi ikkinchi sinf matimatika darsligidagi dastlab berilgan tenglamalar va yechimi shu berilgan tenglamalar yordamida tanlanadigan masalalar tuzish metodikasi haqida so'z yuritamiz.

Adabiyotlar ro'yxati

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LAVR O'SIMLIGI TARKIBIDAGI KIMYOVIY MODDALARNING ODAM ORGANIZMIDAGI TURLI KASALLIKLARGA AKS TA'SIRI

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Annotatsiya. Ushbu maqolada lavr barglarining kimyoviy tarkibi, ularning biologik faolliklari keltirilgan. Undan tashqari o'simlikda uchraydigan kimyoviy moddalarning farmatsevtika sanoatidagi ahamiyati yoritilib o'tilgan. Dafna efir moyidan olingan biologik faol moddalarning antibakterial xususiyatlari hamda qandli diabetga qarshi vosita ekanligi ko'rsatilgan

Kalit so'zlar. Lavr o'simligi, antibacterial, qandli diabet, antioksidantlik

Bugungi kunda turli xil kasalliklarni davolashda judayam ko'plab dori vositalari mavjud bo'lib, ularning aksariyati tanadagi birgina kasallik o'chog'iga ta'sir ko'rsatadi. Lekin shunday tabiiy o'simliklar borki ularning tarkibida uchraydigan kimyoviy moddalar organizmdagi ko'plab kasalliklar uchun davo vositasi bo'la oladi. Shunday o'simliklardan bir kundalik hayotimizda uchraydigan lavr o'simligidir

Lavr balandligi 12-15 m gacha bo'lgan doimiy yashil o'simlik (daraxt yoki buta) ziravorlar va aromatik ziravorlar sifatida ishlatiladigan o'simlik materiallari (barglari) manbai. Bu doim yashil o'simlikning tabiiy yashash joylari yillik yog'ingarchilik ko'p bo'lgan O'rta er

dengizi mamlakatlari hududlari hisoblanadi [20]. Rossiya hududida dafna Krasnodar o'lkasining janubi-g'arbiy hududlarida va Qrimda o'sadi [10]. O'zbekiston Respublikasida esa Surxondaryo viloyatida yovvoyi holda o'sadi.

Laurus nobilisning kimyoviy tarkibi uni farmatsevtika sanoatida qo'llashga yordam beradi. Uning tarkibida efir moylari, asosiy komponenti 1,8-sineol (25-70%), kichik komponentlar sifatida dafna tarkibida a-terpinil asetat, linalool, a- va b-pinenlar, b-elemen, a-terpineol mavjud. Eugenol, metyleugenol, karvakrol va sabinen mikroblarga qarshi faolligi bilan mashhur birikmalardir [7]. Gidrolatlarning kimyoviy profili L. nobilis ning asosiy komponenti sifatida 1,8-sineol (65,1%) bilan tavsiflangan [22].

Dafna barglari va mevalari uzoq vaqtdan beri turli mamlakatlar xalqlarining an'anaviy tibbiyotida qondagi yuqori glyukoza miqdorini kamaytirish, qo'ziqorin va bakterial infektsiyalar keltirib chiqaradigan kasalliklarni davolashda ishlatilgan. Dafna barglaridan olingan ekstraktlar yallig'lanishga qarshi, tinchlantiruvchi va antiepileptik xususiyatlarga ega. Quruq barglarning infuzioni turli xil oshqozon-ichak kasalliklarida, shuningdek, meteorizm uchun ishlatiladi [7]. Laurel barglari Eronda rasmiy xom ashyo (Lauri Folium) hisoblanadi [10].

Ba'zi xalqlarning an'anaviy tibbiyotida (masalan, Madeyra orollari) Lavr barglari tanani spirtli ichimliklarni zaharlanishidan himoya qilish uchun ishlatiladi. [24].

Ekstraktlarning antibakterial faolligi, ba'zi tadqiqotchilarning fikriga ko'ra, terpen va fenol moddalari mavjudligi bilan bog'liq. Dafna yaprog'i efir moyining Eurotium, Aspergillus va Penicillium avlodiga mansub turlarga qarshi antifungal salohiyati Guynot va boshqalar [18] tomonidan isbotlangan.

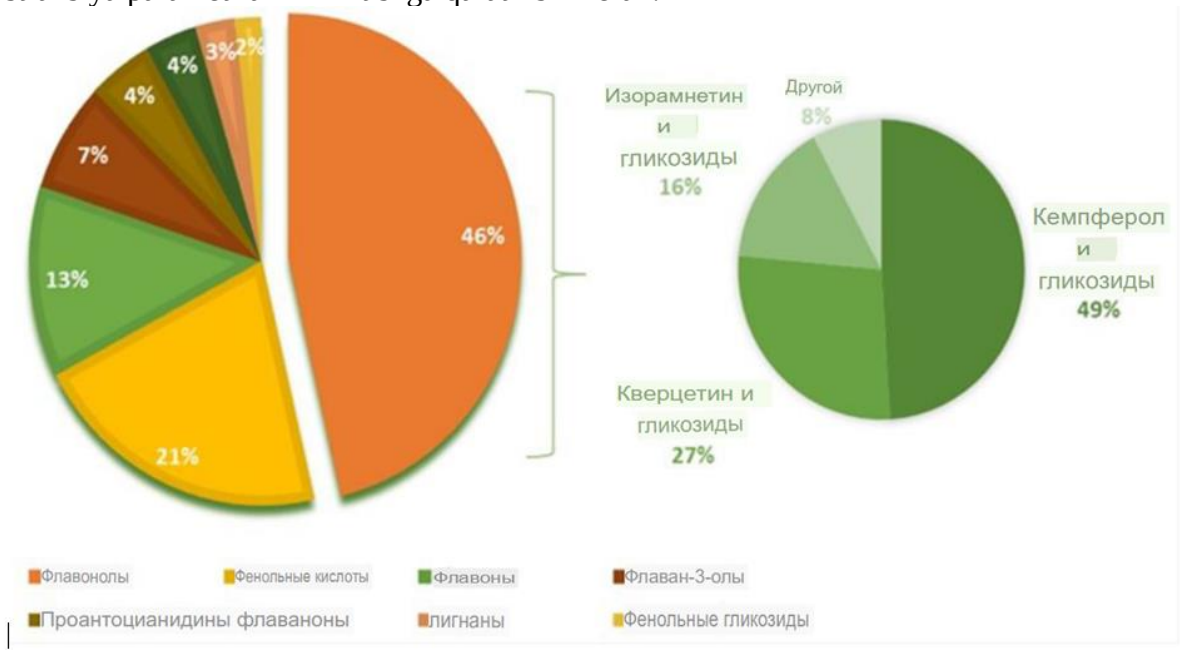
Dafna barglari diabetni davolash uchun o'tlar va dori-darmonlar tarkibiga ham kiradi [10]. Kalamushlar ustida o'tkazilgan ko'plab tajribalarda L. nobilis barglari ekstrakti qondagi glyukoza darajasiga o'lchanadigan ta'sir ko'rsatishi va oshqozon osti bezi orollari regeneratsiyasini yaxshilashi, shuningdek, o'zgargan jigar fermentlari, karbamid, kreatin kinaz, umumiy protein, kalsiy va ferritin miqdorini me'yorga yaqin tiklashi ko'rsatilgan. [21].

Dafna efir moyidan olingan biologik faol moddalar yaralarni qayta tiklash, yallig'lanishga qarshi faollik, immunomodulyator, neyroprotektiv, antimutagen, yaraga qarshi va antikonvulsant ta'sirga ega ekanligini ko'rsatdi.

Ushbu harakatlarning aksariyati flavonoidlar, fenolik kislotalar, taninlar (proantosiandinlar) va lignanlarni o'z ichiga olgan dafna barglarida mavjud bo'lgan fenolik birikmalarga bog'liq bo'lishi mumkin. Ushbu qimmatbaho birikmalardan sanoatda samarali foydalanishni ta'minlash uchun ekstraktlarning eng yuqori miqdoriy hosildorligi va sifatini ta'minlaydigan optimal ekstraksiya tartiblarini ishlab chiqish juda muhimdir.

Fenolik moddalar (birikmalarning ko'p qismini tashkil qiladi (1-rasm)) saqlash vaqtida faol xususiyatlarini yo'qotishga moyil bo'lganligi sababli, sanoatda foydali bo'lishi uchun ularning biologik faolligini saqlab qolish va barqarorligini oshirish juda muhimdir. Dafna barglari o'zining tarkibiy jihatdan xilma-xil bioaktiv molekulalarining keng assortimenti va antioksidant, mikroblarga qarshi, yallig'lanishga qarshi va boshqa sog'liq uchun foydalari tufayli oziq-ovqat, farmatsevtika va kosmetika sanoatida qo'llanilishi mumkin bo'lgan yuqori sifatli ekstraktlar ishlab chiqarish uchun ajoyib asosdir. Dafnaning biopotentsialini tushunish o'simlik ekstraktlarini ishlab chiqarishda yangi yondashuvlarni va shuning uchun yuqori qo'shimcha qiymatga ega formulalar va biologik xususiyatlar va harakatlarni yaxshilashga imkon beruvchi ilg'or ekologik toza texnologiyalardan foydalanishni talab qiladi. Xuddi shunday umumiy fenolik hosildorlikka ham an'anaviy, ham ilg'or ekstraksiya usullaridan foydalangan holda ekstraksiya parametrlarini sozlash orqali erishish mumkin. Shu sababli, kelajakdagi tadqiqotlar turli xil biologik faollikni ko'rsatgan kempferol glikozidlari kabi maqsadli bioaktiv birikmalarni ajratib olishga e'tibor qaratgan holda, umumiy polifenollarning

yuqori hosildorligi va umumiy ekstrakt sifatiga erishish uchun optimallashtirishga ko'proq ekstraksiya parametrlarini kiritishga qaratilishi kerak.



1-rasm. Dafna barglaridagi kimyoviy moddalar nisbati

Laurel uchun so'nggi tadqiqotlar bosim ostida suyuqlik ekstraktsiyasining samaradorligini tasdiqladi. Bosim ostida suyuqlik ekstraktsiyasi (PLE) - bu turli xil o'simlik materiallaridan polifenollarni samarali ravishda ajratib turadigan ekstraksiya usuli. Tajribalarda asosiy maqsad dafna yaprog'i polifenollarini ishlab chiqarish uchun optimal sharoitlarni (erituvchi, harorat, ekstraksiya aylanishlar soni va statik ekstraksiya vaqti) aniqlash va ultra samarali suyuqlik yordamida optimal ekstraktning polifenol profilini baholash edi. xromatografiya-mass-spektrometriya (UPLC-MS/MS). FRAP, DPPH va ORAC tahlillari bilan aniqlangan antioksidant faollikni baholashga kelsak, optimal ekstraksiya shartlari 50% etanol, 150 ° C, bitta ekstraksiya aylanishi va 5 minut vaqti edi. Optimal PLE sharoitida olingan polifenolik ekstraktda 29 ta aniqlangan birikmalar mavjud bo'lib, ulardan flavonollar (rutin va quercetin-3-glyukozid) ustunlik qiladi. Antioksidant faollik tahlillari natijalari shuni ko'rsatdiki, PLE nisbatan yuqori antioksidant faollikka ega bo'lgan polifenolga boy dafna yaprog'i ekstrakti olish uchun samarali ekologik toza usuldir [18].

Xulosa

Laurus nobilisning dorivor maqsadlarda foydalanish doirasi juda keng (mikroblarga qarshi ta'sirdan sitotoksik faollikka qadar) va to'liq o'rganilmagan. Shu munosabat bilan yangi dorivor shakllarni topish va ushbu dorivor o'simlikning imkoniyatlaridan maksimal darajada foydalanishga harakat qilish muhimdir.

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KIBERXAVFSIZLIK TIZIMIDA SUN'IY INTELLEKTNING TUTGAN O'RNI

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Annotatsiya. Kibertahdidlar ko'lami va murakkabligi bo'yicha o'sib bormoqda va bu o'z tarmoqlari va ma'lumotlarini himoya qilishga urinayotgan tashkilotlar uchun katta muammo tug'dirmoqda. Sun'iy intellekt (AI) xavfsizlik guruhlariga ushbu muhit bilan hamnafas bo'lishda yordam beradigan muhim vosita sifatida paydo bo'lmoqda. Sun'iy intellekt va mashinani o'rganish algoritmlari zararli dasturlarni aniqlashdan tortib, insayder tahdidlarni aniqlashgacha bo'lgan kiberxavfsizlik operatsiyalarini o'zgartirish imkoniyatiga ega. Biroq, Aidan foydalanish tashkilotlar tushunishi va kamaytirishi kerak bo'lgan xavflarni ham keltirib chiqaradi. Ushbu maqola bebaho texnologiya sifatida, balki puxta nazoratni talab qiladigan texnologiya sifatida kiberxavfsizlikda sun'iy intellektning hozirgi va kelajakdagi roli haqida umumiy ma'lumot beradi.

Kalit so'zlar. Sun'iy intellekt, kibertahdid, kiberxavfsizlik, zararli dastur, mashinani o'rganish.

Sun'iy intellekt vazifalarni avtomatlashtirish, naqshlarni aniqlash va bashorat qilish qobiliyati tufayli kiberxavfsizlikning ko'p jihatlari uchun juda mos keladi. Xavfsizlik guruhlari odamlar qo'lda tahlil qila oladiganidan ko'ra ko'proq ma'lumotlar, ogohlantirishlar, zararli dastur namunalari va xavfsizlik hodisalari bilan kurashmoqda. Sun'iy intellekt ning naqshni aniqlash qobiliyati ushbu ma'lumotlar oqimini qayta ishlashga yordam beradi. Mashinani o'rganish algoritmlari foydalanuvchi yoki qurilmaning noodatiy xatti-harakatlari asosida paydo bo'layotgan hujumlarni aniqlaydigan modellarni yaratish uchun tarmoqdagi oddiy va zararli faoliyatdan iborat ma'lumotlar to'plamida o'qitilishi mumkin. Quyida kibermudofaa choralarini kuchaytirish uchun sun'iy intellektning eng yaxshi ilovalari keltirilgan: Zararli dasturiy ta'minotni aniqlash – sun'iy intellekt algoritmlarini mutaxassis tomonidan to'liq tahlil qilmasdan yangi zararli dastur namunalarini aniqlash uchun zararli dastur kodlari ma'lumotlar bazalarida o'qitilishi mumkin. Bu qo'lda qo'llash usullariga nisbatan hujum kodining ancha yuqori qismini tahlil qilish imkonini beradi.[1] Chuqur o'rganish modellari zararli dasturlarning xususiyatlariga asoslanib umumlashtirishi va mutlaqo yangi variantlarni aniqlashi mumkin.

Tarmoq monitoringi – sun'iy intellekt vositalari oddiy tarmoq trafigini o'rganishi va kiberhujumlar yoki ichki tahdidlar haqida signal berishi mumkin bo'lgan anomaliyalar yuzaga kelganda ogohlantirishlarni ishga tushirishi mumkin. Ushbu anomaliyalarni aniqlash tarmoq faoliyatining murakkabligi va hajmi tufayli juda qiyin. Sun'iy intellektning naqshni aniqlash qobiliyatlari an'anaviy qoidaga asoslangan monitoringga qaraganda vazifaga ko'proq mos keladi.

Foydalanuvchi va qurilma xatti-harakatlari tahlili - sun'iy intellekt foydalanuvchi yoki qurilma faoliyatidagi naqshlarni tahlil qilish orqali oddiy xatti-harakatlarni aks ettiruvchi modellarni yaratishi va xavfsizlik xavfi yoki tahdidini ko'rsatishi mumkin bo'lgan noaniq hodisalarni aniqlashi mumkin. Bu buzilgan foydalanuvchi hisoblari, kiberhujumlar yoki siyosat buzilishini aniqlash imkonini beradi. Sun'iy intellekt bilan xatti-harakatlar tahlilining asosiy afzalliklari qoidalar yoki imzolarni ishonchli aniqlash qiyin bo'lgan murakkab naqshlarni tahlil

[1] Mathematical Modeling of Magnetoelastic Oscillations of a Current-Carrying Microelement Magnetic Field R Indiaminov, J Shodmonov, A Abdullaev - 2023

qilish qobiliyatini o‘z ichigaoladi.

Kiberxavfsizlik uchun sun'iy intellekt ning xavflari va muammolari

Sun'iy intellekt kiberxavfsizlik uchun o‘yinni o‘zgartiruvchi texnologiya bo‘lishni va'da qilganidek, u ehtiyotkorlik bilan amalga oshirish va nazorat qilish orqali hal qilinishi kerak bo‘lgan yangi xavflarni ham keltirib chiqaradi: Sun'iy intellekt bilan tushuntirish mumkin bo‘lgan qiyinchiliklar – Bugungi kunda qo‘llaniladigan eng kuchli sun'iy intellekt algoritmlarining ko‘pchiligi murakkab neyron tarmoqlar bo‘lib, ular yuqori aniqlikka ega, lekin asosan "qora qutilar" sifatida ishlaydi, ularning natijalari ortidagi asosiy sabablarni tushuntirmaydi. Tushuntirishning yo‘qligi xavfsizlik guruhlari uchun juda muammoli bo‘lishi mumkin, agar sun'iy intellekt modeli biznes operatsiyalariga ta'sir qiladigan noto‘g‘ri qaror qabul qilsa. Davom etayotgan sun'iy intellekt tadqiqotlari neyron tarmoqlarni yanada tushunarli qilishga qaratilgan.

Sun'iy intellekt ga haddan tashqari ishonish – avtomatlashtirilgan yechimlarga haddan tashqari ishonch tufayli xavfsizlik guruhlari inson tajribasi va mulohazalari hisobiga sun'iy intellektga haddan tashqari ishonib qolishlari mumkin[2]. Insoniy tahlilchilarni to‘liq almashtirishdan ko‘ra ko‘paytirish va yaxshilash uchun sun'iy intellektdan oqilona foydalanilishini ta'minlash muhim. Odamlar xavfsizlik hodisalari atrofidagi biznes kontekstini ko‘rib chiqish va mas'uliyatli xavf qarorlarini qabul qilish uchun faol ishtirok etishlari kerak.

Avtomatlashtirishning salbiy ta'siri – sun'iy intellekt zararli dasturlarni tahlil qilish kabi sohalarda foydali avtomatlashtirishni ta'minlasa-da, juda ko‘p avtomatlashtirish xavfsizlik uchun salbiy tomonlarga ham ega bo‘lishi mumkin. Haddan tashqari avtomatlashtirish ishchi kuchining malakasini yo‘qotishi mumkin, chunki ba'zi vazifalar eskirgan. Tahlilchilar hodisalarni sinchkovlik bilan tekshirish uchun hali ham zarur bo‘lgan an'anaviy xavfsizlik texnikasidan foydalanish malakasini yo‘qotishi mumkin. Ishchi kuchi o‘z malakalarini moslashtirish uchun doimiy ravishda qayta tayyorlashga muhtoj.

Kiberxavfsizlikda sun'iy intellekt kelajagi

Mas'uliyatli nazoratga muhtoj bo‘lishiga qaramay, sun'iy intellekt kelgusi o‘n yil ichida tobora ortib borayotgan tahdidlarga duch kelayotgan raqamli, bog'langan dunyoda kiberxavfsizlik texnologiyasini inqilob qilishi kutilmoqda. Kelajakda paydo bo‘lishi mumkin bo‘lgan ba'zi ilovalar quyidagilardan iborat:

Bashoratli sun'iy intellekt xavfsizlik modellari – sun'iy intellekt tashkilot va uning sohadagi tengdoshlari bo‘ylab aniqlangan tajovuzkorlarning yangi xatti-harakatlarini oldindan ko‘rish, zaifliklarni proaktiv tarzda aniqlash, kelajakdagi xavfsizlik stsenariylarini modellashtirish va hodisalar ro‘y berishidan oldin profilaktika nazoratini belgilash uchun kelajakdagi ko‘rinishga ega bo‘ladi.

Xulosa: Kiberxavflarning ko‘lami va murakkabligi sun'iy intellekt tomonidan boshqariladigan tobora avtomatlashtirilgan xavfsizlik texnikasini talab qiladi. Zamonaviy kibertahdidlarning hajmi va murakkabligini moslashtirish faqat qo‘lda inson texnikasi yordamida imkonsiz bo'lib bormoqda. Sun'iy intellekt kibermudofaa uchun o‘yinni o‘zgartiruvchi texnologiya bo‘lishni va'da qilmoqda. Biroq, modellar tushunarli, adolatli bo‘lishini ta'minlash va ularni almashtirishdan ko‘ra inson xavfsizligi guruhlarini kuchaytirishga yo‘naltirilganligini ta'minlash uchun ehtiyotkorlik bilan boshqarilishi kerak. Doimiy sozlash uchun moslashuvchanlik bilan muvozanatlangan sun'iy intellekt nazorati salbiy oqibatlarning oldini olish bilan birga, algoritmlarda mustahkam innovatsiyalarni ta'minlaydi. Sun'iy intellektdan mas'uliyatli foydalanish unga raqamli himoyaga muhtoj bo‘lgan dunyoda kiberxavfsizlikni kuchaytirishda juda qimmatli rol o‘ynashga imkon beradi.

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5. Mathematical Modeling of Magnetoelastic Oscillations of a Current-Carrying Microelement Magnetic Field R Indiaminov, J Shodmonov, A Abdullaev – 2023

KICHIK BIZNESDA RAQAMLI TEXNOLOGIYANING O'RNI VA MUAMMOLAR

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Annotatsiya: Raqamli texnologiyalar kichik biznesning ajralmas qismiga aylandi, ularning ish faoliyat ko'rsatish va raqobat qilish usullarini tubdan o'zgartiradi bugungi kunda tez o'zgaruvchan jahon bozorida. Ushbu maqola kichik biznesni kuchaytirishda raqamli texnologiyalar, kiberxavfsizlik o'rni shuningdek, ularni amalga oshirish bilan bog'liq muammolarni o'rganiladi.

Kalit so'zlar: raqamli texnologiyalar, kichik biznes, kiberxavfsizlik

Kichik biznesda kompyuter texnologiyasi muhim ahamiyatga ega. Bu sohada kompyuter modellashtirish, ma'lumotlar analizi, tizimlar va dasturlar yaratish, internet marketingi, veb-saytlar va ilovalar ishlab chiqish kabi ko'plab texnologik vositalar mavjud.

Kompyuter Modellashtirish: Bu, tadqiqotning uchinchi ustuni sifatida nazariya va tajriba o'rtasini bog'lovchi muhim vosita. Kompyuter modellari sistemaning tabiatini o'ziga xos turli xil kombinatsion matematik modellarga asoslangan yaqinlashuvlar yordamida tasvirlab beradi. Modellashtirish, fizika, astronomiya, kimyo, biologiya, iqtisodiyot, ijtimoiy fanlar va muhandislik sohasida sistemalarni modellashtirish uchun zarur vosita bo'lib qoldi. Bu, nanoolchamdagi aniqlik bilan tushunish uchun ham foydalaniladi.

Ma'lumotlar Analizi: Biznesda muvaffaqiyatli bo'lish uchun ma'lumotlardan foydalanish juda muhimdir. Ma'lumotlar analizi, kompyuter texnologiyasining katta qismi hisoblanadi. Bu, ma'lumotlarni tahlil qilish, tendentsiyalarni aniqlash, sifatli ma'lumotlarni topish va biznesni rivojlantirish uchun strategiyalar yaratishga yordam beradi.

Tizimlar va dasturlar: Kichik bizneslar uchun tizimlar va dasturlar yaratish, ish faoliyatini avtomatlashtirish va boshqarishga yordam beradi. Bu, xodimlar bilan ishlashni tizimga o'tkazish, mijozlar bilan aloqani boshqarish, hisobotlar tuzish va boshqa jarayonlarni avtomatlashtirishga imkon beradi.

Internet Marketingi: Internet orqali mijozlarni jalb qilish va biznesni kengaytirish uchun internet marketingi vositasidan foydalanish juda muhim. Bu, veb-saytlar, ijtimoiy tarmoqlar, e-pochta marketingi, SEO (sayt optimizatsiyasi) va boshqa usullar orqali mijozlarni jalb qilishga yordam beradi.

Veb-Saytlar va Ilovalar: Biznesning onlayn ko'rsatkichini oshirish uchun veb-saytlar va ilovalar yaratish juda muhim. Bu, mijozlar bilan onlayn aloqani o'rnatish, mahsulotlarni sotish, xizmatlarni taklif qilish va kompaniya haqida ma'lumotlarni taqdim etishga imkon beradi.
Muammolar esa, kompyuter texnologiyasining kichik biznesda qo'llanishi bilan bog'liq. Ba'zi muammolar quyidagilar bo'lishi mumkin:

- **Xavfsizlik**: Kompyuter tarmog'i va ma'lumotlar himoyasi muhimdir. Biznes tarmog'ida xavfsizlikni ta'minlash uchun zarur tadbirlarni o'tkazish kerak.
- **Prototiplash**: Yangi mahsulotlarni loyihalash va sinash uchun prototiplardan foydalanish iqtisodiy tejashga yordam beradi.
- **Bashorat qilish**: Kelajakka boqib, ehtimoliy ta'sirlarni yoki yo'qotishlarni ta'kidlab, muammolar paydo bo'lishidan oldin ularga yechim topish.

Kichik biznesda raqamli texnologiyalarning o'rni qirrali ko'p. Unda bor marketing, mijozlar va aloqa kabi an'anaviy biznes jarayonlarini o'zgartirdi tejamkor va samarali yechimlarni taqdim etish orqali xizmat ko'rsatish. Raqamli platformalar kichik biznesda ruxsat berdi, korxonalar kengroq auditoriyani qamrab olish, bozor imkoniyatlarini kengaytirish va kattaroq kompaniyalar bilan raqobatlashish korxonalar yanada keng sharoitlarda. Bundan tashqari, raqamli vositalar va axborot komunikatsiya texnologiyalari dasturiy ta'minoti soddalashtirildi, samaradorlikni oshirish va ma'lumotlarga asoslangan holda yaxshiroq qaror qabul qilish imkoniyatini berdi tushunchalar.

Biroq kichik biznesda raqamli texnologiyalarni va axborot komunikatsiya texnologiyalarini joriy etish muammosiz emas. Birinchidan, ilg'or texnologiyalarga, ayniqsa naqd pulga kirishga to'sqinlik qiluvchi moliyaviy to'siqlar mavjud cheklangan startaplar, kichik biznesda tadbirkorlar, cheklangan resurslar byudjet cheklovlari ko'pincha murakkab raqamli yechimlarni amalga oshirishga to'sqinlik qiladi. Bundan tashqari, keskin o'rganish mavjud raqamli texnologiyalar va axborot komunikatsiya texnologiyalari bilan bog'liq bo'lgan egri chiziq biznes egalari va xodimlarni sotib olishni talab qiladi yangi ko'nikmalar va tez rivojlanayotgan raqamli tendentsiyalarga moslashish.

Bundan tashqari, kiberxavfsizlik tahdidlari tayanadigan kichik biznes uchun jiddiy muammo tug'diradi raqamli texnologiyalar. Kiberhujumlar, ma'lumotlarning buzilishi va o'g'irlanishi, onlayn firibgarlik jiddiy oqibatlarga yuzaga kelishi mumkin, moliyaviy yo'qotishlarga, obro'siga putur yetkazadigan va mijozga olib keladigan kichik korxonalar ishonchi. Kichik biznes ko'pincha o'zlarini samarali himoya qilish uchun tajriba, resursga ega emas Bunday tahdidlar ularni kiberjinoyatchilar uchun zaif nishonga aylanadilar.

Raqamli tafovut kichik biznesda duch keladigan muammolarni yanada kuchaytirdi. Internetga kirish, raqamli savodxonlik va texnologik infratuzilma uchun tengsiz imkoniyatlar yaratadi turli mintaqalardagi yoki ijtimoiy-iqtisodiy muhitdagi kichik biznes tadbirkorlar. Bu raqamli bo'linishni cheklaydi kichik biznesning o'sish va innovatsiyalar uchun raqamli texnologiyalardan to'liq foydalanish salohiyati; mavjud tengsizliklarni davom ettirish.

Ushbu muammolarni hal qilish uchun siyosatchilar, sanoat rahbarlari va kichik biznesni qo'llab-quvvatlash tashkilotlar hamkorlik qilishlari va raqamli texnologiyalardan arzon foydalanishga yordam beradigan strategiyalarni ishlab chiqishlari kerak. Axborot komunikatsiya texnologiyalar, ta'lim va malaka oshirish dasturlarini taqdim etish va kiberxavfsizlik choralarini kuchaytirish kichik korxonalar ehtiyojlariga moslashtirilgan. kabi tashabbuslar orqali raqamli tafovutni bartaraf etish Keng polosali tarmoqni kengaytirish va raqamli savodxonlik dasturlari ham kichik biznesni rivojlantirishda hal qiluvchi ahamiyatga ega bo'ladi raqamli texnologiyalarning barcha imkoniyatlaridan foydalanish kerak bo'ladi.[3]

Xulosa: Xulosa qilib aytganda, raqamli texnologiyalar, kichik bizneslar uchun katta qulayliklar va taqdim etadi. Bu texnologiya, kompyuterlar, internet, mobil qurilmalar, dasturlash

[3] Tok o'tkazuvchi mikroelementning magnitoelastik tebranishi J Shodmonov, A Abdullaev - Science and innovation, 2022

tillari, ma'lumotlar bazalari va boshqa muhim texnologiyalardan foydalanish, biznesni rivojlantirishga yordam beradi. Biroq, muammolar bilan bog'liq moliyaviy cheklovlar, tajriba bo'shliqlari, kiberxavfsizlik va raqamli tafovut samarali bo'lishi kerak, kichik biznesning raqamli inqilobni to'liq qabul qilishi va undan foyda olishini ta'minlashga qaratilgan. Shunday qilib, kichik biznes raqamli davrda rivojlanib, iqtisodiy o'sishga hissa qo'shishi va raqamli texnologiyalar kichik biznes uchun kuchli vosita bo'lib, ularni samarali foydalanish orqali kattaroq muvaffaqiyatga erishish mumkin.

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ELEKTROMAGNIT XODISALARNING AMALIY MUAMMOLARINI HAL QILISHGA QARATILGAN YECHIM VA USULLAR

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Annotatsiya. Bu maqola, avtomatizatsiyaning harakatlanuvchi dunyoda rivojlanishi haqida batafsil tadqiqot va analizni taqdim etadi. U avtomatizatsiya protsessining tushunchalarini, mavzuni o'rganishning eng so'nggi muntazamini, rivojlanishning ahamiyatini va oqibatlarni tekshiradi. Maqola, avtomatizatsiya sohasidagi ilg'or mukofotlar va muammoni yechish yo'llari bilan bog'liq amaliy masalalar va ko'rsatkichlarni taqqoslash bilan ham shug'ullangan.

Kalit so'zlar. Elektromagnitizm, amaliy muammolar, yechimlar, kompyuter simulatsiyalari, innovatsion yechimlar, elektr magnit maydonlar.

Elektrodinamika, nazariy fizikaning mustaqil qismi bo'lib, tabiatda yuz beradigan elektromagnit xodisalarni o'rganadi. Bu xodisalar tabiatda juda katta rol o'ynaydi. Zaryadlar va toklar fazoda uzliksiz taqsimlangan deb faraz qilinib, ular zaryadning xajmiy zichligi ρ va tok zichligi J bilan tavsiflanadi. Jismlar, zaryadlar va toklarning bunday ideallashtirib qaralishi ko'p xollarda qoniqarli ekanligi aniqlangan.

Maksvell nazariyasida elektromagnitezm xaqidagi ta'limotning asosiy eksperimental va nazariy yutuqlari nafis va ixcham shaklda umumlashtirilgan. Shu sababli Nyuton qonunlari mexanikada qanday rol o'ynasa, Maksvell tenglamalari klasik elektrodinamikada shunday xal qiluvchi axamiyatga ega.

Magnit maydon-elektromagnit maydonning ikki tomonini bittasi hisoblanadi va harakatlanuvchi elektr zaryadlari hamda o'zgaruvchan elektr maydoni tomonidan hosil qilinadi.

Magnit maydoni zaryadlangan zaryadlarga kuch bilan ta'sir ko'rsatadi va bu kuch zaryadning harakat yo'nalishiga perpendikulyar bo'lib, ularning tezligiga proporsional kattalikka ega bo'ladi.

Elektromagnit maydon nazariyasida umumlashtiriladigan, umumiy fizika kursida eksperiment orqali topilgan qonuniyatlar odatda integral shaklda yoziladi. Bunda bo'lib o'tadigan elektromagnit hodisalar fazo hajmlarida, sirtlarda yoki mikroskopik qismlarda (masalan biz ko'nikkan kesimga ega bo'lgan o'tkazgichlarda) qaraladi. "Integral shakl" albatta integrallarni qo'llash bilan bog'liq emas. Bunday qonuniyatlarga Om qonuni, elektromagnit induksiya qonuni va umuman algebraik ko'rinishda tasavvur qilinishi mumkin bo'lgan qonunlar kiradi.

Maksvell nazariyasining o'ziga hos tomoni shundan iboratki, elektrodinamika qonunlari differensial shaklda ifodalanadi. Bunda hodisalar va ularni xarakterlovchi kattaliklar cheksiz kichik hajm elementlarida, sirtlarda, qismlarda yoki nuqtalarda qaraladi. Mubolag'asiz aytish mumkinki, fizik kattaliklarni aynan nuqtada qarash va elektromagnit hodisalarni yonma-yon yotuvchi nuqtalarga nisbatan o'rganish, Maksvell nazariyasini va uni davomchilarining ishlarini ulkan muvaffaqiyatini ta'minladi.

Masalaning qo'yilishi. Hozirgi davrda o'zaro ta'sirning to'rt turi mavjud. Bular elektromagnit, gravitatsion, kuchli va kuchsiz ta'sirlardir. Qolgan barcha o'zaro ta'sirlar shularning biriga keltirilishi mumkin.

Kulon qonuni bir jinsli muxitda joylashgan va dielektrik doimiyligi ε ga teng bo'lgan 2 ta nuqtaviy e_1 va e_2 zaryadlar orasidagi o'zaro ta'sir kuchini aniqlaydi:

$$\text{F=14πε*(e1*e2/r2)}\ F = \left(\frac{1}{4\pi\varepsilon}\right) * \left(e_1 * e_2 / r^2\right) \quad (1)$$

bu yerda r -zaryadlar orasidagi masofa. Elektromagnit maydon tasavvuri nuqtai nazaridan bu o'zaro ta'sir jarayoni quydagicha amalga oshadi.

Nuqtaviy zaryad, masalan e o'zini o'rab turgan fazoda elektr maydoni xosil qiladi. Bu madon kuchlanganligi quyidagi formula bilan ifodalanadi.

$$\text{E=14πε*e1r2*(r/r)}\ \vec{E} = \left(\frac{1}{4\pi\varepsilon}\right) * \left(\frac{e_1}{r^2}\right) * \left(\vec{r}/r\right) \quad (2)$$

bu yerda $\vec{r} - e_1$ zaryad joylashgan nuqtadan elektr maydoni kuchlanganligi aniqlanayotgan nuqtaga o'tkazilgan radius vektor:[4]

Nuqtaviy zaryad e_2 tashqi $\vec{E}$ E maydonda, shu maydon tomonidan xosil qilingan F kuch ta'sirini sezadi.

$$\text{F=e2*E}\ \vec{F} = e_2 * \vec{E} \quad (3)$$

(3) ga (2) dan $\vec{E}$ qiymatini qo'yib

$$\text{F=14πε*e1*e2r2*r/r}\ \vec{F} = \left(\frac{1}{4\pi\varepsilon}\right) * \left(e_1 * \frac{e_2}{r^2}\right) * \vec{r}/r \quad (4)$$

ni xosil qilamiz.

Shunday qilib Kulon qonuni (1), (2) va (3) formulalar tarkibiga kirishligi ko'rsatildi.

$\vec{E}$ E elektr maydoniga joylashtirilgan nuqtaviy zaryadga ta'sir qiluvchi kuchning ifodasi (3) umumiy xarekterga ega bo'lib E maydonning paydo bo'lish sababiga bog'liq emas. Shuning uchun Kulon qonuni (2)-ifodani tarkibida deyish mumkin. Uni quydagicha yozish qulay

[4] Tok o'tkazuvchi mikroelementning magnitoelastik tebranishi J Shodmonov, A Abdullaev - Science and innovation, 2022

$$\varepsilon\vec{E} = \vec{D} = \frac{1}{4\pi} * \frac{e}{r^2} * \frac{\vec{r}}{r} \tag{5}$$

bu yerda $\vec{D}$-elektr maydonining induksiya vektori.

Oxirgi ifodadan ko'rinadiki, induksiya vektori masofaning kvadratiga teskari proporsional ravishda kamayib boradi va zaryadlarning qaralayotgan taqsimotida muxitga bog'liq emas. Ya'ni bo'shliqda va muxitda bir xil masofada (zaryaddan) bir xil qiymatga ega.

Gauss teoremasining differensial shakli.

Elektr induksiyasi vektorining e zaryadni o'rab turuvchi S yopiq sirt orqali oqimini xisoblaymiz.

$$\text{N=sD*dS } N = \oint_S \vec{D} * d\vec{S} \tag{6}$$

Birinchi rasmdan ko'rinadiki

$$\text{dS/=rr*dS=dScos(rr*dS) } dS' = \frac{\vec{r}}{r} * d\vec{S} = dS\cos\left(\frac{\vec{r}}{r} * d\vec{S}\right) \tag{7}$$

dS' yuza elementining qaralayotgan nuqtaga o'tkazilgan radius vektorining yo'nallishiga perpendikulyar yo'nalishda olingan proeksiyasidan iborat.[5]

Demak,

$$\text{dS/r=d}\frac{dS'}{\vec{r}} = d\Omega \tag{8}$$

e - zaryad joylashgan nuqtadan qaraganda sirt elementi ko'rinadigan fazoviy burchakning elementidan iborat. (7), (8) va (5) larni xisobga olgan xolda (6) ko'rinishidagi integralni xisoblash mumkin.

$$N = e / 4\pi \oint_S \frac{1}{r^2} * \vec{r} / r * d\vec{S} = e / 4\pi \oint_S d\vec{S} / r^2 = e / 4\pi \oint_S d\Omega = e \tag{9}$$

Oxirgi tenglikda yopiq sirt ichida joylashgan nuqtadan turib qaralganda to'la fazoviy burchakning kattaligi 4π ga teng bo'lishligi xisobga olingan. Agar zaryad S yopiq sirtdan tashqarida joylashgan bo'lsa, u xolda

$$\text{sD*dS=0} \oint_S \vec{D} * d\vec{S} = 0 \tag{10}$$

Agar bir qancha nuqtaviy zaryadlar mavjud bo'lsa, u xolda

$$\text{D=iDi } \vec{D} = \sum_i \vec{D}i \tag{11}$$

ga teng bo'ladi. Bu tajriba natijasidan olingan fakt bo'lib, superpozitsiya prinsipi nomini olgan. Bunga ko'ra $\vec{D}$ kattaliklar bo'ysunadigan tenglamalar chiziqli bo'lishi zarur. Ichida ei zaryadlar mavjud bo'lgan S yopiq sirt orqali D vector oqimini topish uchun quyidagi tenglamaga ega bo'lamiz:

$$\text{N=sDdS=isDdS=iei } N = \oint_S \vec{D}d\vec{S} = \sum_i \oint_S \vec{D}d\vec{S} = \sum_i e_i \tag{12}$$

Shunday qilib, yopiq sirt orqali elektr induktsiya vektorining oqimi sirt ichidagi zaryadlar yig'indisiga teng ekan. Bu Gausning elektrostatik teoremasi nomi bilan ma'lum.

Zaryadlarning uzliksiz taqsimotini zaryadlarning yetarlicha kichik Vi hajm elementida joylashgan jamlanmasi deb qarash mumkin. $\square V_i \to 0$ chegarasida bu zaryadlarni nuqtaviy

[5] Mathematical Modeling of Magnetoelastic Oscillations of a Current-Carrying Microelement Magnetic Field R Indiaminov, J Shodmonov, A Abdullaev - 2023

deyish mumkin. U holda (12) teorema quyidagi ko'rinishga keladi:

$$\text{sDdS=limVi}\to 0\text{i}\rho\Delta\text{Vi=V}\rho\text{dV}\quad \oint_S \vec{D}d\vec{S} = \lim_{V_i\to 0}\sum_i \rho\square V_i = \int_V \rho dV \tag{13}$$

(13) ifodadagi kattaliklarni differensial ko'rinishga keltirish uchun unga Gauss Ostrogradskiy teoremasini tadbiq etamiz:

$$\text{sAdS=VdivAdV}\quad \int_S \vec{A}d\vec{S} = \int_V div\vec{A}dV \tag{14}$$

(13) ning chap tomoniga ushbu teoremani tadbiq etsak:

$$\text{sDdS=VdivDdV}\quad \int_S \vec{D}d\vec{S} = \int_V div\vec{D}dV \tag{15}$$

(13) va (15) larni hisobga olsak:

$$\text{VdivD-}\rho\text{dV=0}\quad \int_V \left\{div\vec{D} - \rho\right\}dV = 0 \tag{16}$$

Oxirgi tenglik integrallash hajmi V ixtiyoriy tanlanishi mumkin bo'lganda o'rinli. Lekin agar ixtiyoriy soha bo'yicha integrallash natijasi 0 bo'lsa, u xolda integral ostidagi funksiyaning o'zi xam nolga teng bo'ladi, demak

$$\text{divD=}\rho\quad div\vec{D} = \rho \tag{17}$$

Bu munosabat Maksvell tenglamalarining biri xisoblanadi. Uni keltirib chiqarish jarayonida ishonch xosil qildikki u Gauss teoremasining differensial ko'rinishidan iborat ekan.

Maksvellning bu tenglamasini fizik ma'nosi shundan iboratki elektr maydon induksiyasi vektori $\vec{D}$ ning manbai bo'lib elektr zaryadlari xisoblanadi.

Uning chiziqlari musbat zaryadlarda $(\rho > 0)$ $\rho>0$ boshlanib, manfiy zaryadlarda $\rho<0$ tugaydi. Demak, aytish mumkinki elektr maydon induksiyasi vektorining divergensiyasini 0 ga teng emasligi elektr maydonini elektr zaryadlari tomonidan yuzaga keltirilishini belgilaydi.

Xulosa: Maqolada elektromagnit xodisalarning amaliy muammolarini hal qilishga qaratilgan yechimlar va usullar haqida tadqiqotlar va tahlillar taqdim etilgan. Elektromagnitizmning moddiy jismlarining molekulyar tuzilishi, elektr va magnit xususiyatlari, tok o'tkazuvchi mikroelementlar, magnitoelastik tebranishlar, shuningdek, kompyuter simulatsiyalari va laboratoriya eksperimentlarining natijalari tahlil qilingan. Bu tahlillar va natijalar asosida, elektromagnitizmning praktik ta'siri, texnologik rivojlanish, va avtomatizatsiyasi bo'yicha muhim xulosalar chiqarib berilgan. Elektromagnit xodisalarning amaliy muammolarini hal qilish uchun, bu sohada qo'llaniladigan innovatsion yechimlar va usullar belgilangan.

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O'ZBEKISTONDA KAMBAG'ALLIK MUAMMOSI VA UNI BARTARAF ETISHNING O'ZIGA XOS USULLARI

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Annotatsiya: Ushbu maqolada kambag'allik tushunchasi,kambag'allik muammosi va uni mamlakatda bartaraf etishning o'ziga xos xususiyatlari yoritilgan.

Аннотация: В данной статье раскрыто понятие бедности, проблема бедности и особенности ее ликвидации в стране.

Annotation: This article describes the concept of poverty, the problem of poverty and the specific features of its elimination in the country.

Kalit so'zlar: Kambag'allik tushunchasi,kambag'allik muammosi,iqtisodiy islohotlar,kambag'allikni kamaytirish konsepsiyasi ,tadbirkorlikni rivojlantirish.

Ключевые слова: концепция бедности, проблема бедности, экономические реформы, концепция сокращения бедности, развитие предпринимательства.

Keywords: The concept of poverty,economic reforms, concept of poverty reduction entrepreneurship development.

Bugungi kunda kambag'allik muammosi umumbashariy hodisa sifatida dunyodagi barcha davlatlarda uchraydi Mamlakatlar iqtisodiy taraqqiyotidagi tafovutdan kelib chiqib kambag'allik har xil bo'lib, nisbiy mazmunga ega bo'ladi.Qashshoqlashish, kambag'allashish muammosining oldini olish, aholi bandligini ta'minlash, ularning tadbirkorlikka oid intilishlarini rag'bat-lantirish iqtisodiy islohotlarni ro'yobga chiqarishning muhim kaliti hiso-blanadiki, pirovardida, aholi farovonligi yaxshilana boradi. Shu o'rinda ta'kidlash kerakki, aholi daromadlaridagi tengsizlik bozor tizimining belgisi bo'lar ekan, bu tizimda kambag'allarning bo'lishi ob'ektiv hodisa-dir. Shu sababli kambag'allikni tugatib bo'lmaydi, lekin uning miqyosi qisqa-rishi mumkin. Boisi, kambag'allik millatning sog'ligi, mehnatga layoqati va ilmiy salohiyatiga putur yetkazadi. Shuningdek, uning oqibati natijasida davlat byudjetining pasayishi va siyosiy jarayonlarning keskinlashishiga sabab bo'ladi. Kambag'allik tushunchasiga yagona ta'rif mavjud emas. Ba'zilar insonning birlamchi ehtiyojlarini qondirish imkoniyati yo'qligini kambag'allik deb tushunsa, boshqalar tanlov erkinligining yetarlicha emasligini yoki kishining jamiyat ijtimoiy-iqtisodiy hayotidagi ishtirokiga putur yetkazuvchi ijtimoiy, ta'lim va sog'liqni-saqlash sohasidagi to'siqlarning doimiy doirasini tushunishadi.

Kambag'allikka turli davlatlarda har xil izohlar, ayricha fikrlar bildiriladi. Umuman, jahon tajribasida biror shaxs yoki ijtimoiy guruhning hayot kechirishi uchun zarur bo'lgan minimal ehtiyojlar, mehnatga layoqatlilik hamda avlodini davom ettirishga imkoniyati yetarli bo'lmagan kabi iqtisodiy holatlarni tavsiflovchi tushunchaga kambag'allik deyiladi.

Buni aniqlashda bir nechta chegara bo'lib, aholining munosib turmush kechirishi uchun ma'lum bir me'yor belgilanadi. Agar kishining daromad (yoki xarajat)lari belgilangan me'yordan past bo'lsa, u kambag'al hisoblanadi.

Mamlakatimiz uchun ,xususan absolyut kambag'allik konsepsiyasi asosida kambag'allar soni umumiy aholining 13-15% ni tashkil etishi taxmin qilinadi.Lekin aholi o'zini – o'zi baholashdan bilish mumkinki ,faktlar aniq va shaffof emas ,ya'ni ayrim aholi toifalari moddiy ta'minlanganlik jihatdan o'zlarini kambag'al hisoblasa ,ayrimlari ayni shunday moddiy taminlanganlik jihatdan o'zlarini kambag'al hisoblamaydilar.Shuning uchun mamlakatimizdagi kambag'allik holati ko'p qirralik holat va uning tarqalish masshtabi turlicha taxlil qilingan . Jahon bankiga ko'ra, O'zbekistonda kambag'allikning yuqori darajasi Samarqand, Surxondaryo, Sirdaryo, Andijon viloyatlari va Qoraqalpog'iston Respublikasida kuzatilmoqda.Hisob-kitoblar natijasida kambag'al deya ta'riflanayotgan aholining kunlik daromadi 10-13 ming so'mni tashkil etishi ma'lum bo'lgan. Biroq ayni paytgacha aholining minimal iste'mol xarajatlari qanchaligi e'lon qilinmayapti. Dunyo miqyosida esa aholi turmush darajasi minimumi muhim ahamiyatga egaligi ma'lum va bu doimiy e'tibordagi ko'rsatkichlardan hisoblanadi.

Kambag'allik chegarasi kunlik eng kam miqdordagi oziq-ovqat va zaruriy mahsulotlarni sotib olish uchun sarflangan xarajatlar yoki olingan daromadlar hamda oilaning ma'lum bir guruhdagi tovar va xizmatlardan foydalana olish imkoniyatini baholash orqali belgilanadi. Masalan, Davlat statistika qo'mitasining kambag'allikni o'lchash uslubiyotiga binoan, O'zbekistonda kunlik 2100 kkal.dan kam iste'mol (xarajat) qilgan kishilar kambag'al deyiladi.

«2019 yil yakunida O‘zbekistonda aholi jon boshiga yalpi ichki mahsulot 1723 AQSh dollarini tashkil etishi, Jahon banki klassifikatsiyasi bo‘yicha respublikani o‘rtadan past daromadli mamlakatlar guruhiga kirishiga asos bo‘ldi», deya yozadi Nurbek Yo‘ldoshev.

Moliya vazirligining 2020 yil aprel-may oylari bo‘yicha e'lon qilingan hisobotida ish haqi olib ishlayotgan va jismoniy shaxslar daromad solig‘ini to‘layotgan fuqarolarning qariyb 1 million 772 ming nafari (42,6 foiz) 1 million so‘mgacha, 1 million 66 ming nafari 1 million so‘mdan 2 million so‘mgacha oylik olishi keltirilgan.

Iqtisodiy tadqiqotlar va islohotlar markazining ma'lum qilishicha, hozirgi kunda kambag‘al oilaning shaxsiy kompyuter bilan ta'minlanganligi respublikadagi o‘rtacha oiladan 12 barobarga, shaxsiy avtomobil bilan 11 barobarga, konditsioner bilan 8 barobarga, changyutkich bilan 4 barobarga, kir yuvish mashinalari bilan 4 barobarga, muzlatkich bilan 2 barobarga, televizor va uyali aloqa vositalari bilan 1,5 barobarga kamligi kuzatiladi.

Kambag‘allikni qisqartirish bo‘yicha nimalar qilinmoqda?

O‘ylab qaralsa, respublikada kambag‘allik darajasi rasman e'tirof etilib, unga qarshi kurashish choralari ko‘rilayotgan bir paytda pandemiya boshlandi. 2020 yil martida Iqtisodiy taraqqiyot va kambag‘allikni qisqartirish vazirligi tashkil etildi. Mutaxassislar fikricha, mazkur vazirlikning tuzilishi mamlakat iqtisodiyotini rivojlantirish bilan birga, kambag‘al aholi moddiy ta'minotida ham amaliy ko‘mak berishga bo‘lgan muhim qadamdir.

Koronavirus pandemiyasi dunyo davlatlari qatori O‘zbekiston aholisi uchun ham katta yo‘qotishlar olib keldi. Yashash uchun eng muhim resurs moddiy ta'minlanganlik darajasi tushib ketdi. Ishsizlar, bemorlar, moddiy yordamga muhtojlar safi karrasiga ortdi. Odamlar g‘oyat og‘ir vaziyatda qolishdi.

Mazkur holatda O‘zbekiston hukumati ehtiyoji o‘ta yuqori fuqarolarni aniqlab, ularni moddiy qo‘llab-quvvatlovchi dastur – «temir daftar» tizimini joriy etdi.

Ma'lumotlarga ko‘ra, respublika miqyosida mazkur ro‘yxatga kirgan 594,3 ming oila va ularning 2,5 million nafar a'zosi (shundan 648 ming nafar mehnatga layoqatli ishsiz oila a'zolari) kiritilib, joriy yil 1 mart holatiga 641,3 ming nafarining (99 foiz) bandligi ta'minlandi.

Kambag‘allar soni 5 million nafar atrofida deya aytilayotgan bir davrda bu kabi harakatlar qamrovini kengaytirish va jadallashtirish muhim ahamiyatga ega.Shundoq ham tashqi qarzlar va budjet defitsiti ortib borayotgan bugungi davrda kambag‘al va qoloq aholi sonining ortib borishi mamlakatni parokanda qilish ehtimoli katta. Shu sabab hukumat darajasida har bir fuqaroga ayniqsa, moddiy yordamga juda muhtojlarga, albatta, maksimal darajada ko‘mak berish ustuvor vazifalardan bo‘lib qolmoqda. Ayniqsa, ularni ish bilan ta'minlash yoki tadbirkorlika o‘rgatish kabi tashabbuslar shular jumlasidan. Ammo iqtisod o‘smasa, ish haqi ham, aholi turmush darajasi ham pasayib boraveradi.

Vazirlikka ko‘ra, ishsiz a'zolari bor bo‘lgan hamda «temir daftar», «ayollar daftari» va «yoshlar daftari»ga kiritilgan oilalarga dehqonchilik bilan shug‘ullanish imkoniyatlarini kengaytirish uchun 2021 yil 1 iyuldan boshlab:dehqonchilik bilan shug‘ullanish uchun yangi o‘zlashtirilgan, lalmi, foydalanilmayotgan yer maydonlaridan 10 sotixdan 1 gektargacha yer ajratilishi;ajratilgan yer maydonlari sug‘orish tizimi (artezian quduqlar, tomchilatib sug‘orish va boshqalar) hamda elektr energiyasi bilan ta'minlanishi;

Berilgan yerlarni o‘zlashtirish uchun (yer haydash, urug‘-ko‘chat xarid qilish va boshqalar) subsidiya ajratilishi belgilangan.Moddiy yordamga muhtojlar ro‘yxatiga kiritilgan fuqarolarga dehqonchilik bilan shug‘ullanishi uchun kerakli mehnat qurollari xaridiga subsidiyalar ajratilishi, ishsizlar bandligini ta'minlash, turli grant, nafaqa va boshqa to‘lovlardan foydalanish imkoniyatini oshirish maqsad qilingan.

Ma'lumotlarga qaraganda, 2021 yilda 70 ming nafar ishsiz fuqaroni 40 turdagi kasb-hunarga o‘qitish, 39,6 ming nafar ishsizlarni tadbirkorlik ko‘nikmalariga o‘rgatish, 50 ming kishini tashkillashtirilgan mehnat migratsiyasi uchun chet tillariga o‘qitish reja qilingan.Bundan tashqari, ehtiyojmand oilalarni uy-joy bilan ta'minlash bo‘yicha olib borilayotgan ishlar ko‘lami ham kengaytirilmoqda.

Bu sa'y-harakatlar o'zini qay darajada oqlashi va kelgusida kambag'allikni qisqartirish borasida qanday natijalarga erishilishini vaqt ko'rsatadi.

Xulosa: qilib aytadigan bo'lsak, turmush darajasini oshirish, kambag'allikni qisqartirishga, ishsizlik darajasini pasaytirishga, mehnat bozoriga qo'shimcha faol dasturlarni joriy etishga, aholini qo'llab-quvvatlash bo'yicha manzilli ijtimoiy dasturlarni ishlab chiqishga, davlatning maqsadli dasturlari loyihasini takomillashtirishga yordam beradi. Shundan kelib chiqqan holda ta'kidlash mumkinki, kambag'allikni qisqartirish tadqiqotida ekonometrik modellarni qo'llashning o'ziga xos xususiyatlari sifatida omillarning ko'pligi: aholining qarishi va migratsiya o'zgarishlarining bugungi sharoitida yoshlar, ayollar, keksa ishchilar, shuningdek, past malakali ishchilar va ularga mos kuzatuvlar soni: yillik statistik ma'lumotlar, miqdor ko'rsatkichlardan tashqari sifat ko'rsatkichlarining mavjudligi: ishlab chiqilgan dastur hamda farmonlarning ta'sirini keltirish mumkin. Bu esa o'z navbatida kambag'allikni qisqartirish tadqiqotida ekonometrik modellarni qo'llashning o'ziga xos xususiyatlarga egaligini tasdiqlaydi.

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AXBOROT TA'LIM SHAROITIDA RAQAMLI IQTISODIYOTNI RIVOJLANTIRISHNING DOLZARB MUAMMOLAR

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Annotatsiya: Ushbu maqola OTMning bakalavr ta'lim yo'nalishida tahsil olayotgan raqamli iqtisodiyot sharoitida tadbirkorlik va kichik biznesni rivojlantirish iqtisodiy ta'lim uchun axborot didaktik ta'minotida ta'lim oluvchilarning iqtisodiy kreativ kompetensiyalarini innovatsion iqtisodiy texnologiyalari asosida metodik takomillashtirishda iqtisodiy ta'limning innovatsion tashkiliy-didaktik shakllarini qo'llashning shart-sharoitlari va sifat ko'rsatgichlari, axborot-didaktik ta'minoti tavsiflangan. Ta'lim oluvchilarning kreativ kompetensiyalarini innovatsion texnologiyalar asosida takomillashtirish metodikasi, innovatsion yondashuv asosida yoritilgan.

Kalit so'zlar: Raqamli iqtisodiyot, texnika, innovatsiya, iqtisodiy markaz, menejment, intellekt, transfer, startap, biznes, oliy ta'lim, tadbirkorlik, kichik biznes, rivojlantirish, investitsiya, raqobat.

Raqamli iqtisodiyot yangi mutaxassis va yangi ish joylari hosil bo'lishida, yangi korporativ madaniyat barpo bo'lishida, yangi boshqaruv va nazorat usullarining yuzaga kelishi muhim ahamiyatga ega. Raqamli texnologiyalarning hayotga kirib kelishi va tizimli davom etishi kelajakga xos bo'lgan iqtisodiy xususiyatlardan biridir. Bu mikroelektronika, axborot texnologiyalari va telekommunikatsiyalar sohalaridagi iqtisodiy taraqqiyot bilan izohlanadi. Raqamli inqilob qaysidir tarmoqlar va mamlakatlarga ilgariroq va kuchliroq, boshqalarga esa kechroq va kamroq kirib keladi. Servis xizmatlari, media va ko'nilocharliklar birinchi bo'lib, ulardan keyin esa telekommunikatsiya kompaniyalari va banklar raqamlashtirishga mubtalo bo'ladi. Axborot ta'limi sharoitida raqamli iqtisodiyot rivojlantirish shiddat bilan kirib kelgan innovatsion ta'lim texnologiyalari muhitida, davlat va jamiyat taraqqiyotini yanada rivojlantirish maqsadida, O'zbekiston Respublikasi Prezidenti 2020 yil 25 yanvardagi 2020 yil uchun eng muhim ustivor vazifalar haqidagi Oliy Majlisga Muroja'atnomasida ham mamlakatimizda raqamli iqtisodning rivojlanishi bo'yicha quyidagilarni aytib o'tdi: "Mamlakatimizda ilm-fanni yanada ravnaq toptirish, yoshlarimizni chuqur bilim, yuksak ma'naviyat va madaniyat egasi etib tarbiyalash, raqobatbardosh iqtisodiyotini shakllantirish borasida boshlagan ishlarimizni jadal davom ettirish va yangi, zamonaviy bosqichga ko'tarish maqsadida men yurtimizda 2020 yilga "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili", deb nom berishni taklif etaman". Undan tashqari, O'zbekiston Respublikasi Prezidentining 2018 yil 19 fevraldagi PF-5349-sonli "Axborot texnologiyalari va kommunikatsiyalari sohasini yanada rivojlantirish chora-tadbirlari to'g'risida"gi Farmonini ijro etish borasida, shuningdek, Respublikada raqamli iqtisodiyotni davlat boshqaruv tizimiga tadbiq qilish uchun zamonaviy axborot texnologiyalarni jadal rivojlantirish bo'yicha sharoitlar yaratish, shunigdek, axborot xavfsizligini ta'minlash maqsadida Vazirlar Mahkamasi 2018 yil 31 avgustda raqamli iqtisodiyotning maqsad va vazifalarini belgilab beradigan "O'zbekiston Respublikasida raqamli iqtisodiyotni joriy qilish va yanada rivojlantirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida" Qaror qabul qilindi, hamda O'zbekiston Respublikasi Prezidentining PQ-3832 03.07.2018 dagi "O'zbekiston Resbublikasida raqamli iqtisodiyotni rivojlantirish chora-tadbirlari to'g'risida"gi qarorlarini ham shu tadbirlar jumlasiga kiritish mumkin. Lekin tahlilchilarning umumiy fikrlari va kompaniyalar menejerlari orasida o'tkazilgan so'rov natijalariga asosan, raqamlashtirish u yoki bu darajada hammaga birdek daxl qiladi. "Raqamli" (elektron) iqtisodiyot bu– gibrid ta'lim sharoitida real iqtisodiy ta'limdan virtual iqtisodiy ta'lim orqali barcha "hayotiy ahamiyatga ega" harakatlarni amalga oshirish imkoniyati bilan ajralib turadigan real va virtual ta'lim birlashuvi natijasidir. Bu jarayon uchun axborot-kommunikatsiya texnologiyalari (AKT)ning yuqori samaradorligi va raqamli infratuzilma ochiqligi zarur shartlar hisoblanadi. Raqamli iqtisodiyot iqtisodiy ta'lim sohasiga zamonaviy iqtisodiy ta'lim shakli sifatida kirip keldi. Bunda ishlab chiqarish va boshqarishning asosiy qoidasi sifatida raqamli ko'rinishdagi katta ma'lumotlar majmui va ularni qayta ishlash jarayoni xizmat qiladi. Raqamli iqtisodiyotga o'tish deganda axborot texnologiyalari bilimlariga asoslangan holda jamiyat va iqtisodiy taraqqiyotning yangi turini barpo etish tushuniladi. Raqamli iqtisodiyotning asosiy tarkibiy qismlari sifatida ma'lumotlar bilan ishlashni amalga oshirib beradigan mobil ijtimoiy tarmoqlar, bulutli texnologiyalar, sensor tarmoqlar, buyumlar interneti hamda sun'iy intellekt texnologiyalari misol sifatida ko'rsatish mumkin. Yuqorida ko'rsatib o'tilgan texnologiyalar birgalikda "aqlli" ob'ekt va jarayonlarni (aqlli davlat, aqlli uy, aqlli shahar, sog'liqni saqlash, transport ba tadbirkorlik) yaratishga imkon beradi. Raqamli biznes bu jismoniy va raqamli ta'limni birlashtiradigan yangi biznes-modellar paydo bg'lishidir. Schoolof Managementesa raqamli o'zgarishni "korxonalar qiymati va unumdorligini tubdan oshirish uchun zamonaviy texnologiyalardan foydalanish" sifatida ta'riflaydi. Ijtimoiy tarmoqlar, smartfonlar bozori, internetga keng ulanish, mashinali o'qitish texnologiyalari va sun'iy intellektning shiddat bilan o'sishi kompaniyalar faoliyat yuritayotgan iqtisodiy ta'limni

o‘zgartirib yubordi. Iqtisodiy ta'lim bozoridagi bo‘sh joylarni egallashlari yoki mavjud bo‘sh o‘rinlarni o‘zgartirgan holda o‘zlarini o‘zgarishlarga moslab olishi lozim bo‘ladi. Tashkilotlarni raqamli o‘zgartirish jarayoni – yangi axborot texnologiyalarining rivojlanishi va iqtisodiy ta'limni tarqalishiga javob hisoblanadi. Raqamli o‘zgartirish turli darajalarga erishib, ular o‘rtasidagi farq ikkita atama – "raqamli ko‘rinishga keltirish" va "raqamlashtirish" o‘rtasidagi farq bilan bir xil ma'noga ega bo‘ladi. Raqamli ko‘rinishga keltirish axborotni jismoniy vositalardan raqamli vositalarga o‘tkazishdir. Raqamli ko‘rinishga keltirishga – elektron kitoblar, videokurslar, suratning raqamli nusxasini yaratish va boshqalar. Axborot o‘zgarishi ro‘y bermaydi: u faqat elektron shaklga ega bo‘ladi. Raqamli ko‘rinishga keltirish ko‘pincha mavjud biznesmodelni takomillashtirish va biznes-jarayonlarni optimallashtirish uchun foydalaniladi. Raqamlashtirish esa raqamli shaklda bo‘lgan butunlay yangi maxsulotlar yaratishdir. Masalan, multiplikatsiyali dinamik o‘quv kursi yoki hujjatni sharxlashning interaktiv tizimi bu raqamlashtirishdir. Raqamlashtirish asosida yaratilgan maxsulotni uning sifatini jiddiy yg‘qotmasdan turib, texnik vositalarga g‘tkazishning imkoni yo‘q, shu sababli raqamlashtirish, raqamli ko‘rinishga keltirishdan farqli ravishda, biznesga sezirarli darajada keskin rivojlanish va yangi raqobatli ustunliklar qo‘lga kiritishga imkon beradi. Real iqtisodiy ta'limni raqamli 3D-modellarini tuzishga misollar servis sohasi korxonalari, qurilish kompaniyalari, murakkab texnologik maxsulotlar ishlab chiqaruvchilar, neft qazib chiqarish va boshqa tarmoqlar hisoblanadi. 3D modellashtirish doirasidanafaqat ob'ektlar modellarini tuzish haqida, balki ularni ma'lumotlar bilan to‘ldirish haqida ham fikrlash mumkin bo‘lib, bu o‘z navbatida, boshqaruv qarorlari qabul qilish jarayonini optimallashtirishga va oqibatda mahsulotlarni loyihalashtirish vositalarini ularni ishlab chiqarish vositalari bilan bog‘lashga imkon beradi. Shu bilan bir paytda, virtual reallik texnologiyalarini ommaviy joriy qilish yo‘lida insonning virtual reallikdagi raqamli iqtisodiyot robototexnika bilan ham chambarchas bog‘liq. Robotlarning insonlar hayotidagi ishtiroki fantastlar tomonidan ko‘p marta muhokama qilingan, lekin hozirda robotlar bizning real hayotimizga ham tezkorlik bilan va bevosita kirib kelmoqda. Odamlar ishlab chiqarishda bajaradigan oddiy funksiyalarni robotlar bajarishi xatolar sonini ancha kamaytirish hamda ishlarning bajarish tezligini oshirishga imkon beradi. Sir emaski, ko‘plab sanoat kompaniyalari yig‘uv liniyalari va logistikada robototexnikani faol qg‘llaydi, bu inson omilining ahamiyatini pasaytirish va ishga minimal sondagi odamlarni jalb qilishga imkon beradi. Sanoat robotlari qiymatini (bahosini) pasaytirish ularni qg‘llashdan iqtisodiy samaradorlikka erishish imkonini yaratadi va odamlarga amalda qanday qilib mexanizmlar avtomatik rejimda inson ishtirokisiz maxsulot ishlab chiqarishini kuzatib turishiga to‘g‘ri keladi. Raqamli iqtisodiyot - bu innovatsion g‘oya va bu fikr Jahon banki tomonidan 2016 yil "Jahon taraqqiyoti haqida ma'ruza – 2016: raqamli dividendlar" ma'ruzasida ma'lum qilingan. Bunday sharoitlarda alohida kompaniyalar, mintaqalar, mamlakatlar va ularning birlashmalari texnologiyalar, tovarlar va xizmatlarning yangi turlari bozorlarida yangi rivojlanadigan uzoq muddatli raqobatli ustunliklarni ta'minlashga intilib, raqamli iqtisodiyot sohasida strategik qarorlarni shakllantirish va amalga oshirish jarayoniga faol kirisha boshlaydilar. Raqamli iqtisodiyot hamda elektron tijorat - real voqe'llikni to‘ldirib turadigan o'ziga xos virtual muhitdir. G‘arb mamlakatlari ekpertlari raqamli texnologiyalar iqtisodiyot sub'ektlari va boshqaruv o‘rtasidagi munosabatlar, faol axborotlashtirish jarayoni iste'molchilarning xulq-atvorini o‘zgartirib yuboradi. Elektron marketing ham asta-sekinlik bilan to‘xtovsiz ravishda iqtisodiy o‘zaro aloqalarning mohiyatiga, har bir kishining iqtisodiy o‘zaro aloqalarga kirishishga majbur qiladigan asosiy harakatlantiruvchi kuch – ehtiyojlarga yaqinlashmoqda. Raqamli iqtisodiyotdagi elektron tijoratning boshqaruv jarayoni (professional kadrlar orqali) – o‘zaro aloqalarni boshqarishning komp'yuterlashtirilgan tizimi bo‘lib, insoniyatning o‘sib borayotgan ehtiyojlarini qondirish borasida elektron ma'lumotlardan faol foydalanish bo‘yicha keng ko‘lamli ishlarni olib boradi. Raqamli iqtisodiyot sharoitida tadbirkorlik va kichik biznesni rivojlantirish, unda tizim faoliyatini bashorat qilish, rejalashtirish, tashkil qilish, ijro etish, nazorat qilish va muvofiqlashtirish ko‘zda tutilgan. Ya'ni, mamlakatni raqamli iqtisodiyot sharoitida tadbirkorlik

va kichik biznesni rivojlantirish rivojlantirish yo'llarini ishlab chiqish va hayotga tadbiq qilish uchun ma'lumotlarni to'plash va tahlil qilish asosida xalq xo'jaligi majmuini boshqarishning umumiy tizimi bo'lishi muhim ahamiyatga ega. Shuni ham aytish kerakki, hozirgi paytda raqamli olam va jismoniy (yoki moddiy) olamlar kundan-kunga bir-biriga tezkorlik bilan yaqinlashib kelmoqda. Bu ikki olamning jipslashuvi, oxir-oqibat, o'zaro bog'liqlik tushunchasi katta ahamiyat kasb etuvchi idrokli olamga olib keladi. Global raqamlashtirish jarayoni esa jismoniy shaxslar, korxonalar va hukumatlarning barqaror o'sishi va ularga qulaylik yaratishni ta'minlagan holda tezligini oshirishda davom etmoqda. Bunday global raqamlashtirish sharoitida rivojlanishning sust bo'lishi mamlakatda faqatgina yetakchi tajribalar yaratishda yangi raqobatbardosh ustunliklarni, yangicha g'oyalarga asoslangan qarorlarni qidirib topishni ta'minlovchi o'sish jarayoni yordam beradi, xolos, tadbirkorlik va kichik biznesni rivojlantirish investitsiya va tadbirkorlikni elektron tijorat sohasidagi information tizimlarga kiritilgan investitsiyalardan tushadigan asosiy foyda iqtisodiyot rivojlanishiga sezilarli darajada ta'sir ko'rsatadi. Masalan, mamlakatimizdagi ko'pchilik olim va soha mutaxassislarning fikricha, raqamlashtirish jarayoni mamlakat iqtisodiyotida borgan sari kuchayib boradi va transmilliy korporatsiyalarning mamlakat mintaqaviy va milliy iqtisodiyotlaridagi roli ortib bormoqda, iqtisodiyotning raqamli segmenti mamlakat iqtisodiyoti va jamiyatda ro'y bergan sifat o'zgarishlari tufayli muhim ahamiyatga ega bo'ladi. da shuni aytish lozimki Raqamli iqtisodiyot sharoitida tadbirkorlik va kichik biznesni rivojlantirishda, yangi raqamli texnologiyalar va platformalar jismoniy shaxslar va korxonalar menejmentiga tobora katta ko'lamda o'zaro aloqalarda transaksiya xarajatlarini qisqartirish hamda davlat tuzilmalari va xo'jalik yurituvchi sub'ektlar bilan yaqin aloqalarni amalga oshirishga imkon beradi. Bularning natijasida tarmoq servislariga asoslangan raqamli yoki elektron iqtisodiyot tizimi rivojlanadi. Raqamlashtirish tushunchasining o'zi buyumlar internetidan tortib, elektron hukumat texnologiyalarigacha bo'lgan zamonaviy axborot texnologiyalarini "yoppasiga" qo'llash asosida tovarlar va xizmatlar ishlab chiqarishni boshqarish va ishlab chiqarishning o'zini takomillashtirishning yangi metodikasini amaliyotga tatbiq etish mukin. Hozirgi davrda Markaziy Osiyo davlatlari ko'pincha investitsiyalarni to'liq qoplay olmaslikka hamda raqamli infratuzulmada kelib chiqishi mumkin bo'lgan investitsion muammolarga duch keladilar. Bu kabi muammolarni yechishda barcha ishtirokchilarning sa'yi-harakatlari birdek talab qilinadi.

Xulosa: sifatida shuni ta'kuidlash lozimki, raqamli AKT infratuzilmasini rivojlantirishga qo'shimcha ravishda Markaziy Osiyo mamlakatlari hukumatlari jismoniy va biznes shaxslar orasida raqamli xabardorlik darajasini oshirishlari lozim. Hukumatlar yanada ko'proq sohaviy tuzulmalarni tashkil etib, raqamli texnologiyalar yordamida tijoriy va biznes g'oyalarning yangi yechimlarni izlashda an'anaviy sanoat salohiyatini kuchaytirishlari lozim. Mamlakatimizda raqamli iqtisodiyot sohasidagi fundamental tadqiqotlarga va sifatli ta'lim olishga asosiy e'tiborini qaratilmas ekan, boshqa sohalarning jadal rivojiga va amaliy hayotdagi yangicha g'oyalarga erisha olmaydi. Raqamli iqtisodiyot va elektron tijoratga ichki va tashqi investitsiyalarni samarali jalb etish va undan dividendlar olish uchun qulay ishbilarmonlik muhitini yaratish, salmoqli inson kapitalini tayyorlash, boshqaruv jarayonini ham rivojlantirish zarurdir.

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RAQAMLI IQTISODIYOTNI RIVOJLANTIRISHDA AXBOROT TAHLILIY - METIODIK YONDASHUV

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Annotatsiya: Ushbu maqola OTMning bakalavr ta'lim yo'nalishida tahsil olayotgan raqamli iqtisodiyot sharoitida tadbirkorlik va kichik biznesni rivojlantirish iqtisodiy ta'lim uchun axborot didaktik ta'minotida ta'lim oluvchilarning iqtisodiy kreativ kompetensiyalarini innovatsion iqtisodiy texnologiyalari asosida metodik takomillashtirishda iqtisodiy ta'limning innovatsion tashkiliy-didaktik shakllarini qo'llashning shart-sharoitlari va sifat ko'rsatgichlari, axborot-didaktik ta'minoti tavsiflangan. Ta'lim oluvchilarning kreativ kompetensiyalarini innovatsion texnologiyalar asosida takomillashtirish metodikasi, innovatsion yondashuv asosida yoritilgan.

Kalit so'zlar: raqamli iqtisodiyot, texnika, innovatsiya, iqtisodiy markaz, menejment, intellekt, transfer, startap, biznes, oliy ta'lim, tadbirkorlik, kichik biznes, rivojlantirish, investitsiya, raqobat.

Raqamli iqtisodiyot iqtisodiy ta'lim sohasiga zamonaviy iqtisodiy ta'lim shakli sifatida kirip keldi. Bunda ishlab chiqarish va boshqarishning asosiy qoidasi sifatida raqamli ko'rinishdagi katta ma'lumotlar majmui va ularni qayta ishlash jarayoni xizmat qiladi. Raqamli iqtisodiyotga o'tish deganda axborot texnologiyalari bilimlariga asoslangan holda jamiyat va iqtisodiy taraqqiyotning yangi turini barpo etish tushuniladi. Raqamli iqtisodiyotning asosiy tarkibiy qismlari sifatida ma'lumotlar bilan ishlashni amalga oshirib beradigan mobil ijtimoiy tarmoqlar, bulutli texnologiyalar, sensor tarmoqlar, buyumlar interneti hamda sun'iy intellekt texnologiyalari misol sifatida ko'rsatish mumkin. Yuqorida ko'rsatib o'tilgan texnologiyalar birgalikda "aqlli" ob'ekt va jarayonlarni (aqlli davlat, aqlli uy, aqlli shahar, sog'liqni saqlash, transport ba tadbirkorlik) yaratishga imkon beradi. Raqamli iqtisodiyot sharoitida tadbirkorlik va kichik biznesni rivojlantirish shiddat bilan kirib kelgan axborot muhitida, davlat va jamiyat taraqqiyotini yanada rivojlantirish maqsadida, Raqamli iqtisodiyot yangi mutaxassis va yangi ish joylari hosil bo'lishida, yangi korporativ madaniyat barpo bo'lishida, yangi boshqaruv va nazorat usullarining yuzaga kelishi muhim ahamiyatga ega. Raqamli texnologiyalarning hayotga kirib kelishi va tizimli davom etishi kelajakga xos bo'lgan iqtisodiy xususiyatlardan biridir. Bu mikroelektronika, axborot texnologiyalari va telekommunikatsiyalar sohalaridagi iqtisodiy taraqqiyot bilan izohlanadi. Raqamli inqilob qaysidir tarmoqlar va mamlakatlarga ilgariroq va kuchliroq, boshqalarga esa kechroq va kamroq kirib keladi. Servis xizmatlari, media va ko'nilocharliklar birinchi bo'lib, ulardan keyin esa telekommunikatsiya kompaniyalari va banklar raqamlashtirishga mubtalo bo'ladi. Lekin tahlilchilarning umumiy fikrlari va kompaniyalar menejerlari orasida o'tkazilgan so'rov natijalariga asosan, raqamlashtirish u yoki bu darajada hammaga birdek daxl qiladi. "Raqamli" (elektron) iqtisodiyot bu– gibrid ta'lim sharoitida real iqtisodiy ta'limdan virtual iqtisodiy ta'lim orqali barcha "hayotiy ahamiyatga ega" harakatlarni amalga oshirish imkoniyati bilan ajralib turadigan real va virtual ta'lim birlashuvi natijasidir. Bu jarayon uchun axborot-kommunikatsiya texnologiyalari (AKT)ning yuqori samaradorligi va raqamli infratuzilma ochiqligi zarur shartlar hisoblanadi. Raqamli biznes bu jismoniy va raqamli ta'limni birlashtiradigan yangi biznes-modellar paydo bg'lishidir. Schoolof Managementesa raqamli o'zgarishni "korxonalar qiymati va unumdorligini tubdan oshirish uchun zamonaviy texnologiyalardan foydalanish" sifatida ta'riflaydi. Ijtimoiy tarmoqlar,

smartfonlar bozori, internetga keng ulanish, mashinali o‘qitish texnologiyalari va sun'iy intellektning shiddat bilan o‘sishi kompaniyalar faoliyat yuritayotgan iqtisodiy ta'limni o‘zgartirib yubordi. Iqtisodiy ta'lim bozoridagi bo‘sh joylarni egallashlari yoki mavjud bo‘sh o‘rinlarni o‘zgartirgan holda o‘zlarini o‘zgarishlarga moslab olishi lozim bo‘ladi. Tashkilotlarni raqamli o‘zgartirish jarayoni – yangi axborot texnologiyalarining rivojlanishi va iqtisodiy ta'limni tarqalishiga javob hisoblanadi. Raqamli o‘zgartirish turli darajalarga erishib, ular o‘rtasidagi farq ikkita atama – "raqamli ko‘rinishga keltirish" va "raqamlashtirish" o‘rtasidagi farq bilan bir xil ma'noga ega bo‘ladi. Raqamli ko‘rinishga keltirish axborotni jismoniy vositalardan raqamli vositalarga o‘tkazishdir. Raqamli ko‘rinishga keltirishga – elektron kitoblar, videokurslar, suratning raqamli nusxasini yaratish va boshqalar. Axborot o‘zgarishi ro‘y bermaydi: u faqat elektron shaklga ega bo‘ladi. Raqamli ko‘rinishga keltirish ko‘pincha mavjud biznesmodelni takomillashtirish va biznes-jarayonlarni optimallashtirish uchun foydalaniladi. Raqamlashtirish esa raqamli shaklda bo‘lgan butunlay yangi maxsulotlar yaratishdir. Masalan, multiplikatsiyali dinamik o‘quv kursi yoki hujjatni sharxlashning interaktiv tizimi bu raqamlashtirishdir. Raqamlashtirish asosida yaratilgan maxsulotni uning sifatini jiddiy yg‘qotmasdan turib, texnik vositalarga g‘tkazishning imkoni yo‘q, shu sababli raqamlashtirish, raqamli ko‘rinishga keltirishdan farqli ravishda, biznesga sezirarli darajada keskin rivojlanish va yangi raqobatli ustunliklar qo‘lga kiritishga imkon beradi. Real iqtisodiy ta'limni raqamli 3D-modellarini tuzishga misollar servis sohasi korxonalari, qurilish kompaniyalari, murakkab texnologik maxsulotlar ishlab chiqaruvchilar, neft qazib chiqarish va boshqa tarmoqlar hisoblanadi. 3D modellashtirish doirasidanafaqat ob'ektlar modellarini tuzish haqida, balki ularni ma'lumotlar bilan to‘ldirish haqida ham fikrlash mumkin bo‘lib, bu o‘z navbatida, boshqaruv qarorlari qabul qilish jarayonini optimallashtirishga va oqibatda mahsulotlarni loyihalashtirish vositalarini ularni ishlab chiqarish vositalari bilan bog‘lashga imkon beradi. Shu bilan bir paytda, virtual reallik texnologiyalarini ommaviy joriy qilish yo‘lida insonning virtual reallikdagi raqamli iqtisodiyot robototexnika bilan ham chambarchas bog‘liq. Robotlarning insonlar hayotidagi ishtiroki fantastlar tomonidan ko‘p marta muhokama qilingan, lekin hozirda robotlar bizning real hayotimizga ham tezkorlik bilan va bevosita kirib kelmoqda. Odamlar ishlab chiqarishda bajaradigan oddiy funksiyalarni robotlar bajarishi xatolar sonini ancha kamaytirish hamda ishlarning bajarish tezligini oshirishga imkon beradi. Sir emaski, ko‘plab sanoat kompaniyalari yig‘uv liniyalari va logistikada robototexnikani faol qg‘llaydi, bu inson omilining ahamiyatini pasaytirish va ishga minimal sondagi odamlarni jalb qilishga imkon beradi. Sanoat robotlari qiymatini (bahosini) pasaytirish ularni qg‘llashdan iqtisodiy samaradorlikka erishish imkonini yaratadi va odamlarga amalda qanday qilib mexanizmlar avtomatik rejimda inson ishtirokisiz maxsulot ishlab chiqarishini kuzatib turishiga to‘g‘ri keladi. Raqamli iqtisodiyot sharoitida tadbirkorlik va kichik biznesni rivojlantirish investitsiya va tadbirkorlikni sohasidagi faoliyatni, jumladan, blokcheyn texnologiyalarni joriy etish va rivojlantirish. Blokcheyn texnologiyalarni ishlab chiqarish va ulardan foydalanish sohasida amaliy ish ko'nikmalariga ega bo'lgan malakali kadrlarni tayyorlash muhim ahamiyatga ega. Raqamli iqtisodiyotni yanada rivojlantirish uchun innovatsion g'oyalar, texnologiyalar va ishlanmalarni joriy etish sohasida davlat organlari va tadbirkorlik sub'ektlarining yaqin hamkorligini ta'minlash lozim. Kriptoaktivlar bo'yicha faoliyat va blokcheyn texnologiyalari sohasida xalqaro va xorijiy tashkilotlar bilan hamkorlikni har tomonlama rivojlantirish va ishlab chiqarish sohasida faoliyat ko'rsatadigan yuqori malakali xorijlik mutahassislarni jalb qilish lozim. Raqamli iqtisodiyot bu jamiyat ne'matlarini ishlab chiqarish, taqsimlash va iste'mol qilish jarayonlarida elektron hamda axborot-kommunikatsion texnologiyalarini keng joriy etishni ko‘zda tutadigan insonning xo‘jalik faoliyatini tadqiq etuvchi fandir. Raqamli iqtisodiyot atamasi ikki xil turli tushunchalarni anglatadi. Birinchidan, raqamli iqtisodiyot bu rivojlanishning zamonaviy bosqichi hisoblanib, u ijodiy mehnat va axborot hamda O'zbekiston Respublikasi Prezidentining PQ-3832 03.07.2018dagi "O'zbekiston Resbublikasida raqamli iqtisodiyotni rivojlantirish chora-tadbirlari to'g'risida"gi qarori muhim ahamiyatga ega. Raqamli iqtisodiyot – bu o'ziga hos nazariya bo‘lib,

uning o‘rganish ob’ekti, axborotlashgan jamiyatjarayonlari hisoblanadi. Raqamli iqtisodiyot nazariyasi o‘z rivojlanishining boshlang‘ich davridadir, chunki sivilizatsiyaning raqamli axborot bosqichiga o‘tishi bir necha o‘n yillargina boshlangan.“Raqamli iqtisodiyot” atamasi ilmiy amaliyotga Ispaniyalik va Amerikalik sotsiolog, axborotlashgan jamiyatning yetakchi tadqiqotchisi Manuel Kastels tomonidan kiritilgan. Bu borada u o‘zining “Axborot davri: iqtisod, jamiyat va madaniyat” nomli uch jildli monografiyasini chop etgan. Hozirgi vaqtga kelib, raqamli iqtisodiyot nazariyasi to‘laligicha hali shakllanmagan va ko‘pchilik iqtisodchilar tomonidan keng miqyosda o‘rganilmoqda. Ilmiy adabiyotlarda hozirgi zamon “Yangi raqamli iqtisodiyoti” turli xislatlar bilan nomlanadi. Masalan, “postindustrial iqtisodiyot” (D.Bell), “axborotlashgan iqtisodiyot” (O.Toffler), “megaiqtisodiyot” (V.Kuvaldin), “axborot va aloqaga asoslangan iqtisodiyot” (I.Niniluto), “texnoiqtisodiyot yoki raqamli iqtisodiyot” (B.Geyts), “bilimlarga asoslangan iqtisodiyot” (D.Tapskott). Ushbu tushunchalarni bog‘lab turadigan omil - bu iqtisodiy jarayonlarning globallashuv jarayonida raqamli axborot texnologiyalarining birlamchi o‘rinni egallashi bo‘lib hisoblanadi.Raqamli iqtisodiyot haqida so‘z borar ekan, axborotlashgan jamiyatga ta’rif berib o‘tish o‘rinlidir. Axborotlashgan jamiyat deb, unda faoliyat yuritayotgan kishilarning ko‘p qismi axborotni, ayniqsa, uning eng oliy shakli bo‘lgan bilimlarni ishlab chiqarish, saqlash, qayta ishlash va sotish bilan band bo‘lgan jamiyatga aytiladi. Jamiyat va iqtisodiyot rivojlanishining bu bosqichiga jamiyat hayotida axborot, bilim va axborot texnologiyalari ahamiyatining yanada oshishi xosdir.Raqamli iqtisodiyot ustivor bo’lgan axborotlashgan jamiyatgata’rif berishdaiqtisodchilar turli texnologik, iqtisodiy, mehnat, fazoviy, iste’mol va kreativ mezonlardan foydalanadilar. Yuqoridagi axborotlashgan jamiyat bilan bog’liq bo’lgan masalalarni oydinlashtirgandan so’ng, elektron tijotat va elektron biznes olamiga sayohatimizni boshlaymiz. Hozirgi davrda barcha rivojlangan mamlakatlarda tezkor sur’atlar bilan rivojlanayotgan raqamli iqtisodiyotning asosiy qo’llanilish sohalaridan biri elektron tijorat bilan shug‘ullanish hisoblanadi. Shuni alohida ta’kidlash kerakki, elektron tijorat tizimlari, blokcheyn va kriptovalyutalar bilan ishlashning boshqalaridan asosiy farqi ularning tuzilmasi tarqoq (markazlashmagan) xoldaligidir. Raqamli iqtisodiyot sharoitida tadbirkorlik va kichik biznesni rivojlantirish tizimlarda biror bir yagona markaz yoki bank mavjud emas va barcha ishtirokchilar tarmoq P2P (peer-to-peer) ko’rinishidigagi pirring arxitekturasi asosida ishlaydi. Ya`ni, bunday tarmoq bir huquqqa ega bo’lgan mijoz dasturlaridan iboratdir. Blokcheyn va kriptovalyutaning har bir mijoz dasturi, o’z navbatida, o’z-o’zini ta`minlovchi tuzilmadan iborat bo’lib, ular global kriptovalyuta tarmog’iga ulanadilar va sutkasiga 24 soat mobaynida batamom avtomatik ravishda ishlaydilar. Kriptovalyutalarning emissiyasi esa mayning (ma’dan qidirib topish) tamoili asosida amalga oshiriladi. “Mayning” bu kompyuter tizimlarining hisoblash quvvatlarini kriptovalyutaning tranzaktsiyalari zanjirini xosil qilish uchun ishlatilish jarayonidir. Bunda har bir blok qandaydir to’g’rilik kriteriyalariga hamda murakkablik darajasiga ega bo’lishi lozim. Umumjahon tendensiyalari va tashqi siyosatda ro‘y berayotgan hodisalardan kelib chiqib, O‘zbekiston oldida global raqobatbardoshlik va milliy havfsizlik masalasi turibdi va ushbu masalani hal qilishda mamlakatda raqamli iqtisodiyotni rivojlantirish muhim va hal qiluvchi rol o‘ynaydi. Iqtisodiyotning ayrim elementlari allaqachon muvaffaqiyat bilan ishlamoqda. Hozirgi kunda, hujjatlar va kommunikatsiyalarning ommaviy ravishda raqamli vositalarga o‘tkazilishini hisobga olib, elektron imzoga ruxsat berish, davlat bilan muloqot qilish ham elektron platformalarga o‘tkazilmoqda. Raqamlashtirish sabablarini tahlil qiladigan bo‘lsak, raqamli iqtisodiyot hamda elektron tijorat paydo bo‘lishining sabablari va maqsadlarini R.H. Ayupov va G.R. Boltaboeva tadqiqotlarida raqamli iqtisodiyot faoliyatini qo‘llab-quvvatlashga hizmat qiladigan usullar va texnologiyalarni tahlil qiladilar. Xulosa o’rnida shuni aytish lozimki iqtisodiy jarayonlarni raqamlashtirish nafaqat bevosita axborot-kommunikatsiya tarmog‘ini, balki mamlakat xo‘jalik faoliyatining barcha sohalarini ham qamrab oladigan keng qamrovli tendensiyaga aylanib bormoqda. Internet-savdo, raqamli qishloq xo‘jaligi, “aqlli” elektr-tarmoq tizimlari, haydovchisiz transport, shaxsiylashtirilgan sog‘liqni saqlash tizimigaham raqamli iqtisodiyot inqilobi kuchli ta’sir qilmoqda. Raqamli iqtisodiyot - bu innovatsion g‘oya va bu fikr

Jahon banki tomonidan 2016 yil "Jahon taraqqiyoti haqida ma'ruza – 2016: raqamli dividendlar" ma'ruzasida ma'lum qilingan. Bunday sharoitlarda alohida kompaniyalar, mintaqalar, mamlakatlar va ularning birlashmalari texnologiyalar, tovarlar va xizmatlarning yangi turlari bozorlarida yangi rivojlanadigan uzoq muddatli raqobatli ustunliklarni ta'minlashga intilib, raqamli iqtisodiyot sohasida strategik qarorlarni shakllantirish va amalga oshirish jarayoniga faol kirisha boshlaydilar. Raqamli iqtisodiyot hamda elektron tijorat - real voqe'llikni to'ldirib turadigan o'ziga xos virtual muhitdir. G'arb mamlakatlari ekpertlari raqamli texnologiyalar iqtisodiyot sub'ektlari va boshqaruv o'rtasidagi munosabatlar, faol axborotlashtirish jarayoni iste'molchilarning xulq-atvorini o'zgartirib yuboradi. Masalan, mamlakatimizdagi ko'pchilik olim va soha mutaxassislarning fikricha, raqamlashtirish jarayoni mamlakat iqtisodiyotida borgan sari kuchayib boradi va transmilliy korporatsiyalarning mamlakat mintaqaviy va milliy iqtisodiyotlaridagi roli ortib bormoqda, iqtisodiyotning raqamli segmenti mamlakat iqtisodiyoti va jamiyatda ro'y bergan sifat o'zgarishlari tufayli muhim ahamiyatga ega bo'ladi .

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TIJORAT BANK BIZNESINI INNOVATSION YONDASHUVLAR ASOSIDA RIVOJLANTIRISH

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Annotatsiya: Ushbu maqolada Tijorat bankini rivojlantirishga doir innovatsion yondashuvlar va yangi texnologiyalarni ko'proq amalda qo'llashga doir mavzular keltirib o'tilgan.

Kalit so'zlar: tijorat banki, innovatsiyalar, iqtisodiy o'sish, investitsiyalar.

Kirish: Mamlakatimizning faol taraqqiy etishi, yuqori iqtisodiy o'sish bosqichiga ko'tarilishi, yangi investitsiyalar yaratilishini va amalda qo'llanilishini yanada rivojlantirish har birimizning hozirgi kundagi oliy maqsadimiz sanaladi. Davlatning iqtisodiy takomillashuvga erishishida tijorat banklarining o'rni ham katta ahamiyat kasb etadi. Shunday ekan, tijorat banklarini rivojlantirib, yangi investitsiyalar va texnologiyalarni qo'llash, iqtisodiyotning jadal rivojlanishiga qo'yilgan ilk qadamlar hisoblanadi.

Tijorat banki, tijorat asosida mablag'larni jalb qilish va kreditlarni taqdim etish, hisob varaqalarini ochish, ularni yuritish va shu bilan birga to'lovlarni o'tkazish, qisqa qilib aytganda

esa, jamg'armaga ega bo'lganlar va jamg'armaga (pulga) muhtoj bo'lganlar o'rtasidagi vositachi hisoblanadi.Tijorat banki iqtisodiyotda muhim o'rin egallagan holda, Markaziy bankdan keyingi o'rinda turuvchi bank hisoblanadi. Tijoat banki hozirgi vaqtda bozor iqtisodiyotida hukmronllkka ega bo'lgan tovar va pul muomalasini boshqarish hamda ulardan kelayotgan tushum xo'jaligini boshqarishda ancha muammolariga duch kelayotganligi masalasini ilgari surdilar. Bundan kelib chiqib tijorat banki rivojlanishi uchun barcha shar-sharoitlardan foydalangan holda muammolarning yechmini topishga harakat qilamiz.

Asosiy qism: So'nggi yaqin 5 yil davomida mamlakatimizda iqtisodiyotni xususan, bankni rivojlantirish maqsadida ancha ijobiy o'zgarishlarga sababchi bo'layotgan harakatlar olib borilmoqda, qonunlar qabul qilinmoqda. Shu bilan birga tijorat banklari faoliyatining huquqiy asoslarini ko'rsatib beruvchi va ularning jadal rivoji uchun muhim o'rinda turuvchi qonunlar tuzilib, tasdiqlandi. Xususan, bunga misol qilib, O'zbekiston Respublikasi Prezidentining 2020-yil 12-maydagi PF5992-son farmoniga 1-ilova: 2020-2025-yillarga mo;ljallangan O'zbekiston Respublikasining bank tizimini isloh qilish strategiyasi Ozbekiston Respublikasi Prezidentining 2020-yil 2-martdagi PF-5953- son Farmoni bilan tasdiqlangan 2017-2021-yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasini "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili"da amalga oshirishga doir davlat dasturiga muvofiq, shuningdek, Jahon bankining mamlakat bank tizimi joriy holatini o'rganish natijalari bo'yicha asosiy xulosalari va tavsiyalarini inobatga olgan holda ishlab chiqilgan.Ammo bugungi kunda mamlakatimizda tijorat bankidagi asosiy muammolar, bankda innovatsion darajadagi bank xizmatlari faoliyati hali ham yo'lga qo'yilmaganligi, haligacha yangi innovatsiyalar va texnlogiyalardan keng ko'lamda foydalanilmayotganligini va bu yo'ldagi ayrim muammolarning hali ham yechim topmaganligini inobatga olsak, tijorat bank biznesini innovatsion yondashuvlar asosida takomillashtira olishimiz ancha muammo tug'diradi. Bundan kelib chiqqan holda, tijorat banklarini rivojlantirish yo'lida ko'proq horijiy mamlakatlarning bank va moliya sektorini transformatsiya qilish tajribalarini o'rganib chiqib, shunga ko'ra ularning tajribasi asosida va moliyaviy sohadagi jahon tendensiyalarni o'rganib chiqib ularni hisobga olgan holda ehtimoliy yechimlarini izlash va muammolarni bartaraf etish harakatlarini yo'lga qo'yishimiz mumkin. Bundan tashqari mamlakatimiz iqtisodiyotini rivojlantirish yo'lida tarmoqlar va sohalarda olib borilayotgan yangi islohotlarni nafaqat nazariy balki amaliy jihatdan sifatini va tezligini oshirish maqsadida yangi investitsiyalar kiritish va bank salohiyatini oshirish maqsadida jahon horijiy banklarining tajribalarini o'rganib chiqib ularni amalda qo'llash va bunga yangi innovatsiyalar orqali erishish mumkinligi takab qilinadi. Raqobatni kuchaytirish yo'li orqali ham bu natijalarga erishishimiz mumkin.

Xulosa: Xulosa o'rnida shuni aytib o'tishimiz muminki, Mamlakatimiz iqtisodiyotiga zaruriy tarkibiy o'zgartirishlarni kiritmay, yangi investitsiyalarga tayanmay, banklar tizimiga eng so'nggi yangi texnologiya va innovatsiyalarni kiritmay xususan, banklar salohiyatini oshirishda jahon horijiy banklarining tizimini o'rganmay turib, faol raqobatni yo'lga qo'ymay, tijoat banki hozirgi vaqtda bozor iqtisodiyotida hukmronllkka ega bo'lgan tovar va pul muomalasini boshqarish hamda ulardan kelayotgan tushum xo'jaligini boshqarishda ancha muammolariga duch kelayotganligi masalasini yechishimiz va iqtisodiy va moliyaviy jihatdan jahon miqyosiga ko'tarilishimiz mushkul. Bunga ko'ra birinchi navbatda jahon tijorat banklari tizimini mukammal o'rganishga yosh kadrlarni jalb qilish va ular o'rtasida raqobatni shakllantirib, yangi innovatsion yondashuvlar asosida tijorat banklarini rivojlantirish yo'lga qo'yiladi.

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THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN EFL EDUCATION: CHALLENGES AND OPPORTUNITIES AT SAMARKAND INTERNATIONAL UNIVERSITY OF TECHNOLOGY

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Annotation: This paper delves into the application of Artificial Intelligence (AI) tools, specifically GPT and Pi.ai, within the scope of English as a Foreign Language (EFL) education at Samarkand International University of Technology. It assesses both the observed challenges and the derived benefits, while suggesting forward-looking solutions and further exploratory applications in this domain.

Key Words: Artificial Intelligence, EFL Education, GPT, Pi.ai, CEFR, Text Adaptation, Student Engagement, Automated Essay Scoring.

Introduction: The incorporation of AI into various domains has brought about transformative changes, notably so in the field of education. In the realm of EFL education, AI tools such as GPT and Pi.ai offer promising enhancements to teaching methods and student learning experiences. Nonetheless, integrating these technologies into pedagogical practices presents a spectrum of challenges that educators are compelled to address.

Methodology: This study is underpinned by a qualitative evaluation, reliant on provisional observations gathered from EFL classrooms at the Samarkand International University of Technology. It engages with relevant scholarly literature, bridging observed classroom dynamics with broader academic findings on AI's intersection with language learning. Results and Discussion

A major challenge identified is the prevalent use of GPT by students for essay writing, necessitating the shift to flipped classroom models to maintain academic integrity. Moreover, the unauthorized recourse to AI for class assignments has led to the enforcement of strict no-phone policies, reaffirming the flipped classroom approach.Conversely, AI integration brings notable advantages. The generation of customized reading materials through AI aligns with student interests while incorporating vital unit-specific vocabulary. AI's capability to assess and adapt texts to suitable CEFR levels streamlines the process of selecting and adapting educational content, optimizing it for student comprehension levels. Another significant advantage is the enhancement of classroom engagement through the playful interactions of conversational AI tools like Pi.ai, which contribute to a lively and participatory learning environment. Looking to the future, the potential application of AI in grading essays against established rubrics offers a promising avenue for research, aiming to achieve both the efficiency of evaluation and the objectivity of assessments. Furthermore, the exploration of AI-powered chatbots as tools for personalized tutoring presents a novel frontier that could redefine language learning paradigms through enhanced personalization and effectiveness.

Conclusion: The fusion of AI tools into EFL pedagogy presents a complex landscape marked by both challenges and opportunities. Issues such as AI-driven academic misconduct and the need for pedagogical restructuring are countered by the significant benefits of AI in crafting tailored educational content, facilitating precise content adaptation, and fostering an engaging learning atmosphere. Investigating AI's role in automating essay assessments and enabling individualized tutoring could herald substantial progress in language education methodologies.

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MASHINA O'QITISH (MACHINE LEARNING) TEXNOLOGIYASINING AMALIY MASALALARDA QO'LLANILISHI

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Annotatsiya: Raqamlashtirish va raqamli texnologiyalar, axborot va kommunikatsiya texnologiyalarining jadal rivojlanishi, ta'lim va ilmiy sohalarning yuqori tezlikda o'zgarishiga turtki bo'lib , jamiyatning har bir sohasiga chuqur kirib bormoqda. Ayniqsa ilmiy va juda murakkab izlanishlarni tahlil qilishda raqamli texnologiyalarning o'rni beqiyodir. O'z o'rnida maqsadli foydalanilgan raqamli texnologiyalar istalgan amaliy sohalarda o'rganuvchilarga ko'plab imtiyozlar berdi Eng e'tiborga molik jihati bu kabi raqamli texnologiyalardan foydalanish insonlarning kreativlik va tajribalarini oshirishda juda muhim.

Kalit so'zlar: raqamlashtirish, kiberxavfsizlik, interaktiv, platforma, optimallashtirish, matematik modellashtirish, aqilli takliflar, raqamli dunyo, virtual simulyatsiya, robototexnika va avtomatlashtirish, kompyuterli modellashtirish.

Amaliy masalalar, haqiqiy dunyodagi vazifalarni yechishda yoki biron bir muammolarni hal qilishda ishlatiladigan matematik, muhandislik, bilim, iqtisod va boshqa sohalarda uchratiladigan amaliy vazifalardir. Bu masalalar, teorik bilimlarni amalda qo'llash uchun yaratiladi va o'rganilgan konseptlarni yengillashtirish, testlash va tasdiqlash uchun foydalaniladi. Amaliy masalalar, amaliyotlar yoki mashqlar shaklida bo'lishi mumkin va umumiy ravishda real hayotdagi vazifalarni yechishda yoki teorik konseptlarni amalda mustahkamlashda yordam beradi. Bu masalalar matematik, fizika, kimyo, biologiya, statistika, kompyuter ilmi, iqtisodiyot, ishlab chiqarish, tibbiyot va boshqa sohalarda yuzaga keladi.

Amaliy masalalar, murakkablik darajasi bo'yicha o'zgaradi, qiziqishlarni o'rganish va yechish uchun murakkabiyatga ega bo'lishi mumkin. Masalan, shuningdek, boshqaruv, optimallashtirish, tahlil qilish, model yaratish va boshqalar kabi ko'p yonalarga bo'lishi mumkin

Bunday amaliy masalalar, o'quvchilarning nazariy bilimlarini amalda ishlatish va ularning muammolarni o'zlashtirish, hal qilish va yechish ko'nikmalarini rivojlantirish uchun muhimdir. Shuningdek, sohalardagi mutaxassislar, o'quv markazlari, korxonalar va hokazolar o'z faoliyatlarida murakkab vazifalarni yechishda foydalanishadi.

Amaliy masalalarni yechishda raqamli texnologiyalar juda katta ahamiyatga ega. Ular quyidagi kabi sohalarda muhim ko'p qo'llanilmoqda va samarali natijalarga erishilmoqda:

1. Ma'lumotlar Tahlili va Matematik Modellash: raqamli texnologiyalar, katta miqdordagi ma'lumotlarni tahlil qilishda va matematik modellarni yaratishda yordam beradi. Bu, sifatli va aniqlikka ega bo'lgan masalalarni yechishda muhimdir.

2. Intellektual qo'llab-quvvatlash: (Raqamli IQ) texnologiyalari, kognitiv va analitik vazifalarni bajarishda yordam beradi. Masalan, mashina o'rganish, ma'lumotlar tahlili, boshqaruv va tahlil qilish kabi muammolarni yechishda yordam berishadi.

3. Masofaviy Ta'lim: raqamli texnologiyalar, masofaviy ta'limni rivojlantirishda katta ahamiyatga ega. Bu, har bir talaba uchun interaktiv ta'lim platformlari yoki masofaviy darslarni

taqdim etish, ma'lumotlarni yaxshi tashqi manbalardan olish, interaktiv darslar tuzish va boshqalar kabi muammolarni hal qilishda foydalaniladi.

4. Avto-takliflar va Tahminlar: Raqamli texnologiyalar, avto-takliflar va tahminlar tizimlarini yaratishda yordam beradi. Bu, mijozlar uchun shaxsiy tavsiyalar, savdo-sotiq kabi sohalarda avtomatik ravishda foydalanilishi mumkin.

5.Robototexnika va Avtomatlashtirish: robototexnika va avtomatlashtirish sohasida muhim ahamiyatga ega. Bu, avtomatik ish tizimlarini, robotlarni va boshqa avtomatlashtirilgan vositalarni yaratish va boshqarishda yordam beradi.

6.Ma'lumotlar xavfsizligi: raqamli texnologiyalar, ma'lumotlar xavfsizligini ta'minlashda ham muhim ahamiyatga ega. Ular, ma'lumotlarni shifrlash, xavfsiz saqlash, uzatilayotgan va qabul qilinayotgan axborotlarni xavfsizligini ta'minlash kabi amallarni bajarishda foydalaniladi.
Bu kabi turli texnologiyalar, amaliy masalalarni yechishda yordam beradi va turli sohalarda yangiliklar yarata oladi.

Machine Learning- (Mashina o‘rganish) texnologiyalari ham amaliy masalalarni yechishda kata yordam berayotgan texnologiyalardan biridir. Bunda ma'lumotlar to‘plamlaridan foydalanib, tahlil qilish va xabar o‘lchovlari yordamida avtomatik ravishda qaror qabul qilishda yordam beradi. Bu, optimallashtirish, masofaviy ta'lim, ma'lumotlar tahlili va boshqa sohalarda keng qo‘llaniladi.

Mashina o‘rganish (ML) kompyuter ilmi va ishlab chiqarish sohalarida foydalaniladigan bir texnologiya va alohida usuldir. Bu usulda, kompyuterlar, ma'lumotlardan o‘rganish va qaror qabul qilishni o‘rganish uchun algoritmlardan foydalanish orqali o‘zlarini o‘zgartirishlari va o‘qitishlari mumkin. Bu esa matematik, statistika va kompyuter ilmiyotning bir qismiga asoslangan. Mashina o‘rganish katta hajmdagi ma'lumotlarni o‘rganib tahlil qilish hamda o‘rngan ma'lumotlaro asosida takliflar ishlab chiqaradi, yadroli kimyo sohasida yangi dori mahsulotlarini yaratish va uning tarkibini o‘rganish,avtomatlashtirilgan tizimlarni ishlab chiqishda, tillar tarjimonligida turli tillarda tarjima ishlarini olib borishda ko‘p qo‘llanilmoqda. Bu kabi raqamli texnologiyalar hozirgi davrda insoniyatning ishini yengilashtirirapti. Mashina o‘rganishda yana quyidagi asosiy vazifalarni keltirib o‘tishimiz ham mumkin:

Ma'lumotlarni tahlil qilish: Mashina o‘rganish, katta miqdordagi ma'lumotlarni o‘rganib, o‘ziga xos qoida va o‘zgaruvchilarni aniqlashda yordam beradi. Bu, ma'lumotlarni tahlil qilish, ularni boshqarish va ma'lumotlardan qaror qilish jarayonlarini tuzish uchun foydalaniladi.

O‘rganish: Mashina o‘rganish, ma'lumotlardan o‘rganilgan narsalarni aniqlash va ularga ko‘ra amal qilishni o‘rganish jarayonidir. Bu, ma'lumotlarni model qilish, ma'lumotlarni klasifikatsiya qilish va aniq yechimlar chiqarishda foydalaniladi.

Prognostika va tahmin qilish: Mashina o‘rganish, ma'lumotlardan o‘rganilgan modellar orqali ma'lumotlarni mustaqil o‘rganish va uni boshqarishda yordam beradi. Bu, o‘qimlar va dastur muayyan holatlarida nazorat qilish, ma'lumotlarni analiz qilish va mustaqil ma'lumotlar o‘rnatingizda kerak bo‘lgan narsalarni o‘rganishda yordam beradi.

Yodlash: Mashina o‘rganish, ma'lumotlarni o‘rganish va barcha amalni avtomatik ravishda o‘rganish orqali avtomatik ravishda ma'lumotlar yodlashda va barcha o‘rganilgan ma'lumotlarni ko‘rishda yordam beradi.

Xulosa qilib shuni aytish kerakki mashina o‘rganish, yuqori darajada samarali bo‘lib, turli sohalarda foydalaniladi, masalan, marketing, ma'lumotlar tahlili, tibbiyot, finanslar, xavfsizlik va boshqalar. Bu usul, ma'lumotlardan o‘rganish va o‘rganishni optimallashtirishda muhim bir vosita sifatida xizmat qiladi.

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CABRI 3D DASTURI YORDAMIDA MASALALAR YECHISHDA TALABALAR FAZOVIY TAFAKKURINI RIVOJLANTIRISH VOSITASI SIFATIDA

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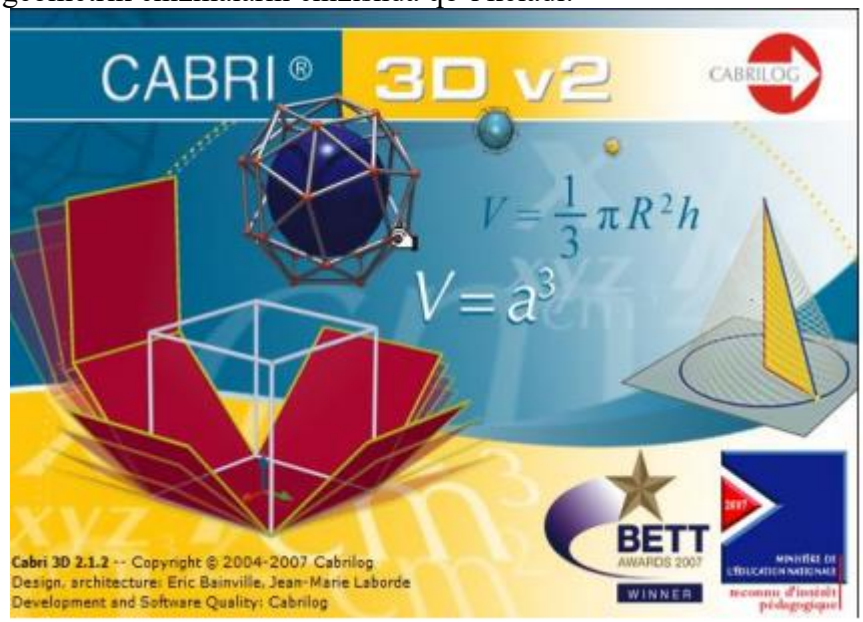
Annotatsiya: Ushbu maqolada hozirgi texnologiyalashgan davrida ta'lim tizimida yuzaga keladigan muammolar va shu muammolarga to'g'ri yondashuv asosida beriladigan yechimlar keltirilgan.

Kalit so'zlar: Fazoviy tasavvur, ta'lim tizimi, muammoli yondashuv, texnik imkoniyatlar.

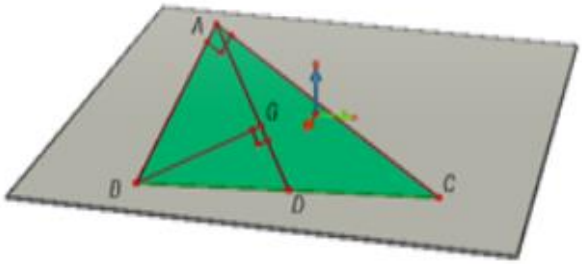
Kirish: Zamonaviy axborot texnologiyalarini ta'lim tizimiga tadbiq etish, iqtisodiy samara berishi bilan bir qatorda, o'quv jarayonida yangi o'qitish uslublarini qo'llashga keng imkoniyatlar ochadi. Ta'lim tizimida axborot texnologiyalarini qo'llash, asosan, shaxsiy kompyuterlar va axborot texnologiyalarining pedagogik-dasturiy vositalari yaratilishi bilan bog'liq. Axborot texnologiyalarining multimedia vositalari asosida o'quv-materiallarini obrazli ko'rinishda ifodalashdek muhim imkoniyat mavjud. Ma'lumotlarni matn sifatida emas, balki obrazlar vositasida taqdim etish axborot texnologiyalarining ta'lim tizimida o'ziga xos inqilobiy jarayon ekanligidan dalolat beradi. Obrazlar ko'rinishida ma'lumotlarni taqdim etish o'qitishga va fikrlashga keskin ravishda ta'sir etadi. Buning sababi, obrazlar ko'rinishida berilayotgan o'quv materiallari matn ko'rinishidagiga nisbatan inson tomonidan oson o'zlashtirilishi (chunki bilimlarning 65-70 foizi ko'rish orqali olinadi) va unga ijobiy ta'sir etishidir. Obrazlar ko'rinishida ma'lumotlarni taqdim etish matn ko'rinishidagiga nisbatan prinsipial jihatdan farq qilib, insonning fikrlashi uchun juda muhim vosita sifatida ishlatilishi mumkin. Dars jarayonini obrazlar asosida tashkil etish, bir tomondan, o'quvchilar diqqatini maksimal darajada jalb qilishga olib kelsa, ikkinchi tomondan, matn ko'rinishida berilayotgan o'quv materiallaridan tubdan farq qiladi. Zamonaviy axborot texnologiyalari asosida ma'lumotlarni obrazlar ko'rinishida taqdim etish va fikrlash jarayonini tashkil etish o'quvchilarning aqliy rivojlanish darajasini yuqoriga ko'taribgina qolmasdan, an'anaviy o'qitish o'rtasidagi nisbatni o'zgartirishga ham olib keladi. Ehtimol bunday o'qitish an'anaviy metodikaga nisbatan ma'lumotlarni inson aqliy rivojlanishining yangi shaxobchasiga mos keladigan obrazli ko'rinishda taqdim etishi, muloqot tillari bilan bog'liq muammolarni yechishga va jahondagi kommunikativ jarayonlarining rivojlanishiga olib kelishi mumkin. Zamonaviy axborot texnologiyalaridan foydalanib o'qitish geometriya fanini o'zlashtirishda o'quvchilarga samarali yordam beradi.

Chunki, geometriya fani masalalarini yechishda eng muhim rol o'ynaydigan chizmalar va tasavvur hosil qilish o'qituvchi va o'quvchilardan mahorat talab etadi. Geometrik masalalarni yechishda ma'lum ketma – ketliklar mavjud: Masalaning qo'yilishi; Masalaning talabiga ko'ra chizmasini chizish; Olingan natijalarga tayanib algebraik yechimlarni formulalarni hisoblash; Natija va yechim; Har qanday masalani yechishda ushbu ketma –ketlik ya'ni algoritmdan foydalanilsa o'ylaymizki masalani yechish va xal etish mumkun.

Bunga misol "3D Cabrilog v 2" dasturidir. Ushbu dastur eng sodda interfeysga ega bo'lib bunda geometrik chizmalarni chizishda qo'l keladi.



Dasturning umumiy ko'rinishi yuqorida 1 – rasmda ko'rsatilgan. Ushbu dastur yordamida geometrik masalalarni yechishda va ularning modellarini yaratishga xizmat qiladi. Dasturning imkoniyatlari juda keng bo'lib, nafaqat chizmalarni chizish balki, geometrik modellarning animatsiyalarini ham yaratish mumkun. Ushbu dasturda geometriyaning planimetriya va stereometriya bo'limlarini yoritishda umumiy o'rta ta'lim maktablarida, kollej, akademik litseylarda va oliy o'quv yurtlarida ham foydalanish mumkun. Geometrik masalalarni yechishda bunday dasturlarning juda ko'p turlari mavjud bo'lib, bunga misol MATLAB, GeoGebra Graph va hakozolar mavjud. Ammo ushbu dasturlarning foydalanish murakkab va pedagog uchun darslarda tadbiq etish undan foydalanish murakkabdir. Cabri 3D dasturning interfeysi va ularni uskunalar panelini boshqarish ham oson va qulaydir. Dasturni o'rganishning avfzalliklarini sanab o'taylik: - Geometrik masalalarni yechishda chizmalarni uch o'lchovli ko'rish; - Dasturni foydalanishda informatika savodxonligini oshirish; - Dastruni ishlatishda chet tillarini bevosita o'rganish; - Geometrik yasashlarni modellashtirish; - Dastur yordamida yaratilgan chizmalarni har xil ranglarda va fazoning istalgan nuqtasidan ko'rish; - Dastur yordamida yaratilgan chizmalarga animatsiya yordamida harakatli hosil qilish. Bu afzalliklarni sanab o'tadigan bo'lsak misollar ko'p keltirish mumkun. Shunday ekan dasturdan geometriya darslarini o'qitishdada, masalalarni yechishda, chizmalarni chizishda foydalanish maqsadga muvofiqdir. Planimetriya kursiga doir tasvirli masalalardan quyidagini keltiramiz. 2.1-masala. G nuqta ABC uchburchakning g'irlik markazi(2-rasm). BC=12 sm bo'lsa, BG=?

Masalaning yechilishi: Masala berilishidan AD kesmaning mediana ekanligini anglaymiz va $AD=6$ *sm* ga teng. G nuqta medianalar kesishish nuqtasi ekanligidan $GD=2$ *sm* ga teng. To'g'ri burchakli BGD uchburchakda Pifagor teoremasiga ko'ra, $BD^2 = BG^2 + GD^2 => BG = 4\sqrt{2}$ *sm* ga teng.	

Axborot texnologiyalarining multimedia vositalari asosida dars jarayonini tashkil qilish pedagog-o'qituvchilarning yumushini osonlashtirib, o'quv jarayonini boshqarish, uning samaradorligini yanada ko'tarishga erishiladi.

O'quv materiallarini obrazlar ko'rinishida taqdim etish metodikasi yordamida o'quvchilar bilim olish jarayonining hamma tarkibiy qismlariga u yoki bu tarzda ta'sir etish mumkin. Ayniqsa, bu o'rinda o'quvchilarni o'quv materiallarini qabul qilish, ma'nosini anglash, esda qoldirish, ularni takrorlash kabi jihatlarini ko'rsatishi mumkin. Bundan tashqari, bu uslub o'quvchilarning o'qishga nisbatan emosional yondashishini rivojlantiradi va ularni ko'p vaqt sarf qilmasdan o'quv materiallarini o'zlashtirishiga erishishni ta'minlaydi. Bu sifatlarni ana'naviy o'qitish va yangi metodika bilan taqqoslab ko'ramiz.

Ana'naviy o'qitish metodikasida o'quv materiallari asosan matn va formulalar ko'rinishida berilib, o'quv materiallarini namoyish qilish imkoniyati deyarli mavjud emas. Bunday ko'rinishda berilayotgan o'quv materiallarini o'quvchi tomonidan o'zlashtirish asosan ketma-ket ravishda amalga oshiriladi, shu sababli ularni esda qoldirish va o'zlashtirish juda sust bo'ladi.

Yangi o'qitish metodikasida o'quvchilarga berilayotgan materiallarni qayta kodlashtirish va o'zlarining modelini yaratish masalalari yuklanmaydi. Bu o'qitish metodikasida o'quv materiallari matn va formula ko'rinishi bilan bir qatorda, obrazlar ko'rinishida ham taqdim etiladi. Bu ma'noda axborot texnologiyalari asosida o'quv materiallarini obrazli ko'rinishda taqdim etishda ularga har xil ko'rinishdagi ranglar, harakat, ovoz kabi elementlarni kiritish o'quvchilarning o'quv materiallarini qabul qilish jarayoni samaradorligini oshirish bilan birga, berilayotgan materiallarni tahlil qilish, taqqoslash hamda abstraksiyalash kabi muhim sifatlarni rivojlantiradi. O'quv materiallarini obrazlar ko'rinishida taqdim etish uchun ularni axborot texnologiyalaridan foydalanib, elektron-didaktika asosida elektron kitob, darslik, kurs va virtual stend ko'rinishida yaratish yuqorida qo'yilgan masalalarni ijobiy xal etishga olib keladi.

Bu dastur yordamida fazoviy masalalarning modelini tuzish va yaratishda bir qancha imkoniyatlari mavjud. **"3D Cabrilog v2**" dasturi yordamida stereometrik shakllarning 3D formatida ko'rish, har bir kesimni alohida ranglar bilan ajratib ko'rsatish, animatsiya bera olishdek imkoniyatlari mavjud. Bu esa talabalarda aniq fazoviy tasavvurni rivojlantiradi.

Stereometriya kursiga ta'luqli bo'lgan tasvirli masalalardan bir nechta na'munasini keltiramiz.

2.2-masala. Piramidaning asosi kavdrat bo'lib, uning yuzi 36 sm2 ga teng. Piramida baladligi $\sqrt{3}$ sm ga teng bo'lsa(1-rasm), piramidaning apofemasi va asos tekisligi orasidagi burchakni toping?

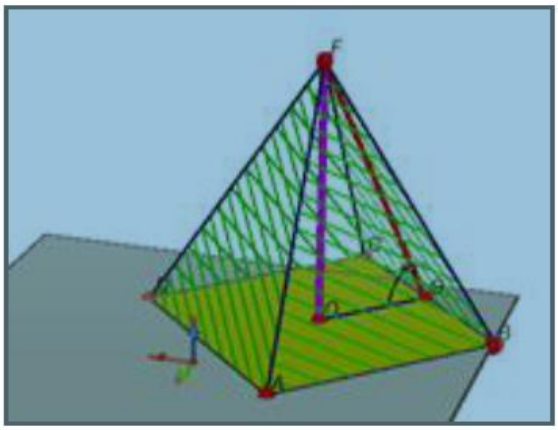
Masalani yana dasturdan foydalanib chizmani modellashtiramiz:

Masalaning yechilishi: Kvadrat tomonlari $AB = BC = AD = DC,$ yuzini topish formulasiga ko'ra $S = a^2$ demak kvadrat tomoni $a = 6\ sm$ ekan ma'lum. FO balandlik asosining markaziga tushganligi sababli OG kesma kvadrat tomoninng yarimiga teng bo'ladi. $OG = \frac{AB}{2} = \frac{6}{2} = 3\ sm.$

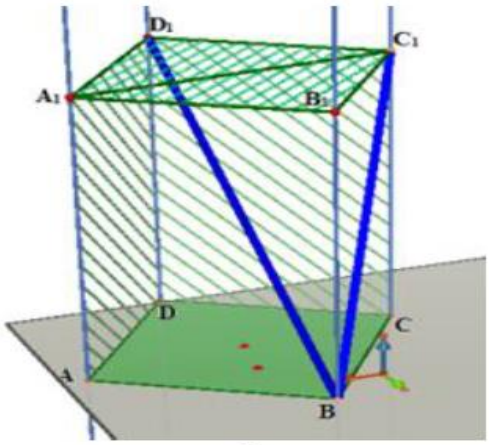
To'g'ri burchakli FOG uchburchakdan $tg\varphi = \frac{OF}{OG} = \frac{\sqrt{3}}{3}, \varphi = 30^0$ ga teng bo'ladi.

2.5.3-masala. Muntazam to'rtburchakli prizmaning diagonali 7 sm, yon yog'ining diagonali 5 sm (2-rasm). Prizmaning diagonali va balandligi yig'indisini toping.

Masalaning yechilishi: Shartga ko'ra $BD_1 = 7\ sm, BC_1 = 5\ sm,$ prizmani asoslari kvadratlardan, yon yoqlari to'g'ri to'rtburchaklardir. $D_1C_1B_1$ to'g'ri burchakli uchburchakdan $D_1C_1^2 = a^2 = BD_1^2 - BC_1^2 = 24$ ekanligini topamiz. BB_1S_1 to'g'ri burchakli uchburchakdan $BB_1 = \sqrt{BC_1^2 - B_1C_1^2} = 1\ sm$ ga teng. U holda izlangan yig'indi $BD_1 + BB_1 = 8sm$ ga teng bo'ladi.



1-rasm



2-rasm

Oliy ta'limda uchraydigan ko'pgina masalalarda talabalarning 70% - 80% gacha bo'lgan qismi stereometrik masalalarni chizishga qiynalishida. Sabab tasavvur qobiliyatining pastligi va doskada 3 o'lchovli jismni chizish imkoniyati yo'qligi. Shunday ekan hozirgi kunda ushubu zamonaviy usullardan foydalanib geometrik masalalarni yechish ham qiziqarli ham qulay bo'ladi. Eng avvalo ta'lim sifati oshadi.

Xulosa: Ta'lim tizimi samaradorligini oshirish, albatta ta'lim tizimiga zamonaviy axborot texnologiyalarini qo'llash, innovatsiyalarni joriy etish asosida amalga oshiriladi. Demak, bugungi kunda ta'lim tizimida zamonaviy axborot texnologiyalarini qo'llash, innovatsion jarayonlarni ishlab chiqish va amaliyotga joriy etish mexanizmlarini nazariy va amaliy jihatdan chuqur o'rganish lozimdir.

Axborot komunikatsiya texnologiyalaridan foydalanib, Cabri 3d dasturi yordamida masalalar yechish va geometrik fazoviy masalalarni bajarish mumkin.

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ИОНЛАШГАН ЭРИТМАЛАР ВА СУСПЕНЗИЯЛАРНИ ФИЛЬТРЛАШДА МАТЕМАТИК МОДЕЛ ИШЛАБ ЧИҚИШ

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Аннотация: Мазкур ишда заррачалар ва оғир ионли бирикмалардан суюқлик ва ионли аралашмаларни ажратиб олиб фильтрлаш жараёнларига боғлиқ бўлган долзарб муаммонинг ечими қаралмоқда. Айтиб ўтилган технологик жараёнлар кимёвий аралашмалар, ичимлик суви, фармацевтик воситалар, суюқ ёқилғи ва бошқа турли истеъмолдаги маҳсулотларни тозалаш ва тайёрлаш мақсадида жорий этилади.

Калит сўзлар: математик модель, сонли тажриба, технологик жараён, фильтрлаш, заррача, ғовак муҳит.

Суюқликлар, аралашмаларни технологик чиқиндилар ва оғир металлардан фильтрлашнинг ностационар технологик жараёнлари – ёғ-мой, фармацевтика, машинасозлик, озиқ-овқат ва бошқа турдаги маҳсулотларни ишлаб чиқаришнинг асосий босқичларидан биридир. Жаҳонда ишлаб чиқариш объектларида (кимё саноати заводлари ва унга алоқадор тармоқларда) кенг қўлланиладиган суюқ аралашмалар ва ионланган эритмаларни фильтрлаш ва тозалашнинг ностационар технологик жараёнларини ўрганишга алоҳида эътибор қаратилмоқда. Ушбу технологик жараённи бошқаришни оқилона ташкил этилиши эксплуатацион харажатларни сезиларли даражада камайтиради ва ишлаб чиқариладиган маҳсулот сифатини яхшилайди. Фильтр агрегатларининг ишга яроқлилиги фильтрловчи материалларнинг физик-механик ва кимёвий хусусиятлари, шунингдек, қаттиқ фаза заррачалари, гель заррачалар, ионлар ва бошқа тегишли элементларни эритмаларнинг суюқ фазасидан ажратиб олишни амалга оширадиган фильтрларнинг иш режимлари билан белгиланади.

Илмий ишларни таҳлил қилиш шуни кўрсатдинки суюқ ва ионланган эритмаларни статик бўлмаган фильтрлаш жараёнини таҳлил қилиш ва башоратлаш муаммоларини ҳал қилиш учун ҳисоблаш алгоритмлари ва дастурий воситаларининг янги математик моделларини ишлаб чиқиш ва такомиллаштириш, шунингдек қарор қабул қилишни қўллаб-қувватлаш учун фильтрлаш агрегатларининг асосий кўрсаткичларини аниқлаш зарурати уларнинг фаолиятининг мақбул режимларини танлаш билан белгиланади.

Суюқликни ғовакли муҳит орқали фильтрлаш жараёнининг математик моделларини олиш учун икки фазали муҳит тенгламаларидан фойдаланилади. Олинган математик модель хусусий ҳосилали тенгламалар тизимлари билан ўлчовсиз шаклда тавсифланади[1-3]:

$$\frac{\partial W}{\partial \tau}+\mathrm{Re}W\frac{\partial W}{\partial x}-\frac{W}{\left(1-\theta_3\right)}=\frac{F}{{H_0}^2}(-\frac{\partial P}{\partial x}+\frac{\partial^2 W}{\partial x^2}-\frac{H_0F}{Hk_0\left(1-\theta_3\right)}\frac{W}{(1-\delta)^2}); \tag{1}$$

$$\frac{\partial \theta}{\partial \tau}+Re\frac{\partial \theta W}{\partial x}=0; \tag{2}$$

$$\frac{\partial \theta_3}{\partial \tau}=\frac{k_1\left(k_2+\theta_3\right)}{k_3+k_4\delta}\frac{\partial \delta}{\partial \tau}; \tag{3}$$

$$\frac{\partial \delta}{\partial \tau}=\lambda_1\left(\theta-\gamma\delta\right); \tag{4}$$

$$\frac{\partial nm}{\partial \tau}+Re\frac{\partial nW}{\partial x}+\frac{\partial N}{\partial \tau}=a_0\frac{\partial^2 n}{\partial x^2}; \tag{5}$$

$$\frac{\partial N}{\partial \tau}=\beta\alpha_\tau\left(n-\frac{\alpha_1 N}{\alpha_2-bN}\right); \tag{6}$$

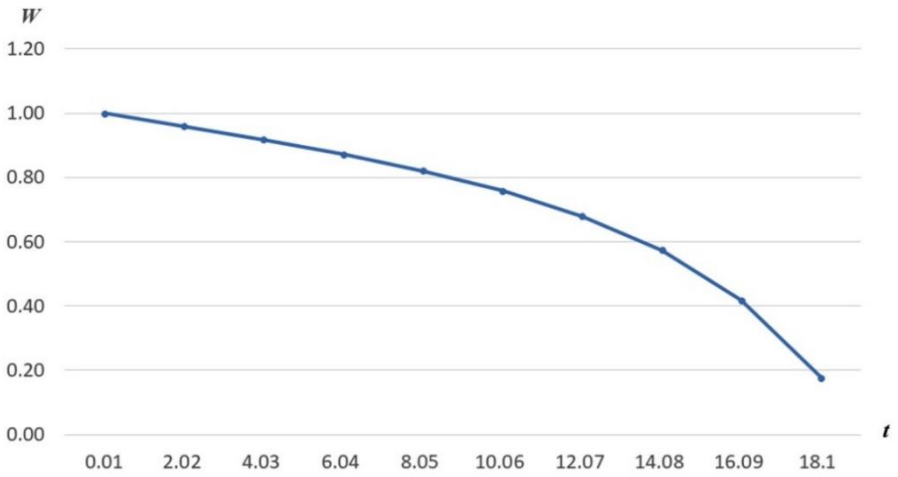
$$\begin{cases} W=1,\ \theta_3=0,\ \theta=e^{-b_0x},\ \delta=0,\ (\tau=0); \\ W=1,\ \theta=1,\ (x=0); \\ \dfrac{\partial W}{\partial x}=\varphi,\ \left(x=1\right); \end{cases} \tag{7}$$

$$\begin{cases} n\left(x,0\right)=0,\ N\left(x,0\right)=1; \\ n\left(x,\tau\right)=0,\ n\left(1,\tau\right)=\dfrac{n_0}{N_0}=n^0. \end{cases} \tag{8}$$

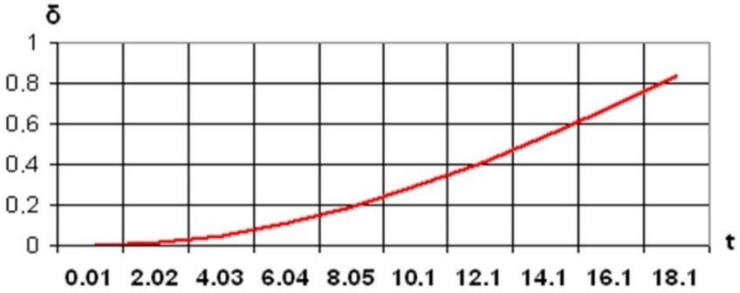
Бу ерда қуйидаги белгилашлар қабул қилинади: V – фильтратнинг ҳажми; W – фильтрлаш тезлиги; θ – ҳаракатдаги аралашма суспензияларининг ҳажмли концентрацияси; θ_3 – фильтр бўлимлари орқали оқиб ўтадиган заррачалар концентрацияси; δ – фильтр ғовакликларига чўккан моддаларнинг концентрацияси; α – муаллақ ҳолда турган заррачалар концентрацияси; F – фильтр майдони; P – агрегат колонкасидаги босим; τ – вақт; $Re=\dfrac{\rho FW_0}{\mu \mathrm{H}_0}$ – Рейнольдс сони;

Олинган (1)-(8) моделдан фойдаланиб, суюқликларнинг ғовак муҳит орқали ион алмашинадиган фильтрланишини ўрганиш, ностационар технологик жараёнларнинг асосий параметрлари ва уларнинг ўзгариш диапазонларини аниқлаш учун ҳисоблаш тизимида сонли ҳисоб-китобларни амалга ошириш мумкин.

Яратилган дастурий таъминот мажмуи ҳисоб-китоблар натижаларини жадвал ва диаграмма шаклида талқин қилиш имкониятини беради. Амалга оширилган ҳисоблаш тажрибаларининг баъзи натижалари 1-2-расмларда кўрсатилган.



1-расм. Вақт ўтиши билан суюқ эритмаларнинг фильтрлаш тезлигининг ўзгариши $\alpha = \theta_3$; $H_0 = 0.2$; $W_0 = 0.0025$; $\theta_0 = 0.00001$.



2-расм.Фильтр ичидаги гел зарраларининг чўкиш тезлигининг ўзгариши $\alpha = \theta_3$; $H_0 = 0.2$; $W_0 = 0.0025$; $\theta_0 = 0.00001$.

Олинган ҳисоблаш натижаларини таҳлил қилиш фильтр қисмининг қалинлигининг пасайиши туфайли суюқликнинг ўтиш тезлиги ошишини ва вақтнинг дастлабки дақиқаларида суюқлик етказиб бериш тезлигининг ошиши фильтрлаш жараёнининг тезлашишига ва фильтрни алмаштиришнинг пасайишига олиб келишини аниқлашга имкон берди вақт. Аксинча, дастлабки суюқлик оқимининг пасайиши суюқ эритмаларни фильтрлаш технологик жараёнининг асосий кўрсаткичларининг ўзгаришига, хусусан, фильтр бўлими юзасида эритма концентрациясининг ўзгаришига, суюқликнинг чиқиш концентрацияси, фильтрнинг тешикларида гел зарралари колматацияси ва чўкиш тезлигининг ўзгаришига олиб келади. Бундан ташқари, $t \geq 40,21$ фильтрлаш вақти билан фильтрлаш даражаси нолга яқинлашади.

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BANKLARNI DAVLAT TASARRUFIDAN CHIQARISH VA XUSUSIYLASHTIRISH MEXANIZIMLARI

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Annotatsiya: Ushbu maqolada O'zbekistonda bank tizimini xususiylashtirishning iqtisodiy asoslari va vazifalari,bugungi holati davlat banklarining ulushi hamda xorijiy investirlarni jalb qilish holati yoritilgan.

Аннотация: В данной статье описаны экономические основы и задачи приватизации банковской системы Узбекистана, современное состояние доли государственных банков и состояние привлечения иностранных инвесторов.

Annotation: This article describes the economic foundations and tasks of privatization of the banking system in Uzbekistan, the current state of the share of state banks and the state of attracting foreign investors.

Kalit so'zlar: Xususiylashtirish, tranformatsiya, qimmatli qog'ozlar, Xalqaro reyting kompaniyalari, xorijiy investorlar, Yevropa tiklanish va taraqqiyot banki.

Ключевые слова: Приватизация, трансформация, ценные бумаги, Международные рейтинговые компании, иностранные инвесторы, Европейский банк реконструкции и развития.

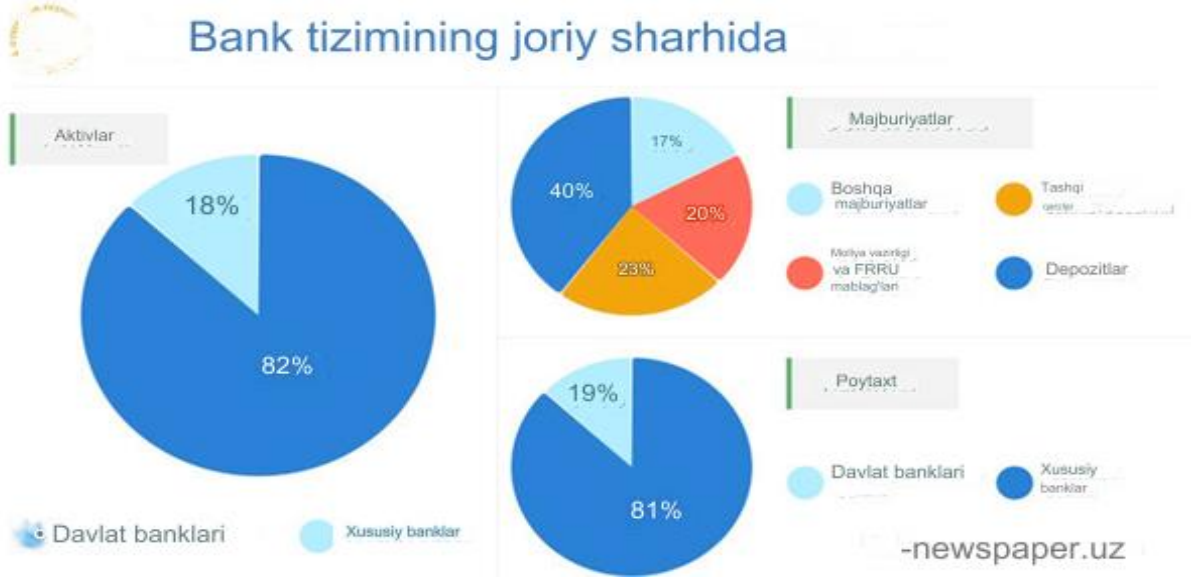
Key words: Privatization, transformation, securities, International rating companies, foreign investors, European Bank for Reconstruction and Development.

O'zbekistonda bugungi kunda amalga oshirilayotgan keng iqtisodiy islohatlarni namayon bo'lishi, davlat ulushiga ega banklarni xususiylashtirish jarayonida ham ko'zga tashlanmoqda. Banklarning xususiylashtirsh mamalakatimizda moliya tiziming bozor iqtisodiyot talablari asosida rivojlanishiga,xalqaro iqtisodiy munosabatlarda raqobat salohiyatini oshirishga zamin yaratadi. O'zbekiston Respublikasi prezidentining "2020 — 2025-yillarga mo'ljallangan O'zbekiston Respublikasining bank tizimini isloh qilish strategiyasi to'g'risida" farmonida Moliyaviy sektorni izchil isloh qilish davomida qator chora-tadbirlar amalga oshirilishi, ilg'or bank biznesini yuritish hamda ushbu sektorda raqobat muhitini kuchaytirish uchun zarur huquqiy shart-sharoitlar yaratilishi belgilab qo'yilgan. Shu bilan birga, bank sohasidagi hozirgi holat tahlili bank sektorida davlatning yuqori darajadagi aralashuvi, davlat ishtirokidagi banklarda menejment va tavakkalchiliklarni boshqarish sifatining yetarli emasligi, iqtisodiyotda moliyaviy vositachilikning past darajasi kabi bank sektorini iqtisodiy yangilanishlar va jamiyat ehtiyojlariga mos ravishda rivojlantirishga to'sqinlik qilayotgan qator tizimli muammolar mavjudligini ko'rsatmoqda. Bank tizimiga zamonaviy servis yechimlari asosida axborot texnologiyalarini, moliyaviy texnologiyalarni keng joriy etish, axborot xavfsizligini lozim darajada ta'minlash, shuningdek, moliyaviy xizmatlar ko'rsatishda inson omili ta'sirini kamaytirish bo'yicha tezkor chora-tadbirlar ko'rish talab etilmoqda.

Farmonda O'zbekiston Respublikasida bank sektorini isloh qilishning asosiy yo'nalishlari biri sifatida banklarda davlat ulushini xususiylashtirishga e'tibor qaratilgan, "davlat ulushi mavjud tijorat banklarini kompleks transformatsiya qilish, bank ishining zamonaviy

standartlarini, axborot texnologiyalari va dasturiy mahsulotlarni joriy etish, banklardagi davlat aksiyalari paketini zarur tajriba va bilimga ega bo'lgan investorlarga tanlov asosida sotish, shuningdek, davlat ulushi mavjud tijorat banklari va korxonalarni bir vaqtning o'zida isloh qilish orqali bank sektorida davlatning ulushini kamaytirish".

O'zbekiston bank tizimida 33 ta bank, jumladan, 12 ta davlat ulushiga ega, shuningdek, 15 ta xususiy va 5 ta xorijiy banklar mavjud, banklar aktivlari 39 mlrd dollarni (419 trln so'm) tashkil etib, ularning 82 foizi davlat banklariga tegishli. Banklarning majburiyatlari 33 mlrd dollarga (352,6 trln so'm) yetdi, shundan 40 foizini depozitlar tashkil etadi.



Ayni yo'nalishlarda, yuqorida qayd etilganidek, tizimli ishlar olib borilmoqda. Bank tizimida xususiy sektor ulushini oshirishga qaratilgan amaliy ishlar davlat ulushiga ega tijorat banklarida transformatsiya jarayonlarini yakunlab, 2026-yil yakuniga qadar bank aktivlarida xususiy sektor ulushini 60 foizgacha yetkazish bo'yicha taraqqiyot strategiyasida belgilangan alohida maqsad ijrosi tomon intilishni o'zida namoyon qiladi.Qayd etilish joizki, davlat ulushiga ega banklarni xususiylashtirishga tayyorlash, ularning qimmatli qog'ozlarini "IPO"ga chiqarish, sohaga tajribali xorijiy mutaxassislarni jalb qilish bo'yicha samarali ishlar amalga oshirilmoqda.

Bu borada Xalqaro reyting kompaniyalari bilan hamkorlikni kuchaytirib, banklarning reytingini oshirish bo'yicha o'rta muddatli chora-tadbirlar ishlab chiqish vazifasi qo'yildi. Shuningdek, sohada kadrlar tayyorlash tizimini zamon talablariga moslashtirish kerakligi muhum ahamyat kasb etadi.

Har bir bank o'zi sarmoya kiritgan loyihalarni chuqur tahlil qilib, ishga tushishini kuzatib borishi, hududlar va sohalarda samardorligi yuqori bo'lgan loyihalarni amalga oshirishi zarur.

Ma'lumot uchun, so'nggi uch yilda banklar kapitali 1,8 baravarga, yillik kredit ajratish hajmi 2 baravarga ko'paydi. 4 ta bank ilk bor "yevrobond" chiqarib, xalqaro kapital bozorlaridan 1 milliard dollar resurs olib keldi.

Ipoteka-bankka strategik xorijiy investor jalb qilindi. 13 ta yangi xususiy bank tashkil etildi, Vengriya, Qozog'iston va Gruziyaning nufuzli banklari mamlakatda faoliyat boshladi. Onlayn bank xizmatlari hajmi 2,7 barobarga oshdi.[6]

O'zbekiston hukumati 2025-yil oxirigacha kamida uchta bankni xorijiy strategik investorlarga sotishni amalga oshirishni rejalashtirgan. Bu nodavlat banklarning sektor aktivlaridagi ulushini. Islohotlar, shuningdek, banklarning korporativ boshqaruvi va risklarni boshqarish tizimini tubdan qayta ko'rib chiqish, prudensial tartibga solishni takomillashtirishni ham o'z ichiga oladi.

Islohotlar e'lon qilinganidan beri hukumat O'zbekistonning beshinchi yirik banki bo'lgan "Ipoteka bank"ning nazorat paketini Vengriyadagi OTP Bank'ga sotdi. Biroq yaqinda yana ikkita

[6] oz.sputniknews.uz

yirik bank – O'zbekiston sanoat-qurilish banki va "Asakabank"ni sotish muddati mos ravishda 2024-yil oxiri va 2025-yil oxiriga ko'chirildi va kechikishlar bo'lishi mumkin.

Ikki bank hali ham o'zlarining biznes modellarini o'zgartirish ustida ishlamoqda va diversifikatsiya qilish harakatlariga qaramay, past foizli korporativ kreditlarga sezilarli darajada bog'liq. Agar Yevropa tiklanish va taraqqiyot banki yoki Xalqaro moliya korporatsiyasi kabi xalqaro moliya institutlari minoritar aksiyadorlarga aylansa, sotish istiqbollari yaxshilanishi mumkin, chunki bu potensial investorlarga sotishdan oldingi tayyorgarlik ko'p jihatdan yakunlanganini ko'rsatishi mumkin.

Aktivlarning sifati yaqin kelajakda O'zbekiston banklarining ichki kredit layoqatliligini baholashda asosiy omil bo'lib qoladi. Bizning hisob-kitobimizcha, sektordagi qadrsizlangan kreditlar ulushi 2023-yilda jami kreditlarning 10 foizidan ortig'iga oshgan va bu yil banklar qolgan muammolarini tan olishda davom etar ekan, bu yana o'sishi mumkin. Biz davlat siyosiy banklarini eng zaif deb hisoblaymiz, chunki ular yuqori xavf bilan subsidiyalangan kreditlashda ishtirok etadi.

So'nggi yillarda chakana kreditlashning jadal o'sishi o'rta muddatli istiqbolda qo'shimcha xavflarni keltirib chiqarishi mumkin. Chakana kreditlar ulushi 2018 va 2023-yillar oralig'ida ikki baravar ko'payib, 2023-yil oxirida 32 foizga yetdi. Chakana kreditlar sifati 2024 va 2025-yillarda yomonlashishini kutmoqdamiz, ayniqsa, garovsiz kreditlar va avtokreditlar kabi xavfli segmentlarda

O'zbekiston Markaziy banki tomonidan joriy etilgan so'nggi tartibga solish cheklovlari chakana kreditlashdagi xavfni yumshatishi kerak. Ammo bu choralar to'liq kuchga kirishi uchun vaqt kerak bo'ladi. O'zbekiston banklarining bazaviy foydasi yuqori daromadli chakana kreditlashga e'tibor kuchayishi hisobiga o'rta muddatli istiqbolda yaxshilanishi kerak, biroq yakuniy natija asosan tavakkalchilik xarajatlari bilan belgilanadi.

Bank islohoti boshlanganidan beri davlat kapitalini qo'llab-quvvatlash ko'proq tanlandi. Shu bilan birga, siyosiy banklar birinchi darajali kapitalning yangi kiritmalarining asosiy qismini oldi.

"Biz davlat banklarining moliyalashtirish profilini ularning davlat va ulgurji fondlarga (shu jumladan, xalqaro moliya institutlarining) yuqori darajada tayanishi va likvidlik buferlarining cheklanganini hisobga olgan holda zaif deb baholaymiz".

Raqamli transformatsiya samaradorligi tijorat banklarida aktsiyadorlik kapitaliga egalik holatidan kelib chiqqan holda farq qiladi. Ya'ni xususiy banklar raqamli transformatsiyasi operatsion xarajatlarni keskin qisqartirishga xizmat qilmoqda va bu, o'z navbatida, sof foydaning o'sishiga ijobiy ta'sir ko'rsatmoqda. Davlat ulushi mavjud tijorat banklari raqamli transformatsiyasi esa operatsion xarajatlarning jiddiy ravishda kamayishiga olib kelmayapti. Bundan o'z-o'zidan bank tizimi transformatsiyasida mulkka egalikning davlatdan xususiy sektorga transformatsiyasi birlamchi ekani namoyon bo'ladi. Shu bois, bank tizimini xususiylashtirish va xususiy banklarning moliya bozoridagi faolligini oshirish oxir-oqibat tizim samaradorligi o'sishiga xizmat qiladi.

Umuman olganda, bank tizimi transformatsiyasi va xususiylashtirish jarayonini jadallashtirish O'zbekistondagi tijorat banklarining global raqobatga kirishishida muhim ahamiyat kasb etadi. Shu bilan birga, milliy iqtisodiyotni faol moliyalashtirish orqali iqtisodiy taraqqiyot va aholi farovonligini oshirishga xizmat qiladi.

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THE ROLE OF DIGITAL TECHNOLOGY FOR GROWTH AND SUSTAINABILITY OF SMES

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Abstract: The adoption of digital technologies has enabled SMEs worldwide to grow and sustain over the past two decades. However, building capacities and synergies to efficiently exploit the wide set of technologies has not yet been well developed. This issue is even more challenging for small and medium enterprises, which are more often characterized by limited resources and digital illiteracy.The current study contributes to the academic debate by offering an exploratory analysis based on structured small and medium enterprises to enhance the knowledge and important role played by digital technologies in implementing growth and sustainability for small and medium enterprises. Our results show that digital technology, digital literacy, technology and synergy are determinant factors for growth and sustainability of SMEs. Additionally, we show that digital technology contributes to efficient decision making and effective communication in the industry.

Keywords: Digital technology, economy, growth, synergy, sustainability, industry, SMEs

DASTURLASH TILLARINI O‘RGATUVCHI MOBIL ILOVA YARATISH TAMOYILLARI

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Annotatsiya: Mazkur tadqiqot ishi dasturlash tillarini o‘rgatuvchi mobil ilova yaratishga qaratilgan bo‘lib, asosiy e’tibor kodsiz dasturlash va u orqali ilova yaratishga qaratilishi kerak. Bu ilovani ishlab chiqarish vaqtni maksimal tejashga yordam beradi.

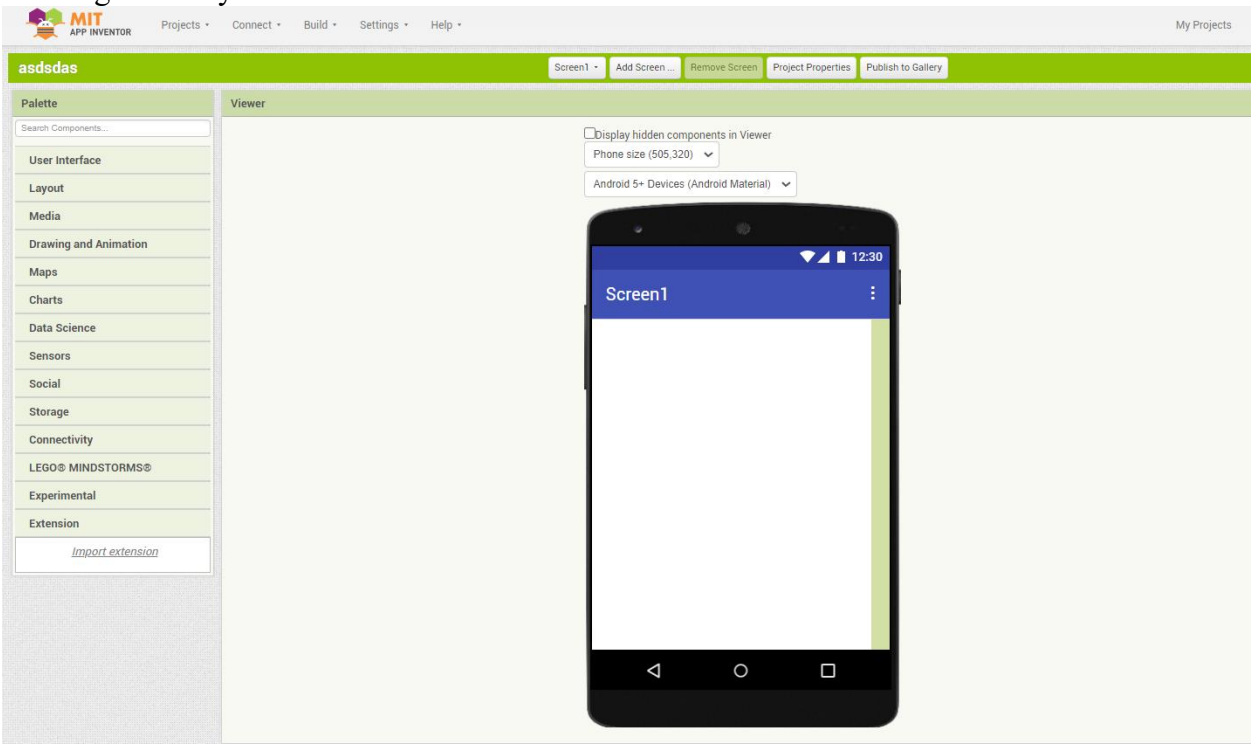
Kalit so‘zlar: Inventor, tizim, buyruqlar bloki, interfeys, google disk, sun’iy intellekt.

Asosiy qism: Bugungi kunda texnologiyalarning tobora rivojlanib borayotganligi sababli, dasturlash sohasini o‘rganishga bo‘lgan talab ham ortib bormoqda. Veb-ishlab chiqishdan tortib, sun'iy intellekt va ma'lumotlar tahliliga qadar ko'plab sohalarda python asosiy dasturlash tili sifatida tanlanadi. Ko‘plab o‘rganuvchilar turli saytlar, kitoblar va qo‘llanmalardan python dasturlash tilini mustaqil o‘rganishga harakat qiladi, ushbu ish orqali mustaqil o‘rganuvchilar uchun python dasturlash tilini o‘rganish imkonini beruvchi mobil ilova yaratish maqsad qilingan.

Yaratilishi ko‘zlanayotgan mobil ilova o‘rganuvchilar foydalanishi uchun sodda, qulay va tushunarli interfeysga ega bo‘lishi kerak. Darslar mavzulashtirilgan tartibda joylashtirilgan bo‘lib, har bir mavzu tanlab kirilganda, mavzuga oid materiallar, pdf fayllar, taqdimotlar, video darsliklar va mavzuga oid test bilan boyitilgan bo‘lishi hamda har bir mavzu yakunida test ishlash orqali mavzu mustahkamlanishiga erishish kerak. Bundan tashqari mobil ilovamizning asosiy maqsadi python dasturlash tilini o‘rganishga qaratilganligi bois keyingi o‘rinlarda kichik dasturlarni komplyatsiya qiluvchi qisimlar ham qo‘shish rejalashtirilgan. Albatta o‘rganuvchilar barcha mobil ilovalar kabi bu ilovada ham har bir dars yakuniga yetmagunicha keyingi darsni boshlashni imkoni bo‘lmaydi.

Ushbu mobil ilovani sodda, qisqa vaqt ichida ortiqcha dasturlash tillarisiz yaratib foydalanish uchun qulay holatga keltirishda App Inventor onlayn, kodsiz bloklar orqali mobil ilovalarni yasash mumkun bo‘lgan tizimdan foydalanamiz. Bu tizimdan foydalanish ilovani yaratish jarayonini sezilarli darajada tezlashtiradi. Ilovaga joylashtirilgan nazariy ma’lumotlar .pdf formatidagi materiallar ko‘rinishida to‘g‘ridan – to‘g‘ri google diskdan yuklash, va

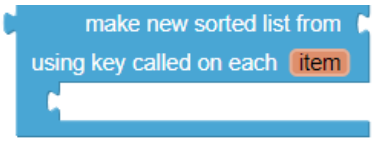
keyinchalik shu ma'lumotni google diskdan boshqasiga o'zgartirish imkoni bu dasturni keyingi o'rindagi imkoniyatlarini birmuncha oshiradi.



Dasturni yaratishda https://ai2.appinventor.mit.edu/ sayitidan bevosita foydalanamiz.

Bu tizimning qulayliklaridan biri dasturni kodsiz, buyruqlar bloklari orqali yaratish bo'lsa, yana bir qulayligi sifatida ham iOS ham Android uchun dasturni bir paytda ishlatib ko'rish imkoniyatining mavjudligi.





Xulosa: Tadqiqot ishida bo'lajak dasturchilarda dasturlash ko'nikmalarini oshirish uchun zarur bo'lgan vositalar va ulardan samarali foydalanish tadqiq qilindi. Dasturlashni mobil ilova orqali o'rgatish uchun zarur ilovani ishlab chiqish hamda bu ilovani ishlab chiqishda e'tibor qaratilishi kerak bo'lgan asosiy jihatlari, mobil vositani ishlab chiqishda qo'llaniladigan texnologiyalar tadqiqot ishida aniqlab olingan.

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TA'LIM JARAYONIDA VIRTUAL REALLIK VA UNING ILOVALARIDAN FOYDALANISH

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Annotatsiya: Ta'lim jarayonida talabalar murakkabliklarni, mavhum fikrlashni va nazaryalarni tushunishda muammolarga duch kelishadi. Ko'plab rivojlangan mamalakatlar ta'lim muassasalari talabalarining ehtiyojlarini qondirishga yordam beradigan kuchli yangi texnologiyaga asoslangan vositalarni joriy qila boshladi. So'nggi bir necha yil ichida virtual reallik (VR) ta'limda tub burilish yasadi. Bu jarayonda ta'lim berish qiziqarli va jozibali bo'lishini ta'minlaydi. Keltirilgan ishda VR bilan bog'liq ulkan tendentsiya va imkoniyatlar haqida umumiy ma'lumot berilgan. Bundan tashqari VRning yangi imkoniyatlari va eng so'ngi virtual reallik ilovalari taqdim etilgan. Xulosa qismida virtual reallikning kelajakdagi istiqboli va uni ta'lim jarayoniga tadbiq etib o'rganish salohiyatini yaxshilash muhokama qilingan.

Kalit so'zlar: virtual reallik; ta'lim; uch o'lchovga asoslangan ta'lim

Kirish: Ta'limning asosiy maqsadi - o'rganuvchilarni jamiyatda zarur deb topilgan bilim va ko'nikmalarni o'rgatish orqali ularni hayotga, mehnatga va fuqarolikka tayyorlashdir. O'qituvchining vazifasi ta'lim davri davomida talabalarning malaka va ko'nikmalarini oshirishdan iborat. Vaqt o'tishi bilan talabalarning ehtiyojlari va mehnat bozori ta'lim tizimidagi ba'zi o'zgarishlarga olib keladi.

Ko'pchilik talabalarda amaliy masalalarning, jumladan texnik murakkabligi, mavhum fikrlash zarurati va bu tushunchalar to'liq aniq emasligi kabi muommolarga duch kelishadi. Bu kabi muommolarni to'liq tasavvur qilish uchun tadqiqot uskunalar va laboratoriya jihozlar zarur bo'ladi. Hozirgi vaqtda bu mumommolarning yechimlari sifatida zamonaviy texnologiyalar, turli xil kompyuter platformalari va boshqa bir necha marta takrorlash imkonini beradigan vostalar zarurdir.

So'nggi bir necha yil ichida Virtual reallik(VR) ko'plab maqsadlarda, jumladan o'yin, harbiy, psixologiya, tibbiyot va o'quv dasturlarida ishlatish kabi sohalarda rivojlanib kelmoqda.

Texnik tilda aytganda, VR - bu kompyuter tomonidan yaratilgan va insonga interaktiv tarzda taqdim etilgan sun'iy uch o'lchovli muhitdir. Bu ob'ektlar va simulyatsiya qilingan kompyuter tomonidan yaratilgan odamlar (avatarlar) bilan yurish va o'zaro aloqada bo'lishi mumkin bo'lgan muhitni aks ettiruvchi kompyuter simulyatsiyasini anglatadi. Virtual muhit odatda uch o'lchovli bo'lib, u ko'pincha haqiqiy dunyoni tashqi ko'rinishi va jismoniy harakatlarni namoyon qiladi[1].

VR ta'lim va o'qitish jarayonlarini qo'llab-quvvatlash va osonlashtirishda kuchli vositadir. O'qituvchilar kundalik amaliyotida tez-tez qo'llanilayotgan zamonaviy texnologiyalar, masalan, robototexnika sohasida qo'llaniladigan qimmatbaho asboblar, elektron komponentlar, kimyoviy reagentlar, tibbiy materiallar va boshqalarning mavjud emasligiga duch kelishadi. Bunday hollarda 3D tizimlarga asoslangan VR texnologiyalarini qo'llash mumkin. VR muhiti o'qituvchilarga muntazam laboratoriya darslarida amalga oshirish qiyin bo'lgan o'quv mashg'ulotlarini o'tkazish imkonini beradi.

Asosiy qism:

1. Virtual ta'lim muhitlarining turlari

Ta'lim maqsadlarida virtual platformalar odatda sinf yoki laboratoriyada qo'llaniladi. Biroq, ba'zida ular haqiqiy hayotda bajarish juda qiyin yoki xavfli bo'lgan vaziyatlarni sinab ko'rish uchun xavfsiz muhit hisoblanadi[2].

Bunday dasturlarga misol sifatida Arnswalde VR [3] keltirish mumkin, bunda u Ikkinchi jahon urushida vayron bo'lgan Polsha shahrini qayta tiklaydi. Google

Expeditions, Google Cardboard platformasi - bu smartfonlar asosidagi simsiz ochiladigan qurilmalar bo'lib, ekspeditsiyalar bir qator qiziqarli loyihalardan iborat bo'lib, ular sinfdan tashqarida ham, ichkarida ham qo'llanilishi mumkin va uy vazifasi sifatida berish mumkin[4].

Ikkinchi turdagi VR platformasi ilgari olingan bilimlarga muvofiq amaliy ko'nikmalarni o'rgatish uchun ishlatiladi. Bunday senariylar nazariy bilimlarning taqdimotiga bo'linadi (qo'llanma / talablarni taqdim etish shaklida). Masalan, [5]da mualliflar xavfli ish muhitidagi vazifaga oid ta'limni simulyatsiya qiluvchi haptik interfeysga asoslangan uch o'lchovli tizimni joriy qiladilar.

VR platformasining keyingi turida, muommolarga duch kelganda olingan bilimlardan qanday foydalanishni o'rgatadi. Bu holda nazariy bilimni egallagandan so'ng, talabalar qiyin vazifalarni hal qilish uchun virtual muhitga tushiriladi. Bunday vaziyat asosan tibbiyot fanlari va muhandislik sohasida. Haqiqiy qurilmalar asosida yaratilgan 3D modellar bilan mashq qilish orqali talabalar qurilish, yuzaga kelgan jismoniy hodisalar, shuningdek favqulodda vaziyatlar bilan tanishishlari mumkin. Simodont[6], klinikadan oldingi stomatologik treningda tojni tayyorlashni o'rgatish uchun VR ilovasi. Bundan foydalanish 1-rasmda ko'rsatilgan .



1-rasm

2. VR ta'lim Ilovalari

Tibbiy VR - bu ko'plab klinik tadqiqotchilar tomonidan tasdiqlangan katta imkoniyatlarga ega soha[7]. Bu shifokorlar, hamshiralar va talabalar uchun real hayotiy vaziyatlarni amalda yaxshi amalga oshirishni o'rganish imkoniyatini beruvchi tibbiy ko'nikmalar sifatida yordam beradi. Ushbu soha mutlaqo yangi bo'lsa-da, tibbiy ta'limga ijobiy ta'sir ko'rsatadigan VR ilovalarining ajoyib namunalari allaqachon mavjud. Ushbu bo'limda eng qiziqarli VR tibbiy ta'lim dasturlari qisqacha tavsiflanadi. 2-rasm tanlangan VR muhitlarining skrinshotlari keltirilgan.



2-rasm

Taklif etilayotgan dasturning asosiy maqsadi ta'limda o'rganishni qo'llab-quvvatlashdir.

Bundan tashqari, VRmagic Eyesi Oftalmik Jarrohlik Simulyatori psixomotor ko'nikmalarni egallash va mikrojarrohlikni rivojlantirish uchun real muhitni ta'minlaydi.

3. Evolutsiya metodlari.

VR orqali ta'lim berish ijobiy ta'lim natijalari uchun katta imkoniyatlarga ega ekanligi bir necha bor isbotlangan. Mavjud zamonaviy VR texnologiyalarning aksariyati haqiqatga o'xshash 3D virtual muhit orqali to'liq vaziyatga kirishni ta'minlaydigan HMD(Human Mobile Devices)larga asoslangan. Xulosa qilish mumkinki, VR grafikasini yaratish va ko'rsatish texnologiyasi uchun qo'llaniladigan mavjud usullar juda cheklangan. Shunday qilib, VR dunyosini yaratishda haqiqatning ko'rinishini maksimal darajada oshirish doimiy muammodir.

VR qo'llanilishi uchun kuchli hisoblash uskunasini talab qiladi, bu esa moliyaviy imkoniyat bilan bog'liq. Hozirda Oculus Rift yoki HTC Vive kabi yuqori darajadagi VR imkoniyatlarini taqdim etuvchi vositalar mos ravishda taxminan 400–600 dollar turadi. Professional texnologiya kompaniyalari mobil telefonlarni o'z ichiga olgan mahsulotlarni taqdim etadi. Masalan, Samsung Gear VR, Google Daydream yoki arzonroq Google Cardboard yuqorida aytib o'tilgan yuqori darajadagi yechimlarga (masalan, HTC Vive yoki Oculus) qaraganda qulayroqdir, ular qo'shimcha kompyuterni talab qilmaydi, faqat arzon eshitish vositasi bilan telefon kerak bo'ladi.

Xulosa: Ta'lim tizimi asrlar davomida rivojlanib keldi. U har doim mavjud texnologiya va talabalarning ehtiyojlariga moslashgan. Biz endi boshqa rivojlanish ostonasida turibmiz va shunday ekan olimlar, pedagoglar va o'qituvchilar yuqoridagi texnologiyalar bilan tanish bo'lishi kerak. Hozirgi avlodini tarbiyalash juda qiyin va samaradorlik va faollikni oshirish uchun butunlay boshqacha yondashuvni talab qiladi.

Ta'limda VR texnologiyasidan foydalanishning ko'plab tasdiqlangan afzalliklari mavjud. Avvalo, VR mumkin bo'lmagan vaziyatlarni ajoyib vizualizatsiya qiladi. Bu moslashuvchan bo'lib, hamma joyda, kelib chiqishi, moliyaviy ahvoli va nogironligidan qat'i nazar, ta'lim jarayonida ishtirok etishiga imkon beradi. Sinfda qo'llaniladigan zamonaviy texnologiyalar faollikni oshiradi, hamkorlik va ishtirokni ta'minlaydi.

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IJTIMOIY TARMOQ VEB-SAHIFALARNING O'QUV MUHITIDA TUTGAN O'RNI

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Annotatsiya. Mazkur tadqiqot ishida O'zbekiston Respublikasidagi oliy ta'lim muassasalarida o'quv jarayonini ijtimoiy tarmoqlar orqali ommaga yoritish usullari va ommaviy axborot vositalarida yoritish orqali ochiqlik va shaffoflikni ta'minlash, bu boradagi ishlarni qonunchilik belgilangan talablar asosida amalga oshirish, shuningdek, O'zbekiston Respublikasidagi oliy ta'lim muassasalarida hamda xorijiy oliy ta'lim muassasalarida ochiqlik va shaffoflikning ta'minlanganlik holati tahlil qilinadi. Tahlillarga tayangan holda O'zbekiston Respublikasidagi oliy ta'lim muassasalarida amalga oshirilayotgan ishlarga e'tibor qaratiladi. Oliy ta'lim muassasalarida o'quv jarayonini ijtimoiy tarmoqlar orqali yoritilishidagi ayrim muammolar o'rganilib, ochiqlik va shaffoflikni ta'minlash maqsadida ijtimoiy tarmoqlar orqali o'quv jarayonini ommaga yoritish yuzasidan takliflar keltirildi.

Kalit so'zlar. Ijtimoiy tarmoq, internet, masofaviy-interaktiv ta'lim

Kirish. Har bir qilinayotgan ish va harakatning barchasi xalq uchun. Shunday ekan Oliy ta'lim muassasalarida o'quv jarayonini ommaga yoritishda olib borilayotgan bir necha muhim ishlar mavjud. Oliy ta'lim muassasalarida olib borilayotgan ishlarni ommaga, xalqqa yetkazish uchun hozirgi kunda ijtimoiy tarmoq, yoki ijtimoiy media, insonlar o'rtasidagi aloqalar va axborot almashinuvi tizimi sifatida ma'lum bo'ladi. Bu tarmoq, televideniye, radio, internet, gazetalar, jurnallar va boshqa axborot vositalari orqali ommaga axborot yetkazuvchi tizimni ifodalaydi. Ijtimoiy tarmoq, insonlarning bilim, siyosat, madaniyat, sport va boshqa sohalardagi yangiliklar va ma'lumotlar bilan bog'liq bo'lishiga imkon beradi. Bu tarmoq, insonlarni bir-biriga yaqinlashishi va dunyodagi voqeliklardan xabardor bo'lishini ta'minlaydi.

Ijtimoiy tarmoqlarning paydo bo'lish tarixi. 1803-1869-yillarda yashagan XIX asr rus yozuvchisi, faylasufi va jamoat arbobi Vladimir Odoyevskiy o'zining 1835-yilda yozilgan „4338-yil" tugallanmagan utopik romanida zamonaviy bloglar va umuman internetning paydo bo'lishini bashorat qilgan edi. Unda aytilishicha, tanish uylar o'rtasida magnit telegraflar joylashgan bo'lib, ular orqali uzoq masofada yashovchilar bir-biri bilan gaplashadi", shuningdek, „ko'p xonadonlarda, ayniqsa yaxshi tanish bo'lganlar o'rtasida" nashr etiladigan "uy gazetalari" haqida: bu gazetalar "oddiy yozishmalar o'rnini bosadi", ularda "odatda egalarining sog'lig'i yoki kasalligi haqida xabarlar va uydagi boshqa yangiliklari, so'ngra turli fikrlar, mulohazalar, kichik ixtirolar, shuningdek, qachon tushlikka chaqirilishi, ba'zan esa le menyu o'rin oladi".

Ijtimoiy tarmoqlarning eng avvalgi shakli elektron e'lonlar taxtasi bo'lib, ularning birinchisini CBBS nomi ostida IBM xodimi U. Kristensen tomonidan 1978-yilda yaratilgan. 1983-yilda allaqachon dunyoda 800 ta, 1988-yilda esa 5000 ta elektron doskalar mavjud edi.

Internetda ijtimoiy tarmoqlar 1995-yilda Classmates.com AQSh portali paydo bo'lishi bilan mashhurlikka erisha boshladi. Loyiha juda muvaffaqiyatli bo'ldi, bu keyingi sanoqli yillarda bir necha o'nlab shunga o'xshash xizmatlarning paydo bo'lishiga olib keldi. Lekin ijtimoiy tarmoq „portlash"ining rasmiy boshlanishi 2003-2004-yillarda AQShda LinkedIn, MySpace va Facebook ishga tushirilgani hisoblanadi. Internetning rus tilida so'zlashuvchi segmentida Odnoklassniki va VKontakte ko'rinishidagi ijtimoiy tarmoqlar 2006-yildan beri ommalasha boshladi (Facebook saytining ruscha versiyasi faqat 2008-yilda paydo bo'lgan).

Metodoliya. Ijtimoiy tarmoqlar kuchli marketing tadqiqotlari vositasidir, chunki foydalanuvchilar o'zlari, qarashlari, qiziqishlari, didlari va hokazolar haqidagi ma'lumotlarni ixtiyoriy ravishda joylashtiradilar. Shundan kelib chiqib, reklama beruvchilar ularning reklamasi qaysi foydalanuvchilarni qiziqishtirishini juda aniq belgilashlari va o'z reklamalarini profillaridagi ma'lumotlarga (yoshi, jinsi, yashash joyi va boshqalar) qarab aniq foydalanuvchilarga yo'naltirishi mumkin. Ushbu turdagi reklama maqsadli deb ataladi.

Ijtimoiy tarmoqlarda reklama bozori barqaror o'sib bormoqda. 2007-yildagi eMarketer ma'lumotlariga ko'ra, u 1,225 milliard dollarga yetgan. Hisobotni tuzishda eMarketer

mutaxassislari ijtimoiy tarmoqlarda joylashtirilgan reklamaning barcha turlarini, shu jumladan, displey, kontekstli, audio va video reklamalarni, shuningdek, marketologlar ijtimoiy tarmoqlarda o‘z mahsulotlari va brendlari uchun profil yaratadigan marketing loyihalarining xarajatlarini hisobga oldilar. Bundan tashqari, prognozlarda vidjetlar va ilovalarni yaratish xarajatlari birinchi marta hisobga olindi. 2011-yilda ijtimoiy tarmoqlardagi reklamadan tushgan daromad 5 milliard dollardan oshgan.

Ijtimoiy tarmoqlarda reklamadan foydalanib, quyidagi parametrlar bo‘yicha birlashtirilgan foydalanuvchilar guruhlari bilan ishlash mumkin:

qiziqishlar;
yosh;
hudud;
jins;
ijtimoiy holati;
daromad darajasi;
foydalanayotgan mobil qurilmaning brendi (Apple, Samsung) va boshqalar.

Ijtimoiy tarmoqlar orqali mijozlarni jalb qilishning yana bir usuli kompaniyalar uchun ijtimoiy tarmoqlarda hamjamiyatlar yaratishdir. Bunday hamjamiyatlar kompaniyaning mahsulot yoki xizmatlariga qiziqishi yuqori bo‘lgan foydalanuvchilarga yangi ma’lumotlarni yetkazish imkonini beradi.

Ijtimoiy tarmoqlar nafaqat jamoatchilik bilan aloqa va to‘g‘ridan-to‘g‘ri marketing vositasi sifatida, balki, orasida obro‘li shaxslar bo‘lgan juda aniq auditoriyaga qaratilgan aloqa kanali, shuningdek, mijozlarni jalb qilishning samarali vositasi sifatida ham qo‘llanilishi mumkin.

Tahlil. Hozirgi kunda internet ma’lumotni to‘siqsiz uzatish va almashish platformasiga aylandi, turli shahar va mamlakatlardan kelgan odamlarning bilim va muloqot almashinuvi vositasi hisoblanadi. Umuman olganda, ijtimoiy tarmoq - bu odamlar jamoasi umumiy manfaatlar, umumiy sabab yoki boshqa sabablar bilan bog‘liq o‘zaro aloqadir. Internetda ijtimoiy tarmoq - bu dasturiy ta'minot xizmati, bir guruh yoki guruhlardagi odamlarning o'zaro ta'siridir. Internet uchun bu bilan bog‘liq xizmatlarni taqdim etish vositasi bo‘lgan virtual tarmoq uning foydalanuvchilari o‘rtasida aloqalarni o‘rnatish, shuningdek, turli foydalanuvchilar va ularning qiziqishlari bilan bog‘liq ma’lumotlar global tarmoq saytlarida o‘rnatilgan resurslar hisoblanadi. Sohada jadal taraqqiyot va doimiy yangilanish axborot texnologiyalari imkoniyatlardan foydalanish imkonini beradi. Hozirgi kunda internet texnologiyalaridan samarali ta’lim vositasi sifatida foydalanish shakllanmoqda. O‘quv muhitini to‘liq ta’minlash imkonini beruvchi zamonaviy ta’lim texnologiyalari joriy etishga harakat qilinmoqda. Bunday sharoitda ijtimoiy tarmoqlardan pedagogik vosita sifatida foydalanish tobora kuchayib bormoqda. Bugungi kunda eng mashhur ijtimoiy tarmoqlar Facebook, Twitter, YouTube, Google+, VKontakte, Odnoklassniki lar hisoblanadi. Ijtimoiy tarmoqlar bir-biridan umumiy maqsadda farq qiladi, foydalanuvchilar uchun turli imkoniyatlar, turli talablar va interfeysni taqdim etadi. Biroq, ko‘plab ijtimoiy tarmoqlarga xos bo‘lgan umumiy xususiyatlar ham mavjud va ularni boshqa onlayn aloqa vositalaridan, masalan, bloglardan,forumlar, chat roomlar va h.k.lardan farqi jihatlari talaygina. Ijtimoiy tarmoqlarni ta’lim vositasi sifatida o‘rganib chiqib, o‘ziga xos xususiyatini aniqlash mumkin, ijtimoiy tarmoqlar orqali bilim va ko‘nikmalarni masofaviy interaktiv holatda egallash imkoniyati mavjud. Bugungi kunda masofaviy ta’limning zamonaviy turli modellari mavjud. Masofaviy ta’lim- onlayn ta’lim (mustaqil onlayn kurslar; axborot-sub’ekt muhiti); tarmoq ta’limi va keys texnologiyalari, asosida yoki kompyuter video konferentsiyasi amalga oshirilishi mumkin. Eng maqbul model sinfning integratsiyasiga asoslangan darslar (ma’ruzalar, seminarlar, amaliy mashg‘ulotlar va boshqalar) va masofaviy-interaktiv ta’lim shakllari (vebinarlar, video yozuvlar, videokonferentsiyalar, forumlar, munozaralar, munozaralar, telekonferentsiyalar va boshqalar) hisoblanadi. Keyingi yillarda jahon pedagogik hamjamiyatida ijtimoiy tarmoqlarning ta’limdagi qo‘llanilishi qizg‘in muhokama

qilinmoqda. Koʻpchilik metodologlar tarmoqlardan foydalanish imkoniyatiga shubha bilan qarashadi va ijtimoiy tarmoqlar boʻsh vaqt va oʻyin-kulgini oʻtkazish uchun muhit sifatida qaraladi. Shubhasiz, ijtimoiy tarmoqlar ta'limning yagona vositasi boʻla olmaydi, lekin ularning ta'lim imkoniyatlari koʻpchilik tomonidan aniq baholanmagan. Ijtimoiy tarmoqlarga qiziqish ta'limga boʻlgan ehtiyoj bilan bogʻliq. Ishtirokchilar bilan bevosita samarali aloqa oʻrnatish uchun ta'lim muassasalari va ta'lim xizmatlari iste'molchilari uchun ijtimoiy tarmoqlar qoʻshimcha "norasmiy koʻprik" boʻlib xizmat qiladi. Jiddiy va malakali yondashuv bilan ijtimoiy tarmoqlar orqali o'quv faoliyatini tashkil etish tanqidchilarning dastlabki negativligi yo'q qilinadi. Tashkilot uchun platforma sifatida ijtimoiy tarmoqlarni tanlash masofaviy-interaktiv ta'lim bir qator dalillarga ega. Ijtimoiy tarmoqlarga asoslangan ta'lim resursi avtomatik ravishda oʻqituvchi va talaba oʻrtasida hamda talaba va talaba oʻrtasida bevosita samarali aloqa oʻrnatadi.

Xulosa. Ijtimoiy tarmoqlardan ta'lim muhitita foydalanishning bir qator afzalliklari mavjud:

1. Ularning mutlaqo bepul ekanligi;
2. Pochta xizmatlarining qulayligi;
3. Talabalar bilan muloqot qilishda qulaylik;
4. Yaratadigan ma'lumotlar toʻgʻrisidagi bildirishnomalar;
5. Darsda qatnasha olmagan talabaga oʻzlashtirib olish uchun sharoit yaratiladi;
6. Mashgʻulot, oʻquv faoliyatini har qanday joydan turib kuzatish va hatto unda qatnashish;
7. Toʻgʻridan-toʻgʻri onlayn ishtirok etish.

Ijtimoiy tarmoqlardan foydalanishning muammoli tomonlari ham mavjud:

1. Ta'lim uchun maxsus ishlab chiqilgan qulay vositalarning yetishmasligi (masalan, elektron bayonot yoki jurnalni yuritish);
2. Ta'lim muassasalarining barcha sinf xonalaridan ijtimoiy tarmoqlarga kirishning imkoniyati yoʻqligi;
3. Faol muloqot, keng axborot oqimi bilan birga koʻngilochar kontentning ta'lim jarayonidan chalgʻshga sabab boʻlish;
4. Oʻquv maydonining butun Internet hamjamiyatiga ochiqligi, buham ba'zida ta'lim jarayoni uchun nomaqbul yoki noqulay;
5. Ijtimoiy tarmoqlarda olib borilgan mashgʻulotlar uchun haq toʻlash tartibidagi tushunmovchiliklar.

Oʻylaymizki, aniqlangan va keltirilgan muammolarni hal qilish mumkin Ijtimoiy tarmoqlarning ta'lim imkoniyatlarini chuqurroq oʻrganish orqali tarmoqlar, ularni qoʻllashning samarali usullarini ishlab chiqish va sinovdan oʻtkazish zarur boʻlib qolmoqda. Axborot jamiyati shakllanishining hozirgi bosqichi axborotlashtirishning oʻsishi va ijtimoiy-iqtisodiy munosabatlarda axborot texnologiyalarining oʻrni bilan tavsiflanadi, shuning uchun ta'lim jarayonlarini optimallashtirish uchun axborot texnologiyalaridan foydalanish juda mantiqiydir. Bundan tashqari, soʻnggi 15 yil ichida sodir boʻlgan axborot texnologiyalarining jadal rivojlanishi, ularning kundalik hayotda va kasbiy faoliyatda keng tarqalishi ta'limga yondashuvlarni qayta koʻrib chiqish zaruratini tugʻdirdi.

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IKKI ZONALI G'OVAK MUHITDA "ESKIRISH" HODISASINI HISOBGA OLGAN HOLDA MODDA KO'CHISHI MODELI

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Annotatsiya. Maqolada ko'p bosqichli adsorbsion kinetikani hisobga olgan holda aktiv va passiv zonalardan iborat bo'lgan g'ovak muhitda yemiriluvchi modda ko'chishi matematik modeli tuzilgan. Ushbu modelga asoslanib, modda ko'chishi masalasi shakllantirilgan va chekli ayirmalar usuli yordamida yechilgan. Adsorbsiya kinetikasining o'zgarishining ko'chish xususiyatlariga ta'siri tahlil qilingan.

Kalit so'zlar: Adsorbsiya, "eskirish" hodisasi, matematik model, g'ovak muhit.

Kirish: So'nggi o'n yilliklarda g'ovak muhitda erigan moddalar ko'chishi masalasi ko'plab tadqiqotlar mavzusi bo'ldi. Bunday jarayonlar turli sohalarda, xususan, atrof-muhitni muhofaza qilish, ekologiya sohasida muhim rol o'ynaydi, moddalar migratsiyasi yer osti suvlari resurslarining yomonlashishiga bevosita ta'sir qilishi mumkin [1]. Bakteriyalar, viruslar, pestitsidlar, metallar, radioaktiv elementlar va boshqalar kabi ifloslantiruvchi moddalarning ko'chishi ifloslanish sifatida xizmat qilishi mumkin. Pestitsidlarning degradatsiyasi bo'yicha olib borilgan tadqiqotlarning aksariyati ushbu kimyoviy moddalarning degradatsiya kinetikasini empirik tarzda tavsiflashga qaratilgan [2, 3]. Pestitsidlarning adsorbsiyasi oldindan adsorbsiyalangan pestitsid mavjudligi yoki yo'qligiga qarab, tuproqdagi mikroblarning yemirilish tezligini oshiradi yoki kamaytiradi [4].

Masalaning qo'yilishi: Aktiv va passiv zonalarga ega bo'lgan ikki zonali g'ovak muhitni qaraymiz. Ko'chish tenglamasi quyidagicha [5]

$$\frac{\partial(\theta c)}{\partial t} = -divJ_s - \frac{\partial c_a}{\partial t} - \frac{\partial c_p}{\partial t} - \theta\lambda_e c1 \tag{1}$$

$$J_s = -\theta D\nabla c + \vec{w}c \tag{2}$$

bu yerda c - hajmiy konsentratsiyasi, c_a - aktiv zonadagi adsorbsiyalangan moddaning konsentratsiyasi, c_p - passiv zonadagi adsorbsiyalangan moddaning kontsentratsiyasi, J_s - moddaning oqim zichligi, θ - g'ovaklik, λ_e birinchi tartibdagi yemirilish koeffitsienti (yemirilish), $\vec{w}$ - sizish tezligi.

(2) tenglamani (1) tenglamaga qo'ysak:

$$\frac{\partial(\theta c)}{\partial t} + div(\vec{w}c) = div(\theta D\nabla c) - \frac{\partial c_a}{\partial t} - \frac{\partial c_p}{\partial t} - \theta\lambda_e c \tag{3}$$

(3) dan bir o'lchovli holda quyidagiga ega bo'lamiz

$$\frac{\partial(\theta c)}{\partial t}+\frac{\partial}{\partial x}(w_x c)=\frac{\partial}{\partial x}\left(\theta D\frac{\partial c}{\partial x}\right)-\frac{\partial c_a}{\partial t}-\frac{\partial c_p}{\partial t}-\theta\lambda_e c \tag{4}$$

bu yerda w_x sizish tezligining oX o'qi bo'yicha koordinatasi.

Agar muhit bir jinsli bo'lsa, ya'ni $\theta=const$, sizish tezligi doimiy bo'lsa, (4) da gidrodinamik dispersiya koeffitsienti ham doimiy bo'ladi

$$\frac{\partial c}{\partial t}+v_x\frac{\partial c}{\partial x}=D\frac{\partial^2 c}{\partial x^2}-\frac{1}{\theta}\frac{\partial c_a}{\partial t}-\frac{1}{\theta}\frac{\partial c_p}{\partial t}-\lambda_e c \tag{5}$$

bu yerda $v_x=\frac{w_x}{\theta}$ suyuqlikni fizik tezligi.

Aktiv zonadagi konsentratsiya uchun biz quyidagi kinetika tenglamalaridan foydalanamiz

$$\frac{\partial c_a}{\partial t}=\beta_a\left(c-\frac{c_a}{c_{a0}}c_0\right)-\lambda_{ea}c_a \tag{6}$$

bu erda β_a aktiv zonadagi moddaning adsorbsiya intensivligini tavsiflovchi koeffitsient, c_{a0} aktiv zonadagi erishiladigan maksimal konsentratsiya, λ_{ea} akiv zonada adsorbsiyalangan moddaning yemirilish koeffitsienti. Bu yerda (6) o'rniga biz quyidagi ko'p bosqichli kinetikadan foydalanamiz [6]

$$\frac{\partial c_a}{\partial t}=\begin{cases}\beta_{ar}c-\lambda_{ea}c_a, & 0<c_a\le c_{ar},\\ \beta_{aa}c-\beta_{ad}c_a-\lambda_{ea}c_a, & c_{ar}<c_a<c_{a0},\\ 0, & c_a=c_{a0},\end{cases} \tag{7}$$

bu yerda $\beta_{ar},\beta_{aa},\beta_{ad}$ kinetika koeffisentlari, c_{ar} zaryadlash effekti tugaydigan maksimal konsentratsiyadir.

Passiv zonada adsorbsiyaning kinetika tenglamasini quyidagicha [6]

$$\frac{\partial c_p}{\partial t}=\beta_n\left(c_p\right)c-\lambda_{ep}c_p \tag{8}$$

bu yerda $\beta_p=\alpha(c_p)\beta_{p0}$

$$\alpha(c_p)=\begin{cases}1, & c_p\le c_{p1},\\ \dfrac{c_{p1}}{c_p}, & c_{p1}<c_p<c_{p0},\\ 0, & c_p=c_{p0},\end{cases} \tag{9}$$

bu yerda c_{p1} eskirish ta'siri boshlanadigan maksimal konsentratsiyadir, $\lambda_{ep}-$ passiv zonada adsorbsiyalangan moddaning yemirilish koeffitsienti.

(9) tenglamani hisobga olib (8) tenglamani quyidagich yozamiz

$$\frac{\partial c_p}{\partial t}=\begin{cases}\beta_{p0}c-\lambda_{ep}c_p, & 0<c_p\le c_{p1},\\ \dfrac{\beta_{p0}c_{p1}c}{c_p}-\lambda_{ep}c_p, & c_{p1}<c_p\le c_{p0},,\\ 0, & c_p=c_{p0}.\end{cases} \tag{10}$$

(5), (7), (10) tenglamalar quyidagi shartlar bilan yechiladi

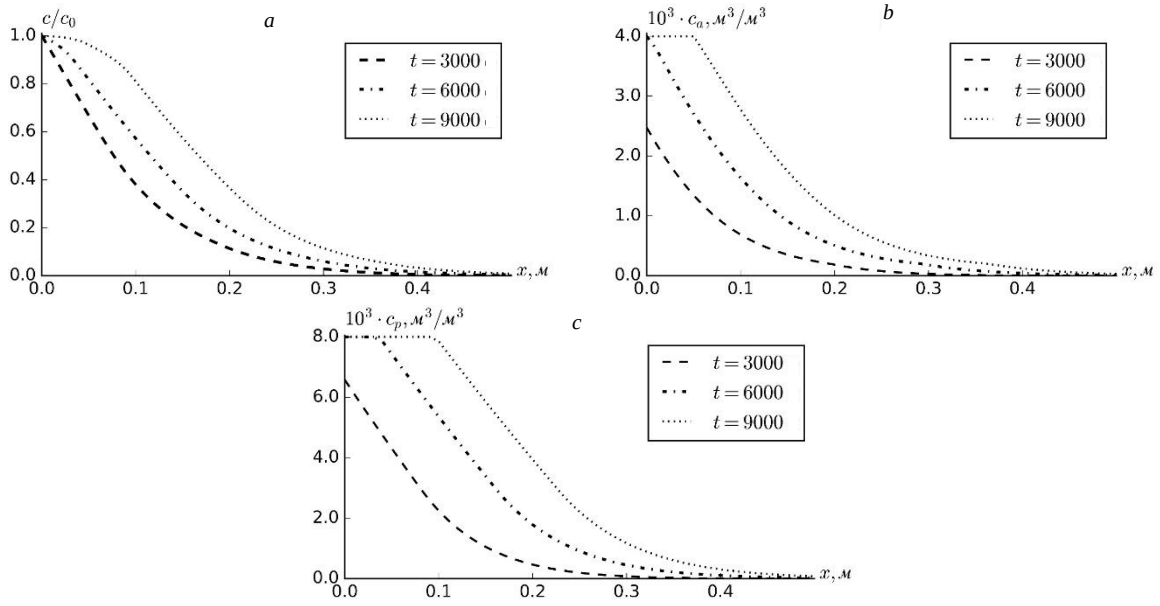
$$c(0,x)=0, c_a(0,x)=0,\ c_p(0,x)=0 \quad (11)$$

$$c(t,0)=c_0=\text{const},\ c(t,\infty)=0 \quad (12)$$

Masala chekli ayirmalar usuli yordamida yechildi [7].

Natijalar: 1-rasmda uchta konsentratsiya maydonlari keltirilgan ($c/c_0, c_a, c_p$). Grafiklardan ko'rish mumkinki vaqt o'tishi bilan har uchala konsentratsiyalar g'ovak muhitning ichki tomoniga tobora kirib boradi.

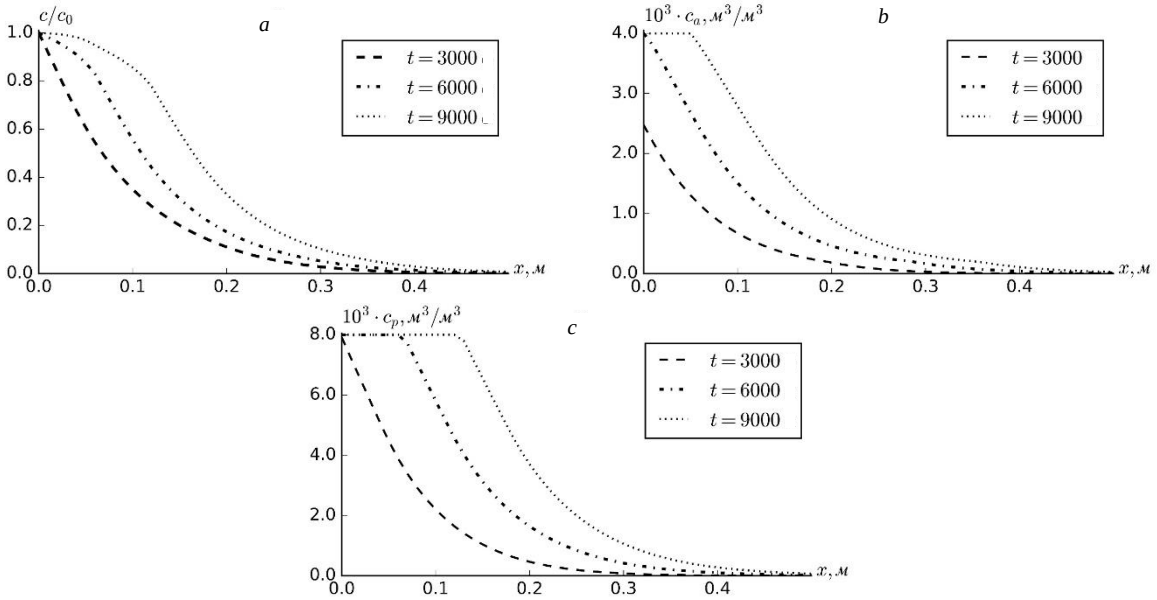
Jumladan $t=3000\,c$ da modda konsentratsiyasi tahminan $0.37\,m$ masofaga yetib borgan bo'lsa (1.a–rasm), $t=6000\,c$ da $0.4\,m$ dan ham o'tganligini, $t=9000\,c$ da esa deyarli $0.5\,m$ gacha yaqinlashganligini ko'rish mumkin.



1 - Rasm. c/c_0 (a), c_a (b), c_p (c) larning $c_{p1}=3\cdot10^{-3}$ m ^{3}/m ^{3} va turli vaqtlarda profillarini o'zgarishi.

Aktiv va passiv zonalarda adsorbsiyalangan modda konsentratsiyalari ham biroz kechikish bilan muhitning ichkarisiga tomon surilib bormoqda. $t=3000\,c$ da c_a va c_p konsentratsiyalarning har ikkalasi ham o'zining to'yinish qiymatigacha yetmaganligini ko'rish mumkin (1.b va 1.v rasmlar). Bunda aktiv zonadagi adsorbsiyalangan modda maksimal qiymatining qariyb 70 % ni tashkil qilgan bo'lsa, passiv zonada bu ko'rsatkich 80 % atrofida. $t=6000\,c$ da esa har ikkala zonada adsorbsiyalangan modda o'zining maksimal qiymatiga erishganligini ko'rish mumkin (1.b va 1.v rasmlar). Bu vaqtda ham passiv zonadagi to'yinish aktiv zonadagiga nisbatan kengroq yoyilgan. Bu holat $t=9000\,c$ da ham davom etgan.

2-rasmda c_{p1} ning qiymati 1 - rasmdagiga nisbatan 3 baravarga oshirilgan hol uchun yechimlar berilgan. Bunda $t=3000\,c$ da yoq c_p adsorbsiyalangan modda konsentratsiyasi o'zining maksimal qiymatiga erishganligini ko'rish mumkin. (2.b - rasm). Bu esa c_{p1} ning qiymati oshirilishi passiv zonadagi adsorbsiya jarayonini jadallashishiga olib kelishi bilan tushuntiriladi.



2 - Rasm. c/c_0 (a), c_a (b), c_p (c) larning $c_{p1} = 5 \cdot 10^{-3}$ m ^{3}/m ^{3} va turli vaqtlarda profillarini o'zgarishi.

Xulosa: Ushbu maqola har xil turdagi adsorbsion xarakteristikaga ega zonalari bo'lgan g'ovak muhitda modda ko'chishi masalasi qaralgan. Adsorbsiya uchun ko'p bosqichli kinetik tenglamalaridan foydalanildi. "Eskirish" parametri qiymatining oshirilishi passiv zonada adsorbsiya jarayonining kuchayishiga olib kelishi kuzatiladi. Passiv zonada adsorbsiyaning tezlashishi, o'z navbatida, aktiv zonada erigan moddalarni ko'chishi va adsorbsiyalangan moddaning konsentratsiyasining bir oz pasayishiga olib keldi.

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G'OVAK MUHITDA "YUKLANISH" HODISASINI HISOBGA OLGAN HOLDA MODDA KO'CHISHINING MATEMATIK MODELI

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Annotatsiya. Maqolada adsorbsiya jarayoni kinetika tenglamasida "yuklanish" hodisasini hisobga olhan holda g'ovak muhitda modda ko'chishi matematik modeli tuzilgan va sonli yechigan. "Yuklanish" hodisasi ta'sirida konsentratsiya profillarida ikkita zona hosil bo'lishi ko'rsatilgan: biri yuklanishdan oldin, ikkinchisi esa keyin. Bu zonalarda ko'chish va adsorbsion xarakteristikalar har xil o'zgarish tezligiga ega.

Kalit so'zlar. Adsorbsiya, konsentratsiya, filtratsiya.

Kirish: Hozirgi kunda suv ta'minoti manbalarining holati yomonlashganligi tufayli, suv tozalashga bo'lgan ehtiyoj va ularning sanoatdagi roli ortib bormoqda. Suvni tozalash xarajatlarni kamaytirish maqsadida texnologik jarayonlarning samaradorligini oshirish bilan bir qatorda ularning narxini ham imkon qadar tushirish lozim. Bunga erishish uchun bu jarayonlarni chuqur o'rganish, ular uchun nafaqat emperik munosatlar olish balki matematik modellar tuzish lozim. Ichimlik va texnologik ehtiyojlar uchun suv tayyorlash jarayonlarini chuqur o'rganish bir tomondan iste'mol qilinayotgan suv sifatiga bo'lgan talabning ortishi bo'lsa, ikkinchi tomondan iqtisodiy xarakterdagi talablar bilan bog'liq. Shuning uchun g'ovak muhitlarda modda ko'chishi masalasini o'rganish juda muhim hisoblanadi. Bu savollar ushbu manbalarda yoritilgan [1-4].

Masalaning qo'yilishi: Aktiv va passiv zonalarga ega bo'lgan ikki zonali g'ovak muhit ko'rib chiqiladi. Ko'chish tenglamasi [5]

$$\frac{\partial c}{\partial t}+v_x\frac{\partial c}{\partial x}=D\frac{\partial^2 c}{\partial x^2}-\frac{1}{\theta}\frac{\partial c_a}{\partial t}-\frac{1}{\theta}\frac{\partial c_p}{\partial t}-\lambda_e c \qquad (1)$$

bu yerda $v_x=\dfrac{w_x}{\theta}$ suyuqlikni fizik tezligi, bu yerda c konsentratsiyasi hajmi, c_a aktiv zonadagi adsorbsiyalangan moddaning konsentratsiyasi, c_p passiv zonadagi adsorbsiyalangan moddaning kontsentratsiyasi, θ g'ovaklik, λ_e birinchi tartibdagi parchalanish koeffitsienti (parchalanish), $\vec{w}$ filtrlash tezligi.

Aktiv zonadagi konsentratsiya uchun biz quyidagi kinetik tenglamalarni qabul qilamiz [6-9]

$$\frac{\partial c_a}{\partial t}=\begin{cases}\beta_{ar}c-\lambda_{ea}c_a, & 0<c_a\le c_{ar},\\ \beta_{aa}c-\beta_{ad}c_a-\lambda_{ea}c_a, & 0<c_a\le c_{ar},\\ 0, & c_a=c_{a0},\end{cases} \qquad (2)$$

bu erda β_a aktiv zonadagi moddaning adsorbsiya intensivligini tavsiflovchi koeffitsient, c_{a0} aktiv zonadagi erishiladigan maksimal konsentratsiya, λ_{ea} akiv zonada adsorbsiyalangan moddaning parchalanish koeffitsienti, $\beta_{ar},\beta_{aa},\beta_{ad}$ kinetika koeffisentlari, c_{ar} zaryadlash effekti tugaydigan maksimal konsentratsiyadir.

Passiv zonada adsorbsiyaning kinetika tenglamasini quyidagicha qabul qilamiz[6-9]

$$\frac{\partial c_p}{\partial t}=\begin{cases}\beta_{p0}c-\lambda_{ep}c_p, & 0<c_p\le c_{p1},\\ \dfrac{\beta_{p0}c_{p1}c}{c_p}-\lambda_{ep}c_p, & c_{p1}<c_p\le c_{p0},\\ 0, & c_p=c_{p0}.\end{cases} \qquad (3)$$

bu yerda c_{p1} eskirish ta'siri boshlanadigan maksimal konsentratsiyadir, $\lambda_{ep}-$ passiv zonada adsorbsiyalangan moddaning parchalanish koeffitsienti.

(1)- (3) tenglamalar quyidagi shartlar bilan yechiladi

$$c(0,x)=0, c_a(0,x)=0,\ c_p(0,x)=0,\ c(t,0)=c_0, c(t,\infty)=0 \qquad (4)$$

Masalaning yechilishi. (1) - (4) masalalarni yechish uchun chekli ayirmalar usulini qo'llaymiz [10]. $D=\{0\le x<\infty,\ 0\le t\le T\}$ sohada $\omega_{h\tau}$ to'rni kiritamiz, bu yerda T o'rganilayotgan jarayonda maksimal vaqt. OX o'qida $[0,\infty)$ oraliqni h qadam bilan va vaqt bo'yicha $[0,T]$ oraliqni τ qadam bilan bo'laklarga ajratib olamiz. Masalani approksimatsiya qilish uchun quyidagi to'rni kiritib olamiz

$$\omega_{h\tau}=\left\{\left(x_i,t_j\right),\ x_i=ih,\ i=0,1,...,\ t_j=j\tau,\ j=0,1,...,J,\ \ \tau=T/J\right\}.$$

$c(t,x),\ c_a(t,x), c_p(t,x)$ funktsiyalari o'rniga (x_i, t_j) tugunlaridagi qiymatlari mos ravishda c_i^j, $c_{a,i}^j$, $c_{p,i}^j$ ni belgilagan aniq funksiyalarni ko'rib chiqamiz.

(1) tenglama $\omega_{h\tau}$ to'rda quyidagi ko'rinishda approksimatsiya qilamiz

$$\frac{c_i^{j+1}-c_i^j}{\tau}+v_x\frac{c_i^{j+1}-c_{i-1}^{j+1}}{h}=D\frac{c_{i+1}^{j+1}-2c_i^{j+1}+c_{i-1}^{j+1}}{h^2}-\frac{1}{\theta}\frac{c_{a,i}^{j+1}-c_{a,i}^j}{\tau}-\frac{1}{\theta}\frac{c_{p,i}^{j+1}-c_{p,i}^j}{\tau}-\lambda_e c_i^j \qquad (5)$$

(2) va (3) tenglamalar uchun ayirmali sxemalar quyidagicha bo'ladi:

$$\frac{c_{a,i}^{j+1}-c_{a,i}^j}{\tau}=\begin{cases}\beta_{ar}vc_i^j-\lambda_{ea}c_{a,i}^j, & 0<c_{a,i}^j\le c_{ar},\\ \beta_{aa}vc_i^j-\beta_{ad}c_{a,i}^j-\lambda_{ea}c_{a,i}^j, & c_{ar}<c_{a,i}^j<c_{a0},\\ 0, & c_{a,i}^j=c_{a0}.\end{cases} \qquad (6)$$

$$\frac{c_{p,i}^{j+1}-c_{p,i}^j}{\tau}=\begin{cases}\beta_{p0}c_i^j-\lambda_{ep}c_{p,i}^j, & 0<c_{p,i}^j\le c_{p1},\\ \dfrac{\beta_{p0}c_{p1}c_i^j}{c_{p,i}^j}-\lambda_{ep}c_{p,i}^j & c_{p1}<c_{p,i}^j<c_{p0},\\ 0, & c_{p,i}^j=c_{p0}.\end{cases} \qquad (7)$$

(4) boshlang'ich va chegara shartlarni ham to'r shakliga almashtiramiz

$$\begin{aligned}&c_{a,i}^j=0,\ i=\overline{0,I},\ j=0,\\ &c_{p,i}^j=0,\ i=\overline{0,I},\ j=0,\\ &c_i^j=0,\ i=\overline{0,I},\ j=0,\\ &c_i^j=c_0,\ i=0,\ j=\overline{0,J},\end{aligned} \qquad (8)$$

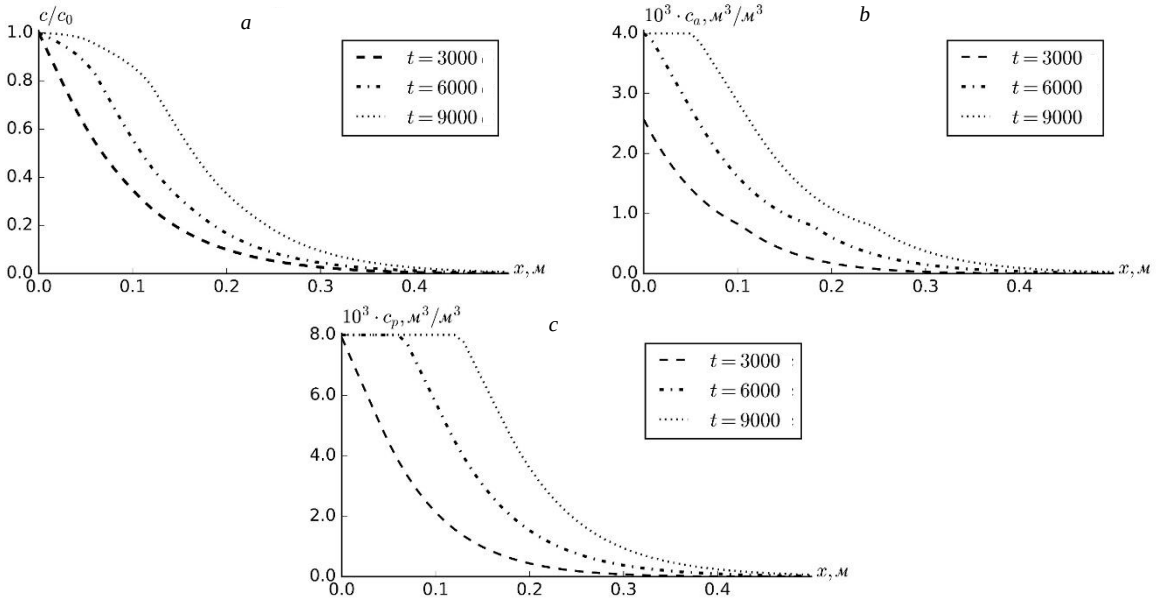
bu yerda I ning yetarlicha katta qiymatlari uchun $c_I^j=0$ bo'ladi.

Natijalar: 1 - rasmda uchta konsentratsiya maydonlari keltirilgan ($c/c_0, c_a, c_p$). grafiklardan ko'rish mumkinki vaqt o'tishi bilan har uchala konsentratsiyalar g'ovak muhitning ichki tomoniga tobora kirib boradi.

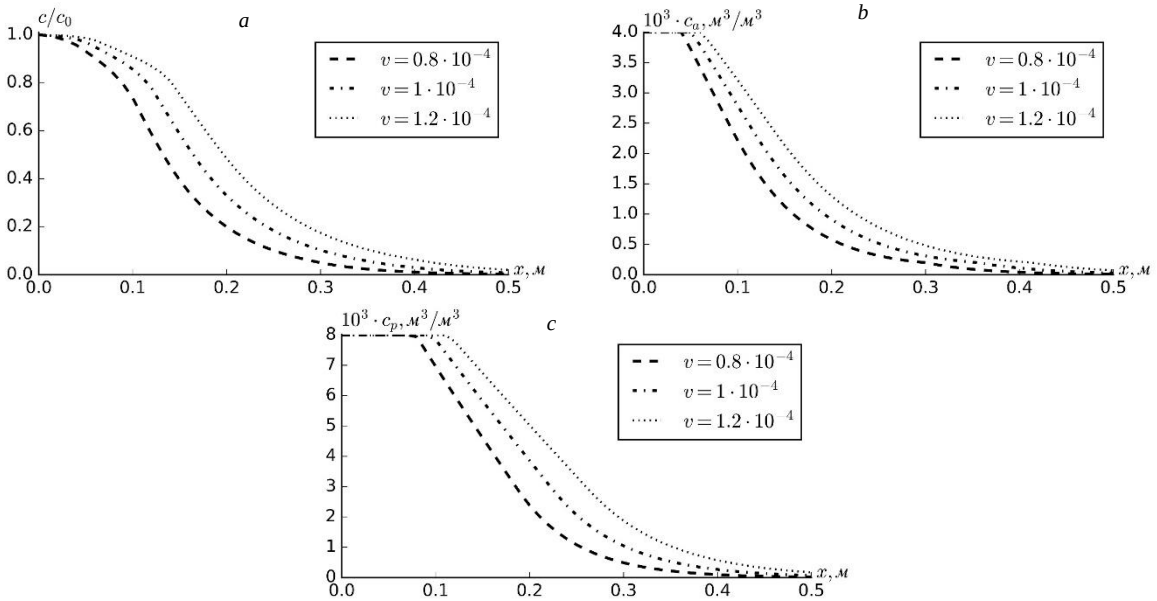
Aktiv zona uchun "yuklanish" parametrining qiymati oshirilganda, adsorbsiyalangan moddaning kontsentratsiya profilida ikki xil intensivlikdagi maydonlarning mavjudligi kuzatiladi.

Modelning boshqa parametrlarini o'zgarishsiz saqlagan holda tezlikni biroz oshirish modda ko'chishi jarayoniga sezilarli ta'sir qilishini kuzatish mumkin (2-rasm). Tezlikni

oshirilishi unga proporsional ravishda ham modda konsentratsiyasi, ham har ikkala zonada adsorbsiyalanishning kengroq yoyilishiga olib keladi.



1 - Rasm. c / c_0 (a), c_a (b), c_p (c) larning $c_{a1} = 8 \cdot 10^{-4}$ m^3/m^3 va turli vaqtlarda profillarini o'zgarishi.



2 - rasm. c / c_0 (a), c_a (b), c_p (c) larning $t = 9000$ c va v ning turli qiymatlarida profillarini o'zgarishi.

Xulosa: Ushbu maqola adsorbsion xarakteristikaning har xil turdagi zonalariga ega bo'lgan g'ovak muhitda modda ko'chishi masalasi ko'rib chiqildi. Adsorbsiyalangan moddaning konsentratsiyasining bir oz pasayishiga olib keladi. Aktiv zona uchun "yuklanish" parametrining qiymati oshirilganda, adsorbsiyalangan moddaning kontsentratsiya profilida ikki xil intensivlikdagi maydonlarning mavjudligi kuzatiladi.

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YER OSTI GIDRODINAMIK JARAYONLARINI MODELLASHTIRISH

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Annotatsiya: Ushbu maqolada yer osti suvlari sathi o'zgarishini monitoring va bashorat qilish jarayonini ifodalovchi matematik model ishlab chiqilgan. Jarayon nochiziqli differensial tenglama bilan ifodalanganligi sababli, uni yechishda chekli-ayirmali sxemalariga asoslangan sonli algoritm ishlab chiqilgan. Ikki qatlamli plastlarda aktiv g'ovaklik, debitni hisobga olib yer osti suvlari sathi o'zgarishi masalasini hisoblash sonli algoritmi ishlab chiqilgan.

Kalit so'zlar: matematik modellashtirish, yer osti suvlari, sonli usullar.

Kirish. Qishloq xo'jaligi sektori rivojlanishida energiya va mehnat sarfini kamaytirish, atrof – muhit himoyasi talablarini bajargan holda hosil samaradorligini oshirish va ishlab chiqarilayotgan mahsulotning sifati yer osti sizot va oqimli suvlari sathlari o'zgarishiga bog'liq hisoblanadi. Yer osti sizot suvlarining va yer osti oqimli suvlari bilan o'zaro bog'liqligini ifodalovchi matematik modelni ishlab chiqishda gidrodinamikaning asosiy qonunlari va tegishli chegaraviy shartlarga ega xususiy xosilali chiziqli va chiziqsiz differensial tenglamalar sistemasidan foydalaniladi[1].

Masalaning qo'yilishi. Suv sathini ixtiyoriy o'zgarishlari yer osti suvlarining 2 qatlamli gidrodinamik va gidrokimyoviy rejimlarining o'zaro ta'siriga olib keladi. Bunday sharoitlarda, qatlamlarda suv sathlari chegaralaridan minerallangan suvlarning qatlamlar bilan o'zaro ta'siri qilishiga e'tibor qaratish kerak. Yer osti suvlarining bunday sharoitlarda harakatlanishini qo'yidagi xususiy hosilali differensial tenglamalar sistemasi yordamida tasvirlash(izohlash) mumkin:

$$\left.\begin{aligned}\mu\frac{\partial h}{\partial t}&=\frac{\partial}{\partial x}\left(k_b h\frac{\partial h}{\partial x}\right)-k_b\frac{h-H}{m}+f-\omega\\ \mu^*\frac{\partial H}{\partial t}&=\frac{\partial}{\partial x}\left(T\frac{\partial H}{\partial x}\right)+k\frac{h-H}{m}-Q\end{aligned}\right\} \quad (1)$$

bu yerda $h(x,t)$, $H(x,t)$ - sizot va bomimli suvlarning sathlari; μ, μ^* - suv bilan ta'minlash yoki suv yetishmovchilik koeffisenti; m - qatlamlarni ajratib turuvchi qatlam; k_b, k - yuqori va qo'yi qatlamlarning filtrasiya koeffisiyentlari, T - filtrasiya o'tkazuvchanligi, f - tashqi manbaa, ω - bug'lanish.

(1) sistema quyidagi boshlang'ich va chegaraviy shartlar yordamida yechiladi:

$$h(x,0)=h_0(x),\ \ H(x,0)=H_0(x), \quad (2)$$

$$k_b h\frac{\partial h}{\partial x}\Big|_{x=0}=-\lambda(h-h_0),\ \ k_b h\frac{\partial h}{\partial x}\Big|_{x=L}=\lambda(h-h_0), \quad (3)$$

$$T\frac{\partial H}{\partial x}\Big|_{x=0}=-\lambda(H-H_0),\ T\frac{\partial H}{\partial x}\Big|_{x=L}=\lambda(H-H_0). \quad (4)$$

Bu yerda $h_0(x)$, $H_0(x)$ - bosimli va sizot suvlarining sathlari boshlang'ich shartlari, λ - chegaraviy shartni o'ng va chap tamonlarini o'lchov birliklarini moslashtiruvchi koeffisiyent,

Masalani yechish. Masala kvazechiziqli differensial tenglamalar sisitemasi bilan ifodalanganligi sabali uni analitik usulda yechish murakkab. (1) – (4) masalalarni sonli yechish uchun chekli ayirmalar usulini qo'llaymiz, ya'ni (1)-(4) masalaning differensial operatorlarini chekli ayirmalarga almashtiramiz[2]. Buning uchun $D=\{0\le x<L_h,\ 0\le t\le T\}$ sohada to'r kiratamiz, bu yerda izlanayotgan jarayon oralig'idagi T maksimal vaqt, $[0,L_x]$ intervalini h_{qadam} qadam, [0,T] intervalini τ qadam bilan bo'lib chiqamiz va quyidagi to'rga ega bo'lamiz[2]:

$$\omega_{h\tau}=\left\{(x_i,t_j),\ i=0,1,2,...N\ \ j=0,1,...,J;\ x_i=i\Delta x;\ \ t_j=j\tau;\ \tau=T/J,\ h_{qadam}=L_x/N\right\}.$$

Sonli hisoblash asosida tuzilgan algoritm yordamida personal kompyuterda tajribalar o'tkazish vaqtdan, mablag'dan, ortiqcha kuch sarfidan tejalishining asosiy omili hisoblanadi.

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BIOLOGIYA FANINI O'RGATISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya. Biologiya fanida axborot –kommunikatsiya texnologiyalaridan foydalanish dars jarayonini samarali borishini ta'minlash. Ushbu maqolada biologiya fanini o'qitishda kompyuter texnologiyalardan foydalanishning usullari va imkoniyatlari haqida ma'lumotlar

keltirilgan. Biologiy fanida foydalanish mumkin bo‘lgan dasturiy vositalarning samaradorligi keng yoritilib berilgan.

Kalit so‘zlar. Biologiya, internet, ARLOOPA, google sheets, pennet, genetika, dominant, retsessiv, oraliq belgi, fenotip va genotip.

Kirish: Zamonaviy texnologiyalar rivojlangan raqamli dunyoda ta’lim muassaalari nafaqat o‘z aql-zakovati, madaniy saviyasi, odob-axloqi, malakasini rivojlantirish ustida mustaqil ishlay oladigan, balki zamonaviy axborot texnologiyalarini mukammal egallaydigan va yangiliklarni tezda o‘zlashtirishga qodir tafakkurli yosh avlodni tayyorlash muhim ahamiyat kasb etadi.

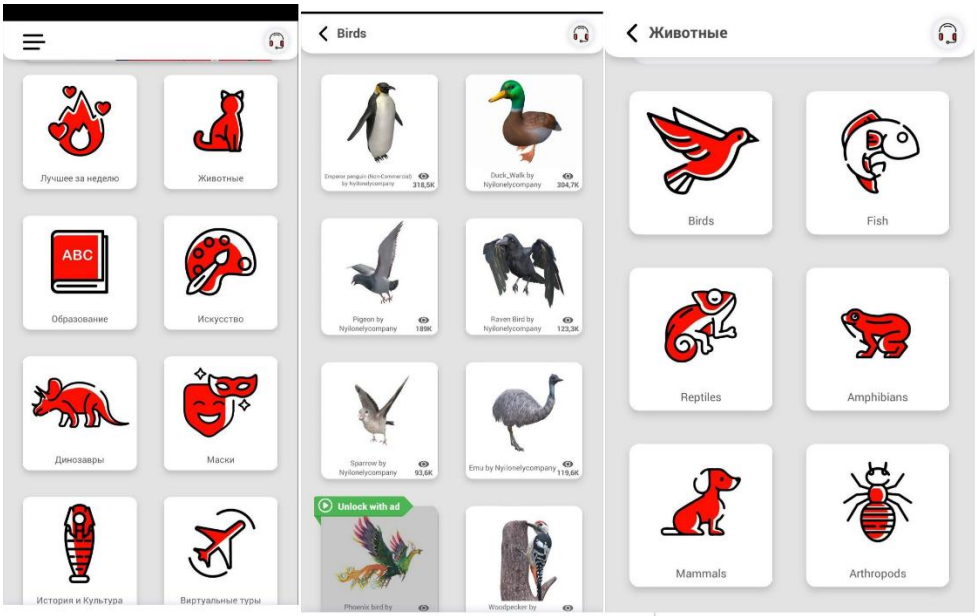
Talabalar uchun elektron ta’lim vositalarining yuqori darajadagi yangiligi, ularning yangi axborot texnologiyalariga bo‘lgan katta qiziqishi, hayotda kompyuter ko‘nikmalari va ko‘nikmalariga bo‘lgan talab kognitiv jarayon va o‘quv motivatsiyasining faol stimulyatoriga aylandi. Bundan tashqari, elektron o‘quv vositalari o‘quvchilarga ta’lim ma’lumotlarini qayta ishlashning individual sur’atini tanlash, o‘quv jarayonini iloji boricha shaxsiylashtirish, har qanday qiziqtirgan masala bo‘yicha tarmoqlar va ma’lumotlar bazalaridan ma’lumot olish, erishilgan natijalarni tuzatish uchun bilimlarni o‘qitish va nazorat qilish imkonini beradi. Biologiya fanlarini o‘qitishga yangi texnik vositalar, shu jumladan, kompyuter va boshqa axborot texnologiyalarining jadal kirib kelayotgan hozirgi davrida fanlararo uzviylikni taminlash maqsadida informatika fani yutuqlaridan foydalanish dolzarb masalalardan biridir.

Asosiy qism: Raqamli texnologiyalarni talim muassasalariga tatbiq etish, o‘qitish jarayonini optimallashtirishga keng yo‘l ochib beradi. Keyingi o‘n yillikda biologiya fanini o‘qitishda kompyuterlardan foydalanish bir necha asosiy yo‘nalishlarda olib borildi. Bularga kompyuter yordamida bilimni baholash, turli tipdagi o‘rgatuvchi dasturlarni ishlab chiqish va rivojlantirish, bilishga oid biologiyaviy o‘yinlarni ishlab chiqish va boshqalar kiradi.

Biologiya o‘qitishda kompyuterlarni qulayligini yana bir yo‘nalishi ayrim o‘quv holatlarini modellashtirishdir. Modellastirilgan dasturlardan foydalanishning maqsadi, o‘qitishning boshqa usullari qo‘llanganda tasavvur qilish, ko‘z oldiga keltirilishi qiyin bo‘lgan materiallarni tushunarli bo‘lishini taminlashdan iborat. Modellashtirish yordamida o‘quvchilarga ma’lumotlarni grafik rejimda kompyuter multimediasi ko‘rinishida taqdim qilish mumkin. Shu boisdan ular biologiyani chuqur o‘rganish va o‘quv jarayonida sezilarli darajada mustaqillik namoyon etishga moyil bo‘ladilar.

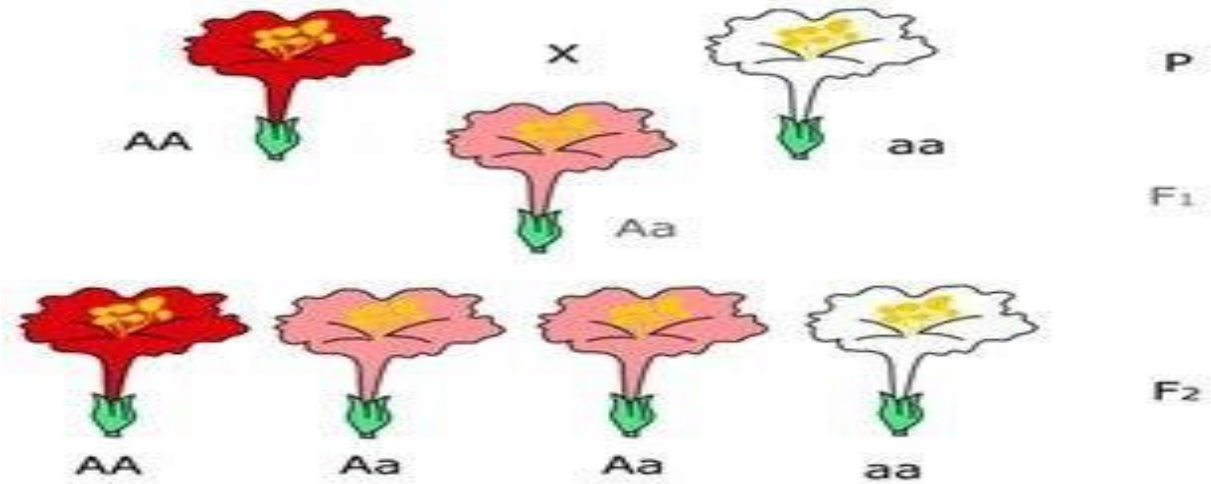
Kompyuter texnologiyasida matnlar, tasvirlar, ovozlar, shakllar va shunga o‘xshash boshqa ishlarni amalga oshirish imkoniyatlari maxsus dasturlash yordamida juda yengil va tezkorlik bilan hal etilmoqda. Shuning uchun biologiya, fizika, ximiya, biologiya va boshqa fanlarni o‘qitishda kompyuter texnologiyasidan foydalanish ijobiy natijalarni olib kelmoqda.

Biologiya fanlarini o‘qitishda raqamli texnologiyalarning bir qancha vositalari va platformalari mavjud. Bundan tashqari virtual reallikka(VR) asoslangan dasturlardan foydalanish mumkin. Misol sifatida virtual va kengaytirilgan reallikka asoslangan ARLOOPA platformasining ko‘plab imkoniyatlari mavjud. Bu ilovadan ta’lim muassasalarida laboratoriya xonalari va uskunalari yetishmaganda ulardan virtual holatda foydalanish mumkin(1-rasm).



1-rasm

Bundan tashqari biologiya darslariga oid amaliy masalalarni yechishda ham raqamli texnologiyalardan foydalanish samarali natijalar beradi. Quyida Google kompaniyasiga tegishli bo‘lgan Google sheets online muharriridan foydalanib hisoblash jarayonlarini avtomatlashtirish jarayoni keltirilgan. Bunda nomozshomgul rangining irsiylanish xususiyatini tatbiq etiladi. Irsiylanish xususiyatlarini google sheets orqali namoyon qilingan. Lekin bu bilan hamma belgilar ham domonantlik qilib retsessiv belgini yuzaga chiqishiga to‘sqinlik qiladi degani emas. Ba’zan ota-ona duragaylarni chatishtirilganda oraliq holda irsiylanishi ham mumkin. Ya’ni bu dominantlik chala holda namoyon bo‘lishi ham mumkin. Bunga yaqqol misol nomozshomgulning chala dominant holatda irsiylanishidir(2-rasm).



(2-rasm)

Bu jarayondagi belgilashlar quyidagi ma’nolarni anglatadi:
AA- qizil rangni
Aa- Pushti oraliq forma
aa- oq rangni namoyon qiladi.

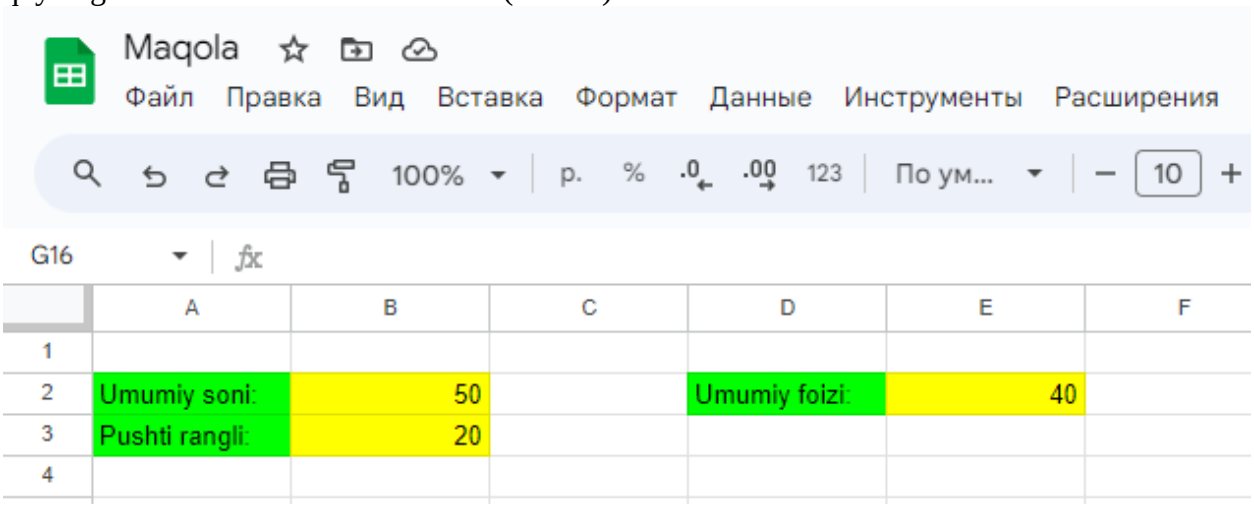
Bunda masala quyidagicha qo‘yilishi mumkin: Erkak va urg‘ochi gametalar o‘zaro chatishtirilganda necha foiz qizil, necha foiz pushti, necha foiz gametalar hosil bo‘ladi?

Agar biz olingan F1 bo‘g‘inni o‘zaro yana chatishtirsak F2 avlodda fenotip va genotip jihatdan nisbat

Genotip teng: 1:2:1
Fenotip teng: 1:2:1

Bundan tashqari, bitta nomozshomgulda emas balki o'simlik, hayvonlar va odamda ham belgilar avlodga chala dominantlik holatda o'tadi. Bu tajribani ingliz olimi U. Betson o'rganganligi yorqin misoldir. Hosil bo'lgan avlodlarining irsiylanish foizini aniqlashda google weetsdan foydalanamiz.

Demak bizda 4 ta avlod hosil bo'ldi. Ularning 25% qizil, 50% pushti ya'ni oraliq forma, 25% oq rangli nomozshomgullar ekanligi aniqlandi. Bu hisoblashlarni google sheetsda quyidagicha avtomatlashtirish mumkin(3-rasm):



3-rasm

Yuqoridagi holatda B2 va B3 yacheykalarga faqat umumiy soni va pushti ranglilar soni kiritiladi, undan kiritilgan raqamlarga qarab Umumiy foizi avtomatlashtirilgan holatda hisoblab beradi. Bu bilan hisoblashga ketadigan ortiqcha vaqt tejaladi va o'rganuvchilarga interaktiv tarza mavzu tushuntiriladi.

Xulosa: Ta'lim tizimida ham biologiya fanlarini o'qitishda yangi texnik vositalar, shu jumladan, raqamli texnologiyalar va boshqa axborot texnologiyalarining jadal kirib kelayotgan hozirgi davrida fanlararo uzviylikni ta'minlash maqsadida informatika fani yutuqlaridan foydalanishni tashkil etish o'quvchi yoshlarning bilim olish samaradorligini oshirishga juda katta yordam beradi. Keltrilgan ishda raqamli texnologiyalarni kasb-hunar maktab ta'lim muassasalariga tatbiq etish, o'qitish jarayonini optimallashtirishga keng yo'l ochib berishi isbotlandi.

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МАТЕМАТИЧЕСКОЕ МОДЕЛИРОВАНИЕ ДЛЯ ИССЛЕДОВАНИЯ ИЗМЕНЕНИЙ КОНЦЕНТРАЦИИ СОЛЕЙ И УРОВНЯ ГРУНТОВЫХ ПОЗЕМНЫХ ВОД

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Аннотация: В статье исследуется актуальная задача, процесса прогнозирование уровня степени поземных вод и фильтрации переноса солей в почвогрунтах. Приведен краткий обзор научных работ, посвященных различным аспектам и математическому обеспечению данного объекта. Для проведения комплексного исследования разработаны математическая модель, эффективный численный алгоритм, основанный на аппроксимации дифференциальных операторов на конечно разностные.

Ключевые слова: математическая модель, подземные воды, солеперенос, грунтовые воды, почвогрунт, гидромеханика, численный алгоритм

Введение. Создание крупных оросительных систем сопровождается значительным поступлением в источники орошения дренажно-сбросных вод повышенной минерализации. Объем дренажно-сбросных вод на многих оросительных системах Средней Азии, Закавказья и других районов достигает до 30% водозабора. Использование этих вод позволяет возвратить на поля, вынесенные с них удобрения и значительно улучшить качество вод таких рек, как Сырдарья и Амударья, минерализация которых уже достигает 2 г/л [3]. Однако длительное применение минерализованных вод приводит к резким негативным изменениям физико-химических свойство почв и повышению их щелочности [1]. То есть, наблюдается нарастание интенсивности естественного накопления солей в грунтовых водах и почвогрунтах. Степень засоленности почвы обычно тем больше, чем суше климат [2].

В этой связи, прогнозирование изменений физико-химических свойств почв в результате орошения минерализованными водами приобретает особое значение.

Постановка задачи. Принятые условия прогнозирования уровня поземных вод и фильтрации дают основание представить математическую модель объекта в виде системы нелинейных дифференциальных уравнений в частных производных:

$$\left.\begin{aligned} \mu\frac{\partial h}{\partial t} &= \frac{\partial}{\partial x}(kh\frac{\partial h}{\partial x})+\frac{\partial}{\partial y}(kh\frac{\partial h}{\partial y})+f-\omega; \\ \mu h\frac{\partial c}{\partial t} &= \frac{\partial}{\partial x}(Dh\frac{\partial c}{\partial x})+\frac{\partial}{\partial y}(Dh\frac{\partial c}{\partial y})-v_x h\frac{\partial c}{\partial x}-v_y h\frac{\partial c}{\partial y}+f\cdot c_f . \end{aligned}\right\} \quad (1)$$

Здесь $h(x,y,t)$ - уровень грунтовых вод; μ - коэффициент водоотдачи или недостатка насыщения; k - коэффициент фильтрации; f - внешний источник; ω - испарение; $c(x,y,t)$ - концентрация солей грунтового и водоносного горизонтов; v_x, v_y - компоненты скорости фильтрации; D -коэффициент конвективной диффузии солей; c_f - концентрация солей, поступающих из инфильтрационных вод;

Компоненты скорости фильтрации определяются как

$$v_x = -k\frac{\partial h}{\partial x}; v_y = -k\frac{\partial h}{\partial y}.$$

Система (1) решается при следующих начальных:

$$h(x,y,t_0)=h_0(x,y);\ c(x,y,t_0)=c_0(x,y)\ \text{при}\ t=t_0 \quad (2)$$

и граничных условиях:

$$kh\frac{\partial h}{\partial x}\Big|_{x=0} = -\lambda(h-h_0);\ kh\frac{\partial h}{\partial x}\Big|_{x=L} = \lambda(h-h_0); \quad (3)$$

$$kh\frac{\partial h}{\partial y}\Big|_{y=0} = -\lambda(h-h_0);\ kh\frac{\partial h}{\partial y}\Big|_{y=L} = \lambda(h-h_0); \quad (4)$$

$$\mu h\frac{\partial c}{\partial x}\Big|_{x=0} = -(c-c_0);\ \mu h\frac{\partial c}{\partial x}\Big|_{x=L} = (c-c_0); \quad (5)$$

$$\mu h\frac{\partial c}{\partial y}\Big|_{y=0} = -(c-c_0);\ \mu h\frac{\partial c}{\partial y}\Big|_{y=L} = (c-c_0). \quad (6)$$

где $h_0(x,y,t_0)$ - начальное условие уровня грунтовых вод; λ - коэффициент для приведения граничного условия к размерному виду; $c_0(x,y,t_0)$ -начальное распределение солей в водоносном горизонте.

Метод решения задачи. Для решения поставленной задачи введем безразмерные переменные [3]:

$$h^* = \frac{h}{h_0};\ x^* = \frac{x}{L};\ y^* = \frac{y}{L};\ k^* = \frac{k}{k_0};\ \tau = \frac{k_0 h_0}{\mu L^2}t;\ c^* = \frac{c}{c_0};\ D^* = \frac{D}{D_0}.$$

Тогда задача (1)-(6) примет следующий вид:

$$\left.\begin{aligned} &\frac{1}{h^*}\frac{\partial h^{*2}}{\partial \tau} = \frac{\partial}{\partial x^*}(k^*\frac{\partial h^{*2}}{\partial x^*}) + \frac{\partial}{\partial y^*}(k^*\frac{\partial h^{*2}}{\partial y^*}) + \xi(f-\omega);\\ &h^*\frac{\partial c^*}{\partial \tau} = \xi_1\frac{\partial}{\partial x^*}(D^*h^*\frac{\partial c^*}{\partial x^*}) + \xi_1\frac{\partial}{\partial y^*}(D^*h^*\frac{\partial c^*}{\partial y^*}) - \xi_2 v_x h^*\frac{\partial c^*}{\partial x^*} - \xi_2 v_y h^*\frac{\partial c^*}{\partial y^*} + \xi_3 f\, c_f. \end{aligned}\right\} \quad (7)$$

В дальнейшем для простоты знак «*» уравнениях будем опускать. Тогда задача (7) в безразмерных переменных переписывается следующим образом:

$$\left.\begin{aligned} &\frac{1}{\tilde{h}}\frac{\partial h^2}{\partial \tau} = \frac{\partial}{\partial x}(k\frac{\partial h^2}{\partial x}) + \frac{\partial}{\partial y}(k\frac{\partial h^2}{\partial y}) + \xi(f-\omega);\\ &h\frac{\partial c}{\partial \tau} = \xi_1\frac{\partial}{\partial x}(D\frac{\partial c}{\partial x}) + \xi_1\frac{\partial}{\partial y}(D\frac{\partial c}{\partial y}) - \xi_2 v_x h\frac{\partial c}{\partial x} - \xi_2 v_y h\frac{\partial c}{\partial y} + \xi_3 f\, c_f. \end{aligned}\right\} \quad (8)$$

$$\xi = \frac{2L^2}{k_0 h_0^2};\ D = Dh;\ \xi_1 = \frac{D_0}{k_0 h_0};\ \xi_2 = \frac{L}{h_0 k_0};\ \xi_3 = \frac{L^2}{k_0 h_0^2 c_0};$$

$$h(x,y,\tau_0) = h_0(x,y);\ c(x,y,\tau_0) = c_0(x,y);\ \ \tau = \tau_0\ . \quad (9)$$

$$\frac{k_0 h_0}{L}kh\frac{\partial h}{\partial x}\Big|_{x=0} = -\lambda(h_0 h - h_0);\ \frac{k_0 h_0}{L}kh\frac{\partial h}{\partial x}\Big|_{x=1} = \lambda(h_0 h - h_0); \quad (10)$$

$$\frac{k_0 h_0}{L}kh\frac{\partial h}{\partial y}\Big|_{y=0} = -\lambda(h_0 h - h_0);\ \frac{k_0 h_0}{L}kh\frac{\partial h}{\partial y}\Big|_{y=1} = \lambda(h_0 h - h_0); \quad (11)$$

$$\frac{\mu c_0 h_0}{L}h\frac{\partial c}{\partial x}\Big|_{x=0} = -(c_0 c - c_0);\ \frac{\mu c_0 h_0}{L}h\frac{\partial c}{\partial x}\Big|_{x=1} = (c_0 c - c_0); \quad (12)$$

$$\frac{\mu c_0 h_0}{L}h\frac{\partial c}{\partial y}\Big|_{y=0} = -(c_0 c - c_0);\ \frac{\mu c_0 h_0}{L}h\frac{\partial c}{\partial y}\Big|_{y=1} = (c_0 c - c_0). \quad (13)$$

Так как поставленная задача описывается системой нелинейных дифференциальных уравнений в частных производных, то получить аналитическое решение затруднительно.

Для решения задачи (8) - (13) применяем метод конечных разностей [5]. Для этого непрерывную области решения задачи заменяем сеточной:

$$\omega_{\Delta x,\Delta y,\Delta\tau} = \{x = i\Delta x;\ i = 0,1,2,...I;\ y = j\Delta y;\ j = 0,1,...,J;\ t_n = n\tau;\ n = 1,2,...,N\} \quad (14)$$

Далее аппроксимируем уравнение (8) по $(n+\frac{1}{2})$ и $(n+1)$ слоям, используя неявную схему на сетке $\omega_{\Delta x,\Delta y,\Delta\tau}$ в виде

$$\left.\begin{aligned}
&\frac{1}{\tilde{h}}\frac{(h^2)_{i,j}^{n+\frac{1}{2}}-(h^2)_{i,j}^{n}}{0.5\tau}=\frac{k_{i-0.5,j}(h^2)_{i-1,j}^{n+\frac{1}{2}}-(k_{i-0.5,j}+k_{i+0.5,j})(h^2)_{i,j}^{n+\frac{1}{2}}+k_{i+0.5,j}(h^2)_{i+1,j}^{n+\frac{1}{2}}}{\Delta x^2}+\\
&+\frac{k_{i,j-0.5}(h^2)_{i,j-1}^{n}-(k_{i-0.5,j}+k_{i+0.5,j})(h^2)_{i,j}^{n}+k_{i+0.5,j}(h^2)_{i,j+1}^{n}}{\Delta y^2}+2\xi(f_{ij}-\omega_{ij});\\
&h_{i,j}^{n+\frac{1}{2}}\frac{c_{i,j}^{n+\frac{1}{2}}-c_{i,j}^{n}}{0.5\tau}=\frac{\xi_1}{\Delta x^2}[D_{i-0.5,j}c_{i-1,j}^{n+\frac{1}{2}}-(D_{i-0.5,j}+D_{i+0.5,j})c_{i,j}^{n+\frac{1}{2}}+\\
&+D_{i+0.5,j}c_{i+1,j}^{n+\frac{1}{2}}]+\frac{\xi_1}{\Delta y^2}[D_{i,j-0.5}c_{i,j-1}^{n}-(D_{i,j-0.5}+D_{i,j+0.5})c_{i,j}^{n}+D_{i,j+0.5}c_{i,j+1}^{n}]-\\
&-\frac{\xi_2 h_{i,j}^{n+\frac{1}{2}}}{2\Delta x}[2v_x c_{i,j}^{n+\frac{1}{2}}-(|v_x|+v_x)c_{i-1,j}^{n+\frac{1}{2}}+(|v_x|-v_x)c_{i+1,j}^{n+\frac{1}{2}}]-\\
&-\frac{\xi_2 h_{i,j}^{n}}{2\Delta y}[2v_y c_{i,j}^{n}-(|v_y|+v_y)c_{i,j-1}^{n}+(|v_y|-v_y)c_{i,j+1}^{n}]+\xi_3 f_{i,j}c_{fi,j}.
\end{aligned}\right\}(15)$$

$$\left.\begin{aligned}
&\frac{1}{\tilde{h}}\frac{(h^2)_{i,j}^{n+1}-(h^2)_{i,j}^{n+\frac{1}{2}}}{0.5\tau}=\frac{k_{i-0.5,j}(h^2)_{i-1,j}^{n+\frac{1}{2}}-(k_{i-0.5,j}+k_{i+0.5,j})(h^2)_{i,j}^{n+\frac{1}{2}}+k_{i+0.5,j}(h^2)_{i+1,j}^{n+\frac{1}{2}}}{\Delta x^2}+\\
&+\frac{k_{i,j-0.5}(h^2)_{i,j-1}^{n+1}-(k_{i,j-0.5}+k_{i,j+0.5})(h^2)_{i,j}^{n+1}+k_{i,j+0.5}(h^2)_{i,j+1}^{n+1}}{\Delta y^2}+2\xi(f_{ij}-\omega_{ij});\\
&h_{i,j}^{n+1}\frac{c_{i,j}^{n+1}-c_{i,j}^{n+\frac{1}{2}}}{0.5\tau}=\frac{\xi_1}{\Delta x^2}[D_{i-0.5,j}c_{i-1,j}^{n+\frac{1}{2}}-(D_{i-0.5,j}+D_{i+0.5,j})c_{i,j}^{n+\frac{1}{2}}+\\
&+D_{i+0.5,j}c_{i+1,j}^{n+\frac{1}{2}}]+\frac{\xi_1}{\Delta y^2}[D_{i,j-0.5}c_{i,j-1}^{n+1}-(D_{i,j-0.5}+D_{i,j+0.5})c_{i,j}^{n+1}+D_{i,j+0.5}c_{i,j+1}^{n+1}]-\\
&-\frac{\xi_2 h_{i,j}^{n+\frac{1}{2}}}{2\Delta x}[2v_x c_{i,j}^{n+\frac{1}{2}}-(|v_x|+v_x)c_{i-1,j}^{n+\frac{1}{2}}+(|v_x|-v_x)c_{i+1,j}^{n+\frac{1}{2}}]-\\
&-\frac{\xi_2 h_{i,j}^{n+1}}{2\Delta y}[2v_y c_{i,j}^{n+1}-(|v_y|+v_y)c_{i,j-1}^{n+1}+(|v_y|-v_y)c_{i,j+1}^{n+1}]+\xi_3 f_{i,j}c_{fi,j}.
\end{aligned}\right\}(16)$$

Конечно-разностную систему (15) и (16) перепишем в виде систем алгебраических уравнений и получим:

$$a_i h_{i-1,j}^{n+\frac{1}{2}}-b_i h_{i,j}^{n+\frac{1}{2}}+c_i h_{i+1,j}^{n+\frac{1}{2}}=-d_i; \qquad (17)$$

$$a_i^1 c_{i-1,j}^{n+\frac{1}{2}} - b_i^1 c_{i,j}^{n+\frac{1}{2}} + c_i^1 c_{i+1,j}^{n+\frac{1}{2}} = -d_i^1; \quad (18)$$

$$a_j h_{i,j-1}^{n+1} - b_j h_{i,j}^{n+1} + c_j h_{i,j+1}^{n+1} = -d_j; \quad (19)$$

$$a_j^1 c_{i,j-1}^{n+1} - b_j^1 c_{i,j}^{n+1} + c_j^1 c_{i,j+1}^{n+1} = -d_j^1. \quad (20)$$

Здесь

$$a_i = k_{i-0.5,j} 2\tilde{h}_{i-1,j}; \quad b_i = \left(\frac{2\Delta x^2}{0.5\tau} + (k_{i-0.5,j} + k_{i+0.5,j}) 2\tilde{h}_{i,j} \right); \quad c_i = k_{i+0.5,j} 2\tilde{h}_{i+1,j};$$

$$d_i = \frac{2\Delta x^2 h_{i,j}^n}{0.5\tau} + (k_{i-0.5,j} + k_{i+0.5,j})\tilde{h}_{i,j}^2 - k_{i+0.5,j}\tilde{h}_{i+1,j}^2 +$$

$$+ \frac{\Delta x^2}{\Delta y^2}\left[k_{i,j-0.5}(2\tilde{h}_{i,j-1} h_{i,j-1}^n - \tilde{h}_{i,j-1}^2) - (k_{i-0.5,j} + k_{i+0.5,j})(2\tilde{h}_{i,j} h_{i,j}^n - \tilde{h}_{i,j}^2) \right]$$

$$+ \frac{\Delta x^2}{\Delta y^2}\left[k_{i,j+0.5}(2\tilde{h}_{i,j+1} h_{i,j+1}^n - \tilde{h}_{i,j+1}^2) \right] + 2\Delta x^2 \xi (f_{i,j} - \omega_{i,j});$$

$$a_i^1 = \left(\frac{\xi_1}{\Delta x^2} D_{i-0.5,j} + \frac{\xi_2 h_{i,j}^{n+\frac{1}{2}}}{2\Delta x}(|v_x| + v_x)\right);$$

$$b_i^1 = \left(\frac{h_{i,j}^{n+\frac{1}{2}}}{0.5\tau} + \frac{\xi_1}{\Delta x^2}(D_{i-0.5,j} + D_{i+0.5,j}) + \frac{\xi_2 h_{i,j}^{n+\frac{1}{2}}}{\Delta x} v_x\right);$$

$$c_i^1 = \left(\frac{\xi_1}{\Delta x^2} D_{i+0.5,j} - \frac{\xi_2 h_{i,j}^{t+\frac{1}{2}}}{2\Delta x}(|v_x| - v_x)\right);$$

$$d_i^1 = \left(\frac{h_{i,j}^{n+\frac{1}{2}}}{0.5\tau} c_{i,j}^n + \frac{\xi_1}{\Delta y^2}(D_{i,j-0.5} c_{i,j-1}^t - (D_{i,j-0.5} + D_{i,j+0.5}) c_{i,j}^n + D_{i,j+0.5} c_{i,j+1}^n) -\right.$$

$$\left. - \frac{\xi_2 h_{i,j}^n}{2\Delta y}[2v_y c_{i,j}^n - (|v_y| + v_y) c_{i,j-1}^n + (|v_y| - v_y) c_{i,j+1}^n] + \xi_3 f_{i,j} c_{fi,j}\right);$$

$$a_j = 2\tilde{h}_{i,j-1} k_{i,j-0.5}; \quad b_j = \left(\frac{2\Delta y^2}{0.5\tau} + 2\tilde{h}_{i,j}(k_{i,j-0.5} + k_{i,j+0.5}) \right); \quad c_j = 2\tilde{h}_{i,j+1} k_{i,j+0.5};$$

$$d_j = \frac{2\Delta y^2}{0.5\tau} h_{i,j}^{n+\frac{1}{2}} - k_{i,j-0.5}\tilde{h}_{i,j-1}^{2} + (k_{i-0.5,j} + k_{i+0.5,j})\tilde{h}_{i,j}^{2} + k_{i,j+0.5}\tilde{h}_{i,j+1}^{2} +$$

$$+ \frac{\Delta y^2}{\Delta x^2}\Big[k_{i-0.5,j} 2\tilde{h}_{i-1,j} h_{i-1,j}^{n+\frac{1}{2}} - k_{i-0.5,j}\tilde{h}_{i-1,j}^{2} - (k_{i-0.5,j} +$$

$$+ k_{i+0.5,j})2\tilde{h}_{i,j} h_{i,j}^{n+\frac{1}{2}} + (k_{i-0.5,j} + k_{i+0.5,j})\tilde{h}_{i,j}^{2} \Big]$$

$$+ \frac{\Delta y^2}{\Delta x^2}\Big[k_{i+0.5,j} 2\tilde{h}_{i+1,j} h_{i+1,j}^{n+\frac{1}{2}} - k_{i+0.5,j}\tilde{h}_{i+1,j}^{2} \Big] + 2\Delta y^2 \xi(f_{i,j} - \omega_{i,j});$$

$$a_j^1 = (\frac{\xi_1}{\Delta y^2} D_{i,j-0.5} + \frac{\xi_2 h_{i,j}^{n+1}}{2\Delta y}(|v_y| + v_y)); \; b_j^1 = (\frac{h_{i,j}^{n+1}}{0.5\tau} + \frac{\xi_1}{\Delta y^2}(D_{i,j-0.5} + D_{i,j+0.5}) + \frac{\xi_2 h_{i,j}^{n+1}}{\Delta y} v_y);$$

$$c_j^1 = (\frac{\xi_1}{\Delta y^2} D_{i,j+0.5} - \frac{\xi_2 h_{i,j}^{n+1}}{2\Delta y}(|v_y| - v_y));$$

$$d_j^1 = (\frac{h_{i,j}^{n+1}}{0.5\tau} c_{i,j}^{n+\frac{1}{2}} + \frac{\xi_1}{\Delta x^2}[D_{i-0.5,j} c_{i-1,j}^{n+\frac{1}{2}} - (D_{i-0.5,j} + D_{i+0.5,j}) c_{i,j}^{n+\frac{1}{2}} + D_{i+0.5,j} c_{i+1,j}^{n+\frac{1}{2}}] -$$

$$- \frac{\xi_2 h_{i,j}^{n+\frac{1}{2}}}{2\Delta x}[2v_x c_{i,j}^{n+\frac{1}{2}} - (|v_x| + v_x) c_{i-1,j}^{n+\frac{1}{2}} + (|v_x| - v_x) c_{i+1,j}^{n+\frac{1}{2}}] + \xi_3 f_{i,j} c_{fi,j}).$$

Аппроксимируем граничные условия (9)-(13), и получим:

$$h_{i,j}^{n}\Big|_{n=0} = h_{i,j}^{0}; \;\; c_{i,j}^{n}\Big|_{n=0} = c_{i,j}^{0};$$

$$\frac{k_0 h_0}{2L} k_{1,j} \frac{h_{1,j}^2 - h_{0,j}^2}{\Delta x} = -\lambda(h_0 h_{1,j}^2 - h_0); \; \frac{k_0 h_0}{2L} k_{I,j} \frac{h_{I,j}^2 - h_{I-1,j}^2}{\Delta x} = \lambda(h_0 h_{I,j}^2 - h_0);$$

$$\frac{k_0 h_0}{2L} k_{i,1} \frac{h_{i,1}^2 - h_{i,0}^2}{\Delta y} = -\lambda(h_0 h_{i,1}^2 - h_0); \; \frac{k_0 h_0}{2L} k_{i,J} \frac{h_{i,J}^2 - h_{i,J-1}^2}{\Delta y} = \lambda(h_0 h_{i,J} - h_0);$$

$$\frac{\mu c_0 h_0}{\Delta x L} h_{0,j}^{n+\frac{1}{2}} c_{1,j}^{n+\frac{1}{2}} - \frac{\mu c_0 h_0}{\Delta x L} h_{0,j}^{n+\frac{1}{2}} c_{0,j}^{n+\frac{1}{2}} = -c_0 c_{0,j}^{n+\frac{1}{2}} + c_0;$$

$$\frac{\mu c_0 h_0}{\Delta x L} h_{I,j}^{n+\frac{1}{2}} c_{I,j}^{n+\frac{1}{2}} - \frac{\mu c_0 h_0}{\Delta x L} h_{I,j}^{n+\frac{1}{2}} c_{I-1,j}^{n+\frac{1}{2}} = c_0 c_{I,j}^{n+\frac{1}{2}} - c_0;$$

$$\frac{\mu c_0 h_0}{\Delta y L} h_{i,0}^{n+1} c_{i,1}^{n+1} - \frac{\mu c_0 h_0}{\Delta y L} h_{i,0}^{n+1} c_{i,0}^{n+1} = -c_0 c_{i,0}^{n+1} + c_0;$$

$$\frac{\mu c_0 h_0}{\Delta y L} h_{i,J}^{n+1} c_{i,J}^{n+1} - \frac{\mu c_0 h_0}{\Delta y L} h_{i,J}^{n+1} c_{i,J-1}^{n+1} = c_0 c_{i,J}^{n+1} - c_0;$$

Выводы. Для исследования процесса изменений концентрации солей и уровня грунтовых вод со временем, разработана математическая модель, описываемая системой нелинейных дифференциальных уравнений в частных производных с соответствующими начальными и граничными условиями с учетом внешних источников. Также разработан консервативный численный алгоритм для проведения вычислительных экспериментов на

ЭВМ. Созданный математический аппарат позволяет значительно сократить объем натурных исследований и свести к минимуму дорогие и ресурсоемкие опытные работы.

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DASTURLASH KO'NIKMALARINI OSHIRISH BO'YICHA KREATIVLIK POTENTSIALINI RIVOJLANTIRISH USULLARI

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Annotatsiya. Mazkur tadqiqot ishida dasturlash ko'nikmalarini oshirish bo'yicha kreativlik potentsialini rivojlantirishning usullari tadqiq qilingan. Bunda kreativ pedagogikaning mazmun va mohiyati, kraetiv pedagogikani kasbiy faoliyat turlaridagi o'rni va o'qitishda qo'llashning tahlili keltirib o'tilgan. Dasturlash ko'nikmalarini oshirishda ijodiy rivojlanishning bosqichlari va ularning imkoniyatlari keltirib o'tilgan. Dasturlash fanlarini o'zlashtirish asosida ijodkorlikni oshirish uchun onlayn contest tizimlaridan foydalanish samaradorligi taklif qilingan. Dasturlash ko'nikmalarini oshirish uchun foydali bo'lgan contest tizimlaridan foydalanish usullari ishlab chiqilgan.

Kalitli so'zlar. Kraetivlik, ijodkorlik, dasturlash texnologiyalari, kreativlik potentsiali, onlayn contest dasturlari.

Pedagoglar o'z-o'zidan ijodkor bo'lib qolmaydi. Ularning ijodkorlik qobiliyati ma'lum vaqt ichida tinimsiz o'qib-o'rganish, o'z ustida ishlash orqali shakllantiriladi va ular asta-sekin takomillashib, rivojlanib boradi. Bunda pedagoglarning o'zini-o'zi ijodiy faoliyatga yo'naltirishi va bu faoliyatlarini samarali tashkil eta olishi muhim ahamiyatga ega. Pedagoglar ijodiy faoliyatni tashkil etishda muammoli masalalarni echish, muammoli vaziyatlarni tahlil qilish, shuningdek, pedagogik xarakterdagi ijod mahsulotlarini yaratishga alohida e'tibor qaratishi zarur [2]. Muammoli masala va vaziyatlarni hal qilar ekan, pedagogning masala yechimini topishga ijodiy yondashishi unda hissiy-irodaviy sifatlarning rivojlanishiga yordam beradi. Pedagog o'z oldiga muammoli masalalarni qo'yish orqali mavjud bilimlari va hayotiy tajribalariga zid bo'lgan dalillar bilan to'qnash keladi. Buning natijasida o'z ustida ishlash, mustaqil o'qib o'rganishga nisbatan ehtiyoj sezadi [3,4]. Demak, o'z-o'zini tarbiyalash - bu pedagogik yo'naltirilgan jarayon. O'z ustida ishlashga psixologik va amaliy tayyorgarlik bu ta'limning eng muhim vazifalaridan biridir.

Bo'lajak o'qituvchilarning dasturlash ko'nikmalarini rivojlantirish uchun alabatta ta'lim olishda shaxsning ijodkorlik xususiyatlarini oshirish kerak bo'ladi.. Dasturlash texnologiyalarini o'zlashtirish va uni rivojlantirish ijodiy fikrlash talab etadi. Ijodkorlikni rivojlantirish uchun kreativ usullarning bir qancha imkoniyatlari mavjud. Kraetiv usullar mavjud bilimlar asosida yangi bilim natijalarini ishlab chiqishga yo'naltirilgan usullardan hisoblanadi [1]. Kreativ pedagogikaning umumiy mohiyatini aniq bir holatlarini ifodalovchi bir qator tushunchalar asosida yoritib beriladi. Ularni quyidagi kasbiy faolyat turlari orqali ko'rsatib o'tishimiz mumkin:

Ijodkorlik bu muammolarni hal qilish, boshqalar bilan muloqot qilish, o'zimizni va boshqalarni ko'ngil ochishda foydali bo'lishi mumkin bo'lgan g'oyalar, alternativalar yoki imkoniyatlarni yaratish yoki tan olish tendentsiyasi sifatida aniqlanadi;

Dasturlashda kreativlikni oshirish vositalari sifatida onlayn contest tizimlari juda ham samarali vosita hisoblanadi . Contest tizimlarida talabalar osondan qiyinga qarab dasturlarni onlayn yaratish imkoniyati yaratiladi.

Contest tizimlari – sport dasturlash bo‘yicha masalalar to‘plami va bu masalalarni yechishning onlayn komplyatorlar majmuasi hisoblanadi.

Dasturlash ko‘nikmalarini rivojlantirish uchun online contest dasturlarini taklif etamiz.

LeetCode. LeetCodeonline contest dasturi dasturlash ko‘nikmalarini oshirish uchun osondan qiyinga qarab shakllantirilgan masalalar to‘plami va bu masalalar yechimlarini onlayn tekshirishga mo‘ljallangan platforma hisoblanadi.

Dasturlashni o‘rganuvchilar uchun Leetcode turli xil qiyinchiliklarda minglab kodlash muammolarini joylashtiradigan sayt bo‘lib, unda ularni hal qilish imkoniyatlari keng. Shu bilan birga yechim aniq bo‘lishi kerak bo‘lgan turli sinov holatlarini taqdim etadi [2]. Bundan tashqari LeetCode shuningdek, ushbu muammolarni hal qilish usullarini baham ko‘radigan va sharhlaydigan katta foydalanuvchilar hamjamiyatiga ega. LeetCodening eng keng tarqalgan foydalanuvchisi dunyodagi eng yirik texnologiya kompaniyalaridan birida ish izlayotgan kishi bo‘lib, ularning barchasi kodlash muammolaridan kuniga minglab murojaat etuvchilar orasidan eng yaxshi nomzodlarni tanlash vositasi sifatida foydalanadi. Saytdan ro‘yxatdan o‘tish uchun Leetcode.com saytiga kiriladi.

Robocontest. Robocontest contest dasturi dasturlash ko‘nikmalarini oshirish uchun osondan qiyinga qarab shakllantirilgan masalalar to‘plami va bu masalalar yechimlarini onlayn tekshirishga mo‘ljallangan platforma hisoblanadi [2].

Robocontest orqali dasturlash mahoratini oshirish va bilimlarni kengaytirish, texnik suhbatlarga tayyorgarlik ko‘rish uchun yordam beradigan eng ilg‘or va qulay platformalardan biri hisoblanadi. Ushbu platforma dunyoning eng kuchli algo platformalari tajribasini o‘rganish asosida yaratilgan bo‘lib o‘quv va do‘stona raqobatni kuchaytirish imkonini yaratadi.

XulosaTadqiqot ishida bo‘lajak o‘qituvchilarda dasturlash ko‘nikmalarini oshirish uchun kreativlik potensialini rivojlantirish va uning imkoniyatlari tadqiq qilindi. Kreativlik potensialini rivojlantirishda o‘z-o‘zini tarbiyalashning paydo bo‘lishi va rivojlanishining asosiy bosqichlari keltirib o‘tildi. O‘quv jarayonida axborot-kommunikatsiya texnologiyalaridan foydalanish foydalanuvchilarning tafakkur ko‘nikmalarini va murakkab vazifalarni hal qilish malakalarini rivojlantirish imkoniyatlari, onlayn platformalarning o‘rni batafsil yoritib o‘tildi. Axborot-kommunikatsiya texnologiyalaridan foydalanish sifatida onlayn contest dasturlari va ularning imkoniyatlari tushuntirib o‘tildi.

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МАТЕМАТИЧЕСКОЕ МОДЕЛИРОВАНИЕ ГИДРОДИНАМИЧЕСКОГО СОПРОТИВЛЕНИЯ В КОЛЕБАТЕЛЬНОМ ПОТОКЕ ВЯЗКОУПРУГОЙ ЖИДКОСТИ

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Аннотация. Решены задачи о колебательном течении вязкоупругой жидкости в плоском канале при заданном гармоническом колебании расхода жидкости на основе обобщенной модели Максвелла. Определена передаточная функция, амплитудно-фазовой частотной характеристик. С помощи этой функции исследованы зависимость гидродинамического сопротивления от безразмерной частоты колебаний при различных значениях упругое число Деборы и концентрации Ньютоновской жидкости. Показано, что в колебательном течении вязкоупругой жидкости, гидродинамическое сопротивление уменьшается в зависимости отчисло Деборы. С увеличением этого число уменьшение становится еще ярче, чем прежним. Этот эффект позволяет оценить гидродинамического сопротивление при заданном законе изменение продольной скорости осредненной по сечению канала, а также при течении вязкоупругой жидкости в нестационарном потоке, позволяют, определит диссипации механической энергии среды, имеющие важные значения прирегулирование гидрои пневмосистем.

Ключевое слово: Вязкоупругая жидкость, нестационарный поток, передаточная функция, колебательное течение, амплитуда, фаза

Введение. Практический интерес предоставляет изучение пульсирующие течения вязкоупругой жидкости в плоском канале и в цилиндрической трубе под воздействием гармонических колебаний градиента давления или при наложении на течение гармонических колебаний расхода жидкости. В [1] исследовано движение вязкоупругой жидкости по длинной трубе под действием колебательного градиента давления. Показаны отличительные особенности этого движения по сравнению соответствующего движения ньютоновской жидкости. Исследовано безынерционный колебательный поток вязкоупругой жидкости в круглой бесконечной трубе под действием колебательного градиента давления в работе [2], в котором показано, что в осциллирующем потоке профили продольной скорости симметричны и существует значительный фазовый сдвиг между градиентом давления и скоростью.В пульсирующих потоках фазовый сдвиг фактически отсутствовал, и осевая скорость изменялась несимметрично относительно своего среднего за период колебания.Ламинарные колебательные течения вязкоупругих жидкостей Максвелла и Олдройда-Б были исследованы в работе [3]. Где демонстрируется много интересных особенностей отсутствующих в потоках ньютоновских жидкостей. Результаты исследование [3]показывают,что в безынерционном режиме, когда $\mathrm{Re} \ll 1$ свойства течения зависят от трех характерных длин.Длина волны λ_0 и длина затухания

вязкоупругих сдвиговых волн $x_0 = (\frac{2\nu}{\omega_0})^{1/2}$,здесь ν-кинематическаявязкость; ω_0-частота колебания,а также характерная поперечнаяразмер системы a. С этой связи соответственно длины разделены на трех шкалы и трех независимыхбезразмерные группы: $\frac{t_\vartheta}{\lambda}$(вязкость до времени релаксации), De (время релаксации до периода колебаний) и X (коэффициент вязкости). В место с тем, колебательное области течения разделены на двухсистемах, соответствующих «широкому» ($\frac{a}{x_0} > 1$) и «узкому» ($\frac{a}{x_0} < 1$) системы. В широких системах колебания ограничиваются около стеночнымитечениями, а в центральной ядре невязкой. В узких системах поперечные волны пересекают всю систему и пересекают ее центр тоже, что в конечном итоге приводит к конструктивным резонансам, которые приводят к резкому увеличению амплитудыпрофиля скорости. В [4] проанализированы нестационарные течения вязкоупругой жидкости на модели Олдройда-Б в круглой бесконечной цилиндрической трубе под действием зависящего от времени градиента давления в следующих случаев: а)градиент давления изменяется со временем в соответствии с экспоненциальном законам; б) градиент давления изменяется по гармоническим законам; в) градиент давление постоянный. Во всех случаях получены формулы для распределения скорости, расхода жидкости и других гидродинамических величин в пульсирующем потоке. На основе модели Максвелла в [5] рассмотрена задача нестационарного колебательного течения вязкоупругой жидкости в круглой цилиндрической трубе. Получены формулы для определения динамических и частотных характеристик. С помощью численных экспериментов изучены влияние частоты колебания и релаксационных свойств жидкости на касательное напряжение сдвига на стенке. Показаны, что вязкоупругое свойства жидкости, а также ее ускорение является ограничивающим факторами для использования квазистационарного подхода.

В последние десятилетия электрокинетические явления, в том числе электроосмос, потенциал течений, электрофорез и седиментационый потенциал привыкла к себе большое внимание и предоставила множество приложений в микро и наноканалах. В связи с этим в работе [6] исследовано электрокинетическое течение вязкоупругих жидкостей в плоском канале под воздействием колебательного градиента давления. Предполагается, что движения жидкости происходит ламинарно и однонаправленные, с этой связи движения жидкости находится в линейном режиме. Поверхностные потенциалы считается малым, поэтому уравнение Пуассона-Больцмана линеаризуется. В течение появляется резонансное поведения, когда преобладает упругое свойства жидкости Максвелла. Резонансное явление усиливает электрокинетических эффектов, и место с тем усиливается эффективность преобразования электрокинетической энергии.

В перечисленныхвыше работах в основном исследуется поле скоростей жидкости при различных режимах изменение градиента давления. Изменение касательные и нормальные напряжение возникающие при движении исследованы относительно, мало. В большинстве случаев в гидродинамических моделях нестационарных течений жидкости заменялись последовательностью течений с квазистационарном распределением гидродинамических величин. Однако, структуры нестационарных течений отличается от структуры стационарных течений, и в таких случаях такая замена должна быть обоснованным в каждом конкретным случае. В настоящее время вопрос правомерности исследования квазистационарных характеристик для определения поля касательных напряжений в нестационарных течений вязкой и вязкоупругой жидкостей далеко не решён. Естественно, что в таких условиях возникает необходимости, что использовать гидродинамических моделей нестационарных процессов учитывающие изменение гидродинамических характеристик потока в зависимости от времени. Следует, отметит,

что в общем случае гидродинамических характеристик в трубопроводном транспорте не может быть определено из характеристик, которые соответствуют условиям стационарного потока.

В данной работе исследуется колебательное течение вязкоупругой жидкости на обобщенной модели Максвелла в плоском канале при наложении на течение гармонических колебаний расхода жидкости. Определяется передаточное функция амплитудно-фазовых частотных характеристик(АФЧХ). С помощью этой функции анализируется изменение гидродинамического сопротивления при колебательном потоке упруговязкой жидкости в зависимости от безразмерной частоты колебаний.

1.Пастановка задачи и метод решения

Рассматрим задачи медленного колебательного течения вязкойупругой несжимаемой жидкости между двумя неподвижными параллельными плоскостями простирающимися в обе стороны до бесконечности. Обозначим расстояние между стенками через $2h$. Ось $0x$ проходит горизонтально в средине канала вдоль потока. Ось $0y$ направлено перпендикулярно к оси $0x$. Течение вязкоупругой жидкости происходит симметрично по оси канала. Дифференциальное уравнение движения вязкойупругой несжимаемой жидкости в напряжение имеет следующие вид [7-10]

$$\rho \frac{\partial u}{\partial t} = -\frac{\partial p}{\partial x} - \frac{\partial \tau}{\partial y} \quad (1.1)$$

где u-продольная скорость; p-давление; ρ-плотность; τ-касательная напряжения; t-время.

Реологические уравнения состояния жидкости принимается в виде обобщенного уравнения Максвелла [3,6]

$$\tau = \tau_s + \tau_p,\ \tau_s = -\eta_s \frac{\partial u}{\partial y},\ \lambda \frac{\partial \tau_p}{\partial t} + \tau_p = -\eta_p \frac{\partial u}{\partial y} \quad (1.2)$$

Здесь λ-время релаксация; τ_s-касательная напряжения Ньтоновской жидкости; τ_p-касательная напряжения Максвелловской жидкости; τ-касательная напряжения раствора; η_s-динамическая вязкость Ньтоновской жидкости; η_p- динамическая вязкость Максвелловской жидкости. Между динамических вязкостей выполняется равенство [3,6]

$$\eta_0 = \eta_s + \eta_p$$

где η_0 - динамическая вязкость раствора.

Подставляя (1.2) в уравнение движения (1.1) для скорости жидкости, получаем

$$\rho(1+\lambda\frac{\partial}{\partial t})\frac{\partial u}{\partial t} = -(1+\lambda\frac{\partial}{\partial t})\frac{\partial p}{\partial x} +$$

$$\eta_s(1+\lambda\frac{\partial}{\partial t})\frac{\partial^2 u}{\partial y^2} + \eta_p\frac{\partial^2 u}{\partial y^2} \quad (1.3)$$

Считаем, что колебательное течение вязкоупругойжидкости происходит за счет заданного гармонического колебание расхода жидкости или продольной скорости осреднённой по сечению канала.

$$Q = a_Q \cos\omega t = \mathrm{Re}\, a_Q e^{i\omega t},\quad < u >= a_u \cos\omega t = \mathrm{Re}\, a_u e^{i\omega t}$$

где a_Q и a_u - амплитуды расхода жидкости и амплитудыпродольной скорости осредненной по сечению канала. В данном случае течение происходит симметрично по оси канала, а стенке канала удовлетворяется условия прилипание, т.е. продольная скорость на стенке канала равна нулю. Тогда граничными условиями будут:

$$u = 0 \text{ при } y = h \text{ , } \frac{\partial u}{\partial y} = 0 \text{ при } y = 0 \quad (1.4)$$

В силу линейности уравнение (1.3) продольной скорости, давление, касательное напряжение на стене можно записывать в следующем образом

$$u(y,t) = \mathrm{Re}\, u_1(y)e^{i\omega t} \text{ , } p(x,t) = \mathrm{Re}\, p_1(x)e^{i\omega t} \text{ , } \tau(t) = \mathrm{Re}\, \tau_1 e^{i\omega t} \quad (1.5)$$

Подставляя (1.5) в уравнение (1.3), получаем

$$\frac{\partial^2 u_1(y)}{\partial y^2} - \frac{\rho i\omega}{\eta_0}\left(X + \frac{Z}{(1+i\omega\lambda)}\right)^{-1} u_1(y) = \frac{1}{\eta_0}\left(X + \frac{Z}{(1+i\omega\lambda)}\right)^{-1} \frac{\partial p_1(x)}{\partial x} \quad (1.6)$$

Здесь $X = \frac{\eta_s}{\eta_0},\ Z = \frac{\eta_p}{\eta_0},\ X + Z = \frac{\eta_s}{\eta_0} + \frac{\eta_p}{\eta_0} = 1$

Фундаментальны решениями уравнения (1.6) без правой части будут функции

$$\cos\left(\frac{i^{3/2}\alpha_0}{h}\eta(i\omega)y\right) \text{ и } \sin\left(\frac{i^{3/2}\alpha_0}{h}\eta(i\omega)y\right)$$

здесь $\eta(i\omega) = \left(\frac{1+i\omega\lambda}{1+i\omega\lambda X}\right)^{1/2}$, $\alpha_0 = \sqrt{\frac{\rho\omega}{\eta_0}}h$.

а решения неоднородной части имеет вид

$$\frac{1}{\rho i\omega}\left(-\frac{\partial p_1(x)}{\partial x}\right)$$

Таким образом, общее решение уравнения (1.6) будет

$$u_1(y) = C_1 \cos\left(i^{3/2}\alpha_0\eta(i\omega)\frac{y}{h}\right) + C_2 \sin\left(i^{3/2}\alpha_0\eta(i\omega)\frac{y}{h}\right) + \frac{1}{\rho i\omega}\left(-\frac{\partial p_1(x)}{\partial x}\right) \quad (1.7)$$

Для определения постоянных коэффициентов C_1 и C_2 используем граничными условиями (1.4)

$$\frac{\partial u_1(y)}{\partial y} = -C_1\frac{i^{3/2}\alpha_0}{h}\eta(i\omega)\sin\left(i^{3/2}\alpha_0\eta(i\omega)\frac{y}{h}\right) + C_2\frac{i^{3/2}\alpha_0}{h}\eta(i\omega)\cos\left(i^{3/2}\alpha_0\eta(i\omega)\frac{y}{h}\right) \quad (1.8)$$

при $y = 0$ (1.8) имеет вид

$$0 = C_2\frac{i^{3/2}\alpha_0}{h}\eta(i\omega)$$

Отсюда легко найти

$$C_2 = 0$$

из (1.7) определяем C_1 при условии, что $u_1 = 0$ при $y = h$

$$C_1 = -\frac{1}{\rho i\omega}\left(-\frac{\partial p_1(x)}{\partial x}\right)\frac{1}{\cos\left(i^{3/2}\alpha_0\eta(i\omega)\right)}$$

В результате этого для определения скорости будем иметь:

$$u_1(y) = \frac{1}{\rho i\omega}\left(-\frac{\partial p_1(x)}{\partial x}\right)\left(1-\frac{\cos\left(i^{3/2}\alpha_0\eta(i\omega)\frac{y}{h}\right)}{\cos\left(i^{3/2}\alpha_0\eta(i\omega)\right)}\right) \quad (1.9)$$

где $\alpha_0 - \sqrt{\frac{\omega}{\nu_0}}h$-колебательное число Уомерсли (безразмерная частота колебаний); ν_0-кинематическая вязкость раствора.

С помощью уравнение

$$\tau_1(i\omega) = -\frac{\eta_0}{\eta^2(i\omega)}\frac{\partial u_1(y)}{\partial y}\Big|_{y=h} \quad (1.10)$$

(1.10) находим касательное напряжение сдвига на стенке

$$\tau_1(i\omega) = -h\left(-\frac{\partial P}{\partial x}\right)\frac{1}{i\alpha_0^2}\left(\frac{i^{3/2}\alpha_0\eta(i\omega)\sin\left(i^{3/2}\alpha_0\eta(i\omega)\right)}{\cos\left(i^{3/2}\alpha_0\eta(i\omega)\right)}\right) \quad (1.11)$$

Теперь проинтегрирую обе части формулы (1.9) по переменной y в пределах от $-h$ до h, найдём формулы для расхода жидкости

$$Q_1 = 2h\left[\frac{1}{\rho i\omega}\left(-\frac{\partial p_1(x)}{\partial x}\right)\left(1-\frac{\sin\left(i^{3/2}\alpha_0\eta(i\omega)\right)}{\left(i^{3/2}\alpha_0\eta(i\omega)\right)\cos\left(i^{3/2}\alpha_0\eta(i\omega)\right)}\right)\right] \quad (1.12)$$

Учитывая в формулы (1.12) $Q_1 = 2h < u_1 >$, находим продольная скорость осреднённая по сечению канала

$$< u_1(i\omega) >= \frac{1}{\rho i\omega}\left(-\frac{\partial p_1(x)}{\partial x}\right)\left(1-\frac{\sin\left(i^{3/2}\alpha_0\eta(i\omega)\right)}{\left(i^{3/2}\alpha_0\eta(i\omega)\right)\cos\left(i^{3/2}\alpha_0\eta(i\omega)\right)}\right) \quad (1.13)$$

Здесь $\rho i\omega$ можно записать в виде

$$\rho i\omega = i\frac{\omega}{\nu}h^2\cdot\frac{\eta_0}{h^2} = i\alpha_0^2\frac{\eta_0}{h^2}$$

Тогда формула (1.13) с учетом (1.11) приобретает вид:

$$< u_1(i\omega) >= -\frac{h}{3\eta_0}\tau_1\cdot\frac{3i^{\frac{3}{2}}\alpha_0\eta(i\omega)\cos\left(i^{\frac{3}{2}}\alpha_0\eta(i\omega)\right)-\sin\left(i^{\frac{3}{2}}\alpha_0\eta(i\omega)\right)}{\left(i^{\frac{3}{2}}\alpha_0\right)^2\sin\left(i^{\frac{3}{2}}\alpha_0\eta(i\omega)\right)} \quad (1.14)$$

Используя формулы (1.14) определяем передаточную функцию $W_{\tau,u}(i\omega)$ для касательного напряжения на стенки, как

$$W_{\tau_1,u_1}(i\omega) = \frac{h}{3\eta_0}\frac{\tau_1(i\omega)}{u_1(i\omega)} \quad (1.15)$$

С учетом (1.15) из уравнения (1.14) получаем

$$W_{\tau_1,u_1}(i\omega)=\frac{h}{3\eta_0}\frac{\tau_1(i\omega)}{<u_1(i\omega)>}=-\frac{\left(i^{\frac{3}{2}}\alpha_0\right)^2\sin\left(i^{\frac{3}{2}}\alpha_0\eta(i\omega)\right)}{3(i^{\frac{3}{2}}\alpha_0\eta(i\omega)\cos\left(i^{\frac{3}{2}}\alpha_0\eta(i\omega)\right)-\sin\left(i^{\frac{3}{2}}\alpha_0\eta(i\omega)\right))}=\chi+\beta i \qquad (1.16)$$

Передаточная функция (1.16), иногда называется амплитудно-фазовая частотная характеристика (АФЧХ). Эти функции позволяет оценить гидравлическое сопротивление при заданном законе изменение продольной скорости осредненной по сечению канала. Так как ее действительная часть позволяет, определит активное гидравлическое сопротивление, а мнимая часть реактивное или индуктивность колебательного потока.

Заключение. Решены задачи о колебательном течении вязкоупругой жидкости в плоском канале при заданном гармоническом колебании расхода жидкости на основе обобщенной модели Максвелла. Определена передаточная функция, амплитудно-фазовой частотной характеристик. С помощи этой функции исследованы зависимость гидродинамического сопротивления от безразмерной частоты колебаний при различных значениях упругое число Деборы и концентрации Ньютоновской жидкости. Показано, что в колебательном течении вязкоупругой жидкости, гидродинамическое сопротивление уменьшается в зависимости от число Деборы. С увеличением этого число уменьшение становится еще ярче, чем прежним. Этот эффект позволяет оценить гидродинамического сопротивление при заданном законе изменение продольной скорости осредненной по сечению канала, а также при течении вязкоупругой жидкости в нестационарном потоке, позволяют, определит диссипации механической энергии среды, имеющие важные значения при регулирование гидрои пневмосистем.

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ДУНЁ БЎЙИЧА КАПИТАЛ БОЗОРИНИНГ СЕГМЕНТИ СИФАТИДА ҚИММАТЛИ ҚОҒОЗЛАР БОЗОРИНИНГ АКЦИЯЛАР БОЗОРИ САВДОЛАРИ КЎРСАТКИЧЛАРИ

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Аннотация: мазкур мақолада миллий валюта девальвацияси моҳиятан импортнинг миллий валютадаги қимматлашуви ва экспорт самарадорлигининг ортиши ҳисобига жорий ҳисобварақ дефицитини камайтиради. Бироқ, бу жараён бирдан юз бермайди. Чунки, биринчидан, ишлаб чиқарувчиларга ташқи бозорларга қайта мослашиш

учун вақт керак бўлади, иккинчидан, улар миллий валюта девальвациясига қадар тузилган шартномавий мажбуриятларини бажаришлари зарур.

Таянч сўзлар: валюта, саноат корхоналари, қимматли қоғозлар, капитал бозори, инвестициялар, инновациялар, инвестиция фаолиятига таъсир қилувчи омиллар, солиқ концепцияси, солиқ имтиёзлари, савдо ва божтарифлари.

Дунё бўйича молиявий капитал ҳаракатининг глобаллашуви шароитида капитал бозорини ривожлантириш мамлакат молиявий ресурсларини тўғри бошқариш ва капитал ҳаракати оқимини иқтисодиёт тармоқларига жалб этиш муҳим аҳамиятга эга ҳисобланади. Бу борада капитал бозори ва унинг миллий иқтисодиётдаги ўрнига таъсир этувчи омилларни белгилаб олиш, уларни тизимли таснифлаш ҳамда ўрганиш, уларнинг миқёсини баҳолаш кўрсаткич (индикатор)ларини танлашга алоҳида эътибор берилади.

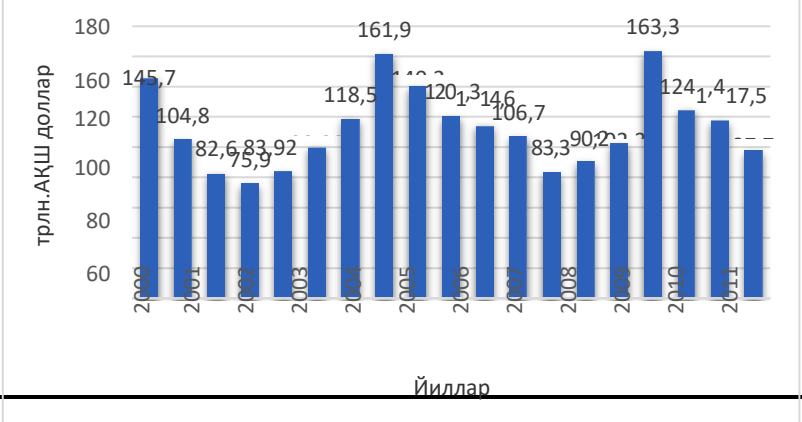
Ўзбекистонда капитал бозорининг ривожланишига таъсир этувчи омилларнинг таҳлили қуйидагиларни кўриб чиқишни тақозо этади:

- Ўзбекистонда капитал бозорига ва унинг иқтисодиётдаги ўрнига қандай омиллар таъсир кўрсатади? Ушбу омиллар қандай хусусиятларга эга?;
- капитал бозори ривожланишига таъсир этувчи омилларни қандай индикаторлар ёрдамида баҳолаш мумкин?

Ўзбекистонда капитал бозорига ва унинг иқтисодиётдаги ўрнига қандай омиллар таъсир кўрсатишини аниқлаш учун бу борада жаҳон амалиётида капитал бозори ривожланишига таъсир этувчи омилларни ҳамда уларни баҳолаш индикаторларини таснифлаш ва тавсифлаш лозимдир. Бу орқали капитал бозори фаолияти ва унга таъсир этувчи омилларни, уларнинг хусусиятлари, қонуниятлари очиб бериш, тушунишга ва унинг асосида муҳим илмий-назарий хулосалар чиқариш, таҳлил услубиётини шакллантиришга эришилади.

Жаҳон банки (World bank, www.worldbank.org) ҳамда Жаҳон фонд биржалари федерациясининг (WFE World Federation of Exchanges, www.world-exchanges.org) расмий маълумотларига қараганда, 2018 йил якуни билан дунёда капитал бозорининг жами савдолари ҳажми 111 трлн. АҚШ долларидан ортиқни ташкил этган бўлса, ушбу савдоларнинг умумий ҳажмида акциялар бозори 87 % улушни эгаллаган. Аммо, ушбу кўрсаткич сўнги 3 йилда пасайиш тенденциясини қайд этиб келмоқда. Яъни, жаҳондаги капитал бозорида акциялар савдолари ҳажми 2018 йилда 2016 йилга нисбатан 21 % га пасайганлигини кузатилган[173].

Қуйидаги 1-расмда келтирилган статистик маълумотлар асосида айтиш мумкинки, дунёда акциялар бозори қимматли қоғозлар бозорида юқори улушга эга эканлигидан келиб чиққан ҳолда, ушбу бозорнинг умумий ҳажми қимматли қоғозлар бозори ҳаракатини ҳам аниқ таҳлил қилишга бирмунча имкон беради. Қимматли қоғозлар бозорининг сегменти сифатида акциялар бозори савдоларининг 2018 йилдаги умумий ҳажми 97,7 трлн. АҚШдолларини ташкил этган. Албатта, бу жаҳондаги ЯИМ (2018 йилда 85,91 АҚШ доллари)дан 11,7 трлн. АҚШ доллари кўп ҳисобланади.



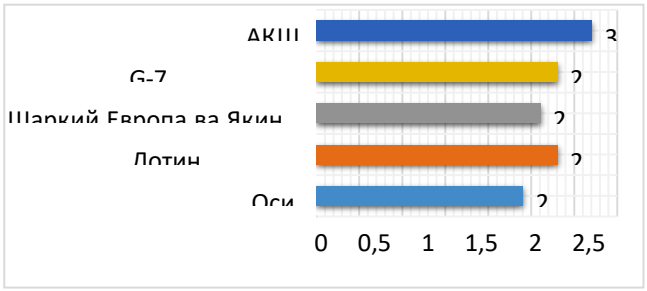
1-расм. Жаҳонда капитал бозорининг сегменти сифатида қимматли қоғозлар бозорининг акциялар бозори савдолари умумий ҳажми[174]

Шунга қарамасдан, статистик кўрсаткичлар ушбу савдолар ҳажми сўнгги 3 йилда пасайганлигини кўрсатиб турибди. Ушбу акциялар бозори умумий ҳажмини 2000-2018 йилгача бўлган 19 йиллик таҳлилий даврида 3 маротаба акциялар бозорида такрорий "катта тўлқинлар" қайд этилган. Булар2000, 2007, 2015 йилларда савдолар ҳажмининг ниҳоятда ўсганлиги натижасида қайд этилган. Умуман олганда савдолар ҳажми "катта тўлқинлар" оралиғидаги ўртача 6,7 йиллик танаффусда яна ўсаётганлигини кўриш мумкин. Демак бу орқали 2022 йилга келиб жаҳон қимматли қоғозлар бозорида акциялар савдо ҳажмларининг яна "катта тўлқин" ҳосил қилиб, умумий савдо ҳажми ўсишини прогноз қилиш мумкин.

Ушбу келтирилган статистика жаҳонда компаниялар қимматли қоғозлар бозори капитализациялашуви (ЯИМга нисбатан)нинг ҳам тебранишига ўзининг бевосита таъсирини ўтказилишини кўриш мумкин (2- расм).

2018 йилда жаҳонда қимматли қоғозлар бозори капитализациялашув даражаси 2000-йилдан паст даражада, яъни 92,9 % бўлишига қарамасдан ушбу таҳлил этилаётган даврда жаҳондаги ЯИМнинг умумий ўсиш тенденцияси мавжудлигини кўрамиз. Бу эса, 2018 йилда қимматли қоғозлар капиталазациялашув даражаси миқдор жиҳатдан 2000 йилга нисбатан 2018 йилда юқори бўлганлигини кўришимиз мумкин.

Иқтисодий инқироз таъсирида кейинги йилларда жаҳонда қимматли қоғозлар капитализациялашув даражаси кўрсаткичи пасайиш тенденциясини қайд этган. Бу инқироз таъсирида корпоратив тузилмалар молиявий аҳволининг ёмонлашуви билан боғлиқ бўлиши мумкин. (3-расм).



Дунё

3- расм. Дунё минтақаларида қимматли қоғозлар бозори спекулятив савдо оборотининг инқироз йилларида кескин ошиши

Шунингдек, мамлакатимиз иқтисодчи олимларининг таъкидлашича, 2019 йилда бошланган ва жорий йилларда ҳам давом этиб бораётган глобал саломатлик борасидаги фавқулодда ҳолат жаҳонда макроиқтисодий мувозанатга ўзининг салбий таъсирини ўтказиб келмоқда. Бу эса, ўз навбатида, қимматли қоғозлар бозоридаги капитализацияшув даражасига ҳам салбий таъсир ўтказиши айни ҳақиқатдир. Бу ҳолат, биринчидан, аҳоли саломатлигини хавф остида қолган мамлакатлардан молиявий капиталнинг қочиши каби салбий ҳолатни юзасига келтиради. Бу борада қуйидаги дастлабки прогнозларни келтирилади:

- мамлакатларда иқтисодий ўсиш даражаси ўрта муддатли даврда пасайиши кузатилади.
- тўғридан-тўғри хорижий инвестицияларни жалб этиш қийинлашиши мумкин. Бунинг олдини олиш учун, миллий фонд бозори барқарорлигини сақлаб туриш учун ички истеъмолни таъминлаш лозим бўлади.

- мамлакатларда макроиқтисодий мувозанат нобарқарорлашуви ортидан ЯИМ ҳажми қисқаради. Мувозанат бузилишига импорт самараси таъсирини камайтириш учун фоиз ставкаларини тушириш орқали ички истеъмолни таъминлаш муҳим ҳисобланади. Натижада, инсонлар кредитлар олиш имконияти ошиб, ялпи талаб ва ялпи таклиф мувозанатига эришиш мумкин[176].

Бунда, жаҳон миқёсида олинганда молия-кредит ва банк тизимининг ривожланиш тенденциялари ниҳоятда беқарор бўлсада, унинг таркибида жаҳон қимматли қоғозлар бозори салмоқли ўрин эгаллади уларнинг бир бутун ўзаро интеграциялашган архитектураси шаклланди. Уларнинг ривожланиши Кондратьев иқтисодий цикларига мослиги сабабли ҳам ҳозирга келиб жахондаги пул маблағлари таҳминан 1,1 триллиард АҚШ долларидан ортиқ маблағларнинг муомаладаги барча қимматли қоғозларда мужассамлашганлиги ни[177] ҳамда бундай ҳолат жаҳон иқтисодиётининг ривожланишида муҳим рол ўйнаши билан бир қаторда унга салбий таъсир ҳам кўрсатаяпти. Бундай ҳажмдаги молиявий активлар бир вақтнинг ўзида ривожланаётган давлатлар иқтисодиётини ўзгартиришга ҳам қодирлигини кўрсатмоқда. Умуман олганда, фонд бозори жаҳон иқтисодиёти субъектларининг аксарият қисминиўзига жалб қила олди.

Хулоса қилиб айтганда, Ўзбекистон капитал бозори ривожланиши учун турли хил ташқи ва ички омиллар макро ва микро даражада ўзининг ижобий ёки салбий таъсирини кўрсатади. Бу борада капитал бозори регулятив механизмини, ҳуқуқий мувофиқлаштириш тизими, бизнес юритиш муҳити ваинвестицион жозибадорликни янада яхшилаш, молиявий барқарорликни таъминлаш муҳим ўринга эга.

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PAXTANI VERTIKAL USULDA MAYDA IFLOSLIKLARDAN TOZALASH JARAYONIDA TOZALASH SAMARADORLIGINI OSHIRISHGA TA'SIR ETUVCHI OMILLAR TAHLILI

F.Sirojiddinov
SamDU Kattaqo'rg'on filiali

Annotatsiya: Ushbu maqolada paxtani mayda ifloslikdan tozalash jarayonida to'rli yuza ishchi zonasidan foydanish va tozalash samaradorligiga ta'sir etuvchi omillar tahlili o'rganilgan.

Аннотация: В данной стате рассмотрен анализ факторов, влияюших на эффективность очистки хлопка и исползование рабочей площади сетчатой поверхности в процессе очистки хлопка-сырса от мелких сорних примесей.

Annotation: This article discusses the analysis of factors affecting the efficiency of cleaning and the use of the working area of the mesh surface in the process of cleaning raw cotton from small weeds.

Qoziqchali-plankali barabanlari vertikal va parallel joylashgan paxtani ketma-ket harakatlantiruvchi takomillashtirilgan tozalagichda tajribalarni o'tkazish uchun diametri d=150 mm bo'lgan ikkita ta'miinlovchi valik orqali kelayotgan paxta, diametri D=400 mm bo'lgan 4 ta qoziqli baraban, to'rli yuza bilan qoziqchalar orasi 14÷18 mm, ishchi zonasi esa 3 xil maksimal 240^0, o'rtacha 210^0, minimal 180^0 qilib o'rnatilgan laboratoriya uskunasi tayyorlangan (1-rasm).

Qoziqchali- plankali barabanlar paxtani tozalash jarayonida to'rli yuza oralaridan paxtani chiziqli tezligi 9 m/s gacha bo'lgan tezlik bilan olib o'tadi. Unda harakatlanayotgan paxta yo'nalishi o'rnatilgan qoziqchali barabanlar harakati ta'sirida zig-zag yo'nalish tarzida harakatlanadi va birinchi qoziqchali barabandan o'tgan paxta tozalagich devorlariga urilib, o'z og'irligi bilan ikkinchi qoziqchali barabanga tushadi. Ikkinchi qoziqchali baraban bilan kontakt hosil qilgan paxta teskari tomoni bilan to'rli yuza ishchi zonasidan o'tishi natijasida paxta titilishi yuzaga keladi, hamda paxtadan mayda iflosliklarni tozalash samaradorligini oshishi kuzatildi.

Qoziqchali barabanlarning tezliklari va ularning chiziqli tezliklari 8 TM 0.5 markali taxometr (aniqlik sinfi 2, o'lchov birligi 10 ayl/min.) yordamida qoziqchali-plankali barabanning aylanish tezliklari o'lchandi va qoziqchali-plankali barabanlarni aylanishlar soni tiqilishlarni oldini olish maqsadida 400, 410, 420 va 430 ayl/soni qilib o'rnatildi [1].

Tajriba o'tkazilgandan keyin tajriba rejasini yozish va tajriba natijalarini qayta ishlash uchun kichik X_1, X_2 harflarda belgilanadigan omillarning kodlashgan qiymatlaridan foydalaniladi . . . X_i kodlashgan (o'lchamsiz kattalik) va X_i fizik (tabiiy) o'zgaruvchan quyidagi nisbatda o'zaro bog'langan.

$$X_i = \frac{x_i - x_{i0}}{\Delta i} \tag{1}$$

Bu yerda Δi – natural qiymatni variatsiya intervali; X_{i0} – nol darajasining tabiiy qiymati, $X_{i0} = \frac{x_н - x_в}{2}$, x_n, x_b – omilni pastki va yuqori sathini natural qiymati.

Omillarni kodlash, koordinata boshini omillarning asosiy omillar darajasiga nuqtasigao'tkazish va o'lchovni o'zgartirishga tengdir [2].

Hamma kodlashgan omillar – o'lchamsiz va normallashgan kattaliklardir. Tajriba jarayonida ular –1, 0, +1 qiymatlarini qabul qiladi.

To'liq omilli regression tenglamani olish maqsadida, unda mumkin bo'lgan kombinatsiyali (to'plamli) omillarning satxlari amalga oshirildi. Agar "*k*" omillar ikkita satxda o'zgarib tursa, barcha mumkin bo'lgan to'plamlar – $N_2=2^k$. Agar "*k*" omillar uchta satxga o'zgarib tursa bunda $N_3=3^k$.

Regressiya tenglamasini aniqlash uchun javoblar bo'yicha har bir funksiya uchun ikkita satxli $(k=2)$ uch omilli tajribaning matritsasini tuzamiz. $\bar{y}_{ui}$, orqali m parallel tajribalarda olingan, xar biri n tajribada aniqlangan tozalash samaradorligi y_{0ui} bo'yicha variatsiya koeffitsiyenti uchun tegishli javoblar qiymatlarini belgilaymiz. Shunday qilib $y_{ui} = \frac{1}{n}\sum_{l=1}^{n} y_{0ul}$, , $(l = 1.2...m)$ ikkita tajribani o'tkazishda ko'rib chiqildi. Har bir variantda to'plamlar soni $N_2 = N = 8$ da $m = 2$ deb ta'minlaymiz va ularning hisobi qiymatlarini 1-jadvalga kiritamiz.

Hisobiy natijalar

1-jadval

№	Kiruvchi omillar oralig'i	Chiqish parametri (tozalash samaradorligi y_{ij} (%))

				Og'ish					
	X_1	X_2	X_3	y_{i1}	y_{i2}	$\bar{y}_u$	S_u^2	$\hat{y}_u$	$R_0(\%)$
1	-	-	-	54,3333	55,0667	54,7000	0,2689	55,396	1,26
2	+	-	-	60,4667	60,1333	60,3000	0,0556	60,192	0,18
3	-	+	-	51,4667	51,1333	51,3000	0,0556	51,408	0,21
4	+	+	-	56,4667	55,8000	56,1333	0,2222	55,438	1,26
5	-	-	+	53,4333	52,0667	52,7500	0,9339	52,054	1,34
6	+	-	+	54,4667	53,3333	53,9000	0,6422	54,008	0,2
7	-	+	+	45,8333	44,8333	45,3333	0,5000	45,225	0,24
8	+	+	+	51,7667	51,0333	51,4000	0,2689	52,096	1,34

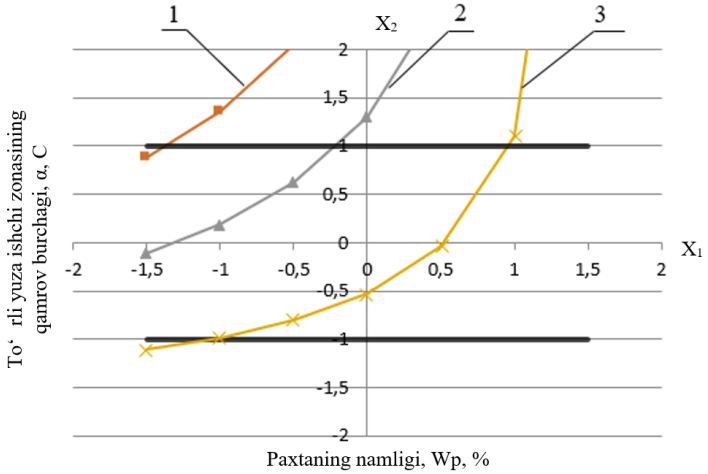
Parallel tajribalarni, ularning bir xil m sonida ularning natijalarini tarqalishini xarakterlovchi S_u^2 dispersiyani bir toifaligida qayta ishlab chiqarishni tekshirib ko'rildi [3].

$$S_u^2 = \frac{\sum_{p=1}^{2}(\bar{y}_{up} - \bar{y}_u)^2}{m-1} \qquad (2)$$

$S_{u(max)}^2 = S_5^2 = 0.9339$, $S3 = 0.5000000 \sum_{u=1}^{8} S_u^2 = 2.9472$ natija qabul qilindi.

Styudent kriteriyasidan regressiya koeffitsiyentlarini ahamiyatliligini tekshirgan holda quyidagi model qurildi.

$$U_R = 53{,}2271 + 2{,}2063x_1 - 2{,}1854x_2 - 2{,}3813x_3 + 0{,}5188x_1x_2 + 0{,}7104x_1x_2x_3$$



X_1-kodlashtirilgan paxta namligi, X_2-kodlashtirilgan qamrov burchagi

2-rasm. Tozalash samaradorligini har hil qiymatlarida ish unumdorligidagi tozalash uskunasining to'rli yuza ishchi zonasining qamrov burchagi va paxtaning namligiga ta'siri.

Umumiy xulosa qilib aytganda mayda iflosliklarni tozalash uchun qoziqchali-plankali barabanlari vertikal va parallel joylashgan paxtani ketma-ket harakatlantiruvchi takomillashtirilgan tozalagichning tozalash samaradorligi o'rtacha 56% ni tashkil qildi.

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XIZMAT KO'RSATISH KORXONALARI RAQOBATBARDOSHLIK SALOHIYATI

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Annotatsiya: Ushbu maqolada xizmatlar sohasida raqobat, raqobatdoshlik, unga ta'sir etuvchi omillar o'rganilgan. Ushbu tushunchalarni kompleks tahlil etish, ularning mohiyatini klassik maktab vakillari va noklassiklar nuqtai nazaridan o'rganishga alohida e'tibor berilgan.

Kalit so'zlar: raqobat, raqobatdoshlik, raqobat kurashi, raqobatdoshlikka ta'sir etuvchi omillar, raqobatli ustunlik, eksport salohiyati, diversifikatsiya.

Xizmatlar faoliyatini rivojlantirish orqali mamlakatning iqtisodiy qudratini oshirish, hamda aholining mehnat bandligini taminlash mumkin bo'ladi. Masalan 2022 yilda AQShda xizmatlar sohasida mehnatga layoqatli aholining 72,0% , Italiya va Shvetsariyada 60,5% , Rossiyada 50,0% band bo'lgan.

Iqtisodiyotni modernizatsiya qilish sharoitida hukumat tomonidan ududlarda xizmat ko'rsatish va servis sohasini, kichik biznes va xususiy tadbikorlik sohalarini rivojlantirish siyosati amalga oshirilayotgan bugungi kunda respublikamizda mazkur sohalarni shakllanishi va rivojlanishi muammolarini aniqlash hamda ularni bartaraf etish, ushbu yo'nalishda servis xizmatlarini kengaytirish, hududlarda xizmat ko'rsatish va servis sohasini rivojlantirishning masalalarini muhim muammolardan biri hisobladi.

Hozirda muayyan mamlakatni rivojlangan mamlakatlar qatoriga qo'shish uchun xizmat ko'rsatish va servis sohasining mamlakatda yaratilayotgan YAIM dagi ulushi 65 foizdan yuqori bo'lishi asosiy mezon bo'lib qolmoqda. AQSH iqtisodiyotida yaratilgan YAIM tarkibida xizmat ko'rsatish sohasi ulushi

78, Yaponiyada 62 foizni tashkil etadi9. Shu sababli ham ushbu sohani

jadal rivojlantirishga alohida e'tibor berilib kelinmoqda.

Iqtisodiyotdagi mavjud raqobat muhiti taraqqiyotning yordamchi "harakatga keltiruvchi kuch" sifatida modernizatsiyalash va texnik yangilanish jarayonlarini jadallashtiradi. Raqobat sharoitida xizmat ko'rsatish subyektlari o'rtasida unumliroq texnologiya, ish joyi, yaxshi bozorni qo'lga kiritish, umuman, yuqori daromad olish imkoniyati uchun kurash olib boriladi[16]. Ma'lumki, bozorda faoliyat yurituvchi xo'jalik subyektlari foyda olish maqsadida ma'lum resurslarni (moddiy, mehnat, moliyaviy, nomoddiy) qayta ishlash orqali tayyor mahsulot yoki xizmatlar ko'rinishidagi yakuniy mahsulotlarni yaratib, ularni iste'molchilarga taklif etadilar. O'z-o'zidan ma'lumki, biror-bir turdagi xizmat ko'rsatuvchi korxonalar soni ortib borar ekan, ular o'rtasida mijozlar uchun kurash vujudga keladi, ya'ni raqobat muhiti shakllanadi. Shuning uchun, mazkur tadqiqot doirasida xizmat ko'rsatish sohasida "raqobatdoshlik" tushunchasining ilmiy tasnifini ochib berishni lozim deb hisoblaymiz. Ushbu muammoga bag'ishlangan izlanishlarni o'rganish davomida tadqiqotchilarning ko'pchiligi o'z oldiiga qo'ygan maqsadlaridan kelib chiqib, raqobatdoshlikning ma'lum bir tasnifiy belgilarini tadqiq etganlar. Biz ham tarmoqda raqobat vaziyatini aniqroq tavsiflash, uning o'ziga xos tomonlarini ochib

berish hamda raqobatdosh vositalarni asoslash maqsadida, uning to‘liq tasnifiy tizimini ishlab chiqishni maqsadga muvofiq deb hisoblaymiz.

Har qanday korxona faoliyat yuritayotgan mahsulotlar bozorida raqobatning mavjudligi, uni muayyan raqobatdoshlikni ta’minlashini talab qiladi, aks holda uning rivojlanishi tugul, bozorda jon saqlab qolishi ham mushkul bo‘lib qoladi. Shuning uchun ham, iqtisodiy faoliyatning biror-bir sohasida, uning o‘ziga xos xususiyatlarini inobatga olgan holda, raqobatdoshlik mohiyatini aniqlash zarurati muhim ahamiyat kasb etadi. “Raqobat” tushunchasini ta’riflashga quyidagi yondashuvlar alohida diqqatga sazovordir.

1. Raqobat bu bozordagi qandaydir harakatdir. Bunday yondashuv asosida eng yaxshi natijalarga erishish uchun musobaqalashish g‘oyasi yotadi.

2. Raqobat bahoni shakllantiruvchi asosiy iqtisodiy mezonlardan biridir.

Bunday yondashuv raqobatni bozorning ajralmas xususiyatlaridan biri sifatida qarashga asoslanadi. A.Smit tomonidan raqobatga bozordagi subyektlar o‘rtasida mahsulotlarni sotish va sotib olishda qulay sharoitlar uchun halol kurash sifatida qaralgan bo‘lsa, D. Rikardo tomonidan raqobat asosida bozorda bahoni tartibga solish g‘oyasi rivojlantirilib, tabiiy baholarning markazlashmagan boshqaruv tamoyili bilan hamohanglikda bozordagi uzoq muddatli muvozanatni, pirovard natijada iqtisodiyotning rivojlanishini ta’minlashi ilmiy asoslab berilgan[4]. Xulosa qilib aytsak, korxonaning muayyan bozori segmentida raqobatlashish imkoniyati uning mahsuloti raqobatdoshligiga va korxona faoliyatini amalga oshirishning tashkiliy-iqtisodiy mexanizmlariga bog‘liqdir

Raqobat mahsulot sifatini oshirishga, xarajatlarni pasaytirishga hamda mehnat unumdorligini oshirishga undovchi kuch sifatida namoyon bo‘ladi. Taklif talabdan oshgan vaziyatda raqobat – korxonalar emas, balki ularning ko'rsatadigan xizmatlari o‘rtasida vujudga keladi. Shuningdek korxona raqobatdoshligi to‘g‘risida yuritilgan mulohazalar asosida quyidagi xulosaga kelish mumkin: raqobatdoshlik tushunchasi mazkur bozorda mavjud bo‘lgan o‘xshash obyektlarga nisbatan muayyan ehtiyojni qondirish darajasi bilan tavsiflanadigan obyekt xususiyatini; mazkur bozordagi o‘xshash obyektlarga nisbatan raqobatga dosh berish qobiliyatini; o‘z mahsulotlari bilan kishilar ehtiyojini qondirish darajasi va ishlab chiqarish faoliyati samaradorligi bo‘yicha korxona rivojlanishining boshqalardan farqini ifodalaydi.

Raqobat salohiyati – korxonaning moddiy va nomoddiy resurslardan foydalangan holda raqobat ustunliklarini shakllantirib, bozorda samarali raqobat kurashini olib borishini ta’minlay oladigan ichki va tashqi raqobat imkoniyatlarini ifodalar ekan. Shunga asosan korxonaning eksport salohiyatini raqobat salohiyatidan foydalanish darajasi sifatida e’tirof etish mumkin. Bundan kelib chiqadiki mahsulot ishlab chiqarish va xizmat ko’rsatish korxonasi va ularning mahsulotlari raqobat salohiyati asosida shakllanib, tashqi bozorda raqobat ustunliklari hisobiga ularning joriy darajasi eng ko‘pi bilan salohiyat darajasigacha borib yetadi. Agarda muayyan raqobat muhitida salohiyatdan to‘liq foydalangan holda korxona yoki uning mahsulotlari raqobatdoshligi talab darajasida bo‘lmasa, eng avvalo raqobat salohiyatini oshirish va uni ro‘yobga chiqarish bilan bog‘liq chora-tadbirlar ishlab chiqiladi hamda amalga oshiriladi.

Ko‘plab rivojlangan va jahon iqtisodiyotida yetakchi o‘rin tutadigan mamlakatlar tajribasi shuni so‘zsiz isbotlab bermoqdaki, raqobatdoshlikka erishish va dunyo bozorlariga chiqish, birinchi navbatda, iqtisodiyotni izchil isloh etish, tarkibiy jihatdan o‘zgartirish va diversifikatsiya qilishni chuqurlashtirish, yuqori texnologiyalarga asoslangan yangi korxona va xizmat ko’rsatish tarmoqlarining jadal rivojlanishini ta’minlash, faoliyat ko‘rsatayotgan quvvatlarni modernizatsiya qilish va texnik yangilash jarayonlarini tezlashtirish orqali sifatli va raqobatbardosh xizmat ko’rsatishni ta’minlash hisobidan amalga oshirilishi mumkin. Bu borada mamlakatimizda ham salmoqli ishlar amalga oshirilmoqda va yaqin kelajak uchun istiqbolli rejalar belgilab olingan.

Xizmatlar sohasining rivojlanishi aholining hududiy va ijtimoiy, yangi iqtisodiy hududlarni o‘zlashtirishni, ishlab chiqarish samaradorligini oshirishni va moddiy ne’matlarni iste’mol qilishni ta’minlaydi.

Mamlakatimiz iqtisodiyotida xizmatlar sohasining ulushi yildan yilga jadal oshib bormoqda va aholi bandligni ta'minlashda ham asosiy o'rini egalamoqda bu jarayon sohadagi korxonalar o'rtasida sog'lom raqobat muhitni rivojlanishiga zamin yaratadi.

2023 yilning yanvar-sentabr oylari yakunlariga ko'ra, xizmatlar sohasining yalpi qo'shilgan qiymati hajmi 314 044,4 mlrd. so'mni tashkil etdi va 2022 yilning yanvar-sentyabriga nisbatan 6,5 % ga o'sdi. Shu jumladan, savdo xizmatlari 9,1 % ga, yashash va ovqatlanish bo'yicha xizmatlar 10,6 % ga, tashish va saqlash xizmatlari 5,9 % ga, axborot va aloqa xizmatlari 24,9 % ga, boshqa xizmatlar 4,6 % ga o'sdi.

Yuqoridagilarni inobatga olib aytadigan bo'lsak, xizmatlar sohasi korxonalari tamonidan ko'rsatiladigan xizmatlar sifati va raqobatbardoshligi mamlakatimiz iqtisodiyotining buguni va ertasi uchun dolzarb masalalardan biri hisoblanadi.Xizmatlar bozorining muayyan segmentida, raqobatchilar ishtiroki qisqarishida sotuvlar hajmini kengaytirish o'zgaruvchan kon'yunkturaga moslashuvga misol bo'la oladi. Bunda moddiy resurslar sarfining qisqarishi ikki yo'nalish bo'yicha boshqaruv tizimini qayta qurish bilan erishiladi.

Xulosa qilib shuni aytish mumkinki, hech bir korxona ishlab chiqarish faoliyatini diversifikatsiyalashsiz barqaror o'sish sur'atlariga ega bo'la olmaydi. Yana shuni ham e'tiborga olish lozimki, diversifikatsiya strategiyasi doimiy ravishda o'zgartirib, takomillashtirib borilishi zarur. Iqtisodiyotning to'la rivojlanishiga korxona raqobatdoshligini baholashning uslublarini aniqlash eng muhim tarkibiy qismlardan biri hisoblanadi. Korxona raqobatdoshligini baholash ko'rsatkichlarini bilish va amaliyotda qo'llay olish, jahon miqyosidagi bozorlarda samarali raqobat olib borishga imkoniyat yaratadi. Milliy kompaniyalar mahsulotlarining jahon bozorlaridagi raqobatbardoshligini ta'minlashda quyidagilarni amalga oshirish muhim ahamiyatga egadir:

- raqobatdosh va innovatsion mahsulotlarni ishlab chiqarishga mo'ljallangan xalqaro standartlarni joriy etish;
- xorijiy mamlakatlar bilan zamonaviy texnologiyalarni standartlashtirish, metrologiya va sifatni sertifikatsiya qilish sohasida hamkorlik qilish ko'lamini yanada kengaytirish;
- xalqaro standart talablariga mos ravishda sifat ustidan nazoratni joriy etish;

Yuqorida keltirilganlardan ko'rinib turibdiki, milliy tovar ishlab chiqaruvchilar uchun jahon bozorlariga chiqish va o'z mahsulotlarini eksport qilish mamlakat uchun ham, alohida milliy kompaniyalar uchun ham manfaatlidir.

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ТУРКИСТОН АССР ДА ЯНГИ ИҚТИСОДИЙ СИЁСАТНИНГ АМАЛГА ОШИРИЛИШИГА ОИД АЙРИМ МУЛОҲАЗАЛАР

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Аннотация. XX асрнинг 20 йилларида Туркистон ўлкасида амалга оширилган янги иқтисодий сиёсат ўлка ҳаётининг ижтимоий иқтисодий соҳаларига ўз таъсирини кўрсатди. Ушбу давр тарихини ўрганиш ҳозирги кундаги долзарб илмий масалалардан ҳисобланади.

Мазкур мақолада Туркистон АССРда янги иқтисодий сиёсатнинг амалга оширилиши жараёни ва уларнинг натижалари таҳлил қилинган.

Калит сўзлар: маҳаллий аҳоли, Туркистон Компартияси, Т.Рисқулов, Россия империяси, янги иқтисодий сиёсат, "Ҳарбий коммунизм" сиёсати.

Маълумки, Туркистон ўлкасида XX асрнинг 20-йилларида амалга оширилган янги иқтисодий сиёсат ўлка ҳаётининг турли жабҳаларига ўзининг таъсирини ўтказди. Мазкур сиёсатнинг амалга оширилишидан кўзланган асосий мақсад ўлкада қарор топган болшевиклар ҳукмронлигини мустаҳкамлаш ва уни янги босқичга олиб чиқиш ҳисобланар эди. Ўлкада амалга оширилган янги иқтисодий сиёсат тарихини ўрганиш ва таҳлил этиш совет даври тарихини ёритишда муҳим аҳамиятга эга ҳисобланади.

Туркистон АССРда 1920 йилларнинг бошларида юзага келган вазият совет давлатининг барбод бўлиш хавфини янада кучайтириб юборди. Туркистон АССР да болшевиклар томонидан юритилган номақбул иқтисодий сиёсат маҳаллий хусусиятларни эътиборга олмаганлиги учун халқ хўжалигида ўзининг фожеали изларини қолдириши билан биргаликда, ўлка халқларининг норозилигини келтириб чиқарди.

Туркистон ўлкасидаги инқироз, асосан, ўтроқ яшовчи маҳаллий аҳолининг хўжалик ҳаётига салбий таъсир қилди. Сал кейинроқ ўтказилга ҳисоб-китобларга қараганда, ўтроқ маҳаллий аҳолининг сони ва хўжаликлари миқдори кескин камайиб кетган. Фақат, рус аҳолисининг сони ва хўжаликлари ўртасида ўсиш кўзга ташданади [2, 65].

Туркистон ўлка Мусулмонлар Бюросининг раиси бўлган Турор Рисқулов Туркистон Компартияси III-Ўлка Съездида 1919 йил 6-июнда қилган маърузасида шундай деган эди: "Фарғонада Совет ҳокимияти йўқ, у фақат рус аҳолсиси бор шаҳарлардагина мавжуд. Мусулмон қишлоқларида эса совет ҳокмияти мавжуд эмас, у ерларда Николай давридаги тартибсизликлар ҳукм сурмоқда, пристав ва волость бошқарувларининг ўрнига комиссар ва қароқчилар тўдаси келишган" [4, 99].

Турор Рисқулов ўз маърузасида партия раҳбарлиги ниқоби остида иш юритган коммунистларнинг маънавий қиёфаси нақадар тубан эканлигини ҳам очиб ташлайди. Мусулмонлар ҳеч қандай гуноҳсиз отиб ташланаётганликларини, советларнинг ўзи уларни "миллатчи" қилаётганлиги кўрсатилади. Туркистонда совет ҳокимияти ўрнатилганидан сўнг, қисқа давр ичида большевиклар ҳукмронлиги қандай оқибатларга олиб келганлиги миллий коммунист Т.Рисқулов томонидан ана шундай тарзда тасвирланади.

Туркистонда 1917 йилнинг қишида бошланган очарчилик большевикча режимнинг оғир сиёсати натижасида тобора кучайиб борар эди. !918 йилнинг 20-ноябрда Туркистон АССР да Очарчиликка қарши курашиш Марказий Комиссияси тузилди. Комиссия раиси Т.Рисқулов ўз таржимаи ҳолида ёзганидек, "...ҳақиқатан ҳам, кўчалар, ариқлар бўйида ва қишлоқларда ўлаётган миллионлаб йўқсиллар ва болаларни қутқариш керак эди, ўша вақтдаги ҳокимият бунга панжа орасидан қарар эди" [6, 4-15].

Маълумки, Фарғона вилоятида очарчилик 1917-1918 йил қишидан бошланган эди. Бу очарчилик 1921-1923 йилларда авжига чиқди. Очлик оқибатида энг кўп болалар қирилиб кетди. Бу даврда водийдаги шаҳарлар атрофи оч қолган одамлар билан тўлиб кетган эди. Қишлоқлар ва шаҳар кўчалари ҳар куни очликдан ўлган ўнлаб ва юзлаб одамларнинг мурдаларига тўлиб кетган бўлиб, бу ҳолат даҳшатли манзара ҳосил қилган[5, 2]. Масалан, 1922 йилди Фарғона вилояти Очлик муаммоларини тугатиш комиссиясига бир қишлоқ вакилининг хабар беришича, у станцияга етиб келгунча 30 чақиримча йўл устида 17 нафар жасадни одеял, ёстиқ ва кетмонларини чангаллаганча ўлиб ётган ҳолида кўрган. Бу шўрликлар балким, рўзғорларидаги сўнгги буюмларини олиб, нонга айирбошлаш учун бозорга отланганлар ва йўлда очликдан қазо қилганлар. Марказга жўнатилаётган озиқ-овқат маҳсулотлари ва ёқилғининг миқдори ой сайин кўпайиб борарди. Ҳужжатда келтирилишича, 1921-1922 йилларда Туркистондан Россияга

4.400.000 пуд ғалла жўнатилган[7,18]. Ўша пайтда дон етиштиришга ихтисослашмаган Туркистон қишлоқ хўжалиги учун бу катта миқдордаги ҳосил ҳисобланади. Чунки, Туркистон ўлкаси Россия империяси томонидан босиб олингач, ўлкадаги ғалла майдонлари ҳисобидан пахта экиладиган майдонлар кенгайтирилиб, ғалла Россиянинг Марказий губерняларидан бу ерга ташиб келинар эди. Туркистонда Большевиклар ҳокимият тепасига келгач, Россиядаги фуқаролар уруши натижасида, ўзлкага ғалла келтириш деярли тўхтаб қолган эди[3, 79-80].

Совет Россиясида 1921-1922 йилларда юз берган даҳшатли очачилик тўғрисида хорижлик олимлар ўз фикрларини билдириб, бу ҳолатни "ҳарбий коммунизм" сиёсатининг натижаси деб ҳисоблайди. Крестьянларнинг оммавий равишда эксплуататция қилиниши натижасида мамлакат тарихидаги энг йирик очарчилик 1921-1922 йилларда бўлиб, бунинг оқибатида тахминан 5 млн. киши ҳалок бўлди.

Янги иқтисодий сиёсатни амалга ошириш жараёнида бир қатор зиддиятлар намоён бўлди. Уларнинг энг асосийси, янги иқтисодий сиёсат принципларининг ҳукмрон коммунистик мафкура ғоясига мос келмаслигида кўринади. Янги иқтисодий сиёсатнинг асосий вазифаси фақат совет тузумини мустаҳкамлашга хизмат қилиши лозим эди. Бироқ, коммунистик таълимотда мулкчилик шаклларининг хилма-хиллиги, хусусий мулкчилик ва тадбиркорлик иқтисодий ва сиёсий фикр эркинлиги инкор этиларди. Янги иқтисодий сиёсат йўлининг зиддиятлари уни Туркистонда амалга оширишда очиқ-ойдин кўзга ташланди. Туркистонда янги иқтисодий сиёсат бир қатор йўналишлар бўйича марказий Россияга нисбатан бирмунча кечроқ ўтказила бошланди. Туркистон ўлкасида "ҳарбий коммунизм" сиёсатининг таъсири кучли эди. Туркистондаги янги иқтисодий сиёсат йўли Туркистон Компартиясининг VI Съезди (1921 йил август) ва Туркистон АССР Советларининг X Съезди (1921 йил сентябр) қарорларида тасдиқланди [1, 133-136]. Уларда Ўлканинг иқтисодий ривожланиши Совет тузумининг мустаҳкамланиши ва социализм қурилиши билан боғланди. Буларнинг барчаси соғлом бозор муносабатларини ривожлантиришга монелик қилиб, ўлканинг ижтимоий-иқтисодий ривожланишга салбий таъсир кўрсатар эди.

Туркистон АССР МИК 1921 йил апрел-май ойларида республика миқёсида янги иқтисодий сиёсатни ўтказишга оид қатор қарорлар қабул қилган эди. Хўжалик бошқарувининг янги шароитларига ўтиш бошқарув соҳаларини қайтадан ташкил этиш билан боғлиқ ҳисобланади. Туркистон ўлкасининг иқтисодиётини дастлаб ТАССР Халқ Хўжалиги Марказий Кенгаши бошқарар эди.

Хулоса сифатида шуни айтиш мумкинки, янги иқтисодий сиёсат йўлининг ўзига хос хусусияти товар пул муносабатларининг жонланиши савдо ва айрибошлаш шаклларининг "Ҳарбий коммунизм"га хос бўлган турли чеклашлардан озод бўлиши ҳисобланар эди. Аммо, кейинги даврда болшевик ҳукмдорлари томонидан амалга оширилган сиёсат натижасида мазкур иқтисодий янгиликлар амалда йўққа чиқарилди. Хусусан, хусусий мулкчилик, тадбиркорлик билан шуғулланиш, бозор тамойилларини тамоман инкор этиш йўли танланди. Натижада, шусиз ҳам абгор аҳволда бўлган Туркистон ўлкаси иқтисодиёти таназзулга юз тутди. Бу эса, ўз навбатида, Туркистон ўлкаси халқ хўжалиги ҳаётига ўзининг салбий таъсир кўрсатган омиллардан бирига айланди.

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ПРИМЕНЕНИЕ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА ПРИ СОЗДАНИИ ЛИНГВИСТИЧЕСКОГО ТРЕНАЖЕРА

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***Аннотация**. Данная тема является довольно актуальной в современном мире. Повсеместное внедрение технологий искусственного интеллекта позволяет улучшать навыки людей в различных областях знаний, среди которых особое место занимает обучение иностранным языкам. В настоящее время наблюдается стремительный рост интереса к обучению иностранным языкам. В статье представлен актуальность создания лингвистического тренажера для обучения узбекскому языку с учетом особенностей говорящего.*

Ключевые слова: искусственный интеллект, распознавание речи, лингвистический тренажер, обучение.

В эпоху, насыщенную цифровыми трансформациями, роль искусственного интеллекта (ИИ) и анализа больших данных выходит далеко за пределы технологического прогресса, оказывая существенное воздействие на различные области человеческой деятельности. Одной из областей, на которую направлен взгляд современных исследователей, является образование, особенно в контексте обучения иностранным языкам.

Сегодня внимание, обращаемое на развитие государственного языка, повышение его престижа, усилия, направленные на то, чтобы узбекский язык звучал на мировой арене, требуют практической работы по преподаванию узбекского языка не только в качестве родного, но и иностранного языка. На сегодняшний день важно создавать интеллектуальные системы, программы и учебники, основанные на развитие навыков аудирования, чтения, говорения и письма. Особенно важно создание условий для обучения языку иностранным инвесторам. В Республике Узбекистан узбекский язык является официальным языком коммуникации и языком делового общения. Он широко используется в государственных органах, банковской сфере, коммерческих предприятиях и других секторах экономики. Владение языком позволяет иностранным инвесторам лучше понимать местную культуру, традиции и обычаи, а также общаться с местными предпринимателями, работниками и потенциальными партнерами, а также способствует установлению доверительных отношений и более эффективному взаимодействию с местными структурами. Кроме того, это может дать иностранным инвесторам преимущество при осуществлении бизнес-операций, ведении переговоров, заключении сделок и общении с правительственными органами. Поможет создать позитивное впечатление, проявить уважение к местной культуре и национальным ценностям, что может способствовать развитию успешных деловых отношений.

Анализируя современные тенденции в области образования и языкового обучения, можно увидеть, как интегрированные системы искусственного интеллекта, опирающиеся

на большие объемы данных, могут переосмыслить традиционные методики обучения узбекскому языку. При этом обращая внимание на персонализированные подходы, интерактивные методы и автоматизированные системы оценки, предоставляя обучающимся индивидуальные возможности развития и углубленного погружения в языковую среду.

Большинство интеллектуальных систем включают в себя интеграцию с речевыми технологиями, так как речевые технологии являются ценным инструментом в изучении узбекского языка, поскольку она может значительно улучшить коммуникативные навыки обучаемого [1, 6]. За последнее десятилетие широкое распространение получили мобильные приложения по обучению иностранным языкам, такие как Duolingo, Babbel, LinguaLeo, Elsa и другие. И хотя речевым навыкам в последнее время начинают уделять все больше внимания, систем, способных указать пользователю на ошибки в произношении и дать конкретные рекомендации по его улучшению, практически не существует. В связи с чем возникла идея о создании такого тренажера, который будет охватывать все стороны изучения иностранного языка, включая чтение, аудирование, письмо и говорение, а также позволит выработать программу обучения под конкретного человека с его особенностями речи.

Исследования свидетельствуют о том, что внедрение методов машинного обучения в обучении узбекскому языку способствует индивидуализации образовательных программ, соответствуя уникальным потребностям обучающихся. Алгоритмы, проводя анализ структуры языка, способны предложить персонализированные учебные материалы и задания, учитывая уровень владения языком каждого обучающего [1]. Особенно стоит выделить направление искусственного интеллекта - машинное обучение, которое находит широкое практическое применение и успешно решает задачи распознавания речи.

Лингвистический тренажер должен поддерживать как набор классических упражнений, развивающих навыки чтения и письма, так и упражнения на правильное звучание речи и аудирование [2]. Виды учебного материала классического типа, предусмотренные в тренажере: работа с текстами, упражнения, выполнение тестов, работа со словарями. Дополнительно вводятся:

- работа с текстом, который набирает учащийся – его воспроизведение, анализ текста на грамматику и синтаксис;
- работа с речью, воспроизводимой учащимся;
- аудио тесты и упражнения.

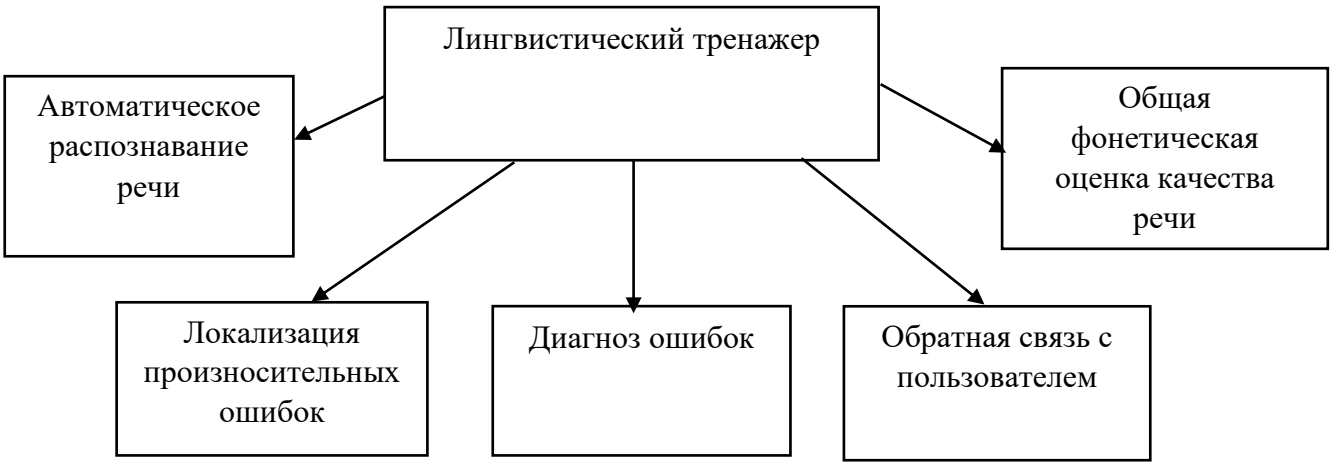


Рис. 1. Структура лингвистического тренажера.

В структуре лингвистического тренажера можно выделить следующие пять основных рабочих блоков: 1) автоматическое распознавание речи (АРР) [3]; 2) общая

фонетическая оценка качества речи; 3) локализация произносительных ошибок; 4) диагноз ошибок; 5) обратная связь с пользователем.

На основе приведенной структуры лингвистического тренажера можно сформулировать главные требования к лингвистичечкому тренажеру на базе интеллектуальных речевых технологий:

1.Распознавание (анализ) речи: преобразование входящей речи в последовательность слов.

2.Оценка качества речи: оценка произношения у пользователя по n-балльной шкале.

3.Понимание языка: анализ последовательностей слов для получения определенного значения.

4.Установление обратной связи: взаимодействие между пользователем и системой.

5.Запрос в базу данных: приобретение информации, запрошенную пользователем.

6.Генерация ответа: формирование текста, который должен быть системным выходным сообщением.

7.Исходящая речь: преобразование исходящего сообщения с использованием предварительно записанных предложений.

8.Работа в режиме реального времени: ответ на запрос пользователя в режиме реального времени.

9.Дикторонезаваисимая система.

10.Ограниченный словарь.

11.Высокая скорость системы обработки данных.

Интеллектуальные системы, которые отвечают вышеуказанным требованиям, могут быть применены во многих областях человеческой деятельности [4]. Эти системы могут быть использованы в различных сферах, таких как промышленность, предпринимательство, медицина, безопасность, образование, банковское дело, телекоммуникации и другие.

Таким образом, необходимо разработать систему с интеллектуальным интерфейсом, учитывающую технологические особенности распознавания речевых сигналов, и которая в дальнейшем будет применяться в качестве обучающего тренажера. При разработке такого тренажера необходимо учесть следующие особенности:

• должен быть произведен выбор наиболее подходящего математического описания работы тренажера (например, системы, основанные на технологии СММ и нейронных сетях) [5]. При этом рассматриваемые алгоритмы должны упрощать распознавание акцентов и дефектов речи (или, по крайней мере, стремиться к этому);

•необходимо создать большую базу данных эталонных моделей произношения звуков, букв и слов на узбекском языке (то есть, произвести обучение системы для последующего распознавания);

• результатом работы тренажера должно быть приложение (платформа), посредством которого обучающийся сможет взаимодействовать с обучающей системой. Данный тренажер должен выдавать пользователю информацию о его совпадении/несовпадении с акустическими моделями с рекомендациями по улучшению звучания.

Заключение

Таким образом, представленный лингвистический тренажер при его реализации позволит подойти к проблеме изучения узбекского языка комплексно, охватывая все стороны обучения, что в дальнейшем послужит прочной основой для успешной коммуникации.

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